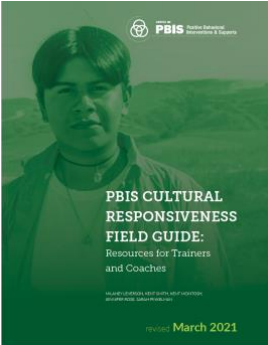


# CREATING CLASSROOMS TO SUPPORT ALL LEARNERS: CENTERING EQUITY IN CLASSROOM PBIS

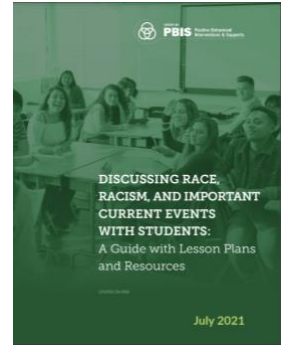
Brandi Simonsen (brandi.simonsen@uconn.edu) November 2022

## 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.

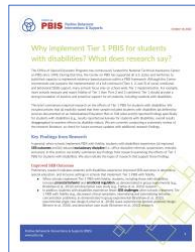
Make student growth and benefit central to all decisions. Student **outcomes** that reflect equitable learning opportunities must be the ultimate criteria for all decision



## 2. Support & respond to ALL students' SEB needs with positive, proactive, evidence-based, & 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?

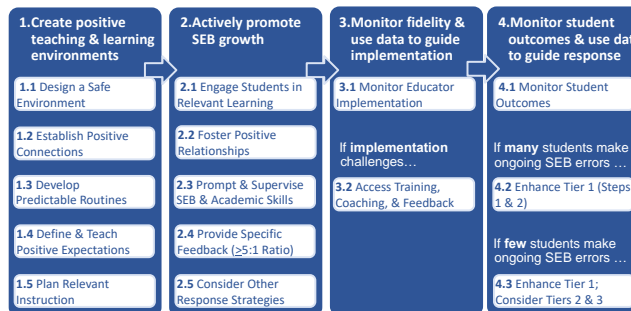


...It works!

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



### Steps to Support & Respond to Students' SEB Needs



• Key practices to support students' SEB growth

Positive Classroom Behavior Support Plan				
Teacher Name: <i>ADD</i>		Grade Level/Period: <i>ADD</i> Date Updated: <i>ADD</i>		
Positive Classroom Expectations Look Like, Sound Like, Feel Like...				
Expectations	Teacher-Directed Instruction	Small Group Activation	Independent Seat Work	Transitions
1. Kind to self	• Use whole body listening	• Share your ideas	• Do your best	• Bring what you need to be ready for what's next
2. Kind to others	• Calm body & quiet voice	• Listen to your friends	• Calm body & quiet voice	• Quiet voice
3. Kind to environment	• Take care of your space	• Take care of your space & materials	• 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... Prompt Examples:

...at the beginning of each activity

...prior to end of each activity

...before each transition

Give Specific Feedback

...for desired behavior (praise)

...for undesired behavior (correction)

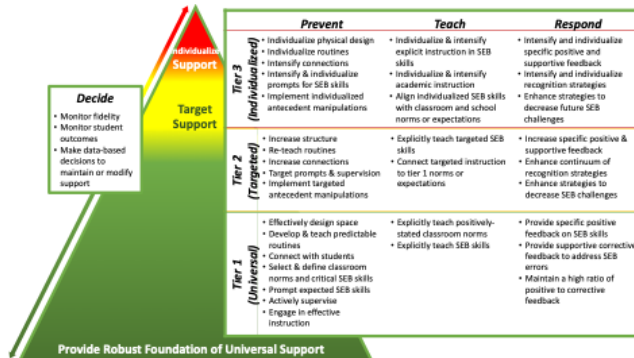
Consider additional strategies to acknowledge or respond to student behavior.

*(Please complete tables with your own information. Delete/replace light blue example 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



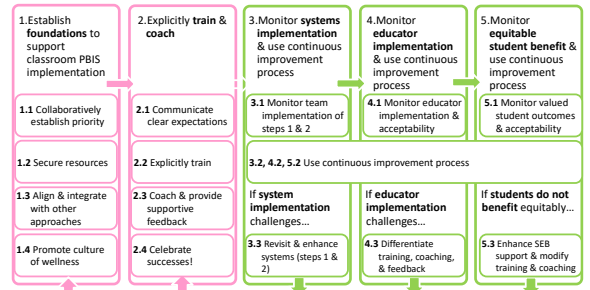
3. Invest in systems to support educators & 4. Use data to guide decisions.

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

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>

Steps to Support and Respond to Educators' Implementation Needs



• Habit development: Building blocks of behavior

