Positive Classroom Behavioral Supports: A Guide to Building a System of Support

*Overview*: This resource is organized to provide guidance for designing a comprehensive system of support to build staff fluency with evidence-based Positive Classroom Behavioral Supports through data-informed decision-making. An effective and efficient system of support might include universal support for all staff, targeted support for some staff, and individualized supports for staff based on need. The universal support activities for all staff include professional learning on evidence-based Positive Classroom Behavioral Supports, guided teacher self-reflection and action planning to build fluency with practices, and possibly classroom observations with performance feedback and support from other staff (e.g., coaches, lead teachers, and/or peers). The targeted support can be accessed through the administrator, a coach or teacher lead, and possibly SW-PBIS team lead using school-wide behavioral (minor or major) or other data sources to identify small groups of teachers needing additional support (e.g., a grade level, new staff). Administrators and coaches and/or teacher leads might use school-wide data to identify and invite any teachers indicating a need for individualized support to participate in a coaching partnership. Additionally, teachers can always request assistance for individualized support. The system should be shared as a way to access support and build fluency with Positive Classroom Behavioral Supports throughout the school. It should not be designed as a deficit model, but rather, a capacity building approach with teachers supporting one another in various ways.

Scope and Sequence and Planning Resources

*Classroom Behavior Systems* is a core feature of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) that is designed to provide a continuum of support to teachers to build fluency with evidence-based Positive Classroom Behavioral Supports. Coaches or other teacher leaders work collaboratively with all implementation partners (Administrators, Leadership Teams, Team Leads, Division personnel, etc.) to design and provide professional learning and coaching support to classroom teachers. Professional learning for staff can be anchored to the existing infrastructure of support for professional learning (e.g., designated PD days, PLCs, staff meetings, virtual platforms, etc.). There are eight evidence-based Positive Classroom Behavioral Supports supported through this resource. These include the following:

1. Define and Teach Rules and Procedures aligned with School-wide Expectations (Classroom Matrix)
2. Identify Continuum of Practices for Responding to Behavior
3. Arrange physical space to prompt appropriate behavior
4. Employ Active Supervision
5. Develop Class-Wide Group Contingencies
6. Provide Multiple Opportunities to Respond

Planning Resources for Delivery and Assessment of Positive Classroom Behavioral Supports

|  |  |  |
| --- | --- | --- |
| ***Practice to be Taught*** | ***Professional Learning to Staff: When? Who?*** | ***Resources Needed*** |
| Define and Teach Rules and Procedures aligned with School-wide Expectations (Classroom Matrix) |  |  |
| Identify Continuum of Practices for Responding to Behavior |  |  |
| Arrange physical space to prompt appropriate behavior |  |  |
| Employ Active Supervision |  |  |
| Develop Class-Wide Group Contingencies |  |  |
| Provide Multiple Opportunities to Respond |  |  |

*Sample Monthly Rollout of Classroom Practices*

* Week 1: Provide professional learning on practice(s) and begin implementing skill. This might be delivered during staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days, etc. Consider surveying staff to prioritize sequence of rollout for 8 Positive Classroom Behavioral Supports.
* Week 2: Collect data to assess fluency (e.g., teachers might record themselves as a tool for self-assessment or teachers may invite a data buddy to complete data collection) using the assessment component from the respective practice *Classroom Snapshot* and submit data to coach/team to be compiled in the aggregate.
* Week 3: Provide options for additional observations and performance feedback- coach observations, triad/PLC/peers to conduct observations and support one another with goal setting and fluency building.
* Week 4: Coach and team compile data in the aggregate from self-assessments, observations, and student outcome data and share with staff (during staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days to process implementation efforts specific to the practice, etc.).

Sample Observation Protocol to Assess Fluency and Inform Support to Staff

* Collect data on fluency of targeted practice(s) (teacher self-assessment, peer/buddy observations) using assessment component of *Classroom Snapshots* and submit data to coach/team to be compiled in the aggregate.
* Options for additional observation- coach observations, triad/PLC/peers to conduct observation and support one another with goal setting. A classroom snapshot exists for each practice. Each snapshot includes an assessment for the practice. These assessments are not evaluative, but rather are meant to be informative. Some subjectivity in scoring is reasonable. The intended outcomes are the self-reflections of the teacher, and the supporting relationship between coaches, team leads, and teachers. Data collected during individual observations should be given to the teachers, but make sure to tally the responses for the aggregate report (without identifying specific teachers). Allow 10-20 minutes for each observation.
* Coach and team compile data in the aggregate from self-assessment and observations and share data in the aggregate with staff (e.g., staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days) to process implementation efforts specific to the practice.
* Additional data collection and/or a request for assistance may be used to identify and provide support through a shoulder-to-shoulder coaching approach for teachers needing or requesting additional support.
* On-going data informed decisions using student outcome data and practice fluency data to identify priorities may be facilitated by the team responsible for facilitating tier 1 implementation.

Classroom Observation Data Collection Forms (these are compiled from the individual Classroom Snapshots for Positive Classroom Behavioral Supports

**Considerations for Use:** Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations)

**Assessment for Classroom Teaching Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date: Start Time: End Time:**  **Instructional Activities: Small group Whole Group Independent Seatwork Debate Arrival**  **Departure Transition Other: \_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **Components** | **No** | **Somewhat** | **Yes** | **DNO** |
| Classroom rules and procedures aligned with school-wide expectations. |  |  |  |  |
| Classroom rules and procedures are observable, measurable, positively stated, understandable, and prominently posted. |  |  |  |  |
| Evidence that rules and procedures have been taught and continue to be reinforced (e.g., observation, ask teacher, student behavior). |  |  |  |  |

**Assessment for Physical Arrangements**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Time:** | | | |
| **Components** | **No** | **Somewhat** | **Yes** |
| Traffic patterns are clearly defined and allow movement without disrupting others |  |  |  |
| Desks and furniture arrangement are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom |  |  |  |
| Materials are clearly labeled, easily accessible, and organized for ease of use |  |  |  |

**Assessment for Responses to Student Behavior**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:**  **Start Time:**  **End Time:** | **Responses to Appropriate Behavior** | | **Responses to Inappropriate Behavior** |
| *General Responses*: simple praise (good job), gesture (e.g., thumbs up) or a point used without naming the specific behavior. Directed to individual, group, or class. | *Specific Response*:  Behavior Specific Praise (teacher names the specific behavior).  Directed to individual, group, or class. | Verbal (redirect, reprimand), physical prompt, gesture, proximity control, look |
| Tally Count |  |  |  |
| Totals |  |  |  |
| Ratio of *Specific Responses to Appropriate Behavior (do not include general responses)* to *Responses to Inappropriate Behavior*: \_\_\_ / \_\_\_ | | | |

**Assessment for Group Contingency: Positive Behavior Game**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Start time: End Time:** | | | |
| **Components** | **No** | **Somewhat** | **Yes** |
| Did the teacher teach the targeted behavior? |  |  |  |
| Did the class play for at least 10 minutes? |  |  |  |
| Did the teacher provide pre-corrections prior to difficult transitions or routines? |  |  |  |
| Did the teacher deliver points for engaging in the identified target behavior? |  |  |  |
| Did the teacher provide a behavior specific praise statement when delivering a point? |  |  |  |
| Were the points displayed on the board? |  |  |  |
| If the students need reminders, did the teacher re-teach the remind/re-teach/correct for the targeted behavior? |  |  |  |

**Assessment for Active Supervision**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Time:** | | | |
| **Components** | **No** | **Sometimes** | **Frequently** |
| The teacher *moves* and circulates through all parts of the classroom using close proximity to students needing additional support |  |  |  |
| The teacher visually *scans* all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction) |  |  |  |
| The teacher *interacts* frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior. |  |  |  |

**Assessment for Opportunities to Respond**

|  |  |  |
| --- | --- | --- |
| **Date: Start Time: End Time: Instructional Activity:** | | |
|  | **Individual Responding** | **Unison Responding** |
| Number of teacher behaviors (e.g., asking a question, making a request, presenting a task) that solicits an *observable academic response* from student(s) (verbal, written, gesture) |  |  |
| **Types of OTRs used:**   |  |  |  |  | | --- | --- | --- | --- | | * Individual | * Unison Responding | * Mixed Responding | * Other Strategies |   **Comments:** | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Components for On-Task/Off-Task Behaviors for Academic Engagement:** During an observation, observe each student momentarily (e.g., <1 second) and identify if that student is on-task or off-task at that point in time. Mark a “+” for on-task behavior and a “-“ for off-task behavior. Observe and record observations until all boxes are completed. Repeat this process a few times during an observation (e.g., twice during a 15 minutes observation). | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| **31** | **32** | **33** | **34** | **35** | **36** | **37** | **38** | **39** | **40** |
| **41** | **42** | **43** | **44** | **45** | **46** | **47** | **48** | **49** | **50** |
| **51** | **52** | **53** | **54** | **55** | **56** | **57** | **58** | **59** | **60** |

|  |  |  |
| --- | --- | --- |
| Time 1: | Percentage of students on-task: | Instructional Activity: |
| Time 2: | Percentage of students on-task: | Instructional Activity: |
| Time 3: | Percentage of students on-task: | Instructional Activity: |

Building a System to Support Fluency and Capacity Building with PCBS

Consider applying the public health model as reflected below to a system of support for staff to build fluency with the 8 PCBS. This would consist of organizing resources to build capacity by identifying what will be done to support: all staff (e.g., initial professional learning on all 8 practices for all staff); some staff using data informed decisions (e.g., student outcome data, fluency assessment data, classroom observations, staff requests); and a few staff using data informed decisions (e.g., student outcome data, fluency assessment data, classroom observations, staff requests). For example, some staff may be comprised of a small number of staff reflecting a similar area of need or a grade level struggling with a particular area (e.g., routines for transitions). A few staff may be individuals who are new to the building and PBIS and need coaching support.

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**Using the Public Health Model to Guide Development of System of Support for Staff**

What support will be provided for all staff members (e.g., professional learning

for all staff on the 8 PCBS)?

What support will be provided for some staff members (e.g., small group

professional learning on the 8 PCBS)?

What support will be provided for a few staff members (e.g., coaching on identified

areas of need for 8 PCBS)?

Key Considerations:

All staff members are provided professional learning on all PCBS to ensure a shared understanding of what these practices look like and sound like and how the school will approach fluency and capacity building.

Data informed decisions are used to develop an on-going professional learning and coaching plan to support fluency building with classroom practices.

* Multiple data sources can be used on an on-going basis to assess and monitor the current classroom system of support:
  + Analyze school-wide data to identify systemic issues (e.g., classroom disruption occurring across multiple grade level classrooms). This might suggest professional learning for all staff.
  + Coach and administrator, and possibly team lead might use school-wide or other data (e.g., minor or major) to identify groups of teachers needing additional support (e.g., 10 teachers are observing and reporting multiple students engaged in disruptive behavior during independent instructional activities; 3rd grade teachers are observing and reporting disruptive behavior in the classroom during afternoon instructional activities).
  + Principal and coach use school-wide or other data to identify any teachers needing individualized support. Teachers may also self-select and request individualized support through a *Teacher* *Request for Assistance (T-RFA).* Individualized support might be provided through a modified approach (see below) developed from the *Classroom Check- Up: A Consultation Model to Support Effective Classroom Management*  (Reinke et al., 2008).

**Sample approach for providing individualized support (data-informed support provided for a few teachers)**

A modified version of the *Classroom Check-Up* (Reinke et al., 2008)approach might be utilized as part of the Classroom Behavior Support System. This approach includes the following six steps: assess classroom, provide feedback, provide choice of practices, engage in action planning, engage in on-going progress monitoring.

1. Assess the Classroom
   1. Utilize data informed processes referenced above to identify teachers needing support.
   2. PBIS or other classroom coach to complete interview with teacher.
   3. PBIS or other classroom coach to conduct observation using pre-established process and complete or review previously completed self-assessments. Use data to identify appropriate times for observations (e.g., when are behaviors happening and when are they not happening).
2. Provide Feedback (15 minutes)
   1. PBIS or other classroom coach meets with the teacher and shares data. PBIS or other classroom coach uses questioning to elicit teacher observations of data collected.
   2. PBIS or other classroom coach refers to the initial teacher interview responses and data and observations shared with teacher to identify strengths and opportunities. PBIS or other classroom coach provides visual and specific and positive feedback.
3. Provide Choices of Practices (5 minutes)
   1. PBIS or other classroom coach provides a menu of practices (stated and defined) supported through PBIS for teacher to review. PBIS or other classroom coach reviews outcomes of feedback step to identify practices that build upon identified teacher strengths and supports identified opportunities. PBIS or other classroom coach uses knowledge of research to guide teacher selection.
4. Engage in Action Planning (10 minutes)
   1. PBIS or other classroom coach guides teacher selection of 1-2 practices from the menu. PBIS or other classroom coach guides teacher completion of action plan which includes identification of *SMART* goal (Specific, Measurable, Attainable, Realistic, Timely), selected practices, actions to increase usage of practices (derived from *Classroom Snapshots* and other resources), and support needed to implement and plan for on-going monitoring (e.g., checklist, self-assessments from *Classroom Snapshots*, observation data, etc.).
5. Engage in on-going monitoring
   1. Selected self-monitoring supports and tools are utilized by teacher as defined in action plan
   2. PBIS or other classroom coach provides two observation and feedback sessions per month using the data collection tools identified during action planning.
   3. During feedback session, PBIS or other classroom coach uses questioning to elicit teacher observations of data collected and perceptions of progress towards goal. If adequate progress is indicated (meets specifications of SMART goal), then continue with current action plan. If adequate progress is not indicated, then coach provides options for additional support (e.g., modeling of practice, observation of another teacher demonstrating practice, etc.).
   4. The on-going monitoring components are used until the SMART goal is reached.

The following resources are available for PBIS or other classroom coach for implementing this approach to shoulder-to-shoulder coaching*.*

* Classroom Observation Forms and *Classroom Snapshots* with Self-Assessment
* Classroom Check Up Action Planning Form (Reinke et al., 2008)
* Menu of Options (needs to be revised to reflect 8 Positive Classroom Behavioral Supports (practices)
* Teacher Interview (Reinke et al., 2008)

References

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support*. New York: The

Guilford Press.

Sprick, R. et al. (2010). *Coaching classroom management: Strategies & tools for administrators and*

*coaches.* Eugene, OR: Pacific Northwest Publishing, Inc.