

# **SWK101 - Supporting Implementation of Positive Behavioral Interventions and Support in the Classroom**

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Tampa, FL**

20th International Conference on Positive Behavior Support



# Agenda

- Welcome
- Introductions
- Rationale for providing classroom coaching
- Five Essential PBIS Classroom Practices
- Classroom Problem-Solving Guide
- Implementation examples
- Questions

*Participants will gain knowledge and skills to enhance the implementation of Positive Behavioral Interventions and Support in the classroom and explore free resources to support teachers in the application of five essential classroom practices.*

# Introductions

Who are you?

Where are you from/where do you work?

What do you do?

What do you hope to gain from this workshop?



# Why support PBIS in the classroom?

Coaching teachers  
practices are

improved teacher

***“The strongest predictor of both sustained implementation and sustained improved student outcomes was implementation of classroom PBIS systems.”***

*(McIntosh et al., 2017)*

High rates of teach

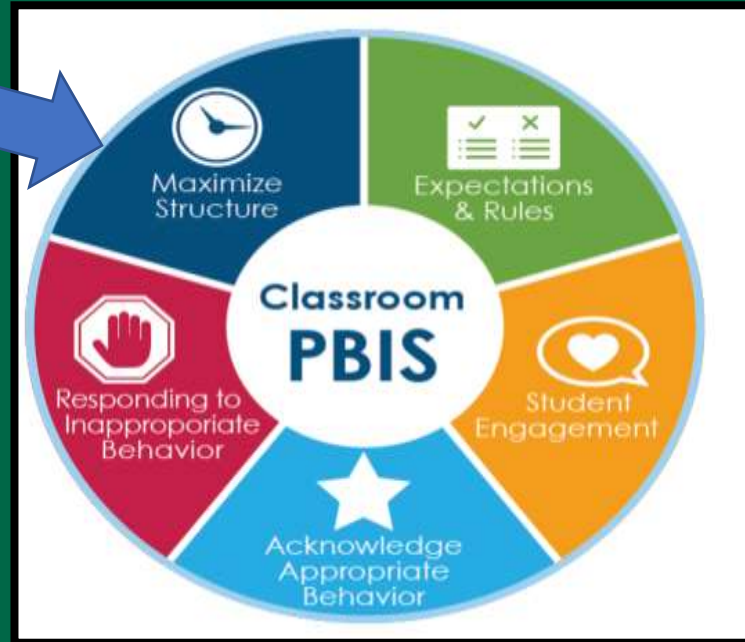


1. Find a friend.
2. Introduce yourself.
3. Describe your experiences *providing* and/or *receiving* classroom management training over the years...good and bad.
4. Decide what to share with the large group.
5. Decide who will share.

**Share  
out**

# Five Essential PBIS Classroom Practices

## 1. Maximize Structure



What is the practice?

What is it?

Arranging and organizing the physical space so all students can see, hear, move freely, and engage in order to maximize learning and allow for active supervision.

What does it look like?

Working within the space available, the teacher arranges the student learning areas to allow for multiple configurations (circle, rows, groups) to match to the learning activity, while ensuring freedom of movement in a clear and organized space.

Curriculum visuals (e.g. the teaching matrix with school rules, posted routines for behavior and academic skills, etc.) are current.

Why?

- Effective arrangement of the Physical Environment...
- Increases on-task behavior,
  - Increases perception of safety,
  - Supports a respect of others' personal space,
  - Makes it easier to use the curriculum visuals,
  - Allows for teacher movement (Active Supervision)

Why should it be implemented?

How does it support students impacted by trauma?

**Trauma-Lens?** A well-designed classroom environment promotes a sense of safety and security for students impacted by trauma. Incorporate routine and predictability.

How?

**Class-wide:** Define spaces, organize storage, reduce clutter and old materials. Complete a visual scan of curriculum materials posted throughout the space. Is the content still relevant? Does it reflect the most current behavior and academic curriculum? Ensure these tools are in locations where they are needed and easily referenced by teachers and students.

**Whole group:** Arrange seating so all students can engage; Develop and post routines for safety and efficiently moving desks into different arrangements.

**Small group:** Arrange seating so all students can equally participate, limit distractions.

How is it implemented?

Tips?

- Partner up for peer feedback; Invite a colleague to view your space to make recommendations for improvement.
- Review data on recent behaviors and consider how the physical environment contributed, and could be adjusted, to reduce future occurrences.
- Have students practice transitioning furniture into diagrammed arrangements.
- Include options for multiple arrangements to support learning activity, such as

Desks in Rows	Desks in Clusters	Desks in Circle/U-Shape
Whole group instruction; Assessments; Attention toward one instructional location (e.g. "board")	Small group and cooperative learning.	Encourages discussion and participation.

<https://www.livebinders.com/play/play?id=2115332>

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simensen Gilmore & Elaine Myers (Texas Women's University)

# 1. Maximize structure in the classroom

## Develop Predictable Routines

- Teacher routines
- Student routines

What does it look like in the classroom?

## Design environment to...

- Elicit appropriate behavior
- Help prevent or decrease problem behavior
- Minimize crowding and distraction
  - Arrange **furniture** to allow easy traffic flow.
  - Ensure adequate **supervision** of all areas.
  - Designate staff & student **areas**.
  - **Seating** arrangements (groups, carpet, etc.)



# Resource Highlight

- Establish Effective Classroom Routines to Guarantee a Successful School Year  
<https://www.dailyteachingtools.com/classroom-routines.html>
- Rules, Routines, and Standards in Elementary and Secondary Grades  
[https://www.educationworld.com/a\\_curr/columnists/jones/jones002.shtml](https://www.educationworld.com/a_curr/columnists/jones/jones002.shtml)

## Essential PBIS Practice #1: Maximize Structure

Practice	Description	Citations and Resources
<p style="text-align: center;"><b>Active Supervision &amp; Proximity</b></p>	<p style="text-align: center;"><b><i>Maintain focused awareness of classroom environment &amp; students.</i></b></p> <p><b>Examples</b></p> <ol style="list-style-type: none"> <li>1. Move among students especially in problem areas.</li> <li>2. Scan environment often to monitor behavior.</li> <li>3. Interact frequently with all students.</li> </ol> <p><b>Guiding Questions: Implementation</b></p> <ol style="list-style-type: none"> <li>1. Where do you usually position yourself in the classroom? (e.g., front, back, amongst students, etc.)</li> <li>2. How well can you visually monitor all students?</li> <li>3. How much time during a lesson do you actively engage students?</li> <li>4. How quickly do you respond to students' needs?</li> <li>5. When will you implement closer supervision?</li> <li>6. How will you monitor the effectiveness?</li> </ol> <p>Teachers engaging in active supervision continually scan/move about the room providing students with a sense of safety and regular opportunities to build teacher-student relationships. Teachers using this strategy are rarely at their desks as they are roaming throughout the room, engaging positively with their students.</p>	<p>Conroy, Sutherland, Snyder, &amp; Marsh (2008)</p> <p>De Pry &amp; Sugai (2002)</p> <p><a href="#">Center on PBIS   Resource: Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers</a></p> <p><a href="#">Tier 1 Effective Classroom Practices – Learning System Missouri Schoolwide Positive Behavior Support (pbissmissouri.org)</a></p> <p><a href="#">Create A Comfortable Classroom For Your Students (teachingchannel.com)</a></p> <p><a href="#">Classroom Management Tips for Proximity Control - TeachHUB</a></p> <p><a href="#">Attention Grabbers - YouTube</a></p> <p><a href="#">Dr. Mendler speaks on Proximity, Eye Contact and Privacy - YouTube</a></p>
<p style="text-align: center;"><b>Proximity Building Rapport</b></p>	<p style="text-align: center;"><b><i>Establish proximity to student, use appropriate facial expressions, voice tone, and body language to demonstrate interest, empathy, and engage in supportive interactions.</i></b></p> <p><b>Examples</b></p> <ol style="list-style-type: none"> <li>1. Actively listening to students</li> <li>2. Showing empathy</li> <li>3. Asking open-ended questions</li> <li>4. Inquiring about student's interests, family, friends, or activities</li> </ol>	<p>Meyers (2009)</p> <p>Witt, Wheelless, &amp; Allen (2004)</p> <p><a href="#">Creating Rapport in the Classroom (socialpsychology.org)</a></p> <p><a href="#">Building Rapport with Your Students - Bing video</a></p> <p><a href="#">The Power of Relationships in Schools - Bing video</a></p>

# Video Highlight

## Elementary

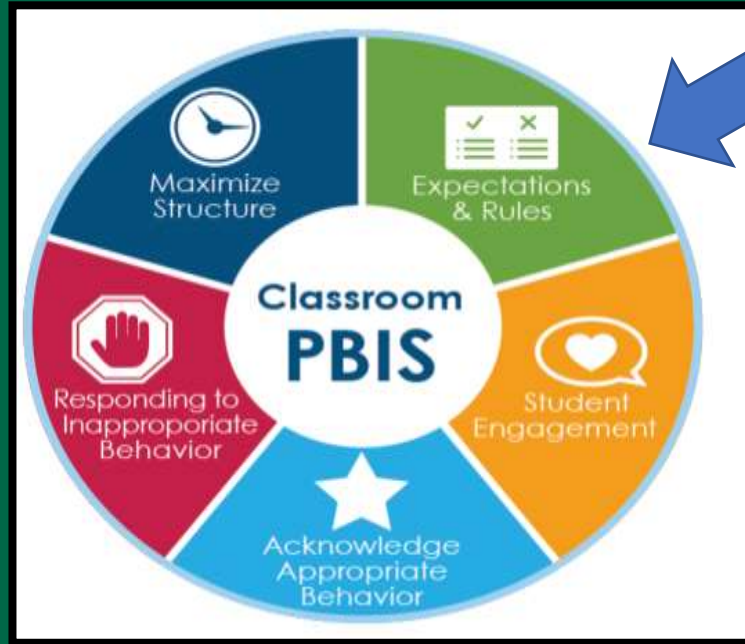
- [Creating A Safe And Positive Classroom Classroom Management Strategies \(teachingchannel.com\)](https://www.teachingchannel.com)

## Secondary

- [\(1\) Best Practices: High School Classroom Arrangement - YouTube](https://www.youtube.com/watch?v=2115332)

# Five Essential PBIS Classroom Practices

## 2. Expectations and Rules



*(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)*

What is the practice?

The Classroom Teaching Matrix is a simple visual tool displaying the established **Classroom Expectations, Rules, and Routines**. The Matrix itself is not an actual "practice," but is a critical foundation for establishing consistency among adults. It is a **continuation of the school-wide teaching matrix**. The teaching matrix serves as the primary tool defining the behavioral-social-emotional learning standards for instruction.

**What does it look like?**

**Expectations:**  
3-5 School-wide expectations exemplifying the vision of the school (Classroom and School-wide expectations are the same).

**Rules:**  
Observable, measurable, positively stated, applicable, and understandable pro-social examples for each expectation

**Routines:**  
Posted procedures for automating core activities. Consider routines for external behaviors (e.g. turning in assignments, etc.) and social-emotional skills (e.g. self-awareness, brain regulation, developing relationships, etc.)

The Warren Way	Classroom Rules	Classroom Routines	
		Change Work	When you Reconnect
Be Responsible	<input type="checkbox"/> Focus on your work <input type="checkbox"/> Apologize for mistakes	1. Do your job share	1. Display your "stop sign" 2. Choose a coping strategy
Be Respectful	<input type="checkbox"/> Listen to speaker <input type="checkbox"/> Raise hand	2. Listen to your peers	3. Use "I statements" to express feelings and needs
Be Safe	<input type="checkbox"/> Keep hands and feet to self	3. Clean up areas	4. Use Cate Corner as necessary 5. Talk to someone if you need help

Why should it be implemented?

Consistent expectations in all settings creates a common vision and message, creating consistency among adults which helps students stay regulated.

Positively stated examples advise teachers on what to expect and prompt. Students know exactly what to do.

Routines create a predictable and calm environment. Routines prevent disruption often associated with staff inconsistency. Maximize learning time by automating frequent tasks and activities.

**Remember!**

How does it support students impacted by trauma?

How is it implemented?

Use the same expectations as posted school-wide. Expectations usually stay the same year-after-year, but revisit behavior data annually to review possible rule revisions.

Two approaches to consider:  
1) all rules individual to each room OR 2) having core rules be the same, with room for individual teacher rules. Tier 1 Team decides.

Tier 1 team can save time and resources by developing routines to be shared with colleagues. Tier 1 team may consider some routines to be the same school-wide (transition, getting attention, other).

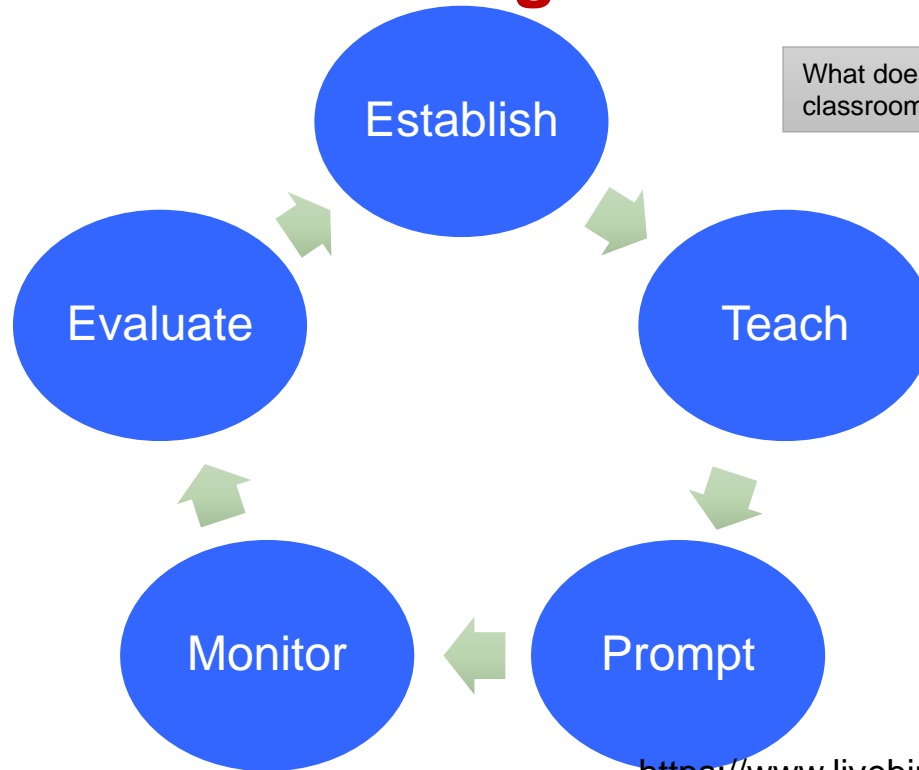
**Tips?**

- 1) Use the Teaching Matrix to integrate social, emotional, and behavior examples from related initiatives (SEL, competencies, bullying prevention skills, mental health, etc.)
- 1) Keep the number of rules/examples manageable. After an initial draft, try to pick 3-5 rules for each expectation that have the biggest impact on your target outcomes
- 1) Get student input on the established rules. Are they clear? What are examples and non-examples?
- 1) Daily: Identify an expectation and rule/example to match to the period's academic learning objective in the lesson plan, and post it as a prompt for what behavior to expect and reinforce.

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Kippel Simmons (UCare) & Diane Myers (Texas Woman's University).

<https://www.livebinders.com/play/play?id=2115>  
332

## 2. Post, teach, review, monitor, and reinforce a small number of positively stated SW expectations and aligned classroom rules



What does it look like in the classroom?

# Rules and Expectations

Classroom **rules** are defined for each of the school-wide **expectations** and are posted in classrooms

## Developed by the classroom teacher with students' input

- Aligned to the school-wide expectations
- Positively stated
- Limited in number (3 - 5)
- SWPBIS Team may review rules for adherence to guidelines
- Example:
  - BE RESPONSIBLE
    - Complete all assignments

Establish

## Behavioral Expectations/Rules

## Resource Highlight

<b>Problem Behavior in Your Classroom</b>	<b>Replacement Behaviors (What you want Students to do instead?)</b>
<i>1. Students talk out during discussions.</i>	<i>1. Raise hand to talk during discussions.</i>
<i>2. Students don't hand in complete work.</i>	<i>2. Hand in complete work.</i>
<i>3. Students are tardy.</i>	<i>3. Be on time to class...in seat ready to start when bell rings</i>
<i>4. Students don't have their stuff</i>	<i>4. Bring all materials and equipment to class.</i>
<i>5. Students cuss</i>	<i>5. Use appropriate language with students and adults.</i>
<i>6. Push each other when lining up</i>	<i>6. Walk and keep hands &amp; feet to self.</i>



# Resource Highlight

School-wide Expectations	Classroom Rules (From the Replacement Behaviors above)	Observable	Measurable	Positive?	Understandable	Applicable?
<i>Safe</i>	<i>1. Walk</i>	✓	✓	✓	✓	✓
	<i>2. Keep body to self</i>	✓	✓	✓	✓	✓
	<i>3.</i>					
<i>Respectful</i>	<i>1. Raise hand to talk during discussions.</i>	✓	✓	✓	✓	✓
	<i>2. Use appropriate language with students and adults.</i>	✓	✓	✓	✓	✓
<i>Responsible</i>	<i>1. Turn in complete work.</i>	✓	✓	✓	✓	✓
	<i>2. Be on time to class</i>	✓	✓	✓	✓	✓
	<i>3. Bring all materials and equipment to class.</i>	✓	✓	✓	✓	✓

# Resource Highlight

## CLASSROOM BEHAVIOR PLAN

Teacher:		Date:
<b>Tier 1 Expectation</b>	<b>Classroom Rules</b> <i>3-5 observable, positively stated behaviors aligned with expectations</i>	
1.		
2.		
3.		
4.		
5.		
<b>Procedures</b> <i>Clearly described and visibly posted</i>		

Teach

## Rules in the Context of Routines

Directly teach

Actively  
involve  
students

Check for  
understanding

Provide  
opportunities  
for practice

# Rules-by-Activity Matrix: Classroom Focus

<b>Activity</b> <hr/> <b>Expectations</b>	<b>Whole Group Instruction</b>	<b>Seat Work</b>	<b>Small Group Activity</b>	<b>Leaving Classroom</b>
<b>Be Safe</b>	Remain in area	Remain in area	Remain in area	Walk
<b>Be Respectful</b>	Listen when others are speaking	Work quietly	Listen when others are speaking	Leave quietly
<b>Be Responsible</b>	Raise hand to speak	Complete assignment	Complete assignment	

*Describe what students are expected “To Do” vs. “Not Do”*

<https://www.livebinders.com/play/play?id=2115332#anchor>

## Prompt

# Remind students of the rule

- **Visual prompts** (e.g., posters, illustrations, matrix, etc.)
- **Pre-corrections** “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely”.

*(Colvin, Sugai, Good, Lee, 1997)*

**Monitor**

# students' behavior in the natural context

## Active Supervision

**Move Around**  
constant,  
randomized,  
target problem  
areas



**Interact  
Frequently**  
positive contact,  
positive  
reinforcement,  
corrective  
response



**Scan**  
Observe all  
students,  
make eye  
contact, look  
and listen



Evaluate

the effect of instruction

## Tracking Behavior

Procedures exist for **tracking** classroom behavior problems

- **Discover patterns**
- ***Prevent*** the behavior before it
  - worsens or
  - results in more severe consequences
- Monitor consequences delivered to see if they are effective in modifying the behavior
  - SW connection use minor tracking forms

**TEACHER-MANAGED TRACKING (Minor Behavior)  
FORM 2**

**Step 1:** Restate Expectation Not Met: \_\_\_\_\_/Warning Given

Step 2 Student Name (Last, First)	Grade	Date	Time	Referring Teacher																				
<b>Incident Type</b> (Check One) <table border="0" style="width:100%"> <tr> <td><input type="checkbox"/> Brought Food to Class</td> <td><input type="checkbox"/> Electronic Device/Phone in plain sight</td> </tr> <tr> <td><input type="checkbox"/> Class Disruption (Talking, Singing, Shouting, Not Working, Looking on Others Papers, Making Distracting Noises/Movements, Horseplay)</td> <td><input type="checkbox"/> Leaving Trash in Class</td> </tr> <tr> <td><input type="checkbox"/> Head Down</td> <td><input type="checkbox"/> Writing on School Property</td> </tr> <tr> <td><input type="checkbox"/> Minor Disrespect/Defiance</td> <td><input type="checkbox"/> Teasing</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Other Minor Violation _____</td> </tr> </table>					<input type="checkbox"/> Brought Food to Class	<input type="checkbox"/> Electronic Device/Phone in plain sight	<input type="checkbox"/> Class Disruption (Talking, Singing, Shouting, Not Working, Looking on Others Papers, Making Distracting Noises/Movements, Horseplay)	<input type="checkbox"/> Leaving Trash in Class	<input type="checkbox"/> Head Down	<input type="checkbox"/> Writing on School Property	<input type="checkbox"/> Minor Disrespect/Defiance	<input type="checkbox"/> Teasing		<input type="checkbox"/> Other Minor Violation _____										
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# Video Highlight

## Elementary

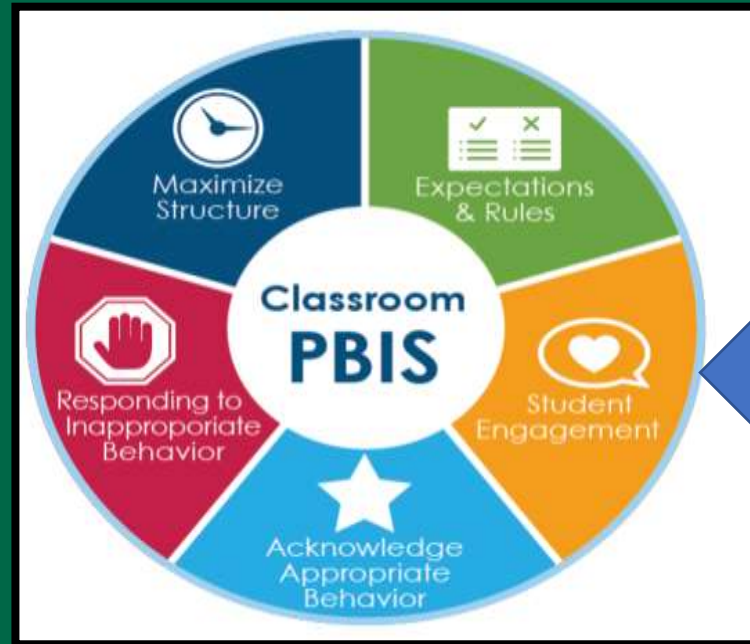
- <https://pbissmissouri.org/tier-1-effective-classroom-practices/>

## Secondary

- <https://www.youtube.com/watch?v=hFlbPfiUyX8&list=PLDTurrcdLwvLZWJeiwRHrq0uGGd2TMmF&index=3>

# *Five Essential PBIS Classroom Practices*

## *3. Student Engagement*



*(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)*

What is the practice?

Maximize the simultaneous participation of all students through strategies and questions to solicit group responses.  
 Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.

What does it look like?

**Examples**  
 Instead of asking the class for someone to state an answer, students share their answer with a shoulder partner first, discuss for one minute, and then report out.  
 All students write their answer to a math problem on small white boards and hold them up for the teacher to see.  
 PE Teacher uses small basketball skill stations so all students are engaged instead of standing in lines.

Why?

- Increase on-task behavior
- Increase praise to corrections ratio
- Provides continual formative assessment
- Makes learning visible
- Increase academic/learning outcomes
- Allows for differentiated responses and varied types of engagement for students who do not want group attention

Why should it be implemented?

How does it support students impacted by trauma?

**Trauma-Lens?**  
 Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

How?

Aim to use group strategies for a majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan such as use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response, think-pair-share, etc.

How is it implemented?

Tips?

- Teacher talk should account for no more than 40-50% of instructional time.
- Use wait time of 5 seconds to allow for processing and encourage engagement
- Share strategies and practice group opportunities to respond skills in grade/department teams.
- Teach students the strategies prior to using them during an instructional lesson.

<https://www.livebinders.com/play/play?id=2115332#anchor>

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Grand Simonsen Schools & Diane Myers (Texas Woman's University).

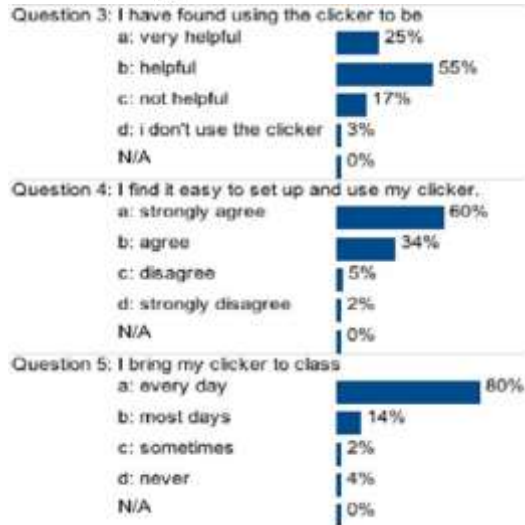
### 3. Actively Engage Students in Visible and Observable Ways

- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives
- Additional Strategies
  - Provide Choices
    - Odd or even problems
    - 10 questions of your choice
    - Complete assignment with a peer
  - Competition
    - Small groups: “How many problems can you answer correctly in the next 5 minutes?”
    - Pair students – “Who is able to correctly answer questions 2-4 first?”

What does it look like in the classroom?

# Active Engagement Tools

## Clickers



## Response Boards and Cards



## Gestures



# Resource Highlight



Florida's Positive Behavioral Interventions & Support Project

## Instructional Strategies to Increase Student Engagement

Example of effective vs. Non-Effective Strategies: <http://www.youtube.com/watch?v=UJXYwWRGUQ>

Inspirational Video: <https://www.teachingchannel.org/videos/teach-for-the-fire>

Strategy	Examples	Description	Citation	Resources Articles/Videos
Concept Maps and Graphic Organizers	3S TN(Q)	<ol style="list-style-type: none"> <li>1. Students have a form with 2 columns labeled 'Topics' (left) &amp; 'Details' (right)</li> <li>2. Students skim materials for important facts and lists them under 'Topics'</li> <li>3. Students skim for and enter 'Details'/facts (left)</li> <li>4. Students study by covering one column and asking questions of the partner to recall facts in second column.</li> </ol>	Winebrenner, 2006	<b>Article</b> <a href="http://files.eric.ed.gov/fulltext/E746053.pdf">http://files.eric.ed.gov/fulltext/E746053.pdf</a>
	4 Block Organizer	<ol style="list-style-type: none"> <li>1. Pair students</li> <li>2. Students have blank form divided into 4 blocks</li> <li>3. Paired groups complete 'Definitions', 'Characteristics', 'Examples' and 'Non-examples' of a designated topic.</li> </ol>	ISBE, 2012	
	Compare and Contrast or Double Bubble	<ol style="list-style-type: none"> <li>1. Students have a form divided into 2 sections ('Compare/Contrast' or 'Similarities/Differences')</li> <li>2. Pair students</li> <li>3. Paired students identify and record similarities and differences on a topic or basic story elements</li> </ol>	Marzano, Pickering & Pollock, 2005  ISBE, 2012	<b>Video</b> <a href="https://www.teachingchannel.org/videos/formal-and-informal-texts">https://www.teachingchannel.org/videos/formal-and-informal-texts</a>
	Hula Hoop Fun/ Venn Diagrams	<ul style="list-style-type: none"> <li>• Groups or individual students identify similarities and differences.</li> </ul>	Marzano, Pickering & Pollock, 2005	<b>Video</b> <a href="http://teachertube.com/viewVideo.php?video_id=267229">http://teachertube.com/viewVideo.php?video_id=267229</a>
	KWL (Know, Want to Know, Learn)	Students identify three things about a topic <ol style="list-style-type: none"> <li>1. What they <b>Know</b></li> <li>2. What they <b>Want to Know</b></li> <li>3. What they <b>Learned</b></li> </ol>	Marzano & Marzano, 2003	<b>Videos</b> <a href="http://teachertube.com/viewVideo.php?video_id=153785&amp;title=KWL_Demo">http://teachertube.com/viewVideo.php?video_id=153785&amp;title=KWL_Demo</a>  <a href="https://www.teachingchannel.org/videos/structured-learning-teaching-tip?fd=1">https://www.teachingchannel.org/videos/structured-learning-teaching-tip?fd=1</a>



# Video Highlight

## Elementary



## Secondary



# Observational Tool



## Self-Report and/or Peer Observation Tool

Observe and monitor the components of **Opportunities to Respond** during a 10-20 minute period of active instruction.

**Assessment Type** (circle): Self-Report or Direct Observation      **Schedule** (circle): Baseline or Follow-up  
**School:**      **Teacher:**      **Grade:**      **Room:**      **Date:**      **Time:**

Yes = 2	Somewhat = 1	No = 0	N/A
Group responses are used more frequently to engage all students.	1-2 strategies are used to engage students in group responses.	Students are not engaged in group responses.	Active instruction was not observed.
3 or more strategies are used to replace single student responding, and engage students in group responses.	Group responses and individual responses are used equally.	Individual responses are used predominantly, and/or the same students are regularly targeted to respond.	Active instruction was not observed.
Teacher talk is less than 40% of instruction time observed.	Teacher talk is 40-60% of time observed.	Teacher talk is greater than 60% of time observed.	Active instruction not observed.
Wait time equals 5 seconds.	Wait time is less than 5 seconds.	No wait time allowed.	Active instruction not observed.
80% or more of students are on task during each of the three scans.	70-79% of students are on task during one or more scans.	Less than 70% students are on task during one or more scans.	

Data Collection for Engagement & Multiple Opportunities to Respond		Data			
Tally of instructional questions, statements or gestures made by the teacher seeking an academic <b>group</b> response (all students responding).					
Tally of instructional questions, statements or gestures made by the teacher seeking an academic <b>individual</b> response (single student responding).					
Strategies and/or instructional tools used to replace single student responding (e.g. use of response cards, dry-erase boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction, etc.)					
<b>On-task/off-task behavior for academic engagement during 10-minute observation sessions (below).</b>					
<b>Scan all students to note on-task and off-task behaviors.</b>					
Total # students in class	Time of each scan:	<b>Time 1</b>	<b>Time 2</b>	<b>Time 3</b>	<b>Average</b>
	Ratio and/or % on task at each interval				
Brief description of the instructional context during the observation. (Individual instruction, small group, whole class, tech in use, etc.)					

**Notes:**

Also consider using the **FLPBIS Classroom Assistance Tool (CAT)**. The CAT is a comprehensive tool to review classroom systems including environmental factors, classroom behavior systems, and curriculum and instruction.

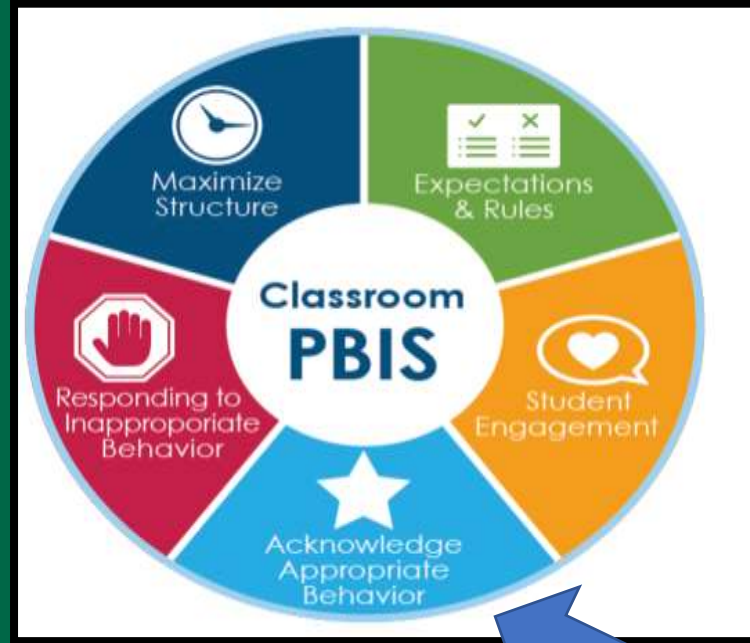
Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, National PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Scott Grissman (UCoE) & Diane Meyer (Texas Woman's University).





# Five Essential PBIS Classroom Practices

## 4. Acknowledge Appropriate Behavior



*(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)*

<https://www.livebinders.com/play/play?id=2115332#anchor>

# Florida PBIS Acknowledge Appropriate Behavior

What is the practice?

What is it?

A set of strategies that encourage appropriate behavior by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and community inclusion.

Strategies are chosen by the Tier 1 team, added to the school's discipline flowchart, and supported through professional development.

## STRATEGIES TO ENCOURAGE APPROPRIATE BEHAVIOR

	Teach Behavior/Routines	Preventative Prompts	Behavior Specific Praise	Individual Reinforcers	Group Contingencies
What does it look like?	A written plan/schedule for teaching and practicing expectations, rules, or procedures Trains all students	Promoting expected behavior just prior to when it is needed. "Before we transition to group work, remember always engaged looks like..."	"Date, Assessment: You are showing <u>listening to the teacher</u> by leaving in, that's being respectful."	Tiger tokens, bulldog buds, table points, etc.	After 20 Tiger Tokens are earned among the group, everyone gets a 5-10 min social reward
Why?	Have a clear understanding of expected behaviors and teaches new social-emotional competencies.	Prevents inappropriate behavior by setting the environment and students up for success.	Given feedback about performance. Builds relationships. Helps establish a 4:1 praise to correction ratio for growth mindset.	Individual acknowledgment systems reward adults to focus on skills they want to see students use, and to use Behavior Specific Praise	Keeps a growth mind-set based reward system emphasized. Builds relationships, build community.

How does it support students impacted by trauma?

**Trainers- Lem?** These strategies (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g. sense of self, emotional regulation) often underdeveloped in students impacted by trauma.

Why should it be implemented?

How?	Teach behavior like academics. Install new skills, and engage in ongoing instructional practice. Teach the identified rules and procedures in the teaching cycle. Tier 1 team works collectively to create lesson plans all staff can use. Follow the same design in lesson planning as you do with academics. Consider social-emotional skills in addition to behavioral and procedural skills.	Pleasantly prompt expected behaviors just prior to times it would be beneficial.	1. Identify the student/group 2. Include term of specific positive praise 3. Describe rule being recognized 4. Link to school-wide expectation Use routine-building strategies (pencils in your pocket, etc.) and use self-reflection to build skillset for 3:1 ratio. Be authentic and genuine in tone. "I really like how you... can be delivered positively or neg, choose the former.	Use the same school-wide acknowledgment taken in classrooms. Tier 1 Team guides the recommended frequency, use data to target specific behaviors as needed. Once earned, reinforcers are not taken away. Layer tangible and social rewards for additional value. Avoid using a shaming response system (tablets, names on board, etc.)	Identify all goals for 1st group reward celebration. Layer longer less-frequent rewards on top for bigger celebrations. Get student input on a menu of 5-10 min group rewards in advance. Everyone is included in group celebrations. Deliver reward as quickly as possible. Classroom celebrations are also group contingencies.
Tips?		Write an aligned target behavior at the board next to the academic objective for the period.			

How is it implemented?

**Notes:**  
 Connect classroom system to the school-wide system to ensure consistency between staff, align efforts to school-wide priorities, and enable the Tier 1 Team to coordinate use of these implementation drivers for school-wide targets.  
 Consider adding other research validated strategies to your continuum (proactive circles, strategies to increase academic engagement, etc.)

<https://www.livebinders.com/play/play?id=2115332#anchor>

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Swanson (UCoM) & Diane Myers (Texas Woman's University).

## 4. Establish a continuum of strategies to **acknowledge appropriate behavior**

What does it look like in the classroom?

### Immediate, Specific and Contingent

- Name behavior & expectation observed
- Specific:**
  - “I like how you are showing me active listening by having quiet hands and feet and eyes on me”
    - “Johnny, thank you for being responsible by being on time to class.”
- Non-Specific**
  - “Good job”
  - “Way to go, Tom.”

Acknowledgement of students demonstrating classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors

- Ratio of positive statements to corrective statements is high (at least 4:1)

# Types of Group Contingencies



## “All for One”: Interdependent

- When the whole class/or small group within class is following the classroom rules and expectations for a specific length of time, the entire class/small group earns a reward.



## “One for All”: Dependent

- When a targeted student or group follows the classroom rules and expectations, they earn a point towards a reward for the whole group.



## “To Each His/her Own”: Independent approach





- Individual students earn rewards for following classroom rules and expectations. When a student earns a certain number, s/he earns an individual reward.

# Approaches to Rewards

## *Mixed - Small Group within a Larger Class*

Good Behavior Game/Classroom  
Management Video:

<http://bit.ly/goodclassroombehavior>

<i>Expectation</i>	<b>Early</b>	<b>Midday</b>	<b>Afternoon</b>
 <b>Be Collaborative</b>	<ul style="list-style-type: none"><li>• Contribute to discussions and activities</li><li>• Share expertise to build capacity of all</li><li>• Gain consensus on next steps</li></ul>	<ul style="list-style-type: none"><li>• Contribute to discussions and activities</li><li>• Share expertise to build capacity of all</li><li>• Gain consensus on next steps</li></ul>	<ul style="list-style-type: none"><li>• Contribute to discussions and activities</li><li>• Share expertise to build capacity of all</li><li>• Gain consensus on next steps</li></ul>
 <b>Be Organized</b>	<ul style="list-style-type: none"><li>• Arrive on time</li><li>• Maintain electronic copies of team products</li></ul>	<ul style="list-style-type: none"><li>• Arrive on time</li><li>• Maintain electronic copies of team products</li></ul>	<ul style="list-style-type: none"><li>• Arrive on time</li><li>• Maintain electronic copies of team products</li></ul>
 <b>Be Proactive</b>	<ul style="list-style-type: none"><li>• Use data &amp; stakeholder feedback to plan implementation</li><li>• Monitor team dynamics to ensure all members are engaged</li></ul>	<ul style="list-style-type: none"><li>• Use data and stakeholder feedback to plan implementation</li><li>• Monitor team dynamics to ensure all members are engaged</li></ul>	<ul style="list-style-type: none"><li>• Use data and stakeholder feedback to plan implementation</li><li>• Monitor team dynamics to ensure all members are engaged</li></ul>
 <b>Be Efficient</b>	<ul style="list-style-type: none"><li>• Stay on-task</li><li>• Monitor time limits for activities</li><li>• Complete assigned tasks and support others to do the same</li></ul>	<ul style="list-style-type: none"><li>• Stay on-task</li><li>• Monitor time limits for activities</li><li>• Complete assigned tasks and support others to do the same</li></ul>	<ul style="list-style-type: none"><li>• Stay on-task</li><li>• Monitor time limits for activities</li><li>• Complete assigned tasks and support others to do the same</li></ul>

## 2.3 ACKNOWLEDGMENT

### USE BEHAVIOR-SPECIFIC PRAISE

Description and Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Empirical Support and Resources
<i>What key strategies can I use to support behavior in my classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when I'm implementing this practice?</i>	<i>What evidence supports this practice, and where can I find additional resources?</i>
<p>Verbal statement that names the behavior explicitly and includes a statement that shows approval</p> <ul style="list-style-type: none"> <li>• May be directed toward an individual or group</li> <li>• Praise should be provided soon after behavior, understandable, meaningful, and sincere</li> <li>• Deliver approximately five praise statements for every one corrective statement</li> <li>• Consider student characteristics (age, preferences) when delivering behavior-specific praise, and adjust accordingly (e.g., praise privately versus publicly)</li> </ul>	<ul style="list-style-type: none"> <li>• Following a transition where students quietly listened to instructions, "You did a great job sitting quietly and listening for what to do next."</li> <li>• During educator-directed instruction, a student raises her hand. The educator says, "Thank you for raising your hand."</li> <li>• The educator walks over to a student and whispers, "Thank you for coming into the room quietly."</li> </ul>	<ul style="list-style-type: none"> <li>• "Blue Group, I really like the way you all handed in your projects on time. It was a complicated project."</li> <li>• "Tamara, thank you for being on time. That is the fourth day in a row, impressive."</li> <li>• After pulling a chair up next to Steve, the teacher states, "I really appreciate how you facilitated your group discussion. There were a lot of opinions, and you managed them well."</li> <li>• After reviewing a student's essay, the teacher writes, "Nice organization. You're using the strategies we discussed in your writing!"</li> </ul>	<ul style="list-style-type: none"> <li>• "Great job! Super! Wow!" (These are general, not specific, praise statements.)</li> <li>• "Brandi, I like how you raised your hand." (Two minutes later) "Brandi, that was a nice response." (This is praising the same student over and over again while ignoring other students.)</li> <li>• A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is <i>not</i> maintaining a five praises to one correction ratio.)</li> <li>• "Thank you for trying to act like a human." (This, at best, is sarcasm, <i>not</i> genuine praise.)</li> </ul>	<ul style="list-style-type: none"> <li>• Contingent praise is associated with increases in a variety of behavioral and academic skills<sup>13</sup></li> <li>• Behavior-specific praise has an impact in both special and general education settings<sup>14</sup></li> <li>• Reinforcement should happen frequently and at a minimal ratio of five praise statements for every one correction<sup>15</sup></li> </ul> <p><b>Module:</b>  <a href="http://pbissmissouri.org/wp-content/uploads/2017/06/ECP3_4-Classroom-Module-Encouraging-Expected-Behavior-1.pptx?x30198">http://pbissmissouri.org/wp-content/uploads/2017/06/ECP3_4-Classroom-Module-Encouraging-Expected-Behavior-1.pptx?x30198</a></p> <p><b>Video:</b>  <a href="http://louisville.edu/education/abr/primarylevel/praise/group">http://louisville.edu/education/abr/primarylevel/praise/group</a></p> <p><b>Other resources:</b>  <a href="http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students">http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students</a></p>

# Resource Highlight

<sup>13</sup> Partin, Robertson, Maggin, Oliver, & Wehby, 2010

<sup>14</sup> Ferguson & Houghton, 1992; Sutherland, Wehby, & Copeland, 2000

<sup>15</sup> Broden, Bruce, Mitchell, Carter, & Hall, 1970; Craft, Alber, Heward, 1998; Wilcox, Newman, & Pitchford, 1988

# Video Highlight

## Elementary

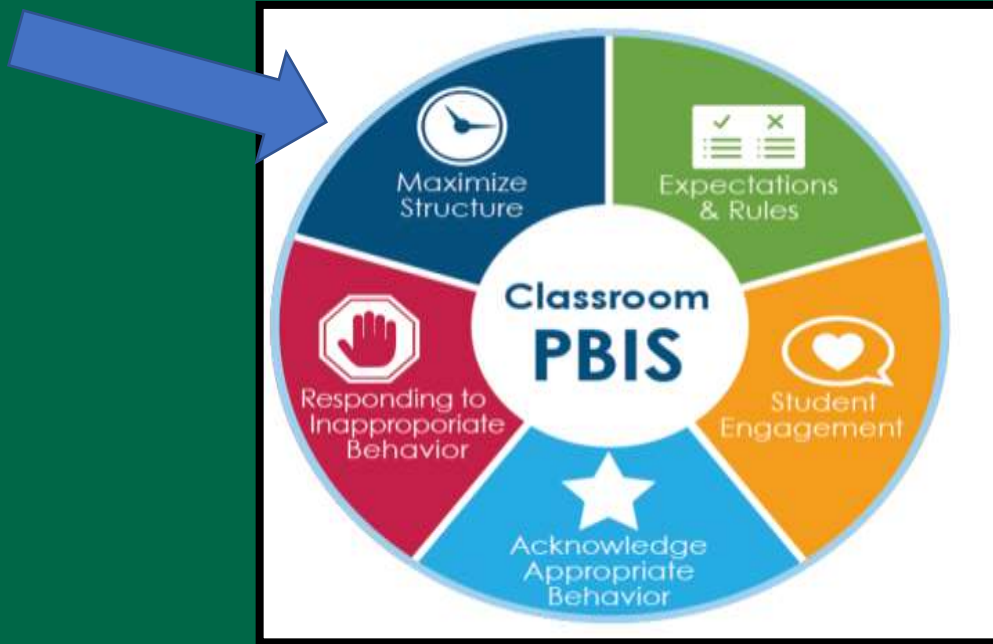
<https://youtu.be/zABfCDC1t3M>

## Secondary

<https://youtu.be/NvtBQOwYJks>

# *Five Essential PBIS Classroom Practices*

## *5. Responding to Inappropriate Behavior*



*(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)*





# Responding to Inappropriate Behavior



What is the practice?

**What is it?**

A teacher's toolkit of practices organized by resource intensity, for responding to inappropriate behavior. Use the least intensive educational approach to support student learning and achieve demonstration of the appropriate skill.

Practices are chosen by the Tier 1 team, added to the school's discipline flowchart, and installed and supported through professional development (PD).

Sample Practices Team May Install	Definition
Planned Ignoring	Ignore student behavior when their motivation is attention, and continue instruction without stopping.
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern.
Direct Eye Contact	The "teacher look" is to get attention and non-verbally prompt a student.
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior or reference to a procedure and routine.
Practice for Appropriate Behavior in Context	Use Behavioral Specifics. Praise with a different student or group to remind all students of the expected rule/expectation.
Reinforce	Reinforce the desired behavior as described on the teaching matrix.
Practice Appropriate Alternative Behaviors	Reinforcing one behavior and not another. For example, praise the positive behavior while ignoring the student's inappropriate behavior.
De-escalate	De-escalate and deconstruct the misbehavior. Have the student demonstrate. Provide immediate feedback.
Specific Error Correction	Specific feedback that informs the student to stop the undesired behavior, and to engage in the desired behavior consistent to the school-wide expectation. <ol style="list-style-type: none"> <li>1. Respectfully address the student.</li> <li>2. Describe inappropriate behavior.</li> <li>3. Describe expected behavior/rule.</li> <li>4. Link to school-wide expectation or matrix.</li> <li>5. End with encouragement.</li> </ol>
Regulate, Reframe, Reason	Strategies helping a student regulate, or "join" their stress response, relate to an empathetic adult, and reason to think logically.
Provide Choice	Give appropriate alternative choices to meet the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate supplies to complete the task, or offer a different type of activity.
Conference with Student	Ask the five restorative questions (What happened?, What were you thinking of at the time?, What have you thought about since?, Who has been affected by what you have done and in what way?, What do you think you need to do to make things right?). Understand the problem and the alternative behavior. Provide rationale. Praise and give feedback. Develop a plan.
Restorative Circle	Inclusive circle format and process to address specific incidents that have occurred, and connect learning to school-wide expectations (Coble et al., 2018).

**Why?**

Students need a full set of behavioral teaching strategies to meet different functions, intensity, and rates of inappropriate behavior. No single strategy will work for all youth in all situations.

Reducing problem behavior, instead of reacting through a punitive, aversive, educative approach, is linked to increased aggression, vandalism, truancy, and dropouts (Moyer & Sulzer-Zassoff, 1993; Skiba, Peterson, & Williams, 1997).

**How?**

The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to assess their problem-solving skills (reason).

A formal toolkit of practices should be selected by the Tier 1 team, and installed through ongoing PD. The toolkit should include 1) practices to address skill deficit (lack of a skill to perform a desired behavior), 2) practices to address performance deficit (lack of a motivation to perform the desired behavior), and 3) Error Correction as a universal corrective feedback process.

Provide opportunities for self-assessment, peer-observation, and coaching to improve fidelity of the strategies.

**Tips?**

- Use the least resource intense practice possible to achieve the objective. Focus on consistency and persistence in responding to behavior.
- Document the school-wide list of recommended practices in a discipline flow-chart.
- Response practices should communicate support, caring, and relationship building.
- Provide teachers PD on function of behavior to support selection of practice.
- If it is not:
  - A list of publications, or a process for teachers to follow in order to reach a punishment.
  - A public shaming response (ear system (bip-uhorn), names on board, etc.)
  - A privilege level system.

<https://www.livebinders.com/play/play?id=2115332#anch>  
or=

How does it support students impacted by trauma?

Why should it be implemented?

How is it implemented?

# 5. Establish a continuum of strategies to respond to inappropriate behavior

Range of consequences/interventions for problem behavior that are documented and consistently delivered

- Classroom managed behaviors based on flowchart
- Opportunities for students to learn and/or practice more acceptable behaviors

Continuum of Responses:

- Prompts and Pre-correction
- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement

What does it look like in the classroom?

# Consider Motivation/Function of Behavior in Responses

## Behavior is:

- Anything we say and do in response to the environment
- Serves a function or purpose
- Results in a desired outcome
- Most often learned and can be altered



# Guidelines for Developing Effective Responses

## Effective Responses...

- Are determined in advance
- Are taught to students
- Include a hierarchy of options aligned with function of behavior
- Are matched to severity of behavior
- Include opportunities to learn and practice appropriate alternatives

# Identifying Disciplinary Actions for Your Classroom

*“School/ Stakeholder Adaptations” column*

When considering local adaptations to a strategy, remember that:

- Discipline will be **more effective** for ALL students and their families if we use strategies that are consistent with their attitudes & beliefs
- Discipline will be **more consistent** across the school if strategies are acceptable to staff
- Including **preventative & reward-based strategies** can help to bridge philosophical divides among stakeholders
- Raising **awareness** about the **need** for a practice, its **use** and its **impact** can build support for new strategies

The image shows a document titled "Disciplinary Actions, Defined" with the PBIS logo. The document is a table with columns for "Behavior", "Definition", and "Adapted Stakeholder Comments". A large green arrow points to the "Definition" column. The text in the "Definition" column includes: "Identifying the goal of a student and a strategy in relation to the behavior. This strategy will be more likely to be used if the student has regular instruction and support for understanding." and "Establishing the frequency of responses to desired behaviors for all students with a variety of settings. The student's response to situations, responses, and responses to situations are examples." The "Adapted Stakeholder Comments" column is empty.

# Effective Responses to Situationally Inappropriate Behavior

1. Eye contact
2. Proximity control
3. Active engagement
4. Remind/reteach expectation and rules
5. Redirect to desired task
6. Reward around student
7. Planned ignoring
8. Self-Monitoring
8. Cool-off pass
9. Failure to earn reward
10. Change seating
11. Reflection time
12. Time away from group

*\*Always start with least severe response*

Classroom Management Table With More Detail

<https://www.livebinders.com/play/play/2115332?tabid=4da1275a-2222-eba2-0316-740f5374243c>

# Strategies: Responding Effectively to Situationally Inappropriate Behavior

**Stay calm, cool, objective**

**Address student privately**

**Label the inappropriate behavior & name the expectation that was not met**

**Model/practice the appropriate behavior desired & check for understanding**

**Implement consequence**

**Acknowledge concerns/feelings**

**Redirect to next opportunity for success**

# Video Highlight

## Elementary

- <https://youtu.be/CPDZRwOTiGA>

## Secondary

- <https://youtu.be/Q3wpviS5gaQ?t=206>



# Offering Classroom Support to an Individual Teacher

## During a School PBIS Team Meeting, you learn:

- Student problems persist despite the teacher's classroom management strategies
- Behavior has been responded to and tracked repeatedly without successful change

## Next Steps...

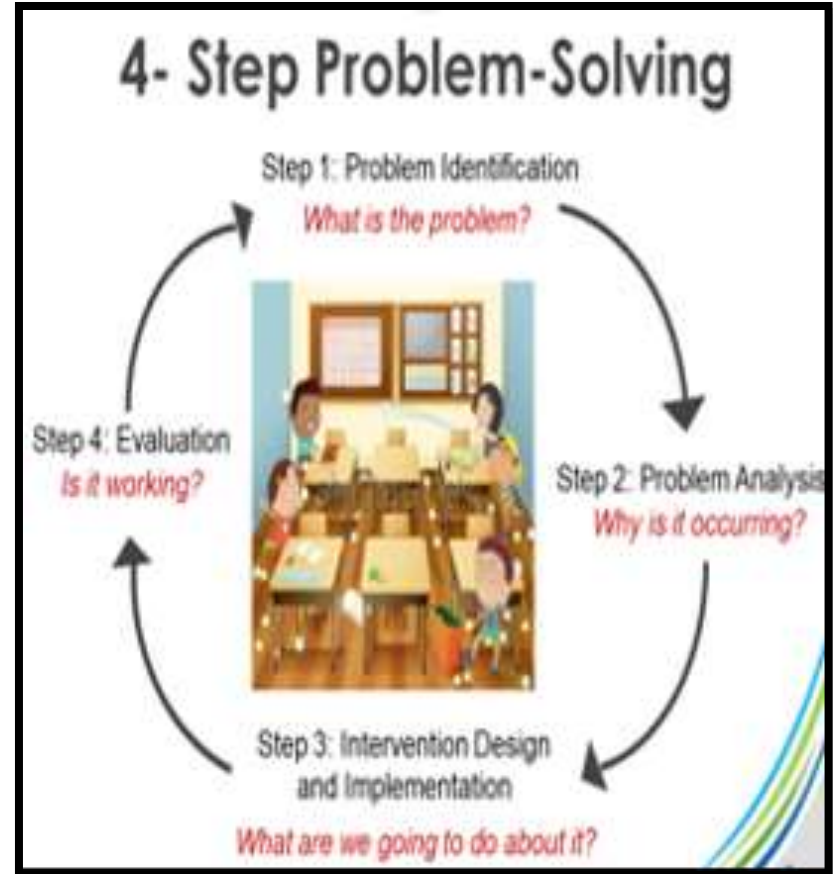
- Review classroom tracking forms and trends in office discipline referrals:  
<https://www.livebinders.com/play/play?id=2285263>
- Offer alternate solutions for modifying the behavior in the classroom
- Apply the 4-step problem solving process to the classroom see the ***Classroom Problem Solving Checklist and Case Studies:***
  - <https://www.livebinders.com/play/play?id=2285263#anchor>

# Classroom Problem Solving Guide

# Classroom Problem Solving Guide

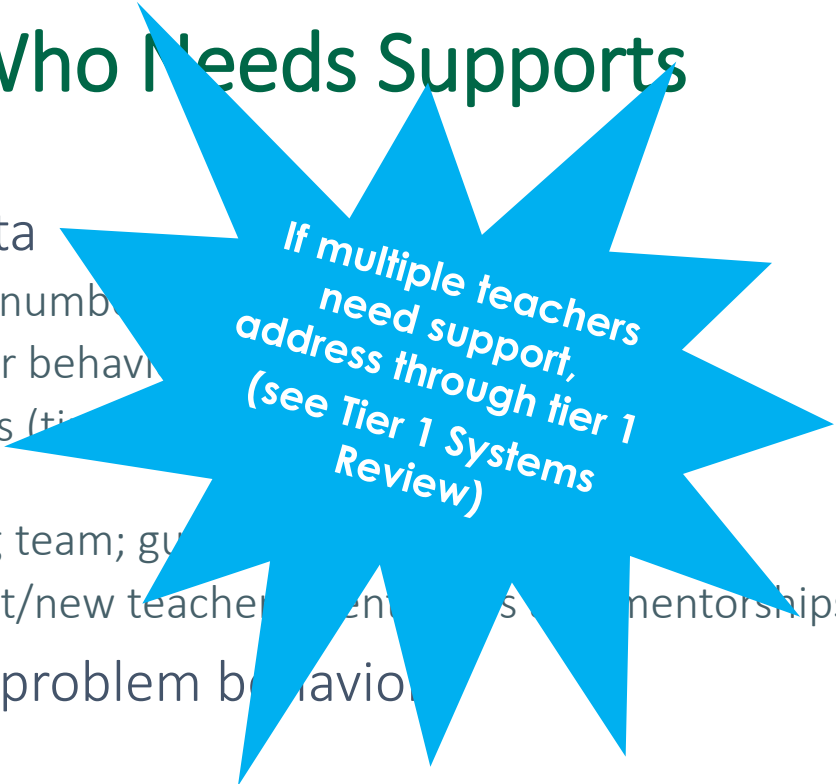
## Intended Users

- **Individual classroom teachers**
  - Evaluate their own classroom systems
  - Resources with classroom management strategies
  - On-going monitoring of classroom systems
- **Anyone “coaching” or providing collaborative classroom management support to teachers**
  - PBIS team/Coaching facilitator
  - Teacher-Mentor
  - Supervisor/Administrator
  - Support staff (i.e., Guidance Counselor, School Psychologist, Behavior Support, etc.)



# Determine Who Needs Supports

- Use multiple sources of data
  - a. Teachers generating a large number of referrals
  - b. Teacher calls to the office for behavioral support
  - c. Number of student removals (time-out, suspension, etc.)  
reflection areas, etc.)
  - d. Referrals to problem-solving team; guidance
  - e. Teacher requests for support/new teacher assignments/mentorships
- Alignment with severity of problem behavior



*If multiple teachers  
need support,  
address through tier 1  
(see Tier 1 Systems  
Review)*

***What other data are available to help identify teachers in need of support?***

# Teacher Nomination Form

## Classroom Behavior Rating Scale Tool (CBRST)



### PBIS Classroom Coaching Self-Nomination Form

The objective of the Classroom Coaching initiative is to support individual classroom teachers in using a structured problem-solving process to meet their goals around the development, implementation and maintenance of essential practices of well-organized, effective classroom environments. If interested in receiving support in these areas, please fill out this form and return to your school's PBIS Point of Contact \_\_\_(name)\_\_\_ by (date)\_\_\_\_\_.

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Email: \_\_\_\_\_

Description of Classroom: \_\_\_\_\_

Classroom Concerns & Desired Areas of Support: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional Considerations: \_\_\_\_\_

\_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

### Classroom Behavior Rating Scale Tool Directions for Developing and Completing the Scale

#### Classroom Behavior Rating Scale Tool (CBRST)

- An efficient and practical tool used to gather baseline data and monitor progress toward increasing class-wide adherence to the school-wide expectations and decreasing the targeted problem behaviors. The tool is developed by, or in collaboration with, the teacher and customized to meet the specific needs and situations in the classroom. The teacher rates class-wide behaviors aligned with the SW expectations on a pre-determined scale (frequency, percentages, duration, etc.) as soon as possible after the designated period (class, timeframe, transition, etc.)

#### SAMPLE 1

Classroom Behavior Rating Scale  
Mathematics

Time of Day/Content Area	Rating	Day of the Week				
		Monday	Tuesday	Wednesday	Thursday	Friday
SW Expectations & Behaviors		5	5	5	5	5
	Increase +	4	4	4	4	4
		3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1
Increase +		5	5	5	5	5
		4	4	4	4	4
		3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1
Decrease -		5	5	5	5	5
		4	4	4	4	4
		3	3	3	3	3
		2	2	2	2	2
		1	1	1	1	1

# Applying the problem-solving process to the classroom level

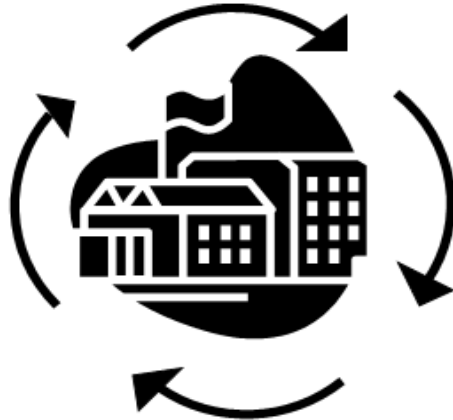
What is the degree/severity/types of problem behavior in my class/classes?

**Step 1: Problem Identification**  
**What's the problem?**

How could my current practices change to prevent and reduce problem behavior?

**Step 4: Evaluation**  
**Is it working?**

Based on what I implemented, how did those practices impact student behavior?



**Step 2: Problem Analysis**  
**Why is it occurring?**

**Step 3: Intervention Design**  
**What are we going to do about it?**

What am I going to implement and measure regularly?

# Step 1: Problem Identification

## Classroom Problem-Solving Checklist

### STEP 1: PROBLEM IDENTIFICATION – What is the problem?

*Data Sources: Office Referrals, Minor or Teacher-Managed/Classroom Referrals, Anecdotal Records/Observations*

Data	Guiding Questions	Answers/Notes
1. <b>Problem Behavior</b> ( <i>What</i> )	1. What problem behaviors occurred most often in the classroom? <i>(Describe the behavior: What does it 'look' like? Be specific!)</i>	
2. <b>Time</b> ( <i>When</i> )	2. When did most of the problems occur?	
3. <b>Context</b> ( <i>Where</i> )	3. Where did most of the problem behaviors occur? ( <i>Large/small group, transition, seatwork, centers, math, reading, etc.</i> )	
4. <b>Students</b> ( <i>Who</i> )	4. How many students were involved? ( <i>many, few</i> )	
5. <b>Consequence</b> ( <i>Response</i> )	5. What consequence/response was given most often by the teacher or Administrator?	
6. <b>Expectation</b>	6. What expectation was not met because of the behavior?	
7. <b>Motivation</b> ( <i>Why</i> )	7. Why might students be engaging in the problem behavior? <i>(Get/Obtain or Escape/Avoid- Function of Behavior)</i>	

**Problem Identification Statement - What is the problem?** *Define the problem behaviors based on the data and describe them in objective, observable, and measurable terms.*

*(#) students in (class description) received a total of (major) and/or (minor) referrals. The most problematic behavior(s) include (referrals by problem behavior). The behavior(s) occurred most often during (time of day) and/or (context). The behaviors appear to occur to (Get/Obtain or Escape/Avoid – Function of Behavior).*

**Goal Statement - What should the students do instead? What do I want to see?** *Describe the appropriate behavior in measurable & observable terms.*

*During (when & where problem behaviors occurred), at least (% e.g., 95%) or (specific #) of the students in (class description) will demonstrate (e.g., school-wide expectation such as respect) by (describe the appropriate behavior students should demonstrate in place of the problem behaviors).*

# Problem Analysis

## Classroom Problem-Solving Checklist

### STEP 2: PROBLEM ANALYSIS – Why is the problem occurring?

*Data Sources: Classroom Assistance Tool (CAT), Observations, Record Review, Student Interviews*

CAT Domain	Guiding Questions <i>What barriers may be preventing students from engaging in the expectations?</i>	Responses/Notes from Interviews
<p><i>Environment Domain</i></p> <p><i>Behavior System Domain</i></p>	<p><b>Physical Setting, Scheduling, Socialization</b></p> <ol style="list-style-type: none"> <li>1. Minimal crowding, easy traffic flow, materials well organized? *^</li> <li>2. Adequate space for personal belongings? ^</li> <li>3. Daily schedule posted and reviewed?</li> <li>4. Effective communication strategies taught? *</li> </ol> <p><b>Define &amp; Teach Behavior</b></p> <ol style="list-style-type: none"> <li>1. Expectations, rules &amp; routines/procedures clearly defined, positive &amp; posted?*^</li> <li>2. Expectations, rules &amp; routines/procedures taught? *^ (<i>Skill deficit</i>); When? How often?</li> <li>3. Expectations, rules &amp; routines/procedures practiced? *^ (<i>Performance deficit</i>)</li> </ol> <p><b>Reward System</b></p> <ol style="list-style-type: none"> <li>4. Recognition system with specific criteria exist? *</li> <li>5. Students consistently recognized?</li> <li>6. Specific positive praise provided more frequently than neutral/negative? (<i>4:1 ratio</i>)</li> </ol> <p><b>Consequence System</b></p> <ol style="list-style-type: none"> <li>7. Hierarchy of responses/consequences? *</li> <li>8. Consequences taught and consistently implemented? *^</li> <li>9. Prompts and pre-corrections provided? *</li> </ol>	
<p><i>Curriculum &amp; Instruction Domain</i></p>	<p><b>Instructional Planning and Delivery</b></p> <ol style="list-style-type: none"> <li>1. What are students expected to do during instructional times when problems occur?</li> <li>2. What content is being covered during the most problematic instructional times?</li> <li>3. Variety of teaching methods, materials, and pacing? *^ ? (<i>Lecture, worksheets, hands-on, whole group, small group, individual work, partners, etc.</i>)             <ol style="list-style-type: none"> <li>a. Instructional strategies when most <b>problem</b> behavior occurs?</li> <li>b. Instructional strategies when <b>appropriate</b> behavior is occurring?</li> </ol> </li> <li>4. Curriculum matches students' skill level? *^</li> <li>5. Relevant &amp; meaning assignments of interest? (match students' culture) *^</li> </ol>	



# Domain 1: Environmental Factors

## Physical Setting

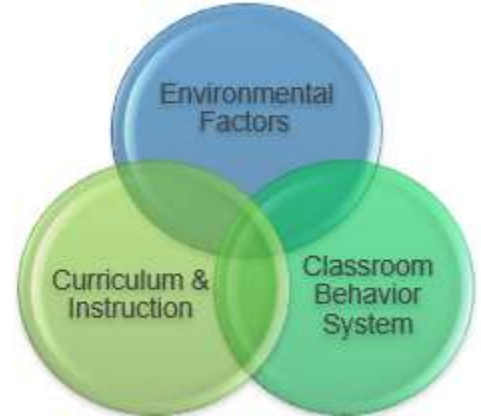
- Traffic flow
- Organization of materials

## Scheduling

- Minimizing transitions
- Scheduling small group and individual support

## Socialization

- Positive relationships (student-student, teacher-student, family-school)



# Domain 2: Classroom Behavior System

## Define & Teach Behavior

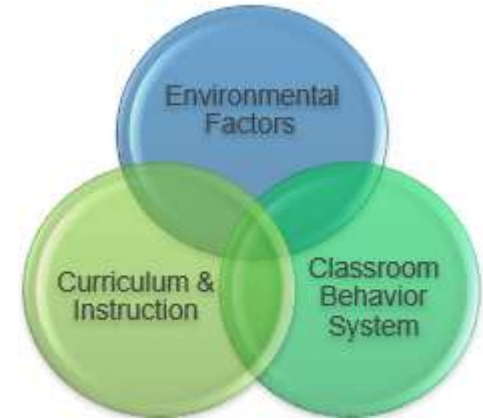
- Develop, teach, prompt
- Reinforce

## Reward System

- Behavior specific praise
- Group contingencies
- Behavior contracts
- Token economies

## Consequence System

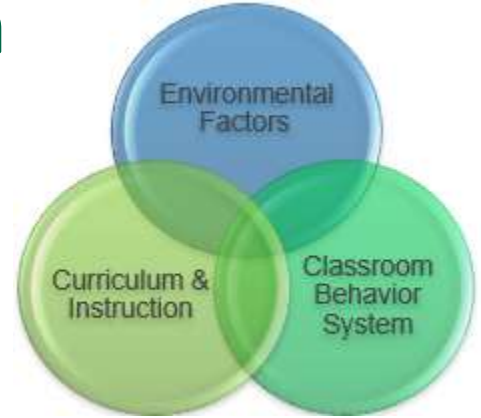
- Brief specific and contingent error corrections
- Differential reinforcement
- Response cost
- Time-out from reinforcement



# Domain 3: Curriculum & Instruction

## Instructional Planning and Delivery

- Active engagement via meaningful opportunities to respond
- Vary the use of instructional strategies to impact variety, level, and pacing
- Provide specific and contingent feedback (both positive and corrective)



# Classroom Assistance Tool (CAT)- Analysis

## What:

- Checklist style assessment
- Focuses on 3 domains of effective classroom management
  - Environmental
  - Instructional & Curricular
  - Classroom Behavior Systems
- Derived from Marzano, Danielson, and CW-PBIS practices

## Who:

- Assess *individual teacher* behavior via observation or self-report

## How:

- Excel document pre-populated with response choices
- Generates pie graphs depicting areas of strength and need

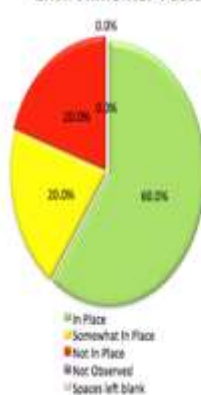
## Where:

- Available free on the FLPBIS website
  - <https://www.livebinders.com/play/play?id=2285263>

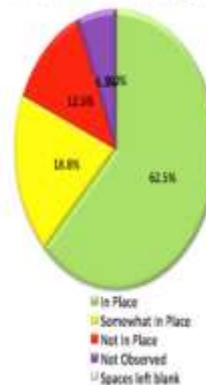
# Classroom Assistance Tool (CAT): Excel or Online Tool

Classroom Assistance Tool		Clear Form
Class/Teacher: <b>Mr. Frost</b>	Time: <b>1st period(8-9:50)</b>	School: <b>BT Washington High</b>
Mark one: Self-Assess <input type="checkbox"/> Observer <input checked="" type="checkbox"/>	Date: <b>2/18/15</b>	District: <b>Sublime</b>
Mark one: General Ed <input checked="" type="checkbox"/> Special Ed <input type="checkbox"/>	Grade-level: <b>9th grade</b>	
Comments: <b>Lesson on characterization, application to the characters in The Great Gatsby</b>		
Directions:		
1. Select the appropriate response from the drop-down menu next to each item. *Do not skip items. It will affect your percentages* 2. Review the percentages of In Place, Somewhat in Place, and Not in Place (see bottom of form and pie graphs on next tool) 3. Note strengths and areas needing enhancement for each classroom system in the corresponding text boxes. 4. Develop a Classroom Management Plan based on the most significant areas needing enhancement.		
<b>I. ENVIRONMENTAL FACTORS: Environmental variables help prevent or decrease problem behavior.</b>		
<b>A. Physical Setting- Classroom setting is organized to promote learning and independence.**</b>		
A1. Room is arranged to minimize crowding and distractions. **	<input type="checkbox"/> In Place	
A2. Materials are organized and easily accessible. **	<input type="checkbox"/> In Place	
A3. Students have secure and adequate space for personal storage. *	<input type="checkbox"/> Somewhat in Place	
A4. Furniture is arranged to enhance traffic flow. **	<input type="checkbox"/> In Place	
A5. Instructional areas have clear visual boundaries. **	<input type="checkbox"/> In Place	
<b>B. Scheduling- Instructional schedule optimizes student learning.</b>		
B1. Daily activity schedule posted and reviewed regularly.	<input type="checkbox"/> Not in Place	
B2. Transitions & non-instructional activities posted and reviewed regularly.	<input type="checkbox"/> Not in Place	
B3. Daily schedule includes independent work, 1 to 1 instruction, small, large group activity, socialization & free time.*	<input type="checkbox"/> In Place	
B4. Students are engaged in active learning activities, with little/ no unstructured downtime. **	<input type="checkbox"/> In Place	
<b>C. Socialization- Social interaction opportunities are provided to optimize student learning.</b>		
C1. The development of individual responsibility and independence is emphasized for all students. **	<input type="checkbox"/> In Place	
C2. Communication between teacher and family occurs weekly. *	<input type="checkbox"/> In Place	
C3. Skills are taught in the setting and situation in which they naturally occur. *	<input type="checkbox"/> In Place	
C4. Friendships between students are promoted. **	<input type="checkbox"/> Somewhat in Place	
C5. Effective, efficient communication strategies are taught to all students.*	<input type="checkbox"/> Somewhat in Place	
C6. Students with disabilities provided opportunities to interact/socialize with typical peers.	<input type="checkbox"/> Not in Place	
<b>Environmental Factor Comments:</b>		
* Most of the classroom discussion occurred during the first 10 minutes of class. The students would talk to a neighbor, pass each other a cell phone before a book and send text messages, one student was making bathroom runs. Two students had their heads down on the desk during the large group discussion. Two students had their heads down during the free time allotted to complete the worksheet. 50% of the students in this period turned in the worksheet and 1/3 of the time to talk were completed.		

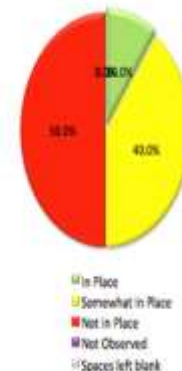
Environmental Factors



Classroom Behavior Systems



Curriculum and Instruction



<https://www.livebinders.com/play/play?id=2278279>

Online Tool: <https://cpbis.fmhi.usf.edu/>

## Classroom Problem-Solving Checklist

### Step 3: IMPLEMENTATION PLAN – What are we going to do about it? Designing and Implementing Effective Classroom Practices

# ACTION PLAN



### STEP 4: EVALUATION Making Data-Driven Decisions

Key Components & ABCs	CAT Domains Classroom Practices & Implementation Steps	Materials & Supports	Who & When	Status Initiated (I) Somewhat (S) In Place (P)
<b>Prevention (Antecedents)</b> <i>Circumstances associated with or contributing to problem behavior.</i>	Environmental Factors			
	Behavior System			
	Curriculum & Instruction			
<b>Instructional (Teach Replacement Behaviors)</b> <i>Appropriate behavior linked to problem behaviors. (Goal Statement)</i>	Environmental Factors			
	Behavior System			
	Curriculum & Instruction			
<b>Effective Responses (Consequences &amp; Reinforcers)</b> <i>Linked to motivation (function) of problem behavior</i>	Environmental Factors			
	Behavior System			
	Curriculum & Instruction			
<b>Monitoring Implementation Fidelity</b>				

Data Review Guiding Questions <i>Are students making progress toward the goal developed in Step 1?</i>	Possible Data Sources <i>What data should I collect &amp;/or review?</i>
<ol style="list-style-type: none"> <li>Are problem behaviors decreasing, increasing, or staying the same?</li> <li>Are appropriate behaviors increasing, staying the same, or decreasing?                             <ol style="list-style-type: none"> <li>Are students demonstrating the expectations and following the rules &amp; procedures?</li> <li>Are students engaging in the appropriate behaviors outlined in the goal statement?</li> </ol> </li> <li>Has direct instructional time increased?</li> <li>Has time on-task increased?</li> <li>Are more students completing their assignments?</li> <li>Are the classroom practices being implemented with fidelity?</li> </ol>	<ol style="list-style-type: none"> <li>Referrals (Office &amp;/or Teacher-managed/Minor)</li> <li>Attendance, Tardies</li> <li>Classroom Assistance Tool (CAT)</li> <li>Student Interviews</li> <li>Implementation Fidelity Checklist</li> <li>Other (e.g. Observations, anecdotal records, time away from instruction, task completion rates, time on-task, rewards earned, grades, etc.)</li> </ol>
Decision Points	Discussion/Notes
<b>Positive Response: Problem behaviors are decreasing &amp; appropriate behaviors are increasing.</b> <ol style="list-style-type: none"> <li>CELEBRATE!</li> <li>Continue implementing practices outlined in the plan.</li> <li>Determine next date to review the data.</li> <li>Maintain/enhance plan by extending practices to other problematic times, activities, or settings.</li> <li>Begin fading tangible reinforcers, if applicable.</li> <li>Increase verbal praise to build teacher-student relationships.</li> <li>Fade intensity or number of selected practices (e.g., prompts, pre-correction, redirection, etc.)</li> </ol>	
<b>Questionable Response: No significant change in problem behaviors or appropriate behavior</b> <ol style="list-style-type: none"> <li>Review the fidelity checklist (self-report &amp;/or observations)</li> <li>≥80% Fidelity Achieved                             <ol style="list-style-type: none"> <li>Review hypothesis to confirm it is supported by data (Step 1)</li> <li>Review practices selected are aligned with the prediction statement.</li> </ol> </li> </ol>	

**What does PBIS implementation look like  
in the classroom?**

How is  
fidelity of  
PBIS in  
classrooms  
on your  
school  
campus?

## Benchmarks of Quality: Classroom Items

*(Kincaid, Childs & George, 2005; 2010)*

42. Classroom **rules** are defined for each of the school-wide **expectations** and are posted in classrooms
43. Classroom **routines and procedures** are explicitly identified for activities (e.g., entering class, asking questions, sharpening pencil, using restroom, dismissal)
44. Expected **behavior** routines in classrooms are **taught**
45. Classroom teachers use immediate and specific **behavior praise**
46. **Acknowledgement** of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors
47. Procedures exist for **tracking** classroom behavior problems
48. Classrooms have a **range of consequences/interventions** for problem behavior that are documented and consistently delivered



# Tier 1 Walkthrough: Classrooms

How is fidelity of PBIS in classrooms on your school campus?

Evidence-based Classroom PBIS Practices	Obtaining Evidence: Teacher interview, observing, reviewing permanent products	Class 1	Class 2	Class 3
		Grade/Content	Grade/Content	Grade/Content
		Optional Image*	Optional Image*	Optional Image*
Item 1. There is evidence that tier 1 expectations are defined for the classroom using classroom rules, procedures and routines and these (classroom rules, procedures and routines) are posted and taught regularly.	Rule posters, lesson plans connected with instructional activities, visual prompts.	Class 1, Item 1 	Class 2, Item 1 	Class 3, Item 1 
Item 2. There is evidence that immediate and specific praise of students demonstrating adherence to classroom rules, procedures and routines happens more often than acknowledgement of inappropriate behaviors.	Use of classroom reward strategy (e.g., dojo), group contingencies, token economies, specific behavioral praise	Class 1, Item 2 	Class 2, Item 2 	Class 3, Item 2 
Item 3. There is evidence that a range of consequences/interventions for problem behavior are documented and consistently delivered	Brief error corrections, planned ignoring, differential reinforcement, time out from reinforcement	Class 1, Item 3 	Class 2, Item 3 	Class 3, Item 3 
*Optional Image: Take picture of classroom rule poster to upload in PBSES (optional but recommended)		Class 1 Total**	Class 2 Total**	Class 3 Total**
**For each class, sum the total # of Yes to get each Class Total Score. Sum Class 1, 2 and 3 Total Scores for Section 5 Classroom Total Score. This is done automatically in PBSES for you.		/3	/3	/3
Section 5. Classroom Total Score				/9

# **Classroom Behavior Plans to Support PBIS Implementation**

# Classroom Behavior Plan

**CLASSROOM BEHAVIOR PLAN**

Teacher:		Date:	
Tier 1 Expectation		Classroom Rules	
		<i>3-5 observable, positively stated behaviors aligned with expectations</i>	
1.			
2.			
3.			
4.			
5.			
Procedures			
<i>Clearly described and visibly posted</i>			
Teaching Expected Behaviors: FORMAL Lesson Plans			
<i>Formal lessons for expectations, rules, procedures used <b>in addition to</b> ongoing teaching and (daily, multiple times each week)</i>			
Initial Lesson	Lesson 2	Lesson 3	Lesson 4

**CLASSROOM BEHAVIOR PLAN**

<b>Embedding Expectations:</b> Methods to teach expectations, rules, and procedures (e.g., relevant literature lessons, etc.)		
Acknowledging Appropriate Behavior		
How will appropriate behavior be acknowledged? <i>(verbal, gesture, note home, token,, etc...)</i>	How often will acknowledgements occur?	What might students access with SW token? How often? <i>(if applicable)</i>

# District Implementation Examples

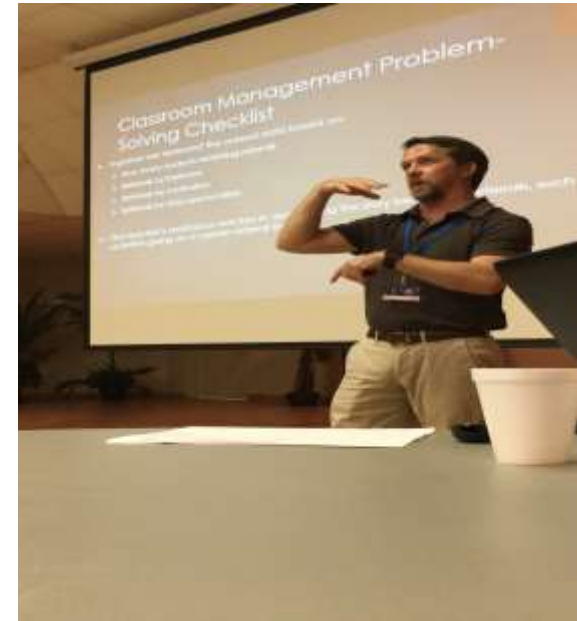
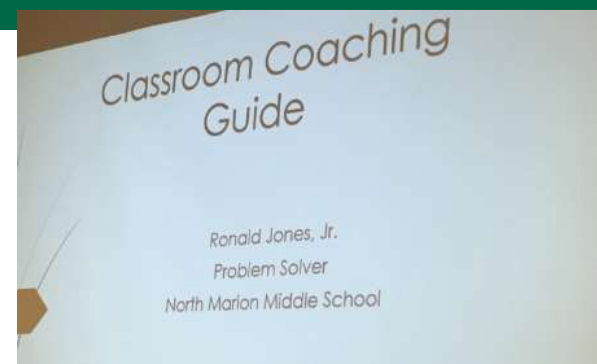
# Example #1 Train Support Staff

## First Semester

- Leadership Cohort established
  - 2 elementary school deans
  - 1 middle school dean
  - 1 middle school assistant principal of discipline
  - 1 high school dean
  - 2 high school coordinators
  - 1 high school assistant principal of discipline
- Participated in:
  - 6-hour training
  - monthly one-hour technical assistance sessions before/after regularly-scheduled discipline meetings
- Worked with one teacher on campus to practice.

## Second Semester

- All discipline leaders were trained during monthly meetings.
- Leadership Cohort presented as exemplars.
- Leadership Cohort served as table captains to facilitate discussion during peer training at monthly meetings.



# Example #2 Train Support Staff

## First Semester

- Teachers on Special Assignment (TOSA)
  - Participated in 6-hour training
  - Technical assistance was built into monthly meeting agenda
- TOSAs practiced problem-solving steps with one teacher
- Technical assistance sessions held monthly

## Second Semester

- TOSAs collaborated with administration to select a teacher to coach
- TOSAs used problem solving process with identified teacher
- Technical assistance sessions continued second semester during monthly meetings

## Example #3 District-Created Professional Development

- District-created classroom management course based on the Five Essential PBIS Classroom Practices.
- Course offered within district professional development options for teachers.
- In-service points are provided for recertification.
- Stipends paid for teachers who participate after contract hours.



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## Example #4 Use FLPBIS Online Modules

- Staff are directed to free online skill building modules (<https://canvas.instructure.com/enroll/4FWXM8>)

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- Prompted to answer district-created quiz questions to check for understanding.
- In-service points are provided for recertification.



# Barriers, Lessons Learned, and Successful Practices

- Barriers
  - Competing priorities impacting time for classroom coaching.
  - Lack of Tier 1/PBIS Coaching.
- Lessons Learned
  - More time should be devoted to planning for TA sessions with Cohort.
  - Outlining how the process is mutually beneficial can assist with buy in.
- Successful Practices
  - Built into existing meetings/trainings.
  - Buy in from top down (leadership) and bottom up (teachers and teachers union).
  - Peer presentations and utilizing cohort members in leadership roles.

# Contact Information & Links

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[craulerson@usf.edu](mailto:craulerson@usf.edu)

[brooke25@usf.edu](mailto:brooke25@usf.edu)

Website:	<a href="https://flpbis.cbcs.usf.edu/"><u>https://flpbis.cbcs.usf.edu/</u></a>
Classroom:	<a href="https://flpbis.cbcs.usf.edu/tiers/classroom.html"><u>https://flpbis.cbcs.usf.edu/tiers/classroom.html</u></a>
Getting Started:	<a href="https://www.livebinders.com/play/play?id=2283504"><u>https://www.livebinders.com/play/play?id=2283504</u></a>
Five Essentials:	<a href="https://www.livebinders.com/play/play?id=2115332"><u>https://www.livebinders.com/play/play?id=2115332</u></a>
CAT:	<a href="https://www.livebinders.com/play/play?id=2285263"><u>https://www.livebinders.com/play/play?id=2285263</u></a>
Case Studies:	<a href="https://www.livebinders.com/play/play?id=2115347"><u>https://www.livebinders.com/play/play?id=2115347</u></a>
Early Childhood:	<a href="https://www.livebinders.com/play/play?id=2190407"><u>https://www.livebinders.com/play/play?id=2190407</u></a>

# Resources



Florida's Positive Behavioral  
Interventions & Support Project

[www.flpbis.org](http://www.flpbis.org)

Phone: (813) 974-6440

E-mail: [flpbis@usf.edu](mailto:flpbis@usf.edu)



[www.facebook.com/FloridaPBIS](http://www.facebook.com/FloridaPBIS)



[www.twitter.com/flpbis](http://www.twitter.com/flpbis)



<https://www.youtube.com/c/FloridaPBIS>



[www.pbis.org](http://www.pbis.org)



International Association for  
Positive Behavior Support (APBS)

[www.apbs.org](http://www.apbs.org)