

# 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**
  - Large number of challenges/demands every minute
  - High rate of decisions per minute
  - High stakes
- **But, in each moment...**
  - We have an opportunity to improve the likelihood of our students' and educators' success.
  - 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](http://pbis.org))
- ~180 days per school year = ~950 hours = ~57,000 minutes of instruction ([www.centerforpubliceducation.org](http://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...**
  - What can you do to make each moment better for this student in your classroom?
  - Consider “kernels” of evidence-based practices (Embry & Biglan, 2008).
- **Considerations for Supporting an Individual Student in a Classroom: In each moment...**
  - ...provide 1 (or more) **opportunity to respond** during teacher-directed instruction and promote engagement during other activities
  - ...**actively supervise** students
  - ...deliver **specific feedback** contingent on student behavior (and ensure positives exceed negatives)
  - ...use **prompts and reminders** about expectations and routines before beginning new activities
- **Action Plan**
  - What *will* you do to make each moment better for this student in your classroom?
  - Write down 1-2 key action steps.

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### Make every moment count for *all* students in a classroom

- **Now, consider that student in the context of one classroom...**
  - What practices can you implement to make each moment better for *all* students?
  - 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**
  - [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**

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

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**Make every moment count for an individual educator**

● **Now, consider yourself, as one of the educators responsible for your classroom...**

- What is the likelihood that listening to this talk will improve your implementation of evidence-based practices?
- 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**

- 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
- PBIS Training and other coursework within your state (see pbis.org)
- [Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Teachers](#)
  - Self-Assessment
  - Data Collection Strategies
  - Decision Making Chart
- Additional self-management resources available at [Northeast PBIS Network](#)

● **Action Plan**

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

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

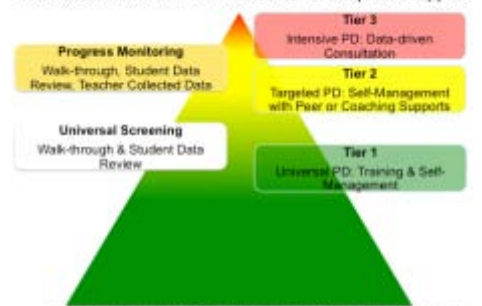
● **Now, remember that you are a member of the leadership team for your school...**

- 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?
  - Classroom PBIS implementation is a clear **priority**
  - **Resources** are available to support classroom PBIS implementation
  - 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?

Multi-tiered Framework of Professional Development Support



(adapted from Swanson, Massachus, Green, Freeman, Myers, Scott, & Sugai, 2013)

- 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
3. Do data indicate that staff are implementing 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.

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### 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](http://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!