

PBIS and the Responsive Classroom® Approach

Positive Behavioral Interventions and Supports (PBIS), an evidence-based framework for developing positive behavior, is used in schools nationwide to create a positive climate for learning. The U.S. Department of Education supports the use of PBIS.

The *Responsive Classroom* approach is a research-based approach to teaching that offers elementary schools practical strategies for achieving many of the goals of PBIS. Schools can use the *Responsive Classroom* approach to implement high-quality PBIS.

The premise of both PBIS and the *Responsive Classroom* approach is that continual teaching, modeling, and reinforcing of positive behavior will increase prosocial behaviors and promote a climate of greater productivity, safety, and learning.

Research on the *Responsive Classroom* Approach

A 2004 study by the University of Virginia examined educational outcomes at schools using the *Responsive Classroom* approach. It found the following:

- Children scored higher on reading and math tests.
- Children had better social skills.
- Teachers felt more effective and positive about teaching.

To learn more about this study and a four-year, federally funded study under way, visit www.responsiveclassroom.org/research.

How *Responsive Classroom* Practices Fit with PBIS

The *Responsive Classroom* approach is comprised of practical teaching techniques developed by elementary classroom teachers and school leaders. Here's how these specific practices fit within PBIS's three-tiered framework for providing a continuum of behavior supports to students in a school.

PBIS Primary Prevention:

School/classroom-wide systems for all students and settings

***Responsive Classroom* Practices:**

- Morning Meeting
- Rule creation
- Interactive modeling
- Role-playing
- Positive teacher language
- Logical consequences
- Classroom organization
- Problem-solving strategies

PBIS Secondary Prevention:

Additional systems for students with at-risk behavior

***Responsive Classroom* Practices:**

- Additional modeling
- Additional role-playing
- Buddy teacher time-out
- Problem-solving strategies
- Individual written agreements

PBIS Tertiary Prevention:

Highly individualized systems for students at high risk

Here's a Closer Look

PBIS identifies several key features in schoolwide processes and practices that support children's positive behavior. The *Responsive Classroom* approach offers a rich array of practices that match these features. Using the *Responsive Classroom* approach can therefore help your school implement PBIS successfully.

PBIS key feature:	<i>Responsive Classroom</i> practice:
A common purpose and approach to discipline throughout the school	<ul style="list-style-type: none"> ■ Establishing a schoolwide discipline policy that staff and parents support ■ Training staff to use consistent methods of teaching the rules and responding to misbehavior
A small number of positively stated expectations for all students	<ul style="list-style-type: none"> ■ Creating, in ways that build student investment, 3–5 positively stated rules for the school and in each classroom
Procedures for teaching these expectations	<ul style="list-style-type: none"> ■ Using modeling, positive teacher language, and role-playing to teach children what expected behaviors look and sound like ■ Providing students with structured practice of expected behaviors and explicit feedback
A continuum of procedures for encouraging expected behavior	<ul style="list-style-type: none"> ■ Using practices such as Morning Meeting, rule creation with students, modeling, and role-playing with the whole class ■ Using further modeling, additional role-playing, and individual written agreements with students who need more intensive supports ■ Using positive reinforcing and reminding teacher language ■ Doing group reflection activities such as compliment circles and closing circles
A continuum of procedures for discouraging inappropriate behavior	<ul style="list-style-type: none"> ■ Responding to misbehavior with positive redirecting teacher language and logical consequences ■ Using problem-solving strategies, such as class meetings with the whole class or small groups and problem-solving conferences with individuals ■ Using individual written agreements with students who need additional support
Ongoing evaluation of effectiveness	<ul style="list-style-type: none"> ■ Observing students, reflecting on the success of practices, and adjusting teaching techniques accordingly ■ Using the <i>Responsive Classroom</i> assessment tools to collect data on the use of specific strategies

Responsive Classroom® Professional Development Offerings

We offer a wide array of services and resources to help your school implement the *Responsive Classroom* approach. Visit our website or contact us to learn about:

- Week-long trainings at your school or at advertised sites around the country
- Follow-up one-day workshops and on-site consultations
- Books, DVDs, assessment tools, and professional development kits

800-360-6332 www.responsiveclassroom.org