Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 13: *PBIS in the Classroom*

RTI Arkansas

Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

State Personnel Development Grant

Arkansas

Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Classroom

Title of Training:

Module 13: PBIS in the Classroom

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star.**
  - Examples will appear in a **blue text box** with a smiley face.
- At the end of this guide are "homework assignments" (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Module 5, 6, and 7 (Developing PBIS Behavioral Expectations, Teaching Behavioral Expectations, and Acknowledging Expected Behavior) will give more background about how to develop behavioral expectations for the

classroom, teach the behavioral expectations in the classroom, and acknowledge when students use appropriate behavior in the classroom. Module 8 (Responding to Inappropriate Behavior) will give more background on responding to inappropriate behavior in the classroom. Module 9 (Collecting and Using Data for PBIS Tier I Decision Making) will give an introduction to the data-based decision making that is central to the PBIS team meeting.

Training Description:

      This training module has been developed to stress the importance of implementing Tier I components in the classroom and to guide implementers in extending Tier I components into classrooms.

Training Sections:

      Section 1 – Classroom PBIS (Slides 1 – 5) pgs. 5 – 10

      Section 2 – Classroom PBIS Practices (Slides 6 – 8) pgs. 11 – 14

      Section 3 – PBIS Practices that Increase Instructional Time (Slides 9 – 19) pgs. 15 – 28

      Section 4 – PBIS Practices that Increase Engagement Time (Slides 20 – 31) pgs. 29 – 41

      Section 5 – Classroom PBIS Data Collection (Slides 32 – 36) pgs. 42 – 53

Training Materials/Equipment Needed:

PowerPoint for Module 13: PBIS in the Classroom

- Equipment to project the PowerPoint
  - Laptop computer
  - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.

- o "Clicker" to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
  - o Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
  - o It may take a minute for video to load. Be patient.
  - o Once video is loaded, a still shot with arrow to start the video will appear on the slide.
  - o Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:
- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:
Physical and/or electronic copies of
- School behavior expectation example (pg. 22)
- School behavior expectation matrix (pg. 23)

Activities in this Training:
- Discussion (pg. 9)
- Define 3 - 5 Behavior Expectations (pg. 21)
  - o Either project or distribute copies of the example (pg. 22)
  - o Distribute behavioral expectation matrix (pg. 23)

Essential Questions:

These essential questions will be addressed in this training module:

- What are the PBIS practices that increase instructional time?
- What are the PBIS practices that increase engagement time?
- What are effective ways to collect classroom data to increase instructional and student engagement time?

Trainer Tips:

- It is highly recommended that schools implement PBIS/classroom PBIS as a district, because they will have more support – coaching, TA, resources, etc. – and will therefore be more likely to be successful and sustain it long term.

Training Section One

Classroom PBIS

Slides 1 - 5

Goals

Participants will understand
- The benefits of adapting school-wide expectations for the classroom

Slide #1

[PBIS in the Classroom]

Slide #2

[Outcomes]

Slide #3
[Point To Ponder]

Trainer Notes:

- To achieve the goal, it is important to use research-based strategies that guide students toward increasingly responsible and motivated behavior.

Slide #4
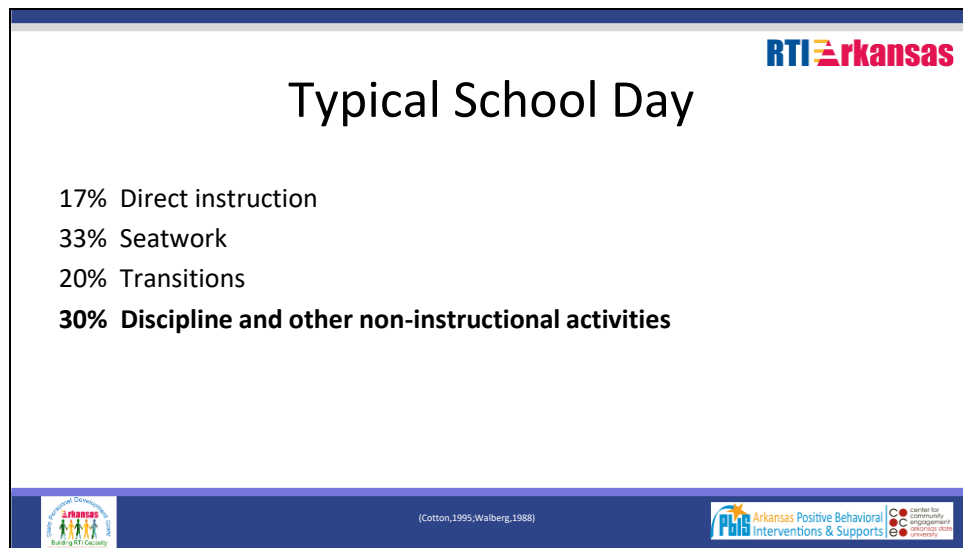## [Discussion]

Trainer Notes:

- Take two minutes and talk to someone near you. Discuss the impact school-wide and non-classroom expectations have had on student behavior in your building. Discuss why you think it is important to adapt school-wide expectations for the classroom. (See: Lewis, T. *Preventing and responding to problem behavior through school-wide systems of positive behavior supports* (PPT). OSEP Center on Positive Behavioral Interventions and Supports Effective School-wide Interventions.)

★ **ACTIVITY**

Discussion

Take two minutes and talk to someone near you. Discuss the impact school-wide and non-classroom expectations have had on student behavior in your building. Discuss why you think it is important to adapt school-wide expectations for the classroom.

Typical School Day

17% Direct instruction

33% Seatwork

20% Transitions

30% Discipline and other non-instructional activities

(Cotton,1995;Walberg,1988)

Slide #5
[Typical School Day]

Trainer Notes:

- When the amount of time spent in various classroom activities was researched, only 17% was spent in instruction and 33% in seatwork. Transitions take 20% of the school day. The typical elementary classroom loses 7-10 minutes each transition from one subject to another. With a typical day including at least 10 transitions, 70 minutes are lost each day; almost one day per week lost to transitions alone. **Discipline and other non-instructional activities, such as taking attendance, announcements, etc. accounted for 30% of the school day.** Think about your typical day and the time you spend in various activities. How does it compare to those statistics? Why is this information relevant to us? Discipline takes away from time to teach academic curriculum. Conclusion: We want to implement effective classroom practices to prevent and decrease interruptions caused by discipline problems and increase the amount of time we have to teach. (See: Lewis, T. *Preventing and responding to problem behavior through school-wide systems of positive behavior supports* (PPT). OSEP Center on Positive Behavioral Interventions and Supports Effective School-wide Interventions.)

Training Section Two

Classroom PBIS Practices

Slides 6 - 8

Goals

Participants will understand

- How to create environments to increase instructional time
- How to create environments to increase student engagement

Slide #6

[Classroom PBIS Practices]

Starting Point For Classroom PBIS Practices

- Create environments to **increase instructional time**.
- Create environments that **increase student engagement.**

Slide #7

[Starting Point For Classroom PBIS Practices]

Trainer Notes:

- We cannot "make" students learn or behave. We can create environments that increase instructional time and increase student engagement. Increased instructional time and increased student engagement lead to student achievement.

Slide #8
[Classroom PBIS Practices]

Trainer Notes:

- **Instructional time** – the amount of allocated time that actually results in teaching: **1**. *Clear expectations* – Think about how you want students to behave when you are teaching them. **2**. *Procedures, routines, and rules* – You need to have observable, measurable, positively stated, understandable, always applicable procedures for students to follow in all settings. **3**. *Encouraging expected behavior* – You should have a 5:1 ratio of positive attention to negative attention. **4**. *Discouraging inappropriate behavior* – One of the most ineffective ways to get students to behave is to verbally scold or punish them in front of their peers. Instead, inappropriate behavior should be thought of as a teaching opportunity.
- **Engaged time** – the amount of instructional time where students are actively engaged in learning: **5**. *Providing opportunities to respond* – The more time students spend in active learning situations instead of passive situations like listening, the more they are engaged in the learning environment. **6**. *Active supervision* – Continuously monitoring student behavior and engagement to reinforce your expectations, provide support and encouragement to students, and to create a positive environment for learning. **7**. *Changing sequence and offering choice* – These are ways to engage students in their academic work and to help keep them away from mischief. **8**. *Reducing task difficulty* - From the student's perspective, school is a lot of demanding work, some of which they may not be prepared for. Feeling inadequate can be a major contributor to misbehavior. So, it is important to find where the student is and set a task they can be successful at so they can proceed through tasks to complete what they need to.

Training Section Three

PBIS Practices that Increase Instructional Time
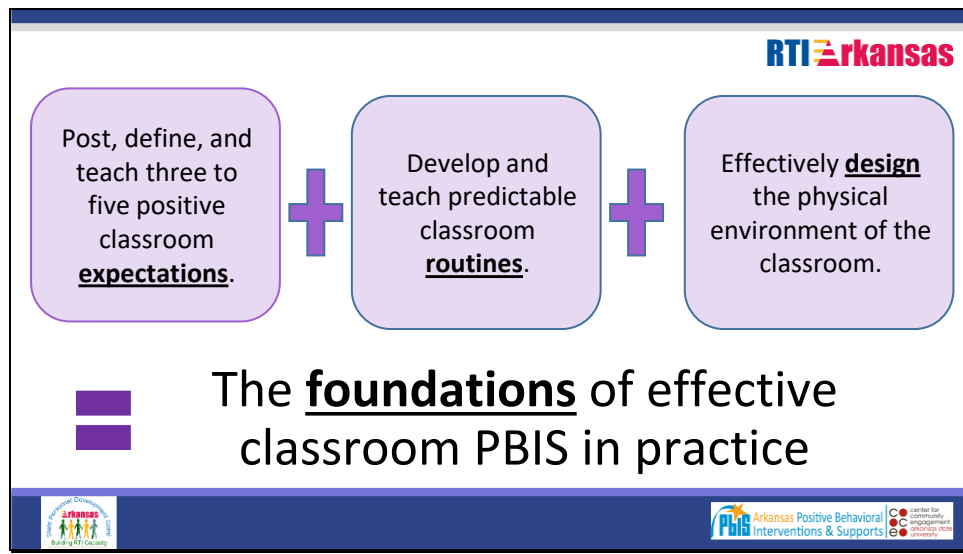**Slides 9 - 19**

Goals

Participants will understand
- The foundations of effective classroom PBIS practices that increase instructional time

Slide #9

[PBIS Practices that Increase Instructional Time]

Slide #10

[The foundations of effective classroom PBIS in practice]

Slide #11

[Expectations]

Trainer Notes:

- Involve students in establishing three to five positive expectations. Post and teach expectations using examples and non-examples. Teach expectations with opportunities for students to practice and receive feedback.

Expectations & Situations	Materials
Ready	I will have with me everyday: • My planner • My pencil & pen • My notebook • My textbook
Responsible	If I forget a required item, I will borrow from a classmate or inform my teacher immediately.
Respectful	I will put things back where they belong. I will take care of everyone's materials.

Slide #12

[Expectations & Situations: Materials]

Expectations & Situations	Individual Work Time
Ready	I will get what I need and begin working immediately.
Responsible	I will always put forth my best effort. I will ask for help when needed. I will use my time wisely.
Respectful	I will allow others to work. I will work at my own pace. I will take pride in my work. I will do my work neatly.

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Slide #13

[Expectations & Situations: Individual Work Time]

Expectations & Situations	Work Turn-In
Ready	I will put my first name, last name, and class period on everything I turn in.
Responsible	I will turn in late work with a late sheet properly filled out.
Respectful	I will neatly turn in work to the correct bin.

Slide #14

[Expectations & Situations: Work Turn-In]

★ ## ACTIVITY

Define 3 - 5 Behavioral Expectations

Give attendees the example on the next page (pg. 22). Then, have them practice creating behavioral expectations for a particular setting in their classroom, using the template on page 23 (headers can be changed). This activity is providing attendees an opportunity to think about how they will utilize school-wide expectations within a particular setting in the classroom.

Expectations & Situations	Individual Work Time
Ready	I will get what I need and begin working immediately.
Responsible	I will always put forth my best effort. I will ask for help when needed. I will use my time wisely.
Respectful	I will allow others to work. I will work at my own pace. I will take pride in my work. I will do my work neatly.

Expectations & Situations	Setting

Slide #15
[Routines]

Trainer Notes:

- As you start out the year, establish predictable patterns and activities. **Explicitly** teach routines and procedures to **promote** self-managed schedules and routines. Throughout the school **create** routines and procedures for the most problematic areas or times.

Classroom Procedures & Routines Self-Assessment

- What is your attention signal? When do you use it?
- What is the procedure/routine for entering/exiting the classroom?
- What is the procedure/routine for personal belongings (e.g. hats, coats)?
- What is the procedure/routine for obtaining materials/supplies?
- What is the procedure/routine for the start of class?
- What is the procedure/routine to gain assistance?

Slide #16

[Classroom Procedures & Routines Self-Assessment]

Trainer Notes:

- These questions serve as a partial self-assessment that supports teachers in their creation of predictable classroom procedures and routines. Examples of elementary and secondary predictable environments are on next two slides.

Elementary Proactive Predictable Environment

Elementary

During the lesson I will…
- Sit in a learning position.
- Raise my hand for a turn to talk, if I have a question, or if I need help.
- Wait for the teacher to come to me.
- Finish all of my work.
- Read my book if I finish my work early.
- Take restroom or water breaks during independent time.

Slide #17

[Elementary Proactive Predictable Environment]

Secondary Proactive Predictable Environment

Secondary

During the lesson I will…
- Prepare for discussion by reading the required assignments in advance.
- Wait until the other person is finished speaking before I speak.
- Stay on topic.
- Respect others' opinions and contributions.
- Use appropriate expressions of disagreement.

Slide #18

[Secondary Proactive Predictable Environment]

Slide #19

[Design]

Trainer Notes:

- Design classrooms to facilitate instructional activities and active supervision (e.g., small group, whole group, rotations/centers). Physical arrangements should minimize distraction and crowding so that students move around easily in the classroom. Post material that supports **currently** taught content, learning strategies, and behavior expectations.

Training Section Four

PBIS Practices that Increase Engagement Time
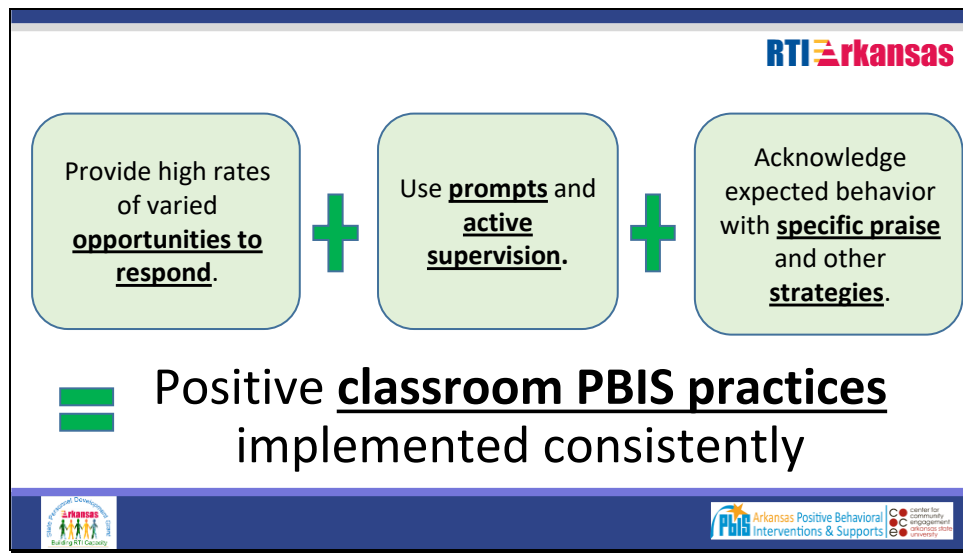**Slides 20 - 31**

Goals

Participants will understand
- The foundations of effective classroom PBIS practices that increase engagement time

Classroom PBIS Practices that
Increase Engagement Time

Slide #20

[Classroom PBIS Practices that Increase Engagement Time]

Slide #21

[Positive classroom PBIS practices implemented consistently]

Opportunities To Respond (OTR)

Verbal responses
- Individual
- Choral responding
- Think-pair-share

Nonverbal responses
- Signal
- Response cards

Slide #22

[Opportunities To Respond (OTR)]

Trainer Notes:

- Examples of individual, choral responding, and nonverbal responses are on the following three slides.

Slide #23

[OTR - Individual]

Trainer Notes:

- These are examples of opportunities to respond (OTR) that teachers can use to encourage all students to participate.

Slide #24

[OTR- Choral Responding]

Slide #25

[OTR- Nonverbal Responses]

Prompts

- Preventative
- Understandable
- Observable
- Specific and explicit

Slide #26
[Prompts]

Trainer Notes:

- Prompts are reminders that describe what is expected. These are provided before the behavior is expected. Prompts should be: (1) **preventative** - take place before the behavior response occurs, (2) **understandable** – must be understood by the student, (3) **observable** – the student must distinguish when the prompt is present, and (4) **specific and explicit** – describe the expected behavior and link to the appropriate expectation. Example prompts are presented on the next slide.
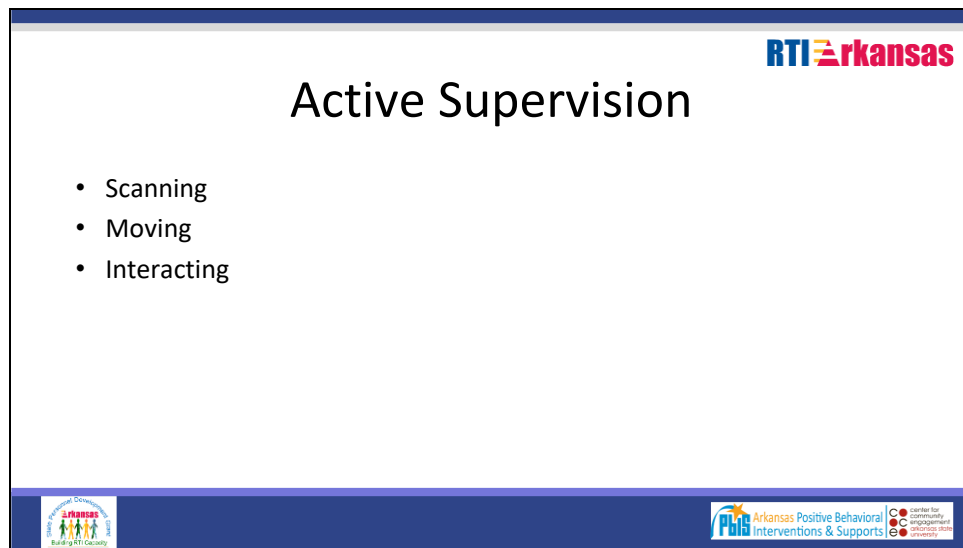
Prompt Examples

- Before students begin seatwork, provide a reminder about how to access help and materials.
- Point to a sign on the board to indicate expectations of a silent noise level prior to beginning independent work time.
- Review group activity participation rubric prior to the start of group work.
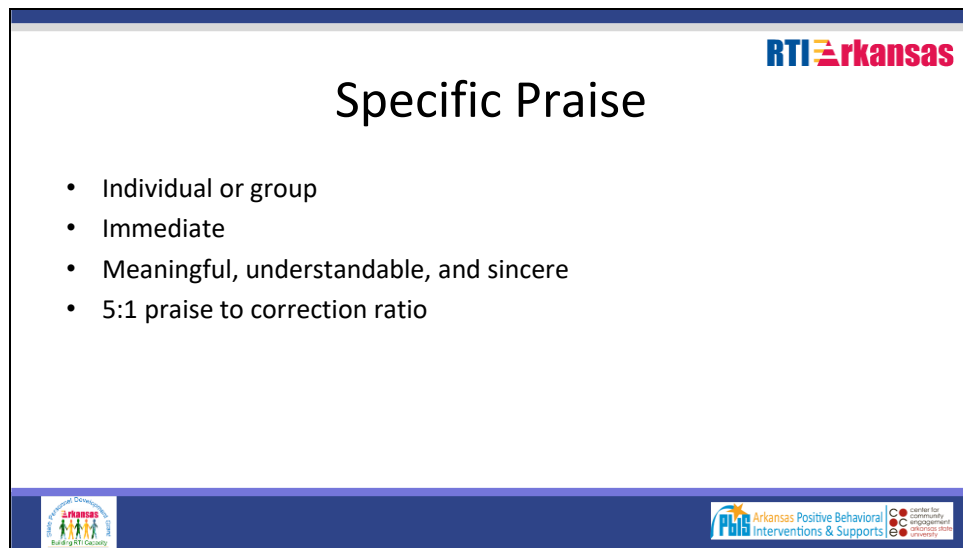
Slide #27

[Prompt Examples]

Slide #28
[Active Supervision]

Trainer Notes:

- Active supervision is a process for monitoring the classroom (or any school setting) that incorporates moving, scanning, and interacting frequently with students. *Scanning* is a visual sweep of entire space. *Moving* is a continuous movement, proximal to students. *Interacting* is verbal communication in a respectful manner, including any pre-corrections, non-contingent attention, and/or specific verbal feedback. During transitions between activities, move among the students to provide proximity, scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition.

Specific Praise

- Individual or group
- Immediate
- Meaningful, understandable, and sincere
- 5:1 praise to correction ratio

Slide #29
[Specific Praise]

Trainer Notes:

- Specific praise may be directed toward an individual or group, should be provided soon after behavior occurs, and should be meaningful, understandable, and sincere. There should be five praise statements for every one corrective statement. Examples of specific praise are on the next slide.

Specific Praise Example

When a student has not started working within one minute, say, "Jason, please begin your writing assignment."

Later on, say, "Nice job being responsible, Jason, you have begun your assignment."
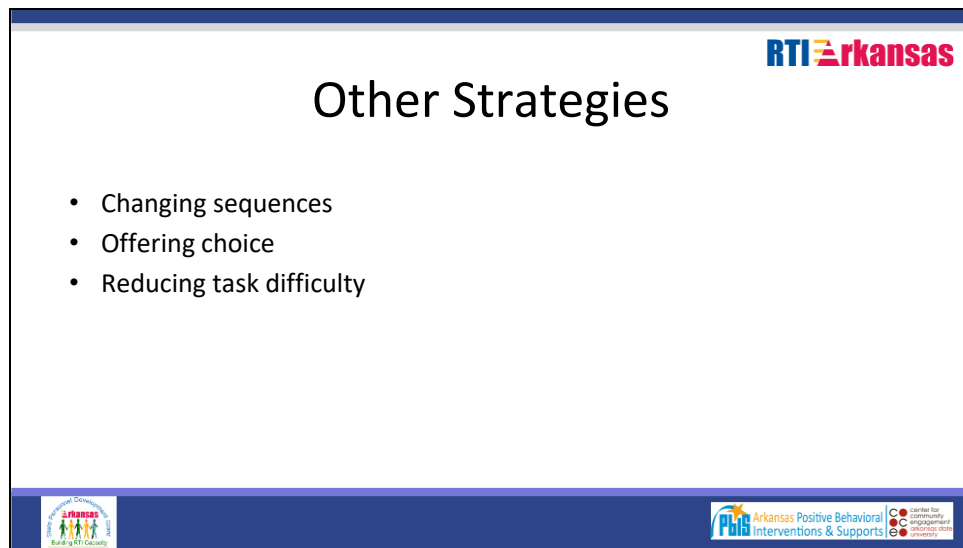
Slide #30
[Specific Praise Example]

Trainer Notes:

- This could be a good time to have a group/pair share activity in which the audience could practice and share out a specific praise example.

Slide #31

[Other Strategies]

Trainer Notes:

- The **changing sequences** strategy may include mixing in an easier task with more difficult ones, such as having a ratio of one mastered task to three new tasks (task intersperse) or starting with easy tasks and gradually making the tasks more difficult (behavior momentum). The **offering choice** strategy can be incorporated into tasks, assignments, and activities (e.g., material used, whom to work with, where to work). The **reducing task difficulty** strategy may include: providing physical breaks for difficult assignments (changing assignment length or time), allowing choice between written or oral response (response mode), providing e-text so students can read along as they listen (reading), or using real life examples for application and use to build mastery (increased instruction to practice).

Training Section Five

Classroom PBIS Data Collection

Slides 32 - 36

Goals

Participants will understand
- Various ways to collect data in the classroom setting to increase instructional and student engagement time.

Slide #32

[Classroom PBIS Data Collection]

Slide #33
[Behavior Data Collection Examples]

Trainer Notes:

- Each of these examples are how a teacher might collect data through observations. One example to collect behavior data is to **count behaviors** that have a clear beginning and end, have a low enough frequency to count, and are of similar duration (e.g., how often a student swears in class or how many talk-outs versus hand raises occur during a lesson). You may also use **timing** as a method to document behaviors that have a clear beginning and end and are directly observed. For example, you can time how long a student spends walking around the classroom, how long it takes a students to begin working after work is assigned, or how long it takes a student to start the next problem after finishing the last one. When it's unclear when the behavior begins or ends or the behavior occurs too rapidly to count, you may use **sampling** to collect data (e.g., an estimate of how often a student is off task or how often a student is out of their seat). Another method, **ABC**, is for behaviors that have a clear beginning and end, low enough frequency to count, and both the behavior and context are directly observed or assessed (e.g., a tantrum where staff saw what preceded and followed or a fight among peers where the vice principal was able to gather information about what happened before and after by interviewing students). ABC additionally helps you understand why the behavior occurred.

Responding To Behavior

Make it FAST!
- **F**unctional
- **A**ccurate
- **S**pecific
- **T**imely

Slide #34
[Responding To Behavior]

Trainer Notes:

- <u>Functional</u> – Responding to behavior in a way that tries to address the reason why a student behaves within specific situations will help reduce the likelihood of the behavior happening in the future. <u>Accurate</u> - An accurate and consistent response is essential for minimizing problem behavior and increasing compliant behaviors. <u>Specific</u> - Be as specific as possible when addressing student behavior. Using the student's name and the reason for the response are examples of how teachers can be specific. <u>Timely</u> - Responding to behavior immediately after the behavior occurs will make the response more powerful.

FAST – Example

After a student plays with lab equipment inappropriately, the teacher responds, "Please stop playing with lab equipment and keep it on the table."

Later, say, "Thank you for being safe with the lab equipment."

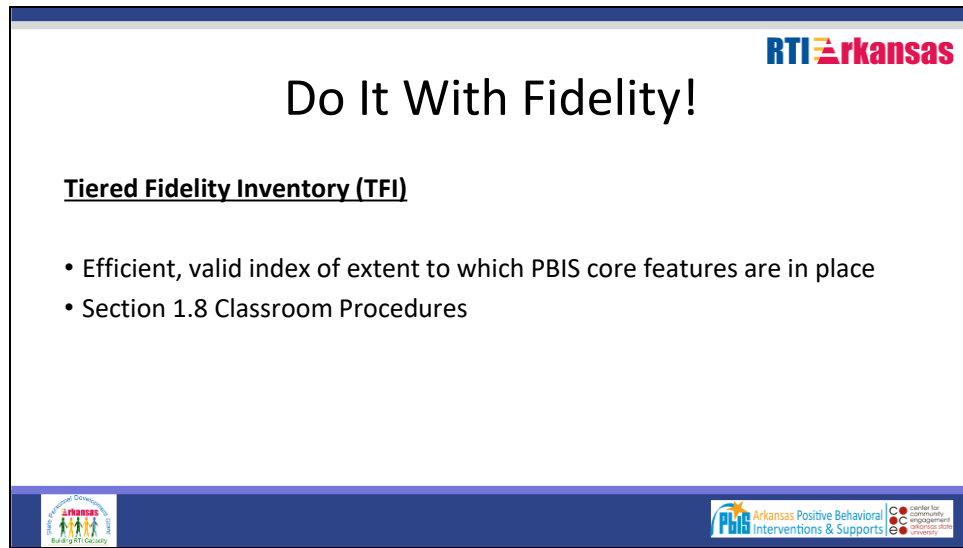**Slide #35**

[FAST – Example]

Types Of Behavior

- Appropriate or expected
- Infrequent and non-disruptive minor behaviors
- Repeated and non-disruptive behavior
- Repeated and disruptive behavior
- Administrator-managed behaviors

Slide #36
[Types Of Behavior]

Trainer Notes:

- When a student exhibits an appropriate or expected behavior, let the student know by telling the student what he or she did and how that behavior aligns with the related school-wide expectation. Be as specific as possible, and try to always use the student's name. Consider using praise with other acknowledgment. When a student exhibits infrequent and non-disruptive minor misbehavior, try to draw as little attention to the behavior as possible. When a student exhibits repeated behaviors (non-disruptive or disruptive) or administrator-managed behaviors, follow school procedures for responding to rule violations and individualized behavior support plans.

Do It With Fidelity!

RTI Arkansas

Tiered Fidelity Inventory (TFI)

• Efficient, valid index of extent to which PBIS core features are in place
• Section 1.8 Classroom Procedures

Slide #37
[Do It With Fidelity!]

Trainer Notes:

- The TFI is an important tool in the PBIS implementation process. It can be used in the development stage and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS. Section 1.8 of the TFI covers classroom procedures. See next slide.

Slide #38

[1.8 Classroom Procedures]

Summary Of Classroom PBIS

- Increase instructional time
- Increase engagement time
- Collect data
- Make it FAST!

Slide #39

[Summary Of Classroom PBIS]

Essential Primers & Resources For Classroom PBIS

- Lewis, T. Preventing and responding to problem behavior through school-wide systems of positive behavior support.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008). Supporting and responding to behavior evidence based classroom strategies for teachers.
- Weaver, J. Eight effective classroom practices. Missouri Environmental Education Association.
- Web link for greater depth: http://www.midwestpbis.org/materials/classroom-practices

Slide #40

[Essential Primers & Resources For Classroom PBIS]

Slide #41

[Links To Resources]

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Resources & Thanks To…

- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008). Evidence-based practices in classroom management: considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.
- https://www.pbis.org/Common/Cms/files/pbisresources/Classroom%20PBIS%20LEA%20SCTG%202017(Simonsen).pdf

Slide #42

[Resources & Thanks To…]

Discussion Questions:
The following questions will help schools start thinking about their next steps and how they will introduce PBIS in the classroom to all staff members. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. Do you have a basic understanding of PBIS, as used in the classroom? Could you describe it to someone else?
2. How will you introduce PBIS in the classroom to staff?
3. Discuss how strategically implementing the foundations of PBIS will increase instructional time in your classroom.
4. Discuss the classroom practices that will increase student engagement. How will you purposefully implement the practices into your instruction?

Resources:
The following resource includes case studies, podcasts, videos, and other various resources to support classroom teachers with the implementation of classroom PBIS. The resources will give attendees more information on classroom PBIS and show how it has been implemented in some classrooms. If there is time, consider showing one of the videos, or a small clip of one. The videos are especially useful in seeing first-hand the change some classrooms have experiences, and how attitudes changed once classroom PBIS was implemented.

- Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers:
  https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf