MTSS Classroom Coaching Guide

Overview and Purpose

Classroom management is the overall organization and structure of any classroom environment. It includes the development and implementation of effective and efficient instructional and behavioral procedures and routines, which result in enhanced student learning and increased academic engaged time (AET). Creating and maintaining a well-managed classroom should be a top priority for every teacher. Ultimately, an effective and efficient classroom management system establishes a positive climate for students, allowing them the opportunity to achieve and/or exceed proficiency in the Florida State Standards in a safe, predictable, and nurturing environment.

Florida’s Positive Behavior Support Project developed the MTSS Classroom Coaching Guide to assist PBS coaching facilitators and/or individual teachers in developing and sustaining a well-organized, effective classroom environment. The guide is aligned with the Classroom Systems items on the Benchmarks of Quality (BoQ) and addresses the key components of an effective classroom system. It also provides evidence-based resources for establishing these components within any classroom setting. A copy of the BoQ Scoring Guide (File A) and BoQ Scoring Form (File B) are included in Folder 6 – Tools. The BoQ Classroom Systems items are listed below and will be referenced throughout the guide:

1. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms. (BoQ 42) *
2. Classroom routines and procedures are explicitly identified for activities where problems often occur. (BoQ 43)
3. Expected behavior routines in the classroom are taught. (BoQ 44) *
4. Classroom teachers use immediate and specific praise. (BoQ 45)
5. Acknowledgement of students demonstrating adherence to classroom rules & routines occurs more frequently than acknowledgement of inappropriate behaviors. (BoQ 46)
6. Procedures exist for tracking classroom behavior problems. (BoQ 47)
7. Classrooms have a range of consequences/interventions for problem behavior(s) that are documented and consistently delivered. (BoQ 48) *

However, no matter how well-managed, organized and secure the environment, teachers will inevitably encounter behavioral difficulties. When these situations arise, the MTSS Classroom Coaching Guide provides assistance to PBS coaching facilitators and/or teachers in accurately identifying and analyzing the problem, developing and implementing evidence-based interventions and monitoring student outcomes using a collaborative, structured, problem-solving process.
The MTSS Classroom Coaching Guide is intended for use by anyone working in a classroom setting, or anyone who directly supports classroom teachers or paraprofessionals.

Objectives

1. Establish the use of data to identify and analyze classroom behavior concerns
2. Implement a 4-step, data-based problem-solving process
3. Implement key strategies for effective classroom management
   a. Develop, post and teach classroom expectations and rules*^ (BoQ 42-44)
   b. Develop & implement effective classroom procedures & routines*^ (BoQ 43-44)
   c. Acknowledge appropriate behavior* (BoQ 46)
   d. Establish and support, positive classroom interactions and climate*^ (BoQ 45-46)
   e. Develop & implement effective responses to inappropriate behavior*^ (BoQ 47-48)

Tier 1 Behavior Core Curriculum and Classroom PBS

Tier 1 PBS is the development and implementation of the core curriculum and supports for behavior across any school campus. PBS is a proactive, preventive approach to behavior in which appropriate behaviors are taught to all students across all settings and acknowledged and/or reinforced when demonstrated. In addition, PBS includes procedures for responding effectively to problem behavior and implementing data-based problem-solving to monitor and evaluate the effectiveness of PBS with respect to student outcomes and implementation fidelity. Classroom PBS emphasizes these same critical elements, but also includes the development and implementation of classroom procedures and routines and effective instructional strategies for actively engaging students.

With the implementation of Tier 1 PBS, school-based PBS teams collect and review behavior data across campus. During this process, classroom behavior concerns might also be identified. When this occurs, the same problem-solving process is applied to the classroom setting to review and analyze classroom behavior data. As a result, Classroom PBS incorporates the following components:

1. Using data within a problem-solving process to make decisions
2. Implementing prevention strategies to decrease problem behaviors*^ 
3. Teaching*^/acknowledging* appropriate classroom behaviors
4. Implementing evidence-based interventions to increase appropriate behavior and decrease inappropriate behavior*^ 
5. Using effective curriculum and instructional strategies and environmental adaptations*^ 
6. Monitoring and evaluating student outcome*^ and implementation data

Classroom PBS is a primary prevention intervention and an essential component of Tier 1. However, it might also be considered a Tier 2 intervention, since the targeted group is the classroom. Therefore, Classroom PBS falls between Tiers 1 and 2 as outlined below and depicted in Figure 1.
**Tier 1: Core Curriculum** - Procedures and processes intended for all students and staff, in all settings across campus.

**Tiers 1 & 2: Classroom** - Processes and procedures that reflect Tier 1 expectations, coupled with pre-planned strategies applied within classrooms.

**Tier 2: Supplemental Supports** - Processes and procedures that reflect Tier 1 expectations, designed for groups of students with similar behavior problems, or behaviors that seem to occur for the same reason (i.e. function or motivation).

**Tier 3: Intensive Supports** - Processes and procedures that reflect Tier 1 expectations, coupled with team-based strategies to address problem behaviors of individual students.

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Research indicates that the implementation of PBS, using evidence-based instruction and intervention strategies, when done with fidelity, results in positive outcomes within the classroom (Simonsen, Myers, DeLuca, 2010; Christenson, Reschly, Appleton, et.al. 2008; Trussell; 2008). Some positive outcomes include:

1. Decrease in classroom problem behaviors
2. Increased academic engaged time and student academic performance
3. Increased socially appropriate behaviors
4. Enhanced classroom atmosphere
5. Decreased need for administrative or crisis support
6. Reduction in Office Discipline Referrals (ODRs) and referrals for intensive supports or ESE services
Next Steps: Enhancing PBS Classroom Support

So, how does the PBS team or an individual teacher determine if additional supports for PBS implementation would be beneficial at the classroom level? First, the team or teacher must review the most recent data (Tier 1 and/or individual classroom). Then answer the statements in the **PBS Tier 1 Systems Review** form. Answering ‘Yes’ to a majority of the Tier 1 questions (1-5) in Section 1: PBS Team, indicates a need for additional training and support across campus for Tier 1 PBS implementation. Answering ‘Yes’ to a majority of the Classroom questions (6-10) in Section 1: PBS Team and Section 2: Individual Teacher, indicates a need for additional supports within particular classrooms. The Classroom Coaching Guide will assist the PBS team and/or teacher with providing those supports and enhancing classroom PBS implementation using the 4-step problem solving process. A copy of the **PBS Tier 1 Systems Review** is located in this folder (File B) and in Folder 6 – Tools, (File C).

### PBS Tier 1 Systems Review

<table>
<thead>
<tr>
<th>Section 1: PBS Team</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. Many teachers, across all grade levels and/or subject areas, have requested assistance with behavior management. (Tier 1)</td>
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<td>2. Numerous ESE referrals have been made by a significant number of teachers, across multiple grade levels and/or subject areas. (Tier 1)</td>
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<td>3. Most classroom-generated office referrals span multiple grade levels and/or subject areas. (Tier 1)</td>
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<td>4. A significant number of teachers, across all grade levels and/or subject areas, have nominated students for additional behavior supports. (Tier 1)</td>
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<td>5. Formal and/or informal observation data indicate teachers across all grade levels and/or subject areas would benefit from additional behavioral support. (Tier 1)</td>
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<td>6. A few teachers have requested assistance with behavior concerns. (Classroom)</td>
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<td>7. Most ESE referrals have come from a few teachers. (Classroom)</td>
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<tr>
<td>8. Most of the classroom-generated office referrals have come from a few classrooms. (Classroom)</td>
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<td>9. A few teachers have nominated many students for additional behavior supports. (Classroom)</td>
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<tr>
<td>10. Formal and/or informal observation data indicate a few classroom teachers would benefit from additional behavior support. (Classroom)</td>
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### Section 2: Individual Teacher

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<tr>
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<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1.</td>
<td>I have made numerous requests to the PBS team for assistance with multiple problem behaviors in my classroom.</td>
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<td>2.</td>
<td>I have made two or more referrals to the problem-solving team.</td>
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<td>3.</td>
<td>I have written numerous office referrals for inappropriate behavior in my classroom.</td>
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<td>4.</td>
<td>Many students in my classroom would benefit from Tier 2 or Tier 3 behavior supports.</td>
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<td>5.</td>
<td>After completing a self-assessment on my classroom management system, I would like additional behavior support from the PBS team.</td>
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*Note.*

* Marzano, Marzano, Pickering; Classroom Management that Works, 2009

^ Danielson, Enhancing Professional Practice: A Framework for Teaching. 2007