Classroom PBIS: Make Every Moment Count

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I. How Do You Measure a School Year?

Why focus on moments?

• Education is a challenging profession
  o Large number of challenges/demands every minute
  o High rate of decisions per minute
  o High stakes
• But, in each moment...
  o We have an opportunity to improve the likelihood of our students’ and educators’ success.
  o And, if we have a bad moment, we can turn it around and make the next one better!

How many moments do we influence in our work?

• In the US, there are 25,911 schools using PBIS= 13,832,582 students receiving supports in PBIS framework (pbis.org)
• ~180 days per school year = ~950 hours = ~57,000 minutes of instruction (www.centerforpubliceducation.org)
• = 788,457,174,000 moments per student per year – Let’s make every moment count!

II. How Do You Make Every Moment Count?

Make every moment count for an individual student

• Consider one student...
  o What can you do to make each moment better for this student in your classroom?
  o Consider “kernels” of evidence-based practices (Embry & Biglan, 2008).

• Considerations for Supporting an Individual Student in a Classroom: In each moment...
  o ...provide 1 (or more) opportunity to respond during teacher-directed instruction and promote engagement during other activities
  o ...actively supervise students
  o ...deliver specific feedback contingent on student behavior (and ensure positives exceed negatives)
  o ...use prompts and reminders about expectations and routines before beginning new activities

• Action Plan
  o What will you do to make each moment better for this student in your classroom?
  o Write down 1-2 key action steps.

Make every moment count for all students in a classroom

• Now, consider that student in the context of one classroom...
  o What practices can you implement to make each moment better for all students?
  o Consider “critical features” of evidence-based positive classroom behavior support practices.

• Considerations for Classroom PBIS: Critical Features of Evidence-Based Practices
  1. Maximize structure
  2. Establish, teach, and monitor positively stated expectations
  3. Actively engage students in instruction
  4. Establish a continuum of consequences to increase appropriate behavior
  5. Establish a continuum of consequences to decrease inappropriate behavior
     (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

• Resources to Support Classroom PBIS
  o Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Teachers
• State and Regional Websites
  ▪ Missouri Schoolwide Positive Behavior Support
  ▪ Northeast PBIS Network
  ▪ Florida Positive Behavior Support Project
  ▪ Mid-Atlantic PBIS Network
  ▪ Midwest PBIS Network

• Action Plan
  o What practices will you implement to make each moment better for all students in your class?
  o Write down 1-2 key action steps.

Make every moment count for an individual educator

• Now, consider yourself, as one of the educators responsible for your classroom...
  o What is the likelihood that listening to this talk will improve your implementation of evidence-based practices?
  o Consider additional strategies to support your implementation.

• Considerations for Your Implementation
  1. Invest in your own professional development
  2. Make an action plan to support your implementation
  3. Collect data on student outcomes AND your implementation fidelity
  4. Adjust your implementation based on data
  5. Ask for support when needed (and provide support when asked)

• Resources to Support Your Implementation
  o On-line modules and training materials
    ▪ Missouri PBIS has modules and associated training materials
    ▪ Terry Scott et al. have developed a library of videos that model classroom practices
  o PBIS Training and other coursework within your state (see pbis.org)
  o Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Teachers
    ▪ Self-Assessment
    ▪ Data Collection Strategies
    ▪ Decision Making Chart
  o Additional self-management resources available at Northeast PBIS Network

• Action Plan
  o What will you do to support yourself (or a teacher you know)?
  o Write down 1-2 key action steps.

Make every moment count for all students and educators in a school

• Now, remember that you are a member of the leadership team for your school...
  o Consider school-level systems of supports.

• Considerations for School-Level Systems of Support for All Classrooms
  1. Are foundational school-wide supports in place for all staff to implement classroom PBIS practices successfully in the classroom?
    o Classroom PBIS implementation is a clear priority
    o Resources are available to support classroom PBIS implementation
    o Leadership teams have considered alignment and integration of classroom PBIS with other priorities and initiatives
  2. Do all staff know what they are implementing and if they are doing it accurately?
Clear expectations and explicit training about practices that should be implemented by all staff.

Coaching and/or regularly available performance feedback on the use of classroom PBIS practices?

Use data to develop a multi-tiered framework of professional development support (see figure on right).

- Resources to Support School-Level Systems of Support for All Classrooms
  - PBIS Technical Brief on Systems to Support Teachers’ Implementation of Positive Classroom Behavior Support
    - Guiding Questions
    - Tables with Definitions, Examples, Non-Examples, and Resources
    - School-Level Example

- Action Plan
  - What will you do to support all classrooms?
  - Write down 1-2 key action steps.

Make every moment count for all schools in a district

- Now, realize (or imagine) that you are responsible for all schools in your district...
  - Consider district-level systems of support.

- Considerations for District-Level Systems of Support for All Schools
  - Has your district communicated a clear priority for supporting teachers’ classroom PBIS implementation?
  - Has your district provided access to resources (e.g., time for PD, investing in building expertise)?
  - Does your district differentiate support provided to schools based on need?
  - Does your district promote a positive culture among administrators?

- Resources to Support District-Level Systems of Support for All Schools
  - PBIS Blueprints for Success
  - Additional district-level resources on pbis.org

Make every moment count for all districts in a state

- Now, realize (or imagine) that you are one of the educators responsible for your state...
  - Consider state-level systems of support.

- Considerations for State-Level Systems of Support for All Districts
  - Has your state communicated a clear priority for supporting teachers’ classroom PBIS implementation?
  - Has your state provided access to resources (e.g., state-wide training)?
  - Does your state differentiate support provided to districts based on need?
  - Does your state promote a positive culture among districts (e.g., recognition)?

- Resources to Support State-Level Systems of Support for All Districts
  - PBIS Blueprints for Success

III. Conclusion

Let’s quickly rewind to remember where we started!

- We need to implement state, district, and school-level systems of support to effectively support ALL classrooms, educators, and individual students.
- Make every moment count!