

# Supporting Student Behavior in the Classroom with PBIS

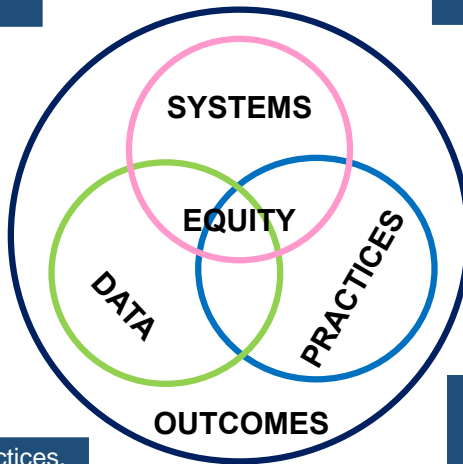
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## 1. What principles guide classroom PBIS?

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.

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!**



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

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



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

<b>1. Create positive teaching &amp; learning environments</b> 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	<b>2. Actively promote SEB growth</b> 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	<b>3. Monitor fidelity &amp; use data to guide implementation</b> 3.1 Monitor Educator Implementation If implementation challenges... 3.2 Access Training, Coaching, & Feedback	<b>4. Monitor student outcomes &amp; use data to guide response</b> 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
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• Key practices to support students' SEB growth

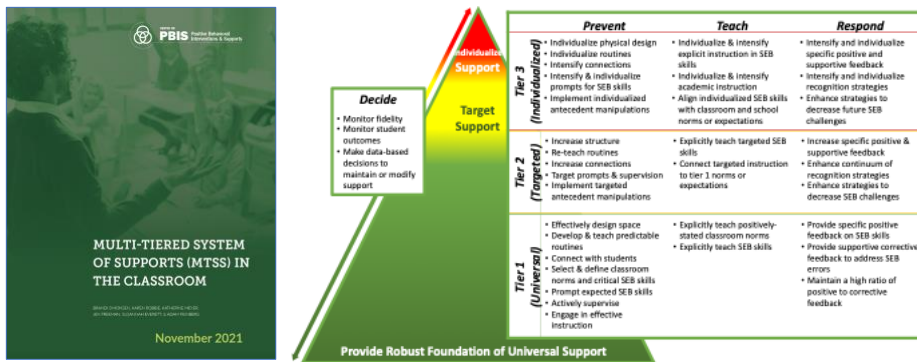
Positive Classroom Behavior Support Plan				
Teacher Name: AAD      Track: Kindergarten      ID: PBIS0000000_AAD				
Positive Classroom Expectations Look Like, Sound Like, Feel Like in...				
Expectations	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions
1. Kind to self	Use whole body listening	Share your ideas	Do your best, you need it	Bring what you need to be ready for what's next
2. Kind to others	Claim body & quiet voice	Listen to your friends	Claim body & quiet voice	Quiet voice, keep a space bubble
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...  
Give Specific Feedback...  
Consider additional strategies to acknowledge or respond to student behavior.

- 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)

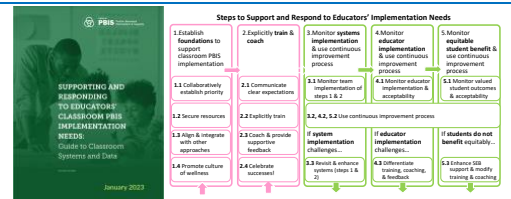


• Layer on targeted (Tier 2) and individualized (Tier 3) support



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

Step	Definition	Indicator	Measurement
1. Establish foundations to support implementation	Collaboratively establish priority	Secure resources	Align & integrate with other approaches
2. Explicitly train & coach	Communicate clear expectations	Facilitate train	Coach & provide supportive feedback
3. Monitor systems implementation & use continuous improvement process	Monitor team implementation of steps 1 & 2	Use continuous improvement process	Use continuous improvement process
4. Monitor educator implementation & use continuous improvement process	Monitor educator implementation & acceptability	Use continuous improvement process	Use continuous improvement process
5. Monitor student outcomes & acceptability	Monitor student outcomes & acceptability	Use continuous improvement process	Use continuous improvement process

