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| **P**OSITIVE **B**EHAVIOR  **C**LASSROOM  **S**UPPORTS  **(PCBS)** | |
| *“…the key to successful classroom management is prevention of problems before they start,*  *not knowing how to deal with problems after they have begun.”*  ***–George Sugai and Brandi Simonson*** | |
| The single best way to address challenging behaviors in your classroom is to take steps to make sure they never occur. While there is no universal panacea for preventing challenging behaviors, there are several research-validated strategies which when implemented with fidelity, prevent challenging behaviors.  This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George and Bob Putman, 2015.  Share  Share  Arrow: Slight curveArrow: Slight curve | |
| What are some challenging Externalizing behaviors?  What are some challenging Internalizing behaviors?  What are some positive classroom supports that might reduce the likelihood of  challenging behaviors? | Picture 3 |

**Critical Elements of PBIS in the Classroom**

**PBIS Practice Brief**

PBIS Leadership Forum, December 2018

Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework for supporting student behavior to improve educational outcomes for all students (Horner & Sugai, 2015). The PBIS framework organizes evidence-based practices within a continuum of support, which is typically operationalized with three tiers.

Tier 1 of the PBIS framework focuses on supporting all students with high quality implementation of evidence-based prevention and intervention practices (e.g., explicitly teaching a small number of positively stated expectations, recognizing students for meeting or exceeding expectations).

In schools that effectively implement PBIS, 80% or more of students will respond to Tier 1 supports without additional intervention. Tier 2 of the PBIS framework focuses on targeted interventions for students whose behaviors are not responsive to Tier 1 supports. In schools that effectively implement PBIS, 10-15% of students may need Tier 2 level intervention in addition to Tier 1. For students whose behaviors do not respond to Tier 1 or Tier 2 targeted interventions, Tier 3 interventions are put in place. Tier 3 interventions are intensive and individualized. In schools that effectively implement PBIS, approximately 5% of students may require Tier 3 level of intervention.

The PBIS framework has significant implications for the classroom environment. PBIS in the classroom, or Positive Classroom Behavioral Supports (PCBS), refers to positive &proactive classroom management supports for all students. This includes effectively teaching an evidence-based core curriculum and establishing, teaching, and reinforcing positive behavioral expectations. To provide consistency for students across classrooms and contexts, PCBS is linked to the School-Wide framework (Simonsen & Freeman, 2015). When students do not respond to agreed upon classroom expectations, teachers respond to student behaviors in a way that maintains respect and a focus on instruction. In classrooms where PBIS is implemented effectively, the environment is predictable, consistent, and conducive to academic and behavioral success.

**FOUNDATIONS**

To effectively and efficiently implement PBIS in the classroom, there are commonly agreed upon

foundational practices that need to be put in place. These practices focus on establishing a safe and predictable classroom structure and positive teacher-student interactions. Ideally, PBIS practices in the classroom are aligned with school-wide PBIS systems. For example, if the school-wide expectations are respect, responsibility, and safety, the classroom expectations are also respect, responsibility, and safety. However, classroom expectations may be operationalized in a way to fit the unique context of the classroom.

If school-wide PBIS is not in place, PBIS in the classroom can still be implemented by developing a class-wide system for teaching expectations, acknowledging student behavior, responding to rule violations, making classroom management decision based on classroom behavioral data, and using effective instructional strategies with fidelity (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Foundational practices of PBIS in the classroom are described below.

**Design physical environment of the classroom.** Implementing foundational practices of PBIS in the classroom begins with effectively designing the physical environment of the classroom (Hirn & Scott, 2016; Simonsen et al., 2008). Creating a structured physical environment includes organizing desks and tables according to the activity students will be participating in. For example, tables may be used for centers and group work, separated desks may be used for independent work, and a circle or U-shaped area may be used for whole class discussion. The physical layout of the classroom should also minimize crowding and distractions, and students should know where, when, and how to store personal possessions, get supplies, and turn in work. Additionally, teachers should designate student and staff areas of the classroom (Simonsen et al., 2008). The physical environment must allow for teacher/staff supervision of all areas (Hirn & Scott, 2016; Simonsen et al., 2008).

**Establish classroom routines**. In addition to considering the physical layout, teachers should develop predictable classroom routines for the classroom teacher and all students. This process starts with the teacher developing and posting a common schedule to guide activities during their period (e.g., warm up, teacher directed instruction, small group work, independent practice, wrap up) or day (e.g., warm up, whole group reading, and so on). In addition, teachers should develop a predictable pattern for how they would like students to move through common classroom routines, including transitions between activities, accessing help, what to do after work completion, lining up, and taking care of personal needs. Lastly, teachers should develop teacher routines for activities such as, planning and grading, communication with families and caretakers, as well as taking care of personal needs.

**Establish a small number of positively stated expectations.** Select a small number (3-5) of positively- stated expectations. A classroom matrix is used to define positively stated expectations within classroom routines. For example, the column titles of the matrix can list common routines (e.g., asking for assistance, group work, or literacy circles) and the row titles can list the classroom expectations (e.g., Be Respectful, Be Responsible, Be Safe). Three to five positively stated expected behaviors for specific routines and classroom expectations are filled in for each box of the matrix (Simonsen, Myers, Everett, Sugai, Spencer, & LaBreck, 2012). Engaging lessons and with multiple opportunities to respond and activities should be used to explicitly teach what the expectations look like and sound like (Hirn & Scott, 2016).

**Teach classroom expectations within classroom routines**. After classroom routines and expectations are defined, teachers explicitly teach each expectation within the natural context of the routine (e.g., a lesson on respectful independent seat work takes place during that routine). Each lesson follows the model-lead-test approach and provides students with clear examples and non-examples of expected behaviors (Simonsen et al., 2012). Then, they should provide on-going support for expected behavior within classroom routines by providing teacher prompts (e.g., pre-corrections and visual prompts) to remind students of expected behaviors before routines. Posters of the expectations can be visibly displayed in multiple areas of the classroom (Simonsen et al., 2008). Once direct instruction is provided, teachers will monitor students’ behavior within all routines through active supervision by moving, scanning, and interacting with students (Colvin, Sugai, Good, & Lee, 1997). Teachers will collect and use data on student behavior to evaluate the effectiveness of their instruction, look for patterns, determine if students are following the rules, and where further instruction is needed (Simonsen et al., 2008).

**PREVENTION and RESPONSE Practices**

## Actively engage students. Designing the physical environment of the classroom and establishing behavior expectations and routines creates predictability and consistency for students. Engaging students during academic instruction is also used to reduce problem behaviors and improve academic instruction. Strategies to engage students include providing high quality direct and explicit academic instruction with content matched to student needs, providing frequent feedback to students, using instruction time productively, connecting teaching to students lives, and giving students frequent opportunities to respond. Giving students frequent opportunities to respond is linked to higher rates of student engagement (Hirn & Scott, 2016). To increase students’ opportunities to respond to instruction, classroom teachers can vary the way in which students respond (e.g., group responses, individual responses, raise hand or use signal to indicate agreement, demonstrations, draw student names from jar; Hirn & Scott, 2016; Simonsen et al., 2015).

## Continuum of strategies to acknowledge appropriate behavior. Once classroom expectations and routines are directly taught, the established expectations need to be reinforced to increase the likelihood that students will consistently demonstrate the expected behaviors. Acknowledgement of student behavior should be contingent, specific, and age appropriate. For example, when a student uses the agreed upon participation strategy, the teacher can acknowledge the student by saying “Thank you for raising your hand.” In addition to verbal acknowledgement, acknowledging student behavior may also incorporate a school-wide reinforcement system or an established classroom-level reinforcement system (e.g., tally sheets on desks or white board or group points; Simonsen et al., 2015). It is recommended that classroom teachers acknowledge positive student behavior at least three to six more often than they acknowledge student problem (i.e., 5:1 ratio; Hirn & Scott, 2016). Teachers can use self-management strategies to set goals, monitor, evaluate, and reinforce their own behavior to increase specific praise. For example, teachers can use a golf counter or tally marks on a white board or sticky note to record positive behavior acknowledgement frequency (Freeman & Simonsen, 2016).

## Continuum of strategies to respond to problem behavior. Responding to problem behavior is also essential to implementing PBIS in the classroom. Similar to classroom expectations, consequences for classroom rule violations should be aligned with school-wide consequences, respectful, age appropriate, clearly defined and taught, and enforced consistently. Responses to problem behavior should be brief, specific to the problem behavior, and delivered with a calm and neutral voice. In addition, teachers should maintain an instructional focus when responding to problem behavior. That is, teachers may think about how they correct an academic error, and use a similar procedure to correct to behavioral errors. In their response, they should signal the error, remind the student of the appropriate behavior, and provide an opportunity to practice the behavior correctly and receive reinforcement (e.g., after a talk-out, teacher says “Remember to raise your hand if you’d like to ask a question.” Student raises hand, teacher calls on student, and says “Thanks for raising your hand, what is your question?”). In addition to an error correction, teachers may consider the following strategies to respond to problem behavior: planned ignoring, differential strategies, response cost, and time out from class activities (Simonsen et al., 2015).

## SYSTEMS TO SUPPORT TEACHER IMPLEMENTATION

## Support for teachers’ implementing PBIS in the classroom is typically provided in collaboration with a PBIS coach or another staff member with expertise in PBIS implementation. Processes for supporting teachers’ implementation of PBIS in the classroom often include (1) assessment of current practices and routines, (2) feedback and consultation, (3) professional development/training in implementation of new strategies or adjustment to existing practices, (4) action planning, (5) and measurement of the fidelity and outcomes of PCBS implementation.

## Explicit professional development. To develop systems to support implementation of PCBS, schools and districts must ensure PCBS is a priority, provide dedicated district and school resources, and consider alignment and integration of PCBS with other district-wide priorities and initiatives. To start, professional development must include explicit instruction (e.g., model, lead, and test) of practices. To support professional development, teachers need application and practice opportunities, with consistent support that is readily available upon request (Freeman, Simonsen, & Lewis, 2016).

## Coaching and performance feedback. Coaching and performance feedback that prompt teachers to use targeted strategies and provide data-based feedback are essential to support teacher implementation of PCBS. A building or behavior coach, mentor, or peer can provide support (e.g., coaching and performance feedback) for implementation of PCBS (Freeman et al., 2016). A systematic coaching approach applies the three-tiered logic for capacity building of PCBS. The PCBS coaching approach ranges from Tier One supports, such as common professional development, self-assessments etc., to Tier Two supports such as professional learning communities, to individualized Tier Three supports such as coaching with performance feedback. Additionally, teachers, coaches, or “data- collection buddies” will use self-assessments, classroom observations, or both to evaluate current teacher performance, and to identify teachers in needs of further support and evaluate teacher progress. The *MTSS PBS Classroom Coaching Guide* (Adkins et al., 2015) was developed as a tool for teachers, school-based teams, and coaches to improve classroom environments. The *MTSS PBS Classroom Coach Guide* walks coaches and teachers through a four-step problem solving process to help provide support in instruction, curriculum, and environment. The four-step problem-solving model includes, (1) problem identification, (2) problem analysis, (3) intervention design, and (4) response to the intervention.

## DATA-BASED DECISION MAKING

Data are necessary to drive implementation, instruction, and decision making (Simonsen & Sugai, 2007). Using data to carefully develop clear and relevant precision statements (i.e., who, what, where, when, and why) ensures educators have a complete understanding of all problems/issues. Data must be well documented and arranged to present changes over time (Swain-Bradway, Putnam, & Frerks, 2016). The cycle of Data-based Decision Making (DBDM) includes the following questions and steps, (1) are the core features being implemented as intended?, (2) are all individuals achieving desired outcomes?, (3) use data to define the problem, and (4) develop plan to enhance core features (Swain-Bradway et al., 2016).

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| **SWPBIS Tiered Fidelity Inventory**  **TFI 1.8 Classroom Practices** |
| **BEHAVIOR**  Tier I features’ (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within **classrooms** and consistent with school-wide systems.  *Are all core features of Tier I supports visible?*   * *Teaching matrix with positively stated expectations and consistent routines* * *System for acknowledging appropriate behavior* * *In-class system for responding to inappropriate behavior* |
| **TFI ELABORATIONS** |
| **ACADEMIC** Reading Tiered Fidelity Inventory Elementary Level & Secondary Level, Version 1.3, January 2018, St. Martin, K., Nantais, M., Harms, A.  https://miblsi.org/sites/default/files/Documents/Evaluation/Fidelity/RTFI  **Elementary:** All teachers (including para-educators) define and teach procedures for common classroom activities (e.g. transitions, signaling for student responses, small group instruction, learning centers) and procedures are posted using student-friendly language and/or pictures.  **Secondary:** An instructional routine is available for each content area reading strategy adopted for use school-wide. Instructional routines for all content area reading strategies include: clear and concise language, teacher modeling, guided practice, frequent checking for understanding, error correction, scaffolding, independent practice and opportunities for cumulative and distributed review. |
| **BULLY PREVENTION** *Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect,* Brianna C. Stiller, Rhonda N.T. Nese, Robert H. Horner, Scott W. Ross  http://www.pbis.org/common/cms/files/pbisresources/2013\_02\_18\_FINAL\_COVR\_MANUAL\_123x.pdf  The primary focus of classroom lessons is understanding the function-based concept of peer attention maintaining the “disrespectful” behavior.  Curriculum for **STOP WALK TALK** (Preschool – Elementary) includes:   * 7 Lessons with the first lesson including most of the curriculum components including Stop/Walk/Talk responses (RESPECT Routines), teaching socially responsible skills. * Content for the remaining lessons include: practice for RESPECT Routines; Gossip; Inappropriate Remarks; Cyber Bullying; Supervising Behavior; and Faculty Follow-up.   **EXPECT RESPECT** curriculum lessons are divided into Year One and Year Two.   * Year One lessons include student practice and coaching for RESPECT Routines through simulations and role playing for targeted settings. * Year Two lessons include interrupting disrespectful behavior in the classroom and practice seeking adult support. * Supplemental Lessons are available which include student projects. * Repeat and Repairs are used to reteach RESPECT Routines |
| **CULTURAL RESPONSIVENESS** *PBIS Cultural Responsive Field Guide: Resources for Trainer and Coaches*, November 2016, Leverson, M., Smith, K., McIntosh, K., Rose, J.,  Pickelman, S. (2016).  [www.pbis.org/school/equity-pbis](http://www.pbis.org/school/equity-pbis)  Teams support classroom teachers in the implementation of SWPBIS in classrooms. Classroom routines and expectations are taught explicitly and are connected to school-wide systems and students’ prior knowledge and home lives. Classroom teachers ensure all students in the class can see their lives, histories, cultures, and home languages incorporated into the classroom environment, curricula, and instructional practices on a daily basis. |
| **EARLY ELEMENTARY & PRESCHOOL** *Early Childhood Program-Wide PBS Benchmarks of Quality*, version 2.0 Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez Binder (2017)  <https://www.pbisapps.org/Resources/SWIS%20Publications/Early%20Childhood%20Program-Wide%20PBIS%20Benchmarks%20of%20Quality%20v2%20%28EC-BoQ%29.pdf>  The classroom **Pyramid Model** (*multi-tiered framework comprised of a continuum of evidence-based practices organized in a continuum of prevention, promotion and intervention*) is implemented and integrated into content curriculum in a blended approach and supported with practice-based coaching. Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices  to fidelity.  **Nurturing and Responsive Relationships**   * Positive meaningful relationships, examining personal, family and cultural views AND reframing of attitudes towards challenging behaviors   **High Quality Supportive Environments**   * Predictable and visual schedules, smooth transitions, engaging activities AND giving directions   **Prevention Practices**   * Show positive attention with a 5:1 ratio, se predictable routines within routines, teach behavioral expectations for each routine AND directly teach peer-related social skills   **Targeted Social Emotional Supports**   * Intentional teaching of friendship skills, emotional literacy, self-regulation AND problem solving |
| **HIGH SCHOOL**  [www.pbiscaltac/resources-highschool.html](http://www.pbiscaltac/resources-highschool.html)  Classrooms have a climate supporting active participation, student self-advocacy, academic risk taking and cooperative group work. Students are actively involved in the development of classroom routine matrices aligned with schoolwide expectations and include routines supporting academic self-managers (i.e. agenda, entering the classroom, turning in assignments, tracking assignments). There is an emphasis on increasing positive student-teacher interactions with:   * 4:1 positive to negative teacher statements * Praise statements to acknowledge appropriate behaviors * Error correction procedures to address misbehavior * Active supervision (e.g., circulating, scanning, encouraging) * Providing choice * Opportunities to Respond |
| **MENTAL HEALTH** *ISF Action Planning Companion Guide to SWPBIS-Tiered Fidelity Inventory,* v.2.0, February 2016,  [www.midwestpbis.org](http://www.midwestpbis.org)  Classrooms promote wellness and mental health through integrated behavior management and social/emotional instruction (i.e. classroom management, trauma, function-based thinking, etc.), and provide preventative/proactive measures to improve student outcomes. Through professional development (offered by school-based clinicians, community partner agencies, etc.) teachers are more confident and competent to promote wellness and mental health, as well as, have an understanding on how to identify if a student may need additional support or intervention and how to get him/her connected to those supports (e.g. teachers trained in effects of trauma and proactive responses for the classroom.) |
| **RESTORATIVE PRACTICES** *Tiered Fidelity Inventory--Restorative Practices (TFI-RP): A Tool for Using Restorative Practices (RP) with Positive Behavioral Interventions and Supports (PBIS),* DRAFT: February 2017*,* Jeffrey Sprague & Tary Tobin  <http://tinyurl.com/tfirp>  Classroom behavior expectations help teach school wide expectations, are positively stated, publicly posted in all classrooms, are co-developed with students using “group agreements,” and are regularly reviewed and taught using a variety of formats (at least once per month), such as class meetings and SEAD activities. At least once a week a 15-minute RP circle or class meeting occurs school-wide according to an agreed upon schedule. Quality and fidelity of RP circles in the classroom is assessed and documented using a Checklist for RP Circles. At least once per week, a talking piece is used to share or teach in a RP circle. Classrooms reflect a "culture of care" (Cavanagh, n.d.; 2014; Sugai, O’Keeffe, & Fallon, 2012) as indicated by the qualitative and quantitative features listed below.  **Qualitative Features**   * Focus is on relationships and interactions. * Students treated as co-creators. * Power and responsibility are shared * Wrongdoing and conflict are learning opportunities * Capacity of students and teachers is built to solve problems nonviolently * Healing harm to relationships is a focus   **Quantitative Features**   * Students are asked a question pertaining to empathy; empathy is the "ability to identify with and feel another person's concerns" (Riestenberg, 2012, p. 34) * Teachers use I statements to express feelings or model the process of adult thinking * Teachers model active listening when seeking input from students (Costello et al., 2009) * Teachers use affective language when talking to students and responding to minor problem behavior (reframing, offering support, giving choices; expressing feelings) |

**Positive Classroom Behavioral Supports**

**Self-Assessment Survey**

Adapted from *Supporting and Responding to Behavior*

PBIS Technical Brief on Classroom PBIS Strategies

**Scoring:**

1) I never have heard of this practice.

2) I have implemented this practice, but I am inconsistent.

3) I implement this practice regularly in my classroom.

4) I implement this practice regularly and I am interested in how others are implementing the practice.

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| **Classroom Supports** | **Evidence-based Practices** | **Scale of 1-4** |
| **FOUNDATIONS**  *Settings*  *Routines*  *Expectations* | * **SETTINGS:** I effectively design the physical environment of my classroom. |  |
| * **ROUTINES:** I develop and teach predictable classroom routines. |  |
| * **EXPECTATIONS**: I post, define and teach 3 to 5 positive classroom expectations. |  |

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| **Classroom Supports** | **Evidence-based Practices** | **Scale of 1-4** |
| **PREVENTION PRACTICES**  *Supervision*  *Opportunity*  *Acknowledgement*  *Prompts & Precorrections* | * **SUPERVISION:** I use active supervision and proximity. |  |
| * **OPPORTUNITY:** I provide high rates and varied opportunities to respond. |  |
| * **ACKNOWLEDGEMENT:** I use behavior specific praise. |  |
| * **PROMPTS & PRECORRECTIONS**: I make the problem behavior irrelevant with anticipation and reminders. |  |

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| **Classroom Supports** | **Evidence-based Practices** | **Scale of 1-4** |
| **RESPONSE PRACTICES**  *Error Correction*  *Planned Ignoring*  *Function-based Thinking* | * **Error Correction:** I use brief, contingent, and specific error corrections to respond to problem behaviors. |  |
| * **Error Correction:** I respond to misbehavior accurately, specifically and in a timely manner. |  |
| * **Planned Ignoring:** I systematically withhold attention from a student when they exhibit minor misbehaviors for peer attention. |  |
| * **F-B Thinking**: I respond to behavior in a way that tries to address the reason or purpose why the student misbehaves. |  |

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| **Classroom Supports** | **Evidence-based Practices** | **Scale of 1-4** |
| **INSTRUCTIONAL PRACTICES**  *Pacing*  *Sequencing*  *Choice* | * **PACING:** I allow for positive behavioral momentum beginning, during and/or ending an academic task. |  |
| * **SEQUENCING:** I consider pace, sequence and level of task difficulty when promoting each students’ success. |  |
| * **CHOICE:** I consider a variety of methods when offering student choice. |  |