CREATING CLASSROOMS TO SUPPORT ALL LEARNERS: CENTERING EQUITY IN CLASSROOM PBIS

Brandi Simonsen, University of Connecticut
• Center **equity** in classroom PBIS

• Support & respond to *ALL* students’ SEB needs with positive, proactive, evidence-based, & culturally-relevant **practices**
  
  • Create a robust and differentiated foundation (Tier 1) of support
  
  • Layer on targeted (Tier 2) and individualized (Tier 3) support

• Invest in **systems** to support educators

• Use **data** to guide decisions
Click!

CREATING CLASSROOMS TO SUPPORT ALL LEARNERS: CENTERING EQUITY IN CLASSROOM PBIS
Brandi Simonsen (brandi.simonsen@uconn.edu) November 2022

1. Center equity in classroom PBIS

   Prioritize equity. MTSS is for all students, families, and educators. All means all; in other words, MTSS supports individuals from all ability, race/ethnicity, gender, LGBTQIA+, social, economic, language, etc., backgrounds.

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

2. Support & respond to ALL students’ SEB needs with positive, proactive, evidence-based, and culturally-relevant practices

   Emphasize practices that address identified needs, have supporting evidence, and match the local culture and context. Integrate, align, and connect practices within domains.

   - Why?

     - It works!

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

3. Invest in systems to support educators & 4. Use data to guide decisions

   Invest in systems to support high-fidelity implementation across time. Consider efficient and effective means to support educators’ professional learning and wellbeing.

   Use data to inform decisions related to screening, fidelity, progress monitoring, and equitable outcomes.

   - Systems and Data Guide coming soon to https://www.pbis.org/topics/classroom-pbis

   - Habit development: Building blocks of behavior
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Thanks to the team who lead the development of this guide:

- Milaney Leverson,
- Kent Smith,
- Kent McIntosh
- Jennifer Rose,
- Sarah Pinkleman, &
- Equity workgroup

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- Stephanie Martinez,
- Sara McDaniel,
- Kent McIntosh,
- Ruth Payno-Simmons,
- Alexandria Robers,
- Therese Sandomierski,
- Maria Reina Santiago-Rosario,
- Kent Smith, & Kimberly Yanek

DISCUSSING RACE, RACISM, AND IMPORTANT CURRENT EVENTS WITH STUDENTS: A Guide with Lesson Plans and Resources

July 2021
Prioritize equity. **MTSS is for all** students, families, and educators. **All means all**; in other words, MTSS supports individuals from all ability, race/ethnicity, gender, LGBTQIA+, social, economic, language, etc. backgrounds.

Emphasize practices that **address identified needs**, have supporting **evidence**, and match the local **culture and context**. Integrate, align, and **connect** practices within domains.

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

Why Center Racial Equity within a PBIS Framework?

Why implement Tier 1 PBIS for students with disabilities? What does research say?

It works!
Are Fewer Students with Disabilities Suspended When Schools Implement PBIS?

2 national data sets:
• PBIS Fidelity
• Civil Rights Data Collection (OCR)

2-part path analysis

One example of how...
It works!

Yes! Fewer students with disabilities were suspended in schools that implemented PBIS with fidelity.

Figure 2. Relationship Between PBIS Fidelity and the Proportion of Students with Disabilities Suspended

***p < .001
Create a robust and differentiated foundation (Tier 1) of support

To Support ALL Learners...

Why Prioritize Behavior Support?

Educational leaders support students and educators in a number of complimentary ways, including (a) promoting physical health and safety, (b) providing high leverage instructional practices to enhance student learning, (c) emphasizing social “how we interact”, emotional “how we feel”, and behavioral “how we act” practices to support mental health and well-being, and (d) investing in a rich-based systems of wraparound evidence-based interventions.

Creating a PBIS foundation (Tier 1) of support

You can create a PBIS foundation by addressing the following:

1. Identify Tier 1 PBIS Evidence-Based Practices
2. Develop a comprehensive approach that includes:
   - Instructional supports
   - Universal screening and monitoring
   - Inclusive education environments
   - Early intervention and support

It works!

Why implement Tier 1 PBIS for students with disabilities? What does research say?

The Office of Special Education Programs has continuously funded the National Technical Assistance Center on PBIS since 1996. During this time, the Center on PBIS has supported all Districts, states and territories to establish Tier 1 PBIS systems and supports the implementation of high-quality Tier 1 and Tier 2 and Tier 3 evidence-based practices.

Key Findings from Recent Research:

1. Improved student outcomes
   - Improved academic outcomes
   - Improved social-emotional outcomes
   - Improved attendance

2. Students with disabilities experience high rates of disciplinary actions.
   - Students with disabilities are more likely to experience disciplinary actions.
   - Students with disabilities experience higher rates of out-of-school suspension, expulsion, and contact with law enforcement.

Promote of PBIS for students with disabilities

Although tools to implement and a broad continuum of support, more schools implement Tier 1 and Tier 2 and Tier 3 practices, and fewer schools implement Tier 3 practices. However, there is a need for schools to implement Tier 1 and Tier 2 practices in order to support all students, including those with disabilities.
Thanks to the team who lead the development of this revised guide:

- Brandi Simonsen,
- Jenifer Freeman,
- Maria Reina Santiago-Rosario,
- Karen Robbie,
- Heather George,
- Steve Goodman,
- Laura Kern,
- Barbara Mitchell,
- Robert Putnam, &
- Kim Yanek

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

Steps to Support & Respond to Students’ SEB Needs

1. Create positive teaching & learning environments
   1.1 Design a Safe Environment
   1.2 Establish Positive Connections
   1.3 Develop Predictable Routines
   1.4 Define & Teach Positive Expectations
   1.5 Plan Relevant Instruction

2. Actively promote SEB growth
   2.1 Engage Students in Relevant Learning
   2.2 Foster Positive Relationships
   2.3 Prompt & Supervise SEB & Academic Skills
   2.4 Provide Specific Feedback (˃5:1 Ratio)
   2.5 Consider Other Response Strategies

3. Monitor fidelity & use data to guide implementation
   3.1 Monitor Educator Implementation
   3.2 Access Training, Coaching, & Feedback
   If implementation challenges...

4. Monitor student outcomes & use data to guide response
   4.1 Monitor Student Outcomes
   If many students make ongoing SEB errors...
   4.2 Enhance Tier 1 (Steps 1 & 2)
   If few students make ongoing SEB errors...
   4.3 Enhance Tier 1; Consider Tiers 2 & 3
# 1.2 Establish Positive Connections

Learn about your students and establish positive connections among students, families, and educators.

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish positive connections with students, families, and other members of the classroom community through purposeful communication</td>
<td>How can I use this practice in my elementary classroom?</td>
<td>How can I use this practice in my secondary classroom?</td>
<td>What should I avoid when implementing this practice?</td>
<td>Where can I find additional resources?</td>
</tr>
</tbody>
</table>

- **Elementary Examples:**
  - **Introduce** yourself and the classroom to students and families at the start of the year (e.g., brief video, letter, opportunity to visit)
  - **Survey** families before the start of school to learn more about students
  - Engage students in activities to continue to learn about each member of the classroom community, and ask questions about preferences (e.g., praise preference assessment)
  - Maintain regular communication with families, and ensure that families have opportunities to share information and feedback, receive positive news, and proactively problem solve challenges

- **Secondary Examples:**
  - **Introduce** yourself to students and families at the start of the year (e.g., brief video, email, letter)
  - **Survey** students and families before the start of school to learn more about preferences (e.g., praise preference assessment) and what supports they need to be successful
  - Engage students in activities to help them learn more about themselves and each other
  - Maintain open lines of communication with students and families outside of class (e.g., email, learning management system) to share information and feedback, positive news, and communicate challenges

**Do not:**
- Miss an opportunity to create a positive experience welcoming students and families
- Assume students and families will contact you with questions
- Use a one-size-fits-all approach to interacting with students and families
- Contact families only when there are concerns (or have these types of contact be the most frequent communication families experience)
- Engage exclusively in 1-directional communication (e.g., only sharing information via newsletters)

**Publications**
- Enhancing family-school collaborations with diverse families
- Establishing Relationships in the Classroom
- Validating, affirming, building, and bridging
- Praise preference assessment
- Create Classroom Community

**Videos/Podcasts**
- Establishing Relationships in the Classroom
- Validating, affirming, building, and bridging
- Praise preference assessment
- Create Classroom Community

**Other**
- Supportive Environments
- Create Classroom Community

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* Barger et al., 2013; Garbacz et al., 2020; Lee et al., 2015; McLeskey et al., 2019; Smith et al., 2020
† Hollie et al., 2011
Thanks to the team who lead the development of this guide:

- Brandi Simonsen,
- Robert Putnam,
- Kim Yanek
- Lauren Evanovich,
- Sacha K. G. Shaw
- Cynthia Shuttleton,
- Kelsey Morris, &
- Barbara Mitchell

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

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

September 2020

**Intervention Strategies**

“Top Ten List”

1. Design & adapt the **physical environment**
2. Develop & explicitly teach **routines**
3. Post, define, & teach 3-5 positive **expectations**
4. Promote active **engagement**
5. Provide **prompts**
6. Actively **supervise**
7. Use behavior-specific **praise** & other strategies to **acknowledge**
8. Use **error correction** & other strategies to **respond**
9. Use more positives than correctives (5:1 **ratio**)
10. Collect & use **data**

**Core Features:**

- Invest in prevention
- Integrate classroom practices
- Tier 1 is for **all**
- All means **all**

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

**These are the SAME practices!!!**

**Steps to Support & Respond to Students’ SEB Needs**

1. Create positive teaching & learning environments
   - 1.1 Design a Safe Environment
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3. Monitor fidelity & use data to guide implementation
   - 3.1 Monitor Educator Implementation
   - 3.2 Assess Training, Coaching, & Feedback
   - 3.3 Enhance Tier 1 (Steps 1 & 2)
4. Monitor student outcomes & use data to guide response
   - 4.1 Monitor Student Outcomes
   - 4.2 Enhance Tier 1 (Steps 1 & 2)
   - 4.3 Enhance Tier 3; Consider Tiers 2 & 3
- Safe environment
- Predictable Routines
- Positive expectations
- Explicit instruction in expectations within routines and other SEB skills
- Engaging and culturally relevant instruction
- Prompts for desired SEB skills
- Specific feedback (>5:1 ratio of positive to corrective feedback)

https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template
• Safe environment
  
  • Arrange furniture to allow easy traffic flow
  
  • Ensure adequate supervision of all areas
  
  • Designate staff & student areas
  
  • Seating arrangements (groups, carpet, etc.)
• Safe environment

• Predictable Routines
  • Educator routines
    ▪ Administration time
    ▪ Personal time
    ▪ Family connections
  • Student routines
    ▪ Student directed activities
    ▪ Whole group activities
    ▪ Independent activities
  • Make smooth, rapid transitions
• Safe environment
• Predictable Routines
• Positive expectations
• A small number of positively stated expectations
• Safe environment

• Predictable Routines

• Positive expectations
  • A small number of positively stated expectations
  • Teaching matrix

<table>
<thead>
<tr>
<th>Routines Expectations</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Kindly greet your teacher &amp; peers</td>
<td>• ...</td>
<td>• ...</td>
<td>• ...</td>
<td>• ...</td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
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<tr>
<td>• Check the board &amp; start your “do now”</td>
<td>• ...</td>
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<tr>
<td>Safety</td>
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<tr>
<td>• Put materials away</td>
<td>2-3 Positively Stated Examples</td>
<td>• ...</td>
<td>• ...</td>
<td>• ...</td>
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<tr>
<td>• Walk</td>
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</table>
### What behavioral principles & procedures are at play?

#### General Case Programming

- **Stimulus Control**

#### Routines Expectations

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- **What are the examples of positively stated expectations?**

- **2-3 Positively Stated Examples**

- **What are the stimuli controls?**

- **What are the expectations?**

- **What are the activities?**

- **What are the routines?**

- **What are the responsibilities?**

- **What are the safety measures?**

- **What are the benefits of these routines?**
Now, you've earned CEUs

---

### Routines Expectations

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• Safe environment
• Predictable Routines

• Positive expectations
  • A small number of positively stated expectations
  • Teaching matrix

### Teaching matrix

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Appendix D: School-wide Expectations and Matrix Examination Activity

In SWPBIS, a core feature is to define and teach a set of positively stated expectations for all students across the various settings in the school. Creating a clear set of expectations provides language to create consistency and make explicit the hidden curriculum. This examination should help identify these expectations. This activity is intended to focus on alignment with critical areas and expectations and matrix for their 1d staff. (Note: if schools have no

Step 1: Identify Any Existing Expectations or Matrices
Find expectations, matrices, or rules for the school. These may be posted around the school or in classrooms, included in the staff or student handbook, or sent home to parents. They may include the district or school code of conduct. Students can play a role in this step through the Rules Gallery Walk activity described in Step 2. If none can be found, skip to Step 4.

Step 2: Assess Existing Expectations Based on Fit with Values and Needs of Students, Families, and the Community (Revise as Needed)
Get input from students, families, and community members on what they think of the existing expectations and matrix or what they think they should be. It is important not to get input only from easily-reached groups (e.g., student council, parent-teacher organization). Students and families from marginalized groups, community agency leaders and Elders are important groups to seek out. Examples of activities include focus groups, surveys, or activities, such as:

Appendix G: Personal Matrix (Behavior Dictionary)
A personal matrix (behavior dictionary) is a tool classroom teachers can use to draw on student prior knowledge regarding behavior expectations. Students and teachers identify where connections exist to be bridged and used. School personnel articulate expectations in the school setting. All students are asked to reflect on expectations in other settings, including their personal self-concept. In the example below, students identify goals they wish to reach and articulate how they will achieve these goals. This activity allows school personnel to check for prior knowledge and understand where there may be cultural gaps between home and school, and where additional instruction may be necessary.

```
<table>
<thead>
<tr>
<th>School-wide Expectations</th>
<th>ALL-CLASSROOM ACADEMICS</th>
<th>ALL HOME &amp; Homework</th>
<th>Win way: FREDERICK'S ACADEMICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do duties</td>
<td>Keep hands and knees to self</td>
<td>Tell an adult if there's a problem</td>
<td>Pick up for your friend</td>
</tr>
<tr>
<td>Respect others</td>
<td>Treat others as you want to be treated</td>
<td>Listen to others</td>
<td>Respect your friends</td>
</tr>
<tr>
<td>Be responsible</td>
<td>Do your best work</td>
<td>Person at home</td>
<td>Respect your teachers</td>
</tr>
</tbody>
</table>
```

https://www.pbis.org/resource/creating-a-classroom-teaching-matrix

https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches
- Safe environment
- Predictable Routines
- Positive expectations
- Explicit instruction in expectations within routines and other SEB skills
• Safe environment
• Predictable Routines
• Positive expectations
• Explicit instruction in expectations within routines and other SEB skills

• Engaging and culturally relevant instruction

Examples of Engaging Instruction to Increase Equity in Education
Erin A. Chaparro, Rhonda N. T. Nese, & Kent McIntosh


Effective Instruction as a Protective Factor

https://www.pbis.org/resource/effective-instruction-as-a-protective-factor
• Safe environment
• Predictable Routines
• Positive expectations
• Explicit instruction in expectations within routines and other SEB skills
• Engaging and culturally relevant instruction
• Prompts for desired SEB skills

**Positive Classroom Behavior Support Plan**

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Add</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level/Period:</td>
<td>Add</td>
</tr>
<tr>
<td>Date Updated:</td>
<td>Add</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Classroom Expectations Look Like, Sound Like, Feel Like in...</th>
</tr>
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<tbody>
<tr>
<td><strong>Teacher-Directed Instruction</strong></td>
</tr>
<tr>
<td>1. Kind to self</td>
</tr>
<tr>
<td>2. Kind to others</td>
</tr>
<tr>
<td>3. Kind to environment</td>
</tr>
</tbody>
</table>

**Prompts for desired SEB skills**

- **Prompt Expected Behavior**
  - At the beginning of each activity
    - "While I’m reading, you can be kind by keeping your body calm, voice quiet, and eyes on me."
  - Prior to the end of each activity
    - "In 1 minute, we’re going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and leaving it better than you found it."
  - Before each transition
    - "Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies."

- **Positive Correction Examples**: 5:1 ratio of positive to corrective feedback

* "Remember to mute unless it’s your turn"
• **Specific Praise**
  - “Nice hand raise.”
  - “Clear pronunciation.”
  - “Helping your friend was kind.”

• **Specific Error Corrections or Redirections**
  - “Instead of talking out, please raise your hand.”
  - “That sound is /ā/. What sound? Yes, /ā/.”
  - “Rather than laughing, please help your friend clean up the mess.”

• **Specific feedback (≥5:1 ratio of positive to corrective feedback)**
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<td><strong>Transitions</strong></td>
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- **Safe environment**
- **Predictable Routines**
- **Positive expectations**
- **Explicit instruction in expectations within routines and other SEB skills**
- **Engaging and culturally relevant instruction**
- **Prompts for desired SEB skills**
- **Specific feedback (≥5:1 ratio of positive to corrective feedback)**
DITCH THE CLIP!
Why Clip Charts Are Not a PBIS Practice and What to Do Instead

February 2020

A middle schooler was insecure about his haircut. After talking with the student’s mom, the principal fixed it instead of disciplining “hat wearing.”

“All behavior is communication and when a student is struggling, we need to ask ourselves what happened to this child instead of what's wrong with the child.”

“What need is the child trying to get met...”

Jason Smith, Principal
Stonybrook Intermediate and Middle School
Indianapolis, Indiana

By Alisha Ebrahimji, CNN
Updated 9:00 AM ET, Fri February 26, 2021
Thanks to the team who lead the development of this revised guide:

- Brandi Simonsen,
- Karen Robbie,
- Katherine Meyer,
- Jenifer Freeman,
- Susannah Everett, &
- Adam Feinberg

Layer on targeted (Tier 2) and individualized (Tier 3) support
### Provide Robust Foundation of Universal Support

- **Decide**
  - Monitor fidelity
  - Monitor student outcomes
  - Make data-based decisions to maintain or modify support

### Target Support

#### Tier 1 (Universal)
- Effectively design space
- Develop & teach predictable routines
- Connect with students
- Select & define classroom norms and critical SEB skills
- Prompt expected SEB skills
- Actively supervise
- Engage in effective instruction

#### Tier 2 (Targeted)
- Increase structure
- Re-teach routines
- Increase connections
- Target prompts & supervision
- Implement targeted antecedent manipulations

#### Tier 3 (Individualized)
- Individualize physical design
- Individualize routines
- Intensify connections
- Intensify & individualize prompts for SEB skills
- Implement individualized antecedent manipulations

### Prevent

#### Tier 3 (Individualized)
- Individualize physical design
- Individualize routines
- Intensify connections
- Intensify & individualize prompts for SEB skills
- Implement individualized antecedent manipulations

#### Tier 2 (Targeted)
- Increase structure
- Re-teach routines
- Increase connections
- Target prompts & supervision
- Implement targeted antecedent manipulations

#### Tier 1 (Universal)
- Effectively design space
- Develop & teach predictable routines
- Connect with students
- Select & define classroom norms and critical SEB skills
- Prompt expected SEB skills
- Actively supervise
- Engage in effective instruction

### Teach

#### Tier 3 (Individualized)
- Individualize & intensify explicit instruction in SEB skills
- Individualize & intensify academic instruction
- Align individualized SEB skills with classroom and school norms or expectations

#### Tier 2 (Targeted)
- Explicitly teach targeted SEB skills
- Connect targeted instruction to tier 1 norms or expectations

#### Tier 1 (Universal)
- Explicitly teach positively-stated classroom norms
- Explicitly teach SEB skills

### Respond

#### Tier 3 (Individualized)
- Intensify and individualize specific positive and supportive feedback
- Intensify and individualize recognition strategies
- Enhance strategies to decrease future SEB challenges

#### Tier 2 (Targeted)
- Increase specific positive & supportive feedback
- Enhance continuum of recognition strategies
- Enhance strategies to decrease SEB challenges

#### Tier 1 (Universal)
- Provide specific positive feedback on SEB skills
- Provide supportive corrective feedback to address SEB errors
- Maintain a high ratio of positive to corrective feedback
EQUITY
Prioritize equity. **MTSS is for all** students, families, and educators. **All means all**; in other words, MTSS supports individuals from all ability, race/ethnicity, gender, LGBTQIA+, social, economic, language, etc. backgrounds.

SYSTEMS
Invest in systems to support high-fidelity implementation across time. Consider efficient and effective means to support educators’ professional learning and wellness.

PRACTICES
Emphasize practices that address identified needs, have supporting evidence, and match the local culture and context. Integrate, align, and connect practices within domains.

DATA
Use **data to inform decisions** related to screening, fidelity, progress monitoring, and equitable outcomes.

OUTCOMES
Make student growth and benefit central to all decisions. Student **outcomes that reflect equitable learning opportunities** must be the ultimate criteria for all decision
Thanks to the team who lead the development of this guide:

- Jenifer Freeman,
- Brandi Simonsen,
- Karen Robbie,
- Maria Reina Santiago-Rosario,
- Steve Goodman,
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- Sarah Sinnot,
- Sarah Rosati,
- Mara Power, &
- Katie Meyer

Invest in Systems to Support Staff & Use Data to Guide Decisions

Supporting and Responding to Educators’ Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data

Coming Soon in 2022

Steps to Support and Respond to Educators’ Implementation Needs

1. Establish foundations to support classroom PBIS implementation
   1.1 Collaboratively establish priority
   1.2 Secure resources
   1.3 Align & integrate with other approaches
   1.4 Promote culture of wellness

2. Explicitly train & coach
   2.1 Communicate clear expectations
   2.2 Explicitly train
   2.3 Coach & provide supportive feedback
   2.4 Celebrate successes!

3. Monitor systems implementation & use continuous improvement process
   3.1 Monitor team implementation of steps 1 & 2
   3.2, 4.2, 5.2 Use continuous improvement process
   If system implementation challenges...
   3.3 Revisit & enhance systems (steps 1 & 2)

4. Monitor educator implementation & use continuous improvement process
   4.1 Monitor educator implementation & acceptability
   If educator implementation challenges...
   4.3 Differentiate training, coaching, & feedback

5. Monitor equitable student benefit & use continuous improvement process
   5.1 Monitor valued student outcomes & acceptability
   If students do not benefit equitably...
   5.3 Enhance SEB support & modify training & coaching
Habits of Effective Practice

Do a few things and do them well!
Check Out Our Practice Brief & Webinar on

**Habits of Effective Classroom Practice**

https://www.pbis.org/resource/habits-of-effective-classroom-practice

https://www.pbis.org/video/building-habits-of-effective-practice-webinar

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**Habits of Effective Classroom Practice**

Habits are predictable and regular responses to cues in our environment. In “The Power of Habit” Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say “Thank You” (response) when someone holds the door (cue), and we may hear you’re welcome or see a smile in return (reward). We read or hear words (response) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1</td>
<td>In public</td>
<td>Wear mask and maintain safe distance</td>
</tr>
<tr>
<td>Example 2</td>
<td>In line at a grocery store with candy-stocked shelves</td>
<td>Child repeatedly asks (cries) for candy in line</td>
</tr>
<tr>
<td>Example 3</td>
<td>Child repeatedly asks (cries) for candy in line</td>
<td>Parent gives child candy</td>
</tr>
</tbody>
</table>

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective practice and (b) expand effective habits in our schools, districts, and states.

**How can we develop habits of effective classroom practice?**

Although we can develop habits accidentally (e.g., give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage a different behavior, and experience a different consequence (see example below).

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 3</td>
<td>Parent chooses candy-free check-out line at store</td>
<td>Parent engages child in “line game” while waiting</td>
</tr>
</tbody>
</table>

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success, building effective habits, celebrating accomplishments, and sharing with others.

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Positive Behavioral Interventions & Supports (PBIS)

www.pbis.org
Habit Development
Building Blocks of Behavior

A
Antecedent

B
Behavior

C
Consequence
Habit Development
Professional Support or Self-Management

A Antecedent
• Redesign environment
  • promote desired behavior &
  • prevent undesired behavior
• Add prompts

B Behavior
• Teach & practice desired behaviors to fluency
• Monitor implementation

C Consequence
• Provide specific feedback
• Celebrate success (reinforce progress & desired behavior)
• Do not reinforce undesired behavior
Habit Development
Investing in Systems to Promote Habits of Effective Practice

A
Antecedent

B
Behavior

C
Consequence

Greet Students!

Prompt & Remind

Train & Coach

Performance Feedback

Provide Resources to Support

Monitor Fidelity & Outcomes

Celebrate Progress & Successes!
Plan to go back to basics for a strong start to the school year!!
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Complete for “Homework” for your classroom (or a classroom you support)
Thank You!!

Brandi Simonsen, Ph.D.

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