

# School-Wide Social, Emotional, Behavioral Health (SEBH) Supports

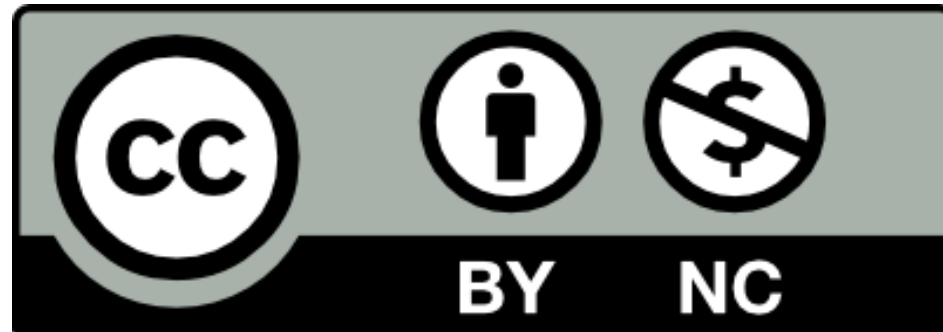
## Session 2 of 2

# Acknowledgements

The content for this training day was developed based on the work of:

- National Center on PBIS
- Missouri SW-PBIS
- Midwest PBIS
- Northwest PBIS
- Dr. Ruth Payno-Simmons

# Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

# Group Agreements

## We are **Responsible**

- Return on time from breaks
- Take care of our needs

## We are **Engaged**

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Evaluation

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

## Evaluation Questions

Thank you for participating in today's session, hosted by the MiMTSS Technical Assistance Center. This feedback survey should take less than 5 minutes to complete. We would like to understand your experience as a learner to ensure that professional learning sessions are relevant, high quality, useful, and promote equity. Results will be used to make improvements to professional learning and for reporting to TA Center funders and partners.

The session was of high quality.

Comment

The session was relevant to my current work.

Comment

I intend to use what I learned in this session in my work.

Comment

The session provided opportunities for active engagement, including opportunities to respond (e.g., chat, polls, practice, etc.), interact with others (e.g., discussion, breakout rooms), and make connections to my context (e.g., time for reflection, processing, planning).

Comment

Images, examples, stories, and wording represent the diversity and strengths of learners and educators in Michigan.

Comment

# Team Roles

- **Facilitator:** lead discussions and activities to keep the team moving forward
- **Recorder:** keep written documentation of key discussion points, decisions, and next steps
- **Time-Keeper:** keep track of time and bring the team back together



# Intended Outcomes

- **Understand** the core principles, benefits, and implementation strategies of **SEBH supports**
- **Create products** relevant to your setting that will increase your capacity to lead the **implementation** of these supports effectively

# Session 2 Agenda

1.0 Building Acknowledgement Systems

2.0 Understanding and Responding to Interfering Behaviors

*Lunch Break: 12:00 – 12:45*

3.0 Using and Sharing Data

4.0 Training and Coaching Systems

5.0 Wrap-Up and Next Steps

# Activity 0.1

## Locate:

- SEBH Solution-Focused Reflections
- Implementation Plan
- Share with a partner:
  1. What was one of your “breakfast thoughts”?
  2. Which SEBH component thus far is a priority for your efforts?

## SEBH Components Covered:

- Team structures
- Identifying expectations
- Defining expectations (matrix)
- Teaching expectations

# Getting Ready: Guided Workbook

## School-Wide SEBH Implementation Plan

- List of activities to guide teams in the installation and implementation of School-wide SEBH Supports

## Solution-Focused Reflections

- Framework to consider your setting's context

## School-Wide PBIS Tiered Fidelity Inventory (SWPBIS-TFI)

- Fidelity tool that guides implementation and sustainability of SEBH Support

# 1.0 Acknowledgement Systems

# SWPBIS Tiered Fidelity Inventory Connections

## Version 2.1

- 1.8 Classroom Procedures
- 1.9 Feedback and Acknowledgement

## Version 3.0

- 1.5 Schoolwide Acknowledgement
- 1.10 Classroom Practices
- 1.5 Schoolwide Acknowledgement

# Research-based Behavioral Principles

- Behavior is **learned**
- Behavior can be **changed**
- Lasting behavioral change is more likely with **positive** rather than punitive strategies
- **No student** should be intentionally or unintentionally humiliated or belittled

The behavior you attend to the **most** will be the one that you will see **most** of in the **future**

## Acknowledgements: Research

5:1

Systematically acknowledging student behavior via **teacher estimates of student achievement (ES 1.62)** and **collective teacher efficacy (ES 1.57)** has massive positive impacts on learning, far exceeding the average **0.40 effect size (one year's growth)**

(Hattie, 2008)

# Acknowledgement Systems Why?

- Providing Positive behavior-specific feedback to students lets them know that they are on the right track and doing what is expected
- One of the most powerful tools for building social-emotional skills and supporting behavior is providing positive behavior-specific feedback
- Developing an Acknowledgement System provides the process by which students will receive positive behavior-specific feedback

# Acknowledgement Guidelines

- Provide feedback for demonstration of school-wide expectations that are culturally responsive and sustaining
- Acknowledgements are for every student in the building, but **ONLY** when demonstrating school-wide expectations
- Students are **ALWAYS** eligible to receive acknowledgements
- Refrain from threatening the loss of earned items away as a strategy for motivating school-appropriate behavior

# Acknowledgement Systems: What?

School-wide Acknowledgement Systems include three types of acknowledgements:

- Immediate/High Frequency Predictable Acknowledgements
- Intermittent/Unexpected Unpredictable Acknowledgements
- Long-Term Celebrations

# Immediate/High-Frequency Predictable Acknowledgements

- Tickets
- Specific Positive Feedback



 **Cardinal Pride**

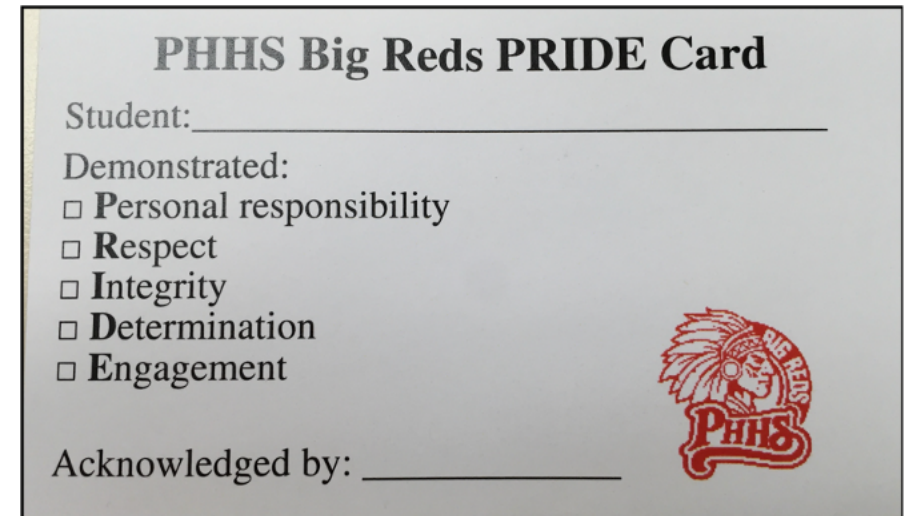
Be Safe

Be Kind

Be in Control



Name \_\_\_\_\_ initialed by 



**PHHS Big Reds PRIDE Card**

Student: \_\_\_\_\_

Demonstrated:

Personal responsibility


Respect

Integrity

Determination

Engagement

Acknowledged by: \_\_\_\_\_



# Intermittent/Unexpected Unpredictable Acknowledgements



- Good News Postcard Home
- Positive Hall Sweep
- Caught Being Good
- Surprise Homework Completion Treat
- Raffles
- Friendly Competitions

# Long-Term Celebration



- Popcorn Party
- Movie Day
- Early Release Day
- Dance
- Ice Cream Social

**Important:** These are more successful when inclusive of all!



# Activity 1.1

- Individually, review *Acknowledgement System Types*
- Get ready to match the activity to the acknowledgement type

# Adult Acknowledgement

- Day of the week for students to give tickets to staff
- When student raffle is pulled, that teacher wins a prize
  - preferred parking spot
  - early release
  - principal covers their class
- Letters, acknowledgement at staff meetings, staff run “Mom of the Year” award

## Student Involvement

- Gather ideas from students on what they would find rewarding
- Town hall or focus group meetings
- Utilize their skills (visual media, video, art, music)
- Tie into “relevant” pop culture (songs, movies, TV, internet memes)

# Community and Family Involvement

- Reach out to local businesses
  - can acknowledgments be mutually beneficial?
- Activity-Based Acknowledgments
  - student event tickets, lunch with a staff member/preferred adult (hallway monitor, SRO, music teacher, etc.)
- Staff or family member interests or hobbies that could be rewarding to students

## Cougar Traits in the Community

Student Name \_\_\_\_\_

Displayed the Cougar Trait of:

Respect

Responsibility

Caring

Citizenship

(Circle the trait you observed)

Signature \_\_\_\_\_

If you would like to write on the back the details of what you observed feel free! Thank you for supporting our youth.

# Free and Low-Cost Reinforcers

## Elementary

Free: High-fives from the class stuffed animal, letting them help the teacher, choosing a class game, sitting in a special spot

Low-Cost: Stickers, little toys from the dollar store, fun erasers, coloring pages

## Middle

Free: Telling parents about their good work, letting them lead a group, choosing their seat, listening to music while working

Low-Cost: Homework passes (no homework!), cross off two problems on the test, small snacks

## High School

Free: Praising them in class, positive phone call or letter home, event tickets, leadership roles in class, “dress down” days

Low-Cost: Small gift cards (if you can get donations), bottle stickers, combo pens or highlighters



## Activity 1.2

### **Complete SEBH Solution Focused Reflection #6**

- Is an acknowledgement system in place?
- Are acknowledgments done consistently?
- Staff acknowledgements?
- Are the three different types used?
  - Immediate
  - Intermittent
  - Long-term

**Record Actions or Ideas in the Implementation Plan**

---



# Product Development Time

Take this time to organize, adapt, or create products relevant to your setting

- Consider the best way to capture the acknowledgement system and communicate to staff
- Keep in mind the immediate, intermittent, long/term reward inventory, adult acknowledgements

## 2.0 Understanding and Responding to Interfering Behaviors

# SWPBIS Tiered Fidelity Inventory Connections 2

## Version 2.1

- 1.5 Problem Behavior Definitions
- 1.6 Discipline Policies

## Version 3.0

- 1.6 Contextually Inappropriate Behavior Definitions
- 1.7 Responses to Contextually Inappropriate Behavior
- 1.8 Crisis and Emergency Response Plan Linked to Schoolwide Supports

# Behavior Science Has Taught Us That...

- We are not born with “bad behaviors”
- We use (and re-use) behaviors that were reinforced in the past
- We do not learn new skills based solely on presented contingent aversive consequences
- We learn better ways of behaving by being taught directly & receiving positive feedback
- Relationships are **CRITICAL** to this process
- Practices that harm relationships harm our ability to learn

# Behavior is Communication

Behaviors that interfere with learning occur when students are:

- Stressed
- Anxious
- Dysregulated
- In need of support with underdeveloped skills



# Behavioral Responses

- Flight:
  - Withdrawing, fleeing, skipping class, daydreaming, sleeping in class, disengaging, avoiding others
- Fight
  - Acting out, acting silly, defiance, hyperactive, arguing, aggressive behavior, screaming or yelling
- Freeze:
  - Refusing to answer, refusing to get needs met, giving a blank look, feeling unable to move/act, exhibiting numbness
- Fawn:
  - Being overly apologetic, being super-responsible, trying to please others

(Souers & Hall, 2016; WebMD, 2023)

# Teaching the Brain to Students and Staff



## [Explaining the Brain to Children and Adolescents](https://www.youtube.com/watch?v=py8deTlxNco)

(<https://www.youtube.com/watch?v=py8deTlxNco>)

# Punishment

Punishment may appear to “work” in the short term because it:

- **Removes** students
- Provides **relief** to teacher, students, administrator

**Mantra: Behavior continues because behavior works!**



## Activity 2.1

- Reflecting on this behavior science section, identify:
  - One “ah-ha” that you had
  - One piece of previous learning that was reinforced
  - One way that you would find this useful in the school

# Behavior-Specific Feedback

*Reinforces* desirable behaviors and *addresses* interfering ones with clarity and precision

- 1. Timely:** Give feedback as soon as possible after the behavior occurs
- 2. Private:** Get on the student's physical level, close proximity, use a sincere tone
- 3. Specific:** Clearly state the behavior you are addressing
- 4. Constructive and Supportive:** Frame feedback positively to encourage improvement

# Examples

- Keep your hands to yourself, Ana.
- Great job working quietly, Joachim.
- Mohammed, I notice you shared your materials with Betty.
- We show respect by taking turns during group discussions.
- Laura, excellent use of our new vocabulary word.

# Non-Examples

- No touching!
- Good job!
- Way to go!
- Stop blurting out!
- Good stuff, Laura.

# Activity 2.2

## Let's Practice

- *Model*
- *Groups of 3*
  - *1 student*
  - *1 staff*
  - *1 observer*
- *Extension: switch up corrective and positive*

Behavior-Specific Feedback Fidelity Checklist				
Steps	P	✓ 1	✓ 2	✓ 3
<u>Establish</u> behavioral expectations and <u>scan</u> the classroom.				
<b>Timely:</b> As soon as possible after the behavior occurs.				
<b>Private:</b> At their physical level, close proximity, use a sincere tone.				
<b>Specific:</b> Clearly state the behavior you are addressing.				
<b>Supportive:</b> Frame feedback positively to encourage improvement.				

# Lunch Activity

## Let's Share

- *Feel?*
- *Think?*

Behavior-Specific Feedback Fidelity Checklist				
Steps	P	✓ 1	✓ 2	✓ 3
<u>Establish</u> behavioral expectations and <u>scan</u> the classroom.				
<b>Timely:</b> As soon as possible after the behavior occurs.				
<b>Private:</b> At their physical level, close proximity, use a sincere tone.				
<b>Specific:</b> Clearly state the behavior you are addressing.				
<b>Supportive:</b> Frame feedback positively to encourage improvement.				

# Rethinking Practices

## **Traditionally:**

- The relationships between students and adults in schools overwhelmingly focus on controlling students' behavior
- Punishment was used, leading to inequities in school discipline, increased truancy, mental health problems, etc. (Sugai, Horner& Gershram, 2002)

## **Instead:**

- Create a school environment and systems that reflects the community in which it is situated to set students up for success
- Rely on teaching and skill development to support students with behaviors that are interfering with learning

# Before Responding

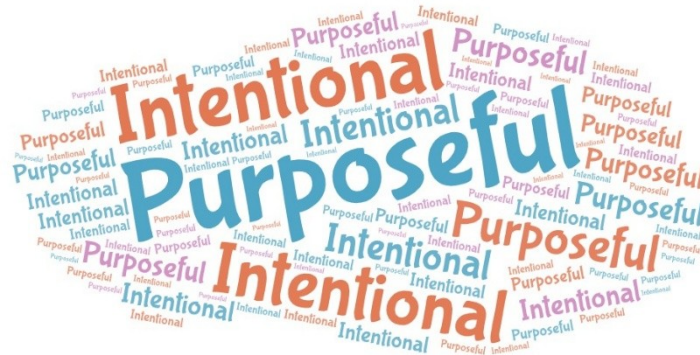
- First, **pause** to consider:
  - Are you making a snap decision? Are you able to pause before deciding how to best address the behavior?
  - Is this a high stakes situation that could result in exclusionary practices?
  - What influences your response? Time of day? Location?
- **Check in** with yourself and how you are feeling:
  - What might be influencing your decision?
  - What types of statements are you telling yourself? (I'm so tired, I'm so stressed, etc.)

## Responding to Interfering Behaviors

- Responding to interfering behaviors should include a quick re-teaching of the expectation when appropriate
- “It’s not the **severity** of your consequences that will make them effective...it’s the **certainty**.” (CHAMPS – Safe & Civil Schools, 2006)
- Consider the context of the behavior when responding
  - Does student have a need for academic support?
  - Does student sense investment from the teacher?(relationship)
  - Is the school environment supportive of the student?

# Response Strategies

1. Re-direct
2. Re-teach
3. Proximity
4. Provide Choice
5. Ignore, Praise, Attend
6. Signal / Nonverbal Cue



*Response Strategies* document available in workbook

- What do you know works for you?
- What are easily implemented strategies for teachers?

# Operationally Defined Behaviors

- The definitions are clear, observable, and can be measured
- Staff-Managed vs Administrator-Managed

[SWIS Referral Definitions](https://www.pbisapps.org/resource/referral-category-definitions)  
(<https://www.pbisapps.org/resource/referral-category-definitions>)

(PBIS Apps, 2024)

# Continuum of Responses

## Hastings High School Continuum of Responses

	Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
	<ul style="list-style-type: none"> <li>• Student causes interruption</li> <li>• Off-task</li> <li>• Reckless behavior not causing injury</li> <li>• Writing on desks</li> <li>• Sleeping</li> </ul>	<ul style="list-style-type: none"> <li>• Student causes multiple interruptions</li> <li>• Name-calling/taunting</li> <li>• Using device without teacher permission</li> <li>• Foul language</li> <li>• Lying/cheating</li> <li>• PDA</li> <li>• Disrespect towards adults</li> <li>• Repeated mild offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Physical aggression or assault</li> <li>• Bullying</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Derogatory language with malice</li> <li>• Intentional refusal to follow directions</li> <li>• Weapons/Drugs/Alcohol</li> <li>• Repeated previous offenses</li> </ul>
Prevention	Staff Response	Staff Response	Staff Response
<ul style="list-style-type: none"> <li>• Calm tone</li> <li>• Consistency</li> <li>• Active supervision</li> <li>• Brief and specific expectations</li> <li>• Pre-correction</li> <li>• CKH (Greeting at door, good things, social contract)</li> <li>• Model expected behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Non-verbal cue</li> <li>• Proximity</li> <li>• Calm tone</li> <li>• Tap table/desk</li> <li>• Verbal redirection</li> <li>• Reframe request</li> <li>• Remind of expected behavior</li> <li>• Planned verbal feedback</li> <li>• Humor</li> <li>• Planned ignoring</li> <li>• Acknowledge desired behavior nearby</li> <li>• Invite physical movement (i.e. Drink)</li> </ul>	<u>Previous Responses PLUS:</u> <ul style="list-style-type: none"> <li>• Calm tone</li> <li>• Teacher/Student conference</li> <li>• Parental contact</li> <li>• Re-teach expected behavior</li> <li>• Restitution</li> <li>• Positive practice</li> <li>• Four Questions (CKH)</li> </ul>	<u>Previous Responses PLUS:</u> <ul style="list-style-type: none"> <li>• Calm tone</li> <li>• Parental involvement</li> <li>• Re-teach expected behavior</li> <li>• Timeout in office</li> <li>• Detention</li> <li>• Suspension</li> <li>• Interagency support</li> </ul>

**CONTINUUM OF RESPONSES TO INAPPROPRIATE BEHAVIOR**

*A staff's toolkit of practices organized by intensity for responding to inappropriate behavior. Use the least intensive educational approach to support student*

**PRECISION RESPONSE**

**IGNORE, ATTEND, PRAISE**

**PROXIMITY**

**SIGNAL/NON-VERBAL CUE**

**PRAISE AROUND**

**REDIRECT**

**RETEACH**

**PRAISE APPROXIMATIONS**

**PROVIDE CHOICE**

**DE-ESCALATION**

**STUDENT CONFERENCE**



## Activity 2.3

### **Complete SEBH Solution Focused Reflection #7**

- What response strategies does your school use consistently?
- How can these strategies be shared with staff and supported?
- Are there strategies you might add to this list?
- Does your setting have a Continuum of Responses?

**Record Actions or Ideas in the Implementation Plan**



# Product Time

Take this time to organize, adapt, or create products relevant to your setting

- Organize response strategies
- Continuum of responses
- Behavior-specific praise coaching
- Operationally defined behavior

## 3.0 Using and Sharing Data

# SWPBIS Tiered Fidelity Inventory Connections 3

## Version 2.1

- 1.12 Discipline Data
- 1.13 Data-based Decision Making
- 1.14 Fidelity Data
- 1.15 Annual Evaluation

## Version 3.0

- 1.17 Decision Making with Behavior Data
- 1.18 Using School and Community Data
- 1.19 Decision Making with Fidelity Data
- 1.20 Evaluation Plan

## Using Implementation Data

- Implementation data monitors the *process* of putting SEBH supports into place
- Impact data monitors the *results* of those efforts

## Possible Data Sources

- Completed action items on Implementation Plan
- SWPBIS Tiered Fidelity Inventory (TFI)
- Classroom Management Observation Tool (CMOT)

# Implementation Plan Progress

- Check in on completed vs. non-completed activities
- Is the team doing what they said they would do?



# SWPBIS Tiered Fidelity Inventory

**What:** valid, reliable, and efficient measure of school-wide implementation

**Why:** provides team with successes and areas for improvement

## **How to Get Started:**

Access the materials, resources, and reports at [PBISApps.org](https://PBISApps.org)



**Version 3.0 is now available**

# TFI Walkthrough Tool

## Appendix A (pg. 64-68)

- Random selection of 10 students and staff
- Interview questions provided
- Time: 20-30 minutes
- Ideally conducted by an external coach or coordinator

## Reflect:

- What are some benefits to collecting data with this walkthrough tool?
- What experiences have you had using this tool (or version 2.1)?

# Classroom Management Observation Tool

## Classroom Management Observation Tool (CMOT)

**Overview.** The CMOT includes two components: (a) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a **checklist** of empirically-supported practices to "look for" periodically.

**Instructions.** Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.

Educator _____	Observer _____	Date _____
Grade Level _____	Content Area: _____	Time Start _____ Time End _____
Instructional Activity:		Setting notes:
Group size: <input type="checkbox"/> whole class <input type="checkbox"/> small group		

### CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.	1 = Disagree strongly	2 = Disagree Somewhat	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in <b>active supervision</b> of students in the classroom (i.e., moving, scanning, interacting). <sup>a</sup>	1	2	3	4
2. The educator effectively provided most/all students with <b>opportunities to respond</b> and participate during instruction. <sup>b</sup>	1	2	3	4
3. The educator effectively provided <b>specific praise</b> to acknowledge appropriate student academic and social behavior. <sup>c</sup>	1	2	3	4
4. The educator provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

<sup>a</sup> Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.

<sup>b</sup> Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.]

<sup>c</sup> Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

### CMOT Checklist

Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations	Yes	No
1. The educator <b>posted schedule</b> for the day and/or class activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. The educator <b>posted 3-5 positively stated behavioral expectations</b> in the classroom.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. The <b>physical arrangement</b> of the room was appropriate for the activity. <sup>d</sup>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. The educator developed <b>routines</b> for the day and/or class activity. <sup>e</sup>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. The educator <b>taught</b> and <b>prompted</b> 3-5 positively stated behavioral <b>expectations</b> .	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. The educator selected and implemented additional <b>consequence strategies</b> , if appropriate, to support student behavior. <sup>f</sup>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<sup>d</sup> **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.

<sup>e</sup> Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.

<sup>f</sup> Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.

<sup>g</sup> Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.

<sup>h</sup> **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kookan, J., Dooley, K., Gambino, A. J., Kern, L. (2019). Initial validation of the Classroom Management Observation Tool (CMOT). Manuscript under review.

**What:** simple observation tool to support the fidelity of classroom environment and practices

**Why:** Guides teachers, coaches, and teams in selecting high-leverage practices for improvement

**How to Get Started:** Access the tool online at [nepbis.org](http://nepbis.org)

**Important:** Not to be used as an evaluation

## Other Options for Gathering Classroom Data

- Classroom Data Summary (Appendix B TFI – pg. 69)
- Use the *Classroom SEBH Practices Checklist* as a self-assessment



# Activity 3.1

Which tool?

- SWPBIS TFI
- CMOT
- Implementation Plan

# Impact Data

- Office Discipline Referrals, including suspensions and expulsions
- Social-Emotional screener
- School Climate Survey (available in PBIS Apps)
- Seclusion/Restraint
- Attendance
- Office or nurse visits (i.e., stomach aches)
- Academic achievement
- Time out of class, including buddy classrooms, hallway visits, etc.
- Student referrals for outside mental health supports or hospitalizations
- Michigan Profile for Healthy Youth (MiPHY) survey

# Accurate Data Collection: Referrals or Incident Reports

- Clearly define interfering behaviors
- Determine major vs. minor
- Determine office-managed vs. staff-managed
- Ensure your discipline referral form is compatible with your data system and user-friendly for both the staff member filling it out and the one entering the data

# Discipline Referrals/Behavior Incidents

- A measure of student outcomes
- A data source, **not** a consequence
- Indicator of how well the school environment is supporting students
- Not used to “fix” the student(s) but to support school-level decision-making
- Work to minimize subjectivity in discipline referrals

## [Referral Form Example](https://www.pbisapps.org/resource/referral-form-examples-2)

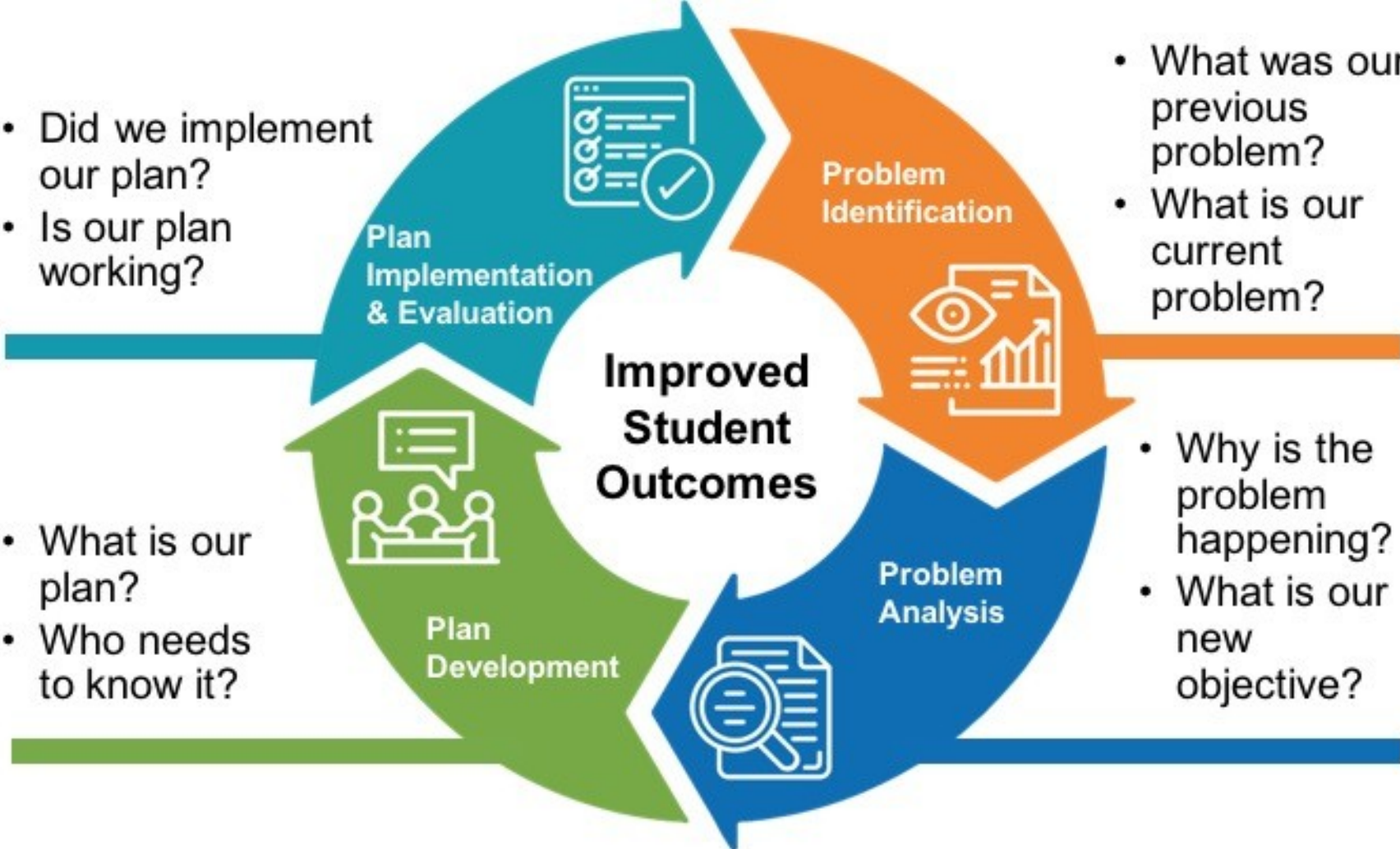
(<https://www.pbisapps.org/resource/referral-form-examples-2>)



## Activity 3.2

- Review the “Sample Activities for Staff” portion of *Developing Consistency in Behavior Data Collection*
- How might you use this to support staff in understanding their role in the collection of behavior referrals?

# Problem Solving Process



# Why Engage in Continuous Improvement

- Cornerstone of implementing MTSS
- Improve fidelity of implementation
- Improve student outcomes
- Aligns with:
  - MTSS essential component of Continuous Data-Based Decision Making from MDE's MTSS Practice Profile
  - SWPBIS Tiered Fidelity Inventory (Data Subscale)

# Timeline and Prep

## Timeline

- Continuous Improvement:  
3 times per year (fall, winter, spring)
- Monthly SLT meetings:  
Review data and update  
Implementation Plan  
activities

## Prep:

- Pre-fill scores
- Assign roles
- Share worksheet and other resources with team

# Tools to Support Continuous Improvement

- SLT Implementation Plan
- MiMTSS Data System
- School SEBH Continuous Improvement Worksheet

# MiMTSS Data System

**MiMTSS** Data System

Home Districts/ISDs Facilities Personnel Training Data Entry Reporting

### Valerie Vandlen TEST Elementary School Dashboard

View Dashboard for   **Be aware that the user agreement for this District has not been signed.** [View Samples](#)

Context Reading Outcomes Reading Skills Behavior Outcomes Installation Checklists Reading Fidelity - Elementary

Behavior Fidelity Early Childhood Reading Intervention Classroom Fidelity

**ISD:** North TEST ISD **District:** Valerie Vandlen TEST District

Scheduled Professional Development		
Date	Session Type	Title
(none)		

School Leadership Team Members	
(none)	

- Classroom
- School
- District
- ISD

Data Coordinator Role	Person Supporting the School
MiMTSS Administrator	(none)
2.0 R-TFI Facilitator: Advanced Tiers	(none)
2.0 R-TFI Facilitator: Tier 1	(none)
Acadience Reading Mentor	(none)
PBIS Assessment Coordinator	(none)
SRSS-IE Coordinator	(none)
SWIS Facilitator	(none)

The various tabs on a school-level dashboard in the MiMTSS Data System contain a wealth of information to support the problem-solving process during continuous improvement.

# Continuous Improvement Worksheet

- Guides the team through the continuous improvement steps with the available data sources
- Some of the data can be pre-filled
- Left column: Prompts
- Right column: Coach and team fill in data, summaries, and statements

*Continuous Improvement Worksheet* is available in the workbook



## Activity 3.3

### Review the Continuous Improvement Worksheet

- Locate the headings matching the 4 steps for Continuous Improvement
  - Plan Implementation
  - Problem Identification
  - Problem Analysis
  - Plan Development

# Plan Implementation and Evaluation

- Why: Keeps team connected to the current work
- What: Review and summarize current progress with implementation activities
- How: Review the **Implementation Plan activities** and Installation Checklist

# Problem Identification

- Why: Supports understanding of the full context
- What: Review and summarize current data
- How: Use both **implementation** and **impact** data

# Problem Analysis

- Why: Supports a deeper understanding of the Problem
- What: Analyze and interpret data
- How: Identify most important need and possible **contributing factors**

# Plan Development

- Why: Team and school staff know how to support improvement of implementation
- What: Convert discussion to action by **updating Implementation Plan**
- How: Use the hypothesis statement developed to keep the plan focused

# Facilitation Tips for Success

- Keep the focus on the systems, not individual students or a classroom
- Use a Parking Lot to capture discussion not immediately relevant to the Continuous Improvement
- Stick with the suggested times to keep the team moving through steps

# Evaluation Plan

Schools that sustain the implementation of  
SEBH supports share data!

Record any data, timelines, and action steps that need to be shared with in the Implementation Plan:

- Other leadership teams – specifically school improvement
- Staff
- Families
- Students

# 4.0 Training and Coaching Systems

# What is a “Sustained System”?

- Phases of PBIS development and implementation include:
  - Exploration
  - Installation
  - Initial Implementation
  - Full Implementation
  - Innovation and **Sustainability**
- Sustainability is the durable implementation of a practice at a level of fidelity that continues to produce valued outcomes

(Fixsen, Naoom, Blasé', Friedman & Wallace, 2005)  
(McIntosh et al., 2009)

# Training vs. Coaching

- Training: The presentation of material to develop new knowledge and skills
- Coaching: The support needed to use new knowledge and skills under typical conditions

# The Necessity of Fidelity

- Threshold Concept: Almost at fidelity is not enough
  - Data indicates there is little difference in outcomes between schools that are not implementing and those that are "almost" at fidelity
- Fidelity is a threshold, not a continuum

(Harlacher, J., Potter, J., & Collins, A., 2024)

# Systematic Measurement

- Schoolwide PBIS Tiered Fidelity Inventory
  - Road map
  - Training plan
- Requires consistent assessments to ensure relevant implementation and maintenance
  - Non-biased
  - Scheduled
  - Genuine

# Core Constructs of Equity

A sustained system ensures that behavioral supports are not just present, but are culturally responsive and provide meaningful participation



## Access –

All students have entrance into, involvement with, and full benefit of quality learning opportunities (Paris, 2012).



## Representation –

Having presence in decision making and in content (Mulligan & Kozleski, 2009).



**Meaningful participation** – All students have agency and are empowered to contribute in effectual ways (Fraser, 1998).



## High Outcomes–

Solutions benefit all students towards self-determination and the ability to act as contributing citizens in a democratic society & global community (Waitoller & Kozleski, 2013).



# How Do We Ensure Equitable PBIS Systems

## School-wide PBIS and Culturally Responsive and Sustaining Practices (CRSP)

- Hold high expectations for all students
- Provide all students with access to effective instruction and adequate resources for learning
- Use students' cultures and experiences to enhance their learning
- Use SWPBIS principles to change school cultures and systems to enhance educational equity

(Paris, 2012; Leverson, Smith, McIntosh, Rose, & Pinkelman, 2016)

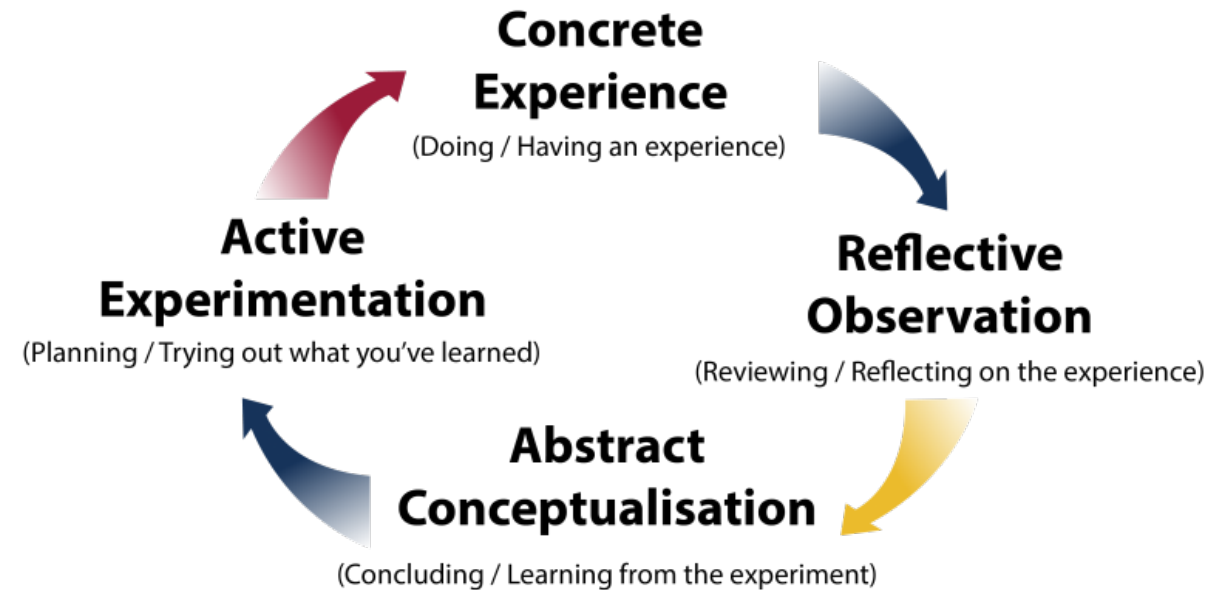
## Activity 4.1

- What barriers have you encountered when attempting to monitor and sustain a system in education?
  - Classroom management, math stations, sign-in/sign-out procedures, etc?
- What role did training or coaching play in this system?
  - Was it present or not?
- Describe a system you've encountered that has been equitable in schools?
  - Behavior acknowledgment, math instruction, extra-curriculars, etc?

# A Note on Adult Learning

## Principles of Adult Learning

- Learner involvement in planning
- Experience is a resource
- Immediate relevance to real life
- Problem-centered learning



Knowles (1984), Kolb (1984)

# Adult Learning & Engagement Strategies

- “We cause the engagement we get”
- Engagement positively impacts staff learning and increases action planning
  - Response Cards: Use for quick formative assessments (e.g., True/False, ABCD cards)
  - Breakout Rooms: For small group problem-solving and rehearsal
  - Choral Response & Cloze Reading: To maintain attention and build fluency

# Structure and Sequence

- Effective training systems are not one-off events
  - pre-work
  - live session
  - post-work or assignments to deepen learning
- Training systems should offer targeted content based on the team's readiness

# Trainer Preparation

## Anticipating Resistance

- A robust training system prepares trainers to manage difficult questions (e.g., "Why do we need data?") by building fluency and anticipating resistance


## Feedback Loops

- Support competence by reviewing a team's Behavior Matrix against a "Critical Features Checklist" in a non-evaluative manner, for example

# Possible Schoolwide Trainings

- [ABCs of Behavior](#)
- [Behavior-Specific Praise](#)
- [Regulation Routines](#)
- [Responding to Low-Intensity Behavior](#)
- [The Function of Behavior](#)

**Let's Practice**



**Scenario #1:**

Mr. Smith announces to the class, "It is time for independent reading." Macie immediately starts talking to a classmate instead of reading. Mr. Smith gives Macie a gentle reminder, saying, "Please start reading, or you'll miss out on your reading time."

ⓘ Requires a correct answer to continue

Match each item on the left with the correct response on the right by selecting the corresponding number:

Antecedent	Mr. Smith announces it is time for reading.
Behavior	Macie starts talking to a classmate instead of reading.
Consequence	Mr. Smith gives a gentle task reminder.

SUBMIT

<https://mimtsstac.org/professional-learning/demand/microlearning>



## Activity 4.2

### **Small Group Discussion**

Consider what areas are priorities for staff training by reflecting on any of the following:

- Browse Microlearnings Page
- Elicit staff training needs via a survey
- Consult your settings' guiding principles or instructional pillars

# The Four Functions of Coaching

A sustainable coaching system prioritizes four key functions for the System Coach

- Prompting: Reminding teams of critical tasks and timelines
- Building Fluency: Helping teams become proficient in skills on-site
- Performance Feedback: Providing data-based feedback on implementation
- Adaptation: Adapting skills from training to fit the specific culture and context of the school

# Critical Tools for Sustainability

- Installation Checklists
  - Completion: 100%
- Implementation Plans
  - Ongoing goals and objectives
- Data Coordination
  - Student behavior
  - Teacher implementation (CMOT)
  - Schoolwide implementation (SWPBIS TFI)

# Coaching Example: The 5:1 Ratio Audit

Spend 10 minutes in a common area (hallway, cafeteria) or classroom. Tally the interactions.

- Positive Interaction: The teacher gives attention of some kind to the student while the student is demonstrating appropriate behavior.
- Negative Interaction: The teacher gives attention of some kind to the student while the student is NOT engaged in expected behavior.

Interaction	Tally	Total
Positive		
Negative		

# Coaching Example Continued

- Possible coaching activities
  - Assess prior knowledge and implementation
  - Facilitate communication
  - Promote goal setting
  - Prompt implementation
  - Provide content expertise
- Whole staff or Small-group

# Classroom Management Observation Tool (CMOT)

Classroom Management Observation Tool (CMOT)

(Simonsen et al., 2020)

## Purpose:

- Enhance classroom management and SEBH practices

## Resources:

- CMOT, feedback card, scheduling document

## Planning:

- scheduling, communication, data entry

**Overview.** The CMOT includes two components: (a) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management a **checklist** of empirically-supported practices to "look for" periodically.

**Instructions.** Complete observation items routinely to inform decisions about professional development; complete checklist periodically to check presence/absence of empirically-supported practices.

Educator \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_  
 Grade Level \_\_\_\_\_ Content Area: \_\_\_\_\_ Time Start \_\_\_\_\_ Time End \_\_\_\_\_  
 Instructional Activity: \_\_\_\_\_ Setting notes: \_\_\_\_\_  
 Group size:  whole class  small group

**CMOT Observation Items**  
 Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.	1 = Disagree strongly	2 = Disagree Somewhat	3 = Agree Somewhat
1. The educator effectively engaged in <b>active supervision</b> of students in the classroom (i.e., moving, scanning, interacting). <sup>a</sup>	1	2	3
2. The educator effectively provided most/all students with <b>opportunities to respond</b> and participate during instruction. <sup>b</sup>	1	2	3
3. The educator effectively provided <b>specific praise</b> to acknowledge appropriate student academic and social behavior. <sup>c</sup>	1	2	3
4. The educator provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3

<sup>a</sup> Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across student.  
<sup>b</sup> Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.  
<sup>c</sup> Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

**CMOT Checklist**  
 Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations	
1. The educator <b>posted schedule</b> for the day and/or class activity.	<input type="checkbox"/> Yes
2. The educator <b>posted</b> 3-5 positively stated behavioral <b>expectations</b> in the classroom.	<input type="checkbox"/> Yes
3. The <b>physical arrangement</b> of the room was appropriate for the activity. <sup>a</sup>	<input type="checkbox"/> Yes
4. The educator developed <b>routines</b> for the day and/or class activity. <sup>b</sup>	<input type="checkbox"/> Yes
5. The educator <b>taught</b> and <b>prompted</b> , 3-5 positively stated behavioral <b>expectations</b> .	<input type="checkbox"/> Yes
6. The educator selected and implemented additional <b>consequence strategies</b> , if appropriate, to support student behavior. <sup>c</sup>	<input type="checkbox"/> Yes

<sup>a</sup> **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.  
<sup>b</sup> Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.  
<sup>c</sup> Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.  
<sup>d</sup> Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior in given activity/environment.  
<sup>e</sup> **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences for inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kookan, J., Dooley, K., Gambino, A. J., Wilkinson, S., VanLone, J., Walter Byun, S. G., Xu, X., Lupo, K., & Kern, L. (2020). *Classroom Management Observation Tool (CMOT)*. CT: University of Connecticut. Retrieved from: <https://nepbis.org/classrooms-data-tools-resou>



## Activity 4.3

### Small Group Discussion

Consider what areas are priorities for staff coaching by reflecting on any of the following:

- Browse Microlearnings Page
- Elicit staff training needs via a survey
- Consult your settings' guiding principles, instructional pillars, or recent assessment data

# 5.0 Wrap Up and Next Steps

## Activity 5.1: Let's tie it all together

Using your Solution Focused Reflections and Implementation Plan, as well as:

- Behavior-Specific Feedback Template
- Acknowledgment System
- Implementation and Impact Data

Possible products:

1. Review samples and note steps in your implementation plan
2. Personalize your Behavior Monitoring plan
3. Review your Continuum of Responses
4. Personalize your Evaluation Plan Template

# References

- Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023). *Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice?* Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).
- US Department of Ed (2021) *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. Retrieved from <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>