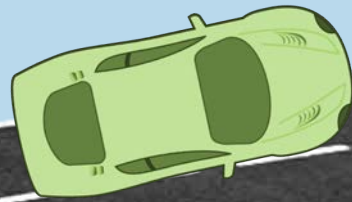
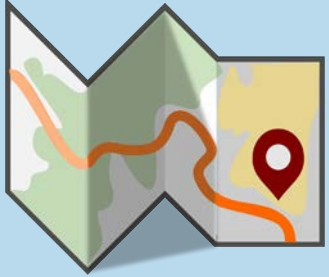


You're in the Driver's Seat: A Classroom Roadmap for Supporting ALL Students



Karen Robbie, Ph.D.

University of Connecticut

Sarah Wilkinson, Ph.D.

University of Southern Maine

Laura Kern, Ph.D., J.D.

University of South Florida

Janet Van Lone, Ph.D.

Bucknell University

Who are we?



Karen Robbie, Ph.D.



Sarah Wilkinson, Ph.D.



Laura Kern, JD, Ph.D.



Janet VanLone, Ph.D.



Accessing Materials

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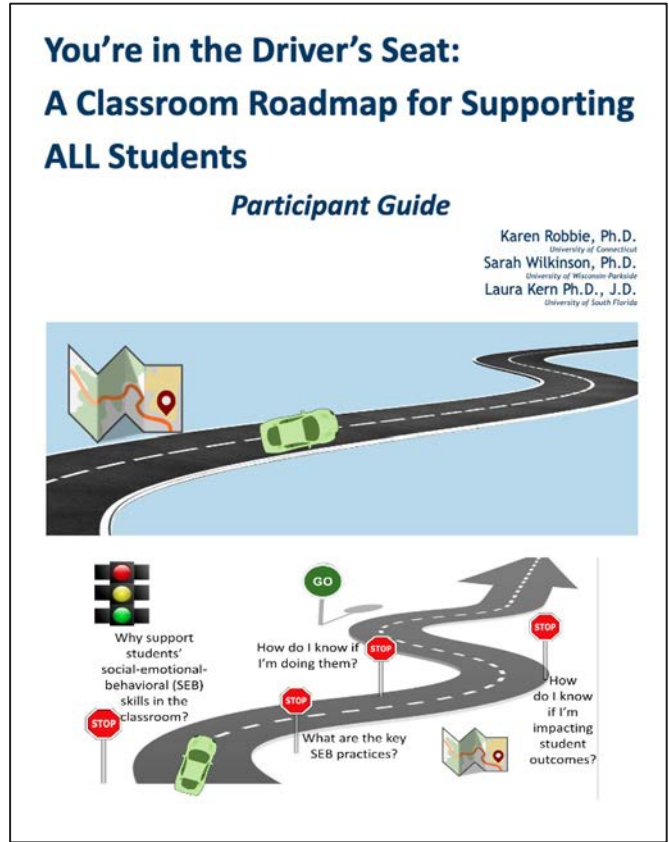


<https://bit.ly/ClassroomRoadmapSlides>

**You're in the Driver's Seat:
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ALL Students**

Participant Guide

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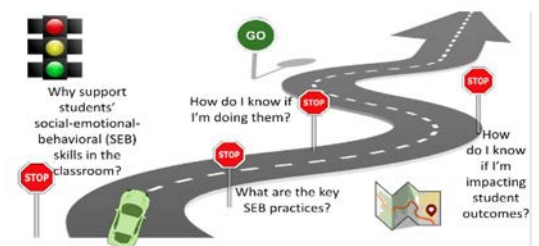


Why support students' social-emotional-behavioral (SEB) skills in the classroom?

How do I know if I'm doing them?

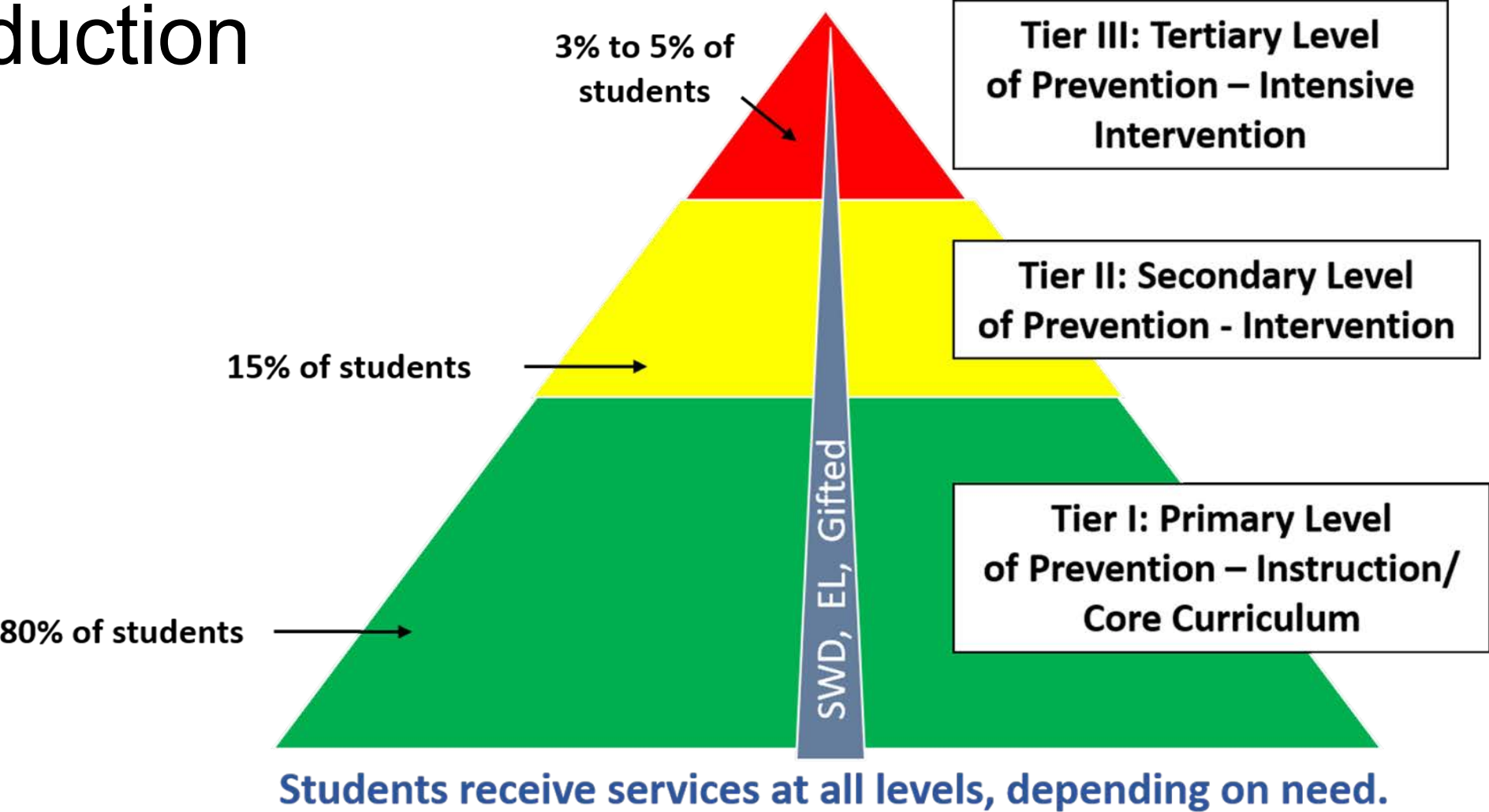
What are the key SEB practices?

How do I know if I'm impacting student outcomes?

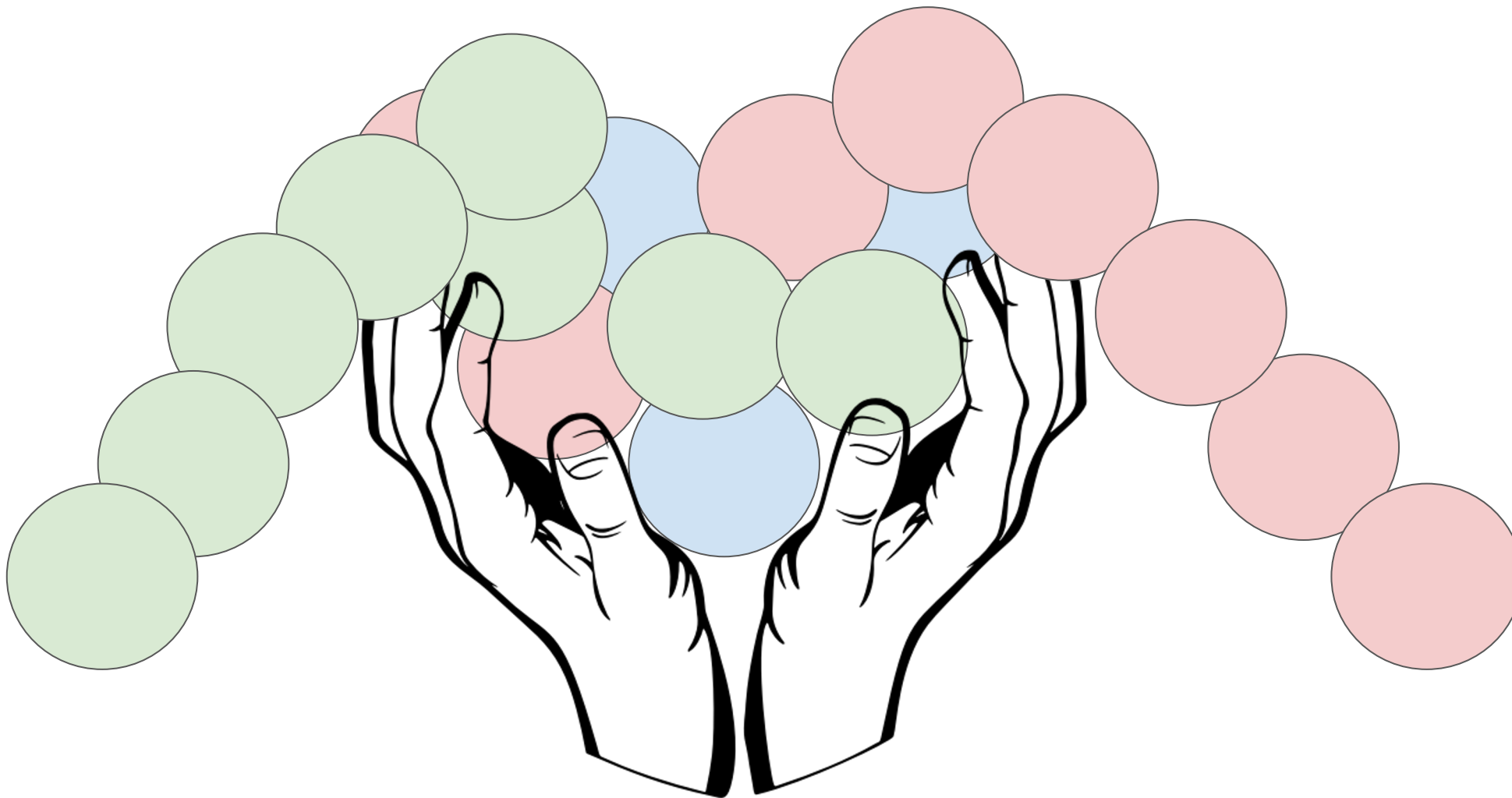


<https://bit.ly/ClassroomRoadmapParticipantGuide>

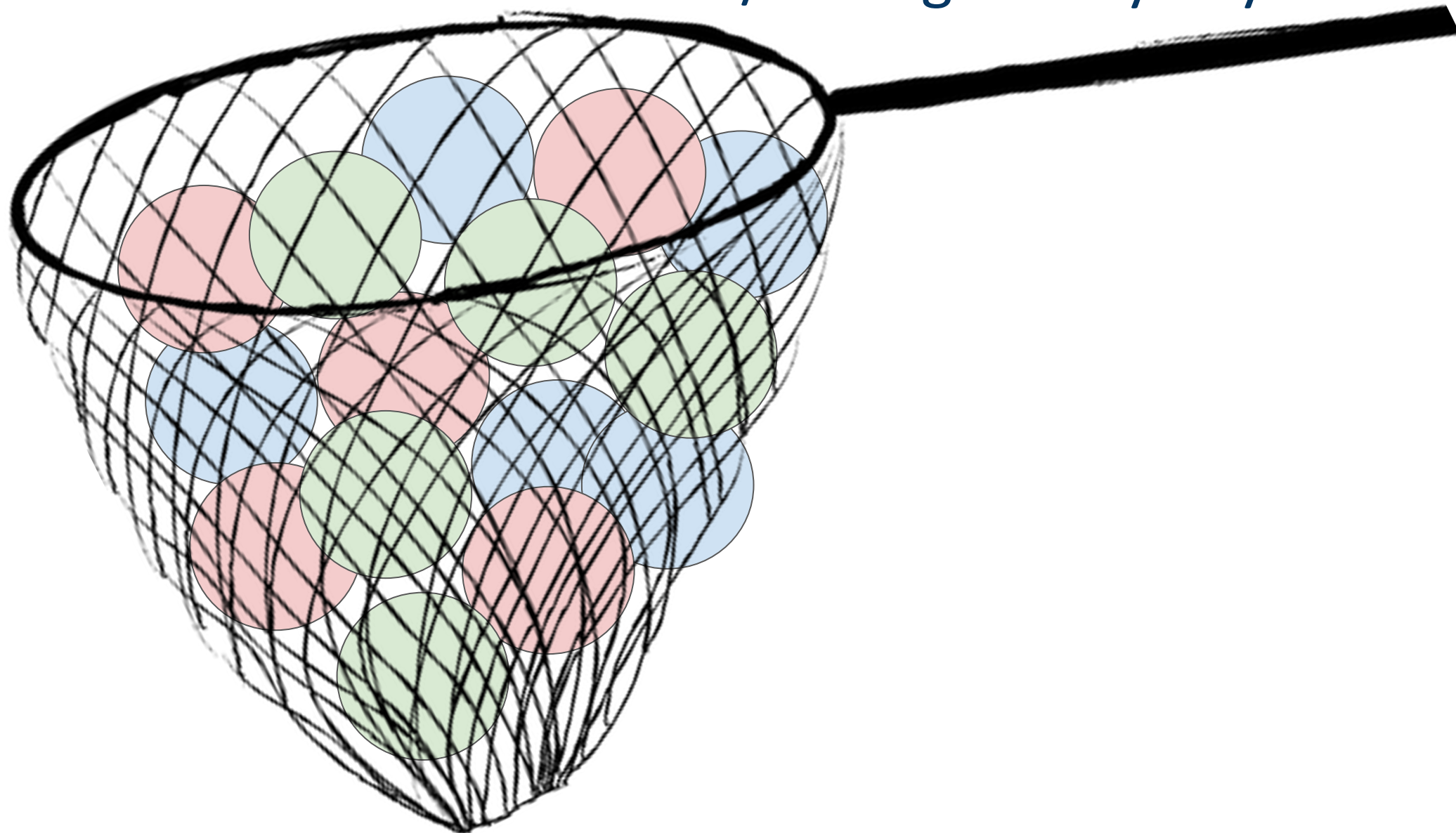
Introduction

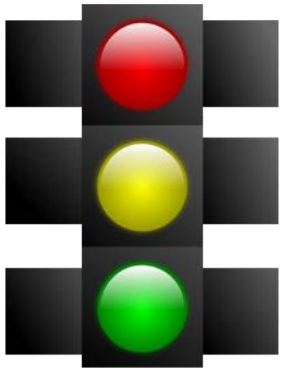


What do teachers need to do/manage every day?



What do teachers need to do/manage every day?





Why support students' social-emotional-behavioral (SEB) skills in the classroom?



How do I know if I'm doing them?



How do I know if I'm impacting student outcomes?



What are the key SEB practices?



What does social-emotional-behavioral (SEB) mean?



Social

How we *connect*



Emotional

How we *feel*

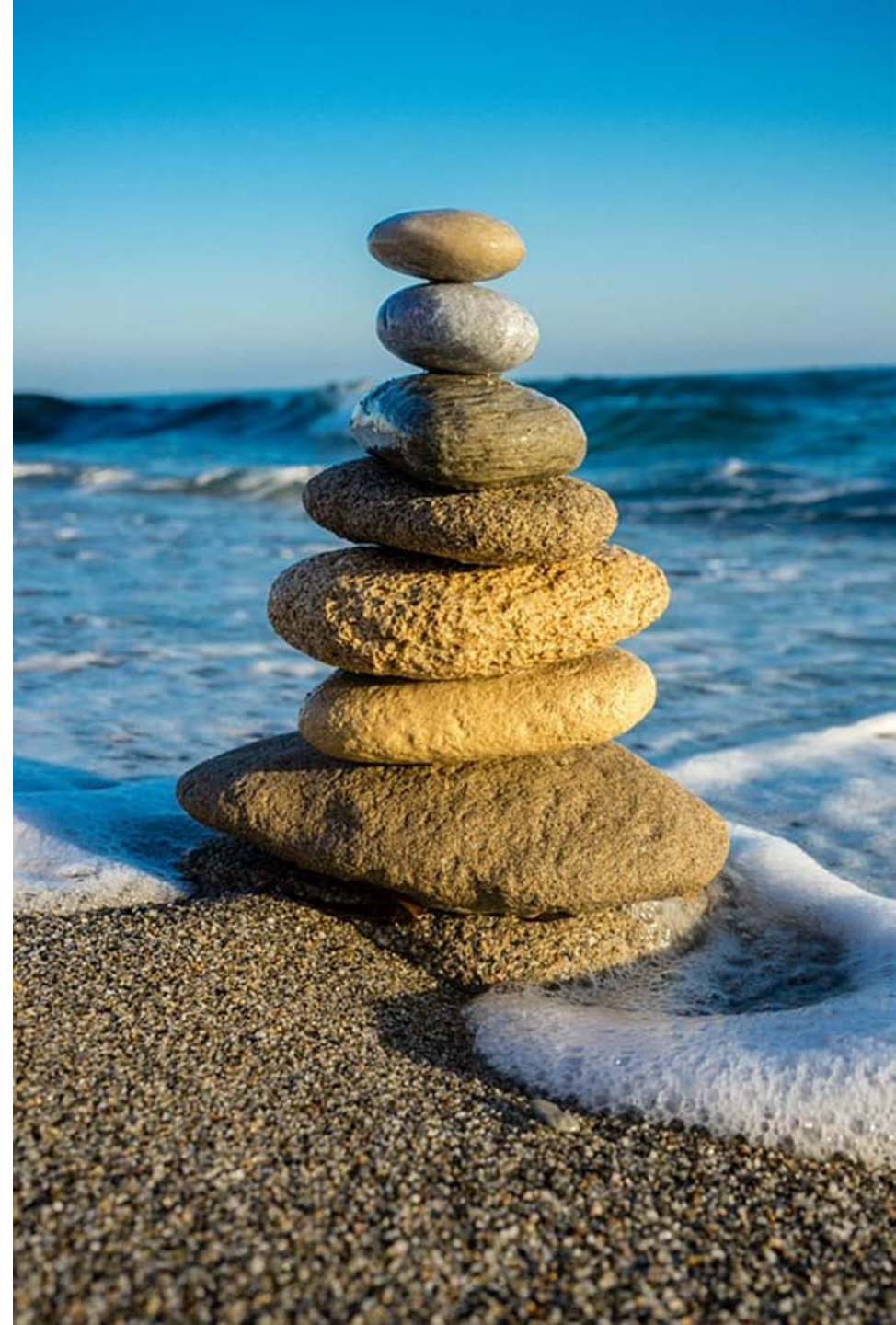


Behavioral

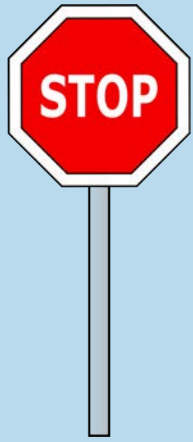
How we *act*

SEB described by Dr. Sandy Chafouleas

Why do we talk so much about Tier 1?







Why use SEB supports?



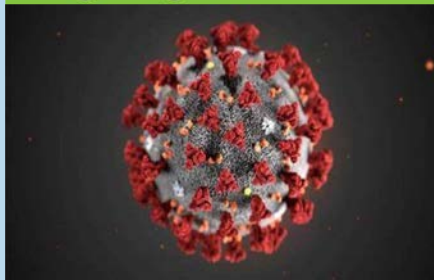
Student Benefits



Teacher Benefits



School and Community Benefits



Current Context

Benefits of Relying on the Research

ALL Students

- academic outcomes
- prosocial outcomes
- life outcomes

Teachers

- increased job satisfaction
- reduced burnout
- decreased attrition rates

Supporting and Responding to Students' SEB Needs



Summarizes evidence-based, positive, and proactive practices that support and respond to students' social, emotional, and behavioral (SEB) needs in classrooms.



Figure 2. Steps to Support and Respond to Students' SEB Needs

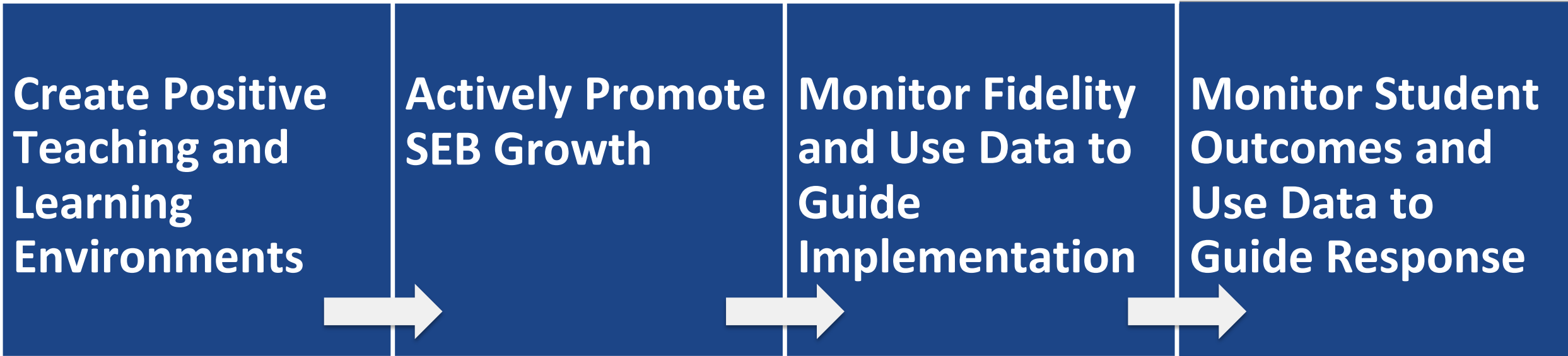


Figure 2. Steps to Support and Respond to Students' SEB Needs



Table 1. Matrix of Practices to Create a Positive Classroom Environment *continued*

1.3 DEVELOP PREDICTABLE ROUTINES

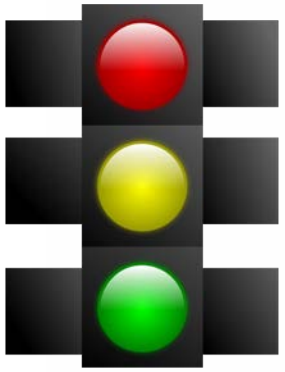
Develop and teach predictable classroom routines to promote self and academic skill growth*

<p>Critical Features <i>What does this practice look like in a classroom?</i></p>	<p>Elementary Examples <i>How can I use this practice in my elementary classroom?</i></p>	<p>Secondary Examples <i>How can I use this practice in my secondary classroom?</i></p>	<p>Non-Examples <i>What should I avoid when implementing this practice?</i></p>	<p>Resources <i>Where can I find additional resources?</i></p>
<ul style="list-style-type: none"> Establish a predictable schedule and clear procedures for each teaching and learning activity and transitions between activities Post steps for specific routines to promote independence Teach routines and procedures explicitly (in combination with expectations, using classroom matrix see 1.4) Practice regularly and re-teach throughout the year Provide specific feedback for students' use of routines and procedures Promote self-managed or student-guided schedules and routines 	<ul style="list-style-type: none"> Consider routines for: <ul style="list-style-type: none"> Arrival and dismissal (see example below) Transitions between activities Accessing help What to do after work is completed Technology use Example arrival routine (posted with words & pictures): <ul style="list-style-type: none"> Hang up coat and backpack Put notes and homework in the "In" basket Sharpen two pencils Go to desk and begin the warm-up activities listed on the board If you finish early, read a book 	<ul style="list-style-type: none"> Consider routines for: <ul style="list-style-type: none"> Turning in work Handing out materials Making up missed work What to do after work is completed Technology use Example class period routine (posted on smartboard and/or in students' planners): <ul style="list-style-type: none"> Warm-up activity for students Review of previous content Instruction for new material Guided or independent practice opportunities Wrap-up activities 	<p>Do not...</p> <ul style="list-style-type: none"> Assume students will automatically know routines and procedures without instruction and feedback Omit defining and teaching routines for typical activities, transitions, or new events (e.g., field trip, assembly) Miss opportunity to provide: (a) visual and/or auditory reminders about routines and procedures (e.g., signs, posters, pictures, hand signals, certain music playing, timers) and/or (b) feedback about student performance 	<p>Publications</p> <ul style="list-style-type: none"> Expectations and procedures¹⁴ Procedures and routines teacher tool¹⁵ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Safe classroom¹⁶ Classroom routines¹⁷ <p>Other</p> <ul style="list-style-type: none"> Example of developing classroom routines¹⁸



→ What is your key takeaway from this section?

→ What is one specific way you will apply this information in your setting?



Why use positive behavior support practices in the classroom?

How do I know if I'm doing them?



How do I know if I'm impacting student outcomes?



What are the key practices?



Figure 2. Steps to Support and Respond to Students' SEB Needs

**Create Positive
Teaching and
Learning
Environments**



**Actively Promote
SEB Growth**



**Monitor Fidelity
and Use Data to
Guide
Implementation**



**Monitor Student
Outcomes and
Use Data to
Guide Response**

Create Positive Teaching and Learning Environments

Design a Safe Environment

Establish Positive Connections

Develop Predictable Routines

Define and Teach Positive Expectations

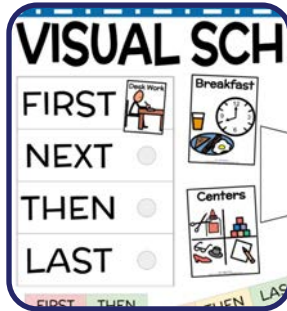
Plan Relevant Instruction



Arrange furniture for smooth traffic flow by teachers and students



Maintain neat, orderly, accessible instructional materials for all students



Consider unique student needs and ensure accessibility



Post visuals to support critical content and reflect diversity of classroom community

Create Positive Teaching and Learning Environments

Design a Safe Environment



Engage in purposeful communication with students and families

Establish Positive Connections



Build in regular opportunities for positive connection throughout the year

Develop Predictable Routines



Use formal and informal approaches to learn about students and their learning histories, identities, and preferences

Define and Teach Positive Expectations



Authentically engage families as partners in learning

Plan Relevant Instruction

What does this look like for you?

Create Positive Teaching and Learning Environments

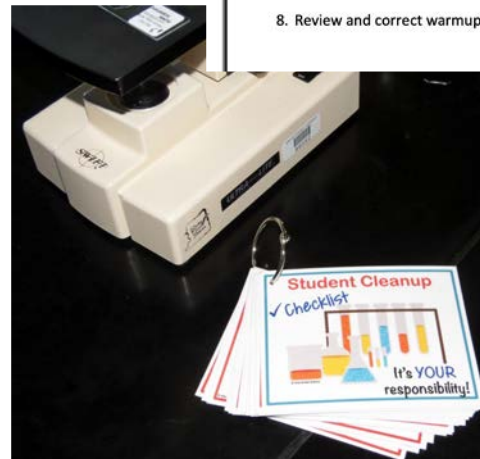
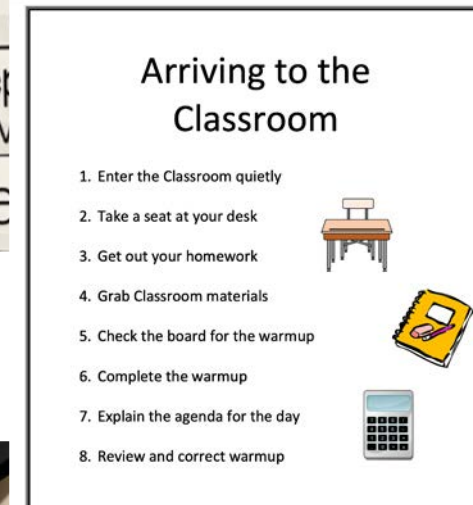
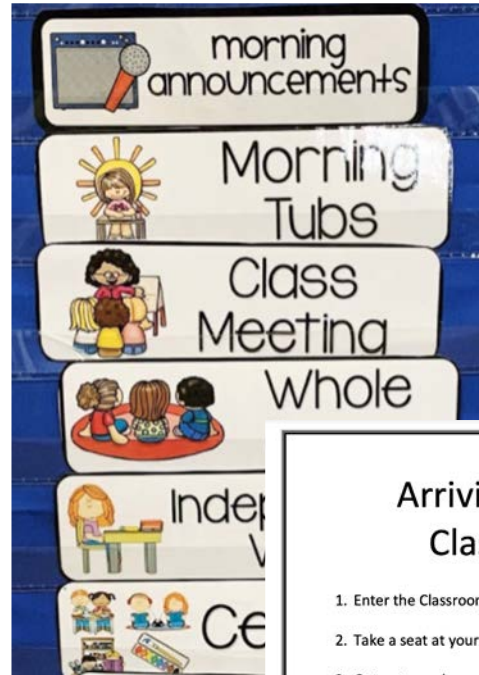
Design a Safe Environment

Establish Positive Connections

Develop Predictable Routines

Define and Teach Positive Expectations

Plan Relevant Instruction



Establish a predictable schedule and clear procedures for **each activity and transition**

For each routine/procedure:

- Post steps to promote independence
- Teach explicitly
- Practice regularly and reteach frequently
- Provide specific feedback on student use

Create Positive Teaching and Learning Environments

Design a Safe Environment

Establish Positive Connections

Develop Predictable Routines

Define and Teach Positive Expectations

Plan Relevant Instruction



Teach SEB skills as explicitly as you teach academic skills!



1. SOCIAL SKILL

3. BEHAVIOR EXAMPLES

ROUTINES



CENTER ON
PBIS Positive Behavioral
Interventions & Supports




CREATING A CLASSROOM TEACHING MATRIX

KAREN ROBBIE, MARIA SANTIAGO-ROSARIO, KIMBERLY YANEK,
LAURA KERN, BRIAN MEYER, KELSEY MORRIS, & BRANDI SIMONSEN

August 2022

This brief provides guidance for creating and using a classroom teaching matrix to explicitly identify, define, and teach predictable classroom routines, positive classroom expectations, and critical social, emotional, and behavioral (SEB) skills.



EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Attention Signal: Hollah Back! When I say, "Hollah", you say "Back"				
Be Respectful 	<ul style="list-style-type: none"> • Use kind words & actions • Use appropriate voice level 	<ul style="list-style-type: none"> • Enter/exit classroom prepared • Use inside voice 	<ul style="list-style-type: none"> • Listen to others • Accept differences • Encourage Others • Wait your turn to speak 	<ul style="list-style-type: none"> • Use quiet voice • Keep your materials in your work area. 	<ul style="list-style-type: none"> • Eyes/ears on speaker • Raise hand to speak • Contribute to learning
Be Responsible 	<ul style="list-style-type: none"> • Follow adult directions • Take care of materials/equipment 	<ul style="list-style-type: none"> • Place materials in correct area • Begin warm-up promptly 	<ul style="list-style-type: none"> • Use Time Wisely • Contribute • Complete your part 	<ul style="list-style-type: none"> • Be a TASK master • Use your neighbor • Follow directions 	<ul style="list-style-type: none"> • Follow directions • Take notes • Meet your goals
Be Safe 	<ul style="list-style-type: none"> • Keep hands, feet & objects to self • Use all equipment & materials appropriately 	<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Use Materials Carefully • Stay in your designated area 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Keep 6 feet on the floor • Keep track of you materials 	<ul style="list-style-type: none"> • Stay at seat • Keep hands, feet, and objects to self • Put all materials not in use in desk



Hortonville Middle School and Fox West Academy

Physical Education Class

Mrs. Gorwitz, Mrs. Fletcher & Mr. Fletcher

	Entering Class	During Class	Locker Room	Before Leaving	Exiting Class
Be honest	<ul style="list-style-type: none"> ☛ Enter through the gym doors by walking. ☛ Read the White Board and perform the warm up listed until signal. <p><u>BYOD – lock up personal mobile devices in locker!</u></p>	<ul style="list-style-type: none"> ☛ Admit your mistakes without giving excuses. ☛ Report any bullying behavior to the teacher ☛ <u>Rock- Paper Scissors – to resolve conflicts</u> 	<ul style="list-style-type: none"> ☛ Change into your physical education uniform quickly. ☛ Voice Level 2 	<ul style="list-style-type: none"> ☛ Take responsibility for cleaning up your locker and the locker room. ☛ Stay by the locker room door entrance until the bell rings. 	<ul style="list-style-type: none"> ☛ <u>BYOD</u> – make sure you take your mobile device with you. ☛ Exit quietly through the far gym doors.
Exceed expectations	<ul style="list-style-type: none"> ☛ Help your teacher to set up any equipment. 	<ul style="list-style-type: none"> ☛ Give your best effort every day. ☛ Be positive. 	<ul style="list-style-type: none"> ☛ Help another student who has questions without being asked. 	<ul style="list-style-type: none"> ☛ Help your teacher to put away all equipment not being used next class period. 	<ul style="list-style-type: none"> ☛ Let others go in front of you.
Accept responsibility	<ul style="list-style-type: none"> ☛ Arrive on time. ☛ Change into required physical education clothing. ☛ Have a late pass if arriving late. Take injury note to the nurse. 	<ul style="list-style-type: none"> ☛ Follow directions the first time given. ☛ Lock your lock at all times. ☛ Follow the physical education no gum chewing rule. 	<ul style="list-style-type: none"> ☛ When you are absent ask your teacher what you missed. ☛ Keep your locker and the locker room clean. 	<ul style="list-style-type: none"> ☛ Lock your lock securely. ☛ Know what is expected of you for the next physical education class period. 	<ul style="list-style-type: none"> ☛ Go directly to your next class.
Respect others	<ul style="list-style-type: none"> ☛ Voice level 2 ☛ Keep arms, hands and feet to yourself. ☛ Respect others property. 	<ul style="list-style-type: none"> ☛ Voice level 2 ☛ Make eye contact, look at the person who is speaking and listen. ☛ Accept personal differences. 	<ul style="list-style-type: none"> ☛ Voice level 2 ☛ Respect others' personal space and conversations. ☛ Mobile device is turned off at all times in the locker room. 	<ul style="list-style-type: none"> ☛ Return any borrowed items from classmates or teacher. ☛ Take physical education clothes home regularly to wash. 	<ul style="list-style-type: none"> ☛ Keep hands and feet to yourself while exiting class. ☛ Voice Level 1 in the hallways.

In Class Expectations



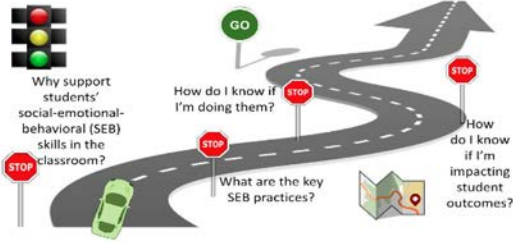
EXPECTATION

	Enter	Student work area	Computer/ Technology	Teacher Interaction	Small group activities	Exit
Be <u>S</u>afe	Respect people's personal space.	Sit correctly and in assigned seats. Hands to yourselves.	Participate in positive, appropriate and respectful online interactions.	Positive interactions between teachers and students are expected.	Respect personal boundaries.	Stay seated until the bell rings.
Be <u>A</u>ccountable	Have all materials out and ready at the start of class.	Complete all assignments on time. Respect all equipment and materials. Clean your space. Put away all materials when assignment is complete.	Use only district approve and appropriate settings, websites, and browsers for current class.	Teacher and student interactions should focus on teaching and learning.	Contribute every day to the group's goals. Assist others as needed. Take all group activities seriously.	Leave the classroom clean with all materials returned to their proper place. Dispose of trash properly.
Have <u>I</u>ntegrity	Be ready to learn and have a positive attitude about learning.	Do your own work. Student work should foster positive attitudes and beliefs. Use appropriate language.	Take proper care of technology equipment and follow protocol. Cell phones should only be charged outside of school.	Teachers' property should be used with permission and care. Teacher area (desk/ office) is reserved for staff only.	Use respectful language, cooperate, and compromise to reach a common goal. Communicate appropriately during group interaction.	Exit quietly and respectfully.
Focus on <u>L</u>earning	Enter only the class in which you are enrolled. When the bell begins to ring, be in your assigned seat and begin the assignment.	Use time wisely and work bell to bell.	Use appropriate technology to complete assignments. Cell phone use at teachers discretion.	Give learning your full attention. Ask for help when needed	Participate and contribute equally.	Include proper headings on your assignment. Before leaving, be sure all assignments are complete to the best of your ability. Remain seated until dismissed.

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University of Missouri-Parke
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University of South Florida



Creating Effective Classroom Practices Template

Center on PBIS (2020, July). *Creating Effective Classroom Environments Plan Template*.

Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts

Positive Classroom Expectations Look Like, Sound Like, Feel Like in....

Expectations	R o u t i n e s				
	Teacher-Directed Instruction	Small Group Activities	Independent Work	Transitions	...
1. Kind to self	<ul style="list-style-type: none"> Use whole body listening 	<ul style="list-style-type: none"> Share your ideas 	<ul style="list-style-type: none"> Do your best Ask for help if you need it 	<ul style="list-style-type: none"> Bring what you need to be ready for what's next 	<ul style="list-style-type: none">
2. Kind to others	<ul style="list-style-type: none"> Calm body & quiet voice Mute tech 	<ul style="list-style-type: none"> Actively listen Take turns Wear a mask 	<ul style="list-style-type: none"> Calm body & quiet voice Stay in your own space 	<ul style="list-style-type: none"> Quiet voice Keep a 6' space bubble 	<ul style="list-style-type: none">
3. Kind to environment	<ul style="list-style-type: none"> Take care of your space 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Leave space better than you found it 	<ul style="list-style-type: none">
...	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Your Turn



The word "Teach" is enclosed in a teal-colored circle with a drop shadow.

Teach

expectations in the context of routines

- Teach expectations directly.
 - Define expectation in operational terms—tell students what the expectation looks like within routine.
 - Provide students with examples and non-examples of expectation-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice expectation following behavior in the natural setting.

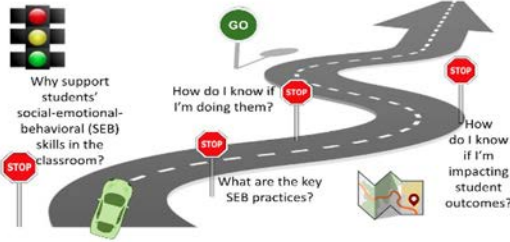
Expectations & behavioral skills are taught & recognized in natural context



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**Choose 1 box or column of
your matrix and draft a sample
lesson plan**

SOCIAL SKILLS LESSON PLAN

Lesson Focus:

Demonstrating _____ in the _____.
(expectation) *(setting)*

Teaching Objective:

Following instruction, students will demonstrate _____ in the _____
(expectation) *(setting)*
by _____ across _____ out of _____ sampled opportunities.
(describe behaviors) *(criteria)*

Teaching Examples:

Positive Examples	Negative Examples
•	•
•	•
•	•

Lesson Materials:

Lesson Activities:

Model:

Lead:

Test:

Follow-up Activities:

Strategies to Prompt:

Procedures to reinforce:

Procedures to correct behavioral errors:

Procedures to monitor/supervise:

Procedures to collect and evaluate student data:

Your Turn



Create Positive Teaching and Learning Environments

Design a Safe Environment

Establish Positive Connections

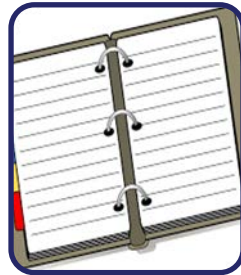
Develop Predictable Routines

Define and Teach Positive Expectations

Plan Relevant Instruction



Ensure instructional materials and activities celebrate diversity of students and families

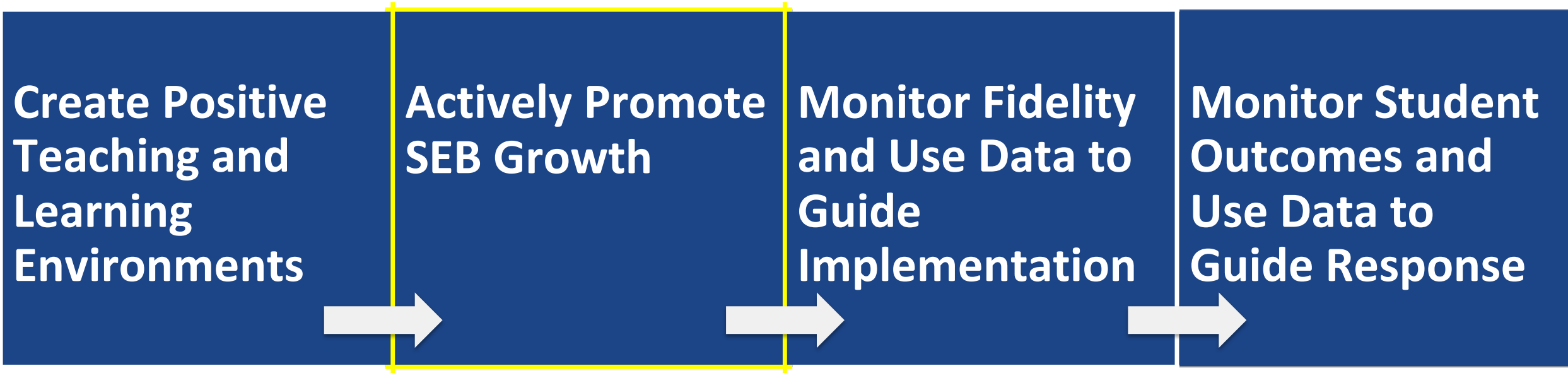


Consider various dimensions of each activity (e.g., difficulty, duration of task, choice, communication needs)



Plan differentiation to meet the needs of all learners

Figure 2. Steps to Support and Respond to Students' SEB Needs



Actively Promote SEB Growth

Engage Students in Relevant Learning

Foster Positive Relationships

Prompt and Supervise SEB and Academic Skills

Provide Specific Feedback
($\geq 5+ : 1-$ Ratio)

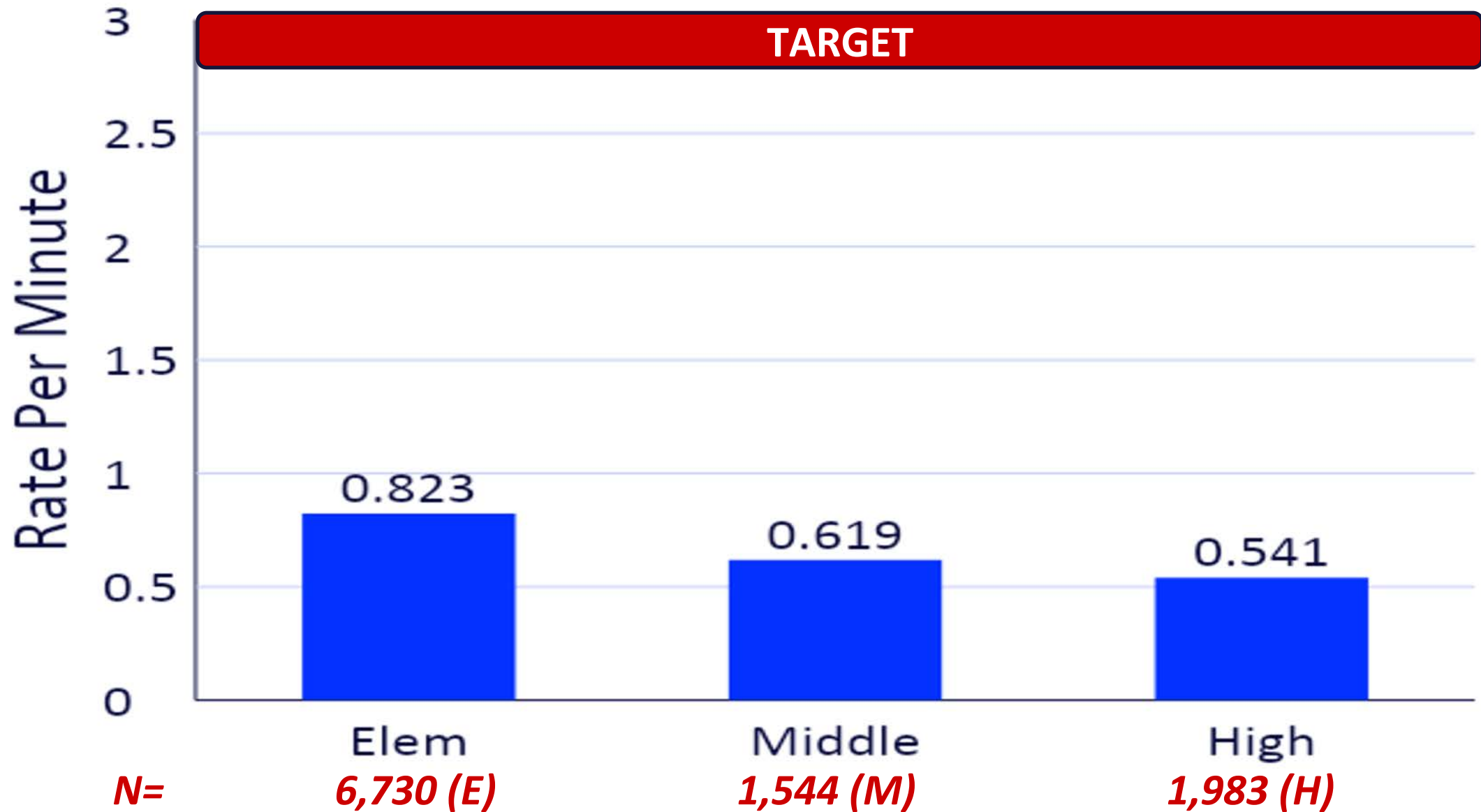
Consider Other Response Strategies

- Explicit Instruction
- Differentiation
- High rates of varied opportunities to respond (OTRs)

Opportunity to Respond

- **Educator behavior** that **solicits** (i.e., requests, occasions) an **academic response**
- OTRs may request verbal, gestural, written, or other response modalities
- OTRs may be delivered to an individual or a group of students (including a whole class)





Gage, N., Scott, T. M., & Hirn, R. G., & MacSuga-Gage, A. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders, 43*(2), 302-315.

Opportunity to Respond



1. Besides random calling on students, write down **1** way you engage students during instruction.
1. Stand up when you are done.

Examples of OTRs



Explicit, Direct Instruction



Choral Responding



Class-wide Peer Tutoring



Electronic Clickers



Response Cards



Computer Assisted Instruction

• Designing an Experiment
○ Controlling Variables
• A variable is a factor that can change in an experiment
○ In order to maintain a controlled experiment, only one variable should be changed at a time.
The manipulated variable, or independent variable is the on variable that is changed on purpose
The responding variable, or dependent variable is the variable that changes in response to the manipulated variable.
i.e. diff. colors of Jolly Bents.
what time dissolve
An experiment where only _____ variable is changed at a time is called a

Guided Notes



Non-Verbal Responses

Instructional Practices and Student Outcomes

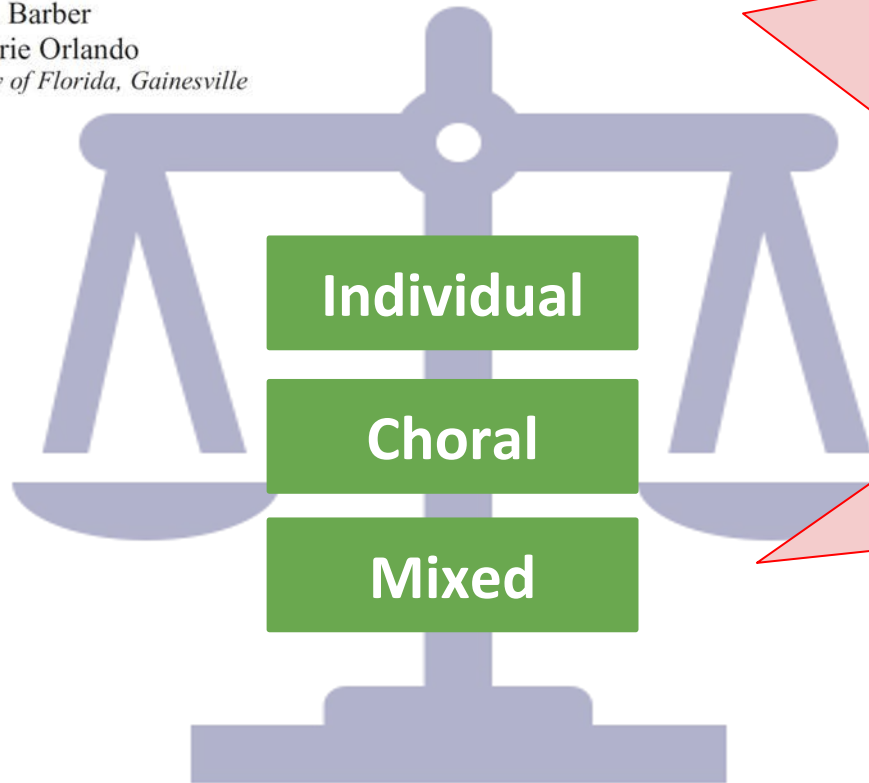
<p>Typical</p> <p>Average rates of:</p> <ul style="list-style-type: none">• positive feedback• OTRs• % of time teaching• negative feedback	<p>Above Average</p> <p>High rates of:</p> <ul style="list-style-type: none">• positive feedback• OTRs <p>Average rate of</p> <ul style="list-style-type: none">• % of time teaching• negative feedback
<p>Low Interactions</p> <p>Low rates of:</p> <ul style="list-style-type: none">• positive feedback• OTR's <p>Average rates of:</p> <ul style="list-style-type: none">• % of time teaching• negative feedback	<p>Low Rates</p> <p>Below average rates of:</p> <ul style="list-style-type: none">• positive feedback• OTRs <p>Very low % of teaching time</p> <p>High rates of negative feedback</p>

Students are:

- **27%** more likely to be **off task**
- **67%** more likely to be **disruptive**

A Comparison of Three Types of Opportunities to Respond on Student Academic and Social Behaviors

Todd Haydon
University of Cincinnati, Ohio
Maureen A. Conroy
Virginia Commonwealth University, Richmond
Terrance M. Scott
University of Louisville, Kentucky
Paul T. Sindelar
Brian R. Barber
Ann-Marie Orlando
University of Florida, Gainesville



Journal of Emotional and Behavioral Disorders
Volume 18 Number 1
March 2010 27-40
Institute on Disabilities, Educational and Behavioral Sciences
<http://jebd.sagepub.com>

Mixed opportunities to respond (OTRs) were generally associated with:

- **lowest rates of disruption**
- **lowest rates of off-task**
- **highest active responding**

(Haydon et al., 2010)

Additional Resources

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research



Intensive Intervention Course Content: Features of Explicit Instruction

NCII, through a collaboration with the University of Connecticut, developed a set of course content focused on developing educators' skills in using explicit instruction. This content is designed to support faculty and professional development providers with instructing pre-service and in-service educators who are developing and/or refining their implementation of explicit instruction.



<https://intensiveintervention.org/intensive-intervention-features-explicit-instruction>

Anita Archer Explicit Instruction



https://www.youtube.com/watch?v=l0l02o_YLnM&feature=youtu.be

Your Turn



Actively Promote SEB Growth

Engage Students in
Relevant Learning

**Foster Positive
Relationships**

Prompt and Supervise
SEB and Academic
Skills

Provide Specific
Feedback
($\geq 5+$: 1- Ratio)

Consider Other
Response Strategies

POSITIVE GREETINGS AT THE DOOR

WHAT IS IT?

A routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicates they are welcome.

WHY DO IT?

Greeting students as they enter (or exit) your classroom/school is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the class can end student's day on a positive note as well too. These positive interactions are especially important for students who experience family conflict, walk to school through unsafe neighborhoods, or have unmet daily needs. Research has shown that positive greetings at the door increases students' time on task, reduces disruptions, and builds positive relationships (Allday & Pakurar, 2007; Cook et al., 2018).

HOW DO WE DO IT?

There are many ways that students can be greeted as they enter the classroom. Examples of greetings are provided below.

BASIC STEPS:

Stand just inside or outside of the door and...

1. Greet each student by name
2. Have a short positive interaction (e.g., praise, friendly comment, question)
3. Direct them to the first activity

VARIATION 1:

- Offer the student a choice of handshake, fist bump, high five, pinkie shake, etc.

VARIATION 2:

- Provide a quiet, independent entry activity (e.g., warm-up fluency activity, easy writing task)
- Circulate around the room, ensuring you have a positive greeting with each student

VARIATION 3:

- Train students in your class to be greeters or 'greeter leaders'
- Students along with the teacher provide a greeting to each student in the morning
- Students alternate the role of greeter every month or week

Positive greetings:

- Increase student time on task
- Decrease disruptions
- Build positive relationships

(Allday & Pakurar, 2007; Cook et al., 2018)

Stand just inside or outside of the door and...

1. **Greet** each student by name
2. Have a short **positive interaction** (e.g., praise, friendly comment, question)
3. **Direct** them to the first activity
4. **Prompt** classroom norms





What might this look like in your setting?

Actively Promote SEB Growth

Engage Students in
Relevant Learning

Foster Positive
Relationships

**Prompt and Supervise
SEB and Academic
Skills**

Provide Specific
Feedback
($\geq 5+$: 1- Ratio)

Consider Other
Response Strategies

Prompts happen BEFORE opportunities for errors begin!

If you need help during this work, raise your hand.



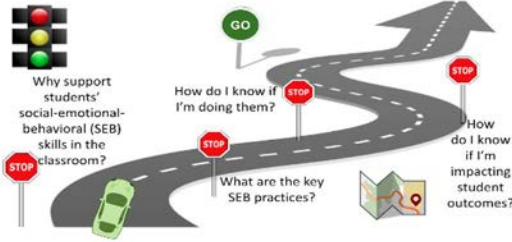
Before sending students off to work in small groups, provide a quick reminder about the expectations

Classroom Expectations		
Guidelines	Large Group Work	Small Group Work
Be Safe	<ul style="list-style-type: none">Follow teacher directionsKeep hands, feet, and materials to selfWalk in the classroomHand materials to others	<ul style="list-style-type: none">Follow teacher directionsKeep hands, feet, and materials to selfWalk in the classroomHand materials to others
Be Respectful	<ul style="list-style-type: none">Use positive languageRaise hand to ask questionsRespect each other's personal space and feelingsListen to what others are sayingGive your best effort	<ul style="list-style-type: none">Use positive languageRaise hand to ask questionsRespect other's personal space and feelingsListen to what others are sayingGive your best effort
Be Responsible	<ul style="list-style-type: none">Follow teacher directionsSit in the learning positionFocus on the instructionUse inside voiceComplete work neatly	<ul style="list-style-type: none">Follow teacher directionsSit in the learning positionFocus on the instructionUse inside voiceComplete work neatly

You're in the Driver's Seat: A Classroom Roadmap for Supporting ALL Students

Participant Guide

Karen Robbie, Ph.D.
University of Connecticut
Sarah Wilkinson, Ph.D.
University of Missouri-Parkville
Laura Kern Ph.D., J.D.
University of South Florida



Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each activity	o "While I'm reading, you can be kind by keeping your body calm, voice quiet, tech muted, and eyes on me. "
...prior to the end of each activity	o "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, sanitizing your space, and leaving it better than you found it."
...before each transition	o "Remember, as we walk, we will be kind by keeping our voices quiet and a 6' bubble of space around our bodies. "

Your Turn



Actively Promote SEB Growth

Engage Students in Relevant Learning

Foster Positive Relationships

Prompt and Supervise SEB and Academic Skills

Provide Specific Feedback
($\geq 5+$: 1- Ratio)

Consider Other Response Strategies

Behavior-specific praise (BSP) gives students specific, positive verbal feedback indicating approval of social or academic behavior

- A description of a desired **B**ehavior
- **S**pecific to the student or class
- A positive **P**raise statement

Brief specific corrections:

- briefly **signal** the error
- quickly **redirect** to the contextually appropriate skill
- provide an opportunity to **practice with feedback**
- are delivered **privately** in a **calm and supportive** manner

As teacher praise rates increase,
student outcomes improve!

Teacher praise rates

Student engagement and on-task behavior

Disruptive behavior from students

Provide more
acknowledgement
than corrections.

Strive for $\geq 5^+ : 1^-$

(e.g. Caldarella et al., 2020; Cook et al., 2017; Reinke et al., 2015)

Examples



Let's Play!



During educator-directed instruction,
a student raises her hand.

The educator says,
“Thank you for raising your hand.”



*It's a **positive verbal statement** that occurs **immediately after** and **specifically names the expected behavior**.*

Examples



Let's Play!



A student enters the class during educator-directed instruction;
the student quietly walks to his seat.

The educator gives the student a “**thumbs up**” to recognize the
quiet entry.



This is general and non-verbal.

Examples



Let's Play!



During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.”

About 1 min later, the educator looks at a second student, smiles, and says “**good job.**”



This is general and clearly not contingent.

Examples



Let's Play!



A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, **“Thank you for coming in the room quietly.”**



*It's a **positive verbal statement** that occurs **immediately after** and **specifically names the expected behavior**.*

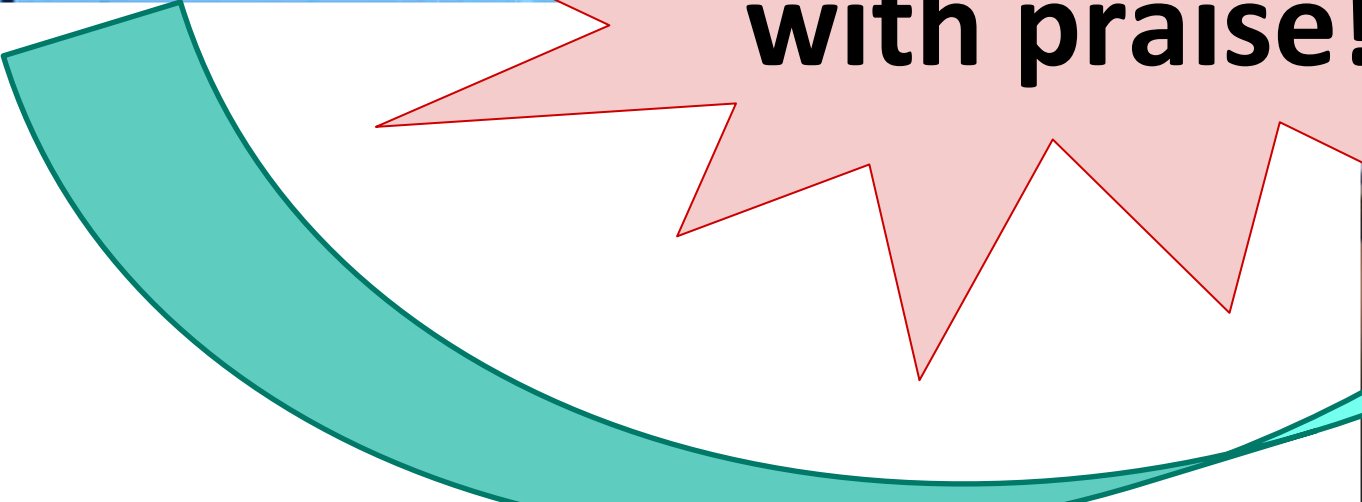
Brief Specific Corrections



Raise your hand instead of calling out.

Phone use in back of classroom.

Follow up with praise!



Positive Interactions =

- Behaviorally specific feedback as to what the student did right (contingent)
- Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent/relationship building)

Negative Interactions =

- Non-specific behavioral corrections
- Ignoring student
- Reprimands

Provide more acknowledgement for contextually appropriate behaviors than corrections for contextually inappropriate behaviors

Strive to maintain at least

≥5+ : 1- ratio



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Why support students' social-emotional-behavioral (SEB) skills in the classroom?



How do I know if I'm doing them?



What are the key SEB practices?



How do I know if I'm impacting student outcomes?



Give Specific Feedback ...

...for desired behavior
(praise)

Praise/Correction Examples:

- o "Wow. I like how you are being kind by helping you friend with her materials."
- o "Class, you are being kind to yourselves by being ready to learn...this is going to be a fun and important lesson."

...for undesired behavior
(correction)

- o "I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it."
- o "I see that not everyone has had a chance to participate in the group activity. Please mute after your turn and be sure you are kind and give everyone a chance to share their ideas."

Your Turn



Actively Promote SEB Growth

Engage Students in Relevant Learning

Foster Positive Relationships

Prompt and Supervise SEB and Academic Skills

Provide Specific Feedback
($\geq 5+$: 1- Ratio)

Consider Other Response Strategies

Adopt procedures that:

celebrate, acknowledge, and reinforce (increase) use of SEB skills, academic skills, and

contextually appropriate behavior

- group contingency
- token economy

prevent or respond instructionally, respectfully, and supportively to SEB errors, academic errors,

and **contextually inappropriate behavior**

- non-contingent reinforcement
- differential reinforcement
- self-management

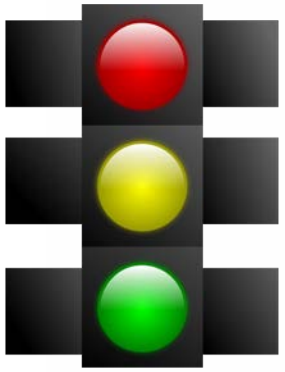


→ What is your key takeaway from this section?

→ What is one specific way you will apply this information in your setting?



Break



Why support students' social-emotional-behavioral (SEB) skills in the classroom?

How do I know if I'm doing them?

What are the key SEB practices?

How do I know if I'm impacting student outcomes?

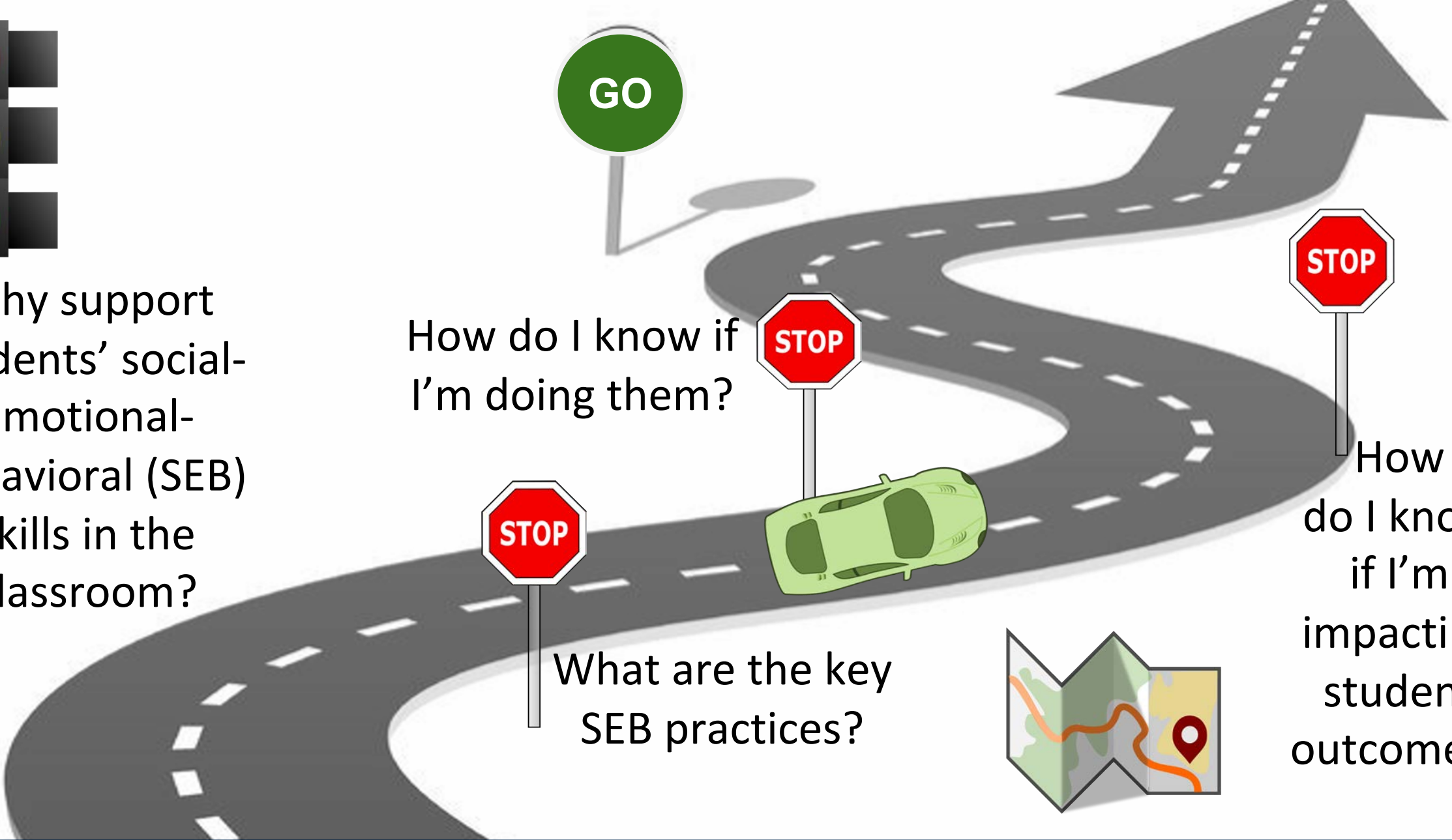
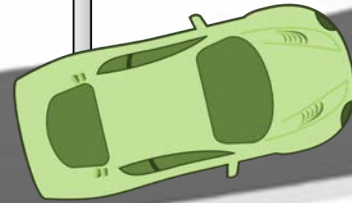
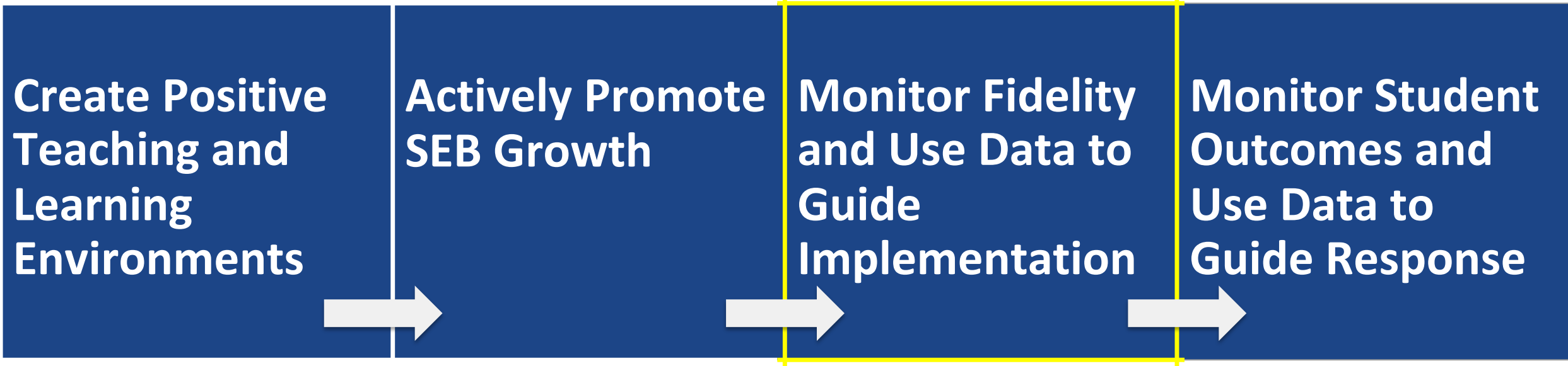


Figure 2. Steps to Support and Respond to Students' SEB Needs



Knowing is one thing, doing is another.

Systems to Support Teachers

The most effective PD is:

- Continuous
- Collaborative
- Embedded as part of the job
- Combined with coaching
 - Observation
 - Data Collection
 - Performance Feedback

What can we do when these
systems are not our reality?

Self Assessment!

Self-Assessment & Action Plan

Complete the self-assessment to gauge current implementation of classroom practices. For each item: (a) review the supporting table; (b) **self-assess** whether practice is fully, partially, or not at all implemented; (c) **rate** priority (low, medium, high) for action planning; (d) **celebrate** fully implemented high-priority practices; and (e) **action plan** to support implementation of top 3 priorities with low implementation (rates as implementing partially or not at all).

Self Assessment

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1.5 I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.						
Actively promote social, emotional, and behavioral growth (Table 2)						
2.1 I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning						
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2.4 I provide specific feedback to support SEB and academic skill growth, and I exceed a ratio of 5 specific praise statements for each supportive corrective statement (≥5:1 ratio).						
2.5 I consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/respond to SEB and academic errors						
Monitor fidelity & use data to guide implementation (Table 3)						
3.1 In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantitative implementation, from multiple perspectives, across time.						
3.2 Based on fidelity data, I have a plan (see action plan template) to access, monitor, and adjust implementation of key practices						
4.1 I collect, display, and use data to monitor implementation of key practices						

Why? (Priority)	What? (Action steps to enhance implementation)	Who? (Implementer)	When? (Due date)	What else? (Notes or additional details)
Sample My self-assessment of item 2.4 and fidelity (item 3.1) data indicate my positive to corrective feedback ratio is 1:1, and I do not have a plan (item 3.2), but improving specific feedback is high priority (item 2.4)	<ul style="list-style-type: none"> Set goal for improving praise ratio to 5:1 (5 positives for each corrective) during at least one instructional routine Use Be+ App to track positive and corrective feedback during that routine On days where my ratio is >5:1, celebrate by stopping by my favorite coffee shop on the way home On days where my ratio is <5:1, practice praise statements to use the next day 	<ul style="list-style-type: none"> Me 	<ul style="list-style-type: none"> Monitor daily (enter data by end of each day) In 2 weeks, review data with mentor 	<ul style="list-style-type: none"> Continue daily monitoring until I've met my goals for 10 days in a row Then, continue to spot-check my ratio 1-2 times a week (and resume daily monitoring if it dips below 5:1) If my ratio does not improve, ask mentor for help

Monitor Fidelity and Use Data to Guide Implementation

Monitor Educator Implementation

If data indicate implementation challenges...

Provide Training, Coaching, and Feedback

<h2 style="margin: 0;">Self-Assess Implementation</h2>	<h2 style="margin: 0;">Priority for Action Planning</h2>
--	--

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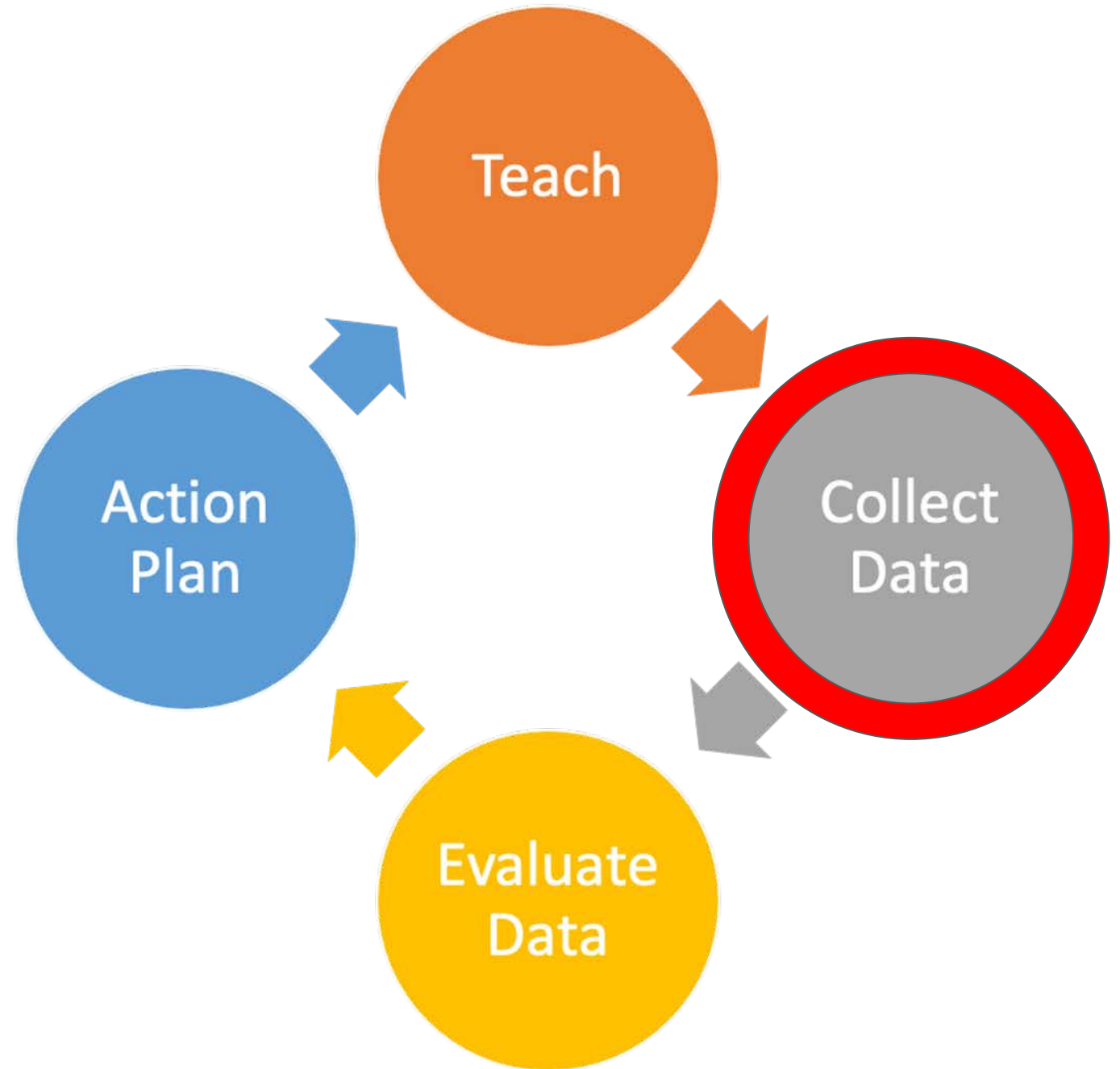
Action Plan

Why?	What?	Who?	When?	What Else?
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A Process for Self Assessment



A Process for Self Assessment



Self Assessment: Data Collection

- Paper-based options
 - Frequency and duration blank templates linked in this article (article - bit.ly/39attBi; direct link to OSF materials - <https://osf.io/crua3/>)
 - Tallying on masking tape/post-it note/lesson plans
 - Moving coins/slips of paper/paper clips between pockets
 - Create graphs to monitor over time

Self Assessment: Data Collection

- Electronic options
 - School-wide Observation and Analysis (SCOA; Anderson, 2012)
 - Only available for iOS
 - Pre-loaded teacher and student behaviors; can add own behaviors
 - Frequency and duration available
 - Geared towards larger-scale use, but works for single users
 - Be+ (University of Oregon Digital Press, 2020)
 - iOS and Android
 - Currently only supports frequency data collection
 - Pre-loaded and user-defined behaviors
 - In-app graphing across observations
 - Can use as self-prompting tool

Self Assessment: Identifying Our Needs



JANUARY 2022

Self-Assessment & Action Plan

Complete the self-assessment to gauge current implementation of classroom practices. For each item: (a) review the supporting table; (b) **self-assess** whether practice is fully, partially, or not at all implemented; (c) **rate** priority (low, medium, high) for action planning; (d) **celebrate** fully implemented high-priority practices; and (e) **action plan** to support implementation of top 3 priorities with low implementation (rates as implementing partially or not at all).

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Classroom Management Self Assessment



Self-Assessment & Action Plan

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Your Turn



Classroom Management Self Assessment



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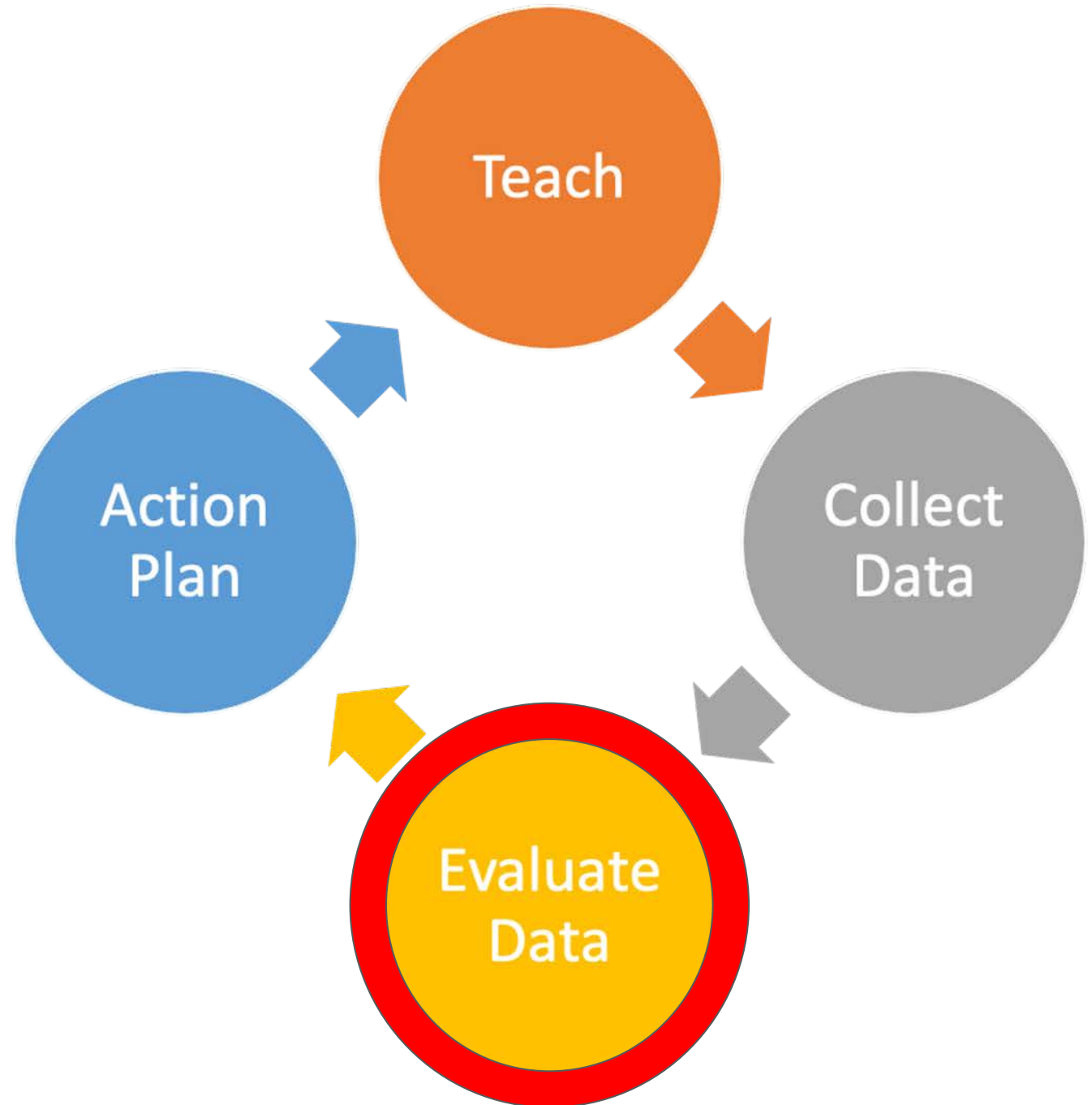
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Your Turn



A Process for Self Assessment



Self Assessment: Evaluate Data

Just like when we work with students, we can make different decisions based on our data.

- Maintain the plan
- Strengthen or add supportive components to the plan
- Fade the plan

**Supporting and Responding to Educators'
Classroom PBIS Implementation Needs: Guide to
Classroom Systems and Data**

**SUPPORTING AND
RESPONDING
TO EDUCATORS'
CLASSROOM PBIS
IMPLEMENTATION
NEEDS:**

Guide to Classroom
Systems and Data

CENTER ON PBIS

January 2023

This guide provides updated guidance on how to (a) develop systems to support educators' implementation of evidence-based classroom practices and (b) use data to guide the development of implementation supports.

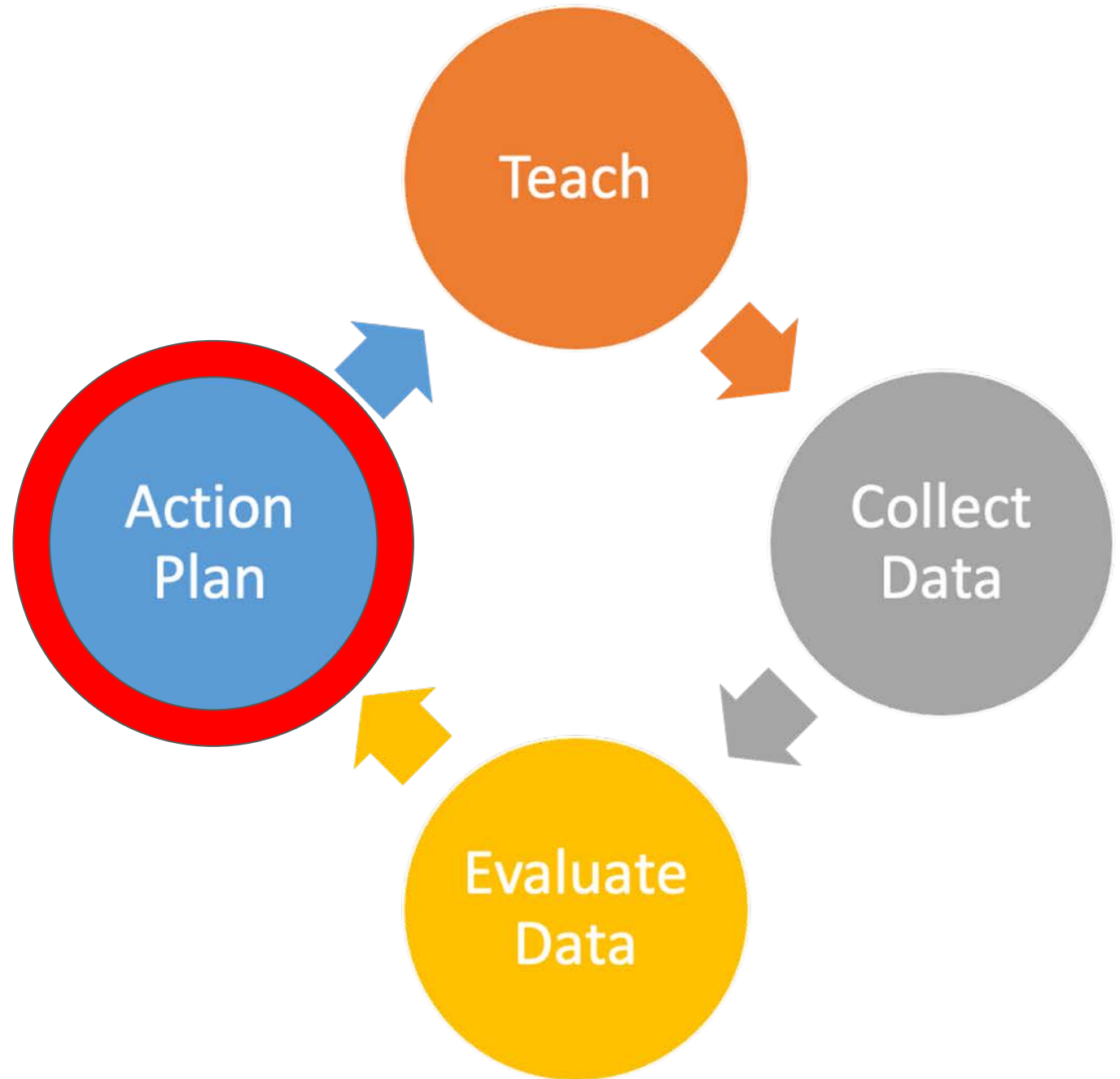
**Monitor Fidelity
and Use Data to
Guide
Implementation**

Monitor Educator
Implementation

If data indicate
implementation
challenges...

**Provide Training,
Coaching, and
Feedback**

A Process for Self Assessment



Self Assessment: Action Planning

- Critical components
 - Why?
 - Identified via self-assessment
 - What?
 - Specific implementation steps
 - Who?
 - Implementer(s)
 - When?
 - Dates for monitoring and reviewing data
 - What else?
 - Notes and additional details
 - Criteria for meeting goal and fading plan
 - Criteria for changing action steps

Action Planning Example

Why? (Priority)	What? (Action steps to enhance implementation)	Who? (Implementer)	When? (Due date)	What else? (Notes or additional details)

Action Planning Example

Why? (Priority)	What? (Action steps to enhance implementation)	Who? (Implementer)	When? (Due date)	What else? (Notes or additional details)
<ul style="list-style-type: none">● I rated item 2.1 as partially implemented and an high priority for improvement (2.1 - I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning)				

Action Planning Example

Why? (Priority)	What? (Action steps to enhance implementation)	Who? (Implementer)	When? (Due date)	What else? (Notes or additional details)
<ul style="list-style-type: none"> ● I rated item 2.1 as partially implemented and an high priority for improvement (2.1 - I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning) 	<ul style="list-style-type: none"> ● Use at least 10 OTRs during large-group math instruction every day. <ul style="list-style-type: none"> ○ Pick 2 types of group OTRs to use each lesson (e.g., choral response, whiteboards, response cards, thumbs up/down). ○ Plan out specific questions to ask within lesson. ○ Track with check marks using printed lesson summary. ● Goal met: get check towards coffee stop (5 checks = coffee) ● Goal not met: reflect on what planned OTRs did not happen; revisit plan for next lesson 			

Action Planning Example

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Action Planning Example

Why? (Priority)	What? (Action steps to enhance implementation)	Who? (Implementer)	When? (Due date)	What else? (Notes or additional details)
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Your Turn



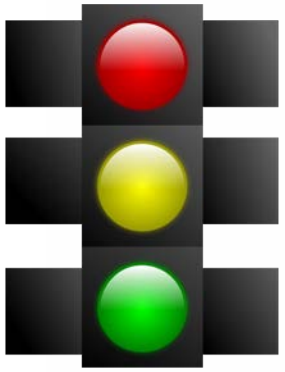
Main Ideas

- If you want to improve your use of strategies and there is a lack of systems in place to support that, you can use self assessment as an alternative.
- The overall process is the same as we use with students and as coaches use with teachers, but you act as the agent of change for your own behaviors.
- If you can action plan for Tier 1 strategies, you can also action plan for more intensive strategies.



→ What is your key takeaway from this section?

→ What is one specific way you will apply this information in your setting?



Why support students' social-emotional-behavioral (SEB) skills in the classroom?



How do I know if I'm doing them?



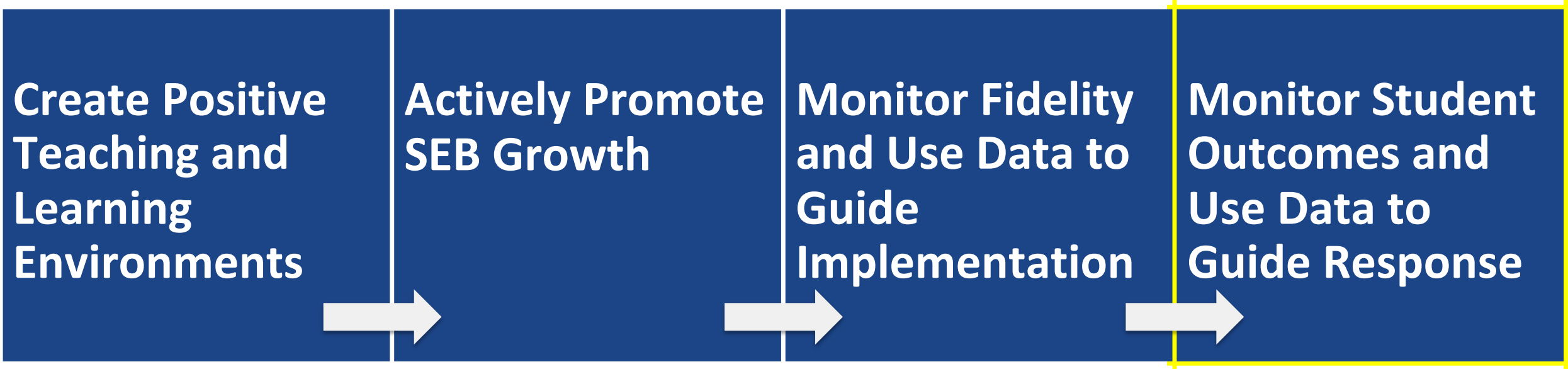
How do I know if I'm impacting student outcomes?



What are the key SEB practices?



Figure 2. Steps to Support and Respond to Students' SEB Needs



What are the key considerations for monitoring student outcomes?



Operationally define student outcomes (behavior/skill) in observable, measurable, and specific terms



Select the **appropriate data collection strategy**, given features of the behavior/skill and context






Disaggregate data by subgroup (race/ ethnicity, gender, language status, disability status) to monitor equitable outcomes



Review outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior and/ or (b) showing on-going SEB needs and contextually inappropriate behaviors



Operationally define student outcomes (behavior/skill) in observable, measurable, and specific terms

EXPECTATIONS	<i>Classroom Procedures/Routines</i>				
	<i>Class-Wide</i>	<i>Arrival</i>	<i>Cooperative Learning Groups</i>	<i>Independent Seat Work</i>	<i>Whole Group</i>
	<i>Attention Signal: Hollah Back! When I say, "Hollah", you say "Back"</i>				
Be Respectful 	<ul style="list-style-type: none"> Use kind words & actions Use appropriate voice level 	<ul style="list-style-type: none"> Enter/exit classroom prepared Use inside voice 	<ul style="list-style-type: none"> Listen to others Accept differences Encourage Others Wait your turn to speak 	<ul style="list-style-type: none"> Use quiet voice Keep your materials in your work area. 	<ul style="list-style-type: none"> Eyes/ears on speaker Raise hand to speak Contribute to learning
Be Responsible 	<ul style="list-style-type: none"> Follow adult directions Take care of materials/equipment 	<ul style="list-style-type: none"> Place materials in correct area Begin warm-up promptly 	<ul style="list-style-type: none"> Use Time Wisely Contribute Complete your part 	<ul style="list-style-type: none"> Be a TASK master Use your neighbor Follow directions 	<ul style="list-style-type: none"> Follow directions Take notes Meet your goals
Be Safe 	<ul style="list-style-type: none"> Keep hands, feet & objects to self Use all equipment & materials appropriately 	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Use Materials Carefully Stay in your designated area 	<ul style="list-style-type: none"> Keep hands, feet, and objects to self Keep 6 feet on the floor Keep track of you materials 	<ul style="list-style-type: none"> Stay at seat Keep hands, feet, and objects to self Put all materials not in use in desk

- What does it look like?
- What does it sound like?
- Does it pass the alien test?
- Is it observable and measurable?



Select the **appropriate data collection strategy**, given features of the behavior/skill and context

Counting (frequency or rate)

discrete, countable,
and consistent
behaviors

raising hand; talking
out

Timing (duration, latency, interresponse time)

discrete (clear
beginning and end)
and directly observed
such as how long:

a student spends
walking around the
classroom (duration of
out of seat) it
takes a student to
begin working after
work is assigned
(latency to on task)

Sampling (time- based estimates)

skills/behaviors that
are not discrete
countable or
consistent

estimate of how often
a student is off task
(percentage of
observed intervals off
task)

Other descriptive methods (e.g., ABC recording, rating scales, extant data)

capture additional
features of the
context

antecedents (what
comes before a
behavior)
consequences (what
comes after a
behavior)

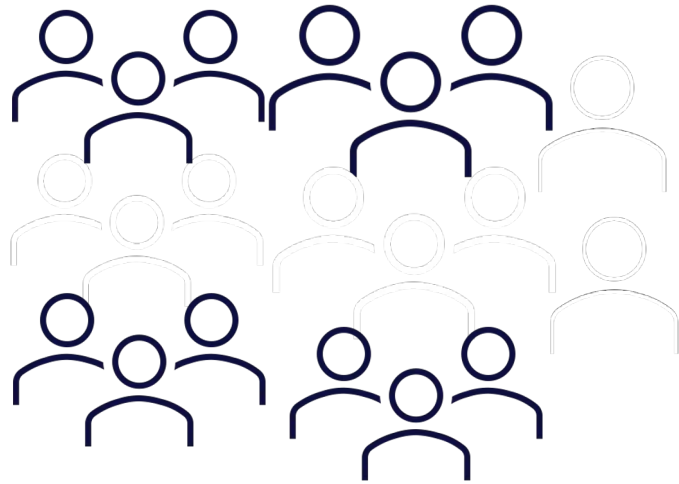


Disaggregate data by subgroup (race/ ethnicity, gender, language status, disability status) to monitor equitable outcomes

Are all students in your class experiencing similar outcomes regardless of personal/cultural characteristics?

Consider **DISPROPORTIONALITY**

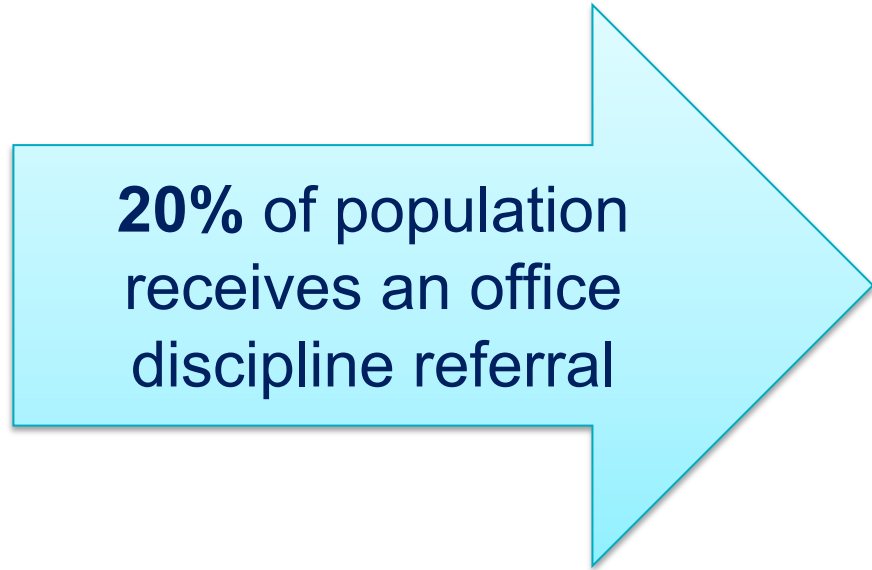
Disproportionality refers to a group's representation in a particular category that exceeds expectations for that group, or differs substantially from the representation of others in that category. (www.nasponline.com)



20 students

50 males = **50%**

50 females = **50%**



20% of population
receives an office
discipline referral



**Disproportional
Outcome**

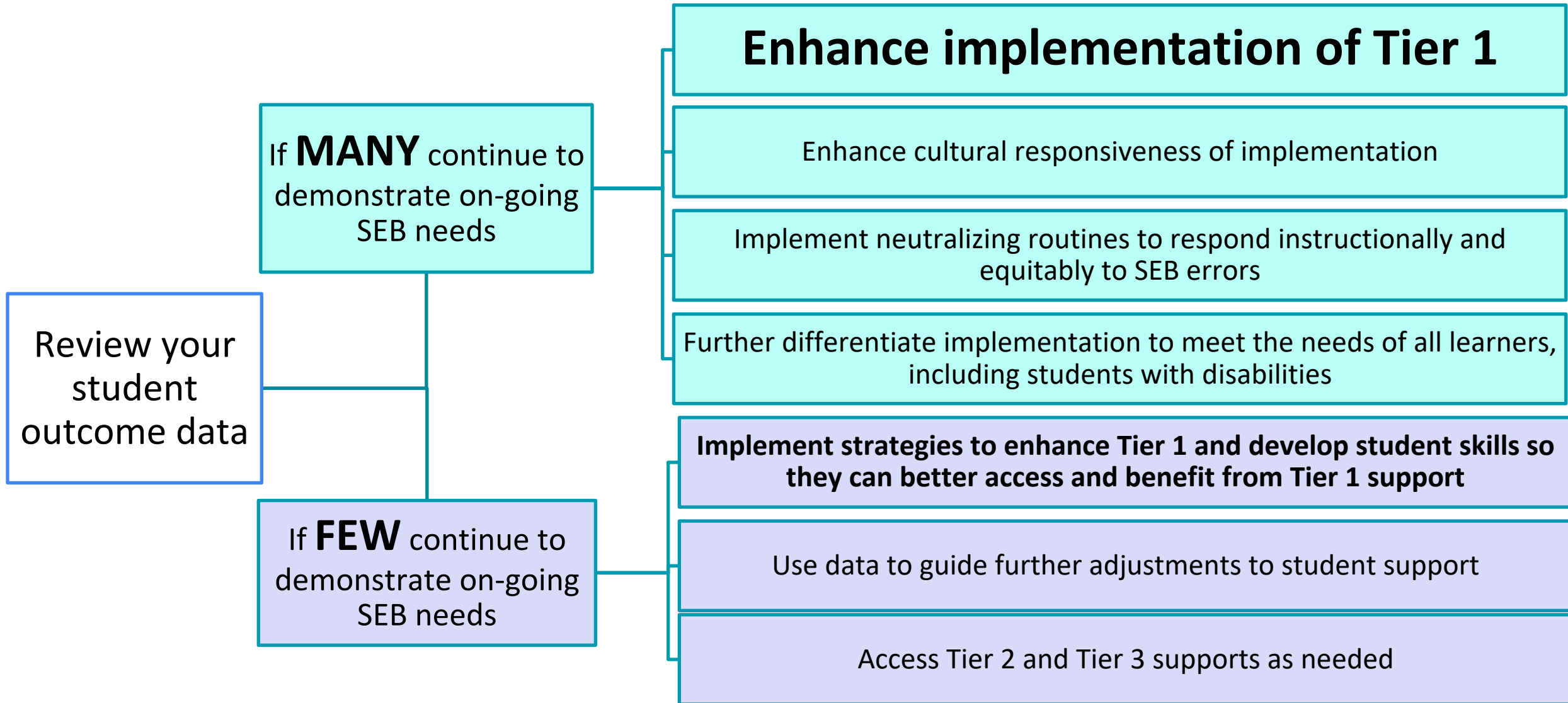
4 students

3 males = **75%**

1 females = **25%**



Review outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior and/ or (b) showing on-going SEB needs and contextually inappropriate behaviors



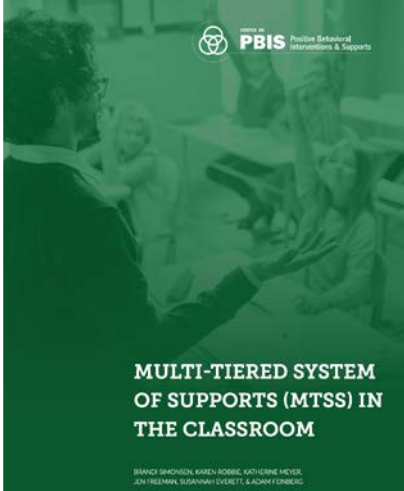
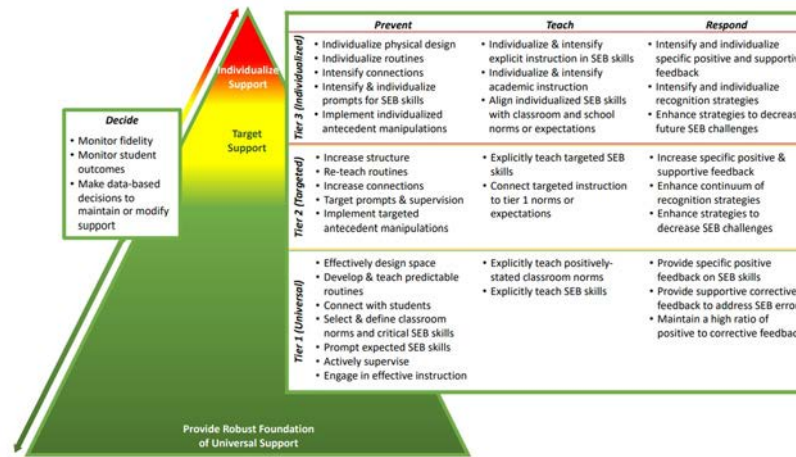


Figure 1. Prevent, Teach, Respond, and Decide within a MTSS Framework



Monitor Student Outcomes and Use Data to Guide Response

Monitor Student Outcomes

If many students make ongoing SEB errors...

Enhance Tier 1

If few students make ongoing SEB errors...

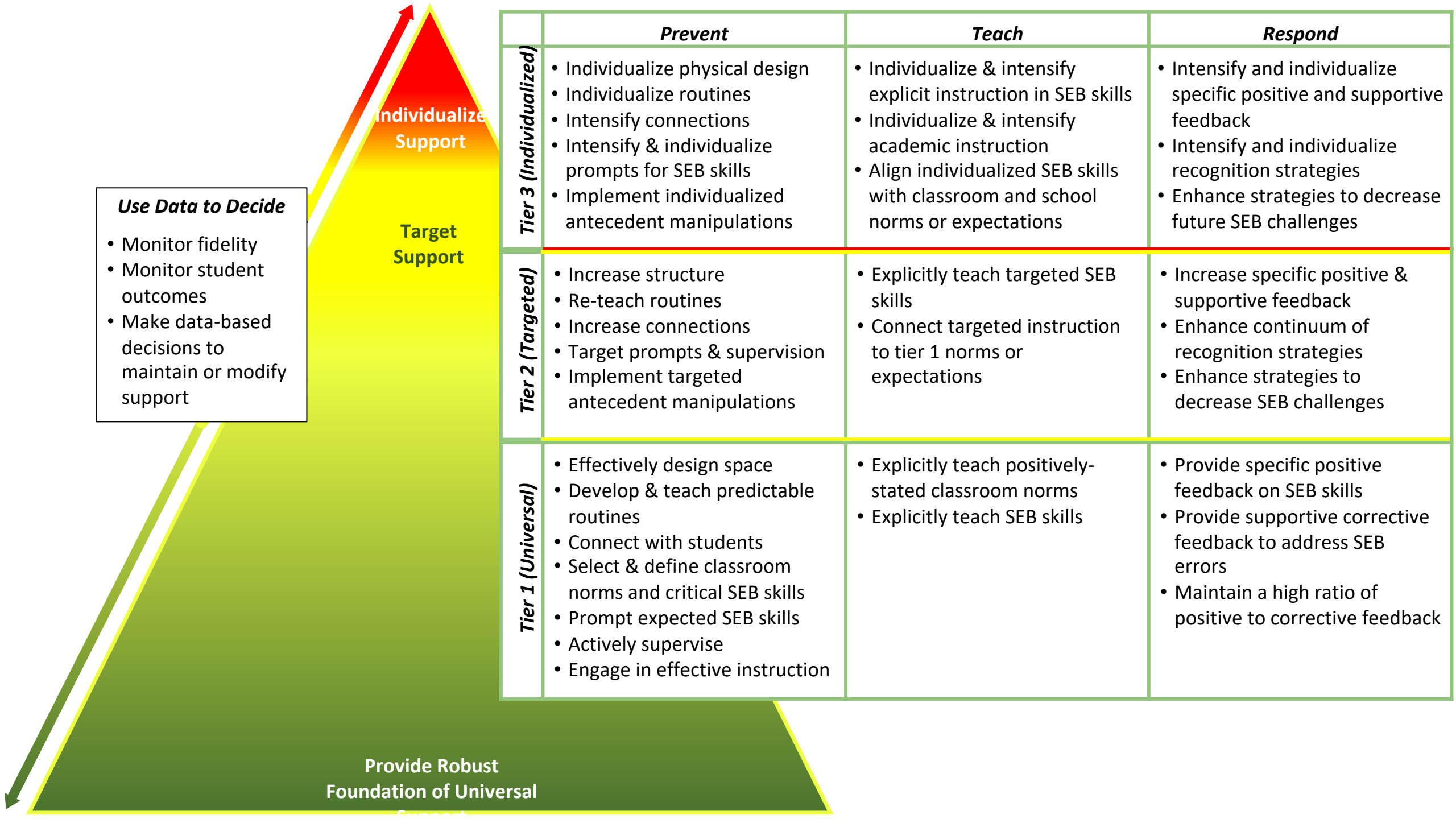
Enhance Tier 1 and Consider Tiers 2 and 3

This guide will help educators familiar with PBIS organize classroom supports for preventing, teaching, and responding to students' social, emotional, and behavioral (SEB) needs across the continuum.

Table 2. Tier 2 Classroom Practices

Critical Component	Tier 2 Practice	Considerations for Implementing Tier 2 Practices in the Classroom	Considerations for Implementing Check-In/Check-Out (CICO)	Considerations for Implementing Social Skills Instruction
Prevent	Increase structure	<ul style="list-style-type: none"> Consider strategies to increase structure within the classroom environment to further support students' SEB success (e.g., seating arrangement, designated space for calming routine, visual prompts for key SEB skills). 	<ul style="list-style-type: none"> Implement CICO to provide additional structure to student routines at the start (check-in) and end (check-out) of each activity and each day. Design the physical space to accommodate CICO (e.g., basket or clipboard to collect paperwork, location for quick checks in/out). 	<ul style="list-style-type: none"> Select a space for targeted social skills instruction that maximizes structure and minimizes distractions (e.g., quiet space in a conference room or office, table in classroom when all students are engaged in small group activities).
	Re-teach routines	<ul style="list-style-type: none"> Increase specificity and predictability in students' routines, including increased opportunities to practice SEB skills, take breaks, and other targeted adjustments to meet the needs of small groups of students. 	<ul style="list-style-type: none"> When introducing CICO, teach new CICO routines to students and communicate new routines to families. During this instruction, review or re-teach classroom routines and norms, as appropriate. 	<ul style="list-style-type: none"> Establish and teach predictable routines for targeted social skills instruction, which may occur in small groups in a pull-out context, including a re-entry routine for students to rejoin their classroom community after instruction.
	Increase connections	<ul style="list-style-type: none"> Provide targeted opportunities for peer-to-peer connections (e.g., 	<ul style="list-style-type: none"> Use CICO to enhance opportunities to connect with students (during check-ins at 	<ul style="list-style-type: none"> Intentionally create opportunities for students to practice and generalize SEB





Critical Component	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiating Tier 1
Prevent	Actively supervise	<ul style="list-style-type: none"> Regularly scan and circulate through entire classroom space (physical or virtual) during all classroom routines While supervising, check in with individual students and use proximity, precorrections, and specific verbal praise to promote on-task behavior. 	<ul style="list-style-type: none"> Increase supervision and interactions for students who require additional prompts, praise, and redirection to stay engaged. Adjust mode of supervision to meet the needs of students in diverse learning contexts (e.g., electronically monitor engagement in virtual environments) and/or with diverse needs (e.g., consider praise notes for students who do not benefit from adult attention)
	Engage in effective instruction	<ul style="list-style-type: none"> Engage students in instruction through frequent and various opportunities to respond (OTRs) that include a mixture of individual and choral or unison responding. Vary OTRs to match the activity and provide a range of ways for students to participate across OTRs. Consider response modalities (e.g., verbal, gestural, written, or electronic responses); individual, small-group, or whole class unison responses; or embed polls or chat during virtual instruction. Select instructional materials that are evidence-based and culturally relevant, so students see their identities reflected in pictures, text, and 	<ul style="list-style-type: none"> Pre-teach OTRs to students who require additional support to respond so that each and every student is able to successfully engage in OTRs. Ensure alternative augmentative communication devices are available and programmed to enable participation.

Critical Component	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiating Tier 1
P T R D Respond	Provide specific positive feedback on SEB skills	<ul style="list-style-type: none"> • Provide specific verbal praise that labels the specific SEB skill to acknowledge individuals and groups for engaging in SEB skills that are consistent with classroom norms. • Ask students to complete a survey for preferred praise or acknowledgement strategies to maximize the contextual and cultural relevance for all learners. • Match acknowledgement approaches to students' interest, developmental level, etc. and to ensure acknowledgement is reinforcing (i.e., enhances SEB skills). 	<ul style="list-style-type: none"> • Provide even more specific verbal praise for students who experience frequent error corrections. • Praise effort, improvement, and progress toward key SEB skills. • Consider additional acknowledgement approaches (e.g., group contingency, token economy) to increase opportunities for reinforcement during challenging routines or times of year.

Critical Component	Tier 2 Practice	Considerations for Implementing Tier 2 Practices in the Classroom	Considerations for Implementing Check In/Check Out (CICO)	Considerations for Implementing Social Skills Instruction
Prevent	Target prompts and supervision	<ul style="list-style-type: none"> • Increase visual and verbal prompts for targeted SEB skills. • Use active supervision to increase proximity, provide additional opportunities for specific praise (as students are engaged in SEB or academic skills), and/or provide timely redirections to use SEB skills in context. 	<ul style="list-style-type: none"> • During morning check-in, provide prompts and precorrections for the day ahead, check to ensure the student has necessary materials, and give the student a blank DPR, if you are the CICO facilitator. • The DPR includes a written reminder of norms, as items to be rated. • At the start of each class period or activity, briefly check-in with each student participating in CICO (and collect their DPR). During this brief check-in, connect positively, prompt key SEB skills (connected to classroom norms), and transition to the first classroom activity. 	<ul style="list-style-type: none"> • Provide an opportunity for students to communicate skills learned during social skills instruction with the educators and peers in their classrooms. • Consider a visual prompt (e.g., handout, poster, card) to prompt SEB skills learned during small group in the classroom. • Provide targeted prompt (e.g., verbal reminders, gesture to visual of targeted skills) to encourage SEB skills before and during each classroom activity.

Critical Component	Tier 2 Practice	Considerations for Implementing Tier 2 Practices in the Classroom	Considerations for Implementing Check In/Check Out (CICO)	Considerations for Implementing Social Skills Instruction
Teach	<p>Connect instruction to Tier 1 norms or expectations</p>	<ul style="list-style-type: none"> • Ensure targeted SEB skill instruction is connected to overall classroom norms and Tier 1 SEB skills taught, prompted, and reinforced for all students. • Provide extra doses of instruction using varied examples and multiple opportunities to role-play, problem-solve, or demonstrate how to use the skills appropriately within the classroom. 	<ul style="list-style-type: none"> • Ensure the daily progress report is based on school and classroom norms (e.g., take care of others, environment, and self), so that written prompts on the DPR, verbal reminders, reteaching, and feedback are all directly connected to Tier 1 norms. 	<ul style="list-style-type: none"> • Educators teach norms for the group activity that are consistent with school and classroom norms. • Explicitly connect SEB skills learned as part of social skills instruction with classroom norms. During social skills instruction, ensure educator is familiar with each student's classroom norms (if students are grouped across classrooms), and explicitly teach how each skill is connected to norms.

Critical Component	Tier 2 Practice	Considerations for Implementing Tier 2 Practices in the Classroom	Considerations for Implementing Check In/Check Out (CICO)	Considerations for Implementing Social Skills Instruction
Decide	<p>Make data-based decisions to maintain or modify support</p>	<ul style="list-style-type: none"> Based on fidelity and outcome data, adjust implementation and/or type of targeted support to maximize benefit to students. To support targeted practice implementation, consider self-management strategies including (a) increased prompting; (b) self-monitoring implementation of key practices (e.g., increased prompts or praise) with a paper and pencil tally, counter, or app on a smart device (e.g., Be+; Center on PBIS, 2019); and (c) celebrating implementation successes. 	<ul style="list-style-type: none"> Based on fidelity and outcome data, adjust implementation support. For individual students, decide to maintain or modify support. <ul style="list-style-type: none"> If a student has made consistent progress, consider fading to self-managed CICO and/or Tier 1 support. If a student is not benefiting from standard CICO, consider adaptations based on function of behavior (e.g., Breaks are Better; Boyd & Anderson, 2013), specific skill needs (e.g., academic/SEB skill support), or other adaptations (Majeika et al., 2020). 	<ul style="list-style-type: none"> Based on fidelity and outcome data, adjust targeted social skills instruction groups to better meet the needs of all students in the group. For individual students, decide to maintain or modify support. <ul style="list-style-type: none"> If students are making consistent progress, consider fading to SEB instruction in Tier 1. If a student is not benefiting from targeted social skills instruction, consider adjusting elements instruction (e.g., schedule, instructor, focus, peers) and/or introducing a different Tier 2 support (e.g., CICO).

Critical Component

Tier 3 Practice

Considerations for Implementing Tier 3 Practices in the Classroom

Considerations for Individualized Comprehensive Support Plan Development

Prevent

Prevent

Intensify and individualize prompts and active supervision for SEB skills

- Individualize prompts for SEB skills and classroom norms based on individual student need.
- Consider individualizing prompts embedded in Tier 2 supports. For example, if a student participates in CICO, the school norm of responsible may be personalized on the student's DPR to include an individualized SEB skill of asking for a break when frustrated (a Tier 3 modification).
- Intensify active supervision during challenging routines. For example, provide increased prompts, proximity, and specific feedback for individual students with intensive needs while actively supervising all students.

- Provide visual (e.g., writing and/or pictures) and verbal reminders of (a) steps of individualized routines and/or (b) key SEB skills (e.g., those skills taught to replace challenging behaviors and/or other contextually appropriate SEB skills). As the student become fluent with routines and SEB skills, fade prompts to promote independence.
- Consider individualized adaptations to active supervision (e.g., minimize attention for challenging behaviors that are reinforced by access to attention, ensuring safety during escalation).

Critical Component

Tier 3 Practice

Considerations for Implementing Tier 3 Practices in the Classroom

Considerations for Individualized Comprehensive Support Plan Development

Respond

Intensify and individualize specific positive and supportive feedback

- Provide specific praise for individualized SEB skills that are consistent with classroom norms.
- Provide specific, calm, respectful, private, and supportive error corrections that include opportunities for re-teaching (e.g., modeling) and practice of contextually appropriate SEB skills. Follow any performance or approximation of the appropriate behavior with specific praise or another form of reinforcement to strengthen the behavior.
- Increase ratio of positive to corrective feedback to at least nine praise statements for every correction (Caldarella et al., 2019).

- Provide specific feedback for SEB skills that replace contextually inappropriate behaviors. For example, if a student's individualized behavior plan involves teaching self-calming strategies such as coloring or deep breathing to replace yelling and property destruction, provide explicit feedback and praise for approximating or effectively using any of the self-calming strategies.
- Include a plan to shape replacement skills (e.g., ask for a break to escape task) into more contextually appropriate skills (e.g., begin task and ask peer or adult for help when needed) by reinforcing effort and approximations of contextually appropriate skill (e.g., once student fluently asks for a break, request that the student complete 30 seconds of work before taking a break).

Critical Component

Tier 3 Practice

Considerations for Implementing Tier 3 Practices in the Classroom

Considerations for Individualized Comprehensive Support Plan Development

Decide

Monitor student outcomes

- Monitor student progress on a regular basis (e.g., daily, weekly) to enable timely consideration of student benefit. Organize progress monitoring data and identify overall patterns of strength and concerns are easily identified. Consider working with your school team to adopt a system that generates effective graphs to facilitate progress monitoring, such as Direct Behavior Ratings (<https://dbr.education.uconn.edu>) or Individual School-Wide Information System (<https://www.pbisapps.org/products/i-swis>).
- Monitor Tier 3 outcomes for all student subgroups (i.e., race/ethnicity, gender, language status, disability status) to ensure equitable access and benefit.

- Collaboratively with members of the student support team, develop individualized goals to measure progress related to the students' individualized comprehensive support plan.
- Select goals for each individualized SEB or academic skill (e.g., performing academic skills, increasing adaptive and prosocial skills, decreasing contextually inappropriate, and/or use of acceptable alternative behaviors).
- Ensure goals (a) clearly identify the SEB or academic skill (e.g., ask for help or independently begin work) and relevant features of the context (e.g., during difficult task that involves writing), (b) specify a criterion for meeting goal (e.g., on 90% of observed opportunities), and consider referencing the contextually inappropriate behavior being replaced by the skill (e.g., in lieu of ripping or throwing materials).
- Write goals in specific, objective, and measurable language.

What are the key considerations for monitoring student outcomes?



Operationally define student outcomes (behavior/skill) in observable, measurable, and specific terms



Select the **appropriate data collection strategy**, given features of the behavior/skill and context



Disaggregate data by subgroup (race/ ethnicity, gender, language status, disability status) to monitor equitable outcomes



Review outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior and/ or (b) showing on-going SEB needs and contextually inappropriate behaviors

Individually:

- Identify 1-2 students who need some differentiated behavior support
- Operationally DEFINE the behavior(s) of concern
 - What does it look and sound like?
- Review the *MTSS in the Classroom* guide
- Identify 1-2 strategies you will implement with your identified student(s) over the next month.

Differentiating Student Behavior Support in the Classroom

	Student 1	Student 2
Operationally DEFINE the behavior <i>What does it look and sound like?</i>		
Identify 1-2 strategies you will implement over the next month to differentiate behavior support		
How will you monitor your implementation of those strategies?		
How will you monitor student response to those strategies?		

In small groups:

- Discuss the behavior support needs of your identified student(s)
- Share the 1-2 strategies you will implement to support the student(s) and why you chose those strategies
- Identify how you will monitor your implementation of those strategies
- Identify how you will monitor student response to those strategies.

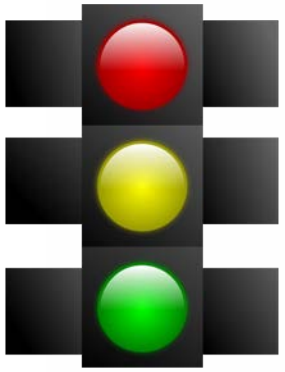
Differentiating Student Behavior Support in the Classroom

	Student 1	Student 2
Operationally DEFINE the behavior <i>What does it look and sound like?</i>		
Identify 1-2 strategies you will implement over the next month to differentiate behavior support		
How will you monitor your implementation of those strategies?		
How will you monitor student response to those strategies?		



→ What is your key takeaway from this section?

→ What is one specific way you will apply this information in your setting?

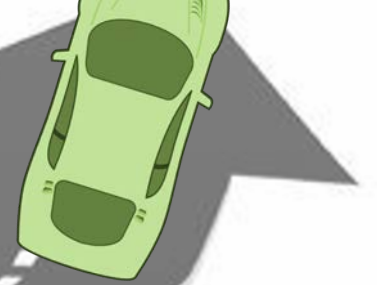


Why support students' social-emotional-behavioral (SEB) skills in the classroom?

How do I know if I'm doing them?

What are the key SEB practices?

How do I know if I'm impacting student outcomes?



Thank
You

Feel free to contact us with any questions!

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