

The PBIS Resource Center at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 13: *PBIS in the Classroom*

RTI  **arkansas**



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 introduce 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 3 - 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.

- “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
 - It may take a minute for video to load. Be patient.
 - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
 - 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)
 - Either project or distribute copies of the example (pg. 22)
 - 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

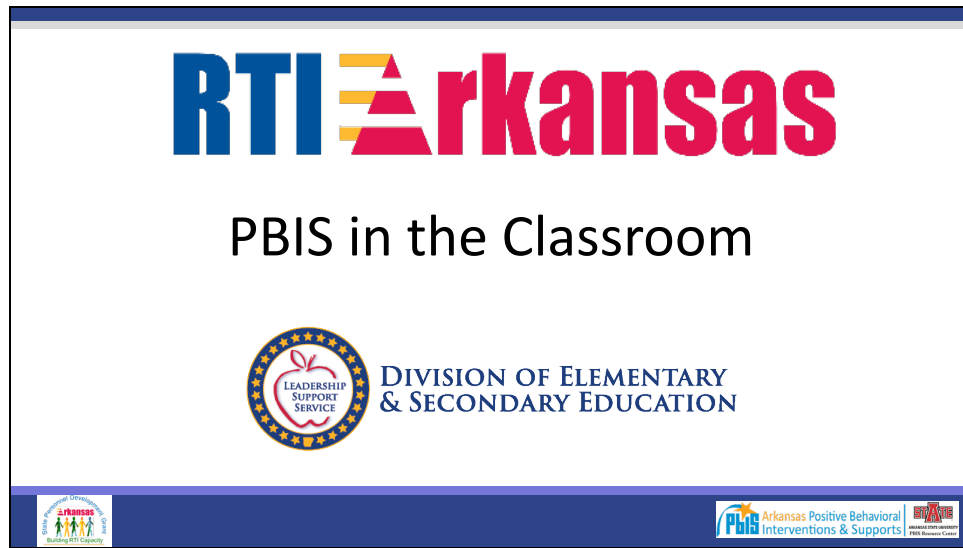
Classroom PBIS

Slides 3 - 5

Goals

Participants will understand

- The benefits of adapting school-wide expectations for the classroom



Slide #1

[PBIS in the Classroom]

Trainer Notes:


- Images in this module were obtained at google.com/images unless otherwise specified.

Outcomes

- Classroom PBIS practices
- Classroom PBIS practices that increase instructional time
- Classroom PBIS practices that increase engagement time
- Classroom PBIS data collection




Slide #2 [Outcomes]





Point To Ponder

“The goal of effective classroom management is not creating ‘perfect’ children, but providing the perfect environment for enhancing their growth...”



Sprick, Knight, Reinke, McKale, 2006




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.



Discussion

- Discuss the impact of schoolwide expectations on student behavior in your school.
- Discuss the benefits of adapting school-wide expectations for the classroom.



Slide #4 [Discussion]

Trainer Notes:

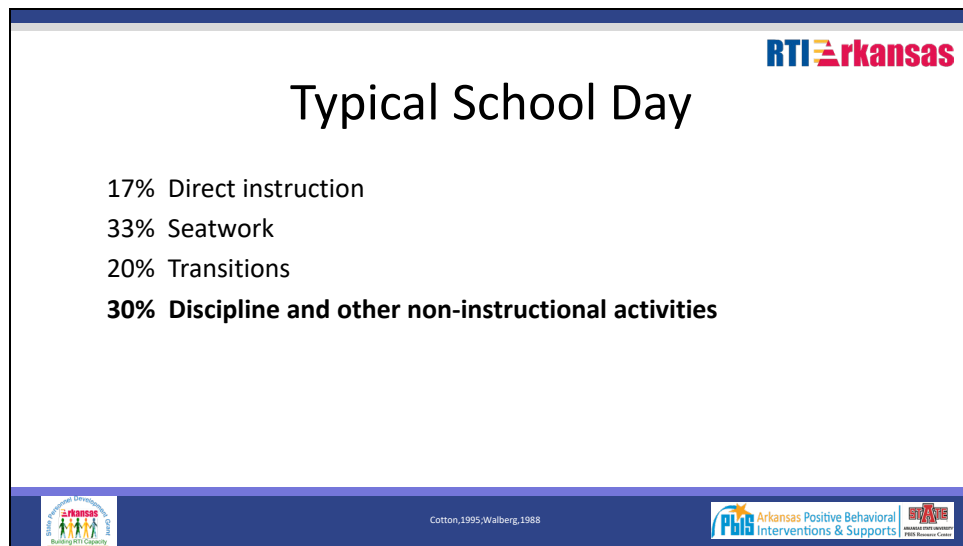
- Take two minutes and talk to someone near you. Discuss the impact school-wide and non-classroom expectations have had on student behavior in your building. Discuss why you think it is important to adapt school-wide expectations for the classroom. (See: Lewis, T. *Preventing and responding to problem 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.



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

Classroom PBIS Practices



Slide #6

[Classroom PBIS Practices]

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Starting Point For Classroom PBIS Practices

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

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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.

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Classroom PBIS Practices

1. Clear expectations
2. Procedures, routines, and rules
3. Encouraging expected behavior
4. Discouraging inappropriate behavior
5. Providing opportunities to respond
6. Active supervision
7. Changing sequence and offering choice
8. Reducing task difficulty

Increase Instructional Time

Increase Student Engagement

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

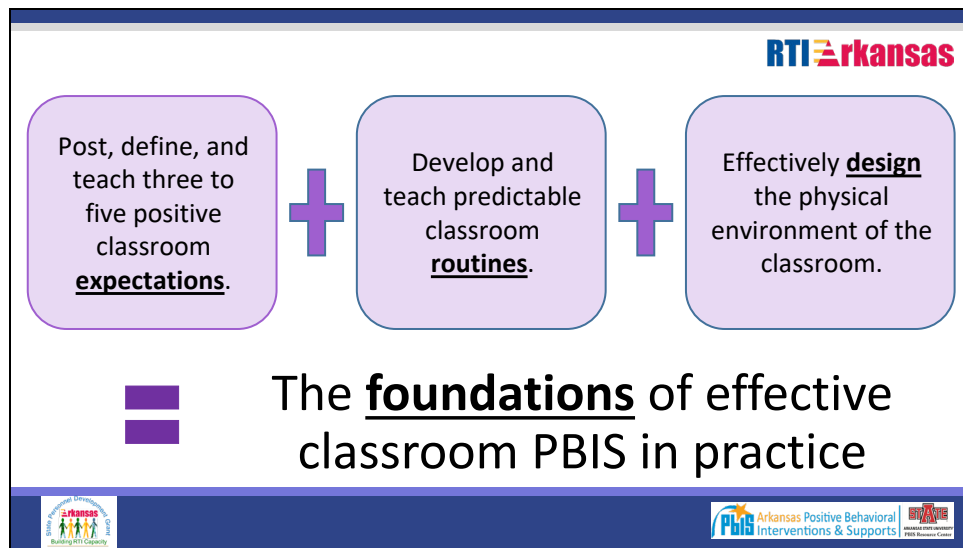
- The foundations of effective classroom PBIS practices that increase instructional time

PBIS Practices that Increase Instructional Time




Slide #9

[PBIS Practices that Increase Instructional Time]






Slide #10

[The Foundations Of Effective Classroom PBIS In Practice]



Expectations

- Define three to five positive behavioral expectations.
- Post expectations.
- Teach expectations.
- Provide practice and feedback.



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	<p>I will have with me everyday:</p> <ul style="list-style-type: none"> • 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	<p>I will put things back where they belong.</p> <p>I will take care of everyone's materials.</p>



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.

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


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Routines


- Establish predictable routines.
- Teach routines and procedures.
- Promote self-management.
- Identify problematic areas or times.

morning routines

	put nametag on
	take down chair
	hang backpack
	turn in homework
	sharpen pencils
	morning work








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]



Design

- Optimize classroom layout.
- Minimize distraction and crowding.
- Post appropriate materials.





Slide #19

[Design]

Trainer Notes:

- Design classrooms to facilitate instructional activities and active supervision (e.g., small group, whole group, rotations/centers). Physical arrangement 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

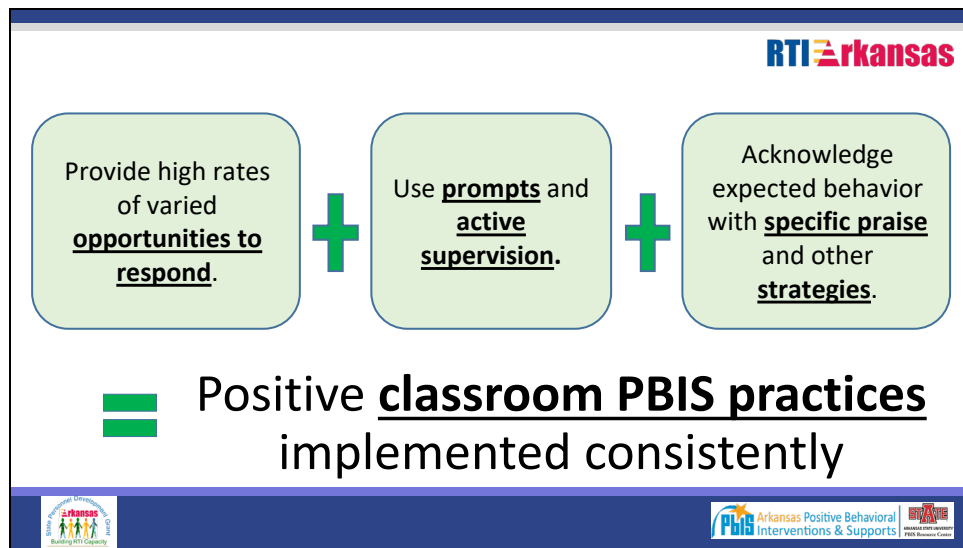
- The foundations of effective classroom PBIS practices that increase engagement time

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)

<u>Verbal responses</u>	<u>Nonverbal responses</u>
<ul style="list-style-type: none">• Individual• Choral responding• Think-pair-share	<ul style="list-style-type: none">• Signal• Response cards

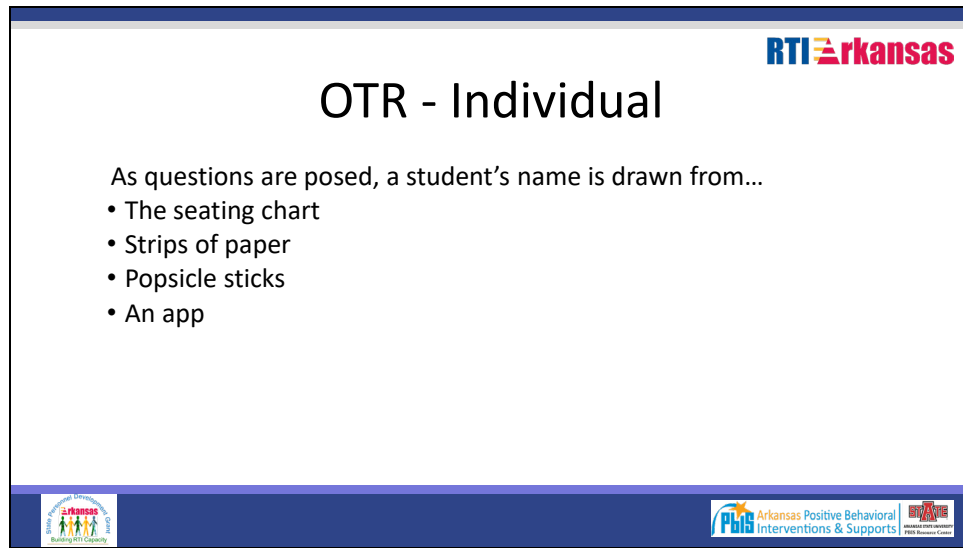


Slide #22

[Opportunities To Respond (OTR)]

Trainer Notes:

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

The slide features a blue header with the RTI Arkansas logo in the top right corner. The title "OTR - Individual" is centered in a large, black, sans-serif font. Below the title, a line of text states, "As questions are posed, a student's name is drawn from..." followed by a bulleted list: "• The seating chart", "• Strips of paper", "• Popsicle sticks", and "• An app". The footer consists of a dark blue bar containing three logos on the left: the RTI Arkansas logo, the Arkansas Department of Education logo, and the Arkansas Positive Behavioral Interventions & Supports logo. On the right side of the footer bar, there is a small logo for the Arkansas Department of Education's Office of Special Education.

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OTR - Individual

As questions are posed, a student's name is drawn from...

- The seating chart
- Strips of paper
- Popsicle sticks
- An app

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Office of Special Education

Slide #23
[OTR - Individual]

Trainer Notes:

- These are examples of opportunities to respond that a teacher can use to encourage all students to participate.

OTR- Choral Responding

- Students read a morning message out loud together.
- Students recite letter sounds together.
- Students respond using an electronic device.



Slide #24

[OTR- Choral Responding]

OTR- Nonverbal Responses

- Thumbs up if you agree with the character's choice in our story.
- Students respond using an electronic device.



Slide #25

[OTR- Nonverbal Responses]

Prompts

- Preventative
- Understandable
- Observable
- Specific and explicit

Slide #26 [Prompts]

Trainer Notes:

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

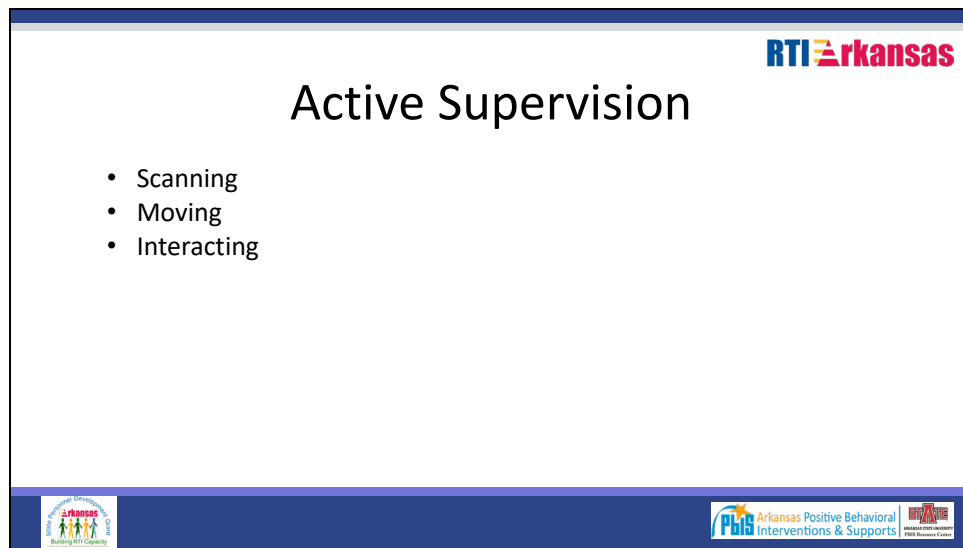
Prompt Examples

- 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.

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Specific Praise


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

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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.”

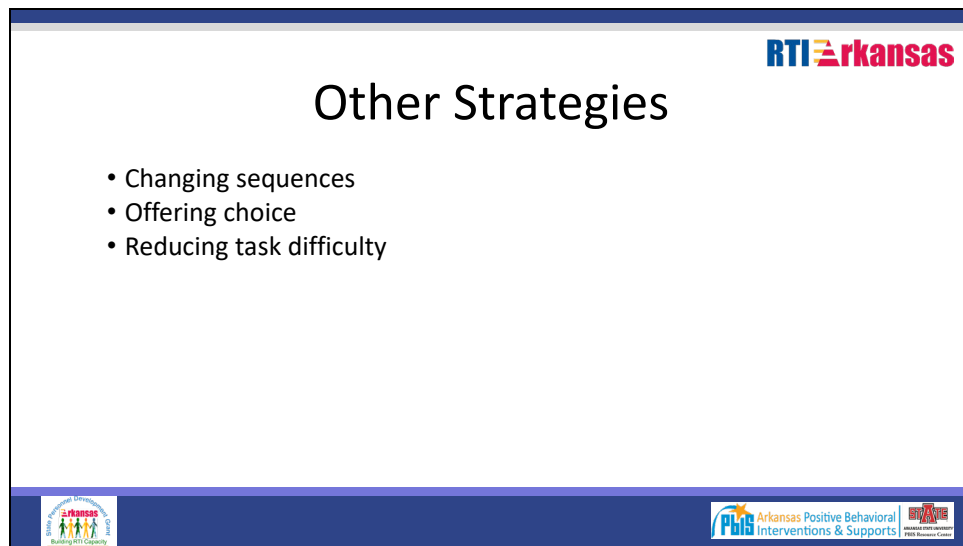


Slide #30

[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.

Classroom PBIS Data Collection



Slide #32

[Classroom PBIS Data Collection]

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Behavior Data Collection Examples

- Counting behaviors
- Timing
- Sampling
- Antecedent-behavior-consequence (ABC)


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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!

- Functional
- Accurate
- Specific
- Timely



Slide #34

[Responding To Behavior]

Trainer Notes:

- Functional – 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. Accurate – An accurate and consistent response is essential for minimizing problem behavior and increasing compliant behaviors. Specific – 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. Timely – 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]

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Types Of Behavior

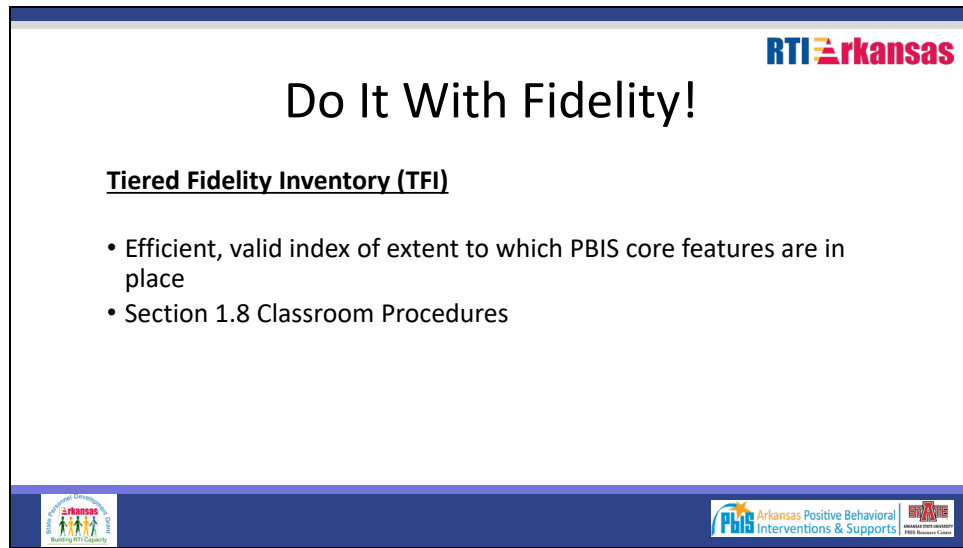
- Appropriate or expected
- Infrequent and non-disruptive minor behaviors
- Repeated and non-disruptive behavior
- Repeated and disruptive behavior
- Administrator-managed behaviors

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Slide #36
[Types Of Behavior]

Trainer Notes:

- When a student does 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.






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Do It With Fidelity!

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 covers classroom procedures. See next slide.

1.8 Classroom Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations

Main Idea: PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.

V 21



Slide #38

[1.8 Classroom Procedures]

Summary

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



Slide #39
[Summary]

Essential Primers

- 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.
- Midwest PBIS Network Classroom Practices
<https://www.midwestpbis2.org/training-content/tier-1-and-classroom/classroom-practices>



Slide #40

[Essential Primers]

Resources

- Supporting and Responding to Students' Behavioral Needs
<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>
- Preventing and Responding to Problem Behavior through School-Wide Systems of Positive Behavior Supports
https://ucy.ac.cy/cypbis/documents/Sinedrio/Lewis_SW-PBS_Pi.ppt
- Missouri PBIS: Effective Classroom Practices
https://pbissmissouri.org/wp-content/uploads/2018/08/Tier-1-2018_Ch.-8.pdf?x30198



Slide #41
[Resources]

Resources

- 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/resource/positive-and-proactive-classroom-management-focus-on-positive-classroom-behavior-supports-pcbs>



Slide #42
[Resources]

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:

- Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers:
<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>