ALIGNING SCHOOL-WIDE & CLASSROOM BEHAVIOR SUPPORTS WITHIN MULTI-TIERED SYSTEM

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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www.pbis.org  www.neswpbs.org
George.sugai@uconn.edu

PURPOSE
Establishing positive school-wide climate is important, but effective classroom behavior management is also important. Purpose is to discuss "why" and "how" of aligning school-wide & classroom PBIS. In addition, effective behavior management practices are summarized.

www.pbis.org

PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students

MTSS, PB4L

Culture =

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O'Keeffe, & Fallon 2012
When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.

National Institute of Justice

Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change.

National Institute of Justice

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes.

Cook & Cook, 2013

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.

American Psychological Association, 2006

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences).

HHS SAMHSA, 2009

Sample Definitions for “Evidence-based”

An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions.

ASHA, www.asha.org

Process in which the practitioner combines well-research interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services.

Socialworkpolicy.org, 2015

Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams.

National Alliance on Mental Health, 2007

1. Empirical Support
   • Functional Relationship
   • Meaningful Effect Size
   • Replication
   • Context

2. Student Fit
   • Need (+/-)
   • Priority

3. Context-Environment Fit
   • Language
   • Developmental
   • Educational
   • Cultural

Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Prevention Actions

Incidence
Prevalence
Antecedent & Consequence
Behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Assumptions

Evidence-based classroom & management PRACTICES exist
DATA needed to judge implementation fidelity & student responsiveness
CONTINUUM needed to select, organize, & implement PRACTICES
School-wide SYSTEMS needed to support classroom implementation

Prevention Objectives

Antecedent & Consequence
Behavior

Prevention Actions

Incidence
Prevalence

School-wide Positive Behavioral Interventions and Supports (SWPBIS):

Getting Started Workbook

www.nieswpbs.org

GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team

Agreements

Data-based Action Plan

Evaluation

Implementation
SW to CW PBIS…basics! ✓
1. SW Tier 1 implemented w/ fidelity
2. SW & CW data-based decision making
3. CW linked to SW expectations
4. CW linked to expectations & common routines & settings
5. Effective instructional practices & curricula aligned & delivered
6. Full-time application of basic behavior management practices
7. SW based CW Tier 2/3 practices & supports

EXAMPLE: School-wide Continuum

EXAMPLE: Classroom Continuum

BIG IDEAS ✓

Align & integrate classroom & school-wide PBIS practices & systems
Teach social behavior like academic skills
Integrate high quality evidence-based behavior management practices into every academic & behavior opportunity

Social Skill Teaching & Learning Phases
White & Haring, 1980

- Acquisition: New skill w/ accuracy, Show, model, explain w/ feedback
- Fluency: Speed & consistency, Practice w/ feedback
- Maintenance: Sustained accuracy & fluency, Practice w/ less feedback
- Generalization: Use in new context, Teach, practice in variety of conditions
- Adaptation: Modify & fit behavior in new context, Teach variations w/ feedback
Basic Behavior Teaching Processes

1. ASSESS current skill
2. TEACH for acquisition (model) & fluency (practice)
3. PRECORRECT for use in required settings
4. Actively MODEL, SUPERVISE, shape & REINFORCE
5. Train w/ new examples for GENERALIZATION

ASSESS current skill

TEACH for acquisition (model) & fluency (practice)

PRECORRECT for use in required settings

Actively MODEL, SUPERVISE, shape & REINFORCE

Train w/ new examples for GENERALIZATION

Link to SW Behavioral Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Group work</th>
<th>Desk work</th>
<th>Quizzes and tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Offer ideas</td>
<td>Complete all tasks</td>
<td>Sit with feet on the ground</td>
<td>Get all ideas ready for next day</td>
<td>Check on homework</td>
</tr>
<tr>
<td></td>
<td>Read quickly &amp; finish ahead of others</td>
<td>Read through and double-check all work</td>
<td>Get all materials</td>
<td>Pack necessary materials</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Keep eyes on your paper</td>
<td>Keep phone off and in bag</td>
<td>Keep phone off and in bag</td>
<td>Lock belongings in locker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study with pencils</td>
<td>Move quickly</td>
<td>Move out of the way in the hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready to Learn</td>
<td>Keep materials organized</td>
<td>Keep desk area clean</td>
<td>Close locker quietly</td>
<td>Push chairs under desks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move desks quietly</td>
<td>Keep aisles clear</td>
<td>Move chairs quickly</td>
<td>Walk in the hallways</td>
<td></td>
</tr>
</tbody>
</table>

Teach CW like SW

Typical Context/Routines | Classroom-Wide Rules/Expectations |
---|---|
| All Times | Use inside voice. Make hand to answer. |
| Respect Others | Respect yourself. |
| Respect Self | Do your best. Have plan. |
| Lesson Introduction | Eyes on speaker. Organize materials. Get work & due dates in calendar. |
| Homework | Do own work. Turn in e-folder before due date. |
| Transition | Use inside voice. Keep hands to self. |
| Keep hands to self. Put/get materials first. |
| Have plan. Go directly. Be punctual. |
| “I Need Assistance” | Raise hand or show “Assistance Card”. |
| Let others sit with you on the bus. |
| Have materials ready. |
| Have plan. Ask if unclear. |
| Teacher Lecture | Eyes on speaker. Keep hands to self. |
| Keep hands to self. Use materials as intended. |
| Ask. |
| Independent & Lab Work | Use materials as directed. Return with finished work. |
| Use time as planned. Ask or e-ask. |
## Taachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Matua, Tribal Values</th>
<th>ENTRY PROCEDURE</th>
<th>LECTURE</th>
<th>INDEPENDENT WORK</th>
<th>TURNING IN WORK/EXITING THE ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamakanëq</td>
<td>Respect</td>
<td>Quality</td>
<td>Your self and others around you</td>
<td>Quality</td>
</tr>
<tr>
<td>Inuvialugani (Kuyugiq)</td>
<td>Responsibility</td>
<td>Self-care &amp; Preparation</td>
<td>Be prepared with materials</td>
<td>Be prepared with materials</td>
</tr>
<tr>
<td>Savagatigiiyujiq</td>
<td>Cooperation</td>
<td>Help others &amp; Class.</td>
<td>Help others if needed</td>
<td>Help others if needed</td>
</tr>
</tbody>
</table>

### High School Example

<table>
<thead>
<tr>
<th></th>
<th>Enter &amp; Exit Classroom</th>
<th>Lecture</th>
<th>Homework</th>
<th>Requesting Assistance</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Prep</strong></td>
<td>- Have materials</td>
<td>- Follow plan</td>
<td>- Completed before class</td>
<td>- Have question ready</td>
<td>- Have work ready</td>
</tr>
<tr>
<td><strong>Act Responsibly</strong></td>
<td>- Hands to self</td>
<td>- Eyes on speaker</td>
<td>- Schedule time</td>
<td>- Make sure</td>
<td>- Communicate plan</td>
</tr>
<tr>
<td><strong>Respect Others</strong></td>
<td>- Inside voice</td>
<td>- Appropriate warning</td>
<td>- Own work</td>
<td>- Try again</td>
<td>- Use our supplies</td>
</tr>
<tr>
<td><strong>Engage in Learning</strong></td>
<td>- Get directly to desk &amp; get ready</td>
<td>- Take notes</td>
<td>- Specify task</td>
<td>- Try 1 more time</td>
<td>- Begin assignment</td>
</tr>
</tbody>
</table>

### Typical Classroom Settings/Routines

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Typical Classroom Settings/Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
</tr>
</tbody>
</table>

### Typical Home Routines

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Say “good morning”</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say “thank you”</td>
<td>Say “good night”</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by backdoor</td>
<td>Put toys away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
</tr>
</tbody>
</table>

### School-wide Expectations

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Ready to Learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Home Example

**Linking Positive Behavior at School & Home**

Safety Respect Responsibility

**School**
- Brush teeth
- Brush hair
- Make your bed
- Eat a healthy breakfast
- Wear a seatbelt if riding to school
- Smile
- Be kind
- Be respectful
- Be prepared for school

**After school**
- Great everyone with a smile
- Have a plan about what you did at school
- Do homework
- Read a book
- Check for special notes and announcements
- Organize your school bag for the next day

**Bedtime**
- Brush teeth
- Help set table or help with dishes
- Ask good night questions
- Be in bed, go to sleep early

**Driving**
- Fill gas tank
- Keep your speed down
- Tell when expected home

**Mealtime**
- Turn stove off
- Eat dinner with family
- Be patient

**With Friends**
- Designate driver
- Be supportive bystander

High School Home Example

<table>
<thead>
<tr>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Driving</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mealtime</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>With</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

PBIS emphasis

*Vincent, Randall, Carling, T.-E., & Swain-Bradway, 2011; Vinson, Cowen, & Wientjes, 2011*

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

**How did we get here?**

Evidence-based Practices in Classroom Management: Considerations for Research to Practice

Sarah Prendergast
Amy Brezak
Diane Keryn
Cerrie McGee

University of Connecticut

Abstract

Classroom management is a critical skill. Teachers should be trained and supported in developing practices that are likely to be acceptable in their classrooms, which are effective for children. The purpose of this paper is to examine the evidence-based classroom management practices. Although the tools for additional research must be re-coded to be considered for classroom adaptation. Considerations for implementing these practices in regard to the needs of students and teachers in the classroom was the premise of this report. It is predicted that the future research on this process.
Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher ____________________________</th>
<th>Date __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater ______________________________</td>
<td>Date __________</td>
</tr>
</tbody>
</table>

Instructional Activity Time Start ________
Time End ________

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally each Negative Student Contacts</td>
<td>Total #</td>
</tr>
</tbody>
</table>

Ratio of Positives to Negatives: _____ to 1

Classroom Management Practice | Rating
--- | ---
1. I have arranged my classroom to minimize crowding and distraction | Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.) | Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules). | Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page). | Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction. | Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing) | Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction. | Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behaviors. | Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.). | Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses. | Yes No

Overall classroom management score:
- 10-8 “yes” = “Super”
- 7-5 “yes” = “So-So”
- < 5 “yes” = “Improvement Needed”

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Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

Interactive Map of Core Features

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Teach Behavior like Academic

www.pbs.org
Classroom Practices & Systems Decision Making

1. Positively reinforce
   - Individual & Group
   - Verbal & Non-verbal
   - Developmental, Cultural, Contextual
   - Public & Private
   - Academic & Social

2. Actively supervise
   - Move
   - Interact
   - Model
   - Scan
   - Reinforce

3. Precorrect
   - Identify triggers, maintainers in problem context
   - Remove & minimize triggers & maintainers
   - Strengthen & practice replacement responses
   - Add reinforcers for approximations

Classroom Practices & Systems Self-Assessment

1. The classroom is positively designed to meet the needs of all students.
   - If yes, continue with self-assessment. If no, begin with 2.1 on the Interactive Map.
2. Classroom rules are developed, taught, and predictable.
   - If yes, continue with self-assessment. If no, begin with 2.2 on the Interactive Map.
3. Three to five positive classroom expectations are posted, defined, and explicitly taught.
   - If yes, continue with self-assessment. If no, begin with 2.3 on the Interactive Map.
4. Motives and active supervision practices are used proactively.
   - If yes, continue with self-assessment. If no, begin with 2.4 on the Interactive Map.
5. Opportunities to respond are varied and are provided at high rates.
   - If yes, continue with self-assessment. If no, begin with 2.5 on the Interactive Map.
6. Specific praise and other strategies are used to acknowledge behavior.
   - If yes, continue with self-assessment. If no, begin with 2.6 on the Interactive Map.
7. Reminders are consistently given before a behavior may occur.
   - If yes, continue with self-assessment. If no, begin with 2.7 on the Interactive Map.
8. The sequence of interactions in the classroom is appropriate and systematic.
   - If yes, continue with self-assessment. If no, begin with 2.8 on the Interactive Map.
9. Data actions are used to collect information about classroom behavior.
   - If yes, continue with self-assessment. If no, begin with Table 3 on the Interactive Map.
10. If not all, continue assessment. Continue until parents, and make adjustments as needed.
4. Maximize academic success
- Multiple opportunities to respond
- Academically challenging
- Variety of engagements
- Reinforcement of desired approximations

5. Teach academic routines & social skills
- Teach for fluency & generalized use in context
- Use school-wide behavioral expectations
- Model, prompt & precorrect
- Reinforce desired approximations

Classroom Management - 5 minutes

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Basic classroom management practices used in most (80%) of classrooms throughout school day?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Plan exists for teaching school-wide social skill expectations in classrooms?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Plan for teaching &amp; encouraging use of basic classroom management practices?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Planned &amp; practiced procedures for crisis situations?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
</tr>
</tbody>
</table>

Classroom Implementation Support System

1. Administrator
   a. Practice modelling & participation
   b. Active supervision
   c. Positive reinforcement
   d. Policy enforcement

2. Coaching
   a. Implementation prompting
   b. Regular precorrections & reminders
   c. Active supervision
   d. Positive reinforcement

3. Data
   a. Decision based information collection
   b. Regular assessment of practice implementation fidelity
   c. Continuous student progress & responsiveness
   d. Regular universal risk screening
   e. Efficient analysis & display
4. SW Team
- a. Decision making authority
- b. Action planning capacity
- c. Dissemination opportunities
- d. Implementation capacity
- e. Professional development

5. Priority
- a. Practice implementation by 90% of staff
- b. Top 3 school-wide &/or classroom goals
- c. Behavior & school climate as regular agenda items
- d. School-wide Tier 1 implementation in process or in place with fidelity

6. Organizational Efficiency
- a. Common language
- b. Common goals & vision
- c. Common routines

7. Continuum Logic
- a. Prevention emphasis
- b. Tier 1 - universal
- c. Tiers 2 & 3 - targeted & intensive

8. Effective Academic Instruction
- a. Maximum academic engagement
- b. Maximum opportunity to respond
- c. Maximization of individual success
- d. Differentiated instruction

9. Evidence-based Priority
- a. Scientifically-based, empirically supported practice
- b. Student fit & alignment w/ practice
- c. Culture & context alignment w/ practice
- d. Social & educational validation of practice

10. Multi-tiered System of Supports
- a. Practice selection based on need, outcome, & tier
- b. Practice elimination & integration based on need, outcome, & tier
- c. Practice alignment based on tiered logic
School-wide & classroom-wide PBIS should be aligned & integrated.

Teach & encourage classroom-wide PBIS explicitly, continuously, & formally.

Establish classroom-wide continuum of support.

Merge classroom-wide behavior support into all academic routines & activities.

Decide with data.

Outcome is positive school-wide & classroom-wide climate & culture.

Classroom-wide PBIS BIG IDEAS:

1. School-wide & classroom-wide PBIS should be aligned & integrated.
2. Teach & encourage classroom-wide PBIS explicitly, continuously, & formally.
3. Establish classroom-wide continuum of support.
4. Merge classroom-wide behavior support into all academic routines & activities.
5. Decide with data.
6. Outcome is positive school-wide & classroom-wide climate & culture.

PK-Through-12 PBIS Implementation Checklist

- 1. School-wide PBIS
- 2. Classroom-wide PBIS
- 3. Teach PBIS explicitly
- 4. PBIS is integrated across the school

PBIS: Classroom Behavior Management Practices & Systems

- Visual Supports
- Positive Reinforcement
- Consistent Consequences
- Data-Driven Decision Making

Concluding Comments