We will be using “polleverywhere” throughout this presentation.

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- If you are having problems
  - “Phone a friend” or “Ask three before me”

1

Improving the Effectiveness and Efficiency of School Services through Classroom PBIS

Nicole Peterson, University of Connecticut
Bob Putnam, May Institute

NORTHEAST
PBIS NETWORK
LEADERSHIP FORUM
MAY 16-17, 2024

2

Access Conference Program and Session Materials at NEPBIS.org

3

Connection of the Presentation Topic to TFI 3.0 Item(s):

Classroom Implimentation of PBIS

This is a revised TFI 3.0 item:

1.9 Schoolwide Practices used in Classrooms:

Educators implement foundational Tier 1 practices (**explicitly teach, prompt, and review** schoolwide expectations as described in 1.4; implement schoolwide acknowledgements as described in 1.5; and respond to challenging behavior as described in 1.7) across all classroom locations and routines and integrate these supports **within all academic and SEB instruction** in a **culturally responsive manner**.

This is a new TFI 3.0 item:

1.10 Classroom Practices:

Educators consistently and equitably implement positive and proactive classroom practices--including building relationships with students; developing a safe environment; prompting predictable routines and expected behavior; actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections); and ensuring a high ratio (≥ 5:1) of positive to corrective feedback.

4

Who's here?

Classroom educators (including paraeducators and humanities)	Support Personnel (Counselor, psychologist, social worker, SLP, OT, BCBA)	PBIS School-based Coach	Building level Administrators	District/State Level Leadership

5

Training Construct

Change in Adult Behavior → **Change in Student Behavior** → **Increased Student Academic Outcomes**

This session has been designed to support early implementers. We'll provide an introduction and specific action steps to for you to take back to your school!

6

Session Agenda & Outcomes

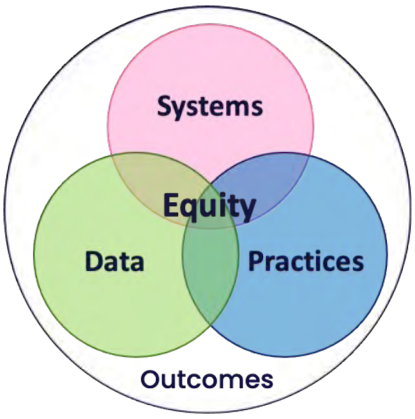
Driving Question:

What are high levered PBIS classroom practices and how do we increase the likelihood that they are used in classrooms?

Topic	Outcome
PBIS in the Classroom	Describe critical features of PBIS and how they translate to class wide implementation.
Creating Positive Learning Environments	Increase understanding of evidence-based practices that support positive classroom environments.
Monitoring & Strengthening Educator Fidelity and Student Outcomes	Increase understanding and action plan ways to strengthen educator use of practices and engage in data-based decision making.

7

Critical Features of PBIS in the Classroom



8

Equity

Prioritize equity. MTSS is for ***all*** students, families, and educators. Use the MTSS framework to differentiate supports for students and monitor to ensure equitable outcomes are observed.

Classroom Example:

Regardless of individual or cultural characteristics, every student in the classroom has an opportunity to engage in classroom discussions and learning activities. The educator accepts multiple ways for students to respond to a question, monitors that all students are participating, and adjusts supports as needed for individual students.

9

Outcomes

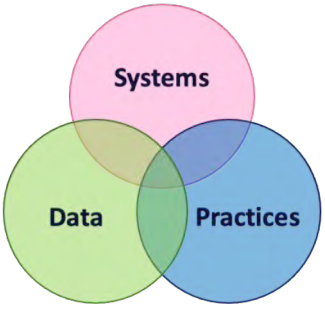
Make student ***growth*** and ***benefit*** central to all decisions. Student outcomes that reflect equitable learning opportunities must be the ultimate criteria for all decisions.

Classroom Example:

The educator strives for all students to be active participants in the classroom because there is evidence linking classroom participation with academic and social competence.

10

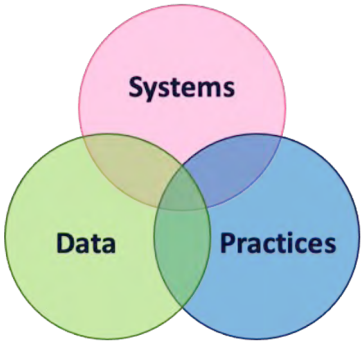
Use ***data*** to inform decision about which students, families, and educators need which supports, as well as whether supports should be continued, adjusted, or faded. Data should be used to ensure that all recipients experience benefit and that supports are implemented with fidelity



Classroom Example:

The educator asks a colleague to come in to do a weekly observation for 20 minutes during a direct instruction time. The colleague is given a list of student names and tallies each time a student participates in the instruction. If a colleague is not available, the educator records the lesson and self-monitors.

11



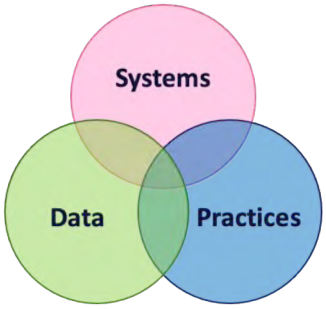
Prioritize the most efficient and effective ***practices***. Do a ***few*** important and relevant practices well. Emphasize practices that are supported by evidence, match the local context, and promote high-quality implementation across time. Integrate, align, and connect practices.

Classroom Example:

After reviewing the observational data, the educator realizes that 50% of students never volunteer to participate in discussions. The educator explores ways to add group opportunities to respond and embeds those strategies into future lessons.

12

Continue to invest in ***systems*** to support high-fidelity implementation over time. Leverage existing leadership teams to guide planning and implementation, and consider effective means to support educators' professional learning and wellness given current resources, experience, and expertise.



Classroom Example:

The educator collaborates with their teaching team to set up a routine of supportive weekly peer observations including data collection on student participation and sets time in their weekly PLC meeting agenda to discuss/reflect what is learned.

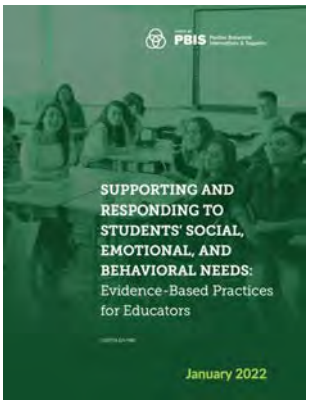
13

Contextualizing the Problem (Simplified!)

Reactionary response to challenging behavior (including removal from the learning environment) *(Noltemeyer & Mcloughlin, 2010)*	***Use a preventative approach***
Educators have not been prepared to respond to students' SEB needs in the classroom *(Cooper et al., 2018; Freeman et al., 2014; Oliver & Reschly, 2007)*	***Provide direct instruction in (a few) evidence-based practices***
Educators have difficulty employing practices without support. *(Gable et al., 2012; Gage et al., 2017)*	***Simplify the teacher actions and provide feedback and support when implementing***

14

Creating Positive Learning Environments with EBPs



15

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Figure 2. Steps to Support and Respond to Students' SEB Needs

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

16

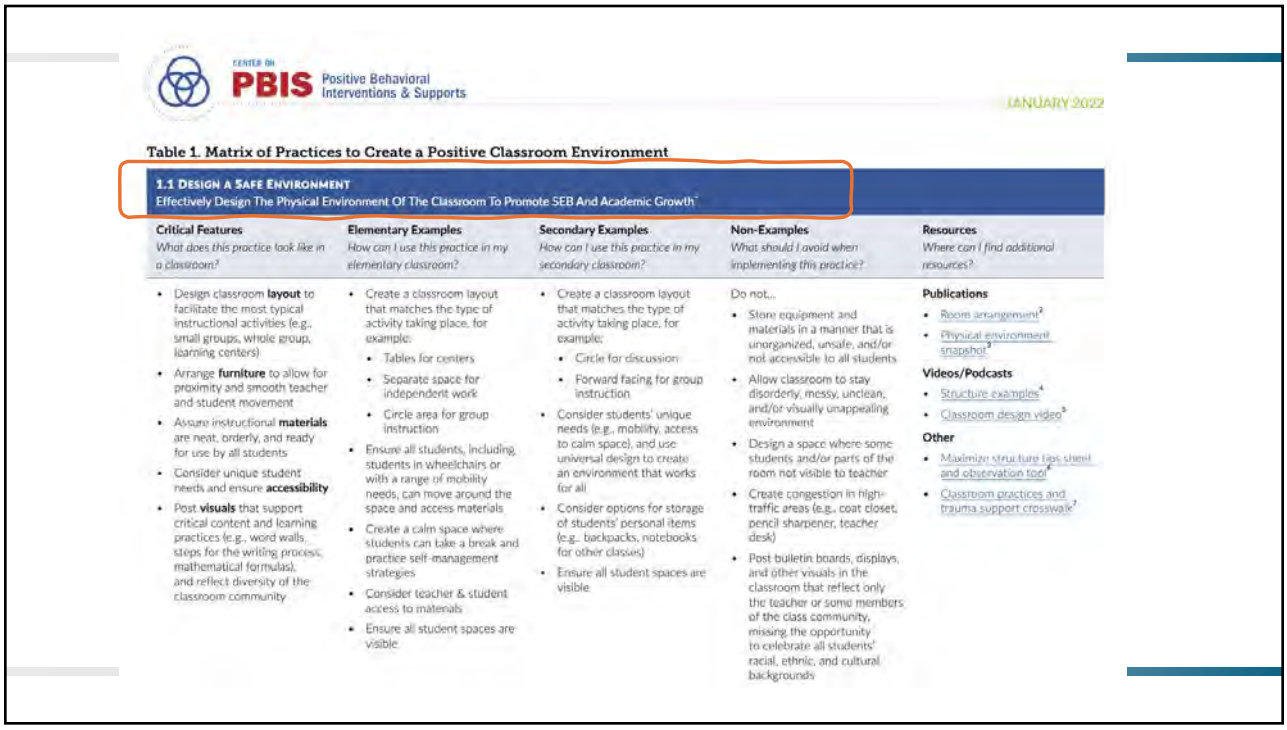

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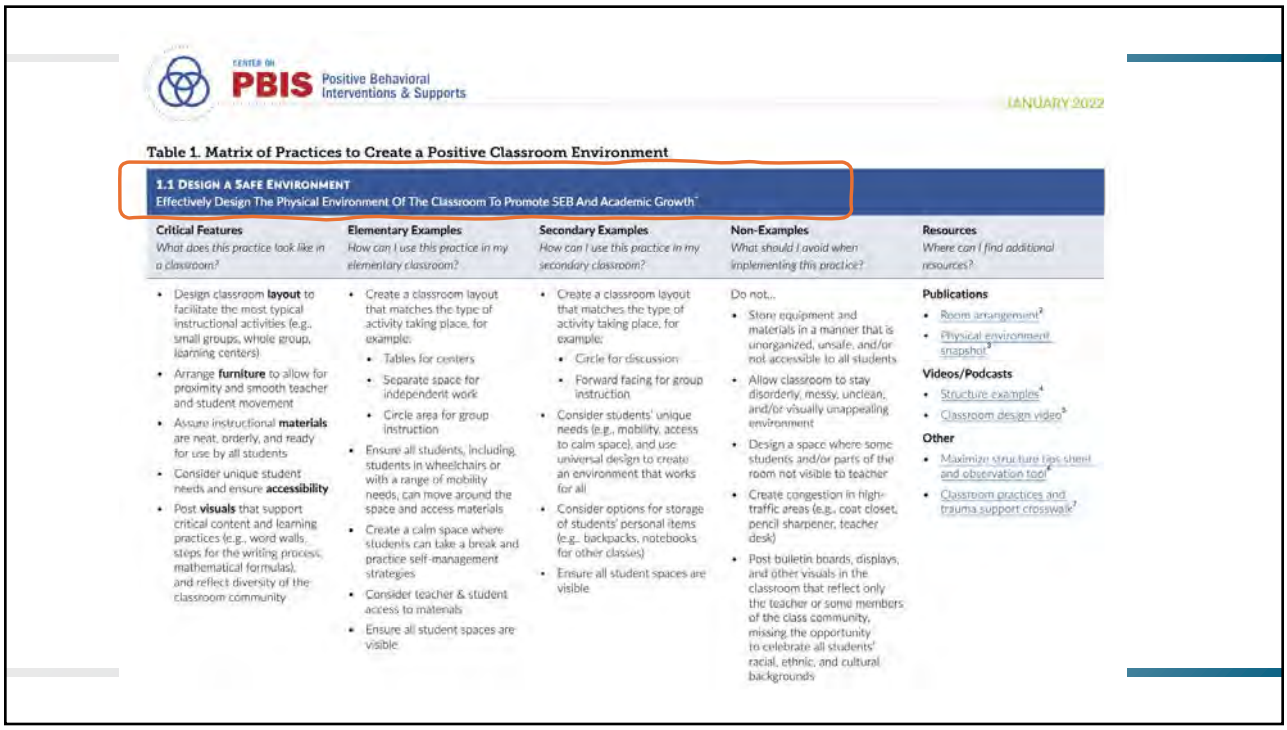
Table 1. Matrix of Practices to Create a Positive Classroom Environment

1.1 Design a Safe Environment
Effectively Design The Physical Environment Of The Classroom To Promote SEB And Academic Growth[1]

Critical Features *What does this practice look like in a classroom?*	Elementary Examples *How can I use this practice in my elementary classroom?*	Secondary Examples *How can I use this practice in my secondary classroom?*	Non-Examples *What should I avoid when implementing this practice?*	Resources *Where can I find additional resources?*

• Design classroom **layout** to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)
• Arrange **furniture** to allow for proximity and smooth teacher and student movement
• Assure instructional **materials** are neat, orderly, and ready for use by all students
• Consider unique student needs and ensure **accessibility**
• Post **visuals** that support critical content and learning practices (e.g., word walls, steps for the writing process, mathematical formulas), and reflect diversity of the classroom community
	• Create a classroom layout that matches the type of activity taking place, for example:
	  • Tables for centers
	  • Separate space for independent work
	  • Circle area for group instruction
	• Ensure all students, including students in wheelchairs or with a range of mobility needs, can move around the space and access materials
	• Create a calm space where students can take a break and practice self-management strategies
	• Consider teacher & student access to materials
	• Ensure all student spaces are visible
		• Create a classroom layout that matches the type of activity taking place, for example:
		  • Circle for discussion
		  • Forward facing for group instruction
		• Consider students' unique needs (e.g., mobility, access to calm space), and use universal design to create an environment that works for all
		• Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)
		• Ensure all student spaces are visible
			Do not...
			• Store equipment and materials in a manner that is unorganized, unsafe, and/or not accessible to all students
			• Allow classroom to stay disorderly, messy, unclean, and/or visually unappealing environment
			• Design a space where some students and/or parts of the room not visible to teacher
			• Create congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk)
			• Post bulletin boards, displays, and other visuals in the classroom that reflect only the teacher or some members of the class community, missing the opportunity to celebrate all students' racial, ethnic, and cultural backgrounds
				Publications
				• Room arrangement[2]
				• Physical environment snapshot[3]
				Videos/Podcasts
				• Structure examples[4]
				• Classroom design video[5]
				Other
				• Maximize structure tips sheet and observation tool[6]
				• Classroom practices and trauma support crosswalk[7]

17



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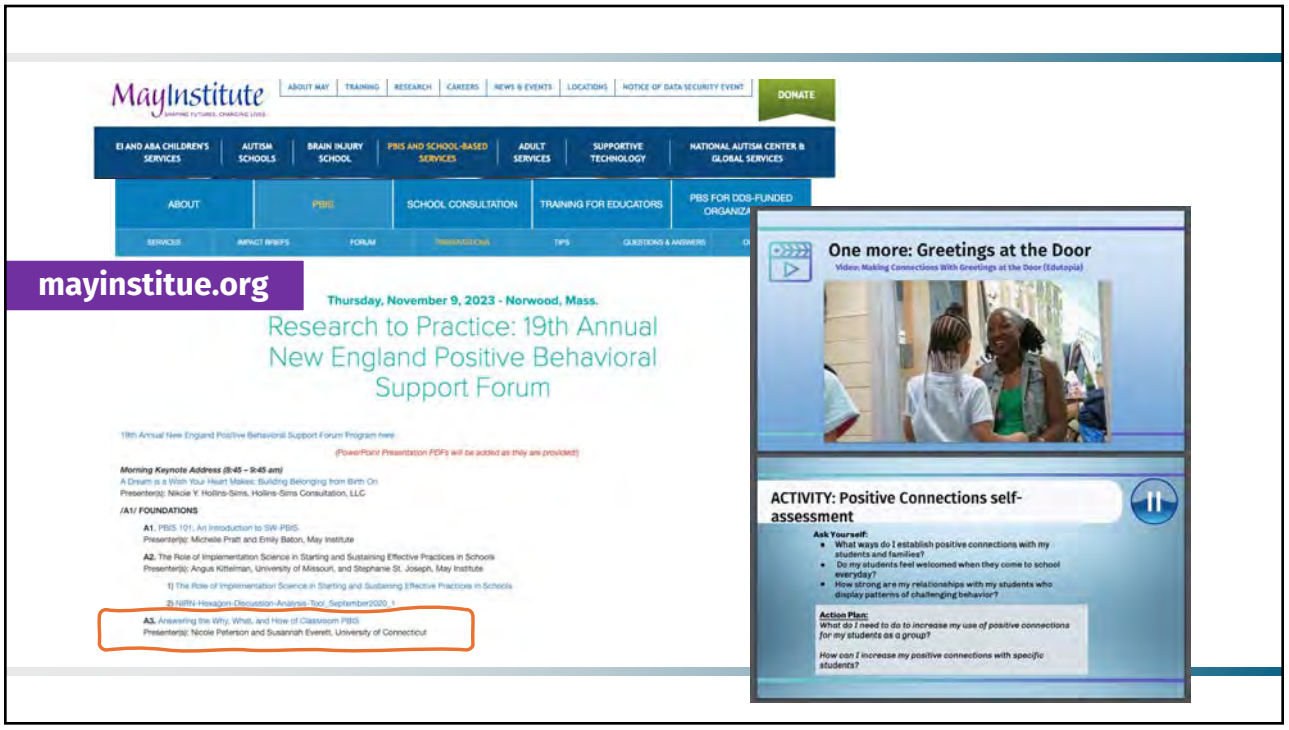
18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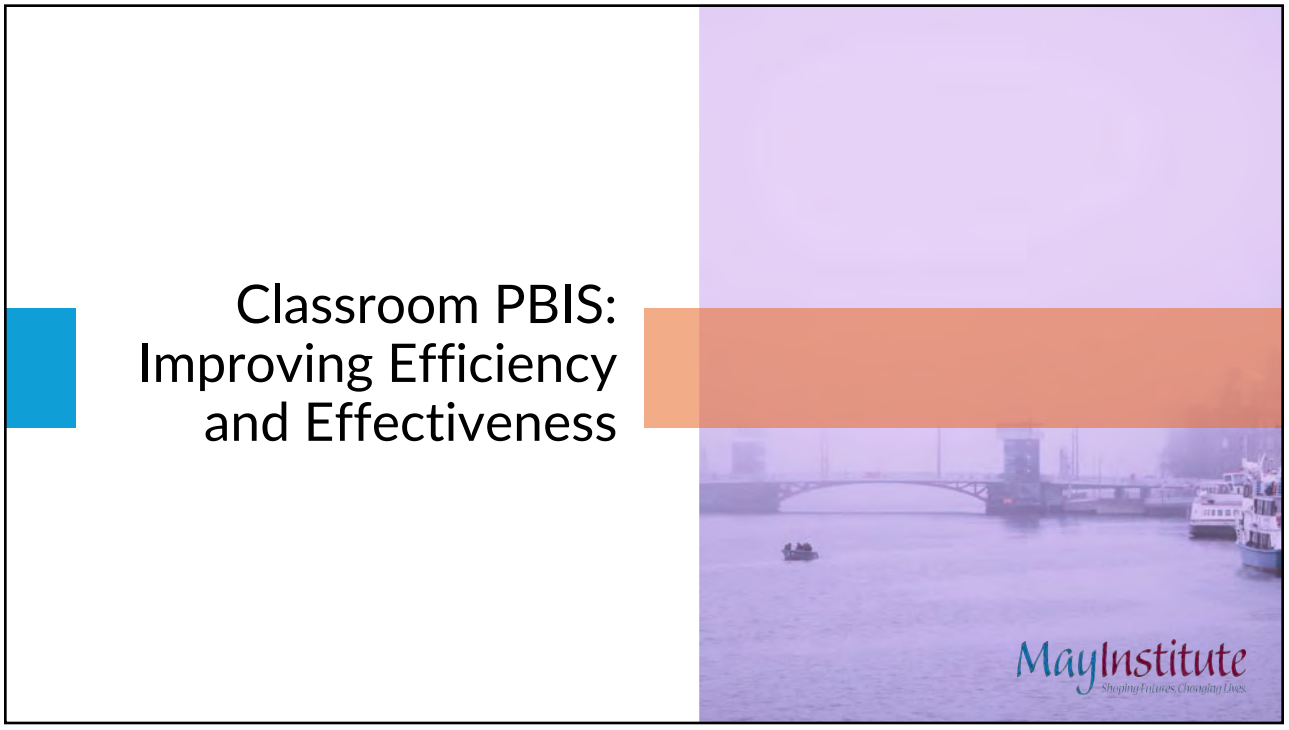
Thursday, November 9, 2023 - Norwood, Mass.
Research to Practice: 19th Annual New England Positive Behavioral Support Forum
19th Annual New England Positive Behavioral Support Forum Program here
(PowerPoint Presentation PDFs will be added as they are provided)
Morning Keynote Address (8:45 – 9:45 am)
A Dream is a Wish Your Heart Makes: Building Belonging from Birth On
Presenter(s): Nikcie Y. Hollins-Sims, Hollins-Sims Consultation, LLC
/A1/ FOUNDATIONS
A1. PBIS 101, An Introduction to SW-PBIS
Presenter(s): Michelle Pratt and Emily Baton, May Institute
A2. The Role of Implementation Science in Starting and Sustaining Effective Practices in Schools
Presenter(s): Angus Kittelman, University of Missouri, and Stephanie St. Joseph, May Institute
1) The Role of Implementation Science in Starting and Sustaining Effective Practices in Schools
2) NIRN-Hexagon-Discussion-Analysis-Tool_September2020_1
A3. Answering the Why, What, and How of Classroom PBIS
Presenter(s): Nicole Peterson and Susannah Everett, University of Connecticut
One more: Greetings at the Door
Video: Making Connections With Greetings at the Door (Edutopia)
ACTIVITY: Positive Connections self-assessment
Ask Yourself:
What ways do I establish positive connections with my students and families?
Do my students feel welcomed when they come to school everyday?
How strong are my relationships with my students who display patterns of challenging behavior?
Action Plan:
What do I need to do to increase my use of positive connections for my students as a group?
How can I increase my positive connections with specific students?

19


Classroom PBIS: Improving Efficiency and Effectiveness
MayInstitute
Shaping Futures Changing Lives

20

Four Main Goals of Our Classroom Work

- Do all your classrooms in your school have high rates of on-task behavior/academic engagement (> 80% of intervals)?
- Are instructional staff well supported and enjoying wellness?

21

Four Main Goals of Our Classroom Work

- Can mental health/behavior support staff effectively support staff and students and provide meaningful instruction in the area of social/emotional/behavior, with reduced responding to discipline incidents?
- Are administrators able to support their staff in meaningful instruction in academic and social/emotional/behavior with reduced responding to discipline incidents?

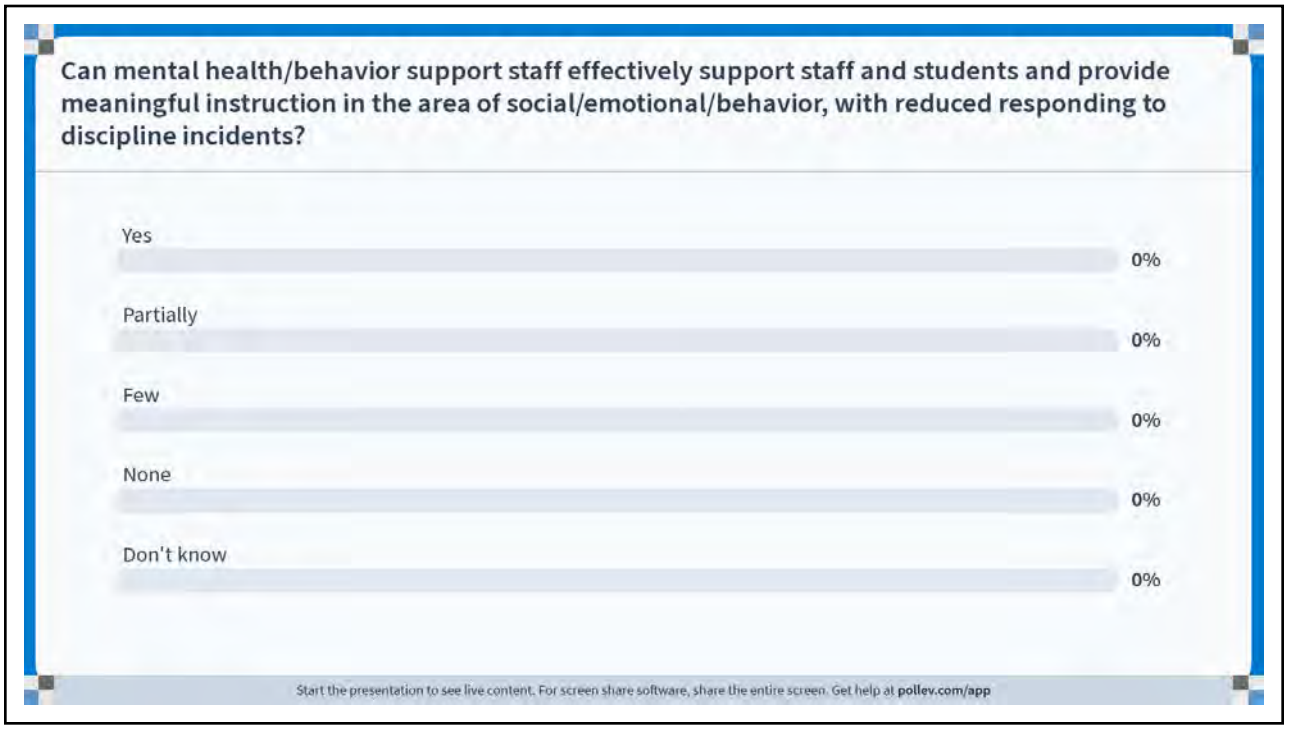
22

Do all your classrooms in your school have high rates of on-task behavior/academic engagement (> 80% of intervals)?
Yes
0%
Partially
0%
Few
0%
None
0%
Don't know
0%
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

23

Are instructional staff well supported and enjoying wellness?
Yes
0%
Somewhat
0%
Few
0%
None
0%
Don't know
0%
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

24


Can mental health/behavior support staff effectively support staff and students and provide meaningful instruction in the area of social/emotional/behavior, with reduced responding to discipline incidents?
Yes
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Partially
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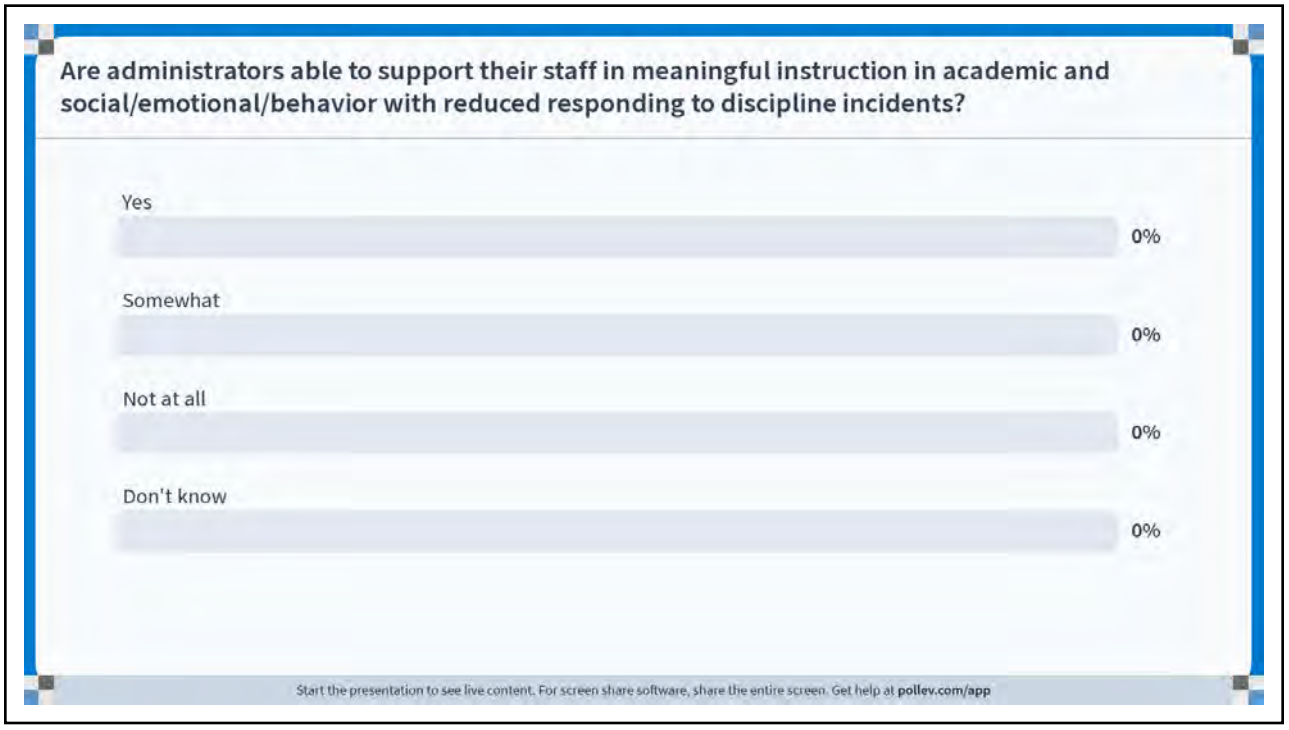
25


Are administrators able to support their staff in meaningful instruction in academic and social/emotional/behavior with reduced responding to discipline incidents?
Yes
0%
Somewhat
0%
Not at all
0%
Don't know
0%
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

26

Desired Outcomes

- **To improve teacher wellness by having students follow directions and be on task better.**
- **If students are better engaged, for teachers it improves**
  - teacher wellness as well as
  - teacher efficacy which leads to
  - less teacher burnout and
  - thus less teacher turnover
  - In turn, this helps support really good teachers from potentially deciding to leave the field altogether
- **For students, it improves**
  - on task behavior
  - academic engagement
  - academic Success

27

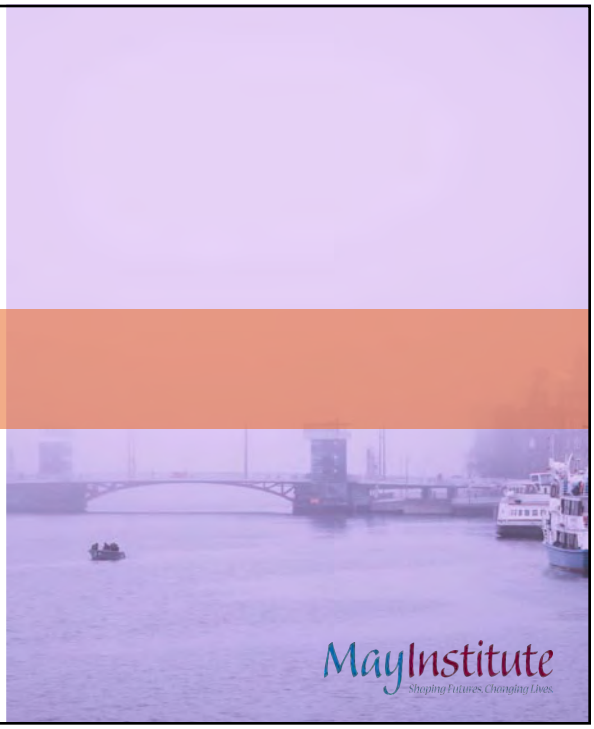
Efficient & Effective

- **Efficient** - performing or functioning in the best possible manner with the least waste of time, effort or resources; having and using requisite knowledge and skills.
- **Effective** - successful in producing a desired or intended result.

Dictionary.com

28

Challenges Instructional Staff Have

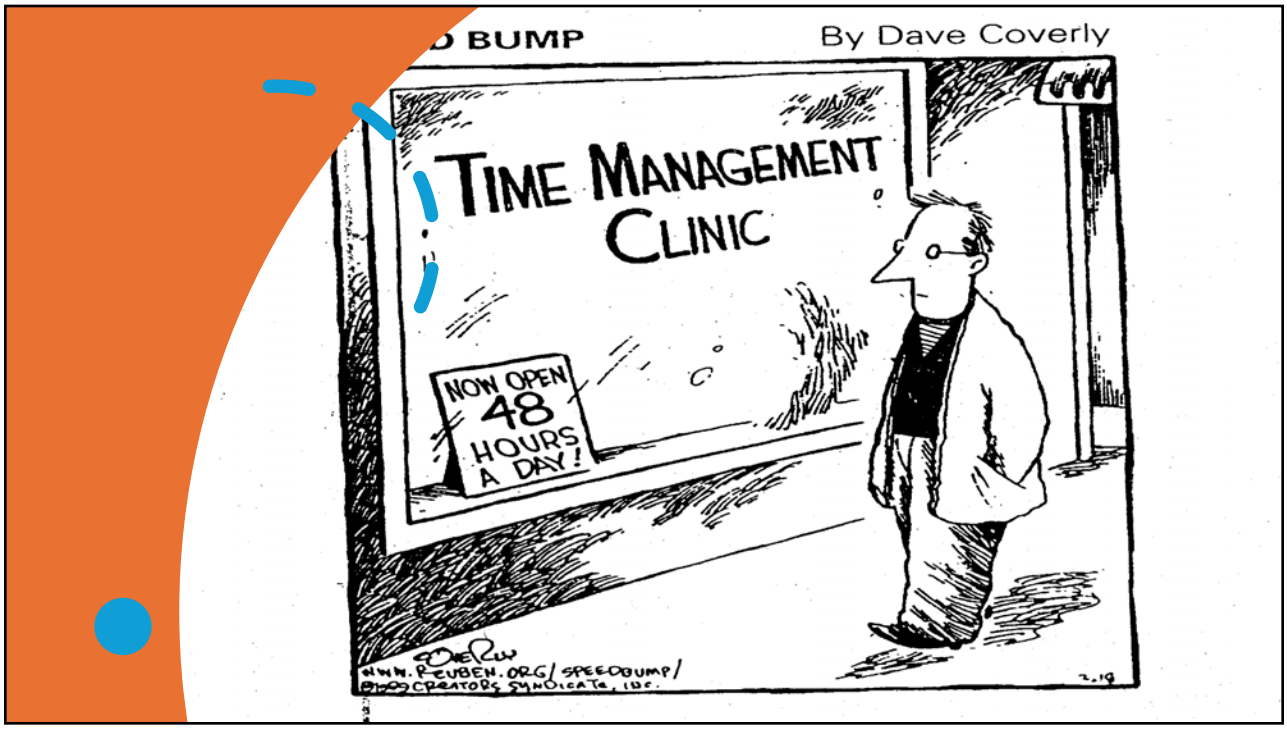


29

What profession makes the most minute by minute decisions?

- According to busyteacher.org, teachers make at least 1,500 educational decisions each school day, which is about four decisions per minute during a six-hour day.
- This means that teachers make more minute-by-minute decisions than any other profession, including brain surgeons.
- Many of these decisions are made in front of 30 pairs of eyes, and teachers are bombarded with questions, asking about 300–400 per day and as many as 120 per hour.

30



31

Research to Practice

- Existing teacher training programs often leave teachers ill-equipped to effectively manage classroom dynamics.
  (Begeny & Martens, 2006; Chesley & Jordan, 2012)
- For decades, teachers have reported classroom management as their highest-needed area for professional development. (Rollin, Subotnik, Bassford, & Smulson, 2008)

32

Alternatives – Effective Support of Teachers

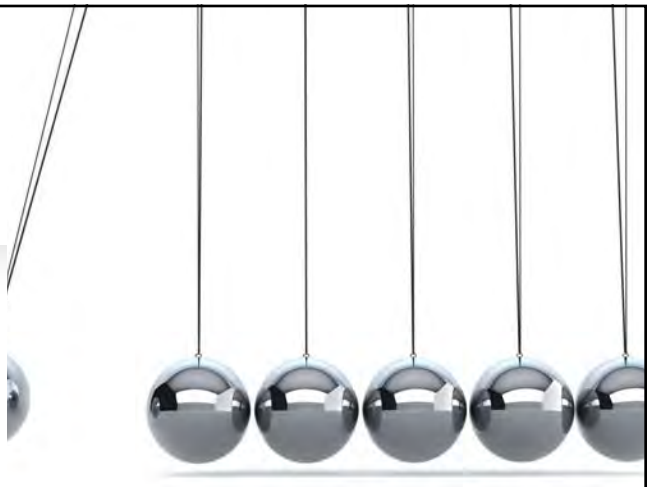
When teachers receive training and performance feedback in this area, this may increase their preparedness, confidence, knowledge, and competence in implementing classroom management procedures.
(O'Niell & Stephenson, 2012; Piwowar, Thiel, & Ophart, 2013)

33

Guiding Principles for Providing Support to Teachers

34

Use the K.I.S.S. Principle



Keep

It

Simple

Stupid

35

Guiding Principle

- Select Interventions and Processes that are Resource-Efficient and Produce the Largest Outcomes that are Sustainable

"Do the simplest thing that will result in the biggest outcomes"

-Rob Horner

36

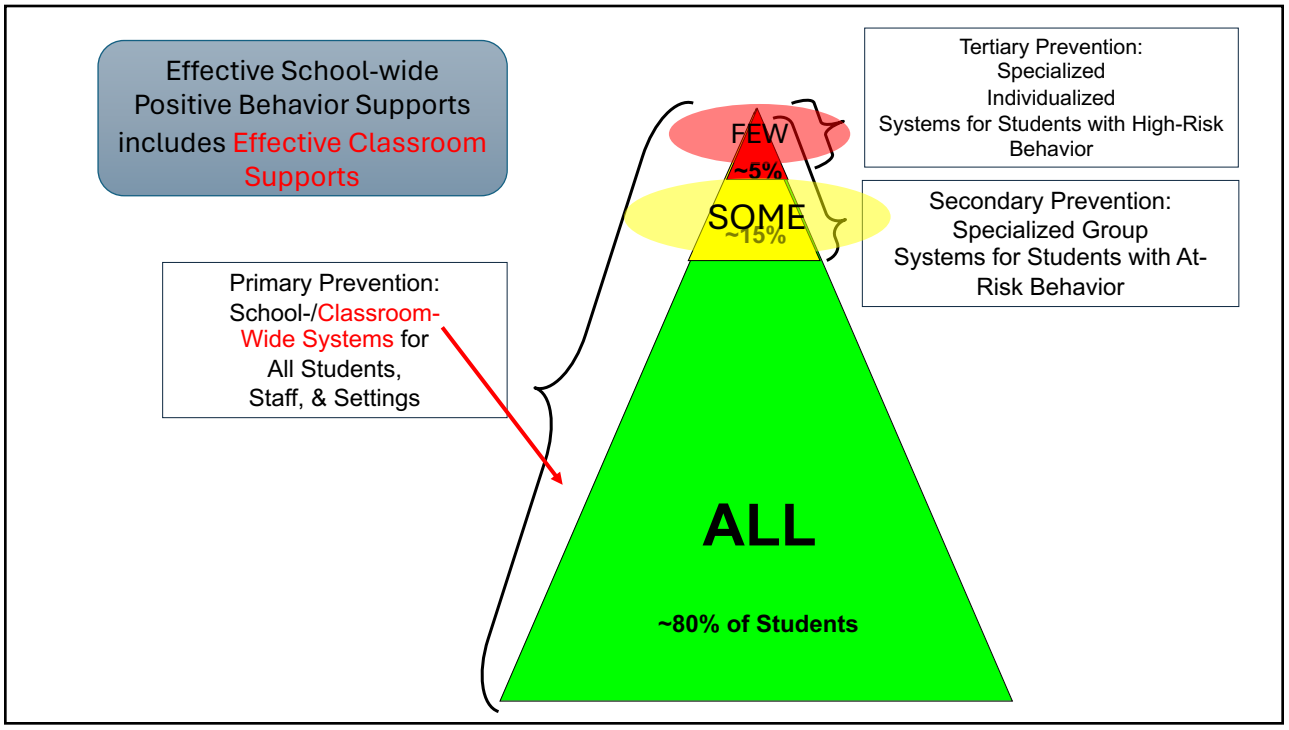
Move From Acting in Reactive "Fire Fighter" Mode To

Being More Proactive, Preventative and Inclusionary with Ongoing Data-based Decision-making

37

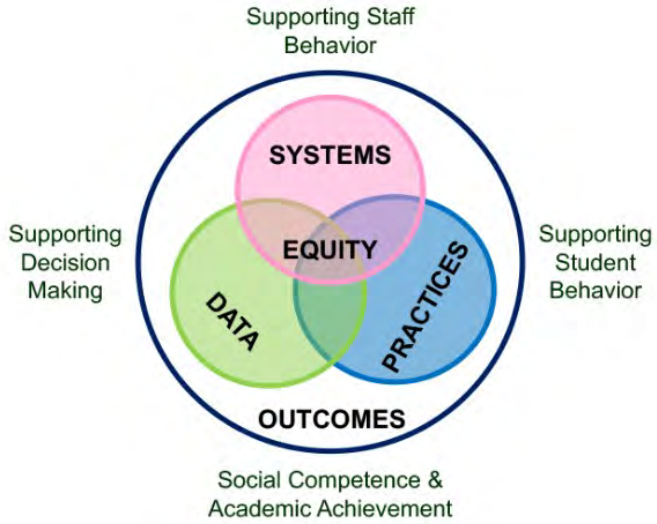
So, What Do We Do?

38



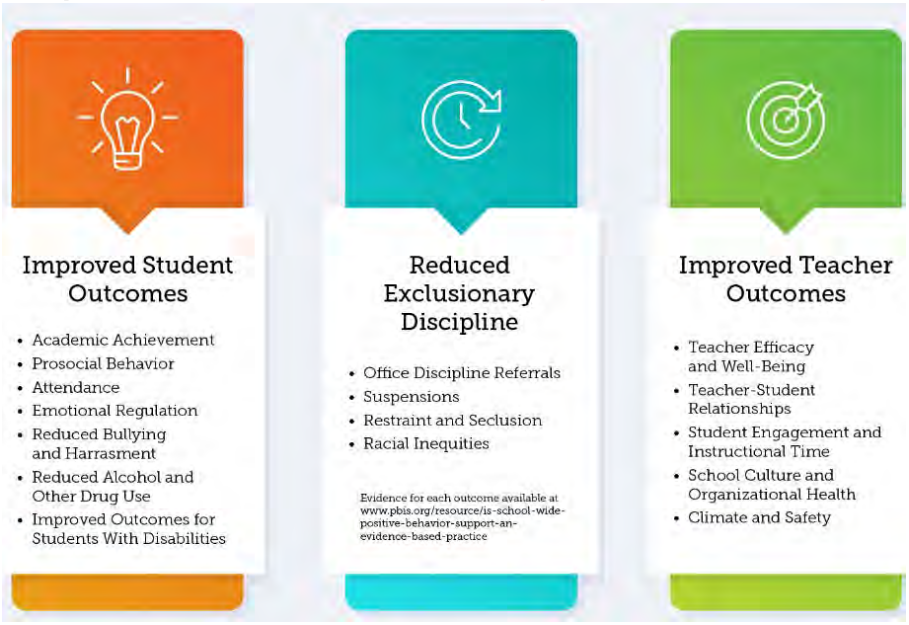
39

Classroom Positive Behavior Interventions and Supports (PBIS) is Centered on Equity



40

PBIS implemented with Fidelity at Tier 1



41

https://assets-global.website-files.com/5d3725188825e071f1670246/60108a57b3fa685215c10927_SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf

42

So, What Do We Do?

- Select Evidenced-Based Interventions and Processes that Maximize
- Students Being
  - In Class
  - Academically Engaged, and
  - Emotionally Connected to School
- Teacher Wellness

43

What are the simplest, time efficient, and effective high leveraged teacher practices to improve academic engagement and teacher wellness?

44

JOURNAL OF APPLIED BEHAVIOR ANALYSIS
Society for the Experimental Analysis of Behavior

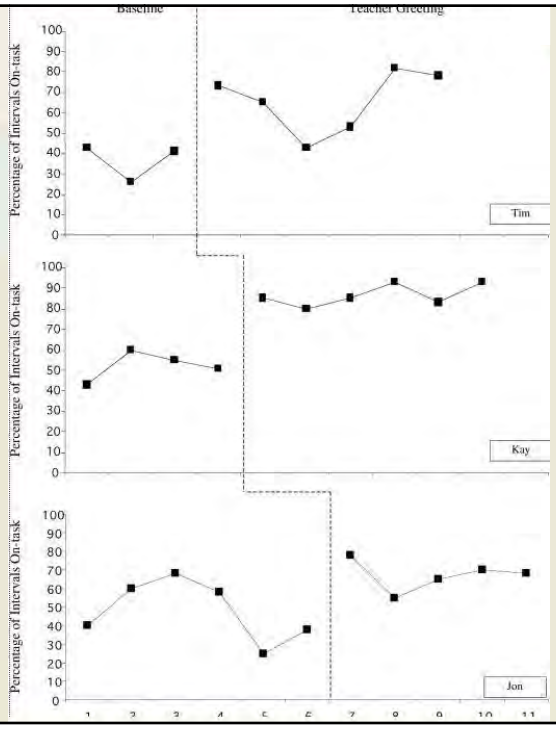
J Appl Behav Anal. 2007 Summer; 40(2): 317–320.
doi: 10.1901/jaba.2007.86-06

PMCID: PMC1885415
PMID: 17624071

Effects of Teacher Greetings on Student On-task Behavior

R Allan Allday and Kerri Pakurar

45



Upon introduction of teacher greeting, duration of on-task behavior increased across subjects

46

JOURNAL OF APPLIED BEHAVIOR ANALYSIS
Society for the Experimental Analysis of Behavior

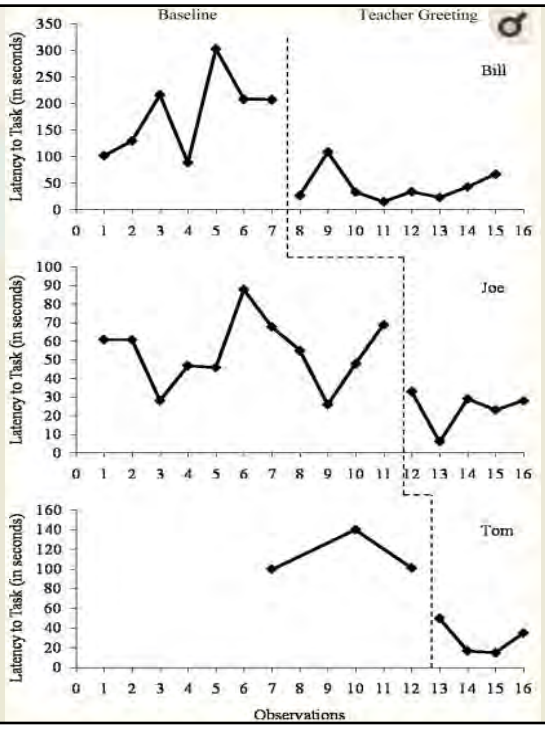
J Appl Behav Anal. 2011 Summer; 44(2): 393–396.
doi: 10.1901/jaba.2011.44-393

PMCID: PMC3120079
PMID: 21709799

USING TEACHER GREETINGS TO INCREASE SPEED TO TASK ENGAGEMENT

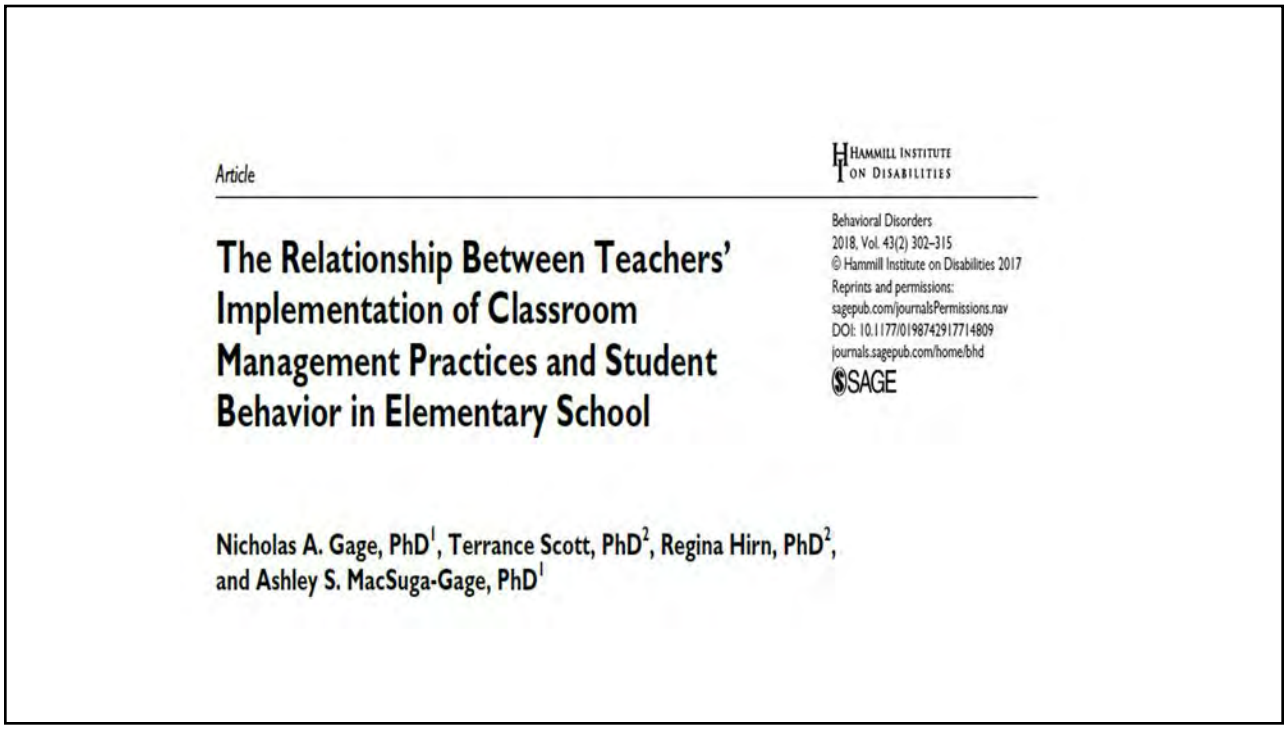
R. Allan Allday, Miranda Bush, Nicole Ticknor, and Lindsay Walker

47



Upon introduction of teacher greeting and brief review of the expectation, the latency to on-task behavior decreased across subjects

48



Article

HAMMILL INSTITUTE ON DISABILITIES

The Relationship Between Teachers' Implementation of Classroom Management Practices and Student Behavior in Elementary School

Behavioral Disorders
2018, Vol. 43(2) 302–315
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DOI: 10.1177/0198742917714809
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Nicholas A. Gage, PhD[1], Terrance Scott, PhD[2], Regina Hirn, PhD[2], and Ashley S. MacSuga-Gage, PhD[1]

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- Teachers using the **least** amount of these practices have students that are **27% more likely to be off task and 67% more likely to be disruptive**.
- The degree to which teachers provide:
  - Time spent teaching (instructional time)
    - Teacher drives the lesson examples and activities to meet learning target
  - Opportunities to respond (OTR)
    - Teacher provides students with opportunities to be engaged with content
  - Positive feedback
    - Teacher provides frequent positive acknowledgement for student success

(Gage, Scott, Hirn & MacSuga-Gage, 2018)

50

Behavioral Interventions

Research Article

Increasing Teachers' Use of a 1:1 Praise-to-Behavior Correction Ratio to Decrease Student Disruption in General Education Classrooms

Jeffrey Pisacreta, Matthew Tincani, James E. Connell, Saul Axelrod

First published: 26 October 2011 | https://doi.org/10.1002/bin.341 | Cited by: 16

51

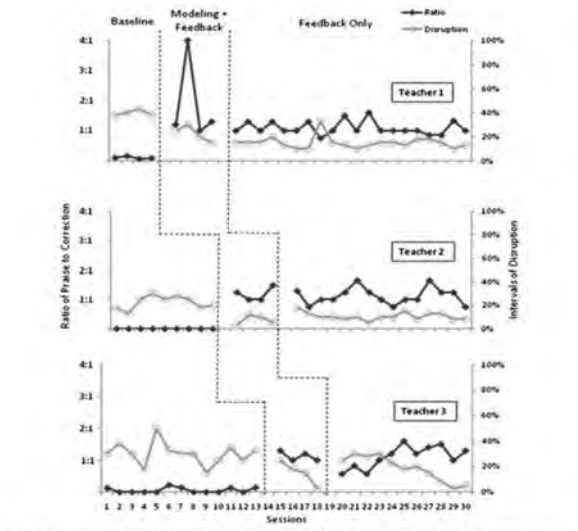
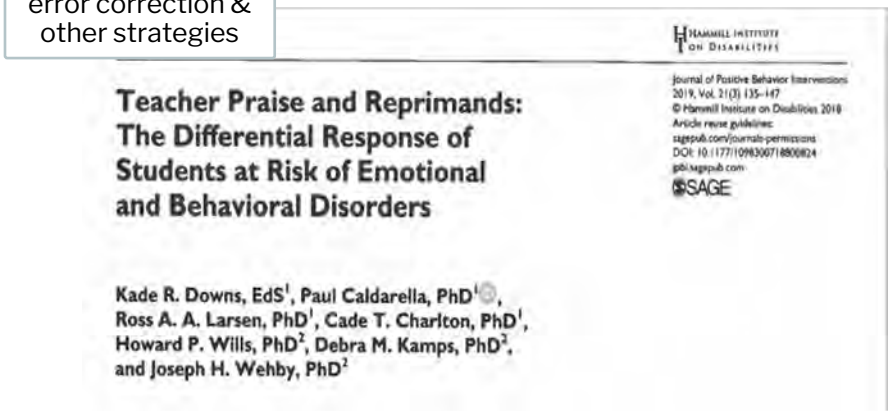


Figure 1. Teachers' ratio of praise-to-behavior correction and students' intervals of disruption across baseline, modeling and performance feedback, and performance feedback only conditions in the training setting.

Upon increase of praise to behavior correction to a 1:1 ratio, problem behavior decreased

52

Use brief, specific error correction & other strategies



Journal of Positive Behavior Interventions
2019, Vol. 21(3) 135–147
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DOI: 10.1177/1098300718806824
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Teacher Praise and Reprimands: The Differential Response of Students at Risk of Emotional and Behavioral Disorders

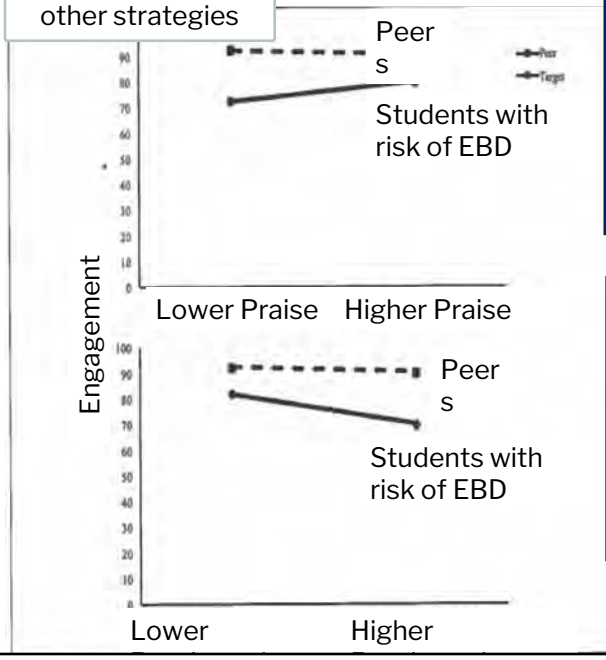
Kade R. Downs, EdS[1], Paul Caldarella, PhD[1], Ross A. A. Larsen, PhD[1], Cade T. Charlton, PhD[1], Howard P. Wills, PhD[2], Debra M. Kamps, PhD[2], and Joseph H. Wehby, PhD[2]

- Teacher Behaviors
  - Praise
  - Reprimands
- Student Behaviors
  - Engagement
  - Disruptions
- Student Disability
  - EBD (Target)
  - Peer

(Downs et al.,

53

Use brief, specific error correction & other strategies



Higher praise was associated with higher engagement for students at risk of EBD. Praise was not associated with engagement for peers.

There was an inverse relationship between teachers' reprimands and engagement for students with risk of EBD that was not found for peers without EBD.

(Downs et al., 2019, p.

54

Use brief, specific error correction & other strategies

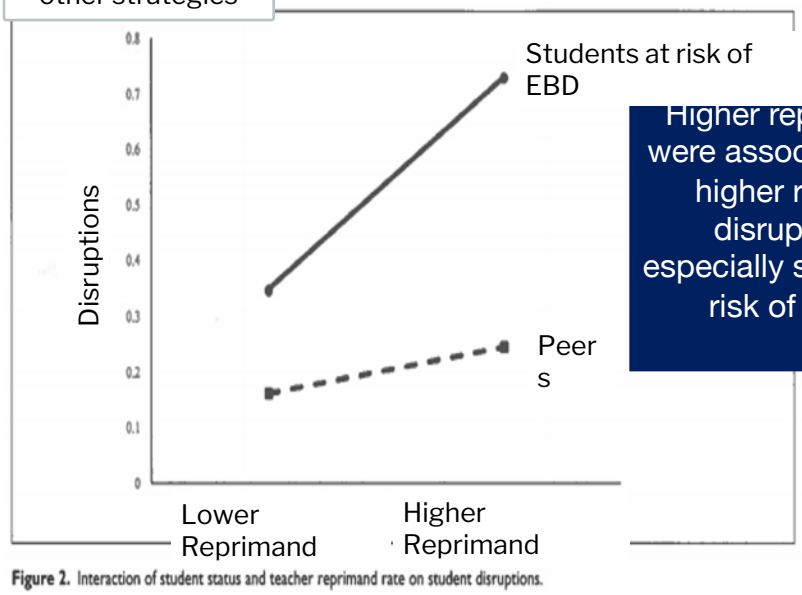


Figure 2. Interaction of student status and teacher reprimand rate on student disruptions.

Higher reprimands were associated with higher rates of disruptions, especially students at risk of EBD.

(Downs et al., 2019, p.

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EDUCATION AND TREATMENT OF CHILDREN Vol. 42, No. 4, 2019

Teacher Praise-to-Reprimand Ratios: Behavioral Response of Students at Risk for EBD Compared with Typically Developing Peers

Paul Caldarella
Ross A. A. Larsen
Leslie Williams
Brigham Young University
Howard P. Wills
University of Kansas
Joseph H. Wehby
Vanderbilt University

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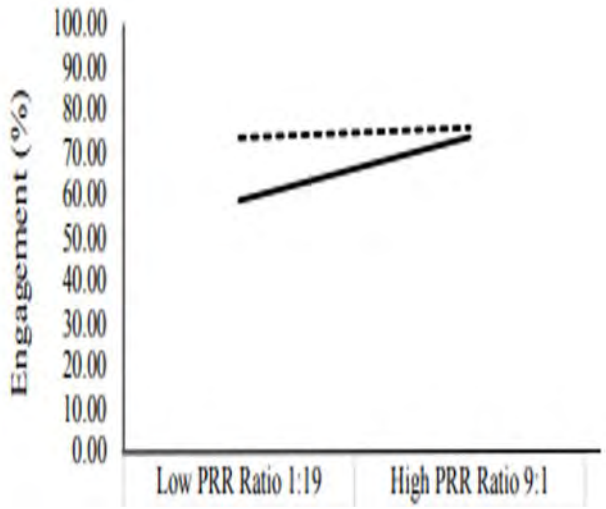

For students with at risk for EBD the praise to reprimand ratio (PRR) needs to be 9:1 to produce the same levels of engagement as neurotypical peers.

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Assessment

58

- Classroom assessment should inform intervention with the goal of having more students
  - in class
  - academically engaged and
  - emotionally connected to school.

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Assessment

- Classroom Management Assessment (Simonsen et. al. 2008)
- Office Discipline Referrals
- Classroom Routines (Simonsen & Fairbanks, 2015)
- Classroom Schedule (Putnam, 2010)
- Classroom Observation Form (Handler & Putnam, 2021)

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Classroom Management Assessment

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CLASSROOM MANAGEMENT ASSESSMENT

PRACTICE	RATING		
1] I maximized structure and predictability in my classroom.	YES	PARTIALLY	NO
a. *I explicitly taught and followed predictable routines.*	☐	☐	☐
b. *I arranged my room to minimize crowding and distractions*	☐	☐	☐
2] I posted, taught, reviewed, monitored, and reinforced a small number of positively stated expectations.	YES	PARTIALLY	NO
a. *I operationally defined and posted a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.*	☐	☐	☐
b. *I explicitly taught and reviewed these expectations in the context of routines.*	☐	☐	☐
c. *I prompted or pre-corrected students to increase the likelihood that they will follow the expectations.*	☐	☐	☐
d. *I actively supervised my students.*	☐	☐	☐
3] I actively engaged students in observable ways.	YES	PARTIALLY	NO
a. *I provided a high rate of opportunities to respond during my instruction.*	☐	☐	☐
b. *I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).*	☐	☐	☐
c. *I used evidence-based methods to deliver my instruction (e.g., Direct Instruction).*	☐	☐	☐
4] I used a continuum of strategies to acknowledge appropriate behavior.	YES	PARTIALLY	NO
a. *I provided specific and contingent praise for academic and social behaviors (e.g., following expectations).*	☐	☐	☐
b. *I also used other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).*	☐	☐	☐
5] I used a continuum of strategies to respond to inappropriate behavior.	YES	PARTIALLY	NO
a. *I provided specific, contingent, and brief error corrections for academic and social errors.*	☐	☐	☐
b. *In addition, I used the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out).*	☐	☐	☐

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Office Discipline Referrals

63

Assessment

- Use School-wide data to identify teachers in need of additional supports
  - Office Discipline Referral (ODR) data → identify teachers with highest referral rates

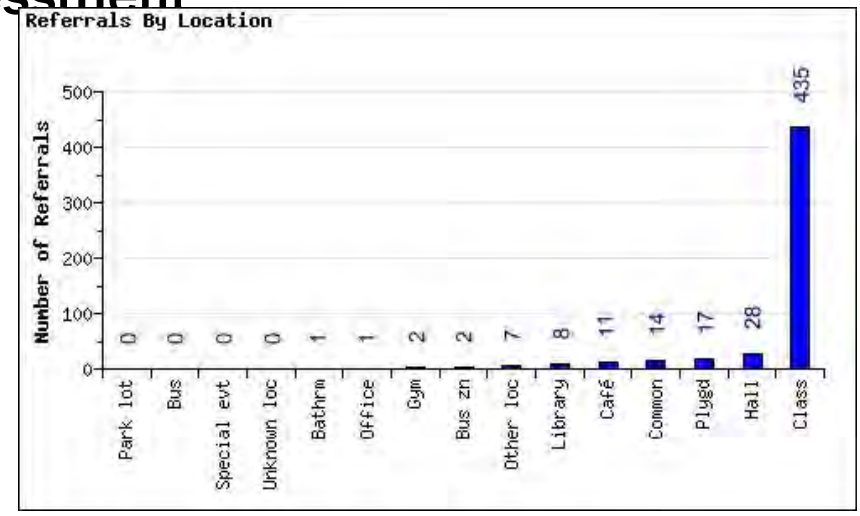
64

Assessment

- General data decision rules to support classroom support (SWIS Manual, 2018)
  - More than 60% of referrals come from the classroom (School-wide support)
  - More than 50% of the referrals come from less than 10% of the classrooms (Individual classroom support)

65

Assessment



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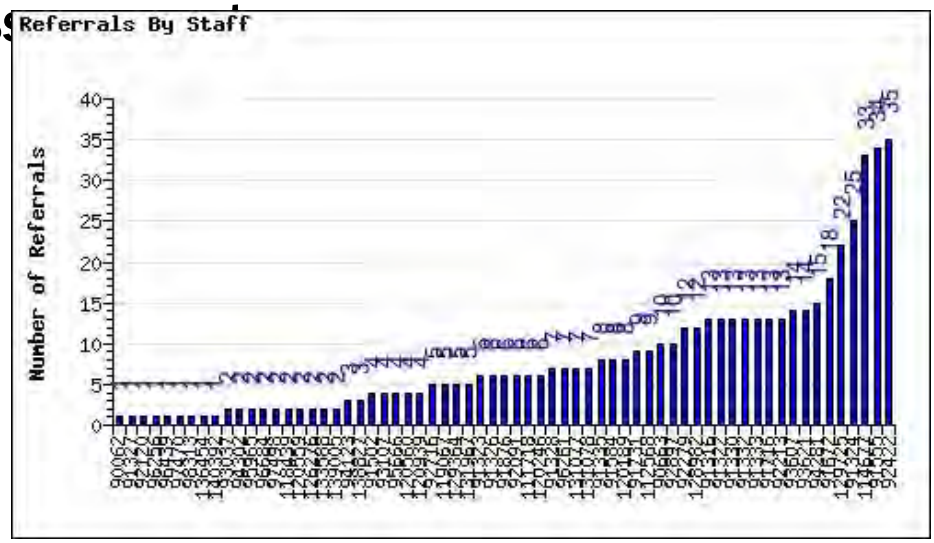
Ass



67

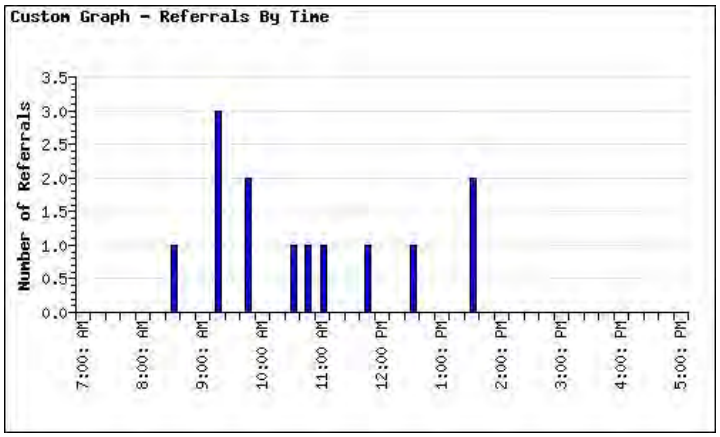
Assessment

- Use ODRs to identify specific teacher referral patterns
  - Examine patterns by:
    - Time
    - Problem Behavior
    - Location
  - Use patterns to develop the intervention plan

68

Assessment

Referrals by Time of Day (teacher level data)



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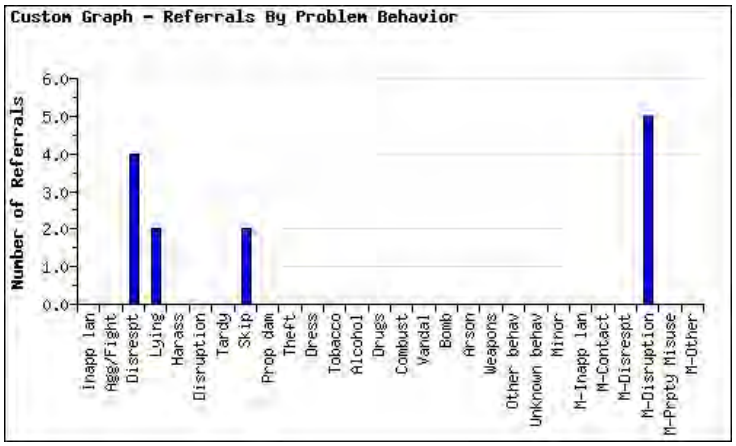
Assessment

Referrals by Problem Behavior (teacher level data)



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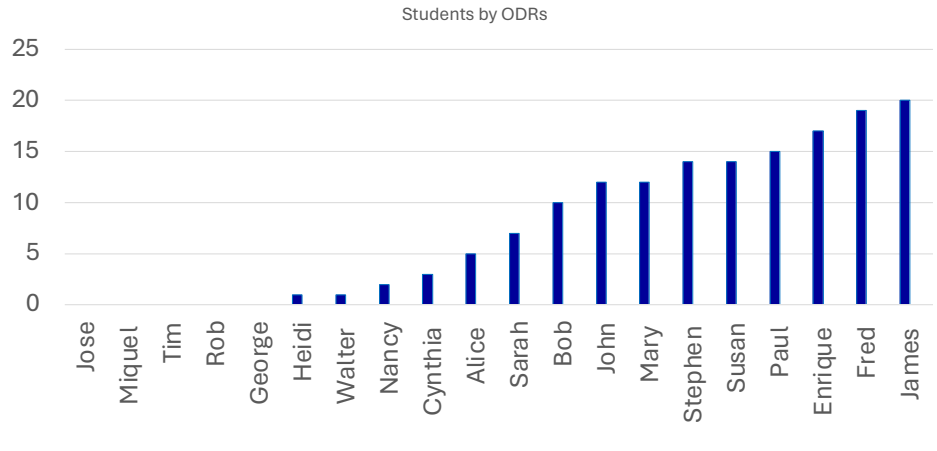
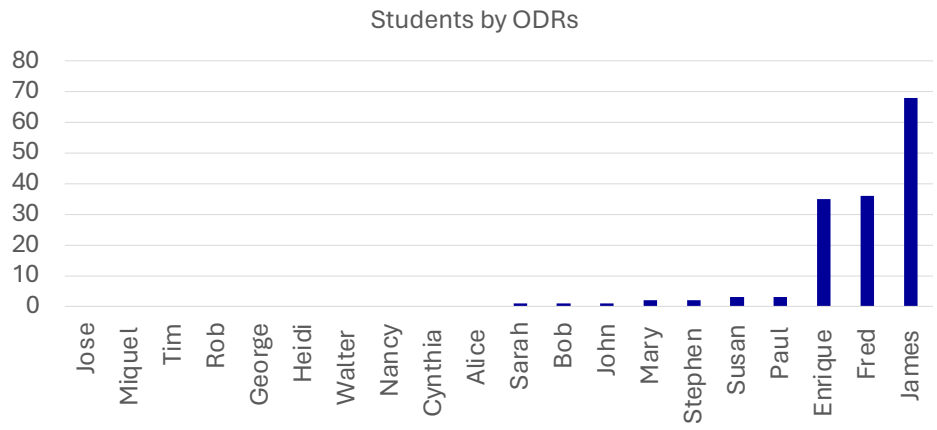
Assessment



71

Assessment



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Classroom Daily Schedule

73

CLASSWIDE SCHEDULE

SUBJECT								
TIME								
MOST DIFFICULT 6								
5								
4								
3								
2								
1 LEAST DIFFICULT								

MayInstitute SCHOOL CONSULTATION SERVICES
Enhancing services for students with learning, cognitive, and behavioral challenges

74

Subject Time	Before School N/A	MATH 8:30	READING Lg Group 9:30	Small Grp 10:30	_____ _____	SPECIAL 11:30	Hallway 12:45	LUNCH 12:10	RECESS 12:30
Most Difficult 6			X						
5									
4		X							
3							X		
2				X				X	X
Least Difficult 1						X			

Classroom Daily Schedule Example

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Classroom Observations with Performance Feedback

76

Assessment

- Conduct Classroom Observations
  - Identify baseline levels of teacher and student behaviors
  - Classroom Observation System (Handler & Putnam, 2021)
    - Student Behaviors
      - On-Task
      - Off-Task
    - Teacher Behaviors
      - Instructional Activities
      - Opportunities to Response
      - Reinforcement
      - Behavior Correction

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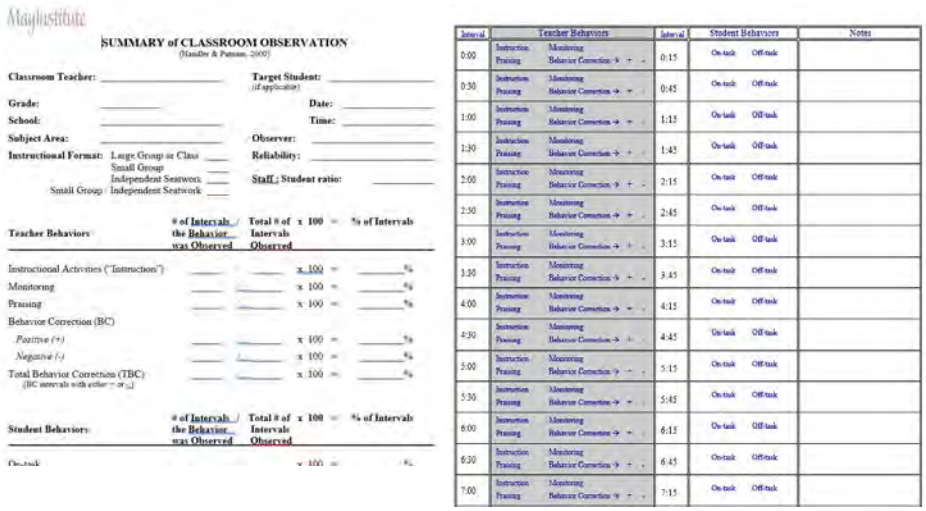

Maghastitute

SUMMARY of CLASSROOM OBSERVATION

(Handler & Putnam, 2009)

Classroom Teacher: _____ **Target Student:** _____ (if applicable)

Grade: _____ **Date:** _____

School: _____ **Time:** _____

Subject Area: _____ **Observer:** _____

Instructional Format: Large Group or Class ___ **Reliability:** _____

Small Group ___

Independent Seatwork ___

Small Group / Independent Seatwork ___ **Staff : Student ratio:** _____

Teacher Behaviors	# of Intervals the Behavior was Observed	/ Total # of Intervals Observed	x 100 =	% of Intervals
Instructional Activities ("Instruction")	____	____	x 100 =	____%
Monitoring	____	____	x 100 =	____%
Praising	____	____	x 100 =	____%
Behavior Correction (BC)				
Positive (+)	____	____	x 100 =	____%
Negative (-)	____	____	x 100 =	____%
Total Behavior Correction (TBC) (BC intervals with either + or -)	____	____	x 100 =	____%

Student Behaviors	# of Intervals the Behavior was Observed	/ Total # of Intervals Observed	x 100 =	% of Intervals
On-task			x 100 =	%

Interval	Teacher Behaviors	Interval	Student Behaviors	Notes
0:00	Instruction Monitoring Praising Behavior Correction → + -	0:15	On-task Off-task	
0:30	Instruction Monitoring Praising Behavior Correction → + -	0:45	On-task Off-task	
1:00	Instruction Monitoring Praising Behavior Correction → + -	1:15	On-task Off-task	
1:30	Instruction Monitoring Praising Behavior Correction → + -	1:45	On-task Off-task	
2:00	Instruction Monitoring Praising Behavior Correction → + -	2:15	On-task Off-task	
2:30	Instruction Monitoring Praising Behavior Correction → + -	2:45	On-task Off-task	
3:00	Instruction Monitoring Praising Behavior Correction → + -	3:15	On-task Off-task	
3:30	Instruction Monitoring Praising Behavior Correction → + -	3:45	On-task Off-task	
4:00	Instruction Monitoring Praising Behavior Correction → + -	4:15	On-task Off-task	
4:30	Instruction Monitoring Praising Behavior Correction → + -	4:45	On-task Off-task	
5:00	Instruction Monitoring Praising Behavior Correction → + -	5:15	On-task Off-task	
5:30	Instruction Monitoring Praising Behavior Correction → + -	5:45	On-task Off-task	
6:00	Instruction Monitoring Praising Behavior Correction → + -	6:15	On-task Off-task	
6:30	Instruction Monitoring Praising Behavior Correction → + -	6:45	On-task Off-task	
7:00	Instruction Monitoring Praising Behavior Correction → + -	7:15	On-task Off-task	

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Case Study

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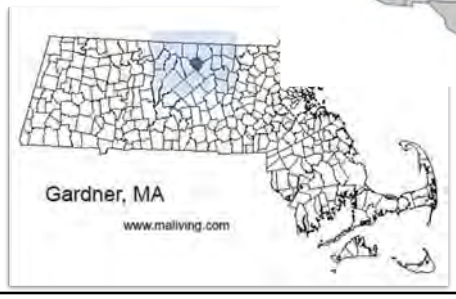
Gardner Public Schools

- Student enrollment: 2400
- 4 Schools:
  - Elementary PreK-4 (1K+)
  - Middle School 5-7
  - High School 8-12
  - Alternative School 9-12



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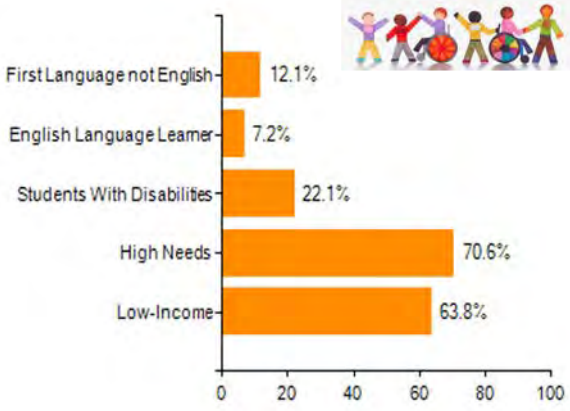
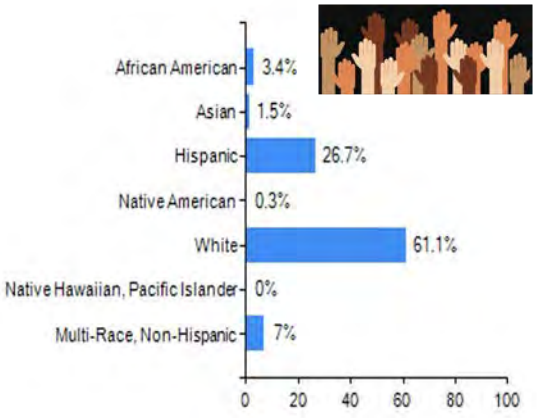
Gardner Public School Demographics

Select Populations



Race/Ethnicity



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Thanks to Gardner Public Schools

- Mark Pellegrino, Superintendent
- Joyce West, Director of Pupil Personnel
- Amber Casavant, District Coordinator (MTSS/PBIS/CPI), District BCBA
- And the Gardner Public School staff work every day to improve the lives of the students they work and their families.

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It starts from the top

- Superintendent Mark Pellegrino, Gardner Public Schools – email signature
  - ***Positive Relationships and Rigor for Every Child, in Every Classroom, Every Day...***

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With Implementation of the Classroom Support System

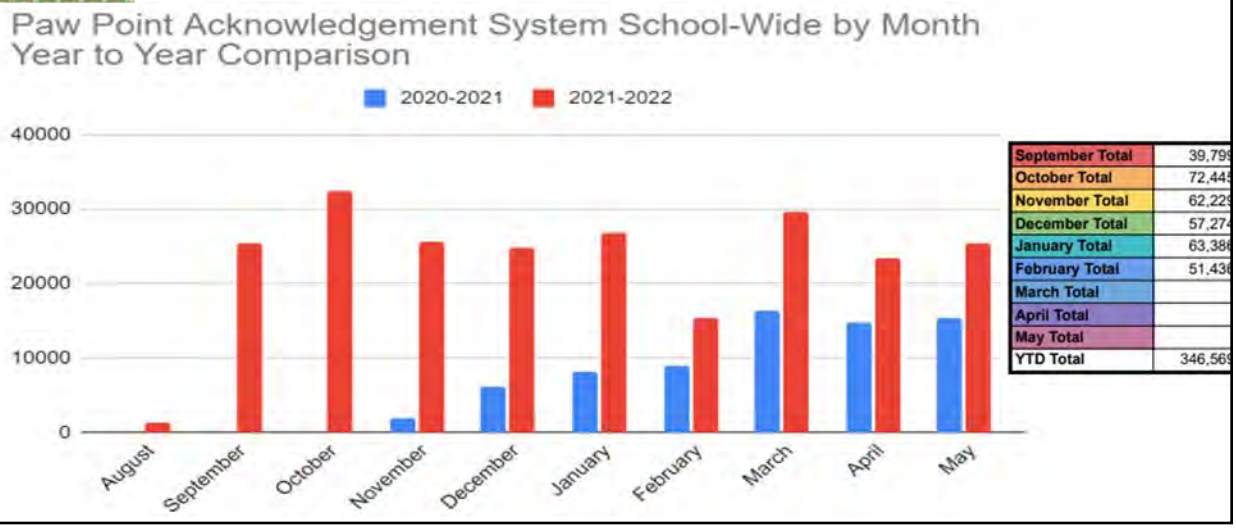
84

- Improvements in **acknowledgments, praise to error corrections, academic engagement**

85

Improvements in acknowledgement system Implementation - Tier 1

Gardner Public Schools



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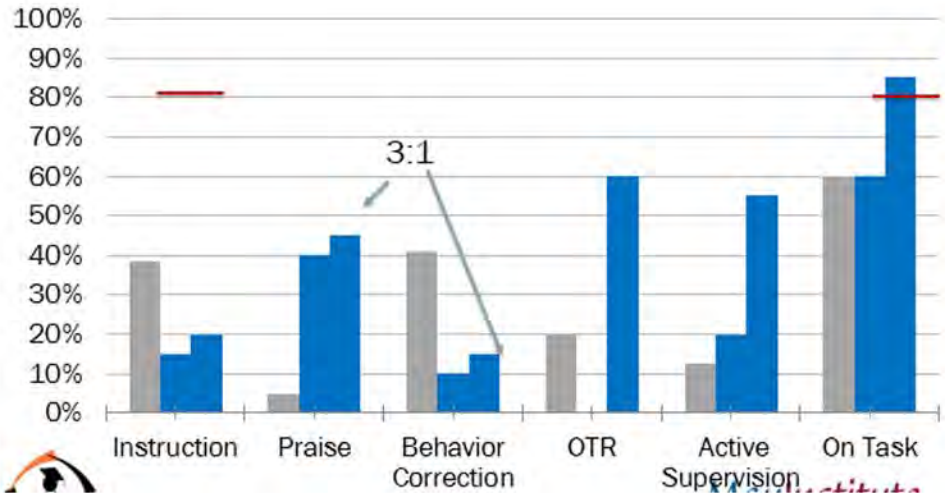
Brief Training & Performance Feedback Classroom #2



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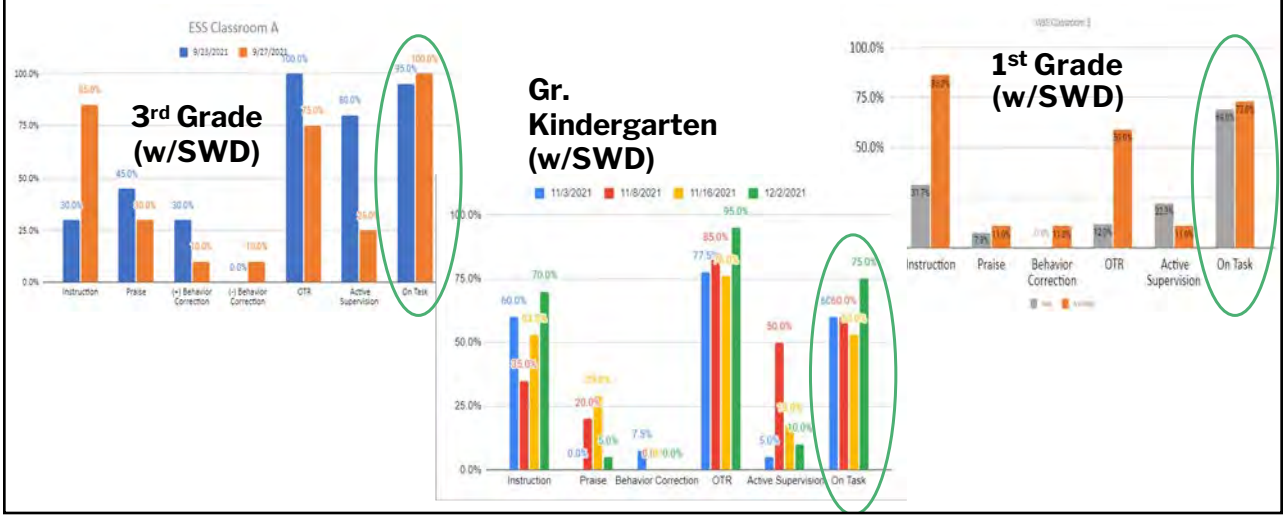
Support System

Classsroom Level Success



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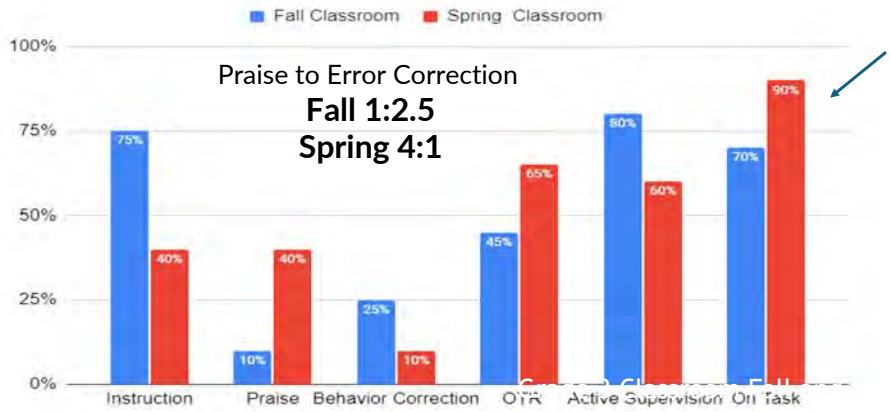
Classroom Support System
SUCCESS Fall 2022/Spring 2023 Comparison



On-task behavior improved to 90%

Grade 1 Classroom Fall and Spring CSS

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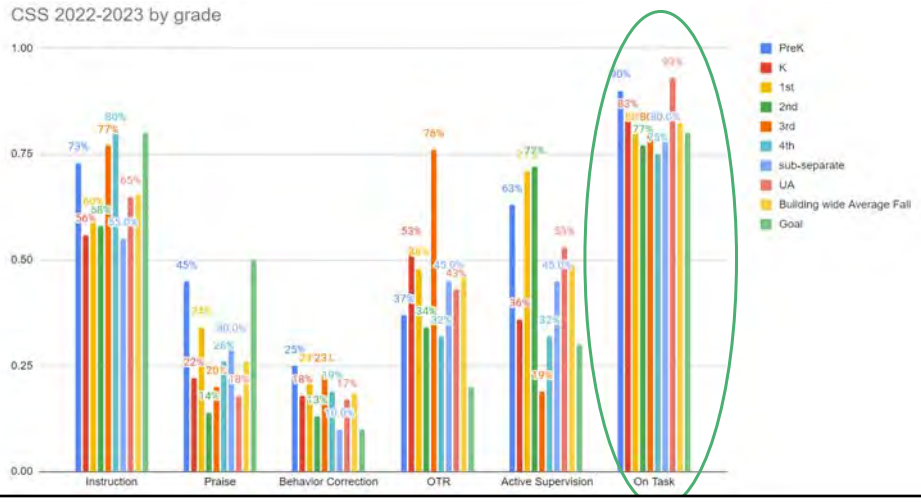
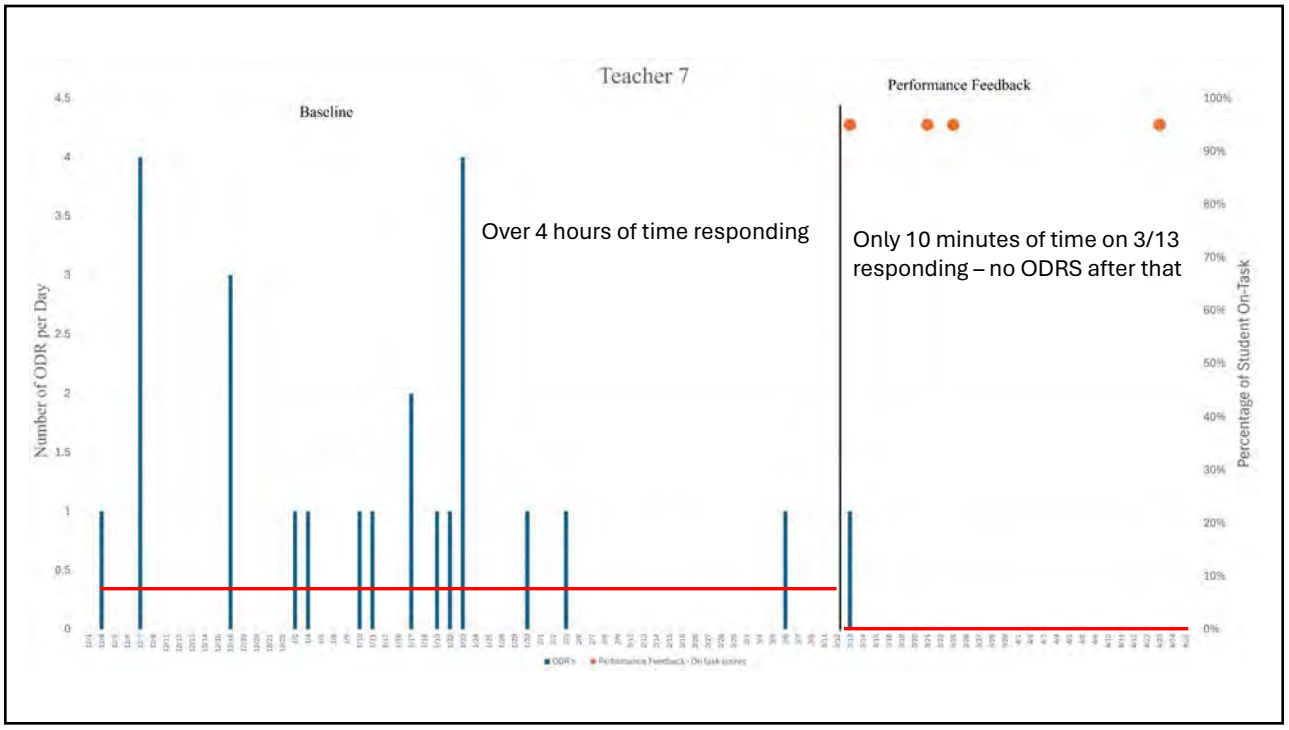
Support System
Used as Screener - Example of HLCBS by Grade



90


Teacher 7
Baseline
Performance Feedback
Over 4 hours of time responding
Only 10 minutes of time on 3/13 responding – no ODRS after that
Number of ODR per Day
Percentage of Student On-Task

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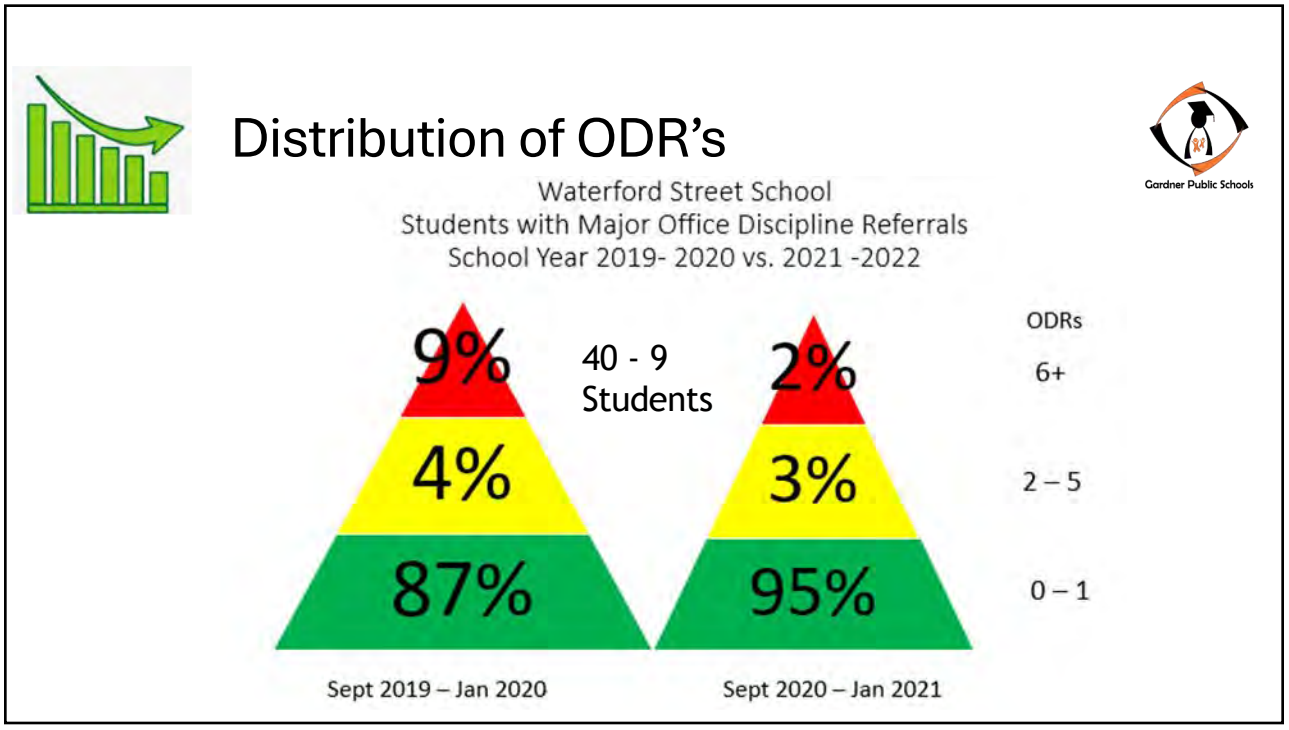
Distribution of ODR's
Gardner Public Schools
Waterford Street School
Students with Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022
9%
4%
87%
40 - 9 Students
2%
3%
95%
ODRs
6+
2 – 5
0 – 1
Sept 2019 – Jan 2020
Sept 2020 – Jan 2021

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Time Gained from Decrease in ODR's

Gardner Public Schools

Waterford St. School
Major Office Discipline Referrals
Time Gained
September - January
School Year 2019 - 2020 vs. 2021 - 2022

Student instructional minutes gained per ODR

- 20 student instructional minutes lost per ODR*
- 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022
- 459 ODRs x 20 minutes =

9180 instructional minutes gained, or 25.5 instructional days gained

*Scott & Barrett (2004)

Administrator processing time per ODR

- 10 minutes used to process each ODR*
- 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022
- 459 ODRs x 10 minutes =

4590 administrative minutes gained, or 12.75 administrative days gained

*Scott & Barrett (2004)

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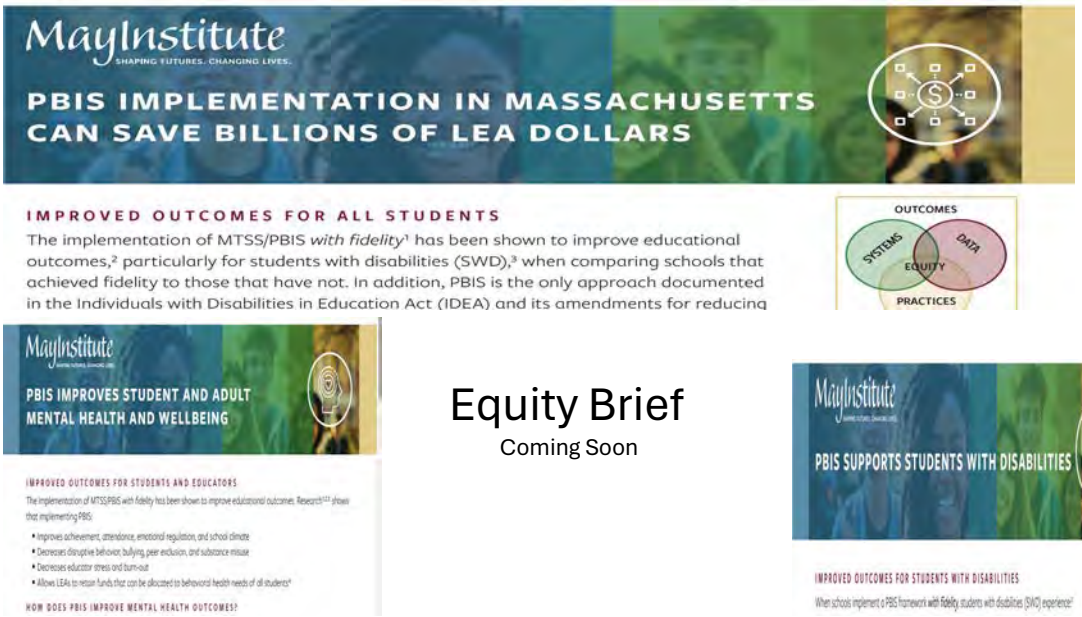
Social Validity

- "How are you supporting our teachers in managing challenging behaviors and getting these problem kids out of our schools used to be the number one agenda item on the union's list. No even on the list anymore"

- "This is the best school I have ever seen"

94



https://www.mayinstitute.org/services-for-schools/pbis-briefs.html

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Implementation Steps

	Practices	Data	Systems	Resources
Educators	Choose one or two practices you want to increase (e.g., positive greeting at the door; increase praise to correction ratio)	Choose a time of day to implement Choose a feasible data collection system (e.g., class list, tally on a sticky note)	How will I prompt myself to try this new skill? What supports (e.g., Community of Practice, buddy teacher) do I need to develop and sustain this skill?	Supporting and Responding to Students' Social, Emotional, and Behavioral Needs Classroom PBIS NEPBIS Classroom PBIS
Leadership	Choose one or two practices you'd like to see increase in classrooms (think about bang for your buck)	Explore the TFI Classroom Walkthrough Tool or the CMOT to collect baseline and follow up data Plan on sharing data with staff	Leadership team to schedule and design PD to support new skills Leverage coaching systems to support educators	NEPBIS Classroom PBIS Educator Support

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What additional information do you need to take your next steps?

97

Session Evaluation

Your feedback is critical to future planning of this event.
PLEASE take a moment to share your valuable insight!
THANK YOU!

Bob Putnam
bputnam@mayinstitute.org

Nicole Peterson
Nicole.Peterson@uconn.edu

bit.ly/NEPBISEval2024

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