



64<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER**  
TO ACHIEVE STUDENT SUCCESS

**Growing PBIS in the Classroom:**  
Teachers Supporting Teachers

Beginning Our Journey  
Cabarrus County Schools

PUBLIC SCHOOLS OF NORTH CAROLINA  
State Office of Education | Department of Public Instruction

NOVEMBER 3-5, 2014

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**Outcomes**

- Create a vision for how data drove our work and reflect on how similar data could be utilized in your district
- Deepen understanding of need for teacher to teacher coaching in classroom management
- Begin to evaluate your school/district's implementation of coaching in classroom management

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**Expectations**

- **Be Responsible**
  - Be an active participant
- **Be Respectful**
  - Silence cell phones
  - Listen attentively to others
- **Be Kind**
  - Participate in activities
  - Listen and respond appropriately to others' ideas

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### Attention Signal

- Trainer will raise his/her hand
- Participants finish thought/comment
- Each participant will raise their hand and wait quietly




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### Activity 1: Turn & Talk



- After hearing our outcomes, what do you most hope to gain from this 1.5 hours?

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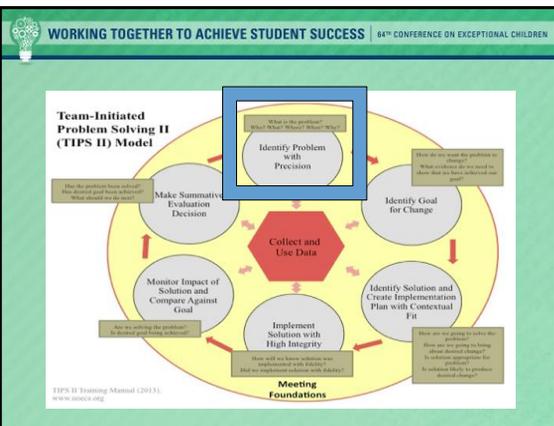
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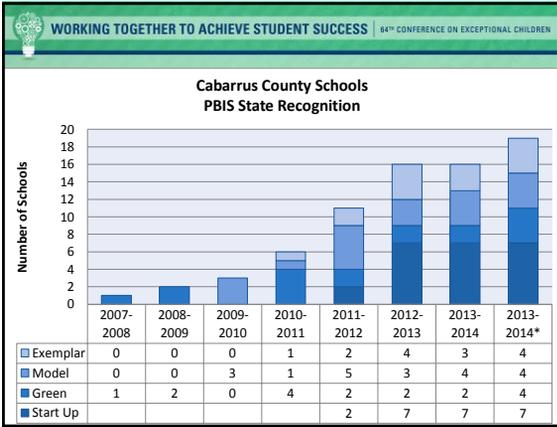
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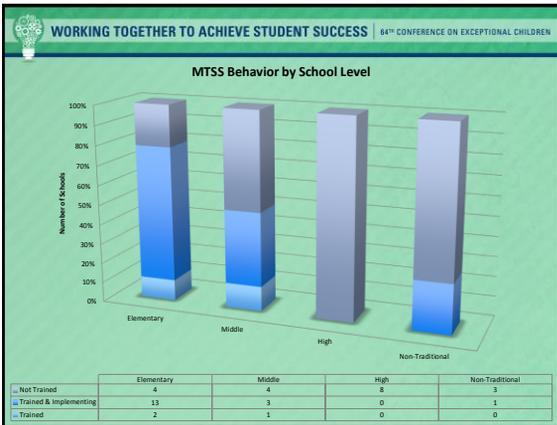
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## Activity: Data Reflection



- What data do you have in your school/district?
- What data do you need?

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### What patterns have we seen?

- Increasing trend in number of school implementing PBIS
- Gradual decline in percent of schools implementing by level from elementary to high

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### Discipline Data

- What do we know about discipline data?
- We need data that is valid and reliable.
  - Last year, we began district work with District Leadership and Administrators on defining problem behavior (minor and major) with examples and non-examples
  - Initial Implementation expected January 2014

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### Activity 3: Consistent Data Entry



- What work have you completed to define problem behavior in your school/district?
- Is it being utilized? How do you know?

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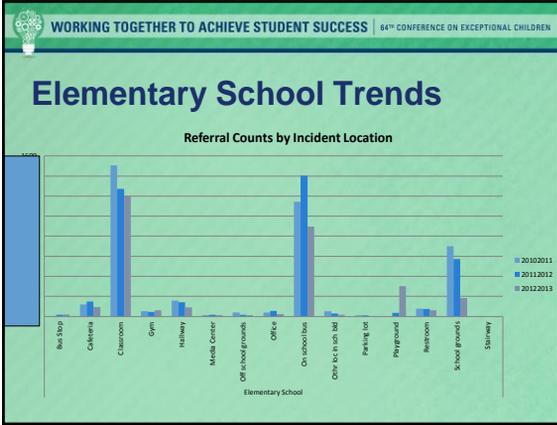
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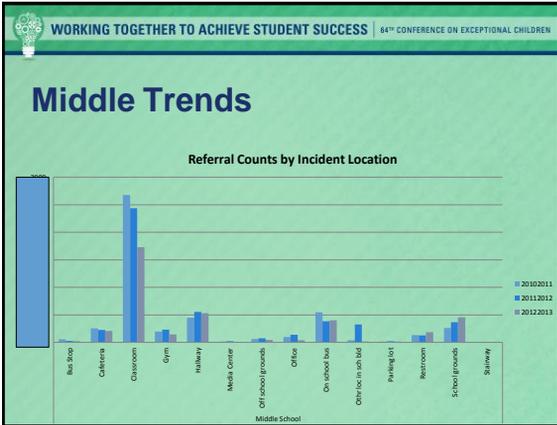
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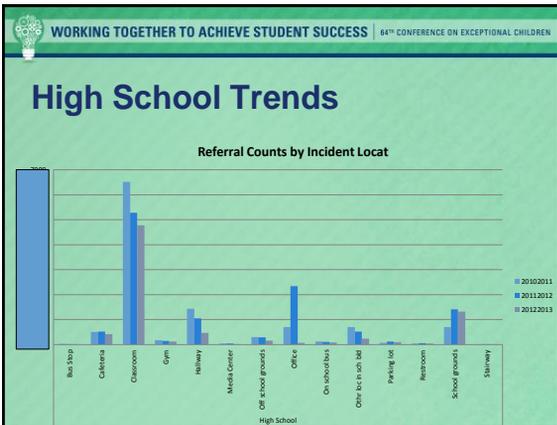
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### What patterns have we seen?

- Elementary highest for classroom, bus and school grounds
- Across all levels, classroom is highest referral location.

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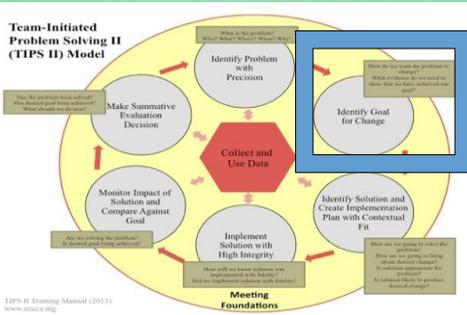
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### Team-Initiated Problem Solving II (TIPS II) Model




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### Identify Goal for Change

- Does the district provide training and coaching on classroom management?
  - New Staff Orientation...
  - Teacher preparation course(s)...
  - Formal coaching network
    - New Teacher Mentoring Program

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## Identify Goal for Change

- A consistent training module for classroom management
- Development of coaching system for classroom management

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## Training Module & Observation Tool:

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT IN THE CLASSROOM

CCS Summer PD Institute 2014

**CLASSROOM OBSERVATION**

OBSERVER			
SCHOOL			
DATE			
OBSERVATION LOCATION		DATE	OBSERVATION QUARTER
OBSERVATION TIME			
OBSERVATION GOAL			
OBSERVATION NOTES			
OBSERVATION DATE			

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## Training Workbook:

Elementary      Secondary

**CLASSROOM MANAGEMENT: Template**

Health, Behavior, Intervention and Support | 2014

Section 1: Routines and Procedures

Class Attention Signal(s)

**My Morning Routines**

Entering the room

Getting settled on work

Arriving late

Getting materials

Other

**My Routines for Managing Work**

**CLASSROOM MANAGEMENT: Template**

Health, Behavior, Intervention and Support | 2014

Section 1: Routines and Procedures

Class Attention Signal(s)

**Opening Routines**

Entering the room

Getting settled on work

Arriving late

Getting materials

Other

**During Class Routines**

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## Activity 4: Training & Coaching



- Does your school/district have a consistent way to train & coach classroom management?
- Is it being utilized? How do you know?

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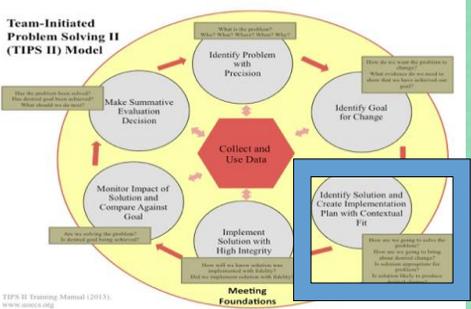
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### Team-Initiated Problem Solving II (TIPS II) Model



TIPS II Training Manual (2013).  
www.oregoniepi.org

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### Solution Development

Response	Prevention	→
	Teaching	→
	Affirmative Feedback	→
	Extinction	→
	Corrective Consequence	→
	Data Collection	→

1. Focus on prevention first. How could we reduce the situations that lead to these behaviors?
2. How do we ensure that students know what they SHOULD be doing when these situations arise?
3. How do we ensure that appropriate behavior is recognized?
4. How do we work to ensure that problem behavior is NOT being rewarded?
5. Are corrective consequences needed?
6. How will we know (a) if we are doing what we plan, and (b) if what we plan is working to benefit students?

Hewitt, J. S., Todd, A. W., Algalione, K., Hamer, R. H., & Algalione, B. (2013). The Team-Initiated Problem Solving (TIPS) Training Manual. Educational and Community Support, University of Oregon. unco.edu/ehc/training-manual.

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## Identify Solution (Contextual Fit)

- Further discussion with implementing PBIS Schools
- During district PD days, provided PBIS in Classroom Module\*
  - Creating your Classroom Management Plan
  - Basics of Behavior

\*Don't have to be in a PBIS School to attend

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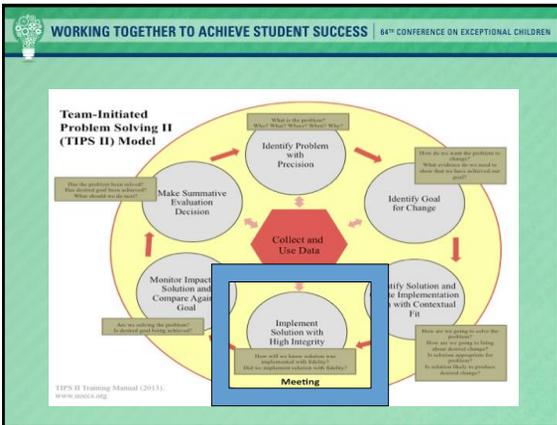
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## Implement Solution (Fidelity)

- Two middle schools trained entire staff at beginning of year (August 2013)... by mid-year, we weren't seeing practices in the classroom
- One elementary school (Exemplar PBIS School) with roll out plan was beginning to see results

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## Decisions

- How do we really do this well?
  - Training of Trainers: Classroom Teachers and Administrators
  - Create elementary and secondary training groups
  - Look closer at data systems- do we have systems that allow us to quickly address folks needing help

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## Our Stories & Questions

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## Hyperlinks

**PBIS in Classroom Training Module**  
<https://www.dropbox.com/s/gl7eif0w9v9wzmc/PBIS%20in%20the%20classroom%20%2B%20BOB%202014.pptx?dl=0>

**Observation Tool**  
<https://www.dropbox.com/s/er1z5fvdvw6m12k/CLASSROOM%20OBSERVATION%20TOOL.docx?dl=0>

**Elementary Workbook**  
<https://www.dropbox.com/s/didfdanpimel77y/PBIS%20in%20the%20classroom%20workbook.docx?dl=0>

**Secondary Workbook**  
<https://www.dropbox.com/s/o8e2cpng1vkqk/PBIS%20in%20the%20classroom%20workbook%20Secondary.docx?dl=0>

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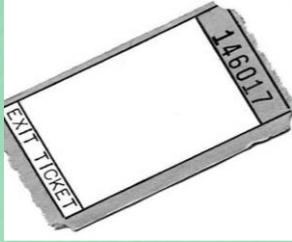
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### Exit Ticket



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# WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

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## Growing PBIS in the Classroom: Teachers Supporting Teachers

### Activity 1: Turn & Talk

Session Outcomes	Your Thinking
Create a vision for how data drove our work and reflect on how similar data could be utilized in your district.	
Deepen understanding of need for teacher to teacher coaching in classroom management	
Begin to evaluate your school/district's implementation of coaching in classroom management	

### Activity 2: Data Reflection

Session Outcomes	Your Thinking
What data do you have in your school/district?	
What data do you need?	

### Activity 3: Consistent Data Entry

Session Outcomes	Your Thinking
What work have you completed to define problem behavior in your school/district?	
Is it being utilized? How do you know?	

### Activity 4: Training & Coaching

Session Outcomes	Your Thinking
Does your school/district have a consistent	



way to train and coach classroom management?	
Is it being utilized? How do you know?	