Learning Objectives

1. Describe the core features of effective **classroom practices** to support *all* students, and develop an effective classroom environment plan.
2. Discuss how we develop habits, and create an **action plan to develop habits** to support wellbeing in the classroom.
3. Identify **data and systems features** needed to scale habits of effective classroom practices.

Take-Aways

* Creating Effective Classrooms Template (Word Doc)
* Action Plan (either add to existing action plan or develop from Action Plan Examples)

Resources

* Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators
* Habits of Effective Classroom Practice
* Multi-Tiered System of Supports (MTSS) in the Classroom
* Classroom Topic on Center on PBIS Website

Context
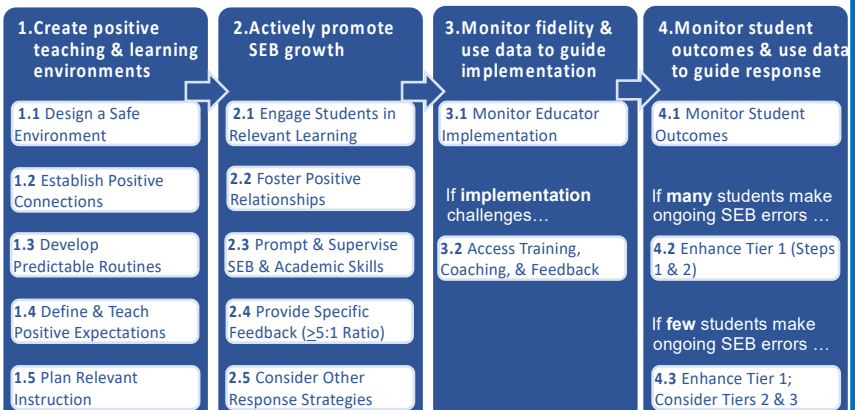
* Ongoing mental health concerns impacts classrooms
  * "Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices." (CDC, 2022)
  * In other words, mental health is social (how we connect), emotional (how we feel), and behavioral (how we act) (Chafouleas, 2020)
  * We know how to teach & support SEB skills!!!
* Supporting SEB skills in the classroom can be challenging
  * Effective classroom practices are directly linked to students' behavioral and academic outcomes. Decades of research have established (a) effective classroom practices improve outcomes and (b) students' academic & behavior outcomes are closely related.
  * Effective pre- and in-service training promote effective practice. Unfortunately, teachers (a) report limited (if any) pre- and in-service training in behavior support, (b) implement practices at lower levels than desired; and (c) continue to express concerns with student behavior. Fortunately, we know what to do!

Critical Practices

SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS: Evidence-Based Practices for Educators

January 2022

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments	2. Actively promote SEB growth	3. Monitor fidelity & use data to guide implementation	4. Monitor student outcomes & use data to guide response
1.1 Design a Safe Environment	**2.1** Engage Students in Relevant Learning	**3.1** Monitor Educator Implementation	**4.1** Monitor Student Outcomes
1.2 Establish Positive Connections	**2.2** Foster Positive Relationships	If **implementation** challenges…	If **many** students make ongoing SEB errors …
1.3 Develop Predictable Routines	**2.3** Prompt & Supervise SEB & Academic Skills	**3.2** Access Training, Coaching, & Feedback	**4.2** Enhance Tier 1 (Steps 1 & 2)
1.4 Define & Teach Positive Expectations	**2.4** Provide Specific Feedback (>5:1 Ratio)		If **few** students make ongoing SEB errors …
1.5 Plan Relevant Instruction	**2.5** Consider Other Response Strategies		**4.3** Enhance Tier 1; Consider Tiers 2 & 3

1. Create Positive Teaching & Learning Environments (see Supporting and Responding guide for full details)

Practice	Additional Considerations, Highlighted Examples and Resources
1.1 Design a Safe Environment	• Arrange **furniture** to allow easy traffic flow • Ensure adequate **supervision** of all areas • Designate staff & student **areas** • **Seating** arrangements (groups, carpet, etc.)
1.2 Establish Positive Connections	**Highlighted resources:** • Family-School Collaboration in Positive Behavioral Interventions and Supports: Creating a School Atmosphere to Promote Collaboration • Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and Strategies for Families and Schools in Key Contexts

1.3 Develop Predictable Routines	• Develop **predictable** routines & schedule
	  • Teacher routines: administrative time, personal time
	  • Student routines: student directed activities, whole group activities, independent activities
	• Make smooth, rapid **transitions** between activities throughout the class activity and day; teach/practice transition behaviors

1.4 Define & Teach Positive Expectations	• A **small number** of positively-stated expectations or norms
	• **Teaching matrix** (expectations within routines**)**
	  • 2-3 **examples** of expected behavior within each routine
	  • See example in Creating Effective Classrooms Template
	• Teach expectations directly using **explicit social skills instruction** and actively involve students & provide practice in context (see lesson plan template on p. 2 of Creating Effective Classrooms Template)
	Highlighted resources:
	• Creating a Classroom Teaching Matrix
	• PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches (especially Appendices D, G, & I)

1.5 Plan Relevant Instruction	**Highlighted resources:** • NCII Explicit Instruction Course Content • Examples of Engaging Instruction to Increase Equity in Education • PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches (especially Appendix J) • High School PBIS Implementation: Student Voice

2. Actively Promote SEB Growth (see Supporting and Responding guide for full details)

Practice	Additional Considerations, Highlighted Examples and Resources

2.1 Engage Students in Relevant Learning	• Plan engaging instruction:
	  • Provide high rates of opportunities to respond (**OTRs**)
	  • Consider various observable ways to engage students
	  • Link engagement with outcome objectives
	Highlighted resources:
	• Classroom Integrated Academics and Behavior Brief
	• Effective Instruction as a Protective Factor

2.2 Foster Positive Relationships	**Highlighted resources:** • Positive Greetings at the Door • Socially Connected While Physically Distant
2.3 Prompt & Supervise SEB & Academic Skills	• **Prompts:** deliver before behavior, state expected behavior, and remind of previously taught behaviors • **Active supervision:** move, scan, and interact

Practice	Additional Considerations, Highlighted Examples and Resources

2.4 Provide Specific Feedback (>5:1 Ratio)	• **Why?**
	  • It works! *Decades of research support the relationship between positive and specific feedback and student outcome*
	  • Positive climate & relationships: *Providing positive feedback helps to create a positive classroom climate & develop positive relationships*
	  • It's all about the ratio! *Maintain a favorable ratio of positive to corrective feedback. Provide at least 5 positive statements for every 1 corrective (5:1).*
	• **What is it?** (Simonsen et al. 2008, pp. 362, 364, emphasis added)
	  • Specific Praise: "*a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well.*"
	  • Specific Error Corrections or Redirections: "*an informative statement, typically provided by the teacher, that is given when an undesired behavior occurs (contingent), states the observed behavior, and tells the student exactly what they should do in the future in a brief, concise manner..*" *Error corrections should also be calm, private, and instructional.*

2.5 Consider Other Response Strategies	• Pair additional strategies with specific feedback **Highlighted resources:** • The Student/Teacher Game • DITCH THE CLIP! Why Clip Charts Are Not a PBIS Practice and What to Do Instead

3. Monitor Fidelity and Use Data to Guide Implementation (see Supporting and Responding guide for full details)

Practice	Additional Considerations, Highlighted Examples and Resources
3.1 Monitor Implementation	• See self-assessment and action plan in Supporting and Responding guide
3.2 Access Training, Coaching, & Feedback	• Antecedents, behaviors, and consequences (ABCs) of habit development • Start simple with key practices (e.g., positive greetings at the door and specific prompts, active engagement, specific feedback) • Apply the ABCs to develop habits of effective practice **A** Antecedent • Redesign environment (change cues) • Add prompts **B** Behavior • Teach & practice to fluency • Monitor implementation **C** Consequence • Celebrate success • Prevent reward for undesired behavior • Focus on habit development systems (applying ABCs) Greet Students — Prompt & Remind — Provide Resources to Support — Train & Coach — Monitor Fidelity & Outcomes — Performance Feedback — Celebrate Progress & Successes!

Practice	Additional Considerations, Highlighted Examples and Resources

	Steps to Support & Respond to Educators Implementation Needs
	
	1. Establish **foundations** to support classroom PBIS implementation → **2.** Explicitly **teach & coach** → **3.** Monitor **systems implementation** & use problem solving process → **4.** Monitor **educator implementation** & use problem solving process → **5.** Monitor **equitable student benefit** & use problem solving process
	
	1.1 Collaboratively establish **priority** — **2.1** Communicate clear **expectations** — **3.1** Monitor **team** implementation of systems (steps 1 & 2) — **4.1** Monitor **educator** implementation & acceptability — **5.1** Monitor valued **student** outcomes & acceptability
	
	1.2 Secure **resources** — **2.2** Explicitly **teach** — **3.2, 4.2, 5.2** Use **continuous improvement** process
	
	1.3 Align & **integrate** … — **2.3 Coach** & provide supportive **feedback** — If **system** implementation challenges… **3.3** Revisit & **enhance** systems (steps 1-2) — If **educator** implementation challenges… **4.3 Differentiate** training, coaching, & feedback — If **students** do not benefit equitably… **5.3 Enhance** SEB support & **modify** training & coaching
	
	1.4 Promote culture of **wellness** — **2.4 Celebrate** successes!
	
	SUPPORTING AND RESPONDING TO EDUCATORS' CLASSROOM PBIS IMPLEMENTATION NEEDS: Guide to Classroom Systems and Data (January 2023)
	
	• One example: Self-management
	  • What is it?
	    • We manage our own behavior in the same manner as we manage anyone else's (Skinner, 1953).
	    • Self-management is engaging in one response (the self-management behavior) that affects the probability of a subsequent behavior (the target or desired behavior).
	    • For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).
	  • Why do it?
	    • Self-management (following brief training + email coaching prompts) resulted in desired initial increases in specific classroom management skills across teachers. (Simonsen et al., 2017; Simonsen et al., 2020)
	  • How?
	    • Set a goal
	    • Select a measure (that matches your goal)
	    • Self-monitor and evaluate
	    • Self reinforce and share your experiences
	Highlighted resources:
	• *Habits of Effective Classroom Practice* brief and webinar
	• Be+ app

4. Monitor Student Outcomes and Use Data to Guide Response (see Supporting and Responding guide for full details)

Practice	Additional Considerations, Highlighted Examples and Resources
4.1 Monitor Student Outcomes	• See lesson plan on p. 2 of Creating Effective Classrooms Template **Highlighted resources:** • Progress monitor • Team-Initiated Problem Solving
4.2 Enhance Tier 1 (Steps 1 & 2)	**Highlighted resource:**
4.3 Consider Tiers 2 & 3	• Multi-Tiered System of Supports (MTSS) in the Classroom