



**EL PASO INDEPENDENT
SCHOOL DISTRICT**

A Texas Certified District of Innovation

PBIS

Positive Behavior Intervention and Support

Resource Guide

2nd Edition

2019-2020

What is PBIS, anyway?

PBIS stands for Positive Behavior Intervention and Support and is an alternative way to think about behavior. It is based on understanding of why problem behavior occurs. PBIS is the application of evidence based strategies and systems to assist schools in increasing academic performance and school safety, and decreasing problem behavior to establish a positive school culture. PBIS uses a collaborative team-based approach that relies on input from staff, students, families and community members. PBIS is an educative, proactive, and functional process for developing effective instructional strategies and interventions to teach and support appropriate behavior.

The graphic consists of four panels arranged horizontally. Each panel features an image at the top and a caption below it. The first panel shows a young girl in a yellow shirt holding a framed picture of herself. The second panel shows a group of diverse children lying on their stomachs on grass, giving thumbs up. The third panel shows a close-up of a compass rose with the words 'CORE VALUES' written on it. The fourth panel shows three interlocking green gears labeled 'Mental Health', 'PBIS', and 'Academics'.

PBIS is a **FRAMEWORK**

PBIS is **POSITIVE**

PBIS reflects specific **VALUES**

PBIS relies on **SYSTEMS**

Graphic Source: Florida PBIS

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PBIS Quick Guide

PBIS stands for Positive Behavior Intervention and Support and is an alternative way to think about behavior. It is the application of evidence based strategies and systems to assist schools in increasing academic performance and school safety, and decreasing problem behavior to establish a positive school culture. PBIS uses a collaborative team-based approach that relies on input from staff, students, families and community members. PBIS is an educative, proactive, and functional process for developing effective instructional strategies and interventions to teach and support appropriate behavior. The checklist below will guide administrative implementation and oversight.

- ✓ **PBIS Team:** Form a PBIS committee with administrative oversight. Hold monthly meetings and document in the campus Schoology folder (Upload and find resources- Log in to Schoology, Enter Group Code Z6NK5-ZRVSZ).
- ✓ **Faculty Commitment:** Continuously provide stakeholders with opportunities to participate in the creation and revision of PBIS related goals.
- ✓ **Expectations and Rules Developed:** Post 3-5 positively stated school wide expectations around campus.
- ✓ **Recognition Program:** Develop a system to intrinsically motivate all stakeholders in support of PBIS. Intrinsic motivation is an energizing of behavior that comes from within an individual, out of will and interest for the activity at hand. No external rewards are required to incite the intrinsically motivated person into action. The reward is the behavior itself.
- ✓ **Effective Procedures for Handling Discipline:** Adopt a campus specific “Discipline Flow Chart” to define office-managed discipline, classroom managed discipline, and suggested appropriate responses to behaviors.
- ✓ **Discipline Data Analysis and Evaluation:** Analyze discipline data with PBIS team based on the 6 week disciplinary audit findings; modify, re-teach, and reinforce PBIS rules and expectations as needed.
- ✓ **Behavior Lesson Plans:** Develop or adopt customized behavior curriculum to teach expectations and promote positive behavior expectations.
- ✓ **Implementation Plan:** All campuses will establish an implementation plan to ensure the following:
 - All components of the discipline framework are taught to staff
 - Staff is trained on expectations/rules/acknowledgments
 - Behavior lesson plans for teaching students the expectations/rules/acknowledgments are completed
 - Plans are established and completed for involving families/community
- ✓ **Classroom Systems:** Classroom rules are connected to school wide expectations. Acknowledgment of positive behaviors occurs more frequently than acknowledgment of inappropriate behaviors.
- ✓ **Evaluation:** Continuously evaluate PBIS implementation
 - Students and staff are surveyed about PBIS
 - Staff use discipline flow chart and acknowledgment system appropriately
 - Outcomes (behavior data, attendance, morale) are surveyed and documented to be used to evaluate PBIS



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PBIS Frequently Asked Questions

What is PBIS?

One of the foremost advances in school wide discipline is the emphasis on school wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.



Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, school wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Does PBIS work in urban settings?

School wide PBIS has been effective in urban, rural, and suburban settings. Implementation has also been successful in the juvenile justice system. Interest in PBIS for daycare centers, nursing homes, and businesses is beginning to surface. The major components fit into most any community:

Identify the expected behaviors.

Teach, model and practice what those behaviors look like, sound like, and feel like.

Specifically praise appropriate behavior with private or public acknowledgement.

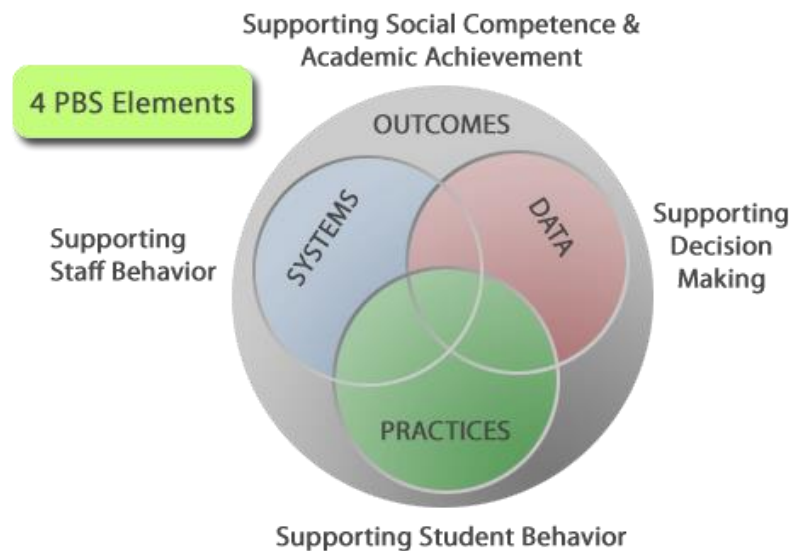
Measure outcome data to determine successes and barriers to reaching the desired goals.

Our school uses a character traits building course. Can we still use that?

Many of the character traits can be incorporated into the behavioral expectations of the school. Research indicates that 3-5 behavioral expectations are optimal for student retention. Many of the character traits involve 7-9 traits, which may prove to be too much for some of the students. Several of the traits can be condensed in the expectations, but taught separately within the expectation.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram on the right illustrates how these key elements work together to build a sustainable system:



Graphic Source: pbis.org

Outcomes: Academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

Practices: Interventions and strategies that are evidence based. (How will you reach the goals?)

Data: Information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

Systems: Supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Our school doesn't have very many office discipline referrals. Should we still consider school-wide PBIS?

Many schools use office discipline referral data alone to determine if things are going well in their community. As a matter of fact, a few schools actually see an increase in office discipline referral data because educators are consistently applying the consequences; which might not have been happening prior to school-wide PBIS. There are many factors to consider when beginning a new system change: the climate of the school, teacher turn-over rate, parent satisfaction, and student's perceived safety. Each school uses data to determine the point at which they begin Tier 2 and Tier 3 levels of PBIS. Some schools need two or three years at the Tier 1 support level and some are ready to move quickly into Tier 2 and Tier 3 levels of support training.

Do we have to eliminate other initiatives if we begin with school wide PBIS?

Most frequently the answer to this question is no. Effective practices currently in place in the school can become part of the school wide system. School wide PBIS will allow for consistency of these practices. Here is an example of when a practice would need to change: A school district was on the list for highest out of school suspensions (OSS) in their state. One of the PBIS team

members was asked to gather the data to determine what behavior(s) should be targeted for change. When the team sat down with their coach, they determined that over 70% of the OSS were given for skipping school. Using the logic of school wide PBIS, the team would determine the function behind skipping school. Since the function of skipping school would be to escape school, it no longer made sense to assign two more days of OSS for every day of skipping. This practice would need to change and the team would determine what would work best for their particular learning community.

What are the steps involved in setting up a school wide system of discipline?

An effective school wide system of discipline or positive behavioral interventions and supports is only as good as the structures and processes that are in place to support their sustained use.

When setting up a school wide system of discipline or positive behavioral interventions and supports, the following steps should be followed:

Establish a school wide leadership or behavior support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff, and parents.

Secure administrator agreement of active support and participation.

Secure a commitment and agreement from at least 80% of the staff for active support and participation.

Conduct a self-assessment of the current school wide discipline system.

Create an implementation action plan that is based on data-based decision making.

Establish a way to collect office referral and other data on a regular basis to evaluate the effectiveness of school wide PBIS efforts.

What are the components of a comprehensive school wide system of discipline or positive behavioral interventions and supports?

All effective school wide systems have seven major components in common a) an agreed upon and common approach to discipline, b) a positive statement of purpose, c) a small number of positively stated expectations for all students and staff, d) procedures for teaching these expectations to students, e) a continuum of procedures for encouraging displays and maintenance of these expectations, f) a continuum of procedures for discouraging displays of rule-violating behavior, and g) procedures for monitoring and evaluation the effectiveness of the discipline system on a regular and frequent basis.

How do we know if a school wide system of discipline or positive behavioral interventions and supports is effective?

Many schools make the mistake implementing a school-wide system of discipline or positive behavior interventions and supports without monitoring its effectiveness on a regular and frequent basis. Regular monitoring and evaluation are needed to a) prevent ineffective practices from wasting time and resources, b) improve the efficiency and effectiveness of current procedures, c) eliminate elements of the system that are ineffective or inefficient, and d) make modifications before problem behavior patterns become too durable and unmodifiable.

What relationship does a school-wide system of discipline or positive behavioral interventions and supports have with other school initiatives, like safe and drug-free schools, IDEA04, NCLB, character education, early literacy?

School-wide positive behavior intervention and support is not considered a new initiative. Instead, it is a set of problem solving strategies and processes that can be used to build upon a school's existing strengths. However, school-wide PBIS has a lot of characteristics that overlap with other initiatives. Proactive school-wide discipline systems create environments in which: a) learning and

teaching are valued, and aggressive, unsafe behavior are discouraged; b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged; c) individual differences are valued rather than criticized; d) educating students with disabilities can be supported more effectively and efficiently, and e) teaching fundamental skills like reading and math can be maximized.

What is NOT PBIS?

- **PBIS is NOT just for special education students.**
 - PBIS support the academic, social, emotional, and behavioral success of ALL students.
- **PBIS is NOT a fad.**
 - PBIS Center has been in place for 20 years and the PBIS framework is visible in all 50 states.
 - The practices within PBIS have been used successfully in schools and documented in research literature since the 1980s.
- **PBIS is NOT implementable in one professional development day.**
 - PBIS develops local organizational structures (e.g., leadership teams) and implementation capacity (e.g., coaching and data-based decision making) that enables continuous and local professional development and technical assistance.
- **PBIS is NOT focused only on promoting positive behaviors.**
 - PBIS develops preventive supports to enhance and align with the procedures outline in discipline handbooks and codes of conduct.
- **PBIS is NOT implemented independently of academic instruction.**
 - PBIS practices and systems are aligned with and integrated into academic instruction, professional development, school improvement goals, etc.
- **PBIS is NOT a replacement for other effective social, emotional, and behavioral curricula and practices.**
 - PBIS establishes a continuum framework that guides alignment and integration of practices aligned with prioritized student outcomes.
 - PBIS provides the systems and organizational structure that align with social emotional learning, restorative practices, the Good Behavior Game, and other proven practices.



Implementing School Wide PBIS

Overview, MTSS, Tier 1, 2, 3

PBIS Action Planning Overview

PURPOSE: This guide provides resources to assist campuses in establishing and sustaining a successful PBIS program. Here are the core components:

1. PBIS Team
 - Administrative support
 - Monthly meetings with a clear purpose
 - Sufficient membership/representative of staff
2. Faculty Commitment
 - Staff is aware of behavior problems and data
 - Faculty is involved in goals
3. Effective Procedures for Dealing with Discipline
 - Discipline process described in narrative or graphic format (Discipline Flow Chart)
 - Problem behaviors are defined
 - Major/minor behavior defined
 - Suggested array of appropriate responses to behaviors
4. Data Entry and Analysis Plan Established
 - System is used to collect and analyze ODR data
 - Data analyzed monthly and shared with staff monthly
5. Expectations and Rules Developed
 - 3-5 positively stated school wide expectations established
 - Rules linked to the expectations that are specific to location are posted around building
6. Recognition Program Established
 - Acknowledgment matrix completed (frequent, medium, and long-term acknowledgments)
 - Ratio of acknowledgments to corrections is high (4:1)
 - All staff participating
 - System includes acknowledgments for staff

7. Lesson Plans for Teaching Expectations/Rules
 - Behavior curriculum exists to teach expectations
 - Lessons are varied and embedded into curriculum
 - Staff and students are involved in development and delivery of behavior lessons

8. Implementation Plan
 - All components of the discipline system are taught to staff
 - Staff trained on expectations/rules/acknowledgments
 - Plan for teaching students the expectations/rules/acknowledgments
 - Booster sessions for students and staff are delivered
 - Plans for involving families/community are implemented

9. Classroom Systems
 - Classroom rules are defined specific to that classroom and connected to school wide expectations (are posted)
 - Classroom routines and procedures are identified for activities where problems often occur
 - Expected behavior routines in classroom are taught
 - Classroom teachers use immediate and specific praise
 - Acknowledgment of positive behaviors occurs more frequently than acknowledgment of inappropriate behaviors
 - Procedures exist for tracking classroom behavior problems
 - Classrooms have a range of consequences/interventions

10. Evaluation
 - Students and staff are surveyed about PBIS
 - Students and staff can identify expectations and rules
 - Staff use referral process (and T-chart) appropriately
 - Staff use acknowledgment system appropriately
 - Outcomes (behavior data, attendance, morale) are documented and used to evaluate PBIS

Multi-Tiered Support System

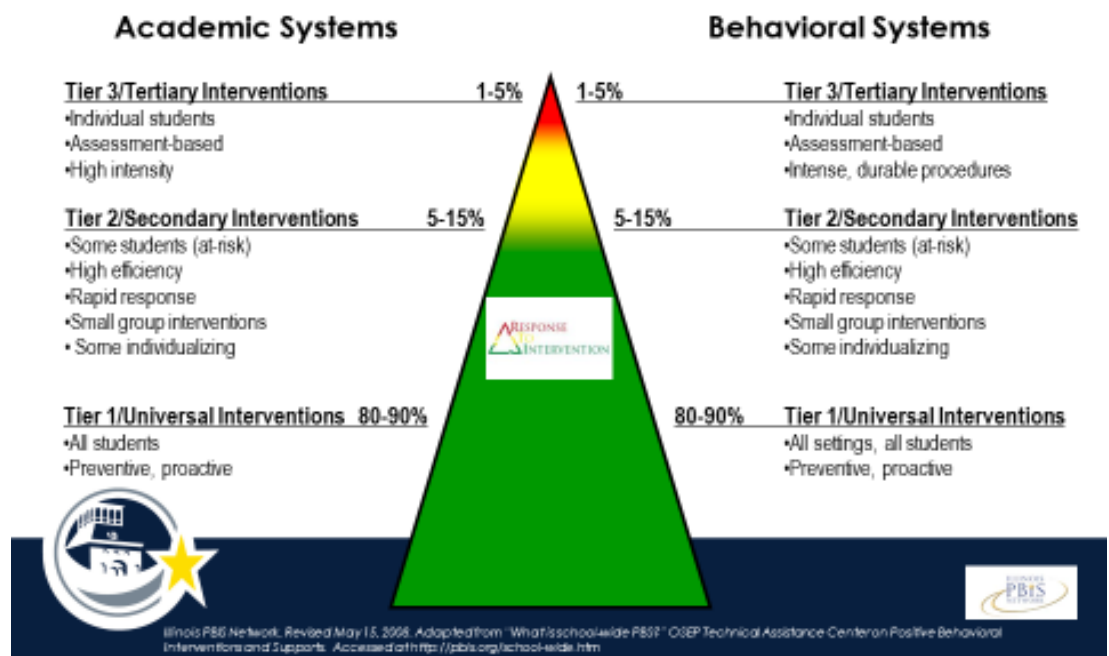
Multi-tiered System of Support (MTSS), formerly known as RTI grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts (Fuchs & Deshler, 2007, p. 131, emphasis added).

Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.

Both MTSS and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to describe the shared (identified in bold) characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school.

A Multi-Tiered System of Supports (MTSS) Model for Student Success



Tier 1 is the foundation for all activities in the school that involve student and adult behavior.

The school-wide expectations are the core curriculum for the behavioral and social/emotional supports used in all settings and for all tiers of instruction. They provide the **common language** and **consistency** that lead to:

- Positive school climate,
- Improved attendance,
- Increases in student achievement,
- Decreases in staff turnover, and
- A reduced need for more intensive supports.

Tier 1 supports the practices you'd like to see

Tier 1 PBIS encompasses strategies that support student *and* staff behavior. This includes:

For STUDENTS...	FOR FACULTY and STAFF
Teaching behaviors in the setting they will be used	Providing time, materials, guidelines and accountability for delivering lesson plans and student recognition
Providing praise and other forms of recognition when students demonstrate school-wide expectations	Providing praise and other forms of recognition when faculty & staff implement Tier 1 with fidelity
Being consistent when addressing challenging behavior, while taking developmental norms and behavioral function into account	Involving faculty, staff, families and students in the development of behavior definitions and possible consequences
Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them	Using data and stakeholder perspectives to prepare relevant lesson plans and recognition strategies; and Providing regular professional development on the school's Tier 1 system so that staff are aware of school-wide patterns and preferred responses
Asking students and their families for their perspectives on school climate, instruction, rewards, and discipline so improvements in Tier 1 may be made	Asking staff for their perspectives on school climate, instruction, rewards and discipline so improvements in Tier 1 may be made

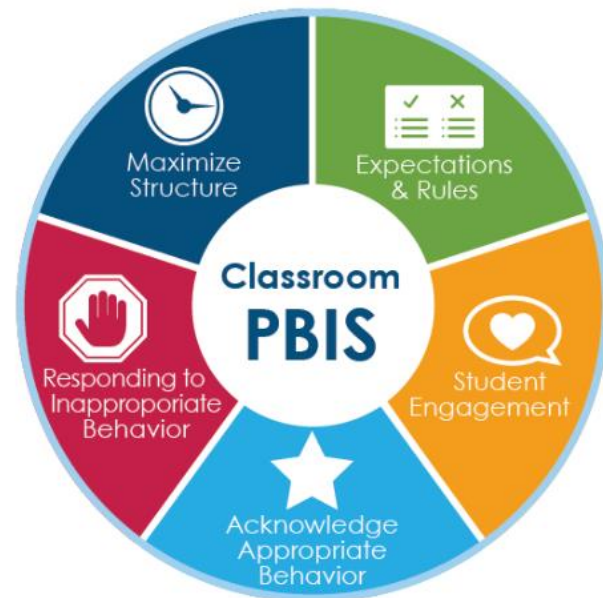
The Tier 1 PBIS team holds the responsibility for maintaining a responsive Tier 1 system. This representative group gathers ideas from other stakeholders to ensure that Tier 1 strategies will be relevant and practical, and reviews disaggregated data to identify priorities for implementation. Existing programs and curricula are adapted to include the school-wide expectations, and to ensure the content resonates with students from different cultural backgrounds.

When schools are challenged by intensive student needs, Tier 1 provides a way to get more support to more students. This may include spending more time on Tier 1 behavioral instruction, planning more frequent reward/recognition initiatives, integrating academic instruction, restorative practices, trauma-informed care, or mental health supports into the curriculum, or changing how Tier 1 is delivered to ensure students benefit from implementation.

Research supports five essential practices for classroom PBIS

Classroom teachers have the flexibility to design specific classroom management strategies that are responsive to their students' cultures and fit with their own personal style of teaching. Those strategies should be aligned to the five categories that research has linked to positive student outcomes:

- Maximize structure in the classroom with predictable routines and a safe, orderly environment
- Teach, monitor, and reinforce expectations and rules that are aligned to the school-wide expectations
- Actively engage students by providing culturally responsive instruction that includes high rates of opportunities to respond
- Use a continuum of culturally responsive strategies to acknowledge appropriate behavior
- Use a continuum of culturally responsive strategies to respond to inappropriate behavior



On the previous page, the phrase “Culturally Responsive PBIS systems (CR-PBIS)” is mentioned several times. They are *uniquely* designed to fit the cultural backgrounds of the individuals they serve. This sometimes requires educators to change the way they think about, support, and address student behavior.

Student-centered focus

“Culturally responsive practices **utilize** the cultural knowledge, life experiences, and learning styles of culturally and linguistically diverse students **to make learning more relevant and effective** for them” (Banks & Obiakor, 2015). A student’s unique cultural and learning experiences are used as the starting point for establishing expected behaviors and learning goals, not an afterthought.

Strengths-based perspective

Culturally responsive schools **validate and affirm** all student and family cultures, and focus on the strengths of each individual. Practices that frame students’ cultures in a negative light are avoided, and school personnel work to provide opportunities where culturally-based behaviors and language may be used and respected.

Authentic and meaningful collaboration

Culture is flexible and dynamic, and changes across settings, context, and time. Culturally responsive schools **take steps to engage** stakeholders from marginalized groups, ensuring that school practices and policies reflect ideas from all stakeholders, not just standing committee members or school and district personnel

Integration of staff, student, family, and community perspectives

Culturally responsive PBIS (CR-PBIS) systems are much more than an occasional expression of appreciation for diversity. Disciplinary procedures, behavioral lesson plans and reward systems will reflect students’ and families’ perspectives, and evidence of students’ cultures will be readily observed in hallways, classrooms and textbooks.

Self-reflection as a regular part of professional practice

Culturally responsive practices require educators to learn more about their students’ backgrounds and engage in self-reflection to uncover personal biases that impact their understanding of others’ behavior. *All behavior serves a function*, and it is the responsibility of school staff to understand the ways in which “different” behaviors serve their students and families

Visual: Culturally Responsive PBIS

Data for Accountability ▾

- Data-based decision making
- Discipline data
- Fidelity data
- Annual evaluation

Supportive Environment ▾

- Team operating procedures
- Discipline policies
- Classroom procedures
- Feedback and acknowledgement



Voice ▾

- Team composition
- Faculty involvement
- Student/family/community involvement

Identity ▾

- Professional development that supports educators to learn about their own identities and biases

Situational Appropriateness ▾

- Behavioral expectations
- Teaching expectations
- Problem behavior definitions
- Feedback and acknowledgement

REVIEW:

Tier 1. Universal or Primary All students, all staff, all settings	
Systems	Practices
<ul style="list-style-type: none">• Leadership team with active administrator participation• Efficient routine, schedule, and structure for conducting efficient team meetings• Commitment statement for establishing a positive school-wide social culture• Procedures for on-going data-based monitoring, evaluation, and dissemination• Procedures for selection, training and coaching of new personnel• Procedures for evaluation of personnel related to PBIS implementation	<ul style="list-style-type: none">• Set of school-wide positive expectations and behaviors are defined and taught• Procedures for establishing classroom expectations and routines that are consistent with school-wide expectations• Continuum of procedures for encouraging expected behavior• Continuum of procedures for discouraging problem behavior• Procedures for encouraging school-family partnerships

NOTES

Tier 2

Tier 2 supports *build on* the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

There is a clear connection between the skills taught in the interventions and the school-wide expectations. This helps students **and staff** apply those lessons in non-intervention settings.

Tier 2 interventions require little time of classroom teachers and are easy to sustain.

Variations **within** each intervention are limited.

The interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student's need).

Tier 2 MUST...

Be PROACTIVE: Early warning systems and school-wide screening prompts teachers to think about students' needs so they may be addressed proactively. If a large number of students are identified as needing interventions, school teams should respond with adjustments to their Tier 1 curriculum.

Use DATA



The best way to know if an intervention is working for a child is to collect data on a regular basis. A simple rating scale (“good day,” “mixed day,” “difficult day”) is an easy way to monitor a student's progress and allows school teams to intervene more effectively.

Similarly, Tier 2 interventions should include a strategy for determining whether an intervention's most important features are being provided accurately (e.g., “with fidelity”). Checklists offer low-key reminders about important procedures, and can be completed by the interventionist, the classroom teacher, an outside observer, or sometimes even students.

Be effective for the MAJORITY of students

If a small number of students aren't improving, interventions should be tweaked so that more individualized supports are available, or teams may consider an alternate intervention.

As interventions become more individualized, the type of progress monitoring data should also become more specific and collected more frequently until the team can identify what is needed for the student to be successful.



Tier 2 REVIEW

Tier 2. Targeted or Secondary Supplemental small group	
Systems	Practices
<ul style="list-style-type: none"> • All Tier 1 systems above • Intervention team with coordinator • Behavioral expertise • Increased precision in data collection related to implementation fidelity and progress monitoring • Formal process for screening and identifying students in need of more than Tier 1 support. • Access to training and technical assistance on Tier 2 practices and supports 	<ul style="list-style-type: none"> • All Tier 1 practices above • Increased instruction and practice with self-regulation and social skills • Increased adult supervision • Increased opportunity for positive reinforcement • Increased antecedent manipulations (e.g., precorrection) • Increased precision to minimize rewards for problem behavior • Increased access to academic supports

NOTES

Tier 3 teams typically function as problem-solving teams with several important factors: adequate resources, effective interventions, continuous monitoring, and administrative support. The main difference between Tier 3 and other levels of positive behavior support is the focus of the interventions. The defining features of Tier 3 interventions (i.e., identification of goals, data collection and analysis, summary statements, multi-element plans, and a monitoring system) address the needs of individual children. It is support that is focused on meeting individual needs; and the characteristics of individual students and specific circumstances related to them (e.g., differences in the severity of behavior, complexity of environment) dictate a flexible, focused, personalized approach. This means that Tier 3 allows teams to vary features of the process (e.g., data collection tools used, breadth of information gathered, specificity and number of hypotheses generated, extent of the behavioral support plan, and degree of monitoring) to provide the most individualized behavior support possible.

Across all tiers, the PBIS Leadership Team has responsibility for establishing and implementing an action plan. Elements in the Implementation Blueprint form the implementation of the action plan (see figure below), and the following points are important about this planning and implementation process.

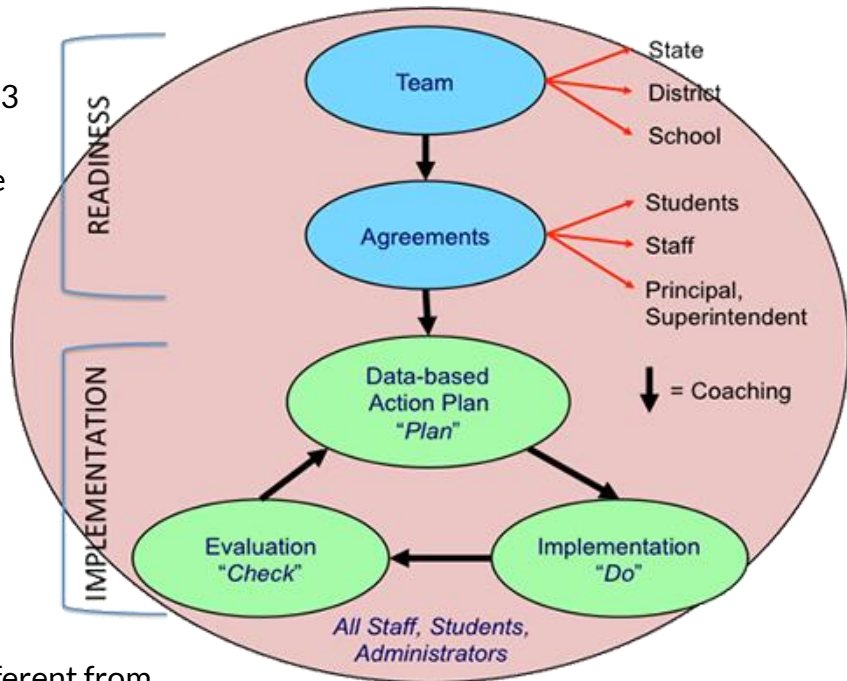
- a) Comprehensive action planning targets benefits for all students, staff, and administrators.
- b) Teaming occurs at multiple levels (i.e., school, district, state), and the actions of each team are mutually aligned and supported by each other.
- c) Agreements by students, staff members, and leadership (e.g., principals, superintendents) are required before any action plan activity is initiated.
- d) The action plan has three key features:

Data to document and characterize the need and the evidence-based intervention or practice

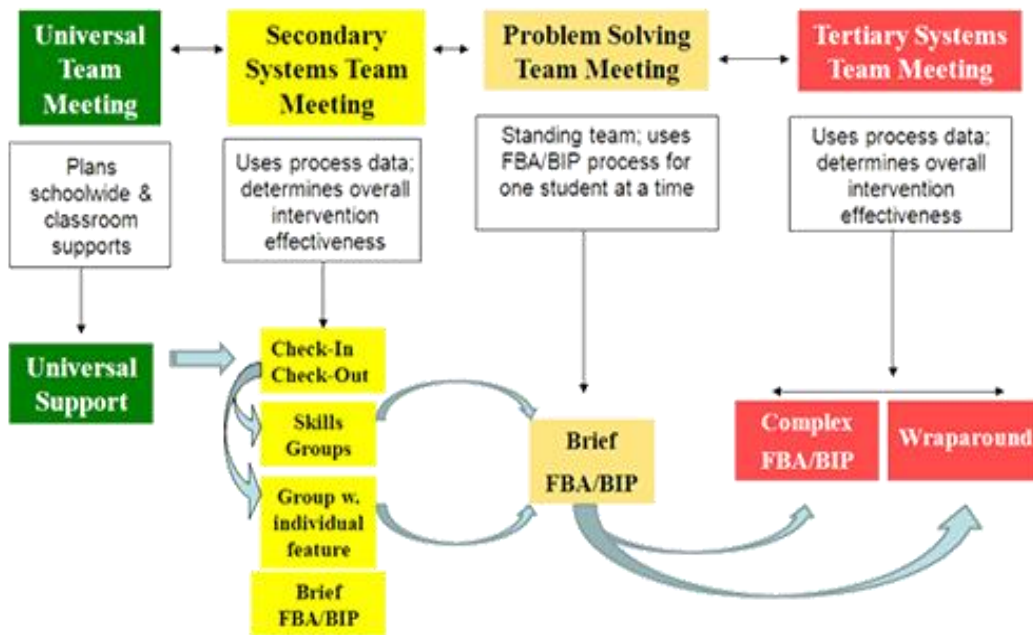
Schedule and lesson plan for the actual interactions and engagement with students

Continuous progress monitoring of implementation fidelity and student progress

Tier 3 teams may not all be organized similarly and have the same responsibilities in each school. In general, we have found that there must be a leadership team at Tier 3 or at Tiers 2 and 3, to address issues of support and systems for Tier 3 to be effective for all students. But there must also be specific problem-solving teams that are unique to supporting the needs of each student with severe and intensive behaviors at the Tier 3 level. The Tier 2/ Tier 3 teaming model encourages efficient delivery of Tier 2/Tier 3 interventions by separating and defining the different tasks needed for Tier 2 and Tier 3 (see Figure 1). Some tasks are *systems* oriented, and some are *student* oriented. For example, Universal, Secondary and Tertiary Systems meetings have a specific focus



on *systems* planning, which is separate and different from the *student* level planning which occurs during *Problem-Solving meetings and individual student/family intervention teams at Tier 3*. The ongoing planning and assessment tasks for Tiers 2/3 are a natural extension of the Tier 1/Universal leadership team's planning and monitoring of school-wide and classroom systems and student outcomes. Similar to Tier 1/Universal, Tier 2/3 systems planning needs to occur on a regularly scheduled basis and includes checking rates of student access as well as fidelity and outcomes of interventions. Separation of the various Tier 2/3 functions allows teams to prioritize efficient delivery of interventions based on student needs, and focus on building systems necessary for maximal effects.



The Tier 3 Systems team meetings focus on access, fidelity and overall effectiveness of Tier 3 interventions to include complex FBA/BIP and the more comprehensive person-centered, wraparound process. Dedicated planning and progress-monitoring time for students with Tier 3 needs is crucial due to the complexity of the systems, data, and practices required for successfully

supporting these students. Tertiary Systems meetings do not include development of interventions for individual students; at Tier 3, each student has *their own individual FBA/BIP or wraparound team* that meets regularly to build networks of support, design and refine specific strategies, and review data. The Tier 3 Systems Team is instead charged with monitoring the student identification process, providing support for Tier 3 facilitators, ensuring quick access for students, and examining aggregate Tier 3 fidelity and outcome data in the same way the Tier 2 Systems team does for Tier 2 interventions. <http://www.pbis.org/resource/906>

Essential components/activities of PBIS Tier 3 Systems teams include:

Tier 3 systems planning team (or combined Tier 2/III team) includes a Tier 3 systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.

- PBIS teams have access to and involvement of (as needed, based on individual need and predetermined decision rules) external expert-level supports to assist with behavioral problem-solving and planning.
- PBIS teams receive training in problem-solving and the coach/behavior representative receives ongoing training for improved behavioral expertise.
- PBIS teams support implementation of a multi-level tier 3 approach that is aligned with services and supports provided within tier 1 and tier 2.
- PBIS teams are provided with criteria of best practice in problem-solving and receive recognition for excellence in problem-solving.
- PBIS teams monitor implementation progress of tiers 1 and 2. PBIS teams evaluate effectiveness of tiers 2 and 3 in a context of tier 1 improvements (i.e., student progress to goals in tiers 2 and 3 results in those students improving to goals at tier 1)

Tier 3 Individual Student Teams

Tier 3 teams typically function as problem-solving teams with consideration of several important factors: adequate resources, effective interventions, continuous monitoring, and administrative support. The main difference between Tier 3 and other levels of positive behavior support is the focus and level of individualization of the interventions. The defining features of Tier 3 interventions (i.e., identification of goals, data collection and analysis, summary statements, multi-element plans, and a monitoring system) address the needs of individual students. It is support that Individual Student Teams are focused on meeting individual needs; and the characteristics of individual students and specific circumstances related to them (e.g., differences in the severity of behavior, complexity of environment) dictate a flexible, focused, and personalized approach. When implementing Tier 3 interventions, teams may vary features of the process (e.g., data collection tools used, breadth of information gathered, specificity and number of hypotheses generated, extent of the behavioral support plan or individualized student action plan and degree of monitoring) to provide the most individualized behavior support possible.

Essential components/activities of Individual Student Teams include:

- A uniquely constructed team including school, home, and community members
- Input/approval from student/ family about who is on the team
- Expertise that is logically matched to student needs and strengths
- An administrator who can allocate school resources as needed for plan implementation

- Establish rapport and engage the child and family team
- Identify strengths and needs through behavior intervention planning or person centered planning
- Assist the family developing a comprehensive plan
- Track progress over time
- Transition to less intensive interventions

Through the development and organization of supports to implement a continuum of practices and systems with sustained, high fidelity, the Tier 3 team works together to ensure that the plan is implemented with consistency and is effective in achieving the identified goals.

PBS Implementation Checklist for Schools

This is a quick checklist to assess the degree of implementation for your school. It gives teams a sense of what *has-been-done* and what *needs-to-be-done* in the PBS implementation process. The Coach completes this form at least twice a year. Score each item on a scale from 0 (No), 1 (Somewhat), to 2 (Yes). Go to the PBSES website and enter each line into the database. The site generates a useful report for your team to engage in action planning and problem solving barriers to implementation.

Tier 1 Universal PBS	0=No, 1=Somewhat, 2= Yes	Score
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Preparation:

1. School administrators support PBS: active involvement, team participation, funding, etc.		
2. Staff support PBS – staff provided overview and reached 80% agreement to implement PBS		
3. PBS Leadership Team has been established and trained - full staff representation, team meeting schedule established; attended FLPBS trainings, has a current action plan		
4. PBS team members responsible for coaching activities have been trained (i.e., attend tier 1 PBS, Coaching 101, and other PBS trainings); attend district-facilitated and/or regional coaching meetings; are knowledgeable about PBS, behavioral theory, and data-based decision making; are skilled in facilitation, problem solving, and public speaking		

Initiation:

5. PBS Leadership Team meets at least once a month		
6. All PBS Team members with coaching responsibilities attend the monthly PBS team meetings, including external coaching facilitators		
7. PBS Team demonstrates a good working relationship with internal and external members responsible for coaching activities		
8. 3-5 expectations have been clearly defined and staff have been supported in the development and implementation of teaching plans		
9. System for rewarding students has been developed – written documentation required		
10. Strategy for collecting and using discipline data has been established		
11. A plan has been developed to provide training and support to staff and teachers – including substitutes, student/intern teachers, and new staff		
12. New and returning staff have been oriented and trained in PBS processes- rationale, reward system, office vs. classroom managed behaviors, formalized procedure for handling behavior problems, flowchart developed, problem behaviors clearly defined		
13. Families have been oriented to PBS		

Implementation:

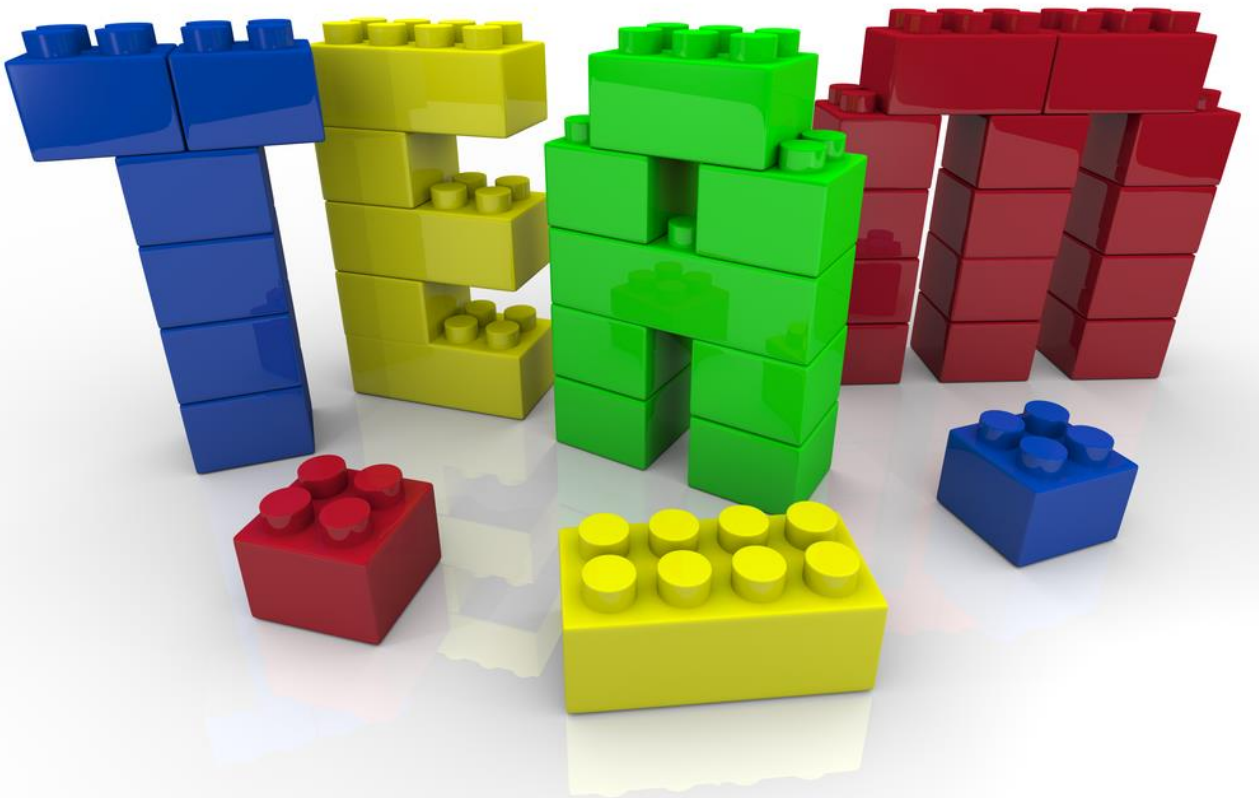
14. Behavior expectations and reward systems are taught formally and informally to students - occurs multiple times during the year to include transferring students, integrated into curricula, common language used by staff and students across settings; dates for reward activities have been set and placed on school calendars	
15. Behavior expectations have been posted throughout the school - including hallways, cafeteria, playground, special rooms, restrooms, offices, and classrooms	
16. Positive behaviors are rewarded consistently by all staff in all settings (including classrooms)	
17. Procedures for handling inappropriate behaviors are implemented consistently by all staff in all settings (including classrooms)	
18. Classroom rules, routines, and procedure are identified and taught on a regular basis	
19. Office discipline forms are completed consistently and accurately across staff	
20. Discipline data are gathered and entered into the database consistently and in a timely manner	
21. Discipline data are used in PBS Team meetings to identify problems and guide school decisions	
22. Discipline data are summarized and reported to staff on a regular basis	
23. Families and community members are actively involved in PBS related activities, programs, and/or services	

Maintenance:

24. Data and feedback from families, staff, and students are used to make decisions regarding additional training and professional staff development	
25. A plan is in place for training new PBS team members - including new administrators, staff, and district personnel	
26. Data and feedback from families, staff, and students are used to revise and update the PBS action plan for the school and district - reviewed and revised as needed	
27. Links with the community and other resources have been established to assist with funding and incentives	
28. Morale is sustained among staff and students - staff and student attendance and participation in PBS efforts is high, system in place to recognize staff, family, and community contributions	
Tier 2 Supplemental PBS	Score
29. The school has a data-based process for identifying students in need of tier 2 supports	
30. Student's needs are prioritized to assure that students with the greater needs are supported	
31. The function of student behavior is considered when selecting tier 2 interventions.	
32. The school has zero (<i>score 0</i>), one to two (<i>score 1</i>), more than two (<i>score 2</i>) tier 2 interventions in place which are integrated with the school-wide expectations	
33. The school is checking to make sure that tier 2 interventions are implemented with fidelity	
34. A progress monitoring system is in place for ALL students receiving tier 2 interventions	
35. The team engages in problem-solving using all components of the progress monitoring system (e.g. student response to intervention, intervention fidelity and effectiveness)	
Tier 3 Intensive PBS	Score
36. Data-based decision-making is used to identify students in need of tier 3 supports	
37. Student's needs are prioritized to assure that students with the most intensive needs are supported	
38. An FBA is conducted that identifies the problem, the events that reliably predict the problem behavior and the consequences that maintain the problem behavior	
39. At least 1 hypothesis is developed from the FBA to explain the student's problem behavior	
40. Tier 3 interventions are matched to the function of the behavior	
41. A BIP is developed that includes procedures to prevent problem behaviors, teach appropriate behavior, and reinforce/reward appropriate behavior	

42. Teachers are “coached” in how to implement the BIP accurately and effectively	
43. The school is checking to make sure that tier 3 interventions are implemented with fidelity	
44. A progress monitoring system is in place for ALL students receiving tier 3 interventions	
45. The team engages in problem-solving using all components of the progress monitoring system (e.g. student response to intervention, intervention fidelity and effectiveness)	

Florida’s PBS Project 0713



PBIS Leadership Teaming

**Forming, Storming, Norming and
Performing**

The Stages of Team Development

Forming, Storming, Norming, and Performing

The Model: In 1965, psychologist Bruce Tuckman first coined the phrase “forming, storming, norming, and performing” in his article, “Developmental Sequence in Small Groups,” to describe the pathway most teams follow in reaching their peak performance level.

FORMING: Awareness, Acceptance, Commitment

Team members are most often positive and polite

Some level of anxiety exists about what the team is expected to accomplish and how each member will contribute

Members become acquainted with one another

Roles and responsibilities are clarified

Vision, goals, and objectives are developed and agreed upon.

STORMING: Conflict, Clarification, Belonging

Members start to challenge team boundaries and one another’s way of work

Members begin to actively confront differences or question the team’s goal

Some members may resist taking on tasks or express feelings of being overwhelmed by the team’s workload

Frustration and/or conflict naturally emerge, but should be expressed openly and constructively

NORMING: Cooperation, Involvement, Support

Members begin to resolve differences and appreciate one another’s strengths and skills.

Respected support becomes the norm

Commitment to the team is strengthened and solidified

Members progress towards achieving their goal

Teams may return to stage 2 as new tasks and challenges arise

PERFORMING: Productivity, Achievement, Pride

The team’s structure and processes are solidly in place.

Members are able to productively work together

Effective collaboration leads to the achievement of the team’s goal

Members leave and/or new members join the team without a disruption in performance

Team Building



Team is a set of individuals.

Team Behavior

- Unclear goals
- Low communication
- Dominated by a few members

Leader's Tasks

- Build a common goal
- Understand expectations
- Assess resources
- Leader drives

Team starts "getting real".

Team Behavior

- Confusion over roles
- Internal conflict over approach, control or direction
- Struggles with communication

Leader's Tasks

- Involve everyone
- Clarify goals
- Leader raises difficult issues and tradeoffs

Team develops a set of norms.

Team Behavior

- Sense of momentum
- Builds relationships
- Builds interdependency

Leader's Tasks

- Build feedback loops
- Have open forums on tasks
- Create opportunity for others to lead

Team is mature and capable.

Team Behavior

- Roles understood
- Can agree on approaches
- Inter-department communication

Leader's Tasks

- Focus on continuous improvement
- Assess results
- Recognize and reward wins

Based on Bruce Tuckman's four stages of team development https://en.wikipedia.org/wiki/Tuckman's_stages_of_group_development and Catalyst article <http://www.catalystonline.com/products-page/product-category/tuckman-team-guides-tuckman-desk-reference-companion-guide/>



Systems Coaching: A Model for Building Capacity

Interpersonal Communication Skills

Active and Attentive Listening: A process of searching for and understanding a speaker's message. This is a complex activity that is more than just passively hearing another talk, but is the acquisition, processing, and retention of information delivered within the interpersonal context (Bostrom, 2007). The key to active, attentive listening is that it often results in a response by the listener to the speaker's message (Rosenfield, 1987, 2008). Such responses can range from the use of skilled techniques such as summarizing, questioning, and paraphrasing to the use of facial expressions, eye contact, and responses such as "yes" and "uh---huh."

Summarizing: A process that occurs when the listener stops to pull together the key points of the speaker's vast amount of information that has been shared into a brief and concise restatement of the information. Summarizing also provides opportunities to reflect and to confirm or modify the points in the conversation. Summarizing helps the listener to check perceptions and keep track of the information. Summarizing may also provide assistance to the speaker who may not

be aware of the patterns, or the relatedness, of the information being communicated.

Questioning: This process, in the broadest sense, can be described as any statement or nonverbal act that invites an answer. Efficient and effective coaches ask more questions than they make statements. Questioning methods include open and close ended questions, as well as clarifying and information gathering questions.

Paraphrasing: A process of repetition of the essence of the speaker's feelings by the listener (coach) in the coach's own words. Paraphrasing is a useful technique to evaluate understanding of what is being said, and is a restatement of the speaker's message, and not just a repeating of the speaker's words. If paraphrasing is done correctly, it will enhance the meaning and, in turn, contribute to the effectiveness of the communication. Both the speaker and the listener benefit from paraphrasing. The listener has the opportunity to gain a clearer understanding of the message, and avoid false assumptions, errors, and misinterpretations. The speaker also benefits because the listener is demonstrating interest in the topic and support of the speaker by caring enough to check the accuracy of perceptions.

Delivering: The process of modeling effective interpersonal communication skills and behavior while working within a collaborative relationship with others. Coaches understand that their relationships with those they are coaching should be collegial and cooperative, rather than hierarchical or coercive (regardless of one's title, position or areas of discipline within the educational system). The coach is viewed as the facilitator that offers ideas or strategies, rather than an expert who provides answers.

Integrating: The process of reviewing and synthesizing data and other information shared from different sources into a coherent, comprehensive picture.

Empathizing: The act of perceiving the internal frame of reference of another while maintaining one's objectivity (Brown, Pryzwansky, & Schulte, 2011). Empathy conveys an understanding of the individual(s) seeking assistance, but does not necessarily convey agreement of what is being said.

Amanda L. March and Brian T. Gaunt 2013 <http://flpbs.fmhi.usf.edu/coachescorner.cfm>

A collaborative partnership between the Florida Problem Solving/Response to Intervention (PS/RtI) Project, the Florida Positive Behavior Support: A Multi-Tiered Support System (FLPBS:MTSS) Project, and the Florida Department of Education.

Characteristics of Effective Teams

Clear Mission/Purpose

- Provides direction and helps maintain focus
- All members contribute to the development of the mission
- Each member commits to working toward achieving the mission

Well Defined Goals

- Concrete, measurable milestones against which to measure the team's progress
- Outlines what is to be accomplished and the direction for achieving the desired outcomes(s)
- All members contribute to the development of the team's goals

Diversity of Skill and Perspective

- Drives creativity and innovation
- Provides a mix of complementary skills
- Enhances team competence and performance

Group Norms, Roles, and Responsibilities

- Clear, mutually-agreed upon rules by which the team operates
- Provides structure and clarity
- Promotes team discipline

Balanced Participation

- All members are fully involved in the teaming process
- Equal participation in discussions and task completion
- On-time completion of agreed upon tasks or activities

Open, Collaborative Communication

- Sets the foundation for group cohesion and trust
- Provides a sense of unity and 'oneness'
- All ideas, input, and opinions are sought out, valued and supported

Positive Atmosphere and Managed Conflict

- All members feel safe and comfortable sharing and taking risks
- Disagreement and alternative opinions are encouraged and discussed
- Issues/disagreements are openly addressed and resolved within the team

Trusting and Cooperative Relationships

- Work together for the good of the team ('the whole is greater than the sum of its parts')
- Members feel free to express their feelings and ideas without the threat of recourse
- Mutual assistance occurs and ensures successful completion of the team's goals

Effective Decision Making

- Use data to problem solve around areas of concern
- Brainstorm resources and barriers
- Select strategy and gain consensus on implementation

Participative Leadership

- Leadership is shared among all team members and shifts from time to time
- Creates shared responsibility for all aspects of team functioning
- Contributes to shared success and risk of failure

Florida PBIS: A Multi-Tiered System of Supports

CONSENSUS and DECISION-MAKING

Consensus:

- Often used to indicate complete or unanimous agreement
- Precise meaning is **general agreement**
- Reached when all team members are willing to accept a decision even though the decision may not necessarily be each member's first choice
- The team agrees to work together until a solution is found that does not compromise strong convictions or needs of member
- All members agree the choice is a workable approach and in the best interest of the group
- Each team member feels at least 70% comfortable with the group's decision and is willing to support the decision 100%

Consensus as a Decision-Making Process

- **Agreement Seeking:** Consensus decision making attempts to help meet the needs of all team members
- **Collaborative:** All team members contribute to a shared idea and shape it into a decision that meets the concerns of all members, as much as possible.
- **Cooperative:** Team members strive to reach the best possible decision for the group and all of its members, rather than competing for personal preferences.
- **Inclusive:** Input is solicited from all team members who provide equal input into the process, to the greatest extent possible.

Guidelines for Gaining Consensus

1. **Listen:** Quiet, focused attention to the input of others
2. **Encourage Participation:** Seek input and information from every team member
3. **Avoid Arguing Your View:** Each member presents his/her position as clearly and logically as possible, listens to others' reactions, and considers the responses carefully. Anyone blocking consensus has the obligation to present new views.
4. **Avoid Changing Your Mind:** Ask questions, seek clarification, and explore the rationale for the decision. Do not change your mind simply to reach agreement or maintain harmony. Yield to reason, but not pressure. Be sure everyone accepts the solution for similar or complimentary reasons.
5. **Do Not Trade Support or Bargain:** Compromising for support on other issues is not conducive to finding the best possible solution. When a descending member finally agrees, do not feel s/he needs to be rewarded by having her/his way at some later date.
6. **Do not Vote:** Do not vote, flip coins, average, or use other conflict-reducing techniques. The objective is to create the best solution, but some conflict may be unavoidable.
7. **Treat Differences as Strengths:** Differences can become venues to gather information, clarify issues and seek better choices.

8. **Create Supportable Solutions:** The team should feel the solution is the best possible course of action, at the time. Do not assume that someone must win and someone must lose when the discussion reaches a stalemate. Instead, look for the next most acceptable alternative for the group. Each member should agree to support the solution as if it were his/her first choice.

CONSENSUS LADDER:

This “ladder” may help teams reach consensus and understand what consensus really ‘sounds’ like. Rung 1 = The clearest statement of consensus; Rung 6 = The statement of most concern about the process.

1. “I agree wholeheartedly with the decision. I am satisfied that the entire group accepted this decision.”
2. “I find the decision to be acceptable.”
3. “I can live with the decision.”
4. “I do not totally agree, but I will not block the decision and will support it.”
5. “I do not agree with the decision and would like to block the decision being accepted.”
6. “I believe there is no unity in this group. We have not reached consensus.”

COUNTER-PRODUCTIVE TEAM MEMBER BEHAVIORS

Aggression

Attempts to deflate or attack team members, the team as a whole, or the team's values

Engages in barbed, cynical or sarcastic joking such as, "That's the dumbest idea I've ever heard!" "Did you really expect more from these people?"

Leans back in chair, gazes away from the group, or looks disdainfully at others

Avoiding

Present at meetings, but unwilling to participate

Does not actively pursue what is best for the team or the team's mission

Content with 'sitting on the fence'

Blocking

Disagrees with and/or opposes the viewpoint of others beyond reason

Attempts to inhibit or hinder the efforts of the team (i.e., "I've said it before and I'll say it again, this won't work.")

Uses threats or declarations of non-support of team decisions

Dominating

Attempts to assert authority or superiority to manipulate the team

Interrupts the contributions of other team members on a regular basis

Attempts to monopolize much of the team's 'air time' to get his/her way

Recognition Seeking

Constantly clowning or joking

Continuously reminds the team of his/her contributions and sacrifices to help the team

Engages in various attention-seeking behaviors

Special Interest or Out-of-Field Behavior

Contributes only when advocating for topics of personal interest

Attempts to steer conversation away from topic at hand to areas of interest

Lack of involvement with the team once his/her topic of interest is not pursued

PBIS CAMPUS LEADERSHIP TEAM

Campus: _____ School Phone # _____

	Title	Name	Email
1	Administrator Contact		
2	*Teacher Coach		
3			
4			
4			
6			
7			
8			
9			
10			

PBIS Team Meetings:

- Once a week: Day: _____ Time: _____
- Every two weeks: Day: _____ Time: _____
- Once a month: Day: _____ Time: _____
- Other:

Tier 1 PBIS Team Roster

District Support	District t:		School Name:						SY:				
	PBIS District Coordinator:		Phone:			Email:							
	PBIS Point of Contact:		Phone:			Email:							
	MTSS Coach:		Phone:			Email:							
Core Team Contact Information	Name		Stakeholder Group			Phone		Email			Role		
Meetings	Meeting Dates:	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
	Meeting Time:					Meeting Location:							
	Ground Rules:												
Mission & Goals	Team's Mission:												
	One Year Goals:												
	Three Year Goals:												

PBS Team Meeting Checklist

- Data distributed to all team members in advance
 - Offer direction/ideas to get everyone started; Staff feedback to help prioritize
- Meeting agenda distributed in advance and includes:
 - Items to applaud
 - Priority/critical issues to address as determined by data, district
 - Follow-up items from previous meetings' Action Plan
- Items have specific time limits that are followed
- Meeting starts & ends on time
- Team members come to the meeting with ideas for problem identification and analysis
- Team leader moves team through agenda
- Meeting minutes are recorded
 - Action plan items, responsibilities, time frames/deadlines
- Team stays on-topic (Team leader, Timekeeper)
- Every team member contributes to discussion
- New items added to the action plan
- Action Plan is updated
 - Old items reviewed
 - Evaluation results are reflected in plan
- Every team member volunteers for action plan items
 - Members are clear about what will be done by whom before the next meeting
- Team addresses conflict constructively
- Team rules by consensus
- Team understands how current plans fit with the school's larger objective

PBIS Team Meeting Agenda/Minutes

Date: _____ Time: _____ to _____ Facilitator: _____ Timekeeper: _____ Recorder: _____

Snack Master: _____ Participants: _____

Agenda Item	Time	Notes
1) Things that have gone well	____:____ - ____:____	
2) Follow-Up items from last meeting	____:____ - ____:____	
3) Data Review <u>Look at the "Big 6" Graphs (minimum):</u> <i>Av. per day per month</i> <i>Location</i> <i>Time</i> <i>Behavior</i> <i>Staff</i> <i>Student</i>	____:____ - ____:____	Problem ID: <i>Based upon the data, what is the problem? Do you need to collect additional data to verify?</i>
	____:____ - ____:____	Problem Analysis: <i>Why is this problem occurring? Consider fidelity of the Critical Elements(below).</i>
	____:____ - ____:____	Plan Development and Implementation (Summary only; document these steps on your Action Plan) <i>Revise & Update PBS Action Plan</i>
	____:____ - ____:____	Plan Evaluation and Follow-Up (Summary only; document these steps on your Action Plan) <i>Revise & Update PBS Action Plan</i>

Next Meeting date, time, & location:

Next Facilitator: _____ Next Snack Master: _____

4) Communications with Staff, Students and Families/Community as appropriate <i>(Update your Action Plan with these items)</i>			
What will be shared?	How will it be shared?	When will it be shared?	Who is responsible?
	<i>Revise & Update PBS Action Plan</i>		

Critical Elements (Benchmarks of Quality): PBS Team, Faculty Commitment, Effective Discipline, Data Entry & Analysis, Expectations & Rules, Reward/Recognition Program, Lesson Plans for Teaching, Implementation Planning, Classroom PBS Systems, Evaluation

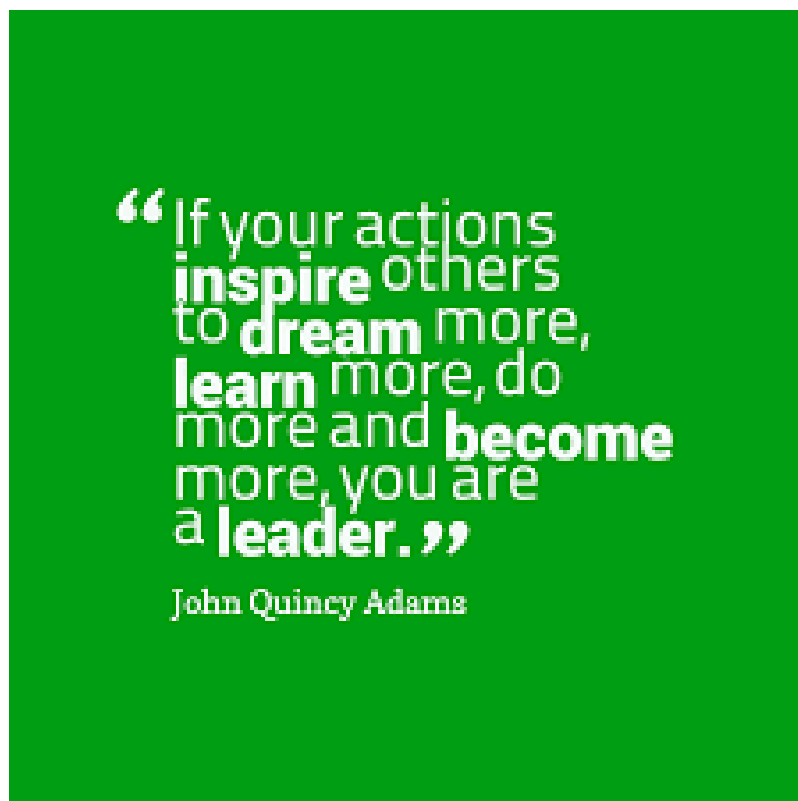


PBIS Coach

Resources for PBIS Leaders

What is a PBIS Coach?

"Effective coaches embody...a 'compelling combination of personal humility and professional will.' They are affirmative, humble, and deeply respectful of classroom teachers (all school personnel), but they are unwilling to rest unless they achieve significant improvements in teaching and learning in their schools."
(Instructional Coaching, The School Administrator, April 2006)



The PBIS coach is a cheerleader, a strong communicator and an optimistic and positive leader. Characterized by a deep level of commitment and positive energy, he or she is eternally persistent, a natural problem-solver and someone who practices what they preach. An effective coach will be highly skilled at developing and sustaining trusting relationships, ambitious and positive about the change process, respectful of teachers, administrator, and families and the demands of the classroom. They also must be skilled at working with and understanding data.

The responsibilities of the PBIS Coach include mentoring, providing assistance and guidance to the PBIS school team, school-based coordinator, and the supervisory union/district level coordinator. To accomplish this he/she must ensure that data is collected and used efficiently for decision-making. The coach serves as a liaison between PBIS schools/supervisory unions/districts and the VTPBiS State Implementation Team. The PBIS coach prepares for and attends PBIS meetings (approximately three times per year), assists in the development and implementation of action plans and relies on PBIS data to determine progress and consult with school teams.

PBIS Coaching Skills Survey

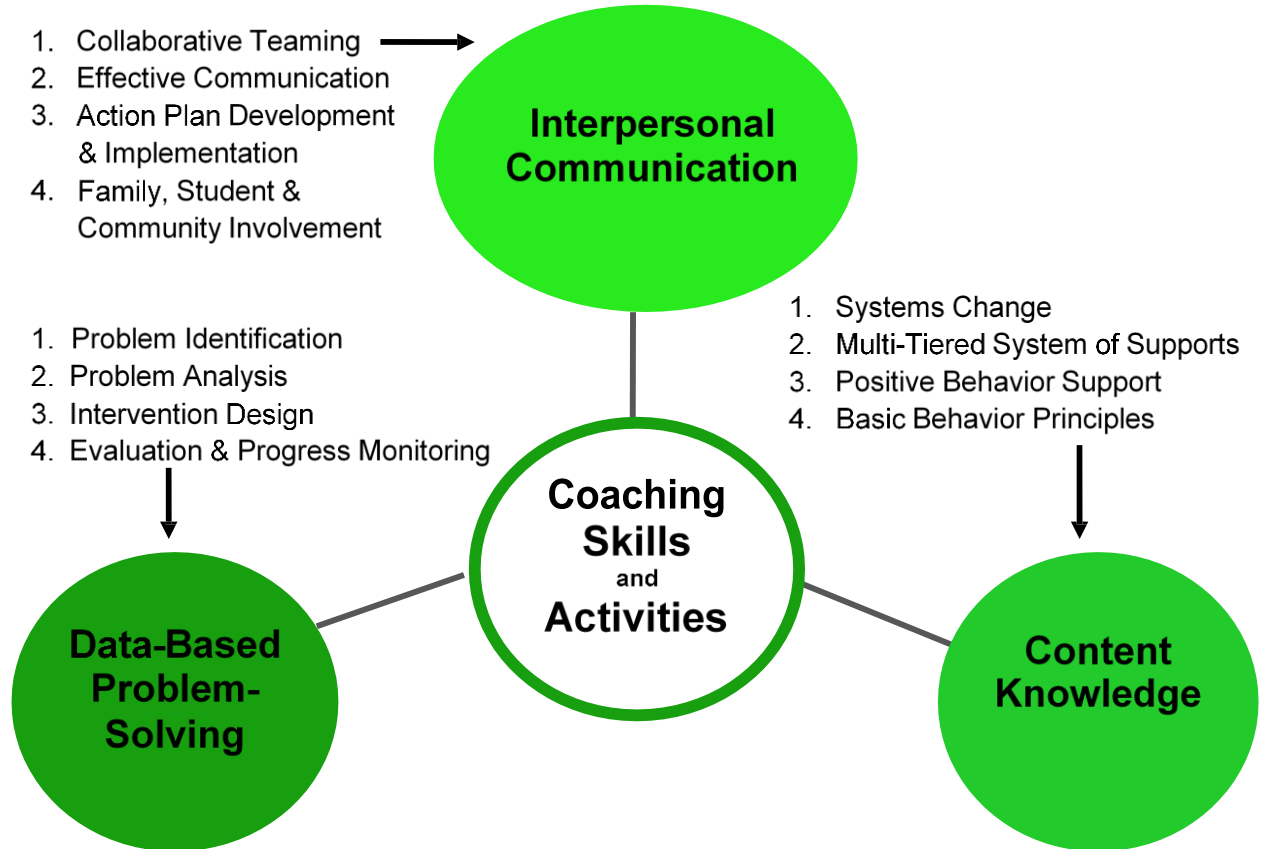
Directions: Read each statement and mark the box that most accurately reflects your current skill level in that area.

Interpersonal Communication	Yes	Some what	No
I have the skills to communication effectively and constructively with others, such as: Exchange ideas openly and honestly Express personal opinions respectfully, positively and succinctly Provide positive, support feedback to others Consider the ideas and points of views of others Receive criticism without becoming defensive			
I actively participate in team meetings/activities of which I am a member. Come prepared to meetings Speak up in discussions and share knowledge Fully engage in the work of the team vs. sitting passively Initiate conversations and bring new ideas to the table			
I demonstrate consistent, accurate follow-through on commitments. On time and consistently attend team meetings Volunteer and complete agreed-upon tasks Demonstrate consistent performance, time and time again			
I am a collaborative and cooperative team member. Committed to working together despite differences in style or perspective Committed to figuring out ways to solve problems effectively and efficiently Provide assistance without hesitation			
5. I am able to adapt to ever-changing situations, consider different points of view, and compromise when needed.			
6. I have the skills to facilitate team/group meetings.			
7. I have the skills to collaborate efficiently and effectively with diverse groups of people (i.e., staff, family members, students, community).			
8. I have the skills to effectively dissemination data and information to faculty, district personnel, family members and/or community groups.			
I have the skills to engage in collaborative problem-solving. Solutions-oriented vs. 'problem-dweller, problem-blamer, or problem-avoider'			
10. I have the skills to conduct small group training with staff and families.			

PBIS Coaching Skills Survey, con't...

Content Knowledge	Yes	Some what	No
1. I understand the need for a shared vision, collaborative communication, structured planning and problem-solving to build school-based capacity for systems change.			
2. I understand the core components of a multi-tiered system of supports.			
3. I understand and am able to convey how the integration of academic and behavioral multi-tiered supports is important for enhanced student outcomes.			
4. I understand the critical elements of Tier 1 PBS.			
5. I understand the basic principles of behavior (ABCs) and am able to apply them within the Tier 1 core curriculum.			
6. I am familiar with the discipline policies and procedures at my school.			
7. I understand classroom PBS behavior management strategies.			
Data-Based Problem-Solving	Yes	Some what	No
1. I understand the application of the 4-step problem-solving process.			
2. I am able to fluently facilitate the structured problem-solving process at Tier 1.			
3. I have the skills to analyze Tier 1 behavior data for effective decision making.			
4. I have the skills and knowledge to select evidence-based interventions based on problem analysis and to evaluate implementation fidelity and student outcomes.			
Training and Professional Development	Yes	Some what	No
1. I am able to attend all trainings with the school-based PBS team.			
2. I am able to attend monthly school-based PBS team meetings.			
3. I am able to attend the coaching meetings facilitated by the District Coordinator.			
4. I am able to attend professional development trainings specifically designed to enhance my coaching skills.			

PBS Team Coaching Model



Interpersonal Communication

Establish and maintain a structured and supportive environment
 Design and run effective meetings
 Build and gain consensus
 Plan, develop and ensure action plan implementation
 Active engagement of students, family members and community partners in
 PBS development, implementation and support

Content Knowledge

Systems Change
 Shared mission, beliefs, and values
 Collaboration and effective communication across all systems (National, State, District,

School, Grade Level, Classroom, Staff, Students, Families, Community)
Structured planning and problem-solving using data
Building capacity

Multi-Tiered System of Supports

Evidence-based model of educating students
Uses data-based problem solving to integrate academic and behavioral instruction and interventions
Delivered to students across multiple tiers based on student need to accelerate the performance of all students
Ensures district resources reach the appropriate students (and schools) at the appropriate levels

Positive Behavior Support - Application of evidence-based strategies and system
Improve academic performance
Enhance school safety
Decrease problem behavior
Build effective, positive school environments

Basic Behavior Principles

A response to one's environment (antecedents)
Anything we say or do (observable)
Serves a **function** or purpose ('why')
Results in a desired outcome (consequence/reinforcer)
Learned and alterable (teach new or alternative behaviors)

Data-Based Problem-Solving

Problem Identification - What is the problem?

Problem Analysis - Why is the problem occurring?

Intervention Design and Implementation - What are we going to do about the problem?

Evaluation – Systems and Student Progress Monitoring

FLPBS Evaluation System (PBSES)

PBS Implementation Checklist

Benchmarks of Quality (BoQ)

Benchmark for Advanced Tiers (BAT)

PBS Walkthrough

Outcome Data Summary

RtIB Statewide Database

Office Referrals

In-School & Out-of-School Suspension

Attendance

Risk Ratio

Core Effectiveness

Florida PBIS: A Multi-Tiered System of Supports

Strategies to Enhance PBS Implementation

Building and Maintaining Team Motivation

- As a team, schedule all monthly PBS meetings at the beginning of the school year and document them on the master school calendar.
- Secure the Administrator's attendance at all PBS team meetings
- Secure Administrative support for necessary PBS planning activities
- Comp time for team members
- Substitutes for teachers during PBS monthly meetings
- Possible stipends for PBS 'additional' duties
- PBS Team Meetings
- Email the meeting agenda several days in advance
- Discuss the positives, not just areas of concern
- Establish a positive, supportive, open environment
- Use the problem-solving process to stay on task and results-focused
- Provide snacks
- Reinforce each other using positive feedback and 'thanks'
- Secure Administrator support and resources for on-going PBS professional development.

Building and Maintaining Stakeholder (Staff, Families, Student) Buy-In and Commitment

- Get input from stakeholders on each critical element of PBS
- Survey all stakeholders on all aspects of PBS implementation
- Provide survey results to stakeholders
- Provide PBS training, based on need
- Teaching expectations, providing rewards, use of the discipline process
- Classroom management
- Family and community involvement
- Share PBS data, successes, and next steps at staff meetings and with families
- PBS team and Administrators model PBS implementation
- Acknowledge and reward all stakeholders for their commitment and participation in PBS implementation
- Make PBS part of Professional Learning Communities
- Provide "PBS Tip of the Week" in school newsletter or via weekly emails
- Provide lesson plans for teaching expectations and/or solicit staff input on developing weekly lesson plans with reinforcement for participation

Effective Reward Systems and Reinforce:

- Survey all stakeholders (staff, students, families) for input on rewards
- If using tickets/tokens, provide staff with ‘fanny’ pack to hold rewards.
- Use group contingencies
- Solicit PTO/PTA support (coordinate, publicize and run events).
- Think “outside the box” for free, low-cost items, events, activities

Supporting/Funding PBS Activities

- Award re-certification points for attending PBS trainings
- Solicit district support (funding, subs, trainers, etc.)
- Seek outside funding sources (grants, community partners, PTO, etc.)

Behavioral Philosophical Differences

- (For Example: “Students should know how to behave. Why should we reward students for doing what they are supposed to do?”)
- Visit schools successfully implementing PBS
- Invite teachers, PBS team members, and/or Administrators from schools successfully implementing PBS to share during a staff meeting
- Increase training on basic principles of behavior
- Increase staff reinforcement for engaging in the PBS process
- Share behavior outcome data during staff meetings

Effective Coaching

- Share coaching activities across all PBS team members
- Secure district and Administrator support for additional responsibilities
- Work Smarter Not Harder
- Consolidate committees
- Utilize external (district) resources
- Secure District Coordinator support and mentoring
- Effective communication across all systems and stakeholders (team, School Administrator, staff, district personnel, families and community members)

External Coaching and Effective Teaming

- Secure support from the district for adequate FTE to provide adequate technical assistance
- Develop a year-long meeting schedule prior to the beginning of the school year
- Develop a collaborative relationship with the School Administrator
- Get to know the staff, students and dynamics of the PBS schools you support
- Remain in constant contact with the PBS team via email and phone
- Respond in a timely manner to team member requests

Florida’s PBIS Project 2015-2016

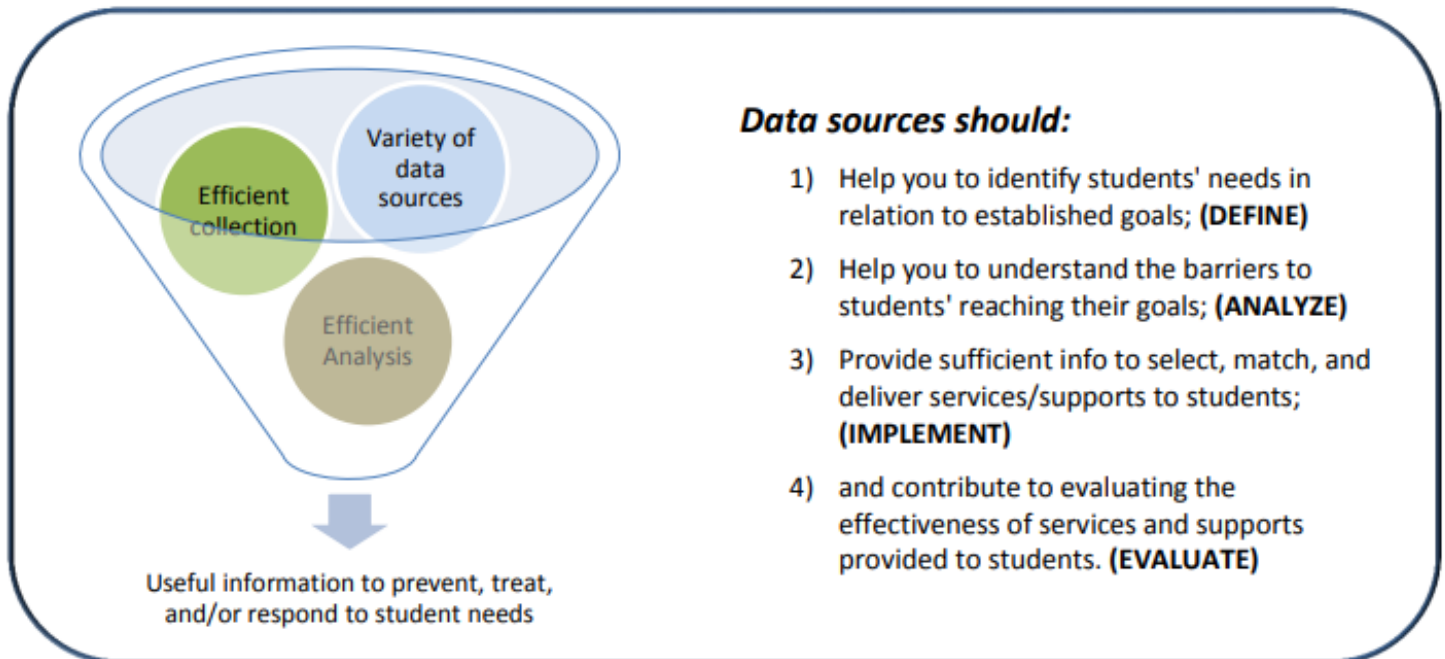


Data and Assessment

Evaluating Progress

Effective Data Systems for Behavior

Multi-Tiered Systems of Support (MTSS) use a data-based problem solving process to make decisions about support provision in schools.



The way that data are displayed and used will vary depending on the specific questions that are being asked. Therefore, data systems must be flexible enough so that teams may combine and disaggregate their information as needed to problem-solve effectively.

TIERED Data Systems

Tier 1 Data Systems

Characteristics	Using Data: Guiding Questions
<ul style="list-style-type: none"> Regular data collection allows educators to monitor the progress of <i>all</i> students Data are used to guide instruction and lesson plans (formative assessment) Data are used to evaluate effectiveness of Tier 1 instruction and supports (summative assessment – e.g., end-of-year PBSES evaluations) Answer specific questions to guide effective problem solving Inform evidence-based instructional practices and progress towards meeting school-wide or district-wide standards 	<ul style="list-style-type: none"> What do we expect our students to know, understand, and do as a result of instruction? Do at least 80% of our students meet or exceed these expected levels? <ul style="list-style-type: none"> <i>If not, changes to Tier 1 are needed</i> <i>If yes, are there subgroups of students for whom the core is not sufficient?</i> What barriers have prevented students from reaching the expected levels? How will fidelity of support be monitored over time?

Tier 2 Data Systems

Characteristics	Using Data: Guiding Questions
<ul style="list-style-type: none"> Assessment tools are easy and efficient for all staff members to complete Varied for different student needs, but are always aligned to the Tier 1 expectations The frequency of assessment matches the level of student need (e.g., throughout the day, daily, weekly, etc.) <ul style="list-style-type: none"> Progress towards behavior goals should be evaluated at least 1-2 times each month Data provide meaningful information about instructional effectiveness and student progress 	<ul style="list-style-type: none"> What are the similar instructional, social-emotional and/or behavioral needs among our students? Which small-group evidence-based interventions will meet those needs? Are the majority of students receiving a supplemental intervention making adequate progress? <ul style="list-style-type: none"> If so, which students may be ready to transition off of Tier 2 support? If not, consider if interventions have been provided with fidelity, or if different interventions and/or intensity is needed Are students who are progressing at Tier 2 also demonstrating progress towards the Tier 1 expectations?

Tier 3 Data Systems

Characteristics	Using Data: Guiding Questions
<ul style="list-style-type: none"> Frequency and variety of assessments for monitoring progress should be matched to the intensity of the student's needs <ul style="list-style-type: none"> This may include very frequent data collection to assess more specific skills Answer the questions necessary to identify effective strategies for significant learning challenges or barriers Data provide meaningful information about instructional effectiveness and student progress towards developmental and grade-level expectations 	<ul style="list-style-type: none"> Are the majority of students receiving intensive intervention making adequate progress? <ul style="list-style-type: none"> If so, which students may be ready to transition off of Tier 3 support? If not, consider if: <ul style="list-style-type: none"> interventions have been provided with fidelity, assessment strategies are sensitive enough to identify progress, or if different interventions and/or intensity of interventions is needed to create a better fit with the needs of the "whole student" Are students who are progressing at Tier 3 also demonstrating progress towards the Tier 1 expectations?

Overview for completing the Benchmarks of Quality (Revised) for School-wide Positive Behavior Support (SWPBS)

When & Why

Benchmarks of Quality (Revised) for School-wide Positive Behavior Support should be completed in the spring of each school year (Mar/Apr/May).

The Benchmarks are used by teams to identify areas of success, areas for improvement, and by the PBS Project to identify model PBS schools.

Procedures for Completing

Step 1 - Coaches Scoring

The Coach will use his or her best judgment based on personal experience with the school and the descriptions and exemplars in the Benchmarks of

Quality Scoring Guide to score each of the 53 items on the Benchmarks of Quality Scoring Form (following guide). Do not leave any items blank.

Step 2 - Team Member Rating

The coach will give the Benchmarks of Quality (Revised) Team Member Rating Form to each SWPBS Team member to be completed independently and returned to the coach upon completion. Members should be instructed to rate each of the 53 items according to whether the component is “In Place”, “Needs Improvement”, or “Not in Place”. Some of the items relate to product and process development, others to action items; in order to be rated as “In Place;” the item must be developed and implemented (where applicable). Coaches will collect and tally responses and record on the Benchmarks of Quality(Revised) Scoring Form the team’s most frequent response using ++ for “In Place,” + for “Needs Improvement,” and – for “Not In Place.”

Step 3 – Team Report

The coach will then complete the Team Summary on p. 3 of the Benchmarks of Quality (Revised) Scoring Form recording areas of discrepancy, strength and weakness.

Discrepancies - If there were any items for which the team’s most frequent rating varied from the coaches’ rating based upon the Scoring Guide, the descriptions and exemplars from the guide should be shared with the team. This can happen at a team meeting

or informally. If upon sharing areas of discrepancy, the coach realizes that there is new information that according to the Scoring Guide would result in a different score, the item and the adjusted final score should be recorded on the Scoring Form.

Step 4 - Reporting Back to Team

After completing the remainder of the Benchmarks of Quality (Revised) Scoring Form, the coach will report back to the team using the Team Report page of the Benchmarks of Quality(Revised) Scoring

Form. If needed, address items of discrepancy and adjust the score. The coach will then lead the team through a discussion of the identified areas of strength (high ratings) and weakness (low ratings). This information should be conveyed as “constructive feedback” to assist with action planning.

Step 5 – Reporting

The coach will enter the final scores from the Scoring Form on PBSES, the web-based evaluation reporting system through the PBS Project’s website <http://flpbs.fmhi.usf.edu>. The school log-in and password are included on the direction for completing End-Year Evaluation which is distributed by the district coordinator

BENCHMARKS OF QUALITY (Revised) SCORING GUIDE

Benchmark	3 points	2 points	1 point	0 points
1. Team has administrative support	Administrator(s) attended training, play an active role in the PBIS process, actively communicate their commitment, support the decisions of the PBIS Team, and attend all team meetings.	Administrator(s) support the process, take as active a role as the rest of the team, and/or attend most meetings	Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends only a few meetings.	Administrator(s) do not actively support the PBIS process.
2. Team has regular meetings (at least monthly)		Team meets monthly (min. of 9 one-hour meetings each school year).	Team meetings are not consistent (5-8 monthly meetings each school year).	Team seldom meets (fewer than five monthly meetings during the school year).
3. Team has established a clear mission/purpose			Team has a written purpose/mission statement for the PBIS team (commonly completed on the cover sheet of the action plan).	No mission statement/purpose written for the team.
4. Faculty are aware of behavior problems across campus through regular data sharing		Data regarding school-wide behavior are shared with faculty monthly (min. of 8 times per year).	Data regarding school-wide behavior are occasionally shared with faculty (3-7 times per year).	Data are not regularly shared with faculty. Faculty may be given an update 0-2 times per year
5. Faculty are involved in establishing and reviewing goals		Most faculty participate in establishing PBIS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	Some of the faculty participates in establishing PBIS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	Faculty does not participate in establishing PBIS goals.
6. Faculty feedback is obtained throughout year		Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBIS process (via staff surveys, voting process, suggestion box, etc.) Nothing is implemented without the majority of faculty approval.	Faculty are given some opportunities to provide feedback, to offer suggestions, and to make some choices during the PBIS process. However, the team also makes decisions without input from staff.	Faculty are rarely given the opportunity to participate in the PBIS process (fewer than 2 times per school year).
7. Discipline process described in narrative format or depicted in graphic format		Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Includes crisis situations)	Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Does not include crisis situations.)	Team has not established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents.

Benchmark	3 points	2 points	1 point	0 points
8. Discipline process includes documentation procedures			There is a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).	There is not a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).
9. Discipline referral form includes information useful in decision making		Information on the referral form includes ALL of the required fields: Student's name, date, time of incident, grade level, referring staff, location of incident, gender, problem behavior, possible motivation, others involved, and administrative decision.	The referral form includes all of the required fields, but also includes unnecessary information that is not used to make decisions and may cause confusion.	The referral form lacks one or more of the required fields or does not exist.
10. Problem behaviors are defined	Written documentation exists that includes clear definitions of all behaviors listed.	All of the behaviors are defined but some of the definitions are unclear.	Not all behaviors are defined or some definitions are unclear.	No written documentation of definitions exists.
11. Major/minor behaviors are clearly differentiated		Most staff are clear about which behaviors are staff managed and which are sent to the office. (i.e. appropriate use of office referrals) Those behaviors are clearly defined, differentiated and documented.	Some staff are unclear about which behaviors are staff managed and which are sent to the office (i.e. appropriate) use of office referrals) or no documentation exists.	Specific major/minor behaviors are not clearly defined, differentiated or documented.
12. Suggested array of appropriate responses to major (office-managed) problem behaviors			There is evidence that all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.	There is evidence that some administrative staff are not aware of, or do not follow, an array of predetermined appropriate responses to major behavior problems.
13. Data system is used to collect and analyze ODR data	The database can quickly output data in graph format and allows the team access to ALL of the following information: average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years.	ALL of the information can be obtained from the database (average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years), though it may not be in graph format, may require more staff time to pull the information, or require staff time to make sense of the data.	Only partial information can be obtained (lacking either the number of referrals per day per month, location, problem behavior, time of day, student, and compare patterns between years.)	The data system is not able to provide any of the necessary information the team needs to make school-wide decisions.

Benchmark	3 points	2 points	1 point	0 points
14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBIS team			The team collects and considers data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.)	The team does not collect or consider data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.).
15. Data analyzed by team at least monthly		Data are printed, analyzed, and put into graph format or other easy to understand format by a member of the team monthly (minimum)	Data are printed, analyzed, and put into graph format or other easy to understand format by a team member less than once a month.	Data are not analyzed.
16. Data shared with team and faculty monthly (minimum)		Data are shared with the PBIS team and faculty at least once a month.	Data are shared with the PBIS team and faculty less than one time a month.	Data are not reviewed each month by the PBIS team and shared with faculty.
17. 3-5 positively stated school-wide expectations are posted around school	3-5 positively stated school-wide expectations are visibly posted around the school. Areas posted include the classroom and a minimum of 3 other school settings (i.e., cafeteria, hallway, front office, etc.).	3-5 positively stated expectations are visibly posted in most important areas (i.e. classroom, cafeteria, hallway), but one area may be missed.	3-5 positively stated expectations are not clearly visible in common areas.	Expectations are not posted or team has either too few or too many expectations.
18. Expectations apply to both students and staff	PBIS team has communicated that expectations apply to all students and all staff.	PBIS team has expectations that apply to all students AND all staff but haven't specifically communicated that they apply to staff as well as students.	Expectations refer only to student behavior.	There are no expectations.
19. Rules are developed and posted for specific settings (settings where data suggested rules are needed)		Rules are posted in all of the most problematic areas in the school.	Rules are posted in some, but not all of the most problematic areas of the school.	Rules are not posted in any of the most problematic areas of the school.

Benchmark	3 points	2 points	1 point	0 points
20. Rules are linked to expectations			When taught or enforced, staff consistently link the rules with the school-wide expectations.	When taught or enforced, staff do not consistently link the rules with the school-wide expectations and/or rules are taught or enforced separately from expectations.
21. Staff are involved in development of expectations and rules		Most staff were involved in providing feedback/input into the development of the school-wide expectations and rules (i.e., survey, feedback, initial brainstorming session, election process, etc.)	Some staff were involved in providing feedback/input into the development of the school-wide expectations and rules.	Staff were not involved in providing feedback/input into the development of the school-wide expectations and rules.
22. A system of rewards has elements that are implemented consistently across campus	The reward system guidelines and procedures are implemented consistently across campus. Almost all members of the school are participating appropriately. at least 90% participation	The reward system guidelines and procedures are implemented consistently across campus. However, some staff choose not to participate or participation does not follow the established criteria. at least 75% participation	The reward system guidelines and procedures are not implemented consistently because several staff choose not to participate or participation does not follow the established criteria. at least 50% participation	There is no identifiable reward system or a large percentage of staff are not participating. less than 50% participation
23. A variety of methods are used to reward students		The school uses a variety of methods to reward students (e.g. cashing in tokens/points). There should be opportunities that include tangible items, praise/recognition and social activities/events. Students with few/many tokens/points have equal opportunities to cash them in for rewards. However, larger rewards are given to those earning more tokens/points.	The school uses a variety of methods to reward students, but students do not have access to a variety of rewards in a consistent and timely manner.	The school uses only one set methods to reward students (i.e., tangibles only) or there are no opportunities for children to cash in tokens or select their reward. Only students that meet the quotas actually get rewarded, students with fewer tokens cannot cash in tokens for a smaller reward.

Benchmark	3 points	2 points	1 point	0 points
24. Rewards are linked to expectations and rules	Rewards are provided for behaviors that are identified in the rules/expectations and staff verbalize the appropriate behavior when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations and staff sometimes verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations but staff rarely verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are not identified in the rules and expectations.
25. Rewards are varied to maintain student interest		The rewards are varied throughout year and reflect students' interests (e.g. consider the student age, culture, gender, and ability level to maintain student interest.)	The rewards are varied throughout the school year, but may not reflect students' interests.	The rewards are not varied throughout the school year and do not reflect student's interests.
26. Ratios of acknowledgement to corrections are high	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are high (e.g., 4:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are moderate (e.g., 2:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are about the same (e.g., 1:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are low (e.g., 1:4)
27. Students are involved in identifying/developing incentives			Students are often involved in identifying/developing incentives.	Students are rarely involved in identifying/developing incentives.
28. The system includes incentives for staff/faculty		The system includes incentives for staff/faculty and they are delivered consistently.	The system includes incentives for staff/faculty, but they are not delivered consistently.	The system does not include incentives for staff/faculty.
29. A behavioral curriculum includes teaching expectations and rules		Lesson plans are developed and used to teach rules and expectations	Lesson plans were developed and used to teach rules, but not developed for expectations or vice versa.	Lesson plans have not been developed or used to teach rules or expectations
30. Lessons include examples and non-examples			Lesson plans include both examples of appropriate behavior and examples of inappropriate behavior.	Lesson plans give no specific examples or non-examples or there are no lesson plans.
31. Lessons use a variety of teaching strategies		Lesson plans are taught using at least 3 different teaching strategies (i.e., modeling, role-playing, videotaping)	Lesson plans have been introduced using fewer than 3 teaching strategies.	Lesson plans have not been taught or do not exist.

Benchmark	3 points	2 points	1 point	0 points
32. Lessons are embedded into subject area curriculum		Nearly all teachers embed behavior teaching into subject area curriculum on a daily basis.	About 50% of teachers embed behavior teaching into subject area curriculum or embed behavior teaching fewer than 3 times per week	Less than 50% of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas.
33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			Faculty, staff, and students are involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.	Faculty, staff, and students are not involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.
34. Strategies to share key features of SWPBIS program with families/community are developed and implemented			The PBIS Plan includes strategies to reinforce lessons with families and the community (i.e., after-school programs teach expectations, newsletters with tips for meeting expectations at home)	The PBIS plan does not include strategies to be used by families and the community.
35. A curriculum to teach components of the discipline system to all staff is developed and used		The team scheduled time to present and train faculty and staff on the discipline procedures and data system including checks for accuracy of information or comprehension. Training included all components: referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.	The team scheduled time to present and train faculty and staff on the discipline procedures and data system, but there were no checks for accuracy of information or comprehension. OR training did not include all components (i.e., referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.)	Staff was either not trained or was given the information without formal introduction and explanation.

Benchmark	3 points	2 points	1 point	0 points
36. Plans for training staff to teach students expectations/rules and rewards are developed, scheduled and delivered		The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules including checks for accuracy of information or comprehension. Training included all components: plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules but there were no checks for accuracy of information or comprehension. OR Training didn't include all components: plans to introduce expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	Staff was either not trained or was given the information without formal introduction and explanation.
37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	Students are introduced/taught all of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught two (2) of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught only one (1) of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are not introduced/taught any of the following: school expectations, rules for specific setting, and the reward system guidelines.
38. Booster sessions for students and staff are planned, scheduled, and implemented		Booster sessions are planned and delivered to reteach staff/students at least once in the year and additionally at times when the data suggest problems by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Expectations and rules are reviewed with students regularly (at least 1x per week).	Booster sessions are not utilized fully. For example: booster sessions are held for students but not staff; booster sessions are held for staff, but not students; booster sessions are not held, but rules & expectations are reviewed at least weekly with students.	Booster sessions for students and staff are not scheduled/planned. Expectations and rules are reviewed with students once a month or less.
39. Schedule for rewards/incentives for the year is planned			There is a clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.	There is no plan for the type and frequency of rewards/incentives to be delivered throughout the year.

Benchmark	3 points	2 points	1 point	0 points
40. Plans for orienting incoming staff and students are developed and implemented		Team has planned for and carries out the introduction of School-wide PBIS and training of new staff and students throughout the school year.	Team has planned for the introduction of School-wide PBIS and training of either new students or new staff, but does not include plans for training both. OR the team has plans but has not implemented them.	Team has not planned for the introduction of School-wide PBIS and training of new staff or students
41. Plans for involving families/community are developed and implemented			Team has planned for the introduction and on-going involvement of school-wide PBIS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)	Team has not introduced school-wide PBIS to families/community.
42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
44. Expected behavior routines in classroom are taught		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)

45. Classroom teachers use immediate and specific praise		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
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Benchmark	3 points	2 points	1 point	0 points
46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
47. Procedures exist for tracking classroom behavior problems		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
49. Students and staff are surveyed about PBIS		Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBIS plan survey), and information is used to address the PBIS plan.	Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBIS plan survey), but information is not used to address the PBIS plan.	Students and staff are not surveyed.
50. Students and staff can identify expectations and rules		Almost all students and staff can identify the school-wide expectations and rules for specific settings. (can be identified through surveys, random interviews, etc.) at least 90%	Many students and staff can identify the school-wide expectations and rules for specific settings. at least 50%	Few of students and staff can identify the expectations and rules for specific settings OR Evaluations are not conducted less than 50%

Benchmark	3 points	2 points	1 point	0 points
51. Staff use referral process (including which behaviors are office managed vs. which are teacher managed) and forms appropriately	Almost all staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. (can be identified by reviewing completed forms, staff surveys, etc.) at least 90% know/use	Many of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 75% know/use	Some of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 50% know/use	Few staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly OR Evaluations are not conducted. less than 50% know/use
52. Staff use reward system appropriately	Almost all staff understand identified guidelines for the reward system and are using the reward system appropriately. (can be identified by reviewing reward token distribution, surveys, etc.) at least 90% understand/use	Many of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 75% understand/use	Some of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 50% understand/use	Few staff understand and use identified guidelines for the reward system OR Evaluations are not conducted at least yearly or do not assess staff knowledge and use of the reward system. less than 50% understand/use
53. Outcomes (behavior problems, attendance, and morale) are documented and used to evaluate PBIS plan	There is a plan for collecting data to evaluate PBIS outcomes, most data are collected as scheduled, and data are used to evaluate PBIS plan.	There is a plan for collecting data to evaluate PBIS outcomes, some of the scheduled data have been collected, and data are used to evaluate PBIS plan.	There is a plan for collecting data to evaluate PBIS outcomes; however nothing has been collected to date.	There is no plan for collecting data to evaluate PBIS outcomes.

School-wide Benchmarks of Quality: SCORING FORM (Revised)

School Name: _____

Coach's Name: _____ Date: _____

STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Circle ONLY ONE response.

STEP 2: Indicate your team's most frequent response. Write the response in column 2.
(in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating.
Document the discrepancies on page 3.

Critical Elements	STEP 1				STEP 2 ++, +, or -	STEP 3 ✓
PBIS Team	1. Team has administrative support	3	2	1	0	
	2. Team has regular meetings (at least monthly)		2	1	0	
	3. Team has established a clear mission/purpose			1	0	
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0	
	5. Faculty involved in establishing and reviewing goals		2	1	0	
	6. Faculty feedback is obtained throughout the year		2	1	0	
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0	
	8. Discipline process includes documentation procedures			1	0	
	9. Discipline referral form includes information useful in decision making		2	1	0	
	10. Problem behaviors are defined	3	2	1	0	
	11. Major/minor behaviors are clearly differentiated		2	1	0	
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0	
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1	0	
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			1	0	
	15. Data analyzed by team at least monthly		2	1	0	
	16. Data shared with team and faculty monthly (minimum)		2	1	0	
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0	
	18. Expectations apply to both students and staff	3	2	1	0	
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0	
	20. Rules are linked to expectations			1	0	
	21. Staff are involved in development of expectations and rules		2	1	0	

Critical Elements	STEP 1	STEP 2 ++, +, or -	STEP 3 ✓
Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3 2 1 0	
	23. A variety of methods are used to reward students	2 1 0	
	24. Rewards are linked to expectations and rules	3 2 1 0	
	25. Rewards are varied to maintain student interest	2 1 0	
	26. Ratios of acknowledgement to corrections are high	3 2 1 0	
	27. Students are involved in identifying/developing incentives	2 1 0	
	28. The system includes incentives for staff/faculty	2 1 0	
Lesson Plans for Teaching Expectation s/ Rules	29. A behavioral curriculum includes teaching expectations and rules	2 1 0	
	30. Lessons include examples and non-examples	1 0	
	31. Lessons use a variety of teaching strategies	2 1 0	
	32. Lessons are embedded into subject area curriculum	2 1 0	
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum	1 0	
Implemen- tation Plan	34. Strategies to share key features of SWPBS program with families/community are developed and implemented	1 0	
	35. A curriculum to teach the components of the discipline system to all staff is developed and used	2 1 0	
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered	2 1 0	
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	3 2 1 0	
	38. Booster sessions for students and staff are planned, scheduled, and delivered	2 1 0	
	39. Schedule for rewards/incentives for the year is planned	1 0	
	40. Plans for orienting incoming staff and students are developed and implemented	2 1 0	
Classroom Systems	41. Plans for involving families/community are developed & implemented	1 0	
	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.	2 1 0	
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)	2 1 0	
	44. Expected behavior routines in classroom are taught	2 1 0	
	45. Classroom teachers use immediate and specific praise	2 1 0	
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors	2 1 0	
	47. Procedures exist for tracking classroom behavior problems	2 1 0	
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered	2 1 0	
Evaluation	49. Students and staff are surveyed about PBIS	2 1 0	
	50. Students and staff can identify expectations and rules	2 1 0	
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	3 2 1 0	
	52. Staff use reward system appropriately	3 2 1 0	
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan	3 2 1 0	

Scoring the Benchmarks of Quality: _____ / 107 = _____ Benchmarks Score
 Total pts. / 107

Benchmarks of Quality TEAM SUMMARY

School _____ Date _____ Benchmarks Score _____

Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description

*If a team discussion of an area of discrepancy reveals information that was previously unknown to the coach and would justify a different score on any item (based upon the Scoring Guide), adjust the benchmark item(s) and total scores.

Areas of Strength

Critical Element	Description of Areas of Strength

Areas in Need of Development

Critical Element	Description of Areas in Need of Development

The BIG FIVE Behavioral Data Points

Systematic collection and analysis of discipline data is a critical component of implementation. Without this data, school teams are not able to verify the impact of interventions provided across the continuum. The Big 5 are the major data reports that drive team based decision making.



The El Paso Independent School district has utilized the TEAMS system to provide an online platform for “Office Discipline Referral Forms,” also known as ODR’s. According to the University of Oregon, credited for developing the following Big Five data reports, the following variables are critical in determining the effectiveness of the strategies and behavior interventions:

1. Average number of referrals (per day, month, semester, year)
2. Referrals by LOCATION
3. Referrals by TIME OF DAY
4. Referrals by TYPE OF PROBLEM BEHAVIOR
5. Referrals by STUDENT

PBIS Team Steps to Analyze the Big 5 (plus 2)

Step 1: Collect and chart data (3-5 minutes)

Team uses data to assess and evaluate critical features and outcomes of PBIS.

Considerations for gathering behavioral data

- Be sure not to use individual student names
- Use graphs whenever possible (make the data “tell a story”)
- Where appropriate (e.g., program/district/building-level data) breakdown data by sub-groups
- For building-wide office discipline referral data or early childhood program behavior incident data, bring reports that address the “Big 5 + 2”:
 - Average number of referrals per day/per month
 - Number of incidents by location
 - Number of incidents by time of day
 - Number of incidents by day of the week
 - Number of incidents by grade level
 - Number of incidents by student
 - Number of incidents by problem behavior
- Other appropriate data sources include:

- Tiered Fidelity Inventory (TFI, Tier 1 Action Plan Data), Self-Assessment Survey (SAS) or other program/school-wide PBIS assessment data,
- Other building-wide data: climate surveys, attendance, early warning system
- Classroom-level/minor behaviors

Step 2: Analyze data (10 minutes)

General considerations for data analysis

- Do we have a problem? How do we know?
- What is the precise nature of the problem?
- Why does the problem exist?
- What other information might we want?
- Does your team need support/training in a specific area?

Considerations for program/school-wide ODR data analysis:

- On which specific behaviors were strengths noted?
- Patterns/Trends: Are there any patterns and/or trends that became evident upon reviewing the data (i.e. multiple students exhibiting the same problem behavior)?
 - Examine subgroups of the student population (e.g., racial/ethnic minorities, economically disadvantaged, English language learners, students with disabilities) to reveal additional trends/patterns or disproportionalities).
- Urgent Needs: Which specific weaknesses were noted (e.g., particular problem behaviors, locations, times of day, etc.)?
 - Use Drill Down to develop a precise problem statement (see sidebar)

Record important information from analysis in Step 2 (either in 5-Step Process template or in a form that can easily be transferred into the template)

Remember, a **precise problem statement** includes information about the 5 core “W” questions:

- What is the problem and how often is it happening?
- Where is it happening?
- Who is engaged in the behavior?
- When is the problem most likely?
- Why is the problem sustaining?

Example: There are more BIRs/ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.

Step 3: Establish shared expectations for implementing specific effective changes consistently across the building (15 minutes)

General considerations for data analysis

- What outcomes do we want to see change? What goals do we have for our building (related to the data analyzed)?
- What specific changes in adult behavior do we need to make in order to reach those goals? Be as specific as possible
 - Before adding new expectations to adults in the building, consider changing or eliminating any policies or procedures which may be ineffective or getting in the way of success.
- How can we build off of our current strengths to make necessary changes?

Considerations for school/program-wide incident report data analysis:

Before developing shared expectations for Step 3, the PBIS team should reflect upon the following question: **“Are we certain that we have adequately taught the expectation in the setting/situation identified above?”** Was the desired behavior captured in the building’s program/school-wide

behavior matrix? What specific teaching strategies, materials, etc. were used to ensure that all students were taught the desired behavior? Were the instructional strategies or examples relevant to students from diverse cultures, and accessible to students with diverse learning needs (e.g., ELL, SWD, etc.)? If the team is not certain that all students have had access to instruction on the desired behavior, then instructional strategies should be prioritized in Step 3.

If the team feels that instruction on expected behavior has been adequate and implemented with fidelity, then teams should prioritize strategies for preventing challenging behavior and/or reinforcing desired behavior.

1. Student Performance Indicator Considerations

- What reduction in problem behavior do we expect to see?
- What should students be doing instead (replacement behavior)?
- To which of the program/school-wide expectations will you connect the desired behavior?

2. Adult Implementation Considerations

- Consider what your team has already done regarding prevention of unwanted behaviors, teaching, and reinforcement of desired behaviors to determine priorities for next steps.
- As you develop new adult implementation strategies in Step 3, be sure to consider prevention, teaching, and reinforcement strategies. The strongest intervention plans often include all three of these components.
 - What are the strategies that adults can implement to prevent behaviors from occurring? Consider schedule changes, environmental changes, active supervision, etc.
 - What teaching needs to occur to help students engage in desired behaviors? Specify learning targets and connect them to the appropriate program/school-wide expectation(s). Who will teach, where will the teaching occur, and how long the teaching should last? Are there necessary materials needed?
 - What reinforcement strategies will we use to acknowledge and encourage desired behavior?
 - Consider the effectiveness of the program's/building's corrective consequences – What classroom behavior management strategies may be needed before students are removed from the classroom and/or referred to the office? Are we inadvertently reinforcing students with our classroom or building corrective consequences? Are there additional alternatives to school removals that we should explore (e.g., restitution, peer mediation, Saturday school, restorative justice)?
- What professional development or support is needed to use these strategies?
- How will this be communicated to families? (Note in Reflection/Communication section at end of form).

Step 4: Plan for implementation and monitoring (10 minutes)

- Who will implement? How long will we implement?
- How will we know if we implemented with fidelity?

Before the next meeting, the team will need to implement the agreed upon strategies from Step 3 for the agreed upon time. Determine:

- Who will follow this plan, and for how long,
- How your team will ensure everyone follows the plan,
- What type of assessment you will use to assess the effectiveness of the strategy and the improvement in student behavioral outcomes, and
- How that data will be gathered/reported for the next meeting.

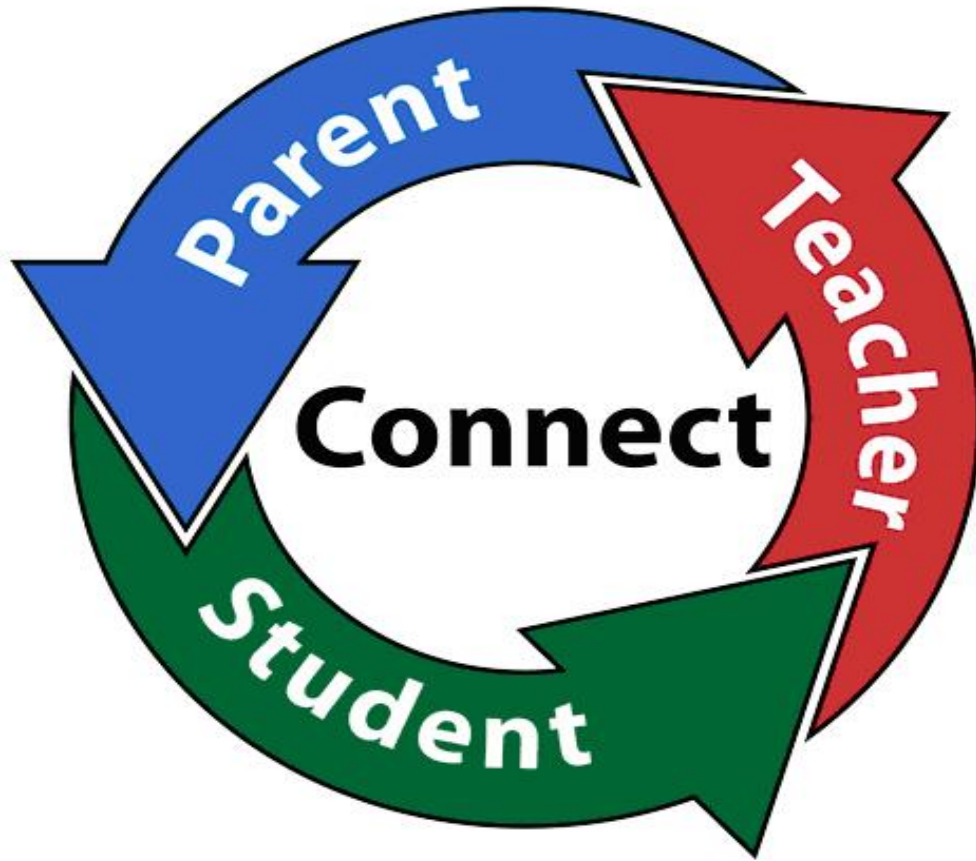
NOTE: Steps 3 and 4 may cycle around through several meetings depending on the target behavior and the length of time necessary to teach the expectation(s). The formative data should help determine if the strategy was effective in helping students learn and progress.

Step 5: Collect, chart and analyze post-intervention data (10-15 minutes, not at same meeting as steps 1-4).

- First, consider whether the plan was implemented as designed. If not, the team may conclude that additional time to implement and monitor the strategy is needed before analyzing post-intervention data.
- Look at the process for Step 1. The collection of data in this step should mirror the collection in Step 1 so the data can be compared.
- Consider which strategies that were implemented had the greatest impact on student behavior. How do you know?
- Which successes need to be replicated and where?
 - Could these successful strategies be applied to other similar types of behavioral challenges in the building?
 - What, if any, changes does the PBIS team need to make to its program/school-wide action plan or other plans in order to ensure that this need is addressed in the future?
- What are the team's next steps? Has this issue been adequately resolved, or are additional strategies necessary?
- Determine next area for team to address through the 5-Step Process.

Reflection/Communication

Before concluding the meeting, make sure the team completes the Reflection/Communication Plan. Consider what the Program/District Leadership Team, Building Leadership Team, Teacher-Based Teams/grade level teams, and/or families need to know in terms of successes, or challenges of the team which will require support or assistance. Also include items from the Parking Lot if they will require follow-up from others.



PBIS: School to Home

Twenty Tips for Developing Positive Relationships with Parents (Source: Aguilar, Edutopia)

In our busy day of juggling papers, lesson planning and managing sometimes more than a hundred students, we can easily forget the group that could lend significant support in our charge as teachers -- parents and families. Consider these tips for improving connections with this valuable group:

1. Smile When You See Parents

Greet them. Most parents only occasionally interact with teachers so make sure that at least 90 percent of your encounters with them are positive, warm, and friendly. The impressions left from fleeting encounters in the hallway last a long time.

2. Learn Their Names

(If you have a self-contained class.) Learn how they like to be addressed (Mr. ____? Señora? By their first name?) and how to pronounce them correctly.

3. Declare Your Intention

Tell them that you want to partner with them, that you appreciate their support, and look forward to working together.

4. Communicate Often and in Various Forms

Provide information about what's going on in your class (weekly would be ideal): what students are learning, what they've accomplished, what you're excited about, what they're excited about, and the learning and growth you're seeing. Suggest things that they might ask their child about: "Ask them to tell you about what they learned last week about meal worms," or "Ask them to read you the haiku they wrote."

5. Make a Positive Phone Call Home

If you have a self-contained class, call all homes within the first couple of weeks and then at regular intervals throughout the year. If you teach many students, identify those students who perhaps need a positive call home.

6. Lead with the Good News

Give positive praise first when calling parents or meeting with them to discuss a concern. Every kid has something good about him/her. Find it. Share it. Then share your concern. Adhere strictly to this rule.

7. Find a Translator

If you can't speak their language, seek a translator for at least one parent conference and/or phone call. (For obscure languages, you can sometimes find a refugee center or other public agency that can help). Reach out to those parents as well; do whatever you can to connect.

8. Your Language is Powerful

It communicates an awareness that there are many different kinds of families. Be careful not to assume a mother is, or isn't married, or even that if she is married, she's married to a man. Learn to ask open-ended questions and understand that sometimes parents/guardians might not want to share some information.

9. Ask Questions about the Child

"What kinds of things does he enjoy doing outside of school? Who are the special people in her life -- family or family friends? What do you think are her best characteristics? What was he like as a little boy?" Demonstrate an interest in knowing your student.

10. Listen to Parents

Really listen. They know a whole lot about their kid.

11. Smile at the Child When talking to a parent in front of a child, smile and make eye contact with the student to demonstrate that you care about him/her. Recognize what he/she has done well in your class in front of the parents. Then share a concern, if you have one.

12. Invite Parents to Share

Distribute a survey at the beginning of the year (if parents don't read/write in English, students can interview them and relay their answers). Find out what parents know about and what skills they have. Invite them in especially if it connects the curriculum and content. Let them share with you their cultural traditions, interests, passions, skills, knowledge.

13. Let Parents Know How They Can Help

Many want to help but especially as kids get older, parents aren't asked for

help as often and don't know what to do. There's always some way they can help in the classroom.

14. Be Very Specific

Provide ways parents can support their child at home: "You can help your child with her math homework by asking her to explain how she got an answer," or "As you're reading stories at night, ask your child to make predictions. This strengthens reading comprehension."

15. Be a Broker of Resources

If they share a concern, be prepared to point them to a direction where they can find help. If you share a concern ("Your daughter spaces out and doesn't pay attention") be prepared to suggest what the parents can do.

16. Explain Your Instructional Decisions

Take the time to do this and help them learn about the education system if they're not familiar with it. Help them understand what you're doing and why.

17. Invite Parents to Participate in Making Some Decisions

Invite their input, give them information that will help them form an opinion, and listen to their conclusions.

18. Thank Parents

Both individually and publicly for their support, perhaps in your weekly newsletter. Recognize what they do to help your class and how it's impacting students.

19. Share Every Success

Let parents know what their child is doing well, what academic skills, social skills or knowledge he's mastered.

20. Invite Parents to Celebrate and Break Bread Together

Communities are strengthened when people come together in celebration. Start the year with a potluck. Share food and stories about food. We all bond over food.



School to Home Matrix:

Positive Behavior Interventions and Support/PBIS is an alternative way to teach appropriate behaviors. PBIS can bridge the partnership between home and school with the implementation of core values and behavior expectations in the home.

PBIS Home Matrix

	Waking up in the morning	Arriving home from school	Clean-up time	Homework time	Mealtime	Getting ready for bed	Time to relax
Be Respectful	Be pleasant to those around you						
Be Responsible	Set an alarm to wake up on time						
Be Safe	Get up early enough so you are not rushing						

Connect the school expectations to the home.

As a family, fill in the chart above for each appropriate behavior.

- ♣ Communicate, teach and model appropriate behaviors.
- ♣ Acknowledge your children in a positive way when appropriate behaviors are demonstrated (i.e. extra play time, favorite dessert night, family outing of their choice).
- ♣ Re-teach, clarify and reflect when appropriate behaviors are not demonstrated.

FORM: Family Engagement Checklist

Muscott & Mann, 2004

School: _____ Team: _____ Date: _____

STATUS: In place Partially in place Not in place	TASK	PRIORITY: High Medium Low
	Climate	
	1. There is a process for assessing how welcomed, valued, and satisfied parents are in and with the school.	
	2. There is a plan for addressing ways to help families feel welcomed and valued.	
	3. There is a plan for training all staff to work collaboratively and respectfully with families.	
	4. Plans for addressing ways to help families feel welcomed and valued address diverse families including those with students in the universal, targeted and intensive levels of PBIS.	
	Parent Involvement in Learning Activities at Home	
	5. There is a process for assessing parents' opinions about their own involvement in learning activities at home.	
	6. There is a plan or set of activities for helping families to support their child's learning at home.	
	7. The plan includes activities for helping diverse families, including those with students in the universal, targeted and intensive levels of PBIS, support their child's learning.	
	Communication with Parents/Families	
	8. There is a process for assessing parents' opinions about how well schools communicate with them.	
	9. There is a plan for communicating with families in varied and helpful ways.	

	10. The plan includes activities for communicating with diverse families, including those with students in the universal, targeted and intensive levels of PBIS, about important school/home matters including discipline.	
	Parent/Family Involvement at School (Volunteering, Assisting)	
	11. There is a process for assessing parents' opinions about how they can support schools through their involvement at school.	
	12. There is a plan for how parents can be involved in supporting learning at school through volunteering and assisting.	
	13. The plan for parental involvement in school activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can participate.	
	Parent/Family Involvement in Decision-Making	
	14. There is a process for assessing parents' opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams).	
	15. There is a plan for encouraging and supporting parent participation in decision-making committees and activities.	
	16. The plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can participate.	
	17. There is a process for assessing parents' opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously.	
	18. There is a plan for gathering and incorporating parents' input about matters of importance including discipline that is taken seriously.	
	19. The plan for gathering and incorporating parents' input about matters of importance including discipline addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can be heard.	

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Appendices

Resources to Guide PBIS Implementation and Enhancement

Appendix A: Accessing Additional Resources

Schoology PBIS Group Number:

Here you will find all the resources utilized in this guide as well as additional resources for downloading and customizing to the needs of your campus.

STEP 1: Sign in to your district schoology account. Click on “GROUP” tab at the top. Enter in the PBIS Access Code listed below (Z6NK5-ZRVSZ)

- Access Code: [Z6NK5-ZRVSZ](#)



STEP 2: Once you are in the PBIS Group, Select “Resources.”



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Appendix B:

CAMPUS CHECKLIST FOR 2018-2019 STUDENT DISCIPLINE DATA (CAP)

The EPISD Internal Audit Department completed a Student Discipline Data Audit. The objective of the audit was to determine the completeness and accuracy of the student discipline data reported to the Texas Education Agency (TEA) as required by Texas Education Code (TEC) Chapter 37. Student and Parent Services administered a survey in the 2016-2017 school year where auditors found that 56% of teachers agreed/strongly agreed to being “discouraged from writing referrals for office managed behaviors”. As a result, District management and leadership developed a Corrective Action Plan (CAP) outlining activities, responsible parties, and timelines to address the audit findings. To monitor, follow-up, and address said teacher concerns/complaints, the following checklist provides procedures and timelines for campus administration to complete.

Log on to <https://episd.schoolology.com> > Join PBIS Group (Access Code:Z6NK5-ZRVSZ) > Resources>Student Discipline Audit (CAP).

Both PowerPoints, the PBIS Overview from the Discipline training and the Campus PBIS Booster Training, can be retrieved from the Student Discipline Audit (CAP) folder within Schoolology.

Please find your campus (folder) within the Elementary or Secondary folder under the Student Discipline Audit (CAP) (folder) to upload all forms.

- Attend the District Discipline Training for Administrators and receive a PBIS overview and discipline referral protocols.
- Conduct a PBIS overview in August emphasizing the Discipline Flowchart protocol.
- Upload your campus Discipline Flow chart and sign-in sheet from your BOY PBIS Booster Training in your campus under Student Discipline Audit (CAP) folder.
- Conduct a PBIS overview in January emphasizing the Discipline Flowchart protocol.
- Upload your campus Discipline Flow chart and sign-in sheet from your MOY PBIS Booster Training in your campus under Student Discipline Audit (CAP) folder.
- Administration will notify their faculty and staff of the survey window once it is available.

Appendix C: PBIS Action Planning

Part A- Tier 1 PBS Action Plan

Critical Element	Step 1: What is the problem/issue/task to be addressed?	To-Do List	Persons Responsible	Follow-Up or Completion Date
PBS Team	Regular meetings are not established EXAMPLE	1. ID meeting time & date	Team	4/22
		2. Schedule subs	Principal	5/1
		3. Confirm with team members	Team Leader	5/1
		4.		
		5.		
		6.		
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		

Critical Elements: PBS Team; Faculty Commitment; Discipline Procedures; Data Entry & Analysis; Expectations & Rules; Reward/Recognition Program; Lesson Plans; Implementation Plan; Classroom Systems; Evaluation

Tier 1 PBS Action Plan – Part A

Critical Element	<u>Step 1:</u> What is the problem/issue/task to be addressed?	To-Do List	Persons Responsible	Follow-Up or Completion Date
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		

Critical Elements: PBS Team; Faculty Commitment; Discipline Procedures; Data Entry & Analysis; Expectations & Rules; Reward/Recognition Program; Lesson Plans; Implementation Plan; Classroom Systems; Evaluation

Using the PBS Action Plan – Part B

- **After completing Step 1 of the problem solving process by determining the specific action planning items that need to be addressed, you are now ready to complete Steps 2-4.**
- **Review Step 1 items and determine which steps need additional problem-solving (Steps 2-4) for each problem identified and for each critical component area addressed.**
- **Use the Action Plan forms located on the Coaching Wristband for this process.**
- **Section B of the Action Plan B may be most useful to your team after initial implementation on your campus has begun.**

Part B - Tier 1 PBS Action Plan

Critical Element	Step 1: What is the problem/issue/task to be addressed?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Persons Responsible	Follow-Up or Completion Date	Step 4: How will we know when we've been successful?
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			

Critical Elements: PBS Team; Faculty Commitment; Discipline Procedures; Data Entry & Analysis; Expectations & Rules; Reward/Recognition Program; Lesson Plans; Implementation Plan; Classroom Systems; Evaluation

Part B - Tier 1 PBS Action Plan

Critical Element	Step 1: What is the problem/issue/task to be addressed?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Persons Responsible	Follow-Up or Completion Date	Step 4: How will we know when we've been successful?
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			

Critical Elements: PBS Team; Faculty Commitment; Discipline Procedures; Data Entry & Analysis; Expectations & Rules; Reward/Recognition Program; Lesson Plans; Implementation Plan; Classroom Systems; Evaluation

School Name: _____

Date: _____

Appendix D: School Readiness Checklist for Tier 1 Training

Completion of this checklist (within the established timeframe as indicated by your PBIS District Coordinator) ensures more positive outcomes.

Implementation Area: Leadership Team & Coaching	Requirement	FLPBIS MTSS Project												
<p>1. A Tier 1 Positive Behavioral Interventions and Support (PBIS) Team is formed and has broad representation that typically does not exceed 8 members. ALL team members agree to participate in the entire PBIS training. <i>Schools should include representation from multiple grade levels, administrator(s), guidance counselor, and regular and special education teachers. The Tier 1 PBIS team will function as the school's problem-solving team for behavior issues at Tier 1.</i></p>	<p><i>Completed School Commitment form is attached</i></p>													
<p>2. The following areas of expertise must be represented on your school's PBIS team. Your district may provide additional personnel to help fulfill these expertise requirements. However, if professional development is still needed in any of these areas following the Tier 1 PBIS training, the principal agrees to provide time for the individual(s) on the PBIS team to acquire the necessary knowledge & skills.</p>	<p>Principal's Signature:</p>													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><u> </u> MTSS</td> <td style="width: 25%;"><u> </u> Teaming & Collaboration</td> <td style="width: 25%;"><u> </u> Problem Solving Process</td> <td style="width: 25%;"><u> </u> FLPBIS</td> </tr> <tr> <td><u> </u> PBIS</td> <td><u> </u> Action Plan Development</td> <td><u> </u> Systems Change</td> <td>MTSS Project</td> </tr> <tr> <td><u> </u> Basic Behavior Principles</td> <td><u> </u> Effective Communication</td> <td><u> </u> Family, Community, & Student Involvement</td> <td>Signature</td> </tr> </table>	<u> </u> MTSS	<u> </u> Teaming & Collaboration	<u> </u> Problem Solving Process	<u> </u> FLPBIS	<u> </u> PBIS	<u> </u> Action Plan Development	<u> </u> Systems Change	MTSS Project	<u> </u> Basic Behavior Principles	<u> </u> Effective Communication	<u> </u> Family, Community, & Student Involvement	Signature	<p>FLPBIS MTSS Project Signature</p>	
<u> </u> MTSS	<u> </u> Teaming & Collaboration	<u> </u> Problem Solving Process	<u> </u> FLPBIS											
<u> </u> PBIS	<u> </u> Action Plan Development	<u> </u> Systems Change	MTSS Project											
<u> </u> Basic Behavior Principles	<u> </u> Effective Communication	<u> </u> Family, Community, & Student Involvement	Signature											
<p>3. Principal or AP who is responsible for making discipline decisions will be an active participant on the PBIS Team and agrees to attend all days of the PBIS Training. <i>Participating Administrator's Name:</i></p>	<p>Participating Administrator's Signature:</p>													
<p>4. A PBIS team member has been identified as the main point of contact for the district's PBIS District Coordinator and PBIS Project staff. <i>This individual will be responsible for communicating updates about PBIS, entering PBIS evaluation data into an online database (PBSES) three times annually, communicating the results of evaluation data to the rest of the PBIS team, and ensuring evaluation results are used to plan school-wide implementation. Please consult with your district's PBIS Coordinator to identify this individual.</i></p>	<p>Contact's Name:</p> <p>Contact's Signature:</p> <p>Principal's Initials:</p>													
<p>5. The PBIS team member who will serve as the school's main PBIS contact has viewed the Introduction to Coaching module. (http://flpbs.fmhi.usf.edu).</p>	<p>Contact's Initials:</p>													
<p>6. Following the initial training, all team members agree to engage in additional work as needed in order to fully prepare for PBIS implementation on campus</p>	<p><i>Completed School Commitment form is attached</i></p>													
<p>7. The PBIS Team commits to regular meetings. <i>PBIS Team commits to meet at least once a month to analyze and problem-solve school-wide data and continue to build faculty consensus through ongoing training and PBIS updates (via faculty meetings, etc.).</i></p>	<p>Location:</p> <p>Date/Day:</p> <p>Time:</p>													

School Name: _____ District: _____ Date: _____

Implementation Area: Political Support		Requirement	FLPBIS: MTSS
8. The school's entire administrative team (head principal, assistant principals, and deans) has met with the district's PBIS Coordinator to establish a plan for training and implementation. <i>The school's administrative team will ensure that appropriate personnel are committed to training and implementation across multiple years.</i>	Meeting Date: _____ PBIS DC Signature: _____		
9. The Principal commits to being an active supporter of School-wide PBIS. <i>He or she is aware that PBIS is a 3-5 year process that requires ongoing training, meeting, and planning time, and ongoing revisions of the school's PBIS/MTSS Plan.</i>	Principal's Signature: _____		
10. Following the initial training, the Principal will provide an announcement/letter to faculty and staff regarding the importance of the school's plan for implementing Tier 1 PBIS. <i>The letter should address the need for participation, accurate data collection, teaching of expectations and rules, and dissemination of rewards as outlined in the school's PBIS Plan. A sample letter is attached.</i>	Principal's Initials: _____		
Implementation Area: Funding		Requirement	
11. School has identified potential funding sources to support their school-wide PBIS initiatives. <i>Examples of funding sources include SIP funds, district support, community fundraisers, PTO, etc.</i>	Source(s): _____		
Implementation Area: Visibility		Requirement	
12. Your entire faculty participated in an awareness presentation on School-wide PBIS such as viewing the overview DVD on project website at: http://flpbs.fmhi.usf.edu/PBS_DVD.cfm .	Date: _____ Presenter Name: _____		
13. Majority of your faculty, staff, and administration are interested in implementing School-wide PBIS.	Number or Percent in Favor : _____ Number or Percent Opposed : _____ Number or Percent Undecided : _____		
Implementation Area: Training		Requirement	
14. Following the initial training, the Principal will allocate time for ongoing training of all school personnel in the philosophy, strategies, and process of Positive Behavioral Interventions and Support, and provide for follow-up coaching as needed with individual staff members.	Principal's Initials: _____		
Implementation Area: Evaluation		Requirement	
15. PBIS Team has completed the New School Profile.	Completed New School Profile form is attached		
16. Office discipline referral data, classroom data, surveys, and observation data are required for implementation. The school has identified strategies to collect & record data in a timely manner, and has ensured data will be accessible to PBIS Team members when needed.	Principal's Initials: _____		
17. Using your data, identify the top three disciplinary concerns at your school. 1) _____ 2) _____ 3) _____	Principal's Initials: _____		

Appendix E: School Commitment Form

Directions: All individuals that have been selected to participate on your school-based Tier 1 PBIS Team must review and sign this commitment form.

In signing this form, I acknowledge that:

1. All of our PBIS Team members must attend the **entire PBIS Training**.
2. I understand that either the school **Principal or Assistant Principal** must also be in attendance during the entire PBIS Training in order for the PBIS Team to continue training, be eligible for technical assistance, and receive district stipends (if available).
3. Our school will make every effort to implement PBIS during the forthcoming/current school year.
4. Throughout the PBIS process we will:

*use discipline data to guide decision making

*implement a consistent discipline referral process & procedures

*implement and teach school-wide expectations & rules

*implement a comprehensive reinforcement system, and

*participate in the ongoing evaluation and refinement of PBIS efforts.

5. PBIS Team commits to meet at least monthly to analyze & problem-solve school-wide data.
6. PBIS Team commits to build faculty/staff consensus on the PBIS Plan and increase communication to faculty, staff, and families as to the PBIS updates/status on our campus.
7. PBIS Team members are considered PBIS Leaders/Coaches for our school. We will share responsibility for coaching activities and seek out additional support and professional development from our district throughout the year as we refine our PBIS implementation plan.
8. This is a 3-5 year process that involves ongoing training for our team members, staff, students, families, and community partners.
9. This process starts at the school-wide level (Tier 1), but eventually will address supports at the supplemental (Tier 2), and intensive or individual student (Tier 3) levels.
10. Our school may serve as a “demonstration” or model school for our State and district and we may have on-site visitors inquiring about our PBIS Plan on campus.

Printed Name	School Title	Grade Level(s)	Content Area(s)	Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Appendix F: PBIS Self-Assessment Survey (SAS)

Assessing and Planning Behavior Support in Schools Version 3.0

Purpose of the Survey

The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.



(PBIS) Self Assessment Survey
Assessing and Planning Behavior Support in Schools

Name of school _____ Date _____

District _____ State _____

Person Completing the Survey:

- Administrator
- General Educator
- Educational/Teacher Assistant
- Special Educator
- Counselor
- Community member
- Parent/Family member
- School Psychologist
- Other _____

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"
- b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"

4. Return your completed survey to _____ by _____ .

SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	School-wide is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	School-wide is defined as involving all students, all staff, & all settings.	High	Med	Low
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Name of School _____

Date _____

NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).			
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School _____

Date _____

CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.			
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ($\geq 75\%$ correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School _____

Date _____

INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

Name of School _____

Date _____

SAS Summary Graph

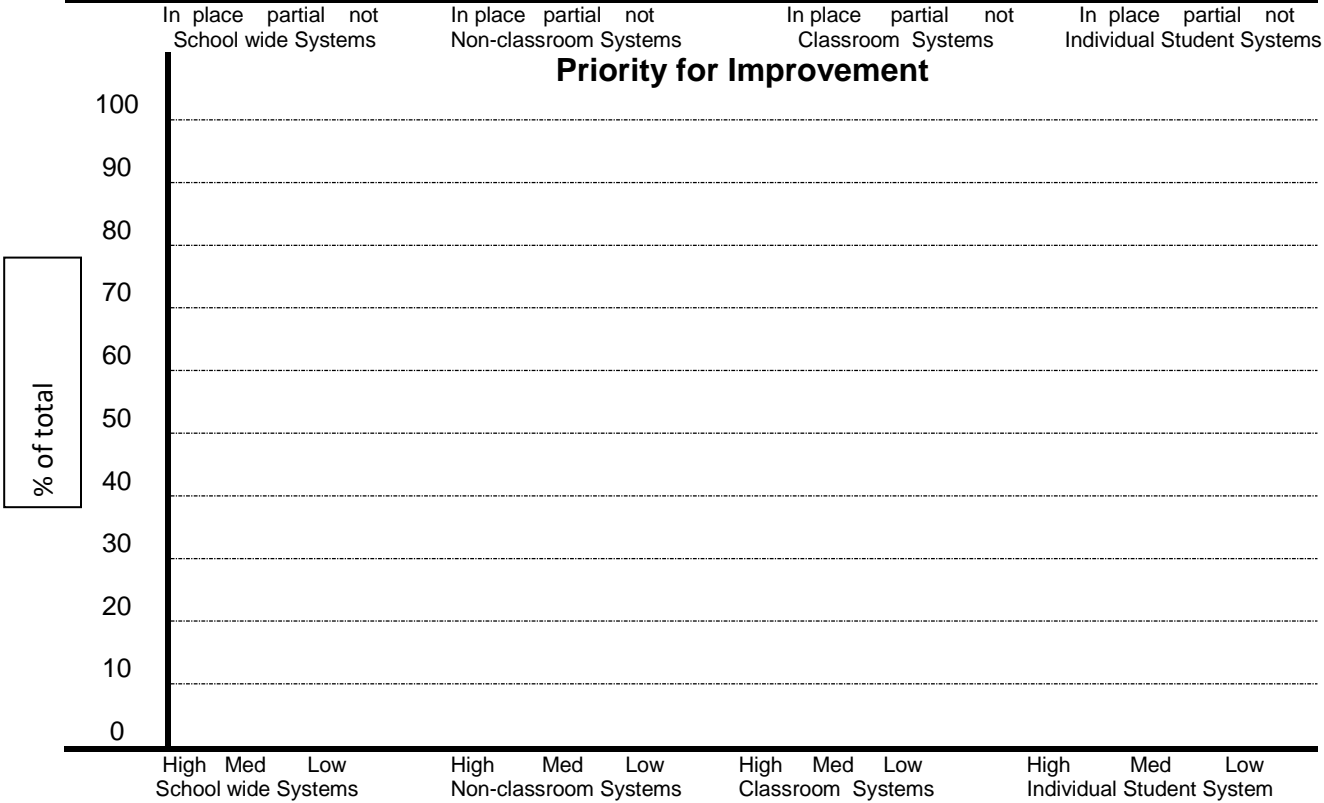
School: _____

Date: _____

Current Status



Priority for Improvement



SAS Summary

School: _____

Date: _____

Use the SAS Tally page and the SAS Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use <i>SAS Summary Graph</i> to rate overall perspective of PBIS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>SAS Tally Pages</i> , list three major strengths	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the SAS Tally pages, list three major areas in need of development. 4. For each system, circle one priority area for focusing development activities	a b. c.	a. b c	a. b. c.	Targeted group or Individual interventions a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).				

Appendix G: PBIS Action Planning Workbook

This workbook is designed to assist PBIS teams in developing and/or improving PBIS on campus.

Group Roles

Facilitator- The facilitator ensures that the group moves smoothly through the task at hand. This person seeks information and opinions, asks for facts and feelings from each team member, and summarizes main points of discussion. This role is very important because the facilitator leads the group through the task.

Recorder/Minute Taker- The recorder writes down the work of the group. This can involve writing words or sentences, drawing pictures, or simply taking notes of an activity. This role is very important because it is necessary to keep a record of the work done.

Time Keeper - This person is responsible for keeping up with the time. It is very important that the group is aware of how much time they have to complete the task as well as reminders on when the time is growing short.

Reporter/Communicator- This person is responsible for reporting back the work of their small group to the presenter or to the larger group. This role is very important because this communication to the large group will be crucial in the learning process.

Data Analyst- This person should have ready access to available school data, including, but not limited to discipline information, etc. This role is important because data drives

Take 2 minutes to determine roles within your groups.

Team Roles:

Facilitator: _____

Recorder/Minute Taker: _____

Time Keeper: _____

Reporter/Communicator: _____

Data Analyst: _____



TIER I TRAINING: TEAMS Team Composition and Team Operating Procedures

Subscale	Tiered Fidelity Inventory: Tier I Features				
Teams	1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.				
	1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan				
	<i>Benchmarks of Quality</i>		<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Team has administrative support and representatives across school community				
	Team runs efficient and effective regular meetings (at least monthly) with agenda, minutes, defined roles				
Team has established a clear mission/purpose with current action plan					
<i>Implementation Drivers</i>	<i>School administrator is an active participant in 90% of meetings, protects meeting time, disseminates information during grade level/department meetings, faculty meetings, and parent/family meetings.</i>				
	<i>Working Smarter Teaming Alignment document is completed</i>				
	<i>Quick "Audit" or Resource Map of current practices, programs, initiatives is completed</i>				
	<i>TIPS meeting procedure checklist complete</i>				

Activity 1: Quick Audit of Current Practices

Use a large sheet of chart paper to draw a large triangle and complete the following activity.

Step 1: Identify all programs/initiatives/common practices by tier

Tier I - How do you support all children? Core Curriculum - "everyone gets"

Tier II, III - How do you support students who need more support? How do you build on the foundation so that all Tier II, III activities are a natural extension of core curriculum

Quick Audit or Resource Map of Practices within Three-Tiered Model of Support

<p>Tier I</p> <p>List <u>Core</u> practices provided to all students and intended to support most students</p>	
<p>Tier II</p> <p>List <u>Strategic/Targeted</u> practices provided to some students for support</p>	<p>Tier III</p> <p>List <u>Individualized/Intensive</u> practices provided to a few students for support</p>

Step 2: Consider the following questions:

- Can you identify an outcome for each practice? Are these evidence-based practices?
- How do you measure effectiveness? (Staff performance)
- How do monitor progress? (Student impact)
- How do you support teachers? (Staff supports)
- How are they linked to School Improvement? (Integrated approach)

Directions: Identify any additional action steps needed. Do you need to enlist the other members of your team, and faculty to complete this quick audit of practices at your school?

WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

Activity 2: Aligning Teaming Structures = Working Smarter, Not Harder

Use the Working Smarter worksheet to complete the next two steps:

- Step 1:** Identify Current Teams (discipline, instruction, climate, school improvement, parent support, etc.)
- Step 2:** Complete the Working Smarter document
- Step 3:** Based on your results, what committees can you eliminate; combine; provide more support? How can you infuse PBIS into your current committees/teams?

Initiative/ Committee/ Team	Purpose and Strategic Goal Supported	Measurable Outcome	Target Group	Staff Involved	Overlap? Modify?

Activity 3: Creating a Vision (use chart paper if possible)

Guiding Question:

Do you have a vision that compels new ways of thinking and acting? Working with your staff or team, discuss your vision of your school:

- If you could create the school of your dreams, what would it **look like and sound like** with a positive, proactive, and instructional approach to discipline?
- What are your intended OUTCOMES for your school?
- How will this align with your School Improvement Plan, your Mission & Vision Statements?

<p><i>Thinking about our Team Vision/Purpose</i> <i>As a result of our efforts, what will our school ...</i></p>	
<p>Look like ... What will we see?</p>	<p>Sound like ... What will we hear?</p>

Activity 4: Effective Meetings: Team Composition

Identify your team members.

Step 1: Complete the following chart to ensure that your team includes a Tier I Systems coordinator, a school administrator, a family member, and individuals able to provide: behavioral expertise, coaching expertise, knowledge of student academic and behavioral patterns, knowledge about the operations of the school across grade levels; and student representation.

Step 2: *Identify who will be the Data Entry person, the Data Analyst, the Facilitator, and Minute Taker for the TIPS process*

Step 3: Determine dates to meet (at least monthly) and dates to present to the faculty (share data at least quarterly).

Name	Role	Email	Phone #
Day to meet:		Time:	
Location:			
Dates to present to faculty:			

Activity 5: Working Agreements = Norms

Reflect on the professional behaviors that characterize efficient and effective meetings you have attended. What working agreements will support your team’s work and heighten your productivity?

Proposed Norms for Your Team

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Teams	1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.			
	1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Team has administrative support and representatives across school community			
	Team runs efficient and effective regular meetings (at least monthly) with agenda, minutes, defined roles			
Team has established a clear mission/purpose with current action plan				
<i>Implementation Drivers</i>	<i>School administrator is an active participant in 90% of meetings, protects meeting time, disseminates information during grade level/department meetings, faculty meetings, and parent/family meetings.</i>			
	<i>Working Smarter Teaming Alignment document is completed</i>			
	<i>Quick “Audit” or Resource Map of current practices, programs, initiatives is completed</i>			
	<i>TIPS meeting procedure checklist complete</i>			

Directions: Please list at least 2 action statements for 1.1 Team Composition and 1.2 Team Operating Procedures:

Team Composition and Team Operating Procedures WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
---	--------------------------	-------------	--------------

A.			
B.			
C.			
D.			

TIER I TRAINING: IMPLEMENTATION

Behavioral Expectations

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	<u>1.3 Behavioral Expectations:</u> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	3-5 positively stated school-wide expectations are posted around school			
	Expectations apply to both students and staff			
	Rules are developed and posted for specific settings (where data suggests rules are needed)			
	Behavioral examples/rules are linked to expectations			
	Staff are involved in development of expectations and rules			
<i>Classroom Procedures</i>	Classroom rules are defined for each of the school-wide expectations are posted in classrooms			
<i>Implementation Drivers</i>	<i>Develop Teaching Matrix is developed to organize expectations and rules in various areas in the school</i>			
	<i>Use data to guide development of teaching matrix</i>			
	<i>Use feedback from school community (e.g., staff, students, families) to ensure cultural relevancy</i>			
	<i>Ensure expectations are defined with developmentally appropriate behaviors</i>			

Activity 1: Build Expectations

If your school system does not have school-wide expectations, proceed to developing expectations for your school, consider the following activity:

- Each team member gets three sticky notes to record one expectation per sticky note.
- Enter expectations considered in the box below.
- Reach consensus as a team on three to five.

Expectations Considered:

Activity 2: Creating a Matrix

Enter your agreed upon expectations on the matrix below

		Locations			
Expectations					
	Conditions for Learning/Teacher Supports				

Activity 3: Locations

Guiding Question: What does your map look like?

1. Draw a diagram/map of your school in this box, on chart paper, or use a copy of your school map.
2. Each person identifies 3 top problem locations
3. On the bottom half, identify where, what, who, when, and why.

Map of our school				
Where?	What?	When?	Who?	Why are they happening?

Activity 4: Teaching Matrix

Using the information from Activity 3, identify the locations of your school and enter them onto the matrix above.

Activity 5: Rules

Using the information from “where”, “what”, “when”, “who” and “why”, begin to identify possible rules for the locations in your school. What problems were identified? What do you want to see instead?

When defining specific behaviors/rules they should be:

1. Observable behaviors – that we can see
2. Measureable – we could actually count the occurrence of the behavior
3. Positively stated – what to do to be successful
4. Understandable – student-friendly language
5. Always applicable – able to accomplish in all settings in the school

Guiding Questions: Are the following expectations or rules?

- Respect self and others
- Walk in the hallways

- Turn in completed assignment
- Be Here, Be Ready
- Keep hands and feet to self
- Don't run



Activity 6: Creating a School-wide Matrix

Practice creating your matrix, using the matrix above.

- Prepare to share one location, e.g., what does Respect look like in the cafeteria, with the group.

Activity 7: Classroom Rules

Define classroom rules aligning with School-wide expectations. Complete one square and prepare to share.

Setting 	Classroom Rules
School-wide Expectation 	

Directions:
Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	<u>1.3 Behavioral Expectations:</u> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	3-5 positively stated school-wide expectations are posted around school			
	Expectations apply to both students and staff			
	Rules are developed and posted for specific settings (where data suggests rules are needed)			
	Behavioral examples/rules are linked to expectations			
	Staff are involved in development of expectations and rules			

<i>Classroom Procedures</i>	Classroom rules are defined for each of the school-wide expectations are posted in classrooms			
<i>Implementation Drivers</i>	<i>Develop Teaching Matrix is developed to organize expectations and rules in various areas in the school</i>			
	<i>Use data to guide development of teaching matrix</i>			
	<i>Use feedback from school community (e.g., staff, students, families) to ensure cultural relevancy</i>			
	<i>Ensure expectations are defined with developmentally appropriate behaviors</i>			

Directions: Please list at least 2 action statements for 1.3 Behavioral Expectations:

Behavioral Expectations WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

TIER I TRAINING: IMPLEMENTATION

Teaching Expectations

Subscale	Tiered Fidelity Inventory: Tier I Features				
Implementation	1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.				
	<i>Benchmarks of Quality</i>		<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A behavioral curriculum includes teaching expectations and rules				
	Lessons include examples and non-examples				
	Lessons use a variety of teaching strategies				
	Lessons are embedded into subject area curriculum				
	Faculty/staff and students are involved in development & delivery of behavioral curriculum				
	Strategies to share key features with families/community are developed and implemented				
<i>Classroom Procedures</i>	Expected behavior routines in classroom are taught				
<i>Implementation Drivers</i>	Identify dates on the school's professional development calendar when the plans for teaching expectations will be shared with staff				

	Identify dates on the school’s professional development calendar when the expectations will be formally taught to all students
--	--

Guiding Questions

How will your school teach expectations? (Lesson plans that include examples and non-examples, and a variety of strategies)

1. How will your team and faculty use “best practices” to teach social skills?
2. Will you teach directly in settings? (i.e. bus expectations taught on bus)
3. Will faculty and staff model appropriate behavior?
4. How will you start to embed into subject area curriculum?
5. How will lessons be taught throughout the school year?
6. How will lessons be taught to new students and new faculty/staff?

Activity 1: Develop Lesson Plans

- Choose a rule/routine from the school-wide or classroom-wide matrix.
- Work with your shoulder partner or team to complete the behavior lesson plan template at your table.
- Be ready to describe your lesson to the group and possibly role-play the example and non-example.

Expectation:	
Location:	
Establish/Define Behavior/Procedure:	
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:	
1.	
2.	
3.	
Teach:	
Teacher demonstrates or models the behavior. Discuss non-examples and examples.	
1.	
2.	
3.	
Practice:	
Give students opportunities to role-play the behaviors across all relevant settings.	
1.	
2.	
3.	
Monitor and Reinforce:	
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors	

2. Supervise: Move, scan and interact with students.	
3. Feedback: Observe student performance and give positive, specific feedback to students.	
4. Reteach: Practice throughout the day and school year.	

Adapted from MO PBS Tier 1 Workbook

Activity 2: Creating a Plan for Teaching Desired Behaviors

Once the behavior lesson plans are created it is important to take time to decide how the lessons will be taught, not only at the beginning of the year, but throughout the year.

- Create a draft plan to teach expectations. Encourage input from all staff members to complete the Teaching Expectations Plan.

What will be done?	How will it be done?	When will it be done?
Introduce the expectations		
Create/Post the Matrix		
Establish a signal for obtaining class attention & transitions		
Model what the expectations look like		
Practice with students		
Provide specific feedback		
Acknowledge students who demonstrate the expected behavior		
Pre-correct and Review often		

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A behavioral curriculum includes teaching expectations and rules			
	Lessons include examples and non-examples			
	Lessons use a variety of teaching strategies			
	Lessons are embedded into subject area curriculum			
	Faculty/staff and students are involved in development & delivery of behavioral curriculum			
	Strategies to share key features with families/community are developed and implemented			
<i>Classroom Procedures</i>	Expected behavior routines in classroom are taught			
<i>Implementation Drivers</i>	Identify dates on the school's professional development calendar when the plans for teaching expectations will be shared with staff			
	Identify dates on the school's professional development calendar when the expectations will be formally taught to all students			

Directions: Please list at least 2 action statements for 1.4 Teaching Expectations

Teaching Expectations WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

TIER I TRAINING: IMPLEMENTATION

Problem Behavior Definitions and Discipline Policies

Subscale	Tiered Fidelity Inventory: Tier I Features				
Implementation	<u>1.5 Problem Behavior Definitions:</u> School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.				
	<u>1.6 Discipline Policies:</u> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.				
	<i>Benchmarks of Quality</i>		<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Discipline process described in narrative format or depicted in a graphic format				
	Discipline process includes documentation				
	Problem behaviors are defined				
	Major/minor behaviors are clearly differentiated				
	Suggested array of appropriate responses to major (office-managed) problem behaviors				
	Behavior definitions and coding procedures are consistent across state, district and school reporting systems.				
<i>Classroom Procedures</i>	Procedures exist for tracking classroom behavior problems				
	Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered				
<i>Implementation Drivers</i>	<i>Review District Discipline Policy. Map school procedures (e.g., Code of Conduct, Students' Rights and Responsibilities, Student handbook) on to District Policy</i>				
	<i>The school is committed to having in place a clearly documented, predictable system for managing disruptive behavior (SWIS Readiness)</i>				
	<i>Referral form complete</i>				
	<i>T-chart complete</i>				
	<i>Process developed</i>				
<i>Staff communication and prompts to promote consistency in place</i>					

Activity 2: Problem Behavior Definitions

Schools are encouraged to use any of this information and to adjust the process, definitions, and referral form to fit the culture and resources within each school.

- Determine if your school district's behavior definitions and coding procedures are consistent with the following SWIS definitions. Are there any definitions that need additional clarification? Highlight those definitions.

SWIS™ Office Referral Definitions
(Version 5.4, November 2014)

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.

Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).

Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (>6 in., <6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

Activity 3: Problem Behavior Definitions

Do you have a shared definition of problem behaviors?

Guiding Questions:

1. Why would having shared definitions of behaviors be important among all stakeholders (staff, students, families, communities)?
2. What impact would agreements about classroom managed vs office managed behaviors have on our school community?

Problem Behaviors are Defined Is there a common understanding among staff?	
Behavior:	
What does it look like?	What does it sound like?

Behavior: What does it look like and sound like?	
Classroom-Managed Data and Observations	Office-Managed Data and Observations

Completing T-Charts with Staff

1. Share discipline data (consider including data disaggregated by gender, ethnicity/race, and special education) identifying the top 5 behaviors showing up in your data and any descriptive data that describes what happened
2. Ask staff: What do you notice?
3. Arrange staff in vertical teams (multiple perspectives)
4. Assign each team one of the top 5 behaviors and provide them with the descriptive data
5. Ask teams to draw a t-chart with identified behavior at the top
6. Ask teams to identify behavioral examples of what minor and major types of this behavior look and sound like

Activity 7: Discipline Flowchart and Time out of Class Form

Guiding Questions:

- Is the current discipline policy/process documented in the staff handbook?
 - What are the teacher expectations?
 - Do all staff members know what to do when they observe problem behavior?
 - Is there consistency among the staff?
-
- Review the sample Office Discipline Referral (Time Out of Class) form. Compare it to your school's Office Discipline Referral or Behavior Incident form. Is all the necessary information included on your current form? If not, what needs to be added?
 - Highlight all items on this sample form that you would like to discuss with your team/staff.

Time Out of Class Form

Name: _____

Location

Date: _____ **Time:** _____

Playground Library

Teacher: _____

Cafeteria Bathroom

A B C

Grade: K 1 2 3 4 5 6 7 8 Hallway

Arrival/Dismissal

Referring Staff: _____

Classroom Other _____

Others involved in incident: None Peers Staff Teacher Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Abusive language	<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Physical contact	<input type="checkbox"/> Fighting/ Physical aggression	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Defiance	<input type="checkbox"/> Defiance/Disrespect	<input type="checkbox"/> Obtain items/activities
<input type="checkbox"/> Disruption	<input type="checkbox"/> Harassment/Bullying	<input type="checkbox"/> Avoid Peer(s)
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Avoid Adult
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Inappropriate Display Aff.	<input type="checkbox"/> Avoid task or activity
<input type="checkbox"/> Tardy	<input type="checkbox"/> Electronic Violation	<input type="checkbox"/> Don't know
<input type="checkbox"/> Electronic Violation	<input type="checkbox"/> Lying/ Cheating	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Skipping class	<input type="checkbox"/> Nurse
	<input type="checkbox"/> Other _____	<input type="checkbox"/> School Counselor
Administrative Decision/Time Out of Class= _____		
<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Individualized instruction	
<input type="checkbox"/> Time in office	<input type="checkbox"/> In-school suspension (____ hours/ days)	
<input type="checkbox"/> Conference with student	<input type="checkbox"/> Out of school suspension (____ days)	
<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Other _____	

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	

TIER I TRAINING: IMPLEMENTATION

Professional Development

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I PBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A curriculum to teach the components of the discipline system to all staff is developed and used			
	Plans for training staff how to teach expectations/rules/acknowledgments are developed, scheduled and delivered			
	Booster sessions for staff are planned, scheduled, and delivered			
	Schedule for acknowledgements for the year is planned			
	Plans for orienting incoming staff are developed and implemented			
<i>Implementation Drivers</i>	<i>Enter professional training dates in school's calendar</i>			
	<i>Establish communication plan to share information regularly with staff</i>			

Activity 1: Professional Development for Expectations and Acknowledgements

1. What are expectations?
 - What do they do for us?
2. What are acknowledgements?
 - What do they do for us?
3. How frequently should we be teaching / reminding and reinforcing expectations?

Activity 2: Professional Development for Discipline Systems

1. Go back to your notes on the discipline system.
2. Read them over and check in with your team:
 - Are there outstanding questions?
 - Do you know how to “sell” this to your staff?
3. Summarize the main components of the discipline system and be prepared to share as if you are presenting to your staff members.

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Activity 3: Timelines for Professional Development

We need a timeline that is reasonable and allows us to teach and train all staff and students on the core features (expectations, acknowledgements, and discipline).

Who do we train first?	When do we hold “boosters”?

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.7 Professional Development: ^[SEP] A written process is used for orienting all faculty/staff on 4 core Tier I PBIS practices: ^[SEP] (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A curriculum to teach the components of the discipline system to all staff is developed and used			
	Plans for training staff how to teach expectations/rules/acknowledgments are developed, scheduled and delivered			
	Booster sessions for staff are planned, scheduled, and delivered			
	Schedule for acknowledgements for the year is planned			
	Plans for orienting incoming staff are developed and implemented			
<i>Implementation Drivers</i>	<i>Enter professional training dates in school’s calendar</i>			
	<i>Establish communication plan to share information regularly with staff</i>			

Directions: Please list at least 2 action statements for 1.7 Professional Development:

Professional Development WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

TIER I TRAINING: IMPLEMENTATION
Feedback and Acknowledgement

Subscale	Tiered Fidelity Inventory: Tier I Features				
Implementation	1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.				
	<i>Benchmarks of Quality</i>		<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A system of acknowledgements has elements that are implemented consistently across campus				
	A variety of methods are used to acknowledgements students				
	Acknowledgements are linked to expectations and rules				
	Acknowledgements are varied to maintain student interest				
	Ratios of acknowledgement to corrections are high				
	Students are involved in identifying/developing incentives				
Classroom Procedures	The system includes incentives for staff/faculty				
	Classroom teachers use immediate and specific praise				
	Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgment of inappropriate behavior				

Activity 1: Changing our Words

1. Draw a line down the middle of your index card. Write “Negative” on the left side and “Positive” on the right side.
2. Write 2 or 3 “No”, or “Don’t” statements you have heard in your school given by an adult to a student, e.g., “no running in the hallway!” on the left side of your index cards.
3. Exchange your card with someone you don’t know at another table.
4. Re-write their statements to a positive request.
5. Re-exchange cards and return to your team.
6. Share at your table.

Negative	Positive

Activity 2: Designing Your Acknowledgement System

Considerations:

- Consider various ideas for acknowledging both staff and students.
- Complete acknowledgement matrix for staff and students (high frequency, intermittent, long term).
- Share the acknowledgement list with all the stakeholders (staff and students alike).

School-wide Acknowledgement Matrix				
TYPE	WHAT	WHEN	WHERE	WHO
	STUDENTS: ADULTS:			
	STUDENTS: ADULTS:			
	STUDENTS: ADULTS:			
	STUDENTS:			

	ADULTS:			
--	---------	--	--	--

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features				
Implementation	1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.				
	<i>Benchmarks of Quality</i>		<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A system of acknowledgements has elements that are implemented consistently across campus				
	A variety of methods are used to acknowledge students				
	Acknowledgements are linked to expectations and rules				
	Acknowledgements are varied to maintain student interest				
	Ratios of acknowledgement to corrections are high				
	Students are involved in identifying/developing incentives				
	The system includes incentives for staff/faculty				
<i>Classroom Procedures</i>	Classroom teachers use immediate and specific praise				
	Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgment of inappropriate behavior				

Directions: Please list at least 2 action statements for 1.9 Feedback and Acknowledgement:

Feedback and Acknowledgement WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

TIER I TRAINING: IMPLEMENTATION

Faculty Involvement and Student/Family/Community Involvement

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months			
	1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Faculty are aware of behavior problems across campus through regular data sharing			
	Faculty involved in establishing and reviewing goals			
	Faculty feedback is obtained throughout the year			
<i>Implementation Drivers</i>	Plans for involving families/communities are developed and implemented (from PD benchmark)			
	<i>Data informs decisions (e.g., student surveys, climate surveys)</i>			
	<i>Surveys are developed with dates to administer to staff, students and families</i>			

Activity 1: Rethinking Discipline

1. Read the following information in the “Rethinking Discipline” chart. Record your thoughts.
2. Share your thoughts with another person in your large group, e.g., inside-outside circle.
3. What did you hear from others that give you pause to rethink your understanding of discipline?
4. Share the key ideas that may restructure your view of discipline with your team.

Rethinking Discipline		
Academic & Social Problems: A Comparison of Approaches		
Error Type	Approaches for Academic Problems	Approaches for Social Problems
Infrequent	<ul style="list-style-type: none"> • Assume student is trying to make correct responses; error was accidental, a <i>skill deficit</i>. • Provide assistance (teach, model, guide, check) • Provide more practice and feedback; monitor progress. 	<ul style="list-style-type: none"> • Assume student is choosing to be “bad;” error was deliberate, a <i>performance deficit</i>. • Use consequences/punish. • Practice not required. • Assume student has “learned” lesson and will behave in the future.

	<ul style="list-style-type: none"> Assume student has learned skill and will perform correctly in the future. 	
Frequent	<ul style="list-style-type: none"> Assume student has learned the wrong way or has inadvertently been taught the wrong way. Diagnose problem; identify misrule or determine more effective way to teach. Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback. Assume student has learned skill and will perform correctly in the future. 	<ul style="list-style-type: none"> Assume the student is refusing to cooperate; student knows what is right, has been told to stop, and is being insubordinate. Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.) Maintain student removal from the normal context. Assume student has “learned” lesson and will behave in the future.

MO SW-PBS Team Workbook, retrieved 2.2013

Activity 2a: Communication System

Guiding Questions:

- How will you engage staff in the implementation of PBIS?
- How will you facilitate professional learning for “Rethinking Discipline?”
- How will you share your vision?
- Have you reviewed your data?
- How will you showcase results?

Record your team’s discussion:

Activity 2b: Communication System

Consider what communication structures for sharing information and data you have in place now and discuss what opportunities you haven’t explored yet.

Record your team’s discussions:

Directions: Please list at least 2 action statements for 1.10 Faculty Involvement

Faculty Involvement WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			

Activity 3: Planning for Stakeholder Input and Feedback

Identify how your team will involve all your stakeholders in developing the Universal Foundations.
How will you receive their input, as well as their continued feedback?

		Universal Foundations			
		Expectations and Rules (Teaching Matrices)	Initial and on-going instruction on expectations	Acknowledgement Program	Discipline (problem behavior definitions, policies, procedures)
Stakeholders	Students				
	Families				
	Communities				

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months			
	1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Faculty are aware of behavior problems across			

	campus through regular data sharing			
	Faculty involved in establishing and reviewing goals			
	Faculty feedback is obtained throughout the year			
	Plans for involving families/communities are developed and implemented (from PD benchmark)			
Implementation Drivers	Data informs decisions (e.g., student surveys, climate surveys)			
	Surveys are developed with dates to administer to staff, students and families			

Directions: Please list at least 2 action statements for 1.11 Student/Family/Community Involvement:

Student/Family/Community WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			

TIER I TRAINING: EVALUATION
Discipline Data and Data-based Decision Making

Subscale	Tiered Fidelity Inventory: Tier I Features			
Evaluation	1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.			
	1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g. Curriculum-Based Measures, state tests) at least monthly for decision-making.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Data system is used to collect and analyze Office Discipline Referral (ODR) data			
	Additional data are collected (attendance, grades, faculty, attendance, surveys) and used by team			
	Data analyzed at least monthly			

	Data shared with team and faculty monthly (minimum)			
Implementation Drivers	<i>System is in place for gathering, summarizing, and sharing school-wide data (e.g., data in graphic format)</i>			
	<i>Disaggregate data to inform and monitor equitable practices</i>			

Activity 1: Rationale

Guiding Questions:

- What is your elevator speech for why decisions should be data based in the school discipline context?

Activity 2: Solution Development and Action Planning

Directions

1. Use the following precision statement to create each of the solution components to address that problem. Address each solution component in your Action Steps.

There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.

2. Be prepared to share.

Solution Component	Action Step(s)
Prevention	
Teaching	
Recognition	
Extinction	

Corrective Consequence	
Data Collection	

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Evaluation	1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.			
	1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g. Curriculum-Based Measures, state tests) at least monthly for decision-making.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Data system is used to collect and analyze Office Discipline Referral (ODR) data			
	Additional data are collected (attendance, grades, faculty, attendance, surveys) and used by team			
	Data analyzed at least monthly			
	Data shared with team and faculty monthly (minimum)			
<i>Implementation Drivers</i>	<i>System is in place for gathering, summarizing, and sharing school-wide data (e.g., data in graphic format)</i>			
	<i>Disaggregate data to inform and monitor equitable practices</i>			

Directions: Please list at least 2 action statements for 1.12 Discipline Data and 1.13 Data-based Decision Making

Discipline Data and Data-based Decision Making WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			

D.			
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TIER I TRAINING: EVALUATION
Fidelity Data and Annual Evaluation

Subscale	Tiered Fidelity Inventory: Tier I Features			
Evaluation	<u>1.14 Fidelity Data:</u> Tier I team reviews and uses PBIS fidelity (e.g., SET, BoQ, SAS, Tiered Fidelity Inventory) data at least annually.			
	<u>1.15 Annual Evaluation:</u> Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Students and staff are surveyed			
	Students and staff can identify expectations and rules			
	Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately			
	Staff use acknowledgement system appropriately			
	Outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan (<i>continued from readiness</i>)			
<i>Implementation Drivers</i>	<i>Staff, student and family surveys are developed with timeline for completion</i>			
	<i>Intended student outcomes are identified and monitored</i>			
	<i>Fidelity tools are identified, administered and used to inform action planning</i>			

Activity 1: Solution Development and Action Planning

Guiding Questions:

- How well staff and students know the WHAT of PBIS strategies
- How well / often staff use the PBIS strategies
 - Classroom
 - School-wide

Solution Component	Action Steps
Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequences	
Data Collection	

Activity 2: Fidelity Data and Annual Evaluation

Guiding Questions:

<input type="checkbox"/> What are the different types of data your team will be using to make decisions about PBIS implementation?	
<input type="checkbox"/> What kind of “statement” do you need to be able to make regarding your data? What are the pieces of that statement?	
<input type="checkbox"/> What is your elevator speech for when colleagues ask you about “all this data collection”?	

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Evaluation	1.14 Fidelity Data: Tier I team reviews and uses PBIS fidelity (e.g., SET, BoQ, SAS, Tiered Fidelity Inventory) data at least annually.			
	1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Students and staff are surveyed			
	Students and staff can identify expectations and rules			
	Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately			
	Staff use acknowledgement system appropriately			
	Outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan (<i>continued from readiness</i>)			
<i>Implementation Drivers</i>	<i>Staff, student and family surveys are developed with timeline for completion</i>			
	<i>Intended student outcomes are identified and monitored</i>			
	<i>Fidelity tools are identified, administered and used to inform action planning</i>			

Directions: Please list at least 2 action statements 1.14 Fidelity Data and 1.15 Annual Evaluation:

Fidelity Data and Annual Evaluation WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			



Behavior Focus: Arrival, Transitions, Dismissal

School-Wide Expectation: Be Responsible, Be Safe

GOAL: Students will be mindful of campus rules and appropriate behaviors at all times when arriving to, transitioning, and exiting school grounds.

SEL Learning Standard: 3B, 3C

Rationale: Why is it important?

The learning environment is a very important social setting that requires all participants to be respectful and safe. When the arrival and dismissal procedures of large groups of participants is efficient, instructional time is maximized.

Welcoming Ritual- Quote

Write the quote on the board and have students respond orally in class circle, partner discussion, or in writing:

“Better three hours too soon than a minute too late,” by William Shakespeare.”

Engaging Activity: Teaching the Expectation

Directly Teach	Student Activities/Role Plays
<p>Expectations:</p> <ol style="list-style-type: none"> 1. Be on time and prepared for class every day. 2. Quietly walk to and from all locations on school grounds. 3. Remain in designated locations and request permission from adults before leaving. 4. Have a pass whenever you are out of class during class time. 	<ol style="list-style-type: none"> 1. Pair students to share quiet activities and games that they can use when they are early or waiting to be dismissed. 2. Ask a few students to role play what might happen if we did not have procedures for arrival and dismissal times.

Optimistic Closure Follow-Up/Reinforcement Activities

1. Create a scavenger hunt for students to practice arriving to and departing from different campus locations such as the restroom, library, front office, nurse, gym etc. (brain break).
2. Invite students to compile a list of before and after school clubs and activities that they would like to see implemented at school and present to the principal (student voice).
3. Have students interview a family member and ask them what they did in order to stay entertained in between start times and end times BEFORE cellular phones (family inclusion).
4. Ask students to research events/activities that have happened before and after school that impacted a community in a positive way (literacy).



Behavior Focus: Arrival, Transitions, Dismissal

School-Wide Expectation: Be Responsible, Be Safe

GOAL: Students will be mindful of campus rules and appropriate behaviors at all times when arriving to, transitioning, and exiting school grounds.

Rationale: Why is it important?

The learning environment is a very important social setting that requires all participants to be respectful and safe. When the arrival and dismissal procedures of large groups of participants is efficient, instructional time is maximized.

Expectations

1. Be on time and prepared for class every day.
2. Quietly walk to and from all locations on school grounds.
3. Remain in designated locations and request permission from adults before leaving.
4. Have a pass whenever you are out of class during class time.



Behavior Focus: Riding the BUS

School-Wide Expectation: Be Responsible, Be Safe

GOAL: Students will follow 100% of the bus rules and be cautious in loading, unloading, and moving around buses. All students will understand the bus matrix (next page) and evaluate the danger zone areas in public transportation settings.

Rationale: Why is it important?

Students must understand the dangers of public transportation. Learning the behaviors will help to keep them safe in public transportation settings and is an important social skill necessary for the safety of all riders.

SEL Learning Standard: 5A, 5B

Welcoming Ritual- Quote

Write the quote on the board and have students respond orally in class circle, partner discussion, or in writing:

“Everyone wants to ride with you in the limo. What you want is someone who will ride with you in the bus when the limo breaks down.” –Oprah Winfrey

Engaging Activity: Teaching the Expectation

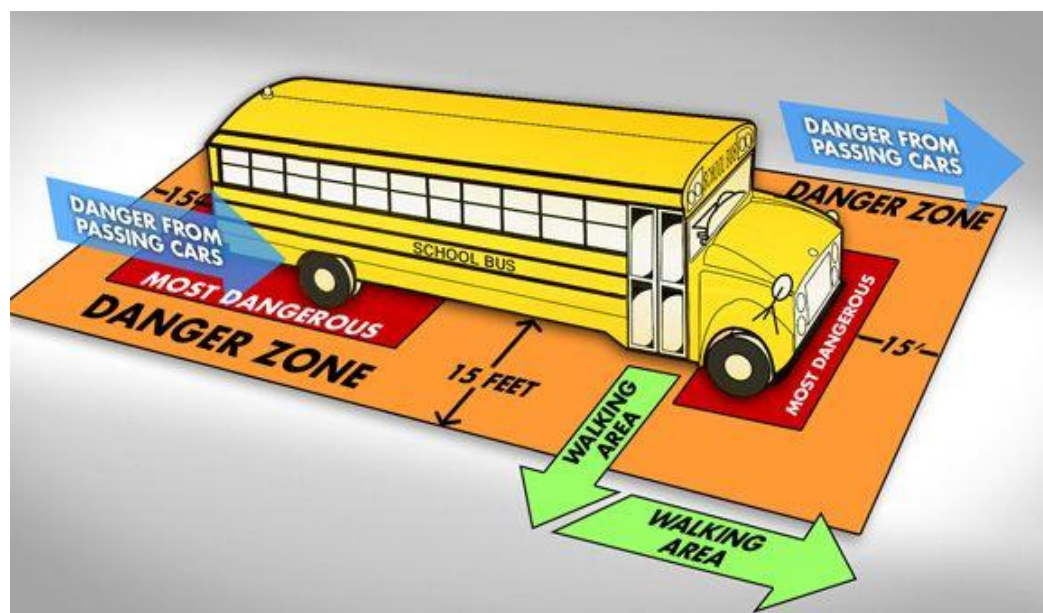
Directly Teach:	Student Activities/Role Plays
<p>Expectations:</p> <ol style="list-style-type: none"> 1. Arrive on time and wait for the driver’s signal to board or get off the bus. 2. Keep your body and personal items out of aisles. 3. Speak respectfully and use your indoor voice. 4. Allow others to sit with you as needed or requested. 	<ol style="list-style-type: none"> 1. Arrange two double rows of chairs like the seating on a bus and ask students to role play appropriate behaviors. 2. Invite a bus driver or transportation guest speaker to come talk to students about safety. 3. Have students work in groups of 3-4 and write a short script role-playing one of the expectations. The groups will exchange scripts and act out the scripted text of another group.

Optimistic Closure

Follow-Up/Reinforcement Activities

1. Meet or take students to the bus and have them practice expected behaviors (brain break).
2. Have students observe bus behaviors and keep a log of behaviors they believe should be added to the list (student voice).
3. Have students interview a family member on how transportation has evolved from when they were in school (family inclusion).
4. Ask students to research events that involved public transportation and report back to their group (literacy).

EPISD Bus Matrix	
Be Respectful	<ul style="list-style-type: none"> ➤ Communicate with your bus driver, monitor, and peers respectfully at all times. ➤ Listen to the driver's seating assignments and requests at all times. ➤ Allow other riders to sit with you
Be Responsible	<ul style="list-style-type: none"> ➤ Arrive to your bus stop at the designated times. ➤ Keep the bus clean and throw away any trash. ➤ Do not put head, hands, arms, or legs out of the window, hold any objects out of the window, or throw objects within or out of the bus.
Be Safe	<ul style="list-style-type: none"> ➤ Enter and exit the bus in an orderly fashion. ➤ Keep feet, books, instrument cases, and other objects out of the aisle. ➤ Remain seated at all times while the bus is in motion. ➤ Wait for the driver's signal upon leaving the bus before crossing in front of the vehicle.





Behavior Focus: Riding the BUS

School-Wide Expectation: Be Responsible, Be Safe

GOAL: Students will follow 100% of the bus rules and be cautious in loading, unloading, and moving around buses. All students will understand the bus matrix and evaluate the danger zone areas in public transportation settings.

Rationale: Why is it important?

Students must understand the dangers of public transportation. Learning the behaviors will help to keep them safe in public transportation settings and is an important social skill necessary for the safety of all riders.

Expectations

1. Arrive on time and wait for the driver's signal to board or get off the bus.
2. Keep your body and personal items out of aisles.
3. Speak respectfully and use your indoor voice.
4. Allow others to sit with you as needed or requested.

Behavior Focus: Cafeteria Etiquette

School-Wide Expectation: Be Responsible, Be Safe

GOAL: Students will understand the definition of etiquette as the customary code of polite behavior in society or among members of a particular profession or group. Students will analyze key factors associated with eating etiquette and how it varies in different social settings.

SEL Learning Standard: 3A, 3B, 3C

Rationale: Why is it important?

In order to maintain a caring, nurturing environment during mealtimes, set rules and expectations must be explicitly taught so students can enjoy meals and behave appropriately at school and in other social situations.

Welcoming Ritual- Quote

Write the quote on the board and have students respond orally in class circle, partner discussion, or in writing:

“Good manners will open doors that the best education cannot.”

-Clarence Thomas

Engaging Activity: Teaching the Expectation

Directly Teach:	Student Activities/Role Plays
<p>Expectations:</p> <ol style="list-style-type: none"> 1. Always walk and use in door voices while in the cafeteria. 2. Use polite words and phrases at all times (excuse me, thank you, please, etc...). 3. Chew with your mouth closed and use your eating utensils. 4. Clear your area of all items not needed to eat (books, back-pack, phones, etc...). 5. Be respectful of others still eating by remaining seated until they are finished. 	<ol style="list-style-type: none"> 1. Ask students to share stories about their etiquette experiences at restaurants vs. family meals. Partners can create a T-chart or Venn diagram to note differences and similarities. 2. Have students role play expected cafeteria behavior in groups while the other class members rank their etiquette skills.

Optimistic Closure

Follow-Up/Reinforcement Activities

1. Practice walking to the cafeteria and have students thank the cafeteria workers and custodians for their hard work (brain break).
2. Ask students to write letters to the cafeteria manager requesting certain meals be added to the lunch menu (student voice).
3. Have students invite a family member to lunch with them (family inclusion).
4. Ask students work in pairs or groups to research eating etiquette in different cultures and orally report their findings to classmates (literacy).

Behavior Focus: Cafeteria Etiquette

**School-Wide Expectation:
Be Responsible, Be Safe**

GOAL: Students will understand the definition of etiquette as the customary code of polite behavior in society or among members of a particular profession or group. Students will analyze key factors associated with eating etiquette and how it varies in different social settings.

Rationale: Why is it important?

In order to maintain a caring, nurturing environment during mealtimes, set rules and expectations must be explicitly taught so students can enjoy meals and behave appropriately at school and in other social situations.

Expectations

1. Always walk and use in door voices while in the cafeteria.
2. Use polite words and phrases at all times (excuse me, thank you, please, etc...).
3. Chew with your mouth closed and use your eating utensils.
4. Clear your area of all items not needed to eat (books, back-pack, phones, etc...).
5. Be respectful of others still eating by remaining seated until they are finished.

#4

Behavior Focus: Addressing Adults on Campus



School-Wide Expectation: Be Responsible, Be Safe

GOAL: Students will be able to address the teacher, employees, and other adults on campus respectfully in order to create a learning environment conducive to learning and promote positive school culture for all stakeholders.

SEL Learning Standard: 3B

Rationale: Why is it important?

Addressing adults respectfully promotes social-awareness by demonstrating positive interactions that contribute to the well-being of the school and learning community.

Welcoming Ritual- Quote

Write the quote on the board and have students respond orally in class circle, partner discussion, or in writing:

“Show respect even to people who don’t deserve it; not as a reflection of their character, but as a reflection of yours.” Dave Willis

Engaging Activity: Teaching the Expectation

Directly Teach:	Student Activities/Role Plays
<p>Expectations:</p> <ol style="list-style-type: none"> 1. Request the attention of adults by raising your hand or saying “Excuse me.” 2. Utilize ma’am, sir, and/or Mr. Ms. and Mrs. with the last name if known. 3. Maintain eye contact and politely communicate what you need. 4. Respond immediately and respectfully when an adult requests your attention. 5. Say “thank you” when exiting the conversation. 	<ol style="list-style-type: none"> 1. Have students pair up and practice the expectations. In round one, student A will be the adult and Student B the student. Switch after a designated time has passed. 2. Invite a guest speaker to come talk to the class about the skills employers look for in potential new hires. Ask them to focus on respectful communication.

Optimistic Closure Follow-Up/Reinforcement Activities

1. Take students for a walk around the school and have them practice the expectations with any adults they encounter (brain break).
2. Have students work in groups to develop “Addressing Students on Campus” expectations for when adults address students (student voice).
3. Encourage students to share the expectations with their family members and apply them outside of school as well (family inclusion).
4. Have students research how youth in other countries are expected to treat the adults within their societal expectations (literacy).



Behavior Focus: Addressing Adults on Campus

School-Wide Expectation: Be Responsible, Be Safe

GOAL: Students will be able to address the teacher, employees, and other adults on campus respectfully in order to create a learning environment conducive to learning and promote positive school culture for all stakeholders.

Rationale: Why is it important?

Addressing adults respectfully promotes social-awareness by demonstrating positive interactions that contribute to the well-being of the school and learning community.

Expectations

1. Request the attention of adults by raising your hand or saying "Excuse me."
2. Utilize ma'am, sir, and/or Mr. Ms. and Mrs. with the last name if known.
3. Maintain eye contact and politely communicate what you need.
4. Respond immediately and respectfully when an adult requests your attention.
5. Say "thank you" when exiting the conversation.



Behavior Focus: Emergency Response- Safety



**School-Wide Expectation:
Be Responsible, Be Safe**

GOAL: Students will strictly follow all procedures during emergency response drills and events to ensure a safe and secure environment for all District students, staff, and visitors at all times.

Rationale: Why is it important?

To ensure that the school district and all campuses are prepared to respond to all emergencies that might affect the safety or security of students and staff. Students will learn to make responsible decisions, regulate their emotions, and manage stressful situations associated with following emergency response protocols.

Welcoming Ritual- Analyze the Graphic

Display the graphic below on the board and have students respond orally in class circle, partner discussion, or in writing:








**Engaging Activity:
Teaching the Expectation**

Directly Teach:	Student Activities/Role Plays
<p>Expectations</p> <ul style="list-style-type: none"> Lockout Lockdown Evacuate Shelter Hold 	<p>Based on your campus emergency response handbook, explicitly teach the expectations specific to each emergency protocol list on the left.</p>

**Optimistic Closure
Follow-Up/Reinforcement Activities**

As determined by teacher...

Emergency Response Protocols

	TEACHERS	STUDENTS
<p>LOCKOUT!</p>  <p><i>Get inside. Lock outside doors.</i></p>	<ul style="list-style-type: none"> • Bring everyone indoors • Lock outside doors • Increase situational awareness • Take attendance • Business as usual 	<ul style="list-style-type: none"> • Remain calm • Return inside Business as usual
<p>LOCKDOWN!</p>  <p><i>Locks, lights, out of sight!</i></p>	<ul style="list-style-type: none"> • Lock interior doors • Turn out the lights • Move away from sight • Do not open the door • Maintain silence • Take attendance • Place green or red card under door 	<ul style="list-style-type: none"> • Move away from sight • Maintain silence • Do not open the door
<p>EVACUATE!</p>  <p><i>To the announced location.</i></p>	<ul style="list-style-type: none"> • Lead evacuation to location • Take attendance • Notify if missing, extra or injured students 	<ul style="list-style-type: none"> • Bring your phone • Leave your stuff behind • Follow instructions
<p>SHELTER!</p>  <p><i>Hazard and safety strategy.</i></p>	<ul style="list-style-type: none"> • Lead safety strategy • Take attendance 	<ul style="list-style-type: none"> • Follow instructions
<p>HOLD!</p>  <p><i>In your classroom. Clear the halls.</i></p>	<ul style="list-style-type: none"> • Close and lock classroom door • Business as usual • Take attendance 	<ul style="list-style-type: none"> • Follow instructions • Remain in the classroom until the “All Clear” is announced

#1

Behavior Focus:

School-Wide Expectation: Be Responsible, Be Safe	
GOAL:	
Rationale: Why is it important?	
Welcoming Ritual- Quote Write the quote on the board and have students respond orally in class circle, partner discussion, or in writing:	
“	
Engaging Activity: Teaching the Expectation	
Directly Teach:	Student Activities/Role Plays
Expectations:	
Optimistic Closure Follow-Up/Reinforcement Activities	
1. (<u>brain break</u>). 2. (<u>student voice</u>). 3. (<u>family inclusion</u>). 4. (<u>literacy</u>).	

Behavior Focus:

**School-Wide Expectation:
Be Responsible, Be Safe**

GOAL:

Rationale: Why is it important?

Expectations