Designing School-wide Classroom Systems of Supports

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Universal School-Wide Features

- Clearly define expected behaviors (rules/expectations)
  - All Settings
  - Classrooms
- Procedures for **teaching & practicing** expected behaviors
- Procedures for providing specific positive feedback
- Procedures for responding to problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

RAH – at Adams City High School
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway / Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Be on time; never be late; follow rules; show respect</td>
<td>Keep belongings neat; be mindful of others’ personal space</td>
<td>Keep area clean, use bathroom only when needed</td>
<td>Keep area clean, use bathroom only when needed</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Do your best; take pride in your work; remain in your seat</td>
<td>Keep your work area organized; keep your area clean</td>
<td>Check your work frequently; stay on task</td>
<td>Keep your area clean; keep your personal space</td>
</tr>
<tr>
<td><strong>Honor</strong></td>
<td>Be polite; use good manners; ask questions; ask questions</td>
<td>Do not use personal belongings; use only school-approved materials</td>
<td>Keep your area clean; keep your personal space</td>
<td>Report any problems or issues to a teacher</td>
</tr>
</tbody>
</table>

Social Competence & Academic Achievement

<table>
<thead>
<tr>
<th>Systems</th>
<th>Practices</th>
<th>Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTCOMES</td>
<td>Data</td>
<td>Supporting Staff Behavior</td>
</tr>
<tr>
<td>Support</td>
<td>Student Behavior</td>
<td>Social Competence &amp; Academic Achievement</td>
</tr>
</tbody>
</table>

Benton Elementary School

<table>
<thead>
<tr>
<th>Topic</th>
<th>All Settings</th>
<th>Classrooms</th>
<th>Hallways</th>
<th>Cafeterias</th>
<th>Bathrooms</th>
<th>Data</th>
<th>Supporting Staff Behavior</th>
<th>Social Competence &amp; Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>Have rules and procedures; keep classroom physically safe</td>
<td>Always take care of yourself; keep the right lane when walking</td>
<td>Always keep the right lane; be mindful of others’ personal space</td>
<td>Keep the right lane; be mindful of others’ personal space</td>
<td>Keep the right lane; be mindful of others’ personal space</td>
<td>Have rules and procedures; keep classroom physically safe</td>
<td>Always take care of yourself; keep the right lane when walking</td>
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<tr>
<td>Respect</td>
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<td>Always keep the right lane; be mindful of others’ personal space</td>
<td>Always keep the right lane; be mindful of others’ personal space</td>
</tr>
<tr>
<td>RAH Learner</td>
<td>Be a risk-taker; take pride in your work; make mistakes; be a problem solver</td>
<td>Be an active learner; take pride in your work; make mistakes; be a problem solver</td>
<td>Be an active learner; take pride in your work; make mistakes; be a problem solver</td>
<td>Be an active learner; take pride in your work; make mistakes; be a problem solver</td>
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Building Systems to Insure High Fidelity of Classroom Practices
System of Support for Teachers

- Clear Expectations for Instruction & Management
- Brief Professional Learning Sessions
- Structured Peer Observations
- Regular Performance Feedback

Creating Supportive Environments
- Inviting atmosphere / Friendly & Helpful
- Connections / relationships between: Staff-staff, Staff-students, Students-adults

Is your school a place where you would want your own child to attend?

Setting Up Your Classroom

Establishing expectations (Kameenui & Simmons, 1990):
- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today’s society?

How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

How can I change my instruction to help pupils develop the skills I am trying to teach?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice.

Classroom Universal Essential Practices
1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

5:1 Ratio

Personal Relationships

Marriages that last = 5.1:1 / 4.7:1
Marriages likely to end in divorce = 1:1.3

Ten years later, the follow-up revealed that they had predicted divorces with 94 percent accuracy

Data About Teacher & Student Behavior
- Collected by University of Louisville 2008-2015
- 6752 Classroom observations of teacher student dyads
- 3200 in middle/high school setting
Section 2: Opportunities to Respond

Do not count feedback for academic content.

Type of Instruction

- ECP Project

Date: 11/18/19

Classroom Quiz

1. When the teacher ___________________, most students stop and listen.
   - Yes
   - Sometimes
   - No

2. When class starts, the teacher has everything ready.
   - Yes
   - Sometimes
   - No

3. Before we start a new activity, the teacher reminds us what we are supposed to do.
   - Yes
   - Sometimes
   - No

4. When we are asked to work by ourselves, all students work quietly and do what they are supposed to do.
   - Yes
   - Sometimes
   - No

5. I often finish my work and do not know what I should be doing while others are still working.
   - Yes
   - Sometimes
   - No
**CLASSROOM PROCEDURES AND ROUTINES**

Identify, Teach, Practice, Encourage

Outcomes

- Understand the benefits and qualities of effective classroom procedures.
- Understand the importance of directly teaching and regularly reviewing classroom procedures.
- Complete a self-assessment of your classroom procedures.

What Are Procedures & Routines?

- Procedures are a method or process for how things are done within the classroom.
- Classroom procedures are patterns for accomplishing classroom tasks.
- Procedures form routines that help students meet expectations stated in classroom behaviors.

Why Focus on Classroom Procedures and Routines?

- Increase instructional time by preventing problem behavior.
- Free teachers from correcting misbehavior.
- Improve classroom climate.
- Create shared ownership of the classroom.
- Develop self-discipline.

Discussion

- Turn to a partner and identify 3 examples of procedures that have become routines.
- Think of in-school and out-of-school examples.
Large Group Instruction

- Have out only the materials needed for the lesson
- Sit up straight, eyes on the teacher or your materials
- Listen attentively
- Take notes if appropriate
- Raise your hand to contribute or ask a question

Activity: Creating a List of Classroom Procedures

- Think through the many activities of your day.
- Now, read through the lists of possible classroom procedures on Lists of Classroom Procedures handout.
- Put a check mark ✓ by any that you have applied in your classroom.
- Put an × by any that you think you need to develop.
- Add any that might be missing.
- Share with a partner.

Lists of Classroom Procedures

System of Support for Teachers

<table>
<thead>
<tr>
<th>Clear Expectations for Instruction &amp; Management</th>
<th>Brief Professional Learning Sessions</th>
<th>Structured Peer Observations</th>
<th>Regular Performance Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Classroom Systems

- Teach
  - Brief in-service, single topic focus
- Practice (performance feedback)
  - Peer coaching
  - Principal “walk through”
  - Direct observation / data collection

Effective Professional Development

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10% 5% 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus Demonstration In Training</td>
<td>30% 20% 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus Practice and Feedback</td>
<td>60% 60% 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus Coaching in the Classroom</td>
<td>95% 95% 95%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002

Head Start Classrooms

- Support for “non-responders” (teaching staff)
- Students identified as at-risk for anti-social behavior

Peer v. Expert Feedback

Instructional Talk for all Participants

Lets Practice...
Classroom Problem Solving


“Function of Behavior”

- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  - Function identified as **Attention**
  - Significant antecedents: multiple step direction and group settings.
  - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection

“Environment Assessment”

- Significant variables:
  - clarity of expectations & directions
  - consistency of expectations
  - accessibility of class schedules
  - lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)

Observations

- **Reliability**
  - Small number divided by larger X
  100 = %

- **Rate**
  - Divide number by seconds
Classroom Problem Solving

- Process leader
  - Classroom teachers, Specialist teachers
  - Tier II/III Team partner
    - School Psychologist, Counselor, Administrator
- Process
  - Data-based decision making
    - Guiding questions
  - Function-based intervention
    - Teach replacement
    - Environmental alterations / supports
  - Monitor progress

Classroom Problem Solving Process

- Develop intervention based on function of behavior
- Environment changes
  - Student skills to teach/practice/reinforce
- Monitor progress
  - Same data that brought them to your attention
  - Problem and Appropriate behavior
  - Teacher observations

Classroom Problem Solving & Tier II Supports

- Process leader
  - Classroom teachers, Specialist teachers
  - Tier II/III Team partner
    - School Psychologist, Counselor, Administrator
- Process
  - Data-based decision making
    - Guiding questions
  - Function-based intervention
    - Teach replacement
    - Environmental alterations / supports
  - Monitor progress

- Student meets data decision rule
- Classroom teacher completes preliminary forms (documents student progress to date)
- Problem solving lead walks team through problem solving process
- Tier II/III Team partner attends if team is unable to identify patterns leading to intervention or when significant concerns noted
- Plan put in place
- Student progress monitored and reported at weekly meetings
### Form D

**Grade Level Team Tier 2 Function Based Matching Process**

**Student:** ____________________  **Classroom Teacher:** ____________________  **Date:** ________

Complete the Brief Assessment of Function of Behavior & Matching Process with your grade level team.

1. **Summary of the Problem**

We have the most problems during ________________________________.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Problem Behavior</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name of the behavior function)</td>
<td>(Describe behavior of target)</td>
<td>(Describe behavior of target)</td>
</tr>
<tr>
<td>When...</td>
<td>The student will...</td>
<td>Then this happens (Teacher does)</td>
</tr>
<tr>
<td>________________________________</td>
<td>________________________________</td>
<td>________________________________</td>
</tr>
</tbody>
</table>

2. **Replacement Behavior**

(What do we want the student to do instead?) An observable behavioral skill (from the Schoolwide PBIS expectations matrix)

<table>
<thead>
<tr>
<th>Antecedent Intervention Examples</th>
<th>Function</th>
<th>Intervention Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Attention</td>
<td>Schedule adult attention</td>
<td>• Have adult work with student</td>
<td>Write notes while student works</td>
</tr>
<tr>
<td></td>
<td>Lunch meeting with teacher</td>
<td>• Have adult work with student</td>
<td>Communicate educational goals</td>
</tr>
<tr>
<td></td>
<td>Behavioral plan</td>
<td>• Have adult work with student</td>
<td>Set clear behavior expectations for success</td>
</tr>
<tr>
<td></td>
<td>Grade level or teacher rating</td>
<td>• Have adult work with student</td>
<td>Assess student’s readiness to meet expectations</td>
</tr>
<tr>
<td></td>
<td>(Poor peer/negative or monitoring)</td>
<td>• Have adult work with student</td>
<td>Monitor student’s behavior and provide feedback</td>
</tr>
<tr>
<td></td>
<td>Increase proximity to student</td>
<td>• Have adult work with student</td>
<td>Reduce physical distance between student and adult</td>
</tr>
<tr>
<td></td>
<td>(Poor peer/negative or monitoring)</td>
<td>• Have adult work with student</td>
<td>Increase positive peer interactions</td>
</tr>
<tr>
<td></td>
<td>Provide preferred activity</td>
<td>• When adult is occupied assign more preferred activity</td>
<td>Reward student for completing tasks</td>
</tr>
<tr>
<td></td>
<td>Adjust demand difficulty</td>
<td>• Provide easier work</td>
<td>Decrease task difficulty</td>
</tr>
<tr>
<td>Other choices</td>
<td>Allow student to choose:</td>
<td>• Incorporate student hobbies/interests into activities</td>
<td>Student chooses activity based on interests</td>
</tr>
<tr>
<td></td>
<td>• Incorporate student's favorite activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Incorporate student's favorite techniques</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Increase student understanding of activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modify mode of task completion</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Alter length of task</td>
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<tr>
<td>Shorten activity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Provide frequent breaks</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Increase predictability</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provide cues for upcoming or change in activities</td>
<td></td>
<td></td>
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<tr>
<td>Modify instructional delivery</td>
<td></td>
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<tr>
<td>The behavioral momentum, task duration,</td>
<td></td>
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<tr>
<td>increase predictability</td>
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<tr>
<td>The present easy requests prior to difficult requests</td>
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<td></td>
<td></td>
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<tr>
<td>Increase predictability</td>
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</tr>
</tbody>
</table>

3. **Student Goal**

(Measurable) Consider level of typical peer, see Matching Progress Monitoring Methods to Student Goals (example, Page 26 of this handbook):

<table>
<thead>
<tr>
<th>Antecedent Intervention</th>
<th>Replacement Behavior</th>
<th>Response</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>Replacement Behavior</td>
<td>Response</td>
</tr>
</tbody>
</table>

**Intervention Strategies:**

- Positive specific feedback
- Corrective feedback

5. **Progress Monitoring**

How will teacher monitor progress toward the student goal? (See example forms on page 27-30)

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### Resources

- pbis.org
- pbismissouri.org