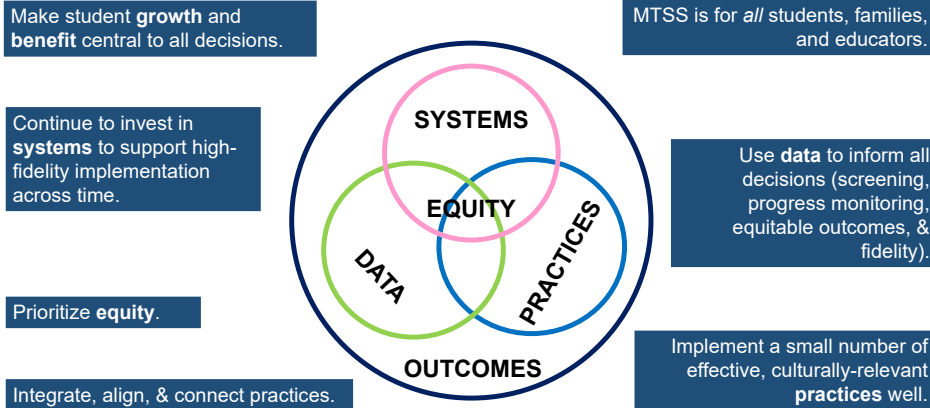


Supporting Student Behavior in the Classroom with PBIS

Brandi Simonsen (brandi.simonsen@uconn.edu) | New England Positive Behavior Support Forum | Nov 2025

1. What principles guide classroom PBIS?



Use the MTSS framework to differentiate supports & monitor to ensure equity.

(Essential Elements graphic from www.pbis.org)

2. Why focus on classroom PBIS?

- Decades of research have established effective classroom practices.
- Pre-service and in-service training should support effective practice; however, teachers (a) report limited access to support, (b) implement practices at lower levels than desired, and (c) express concerns with student behavior.
- We can support effective practice with effective systems, including training & coaching.
- Effective classroom practices are (a) directly linked to students' behavioral and academic outcomes, which are closely related, and (b) associated with equitable outcomes and sustained implementation.
- **So...we need to invest in systems & use data to support effective & equitable implementation of evidence-based & culturally-relevant practices to improve students' academic & behavior outcomes!**

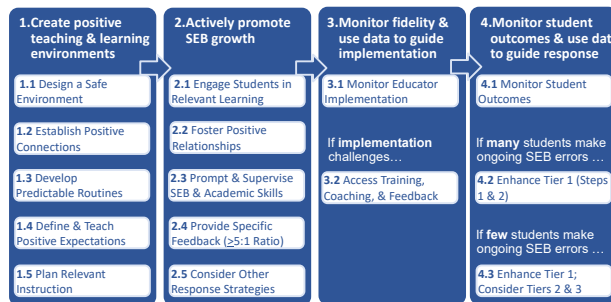


2. How do we support students' social, emotional, and behavioral (SEB) needs in class?

- Create a robust and differentiated foundation (Tier 1) of support



Steps to Support & Respond to Students' SEB Needs



• Key practices to support students' SEB growth

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

Attach Lesson Plans that explicitly teach each expectation in each routine.

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

Prompt Expected Behavior: at the beginning of each activity
 Prompt Example: "When we're ready, you can be kind by helping your body learn, using quiet, and eyes on me."
 ...prior to end of each activity
 Example: "This is a chance, we're going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and being better than you found it."
 ...before each transition
 Example: "Remember, at our desks, we will be kind by helping our voices quiet and a bubble of space around our bodies."

Give Specific Feedback: for the desired behavior (praise)
 Example: "I love how you're being kind by helping your friend with her materials."
 Example: "Check, you are being kind by helping me by being ready to start. This is going to be a fun and important lesson."
 Example: "I see materials that are not put away. Group 3, please return to your area and show that you can leave the space more better than you found it."
 Example: "I see that not everyone has had a chance to participate in the group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas."

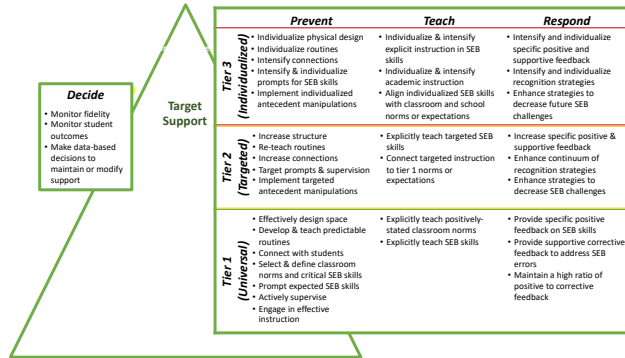
For undesired behavior (correction)
 Example: "I see that not everyone has had a chance to participate in the group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas."

Consider additional strategies to acknowledge or respond to student behavior.
 (Please complete tables with your own information. Delete/replace light blue examples text.)

- Safe environment
- Predictable routines
- Positive expectations
- Explicit instruction in expectations & other SEB skills
- Engaging and culturally relevant instruction
- Prompts for desired SEB skills
- Specific feedback (≥5:1 ratio of positive to corrective feedback)



• Layer on targeted (Tier 2) and individualized (Tier 3) support

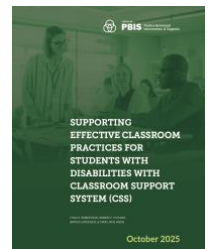


4. How do we support educators' implementation needs?

- Invest in systems to support staff & use data to guide decisions (Center on PBIS, 2023)



- See Classroom Support System (CSS) example in this brief (Roberston et al. 2025)



5. How do we get started or get better?

- Complete "homework" for one classroom you know well
- Develop habits of effective practice

