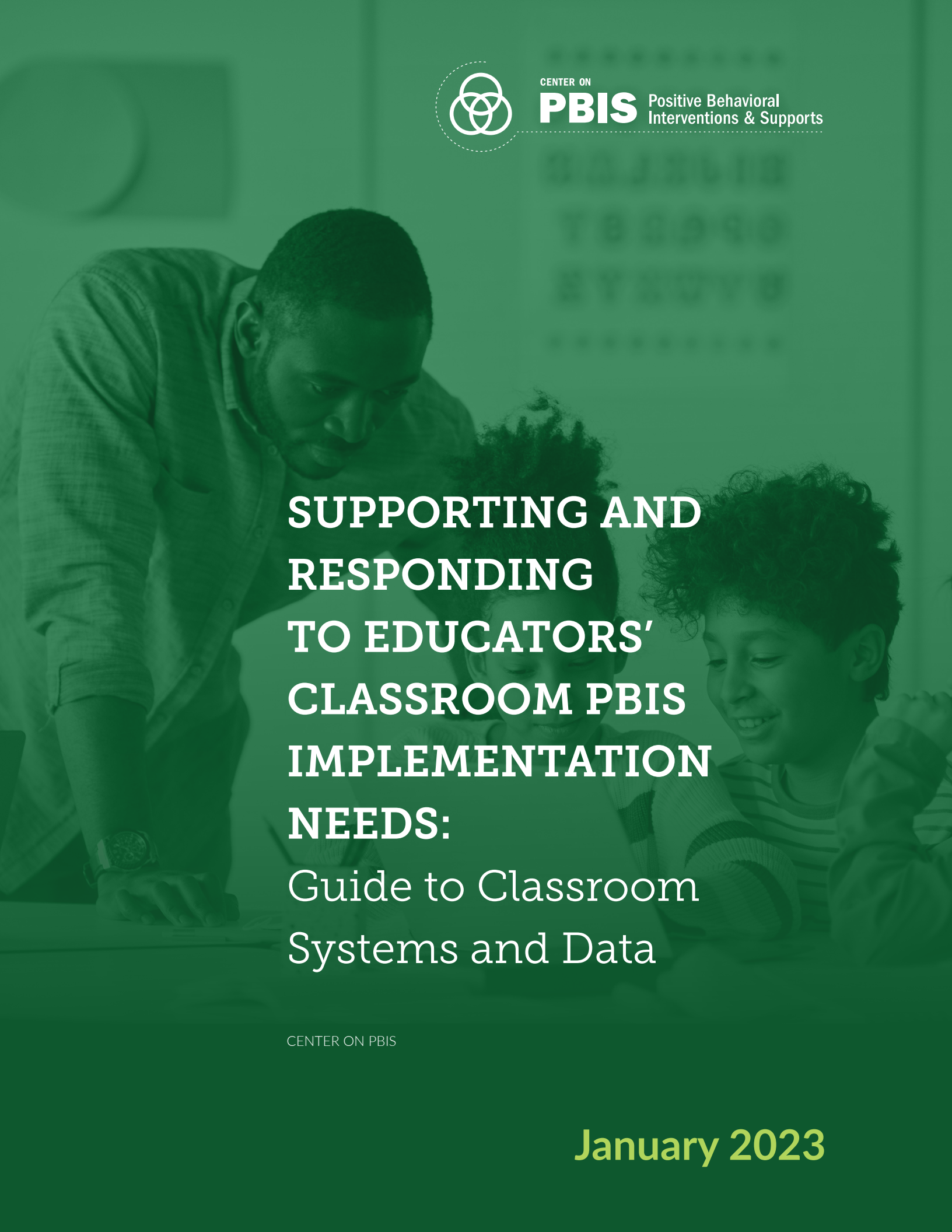




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Positive Behavioral
Interventions & Supports

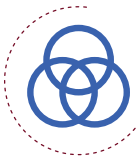
A background image showing a male teacher leaning over a table, interacting with two young students. The teacher is looking down at the table, and the students are looking up at him. The image is overlaid with a green tint.

SUPPORTING AND RESPONDING TO EDUCATORS' CLASSROOM PBIS IMPLEMENTATION NEEDS:

Guide to Classroom Systems and Data

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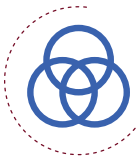
January 2023



Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data

This Guide to Classroom Systems and Data is an updated version and replaces two previous guides: PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support (Freeman et al., 2017) and PBIS Technical Guide on Classroom Data: Using Data to Support Implementation of Positive Classroom Behavior Support Practices and Systems (Swain-Bradway et al., 2017).

This guide is intended to be used in conjunction with the practices guide: [Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators](#)¹ (Center on PBIS, 2022). It provides updated guidance on how to (a) develop systems to support educators' implementation of evidence-based classroom practices and (b) use data to guide the development of implementation supports.



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JANUARY 2023

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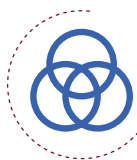
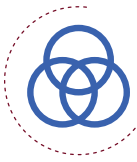


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Purpose and Description

What is the Purpose of this Guide?

This guide summarizes proactive, efficient, empirically-supported, and data-driven systems for supporting educators' implementation of classroom PBIS practices. Specifically, this Guide to Classroom Systems and Data is a companion to the practices guide, [Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators](#)² (Center on PBIS, 2022), which defines the specific evidence-based practices that create safe and positive teaching and learning environments across all classrooms.

This guide defines the systems and data required to support scaled implementation of effective classroom practices. Leadership teams will need to establish foundational support; provide explicit training and coaching; and use data to monitor

systems implementation, educator implementation, and student outcomes. This guide will inform and support these actions.

What Theory of Change Guides the District and School-Wide Implementation of Classroom Practices?

When leadership teams establish effective and responsive foundational systems of support and provide ongoing training and coaching, educators are more likely to have the knowledge

and skill needed to implement classroom practices effectively and equitably leading to improved student outcomes. This theory of change, depicted in Figure 1, emphasizes the importance of systems of support and changes in implementation by adults.

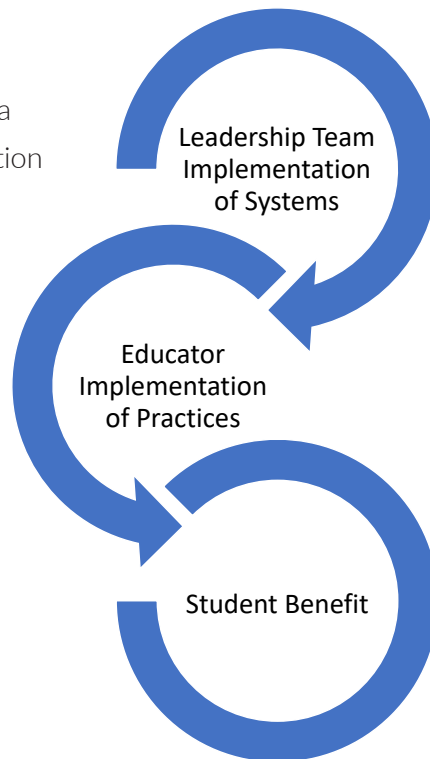
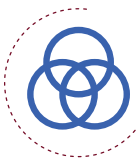


Figure 1. Theory of Change

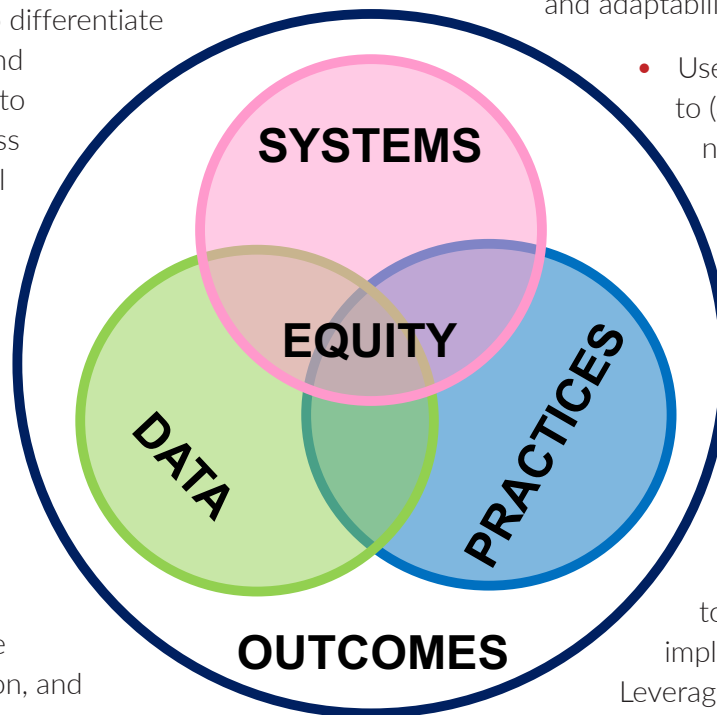


What are the Principles that Guide the Use of Classroom Systems and Data?

The following principles guide the use of systems and data to support and enhance implementation of classroom practices and to maximize contextual and cultural relevance and ultimately student benefit:

- Prioritize **equity**. MTSS is for all students, families, and educators. All means all; in other words, MTSS supports individuals from all ability, race/ethnicity, gender, and sexual orientation groups. Use the MTSS framework to differentiate supports for students and educators, and monitor to promote equitable access and outcomes among all student and educator groups.
- Make student growth and benefit central to all decisions. Student **outcomes** that reflect equitable learning opportunities must be the ultimate criteria for all decisions, including those related to practice selection, implementation, and enhancement.
- Prioritize the most efficient and effective **practices**. Emphasize practices that address identified needs, have supporting evidence, and match the local culture

and context. Promote high-quality implementation across time. Integrate, align, and connect practices within domains: (a) effective environments, instruction, and intervention to support social emotional behavioral (SEB) and academic growth and (b) high leverage academic instruction to support student learning. Most importantly, do a few important and relevant practices well; that is, with a high degree of accuracy, fluency, durability, and adaptability.



- Use **data** to inform decisions to (a) determine which students need which supports (identification); (b) promote effective implementation (fidelity); (c) continue, adjust, or fade supports (progress monitoring); and (d) ensure all students experience benefit (equitable outcomes).
- Invest in **systems** to support high-fidelity implementation across time.

Leverage existing leadership teams to guide planning and implementation, and consider efficient and effective means to support educators' professional learning and wellness within current resources, experience, and expertise.

Figure 2. Guiding Principles



How do we Organize Supports for Educators to Maximize Effectiveness and Efficiency?

Just as we organize practices within a multi-tiered system of support framework to provide a continuum of support for students, we need to do the same for educators. Training and coaching should be organized within a continuum of support to ensure effective, supportive, and differentiated professional development is available to all educators (Simonsen et al., 2014).

- **ALL** educators participate in training and coaching in classroom PBIS practices as part of universal professional development.
- **SOME** educators may need additional support, such as supplemental training and coaching, to implement effectively.
- A **FEW** educators may need intensive and individualized support to achieve full implementation.

Continuum of Multi-tiered Professional Development Support



Figure 3. Continuum of Professional Development Support

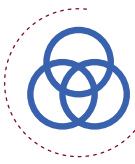


The intensity and precision of training, coaching, and data use increases as we move up the continuum of educator support. Implementation challenges can arise from multiple issues, including a mismatch between the implementer and knowledge of practice, the implementer's personal values/beliefs and the practice, or between practice and policy/priorities and available resources. The following table describes considerations for improving the match between educator need and

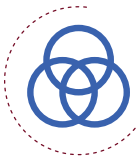
supports provided across the continuum. Specifically, this table provides considerations and examples for the (a) focus of supports (precision), (b) performance expectations, (c) learning application opportunities, (d) amount and frequency of support, (e) resources, (f) adaptive concerns, (g) contextualization, and (h) acknowledgement of implementation for each tier in a continuum of educator support.

Table A. Examples of Differentiating Supports for Educators across the Continuum

Critical Areas for Differentiation <i>What different areas should I consider when differentiating supports?</i>	Universal Support (Tier 1) <i>What broad support is provided universally to all educators to improve classroom PBIS?</i>	Supplemental Support (Tier 2) <i>What factors should I consider when developing strategic supports for classroom PBIS?</i>	Individualized Support (Tier 3) <i>What factors should I consider when developing individualized supports for classroom PBIS implementation?</i>
(a) Focus of Supports (precision)	The school and/or district provides explicit training and coaching on classroom PBIS practices for all educators. Ensure that there is administrative support for classroom PBIS through visibility, policy, and priority	Small groups of educators express interest in or indicate need for increased support. Support is provided by giving additional information or professional development on classroom PBIS and removal of barriers that may interfere (e.g., competing initiatives, access to training/coaching).	Individual educators are identified for specialized support. Individual educators are identified for specialized support using data and or a formal request. Coaches or consultants use data to co-design support plans with educators. Data-informed co-designed support plans may address skills deficits (i.e., educator does not have the requisite skills to implement classroom PBIS) or performance deficits (i.e., educator has the skillset but does not consistently implement the classroom PBIS). This support is also meant to help remove barriers that may interfere with effective classroom PBIS practices (e.g., competing initiatives, access to training/coaching).



Critical Areas for Differentiation <i>What different areas should I consider when differentiating supports?</i>	Universal Support (Tier 1) <i>What broad support is provided universally to all educators to improve classroom PBIS?</i>	Supplemental Support (Tier 2) <i>What factors should I consider when developing strategic supports for classroom PBIS?</i>	Individualized Support (Tier 3) <i>What factors should I consider when developing individualized supports for classroom PBIS implementation?</i>
(b) Performance expectations	Expectations are communicated to all educators to develop a school climate conducive to teaching and learning.	Expectations are re-iterated or revisited with selected educators to further communicate the importance of school climate for their classrooms (e.g., grade level).	Expectations are communicated specifically and clearly to individual teachers about the importance of developing effective classroom environments
(c) Learning application opportunities	Review and practice opportunities provided during training.	Additional opportunities to practice classroom PBIS in a training or classroom setting, with feedback from self, peer, or coach are provided.	Provide additional opportunity to provide practice of classroom PBIS in actual classroom setting with guidance and feedback from a coach.
(d) Amount and frequency of support	Provide high quality training with professional learning community to support implementation	Increased opportunities for coaching as a follow-up to training are available for interested educators.	Provide frequent individual coaching through coaching, video review of recorded session, bug-in-ear coaching, or other practices.
(e) Resources	All educators are provided with basic resources and materials to implement classroom PBIS.	Some educators are offered more time or specialized resources to better address their challenges in implementing classroom PBIS.	Provided resources are specifically matched to the needs of the individual teacher based on skills, priorities, adaptive and technical concerns.
(f) Adaptive concerns	Alignment of why classroom PBIS is important for the students within the school/ district and how this aligns with educator philosophy/ beliefs.	Alignment of why classroom PBIS is important for the students learning within the classroom and how this aligns with educator philosophy/ beliefs.	Specific alignment of why classroom PBIS is important for the individual teacher and outcomes for students within the classroom and how this aligns with educator philosophy/ beliefs.



Critical Areas for Differentiation <i>What different areas should I consider when differentiating supports?</i>	Universal Support (Tier 1) <i>What broad support is provided universally to all educators to improve classroom PBIS?</i>	Supplemental Support (Tier 2) <i>What factors should I consider when developing strategic supports for classroom PBIS?</i>	Individualized Support (Tier 3) <i>What factors should I consider when developing individualized supports for classroom PBIS implementation?</i>
(g) Contextualization	Problem-solving and professional development examples are broad and cover the general case scenarios (what typically occurs in the classroom of all educators).	Problem-solving and professional development examples focus on the challenges faced by a smaller group of teachers within the school in implementing classroom PBIS practices (what typically occurs in classroom of the small group of educators).	Problem-solving and professional development examples are specific to the individual educator's classroom setting.
(h) Acknowledgement of implementation	All educators are acknowledged for developing positive and proactive classroom environments.	Selected or participating educators are acknowledged with greater frequency for implementing classroom PBIS practices.	Individual educators are acknowledged at high rates for implementing specific classroom PBIS practices.



User Guide

What Does this Guide Include?

This guide combines (a) guidance for developing systems to support educator use of evidence-based classroom PBIS practices with (b) guidance on how to use relevant data to inform district and school leadership team decision-making about implementation supports. The foundational logic for this guide is derived from guidance in both implementation and improvement science. Footnotes provide research citations that support each system or data “step.”

How Is this Guide Organized?

There are three main parts to this guide.

- 1. Steps to Support and Respond to Educators' Implementation Needs.** The Steps to Support and Respond to Educators' Implementation Needs (Figure 4) is a graphic organizer to guide the development of systems and use of data to support educators' implementation needs and provides hyperlinks to tables that describe each step.
- 2. Critical Feature Tables.** For each step, the corresponding table describes critical features, provides examples (at both district and school level) and non-examples, and shares links to free resources to support implementation.
- 3. Self-Assessment and Action Plan.** The self-assessment provides an opportunity for leadership teams to consider implementation of each step and guides them back to the tables that will be most useful. The corresponding action plan provides a template for district and school leadership teams to identify priority steps and document action steps to support implementation. The guide concludes with references and a complete list of included hyperlinks.

What Does this Guide not Include?

This guide is not a replacement for more comprehensive information relative to effective classroom practices accompanied by on-going professional development and does not provide in-depth knowledge or research about each topic. This guide does not include descriptions or examples of specific evidence-based classroom practices as those are included in the practices guide: [Supporting and Responding to Students' Social, Emotional, and Behavioral Needs](#).³

What Terms Should I Know?

This guide describes and defines development of effective systems and use of data for monitoring in detail, but there are a few basic terms that will make it easier to follow:

- **Educators** refers to any and all adults within the school building regardless of their role. This includes administrators, content/grade-level teachers, specialists/related service providers, paraprofessionals, as well as clerical, custodial, transportation, supervisory or other staff that engage with students in any capacity.
- **Social, emotional, and behavioral (SEB)** describes three inter-related concepts: how students interact (social), feel (emotional), and act (behavioral) that are critical components of overall wellbeing (Chafouleas, 2020) and mental health (CDC, 2020).
- **Classroom PBIS** is a comprehensive term used to describe the interconnected positive, proactive practices educators use to support and respond to students' SEB needs and the use of systems and data to support implementation and equitable outcomes.



- **Context** refers to the physical, instructional, social, situational, or other circumstances that are present when (a) students use SEB or academic skills and/or (b) contextually (in)appropriate behaviors occur.
- **Contextual fit** refers to practices that are aligned with the values, philosophy, pedagogy of local educators and the developmental age and learning history of students.
- **Fidelity of implementation** describes the extent to which practices are implemented as intended.
- **Wellness** is a multidimensional construct associated with the (a) absence of stress, burnout, and health concerns and (b) presence of wellness indicators, including positive interactions, coping strategies, balance among life domains, self-efficacy, and contributing to one's community (e.g., Hascher & Waber, 2021; Herman et al., 2021; World Health Organization, 2022).
- **Action plan** is a detailed plan that outlines the necessary steps to achieve goals or outcomes. Action plans include what needs to happen, who will complete it, and the expected completion date.

Where Do I Start?

The Steps to Support and Respond to Educators' Implementation Needs ([Figure 4](#)) provides an organizational layout of the document, and the corresponding tables provide details about each recommended step:

1. Establish foundations to support Classroom PBIS implementation ([Table 1](#))
2. Explicitly teach and coach ([Table 2](#))
3. Monitor systems implementation and use continuous improvement process ([Table 3](#))
4. Monitor educator implementation and use continuous improvement process ([Table 4](#))
5. Monitor equitable student benefit and use continuous improvement process ([Table 5](#))

At each step, leadership teams use data to continuously monitor implementation and inform adjustments of previous steps, as depicted by the arrows at the bottom of the [Figure 4](#).

After reviewing the guide, school and district leadership teams may [complete the self-assessment](#) to consider current implementation of systems and data use to support educator implementation of classroom practices. The self-assessment helps to focus implementation efforts, and includes hyperlinks to content that will be most useful to respond to each item. After completing the self-assessment, school and district leadership teams can identify areas in need of strengthening and of high priority. Then, they can develop an action plan to support implementation.

Figure 4. Steps to Support and Respond to Educators' Implementation Needs

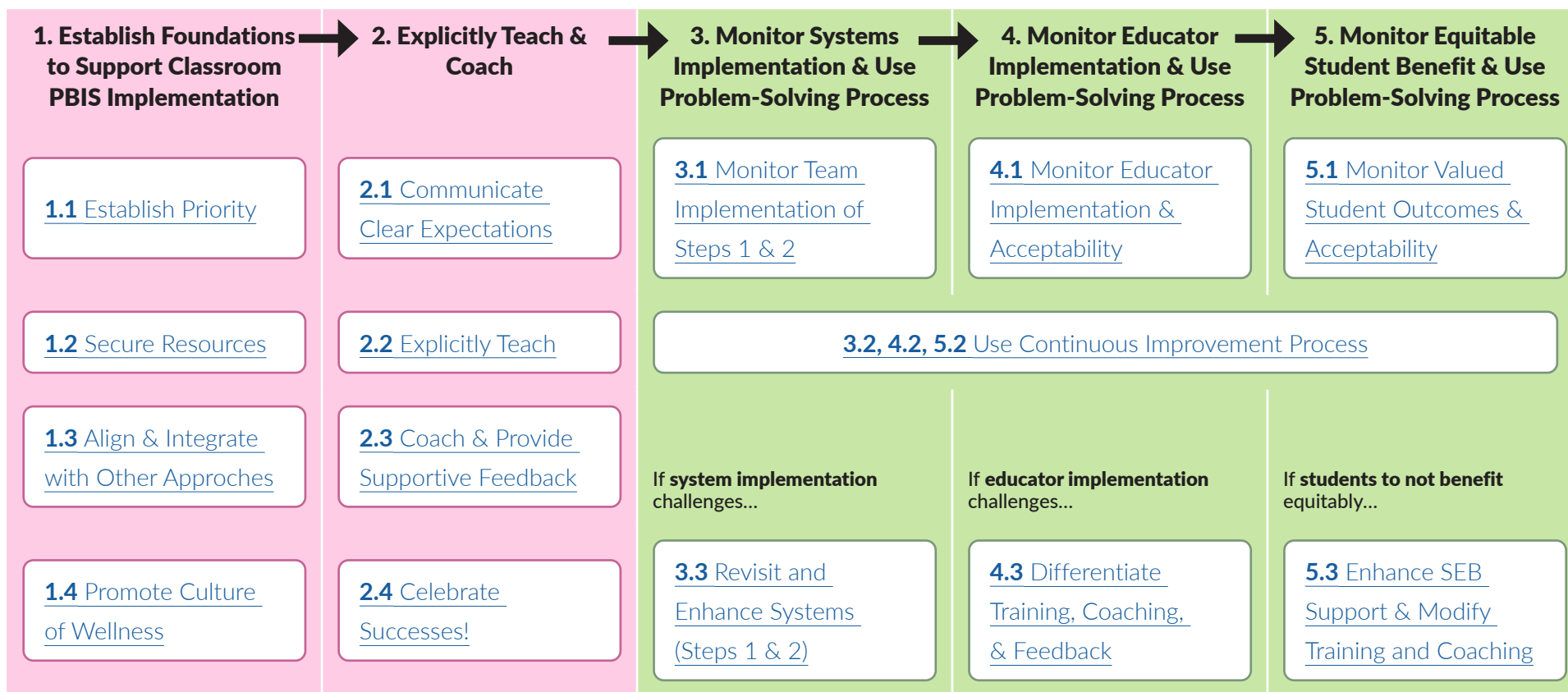


Table 1. Matrix of Steps to Establish Foundations to Support Classroom PBIS Implementation

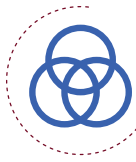
1.1 COLLABORATIVELY ESTABLISH PRIORITY Classroom PBIS is more likely to be sustained with fidelity and students are more likely to benefit when administrative teams clearly communicate and prioritize classroom implementation and educators are actively involved in the development process.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> District and school leaders jointly communicate a clear and ongoing priority for classroom PBIS implementation to educators. 	<ul style="list-style-type: none"> Classroom PBIS implementation is documented as one of the top 3–5 building goals. Educators throughout the building can articulate the purpose of implementing classroom PBIS. School-based coaches and/or leaders are aware, promote, and support consistent implementation of classroom PBIS practices along with academic instructional practices. 	<ul style="list-style-type: none"> The classroom is recognized as a critical learning environment and the use of effective SEB practices is embedded into strategic planning, evaluation protocols, orientation procedures, and professional development planning. Educators are routinely recognized for demonstrated improvement in classroom PBIS practice implementation. 	Do not... <ul style="list-style-type: none"> Identify more than 5 top priorities or not include classroom implementation as a top priority Identify strategies that lack evidence of effectiveness or that are not identified through class, school, or district data. Focus on too many classroom skills at one time Fail to effectively communicate defined priorities among all educators. Provide training on technical components of practices without connecting to “why” classroom PBIS is important to the values of the school and district. 	<ul style="list-style-type: none"> PBIS Implementation Blueprint⁴ District Systems Fidelity Inventory⁵ PBIS Tiered Fidelity Inventory⁶ Integrated Tiered Fidelity Inventory Companion Guide⁷
<ul style="list-style-type: none"> District and school leaders use data to demonstrate the need for effective implementation of classroom PBIS. 	<ul style="list-style-type: none"> Aggregated school-wide data (e.g., average rates of specific praise provided) is frequently gathered and shown to educators. 	<ul style="list-style-type: none"> Aggregated classroom PBIS data is reviewed regularly to inform decision-making about professional development needs throughout the district. 	Do not... <ul style="list-style-type: none"> Fail to regularly share data demonstrating the need for classroom PBIS. 	

* Coffey and Horner (2012); Fixsen et al. (2005); Simonsen et al. (2008)

Table 1. Matrix of Steps to Establish Foundations to Support Classroom PBIS Implementation *continued*

1.2 SECURE RESOURCES Adequate resources such as allocation of time, ongoing training support, and funding are key facilitators of sustained implementation.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> School and district resources (e.g., time, coaching expertise, funding) are available to support classroom PBIS implementation. 	<ul style="list-style-type: none"> Educators have time and resources dedicated to supporting classroom PBIS implementation (e.g., golf counters are provided for self-monitoring, classroom coverage is provided for peers to observe one another). A portion of full faculty meetings, grade level team meetings, professional learning community, and/or department meeting time is designated for explicit training in, discussion of, and problem-solving around classroom PBIS. A multi-tiered system of support is available for educators and students with clearly established protocols for accessing targeted and/or individualized support when needed. 	<ul style="list-style-type: none"> A range of district-wide professional development opportunities exists for educators to strengthen their classroom PBIS practices through book groups, communities of practice, continuing education workshops, etc. Budget allocations have been identified to support classroom PBIS implementation at school and/or district levels. 	<p>Do not...</p> <ul style="list-style-type: none"> Provide coaches only for feedback about academic instructional strategies. Wait until implementation problems develop before providing support for educators. 	<ul style="list-style-type: none"> Classroom Practices⁸ Using Behavior Data to Inform Decisions⁹ How School Teams Use Data to Make Effective Decisions: Team-Initiated Problem Solving (TIPS)¹⁰

* Cook et al. (2019); Fox et al. (2022); Pinkelman et al. (2015)



1.2 SECURE RESOURCES

Adequate resources such as allocation of time, ongoing training support, and funding are key facilitators of sustained implementation.*

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none">Time is provided for classroom PBIS data collection and analysis.	<ul style="list-style-type: none">Time is allotted for coaches and peers to observe instructional periods to support implementation, collect data, and provide performance feedback.Time is dedicated to celebrate and problem-solve around regularly shared classroom PBIS fidelity and outcome data (e.g., increased instructional time, fewer disruptions, improved achievement data).	<ul style="list-style-type: none">A district-wide leadership team reviews aggregated classroom PBIS data by relevant groupings (e.g., years of experience, grade level/department, race/ethnicity, gender identity) to identify trends and provide support as needed	<p>Do not...</p> <ul style="list-style-type: none">Wait until the schedule is complete to allocate time during meetings for sharing of data.Fail to specifically designate and protect time for data-based conversations about classroom PBIS.	

Table 1. Matrix of Steps to Establish Foundations to Support Classroom PBIS Implementation *continued*

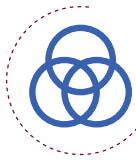
1.3 ALIGN AND INTEGRATE WITH OTHER INITIATIVES Aligning and/or removing competing initiatives enhances implementers' capacity to prioritize new initiatives and reduces initiative overload.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> School and district teams have considered alignment and integration of classroom PBIS with other district priorities, needs, and SEB initiatives. 	<ul style="list-style-type: none"> As new initiatives, programs, or priorities are established, educators receive guidance on how to integrate classroom PBIS practices (e.g., incorporating SEL program language into classroom teaching matrix). 	<ul style="list-style-type: none"> A district-wide leadership team inventories existing initiatives/programs to consider how new initiatives/programs complement, compete, or replace existing ones, including classroom PBIS. Barriers (competing initiatives, access to training/coaching) that may interfere with effective classroom PBIS implementation are addressed and adjusted. 	<p>Do not...</p> <ul style="list-style-type: none"> Assume that classroom educators know how to and will integrate classroom PBIS practices into new initiatives, programs, and priorities. 	<ul style="list-style-type: none"> Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts¹¹ Effective Instruction as a Protective Factor¹² PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches¹³ Examples of Engaging Instruction to Increase Equity in Education¹⁴
<ul style="list-style-type: none"> Implementation of classroom PBIS is connected to academic instructional practices. Classroom PBIS strategies are adapted to ensure classroom contextual fit. 	<ul style="list-style-type: none"> Educators are taught, prompted, and encouraged to incorporate classroom PBIS practices (e.g., specific feedback, frequent opportunities to respond) into their lesson planning. School leaders expect educators to engage students and families in the development of classroom PBIS features (e.g., teaching matrix, acknowledgement system). 	<ul style="list-style-type: none"> Classroom PBIS practices are embedded into training for new curricula. Educators can access the necessary support to reduce barriers that may exist around communicating with diverse families (e.g., translators, interpreters, community outreach organizations). 	<p>Do not...</p> <ul style="list-style-type: none"> Teach academic instructional practices in isolation – connect to PBIS framework Develop classroom PBIS features without opportunities to co-construct or gain input from students and families. 	<ul style="list-style-type: none"> Integrating and Aligning PBIS with Other Initiatives¹⁵

* Cook et al. (2019)

Table 1. Matrix of Steps to Establish Foundations to Support Classroom PBIS Implementation *continued*

1.4 PROMOTE CULTURE OF WELLNESS Challenges with supporting students' SEB needs consistently contributes to educator stress, burnout, and attrition, and reductions in stress and burnout can improve educator use of evidence-based practices.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Wellness for all is promoted by focusing on universal prevention, including identifying classroom PBIS implementation as a protective factor. 	<ul style="list-style-type: none"> Explicitly communicate and promote the connection between student SEB growth and improved educator efficacy and reduced educator burnout and stress. Prioritize and encourage healthy habits connected to wellness (e.g., protecting lunch breaks, engaging in movement activities, practicing calming routines). Time and space are provided for educators to debrief and/or regroup after challenging situations. 	<ul style="list-style-type: none"> Include health and wellness in district mission and vision statements. Establish systems to support wellness needs of educators and students (e.g., routine prompting of Employee Assistance Program opportunities, regularly sharing community health and wellness supports with families). Develop policies to ensure work-free lunch breaks, reasonable workloads, and equitable educator assignments. 	Do not... <ul style="list-style-type: none"> Expect educators to regularly participate in work-related activities beyond their workday. Continuously increase workplace demands without current responsibilities being removed or adjusted. 	<ul style="list-style-type: none"> Building a Culture of Staff Wellness Through MTSS¹⁶ Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide¹⁷ Using PBIS To Build a Culture of Wellness for All Family Engagement – Online Technical Assistance Package¹⁸

* Cook et al. (2017); Harrell et al. (2014); Herman et al. (2021); Ingersoll and Smith (2003); Larson et al. (2021); Zabel and Zabel (2002)



1.4 PROMOTE CULTURE OF WELLNESS

Challenges with supporting students' SEB needs consistently contributes to educator stress, burnout, and attrition, and reductions in stress and burnout can improve educator use of evidence-based practices.*

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none">Educators, students, and families are welcomed and encouraged to be active members of district and school-level teams.	<ul style="list-style-type: none">School leadership teams include a representative group of educators, students, and families. Each member has opportunities to share perspectives, be included in decision-making, and experience a sense of being valued.	<ul style="list-style-type: none">The district leadership teams include a representative group of educators, students, and families. Each member has opportunities to share perspectives, be included in decision-making, and experience a sense of being valued.	<p>Do not...</p> <ul style="list-style-type: none">Fail to welcome, seek out, and consider the voice and input of educators, students, and families in school and/or district level decision-making.	
<ul style="list-style-type: none">Health and wellness needs are determined by gathering and reviewing relevant data.	<ul style="list-style-type: none">The school leadership team administers surveys (e.g., School Climate Survey Suite,¹⁹ Professional Quality of Life²⁰) to assess educator, student, and family perceptions of school and classroom climates. The team uses data to identify support needs.	<ul style="list-style-type: none">District uses employee satisfaction data from surveys, representative focus groups, and educators' attendance data to identify and adopt health and wellness support needs.	<p>Do not...</p> <ul style="list-style-type: none">Ignore health and wellness needs of educators and students' decision-making or policy development.	

Table 2: Matrix of Steps to Explicitly Teach and Coach to Support Classroom PBIS Implementation

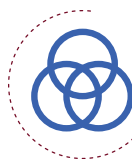
2.1 COMMUNICATE CLEAR EXPECTATIONS Establishing explicit expectations and bidirectional communication when building a coaching relationship supports the development of a learning community and allows for reflective conversations.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Desired implementation outcomes and expectations are clearly communicated to all faculty. 	<ul style="list-style-type: none"> Professional development plans reflect the prioritized or targeted classroom practices such as those referenced in Supporting and Responding to Students' Social, Emotional, and Behavioral Needs,²¹ and is aligned to district plan. 	<ul style="list-style-type: none"> Strategic plan and professional development plans reflect the prioritized practices. 	Do not... <ul style="list-style-type: none"> Forget to communicate expectations or reflect them in the strategic plan. Fail to align teacher evaluation practices with targeted practices supported through the system of professional development. 	<ul style="list-style-type: none"> PBIS Implementation Blueprint²² Returning to School: Staff PD Days Agenda Template²³
<ul style="list-style-type: none"> System of support (formal and informal) is clearly defined and communicated to educators (e.g., educators know how to access non-evaluative support). 	<ul style="list-style-type: none"> Schools may organize support resources (e.g., training, coaching, collaborative planning time) using an MTSS to organize resource allocation for ALL, SOME, and a FEW educators. 	<ul style="list-style-type: none"> Districts may organize support resources (e.g., training, coaching, collaborative planning time) using an MTSS framework to organize resource allocation for ALL, SOME, and a FEW schools. 	Do not... <ul style="list-style-type: none"> Only utilize informal plans of support. 	<ul style="list-style-type: none"> Learning Forward Professional Learning Standards²⁴ PBIS Forum 2021: Getting Started: Establishing Systems of Support²⁵ Multi-Tiered System of Supports (MTSS) in the Classroom²⁶
<ul style="list-style-type: none"> Clarify coaching role, process, and relationship; collaborative, non-evaluative, confidential, and bidirectional communication. 	<ul style="list-style-type: none"> Clearly defined roles and responsibilities of coaches and other external supports are aligned to district expectations and communicated to educators. 	<ul style="list-style-type: none"> Support external to schools (e.g., district coaches) is centralized through central office and roles and responsibilities are clearly defined and communicated. 	Do not... <ul style="list-style-type: none"> Provide district coaches without consistently defined roles and responsibilities across schools 	<ul style="list-style-type: none"> Classroom Check-Up Teacher Interview: Getting to Know You Interview Guide²⁷ The Classroom Check-Up: Values Card Sort²⁸ Coaching Starts with Collaborative Partnerships²⁹

* Allen and Penuel (2015); Hoffman et al. (2015); Nguyen (2009); Stanulis and Russell (2000)

Table 2: Matrix of Steps to Explicitly Teach and Coach to Support Classroom PBIS Implementation *continued*

2.2 EXPLICITLY TEACH Implementation with fidelity is more likely when professional development is job embedded, engaging, and sustained over time, and provides opportunities for peer collaboration and regular self-assessment.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> PD clearly defines critical features of classroom PBIS practices as defined in the Supporting and Responding to Students' Social, Emotional, Behavioral Needs,³⁰ and provides a rationale for each. 	<ul style="list-style-type: none"> Use mini-modules as part of flipped learning for educators. Educators review modules in advance of interactive PD with others to practice and plan for implementation of practices. 	<ul style="list-style-type: none"> District PD educators create brief mini-modules to provide critical features and rationale to use across schools to support consistency with understanding and efficient use of professional development resources. 	Do not... <ul style="list-style-type: none"> Provide training that consists of theory and discussion alone. Assume educators will discover new practices on their own. 	<ul style="list-style-type: none"> Learning Forward Standards for Professional Learning³¹ Training and Professional Development Blueprint for PBIS³² Instructional Coaching: Professional Development Strategies that Improve Instruction³³ Coaching – anytime, from anywhere – empowers teachers³⁴
<ul style="list-style-type: none"> PD sessions consistently include model, lead & test components. 	<ul style="list-style-type: none"> An overview of specific classroom PBIS skills and a rationale for their use is provided by support personnel (e.g., coach, leadership team, lead teachers). Educators create a plan for using targeted skills in their classrooms and practice skills together. Educators engage in data collection on implementation of practices. 	<ul style="list-style-type: none"> Allocation of resources to invest in coaching. Use an inventory/map to identify existing coaches and align the work to provide consistent support to school educators. 	Do not... <ul style="list-style-type: none"> Provide only a full day training on classroom practices. Only describe practices theoretically. Provide professional development without opportunities to practice or receive feedback. 	

* Borgmeier et al. (2016); Curry and Killion (2009); Darling-Hammond et al. (2017); Darling-Hammond et al. (2009); Desimone et al. (2002); Goddard et al. (2007); Graham (2007); Trivette et al. (2009)

**2.2 EXPLICITLY TEACH**

Implementation with fidelity is more likely when professional development is job embedded, engaging, and sustained over time, and provides opportunities for peer collaboration and regular self-assessment.*

Critical Features

What does this step look like?

- PD is targeted, data- driven, on-going, job embedded, connected with identified practices, and systemic supports.

School Examples

What does this step look like in my school?

- School leadership team regularly facilitates brief 10–15 min PD on targeted strategy as a part of faculty or smaller grade level/ department meetings. Targeted strategy is directly linked to school need using data. Leadership teams plan for follow up supports to improve implementation of classroom practices.
- Professional development sessions are delivered and followed up on in a variety of instructional contexts including, all educators, grade level teams, Professional Learning Communities, on-demand resources (e.g., voice over power points; webinars), book studies, observations in other classrooms, or content/ department areas.

District Examples

What does this step look like in my district?

- District professional development calendar reflects expectations and resources to support on-going support (e.g., time allocated on professional development calendar specific to classroom PBIS, coverage for educators to engage in on-going professional development as necessary).

Non-Examples

What should I avoid when implementing this step?

Do not...

- Provide only a series of short-term, unrelated workshops that fail to address the specific needs of the classrooms in the school.
- Provide no follow up or implementation guidance.
- Provide one or more workshops on a relevant topic but with no follow up support.

Resources

Where can I find additional resources?

Table 2: Matrix of Steps to Explicitly Teach and Coach to Support Classroom PBIS Implementation *continued*

2.3 OFFER COACHING THAT INCLUDES SUPPORTIVE FEEDBACK Training followed by on-going coaching and performance data based constructive feedback including structured peer or self-managed support leads to improved individual implementation and sustainability across time.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Provide educators preferred ways to prompt and remind to use targeted strategies, with prompts delivered by coaches, peers, self, or technology. 	<ul style="list-style-type: none"> Coach engages in partnership with educators to provide supportive data informed prompts and feedback. Teachers create strategies to prompt themselves (e.g., program alarm on phone, use app like Be+ to prompt). 	<ul style="list-style-type: none"> District provides an aligned approach to coaching that includes supportive data-informed prompts and feedback. 	Do not... <ul style="list-style-type: none"> Provide only a series of short-term, unrelated workshops that fail to address the specific needs of the classrooms in the school. 	<ul style="list-style-type: none"> Implementation Checklist Outcomes Worksheet, Blank³⁵ NCPMIS Coaching Tools³⁶ Be+ App³⁷
<ul style="list-style-type: none"> Provide educators preferred ways to deliver supportive data-based feedback and suggestions for improving implementation. 	<ul style="list-style-type: none"> A coach works with a grade level PLC to build coaching capacity of team members to support one another with implementation (e.g., data-informed feedback, use of open-ended questions). Provides side-by-side coaching or in vivo feedback during an identified classroom routines or lessons. 	<ul style="list-style-type: none"> District invests in resources to make data-collection and analysis on implementation fidelity and impact readily available. District provides resources (e.g., personnel, technology) to enable the practice of data-based feedback. 	Do not... <ul style="list-style-type: none"> Use data in an evaluative or punitive fashion. Provide feedback that is delayed or not clear in pointing out desired performance regarding the practices. 	<ul style="list-style-type: none"> NIRN Coaching Service Delivery Plan³⁸ Reflection & Tips: Check-Up Meeting – Feedback³⁹ The Classroom Check-up (CCU) resource center⁴⁰ Instructional Coaching: Professional Development Strategies that Improve Instruction⁴¹

* Abbott et al. (1998); Adelman and Taylor (2007); Allinder et al. (2000); Annenberg Institute for School Reform (2004); Bill & Melinda Gates Foundation (2005); Borgmeier et al. (2016); Browder et al. (1986); Codding et al. (2008); Fixsen et al. (2005); Jeffrey et al. (2009); Joyce and Showers (2002); Keller et al. (2005); Noell et al. (1997); Noell et al. (2005); Oliver and Reschly (2007); Reinke et al. (2007); Reinke et al. (2014); Simonsen et al. (2010); Smeele et al. (1999); Stokes and Baer (1977); Sugai and Horner (2006); Sutherland and Wehby (2001); Workman et al. (1982)

**2.3 OFFER COACHING THAT INCLUDES SUPPORTIVE FEEDBACK**

Training followed by on-going coaching and performance data based constructive feedback including structured peer or self-managed support leads to improved individual implementation and sustainability across time.*

Critical Features

What does this step look like?

- Prompts and supportive feedback may be delivered by internal or external coach, mentor, peer, or self.

School Examples

What does this step look like in my school?

Internal or External Coach or Mentor

- School or district coach sends regular reminders to educators of the critical features of classroom PBIS strategies, conducts walk through observations of educators, and provides specific and supportive feedback.
- Mentors assigned to support educators provide reminders of the critical features of classroom PBIS strategies, collect data on the use of each skill, and provide supportive data-based feedback.

District Examples

What does this step look like in my district?

Internal or External Coach or Mentor

- District supports internal and external coaches and mentors with PD on effective coaching approach and targeted practice content to support consistency.

Non-Examples

What should I avoid when implementing this step?

Internal or External Coach or Mentor

Do not...

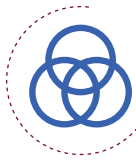
- Provide mentoring or coaching conversations that do not include specific classroom PBIS strategies or guided by data.
- Share data with peers or administrators or use for evaluative purposes.

Resources

Where can I find additional resources?

Internal or External Coach or Mentor

- [Mid-Atlantic Classroom Coaching Guide](#)⁴²
- [Florida PBIS Resources: Classroom Coaching Guide](#)⁴³

**2.3 OFFER COACHING THAT INCLUDES SUPPORTIVE FEEDBACK**

Training followed by on-going coaching and performance data based constructive feedback including structured peer or self-managed support leads to improved individual implementation and sustainability across time.*

Critical Features

What does this step look like?

School Examples

What does this step look like in my school?

District Examples

What does this step look like in my district?

Non-Examples

What should I avoid when implementing this step?

Resources

Where can I find additional resources?

Peer

- Professional Learning Communities established within grade level or department teams focus on strategies targeted for improvement; team members review critical features of targeted practice and provide feedback and implementation support to each other.
- Pairs of educators work together reminding one another of the critical features of each skill, provide practice opportunities, and observational feedback (i.e., peer coaching).
- Educators commit to being a dedicated coach for at least one strategy and a dedicated learner of a new strategy..

Peer

- District provides clear expectations, guidance, and resources to support use of grade level and department team time to focus on targeted practices.

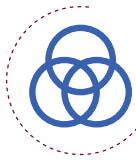
Peer

Do not...

- Hold meetings without a clear structure (e.g., not using data to select targeted skills or guide conversations); or without trust among members.
- Hold meetings where focus becomes student-specific rather than educator skills focused.

Peer

- [The Evolution of Peer Coaching](#)⁴⁴
- [How to Plan and Implement a Peer Coaching Program](#)⁴⁵

**2.3 OFFER COACHING THAT INCLUDES SUPPORTIVE FEEDBACK**

Training followed by on-going coaching and performance data based constructive feedback including structured peer or self-managed support leads to improved individual implementation and sustainability across time.*

Critical Features

What does this step look like?

School Examples

What does this step look like in my school?

District Examples

What does this step look like in my district?

Non-Examples

What should I avoid when implementing this step?

Resources

Where can I find additional resources?

Self

- Educators are provided with explicit instruction in one or more specific classroom management strategies. Educators set a goal for improvement and are provided with a tool for data collection and evaluation.
- Educators self-reinforce when they meet their goal.

Self

- District provides clear expectations, guidance, and resources to support self-assessment or self-reflection as part of feedback.

Self

Do not...

- Ask educators to self-manage without clearly understanding the targeted strategy or data collection component.

Self

- [NEPBIS Self-Management Data Collection Tool](#)⁴⁶
- [NEPBIS Training Scripts for Classroom Management Skills](#)⁴⁷

Table 2: Matrix of Steps to Explicitly Teach and Coach to Support Classroom PBIS Implementation *continued*

2.4 CELEBRATE SUCCESS

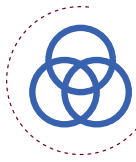
Celebrating educators for their implementation efforts increases morale and self-esteem* and predicts overall perceptions of organizational effectiveness, job satisfaction, and lower stress.† Recognition systems that are aligned to clear standards, available to all, timely and responsive to educator preferences are most effective.‡

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Formal educator acknowledgment systems are defined and taught. 	<ul style="list-style-type: none"> School leadership uses a variety of strategies to celebrate fulfillment of expectations and these range from simple and frequent to more complex and occasional. <ul style="list-style-type: none"> Educators recognize each other for their hard work and efforts implementing classroom practices. School leadership shares data during educator meeting to celebrate progress and improvement of implementation efforts and student outcomes. Educator recognition lunches 	<ul style="list-style-type: none"> District leadership supports the celebration of educator implementation efforts by allocating resources and establishing policies that allow consistent use of such practices. 	<p>Do not...</p> <ul style="list-style-type: none"> Provide recognition to only some educators or fail to include recognition of classroom PBIS implementation in larger recognition system. 	<ul style="list-style-type: none"> Florida PBIS: Reward Systems⁴⁸ Culturally Responsive Field Guide⁴⁹ Introduction: Praise Preference Assessment Part 1⁵⁰ Reinforcements for Staff (pg. 48–59)⁵¹

* Rosen (1991); Tessema et al. (2013)

† Browne (2000)

‡ Gion et al. (2022); Rathi and Rastogi (2008); Tessema et al. (2013)



2.4 CELEBRATE SUCCESS

Celebrating educators for their implementation efforts increases morale and self-esteem* and predicts overall perceptions of organizational effectiveness, job satisfaction, and lower stress.† Recognition systems that are aligned to clear standards, available to all, timely and responsive to educator preferences are most effective.‡

Critical Features

What does this step look like?

- Acknowledgment or celebration systems are differentiated and implemented in a culturally responsive manner.

School Examples

What does this step look like in my school?

- School leaders establish a clear criteria of educator expectations, practices, and implementation efforts to be acknowledge or celebrated.
- Educators have the opportunity to provide input as to what reinforcers are most motivating and appreciated by them.
 - Praise preference assessments.
 - “Get to know you” activities to inform celebration or acknowledgments to be used.

District Examples

What does this step look like in my district?

- District leadership establishes two-way communication systems with schools to ensure that policies and practices clearly define expectations and efforts to be celebrated, as well as support educator preferences for acknowledgement (e.g., early leave on a Friday afternoon with administration covering class).

Non-Examples

What should I avoid when implementing this step?

Do not...

- Implement ambiguous or inconsistent educator recognition systems.

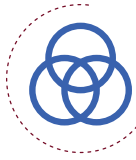
Resources

Where can I find additional resources?

Table 3: Matrix of Steps to Monitor Systems Implementation and Use Continuous Improvement Process to Support Classroom PBIS Implementation

3.1 MONITOR TEAM IMPLEMENTATION OF SYSTEMS STEPS 1 AND 2 Ensure systems features are implemented with fidelity and consistently prior to evaluating educator implementation.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Monitor the process and outcomes associated with foundational steps (1.1 - 1.4), including actively engaging representative educators in collaborative decision making: <ul style="list-style-type: none"> Review meeting agendas, minutes, and action plans for evidence of collaborative decision making. Review school/district goals for evidence of priority and alignment. Examine personnel climate survey data. 	<ul style="list-style-type: none"> School team uses a formal meeting agenda and action plan to plan foundational steps and includes opportunity for debrief and feedback on process and outcomes. School improvement plan includes supporting educators' professional growth as a top 5 priority with clear goal statements. School reviews aggregate educators' responses on Georgia School Personnel Survey (e.g., indicators of wellness). 	<ul style="list-style-type: none"> District action plan, improvement plan, and/or strategic plan identifies supporting educators' professional growth with a clear goal statement. District contact communicates regularly with school team and solicits data about progress toward goal and climate survey. District reviews the allocation of resources to ensure the school team has protected time for meetings. 	Do not... <ul style="list-style-type: none"> Tell educators what the priorities are verbally without any supporting documentation or link to priority. Develop new goals and priorities that are inconsistent throughout the year. Discuss issues without developing corresponding action plan items. Communicate or engage infrequently or inconsistently with school teams. 	<p>Effective Team Meetings, Planning, & Collaborative Decision Making</p> <ul style="list-style-type: none"> TIPS Meeting Agenda⁵² TIPS Fidelity Checklist⁵³ <p>Climate Surveys</p> <ul style="list-style-type: none"> School Climate Survey Suite⁵⁴ National School Climate Survey Compendium⁵⁵ <p>Educator Wellness Resources</p> <ul style="list-style-type: none"> Building a Culture of Staff Wellness through MTSS⁵⁶ <p>Blueprints</p> <ul style="list-style-type: none"> Training and PD Blueprint for PBIS⁵⁷ (includes PBIS Trainer/Coach Assessment) PBIS Evaluation Blueprint⁵⁸ Coaches' Self-Assessment⁵⁹ <p>Coaching Resources</p> <ul style="list-style-type: none"> PBIS.org Coaching⁶⁰

* Horner et al. (2018); Newton et al. (2012); Splett et al. (2017); Todd et al. (2011); Wilkinson et al. (2020)



3.1 MONITOR TEAM IMPLEMENTATION OF SYSTEMS STEPS 1 AND 2

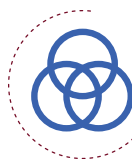
Ensure systems features are implemented with fidelity and consistently prior to evaluating educator implementation.*

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none">• Monitor fidelity of training and coaching (steps 2.1 - 2.4):<ul style="list-style-type: none">• Assess the extent to which training was delivered as intended.• Assess the fidelity of coaching functions.• Monitor nature and distribution of educator recognition or celebration efforts.	<ul style="list-style-type: none">• School team representative attends 3–4 trainings to evaluate training delivery.• School team reviews data from the PBIS Trainer/Coach Assessment and Coaches Self-Assessment.• School team reviews frequency and equitable distribution of educator recognition and/or celebration efforts at least quarterly.	<ul style="list-style-type: none">• District representative attends 1–2 trainings to evaluate training delivery.• District reviews data from the PBIS Trainer/Coach Assessment and Coaches Self-Assessment.• District formally acknowledges educator recognition or celebration efforts.	<p>Do not...</p> <ul style="list-style-type: none">• Allow trainers/coaches to develop their own trainings without team collaboration.• Hold team meetings without adequate school and district team member attendance.• Provide recognition once per year or only to some educators.	

Table 3: Matrix of Steps to Monitor Systems Implementation and Use Continuous Improvement Process to Support Classroom PBIS Implementation *continued*

3.2, 4.2, 5.2 USE CONTINUOUS IMPROVEMENT PROCESS Use of a defined data based continuous improvement process effectively supports high fidelity implementation and meaningful student outcomes.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Use data to evaluate strengths and identify areas of need. 	<ul style="list-style-type: none"> Complete a school-level fidelity tool and analyze results. State area of need in terms of who, what, why, when, and where (precision problem statement). 	<ul style="list-style-type: none"> Complete a district-level fidelity tool and analyze results. State area of need in terms of who, what, why, when, and where (precision problem statement). 	Do not... <ul style="list-style-type: none"> Determine priorities based on anecdotes, opinions, and/or fads. State area of need generally without data and also not defining areas of strengths or needs. 	<ul style="list-style-type: none"> NIRN: Improvement Cycles Module⁶¹ Tiered Decision Guidelines for Social, Behavioral, and Academic Behavior: Guidance for Establishing Data-Based Teams Across the Tiers⁶² Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation⁶³ How School Teams Use Data to Make Effective Decisions: Team-Initiated Problem Solving (TIPS)⁶⁴ Essential Coaching Skills to Support District & School Teams using Data-based Problem-solving⁶⁵

* Gómez et al. (2015); Hannan, et al. (2015); Langley et al. (2009); Tichnor-Wagner et al. (2017)



3.2, 4.2, 5.2 USE CONTINUOUS IMPROVEMENT PROCESS

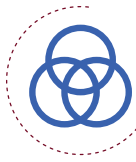
Use of a defined data based continuous improvement process effectively supports high fidelity implementation and meaningful student outcomes.*

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> For the prioritized area of need, identify current barriers, identify a possible solution, set a specific outcome goal, and develop an action plan. 	<ul style="list-style-type: none"> Identify a solution that aligns with the precision problem statement, including strategies for prevention, teaching, reinforcement, and correction, as needed. Develop an action plan with input from school-based educators, students, and families; then share the action plan with the broader school community. 	<ul style="list-style-type: none"> Identify a solution that aligns with the precision problem statement, including strategies for prevention, teaching, reinforcement, and correction, as needed. Develop an action plan with district-based stake holders, then share the plan with the broader district community. 	<p>Do not...</p> <ul style="list-style-type: none"> Identify a solution that is not directly related to the identified area of need. Develop an action plan internally with no input from educators, students, and families; and share with only some of the community. 	
<ul style="list-style-type: none"> Implement the action plan as written. 	<ul style="list-style-type: none"> Each team member completes their assigned tasks by the specified dates. 	<ul style="list-style-type: none"> Each team member completes their assigned tasks by the specified dates. 	<p>Do not...</p> <ul style="list-style-type: none"> Fail to clearly communicate with team members what their responsibilities are. Fail to complete assigned tasks in a timely fashion.. 	
<ul style="list-style-type: none"> Review data to determine whether the proposed solution is working. 	<ul style="list-style-type: none"> Use data to celebrate successes and identify any additional changes that need to be made to achieve the outcome goal. Update action plan as needed, based on the review of data. 	<ul style="list-style-type: none"> Use data to celebrate successes and identify any additional changes that need to be made to achieve the outcome goal. Update action plan as needed, based on the review of data. 	<p>Do not...</p> <ul style="list-style-type: none"> Determine whether the solution is working based on anecdotes or opinions. Keep the same action plan month after month. 	
<ul style="list-style-type: none"> Repeat the process. 				

Table 3: Matrix of Steps to Monitor Systems Implementation and Use Continuous Improvement Process to Support Classroom PBIS Implementation *continued*

3.3 REVISIT AND ENHANCE SYSTEMS FEATURES Ensure systems features are in place with fidelity and sufficient intensity and focus before evaluating further educator or student outcomes.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Revisit foundations: <ul style="list-style-type: none"> Re-engage diverse educator voices in refining and communicating priority. Engage leadership in resource mapping. More intentionally align and integrate practices and systems. Organize wellness practices within MTSS framework. 	<ul style="list-style-type: none"> School reviews team membership and adjusts as needed to ensure diverse educator representation at least once per year. School administrator participates in conversations around team resource needs and prioritizes providing those resources (e.g., time, financial, personnel). School team reviews existing practices and systems to ensure feasibility and alignment. Promote a realistic and manageable workload (e.g., give permission to not overwork). 	<ul style="list-style-type: none"> District representative communicates with school administrator about team resource needs and prioritizes providing the school with those resources. District representative communicates with school team to support alignment of practices and systems (e.g., provide time, resources). District includes wellness as part of the district's vision and mission statements and allocate resources to those activities. 	Do not... <ul style="list-style-type: none"> Keep the same goals and priorities year after year. Fail to provide clear access to resources for school teams. Increase expectation for implementing practices that are not supported by existing systems. Focus on student wellness without considering educator wellness. Advocate for educator wellness without providing changes to working conditions. 	Engaging Educators <ul style="list-style-type: none"> Stakeholder Engagement Plan (NIRN)⁶⁶ Educator Wellness <ul style="list-style-type: none"> Building a Culture of Staff Wellness Through Multi-Tiered System of Supports⁶⁷ Educator Feedback <ul style="list-style-type: none"> Feedback & Input Survey: School Personnel⁶⁸ Training Resources <ul style="list-style-type: none"> Center on PBIS Website⁶⁹ Coaching Support <ul style="list-style-type: none"> Coaching System Development Worksheet (NIRN)⁷⁰

* Simonsen et al. (2014); Todd et al. (2019); Truckenmiller and Lannie (2019)



3.3 REVISIT AND ENHANCE SYSTEMS FEATURES

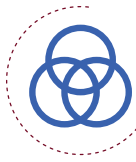
Ensure systems features are in place with fidelity and sufficient intensity and focus before evaluating further educator or student outcomes.*

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none">Enhance Systems to Support Teaching and Coaching:<ul style="list-style-type: none">Engage educators in clarifying and communicating expectations.Enhance trainer supports (e.g., script training materials, increase demonstrations (e.g., video clips), plan relevant practice activities.Consider adjustments to coaching mode (e.g., consider adjustments to self/peer/coach), frequency/duration, or focus.Engage educators in refining and enhancing plans to celebrate successes.	<ul style="list-style-type: none">School educators complete Feedback & Input Survey: School Personnel to identify areas of strengths and needs.Connect trainers with networking opportunities to share materials.Align training materials with identified areas of strengths and needs.Differentiate coaching experiences based on educators' individual needs.Survey educators to determine what types of recognition or celebration is most reinforcing.	<ul style="list-style-type: none">District allocates resources (e.g., time, funding) for trainers to access professional development opportunities (e.g., conferences, workshops).District allows schedule changes to allow for diverse coaching opportunities (e.g., provide common planning time).District allocates resources (e.g., incentives, funding) to support educator recognition or celebrations.	<p>Do not...</p> <ul style="list-style-type: none">Provide training or support without clear understandings of the purpose and expectations of training or coaching.Allow trainers to independently create and/or find training materials.Provide the same frequency and intensity of coaching to all educators.Determine how educators will be recognized or celebrated without educator input.	

Table 4: Matrix of Steps to Monitor Implementation and Use Continuous Improvement Process to Support Classroom PBIS

4.1 MONITOR EDUCATOR IMPLEMENTATION AND ACCEPTABILITY Monitor educators' implementation fidelity of key practices.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Measure the fidelity or extent to which each core feature of a practice or program is implemented. Measure implementation in the natural context. Use measures of quantity (e.g., direct count of practices) and quality (e.g., ratings of implementation effectiveness). Multiple perspectives (e.g., team, coach, administrator, educator, students) are used to inform measurement 	<ul style="list-style-type: none"> Measure fidelity of implementation regularly (e.g., after a new practice is taught, beginning, middle, and end of school year). Use fidelity data to: <ul style="list-style-type: none"> Identify areas of strength and weakness in implementation. Plan professional development and coaching supports. 	<ul style="list-style-type: none"> Establish a plan to regularly collect data on implementation fidelity to: <ul style="list-style-type: none"> Evaluate implementation across district sites. Identify district-wide implementation strengths and weaknesses. Identify schools that require additional implementation support using MTSS logic to differentiate based on need. Inform data-based decisions to increase implementation fidelity. 	Do not... <ul style="list-style-type: none"> Use implementation fidelity data to determine <ul style="list-style-type: none"> If a practice is impacting student outcomes. Family and/or student perception of implementation. 	Self-Assessment and/or Direct Observation Checklists <ul style="list-style-type: none"> Classroom Management Observation Tool⁷¹ Classroom Management Self-Assessment- Revised⁷² MO SW-PBS Educator Self-Assessment of the Effective Classroom Practices⁷³ Supporting and Responding to Students' SEB Needs Guide Self-Assessment⁷⁴ Specific Tools for Measuring Discrete Skills or Strategies <ul style="list-style-type: none"> NEPBIS Self-management training scripts and tools⁷⁵ Direct Observation data-collection applications (e.g., SCOA)⁷⁶ School and District -wide Fidelity Tools with Observations Protocols <ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI)⁷⁷ District Systems Fidelity Inventory (DSFI)⁷⁸

* Center on PBIS et al. (2021); Adapted from Table 3.1 in Supporting and Responding to Student SEB Needs; Resources in BOLD have undergone validation and have established psychometric properties. Other resources are widely used, but their psychometric properties have not been established.

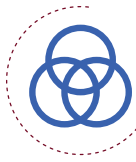


4.1 MONITOR EDUCATOR IMPLEMENTATION AND ACCEPTABILITY

Monitor educators' implementation fidelity of key practices.*

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none">Assess the acceptability, usage, and satisfaction of classroom PBIS practices for students and educators.	<ul style="list-style-type: none">Use social validity data to guide selection of target behaviors and practices/systems features.Use social validity data to guide planning, implementing, and adjusting of interventions.Understand family, student, and educator perception of implementation and how they may affect fidelity of implementation.Evaluate perceptions of the respondents on school safety, support from educators, and peer interactions.Assess educators' perceptions of usage of the selected strategies.	<ul style="list-style-type: none">District leadership team uses acceptability, usage, and satisfaction data to guide modifications and improvements to available training and coaching supports.	<p>Do not...</p> <ul style="list-style-type: none">Use acceptability, usage, and satisfaction data to assess outcomes related to practices.Use acceptability, usage, and satisfaction data to suggest the range of skills an educator may possess.	<p>Perceptions of Students, Educators, Families of Overall Climate</p> <ul style="list-style-type: none">Freely available School Climate Survey⁷⁹Locally developed surveys soliciting perception of safety, belonging, positive climate, etc. <p>Perceptions of Educators on Usage</p> <ul style="list-style-type: none">Usage Rating Profile⁸⁰

Resources in BOLD have undergone validation and have established psychometric properties. Other resources are widely used, but their psychometric properties have not been established.

**4.1 MONITOR EDUCATOR IMPLEMENTATION AND ACCEPTABILITY**

Monitor educators' implementation fidelity of key practices.*

Critical Features*What does this step look like?*

- Monitor equitable use of practices among all students and all subgroups.

School Examples*What does this step look like in my school?*

- Ensure screening takes place for all students enrolled in a school to uncover strengths and needs.
- Examine fidelity data to ensure equal access to effective practices and programs.
- Examine disaggregated outcome data to ensure adequate progress for all individuals and groups.
- If data show an overrepresentation of subpopulations, examine practices and systems in relation to those subpopulations.

District Examples*What does this step look like in my district?***Non-Examples***What should I avoid when implementing this step?*

Do not...

- Use data to draw attention to individuals or groups who are not implementing with fidelity.

Resources*Where can I find additional resources?***Direct observation**

- Use direct observation or self-monitoring to ensure practices are implemented equitably (e.g., all students receiving similar rates of OTRs, praise, etc.) and differentiated only based on need/data (not on demographic characteristics).

Perceptions of Students, Educators, Families

- Survey students, educators, and family members to assess perceptions about equitable access and outcomes.

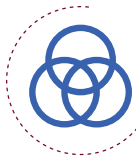


Table 4: Matrix of Steps to Monitor Implementation and Use Continuous Improvement Process to Support Classroom PBIS *continued*

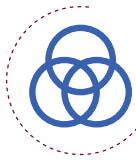
4.2 USE CONTINUOUS IMPROVEMENT PROCESS Use of a defined data based continuous improvement process effectively supports high fidelity implementation and meaningful student outcomes.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>

See [Table 3.2, 4.2, 5.2 Use Continuous Improvement Process](#) on page 32

Table 4: Matrix of Steps to Monitor Implementation and Use Continuous Improvement Process to Support Classroom PBIS *continued*

4.3 DIFFERENTIATE TRAINING, COACHING, AND FEEDBACK Educators have a range of experiences, knowledge and skills in positive classroom behavior support practices and some educators will require data-driven targeted or individualized support to achieve desired implementation outcomes.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Use continuous improvement cycle to gather information on implementation fidelity regarding PBIS classroom practices. 	<ul style="list-style-type: none"> Measure fidelity of implementation regularly (e.g., after a new practice is taught, beginning, middle, and end of school year). 	<ul style="list-style-type: none"> District provides the resources (personnel, time, tools) to gather information on implementation fidelity regarding PBIS classroom practices. 	Do not... <ul style="list-style-type: none"> Focus on variables that are not critical to effective PBIS implementation (e.g., family or community problems). 	<ul style="list-style-type: none"> Northeast PBIS Classroom PBIS: Educator Support⁸¹ Implementing District-wide Classroom Supports through Brief Professional Development and Coaching⁸²
<ul style="list-style-type: none"> Acknowledge and celebrate implementation successes. 	<ul style="list-style-type: none"> Provide timely, understandable performance feedback to educators on the specific practices that are implemented accurately and consistently, connected to rationale of how it will improve meaningful and equitable student outcomes. Differentiate frequency of performance feedback based on educator needs. 	<ul style="list-style-type: none"> Incorporate classroom PBIS practices implementation into district-wide acknowledgement opportunities (e.g., newsletter, annual recognition). 	Do not... <ul style="list-style-type: none"> Communicate vaguely about the specific behaviors and accomplishments being celebrated. 	<ul style="list-style-type: none"> PBIS Tiered Fidelity Inventory (TFI)⁸³

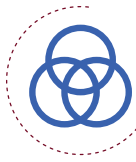
* Cooper et al. (2018); Fallon et al. (2019); Flower et al. (2017); Freeman et al. (2014); Gage et al. (2017); Herman et al. (2020); Myers et al. (2011); Simonsen et al. (2014)

**4.3 DIFFERENTIATE TRAINING, COACHING, AND FEEDBACK**

Educators have a range of experiences, knowledge and skills in positive classroom behavior support practices and some educators will require data-driven targeted or individualized support to achieve desired implementation outcomes.*

Critical Features*What does this step look like?***School Examples***What does this step look like in my school?***District Examples***What does this step look like in my district?***Non-Examples***What should I avoid when implementing this step?***Resources***Where can I find additional resources?*

<ul style="list-style-type: none">If data indicate implementation concerns, determine if issue is a systems issue.	<ul style="list-style-type: none">If multiple classroom educators are struggling with classroom PBIS implementation (e.g. more than 20%) then revisit items identified in Table 3.	<ul style="list-style-type: none">Routinely analyze district-wide classroom PBIS data to identify trends among individual schools or educator sub-groups.	<p>Do not...</p> <ul style="list-style-type: none">Attempt to address implementation challenges with individuals/small groups if data indicate issues with a large number of educators.
<ul style="list-style-type: none">If data indicate issues with individuals/a small number of people, gather more information to understand the cause of the issue(s):<ul style="list-style-type: none">Insufficient knowledge of the practice.Mismatch between implementers personal values/beliefs and practice.Insufficient priority or support for practice implementation.	<ul style="list-style-type: none">School leadership asks questions, engages in motivational interviewing with educators experiencing challenges.Some educators receive more time, specialized resources, or increased coaching support to better address needs.Align why classroom PBIS is important for student learning and educator outcomes and how this aligns with educator philosophy/beliefs.	<ul style="list-style-type: none">District leadership conducts surveys to learn more about why implementation challenges exist with individuals/small groups.Adequate resources are available and promoted to provide additional training and coaching as needed.Re-iterate or revisit expectations with selected educators to further communicate the importance of positive climate for classrooms/schools.Remove barriers that may interfere with effective classroom PBIS practices (competing initiatives, access to training/coaching) and explicitly align practices with policy and priorities.	<p>Do not...</p> <ul style="list-style-type: none">Assume that all educators experiencing implementation challenges have the same barriers.Identify gaps in knowledge without providing differentiated training and coaching.



4.3 DIFFERENTIATE TRAINING, COACHING, AND FEEDBACK

Educators have a range of experiences, knowledge and skills in positive classroom behavior support practices and some educators will require data-driven targeted or individualized support to achieve desired implementation outcomes.*

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none">Develop and provide supports based on information gathered regarding individual and small group issues.	<ul style="list-style-type: none">Selected educators are provided additional training/coaching and acknowledged with greater frequency for implementing classroom practices.	<ul style="list-style-type: none">District team utilizes available resources to support educators in schools across the district with similar needs.	Do not... <ul style="list-style-type: none">Provide universal classroom PBIS training without any differentiated support options.	
<ul style="list-style-type: none">Evaluate effectiveness of support regarding improved implementation.	<ul style="list-style-type: none">Gather information on implementation fidelity regarding classroom PBIS practices.Determine if implementation is improving. Re-engage in continuous improvement process as needed.	<ul style="list-style-type: none">District team reviews fidelity of implementation and celebrates improvement and determines when further improvement is needed; allocates resources to analyze implementation challenges and provide additional supports.	Do not... <ul style="list-style-type: none">Provide training or coaching without monitoring progress.	

Table 5: Matrix of Steps to Monitor Equitable Student Benefit and Use Continuous Improvement Process to Support Classroom PBIS Implementation

5.1 MONITOR VALUED STUDENT OUTCOMES AND ACCEPTABILITY Needs subtitle descriptor.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Ensure outcomes are locally meaningful and acceptable to students. Operationally define student outcomes (behavior/skill) in observable, measurable, and specific terms. Select the appropriate data collection strategy given features of the behavior/skill and context: <ul style="list-style-type: none"> Counting (frequency or rate) Timing (duration, latency, response time) Sampling (time-based estimates) Other descriptive methods (e.g., anecdotal recording, rating scales, extant data) Disaggregate data by subgroup (race/ethnicity, gender, language status, disability status) to monitor equitable outcomes. 	<ul style="list-style-type: none"> Determine if students are demonstrating the desired skill(s). Measure the frequency and accuracy of students using the desired skill(s). Assess the presence of non-positive, or contraindicated, classroom practices (e.g., shaming, yelling, clip charts, red-yellow-green cards, loss of recess, etc.). Identify the specific skills that need developing/increasing. Use “function-based” information to refine implementation. 	<ul style="list-style-type: none"> Monitor and evaluate district-level data on student outcomes to: <ul style="list-style-type: none"> Identify educators and/or schools that would benefit from support in data collection strategies. Ensure schools have processes in place to collect disaggregated data (by race/ethnicity, gender, disability status, language status). Ensure schools have processes in place to analyze and act on disaggregated data to promote equity for all students. 	Do not... <ul style="list-style-type: none"> Use outcome data to: <ul style="list-style-type: none"> Diagnose student disability, mental health disorder, etc. Identify the entire range of skills possessed by students. Describe perceived relevance of outcomes. Determine if the strategies/interventions are being implemented to fidelity. Assess educator or student perception of practice. 	<p>Direct Observation Data-Collection Applications</p> <ul style="list-style-type: none"> Direct Behavior Ratings⁸⁴ Student/Classroom Observation and Analysis tool (SCOA⁸⁵) <p>Discipline data applications</p> <ul style="list-style-type: none"> SWIS (School-Wide Information System)⁸⁶ Grade, discipline, or attendance data collection programs Examples of student work/competencies (classwork, homework, projects, tests, etc.) Number of school-wide reinforcers distributed <p>Anecdotal Records</p> <ul style="list-style-type: none"> Antecedent Behavior Consequence (ABC) form⁸⁷ <p>Systematic Direct Observation</p> <ul style="list-style-type: none"> Classroom management observation tool⁸⁸ Classroom assistance tools⁸⁹ Be+ App⁹⁰ Self-management of practices⁹¹

* Center on PBIS et al. (2021); Resources in BOLD have undergone validation and have established psychometric properties. Other resources are widely used, but their psychometric properties have not been established.

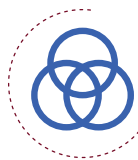


Table 5: Matrix of Steps to Monitor Equitable Student Benefit and Use Continuous Improvement Process to Support Classroom PBIS Implementation *continued*

5.2 USE CONTINUOUS IMPROVEMENT PROCESS Use of a defined data based continuous improvement process effectively supports high fidelity implementation and meaningful student outcomes.*				
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>

See [Table 3.2, 4.2, 5.2 Use Continuous Improvement Process](#) on page 32

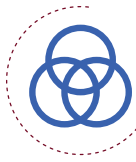
Table 5: Matrix of Steps to Monitor Equitable Student Benefit and Use Continuous Improvement Process to Support Classroom PBIS Implementation *continued*

5.3 DIFFERENTIATE TRAINING, COACHING, AND FEEDBACK

SEB support, supported by effective training and coaching, must be intensified to ensure most students are successful with tier 1 supports and targeted and intensive supports are available to those students needing more.*

Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Enhance Tier 1 SEB supports: <ul style="list-style-type: none"> If review of student outcome data indicate that many students are continuing to demonstrate risk or need enhance implementation of Tier 1. Enhance cultural responsiveness of implementation. Implement neutralizing routines (see cultural responsiveness field guide) to respond instructionally and equitably to SEB errors. Further differentiate implementation to meet the needs of all learners, including students with disabilities. Enhance Tier 1 to support common needs of students who experienced crisis (e.g., natural disaster, school violence, pandemic). Differentiate Training, Coaching, and Feedback to enhance tier 1 SEB supports (see 4.3 above) 	<ul style="list-style-type: none"> Revisit each practice example in tier 1 (see Supporting and Responding to Student SEB needs tables 1+2).⁹² Enhance prevention (e.g., enhance communication routines with students and families, reteach expectations) and support (e.g., consider additional strategies to acknowledge students' SEB or academic skills and contextually appropriate behavior). If key student groups are not benefiting, enhance cultural responsiveness of implementation (e.g., engage families in improving relevance of reading materials, expectations, and classroom activities). Consider how to further differentiate (e.g., increase dosage, improve specificity; modify modality, plan praise to maximize benefit for all students). 	<ul style="list-style-type: none"> District administrators, school leaders, and educators work collaboratively to enhance Tier 1 SEB support to ensure most students are successful at this level and ensure targeted and intensive supports are available to students who need more. District team collects data from school teams regarding areas of need and provides supplemental training and coaching to school teams and coaches in each identified area of need. 	<p>Do not....</p> <ul style="list-style-type: none"> Assume a one-size-fits-all approach to tier 1 will be effective. Make decisions about how to enhance practices in isolation, without engaging students, families, and other members of classroom community. Assume students need targeted (tier 2) or intensive (tier 3) support if many students continue to demonstrate need and/or if educator implementation fidelity has not been monitored. Withhold or delay referral for special education evaluation for a student demonstrating significant need because implementation is not perfect. 	<ul style="list-style-type: none"> Tiered Decision Guidelines for Social, Behavioral, and Academic Behavior: Guidance for Establishing Data-Based Teams Across the Tiers⁹³ PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches⁹⁴ Centering Equity within the PBIS Framework: Overview and Evidence of Effectiveness⁹⁵ Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework⁹⁶ PBIS Forum 2021: You Can't Pour from a Cracked Vessel: Wellness as the Precursor/ Foundation for Effective, Nurturing Classrooms⁹⁷

* Abbott et al. (1998); Adelman and Taylor (2007); Annenberg Institute for School Reform (2004); Burke et al. (2004); Conklin et al. (2017); Fairbanks et al. (2007); Fixsen et al. (2005); Ganz (2007); Hawkins et al. (2020); Horner et al. (2009); Jeffrey et al. (2009); Joyce and Showers (2002); Kamps et al. (2011); Lewis and Newcomer (2002); Machalicek et al. (2007); McLeskey et al. (2019); Meyer et al. (2021); Robbins (1991); Simonsen et al. (2010); Witt et al. (2004)



5.3 DIFFERENTIATE TRAINING, COACHING, AND FEEDBACK

SEB support, supported by effective training and coaching, must be intensified to ensure most students are successful with tier 1 supports and targeted and intensive supports are available to those students needing more.*

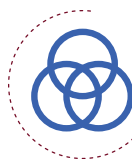
Critical Features <i>What does this step look like?</i>	School Examples <i>What does this step look like in my school?</i>	District Examples <i>What does this step look like in my district?</i>	Non-Examples <i>What should I avoid when implementing this step?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none">Enhance Tier 1 and consider Tier 2 and 3Implement strategies to (a) enhance Tier 1 and (b) develop student skills so they can better access and benefit from Tier 1 support.Use data to guide further adjustments to student support.For students with on-going SEB or academic risk/need, (a) consider targeted (Tier 2) approaches to prevent, teach, reinforce, and respond to students' needs and (b) request support to implement.For students with complex, chronic, or significant needs, (a) consider intensive intervention (Tier 3) and (b) request support to complete a comprehensive assessment (e.g., functional behavioral assessment) and develop an individualized support plan (e.g., behavior intervention plan).Differentiate Training, Coaching, and Feedback to enhance advanced tiers SEB supports (see 4.3 above).	<ul style="list-style-type: none">Review implementation and outcome data with members of the grade-level team, and make a plan to enhance Tier 1.Engage families in problem solving to further enhance Tier 1, consider additional supports (Tiers 2 and/or Tier 3), and obtain consent (if appropriate).Request support from relevant school leadership team to consider:<ul style="list-style-type: none">Targeted support for students who continue to demonstrate risk/need (Tier 2). and/orIntensive support for students with chronic, complex, or significant needs (Tier 3).		<p>Do not....</p> <ul style="list-style-type: none">Refer the student for additional support, but then just continue with "business as usual," and miss the opportunity to enhance Tier 1.Try to design and implement targeted (Tier 2) and/or intensive (Tier 3) interventions in isolation, without support from the school leadership team, educators with relevant expertise, family members, and the student.	

Self-Assessment & Action Plan

Complete the self-assessment as a leadership team to gauge current district and school systems to support educator use of evidence-based positive and proactive practices to support students' SEB needs and current use of relevant data to inform leadership team decision-making about implementation supports. For each item: (a) review the supporting table; (b) self-assess whether feature is fully, partially, or not at all implemented; (c) rate priority (low, medium, high) for action planning; (d) celebrate fully implemented high-priority features; and (e) action plan to support implementation of top 3 priorities with low implementation (rated as implementing partially or not at all).

Self Assessment

Steps to Support and Respond to Students' SEB Needs	Self-Assess Implementation			Priority for Action Planning		
	Fully	Partially	Not at all	Low	Med	High
Establish foundations to support Classroom PBIS implementation (Table 1)						
1.1 Collaboratively establish priority						
1.2 Secure resources						
1.3 Align and integrate with other initiatives						
1.4 Promote a culture of wellness						
Explicitly train and coach to support Classroom PBIS implementation (Table 2)						
2.1 Communicate clear expectations						
2.2 Provide explicit training						
2.3 Offer coaching that includes supportive feedback						
2.4 Celebrate success						
Monitor systems implementation and use continuous improvement process to support classroom PBIS implementation (Table 3)						
3.1 Monitor team implementation of steps 1 & 2						
3.2 Use continuous improvement process						
3.3 If system implementation challenges, revisit and enhance systems (Steps 1 & 2)						
Monitor educator implementation and use continuous improvement process to support classroom PBIS implementation (Table 4)						
4.1 Monitor educator implementation and acceptability						
4.2 Use continuous improvement process						
4.3 If educator implementation challenges, differentiate training, coaching & feedback						
Monitor equitable student benefit and use continuous improvement process (Table 5)						
5.1 Monitor valued student outcomes and acceptability						
5.2 Use continuous improvement process						
5.3 If students do not benefit equitably, enhance SEB support and modify training & coaching						

**Action Plan**

Why? (Priority)	What? (Action steps to enhance implementation)	Who? (Implementer)	When? (Due date)	What else? (Notes or additional details)
Sample School walkthrough data indicate that most educators are using a positive to corrective feedback ratio that is lower than 5:1, this is a high priority for improvement among most educators.	<ul style="list-style-type: none">• Leadership team provides brief review of specific praise and correctives and a rationale for using a 5:1 ratio at the next faculty meeting• Educators choose 1 period this week to self-assess• Leadership team reviews self-assessment data and provides follow up acknowledgement and support as needed	<ul style="list-style-type: none">• Leadership team members	<ul style="list-style-type: none">• Next faculty meeting	<ul style="list-style-type: none">• Continue to monitor implementation of praise to corrective ratio for at least 4 weeks and provide differentiated support to educators as needed
	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

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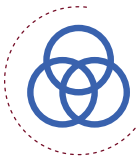
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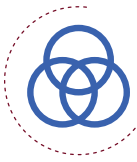
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