


## G2: Data Informed Decision Making to Support Classroom Practices

Lead Presenter: *Jennifer Freeman, University of Connecticut; Kimberly Yanek, Center for Social Behavior Supports at Old Dominion University (VA)*

Exemplar Presenters: *Christine Tapia, Jaime Torres, & Nicole Gonzales, Santa Clara Unified School District (CA)*

Topic: *Classroom PBIS*  
Key words: *Assessment, Tier 1, PBIS Foundations*



Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL

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### Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>❖ Use a <b>shared action plan</b> for your team</li> <li>❖ Complete session <b>evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Post positive <b>on-topic</b> comments</li> <li>❖ Questions for the presenters go in the <b>POLLS tab</b> =&gt;</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Add questions</b> before and/or during session</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>❖ <b>Limit distractions</b></li> <li>❖ <b>Follow up</b> on your assigned action items</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use <b>inclusive</b> language</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use <b>sincere</b> phrasing</li> <li>❖ Complete additional polls <b>when prompted</b></li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>❖ Take <b>movement breaks</b></li> <li>❖ Be aware of your <b>stress level</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Engage in <b>productive</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask <b>solution-oriented</b> questions</li> </ul>
<i>For Presenters</i>	<ul style="list-style-type: none"> <li>❖ <b>Ensure Files Tab</b> has current materials and related weblinks</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Monitor and remove</b> inappropriate comments</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Identify common Qs</b> to address in final 15 minutes</li> </ul>

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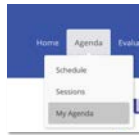
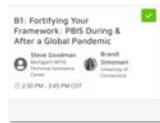
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### Tips for Participants

## Finding Your Registered Sessions in Pathable

*Your Personalized Schedule (My Agenda)*

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.

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*Tips for Participants*  
**Navigating the Session Page**

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**



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*Tips for Participants*  
**Chat, Polls, and Q&A**

1. Use **Chat** for engaging with other participants around the session topic.  
*Presenters may use chat differently in specific sessions.*  
Follow overall Forum expectations for *responsible, respectful, and safe* chatting
2. Find the **Q&A** under **Polls**. Questions for presenters go there.
3. Some sessions have other **Polls** or more **Specific Questions**. Complete those when prompted



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*Tips for Participants*  
**Be careful of accidentally navigating away**

**While participating in a live Session...Be Present!**

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does **navigating away** look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person's name



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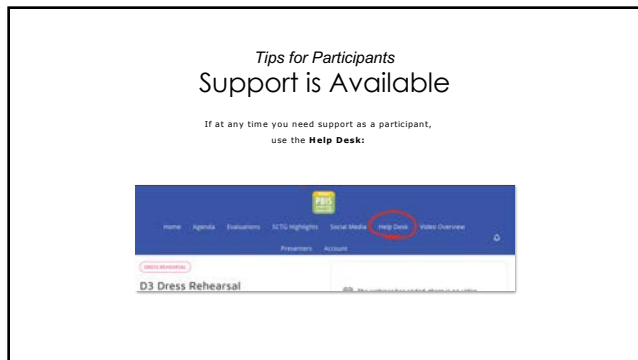
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## Learning Intentions

We will explore

- Ways to use data to support accuracy and fluency with classroom practices
- Considerations for using data to support teacher use of effective practices for remote and hybrid models for schooling
- Creating a sustainable culture of data-informed decision making to support classroom practices

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Research Management System (RMS)

Project	Start	End	Status
Project 1	1/1/20	12/31/20	Active
Project 2	2/1/20	1/31/21	Completed

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

<https://www.pbis.org/topics/classroom-pbis>

Supporting and Responding to Behavior  
Evidence-Based Classroom Strategies for Teachers

<https://nepbis.org/classrooms-data-tools-resources/>

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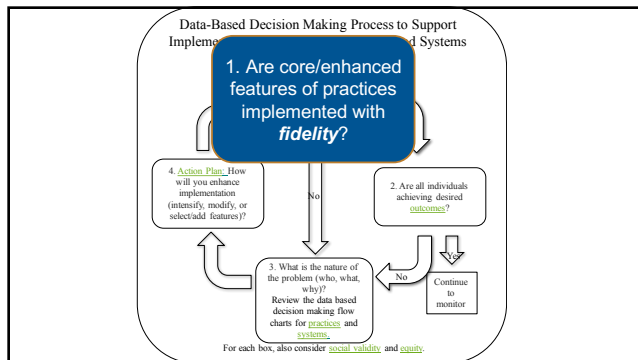
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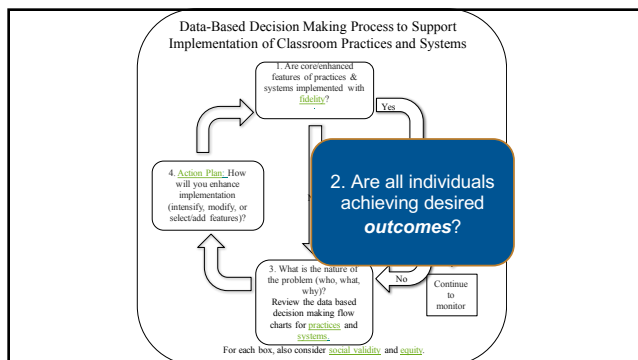
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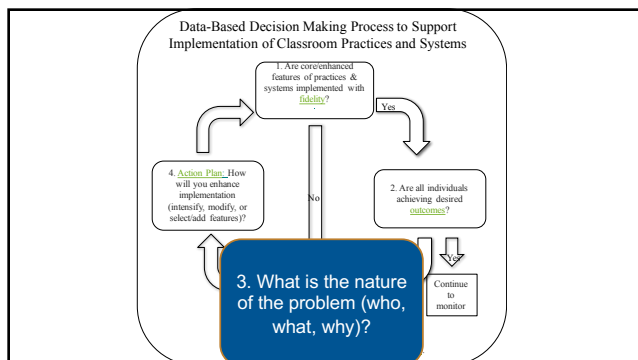
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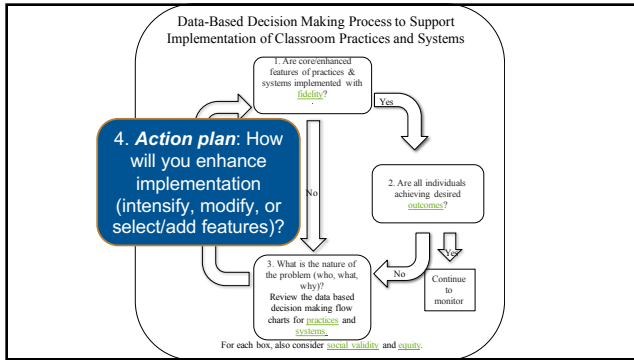
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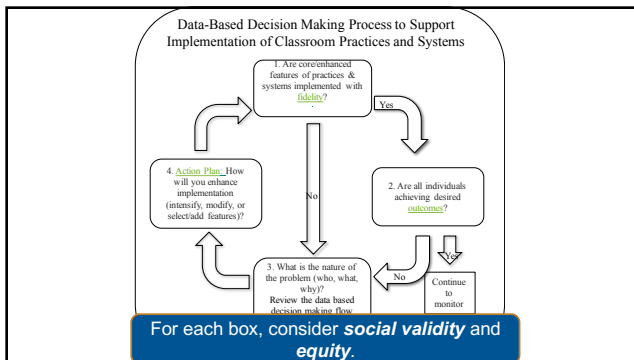
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**Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems**

**PBIS**  
SANTA CLARA  
UNIFIED SCHOOL DISTRICT

**PBIS National Forum 10/23/20**  
Nicole Gonzales, Internal Site Coach, 4-5 SAI Teacher  
Jaime Torres, Internal Site Coach, 3rd Grade Teacher  
Christi Tapia, External District Coach

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### Let's Take Poll #1

- What's your role?
  - Teacher
  - Administrator
  - Support Staff
  - Other



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### Highlights of Presentation

- District Support Model
- Classroom Practices Data Evolution throughout the Years
- School-Site Ownership



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### Let's Take Poll #2

- Rate your site: My school site uses data to inform and drive our tier 1 classroom practices system.
  - 1 star = Not at all.
  - 2 stars = Learning about it
  - 3 stars = Starting
  - 4 stars = Sometimes
  - 5 stars = Consistently!



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### Initial/ Full Implementation of T1 Practices System

- 2015 - 2017 2 years - MTSSB study, quick implementation
- Internal District Coach 1 day a week at site - External Coach outside agency
- 2 years trained on 8 classroom practices annually, staff self-reflected on each practice yearly, second year feedback was given on the practices to each teacher
- 3-4 classroom walk-throughs/ data debriefs each year with internal and external coaches present
  - Data from practices, SW SWIS and TFI
  - Highlights and recommendations

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### Classroom Observations

- Define, Teach, Acknowledge: **100%**
  - Make sure you have developed your personalized classroom matrix based on the 3 expectations
- Orderly Physical Arrangement: **89%**
  - Great job with furniture arrangement, materials being accessible, and traffic flow
- Routines and Procedures: **89%**
  - Try to tie your routines and procedures to R.O.A.R.



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Self and Peer-Observational Assessment Tool for:  
Arrange Orderly Physical Arrangement

Observe and monitor the three components of physical arrangement during 10-20 minutes of activity and during predictable problematic time periods:

Assessment Type (circle): Self-Assess or Direct Observation      Schedule (circle): Baseline or Follow-up  
 School:      Date:      Time:      Rm:      Grade:      Subject:      Teacher:

Yes = 2	Somewhat = 1	No = 0
Traffic patterns are always clearly defined and allow movement without disrupting others	Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time	Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
Staff/students have easy access to enter/exit classroom	Staff and students have easy access to enter/exit classroom 50% of the time.	There is not easy access for entering/exiting classroom
Materials are clearly labeled, easily accessible, and organized for ease of use	Some of the materials are clearly labeled, easily accessible and organized for ease for use	Materials are not clearly labeled, are not accessible or organized
Only current or relevant materials from the behavior/academic curriculum are displayed	Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.	Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.

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### Moving to Sustain T1 Practices System

2017-2018 School Year:

- Structure of practice system shifted to a sustainable model:
  - Internal District Coach became External District Coach
  - Internal Site Coaches began to co-lead the practice work with support from External District Coach
  - Teams were encouraged to pick 1-3 classroom practices to review and have external coach give feedback to support implementation

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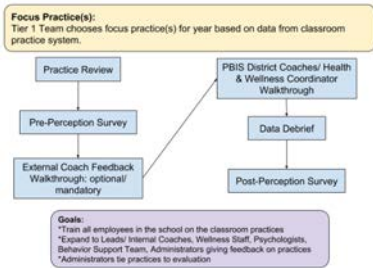
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### Classroom Practice System



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### 2017-2018 Classroom Practices Data

Classroom Practices	Pre-Survey	Coach Visit	PBIS Coaches Visit	Post Survey
Continuum of Response Strategies	45% (13)	75% (13)	67% (6)	49% (21)
Opportunities to Respond	NA	NA	47% (5)	NA
Positive Behavior Game/ Group Contingencies	NA	NA	71% (1)	NA

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### Sustaining with Minimal External Support

2018-2019 School Year:

- Data analysis became deeper
- External district coach did data collection walk-throughs and reported data to the SLTs
- Site internal coaches created the structure of presentations and lead the data presentations on-site in collaboration with external coach
- Continually used data to pick 1-3 focus practices during action planning time for following year

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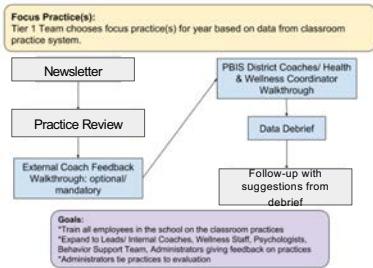
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### Classroom Practice System




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Table Key	
More than 5% increase	
Maintained (within 5% increase/decrease)	
New baseline data point	
More than 5% decrease	

Tier 1 Classroom Practices	17-18 Practices Data: Coaches Walk-Throughs (%/ # of classrooms)	18-19 Practices Data: Coaches Walk-Throughs (%/ # of classrooms)
Expectations and Rules	96% (6)	91% (6)
Procedures	NA	69% (6)
Behavior Specific Praise	60% (6)	69% (6)
Positive Behavior Game/ Group Contingency	71% (1/6)	57% (1/6)
Opportunities to Respond	47% (6)	60% (5)
Environment	95% (6)	100% (6)
Active Supervision	78% (6)	100% (6)
Continuum of Response for Inappropriate Behaviors	67% (6)	66% (6)

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**Focus Practice: Behavior Specific Praise**

Component	% from WT #1	% from WT #2
All three components are observed: 1.) ID student/ group 2.) term of praise 3.) describe/ state rule/ behavior being acknowledged	100%	100%
BSPS linked to SW expectation	33%	50%
BSPS is contingent on expected behavior and praised immediately	100%	100%
Ratio of specific praise to specific error correction is 4:1	17%	50%
Ratio of all positive to all corrective feedback is 4:1	17%	67%
Tangible is delivered paired with BSPS	17%	50%

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**Internal Site Coaches Take the Wheel**

2019-2020 School Year:

- All practice based work was lead by site leads and team
- External Coach completed one round of walk-through due to pandemic and reported data to teams




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**Bracher 2019-2020 Classroom Practices System**

- August Kickoff
  - ROAR Binder - 8 practices to 6 identified tier 1 classroom practices
  - Focus Practice: Classroom Teaching Matrix
  - Staff focused on making classroom teaching matrix
  - Signs were rolled out for location based expectations




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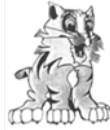
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### Bracher 2019-2020 Classroom Practices System

- Focus Practice: Behavior Specific Praise
  - Internal Feedback Walk-Throughs in Fall 2019
  - All-staff focus practice booster




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External Coach Walk-through

Practices	17-18 Practices Data: Coaches Walk-Throughs (% of classrooms)	18-19 Practices Data: Coaches Walk-Throughs (% of classrooms)	19-20 Practices Data: Coaches Walk-Throughs (% of classrooms)
<b>Expectations and Routines</b> New 19-20: Classroom Teaching Matrix	95% (6)	62% (7)	78% - all-star **96% (7)
New 19-20 Encouraging Appropriate Behavior			72% - all-star **79% (7)
<ul style="list-style-type: none"> <li>• Teaching behavior/ routines, preventative prompts</li> </ul>	70% (6)	81% (7)	95% - all-star **100% (7)
<ul style="list-style-type: none"> <li>• <b>Behavior Specific Praise</b></li> </ul>	54% (6)	64% (7)	83% - all-star **88% (7)
<ul style="list-style-type: none"> <li>• Group Contingency</li> </ul>	NA	79% (4/7)	38% - all-star **46% (7)
<b>Opportunities to Respond</b>	53% (6)	60% (7)	NA
Environment	79% (6)	100% (7)	NA
Active Supervision	96% (6)	100% (7)	NA
Continuum of Response for inappropriate behaviors	67% (6)	75% (7)	46% - all-star **54% - all-star/ acceptable 32% - No need (7)

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### Bracher Staff Analysis of Walk Through Highlights

Important: All staff need to be a part of the process to have buy in to the system. Through that lens the walk through debrief/ analysis was designed.

- All staff, classified and certificated participated.
- Split all staff into 6 groups-strategic in placement of people, pre-assigned.
- Each group given a classroom practice focus.
- Next slides show the process.

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### Data Debrief/ Analysis Agenda

- Review classroom practice expectations
- Analyze data: What went well? What can be improved?
- Brainstorm actions
- Gallery Walk



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### Read and Note

Take 7 minutes to read your groups Classroom Practice. What is expected of the teacher for the best practice? What should it look like?

Level 0, highlight items that stand out to you.



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Encouraging Appropriate Behaviors (Overall All-Star & Acceptable Implementation %: 79%)					
Behavior Specific Praise (BSP): Individual Reinforcers					
%	All-Star Implementation	%	Acceptable Implementation	%	Not in place/ Not observed
77 = 100%	BSP is used and the first 3 components are observed: <ul style="list-style-type: none"> <li>• ID student/ group being praised</li> <li>• Include a form of praise</li> <li>• Describe rule/ behavior being acknowledged</li> <li>• Link to SW expectation(s)</li> <li>• Optional - tangible reinforcement</li> </ul>	0	Only first 2 are observed (general praise)	0	No praise (BSP or general) was used
77 = 100%	BSP was linked to School Wide (SW) expectations 3 or more times during walk-through visit	0	BSP was linked to SW expectations 1-2 times during walk-through visit	0	BSP was not linked to SW expectations
77 = 100%	BSP is contingent and delivered immediately upon student(s) accurately displaying desired behavior	0	Teacher delays BSP and gives within 10 minutes of desired behavior	0	Students receive specific praise though they do not demonstrate the behavior being acknowledged; no BSP given
67 = 86%	Ratio of BSP are delivered at least 4 times as often as specific error correction	4/7 = 14%	BSP are delivered 2-3 times as often as specific error correction	6	BSP is delivered as often as specific error correction (1:1) or specific error correction is delivered more often than BSP
47 = 57%	Ratio of all positive feedback (BSP and general praise) are delivered at least 4 times as often as all corrective feedback	4/7 = 14%	Ratio of all positive feedback (BSP and general praise) are delivered at least 2-3 times as often as all corrective feedback	2/7 = 29%	Ratio of all positive feedback (BSP and general praise) are delivered as often as all corrective feedback or corrective feedback is delivered more often than positive feedback
47 = 57%	Tangible reinforcement is used when teacher delivers BSP	0	Tangible reinforcements are delivered without BSP being given	3/7 = 43%	Tangible reinforcements were not given
83%	Overall: All-Star Implementation %	88%	Overall: Acceptable % + All-Star % Implementation	12%	Overall: Not in place/ Not observed %

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### What Does the Data Say?

Each group will analyze a section of the Walk Through Data.

Identify: What went well?

Write items on the big post it notes.

Be prepared to share:

What Went Well?



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### What Does the Data Say?

Each group will analyze a section of the Walk Through Data.

Identify: What can be improved?

Write ideas on post it notes.

Place on chart paper.

Be prepared to share:

What Can Be Improved?



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### What Can Be Improved?

Brainstorm actions we can take to address the areas that need to be improved.

How can we move the needle?

Write Ideas on the poster paper under post it note "needs improvement"



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### Gallery Walk Through

Each person gets 5 dots.

One dot per poster.

Place dot next to idea that will help us move the needle the most on our areas that need improvement.

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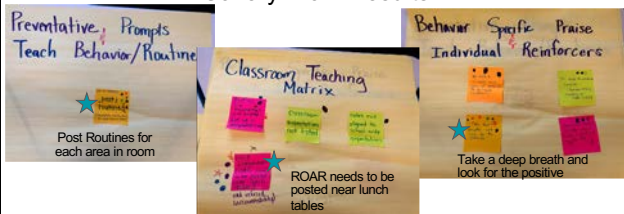
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### Gallery Walk Results




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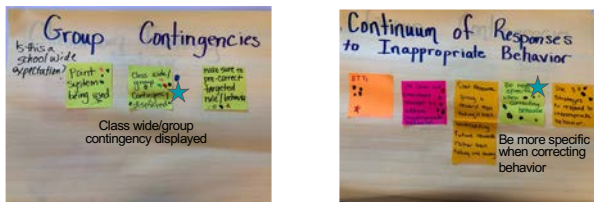
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### Gallery Walk Results




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### Hughes 2019-2020 Classroom Practices System

- August Kick-off
  - Reviewed practice data and transitioned from 8 to 6 identified tier 1 classroom practices
  - Gave survey to pick focus practices to all-staff




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### Hughes 2019-2020 Classroom Practices System

- Focus Practice: Behavior Specific Praise/ Encouraging Appropriate Behavior and Continuum of Response to Inappropriate Behavior
  - Staff meeting Group Activity Process
  - PBG Challenge




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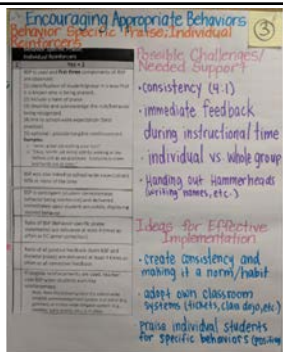
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Practices	17-18 Practices Data: Coaches Walk-Throughs (% # of classrooms)	18-19 Practices Data: Coaches Walk-Throughs (% # of classrooms)	19-20 Practices Data: Coaches Walk-Through (% # of classrooms)
Expectations and Rules New 19-20: Classroom Teaching Matrix	96% (6)	91% (6)	**81% (6)
New 19-20: Encouraging Appropriate Behavior	NA	NA	**71% (6)
• Teaching behavior/ routines; preventative prompts	NA	69% (6)	**100% (6)
• Behavior Specific Praise	60% (6)	69% (6)	**61% (6)
• Group Contingency	71% (1/6)	57% (1/6)	**52% (6)
Opportunities to Respond	47% (6)	60% (5)	3/30/20
Environment	95% (6)	100% (6)	3/30/20
Active Supervision	78% (6)	100% (6)	3/30/20
Continuum of Response for Inappropriate Behaviors	67% (6)	66% (6)	**88% (6)

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Encouraging Appropriate Behaviors (Overall All-Star & Acceptable Implementation %: 71%)					
Behavior Specific Praise (BSP): Individual Reinforcers					
%	All-Star Implementation	%	Acceptable Implementation	%	Not in place/ Not observed
6/6 = 100%	BSP is used and the first 3 components are observed: • ID student/ group being praised • Include a term of praise • Describe ruler behavior being acknowledged • Link to SW expectation(s) • Optional - tangible reinforcement	0	Only first 2 are observed (general praise)	0	No praise (BSP or general) was used
1/6 = 17%	BSP was linked to School Wide (SW) expectations 3 or more times during walk-through visit	2/6 = 33%	BSP was linked to SW expectations 1-2 times during walk-through visit	3/6 = 50%	BSP was not linked to SW expectations
6/6 = 100%	BSP is contingent and delivered immediately upon student(s) accurately displaying desired behavior	0	Teacher delays BSP and gives within 10 minutes of desired behavior	0	Students receive specific praise though they do not demonstrate the behavior being acknowledged; no BSP given
2/6 = 33%	Ratio of BSP are delivered at least 4 times as often as specific error correction	1/6 = 17%	BSP are delivered 2-3 times as often as specific error correction	3/6 = 50%	BSP is delivered as often as specific error correction (1:1) or specific error correction is delivered more often than BSP
2/6 = 33%	Ratio of all positive feedback (BSP and general praise) are delivered at least 4 times as often as all corrective feedback	1/6 = 17%	Ratio of all positive feedback (BSP and general praise) are delivered at least 2-3 times as often as all corrective feedback	3/6 = 50%	Ratio of all positive feedback (BSP and general praise) are delivered as often as all corrective feedback or corrective feedback is delivered more often than positive feedback
1/6 = 17%	Tangible reinforcement is used when teacher delivers BSP	0	Tangible reinforcements are delivered without BSP being given	5/6 = 83%	Tangible reinforcements were not given
59%	Overall: All-Star Implementation %	11% (5+1+0+1%)	Overall: Acceptable % + All-Star % Implementation	39%	Overall: Not in place/ Not observed

47

Practices	17-18 Practices Data: Coaches Walk-Throughs (% # of classrooms)	18-19 Practices Data: Coaches Walk-Throughs (% # of classrooms)	19-20 Practices Data: Coaches Walk-Through (% # of classrooms)
Expectations and Rules New 19-20: Classroom Teaching Matrix	96% (6)	91% (6)	**81% (6)
New 19-20: Encouraging Appropriate Behavior	NA	NA	**71% (6)
• Teaching behavior/ routines; preventative prompts	NA	69% (6)	**100% (6)
• Behavior Specific Praise	60% (6)	69% (6)	**61% (6)
• Group Contingency	71% (1/6)	57% (1/6)	**52% (6)
Opportunities to Respond	47% (6)	60% (5)	3/30/20
Environment	95% (6)	100% (6)	3/30/20
Active Supervision	78% (6)	100% (6)	3/30/20
Continuum of Response for Inappropriate Behaviors	67% (6)	66% (6)	**88% (6)

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### Highlights from walk-throughs at PBIS Schools

[PPT from WT](#)

Discuss with your table group any slides that you found interesting, or that could be helpful in your practice.



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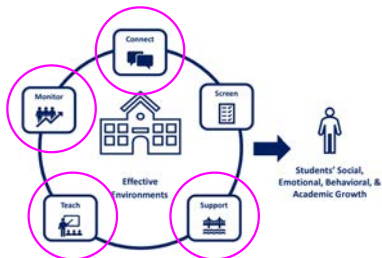
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### Transitioning to Virtual Learning... Enhancing the Foundation



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### Starting Together: Introduction to Social-Emotional Learning

Establishing a foundation for a successful school year!

Grades:

PK-5th

Starting Together Website: [SEL Resources](#)

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### District-Wide

- Connect
  - Morning Meetings
    - Greet
    - Share
    - Message
    - Connection Activity
- Support
  - Routines and Rules (tied to school-wide expectations)
- Teach
  - Define, teach, and acknowledge rules and routines (tied to school-wide expectations)
  - Continuum of consequences for unexpected/ problem behavior




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### PBIS Schools

- Monitor
  - Teaming: T1 and T2/3
  - Electronic Behavior Tracking Tools  
adding SEB characteristics
  - Processes for documentation:  
majors/ minors and attendance




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### Moving Forward...

- District-Wide Exploration process for social-emotional learning with a focus on tier 1 practices, resources, and curriculum
- Continually clarify and define the tiered system for distance learning with all-staff
- Support site teams with continuous improvement efforts




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Resources:  
Tier 1 Classroom Practices:  
Training & Progress Monitoring Tools



- [Classroom Teaching Matrix](#)
- [Encouraging Appropriate Behavior](#)
- [Continuum of Response to Inappropriate Behavior](#)
- [Engagement and Multiple Opportunities to Respond](#)
- [Physical Environment](#)
- [Active Supervision](#)

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When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

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Please Complete the Session Evaluation  
to Tell Us What You Thought of This Session G2

Three Ways to Complete:

- 1) **Pathable/Mobile App:**
  - a. Find the Evaluation Link in the "Files" Tab, or
  - b. Click on "Evaluations" in the navigation menu
- 2) **Online:** click on the link in the Pathable "Chat"

<http://bit.ly/NF20-G2>

3) QR Code



Virtual PBIS Leadership Forum

October 21-23, 2020

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Question & Answer



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