

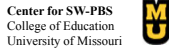



MO SW-PBS Emerging Level 2 Day 5 Training


Our Working Agreements

- Be Respectful**
 - Be an active listener—open to new ideas
 - Use notes for side bar conversations
- Be Responsible**
 - Be on time for sessions
 - Silence cell phones—reply appropriately
- Be a Decision Maker**
 - Follow the decision making process
 - Work toward consensus and support decisions of the group




Agenda

- Review of Previous Materials
- Data
- Staff/Team
- Classroom
- Family
- Team Time
- Closing Thoughts




Today's Outcomes

- Data
- Staff/Team
- Classroom
- Family




Today's Outcomes

- **Data**
 - PBIS Assessments
 - Big 5 Data Review
 - Review of Emerging Checklist
- Classroom
- Staff/Team
- Family




SW-PBS Data Sources

PBIS Assessments
School-wide Evaluation Tool (SET)
Office Discipline Referral Data
Missouri SW-PBS Emerging Checklist




Data Collection Schedule



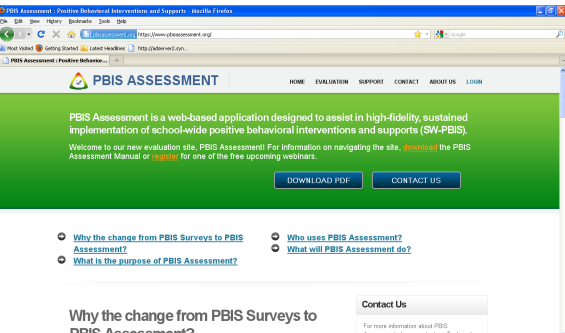
PBIS Assessment

- PBIS Assessments is the new online survey website (replaces PBS Surveys)
- Very similar to PBS Surveys
- Increased features for school level use
- Same School ID/Account #

<https://www.pbisassessment.org/>

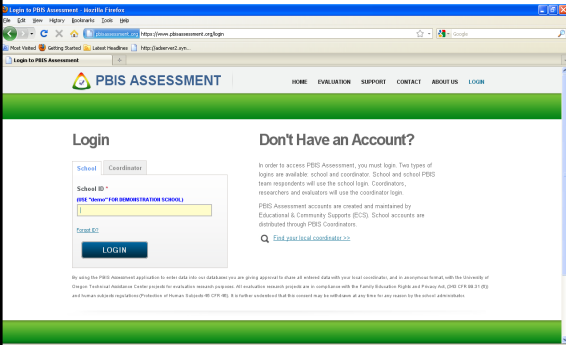


PBIS Assessment Website



The screenshot shows the PBIS Assessment website homepage. It features a green header with the site name and navigation links (HOME, EVALUATION, SUPPORT, CONTACT, ABOUT US, LOGIN). The main content area includes a welcome message, a 'DOWNLOAD PDF' button, and a 'CONTACT US' button. Below this, there are sections for 'Why the change from PBIS Surveys to PBIS Assessment?' and 'Why does PBIS Assessment do?' with links to related information.


Login to School Account



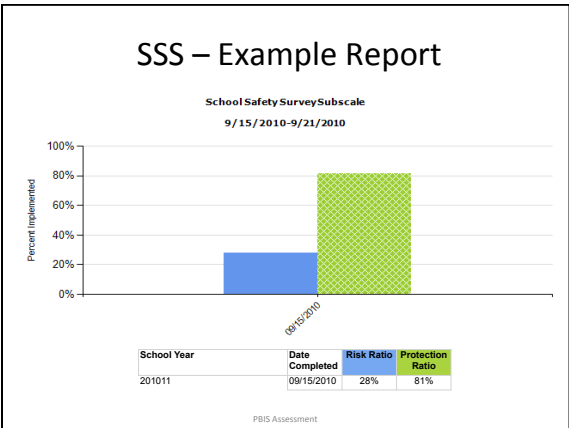
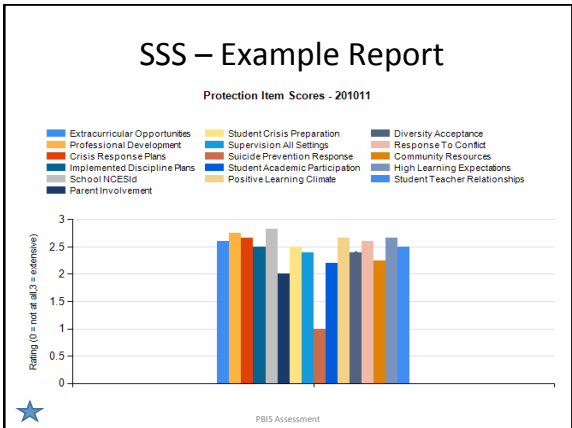
The screenshot shows the login page of the PBIS Assessment website. It has a 'Login' section with a 'School ID' field and a 'LOGIN' button. There is also a 'Don't Have an Account?' section with instructions on how to create an account. The page includes a navigation menu and a footer with a disclaimer.

School Safety Survey

The SSS is administered annually by members of the school to assess measures in place to ensure the safety of staff and students.
(September 12th - 23rd)




School Safety Survey Instructions



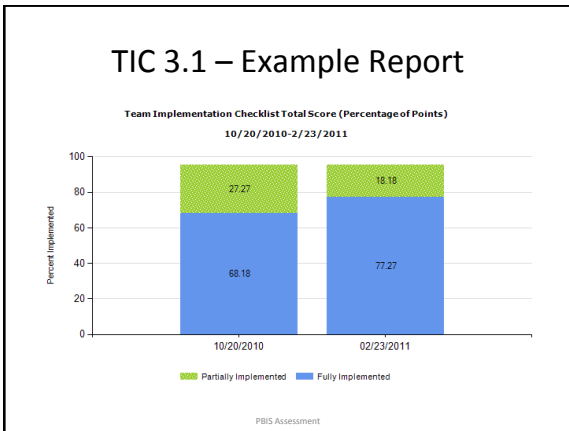
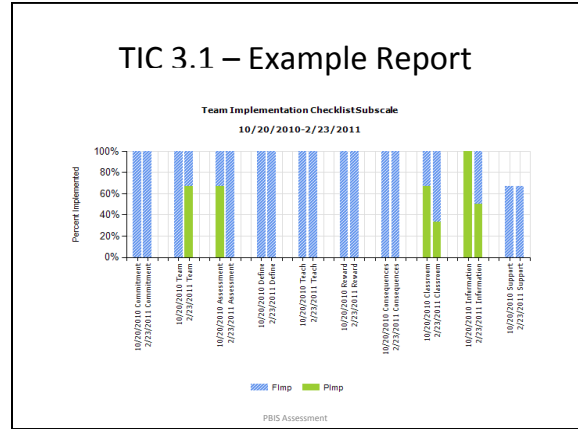
Team Implementation Checklist TIC - 3

The TIC is completed by the SW-PBS Team bi-annually to determine the level of implementation of Primary Prevention measures.

October 10th -21st February 13th -24th




Team Implementation Checklist
Instructions



School-wide Evaluation Tool

The SET is completed annually as an external, direct observation measure of SW-PBS practice implementation
(November – April 15th)
(Training Date)



SET Administrator Interview Guide

Let's talk about your discipline system

- Do you collect and summarize office discipline referral information? Yes No If no, skip to #4.
- What system do you use for collecting and summarizing office discipline referrals? (I2)
 - What data do you collect?
 - Who collects and enters the data?
- What do you do with the office discipline referral information? (I2)
 - Who looks at the data?
 - How often do you share it with other staff?
- What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
- What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun) (D4)

Let's talk about your school rules or motto

- Do you have school rules or a motto? Yes No If no, skip to # 10.
- How many are there?
- What are the rules/motto? (B4, B5)
- What are they called? (B4, B5)
- Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.
- What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses school-wide discipline? If no, skip to # 19

- Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes No
- Is your school-wide team representative of your school staff? (F3) Yes No
- Are you on the team? (F5) Yes No
- How often does the team meet? (F6)
- Do you attend team meetings consistently? (F5) Yes No
- Who is your team leader/facilitator? (F4)
- Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes No If yes, how often?
- Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No If yes, who?
- What are your top 3 school improvement goals? (F1)
- Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes No

PBIS Assessment

Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. Interviews can be completed during the school four. Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

Staff Interview Questions
Interview a minimum of 10 staff

- What are the _____ (school rules, high 5's, 3 bee' s)? (B5)
(Define what the acronym means)
- Have you taught the school rules/behavioral expectations this year? (B2)
- Have you given out any _____ since _____? (C3)
(rewards for appropriate behavior) (2 months ago)
- What types of student problems do you or would you refer to the office? (D2)
- What is the procedure for dealing with a stranger with a gun? (D4)
- Is there a school-wide team that addresses behavioral support in your building?
- Are you on the team?

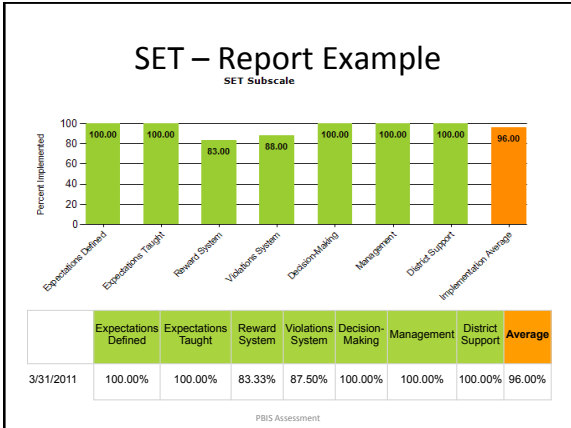
Team Member Interview Questions

- Does your team use discipline data to make decisions? (E4)
- Has your team taught/reviewed the school-wide program with staff this year? (B3)
- Who is the team leader/facilitator? (F4)

Student Interview Questions
Interview a minimum of 15 students

- What are the _____ (school rules, high 5's, 3 bee' s)? (B4)
(Define what the acronym means.)
- Have you received a _____ since _____? (C2)
(reward for appropriate behavior) (2 months ago)

PBIS Assessment



School Data Profile

The School Data Profile is submitted annually by the SW-PBS Coach and Administrator to help the school team assess current measures of implementation in conjunction with submitted CORE Data.

(November 11th)

School Data Profile Worksheet

The data profile will be utilized for multiple purposes including guidance for the following:

- *School and District Level*
- *Regional SW-PBS Consultants Level*
- *State Level*
- *National Level*

School Data Profile Access

<http://formhog.com/>

- User Name: email address
coach and principal
- Password: 123 unless you are a previous user and have updated your password

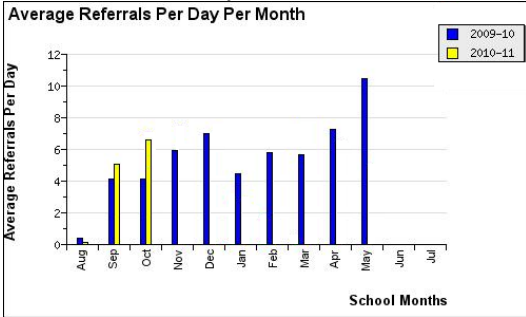
Problem-Solving Using SWIS Data

One Missouri School

Missouri Middle School Example

- Big 5 Report for October
- Middle School is implementing at the Emerging Phase, Level 2 at time of data collection
- Student Population: 550 students

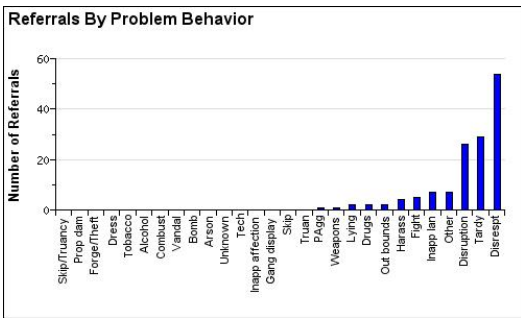
Average Referrals Per Day Per Month



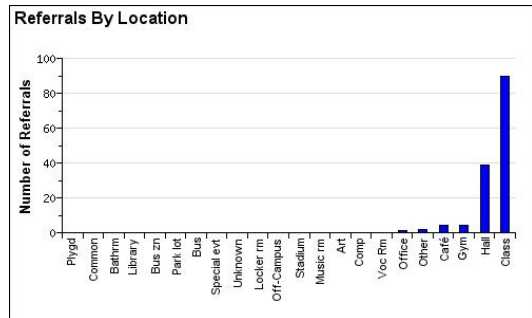
Average Referrals Per Day Per Month

- Average for October: 6.6 ODRs Per Day
- 2010-2011 SWIS Statistics for Middle School of this Size:
 - Median: 2.53 ODRs
 - Low End: 0 ODRs
 - High End: 4.345 ODRs

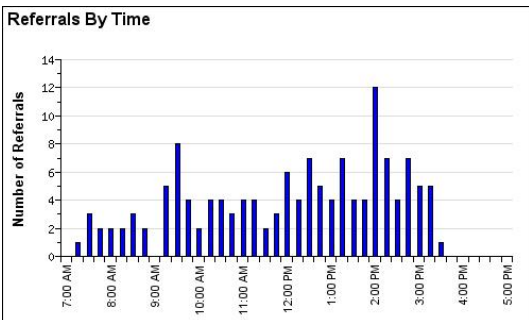
Problem Behavior



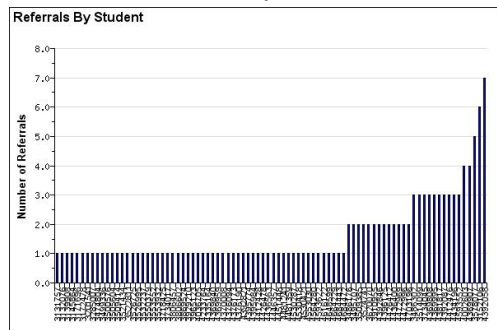
Location



Time



Referrals by Student



Activity: Group Data

- Divide into 4 groups
- Each group will review a school's data
- Each group will complete the Big 5 Data Review Guide using the data provided
- Using the provided matrix, each group will select a replacement behavior and answer:
 - What will you clarify?
 - What will you teach?
 - What will you recognize?
 - What will you correct?



Action Planning: Data

- On Component 7 – Ongoing Monitoring
 - Are you generating monthly Big 5 reports?
 - Are you using the information each month to complete the Big 5 Data Review Guide?
 - Are you sharing the data and Big 5 Data Review Guide with your staff each month?
 - Are you clarifying, teaching, encouraging, and correcting the identified behaviors from your matrix?
- If the answer to any of the above is “No” or “We can do better”, add how you will do this to your Action Plan



Mo SW-PBS Team Action Plan
Missouri SW-PBS Emerging Checklist



Action Planning: Data

- Pull out organizers: Action Plan, Emerging Checklist and School Data Summary

Use these three documents to assess your process for this year:

- What trends do you observe?
- What are your celebrations?
- What are your possible next steps?



Mo SW-PBS School Data Summary



Team and Staff

Today's Outcomes

- Data
- Staff/Team
 - Training
 - Documented Communication System
- Classroom
- Family



Sustainability

Sustainability is the “durable, long-term implementation of a practice at a level of fidelity that continues to produce valued outcomes”

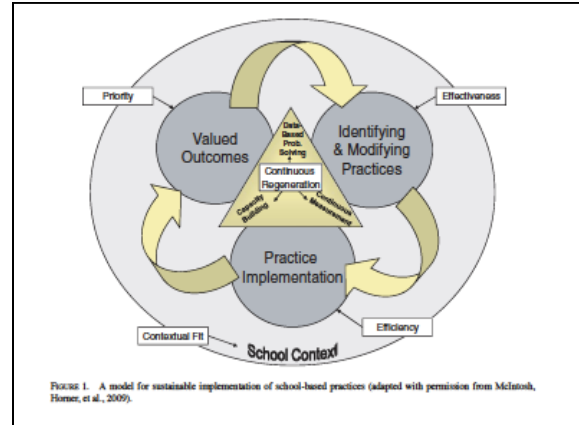
McIntosh, Horner et al., 2009, p.328



Sustaining an Initiative

“The target for a sustainability initiative is therefore the behavior of the school personnel, and targeting sustainability requires targeting the environment of the adults in the school.”

--McIntosh, et al., 2009, p. 10



Activity: Scavenger Hunt

Instructions:

At this stage of implementation, there should be several items on your action plan. These are from content that has been covered in the past two years (Prep and Emerging Level 1)

Look at your action plan and search for the action steps on the following slide.



Activity: Action Plan Scavenger Hunt

- Documented training schedule, on school calendar and on PD schedule.
- Enlist faculty representatives to develop behavioral curriculum
- Teach all faculty to deliver behavioral curriculum
- Establish a system to track delivery of all social lessons
- Establish a schedule for teaching classroom routines.



Booster Sessions

Link teaching booster sessions to compiled data



Capacity Building

Develop and implement plans for orienting incoming staff and student.



Establish a training system for new teachers noted on calendar and teacher handbook.



Establish and document a System for teaching new students expectations and rules



Activity: Let's Share

- Look over the scavenger hunt items. Which one was your most successful for your school to implement?
- Which one does your team struggle with?
- Discuss ideas for Booster Sessions.



Action Planning: Staff and Team

Take a few minutes.....

- Review system for training new teachers
- Discuss ways to teach new students about your schoolwide behavior expectations.



Review Briefly Morning Tasks

- Data
- Staff/Team




Today's Outcomes


- Data
- Staff/Team
- Classroom
 - Review of Rules and Expectations and Procedures and Routines
 - Strategies to Acknowledge Appropriate Behavior
- Family



8 Essential Classroom Practices MO SW-PBS




Missouri Schoolwide Positive Behavior Support
pbmissouri.org



Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Center for SW-PBS
College of Education
University of Missouri



Classroom Strategies

1. Expectations and Rules
2. Procedures and Routines

Expectations and Rules


- Expectations are outcomes
- Rules are the specific criteria for meeting expectation outcomes
- Rules identify and define concepts of acceptable behavior
- Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards

Expectations and Rules Example...

- Expectation is students will be **Safe**
 - Rules are...
 - *Keep hands and feet to self*
 - *Use materials correctly*
 - *If someone bothers you say,*
 - *“Please stop”*
 - *Ignore/walk away*
 - *Get help from a teacher*

Procedures & Routines


- Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.
- Classroom procedures are patterns for accomplishing classroom tasks.
- Procedures form routines that help students meet expectations stated in the rules



Classroom: Activity

List the things that steal time or that keep you from teaching in your classroom.

What are the “time stealers” in your classroom?



Classroom: Activity

- The bell rings.
- Twenty-five students walk into the room.
- Twenty students walk to the desk and sit down. Fifteen students begin to do the work written on the board. Three students talk to each other. Two students put their heads down on their desk.
- Three students go to the pencil sharpener.
- One student walks up to the teacher's desk.
- One student walks over to the window.



Activity:

How will we prevent time theft?

- Continue the work of implementing the MO SW-PBS 8 Essential Classroom Practices.
- Please, complete the first 2 sections of the Classroom System Inventory to assess your school's implementation of the first 2 Classroom Practices.
- Take the Classroom System Inventory back to your school and have your staff complete it.



Classroom System Inventory



Continuum of Procedures for Encouraging Expected Classroom Behavior...

...students and staff are given specific, positive, frequent acknowledgement of desired behavior.



“You get what you recognize.”

Use positive, specific, contingent feedback when students display the expected behavior **to increase the likelihood** students will display the desired behavior **again in the future**.



What do teachers usually give attention to?

Cumulative Study of 1st -12th Grades (104 Classrooms):

Feedback on Academics:

- Rate of Academic Approval = .34 per Minute 20.36 per Hour
- Rate of Academic Disapproval = .14 per Minute 7.56 per Hour

RATIO: 2.69 Positives to 1 Negative for Academic Feedback

Feedback on Behavior:

- Rate of Behavioral Approval = .03 per minute 1.52 per hour
- Rate of Behavioral Disapproval = .32 per minute 19.20 per hour

Ratio: 12.63 Negatives to 1 Positive for Behavioral Feedback

* White (1975)




“I have not worked with a school that has been able to give enough feedback to students to maintain positive behavior without using a tangible item, like a Pride ticket. The tangible helps staff remember to give recognition to students.”

~ Tim Lewis, PBIS National Center Co-Director




Are Tangibles Dangerous?

- "...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances." Cameron, et. al, 2003
- "...programs that show increased intrinsic motivation are those programs that incorporate the elements of good, comprehensive behavioral intervention..." Akin-Little, Little, Eckert, & Lovett, 2004




Classroom Strategies to Acknowledge Appropriate Behavior



Why Acknowledge Appropriate Classroom Behavior?

Effective acknowledgment ...


- Can increase
 - on-task behavior,
 - correct responses, work productivity and accuracy,
 - attention and compliance
 - cooperative play
- Foster intrinsic motivation to learn which comes from mastering tasks
- Have vicarious effect with benefits that may be long lasting



Example Strategies to Acknowledge Appropriate Behavior

Examples...


- Verbal praise
- Thumbs up, high five
- Token economy
- Notes/phone calls home or to principal
- Student of the hour/day/week
- Special privileges earned through group contingency



Acknowledging Appropriate Behavior

Effective strategies are


- Clear and specific
- Contingent on desired behavior
- Applied immediately
- Teacher initiated
- Focus on improvement and effort



Acknowledging Appropriate Behavior

Effective strategies

- Provided frequently during acquisition
- Fade as skill develops
- Avoid comparison/competition across children
- Sincere and appropriate for student's age
- Includes hierarchy of alternatives



Acknowledging Appropriate Behavior

Classroom Continuum:

- Level 1 = Free and Frequent
 - Use everyday in the classroom
- Level 2 = Intermittent/Short Term
 - Awarded occasionally
- Level 3 = Strong and Long Term
 - Quarterly or year long types of recognition



Classwide Continuum for Encouraging Elementary School Example

Adapted from Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.

	Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Free and Frequent	GRR Praise	GRR post-its, \$100 for celebrations (from PTA)	Teacher gives high rates of verbal specific feedback, using the GRR language to all students and give GRR post-its.	Any staff to any student following expectations & rules in the classroom	How to deliver a:1 + to – info re development of scripts to encourage	250 Tickets each week	Students skip of class store or use tickets to shop at school store; Students will complete reinforcer survey to identify how they will celebrate	Schoolwide PBS Cheerleader will disseminate GRR tickets
Short Term	GRR Roar	Post cards	Teacher randomly selects a student. Tchr calls student's home or sends a post card to any student demonstrating GRR behavior	Any teacher to any student who is following expectations & rules in the classroom.	Sample information to include on post card	3 phone calls or post cards per week	Parent will text the student that a phone call or post card was received. Parent and student can celebrate the good news.	Schoolwide PBS Cheerleader
Strong and Long Term	Quarterly GRR Praise Celebration	Classroom Minor Chart; GRR Praise Certificates	For any student who has had 5 or fewer classroom minors during the quarter	At the end of each quarter, each teacher will present the GRR Praise Award Certificates to students	Examples of Classroom Minor Chart; All school staff decision re when to record a behavior as a classroom minor	90% of students 5 or fewer classroom minors	Students will complete reinforcer survey to identify how they will celebrate strong & long-term.	Principal



Handout: Classwide Continuum for Encouraging Elementary School Example



Recognition Examples tied to Matrix

- “Thank you for being **respectful** by being an **active listener**.”
- “Way to go, you had your **homework finished** and **you turned it in on time**, thank you for being **responsible**.”
- “You are **raising your hand to ask questions**, that is being **respectful**.”
- “You are **in the room with needed materials before the tardy bell rings**, that is being **responsible**.”



Effective or Ineffective Encouragement?

- “I’m so glad you finally got to class on time. Way to go being responsible.”
- “You kept your comments on topic, that’s being a learner.”
- Thank you for keeping your voices at Level 1 in your work groups, that is being respectful.”
- “You are usually TOO Loud, thanks for being quiet during arrival time.”



Activity: Encouraging Appropriate Behaviors

- Pull out your schoolwide recognition matrix and discuss the ways you recognize appropriate behavior at the schoolwide level.
- Share out and reflect with your team/room
 - How can each teacher use the schoolwide continuum to build a classwide continuum?



Classroom Continuum of Strategies

1. Clear and specific
2. Related to rule

Free and Frequent

In

**Is this being provided at the classroom level?
How do you know?**


Classroom Continuum of Strategies

Classroom Continuum of Strategies

Free & Frequent	Intermittent/Short Term	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone Calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll


Activity: Classroom Continuum to Acknowledge Appropriate Behavior

1. If a school wide system of recognition is already in place why is it important to also develop a classroom continuum of recognition?
2. Give examples of how a classroom plan for acknowledging appropriate behavior might align with a school wide system of recognition.
3. What response can you give to faculty who say it's cumbersome or too much work to implement both a school wide system and a classroom system of recognition?




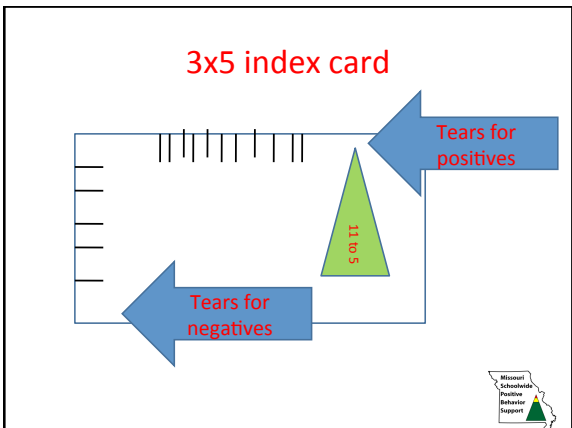
How do we measure...

- 4:1 ratio?
- Individual students receiving recognition?
- Classroom recognition?
- **How do you measure it?**




Paper clips or Coins

- Put 30 paper clips or coins in your left pocket or a cup.
- Every time you give positive feedback to a child, move a paper clip into the other pocket or cup.
- Every time you "get after" a child, move 4 paper clips back to where they started.

Lanyard

- Lanyard
 - 20 beads
- Start in the morning with all 20 beads on your left side
 - Every time you praise a child for their appropriate behavior move a bead to the right side.
 - Every time you reprimand a child move 4 beads back to the left side.



Activity: Team Reflection

- How will our SW-PBS team teach today's featured Classroom System Essential Practice to your team and faculty?
- How will our SW-PBS team help your faculty develop and implement Classwide Recognition Systems?
- How will our SW-PBS team support our faculty members in consistently implementing each Classroom Practice?



Classroom Essential Practices

- Mini – Modules
 - Pbismissouri.org
 - Training Materials
 - Mini-modules
- [Eight Classroom Essential Practices](#)

Action Planning: Classroom

- Does your SW-PBS team need to address implementation of classroom expectations/ rules?
- Does your SW-PBS team need to address implementation of classroom procedures/ routines?
- Does your SW-PBS team need to address implementation of 4:1 classroom recognitions?



Family and Community

Today's Outcomes

- Data
- Staff/Team
- Classroom
- Family
 - Integrating our Families and Communities With SW-PBS



Epstein's six types of parent involvement:

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision Making
- Collaborating With Community



Why are home-school-community partnerships important?

- Improve attendance, homework completion and student achievement
- Decrease school violence
- Improve graduation rates
- Increase the likelihood of enrolling in higher education



It takes a village to raise a child

- Research from Joyce Epstein tells us:
 1. Student's achievement and success increase when parents are involved in their education.
 2. Teachers, administrators, families, and communities need to be taught how to develop an integrated partnership.
 3. Schools are the common theme between families and communities, and effective change begins there.



Build trusting relationships by...

- Teachers and parents respect one another
- Believe in the other's ability and willingness to fulfill responsibilities
- Have high personal regard for one another
- Trust each other to put children's interests first.



A family-friendly school

...is a place where all families:

- Feel welcomed, valued, and respected
- Have opportunities for their opinions to be heard
- Have opportunities to be involved in decision-making

(New Hampshire Family Engagement Work Group)



Features of a family-friendly school:

- Families are informed of school activities in a variety of ways
- Families have access to information about how they can support their child's learning
- Families have access to information about how they can be involved in supporting learning through volunteering and assisting
- Families know what resources are available and how to access those resources.



Activity: How are we doing currently?

Activity: Using Epstein's Measure of School, Family and Community Partnerships, determine current level of participation by families and community.



Measure of School, Family and Community Partnership



Activity: Reflections

As a team, answer these questions.

1. What major factors have contributed to the success of your school's family and community involvement efforts?
2. What major factors limited the success of your school's family and community involvement?
3. What are your school's major goals for improving its program of school, family and community partnerships?



Action Planning: Family

Using the Mo SW-PBS Addendum for Culturally Responsive Practices and Family Engagement generate goals for your school to maintain or improve parent involvement.



Mo SW-PBS Action Plan Addendum

Team Time

Emerging Level 2 Outcomes & Action Plan Goals

- Review each goal & the suggested action steps for Day 5.
- Determine which goals & action step(s) need to be included in your school's action plan.
- Consider whether additional action steps should be included.
- Identify timelines & resources needed for completion.



Citations & References

- Akin-Little, K. A., Eckert, T., Lovett, B., & Little, S. (2004). Extrinsic reinforcement in the classroom: Bribery or best practice. *School Psychology Review*, 33, 344-362.
- Brophy, J. (1998). *Motivating Students to Learn*. Boston: McGraw Hill.
- Bryk, A., & Schneider, B. (2005). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.
- Boulter, L. (2004). Family-school connection and school violence prevention. *The Negro Educational Review*, 55 (1), 27-40.
- Cameron, Pierce, Banko, Katherine, and Sylvia (2003). Positive effects of rewards and performance standards on intrinsic motivation. *The Psychological Record*.
- Christenson, S.I. & Sheridan, S.M. (2001) *Schools and families; Creating essential connections for learning*. New York: Guilford Press.
- Conroy, M. A., Sutherland, K. S., Snyder, A., Al-Hendawi, M. & Vo, A. (2009). Creating a positive classroom atmosphere: Teachers' use of effective praise and feedback. *Beyond Behavior*, 18(2), pp. 18-26.
- Deslandes, R., & Bertrand, R. (2005). Motivation of parent involvement in secondary-level schooling. *The Journal of Educational Research*, 98, 164-175.
- Epstein, Joyce L. (2009). School, family, and community partnerships: Your handbook for action. *California: Corwin Press*.
- Everson, C., & Emmer, E. (1982). Preventive classroom management. In D. Duke (Ed.), *Helping teachers manage classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Everson, C. M., Emmer, E. T. & Worsham, M.E. (2003). *Classroom Management for Elementary Teachers*. Boston: Pearson Education.

- Freiberg, J., Stein, T., & Huan, S. (1995). Effects of a classroom management intervention on student achievement in inner-city elementary schools. *Educational Research and Evaluation*, 1, 36-66.
- Good, T. & Brophy, J. (2000). *Look Into Classrooms*. Boston: Allyn & Bacon.
- Henderson, A., Johnson, V., Mapp, K., & Davies, D. (2006) *Beyond the bake sale: The essential guide to family/school partnerships*. New York: The New Press.
- New Hampshire Family Engagement Work Group. (2004). *Family-friendly schools*. Bedford, NH: New Hampshire Center for Effective Behavioral Interventions and Supports.
- IRIS Center, *Research to Practice Instructional Strategies*. Nashville: Vanderbilt University.
- Johnson, T.C., Stoner, G. & Green, S.K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, 25(2), 199-214.
- Kern, L., Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.
- Keenan, S. (2004). *Family and professional partnerships within a system of care: Exploring the role of families in pre-service and in-service development and training*. Washington, DC: American Institutes for Research, Technical Assistance Partnership for Child and Family Mental Health.
- Kincaid, D., Childs, K., & George, H. (2010). School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.
- School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.
- Newcomer, L. (2007, 2008). *Positive Behavior Support in the Classroom*. Unpublished presentation.
- Shores, R., Gunter, P., & Jack, S. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders*, 18, 92-102.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), pp. 351-380.