

Positive and Proactive Classroom
Management:
*Focus on Positive Classroom Behavior Supports
(PCBS)*

Brandi Simonsen





Critical Questions



Why positive *classroom* behavior support (PCBS)?

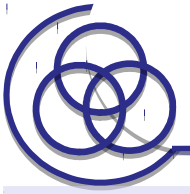
What are the *critical features* of PCBS?

Where can I find *resources* to support my LEA?

How does this *apply* in my work in my LEA?

Implementing PCBS practices

result in desired outcomes for
Why positive *classroom* behavior support
(PCBS)?



STRENGTHS

Increase in
Sustainability

Increase in
Appropriate
Behavior

Examples:

- On-Task
- Prosocial

Decrease in
Inappropriate
Behavior

Examples:

- Off-Task
- Disruptive

Increase in
Academic
Achievement

Examples:

- Engagement
- Achievement

Implement a Small Number of Critical PCBS Practices and Do Them Well (with



What are the *critical features* of PCBS? Positive Classroom Behavior Support



• Foundations

Effectively **design** the physical environment of the classroom

Develop & teach predictable classroom **routines.**

Post, define, & teach 3-5 positive classroom **expectations.**

• Proactive PCBS Practices

Provide high rates of varied **opportunities to respond.**

Use **prompts** and **active supervision.**

Acknowledge behavior with **specific praise & other strategies.**

• Reactive PCBS Practices

Use **data** to determine if students are responding.

Use brief, **specific error corrections & other strategies** to respond to minor behavior.

Consider **additional, differentiated supports** for students with more intensive needs.

Use Free Resources and Invest in Your

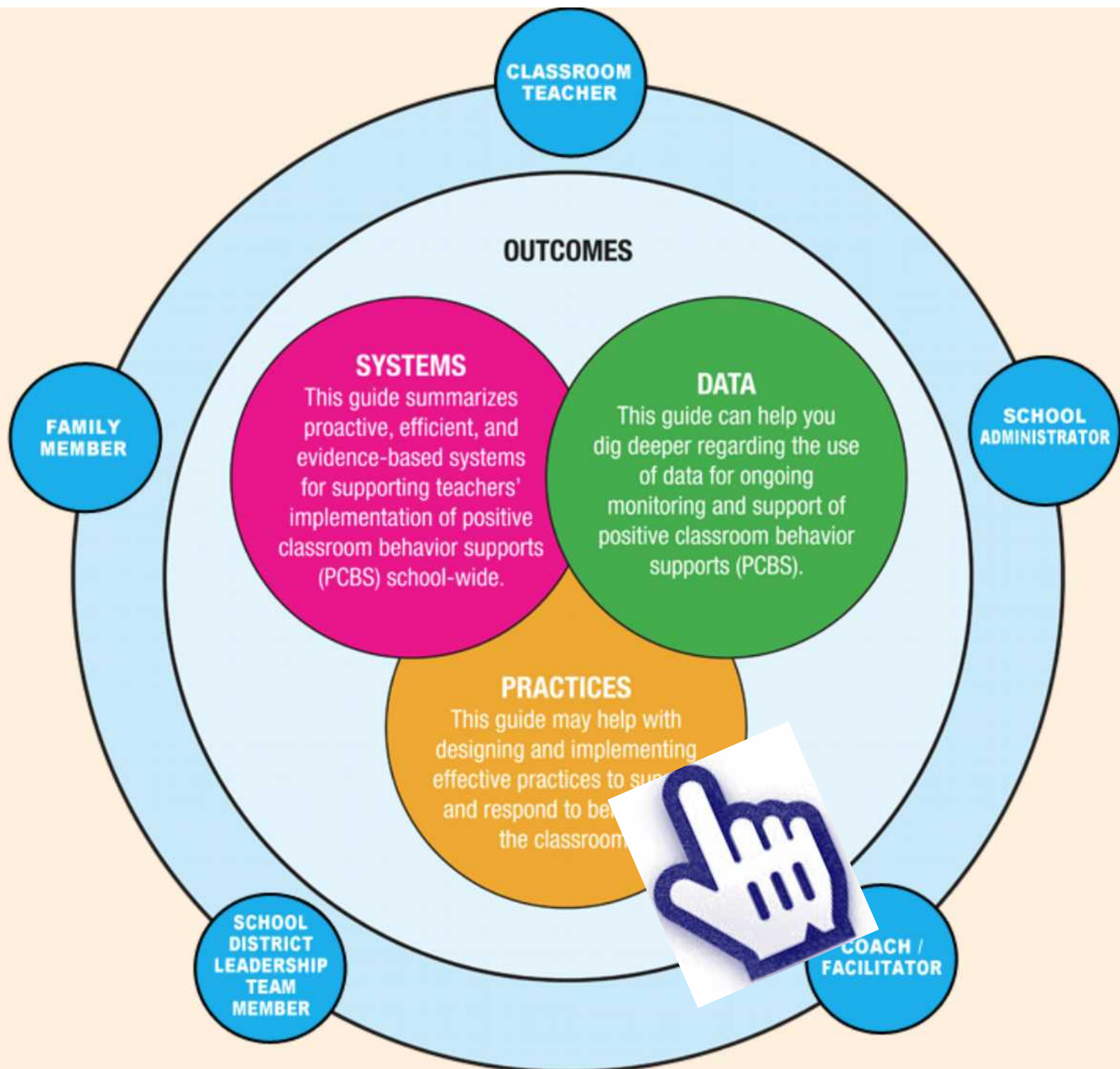
Where can I find *resources* to support my LEA?



The screenshot shows the PBIS website homepage. At the top left is the PBIS logo and the text "PBIS Positive Behavioral Interventions & Supports". Below this is the URL "www.pbis.org". A navigation bar includes links for SCHOOL, FAMILY, COMMUNITY, EVALUATION, RESEARCH, and TRAINING. A large image of two children looking at a globe is featured, with the text "Implementing PBIS in over 23363 schools and counting!". Below the main image are several sections: "current topics" with sub-sections like "What's NEW?", "Aligning and Integrating Family Engagement", "Technical Guide for Alignment", "School Climate: Academic and Social Behavior", "ESSA: Why School Climate Should Be One of Your Indicators", "Supporting and Responding to Behavior Guide", and "Achieving Equity In School Discipline"; "school climate transform grants" with "SCTG materials"; "presentations" with "Presentation Materials"; "pbis blueprints" with "Blueprints for success"; "getting pbis in my school" with "Find my state coordinator"; "videos" with "Watch PBIS videos"; and "upcoming events" with "View all events".



A graphic featuring a red circular icon with a white bus symbol. Below the icon, a white speech bubble contains the text: "SWPBIS for Beginners", "PBIS in the Classroom", and "Tier 1 Supports". At the bottom, a blue hand cursor icon points to the URL "www.pbis.org/sch" and "pbis-in-the-classroom".

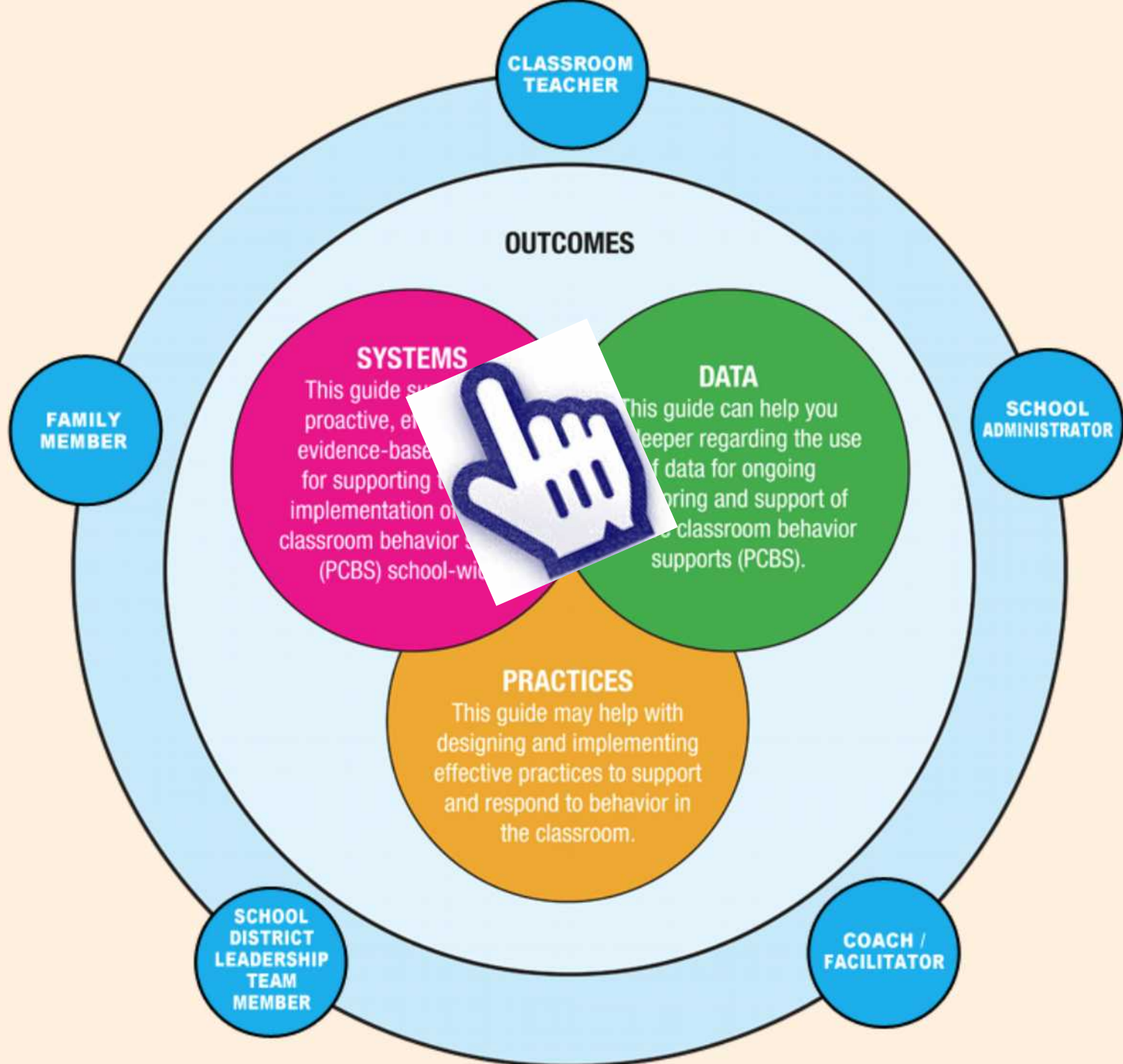




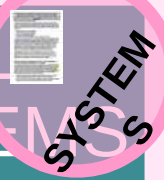
Supporting and Responding to Behavior



Evidence-Based Classroom Strategies for Teachers



PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS' IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT



PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS' IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

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

What is the purpose of this technical brief?

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

- What practices do you want to implement?
- Where are the practices implemented?
- Who are your implementation supporters?
- How will you support implementation?

(adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12).

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

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

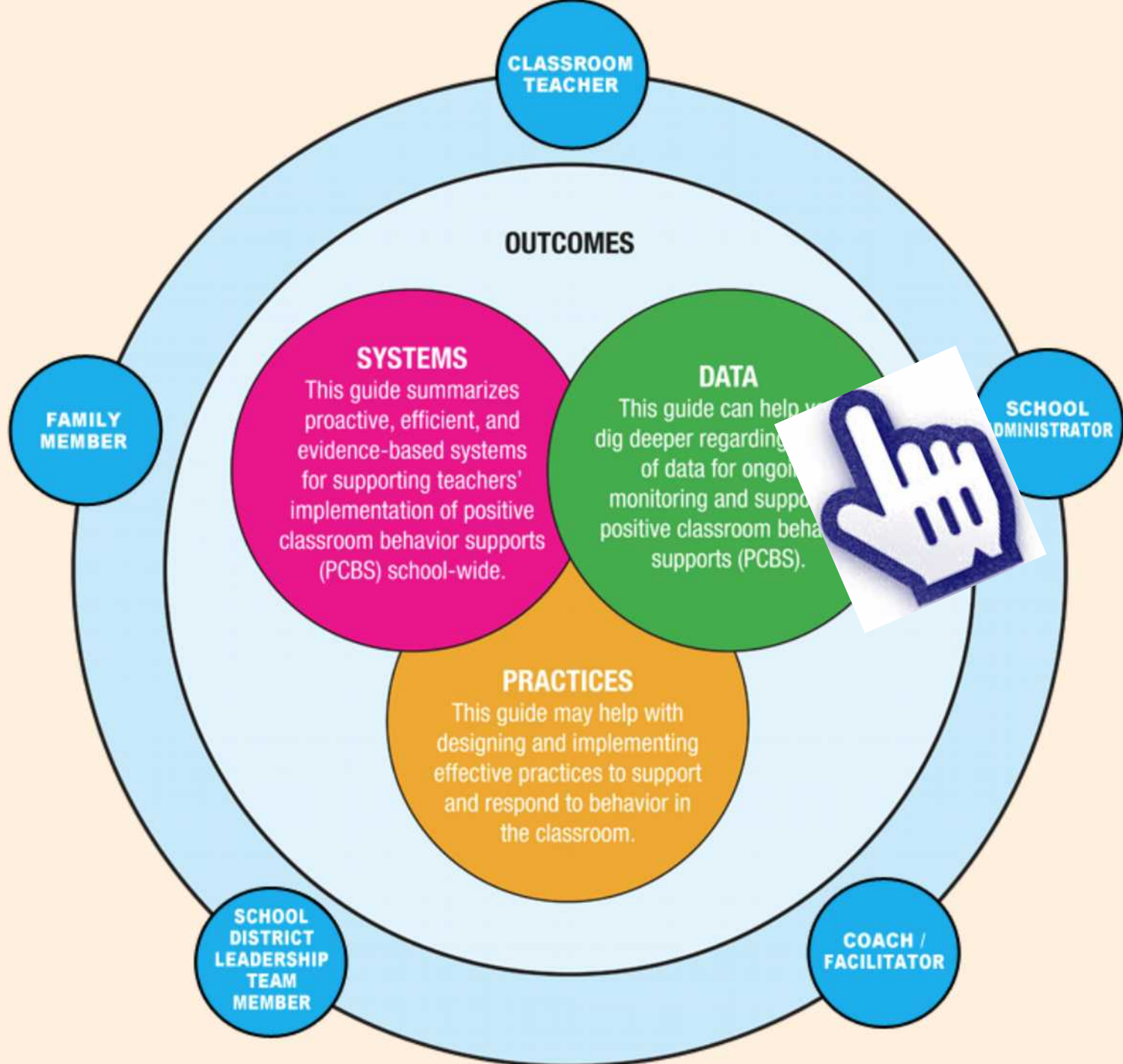
Implementation is "a specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p.5).

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

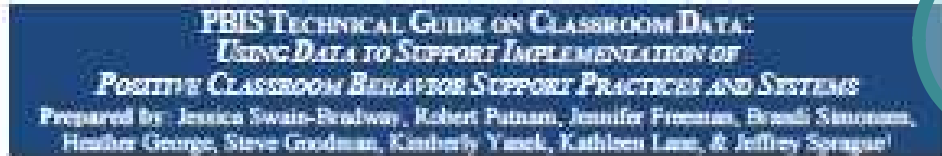
What factors should our school leadership team consider to increase the likelihood of PCBS systems effectively supporting teachers in our building?

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

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



PBIS TECHNICAL BRIEF ON USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT



What is the purpose of this technical guide?

There are two main purposes of this technical guide. First, it guides educators to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) practices.² Second, it guides school leadership teams to use data for decision making when implementing systems to support educators' implementation of PCBS.³ Using data to guide decisions can help maximize responsiveness to students' and educators' needs.

This guide describes

- (1) [types of data](#) included in a comprehensive decision-making process;
- (2) how these data sources are used to support implementation of PCBS in the [data-based decision-making process](#);
- (3) [tools](#) that describe critical features, common tools, a sample of recommended tools, and examples and non-examples of use; and
- (4) [accounts](#) of the data for decision-making cycle at the classroom and school levels.

This technical guide is intended to support data selection and use at the Tier 1 level for classrooms and is not intended to describe the more intensive data collection strategies required to support students or educators receiving Tier 2 or 3 supports. The [Tier 2](#) and [Tier 3](#) sections of [pbis.org](#) provide additional information about advanced tiers.

What are data and how can we use them in my classroom or school?

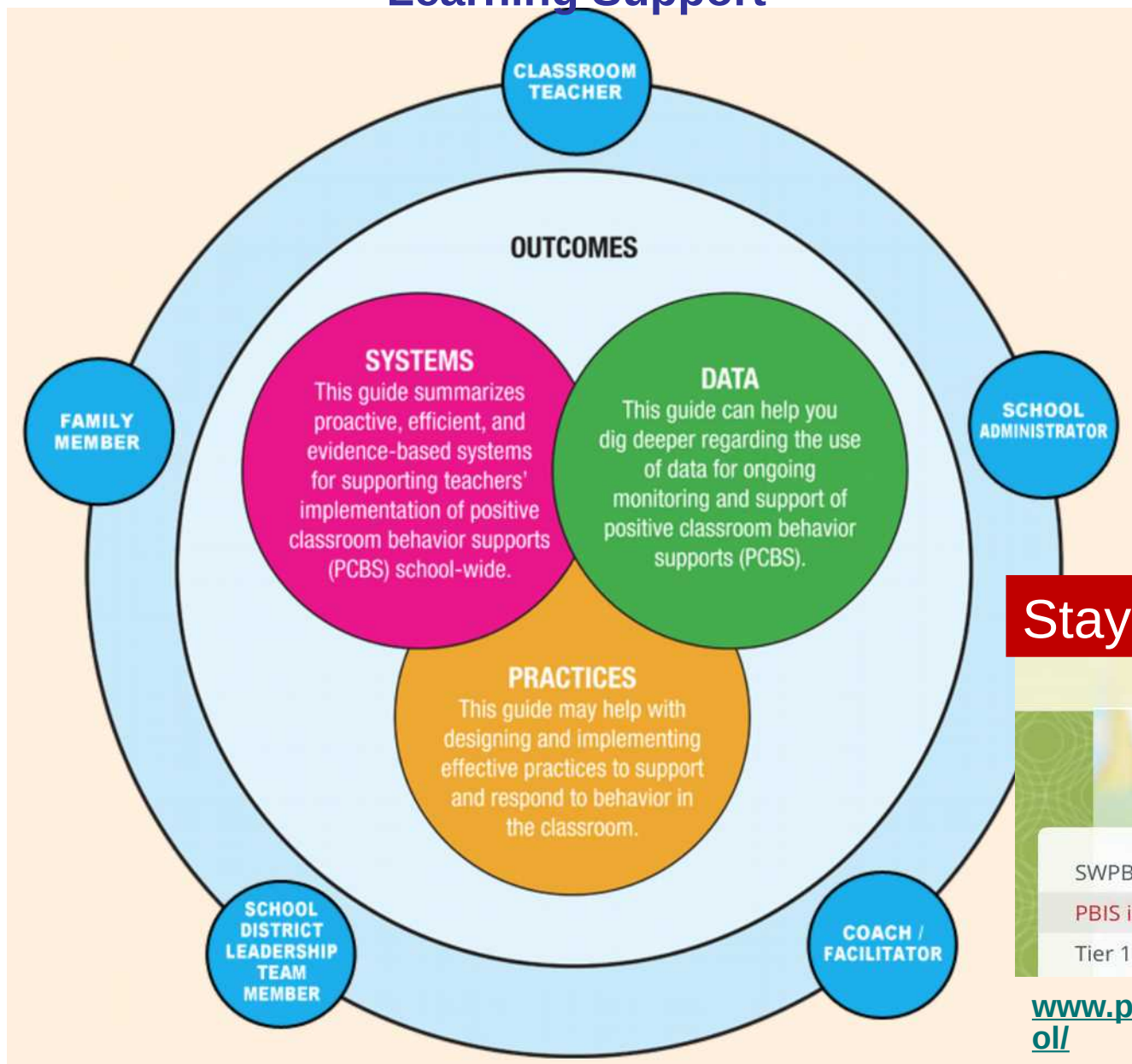
Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify PCBS practices and systems. For the purposes of this guide, data refer to objective (specific, observable, measurable) information about students, educators, or schools. In the educational setting, we typically use data to guide instruction and intervention by (1) assessing how well core features of a practice or system are being implemented ([fidelity](#)), (2) evaluating progress toward desired goals ([outcomes](#)), (3) guiding a [problem-solving process](#) if adequate fidelity or outcomes are not observed, and (4) informing an [action plan](#) for improvement. Also, because data-based decisions occur in the context of the classroom or school setting, it is critical

¹ Recommended citation: Swain-Bradway, J., Putnam, R., Freeman, J., Simmons, B., George, H. P., Goodman, S., Yasek, K., Lane, K. L., & Sprague, J. (December 2017). *PBIS Technical Guide on Classroom Data: Using Data to Support Implementation of Positive Classroom Behavior Support Practices and Systems*. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support.

² See [Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Educators](#) guide for an overview of PCBS practices, which are the foundation of classroom management.

³ See [PBIS Technical Guide on Systems to Support Educators' Implementation of Positive Classroom Support](#) for an overview of the systems needed to enhance educators' implementation of PCBS practices with fidelity.

Use Free Resources (pbis.org) & Invest in Your Own Professional Learning Support



Stay Tuned...

SWPBIS for Beginners
PBIS in the Classroom
Tier 1 Supports

www.pbis.org/school/



pbis-in-the-classroom

Center for Behavioral Education & Research
Promoting Academic and Behavior Supports

Center for Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER



How does this *apply* in my work in my LEA?

Each participant will have 3-5 minutes to describe one or two features related to the classroom practices and systems. You can choose to (a) describe what is going well in your classrooms, (b) describe a barrier you have encountered related to classroom management, or (c) pass. Assign a note-taker to capture the stories and someone to report out.

Critical Questions

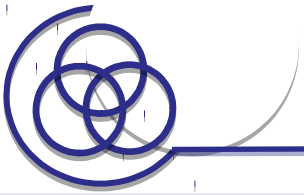
Implementing PCBS practices result in desired outcomes for students and schools (PCBS)?

Implement a Small Number of Critical PCBS Practices and Do Them Well (with Fidelity)

Use Free Resources (pbis.org) and Invest in Your Own Professional Learning Support

Plan to share information and resources

Thank you!



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www.cber.org