SCUSD PBIS All-Stars’ Classroom Practices System

PBIS District Coaches: Christine Tapia & Bess Wood
Northern California PBIS Symposium
Session Overview

- The “Why”
- 8 Evidence Based Classroom Practices
- Classroom Practice System
- Share Data, Learnings, Next Steps
Evidence Based Classroom Practices Check…

- Behavior specific praise statements to error corrections are at a 4:1 rate.
- Wait time is 4 seconds.
- Teacher talk is 40%-50% of instructional time.
- Routines and procedures are defined and explicitly taught throughout the year.
- Social skills are explicitly taught in context with behavior examples.
- Pre-correction is used prior to transitions.
- Active supervision is used in classrooms and non-classroom areas.
Classroom management continues to be a high priority need.

Practices within the classrooms and non-classroom areas are similar.

Students spend the majority of their time in the classroom.

Frequency and intentionality (dosage) of Tier 1 practices increase as we layer support through all 3 tiers.
Empirical Literature Tells Us...

- Teachers typically receive little pre- or in-service training in classroom management.

- Multi-component training packages (training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective.

(Simonsen, B. PBIS Conference Keynote, 2016)
Reflect with a partner
How to Make Lasting Change Happen in Schools (Guskey, 1986)

Change in Teaching Practices → Change in Student Outcomes → Change in Beliefs and Attitudes

Courtesy of: Catherine Bradshaw & Kent McIntosh, The PBIS Leadership Forum, September 2017
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
It Begins with the Tier 1 Practices: The How
Expectations and Rules
Teach
Define
Acknowledge
Expectations and Rules:
School-Wide/Classroom/ Routines

**Evidence-Based Practice (EBP): teach, define, acknowledge, and have all matrices prominently posted to be used as a tool/resource.

ROARing School-Wide

- Level 0 voice when walking
- Follow directions
- Level 1 voice when asking a question

Wooden’s Pyramid
- Be cooperative
- Have self control
- Be alert.

R
- Hands to side, behind back, or in pockets
- ½ arms length between each person
- Stay in personal space

O
- Stay in assigned line order
- Walk on the line when possible
- Raise your hand in line if you have a question

A
- Listen with your whole body.
- Voice level 1 or 2 for partner share.
- Voice level 0 or 1 during independent work time.
- Raise your hand to talk.

R
- Respectful
- Follow directions.
- Work hard.
- Use kind words.
- Actively participate.
- Be helpful.

O
- Outstanding Attitude
- Walk in the classroom.
- Chair legs and feet on the floor.
- Keep your hands, feet, and objects to yourself.

A
- Always Safe
- Finish your work on time.
- Be a problem solver.
- Keep your space organized.
- Use materials properly.

R
- Responsible
- RCState Expectations
- RCState Expectations
- RCState Expectations
- RCState Expectations
- RCState Expectations

Roaring Classroom

Line Walking

- Level 0 voice when walking
- Follow directions
- Level 1 voice when asking a question

- Be cooperative
- Have self control
- Be alert.

- Hands to side, behind back, or in pockets
- ½ arms length between each person
- Stay in personal space

- Stay in assigned line order
- Walk on the line when possible
- Raise your hand in line if you have a question
Acknowledgement Systems

- School-wide
- Classroom-wide
- Group
- Individual + Name (on board)
Routines
Teach, Define, and Acknowledge Routines

- Reading Workshop goes this way
  - Share
  - Mini-lesson
  - Each and EVERY day! Yay!

- ROARING - Non-learning
  - Responsible
  - Outgoing Attitude
  - Always Safe
  - Always Respectful
  - Always Quiet

- ROARING to Read to Self
  - Responsible
  - Outstanding Attitude
  - Always Safe
  - Always Respectful
  - Level 0
  - Raise your hand
Orderly Physical Environment
Orderly Physical Environment
Continuum of Response Strategies
Ask yourself....

- Does she stay calm?
- Does she address issues immediately as they arise?
- Does she keep her interactions brief?
- Does she speak respectfully when redirecting students?
- Does she use proximity when talking with her students?

Error Correction Video
Behavior Specific Praise
Ask yourself….

- Does he identify the student or group?
- Does he describe and acknowledge the rule/behavior being recognized?
- Does he link the behavior to school-wide expectation(s)?
- Does he deliver the behavior specific praise statement immediately following student accurately displaying desired behavior?
- Does he provide tangible reinforcement (optional)?

*4:1 is not able to be assessed

Behavior Specific Praise Video Clip
Group Contingencies/ Positive Behavior Game

Positive Behavior Game Video Clip
Opportunities to Respond

OTR Video Clip
Active Supervision

Active Supervision Video
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

DATA

PRACTICES

SYSTEMS
### Classroom Practices System

<table>
<thead>
<tr>
<th>Practice Focus</th>
<th>Who?</th>
<th>Year 1: Exploring</th>
<th>Year 2: Implementing</th>
<th>Year 3: Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8 classroom practices</td>
<td>All School Staff (described above in classroom practices)</td>
<td>Practices to be explored</td>
<td>Practices to be implemented</td>
<td>Practiced to be implemented</td>
</tr>
<tr>
<td><strong>Building Capacity Walkthroughs</strong></td>
<td></td>
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</tr>
<tr>
<td>2 focus practices per walk-through - 8 total throughout the year</td>
<td>Principal/ District Coach assigned to building</td>
<td>4 times per year</td>
<td>4 times per year</td>
<td>4 times per year</td>
</tr>
<tr>
<td>2 focus practices per walk-through - Total number dependent on year of implementation</td>
<td>Wellness Coordinators/ Behaviorists/ Psychologists</td>
<td>NA</td>
<td>Minimum: 1 time per year</td>
<td>Minimum: 2 times per year</td>
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<tr>
<td><strong>PBIS Coach Feedback Walk-Throughs</strong></td>
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<tr>
<td>1-2 focus practices per walk-through &amp; feedback</td>
<td>PBIS District Coach assigned to building</td>
<td>NA</td>
<td>1-2 times per year</td>
<td>1-2 times per year</td>
</tr>
<tr>
<td>1-4 practices throughout the year</td>
<td></td>
<td></td>
<td>100% of classroom teachers</td>
<td>100% of classroom teachers</td>
</tr>
<tr>
<td>1-2 focus practices</td>
<td>PBIS Internal Coaches</td>
<td>NA</td>
<td>1 time per year</td>
<td>1 time per year</td>
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<tr>
<td><strong>PBIS District Coaches Fidelity Walk-Throughs</strong></td>
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<td>6-8 classrooms</td>
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Focus Practice(s) Schedule: PBIS Newsletter

August:
- **Expectations and Rules** & **Routines**

September:
- **Continuum of Response Strategies** & **Orderly Physical Environment**

November:
- **Behavior Specific Praise** & **Active Supervision**

January:
- **Positive Behavior Game/ Group Contingencies**

February:
- **Opportunities to Respond**
Classroom Practice(s) System: Digging Deeper

Focus Practice(s):
Tier 1 Team chooses focus practice(s) for year based on data from practice system unless practice has not been reviewed since revisions (2017-2018 school year).

Practice Review

Pre-Perception Survey

Internal/External Coach Feedback: optional/mandatory

PBIS External Coaches Walk-Through

Data Debrief

Post-Perception Survey

Goals:
* Train all employees in the school on the classroom practices
* Expand to Leads/Internal Coaches, Wellness Staff, Psychologists, Behavior Support Team, Administrators giving feedback on practices
* Administrators tie practices to evaluation
Coaching Options: Classroom Check-Up Options

1. Specific Activity/Lesson: Teacher and coach work together on a specific activity or lesson incorporating the 8 evidence based classroom practices.

2. Acknowledgement Boost: Coach comes into classroom to acknowledge students for 10-15 minutes for 3 consecutive weeks.

3. Practice Support: Focus on one of the 8 classroom practices. Teacher and coach set up a plan for modeling, co-teaching, reflecting, and monitoring specific practice.

4. Classroom Check-Up: Comprehensive support on classroom structure, instruction management, behavior management, and classroom climate. Coach interviews and sets goal(s) with teacher. Coach observes 3-4 times in the classroom providing CCU feedback and 1-2 classroom visits are scheduled for coach to acknowledge, model, co-teach, assist teacher.
Training & Progress Monitoring Tools: Classroom Practice Snapshots’ Links

- Expectations and Rules
- Continuum of Response Strategies
- Active Supervision
- Routines
- Positive Behavior Game
- Behavior Specific Praise
- Opportunities to Respond
- Orderly Physical Environment
Data

Classroom Practices Data - from 2017-2018 Practice System
Outcomes

- When the practices system is completed in its entirety, perception of implementation increases.
- Staff have increased time reflecting on evidence based classroom practices.
- Staff share their practice with others.
- Teachers receive feedback on practices they are studying school-wide.
- All practices are progress monitored yearly through PBIS Coach Walkthroughs.
- The practices will be trained at district level to the elementary education teachers in 2018-2019.
- The practices will be trained across any and all support staff divisions at SCUSD to increase capacity and implementation of Tier 1 practices.
Questions??
thanks