Florida PBIS — Florida's Positive Behavioral Interventions & Support Project

Building the Foundation: Tips, Tricks, and Tools for Effective Classroom Management

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Florida Center INCLUSIVE COMMUNITIES

USF UNIVERSITY OF SOUTH FLORIDA COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

FLORIDA DEPARTMENT OF EDUCATION

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The Foundation for The Gator Nation

Agenda

- Critical features of Effective Classroom Management
  - Need for Support: Systems vs. Student
  - Overview of the Big 5: Class-wide Positive Behavior Support Practices (CWPBS)
- Data-based Decision-Making
  - Tools for evaluating classroom systems
- Classroom Coaching Guide Resource Overview
- Development of Action Plans to Support CWPBS Implementation

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Workshop Expectations and Rules

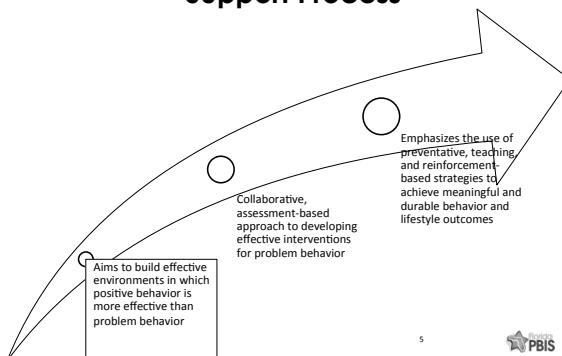| Be Respectful	•Listen quietly during instruction and video •Pass notes with neighbor if necessary •Turn cell phone to silent/off mode
Be Responsible	•Come back from breaks on time •Use facilities as needed
Be An Active Participant	•Stay on-task •Plan for action •Look for ideas to implement

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Training Objectives

Attendees will develop…

1. knowledge of critical features of effective classroom management practices
2. knowledge and fluency of tools to determine teachers in need of support and to evaluate classroom management practices
3. plans and knowledge of resources to support classroom teachers to develop effective classroom management plans and implement those plans with fidelity.

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Positive Behavioral Interventions and Support Process

Emphasizes the use of preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes

Collaborative, assessment-based approach to developing effective interventions for problem behavior

Aims to build effective environments in which positive behavior is more effective than problem behavior
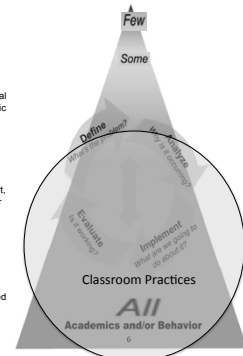
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Multi-Tiered Model of School Supports and the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.
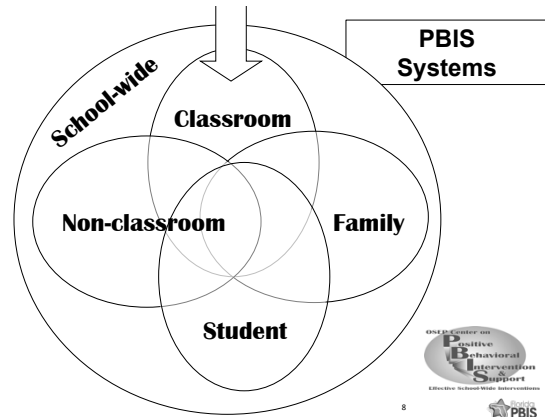
Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Classroom Practices

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

Florida's State Transformation Team on RtI (Dec. 3, 2009)

Few
Some
Define
Evaluate
Implement
Classroom Practices
All
Academics and/or Behavior

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Slide 7

What do you know about PBIS in the classroom?

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PBIS

Slide 8

PBIS Systems

School-wide · Classroom · Non-classroom · Family · Student

OSEP Center on Positive Behavioral Intervention & Support
Effective School-Wide Interventions

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Slide 9

What "kind" of students can display problematic behavior?

All students.

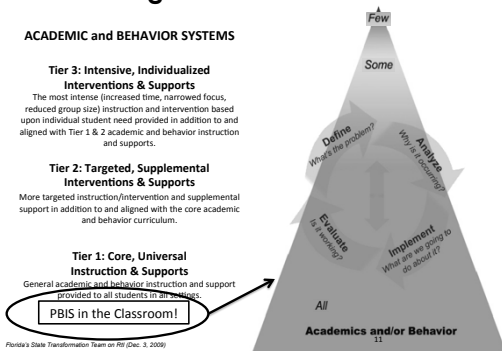Students *with/without* labels who are served in *general/ special* education can display problematic behavior.

This is not a special education issue.

It is an *education* issue.

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Slide 10

What We Already Know

1. Inappropriate behaviors can be changed
2. Effective environments can be created to change behavior
3. Changing environments requires changing adult behavior
4. Adult behavior must change in a consistent and systematic manner
5. Support systems are essential for both students and adults

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Slide 11

Tiered Model of School Supports and the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

PBIS in the Classroom!

Florida's State Transformation Team on RtI (Dec. 3, 2009)

Few
Some
Define - What's the problem?
Analyze - Why is it occurring?
Evaluate - Is it working?
Implement - What are we going to do about it?
All
Academics and/or Behavior

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Slide 12

In Other Words…

- We organize our resources
  - Multi-Tier model
- So teachers AND students get help early
  - Actions based on outcomes (data!), not procedures
  - Utilizing effective professional development strategies to develop skills
- We do stuff that's likely to work
  - Evidence-Based interventions
- And make sure they're successful
  - Progress monitoring
  - Problem-Solving process
  - Increasing levels of intensity

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Prerequisites Supporting Implementation of PBIS at the classroom level

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Tier 1 is Implemented Consistently with Fidelity

- Benchmarks of Quality (BoQ) or School-wide Evaluation Tool (SET) score score of 70+
- Implementation is ongoing across all staff
  - Teaching, rewarding, proactively disciplining throughout the year
  - Process for orienting new staff, families and students is in place

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System or Student Problem?

4-Step Problem-Solving Process
- **Step 1: Problem Identification**

  - If a student spends a lot of time in an environment that generates a high rate of problem behavior…

    OR

  - If a student spends time with adults who do not teach and/or reward appropriate behavior…

    the environment likely contributes to the student's problem!

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Student Identification:
A System or a Student Problem?

Tier 1 PBIS
- Was the student taught the school-wide expectations and rules?
- Did the student earn reinforcers for engaging in the school-wide expectations?

Gap Analysis (Classroom)
- Is the student's problem behavior significantly different from his/her peers?
- Are effective instruction and behavior management occurring within the classroom?

If the answer is "No" to any of these questions, address the environment (Tier 1-Universal/Classroom) before considering Tier 2 supports.

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Tiers 1 or 2: Classroom Support

- **If** over 50% of ODRs are from numerous classrooms, **then** revisit Tier 1/ Universal for all classrooms

- **If** a few classrooms are responsible for the majority of ODRs, **then** address Classroom PBS using the *Classroom Consultation Guide*

- **If** the BoQ score is <70, **then** revisit SWPBS and/or address Classroom PBIS using the *Classroom Consultation Guide*

- **If** discipline data indicate an increase in ODRs, ISS, OSS and most of the referrals are coming from multiple classrooms, **then** revisit Tier 1 for all classrooms

- **If** a teacher has received additional support, interventions were implemented with fidelity, **but** the student's behavior is not improving, **then** consider supplemental supports (Tier 2) for that student.

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What are other indicators of teacher need for support?

- Teacher attendance
- Administrator classroom visits
- Teacher self-nomination/requests for support
- School climate survey data
- Referrals to problem-solving team
- Number of students who have an individualized plan (IEP, FBA/BIP)
- Alignment of teacher/student data with academic data (e.g., high ODRs or calls for assistance paired with low or declining academic performance)

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Classroom Level Supports

- Support the SW system so students can show success across variations in:
  - Curriculum
  - Instructional style
  - Classroom routines
  - Settings *(OSEP, Classroom Supports, 2004)*
- Macro Level (state and district)
- Micro Level (school and classroom)

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Prerequisites for Success: School

School Priorities (School Improvement Plan, Teacher Evaluations)
- Determine goals/objectives classroom training will target
- Determine participants
  - All classrooms or target classrooms?
  - What data systems will be utilized to determine this?

Evaluation
- Determine who will evaluate effectiveness

Resources/Participants
- Staff, time, funding

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Prerequisites for Success: Classroom

Goals
- Determine annual, 3-month, and 1-month goals
- All or target classrooms/students?

Evaluation
- Determine who and how to evaluate effectiveness
- Visibility and political support

Resources/Participants
- Staff, time, funding

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Classroom PBIS Mirrors Schoolwide PBIS

Tier 1/Schoolwide	Tier 1/Classroom
• Using data to make decisions • Implementing preventative strategies • Teaching & recognizing appropriate behavior • Implementing responding strategies • Using effective classroom practices • Monitoring & evaluating progress	• Using data to make decisions • Implementing preventative strategies • Teaching & recognizing appropriate behavior • Implementing responding strategies • Using effective classroom practices • Monitoring & evaluating progress

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Setting up your System

- Establish a classroom PBIS system that is congruent with your existing SWPBS (Tier 1) system
- Faculty need to understand how the two are aligned and interrelated
  - Work to tie the two systems together!
- Students need to understand that this is an extension of the SWPBIS system

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What happens if we continue without a solid Tier 1 foundation?

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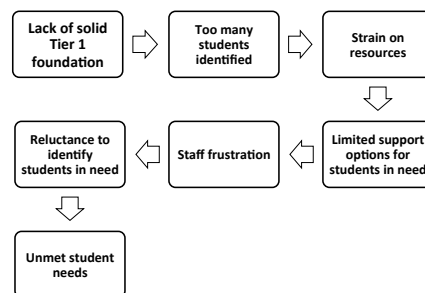
Miss Bence liked to go over a few of her rules on the first day of school.

Ineffective instruction and poorly structured environments may set the stage for poor student outcomes.
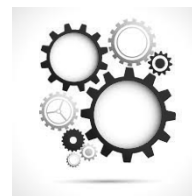
Critical Features of Implementing PBIS in the Classroom

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What does an effective classroom manager look like?

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Evidence-Based Class-wide PBIS Practices

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations and classroom rules.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.

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

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

PDF available here:
https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf

BOQ: Classroom Items
(Kincaid, Childs & George, 2005; 2010)

> LOOK for alignment in the 5 CWPBS practices

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 acknowledgment 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

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1. Maximize structure in your classroom
BoQ Items 43 & 44

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.)

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Helpful Resources

- Checklist for Organizing the Classroom
  (Everston & Emmer, 2013, pg. 27-28)

- Web-based Resources for Classroom Arrangement
  - http://classroom.4teachers.org/
  - http://teacher.scholastic.com/tools/class_setup/
  - http://www.lakeshorelearning.com/classroom_designer/cd_launch.jsp
  - http://floorplanner.com/ (3D options)
    - Note: You can also use power point or word with shapes/text boxes!

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2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations and classroom rules
BoQ Items 42 & 44

Establish → Teach → Prompt → Monitor → Evaluate → Establish
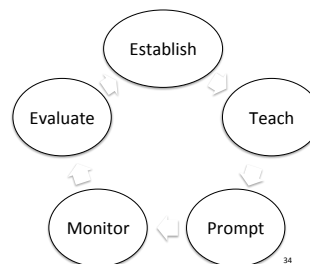
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Establish   **Behavioral Expectations**

- A small number (i.e., 3-5) of *positively* stated EXPECTATIONS for your classroom aligned with school-wide expectations (if possible)
  - ***Tell students what we want them to do***, *rather than telling them what we do not want them to do.*
- Publicly **post** the expectations

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We take care of ourselves, each other, our school, and our world.
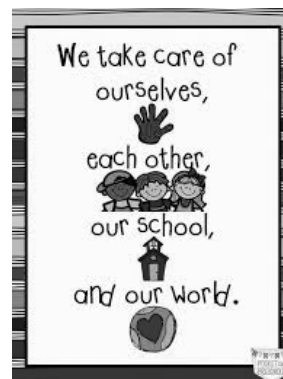
Idea to Implement: Dream Activity

Establish | **Behavioral Rules**

- **Operationally define** what the rules look like across all routines and settings in your classroom.

- Consider using a **matrix** format for grade-level/ community or individual classroom

- This matrix should compliment your school-wide matrix, but be specific to your classroom setting.

Example that needs some work!

Classroom Procedures/Routines					
EXPECTATIONS	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Identify Attention Signal.......Teach, Practice, Reinforce				
Be Respectful	Listen to others Use inside voice Use kind words Ask permission	Enter/exit classroom prepared Use inside voice	Listen to others Accept differences Use kind words Encourage others	Use quiet voice Follow directions Use the FOCUS strategy	Eyes/ears on speaker Raise hand to speak Contribute to learning
Be Responsible	Be prepared Follow directions Be a problem solver Make choices that support your goals	Place materials in correct area Begin warm-up promptly	Use time wisely Contribute Complete your part	Use the FOCUS strategy Be a TASK master Use your neighbor	Follow directions Take notes Use the FOCUS strategy Meet your goals
Be Safe	Keep hands, feet, and objects to self Organize yourself Walk	Walk Use your personal power to support self/others	Use materials carefully Use your personal power to support self/others	Notice your neighbor Keep hands, feet, and objects to self	Stay at seat Keep hands, feet, and objects to self Notice your neighbor

http://education.wm.edu/centers/ttac/resources/articles/teachtechnique/strategiesforteachingsocialskills/index.ph

Positive Behavioral Interventions & Supports

Falcon P.R.I.D.E.
Practicing Respect In Different Environments

How does P.R.I.D.E. look in the classroom?

Perseverance	• Finish assignments, even when they're difficult • Work for improvement, not perfection • Focus on priorities, not distractions
Respect	• Speak and act politely • Cooperate in groups • Respect others' personal space and belongings
Integrity	• Do your own work • Use sources honestly • Encourage others to right their wrongs
Dependability	• Prepare for class • Arrive on time • Honor due dates
Excellence	• Share your gifts with others in and out of class • Encourage others whom you see struggling • Develop your talents; strengthen your weaknesses • Accept help gracefully

Darlington High School, Dar... Example that needs some work!

Positive Behavioral Interventions & Supports

ROUTINES		Starting the Day	Whole Group Instruction	Independent Work	Transitions	Ending the Day
Rules	Be Responsible	-Put backpack away -Get out journal for reading -Be in your seat when the bell rings	-Answer questions when asked -Sit in assigned area	-Have materials out on desk -Complete all tasks in time given -Put assignments in folder when finished	-Clean up one activity before you move to the next -Push your chair in before getting in line	-Put backpack on chair before snack time -Make sure desk is clean before leaving
	Be Respectful	-Use inside voice -Smile at your neighbors	-Keep your eyes on the teacher -Be quiet when others are talking -Raise hand to speak	-Raise hand if you need help -Stay quiet	-Stay quiet -Wait for teacher's signal to leave/move	-Say goodbye to teacher -Line up quietly
	Be Safe	-Walk to your seat -Use the restroom and get water before class begins	-Give your neighbor 6 inches of personal space -Make sure the area is clear before getting up	-Keep all four chair legs on the ground -Keeps hands, feet, and objects to self	-Keep 6 inches between you and your neighbor in line -Walk	-Stay with class line after dismissal -Walk to the bus or car loop

Exemplar

Rules within Routines Matrix

Routines / Rules	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect				
Responsibility				
Safety				

Expectations vs. Rules Comparison

•Similarities
1. Positively stated
2. Limited number (3-5)
3. Aligned with school's mission statement
4. Clarify criteria for successful performance

•Differences

1.Expectations
- a. <u>Broad</u> categories
- b. Apply in <u>all</u> settings
- c. Apply to <u>everyone</u>
-
-

2. Rules
- a. Describe <u>specific</u> behaviors
- b. Apply to <u>specific</u> settings
- c. Apply to <u>specific</u> groups
- d. Measurable & observable
- e. Clarify the expectations

Adapted from the FLPBIS Project Tier 1 Training Materials 2015 florida PBIS

Pop Quiz: Test Your Knowledge

Expectation or Rule?

1. Be honest
2. Place materials in their proper containers
3. Remain seated during instruction
4. Be a problem-solver
5. Use an inside voice
6. Keep all four legs of your chair on the floor
7. Use kind words
8. Try your best

Adapted from the FLPBIS Project Tier 1 Training Materials 2015 florida PBIS

Rules and Expectations
BoQ Item 42

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

DEVELOPED BY THE CLASSROOM TEACHER   [BOQ Alignment!]
- Aligned to the school-wide expectations
- Positively stated
- Limited in number (maximum 5)
- SWPBS Team may review rules for adherence to guidelines
- *Example:*
  - BE RESPONSIBLE
    - Complete all assignments

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Routines and Procedures
BoQ Item 43

- 43. Classroom **routines and procedures** are explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)   [BOQ Alignment!]

Proactively identified, taught, and rehearsed
- Turning in assignments
- Bathroom breaks/Hall passes
- Sharpening pencils
- Working with another student

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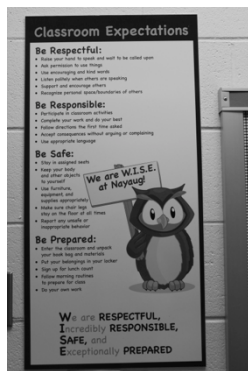
(Teach)   Rules in the Context of Routines

- Directly teach
  - Define rules in operational terms; What does the rule look like within routine
  - Provide examples and non-examples of rule-following within routine.
- Actively involve students in lesson, game, role-play
- Check for understanding
- Provide opportunities to practice rule in the natural setting
- Examples
  - Student Routines
    - Small or whole group instruction; Independent seatwork
    - Gathering materials, turning in homework, personal needs
    - Gaining adult attention, asking for help
  - Teacher/Staff Routines
    - Volunteers or substitutes in the classroom
    - Communication with families

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Teach Behavior
BoQ Item 44

BOQ Alignment!

44. Expected **behavior** routines in classrooms are **taught**

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Teach as you teach core academics
  - Review the rationale for the expectation(s)
  - Describe the specific, observable skill(s) and provide examples and non-examples
  - Engage students in an activity that will allow them to practice the desired behavior
  - Reward the desired/expected behavior

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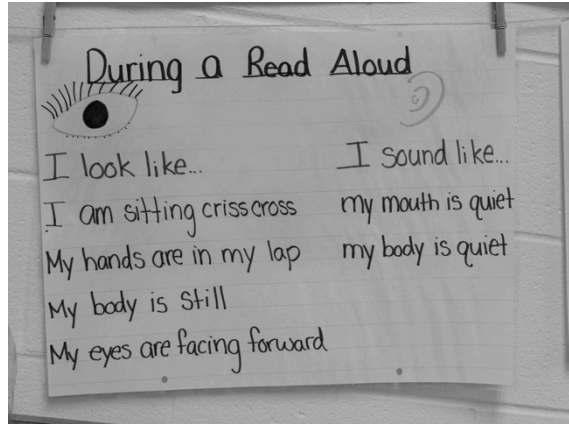
Expectations & behavioral skills are taught & recognized in natural context

**Idea to Implement:
Classroom Film Festival**

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www.PBISVideos.com

Guidelines

- Michael Kennedy & Jessica Swain-Bradway (2012)

PBIS Anti-Bullying Video
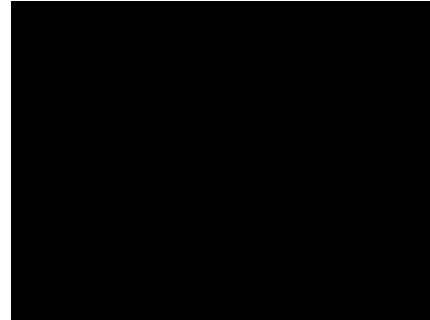
Words to Live By
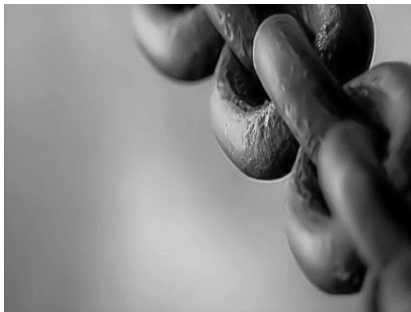
Cafeteria Safety – Clean it Off
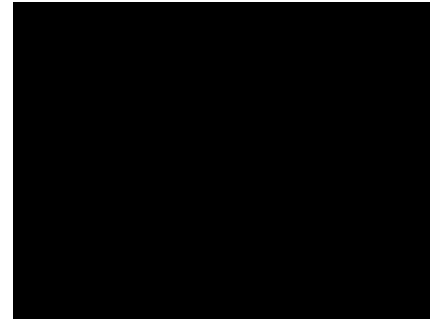
Fresh Prince of Franklin – Timeliness Rap

Prompt — **Remind students of the rule**

- Provide students with **visual prompts** (e.g., posters, illustrations, etc).
- Use **pre-corrections**, which include "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).

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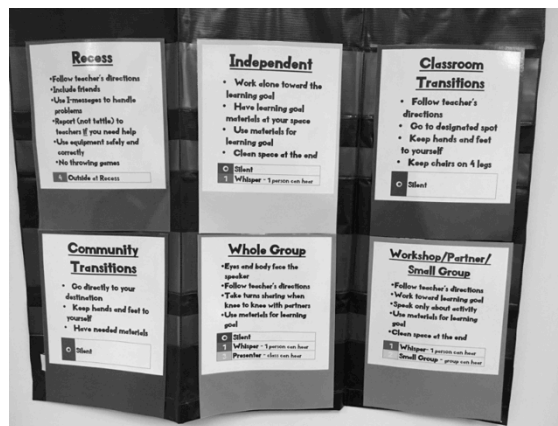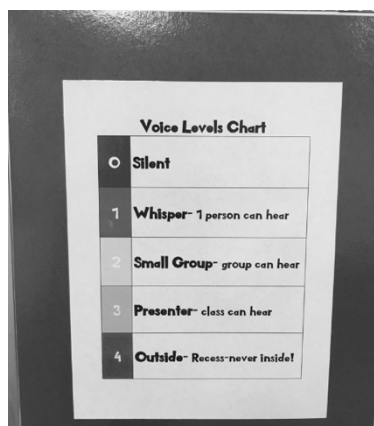
Monitor **students' behavior in natural context**

Active Supervision *(Colvin, Sugai, Good, Lee, 1997):*

- **Move** around

- Look around (**Scan**)

- **Interact** with students
  - Reinforce
  - Correct

Evaluate **the effect of instruction**

Collect data
  – Are rules being followed?
  – If there are errors,
    - **who** is making them?
    - **where** are the errors occurring?
    - **what** kind of errors are being made?

Summarize data (look for patterns)
Use data to make decisions

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Tracking
BoQ Item 47

- 47. Procedures exist for **tracking** classroom behavior problems

BOQ Alignment!

PBIS:
- Discover patterns so that we can *change* the behavior before it results in more severe behavior or consequences
- Monitor consequences delivered to see if they are effective in modifying the behavior

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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

- Provide choice/challenges

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How can teachers engage students in response?

Unison
Verbal (Choral), Gestural, Written, Electronic

Individual

Student-to-Student

Response

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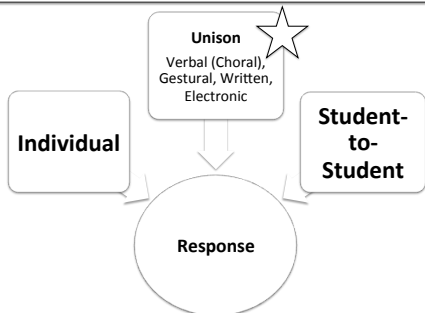
Research Supports Two Ways to Increase Teacher-Directed Opportunities to Respond

1. Increase Rates of Presentation
   - Present more frequent individual opportunities to respond
2. Change or Combine Response Modality
   - Utilize unison response option (choral or non-verbal)
   - Utilize manual unison response options such as response cards or the Student Response System (SRS)

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Active Engagement Tools

Clickers

Response Boards and Cards

Question 3: I have found using the clicker to be
a: very helpful   29%
b: helpful   55%
c: not helpful   17%
d: I don't use the clicker 3%
N/A   0%

Question 4: I find it easy to set up and use my clicker.
a: strongly agree   60%
b: agree   34%
c: disagree   5%
d: strongly disagree   2%
N/A   0%

Question 5: I bring my clicker to class
a: every day   80%
b: most days   14%
c: sometimes   2%
d: never   4%
N/A   0%

Gestures

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Technology Tools

Review of 4 Tools:

1. Kahoot.it – https://kahoot.it/#/

2. Jot! White Board – iTunes App

3. PADlet - https://padlet.com

4. Poll Everywhere - https://www.polleverywhere.com

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Technology Tools Continued

Review of 4 Tools:

1. Basecamp - https://basecamp.com

2. Review/highlights of the collaborative features of Google

3. Loomio - https://www.loomio.org

4. Socrative - https://www.socrative.com

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UDL AND TECHNOLOGY –PUTTING IT TOGETHER FOR STUDENT SUCCESS- REMOVING BARRIERS

HOME   WHO WE ARE   UDL RESOURCES   FREE RESPONSE SYSTEMS   READING AND WRITING   SCIENCE AND MATH   I WANT, I CAN, I BELONG   MORE...

http://psrtitechnology.weebly.com/free-response-systems.html

Free Learners Response Systems

Plickers

Socrative
socrative
Engage the class using any device

Poll Everywhere
Poll Everywhere

Plickers Web Link

Socrative Web Link

Poll Everywhere Web Link

App Links   App Links   App Links

**Idea to Implement:
Demonstrate Technology!**

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Online Resources
http://flpbs.fmhi.usf.edu/resources_classroom.cfm

New Look! Live Binders for Content ☺

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4. Establish a continuum of strategies to acknowledge appropriate behavior
BoQ Items 45 & 46

- Specific and Contingent Praise

- Group Contingencies

- Behavior Contracts

- Token Economies

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Reinforcement Categories

Social
1. Time with friends
2. Verbal praise

Activities
1. Teacher assistant
2. Art project
3. School dance
4. Staff/student games

Sensory
1. Lights
2. Temperature
3. Music
4. Seating

Escape
1. "1-Minute Ticket"
2. Homework pass
3. Library pass

Tangible
1. Edibles
2. Materials
   a. Praise notes
   b. Pencils, notebooks
   c. Stickers
   d. Photos
   e. T-Shirt
3. Tokens

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Free/Low Cost Reinforcement Ideas

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Specific Behavior Praise and Acknowledgement

45. Classroom teachers use immediate and specific **behavior praise**
   – Name behavior and expectation observed
   – Give positive verbal/social acknowledgement
   – Give out ticket/token for access to reward system

BOQ Alignment!

46. **Acknowledgement** of students demonstrating adherence to 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)

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Acknowledging Appropriate Behavior

Example
- Name the behavior and expectation observed
- Provide specific positive verbal/social acknowledgement
  - 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."
- Reward immediately following the behavior

Diplomat Middle School
Positive Student Referral

A. Student Name | Time of Referral | Student Number | Incident Date

B. INCIDENT TYPE: CATS PRIDE

Character Education   Academics   Team Player   Success

Perseverance   Respect   Integrity   Dedication   Effort

C. INCIDENT LOCATION
1. Administrative Office   5. Gymnasium   9. P.E.
2. Auditorium   6. Hallway   10. Other
3. Bus Ramp   7. Media Center   11. School Bus (Bus no._____)
4. Classroom   8. Lunchroom   12. School-Sponsored Event

D. INCIDENT CONTEXT
1. During School Hours   2. Non-School Hours

E. INCIDENT INVOLVEMENT
1. Single Student   2. Multiple Students   3. Non-Student

F. REFERRED/REPORTED BY
Name:

G. REASON FOR REFERRAL

H. ACTION TAKEN
1. Call Home   2. Roar Award   3. Award   Misc. Page 22

Group Contingencies

Three Types
1. "All for One": Interdependent
   - When the whole class is following the classroom rules and expectations for a specific length of time, the entire class earns a reward.
2. "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.
3. "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.

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4. Establish a continuum of strategies to acknowledge appropriate behavior
BoQ Items 45 & 46

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies

---

5. Establish a continuum of strategies to respond to inappropriate behavior
BoQ Items 47 & 48

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement

"This is the worst class I've ever had."

NOVEMBER 1985   209

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Consider & Teach Function of Behavior

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

Function of Behavior
- Get or obtain
- Escape or avoid

Determining Function leads to most effective response to inappropriate behavior

Guidelines for Developing Effective Responses

Effective Responses…

1. Are determined in advance
2. Are taught to students
3. Include a hierarchy of options
4. Are aligned with function of behavior
5. Severity of consequence is matched to severity of behavior
6. Include opportunities to learn and practice appropriate alternatives

Effective Responses to Inappropriate Behavior

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

Responding to Inappropriate Behavior

1. Calm, cool, objective
2. Address student privately
3. Label the inappropriate behavior
4. Name the expectation that was not met
5. Model the appropriate behavior desired
6. Check for understanding
7. Implement consequence
8. Acknowledge concerns/feelings
9. Redirect to next opportunity for success
10. End conversation

Range of Consequences

48. Classrooms have a **range of consequences/ interventions** for problem behavior that are documented and consistently delivered

> BOQ Alignment!

- Clearly identify where various behaviors will be managed *(coherent discipline flowchart)*
  - Classroom vs. office referral
- Develop an array of responses to problem behaviors
- Opportunities for students to learn and/or practice more acceptable behaviors

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Data-based Decision-Making:
Tools to Assist in the Evaluation of Classroom Systems

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Benchmarks of Quality (BOQ) Classroom Management Items

What
- Self-report measure designed to explore the fidelity of implementation of SWPBS across the 10 critical elements
- BoQ items aligned with critical CWPBS: #42 - 48

Who
- Completed by SWPBS team collectively (based on their own perceptions)
- Focus on *overall school implementation*

How
- Pencil/paper
- Electronically through PBSES

Where
- Free on the FLPBIS website
  - https://pbsis.usfweb.usf.edu/users/pbsis_login.aspx
- OSEP Technical Assistance Center website
  - http://www.pbis.org/evaluation/evaluation-tools

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Classroom Assistance Tool (CAT)

What
- Checklist style assessment
- Focus on 3 domains of effective classroom management
  - Environmental
  - Instructional & Curricular
  - Classroom behavior systems
- Derived from Marzano, Danielson, and CWPBIS 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
  - http://flpbs.fmhi.usf.edu/resources_classroom_foldersmod.cfm

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Domain 1: Environmental Factors

A. Physical Setting
1. Traffic flow
2. Organization of materials

B. Scheduling
1. Minimizing transitions
2. Scheduling small group and individual support

C. Socialization
1. Positive relationships (student-student, teacher-student, family-school)
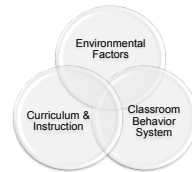
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Domain 2: Classroom Behavior System

Define & Teach Behavior
1. Develop, teach, prompt
2. Reinforce

Reward System
1. Behavior specific praise
2. Group contingencies
3. Behavior contracts
4. Token economies

Consequence System
1. Brief specific and contingent error corrections
2. Differential reinforcement
3. Response cost
4. Time-out from reinforcement
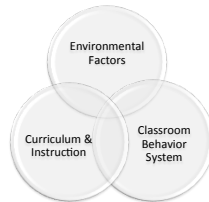
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Domain 3: Curriculum & Instruction

Instructional Planning and Delivery
1. **Active engagement** via meaningful opportunities to respond
2. **Varying the use of instructional strategies** to impact variety, level, and pacing
3. Providing **specific and contingent feedback** (both positive and corrective)
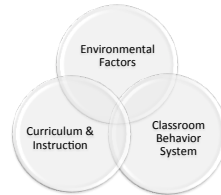
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Classroom Assistance Tool (CAT)
Live Demo

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Activity: *Spot the CWPBS Practices in Action!*

- Watch the video and use the CAT to record instances of CWPBS practices in action (or those that are missing)
- Be prepared to discuss your findings with the group we will discuss after

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School-wide Classroom Assistance Tool (SCAT)

What
- Combines all individual teacher CAT assessments
- Creates a picture of SW needs across 3 domains of effective classroom management
  - Environmental
  - Instructional & Curricular
  - Classroom behavior systems
- Derived from Marzano, Danielson, and CWPBIS practices.
- Serves as screener to determine classroom management PD needs

Who
- All teachers or a selected group of teachers within a school

How
- Individual CAT scores combined in an Excel document
- Generates graphic display of SW classroom management strengths and needs

Where
- Available on the FLPBIS website

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School-wide Classroom Assistance Tool
Live Demo
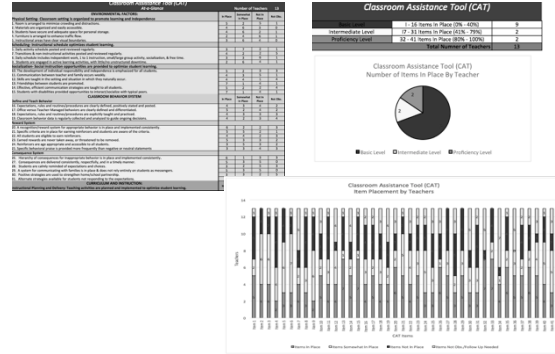
Class-wide Behavior Rating System (CBRS)

What
- An easy and quick rating scale focusing on collecting data on class-wide behaviors of concern (e.g., disruption, engagement) during a specified period of time/observation.

Who
- The rating selected is based on the collective class-wide behavior of **ALL STUDENTS** as quantified by the observer NOT on the behavior of individual students.

How
- Observers or teachers complete the CBRS across one or more class-wide behaviors of concern at the end of a designated observation period
- Ratings are graphed to visually depict student behavior across time

Where
- Available for free on the FLPBIS website

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Class-wide Behavior Rating System (C-BRS) Live Demo

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Tool: School/Classroom Observation & Analysis (SCOA) Application

- **What:** A downloadable application for android or iOS devices that allows you to conduct walkthroughs/observations tracking classroom management behaviors of interest by teacher and allows for simultaneous collection of some student data. The app comes pre-loaded with the classroom management behaviors, operational definitions of each, and options to customize. The app can be used in the absence of internet connectivity

- **Who:** Use for conducting **individual teacher** walkthroughs/**specific skill observations** and/or combined to look at **all teachers/groups of teachers** and **student** level data.

- **How:** All data can be immediately emailed post-observation individually and/or can be emailed/downloaded in Excel format both individually and by desired groupings. Excel data can be used to create graphic displays examining questions of interest.

- **Where:** Download from your app provider $2.99

School-wide Classroom Observation & Analysis App (SCOA)

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Online Resources
http://flpbs.fmhi.usf.edu/resources_classroom.cfm

New Look! Live Binders for Content ☺

Online Resources
http://flpbs.fmhi.usf.edu/
resources_classroom.cfm
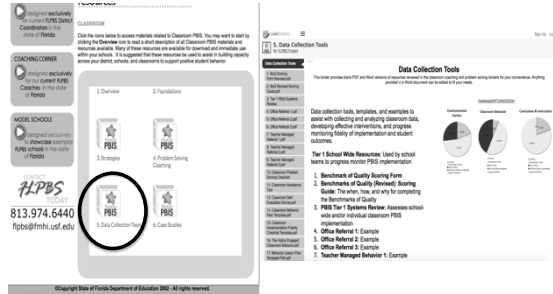
Classroom Coaching Guide

Purpose

1. Assist teachers and/or PBIS coaching facilitators in developing and maintaining effective classroom systems
2. Facilitate a collaborative teaming process between teachers and coaching facilitators
3. Support the implementation of classroom PBIS with fidelity
4. Use data-driven problem solving to identify and analyze classroom systems and evaluate outcomes
5. Provide evidence-based interventions for effective classroom management

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4- Step Problem-Solving

Step 1: Problem Identification
What is the problem?

Step 2: Problem Analysis
Why is it occurring?

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

Step 4: Evaluation
Is it working?
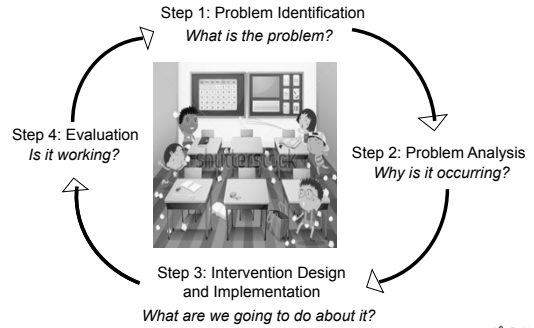
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Classroom Coaching Guide

Intended Users

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

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Classroom Coaching Guide (CCG) Resources
Live Demo

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CCG Resources Reviewed

Steps 1-4
Step 1 and
Step 3
Step 4

- **Overview**
  - MTSS Classroom Coaching Guide Overview of Problem-Solving Process
  - Classroom Assistance Tool-Excel (Revised Dec 2015)
- **Instruction**
  - Table of Instructional Strategies
- **Curriculum**
  - Kindergarten and First Grade FSS Suggested Reading aligned with Common SWPBS Expectations and Rules
  - File L Palmetto Elementary Teach Tos
- **Environment**
  - Summary Positive Twist to the Good Behavior Game
- **Tools**
  - PBS Classroom Management Plan Blank
  - Daily Fidelity Checklist
  - Weekly Fidelity Checklist

Found in the Instruction Binder: Instructional Strategies Table

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Found in the Instruction Binder: Social Skills Grid

Found in the Curriculum Binder

Found in the Curriculum Palmetto Teach Tos

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Found in the Environment Binder: Classroom Arrangement

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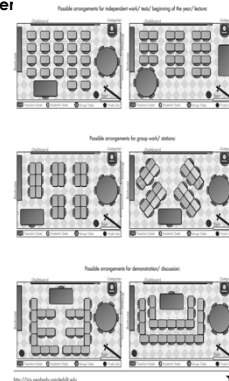
Remember

1. Online case study examples of applying the 4-step problem solving process to the classroom are available

2. Live Binders contain all resources

3. Monthly live chats can help!
   1. Using Technology to Actively Engaging All Students Part 1 & 2 April and May 2017
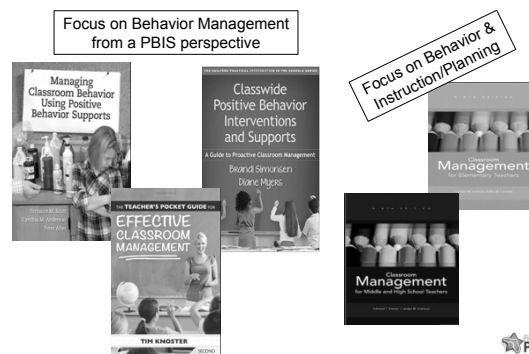
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Additional Resources

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Additional Web-Based Resources

1. Evidence Based Intervention Network: http://ebi.missouri.edu/
2. Intervention Central: http://www.interventioncentral.org/
3. National Institute for Direct Instruction: http://www.nifdi.org/15/
4. OSEP Technical Assistance Center on PBIS: http://www.pbis.org/
5. What Works Clearinghouse: http://ies.ed.gov/ncee/wwc
6. FLPBIS Project Website: http://flpbs.fmhi.usf.edu
7. Classroom Resources Training Mini-Modules via Missouri PBS Online Supports: http://pbismissouri.org/class.html
8. Library of Classroom Management Videos (By Strategy and Grade Level) through the University of Louisville's Academic and Behavioral Response to Intervention Site: http://louisville.edu/education/abri
9. The IRIS Center: http://iris.peabody.vanderbilt.edu/resources.html

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Textbook/Book Study Resources

Focus on Behavior Management from a PBIS perspective

Focus on Behavior & Instruction/Planning

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Videos – PBISvideos.com

CAPs

Content
Acquisition
Podcasts

*Development of Action Plans
to Support CWPBS Implementation*

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Activity: Develop Your Plan

- Review your BOQ scores related to items #42 – 48
- Create specific action steps related to areas of weakness in need of improvement.
- **Consider**
  o Are other areas of classroom management need not reflected in your BOQ scores? If so, what data can you use or do you need to collect to capture this? How will you collect and use data on a regular basis to review effective classroom management practice implementation?
  o What other resources do you need to support yourself and your fellow teachers/staff? How will you integrate a focus on CWPBS into your existing PD efforts/meeting schedules at your school?

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Final Notes on Planning & Next Steps

Carefully consider roll out of the initiative to focus on classroom management, faculty buy-in, and ways to assess fidelity of implementation

1. What is the purpose of focusing on CWPBS?
2. How does it fit into the school's "way of work?"
3. What strategies can you use to build teacher/ faculty buy-in?
4. How will you assess the fidelity of implementation of CWPBS practices within your context?

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Sample Purpose/Language To Use

- "*Implementation of effective SWPBS is a process that takes time. Last year we focused on setting-up our entire SWPBS system and this year we want to focus on integration of PBIS into our classrooms.*"

- "*Teachers are reporting (or other data indicates) that behavior is an issue of concern to all – therefore our professional development this year will focus on fine tuning our universal classroom management systems.*"

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Strategies to Create Buy-In

Considerations when collaborating with teachers

1. Show teacher data
2. Ask teachers how their strategies are working
3. Ask how they feel
4. If possible, have the teacher's preferred person provide coaching supports (someone they respect)
5. Offer to share the load
6. Praise teachers on things they are doing well
7. Discuss intent of the process as support not an evaluation

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Assessing Fidelity

- If you are a PBIS school, annually review BoQ item scores related to classroom management

- Ensure that classroom management is integrated into your school's action plan

- Review data from regular assessments of classroom management practices and related outcomes(e.g., walkthrough data, school climate measures, CAT)

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Final Considerations

- Integrate classroom management action items into your school's action plan or your personal PD plan

- Review data regularly

- Utilize screening processes/data collection to determine where/what support is needed

- Provide targeted training and support to teachers that includes direct skill instruction, active engagement, and opportunities for feedback

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Remember to Utilize Florida Online Resources

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