

A4 — Getting Started with PBIS

Presenters:

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University of South Florida

Topic: School-Wide

Keywords: PBIS Foundations, Tier 1, Implementation



Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL

Expectations

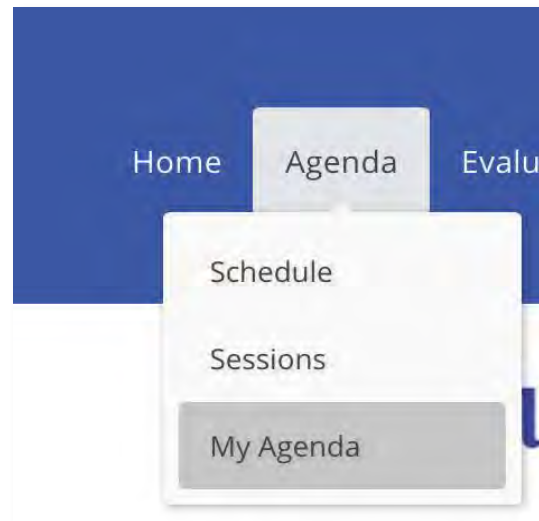
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> ✧ Use a shared action plan for your team ✧ Complete session evaluations 	<ul style="list-style-type: none"> ✧ Post positive on-topic comments ✧ Questions for the presenters go in the POLLS tab ➡ 	<ul style="list-style-type: none"> ✧ Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> ✧ Limit distractions ✧ Follow up on your assigned action items 	<ul style="list-style-type: none"> ✧ Use inclusive language 	<ul style="list-style-type: none"> ✧ Use sincere phrasing ✧ Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> ✧ Take movement breaks ✧ Be aware of your stress level 	<ul style="list-style-type: none"> ✧ Engage in productive dialogue 	<ul style="list-style-type: none"> ✧ Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> ✧ <i>Ensure Files Tab has current materials and related weblinks</i> 	<ul style="list-style-type: none"> ✧ <i>Monitor and remove inappropriate comments</i> 	<ul style="list-style-type: none"> ✧ <i>Identify common Qs to address in final 15 minutes</i>



Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows the PBIS Leadership Forum session page. The top navigation bar includes links for Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. The main content area displays the session title "Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)" with a "DRESS REHEARSAL" tag. Below the title are the names and roles of the presenters, Jennifer Norton and Brian Meyer. A "JOIN MEETING" button is visible, along with a "SPEAKER ONLY: Join the live meeting now" link. The session time is listed as 2:00 PM - 4:00 PM CDT on Friday, September 18. The description states: "This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be...". The bottom section shows the chat interface with tabs for Chat, Polls, People, and Files. A chat message from Diane LaMaster is visible.

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)

2. JOIN MEETING

3. Chat



Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for *responsible, respectful, and safe* chatting

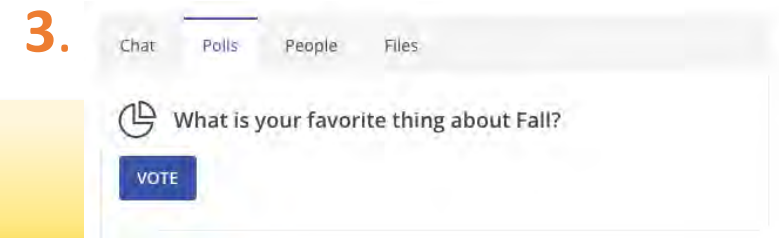
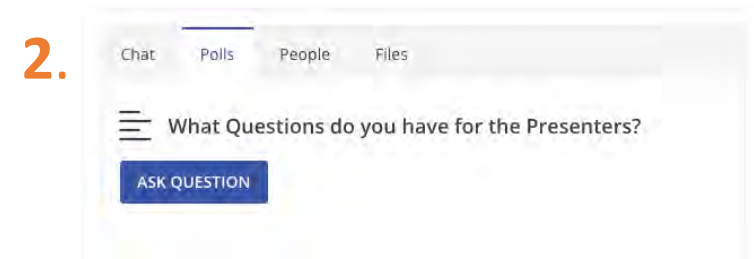


2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.

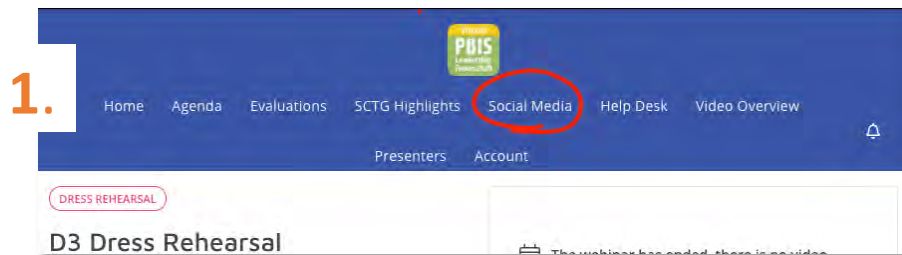
Complete those when prompted



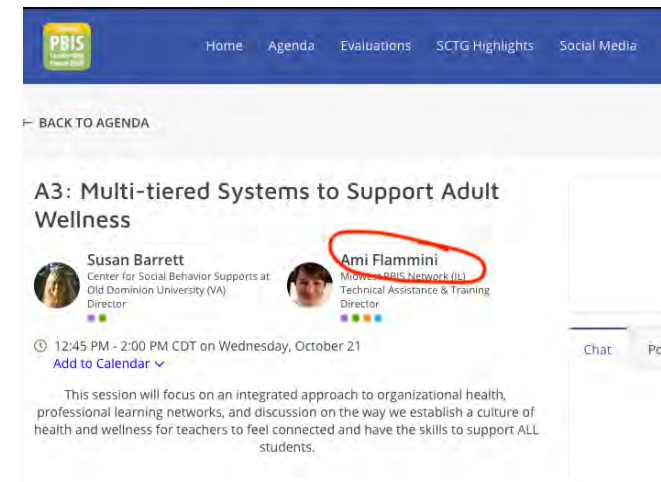
Be Careful of Accidentally Navigating Away

While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
 1. Clicking on any area of the navigation menu
 2. Clicking on a Person's name



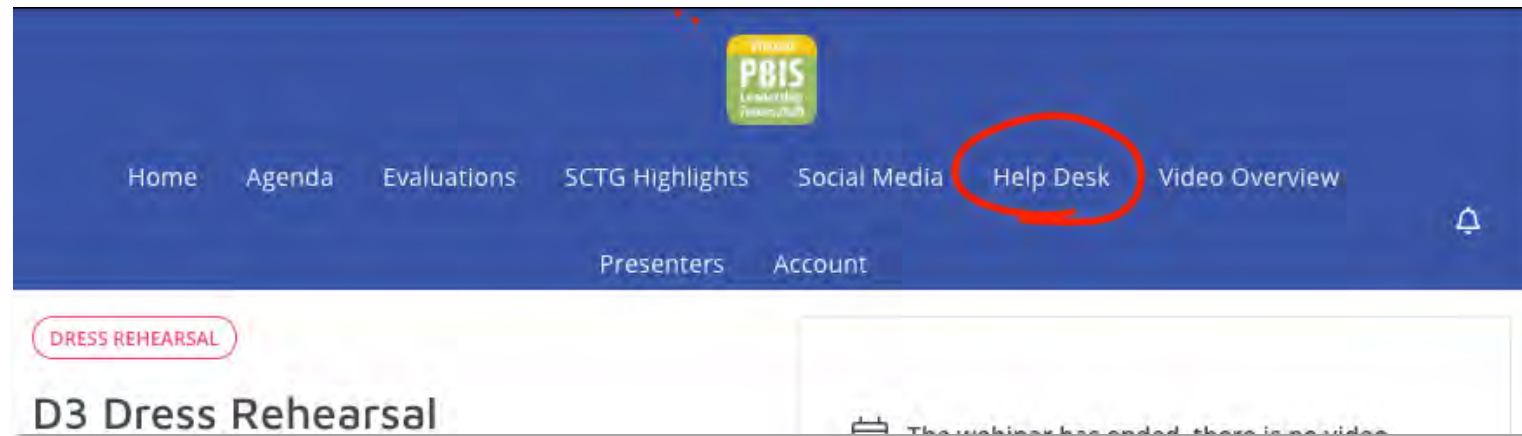
2.



Tips for Participants

Support is Available

If at any time you need support as a participant,
use the **Help Desk**:



When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Learning Objectives

- Identify and define PBIS
- Describe the rationale for implementing PBIS
- Identify the next steps in getting started in establishing a PBIS Tier 1 system in a school

Returning to School During and After Crisis

Supporting States, Districts, Schools, Educators, Families and Students through an MTSS Framework

Learn More

FEATURED RESOURCES

**PBIS Cultural
Responsiveness
Field Guide:**
Resources for Trainers
and Coaches

**SUPPORTING
FAMILIES WITH
PBIS AT HOME**

CENTER ON PBIS
CENTER FOR PARENT INFORMATION & RESOURCES

March 2020

**CREATING A PBIS
BEHAVIOR TEACHING
MATRIX FOR REMOTE
INSTRUCTION**

CENTER ON PBIS

March 2020

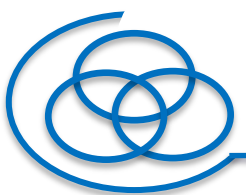
RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting States,
Districts, Schools, Educators, and
Students through a Multi-Tiered
Systems of Support Framework
during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SUPPORTS OF EDUCATION, BEHAVIOR PRACTICES CENTER
NATIONAL, AUTISM COLLEGE, MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH CENTER
NATIONAL CENTER ON IMPROVING STUDENT
LEARNING OUTCOMES CENTER

June 2020

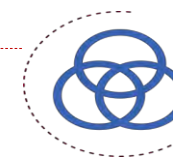
PBIS.org

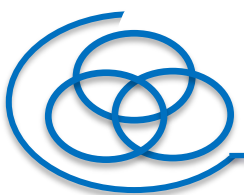


How many of you work primarily...

POLL #1:
Primary
Work

- with students and their families?
- as school administrators?
- at the district level?
- at the state level?
- as a family member hoping to learn more about PBIS?
- Other?



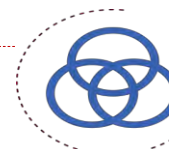


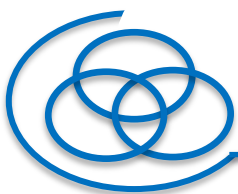
How many of you are supporting schools...

POLL #2:
Supporting
Schools



- just starting their first full year of PBIS implementation?
- implementing PBIS for up to 5 years?
- implementing PBIS for up to 10 years?
- implementing PBIS for more than 10 years?
- ...well, I'm thinking about it and haven't implemented PBIS

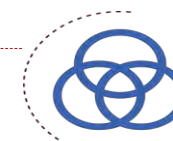




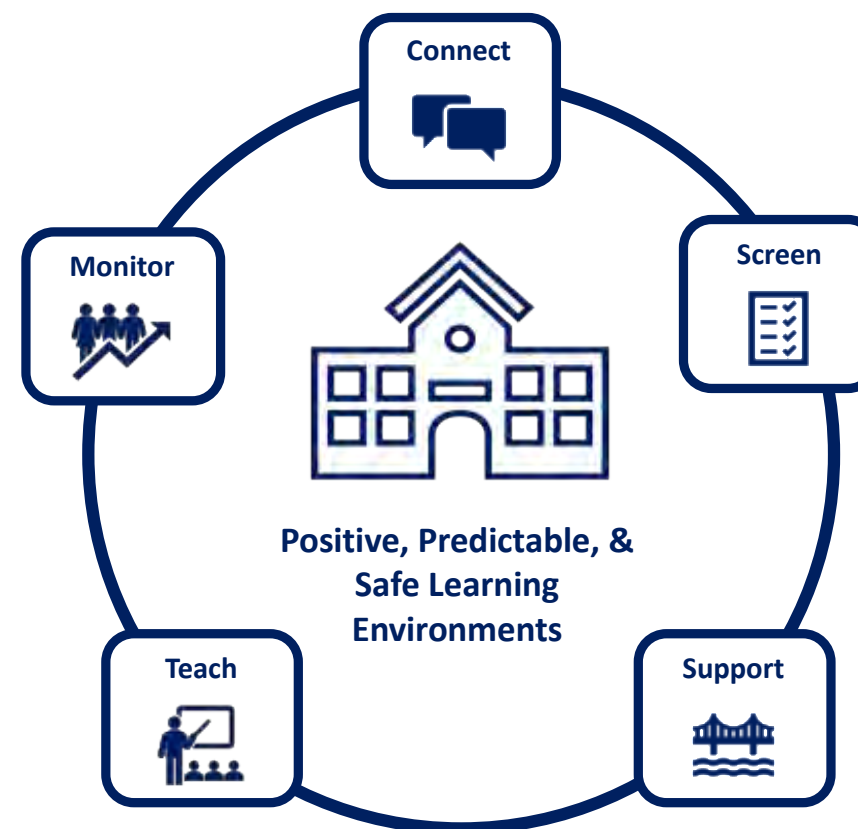
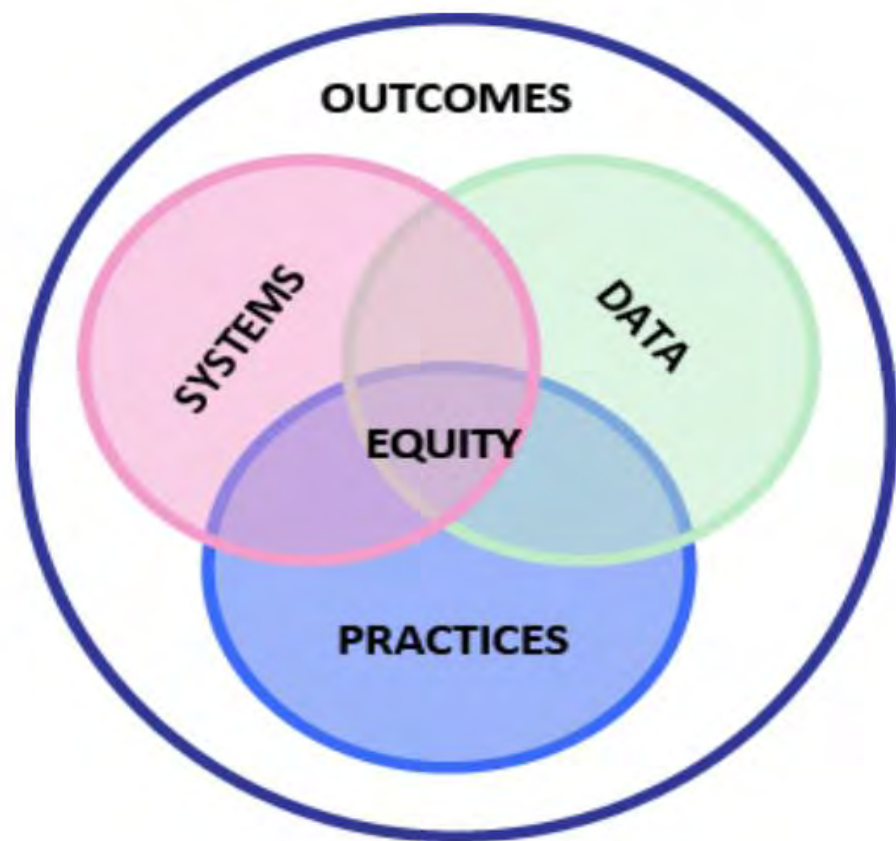
WHAT IS PBIS?

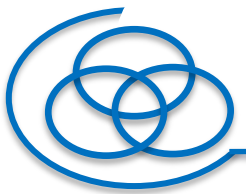


*PBIS creates schools that supports **everyone** for success, including SWDs!*



Big Ideas

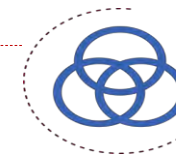


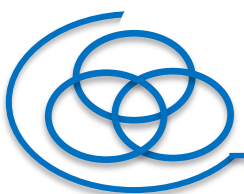


Goals of PBIS

POLL
#3:
PBIS
Goals

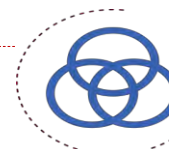
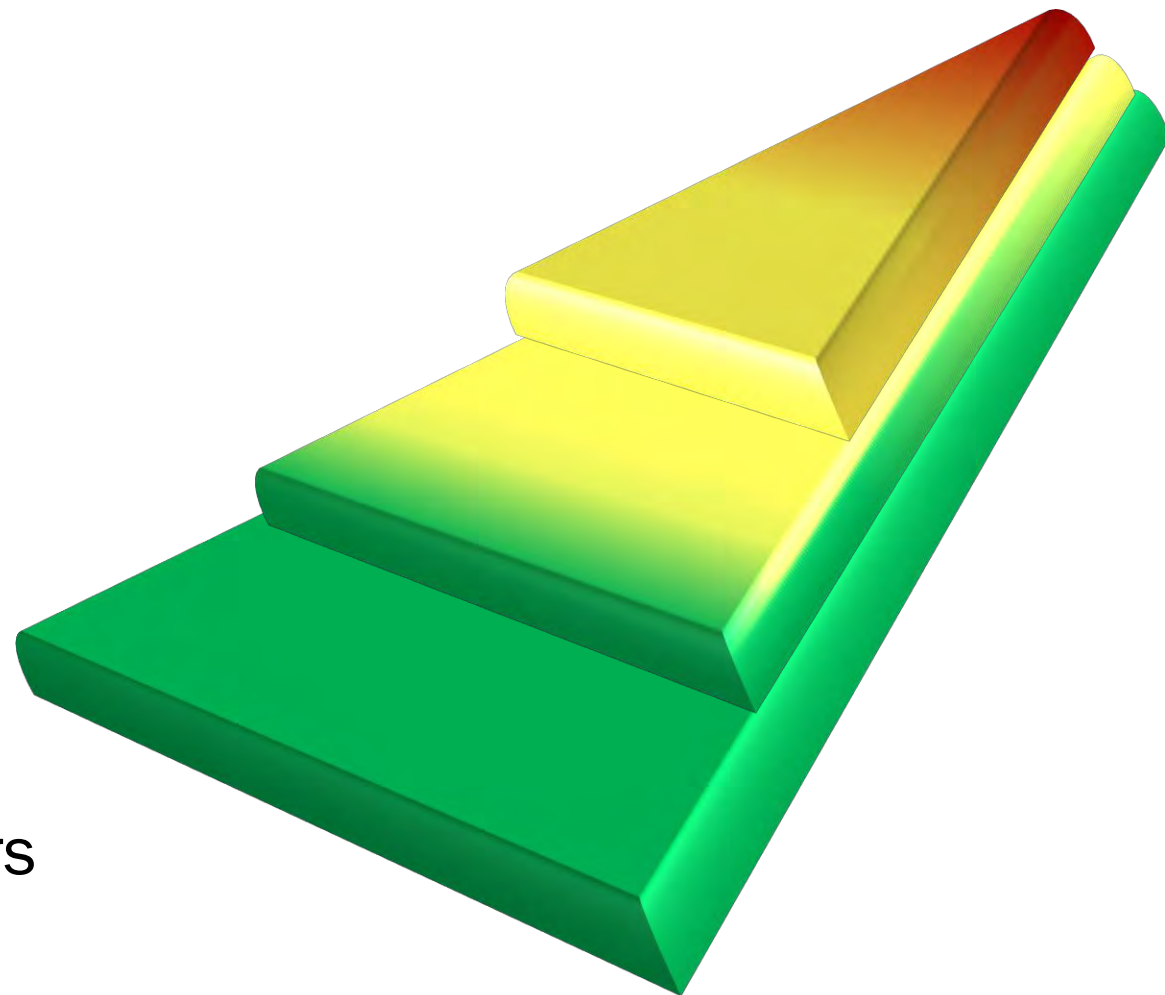
- 1) Build effective, **positive school environments** which increases school safety
- 2) **Improve academic and behavioral outcomes** for **all** students
- 3) **Prevent** and/or reduce problem behaviors using a **collaborative, assessment-based** approach for developing effective instruction and interventions
- 4) **Teach and reinforce** appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes across a **multi-tiered system of supports**

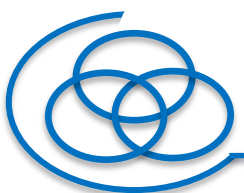




PBIS is the Multi-“Tiered” Behavioral Framework

- Cannot “fix” every student one at a time
- Critical role of a strong core at Tier 1
- Decision rules for who gets what, when, why, and how long
- Matched, and timely supports based on student and teacher needs
- Problem-solving never stops until students no longer need interventions
- Special education is not a PLACE...set of specialized instructions that fit in ALL tiers
- All based in the prevention logic

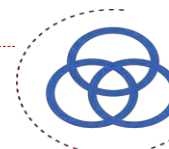
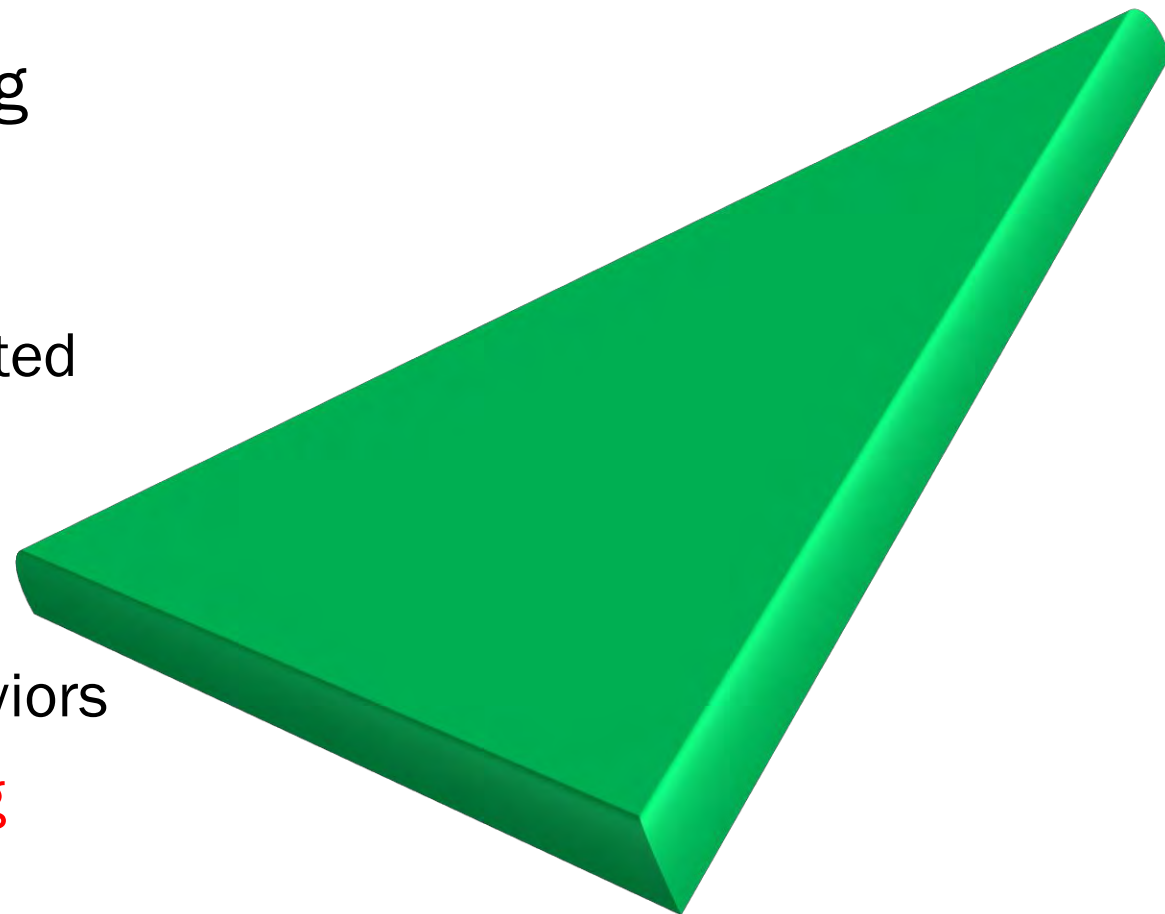




Tier I Practices: *Universal/Core Features - all*

Establishes the foundation for delivering regular, proactive support and preventing unwanted behaviors by clearly **defining** expected behaviors for **ALL**

- 1) Procedures for **teaching** & **practicing** expected behaviors across all settings
- 2) Procedures for **encouraging** expected behaviors
- 3) Procedures for **discouraging** problem behaviors
- 4) Procedures for **data-based decision making**
- 5) **Family** awareness and Involvement



PBIS: Things to Know

- Intervention of choice in federal legislation
 - More evidence supports PBIS than any other behavior-related program or initiative
- Represents a **different** way of supporting student behavior
- Provides a framework for integrating **ALL behavior supports** related to behavior, attendance, climate, mental health, and social-emotional learning
- 10 Critical Elements define the Tier 1 system
 - PBIS is not fully implemented until it is culturally responsive**

Florida PBIS Positive Behavioral Interventions & Supports

150+ peer-reviewed research studies show that PBIS can help schools:

Improve Student Outcomes	Reduce Exclusionary Discipline	Improve Teacher Outcomes
• Better academic performance	• Lower rates of office discipline referrals	• Greater perceived teacher efficacy
• Social-emotional competencies	• Lower rates of out-of-school suspension	• Improved school organizational health and climate
• Increased attendance	• Reduced use of restraint and seclusion	• Greater perceived school safety

Over 27,000 schools across the United States were using PBIS as of August, 2018.

Science Practices that work
Values Practices that improve quality of life
PBIS
Vision Practices that are doable, durable, and available

PBIS principles align with those of safe and successful schools, making it an intervention of choice in federal legislation.

Connect with FLPBIS to Learn More:
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Florida PBIS Core Principles of PBIS

PBIS is about more than just flow charts and reward events. Positive Behavioral Interventions and Supports are the "intervention of choice" in federal legislation. Practices that can be included in the PBIS framework reflect a commitment to the core principles of the field.

SCIENCE
Practices that work
PBIS uses evidence-based practices to provide Tier 1, Tier 2 and Tier 3 supports. School teams regularly and proactively disaggregate local data to ensure practices are working for students from all backgrounds. School teams look at systems-level fidelity as well as fidelity for individual strategies to ensure supports are provided the way they were intended.

VALUES
Practices that impact quality of life
School teams take a collaborative, strengths-based approach to identify instructional and positive strategies to make life better for individuals. Practices that are consistent with PBIS communicate the value of each individual, regardless of background or ability.

VISION
Practices that are doable, durable & available
Strategies that are developed with stakeholders are more likely to be used by stakeholders - and are more likely to be effective for everyone. Schools use a multi-tiered approach to partnering with marginalized individuals. School and district teams develop systems to sustain culturally responsive practices, and remove barriers that prevent implementation.

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Florida PBIS Addressing Challenging Behaviors

Traditional behavior management strategies can provide temporary relief from challenging situations, but they also reduce students' instructional time, chip away at student-teacher relationships, and ultimately increase students' risk for poor school outcomes. PBIS strategies take a fundamentally different approach to behavior management, shifting the focus and goals of intervention.

Traditional Behavior Management	PBIS
FOCUS: The student is the problem.	FOCUS: The behavior prevents the student from being successful in a specific environment.
GOAL: Stop the problem behavior.	GOAL: Build the student's future with success.
CHARACTERISTICS: <ul style="list-style-type: none"> It's REACTIVE, seen when the problem is predictable. It's PUNITIVE, frequently relying on shame-based strategies that fail to teach the student alternate approaches. It REMOVES the student from their classroom, resulting in missed instructional time with their peers. It frequently REINFORCES SITUATIONALLY INAPPROPRIATE BEHAVIOR, helping the student to avoid non-preferred activities. 	CHARACTERISTICS: <ul style="list-style-type: none"> It's PREVENTATIVE, using data to identify ways to stop the behavior before it starts. It's INSTRUCTIONAL, giving students and staff new skills that lead to a better outcome. It INCLUDES the student and their family in order to understand and address the events surrounding the behavior. It REINFORCES DESIRED BEHAVIORS, giving students a reason to try alternate approaches.

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Facebook: [@FloridaPBIS](https://www.facebook.com/FLPBIS)

PBIS is a Unifying Framework

PBIS provides a tiered framework that unifies school-based initiatives, programs, and practices that promote social, emotional, and behavioral competence. These include activities to build important life skills, promote positive school climate, ensure equitable outcomes for all students, and support mental health and wellness.

Teaming	Commitment	Discipline	Data Entry & Analysis
Common language Shared goals Aligned vision & mission Family & student voice	Faculty and staff awareness Predictable & safe environments Understanding	Clear procedures Predictable & safe environments Understanding	Monitoring implementation & outcomes for all students
Reward Programs Encouragement & resource Positive interactions Relationship building	Based on data and input from staff and students Applies to ALL Positive & safe school climate	Professional development opportunities Clear policies & procedures	Social emotional behavioral instruction Academic-enabling behaviors
Classroom Systems Implementation Fidelity Effective Linkages	Evaluation Applying feedback to improve systems and outcomes for all students		

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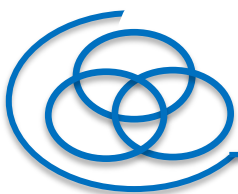
"PBIS is not fully implemented until it is culturally responsive."

Culturally Responsive PBIS systems (CR-PBIS) 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/or address student behavior.

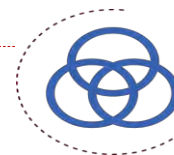
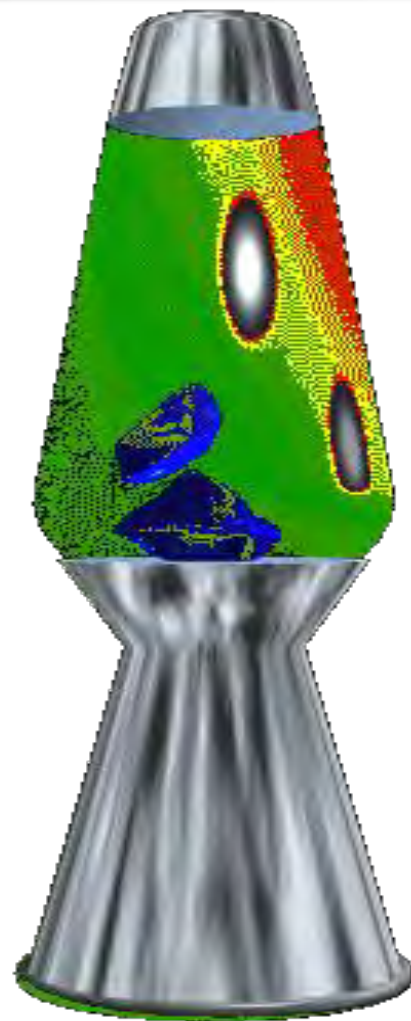
CR-PBIS systems are characterized by:

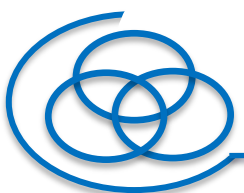
- A student-centered focus**
"Culturally responsive practices utilize the cultural knowledge, life experiences, and learning styles of culturally and linguistically diverse students to make learning more relevant and effective for them" (Banks & Chubb, 2015). A student's unique culture and learning experience are used in the planning process for establishing positive behavior and learning goals, not an afterthought.
- A strengths-based perspective**
Culturally responsive schools celebrate 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.
- Integration of staff, student, family and community perspectives**
Culturally responsive PBIS (CR-PBIS) systems are more inclusive than an occasional expression of appreciation for diversity. One culture, one language, one set of rules, and one set of expectations will reflect students and families, perspectives, and evidence of students' cultures will be readily observed in hallway, classroom and textbooks.
- Authentic and meaningful collaboration**
Cultures in families and programs, and change in staff, students, and time. Culturally responsive schools take steps to engage stakeholders from the planning process, ensuring their cultural practices and values reflect those from all stakeholders, not just standing committee members or school and district personnel.
- Self-reflection as a regular part of 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' behaviors. All behavior events are reviewed, and it is the responsibility of school staff to understand the ways in which "different" behaviors versus their students and families.

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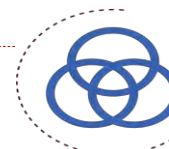
WHY PBIS?

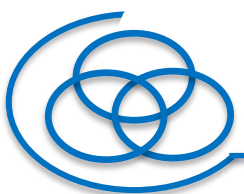




Schools Face Difficult Challenges

- Multiple expectations
 - Academic accomplishment, social competence, safety
- Students arrive to school with widely differing understandings of what is socially acceptable
- Students and their families facing a range of complex issues
 - Poverty, mental health, substance use and/or abuse, etc.
- Traditional “get tough” and “zero tolerance” approaches have proven ineffective
- Individual student interventions are effective but can’t meet the need
- Teachers leave the profession due to (1) behavior problems and (2) lack of support from administration to address student behaviors
- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning
- Lack of discipline is viewed as one of the most serious challenges facing public schools





Common Responses to Problem Behavior

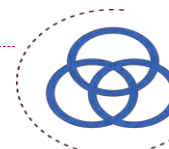
- Exclusion and Punishment

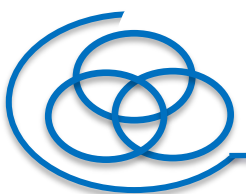
- Both are ineffective at producing long-term reduction in problem behavior
- Associated with higher rates of school dropout and not shown to improve school outcomes
- Punishment (*without a proactive support system*) associated with increases in aggression, vandalism, truancy and dropping out

- Hardening schools to “prevent” violence

- Students & staff experience higher levels of fear in schools with hi-tech security measures
- No evidence that the money spent to “harden schools” will work

(Walker, 2019; Warnick & Kapa, 2019; Price & Khubchandani, 2019; Strauss, 2019)





Traditional Discipline versus PBIS

Traditional Discipline:

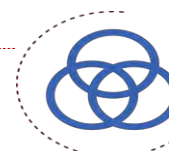
Undesirable behavior is *expected to stop through the use of punishment*

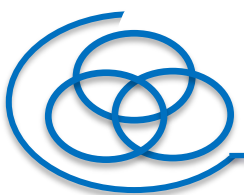
- Waits for the problem behavior to happen
- Appropriate alternative behavior may or may not be addressed
- May actually reinforce the problem behavior
- Removes students with frequent problems

Positive Behavior Support

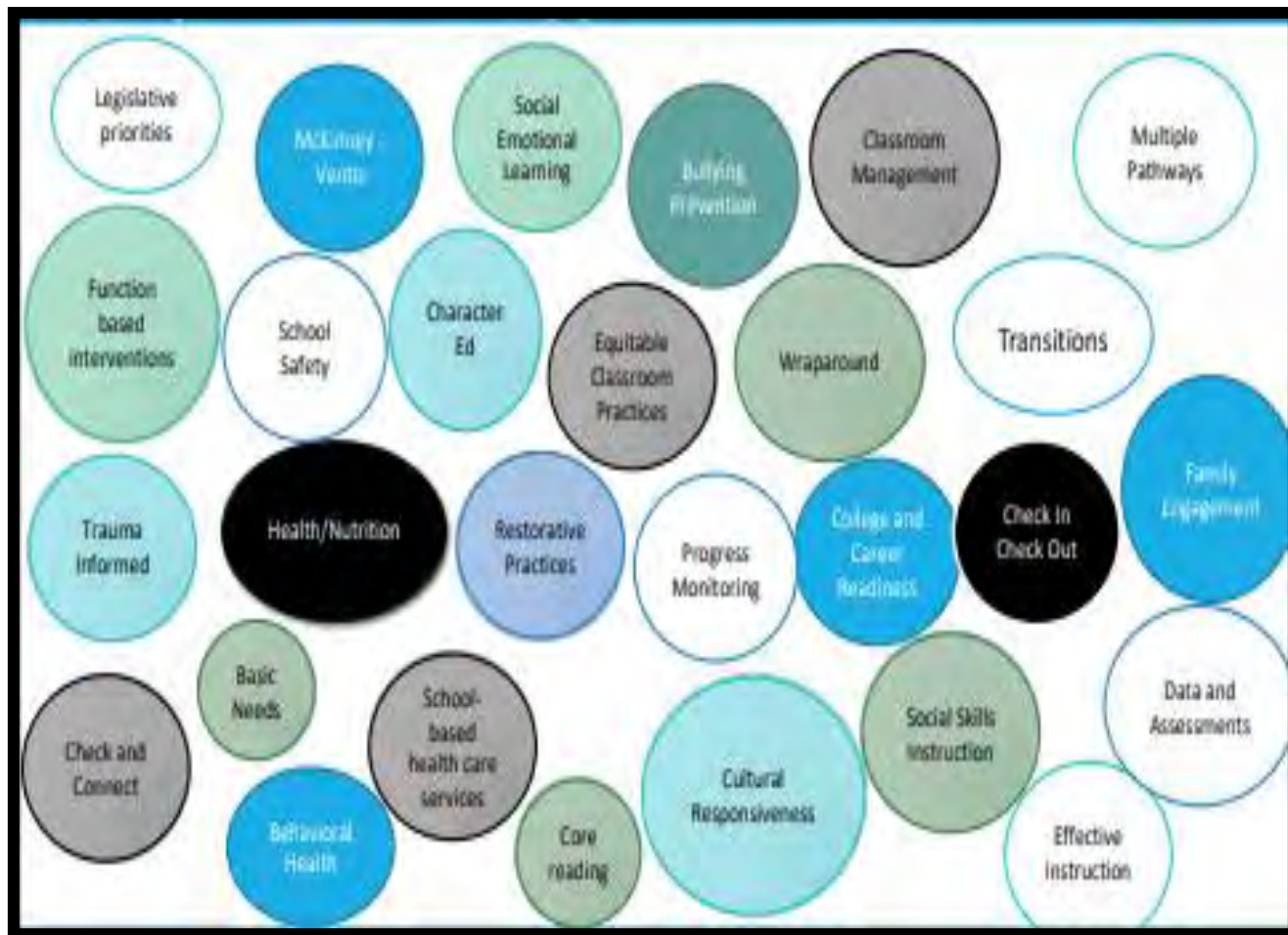
Undesirable behavior is *reduced by:*

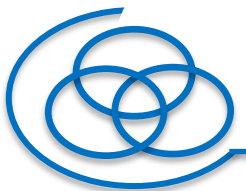
- Altering environments to prevent common problems
- Teaching appropriate skills
- Rewarding appropriate behavior
- Systematically using data to identify appropriate supports for students





Multiple Initiatives without Planning is Counterproductive, Ineffective and...

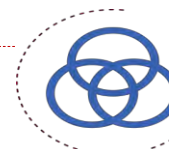


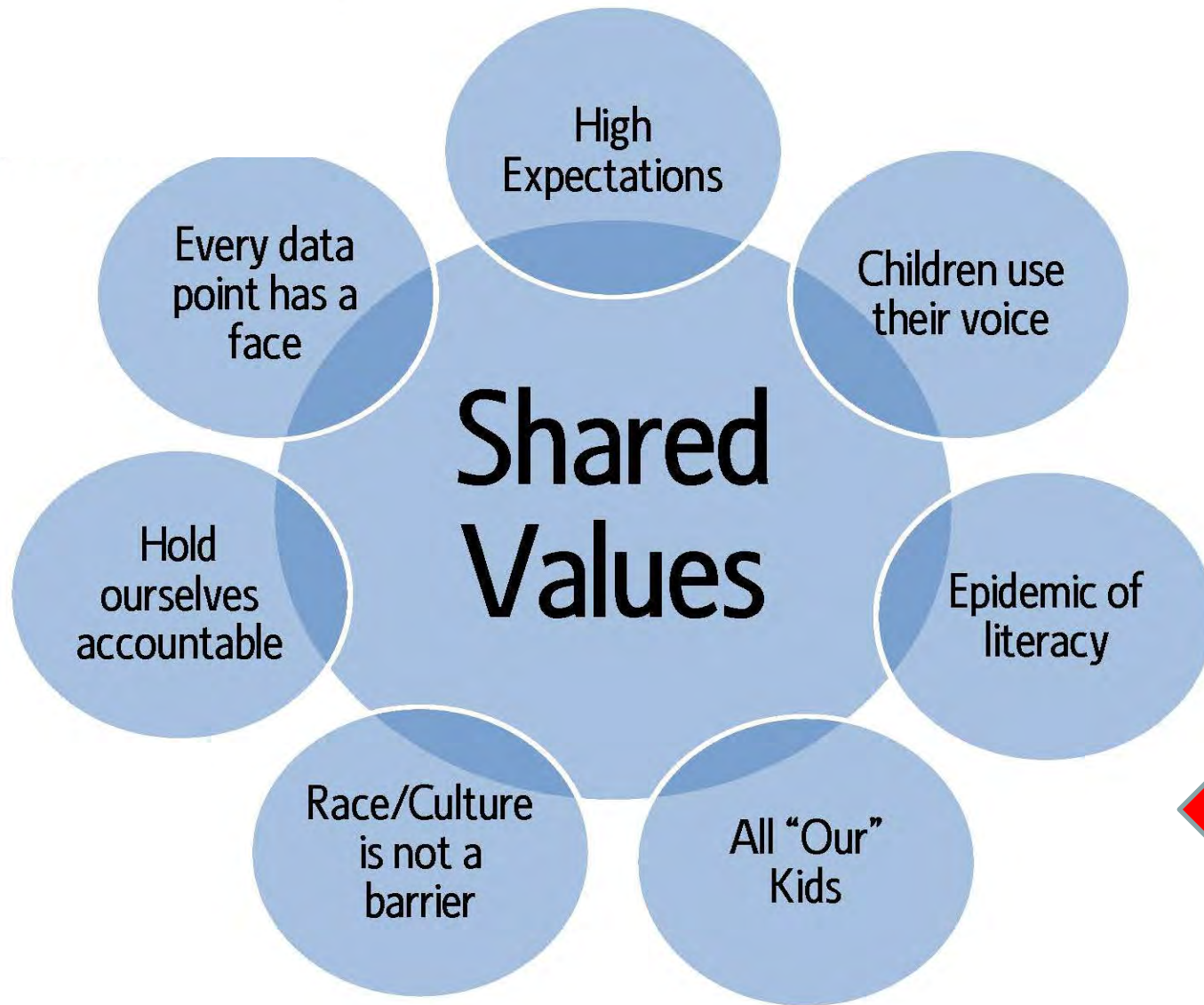


Which of these are you experiencing?

POLL #4:
Experiencing

- A. “Difficult” challenges: (e.g. multiple expectations, students with complex issues, teacher turnover)
- B. High rate/increasing rates of exclusionary practices & punishment
- C. Practices used to “harden” schools to prevent violence
- D. High rates of using traditional disciplinary practices
- E. Multiple initiatives being implemented without collaborative planning
- F. More than one of the above



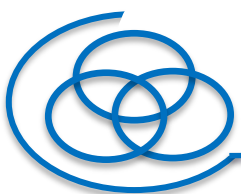


What do you value?

What do you want to accomplish or build?

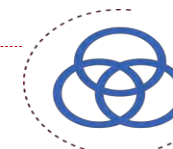
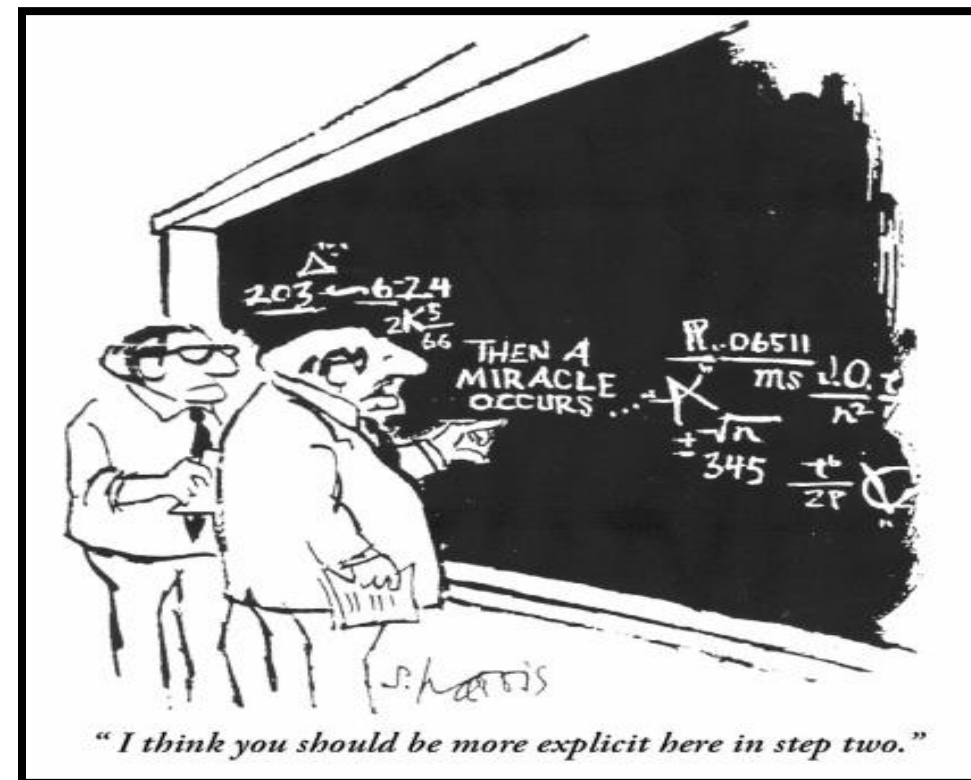
What skills/resources are needed to achieve your goals?

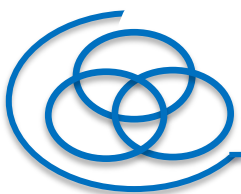
What's your vision for your school?



How Do We Do This?

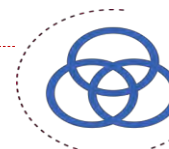
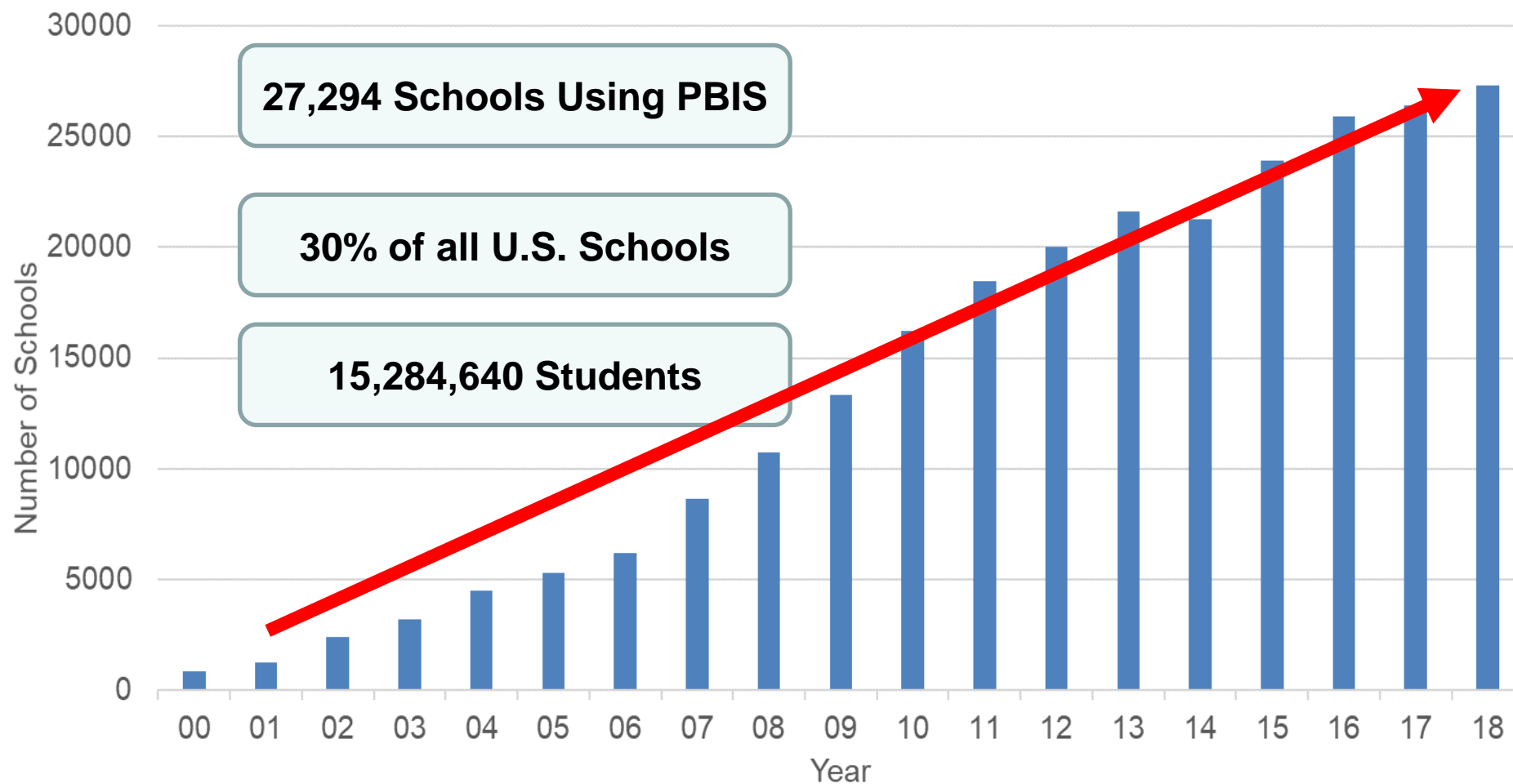
- Need a **vision** for what you want your children to become
- Need a **foundation** that provides a safe and orderly environment that is conducive to learning
- Need to provide **access** to opportunities to build skills
- Need **data** to guide problem-solving
- Need to understand that **well-being** is essential to success!
- Need a **diverse team**-based approach
- Need to be **willing to do things differently!**





U.S. Schools Using PBIS

August 2019





Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported
drug/alcohol abuse

*(Bas*able, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)*



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and
school climate

*(Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008;
Bradshaw, Koth, Thornton, & Leaf, 2009)*

perception of school safety

(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

Do the Math

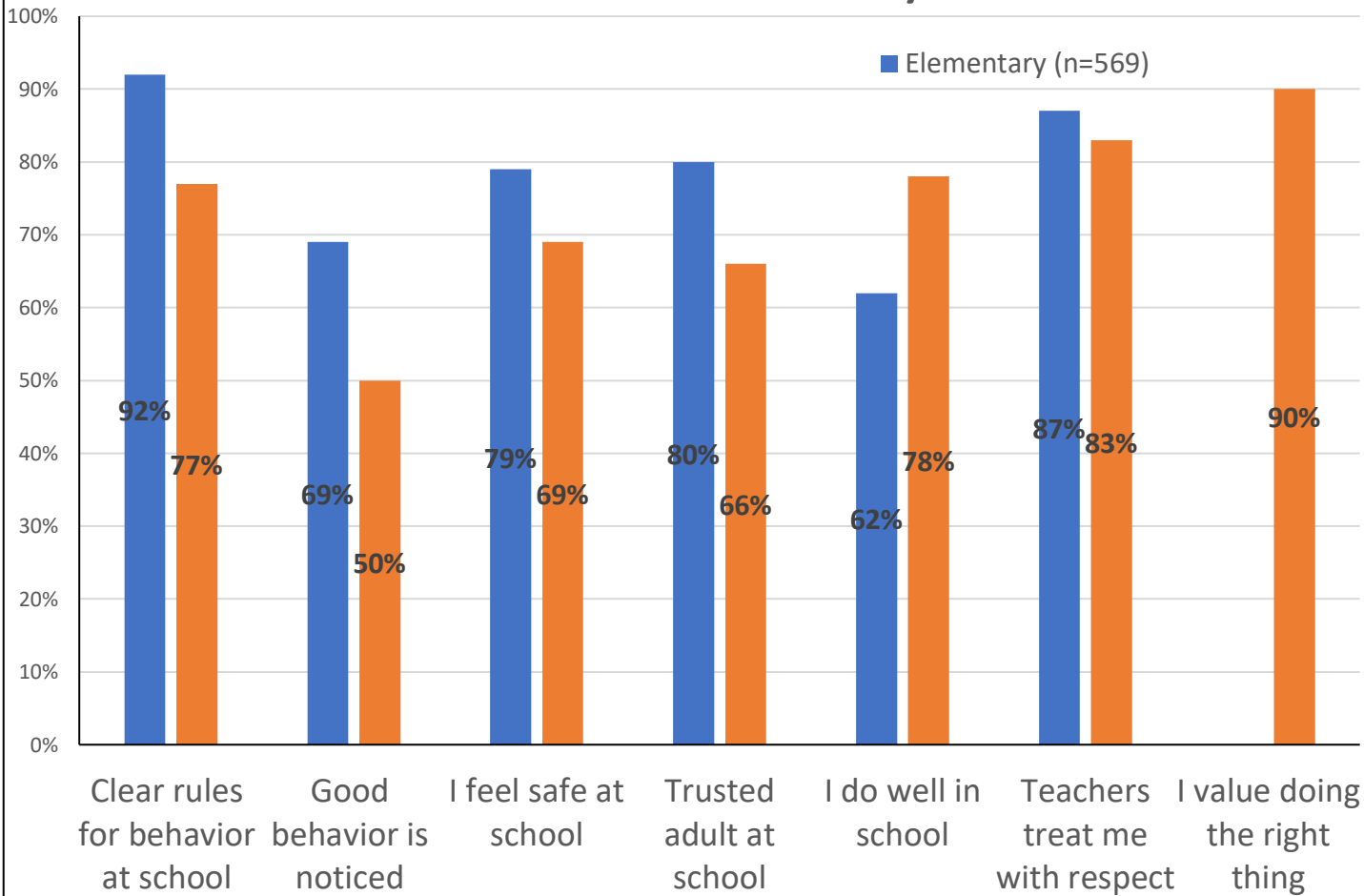
pbismaryland.org/costbenefit.xls

If 1000 Office Discipline Referrals (ODRs)
(average of 45 minutes each)
are Reduced by 35%...

If Administrators take avg 10 minutes/ODR, they regained 3500 minutes, 58 hours, or 9.72 days (avg 6 hours/day)

**15,750 minutes,
262.5 hours, or
43.75 school days** *(avg 6 hours/day)* of
Instructional Minutes are Regained

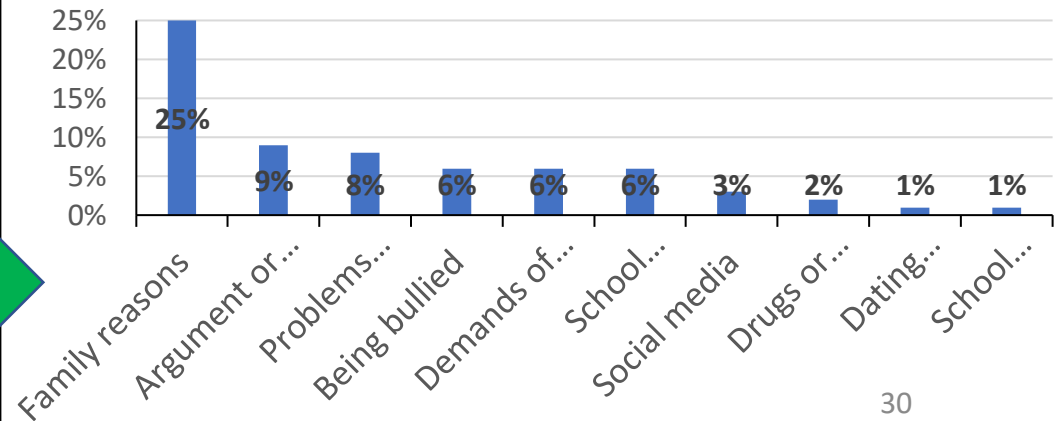
School Climate Survey Data

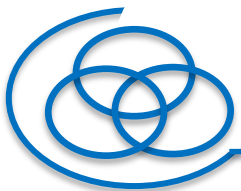


- A small percentage of elementary students reported experiencing bullying incidents frequently (7%) or every day (4%)*
- 20% of secondary students reported having seriously considered self-harm within the past 12 months*

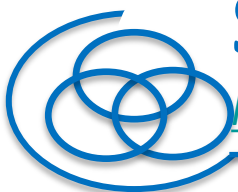
However, what do the students have to say about the climate across those schools?

Reasons for Considering Self-Harm





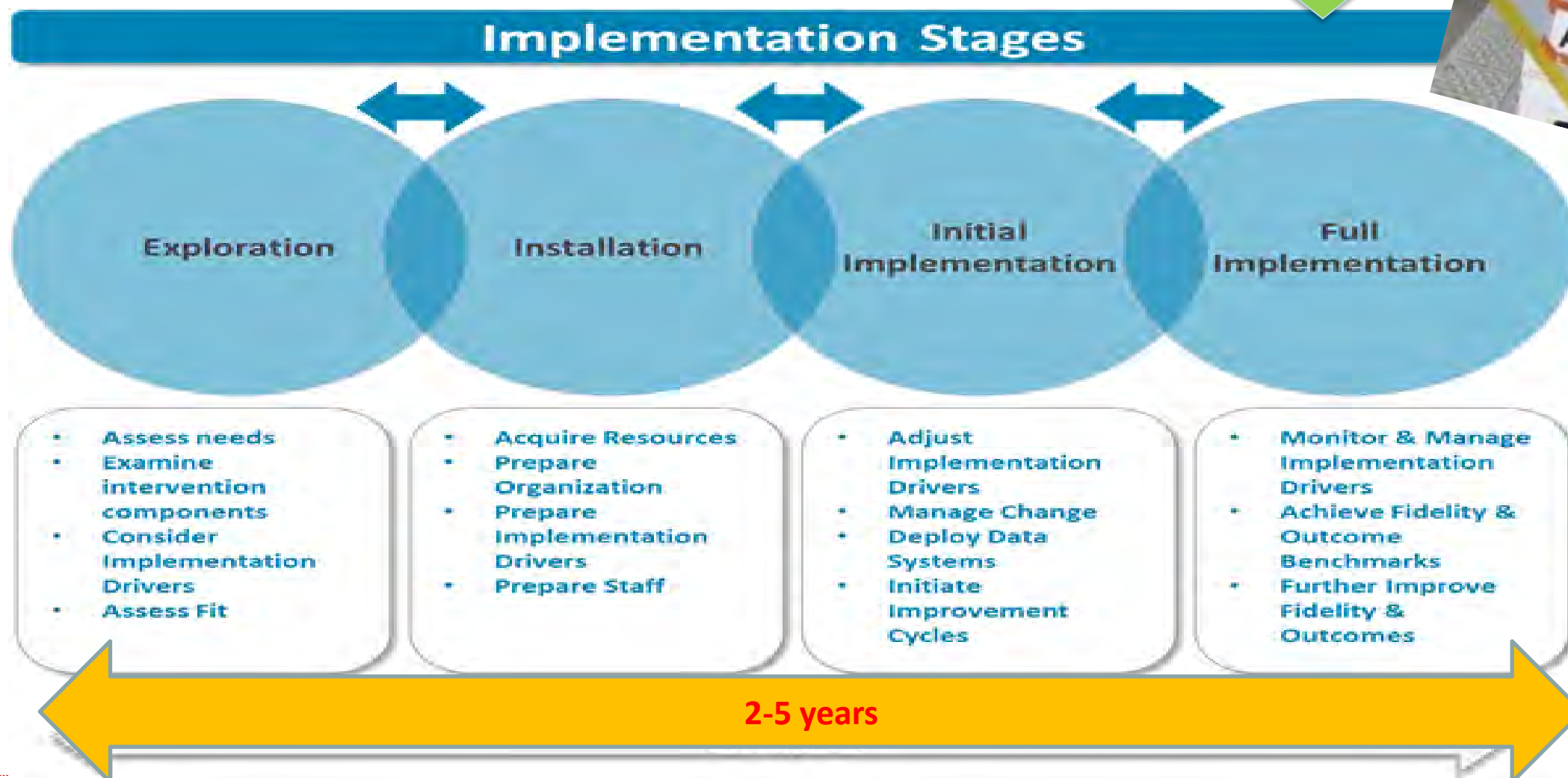
GETTING STARTED: PLANNING FOR PREVENTION AND EFFECTIVE SUPPORTS WITH PBIS

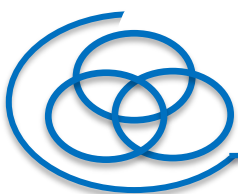


Stages of Implementation

<https://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation>

POLL
#5:
Stage?





Strategic Planning Needs to Occur

What are our CHALLENGES/NEEDS?

What are our STRENGTHS/RESOURCES?

What do you want/need to KNOW?

To what extent are districts/schools/students meeting expectations?

Academically? Behaviorally? Emotionally?

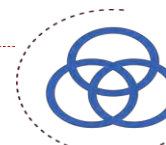
Are we effective at building implementation capacity of PBIS with high fidelity and with sustainability?

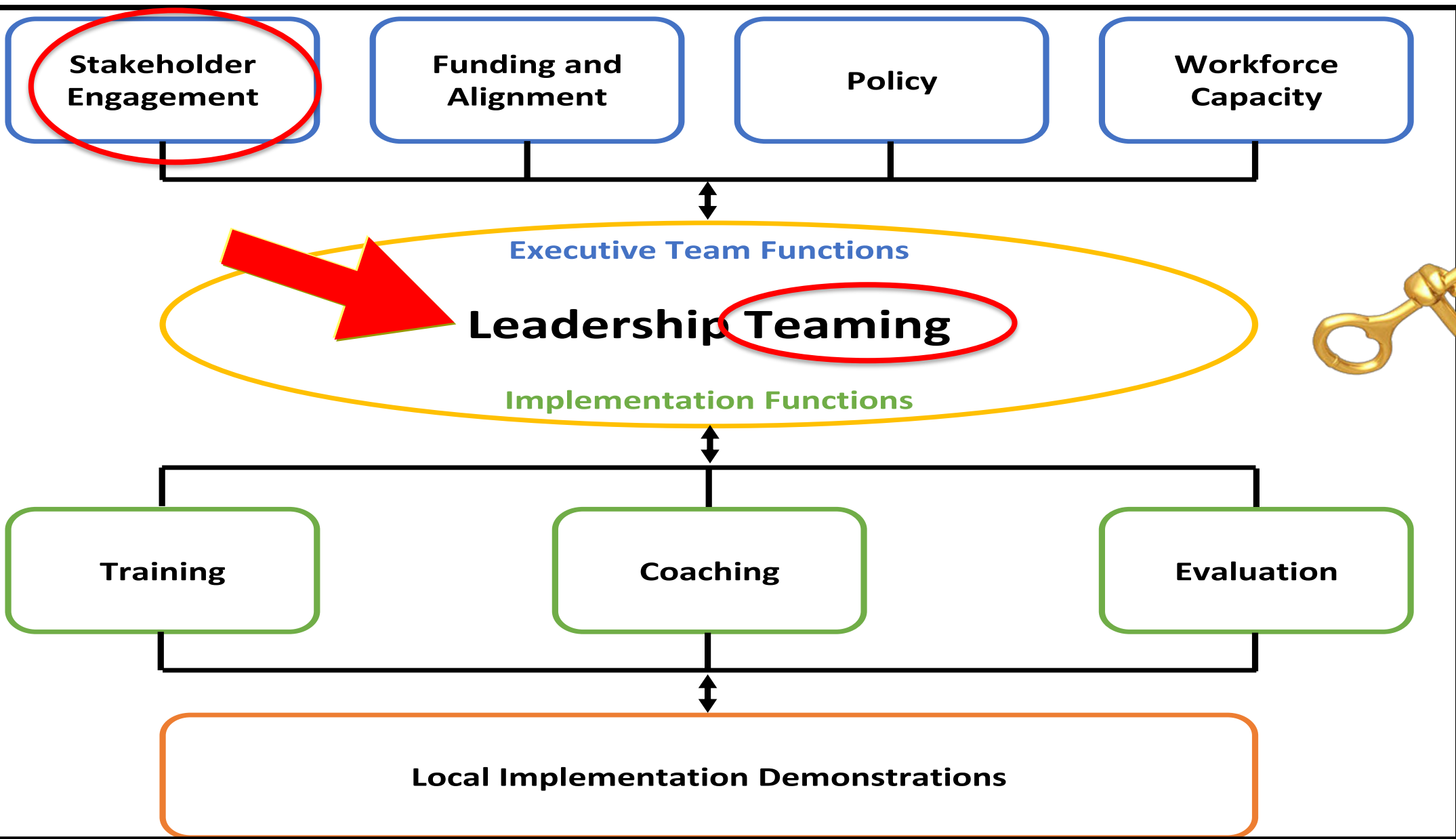
Is our approach resulting in valued outcomes for ALL stakeholders?

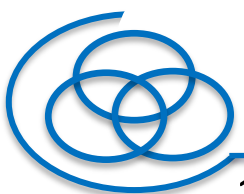
Do our stakeholders view our products/services useful and high quality?

What are our GOALS?

5-Year, 3-Year, 1-Year, Next Steps



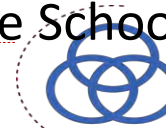




Steps for Getting Started

Getting Started!

- 1) Establish Leadership Team Membership with Identified Roles
- 2) Identify Vision and Develop Brief Statement of Purpose
- 3) Complete a PBIS Fidelity Tool (e.g., TFI or BoQ)
- 4) Identify Specific Goals and Objectives based on Vision and Results
- 5) Identify Positive School-Wide Behavioral Expectations
- 6) Develop Procedures for Teaching SW Behavioral Expectations
- 7) Develop Procedures for Classroom-Wide Behavioral Expectations
- 8) Develop Continuum of Procedures for Encouraging Behavioral Expectations
- 9) Develop Continuum of Procedures for Discouraging Behavioral Expectations
- 10) Develop Data-based Procedures for Monitoring Implementation of SWPBIS
- 11) Develop Systems to Support Staff
- 12) Develop Systems to Increase Family Engagement and Community Partnerships
- 13) Build Routines to Ensure Ongoing Implementation Across the School Year



1) Establish Leadership Team Membership with Identified Roles

Team member roles:

- PBIS Coach or Facilitator
- Team Leader
- Administrator
- Behavior 'expert'
- Data Specialist
- Recorder
- Timekeeper
- Communications
- "Snack Master"
- Student Voice
- Parent/Community Voice

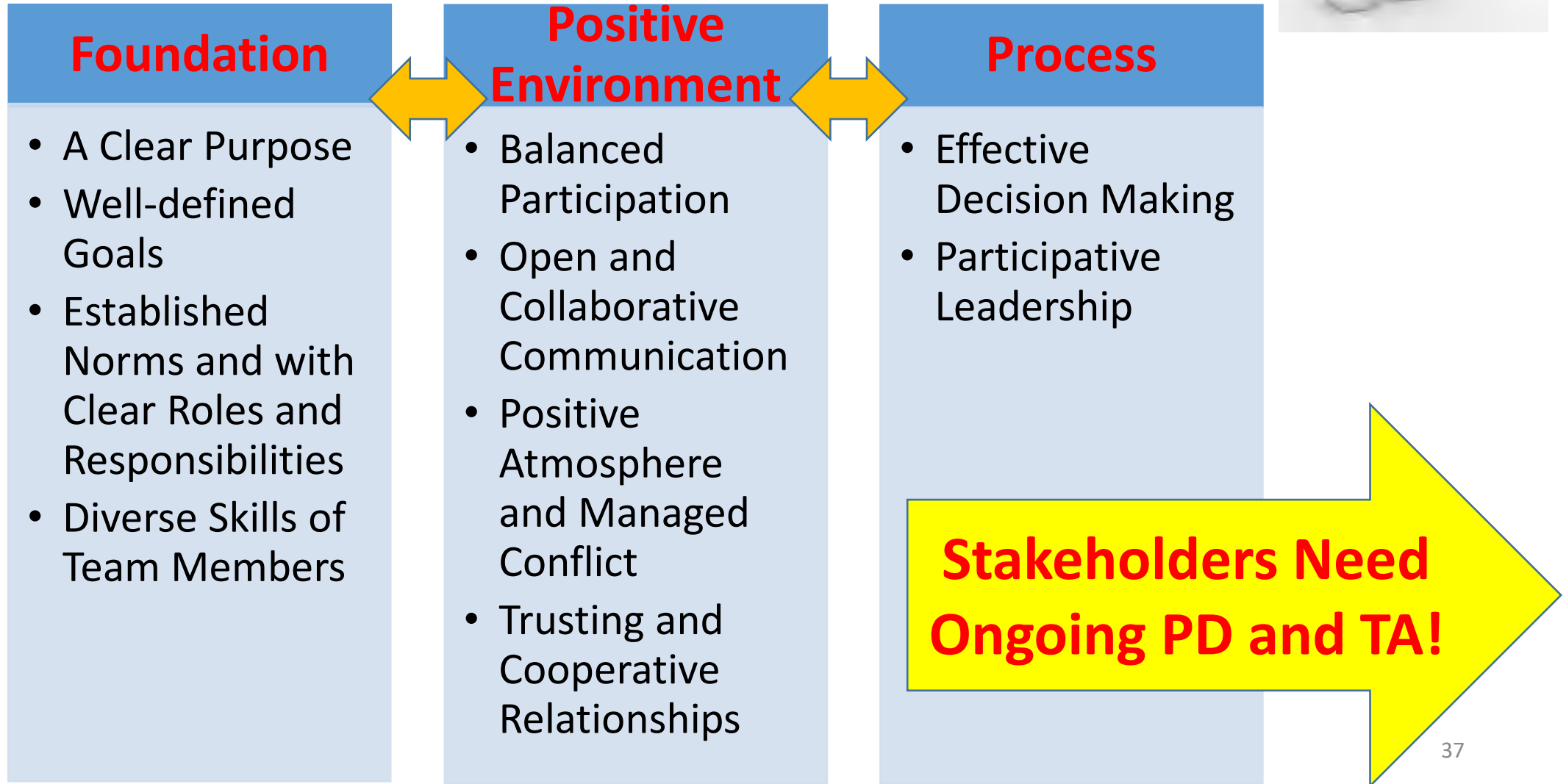
Getting Started!

Role/ Member Name	Activities by Role and Meeting Timeframe		
	Before Meeting	During Meeting	After Meeting
School Administrator	<ul style="list-style-type: none"> Encourage and support team efforts Communicate PBIS to stakeholders Ensure meeting dates/times are on master calendar 	<ul style="list-style-type: none"> Attend and actively participate Support Team Leader in keeping members on-task and meeting moving forward 	<ul style="list-style-type: none"> Allocate resources for PBIS planning and implementation Communicate PBIS to all stakeholders
Communication Point-of-Contact	<ul style="list-style-type: none"> Gather district information from DC relevant to PBIS and behavior 	<ul style="list-style-type: none"> Share district information 	<ul style="list-style-type: none"> Share meeting information with DC
Content Knowledge Expert	<ul style="list-style-type: none"> Access/prepare area of expertise information based on concerns 	<ul style="list-style-type: none"> Share pertinent information based on area of expertise 	<ul style="list-style-type: none"> Complete assigned tasks
Data Entry & Retrieval	<ul style="list-style-type: none"> Access and graph data from district system or RtI/B database 	<ul style="list-style-type: none"> Share evaluation & implementation data Lead data discussion 	<ul style="list-style-type: none"> Enter data into district system or RtIDB and PBSES Share data highlights with stakeholders
Facilitator	<ul style="list-style-type: none"> Solicit input from team Prepare agenda using feedback to prioritize items Distribute agenda in advance 	<ul style="list-style-type: none"> Facilitate meeting Keep members on task Resolve conflict constructively Gain consensus on next steps 	<ul style="list-style-type: none"> Contact Content Knowledge experts regarding areas of concern discussed Support 'experts' with next meeting preparations, as needed
Recorder	<ul style="list-style-type: none"> Provide meeting minutes to Facilitator Disseminate product updates 	<ul style="list-style-type: none"> Take notes Transcribe member responses 	<ul style="list-style-type: none"> Distribute minutes to team Maintain electronic copies of team products
Snack Master	<ul style="list-style-type: none"> Ensure snacks for meeting 	<ul style="list-style-type: none"> Bring snacks to meeting 	<ul style="list-style-type: none"> Gather "leftovers"
Stakeholder Voice	<ul style="list-style-type: none"> Obtain stakeholder input & perspective 	<ul style="list-style-type: none"> Share input from stakeholders Plan for stakeholder communication 	<ul style="list-style-type: none"> Communicate information with stakeholders
Timekeeper	<ul style="list-style-type: none"> Review time slots on agenda 	<ul style="list-style-type: none"> Monitor time of each agenda item Keep members aware of time limits using established signal 	<ul style="list-style-type: none"> Complete assigned tasks
ALL MEMBERS	<ul style="list-style-type: none"> Preview agenda Bring ideas to address concerns Be prepared for action planning 	<ul style="list-style-type: none"> Follow meeting norms Provide input Remain on-task and engaged 	<ul style="list-style-type: none"> Complete assigned tasks Model & coach PBIS practices to all stakeholders

Characteristics of Effective Teams:

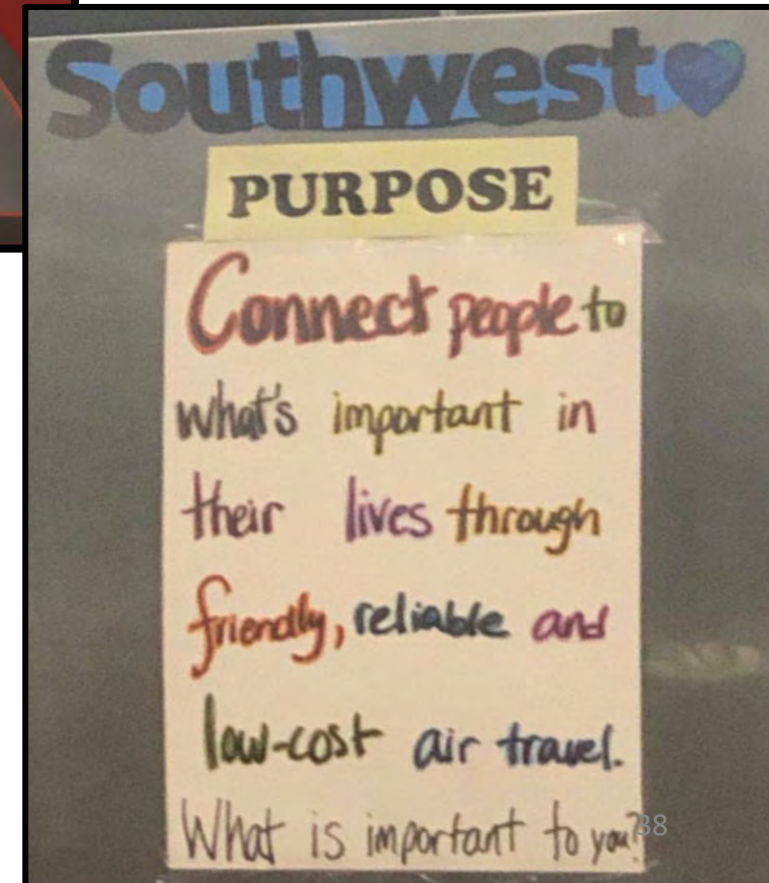
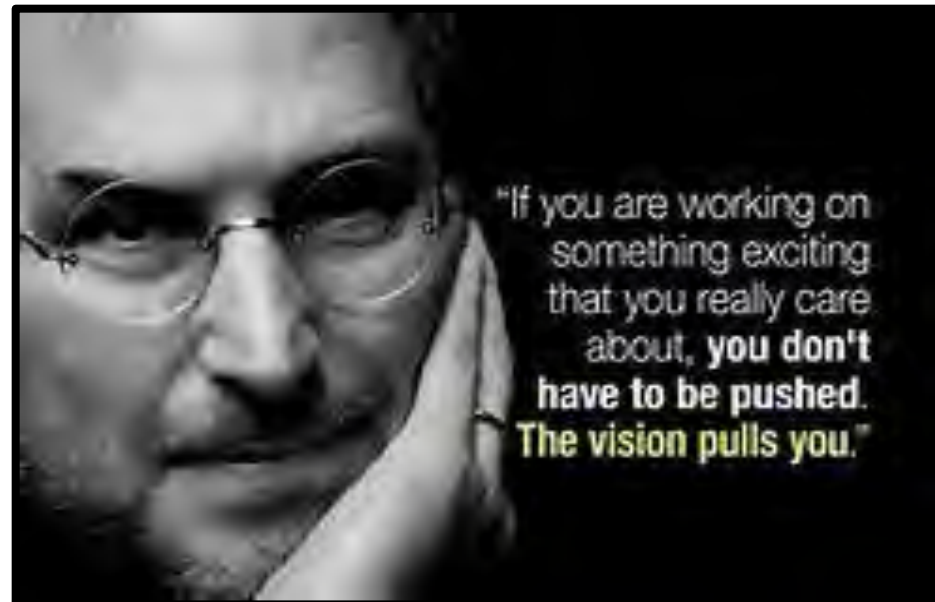
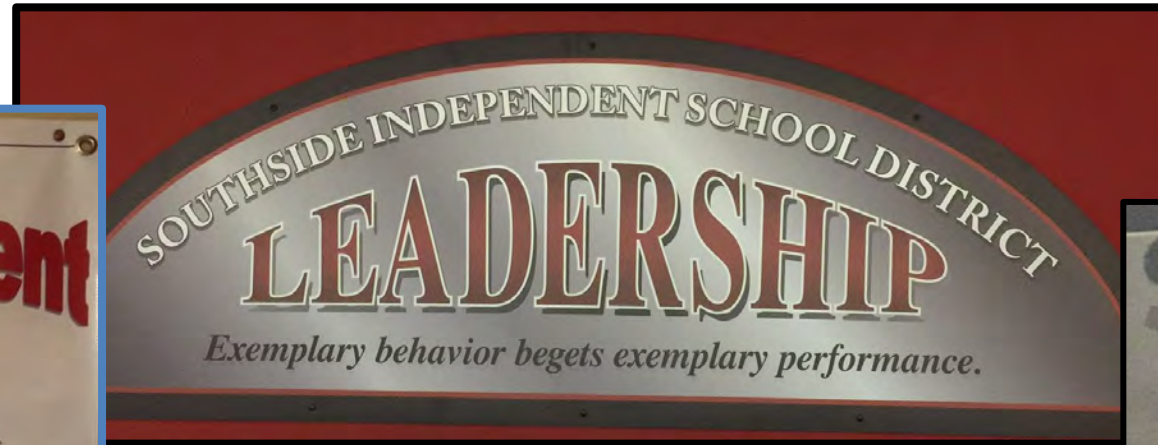
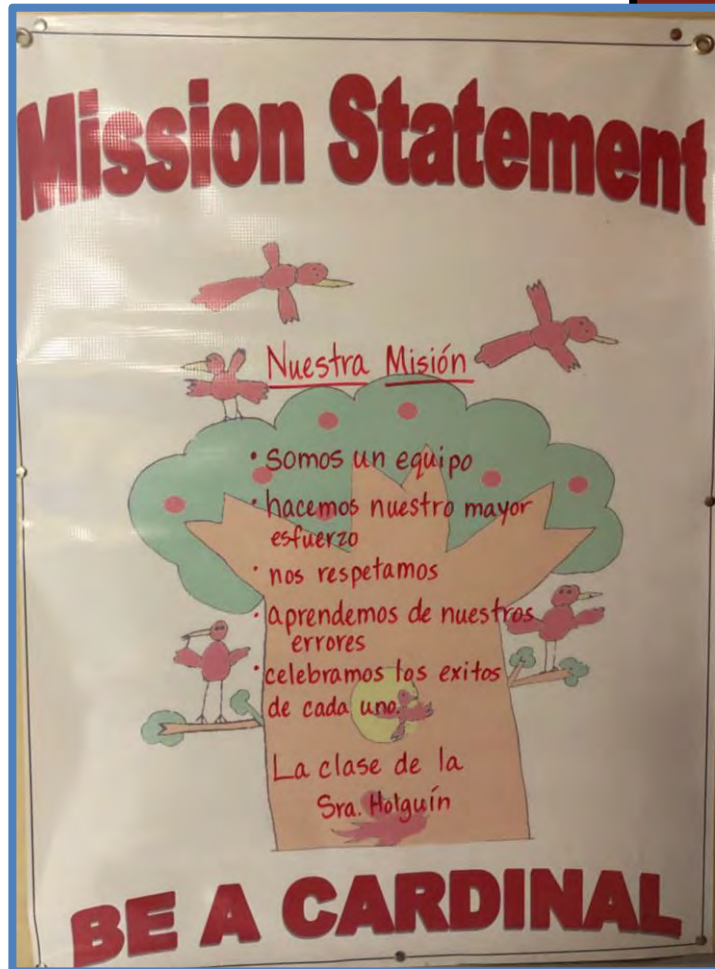
What's needed to make this all work?

<http://www.livebinders.com/play/play?id=2280169#anchor>



2) Identify **Vision** and Develop Brief Statement of **Purpose**

Getting Started!



3) Complete a **PBIS Fidelity Tool** (e.g., TFI or BoQ)





Kincaid, D., Childs, K., & George, H. (2010).
<https://www.livebinders.com/view/1212703>

The Revised School-Wide Benchmarks of Quality (BoQ) – Full Instrument			
Feature	Possible Data Sources	Scoring Criteria	Score
Critical Element: PBIS Team			
1. Team has administrative support.	Meeting agendas, minutes, and materials Tier 1 action plans School improvement plan	0 = Administrator(s) do not actively support the PBIS process. 1 = Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attend only a few meetings. 2 = Administrator(s) support the process, take as active a role as the rest of the team, and/or attend most meetings. 3 = 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.	
2. Team has regular meetings (at least monthly).	Meeting agendas, minutes, and materials Tier 1 action plans	0 = Team not meeting during the year 1 = Team meets each school year 2 = Team meets each school year	
3. Team has established a clear mission/purpose.	Purpose and Mission Statement on website, meeting agendas, handouts, staff handbook Tier 1 action plan	0 = No mission statement 1 = Team has a mission statement (on plan).	
Critical Element: Faculty			
4. Faculty are aware of behavior problems across campus through regular data sharing.	Meeting agendas, minutes, and materials Tier 1 Walkthrough Staff surveys and interviews Communication with staff (e.g. email, newsletters, bulletin boards)	0 = Data are not given an active role 1 = Data regularly shared with faculty 2 = Data regularly shared with faculty	
5. Faculty involved in establishing and reviewing goals.	Meeting agendas, minutes, and materials Communication with staff (e.g. email, newsletters, bulletin boards) Staff surveys or interviews Tier 1 action plans	0 = Faculty do not establish or review goals 1 = Some faculty establish or review goals 2 = Most faculty establish or review goals	

Appendix 1. School-wide Benchmarks of Quality (Revised) Scoring

School Name: _____ District: _____
Coach/Facilitator Name: _____ Date: _____

Critical Elements	Benchmarks of Quality Items			
PBIS Team	1. Team has administrative support	3	2	1
	2. Team has regular meetings (at least monthly)	2	1	0
	3. Team has established a clear mission/purpose	2	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	2	1	0
	9. Discipline referral form includes information useful in decision making	2	1	0
Data Entry & Analysis Plan Established	10. Problem behaviors are defined	3	2	1
	11. Major/minor behaviors are clearly differentiated	2	1	0
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors	2	1	0
Expectations & Rules Developed	13. Data system is used to collect and analyze ODR data	3	2	1
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team	2	1	0
	15. Data analyzed by team at least monthly	2	1	0
Reward/Recognition Program Established	16. Data shared with team and faculty monthly (minimum)	2	1	0
	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1
	18. Expectations apply to both students and staff	3	2	1
	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	2	1	0
	21. Staff are involved in development of expectations and rules	2	1	0
	22. A system of rewards has elements that are implemented consistently across campus	3	2	1
	23. A variety of methods are used to deliver rewards	2	1	0
	24. Rewards are linked to expectations	2	1	0
	25. Rewards are varied to maintain student interest	2	1	0
	26. Ratios of acknowledgement to misbehavior are maintained	2	1	0
	27. Students are involved in identifying and developing rewards	2	1	0
	28. The system includes incentives	2	1	0

Measuring School-wide Positive Behavior Support Implementation:

Development and Validation of the Benchmarks of Quality



Rachel Cohen
Don Kincaid
Karen Elfner Childs
University of South Florida

Abstract: School-wide positive behavior support (SWPBS) has been implemented in more than 4,000 schools as a means of addressing problem behavior in a systemic fashion. Preliminary outcomes (e.g., office discipline referrals, suspensions) indicate the effectiveness of SWPBS in decreasing school-wide behavior problems and creating a positive school climate. Although the results of a majority of the program evaluations yielded significant findings, there has been a lack of measurement of treatment fidelity, possibly due to the absence of expedient, effective assessment tools. This article describes the theoretical background and development, including a qualitative pilot study and psychometric properties, of the School-wide Benchmarks of Quality (BoQ; Kincaid, Childs, & George, 2005), a tool intended to measure the implementation of SWPBS. Descriptive data on the instrument, including internal consistency, test-retest reliability, interrater reliability, and concurrent validity, were collected and analyzed. Results indicate that the BoQ for SWPBS is a reliable, valid, efficient, and useful instrument for measuring the fidelity of implementation of the primary or universal level of PBS application in individual schools. Future considerations for evaluating the psychometric properties of the BoQ include extending the data collection and analysis to many more schools across multiple states.

Preventing School Failure, 56(4), 197–206, 2012

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DOI: 10.1080/1045988X.2011.645909

Evaluating Implementation of Schoolwide Behavior Support: Are We Doing It Well?

HEATHER PESHAK GEORGE and KAREN ELFNER CHILDS

University of South Florida–Tampa, Tampa, FL, USA

Benchmarks of Quality (BoQ)

<https://www.pbis.org/resource-type/assessments>

Specific Benchmarks of Quality Across the Critical Elements



Critical element	Benchmarks of quality	
PBS team	<ul style="list-style-type: none"> • Administrative support • Regular meetings 	<ul style="list-style-type: none"> • Clear mission/purpose
Faculty commitment	<ul style="list-style-type: none"> • Regular data sharing • Feedback obtained 	<ul style="list-style-type: none"> • Establish and review goals
Effective procedures for dealing with discipline	<ul style="list-style-type: none"> • Process described • Includes documentation procedures • Referral form useful 	<ul style="list-style-type: none"> • Behaviors defined • Array of responses to majors • Array of responses to minors
Data entry and analysis established	<ul style="list-style-type: none"> • System established • Additional data collected 	<ul style="list-style-type: none"> • Analyzed monthly • Shared with team/faculty
Expectations and rules developed	<ul style="list-style-type: none"> • Expectations posted • Apply to all • Rules developed 	<ul style="list-style-type: none"> • Rules linked • Staff provide feedback
Reward/recognition program established	<ul style="list-style-type: none"> • System implemented consistently • Variety of methods • Linked to expectations 	<ul style="list-style-type: none"> • Varied for interest • Naturally occurring • Ratios high • Incentives for staff • Embedded into subjects • Faculty involved • Strategies for families • Booster sessions • Schedule for rewards
Lesson plans for teaching expectations/rules	<ul style="list-style-type: none"> • Behavioral curriculum • Examples and nonexamples • Variety of strategies 	<ul style="list-style-type: none"> • Orientation for incoming staff/students • Involve families/ community • Ratios high • Tracking procedures • Range of consequences
Implementation plan	<ul style="list-style-type: none"> • Curriculum developed/used • Teach staff discipline, data system, and lessons • Teach students lessons and rewards 	
Classroom	<ul style="list-style-type: none"> • Rules defined and posted • Routine procedures • Routines taught • Immediate praise used 	
Evaluation	<ul style="list-style-type: none"> • Surveys • Know expectations • Use discipline system 	<ul style="list-style-type: none"> • Use reward system • Outcomes documented



SWPBIS Tiered Fidelity Inventory

version 2.1



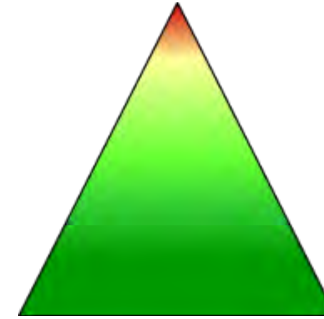
Citation for this Publication

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H326S130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

Tiered Fidelity Inventory (TFI)

<https://www.pbis.org/resource-type/assessments>



Article

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Technical Adequacy of the SWPBIS Tiered Fidelity Inventory

Kent McIntosh, PhD¹, Michelle M. Massar, MEd¹,
Robert F. Algozzine, PhD², Heather Peshak George, PhD³,
Robert H. Horner, PhD¹, Timothy J. Lewis, PhD⁴,
and Jessica Swain-Bradway, PhD⁵

Article

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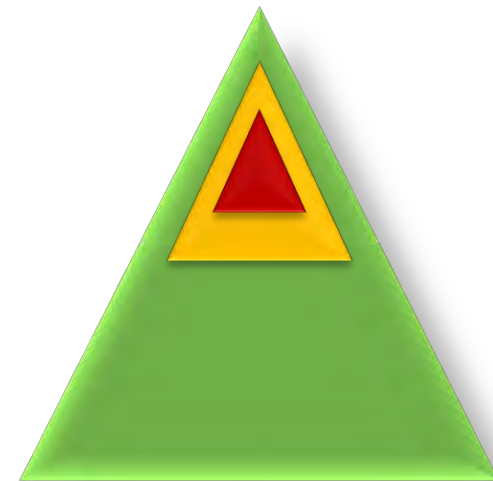
Factor Validation of a Fidelity of Implementation Measure for Social Behavior Systems

Michelle M. Massar, PhD¹, Kent McIntosh, PhD¹,
and Sterett H. Mercer, PhD²

Purpose of the School-wide PBIS Tiered Fidelity Inventory

POLL #6:
Tool

- The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.
 - Tier I (Universal PBIS)
 - Whole School Universal Prevention
 - Tier II (Targeted PBIS)
 - Secondary, Small Group Prevention
 - Tier III (Intensive PBIS)
 - Tertiary, Individual Support Prevention



4) Identify Specific Goals and Objectives based on Vision & Results



5-Year

① 5 year goal

- 1. Graduation at 100%
- 2. 100% staff buy-in as a result of regular on-going training
- 3. Defined, practiced roles for every member of the team (on-going training) - consistent throughout the district
- 4. MTSS in WESD #1 center school

② 5 year Goals

- Efficient MTSS system across all schools
- Strong alignment with all non-MTSS
- MTSS accountability
- Site-based MTSS operationalizing
- Site/district level
- Celebrate

③ 5-year Goals for MTSS

- ALL stakeholders should be able to articulate what is MTSS in which their role is
- Misconception for MTSS being a pull-out program
- Understanding MTSS is a framework that supports all other departments and initiatives
- Inter role capacity building

④ 5 year Goals

- Every school in WESD has standards in place to serve ALL students
- Standards of Practice
- Roles for all stakeholders
- Weekly site MTSS coordinator action plan
- Every school consistently reviewing its data on a predetermined schedule
- Every school has built a continuum of evidence & behavioral supports that are evidence based
- Parents know what they can expect of their school in terms of support for their child
- Teachers feel like supports are making the job more manageable and helping outcomes

3-Year

① 3 year Goals

- 1. New Communication about MTSS process + roles before the start of MTSS
- 2. New Teacher/admin orientation
- 3. Consistent accountability measures for each school (SPP, #points)
- 4. Resources for MTSS support accessible
- 5. Identify model schools
- 6. Data literacy for all
- 7. Have culturally relevant
- 8. Have support level to the district

② 3 year Goals

- 1. Use audit data to determine which directly impact and
- 2. WESD and NDE re-types
- 3. MTSS driven by
- 4. Model school celebration included in training
- 5. Part of PERS EVAL

③ 3 year MTSS

- 1. Use audit data to determine which directly impact and
- 2. WESD and NDE re-types
- 3. MTSS driven by
- 4. Model school celebration included in training
- 5. Part of PERS EVAL

VISION

Collaborating for productive members of Society.

§ MTSS seamlessly implemented through collaboration w/ a student centered focus with a goal of student Success.

- Systems of Support for student Success

Do the goals align with your vision?

① Year! Let's do this

- List of initiatives
- Clearly defined role/goal understood across WESD
- District wide master calendar for MTSS - data driven
- 1 year MTSS goals as part of evaluation process
- Establish diploma review committee

② 1 year Goals

- 1. Establish district level steering committee
- 2. Review of resources - thinning out establish district supported tools & resources, as well as decision-making roles
- 3. Data literacy & tools - training for all staff
- 4. Identified and emerging teacher leaders (site-level MTSS teams)
- 5. Collaboratively delivered PD

③ 1 year Goals

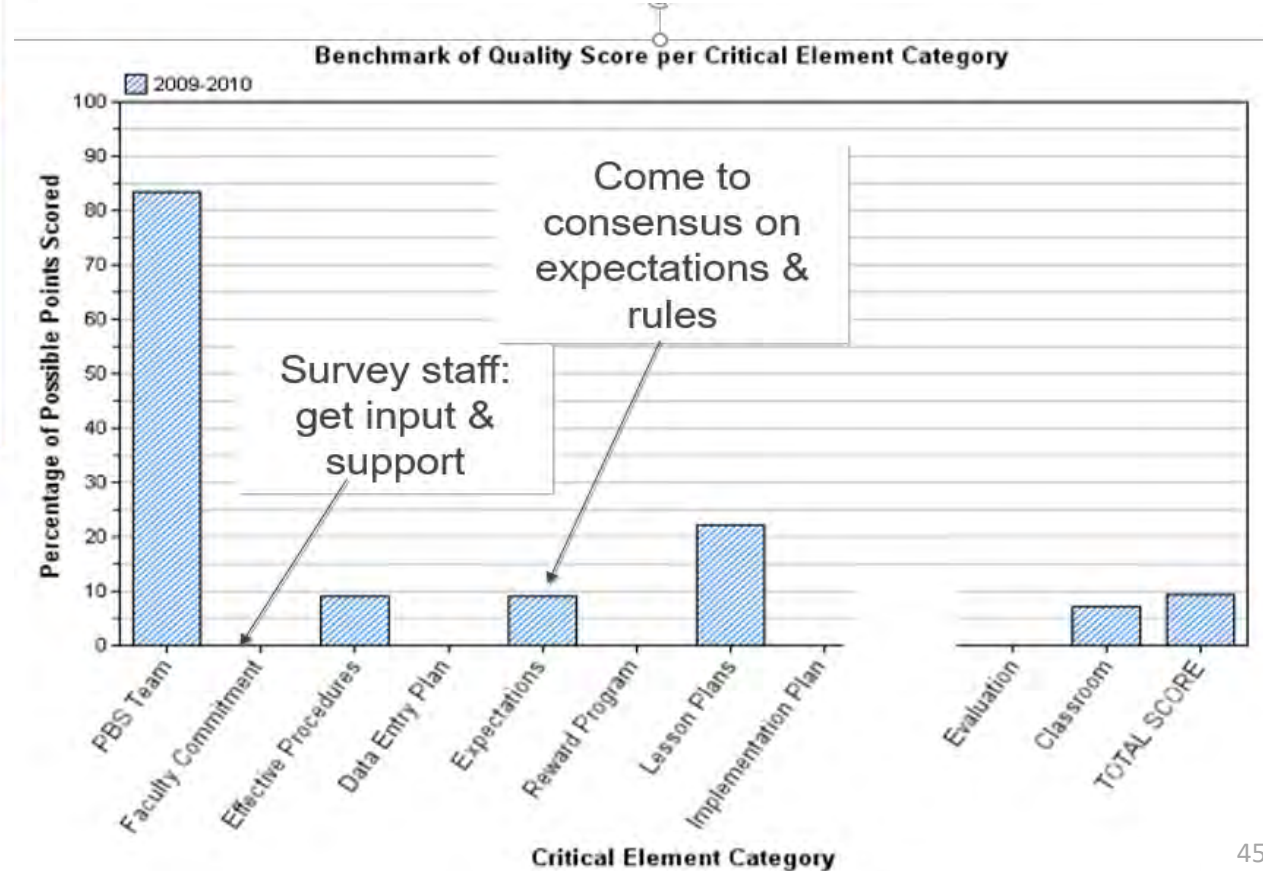
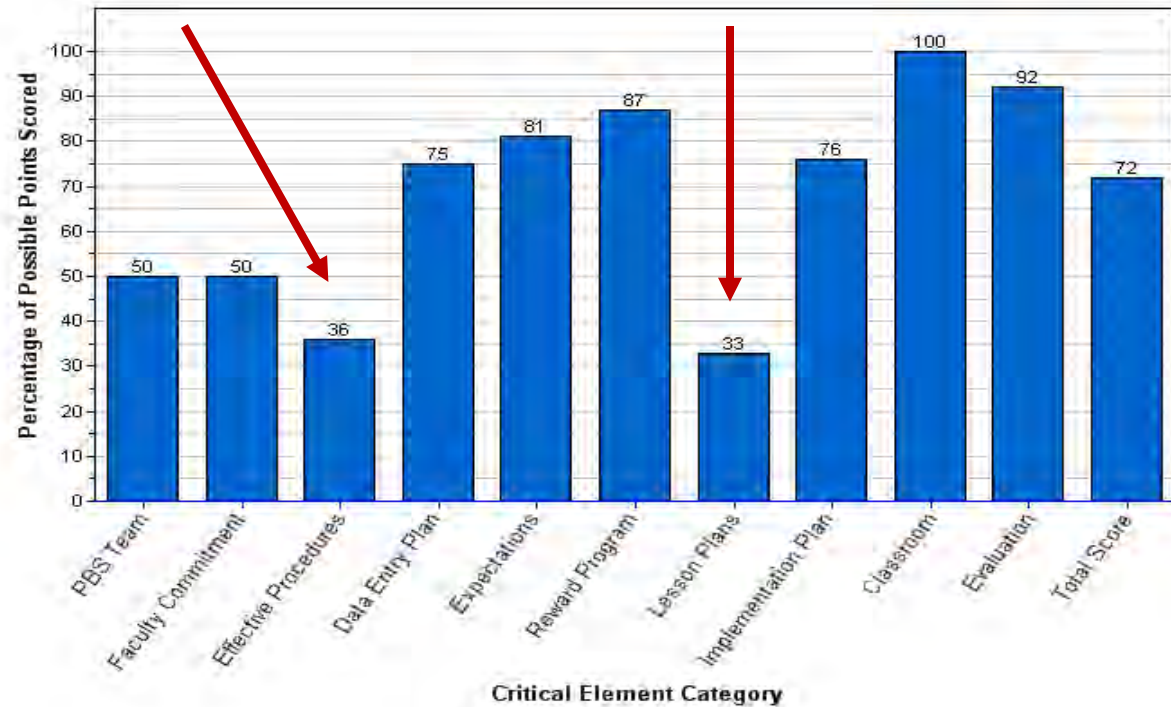
- 1. Develop clear understanding of MTSS process
- 2. Develop clear understanding of MTSS process

1-Year

Baseline Benchmarks of Quality (BoQ) – Determining Next Steps

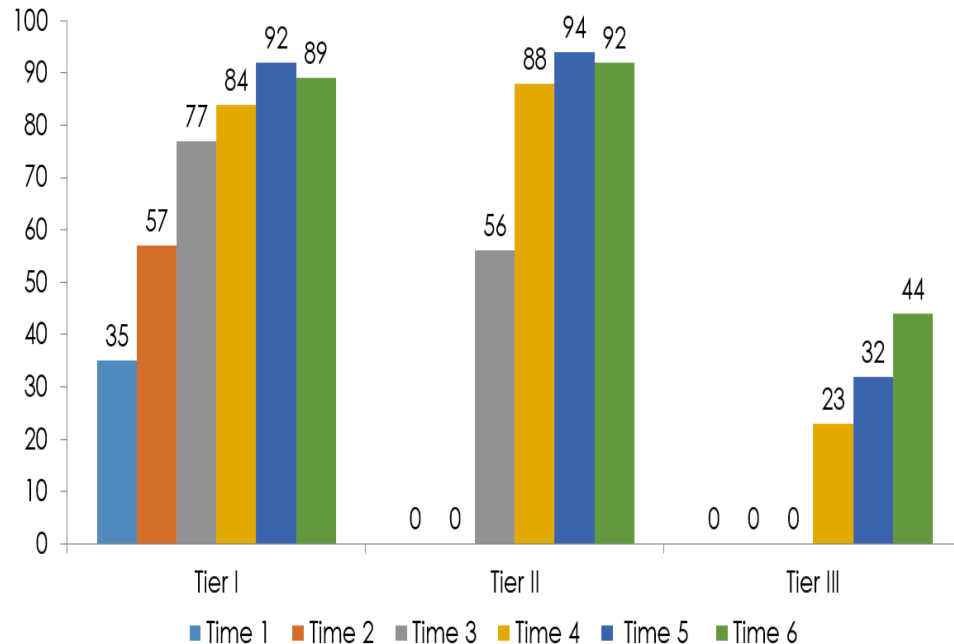
**Develop & Implement
Discipline Procedures**

**Develop
lesson plans**



Tiered Fidelity Inventory (TFI)

Subscale Reports

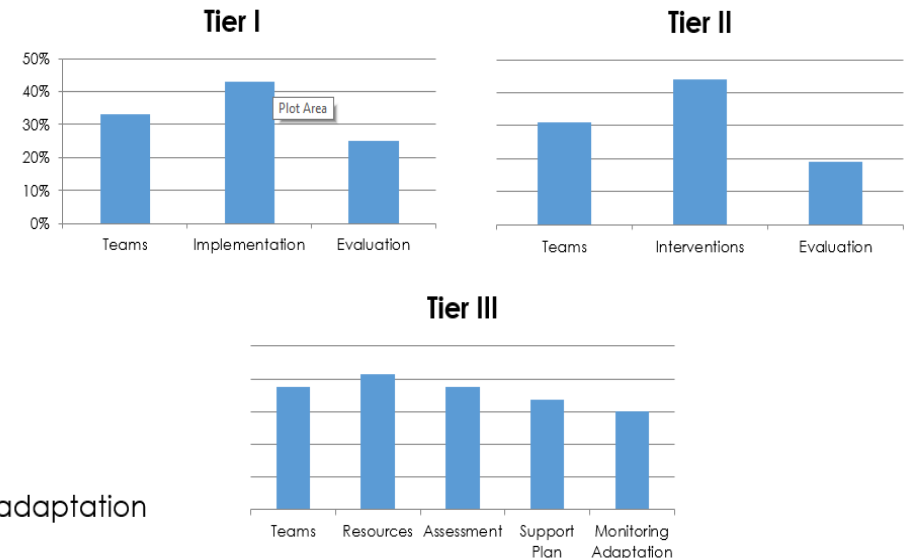


Sub-subscale and Item Reports


Sub-subscale

- Tier I
 - Teams
 - Implementation
 - Evaluation
- Tier II
 - Teams
 - Interventions
 - Evaluation
- Tier III
 - Teams
 - Resources
 - Assessment
 - Support plan
 - Monitoring and adaptation

Item Report



Tier 1 Action Planning


PBIS Positive Behavioral Interventions & Supports
Prevention, Assessment, Intervention, and Evaluation

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				

Appendix 2. Benchmarks of Quality (Revised) Action Plan

Critical Element	Step 1: What is the problem or issue to address?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Person(s) Responsible	Follow-Up or Completion Date	Step 4: How will we know we've been successful?
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			

Page 20

Tier 1 Critical Elements: PBIS Team, Faculty Commitment, Discipline Procedures, Data Entry & Analysis, Expectations & Rules, Reward Program, Lesson Planning, Implementation Plan, Classroom Systems, Evaluation

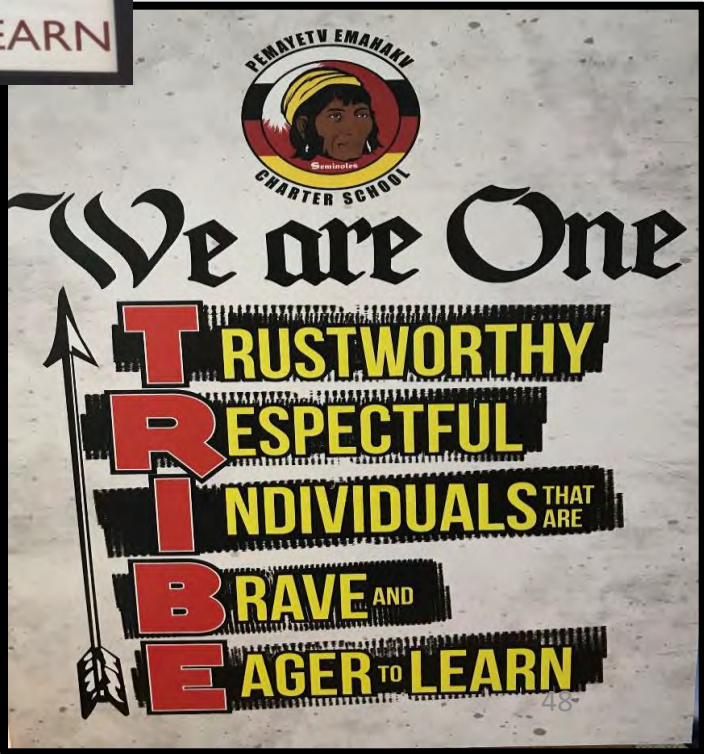
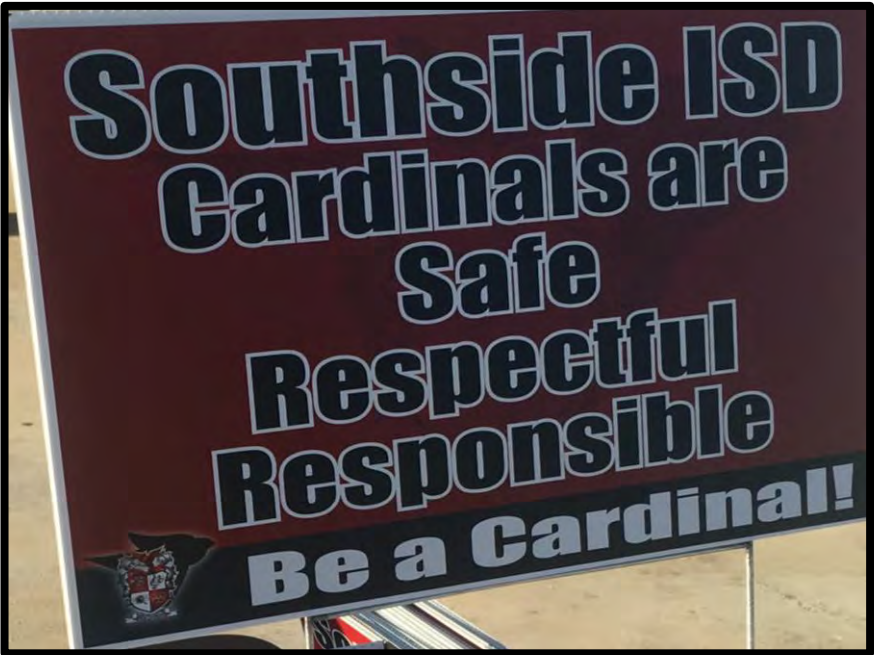
Tiered Fidelity Inventory (TFI)
<https://www.pbis.org/resource-type/assessments>

Benchmarks of Quality (BoQ)
<https://www.pbis.org/resource-type/assessments>

5) Identify Positive School-Wide Behavioral Expectations

POLL #7:
Expectations?
Chat Box?

Getting Started!



6) Develop Procedures for **Teaching** School-Wide Expectations

Getting Started!



Expectations & behavioral skills are taught & recognized in natural context

Teaching Matrix

SETTING

All Settings

Hallways

Playgrounds

Cafeteria

Assembly

Bus

Respect
Ourselves

1. Social Skill

2. Natural Contexts

Respect
Others

Be kind.
Hands/feet
to self.
Help/share
with
others.

Use normal
voice
volume.
Walk to
right.

Play safe.
Include
others.
Share
equipment

Practice
good

Whisper.
Return
books.

Listen/watch.
Use
appropriate
applause.

Use a quiet
voice.
Stay in your
seat.

Respect
Property

Recycle.
Clean up
after self.

Put litter in
garbage can.

Replace
trays &
utensils.
Clean up
eating area.

Push in
chairs.
Treat
books
carefully.

Pick up.
Treat chairs
appropriately.

Wipe your
feet.
Sit
appropriately.

Expectations

3. Behavior Examples



Sherwood Forest Elementary

Einstein Students Are...

**Safe
Respectful
Responsible
Ready to Learn**

Our CLASSROOM Expectations

- Keep your hands, feet and objects to yourself.
- Go directly to your destination.
- Stay to the right side of the hallway.
- Adhere to all school rules.
- Walk quickly and quietly to your destination.
- Follow directions when moving from one area to another.

Escuela Elemental Sherwood Forest

Los estudiantes de Einstein son y están...

**Seguros
Respetuosos
Responsables
Listos para aprender**

Expectativas en nuestras aulas

- Mantenga las manos, pies y objetos para sí mismo.
- Tenga listos todos los materiales que necesita para completar su trabajo.
- Siga las instrucciones.
- Levantar la mano y esperar a ser atendido antes de hablar.
- Ser amable con los demás.
- Escuchar activamente.
- Ser un participante cooperativo en el grupo.
- Adherirse a todas las reglas de la escuela.

Học sinh Einstein Sherwood Forest

Học sinh Einstein...

**Được an toàn
Tôn kính
Có trách nhiệm
Sẵn sàng để học**

Kỷ vọng của LỚP HỌC

- Không được động tay chân và dùng đồ vật chạm vào người khác.
- Có sẵn những tài liệu cần để làm xong các bài làm của mình.
- Làm theo chỉ dẫn.
- Giơ tay lên và đợi.
- Tử tế với những người khác.
- Là người lắng nghe nhiệt tình.
- Là người tham gia nhóm hợp tác.
- Tuân theo các luật lệ của trường.



MENCIACA CARDINAL
SOUTHSIDE ISD

CAFETERIA

Be Safe Be Respectful Be Responsible

Eat first

Always use your manners

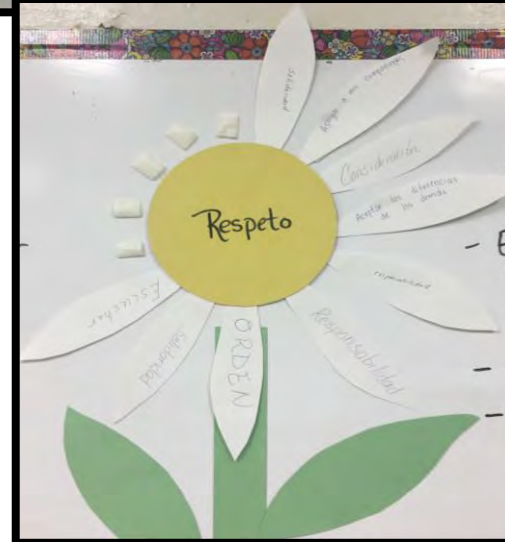
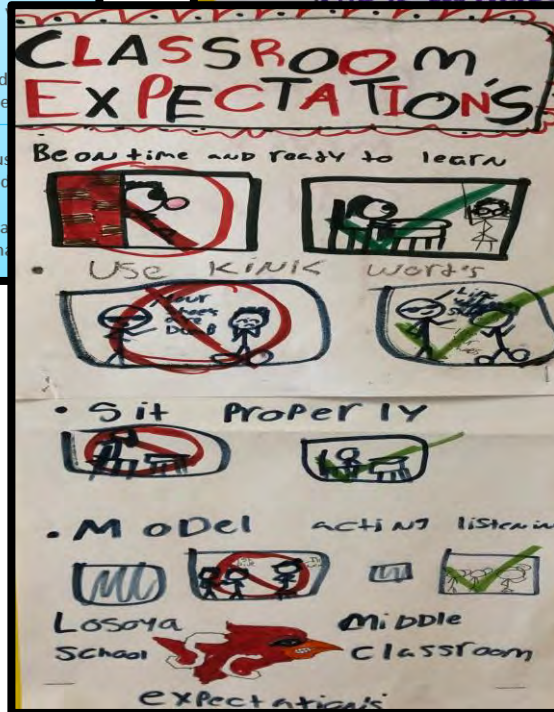
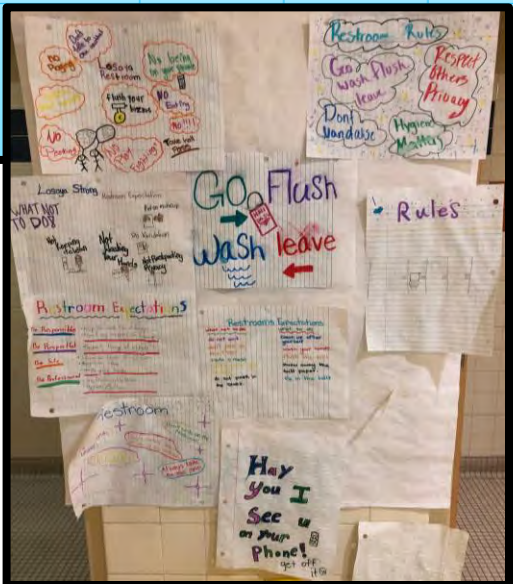
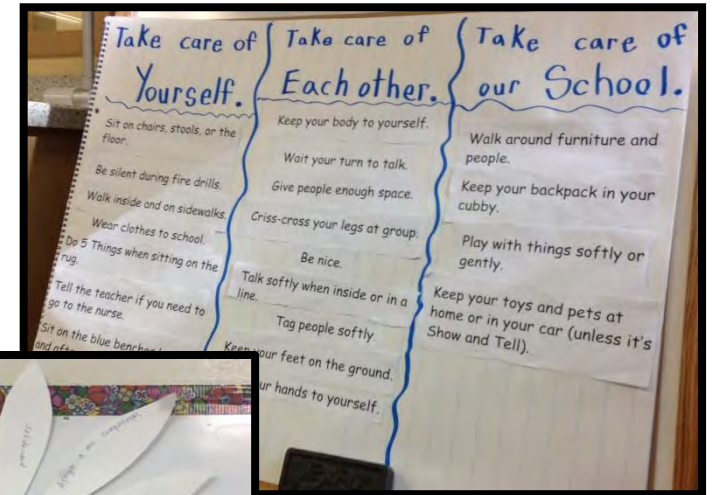
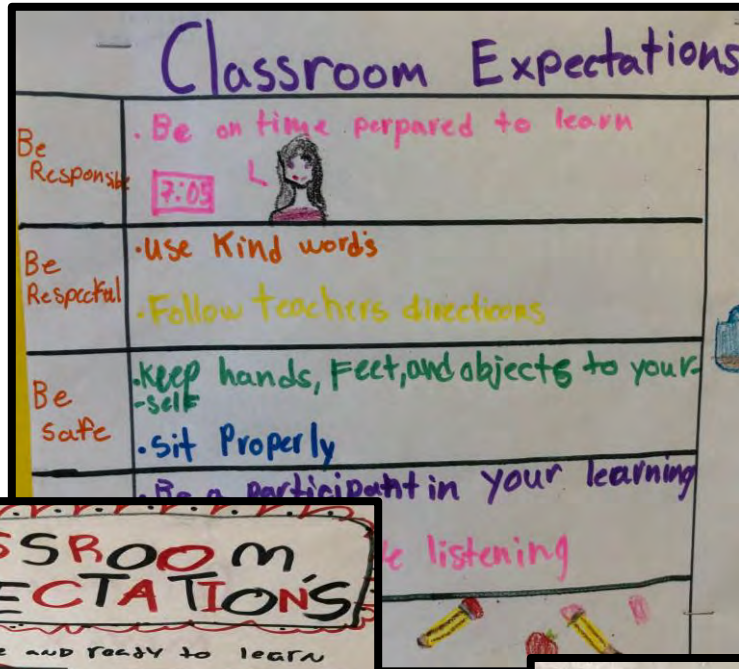
Talk at level 1

7) Develop Procedures for Classroom-Wide Expectations



Getting Started!

Classroom Routines					
Rules	Group work	Desk work	Quizzes and tests	Arrival	Dismissal
Respect Ourselves	Offer ideas Complete all tasks	Sit with feet on the ground Get up and stretch if necessary	Study for all assessments Read through and double-check all work	Get all supplies for the day Lock belongings in locker	Check on homework Pack necessary materials
Respect Others	Compliment others' ideas Listen and make eye contact	Work silently Read quietly if finished ahead of others	Keep eyes on your own paper Study with others	Keep phone off and in bag Move out of the way quickly in the hall	Let others sit with Hold those
				Close locker doors quietly Move chairs quietly	Push und Wa ha



Resources for Classrooms

PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS' IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

Prepared by: Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, Bob Putnam

What is the purpose of this technical brief?

The purpose of this technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following questions while implementing PCBS school wide.

- What practices do you want to implement?
 - Where are the practices implemented?
 - Who are your implementation supporters?
 - How will you support implementation?
- (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12).

The specific evidence-based practices to be implemented (**what**) are the PCBS practices defined in *Supporting and Responding to Student Behavior* guide. The goal is for these practices to be implemented by all teachers and in all classrooms (**where**). School leadership teams will need to consider a range of possible implementation supporters (**who**) depending on their context and available resources (e.g., expert-, peer-, or self-delivered supports). In addition, the school leadership team will need to provide specific training, prompting, and data (**how**) to ensure teachers know how to use PCBS practices and are able to apply them effectively in their classrooms. This technical brief is designed to inform and support these decisions.

For the purposes of this brief, we will define implementation and systems as follows.

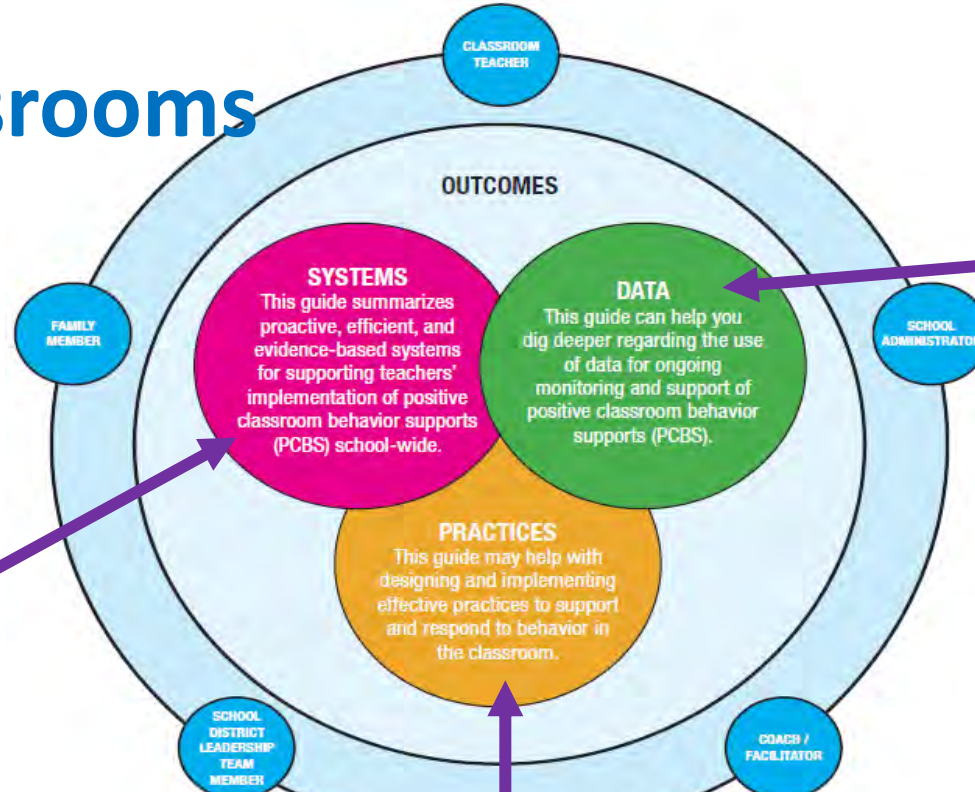
Implementation is "a specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p.5).

Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of evidence-based practices with fidelity.

What factors should our school leadership team consider to increase the likelihood of PCBS systems effectively supporting teachers in our building?

The effectiveness and efficiency of PCBS systems are maximized by (a) linking to school-wide systems within a multi-tiered behavioral framework (MTBF), like systems emphasized in school-wide positive behavioral interventions and supports (SWPBS; see www.pbis.org), (b) aligning positive and proactive supports for staff with existing professional development and teacher evaluation systems, and (c) investing in data systems (described in an upcoming Classroom Data Brief) to support decision making. In particular, the following school-wide and classroom-focused supports should be in place to optimize PCBS systems.

- Comprehensive **school-wide data system** that enables monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms.
- School-wide investment in evidence-based **curriculum** and effective **instructional strategies**, matched to students' need, and **data** to support teachers' academic



PBIS TECHNICAL GUIDE ON CLASSROOM DATA: USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT PRACTICES AND SYSTEMS

Prepared by: Jessica Swain-Bradway, Robert Putnam, Jennifer Freeman, Brandi Simonsen, Heather George, Steve Goodman, Kimberly Yanek, Kathleen Lane, & Jeffrey Sprague

What is the purpose of this technical guide?

There are two main purposes of this technical guide. **First**, it guides educators to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) practices.² **Second**, it guides school leadership teams to use data for decision making when implementing systems to support educators' implementation of PCBS.³ Using data to guide decisions can help maximize responsiveness to students' and educators' needs.

This guide describes

- (1) **types of data** included in a comprehensive decision-making process;
- (2) how these data sources are used to support implementation of PCBS in the **data-based decision-making process**;
- (3) **tables** that describe critical features, common tools, a sample of recommended tools, and examples and non-examples of use; and
- (4) **scenarios** of the data for decision-making cycle at the classroom and school levels.

This technical guide is **intended to support data selection and use at the Tier 1 level** for classrooms and is not intended to describe the more intensive data collection strategies required to support students or educators receiving Tier 2 or 3 supports. The **Tier 2** and **Tier 3** sections of pbis.org provide additional information about advanced tiers.

What are data and how can we use them in my classroom or school?

Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adapt, or modify PCBS practices and systems. For the purposes of this guide, **data** refer to objective (specific, observable, measurable) information about students, educators, or schools. In the educational setting, we typically use data to guide instruction and intervention by (1) assessing how well core features of a practice or system are being implemented (**fidelity**), (2) evaluating progress toward desired goals (**outcomes**), (3) guiding a **problem-solving process** if adequate fidelity or outcomes are not observed, and (4) informing an **action plan** for improvement. Also, because data-based decisions occur in the context of the classroom or school setting, it is critical

¹ Recommended citation: Swain-Bradway, J., Putnam, R., Freeman, J., Simonsen, B., George, H. P., Goodman, S., Yanek, K., Lane, K. L. & Sprague, J. (December 2017). *PBIS Technical Guide on Classroom Data: Using Data to Support Implementation of Positive Classroom Behavior Support Practices and Systems*. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support.

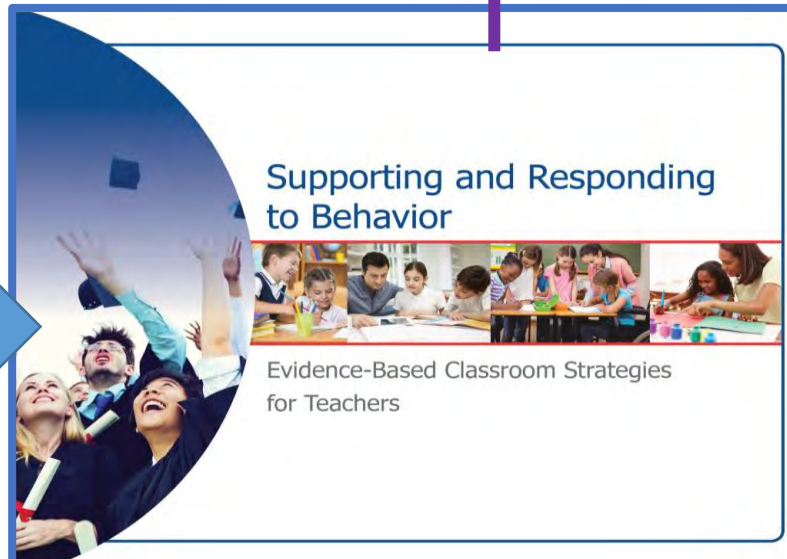
² See *Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Educators* guide for an overview of PCBS practices, which are the foundation of classroom management.

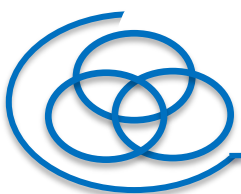


Classroom Integrated Academics and Behavior Brief

Introduction	Teachers have great responsibility to meet the educational needs of all students within the classroom. In addition to academic instruction, educators must also be concerned with students' behavioral and social needs. Given the educational complexity at the classroom level, it makes sense to streamline and integrate academic and behavior practices to support students in a "whole child" approach. As so many teachers have observed with their students, there is a strong relationship between academic and behavior skills.
Defining Integration	Integration of academic and behavior supports within the classroom involves strategically weaving together instruction and content from these two domains into one seamless experience for students. An integrated approach differs from disconnected strategies of separate academic and behavior supports. For example, a nonintegrated approach would involve teaching classroom behavior expectations as an independent learning unit outside of academic instruction.
Rationale	Integrating supports within the classroom makes sense for students because we need to promote academic and social behavioral competence. It can be more efficient and effective for instructors to incorporate both academics and the core features of positive classroom behavior support (PCBS) . There are many advantages to weaving together both academic and behavior practices for students within the classroom setting. These include: <ul style="list-style-type: none"> • Quality instruction reduces the likelihood of students engaging in problem behavior. • Implementation of positive behavior support leads to increased academic engaged time and enhanced academic outcomes. • Both effective academic and behavior practices share elements of quality instruction. • Children who fall behind academically will be more likely to find academic work unpleasant and frustrating and also engage in problem behavior to escape completing academic tasks.
Core Features of Integration	Core features of effective integration of academic and behavior support include: <ul style="list-style-type: none"> • Effective design and delivery of instruction for both academic and behavior lessons. • Address social, emotional, and behavioral content within academic lessons. • Differentiated instruction and support matched to student need, with consideration of the potential interaction of academic, social, emotional, and behavioral needs.

Supporting and Responding to Behavior
<https://www.pbis.org/topics/classroom-pbis>





Resources for Classrooms

RETURNING TO SCHOOL DURING AND AFTER CRISIS:
A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SOLIDIFYING UP OF EVIDENCE-BASED PRACTICES CENTER
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK
NATIONAL CENTER ON IMPROVING LITERACY
LEAD FOR LITERACY CENTER

June 2020

GUIDANCE ON ADAPTING CHECK-IN CHECK-OUT (CICO) FOR DISTANCE LEARNING

CENTER ON PBIS

May 2020

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

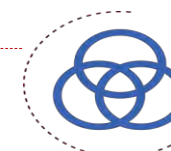
BRANDI SIMONSEN
ROBERT F. PUTNAM
KIMBERLY YANER
LAUREN L. EVANOVICH
SACHA K. G. SHAW
CYNTHIA SHUTTLETON
KELSEY MORRIS
BARBARA S. MITCHELL

September 2020

ADJUSTING PBIS FOR STUDENTS NEW TO SCHOOL: STARTING THE YEAR WITH INCREASED SUPPORT

ANGUS KITTEL MAN, KLOAN STORIE,
ROBERT H. HORNER, & WENDY MACHAUER

June 2020



8) Develop Continuum of Procedures for Encouraging Expectations



INCENTIVES

Positive Referral Bonanzol

In an effort to promote P.O.A.R. behaviors before and after the holiday we are hosting a Positive Referral Bonanzol. Students who are sent down with a positive referral will get a good phone call home, their name on the principal's store! And more opportunities for extra purple Dinero for secret R.O.A.R. teachers to earn incentives.

What should the teachers do?

- Let the kids know about the extra Dinero and how to earn it.
- When you send kids down to call parents, send kids down with their Dinero.

Cardinal Leaders of the Month...

TEACHER STUDENT STUDENT STAFF

STAR

Lion's Den

PBIS Store

Directions: Present this completed ticket to a campus to recognize their PBIS efforts in:

- * presentation * creativity * organization *
- * overall progress * systems * handbooks *
- * incentives *

Tear off this portion and place in the door prize entry box!

Tickets, Tickets Learn About Them!

5	TICKET	Candy	70	TICKET	Be a specials helper
15	TICKET	Prize	80	TICKET	Sit with a friend at lunch
25	TICKET	Free Draw Time	100	TICKET	Lunch with Mrs. Feldman or Mrs. Salinas
35	TICKET	Free iPod Time	120	TICKET	Show and tell

THE GOLDEN HAND AWARD

Super Star PBIS Teacher

This staff member goes above and beyond to positively convey expectations to Michael stars!

Michael ES

Southwest Rapid Rewards

Thank you for kicking tail.

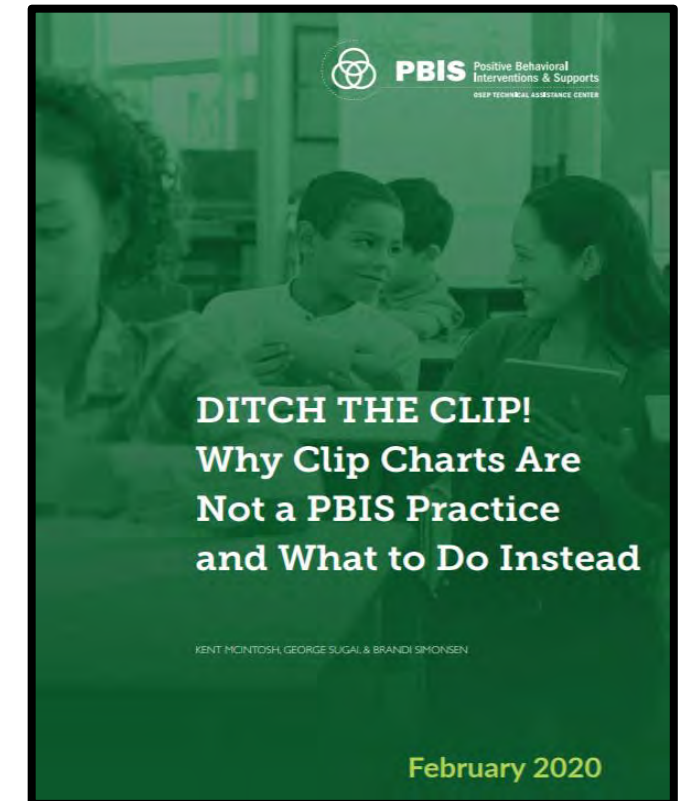
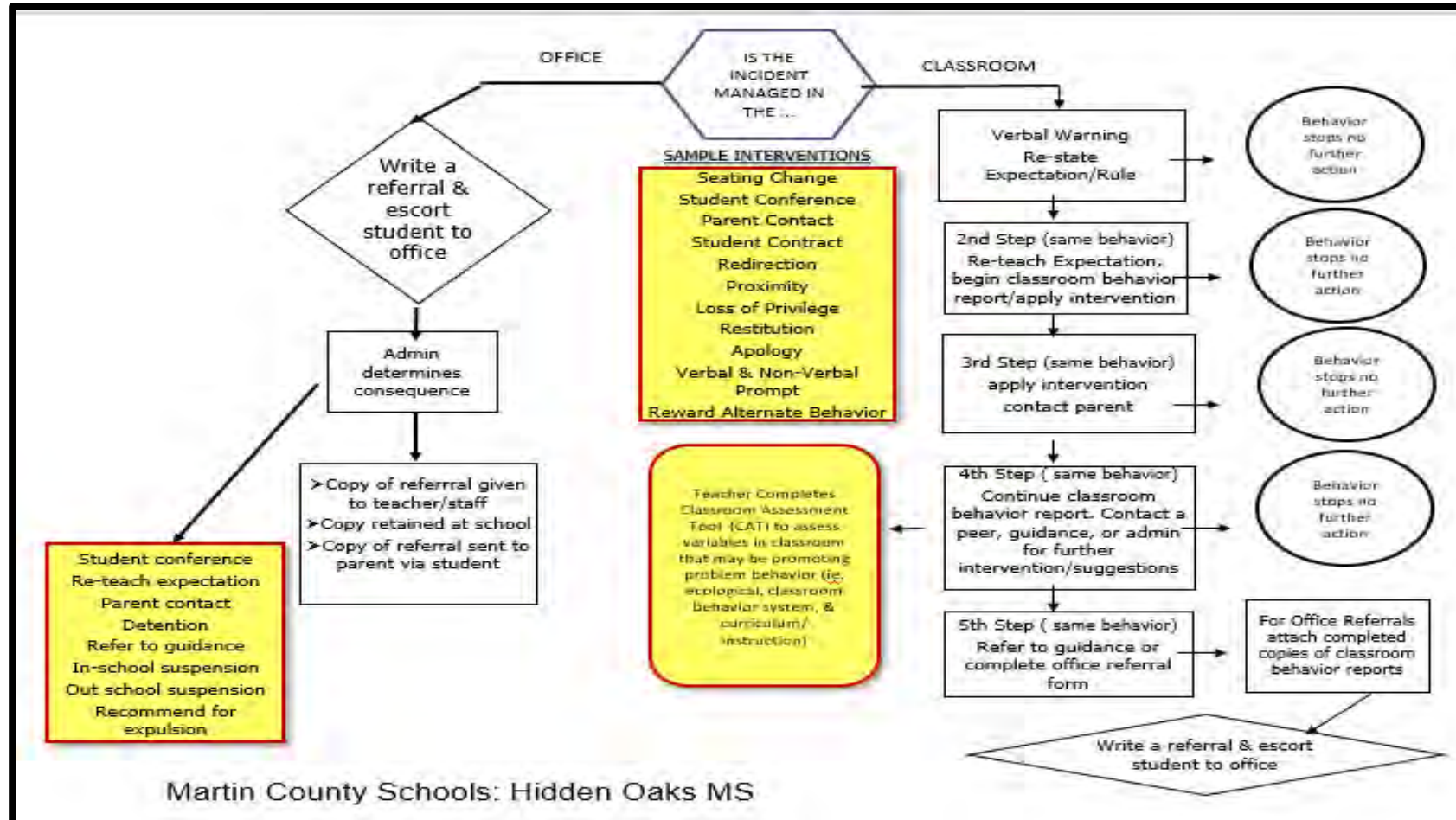
A-List Preferred Member

H. George

thinks you're doing a great job. Keep up the good work!

55

9) Develop Continuum of Procedures for Discouraging Expectations



PBIS is Positive



A hierarchy of explicit recognition strategies supports all students, including those with intensive needs

IMPERIAL ESTATES ELEMENTARY
KID FOR CHARACTER REFERRAL

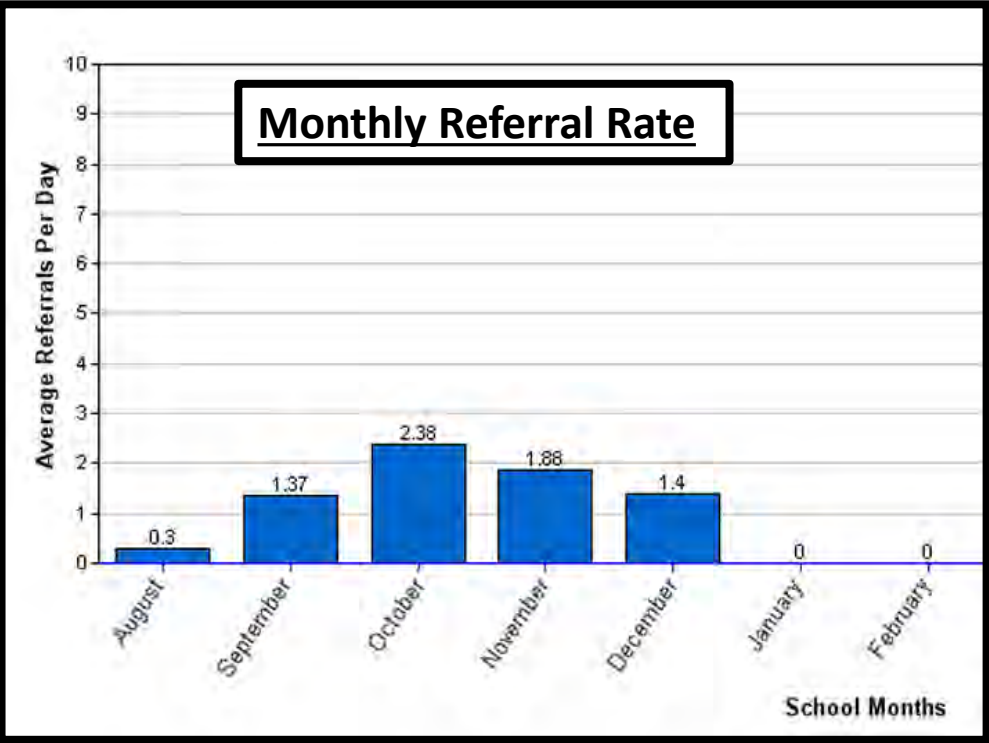
STUDENT'S NAME: _____
GRADE: _____

Imperial Estates



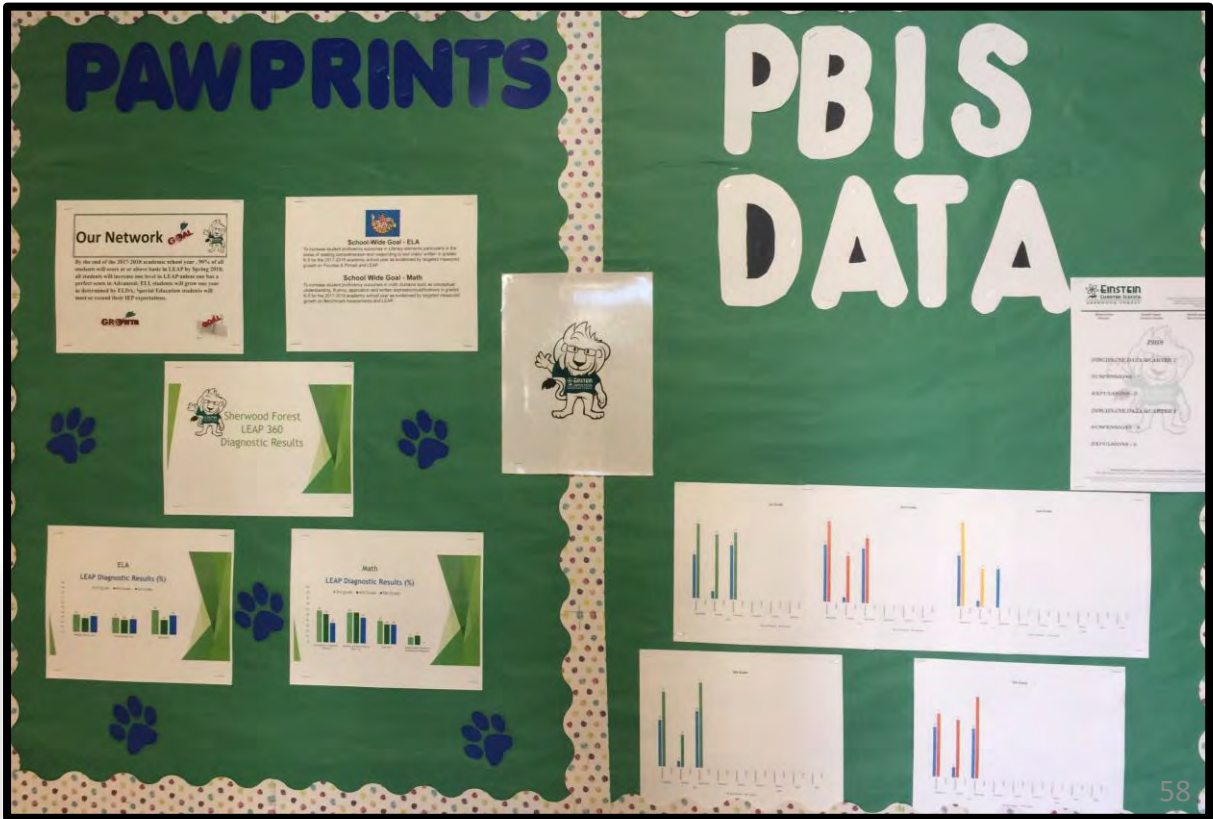
Artist Ludacris at Poinciana HS (Osceola Co.)

10) Develop Data-based Procedures for Monitoring SWPBIS Implementation



This Year's Core Report
School Year 2013-14, Majors only

% of Students with 6+ ODR:	0.88	
% of Students with 2-5 ODR:	7.38	
% of Students with 0-1 ODR:	91.75	

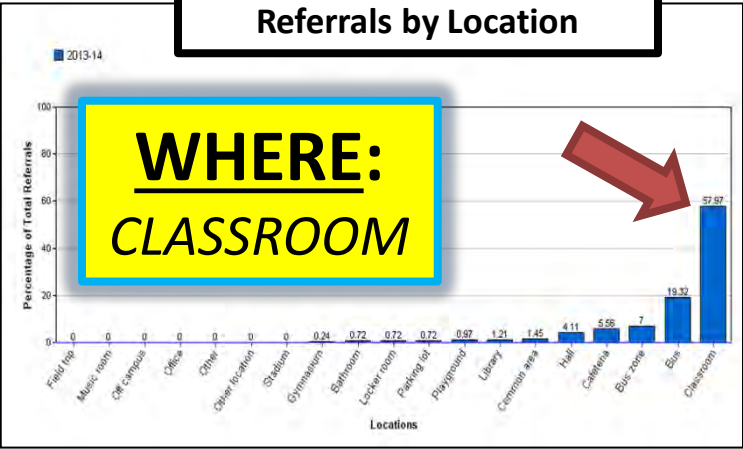


Drilling Down into your Data for an Accurate Problem ID

School

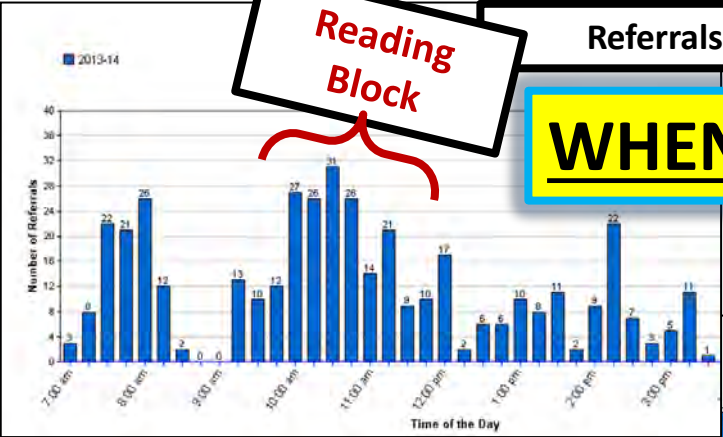
POLL #8:
Data
System

Referrals by Location



WHERE:
CLASSROOM

Referrals by Time



Reading Block

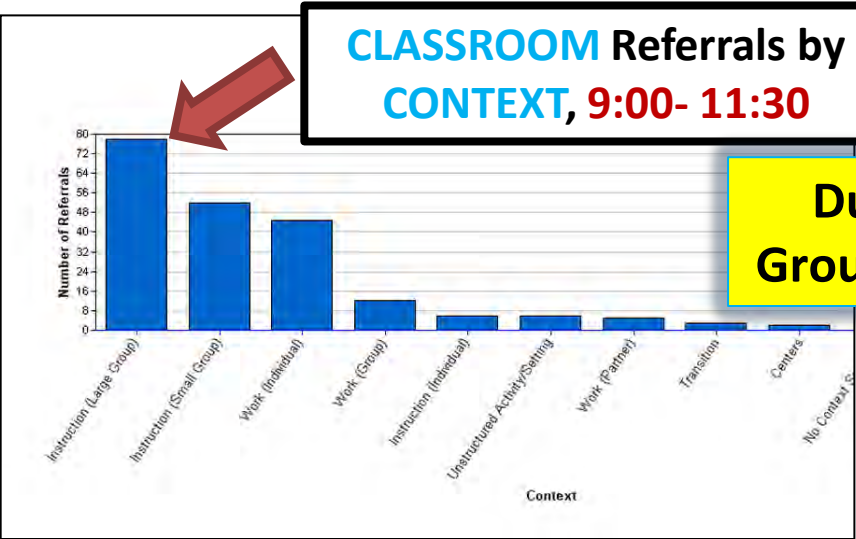
WHEN

CLASSROOM LARGE GROUP INSTRUCTION
Referrals by **MOTIVATION**,
9:00- 11:30

To Avoid the Activity



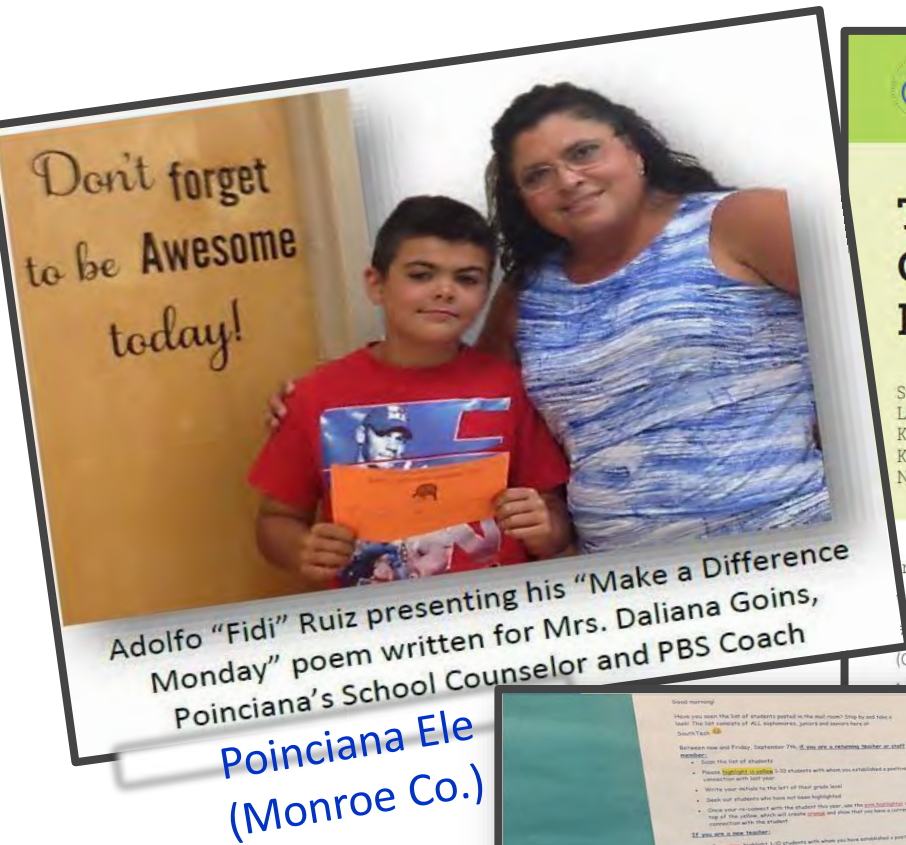
CLASSROOM Referrals by CONTEXT, 9:00- 11:30



During Large Group Instruction

If Tier 1/core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?

PBIS is Relationship-based



**PBIS** Positive Behavioral Interventions & Supports
PREVENTION • INTERVENTION • CORRECTION

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida



Good morning!

Have you seen the list of students posted in the hall room? Stop by and take a look! The list contains all of the students, parents and school staff who are currently in the STA Connections program.

Remember now and then, September 7th, is **STA DAY**, a **REINTEGRATION** day for all students.

- Scan the list of students
- Review **STA Connections** 100 students with whom you established a positive connection with last year
- Write your initials by the name of each student
- Check your students who have not been highlighted
- Check your re-entries with the student this year, use the **STA DAY** on top of the yellow sheet and email (2025) and show that you have a current connection with the student

If you are a new teacher:


- In **STA DAY**, highlight 10-20 students with whom you have established a connection with this school year
- If you are a **new teacher at any level**, your turn is coming in 2025!


The goal is to have every student highlighted a minimum of 2-3 times this year. September 7th is the day that all students have established or re-established connections with at least one teacher.

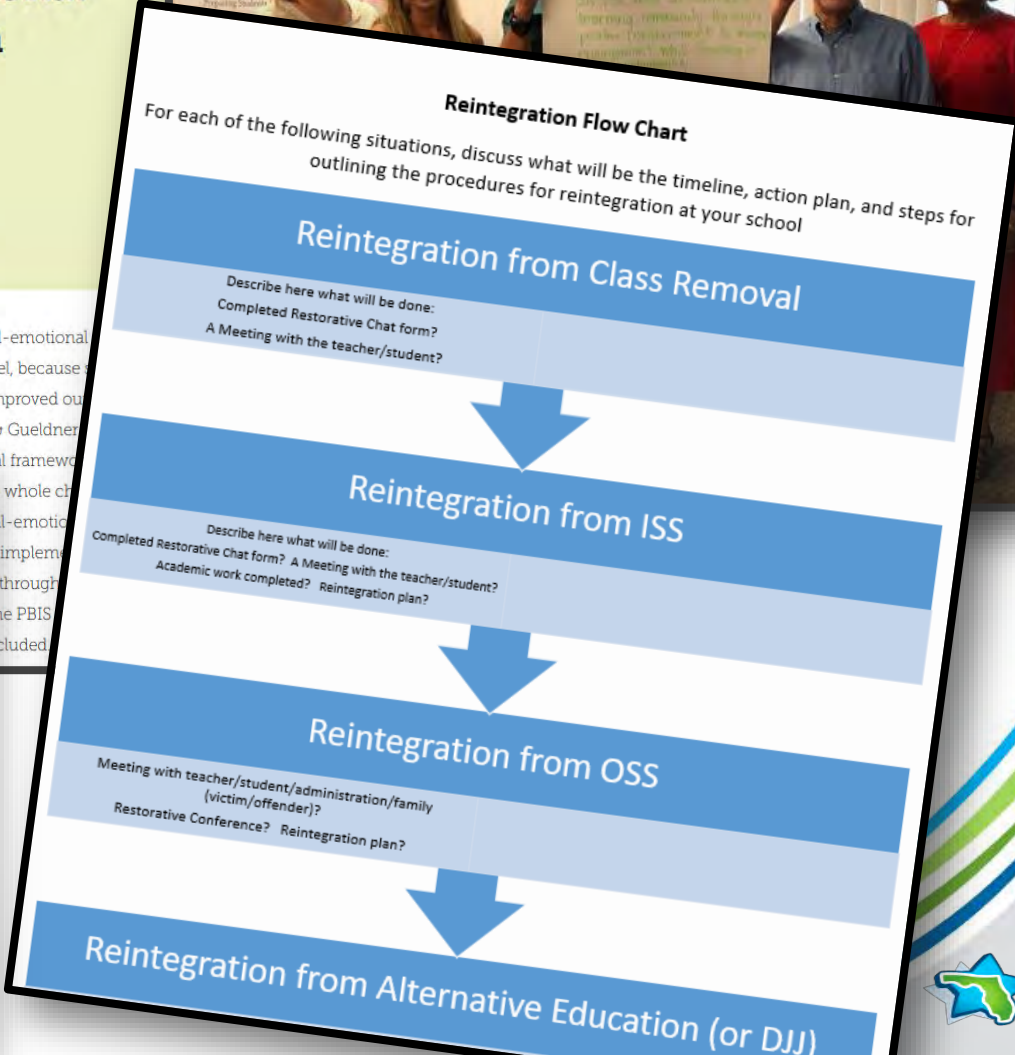
Questions? Stop by to ask me!

Thank you for your support!

STA Connections







12) Develop Systems to Increase Family and Community Engagement



WISCONSIN PBIS Network				
	Home	Community	School	With Friends
Respectful				
Responsible				
Safe				

Andreal Davis, Michelle Belnavis, Kent Smith (n.d.). Beginning to Examine Universal Practice Through a Culturally Responsive Practices Lens. www.wisconsinpbisnetwork.org (search = "equity")



	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make Your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
M MANNERS COUNT	Try a morning SMILE! Thank your parents for helping,	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y

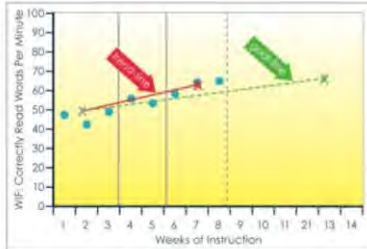
Resources for Educators in Working with Families

Data

Data refers to scores (often numbers or percentages) that reflect a measure of what students are expected to know or do in different areas like reading, math, or behavior at their particular grade-level. Data may include:

- a score on a reading test (98 words read correctly per minute),
- a score on a math test (23/32 problem answered correctly),
- scores on statewide tests (Level 3 in FCAT reading assessment),
- the number of times a student raised their hand to answer the teacher's questions (7 times during a 30-minute student observation).

Data are often shown on a graph to show student progress over time. As part of implementing a Multi-Tiered System of Support (MTSS) a data-based problem-solving process is used to make decisions about how best to support student learning. In this sense, "data-based" means using students' scores on certain measures (tests) and comparing their current level of performance to where the level of performance they are expected to be performing at in order to advance to the next grade level. By making these data-based comparison, it allows educators to know how much help or support to provide students in order to ensure they reach their educational goals in a timely manner. Using data, rather than solely relying on adult perception and judgment of student performance, allows for comparisons and discussions of student progress that are objective.



Instruction

Instruction is another word for teaching. It refers to the different strategies and techniques educators use to teach students skills and information. Instruction can be provided to larger groups of students (entire classrooms) and smaller groups of students (one or two students).

One-on-one instruction:



Small group instruction:



Whole group instruction:



Glossary of Terms
<http://florida-rti.org/reveal/glossary/glossary.htm>

TIPS FOR ADMINISTRATORS, TEACHERS, AND FAMILIES:

HOW TO SHARE DATA EFFECTIVELY



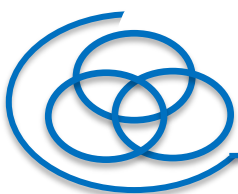
Tips for Administrators, Teachers and Families
<https://archive.globalfrp.org/var/hfrp/storage/fckeditor/File/7-DataSharingTipSheets-HarvardFamilyResearchProject.pdf>

HOW TO SHARE DATA WITH FAMILIES

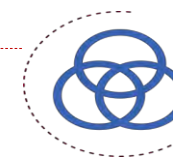
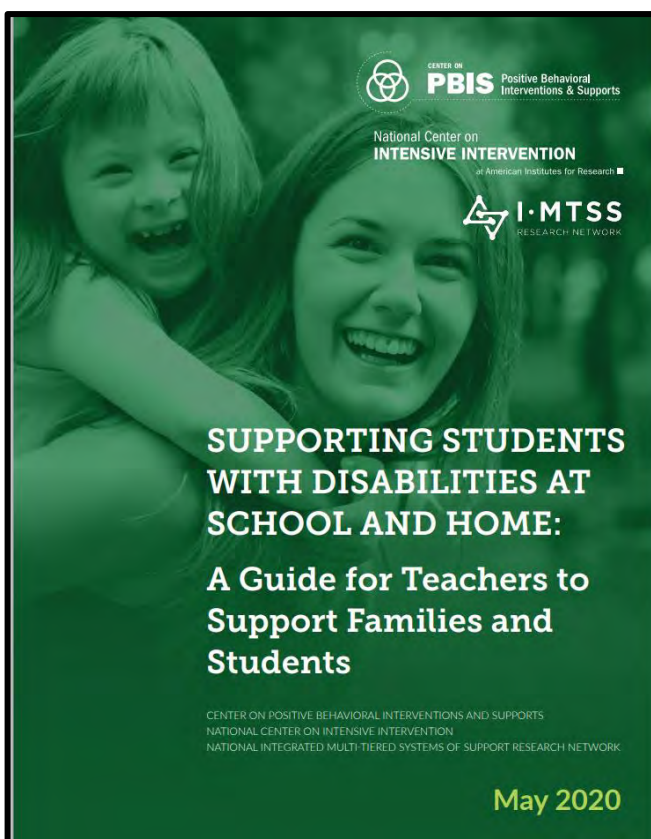
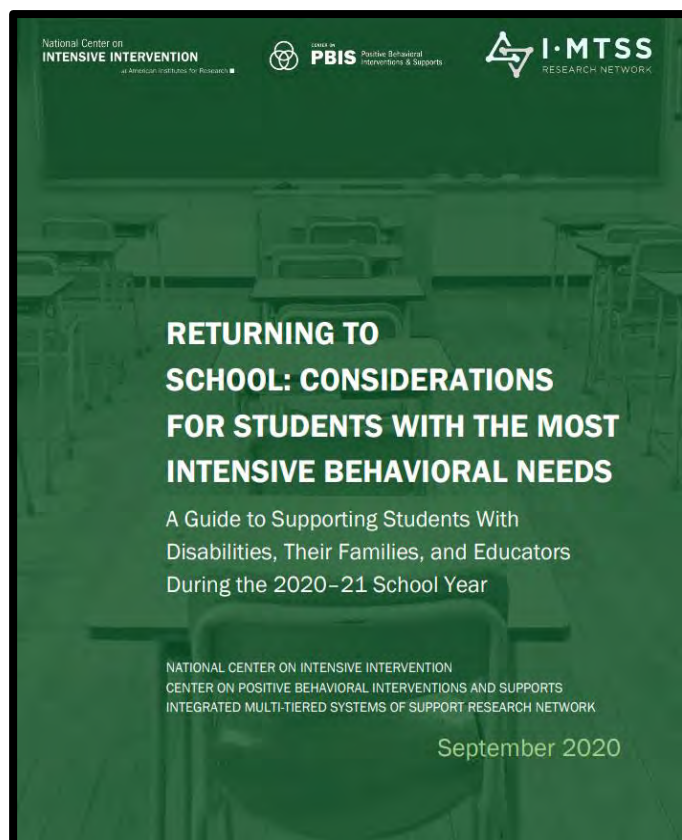
- Use discretion.
- Make data accessible, understandable, and actionable.
- Provide training so that teachers are prepared to discuss data.
- Give families the opportunity to learn more.
- Recognize that each family is different.

Harvard Family Research Project

Data Dialogue
<https://www.gse.harvard.edu/news/uk/15/11/data-dialogue>



Resources for Educators in Working with Families



Resources for Families

SUPPORTING FAMILIES WITH PBIS AT HOME

APOYANDO A FAMILIAS CON PBIS EN EL HOGAR

CENTER ON PBIS
CENTER FOR PARENT INFORMATION & RESOURCES

March 2020

SUPPORTING FAMILIES WITH PBIS AT HOME

APOYANDO A FAMILIAS CON PBIS EN EL HOGAR

CENTER ON PBIS
CENTER FOR PARENT INFORMATION & RESOURCES

March 2020

Tips for Families: Responding to Inappropriate Behavior

Prevention is Key

- Create clear expectations and rules
- Provide structure with routines and visual reminders
- Recognize and acknowledge desired behaviors

When Problem Behavior Occurs...

- Respond immediately and stay calm
- Use the lowest level of response that works; include teaching what to do in the future
- Consider changing routines, adding more structure and teaching a replacement behavior

Maintain Relationships

- Model behaviors you want to see when correcting mistakes
- Include your children by offering choices and generating solutions

Links To Support Families With Tips:

- <https://tinyurl.com/PBISforFamilies>
- <https://www.freeprintablebehaviorcharts.com/>
- <https://www.lookforthegoodproject.org/calm>

UNIVERSITY OF SOUTH FLORIDA | Florida's Positive Behavioral Interventions & Support Project | FICIC | Connect with FLPBIS

Family Essentials

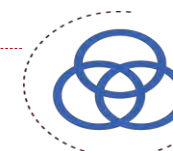
View this brief webinar on how families can use the 5 PBIS Essentials at home to encourage positive behaviors

<https://tinyurl.com/PBISforFamilies>

Put these 5 essentials into practice for your family:

- Maximize Structure:**
 - Create a daily schedule
 - Establish routines for work
- Expectations & Rules:**
 - Develop "a way to be together" as a family
 - Identify behaviors you want to see
- Child Engagement:**
 - Use child's interests, preferences & choices
 - Plan for active & inactive times
- Acknowledge Appropriate Behavior with Positive Feedback:**
 - Praise behaviors you want to see
 - Use frequently during problem times
- Respond Calmly to Inappropriate Behaviors:**
 - Use neutral tone of voice to correct behavior
 - Identify ways to respond to common problems

<https://www.livebinders.com/play/play?id=2646212>



REMINDERS FROM YOUR CHILD:

- I'm a **KID**
- It's Just a **GAME**
- My Coach is a **VOLUNTEER**
- The Officials are **HUMANS**
- **NO** College Scholarships will be Handed Out Today

Thank You and Have Fun!

LARGO LITTLE LEAGUE

Communities and parents can benefit from reminders of the vision, purpose and the behavioral expectations!

Communities can have expectations too!

Remember The Little League Parent/Volunteer Pledge

- I will teach all children to play fair and do their best.
- I will positively support all managers, coaches and players.
- I will respect the decisions of the umpires.
- I will praise a good effort despite the outcome of the game.

*The main reason children want to play baseball is because it is fun.
Please don't let the behavior of the adults ruin their fun.*



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13) Build Routines to Ensure Ongoing Implementation



September – October

Data Review	PBIS Planning	Implementation	Family/Community
September			
<ul style="list-style-type: none"> Previous year's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ & TFI Results from kick-off events or end-year surveys 	<ul style="list-style-type: none"> Monthly team meeting (schedule developed) Schedule dates to share behavior data with staff Determine how SW data shared with T2/T3 team Plan for teaching expectations & rules, rewards, discipline process to staff & students Schedule reward event for year Update Action Plan 	Faculty/Staff Review	Introduce/review PBIS

November – December

Data Review	PBIS Planning	Implementation	Family/Community
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November			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom Custom reports by gender, grade-level, context, ESE, etc. PIC I Walk-through 	<ul style="list-style-type: none"> Monthly team meeting Progress monitor October strategies Develop strategies to address any areas of concern based on data and PIC 1 review Plan for new student/staff orientation Consider family/student survey Update Action Plan 		

December			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom Custom reports 	<ul style="list-style-type: none"> Monthly team meeting Plan motivators to keep involved & implement with fidelity Plan for re-teaching expectations after winter break Update Action Plan 		

January – February

Data Review	PBIS Planning	Implementation	Family/Community
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January			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom Walk-Through Custom reports by gender, grade, context, ESE 	<ul style="list-style-type: none"> Monthly team meeting Review plan for re-teaching developed in December Plan strategies based on survey results in December Update Action Plan 		

February			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom Custom reports 	<ul style="list-style-type: none"> Monthly team meeting Plan for spring refresher and reward event Complete Mid-Year 2 PIC prior to 3/1 Plan strategies based on survey results Update Action Plan 		

March - April

Data Review	PBS Planning	Implementation	Family/Community
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March			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, academics, ethnicity, classroom PIC II Custom reports 	<ul style="list-style-type: none"> Monthly team meeting Plan strategies for Standards testing Plan reward event even standardized test Update Action Plan 	<ul style="list-style-type: none"> Implement strategies for standardized testing 	<ul style="list-style-type: none"> Share information with families on how

April			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom Custom reports 	<ul style="list-style-type: none"> Monthly team meeting Plan for year-end based on data Develop year-end staff, students and Plan for team changes for next year Update Action Plan 		

May - June

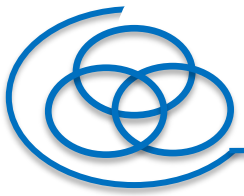
Data Review	PBS Planning	Implementation	Family/Community
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May			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ, TFI Climate, Family, Student Surveys 	<ul style="list-style-type: none"> Monthly team meeting Begin planning goals/outcomes for next year Plan for sharing survey results Review BoQ and TFI Update Action Plan 	<ul style="list-style-type: none"> Model school application Share PBIS data with staff Share survey results with staff, students and families Complete BoQ, TFI and End-Year Outcome data 	<ul style="list-style-type: none"> Newsletter article sharing school-wide data, events, successes, and survey results etc. 'Good New' stories to media

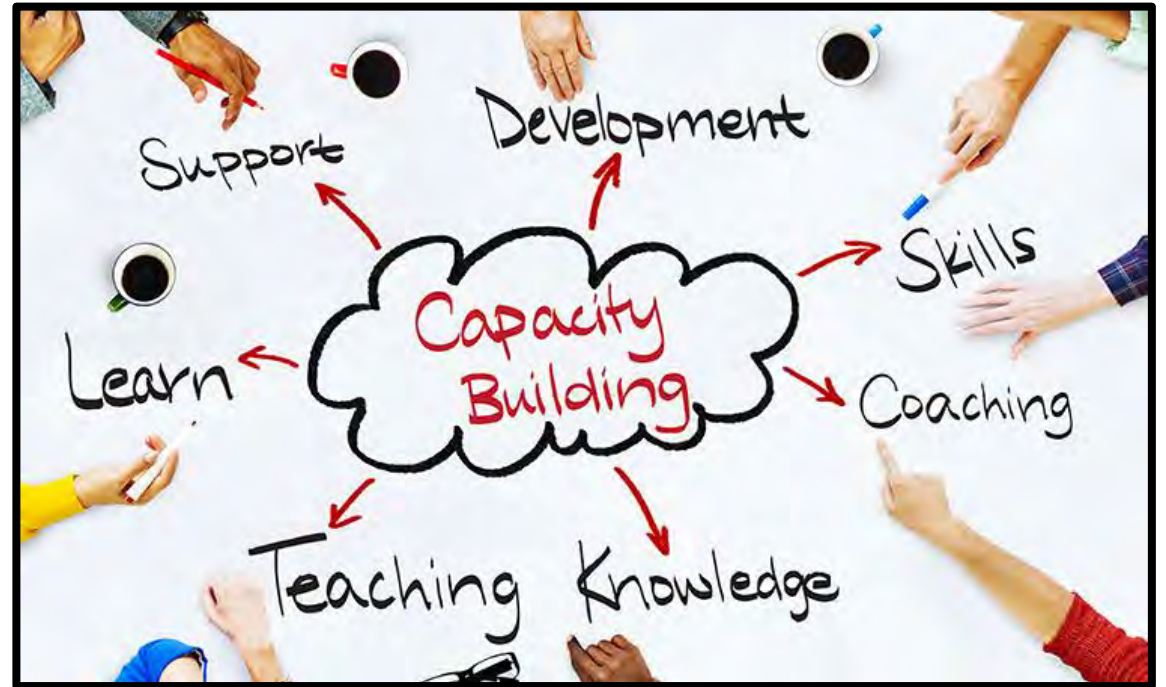
June			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ, TFI Climate, Family, Student Surveys 	<ul style="list-style-type: none"> Monthly team meeting Complete end-year evaluations (Outcome Data Summary, BoQ, Equity Profile, etc.) Plan for next year based on BoQ and TFI results Update Action Plan 	<ul style="list-style-type: none"> Hold year-end reward event for students Year-end rewards for staff Pre-planning for next school year 	<ul style="list-style-type: none"> Newsletter article sharing school-wide data summary & goals for next year

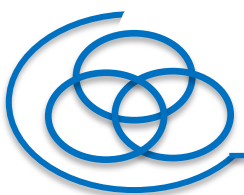
Year At A Glance

<https://www.livebinders.com/media/get/MTk1NTkyNjl=>

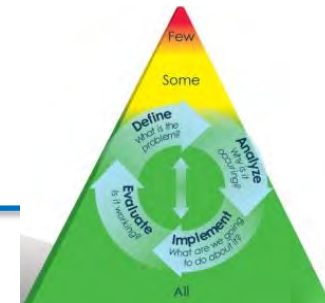


SOME RESOURCES

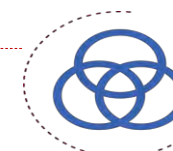




In sum, when schools implement PBIS, they...



- ✓ Regularly check the effectiveness of practices used - **NO ONE IS EXEMPT!**
- ✓ Pull from a continuum of **evidence-based interventions** to support student needs – MTSS is content neutral!
- ✓ Develop content expertise through **coaching and on-going professional development**
- ✓ Rely on teams to guide implementation - **Leadership COMMITS and WORKS TOGETHER!**
- ✓ Implement **universal screening** practices
- ✓ Use data to monitor student progress - **Prevention is key** yet people need to know how to respond to behaviors
- ✓ Include community members and families to **create culturally-relevant practices**



Enhance Quality of Life

FOR PEOPLE ACROSS THE LIFE-SPAN
by joining over 1400 researchers, professionals, and family members to promote
evidence-based positive behavior support.

[Join APBS](#)

THE ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT



Mission

"Enhance the quality of life of people across the life-span by promoting evidence-based and effective positive behavior support to realize socially valid and equitable outcomes for people, families, schools, agencies, and communities."

APBS Networks

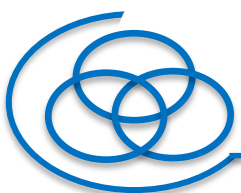
Find an APBS Network consisting of like-minded professionals, practitioners, and family members in your region or a network corresponding to your area of PBS practice. APBS Networks span the globe, from the U.S.A and Canada, to Europe, Asia, and Australia.

Conference

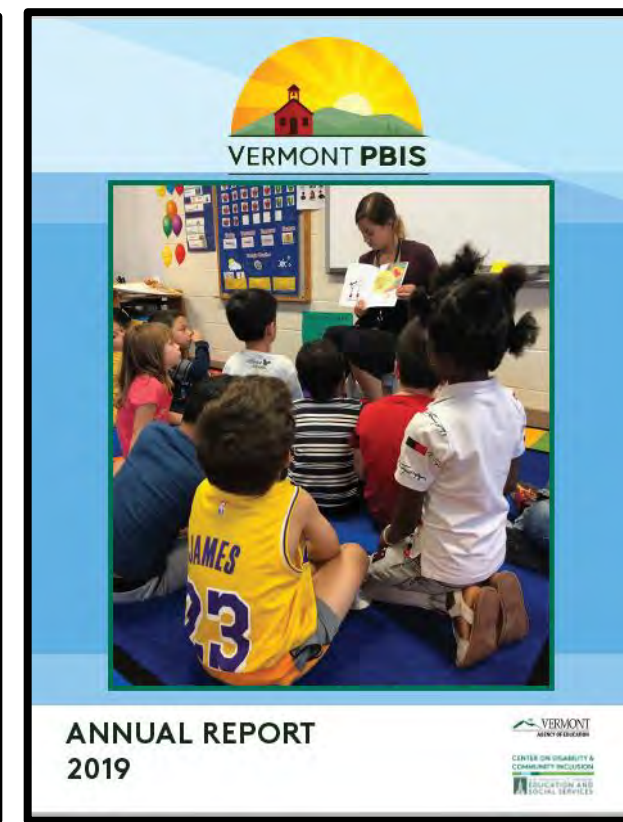
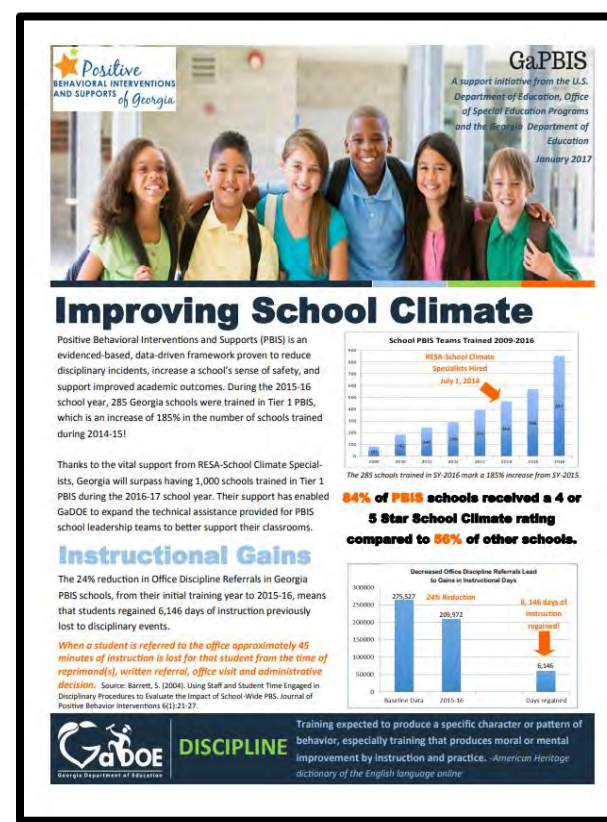
APBS' International Conference on Positive Behavior Support features over 150 oral presentations, posters, pre-conference and skill-building workshops highlighting empirical findings, assessment and intervention methods, current topics, and other aspects of Positive Behavior Support (PBS).

Webinars

APBS' Live Webinar Series features experts in Positive Behavior Support presenting in a collaborative online environment. Registration for webinars is free for APBS Members, who have access to video recordings of past webinars in the members' section.



State Evaluation Reports



State PBIS Projects

<https://www.pbis.org/about/pbis-state-coordinators>





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PBIS Positive Behavioral
Interventions & Supports

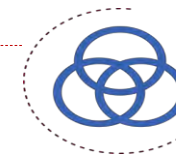
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CENTER ON
PBIS Positive Behavioral
Interventions & Supports



Florida Positive Behavioral Interventions & Support Project

A Multi-Tiered System of Supports

[Home](#) [About ▾](#) [Foundations ▾](#) [Coaching ▾](#) [Tiers ▾](#) [Contact ▾](#)



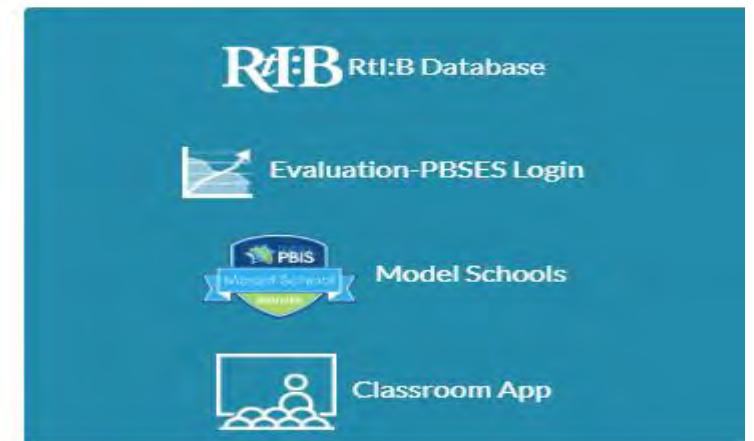
"PBIS has helped raise the morale of the student body. It's making a difference in our students' attendance, attitude and achievement."
(Baker County High School, Baker County, 2017 Bronze Model School)

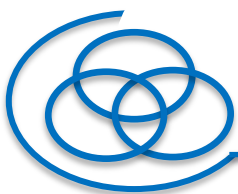
Maximize positive outcomes for students.

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier. The FLPBIS Project provides a variety of resources, to develop systems that sustain positive outcomes for students.

[About PBIS](#)

flpbis.org





QUESTIONS???



College and Career Readiness for Transition (CCR4T)

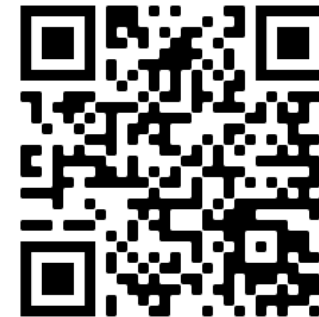
Measurement Study funded by the Institute of Educational Sciences that includes a 5 domains of college and career readiness that map onto academic, social, and transition skills

Seeking school partners to:

- Field-test the online CCR4T as well as provide certain academic and behavioral school data in 2020-2021 and/or 2021-2022

Benefits:

- Online administration allows for use as a distance learning and/or re-entry tool to measure student perceptions
- The opportunity to provide direct feedback on the CCR4T data reports. *Access to data will be provided to all school partners.*
- A stipend of \$5000 will be issued to school partners who can commit to both parts of the data collection in Fall semester 2020 (Oct-Dec)
- Visit <http://ccr4t.education.uconn.edu>
- Questions? Email allison.lombardi@uconn.edu





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