PBIS and Classrooms: Coaching to Improve Classroom Systems
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Agenda
• Overview of Coaching
• Using the problem-solving process to support classrooms
• Review resources from the Classroom Consultation Guide
• Case Study/Using your data

Objectives
• Participants will:
  • Understand the concept of ‘coaching’
  • Apply the four-step problem-solving process to classrooms
  • Identify resources from the classroom consultation guide to use to support classrooms
  • Use school data to make decisions to support classrooms
Positive Behavioral Interventions and Support

Core Principles

- Multi-Tiered System of Supports (MTSS)
- Structured problem-solving
- Evidence-based instruction and interventions
  - Matched to student needs
- Integrated data system
- Progress monitoring
- Student outcomes
- Fidelity of implementation

Braiding Academics and Behavior

**The Link**

1. A problem in either academics or behavior can predict a problem in the other area.
2. Intervening in one area can produce enhanced outcomes in the other area.
3. Students with **both** academic and behavior problems have an increased risk of negative school outcomes.
4. Integrating RtI for academics and behavior produces larger gains in both outcomes than single focus models.

PBS Systems Implementation Model

- Funding
- Visibility
- Political Support
- Policies
- District Leadership Team (District Coordinator)
- Training
- Coaching
- Evaluation
- Behavioral Expertise
- School-Based Implementation
Coaching Skill Sets

1. Problem Identification
2. Problem Analysis
3. Intervention Design
4. Evaluation

Content Knowledge

Interpersonal Communication

1. Multi-Tiered System of Supports
2. Positive Behavior Support
3. Response to Intervention
4. Basic Behavior Principles

Problem Solving

1. Teaming and Collaboration
2. Action Plan Development
3. Communication

Tier 1 and classroom

- Research indicates:
  - The implementation of PBS, using evidence-based instructional and intervention strategies, when done with fidelity, results in positive outcomes within the classroom (Simonsen, Myers, DeLuca, 2010; Christenson, Reschly, Appleton, et al. 2008; Trussell, 2008)

Some positive outcomes include:

- Decreased classroom problem behaviors
- Increased academic engaged time and student academic performance
- Increased socially appropriate behaviors
- Enhanced classroom atmosphere
AND...

- Decreased need for administrative or crisis support
- Reduction in Office Discipline Referrals (ODRs) and referrals for intensive supports or ESE services

Classroom and PBS

- **Benchmarks of Quality:**
  - Classroom rules are defined for each of the school-wide expectations and are posted in classrooms. (BoQ item 42)**
  - Classroom routines and procedures are explicitly identified for activities where problems often occur. (BoQ item 43)

  * Marzano, Marzano, Pickering; Classroom Management that Works, 2009
  * Danielson, Enhancing Professional Practice: A Framework for Teaching, 2007

- Classroom teachers use immediate and specific praise. (BoQ item 45)

  * Marzano, Marzano, Pickering; Classroom Management that Works, 2009
  * Danielson, Enhancing Professional Practice: A Framework for Teaching, 2007

- Acknowledgement of students demonstrating adherence to classroom rules & routines occurs more frequently than acknowledgement of inappropriate behaviors. (BoQ item 46)

  * Marzano, Marzano, Pickering; Classroom Management that Works, 2009
  * Danielson, Enhancing Professional Practice: A Framework for Teaching, 2007
Classroom and PBS

• Procedures exist for tracking classroom behavior problems. (BoQ item 47)
• Classrooms have a range of consequences/interventions for problem behavior(s) that are documented and consistently delivered. (BoQ item 48)

* Marzano, Marzano, Pickering; Classroom Management that Works, 2009

^ Danielson, Enhancing Professional Practice: A Framework for Teaching, 2007

How does the Classroom Consultation Guide help?

• Establish the use of data to identify and analyze classroom behavior concerns
• Implement a 4-step, data-based problem-solving process
• Implement key strategies for effective classroom management

Implement Key Strategies

• Develop, post and teach classroom expectations and rules** (BoQ item 42-44)
• Develop & implement effective classroom procedures & routines** (BoQ item 43-44)
• Acknowledge appropriate behavior* (BoQ item 46)
• Establish and support, positive classroom interactions and climate** (BoQ item 45-46)
• Develop & implement effective responses to inappropriate behavior** (BoQ item 47-48)
Where do we start?

- Tier 1 issue vs. Classroom issue
- Core effectiveness
- School-wide self-assessment
- Classroom PBS Problem-Solving Checklist (data collection and guiding questions)
Using the Classroom Coaching Guide Tools

Tools
- Self-assessment: Tier 1 vs. Classroom issue
- Classroom PBS Problem-Solving Checklist

Quick Chat
- Pick one or more of these measures:
  - Core effectiveness
  - School-wide self-assessment
  - Classroom PBS Problem-Solving Checklist (data collection and guiding questions)
  - Is your core healthy?
  - Are there indicators that more work needs to happen at Tier 1?
  - Is there data that show some specific teachers may need help?
  - Do you have the data needed to determine how to help?
It is School-wide Tier 1 issue

- Review your PIC and BoQ for specific areas for improvement
- Review school-wide data to determine areas that might need more focus
- Survey teacher and students
- Other ideas?

Problem-Solving

Step 1: Problem Identification
What's the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?

Who to support?

- How does your school identify teachers that might need more support with classroom management?
- How do teachers request support from the team?
Identifying the Problem

- Observation
- Reviewing Classroom PBiS system
- Major/Minor referrals

Tools

- Classroom Assistance Tool (CAT)
- Classroom management self-assessment
- PBS Classroom Management Plan
- Daily classroom PBS implementation fidelity checklist
- Weekly classroom PBS implementation fidelity

Table talk

- Review the tools
- Which tool might help the most classroom teachers you supports
- What are some additional tools/sources you would need to collect data?
- Are there certain squares that your team needs help with? Certain squares you already collect?
Investigating Classroom Practices

Why is the problem occurring? What barriers may be preventing students from engaging in appropriate behaviors?

Environmental Classroom Behavior System
Instructional and Curricular Student

What is the MTSS Classroom Coaching Guide?
http://flpbs.fmhi.usf.edu/resources_classroom_foldersmod.cfm

Resource for assisting teachers with implementing classroom PBS with fidelity

1. Uses 4-step problem solving to identify and analyze classroom concerns
2. Data driven
3. Provides evidence-based strategies for effective classroom management
4. Monitor and evaluate student outcome and implementation data
5. Designed to be used as a collaborative process
Classroom Coaching Guide Layout

Six (6) Content Folders
- Introduction: Overview/Purpose, Objectives, PBS Principles
- MTSS 4-Step Problem Solving Process: Overview and case example
- Instruction: Overview, Strategies, Resources
- Curriculum: Overview, Strategies, Resources
- Environment: Overview, Strategies, Resources
- Tools (Blank Forms and Examples)

Case Study Examples
- Ms. Jones - Elementary School
- Ms. Rodriguez - Middle School
- Mr. Frost - High School

Problem Analysis: Gathering Information

How will we gather additional data/information to answer the guiding questions and determine the barriers to student success?

1. Review permanent records and documents
2. Interview teacher & students
3. Observe classroom practices and student behavior
4. Survey teacher & students

Classroom Assistance Tool (CAT)

Environmental Factors
Curriculum & Instruction
Classroom Behavior System
Step 2: Why is the problem occurring?
What barriers may be preventing students from engaging in appropriate behaviors?

Guiding Questions
1. Is the classroom setting organized to promote learning and independence?
2. Does the arrangement of classroom furniture, materials, and student personal belongings reduce distractions and minimize potential problems?
3. Is the daily schedule reviewed such that transitions and distractions are minimized but allow for differentiated instructional activities?
4. Does the teacher ensure positive relationships with students and families as well as between students?
Domain 1: Environmental Factors

A. Physical Setting
   1. Traffic flow
   2. Organization of materials

B. Scheduling
   1. Minimizing transitions
   2. Scheduling small group and individual support

C. Socialization
   1. Positive relationships (student-student, teacher-student, family-school)

Domain 2: Classroom Behavior System

Define & Teach Behavior
   1. Develop, teach, prompt
   2. Reinforce

Reward System
   1. Behavior specific praise
   2. Group contingencies
   3. Behavior contracts
   4. Token economies

Consequence System
   1. Brief specific and contingent error corrections
   2. Differential reinforcement
   3. Response cost
   4. Time out from reinforcement

Domain 3: Curriculum & Instruction

Instructional Planning and Delivery
   1. Active engagement via meaningful opportunities to respond
   2. Varying the use of instructional strategies to impact variety, level, and pacing
   3. Providing specific and contingent feedback (both positive and corrective)
Additional tools for data collection

- Ideas for student interviews

- Student/Class Observation App

- Additional examples of walk-throughs
  - https://drive.google.com/templates?q=walk+through&category=7&sort=hottest&view=public#

Step 3: Intervention Design

- 1) What strategies should be implemented to decrease problem behaviors? (i.e. prevention, teaching, consequences, reinforcers)
- 2) What resources are needed to implement the interventions?
- 3) Who, when and how often will interventions be implemented?
- 4) What data will be collected to determine fidelity of implementation?
Action Plan

- Important to remember:
  - Determine who will help develop action plan
  - Collaborative
  - Comfort-level of teacher priority
  - Specific steps with dates and persons responsible
  - Determine supports/resources for plan to occur

### Additional tools

- Instructional
  - Instructional strategies grid
- Curriculum
  - Social Skills grid
- Environment
- Case Studies

### Table: Steps and To-Do List

<table>
<thead>
<tr>
<th>Issue</th>
<th>Step 1: What is the problem, issue, or task to be addressed?</th>
<th>To-Do List</th>
<th>Persons Responsible</th>
<th>Follow-up or Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>25 referrals for minor behavior</td>
<td>1. Review the instructional strategies grid in the classroom guide. Select 3 possible strategies for each category to use and watch the videos.</td>
<td>Mr. Z</td>
<td>2/23</td>
</tr>
<tr>
<td>2.</td>
<td>Students are not engaged in the classroom activities</td>
<td>2. Select 2 strategies to try. Prior to trying them review social skills grid to determine if I need to review any social skills. Teach the social skills.</td>
<td>Mr. Z</td>
<td>2/23</td>
</tr>
<tr>
<td>3.</td>
<td>Students are trying to avoid the task/activity</td>
<td>3. Talk to Ms. Kenny, the AP, to see about the possibility of assigning a few of the other teachers for ideas for instructional strategies.</td>
<td>M. Ramirez</td>
<td>2/21</td>
</tr>
<tr>
<td>4.</td>
<td>Little differentiation is being used despite the nature of the class</td>
<td>4. Review FCAT data, ETI plan. 90% to identify areas of strength, areas of weakness and accommodations</td>
<td>M. Kenny, Mr. Z</td>
<td>3/3</td>
</tr>
</tbody>
</table>
Instructional Strategies grid
• Why?
  • Addresses variety in strategies
• What?
  • Provides explanation and vide example
  • Consider that new strategies take time to master

Social Skills grid
• Outlines the social skills needed to be successful at learning strategy
• Identifies Skillstreaming book (either adolescent or elementary) for ideas on how to teach that social skill

Review the Kernels
• Just some additional evidence-based strategies to consider
• Needs to be used in a framework with a strong foundation for universal behavior supports
Caught Being Good Game
(positive variation of Good Behavior Game)

- Identify what is the biggest problem behavior in the classroom interfering with instruction during observation
- Teach students what replacement behavior you want to see
- Have them practice
- Divide classroom into teams
- Set timer
- Teams earn a point every time they demonstrate the replacement behavior

Caught Being Good game

- When timer is done, tally points
- Whichever student team earns the most points, earns the mystery reward

Matching kernels with teacher needs

- Review the kernels
- Which might make sense for use in the classroom you observed?
Other resources

• Classroom to observe that is a ‘model’ for good classroom management
• Separate meeting with ESE specialist to discuss accommodations for students with disabilities
• Someone to observe him teaching with new strategy

Step 4: Response to Intervention

• Decision points:
  1) Points in time
  2) Data
  3) Frequency
  4) Calendars
  5) Resources

Table Talk

• Consider the teachers you support
  1) How long before your team would reconvene to look at data? How did you determine this time? (i.e. a week, a month, nine weeks and why?
  2) What data would you review?
  3) How are you going to determine the response to intervention?
  4) What will be your next steps?
Contact Information and Resources

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