

# 4D – “Guiding Classroom PBIS Implementation with Data”

*Presenters:*

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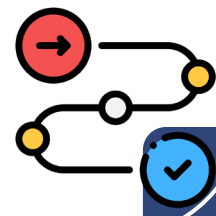


# Learning Objectives

- 1. Explore a 4-step data-driven cycle to build strong systems supportive of Classroom PBIS implementation*
- 2. Identify tools for measuring fidelity and outcomes*
- 3. Formulate start point for an actionable data-driven plan*



# Strand Overview



4A: Raising the Roof:  
How to Get Ready for  
the TFI 3.0



4B: How to Use Discipline  
Data to Assess  
Disproportionality



4C: Uplevel Data Based  
Decision Making with  
TIPS



4D: Guiding Classroom  
PBIS Implementation  
with Data

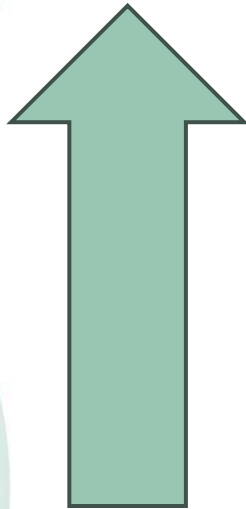


**Why?**

*Rationale*

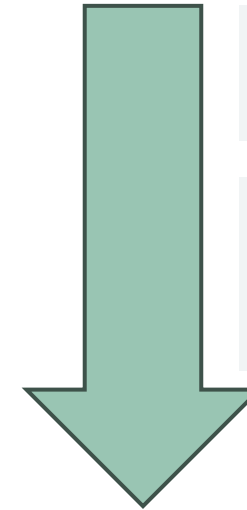
We need strong systems and meaningful data to support consistent and equitable classroom practices

Student behavior remains a common area of concern for teachers.



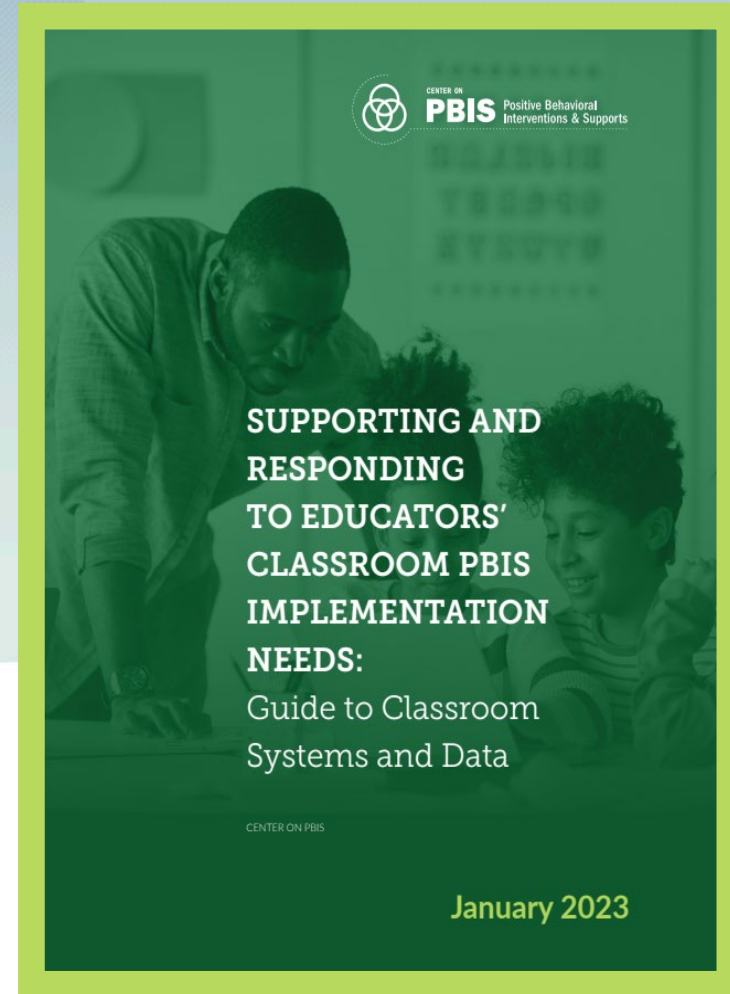
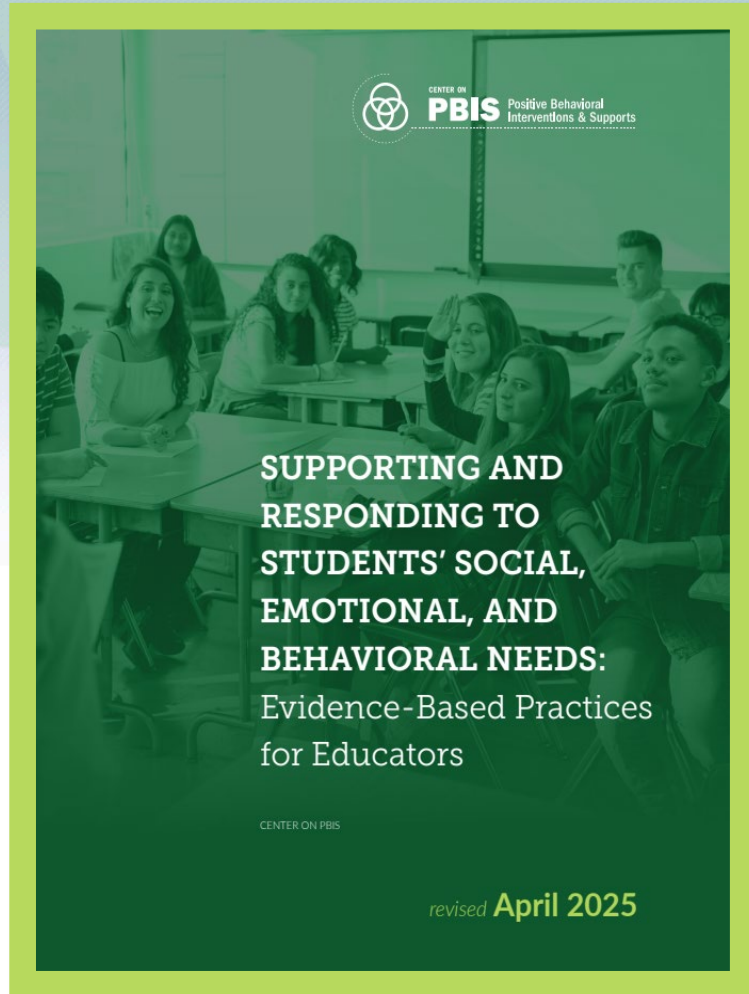
Implementation of these practices is lower than expected

Many teachers report receiving little to no training in behavior supports



Years of research have identified classroom practices that work

# We Anchor to Key Resources



# Where do you enter this work?

Across schools



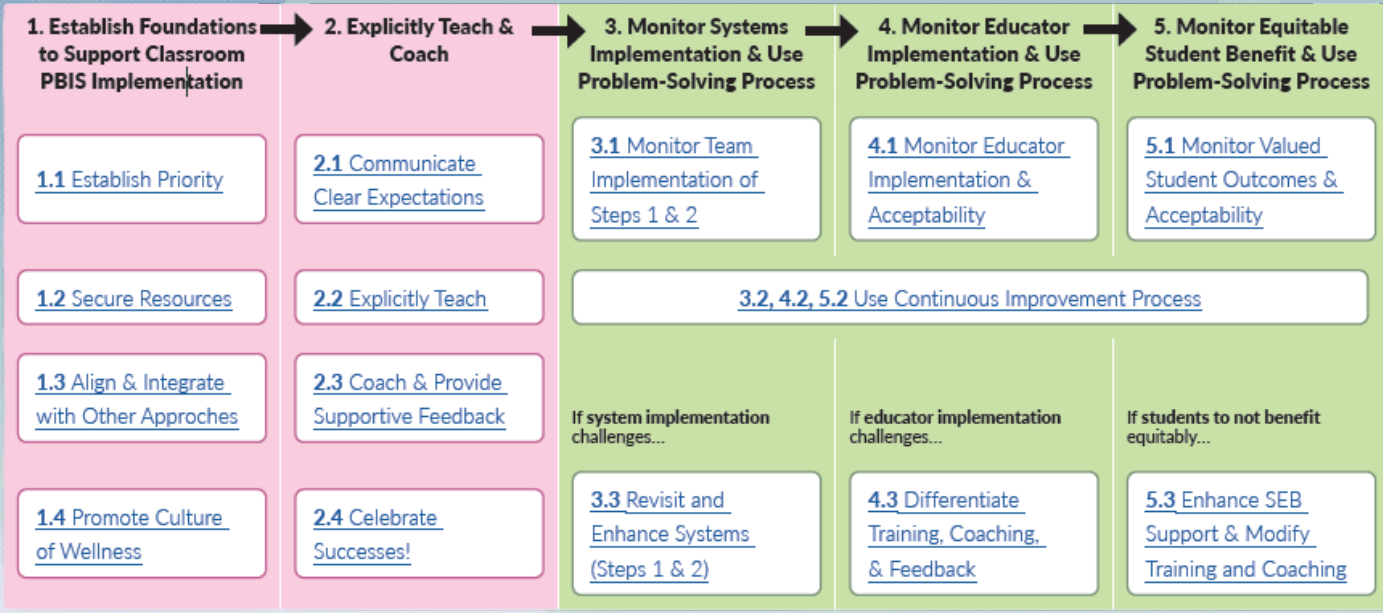
Across classrooms



Within classrooms



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



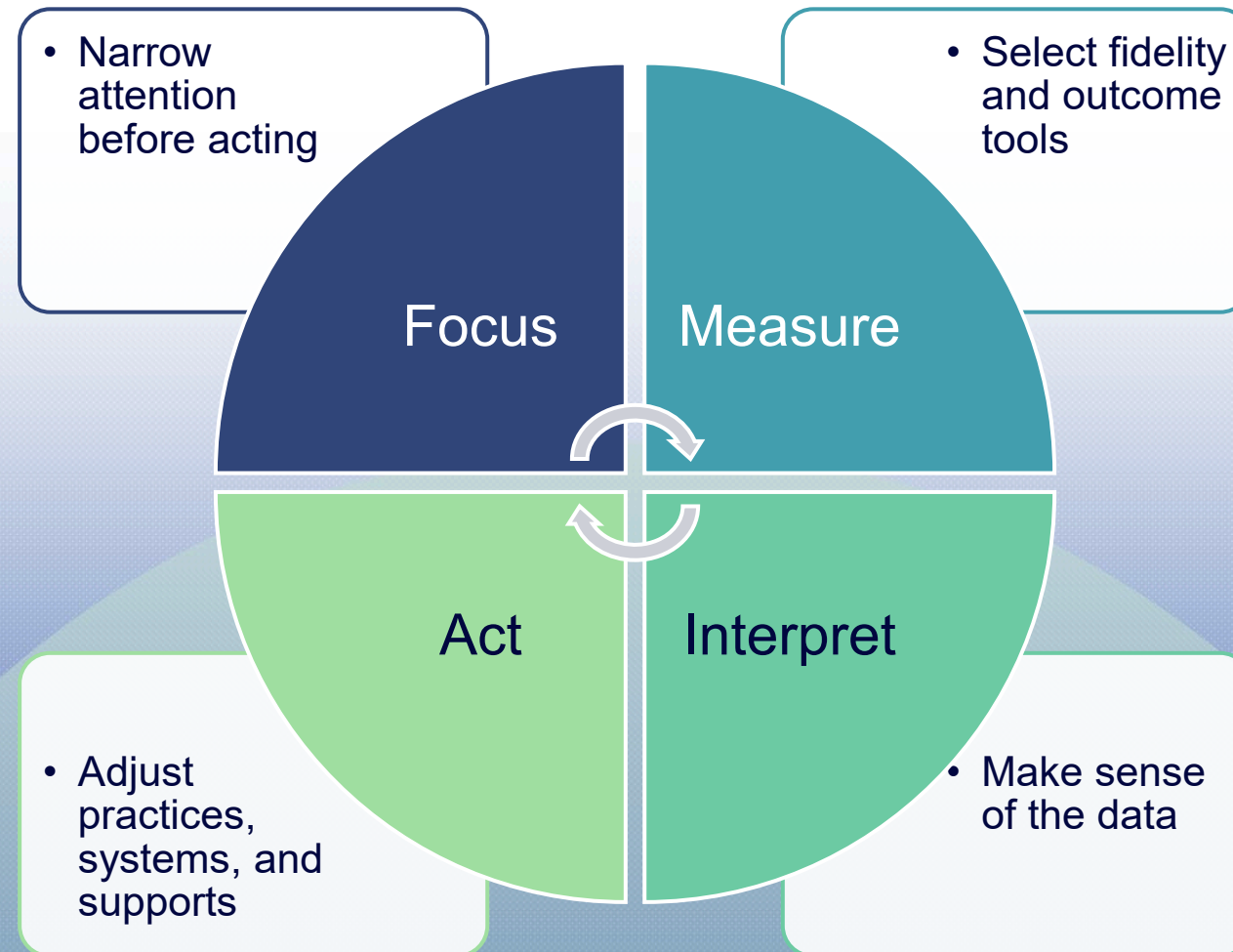
## Systems and Data Features

Figure 2. Steps to Support and Respond to Students' SEB Needs

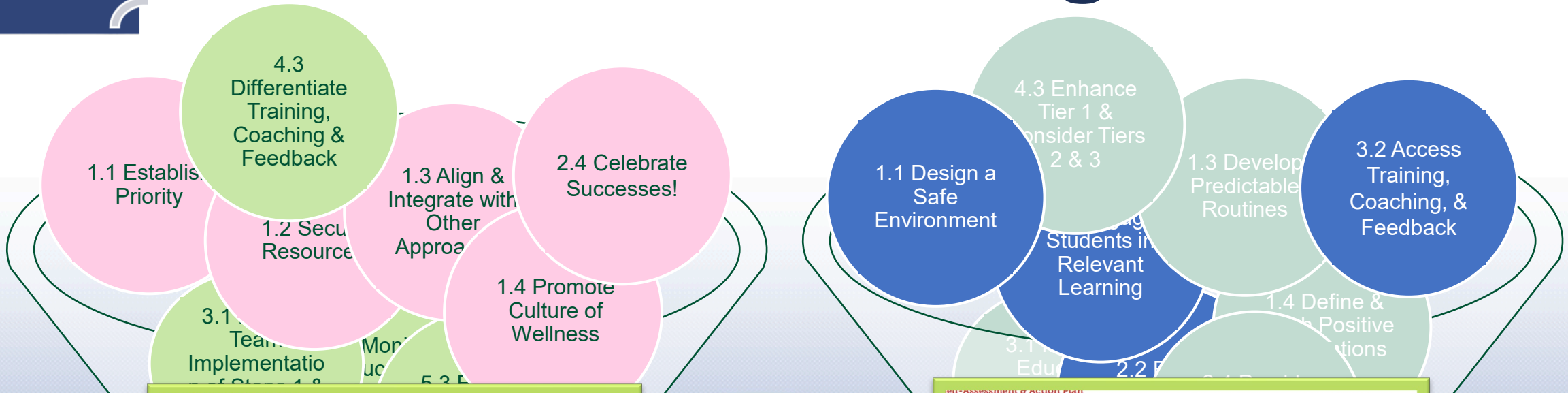


## Evidence-based Classroom Practices

# Guiding Classroom Practices with Data



# Before Acting, Ask: How is it Going?



**Self-Assessment**

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).

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

Self-Assess

**Self-Assessment & Action Plan**

Complete the self-assessment to gauge current implementation of classroom practices. For each item: (a) review the supporting table; (b) self-assess whether practice is fully, partially, or not at all implemented; (c) rate priority (low, medium, high) for action planning; (d) celebrate fully implemented high-priority practices; and (e) action plan to support implementation of top 3 priorities with low implementation (rated as implementing partially or not at all).

Steps to Support and Respond to Students' SEB Needs	Self-assess Implementation			Priority for action planning		
	Fully	Partially	Not at all	Low	Med	High
<b>Create positive teaching and learning environments (Table 1)</b>						
1.1 The classroom environment (layout, furniture, materials, visual) is safe and accessible.						
1.2 Have established positive connections among students and families, through purposeful and regular communication that incorporates families' language and communication preferences, to learn about my students and actively engage families.						
1.3 Post, teach, practice, and review predictable routines collaboratively with students.						
1.4 Have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.						
1.5 Engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate social dimensions, and differentiates supports.						
<b>Actively promote social, emotional, and behavioral growth (Table 2)</b>						
2.1 Use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning.						
2.2 Foster positive relationships among students, families, and educators by greeting, engaging, and considering preferences throughout routines in a collaborative manner.						
2.3 Prompt and supervise SEB and academic skills by prompting skills, helping students prompt themselves, actively monitoring/ supervising, and individualizing prompts when helpful.						
2.4 Provide specific feedback to support SEB and academic skill growth, and I received a ratio of 5 specific praise statements for each supportive corrective statement (5:1 ratio).						
2.5 Consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/ respond to SEB and academic errors.						
<b>Monitor fidelity &amp; use data to guide implementation (Table 3)</b>						
3.1 In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantity and quality of implementation, from multiple perspectives, across time.						
3.2 Based on fidelity data, I have a plan (see action plan template) to access training, coaching, and supportive data-based feedback to enhance implementation of key practices.						
<b>Monitor student outcomes &amp; use data to guide response (Table 4)</b>						
4.1 I collect, disaggregate, and review data to monitor student outcome and guide support.						
4.2 If many students demonstrate on-going risk/need, I enhance Tier 1.						

1 System Feature or Priority Practice

# Questions to Guide Reflection and Decision-Making

- What practices or system features are we currently emphasizing?
- Where do we see strengths or variability?
- What deserves our attention next?

# Ask the Questions That Matter

Measure

Did we implement as intended?

Fidelity



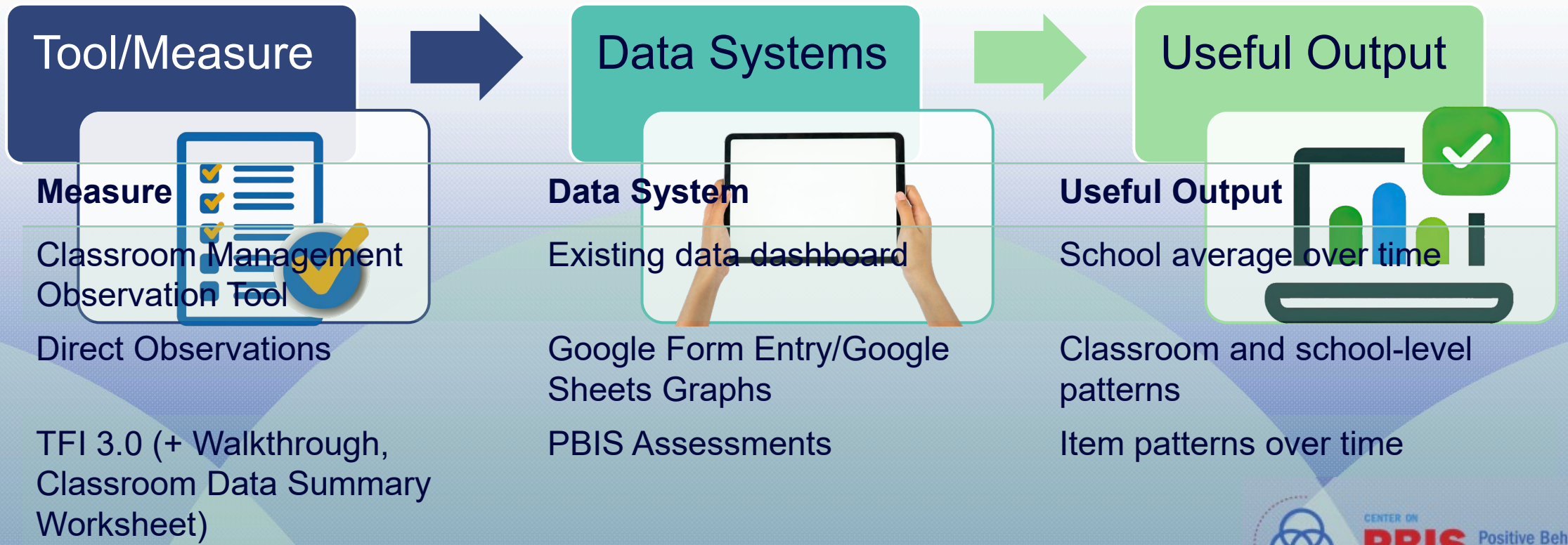
How well (and for whom) did it work?

Outcomes





# For Each, Consider Three Elements:



# Tiered Fidelity Inventory (TFI)

- Supports assessment of Tiers 1-3, and Tier 1 Classroom PBIS implementation fidelity.
- Appendices include walkthrough form and scoring guides to support efficient data collection and use.



# Classroom Management Observation Tool (CMOT)

- 4 validated items assess key classroom PBIS practices
- 6 checklist items related to other features of classroom management



## 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:  whole class  small group

### CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices <i>Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.</i>	1 = <i>Disagree strongly</i>	2 = <i>Disagree Somewhat</i>	3 = <i>Agree Somewhat</i>	4 = <i>Agree strongly</i>
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		
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 expectations.	<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> Classroom structure (including seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distractions.  
<sup>e</sup> With **routines**, educator provides lesson plans, and/or educator references previously taught routines.  
<sup>f</sup> With **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.  
<sup>g</sup> Educator may include classroom systems to acknowledge appropriate behavior or consequences to respond to behavior. Presentation is consistent, systematic, and accompanied by behavior-specific feedback.

Wagner, J., Dooley, K., Gambino, A. J., Kern, L. (2019). Initial validation of Classroom Management Observation Tool (CMOT). Manuscript under review.

Measure

# CMOT Example



Measure

## CMOT Validated Items

	(1) Strongly Disagree	(2) Somewhat Disagree	(3) Somewhat Agree	(4) Strongly Agree
The educator effectively engaged in active supervision of students in the classroom (i.e. moving, scanning, interacting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The educator effectively provided most/all students with opportunities to respond and participate during instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The educator effectively provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Average Results by Item and Year

GRADE

All

SCHOOL

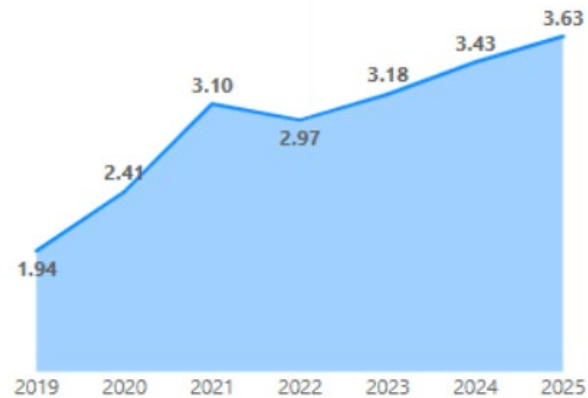
Southbridge Middle

MONTH

All

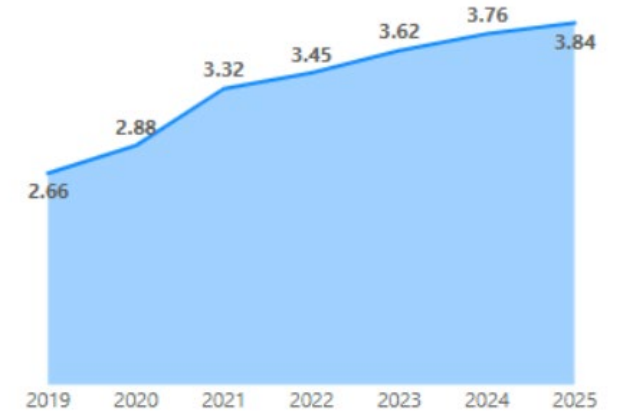
### CMOT Results by Year (Average)

Praise to Correction Ratio (+/-)



### CMOT Results by Year (Average)

Active Supervision



# Classroom Assistance Tool (CAT)

- Captures Environmental Factors, Classroom Behavior Systems, and Curriculum and Instruction
- Completed as self-report or by an observer

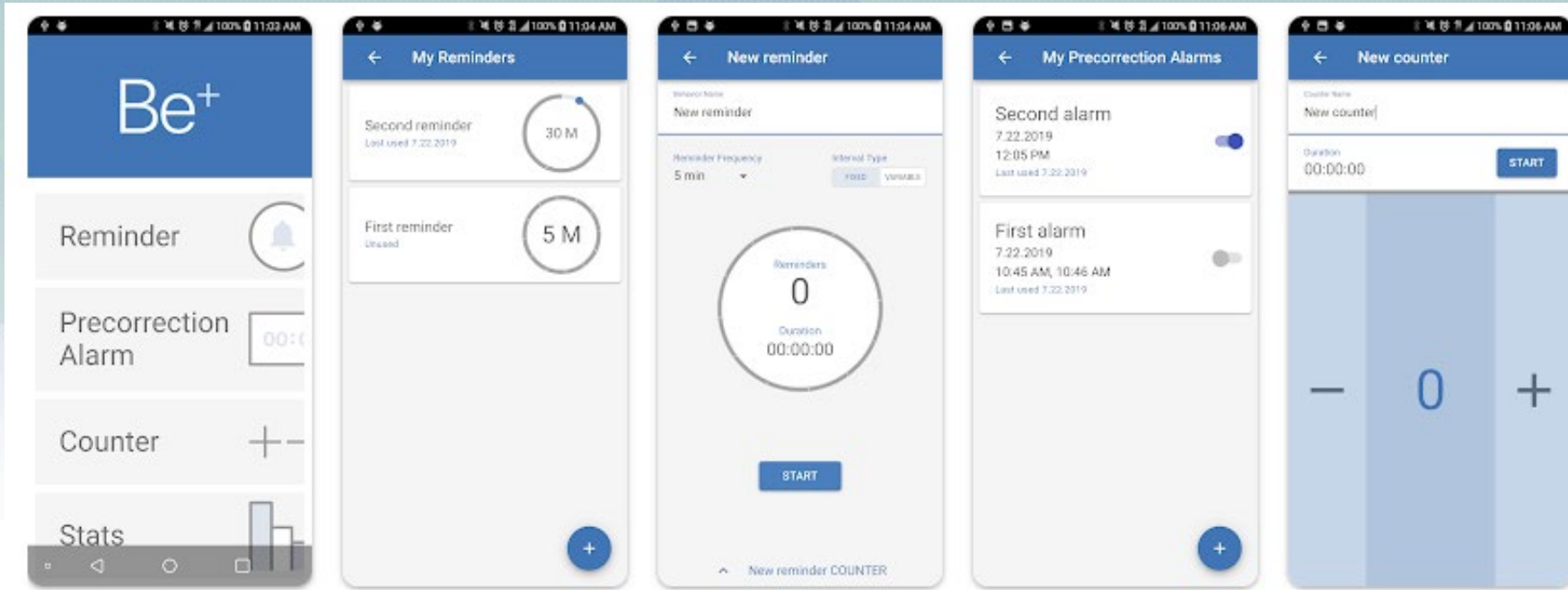


Classroom Assistance Tool					
Teacher:				Date:	School:
General Ed	Special Ed		s. start time:	District:	
Self-Assessment	Observation (Obs.)		s. end time:	Grade-level:	
Subject:	Reading	Math	Writing	Science	Social Studies
					Other
Context:	Lrg Group	Sm Group	Ind seat wk	Centers	Transitions
					Other
Comments:					
<b>Directions:</b>					
<p>a. Complete the demographic information above. If the CAT is being completed by an observer, indicate Observation as well as the start and end times of the observation.</p> <p>b. Select the response to item 1-41 using the drop-down menu. If being completed by an observer, items amenable for <i>interviews</i> are in red. Items marked "not observed/blank" are indicated on the Teacher Interview tab. Discuss items indicated in the Teacher Interview tab as appropriate.</p> <p>c. Using the Pie Graph tab, review the percentage of In Place, Same as In Place, and Not in Place and note strength and areas needing enhancement in the text box.</p> <p>d. Using all the information collected from the CAT, develop a Classroom Management Plan based on the most significant areas needing enhancement.</p>					
<b>ENVIRONMENTAL FACTORS: <i>Environmental variables help prevent or</i></b>					
<b>Physical Setting- Classroom setting is organized to promote learning and independence.**</b>					
1	Room is arranged to minimize crowding and distractions.**				
2	Materials are organized and easily accessible.**				
3	Students have secure and adequate space for personal storage.*				
4	Furniture is arranged to enhance traffic flow.**				
5	Instructional areas have clear visual boundaries.**				
<b>Scheduling- Instructional schedule optimizes student learning.</b>					
6	Daily activity schedule posted and reviewed regularly.				
7	Transitions & non-instructional activities posted and reviewed regularly.				
8	Daily schedule includes independent work, 1 to 1 instruction, small/large group activity, socialization, & free time.*				
9	Students are engaged in active learning activities, with little/no unstructured downtime.**				
<b>Socialization- Social instruction opportunities are provided to optimize student learning.</b>					
10	The development of individual responsibility and independence is emphasized for all students.**				
11	Communication between teacher and family occurs weekly.*				
12	Skills are taught in the setting and situation in which they naturally occur.*				
13	Friendships between students are promoted.**				
14	Effective, efficient communication strategies are taught to all students.*				
15	Students with disabilities provided opportunities to interact/socialize with typical peers.				
16	Teacher uses transitions times to build rapport with students using first names (or nicknames) through brief, non-contingent interactions.				
Environmental Factor Comments:					
<b>CLASSROOM BEHAVIOR SYSTEMS: <i>An effective behavior system helps increase appropriate behavior and decrease behavior problems.</i></b>					
<b>Define and Teach Behavior **</b>					
Schoolwide expectations and classroom rules, routines and procedures are clearly defined, positively stated and posted.**					
Teacher-Managed behaviors are clearly defined and differentiated.					
and routines/procedures are explicitly taught and practiced.**					
is regularly collected and analyzed to guide ongoing decisions.					
appropriate behavior is in place and implemented consistently.*					
ing reinforcers and students are aware of the criteria.*					
ers.					
threatened to be removed.					
ssible to all students.					
requently than negative or neutral statements (achieving, minimally, a 4 to					
ual students).					

Measure

# Direct Observation: Tool

Measure



# Direct Observation: Data Entry & Graph



Measure

**Coaching Strategy**

- Observed and Debrief
- Co-Teach / Model
- Ghost Whisper
- Live Coach
- Co-Plan

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**Count of Behavior Specific Praise Instances**

Your answer \_\_\_\_\_

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**Count of Behavior Corrections**

Your answer \_\_\_\_\_

---

**Number of uncorrected behaviors**

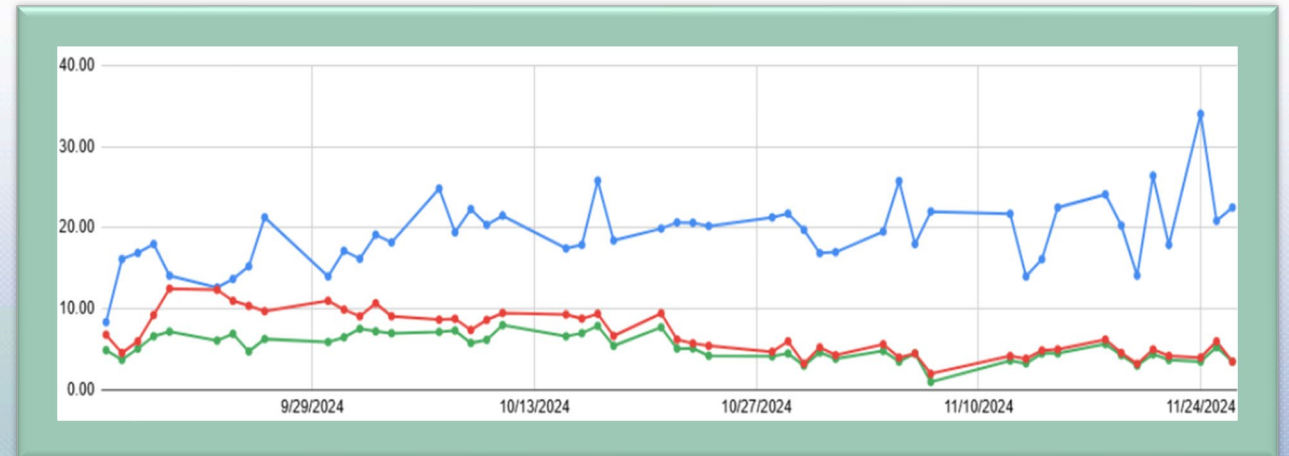
Your answer \_\_\_\_\_

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**Visit End Time**

Time

: AM





# What Other Indicators Do You Use to Monitor Classroom Outcomes?

Attendance

School Climate Surveys

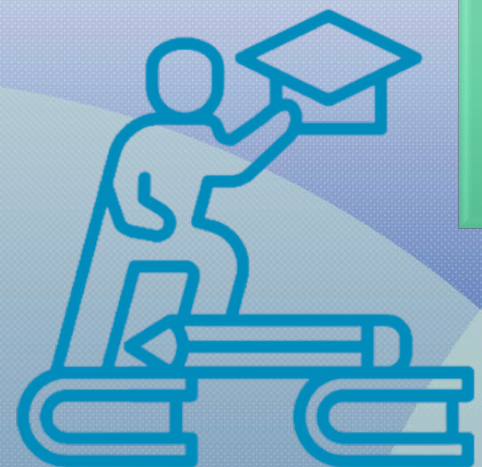
Social Emotional Behavioral Screeners

Academic Screeners

Exclusionary Discipline (e.g., discipline referrals, suspension, expulsion)

\_\_\_\_\_

\_\_\_\_\_



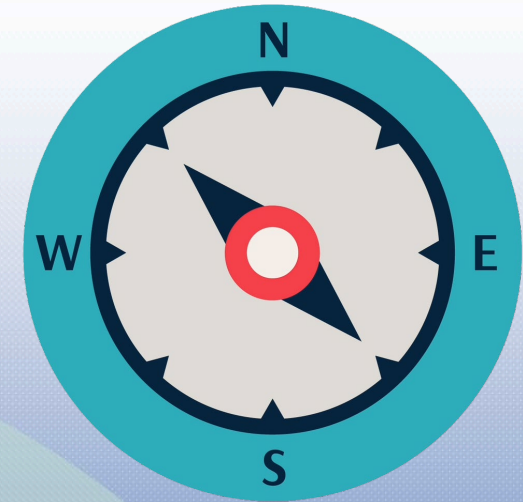
# Pause Before Deciding What to Do



Don't jump to conclusions



Across time or contexts



Match support to need





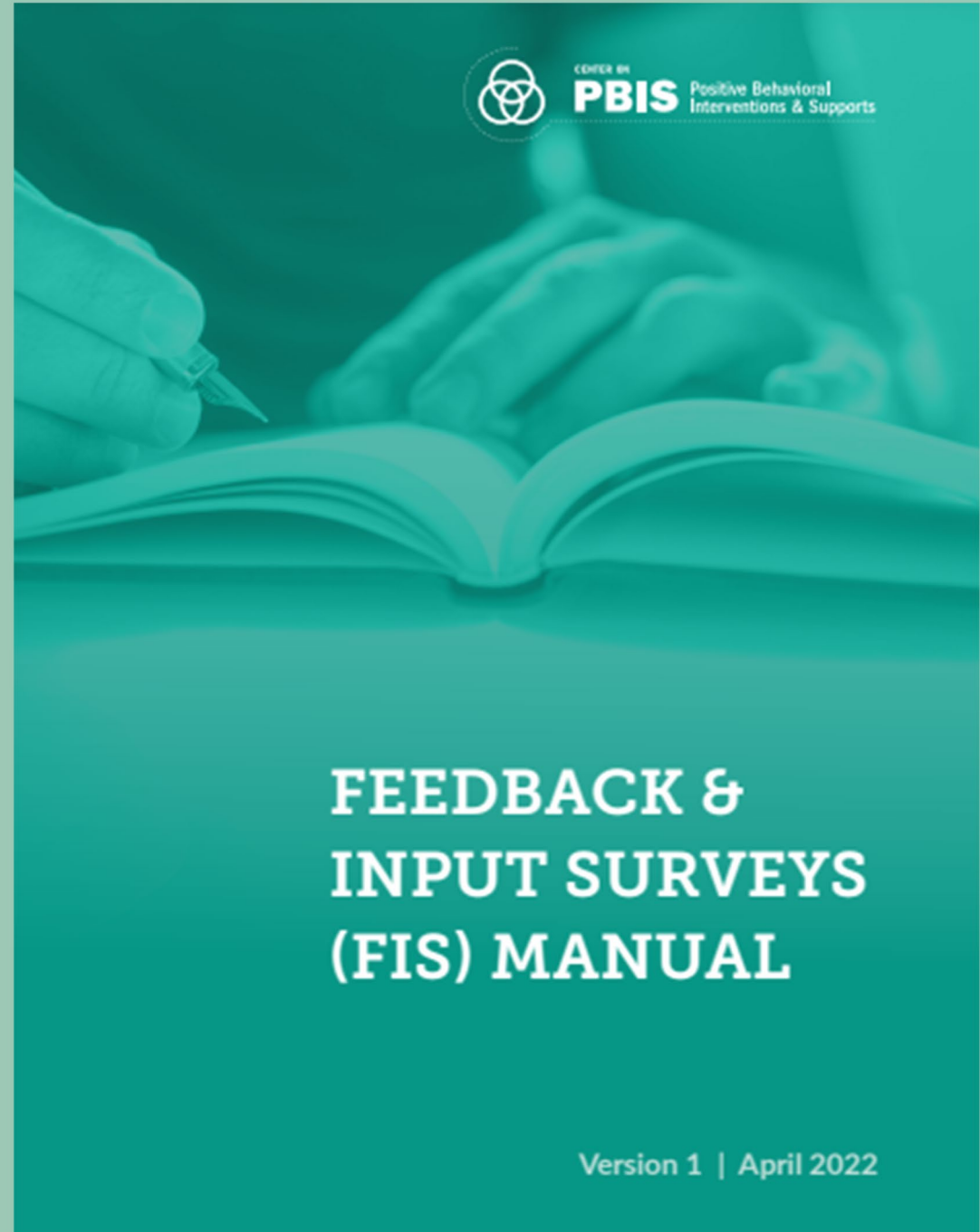
# Questions to Guide Reflection and Decision-Making

- What patterns do we see?
- What might be influencing implementation?
- Who might benefit from additional support?

Interpret

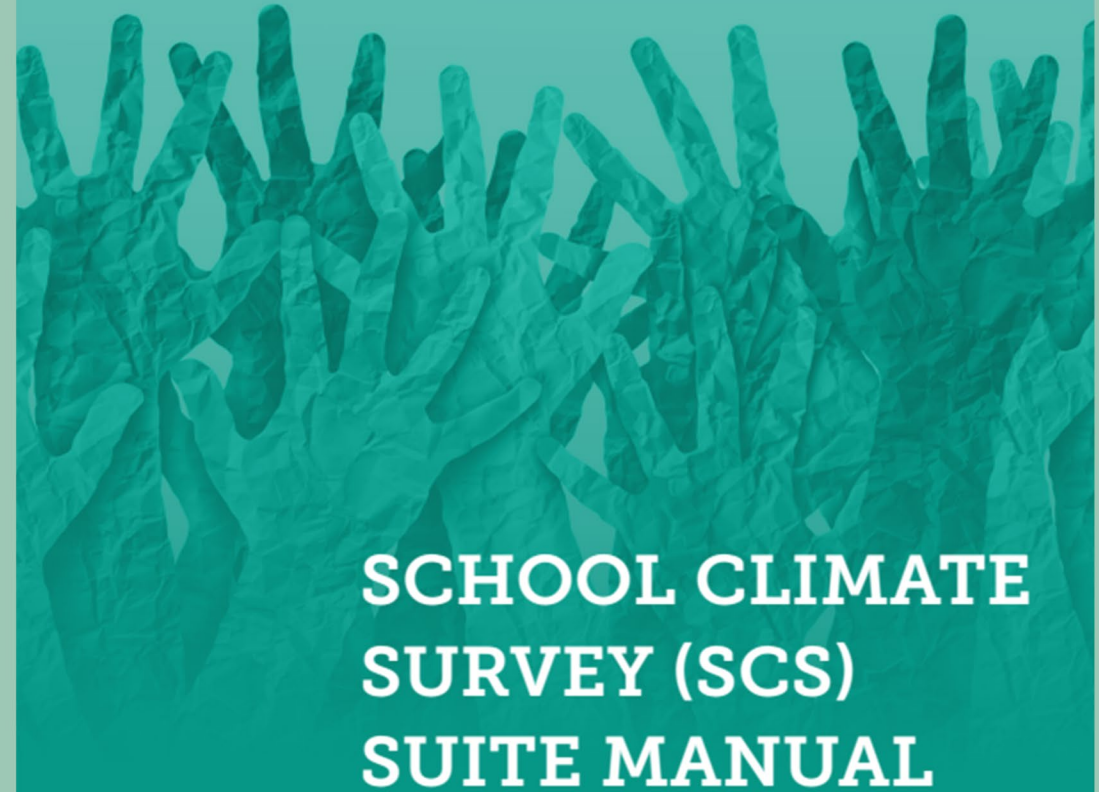
# Feedback and Input Survey (FIS)

- Provides brief, anonymous surveys for students, staff, and families to give input on school systems, practices, and experiences.
- Helps identify strengths and improvement areas by gathering perception data.



# School Climate Survey (SCS)

- Set of validated surveys that measure student, staff, and family perceptions of school climate.
- Offers clear reporting tools that help schools identify strengths and areas for improvement.



# Universal Indicators of Wellness

- % of staff who feel connected (within grade level/team and/or school level)
- % of staff who feel like they are managing their changing role
- % of staff who feel like they have skills to manage student needs
- % of staff who feel the workload is manageable
- % of staff who feel they have a voice at the table with school, district, state
- % of staff who feel appreciated by students, families, administration, central office

# Questions to Guide Reflection and Decision-Making

- What type of support would be most helpful now?
- Who might benefit from coaching or modeling?
- Are there system barriers we need to address?
- What is one realistic actions we can take in the next 30-60 days?

Act

# Adjust and Support



## In the classroom

- Try one instructional adjustment
- Use a self-monitoring or reflection tool
- Adjust routines or feedback strategies



## With your grade-level team

- Collaborate on consistent practices
- Share data or patterns at team meetings
- Ask for targeted support or coaching



## At the school system level

- Advocate for aligned PD or resources
- Share barriers with leadership
- Participate in problem-solving conversations



## At the district system level

- Align coaching and professional learning across
- Use implementation data to prioritize district resources
- Address system barriers impacting implementation

# Plan and Take One Intentional Step

**PBIS** Positive Behavioral Interventions & Supports

## Guided Action Planning Worksheet

### Using Systems and Data to Strengthen Classroom PBIS Implementation

Considerations	Action Steps
<p><b>Step 1: FOCUS</b></p> <p><i>How is it going? Narrow attention using reflection and self-assessment.</i></p> <p><b>Entry Point:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> District</li> <li><input type="checkbox"/> School Team</li> <li><input type="checkbox"/> Grade-level Team</li> <li><input type="checkbox"/> Classroom Teacher</li> </ul> <p><b>Data Sources Informing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-assessment (e.g., Supporting and Responding Self-Assessment)</li> <li><input type="checkbox"/> Walkthrough/Observation</li> <li><input type="checkbox"/> Coaching notes</li> <li><input type="checkbox"/> Staff Input (e.g., Feedback and Interview Survey)</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p><b>Focus area:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Step 2: MEASURE</b></p> <p><i>In relation to focus area, ask the Questions that matter:</i></p> <ul style="list-style-type: none"> <li>• Are we implementing as intended?</li> <li>• Is implementation benefiting students?</li> </ul> <p><b>Fidelity measure(s):</b> _____</p> <p><b>Data System:</b> _____</p> <p><b>Access to Useful Output:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul> <p><input type="checkbox"/> Existing data    <input type="checkbox"/> New collection needed</p> <p><b>Outcome measure(s):</b> _____</p> <p><b>Data System:</b> _____</p> <p><b>Access to Useful Output:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul> <p><input type="checkbox"/> Existing data    <input type="checkbox"/> New collection needed</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

- Locate your Guided Action Planning Form and Resources Handout.
- We will work through the 4 steps: Focus, Measure, Interpret, Act (~7 minutes).
- Use the right column to note what's needed to move the work forward.



**THANK YOU**