PBIS PROFESSIONAL DEVELOPMENT AND DATA MONITORING

October 2017

In the following report, Hanover Research reviews three critical components of Positive Behavior Interventions and Supports (PBIS) implementation: staffing for capacity-building, professional development, and progress monitoring through data evaluation.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

Positive Behavioral Interventions and Supports (PBIS) is a system used to support positive student behavior and mitigate disproportionate discipline referrals across student subpopulations. In support of PBIS implantation at the district level, the following report focuses on PBIS capacity-building and exploring the professional development and trainings that should be provided to teachers and staff. This report also reviews recommended metrics used to track student behavior, as well as strategies for program evaluation.

Based on findings from a review of secondary research, reports, organizational webpages, and articles, the information contained in this report is organized into the following sections:

- **Section I: District Capacity-Building and Support** explores the relationship between state, district, and school-level PBIS efforts. This section also identifies specific roles, responsibilities, and levels of accountability within the PBIS framework and identifies the most common PBIS staffing framework for support, implementation, and training.

- **Section II: Professional Development** describes best practice for PBIS professional development. This section describes specific core content that should be covered at professional development sessions designed for staff members that work with each PBIS tier.

- **Section III: Progress Monitoring** provides an overview of PBIS data collection and evaluation, identifying key metrics that should be monitored to track the adoption, implementation, and success of the PBIS approach.

KEY FINDINGS

- **PBIS staffing structures should include multiple levels of support for ensuring successful implementation and capacity for training, including a district-level PBIS team and individual school PBIS teams.** District PBIS teams should coordinate with regional and state PBIS leadership to obtain guidance and resources for PBIS implementation. The district PBIS team is also responsible for securing funding and political support and ensuring readiness for implementation. With support from the district PBIS team, school-level teams should create a plan for implementation, including considerations for professional development, staffing, and data collection and monitoring.
  - o **Districts should create specific positions for a district-level PBIS Coordinator and school-based PBIS coaches and trainers**. District-level coordinators connect with state and regional PBIS coordinators to provide the district with the most appropriate resources and technical assistance. District coordinators also oversee the implementation and evaluation of PBIS across schools and across

PBIS school teams and coaches. PBIS trainers connect school-level efforts with that of the whole district and provide immediate assistance and guidance to teachers and staff.

- **All school staff members, including both instructional and non-instructional, should receive training in PBIS and behavioral interventions and supports that will be implemented school-wide.** Lead by district-level coordinators, school-wide professional development should expose staff members to the PBIS framework, the science of behavior intervention strategies, and PBIS behavioral classroom management strategies. Schools should also use school-wide professional development as an opportunity to build support for PBIS by explaining the need and benefits of using the model at their school.
  - **School staff that work more closely with students that receive Tier 2 and Tier 3 supports and interventions should receive further professional development on strategies specific to these tiers**. Staff that work with these student groups should understand when and how to intensify interventions, processes for student referrals when transitioning tiers, practices for delivering intensive supports, and how to closely monitor student progress.

- **PBIS progress monitoring includes the collection and analysis of student data to help identify and understand behavioral problems within the school.** Schools should collect data on school-wide office discipline referrals (ODR), the type of problematic behavior, characteristics of students with ODRs, and details on the location and time of an incident. Data collection should use precise language to describe referrals and incidents in order to better understand trends and make meaningful adjustments. When evaluating PBIS's adoption and implementation across the district, leaders should invest in comprehensive school-wide and district-wide data systems and assessment tools that gather perception data.

SECTION I: DISTRICT CAPACITY-BUILDING AND SUPPORT

The following section reviews roles of state and regional coordinators for implementing PBIS. This section also provides a staffing framework for implementing PBIS and outlines how staff can provide PBIS professional development and support across the district.

STATE AND REGIONAL RESOURCES

Successful PBIS implementation requires closely coordinated efforts across regional and state support staff, district leadership, school leadership, and classroom teachers. Adequate teacher professional development programming, accessible technical assistance, and well-trained support staff are integral in achieving desired student outcomes. [1] To successfully deliver PBIS supports, schools and districts are expected to develop their own internal PBIS framework, including the development of staffing capacity and the organization of district resources to train and support system-wide PBIS efforts. [2]

The U.S. Department of Education's Office of Special Education Programs (OSEP) provides state and regional PBIS coordinators to assist schools in the implementation of PBIS initiatives. These coordinators can also provide technical assistance and answer district questions. Figure 1.1 on the next page illustrates the relationship between PBIS school teams, district support teams, and state and regional support teams. Specifically, school PBIS teams should consult district support staff who may then coordinate with state and regional support members.
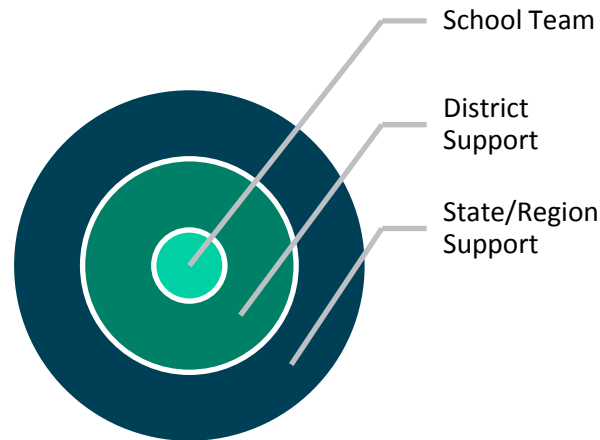
School districts may work with state, regional, or national PBIS coordinators to provide technical assistance with PBIS adoption and implementation. Nonetheless, schools and districts are expected to develop their own internal PBIS framework, including the development of staffing capacity and the organization of district resources to train and support system-wide PBIS efforts.

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[1] "What Is School-Wide PBIS?" OSEP Technical Assistance Center. https://www.pbis.org/school

[2] [1] Lewis, T.J. et al. "Blueprint for School-Wide Positive Behavior Support Training and Professional Development." National Technical Assistance Center on Positive Behavioral Interventions and Supports, September, 2010. p. 4. https://pdfs.semanticscholar.org/f095/04ff4264f603652235591180b1daaa7877f8.pdf

[2] "School-Wide Positive Behavior Support: Getting Started (Colorado PBIS New Team Training)." OSEP Technical Assistance Center. https://www.pbis.org/resource/100/school-wide-positive-behavior-support-getting-started-colorado-pbis-new-team-training

Figure 1.1: Relationship Between School, District, and Regional PBIS Efforts

School Team

District Support

State/Region Support

Source: Lewis et al.[3]

To support PBIS implementation, school districts can consult OSEP regional and state coordinators for guidance and assistance in professional development and capacity building. State and regional support staff are expected to, at a minimum:[4]

- Provide regional trainings for within-district coordinators and trainers.
- Provide regional trainings to build fluency among within-district technical assistance providers.
- Provide on-going technical assistance to within-district SWPBS [School-Wide Positive Behavior Support] providers.
- Coordinate state initiatives to allow districts to make clear connection points to their SWPBS efforts.
- Provide professional networking opportunities across districts.

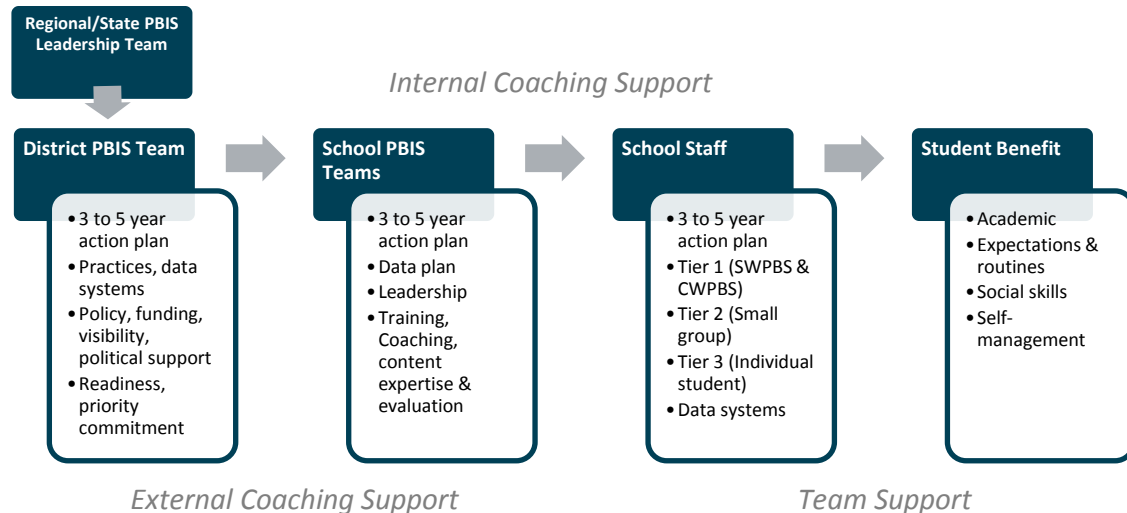## DISTRICT AND SCHOOL-LEVEL STAFFING AND ROLES

To successfully implement PBIS, school districts should institutionalize specific staffing structures with clearly delineated training roles and PBIS responsibilities. At large, the PBIS multi-tiered professional development approach often requires hiring additional staff with expertise to conduct professional development, create feedback loops across the levels of accountability, and monitor district and school behavioral patterns. School districts and schools may vary, however, in their PBIS accountability structure. Figure 1.2, on the following page, provides an example of the working relationship between each professional layer of the PBIS framework. Foremost, regional and state PBIS leadership should provide resources and technical assistance to each school district, while district-level coordinators

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[3] Figure taken directly from: Lewis et al., "Blueprint for School-Wide Positive Behavior Support Training and Professional Development," Op. cit.

[4] Bulleted text quoted verbatim, with minor adaptations, from: Ibid.

are responsible for informing school employees about the PBIS action plan, leading PBIS practices and data systems, securing funding and political support, and ensuring staff readiness. Moreover, schools should form PBIS teams to monitor behavioral data, perform student interventions, and evaluate outcomes. In the remainder of this section, Hanover defines staff roles and expectations for staff at every level, each of which are critical for developing the capacity for PBIS implementation, training, and support.

Figure 1.2: Regional and State, District, and School-Level PBIS Teams

Regional/State PBIS Leadership Team			

Internal Coaching Support

District PBIS Team	School PBIS Teams	School Staff	Student Benefit
• 3 to 5 year action plan • Practices, data systems • Policy, funding, visibility, political support • Readiness, priority commitment	• 3 to 5 year action plan • Data plan • Leadership • Training, Coaching, content expertise & evaluation	• 3 to 5 year action plan • Tier 1 (SWPBS & CWPBS) • Tier 2 (Small group) • Tier 3 (Individual student) • Data systems	• Academic • Expectations & routines • Social skills • Self-management

External Coaching Support   *Team Support*

Source: OSEP Technical Assistance Center[5]

SCHOOL PBIS TEAMS

The school-level PBIS team is the "first responder unit" within the PBIS framework. The school PBIS team is expected to meet regularly—at least monthly—and is responsible for:[6]

- Crafting the school-wide PBIS plan;
- Monitoring school behavior data and measuring progress;
- Sharing school behavioral referral trends with school faculty and staff; and
- Reporting school behavioral trends and outcomes to the PBIS coach, who then reports to the district PBIS coordinator.

The school PBIS team also works directly with teachers, students, and their parents or guardians to address student behavioral issues and to proactively correct negative behavioral trends. As such, school PBIS teams manage Tier 1, Tier 2, and Tier 3 interventions

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[5] Figure text taken from: "Implementation Blueprint." OSEP Technical Assistance Center. October 19, 2015. https://www.pbis.org/blueprint/implementation-blueprint

[6] "School-Wide PBS: PBS Coaches Training." OSEP Technical Assistance Center. April 16, 2004. https://www.pbis.org/resource/354/school-wide-pbs-pbs-coaches-training

and should have the appropriate behavior and data specialists on their roster for intervention implementation. School leadership should fill the following roles when assembling school PBIS teams: [7]

- **Team Leader**: reports directly to PBIS trainer, facilitates school PBIS team meetings.

- **Recorder**: records meeting minutes.

- **Timekeeper**: keeps school PBIS team on-task during meetings, manages schedule.

- **Data Specialist**: manages school-wide behavioral data, evaluates trends.

- **Behavior Specialist**: professional equipped to address Tier 2 and 3 interventions.

- **Administrator**: vice principal, principal, or other staff member capable of enacting school-wide policy changes.

- **Communications Liaison to the Coaches and District Coordinator**: individual responsible for sharing school PBIS meeting content and progress with trainer.

Critical for building PBIS capacity and support is the inclusion of a behavioral specialist in each school team. This individual is responsible for designing student interventions and coordinating wraparound services. Typically, school systems recruit employees with prior experience in behavioral management for this role and who are knowledgeable of:[8]

- Behavioral theory;

- Functional behavioral assessment;

- Interpreting the technical adequacy and contextual fit of a support plan;

- Leading a team in using assessment information to design individualized behavior/academic supports;

- Implementing individualized support plans, including wraparound plans; and

- Collecting, summarizing, and using data for decision-making (PBIS fidelity and impact).

DISTRICT-LEVEL COORDINATORS

District-level PBIS coordinators are ultimately responsible for all PBIS professional development. District-level coordinators connect with state and regional PBIS coordinators to provide the district with the most appropriate resources and technical assistance. District coordinators also oversee the implementation and evaluation of PBIS across schools and across PBIS school teams and coaches. In total, the responsibilities of district-level coordinators include:[9]

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[7] Ibid.

[8] Taken verbatim from: "Professional Development for Tier 3." OSEP Technical Assistance Center. https://www.pbis.org/school/tier-3-supports/professional-development-for-tier-3-how-to-organize-training-to-implement-tier-3-supports

[9] Taken verbatim from: Lewis, T.J. et al. "Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports." http://www.pbis.org/common/cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf

- Evaluating district–wide efforts;

- Linking school needs (data-based) to district professional development plan;

- Making data decision rules to identify needed supports with/across schools;

- Delivering effective professional development/training skills;

- Mapping district policy to essential features of PBIS;

- Linking district PBIS plan to state improvement plan;

- Planning and facilitating district leadership team meetings;

- Communicating across district;

- Providing resources (experts and materials);

- Codifying practices into policy; and

- Coordinating coach monthly meetings.

District-level coordinators are also expected to manage the district PBIS budget and secure additional funding, if needed. Likewise, district-level coordinators are encouraged to attend school-wide PBIS trainings, as well as co-train PBIS school teams with coaches.[10]

PBIS COACHES AND TRAINERS

PBIS trainers or "coaches" report directly to the district PBIS coordinator and work across teams to ensure fidelity of implementation and even support to teachers and staff across schools. PBIS trainers connect school-level efforts with that of the whole district. Ideally, PBIS coaches are district-level personnel, with the flexibility to serve multiple school PBIS teams across different schools.[11] Importantly, coaches hold PBIS school teams accountable to their stated goals and regularly review school behavioral data, analyze trends, and review PBIS school team efforts to close gaps in student services or mitigate disproportionate student behavioral referrals.[12]

PBIS trainers are critical for sustaining PBIS efforts across schools within a district, monitoring progress, and providing support and training to teachers and staff.

These coaches also ensure that PBIS teams meet at least monthly. They monitor PBIS implementation progress and school behavioral data, modify school PBIS team action plans (if needed), and make sure PBIS school teams share status reports with their faculty. PBIS trainers should attend all professional development trainings that their school-based PBIS teams attend.[13]

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[10] "School-Wide PBS: PBS Coaches Training," Op. cit.
[11] Ibid.
[12] Ibid.
[13] [1] Lewis et al. "Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports." Op. cit.

SECTION II: PROFESSIONAL DEVELOPMENT

The following section details best practices for providing professional development overall and within each PBIS tier. This section summarizes resources to guide professional development trainings and help PBIS coordinators to identify necessary core content. The **Appendix** includes more specific professional development content areas and examples for training. This information is grouped by elementary and secondary practices.

OVERVIEW

Ideally, all school staff should receive training in PBIS and behavioral interventions and supports that will be implemented school-wide. **Both instructional and non-instructional staff should be adequately prepared to deliver Tier 1 interventions, as well as know when to refer students or groups of students to Tier 2 and 3 interventions**. Instructional staff should receive more in-depth training related to Tier 2 interventions while a smaller group of PBIS team members and/or interventionists may also receive training specific to Tier 3. Figure 2.1 reviews the behavioral-intervention level of expertise required for district employees working within each tier.

Figure 2.1: Behavioral Management Professional Responsibilty by Tier

TIER	PREVENTION DESCRIPTION
I. **Primary** (Universal)	Preventing the development of new cases (**incidence**) of problem behaviors by implementing high quality learning environments for **all** students and staff and across **all** settings (i.e., school-wide, classroom, and non-classroom).
II. **Secondary** (Targeted)	Reducing the number of existing cases (**prevalence**) of problem behaviors that are presenting high-risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where the behavior is likely.
III. **Tertiary** (Intensive)	Reducing the intensity and/or complexity of existing cases (**prevalence**) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

Source: OSEP Technical Assistance Center[14]

Professional development should be introduced in conjunction with various phases of PBIS implementation. Figure 2.2 provides a general overview of the recommended professional development milestones for Tier 1, 2, and 3 interventions by PBIS implementation phase, including exploration and adoption, installation, initial implementation, full implementation, and innovation and sustainability. After each phase, staff should be able to answer their tier-specific questions, as well as understand the district's policies and PBIS procedures. Similarly, tier-specific working groups, processes, assessments, and intervention plans should be developed at each appropriate phase of PBIS implementation.

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[2] "School-Wide PBS: PBS Coaches Training," Op. cit.

[14] Taken verbatim from: "Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information." OSEP Technical Assistance Center, October, 2015.
https://www.pbis.org/blueprint/implementation-blueprint

Figure 2.2: Professional Development Targets by Implementation Phase

IMPLEMENTATION PHASE	PBIS SCHOOL TEAM		
	Tier 1	Tier 2	Tier 3
Exploration and Adoption	What is PBIS? How will it address our concerns and are we committed to it?	What do we need to have in place to start a Tier 2 system?	What do we need to have in place to start a Tier 3 system?
Installation	What are the essential features of PBIS and how do we put PBIS in place?	Tier 2 team established and interventions based on data targeted	Tier 3 team established with assessment and intervention development process created
Initial Implementation	Put minimal features in place such as teaching expectations	One or two Tier 2 interventions in place	Basic FBA-PBS process in place with some community connections
Full Implementation	All components of Tier 1 in place	Tier 2 process and range of interventions in place	Tier 3 process and range of interventions in place
Innovation and Sustainability	Tier 1 process and supports annually reviewed and revised based on data	Tier 2 process and supports annually reviewed and revised based on data	Tier 3 process and supports annually reviewed and revised based on data

Source: Lewis et al.[15]

SCHOOL-WIDE PROFESSIONAL DEVELOPMENT

At the most general level, professional development should expose all school staff members to the PBIS framework, the science of behavior intervention strategies, and PBIS behavioral classroom management strategies. Following professional development, school staff should understand the essential components of PBIS, which include defining expected behaviors (e.g., matrix, schoolwide procedures, classroom rules), directly teaching expected behaviors, recognizing students practicing expected behavior, discouraging inappropriate behavior, and the importance of ongoing monitoring and data-based decision-making.[16]

Educational researchers recommend that, in order for successful implementation, at least 80 percent of staff fully support the PBIS framework. **Consequently, during initial school-wide professional development sessions, district leaders should reinforce the need for and benefits of the PBIS framework.** District coordinators should explain how PBIS is intended to improve school climate and

Tier 1 professional development should train staff in…

…Definitions of expected behaviors
…Strategies to teach expected behaviors
…Recognizing expected behaviors
…Strategies for discouraging inappropriate behavior
…Data-based decision making

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[15] Taken verbatim from: Lewis et al. "Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports." Op. cit.
[16] Ibid.

discipline referral issues and how the framework will specifically improve disproportionate student discipline referrals within the district.[17]

After introductory, school-wide professional development sessions, schools should form working PBIS school teams and commit to at least three to five years of the PBIS framework.[18] **Schools should provide additional, in-depth professional development on classroom strategies for instructional staff**. These strategies "should be used classroom-wide, intensified for support [of] small-group instruction, or amplified further for individual students."[19] This professional development could be divided into three broad categories: foundations, practices (preventative and responsive), and data systems. The following subsections provide details on content for professional development within each of these categories.

FOUNDATIONS

School staff should receive PBIS-specific training regarding how to set up a classroom environment for success (e.g., how to physically layout classrooms, establish predictable classroom routines, and set classroom rules). Figure 2.3 below and on the next page lists specific PBIS professional development benchmarks in this area.

Figure 2.3: Classroom Strategies - Foundations

BENCHMARK	CRITICAL FEATURES
Classroom Arrangement	▪ Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers) ▪ Arrange furniture to allow for smooth teacher and student movement ▪ Assure instructional materials are neat, orderly, and ready for use ▪ Post materials that support critical content and learning strategies (e.g., word walls, steps for the writing process, mathematical formulas)
Teaching Classroom Routines	▪ Establish predictable patterns and activities ▪ Promote smooth operation of classroom ▪ Outline the steps for completing specific activities ▪ Teach routines and procedures directly ▪ Practice regularly ▪ Recognize students when they follow classroom routines and procedures ▪ Create routines and procedures for the most problematic areas or times ▪ Promote self-managed or student-guided schedules and routines

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[17] Ibid., p. 16.

[18] Ibid.

[19] "Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers." U.S. Office of Special Education, p. 1. http://www.pbiscaltac.org/resources/classroom-wide%20pbis/Supporting%20and%20Responding%20to%20Behavior.pdf

BENCHMARK	CRITICAL FEATURES
Setting Classroom Expectations	▪ If in a school implementing a multi-tiered behavioral framework, such as schoolwide PBIS, adopt three to five positive school-wide expectations in the classroom ▪ Expectations should be observable, measurable, positively stated, understandable, and always applicable ▪ Teach expectations using examples and non-examples and with opportunities to practice and receive feedback ▪ Involve students in defining expectations within classroom routines ▪ Obtain student commitment to support expectations

Source: U.S. Office of Special Education[20]

PRACTICES

School-wide practice strategies are separated into two sections: **prevention practices and response practices**. Behavioral misconduct prevention methods include using active supervision and proximity, providing varied opportunities for the student to respond, using behavior-specific praise, and using prompts and precorrections to guide student behavior. Response practices are those that come after student behavioral infractions. Figure 2.4 below and on the following page details specific professional development benchmarks for prevention and response practices.

Figure 2.4: Classroom Strategies – Prevention and Response Practices

BENCHMARK	CRITICAL FEATURES
Prevention Practices	
Active Supervision and Proximity	A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students, which includes: ▪ Scanning: visual sweep of entire space ▪ Moving: continuous movement, proximity ▪ Interacting: verbal communication in a respectful manner, any precorrections, non-contingent attention, specific verbal feedback
High Rates and Varied Opportunities to Respond	A teacher behavior that requests or solicits a student response (e.g., asking a question, presenting a demand); opportunities to respond include: ▪ Individual or small-group questioning: use a response pattern to make sure that all students are called on ▪ Choral responding: all students in a class respond in unison to a teacher question ▪ Nonverbal responses: response cards, student response systems, guided notes
Using Behavior-Specific Praise	Verbal statement that names the behavior explicitly and includes a statement that shows approval: ▪ May be directed toward an individual or group ▪ Praise should be provided soon after behavior, understandable, meaningful, and sincere ▪ Deliver approximately five praise statements for every one corrective statement ▪ Consider student characteristics (age, preferences) when delivering behavior-specific praise, and adjust accordingly (e.g., praise privately versus publicly)

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[20] Taken with minor adaptations from: "Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers," Op. cit., pp. 7-9.

BENCHMARK	CRITICAL FEATURES
Other Strategies to Acknowledge Student Behavior	■ Behavior contracts: documenting an agreement between a teacher and student(s) about: (a) expected behavior, (b) available supports to encourage expected behavior, (c) rewards earned contingent on expected behavior, and (d) consequences if expected behavior does not occur (or if undesired behavior does occur) ■ Group contingencies: all students can meet the same expectation and earn the same reward; the award may be delivered: (a) to all students when one or a few students meet the criterion (dependent), to all students if all students meet the criterion (inter-dependent), or to each student if the student meets the criterion (independent) ■ Token Economies: delivering a token (e.g., pretend coin, poker chip, points, tally mark, stamp) contingent on appropriate behavior that is exchangeable for a back-up item or activity of value to students
Prompts and Precorrections	Reminders that are provided before a behavior is expected that describes what is expected: ■ Preventative: take place before the behavior response occurs ■ Understandable: the prompt must be understood by the student ■ Observable: the student must distinguish when the prompt is present Specific and explicit: describe the expected behavior (and link to the appropriate expectation) ■ Teach and emphasize self-delivered (or self-managed) prompts
Response Practices	
Student Error Correction	An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future: ■ Delivered in a brief, concise, calm, and respectful manner, typically in private ■ Paired with specific contingent praise after the student engages in appropriate behavior ■ Disengaged at end of error correction and redirection— avoid "power struggles"

Source: U.S. Office of Special Education Programs[21]

DATA SYSTEMS

Professional development that details how staff members should collect and track student behavioral data within the classroom is critical for Tier 1 implementation. Ultimately, the school PBIS team monitors and evaluates school-level behavioral data and student discipline referrals; however, how employees collect behavioral data and how frequently they do so largely impacts the quality of the school-level analysis. Figure 2.5, on the following page, lists critical features of professional development that reviews practices for data collection and monitoring.

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[21] Taken verbatim from: Ibid., pp. 10-15.

Figure 2.5: School-Wide Professional Development - Data Systems

BENCHMARK	CRITICAL FEATURES
Data System	▪ Counting behaviors: Record or document how often or how many times a behavior occurs (frequency) within a specified period of time; convert to rate by dividing count by time (minutes or hours) observed ▪ Timing: Record or document how long: (a) a behavior lasts (duration from beginning to end), (b) it takes for a behavior to start following an antecedent (latency), or (c) how much time elapses between behaviors (inter-response time) ▪ Sampling: Estimating how often a behavior occurs by recording whether it happened during part of an interval (partial interval), during the whole interval (whole interval), or at the end of the interval (momentary time sampling) ▪ Shorter intervals lead to more precise measurement ▪ Partial interval is appropriate for shorter and more frequent behaviors; whole interval is appropriate for longer behaviors; and momentary time sampling facilitates multi-tasking (you record at the end of the interval) ▪ Antecedent-Behavior-Consequence (ABC) cards, incident reports, or office discipline referrals: Record information about the events that occurred

Source: U.S. Office of Special Education Programs[22]

TIER 2 AND TIER 3 PROFESSIONAL DEVELOPMENT

On the whole, it is critical that school districts adequately train all staff members to know when and how to refer students to Tier 2 and 3 support teams as Tier 2 and Tier 3 employee efforts are contingent upon appropriate and comprehensive referrals.[23] Though, school staff that work more closely with students requiring Tier 2 and Tier 3 supports and interventions within the PBIS model should receive additional professional development on strategies specific to these tiers. Below, Hanover outlines key resources and core content to include in Tier 2 and Tier 3 professional development. Notably, many school PBIS teams manage both Tier 2 and Tier 3 supports.[24] Districts should consider this staffing framework to limit overlap across school teams.

Professional development for Tier 2 and 3 team members is more intensive than professional development that is provided to all teachers and staff. Typical Tier 3 professional development lasts two to three business days.[25] At the highest level, Tier 2 and Tier 3 PBIS professional development should equip staff members with sufficient knowledge of behavioral theory and wraparound support services. Staff members implementing Tier 2 and 3 PBIS supports and interventions should be very familiar with the connections between Tier 1 support and the more specialized support of Tiers 2 and 3. Tier 2 and 3 team members should understand how to increase the intensity and frequency of Tier 1 supports, as well as how to move students between each tier. Tier 2 and 3 team members should also know and understand the need for consistent documentation of student behaviors.[26]

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[22] Taken verbatim from: Ibid., pp. 18-19.

[23] "Professional Development for Tier 3," Op. cit.

[24] Ibid.

[25] Taken verbatim from: Ibid.

[26] Lewis et al. "Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports." Op. cit.

TIER 2 PROFESSIONAL DEVELOPMENT

Figure 2.6 below details the specific training content to be covered in Tier 2 professional development sessions.

Figure 2.6: Tier 2-Specific Professional Development Content

- How to increase the intensity and frequency of essential components of Tier 1
- Targeted behaviors defined, more frequent teaching, increased positive specific feedback, consistent responses to problem behavior, and need for consistent documentation of minor behaviors
- Tier 2 team process and how to document Tier 1 implementation
- Tier 2 intervention process, which includes:
    - Student identification process
    - Collecting and reviewing data to clarify the problem behavior & identify function of behavior
    - Selecting and providing interventions that match function
    - Monitoring student progress and making decisions
- Rationale of PBIS framework including:
    - Prevention of the development of new problem behaviors
    - How to decrease the frequency and/or intensity of problem behaviors
    - Standardized strategies needed to support students who do not respond to Tier 1
    - Anticipated outcomes
- Research-based intervention essential features: Check-In/Check-Out; Check & Connect; Social Skills Group; and First Steps to Success

Source: Lewis et al.[27]

TIER 3 PROFESSIONAL DEVELOPMENT

Figure 2.7 below highlights professional development content for Tier 3 team members.

Figure 2.7: Tier 3-Specific Professional Development Content

- Tier 1 and 2 review and connections between Tier 1, 2 and 3, and data-based readiness for Tier 3: Documentation of Tier 1 and 2 implementation
- Process of Tier 3:
    - Defining the problem behavior
    - Conducting assessment for behavior support planning (FBA)
    - Designing an individualized behavior support plan (BSP)
    - Ensuring fidelity of implementation
    - Monitoring plan impact on student behavior
    - Tier 3 team process
- Rationale of PBIS framework including:
    - Prevention of the development of new problem behaviors
    - Decrease the frequency and/or intensity of problem behaviors
    - Individualized strategies needed to support students who do not respond to Tier 1 and 2
    - Anticipated outcomes

Source: Lewis et al.[28]

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[27] Taken verbatim with modification from: Ibid., p. 17.
[28] Taken verbatim with modification from: Ibid., p. 16.

SECTION III: PROGRESS MONITORING

This section reviews best practices related to progress monitoring within the PBIS framework, including data metrics to record and program evaluation. Overall, school districts should use a comprehensive district-wide data system that allows for the monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms.[29] Broadly, PBIS progress monitoring efforts should support a four-part problem-solving model, illustrated below.

Figure 3.1: Progress Monitoring Problem-Solving Model

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Source: OSEP Technical Assistance Center[30]

DATA AND METRICS

School districts should track specific data points related to student behavior and demographics that will help to identify and understand behavior problems in schools. Specifically, data should answer the following questions:[31]

- **What** is the problem, and how often is it happening?
- **Where** is it happening?

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[29] "PBIS in the Classroom." OSEP Technical Assistance Center. https://www.pbis.org/school/pbis-in-the-classroom
[30] "Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams." OSEP Technical Assistance Center, September, 2014. https://www.pbis.org/Common/Cms/files/pbisresources/PBIS_Disproportionality_Data_Guidebook.pdf
[31] Bullet points taken verbatim from: Horner, R. et. al. "Active Decision-Making: Transforming Data into Useful Information." OSEP Technical Assistance Center. https://www.pbis.org/common/cms/files/pbisresources/1Decision_making.ppt

- **Who** is engaged in the behavior?
- **When** is the problem most likely to happen?
- **Why** is the problem sustaining?

A publication by the OSEP Technical Assistance Center recommends using the following metrics to track PBIS implementation, including the:

- Number of office discipline referrals (ODR) per month
- Average number of referrals per day and month
- Previous month and previous year referrals per day and month
- Reason for referral
- Location of the incident
- Time of day the incident occurred
- Specific student(s) referred
- Staff member who made referral
- Student's IEP status
- Student's race
- Student's grade level
- Aggregate referrals by gender and grade[32]

Beyond these metrics, monitoring suspension and expulsion data, student attendance data, student achievement scores, and school dropout rates are important to effectively address behavioral misconduct and best target at-risk students.[33] Furthermore, **districts should compare school-level ODR trends and district-level ODR trends with state and national ODR trends**. By benchmarking discipline data against peer districts, educators can better assess if and by how much district and school trends are cause for concern.[34]

AVERAGE DISCIPLINE REFERRALS PER MONTH AND RECORDING TYPES OF BEHAVIOR

School districts are encouraged to track how many total office discipline referrals occur per month for each school. This measure may be constructed to capture average office discipline referrals per school day per month. Although the number of office referrals per month is an important data point, it is an incomplete data point by itself as there are certain months of the year with fewer school days. Average office discipline referrals per school day per month offers a more robust measure for the identification of which months students

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[32] Ibid.

[33] Algozzine, B. et al. "Evaluation Blueprint for School-Wide Positive Behavior Support." National Technical Assistance Center on Positive Behavioral Interventions and Supports, January 1, 2010.
   http://www.ncpublicschools.org/docs/positivebehavior/data/evaluation/template.pdf

[34] Horner et al., Op. cit.

are most likely to be referred. By tracking these data, districts are able to better understand fluctuations in student discipline referrals on a month-to-month basis. [35]

Schools and districts are encouraged to categorize student discipline data however best they see fit. A sample classification of student behavior data may include the following:[36]

- Language
- Alcohol
- Arson
- Bomb Threat
- Defiance

- Disruption
- Dress code violation
- Aggression or fighting
- Theft
- Harassment

- Skipping Class
- Tardiness
- Tobacco
- Vandalism
- Possession of a weapon

Experts recommend using uniform discipline referral categories across schools. This way, data can be aggregated to analyze district-wide behavioral and referral trends. When collecting this behavior data, school districts should consider recording the location of the incident and time of day it occurred for each student or referral.

DATA COLLECTION LANGUAGE

Data collection should use precise language to describe referrals and behavior incidents. By increasing the specificity of the data collected, a district can better target unwanted student behaviors and mitigate disproportionate referrals across student subpopulations. A comprehensive and thorough school-level data collection process is key to ensuring that staff members use precise behavioral language. Figure 3.2 includes examples of both precise and imprecise, or "primary," language to describe referrals.

Figure 3.2. Primary Versus Precision Language in PBIS Framework

PRIMARY LANGUAGE	PRECISION LANGUAGE
"There are too many office referrals."	"There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment."
"Student disrespect is out of control."	"Minor disrespect and disruption are increasing over time, and are most likely during the last 15 minutes of our block periods when students are engaged in independent seat work. This pattern is most common in 7th and 8th grades, involves many students, and appears to be maintained by escape from work (but may also be maintained by peer attention… we are not sure)."
"Boys are engaged in sexual harassment."	"Three 5th grade boys are name calling and touching girls inappropriately during recess in an apparent attempt to obtain attention and possibly unsophisticated sexual expression."

Source: Horner et al.[37]

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[35] Ibid.
[36] Taken verbatim from Ibid.
[37] Figure text quoted verbatim from: Ibid.

PBIS PROGRAM EVALUATION

School districts should systematically collect behavioral referral data at both the school and district-levels. To do so, district leaders should invest in comprehensive school-wide and district-wide data systems that enable the monitoring of academic progress, behavioral incidents, student attendance records, and other critical indicators across classrooms and across schools. [38] Tier 1, 2, and 3 implementation data should be assessed annually. PBIS school teams should also collect data daily and produce student referral graphs at least twice per month. [39] By maintaining these standard assessment timelines, districts can assure that PBIS implementation efforts achieve desired outcomes.

To support on-going evaluation, districts should:

✓ *Invest in school- and district-wide data systems*
✓ *Produce referral charts and graphs twice per month*
✓ *Allocate time to annual data review*
✓ *Collect PBIS team member perception data annually*

Many schools use Benchmarks of Quality (BoQ), School-wide Evaluation Tools (SET), and Benchmarks for Advanced Tiers (BAT) to evaluate PBIS implementation efforts, as well as to monitor PBIS outcomes throughout the school year. There are a wide range of evaluation tools for PBIS, however, any of which districts may invest in (see the *PBISApps* "Assessment Surveys" **webpage** for further information about these assessments).[40]

ASSESSMENT TOOLS

BENCHMARKS OF QUALITY

Benchmarks of Quality (BoQ) encompasses a form that collects perception data of PBIS team members and coaches and should be used to assess Tier 1 implementation fidelity efforts. The survey: [41]

- Examines (Tier 1) implementation fidelity – "Are we doing what we said we would do?"

- Documents whether the Tier 1 implementation has been effective – "Does our implementation have a positive impact?"

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[38] Taken verbatim from: Freeman, J. et al. "PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support." p. 1. https://www.pbis.org/resource/1117/pbis-technical-brief-on-systems-to-support-teachers-implementation-of-positive-classroom-behavior-support

[39] Lewis et. al "Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports," Op. cit.

[40] "Evaluation Tools." OSEP Technical Assistance Center. https://www.pbis.org/evaluation/evaluation-tools

[41] Bulleted text quoted verbatim from: "PBIS Assessment Surveys." PBIS Apps. https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx

- Identifies strengths and weaknesses in the Tier 1 implementation – "What are our strengths that we can acknowledge? What could we do to improve?"

Figure 3.3: Benchmarks of Quality

Who: Team members that want to assess Tier 1 implementation once per year. Coordinators or school teams submit the results of the BoQ Scoring Form in PBIS Assessment.

When: Annually – typically in the spring.

How: A team's score comes from the BoQ scoring form (RTF). This form is a reflection of team member consensus combined with the coach's perspective. Some teams choose to complete the scoring form collaboratively with their coach during a team meeting. Other teams have team members provide input by each member completing a team member rating form (RTF) individually. The coach collects the forms, consolidates the results, includes his/her perspective and records the final scores on the scoring form. A scoring guide provides descriptions of each item on the scoring form.

Source: PBISApps[42]

THE SCHOOL-WIDE EVALUATION TOOL

The **School-Wide Evaluation Tool (SET)** performs a similar function to that of BoQ assessments – results illustrate whether a school district's Tier 1 PBIS efforts achieved desired outcomes. However, while BoQ assessments are performed internally, by school and district-level staff, SET assessments are performed by an outside evaluator.[43]

Figure 3.4: School-Wide Evaluation Tool

Who: When school teams want an outside evaluation of Universal (Tier 1) school-wide PBIS implementation, the SET is recommended. The SET is a research tool used for grant and project evaluation, as well as providing schools with information on SWPBIS implementation. Coordinators enter SET scores in PBIS Assessment on behalf of the school. Both coordinators and school teams can review SET reports in PBIS Assessment.

When: First year school-wide PBIS implementers may conduct Pre and Post evaluation in the fall and spring respectively – moving to an annual assessment in subsequent years. Many schools choose to conduct the SET annually.

How: A trained SET evaluator will come to your school to conduct the survey. It takes about two hours to complete. The evaluator will interview the administrator on a set of 21 questions. The answers from the administrator interview are used to inform questions the evaluator asks at least 10 staff and at least 15 students about SWPBIS practices in their building. Finally, the SET evaluator receives a school tour and reviews all available SWPBIS materials. A school's SET score is determined by compiling all of the information from the administrator, staff and student interviews, building observations and material review.

Source: PBISApps[44]

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[42] Information taken verbatim with minor modification from: Ibid.
[43] Ibid.
[44] Information taken verbatim with minor modification from: Ibid.

Benchmarks for Advanced Tiers (BAT) assessments allow schools and districts to more accurately measure Tier 2 and Tier 3 fidelity efforts. The BAT is designed to answer three questions:[45]

- Are the organizational elements in place for implementing secondary and tertiary behavior support practices?

- Is a Tier 2 support system in place?

- Is a Tier 3 system in place?

Figure 3.5: Benchmarks for Advanced Tiers

Who: Teams who have consistently scored 80% or higher on the Monitoring Advanced Tiers Tool (MATT) when assessing their Tier II and III implementation may consider moving to the annual BAT survey. The BAT takes more time to complete than the MATT, but is only conducted once a year versus quarterly. Coordinators and school teams involved with Tier II and Tier III supports complete this survey and enter the results into PBIS Assessment.

When: Annually.

How: The teams involved with Tier II and Tier III supports along with their coach complete the BAT during a team meeting. They review each item together and enter the scores into PBIS Assessment. The results of the BAT can be used to develop Action Plans (RTF) for improving the implementation of Tiers II and III and plan for next steps in the implementation process. Scores in each area of the BAT can be tracked from year to year.

Source: PBISApps[46]

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[45] Bulleted text quoted verbatim from: Ibid.
[46] Information taken verbatim with minor modification from: Ibid.

APPENDIX

Figure A.1. PBIS Classroom Interventions and Supports for Foundation and Practice

DESCRIPTION AND CRITICAL FEATURES	ELEMENTARY SCHOOL EXAMPLES	SECONDARY SCHOOL EXAMPLES	WHAT TO AVOID
Effectively Design the Physical Environment of the Classroom			

■ Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)
■ Arrange furniture to allow for smooth teacher and student movement
■ Assure instructional materials are neat, orderly, and ready for use
■ Post materials that support critical content and learning strategies
	■ Design classroom layout according to the type of activity taking place:
	    Tables for centers
	    Separate desk for independent work
	    Circle area for group instruction
	■ Consider teacher versus student access to materials
	■ Use assigned seats and areas
	■ Be sure all students can be seen
		■ Design classroom layout according to the type of activity taking place:
		    Circle for discussion
		    Forward facing for group instruction
		■ Use assigned seats
		■ Be sure all students can be seen
		■ Consider options for storage of students' personal items
			■ Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students
			■ Disorderly, messy, unclean, and/or visually unappealing environment
			■ Some students and/or parts of the room not visible to teacher
			■ Congestion in high-traffic areas Inappropriately sized furniture

Develop and Teach Predictable Classroom Routines			

■ Establish predictable patterns
■ Promote smooth operation
■ Outline the steps for completing specific activities
■ Teach routines and procedures
■ Practice regularly
■ Recognize students when they successfully follow classroom routines and procedures
■ Create routines and procedures for the most problematic areas or times
■ Promote self-managed or student-guided schedules and routines
	■ Establish routines and procedures for:
	    Arrival and dismissal
	    Transitions between activities
	    Accessing help
	    What to do after work is completed
	■ Example arrival routines:
	    Hang up coat and backpack
	    Put notes and homework in basket
	    Sharpen two pencils
	    Go to desk and begin the warm-up activities listed on the board
	■ If you finish early, read a book
		■ Consider routines and procedures for:
		    Turning in work
		    Handing out materials –Making up missed work
		    What to do after work is completed
		■ Example class period routines:
		    Warm-up activity for students
		    Review of previous content
		    Instruction for new material
		    Guided or independent practice opportunities
		■ Wrap-up activities
			■ Assuming students will automatically know your routines and procedures without instruction and feedback
			■ Omitting tasks that students are regularly expected to complete
			■ Missing opportunities to provide: (a) visual and/or auditory reminders to students about your routines and procedures (e.g., signs, posters, pictures, hand signals, certain music playing, timers) and/or (b) feedback about student performance

DESCRIPTION AND CRITICAL FEATURES	ELEMENTARY SCHOOL EXAMPLES	SECONDARY SCHOOL EXAMPLES	WHAT TO AVOID
Posting, Teaching, and Defining Classroom Expectations			
▪ If in a school implementing a multi-tiered behavioral framework, such as schoolwide PBIS, adopt the three to five positive school-wide expectations as classroom expectations ▪ Expectations should be observable, measurable, positively stated, understandable, and always applicable ▪ Teach expectations using examples and non-examples and with opportunities to practice and receive feedback ▪ Involve students in defining expectations within classroom routines (especially at the secondary level) ▪ Obtain student commitment to support expectations	▪ Post prominently in the classroom: Be safe, be respectful, be ready, be responsible ▪ Define for each classroom setting or routine: ▪ Being safe means hands and feet to self during transitions ▪ Being safe means using all classroom materials correctly ▪ Develop engaging lessons to teach the expectations – Regularly refer to expectations when interacting with students (during prompts, specific praise, and error corrections)	▪ Post prominently in the classroom: Be respectful, be responsible, be a good citizen, be ready to learn ▪ Define for each classroom setting or routine: ▪ Being respectful means using inclusive language ▪ Being responsible means having all materials ready at the start of class ▪ Develop engaging lessons to teach the expectations – Regularly refer to expectations when interacting with students	▪ Assuming students will already know your expectations ▪ Having more than five expectations ▪ Listing only behaviors you do not want from students (e.g., no cell phones, no talking, no gum, no hitting) ▪ Creating expectations that you are not willing to consistently enforce ▪ Selecting expectations that are inappropriate for developmental or age level ▪ Choosing expectations that do not sufficiently cover all situations ▪ Ignoring school-wide expectations
Using Active Supervision and Proximity			
▪ Scanning: visual sweep of entire space ▪ Moving: continuous movement, proximity ▪ Interacting: verbal communication in a respectful manner, any precorrections, non-contingent attention, specific verbal feedback	▪ While students are working independently in centers, scan and move around the classroom, checking in with students ▪ While working with a small group of students, frequently look up and quickly scan the classroom to be sure other students are still on track ▪ During transitions between activities, move among the students to provide proximity; scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition	▪ While monitoring students, move around the area, interact with students, and observe behaviors of individuals and the group; scan the entire area as you move around all corners of the area ▪ Briefly interact with students: ask how they are doing, comment, or inquire about their interests; show genuine interest in their responses (This is an opportunity to connect briefly with a number of students)	▪ Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind your desk ▪ Walking the same, predictable route the entire period of time, such as walking the rows of desks in the same manner every period ▪ Stopping and talking with a student or students for several minutes ▪ Interacting with the same student or groups of students every day

DESCRIPTION AND CRITICAL FEATURES	ELEMENTARY SCHOOL EXAMPLES	SECONDARY SCHOOL EXAMPLES	WHAT TO AVOID
Provide High Rates and Varied Opportunities to Respond			
▪ Individual or small-group questioning: uses a response pattern to make sure that all students are called on ▪ Choral responding: All students in a class respond in unison to a teacher question ▪ Nonverbal responses: ▪ Response cards, student response systems, guided notes	▪ Individual or small-group questioning: Student names can be on a seating chart, strips of paper, or popsicle sticks in a can or jar; as questions are posed, a student name is drawn ▪ Choral responding: Students read a morning message out loud together – Students recite letter sounds together ▪ Nonverbal responses: ▪ Thumbs up if you agree with the character's choice in our story	▪ Individual or small-group questioning: I just showed you how to do #1; I am going to start #2 second row; get ready to help explain my steps ▪ Choral responding: Write a sentence to summarize the reading; then share with your peer partner before sharing with me ▪ Nonverbal responses: Hands up if you got 25 for the answer ▪ Get online and find two real-life examples for "saturation point"	▪ A teacher states, "We haven't talked about this at all, but you will summarize the entire chapter for homework. Work quietly for 45 minutes on this new content, and I will collect your papers at the end of class." (This is not sufficiently prompted and does not promote frequent active engagement.) ▪ A teacher provides a 20- minute lesson without asking any questions or prompting any student responses.
Use Behavior-Specific Praise			
▪ Verbal statement that names the behavior explicitly and includes a statement that shows approval ▪ May be directed toward an individual or group ▪ Praise should be provided soon after behavior, understandable, meaningful, and sincere ▪ Deliver approximately five praise statements for every one corrective statement ▪ Consider student characteristics (age, preferences) when delivering behavior-specific praise, and adjust accordingly (e.g., praise privately versus publicly)	▪ Following a transition where students quietly listened to instructions, "You did a great job sitting quietly and listening for what to do next." ▪ During educator-directed instruction, a student raises her hand. The educator says, "Thank you for raising your hand." ▪ The educator walks over to a student and whispers, "Thank you for coming into the room quietly."	▪ "Blue Group, I really like the way you all handed in your projects on time. It was a complicated project." ▪ "Tamara, thank you for being on time. That is the fourth day in a row, impressive." ▪ After pulling a chair up next to Steve, the teacher states, "I really appreciate how you facilitated your group discussion. There were a lot of opinions, and you managed them well." ▪ After reviewing a student's essay, the teacher writes, "Nice organization. You're using the strategies we discussed in your writing!"	▪ "Great job! Super! Wow!" (These are general, not specific, praise statements.) ▪ "Brandi, I like how you raised your hand." (Two minutes later) "Brandi, that was a nice response." (This is praising the same student over and over again while ignoring other students.) ▪ A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is not maintaining a five praises to one correction ratio.) ▪ "Thank you for trying to act like a human." (This, at best, is sarcasm, not genuine praise.)

DESCRIPTION AND CRITICAL FEATURES	ELEMENTARY SCHOOL EXAMPLES	SECONDARY SCHOOL EXAMPLES	WHAT TO AVOID
Other Strategies to Acknowledge Student Behavior			
■ Behavior contracts: Documenting an agreement between a teacher and student(s) about: (a) expected behavior, (b) available supports to encourage expected behavior, (c) rewards earned contingent on expected behavior, and (d) consequences if expected behavior does not occur (or if undesired behavior does occur) ■ Group contingencies: All students can meet the same expectation and earn the same reward; the award may be delivered: (a) to all students when one or a few students meet the criterion (dependent), to all students if all students meet the criterion (inter-dependent), or to each student if the student meets the criterion (independent) ■ Token Economies: Delivering a token (e.g., pretend coin, poker chip, points, tally mark, stamp) contingent on appropriate behavior that is exchangeable for a back-up item or activity of value to students	■ Behavior contracts: At the beginning of the year, Mrs. Gaines's students sign a class constitution; the document specifies: (a) the expected behavior (be safe, respectful, and responsible), (b) supports to be provided (reminders), (c) rewards (earn Friday fun time), and (d) consequences (try again for next week) ■ Group contingencies: All students will hand in homework #2 by the due date; if we meet this goal, next Friday we will play State Bingo instead of having a formal test review ■ Token economies: Thanks to each student who worked quietly on the mathematics task for the past 10 minutes—that's responsible behavior! Each of you earned a "star buck" to use in the school-wide store	■ Behavior contracts: At the beginning of each semester, Dr. Gale has his students sign an integrity pledge. It states that students will complete their work independently (expected behavior), with teacher help when needed (supports), to have the potential of earning full points on assignments (rewards). If students do not maintain integrity, they will lose points on that assignment and in the course. ■ Group contingencies: As a class, we will generate five questions that are examples of "Synthesis." If we can meet this goal by 2:15, I will allow you to sit where you would like (keeping class expectations in mind) for the last 20 minutes of the class period. ■ Token economies: Alyiah, you were very respectful when your peer came in and asked for space. You've earned 10 bonus points toward your behavior goal. Well done!	■ Behavior contracts: At Smith Middle School, students sign a contract stating that engaging in a "zero tolerance offense" results in losing all school-based privileges and may result in being suspended or expelled. They are not reminded of this contract unless a violation occurs, in which case they are typically expelled—even if the violation was not severe (e.g., bringing a dull plastic knife in their lunch to cut an apple). (This is not focused on desired behavior and does rewards or supports) not include ■ Group contingencies: Making the goal unattainable (e.g., all students will display perfect behavior all year), using a reward you cannot deliver (e.g., day off on Friday), or pointing out to the entire group when a student is detracting from group. Using rewards to encourage students to engage in behaviors that are not in their best interest (this is bribing) ■ Token economies: Providing points or tokens without specific praise or to the same students or groups of students or providing tokens or points without demonstrated behaviors

DESCRIPTION AND CRITICAL FEATURES	ELEMENTARY SCHOOL EXAMPLES	SECONDARY SCHOOL EXAMPLES	WHAT TO AVOID
Prompts and Precorrections			
▪ Reminders that are provided before a behavior is expected that describes what is expected ▪ Preventative: take place before the behavior response occurs ▪ Understandable: the prompt must be understood by the student ▪ Observable: the student must distinguish when the prompt is present ▪ Specific and explicit: describe the expected behavior (and link to the appropriate expectation) ▪ Teach and emphasize self-delivered (or self-managed) prompts	▪ Before students begin seatwork, provide a reminder about how to access help and materials, if needed ▪ Before the class transitions, a teacher states, "Remember to show respect during a transition by staying to the right and allowing personal space" ▪ Pointing to table as student enters room (to remind where to sit) ▪ A student looks at a picture sequence prompting effective hand washing and successfully washes hands prior to snack or lunch	▪ Pointing to a sign on the board to indicate expectation of a silent noise level prior to beginning independent work time ▪ Review of group activity participation rubric prior to the start of group work ▪ Sign above the homework basket with a checklist of "to dos" for handing in homework ▪ A student checks her planner, which includes visual prompts to write down assigned work and bring relevant materials home to promote homework completion	▪ While teaching a lesson, a student calls out, and the educator states, "Instead of calling out, I would like you to raise your hand" (This is an error correction—it came after the behavior) ▪ Prior to asking students to complete a task, the educator states, "Do a good job," or gives a thumb's up signal (This is not specific enough to prompt a particular behavior) ▪ Providing only the "nos" (e.g., No running, No talking) instead of describing the desired behavior or failing to link to expectations
Error Correction			
▪ An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future ▪ Delivered in a brief, concise, calm, and respectful manner, typically in private ▪ Pair with specific contingent praise after the student engages in appropriate behavior ▪ Disengage at end of error correction and redirection— avoid "power struggles"	▪ After a student calls out in class the teacher responds, "Please raise your hand before calling out your answer" ▪ After students are talking too loudly during group work, the teacher responds, "Please use a quieter whisper voice while working with your partner" ▪ After a student is out of his or her seat inappropriately, the teacher responds, "Please stop walking around the room and return to your seat to finish your work"	▪ When a student has not started working within one minute, "Jason, please begin your writing assignment" (Later) "Nice job being responsible, Jason, you have begun your assignment" ▪ After student is playing with lab equipment inappropriately, the teacher responds, "Please stop playing with lab equipment, and keep it on the table" (Later) "Thank you for being safe with the lab equipment"	▪ Shouting "No!" (This is not calm, neutral, or specific) ▪ A five-minute conversation about what the student was thinking (This is not brief) ▪ A teacher loudly tells a student that he is not being responsible (This is not calm or private) ▪ After providing an error correction, a student denies engaging in the behavior; the teacher repeats the correction in an escalated tone and continues to debate the student—each exchange escalates until shouting ensues (This is a power struggle)

Source: Department of Education, Office of Special Education Programs[47]

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[47] Figure text quoted verbatim, with minor adaptations, from: "Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers," Op. cit.

Figure A.2. PBIS Classroom Interventions and Supports for Data Systems

What key strategies can I use to collect data on student behavior in my classroom?	How can I use this to efficiently track student behavior in my classroom?	For what types of behaviors will this strategy be appropriate?	For what types of behaviors will this strategy be inappropriate?
Data Systems			
▪ Counting behaviors: Record or document how often or how many times a behavior occurs (frequency) within a specified period of time; convert to rate by dividing count by time (minutes or hours) observed ▪ Timing: Record or document how long: (a) a behavior lasts (duration from beginning to end), (b) it takes for a behavior to start following an antecedent (latency), or (c) how much time elapses between behaviors (inter-response time	▪ Moving paper clips from one pocket to the next ▪ Keeping paper-and-pencil tally ▪ Using a counter (like counter used for golf) ▪ App on smartphone or tablet ▪ Timer or clock (and recording the time with paper and pencil) ▪ App on smartphone or tablet ▪ Use of vibrating timer (e.g., MotivAiders®)	▪ Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and consistent (each incident of behavior is of similar duration). Examples: ▪ How often a student swears in class ▪ How many talk-outs versus hand raises occur during a lesson ▪ Behaviors that are discrete (clear beginning and end) and directly observed. Examples: ▪ How long a student spends walking around the classroom (duration of out of seat) ▪ How long it takes a student to begin working after work is assigned (latency to on task) ▪ How long it takes a student start the next problem after finishing the last one (inter-response time)	▪ Behaviors that are not discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or consistent (e.g., behavior lasts for varying amounts of time). ▪ Non-examples: ▪ How many times a student is off task (likely not discrete or consistent) ▪ How often a student is out of seat (likely not consistent) ▪ Behaviors that are not discrete (clear beginning and end) or directly observed. Non-examples: ▪ How long it takes a student to say an inappropriate four-letter word (duration is not the most critical thing to measure) ▪ How long a student is off task (if the behavior is not discrete; that is if the behavior does not have a clear beginning and end)

What key strategies can I use to collect data on student behavior in my classroom?	How can I use this to efficiently track student behavior in my classroom?	For what types of behaviors will this strategy be appropriate?	For what types of behaviors will this strategy be inappropriate?
Additional Data Systems			
Sampling: Estimating how often a behavior occurs by recording whether it happened during part of an interval (partial interval), during the whole interval (whole interval), or at the end of the interval (momentary time sampling) - Shorter intervals lead to more precise measurement - Partial interval is appropriate for shorter and more frequent behaviors; whole interval is appropriate for longer behaviors; and momentary time sampling facilitates multi-tasking (you record at the end of the interval) **Antecedent-Behavior-Consequence (ABC) cards, incident reports, or office discipline referrals:** - Record information about the events that occurred before, during, or after a behavioral incident	- Create a table, with each box representing a time interval (e.g., 30 seconds), and decide how you will estimate (partial, whole, momentary time sampling); use a stopwatch or app to track each interval, and record following your decision rule - Paper-and-pencil notes on pre-populated forms Electronic data collection method (e.g., SWIS, Google Docs, other database tool)	- Behaviors that are **not discrete** (unclear when behavior begins or ends), **countable** (occur too rapidly to count), or **consistent** (e.g., behavior lasts for varying amounts of time) Examples: - An estimate of how often a student is off task (percentage of intervals off task) - An estimate of how often a student is out of seat (percentage of intervals out of seat) - Behaviors that are **discrete** (clear beginning and end), **countable** (low enough frequency to count), and both behavior and context are **directly observed or assessed.** Examples: - A tantrum (cluster of behaviors) where staff saw what preceded and followed - A fight among peers where the vice principal could gather information about what happened before and after by interviewing students	- Behaviors that are **discrete** (clear beginning and end), **countable** (low enough frequency to count), and **consistent** (each incident of behavior is of similar duration) Non-examples: - How often a student swears in class (you could count this) - How many talk-outs versus hand raises occur during a lesson (you could count this) - Behaviors that are **not discrete** (clear beginning and end), countable (low enough frequency to count), and/or both behavior and context are **not directly observed.** Non-examples: - How often a student swears (count) - How long a student pauses between assignments (measure inter-response time)

Source: Department of Education, Office of Special Education Programs.[48]

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[48] Figure text quoted verbatim, with minor adaptations, from: Ibid.

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