B2 – Introduction to PBIS in the Secondary Classroom: Supporting Student Behavior to Improve Learning

Lead Presenter: Jennifer Freeman
Exemplar Presenters: Ellen Reinhardt
Key Words: Classroom, High School
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning
Worksheets: Steps

Self-Assessment: Accomplishments & Priorities

- Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities

- Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements

- Leadership Team Action Planning Worksheet
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Breakout Sessions
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Advanced Organizer

- The challenge of classroom management in HS
- What are effective classroom management practices?
- What does this look like in schools?
- Systems to support implementation
- Re-cap & Questions
Behavior problems disrupt learning
Engaging learning prevents behavior problems

(Gest & Gest, 2005; Stronge, Ward and Grant, 2011)
We have a problem!

- 12% of public school teachers leave within their first 2 years
- 50% leave within the first 5 years

Why do teachers leave?

- Most consistently listed factors:
  - Lack of pedagogical training
  - School environment
  - Poor student behavior and motivation

- Teachers consistently report:
  - Inadequate pre-service training on classroom management and
  - Lack of support and training for handling student behaviors

The High School Context

<table>
<thead>
<tr>
<th>State/Federal</th>
<th>School</th>
<th>Staff</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation/Credit Earning Courses</td>
<td>Community Center</td>
<td>Trained as content experts</td>
<td>Expect/need some level of autonomy</td>
</tr>
<tr>
<td>Evaluated by graduation or college bound rates</td>
<td>Fewer HS per district</td>
<td>May have less training on behavior management</td>
<td>Peer focus</td>
</tr>
<tr>
<td>Zero tolerance discipline policy</td>
<td>Departmental Organization</td>
<td>May have perception students should &quot;know&quot; how to behave</td>
<td>Reward/Risk systems are on alert</td>
</tr>
<tr>
<td>Reliance on high stakes standardized testing</td>
<td>Administrative teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Larger enrollment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Bohanon Fenning, Borgmeier, Flannery & Malloy, 2009; Skiba & Rausch, 2006; Bohanon-Edmonson, Flannery, Eber & Sugai, 2004; Morrison, Robertson, Laurie, & Kelly, 2002; Murphy, Beck, Crawford, Hodges, & McGaughy, 2001).
PBIS in High Schools

• Slower adoption than in elementary schools
  – Numbers of schools
    • 20,011 schools implementing nationally about 2606 high schools (13%)
  – Time needed to reach fidelity
• Schools struggle to sustain fidelity of Implementation

High School Implementation of PBIS

HS Contextual Influences → Key Foundational Systems → Core Features of Implementation → Key HS Focus Areas

- Size
- Culture
- Developmental Level
- Leadership

Data → Communication → Leadership

School Engagement and Success

Flannery & Kato, 2012
PBIS Does "Work" in High Schools!

"Recent high school evidence!!"

- Positive effects on student perceptions of school climate and safety
- Positive effects on behavior & attendance
- Improvement in Academic performance
  - reading and math assessments
  - GPA
  - ACT scores
- Attendance & behavior related to dropout risk, but impact of PBIS unclear
- Relationship between dropout & PBIS better w/ fidelity but requires more time & intensity
Advanced Organizer

• The challenge of classroom management in HS
• What are effective classroom management practices?
• What does this look like in schools?
• Systems to support implementation
• Re-cap & Questions
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

- Brandi Simonsen
- Jennifer Freeman
- Steve Goodman
- Barbara Mitchell
- Jessica Swain-Bradway
Interactive Map of Core Features

 Foundations

1.1 Settings
The physical lay of the classroom is designed to be effective

1.2 Routines
Predictable classroom routines are developed and taught

1.3 Expectations
Three to five classroom rules are clearly posted, defined, and explicitly taught

 Practices

 Prevention

2.1 Supervision
Provide reminders! (prompts), and actively scan, move, and interact with students

2.2 Opportunity
Provide high rates of varied opportunities for all students to respond

2.3 Acknowledgment
Using specific praise and other strategies, let students know when they meet classroom expectations

2.4 Prompts and Precorrections
Provide reminders, before!

 Response

2.5 Error Corrections
Use brief, contingent, and specific statements when misbehavior occurs

2.6 Other Strategies
Use other strategies that preempt, escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for, emphasizing desired behavior, land maintain optimal instructional time!

2.7 Additional Tools
More tips for teachers!

 Data Systems

3.1 Counting
Record how often or how many times a behavior occurs (also called frequency)

3.2 Timing
Record how long a behavior lasts (also called duration)

3.3 Sampling
Estimate how often a behavior occurs during part or all interval, the entire interval, or at the end of the interval!

3.4 ABC Cards, Incident Reports, or Office Discipline Referrals
Record information about the events that occurred before, during, and after behavior/incident

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Center for Behavioral Education & Research
Promoting Academic and Behavior Supports

UCONN
### Tables with Definitions, Examples, Non-Examples, and Resources

#### Example 1. Matrix of Foundations for Classroom Interventions and Supports

<table>
<thead>
<tr>
<th>Settings: Actively Design the Physical Environment of the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)</td>
</tr>
<tr>
<td>Design classroom layout according to the type of activity taking place:</td>
</tr>
<tr>
<td>- Separate desk for independent work</td>
</tr>
<tr>
<td>- Circle area for group instruction</td>
</tr>
<tr>
<td>Consider teacher versus student access to materials</td>
</tr>
<tr>
<td>Use assigned seats and areas</td>
</tr>
<tr>
<td>Be sure all students can be seen</td>
</tr>
</tbody>
</table>
PCBS Practices Decision-making Guide: 3 Key Questions

Are the **foundations** of effective PCBS in place?

Are proactive and positive **PCBS practices** implemented consistently?

Do data indicate that students are still engaging in **problem behavior**?
Decision-making Guide: 3 Key Questions

Effectively design the physical environment of the classroom

Develop & teach predictable classroom routines.

Post, define, & teach 3-5 positive classroom expectations.

Elementary Example:
- Plan layout according to the type of activity (e.g., tables for centers, separate desks for independent work, circle area for group instruction)
- Teach engaging instructions for each work expectation

HS Example:
- Student-created posters of Citizenship, Achievement, & Grit
- Engage students in developing the matrix and teaching each expectation
- It’s on-timety video, etc.

Non-Example:
- Assuming students will already know your expectations
- Having more than 5 expectations
- Listing only behaviors you do NOT want from students
Decision-making Guide: 3 Key Questions

Provide high rates of varied opportunities to respond.

Use **prompts** and **active supervision**.

Acknowledge behavior with specific praise & other strategies.

**Elementary Example:**
- During educator-directed instruction:
  - A student raises her hand. The educator says, “Thank you for raising your hand.”
  - An educator identifies a student Needed.

**HS Example:**
- While teaching groupings strategy, a teachereded:
  - “I really appreciate how you facilitated your group of #1.”
  - “I’m glad to see you asking questions.”
  - “Thank you for handing in HW.”

**Non-Example:**
- While teaching groupings strategy:
  - “I’m glad to see you asking questions.”
  - “Thank you for handing in HW.”

**Elementary Example:**
- Before students begin seatwork, provide a reminder about how to access help and materials, if needed.

**HS Example:**
- Review of group participation rubric prior to the start of group work.
- Sign above the homework (HW) basket with checklist for handing in HW.

**Non-Example:**
- While teaching a lesson, a student calls out and the educator states, “Instead of calling out, I would like you to raise your hand.”

**Elementary Example:**
- During educator-directed instruction:
  - A student raises her hand. The educator says, “Thank you for raising your hand.”

**HS Example:**
- The teacher quietly states, “I really appreciate how you facilitated your group discussion. Peers had many ideas, and you managed it well.”

**Non-Example:**
- “Thank you for trying to act like a human.” (This, at best, is sarcasm, not genuine praise.)
## Other Strategies to Acknowledge

<table>
<thead>
<tr>
<th></th>
<th>Elementary Example:</th>
<th>HS Example:</th>
<th>Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Contract</strong></td>
<td>Class Constitution signed by all</td>
<td>Integrity Pledge signed by all</td>
<td>Zero Tolerance Acknowledgement</td>
</tr>
<tr>
<td><strong>Group Contingency</strong></td>
<td>“If all students will hand in homework #2 by the due date, next Friday we will play State Bingo instead of a formal test review.”</td>
<td>“If we generate 5 questions that are examples of ‘Synthesis’ by 2:15, you may sit where you would like for the last 20 mins of class.”</td>
<td>Making the goal unattainable or undeliverable, or singling out a student for failing to meet goal.</td>
</tr>
<tr>
<td><strong>Token Economy</strong></td>
<td>“Group 2, you were all respectful during your discussion, and each of you earned a “star buck” to use in the school-wide store.”</td>
<td>“Alyiah, you were very respectful when your peer came in and asked for space. You’ve earned 10 bonus points toward your behavior goal.”</td>
<td>Providing points or tokens without (a) specific praise or (b) demonstrated behaviors</td>
</tr>
</tbody>
</table>
Decision-making Guide: 3 Key Questions

Are the foundations of effective PCBS in place?
Are proactive and positive PCBS practices implemented consistently?
Do data indicate that students are still engaging in problem behavior?

- Are students still engaging in problem behavior?
  - Yes
    - Are behaviors minor or major expectation violations?
      - Minor
        - Use brief, specific error correction & other strategies
      - Major
        - How many students are involved (many or few)?
          - Many
            - Review, adjust & intensify PCBS. Ask for help!
          - Few
            - Request additional (tier 2 & 3) support for students.
      - Well done! Monitor outcomes and adjust as needed
  - No
Use brief, specific error correction & other strategies

**Elementary Example:**
- After a student calls out in class the teacher responds, “Please raise your hand before calling out your answer.”

**HS Example:**
- After student plays with lab equipment inappropriately, teacher responds, “Please don’t play with lab equipment, keep it on the table.”

**Non-Example:**
- Shouting, “No!” (This is *not* calm, neutral, or specific.)
- A 5-min conversation about what the student was thinking. (This is *not* brief.)
## Other Strategies to Respond

<table>
<thead>
<tr>
<th>Planned Ignoring</th>
<th>Elementary Example:</th>
<th>HS Example:</th>
<th>Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>During a whole group activity, James shouts the teachers’ name to get her attention. The teacher ignores the callouts and proceeds with the activity.</td>
<td>During a lecture, Jen interrupts the teacher and loudly asks her question. The teacher ignores Jen until she quietly raises her hand.</td>
<td>A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer. The teacher does nothing.</td>
<td></td>
</tr>
</tbody>
</table>

| Differential SR | In the same scenario above, the teacher ignores James’ callouts, but immediately calls on and praises James when he raises his hand, “That’s how we show respect! Nice hand raise.” (DRA) | “If we can make it through this discussion without inappropriate language, you can listen to music during your independent work time at the end of class.” (DRO) | The teacher reprimands students each time they engage in problem behavior and ignore appropriate behavior. |
## Other Strategies to Respond

<table>
<thead>
<tr>
<th>Response Cost</th>
<th>Elementary Example:</th>
<th>HS Example:</th>
<th>Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his/her jar on the teacher’s desk.</strong></td>
<td>When a student engages in disrespectful language, the teacher privately provides feedback and removes a point from the student’s point card.</td>
<td>The teacher publicly flips a card (from green to red) to signal the student has lost privileges. When asked why, the teacher states, “you know what you did.”</td>
<td></td>
</tr>
<tr>
<td><strong>After throwing a game piece at a peer, the teacher removes the game from the student, asks her to return to her desk, and reviews expectations before allowing her to resume activities.</strong></td>
<td>When a student disrupt a preferred art class, the teacher asks the student to “take 5” to review the expectations in art. The student re-joins the class after restating expectations.</td>
<td>Sending the student from a difficult, disliked class to in-school suspension, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day.</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Organizer

- The challenge of classroom management in HS
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- Re-cap & Questions
Rhode Island MTSS

Merged Academic, Behavioral, Social-Emotional Prevention Framework
Are the **foundations** of effective PCBS in place?

Effectively *design* the physical environment of the classroom

Develop & teach predictable classroom *routines*.

Post, define, & teach 3-5 positive classroom *expectations*. 
Effectively **design** the physical environment of the classroom

---

**Use of devices**—teacher instructs using the front of the class for home base but has a standing cart at the back of the class which serves as home when the students are on their devices

---

**Phone location for Gen Zers**
Develop & teach predictable classroom routines.

Today we will:
1. Warm-up quiz - 10 words
2. Go over homework - effort grade - OTR thumbs up
3. Intro new concept or review of last
4. Listening, reading activity independent or pairs

1st and last 5 minutes bathroom

Daily schedule and how to manage needs are explicitly taught and posted from day 1 and revisited after breaks

Restorative Circles established as routines

“...Relationships and Getting to Know Students...”
• Let’s talk about respect. What does respect mean to you?

• Can you think about a time that you treated someone with respect? What is one thing you did that showed respect?

• Now let’s think about a time when someone treated you with respect. What did they do? And how did you feel?

• What are some ways respect will help us be more successful in this class? What are some ways that we can show respect for each other in our classroom?

Post, define, & teach 3-5 positive classroom expectations.

Restorative Circles used to introduce and collaboratively define the expectations in the classroom setting.
Post, define, & teach 3-5 positive classroom expectations.

Including the Matrix within the Syllabus-

Review the behavioral/social expectations along with the academic
Are proactive and positive **PCBS practices** implemented consistently?

Provide high rates of varied **opportunities to respond.**

Use **prompts** and **active supervision.**

Acknowledge behavior with **specific praise & other strategies.**
Provide high rates of varied opportunities to respond.

“Estrategias de Aprendizaje Asistido por Pares”

Using the structure of Peer Assisted Learning Strategies (PALS) for partner work

Spanish Class
✓ Strategically paired
✓ “Coach” and “Player”
✓ Scripted Prompts

Picture Retrieved from https://vkc.mc.vanderbilt.edu/frg/what-is-pals/pals_reading_manuals/
Provide high rates of varied *opportunities to respond*.

Daily check in - visual, whole group OTR
Use *prompts* and *active supervision*.

Active ‘*Check and Connect-ish’* Supervision

Print out of student data each week from the SIS
- Specific, brief positive comment written
- During independent work, teacher moves through the class using the printouts to interact with students
  - Re-state the positive
  - Brief goal setting and problem solving
Acknowledge behavior with specific praise & other strategies.

Providing praise in the preferred modality
Do data indicate that students are still engaging in **problem behavior**?

Use brief, specific error correction & other strategies

Planned ignoring*

Affective Statements

Restorative Questions-
Does **not** meet the *brief* condition
   Best when used with a Neutralizing Routine

“What Happened?…
What were you thinking at the time?…
What have you thought about since?…
Who has been impacted by what you have done? In what way?…
What do you think you need to do to make things right?…”
Advanced Organizer

- The challenge of classroom management in HS
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So we know what effective practices look like

Are the **foundations** of effective PCBS in place?

Are proactive and positive PCBS **practices** implemented consistently?

Do data indicate that students are still engaging in **problem behavior**?
But we don’t seem to be using them

<table>
<thead>
<tr>
<th></th>
<th>Specific Praise</th>
<th>General Praise</th>
<th>OTR</th>
<th>Corrective/Reprimand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinke et al. (2012)&lt;sup&gt;1&lt;/sup&gt;</td>
<td>0.13</td>
<td>0.43</td>
<td>1.43</td>
<td>0.67</td>
</tr>
<tr>
<td>Scott et al. (2011)&lt;sup&gt;2&lt;/sup&gt;</td>
<td>0.06 (overall positive)</td>
<td></td>
<td>0.57</td>
<td>0.07</td>
</tr>
<tr>
<td>Hirn &amp; Scott (2014)&lt;sup&gt;3&lt;/sup&gt;</td>
<td>0.03 (overall positive)</td>
<td></td>
<td>0.47 Group 0.06 Indiv.</td>
<td>0.08</td>
</tr>
<tr>
<td>Pas et al. (2015)&lt;sup&gt;4&lt;/sup&gt;</td>
<td>0.12 (approval)</td>
<td></td>
<td>0.93</td>
<td>0.27</td>
</tr>
</tbody>
</table>

<sup>1</sup> Based on observations of 33 elementary teachers in schools implementing PBIS with fidelity

<sup>2</sup> Based on > 1000 observations of elementary and high school teachers in schools not identified as implementing PBIS

<sup>3</sup> Based on 827 observations of high school teachers

<sup>4</sup> Based on observations of 1262 high school teachers prior to PBIS implementation
PBIS TECHNICAL GUIDE ON SYSTEMS TO SUPPORT TEACHERS’ IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

- Jennifer Freeman
- Brandi Simonsen
- Steve Goodman
- Barbara Mitchell
- Heather George
- Jessica Swain-Bradway
- Kathleen Lane
- **Internal or external coach or mentor**

- School or district behavior coach sends regular reminders to staff of the critical features of PCBS strategies, conducts walk through observations of educators, and provides specific and supportive feedback.

- Mentors assigned to support educators provide reminders of the critical features of PCBS strategies, collect data on the use of each skill, and provide supportive data-based feedback.

- Professional Learning Communities established within grade level or department teams focus on strategies targeted for improvement; team members review critical features of targeted practice and provides feedback and implementation support to each other.

- Pairs of educators work together reminding one another of the critical features of each skill, provide practice opportunities, and observational feedback.

- Educators commit to being a dedicated coach for at least one strategy and a dedicated learner of a new strategy.

- Educators are provided with explicit instruction in one or more specific classroom management strategies.

- Mentoring or coaching conversations are not focused on specific PCBS strategies or guided by data.

- Data are not kept confidential but are shared with peers or administrators or used for evaluative purposes.

- **Peer**

- Lack of structure for meetings (e.g., not using data to select targeted skills or guide conversations); lack of trust among members; focus becomes student-specific rather than educator skills focused.

- **Self**

- Asking educators to self-manage without clearly understanding the targeted strategy or data collection component.

Educators set a goal for improvement and are provided with a tool for data collection and evaluation. Educators self-reinforce when they meet their goal.
What does our initial research on self-management indicate?

• Across three studies, we’ve found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers. We are still working to enhance maintenance and generalization of effects.
  (Simonsen, Freeman, Dooley, Maddock, & Kern, 2017)

Teachers…

• Set a goal (criterion for self-reinforcement)
• Self-monitored daily
• Entered data into an Excel Spreadsheet, which automatically graphed daily praise rates relative to goal
• Self-evaluated and self-reinforced
• Received weekly email prompts to use specific praise and submit data
We’ve now tested the targeted-PD approach with:

• ...more teachers: 16 Teachers across two schools
• ...more skills:
  – specific praise,
  – prompts for social behavior, and
  – academic opportunities to respond (OTRs)
• ...a group experimental design: counter-balanced interrupted time series design
  – Randomly assigned to one of two cohorts
  – Collected data before and after each skill-focused training
• ...and we’ve now replicated again with natural implementers
Multi-tiered Framework of Professional Development Support
(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

**Tier 1**
Universal PD: Training & Self-Management

**Tier 2**
Targeted PD: Self-Management with Peer or Coaching Supports

**Tier 3**
Intensive PD: Data-driven Consultation

**Progress Monitoring**
Walk-through, Student Data Review, Teacher Collected Data

**Universal Screening**
Walk-through & Student Data Review

**Peer Supports** may be ANOTHER way to approach this!

**Coaching/Mentoring** may be ANOTHER way to approach this!

How can we approach intensifying our supports for educators implementing PCBS?
PBIS TECHNICAL GUIDE ON USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT
## Table 1. Assessing Fidelity

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Types of Tools and Resources for Data Collection</th>
<th>Examples of Use</th>
<th>Non-Examples of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the critical features of measuring fidelity?</td>
<td></td>
<td>Measure fidelity of implementation regularly (e.g., after a new practice is taught, beginning, middle, and end of school year)</td>
<td>Measuring implementation fidelity will not tell you:</td>
</tr>
<tr>
<td>• Measure the extent to which each core feature of a practice or system is implemented</td>
<td>Self-Assessment and/or Direct Observation Checklists</td>
<td></td>
<td>• How a practice is impacting student outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Classroom Management Self-Assessment: Revised</td>
<td></td>
<td>• Family and/or student perception of implementation</td>
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<tr>
<td></td>
<td>• MO SW-PBS Educator Self-Assessment of the Effective Classroom Practices (2016)</td>
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<td></td>
<td>• Midwest PBIS Network Self-Assessment Snapshots for Classroom Practices</td>
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<tr>
<td></td>
<td>• PCBS Self-Assessment Specific tools for measuring discrete PCBS skills or strategies</td>
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<td></td>
<td>• Self-management training scripts and tools</td>
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<td></td>
<td>• Direct Observation data-collection applications (e.g., SCOA)</td>
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<tr>
<td></td>
<td>School-wide fidelity tools with observations protocols</td>
<td>Use fidelity data to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ School-wide Evaluation Tool (SET)</td>
<td>• Identify areas of strength and weakness in implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Tiered Fidelity Inventory (TFI)</td>
<td>• Plan professional development and coaching supports</td>
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</tbody>
</table>

Note: Items marked with a check (✓) have undergone validation and have established psychometric properties. Other tools are widely used, but their psychometric properties have not been established.
Systems to Support Classroom Management in RI

Team Planning of Access Strategies

Self-Paced Classroom Management Modules
Team Planning of Access Strategies

1. Who are the students? And how big are their gaps?

2. What strategies to ensure access make sense to us?

3. How can I use those strategies in my class?

4. How can we make this happen? And, How’s it working?

“Behavior problems disrupt learning. Engaging learning prevents behavior problems”
Who are the students? And how big are their gaps?
What strategies to ensure access make sense to us?
How can I use those strategies in *my* class?
How can we make this happen? And, How’s it working?

<table>
<thead>
<tr>
<th>Selected strategies</th>
<th>Logistics for Implementing</th>
<th>Who</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Steps:</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Plan for period review of data/grades/evaluation of effectiveness**

- **Review of implementation** will take place on to collaborate, monitor fidelity, troubleshoot obstacles.
- **Evaluating effectiveness** will take place to look at grade data evaluate and for problem solving (to inform/change/fine tune strategy implementation).
Self-Paced Classroom Management Modules

After this module, participants will be able to answer the following questions...

1. Why is classroom management important?
2. What does effective classroom management look and sound like?
3. How can I assess and improve classroom management?
4. What’s coming up in upcoming Management, Part 2?

A CLOSER LOOK

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximize Structure</td>
<td></td>
</tr>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction.</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</td>
<td>Yes</td>
</tr>
<tr>
<td>Post, teach, review, monitor, and reinforce a small number of positively stated expectations.</td>
<td></td>
</tr>
<tr>
<td>3. I have provided frequent Prompts and Pre-corrections for expected behavior.</td>
<td>Yes</td>
</tr>
<tr>
<td>4. I provide frequent reminders to respond and participate during instruction.</td>
<td>Yes</td>
</tr>
<tr>
<td>Establish Continuum of strategies to acknowledge appropriate behavior and respond to inappropriate behavior.</td>
<td></td>
</tr>
<tr>
<td>5. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td>Yes</td>
</tr>
<tr>
<td>6. In general, I have provided specific feedback in response to social and academic behavior versus and correct responses.</td>
<td>Yes</td>
</tr>
<tr>
<td>7. I ignored or provided quick, direct, explicit, same responses/reprimands/reirections in response to inappropriate behavior.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Overall classroom management score: 11-15 “yes” = “Super”
7-10 “yes” = “So-so”
< 5 “yes” = “Improvement Needed”
Have you completed the Classroom Management Self Assessment?

AREAS OF IMPROVEMENT

After this module, participants will be able to answer the following questions:

ENVIRONMENT
- Expectations
- Prompting
- Active involvement
- Frequent practice
- Engage
- Specific expectations
- Response to error

PREVENT
- Select one area

VIDEOS

TIME TO ACTION PLAN

TABLE 7.2. Implementation Checklist for Success: Precorrection

- Step 1: Identify the contexts and anticipated behaviors.
- Step 2: Determine the expected behaviors.
- Step 3: Adjust the environment.
- Step 4: Provide opportunities for behavioral rehearsal.
- Step 5: Provide strong reinforcement to students engaging in the expected behavior.
- Step 6: Develop a prompting plan to remind students about the expected behavior.
- Step 7: Develop a monitoring plan to determine the effectiveness of the precorrection plan.
- Step 8: Offer students an opportunity to give feedback on this strategy.

RI MTSS Tools

Tools for Collaborative Team Planning of Access Strategies  https://goo.gl/m6WYFn

Classroom Management Part 1
https://bit.ly/2NZall8

Classroom Management Part 2
Please Complete the Session Evaluation to Tell Us What You Thought of the Session.
Thank you and Questions

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