



Strengthening Our Classrooms (Practices & Systems) to Support Students & Educators

Nourishing Our Roots:
Deepening & Strengthening
Our Systems of Support for
the Well-being of All



Brandi Simonsen, Ph.D.




UNIVERSITY OF CONNECTICUT




1

Welcome!

- Introduce Yourself
- Orient to Schedule



Monday 6/26	Tuesday 6/27	Wednesday 6/28	Thursday 6/29
7:00 - 8:00 Registration/Refreshments	7:00 - 7:45 Morning Refreshments	7:00 - 7:45 Morning Refreshments	7:00 - 7:45 Morning Refreshments
8:00 - 8:15 Welcome and Opening Remarks	7:45 - 8:00 Welcome & Announcements (Bookseller through Lunch)	7:30 - 7:45 Welcome & Announcements (Bookseller through Lunch)	7:45 - 8:00 Welcome & Announcements
8:15 - 9:15 Keynote: Dr. Toni Harrison-Kelly & Dr. Sharla Horton-Williams	8:00 - 9:00 Keynote: Ali Hearn, LCSW	8:00 - 9:30 Workshops	8:00 - 8:45 Large Group Activity Joelle van Lest
9:30 - 10:15 Ease-in Time & Special Activities	9:15 - 12:30 Strand Time	9:45 - 12:30 Strand Time	9:00 - 12:30 Strand Time
10:30 - 12:30 Strand Time			(check-out 10:30 - 11:00)


- Materials

<https://www.uvm.edu/cess/cdci/best/vtmtss-summer-institute-strands>

2

Strand Learning Objectives

**Nourishing
Our Roots**



1. Describe the core features of effective **classroom practices** to support *all* students, and develop an effective classroom environment plan.
2. Discuss how we develop habits, and create an **action plan to develop habits** to support wellbeing in the classroom.
3. Identify **data and systems features** needed to scale habits of effective classroom practices.

3

Reflections



Table Activity

~10 min table groups

~15 min share out

Reflect on your last school year and identify:

- 1 challenge
- 2 lessons learned
- 3 celebrations

HELLO
my name is


*Introduce yourself & your
school when you share*



4

Strand Learning Objectives

**Nourishing
Our Roots**





1. Describe the core features of effective **classroom practices** to support *all* students, and develop an effective classroom environment plan.
2. Discuss how we develop habits, and create an **action plan to develop habits** to support wellbeing in the classroom.
3. Identify **data and systems features** needed to scale habits of effective classroom practices.

5

Strand Handouts

**Nourishing
Our Roots**





6

Strand Outcomes or “Take Aways”

Nourishing Our Roots

Be sure to download the word version of this to work on

Action Plan

Action	Who	When	Notes

Speaking of action plans....

7

Download an Action Plan (or open an existing one!)

Add action items throughout strand to promote implementation

Tier 1 Supplemental Resources

SUPPLEMENTAL RESOURCES

The Tier 1 Supplemental Resources in this section support school teams with initial implementation of the standards. The resources in this section provide school teams with additional guides and resources to help them implement the standards. The materials below support the following outcomes:

Resources

Identify Action Plan Components
Develop Action Plan Components
Implement Action Plan Components
Evaluate Action Plan Components

Outcome 1: **8/5/2**

Action	Who	When	Notes

<https://nepbis.org/tier-1-workbook-and-supplemental-materials/>

8

Strand Overview

Mon
(10:30-12:30) **Context & Critical Practices**

Tue
(9:15-12:30) **Critical Practices**

Wed
(9:45-12:30) **Data, Systems, & Habits of Effective Practice**

Thurs
(9:00-12:30) **Full Continuum of Effective Practice**

9

CONTEXT

10

Ongoing Mental Health Crisis in Schools

neaToday

Are Schools Ready to Tackle the Mental Health Crisis?

With one in five children ages 13-18 living with a mental health condition, more schools are creating comprehensive, systemic programs to address the problem. By: Tim Walker

EducationWeek
STUDENT WELL-BEING OPINION

Mental Health Crises Are Bombarding Our Schools. Here's What We Can Do — March 27, 2022

11

Ongoing Mental Health Crisis in Schools

Do the headlines resonate with your experiences?

If yes, what are some of the observable, measurable, and specific concerns in your classrooms?

Let's talk mental health!

12




CDC Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People™

Mental Health

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.




13

In other words, mental health is....

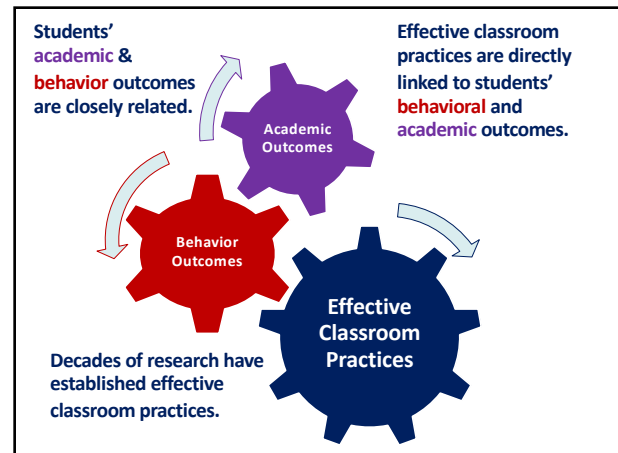
 Social	How we <i>connect</i>
 Emotional	How we <i>feel</i>
 Behavioral	How we <i>act</i>

SEB described by Dr. Sandy Chafouleas
<https://www.psychologytoday.com/us/blog/promoting-student-well-being/202008/4-questions-ask-now-in-preparing-your-child-school>

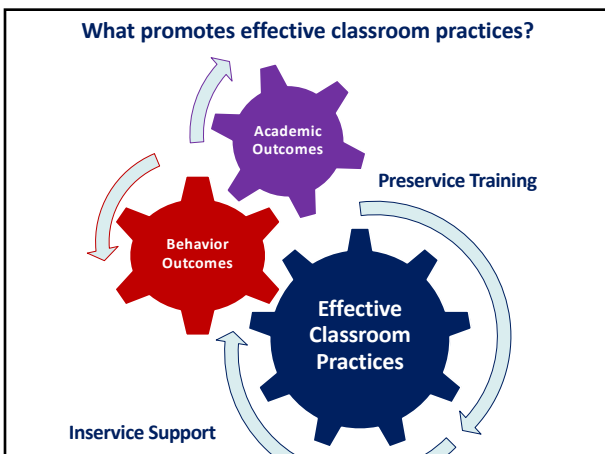
14

 Social	<p>We know how to teach & support SEB skills!!!</p>
 Emotional	
 Behavioral	

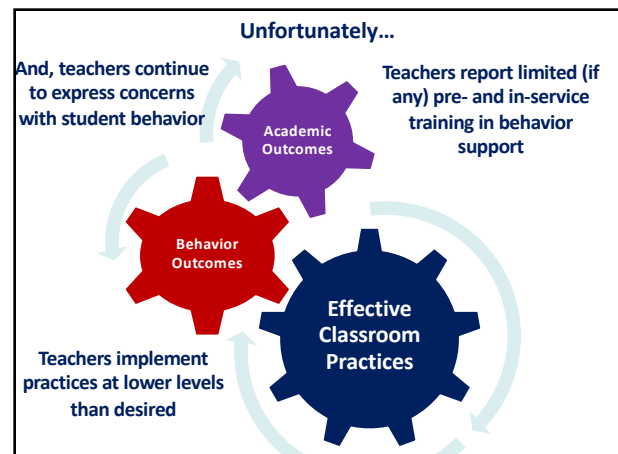
15



16



17



18



19



20

Strand Resources

Nourishing Our Roots

Supporting and Responding to Students' SEB Needs

<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Habits of Effective Practice

<https://www.pbis.org/resource/habits-of-effective-classroom-practice>

MTSS in the Classroom

<https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom>

21

Overview of Guide

Thanks to the **team** who lead the development of Version 2:

- Brandi Simonsen,
- Jenifer Freeman,
- Maria Reina Santiago-Rosario,
- Karen Robbie,
- Heather George,
- Steve Goodman,
- Laura Kern,
- Barbara Mitchell,
- Robert Putnam, &
- Kim Yanek

SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS: Evidence-Based Practices for Educators

January 2022

Center on PBIS, (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators* (Version 2). Center on PBIS, University of Oregon. www.pbis.org.

22

Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators

This practice guide is an updated version of *Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers* (Office of Special Education Programs, 2015) that replaces, rather than supplements, the first version. Research continues to demonstrate the link between positive and proactive classroom practices and desired student outcomes. Further, in the absence of positive and proactive practices, students are more likely to experience exclusionary discipline (e.g., suspension, expulsion) and less instruction, and poor outcomes associated with a negative social trajectory. In short, supporting and responding to students' social, emotional, behavioral, and academic needs is critical to student success.

The updated *Supporting and Responding* (Version 2) guide includes:

- an expanded focus on support for students' social, emotional, and behavioral (SEB) growth;
- additional practice areas (e.g., establishing positive connections, planning relevant instruction, fostering positive relationships);
- a stronger link to targeted and individualized SEB supports;
- an enhanced focus on staff implementation (e.g., an action planning tool, resources to monitor fidelity and access training, coaching, and feedback); and
- updated resource links and references to empirical support throughout.

23

What's New?

The updated *Supporting and Responding* (Version 2) guide includes:

- an **expanded focus** on support for students' social, emotional, and behavioral (SEB) **growth**;
- additional **practice areas** (e.g., establishing positive connections, planning relevant instruction, fostering positive relationships);
- a stronger **link to targeted and individualized** SEB supports;
- an enhanced **focus on staff implementation** (e.g., an action planning tool, resources to monitor fidelity and access training, coaching, and feedback); and
- updated **resource links and references** to empirical support throughout.

24

CRISIS OR PBIS Positive Behavioral Interventions & Supports JANUARY 2022

Purpose & Description

What is the purpose of this guide?

- Summarize **evidence-based, positive, and proactive practices** that support and respond to students' SEB needs
- Support educators to implement practices throughout **continuum of support** (e.g., tiers 1, 2, and 3)
- Help educators **prioritize instruction**; promote meaningful and equitable **outcomes**; and support students' SEB and academic **growth**.

What needs to be in place before I can expect these practices to work?

- MTSS framework**, such as positive behavioral interventions and supports (PBIS)
- Classroom and schoolwide** expectations and systems are directly **linked**;
- Classroom practices are merged with **effective instructional design**, curriculum, and delivery; and
- Classroom **data** are used to guide decision making.

25

CRISIS OR PBIS Positive Behavioral Interventions & Supports JANUARY 2022

Table A. Supports to Optimize Fidelity and Implementation

School supports	Classroom supports
<ul style="list-style-type: none"> A MTSS framework that includes practices for identifying and teaching positive expectations and SEB skills, acknowledging SEB skills and contextually appropriate behavior, and responding to contextually inappropriate behavior. Within the MTSS framework, educators align and integrate SEB practices to maximize efficiency and effectiveness. Schoolwide data guide decisions related to screening, progress monitoring, promoting fidelity, and maximizing student outcomes. Appropriate systems of support for staff are provided, including leadership training, supporting policy, training, coaching, implementation monitoring, and positive and supportive feedback. 	<ul style="list-style-type: none"> Classroom practices are linked to schoolwide framework. Educators integrate instructional and SEB practices to maximize efficiency and effectiveness. Classroom support decisions are guided by classroom data. Effective instructional practices (e.g., high-leverage practices) are implemented equitably; and curriculum is culturally relevant, evidence-based, preventative, and matched to student need. Positive and proactive systems (e.g., access to training, coaching, implementation monitoring, and positive and supportive feedback) support educators in each classroom.

26

CRISIS OR PBIS Positive Behavioral Interventions & Supports JANUARY 2022

What are the Principles that Guide the Use of These Practices in the Classroom?

The five guiding principles (Figure 1) are foundational values that drive the success of these classroom practices. When using this document, use these principles to guide practice selection, implementation, and enhancement to maximize individual and cultural relevance and maximize student benefit.

- Prioritize equity.** MTSS is for all students, families, and educators. All means all; in other words, MTSS supports individuals from all ability, race/ethnicity, gender, and LGBTQIA+, backgrounds.
- Invest in systems** to support high-fidelity implementation across time. Consider efficient and effective means to support educators' professional learning and wellness.
- Emphasize practices** that address identified needs, have supporting evidence, and match the local culture and context. Integrate, align, and connect practices within domains.
- Use data to inform** decisions related to screening, fidelity, progress monitoring, and equitable outcomes.
- Make student growth and benefit central** to all decisions. Student outcomes that reflect equitable learning opportunities must be the ultimate criteria for all decision.

27

CRISIS OR PBIS Positive Behavioral Interventions & Supports JANUARY 2022

What are the Principles that Guide the Use of These Practices in the Classroom?

The five guiding principles (Figure 1) are foundational values that drive the success of these classroom practices. When using this document, use these principles to guide practice selection, implementation, and enhancement to maximize individual and cultural relevance and maximize student benefit.

- Prioritize equity.** MTSS is for all students, families, and educators. All means all; in other words, MTSS supports individuals from all ability, race/ethnicity, gender, and LGBTQIA+, backgrounds.
- Invest in systems** to support high-fidelity implementation across time. Consider efficient and effective means to support educators' professional learning and wellness.
- Emphasize practices** that address identified needs, have supporting evidence, and match the local culture and context. Integrate, align, and connect practices within domains.
- Use data to inform** decisions related to screening, fidelity, progress monitoring, and equitable outcomes.
- Make student growth and benefit central** to all decisions. Student outcomes that reflect equitable learning opportunities must be the ultimate criteria for all decision.

28

CRISIS OR PBIS Positive Behavioral Interventions & Supports JANUARY 2022

What Does This Guide Include?

This guide prioritizes practices that are designed to promote students' SEB growth. It contains with evidence-based practices, and it contains the empirical evidence across contexts (e.g., elementary, middle, and high schools) students from diverse backgrounds and with diverse needs. Research demonstrates that each practice is associated with positive outcomes (Long et al., 2019; Oliver et al., 2011; Simonsen et al., 2008; Sutherland et al., 2019), including:

- Improved SEB and academic outcomes,
- Decreased SEB challenges and contextually inappropriate behavior, and/or
- Reduced use of reactive and exclusionary discipline.

How to Use This Guide?

There are three main parts to this guide:

- Steps to Support and Respond to Students' SEB Needs.** The steps to support and respond to students' SEB needs (Figure 2) is a graphic organizer for guiding the implementation of the practices and provides hyperlinks to tables that describe each practice.
- Practice Tables.** For each practice, the corresponding table describes the practice, provides materials and non-materials, and shares who is responsible for supporting implementation.
- Self-Assessment and Action Plan.** This self-assessment provides an opportunity to consider implementation of each practice and guides the user back to the tables that will be most useful. The corresponding action plan provides a template for educators to identify priority practices and document action steps to support implementation.

This guide complies with [CRISIS](#) and is a complete set of resources ([CRISIS](#)).

What Does This Guide Not Include?

This guide is not a replacement for more comprehensive training and does not provide the depth of knowledge necessary about each tier. This guide is not a comprehensive resource for all students and it suggests approaches to further professional development (Tier 2) and research (Tier 3) these practices. However, additional training and coaching may be used to support students with targeted or intensive SEB needs.

29

CRISIS OR PBIS Positive Behavioral Interventions & Supports JANUARY 2022

This Guide IS...

This guide prioritizes practices that are

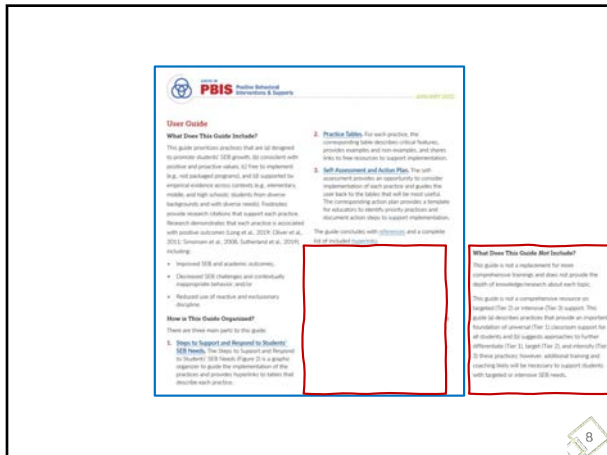
- designed to **promote** students' SEB growth,
- consistent with **positive and proactive** values,
- free** to implement (e.g., not packaged programs), and
- supported by **empirical evidence** across contexts (e.g., elementary, middle, and high schools; students from diverse backgrounds and with diverse needs).

Research demonstrates that each practice is associated with positive outcomes,¹ including:

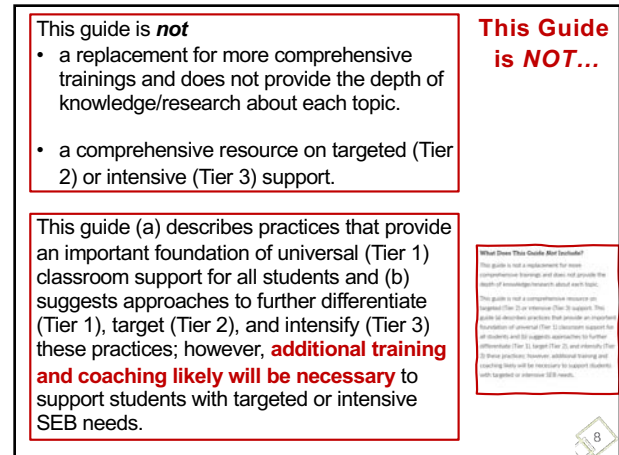
- Improved** SEB and academic outcomes,
- Decreased** SEB challenges and contextually inappropriate behavior, and/or
- Reduced** use of reactive and exclusionary discipline.

¹(Long et al., 2019; Oliver et al., 2011; Simonsen et al., 2008; Sutherland et al., 2019)

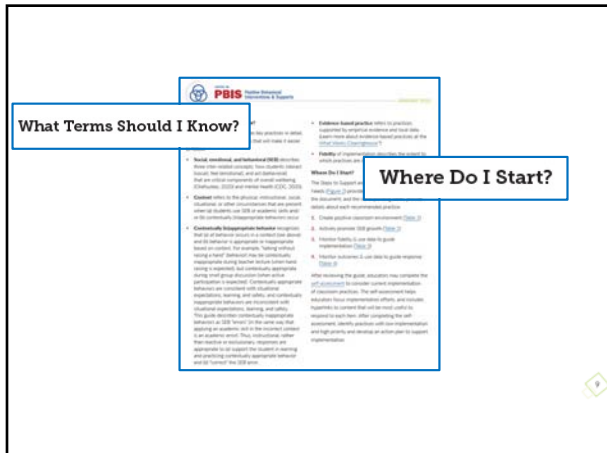
30



31



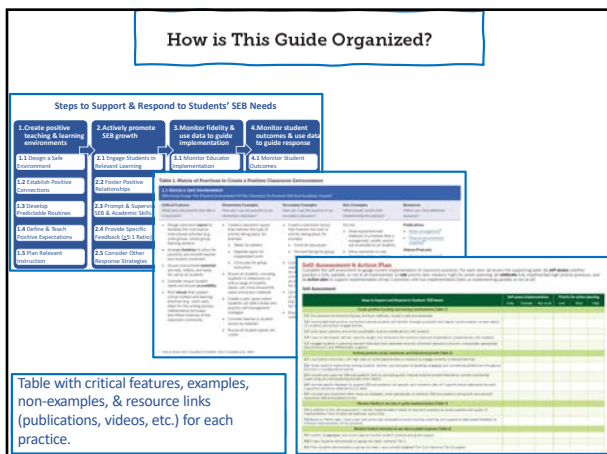
32



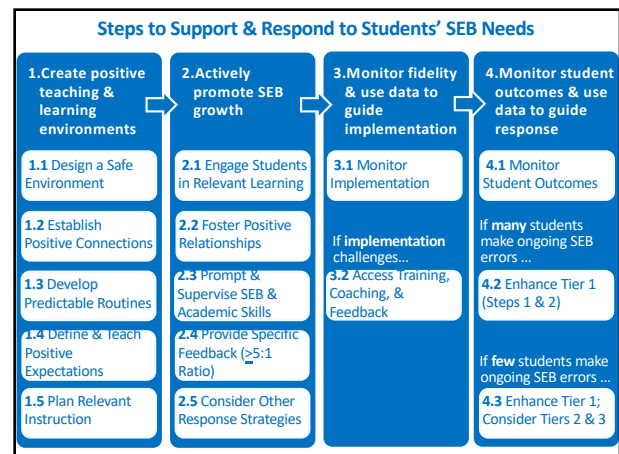
33



34



35



36

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

1.1 Design a Safe Environment

- Design classroom **layout** to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)
- Arrange **furniture** to allow for proximity and smooth teacher and student movement
- Assure instructional **materials** are neat, orderly, and ready for use by all students
- Consider unique student needs and ensure **accessibility**
- Post **visuals** that support critical content and learning practices (e.g., word walls, steps for the writing process, mathematical formulas), and reflect diversity of the classroom community

37

Safe Environment Examples

Minimize crowding & distraction

Maximize structure & predictability

Goal is a safe environment, not "Pinterest perfect!"

38

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

1.1 Design a Safe Environment

1.2 Establish Positive Connections

- Establish positive connections with students, families, and other members of the classroom community through **purposeful communication**
- Build in **regular opportunities** for positive connection throughout the year (e.g., positive family postcards, email, brief check-ins, scheduled meetings)
- Use formal and informal approaches to **learn about students** and understand their learning history, cultural identity, and preferences for learning, receiving feedback, etc.
- Authentically **engage families** as partners in learning
- Validate and affirm** students' and families' personal and cultural learning histories

39

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts

<https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration>

<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>

40

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

1.1 Design a Safe Environment

1.2 Establish Positive Connections

1.3 Develop Predictable Routines

- Establish a **predictable schedule** and **clear procedures** for each teaching and learning activity and transitions between activities
- Post** steps for specific routines to promote independence
- Teach** routines and procedures explicitly (in combination with expectations, using classroom matrix see 1.4)
- Practice** regularly and reteach throughout the year
- Provide **specific feedback** for students' use of routines and procedures
- Promote **self-managed** or student-guided schedules

41

Predictable Routines Considerations

- Develop Predictable Routines & Schedule**
 - Teacher routines
 - Administrative time
 - Personal time
 - Student routines
 - Student directed activities
 - Whole group activities
 - Independent activities
- Make smooth, rapid **transitions** between activities throughout the class activity and day; teach/practice transition behaviors

42

Predictable Routines Examples



43

Predictable Routines

Table Activity ~10 min

Individually or as a team, begin to complete an **EXAMPLE** Positive Classroom Behavior Support Plan.

Replace sample text with your routines (column headers)

Teacher/Classroom/Student	Small Group/Individual	Independent Time/Work	Transition
1. Head to seat	2. Head to seat	3. Head to seat	4. Head to seat
5. Head to seat	6. Head to seat	7. Head to seat	8. Head to seat
9. Head to seat	10. Head to seat	11. Head to seat	12. Head to seat

Positive Classroom Behavior Support Plan

Plan high level quality of opportunities to respond (active engagement) for students.

Present Expected Behaviors:

- 1. When students are going to do an activity, they should be ready to go when the teacher says "ready, set, go!"
- 2. When students are going to do an activity, they should be ready to go when the teacher says "ready, set, go!"
- 3. When students are going to do an activity, they should be ready to go when the teacher says "ready, set, go!"

Class Specific Feedback:

- 1. When students are going to do an activity, they should be ready to go when the teacher says "ready, set, go!"
- 2. When students are going to do an activity, they should be ready to go when the teacher says "ready, set, go!"
- 3. When students are going to do an activity, they should be ready to go when the teacher says "ready, set, go!"

Consider additional strategies to acknowledge or respond to student behavior

(Please complete later with your own information. Please ignore light blue example text.)

44

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

1.1 Design a Safe Environment

1.2 Establish Positive Connections

1.3 Develop Predictable Routines

1.4 Define & Teach Positive Expectations

- If school implements a multitiered behavioral framework, such as PBIS, **adopt** the 3-5 positive **school expectations** as classroom expectations
- If school expectations do not exist, **co-develop** classroom expectations with students and **post**
- Collaborate with students and families to **define** expectations in ways that are observable, measurable, positively stated, understandable, and culturally relevant
- Teach** expectations using examples and non-examples and with opportunities to practice and receive feedback, and reteach
- Validate, Affirm, Build, and Bridge (**VABB**)[†] to honor students' personal and cultural learning histories when teaching expectations

45

Expectations Considerations

A small number of positively-stated expectations or norms

Why small number?

46

fence on the north (imagine it goes ALL the way to the west.)

Stay OUT of

No throwing up.

You need st equipment.

If the GREEN DO NOT need your coat.

Stay out of the

No throwing destroy other not climb on wear snowpa snow. All c snow on the

We got outside until the temperature of windchill is 0 degrees.

Children should be quieted in the classroom lines outside before they enter the building.

Non-Example

pick them the climbing building you UP, wear should not dren should en must sit in the here is e on the ice.

47

Why positive?

Non-Example

Y'KNOW..UP UNTIL NOW I NEVER HAD THE URGE TO RIDE A UNICYCLE



48



49

Expectations Considerations

A small number of positively stated expectations or norms

Teaching matrix (expectations within routines)

50

Expectations Considerations

Routines Norms		Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect	<ul style="list-style-type: none">Kindly greet your teacher & peers	<ul style="list-style-type: none">• ...• ...• ...	<ul style="list-style-type: none">• ...• ...• ...	<ul style="list-style-type: none">• ...• ...• ...	<ul style="list-style-type: none">• ...• ...• ...
Responsibility	<ul style="list-style-type: none">Check the board & start your "do now"	<ul style="list-style-type: none">• ...• ...• ...	<ul style="list-style-type: none">• ...• ...• ...	<ul style="list-style-type: none">• ...• ...• ...	<ul style="list-style-type: none">• ...• ...• ...
Safety	<ul style="list-style-type: none">Put materials away	2-3 Positively Stated Examples			<ul style="list-style-type: none">• ...• ...• ...

51

Appendix D

Step 1: Identify Any Existing Expectations or Metrics

Find expectations, rules, or rules for the school. This may be posted around the school or in classrooms, included in the staff or student handbook, or sent home to parents. They may include the district or school code of conduct. Students can play a role in this step through the Rules Gallery Walk activity described in Step 2. If none can be found, skip to Step 4.

Appendix G

<https://www.pbis.org/resources/a-classroom-teaching>

52

Expectations Considerations

A small number of positively stated expectations or norms

**2-3 examples of
expected behavior
within each routine**

Teaching matrix
(expectations within
routines)

53

Examples & Non-Examples of Examples ☺



- Walk
- Eat only in the Café
- Work quietly & independently
- Raise your hand to participate



- Don't run
- No food in class
- No talking during seatwork
- No talk outs

54

Classroom Matrix Example 2015

EXPECTATIONS	ROUTINES				
	Transitions	Teacher-directed Instruction	Cooperative Group Work	Independent Seatwork	Taking Care of Personal Needs
	• Use an "indoor" voice • Help others if needed • Follow specific teacher directions	• Actively listen to the teacher • Quietly raise your hand to ask a question or contribute	• Actively listen to your peers • Use positive and constructive language	• Work quietly and maintain a distraction-free environment • Do your own work • Raise your hand if you need help	• Quietly and discreetly take care of business • Raise your hand if you need teacher assistance
	• Bring needed materials • Turn in work, as appropriate • Move efficiently between locations • Ask if you need clarification on content or instructions	• Take notes on content • Ensure you have only appropriate materials out • Ask if you need clarification on content or instructions	• Actively contribute to the group discussion and task • Complete your share of the work • Note any follow-up work to be completed	• Label your work • Do your best work • Ask for help if needed	• When possible, take care of needs during transitions • When necessary, follow procedures for signing in/out of room • Fill your water bottle during transitions; leave it on your desk when not in use
	• Walk slowly • Keep hands, feet, and materials to self • Proceed directly to next location	• Stay in designated seat with "feet" on the floor • Keep hands, feet, and materials to self	• Remain in designated seat and location • Use materials as instructed • Use calm language	• Stay in designated seat with "feet" on the floor • Keep hands, feet, and materials to self	• Walk efficiently and directly between locations • Alert teacher to anything unsafe

(Simonsen & Myers, 2015, Figure 6.2)

55

Classroom Matrix Example 2019

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

Expectations	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions
1. Kind to self	• Use whole body listening	• Share your ideas	• Do your best • Ask for help if you need it	• Bring what you need to be ready for what's next
2. Kind to others	• Calm body & quiet voice	• Listen to your friends	• Calm body & quiet voice	• Quiet voice • Keep a space bubble
3. Kind to environment	• Take care of your space	• Take care of your space & materials	• Take care of your space & materials	• Leave your space better than you found it

56

School Matrix Example 2020

	Hallway	Classroom	Bus	Online Group	Online Independent
Respect	• Smile with your eyes and wave to acknowledge adults & peers • Use kind language	• Greet adults & peers at beginning & end of activity • Use kind language	• Talk kindly to students sitting in your area • Wait turn to board/exist	• Mute when listening • Use kind language	• Take turns if others waiting • Wear headphones
Responsibility	• Maintain 6' (big) personal space bubble • Take care of your materials as you transition in the hallway	• Stay in assigned spot to maintain 6' distance • Do your best • Engage in learning	• Let bus driver know if unsafe behavior seen • Sit in assigned seat & maintain distance	• Log-in/off on-time • Actively participate • Have materials ready for each lesson/activity	• Stay engaged • Keep device charged • Ask for help (via email, chat, or with help of a parent) when you're stuck
Safety	• Wear mask • Follow 1-way direction arrows	• Wear mask • Disinfect desk/table before & after use	• Wear mask • Disinfect seat • Keep hands to self	• Keep password private • Let teacher know if private chat is inappropriate	• Disinfect keyboard & mouse • Take short breaks from your seat and screen

57

Teaching Matrix

Table Activity ~20 min

Individually or as a team, begin to complete an **EXAMPLE** Positive Classroom Behavior Support Plan.

Replace sample text with your expectations (row headers) & 2-3 examples of expectation-following behavior for each routine.

58

Strand Preview

Mon (10:30-12:30)	Context & Critical Practices
Tue (9:15-12:30)	Critical Practices
Wed (9:45-12:30)	Develop Habits of Effective Classroom Practice
Thurs (9:00-12:30)	Data & Systems to Support Educators

59

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments 1.1 Design a Safe Environment 1.2 Establish Positive Connections 1.3 Develop Predictable Routines 1.4 Define & Teach Positive Expectations 1.5 Plan Relevant Instruction	2. Actively promote SEB growth 2.1 Engage Students in Relevant Learning 2.2 Foster Positive Relationships 2.3 Prompt & Supervise SEB & Academic Skills 2.4 Provide Specific Feedback (>5:1 Ratio) 2.5 Consider Other Response Strategies	3. Monitor fidelity & use data to guide implementation 3.1 Monitor Implementation If implementation challenges... 3.2 Access Training, Coaching, & Feedback	4. Monitor student outcomes & use data to guide response 4.1 Monitor Student Outcomes If many students make ongoing SEB errors... 4.2 Enhance Tier 1 (Steps 1 & 2) If few students make ongoing SEB errors... 4.3 Enhance Tier 1; Consider Tiers 2 & 3
--	--	---	--

60



Strengthening Our Classrooms (Practices & Systems) to Support Students & Educators

Nourishing Our Roots:
*Deepening & Strengthening
Our Systems of Support for
the Well-being of All*



Brandi Simonsen, Ph.D.




UNIVERSITY OF CONNECTICUT



61

Strand Learning Objectives

**Nourishing
Our Roots**




1. Describe the core features of effective **classroom practices** to support *all* students, and develop an effective classroom environment plan.
2. Discuss how we develop habits, and create an **action plan** to **develop habits** to support wellbeing in the classroom.
3. Identify **data and systems features** needed to scale habits of effective classroom practices.


62

Strand Outcomes or “Take Aways”

**Nourishing
Our Roots**



- Completed **Positive Classroom Behavior Support Plan** for your classroom and/or sample plan for a classroom at your school that documents critical practices




Action Plan

Area	What	When	How

- An **action plan** that documents **data & systems** to improve implementation fidelity of these practices

63

Strand Overview

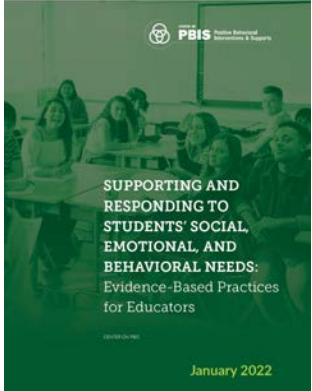


Mon (10:30-12:30)	Context & Critical Practices
Tue (9:15-12:30)	Critical Practices
Wed (9:45-12:30)	Data, Systems, & Habits of Effective Practice
Thurs (9:00-12:30)	Full Continuum of Effective Practice

64

Thanks to the **team** who lead the development of Version 2:

- Brandi Simonsen,
- Jenifer Freeman,
- Maria Reina
- Santiago-Rosario,
- Karen Robbie,
- Heather George,
- Steve Goodman,
- Laura Kern,
- Barbara Mitchell,
- Robert Putnam, &
- Kim Yanek



**Review
of Guide**

**Center on PBIS. (2022).
Supporting and Responding to
Student's Social, Emotional,
and Behavioral Needs:
Evidence-Based Practices for
Educators (Version 2). Center
on PBIS, University of Oregon.
www.pbis.org.**

65

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments	2. Actively promote SEB growth	3. Monitor fidelity & use data to guide implementation	4. Monitor student outcomes & use data to guide response
1.1 Design a Safe Environment 1.2 Establish Positive Connections 1.3 Develop Predictable Routines 1.4 Define & teach Positive Expectations 1.5 Plan Relevant Instruction	2.1 Engage Students in Relevant Learning 2.2 Foster Positive Relationships 2.3 Prompt & Supervise SEB & Academic Skills 2.4 Provide Specific Feedback (>5:1 Ratio) 2.5 Consider Other Response Strategies	3.1 Monitor Implementation If implementation challenges... 3.2 Access training, Coaching, & Feedback	4.1 Monitor Student Outcomes If many students make ongoing SEB errors ... 4.2 Enhance Tier 1 (Steps 1 & 2) If few students make ongoing SEB errors ... 4.3 Enhance Tier 1; Consider Tiers 2 & 3

66

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments
 - 1.1 Design a Safe Environment
 - 1.2 Establish Positive Connections
 - 1.3 Develop Predictable Routines
 - 1.4 Define & teach Positive Expectations

- Arrange **furniture** to allow easy traffic flow
- Ensure adequate **supervision** of all areas
- Designate staff & student **areas**
- **Seating** arrangements (groups, carpet, etc.)

67

Teaching Matrix

Table Activity **DEBRIEF**

Individually or as a team, begin to complete an **EXAMPLE** Positive Classroom Behavior Support Plan.

Replace sample text with your expectations (row headers) & 2-3 examples of expectation-following behavior for each routine.

68

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments
 - 1.1 Design a Safe Environment
 - 1.2 Establish Positive Connections
 - 1.3 Develop Predictable Routines
 - 1.4 Define & teach Positive Expectations

- If school implements a multitiered behavioral framework, such as PBIS, **adopt** the 3-5 positive school expectations as classroom expectations
- If school expectations do not exist, **co-develop** classroom expectations with students and post
- Collaborate with students and families to **define** expectations in ways that are observable, measurable, positively stated, understandable, and culturally relevant
- **Teach** expectations using examples and non-examples and with opportunities to practice and receive feedback, and reteach
- Validate, Affirm, Build, and Bridge (**VABB**)[†] to honor students' personal and cultural learning histories when teaching expectations

69

Expectations Considerations

A small number of positively stated expectations or norms

2-3 examples of expected behavior within each routine

Teaching matrix (expectations within routines)

Teach expectations directly using explicit social skills instruction

Actively involve students & provide practice in context

70

Teaching Expectations Examples

Proctor Elementary School

Porters Point School

71

Lesson Plan Example

Sample Lesson Plan Template to Teach Expected Behavior (Social Skills)

Objective Lesson Focus: _____ (Embed) in the _____ (Link)

Materials Teaching Objective: _____ (Expectation) in the _____ (Behavior) across _____ (Context) out of _____ (Opportunities) (Embed)

Follow up Teaching Examples: Positive Examples: _____ Negative Examples: _____

Lesson Materials: _____

Lesson Activities: Model: _____ Lead: _____ Test: _____

Follow-up Activities: Strategies to prompt: _____ Procedures to reinforce: _____ Procedures to correct: _____ Procedures to evaluate: _____


Examples

Activities

HOLD OFF

72

Social Skills Lesson Plan Example



Lesson Focus:
Be ready and kind in during remote reading instruction.

Learning Objective:
Students will be ready and kind during remote reading instruction by demonstrating examples listed in matrix across 4 out of 5 sampled remote instruction groups.

Teaching Examples:

Positive Examples	Negative Examples
<ul style="list-style-type: none"> Ready: Charge or plug in device Ready: Speakers on Ready: Join on time Ready: Join with video on Kind: Chose calm space Kind: Greet friends and teacher Kind: Use nice words and faces Kind: Look at screen and listen 	<ul style="list-style-type: none"> Not ready: Start with low battery Not ready: Speakers off Not ready: Join late Not ready: Move out of view Unkind: Chose noisy spot Unkind: Ignore peers Unkind: Ignore teacher Unkind: Stare away from the screen

Lesson Materials:
Awesome Bee lesson ppt.

Lesson Activities:
Model (I do it)
Introduce "Awesome Bee" (slide 1)
Define expectations: ready and kind (slide 2)
Describe what it looks like while modeling expected behaviors (slides 3 & 4)
Lead (We do it)
Check for understanding with thumbs up (positive examples) and down (negative examples) of what it looks like to be kind and ready (slides 5 & 6)
Test (You do it)
Introduce prompt (Awesome Bee is ready and kind) and Teacher/Student game.
Monitor student behavior using game.

73

Kind Bee Lesson Power Point

Meet Awesome Bee!

Awesome bee is ready and kind. Awesome bee reminds us to be ready and kind too!!

What does it mean?

What does it mean to be ready?
Being ready means you are able to connect your device and join your group.

What does it mean to be kind?
Being kind means you are able to connect your device and join your group.

What does look like before group?

Be ready
Be kind

What does look like during group?

Be ready
Be kind

Let's check to be sure we've got it!

Is this ready?
Is this kind?

Let's check to be sure we've got it!

Is this ready?
Is this kind?

To help us be ready and kind, we're going to play a game!

Awesome Bee reminds us to be ready and kind.

Awesome Bee will be on my screen to remind us to be ready and kind!

74

Appendix I: VABB and a Sample Bridging Behavior Cool Tool

Validation, Affirmation, Building and Bridging (VABB; Holte, 2011) is a set of strategies that can be used by staff to facilitate learning about expectations across settings by their students in relation to the students and families served by the school. VABB includes the following actions:

- Validation** is legitimizing aspects of students' cultures that have historically been seen as illegitimate by the dominant culture, including intentionally allowing time and space for cultural aspects within the school day. These cultural aspects include language, teachings, and rites of passage. As a system, the school must acknowledge that these cultural aspects play a prominent role in students' lives. Rap music, for example, sometimes has a negative connotation in dominant society due to language or themes. However, rap music can also be seen as an effective form of communication that requires creativity and spontaneity. Strategies for validation include displaying aspects of students' culture in the classroom and around the school, asking students to share their experiences, and listening non-judgmentally.
- Affirmation** is explicitly acknowledging the worth of students' cultures and learning histories. If rap music is an aspect of student culture at a school, affirmation requires harnessing and capitalizing on the communication, creativity, and spontaneity of the music. Strategies for affirmation include accepting a wider range of acceptable behavior than the dominant culture often allows, stating the positive intent of students' behaviors when trying to shape them for situational appropriateness, and holding high expectations for each student.
- Building** is providing specific instruction regarding why certain student behaviors are necessary in certain school settings. Strategies for building include teaching expectations in each setting instead of assuming students know them, teaching code-switching, and describing unwanted behaviors as "not for school" as opposed to wrong.
- Bridging** is giving the student opportunities to practice and build fluency in school behaviors, with performance feedback. Strategies include using lessons and boosters for active practice of school behaviors, acknowledging students regularly for following expectations, and providing encouraging, skill-based non-judgmental corrections when needed.

Sample Lesson (courtesy of *Andreas Davis, Wisconsin Rtl Center, 2016*)

This example shows how a school can create an impromptu school-wide expectations lesson (also known as a cool tool; Langland, Lewis-Palmer, & Suga, 1998) that draws on VABB and the core components of cultural responsiveness (in bold) to teach students both what behaviors are desired and how to code-switch across settings.

PBIS CULTURAL RESPONSIVENESS FIELD GUIDE:
Resources for Teachers and Coaches
March 2021

<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-teachers-and-coaches>

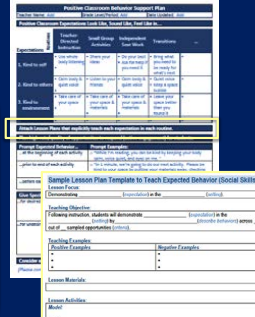
75

Lesson Plans

Table Activity ~15 min

Individually or as a team, begin to complete an **EXAMPLE** lesson plan for 1 box in your matrix (expectation within routine)

Focus on objective, examples, materials, & lesson activities to model (I do), lead (we do), and test (you do).



76

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

1.1 Design a Safe Environment

1.2 Establish Positive Connections

1.3 Develop Predictable Routines

1.4 Define & Teach Positive Expectations

1.5 Plan Relevant Instruction

- Ensure the instructional materials and activities **celebrate diversity** of students and families (e.g., race/ethnicity, family composition, languages, cultural traditions, genders, physical strengths and needs, abilities, SES, local history)
- Select curricula (or adapt existing curricula) and activities (e.g., jigsaw) that are **relevant** for your students' learning history and needs
- Consider various **dimensions** of each activity (e.g., difficulty, duration of task, choice, communication needs)
- Plan to **differentiate** to meet the needs of all learners (e.g., pre-teach prerequisite skills, provide alternative ways to access and respond to materials, flexible grouping)

77

Examples of Engaging Instruction to Increase Equity in Education

Dr. A. Chapman, Brandon M. T. Shaw, in their book.

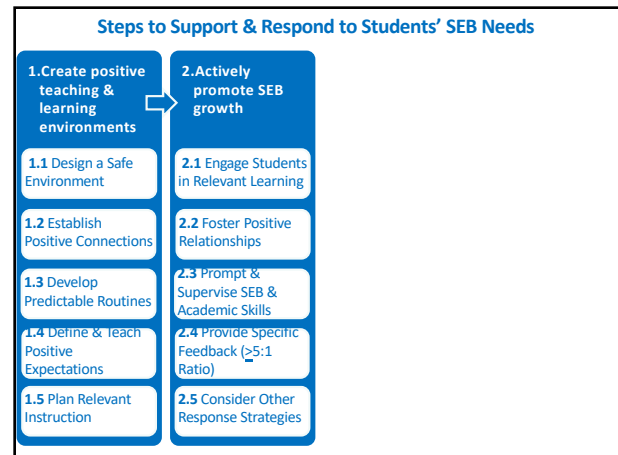
<https://intensiveintervention.org/intensive-intervention-features-explicit-instruction>

<https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>

78



79



80

Steps to Support & Respond to Students' SEB Needs

2. Actively promote SEB growth

- 2.1 Engage Students in Relevant Learning

- Use **explicit instruction** to teach SEB and academic skills
- Provide **high rates of opportunities** for students to respond (e.g., asking a question, requesting worked problem, providing writing opportunity)
- Vary** response opportunities to include:
 - Individual, small-group, or whole group (choral or unison) opportunities
 - Variety of response types (e.g., vocal, written, electronic student response system, response cards, white boards, guided notes, gestures)
- Differentiate** to ensure equitable benefit

81

<https://www.pbis.org/resource/classroom-integrated-academics-and-behavior-brief>

<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>

82

Plan Engaging Instruction

OTRs

- Provide high rates of opportunities to respond (OTRs)
- Consider various observable ways to engage students
- Link engagement with outcome objectives

83

Examples & Non-Examples of Engaging Instruction

<ul style="list-style-type: none"> Direct Instruction Computer Assisted Instruction Class-Wide Peer Tutoring Guided notes Response Cards 	<ul style="list-style-type: none"> 30-min lecture with no planned engagement strategy Waiting 5 min for a student to raise hand Calling on the same 2-5 students during each activity
---	--

84

Steps to Support & Respond to Students' SEB Needs

2. Actively promote SEB growth

2.1 Engage Students in Relevant Learning

2.2 Foster Positive Relationships

- **Positively greet** each student as they enter the learning environment (e.g., greet at classroom door, login)
- Provide structured and unstructured **opportunities** for students to engage with each other—create specific opportunities for students to practice SEB skills, communicate, and develop positive relationships with peers
- Incorporate students' **preferences** into learning opportunities to increase connections during instruction
- Consider both **verbal and non-verbal interactions** to foster positive relationships

85

Positive Greetings at the Door

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

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

<https://www.pbis.org/resource/positive-greetings-at-the-door>

86

Socially Connected While Physically Distant

Function over form

Focus on critical features

Instead of a...	Consider...
Visible Smile	• "The smiling between..." • Smiling game or SEB emotion
High Five	• "Good effort on..." • Air high five or SEB emotion
Flat Bump	• "You gave the bump for me!" • Air flat bump or SEB emotion
Hug	• "This is happy to see you!" • Air hug or SEB emotion
Pat on the Shoulder	• "The proud of you for..." • "Thumbs up on SEB emotion"
Handshake	• "Good to see you again!" • Wave or SEB emotion
Greet at the door	• "Welcome! Good effort here!" • Greet to problem or at 10"

87

Steps to Support & Respond to Students' SEB Needs

2. Actively promote SEB growth

2.1 Engage Students in Relevant Learning

2.2 Foster Positive Relationships

2.3 Prompt & Supervise SEB & Academic Skills


- **Remind** students of key SEB skills before skills are expected (e.g., start of activity) to increase the likelihood that students use skills in the appropriate context
- Teach and emphasize **self-managed** prompts
- Actively **monitor** (check for understanding) and **supervise** (move, scan, interact proximity) during all routines to (a) prompt SEB and academic skills, (b) provide timely specific feedback, and (c) quickly redirect contextually inappropriate behaviors (or incorrect academic responses) to behaviors/skills that are appropriate for current context (or correct),
- Provide **individualized prompts** to support students with intensive needs

88

Prompts & Active Supervision Considerations

Prompts

- Deliver **before** behavior
- **State** expected behavior
- Remind of **previously taught** behaviors

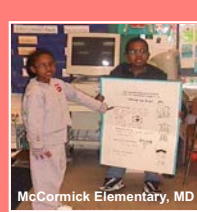


89


Classroom Prompts Examples

Visual, verbal, gestural reminders


"Remember to mute unless its your turn"



McCormick Elementary, MD



Fletcher Elementary School

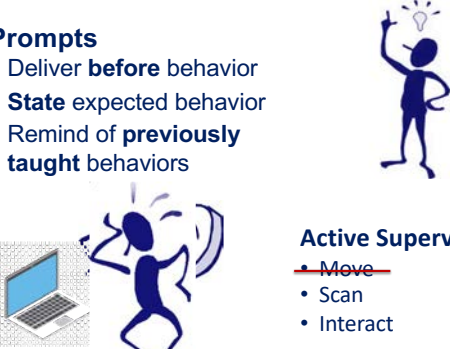


90

Prompts & Active Supervision Considerations

Prompts

- Deliver **before** behavior
- **State** expected behavior
- Remind of **previously taught** behaviors




Active Supervision


- ~~Move~~
- Scan
- Interact

91

Active Supervision Examples & Non-Examples



- Move
- Scan
- Interact



- Stay in one spot
- Check email for 15 min without looking up
- Turn back on class

92

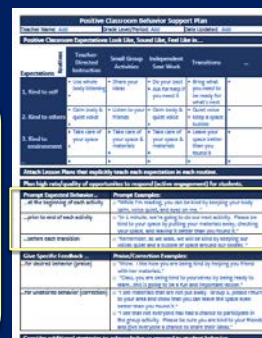
Prompt & Supervise

Table Activity ~5 min

Individually or as a team, begin to draft prompts.

Replace sample text with your prompts for a few key routines.

Feel free to add rows for additional routines.



93

Steps to Support & Respond to Students' SEB Needs

2. Actively promote SEB growth
 - 2.1 Engage Students in Relevant Learning
 - 2.2 Foster Positive Relationships
 - 2.3 Prompt & Supervise SEB & Academic Skills
 - 2.4 Provide Specific Feedback (>5:1 Ratio)

- Provide **specific feedback** to encourage SEB and academic skills (specific praise) and decrease errors (specific correction)
 - Effective **specific praise** names the skill/behavior, provides sincere positive feedback, and matches students' preferences
 - Effective **specific corrections** briefly signal the error, quickly redirect to the contextually appropriate skill, and may provide an opportunity to practice with feedback; corrections are delivered privately in a calm and supportive manner
- Provide at least 5 praise statements for every error correction (**≥5:1 ratio**); increase ratio for students demonstrating SEB risk (e.g., **≥9:1**)
- **Engage students** in providing specific praise to each other and themselves

94

Specific Feedback: Why Praise?

- **It works!**
Decades of research support the relationship between positive and specific feedback and student outcomes
- **Positive climate & relationships**
Providing positive feedback helps to create a positive classroom climate & develop positive relationships
- **It's all about the ratio!**
*Maintain a favorable ratio of positive to corrective feedback
Provide at least 5 positive statements for every 1 corrective (5:1)*


(Cook et al., 2020; Floress et al., 2017; Simonsen et al. 2008)

95

Specific Feedback Definitions

- **Specific Praise**
"a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well."
- **Specific Error Corrections or Redirections**
"an informative statement, typically provided by the teacher, that is given when an undesired behavior occurs (contingent), states the observed behavior, and tells the student exactly what they should do in the future in a brief, concise manner."
Error corrections should also be calm, private, and instructional.

(Simonsen et al. 2008, pp. 362, 364, emphasis added)



96

Specific Feedback: Examples

- **Specific Praise**
 - “Nice hand raise.”
 - “Clear pronunciation.”
 - “Helping your friend was kind.”
- **Specific Error Corrections or Redirections**
 - “Instead of talking out, please raise your hand.”
 - “That sound is /ā/. What sound? Yes, /ā/.”
 - “Rather than laughing, please help your friend clean up the mess.”

5:1

(Simonsen et al. 2008, pp. 362, 364, emphasis added)

97

Specific Feedback

Table Activity

~5 min

Individually or as a team, begin to draft specific praise and correction statements.

Replace sample text with your statements.

Feel free to add rows for additional examples.

98

Steps to Support & Respond to Students' SEB Needs

2. Actively promote SEB growth

2.1 Engage Students in Relevant Learning

2.2 Foster Positive Relationships

2.3 Prompt & Supervise SEB & Academic Skills

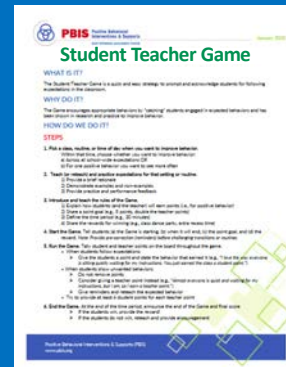
2.4 Provide Specific Feedback (>5:1 Ratio)

2.5 Consider Other Response Strategies

- Adopt procedures that **celebrate, acknowledge, and reinforce** (increase) use of SEB skills, academic skills, and contextually appropriate behavior; for example, consider:
 - Teacher-student game or good behavior game
 - Group contingency
 - Token economy

- Adopt procedures that **prevent or respond** instructionally, respectfully, and supportively to SEB errors, academic errors, and contextually inappropriate behavior; for example, consider:
 - Non-contingent reinforcement (NCR: e.g., attention or breaks)
 - Differential reinforcement (DR) of alternative or low rates of behavior
 - Self-management (SM)

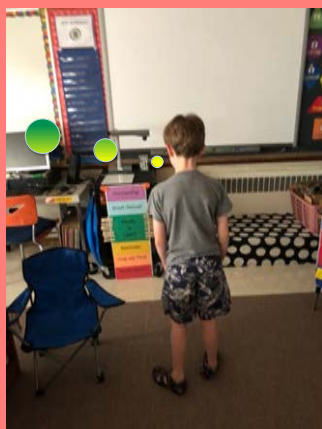
99


<https://www.pbis.org/resource/the-student-teacher-game>

101

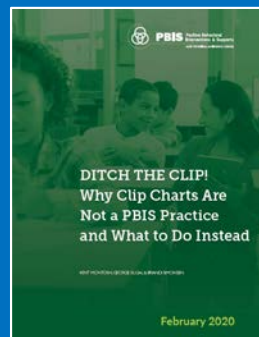
What do you think?

Non-Example



102

#DITCHTHECLIP


<https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>

103

Think It Through

Name: T.J. Date: 1-31-22

What should I have been doing?
Behaving

What was I doing?
I was fooling around

What I will do in the future?
I will be better

Student Signature: T.J.
Teacher Signature: MCS
Parent Signature: _____
Please return this form to school.

What do you think?

Non-Example

104

Think It Through

Name: T.J. Date: 1-31-22

What should I have been doing?
Working silently on my work

What was I doing?
I was goofing around with my friend

What I will do in the future?
• *I will focus on my own work and raise my hand if I have a question.*
• *I will goof around with my friend at recess.*

Student Signature: _____
Teacher Signature: _____
Parent Signature: _____
Please return this form to school.

What do you think?

Example

105

Additional Strategies to Consider

Adopt procedures that **celebrate, acknowledge, and reinforce** (increase) use of SEB skills, academic skills, and contextually appropriate behavior*

Adopt procedures that **prevent or respond instructionally, respectfully, and supportively** to SEB errors, academic errors, and contextually inappropriate behavior*

Pair with Specific Feedback

- Group contingency
- Token economy
- Non-contingent reinforcement (NCR; e.g., attention or breaks)
- Differential reinforcement (DR) alternative or low rates of behavior
- Self-management (SM)

*Behavior is considered appropriate or inappropriate based on context

106

Strand Preview

Mon (11:00-12:30)	Context & Critical Practices
Tue (9:15-12:30)	Critical Practices
Wed (9:45-12:30)	Data, Systems, & Habits of Effective Practice
Thurs (9:00-12:30)	Full Continuum of Effective Practice

108

Steps to Support & Respond to Students' SEB Needs

- 2. Actively promote SEB growth**
 - 2.1 Engage Students in Relevant Learning
 - 2.2 Foster Positive Relationships
 - 2.3 Prompt & Supervise SEB & Academic Skills
 - 2.4 Provide Specific Feedback (>5:1 Ratio)
 - 2.5 Consider Other Response Strategies

109

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments <ol style="list-style-type: none"> 1.1 Design a Safe Environment 1.2 Establish Positive Connections 1.3 Develop Predictable Routines 1.4 Define & teach Positive Expectations 1.5 Plan Relevant Instruction 	2. Actively promote SEB growth <ol style="list-style-type: none"> 2.1 Engage Students in Relevant Learning 2.2 Foster Positive Relationships 2.3 Prompt & Supervise SEB & Academic Skills 2.4 Provide Specific Feedback (>5:1 Ratio) 2.5 Consider Other Response Strategies 	3. Monitor fidelity & use data to guide implementation <ol style="list-style-type: none"> 3.1 Monitor Implementation If implementation challenges... 3.2 Access training, Coaching, & Feedback 	4. Monitor student outcomes & use data to guide response <ol style="list-style-type: none"> 4.1 Monitor Student Outcomes If many students make ongoing SEB errors ... 4.2 Enhance Tier 1 (Steps 1 & 2) If few students make ongoing SEB errors ... 4.3 Enhance Tier 1; Consider Tiers 2 & 3
---	--	--	---

110



Strengthening Our Classrooms (Practices & Systems) to Support Students & Educators

Nourishing Our Roots:
*Deepening & Strengthening
Our Systems of Support for
the Well-being of All*



Brandi Simonsen, Ph.D.




UNIVERSITY OF CONNECTICUT



111

Strand Learning Objectives

**Nourishing
Our Roots**




1. Describe the core features of effective **classroom practices** to support *all* students, and develop an effective classroom environment plan.
2. Discuss how we develop habits, and create an **action plan to develop habits** to support wellbeing in the classroom.
3. Identify **data and systems features** needed to scale habits of effective classroom practices.


112

Strand Outcomes or “Take Aways”

**Nourishing
Our Roots**



- Completed **Positive Classroom Behavior Support Plan** for your classroom and/or sample plan for a classroom at your school that documents critical practices



Action Plan

Action	Who	When	Notes

- An **action plan** that documents **data & systems** to improve implementation fidelity of these practices

113

Reflections




Table Activity


~10 min table groups

~5 min share out

Look forward to next school year and identify:

- 1 concern for next year
- 2 hopes for your students
- 3 things you will do to nurture your students

114



Strand Overview

Mon (10:30-12:30)	Context & Critical Practices
Tue (9:15-12:30)	Critical Practices
Wed (9:45-12:30)	Data, Systems, & Habits of Effective Practice
Thurs (9:00-12:30)	Full Continuum of Effective Practice

115

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

- 1.1 Design a Safe Environment
- 1.2 Establish Positive Connections
- 1.3 Develop Predictable Routines
- 1.4 Define & teach Positive Expectations
- 1.5 Plan Relevant Instruction

2. Actively promote SEB growth

- 2.1 Engage Students in Relevant Learning
- 2.2 Foster Positive Relationships
- 2.3 Prompt & Supervise SEB & Academic Skills
- 2.4 Provide Specific Feedback (>5:1 Ratio)
- 2.5 Consider Other Response Strategies

116

117

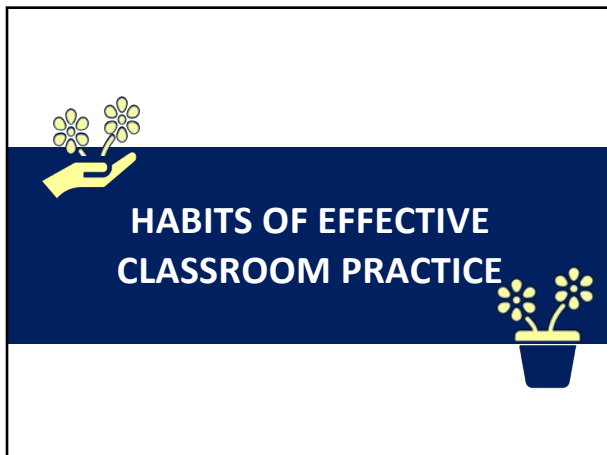
118

119

120

121

122



123

Guiding Questions

- How do we develop habits (whether we mean to or not...)
- How can we build habits of effective practice in classrooms?
- How do we scale up effective habits in our schools & districts?

124

Check out our Practice Brief on *Habits of Effective Classroom Practice*

<https://www.pbis.org/resource/habits-of-effective-classroom-practice>

125

Habit Development

Building Blocks of Behavior

A
Antecedent

B
Behavior

C
Consequence

126

Habit Development

Building Blocks of Behavior

A
Antecedent

B
Behavior

C
Consequence

127

Habit Development *Example 1*

Building Blocks of Behavior

A
Antecedent

B
Behavior

C
Consequence

Delivery truck arrives

OUT OF MY WAY!

I HEARD THE MAILMAN'S TRUCK!

Delivery truck leaves


Many practice opportunities later...

Source: Good and Beautiful

128

Habit Development *Example 2*


Building Blocks of Behavior

A Antecedent	B Behavior	C Consequence
In public Many practice opportunities later...		Praise for correct mask wearing (corrections for mistakes)

129

Habit Development *Example 3*




Building Blocks of Behavior

A Antecedent	B Behavior	C Consequence
Candy in grocery aisle + parent initially says Many practice opportunities later...		Parent finally says "yes."

130

Habit Development *Example 4*



Building Blocks of Behavior

A Antecedent	B Behavior	C Consequence
 Checkout Line	 Gives Candy	 Tantrum Prevented

131


Habit Development *Example 4*

Then the parent realizes...there must be a better way!

A Antecedent	B Behavior	C Consequence
		Post on social media to recruit attention! Parent celebrates their parental awesomeness! Attention from child!

132

Guiding Questions



- We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).
- How can we build habits of effective practice in classrooms?

133

Main messages:

What?

- Start simple.
- Set up for success.
- Build effective habits.
- Celebrate successes!


134

Habit Development

Identify simple, evidence-based, and culturally relevant practices (practices = adult behaviors)

A
Antecedent

- Positive greetings and specific prompts



135


Why do it?

Positive Greetings at the Door

Create a welcoming classroom environment
Positive greetings:

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

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



<https://www.pbis.org/resource/positive-greetings-at-the-door>


136

What is it?

Positive Greetings at the Door

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

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



<https://www.pbis.org/resource/positive-greetings-at-the-door>


143

What is it?

Prompt

A **verbal prompt** is a reminder of previously taught behaviors, delivered before the behavior, that explicitly states the expected behavior.

- Delivered **before** behavior
- State expected behavior
- Reminder of **previously** taught behaviors



(e.g., Simonsen et al., 2008)

144

Why do it?

It works!

- Delivering **prompts or precorrections** for appropriate behavior results in increases in appropriate behavior and/or decreases in inappropriate behavior across a variety of student populations (Arceneaux & Murdock, 1997; Flood, Wilder, Flood, & Masuda, 2002; Gena, 2006; Wilder & Atwell, 2006)
- Specific prompts** may be more effective than general prompts (Hunsaker, 1983).
- More **frequent prompts** may be more effective than less frequent prompts (Lancioni et al., 2001).
- Combining **prompts or precorrection with active supervision** (moving, scanning, and interacting during supervision) is effective across a variety of classroom and non-classroom settings (Colvin et al., 1997; De Pry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000).

145

The Effects of Prompting Appropriate Behavior on the Off-Task Behavior of Two Middle School Students

Aimee Faul¹, Karoline Stepensky¹, and Brandi Simonsen¹

Prompts work!

"the level of off-task behavior without prompts was comparable to baseline, and the level of off task behavior with prompts was clearly lower."

HAMMILL INSTITUTE ON DISABILITIES
Journal of Positive Behavior Interventions
XX(X) 1-9
© 2011 Hammill Institute on Disabilities
Reprints and permission: <http://www.sagepub.com/journalsPermissions.nav>
DOI: 10.1177/1098300711410702
<http://jpbis.sagepub.com>
SAGE

146

The Effects of Prompting Appropriate Behavior on the Off-Task Behavior of Two Middle School Students

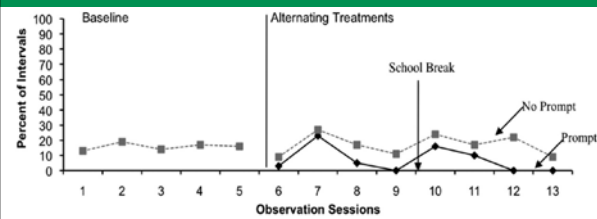


Figure 1. Alternating treatment design evaluating the effects of two different treatments (i.e., prompting at beginning of class vs. no prompt) on off-task behavior of Owen.
Note: A 1-week school break occurred between Observations 9 and 10 (indicated by arrow).

147

The Effects of Prompting Appropriate Behavior on the Off-Task Behavior of Two Middle School Students

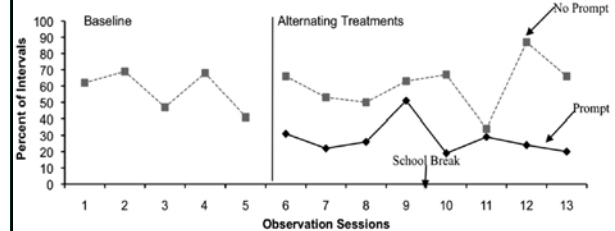


Figure 2. Alternating treatment design evaluating the effects of two different treatments (i.e., prompting at beginning of class vs. no prompt) on off-task behavior of Tom.
Note: A 1-week school break occurred between Observations 9 and 10 (indicated by arrow).

148

Classroom Prompts Examples



McCormick Elementary, MD

Visual,
verbal,
gestural
reminders



Fletcher Elementary School



"Remember
to mute
unless its
your turn"

149

Examples or Non-Examples

Is this a prompt?

Let's Play!

Quick activity to check our understanding of prompts.

If the scenario on the ppt is an example of a prompt, give us a "thumbs up."

If the scenario is NOT an example of a prompt, give us a "thumbs down."

150

So...what is it?

• Prompt

- **Verbal statement** (i.e., not look or gesture)
- Delivered **before** the behavior is expected
- **Specifically states** the appropriate behavior that is expected (i.e., consistent with classroom norms)

156

B

Behavior

Identify simple, evidence-based, and culturally relevant practices (practices = adult behaviors)

- Positive greetings and specific prompts
- Active engagement



157

Why do it?

Table 1
Overview of Instructional Strategies and Selected Supporting Evidence

Examples o to Increase	Instructional Strategy	Purpose	Evidence Base	It works!
<p>Use Explicit Instruction</p> <p>Racial discrimination in our U.S. Department of Justice is documented throughout the history of the nation. This document is intended to provide information to address racial and ethnic disparities in our schools. This document is based on research that shows that explicit instruction is an effective way to address racial and ethnic disparities in our schools. This document is based on research that shows that explicit instruction is an effective way to address racial and ethnic disparities in our schools.</p>	Use Explicit Instruction	Clarifies student learning expectations and teaching objectives	<ul style="list-style-type: none"> Hattie (2005) Rosenstone (1995) Simmons, Puchs, Puchs, Mathes, & Hodge (1995) Stein, Carnine, & Dixon (1998) 	<p>It works!</p>
	<p>Build and Prime Background Knowledge</p> <p>Creates shared foundational schema to optimize student learning</p>	<ul style="list-style-type: none"> Altieri & Siddick (2015) Johnson (1984) Rowe & Rayford (1987) 		
<p>Increase Opportunities to Respond</p> <p>Provides high degree of student engagement and practice</p>	<ul style="list-style-type: none"> Armstrong & Ombert (1999) Puchs, Puchs, Mathes, & Simmons (1995) Wayton, Marcol, & Van Loon (2009) Durkalek, Rawson, Marsh, Nathan, & Wittingham (2002) 			
<p>Provide Performance Feedback</p> <p>Structures teacher knowledge of student progress and provides opportunities to correct misunderstandings</p>	<ul style="list-style-type: none"> Cohn, Supak, Good, & Lee (1987) Reddy, Fabiano, Duels, & Hou (2013) Hattie & Timperley (2007) 			

<https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>

158

What is it?

Examples of Engaging Instruction to Increase Equity in Education

Connecting new content to prior knowledge and skills.
Establishing and maintaining clear learning goals and expectations for each lesson.
Modeling concepts and processes clearly in a step-by-step fashion.
Varying instruction in response to immediate and reflective feedback.
Asking questions to continually monitor understanding and inform immediate feedback.
Scaffolding learning experiences for students to practice, synthesize, and consolidate learning.


<https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>

159

What is it?

(Continued)

“An Opportunity to Respond (OTR) is a teacher behavior that...solicits a student response (e.g., asking a question, presenting a demand).”



- Provide high rates of opportunities to respond (OTRs)
- Consider various observable ways to engage students
- Link engagement with outcome objectives

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

160

Examples & Non-Examples

✓

- Direct Instruction
- Computer Assisted Instruction
- Class-Wide Peer Tutoring
- Guided notes
- Response Cards

✗

- 30-min lecture with no planned engagement strategy
- Waiting 5 min for a student to raise hand
- Calling on the same 2-5 students during each activity

161

Examples or Non-Examples

Is this an Opportunity to Respond?

Let's Play!

Quick activity to check our understanding of OTRs.

If the scenario on the ppt is an example of an OTR, give us a “thumbs up.”

If the scenario is NOT an example of an OTR, give us a “thumbs down.”

162

So...what is it?


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

171

B
Behavior

Identify simple, evidence-based, and culturally relevant practices (practices = adult behaviors)

- Positive greetings and specific prompts
- Active engagement
- Specific positive (& corrective) feedback




172

Why do it?

- **It works!**
Decades of research support the relationship between positive and specific feedback and student outcomes
- **Positive climate & relationships**
Providing positive feedback helps to create a positive classroom climate & develop positive relationships
- **It's all about the ratio!**
*Maintain a favorable ratio of positive to corrective feedback
Provide at least 5 positive statements for every 1 corrective (5:1)*


(Cook et al., 2020; Floress et al., 2017; Simonsen et al. 2008)



173

What is it?

- **Behavior Specific Praise**
*"a **positive statement**, typically provided by the teacher, when a desired behavior occurs (**contingent**) to inform students **specifically** what they did well."*
- **Specific Error Corrections or Redirections**
*"an **informative statement**, typically provided by the teacher, that is given when an undesired behavior occurs (**contingent**), states the observed behavior, and tells the student exactly what they should do in the future in a **brief, concise manner**."*




(Simonsen et al. 2008, pp. 362, 364, emphasis added)

177

Examples

- **Behavior Specific Praise**
 - "Nice hand raise."
 - "Clear pronunciation."
 - "Helping your friend was kind."
- **Specific Error Corrections or Redirections**
 - "Instead of talking out, please raise your hand."
 - "That sound is /ä/. What sound? Yes, /ä/."
 - "Rather than laughing, please help your friend clean up the mess."



178

Examples or Non-Examples

Is this Behavior Specific Praise?

Let's Play!

Quick activity to check our understanding of behavior specific praise (BSP).


If the scenario on the ppt is an example of BSP, give us a "thumbs up."

If the scenario is NOT an example of BSP, give us a "thumbs down."

179

So...what is it?

- **Behavior Specific Praise**
 - **Positive verbal statement**
 - Delivered immediately after the behavior(**contingent**)
 - **States** observed desired behavior
- **Specific Error Corrections or Redirections**
 - **Corrective verbal statement**
 - Delivered after the behavior(**contingent**)
 - **States** observed behavior & **redirects** to desired behavior
 - **Brief & concise**
 - **Calm & neutral**



190

Main messages:**What?**

- Start simple.

B

Identify simple, evidence-based, and culturally relevant practices (behaviors)

How?

- Set up for success.
- Build effective habits.
- Celebrate successes!

191

Habit Development Strategies*Building Blocks of Behavior***A**

Antecedent

B

Behavior

C

Consequence

Change cues

Practice a new behavior

Celebrate



Parent
celebrates their
parental
awesomeness!

192

Habit Development Strategies*Building Blocks of Behavior***A**

Antecedent

B

Behavior

C

Consequence

- Redesign environment
- promote desired behavior & prevent undesired behavior
- Add prompts

- Teach & practice desired behaviors to fluency
- Monitor implementation

- Provide specific feedback
- Celebrate success (reinforce progress & desired behavior)
- Do not reinforce undesired behavior

193

Habit Development Example*Positive Greetings at the Door/Login***A**

Antecedent

B

Behavior

C

Consequence

- Redesign environment
 - add greeting sign/poster (behind c& screen)
 - prevents undesired behavior
- Add prompter

- Teach & practice desired behaviors to fluency
- Monitor implementation

- Provide specific feedback
- Celebrate success (reinforce progress & desired behavior)
- Do not reinforce undesired behavior

194

Track Positive Reinforcement with Our Be+ App

<https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>

195

Habit Development Example*Positive Greetings at the Door/Login***A**

Antecedent

B

Behavior

C

Consequence

- Redesign environment
 - add greeting poster (or slide on screen)
 - prep in advance of class
- Add reminder

- Teach & practice desired behaviors to fluency
- Monitor implementation

- Provide specific feedback
- Celebrate with class (reinforce progress & desired behavior)
- Do not reinforce undesired behavior

196

Beyond the Basics

Positive Greetings at the Door/Login

- **How do you know if you're implementing it?**
 - Structure or protocol
 - Monitor data over time
- **How do you know implementation is equitable?**
 - Is everyone getting "it"?
 - Who's benefitting from "it"?
- **How do you differentiate to meet diverse needs?**
 - Change quantity (more/less)
 - Change quality (adjust practice)

197

Beyond the Basics

Positive Greetings at the Door/Login



Student	Greeted Student	Attended Class	% of work completed this week	Response to How are you Feeling Prompt	Preferred T&L Context	Connection made with student
Abbey Alton	✓	✓	100	Thumbs up	Remote	TV Show
Burt Buzzy			25	Unsure	Unsure	
Devon Donaldson	✓	✓	90	Neutral	No preference	Pet
Jose Juggler	✓	✓	75	Thumbs up	In person	Siblings
Hannah Held	✓	✓	100	Thumbs up	In person	Dessert
Sammy Shy			100	Thumbs up	Remote	TV show
Susie Sunshine	✓	✓	75	Thumbs down	In person	Pet
Regina Rock	✓	✓	100	Thumbs up	No preference	Cooking

198

Resources to Support

Positive Greetings at the Door/Login



<https://www.pbis.org/resource/positive-greetings-at-the-door>

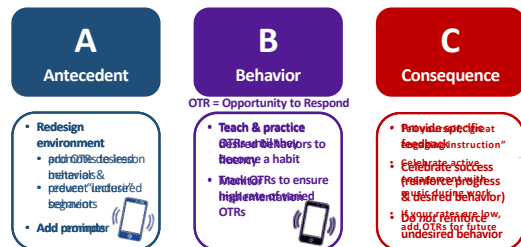


<https://www.pbis.org/resource/socially-connected-while-physically-distant>

199

Habit Development Example

Active Engagement



200

Beyond the Basics

Active Engagement

- **How do you know if you're implementing it?**
 - Structure or protocol
 - Monitor data over time
- **How do you know implementation is equitable?**
 - Is everyone getting "it"?
 - Who's benefitting from "it"?
- **How do you differentiate to meet diverse needs?**
 - Change quantity (more/less)
 - Change quality (adjust practice)

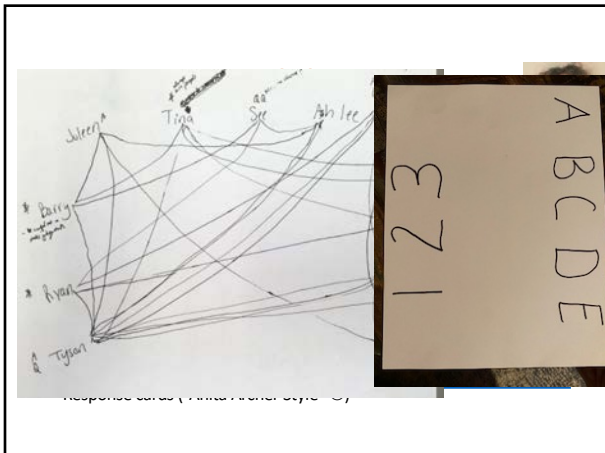
201

Beyond the Basics

Active Engagement

- Spider Web Discussion Map
- Flipped Learning (explicit instruction recorded and reviewed prior to class time, allowing more interaction with content)
- Think-Pair-Share using small groups & Google Doc/Padlet/etc
- Making Thinking Visible (https://www.nesacenter.org/uploaded/conferences/FTI/2016/handouts/Mark_Church/D_MakingThinkingVisible_Summary_TheMainIdeas.pdf)
- Flipgrid
- Virtual Gallery Walks
- Moving Station Brainstorming Online (<https://www.edutopia.org/article/8-strategies-improve-participation-your-virtual-classroom>)
- Response cards ("Anita Archer Style" ☺)

202



203

Resources to Support Active Engagement

<https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>

<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>

https://www.youtube.com/watch?v=10102o_YLnM&feature=youtu.be

204

Habit Development Example

Specific Positive (& Corrective) Feedback

A
Antecedent

B
Behavior

C
Consequence

- Redesign environment
- prompt desired behavior & prompt undesired behavior
- Add prompter

- Teach & practice desired behavior to fluency
- Use specific praise to reinforce behavior
- Use error corrections and ensure 5:1 ratio

- Provide specific feedback to reinforce behavior
- Celebrate positive (reinforce progress, praise and behavior)
- Use error corrections and ensure 5:1 ratio

205

Beyond the Basics

Specific Positive (& Corrective) Feedback

- **How do you know if you're implementing it?**
 - Structure or protocol
 - Monitor data over time
- **How do you know implementation is equitable?**
 - Is everyone getting "it"?
 - Who's benefitting from "it"?
- **How do you differentiate to meet diverse needs?**
 - Change quantity (more/less)
 - Change quality (adjust practice)

206

Beyond the Basics

Specific Positive (& Corrective) Feedback

Counter

Be+ App

Katie	Steven	Alexander	Kaitlyn	Michael	Sheila
Alyse	Veronica	Isabel	Ping	Leslie	Richard
Mateo	Dion	Maribel	Aziz	Randy	Kevin
Alicia	John	Jasmine	Mandy	Martin	Lillian

207

Resources to Support Specific Positive (& Corrective) Feedback

<https://www.pbis.org/resource/the-student-teacher-game>


<https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>

208

Main messages:		Key actions:	
What?	• Start simple.	B Behavior	Identify simple, evidence-based, and culturally relevant practices (behaviors)
	• Set up for success.	A Antecedent	Design environments to support implementation (antecedents)
How?	• Build effective habits.	B Behavior	Practice to fluency/automaticity and monitor implementation (behaviors)
	• Celebrate successes!	C Consequence	Acknowledge and celebrate successes (reinforcing consequences)

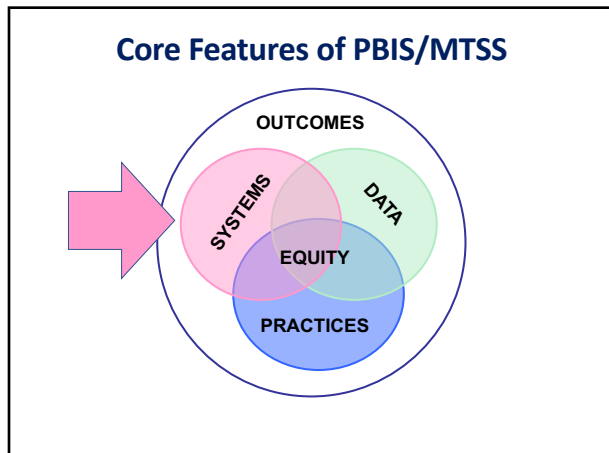
209

Guiding Questions



- We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).
- We develop *effective* habits by establishing cues, practicing, & celebrating.
- How do we scale up effective habits in our schools & districts?

210






211

Habit Development Systems
Building Blocks of Behavior

A Antecedent	B Behavior	C Consequence
<ul style="list-style-type: none"> • Redesign environment (change cues) • Add prompts 	<ul style="list-style-type: none"> • Teach & practice to fluency • Monitor implementation 	<ul style="list-style-type: none"> • Celebrate success • Prevent reward for undesired behavior

212

Habit Development Systems
Building Blocks of Behavior

A Antecedent	B Behavior	C Consequence
 Prompt & Remind Provide Resources to Support	 Train & Coach Monitor Fidelity & Outcomes	 Performance Feedback Celebrate Progress & Successes!

213

Thanks to the **team** who lead the development of guide:

- Jenifer Freeman,
- Brandi Simonsen,
- Karen Robbie,
- Maria Reina Santiago-Rosario,
- Steve Goodman,
- Sarah Wilkinson,
- Kim Yaneek,
- Sarah Sinnott,
- Sarah Rosati,
- Mara Power, &
- Katie Meyer

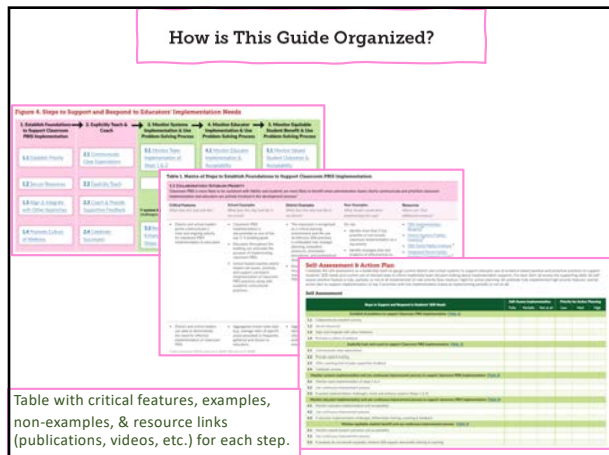
Overview: Guide to Classroom Systems & Data

SUPPORTING AND RESPONDING TO EDUCATORS' CLASSROOM PBIS IMPLEMENTATION NEEDS: Guide to Classroom Systems and Data

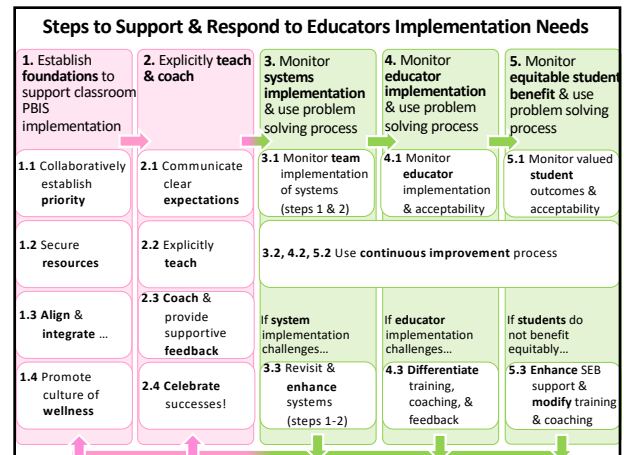
January 2023

Center on PBIS, (January 2023). Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data. Center on PBIS, University of Oregon. www.pbis.org.

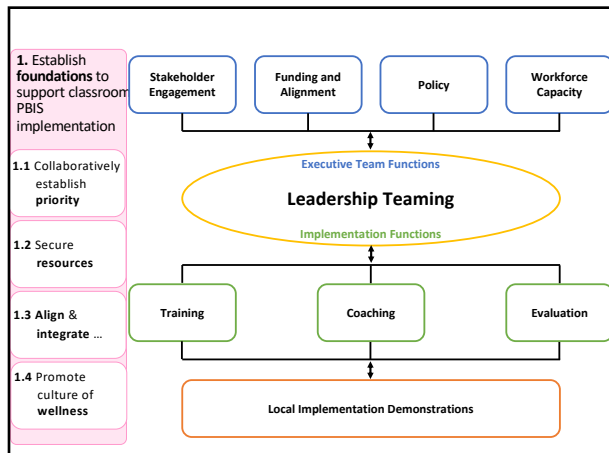
214



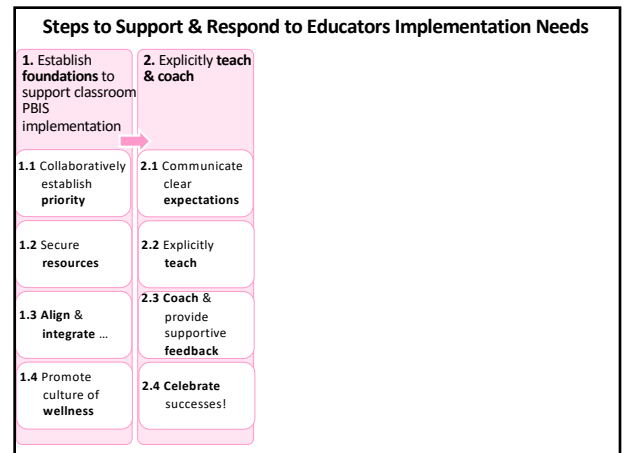
215



216



217



218



219



220

Self-Management

Why do it?

Self-management (following brief training + email coaching prompts) resulted in desired initial increases in specific classroom management skills across teachers.

(Simonsen, Freeman, et al, 2017; 2020)

221

Empirical Research

HANMILL INSTITUTE
ON DISABILITIES
Journal of Positive Behavior Interventions
2017, Vol. 19(1) 37-47
© Hammill Institute on Disabilities 2016
Reprints and permissions:
sagepub.com/journalsPermissions.nav
DOI: 10.1177/1098300716637192
jpi.sagepub.com
SAGE

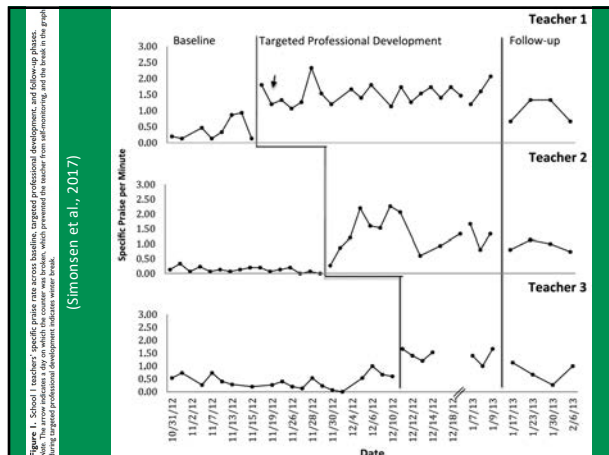
Effects of Targeted Professional Development on Teachers' Specific Praise Rates

Brandi Simonsen, PhD¹, Jennifer Freeman, PhD¹, Kathryn Dooley, MA¹, Eleanor Maddock, MA¹, Laura Kern, MA, JD¹, and Diane Myers, PhD²

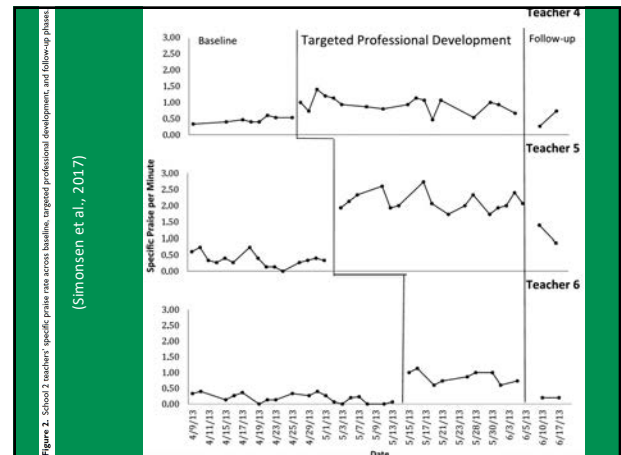
Targeted PD works!

The combination of brief training + weekly email prompts + daily self-management (goal setting, self-monitoring, self-evaluation, and self-reinforcement) resulted in increases in specific praise.

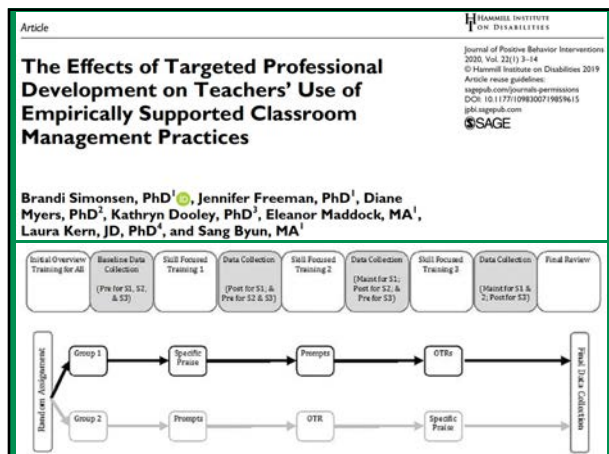
222



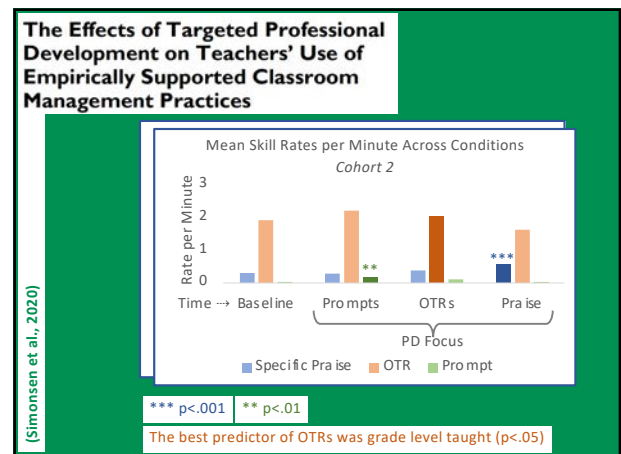
223



224



225



226

Self-Management

How?

- Set a Goal
 - Examples:
 - Increase my rate of specific praise to 4 times per minute during math instruction
 - Increase the distribution of my specific praise to ensure all students receive at least 2 praise statements during math
 - Use at least a 5:1 praise to corrective ratio during literacy
- Select a Measure (that matches your goal)
- Self-Monitor and Evaluate
- Self Reinforce and Share your Experiences

227

Guiding Questions

- We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).
- We develop *effective* habits by establishing cues, practicing, & celebrating.
- We *scale-up* effective habits by building systems to cue, provide enhanced practice, and celebrate enhancements.

228

Data, Habits, & Systems

Table Activity

~40 min

Individually or as a team

- Consider specific strategies to develop habits of effective practice
- Add items to action plan

Action Plan				
Action	Who	When	Notes	

229

Guiding Questions

- We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).

Habit Development

Building Blocks of Behavior

A	B	C
Antecedent	Behavior	Consequence
"Cue"	"Response"	"Reward"

230

Guiding Questions

- We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).
- We develop *effective* habits by establishing cues, practicing, & celebrating.

Main messages: Key actions:


What?	How?
Start simple.	Identify simple, evidence-based, and culturally relevant practices (behaviors)
Set up for success.	Design environments to support implementation (antecedents)
Build effective habits.	Practice to fluency/automaticity and monitor implementation (behaviors)
Celebrate successes!	Acknowledge and celebrate successes (reinforcing consequences)

231

Guiding Questions

- We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).
- We develop *effective* habits by establishing cues, practicing, & celebrating.
- We *scale-up* effective habits by building systems to cue, provide enhanced practice, and celebrate enhancements.

232



Strand Preview

Mon (11:00-12:30)	Context & Critical Practices
Tue (9:15-12:30)	Critical Practices
Wed (9:45-12:30)	Data, Systems, & Habits of Effective Practice
Thurs (9:00-12:30)	Full Continuum of Effective Practice

233

Steps to Support & Respond to Students' SEB Needs

3. Monitor fidelity & use data to guide implementation

3.1 Monitor Implementation

If implementation challenges...

3.2 Access training, Coaching, & Feedback

234

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments	2. Actively promote SEB growth	3. Monitor fidelity & use data to guide implementation	4. Monitor student outcomes & use data to guide response
1.1 Design a Safe Environment 1.2 Establish Positive Connections 1.3 Develop Predictable Routines 1.4 Define & Teach Positive Expectations 1.5 Plan Relevant Instruction	2.1 Engage Students in Relevant Learning 2.2 Foster Positive Relationships 2.3 Prompt & Supervise SEB & Academic Skills 2.4 Provide Specific Feedback (>5:1 Ratio) 2.5 Consider Other Response Strategies	3.1 Monitor Implementation If implementation challenges... 3.2 Access Training, Coaching, & Feedback	4.1 Monitor Student Outcomes If many students make ongoing SEB errors ... 4.2 Enhance Tier 1 (Steps 1 & 2) If few students make ongoing SEB errors ... 4.3 Enhance Tier 1; Consider Tiers 2 & 3

235



Strengthening Our Classrooms (Practices & Systems) to Support Students & Educators

Nourishing Our Roots:
Deepening & Strengthening Our Systems of Support for the Well-being of All



Brandi Simonsen, Ph.D.


UConn
UNIVERSITY OF CONNECTICUT

CBER  **PBIS** Positive Behavioral Interventions & Supports

236

Strand Learning Objectives

Nourishing Our Roots



- Describe the core features of effective **classroom practices** to support *all* students, and develop an effective classroom environment plan.
- Discuss how we develop habits, and create an **action plan** to develop **habits** to support wellbeing in the classroom.
- Identify **data** and **systems** features needed to scale habits of effective classroom practices.

237

Strand Outcomes or "Take Aways"

Nourishing Our Roots



- Completed **Positive Classroom Behavior Support Plan** for your classroom and/or sample plan for a classroom at your school that documents critical practices

Action Plan

Object	Who	When	Notes

- An **action plan** that documents **data & systems** to improve implementation fidelity of these practices

238

Reflections

~10 min table groups ~5 min share out

Table Activity

Look forward to next school year and identify:

- 1** concern for next year
- 2** hopes for yourself as an educator
- 3** things you will do to care for yourself

239

Strand Overview

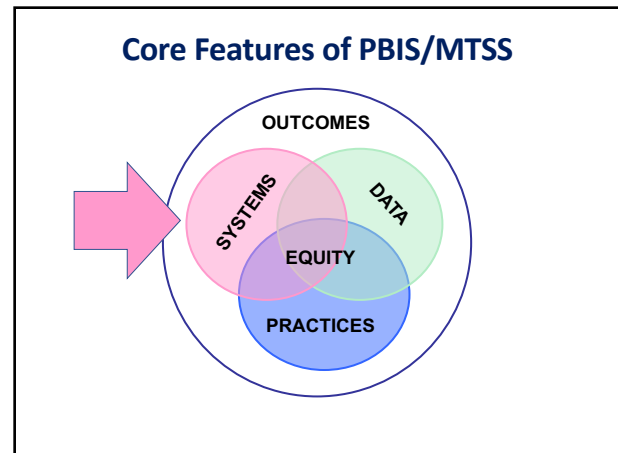
Mon (10:30-12:30)	Context & Critical Practices
Tue (9:15-12:30)	Critical Practices
Wed (9:45-12:30)	Data, Systems, & Habits of Effective Practice
Thurs (9:00-10:30 & 11:00-12:30)	Full Continuum of Effective Practice

240

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments <ul style="list-style-type: none"> 1.1 Design a Safe Environment 1.2 Establish Positive Connections 1.3 Develop Predictable Routines 1.4 Define & Teach Positive Expectations 1.5 Plan Relevant Instruction 	2. Actively promote SEB growth <ul style="list-style-type: none"> 2.1 Engage Students in Relevant Learning 2.2 Foster Positive Relationships 2.3 Prompt & Supervise SEB & Academic Skills 2.4 Provide Specific Feedback (>5:1 Ratio) 2.5 Consider Other Response Strategies 	3. Monitor fidelity & use data to guide implementation <ul style="list-style-type: none"> 3.1 Monitor Implementation If implementation challenges... 3.2 Access Training, Coaching, & Feedback
---	--	--

241



242

Guiding Questions

• We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).

Habit Development
Building Blocks of Behavior

A Antecedent	B Behavior	C Consequence
"Cue"	"Response"	"Reward"

243

Guiding Questions

• We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).


• We develop *effective* habits by establishing cues, practicing, & celebrating.

Main messages:		Key actions:	
What?	Start simple.	B	Identify simple, evidence-based, and culturally relevant practices (behaviors)
How?	Set up for success.	A	Design environments to support implementation (antecedents)
	Build effective habits.	B	Practice for fluency/automaticity and monitor implementation (behaviors)
	Celebrate successes!	C	Acknowledge and celebrate successes (reinforcing consequences)

244

Guiding Questions

- We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).
- We develop *effective* habits by establishing cues, practicing, & celebrating.
- We *scale-up* effective habits by building systems to cue, provide enhanced practice, and celebrate enhancements.



245

Data, Habits, & Systems

Table Activity

DEBRIEF

A	B	C
Antecedent	Behavior	Consequence
<ul style="list-style-type: none"> • Redesign environment (change cues) • Add prompts 	<ul style="list-style-type: none"> • Teach & practice to fluency • Monitor implementation 	<ul style="list-style-type: none"> • Celebrate success • Prevent reward for undesired behavior

Individually or as a team

- Consider specific strategies to develop habits of effective practice
- Add items to action plan

Action Plan

Action	Who	When	Notes

246

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments	2. Actively promote SEB growth	3. Monitor fidelity & use data to guide implementation	4. Monitor student outcomes & use data to guide response
1.1 Design a Safe Environment 1.2 Establish Positive Connections 1.3 Develop Predictable Routines 1.4 Define & Teach Positive Expectations 1.5 Plan Relevant Instruction	2.1 Engage Students in Relevant Learning 2.2 Foster Positive Relationships 2.3 Prompt & Supervise SEB & Academic Skills 2.4 Provide Specific Feedback (>5:1 Ratio) 2.5 Consider Other Response Strategies	3.1 Monitor Implementation If implementation challenges... 3.2 Access Training, Coaching, & Feedback	4.1 Monitor Student Outcomes If many students make ongoing SEB errors ... 4.2 Enhance Tier 1 (Steps 1 & 2) If few students make ongoing SEB errors ... 4.3 Enhance Tier 1; Consider Tiers 2 & 3

247

Steps to Support & Respond to Students' SEB Needs

4. Monitor student outcomes & use data to guide response

4.1 Monitor Student Outcomes

- Operationally **define** student outcomes (behavior/skill) in observable, measurable, and specific terms
- Select the appropriate **data collection strategy**, given features of the behavior/skill and context:
 - Counting (frequency or rate)
 - Timing (duration, latency, inter-response time)
 - Sampling (time-based estimates)
 - Other descriptive methods (e.g., ABC recording, rating scales, extant data)

248

Examples & Non-Examples Monitoring

✓	✗
<ul style="list-style-type: none"> • Count hand raises vs. talk-outs on an app after teaching students how to respectfully get your attention • Take data on how students enter class while greeting them at the door 	<ul style="list-style-type: none"> • Hope your instruction was awesome and behavior will magically improve • Give a written test on respect, and yell at students when they are disrespectful

249

Social Skills Lesson Plan Example

Sample Lesson Plan Template to Teach Expected Behavior (Social Skills)

Lesson Focus: _____ (Demonstrating) _____ in the _____ (context)

Teaching Objective: Following instruction, students will demonstrate _____ (expectation) in the _____ (context) by _____ (observable behavior) across _____ (out of) _____ (sampled opportunities) (context).

Teaching Examples:

Positive Examples	Negative Examples
• _____	• _____
• _____	• _____

Lesson Materials: _____

Lesson Activities:

Model: **Model, Lead, Test (I do, We do, You do)**

Lead: _____

Test: _____

Follow-up Activities:

Strategies to prompt: _____

Procedures to reinforce: _____

Procedures to correct: _____

Procedures to monitor: _____

Procedures to evaluate: _____

Follow up → **Prompt, Reinforce, Correct, Monitor, & Evaluate** → **Now!!!**

250

Lesson Plans Revisted

Table Activity

~10 min

Individually or as a team

- Revisit **lesson plan** for 1 box in your matrix (expectation within routine)
- Focus on follow up activities

Follow-up Activities:

Strategies to prompt:

Procedures to reinforce:

Procedures to correct behavioral errors:

Procedures to monitor/supervise:

Procedures to collect and evaluate student data:

251

Steps to Support & Respond to Students' SEB Needs

4. Monitor student outcomes & use data to guide response

4.1 Monitor Student Outcomes

- Operationally **define** student outcomes (behavior/skill) in observable, measurable, and specific terms
- Select the appropriate **data collection strategy**, given features of the behavior/skill and context:
- Disaggregate data** by subgroup (race/ethnicity, gender, language status, disability status) to monitor equitable outcomes
- Review** outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior and/or (b) showing on-going SEB needs and contextually inappropriate behavior

252

Progress Monitor

Progress monitoring, a key component of a multi-tiered system of support (MTSS), occurs throughout the data-based individualization (DBI) process to assess responsiveness to the individualized intervention plan, as well as adaptations to the intervention.

When developing the individualized intervention plan, intervention teams should develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.

During delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.

After sufficient data are collected, they are graphed and evaluated against the student's instructional or behavioral goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This data informs regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.

<https://intensiveintervention.org/intensive-intervention/progress-monitor>

253

Team-Initiated Problem Solving (TIPS)

Operational Definition

Team-Initiated Problem Solving (TIPS) is a framework to use during meetings (e.g., PBIS, RTI, MTSS) focused on data-based decision-making to improve student outcomes.

TIPS is applicable to varied data sources (e.g., classroom, attendance, safety, student error, e.g., academic behavior) and levels of application (e.g., school, district, state).

Rationale

It is essential for schools to have "problem-solving teams" focused on addressing student academic and behavior challenges. These teams use general problem-solving models (e.g., problem identification, problem analysis, plan development, and plan evaluation) to deal with problem resolution.

Unfortunately, research documents that although school teams indicate they are addressing problem-solving questions, they are often missing critical components, thus decreasing the chance of improving student outcomes. Desires to conducting effective problem-solving meetings have been identified to include:

- TIPS Process
- Identify a problem with precision
- Identify problem changes
- Identify problem and create implementation plan with commitment
- Implement solution with high integrity
- Monitor impact of solution and adjust implementation plan
- Make continuous evaluation decisions

TIPS Process

1. Identify a problem with precision

2. Identify problem changes

3. Identify problem and create implementation plan with commitment

4. Implement solution with high integrity

5. Monitor impact of solution and adjust implementation plan

6. Make continuous evaluation decisions

Team-Initiated Problem Solving (TIPS) is a model that addresses these factors by breaking down problem-solving into six critical steps to guide teams through a data-based decision-making process that leads to desired outcomes. TIPS also includes critical elements of effective and efficient meetings (e.g., structured processes, team member roles, meeting norms) guided into the problem-solving process. TIPS is a general problem-solving model that provides structure to any type of meeting. The TIPS model includes focus on meeting foundations guided by a structured meeting timeline from end to end of a problem-solving meeting process.

Rehm, B. R., Haines, T. J., Todd, A. L., Alperstein, B., Alperstein, K., Connors, G. L., & Peters, A. J. (2016). The Team-Initiated Problem Solving (TIPS) Model. Retrieved from <https://www.pbis.org/resource/pbis-forum-in-brief-tips>

<https://www.pbis.org/resource/pbis-forum-in-brief-tips>

254

Steps to Support & Respond to Students' SEB Needs

4. Monitor student outcomes & use data to guide response

4.1 Monitor Student Outcomes

If many students make ongoing SEB errors ...

4.2 Enhance Tier 1 (Steps 1 & 2)

- If review of student outcome data indicate that many students are continuing to demonstrate risk or need, enhance implementation of **Tier 1** (i.e., practices in Table 1 and Table 2)
- Enhance **cultural responsiveness** of implementation
- Implement **neutralizing routines** to respond instructionally and equitably to SEB errors
- Further **differentiate** implementation to meet the needs of all learners, including students with disabilities
- Enhance Tier 1** to support **common needs** of students who experienced crisis (e.g., natural disaster, school violence, pandemic)

255

Steps to Support & Respond to Students' SEB Needs

4. Monitor student outcomes & use data to guide response

4.1 Monitor Student Outcomes

If many students make ongoing SEB errors ...

4.2 Enhance Tier 1 (Steps 1 & 2)

If few students make ongoing SEB errors ...

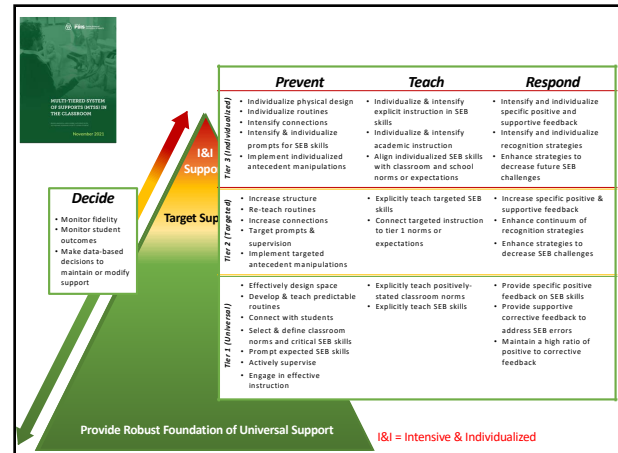
4.3 Enhance Tier 1; Consider Tiers 2 & 3

- Implement strategies to (a) **enhance Tier 1** (4.2) and (b) develop student skills so they can better access and benefit from Tier 1 support
- Use data** to guide further adjustments to student support
- For students with on-going SEB or academic risk/need, (a) consider targeted (**Tier 2**) approaches to prevent, teach, reinforce, and respond to students' needs and (b) request support to implement
- For students with complex, chronic, or significant needs, (a) consider intensive intervention (**Tier 3**) and (b) request support to complete a comprehensive assessment (e.g., functional behavioral assessment) and develop an individualized support plan (e.g., behavior intervention plan)

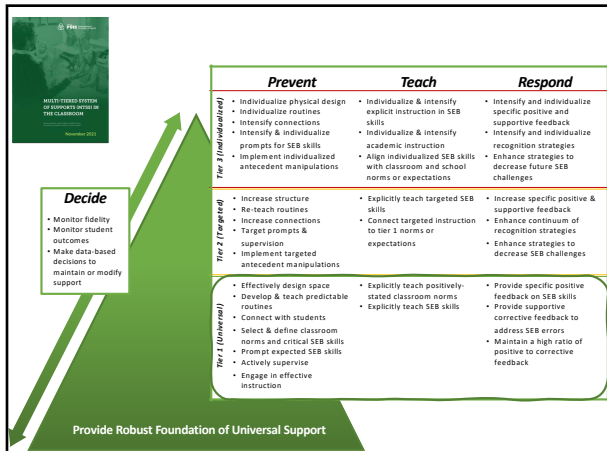
256



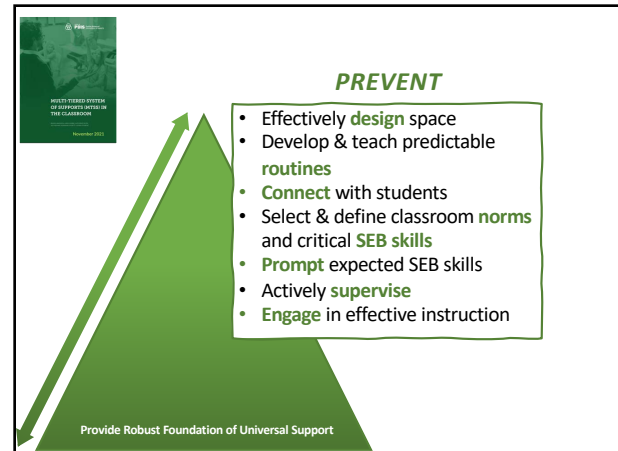
257



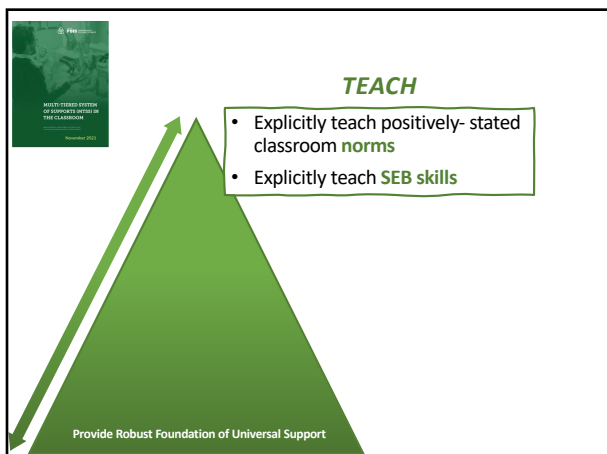
258



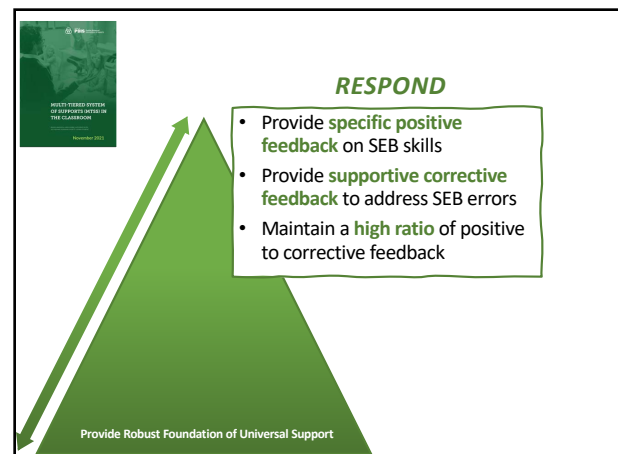
259



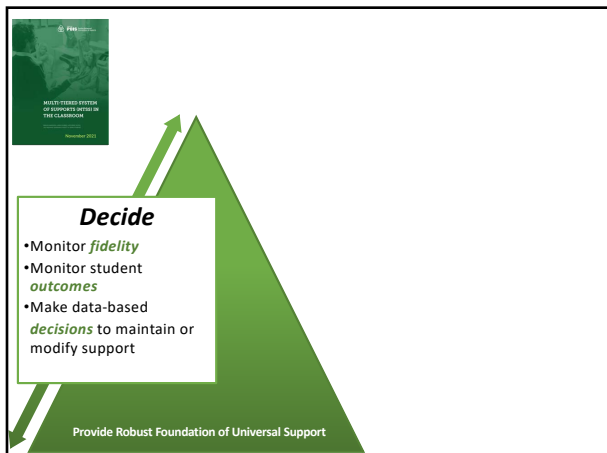
260



261



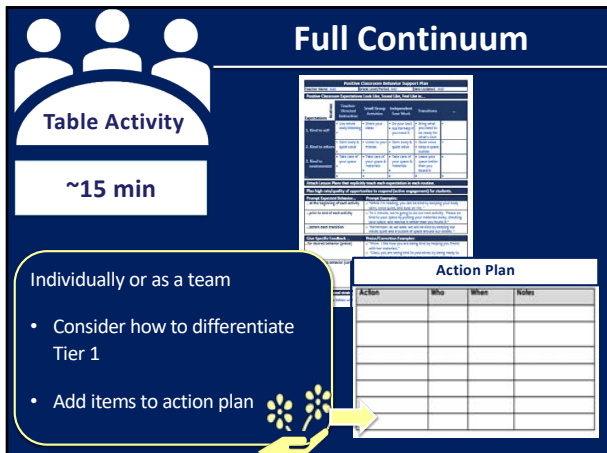
262



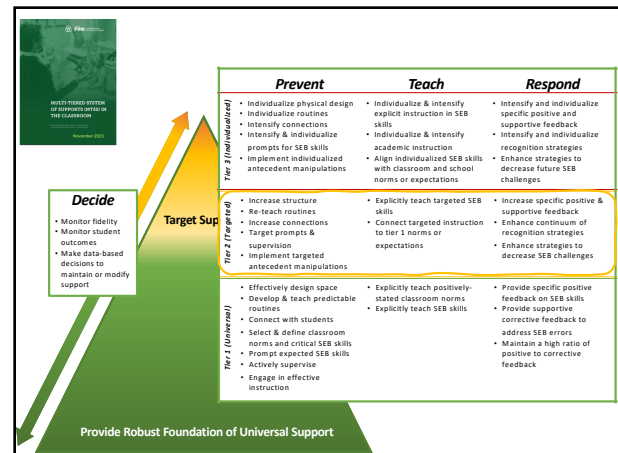
263



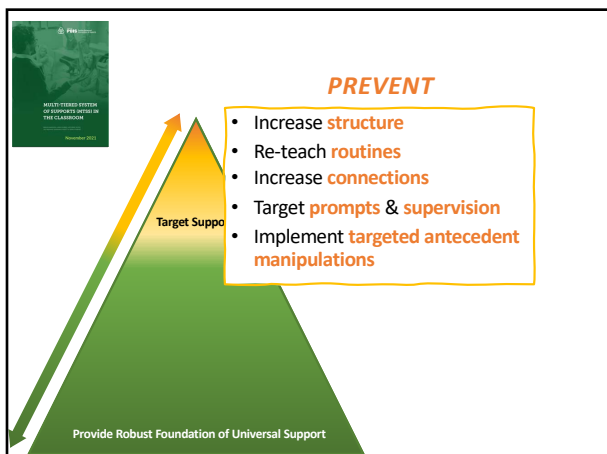
264



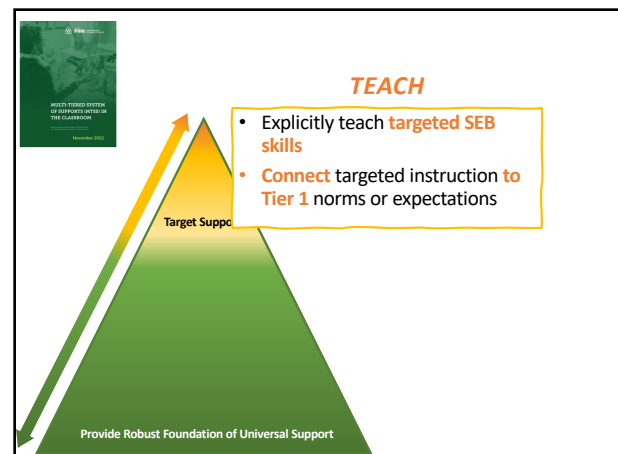
265



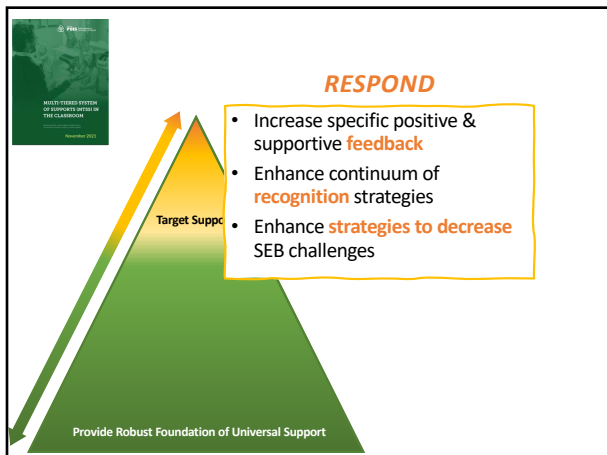
266



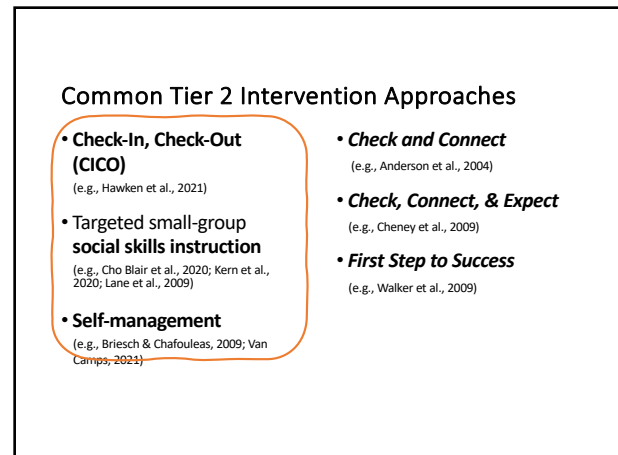
267



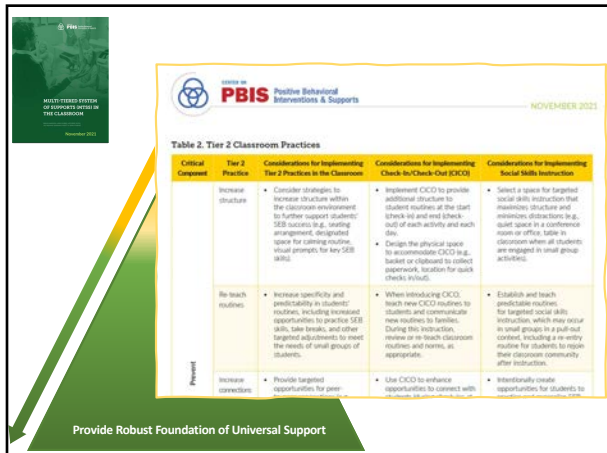
268



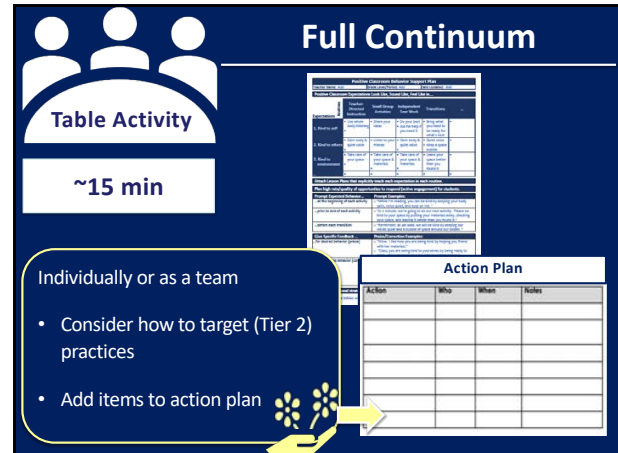
269



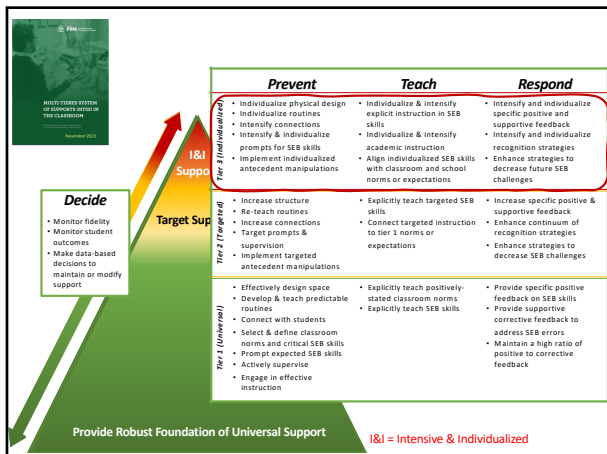
270



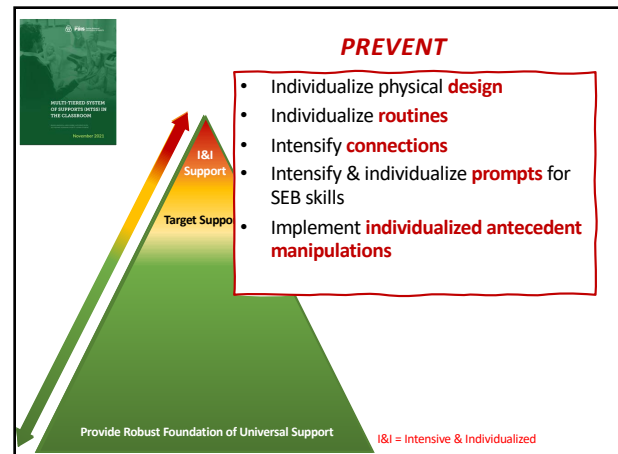
271



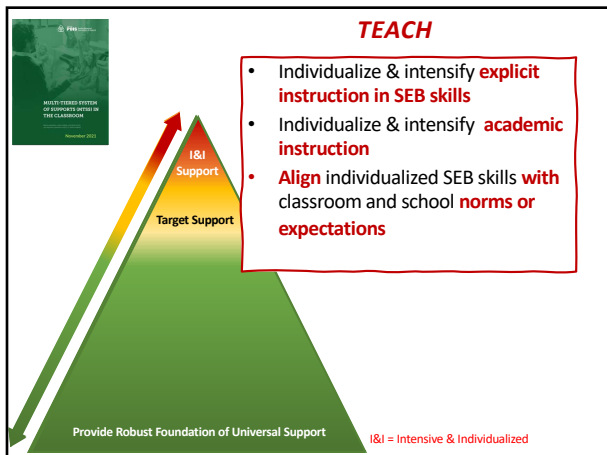
272



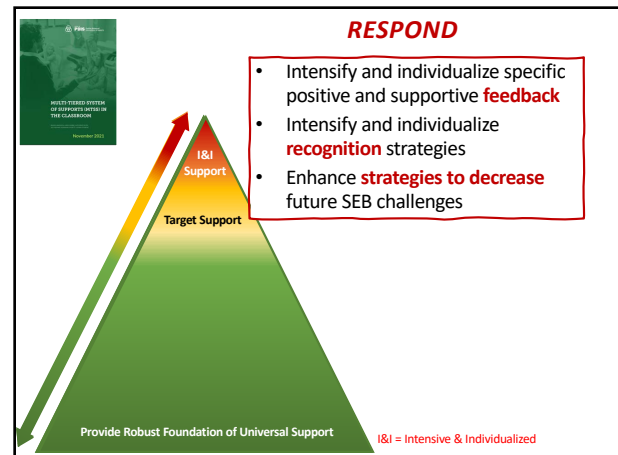
273



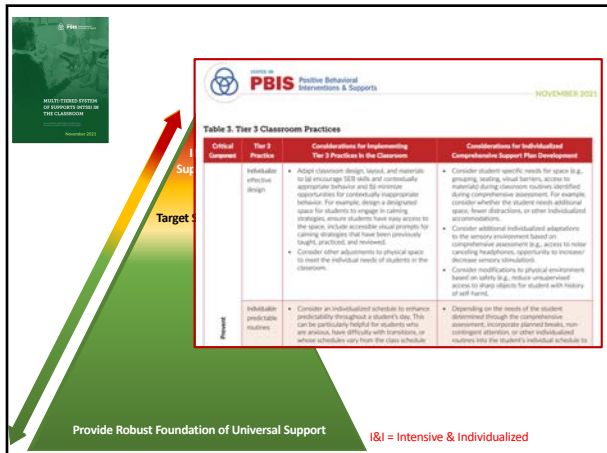
274



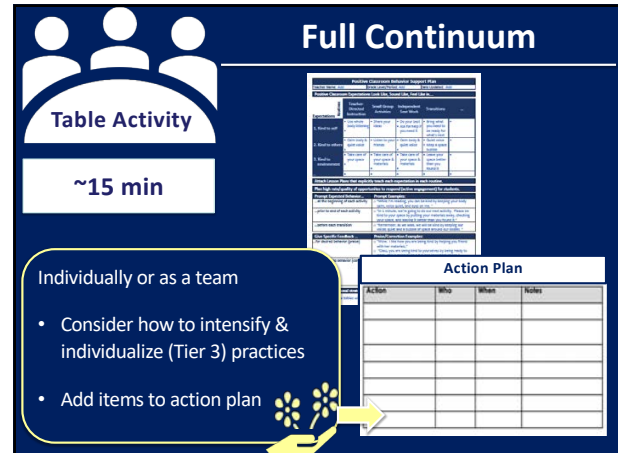
275



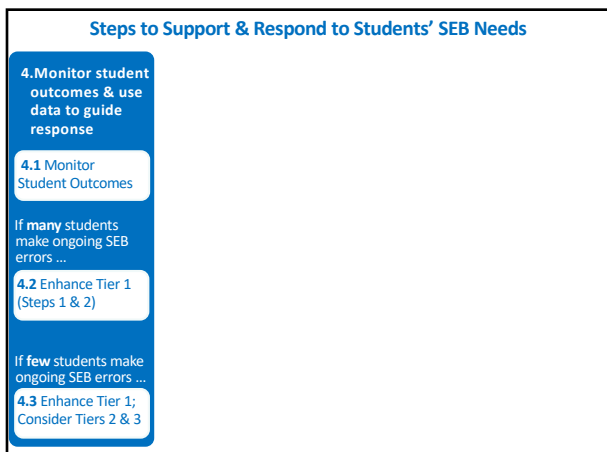
276



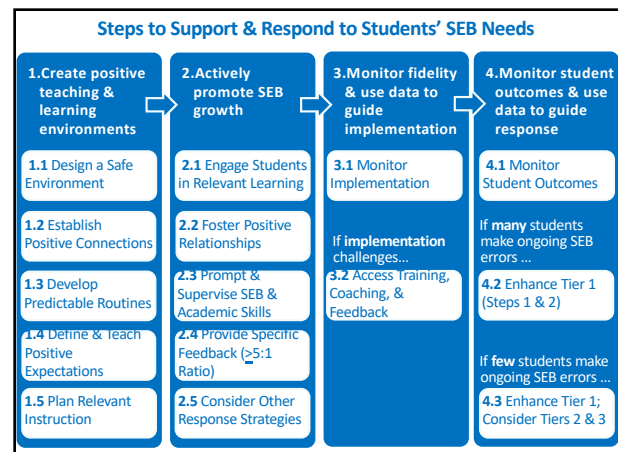
277



278



279



280



281

Steps to Support & Respond to Students' SEB Needs

- 1. Create positive teaching & learning environments**
 - Arrange **furniture** to allow easy traffic flow
 - Ensure adequate **supervision** of all areas
 - Designate staff & student **areas**
 - **Seating** arrangements (groups, carpet, etc.)
- 1.1 Design a Safe Environment**
- 1.2 Establish Positive Connections**
- 1.3 Develop Predictable Routines**
- 1.4 Define & teach Positive Expectations**
- 1.5 Plan Relevant Instruction**

282

Steps to Support & Respond to Students' SEB Needs

- 1. Create positive teaching & learning environments**
 - 1.1 Design a Safe Environment**
 - 1.2 Establish Positive Connections**
 - 1.3 Develop Predictable Routines**
 - 1.4 Define & teach Positive Expectations**
 - 1.5 Plan Relevant Instruction**
- 2. Actively promote SEB growth**
 - 2.1 Engage Students in Relevant Learning**
 - 2.2 Foster Positive Relationships**
 - 2.3 Prompt & Supervise SEB & Academic Skills**
 - 2.4 Provide Specific Feedback (>5:1 Ratio)**
 - 2.5 Consider Other Response Strategies**

283

Steps to Support & Respond to Students' SEB Needs

- 2. Actively promote SEB growth**
 - 2.1 Engage Students in Relevant Learning**
 - 2.2 Foster Positive Relationships**
 - 2.3 Prompt & Supervise SEB & Academic Skills**
 - 2.4 Provide Specific Feedback (>5:1 Ratio)**
 - 2.5 Consider Other Response Strategies**

284

Steps to Support & Respond to Students' SEB Needs

- 2. Actively promote SEB growth**
 - 2.1 Engage Students in Relevant Learning**
 - 2.2 Foster Positive Relationships**
 - 2.3 Prompt & Supervise SEB & Academic Skills**
 - 2.4 Provide Specific Feedback (>5:1 Ratio)**
 - 2.5 Consider Other Response Strategies**

285

Steps to Support & Respond to Students' SEB Needs

- 1. Create positive teaching & learning environments**
 - 1.1 Design a Safe Environment**
 - 1.2 Establish Positive Connections**
 - 1.3 Develop Predictable Routines**
 - 1.4 Define & teach Positive Expectations**
 - 1.5 Plan Relevant Instruction**
- 2. Actively promote SEB growth**
 - 2.1 Engage Students in Relevant Learning**
 - 2.2 Foster Positive Relationships**
 - 2.3 Prompt & Supervise SEB & Academic Skills**
 - 2.4 Provide Specific Feedback (>5:1 Ratio)**
 - 2.5 Consider Other Response Strategies**
- 3. Monitor fidelity & use data to guide implementation**
 - 3.1 Monitor Implementation**
 - If implementation challenges...
 - 3.2 Access training, Coaching, & Feedback**

286

Steps to Support & Respond to Students' SEB Needs

3. Monitor fidelity & use data to guide implementation

3.1 Monitor Implementation

If implementation challenges...

3.2 Access training, Coaching, & Feedback

Self-Assessment

Action Plan

HABITS OF EFFECTIVE CLASSROOM PRACTICE

287

Guiding Questions

• We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).

Habit Development
Building Blocks of Behavior

A Antecedent
"Cue"

B Behavior
"Response"

C Consequence
"Reward"

288

Guiding Questions

• We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).

• We develop *effective* habits by establishing cues, practicing, & celebrating.

Main messages:

What?

- Start simple.
- Set up for success.
- Build effective habits.
- Celebrate successes!

Key actions:

- Identify simple, evidence-based, and culturally relevant practices (behavior).
- Design environments to support implementation (antecedent).
- Practice to fluency/automaticity and monitor implementation (behavior).
- Acknowledge and celebrate successes (reinforcing consequences).

289

Guiding Questions

• We develop habits by experiencing cues, responses, and rewards (ABCs of behavior).

• We develop *effective* habits by establishing cues, practicing, & celebrating.

• We *scale-up* effective habits by building systems to cue, provide enhanced practice, and celebrate enhancements.

Habit Development Systems
Building Blocks of Behavior

A **B** **C**

290

Steps to Support & Respond to Students' SEB Needs

3. Monitor fidelity & use data to guide implementation

3.1 Monitor Implementation

If implementation challenges...

3.2 Access training, Coaching, & Feedback

291

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

- 1.1 Design a Safe Environment
- 1.2 Establish Positive Connections
- 1.3 Develop Predictable Routines
- 1.4 Define & Teach Positive Expectations
- 1.5 Plan Relevant Instruction

2. Actively promote SEB growth

- 2.1 Engage Students in Relevant Learning
- 2.2 Foster Positive Relationships
- 2.3 Prompt & Supervise SEB & Academic Skills
- 2.4 Provide Specific Feedback (>5:1 Ratio)
- 2.5 Consider Other Response Strategies

3. Monitor fidelity & use data to guide implementation

3.1 Monitor Implementation

If implementation challenges...

3.2 Access training, Coaching, & Feedback

4. Monitor student outcomes & use data to guide response

- 4.1 Monitor Student Outcomes
- If many students make ongoing SEB errors ...
- 4.2 Enhance Tier 1 (Steps 1 & 2)
- If few students make ongoing SEB errors ...
- 4.3 Enhance Tier 1; Consider Tiers 2 & 3

292

Steps to Support & Respond to Students' SEB Needs

4. Monitor student outcomes & use data to guide response

4.1 Monitor Student Outcomes

If many students make ongoing SEB errors ...

4.2 Enhance Tier 1 (Steps 1 & 2)

If few students make ongoing SEB errors ...

4.3 Enhance Tier 1; Consider Tiers 2 & 3

Team-Initiated Problem Solving (TIPS)

Prevent

- Individualize physical design
- Individualize routines
- Individualize expectations
- Individualize & intensify academic instruction
- Align individualized SEL skills with classroom and school norms or expectations
- Increase structure
- Monitor consequences
- Engage students in self-regulation & supervision
- Implement targeted antecedent manipulations
- Implement escape routes
- Identify & teach predictable routines
- Connect with students when in safety concerns
- Monitor and coach SEL skills
- Provide explicit support for SEL skills
- Engage in effective instruction

Teach

- Individualize & intensify social instruction to SEL skills
- Individualize & intensify academic instruction
- Align individualized SEL skills with classroom and school norms or expectations
- Explicitly teach targeted SEL skills
- Correct targeted instruction when in norms or expectations
- Explicitly teach positive social classroom norms
- Explicitly teach SEL skills

Respond

- Identify and individualize specific problem and response feedback
- Identify and individualize response strategies
- Identify and individualize response strategies to address SEL challenges
- Increase specific positive & supportive feedback
- Engage consequences of targeted consequences and engagement strategies
- Identify strategies to address SEL challenges
- Provide specific positive feedback on SEL skills
- Provide individualized corrective feedback to address SEL errors
- Monitor high level of progress to continue feedback

Provide Robust Foundation of Universal Support (U) = Intensive & Individualized (I)

293

Steps to Support & Respond to Students' SEB Needs

4. Monitor student outcomes & use data to guide response

4.1 Monitor Student Outcomes

If many students make ongoing SEB errors ...

4.2 Enhance Tier 1 (Steps 1 & 2)

If few students make ongoing SEB errors ...

4.3 Enhance Tier 1; Consider Tiers 2 & 3

294

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

1.1 Design a Safe Environment

1.2 Establish Positive Connections

1.3 Develop Predictable Routines

1.4 Define & Teach Positive Expectations

1.5 Plan Relevant Instruction

2. Actively promote SEB growth

2.1 Engage Students in Relevant Learning

2.2 Foster Positive Relationships

2.3 Prompt & Supervise SEB & Academic Skills

2.4 Provide Specific Feedback (>5:1 Ratio)

2.5 Consider Other Response Strategies

3. Monitor fidelity & use data to guide implementation

3.1 Monitor Implementation

If implementation challenges...

3.2 Access Training, Coaching, & Feedback

4. Monitor student outcomes & use data to guide response

4.1 Monitor Student Outcomes

If many students make ongoing SEB errors ...

4.2 Enhance Tier 1 (Steps 1 & 2)

If few students make ongoing SEB errors ...

4.3 Enhance Tier 1; Consider Tiers 2 & 3

295

Strand Resources

Nourishing Our Roots

Supporting and Responding to Students' SEB Needs

<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Habits of Effective Practice

<https://www.pbis.org/resource/habits-of-effective-classroom-practice>

MTSS in the Classroom

<https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom>

296

Additional Resources: Classroom Practices

www.pbis.org

297

THANK YOU for Your Efforts to Strengthen Your Classrooms to Support Students & Educators

Nourishing Our Roots: Deepening & Strengthening Our Systems of Support for the Well-being of All

Brandi Simonsen, Ph.D.

UConn
UNIVERSITY OF CONNECTICUT

CBER
Center for Behavioral & Educational Research

PBIS
Positive Behavioral Interventions & Supports

298