1. What principles guide classroom PBIS?

Make student **growth** and **benefit** central to all decisions.

MTSS is for *all* students, families, and educators.

Continue to invest in **systems** to support high-fidelity implementation across time.
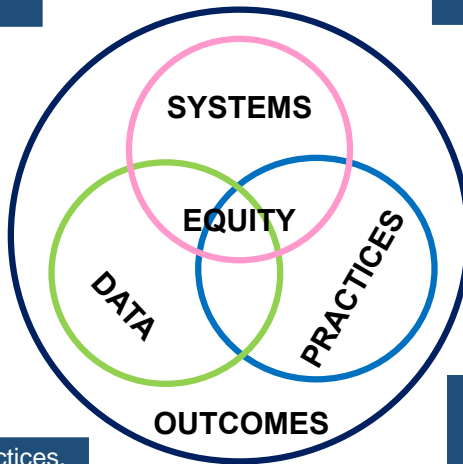
Use **data** to inform all decisions (screening, progress monitoring, equitable outcomes, & fidelity).

Prioritize **equity**.

Implement a small number of effective, culturally-relevant **practices** well.

Integrate, align, & connect practices.

SYSTEMS
EQUITY
DATA
PRACTICES
OUTCOMES

Use the MTSS framework to differentiate supports & monitor to ensure equity.

(Essential Elements graphic from www.pbis.org)

2. Why focus on classroom PBIS?

- Decades of research have established effective classroom practices.
- Pre-service and in-service training should support effective practice; however, teachers (a) report limited access to support, (b) implement practices at lower levels than desired, and (c) express concerns with student behavior.
- We can support effective practice with effective systems, including training & coaching.
- Effective classroom practices are (a) directly linked to students' behavioral and academic outcomes, which are closely related, and (b) associated with equitable outcomes and sustained implementation.
- **So**…we need to invest in systems & use data to support effective & equitable implementation of evidence-based & culturally-relevant practices to improve students' academic & behavior outcomes!

Academic Outcomes

Behavior Outcomes

Effective Classroom Practices

2. How do we support students' social, emotional, and behavioral (SEB) needs in class?

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

SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS: Evidence-Based Practices for Educators

January 2022

Steps to Support & 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 **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

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

September 2020

- **Key practices to support students' SEB growth**

  o Safe environment

  o Predictable routines

  o Positive expectations

  o Explicit instruction in expectations & other SEB skills

  o Engaging and culturally relevant instruction

  o Prompts for desired SEB skills

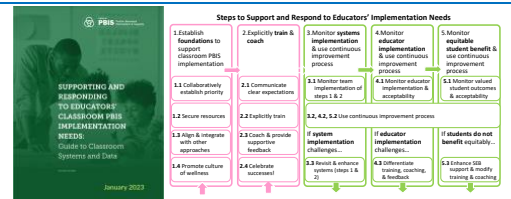 o Specific feedbakc ($\geq$5:1 ratio of positive to corrective feedback)

- **Layer on targeted (Tier 2) and individualized (Tier 3) support**
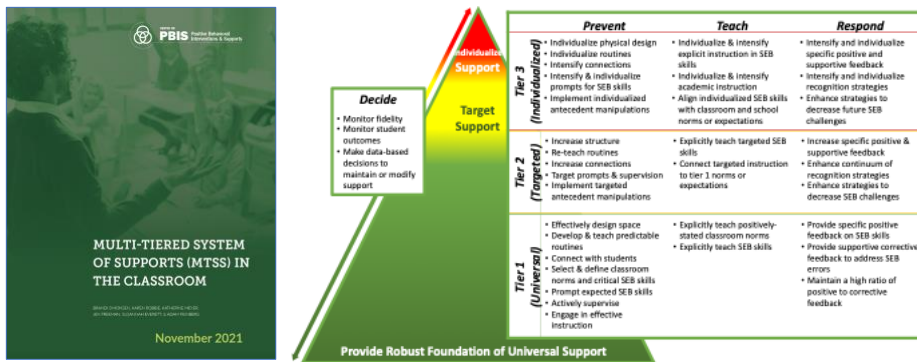
4. How do we support educators' implementation needs?

- Invest in systems to support staff & use data to guide decisions

5. How do we get started or get better?

- Complete "homework" for one classroom you know well

- Develop habits of effective practice