SWK 105: Taking a Walk Through a Classroom Coaching Guide

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Technical Assistance Specialist

Please access materials here:
Key: 221

17th International Conference on Positive Behavior Support; Miami, FL
March 11, 2020

A Multi-Tiered System of Supports
Florida’s PBIS:MTSS Project

Mission

• Increase the capacity of Florida’s school districts to use team-based planning and problem-solving to implement positive behavior support within a Multi-Tiered System of Support (MTSS).

What We Do

• Provide training and technical assistance to districts in the development and implementation of positive behavior supports at the Tier 1, classroom, targeted group (Tier 2), and individual student (Tier 3) levels.
2,038 schools in Florida have been trained in PBIS since 2004. 45 districts have over 70% of their schools trained in PBIS. 55% of trained schools have received additional training within the last 3 years.

Most Schools Trained by FLPBIS Were Active in Implementing PBIS in the 2018-2019 School Year

Percent of Schools Trained by District
- Non FLPBIS
- <25%
- 25-50%
- 50-70%
- 70-90%
- >90%

Inactive 15%
Active 85%
Objectives

• Participants will learn a process for coaching teachers to apply PBIS principles within their classrooms.
• Participants will utilize case study data to:
  – Identify classrooms in need of additional support
  – Develop and validate hypotheses related to evidence-based classroom management practices in the domains of curriculum/instruction, environmental and classroom behavior systems.
  – Determine effectiveness of planned interventions including fidelity of implementation and impact on student outcomes
Overview of Today’s Presentation

• Rationale for providing classroom coaching to build capacity
• Domains of PBIS coaching
• Applying the problem-solving process to the classroom level
  • Problem Identification
  • Problem Analysis
    • Classroom Assistance Tool
  • Intervention Development
  • Evaluation
• Case study practice opportunities
• Overview of resources available on FLPBIS website
• District implementation examples
• Questions/Comments
Why is there a need for a Classroom Coaching Guide?
5 Essential Classwide PBIS Practices

http://flpbis.cbc.usf.edu/tiers/classroom.html

Research supports five essential practices for classroom PBIS

Classroom teachers have the flexibility to design specific classroom management strategies that are responsive to their students’ cultures and fit with their own personal style of teaching. Those strategies should be aligned to the five categories that research has linked to positive student outcomes:

1. Maximize structure in the classroom with predictable routines and a safe, orderly environment
2. Teach, monitor, and reinforce expectations and rules that are aligned to the school-wide expectations
3. Actively engage students by providing culturally responsive instruction that includes high rates of opportunities to respond
4. Use a continuum of culturally responsive strategies to acknowledge appropriate behavior
5. Use a continuum of culturally responsive strategies to respond to inappropriate behavior
Coaching Teachers to Improve Classroom PBIS Implementation

• Classroom management is most challenging area of teacher’s jobs and area in which they receive the least amount of training and support (Reinke, Stormont, Herman, Puri, & Goel, 2011)

• Coaching teachers in classroom management (i.e., PBIS practices in the classroom) is related to improved teacher practices and subsequent student outcomes (Stormont, Reinke, Newcomer, Marchese, & Lewis, 2014 for review)
Need for Teacher Support with Classroom Management

- High rates of teacher attrition
- Lack of training in classroom management strategies
- Inclusive teaching practices
- Need to support teachers in classroom management

References:
**Pre-service Preparation Programs**

1. Only 28 states require evidence-based classroom management instruction
2. Most states only require comprehensive training for special education teachers
3. Differences in content delivery based on teaching level, institution, and program type (e.g., alternative route to certification)

**In-Service ‘Train and Hope’**

1. < ½ of all teachers report receiving ANY classroom management professional development (PD)
2. < 60% reported the PD was useful
3. Classroom management PD typically occurred in the least intensive format
4. Classroom management is the 2nd greatest area request for help

**References**

Freeman, Simonsen, Briere & MacSuga-Gage, 2013; Stokes & Baer, 1976; Wei, Darling-Hammond, & Adamson, 2010; Wei, Darling-Hammond, Richardson, Andree, & Orphanos, 2009
Effective PBIS Coaching

A Multi-Tiered System of Supports
Effective PBIS Coaching

MTSS Content Knowledge Dissemination
- PBIS
- Behavior Principles
- Data-Driven Decision-Making
- Implementation Fidelity

Facilitated Leadership & Support
- Interpersonal Communication
  - Effective Communication
  - Collaborative Teamwork
  - Family and Community Engagement (FACE)
- Professional Development
  - Training
  - Practice-based Coaching
  - Technical Assistance

Problem-Solving Facilitation
- Problem Solving
  - Problem Identification
  - Problem Analysis
  - Intervention Design
  - Action Planning
  - Evaluation

Coaching Framework

MTSS Content Knowledge Dissemination
Facilitated Leadership & Support
Problem-Solving Facilitation
Problem-Solving Facilitation
1. Interpersonal Communication

1. Active and attentive listening
2. Summarizing
3. Questioning
4. Paraphrasing
5. Delivering
6. Integrating
7. Empathizing
2. Content Knowledge

1. Systems Change
2. Multi-Tiered System of Supports
3. Positive Behavior Support
4. Basic Principles of Behavior
3. Problem-Solving Process

Step 1: Problem Identification
What is the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?

Same steps, but applied to the classroom
Coaching Skill Assessment

1. Which of the three domains of PBIS coaching do you feel most competent?
   - Interpersonal Communication
     - Content Knowledge
     - Problem-Solving

2. Which of the three domains of PBIS coaching do you feel you need more support?
   - Interpersonal Communication
     - Content Knowledge
     - Problem-Solving
Identifying Who Needs Support?

A Multi-Tiered System of Supports
Tier 1 – Supporting all teachers with Classwide PBIS

- Clarify expectations of classwide PBIS with all staff
  - Every class develops classroom PBIS plan and submits at beginning of each school year
  - As part of the plan/template the administrator can prompt for the 5 key PBIS practices in terms of alignment to Tier 1 practices
  - Can also prompt for areas of integration for individual plans for students

- Provide feedback and support on plan
  - Recognition of implementation during walkthroughs and drop-ins

- Department/grade-level PLCs collaborate to ensure alignment and consistency if necessary

- Utilize during individual coaching opportunities when referrals spike
Data-based Problem-Solving Discussion

Think: What data do you currently use to identify classroom (management/behavior) concerns and causes?

Pair: Discuss with partner

Share with group
School-Level report for Referrals by Staff

Report Filters: School Year: (2012-2013); Incident Type: (All Incident Types); Min Referrals: 1; Max Referrals: 500;

Referrals by Staff

2012-13

Number of Referrals

School Staff

1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 6 7 7 7 7 8 9 9 10 10 11 11 11 12 12 13 14 17 17 9 21 25 25 27
Percentage of Total Referrals by Grade Level

2016-17

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Referrals</th>
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</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>0.73</td>
</tr>
<tr>
<td>K</td>
<td>0.97</td>
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<tr>
<td>1</td>
<td>1.7</td>
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<tr>
<td>2</td>
<td>19.17</td>
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<td>3</td>
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<td>4.61</td>
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<td>6.8</td>
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<tr>
<td>8</td>
<td>15.78</td>
</tr>
<tr>
<td>9</td>
<td>13.35</td>
</tr>
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<td>10</td>
<td>6.55</td>
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Florida PBIS
# Sample Data Source

## PBIS Tier 1 and Classroom Systems Review

<table>
<thead>
<tr>
<th>PBIS Tier 1 System Review</th>
<th>Yes</th>
<th>No</th>
<th>Action Steps &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1 or Classroom Issue</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Many teachers have requested assistance from the problem-solving team to address behavior problems occurring in the classroom. (across grade levels and/or content areas) <strong>Tier 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A few teachers have made numerous requests to the problem-solving team for assistance with behavior management and to address behavior problem in the classroom. <strong>Classroom</strong></td>
<td></td>
<td></td>
<td>If yes, teacher name(s) and request dates:</td>
</tr>
<tr>
<td>3. Numerous ESE referrals have been made by a significant number of teachers. (across grade levels and/or content areas) <strong>Tier 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Most ESE referrals have come from only a few teachers. <strong>Classroom</strong></td>
<td></td>
<td></td>
<td>If yes, teacher name(s):</td>
</tr>
<tr>
<td>5. Most classroom-generated office referrals span multiple grade levels and/or content areas. <strong>Tier 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Most classroom-generated office referrals have come from only a few classrooms. <strong>Classroom</strong></td>
<td></td>
<td></td>
<td>If yes, teacher name(s):</td>
</tr>
</tbody>
</table>
What is the Classroom Coaching Guide?

A Multi-Tiered System of Supports
Applying the problem-solving process to the classroom level

Step 1: Problem Identification
What's the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Evaluation
Is it working?

Based on what I implemented, how did those practices impact student behavior?

How could my current practices change to prevent and reduce problem behavior?

What am I going to implement and measure regularly?

What is the degree/severity/types of problem behavior is my class/classes?
Classroom Coaching Guide: Resources

• Tools to assist a coach/teacher through the 4 step problem-solving process to address classroom behavior

• Focus on alterable practices and factors rather than only thinking of causes of problem behavior as within-student issues

**Step 1: Problem Identification**
What is the problem?

**Step 2: Problem Analysis**
Why is it occurring?

**Step 3: Intervention Design**
What are we going to do about it?

**Step 4: Response to Intervention**
Is it working?
Online Resources

www.flpbis.org
http://flpbis.cbc.usf.edu/tiers/classroom.html

Classroom Coaching Guide (CCG)
Brief Resource Overview
**Online Resources**

**www.flpbis.org**  
**http://flpbis.cbcsc.usf.edu/tiers/classroom.html**

**Classroom Resources**

- The FLPBIS Project offers an online guide to support PBIS coaches in using a structured problem-solving process to help teachers improve their classroom PBIS systems. District-level training on the classroom guide is available through your FLPBIS Project contact.
- To access case studies and coaching materials related to classroom implementation, visit our [school-level coaching page](http://flpbis.cbcsc.usf.edu/tiers/classroom.html).
- Tools for data collection and examples of using data to support classroom implementation can be found on our [evaluation page](http://flpbis.cbcsc.usf.edu/tiers/classroom.html).
- Go straight to our web-based Classroom Assessment Tool.

<table>
<thead>
<tr>
<th>Classroom Resources LiveBinders Shelf</th>
<th>1 to 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Classroom Foundations</strong>&lt;br&gt;Overviews and additional information about the five essential practices for classroom PBIS.&lt;br&gt;By: USFPBS_Org  Updated: 01-08-2018  Education</td>
<td></td>
</tr>
<tr>
<td><strong>2. Four-Step Problem Solving for Classroom Teachers</strong>&lt;br&gt;These materials provide a case study to show classroom teachers how to use the 4-step problem solving process to build effective classroom management systems.&lt;br&gt;By: USFPBS_Org  Updated: 01-09-2018  Education</td>
<td></td>
</tr>
<tr>
<td><strong>3. FLPBIS Classroom Assistance Tool (CAT)</strong>&lt;br&gt;FLPBIS Classroom Assistance Tool (CAT)&lt;br&gt;By: USFPBS_Org  Updated: 01-05-2018  Education</td>
<td></td>
</tr>
<tr>
<td><strong>4. Strategies</strong>&lt;br&gt;Evidence-based behavior strategies provide the foundation for effective classroom management. Proactive, preventative planning sets the stage for the teaching and reinforcement of appropriate behavior in the classroom through the integration of environmental, curricular and instructional strategies.&lt;br&gt;By: FLPBIS Project  Updated: 12-21-2017  Education</td>
<td></td>
</tr>
<tr>
<td><strong>5. Classroom Tools &amp; Forms</strong>&lt;br&gt;Data collection tools and other templates to support classroom-level PBIS.&lt;br&gt;By: USFPBS_Org  Updated: 01-10-2018  Education</td>
<td></td>
</tr>
<tr>
<td><strong>6. Case Studies</strong>&lt;br&gt;By: FLPBIS Project  Updated: 01-05-2018  Education</td>
<td></td>
</tr>
<tr>
<td><strong>7. PreK and Early Childhood Classroom Resources</strong>&lt;br&gt;Evidence-based behavior strategies for effective classroom management. Proactive, preventative planning for the teaching and reinforcement of appropriate classroom behavior through the integration of environmental, social-emotional and behavior management</td>
<td></td>
</tr>
</tbody>
</table>
Demonstration: Applying the Problem-Solving Process to Classrooms
Applying the problem-solving process to the classroom level

Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Evaluation
Is it working?

What is the degree/severity/types of problem behavior is my class/classes?

How could my current practices change to prevent and reduce problem behavior?

Based on what I implemented, how did those practices impact student behavior?

What am I going to implement and measure regularly?

Based on what I implemented, how did those practices impact student behavior?
Group Share

Problem Identification

1. Reflect on your school’s data
2. How do you identify a problem based on your school’s data?
3. What are other ways to identify a problem based on your school’s data?
4. Considerations
   a. What data did you use or would you use?
   b. What additional information might you need?
Using ODRs to ID Teachers Needing Supports

http://www.livebinders.com/play/play?id=2285263#anchor

<table>
<thead>
<tr>
<th>Data Review</th>
<th>Guiding Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WH Questions</strong></td>
<td>1. <strong>Problem behaviors (What)</strong></td>
<td>1. What problem behaviors are occurring most often in the classroom?</td>
</tr>
<tr>
<td></td>
<td>2. <strong>Time (When)</strong></td>
<td>2. When are most of the problem behaviors occurring?</td>
</tr>
<tr>
<td></td>
<td>3. <strong>Administrative decision (Consequences)</strong></td>
<td>3. What consequences are given most often in response to the problem behaviors?</td>
</tr>
<tr>
<td></td>
<td>4. <strong>Students (Who)</strong></td>
<td>4. Who is involved? All/majority of students; Some/few students?</td>
</tr>
<tr>
<td></td>
<td>5. <strong>Staff (Who)</strong></td>
<td>5. What staff are involved? Is it many staff writing a few referrals or just a few staff writing a lot of referrals?</td>
</tr>
<tr>
<td></td>
<td>6. <strong>Custom Reports</strong></td>
<td>6. Additional Data Sources:</td>
</tr>
<tr>
<td></td>
<td>a. <strong>Context (When/Where)</strong></td>
<td>a. In what context are most of the problem behaviors occurring? (e.g. large/small group, transition, seatwork, centers, Math, Reading, etc.)</td>
</tr>
<tr>
<td></td>
<td>b. <strong>Tier 1 Expectations</strong></td>
<td>b. What Tier 1 expectation(s) are not being met most often?</td>
</tr>
<tr>
<td></td>
<td>c. <strong>Motivation (Why)</strong></td>
<td>c. Why are students engaging in the problem behaviors? (e.g. Escape/avoid something or Get/obtain something)</td>
</tr>
</tbody>
</table>

**Problem Identification:** Define the problem based on the data; Be as precise as possible.

**Goal Statement:** Describe the appropriate behaviors the teacher wants the students to demonstrate in place of the problem behaviors. (replacement behavior)
Determine Who Needs Supports

• Use multiple sources of data
  a. Teachers generating a large number of referrals
  b. Teacher calls to the office for behavior incidents
  c. Number of student removals (timeout in other classrooms, time in reflection areas, etc.)
  d. Referrals to problem-solving team; guidance; specialists
  e. Teacher requests for support/new teacher orientations and mentorships

• Alignment with severity of problem behaviors

What other data are available to help identify teachers in need of support?
Teacher Nomination Form

The objective of the Classroom Coaching initiative is to support individual classroom teachers using a structured problem-solving process to meet their goals around the development, implementation, and maintenance of essential practices of well-organized, effective classroom environments. If interested in receiving support in these areas, please fill out this form and return to your school's PBIS Point of Contact ___(name)___ by (date).

School Name: ____________________________
Teacher Name: ____________________________
Grade Level: ______________________________
Email: ________________________________
Description of Classroom: ____________________________

Classroom Concerns & Desired Areas of Support: ____________________________

Additional Considerations:

Teacher's Signature ____________________________ Date

PBIS Self-Nomination Form 00

Classroom Behavior Rating Scale Tool

Classroom Behavior Rating Scale Tool (CBRST)

An efficient and practical tool used to gather baseline data and monitor progress toward increasing class-wide adherence to the school-wide expectations and decreasing the targeted problem behaviors. The tool is developed by, or in collaboration with, the teacher and customized to meet the specific needs and situations in the classroom. The teacher rates class-wide behaviors aligned with the SW expectations on a pre-determined scale (frequency, percentages, duration, etc.) as soon as possible after the designated period (class, timeframe, transition, etc.).

SAMPLE 1

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Day of the Week</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>SW Expectations &amp; Behaviors</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Increase*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Decrease*</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Classroom Behavior Rating Scale
Considerations when Collaborating with Teachers

• Discuss intent of the process as support not an evaluation
• Praise teachers on things they are doing well
• Ask teachers how their strategies are working/areas of strength and areas for improvement
• Show teacher data
• Ask how they feel
• If possible, have the teacher’s preferred person provide coaching supports (someone they respect)
• Offer to share the load when possible
Mr. Frost Case Study

A Multi-Tiered System of Supports
School-Wide Expectations

- Be Safe
- Be Respectful
- Be Responsible
- Demonstrate a Positive Attitude

Background

- Grades K-12
- Just over 1,000 students
- Mixed academic performance

Dataland Super School Example
Step 1: Problem Identification

Guiding Questions

1. What problem behaviors are occurring most often?
2. When are the problems occurring?
3. Where are they occurring?
4. Who is involved?

Monthly Review of Tier 1 Office Referral Data

1. Average Referrals per day per month
2. Problem behavior
3. Time of Day
4. Location
5. Staff or Students
6. Administrative Decision (Consequence)
Mr. Frost Case Study

• Mr. Frost completed a self-nomination form requesting support to address behavior in his classroom

• Mr. Frost
  1. 9th grade English teacher
  2. Currently in his 7th year of teaching
  3. Teaches 5 class periods daily
  4. Daily schedule
     1st Period (8:00-8:50) Regular Ed
     2nd Period (8:55-9:45) Regular Ed
     3rd Period (9:50-10:40) Planning
     4th Period (10:45-11:35) Regular Ed
     5th Period (11:40-12:50) Planning and Lunch
     6th Period (1:00-1:50) Honors
     7th Period (1:55-2:45) Honors

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**PBIS Classroom Coaching**

**Self-Nomination Form**

The objective of the Classroom Coaching initiative is to support individual classroom teachers in using a structured problem-solving process to meet their goals around the development, implementation and maintenance of essential practices of well-organized, effective classroom environments. If interested in receiving support in these areas, please fill out this form and return to your school’s PBIS Point of Contact Mr. Kinney by October 31, 2016.

School Name: Dade Lake Super School

Teacher Name: Mr. Frost

Grade Level: 9th grade

Email: Frost@dade.k12.us

Description of Classroom: English; primarily large group instruction

Classroom Concerns and Desired Areas of Support: Students are tardy and engaging in disruptive behaviors throughout the day; however, the first period seems to be the worst. These primarily happen during large group instruction and students often get sent to the hall.

Reteaching the expectations and apology as responses to disruptive behaviors do not seem to be working. I’d like help reducing tardies and disruptive behaviors and ideas for different ways of responding to these problem behaviors in the classroom.

Additional Information:
Mr. Frost’s Big 5

### Step 1: Problem Identification
Office Referrals and Minor/Teacher-Managed Behavior Data

<table>
<thead>
<tr>
<th>Data Review</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
<th>Guiding Questions</th>
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</thead>
<tbody>
<tr>
<td>WH Questions</td>
<td></td>
<td></td>
<td></td>
<td>1. What problem behaviors are occurring most often?</td>
</tr>
<tr>
<td>1. Problem behavior (What)</td>
<td></td>
<td></td>
<td></td>
<td>2. When are the most problem behaviors occurring?</td>
</tr>
<tr>
<td>2. Time (When)</td>
<td></td>
<td></td>
<td></td>
<td>3. What consequences are given most often in response to the problem behaviors?</td>
</tr>
<tr>
<td>3. Administrative decision (What)</td>
<td></td>
<td></td>
<td></td>
<td>4. Who is involved? Which students are involved most often?</td>
</tr>
<tr>
<td>4. Students (Who)</td>
<td></td>
<td></td>
<td></td>
<td>5. What additional data might be needed?</td>
</tr>
<tr>
<td>5. Custom Queries</td>
<td></td>
<td></td>
<td></td>
<td>a. When are the problems occurring most often? (Large/small group, transition, independent, etc.)</td>
</tr>
<tr>
<td>a. Context (Where)</td>
<td></td>
<td></td>
<td></td>
<td>b. Escape/avoid or Get/obtain</td>
</tr>
<tr>
<td>b. Motivation (Why)</td>
<td></td>
<td></td>
<td></td>
<td>c. Tier 1 expectation most often not met</td>
</tr>
<tr>
<td>c. Expectation (What)</td>
<td></td>
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</tr>
</tbody>
</table>

See Sample ODR form in Livebinder – Context could be added to minor forms
Guiding Questions for Mr. Frost

Custom Queries: Additional Data

1. What problem behaviors are occurring most often in Mr. Frost’s classroom?
2. When are most of the problems occurring? (Time of Day / Context)
3. Why are most of the problem behaviors occurring? (Motivation/function of behavior)
4. Which students are most often engaged in the problem behaviors?
5. What expectation(s) are not being met?
6. What consequences have been given as a result of the problem behaviors? (Administrative Decision)
Tardy = 11
Disruption = 5
Disrespect = 4
*Some reports that include SWIS data (SY 2010-2011 and earlier) will not reflect all incidents entered into SWIS.*
*Some reports that include SWIS data (SY 2010-2011 and earlier) will **not** reflect all incidents entered into SWIS.

**Referrals by Context**

**Large Group = 21**
Avoid/Escape Activity = 18
Gain Peer Attention = 7

*Some reports that include SWIS data (SY 2010-2011 and earlier) will not reflect all incidents entered into SWIS.*
Average class size 24 students
1st Period: 4 students with 15 ODR
4th Period: 3 students with 10 ODR
Each class has 3 SWD, 3 ELL
Class Make up: 30% White, 20% African American/Black, 35% Hispanic/Latino/a, 10% Multiracial, 5% Asian
*Some reports that include SWIS data (SY 2010-2011 and earlier) will not reflect all incidents entered into SWIS.*
Apology = 15
Re-teach Expectation = 11
1. **Top Problem Behaviors and Students (20)**
   a. Tardy (11); Minor Disruption (5); Minor Disrespect (4)
   b. 7 students have received all the referrals

2. **Most Problematic Time and Context**
   a. 1st period (8:15-8:45); 4th period (10:45-11:45); 6th period (1:00-2:15)
   b. Large group instruction

3. ‘**Why’ are the behaviors occurring?** (motivation/function)
   a. Avoid activity/task

4. **Expectation not met – ‘Be Responsible’**

5. **Most frequent administrative decision**
   a. Apology
   b. Reteach expectations
How might you define the problem if you cannot access ODR data or if ODR data do not quantify the areas of concern?
In the absence of referral data, what else can we use?

### Additional information from self-nomination form
- Problem behaviors of concern
- Most challenging time of day/period, context,

### Classroom documentation of problem behavior
- Minor forms

### Student attendance data
- Student tardy data
- C-BRST
- SCOA data

### Observation data
- % of students who call out
- % of students engaged in out of seat behavior
- % of students with missing assignments

### Others?
### Likert Scale: Classroom Direct Behavior Rating Scale Tool

**Mr. Frost, Pre-Classroom Supports**

**Question #1**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90-100%</td>
</tr>
</tbody>
</table>

*Be Responsible: Students are on time to class.*

**Question #2**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90-100%</td>
</tr>
</tbody>
</table>

*Be Responsible: Students start an assignment after directions are given. Average length of time it takes students to get started.*

**Sample:**

**Mr. Frost Classroom Behavior Rating Scale Tool**

**Question #3**

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90-100%</td>
</tr>
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</table>

*Be Responsible: Students turn in completed classwork on time.*

**Question #4**

<table>
<thead>
<tr>
<th>Level</th>
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<th>3</th>
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</tr>
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<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90-100%</td>
</tr>
</tbody>
</table>

*Be Respectful: Number of students off task for less than 3 minutes during the period*

**Sample:**

*Florida PBIS*
Mr. Frost - Goal Statement

At least 95% of the students in Mr. Frosts’ class will arrive on time. During large group instruction 95% of the student will engage in on-task behaviors with 90% completion of in-class assignments.

How will you identify the goal?
• SMART (Specific, Measurable, Alterable, Realistic, Time-bound)
• Teacher preference

How will you collect data to monitor progress on goals?

Use existing data to monitor goal progress
Independent Practice Case Study

What Would You Identify as the Problem

Ms. Rodriguez (Secondary) or Ms. Jones (Elementary)
Step 1: Problem Identification
Ms. Rodriguez / Ms. Jones
Applying the problem-solving process to the classroom level

What is the degree/severity/types of problem behavior is my class/classes?

Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Evaluation
Is it working?

Based on what I implemented, how did those practices impact student behavior?

How could my current practices change to prevent and reduce problem behavior?

What am I going to implement and measure regularly?

Based on what I implemented, how did those practices impact student behavior?
Step 2: Why is the problem occurring?
What barriers may be preventing students from engaging in appropriate behaviors?

- Environmental
- Classroom Behavior System
- Instructional and Curricular
- Student
Problem Analysis: Gathering Information

How will we gather additional data/information to answer the guiding questions and determine the barriers to student success?

1. Review permanent records and documents
2. Interview teacher & students
3. Observe classroom practices and student behavior
4. Survey teacher & students

**Classroom Assistance Tool (CAT)**
Domain 1: Environmental Factors

Physical Setting
- Traffic flow
- Organization of materials

Scheduling
- Minimizing transitions
- Scheduling small group and individual support

Socialization
- Positive relationships (student-student, teacher-student, family-school)
Domain 2: Classroom Behavior System

Define & Teach Behavior
- Develop, teach, prompt
- Reinforce

Reward System
- Behavior specific praise
- Group contingencies
- Behavior contracts
- Token economies

Consequence System
- Brief specific and contingent error corrections
- Differential reinforcement
- Response cost
- Time-out from reinforcement
Domain 3: Curriculum & Instruction

Instructional Planning and Delivery

• Active engagement via meaningful opportunities to respond
• Vary the use of instructional strategies to impact variety, level, and pacing
• Provide specific and contingent feedback (both positive and corrective)
Classroom Assistance Tool

• Tab 3 in your live binder
• http://bit.ly/swk105
• Key: 221
Practice Completing the CAT during a Classroom Exemplar Video

Elementary: Anita Archer

Secondary: Mr. Hester
Locating the Classroom Assistance Tool (CAT)

Livebinder Tab:
Tier 2/3: Providing Coaching Supports to Some Tools & Resources

3. FLPBIS Classroom Assistance Tool (CAT)

FLPBIS Website
http://flpbis.cbc.usf.edu/tiers/classroom.html
# Classroom Assistance Tool

## Class/Teacher:
Mr. Frost

## Time:
1st period (@ 8:50)

## School:
BT Washington High

## Mark one:
- Self-Assess
- Observer [X]

## Date:
2/18/15

## District:
Sunshine

## Grade-level:
9th grade

## Comments:
Lesson on characterization; application to the characters in *The Great Gatsby*

## Directions:
1. Select the appropriate response from the drop-down menu next to each item. *Do not skip items. It will affect your percentages*
2. Review the percentages of In Place, Somewhat In Place, and Not In Place (see bottom of form and pie graphs on next tab)
3. Note strengths and areas needing enhancement for each classroom system in the corresponding text boxes.
4. Develop a Classroom Management Plan based on the most significant areas needing enhancement.

## ENVIRONMENTAL FACTORS: Environmental variables help prevent or decrease problem behavior.

### A. Physical Setting - Classroom setting is organized to promote learning and independence.**
- Room is arranged to minimize crowding and distractions. **
- Materials are organized and easily accessible. **
- Students have secure and adequate space for personal storage.
- Furniture is arranged to enhance traffic flow. **
- Instructional areas have clear visual boundaries. **

### B. Scheduling - Instructional schedule optimizes student learning.
- Daily activity schedule posted and reviewed regularly.
- Transitions & non-instructional activities posted and reviewed regularly.
- Daily schedule includes independent work, 1 to 1 instruction, small/large group activities, socialization, & free time.
- Students are engaged in active learning activities, with little/no unstructured downtime.

### C. Socialization - Social instruction opportunities are provided to optimize student learning.
- The development of individual responsibility and independence is emphasized for all students.
- Communication between teacher and family occurs weekly.
- Skills are taught in the setting and situation in which they naturally occur.
- Friendships between students are promoted.
- Effective, efficient communication strategies are taught to all students.
- Students with disabilities provided opportunities to interact/socialize with typical peers.

## Environmental Factor Comments:
- Most of the classroom disruption occurred during the first 30 minutes of class. The students would talk to a neighbor, pass a note, hide a cell phone behind a book and send text messages. One student was making bad jokes. Two students had their head down on the desk during the large group instruction.
- Five students had their heads down during the time allocated to completing the worksheet. 70% of the students in first period turned in the worksheet and 2 of the ones turned in were incomplete.

## Environmental Factors Pie Chart
- In Place: 0%
- Somewhat In Place: 20.0%
- Not In Place: 60.0%
- Not Observed: 20.0%

## Classroom Behavior Systems Pie Chart
- In Place: 62.5%
- Somewhat In Place: 18.8%
- Not In Place: 12.5%
- Not Observed: 6.8%

## Curriculum and Instruction Pie Chart
- In Place: 50.0%
- Somewhat In Place: 43.0%
- Not In Place: 7.0%
- Not Observed: 0.0%

---

Please email completed, deidentified CATs to wadkins@usf.edu

---

Florida PBIS
Mr. Frost Case Study

A Multi-Tiered System of Supports
Mr. Frost’s Classroom Assistance Tool (CAT)

Summary Analysis and Action Planning

1. List the strengths of each system based on items marked ‘In Place’.

Physical Setting; Reward Systems

2. List areas needing enhancement for each system based on items marked ‘Not in Place’ or Somewhat in Place’.

Curriculum and Instruction; Scheduling

3. Identify next steps for enhancing areas of need.

Prioritize areas to tackle and then develop an action plan; follow up in 2 weeks. Areas to tackle: Curriculum & Instruction; Scheduling
Why is the Problem Occurring?

Mr. Frost: Developing Hypotheses

Students are tardy to class and engage in disruptive and disrespectful behaviors because...

1. **Environment** - Mr. Frost does not post or review his daily schedule
2. **Classroom Behavior System** - He reviews the expectations and rules each 9 weeks which may not be frequent enough
3. **Curriculum and Instruction** – Mr. Frost does not use a variety of teaching methods or develop meaningful or relevant tasks or assignments for students
4. **Student Characteristics** - Students have individual needs that are not being met and function of misbehavior not considered.
Hypothesis: Students are tardy to class and engage in disruptive and disrespectful behaviors because:

1. Curriculum and Instruction: Mr. Frost does not use a variety of teaching methods or develop meaningful or relevant tasks or assignments for students

Prediction Statement

• If Mr. Frost uses a variety of teaching methods that are meaningful and relevant to students
• then, students will arrive on time and during large group instruction 95% of students will engage in on-task behaviors with 90% completion of in-class assignments

Double check hypothesis and prediction statements:

1. Based on multi-source/multi-informant data: Yes (teacher interview/self-report & observation)
2. Alterable - Yes
3. Measurable - Yes
4. Observable - Yes
Independent Practice Case Study

Ms. Rodriguez
or
Ms. Jones

A Multi-Tiered System of Supports
Step 2: Problem Analysis
Ms. Rodriguez / Ms. Jones
Applying the problem-solving process to the classroom level

What is the degree/severity/types of problem behavior is my class/classes?

How could my current practices change to prevent and reduce problem behavior?

What am I going to implement and measure regularly?

Based on what I implemented, how did those practices impact student behavior?

Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Evaluation
Is it working?
Step 3: Intervention Design & Implementation

Guiding Questions

1. Based on steps 1 and 2, what preventative, instructional and response strategies/interventions should be implemented to decrease problem behaviors and increase appropriate behaviors?

2. What supports and resources are needed to implement the strategies/interventions (e.g., onsite coaching and modeling, materials, etc.)?

3. Who, when and how often will interventions be implemented? Who, when and how often will coaching supports and resources be provided?

4. What data will be collected to determine fidelity of implementation and monitor progress of implementation?
Step 3: Intervention Design & Implementation

Based on Step 2 - Prioritize:
1. Areas of need
2. ‘Next steps’

- Prioritize the domain that has a domino effect on other domains
- Consider teacher preferences, skills, knowledge for moving forward
- Address all domains through plans that include preventative, instructional, and effective response strategies
Classroom Example of Strategies aligned to the ABCs

Teacher presents student with grade level academic task

Student engages in problem behavior

Student escapes academic task

Teacher removes academic task or removes student

Student’s academic skills do not improve
Classroom Example of Strategies aligned to the ABCs

1. Teacher presents student with grade level academic task
   Antecedent -> Informs Prevention

2. Student engages in problem behavior
   Informs instructional strategies

3. Teacher removes academic task or removes student
   Informs response strategy

4. Student escapes academic task
   Informs response strategy

5. Student’s academic skills do not improve
   Informs response strategy
ABCs to Understand ➔ Interventions

**How will you prevent?**

Antecedents

Events in environment that occur before

**What will you teach?**

Behavior

Observable

**How will you respond?**

Consequence

Events in environment immediately after
Antecedent-based Prevention Strategies

1. Develop positive relationships with students
2. Continuous teaching & rewarding
3. Active Supervision
4. Modify the environment and/or instruction
   a. Traffic flow, tempting materials, line of sight, organization, visual boundaries
   b. Change schedule
   c. Interesting & engaging instruction (adapt curriculum, special assignment, tutoring, computer/internet work, role play)
5. Provide prompts/Pre-Correction
6. Provide Choices
Teaching Appropriate Behavior

What will you teach?

Behavior

Observable

1. School-wide expectations
2. Classroom rules aligned with expectations
3. Classroom procedures/routines
4. Social skills
5. Effective instructional strategies
Response Strategies for Problem Behavior

1. Redirection
2. Re-teach & practice expectations/rules
3. Apology/Restitution
4. Reflective problem-solving activities/Mini-courses
5. Conference with student
6. Phone/conference & problem-solve with parent
7. Seat change
8. Restorative Practices - Circles
9. Timeout from positive reinforcement (failure to earn a privilege or reward)
10. Lose class privilege
11. Work detail

How will you respond?

Consequence

Events in environment immediately after
Response Strategies for Appropriate Behavior

1. Praise
   - Genuine, specific
   - Developmentally appropriate
   - Public or private

2. Attention
   - Peers
   - Teacher/Preferred adult

3. Privileges
   - Preferred seating
   - Activity
   - Free time

4. Escape
   - Assignment/item pass
   - 1-min. out early

5. Sensory
   - Music
   - Seating
   - Fidgets

How will you respond?

Consequence
Events in environment immediately after
## Sample Action Plan

### Step 3: Intervention Design. What are we going to do about it?

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Intervention Implementation Steps</th>
<th>Needs</th>
<th>Whose Work</th>
<th>Status</th>
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<td>Curriculum and Instruction:</td>
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<td>Classroom Behavior Systems:</td>
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<td>Curriculum and Instruction:</td>
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<tr>
<td>Next meeting</td>
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</table>
Step 3: Considerations for Action Planning

Guiding Questions

1. Who, when and how often will interventions be implemented?
2. Who, when and how often will coaching supports be implemented and resources provided?
3. What data will be collected to determine fidelity of implementation and monitor progress of implementation?
4. When will you reconvene to determine progress and next steps?

Considerations

1. Collaborative process
2. Implementer preferences, needs, and comfort-level and supported hypothesis guide selection of interventions and supports
3. Task analyze steps and document activities with names and dates to ensure accountability and follow-through
Mr. Frost Case Study
<table>
<thead>
<tr>
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<th>Who &amp; When</th>
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<td>Curriculum and Instruction:</td>
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<tr>
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<td>1. Review FCAT data, ELL plans, IEPs to identify areas of strength, need and accommodations.</td>
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<td>Meeting to discuss IEPs</td>
<td>Mr. Frost &amp; ESE Specialist 10/5/15</td>
</tr>
<tr>
<td></td>
<td>2. Schedule meeting with ESE specialist to discuss accommodations for students with disabilities.</td>
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<td>rules each day</td>
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<tr>
<td>Environmental:</td>
<td>1. Post and review schedule each day</td>
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<tr>
<td><strong>Teaching</strong></td>
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<tr>
<td>Curriculum and Instruction:</td>
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</tr>
<tr>
<td>Improve OTRs as part of instruction and use varied instructional strategies</td>
<td>Work with Ms. Kinny to observe master teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Review instructional strategies grid in classroom guide</td>
<td>Mr. Frost 10/5/15</td>
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</tr>
<tr>
<td>2. Select 1 possible strategy from each category to use and watch the video.</td>
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</tr>
</tbody>
</table>
Review the instructional strategies & pick two new interventions:

- **Jig Saw**

- **Persuasive Peel**
  [https://www.teachingchannel.or g/videos/common-core- collaborative-discussions?fd=1](https://www.teachingchannel.org/videos/common-core-collaborative-discussions?fd=1)
<table>
<thead>
<tr>
<th>Response</th>
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<tbody>
<tr>
<td></td>
<td><strong>Classroom Behavior System:</strong> Target the 5 Ram bucks towards students engaging in instructional activities appropriately.**</td>
<td>Na</td>
</tr>
<tr>
<td></td>
<td><strong>Curriculum and Instruction:</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Mr. Frost

### Step 3: Intervention Design & Implementation

| Action Plan |
|-----------------|-----------------|-----------------|
| **Intervention Implementation Steps** | **Needs** | **Who** |
| **Prevention** | Environmental: Work with Ms. Kinney, School Psychologist, to identify a classroom teacher who can serve as a ‘model’ for good instructional strategies Mr. Frost to observe. | Observe model teacher | Mr. Frost |

### Teaching

**Curriculum and Instruction:**

*Improve OTRs as part of instruction and use varied instructional strategies*

1. Review instructional strategies grid in classroom guide
2. Select 1 possible strategy from each category to use and watch the video.

**Work with Ms. Kinney to observe master teacher**

Mr. Frost 10/5/15

**Response**

**Classroom Behavior Systems:** Target his 5 Ram bucks towards students engaging in instructional activities appropriately.

Na Mr. Frost

**Curriculum and Instruction:**

Work with Ms. Kinney to observe master teacher

Mr. Frost
# Instructional Strategies to Increase Active Student Engagement

1. Effective vs. Non-Effective Strategies: [http://www.youtube.com/watch?v=UJXYwWRGUQ](http://www.youtube.com/watch?v=UJXYwWRGUQ)
2. Inspirational Video: [https://www.teachingchannel.org/videos/teach-for-the-fire](https://www.teachingchannel.org/videos/teach-for-the-fire)

<table>
<thead>
<tr>
<th>Concept Maps and Graphic Organizers</th>
<th>3STN(Q)</th>
<th>Description</th>
<th>Citation</th>
<th>Resources Articles/Videos</th>
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</thead>
<tbody>
<tr>
<td>Students have a form with 2 columns labeled ‘Topics’ (left) &amp; ‘Details’ (right)</td>
<td></td>
<td>Winebrenner, 2006</td>
<td>Article <a href="http://files.eric.ed.gov/fulltext/EJ746053.pdf">http://files.eric.ed.gov/fulltext/EJ746053.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Students skim materials for important facts and lists them under ‘Topics’</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students skim for and enter ‘Details’/facts (left)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students study by covering one column and asking questions of the partner to recall facts in second column.</td>
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</table>

<table>
<thead>
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<th>Description</th>
<th>Citation</th>
<th>Resources Articles/Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair students</td>
<td>Students have blank form divided into 4 blocks</td>
<td>ISBE, 2012</td>
<td></td>
</tr>
<tr>
<td>Students paired</td>
<td>Paired groups complete ‘Definitions’, ‘Characteristics’, ‘Examples’ and ‘Non-examples’ of a designated topic.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Description</th>
<th>Citation</th>
<th>Resources Articles/Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a form divided into 2 sections (‘Compare/Contrast’ or ‘Similarities/Differences’)</td>
<td></td>
<td>Marzano, Pickering &amp; Pollock, 2005</td>
<td>Video <a href="https://www.teachingchannel.org/videos/formal-and-informal-texts">https://www.teachingchannel.org/videos/formal-and-informal-texts</a></td>
</tr>
<tr>
<td>Pair students</td>
<td></td>
<td>ISBE, 2012</td>
<td></td>
</tr>
<tr>
<td>Paired students identify and record similarities and differences on a topic or basic story elements</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Hula Hoop Fun/Venn Diagrams</th>
<th>Description</th>
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<th>Resources Articles/Videos</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>KWL (Know, Want to Know, Learn)</th>
<th>Description</th>
<th>Citation</th>
<th>Resources Articles/Videos</th>
</tr>
</thead>
</table>
# Social Skills Grid

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Peer Collaboration</th>
<th>Concept Maps/Graphic Organizers</th>
<th>Debates/Perspective-Taking</th>
<th>Generating/testing Hypotheses</th>
<th>Student Demonstrations and Responding</th>
<th>Self-Monitoring</th>
<th>Games</th>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening (A, E)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>Starting/Beginning a Conversation (A, E)</td>
<td>X</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Having a Conversation (A)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convincing Others (A)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiating (A, E)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Self-Control (A, E)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to Persuasion (A)</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Contributing to Discussions (E)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Asking a Question (A, E)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>Giving a Compliment (A, E)</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Accepting a Compliment (E)</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking for Help (A, E)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving Instructions (A, E)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Following Instructions (A)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apologizing (A, E)</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>Expressing Your Feelings (A, E)</td>
<td>X</td>
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<tr>
<td>Understanding Feelings of Others (A, E)</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Dealing with Your Anger (E)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with Someone Else’s Anger (A, E)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Helping Others (A)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing Up for Your Rights (A)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Answering a Complaint (A, E)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to a Complaint (A)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with Contradictory Messages (A)</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dealing with an Accusation (A, E)</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Dealing with Group Pressure (A, E)</td>
<td>X</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Saying Thank You (A, E)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bringing Materials to Class (E)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offering Help to a Classmate (E)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Strategies - Curriculum – Expectations & Academics

<table>
<thead>
<tr>
<th>Florida State Standard Suggested Reading</th>
<th>Common SWPBS Expectations/Rules</th>
<th>Additional Resources</th>
</tr>
</thead>
</table>
| A Boy, a Dog, and a Frog by Mercer Mayer 1967 (wordless book) | Be a problem-solver  
Be an active learner | [http://www.youtube.com/watch?feature=player_embedded&v=4Sj5RAdK1H8#](http://www.youtube.com/watch?feature=player_embedded&v=4Sj5RAdK1H8#) |
| Pancakes for Breakfast by Tomie DePaola (1978) | Be a problem-solver  
Always do your best  
Be Respectful | [http://www.youtube.com/watch?v=kQxWtPYkb4](http://www.youtube.com/watch?v=kQxWtPYkb4) |
| A story, a story by Gail E. Haley (1970) | Be a problem-solver (he figured out ways to get where he wanted and achieve what he needed to)  
Be respectful (non-example: the sky God’s response was not respectful)  
Be responsible (said he would do it and he did) | [http://www.youtube.com/watch?v=xFnOCcq0yw&feature=iv&annotation_id=event_843473](http://www.youtube.com/watch?v=xFnOCcq0yw&feature=iv&annotation_id=event_843473) |
| Kitten’s first full moon by Kevin Henkes (2004) | Be a problem-solver  
Be safe (non-example) | [http://www.youtube.com/watch?v=w5paT0hDx-c](http://www.youtube.com/watch?v=w5paT0hDx-c) |
| Mix a Pancake by Rosetti (1893)* | Follow instructions  
Be safe |  |
| Mr. Popper’s Penguins by Richard Atwater (1938)* | Be Responsible  
Be an Active Learner |  |
| Little Bear by Else Minarik (1957) | Be a problem-solver  
Be respectful |  |
| Frog and Toad Together by Lobel (1971) | Be responsible  
Following instructions | [http://www.youtube.com/watch?v=kqbR2FzXJBQ](http://www.youtube.com/watch?v=kqbR2FzXJBQ) |
| Hi! Fly Guy by Tedd Arnold (2006) | Be a problem-solver  
Follow instructions  
Be respectful |  |
### Walking in Line

**Goal:** Students will be able to walk in line in such a way that is safe and does not disrupt other’s learning environment.

**Rationale:** Walking in line is important for students so that emergency drills, assembly behavior, and cafeteria behavior can be carried out safely and efficiently.

<table>
<thead>
<tr>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Model: Teacher demonstrates full range of behaviors below (&quot;I do&quot;) Positive, negative and almost-but-not-quite.</td>
</tr>
<tr>
<td>2) Lead: Teacher and students practice positive behaviors (&quot;We do&quot;) Teacher demonstrates full range, students practice positive behaviors only.</td>
</tr>
<tr>
<td>3) Test: Students demonstrate positive behaviors (&quot;You do&quot;) Students practice positive behaviors only.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Student Voice: Students will help choose this as an important Teach-To.</td>
</tr>
<tr>
<td>✓ Student Input: Students will provide (but not practice) examples of all behavior.</td>
</tr>
<tr>
<td>✓ Teacher Role: Teachers will model positive, negative, and almost-but-not-quite behaviors.</td>
</tr>
<tr>
<td>✓ Student Role: Students will only model positive examples.</td>
</tr>
<tr>
<td>✓ Assessment: Teacher will reteach or revisit as necessary (e.g. after breaks, weekends, etc.)</td>
</tr>
</tbody>
</table>

### Teaching-To Range of Behaviors

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Almost-But-Not-Quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Face Forward in Line</td>
<td>1) Turned around backward</td>
<td>1) Face sideways</td>
</tr>
<tr>
<td>2) Voices off</td>
<td>2) Talk to others; Yell; Shout Out; Make Loud Noises</td>
<td>2) Whisper to others</td>
</tr>
<tr>
<td>3) Walk in Palmetto Posture</td>
<td>3) Kick; Push; Shove; Trip</td>
<td>3) Hands at waist, Holding hands</td>
</tr>
<tr>
<td>4) Walk in single file line</td>
<td>4) Walk out of line; Dance around; Walk next to each other</td>
<td>4) Holding Hands</td>
</tr>
</tbody>
</table>
Strategies – Environment

Ecological Factors – Physical Layout

Possible arrangements for independent work/ tests/ beginning of the year/ lecture:

Possible arrangements for group work/ stations:

Possible arrangements for demonstration/ discussion:

http://iris.peabody.vanderbilt.edu
Independent Practice Case Study

Ms. Rodriguez
or
Ms. Jones
Step 3 Action Plan- Intervention
Ms. Rodriguez / Ms. Jones
Applying the problem-solving process to the classroom level

What is the degree/severity/types of problem behavior is my class/classes?

Step 1: Problem Identification
What’s the problem?

How could my current practices change to prevent and reduce problem behavior?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Based on what I implemented, how did those practices impact student behavior?

Step 4: Evaluation
Is it working?

What am I going to implement and measure regularly?
Step 4: Response to Intervention

Is it working?

**Guiding Questions**

Did students respond positively to the intervention?

- Review: ODR, OSS, ISS, Detentions
  Staff surveys, CBR, Other

**Yes**

How will you sustain and/or fade strategies?

**No**

Was the intervention implemented with fidelity?

- If not, what supports are needed to increase fidelity?

- If yes, what changes need to be made to the intervention?
Implementation Fidelity Checklist Tool

Example

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Completed as: Self-Report or Observation (Circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer:</td>
<td>Date/Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prevention Strategies</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y / S / N</td>
<td>Yes = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somewhat = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y / S / N</td>
<td>Yes = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somewhat = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Strategies</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y / S / N</td>
<td>Yes = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somewhat = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
</tr>
</tbody>
</table>

Implementation Score (Total points earned/Total possible points):

- Implementing interventions with fidelity is essential when evaluating the level of success of the classroom interventions. An implementation fidelity checklist is easily designed by using the classroom management plan as a guide. Outline the specific steps that need to occur for the intervention to be implemented effectively.
Mr. Frost Case Study
**Implementation Fidelity Check: Week 2**

**Classroom Implementation Fidelity Checklist**

<table>
<thead>
<tr>
<th>Teacher: Frost</th>
<th>Completed as: Self-Report or Observation (Circle)</th>
<th>Date/Time: 10/15 @ 2:47 pm</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prevention Strategies</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction:</strong></td>
<td></td>
<td>Yes = 2</td>
</tr>
<tr>
<td>1. Review FCAT data, Elt plans, IEPs to identify areas of strength, need and accommodations.</td>
<td>Y / S / N</td>
<td>Somewhat = 1</td>
</tr>
<tr>
<td>2. Schedule meeting with ESE specialist to discuss accommodations for students with disabilities.</td>
<td>Y / S / N</td>
<td>No = 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction:</strong></td>
<td></td>
<td>Yes = 2</td>
</tr>
<tr>
<td>Improve OTRs as part of instruction and use varied instructional strategies</td>
<td></td>
<td>Somewhat = 1</td>
</tr>
<tr>
<td>1. Review instructional strategies grid in classroom guide</td>
<td>Y / S / N</td>
<td>No = 0</td>
</tr>
<tr>
<td>2. Select 1 possible strategy from each category to use and watch the video.</td>
<td>Yes</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Strategies</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Behavior System:</strong></td>
<td></td>
<td>Yes = 2</td>
</tr>
<tr>
<td>1. Target the 5 Ram bucks towards students engaging in instructional activities appropriately.</td>
<td>Y / S / N</td>
<td>Somewhat = 1</td>
</tr>
</tbody>
</table>

**Implementation Score (Total points earned/Total possible points):** 8/10
### CBRST: Week 2

#### Likert Scale: Classroom Direct Behavior Rating Scale Tool

**Mr. Frost, 2 Weeks Post Supports**

<table>
<thead>
<tr>
<th>Question #1</th>
<th>Be Responsible: Students are on time to class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>0% 10% 20% 30% 40% 50% 60% 70% 80% 90-100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question #2</th>
<th>Be Responsible: Students start an assignment after directions are given.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td><strong>Number of minutes it takes to get started</strong></td>
</tr>
<tr>
<td>10 9 8 7 6 5 4 3 2 1-0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question #3</th>
<th>Be Responsible: Students turn in completed classwork on time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>0% 10% 20% 30% 40% 50% 60% 70% 80% 90-100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question #4</th>
<th>Be Respectful: Number of students off task for less than 3 minutes during the period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>18+ 17-16 15-14 13-12 11-10 9-8 7-6 4-5 3-2 1-0</td>
</tr>
</tbody>
</table>
## Classroom Implementation Fidelity Checklist

**Teacher:** Frost  
**Completed as:** Self-Report or Observation (Circle)  
**Observer:**

### Prevention Strategies

<table>
<thead>
<tr>
<th>Curriculum and Instruction:</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review FCAT data, ELL plans, IEPs to identify areas of strength, need and accommodations.</td>
<td>Y/S/N Yes</td>
<td>2</td>
</tr>
<tr>
<td>2. Schedule meeting with ESE specialist to discuss accommodations for students with disabilities.</td>
<td>Y/S/N Yes</td>
<td>2</td>
</tr>
</tbody>
</table>

### Teaching Strategies

<table>
<thead>
<tr>
<th>Curriculum and Instruction:</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve OTRs as part of instruction and use varied instructional strategies.</td>
<td>Y/S/N Yes</td>
<td>2</td>
</tr>
<tr>
<td>1. Review instructional strategies grid in classroom guide</td>
<td>Y/S/N Yes</td>
<td>2</td>
</tr>
<tr>
<td>2. Select 1 possible strategy from each category to use and watch the video.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Response Strategies

<table>
<thead>
<tr>
<th>Classroom Behavior System:</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Target the 5 Ram bucks towards students engaging in instructional activities appropriately.</td>
<td>Y/S/N Somewhat</td>
<td>1</td>
</tr>
</tbody>
</table>

**Implementation Score (Total points earned/Total possible points):** 9/10
**CBRST: Week 4**

<table>
<thead>
<tr>
<th>Question #1</th>
<th>Be Responsible: Students are on time to class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>0% 10% 20% 30% 40% 50% 60% 70% 80% 90-100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question #2</th>
<th>Be Responsible: Students start an assignment after directions are given. <em>Average length of time it takes students to get started.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Number of minutes it takes to get started 10 9 8 7 6 5 4 3 2 1-0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question #3</th>
<th>Be Responsible: Students turn in completed classwork on time.</th>
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<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>0% 10% 20% 30% 40% 50% 60% 70% 80% 90-100%</td>
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<table>
<thead>
<tr>
<th>Question #4</th>
<th>Be Respectful: Number of students off task for less than 3 minutes during the period</th>
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</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>18+ 17-16 15-14 13-12 11-10 9-8 7-6 4-5 3-2 1-0</td>
</tr>
</tbody>
</table>
Identify data to review to determine whether or not:

1. The interventions were implemented with fidelity
   • Daily Classroom Implementation Fidelity Checklist: Teacher self-report

2. Student outcomes are improving as a result of the intervention.
   • Major and minor office discipline referrals for tardies, disruption, and disrespect; Improvements on CBR
Step 4: Response to Intervention

**Mr. Frost - Is it working?**

Did students respond positively to the intervention?

**Data Review:**
Tardies, disruptions, and disrespect decreased to levels commensurate with other classes and grades

- **Yes**
  - Mr. Frost is going to continue the interventions and feels he can incorporate them into his daily practice with little supports needed.

- **No**
  - Was the intervention implemented with fidelity?
  - If not, what supports are needed to increase fidelity?
  - If yes, what changes need to be made to the intervention?
Applying the problem-solving process to the classroom level

- What is the degree/severity/types of problem behavior is my class/classes?
- How could my current practices change to prevent and reduce problem behavior?
- What am I going to implement and measure regularly?
- Based on what I implemented, how did those practices impact student behavior?

**Notice: Cyclical Process**

**Step 1: Problem Identification**
What’s the problem?

**Step 2: Problem Analysis**
Why is it occurring?

**Step 3: Intervention Design**
What are we going to do about it?

**Step 4: Evaluation**
Is it working?
Why Plan for Ongoing Support

• Helps with fidelity of implementation of strategies
• Allows ongoing data-based decision making
  – Is the teacher seeing the desired outcomes?
  – Continuous improvement
• Allows the teacher to have support if things are not going as planned
• Allows the teacher to share if things are going well
### Step 3: Intervention Design. What are we going to do about it?

<table>
<thead>
<tr>
<th>Intervention Implementation Steps</th>
<th>Needs</th>
<th>Who &amp; When</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental:</td>
<td></td>
<td></td>
<td></td>
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<tr>
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**Next meeting**

November 5, 2015 @ 7:30

**Mr. Frost**
Independent Practice Case Study

Ms. Rodriguez
or
Ms. Jones
Step 4 Response to Intervention
Ms. Rodriguez / Ms. Jones
Planning for Ongoing Support: Teachers

• Identify who can support you?
  – Give you constructive feedback
  – Help you to identify strategies to try in the classroom
  – Model different strategies
  – You can observe in their classroom

• Has time to provide the support

• Administration will support the person helping you

• Ongoing support across the year
Planning for Ongoing Support: Coaching

- Identify who can support teachers?
  - Has the following skills: interpersonal, classroom management knowledge
  - Will be able to provide constructive feedback
  - Helps to identify strategies to try in the classroom
  - Models different strategies
  - Other teachers can observe in their classroom

- Time to provide the support

- Administration will support the person helping you

- Ongoing support across the year
District Implementation Examples

A Multi-Tiered System of Supports
FLPBIS Approach to Classroom Coaching

MOU & District Planning

Readiness
- Readiness module and checklist

Initial training
- 1-day training

Ongoing TA sessions
- Monthly, 1-hour sessions
Training and Technical Support

Day 1 – Initial training (6 hours)
Round 1 - Practice each step with ongoing technical assistance (semester 1)
Round 2 – Use process with a teacher in need (semester 2)
District #1 Implementation Plan

• Presented a CCG Cohort opportunity and asked for volunteers.
• Narrowed down to a cohort of 10 participants.
  – Representation across elementary, middle and high school levels.
  – Representation across feeder patterns.
  – As a result of attrition we ended with a cohort of 8:
    • 2 elementary deans, 1 middle school dean, 1 middle school APD, 1 high school dean, 2 high school coordinators, 1 high school APD
• Initial training took place in a 6 hour session
• Follow up TA sessions took place the same day as monthly discipline meetings
District #1 – Sharing and Building Capacity

- CCG Cohort presented at monthly discipline meetings
- CCG Cohort served as table captains for discussions
Barriers, Lessons Learned, and Successful Practices

• Barriers
  – Competing priorities impacting time dedicated to CCG.
  – Lack of Tier 1/PBIS Coaching.

• Lessons Learned
  – More time should be devoted to planning for TA sessions with CCG Cohort.
  – Outlining how the process is mutually beneficial can assist with buy in.

• Successful Practices
  – Built into existing meetings/trainings.
  – Buy in from top down (leadership) and bottom up (teachers and teachers union).
  – Peer presentations and utilizing CCG cohort members in leadership roles.
District #2 Implementation Plan

- Target Audience: Teachers on Special Assignment (TOSA)
- Initial training took place in a 6 hour session
- Follow up technical assistance (TA) sessions taking place the same day as scheduled meetings
- TOSAs have worked through each step with a teacher with technical assistance sessions monthly
- Second semester update:
  - TOSAs have collaborated with administration to select a teacher to coach
  - Technical assistance sessions scheduled for second semester during scheduled meetings
Florida Positive Behavioral Interventions & Support Project
A Multi-Tiered System of Supports

Classroom Resources

- The FLPBIS Project offers an online guide to support PBIS coaches in using a structured problem-solving process in their classroom PBIS systems. District-level training on the classroom guide is available through your FLPBIS.
- To access case studies and coaching materials related to classroom implementation, visit our school-level content.
- Tools for data collection and examples of using data to support classroom implementation can be found on our website.
- Go straight to our web-based Classroom Assessment Tool.

Classroom Resources LiveBinders Shelf

1. Classroom Foundations
   Overview and additional information about the five essential practices for classroom PBIS.
   By: USF PBIS Org   Updated: 04-18-2019   Education

2. Four-Step Problem Solving for Classroom Teachers
   These materials provide a case study to show classroom teachers how to use the 4-step problem solving process to build classroom management systems.
   By: USF PBIS Org   Updated: 11-26-2018   Education

3. FLPBIS Classroom Assistance Tool (CAT)
   FLPBIS Classroom Assistance Tool (CAT)
   By: USF PBIS Org   Updated: 10-01-2019   Education

4. Strategies
   Evidence-based behavior strategies provide the foundation for effective classroom management. Proactive, preventative steps set the stage for the teaching and reinforcement of appropriate behavior in the classroom through the integration of curricular and instructional strategies.
   By: FLPBIS Project   Updated: 04-10-2019   Education

6. Case Studies: Applying Problem-Solving to Classroom Systems
Questions

A Multi-Tiered System of Supports
Summary

http://flpbis.cbcsc.usf.edu/tiers/classroom.html

Resource for assisting teachers with implementing classroom PBS with fidelity

1. Uses 4-step problem solving to identify and analyze classroom concerns
2. Data driven
3. Provides evidence-based strategies for effective classroom management
4. Monitor and evaluate student outcome and implementation data
5. Designed to be used as a collaborative process
Resources

1. Evidence Based Intervention Network:  http://ebi.missouri.edu/
2. Intervention Central:  http://www.interventioncentral.org/
4. OSEP Technical Assistance Center on PBIS:  http://www.pbis.org/
6. FLPBIS Project Website:  flpbis.org
7. Classroom Resources Training Mini-Modules via Missouri PBS Online Supports:  http://pbismissouri.org/class.html
8. Library of Classroom Management Videos (By Strategy and Grade Level) through the University of Louisville’s Academic and Behavioral Response to Intervention Site:  http://louisville.edu/education/abri
Focus on Behavior Management from a PBIS perspective

- Managing Classroom Behavior Using Positive Behavior Supports
- Classwide Positive Behavior Interventions and Supports
- The Teacher's Pocket Guide for Effective Classroom Management
- Classroom Management for Elementary Teachers
- Classroom Management for Middle and High School Teachers

Focus on Behavior & Instruction/Planning
Connect with Us

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