

**SCCOE PBIS YEAR 2 DAY 1:
CLASSROOM SYSTEMS
TEAM ACTIVITY NOTES**

Useful Links

[OMS Registration Link](#)

[SCCOE PBIS Website](#)

[Google Folder for Classroom Systems Training](#) (Be sure to make a copy in order to alter forms)

[PBIS Apps Home Page](#)

Team Activity: PBIS Updates and SAS

1. *How have you implemented ("kicked-off") PBIS at your school this year?*
2. *What were your **successes**? Are there areas you would like to improve for your next booster?*
3. **Prepare to share (1-2 minutes) with the whole group.**

Task/Action Item	Who?	By When?

Team Activity: PBIS Apps

1. Log onto [PBIS Apps](#) Assessment. Find the report for your school's SAS (don't forget to highlight report features).*
2. Which items are perceived as being not or partially in place?
3. Which items are the staff indicating as areas of priority?

*[Demo School Report](#) can be used for teams without access to SAS report.

Schools without access:

1. Contact lonni_gause@sccoe.org for support
2. Plan when to administer survey with staff

Task/Action Item	Who?	By When?

Team Activity: TFI Main Ideas

1. **Review** *Main Ideas* and discuss possible feature scores for your school.
2. Choose 3 items to focus on for improvement and list relevant action steps.
3. **Plan when and how to elicit staff feedback and report progress on action steps to staff.**

Task/Action Item	Who?	By When?

Handout: [Tiered Fidelity Inventory Main Ideas](#) - Tier 1 School-wide PBIS

Please use the following to indicate whether tasks and products (documentation and deliverables) are evident at your school. *Tip - score all items and then prioritize areas for improvement. Choose 3-5 Items ONLY*

Item	Essential Components and Products	Scoring	Action steps for maintenance or improvement
<p>1.1 Team Composition Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs, and for high schools, (5) student representation</p>	<ul style="list-style-type: none"> <input type="checkbox"/>Coordinator <input type="checkbox"/>Behavioral expertise <input type="checkbox"/>Administrative authority <input type="checkbox"/>Coaching expertise <input type="checkbox"/>Knowledge about academic/ behavior outcomes <input type="checkbox"/>Knowledge about school operations <input type="checkbox"/>Family/Student perspective included 	<p>0 = descriptors of the feature not being implemented</p> <p>1 = descriptors of the feature being partially implemented</p> <p>2 = descriptors of the feature being fully implemented</p>	
<p>1.2 Team Operating Procedures Tier I team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> <input type="checkbox"/>Regular, monthly meetings <input type="checkbox"/>Consistently followed meeting format <input type="checkbox"/>Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) <input type="checkbox"/>Participant roles are clearly defined <input type="checkbox"/>Action plan current to the school year 	<p>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1= Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>	

<p>1.3 Behavioral Expectations School has five or fewer positively stated behavioral expectations and examples by setting/ location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<p><input type="checkbox"/>Has the team identified five or fewer behavioral expectations? <input type="checkbox"/>Do they include examples by location/ setting? <input type="checkbox"/>Are they posted publically throughout the school?</p>	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p>	
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<p>1.4 Teaching Expectations Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>	<p><input type="checkbox"/>Are regularly scheduled times identified for teaching expectations at least once per school year? <input type="checkbox"/>Is there a documented teaching schedule? <input type="checkbox"/>Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?</p>	<p>0 = Expected behaviors are not taught</p> <p>1 = Expected behaviors are taught informally or inconsistently</p> <p>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations</p>	
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<p>1.5 Problem Behavior Definitions School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office- managed versus staff- managed problems.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are problem behavior definitions written down and documented? <input type="checkbox"/> Do the definitions clearly differentiate between staff-managed and office- managed problem behaviors? <input type="checkbox"/> Are all staff and faculty members trained on the definitions? <input type="checkbox"/> Are the definitions shared with families and students? 	<p>0 = No clear definitions exist and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>	
<p>1.6 Discipline Policies School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are disciplinary practices proactive and preventative? <input type="checkbox"/> Do they help keep children in school and the classroom or is there a reliance on exclusionary practices? <input type="checkbox"/> Is there clear documentation of discipline policies? <input type="checkbox"/> Do administrators report consistent use of proactive, preventative approaches? 	<p>0 = Documents contain only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>	
<p>1.7 Professional Development A written process is used for orienting all faculty/staff on Tier I SWPBIS practices, including (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are there scheduled trainings for school team members? <input type="checkbox"/> Is there a faculty-wide orientation led by the full Tier I team? <input type="checkbox"/> Is there a scheduled annual orientation for new faculty? <input type="checkbox"/> Are there documented strategies for orienting substitutes or volunteers? <input type="checkbox"/> Is the process for requesting assistance 	<p>0 = No process for teaching staff is in place</p> <p>1 = Process is informal/unwritten, not part of professional development calendar and/or does not include all staff or all 4 core Tier I practices</p>	

	around behavioral concerns known by all, easy to follow, and encouraged?	2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices	
1.8 Classroom Procedures Tier I features (school-wide expectations, routines, acknowledgements, in-class consequences) are implemented within classrooms and consistent with school-wide systems.	<input type="checkbox"/> Do classroom procedures match proactive school-wide disciplinary practices? <input type="checkbox"/> Are all core features of Tier I supports visible? <input type="checkbox"/> Positively stated expectations and consistent routines <input type="checkbox"/> System for acknowledging appropriate behavior <input type="checkbox"/> In-class system for responding to inappropriate behavior	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	
1.9 Feedback and Acknowledgment A formal system (i.e., written set of procedures for specific behavior feedback that is (a) linked to school-wide expectations and (b) used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	<input type="checkbox"/> Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements? <input type="checkbox"/> Are those acknowledgements linked to school-wide expectations? <input type="checkbox"/> Are they distributed across school settings? <input type="checkbox"/> Do at least 80% of students interviewed report receiving them?	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students	
1.10 Faculty Involvement Faculty are shown school-wide data	<input type="checkbox"/> Is there documentation of a process for receiving feedback on Tier I supports?	0 = Faculty are not shown data at least	

<p>regularly and provide input on universal foundations (e.g., expectations, acknowledgments, definitions, consequences) at least every 12 months.</p>	<p><input type="checkbox"/> Does that documentation include input from faculty? <input type="checkbox"/> Was the most recent feedback within the past 12 months? <input type="checkbox"/> How often is school-wide data shared with faculty?</p>	<p>yearly and do not provide input</p> <p>1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both</p> <p>2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months</p>	
<p>1.11 Student/Family/Community Involvement Stakeholders (faculty, families, and students) provide input on universal foundations (e.g., expectations, consequences, and acknowledgements at least) every 12 months.</p>	<p><input type="checkbox"/> Is there documentation of a process for receiving feedback on Tier I supports? <input type="checkbox"/> Does that documentation include input from faculty, students and families? <input type="checkbox"/> Was the most recent feedback within the past 12 months?</p>	<p>0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations</p> <p>1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders</p> <p>2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months</p>	

<p>1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.</p>	<p><input type="checkbox"/> Is there a centralized data system to collect and organize behavior incident data?</p> <p><input type="checkbox"/> Does the Tier I team have instantaneous access to graphed reports summarizing discipline data?</p> <p><input type="checkbox"/> Are those data organized to review all of the following: frequency of problem behavior events by behavior, location, time of day and student?</p>	<p>0 = No process/protocol exists or data are reviewed but not used</p> <p>1 = Data reviewed and used for decision-making, but less than monthly</p> <p>2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports</p>	
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<p>1.13 Databased Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.</p>	<p><input type="checkbox"/> Does the team have access to discipline data for the entire student body (school-wide)?</p> <p><input type="checkbox"/> Does the team have access to academic data for the entire student body?</p> <p><input type="checkbox"/> Are those data clearly and logically linked to the annual action plan for Tier I?</p> <p><input type="checkbox"/> Are those data reviewed at least monthly?</p>	<p>0 = No process/protocol exists or data are reviewed but not used</p> <p>1 = Data reviewed and used for decision making, but less than monthly</p> <p>2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports</p>	
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<p>1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is the team assessing fidelity of implementation at Tier I? <input type="checkbox"/> Is there regular assessment of fidelity? <input type="checkbox"/> Are the fidelity data used for decision making and action planning at Tier I? 	<p>0 = No Tier I PBIS fidelity data collected</p> <p>1 = Tier I PBIS fidelity collected informally and/or less often than annually</p> <p>2 = Tier I PBIS fidelity data collected and used for decision making annually</p>	
<p>1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is there an evaluation conducted for Tier I systems? <input type="checkbox"/> Does this happen annually? <input type="checkbox"/> Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)? <input type="checkbox"/> Are the outcomes clearly linked to a Tier I action plan? 	<p>0 = No evaluation takes place or evaluation occurs without data</p> <p>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders</p> <p>2 = Evaluation conducted at least annually, and outcomes (including academic) shared with stakeholders, with clear alterations in process based on evaluation</p>	

Team Activity: Sharing Data with Stakeholders

Research has shown that the top factor in influencing sustainability of any system is the frequency that data is presented to ALL staff.

1. When will you discuss fidelity and effort data with staff and stakeholders?
2. Schedule dates to share data

Task/Action Item	Who?	By When?

Team Activity: Classroom Environment

1. List five essential features of classroom environment that instructional staff **MUST** attend to to support classroom management.

1.	
2.	
3.	
4.	
5.	

Task/Action Item	Who?	By When?

Team Activity: Review [Classroom Self-Assessment](#)

1. Which practices are exemplified in your classroom(s)?
2. Which practices might require more support in development?
3. How might you use this with your whole staff?

Task/Action Item	Who?	By When?

Handout: Classroom Management: Self-Assessment

Teacher _____		Rater _____		Date _____	
Instructional Activity				Time Start _____	
				Time End _____	
Tally each Positive Student Contacts		Total #	Tally each Negative Student Contacts		Total #
Ratio ¹ of Positives to Negatives: _____ to 1					

Classroom Management Practice	Rating
1. <i>I have arranged my classroom to minimize crowding and distraction</i>	Yes No
2. <i>I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</i>	Yes No
3. <i>I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</i>	Yes No
4. <i>I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</i>	Yes No
5. <i>I provided each student with multiple opportunities to respond and participate during instruction.</i>	Yes No
6. <i>My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</i>	Yes No
7. <i>I actively supervised my classroom (e.g., moving, scanning) during instruction.</i>	Yes No
8. <i>I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</i>	Yes No
9. <i>I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</i>	Yes No
10. <i>In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</i>	Yes No
Overall classroom management score:	
10-8 "yes" = " Super "	# Yes _____
7-5 "yes" = " So-So "	
<5 "yes" = " Improvement Needed "	

¹ To calculate, divide # positives by # of negatives.

Action Planning

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
 - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
 - b. Assess whether each classroom management practice was evident.
 - c. Sum the number of “yes” to determine overall classroom management score.
 - d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies ²

² What? When? How? By When?

Team Activity: Classroom Procedures and Routines Rubric

1. Review the Rubric individually and as a team
2. What procedures and routines concern your staff the most (what is most complained about)?
3. How will students demonstrate the procedure correctly and when?

Task/Action Item	Who?	By When?

Handout: Classroom Procedures Rubric

This is a thinking tool, not a form - you don't need to literally fill it out, but it may help to use it as a mental checklist and think if there are any procedures you can improve.

	Level 1: Not yet enough	Level 2: Almost good	Level 3: Approaching greatness...	Level 4: AWESOME! Share it!
For each classroom procedure, think of what level it meets.	No procedure planned.	A basic rule, simple. Might be negatively phrased or focused on adult action.	Rule is positively phrased and focused on student action.	Positive, student-centered, and aligned with colleagues (same rules in multiple classrooms? BONUS point for each additional classroom!
Examples: (rules can be shorter than these, too...)	<i>(No rule planned; teacher gets angry on the first day when students talk out of turn.)</i>	No talking , or the teacher will send you to the office.	Talk during team & partner times; Listen during learning times. Track the speaker with body & eyes. Raise hand to speak.	#LeTSLeaRN Listen carefully. Think before acting. Speak with appropriate volume. Listen to responses. Record new ideas. Never stop growing!

Checklist: How are your procedures for these needs?

Opening

- Greeting students Level _____
- Absences (gathering work, etc.) Level _____
- Taking out Materials Level _____
- Student drama/joy Level _____
- Announcements Level _____

- Student transitions Level _____

Student assignments

Instructional Activities

- Signals for students' attention Level _____
- Signals for teacher's attention Level _____
- Noise levels Level _____

- Starting work Level _____
- Work headings/labels Level _____
- Turning in work Level _____
- Missing materials Level _____
- Quality control Level _____
- Incomplete work Level _____
- Homework assignments Level _____
- Make-up work (absences) Level _____

Late work Level _____

Student supplies in classroom Level _____

Student displayed work Level _____

Urgent needs

Assessment Procedures

Signals for students' attention Level _____

Quizzes, tests, & exams Level _____

Signals for teacher's attention Level _____

Peer scoring Level _____

Student talk during seatwork Level _____

Grading criteria/scores Level _____

Activities to do when done Level _____

In-class grading Level _____

Student transitions Level _____

Academic Feedback Level _____

Jobs Level _____

Rewards and incentives Level _____

Answering phone Level _____

Posting student work Level _____

Personal electronic devices Level _____

Communicating with families Level _____

Out the Door

More!

Recess Level _____

Level _____

Lunch procedures Level _____

Level _____

Restroom breaks Level _____

Level _____

Emergency procedures Level _____

Level _____

Transitions to other classes Level _____

Level _____

Assemblies Level _____

Cleaning up Level _____

Schoolwide Policies from administration

Dismissing class Level _____

Use of school equipment Level _____

Health office Level _____

Room/School Areas

Tardies Level _____

Teacher's desk Level _____

Attendance Level _____

Water fountain, sharpener Level _____

Level _____

Desks & furniture Level _____

Level _____

Learning centers, stations Level _____

Level _____

Team Activity: Planning for Support

1. Have expectations been taught, rehearsed, reinforced and reviewed for classroom procedures in all classrooms?
2. How and when might staff be encouraged do so this year?
3. Staff need time to reflect and plan in order to improve. How can this be scheduled into grade level or staff meetings?

Task/Action Item	Who?	By When?

Team Activity: Supporting Positive Reinforcement

1. How might you support staff to positively reinforce the procedures in classrooms?
2. Brainstorm a list of ideas and pick 1-3 ideas to create action plans

Task/Action Item	Who?	By When?

Team Activity: Error Correction

1. What non-examples have you heard in your school?
2. How can you rephrase so that it said in a more positive and specific way?

Non Examples	Error Corrections
How many times do I have to tell you to work quietly?	
Why are you talking when I am?	
Do you want to be sent to the office?	
What's going to happen if I call your mother?	

What non examples are frequent at your school?

Non Examples	Error Corrections

Task/Action Item	Who?	By When?

Team Activity: Name Your Expert

1. Review the list of common, proactive, instructive, and/or restorative approaches to managing student behavior
2. Which staff at your school are particularly skilled in using these (or other) strategies?
3. Make a list of your experts and how you can harness their expertise to support the professional development and growth of your staff

Task/Action Item	Who?	By When?

Handout: List of Approaches to Managing Student Behavior

Common, Proactive, instructive, restorative approaches to managing student behavior...

- **Planned ignoring**
- **Physical proximity**
- **Behavior specific Praise statements delivered to students engaged in expected behavior**
- **Direct eye contact –**
- **Re-teaching of expectations/rules**
- **Re-direction**
- **Verbal warning- reminder**
- **Nonverbal or Visual cue (e.g. hand signal)**
- **Private talk/problem solve with student**

Team Activity: SAS Research

1. Which items on the SAS indicate clarity with staff on classroom vs office managed behavior?
2. Do staff feel that options exist to allow classroom instruction to continue when problem behaviors occur?
3. Do they indicate that regular opportunities exist for accessing support for classroom management (access to assistance/recommendations)?

Task/Action Item	Who?	By When?

Team Activity: Consequence Systems

1. Discuss your process for managing problem behaviors in the classroom. Is the consensus for what is office vs. classroom managed?
2. How might your team review, refine or (re)design your consequence system to support the use of proactive, instructive, and/or restorative approaches to managing student behavior?

Task/Action Item	Who?	By When?

Team Activity: Developing Your System of Support

1. How might we support one another in developing and refining materials, policies and procedures for classroom management?
2. What is the current practice for discussing and improving strategies?
3. How might we capitalize on the expertise on site?

Task/Action Item	Who?	By When?

Team Activity: Intervention Team

1. Does your school site currently have an existing team that can serve as the Intervention Team?
2. If not, what would need to happen to create a Intervention team?

Task/Action Item	Who?	By When?

Potential Team Members

- Coach
- Counselor/Social Worker
- Psychologist/Behaviorist
- Intervention Specialists
- Teachers
- Administrator
- Other Para-professionals

Task/Action Item	Who?	By When?

Team Tasks: Next Steps

- **Ensure that someone on team has access to PBIS Assessment and Student Behavior Incident Reports or Office Discipline Referrals Bring data to next workshop.**
- **We will be using fidelity and outcome data for Day 2 Workshops (Using TIPS to Address Tier 1 needs)**
- **Have staff complete the SAS/schedule SAS for current school year**
- **Schedule TFI (at least a month prior to day 3 training)**
- **If TFI determines full implementation of Tier 1, prepare for Tier 2 training**
- **Create a Smart Goal to improve your classroom systems of support. Ensure staff feedback. What data will be used to measure progress? What is your plan to meet your goal? If applicable, plan to pilot**