

## Resources for Using Practice Fidelity and Outcome Data to Check Yourself



### KEY RESOURCES

#### *Supporting and Responding to Students' Social, Emotional, and Behavioral Needs*

"This practice guide is an updated version of Supporting and Responding to Student Behavior (Office of Special Education Programs, 2015). "Supporting and Responding" summarizes evidence-based, positive, and proactive practices that support and respond to students' social, emotional, and behavioral (SEB) needs in classrooms and similar teaching and learning environments (e.g., small-group activity)."

<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

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

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

<https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data>

#### *High Leverage Practices*

"The term 'high-leverage practice' and its corresponding definition emerged in general education more than ten years ago (Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013). In partnership with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), the Council for Exceptional Children (CEC) developed and published a set of high-leverage practices (HLPs) for special educators and teacher candidates."

<https://highleveragepractices.org>



### WHAT: DEFINITION

#### *IRIS Center Module: Evidence-Based Practices (Part 3)*

"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 to make decisions regarding an evidence-based practice or program"

Learn more at [https://iris.peabody.vanderbilt.edu/module/ebp\\_03/cresource/#content](https://iris.peabody.vanderbilt.edu/module/ebp_03/cresource/#content)



## HOW: IMPLEMENTATION TIPS FOR SPECIFIC PRAISE

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

#### *Leadership Guide*

“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.”

<https://highleveragepractices.org/hlp-leadership-guides>

#### *Faculty Guide*

“This guide provides information about how to faculty can support pre-service educators’ implementation of this practice by (a) highlighting characteristics of effective feedback and (b) suggesting activities to support learning and application.”

<https://highleveragepractices.org/hlp-faculty-guides>

#### ***Data Tools***

##### *Classroom Management Observation Tool (CMOT; Simonsen et al., 2020)*

The CMOT can be used to assess educators’ use of positive and proactive classroom behavior support practices following a brief (e.g., 15 min) observation with (a) 4-items with established reliability and validity and (b) 6-item checklist of additional empirically supported practices.

<https://nepbis.org/wp-content/uploads/2020/06/CMOT-5.1.20.pdf>

##### *Direct Behavior Ratings*

“DBR involves rating of behavior following a specified observation period, and then sharing of that information to inform decisions. DBR offers many options to link connections across assessment, intervention, and communication uses. DBR provides a simple and inexpensive option for frequent feedback about important behaviors, facilitating communication among students, parents, and educators. Most importantly, DBR is [evidence-based!](#)”

<https://direct-behavior-ratings.education.uconn.edu>

##### *Be+ App*

“The Center on PBIS, in partnership with [PBISApps](#), is excited to announce Be+: A free, mobile application to remind and track all of the positive reinforcement and pre-corrections you give throughout the day. It is available to Android users right now in the [Google Play store](#) and the [Apple App store](#).”

<https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>



## **CHECK: MONITOR, REFLECT, AND ADJUST**

### ***Guiding Classroom PBIS Implementation with Data***

“Learn how to use data to guide and strengthen classroom PBIS implementation. This session highlights practical strategies for using data to inform instruction and improve student outcomes.”

<https://www.pbis.org/video/virtual-forum-2026---guiding-classroom-pbis-implementation-with-data>

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