

Positive Behaviour for Learning School-wide

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

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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.

2:45-3:45

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The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

current topics

- 2015 PBIS National Leadership Forum
- PBIS Implementation Blueprint: Please check our new PBIS Implementation Blueprint: Part 1 & Part 2
- Equity and PBIS: New practice guide: Key Elements of Policies to Address Discipline Disproportionality posted
- Special Issue of Education and Treatment of Children: PBIS as Prevention for High-Risk Youth
- Advancing Education Effectiveness: Improving School Mental Health and SDPBIS

school climate
Transform grants
PBIS Materials for School Climate Transformation Grants (2015) awarded. Address school climate information, events, and resources are available.

presentations
State Team Training & Conference Preparation: Please check the left side menu for 2015 Leadership Forum and previous Leadership Forum materials.

pbis blueprints
Blueprints for implementation, professional development, and evaluation of PBIS. Please check our updated Implementation Blueprint (updated on Oct 15, 2015)

getting pbis in my school
PBIS State Coordinator Network

videos
New Evidence Based Practices for Behavioral Supports (PBIS) 2015-2016, 2015 at Stanford

upcoming events
2015 PBIS Leadership Forum 2015-2016, 2015 at Stanford

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SW & Classroom-wide PBIS

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MTSS, PB4L

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

Intensive
Targeted
Universal

Few
Some
All

Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting **Culturally Knowledgeable** Staff Behavior

Supporting **Culturally Relevant** Evidence-based Interventions

OUTCOMES
SYSTEMS
DATA
PRACTICES

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Culture = ✓

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

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

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

Sugai, O'Keeffe, & Fallon 2012

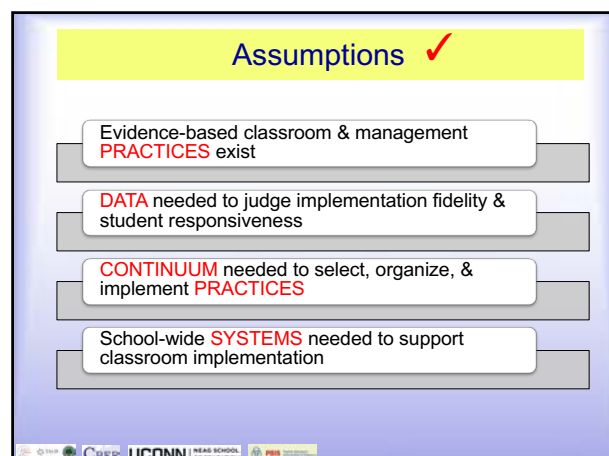
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Prevention Logic for All ✓

Redesign of teaching environments...not students

Prevention Objectives		Prevention Actions	
Decrease development of new problem behaviors	Prevent worsening & reduce intensity of existing problem behaviors	Eliminate triggers & maintainers of problem behaviors	Teach (practice, monitor, acknowledge) prosocial behavior
INCIDENCE	PREVALENCE	ANTECEDENT & CONSEQUENCE	BEHAVIOR

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



The flowchart illustrates the 'Getting Started' phase of the general implementation process. It begins with a blue oval labeled 'Team', followed by a blue oval labeled 'Agreements'. These lead to a green oval labeled 'Data-based Action Plan'. From there, the process branches into two parallel paths: 'Evaluation' and 'Implementation', both in green ovals. Arrows indicate a flow from 'Data-based Action Plan' to both 'Evaluation' and 'Implementation', and then from 'Implementation' back to 'Evaluation'.

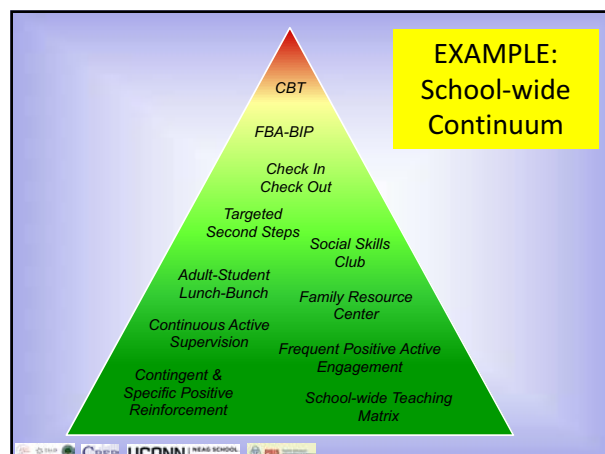
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graph TD
    Team([Team]) --> Agreements([Agreements])
    Agreements --> DataBasedActionPlan([Data-based Action Plan])
    DataBasedActionPlan --> Evaluation([Evaluation])
    DataBasedActionPlan --> Implementation([Implementation])
    Implementation --> Evaluation
  
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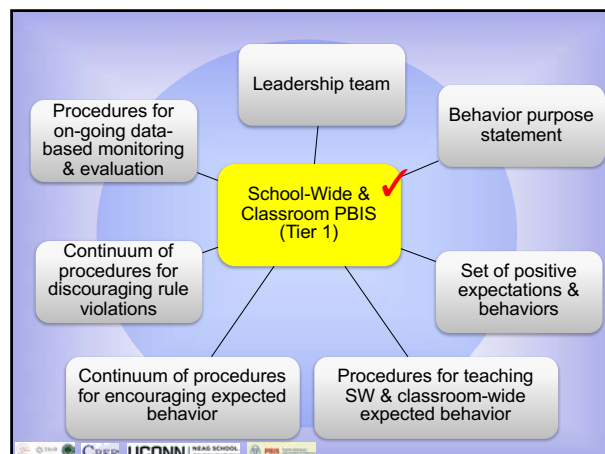
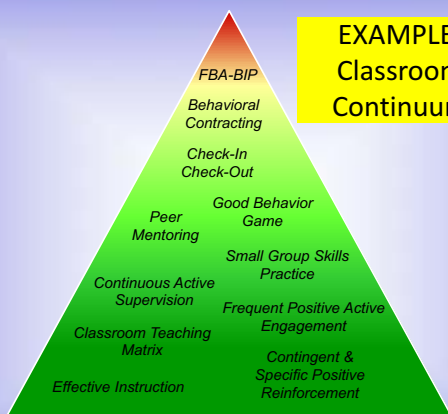
SW to CW PBIS....basics! ✓

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

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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

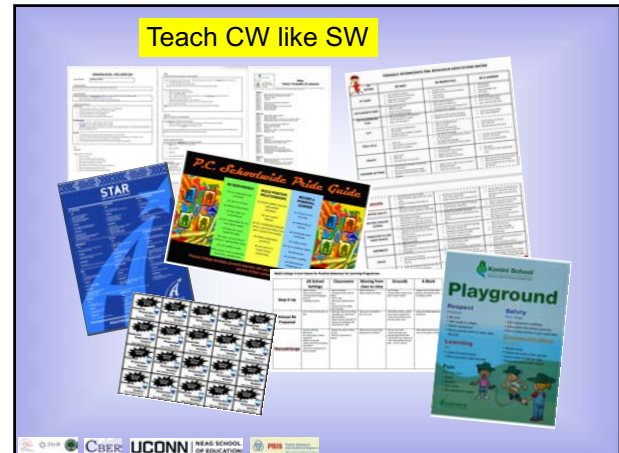
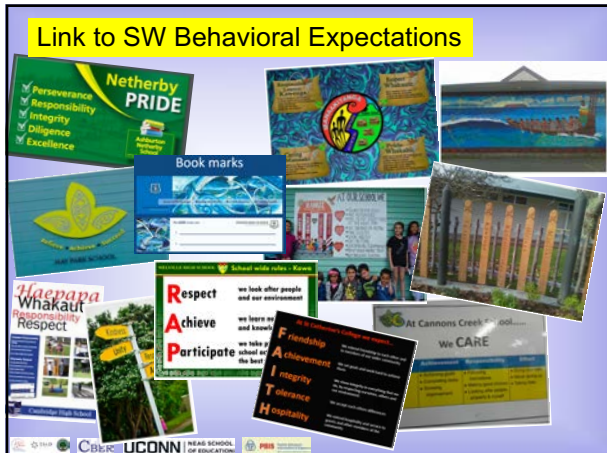
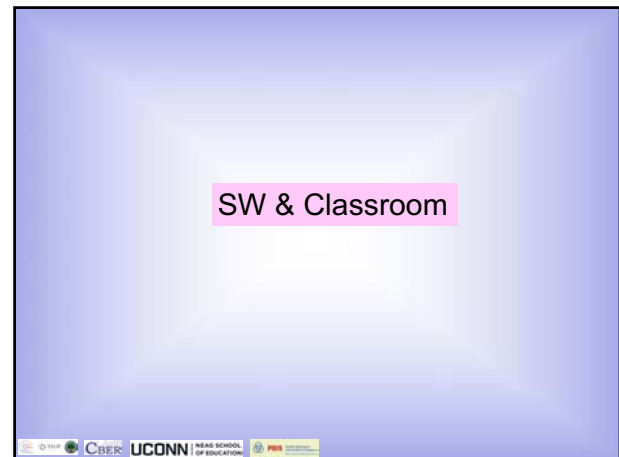
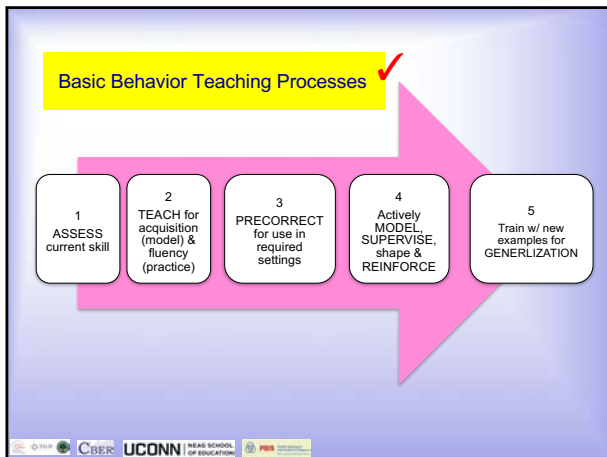
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Social Skill Teaching & Learning Phases

White & Haring, 1980

- | | |
|-----------------------|--|
| Acquisition | <ul style="list-style-type: none"> New skill w/ accuracy Show, model, explain w/ feedback |
| Fluency | <ul style="list-style-type: none"> Speed & consistency Practice w/ feedback |
| Maintenance | <ul style="list-style-type: none"> Sustained accuracy & fluency Practice w/ less feedback |
| Generalization | <ul style="list-style-type: none"> Use in new context Teach, practice in variety of conditions |
| Adaptation | <ul style="list-style-type: none"> Modify & fit behavior in new context Teach variations w/ feedback |

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Dmyers, Oct 2016

Expectations	Classroom Routines ✓				
	Group work	Desk work	Quizzes and tests	Arrival	Dismissal
Respect	Offer ideas	Sit with feet on the ground	Get all materials for class	Get all materials for class	Check on homework
Responsibility	Complete all tasks	Get up and stretch if necessary	Read through and double-check all work	Lock belongings in locker	Pack necessary materials
Ready to Learn	Keep materials organized	Keep desk area clean	Keep eyes on your own paper	Keep phone off and in bag	Let others sit with you on the bus
	Move desks quietly	Keep aisles clear	Read quietly if finished ahead of others	Move out of the way quickly in the hall	Hold doors for those with bags
		Use scrap paper	Study with others		Push chairs under desks
					Walk in the hallways

1. SW Expectation

2. Classroom Routine

3. Behavior Examples

Typical Contexts/ Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All Times	Use inside voice. Raise hand to answer/talk.	Recycle. Return materials.	Do your best. Have plan.
Lesson Introduction	Eyes on speaker.	Organize materials.	Keep tasks & due dates to calendar.
Homework	Do own work. Turn in e-folder before due date.	Return supplies. Maintain your e-folder.	Keep to-do calendar current.
Transition	Hands to self.	Put/get materials first. Keep hands to self.	Have plan. Go directly. Be punctual.
"I Need Assistance"	Raise hand or show "Assistance Card". Wait 2 minutes & try again.	Have materials ready.	Have plan. Ask if unclear.
Teacher Lecture	Eyes on speaker. Keep hands to self.	Use materials as intended. Return with done.	Have plan. Ask.
Independent & Lab Work	Use inside voice. Keep hands to self.	Use materials as intended. Return with done.	Use time as planned. Ask or e-ask.
Problem Solving	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

1. Social Skill

2. Natural Context

3. Behavior Examples

EXAMPLE

Teachable Expectations (Classroom)

Native, Tribal Values	RULES WITHIN CLASSROOM ROUTINES	ENTRY PROCEEDURE	LECTURE	INDEPENDENT WORK	TURNING IN WORK/EXITING THE ROOM
	EXPECTATIONS				
Kamakrsiriŋiq	Respect	Enter quietly Treat equipment with care Mind others personal space	Quietly Your self and others around you	Quietly Your self and others around you	Your self and others around you Quietly
Inuuiaqatŋuni ikayutŋiŋiq	Responsibility	Have a seat Be prepared with materials Be alert	Raise hand if a question Take notes when necessary Listen	Work on your class assignment quietly Raise hand if you have a question	Put equipment away in proper place
Savaqatigilyuŋiq	Cooperation	Help other's with class materials	Raise hand if you can explain it to the others in a different way	Help other if needed	Help others clean up Help clean the class

Shishmaref School AK, Lyon Johnson, Aug 9, 2011

High School Example

	Entering & Exiting Classroom	Teacher Lecture	Homework	Requesting Assistance	Independent Study		
Come Prepared	• Have materials	• Note-taking app	• Completed before class	• Have question ready	• Have work ready	•	•
Act Responsibly	• Hands to self	• Eyes on speaker	• Schedule time	• Raise hand	• Converse later	•	•
Respect Others	• Inside voice	• Appropriate questioning	• Own work	• Try again later	• Use own supplies	•	•
Engage in Learning	• Go directly to desk & get ready	• Take notes	• Specify task	• Try 1 more time	• Specify outcome	•	•

Classroom		Typical Classroom Settings/Routines				
		a. _____	b. _____	c. _____	d. _____	e. _____
School-wide Expectations	1.	•	•	•	•	•
	2.	•	•	•	•	•
	3.	•	•	•	•	•
	4.	•	•	•	•	•

SW & Home

EXPECTATIONS	TYPICAL HOME ROUTINES				
	Morning	Homework	Playtime	Mealttime	Bedtime
Respect	Say "good morning"	Try your best	Use your words	Say "thank you"	Say "good night"
Responsibility	Put clothes in washer	Put backpack & homework by backdoor	Put toys away	Wash hands	Brush teeth
Safety	Return food to refrigerator	Put homework in backpack	Put toys in room when done	Keep chair legs on floor	Put toys on shelf

Home Example

Linking Positive Behavior at School & Home		Be Safe	Be Respectful	Be Ready to Learn
	Morning	•	•	•
	After School	•	•	•
	Mealttime	•	•	•
	Bedtime	•	•	•

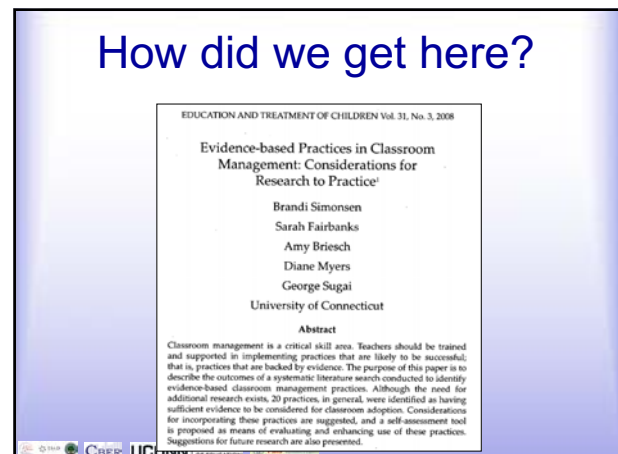
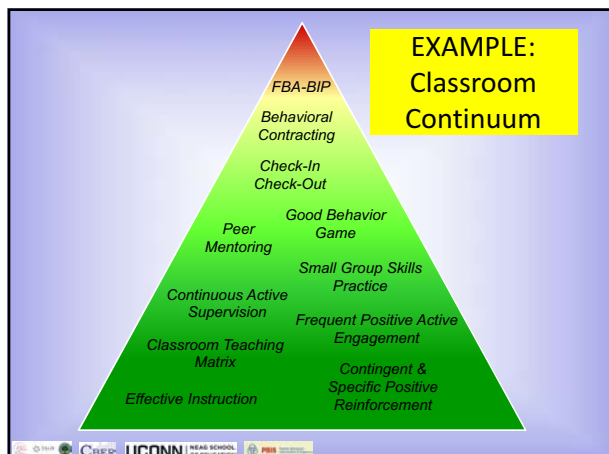
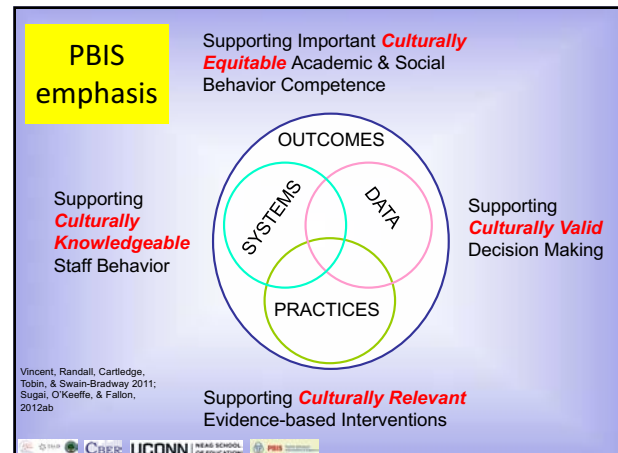
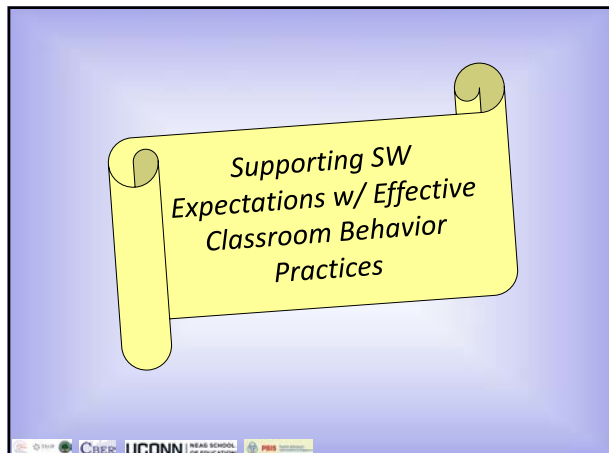
Home Example

	Be Safe	Be Respectful	Be Ready to Learn
Positive Behaviour Support at Home	Morning Brush your teeth Wash hands and face OR Have a shower Wear a helmet if riding to school	Brush hair Make your bed	Pack your bag: • Lunch • Reader • Water bottle • Hat • Forms Get dressed in your uniform Eat a healthy breakfast Get changed and fold up uniform or put into wash
	After school Have a snack and water Wash hands before having dinner	Greet everyone with a smile Have a chat about what you did at school Do your chores After playing, pack away toys before dinner	Do homework Read reader Check for special notes and newsletter Organise your school bag for the next day
	Bedtime Brush teeth Have a wash	Help set table or help with dishes Say good night to everyone	Go to bed, go to sleep early

Tooborac Public School, BC

High School Home Example

Linking Positive Behavior at School & Home		Safety	Respect	Responsibility
	School	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Honor diversity 	<ul style="list-style-type: none"> • Finish homework before e-games •
	Driving	<ul style="list-style-type: none"> • Fill gas tank • 	<ul style="list-style-type: none"> • Tell when expected home • 	<ul style="list-style-type: none"> •
	Mealtime	<ul style="list-style-type: none"> • Turn stove off • 	<ul style="list-style-type: none"> • Eat dinner with family • 	<ul style="list-style-type: none"> • •
	With Friends	<ul style="list-style-type: none"> • Designate driver • 	<ul style="list-style-type: none"> • Be supportive bystander • 	<ul style="list-style-type: none"> • •



Classroom Management: Self-Assessment

Teacher _____ Date _____
 Rater _____

Instructional Activity _____ Time Start _____
 Time End _____

Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #

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 behavior.	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: _____ # Yes _____

10-8 "yes" = "Super" 7-5 "yes" = "So-So" <5 "yes" = "Improvement Needed"

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Preventive Classroom Behavior Management Practices¹
 George Sugai, Brandi Simonson, Jen Freeman, and Susannah Everett
 Centers for Behavioral Education and Research and on Positive Behavioral Interventions and Supports
 University of Connecticut
 Version 9 August 2015
 DRAFT

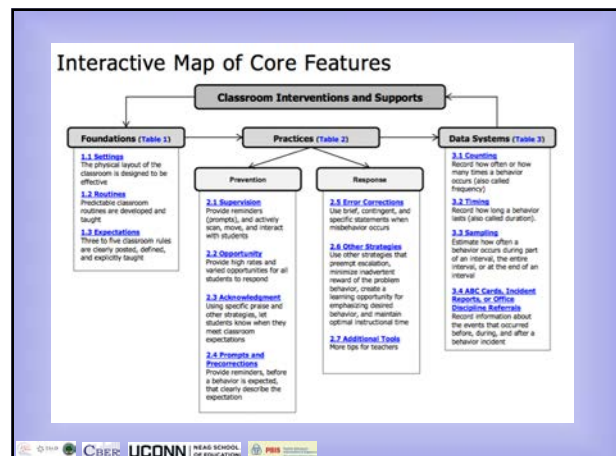
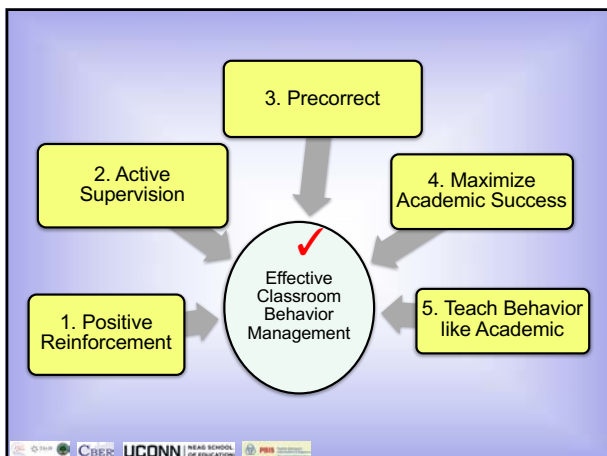
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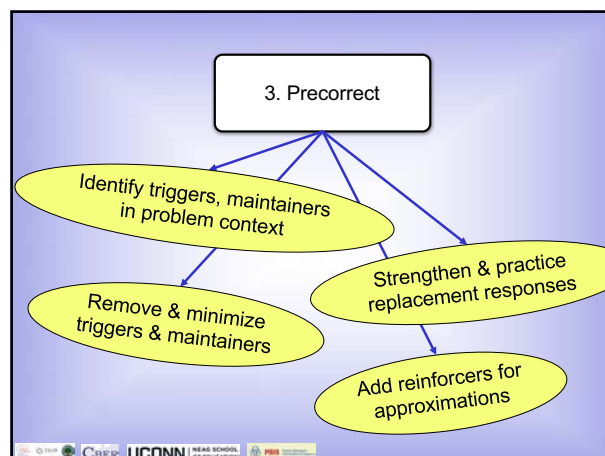
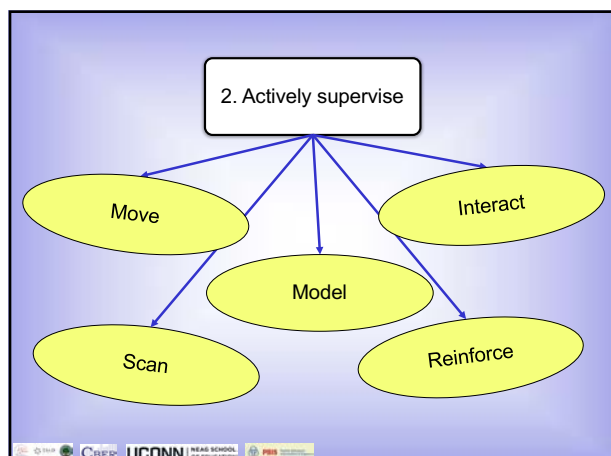
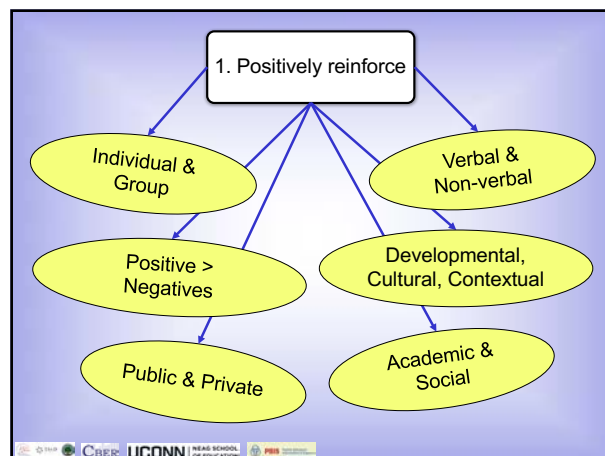
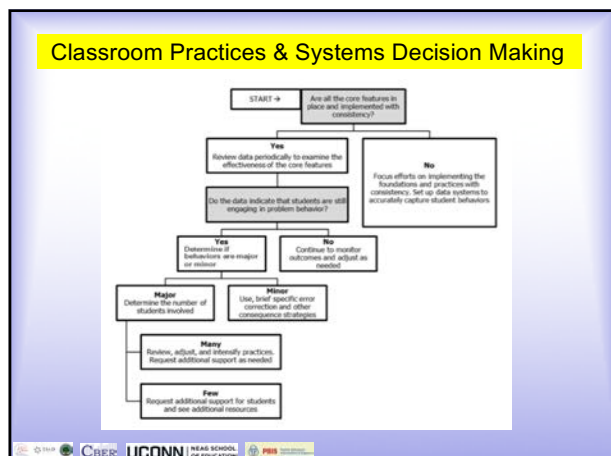
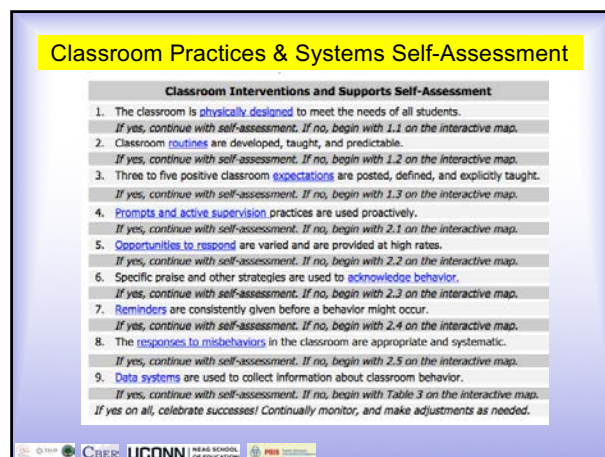
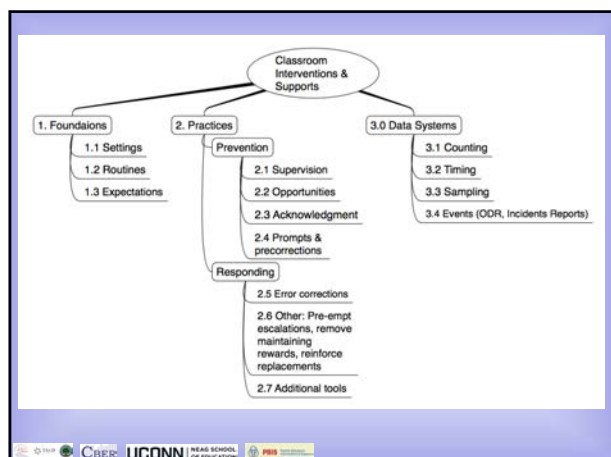
This guide was developed to provide an overview of recommended practices for student behavior within effective school-wide and classroom systems. To be most useful, the implementation of these practices and supports should be led by a team and integrated within a multi-tiered positive support framework in which all students have maximum opportunities and direct access to effective academic and behavior instruction curricula school and classroom wide.

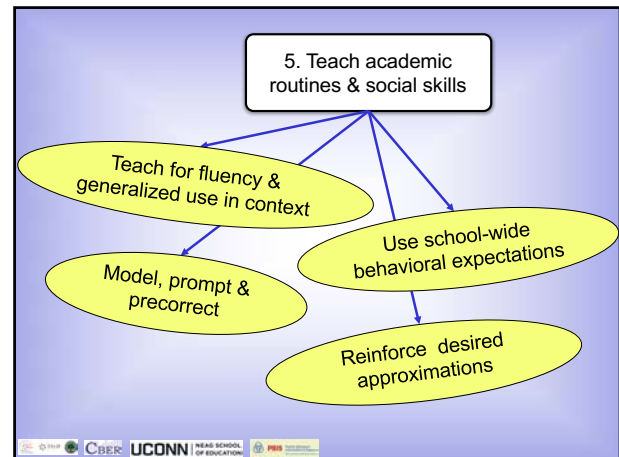
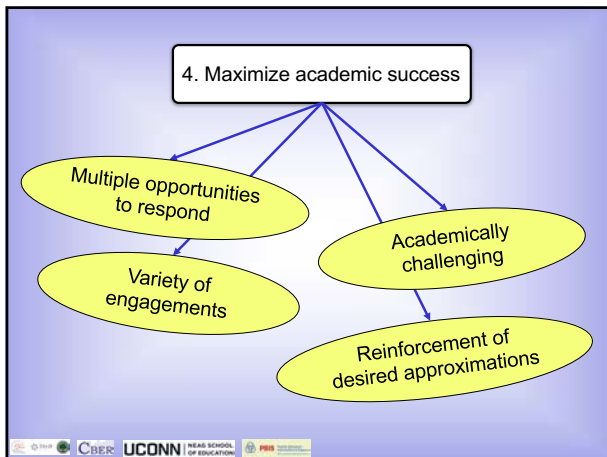
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Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers







Classroom Management - 5 minutes

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

Classroom Implementation Support System

CLASSROOM IMPLEMENTATION SUPPORT SYSTEMS 28 March 2017 Sugai	
Date	STATUS
1 Administrator	<ul style="list-style-type: none"> a. Practice modeling & participation b. Active supervision c. Positive reinforcement
2 Coaching	<ul style="list-style-type: none"> a. Implementation prompting b. Regular precorrections & reminders c. Active supervision
3 Data	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Action planning capacity b. Dissemination opportunities c. Implementation capacity d. Professional development
5 Priority	<ul style="list-style-type: none"> a. Top 10 common school-wide goals b. Behavior & social skills as major goals c. School-wide focus on major goals d. Common goals & roles
6 Organizational Efficiency	<ul style="list-style-type: none"> a. Planning emphasis b. Team structure c. Data & B.I. - targeted & intensive
7 Continuum Logic	<ul style="list-style-type: none"> a. Prevention emphasis b. Team structure c. Data & B.I. - targeted & intensive
8 Effective Academic Instruction	<ul style="list-style-type: none"> a. Maximum opportunity for response b. Maximization of individual success
9 Evidence-based Priority	<ul style="list-style-type: none"> a. Evidence-based, empirically supported practice b. Research to be aligned with practice c. Culture & environment of practice d. Professional development
10 MTSS	<ul style="list-style-type: none"> a. Practice alignment & integration based on needs, outcomes, & tier b. Practice alignment based on tiered logic

CLASSROOM IMPLEMENTATION SUPPORT SYSTEMS

18 June 2017 Sugai

Date	STATUS
	F = Full P = Partial ? = Unknown
1. Administrator	
F P ?	a. Practice modeling & participation
F P ?	b. Active supervision
F P ?	c. Positive reinforcement
F P ?	d. Policy enforcement

2. Coaching

F P ?	a. Implementation prompting
F P ?	b. Regular precorrections & reminders
F P ?	c. Active supervision
F P ?	d. Positive reinforcement

3. Data





F P ?	a. Decision based information collection
F P ?	b. Regular assessment of practice implementation fidelity
F P ?	c. Continuous student progress & responsiveness
F P ?	d. Regular universal risk screening
F P ?	e. Efficient analysis & display

4. SW Team	
F P ?	a. Decision making authority
F P ?	b. Action planning capacity
F P ?	c. Dissemination opportunities
F P ?	d. Implementation capacity
F P ?	e. Professional development
5. Priority	
F P ?	a. Practice implementation by >90% of staff
F P ?	b. Top 3 school-wide &/or classroom goals
F P ?	c. Behavior & school climate as regular agenda item
F P ?	d. School-wide Tier 1 implementation in process or in place with fidelity














6. Organizational Efficiency	
F P ?	a. Common language
F P ?	b. Common goals & vision
F P ?	c. Common routines
7. Continuum Logic	
F P ?	a. Prevention emphasis
F P ?	b. Tier 1 - universal
F P ?	c. Tiers 2 & 3 – targeted & intensive

8. Effective Academic Instruction	
F P ?	a. Maximum academic engagement
F P ?	b. Maximum opportunity to respond
F P ?	c. Maximization of individual success
F P ?	d. Differentiated instruction
9. Evidence-based Priority	
F P ?	a. Scientifically-based, empirically supported practice
F P ?	b. Student fit & alignment w/ practice
F P ?	c. Culture & context alignment w/ practice
F P ?	d. Social & educational validation of practice










10. Multi-tiered System of Supports	
F P ?	a. Practice selection based on need, outcome, & tier
F P ?	b. Practice elimination & integration based on need, outcome, & tier
F P ?	c. Practice alignment based on tiered logic





School-wide Implementation Practices & Systems - Abbreviated

Date	STATUS
F P ?	1. Administrator
F P ?	2. Team
F P ?	3. Approved Tier 1 SW & CW
F P ?	4. Approved T2/T3 Action Plan

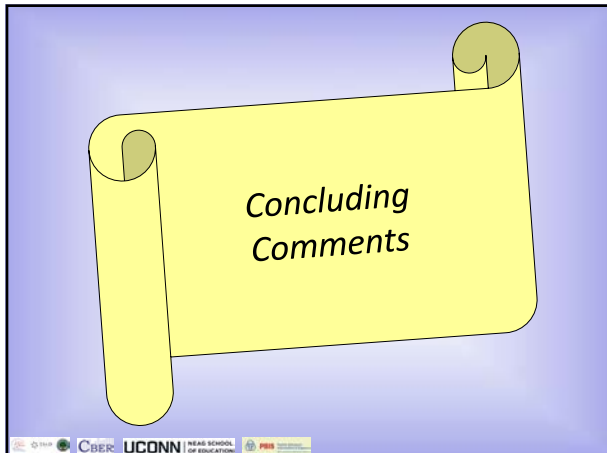
SCHOOL-WIDE IMPLEMENTATION PRACTICE AND SYSTEM - Abbreviated

Date	STATUS
	F = Full P = Partial ? = Unknown
F P ?	1. Administrator commitment to active participation.
F P ?	2. Establishment of team to lead process.
F P ?	a. Documentation need.
F P ?	b. Statement of need & action.
F P ?	c. Staff agreement about team, need, & action.

3. Approved Tier 1 school-wide & classroom implementation action plan.	
F P ?	a. Report on implementation status (TFI)
F P ?	b. Purpose statement
F P ?	c. 3-5 positive school-wide values
F P ?	d. Teaching matrix of values & expected behaviors
F P ?	e. Schedule & lesson plans for teaching values & expected behaviors
F P ?	f. Strategies for acknowledging/recognizing displays of expected behaviors
F P ?	g. Strategies for responding to rule violations
F P ?	h. Decision-based data for monitoring implementation fidelity & student progress
F P ?	i. Strategies for acknowledging/recognizing staff implementation

4. Approved Tier 2/3 Implementation action plan.	
F P ?	a. Implementation & coordination team
F P ?	b. Behavioral expertise
F P ?	c. Universal screening procedures
F P ?	d. Continuous progress monitoring
F P ?	e. Function-based & targeted/intensive behavior intervention strategies
F P ?	f. Decision-based data system for implementation fidelity & student progress
F P ?	g. Strategies for acknowledging/recognizing staff implementation



- ✓ **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**

