

Promoting Positive Practice *in the Classroom*



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



Council for
Exceptional
Children

Focus Practice 12: Use Data to Check Yourself—
Practice Fidelity and Outcomes

Meet the Presenter(s)



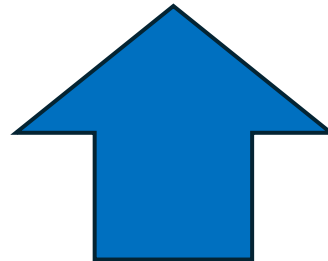
Ruthie Payno-Simmons, Ph.D.



Brandi Simonsen, Ph.D.



Maria Reina Santiago-Rosario, Ph.D.



Purpose of Professional Development (PD) Series

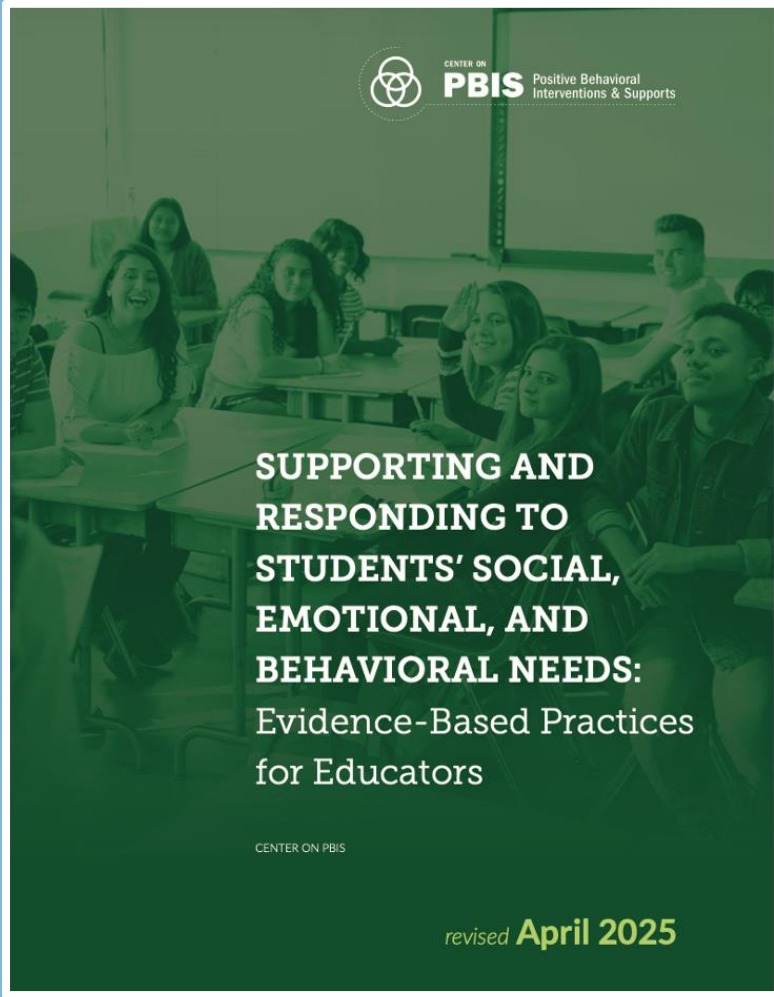
Increase **ADMINISTRATORS'** capacity to provide relevant PD supportive of...

...enhancing classroom **EDUCATORS'** ability to support...

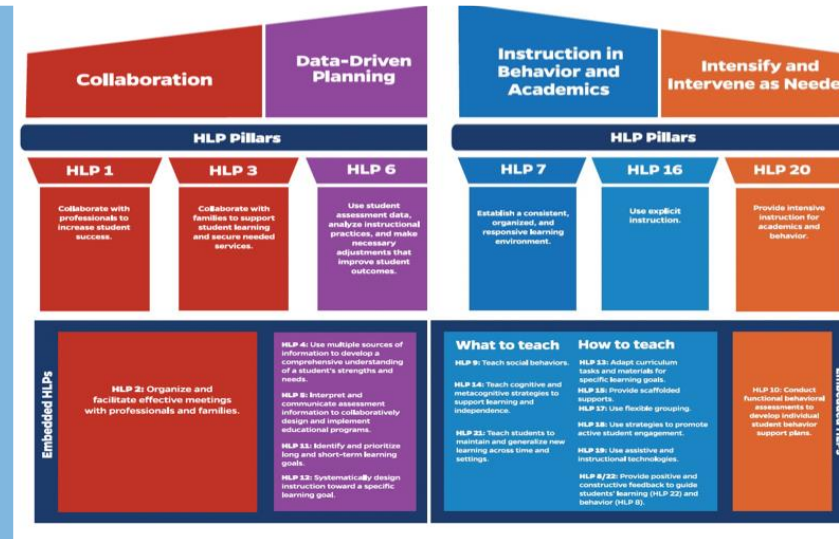
...**STUDENTS'** social, emotional, & behavioral growth in a manner that celebrates their individual & intersecting identities & cultural histories.



Anchored to Key Resources




High-Leverage Practices for Students with Disabilities



Intention



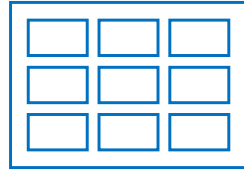
Key Practices



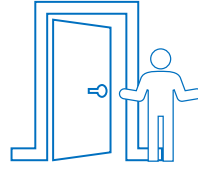
Outcomes



Collaborative Partnership



Predictable Routines & Positive Norms



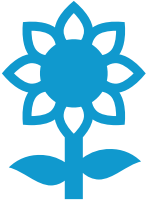
Positively Greet & Proactively Prompt



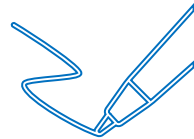
Positive, Valued, & Specific Praise



Positive & Valued Relationships



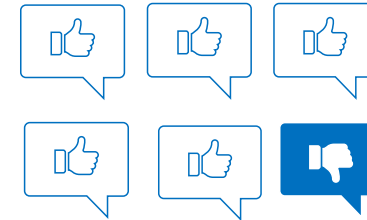
Culturally Sustaining



Meaningful & Active Engagement



Culturally Responsive Practice



+ to - Ratio & Active Supervision



Learning & Growth



Inclusive & Safe Spaces



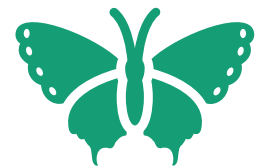
Vulnerable/Equitable Decision Points

TRY

Neutralizing Routines & De-Escalation



Use Data to Check Yourself & Class



Wellbeing



Agenda



What

Definition



Why

Rationale



How

Implementation Tips



Try

Guided Practice



Plan & Do

with Intentional Inputs



Check

Monitor, Reflect, & Adjust



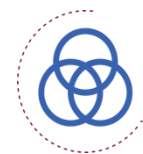
At the end, we will invite you to work on your implementation plan





Why?

Rationale





Rationale for Using Data

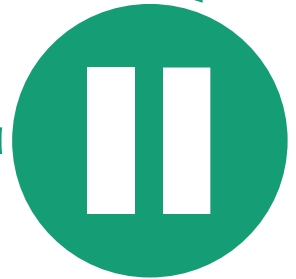
WHY

is it important to collect **data** on classroom implementation?

Turn
&
Talk

OR

Chat
Blast



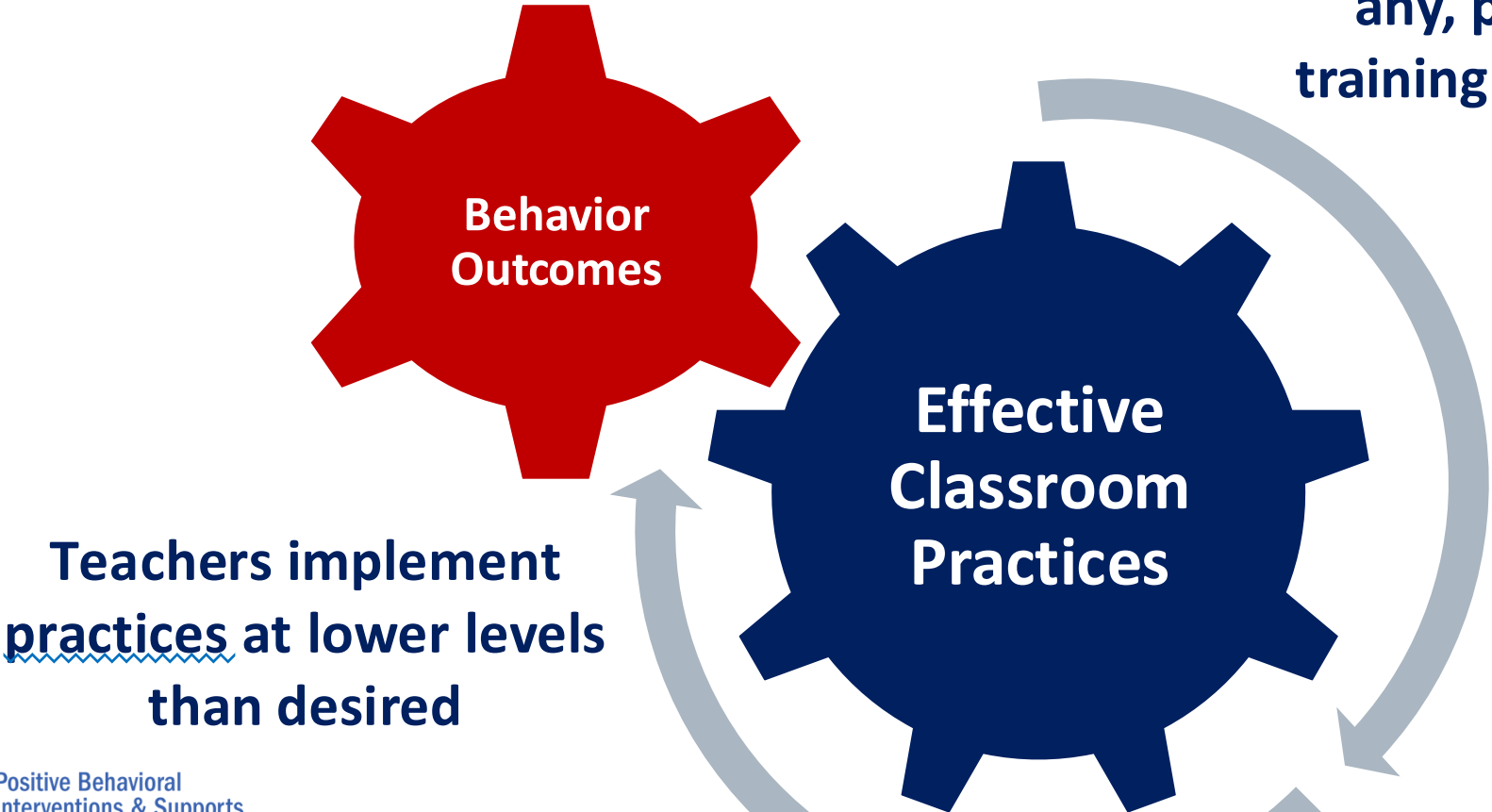
Decades of research
have established
effective classroom
practices.



Unfortunately...

And, teachers continue to express concerns with student behavior

Teachers report limited, if any, pre- and in-service training in behavior support



Teachers implement practices at lower levels than desired



Fortunately...

Students' academic & behavior outcomes are closely related



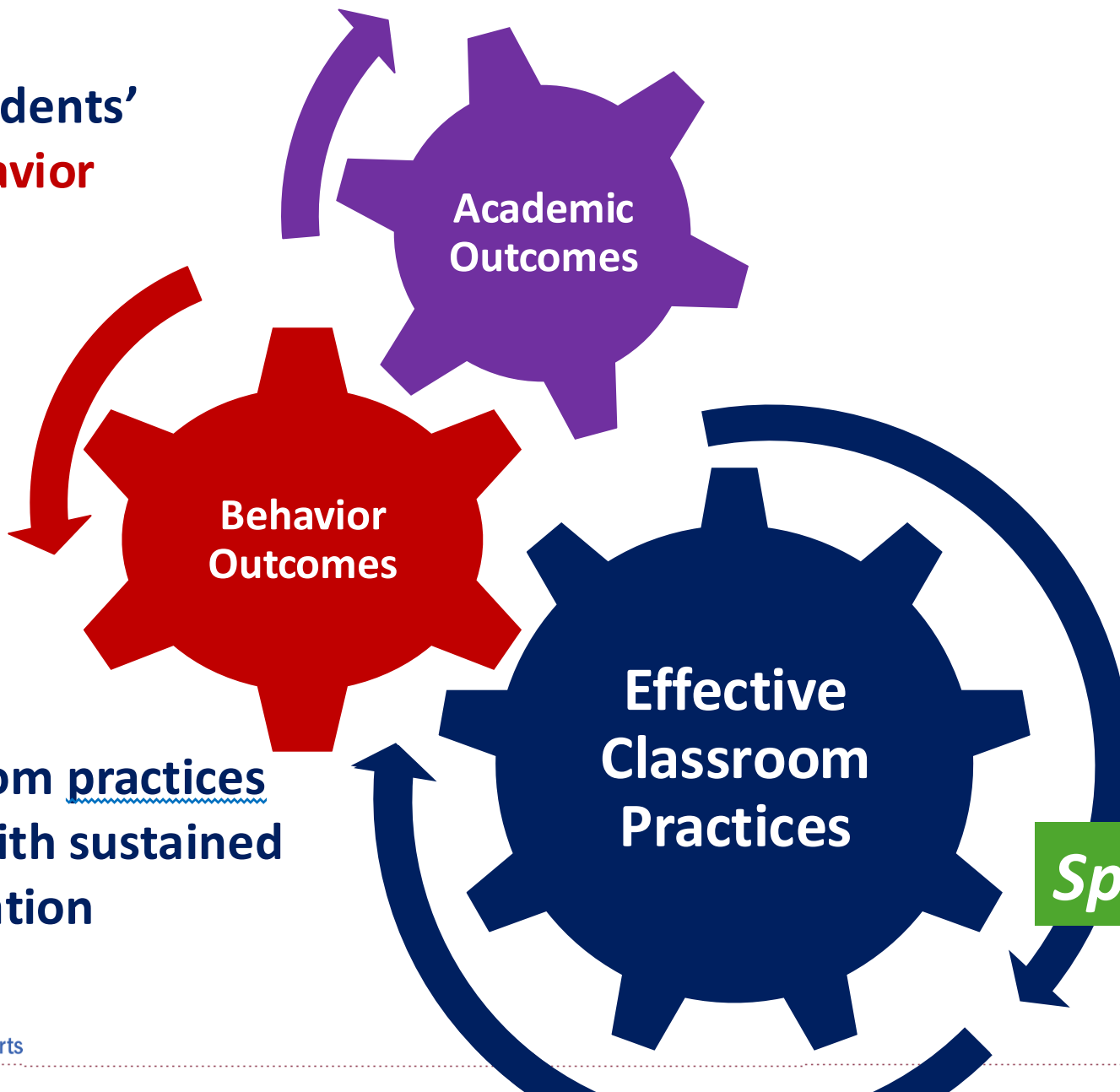
Effective classroom practices are directly linked to students' **behavioral** and academic outcomes

We can support effective practice with effective systems, including training + coaching

Effective classroom practices are associated with equitable outcomes



... to improve students' **academic & behavior outcomes!**



So...we need to invest in systems & use data to support effective & equitable implementation of evidence-based & culturally-relevant practices ...

And...

Effective classroom practices are associated with sustained PBIS implementation

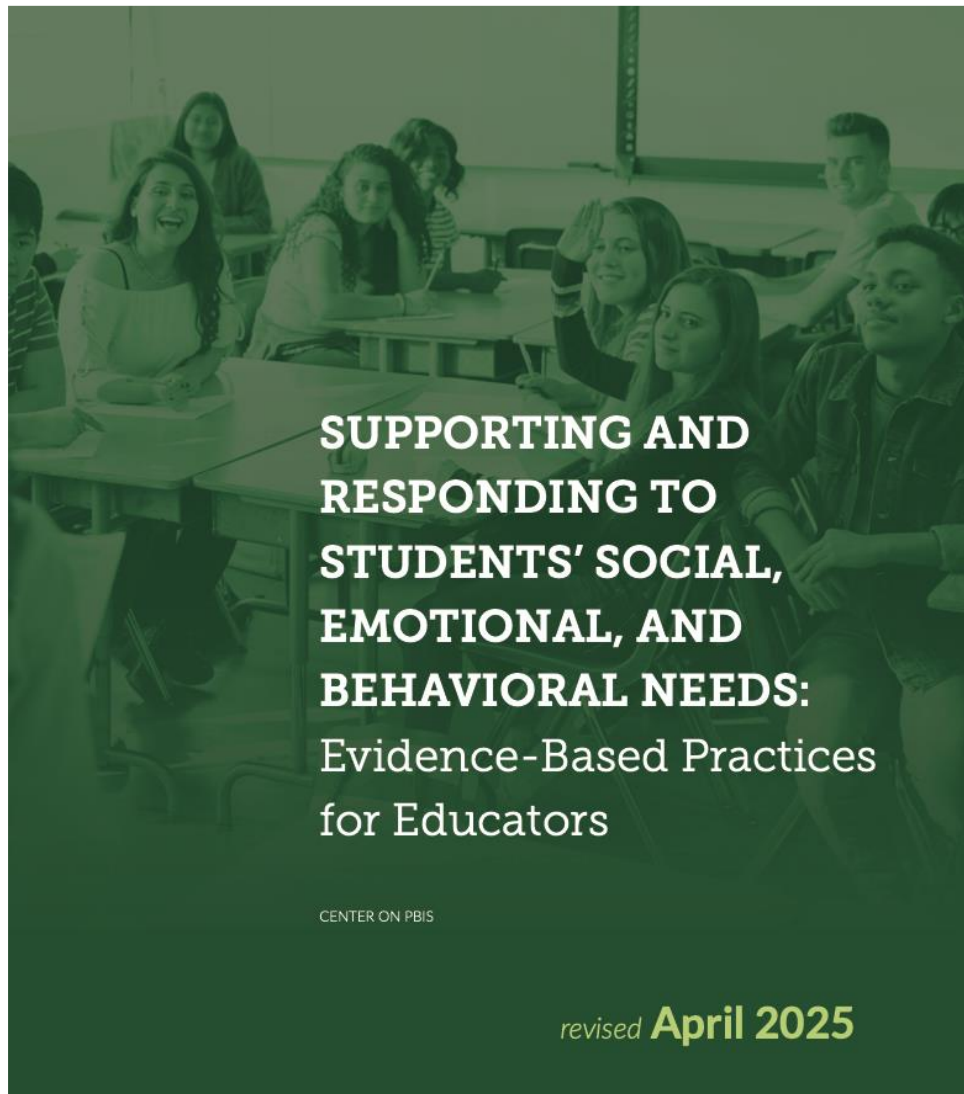
Speaking of Data....



Supporting Resource

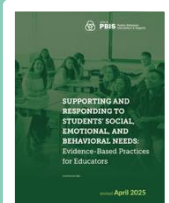
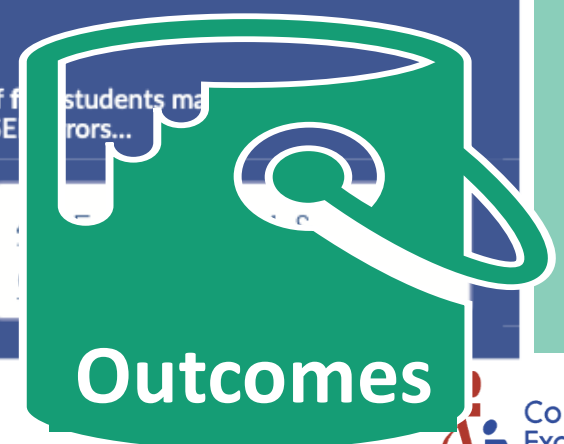
Thanks to the **team** who lead the development of guide:

- Brandi Simonsen,
- Jennifer Freeman,
- Maria Reina Santiago-Rosario,
- Karen Robbie,
- Heather George,
- Steve Goodman,
- Laura Kern,
- Barbara Mitchell,
- Robert Putnam, &
- Kim Yanek



Center on PBIS. (April 2025). Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators (Version 2). Center on PBIS, University of Oregon. www.pbis.org.

Steps to Support & Respond to Students' SEB Needs



Supporting Evidence

When teachers self-manage practice fidelity, implementation can improve ¹

When teachers implement with fidelity, student outcomes can improve ²



¹ Simonsen et al., 2015

² Long et al., 2019; Sutherland et al., 2019



What?

Definition



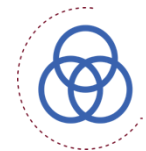


Defining Fidelity & Outcome Data

Did we
implement it
as intended?



How well
(and for
whom) did it
work?



Resources: Defining Fidelity & Outcomes



Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

Challenge

Initial Thoughts

Perspectives & Resources

What is the process for evaluating the effectiveness of an EBP with your children or students?

1: Evaluating the Effectiveness of an Evidence-Based Practice

How do you measure infant, child, or student performance?

2: Identifying a Progress Monitoring Measure

3: Monitoring Progress

4: Monitoring Progress

5: Whether you are using an EBP?

6: Fidelity Measure

7: Fidelity of Implementation

8: Fidelity of Implementation

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

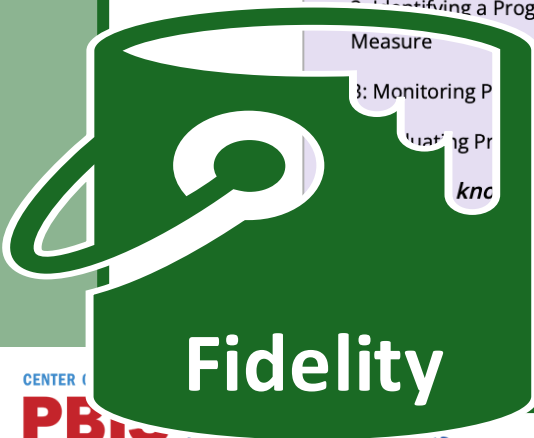
Perspectives & Resources

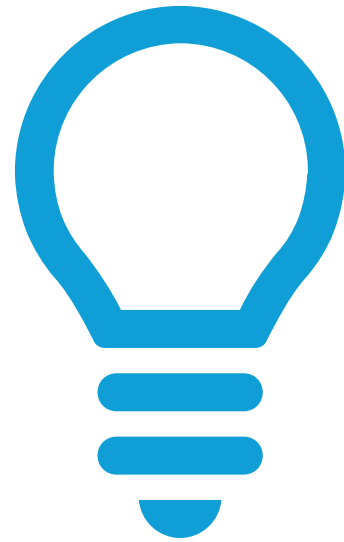


Objectives

By completing this module and the accompanying activities, the learner will be able to:

- Be able to monitor and evaluate child or student progress
- Understand how to monitor and evaluate fidelity of implementation
- Know how to examine the relation between student outcomes and fidelity of implementation decisions regarding an evidence-based practice or program





How

Implementation Tips



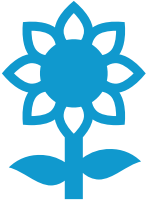
Intention



Collaborative Partnership

- Engage **families & students** in design
- Revisit planned collaborative partnership practices and assess **fidelity** of those

- Assess **social validity** of practices, data, & outcomes
- Collect **climate data** from families & students



Culturally Sustaining

- Assess both **equitable** and **culturally sustaining** implementation fidelity
- Revisit planned culturally sustaining practices and assess **fidelity** of those

- Ensure outcomes are **meaningful** and tools effectively used with **all students**
- Consider spoken **languages, cultural relevance, & learning history**



Inclusive & Safe Spaces

- Audit **inclusivity** thru observation, data tools, & focus groups
- Revisit planned practices and assess **fidelity** of those

- Examine **disaggregated data** to ensure all student groups are benefiting from practices
- Examine progress toward **IEP goals**



Supporting Resources: Monitor Fidelity



Supporting Resources: Monitor Fidelity cont'd

3.1 MONITOR EDUCATOR IMPLEMENTATION

Monitor educators' fidelity of implementation for key practices (tables 1 and 2)

Critical Features

What are the key considerations for monitoring my implementation?

- Measure **fidelity**, or the extent to which key practices ([Table 1](#) and [Table 2](#)) are implemented as recommended
- Use measures of implementation **quantity** (e.g., direct count of practices) and **quality** (e.g., ratings of implementation effectiveness)
- Monitor **equitable use** of practices among all subgroups of students (race/ethnicity, gender, language status, disability status)
- Obtain **multiple perspectives** (e.g., self, peer, mentor/coach, administrator, student) when assessing implementation
- Monitor **across time** to continue to enhance implementation
- Gather feedback on social validity, including the **cultural and contextual relevance**, of implementation

Conditions and Examples

How can I efficiently monitor my implementation of key practices?

- Use a brief **assessment** or **observation** tool to efficiently monitor implementation of skills
- Collect **direct counts** to monitor implementation fidelity and equitable use of specific and discrete skills (e.g., specific praise)
- Monitor implementation of an evidence-based program (e.g., packaged social skills or academic curriculum) using intervention-specific **fidelity checklists**
- Develop a responsive **data collection schedule** that prioritizes monitoring implementation fidelity and equitable use (a) at regular intervals (e.g., beginning, middle, end of semester), (b) when experiencing implementation challenges, and/or (c) when trying to establish habits of new or difficult practices

Non-Examples

What should I avoid when monitoring implementation?

- Do not...
- Rely exclusively on perception data rather than direct measures of implementation
 - Only collect aggregate data (e.g., total counts, without considering student subgroup) and assume implementation is equitable
 - Use data in purely evaluative approach, rather than using data in supportive approach to train, coach, and celebrate educators' implementation
 - Measure fidelity only at one point in time (e.g., annual evaluation), rather than monitoring implementation across time
 - Miss opportunities to reflect on social validity, including cultural and contextual relevance, of implementation

Resources

Where can I find additional resources?

Publications

- [Technical guide on classroom data](#)⁸⁴

Tools

- [Classroom management observation tool](#)⁸⁵
- [Classroom assistance tools](#)⁸⁶
- [Be+ App](#)⁸⁷
- [Self-management of practices](#)⁸⁸



Fidelity



Supporting Resources: Monitor Outcomes



Supporting Resources Monitor Outcomes cont'd

4.1 MONITOR STUDENT OUTCOMES*

Monitor students' SEB growth, disaggregate data by subgroup, and use data to guide response to students' SEB needs & promote skill growth

Critical Features

What are the key considerations for monitoring student outcomes?

- 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:
 - **Counting** (frequency or rate)
 - **Timing** (duration, latency, inter-response time)
 - **Sampling** (time-based estimates)
 - **Other descriptive methods** (e.g., ABC recording, rating scales, extant data, student self-report)
- **Disaggregate** data by subgroup (race/ethnicity, gender, language status, disability status) to monitor equitable outcomes
- **Review** outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior, (b) showing on-going SEB needs and contextually inappropriate behaviors, and/or (c) experiencing disproportionate levels of exclusionary discipline

Conditions and Examples

How can I monitor student outcomes in my classroom?

- Use **counting** for behaviors that are discrete, countable, and consistent (e.g., raising hand, talking out)
- Use **timing** for behaviors that are discrete (clear beginning and end) and directly observed; for example, how long (a) a student spends walking around the classroom (duration of out of seat), (b) it takes a student to begin working after work is assigned (latency to on task), and (c) it takes a student start the next problem after finishing the last one (inter-response time)
- Use **sampling** for skills/behaviors that are not discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or consistent (e.g., variable duration); for example, estimate of how often a student is off task (percentage of observed intervals off task)
- Use **other descriptive methods** to capture additional features of the context (e.g., antecedents, consequences) or students' experiences (e.g., climate ratings, self-reported data)

Non-Examples

What should I avoid when monitoring student outcomes?

- Do not...
- Collect outcome data without first operationally defining the outcome to be measured
 - Choose a data collection strategy that is not matched to relevant aspects of the skill/behavior or context
 - Rely solely on perception data to make decisions about student outcomes
 - Assume that an overall average is representative of all students' performance without disaggregating data by subgroup
 - Use performance data to blame or punish students and/or families

Resources

Where can I find additional resources?

Publications

- [Technical guide on classroom data](#)¹⁰¹
- [Using outcome data to implement multi-tiered behavior support in high schools](#)¹⁰²
- [5-point intervention approach for enhancing equity in school discipline](#)¹⁰³
- [Data guide for enhancing PBIS framework to address students' mental health](#)¹⁰⁴

Videos/Podcasts

- [Using data and data systems to address discipline disproportionality](#)¹⁰⁵

Tools

- [Be+ App](#)¹⁰⁶
- [School-Wide Information System](#)¹⁰⁷

Other

- [Measuring behavior case study](#)¹⁰⁸





What other indicators do you use to monitor classroom outcomes?

Attendance

School Climate Surveys

SEB Screeners

Academic Screeners

Office Referrals (e.g., SWIS)

Exclusionary Discipline (e.g., suspensions, expulsions)

Outcomes



Additional Supporting Resources

HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes

High-Leverage Practices for Students with Disabilities

HLP 6 relies on the effective special educator's knowledge of and capacity to implement the first five HLPs. Readiness to use a range of student data to make informed decisions about what instructional adjustments need to be made to improve student outcomes is among the most essential of practices in a teacher's repertoire. But this is not a task for special educators alone. Collaborating with colleagues and families is paramount, as is utilizing a range of data sources, and having a strong repertoire of evidence-based and other practices to consider to meet student needs. HLP 6 also intersects with essentially all of the practices from the Social/Emotional/Behavioral and Instruction domains in that capturing data on the success of various instructional approaches and making decisions about needed changes is a core part of any special educator's work.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Erica S. Lembke, R. Alex Smith, Cathy Newman Thomas, Kristen L. McMaster, and Erica N. Mason in *High-Leverage Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on www.highleveragepractices.org.

Teachers Who Effectively Use Student Data to Inform Instructional Decisions

- Establish students' present level of performance using various assessments.
- Set ambitious, long-term goals for student achievement.
- Select appropriate interventions for meeting students' long-term goals and implement high-quality instruction with fidelity.
- Monitor students' progress toward long-term goals to determine effectiveness of instruction or interventions.
- Use progress monitoring data to determine if changes in instructional practices, interventions, and/or services are needed.
- Use graphs or other displays of data so student progress (or lack thereof) can be easily observed and communicated with key stakeholders, team members, and families.
- Are patient, systematic, and persistent, in their search for "what works" for individual students.

Tips for School Leaders to Support Teachers

- Teach educators how to interpret data from a range of sources and to make informed decisions related to modifications to instruction and/or services.
- Provide educators feedback and coaching on the implementation fidelity of selected instructional strategies/interventions.
- Establish regular schedules and procedures for collecting, scoring, graphing, and examining data to reinforce teachers' use of data-based decision-making.
- Create systems for ensuring assessment and intervention materials are created, organized, and readily available.
- Train support staff to assist in carrying out data-based decision-making routines.
- Provide opportunities for teachers to share data and engage in shared problem solving to foster data-based decision-making routines.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How are the assessment HLPs highly reliant upon excellence in implementation of the collaboration HLPs?
- Why is persistent, ongoing use of the data-based individualization (DBI) process so critical to serving students receiving special education services?
- Why is it so important for special educators and other professionals to use multiple sources of data to make educational decisions about students?
- How can schools foster a team approach to data-based decision-making to better support its success?
- What role(s) do administrators and other school leaders play in the success of data-based decision-making routines?
- What types of accommodations/modifications to instruction can be provided without affecting the implementation fidelity of interventions in current use?

Leadership Guides

DOMAIN TWO: Data Driven Planning, Pillar HLP

HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.



Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes: Categories of Work

Pre-intervention implementation work

- Establish students' present level of performance using various assessments.
- Set ambitious, long-term goals and short-term objectives for student achievement.
- Select appropriate interventions for meeting students' long-term goals.
- Plan for implementation of high-quality instruction with fidelity.

During intervention implementation work

- Implement high-quality instruction with fidelity.
- Monitor students' progress toward long-term goals to determine effectiveness of instruction or interventions.
- Use progress monitoring data to determine if changes in instruction, intervention, and/or services are needed.
- Use graphs or other displays of data so student progress (or lack thereof) can be easily observed and communicated with key stakeholders, team members, and families.
- Search patiently, systematically, and persistently for "what works" for individual students.

Collaborate with families to support student learning and secure needed services: Categories of Work

Pre-intervention implementation work

Introduce – Explicitly define present level of performance, ambitious, appropriate interventions, high quality instruction, and other key terms; explain the impact of bias on assessment.

Prepare – Provide student assessment data and ask small groups of candidates to write ambitious learning goals.

Enact – Given data sets and learning goals, candidates write short-term objectives and select interventions.

Analyze – Observe data meetings in a school, debrief on the discussion, decision-making, and culturally inclusive practices observed.

During intervention implementation work

Introduce – Explicitly explain the importance of implementation with fidelity.

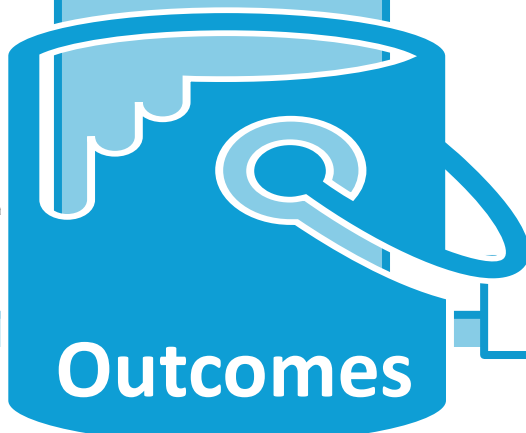
Prepare – Provide opportunities to simulate administering progress monitoring assessment tools with small groups of peers; provide feedback on fidelity of implementation.

Enact – Given graphs of data sets, ask individual candidates to implement progress monitoring and work with a mentor teacher to determine whether change of intervention is warranted.

Analyze – Given transcripts of educators communicating data to key stakeholders, ask candidates to analyze and provide positive and constructive feedback.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How is successful implementation of assessment HLPs dependent upon excellence in implementation of the collaboration HLPs?
- Why is HLP 6 considered a pillar HLP?
- Why is persistent, ongoing use of the data-based individualization (DBI) process so critical to serving students receiving special education services?
- What additional information or skills do you need to learn in order to be a contributing member of a team within the data-based decision-making approach?
- What types of accommodations/modifications to instruction can be provided without affecting the implementation fidelity of interventions in current use?



Outcomes

Faculty Guides

HLP 6





Try

Guided Practice



Preview Tools

This tool assesses _____

Let's Play!

Quick activity to check our understanding:

1

If the tool assesses **fidelity** of implementation, indicate **1**.

If the tool assesses **outcomes** of implementation, indicate **2**.

If the tool could assess both (1 + 2), indicate **3**.

2

3



Example 1

Does this tool assess (1) fidelity, (2) outcomes, or (3) both?

1

Classroom Management Observation Tool (CMOT)

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 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 active supervision of students in the classroom (i.e., moving, scanning, interacting). ^a	1	2	3	4
2. The educator effectively provided most/all students with opportunities to respond and participate during instruction. ^b	1	2	3	4
3. The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior. ^c	1	2	3	4
4. The educator provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

^a Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.
^b Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.
^c 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 posted schedule for the day and/or class activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. The educator posted 3-5 positively stated behavioral expectations in the classroom.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. The physical arrangement of the room was appropriate for the activity. ^d	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. The educator developed routines for the day and/or class activity. ^e	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. The educator taught^f and prompted^g 3-5 positively stated behavioral expectations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. The educator selected and implemented additional consequence strategies , if appropriate, to support student behavior. ^h	<input type="checkbox"/> Yes	<input type="checkbox"/> No

^d **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.
^e Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.
^f Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.

CMOT is a **fidelity** tool that assesses how effectively key classroom practices are implemented

related to other features of classroom management:

Example 2

Does this tool assess (1) fidelity, (2) outcomes, or (3) both?

2

Direct Behavior Ratings

NEAG SCHOOL OF EDUCATION
Direct Behavior Ratings

Assessment Communication Intervention Contact Us Library Online Training

Search this site...

DIRECT BEHAVIOR RATING

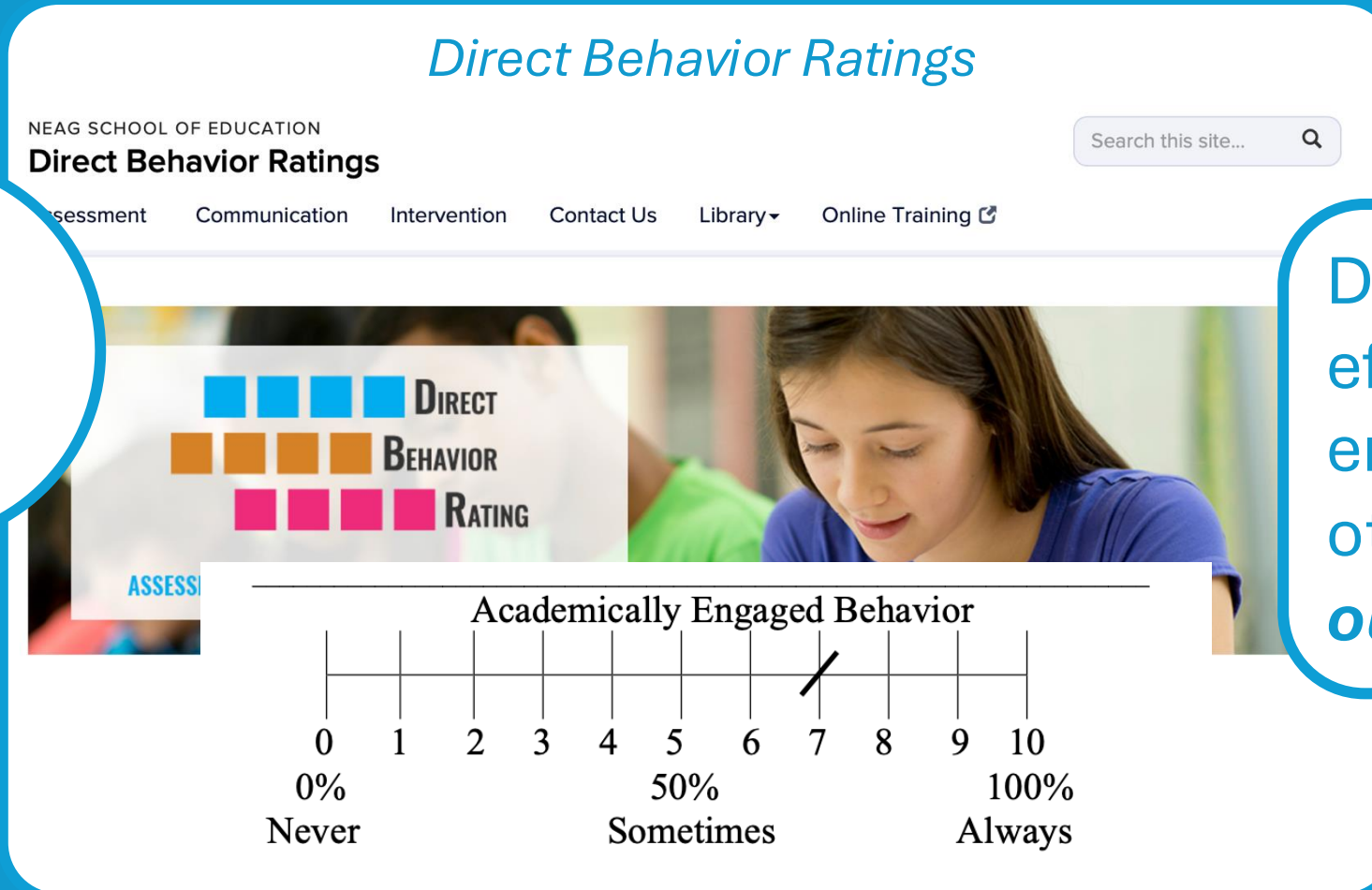
ASSESS

Academically Engaged Behavior

0 1 2 3 4 5 6 7 8 9 10

0% 50% 100%

Never Sometimes Always



DBR can be an efficient way to track engagement and other key student *outcomes*.



Example 3

Does this tool assess (1) fidelity, (2) outcomes, or (3) both?

3

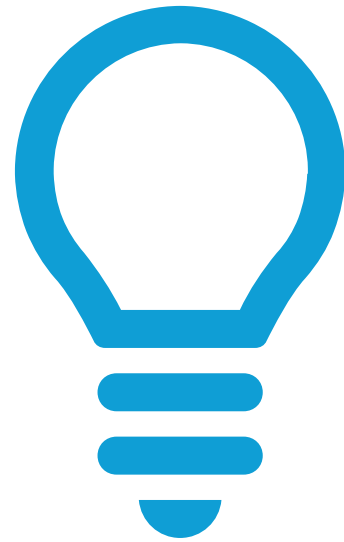
Be+ App



Be + is an app that can be used to track **fidelity** of key classroom practices AND student **outcomes**.

Low tech options work too!





How *Revisited*



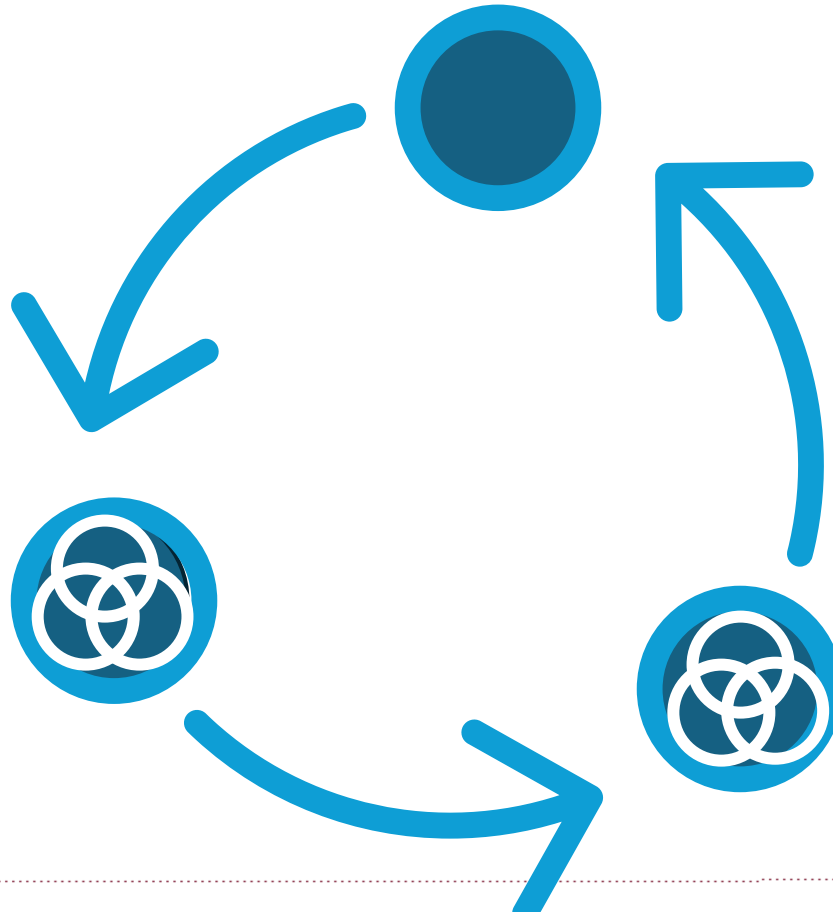


Data-Based Decision Making

Plan/Adjust Implementation

**Monitor
Fidelity**

Aggregated
& Disaggregated



**Monitor
Outcomes**

Aggregated
& Disaggregated





Supporting Resources: Adjust Plan Based on Fidelity



Fidelity





Supporting Resources: Adjust Plan Based on Fidelity cont'd

3.2 ACCESS TRAINING, COACHING, AND FEEDBACK

If fidelity data indicate implementation challenges, access implementation support (training, on-going coaching, and supportive data-based feedback)[†]

Critical Features

What does implementation support look like?

- Use fidelity data (3.1) to **guide decisions** about implementation support
- Access **resources** that provide information on key practices and **explicit training** that includes opportunities to practice with feedback
- Arrange **coaching** from self, peer, or mentor/coach that provides prompts for key practices and opportunities for in-vivo modeling if needed to enhance implementation
- Prioritize **wellness** and access supports as needed
- Arrange **supportive data-based feedback** from self, peer, or mentor/coach that provides specific data about implementation and suggestions for maintaining or achieving effective implementation of practices
- **Celebrate** implementation successes

Implementation Support Examples

How can I access additional implementation support?

- Use **self-management**: Set goal for implementation rates of key skill (e.g., praise), review graph (e.g., Be+, spreadsheet) to self-evaluate implementation (determine if goal was met), and celebrate implementation successes
- Ask **peer** to observe implementation of key practices (e.g., take data on ratio of specific positive to corrective feedback), praise strengths, and suggest strategies to enhance implementation
- Request support from **mentor** or **coach** to (a) facilitate training, prompting, and/or supportive databased feedback; (b) identify resources to support wellness, (c) problem solve implementation challenges, and/or (d) celebrate implementation successes
- Provide high rates of **positive specific feedback** to staff regarding implementation efforts

Non-Examples

What should I avoid when supporting implementation?

- Do not...
- Only focus on deficits in implementation, without also highlighting and celebrating strengths
 - Set unrealistic expectations for self or others (e.g., “perfect” implementation)
 - Recommend necessary improvement in the context of evaluative feedback (e.g., annual evaluation) without providing support
 - Use implementation performance to embarrass or reprimand educators
 - Design a training, coaching, and feedback plan that is not (a) feasible within existing resources or (b) culturally and contextually relevant

Resources

Where can I find additional resources?

Publications

- [Technical guide on systems to support implementation of positive classroom behavior support](#)⁸⁹
- [Habits of effective practice](#)⁹⁰
- [Building a Culture of Staff Wellness Though MTSS](#)⁹¹

Videos/Podcasts

- [Building habits of effective practice](#)⁹²
- [Using PBIS to Build a Culture of Wellness for All](#)⁹³

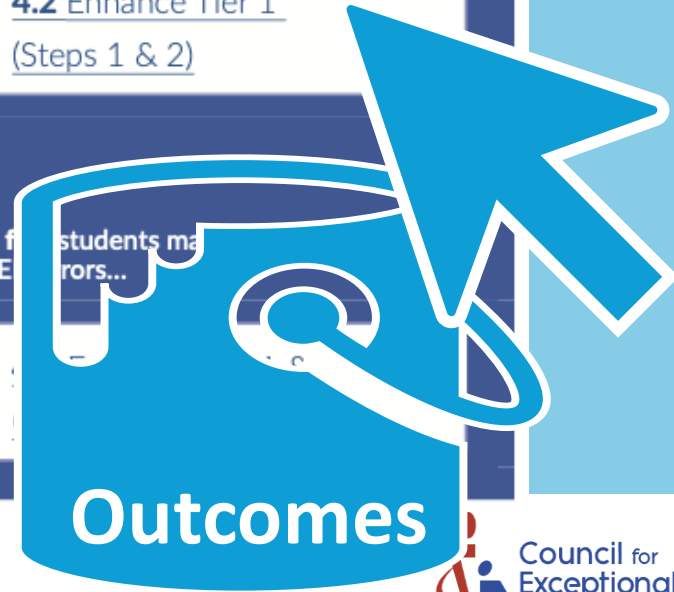
Other

- [Be+ App](#)⁹⁴
- [NEPBIS positive classroom behavior support training materials](#)⁹⁵
- [Classroom check-up](#)⁹⁶
- [VT classroom coaching example](#)⁹⁷
- [FL Classroom resources](#)⁹⁸
- [Midwest Classroom resources](#)⁹⁹
- [MO classroom resources](#)¹⁰⁰





Supporting Resources: Adjust Plan Based on Outcomes





Supporting Resources: Adjust Plan Based on Outcomes

cont'd

4.2 ENHANCE TIER 1

If many students continue to demonstrate on-going SEB needs, further enhance and differentiate implementation of Tier 1 (practices in tables 1 and 2)*

Critical Features

What does this practice look like in a classroom?

- If review of student outcome data indicate that many students are continuing to demonstrate risk or need, **enhance implementation of Tier 1** (i.e., practices in Table 1 and Table 2)
- Enhance **cultural responsiveness** of implementation
- Implement **neutralizing routines** 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)

Elementary Examples

How can I use this practice in my elementary classroom?

- Revisit each practice example in Tier 1 (Table 1 and Table 2) and enhance or double down on 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 one or more 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

Secondary Examples

How can I use this practice in my secondary classroom?

- Revisit each practice example in Tier 1 (Table 1 and Table 2) and enhance or double down on 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, revisit cultural responsiveness of implementation (e.g., engage students in revisiting what is, and what is not, working in the classroom; co-develop an enhanced approach to instruction and support)
- Consider how to further differentiate (e.g., increase dosage, improve specificity, modify modality, plan praise) to maximize benefit for all students

Non-Examples

What should I avoid when implementing this practice?

- Do not...
- 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 (Table 3)
 - Withhold or delay referral for special education evaluation for a student demonstrating significant need

Resources

Where can I find additional resources?

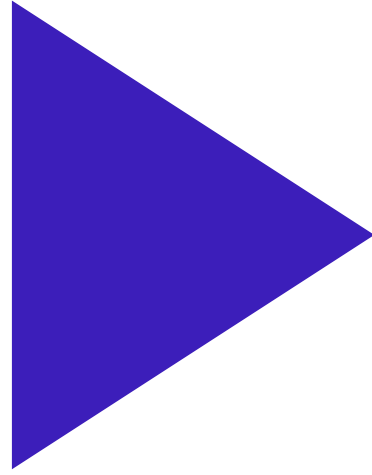
Publications

- [Supporting students with disabilities with PBIS¹⁰⁹](#)
- [PBIS cultural responsiveness field guide¹¹⁰](#)
- [Discussing race, racism, and important current events¹¹¹](#)
- [5-point intervention approach for enhancing equity in school discipline¹¹²](#)
- [Centering student voice¹¹³](#)
- [Returning to school during and after crisis¹¹⁴](#)
- [Integrating trauma-informed practices¹¹⁵](#)

Videos/Podcasts

- [Planned praise¹¹⁶](#)
- [How PBIS practices helped through the pandemic¹¹⁷](#)
- [Using PBIS to ensure racial equity in discipline¹¹⁸](#)

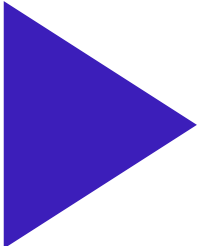




Plan & Do

with Intentional Inputs





Always Start with Intentional Inputs



Collaborative Partnership



Culturally Sustaining





Inclusive & Safe Spaces

If you have already planned implementation of other skills, use this time to **review your “monitor” and “check” plans to prioritize intentional inputs.**




If you have *not* planned implementation of other skills, use this time to **develop a new plan to prioritize intentional inputs for collecting/using data.**

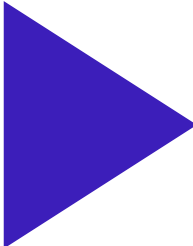


Build your intentional inputs as part of your implementation plan

Focus Practice:
Use Practice Fidelity and Outcome Data to Check Yourself

PLAN WITH INTENTIONAL INPUTS	
Considerations	Action Steps
<p>Practice is Collaborative with Families and Students</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will you ensure students and families co-design or co-lead data collection and use? How will you ensure students' needs, interests, and preferences will be reflected in data collection and use? How will you maintain ongoing, two-way communication about data collection and use? How will you ensure family and student voices are represented in decisions? 	 <ul style="list-style-type: none">
<p>Practice is Culturally Sustaining</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will you affirm students' cultural and linguistic practices in data collection and use? How will you ensure community knowledge or values can be reflected in data collection and use? How will you collect and use data to sustain, rather than replace, cultural ways of knowing? How will you reflect on and address any biases or assumptions within data collection and use? 	 <ul style="list-style-type: none">
<p>Practice is Inclusive and Safe for All</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will you collect and use data to ensure the environment supports physical, emotional, and intellectual safety for every student? How will you collect and use data to ensure adaptations or differentiation ensure full access and participation? How will you monitor for equity in who is benefiting from the practice? How will you collect and use data on whether structures will support belonging and respect for all identities? 	 <ul style="list-style-type: none">



Plan to Collect & Use Data for Decision Making



- **Assess Current** (A) Data Tools and (B) Routines for Data Collection & Use for Decision Making
- **Identify Gaps** in Your Current (A) Data Tools and (B) Routines for Data-Based Decision Making
- **Plan for Continuous Improvement** via Data Collection & Use for Decision Making
- **Plan Self-Reinforcement** (Small Celebration)

If you have already planned implementation of other skills, use this time to **review your “monitor” and “check” plans to determine how you’ll monitor.**

If you have *not* planned implementation of other skills, use this time to **develop a new plan for how you will monitor your plan to collect/use data.**



“Plan and do” implementation and monitoring

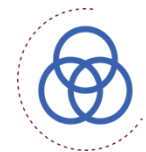
Focus Practice:
Use Practice Fidelity and Outcome Data to Check Yourself

▶ PLAN TO IMPLEMENT & MONITOR DATA COLLECTION AND USE STRATEGIES	
Considerations	Action Steps
(A) Data Tools and (B) Routines for Data Collection & Use for Decision Making. • Implementation • Implementation 1 question as you plan action steps: • Strengths of our current approach? • Situations that need to be addressed to gauge in data-based decision making? • Steps can help ensure data collection guided by intentional inputs?	• • • •
Current (A) Data Tools and (B) Routines for Data Collection & Use for Decision Making. 1 question as you plan action steps: • Are there missing and need to be added? • Routines need to be adjusted to these data?	• •
Improvement via Data Collection & Use for Decision Making. • Mind yourself to collect & use data • Review your data—both aggregated and disaggregated fidelity and outcome data—to inform decisions (maintain, change, or modify) • Develop (a) specific goals and (b) an action plan to implement changes and restart the cycle	• • •
Plan Self-Reinforcement (Small Celebration) Identify the celebration, or reinforcer, you will give yourself on days/weeks you meet your goal and when you will • Review your fidelity and outcome data, • Determine if you met your goal, and • Reinforce yourself (i.e., how you celebrate).	• • •



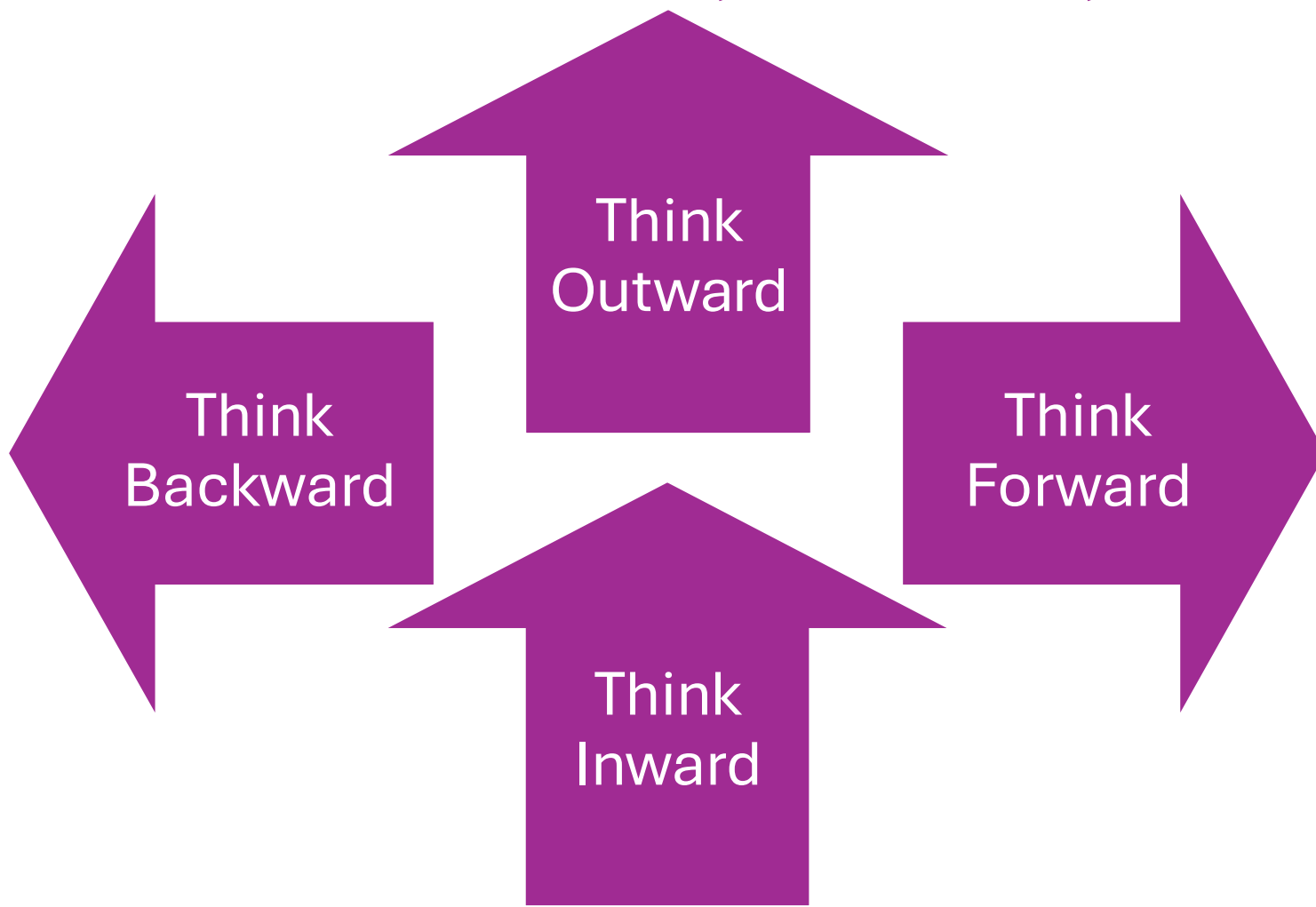
Check

Monitor, Reflect, & Adjust





Check: Monitor, Reflect, and Adjust



(Adapted from Barstable, 2009)

Focus Practice:
Use Practice Fidelity and Outcome Data to Check Yourself

CHECK

Considerations to Monitor, Reflect, & Adjust	Action Steps
Think Back <i>Review your data and consider:</i> <ul style="list-style-type: none">• What went well with data collection and use?• What challenges are you experiencing?	<ul style="list-style-type: none">•••
Think Forward <i>Review your data and consider:</i> <ul style="list-style-type: none">• How can you overcome those challenges?• How can you continue to elevate your data collection and use to promote inclusive and safe spaces?	<ul style="list-style-type: none">•••
Think Inward <i>Reflect on your experiences:</i> <ul style="list-style-type: none">• What are conditions or experiences that may inhibit equitable and inclusive data collection and use?• What are conditions or experiences that may support equitable and inclusive data collection and use?	<ul style="list-style-type: none">•••
Think Outward <i>Plan to enhance your practice:</i> <ul style="list-style-type: none">• What specific adjustments can you make to enhance your data collection and use for all students?• How will you promote equitable and inclusive data collection and use to support each student?	<ul style="list-style-type: none">•••

Note: Four Dimensions of Reflective Learning (Adapted from Barstable, 2009; <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)

Build opportunities for “check”
Into your implementation plan



One More Way To Check your Checking

Virtual Forum 2026 - Guiding Classroom PBIS Implementation with Data
Center on PBIS

Where do you enter this work?

Across schools

Across classrooms

Within classrooms

YouTube embed

Watch on YouTube

Recap



What

Definition



Why

Rationale



How

Implementation Tips



Try

Guided Practice



Plan & Do

with Intentional Inputs



Check

Monitor, Reflect, & Adjust



THANK YOU for
Promoting Positive Practice
in the Classroom






CENTER ON
PBIS Positive Behavioral
Interventions & Supports




Council for
Exceptional
Children

Focus Practice 12: Use Data to Check Yourself—
Practice Fidelity and Outcomes

Your Turn!

INTENTIONAL INPUTS	
Considerations	Action Steps
<p>Collaboratively Partner with Families and Students</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will students and families co-design or inform implementation plans? What strengths, needs, and preferences will you gather from students and families? How will you maintain ongoing, two-way communication about implementation? How will you ensure family and student voices are equitably represented in decisions? 	 <ul style="list-style-type: none"> • • • •
<p>Ensure Implementation is Culturally Sustaining</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will you affirm students' cultural and linguistic identities in this practice? What community knowledge or values can be reflected in the implementation? How does the content or structure sustain, rather than replace, cultural ways of knowing? How will you reflect on and address any biases or assumptions within the practice? 	 <ul style="list-style-type: none"> • • • •
<p>Ensure Implementation is Inclusive and Safe for All</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will the environment support physical, emotional, and intellectual safety for every student? What adaptations or differentiation will ensure full access and participation? How will you monitor for equity in who is benefiting from the practice? What structures will support belonging and respect for all identities? 	 <ul style="list-style-type: none"> • • • •

PLAN PRACTICE IMPLEMENTATION	
Considerations	Action Steps
<p>Estimate Your Current Practice Rate</p> <p>How often do you think you use this practice per minute?</p> <ul style="list-style-type: none"> Once every 1 min = 1.0 Once every 2 min = 0.5 Once every 5 min = 0.2 	<p>I currently implement ____ practice (s) per min</p>
<p>Set Initial Practice Rate Goal</p> <p>Set an initial goal for how often you plan to use this practice per minute?</p> <ul style="list-style-type: none"> Make your goal ambitious but doable You can adjust after you have data If this is already a habit, focus on equitable implementation 	<p>I aim to implement ____ practice(s) per min</p>
<p>Plan for Increasing Practice</p> <p>Identify how you will</p> <ul style="list-style-type: none"> Prompt/remind yourself to use the practice Use other strategies (e.g., script practice into your lesson, practice to fluency) Prompt/remind yourself to self-monitor 	<ul style="list-style-type: none"> • • •
<p>Plan for Monitoring Practice</p> <p>Identify how you will</p> <ul style="list-style-type: none"> Self-monitor (e.g., tally, use golf counter, Be+ app) Review data over time to examine trends Adjust your goal based on the data to ensure equitable implementation 	<ul style="list-style-type: none"> • • •
<p>Plan Self-Reinforcement (Small Celebration)</p> <p>Identify the celebration, or reinforcer, you will give yourself on days you meet your goal and when you will</p> <ul style="list-style-type: none"> Review your practice data, Determine if you met your goal, and Reinforce yourself (i.e., how you celebrate). 	<ul style="list-style-type: none"> • • •

CHECK & REFLECT 	
Considerations	Action Steps
<p>Think Back</p> <p>Review your data and consider:</p> <ul style="list-style-type: none"> What went well with implementation? What challenges are you experiencing? 	<ul style="list-style-type: none"> • • •
<p>Think Forward</p> <p>Review your data and consider:</p> <ul style="list-style-type: none"> How can you overcome those challenges? How can you continue to elevate your practice to promote inclusive and safe spaces? 	<ul style="list-style-type: none"> • • •
<p>Think Inward</p> <p>Reflect on your experiences:</p> <ul style="list-style-type: none"> What are conditions or experiences that may inhibit equitable and inclusive implementation? What are conditions or experiences that may support equitable and inclusive implementation? 	<ul style="list-style-type: none"> • • •
<p>Think Outward</p> <p>Plan to enhance your practice:</p> <ul style="list-style-type: none"> What specific adjustments can you make to enhance your implementation for all students? How will you promote equitable and inclusive implementation to support each student? 	<ul style="list-style-type: none"> • • •

Note: Four Dimensions of Reflective Learning (Adapted from [Barnstable, 2009](https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/): <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)



We invite you to work on your implementation plan

