




**Back to the Classroom Basics 1:
Supporting Social, Emotional, and Behavioral Growth in the Classroom**





Brandi Simonsen, Ph.D.


1

Learning Objectives

As a result of attending this webinar, educators will be able to:


-  Develop an **action plan** to create a positive, predictable, and safe classroom environment
-  Go “**back to basics**” with critical practice features
-  Identify critical empirically-supported practices to **support** all learners
-  Focus on **implementation**—monitor and adjust based on data

2

 **DEVELOP AN ACTION PLAN**


3

Effective Classroom Environments Plan Template



Take 1
(for now)


Behavior	Frequency	Impact	Intervention	Prevention
1. Start to off				
2. Start to off				
3. Start to off				



Plan
(for later)

<https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>

4

 **BACK TO BASICS**

5



Supporting Schools During and After Crisis

This page highlights resources to support the use of a multi-tiered system of support (MTSS) framework to support students, families, and educators during the transitions back to school during and following the global pandemic, in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.

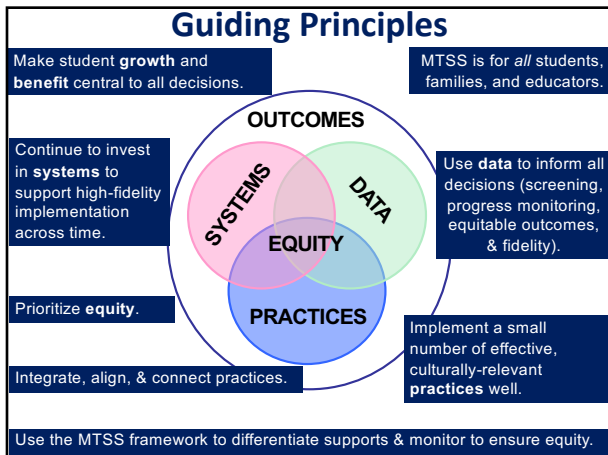


Returning to School During and After Crisis

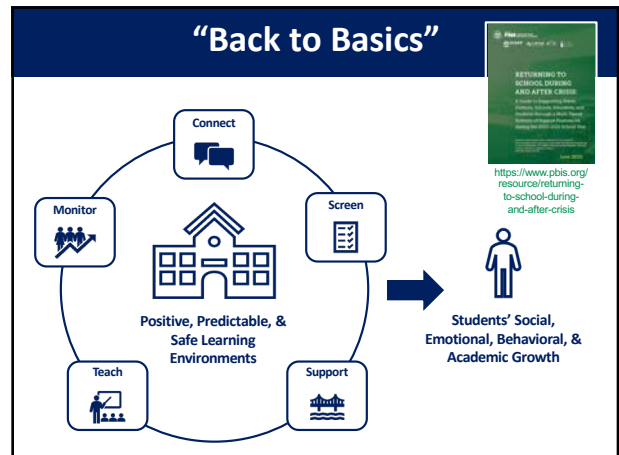
To learn more about how to use this resource, please view the video Guide to the Guide. If you are an educator just getting started with PBIS or MTSS, please see Getting Started and corresponding content on the District/State PBIS page.

<https://www.pbis.org/current/returning-to-school-during-and-after-crisis>

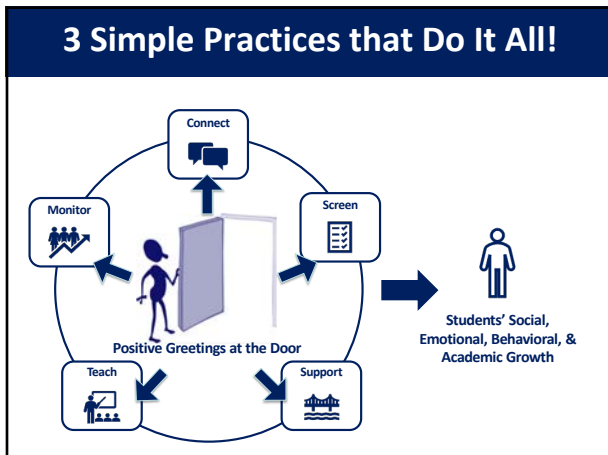
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7



8



9

Resources to Support Positive Greetings at the Door/Login

POSITIVE GREETINGS AT THE DOOR

WHAT IS IT?

WHY IS IT?

HOW TO DO IT:

TECHNOLOGY:

ADDITIONAL RESOURCES:

Socially Connected While Physically Distant

THE CHALLENGE OF SOCIAL CONNECTION IN PHYSICALLY DISTANT SETTINGS

HOW TO DO IT:

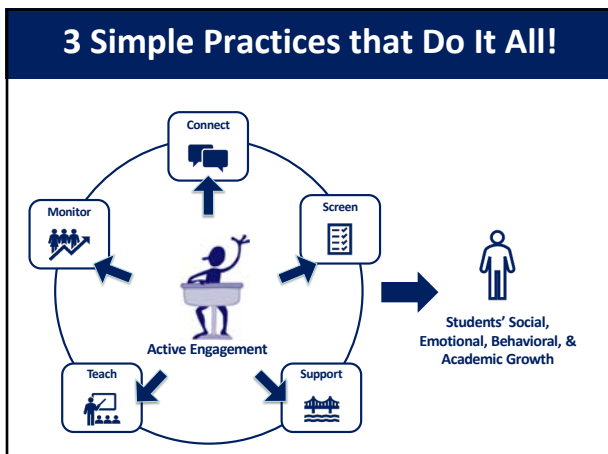
TECHNOLOGY:

ADDITIONAL RESOURCES:

<https://www.pbis.org/resource/positive-greetings-at-the-door>

<https://www.pbis.org/resource/socially-connected-while-physically-distant>

10



11

Resources to Support Active Engagement

Examples of Engaging Instruction to Increase Equity in Education

Dr. A. Chapman, Researcher in Training, & Dr. Sara Klemke

Real classrooms are not idealized spaces in which all students are equally engaged. The role of the teacher is to create an environment in which all students are engaged and supported. This document provides examples of effective practices that can be used to increase equity in education.

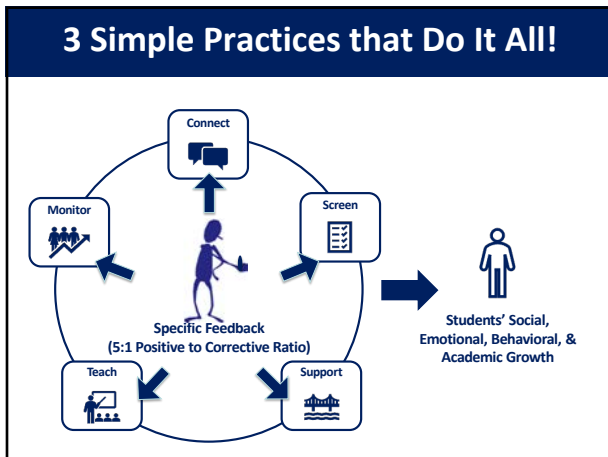
Effective Instruction as a Protective Factor

Effective instruction is a protective factor for students with emotional and behavioral challenges. This document provides examples of effective practices that can be used to increase equity in education.

<https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>

<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>

12



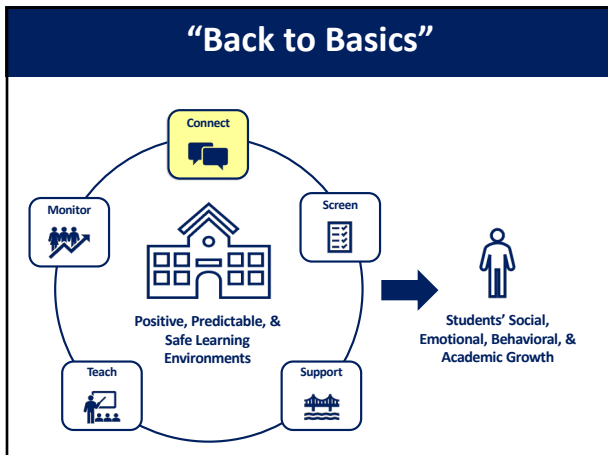
13

Resources to Support Specific Positive (& Corrective) Feedback

<https://www.pbis.org/resource/the-student-teacher-game>

Name		Specific Positive & Corrective Feedback		Stamps
Male	Female	Behavior	Skills	Michael
Alice	Veronica	Indef	Flng	Janice
Dan	Marshall	Alex		Randy
John	Denise	Mandy	Martin	Lillian

14



15

Connect
 Connect and enhance **relationships** among educators, students, and families to promote **effective communication** during times of disrupted learning. **Check in** with students daily and with families regularly to identify support needs as they emerge.

16

SUPPORTING FAMILIES WITH PBIS AT HOME

March 2020

SUPPORTING STUDENTS WITH DISABILITIES AT SCHOOL AND HOME: A Guide for Teachers to Support Families and Students

May 2020

<https://www.pbis.org/resource/supporting-families-with-pbis-at-home>
<https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers-to-support-families-and-students>

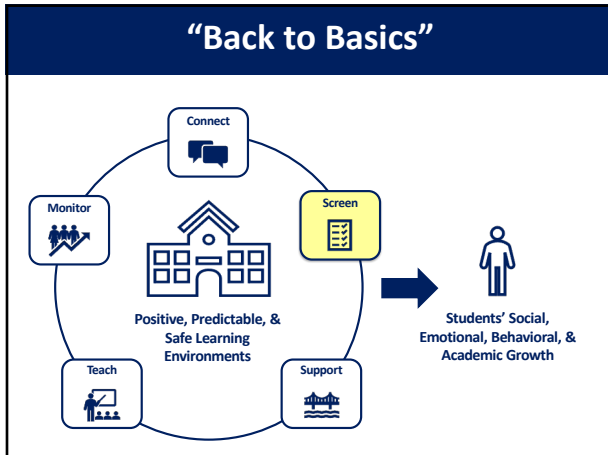
17

PBIS Family & Practice Brief
Family School Collaboration in Positive Behavioral Interventions and Supports: Creating a School Atmosphere to Promote Collaboration

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

<https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration>
<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>

18



19

Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support,

differentiate and intensify

Tier 1 and consider Tier 2 or Tier 3.

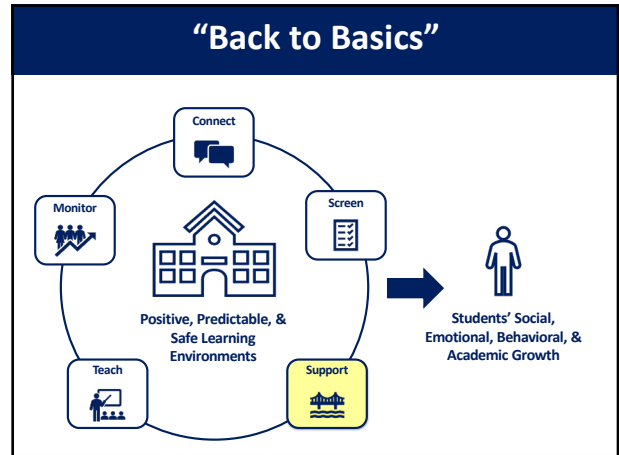
20

<https://www.pbis.org/resource/systematic-screening-tools-universal-behavior-screeners>

<https://charts.intensiveintervention.org/bscreening> OR [/ascreening](https://charts.intensiveintervention.org/bscreening)

https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/best_practices_in_universal_screening.pdf

21



22

Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge

predictable routines, positive expectations and SEB skills

. Bridge expectations (teach connections)

across settings

(e.g., home, school).

23

Safe Environment

Minimize crowding & distraction

- Arrange **furniture** to allow easy traffic flow
- Ensure adequate **supervision** of all areas
- Designate staff & student **areas**
- **Seating** arrangements (groups, carpet, etc.)


Maximize structure & predictability

- Arrange **furniture** to maximize safety
- Ensure adequate **distance** between all areas
- Designate individual staff & student **areas**
- **Seating** arrangements to maintain required distance

24

Predictable Routines: Critical Features

- Develop Predictable Routines & Schedule
 - Teacher routines
 - Administration time
 - Personal time
 - Student routines
 - Student directed activities
 - Whole group activities
 - Independent activities
- Make smooth, rapid transitions
- Teach/practice routines & transition behaviors



25

Expectations: Critical Features

Teaching matrix (expectations within routines)

- A small number of positively stated expectations
- 2-3 examples of expected behavior within each routine
- Teach expectations directly using explicit social skills instruction
- Actively involve students & provide practice in context

26



<https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction>

<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

27

Social Skills Lesson Plan Example

Sample Lesson Plan Template to Teach Expected Behavior (Social Skills)

Objective → Examples

Materials → Activities

Follow up →

Model, Lead, Test (I do, We do, You do)

Prompt, Reinforce, Correct, Monitor, & Evaluate


See p. 2 *Creating Effective Classroom Environments Plan Template*, available at: <https://www.pbis.org/current/returning-to-school-during-and-after-crisis>

28

Prompts & Active Supervision: Critical Features


Prompts

- Delivered **before** behavior
- State** expected behavior
- Reminder of **previously taught** behaviors



Active Supervision

- Move
- Scan
- Interact




29

Specific Feedback: Why Praise?

- It works!**
Decades of research support the relationship between positive and specific feedback and student outcomes
- Positive climate & relationships**
Providing positive feedback helps to create a positive classroom climate & develop positive relationships
- It's all about the ratio!**
Maintain a favorable ratio of positive to corrective feedback

5:1

(Cook et al., 2020; Floress et al., 2017; Simonsen et al. 2008)



30

Specific Feedback: Critical Features

- **Specific Praise**
"a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well."
- **Specific Error Corrections or Redirections**
"an informative statement, typically provided by the teacher, that is given when an undesired behavior occurs (contingent), states the observed behavior, and tells the student exactly what they should do in the future in a brief, concise manner.."

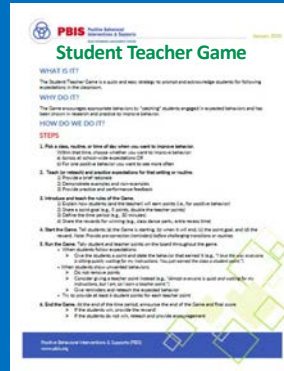
Error corrections should also be calm, private, and instructional.

(Simonsen et al. 2008, pp. 362, 364, emphasis added)



31

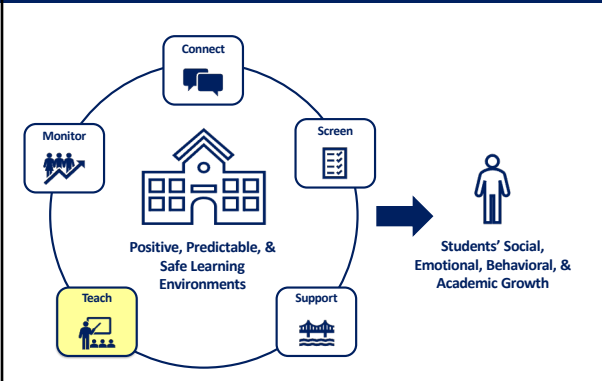
Also remember...



<https://www.pbis.org/resource/the-student-teacher-game>

32

"Back to Basics"



33

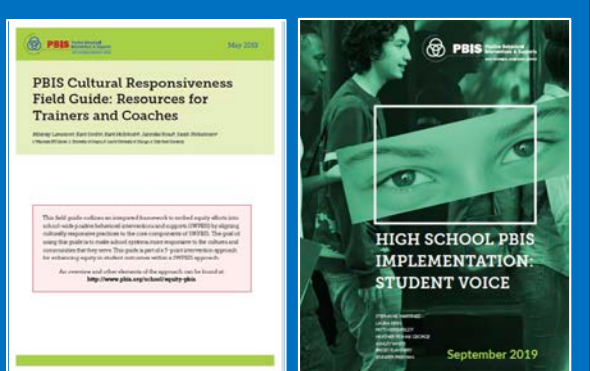
Effectively **teach and prompt** critical
academic skills, and actively
engage students in learning. Prompt and reinforce
SEB skills expectations and throughout instruction.
 Provide positive and **supportive**
feedback to support skill development

34



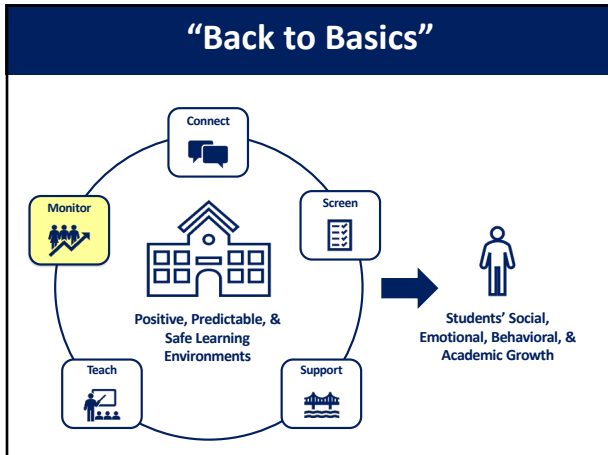
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<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>

35



<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
<https://www.pbis.org/resource/high-school-pbis-implementation-student-voice>

36



37

Monitor

Continue to **monitor** implementation and safety, health, SEB, and academic needs to (a) **enhance** supports for all students and (b) **identify** students who require more support (Tier 2 or Tier 3) over time. Match the intensity of monitoring to the intensity of need.

38

National Center on **INTENSIVE INTERVENTION**

Progress Monitor

Progress monitoring, a key component of a multi-tiered system of support (MTSS), occurs throughout the data-based individualization (DBI) process to assess responsiveness to the individualized intervention system, as well as adaptations to the intervention.

After selecting the individualized intervention system, intervention teams should develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.

During delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.

After sufficient data are collected, they are graphed and evaluated against the student's instructional or behavioral goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated along phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.

Sharing graphed progress monitoring data provides educators with opportunities for engaging families and students in the DBI process by illustrating

Steps in DBI Process:

- Intensive Intervention >
- Step 1: Individualized Intervention Program >
- Step 2: Progress Monitor >
- Step 3: Diagnostic Data >
- Step 4: Intervention Adaptation >
- Step 5: Progress Monitor >

FOR FROM THE FIELD

Sharing graphed progress monitoring data provides educators with opportunities for engaging families and students in the DBI process by illustrating

<https://intensiveintervention.org/intensive-intervention/progress-monitor>

39

"Back to Basics" in the Classroom

PBISApps

Suspension Prevention: Classroom Management in Distance Learning

Teach by Design

- Build Relationships First
- Teach Them the Tech...
- ...and Teach the Expectations
- Quick Acknowledgements are Better Than None
- Collect Basic Data
- Assume Best Intentions and Ask
- Recruit Support for Students Who Need It

<https://www.pbisapps.org/community/Pages/Classroom-Management.aspx>

40

FOCUS ON IMPLEMENTATION

41

Developing Habits of Effective Practice
Building Blocks of Behavior

A Antecedent **B** Behavior **C** Consequence

Greet Students, Train & Coach, Performance Feedback, Prompt & Remind, Monitor Fidelity & Outcomes, Provide Resources to Support, Celebrate Progress & Successes!

42

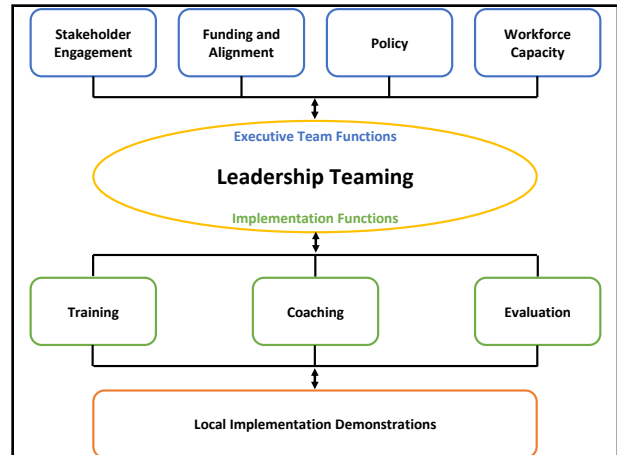
Track Positive Reinforcement with Our Be+ App

<https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>

Habits of Effective Classroom Practice

<https://www.pbis.org/resource/habits-of-effective-classroom-practice>

43



44

WRAP UP

45

3 Simple Practices that Do It All!

Positive Greetings at the Door Active Engagement Specific Feedback (5:1 + to - Ratio)

Support Yourself

Support ALL Learners

- Safe environment
- Predictable routines
- Positive expectations
- Specific feedback (5:1)

46

Guiding Principles

Our recommendations are grounded in the core elements of PBIS and MTSS.

- Prioritize equity.
- Make student outcomes central to all decisions.
- Implement a small number of effective, culturally-relevant practices well.
- Use data to inform all decisions (screening, progress monitoring, equitable outcomes, and fidelity).

Check Back for Additional Resources

Please let us know what other resources would be helpful now & throughout the year!

1. Provide Support throughout the Implementation Cascade

To maximize student benefit, provide coordinated support and learn from feedback loops throughout the implementation cascade.

State & District	School & Classroom	Family & Student
GUIDES & BRIEFS <ul style="list-style-type: none"> • State Guide • District Guide • Improving Attendance in a Remote Learning Environment 	GUIDES & BRIEFS <ul style="list-style-type: none"> • School Guide • Creating a PBIS Behavior Teaching Matrix for Remote Instruction • Guidance on Adapting 	GUIDES & BRIEFS <ul style="list-style-type: none"> • Supporting Families with PBIS at Home Practice Brief • Supporting Students with Disabilities at School and Home

47

Thank You

for Creating Positive, Predictable, & Safe Learning Environments for All!

Positive, Predictable, & Safe Learning Environments

Students' Social, Emotional, Behavioral, & Academic Growth

brandi.simonsen@uconn.edu

48