

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 sites 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

Please Provide Feedback

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- **Online** underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

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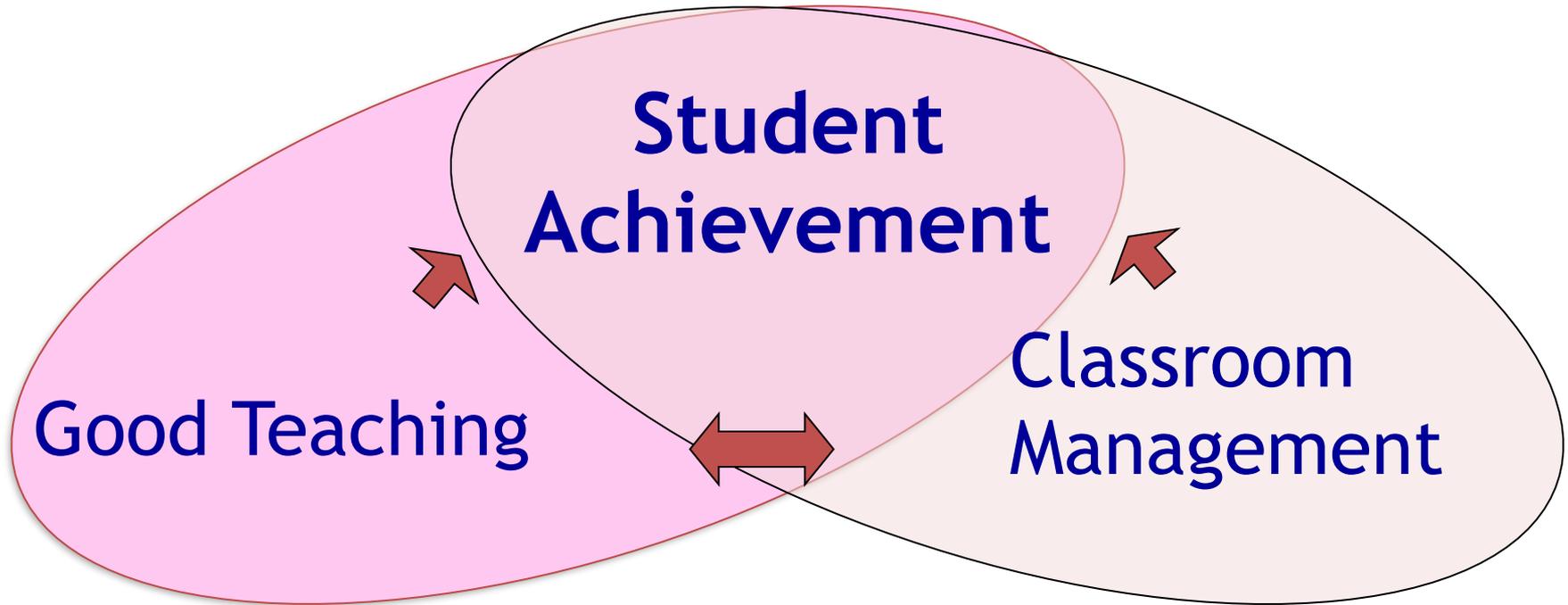
APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

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

Goal of Teaching

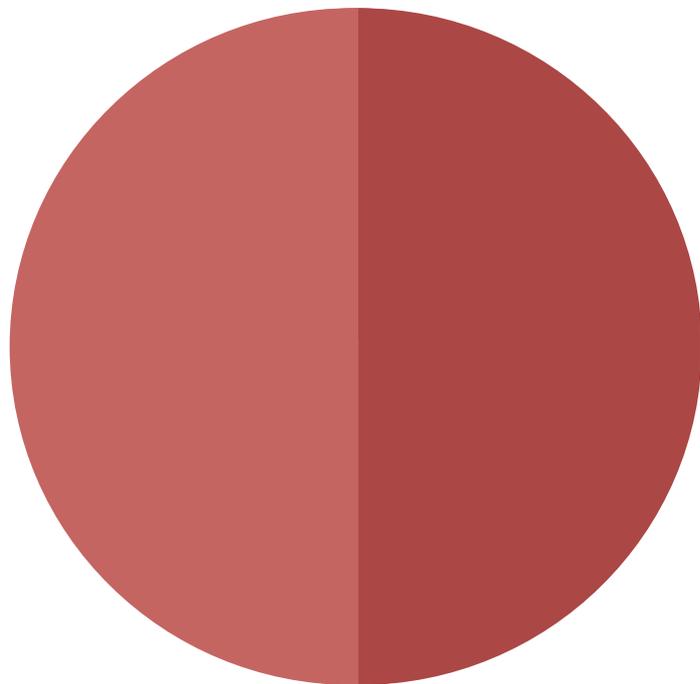


Behavior problems disrupt learning
Engaging learning prevents behavior problems

(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



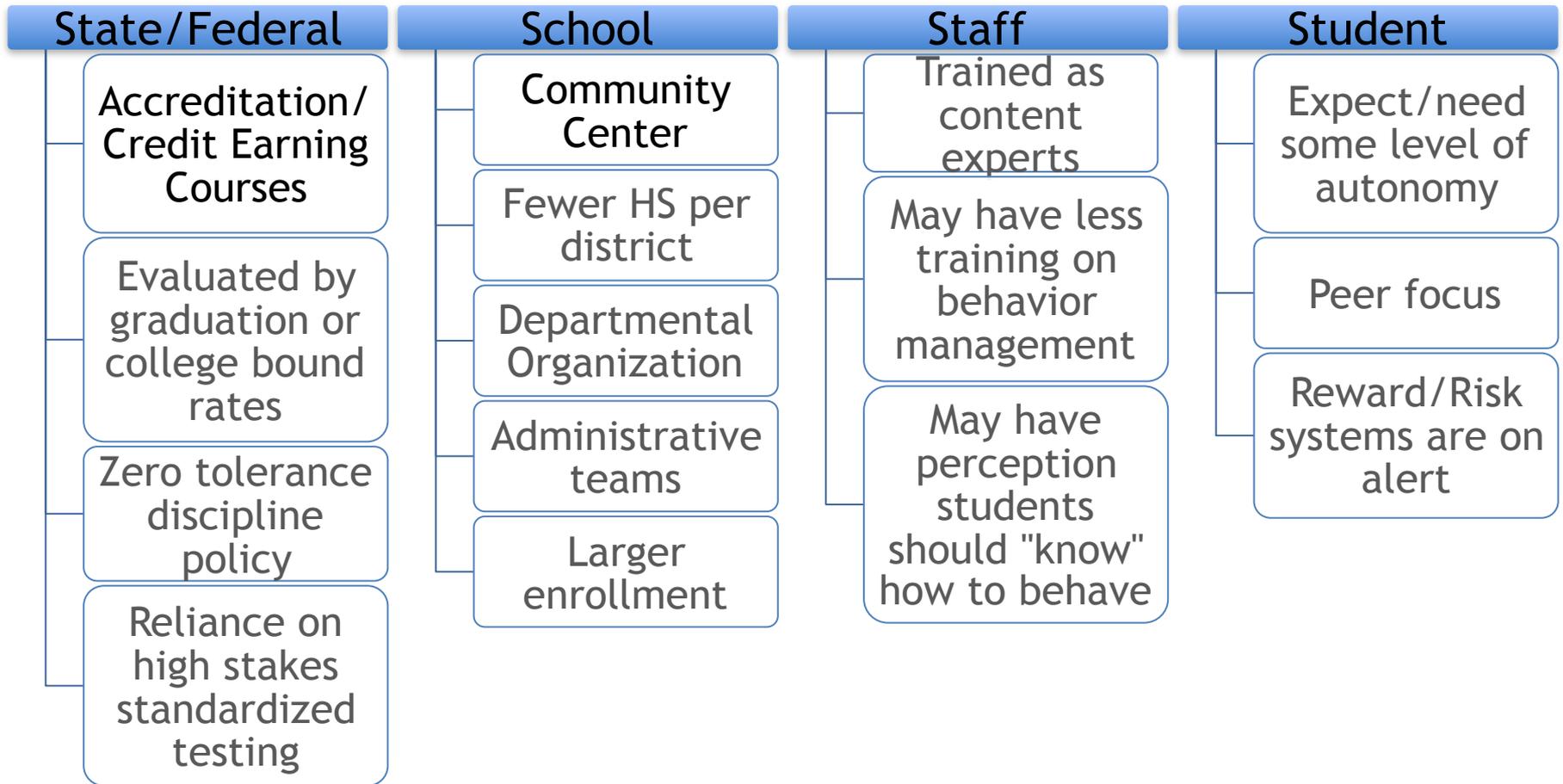
(Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; DeAngelis, & Presley, 2011; Feng, 2006; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001; Ingersoll, Merrill, May, 2012; Johnson & Birkeland, 2003; Ingersoll & Smith, 2003; Kaiser & National Center for Educational Statistics, 2011; Kukla-Acevedo, 2009; Luekens, Lyter, Fox, & Changler, 2004; Smith & Ingersoll, 2004; Torres, 2012; Zabel & Zabel, 2002)

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**

(Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; Chesley & Jordan, 2012; Feng, 2006; Halford, 1998; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001; Ingersoll, Merrill, May, 2012; Johnson & Birkeland, 2003; Kukla-Acevedo, 2009; Lane, Wehby, & Barton-Arwood, 2005; Luekens, Lyter, Fox, & Changler, 2004; Stough, 2006; Torres, 2012; Zabel & Zabel, 2002)

The High School Context



(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

(Flannery, Frank, Kato, Doren, & Fenning, 2013; Freeman, Simonsen, McCoach, Sugai, Lombardi, Horner, 2015), Swain-Bradway, Pinkney, & Flannery, 2015)

High School Implementation of PBIS

HS Contextual Influences



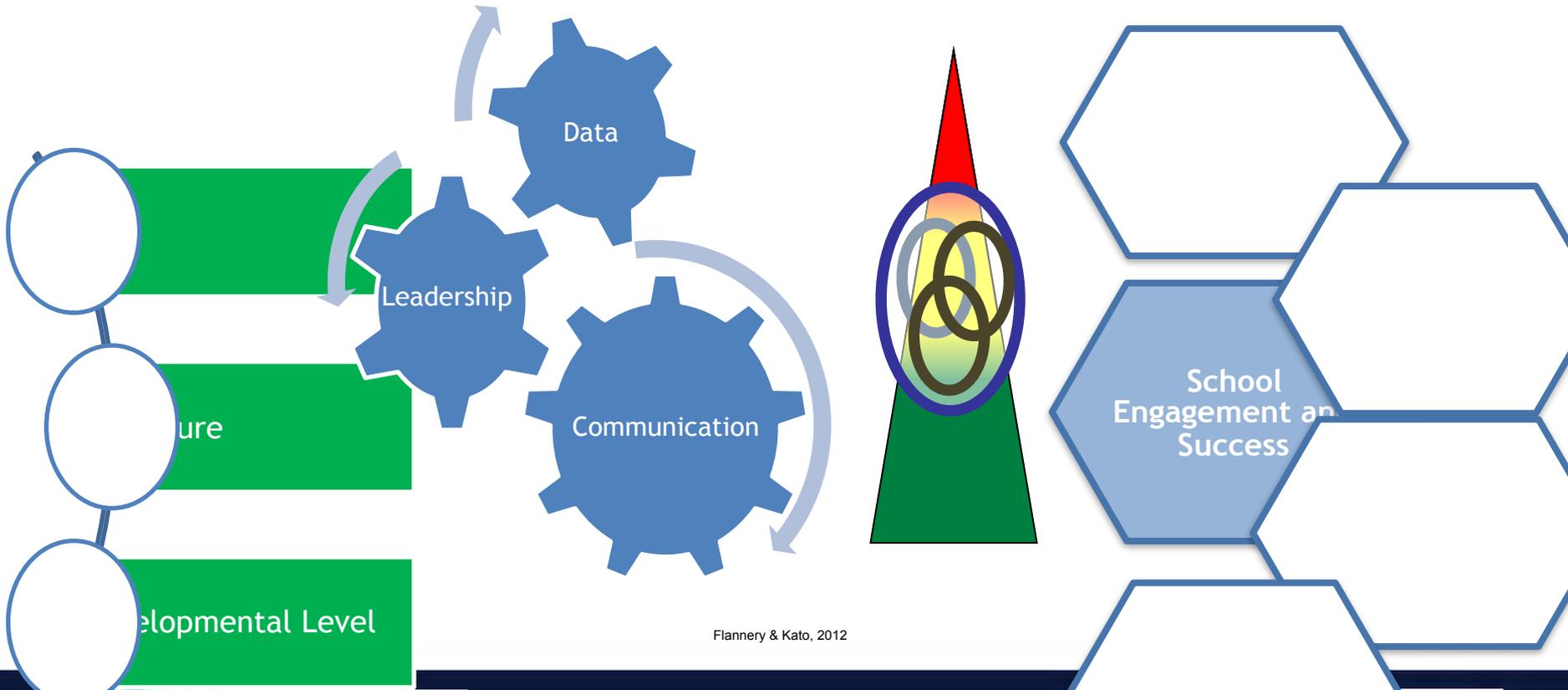
Key Foundational Systems



Core Features of Implementation



Key HS Focus Areas



Flannery & Kato, 2012

PBIS Does "Work" in High Schools!

Bohanon, H., Fenning, P., Carr, S. C., Kim, M. J., Anderson-Harriss, S., Moroz, K. B., . . . Sailor, W. (2006). Schoolwide application of positive behavior support in an urban high school. *Journal of Positive Behavior Interventions, 8*, 131-145. doi: 10.1177/10983007060080030201

Bradshaw, C. P., Debnam, K., & McQuinn, K. (2014). Maryland's evolving system of social, emotional, and academic supports in high schools. *Journal of Adolescent Psychiatry, 4*, 194-206.

Flannery, K. B., Fenning, P., & Sugai, K. (2014). Fidelity of implementation of schoolwide positive behavior interventions and supports in high school settings: A meta-analysis. *Journal of Positive Behavior Interventions, 16*, 1037/spq000039

Flannery, K. B., Frank, J. L., & Sugai, K. (2014). Analysis of eight high school settings: A meta-analysis. *Journal of Positive Behavior Interventions, 16*, 1037/spq000039

Freeman, J., Simonsen, B., & Sugai, K. (2011). Schoolwide positive behavior interventions and supports and academic achievement in high schools. *Journal of Positive Behavior Interventions, 13*, 10.1177/109830071141515

Freeman, J., Simonsen, B., & Sugai, K. (2011). Schoolwide Positive Behavior Interventions and Supports in High Schools. *Journal of Positive Behavior Interventions, 13*, 10.1177/109830071141515

Morrissey, K. L., Bohanon, H., & Sugai, K. (2011). Schoolwide Positive Behavior Interventions and Supports in High Schools. *Journal of Positive Behavior Interventions, 13*, 10.1177/109830071141515

Muscott, H., Mann, E., & Sugai, K. (2011). Schoolwide positive behavior interventions and supports in high schools. *Journal of Positive Behavior Interventions, 13*, 10.1177/109830071141515

Swain-Bradway, J., Pinkney, J., & Sugai, K. (2011). Schoolwide Positive Behavior Interventions and Supports in High Schools. *Journal of Positive Behavior Interventions, 13*, 10.1177/109830071141515

Flannery, K. B. & Sugai, K. (2011). Schoolwide Positive Behavior Interventions and Supports in High Schools. *Journal of Positive Behavior Interventions, 13*, 10.1177/109830071141515

"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

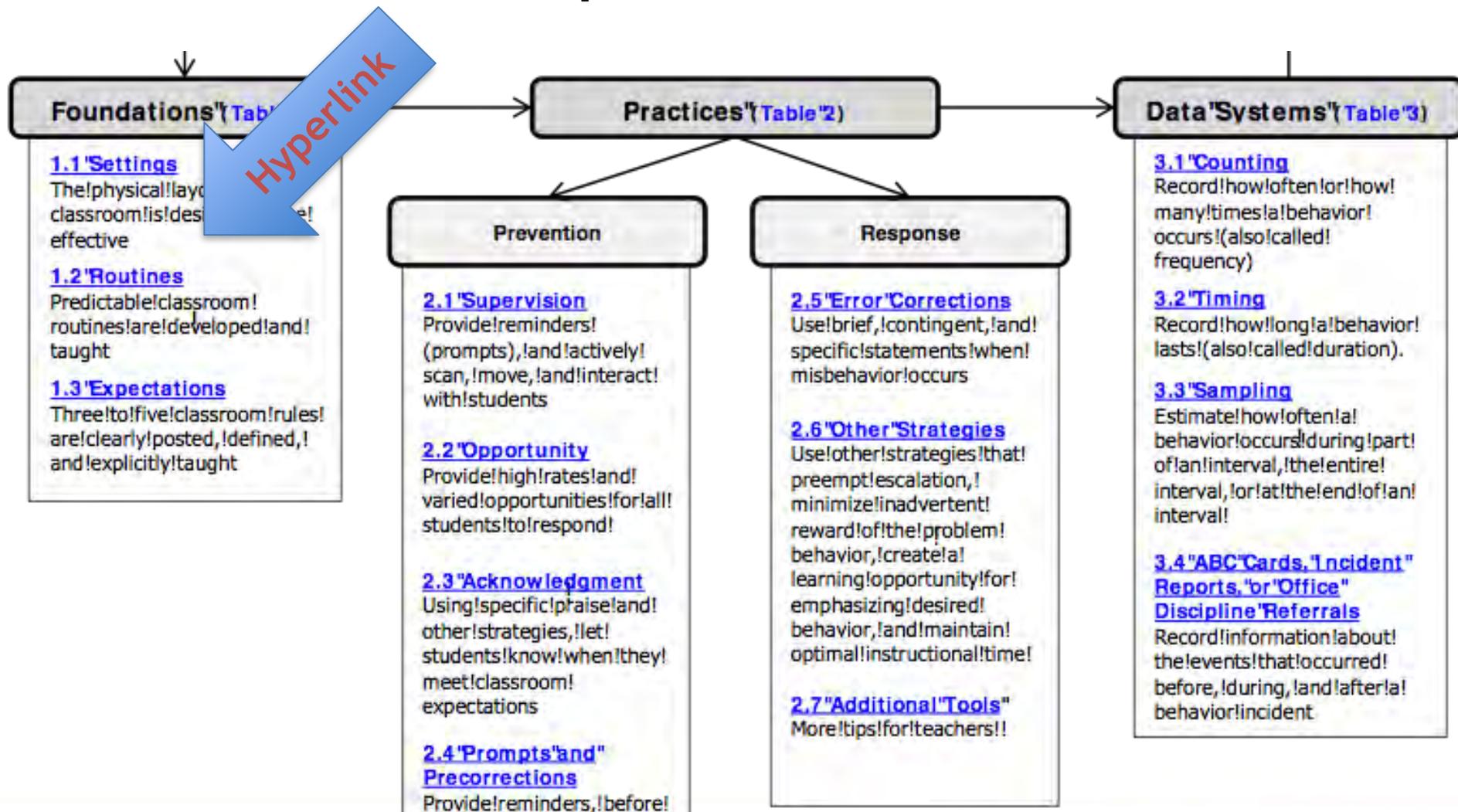


Evidence-Based Classroom Strategies for Teachers

- Brandi Simonsen
- Jennifer Freeman
- Steve Goodman
- Barbara Mitchell
- Jessica Swain-Bradway



Interactive Map of Core Features



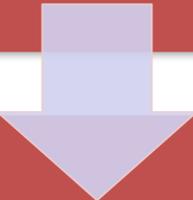
Tables with Definitions, Examples, Non-Examples, and Resources

Table 1. Matrix of Foundations for Classroom Interventions and Supports

| SETTINGS | | | | |
|---|---|---|--|--|
| EFFECTIVELY DESIGN THE PHYSICAL ENVIRONMENT OF THE CLASSROOM | | | | |
| Description Critical Features | Elementary Examples | Secondary Examples | Non- Examples | Empirical Support and Resources |
| What key strategies can I use to support behavior in my room? | How can I use this practice in my elementary classroom? | How can I use this practice in my secondary classroom? | What should I avoid when I'm implementing this practice? | What evidence supports this practice, and where can I find additional resources? |
| <p>Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)</p> <p>Arrange furniture to allow smooth teacher and student movement</p> <p>Ensure instructional materials are neat, orderly, and ready for use</p> <p>Post materials that support instructional content and learning strategies (e.g., word walls, maps for the writing process, mathematical formulas)</p> | <ul style="list-style-type: none"> Design classroom layout according to the type of activity taking place: <ul style="list-style-type: none"> Tables for centers Separate desk for independent work Circle area for group instruction Consider teacher versus student access to materials Use assigned seats and areas Be sure all students can be seen | <ul style="list-style-type: none"> Design classroom layout according to the type of activity taking place: <ul style="list-style-type: none"> Circle for discussion Forward facing for group instruction Use assigned seats Be sure all students can be seen Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes) | <ul style="list-style-type: none"> Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students Disorderly, messy, unclean, and/or visually unappealing environment Some students and/or parts of the room not visible to teacher Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk) Inappropriately sized furniture | <ul style="list-style-type: none"> Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment¹ Arranging classroom environment to deliver instruction in a way that promotes learning² <p>Video: http://louisville.edu/education/ri/primarylevel/structure/group</p> <p>Book: <i>Structuring Your Classroom for Academic Success</i>³</p> |

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:

• **Poster of Behavior** for the day
 • **Matrix and definitions** for expectations between independent work, routines
 • **Teacher helping** in transition for each work expectation

HS Example:

• **Student-created** and poster of Civility, Achievement, & Crit
 • **Engaging students** in making up the matrix and teaching each
 • **Essential** video, interruptions

Non-Example:

• **Assuming** students with already known routines/expectations without 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 education are directed by instructions
- A student raises his hand. The teacher, says, "Thank you for raising your hand!"
- In a math lesson, recite letter sounds.

HS Example:

- Whole class group actively states, "I really appreciate how you facilitated our groups"
- Significant peer feedback many ideas, and the group did well to respond in class.

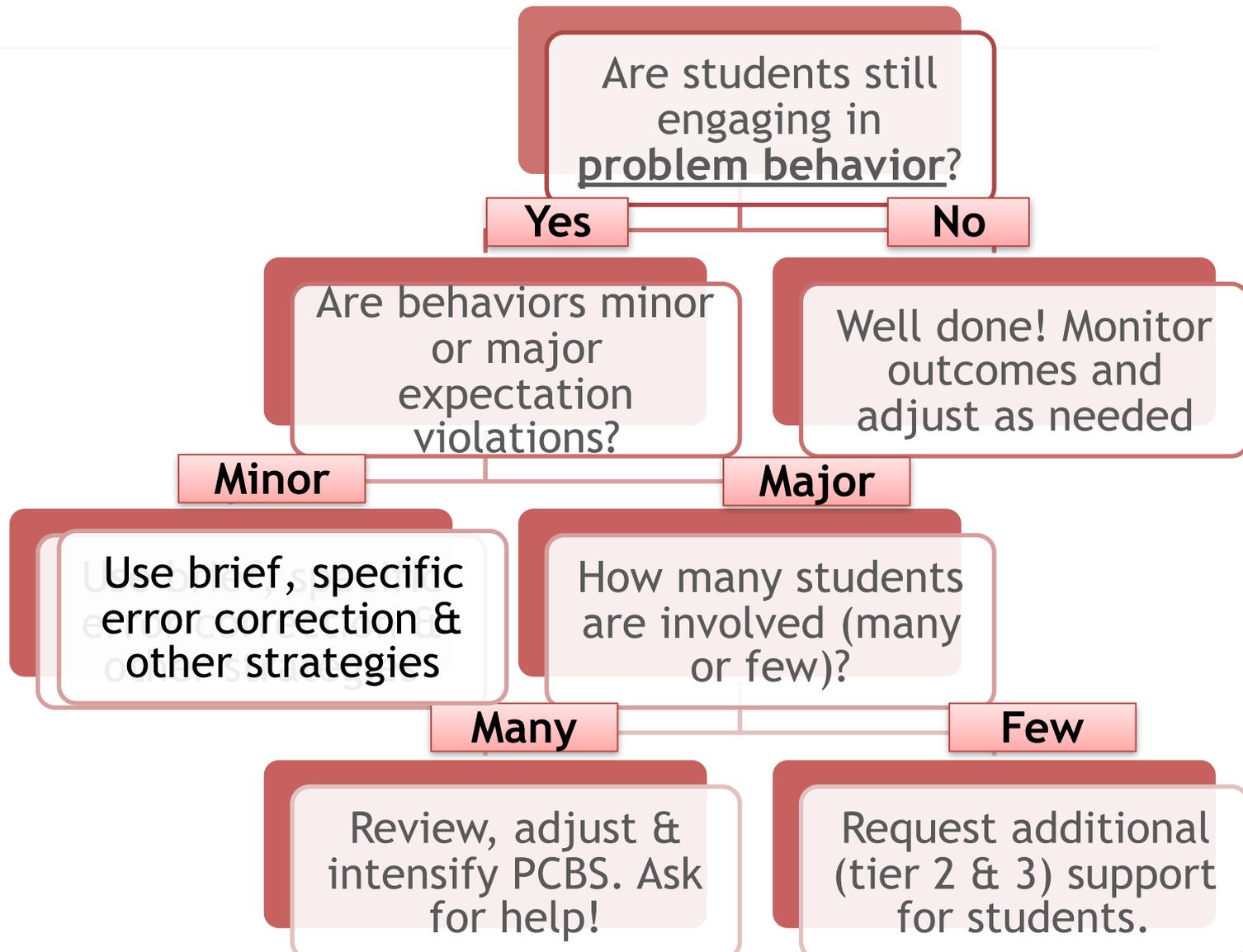
Non-Example:

- A teacher provides a lesson, as a reward with a tangible reward space, for the praise, "I would like you to raise your hand."

Other Strategies to Acknowledge

| | Elementary Example: | HS Example: | Non-example |
|--------------------------|---|---|--|
| Behavior Contract | Class Constitution signed by all | Integrity Pledge signed by all | Zero Tolerance Acknowledgement |
| Group Contingency | “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.” | “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.” | Making the goal unattainable or undeliverable, or singling out a student for failing to meet goal. |
| Token Economy | “Group 2, you were all respectful during your discussion, and each of you earned a “star buck” to use in the school-wide store.” | “Alyiah, you were very respectful when your peer came in and asked for space. You’ve earned 10 bonus points toward your behavior goal.” | Providing points or tokens without (a) specific praise or (b) demonstrated behaviors |

Decision-making Guide: 3 Key Questions



Elementary Example:

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

Use brief, specific error correction & other strategies

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

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

| | Elementary Example: | HS Example: | Non-example |
|------------------|--|--|---|
| Response Cost | 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. | When a student engages in disrespectful language, the teacher privately provides feedback and removes a point from the student's point card. | 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." |
| Time Out from SR | 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 re-engage in activities. | 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. | 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. |

Advanced Organizer

- The challenge of classroom management in HS
- What are effective classroom management practices?
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- Systems to support implementation
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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



Today we will:

1. Warm- 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

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

Develop & teach predictable classroom ***routines.***

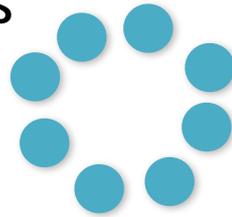
1st and last 5 minutes bathroom

Restorative Circles established as routines

“...Relationships and Getting to Know Students...”

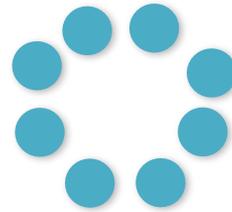


- Let's talk about respect. What does respect mean to you?



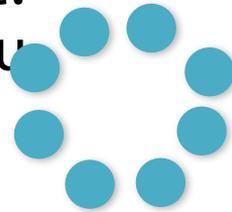
Post, define, & teach 3-5 positive classroom ***expectations.***

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

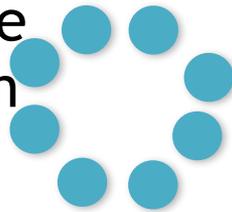


Restorative Circles used to introduce and collaboratively define the expectations in the classroom setting

- 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.



Including the
Matrix within the
Syllabus-
Review the
behavioral/
social
expectations
along with the
academic

Template accessed from
<https://teachingcenter.wustl.edu/resources/course-design/syllabus-template/>

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

Provide high rates of varied *opportunities to respond*.

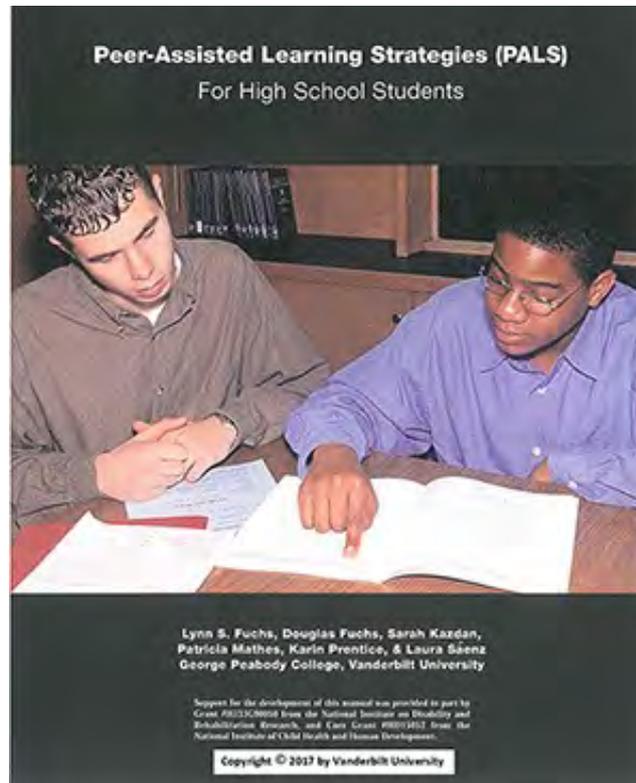
Use *prompts* and *active supervision*.

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

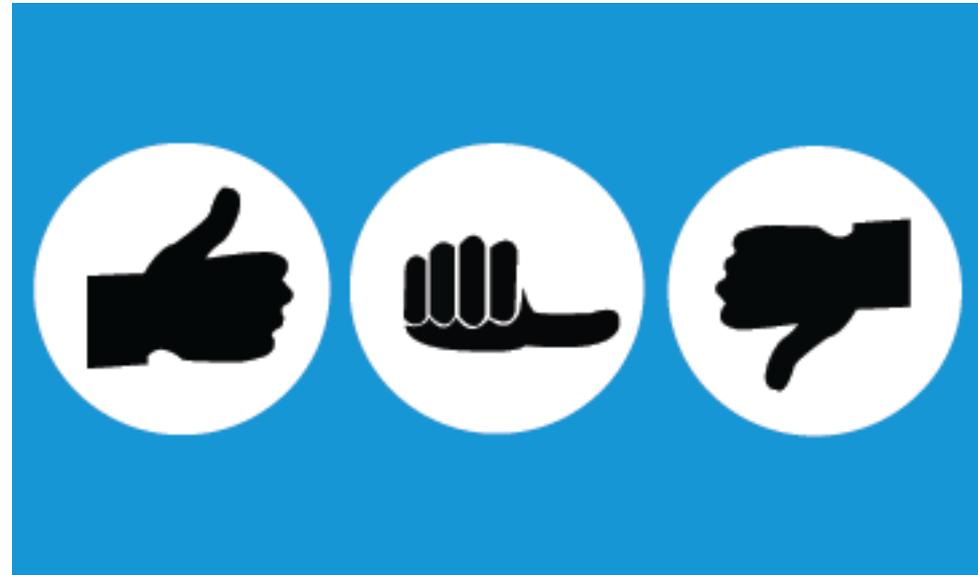


Spanish Class

- ✓ Strategically paired
- ✓ “Coach” and “Player”
- ✓ Scripted Prompts

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

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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

| | Specific Praise | General Praise | OTR | Corrective/ Reprimand |
|-----------------------------------|-------------------------|----------------|-----------------------------|-----------------------|
| Reinke et al. (2012) ¹ | 0.13 | 0.43 | 1.43 | 0.67 |
| Scott et al. (2011) ² | 0.06 (overall positive) | | 0.57 | 0.07 |
| Hirn & Scott (2014) ³ | 0.03 (overall positive) | | 0.47 Group 0.06 Individ. | 0.08 |
| Pas et al. (2015) ⁴ | 0.12 (approval) | | 0.93 | 0.27 |

¹ Based on observations of 33 elementary teachers in schools implementing PBIS with fidelity

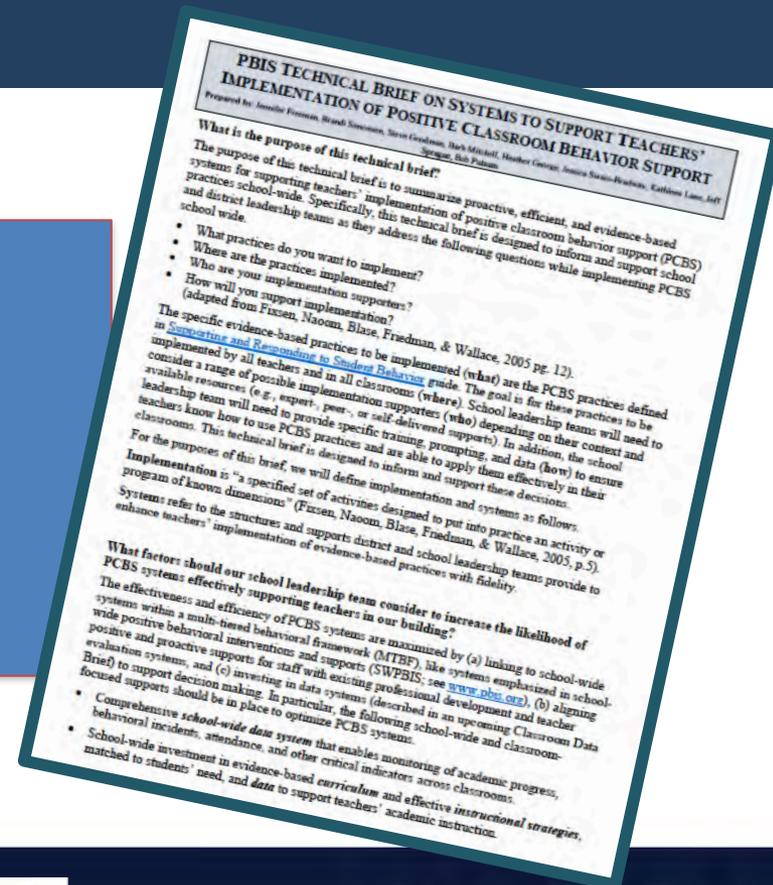
² Based on > 1000 observations of elementary and high school teachers in schools not identified as implementing PBIS

³ Based on 827 observations of high school teachers

⁴ 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-Bradley
- Kathleen Lane

See Systems Brief

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Internal or external coach or mentor | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |
| <ul style="list-style-type: none">• Peer | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |
| <ul style="list-style-type: none">• Self | <ul style="list-style-type: none">• Educators are provided with explicit instruction in one or more specific classroom management strategies. 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. | <ul style="list-style-type: none">• Asking educators to self-manage without clearly understanding the targeted strategy or data collection component. |

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)

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!

Tier 3

Intensive PD: Data-driven Consultation

Tier 2

Targeted PD: Self-Management with Peer or Coaching Supports

Tier 1

Universal PD: Training & Self-Management

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

PBIS TECHNICAL BRIEF ON USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT PRACTICES AND SYSTEMS

Prepared by: Jessica Swain-Bradway, Bob Putnam, Jennifer Freeman, Brandi Simmons, Heather George, Steve Goodman, Kimberly Yarek, Kathleen Lane, & Jeffrey Sprague

What is the purpose of this technical brief?

There are two main purposes of this technical brief. First, this brief will guide educators to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) practices. See [Supporting and Reasoning in Student Behavior: Evidence-Based Classroom Strategies for Educators](#) guide for an overview of PCBS practices, which are the foundation of classroom management. Second, this brief will guide school leadership teams to use data for decision making when implementing systems to support educators' implementation of PCBS. The [PBIS Technical Brief on Systems to Support Educators' Implementation of Positive Classroom Support](#) describes the systems needed to enhance educators' implementation of PCBS practices with fidelity. Using data to guide decisions can help maximize educator responsiveness to students' and educators' needs.

This brief describes (1) the types of data included in a comprehensive decision-making process; (2) an illustration of how these data sources are used to support implementation of PCBS in the data-based decision-making process; (3) tables that describe critical features, common tools, a sample of recommended tools, and examples and non-examples of use; and (4) examples of the data for decision-making cycle at the classroom and school levels. This technical brief is intended to guide data use and selection at the tier 1 level for students and educators and is not intended to describe the more intensive data collection strategies required to support students or educators receiving tier 2 or 3 supports. The [tier 2](#) and [tier 3](#) sections of [pbis.org](#) provide additional information about advanced tiers.

What are data and how can we use them in my classroom or school?

Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify PCBS practices and systems. For the purposes of this brief, data refer to objective (specific, observable, measurable) information about students, educators, or schools. In the educational setting, we typically use data to guide instruction and intervention by (1) assessing how well core features of a practice or system are being implemented (fidelity), (2) evaluating progress toward desired goals (outcomes), (3) guiding a problem-solving process if adequate fidelity or outcomes are not observed, and (4) informing an action plan for improvement. Also, because data-based decisions occur in the context of the classroom or school setting, it is critical to consider local norms and values in selecting and measuring strategies (social validity) and ensuring selected strategies support all individuals (equity).

What needs to be in place before we can effectively use data to guide PCBS implementation?

Educators and school teams should have been trained in PCBS [practices](#) and [systems](#) before they can examine the effectiveness of these practices and systems at the classroom and school levels, respectively. Although individual classroom educators can adopt PCBS practices and data use, the impact of PCBS practices will be greater if the practices are implemented within

Other Tools for Monitoring Implementation

TABLE 1.

ASSESSING FIDELITY

| <p>Critical Features</p> <p><i>What are the critical features of measuring fidelity?</i></p> | <p>Types of Tools and Resources for Data Collection</p> <p><i>What are ways I can collect social validity data?</i></p> | <p>Examples of Use</p> <p><i>How should I collect and use fidelity data?</i></p> | <p>Non-Examples of Use</p> <p><i>How should I NOT collect and use fidelity data?</i></p> |
|--|---|---|---|
| <ul style="list-style-type: none"> • Measure the extent to which each core feature of a practice or system is implemented • Measure implementation in the natural context • Multiple perspectives (e.g., team, coach, administrator, educator, students) are used to inform measurement • Note, educators' fidelity of PCBS implementation may be considered an "outcome" of the school-wide team's implementation of systems to support educators' implementation of PCBS | <p>Self-Assessment and/or Direct Observation Checklists</p> <ul style="list-style-type: none"> • Classroom Management Self-Assessment- Revised • MO SW-PBS Educator Self-Assessment of the Effective Classroom Practices (2016) • Midwest PBIS Network Self-Assessment Snapshots for Classroom Practices • PCBS Self-Assessment <p>Specific tools for measuring discrete PCBS skills or strategies</p> <ul style="list-style-type: none"> • Self-management training scripts and tools • Direct Observation data-collection applications (e.g., SCOA) <p>School-wide fidelity tools with observations protocols</p> <ul style="list-style-type: none"> ✓ School-wide Evaluation Tool (SET) ✓ Tiered Fidelity Inventory (TFI) | <p>Measure fidelity of implementation regularly (e.g., after a new practice is taught, beginning, middle, and end of school year)</p> <p>Use fidelity data to:</p> <ul style="list-style-type: none"> • Identify areas of strength and weakness in implementation • Plan professional development and coaching supports | <p>Measuring implementation fidelity will not tell you:</p> <ul style="list-style-type: none"> • How a practice is impacting student outcomes. • Family and/or student perception of implementation |

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”

Collaborative Team Process, Graphic Organizer, Script

Data Based Decision Making: Common Planning Team Level- Part II Ensuring Access

Initial Meeting (Sept/Oct) Ensuring Access (Differentiating Instruction)

| | | | |
|----------------------|--|----------|------|
| Team Members Present | | Date: | |
| Attendee | | Attendee | Role |
| | | | |
| | | | |
| | | | |

"First, let's begin with introductions"
 "Next, let's define the purpose of today's achieving the content standards in a per our class [team, content area, grade level access core instruction."
 "All students have strengths as well as w under your wing in a discreet and respect

Identify students whose basic skill deficit might affect their ability to access the core (this may be done by an entire team [grade level].
 NOTE: If these students are also ELLs, screening data needs to also consider English language proficiency.

CPT Part II: Access- Teacher Lists

Identify students in need of access supports in support to access the curriculum due to weaknesses in; reading, math, language and/or behavior based on current assessment measures using data sets

Initial Ensuring Access Review Date: Progress Check-In Date:

| Student | Concern | Gap (Watch, Intervention, Urgent) | Initial Access Strategies Planned | Concern | Gap (Watch, Intervention, Urgent) | Current Grade | Status ("C"= Continue; "+" = additional supports; "-"= fade supports) Address (if applicable) |
|---------|---------|-----------------------------------|-----------------------------------|---------|-----------------------------------|---------------|--|
|---------|---------|-----------------------------------|-----------------------------------|---------|-----------------------------------|---------------|--|

Brainstorm (refer to Evidence Based Instru

| | |
|---------|--|
| Ranking | |
| | |
| | |

- Reading
 - Writing
 - Math
 - Language
 - Behavior
-
- Reading
 - Writing
 - Math
 - Language
 - Behavior
-
- Reading
 - Writing
 - Math
 - Language

| | | | | | | | |
|--|--|--|----------------------|------------|---------------|-----|----------|
| Teacher: | | Possible Support Procedures for Teachers (customize for your classroom routines) | | | | | |
| Student Need (e.g. Students struggle with reading comprehension) | | Class Routines | | | | | |
| | | Reading content | Independent Practice | Group Work | Lecture/Notes | ... | Homework |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Procedure | Typical Prompts | Record |
|---|---|--|
| Facilitator shares the agenda and what needs to be accomplished during the Common Planning Time meeting. Clarify or define who will fill what role (facilitator, formal note-taker, scribe, time keeper) and do introductions if there are any new members. | "First, let's begin with introductions" "Next, let's define the purpose of today's work. To successfully meet the needs of all students this year in our goal of achieving the content standards in a personalized and supportive setting, we will, during this meeting, identify students in our class [team, content area, grade level] that enter with documented skill gaps that would make it hard for them to access core instruction." "All students have strengths as well as weaknesses, so please keep our focus on 'supporting' and really take these students under your wing in a discreet and respectful manner" | Note attendees present Ensuring Access (Diff Instruction) (Initial M (Access Cycle: Team) |
| Identify the students whose basic skill deficit (e.g. literacy, numeracy, writing, etc) (or other risk factor e.g. attendance) might affect their ability to access the core (this may be done by an entire team [middle school] and/or by each teacher's respective class. NOTE: If these students are also English Language Learners, screening data needs to also consider English language proficiency as the screening score could reflect language rather than literacy or numeracy skill. | "Using our screening data [or insert other focus data e.g. attendance], identify which students [in our team/grade level and/or respective class] enter with risk in [reading, writing, computing, etc]." "For these students identified, let's also document how significant the gap is (e.g. on watch, intervention, urgent, below, well below) as this should inform the support strategies we select or layering of multiple strategies for a few students" "These are students we really have to watch this quarter and who may need extra supports to access our core instruction. This is personalizing/differentiating instruction and we are trying to be preventative by not waiting for these students to struggle first." "Please be sure to keep this information in a secure location and be respectful of student privacy when discussing this (e.g. bring student into the hallway, meet outside of class, etc) or implementing supports (as discretely as possible)." | Data sets in question (Each teacher [team] re identified (and current monitor on "CPT Part IIets" Individual (by class) i |

Brainstorm with your colleagues what strategies could be used to differentiate instruction so this student is supported in current learning (to prevent creation of new gaps/disengagement) while skill gaps are addressed in intervention

"So for the students we've identified on our Individual Teacher List who have [insert focus: reading, foundational math, attendance, etc] as a barrier to learning, what supports can we provide to ensure that they still learn in our class and achieve the standards?"

Let's Brainstorm strategies to differentiate. Right now, we will put up ALL ideas without discussion. After, we will discuss and rank them

(use of poster paper on recommended during process)
 The scribe capture ideas brainstorm (e.g. on a d poster paper) so all can

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

Sample Screening Report- Individual Student Performance

School: Any Reporting Period: 09/2/2017 - 09/26/2017 (Fall Screening)

Reading

Urgent Intervention

| Student | Class | Teacher | Test Date | SS | PR | Est. ORF* | ZPD |
|---------|-----------|------------|-----------|-----|----|-----------|---------|
| Jack | Per 1 Eng | Awesum, U. | 9/10/18 | 198 | 1 | - | 2-3 |
| Kack | Per 1 Eng | Awesum, U. | 9/10/18 | 630 | 9 | - | 3.8-5.8 |

Intervention

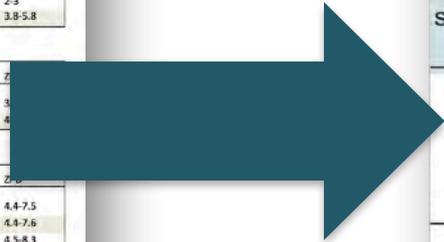
| Student | Class | Teacher | Test Date | SS | PR | Est. ORF* | ZPD |
|---------|-----------|------------|-----------|-----|----|-----------|-----|
| Lack | Per 1 Eng | Awesum, U. | 9/10/18 | 652 | 12 | - | 3 |
| Mack | Per 1 Eng | Awesum, U. | 9/10/18 | 674 | 14 | - | 4 |

On Watch

| Student | Class | Teacher | Test Date | SS | PR | Est. ORF* | ZPD |
|---------|-----------|------------|-----------|-----|----|-----------|---------|
| Nack | Per 1 Eng | Awesum, U. | 9/10/18 | 850 | 27 | - | 4.4-7.5 |
| Oack | Per 1 Eng | Awesum, U. | 9/10/18 | 867 | 29 | - | 4.4-7.6 |
| Paack | Per 1 Eng | Awesum, U. | 9/10/18 | 948 | 39 | - | 4.5-8.3 |
| Qaak | Per 1 Eng | Awesum, U. | 9/10/18 | 961 | 40 | - | 4.6-8.5 |
| Rack | Per 1 Eng | Awesum, U. | 9/10/18 | 962 | 41 | - | 4.6-8.5 |
| Sack | Per 1 Eng | Awesum, U. | 9/10/18 | 962 | 41 | - | 4.6-8.5 |

At/Above Benchmark

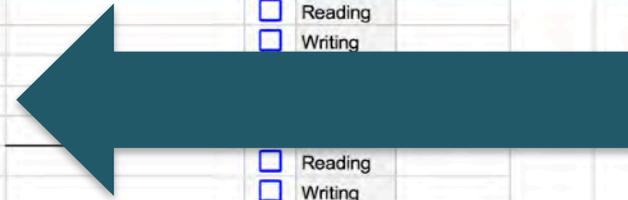
| Student | Class | Teacher | Test Date | SS | PR | Est. ORF* | ZPD |
|---------|-----------|------------|-----------|------|----|-----------|----------|
| Tack | Per 1 Eng | Awesum, U. | 9/10/18 | 988 | 46 | - | 4.6-9.2 |
| Uack | Per 1 Eng | Awesum, U. | 9/10/18 | 1026 | 46 | - | 4.6-9.2 |
| Vack | Per 1 Eng | Awesum, U. | 9/10/18 | 1070 | 49 | - | 4.7-9.7 |
| Wack | Per 1 Eng | Awesum, U. | 9/10/18 | 1080 | 50 | - | 4.7-9.8 |
| Xack | Per 1 Eng | Awesum, U. | 9/10/18 | 1123 | 53 | - | 4.7-10.3 |



CPT Part II: Access- Teacher Lists

Identify students in need of access supports in support to access the curriculum due to weaknesses in; reading, writing, math, language, or behavior based on current assessment measures using data sets

| Student | Initial Ensuring Access Review | Date: | Progress Check-In | Concern | Gap (Watch, Intervention, Urgent) | Current Grade | Start add sup Adc |
|---------|---|-----------------------------------|---|-----------------------------------|-----------------------------------|-------------------|-------------------|
| | Concern | Initial Access Strategies Planned | Concern | Gap (Watch, Intervention, Urgent) | Current Grade | Start add sup Adc | |
| | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Language <input type="checkbox"/> Behavior | | <input type="checkbox"/> Reading <input type="checkbox"/> Writing | | | | |
| | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Language <input type="checkbox"/> Behavior | | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Language <input type="checkbox"/> Behavior | | | | |
| | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Language | | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Language | | | | |



How can I use those strategies in *my* class?

| Collaborative Planning- Teacher Lists | | | | | | | | | | |
|---|---|-----------------------------------|-----------------------------------|---|--|---------------------------|---|---|---|---|
| Identify students in need of access supports in support to access the curriculum due to weaknesses in; reading, math, language and/or behavior based on current assessment measures using data sets | | | | | | | | | | |
| Initial Ensuring Access Review | | Date: | | Progress Check-In | | Date: | | Progress Check-In | | |
| Student | Concern | Gap (Watch, Intervention, Urgent) | Initial Access Strategies Planned | Teacher: | Possible Support Procedures for Teachers (customize for your classroom routines) | | | | | |
| | | | | Class Routines | | | | | | |
| | | | | e.g. whole group instruction | e.g. cooperative pairs | e.g. independent practice | [insert classroom routine for your class] |
| | <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Language <input type="checkbox"/> Behavior | | | <input type="checkbox"/> Student Need (e.g. Students struggle with reading comprehension) <input type="checkbox"/> Reading Fluency | | | | | | |
| | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Language <input type="checkbox"/> Behavior | | | <input type="checkbox"/> Reading Comprehension | | | | | | |
| | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Language <input type="checkbox"/> Behavior | | | <input type="checkbox"/> [insert type of struggle- e.g. reading comprehension, anxiety, etc.] | | | | | | |
| | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math | | | <input type="checkbox"/> [insert type of struggle- e.g. reading comprehension, anxiety, etc.] | | | | | | |

How can we make this happen? And, How's it working?

| Selected strategies | Logistics for Implementing | Who | By When | "What c these st "Do any speciali "Are the "Let's a |
|--|--|-----|---------|--|
| | <i>Action Steps:</i> 1. 2. 3. | | | |
| Plan for period review of data/grades/evaluation of effectiveness | | | | "What w track?" "When s dedicate |
| 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



Menu Notes Resources

- Classroom Management, Part 1
 - Welcome
 - Objectives
 - Type Your Name
- The Importance of Classroom Management
 - Introduction
 - Picture This
 - Your Experiences
 - The Foundation for Learning
 - Effects on Teachers
 - Professional Development Needs
 - Successful School-Wide Behaviors
 - Tiered Model of Prevention
 - Wrapping Up
- What is Classroom Management?
- Classroom Management Self-Assessment
- Conclusion
 - Introduction
 - Let's Recap
 - Next Steps

Search...

Classroom Management Part 1

RI MTSS

Classroom Management Part 1

MODULE OBJECTIVES

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

- Why is classroom management important?
- What does effective classroom management look and sound like?
- How can I assess my current classroom management and plan for improvement?
- What's coming in the next module on Classroom Management, Part 2?

Classroom Management Part 1

A CLOSER LOOK

| Classroom Management Practice | Rating |
|---|--------|
| Maximize Structure | |
| 1. I have arranged my classroom to minimize crowding and distraction | Yes No |
| 2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.) | Yes No |
| Post, teach, review, monitor, and reinforce a small number of positively stated Expectations. | |
| 3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules) | Yes No |
| 4. I have provided frequent Prompts and Pre-corrections for expected behavior | Yes No |
| 5. I am active | Yes No |
| 6. I provide inappropriate feedback | Yes No |
| Overall classroom management score: | |
| 11-8 "yes" = "Super" | |
| 7-5 "yes" = "So-So" | |
| <5 "yes" = "Improvement Needed" | |
| My instruction | |
| 7. I use academic data to ensure instructional materials are matched to students' skill levels | Yes No |
| 8. I provided each student with multiple opportunities to respond and participate during instruction | Yes No |
| Establish Continuum of strategies to; acknowledge appropriate behavior and respond to inappropriate behavior | |
| 9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.) | Yes No |
| 10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses. | Yes No |
| 11. I ignored or provided quick, direct, explicit, calm reprimands/redirections in response to inappropriate behavior. | Yes No |

Navigation icons: Home, Help, Calendar, Previous, Next

Have you completed the Classroom Management Self Assessment?

MONITORING OBJECTIVES

- Environment
- Environment Non
- Environment: Wri
- Environment: Vidi
- Environment: Act
- Structure and Pre
- Structure and Pre

After this m... participants able to ans... following q...

Search...

AREAS OF IMPROVEMENT

- Environ
- Structu
- Expect
- Promp
- Active
- Freque
- Engage
- Specifi
- Respor

, select one are

PRE

First,



Key Words:

- Elementary School
- Multiple opportunities to respond

Click the video icon to

For another elementary video on <https://www.youtube.com/watch>

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.

Lane, Menzies, Ennis, & Oakes. (2015). Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies. Page 157.



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

<https://bit.ly/2pqzLWC>

Thank you and Questions

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