Organizing and Supporting Adults to Implement Positive Classroom Behavior Supports

Information for this brief was gathered from the 2022 PBIS Forum, Classroom Strand presentations. Additional information was gathered from participants during a facilitated dialogue session with primary and secondary educators about implications from information shared during the classroom strand.

What is it? Implications for Positive Classroom Behavior Supports

There is a strong research base for practices associated with Positive Classroom Behavior Supports (PCBS). Much of this information can be found in the Center on PBIS publications from the classroom section of the website (https://www.pbis.org/publications/all-publications#classroom-pbis). An ongoing concern in the field is how to support educators in selecting and implementing with fidelity, the evidence-based practices matched to student needs. The classroom strand at the recent 2022 PBIS Leadership Forum provided information on high leverage social-emotional-behavioral practices. Strategies were provided for integrating academic and behavior supports. Additionally, specific ideas were shared for supporting students with disabilities within the classroom setting.

High leverage strategies for integrating academic instruction and classroom positive behavior supports are considered protective factors for student development. Effective instruction increases the likelihood that students will also be successful with their behavior in interacting with others. High leverage practices that establish the conditions for teaching and learning include (a) developing positive and healthy relationships with and among educators and students, (b) using explicit instruction with lesson content, (c) creating predictability by co-developing classroom norms and routines that are defined and explicitly taught, and (d) maximizing active student engagement with content by providing multiple opportunities to practice success at high rates with high rates of positive teacher acknowledgement. Additionally, it is key that educators use data to make instructional and social-emotional-behavioral support decisions. Below are some resources to support the identification and implementation of effective practices in the classroom.

- Presentation: Integrating Behavior & Reading Support to Improve Student Outcomes
  - [https://assets-global.website-files.com/5d3725188825e071f1670246/63599e10c86bbe2b07c9e7ae_1A%20Simonsen_e_t_al.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/63599e10c86bbe2b07c9e7ae_1A%20Simonsen_e_t_al.pdf)

- Practice Brief: Effective Instruction as a Protective Factor
  - [https://www.pbis.org/resource/effective-instruction-as-a-protective-factor](https://www.pbis.org/resource/effective-instruction-as-a-protective-factor)
● Brief: Classroom Integrated Academics and Behavior
   ○ [https://assets-global.website-files.com/5d3725188825e071f1670246/5d702010ea5148562b2cb383_class%20integrated%20academic%20%26%20behavior%20brief%20rev.%203.20.18.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5d702010ea5148562b2cb383_class%20integrated%20academic%20%26%20behavior%20brief%20rev.%203.20.18.pdf)

● Brief: MTSS in the Classroom

● Resource: Supporting and Responding to Students' Social, Emotional, Behavioral Needs: Evidence-Based Practices for Educators

● Presentation: Promoting Positive Classroom Environments Through Effective Instruction
   ○ [https://assets-global.website-files.com/5d3725188825e071f1670246/63599feb7ffba836ab972927_3A_Scott.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/63599feb7ffba836ab972927_3A_Scott.pdf)

Effective classroom practices lead to success for all students, including those with disabilities. It is important to support educators in utilizing these high leverage practices as part of Tier 1 and differentiate as needed to meet the needs of all students. When implemented with fidelity, Tier 1 evidence-based practices improve social emotional behavioral outcomes and reduce the use of exclusionary disciplinary procedures which is often the default response for traditionally marginalized students. Below are some related resources to support educators in planning for use of Tier 1 evidence-based practices for all students.

● Presentation: Planning for Teaching & Learning for All Students, with a Focus on Students with Disabilities
   ○ [https://assets-global.website-files.com/5d3725188825e071f1670246/63599f5c7ffba836ab972927_2A_Putnam_West_Final%20Revised.pptx](https://assets-global.website-files.com/5d3725188825e071f1670246/63599f5c7ffba836ab972927_2A_Putnam_West_Final%20Revised.pptx)

● Brief: Why implement Tier 1 PBIS for students with disabilities? What does research say?
   ○ [https://assets-global.website-files.com/5d3725188825e071f1670246/6356d221be97536cddc7a977_Final%20Revised.pptx](https://assets-global.website-files.com/5d3725188825e071f1670246/6356d221be97536cddc7a977_Final%20Revised.pptx)

● Report: A literature review of school-wide positive behavioral interventions and supports for students with extensive support needs
   ○ [https://assets-global.website-files.com/5d3725188825e071f1670246/62f673c9376fcd74e660e5d_TIESReport106.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/62f673c9376fcd74e660e5d_TIESReport106.pdf)
Following the presentations in the Classroom Strand at the 2022 PBIS Forum, a facilitated discussion session allowed participants to discuss observations, learning, implications from the sessions, as well as share their own experiences from implementing PBIS within their school settings. Below is a summary from the facilitated discussion regarding positive classroom behavior support.

**Current Context of Education as Reported by Participants**

Participants in the facilitated discussion highlighted the current challenges schools face. These included: pandemic recovery efforts, divisions within communities regarding social and philosophical orientations, social unrest, and heightened concerns for mental health and well-being of students, families, and educators. These challenges can make it difficult for educators to implement PBIS practices correctly and consistently. Many educators feel ineffective and experience high levels of negative stress which may lead to poor implementation, or in worse cases, educators leaving the profession altogether. The logic for improving classroom educational conditions is based on the idea that educators and students need and deserve safe, positive, predictable, and consistent environments. Educators are more likely to be successful in providing these conditions when they are directly supported with effective organizational systems. Educators should be greatly appreciated for their work in meeting the academic, social-emotional-behavioral, and well-being needs of their students. We know that there is a strong relationship between behavior and academics that influences the success of students.

As schools continue to navigate these challenges, we must be intentional in our efforts to provide a comprehensive system of support for educators in designing effective teaching and learning environments so that...

- all students experience vibrant, positive, and constructive adult and peer relationships;
- students who are at risk for academic, social, emotional, and/or behavioral difficulties proactively receive increased and targeted supported; and
- students with disabilities or other significant academic, social, emotional, and/or behavioral challenges receive intensive and individualized supports to promote positive and equitable support for all students.
The ultimate impact of this work is to support students, families, and educators in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.

What are considerations for how education systems install systems of support?

Self-care is often promoted as the prevention strategy to eliminate burnout in the workplace and while it is important, it is not a solution that can stand alone. Burnout is preventable and requires an organizational response to an organizational issue. Education systems implementing MTSS, and specifically PBIS as a well-researched example of an MTSS, are positioned to implement comprehensive systems of support for educators.

During the facilitated dialogue, participants identified considerations for building a comprehensive system of support for educators to implement important evidence-based strategies shared in the Classroom Strand. Participants discussed the importance of system implications at the district, school, and classroom levels. Some of the considerations participants shared are captured below.

What themes were identified by participants in terms of how we go about building a system of support?

- Take care of the adults
- Build a culture to support PCBS
- Be aware of the balance with all that teaches are asked to do
- Examine and revise policies that are aligned with and support effective PBIS practices used equitably within the classroom
- Remove systemic and other barriers to effective implementation
- Provide sufficient implementation support that includes training, coaching, and technical assistance and time to work collaboratively as a staff

What considerations did participants offer from different parts of the education system?

Considerations at the **district level** included the following:

- Facilitating communication between sites to help w/ connection and growth, connect coaches, other building leaders, behavior analysts, other capacities
- Accountability for implementation at building levels (fidelity)
- Ensuring necessary resources are available and accessible
- Come to the building- see it, believe it, support it, appreciate it, before it becomes an issue that comes up
- Sometimes districts are further from the school and unintentionally lose connection- teachers don't feel the connection to district
- Might cause districts to create or find needs for new positions/roles that can support
● Not get distracted by the newest, latest ‘shiny things’. Be committed to staying the course
● Trusting and advocating and supporting what's happening at the building level, even when those in district roles might not see it/live it each day - trust

Considerations at the **school level** included the following:

- All about the culture of the building- helps us focus on the positive, look at the data, what does it say- it tells us what's working!
- Lack of time- how can we work in the time to collaborate. If we value collaboration, what do we stop doing so that we can add collaboration time?
- As a part of a Tier 3 team, we can go back to our T2&T1 teams to see the implications of other tiers. What is the process, supports, and procedures and how do we define it- who is/are the contacts?
- Sometimes involves hard conversations about fidelity and accountability for process and procedures and data to ensure consistency.
- Be open and receptive to change. It’s frustrating when there are behaviors happening and staff are stressed but still resistant to change- collective wisdom, open, all perspectives.

Considerations at the **classroom level** included:

- Teacher wellness, preparation, having expectations and routines ready make all the difference. It starts with teacher showing up as their best self (ensure adequate support to build fluency and implement with fidelity)
- Teacher is knowledgeable of routine for repair, reconnection and re-entry.
- Establish a time/place/routine for how/when to address correction with behaviors.
- Effective instruction will allow you/set you up to have positive feedback.
- System in place for preserving dignity and privacy when correcting behavior- use the opportunity to maintain, restore or strengthen relationship with student.

Some overarching themes across components of an education system (state, district, school, classroom, students, and families), included the essential gifts of time; adequate support and resources; and relationships that foster trust, connection, and belonging. PBIS implementation positions education systems to leverage existing systems of support to organize a collective.

- Resource/Initiative mapping to identify best practices and eliminate duplicate and ineffective practices at the state, district, and school level. Alignment happens in advance of implementation or as part of a small exploration process before scaling up efforts. Alignment is not best left for administrators and/or classroom teachers to figure out.
- Assess the health of the systems for academics and social emotional behavioral supports. Do the data suggest a healthy triangle?
• Alignment and/or integration of practices, professional learning, and progress monitoring attached to different initiatives. For example, alignment of language and practices within the system of support for students around social emotional behavioral development.

• Resource mapping community supports to identify and leverage school community resources.

• Check the health and strength of the existing communication plans within education systems. Bidirectional communication plans allow for on-going progress monitoring of implementation efforts and prevention and/or early and effective responses to challenges that arise.

Overall, the challenges and solutions are found within our systems. Though time did not allow for conversations within the facilitated dialogue session to address state level considerations or student and family considerations, these would be equally important to consider as part of designing a comprehensive system of support.

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