3A: District Level Supports for Successful Classroom PBIS Implementation

Presenters:
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Sabrina Stewart & Lori Briones, Northside Independent School District (TX)

- **Topic:** Classroom PBIS, District PBIS, Schoolwide
- **Keywords:** Systems Alignment, Tier 1, Implementation, PBIS Foundations, Action Plan, Sustainability
Learning Objectives

1. Learn about the role of district leadership in supporting classroom PBIS implementation
2. Explore barriers to implementation and ways to navigate these barriers through district support
3. Discuss key strategies for leveraging local capacity to support classroom PBIS implementation
## Northside ISD

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Students</td>
<td>101,976</td>
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<tr>
<td>Employees</td>
<td>12,605</td>
</tr>
<tr>
<td>(7,648 Teachers)</td>
<td></td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>82</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>24</td>
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<td>High Schools</td>
<td>12</td>
</tr>
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<td>Magnet Programs</td>
<td>11</td>
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nisd.net 9/28/23
School Climate Transformation Grant Goals

1: Train staff to implement a PBIS framework at participating schools

2: Increase support to improve outcomes for students with severe behavioral issues

3: Promote district-wide fair and effective disciplinary practices
Year 1
Tier 1
- 4-5 Training Days Whole Group (Showcase or Campus Work Day)
- Schoolwide
- Monthly meetings
- On-Site Walkthroughs
- Climate Survey
- TFI/BoQ
- School Climate Surveys
- Texas PBIS Conf.

Year 2
Tier 1
- Classwide Implementation
- Major/Minor Infractions

Year 3
Tier 1
- Smaller Groups Based on Implementation
- Leadership Development

Readiness Assessment for Tier 2/Tier 3
## Cohort Timeline

<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
<th>Cohort 4</th>
<th>Cohort 5</th>
<th>Post-Grant</th>
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<tr>
<td>January 2015</td>
<td>August 2015</td>
<td>August 2016</td>
<td>August 2017</td>
<td>August 2018</td>
<td>August 2019</td>
</tr>
<tr>
<td>4 ES</td>
<td>6 ES</td>
<td>3 ES</td>
<td>4 ES</td>
<td>1 ES</td>
<td>1 ES</td>
</tr>
<tr>
<td>1 MS</td>
<td>3 MS</td>
<td>1 MS</td>
<td>1 MS</td>
<td>3 MS</td>
<td>4 ES</td>
</tr>
<tr>
<td>1 HS</td>
<td></td>
<td>1 HS</td>
<td>1 Special Campus</td>
<td>+ 2 ES</td>
<td>1 ES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ 1 MS</td>
<td></td>
</tr>
</tbody>
</table>

|                |                |                |                |                | 2020-2021   |
|                |                |                |                |                | August 2022 |
|                |                |                |                |                |             |
Mission
Transform the Learning Experience for Students

Vision
Every day, every student grows in confidence, curiosity, and capability

Learners will be:
Creators  Leaders
Collaborators  Learners
Communicators  Innovators
Critical Thinkers  Solution-Finders

Core Beliefs
- Each student deserves a quality education which honors their voice and prepares them to engage, contribute, and succeed.
- Students’ health, safety, engagement, support, and challenge is directly linked to their academic achievement and future success.
- Meaningful relationships among students, families, educators, and the community are vital to student success.
- Classroom teachers have the most impact on student achievement followed by campus principals.
- Public schools are essential to foster community and develop engaged citizens.
Center on PBIS

Interactive Map of Core Features

Foundations (Table 1)

1.1 Settings
The physical layout of the classroom is designed to be effective

1.2 Routines
Predictable classroom routines are developed and taught

1.3 Expectations
Three to five classroom rules are clearly posted, defined, and explicitly taught

Practices (Table 2)

2.1 Supervision
Provide reminders (prompts), and actively scan, move, and interact with students

2.2 Opportunity
Provide high rates and varied opportunities for all students to respond

2.3 Acknowledgment
Using specific praise and other strategies, let students know when they meet classroom expectations

2.4 Promotes and Prevents
Provide reminders, before a behavior is expected, that clearly describe the expectation

Prevention

2.5 Error Corrections
Use brief, contingent, and specific statements when misbehavior occurs

2.6 Other Strategies
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time

2.7 Additional Tools
More tips for teachers

Response

2.8 Documenting
Record how often or how many times a behavior occurs (also called frequency)

2.9 Timings
Record how long a behavior lasts (also called duration)

2.10 Sampling
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval

2.11 ABC Cards, Incident Reports, or Office Discipline Referrals
Record information about the events that occurred before, during, and after a behavior incident

Data Systems (Table 3)

3.1 Counting
3.2 Timings
3.3 Sampling
3.4 ABC Cards, Incident Reports, or Office Discipline Referrals

Original- Supporting and Responding Document
Classroom Behavior Support

Responding to COVID-19 needs

Virtual and In-Person Instruction

District Common Language
Classroom Behavior Support

**Settings**
Effectively Design the Physical Environment of the Classroom

**Tier 1 Implementation**
- Design the classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, individual, or learning centers) and minimize distractions.
- Facilitate transitions by arranging the furniture to allow for smooth teacher and student movement.
- Arrange instructional materials are neat, orderly, and ready for use.
- Create purposeful visual prompts and display to support learning (e.g., reminders of instructional, behavioral, and/or social-emotional strategies), access to materials (e.g., labeled bins), and independent engagement with academic activities.
- Setting up your In Person Environment
  - Examples of Classrooms

**Examples**
Click here to view examples.

**Considerations for Differentiation**
- Consider diverse mobility and other social, emotional, or behavioral needs when designing the classroom environment (e.g., pathways that ensure wheelchair access, quiet or calming spaces).
- Consider diverse language, reading, and related abilities when developing visual prompts (e.g., pair pictures with text).

**Pre-Activity**
- Use visual prompts to remind students to be prepared for success upon entering the classroom (specific materials, starting warm-ups)

**During**
- Cue students to make adjustments as needed.

**Post-Activity**
- Ask for student feedback on what is working and not working in their current setting. Reflect: Are there any physical changes that need to be made to promote engagement and safety?
All children should be healthy, safe, engaged, supported, and challenged.
How we interact
Social

How we feel
Emotional

How we act
Behavior

What we do
Chafouleas, 2020
Create a culture of well-being for adults so there can be a culture of well-being for the students

Chafouleas, 2020
**SEL**

Teaches social and emotional skills that lead to positive student outcomes.

**SEB**

Supports social-emotional, behavioral, and academic enabling skills.

**BEHAVIOR**

Provides evidence-based, positive, proactive, and responsive behavior intervention and support strategies.
All children should be healthy, safe, engaged, supported, and challenged.
Barriers

- Disruption caused by COVID-19 during time of transition from SCTG
- New district department – Whole Child
- Establishing new positions within a new department
- Overlap of initiatives/goals with other established departments
- Shift from a system that supports campuses with established buy-in to supporting all district
- MTSS still new to the district
- Small Department/Big District
Established District Teaching and Learning Department
• Leadership Development (Administration)
• Professional Learning (Teacher)

District Super Saturdays
• Trainings to Support Staff Provided

Residency Programs
• University of Texas at San Antonio
• Texas A&M - San Antonio
High Quality Professional Learning - Administration

Design Team

Principal
Associate Principal
Assistant Principal
Academic Dean
New Teacher Academy
• 2.5 hour Professional Learning
• All New Teachers – ES
• Grade-level groups (30 max per room)
• Provided workbook
High Quality Professional Learning

Red Wagon
Monthly support for New Teachers or New to Northside Teachers provided by Campus Mentor Advisor (CMA)

OCTOBER

FOCUS
Acknowledge and reinforce behaviors you want to see happening.

COMING UP
VIRTUAL Behavior Chat:
Behavior Contracts
11/29/23 4:30-5:30
Unified Talent Session 131363

MAIN IDEAS
- Provide specific feedback to individuals or groups as soon as the desired behavior occurs.
- Deliver acknowledgment at a ratio of 5 praise statements to every corrective statement.
- Provide social, activity, escape, and/or tangible reinforcement. Be sure to ask your students what they find reinforcing.
- Use the Classroom Behavior Support document to learn more about behavior-specific praise.
High Quality Professional Learning

New Teacher Academy

- Trainer of Trainer model
- Builds expertise of trainers to support their home campus
- Builds future pipeline
- Reinforces implementation of CBS
High Quality Professional Learning

Campus Retreat Days
• Optional
• At home campus
• Campus-specific
• Culture building

In-Service Days
• Required
• Department Pullouts
High Quality Professional Learning

Aligned with Texas Teacher Evaluation and Support System (T-TESS)
High Quality Professional Learning

Timely feedback captured and reviewed to provide meaningful support
High Quality Professional Learning

Behavior Chats
provided through
Zoom

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Unified Talent</th>
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</thead>
<tbody>
<tr>
<td>9/20/23</td>
<td>Classroom Behavior Supports: Foundations for an Effective Classroom Management Plan</td>
<td>131358</td>
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<tr>
<td>10/11/23</td>
<td>Classroom Behavior Supports: Evidence-Based Preventative Practices</td>
<td>131362</td>
</tr>
<tr>
<td>11/29/23</td>
<td>Behavior Contracts</td>
<td>131363</td>
</tr>
<tr>
<td>1/17/24</td>
<td>Sustaining Your New Year's Goals: Classroom Edition</td>
<td>131364</td>
</tr>
<tr>
<td>2/28/24</td>
<td>Spring Into Action with Classroom Behavior Supports</td>
<td>131365</td>
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<tr>
<td>3/20/24</td>
<td>Help Your Students Bloom with Strong Foundations</td>
<td>131366</td>
</tr>
<tr>
<td>4/17/24</td>
<td>Fiesta with Flexible Playlists: Using Technology to Support Classroom Behavior and Engagement</td>
<td>131367</td>
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</table>

These Behavior Chats support the implementation of evidence-based, positive, proactive, and responsive behavior intervention strategies found in NISD’s Classroom Behavior Support framework.
High Quality Professional Learning

SEB Coaches offer campus-specific professional learning

- Lunch and Learn
- Cookies with Coaches
- Before/After School
- Recommended sequence
Journey to MTSS

RTI Coordinator --> MTSS Coordinator

21-22 Task Force

22-23 Stakeholder Group

22-23 School Year - Elementary Pilot

23-24 School Year – All Elementary Schools
Classroom Behavior Support: October Resources

October Behavior Focus of the Week Resources are now available! These one-page resources titled “Behavior Focus of the Week” can be used as a guide for the whole campus, PLC, and individual reflection and planning. These strategies align with the Classroom Behavior Support framework and include look-fors and considerations for classroom implementation. Feel free to share with anyone who may find this resource helpful.

Reach out to your campus Social Emotional Behavior Coach to discuss how we can support your campus in implementing the Classroom Behavior Support framework. This Behavior Education At-A-Glance can help you plan professional learning for your campus and PLC meetings.

(Dr. Kimberly Riddle)

Department: Whole Child
Publish date: September 21, 2023
District Communication

**Behavior Focus of the Week: Opportunities to Respond (OTR)**

**Resources**
- Click Here for Opportunities to Respond Resource

**Look For**
- Questions, statements, or gestures made by the teacher seeking an academic response from students.
- A variety of OTRs used.
- All students are given opportunities to frequently respond.

**Classroom Consideration**
- Use the lead4ward Instructional Playlist to plan engaging lessons that provide a variety of opportunities to respond (OTR) for all students.

Upcoming Training: Oct. 11th
- Click here to learn more

**Behavior Focus of the Week: Acknowledgment and Reinforcement**

**Resources**
- Click Here for
  - 23-24 PLC Planning Worksheet: Routines
  - Acknowledgement and Behavior-Specific Praise Resource

**Look For**
- Behavior-specific praise is provided soon after a behavior occurs.
- A variety of reinforcers (social, activity, escape, tangible) are provided to individual students or whole group when behavioral expectations are met.

**Classroom Consideration**
- Teach behavior and social skills. Write a goal on the board for the day or the week. Using positive language, state what you want the students to do. Provide acknowledgment and reinforcement when students exhibit the skill.

Upcoming Training: Oct. 11, 2023
- Click here to learn more
District Communication

Printable Bookmarks
These bookmarks can be downloaded and printed to be shared with families and caregivers. Two color options are available. A QR code is provided to share a brief video to guide others through creating a home matrix to support behaviors at home.

Home Matrix
This customizable matrix outlines expectations for your child at home and addresses different times of the day or activities.

Preference Assessment
Use this printable Preference Assessment to find out what your child finds reinforcing or rewarding. Celebrate successes by providing reinforcement and behavior-specific feedback.
District Communication

Congratulations to Coach Fulton @FultonOfTeachin! You are our SEB Challenge 2 Winner! Thank you for promoting student collaborative work through the creation of a safe classroom environment. Your prize will be sent to @JordanNISD. Our SEB Challenge 3 begins on Monday. @NISD

NISD Social Emotional Behavior (SEB)

DID YOU KNOW?
Beginning your day or class period with an intentionally planned Morning/Class Meeting helps to create a safe, predictable environment for your students.

Morning/Class Meetings build community teacher to student and student to student.

When students feel comfortable in your classroom, they are more likely to participate and take academic risks to increase their learning.

CHECK OUT OUR RESOURCES
BIT.LY/NISDSEB

SEB CHALLENGE
Post a picture or video of you performing a Morning/Class Meeting or resources you are using on Twitter and tag @NISD_SEB #SEBClaim your entry by September 15th to be entered into a prize drawing.
Existing and/or Developing Systems & Capacity

Tool to Support Campus Staff and Administrators
Supports District and Campus Coaches and Staff

SELF ASSESSMENT: Classroom Snapshot

Classroom Management Components

<table>
<thead>
<tr>
<th>Classroom Management Components</th>
<th>Strength</th>
<th>Needs Attention</th>
<th>Needs</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 ROUTINES: Predictable classroom routines are developed and taught.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Needed routines have been established.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>A variety of techniques to gain, maintain, and regain student attention are tasks are utilized.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Materials are prepared and ready to go.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Students are engaged in productive tasks at high rates during instruction time.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Down-time (including transitions) is minimal.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>1.3 EXPECTATIONS: There is line to classroom routines are developed and taught.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>There are 3-5 explicitly stated expectations.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The expectations are observable and measurable.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Classroom expectations are an extension of the school-wide expectations.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>There is a schedule for systematically teaching classroom expectations.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Give clear set-up and directions for task completion.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Behaviors which warrant classroom follow-up versus an office referral are clearly identified.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

2.1 SUPERVISION: Provide reminders (prompts), and activity scan, move, and interact with students.

2.2 OPPORTUNITIES TO RESPOND: Provide high rates and varied opportunities for all students to respond.

2.3 ACKNOWLEDGEMENT: Using specific praise, reinforcement, and other strategies, let students know when they meet classroom expectations.

2.4 PROMPTS: Provide reminders, before a behavior is expected, that clearly describe the expectations.

2.5 ERROR CORRECTION: Use brief, contingent, and specific statements when misbehavior occurs.

Classroom Snapshot Coaching Tool
Existing and/or Developing Systems & Capacity

PBIS Campuses

Leadership from PBIS Campuses

Student Leadership Facilitators
Existing and/or Developing Systems & Capacity

Morning Meetings

Morning Meetings are a practice that build a community of learners, promote student voice, and establish a climate of trust.

In Northside, we believe explicit instruction in students’ social, emotional and behavioral growth enables academic growth.

To ensure successful implementation, it is important to have the following foundational behavioral practices in place: classroom expectations, routines, and settings.

Morning Meeting Components

- **Greeting**: Students and teachers greet and welcome each other. This can take place at the door or during the meeting.
- **Sharing**: Students share ideas, thoughts, and learning while their peers actively listen.
- **Message**: Teacher and students review the lesson objectives and agenda to set a purpose for learning.
- **Mindful Awareness Practice (MAP)**: Mindful Awareness Practices support students and adults in building skills for attention regulation (focus and concentration) and emotional regulation.
- **Social Emotional Learning (SEL) Lesson**: The teacher provides explicit instruction on a social emotional skill.

**Greeting**

*Expectation:*
- Walk the room
- Choose a greeting from the poster
- Say “Hi” to everyone in at least 2 classmates

**Sharing**

Monday

**Mindful Awareness Practice (MAP)**

**Message**

<table>
<thead>
<tr>
<th>Discovery/Extra</th>
<th>Reading</th>
<th>Writing/Phonics</th>
<th>Science/Social Studies</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Day</td>
<td>In reading we will</td>
<td>In writing/phonics we will</td>
<td>In science we will</td>
<td>In math we will</td>
</tr>
<tr>
<td>Extras:</td>
<td>We are at Discovery today.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples: Library Counselor Book Fair Kite Day Pep Rally</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Existing and/or Developing Systems & Capacity

**Monday SEL Lesson – Behavior Expectations**

**Classroom Expectations**
1. 
2. 
3. 
4. 
5. 

**Playground Expectations**
1. 
2. 
3. 
4. 
5. 

**Tuesday SEL Lesson – Behavior Expectations**

**Wednesday SEL Lesson – Behavior Expectations**

**Thursday SEL Lesson – Behavior Expectations**

**Cafeteria Expectations**
1. 
2. 
3. 
4. 
5. 

**Pair Up, Square Up Expectations:**
1. **Pair Up** by same color shirt
2. Discuss question
3. Attention getter
4. **Square Up** with another pair nearby (form group of 4)
5. Discuss question
6. Return to seat
Leveraging Local Capacity and Systems

1. High Quality Professional Learning (for teachers and administrators)
2. RTI to MTSS Coordinator
4. Existing and/or developing campus/district systems and capacity
2023-2024 Plan of Action

Asynchronous Training available for PBIS and Classroom Behavior Support

• Schoolwide Behavior Support
• Classwide Behavior Support
• PBIS Training
• SEL Initiatives
Thank You!

Lori Briones  
210-397-8577  
lori.briones@nisd.net

Sabrina Stewart  
210-397-8247  
sabrina.stewart@nisd.net
Please Complete this Session’s Evaluation

10/26/2023
Session ID– 3A - District Level Supports for Successful Classroom PBIS Implementation

Four options, pick one!
1. Mobile App
   Click “Take Survey” under the session description.
2. QR Code
   Scan the code on this slide.
3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum
4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

Evaluations are anonymous! We send reminder emails to all participants.

After you submit each session evaluation, click the link to enter the gift card raffle!