

Helping All Students and Adults Thrive in the Classroom: Positive and Proactive Classroom Supports

*Staying Grounded: Aligning
Systems So All Students
& Adults Thrive
(Wherever They Are!)*



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UCONN

UNIVERSITY OF CONNECTICUT

CBER Center for
Behavioral
Education &
Research
Promoting Academic and Behavior Supports



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

Welcome!



- Change your name to be your “School, your name”
For example, “UConn, Brandi S”
- Orient to Zoom
 - Chat
 - Mute/unmute
 - Show/hide video
 - Check that your name is correct, rename if not
 - This session will be recorded but will only be available to participants in this session. If you’d like to access the recording, please email anne.dubie@uvm.edu.
- Materials at: bit.ly/VTBEST2020

Strand Learning Objectives

*Staying Grounded: Aligning
Systems So All Students
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- Learn the **core features** of research-based, positive and proactive classroom practices to support all learners and promote academic and behavioral success,
- Describe approaches to **integrate and align** behavioral, academic, social, and emotional practices at the classroom level,
- Discuss strategies to **intensify** practices to support learners with more intense social, emotional, and behavioral needs,
- Identify **data** and **systems** that need to be in place to support classroom management within a classroom or school, and
- Develop an **action plan** to improve implementation fidelity of these practices in a classroom with which they are familiar.

Strand Outcomes or “Take Aways”

Staying Grounded: Aligning Systems So All Students & Adults Thrive (Wherever They Are!)



Be sure to download the word version of this to work on

Positive Classroom Behavior Support Plan					
Teacher Name: Add		Grade Level/Period: Add		Date Updated: Add	
Positive Classroom Expectations Look Like, Sound Like, Feel Like in....					
Expectations	Routines	Teacher-Directed Instruction	Small Group Activities	Independent Seat 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	• Listen to your friends	• Calm body & quiet voice	• Quiet voice • Keep a space bubble
3. Kind to environment		• Take care of your space	• Take care of your space & materials	• Take care of your space & materials	• Leave your space better than you found it.
Attach Lesson Plans that explicitly teach each expectation in each routine.					
Plan high rate/quality of opportunities to respond (active engagement) for students.					
...before each activity	Prompt Examples:	<ul style="list-style-type: none"> o "While I'm reading, you can be kind by keeping your body calm, voice quiet, and eyes on me." o "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and leaving it better than you found it." 			
...before each transition		<ul style="list-style-type: none"> o "Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies." 			
Give Specific Feedback ...	Praise/Correction Examples:				
...for desired behavior (praise)		<ul style="list-style-type: none"> o "Wow. I like how you are being kind by helping you friend with her materials." o "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)		<ul style="list-style-type: none"> o "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." o "I see that not everyone has had a chance to participate in the group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas." 			
Consider additional strategies to acknowledge or respond to student behavior.					

(Please complete tables with your own information. Delete/replace light blue example text.)

Action Plan

Action	Who	When	Notes

Speaking of action plans....

Download an Action Plan (or open an existing one!)



Add action items
throughout strand
to promote
implementation

Positive Behavior Interventions and Supports
ADD School
Action Plan 20XX-20XX

Updated ADD

Team Members

ADD (coach)
ADD (ADD Grade)
ADD (ADD Grade)
ADD (Special Education)

ADD (Add role)
ADD (Specialist)
ADD (Administrator)

Regular Meeting Times and Locations
ADD

Meeting Rules

ADD

Behavioral Purpose Statement

ADD

Outcomes

ADD

All highlighted actions have already been completed or are currently in progress.

Outcome1 : ADD

Action	Who	When	Notes

<https://docs.google.com/document/d/12vCljGtM7lwNJg4UWNmBDs5yWQFGqgJSH6Pyssl8Rw4/edit>



Strand Overview

Mon (10:30-12:30)	Context & Critical Practices
Tue (10:30-12:30)	Critical Practices
Wed (10:30-12:30)	Intensifying & Differentiating Critical Practices
Thurs (10:30-12:30)	Data & Systems to Support Educators

Take breaks as needed. I've built in reminders to stretch... but no breaks

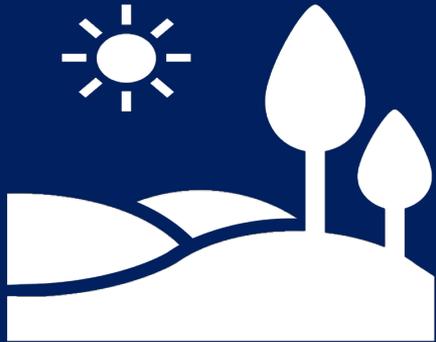


Introductions



Basic: Introduce yourself by name, school, & role

Bonus: List ≥ 1 thing you hope to learn during this strand



CONTEXT

Students' **academic & behavior** outcomes are closely related.



Effective classroom practices are directly linked to students' **behavioral** and **academic** outcomes.

What enables effective classroom practices?



Unfortunately...

And, teachers continue to express concerns with student behavior

Teachers report limited (if any) pre- and in-service training in behavior support



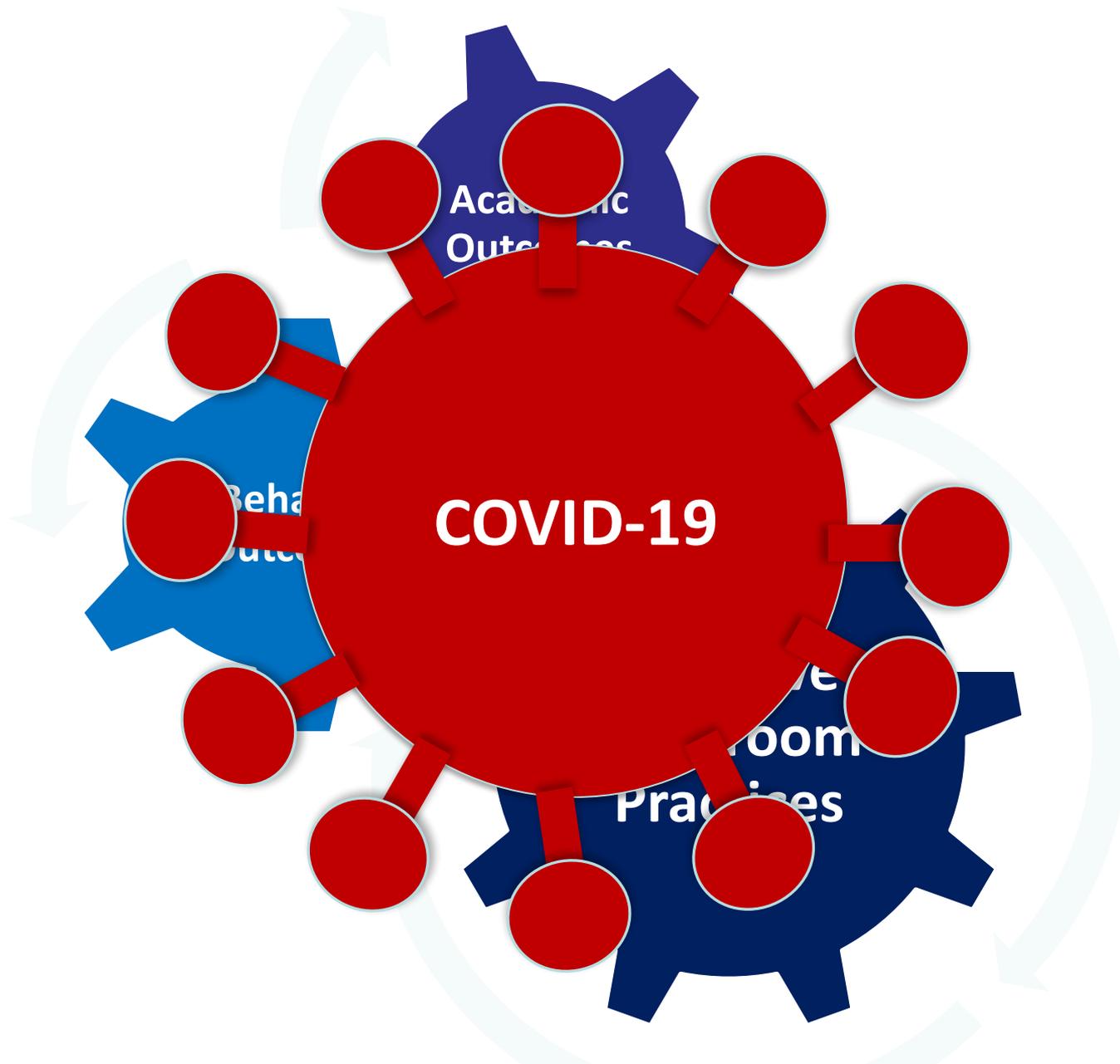
Behavior Outcomes

Academic Outcomes

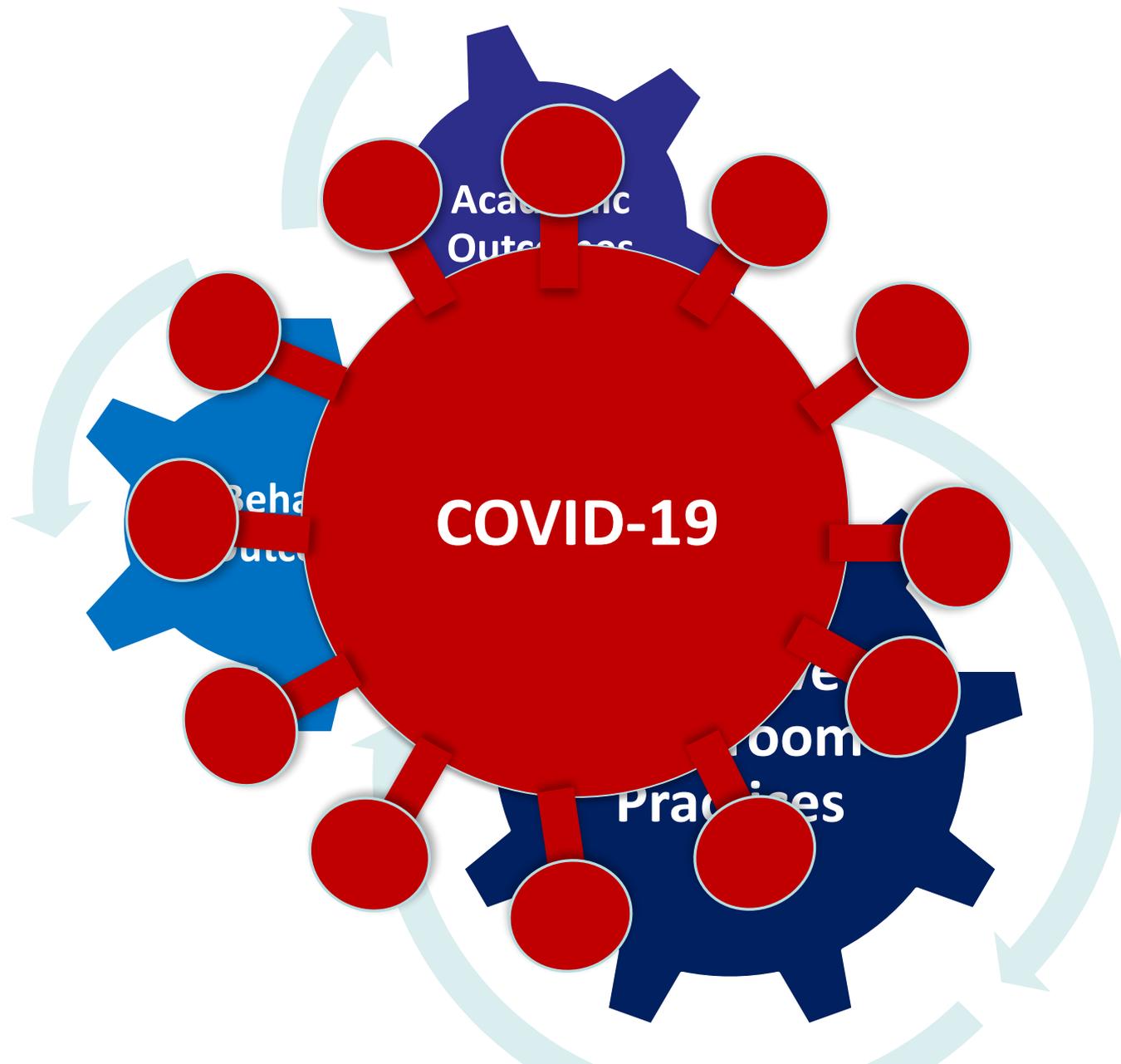
Effective Classroom Practices

Teachers implement practices at lower levels than desired

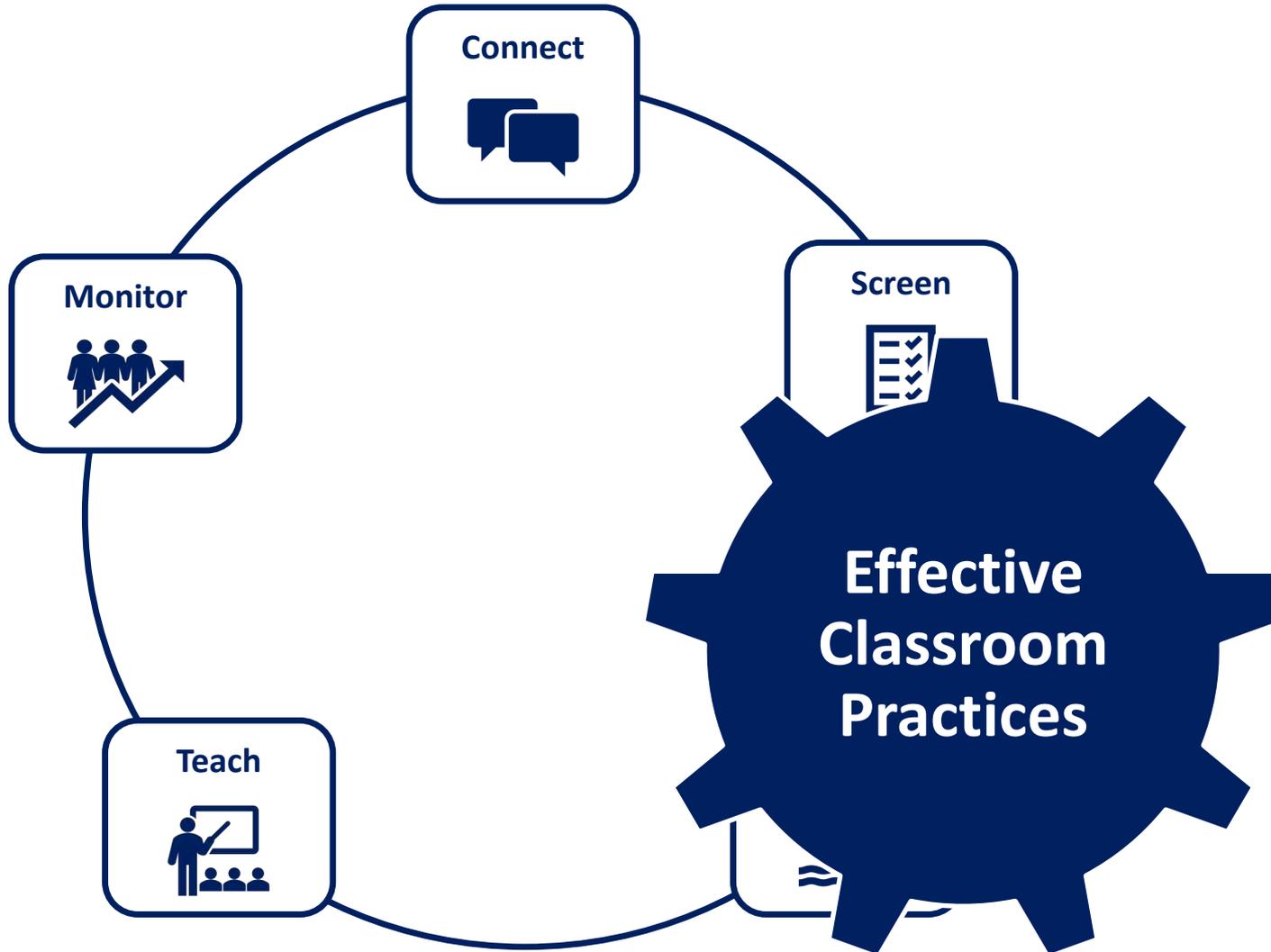
And then...



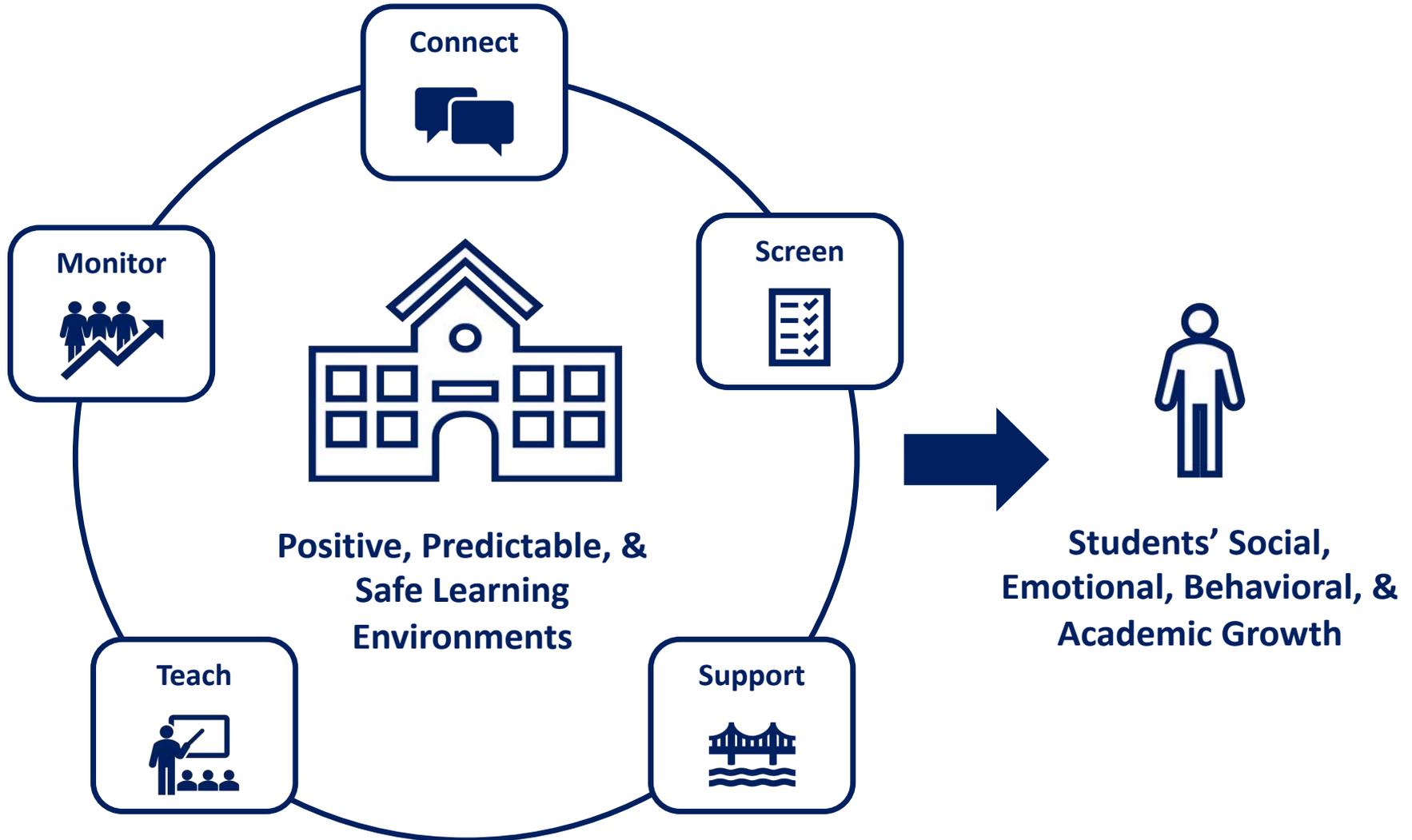
How do we re-establish effective classroom practices?



“Back to Basics”



“Back to Basics”





Poll #1: Context

What Type(s) of learning do you anticipate next year?

- In-Person
- Hybrid
- Remote
- Other (use chat)

While waiting for others to finish, take a...

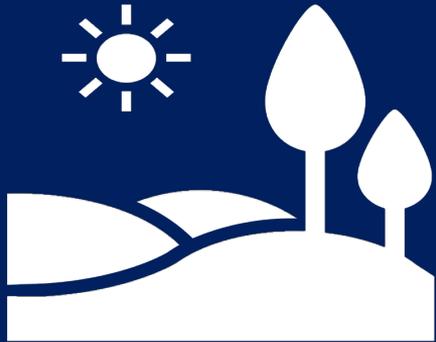
**STRETCH
BREAK**



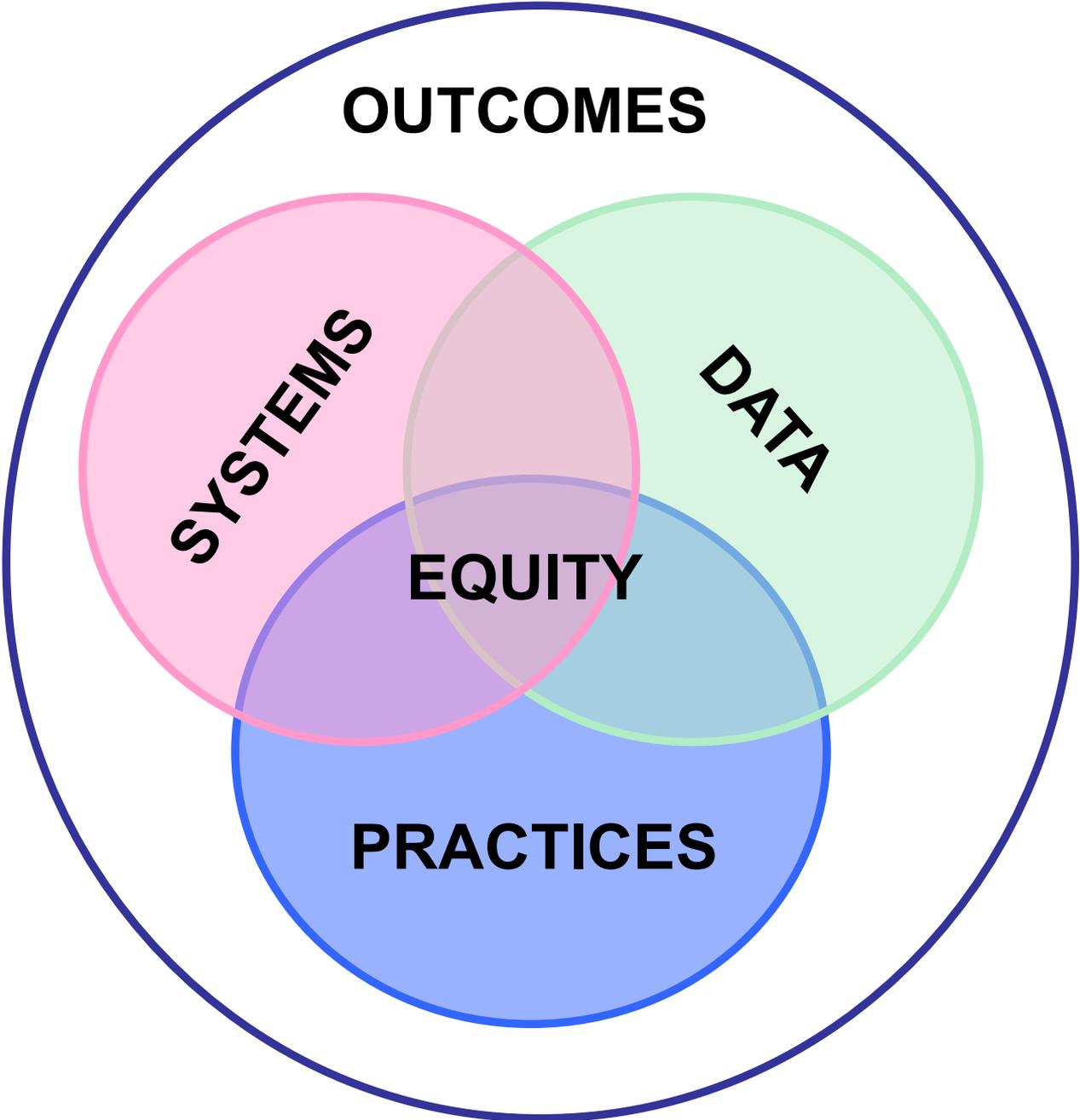
In the chat

Basic: What are your concerns specific to the context for learning next year?

Bonus: What did you learn this spring that has helped ease your concerns?



CRITICAL PRACTICES



OUTCOMES

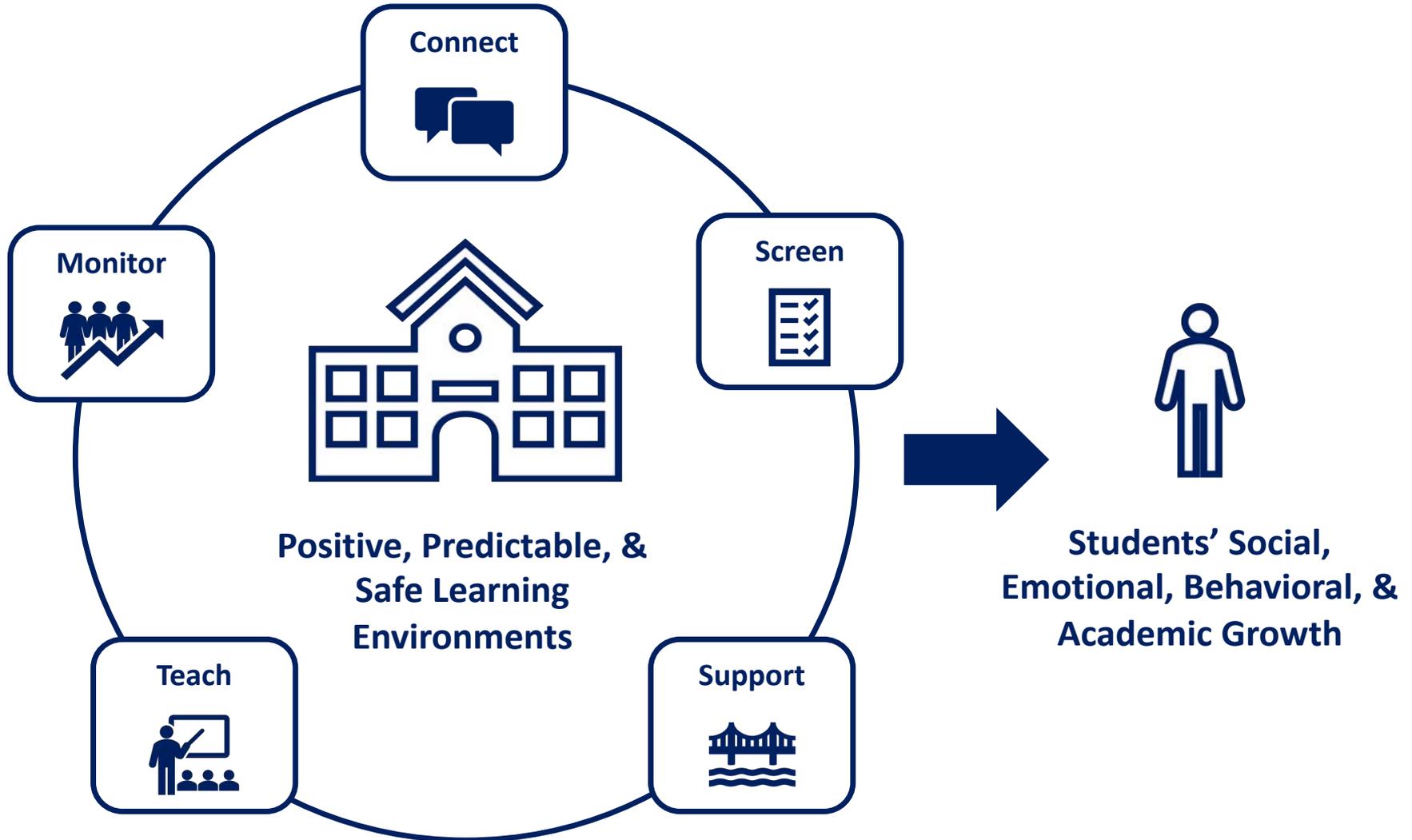
SYSTEMS

DATA

EQUITY

PRACTICES

“Back to Basics”



Connect



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

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Screen



Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support, **differentiate and intensify** Tier 1 and consider Tier 2 or Tier 3.

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Support



Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**. Bridge expectations (teach connections) across settings (e.g., home, school).

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Teach



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

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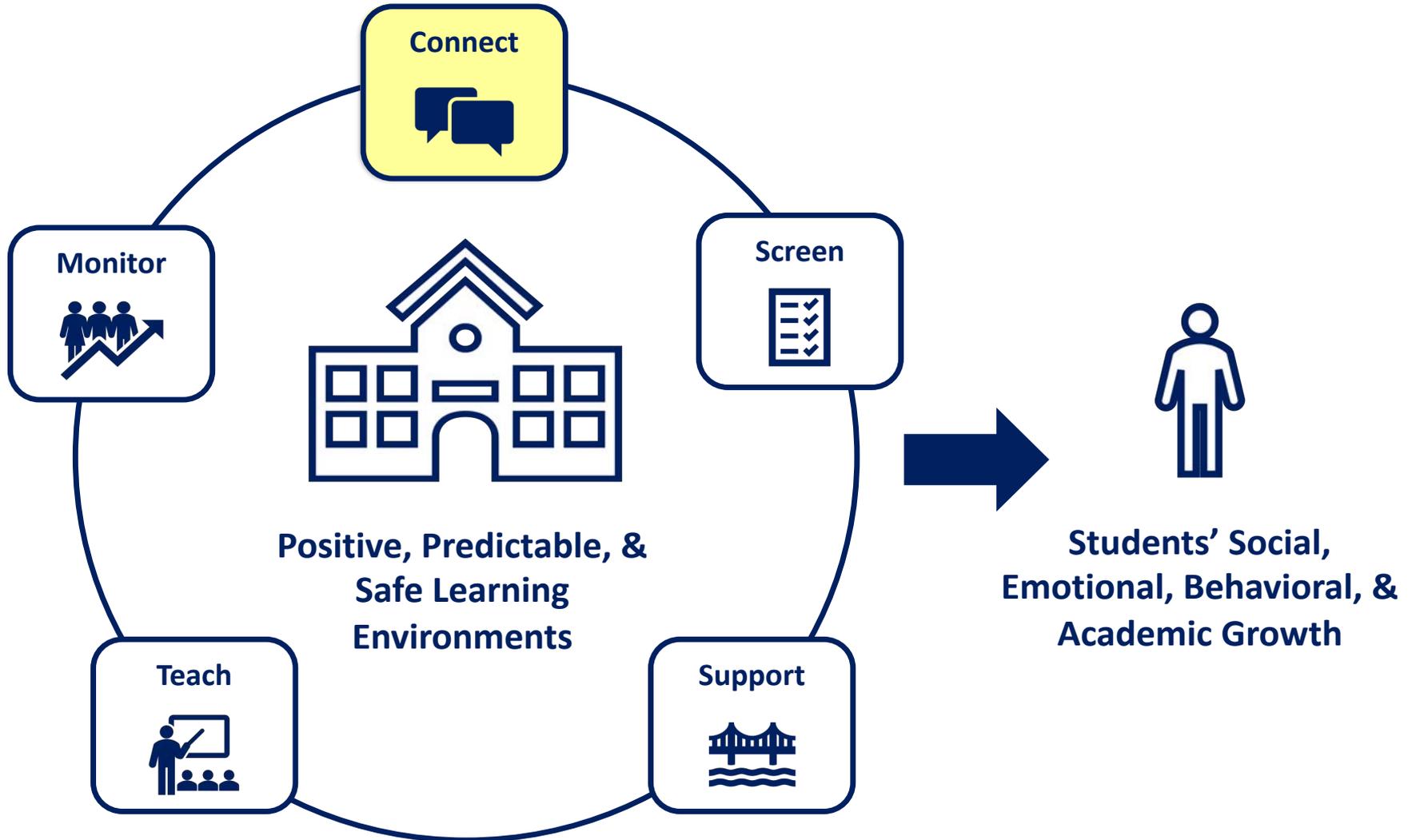
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Monitor



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

“Back to Basics”



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communication during times of disrupted learning. **Check in** with students daily and with families
regularly to identify support needs as they emerge.

- Use **positive greetings at the door** (or at login for remote learning)



Positive Greetings at the Door

WHAT IS IT?

A routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicates they are welcome.

WHY DO IT?

Greeting students as they enter (or exit) your classroom/school is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the class can end student's day on a positive note as well too. These positive interactions are especially important for students who experience family conflict, walk to school through unsafe neighborhoods, or have unmet daily needs. Research has shown that positive greetings at the door increases students' time on task, reduces disruptions, and builds positive relationships (Allday & Pekurer, 2007; Cook et al., 2018).

HOW DO WE DO IT?

There are many ways that students can be greeted as they enter the classroom. Examples of greetings are provided below.

BASIC STEPS:

Stand just inside or outside of the door and...

1. Greet each student by name
2. Have a short positive interaction (e.g., praise, friendly comment, question)
3. Direct them to the first activity

VARIATION 1:

- Offer the student a choice of handshake, fist bump, high five, pinkie shake, etc.

VARIATION 2:

- Provide a quiet, independent entry activity (e.g., warm-up fluency activity, essay writing task)
- Circulate around the room, ensuring you have a positive greeting with each student

VARIATION 3:

- Train students in your class to be greeters or 'greeter leaders'
- Students along with the teacher provide a greeting to each student in the morning
- Students alternate the role of greeter every month or week

Stand just inside or outside of the door and...

1. Greet each student by name
2. Have a short positive interaction (e.g., praise, friendly comment, question)
3. Direct them to the first activity

**Function
over
form**

Socially Connected While Physically Distant

In the current context of physical distancing and personal protective equipment, it may seem harder to connect. Masks will hide smiles and other positive expressions, and our need to maintain space may inadvertently send messages of “stay away” instead of “welcome.”

We need to be more intentional with establishing positive connections.

As we cannot rely on expressions or physical touch, we will need to consider how to use our words to more fully convey the meaning of our welcome, connections, and positive feedback.

Instead of a...

Consider...

	Visible Smile		<ul style="list-style-type: none"> • “I’m smiling because ___.” • Smiling eyes • Smiley face emoticon
	High Five		<ul style="list-style-type: none"> • “Great effort on ___!” • Air high five • High five emoticon
	Fist Bump		<ul style="list-style-type: none"> • “I see you. I’m here for you.” • Air fist bump • Fist bump emoticon
	Hug		<ul style="list-style-type: none"> • “I’m so happy to see you.” • Air hug • Smiley face emoticon
	Pat on the Shoulder		<ul style="list-style-type: none"> • “Nice ___. I’m proud of you.” • Thumbs up • Thumbs up emoticon
	Handshake		<ul style="list-style-type: none"> • “Great to see you again.” • Wave • Handshake emoticon
	Greet at Door		<ul style="list-style-type: none"> • “Welcome! Glad you’re here.” • Stand in hall behind podium • Greet students at log in

**Focus on
critical
features**

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regularly to identify support needs as they emerge.

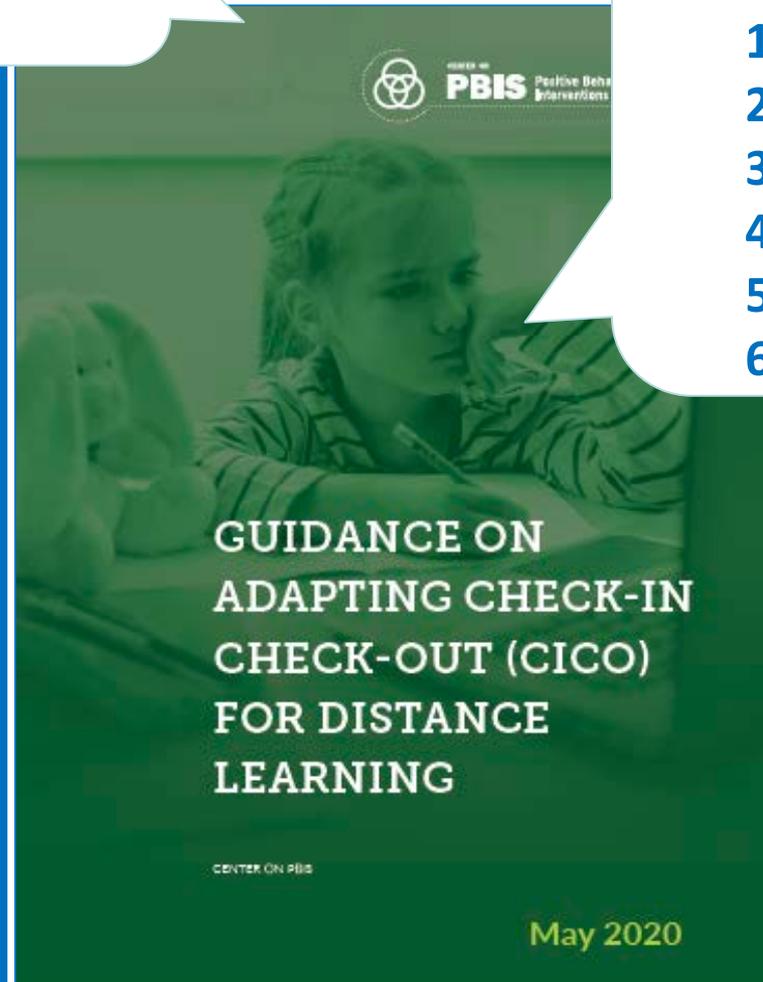
- Use positive greetings at the door (or at login for remote learning)
- Regularly **check-in** with students and families, and adapt check-in during periods of remote instruction

Typically Tier 2 Support...

- More may benefit
- Family check-in may be helpful

Considerations:

1. Screening
2. (Re)orientation
3. Check-Ins & Outs
4. Behavior Ratings
5. Rewards
6. Family Communication



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- Use positive greetings at the door (or at login for remote learning)
- Regularly **check-in** with students and families, and adapt check-in during periods of remote instruction
- Build **relationships** with students, among peers, and with families through purposeful communication

PBIS Forum 8: Practice Brief
Family-School Collaboration in Positive Behavioral Interventions and Supports: Creating a School Atmosphere to Promote Collaboration

PBIS Leadership Forum- Roundtable Dialogue

February 2019

The purpose of this practice brief is to describe family-school collaboration in Positive Behavioral Interventions and Supports (PBIS) and review approaches that help to create conditions that promote collaboration. A brief background on family-school collaboration is provided, followed by guidance on a schoolwide approach for collaborating with families that strengthens family-school connections and improves student performance.

Family-School Collaboration

Two primary environments that support child development are home and school. Parents and educators share many similar roles. For example, parents and teachers both support children's social, emotional, behavioral and academic (SEBA) performance. In fact, many research studies have demonstrated that parent involvement in SEBA results is associated with improved student performance in them (Jeynes, 2007; Pomerantz, Kim, & Cheung, 2011). Furthermore, interventions that promote family-school collaboration improve outcomes for youth, such as improvements in school attendance, grades, and social behavior (Garbacz & McIntyre, 2016; Stoolmiller, Connell, & Dishion, 2009). In addition, such interventions can strengthen connections across home and school, which can in turn amplify positive outcomes for youth (Shedden et al., 2017). However, research on family-school collaboration has identified that interventions are not closely aligned and integrated with schoolwide systems and practices (Garbacz, Hirano, et al., in press), such as the multi-tiered system of support (MTSS), and this is limiting family-school interventions (Leslie et al., 2016).

Family-School Collaboration in PBIS

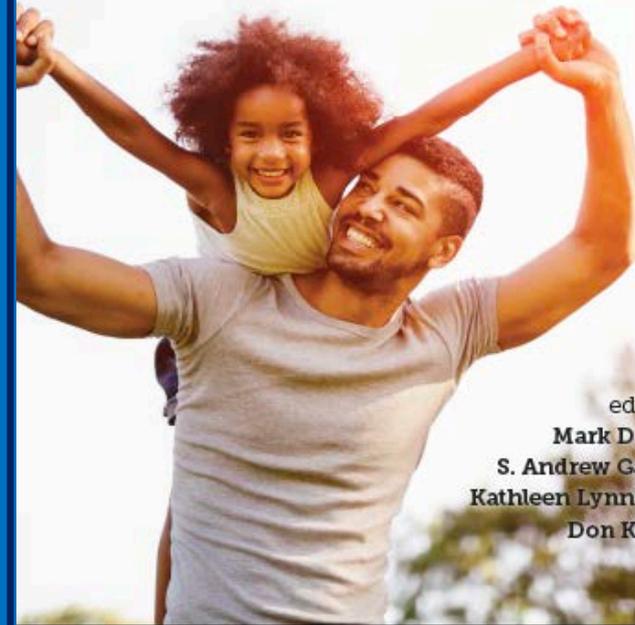
A promising line of work has emerged in the last several years that includes systematic study of approaches to align and integrate family-school collaboration within MTSS such as PBIS (Dishion, 2011; Garbacz, Witte, & Honick, 2017; Lewis, Mitchell, Homer, & Suga, 2017; Weist, Garbacz, Lane, & Kincaid, 2017). This line of work has focused on defining family-school collaboration within and across the tiers of support intensity within PBIS to clarify how families and schools can collaborate to support youth. In addition, engaging community stakeholders, such as community mental health professionals; in PBIS is a central feature of family-school-community engagement. Partnerships among community agencies, homes, and schools can provide supportive systems for youth that extend across settings (Minda, Kincaid, Tremaine, & Thomas, 2017; Weist et al., 2012). Increased emphasis on family-school-community collaboration in PBIS and related MTSS led to the development of the Family-School-Community Alliance (FSCA). The FSCA is dedicated to enhancing family-school-community collaboration within PBIS and related MTSS, which includes a focus on coordinated implementation support and advancing a research agenda (see <https://fscalliance.org>).

Family-school collaboration in PBIS includes defining collaboration at Tier I, Tier II, and Tier III (Garbacz, Rose, Weist, & McIntosh, 2018). Family-school collaboration involves families and educators working together as co-equal stakeholders who share responsibility for educating youth (Christenson & Shedden, 2001). Family-school collaboration occurs across a continuum, wherein educators support parent engagement

S. ANDREW GARBACZ, UNIVERSITY OF WISCONSIN-MADISON; MARK D. WEIST, UNIVERSITY OF SOUTH CAROLINA

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

Concepts and Strategies for Families and Schools in Key Contexts



edited by
Mark D. Weist
S. Andrew Garbacz
Kathleen Lynne Lane
Don Kincaid

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

<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>

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- Use positive greetings at the door (or at login for remote learning)
- Regularly **check-in** with students and families, and adapt check-in during periods of remote instruction
- Build **relationships** with students, among peers, and with families through purposeful communication
- Provide structured **opportunities** for students to use language throughout the day in pairs, small groups, and in whole-class settings to promote connection and oral language development

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

SEB
Experts

Use positive greetings at the door (or at login for remote learning)

Academic
Experts

- Regularly **check-in** with students and families, and adapt check-in during periods of remote instruction
- Build **relationships** with students, among peers, and with families through purposeful communication
- Provide structured **opportunities** for students to use language throughout the day in pairs, small groups, and in whole-class settings to promote connection and oral language development
- **Connect** with families regularly to discuss and address issues together



Poll #2: Connect

What strategies will you use to connect?

Select all that apply.

- Positive greetings at door (login)
- Peer-to-peer activities
- Regular check-in with families
- Language rich activities
- Other (use chat)

While waiting for others to finish, take a...

**STRETCH
BREAK**

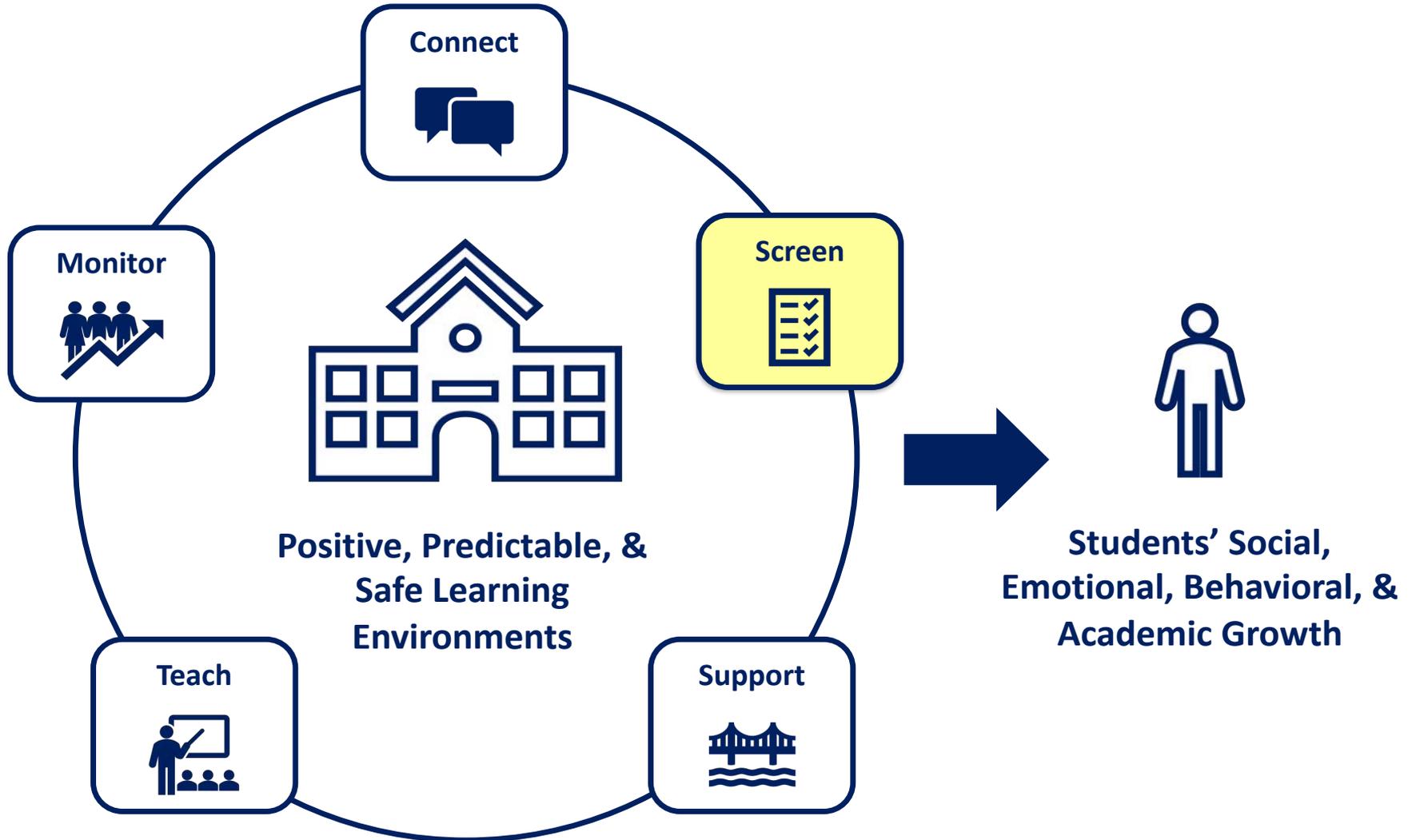


In the chat

Basic: What are your concerns specific to the physical environment?

Bonus: What have you already problem solved to address your concerns?

“Back to Basics”



Screen



Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support, **differentiate and intensify** Tier 1 and consider Tier 2 or Tier 3.

- Establish a **universal screening protocol**
 - Select and implement a **SEB screener** or develop procedures for informal screening (e.g., extant data, family wellness check)

Systematic Screening Tools: Universal Behavior Screeners

Tool Name	Overview
<p>Behavior Assessment System For Children 3rd Edition: Behavioral and Emotional Screening System (BASC-3: BESS; Kamphaus & Reynolds, 2015)</p> <p>Available from Pearson Assessments</p>	<p>A measure of behavioral and emotional functioning. A total scale score is computed using six indices: behavioral and emotional risk, externalizing risk, internalizing risk, adaptive skills risk, self-regulation risk, and personal adjustment risk. Scores provide information on risk that may affect students' academic progress and social relationships.</p> <p>This screening tool is used with students in grades preschool-12. Online completion and scoring and paper copies are available. Screening takes educators about 30-45 minutes per class. Sample reports are available on the website.</p> <p>Completed by: teacher/educators, parents, students Pricing estimate: \$75 manual, \$34.25/25 forms, \$343.75 data management system.</p>
<p>Emotional and Behavioral Screener (EBS; Cullinan & Epstein, 2013)</p> <p>Available from Hawthorne</p>	<p>A measure to screen students for emotional and behavioral concerns. The 10-item scale is summed to indicate the level of risk for an emotional disorder. Educators use the score to determine how to respond, observation or monitoring, additional assessment, or tiered intervention supports.</p> <p>This tool involves a 10-item rating form and decision summary form. Two school personnel must administer the screener for each student. Scores place students either at risk or not at risk.</p> <p>Completed by: teachers/educators Pricing estimate: \$137.50 for the complete kit</p>
<p>Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus et al., 2013)</p> <p>Available from ohi.missouri.edu and FastBridge</p>	<p>A measure assessing behavioral and emotional risk. A Total Score and three domain scores (Social Behavior, Academic Behavior, and Emotional Behavior) are computed and used for decision-making.</p> <p>This screening tool distinguishes K-12 students with moderate/high concerns from students with low behavioral concerns. Screening takes educators about 1-3 minutes per student. An online data management system as well as paper copies are available.</p> <p>Completed by: teachers/educators, students Pricing estimate: free access for paper version. Online management system available for cost</p>
<p>Social Skills Improvement System—Performance Screening Guide (SSIS-PSG; Elliott & Gresham, 2008)</p>	<p>A measure for screening students' in academic areas (reading and math), motivation to learn, and prosocial behavior.</p>

Area	Grade	Classification Accuracy						Technical Standards		Usability Features	
		Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring				
Composite Score	K										
Site	1	●	●	●	—	—	—	—	—	—	
	2	●	●	●	—	—	—	—	—	—	
	3	●	●	●	—	—	—	—	—	—	

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

<https://charts.intensiveintervention.org/bscreening>

Screen



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- Establish a **universal screening protocol**
 - Select and implement a **SEB screener** or develop procedures for informal screening (e.g., extant data, family wellness check)
 - Select and implement **academic screening measures**, with established technical adequacy, to identify students for intervention or monitoring

BEST PRACTICES IN UNIVERSAL SCREENING

There is broad agreement that schools should implement early screening and intervention programs. State legislation generally favors the use of universal screening within schools across grades K-2, where students are screened annually to assess risk for dyslexia and other reading disabilities.

Schools should provide at least three levels of instructional support for students, based on their risk for poor overall reading proficiency:

Core classroom instruction for students reading at or above grade level (i.e., low risk for reading problems)

Moderate additional support for students reading somewhat below grade level expectations (i.e., moderate risk for reading problems)

Intense additional support for students reading well below grade level expectations (i.e., high risk for reading problems)

When establishing a screening protocol consider...

1. the scope of the assessment, the reliability and validity of scores, and the diagnostic accuracy of the screener relative to the specified outcome.

2. when and how the screening assessment(s) will be administered at frequent intervals.

3. who will be responsible for entering data into a database and printing reports immediately following each screening assessment.

4. holding primary grade level team meetings and upper grade cross-discipline team meetings after each school-wide screening to analyze the reports and determine placement and instructional grouping for each student.

5. how parents/families will be engaged in the decision-making and kept updated on their child's reading performance.

School districts should carefully consider and identify their respective personnel and resources available to follow these protocols.



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All	Title	Area	Grade	Classification Accuracy			Technical Standards		Usability Features	
				Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring	
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	K	●	●	●	●	●	●	●
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	1	●	●	●	●	●	●	●
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	2	●	●	●	●	●	●	●
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	3	●	●	●	●	●	●	●

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

<https://charts.intensiveintervention.org/ascreening>

Screen



Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support, **differentiate and intensify** Tier 1 and consider Tier 2 or Tier 3.

- Establish a universal screening protocol
 - Select and implement a SEB screener or develop procedures for informal screening (e.g., extant data, family wellness check)
 - Select and implement academic screening measures, with established technical adequacy, to identify students for intervention or monitoring
- Regularly **review data** in team meetings to make decisions,
 - Review SEB data in school-wide teams to make decisions, based on level of risk and other data, to differentiate and intensify Tier 1, Tier 2, or Tier 3 support

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 - Review SEB data in school-wide teams to make decisions, based on level of risk and other data, to differentiate and intensify Tier 1, Tier 2, or Tier 3 support
 - Implement consistent data team meetings, as part of a decision-making process, to review academic screening data, group students appropriately, and differentiate and intensify instruction as needed

Four Questions to Ask After Universal Screening

Screening for dyslexia risk should be part of a decision-making framework that answers four fundamental questions.

1. Is the student at risk for dyslexia or not meeting important pre-reading and reading goals expected for the grade level?

Reading assessments can screen students for dyslexia or reading difficulties, and the data can help determine the level of reading risk students face.

Students with moderate to high risk for dyslexia should be provided with evidence-based instruction and intervention that focuses on explicit instruction in phonemic awareness and phonics. Schools and families should discuss whether students should be formally assessed for dyslexia based on the data indicating risk.

2. Is the student making enough reading progress to read proficiently and reach important reading goals?

Frequent reading assessments can monitor students' progress toward overall proficient reading and important reading goals.

These assessments can help determine if students are responding adequately to evidence-based instruction and interventions or if instruction and interventions should be modified or intensified.

3. Is the student reading with sufficient proficiency to meet grade level reading expectations and important reading goals?

Overall assessments can determine if students are reading proficiently and are reaching important reading goals.

4. For students not making adequate reading progress despite intervention, what additional intervention approaches have the best chance of improving the rate of reading progress?

Diagnostic assessments can provide detailed information about students' reading skills for the purposes of developing and implementing individualized interventions for students.



The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 5283D160003). The opinions expressed are those of the author(s) and do not represent views or policies of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy. <https://improvingliteracy.org/> | twitter.com/NCILiteracy/ | [facebook.com/improvingliteracy](https://www.facebook.com/improvingliteracy)

Screen



Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support, **differentiate and intensify** Tier 1 and consider Tier 2 or Tier 3.

SEB
Experts

Establish a universal screening protocol

Academic
Experts

- Select and implement a SEB screener or develop procedures for informal screening (e.g., extant data, family wellness check)
- Select and implement academic screening measures, with established technical adequacy, to identify students for intervention or monitoring
- Regularly **review data** in team meetings to make decisions,
 - Review SEB data in school-wide teams to make decisions, based on level of risk and other data, to differentiate and intensify Tier 1, Tier 2, or Tier 3 support
 - Implement consistent data team meetings, as part of a decision-making process, to review academic screening data, group students appropriately, and differentiate and intensify instruction as needed



Poll #3: Screen

What strategies will you use to screen?

Select all that apply.

- Formal SEB screener
- Informal protocol (data review, nominations)
- Formal academic screener(s)
- Other (use chat)

While waiting for others to finish, take a...

**STRETCH
BREAK**

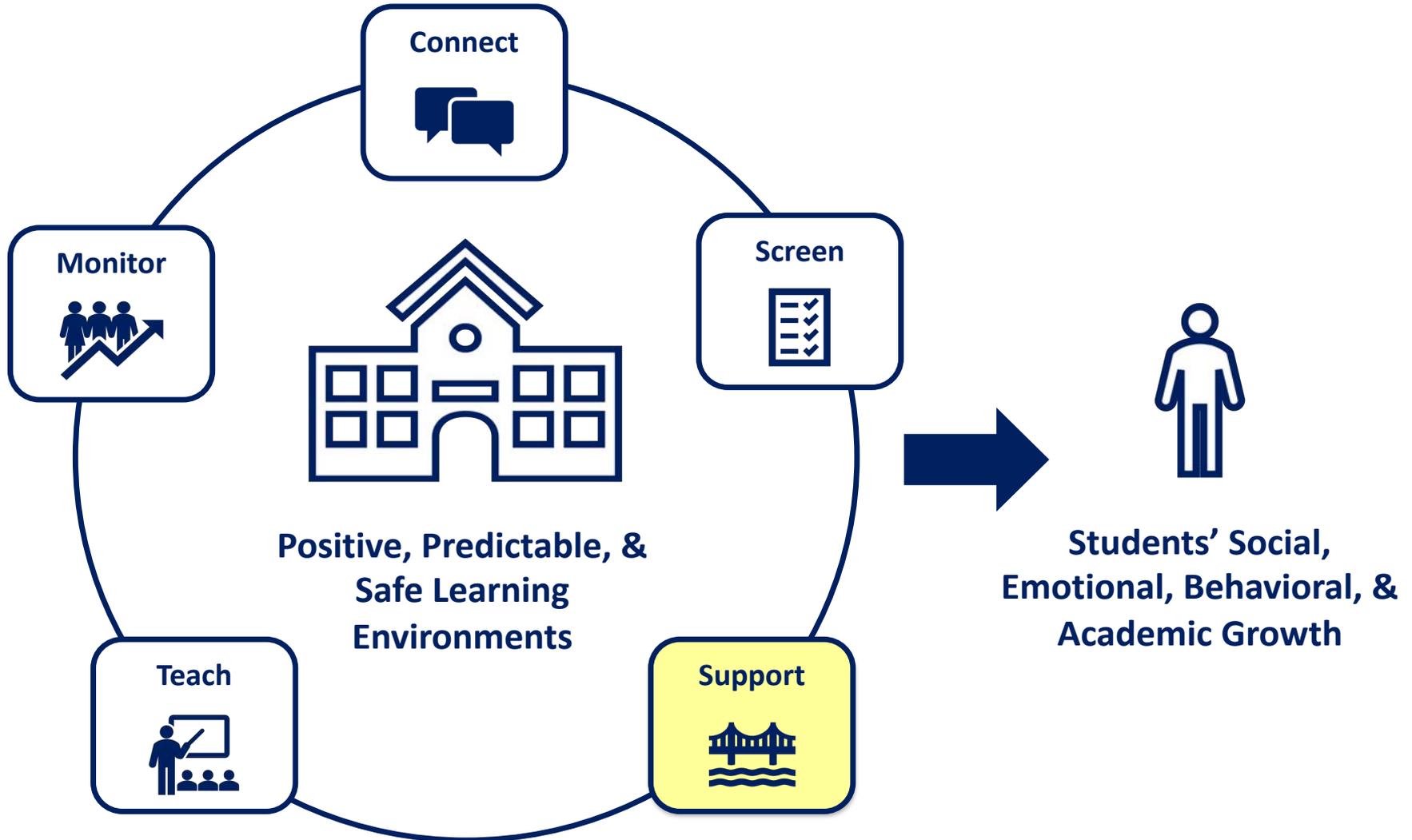


In the chat

Basic: What are your concerns specific to the screening?

Bonus: What have you already problem solved to address your concerns?

“Back to Basics”



Support



Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge
predictable routines, positive expectations and
SEB skills. Bridge expectations (teach connections) **across settings** (e.g., home, school).

- Design **safe environment** (e.g., physical distance, planned pathways)

Safe Environment

Minimize crowding & distraction



Maximize structure & predictability

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



- Arrange **furniture** to maximize safety
- Ensure adequate **distance** between all areas
- Designate individual staff & student **areas**
- **Seating** arrangements to maintain 6-10' distance

Safe Environment Examples

Minimize crowding
& distraction



Maximize structure
& predictability



In the chat

Please share your own examples or questions



Poll #4: Safe Environment

What strategies will you use to ensure a safe environment?

Select all that apply.

- Spaced desks
- Physical dividers
- Visual prompts (tape, stickers)
- Other (use chat)

While waiting for others to finish, take a...

**STRETCH
BREAK**



In the chat

Basic: What are your concerns specific to the physical environment?

Bonus: What have you already problem solved to address your concerns?

Support

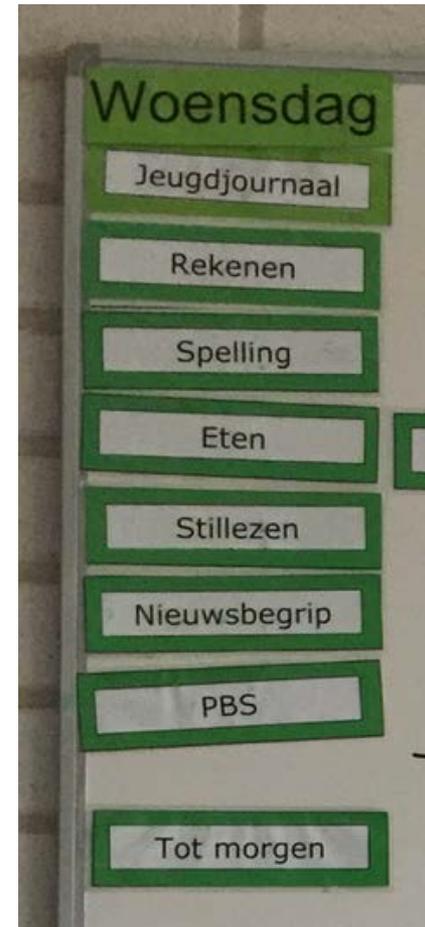


Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**. Bridge expectations (teach connections) **across settings** (e.g., home, school).

- Design **safe environment** (e.g., physical distance, planned pathways)
- Develop and teach **predictable routines**

Predictable Routines: Critical Features

- **Develop Predictable Routines & Schedule**
 - Teacher routines
 - Administration time
 - Personal time
 - Student routines
 - Student directed activities
 - Whole group activities
 - Independent activities
- Make smooth, rapid **transitions** between activities throughout the class activity and day; teach/practice transition behaviors



Predictable Routines Examples



Elementary Routine Example

Get Ready to Learn
Wake up, get ready for the day, & eat breakfast

Morning Check-in
Review morning schedule & expectations. Check-in (How are you doing today? Do you have any questions?)

Morning
Consider a walk outside, yoga, hike inside on the stairs, etc.

Structured Learning[†]
Establish times for core academic activities, like reading,

Lunch Check-in
Eat healthy lunch, review afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)

Afternoon Learning Activities
Consider a virtual field trip, art, music, science, or other fun learning activity

Afternoon Movement
Consider a walk, dance party, or similar active movement options

Social Connections[‡]
Consider social media or virtual hangouts with each other

Evening Movement
Consider a walk, dance party, or similar active movement options

Secondary Routine Example

Get Ready to Learn
Wake up, get ready for the day, & eat breakfast

Morning Check-in
Together, set schedule & expectations. Check-in (How are you doing today? Do you have any questions?)

Morning
Choose an exercise activity to do in the home or outdoors

Distance Learning[†]
Support the student in engaging in distance or remote learning activities

Lunch Check-in
Eat healthy lunch, discuss afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)

Afternoon Distance Learning
Support the student in re-engaging in distance or remote learning activities

Afternoon Exercise
Choose an exercise activity to do in the home or outdoors

Social Connections[‡]
Consider social media or virtual hangouts with each other

Evening Movement
Consider a walk, dance party, or similar active movement options

In Person

Hybrid

Remote



Please share your own examples or questions

Support



Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**. Bridge expectations (teach connections) **across settings** (e.g., home, school).

- Design **safe environment** (e.g., physical distance, planned pathways)
- Develop and teach **predictable routines**
- Use a **matrix** to define, teach, and prompt **positive expectations** and key SEB skills within routines for in-person or remote instruction

Expectations: Critical Features

A small number of
positively stated
expectations

Why small
number?

fence on the north (imagine it goes ALL the way to the west.)

Stay OUT of

No throwing up.

You need st equipment.

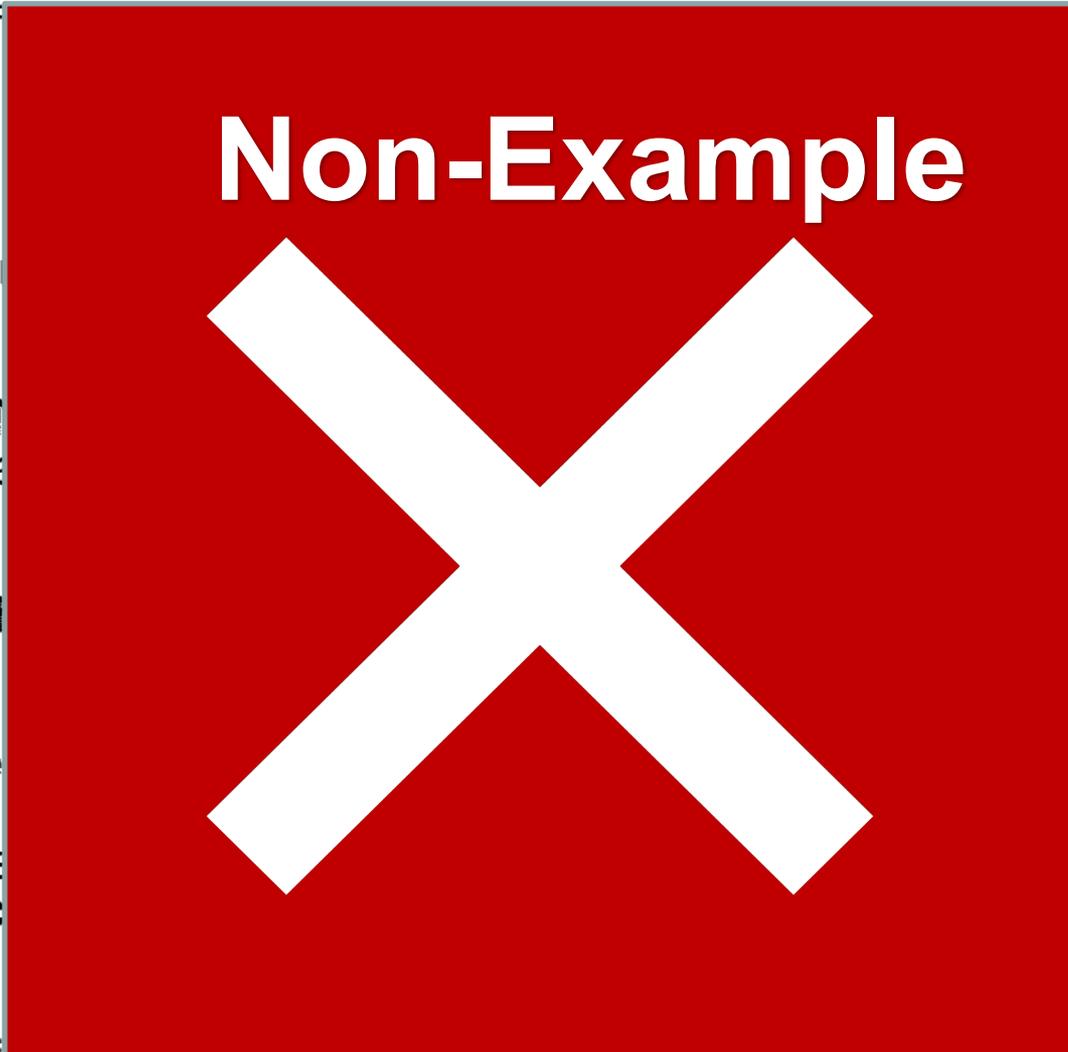
If the GREEN DO NOT need your coat.

Stay out of th

No throwing destroy othe not climb on wear snowpa snow. All c snow on the

We got outside until the temperature or windchill is 0 degrees.

Children should be quieted in the classroom lines outside before they enter the building.



pick them

the climbing

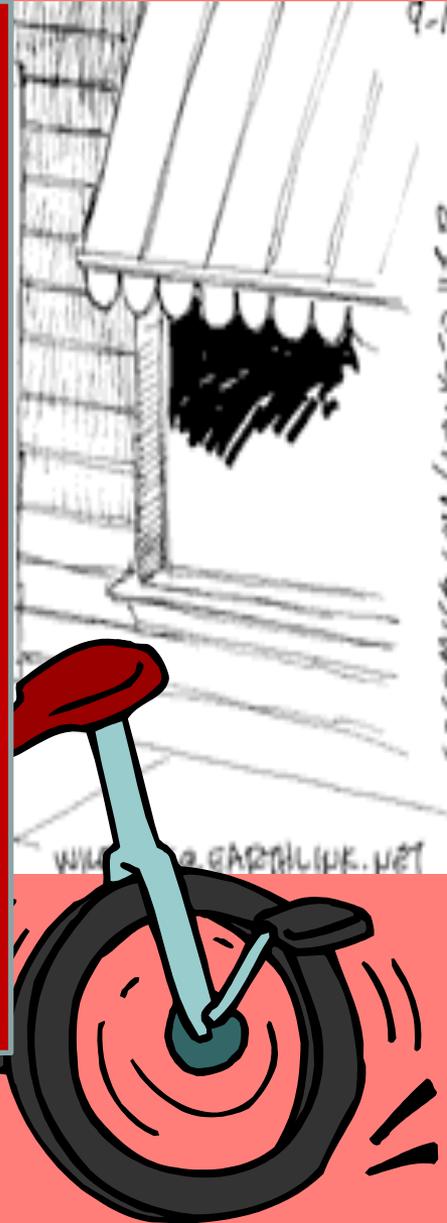
building you UP, wear

should not
dren should
en must
sit in the
here is
e on the ice.

Why positive?

Y'KNOW...UP
UNTIL NOW
I NEVER HAD
THE URGE TO
RIDE A
UNICYCLE

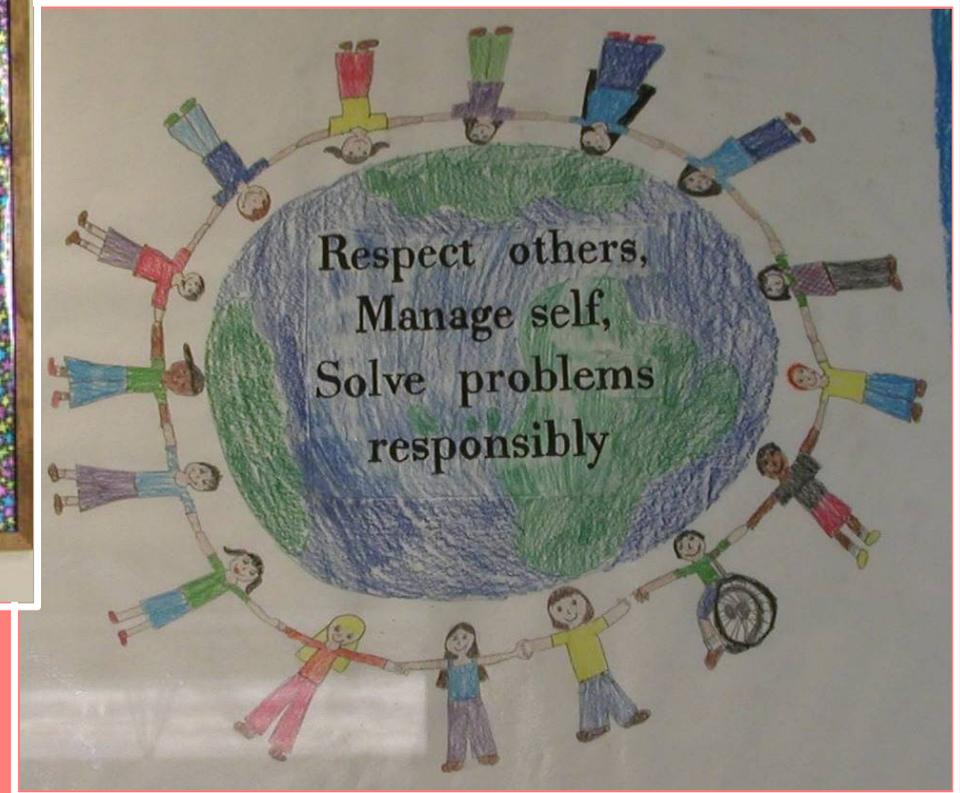
Non-Example



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Expectations Examples



In the chat

Please share your own examples or questions

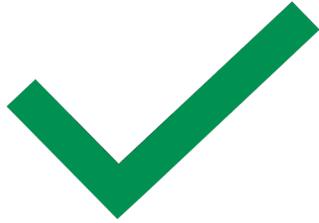
Expectations: Critical Features

A small number of
positively stated
expectations

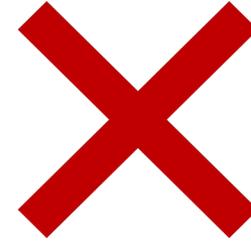
2-3 examples of
expected behavior
within each routine

Teaching matrix
(expectations within
routines)

Examples & Non-Examples of Examples 😊



- Walk
- Eat only in the Café
- Work quietly & independently
- Raise your hand to participate



- Don't run
- No food in class
- No talking during seatwork
- No talk outs



In the chat

Please share your own examples or questions

Expectations: Critical Features

Routines Expectations	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect	<ul style="list-style-type: none"> Kindly greet your teacher & peers 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Responsibility	<ul style="list-style-type: none"> Check the board & start your "do now" 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Safety	<ul style="list-style-type: none"> Put materials away Walk 	<p style="text-align: center;">2-3 Positively Stated Examples</p>		

Classroom Matrix Example 2015

		ROUTINES				
		Transitions	Teacher-directed Instruction	Cooperative Group Work	Independent Seatwork	Taking Care of Personal Needs
EXPECTATIONS	Be Respectful	<ul style="list-style-type: none"> Use an "indoor" voice Help others if needed/asked Follow specific teacher directions 	<ul style="list-style-type: none"> Actively listen to the teacher Quietly raise your hand to ask a question or contribute 	<ul style="list-style-type: none"> Actively listen to your peers Use positive and constructive language 	<ul style="list-style-type: none"> Work quietly and maintain a distraction-free environment Do your own work Raise your hand if you need help 	<ul style="list-style-type: none"> Quietly and discreetly take care of business Raise your hand if you need teacher assistance
	Be Responsible	<ul style="list-style-type: none"> Bring needed materials Turn in work, as appropriate Move efficiently between locations 	<ul style="list-style-type: none"> Take notes on content Ensure you have only appropriate materials out Ask if you need clarification on content or instructions 	<ul style="list-style-type: none"> Actively contribute to the group discussion and task Complete your share of the work Note any follow-up work to be completed 	<ul style="list-style-type: none"> Label your work Do your best work Ask for help if needed 	<ul style="list-style-type: none"> When possible, take care of needs during transitions When necessary, follow procedures for signing in/out of room Fill your water bottle during transitions; leave it on your desk when not in use
	Be Safe	<ul style="list-style-type: none"> Walk slowly Keep hands, feet, and materials to self Proceed directly to next location 	<ul style="list-style-type: none"> Stay in designated seat with "6 feet" on the floor Keep hands, feet, and materials to self 	<ul style="list-style-type: none"> Remain in designated seat and location Use materials as instructed Use calm language 	<ul style="list-style-type: none"> Stay in designated seat with "6 feet" on the floor Keep hands, feet, and materials to self 	<ul style="list-style-type: none"> Walk efficiently and directly between locations Alert teacher to anything unsafe

(Simonsen & Myers, 2015, Figure 6.2)

Classroom Matrix Example 2019

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

Expectations	Routines	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions
		1. Kind to self	<ul style="list-style-type: none"> • Use whole body listening • 	<ul style="list-style-type: none"> • Share your ideas 	<ul style="list-style-type: none"> • Do your best • Ask for help if you need it
2. Kind to others	<ul style="list-style-type: none"> • Calm body & quiet voice • 	<ul style="list-style-type: none"> • Listen to your friends 	<ul style="list-style-type: none"> • Calm body & quiet voice • 	<ul style="list-style-type: none"> • Quiet voice • Keep a space bubble 	
3. Kind to environment	<ul style="list-style-type: none"> • Take care of your space • 	<ul style="list-style-type: none"> • Take care of your space & materials • 	<ul style="list-style-type: none"> • Take care of your space & materials • 	<ul style="list-style-type: none"> • Leave your space better than you found it 	

Remote Instruction Matrix Example 2020

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	<ul style="list-style-type: none"> Choose a distraction-free space Use equipment as intended Use kind words and faces 	<ul style="list-style-type: none"> Ask in chat if you need help Use kind words and faces 	<ul style="list-style-type: none"> Use kind words and faces 	<ul style="list-style-type: none"> Use "stop-leave-talk" when you hear disrespect Encourage others to participate Use kind words and faces
Respectful	<ul style="list-style-type: none"> Video on at all times Audio off Use chat with classmates for first 5 minutes 	<ul style="list-style-type: none"> Video on at all times Audio off Answer questions in chat box on cue Answer polls promptly 	<ul style="list-style-type: none"> Video on at all times Audio on Listen attentively Answer questions out loud on cue 	<ul style="list-style-type: none"> Video on at all times Audio on One speaker at a time: wait or use chat to respond when others are talking Respect others' cultures, opinions, and viewpoints
Responsible	<ul style="list-style-type: none"> Be on time and ready to learn Start class charged or plugged in Have materials ready 	<ul style="list-style-type: none"> Ask questions (voice or chat) when you have them Be present – avoid multitasking 	<ul style="list-style-type: none"> Ask questions out loud when you have them Try your best Be present – avoid multitasking 	<ul style="list-style-type: none"> Encourage each other to stay on topic Complete the work together Use "Ask for Help" button if you have questions Be present – avoid multitasking

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

School Matrix Example 2020

	Hallway	Classroom	Bus	Online Group	Online Independent
Respect	<ul style="list-style-type: none"> Smile with your eyes and wave to acknowledge adults & peers Use kind language 	<ul style="list-style-type: none"> Greet adults & peers at beginning & end of activity Use kind language 	<ul style="list-style-type: none"> Talk kindly to students sitting in your area Wait turn to board/exit 	<ul style="list-style-type: none"> Mute when listening Use kind language 	<ul style="list-style-type: none"> Take turns if others waiting Wear headphones
Responsibility	<ul style="list-style-type: none"> Maintain 6' (big) personal space bubble Take care of your materials as you transition in the hallway 	<ul style="list-style-type: none"> Stay in assigned spot to maintain 6' distance Do your best Engage in learning 	<ul style="list-style-type: none"> Let bus driver know if unsafe behavior seen Sit in assigned seat & maintain distance 	<ul style="list-style-type: none"> Log-in/off on-time Actively participate Have materials ready for each lesson/activity 	<ul style="list-style-type: none"> Stay engaged Keep device charged Ask for help (via email, chat, or with help of a parent) when you're stuck
Safety	<ul style="list-style-type: none"> Wear mask Follow 1-way direction arrows 	<ul style="list-style-type: none"> Wear mask Disinfect desk/table before & after use 	<ul style="list-style-type: none"> Wear mask Disinfect seat Keep hands to self 	<ul style="list-style-type: none"> Keep password private Let teacher know if private chat is inappropriate 	<ul style="list-style-type: none"> Disinfect keyboard & mouse Take short breaks from your seat



In the chat

Please share your own examples or questions

Breakout Activity #1



~20 min

Either individually or as a team, begin to complete your Positive Classroom Behavior Support Plan. Replace sample text with your expectations (row headers), your routines (column headers), and 2-3 examples of expectation-following behavior for each routine.

Choose whether to (a) include routines for in-person, hybrid, & remote on the same plan OR (b) develop a separate plan for each type of learning.

Teaching Matrix

Positive Classroom Behavior Support Plan						
Teacher Name: Add		Grade Level/Period: Add		Date Updated: Add		
Positive Classroom Expectations Look Like, Sound Like, Feel Like in...						
Expectations	Routines	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions	...
	1. Kind to self		<ul style="list-style-type: none"> Use whole body listening 	<ul style="list-style-type: none"> Share your ideas 	<ul style="list-style-type: none"> Do your best Ask for help if you need it 	<ul style="list-style-type: none"> Bring what you need to be ready for what's next
2. Kind to others		<ul style="list-style-type: none"> Calm body & quiet voice 	<ul style="list-style-type: none"> Listen to your friends 	<ul style="list-style-type: none"> Calm body & quiet voice 	<ul style="list-style-type: none"> Quiet voice Keep a space bubble 	
3. Kind to environment		<ul style="list-style-type: none"> Take care of your space 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Leave your space better than you found it 	
Attach Lesson Plans that explicitly teach each expectation in each routine.						
Plan high rate/quality of opportunities to respond (active engagement) for students.						
Prompt Expected Behavior...		Prompt Examples:				
...at the beginning of each activity		<ul style="list-style-type: none"> "While I'm reading, you can be kind by keeping your body calm, voice quiet, and eyes on me." 				
...prior to end of each activity		<ul style="list-style-type: none"> "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and leaving it better than you found it." 				
...before each transition		<ul style="list-style-type: none"> "Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies." 				
Give Specific Feedback ...		Praise/Correction Examples:				
...for desired behavior (praise)		<ul style="list-style-type: none"> "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)		<ul style="list-style-type: none"> "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 be sure you are kind to your friends and give everyone a chance to share their ideas." 				
Consider additional strategies to acknowledge or respond to student behavior.						
(Please complete tables with your own information. Delete/replace light blue example text.)						

Teaching Matrix

Breakout Activity #1



Debrief

While waiting for others to finish, take a...

**STRETCH
BREAK**



In the chat

Basic: What big ideas did you discuss?

Bonus: What did you add to your action plan?

Expectations: Critical Features

A small number of positively stated expectations

2-3 examples of expected behavior within each routine

**Teaching matrix
(expectations within routines)**

Teach expectations directly using explicit social skills instruction

Actively involve students & provide practice in context

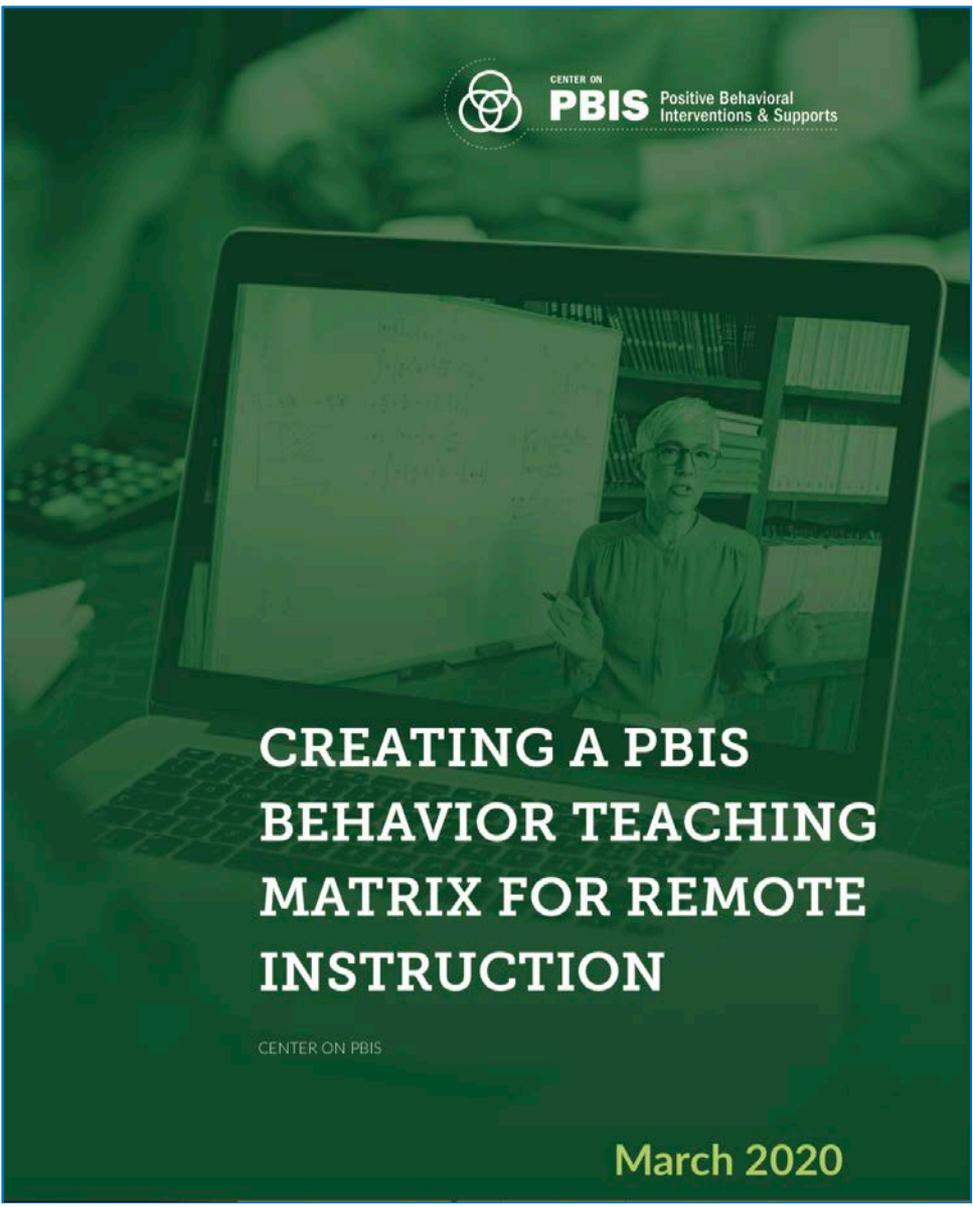
Teaching Expectations Examples



Proctor Elementary School



Porters Point School

The background of the cover is a green-tinted photograph of a woman with short hair and glasses, wearing a light-colored shirt, standing in front of a laptop. The laptop screen shows a whiteboard with some faint text and a bookshelf in the background. The woman appears to be presenting or teaching.

CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

CENTER ON PBIS

March 2020

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

Social Skills Lesson Plan Example

Objective

Sample Lesson Plan Template to Teach Expected Behavior (Social Skills)
Lesson Focus:
Demonstrating _____ (*expectation*) in the _____ (*setting*).

Materials

Teaching Objective:
Following instruction, students will demonstrate _____ (*expectation*) in the _____ (*setting*) by _____ (*describe behaviors*) across ___ out of ___ sampled opportunities (*criteria*).

Examples

Teaching Examples:

Positive Examples	Negative Examples
•	•
•	•
•	•

Lesson Materials:

Follow up

Lesson Activities:
Model:
Lead:
Test:

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

Activities

Follow-up Activities:
Strategies to prompt:
Procedures to rein
Procedures to con
Procedures to mo
Procedures to coll

**Prompt, Reinforce,
Correct, Monitor, &
Evaluate**

HOLD OFF

Breakout Activity #2



~20 min

Either individually or as a team,

- Draft elements of **1 lesson plan** for 1 box in your matrix (expectation within routine)
- Focus on objective, examples, materials, & lesson activities

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

Lesson Focus: _____ (expectation) in the _____ (setting).

Teaching Objective:
Following instruction, students will demonstrate _____ (expectation) in the _____ (setting) by _____ (describe behaviors) across _____ out of _____ sampled opportunities (criteria).

Teaching Examples: Positive Examples	Negative Examples
• • •	• • •

Lesson Materials: _____

Lesson Activities:

Model:
Lead:
Test:

Teach

Positive Classroom Behavior Support Plan

Teacher Name: Add Grade Level/Period: Add Date Updated: Add

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

Expectations	Routines				
	Teacher-Directed Instruction	Small Group Activities	Independent Seat 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	• Listen to your friends	• Calm body & quiet voice	• Quiet voice • Keep a space bubble	•
3. Kind to environment	• Take care of your space	• Take care of your space & materials	• Take care of your space & materials	• Leave your space better than you found it	•

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

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

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

Give Specific Feedback ...	Praise/Correction Examples:
...for desired behavior (praise)	o "Wow. I like how you are being kind by helping you friend with her materials." o "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)	o "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." o "I see that not everyone has had a chance to participate in the group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas."

Consider additional strategies to acknowledge or respond to student behavior.

(Please complete tables with your own information. Delete/replace light blue example text.)

Breakout Activity #2



Debrief

Teach

While waiting for others to finish, take a...

**STRETCH
BREAK**



In the chat

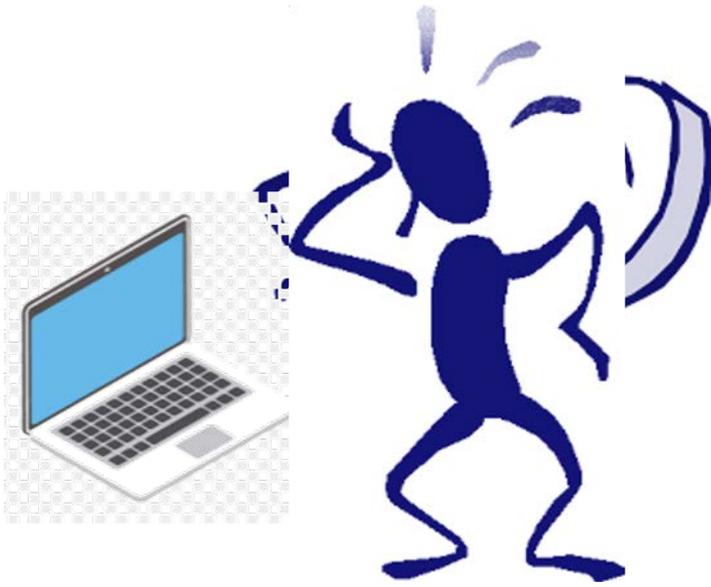
Basic: What big ideas did you discuss?

Bonus: What did you add to your action plan?

Prompts & Active Supervision: Critical Features

Prompts

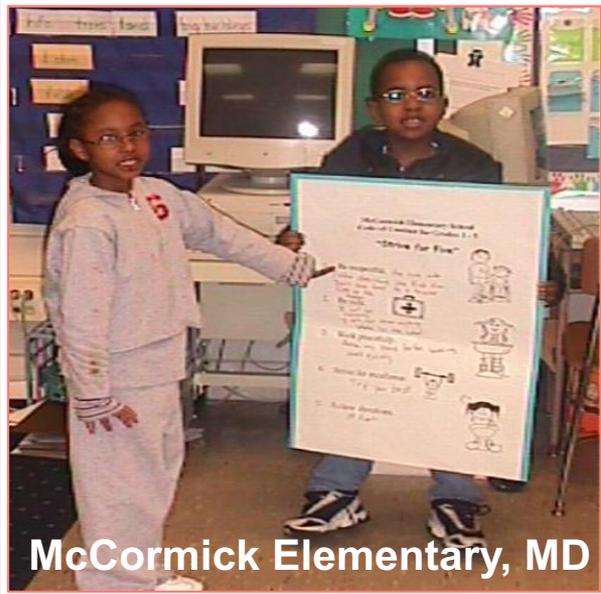
- Delivered **before** behavior
- **State** expected behavior
- Reminder of **previously taught** behaviors



Active Supervision

- ~~Move~~
- Scan
- Interact

Classroom Prompts Examples



Visual,
verbal,
gestural
reminders

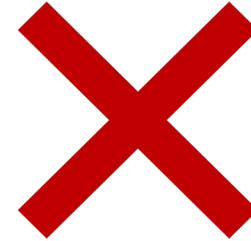


“Remember
to mute
unless its
your turn”

Active Supervision Examples & Non-Examples



- Move
- Scan
- Interact



- Stay in one spot
- Check email for 15 min without looking up
- Turn back on class



In the chat

Please share your own examples or questions

Breakout Activity #3



~10 min

Either individually or as a team, draft prompts. Replace sample text with your prompts for a few key routines.

Feel free to add rows for additional routines, considering in-person, hybrid, and remote instruction.

Prompts

Positive Classroom Behavior Support Plan						
Teacher Name: Add		Grade Level/Period: Add		Date Updated: Add		
Positive Classroom Expectations Look Like, Sound Like, Feel Like in...						
Expectations	Routines	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions	...
		<ul style="list-style-type: none"> Use whole body listening 	<ul style="list-style-type: none"> Share your ideas 	<ul style="list-style-type: none"> Do your best Ask for help if you need it 	<ul style="list-style-type: none"> Bring what you need to be ready for what's next 	
1. Kind to self		<ul style="list-style-type: none"> Calm body & quiet voice 	<ul style="list-style-type: none"> Listen to your friends 	<ul style="list-style-type: none"> Calm body & quiet voice 	<ul style="list-style-type: none"> Quiet voice Keep a space bubble 	
2. Kind to others		<ul style="list-style-type: none"> Take care of your space 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Leave your space better than you found it 	
3. Kind to environment						
...						
Attach Lesson Plans that explicitly teach each expectation in each routine.						
Plan high rate/quality of opportunities to respond (active engagement) for students.						
Prompt Expected Behavior...		Prompt Examples:				
...at the beginning of each activity		<ul style="list-style-type: none"> "While I'm reading, you can be kind by keeping your body calm, voice quiet, and eyes on me." 				
...prior to end of each activity		<ul style="list-style-type: none"> "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and leaving it better than you found it." 				
...before each transition		<ul style="list-style-type: none"> "Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies." 				
Give Specific Feedback ...		Praise/Correction Examples:				
...for desired behavior (praise)		<ul style="list-style-type: none"> "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)		<ul style="list-style-type: none"> "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 be sure you are kind to your friends and give everyone a chance to share their ideas." 				
Consider additional strategies to acknowledge or respond to student behavior.						
(Please complete tables with your own information. Delete/replace light blue example text.)						

Breakout Activity #3



Debrief

Prompts

While waiting for others to finish, take a...

**STRETCH
BREAK**



In the chat

Basic: What big ideas did you discuss?

Bonus: What did you add to your action plan?

Support



Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**. Bridge expectations (teach connections) **across settings** (e.g., home, school).

- Design **safe environment** (e.g., physical distance, planned pathways)
- Develop and teach **predictable routines**
- Use a **matrix** to define, teach, and prompt **positive expectations** and key SEB skills within routines for in-person or remote instruction
- Set, visibly post, and refer to learning **goals and objectives** for all important facets of instruction

You just wrote an example!

Teaching Objective:

Following instruction, students will demonstrate _____ (*expectation*) in the _____ (*setting*) by _____ (*describe behaviors*) across ___ out of ___ sampled opportunities (*criteria*).

Support



Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**. Bridge expectations (teach connections) **across settings** (e.g., home, school).

- Design **safe environment** (e.g., physical distance, planned pathways)
- Develop and teach **predictable routines**
- Use a **matrix** to define, teach, and prompt **positive expectations** and key SEB skills within routines for in-person or remote instruction
- Set, visibly post, and refer to learning **goals and objectives** for all important facets of instruction
- Maintain a **5:1 ratio**, and consider other strategies, like the student/teacher game, to **acknowledge** student behavior

Specific Feedback: Why Praise?



- **It works!**

Decades of research support the relationship between positive and specific feedback and student outcomes

- **Positive climate & relationships**

Providing positive feedback helps to create a positive classroom climate & develop positive relationships

- **It's all about the ratio!**

*Maintain a favorable ratio of positive to corrective feedback
Provide at least 5 positive statements for every 1 corrective (5:1)*

Specific Feedback: Critical Features

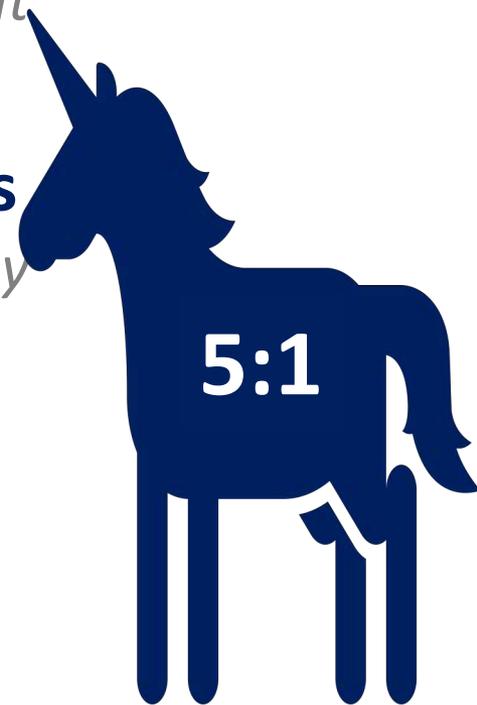
- **Specific Praise**

*“a **positive statement**, typically provided by the teacher, when a desired behavior occurs (**contingent**) to inform students **specifically** what they did well.”*

- **Specific Error Corrections or Redirections**

*“an **informative statement**, typically provided by the teacher, that is given when an undesired behavior occurs (**contingent**), states the observed behavior, and tells the student exactly what they should do in the future in a **brief, concise manner**..”*

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



Specific Feedback: Examples

- **Specific Praise**
 - “Nice hand raise.”
 - “Clear pronunciation.”
 - “Helping your friend was kind.”
- **Specific Error Corrections or Redirections**
 - “Instead of talking out, please raise your hand.”
 - “That sound is /ā/. What sound? Yes, /ā/.”
 - “Rather than laughing, please help your friend clean up the mess.”



● ● ●
In the chat

Please share your own examples or questions

Additional Strategies to Consider



Strategies to Acknowledge Appropriate Behavior*

- **Behavior Contract**
- **Group Contingency**
- **Token economy**

Strategies to Respond to Inappropriate Behavior*

- **Planned Ignoring**
- **Differential Reinforcement**
- **Brief Time Out from Reinforcement**

***Behavior is considered appropriate or inappropriate based on context**

Example Additional Strategies to Acknowledge

	 Example:	 Non-example
Behavior Contract	Class Constitution signed by all	Zero Tolerance Acknowledgement
Group Contingency	“If all students will hand in homework #2 by the due date, next Friday we will play State Bingo instead of a formal test review.”	Making the goal unattainable or undeliverable, or singling out a student for failing to meet goal.
Token Economy	“Group 2, you were all respectful during your discussion, and each of you earned a “star buck” to use in the school-wide store.”	Providing points or tokens without (a) specific praise or (b) demonstrated behaviors.

Also consider...



Student Teacher Game

WHAT IS IT?

The Student/Teacher Game is a quick and easy strategy to prompt and acknowledge students for following expectations in the classroom.

WHY DO IT?

The Game encourages appropriate behaviors by "catching" students engaged in expected behaviors and has been shown in research and practice to improve behavior.

HOW DO WE DO IT?

STEPS

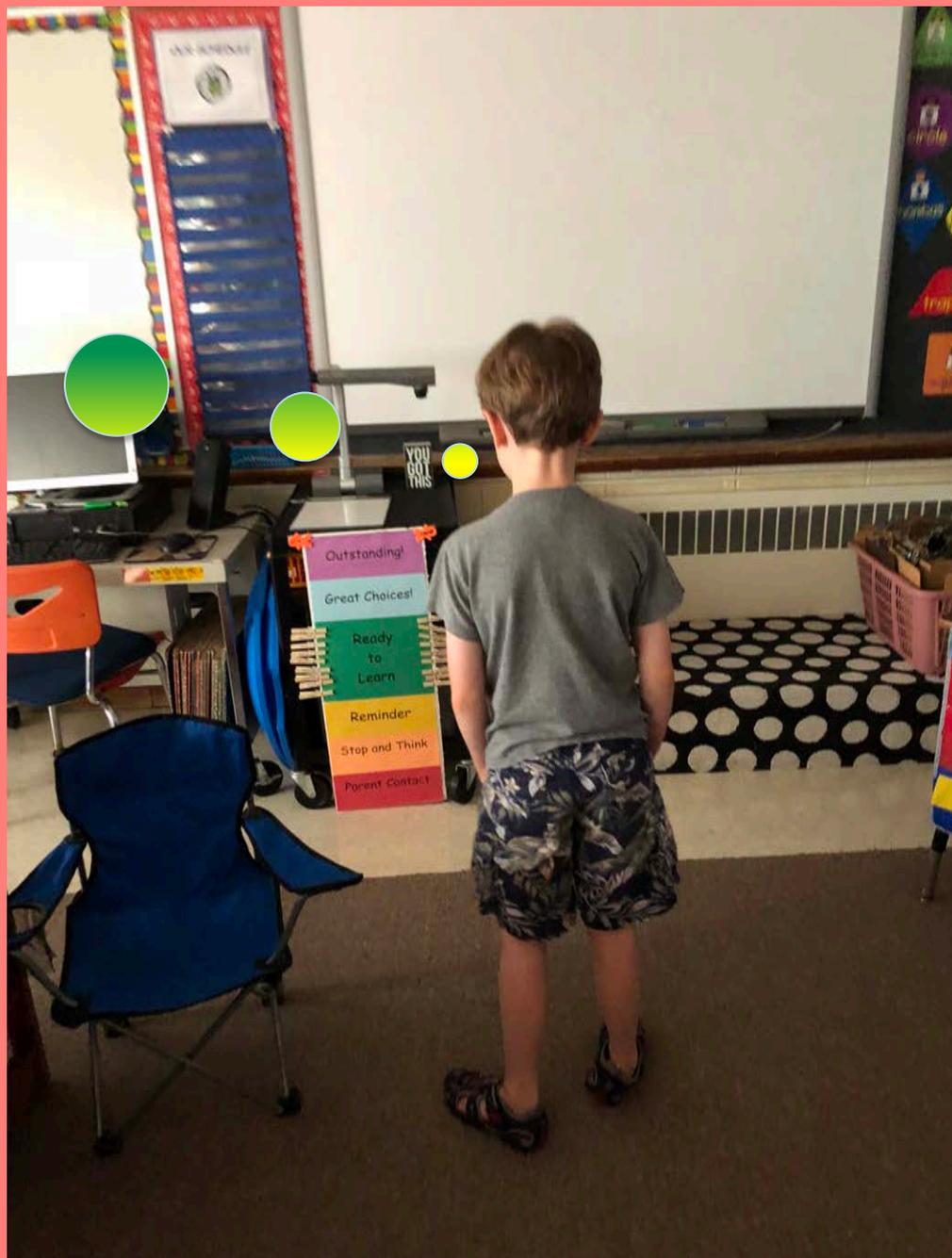
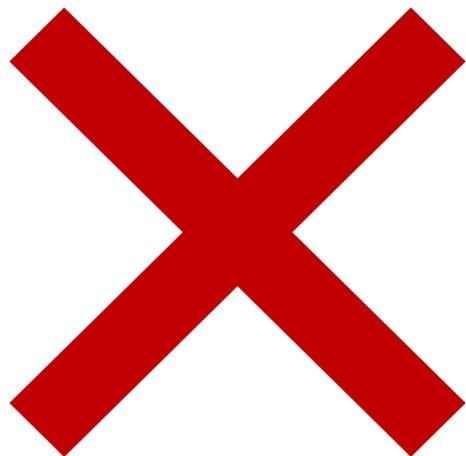
- 1. Pick a class, routine, or time of day when you want to improve behavior.**
Within that time, choose whether you want to improve behavior:
 - a) Across all school-wide expectations OR
 - b) For one positive behavior you want to see more often
- 2. Teach (or reteach) and practice expectations for that setting or routine.**
 - 1) Provide a brief rationale
 - 2) Demonstrate examples and non-examples
 - 3) Provide practice and performance feedback
- 3. Introduce and teach the rules of the Game.**
 - 1) Explain how students (and the teacher) will earn points (i.e., for positive behavior)
 - 2) Share a point goal (e.g., 5 points, double the teacher points)
 - 3) Define the time period (e.g., 30 minutes)
 - 4) Share the rewards for winning (e.g., class dance party, extra recess time)
- 4. Start the Game.** Tell students (a) the Game is starting, (b) when it will end, (c) the point goal, and (d) the reward. *Note: Provide pre-correction (reminders) before challenging transitions or routines*
- 5. Run the Game.** Tally student and teacher points on the board throughout the game.
 - When students follow expectations:
 - Give the students a point and state the behavior that earned it (e.g., "I love the way everyone is sitting quietly waiting for my instructions. You just earned the class a student point.")
 - When students show unwanted behaviors:
 - Do not remove points
 - Consider giving a teacher point instead (e.g., "Almost everyone is quiet and waiting for my instructions, but I am, so I earn a teacher point.")
 - Give reminders and reteach the expected behavior
 - Try to provide at least 4 student points for each teacher point
- 6. End the Game.** At the end of the time period, announce the end of the Game and final score
 - If the students win, provide the reward!
 - If the students do not win, reteach and provide encouragement

Example Additional Strategies to Respond

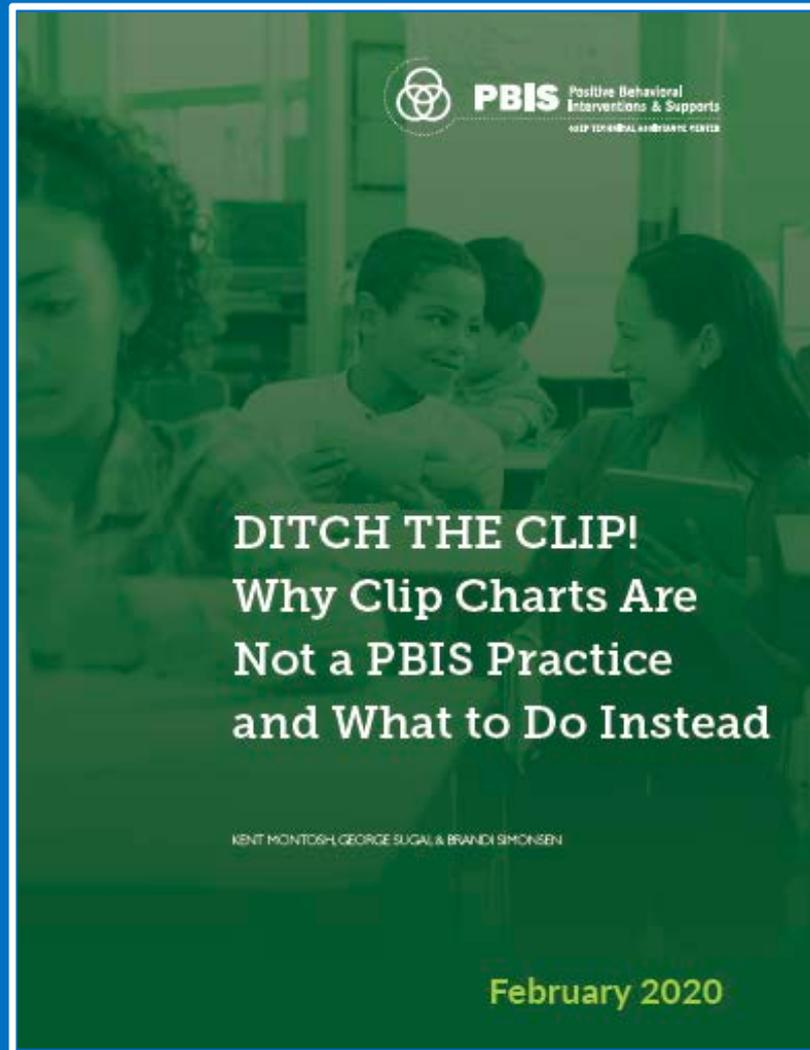
	 Example:	 Non-example
Planned Ignoring	During a whole group activity, James shouts the teachers' name to get her attention. The teacher ignores the callouts and proceeds with the activity.	A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer. The teacher does nothing.
Differential Reinforcement	In the same scenario above, the teacher ignores James' callouts, but immediately calls on and praises James when he raises his hand, "That's how we show respect! Nice hand raise."	The teacher reprimands students each time they engage in problem behavior and ignore appropriate behavior.
Brief Time Out from Reinforcement	After throwing a game piece at a peer, the teacher removes the game from the student, asks her to return to her desk, and reviews expectations before allowing her to resume activities.	Sending the student from a difficult, disliked class to in-school suspension, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day.

What do
you think?

Non-Example



#DITCHTHECLIP



<https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>

Think It Through



Name: Teddy

Date: 1-31-18

What should I have been doing?

Behaving

What was I doing?

I was fooling around

What I will do in the future?

I will be better

Student Signature Teddy

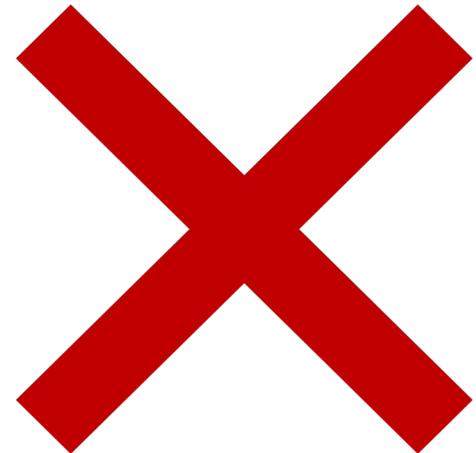
Teacher Signature Mrs. [unclear]

Parent Signature [unclear]

Please return this form to school.

What do you think?

Non-Example



Think It Through

Name: Toddy
Date: 1-31-18

What should I have been doing?

Working silently on my work

What was I doing?

I was goofing around with my friend

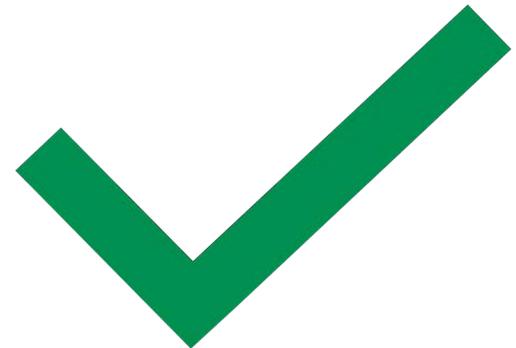
What I will do in the future?

- *I will focus on my own work and raise my hand if I have a question.*
- *I will goof around with my friend at recess.*

Please return this form to school.

What do
you think?

Example



Additional Strategies to Consider

Strategies to Acknowledge Appropriate Behavior

- **Behavior Contract**

Pair with Specific Feedback

- **Token economy**

Strategies to Respond to Inappropriate Behavior

- **Planned Ignoring**
- **Differential Reinforcement**
- **Brief Time Out from Reinforcement**



Breakout Activity #4



~10 min

Either individually or as a team, draft specific praise and correction statements. Replace sample text with your statements.

Feel free to add rows for additional examples, considering in-person, hybrid, and remote instruction.

Specific Feedback

Positive Classroom Behavior Support Plan						
Teacher Name: Add		Grade Level/Period: Add		Date Updated: Add		
Positive Classroom Expectations Look Like, Sound Like, Feel Like in...						
Expectations	Routines	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions	...
		<ul style="list-style-type: none"> Use whole body listening 	<ul style="list-style-type: none"> Share your ideas 	<ul style="list-style-type: none"> Do your best Ask for help if you need it 	<ul style="list-style-type: none"> Bring what you need to be ready for what's next 	
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Consider additional strategies to acknowledge or respond to student behavior.						
(Please complete tables with your own information. Delete/replace light blue example text.)						

Specific Feedback

Breakout Activity #4



Debrief

While waiting for others to finish, take a...

**STRETCH
BREAK**



In the chat

Basic: What big ideas did you discuss?

Bonus: What did you add to your action plan?

Support



Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**. Bridge expectations (teach connections) **across settings** (e.g., home, school).

- Design **safe environment** (e.g., physical distance, planned pathways)
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- Use a **matrix** to define, teach, and prompt **positive expectations** and key SEB skills within routines for in-person or remote instruction
- Set, visibly post, and refer to learning **goals and objectives** for all important facets of instruction
- Maintain a **5:1 ratio**, and consider other strategies, like the student/teacher game, to **acknowledge** student behavior
- Ensure that the **master schedule** allocates sufficient time for key academic instruction

Support



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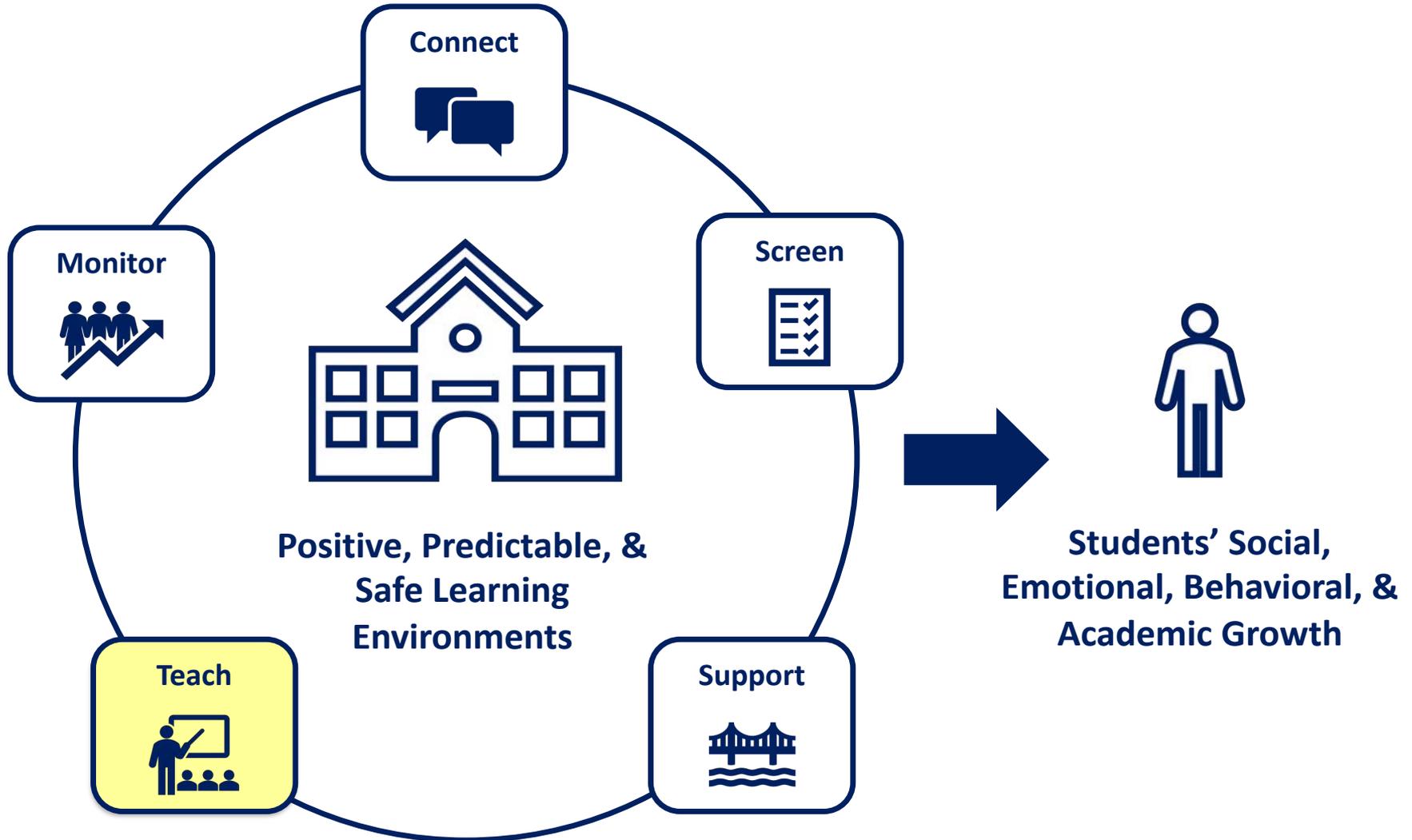
SEB
Experts

Design **safe environment** (e.g., physical distance, planned pathways)

Academic
Experts

- Develop and teach **predictable routines**
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“Back to Basics”



Teach



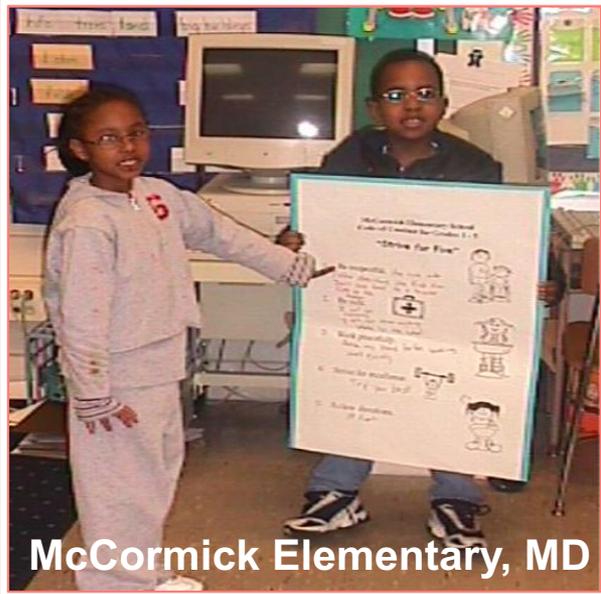
Effectively **teach and prompt** critical **academic skills**, and actively **engage**

students in learning. Prompt and reinforce expectations and **SEB skills** throughout instruction. Provide positive and

supportive feedback to support skill development

- Begin each lesson with a **positive reminder** of expected behavior and SEB skills

Example Classroom Prompts



Visual,
verbal,
gestural
reminders



“Remember
to mute
unless its
your turn”

Teach



Effectively **teach and prompt** critical **academic skills**, and actively **engage**

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- **Prioritize** key academic and SEB skills to emphasize, and purposefully **integrate instruction** in SEB and academic skills

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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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.

Teach



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

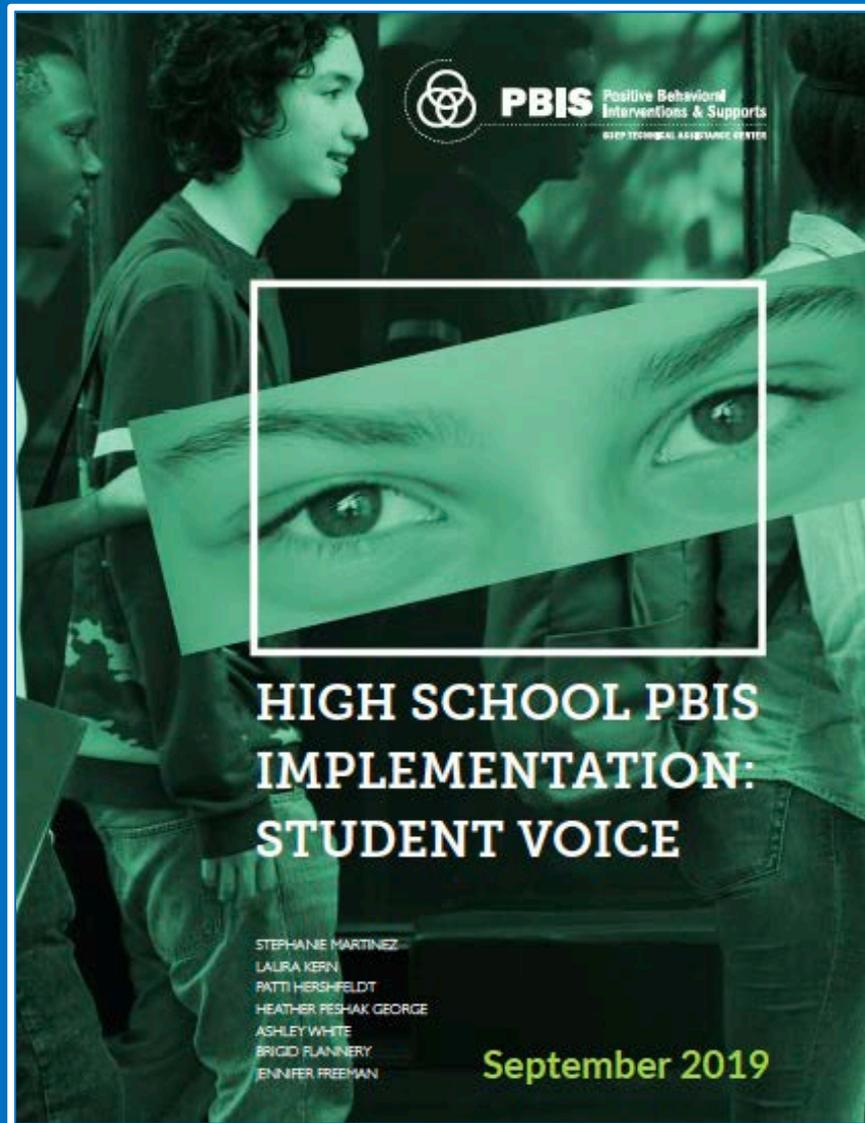
- Begin each lesson with a **positive reminder** of expected behavior and SEB skills
- **Prioritize** key academic and SEB skills to emphasize, and purposefully **integrate instruction** in SEB and academic skills
- Ensure instruction and support is **culturally responsive**, incorporates **student voice**, and promotes active civic engagement

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Leveson¹, Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pirkelmar⁴
¹ Wisconsin RTI Center, ² University of Oregon, ³ Loyola University of Chicago, ⁴ Utah State University

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

An overview and other elements of the approach can be found at:
<http://www.pbis.org/school/equity-pbis>.



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

<https://www.pbis.org/resource/high-school-pbis-implementation-student-voice>

Teach



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- Explicitly teach **background knowledge** to set up for the lesson

Teach



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- Provide **explicit and systematic instruction** at a brisk pace that includes (a) teacher demonstrations, (b) clear and explicit language, and (c) multiple and varied opportunities for all students to respond and participate

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

Search



Intensive Intervention Course Content: Features of Explicit Instruction

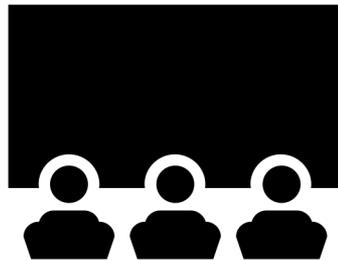
NCII, through a collaboration with the University of Connecticut, developed a set of course content focused on developing educators' skills in using explicit instruction. This content is designed to support faculty and professional development providers with instructing pre-service and in-service educators who are developing and/or refining their implementation of explicit instruction.



<https://intensiveintervention.org/intensive-intervention-features-explicit-instruction>



OTRs



Engaging Instruction



- Provide high rates of opportunities to respond (**OTRs**)
- Consider various observable ways to engage students
- Link engagement with outcome objectives

Examples & Non-Examples of Engaging Instruction



- Direct Instruction
- Computer Assisted Instruction
- Class-Wide Peer Tutoring
- Guided notes
- Response Cards



- 30-min lecture with no planned engagement strategy
- Waiting 5 min for a student to raise hand
- Calling on the same 2-5 students during each activity

Teach



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- Engage a **gradual release** of responsibility (I do, we do, you do), and provide sufficient guided practice before releasing students to work independently

Example Social Skills Lesson Plan

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

Lesson Focus:
Demonstrating _____ (*expectation*) in the _____ (*setting*).

Teaching Objective:
Following instruction, students will demonstrate _____ (*expectation*) in the _____ (*setting*) by _____ (*describe behaviors*) across ___ out of ___ sampled opportunities (*criteria*).

Teaching Examples:

<i>Positive Examples</i>	<i>Negative Examples</i>
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Lesson Materials:

Lesson Activities:

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

Follow-up Activities:

Strategies to prompt:

Procedures to reinforce:

Procedures to correct behavioral errors:

Procedures to monitor/supervise:

Procedures to collect and evaluate student data:



Teach



Effectively **teach and prompt** critical **academic skills**, and actively **engage**

students in learning. Prompt and reinforce expectations and **SEB skills** throughout instruction. Provide positive and

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Specific Feedback: Examples

- **Specific Praise**
 - “Nice hand raise.”
 - “Clear pronunciation.”
 - “Helping your friend was kind.”
- **Specific Error Corrections or Redirections**
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Teach



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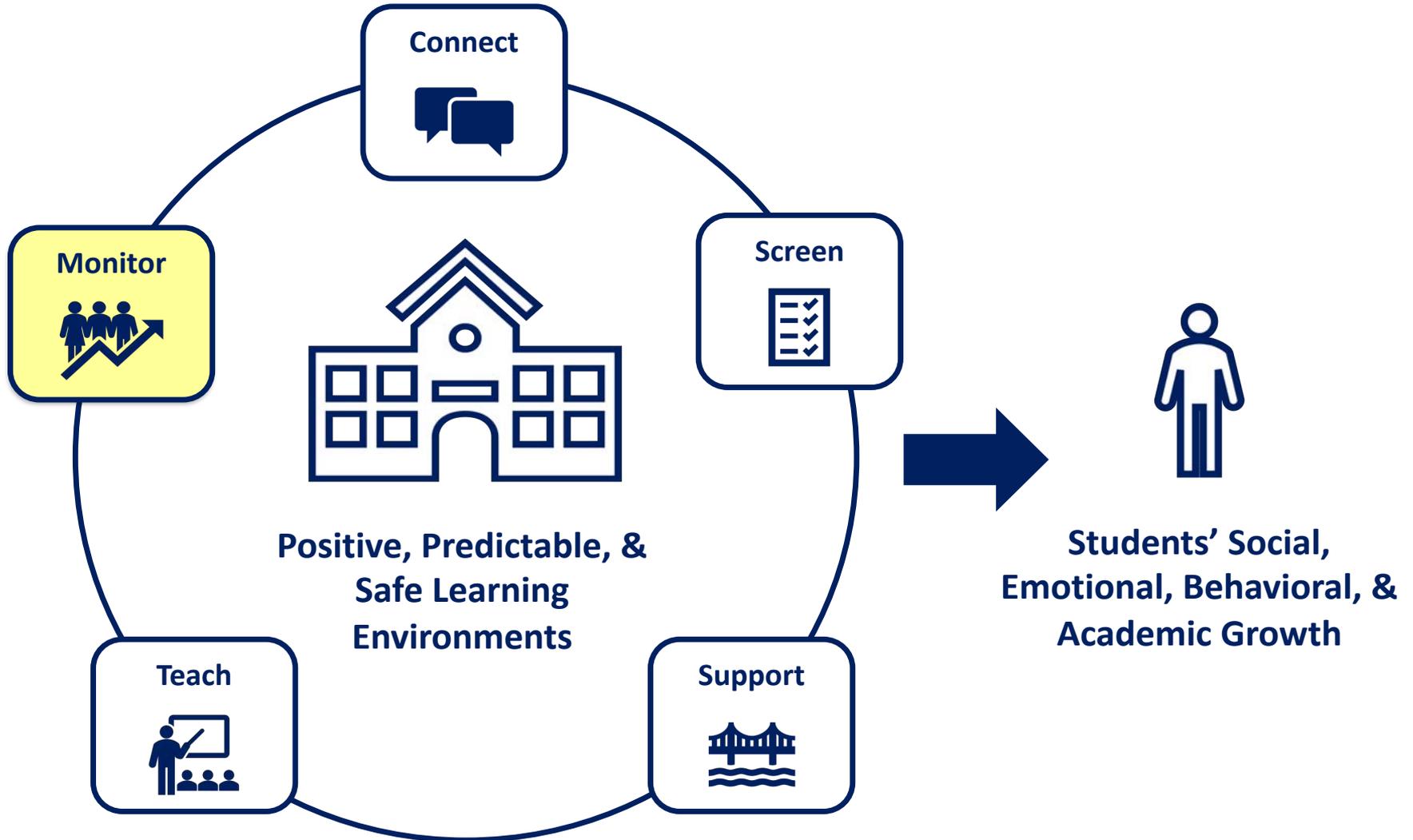
SEB
Experts

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Academic
Experts

“Back to Basics”



Monitor



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

- Collect and use simple **data** to monitor student engagement and SEB skills

Examples & Non-Examples Monitoring



- Count hand raises vs. talk-outs on an app after teaching students how to respectfully get your attention
- Take data on how students enter class while greeting them at the door



- Hope your instruction was awesome and behavior will magically improve
- Give a written test on respect, and yell at students when they are disrespectful



In the chat

Please share your own examples or questions

Monitor



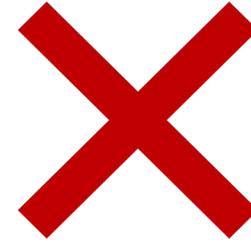
Continue to **monitor** implementation and safety, health, SEB, and academic needs to (a) **enhance** supports for all students and (b) **identify** students who require more support (Tier 2 or Tier 3) over time. Match the intensity of monitoring to the intensity of need.

- Collect and use simple **data** to monitor student engagement and SEB skills
- Throughout instruction, elicit frequent student group and individual responses to **monitor comprehension** of lesson content

Active Supervision Examples & Non-Examples



- Move
- Scan
- Interact



- Stay in one spot
- Check email for 15 min without looking up
- Turn back on class

Social Skills Lesson Plan Example

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

Lesson Focus:

Demonstrating _____ (*expectation*) in the _____ (*setting*).

Teaching Objective:

Following instruction, students will demonstrate _____ (*expectation*) in the _____ (*setting*) by _____ (*describe behaviors*) across ___ out of ___ sampled opportunities (*criteria*).

Teaching Examples:

<i>Positive Examples</i>	<i>Negative Examples</i>
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Lesson Materials:

Lesson Activities:

Model:

Lead:

Test:

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

Follow-up Activities:

Strategies to prompt:

Procedures to rein

Procedures to con

Procedures to mo

Procedures to coll

**Prompt, Reinforce,
Correct, Monitor, &
Evaluate**

Follow up

Now!!!

Breakout Activity #5



~10 min

Either individually or as a team,

- Revisit **lesson plan** for 1 box in your matrix (expectation within routine)
- Focus on follow up activities

Follow-up Activities:

Strategies to prompt:

Procedures to reinforce:

Procedures to correct behavioral errors:

Procedures to monitor/supervise:

Procedures to collect and evaluate student data:

Monitor

Positive Classroom Behavior Support Plan						
Teacher Name: Add		Grade Level/Period: Add		Date Updated: Add		
Positive Classroom Expectations Look Like, Sound Like, Feel Like in...						
Expectations	Routines	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions	...
		1. Kind to self <ul style="list-style-type: none"> • Use whole body listening • 	<ul style="list-style-type: none"> • Share your ideas 	<ul style="list-style-type: none"> • Do your best • Ask for help if you need it 	<ul style="list-style-type: none"> • Bring what you need to be ready for what's next 	•
2. Kind to others <ul style="list-style-type: none"> • Calm body & quiet voice 	<ul style="list-style-type: none"> • Listen to your friends 	<ul style="list-style-type: none"> • Calm body & quiet voice • 	<ul style="list-style-type: none"> • Quiet voice • Keep a space bubble 	•		
3. Kind to environment <ul style="list-style-type: none"> • Take care of your space • 	<ul style="list-style-type: none"> • Take care of your space & materials • 	<ul style="list-style-type: none"> • Take care of your space & materials • 	<ul style="list-style-type: none"> • Leave your space better than you found it 	•		
Attach Lesson Plans that explicitly teach each expectation in each routine.						
<i>Plan high rate/quality of opportunities to respond (active engagement) for students.</i>						
Prompt Expected Behavior...		Prompt Examples:				
...at the beginning of each activity		<ul style="list-style-type: none"> o "While I'm reading, you can be kind by keeping your body calm, voice quiet, and eyes on me." 				
...prior to end of each activity		<ul style="list-style-type: none"> o "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and leaving it better than you found it." 				
...before each transition		<ul style="list-style-type: none"> o "Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies." 				
Give Specific Feedback ...		Praise/Correction Examples:				
...for desired behavior (praise)		<ul style="list-style-type: none"> o "Wow. I like how you are being kind by helping you friend with her materials." o "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)		<ul style="list-style-type: none"> o "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." o "I see that not everyone has had a chance to participate in the group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas." 				
Consider additional strategies to acknowledge or respond to student behavior.						
<i>(Please complete tables with your own information. Delete/replace light blue example text.)</i>						

Breakout Activity #5



Debrief

Monitor

While waiting for others to finish, take a...

**STRETCH
BREAK**



In the chat

Basic: What big ideas did you discuss?

Bonus: What did you add to your action plan?

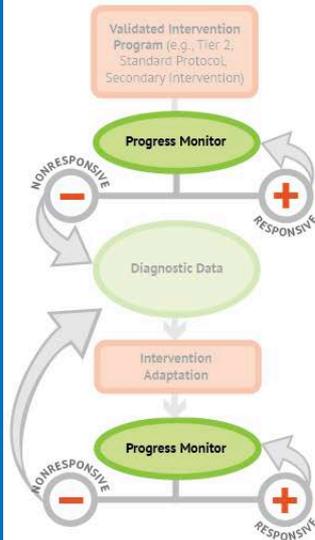
Monitor



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

- Collect and use simple **data** to monitor student engagement and SEB skills
- Throughout instruction, elicit frequent student group and individual responses to **monitor comprehension** of lesson content
- Regularly collect and **review progress monitoring** data, and use data to inform instructional decision making, including adjusting tiers of instruction, group size, instructional time, instructional content, and instructional delivery

Progress Monitor



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

Prior to delivering the validated intervention platform, intervention teams should develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.

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

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

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

Steps in DBI Process:

Intensive Intervention >

Step 1: Validated Intervention Program >

Step 2: Progress Monitor >

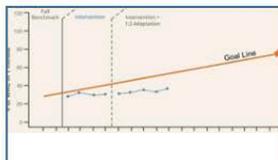
Step 3: Diagnostic Data >

Step 4: Intervention Adaptation >

Step 5: Progress Monitor >

TIP FROM THE FIELD

Sharing graphed progress monitoring data provides educators with opportunities for engaging families and students in the DBI process by illustrating trends that are not



Monitor



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

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- Regularly **review** data to (a) adjust Tier 1 support (if needed) or (b) consider additional supports (Tier 2 or Tier 3) for students with limited skill growth or interfering behavior

Team-Initiated Problem Solving (TIPS)

Chicago
2015

Operational Definition

Team-Initiated Problem Solving (TIPS) is a framework to use during meetings (e.g., FBIS, RTI, MTSS) focused on data-based decision making to improve student outcomes.

TIPS is applicable to varied data sources (e.g., DIBELS, AIMSweb, SWIS), content areas (e.g., academic, behavior), and levels of application (e.g., school, district, state).

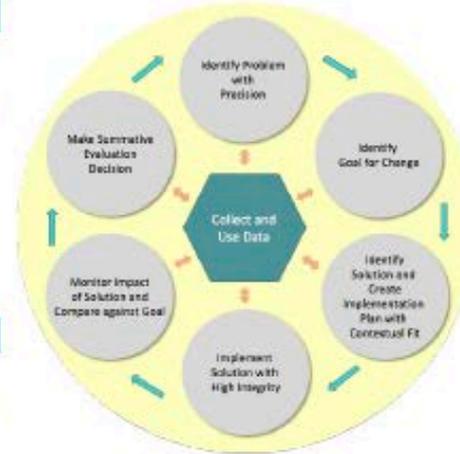
Rationale

It is common for schools to have “problem-solving teams” focused on addressing student academic and behavior challenges. Some teams use general problem-solving models (e.g., problem identification, problem analysis, plan development, and plan evaluation) to lead them to problem resolution.

Unfortunately, research documents that, although school teams indicate they are adhering to problem-solving guidelines, they are often missing critical components, thus decreasing the chances of improving student outcomes. Barriers to conducting efficient problem solving meetings have been identified to include:

TIPS Process

- ❖ Identify a problem with precision
- ❖ Identify goal for change
- ❖ Identify solution and create implementation plan with contextual fit
- ❖ Implement solution with high integrity
- ❖ Monitor impact of solution and compare against goal
- ❖ Make summative evaluation decisions



limited time scheduled for meetings, gaps in foundations for efficient meetings (e.g., location, team members, procedures, efficiency of meeting), an unfocused or unidentified purpose for meeting, and inadequate training and support to implement effective and efficient problem solving. Team-Initiated Problem Solving (TIPS) is a model that addresses these barriers by breaking down problem solving into six critical steps to guide teams through a data-based decision making process that leads to desired outcomes. TIPS also infuses critical elements of effective and efficient meetings (e.g., consistent procedures, team member roles, meeting minute guides) into the problem solving process. TIPS is a generic problem solving model that provides structure to any type of meeting. The TIPS model includes focus on meeting foundations guided by a structured Meeting Minutes form and a six-step problem solving process.

Monitor



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

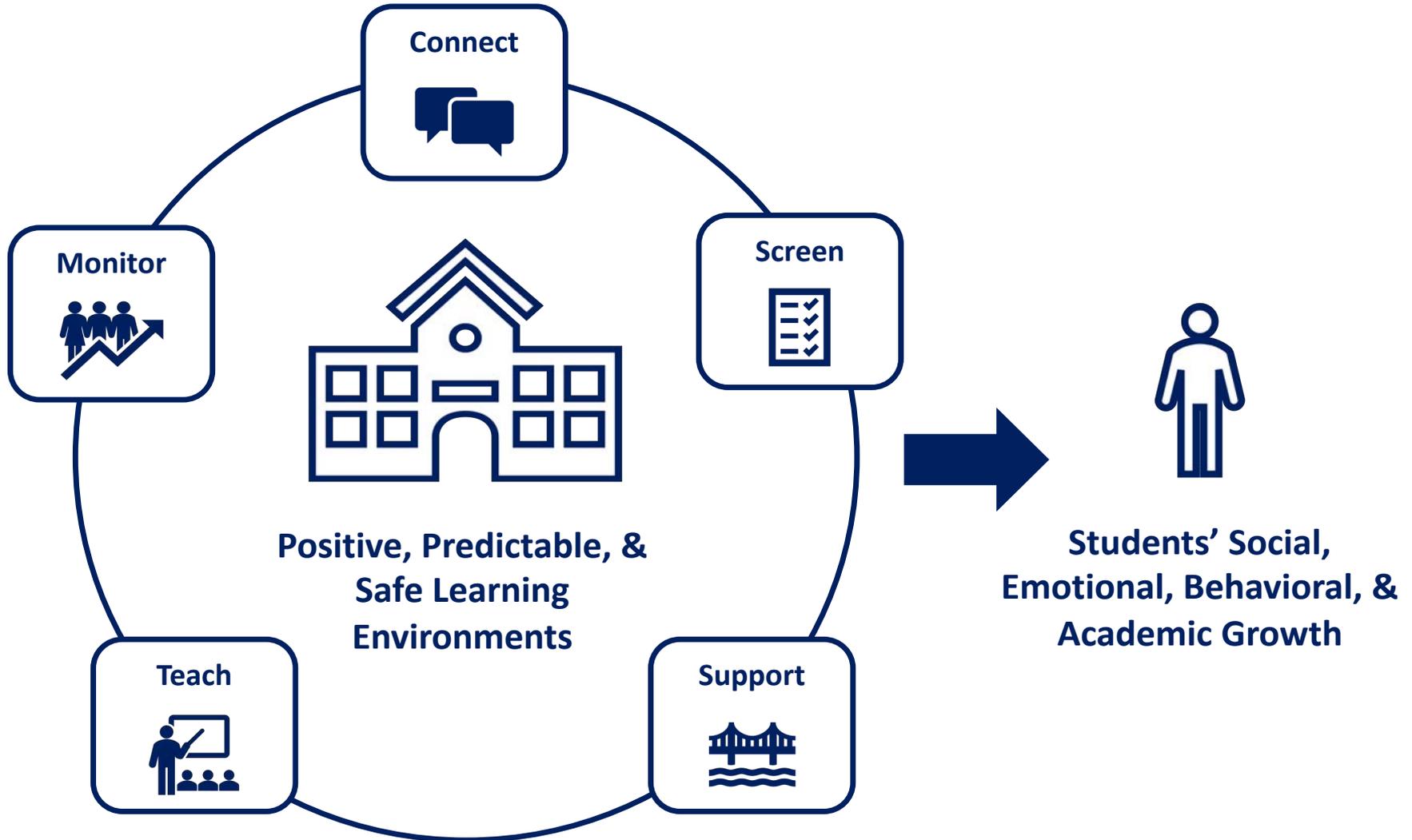
SEB Experts

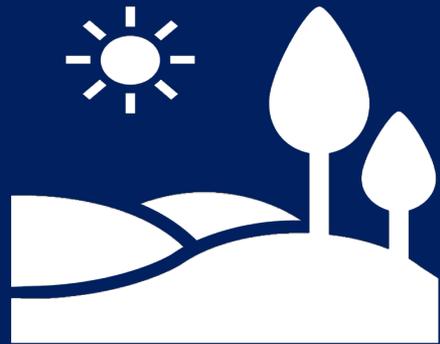
Collect and use simple **data** to monitor student engagement and SEB skills

Academic Experts

- Throughout instruction, elicit frequent student group and individual responses to **monitor comprehension** of lesson content
- Regularly collect and **review progress monitoring** data, and use data to inform instructional decision making, including adjusting tiers of instruction, group size, instructional time, instructional content, and instructional delivery
- Regularly **review** data to (a) adjust Tier 1 support (if needed) or (b) consider additional supports (Tier 2 or Tier 3) for students with limited skill growth or interfering behavior

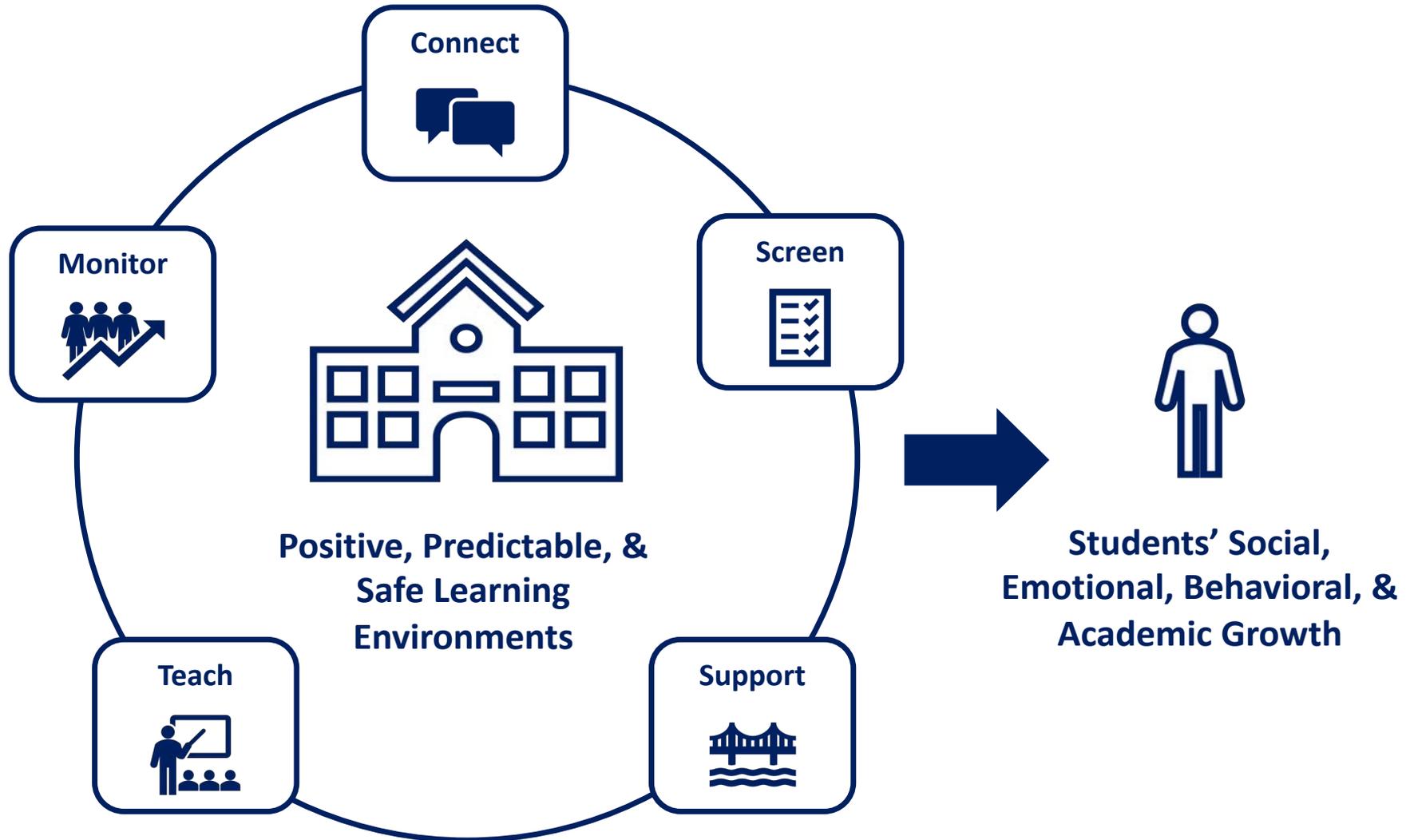
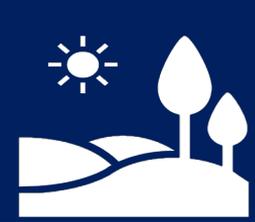
“Back to Basics”

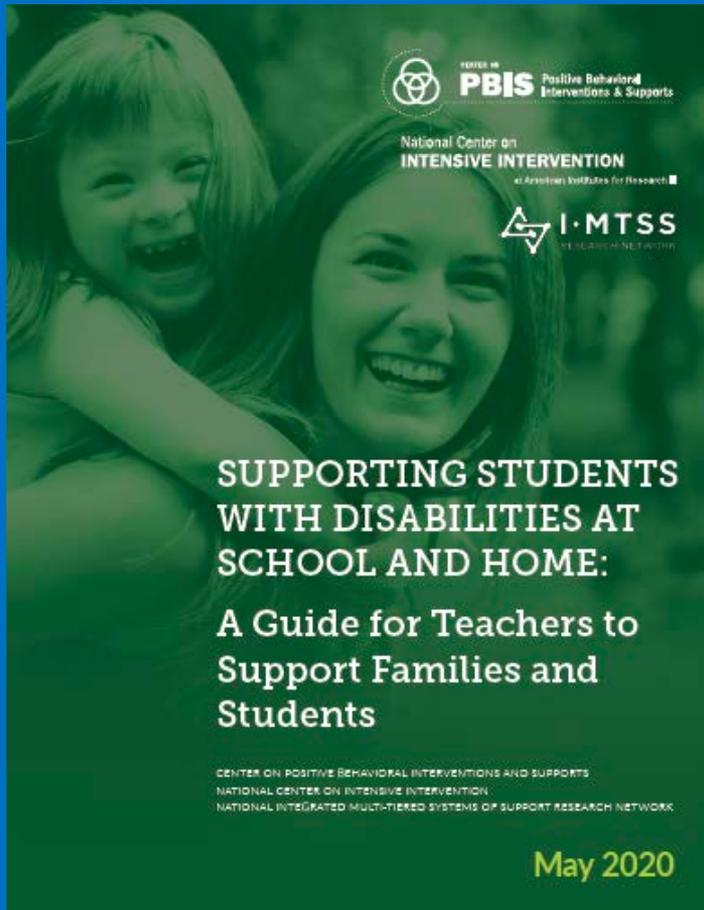




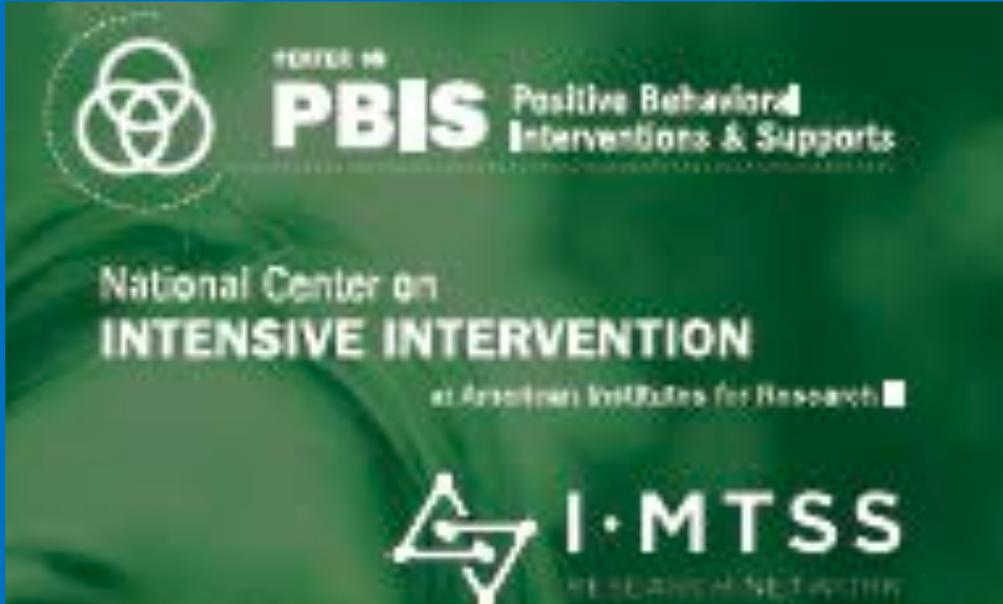
INTENSIFYING CRITICAL PRACTICES

Differentiate or Intensify Critical Practices





Stay tuned...



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

New resource focused on supporting the transition back to school for students with disabilities

Connect



In addition to strategies to connect with all students and families, **increase check-ins** and **actively collaborate** with families and students to support intervention selection and implementation for students with elevated risk or identified with disabilities

Screen



Beyond universal screening, conduct **intensive screening** and consider **diagnostic academic and/or functional behavioral assessment** to identify areas of strength and need to inform selection and implementation of targeted and/or intensive individualized supports

Support



In addition to establishing a safe, predictable, and positive environment, implement **targeted** (Tier 2) and/or **intensive individualized** positive behavioral support plans (Tier 3)

Teach



In addition to accessing high leverage Tier 1 instructional practices, implement **targeted** (Tier 2) and/or **intensive individualized** academic instruction (e.g., decrease group size, increase opportunities for explicit instruction and practice)

Monitor



Increase the **frequency and specificity** of monitoring to further adjust, enhance, or individualize the support as needed

Connect



In addition to strategies to connect with all students and families, **increase check-ins** and **actively collaborate** with families and students to support intervention selection and implementation of students with elevated risk or identified with disabilities

- Increase **check-ins**, especially during periods of disruption
- Actively **collaborate** with families and students through formal (IEP team) and informal relationships to support students
- Recognize the **expertise** that each of you bring
 - **Families**: child's strengths and needs, what has worked in the past, etc.
 - **Students**: what they like and what works for them
 - **Teachers**: expertise in their content, instructional strategies, and what has worked with other students

Screen



Beyond universal screening, conduct **intensive screening** and consider **diagnostic academic and/or functional behavioral assessment** to identify areas of strength and need to inform selection and implementation of targeted and/or intensive individualized supports

- Gather conduct additional **assessments** to inform decisions
 - Select intervention approaches,
 - Support implementation,
 - Monitor and adjust intervention approaches
- For students with intensive needs, conduct **diagnostic academic and/or functional behavioral assessment**

Support



In addition to establishing a safe, predictable, and positive environment, implement **targeted** (Tier 2) and/or **intensive individualized** positive behavioral support plans (Tier 3)

- Consider **Check-In/Check-Out (CICO)** during in person and remote learning to provide targeted SEB support (Tier 2)
- If CICO is not indicated (e.g., skill deficit, escape-maintained behavior), **adapt CICO** and/or select a different targeted approach (e.g., social skills group)
- Consider developing **Individualized Positive Behavior Support Plan** (Tier 3)
- For students with complex needs, develop and coordinate support thru **person-centered** and/or **wraparound process**



**GUIDANCE ON
ADAPTING CHECK-IN
CHECK-OUT (CICO)
FOR DISTANCE
LEARNING**

CENTER ON PBIS

May 2020

<https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning>



**Practical
FBA**

**Practical Functional Behavioral
Assessment Training Manual
for School-Based Personnel**

PARTICIPANT'S GUIDEBOOK

Sheldon Loman, PhD,
Portland State University
&

Christopher Borgmeier, PhD,
Portland State University

**Chapter 4 Focuses on
Intervention Planning**

<https://www.pbis.org/resource/practical-functional-behavioral-assessment-training-manual-for-school-based-personnel>

Teach



In addition to accessing high leverage Tier 1 instructional practices, implement **targeted** (Tier 2) and/or or **intensive individualized** academic instruction (e.g., decrease group size, increase opportunities for explicit instruction and practice)

- Increase the **structure, predictability, and reminders** of expectations and strategies
- To provide targeted instruction, use **scripted direct instruction** materials to explicitly teach skills in identified areas, and use **research-based programs** that provide supplemental practice in needed areas
- To provide **individualized instruction**, follow a model (I do), lead (we do), and test (you do) format to show, practice, and provide feedback on individualized skills (e.g., appropriate behaviors targeted to replace challenging behaviors, following picture sequence to complete an activity)
- Increase **practice opportunities** for key skills during daily routines and provide feedback to support growth

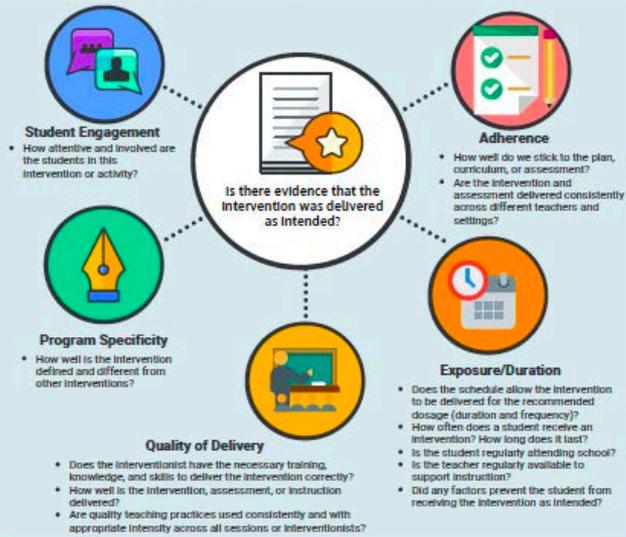
Monitor



Increase the **frequency and specificity** of monitoring to further adjust, enhance, or individualize the support as needed

- Monitor implementation fidelity to ensure supports are provided as intended (and as specified in IEP)
- Increase frequency and specificity of data collection, data review, and monitoring to enable timely adjustments to implementation and/or supports

Considerations for Effective Implementation 5 Elements of Fidelity



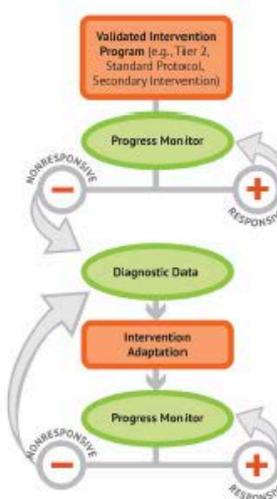
Why fidelity? If we don't implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

Source: Dane and Schneider (1998); Gresham, Gansle, and Noell (1993); O'Donnell (2008).

https://intensiveintervention.org/sites/default/files/5_Elements_Fidelity_508.pdf

How Can We Ensure IEP Teams Provide the Most Intensive Supports?

DBI Process



Set individualized goals aligned to instructional outcomes



Pinpoint areas to target through specially designed instruction



Intensify academic and behavioral instruction based on data



Document instructional changes and fidelity

Use Data-Based Individualization (DBI) to Ensure IEP Implementation

Leverage a teaming structure*



Review IEP annually but progress monitor frequently



Communicate with and involve the family



Celebrate successes



*See other side for more information!



<https://intensiveintervention.org/implementation-support/tools-support-intensive-intervention-data-meetings/>

SWIS Suite

[SWIS Suite](#)
[Data Integration](#)

[SWIS Suite Global Edition](#)
[Getting Started With...](#)

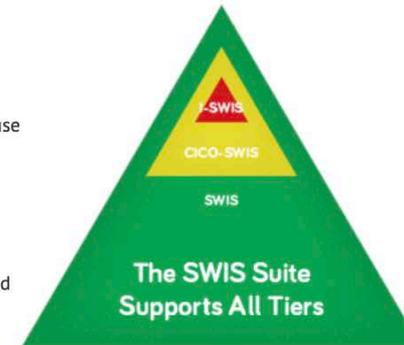
[PBIS Assessment](#)

[PBIS Evaluation](#)

Overview

The SWIS Suite is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. Research tells us educators can make more effective and efficient decisions when they have the right data in the right form at the right time. SWIS provides school personnel with the information they need to be successful decision makers.

For more than a decade, SWIS Suite has assisted teams to improve their internal decision making and overall support plan design for individual students and their families. The three SWIS applications, SWIS, CICO-SWIS, and I-SWIS, align with a PBIS framework and provide the needed data for both universal screening as well as progress monitoring.



Jump to a section:

[SWIS](#)

[CICO-SWIS](#)

[I-SWIS](#)

[The SWIS Facilitator](#)

CICO

I-SWIS

Breakout Activity #7



Debrief

Intensifying Intervention

While waiting for others to finish, take a...

**STRETCH
BREAK**



In the chat

Basic: What big ideas did you discuss?

Bonus: What did you add to your action plan?



SYSTEMS TO SUPPORT IMPLEMENTATION



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting States,
Districts, Schools, Educators, and
Students through a Multi-Tiered
Systems of Support Framework
during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK
NATIONAL CENTER ON IMPROVING LITERACY
LEAD FOR LITERACY CENTER

June 2020

Context: Challenges

Popular Latest

The Atlantic

EDUCATION

The Pandemic Is a Crisis for Students With Special Needs

Some students rely on schools for the personal, hands-on attention of specialists

FAITH HILL APRIL 18, 2020

Sign

As Coronavirus, Opportunities Raise Questions Experts caution 'covid slide' looming for children out of school

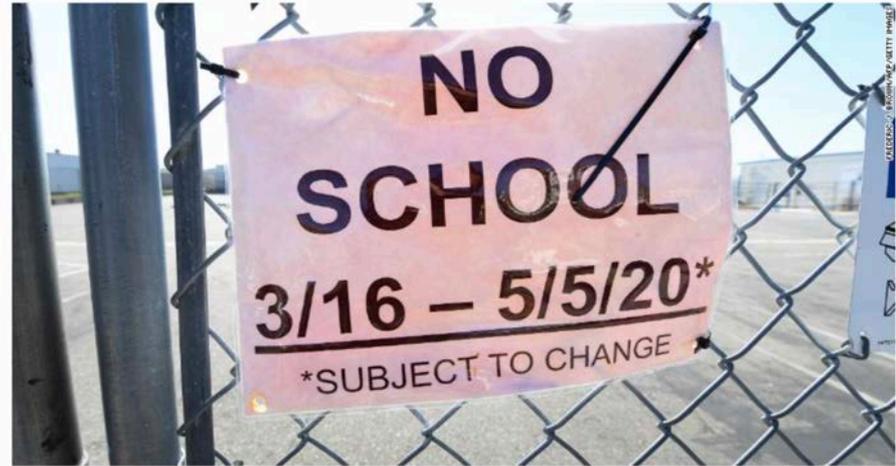
Slowing the slide

Kufeld and Tarasawa at NWEA said they hope their research on potential learning losses will offer insights to think through ways to mitigate the effects of extended school closures right now.



By **Laura Jarrett** and **Yon Pomrenze**, CNN
Updated 10:55 AM ET, Mon May 4, 2020

The COVID-19 slide.
What summer learning loss about the potential impact closures on student academic



2020

Beth Tarasawa

Context: Opportunity

WEEK OF ACTION NATIONAL DEMANDS

- ★ END ZERO TOLERANCE
- ★ MANDATE BLACK HISTORY & ETHNIC STUDIES
- ★ HIRE MORE BLACK TEACHERS
- ★ FUND COUNSELORS NOT COPS



Guiding Principles

Prioritize equity.

EQUITY

MTSS is for *all* students, families, and educators.

Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed.

Guiding Principles

OUTCOMES

EQUITY

Make student **growth** and **benefit** central to all decisions.

Student **outcomes** that reflect equitable learning opportunities must be the ultimate criteria for all decisions

Guiding Principles

OUTCOMES

Prioritize the most efficient and effective **practices**.

Do a few important and relevant practices well.

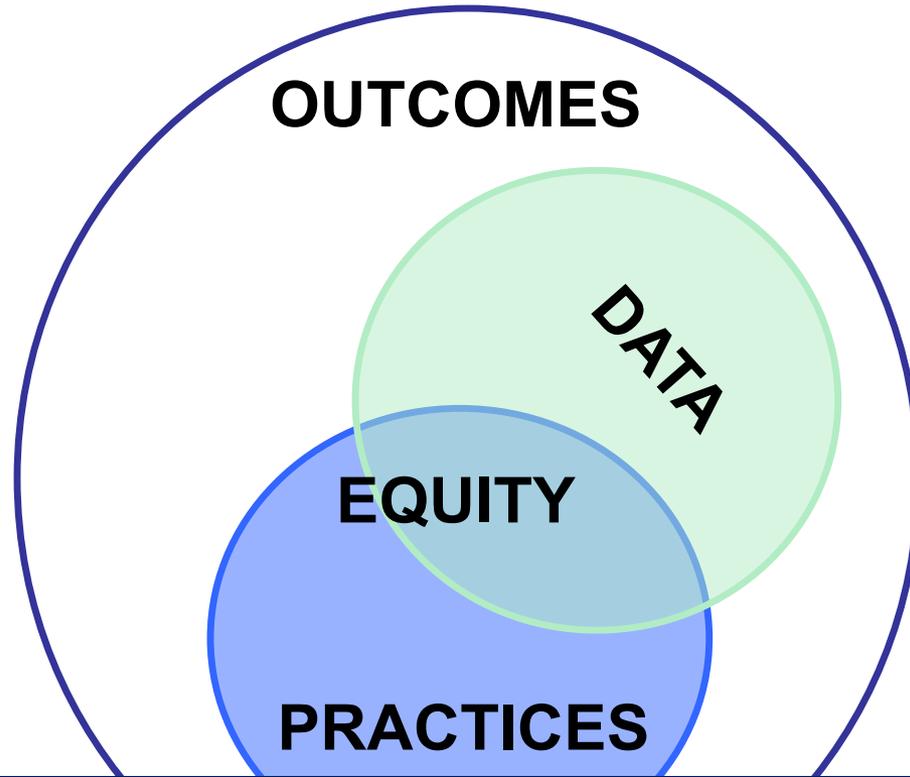
EQUITY

Integrate, align, and connect practices.

PRACTICES

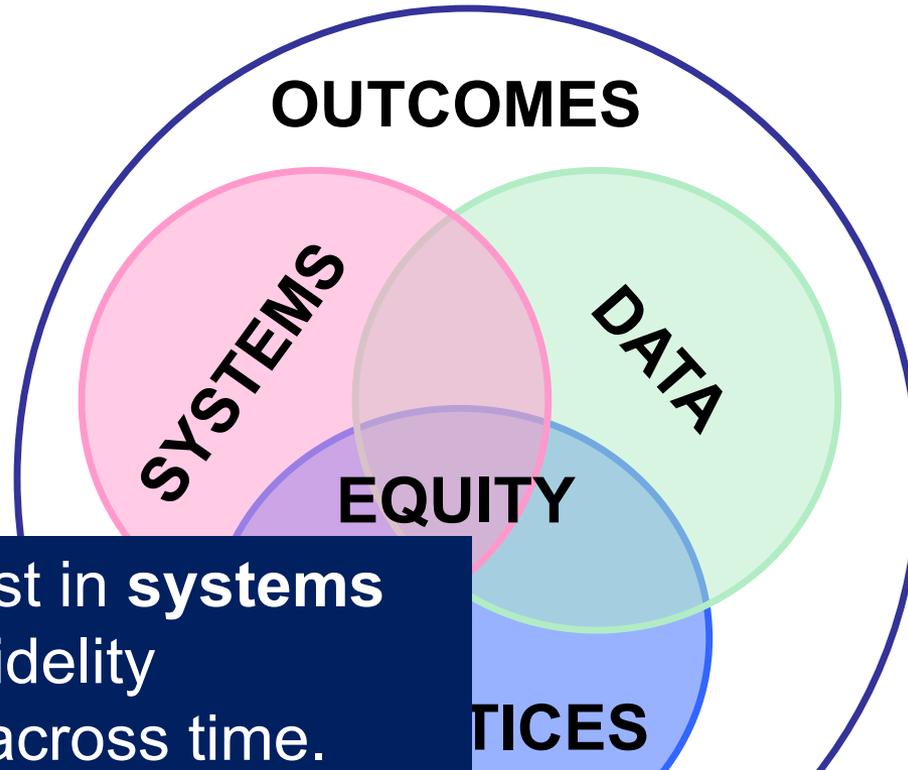
Emphasize practices that are supported by evidence, match the local culture and current context, and promote high-quality implementation across time.

Guiding Principles



Use **data** to inform decisions about (a) which students, families, and educators need which supports (*screening*); (b) continuing, adjusting, or fading supports for students, families, and educators (*progress monitoring*); (c) ensuring all students, families, and educators experience benefit (*equitable outcomes*); and (d) supports are being implemented with *fidelity*.

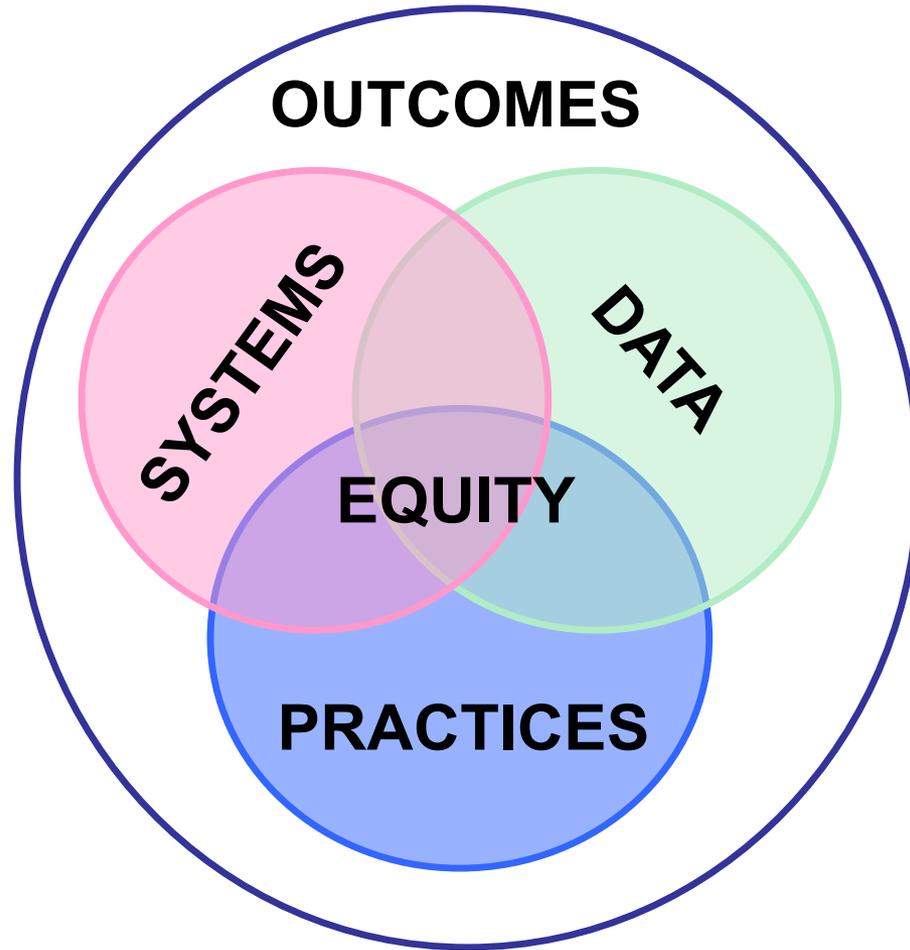
Guiding Principles



Continue to invest in **systems** to support high-fidelity implementation across time.

Leverage existing leadership teams to guide planning and implementation, and consider efficient and effective means to support educators' professional learning and wellness within current resources, experience, and expertise.

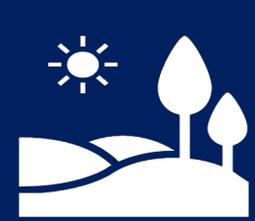
Guiding Principles



Implementation Cascade



- Provide Support within the **implementation cascade**
 - **State** and regional leadership teams coordinate training, coaching, and evaluation to support all districts within the state
 - **District** leadership teams provide training, coaching, and evaluation to support all schools within the district
 - **School** leadership teams provide on-going coaching to support educators and monitor their implementation of key practices in **classrooms** that ultimately support **student** growth and benefit.
- At the same time, **bi-directional communication** creates feedback loops throughout the cascade



Poll #5: Implementation Level

What level of the implementation cascade?

Select all that apply.

- District only
- District + school
- School only
- School + classroom
- Classroom only
- Other (use chat)

While waiting for others to finish, take a...

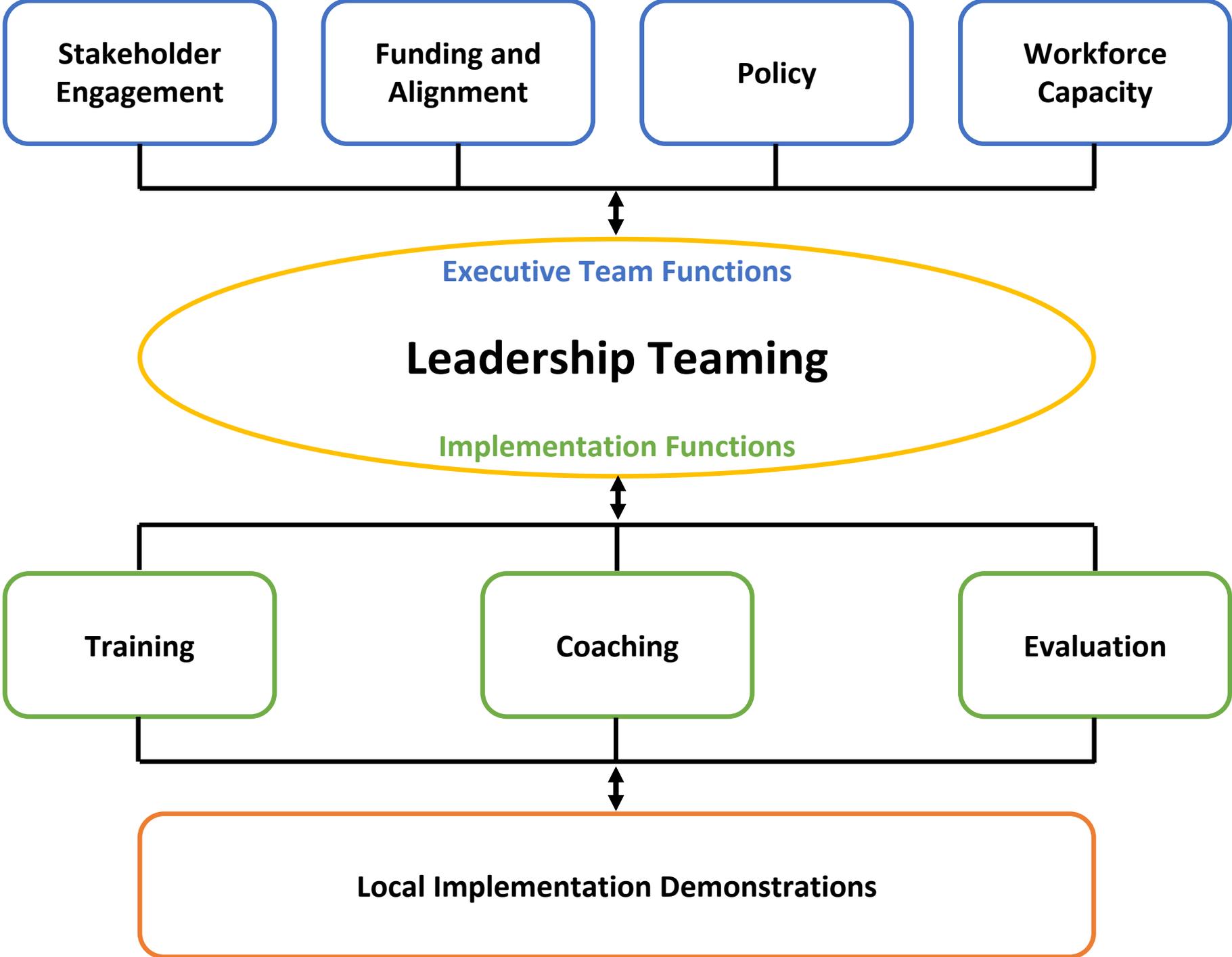
**STRETCH
BREAK**



In the chat

Basic: Questions related to the implementation cascade?

Bonus: How do you support bi-directional communication among implementation levels?



**Stakeholder
Engagement**

**Funding and
Alignment**

Policy

**Workforce
Capacity**

Executive Team Functions

Leadership Teaming

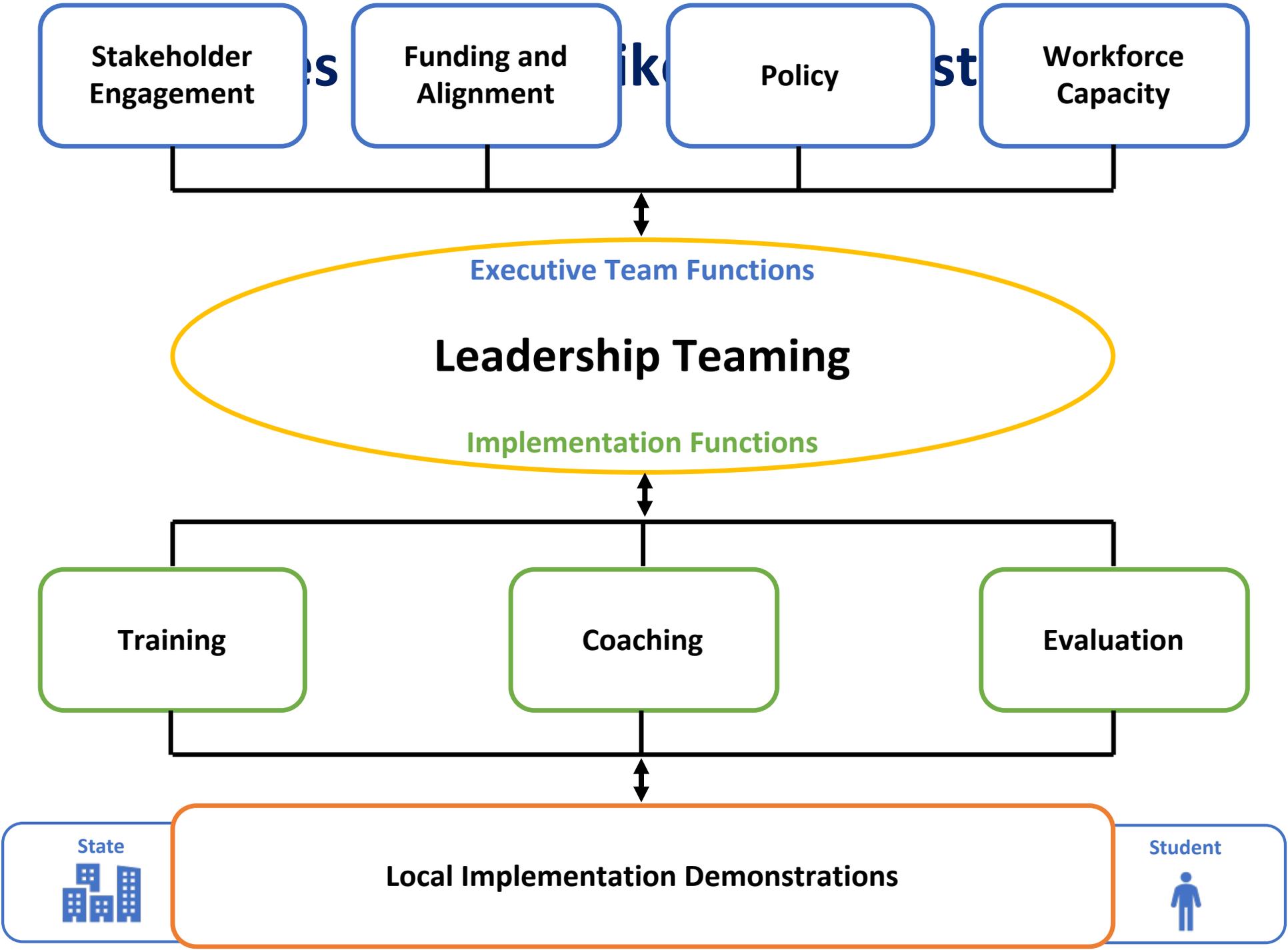
Implementation Functions

Training

Coaching

Evaluation

Local Implementation Demonstrations



Executive Team Functions

Leadership Teaming

Implementation Functions

Invest in district-level leadership, and consider whether your leadership team includes members with all relevant areas of **expertise** (e.g., health and safety, mental health, school-based behavioral health, school nursing, academic content expertise, special education, IT). Use **effective team meeting** approaches (e.g., Team Initiated Problem Solving [TIPS], plan-do-study-act [PDSA]) to maximize the effectiveness of remote and in-person team meetings, prioritize team-based and data-driven **decision making**, and maintain an **action plan** to prompt key.

District



Stakeholder Engagement

Consider a range of strategies (e.g., website, newsletters, phone calls) to maintain **regular communication** with stakeholders (families, community organizations, public health and medical professionals, school boards) to promote effective collaboration and support.

District



Funding and Alignment

Consider how to leverage existing and/or secure new **funding streams** to (a) support integrated implementation of key practices, (b) address new or intensified need (e.g., food security, SEB, academic, mental health), and (c) flexibly provide support students and staff. Also, consider opportunities to **integrate and align** initiatives, programs, and practices to maximize efficiencies.

<https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>.

District



Policy

Consider **necessary adjustments** to the language and/or implementation of policies and procedures most affected by the public health crisis, including those related to health and safety, attendance, opportunity gaps, curriculum standards, grade promotion or graduation, discipline, and related areas.

District



Workforce Capacity

Consider **unique needs** of (a) early career educators who may have experienced interrupted pre-service and induction support, (b) educators with minimal experience using technology to support students in a remote environment, (c) educators learning to build/strengthen relationships with physical distancing, and (d) all staff learning new protocols for health and safety and remote learning.

District



Training

(Re)establish a **professional development plan**, and consider training **topics** all staff may need to support students during the return to school year, including training in key practices (Table 2), health and safety, equity, and related topics. Consider **flexible training methods** (e.g., remote and in-person).

District



Coaching

Consider flexible coaching approaches to support implementation of key practices, including remote coaching, peer-to-peer support, or self-management, given the potential for disruptions to traditional coaching models and restricted resources.

District



Evaluation

(Re)establish an evaluation plan to **collect and closely monitor** data on health, safety, social, emotional, behavioral, and academic needs and outcomes alongside fidelity and capacity data; to (a) identify students, family, educators, and schools that require additional support, (b) evaluate the fidelity and outcomes of support, and (c) drive data-based adjustments to maximize benefit for all during remote and in-person learning.

Consider District Systems Fidelity Inventory (DSFI) and District Capacity Assessment (DCA) to assess district-level implementation fidelity and capacity, respectively.

District



Local Implementation Demonstrations

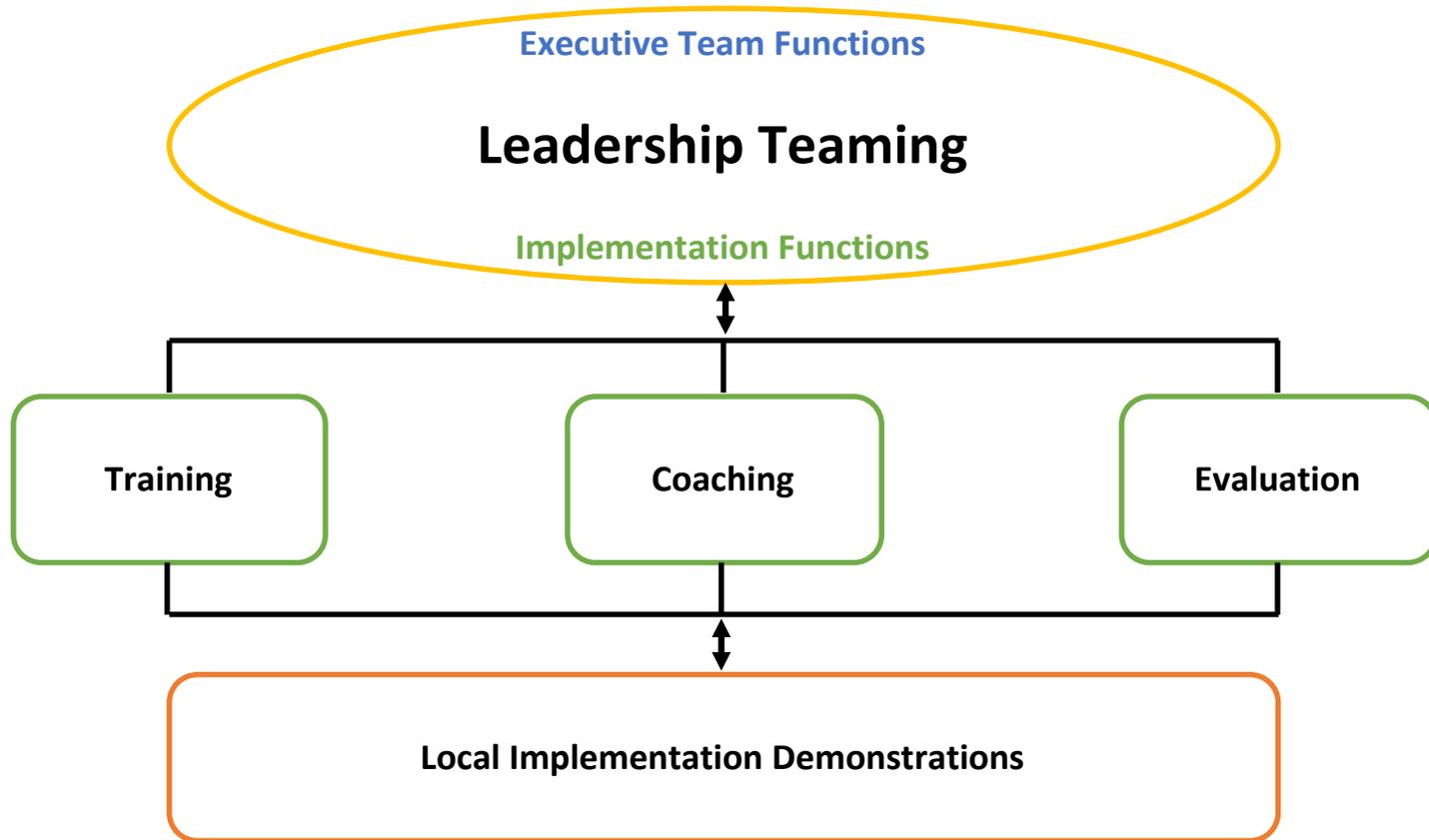
Highlight local **school-based examples** of educators effectively supporting students, including effective implementation of key practices during in-person and remote-instruction, integration and alignment of support, and using data to drive decisions.

District



What does this look like at the school level?

*Executive Team Functions are performed at the state and district levels.



Local Implementation Demonstrations

Highlight local classroom-based examples of educators effectively supporting students, including effective implementation of key practices during in-person and remote-instruction, integration and alignment of support, and using data to drive decisions.

School



Executive Team Functions

Leadership Teaming

Implementation Functions

Consider whether your school leadership team includes members with all relevant areas of expertise (e.g., health and safety, mental health, school-based behavioral health, school nursing, academic content expertise, special education, IT). Use effective team meeting approaches (e.g., Team Initiated Problem Solving [TIPS], plan-do-study-act [PDSA]) to maximize the effectiveness of remote and in-person team meetings, prioritize team-based and data-driven decision making, and maintain an action plan to prompt key implementation steps.

School



Training

(Re)establish a professional development plan, and consider training topics all staff may need to support students during the return to school year, including training in key practices (Table 3), health and safety, and related topics. Consider flexible training methods (e.g., remote and in-person).

School



Coaching

Consider flexible coaching approaches to support implementation of key practices, including remote coaching, peer-to-peer support, or self-management, given the potential for disruptions to traditional coaching models and restricted resources.

School



Evaluation

(Re)establish an evaluation plan to collect and closely monitor data on health, safety, social, emotional, behavioral, and academic needs and outcomes alongside fidelity and capacity data; to (a) identify students, family, educators, and schools that require additional support, (b) evaluate the fidelity and outcomes of support, and (c) drive data-based adjustments to maximize benefit for all during remote and in-person learning. Consider Tiered Fidelity Inventory (TFI) and Reading Tiered Fidelity Inventory, with the Interconnected Systems Framework Companion Guide to assess fidelity.

School



Local Implementation Demonstrations

Highlight local classroom-based examples of educators effectively supporting students, including effective implementation of key practices during in-person and remote-instruction, integration and alignment of support, and using data to drive decisions.

School



Key Considerations	Prior to Return to School	Initial Return to School	After Initial Return to School
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Stakeholder Engagement

Funding and Alignment

Policy

Workforce Capacity

Leadership Teaming

Training

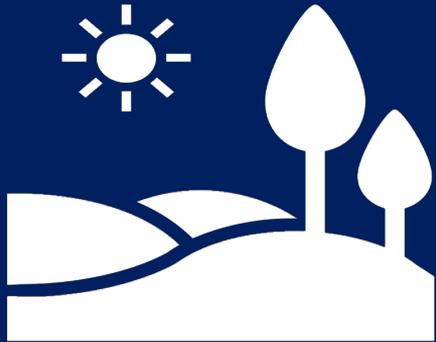
Coaching

Evaluation

Local Demos

Considerations for enhancing, adjusting, or adapting implementation of key systems features throughout the school year





SUPPORTING IMPLEMENTATION OF CRITICAL PRACTICES

Considerations for District- or School-Wide Action Plan

Examples for Remote Learning

Examples for In-Person Learning

Connect



Screen



Support



Teach



Monitor



Suggestions to adjust, adapt, or enhance your action plan to support implementation of critical practices

As schools may resume the year in remote, in-person, and/or hybrid models, we provide examples for remote and in-person learning. When hybrid models occur, prioritize actions from each context that maximize strengths of that mode of instruction.

District



School



Classroom





**Caution
Thinking
Required**

**Don't try to do "all
the things" now!**

It's OK...

*beyond OK,
it's necessary*

**...to pick a small
number of
actions to do now**



**Caution
Thinking
Required**

- **Focus on (a) time (prior to return to school) and (b) type of instruction anticipated.**
- **“Front Burner” vs. “Back Burner” actions**

Systems to Support

Breakout Activity #7



Debrief

While waiting for others to finish, take a...

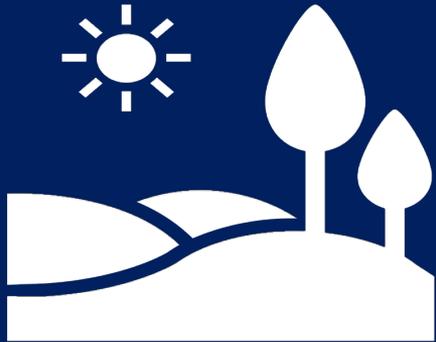
**STRETCH
BREAK**



In the chat

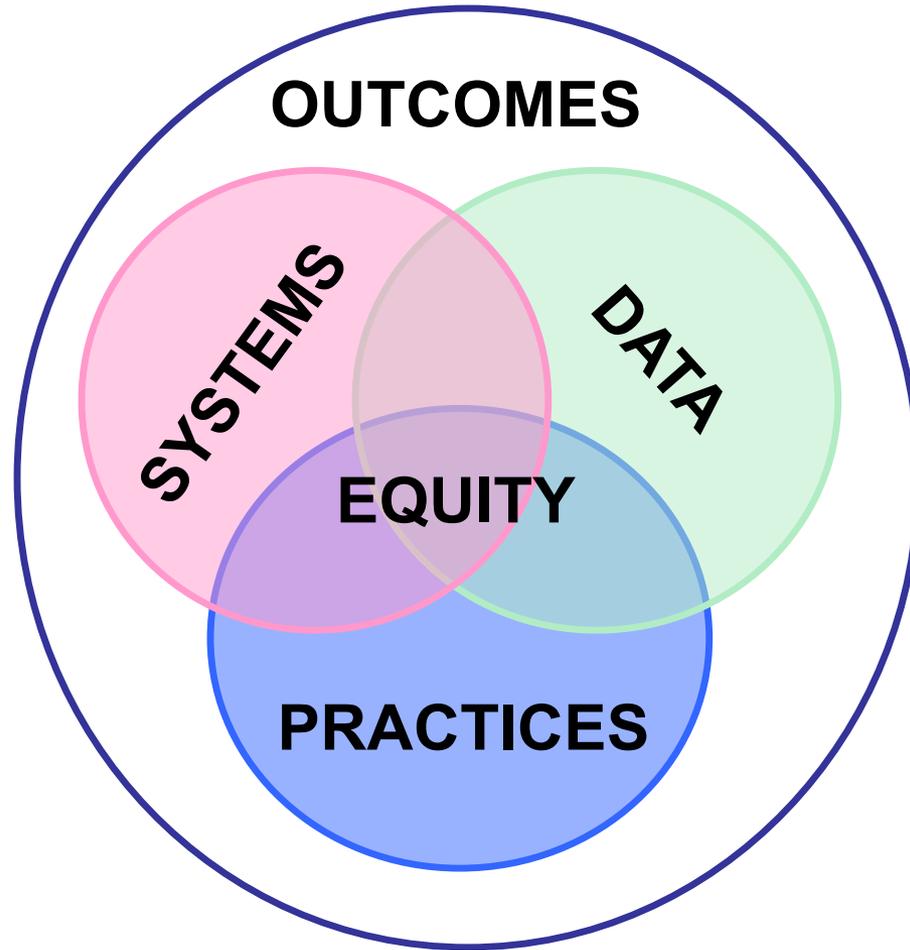
Basic: What big ideas did you discuss?

Bonus: What did you add to your action plan?

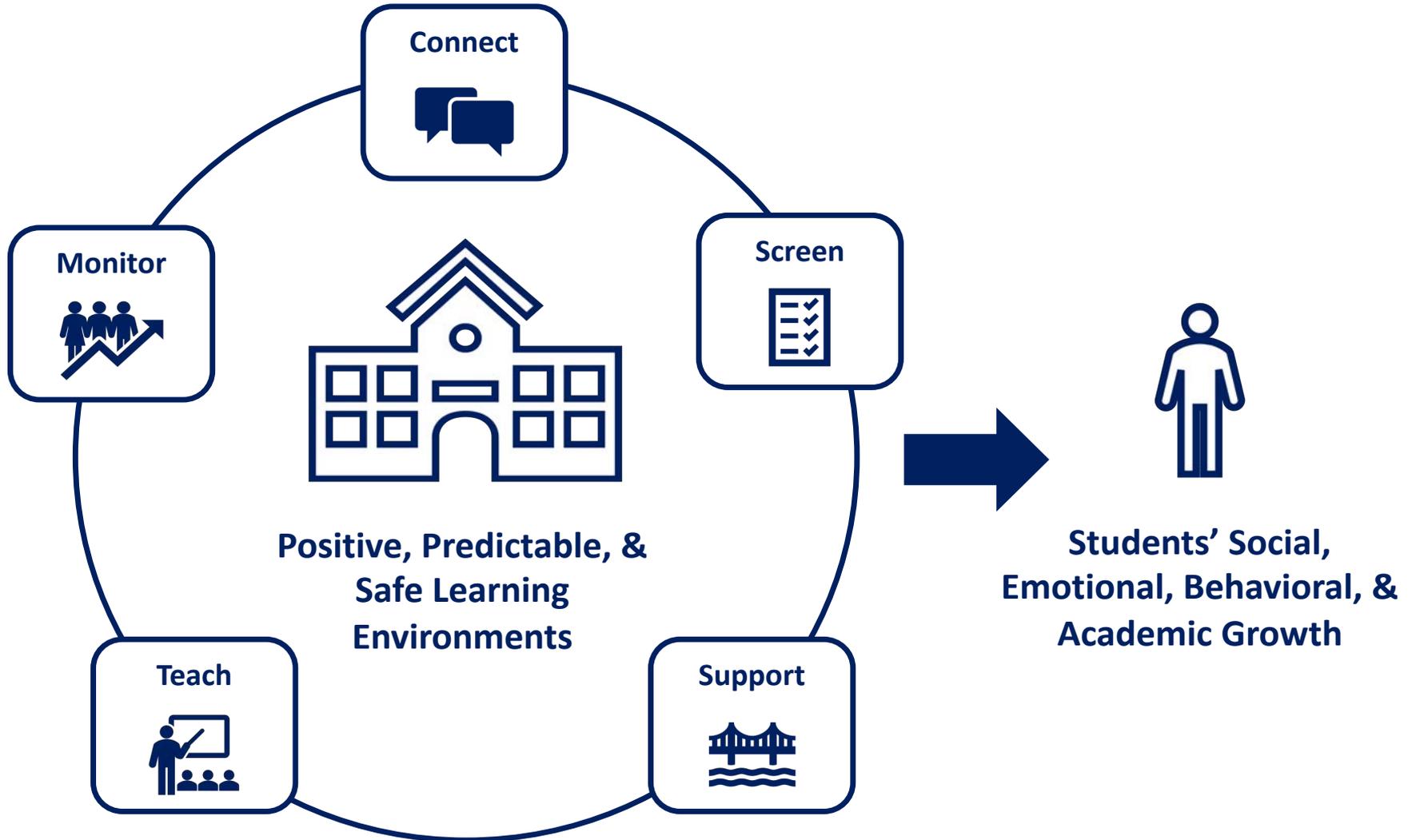


REVIEW & WRAP UP

Guiding Principles



“Back to Basics”



Connect



In addition to strategies to connect with all students and families, **increase check-ins** and **actively collaborate** with families and students to support intervention selection and implementation for students with elevated risk or identified with disabilities

Screen



Beyond universal screening, conduct **intensive screening** and consider **diagnostic academic and/or functional behavioral assessment** to identify areas of strength and need to inform selection and implementation of targeted and/or intensive individualized supports

Support



In addition to establishing a safe, predictable, and positive environment, implement **targeted** (Tier 2) and/or **intensive individualized** positive behavioral support plans (Tier 3)

Teach

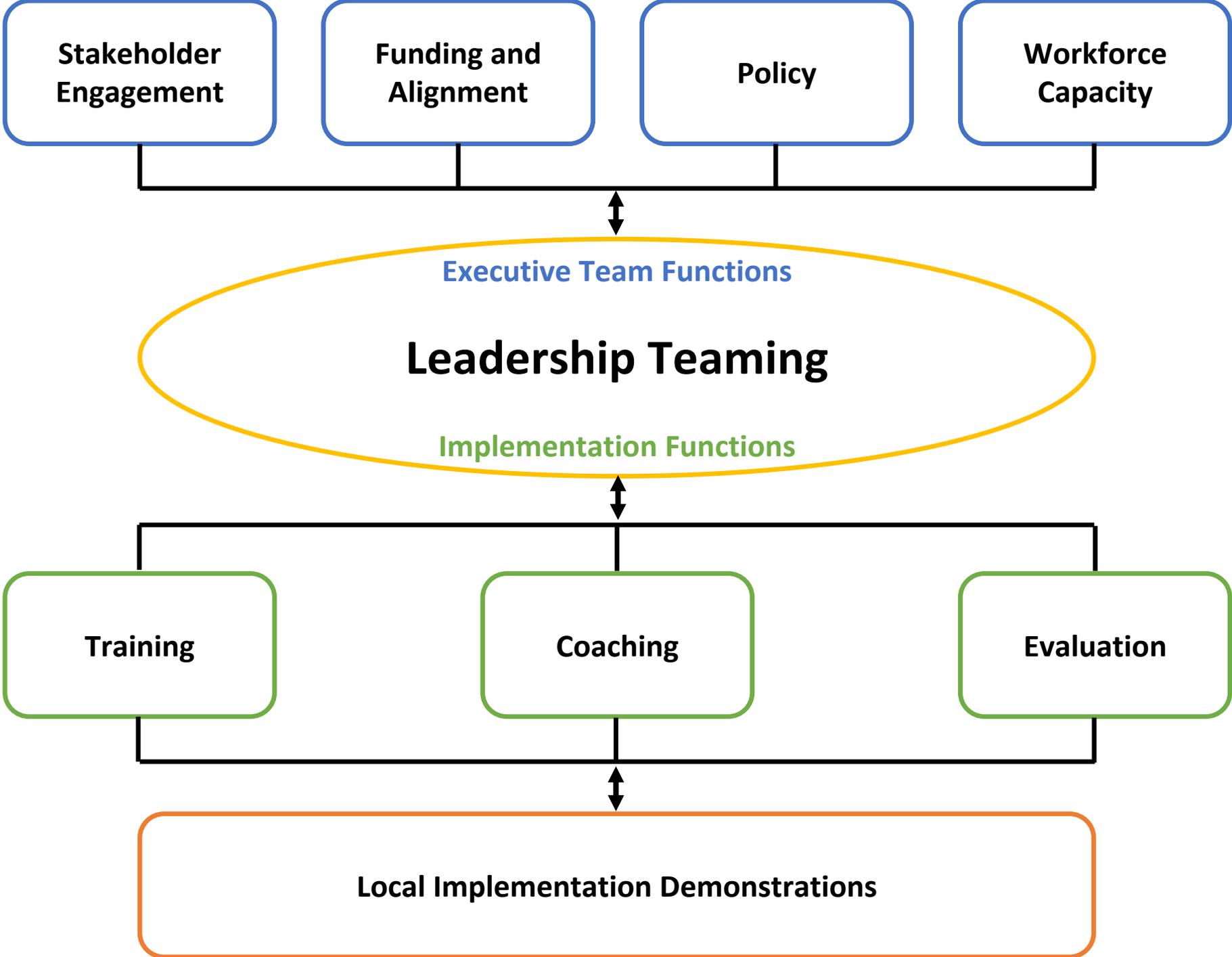


In addition to accessing high leverage Tier 1 instructional practices, implement **targeted** (Tier 2) and/or **intensive individualized** academic instruction (e.g., decrease group size, increase opportunities for explicit instruction and practice)

Monitor



Increase the **frequency and specificity** of monitoring to further adjust, enhance, or individualize the support as needed



**Stakeholder
Engagement**

**Funding and
Alignment**

Policy

**Workforce
Capacity**

Executive Team Functions

Leadership Teaming

Implementation Functions

Training

Coaching

Evaluation

Local Implementation Demonstrations

THANK YOU

for Helping All Students and Adults
Thrive in the Classroom:
Positive and Proactive
Classroom Supports

*Staying Grounded: Aligning
Systems So All Students
& Adults Thrive
(Wherever They Are!)*



Brandi Simonsen, Ph.D.

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