



From Data to Action Planning: Using Tier 1 Evaluations Boosting Classroom Supports

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Dr. Eric Smith, Commissioner



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This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Agenda

Need for Classroom PBIS

Data Sources

- BoQ classroom items
- Tier 1 PBS Walkthrough Items
- Classroom Assessment/Assistance Tool (CAT)

Resources for Action Planning



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Current Trends

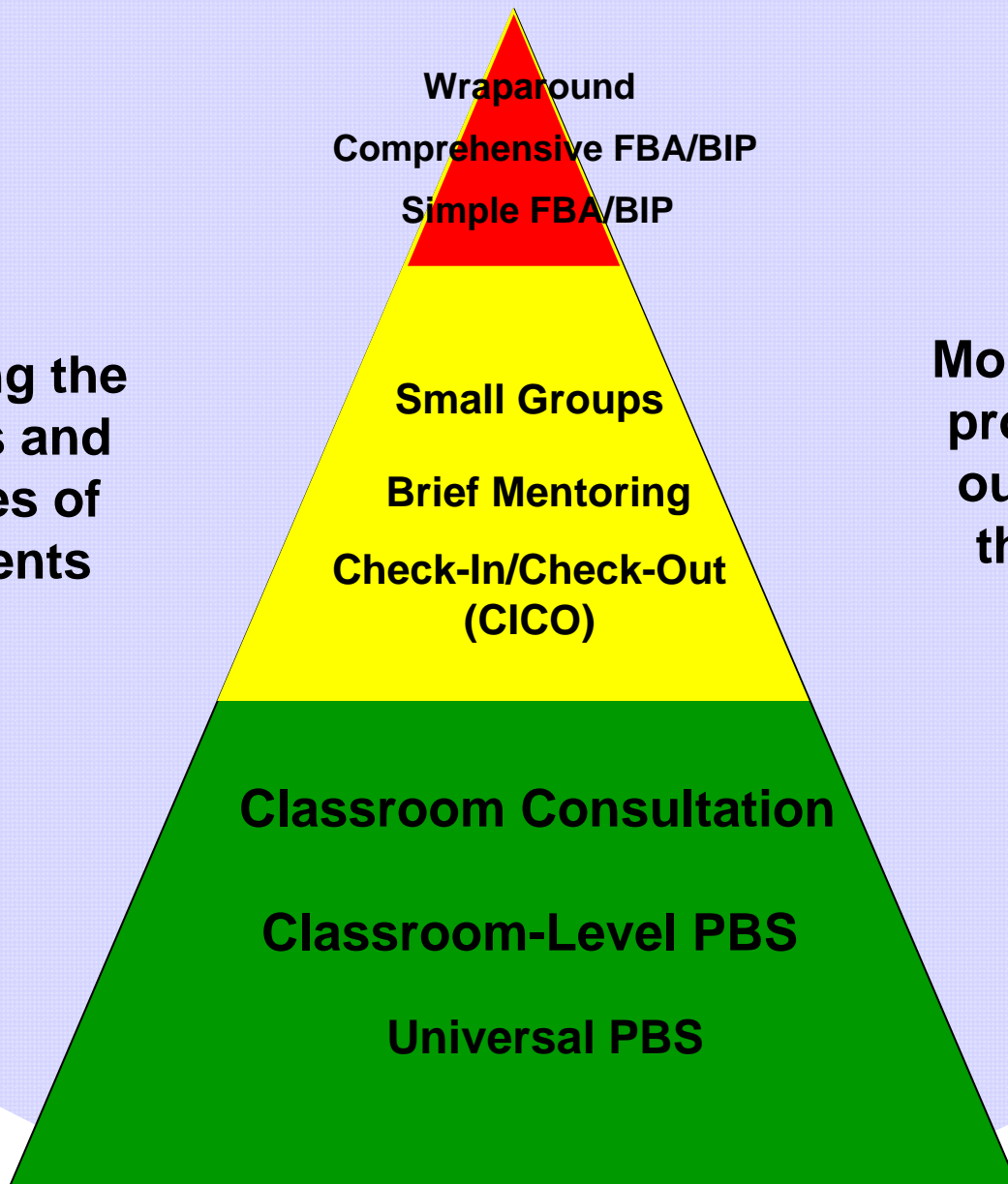
- Children are coming to school with **skill deficits**, learned **inappropriate social interaction strategies**, **lack of opportunity to practice** pro-social skills at home and in their communities
- Rates of **problem behavior** continue to **increase**
- Educators engage in discipline **practices** that **do not change behavior**. “Getting tough” on discipline.
- **Lack of discipline** is one of the biggest problems facing public schools
- **More time** is being spent **on reactive** classroom and behavioral management and **less time on academic instruction**
- **Technology** for developing and sustaining proactive and structured learning environments **exists**

(Biglan 1993, 1995, Dishion & Andrews 1995, Dishion, Patterson, Stoolmiller, & Skinner 1991, Patterson, Reid, & Dishion, 1992), Koop & Lundberg, 1992), (Mayer 1995, Mayer & Butterworth 1979, 1981, Mayer, Nafpaktitis, Butterworth, & Hollingsworth, 1987), (National Educational Goals Report 1996), (Baker & Zigmond 1990), (Colvin, Kameenui, & Sugai 1993; Gottfredson, 1997)

Continuum of Services

Monitoring the progress and outcomes of all students

Monitoring the progress and outcomes of the system



Wraparound
Comprehensive FBA/BIP
Simple FBA/BIP

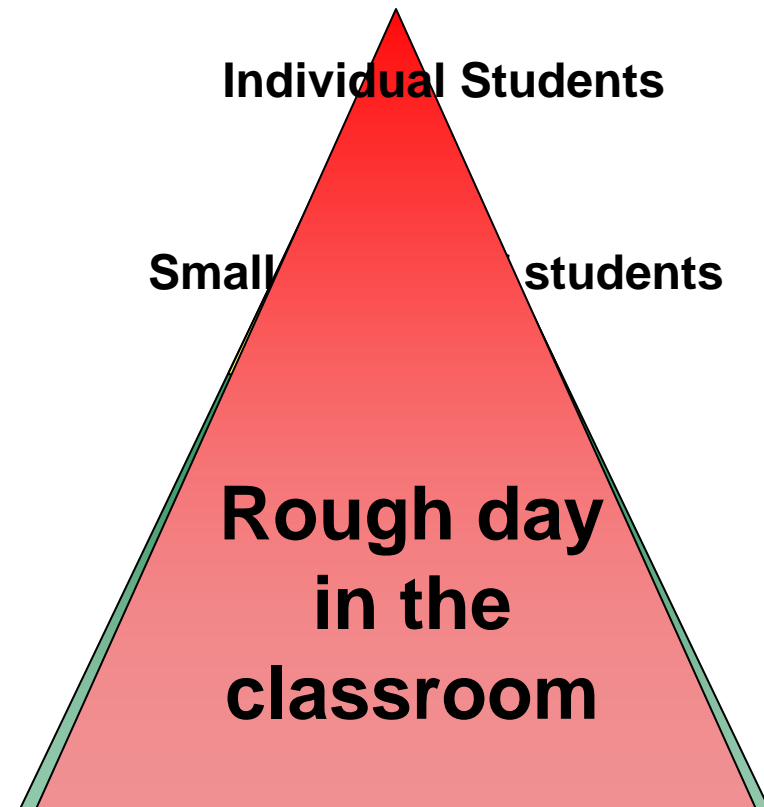
Small Groups
Brief Mentoring
Check-In/Check-Out (CICO)

Classroom Consultation
Classroom-Level PBS
Universal PBS

Building a Foundation for Rtl

Response to Intervention

- Classroom Level PBS is a critical step in Rtl models
 - Prevention
 - Tools for remediation
 - Room for accommodation
- Classroom strategies should be included EARLY in hierarchy of supports



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PBIS Guiding Principles

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



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Classroom PBIS

Classroom-Level PBIS provides tools that:

- Support classroom teachers in embedding PBIS into their classroom practices
- Support groups of students in need of behavioral support **in addition to** existing school-wide supports



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Classroom PBIS Emphasizes

- Using **data** to make decisions
- Implementing **preventative** strategies
- **Teaching & recognizing** appropriate behavior
- Implementing **responding** strategies
- Using **effective** classroom practices
- **Monitoring & evaluating** progress



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Setting up your System

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



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Tier 1: School-Wide, Core/Universal Supports

- **If** the Benchmarks of Quality (BoQ) score is less than 70, **then** revisit Tier 1 and/or Classroom supports
- **If** the discipline data indicate an increase in ODRs, ISS, and/or OSS, **then** revisit Tier 1/Universal
- **If** the BoQ score is greater than 70, **but** the discipline data indicate an increasing trend in ODRs, ISS, and/or OSS, **then** revisit Tier 1 and/or Classroom supports
- **If** the BoQ score is greater than 70, **and** the discipline data indicate a decreasing trend in ODRs, ISS, and/or OSS, **then** assess the need for supplemental (Tier 2) and/or tertiary (Tier 3) supports.



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Tiers 1/2: Classroom Support

- **If** over 50% of ODRs are from numerous classrooms, **then** revisit Tier 1/Universal for all classrooms
- **If** a few classrooms are responsible for the majority of ODRs, **then** address Classroom PBIS using the *Classroom Consultation Guide*
- **If** the BoQ score is less than 70, **then** revisit SWPBS and/or address Classroom PBIS using the *Classroom Consultation Guide*
- **If** the discipline data indicate an increase in ODRs, ISS, OSS and most of the referrals are coming from multiple classrooms, **then** revisit Tier 1 for all classrooms
- **If** a teacher has received additional support, interventions were implemented with fidelity, **but** the student's behavior is not improving, **then** consider supplemental supports (Tier 2) for that student



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Data Sources



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Benchmarks of Quality

- Assess fidelity of implementation of all critical elements of PBIS
- Classroom only a small portion
- Focus is global assessment of all classes



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Benchmarks of Quality

Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.	2	1	0
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)	2	1	0
	44. Expected behavior routines in classroom are taught	2	1	0
	45. Classroom teachers use immediate and specific praise	2	1	0
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors	2	1	0
	47. Procedures exist for tracking classroom behavior problems	2	1	0
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered	2	1	0
		2	1	0
2 points		1 point		0 points
Evident in most classrooms (>75% of classrooms)		Evident in many classrooms (50-75% of classrooms)		Evident in only a few classrooms (less than 50% of classrooms)

Tier 1 PBS Walk Through

- Independent observation to support team's perception of Tier 1 PBIS implementation
- Visibility of expectations and rules
 - Across campus, including 5 randomly selected classrooms
- Interview random staff, faculty & students



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Tier 1 PBS Walkthrough

Classrooms (Visit 5 classrooms from a variety of classes/grades)

Visit 5 classrooms to determine if **Rules Posters** are visible. *Indicate how many classrooms had visible Rules Posters.*

1 2 3 4 5

Students (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the Expectations. *Indicate how many students are able to tell you **all** the expectations.*

1 2 3 4 5

Staff (Ask 5 staff members the following questions)

Do you have a school-wide team to address behavior/discipline across campus? *Indicate how many staff know about the team.*

1 2 3 4 5

Can you name the School-wide Expectations? *Indicate how many staff are able to tell you **all** the expectations.*

1 2 3 4 5

Have you taught the School-wide Expectations? *Indicate how many staff report teaching **all** the expectations.*

1 2 3 4 5

Have you seen the school's discipline data this year? *Indicate how many staff report seeing the data.*

1 2 3 4 5

Classroom Assessment/Assistance Tool

- Use for teachers in individual classrooms
 - Teachers who ask for assistance
 - Teachers who need to further develop implementation of PBIS in their classrooms
- Results help to develop an individual classroom action plan



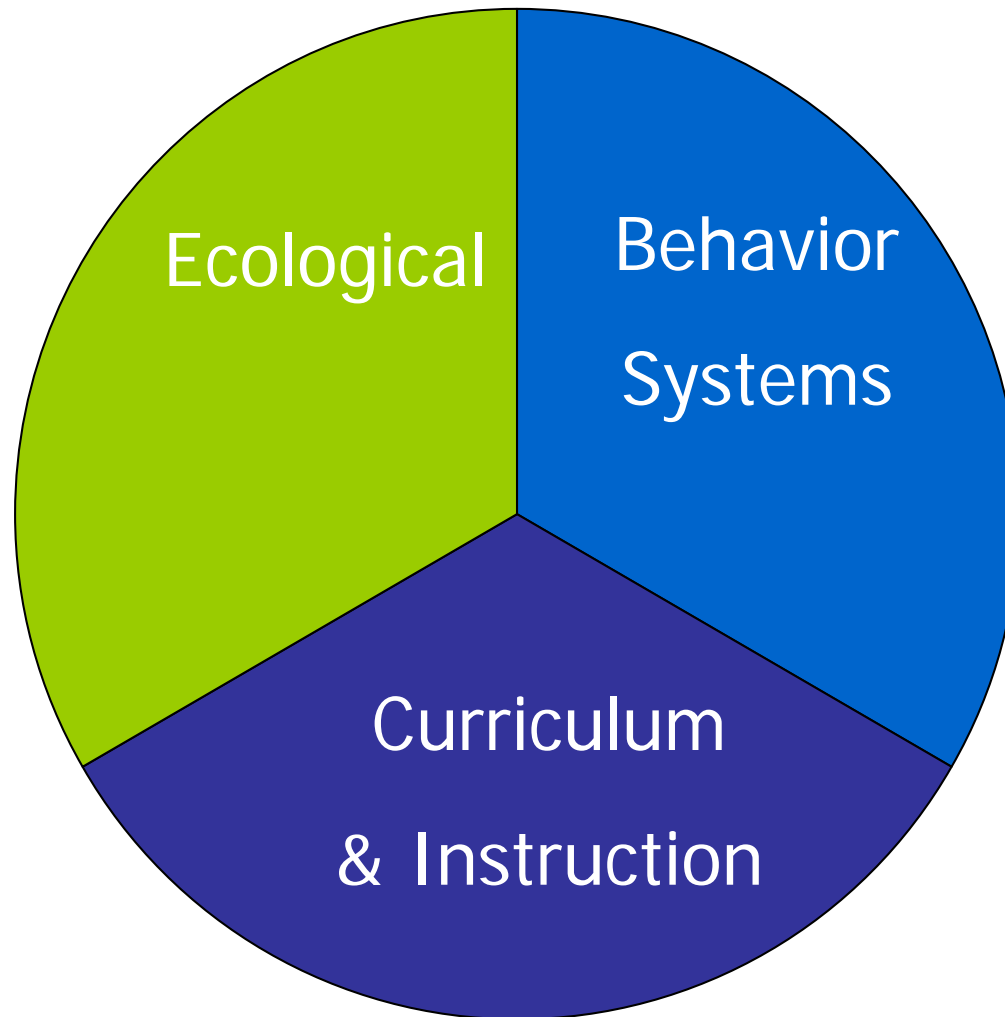
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Classroom Assessment/Assistance Tool



I. ECOLOGICAL FACTORS: Various aspects of the environment are altered to prevent or address behavior problems.



A.	Physical Setting - The physical classroom setting is organized in a manner that promotes learning and independence.	In place	Some what in place	Not in place
A1.	Are unnecessary or distracting items removed from view and reach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2.	Are all materials organized and easily accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3.	Do students have secure and adequate spaces for personal storage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4.	Has furniture been placed to decrease traffic flow challenges?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A5.	Do instructional areas have clear visual boundaries for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A6.	Are rules posted and written in words that all can read and/or illustrated with graphics or icons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Scheduling - The scheduling of instruction occurs in a manner that optimizes student learning.	In place	Some what in place	Not in place
B1.	Is the daily schedule of activities posted and reviewed regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.	Are transitions & non-instructional activities posted and reviewed regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3.	Does the daily schedule provide each student with regular time periods for independent work, 1 to 1 instruction, small and large group activities, socialization, and free time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4.	Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C.	Socialization — Opportunities for social instruction and social environments occur in a manner that optimizes student learning.	In place	Some what in place	Not in place
C1.	Is there an emphasis on the development of the individual responsibility and independence of all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2.	Is there a process for regular (at least weekly) communication between the teacher and family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3.	Are skills taught in the setting and situation in which they are naturally needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4.	Are friendships between students promoted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5.	Are classroom assistants actively involved with students in a manner that promotes independence, learning, and interaction with peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6.	Are effective, efficient communication strategies being used or taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7.	Are students with disabilities given opportunities to interact and socialize with typical peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. CLASSROOM BEHAVIOR SYSTEM: A behavior system is developed and implemented to prevent or address behavior problems.

D.	A. Define and Teach Behavior	In place	Some what in place	Not in place
D1	Are there clearly defined, positively stated expectations and rules for the classroom (2-3 Classroom Expectations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2	Are behavior referrals (those handled by the office as well as ones managed in the classroom) clearly defined and differentiated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3	Is there a system for teaching and practicing behavior expectations and rules to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4	Are data collected from classroom settings analyzed frequently and used to guide ongoing behavior support decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	B. Reward System	In place	Some what in place	Not in place
D5	Does a reward/recognition system for appropriate behavior exist in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6	Are there specific criteria in place for earning <u>reinforcers/rewards</u> and are students aware of the specific criteria?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7	Are students always eligible to earn <u>reinforcers/rewards</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8	Are rewards that have been earned not taken <u>away/threatened</u> to be removed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D9	<u>Are reinforcers age appropriate</u> and accessible for a diverse group of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Is specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C. Consequence System	In place	Some what in place	Not in place
D11	Are data on student performance displayed prominently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Are the consequences for rule violations preplanned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Are consequences delivered consistently, respectfully, and in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Are students reminded of their choices in a calm, positive manner prior to escalation in behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Is there a formal system for communicating and involving parents that does not rely entirely on students as the messengers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16	Are there positive strategies in place to strengthen home/school partnership?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D17	Are there additional strategies for students who do not respond to class wide expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. CURRICULUM AND INSTRUCTION: Materials and instructional presentation are altered or adapted to prevent or address behavior problems.

E.	Instructional Planning And Delivery – Teaching activities are planned and implemented in ways that optimize student learning.	In place	Some what in place	Not in place
E1	Are lesson objectives and materials used appropriate for students' functioning levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2	Are assignments relevant and meaningful to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3	Are a variety of teaching methods and materials used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E4	Are appropriate lengths of time provided for the tasks assigned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E5	Are oral directions paired with pictures, icons, or words that students can read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E6	Is the pace of instruction appropriate for the needs of all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7	Are student checks for understanding conducted frequently both after directions are delivered and while task is being completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E8	Are students provided opportunities to make choices within and/or across tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E9	Is specific academic praise provided during guided and independent practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E10	Is corrective feedback provided promptly and positively during guided practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E11	Are adaptations made to meet individual student needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resources for Action Planning



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Rules and Expectations

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

WT: Visit main areas on campus including classrooms to determine if *Expectations Posters* are visible AND Visit 5 classrooms to determine if *Rules Posters* are visible.

CAT: 2.D1. Are there clearly defined, positively stated expectations and rules for the classroom?



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Classroom Rules Aligned with SW-Expectations

DEVELOPED BY THE CLASSROOM TEACHER

- Aligned to the school-wide expectations
- Positively stated
- Limited in number (maximum 5)
- SWPBS Team may review rules for adherence to guidelines

Example:

- **BE RESPONSIBLE**
 - Complete all assignments



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<u>Classroom Rules</u> <i>(3-5 Positively Stated Observable Behaviors aligned with Expectations)</i>		<u>SW Expectation(s) rule is aligned with:</u>
1.		Be Respectful
2.		Be Responsible
3.		Be Safe
4.		Be An Active Participant
5.		

Routines and Procedures

BoQ: 43. Classroom **routines and procedures** are explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)



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Routines & Procedures

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



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Procedures

Necessary classroom procedures should be proactively identified and clearly described to prepare for ongoing teaching

List identified procedures:

Bathroom:

- See if there is a bathroom pass still on the wall
- If there is raise 1 finger in the air
- Once teacher nods and gives you permission, get the bathroom pass
- Return bathroom pass to wall when you return

Sharpen Pencil:

- Get up from your chair with your pencil
- Go to the pencil cup and place your pencil in the pencil cup
- Go back to your seat and continue working
- At the end of the period return the teacher's pencil and get your broken pencil

Behaviors Taught

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

WT: Ask 5 students if they **know** the Expectations. Ask 5 staff members, “Have you **taught** the School-Wide Expectations”?

CAT: 2.D3. Is there a system for teaching and practicing behavior expectations and rules to students?



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Teaching Pro-Social Behavior

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



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Teaching Expected Behaviors: FORMAL Lesson Plans

Formal lessons for expectations, rules, and procedures should be used in addition to ongoing teaching and embedding that occurs on a regular (daily, multiple times each week) basis.

Initial Lesson Dates	Lesson 2	Lesson 3	Lesson 4	Lesson 5
9/1-9/4	10/3	1/4	3/3	4/28

Briefly identify some of the **informal** methods you will use to teach expected behavior, rules, and procedures (e.g., include in procedures to address inappropriate behavior, discuss during relevant literature lessons, etc...):

Second Step

Role Playing

Literature Lessons

Beginning of 9 weeks review and progress report review

Specific Behavior Praise and Acknowledgement

BoQ: 45. Classroom teachers use immediate and specific **behavior praise**

BoQ: 46. **Acknowledgement** of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors



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Specific Behavior Praise and Acknowledgement

CAT: 2D5. Does a reward/recognition system for appropriate behavior exist in the classroom?

CAT: 2D6. Are there specific criteria in place for earning reinforcements/rewards and are students aware of the specific criteria?

CAT: 2D7. Are students always eligible to earn reinforcers/rewards?

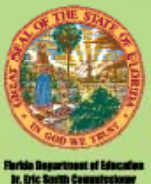
CAT: 2D8. Are rewards that have been earned not taken away/threatened to be removed?

CAT: 2D9. Are reinforcers age appropriate and accessible for a diverse group of students?

CAT: 2D10. Is specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement?

Guidelines for Reinforcing

- Name behavior and expectation observed
- Give positive verbal/social acknowledgement
- Give out ticket/token for access to reward system
- Ratio of positive statements to corrective statements is high (at least 4:1)



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Acknowledging Appropriate Behavior

How it's acknowledged (verbal token, gesture, written, etc...)	How often will I use this method of acknowledgement?	What will students get from this acknowledgement? (reward)	Frequency that students can make use of reward (if applicable)
<i>School-Wide token</i>	<i>10 x/week</i>	<i>Access to classroom treasure box or school store</i>	<i>1x/week</i>
Marble Jar	5/day	Group Reward	N/A
Positive Calls	Min. 5/wk	Positive Attention	N/A

Tracking

BoQ: 47. Procedures exist for **tracking** classroom behavior problems

CAT: 2.D4. Are data collected from classroom settings analyzed frequently and used to guide ongoing behavior support decisions?



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Why Tracking Forms

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



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Tracking Forms: Traditional vs. PBIS

Traditional:

Track # of times behavior occurs

Documentation to show:

- Interventions have been tried
- Cover teacher
- Proof for suspension or expulsion

PBIS:

To discover patterns so that we can *change* the behavior before it results in more severe behavior or consequences

Monitors consequences delivered to see if they are effective in modifying the behavior



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Identifying Patterns of Behavior

- What are the recurring behaviors?
- When are the behaviors occurring?
- What are the classroom interventions that have been used? Are these interventions working or does something else need to be utilized?
- Why is the behavior occurring?



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Patterns of Behavior

Once you have identified patterns of behavior:

- **Proactive** (Environmental): try to prevent the behaviors from recurring; look at the antecedents and environment
- **Educative** (Replacement Behaviors): teach/re-teach desired behavior; teach a replacement behavior
- **Reinforcement & Punishment** (Encourage appropriate behaviors and discourage problem behaviors): only reinforce those behaviors we desire, address the function of the behavior, make sure we are not reinforcing the undesired behavior



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Range of Consequences

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

CAT: 2.D12. Are the consequences for rule violations preplanned?

CAT: 2.D13. Are consequences delivered consistently, respectfully, and in a timely manner?

CAT: 2.D14. Are students reminded of their choices in a calm, positive manner prior to escalation in behavior?

CAT: 2.D16. Are there positive strategies in place to strengthen home/school partnership?

CAT: 2.D17. Are there additional strategies for students who do not respond to class wide expectations?

Guidelines for Consequences

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



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Effective Responses to Problem Behavior

- Including effective interventions at the classroom level:
 - Re-teach the expectations/rules
 - Change seating arrangements
 - Conference with parent and/or student
 - Peer mediation
 - Student contracts
 - Provide choices
 - Remove tempting items from the classroom



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More Effective Responses to Problem Behavior

- Including effective interventions at the classroom level:
 - Humor
 - Let the student “save face”
 - Re-direction
 - Failure to earn a privilege
 - Restitution/Apology
 - Prompt & cue both verbal & non-verbal
 - Reward alternate positive behavior



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Possible Classroom Interventions

Teacher-Managed Behaviors	State rule	Model Exp Behavior	Student Practices	Ack. Effort	Peer Mediation	Redirection	Prompt	Reward Alternative Behavior	Apology	Contract	
Gum Chewing	✓	✓	✓	✓		✓	✓	✓			
Talking out of turn	✓	✓	✓	✓		✓	✓	✓		✓	
Inappropriate verbal language	✓	✓	✓	✓	✓			✓	✓	✓	
Physical contact	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Defiance/disrespect/ non-compliance	✓	✓	✓	✓	✓			✓	✓	✓	
Property misuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Disruption	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Sample Action Plan Formats



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CLASSROOM PBS PLAN A

Teacher:

Grade:

Classroom Rules: (3-5 ~~Positively~~ Stated Observable Behaviors aligned with Expectations)

Classroom Procedures: (daily routine, when to sharpen pencils & use restroom, etc...)

Teaching Rules/Procedures: (How you will teach, when you will teach, how you will remind students, etc...)

Positive Reinforcement: (in addition to School-Wide system, how you will recognize appropriate behavior)

CLASSROOM PBS PLAN B

Teacher Name:		Grade:	
Classroom Rules <i>(3-5 Positively Stated Observable Behaviors aligned with Expectations)</i>		SW Expectation(s) rule is aligned with:	
1.			
2.			
3.			
4.			
5.			
Procedures			
<i>Necessary classroom procedures should be proactively identified and clearly described to prepare for ongoing teaching</i>			
List identified procedures:			
Teaching Expected Behaviors: FORMAL Lesson Plans <i>Formal lessons for expectations, rules, and procedures should be used in addition to ongoing teaching and embedding that occurs on a regular (daily, multiple times each week) basis.</i>			
Initial Lesson Dates	Lesson 2	Lesson 3	Lesson 4
Briefly identify some of the informal methods you will use to teach expected behavior, rules, and procedures (e.g., include in procedures to address inappropriate behavior; discuss during relevant literature lessons, etc...):			
Acknowledging Appropriate Behavior			
How it's acknowledged <i>(verbal token, gesture, written etc...)</i>	How often will I use this method of acknowledgement?	What will students get from this acknowledgement? <i>(reward)</i>	Frequency that students can make use of reward <i>(if applicable)</i>
<i>School-Wide token</i>	<i>10 x /week</i>	<i>Access to classroom treasure box or school store</i>	<i>1x/week</i>



CLASSROOM INTERVENTION PLAN

Developed from CAT Tool

Date: [Click here to enter a date.](#) School: [Click here to enter text.](#) Classroom/Teacher: [Click here to enter text.](#)

TEACHING BEHAVIOR	<p><u>Classroom Expectations & Rules</u> (3-5 positively stated. Rules must be observable.) Click here to enter text.</p>		
	<p><u>Teaching Behavior</u> (how you will teach, when will you re-teach, how you will remind students, etc.) Click here to enter text.</p>		
	<p><u>Classroom Procedures</u> (daily routine, when to sharpen pencils, turn in homework, get a hall pass, etc.) Click here to enter text.</p>		
REWARD SYSTEMS	<p><u>Reward System</u> (in addition to the school-wide tokens, how will you recognize appropriate behavior) Click here to enter text.</p>		
RESPONDING	<p><u>Responding to Problem Behavior</u> (system for dealing with students who do not follow rules and procedures) Click here to enter text.</p>		
ENVIRONMENT	<p>Action plan Click here to enter text.</p>	<p><u>Resources</u>Click here to enter text.</p>	<p>Status</p> <p><input type="checkbox"/> Initiated</p> <p><input type="checkbox"/> Somewhat in place</p> <p><input type="checkbox"/> In place</p>
CURRICULUM & INSTRUCTION	<p>Action plan Click here to enter text.</p>	<p><u>Resources</u>Click here to enter text.</p>	<p>Status</p> <p><input type="checkbox"/> Initiated</p> <p><input type="checkbox"/> Somewhat in place</p> <p><input type="checkbox"/> In place</p>

Things to Consider

- School-wide vs. Individual Teachers
- Professional Development
- Fidelity of PBIS Implementation in Classrooms
 - Informal Observations
 - Administrative Walkthroughs
 - Formal Observations



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Other Resources



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Classroom Consultation Guide

- Who should use the Guide?
 - Individuals and/or teams supporting classroom teachers
 - SWPBS team, RtI team, School Psychologist, Guidance Counselor
 - Classroom teachers
- Purpose of the Guide:
 - Provide a variety of tools
 - Environment, Behavior System, Curriculum & Instruction
 - Uses data to identify, assess, & evaluate classrooms in need of support
 - Utilizes the 4-step problem-solving process

<http://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf>



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Classroom Resources

- Access empirically-validated interventions
- Resource sections in the Guide include:
 - Teaching Behavior
 - Reward Systems
 - Responding to Problem Behavior
 - Environment
 - Curriculum and Instruction
- Remember to use resources available at your school



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Questions



Resources

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State Website: <http://flpbs.fmhi.usf.edu>

National Website: www.pbis.org

Association on PBS: www.apbs.org



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