

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

## 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](http://www.responsiveclassroom.org)