



PBIS Effective Classroom Practices Virtual Training Syllabus & Resources

Facilitator Contact Information:

Tiffini Flugga

Email: tflugga@sst6.org

Office: 419-739-0166

This document contains everything needed for each session of the training. Be sure to download and save all documents in order to have editing rights. First, read carefully to select the training option of your choice. Then, proceed to the pretest. Once the pretest is complete, you may complete the modules.

Training Option 1: This option is for **ANY** participant that wants to use the training materials **WITHOUT RECEIVING CONTACT HOURS**. PBIS Teams can use the training materials to provide professional development to staff on their own.

Training Option 2: This option is **ONLY** for participants located in **SST6** that want to **RECEIVE CONTACT HOURS** for completing the training. All participants will be required to complete the pre and post assessments, all module training components, and coaching sessions with an SST6 Consultant. If interested in this option, **please complete this registration [form](#)** and Tiffini Flugga will be in touch to schedule the coaching sessions.

Coaching Support for districts in Differentiated Accountability (DA) Status:

Each SST prioritizes levels of service for districts and schools utilizing multiple points of data, including Differentiated Accountability status, SPP, and other factors. Based on SST capacity, coaching can be provided to districts and community schools identified in the Tier II or III levels of service. If you would like to request coaching support, please get in touch with Tiffini Flugga (tflugga@sst6.org) at SST6.

Pre-test

You must take the pretest **BEFORE** completing any module activities below.

Training Module & Estimated Time to Complete	Session Outcomes, Presentations & Corresponding Resources
Introduction Estimated Time to Complete: 20	Outcomes: 1. After participating and completing the introduction module, participants will be able to identify positive and proactive strategies in establishing an effective classroom environment through personal reflections and/or team discussions. Presentation: <i>(choose the option that best meets your needs):</i> Presentation with Closed Captions (9:13) Power Point Voice Over with Notes (9:13) Resources: Introduction to Effective Classroom Practices Video (05:00) Guided Notes (optional) Optional Resources for Deeper Understanding: Action Planning Template Teacher Self-Assessment: Effective Classroom Practices Classroom Management Self-Assessment: PBIS.org How to Maintain Student-Teacher Relationships Teaching Virtually Video Missouri School minutes I-wide PBIS Tier 1 Workbook Chapter 8 Checklist of Assignments Required to Complete: • View the entire presentation • Answer embedded reflection questions independently or as a team (found throughout the presentation) • Watch the video, Introduction to Effective Classroom Practices Video
Module 1: Clearly Defined Classroom Expectations & Rules	Outcomes: 1. After participating and completing module 1, participants will be able to develop annual classroom rules that follow OMPUA guidelines evidenced by completion of the classroom rules self-assessment template.

Estimated Time to Complete: 1 hour	Presentation: <i>(choose the option that best meets your needs):</i> Presentation with Closed Captions (11:39) Power Point Voice Over with Notes (11:39) Resources: Missouri Expectations and Rules Training Video (11:49) & Guided Notes (optional) Guidelines for Developing Rules OMPUA Independent Practice Activity (This activity will be completed as you are completing the presentation training. Please do NOT complete it in advance). OMPUA Checklist Activity Classroom Rules Self-Assessment Template Classroom Matrix TemplateOMPUA Checklist Independent Activity Optional Resources for Deeper Understanding: Teacher Tools: Expectations & Rules Creating a behavior teaching matrix for remote instruction Implementation Video (11:16) Checklist of Assignments Required to Complete: • View the entire presentation • View Missouri Expectations and Rules Training Video • Complete the OMPUA Independent Practice Activity if working alone • Complete the OMPUA Checklist Activity • Complete the Classroom Rules Self-Assessment Template
Module 2: Clearly Defined Classroom Procedures Estimated Time to Complete: 2 hours	Outcomes: After completing module 2, participants will be able to: 1.) Identify 3-5 classroom expectations that are aligned with the building-wide expectations evidenced by completing the "Expectations" section of the classroom matrix. 2.) Identify 3-5 setting locations to explicitly teach students evidenced by completing the "Setting Locations" section of the classroom matrix. 3.) Insert already developed classroom rules (from module 1) onto the Matrix evidenced by adding them under the "Setting Locations" section of the classroom matrix. 4.) Teach classroom procedures accurately to include the research-based elements of the checklist, "Things To Consider When Teaching A Procedure, " evidenced by completing the activity, "My Classroom Procedures Considerations" for each classroom procedure they will teach. Presentation <i>(choose the option that best meets your needs):</i> Presentation with Closed Captions Power Point Voice Over With Notes

Resources:

[Padlet Activity: Key takeaways or big aha's you had as you completed your classroom rules](#)

[Ideaboardz Activity: What word did you guess?](#)

[Using an Attention Signal](#)

[Attention Signal Videos & Using an Attention Signal Strategy Tool](#) *(form is fillable if downloaded)*

[Padlet Activity: Attention Signal Reflection](#)

[PBIS Missouri Classroom Procedures and Routines Training Video](#) (06:42) & [Guided Notes](#) (optional)

Two (2) [Attention Signal Videos](#) and the [Using an Attention Signal Strategy Tool](#) *(hint: form is fillable if downloaded)*

[Padlet Activity: Critical components of an attention signal before during and after teaching](#)

[Handout: Things to Consider When Teaching a Procedure](#)

[Handout: My Classroom Procedures Considerations Example](#)

[Handout: My Classroom Procedures Considerations Template](#)

Video: [Setting the Tone from Day One](#)

[Classroom Matrix Template](#)

[Classroom Matrix Example](#)

Optional Resources for Deeper Understanding:

[Rationale for Attention Signals](#)

[Attention Signal Example Videos](#)

[Classroom Matrix Examples](#)

[Classroom Procedures Examples and Templates](#)

[Classroom Lesson Plan Examples and Templates](#)

[PBIS Video Examples](#)

[Teacher Tools: Procedures and Routines](#)

[Classroom Procedures and Routines](#)

Classroom Matrix Example

CLASSROOM MATRIX  School-wide Expectations	Attention Signal: Countdown Signal				
	Classroom Rules (positively stated)	Arrival	Transitions	Large Group Instruction	Coping Skills
Be Respectful	• Use appropriate voice level • Use kind words and actions	• Voice Level 1 • Greet others with positive words	• Voice Level 0 or 1 (determined by staff) • Keep space between self and others	• Voice Level 0 • Raise hand and wait to be called on before speaking • Eyes and ears on speaker	• Use "I statement" to express feelings and needs • Use respectful talk when working through a disagreement
Be Responsible	• Follow adult directions • Be prepared for classroom activities	• Be on time to class • Bring all necessary materials to class • Begin warm-up promptly	• Listen for direction to next activity • Go directly to next area • Bring/take all needed materials	• Complete & turn in assigned tasks • Participate in discussions • Ask questions as needed	• Display your 'pause signal' • When frustrated or stressed, choose to use an appropriate calming strategy
Be Safe	• Keep hands, feet and objects to self • Take care of equipment and materials	• Use walking feet • Put personal belongings in designated areas • Take your seat	• Clean up workspace • Tuck chair into desk • Maintain personal space	• Sit in designated space • Use materials properly and safely • Return materials to designated location	• Calmly ask for movement or a break to calm down • Talk to someone if you need help

[Implementation Examples Videos](#)

[Calming Corner Tips](#)

[Focus on the Positive! Keep Students Engaged! A teacher Self-Management Checklist](#)

[How to Teach Classroom Routines](#)

[Success Guide for Teaching Routines, Norms, & Group Behavior](#)

Checklist of Assignments Required to Complete:

- View the entire [presentation](#)
- View [PBIS Missouri Classroom Procedures and Routines Training Video](#)
- View at least one [Attention Signal Videos](#)
- Complete Activity: [Using an Attention Signal Strategy Tool](#)
- Complete the Expectations & Locations on your [Classroom Matrix](#)
- Complete [Handout: My Classroom Procedures Considerations Template](#)
- Add your classroom procedures on your [Classroom Matrix](#)

Module 3 : Encouraging Expected Behavior Estimated Time to Complete: 1 hour 15 minutes	Outcomes: After completing module 3, participants will be able to: 1. Collect baseline data on their rate of positives to correctives by completing the ratio of interactions monitoring form while teaching a daily lesson. 2. Correctly provide behavior specific praise by utilizing the 5 step checklist with 100% accuracy while completing a Jamboard activity. Presentation (<i>choose the option that best meets your needs</i>): Presentation with Closed Captions Power Point Voice Over with Notes Resources: • Encouraging Expected Behavior Training Video (13:13) & Guided Notes • Ratio of Interactions Strategy Description & Ratio of Interactions Monitoring Form • Behavior Specific Praise Video (02:29) • How to Provide Behavior Specific Praise • Jamboard: BSP Practice • BSP In the Classroom: Complete Guide Optional Resources for Deeper Understanding: Behavior Specific Praise & 5:1 Ratio: Research and Videos Group Contingencies Research & Videos Mystery Motivators Student Menu of Reinforcers/Surveys Student Acknowledgement Ideas PBIS Rewards Incentive Ideas PBIS Rewards Distance Learning Incentives Debunking Reinforcement Myths Reconsidering Clip Charts Research Does My Classroom Management System Align with PBIS Practices Checklist Teacher Tools: Encouraging Expected Behaviors Practice Profile Checklist of Assignments Required to Complete: • View entire presentation • View Encouraging Expected Behavior Training Video (13:13) • Review Ratio of Interactions Strategy Description • Complete the Ratio of Interactions Monitoring Form while teaching a lesson • View the Behavior Specific Praise Video (02:29) • Complete the Jamboard: BSP Practice Activity
Module 4:	Outcomes:

Discouraging Inappropriate Behavior

Estimated Time to Complete:
2 hours

After completing module 4, participants will be able to:

1. Reflect on current effectiveness of classroom response strategies used in daily instruction by completing a Jamboard activity.
2. Use the Continuum of Strategies to select an appropriate response of a given behavior scenario by completing the Continuum of Response Strategies Activity.

Presentation (*choose the option that best meets your needs*):

[Presentation with Closed Captions](#)

[Power Point Voice Over with Notes](#)

Resources:

[Video: 2x10 Strategy](#) (Stop at 07:07)

[Discouraging Inappropriate Behaviors Training Video](#) (16:44) & [Guided Notes](#)

Choose one of the following videos to view:

- [Primary: Escalating Behaviors](#) (23:37) or [Secondary: Escalating Behaviors](#) (23:00)
- Answer the [Reflection Questions](#) when prompted during video.
- Refer to the [Information Sheet](#) for descriptions and strategies for each predictable stage in the *Cycle of Escalating Behavior*. [Escalating Behaviors: Information Sheet](#)

[Escalating Behaviors Jamboard Reflection](#)

[Continuum of Response Strategies Activity](#)

Optional Resources for Deeper Understanding:

[Strategies with Links to Resources](#)

[Classroom Management Module 10: Effective Responses to Common Misbehavior Video | JCPS](#)

[A 4-Step Plan for Handling Problem Behavior Remotely](#)

[Tip Sheets & Examples](#)

[Dear Teacher: Heartfelt Advice for Teachers from Students](#) Video

https://youtu.be/RwIhUcSGqgs?si=uKQdZDZ_M05iokSo -pep talk video

Checklist of Assignments Required to Complete:

- View entire [presentation](#)
- View [Discouraging Inappropriate Behaviors Training Video](#)
- View [Video: 2x10 Strategy](#) (Stop at 07:07)
- Choose one of the following videos to view:
 - [Primary: Escalating Behaviors](#) (23:37) or [Secondary: Escalating Behaviors](#) (23:00)

	• Answer the Reflection Questions when prompted during video (save document). • Refer to the Information Sheet for descriptions and strategies for each predictable stage in the <i>Cycle of Escalating Behavior</i>. • Complete the Escalating Behaviors Jamboard Reflection (click on the 4 arrows at the top of page) • Complete Continuum of Response Strategies Activity & save the file
Module 5: Employ Active Supervision Estimated Time to Complete: 1 hour 30 minutes	Outcomes: After completing module 5, participants will be able to: 1. View a sample classroom arrangement, identify possible concerning areas in VAT (visibility, accessibility and task) & provide a suggestion for improvement by completing the activity, Designing the Environment. Presentation (<i>choose the option that best meets your needs</i>): Presentation with Closed Captions Power Point Voice Over with Notes Resources: Employ Active Supervision Video (05:25) Activity: Designing the Environment Activity: Designing the Environment Possible Answers View the following videos and then complete the review activity: • Employ Active Supervision Video (05:25) • Scanning & Circulating Video (03:24) • Complete the review activity Optional Resources for Deeper Understanding: Teacher Tools: Active Supervision.pdf Using Active Supervision (classroomcheckup.org) Utilizing Proximity to Manage Classroom Discipline and Behavior Video (03:40) Room Arrangement: Examples and Non-examples Choose one of the following videos to view: • Primary: Classroom Management Strategies (25:33) or Secondary: Classroom Management Strategies (23:11) • Pay particular attention to: student choice and behavior momentum. • Refer to the Information Sheet for the big ideas. Checklist of Assignments Required to Complete:

	• View entire presentation • View Employ Active Supervision Video (05:25) • Complete Activity: Designing the Environment • View the following videos and then complete the review activity: • Employ Active Supervision Video (05:25) • Scanning & Circulating Video (03:24) ■ Complete the review activity
Module 6: Provide Multiple Opportunities to Respond Estimated Time to Complete: 1 hour 40 minutes	Outcomes: After completing module 6, participants will be able to: 1. Identify current implementation level of the engagement strategy, opportunities to respond, by selecting the category of exemplar, proficient, close to proficient or far from proficient based on the descriptions provided in the practice profile that best describes their current level of practice. 2. Plan next steps for improvement of the strategy, opportunities to respond, to advance from their current practice profile implementation level to the next level of implementation by completing an exit ticket. Presentation (<i>choose the option that best meets your needs</i>): Presentation with Closed Captions Power Point Voice Over with Notes Resources: MO-SW-PBS: Opportunities to Respond Practice Profile Activity & Exit Ticket Wait Time, Think Time Resources OTR: Strategies: Choral Response Think-Pair-Share I Do, We Do, You Do Exit Slips Equity Sticks Response Cards Guided Notes Strategies with Links to Resources Checklist of Assignments Required to Complete: • View entire presentation • Download and complete the MO-SW-PBS: Opportunities to Respond Practice Profile Activity & Exit Ticket Activity

Module 7: Academic Success and Task Difficulty Estimated Time to Complete: 1 hour 15 minutes	Outcomes: After completing module 7, participants will be able to: 1. Use the handout, Strategies to Address Task Difficulty, to select an appropriate strategy of a given behavioral scenario by completing the task difficulty vignette activity. Presentation (<i>choose the option that best meets your needs</i>): Presentation with Closed Captions Power Point Voice Over with Notes Resources: MO SW-PBS Teacher Tools: Adjusting Task Difficulty First Days of School: FAIR vs. EQUAL Video & Fair vs. Equal Ideaboardz Activity Strategies to Address Task Difficulty & Task Difficulty Vignette Activity Checklist of Assignments Required to Complete: • View entire presentation • Complete Task Difficulty Vignette Activity using the handout Strategies to Address Task Difficulty • Task Difficulty Vignette Activity Possible Answers
Module 8: Activity Sequencing and Choice Estimated Time to Complete: 2 hours	Outcomes: After completing module 8, participants will be able to: 1. Identify current implementation level of the engagement strategy, Activity Sequencing and Choice, by selecting the category of exemplar, proficient, close to proficient or far from proficient based on the descriptions provided in the practice profile that best describes their current level of practice. 2. Plan next steps for improvement of the strategy, Activity Sequencing and Choice, to advance from their current practice profile implementation level to the next level of implementation by completing an exit ticket. Presentation (<i>choose the option that best meets your needs</i>): Presentation with Closed Captions Power Point Voice Over with Notes Resources: Dear Teacher Video Choose one of the following videos to view: • Primary Classroom Management Strategies (25:33) or Secondary Classroom Management Strategies (23:11) • Pay particular attention to: student choice and behavior momentum.

	• Refer to the Information Sheet for the big ideas. MO-SW-PBS Teacher Tools: Activity Sequencing and Choice Optional Resources for Deeper Understanding: Task Interspersal Resources Behavior Momentum Resources Student Choice Resources Checklist of Assignments Required to Complete: • View entire presentation • View Dear Teacher Video • Choose one of the following videos to view: • Primary: Classroom Management Strategies (25:33) or Secondary: Classroom Management Strategies (23:11) • Pay particular attention to: student choice and behavior momentum. • Refer to the Information Sheet for the big ideas. • Complete MO-SW-PBS Teacher Tools: Activity Sequencing and Choice Activity and Exit Ticket
<u>Post-test</u> Do not attempt to take the post test until ALL module activities have been COMPLETED. In order to receive contact hours, you must score an 80% or higher on the post-test. You may retake the assessment until you've received a passing score of 80% or higher.	
Total Hours for Completion of Series: 21 hours	

Resources:

[Comprehensive Integrated Three Tiered Model of Prevention](#)

[Florida PBIS Project](#)

[Positive Behavioral Interventions and Supports \(PBIS\) Team of Georgia](#)

[Michigan's MTSS Technical Assistance Center: Our Center](#)

[Midwest PBIS Classroom Practices](#)

[Tier 1 Effective Classroom Practices – Learning System Missouri Schoolwide Positive Behavior Support](#)

[Ohio Positive Behavioral Interventions & Supports | Ohio Department of Education](#)

[Wisconsin - RTI Center](#)