

# CAYMAN ISLANDS PBIS TIER 1 FOCUS: EFFECTIVE CLASSROOM PRACTICES

*“When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviours can be avoided.”* Brenda Scheuermann & Judy Hall, 2008

*“Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum.”* Randy Sprick, Jim Knight, Wendy Reinke & Tricia McKale, 2006

*“The same behaviours that reduce classroom disruptions are associated with increased student learning.”*  
Jere Brophy & Thomas Good, 1986

## **Background:**

During the first year of implementing the PBIS framework within the Cayman Islands the goal was to develop the required teams at national, area and school levels that were then tasked with developing safe and positive school climates. Components of the framework required all schools to set school wide expectations, rules and routines that were reinforced by explicit teaching opportunities and behaviour specific praise systems. In order to build upon and sustain the work undertaken throughout year 1, the following have been identified as objectives for each school principal to undertake within an overall initiative to Improve ‘School Climate and Create a Safe Positive Learning Environment’:

- Continue to implement tier 1 of the PBIS framework with a focus on improving effective classroom practice.
- Ensure explicit teaching of school rules and expectations as embodied in the PBIS framework.

## **Rationale:**

Effective classroom managers are known not only by what they do when misbehaviour occurs, but by what they do to set their classrooms up for academic success and to prevent problems from occurring. (Brophy, 1998; Evertson & Emmer, 1982; Kounin, 1970). Studies continue to tell us that in many classrooms, up to half of the school day is lost to discipline and other non-instructional activities (Reinke, Herman & Stormont, 2013; Walberg, 1988; Karweit, 1988). Academic learning time, or the amount of time that students are actively and productively engaged in learning, is a strong determinant of achievement (Fisher & Berliner, 1985; Denham & Lieberman, 1980; Brophy & Good, 1986; Lewis, Newcomer, Trussell & Richter, 2006). Therefore, it is essential that our PBIS efforts extend the positive, proactive, and instructional approaches developed and used schoolwide and in non-classroom settings into classroom practices.

## **What is the purpose of these resource materials?**

The purpose of these resource materials are to summarize proactive, efficient, and evidence-based systems for supporting schools with their focus on improving effective classroom practices. Specifically, these materials are designed to inform and support school and district leadership teams as they address the following questions while focusing on effective classroom practices school wide.

- What needs to be in place before I can expect these strategies to work?
- What practices do you want to focus on?
- Where is the practice to be focused?
- Who is going to support the focus?
- How will you support the focus?

School Leadership teams will need to evaluate structures that have been put in place to support school wide PBIS practices and whether their systems and teams have the capacity to support a focus on effective classroom practices. The goal is for effective classroom practices to be a focus for all teachers and in all classrooms (**where**). School leadership teams will need to consider a range of possible persons to support the focus (**who**), depending on their context and available resources (e.g., expert-, peer-, or self-delivered supports). In addition, the school leadership team will need to provide specific training, prompting, and data (**how**) to ensure teachers know how to use the outlined practices and are able to apply them effectively in their classrooms. These resource materials are designed to inform and support these decisions.

The Cayman Islands National PBIS Leadership Team have identified the following eight classroom practices that have been shown to increase the likelihood of appropriate behaviour and decrease problem behaviour while increasing academic learning time.

1. Arrange Orderly Physical Environments
2. Define, Teach and Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
4. Employ Active Supervision
5. Provide Contingent Praise for Appropriate Behaviour
6. Have in Place a Continuum of Response Strategies for Inappropriate Behaviours
7. Employ Class-Wide Group Contingencies
8. Utilise Multiple Opportunities or Students to Respond

In many classrooms, the lack of clear procedures and routines (e.g., how to behave in small groups, participation during large group work, independent seatwork behaviour, etc.), disruptive student behaviour (e.g., out of seat, peer conflicts, etc.), and lengthy transitions, contribute to significantly diminished instructional time. An effective classroom manager will clarify the behaviours needed to be successful in each classroom setting or activity, teach and review those expected behaviours routinely, catch and positively acknowledge students being successful, and provide immediate, objective correction when behaviour does not meet expectations.

### **What needs to be in place before I can expect these strategies to work?**

The effectiveness of these classroom strategies are maximized when:

- A. the strategies are embedded within a fully functioning and strong school-wide multi-tiered PBIS framework,
- B. classroom and school-wide expectations and systems are directly linked;
- C. classroom strategies are merged with effective instructional design, curriculum, and delivery; and
- D. classroom-based data are used to guide decision making.

The following school- and classroom-level supports should be in place to optimize the fidelity and benefits of a school-wide focus on effective classroom practices.

#### **School-level supports**

- A multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behaviour, and responding to inappropriate behaviour
- The school-wide framework is guided by school-wide discipline data
- Appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and evaluation monitoring

#### **Classroom-level supports**

- Classroom system for teaching expectations, providing acknowledgments, and managing rule violations are **linked** to the school-wide framework
- Classroom management decisions are based on classroom behavioural data
- Effective instructional strategies are embedded within the day to day classroom management practices
- Curriculum is matched to student need and supporting data

## How should your school team(s) use these resource materials to support a school-wide focus on effective classroom practices?

These materials do not provide comprehensive coverage of all systems to support a focus on effective classroom practices, nor is it prescriptive. Instead, school leadership teams should:

- A. Select and implement systems based on data documenting specific needs within their schools and
- B. Coordinate implementation within a positive, preventive, and schoolwide PBIS framework to enhance outcomes.

### A school wide focus on effective classroom practices within the Cayman Islands.

Schools within the Cayman Islands are encouraged to utilize the 'teaming approach' established during the PBIS implementation process in order to establish and maintain the consistent systems, practices and data evaluation needed to support a focus on effective classroom practices. Teacher based teams are encouraged to utilize the 5 step process to identify and address problems and concerns as they emerge. All school teams (SCAT, SMT and other coaching teams) should remain aware of individual school cultures while developing the school-wide focus on effective classroom practices. Schools are also encouraged to provide professional development and on-going coaching to support this process.

Area and School based coaching teams, School SMT and SCAT teams planning forward for a school-wide focus on effective classroom practices should consider the activities and key questions outlined in the 5 step process outlined below.

5-Step Process to Support		
Stage	Activities	Key Questions
<b>Stage 1 Preparing</b>	<ol style="list-style-type: none"> <li>1. Identify available data sources</li> <li>2. Identify current classroom management practices</li> <li>3. Identify current level of PBIS implementation in the classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Do we know how our staff approach classroom management?</li> <li>2. Have we provided sufficient levels of professional develop and support to have consistent PBIS implementation?</li> </ol>
<b>Stage 2 Identify Critical Needs</b>	<ol style="list-style-type: none"> <li>1. Undertake a temperature check /evaluation of the first three classroom practices</li> <li>3. Prioritise and select the first classroom practices for a time restricted school wide focus (e.g.1 per month/half term)</li> </ol>	<ol style="list-style-type: none"> <li>1. Do we have consistent assessment practices, within and across classrooms?</li> </ol>
<b>Stage 3 Develop Focused Plan</b>	<ol style="list-style-type: none"> <li>1. Assure each class has a classroom matrix consistent with school-wide expectations.</li> <li>2. Assure all staff has sufficient training and coaching to support the focus</li> <li>3. Assure classroom data collection procedures are in place.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do we need additional administrative or team support to support the focus within the given time frame?</li> <li>2. Do we have planned training for new staff?</li> </ol>
<b>Stage 4 Embedding the focus</b>	<ol style="list-style-type: none"> <li>1. Reteach and reinforce systematically.</li> <li>3. Area and school coaching teams (Literacy, Numeracy, Behaviour Service) communicate and support consistency of practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do any staff need additional assistance or coaching?</li> </ol>
<b>Stage 5 Monitor Process</b>	<ol style="list-style-type: none"> <li>1. Class and school data is reviewed on a regular basis and reported to area and school teams.</li> <li>2. Fidelity of implementation is reviewed and reported regularly.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is needed to sustain and renew our practices</li> </ol>