

Implementing Evidence-Based Classroom PBIS Strategies: A Training and Coaching Series for PBIS Teams

The Office of School Climate and Culture

The School District of Philadelphia



Meet the Presenters



Aubrey Depa
PBIS Coach
Specialist for Classroom
Implementation Projects
Former Elementary Teacher



Anne McKendry
PBIS Coach
Former Middle School
Teacher and Teacher Lead



Hasana Ahmad, M.S.
Applied Behavior
Analysis
PBIS Coach
Former Teacher Grades K-8
Former ABA Therapist



Our Mission in SDP

*The Office of School Climate and Culture supports **positive**, equitable learning environments in which all students can experience **belonging**, build strong **relationships**, and fully engage with academic and social-emotional learning.*



Objectives

Participants will be able to:

1. Identify the successes and challenges of implementing classroom PBIS in a large, diverse, urban district
2. Identify the strategies our district used to successfully support schools with their implementation of evidence-based classroom PBIS practices for K-8 teachers
3. Assess **your** current school/district needs in order to adapt the implementation of this project to fit the context of your individual school or district



Agenda

- Introduction
- PBIS in the School District of Philadelphia
- Classroom PBIS Project
 - School selection and content
 - Logistics and challenges
 - Surveys and feedback
- Resources to support implementation
- Reflection and individual school planning tool



“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we teach?
Or punish?”

- *Tom Herner*



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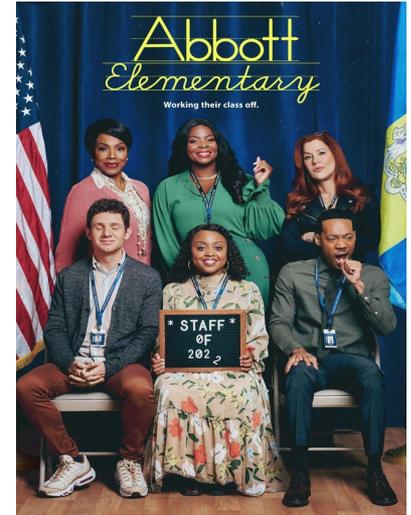
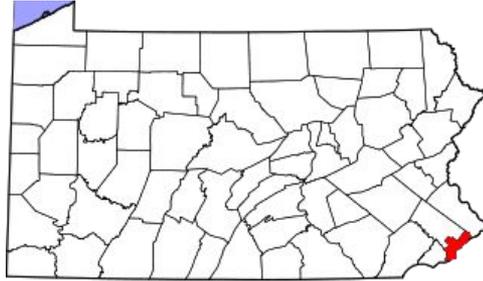
Who Are We?

The School District of Philadelphia



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Philadelphia, PA



Demographic Makeup of SDP

323

Total Number of Schools

216 District Operated
85 Charter Operated
22 Alternative Education

198,645

Total Student Enrollment

114,902 District Operated
66,890 Charter Enrolled
2,766 Alternative Education
14,087 Other/Cyber Charters

Student Diversity

Black/ African-American 52%
Hispanic/ Latino 22%
White 13%
Asian 7%
Multiracial/ Other 5%

169

Languages Spoken by
students

3062

Students now enrolled in
Advanced Placement

40

Career and Technical
Education Programs

Demographic Makeup of PBIS Schools

- 107 Schools (SY 21-22)
 - 9 High Schools
 - 98 Elementary/Middle School Buildings
 - 92 Currently Implementing (remaining are in their planning year)
- 59 met fidelity on the **CR-TFI** during the 2021-2022 school year

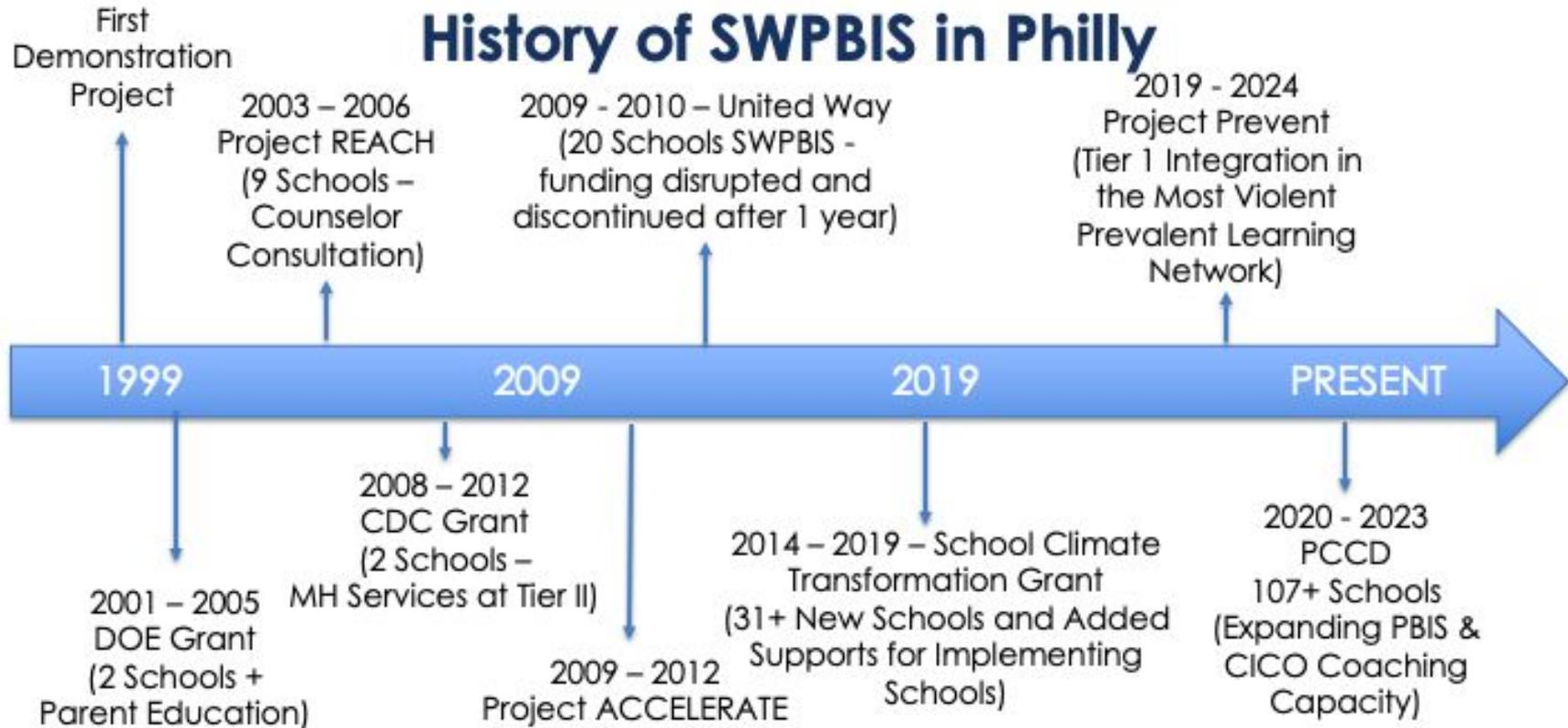


PBIS in the School District of Philadelphia



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History of PBIS in SDP: Timeline



Our Coaching Model

- The School District of Philadelphia
 - Office of School Climate and Culture
 - PBIS Team Members (23 coaches)
 - Maximum of 7 schools per caseload
 - Direct coaching of each school-based PBIS team (6-8 members incl. Admin, Teachers, Specialists, Student, Family)
 - Roll-out, teaching guides, kickoffs
 - Monthly PBIS planning meetings
 - Monthly TIPS (Team Initiated Problem-Solving) meetings
 - Regular data collection and action planning
 - Co-Facilitation of professional development as needed
 - General climate support



Why Classroom PBIS?

Tiered Fidelity Inventory (TFI) SY 20-21

- Classroom Systems 1.49/2.00
 - Out of 15 categories, classroom systems were ranked 12th

PBIS Self-Assessment Survey (SAS) Report with almost 4,000 responses across district PBIS schools SY 20-21

- Classroom Systems
 - Expected student behavior & routines in classrooms are taught directly = 75% in place
 - Expected student behaviors are acknowledged regularly (positively reinforced) = 67% in place
 - Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching) = 65% in place
- School wide systems
 - Booster training activities for students are developed, modified, & conducted based on school data = 46% in place
 - All staff are involved directly and/or indirectly in school-wide interventions = 59% in place
 - The school team has access to ongoing training and support from district personnel = 63% in place



Previous Approaches Targeting Classroom PBIS

Special Project

- Direct coaching from district coaches 2.5 days/week
- Limitations
 - Incorrectly assumed no one else at the school level was doing the coaching/supporting
 - Assumed that PBIS coach role was only to coach teachers, but did not take into consideration the other responsibilities and limited coaching time
- Result: not a good fit

What Now?



The Solution

Supporting Classroom PBIS:
A Training and Coaching
Series for PBIS Teams



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Making Classroom PBIS a Priority

- Engaging with the experts
 - Brandi Simonson and Jennifer Freeman (UConn)
 - Identified a need for a model of Classroom PBIS that does not utilize district coaches
- Narrowing the focus of a district coach
 - Creating of the “Specialist for Classroom Implementation Projects” role (Aubrey Depa)
- Determining the criteria for schools and timeline



Identifying the Audience

District coaching is not a sustainable coaching model for teachers

- School-based experts
 - Administrators
 - Coaches
 - Teachers

**The PBIS
Team!**



Identification of Schools

- Goals and Guardrails
 - High needs or very high needs
- Level of Implementation
 - TFI (fidelity met)
 - District Coach input
- Capacity for Commitments
 - **Releasing at least 3 PBIS Team Members** to attend all six trainings
 - Ensuring there is an **administrator present** at the trainings with your PBIS Team
 - Dedicating **professional development time** (a half hour minimum) between each training to push out training to your school staff
 - Allocating **opportunities for data collection** on PBIS related practices



Logistics and Challenges of Getting Started



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Extenuating Circumstances

- Scheduling and Attendance
 - Staggered start times
 - Access to coverage for classroom teachers
 - Staffing due to COVID
 - 130 schools shifted to virtual learning at some point during 2021-22 school year.
 - 760 roles were filled by central office staff due to teacher absences.



Content:

What we covered in the sessions



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Session Content

- Session 1: Overview of Tier 1 Classroom Practices (Part 1)
 - Classroom teaching matrix and teaching guides
- Session 2: Overview of Tier 1 Classroom Practices (Part 2)
- Session 3: Critical Classroom Practices & Data to Support Implementation
 - Positive greetings at the door, active engagement, and specific feedback (5:1)
- Session 4: Overview of Systems
 - Foundations, training, coaching, performance feedback
- Session 5: Systems & Data
 - Example: Focus on self-management
- Session 6: Systems & Data Action Plan



Implementation Support

- Expert Support
 - Coach Meetings (Facilitated by Brandi and Jen)
 - District Coaches support, Optional: school based representative
 - Team Training AM (Facilitated by Brandi and Jen)
 - District Coaches support, PBIS teams and admin
- District Coach Support
 - Attended the coach meeting and provide feedback
 - Supported PBIS teams at team training (breakout rooms)
 - Supported in between training sessions (reminders and support with implementation)
 - Facilitated Team Training PM (Facilitated by Aubrey and Anne)
 - District Coaches support, PBIS teams and admin



Surveys and Feedback



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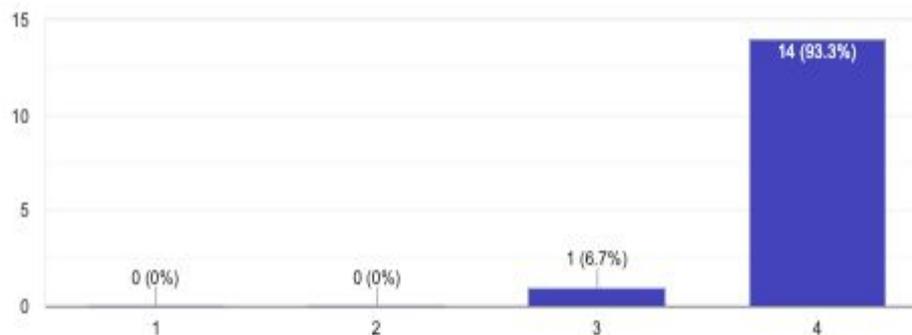
Post-Surveys

The professional development provided me with useful knowledge, tools, and/or materials.



Copy

15 responses

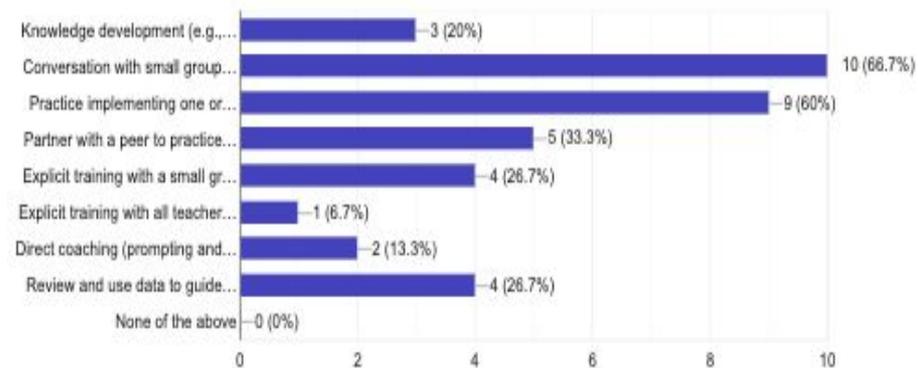


What are your next steps after today's training? (select all that apply)



Copy

15 responses



Coach Feedback

“I like the **working group** sessions, **easy in-class ideas** that schools could begin implementing now, but also the focus on **a slow rollout** - effort to **prepare the team as coaches**, not dictators of the framework in classrooms.” - District Coach

Staff Feedback

“We were given a lot of **valuable resources** that will help streamline our PBIS program next year and hopefully ensure that every teacher is implementing the program with fidelity. It was great having the **time to hone in on areas** of focus and having **specific steps to strengthen** our program. One barrier is the **lack of school based PD time** to turn the work around. I know the goal is for next year, but we could have used more time now for pre-work. Another barrier is having the **meetings virtually**. It is convenient, but lends itself to school based distractions.” - Administrator



Resources to Support Implementation SY 22-23



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School Improvement Plans: Classroom PBIS

- State mandated documents with varying levels of accountability
 - Evidence-based strategy selection
 - Supplemental approaches
 - Action Steps

School Improvement Plans: Classroom PBIS

| | Action Steps | Indicators |
|----|--|---|
| 1. | Designate a Classroom PBIS Lead(s) | <ul style="list-style-type: none"> <input type="checkbox"/> The lead will be responsible for coordinating with the PBIS coach, following up with assigned tasks, and supporting teachers access to materials and trainings <input type="checkbox"/> The lead will engage in regularly scheduled, monthly check-ins with the school's PBIS coach <input type="checkbox"/> The lead role can be shared between 2 staff members if one is fully-released and one is a classroom teacher |
| 2. | Utilize the Classroom PBIS Scope and Sequence document (provided and supported by PBIS Coach) to guide PD planning | <ul style="list-style-type: none"> <input type="checkbox"/> Admin team and lead should collaborate to add specific dates and roles within the scope and sequence guide <input type="checkbox"/> If modifications are made throughout the year, ensure changes are reflected in the scope and sequence guide |
| 3. | Allocate PD time for the entire PBIS Team to be released for training six times throughout the year (2 hours each) <i>Note: This is an optional step for schools that participated in the 21-22 Classroom PBIS cohort</i> | <ul style="list-style-type: none"> <input type="checkbox"/> PBIS team will attend six 2-hour professional development sessions to obtain knowledge and skills necessary to support teachers implementation of classroom PBIS skills <input type="checkbox"/> Training should be scheduled no more than 1x/month <input type="checkbox"/> PBIS team will turn around training to teaching staff following each of the 6 sessions |



School Improvement Plans: Classroom PBIS

| | | |
|----|---|--|
| 4. | Allocate PD time for all teachers at least six times throughout the year (30 minutes each) | <ul style="list-style-type: none"><input type="checkbox"/> PBIS Team members will facilitate the PD following each of the team training<input type="checkbox"/> PDs should be 30-minutes in length<input type="checkbox"/> PDs can take place all staff or during grade level time |
| 5. | Include resources and skill reminders in regular emails/newsletters/ correspondence, at least monthly | <ul style="list-style-type: none"><input type="checkbox"/> Emails can come from administration, the Classroom PBIS Lead, or members of the PBIS team<input type="checkbox"/> Include resources linked and a reminder of focus skills |
| 6. | Integrate evidence-based PBIS practices into observation feedback for growth opportunities | <ul style="list-style-type: none"><input type="checkbox"/> All skills fall under the Danielson Framework's Domain 2 |
| 7. | Implement methods for data collection through walkthroughs, peer support, self-management, or coach support | <ul style="list-style-type: none"><input type="checkbox"/> School teams can determine specific tools for data collection that meet the needs of each context<input type="checkbox"/> Data collection should happen at least 2x/year<input type="checkbox"/> Peer and coaching support will be provided by trained members of the PBIS team |



Resources to Support Implementation

Classroom PBIS Resource Hub

Overview of Tier 1 Classroom Practices (Part 1)

Classroom Teaching Matrix and Teaching Guides

The need for structured and easy-to-use resources for effective implementation of evidence-based classroom level PBIS strategies is critical to ensure a school-wide tier 1 system is done with fidelity. Students spend most of their school day in classrooms, and utilizing the practices and strategies included in this implementation package will support positive, consistent, equitable classrooms by prioritizing relationships that are consistent with the School District of Philadelphia's vision and mission.

This session focuses on clearly defining and teaching the desired behavioral skills throughout the various routines within the classroom school day. Teachers will create a classroom teaching matrix that aligns with the school-wide PBIS norms and fits the individual needs of their classroom and teaching style. They will follow a step-by-step method to creating teaching guides to formally orient students to desired behavioral skills, resulting in higher rates of student success and an overall increase in classroom culture.

| Materials for Training | Asynchronous Cornerstone Trainings |
|--|---|
| <p>Google Slides Participant Guide</p> <p><i>Note: For turn-around training, modify the training slides to meet the needs of your school</i></p> | <p>Classroom Teaching Matrix Asynchronous Training</p> <p>Teaching Guides Asynchronous Training</p> |
| Implementation Guide | Exemplar Videos |
| <p>Classroom Teaching Matrix and Teaching Guides Implementation Guide</p> | <p>Coming Soon!</p> |



Resources to Support Implementation

Overview of Tier 1 Classroom PBIS Practices (Part 1)
The School District of Philadelphia
with Jen Freeman, PhD & Brandi Simonsen, PhD

Agenda

Discussion **Outcomes**

- Safe environment
- Quality classroom
- Predictable routines
- Clear lesson plan
- Positive expectations

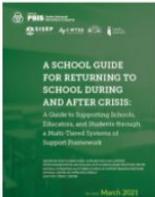
Resources

- Classroom action plan
- Returning to School Guide

Overview

with Jen Freeman, PhD & Brandi Simonsen, PhD

Supporting Classroom PBIS: Session 1 Participant Link Sheet

| Creating Effective Classroom Environments Plan Template (Matrix and Teaching Guides) | |
|--|--|
|  | Template for classroom matrix and classroom lesson plans (teaching guides) Google Docs Version (force copy): https://docs.google.com/document/d/14_xMeJ1upPyGuTSjIwFKK56Q7CuT8mMs_cDbACI9xaA/copy Word Doc Version: https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template |
| Returning to School Guide | |
|  | https://www.pbis.org/resource/a-school-guide-for-returning-to-school-during-and-after-crisis |



Resources to Support Implementation

Support Implementation Evidence-Based Classroom Teaching Practices



Developmental

The purpose of these norms across your school is to create a respectful and safe learning environment for all students. These norms are designed to create teaching practices that are effective and developmentally appropriate for your classroom.

Below are some examples of classroom norms.

Step 1: List Norms Matrix

- Use the matrix to list the norms you will use in your classroom.
- List the norms you will use in your classroom below.

Step 2: Identify Classroom Teaching Practices

All major areas of your routine should be identified. What are the routines that are occurring in your classroom? What are the routines that are occurring in your classroom? What are the routines that are occurring in your classroom?

- Transitioning
- Teacher/Student Interaction
- Cooperation
- Small Group Work
- Independent Work
- Taking Care of Materials
- Circle Time
- Computation

Once you determine the skills you want to list, complete the boxes for the matrix. See next page for an example:

Step 3: Determine Skills for Each Norm and Each Routine and Write them in the Corresponding Cell of your Classroom Teaching Matrix

Think about what the routine you have established in the classroom. Now think about your school-wide norms. What does it look like, sound like, and feel like to show one of your norms for that routine/setting? Think about the skills that students can show to indicate they are following your norms for each routine or setting. Be as explicit as possible. Some key considerations:

- Use positively stated language. You want to explain what students SHOULD do, not what they should not do. Avoid using words like "don't" and "no".
 - Examples: Work quietly, Stay in your area, Raise your hand to ask questions
 - Non-examples: No talking, Do not leave your seat without permission
- Use simple language. The fewer the words, the better. Avoid jargon or words that are difficult to understand. Consider age/developmental level when writing your skills.
 - Examples: Have all needed materials on your desk, Use the pencil jar
 - Non-examples: Ensure you have all materials needed for the lesson including books and writing utensils, When you need a new pencil, you may leave your seat and get a new one from the pencil jar on my desk
- Think about what the skill looks like. Try to use skills that are observable and measurable. Think about skills that you can see and can count.
 - Examples: Complete your own work, Use kind words
 - Non-examples: Be an independent thinker, Be Respectful in all that you do
- Include 2-3 skills in each box.
- When in doubt, ask for help! Your colleagues and school-based support staff can help you think of wording for your skills.

Once you determine the skills you want to list, complete the boxes for the matrix. See next page for an example:



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Classroom Teaching Matrix

Supporting Classroom Implementation of Evidence-Based PBIS Practices



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Where should you go
from here?



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Resources





PBIS Schools and Resources



NEPBIS Conference Materials



Schools Implementing PBIS by Coach



Folders



Resources to Support Im...



Slide Deck and Participa...

Files

The screenshot shows the 'Classroom PBIS Resource Hub' page from the School District of Philadelphia. The page title is 'Classroom PBIS Resource Hub' with the subtitle 'Overview of Four Classroom Practices (Part 1): Classroom Teaching Methods and Learning Goals'. The main text explains the need for increased and consistent resources for effective implementation of evidence-based classroom-level PBIS strategies. It lists two main sections: 'Materials for Training' and 'Assessments, Curriculum, and Tools'. Under 'Materials for Training', there are links for 'Classroom Teaching Methods' and 'Classroom Learning Goals'. Under 'Assessments, Curriculum, and Tools', there are links for 'Classroom Teaching Methods' and 'Assessments, Curriculum, and Tools'. At the bottom of the page, there is a blue menu icon and the text 'Classroom PBIS Resourc...'.



Reflection Guide Document

Tier 1 Classroom Practices Reflection Guide

| Current level of PBIS Classroom Implementation | Implementation Goals |
|---|--|
| | |
| Current Resources/ Staff Capacity | Supports Needed to Reach Implementation Goals |
| | |



Contact Information

- **Aubrey Depa**, PBIS Coach / Specialist for Classroom Implementation Projects, abeiswenger@philasd.org
- **Anne McKendry**, PBIS Coach, amckendry@philasd.org
- **Hasana Ahmad**, PBIS Coach, hahmad@philasd.org



ROUNDTABLE DISCUSSION PROMPTS

- What was your biggest takeaway from this session?
- What will you bring back to your organization?
- How does the content in this strand align with the work you are already doing?
- What do you see as next steps?
- What do you want to learn more about?



SESSION EVALUATION

Your feedback is critical to future planning of this event.

PLEASE take a moment to share your valuable insight!

THANK YOU!



<https://bit.ly/NEPBISForum2022>

