Multi-tiered System of Academic, Behavioral, and Social-emotional Supports

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Starting Point….

- We cannot "make" students learn or behave
- We can create environments to increase the likelihood students learn and behave
- ***Environments*** *that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity*

MTSS/PBIS

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful

Supporting
Staff
Behavior

Supporting
Decision
Making

Supporting
Student
Behavior

SYSTEMS

EQUITY

DATA

PRACTICES
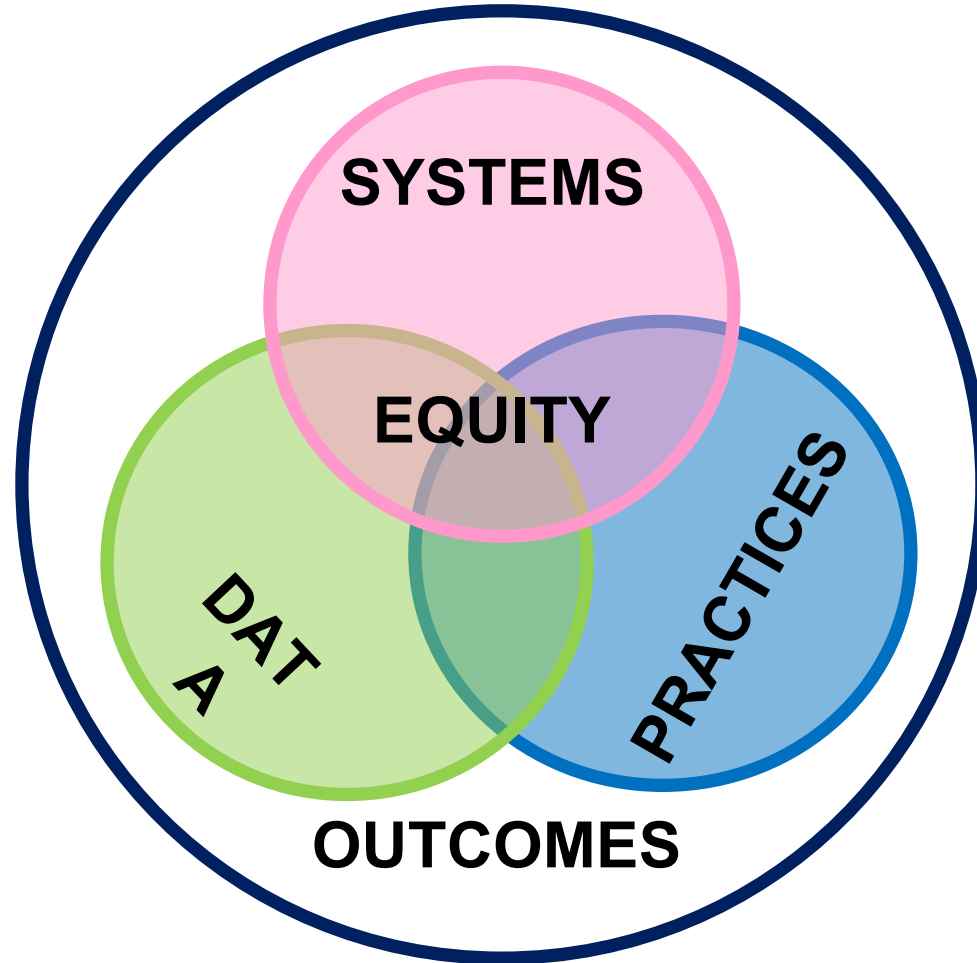
OUTCOMES

Social Competence and Academic

Three Levels of Implementation

A Continuum of Support for All

Academic Systems

Tier Three
- Individual Students
- Assessment-based
- High Intensity

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All students
- Preventive, proactive

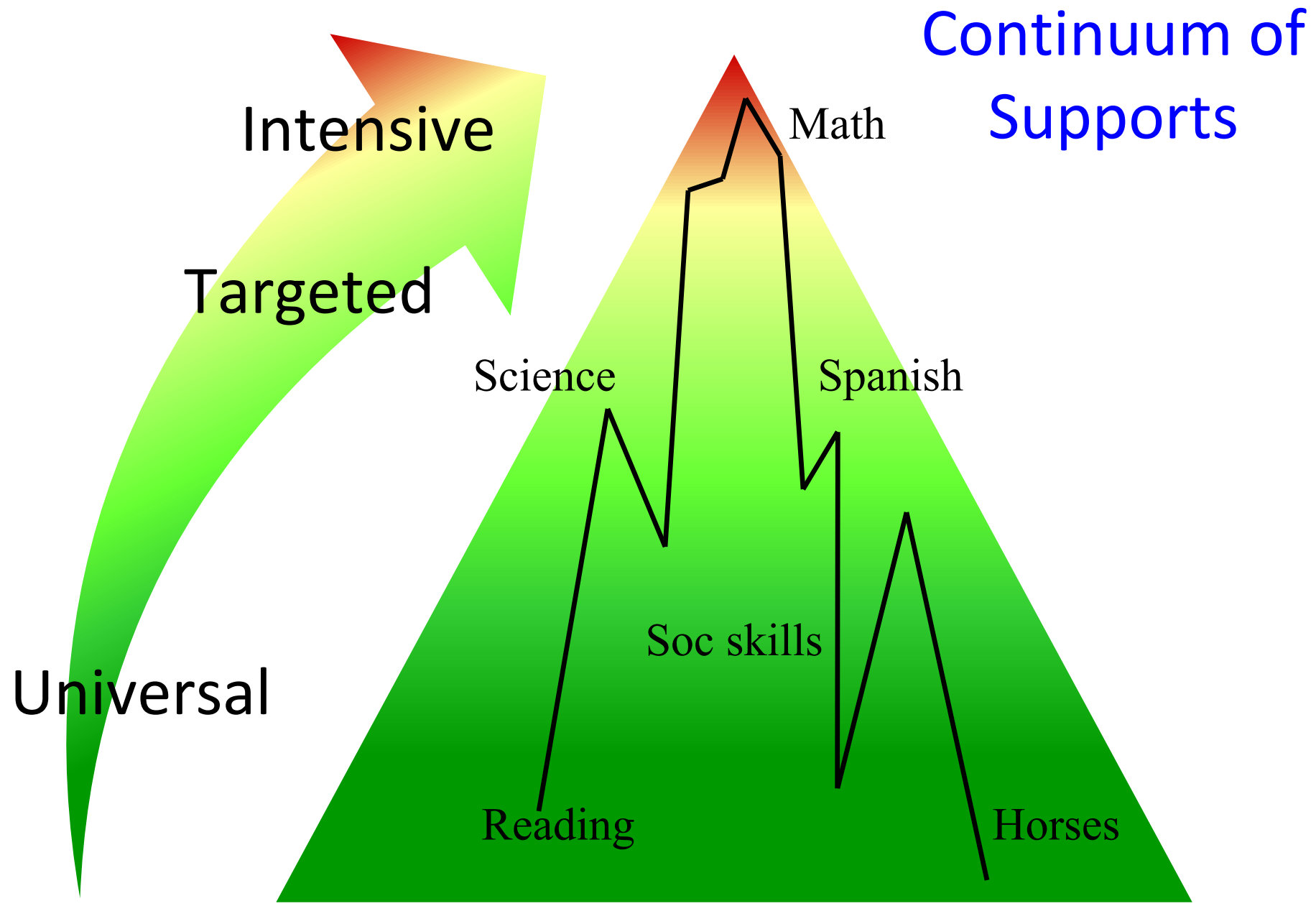## Behavioral Systems

Tier Three
- Individual Students
- Assessment-based
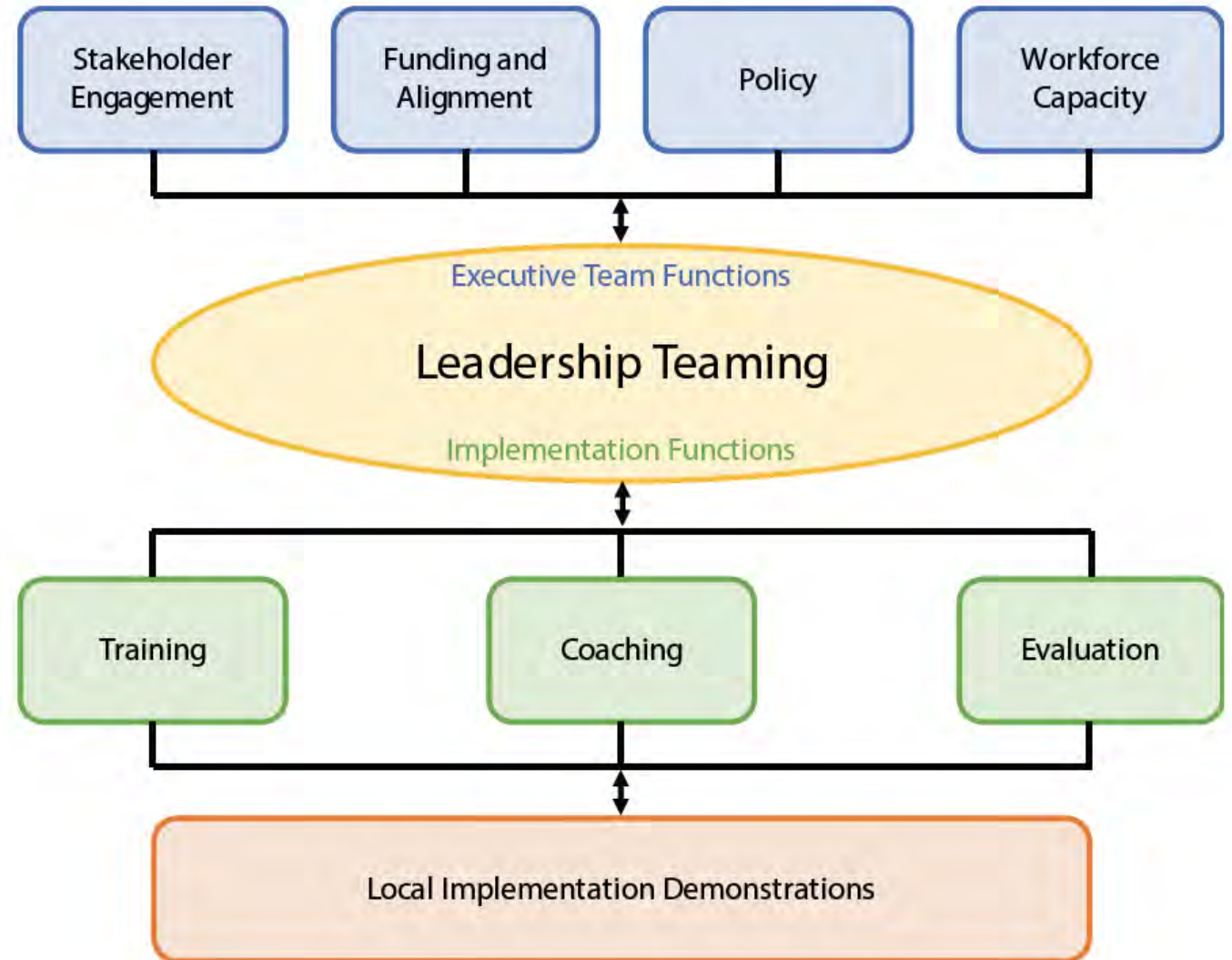- Intense, durable procedures

Tier Two
- Some students
- High efficiency
- Rapid response

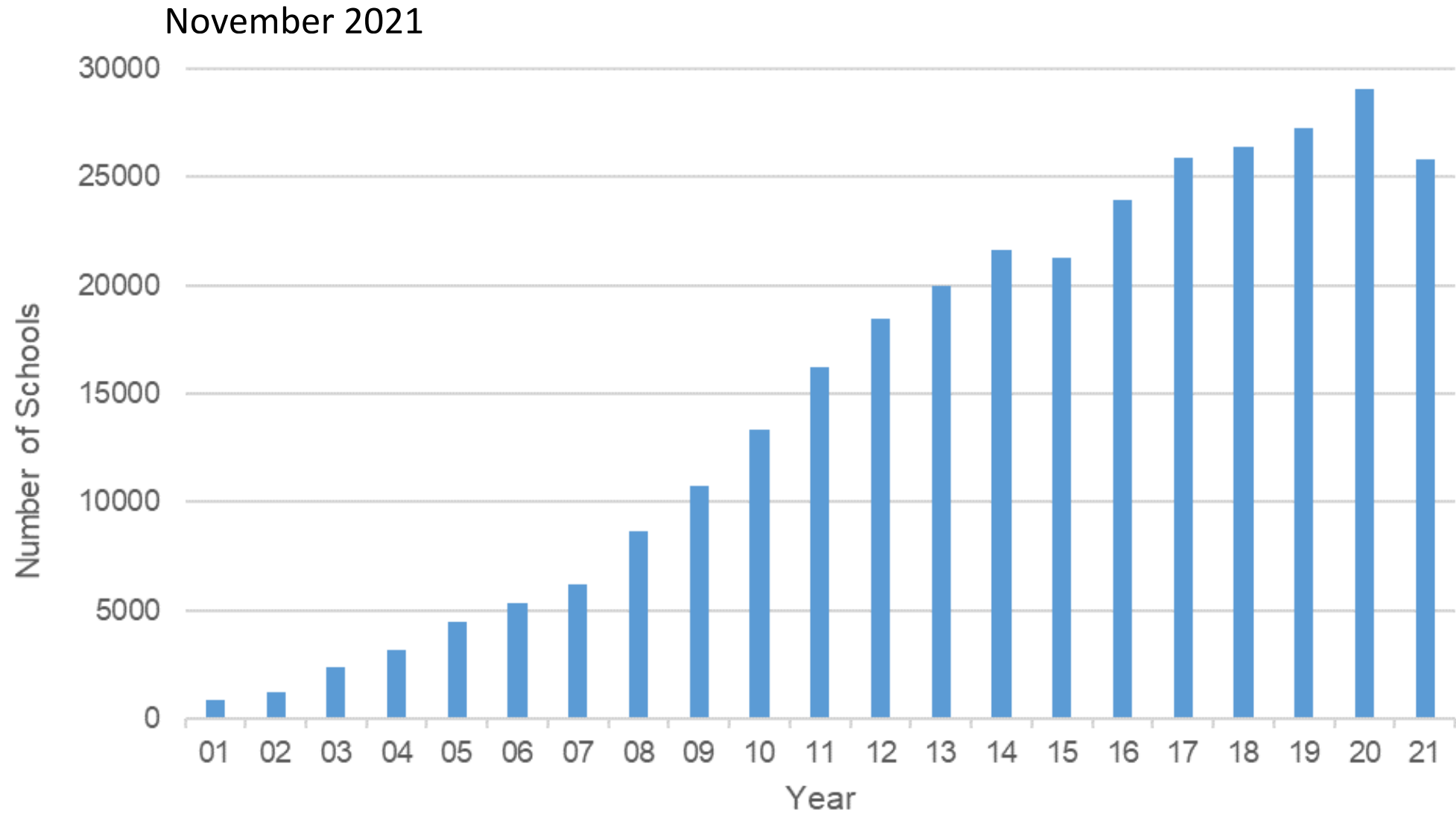### Tier One
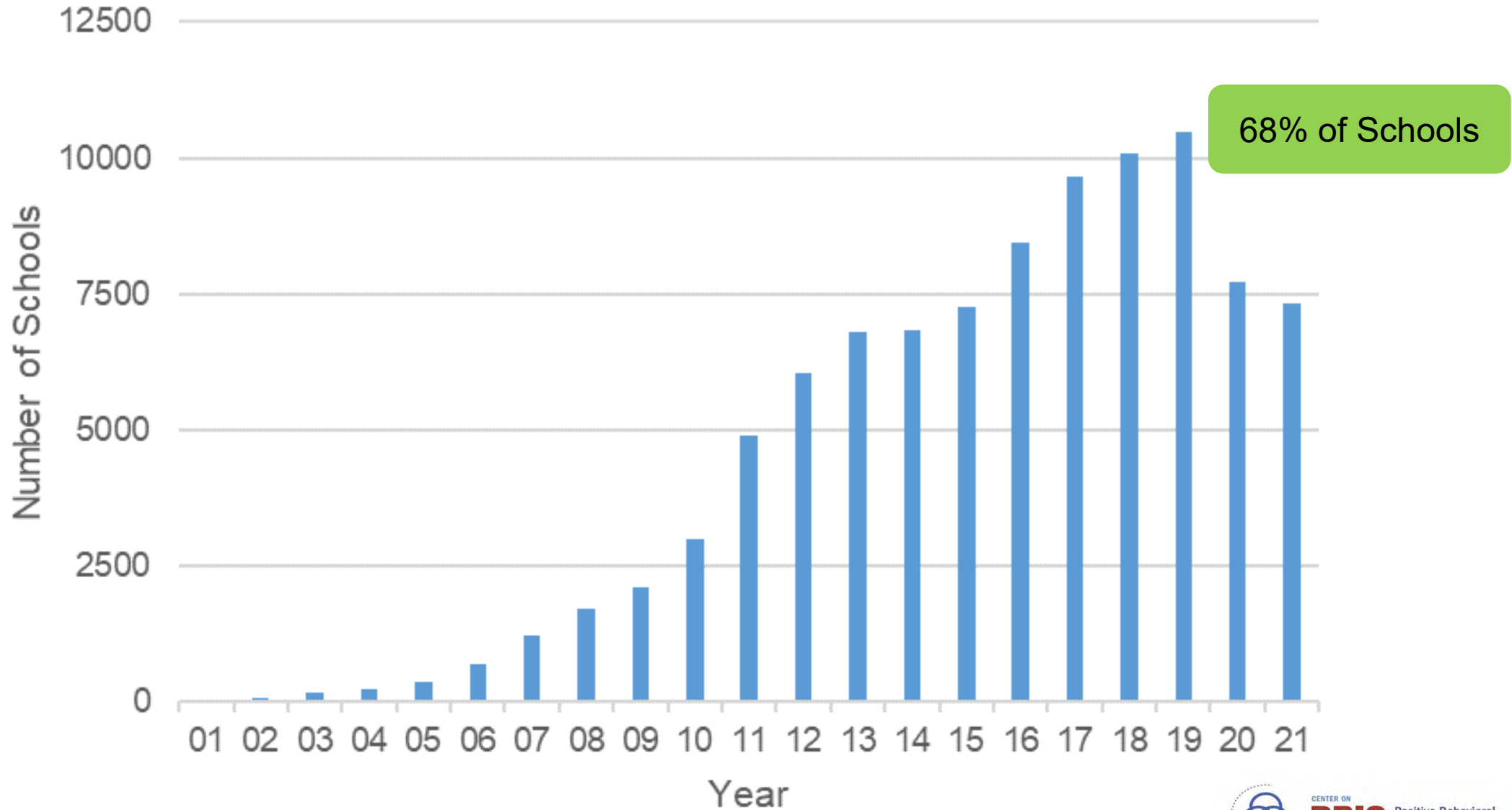- All settings, all students
- Preventive, proactive

Leadership Teams

PBIS Center
Outreach &
Related Impact

U.S. Schools Using PBIS

November 2021

Schools Implementing Tier 1 PBIS with Fidelity

Statistically Significant Outcomes of PBIS

Reduced

Use of exclusionary discipline

(Bradshaw et al., 2010; Flannery et al., 2014; Gage et al., 2018; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

Racial inequities in discipline

(Fox et al., 2021; Gion et al., 2020; McIntosh et al., 2018; McIntosh et al., 2021; McIntosh et al., in press; Muldrew & Miller, 2021; Payno-Simmons, 2021;   Swain-Bradway et al., 2019)

Bullying and exclusion

(Waasdorp et al., 2012)

Teacher burnout and stress

(Kelm & McIntosh, 2012; Ross & Horner, 2006;

Improved

Prosocial behavior

(Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

Emotional regulation

(Bradshaw et al., 2012)

Academic achievement

(Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

School climate & school safety

(Horner et al., 2009; McIntosh et al., 2021)

Organizational health

(Bradshaw et al., 2008)

Statistically Significant Outcomes of PBIS in High Schools

Reduced

Use of exclusionary discipline

(Bradshaw et al., in press; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015a)

Alcohol and other drug use

(Bastable et al., 2015)

Improved

Attendance

(Flannery et al., 2020; Freeman et al., 2015b)

Student engagement

(Flannery et al., 2020)

School climate

(Elrod et al., 2022)

Mitchell, B. S., Hatton, H., & Lewis, T. J. (2018). An examination of the evidence-base of school-wide positive behavior interventions and supports through two quality appraisal processes. *Journal of Positive Behavioral Interventions, 20*, 239-250.

Principal Findings

- Training in SWPBIS v. implementation of SWPBIS
- Mismatch with quality indicator protocols
- Training in SWPBIS results in high fidelity implementation in elementary schools
- Generally positive outcomes
- State-level infrastructure may be necessary

Implications for Research

- Conduct group design studies in diverse settings
- Assess implementation of multiple tiers
- Assess the mediating and moderating impact of each component of the framework.

Implications for Practice

- Sufficient evidence using WWC standards to consider training in SWPBIS an evidence-based practice resulting in high fidelity implementation of Tier 1.
- Build district- and state-level infrastructure to support building-level implementation.

Expanded PBIS Center Foci Over 20+ Years
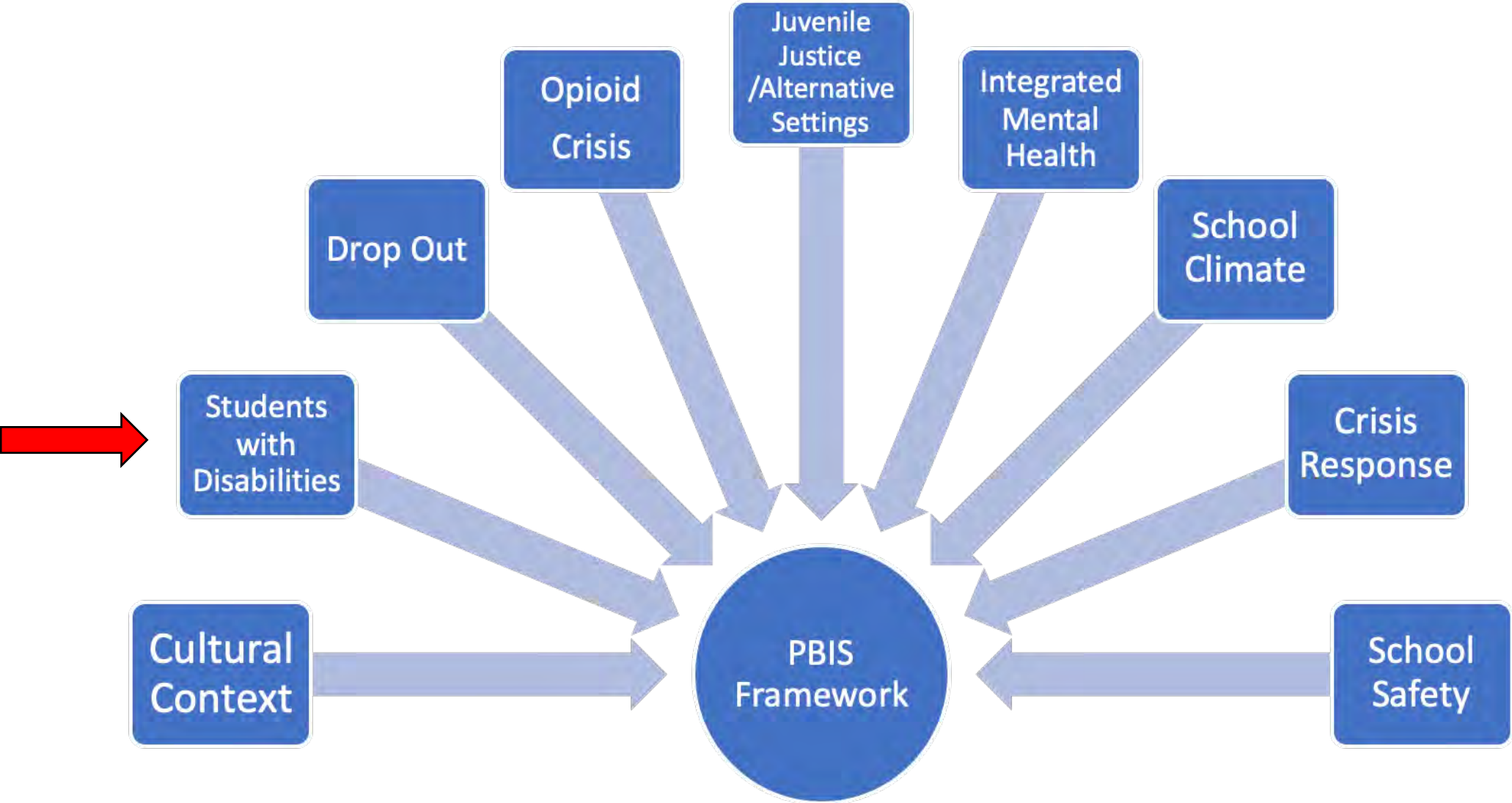
Multi-Tiered System of Supports

A prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region and state level

MTSS, RtI, PBIS, SW-PBS, MTBF......

Designing instructional environments to increase the likelihood of student success

First Week of Term One…

Design a vocabulary lesson:

- Assess current level

- Explicitly teach new terms

- Practice opportunities w/ feedback
  - During lesson
  - Independent work

- Test for mastery & provide feedback

Behavior then Academics?

Academics then Behavior?

Early Literacy & Behavior
(Kelk & Lewis, 2001)

What are the effects of three instructional conditions a) social skill instruction, b) phonological / phonemic awareness instruction, and c) a combination of social skill instruction and phonological awareness instruction on the reading related and/or social behavior of at-risk kindergarten children?

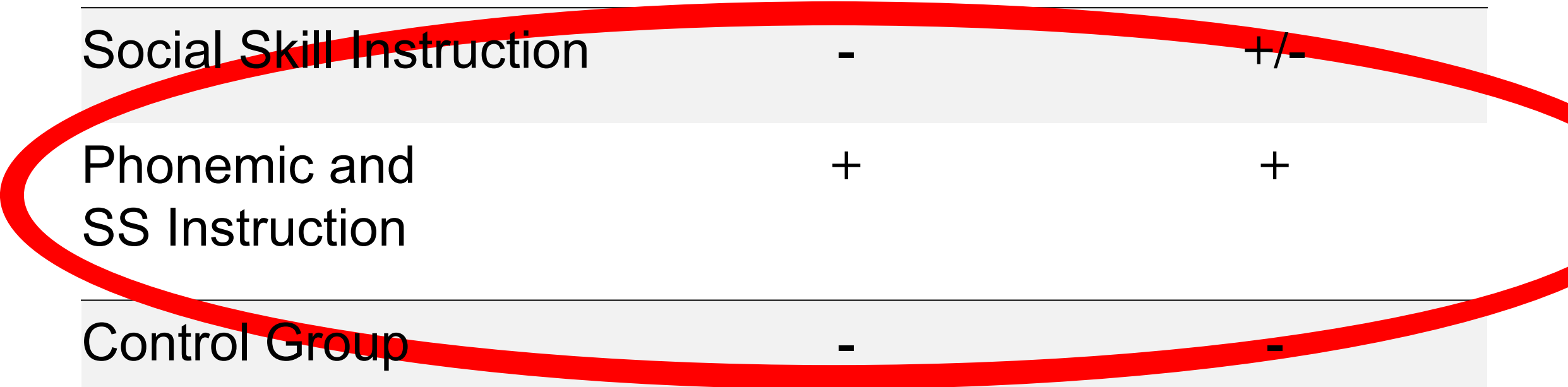|	Early Literary Outcome	Social Skill Outcomes
Phonemic Instruction	+/-	-
Social Skill Instruction	-	+/-
Phonemic and SS Instruction	+	+
Control Group	-	-

MTSS Essential Features at the School Level

Teams of educators within the school (administrator)

Data-based decision making

Instructional Focus
- Teach & Practice

Acknowledge student mastery of social skills
- Positive Specific Feedback

Readiness across Tiers (universals *always* a priority)

Access to on-going Technical Assistance

Universal School-Wide Features

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

Benton Elementary School

| I am….	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	• Keep bodies calm in line • Report any problems • Ask permission to leave any setting	· Maintain personal space	· Walk · Stay to the right on stairs · Banisters are for hands	• Walk • Push in chairs • Place trash in trash can	· Wash hands with soap and water · Keep water in the sink · One person per stall	· Use equipment for intended purpose · Wood chips are for the ground · Participate in school approved games only · Stay in approved areas · Keep body to self	• Walk • Enter and exit gym in an orderly manner
Respect-ful	• Treat others the way you want to be treated • Be an active listener • Follow adult direction(s) • Use polite language • Help keep the school orderly	· Be honest · Take care of yourself	· Walk quietly so others can continue learning	· Eat only your food · Use a peaceful voice	· Allow for privacy of others · Clean up after self	• Line up at first signal • Invite others who want to join in • Enter and exit building peacefully • Share materials • Use polite language	· Be an active listener · Applaud appropriately to show appreciation
A Learner	• Be an active participant • Give full effort • Be a team player • Do your job	• Be a risk taker • Be prepared • Make good choices	· Return to class promptly	• Use proper manners • Leave when adult excuses	• Follow bathroom procedures • Return to class promptly	• Be a problem solver • Learn new games and activities	• Raise your hand to share • Keep comments and questions on topic

Sam Barlow High School

P Purpose	Be prompt and prepared.	Be actively engaged.	Be positive and productive.	Be goal oriented.
R Respect	Honor others' right to learn.	Use electronics appropriately.	Treat others and property with courtesy.	Use appropriate language.
I Integrity	Practice academic honesty.	Meet established deadlines.	Attend class every day on time.	Lead by example.
D Determination	Take initiative.	View mistakes as learning opportunities.	Welcome academic challenges.	Be a self advocate.
E Excellence	Think critically and ask questions.	Encourage positive behavior in others.	Aim high.	Strive for success.

Social Skill Lesson Components

- Rule for when to use the skill
- Set of useful skill variations
  - teach the rule   (TELL)
  - demonstrate the skill   (SHOW)
  - students practice the skill   (PRACTICE)
  - review and test the skill   (PRACTICE)
  - assign homework   (PRACTICE)

Teaching social skills follows the same format as teaching academic skills
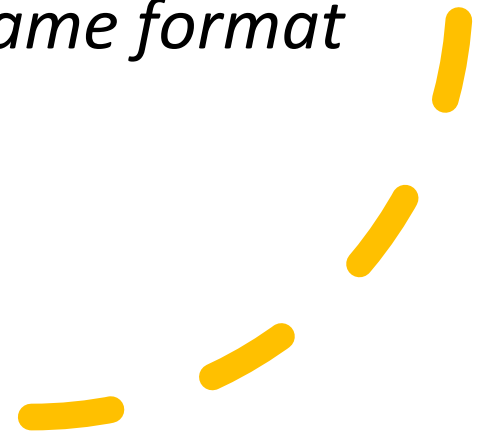
The colloquial/common understanding of Intrinsic Motivation:

"motivation that comes from **inside an individual**"

"the person choosing to do something for themselves"

The *RESEARCH* definition of Intrinsic Motivation:

"doing something because it is **inherently interesting or enjoyable**, with *no expectation* of it **leading to a *separable outcome*.**"

Regulatory style (type of motivation)	Extrinsic Motivation (4 subtypes of Extrinsic Motivation)			
	External regulation	**Introjection**	**Identification**	**Integration**
Associated processes	Salience of rewards/punishments, compliance, Reactance	Ego involvement. Focus on approval from self or others	Conscious valuing of activity. Self endorsement of goals	Hierarchical synthesis of goals Congruence of values with wider group
Locus of control/ regulation (Who is in charge?)	**External**	**Somewhat External**	**Somewhat Internal**	**Internal**
Typical thoughts	*"I do this because someone or something is making me. As soon as that stops, I stop"*	*"I am doing this because it's important to someone I care about and I would like to please them"*	*"I do this because I think it is important – my action fits my own values"*	*"I do this because the action is congruent with the values I share with a wider group, and will lead to things happening to benefit that group"*
Example	*Someone working a job they **don't** really like because it pays well*	*Washing your partner's car because you know they love a clean car and it will make them feel good*	*A marathon runner training hard to run a marathon they won't win because they value hard work and fitness*	*A teacher working hard to teach their class because they want to make a difference to society*

Making Data-Based Decisions

Purpose

- Needs Assessment (Where do we start/ how do we maintain)
  - Self Assessment Survey

- Help guide on-going instructional decisions (SWIS)
  - Are we impacting student academic & social behavior

- System Evaluation / Implementation fidelity (TFI)
  - What supports do the staff need

https://www.pbis.org/tools/all-tools

Other Data Sources

Academic Achievement

Attendance

School safety

Emotional well being

School Climate

"If your school does a great job of PBIS in the commons areas, but you don't work together to implement classroom systems...
then your students are not going to a PBIS school."

Kent McIntosh

Classroom Universal Essential Practices

Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)

Procedures & routines defined and taught

Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)

Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure

Students are actively supervised (pre-corrects and positive feedback)

Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement

Activity sequence promotes optimal instruction time and student engaged time

Instruction is differentiated based on student need

School-wide Self-Assessment

MU-PBS Center

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:

1 = inconsistent or unpredictable ……….5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students engaged at high rates during individual work	1 2 3 4 5
• Down-time (including transitions) is minimal	1 2 3 4 5

Benchmark Through Direct Observations

ECP Project Teacher Feedback Tool

Rypple

Date:	Class:	# Students:	Observer:

Instructions Section 1 & 2: Make a tally mark in the corresponding box for each type of behaviour observed during 10 minutes of teacher instruction.

Section 1: Teacher Feedback

Do not count feedback for academic content.

Positive Feedback - *Teacher Attention to Correct Behaviours*

Pre-correction (a)	Non-Specific Positive Feedback (b)	Specific Positive Feedback (c)

Corrective Feedback - *Teacher Attention to Behaviour Errors*

No Feedback (d)	Non-Specific Corrective Feedback (e)	Specific Corrective Feedback (f)

Section 2: Opportunities to Respond

Do not count directions to perform a task, social questions or questions within the context of negative feedback

Whole Group	Individual
Total (g)	Total (h)

Type of instruction (circle those observed)

Whole Group	Small Group	Small Group Peer	One on One	Independent

Feedback		Total	Rate per min
Pre-correction	(a)		
Non-Specific Positive Feedback	(b)		
Specific Positive Feedback	(c)		

Empirical evidence suggests anywhere from **4 to 7 specific feedback statements,** delivered to individual student or the whole group, in a **10-min period** lead to desired student outcomes.[1]

No Feedback	(d)		
Non-Specific Corrective Feedback	(e)		
Specific Corrective Feedback	(f)		
Student Behaviour Errors	(d) + (e) + (f) =		

Total Positive Feedback (b) + (c) =	Total Corrective Feedback (e) + (f) =

Ratio of Positive to Corrective Feedback

Empirical evidence suggests a minimum **ratio of about three positive interactions for every one corrective interaction (3:1).** While using the lowest recommended ratio may be sufficient for most students, a significant number of students will require more.[2]

Opportunities to Respond		Total	Rate per min
Group + Individual	(g)+(h)=		

Research shows that students are significantly more likely to be actively engaged when rates of **OTR** are at a **minimum level of three per minute.**[2]

Adopted by Mitchell & Telfer 2018 from Missouri SWPBS Tier 1 Workbook and McDaniel & Mitchell 2015

See TFT operational definitions guide for specific descriptions and examples

Test for Student Understanding

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

- 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

Classroom Systems

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

Resources - pbismissouri.org

Universal School-Wide Examples

Baseline Behavior Data Spring

57 students with 9+ Referrals

15% Tier 3
Goal 5%

6+ Referrals

16% Tier 2
Goal 15%

2-5 Referrals

69% Tier 1
Goal 80%
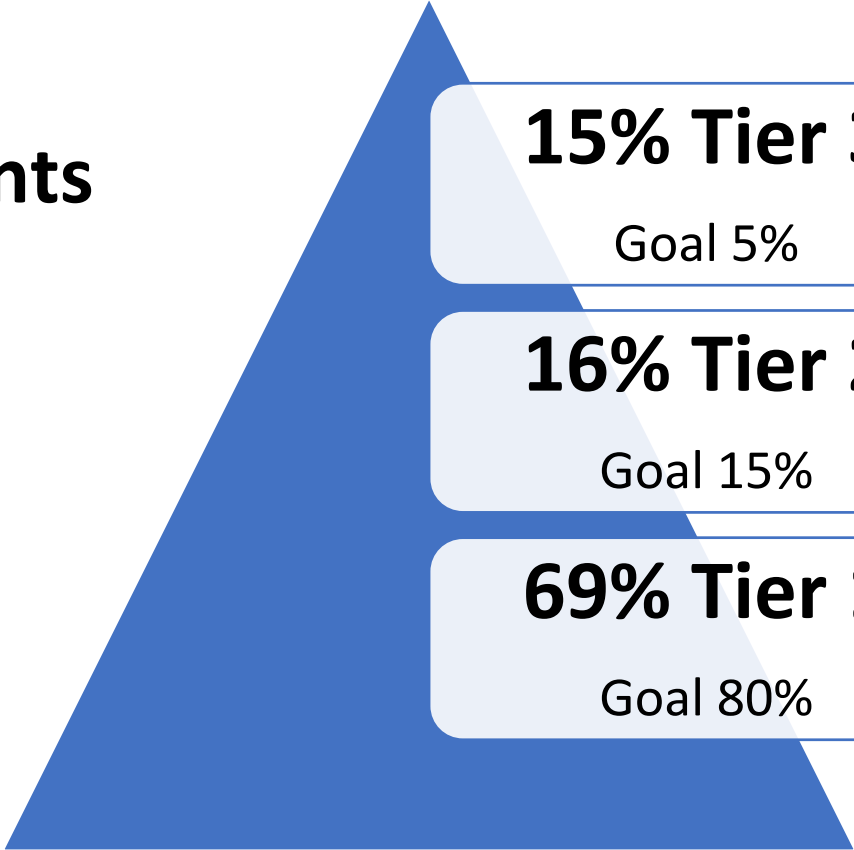
0-1 Referral

1712 referrals

Classroom Universals

- Self-assessment / Review of behavioral infractions
- Literacy block
  - Teacher led small group
  - Independent work
  - Student work group
- Clear procedures & routines
  - Taught & practiced

Post Intensifying Tier I + Classrooms

16 Students with 9+ Referrals

7% Tier 3
Goal 5%

6+ Referrals

10% Tier 2
Goal 15%

2-5 Referrals

83% Tier 1
Goal 80%
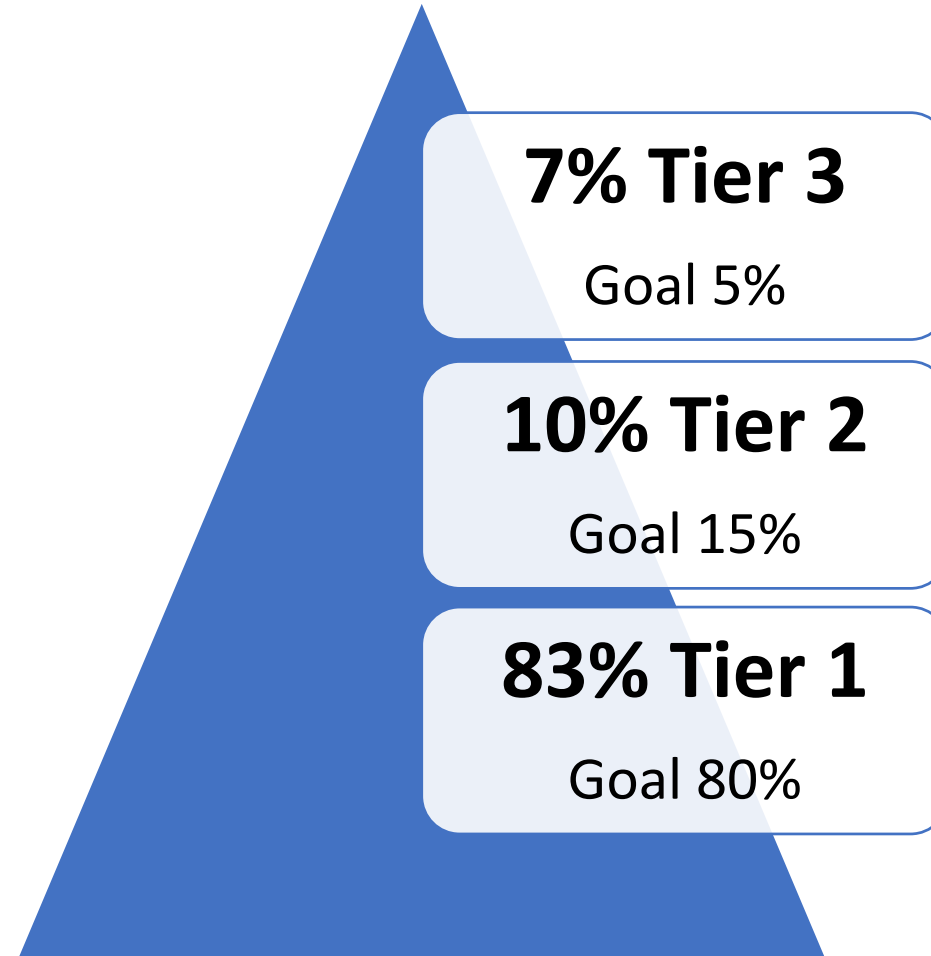
0-1 Referrals

516 Referrals

Small Rural Elementary

- School used a universal screening instrument in October.

- Results indicated that 32.3% of students were in the at-risk or high-risk range.

- Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.

Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices
  - Expectations & Rules
  - Procedures & Routines
  - Encouraging Expected Behavior
  - Discouraging Inappropriate Behavior
  - Active Supervision
  - Opportunities to Respond

Initial ratio of positive specific feedback to correctives:
1.85:1

- Based on data, team identified 1 practice to improve upon.

Professional Development Process & Data

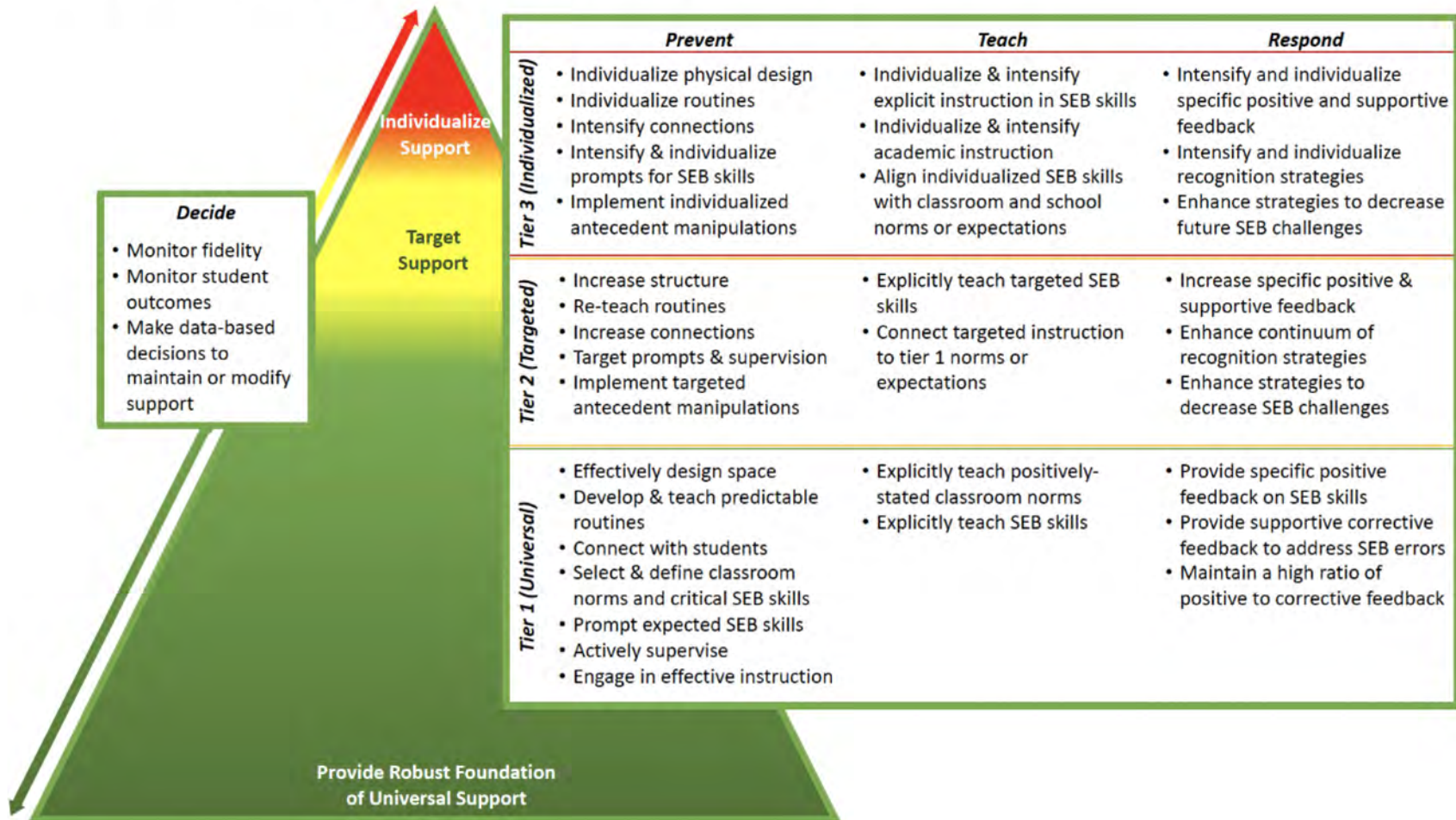**October – Initial Observations, Ratio at 1.85:1**

January – Staff Professional Development on Positive Specific Feedback

February – Follow-up Classroom Observations, Ratio at 2.44:1

March – Additional Staff Professional Development with Increased Practice and Supports

May – Final Classroom Observations of the School Year, Ratio at 6.55:1

Figure 1. Prevent, Teach, Respond, and Decide within a MTSS Framework

Individualize Support

Target Support

Decide
- Monitor fidelity
- Monitor student outcomes
- Make data-based decisions to maintain or modify support

Provide Robust Foundation of Universal Support

	Prevent	Teach	Respond
Tier 3 (Individualized)	• Individualize physical design • Individualize routines • Intensify connections • Intensify & individualize prompts for SEB skills • Implement individualized antecedent manipulations	• Individualize & intensify explicit instruction in SEB skills • Individualize & intensify academic instruction • Align individualized SEB skills with classroom and school norms or expectations	• Intensify and individualize specific positive and supportive feedback • Intensify and individualize recognition strategies • Enhance strategies to decrease future SEB challenges
Tier 2 (Targeted)	• Increase structure • Re-teach routines • Increase connections • Target prompts & supervision • Implement targeted antecedent manipulations	• Explicitly teach targeted SEB skills • Connect targeted instruction to tier 1 norms or expectations	• Increase specific positive & supportive feedback • Enhance continuum of recognition strategies • Enhance strategies to decrease SEB challenges
Tier 1 (Universal)	• Effectively design space • Develop & teach predictable routines • Connect with students • Select & define classroom norms and critical SEB skills • Prompt expected SEB skills • Actively supervise • Engage in effective instruction	• Explicitly teach positively-stated classroom norms • Explicitly teach SEB skills	• Provide specific positive feedback on SEB skills • Provide supportive corrective feedback to address SEB errors • Maintain a high ratio of positive to corrective feedback

Creating Effective Classroom Environments Plan Template

| Educator Name: *Add* | Grade Level/Period: *Add* | Date Updated: *Add* |

Instructions:
- Review *A School Guide for Returning to School During and After Crisis* and *Effective Environments* Video
- Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts.

Positive Classroom Expectations Look Like, Sound Like, Feel Like in....

Expectations \ Routines	Teacher-Directed Instruction	Small Group Activities	Independent Work	Transitions	...
1. Kind to self	• Use whole body listening	• Share your ideas	• Do your best • Ask for help if you need it	• Bring what you need to be ready for what's next	•
2. Kind to others	• Calm body & quiet voice • Mute tech	• Actively listen • Take turns • Wear a mask	• Calm body & quiet voice • Stay in your own space	• Quiet voice • Keep a 6' space bubble	•
3. Kind to environment	• Take care of your space	• Take care of your space & materials	• Take care of your space & materials	• Leave space better than you found it	•
...	•	•	•	•	•

Attach Lesson Plans that explicitly teach each expectation in each routine.

Plan high rate/quality of opportunites to respond (active engagement) for students.

Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each activity	○ "While I'm reading, you can be kind by keeping your body calm, voice quiet, tech muted, and eyes on me. "
...prior to end of each activity	○ "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, sanitizing your space, and leaving it better than you found it."
...before each transition	○ "Remember, as we walk, we will be kind by keeping our voices quiet and a 6' bubble of space around our bodies. "

Give Specific Feedback ...	Praise/Correction Examples:
...for desired behavior (praise)	○ "Wow. I like how you are being kind by helping you friend with her materials." ○ "Class, you are being kind to yourselves by being ready to learn...this is going to be a fun and important lesson."
...for undesired behavior (correction)	○ "I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it." ○ "I see that not everyone has had a chance to participate in the group activity. Please mute after your turn and be sure you are kind and give everyone a chance to share their ideas."

Consider additional strategies to acknowledge or respond to student behavior.

PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support

Prepared by: Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, Bob Putnam

What is the purpose of this technical brief?

The purpose of this technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following questions while implementing PCBS school wide.

- What practices do you want to implement?
- Where does they need to be implemented?
- Who are your implementation supporters?
- How will you support implementation?
  (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12).

The specific evidence-based practices to be implemented (**what**) are the PCBS practices defined in *Supporting and Responding to Student Behavior* guide. The goal is for these practices to be implemented by all teachers and in all classrooms (**where**). School leadership teams will need to consider a range of possible implementation supporters (**who**) depending on their context and available resources (e.g., expert-, peer-, or self-delivered supports). In addition, the school leadership team will need to provide specific training, prompting, and data (**how**) to ensure teachers know how to use PCBS practices and are able to apply them effectively in their classrooms. This technical brief is designed to inform and support these decisions.

For the purposes of this brief, we will define implementation and systems as follows.

Implementation is "a specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blase, Friedman & Wallace, 2005, p.5).

Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of evidence-based practices with fidelity.

What factors should our school leadership team consider to increase the likelihood of PCBS systems effectively supporting teachers in our building?

The effectiveness and efficiency of PCBS systems are maximized by (a) linking to school-wide systems within a multi-tiered behavioral framework (MTBF), like systems emphasized in school-wide positive behavioral interventions and supports (SWPBIS; see www.pbis.org), (b) aligning positive and proactive supports for staff with existing professional development and teacher evaluation systems, and (c) investing in data systems (described in an upcoming Classroom Data Brief) to support decision making. In particular, the following school-wide and classroom-focused supports should be in place to optimize PCBS systems.

- Comprehensive **school-wide data system** that enables monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms.
- School-wide investment in evidence-based **curriculum** and effective **instructional strategies**, matched to students' need, and **data** to support teachers' academic instruction.

Classroom Integrated Academics and Behavior Brief

Introduction	Teachers have great responsibility to meet the educational needs of all students within the classroom. In addition to academic instruction, educators must also be concerned with students' behavioral and social needs. Given the educational complexity at the classroom level, it makes sense to streamline and integrate academic and behavior practices to support students in a "whole child" approach. As so many teachers have observed with their students, there is a strong relationship between academic and behavior skills.
Defining Integration	Integration of academic and behavior supports within the classroom involves strategically weaving together instruction and content from these two domains into one seamless experience for students. An integrated approach differs from disconnected strategies of separate academic and behavior supports. For example, a nonintegrated approach would involve teaching classroom behavior expectations as an independent learning unit outside of academic instruction.
Rationale	Integrating supports within the classroom makes sense for students because we need to promote academic and social behavioral competence. It can be more efficient and effective for instructors to incorporate both academics and the core features of positive classroom behavior support (PCBS). There are many advantages to weaving together both academic and behavior practices for students within the classroom setting. These include: • Quality instruction reduces the likelihood of students engaging in problem behavior • Implementation of positive behavior support leads to increased academic engaged time and enhanced academic outcomes • Both effective academic and behavior practices share elements of quality instruction • Children who fall behind academically will be more likely to find academic work unpleasant and frustrating and also engage in problem behavior to escape completing academic tasks
Core Features of Integration	Core features of effective integration of academic and behavior support include: • Effective design and delivery of instruction for both academic and behavior lessons. • Address social, emotional, and behavioral content within academic lessons. • Differentiated instruction and support matched to student need, with consideration of the potential interaction of academic, social, emotional, and behavioral needs.

Evidence-based Classroom Management: Moving from Research to Practice

Brandi Simonsen, Ph.D. (brandi.simonsen@uconn.edu)

Critical Features of Classroom Management

1. **Maximize structure in your classroom.**
   - Develop **Predictable Routines**
     - **Teacher routines**
     - **Student routines**
   - **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
     - Arrange **furniture** to allow easy traffic flow.
     - Ensure adequate **supervision** of all areas.
     - Designate staff & student **areas**.
     - **Seating** arrangements (groups, carpet, etc.)

2. **Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.**

   Establish — **Behavioral expectations/Rules**

   - A small number (i.e., 3-5) of *positively* stated rules. ***Tell students what we want them to do***, *rather than telling them what we do not want them to do.*
     - Publicly **post** the rules.
     - Should match SW Expectations
   - **Operationally define** what the rules look like across all the routines and settings in your school.
     - One way to do this is in a **matrix** format.
     - This matrix should compliment your school-wide matrix, but be specific to your classroom setting.

   Rules within Routines Matrix

Routines / Rules	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect				
Responsibility				
Safety				

   Teach — **rules in the context of routines**

   - Teach expectations directly.
     - Define rule in operational terms—tell students what the rule looks like within routine.
     - Provide students with examples and non-examples of rule-following within routine.
   - Actively involve students in lesson—game, role-play, etc. to check for their understanding.
   - Provide opportunities to practice rule following behavior in the natural setting.

   Prompt — **or remind students of the rule**

   - Provide students with **visual prompts** (e.g., posters, illustrations, etc).
   - Use **pre-corrections**, which include "verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely" (Colvin, Sugai, Good, Lee, 1997).

   Monitor — **students' behavior in natural context**

   - Active Supervision (Colvin, Sugai, Good, Lee, 1997):
     - **Move** around
     - Look around (**Scan**)
     - **Interact** with students
       - Reinforce
       - Correct

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

Left document

Advanced Tiers in High School: Lessons Learned from Initial Implementation

Introduction

An increasing number of high schools have adopted Tier 1 PBIS; however, implementation of advanced tiers of PBIS in high schools is less common and specific guidance is scarce. To address this need and better understand the level of support needed to successfully implement advanced tiers of PBIS at the high school level, the National Center on PBIS is conducting a model demonstration with a cohort of four high schools. The intent of this brief is to share lessons learned related to strengths and challenges that have influenced the initial implementation of advanced tiers of support for schools and lessons learned for district leaders and trainers to consider when supporting high schools.

Model Demonstration Demographics

The four high schools participating in the model demonstration are in small cities across Massachusetts.

- School size ranges from 750 to 1900 students.
- 26-46% of students are classified as economically disadvantaged.
- 36-58% of students are considered high needs according to the Massachusetts Department of Elementary and Secondary Education.
- The largest racial subgroup in each school is White and varies from 48-69%. Other prominent racial subgroups included Hispanic, African American, and Asian.
- Graduation rates vary across schools from 80-95%.

All high schools received previous training and coaching in implementing Tier 1 PBIS, had active Tier 1 teams, and had been implementing Tier 1 for at least 2 years prior to joining the model demonstration.

Implementation Supports

As part of the model demonstration, a two-year Memorandum of Understanding (MOU) was agreed upon with the goal of building schools' capacity to implement and sustain Tier 2 and 3 of PBIS. All schools formed advanced tier teams and designated at least two coaches per team. All three tiers of the Tiered Fidelity Inventory were completed with schools to assess baseline infrastructure.

Right document

ACCOMODATIONS GUIDE

Adapted from Classroom-Based Intervention Manual

Center for Adolescent Research in Schools

CARS

CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS

Moving Youth Toward Success

Accommodations vs. Modifications

- Changes to *how* academic content is presented or assessed

- Accommodations *do not change* what the student is expected to master

- Modifications *change* what the student is expected to master

Classroom Links

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

https://www.pbis.org/resource/classroom-problem-solving

https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom

https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-classroom-within-a-pbis-framework

https://www.pbis.org/resource/advanced-tiers-in-high-school-lessons-learned-from-initial-implementation

https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers

https://www.pbis.org/resource/supporting-child-and-student-social-emotional-behavioral-and-mental-health-needs

https://pbismissouri.org/wp-content/uploads/2019/09/CARS_Guide_2019.pdf

Tier II (small group)

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum – must link to universal school-wide PBS system

Tier III (individualized support)

When small group not sufficient

When problem intense and chronic

Driven by Functional Behavioral Assessment

Connections to Mental Health and Community Agencies (*Integrated Framework Monograph*)

Part of a continuum – must link to universal school-wide PBS system

Equity & Cultural Relevance

Be Respectful　　**Be Responsible**

If I could only teach one social skill....

Empathy

"The psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another."

Be Kind　　**Be Caring**

It is time to have honest difficult conversations...

In which most of us listen

A Commitment to Racial Equity from the Center on PBIS

June 1, 2020

School behavior support systems can serve to perpetuate oppression or be a force for dismantling systemic racism and promoting equity. At the Center on PBIS, we are committed to improving outcomes for each student, and given centuries of oppression, violence, and segregation, we must increase our commitment to improving outcomes for each Black student. To dismantle systemic racism, we must:

- Increase the voice of students and families in their educational systems
- Use strategies to make every student feel safe and welcome
- Examine school-wide expectations and teaching matrices for hidden biases and to increase cultural responsiveness
- Disaggregate data to assess and address disproportionality in exclusionary discipline
- Use engaging instruction that builds on students' prior knowledge
- Support educators in replacing exclusionary responses to problem behavior with instructional responses
- Revise punitive policies that disproportionately harm students who are Black, Indigenous, and people of color
- Identify our own biases about student behavior and replace deficit thinking with a strengths-based approach

The Center on PBIS is committed to partnering with the Black community and providing resources to help educators make Black lives matter.

Effects of Equity-focused PBIS on Racial Equity in School Discipline

- Fox et al., 2021
- Gion et al., 2020
- McIntosh et al., 2018
- McIntosh et al., 2021
- McIntosh et al., in press
- Muldrew & Miller, 2021
- Payno-Simmons, 2021
- Swain-Bradway et al., 2019

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & Mcloughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce discipline disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing discipline disproportionality should adopt data systems that can disaggregate student data by race, ethnicity, and disability and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

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DISCUSSING RACE, RACISM, AND IMPORTANT CURRENT EVENTS WITH STUDENTS:

A Guide with Lesson Plans and Resources

CENTER ON PBIS

July 2021

Disproportionality:

When PBIS is linked to reduction in ODRs does reduction occur for students from all ethnic groups?

Students with Major ODR/100 Students Enrolled
n = 69 schools
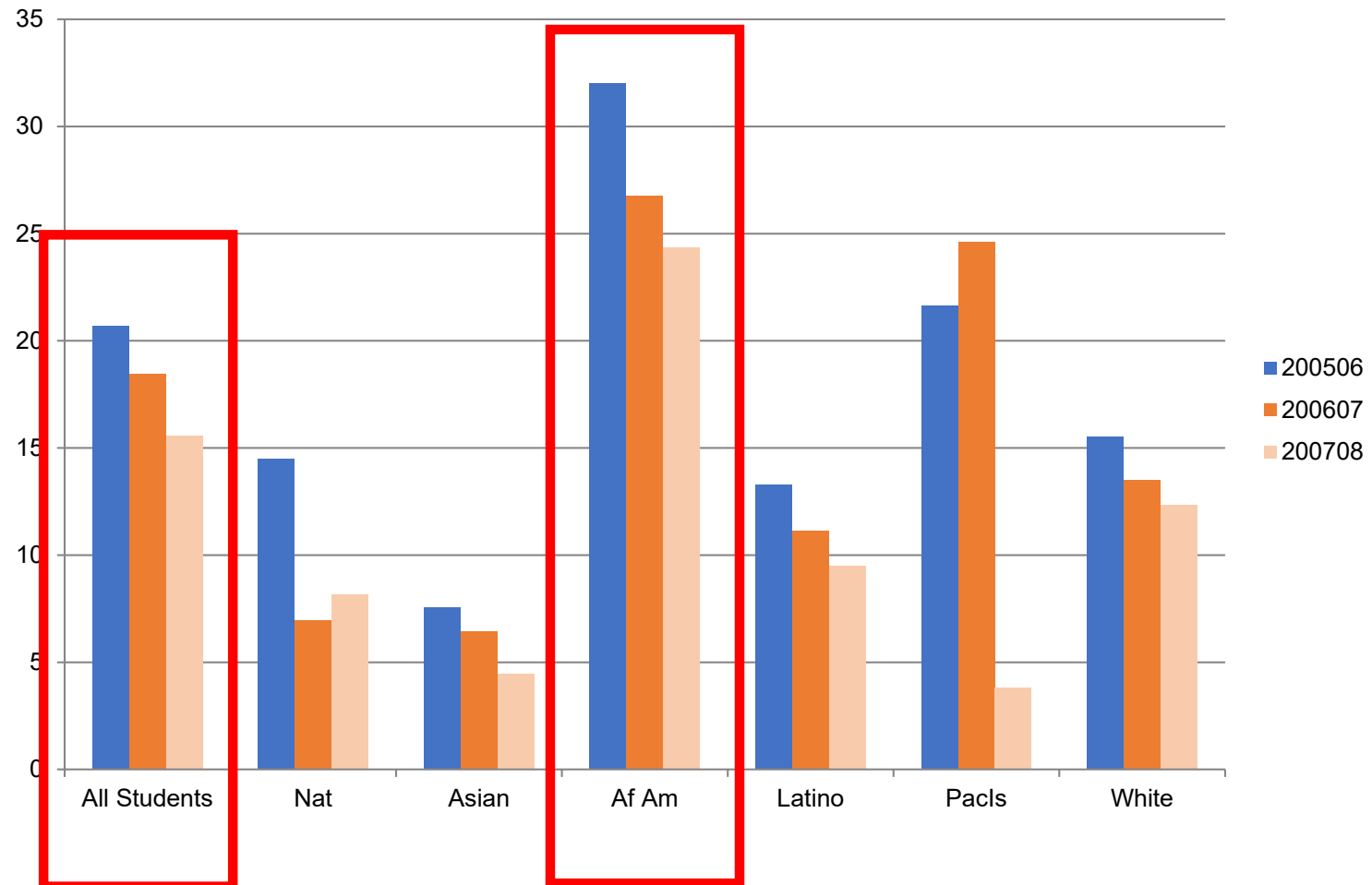
From: Vincent, Cartledge, May & Tobin, 2009

ENHANCING
FAMILY–SCHOOL
COLLABORATION WITH
DIVERSE FAMILIES

AMANDA WITTE, FELICIA SINGLETON,
TYLER SMITH, & PATTI HERSHFELDT

June 2021

Equity Links

https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources

https://www.pbis.org/resource/enhancing-family-school-collaboration-with-diverse-families

https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline

PBIS & the Individuals with Disabilities Education Act

Related IDEA Regulations

- The IDEA allows, and sometimes requires, school districts to use Part B funds to implement coordinated **early intervening services** (IDEA, 20 U.S.C. § 1413(f)).
  - https://www2.ed.gov/policy/speced/guid/idea/tb-early-intervent.pdf
  - https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-2.pdf
- IDEA requires that a student's IEP team "consider the use of **positive behavioral interventions and supports** for any student whose behavior impedes his or her learning or the learning of others" (IDEA, 20 U.S.C. § 1414(d)(3)(b)(i)

IDEA, "Discipline" & PBIS

"Ten Days"

- While IDEA indicates students on IEPs can be removed up to 10 days (provided the removal is for clearly specified infractions that are codified in district policy and apply to ALL students) OSEP is clear that the intent of the law was not to give "10 free days"

- The regulations also do not say you cannot "discipline" students with IEPs, it stipulates students with IEPs have procedural safe-guards and the intent of the regulations are to encourage schools to respond in instructional and pro-active ways when students first display challenges to the point of involving administrative action.

- OSEP has noted individual behavior supports are more effective when placed in the context of a continuum of supports (e.g., MTSS, school-wide PBIS).

August 1, 2016

Dear Colleague:

The U.S. Department of Education (Department) is committed to ensuring that all children with disabilities have meaningful access to a State's challenging academic content standards that prepare them for college and careers. Consistent with these goals, the Individuals with Disabilities Education Act (IDEA) entitles each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs.[1] 20 U.S.C. §§1412(a)(1) and 1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed individualized education program (IEP) that is based on the individual needs of the child. 34 CFR §§300.17 and 300.320-300.324. In the case of a child whose behavior impedes the child's learning or that of others, the IEP Team must consider – and, when necessary to provide FAPE, include in the IEP – the use of positive behavioral interventions and supports, and other strategies, to address that behavior. 34 CFR §§300.324(a)(2)(i) and (b)(2); and 300.320(a)(4).

The Department has determined that this letter is significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). See www.whitehouse.gov/sites/default/files/omb/memoranda/fy2007/m07-07.pdf. Significant guidance is non-binding and does not create or impose new legal requirements. The Department is issuing this letter to provide LEAs and other responsible public agencies with information to assist them in meeting their obligations under the IDEA and its implementing regulations.

If you are interested in commenting on this letter, please email us your comment at iepgoals@ed.gov or contact Lisa Pagano at 202-245-7413 or Lisa.Pagano@ed.gov. For further information about the Department's guidance processes, please visit www2.ed.gov/policy/gen/guid/significant-guidance.html.

Recent data on short-term disciplinary removals from the current placement strongly suggest that many children with disabilities may not be receiving appropriate behavioral interventions and

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[1] While this letter focuses on requirements under the IDEA relating to FAPE in the least restrictive environment, students with disabilities also have rights under two civil rights laws that prohibit discrimination on the basis of disability—Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (Title II). The Office for Civil Rights (OCR) in the U.S. Department of Education enforces Section 504 in public elementary and secondary schools. Also, in this context, OCR shares in the enforcement of Title II with the U.S. Department of Justice. More information about these laws is available at: www.ed.gov/ocr and www.ada.gov.

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www.ed.gov

The Department of Education's mission is to promote student achievement and preparedness for global competitiveness by fostering educational excellence and ensuring equal access.

https://sites.ed.gov/idea/files/dcl-on-pbis-in-ieps-08-01-2016.pdf

FBA & Parent Consent

Q: Is parent consent required to conduct a Functional Behavioral Assessment (FBA) as part of the ongoing instructional and support strategy development conducted by special educators for students with disabilities who are displaying problem behavior?

A: No, if the intent is for *instructional purposes only*. If an FBA is part of the evaluation process to determine a) if problem behavior is a manifestation of the disability or b) an initial or re-evaluation to determine if the child has a disability then parent consent is required.

Note: The FBA logic and technology were not developed or intended to be part of an evaluative process to determine a manifestation of disability or the presence/absence of a disability. FBAs are intended to determine functional relationships between student behavior and the learning environment to guide intervention development. Non-response to FBA-based interventions could be *one* component of a comprehensive evaluation process for manifestation determination and/or IDEA eligibility.

Tim Lewis, August 2018

April 2, 2013

Ms. Glenna Gallo
State Director of Special Education
Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

Dear Ms. Gallo:

This is in response to your letter dated April 23, 2012 to Alexa Posny, former Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, which was forwarded to me for response. I apologize for the delay in responding. In your letter, you request clarification of the consent requirements in Part B of the Individuals with Disabilities Education Act (IDEA) as they relate to functional behavior assessments (FBA). Specifically, you ask us to expand on our guidance issued in our February 9, 2007 letter to Dr. Kris Christiansen (Letter to Christiansen) regarding consent for FBAs and in OSERS's *Questions and Answers on Discipline Procedures*, revised June 2009 (Discipline Q&A). A summary of your questions and the Office of Special Education Programs' (OSEP's) answers follow.

Question 1: Does the definition of an FBA include both informal, i.e., observation, and formal assessments conducted by teachers to determine appropriate instructional interventions?

OSEP's Response: Neither the IDEA nor its implementing regulations at 34 CFR Part 300 define "FBA." As stated in the answer to Question E-2 of the Discipline Q&A,

> "[a]n FBA focuses on identifying the function or purpose behind a child's behavior. Typically, the process involves looking closely at a wide range of child-specific factors (e.g., social, affective, environmental)."

An FBA may include both observation and formal assessments.

Question 2: Since an FBA is required under 34 CFR §300.530(f) in situations where an individualized education program (IEP) Team has determined that certain conduct was a manifestation of a child's disability, how can a local educational agency's (LEA) ability to conduct an FBA be dependent on parental consent?

OSEP's Response: In cases where a decision is made to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA), collectively referred to here as the IEP Team, must conduct a manifestation determination consistent with the requirements in 34 CFR §300.530(e). If the IEP Team determines that the conduct was a manifestation of the child's disability, it must take one of two actions: 1) conduct an FBA, unless the LEA has conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the child; *or* 2) if a BIP already has been developed, review

www.ed.gov

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/acc-12-017845r-ut-gallo-fba-4-2-13.pdf

Other Considerations

- Within Tier II / III process, check IDEA or 504 status, ensure you work with case manager to follow procedural safeguards

- Make as many connections to the students' plan as possible (e.g., accommodations, related services) but do not "substitute" SW-PBIS supports for IEP supports (they should supplement)

- Keep parents informed of all supports provided across the continuum

IDEA/FBA & PBIS Resources

- https://www.pbis.org/resource/final-regulations-and-the-reauthorized-functional-behavioral-assessment

- https://www.pbis.org/resource/when-to-use-functional-behavioral-assessment-a-state-by-state-analysis-of-the-law

- https://www.pbis.org/resource/when-to-use-functional-behavioral-assessment-best-practice-vs-legal-guidance

- https://www.pbis.org/resource/basic-fba-to-bsp-trainers-manual

- https://www.pbis.org/resource/teaching-function-of-behavior-to-all-staff

SW-PBIS Impact on Students with IEPs

Missouri SW-PBS

- 1084 schools from the state of Missouri
- 542 schools implementing
  - 130 receiving recognition (Bronze, Silver, Gold)
  - 412 not receiving recognition
- 542 schools not implementing
  - Propensity score matched on demographic variables
- Independent variable
  - Recognition status
- Dependent variables (Quartiles)
  - Attendance
  - MAP CA
  - MAP MA
  - OSS per 100 students

- Analysis
  - Ordinal Logistic Regression

University of Missouri Center for SW-PBS 2021

Attendance

For all students:

- Schools receiving recognition are **1.71** times more likely to be in a higher quartile compared to schools not implementing and **2.01** times more likely to be in a higher quartile compared to schools implementing without recognition.

For students with IEPs:

- Schools receiving recognition are **1.53** times more likely to be in a higher quartile compared to schools implementing without recognition.

Attendance

Legend: Not Implementing (All), Not Implementing (IEP), No Recognition (All), No Recognition (IEP), Recognition (All), Recognition (IEP)

University of Missouri Center for SW-PBS 2021
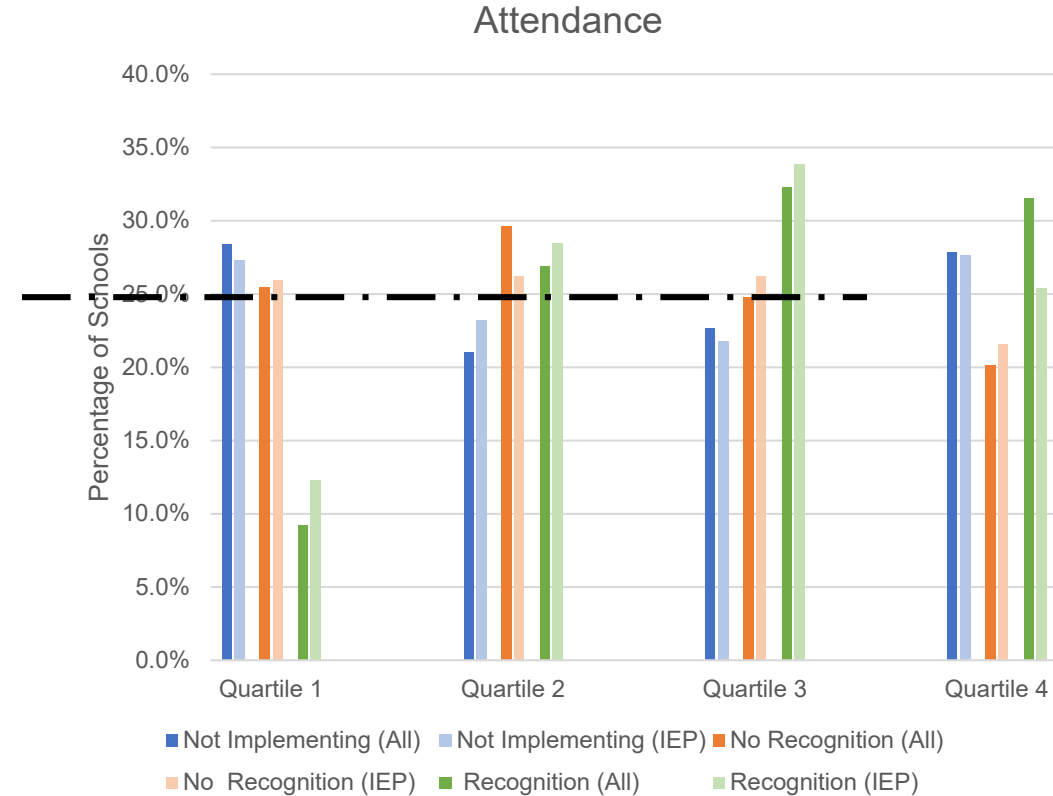
Communication Arts

For all students:

- Schools receiving recognition are **1.85** times more likely to be in a higher quartile compared to schools not implementing and **1.96** times more likely to be in a higher quartile compared to school not receiving recognition.

For students with IEPs:

- Schools receiving recognition are **1.52** times more likely to be in a higher quartile compared to schools not implementing.

MAP CA

University of Missouri Center for SW-PBS 2021
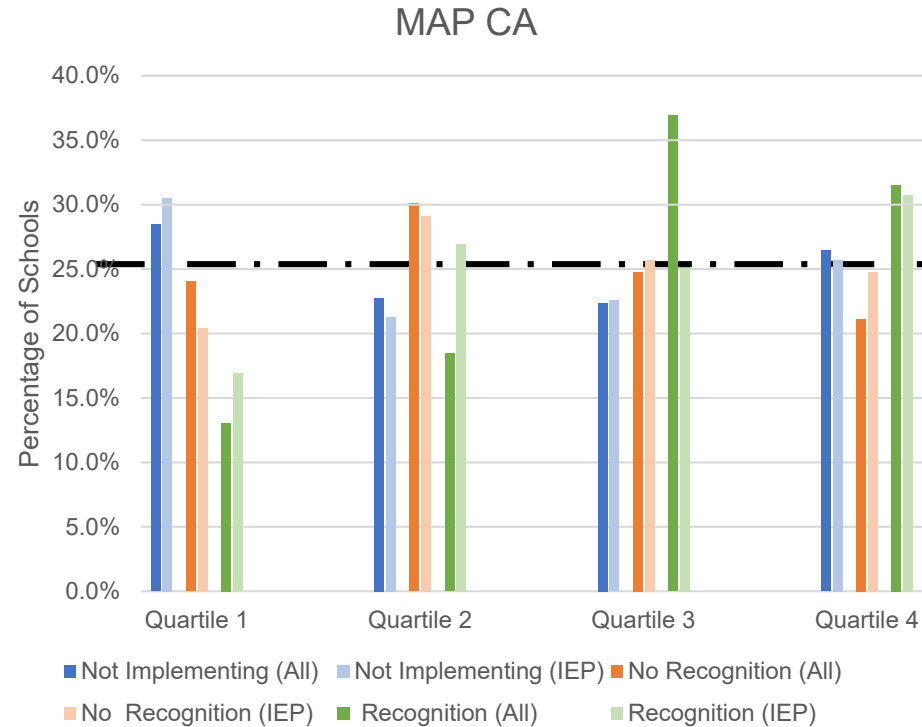
Math

For all students:

- Schools receiving recognition are **1.97** times more likely to be in a higher quartile compared to schools not implementing and **1.99** times more likely to be in a higher quartile compared to schools implementing without recognition.

For students with IEPs:

- Schools receiving recognition are **2.07** times more likely to be in a higher quartile compared to schools not implementing and **1.67** times more likely to be in a higher quartile compared to schools implementing without fidelity.

MAP MA

Legend: Not Implementing (All), Not Implementing (IEP), No Recognition (All), No Recognition (IEP), Recognition (All), Recognition (IEP)

University of Missouri Center for SW-PBS 2021
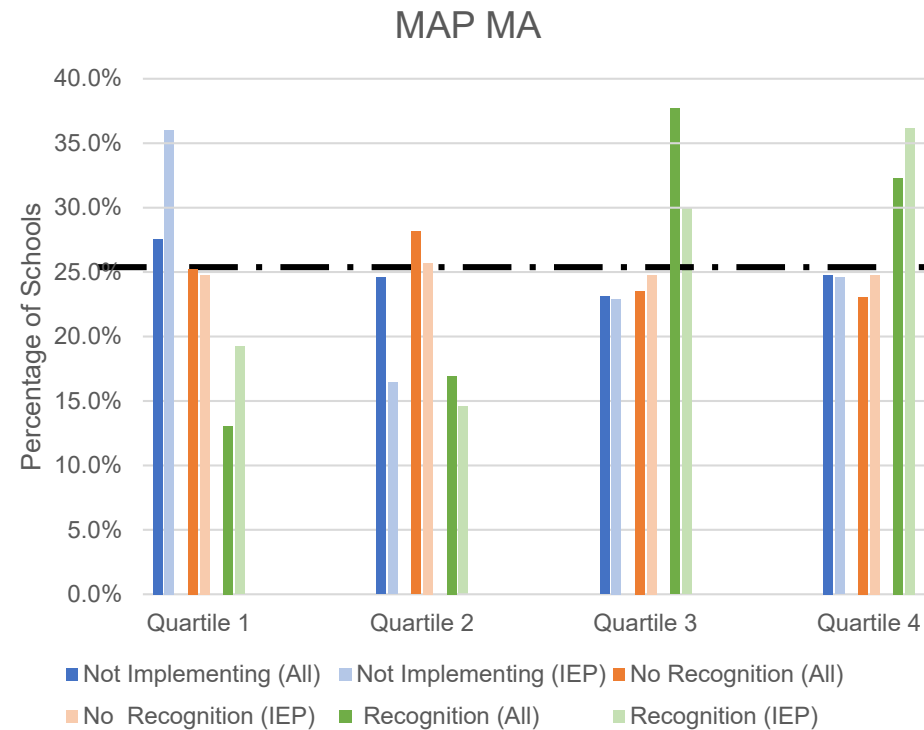
Field Elementary School

Field Elementary School

- High Diversity
  - 290 students; 50% minority; 20% English Language Learners; 13% special education
- Instructional leader turnover
- Poverty
  - 79% of students qualified for free and reduced lunches
- Highly transient population

Field Elementary School

+ Teachers and Staff committed to the increasing academic and social success of all students

+ A committed Principal who supported faculty in their efforts to change the way the taught to improve children's lives

Field Elementary School

- Academic Standing
  - *Annual Yearly Progress* (AYP)
    - 5% of all students scored proficient in baseline year, according to the Missouri Assessment Program. Breakdown by group:
      - 0% African American
      - 18% Caucasian
      - 0% Students with disabilities
      - 0% English Language Learners
      - 7% Free/Reduced Priced Lunch

Field Elementary School

- Literacy
  - Baseline year data indicated 44% of students would require *intensive* support for reading and writing

- Social Behavior
  - Baseline year averaging 10.4 discipline referrals per day

School-wide Positive Behavior Supports

SW-PBS Impact

To 1.6 per day   From 10.4 per day

Average Referrals Per Day Per Month
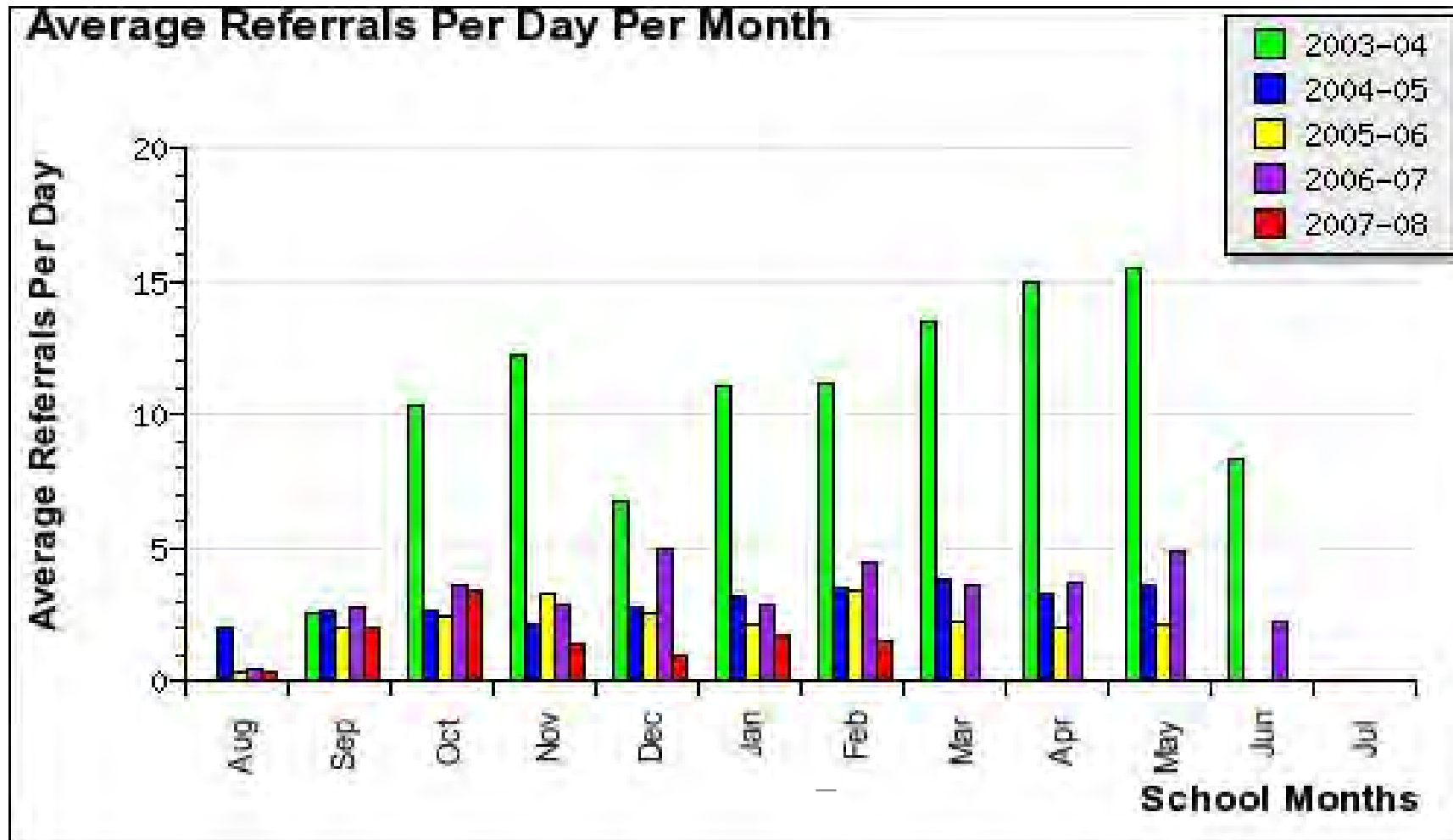
Response to Intervention

Literacy

Field Elementary Literacy Data Baseline Year
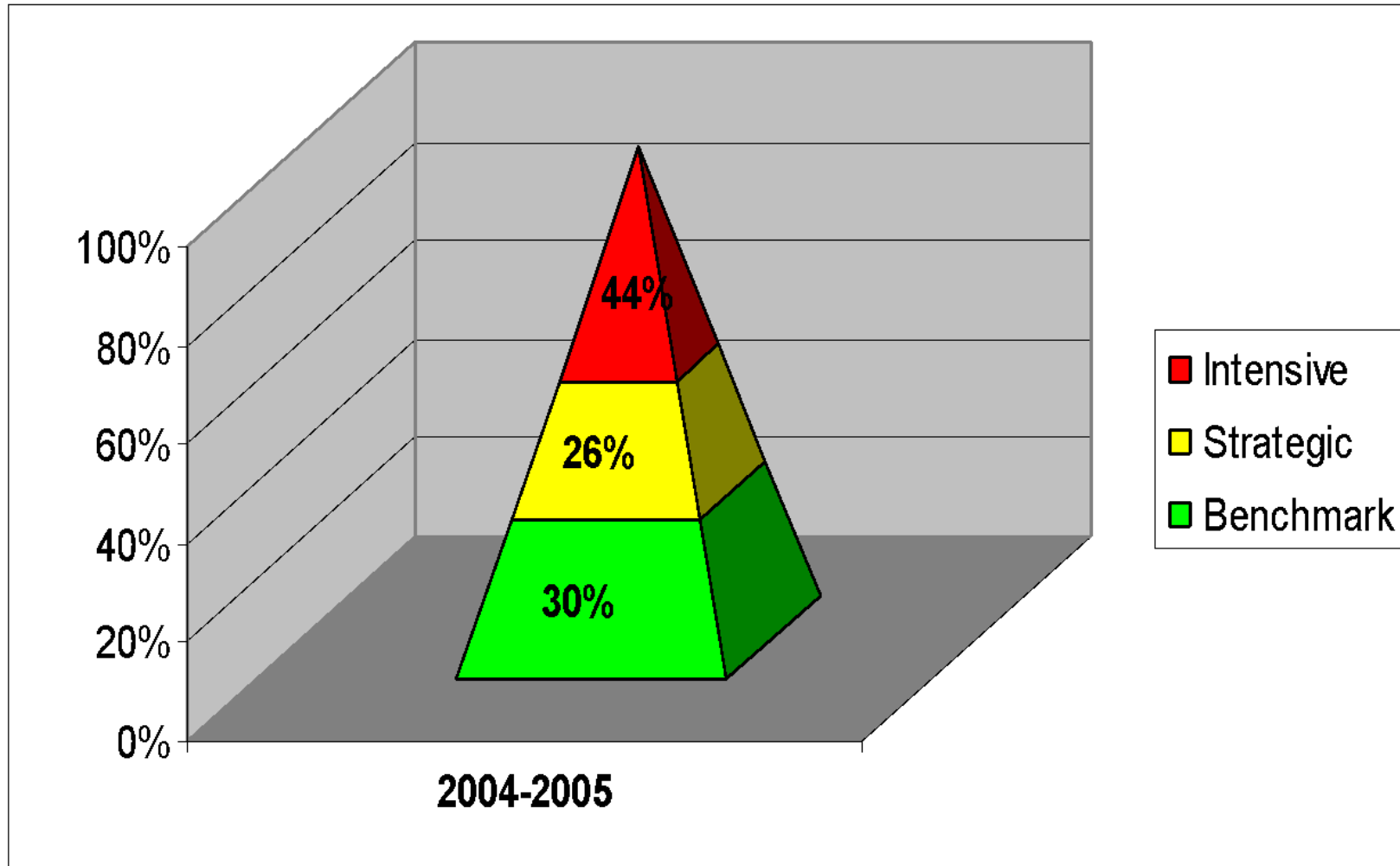
Structure	Core Reading 90 min, 5 days week with:	Intervention Groups 45 min, 4 days week, with: (5th day individual focus)
Tier III Intensive Intervention	Classroom Teacher	Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery 3-5 Wilson Reading Systems
Tier II Strategic Intervention	Classroom Teacher	Classroom Teacher Reading Mastery or Soar to Success
Tier I DIBELS benchmark	Classroom Teacher	Classroom Teacher Enrichment based on themes of core program

Core Reading and Intervention Schedule

Core		**Intervention**
K	9:00-10:30	12:25-12:55
1st	9:00-10:30	11:30-12:15
2	10:00-11:30	9:15-10:00
3	11:00-12:30	10:15-11:00
4	1:45-3:15	1:00-1:45
5	1:00-2:30	2:15-3:00

Dynamic Indicators of Basic Early Literacy Skills
First Grade Class Progress Graph

District: ████████████
School: Field Elementary
Date: ████████████
Class: ████████████

■ Beginning	▲ Score Above Graph Bounds		Benchmark Goal: 35 at the beginning of First Grade
Middle	▲ Score Above Graph Bounds		
End	▲ Score Above Graph Bounds		

Phoneme Segmentation Fluency
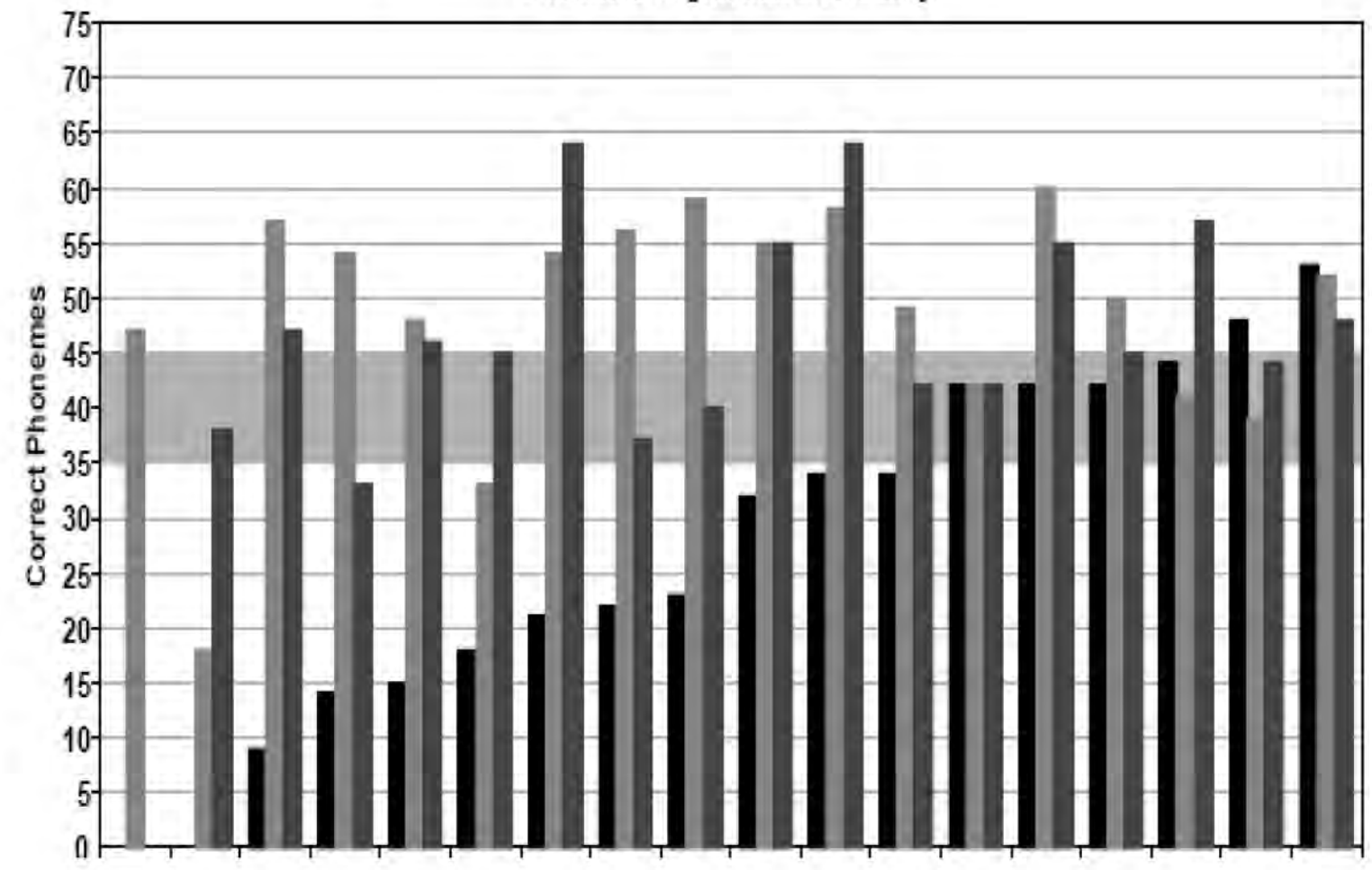
Name: ████████
ID: ████████
Class: 1st grade, Tier 3, ████████
Grade: First
Year: ████████
School: ████████
District: ████████

Dynamic Indicators of Basic Early Literacy Skills
Progress Monitoring Graphs

Legend

◯ Benchmark Assessment	▲ Score Above Graph Bounds
▬ Target Bar	🟢 Score At or Above Aimline
◯ Progress Monitoring Assessment	🟡 Score Below Aimline
◉ Target Goal	🔴 Consider Adjusting Intervention
- - - - Aimline	

Nonsense Word Fluency

Benchmark Scores: 9   59   60
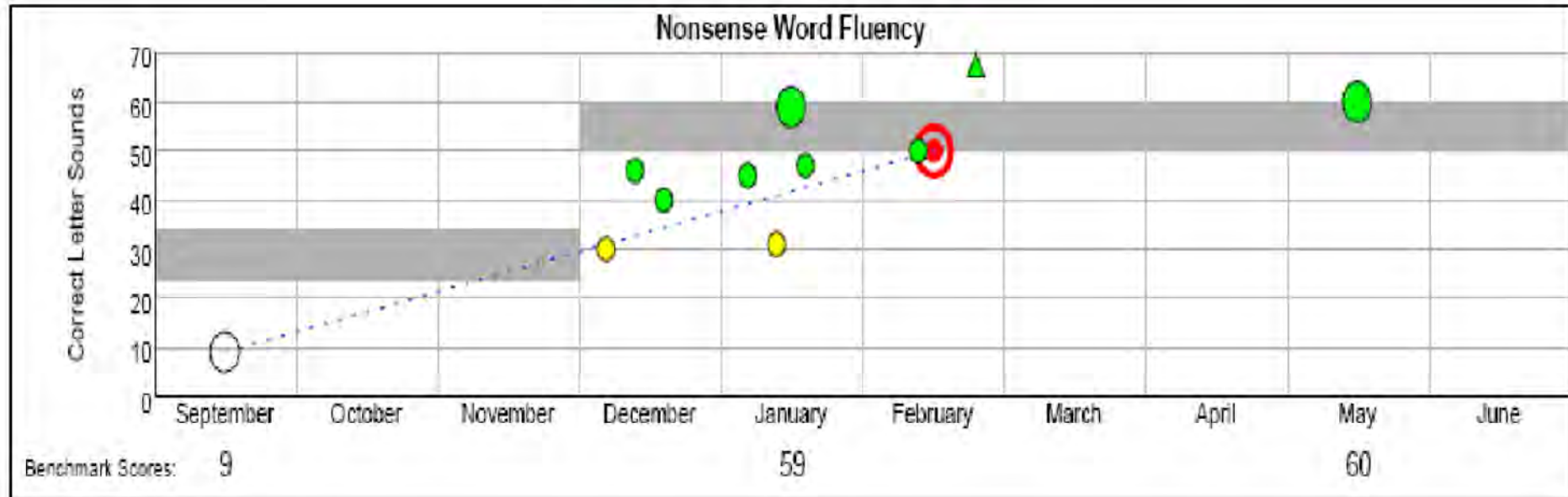
Progress Monitoring Scores

	December	January	February
Week 1	30	45	
Week 2	46	31	50
Week 3	40	47	
Week 4			78

Impact

- Annual Yearly Progress

    In Year One, 27% of Field's students scored proficient (up from 5%).

    - African American: 0% improved to 16%
    - Caucasian: 18% improved to 57%
    - Students with disabilities: 0% improved to 25%
    - English Language Learners: 0% improved to 27%

Field Literacy Data
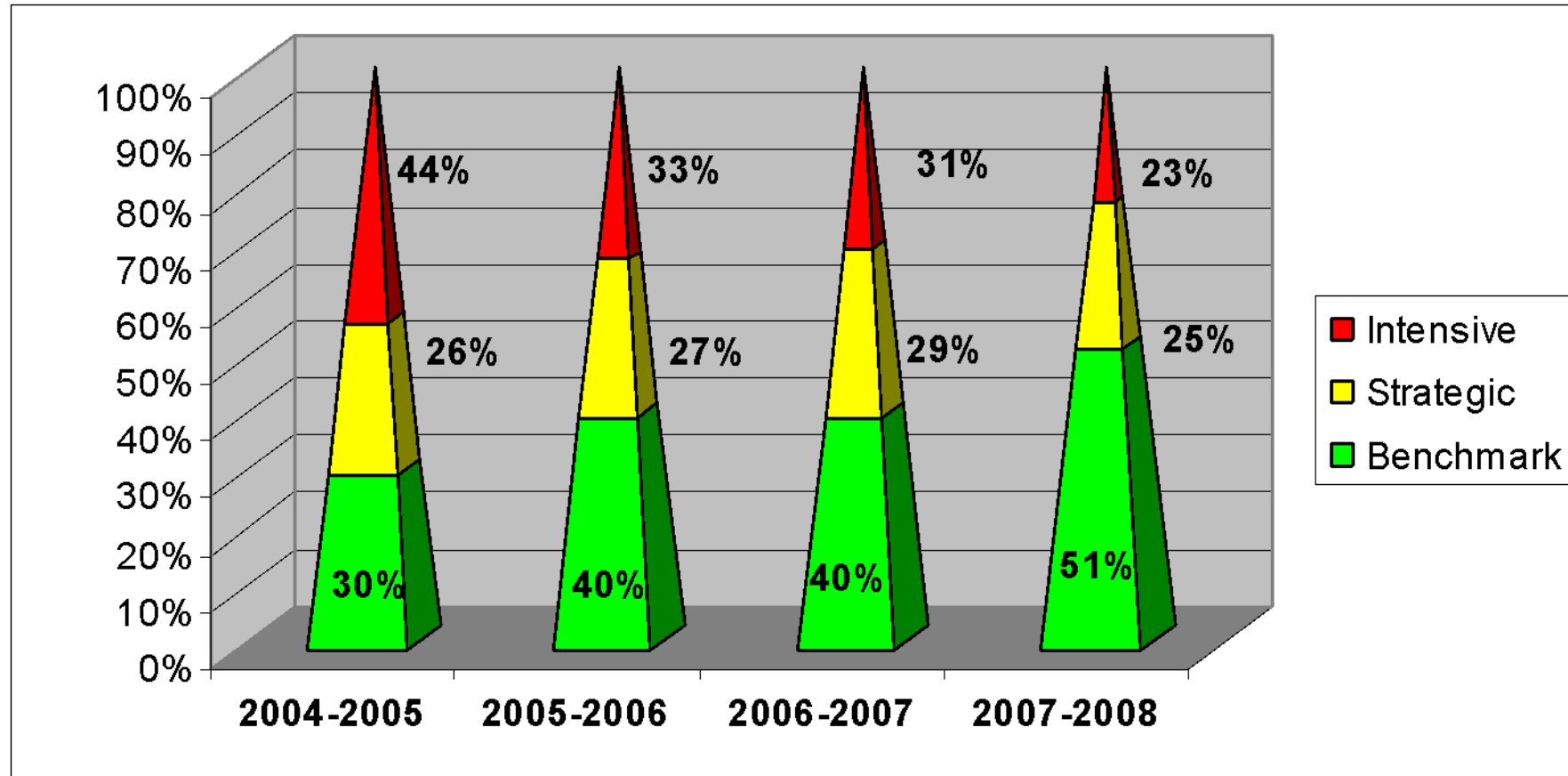
Final Thoughts

Where in the world?
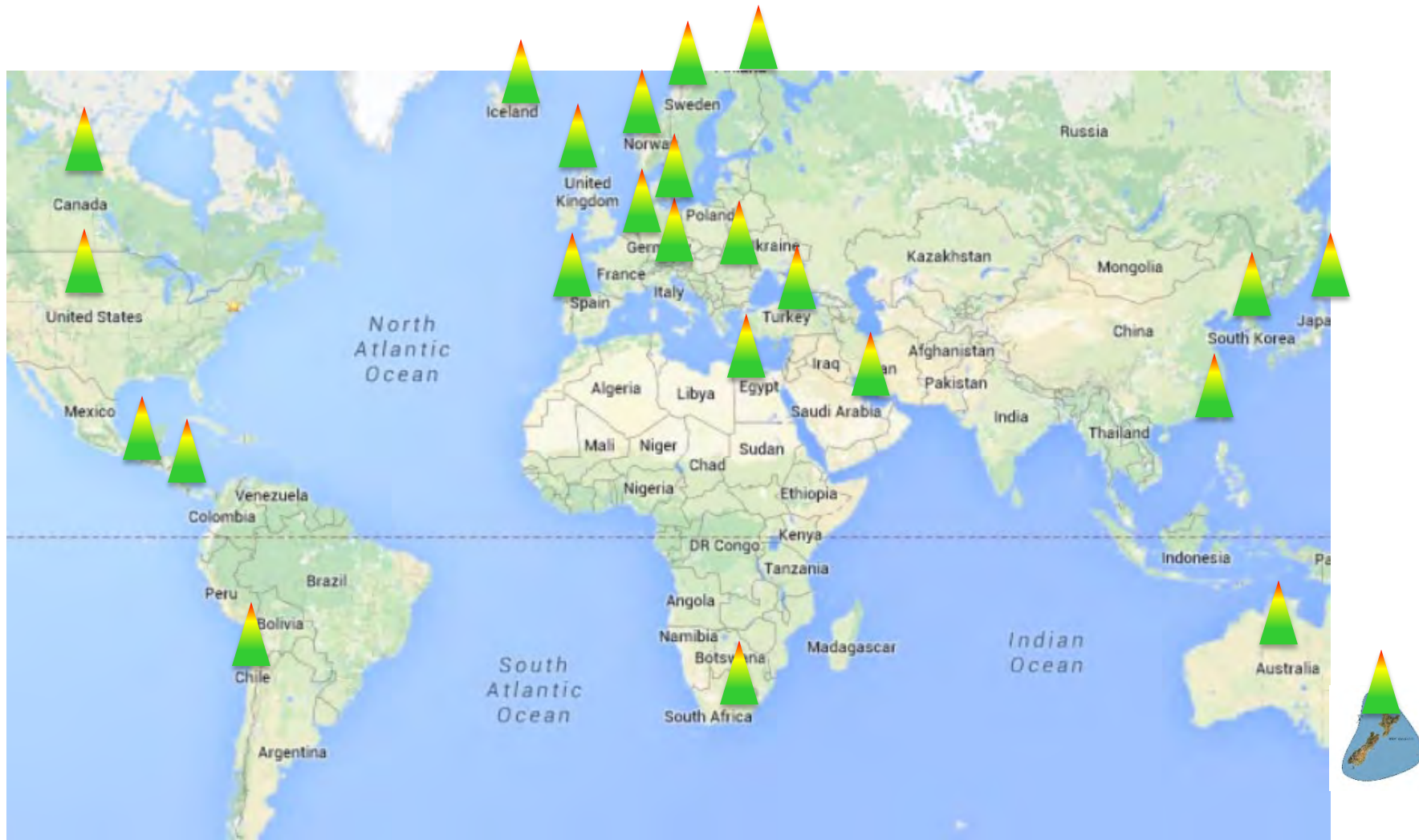
https://www.pbis.org/resource/leveraging-short-term-funding-to-build-long-term-capacity

Positive School Climate and Academic Achievement

In a study of 173 schools, it was found that the relationship between higher achievement scores and a positive school environment was stronger than the relationship between higher achievement scores and any of the following: parent support, teacher excellence, student commitment, school leadership, instructional quality, or resource management.

Taylor, M.J., West, R.P., & Smith, T.G. (2006). *Indicators of school quality: The link between school environment and student achievement*. Logan, UT: Utah State University: Center for the School of the Future.

More information pbis.org