Supporting Implementation of Positive Behavioral Interventions and Support in the Classroom

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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?

"The strongest predictor of both sustained implementation and sustained improved student outcomes was implementation of classroom PBIS systems."  
(McIntosh et al., 2017)
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.
Five Essential PBIS Classroom Practices

1. Maximize Structure

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
What is the practice?

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.

Why should it be implemented?

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 groups: Arrange seating so all students can equally participate, limit distractions.

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 Circles/ U-Shape
  - Whole group instruction, assessment, assessment, or instructional activities for small groups and cooperative learning.

How does it support students impacted by trauma?

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

How is it implemented?

- Develop through 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, Infant/ Toddler Classroom (InC) & Pre-K (Texas Women's University).
1. Maximize structure in the classroom

Develop Predictable Routines
- Teacher routines
- Student routines

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.)

https://www.livebinders.com/play/play?id=2115332
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
### Essential PBIS Practice #1: Maximize Structure

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
<th>Citations and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Supervision &amp; Proximity</td>
<td><strong>Maintain focused awareness of classroom environment &amp; students.</strong></td>
<td>Conroy, Sutherland, Snyder, &amp; Marsh (2008)</td>
</tr>
<tr>
<td></td>
<td><strong>Examples</strong></td>
<td>De Pry &amp; Sugai (2002)</td>
</tr>
<tr>
<td></td>
<td>1. Move among students especially in problem areas.</td>
<td>Center on PBIS</td>
</tr>
<tr>
<td></td>
<td>2. Scan environment often to monitor behavior.</td>
<td>Tier 1 Effective Classroom Practices – Learning System Missouri Schoolwide Positive Behavior Support (pbismissouri.org)</td>
</tr>
<tr>
<td></td>
<td>3. Interact frequently with all students.</td>
<td>Create A Comfortable Classroom For Your Students (teachingchannel.com)</td>
</tr>
<tr>
<td></td>
<td><strong>Guiding Questions: Implementation</strong></td>
<td>Classroom Management Tips for Proximity Control - TeachHUB</td>
</tr>
<tr>
<td></td>
<td>1. Where do you usually position yourself in the classroom? (e.g., front, back, amongst students, etc.)</td>
<td>Attention Grabbers - YouTube</td>
</tr>
<tr>
<td></td>
<td>2. How well can you visually monitor all students?</td>
<td>Dr. Mandler speaks on Proximity, Eye Contact and Privacy - YouTube</td>
</tr>
<tr>
<td></td>
<td>3. How much time during a lesson do you actively engage students?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. How quickly do you respond to students’ needs?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. When will you implement closer supervision?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. How will you monitor the effectiveness?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Proximity Building Rapport</td>
<td><strong>Establish proximity to student, use appropriate facial expressions, voice tone, and body language to demonstrate interest, empathy, and engage in supportive interactions.</strong></td>
<td>Meyers (2009)</td>
</tr>
<tr>
<td></td>
<td><strong>Examples</strong></td>
<td>Witt, Wheeless, &amp; Allen (2004)</td>
</tr>
<tr>
<td></td>
<td>1. Actively listening to students</td>
<td>Creating Rapport in the Classroom (socialpsychology.org)</td>
</tr>
<tr>
<td></td>
<td>2. Showing empathy</td>
<td>Building Rapport with Your Students - Bing video</td>
</tr>
<tr>
<td></td>
<td>3. Asking open-ended questions</td>
<td>The Power of Relationships in Schools - Bing video</td>
</tr>
<tr>
<td></td>
<td>4. Inquiring about student’s interests, family, friends, or activities</td>
<td></td>
</tr>
</tbody>
</table>
Video Highlight

Elementary
• Creating A Safe And Positive Classroom Classroom Management Strategies (teachingchannel.com)

Secondary
• (1) Best Practices: High School Classroom Arrangement - YouTube

https://www.livebinders.com/play/play?id=2115332
Five Essential PBIS Classroom Practices

2. Expectations and Rules

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

https://www.livebinders.com/play/play?id=2115332#anchor
What is the practice?

Why should it be implemented?

How is it implemented?

How does it support students impacted by trauma?

https://www.livebinders.com/play/play?id=2115332
2. Post, teach, review, monitor, and reinforce a small number of positively stated SW expectations and aligned classroom rules
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

https://www.livebinders.com/play/play?id=2115332
<table>
<thead>
<tr>
<th>Problem Behavior in Your Classroom</th>
<th>Replacement Behaviors (What you want Students to do instead?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students talk out during discussions.</td>
<td>1. Raise hand to talk during discussions.</td>
</tr>
<tr>
<td>2. Students don’t hand in complete work.</td>
<td>2. Hand in complete work.</td>
</tr>
<tr>
<td>3. Students are tardy.</td>
<td>3. Be on time to class...in seat ready to start when bell rings</td>
</tr>
<tr>
<td>4. Students don’t have their stuff</td>
<td>4. Bring all materials and equipment to class.</td>
</tr>
<tr>
<td>5. Students cuss</td>
<td>5. Use appropriate language with students and adults.</td>
</tr>
<tr>
<td>6. Push each other when lining up</td>
<td>6. Walk and keep hands &amp; feet to self.</td>
</tr>
<tr>
<td>School-wide Expectations</td>
<td>Classroom Rules (From the Replacement Behaviors above)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Safe</strong></td>
<td>1. Walk</td>
</tr>
<tr>
<td></td>
<td>2. Keep body to self</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>1. Raise hand to talk during discussions.</td>
</tr>
<tr>
<td></td>
<td>2. Use appropriate language with students and adults.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>1. Turn in complete work.</td>
</tr>
<tr>
<td></td>
<td>2. Be on time to class</td>
</tr>
<tr>
<td></td>
<td>3. Bring all materials and equipment to class.</td>
</tr>
</tbody>
</table>
# CLASSROOM BEHAVIOR PLAN

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tier 1 Expectation</th>
<th>Classroom Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 observable, positively stated behaviors aligned with expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.</th>
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<th>2.</th>
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<table>
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<tr>
<th>3.</th>
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</table>

<table>
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<tr>
<th>4.</th>
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</table>

<table>
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<tr>
<th>5.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly described and visibly posted</td>
</tr>
</tbody>
</table>
Rules in the Context of Routines

Teach

Directly teach

Actively involve students

Check for understanding

Provide opportunities for practice
### Rules-by-Activity Matrix: Classroom Focus

<table>
<thead>
<tr>
<th>Activity</th>
<th>Whole Group Instruction</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Remain in area</td>
<td>Remain in area</td>
<td>Remain in area</td>
<td>Walk</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Listen when others are speaking</td>
<td>Work quietly</td>
<td>Listen when others are speaking</td>
<td>Leave quietly</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Raise hand to speak</td>
<td>Complete assignment</td>
<td>Complete assignment</td>
<td></td>
</tr>
</tbody>
</table>

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

https://www.livebinders.com/play/play?id=2115332#anchor
• **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)
Active Supervision

Monitor

students’ behavior in the natural context

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

(Colvin, Sugai, Good, Lee, 1997)
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

Evaluate the effect of instruction
# TEACHER-MANAGED TRACKING (Minor Behavior)
## FORM 2

**Step 1**: Restate Expectation Not Met: ___________________ /Warning Given

### Step 2

<table>
<thead>
<tr>
<th>Student Name (Last, First)</th>
<th>Grade</th>
<th>Date</th>
<th>Time</th>
<th>Referring Teacher</th>
</tr>
</thead>
</table>

#### Incident Type (Check One)
- □ Brought Food to Class
- □ Class Disruption (Talking, Singing, Shouting, Not Working, Looking on Others Papers, Making Distracting Noises/Movements, Horseplay
- □ Head Down
- □ Minor Disrespect/Defiance
- □ Electronic Device/Phone in plain sight
- □ Leaving Trash in Class
- □ Writing on School Property
- □ Teasing
- □ Other Minor Violation ____________

#### Incident Location (Check One)
- □ Bathroom/Restroom
- □ Library/Media Center
- □ Bus Loop
- □ Office
- □ Cafeteria
- □ Parking Lot
- □ Classroom
- □ Phys. Ed/Gym
- □ Courtyard
- □ Spec Event/Assembly/Field Trip
- □ Hallway/Breezeway
- □ Other ____________

#### Others Involved (Check One)
- □ None
- □ Peers
- □ Staff
- □ Teacher
- □ Substitute
- □ Unknown

#### Intervention (Check One)
- □ Seat Change
- □ Loss of Class Privilege
- □ Time Out
- □ Student/Teacher Conference
- □ Curricular Modification
- □ Refer to Guidance

#### Possible Motivation (Check One)
- □ Avoid Adult Attention
- □ Obtain Adult Attention
- □ Avoid Peer Attention
- □ Obtain Peer Attention
- □ Avoid Task/Activity
- □ Obtain Items/Activities
- □ Other ____________

**Incident Description:**
__________________________

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https://www.livebinders.com/play/play?id=2285263
Video Highlight

Elementary
• https://pbismissouri.org/tier-1-effective-classroom-practices/

Secondary
• https://www.youtube.com/watch?v=hFlbPfiUyX8&list=PLDTurrcdLwvLZWJeiwRHzg0uGGd2TMmF&index=3
Five Essential PBIS Classroom Practices
3. Student Engagement

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

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

**Examples**
- Instead of asking the class to 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 a small basketball skill station so all students are engaged instead of standing in a line.

**Why?**
- Increase on-task behavior
- Increase probe to corrections ratio
- Provides continued informative 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

**Trauma-Less?**
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.

**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/depart department teams.
- Teach students the strategies prior to using them during an instructional lesson.

Why should it be implemented?

How does it support students impacted by trauma?

How is it implemented?

https://www.livebinders.com/play/pla y?id=2115332#anchor
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?

https://www.livebinders.com/play/play?id=2115332#anchor
## Active Engagement Tools

### Clickers

<table>
<thead>
<tr>
<th>Question 3: I have found using the clicker to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>a: very helpful</td>
</tr>
<tr>
<td>b: helpful</td>
</tr>
<tr>
<td>c: not helpful</td>
</tr>
<tr>
<td>d: I don’t use the clicker</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>%</td>
</tr>
<tr>
<td>25%</td>
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<tr>
<td>55%</td>
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<tr>
<td>17%</td>
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<tr>
<td>3%</td>
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<tr>
<td>0%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4: I find it easy to set up and use my clicker,</th>
</tr>
</thead>
<tbody>
<tr>
<td>a: strongly agree</td>
</tr>
<tr>
<td>b: agree</td>
</tr>
<tr>
<td>c: disagree</td>
</tr>
<tr>
<td>d: strongly disagree</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>%</td>
</tr>
<tr>
<td>60%</td>
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<tr>
<td>34%</td>
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<tr>
<td>5%</td>
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<tr>
<td>2%</td>
</tr>
<tr>
<td>0%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 5: I bring my clicker to class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a: every day</td>
</tr>
<tr>
<td>b: most days</td>
</tr>
<tr>
<td>c: sometimes</td>
</tr>
<tr>
<td>d: never</td>
</tr>
<tr>
<td>N/A</td>
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<td></td>
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<td>%</td>
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<tr>
<td>14%</td>
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<td>80%</td>
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<td>2%</td>
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<tr>
<td>4%</td>
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<td>0%</td>
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</tbody>
</table>

### Response Boards and Cards

### Gestures
### Resource Highlight

**Instructional Strategies to Increase Student Engagement**

Example of effective vs. Non-Effective Strategies: [http://www.youtube.com/watch?v=ULJXywWRGUQ](http://www.youtube.com/watch?v=ULJXywWRGUQ)

Inspirational Video: [https://www.teachingchannel.org/videos/teach-for-the-fire](https://www.teachingchannel.org/videos/teach-for-the-fire)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Examples</th>
<th>Description</th>
<th>Citation</th>
<th>Resources Articles/Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept Maps and Graphic Organizers</strong></td>
<td></td>
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</tr>
<tr>
<td>3S TN(Q)</td>
<td></td>
<td>1. Students have a form with 2 columns labeled 'Topics' (left) &amp; 'Details' (right)</td>
<td>Winebrenner, 2006</td>
<td>Article <a href="http://files.eric.ed.gov/fulltext/EJ746053.pdf">http://files.eric.ed.gov/fulltext/EJ746053.pdf</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Students screen materials for important facts and lists them under 'Topics'</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. Students skim for and enter 'Details/facts' (left)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Students study by covering one column and asking questions of the partner to recall facts in second column.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Block Organizer</td>
<td></td>
<td>1. Pair students</td>
<td>ISBE, 2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Students have blank form divided into 4 blocks</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. Paired groups complete 'Definitions', 'Characteristics', 'Examples' and 'Non-examples' of a designated topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and Contrast or Double Bubble</td>
<td></td>
<td>1. Students have a form divided into 2 sections ('Compare/Contrast' or 'Similarities/Differences')</td>
<td>Marzano, Pickering &amp; Pollock, 2005</td>
<td>Video <a href="https://www.teachingchannel.org/videos/formal-and-informal-texts">https://www.teachingchannel.org/videos/formal-and-informal-texts</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Pair students</td>
<td>ISBE, 2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Paired students identify and record similarities and differences on a topic or basic story elements</td>
<td>Marzano, Pickering &amp; Pollock, 2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. What they Know</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. What they Want to Know</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. What they Learned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[https://www.livebinders.com/play/play?id=2115332#anchor](https://www.livebinders.com/play/play?id=2115332#anchor)
Video Highlight

Elementary

Secondary

https://louisville.edu/education/abri/primarylevel/otr
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

School: [Circle]
Teacher:
Grade:
Room:
Date:
Time:

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group responses are used more frequently to engage all students.</td>
<td>1-2 strategies are used to engage students in group responses.</td>
<td>Students are not engaged in group responses.</td>
</tr>
<tr>
<td>3 or more strategies are used to replace single student responding, and engage students in group responses.</td>
<td>Group responses and individual responses are used equally.</td>
<td>Active instruction was not observed.</td>
</tr>
<tr>
<td>Teacher talk is less than 40% of instruction time observed.</td>
<td>Wait time equals 5 seconds.</td>
<td>Active instruction not observed.</td>
</tr>
<tr>
<td>80% or more of students are on task during each of the three scans.</td>
<td>70-79% of students are on task during one or more scans.</td>
<td>Less than 70% students are on task during one or more scans.</td>
</tr>
</tbody>
</table>

Data Collection for Engagement & Multiple Opportunities to Respond

Abbreviations: SI - Social-Interaction, CI - Cognitive-Interaction, CI - Comprehension Interactions, G - Group, I - Individual, GRP - Group Response, IND - Individual Response

On-task/off-task behavior for academic engagement during 10-minute observation sessions (below).
Scann all students to note on-task and off-task behaviors.

<table>
<thead>
<tr>
<th>Total # Students in Class</th>
<th>Time of Each Scan</th>
<th>Task</th>
<th>Task</th>
<th>Task</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>10 seconds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

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

https://www.livebinders.com/play/play?id=2115332#anchor
Five Essential PBIS Classroom Practices

4. Acknowledge Appropriate Behavior

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

https://www.livebinders.com/play/play?id=2115332#anchor
What is the practice?

Why should it be implemented?

How is it implemented?

How does it support students impacted by trauma?
4. Establish a continuum of strategies to acknowledge appropriate behavior

**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.
## Expectation

### Be Collaborative
- Contribute to discussions and activities
- Share expertise to build capacity of all
- Gain consensus on next steps
- Contribute to discussions and activities
- Share expertise to build capacity of all
- Gain consensus on next steps
- Contribute to discussions and activities
- Share expertise to build capacity of all
- Gain consensus on next steps

### Be Organized
- Arrive on time
- Maintain electronic copies of team products
- Arrive on time
- Maintain electronic copies of team products
- Arrive on time
- Maintain electronic copies of team products

### Be Proactive
- Use data & stakeholder feedback to plan implementation
- Monitor team dynamics to ensure all members are engaged
- Use data and stakeholder feedback to plan implementation
- Monitor team dynamics to ensure all members are engaged
- Use data and stakeholder feedback to plan implementation
- Monitor team dynamics to ensure all members are engaged

### Be Efficient
- Stay on-task
- Monitor time limits for activities
- Complete assigned tasks and support others to do the same
- Stay on-task
- Monitor time limits for activities
- Complete assigned tasks and support others to do the same
- Stay on-task
- Monitor time limits for activities
- Complete assigned tasks and support others to do the same

### Approaches to Rewards
**Mixed - Small Group within a Larger Class**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Early</th>
<th>Midday</th>
<th>Afternoon</th>
</tr>
</thead>
</table>
| Be Collaborative | • Contribute to discussions and activities  
• Share expertise to build capacity of all  
• Gain consensus on next steps  | • Contribute to discussions and activities  
• Share expertise to build capacity of all  
• Gain consensus on next steps  | • Contribute to discussions and activities  
• Share expertise to build capacity of all  
• Gain consensus on next steps  |
| Be Organized | • Arrive on time  
• Maintain electronic copies of team products | • Arrive on time  
• Maintain electronic copies of team products | • Arrive on time  
• Maintain electronic copies of team products |
| Be Proactive | • Use data & stakeholder feedback to plan implementation  
• Monitor team dynamics to ensure all members are engaged  | • Use data and stakeholder feedback to plan implementation  
• Monitor team dynamics to ensure all members are engaged  | • Use data and stakeholder feedback to plan implementation  
• Monitor team dynamics to ensure all members are engaged  |
| Be Efficient | • Stay on-task  
• Monitor time limits for activities  
• Complete assigned tasks and support others to do the same  | • Stay on-task  
• Monitor time limits for activities  
• Complete assigned tasks and support others to do the same  | • Stay on-task  
• Monitor time limits for activities  
• Complete assigned tasks and support others to do the same  |

### 2.3 Acknowledgment

#### Use Behavior-Specific Praise

<table>
<thead>
<tr>
<th>Description and Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Empirical Support and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What key strategies can I use to support behavior in my classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
<td>How can I use this practice in my secondary classroom?</td>
<td>What should I avoid when I’m implementing this practice?</td>
<td>What evidence supports this practice, and where can I find additional resources?</td>
</tr>
</tbody>
</table>

**Verbal statement that names the behavior explicitly and includes a statement that shows approval**
- May be directed toward an individual or group
- Praise should be provided soon after behavior, understandable, meaningful, and sincere
- Deliver approximately five praise statements for every one corrective statement
- Consider student characteristics (age, preferences) when delivering behavior-specific praise, and adjust accordingly (e.g., praise privately versus publicly)

- Following a transition where students quietly listened to instructions, "You did a great job sitting quietly and listening for what to do next."
- During educator-directed instruction, a student raises her hand. The educator says, "Thank you for raising your hand."
- The educator walks over to a student and whispers, "Thank you for coming into the room quietly."
- "Blue Group, I really like the way you all handed in your projects on time. It was a complicated project."
- "Tamara, thank you for being on time. That is the fourth day in a row, impressive."
- 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."
- After reviewing a student’s essay, the teacher writes, "Nice organization. You’re using the strategies we discussed in your writing!"
- "Great job! Super! Wow!" (These are general, not specific, praise statements.)
- "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.)
- A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is not maintaining a five praises to one correction ratio.)
- "Thank you for trying to act like a human." (This, at best, is sarcasm, not genuine praise.)
- Contingent praise is associated with increases in a variety of behavioral and academic skills.⁰²
- Behavior-specific praise has an impact in both special and general education settings.⁰⁴
- Reinforcement should happen frequently and at a minimal ratio of five praise statements for every one correction.⁰⁵

**Module:**

**Video:**
http://louisville.edu/education/abbr/primarylevel/praise/group

**Other resources:**
http://www.interventioncentral.org/behavior-interventions/motivation/teacher-praise-efficient-tool-motivate-students

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⁰² Partin, Robertson, Magoon, Oliver, & Wehby, 2010
⁰⁴ Ferguson & Houghton, 1962; Sutherland, Wehby, & Copeland, 2000

[https://www.livebinders.com/play/play?id=2115332#anchor=](https://www.livebinders.com/play/play?id=2115332#anchor=)
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)

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

https://www.livebinders.com/media/get_centered/MjA3MDM0NDM=
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
9. Cool-off pass
10. Failure to earn reward
11. Change seating
12. Reflection time
13. 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](https://youtu.be/CPDZRwOTiGA)

Secondary
- [https://youtu.be/Q3wpviS5gaQ?t=206](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
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 behavior incidents
  c. Number of student removals (time in reflection areas, etc.)
  d. Referrals to problem-solving team; guidance; specialists
  e. Teacher requests for support/new teacher orientations and 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)

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 increasing the targeted problem behaviors. The tool is facilitated 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

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Day of the Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Time of Day/Class Areas</td>
<td>Rating</td>
<td>Rating</td>
<td>Rating</td>
<td>Rating</td>
<td>Rating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<td></td>
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<td>2</td>
<td>3</td>
<td>2</td>
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<td>2</td>
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<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

https://www.livebinders.com/play/play?id=2285263#anchor
Applying the problem-solving process to the classroom level

Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

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

Step 4: Evaluation
Is it working?

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

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

What am I going to implement and measure regularly?

What is the degree/severity/types of problem behavior is my class/classes?
## Step 1: Problem Identification

### Classroom Problem-Solving Checklist

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

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

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

(9) 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*

<table>
<thead>
<tr>
<th>CAT Domain</th>
<th>Guiding Questions</th>
<th>Responses/Notes from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment Domain</strong></td>
<td><strong>Physical Setting, Scheduling, Socialization</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Minimal crowding, easy traffic flow, materials well organized? <strong>^</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Adequate space for personal belongings? ^</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Daily schedule posted and reviewed? *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Effective communication strategies taught?</td>
<td></td>
</tr>
<tr>
<td><strong>Behavior System Domain</strong></td>
<td><strong>Define &amp; Teach Behavior</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Expectations, rules &amp; routines/procedures clearly defined, positive &amp; posted? <strong>^</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Expectations, rules &amp; routines/procedures taught? <strong>^</strong> (Skill deficit): When? How often?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Expectations, rules &amp; routines/procedures practiced? <strong>^</strong> (Performance deficit)</td>
<td></td>
</tr>
<tr>
<td><strong>Reward System</strong></td>
<td>4. Recognition system with specific criteria exist? *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Students consistently recognized?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Specific positive praise provided more frequently than neutral/negative? (4:1 ratio)</td>
<td></td>
</tr>
<tr>
<td><strong>Consequence System</strong></td>
<td>7. Hierarchy of responses/consequences? *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Consequences taught and consistently implemented? <strong>^</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Prompts and pre-corrections provided? *</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum &amp; Instruction Domain</strong></td>
<td><strong>Instructional Planning and Delivery</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. What are students expected to do during instructional times when problems occur?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. What content is being covered during the most problematic instructional times?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Variety of teaching methods, materials, and pacing? <strong>^</strong> (Lecture, worksheets, hands-on, whole group, small group, individual work, partners, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Instructional strategies when most problem behavior occurs?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Instructional strategies when appropriate behavior is occurring?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Curriculum matches students’ skill level? <strong>^</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Relevant &amp; meaningful assignments of interest? (match students’ culture) <strong>^</strong></td>
<td></td>
</tr>
</tbody>
</table>
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](https://www.livebinders.com/play/play?id=2285263)
Classroom Assistance Tool (CAT): Excel or Online Tool

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

<table>
<thead>
<tr>
<th>Key Components &amp; ADCs</th>
<th>CAT Domains</th>
<th>Classroom Practices &amp; Implementation Steps</th>
<th>Materials &amp; Supports</th>
<th>Who &amp; When</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention (Antecedents)</td>
<td>Environmental Factors</td>
<td>Behavior System</td>
<td>Curriculum &amp; Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction (Teach Replacement Behaviors)</td>
<td>Environmental Factors</td>
<td>Behavior System</td>
<td>Curriculum &amp; Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Responses (Consequences &amp; Reinforcers)</td>
<td>Environmental Factors</td>
<td>Behavior System</td>
<td>Curriculum &amp; Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring Fidelity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Step 4: EVALUATION

Making Data-Driven Decisions

<table>
<thead>
<tr>
<th>Data Review Guiding Questions</th>
<th>Possible Data Sources</th>
<th>Decision Points</th>
<th>Discussion/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students making progress toward the goal developed in Step 1?</td>
<td>1. Referrals (Office &amp;/or Teacher-managed/Minor)</td>
<td>Positive Response: Problem behaviors are decreasing &amp; appropriate behaviors are increasing.</td>
<td></td>
</tr>
<tr>
<td>1. Are problem behaviors decreasing, increasing, or staying the same?</td>
<td>2. Attendance, Tardies</td>
<td>1. CELEBRATE!</td>
<td></td>
</tr>
<tr>
<td>2. Are appropriate behaviors increasing, staying the same, or decreasing?</td>
<td>3. Classroom Assistance Tool (CAT)</td>
<td>2. Continue implementing practices outlined in the plan.</td>
<td></td>
</tr>
<tr>
<td>a. Are students demonstrating the expectations and following the rules &amp; procedures?</td>
<td>4. Student Interviews</td>
<td>3. Determine next case to review the data.</td>
<td></td>
</tr>
<tr>
<td>b. Are students engaging in the appropriate behaviors outlined in the goal statement?</td>
<td>5. Implementation Fidelity Checklist</td>
<td>4. Maintain/extend plan by extending practices to other problematic times, activities, or settings.</td>
<td></td>
</tr>
<tr>
<td>3. Has direct instructional time increased?</td>
<td>6. Other (e.g., Observations, anecdotal records, time away from instruction, task completion rates, time on-task, rewards earned, grades, etc.)</td>
<td>5. Begin fading tangible reinforcers, if applicable.</td>
<td></td>
</tr>
<tr>
<td>4. Has time on task increased?</td>
<td></td>
<td>6. Increase verbal praise to build teacher-student relationships.</td>
<td></td>
</tr>
<tr>
<td>5. Are more students completing their assignments?</td>
<td></td>
<td>7. Fade intensity or number of selected practices (e.g., prompts, pre-correction, redirection, etc.)</td>
<td></td>
</tr>
<tr>
<td>6. Are the classroom practices being implemented with fidelity?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Possible Data Sources

- Referrals (Office &/or Teacher-managed/Minor)
- Attendance, Tardies
- Classroom Assistance Tool (CAT)
- Student Interviews
- Implementation Fidelity Checklist
- Other (e.g., Observations, anecdotal records, time away from instruction, task completion rates, time on-task, rewards earned, grades, etc.)
What does PBIS implementation look like in the classroom?
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.

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

### Tier 1 Walkthrough: Classrooms

#### Evidence-based Classroom PBIS Practices

<table>
<thead>
<tr>
<th>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.</th>
<th>Rule posters, lesson plans connected with instructional activities, visual prompts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Use of classroom reward strategy (e.g., dojo), group contingencies, token economies, specific behavioral praise</td>
</tr>
<tr>
<td>Item 3. There is evidence that a range of consequences/interventions for problem behavior are documented and consistently delivered</td>
<td>Brief error corrections, planned ignoring, differential reinforcement, time out from reinforcement</td>
</tr>
</tbody>
</table>

*Optional Image: Take picture of classroom rule poster to upload in PBSES (optional but recommended)

**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.

---

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Content</td>
<td>Grade/Content</td>
<td>Grade/Content</td>
</tr>
<tr>
<td>Optional Image*</td>
<td>Optional Image*</td>
<td>Optional Image*</td>
</tr>
<tr>
<td>Class 1, Item 1</td>
<td>Class 2, Item 1</td>
<td>Class 3, Item 1</td>
</tr>
<tr>
<td>Class 1, Item 2</td>
<td>Class 2, Item 2</td>
<td>Class 3, Item 2</td>
</tr>
<tr>
<td>Class 1, Item 3</td>
<td>Class 2, Item 3</td>
<td>Class 3, Item 3</td>
</tr>
</tbody>
</table>

---

**Section 5. Classroom Total Score**

/3 /3 /3
Classroom Behavior Plans to Support PBIS Implementation
# Classroom Behavior Plan

## CLASSROOM BEHAVIOR PLAN

<table>
<thead>
<tr>
<th>Tier 1 Expectation</th>
<th>Classroom Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-S observable, positively stated behaviors aligned with expectations</td>
<td></td>
</tr>
</tbody>
</table>

1. 
2. 
3. 
4. 
5. 

**Procedures**
- Clearly described and visibly posted

## Embedding Expectations: Methods to teach expectations, rules, and procedures (e.g., relevant literature lessons, etc.)

## Teaching Expected Behaviors: FORMAL Lesson Plans
- Formal lessons for expectations, rules, procedures used in addition to ongoing teaching and (daily, multiple times each week)

<table>
<thead>
<tr>
<th>Initial Lesson</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson</th>
</tr>
</thead>
</table>

## Acknowledging Appropriate Behavior
- How will appropriate behavior be acknowledged? (verbal, gesture, note home, token, etc.)
- How often will acknowledgements occur?
- What might students access with SW token? How often? (if applicable)
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.
Example #4  Use FLPBIS Online Modules

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

• 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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Website: https://flpbis.cbcis.usf.edu/
Classroom: https://flpbis.cbcis.usf.edu/tiers/classroom.html
Getting Started: https://www.livebinders.com/play/play?id=2283504
Five Essentials: https://www.livebinders.com/play/play?id=2115332
CAT: https://www.livebinders.com/play/play?id=2285263
Case Studies: https://www.livebinders.com/play/play?id=2115347
Early Childhood: https://www.livebinders.com/play/play?id=2190407
Resources

www.flpbis.org
Phone: (813) 974-6440
E-mail: flpbis@usf.edu

www.facebook.com/FloridaPBIS
www.twitter.com/flpbis
https://www.youtube.com/c/FloridaPBIS

www.pbis.org
OSEP Center on PBIS

International Association for Positive Behavior Support (APBS)
www.apbs.org