



3A: District Level Supports for Successful Classroom PBIS Implementation

Presenters:

Kimberly Yanek, Center for Social Behavior Supports, Old Dominion University (VA);

Steve Goodman, Center on PBIS;

Sabrina Stewart & Lori Briones, Northside Independent School District (TX)

- **Topic:** Classroom PBIS, District PBIS, Schoolwide
- **Keywords:** Systems Alignment, Tier 1, Implementation, PBIS Foundations, Action Plan, Sustainability

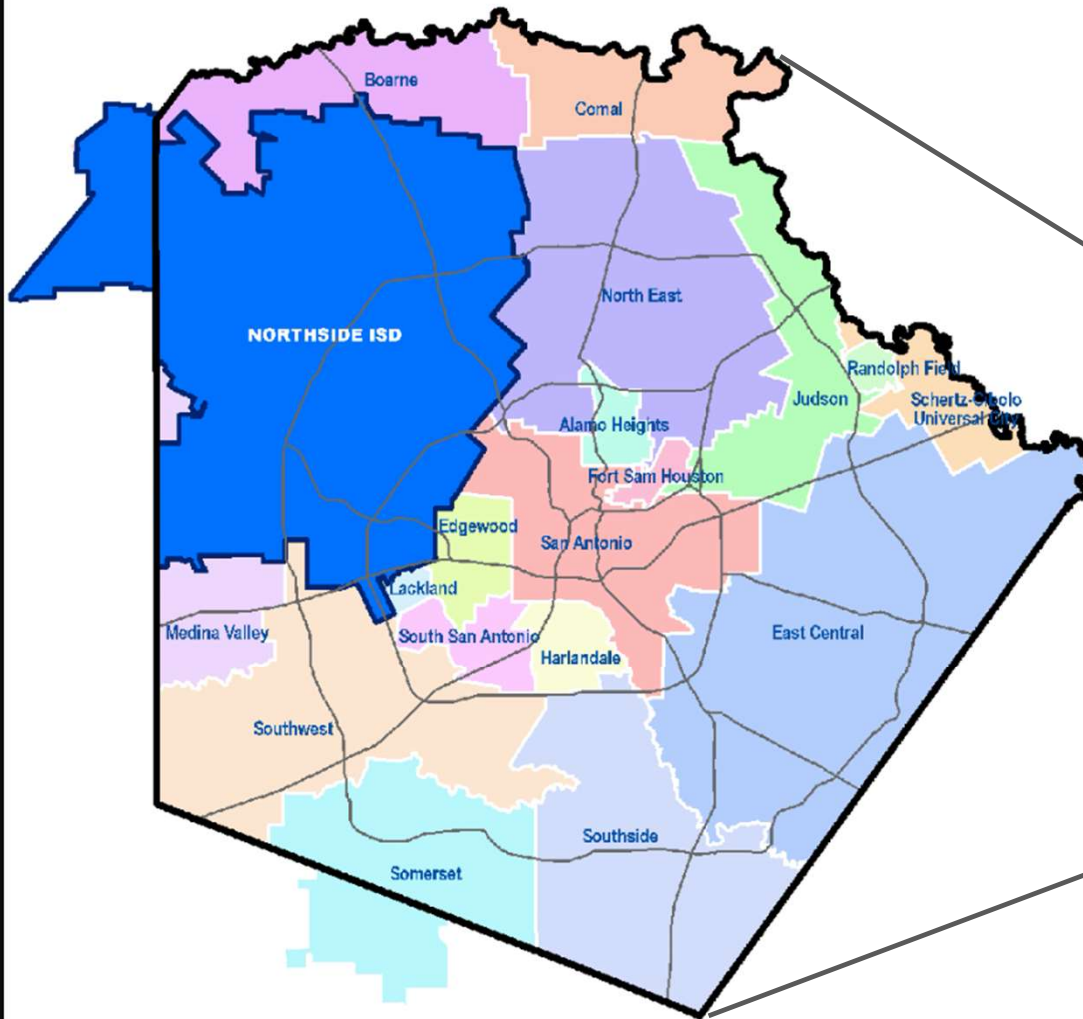


Learning Objectives

1. *Learn about the role of district leadership in supporting classroom PBIS implementation*
2. *Explore barriers to implementation and ways to navigate these barriers through district support*
3. *Discuss key strategies for leveraging local capacity to support classroom PBIS implementation*



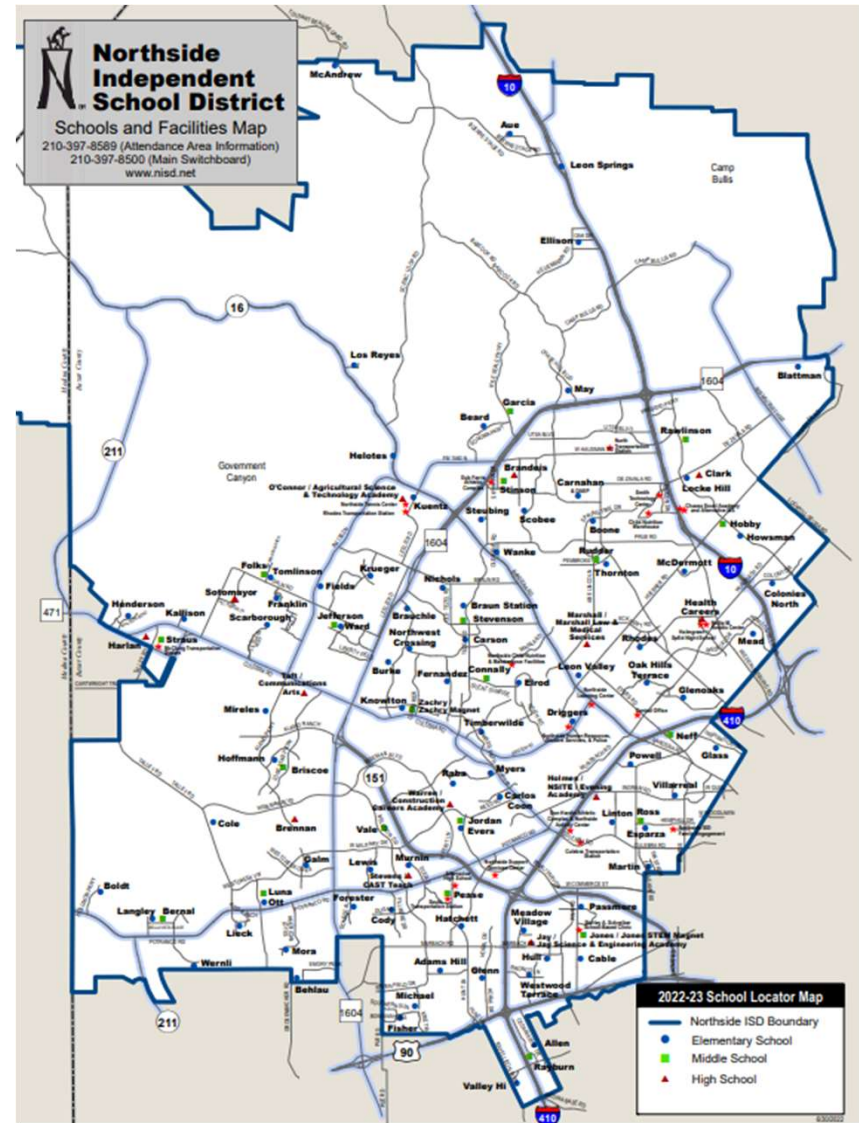
School Districts in Bexar County



Northside ISD

Students	101,976
Employees (7,648 Teachers)	12,605
Elementary Schools	82
Middle Schools	24
High Schools	12
Magnet Programs	11

nisd.net 9/28/23



School Climate Transformation Grant Goals

- 1: Train staff to implement a PBIS framework at participating schools
- 2: Increase support to improve outcomes for students with severe behavioral issues
- 3: Promote district-wide fair and effective disciplinary practices

Year 1

Tier 1

- 4-5 Training Days Whole Group (Showcase or Campus Work Day)
- Schoolwide
- Monthly meetings
- On-Site Walkthroughs
- Climate Survey
- TFI/BoQ
- School Climate Surveys
- Texas PBIS Conf.

Year 2

Tier 1

- Classwide Implementation
- Major/Minor Infractions

Readiness Assessment for Tier 2/Tier 3

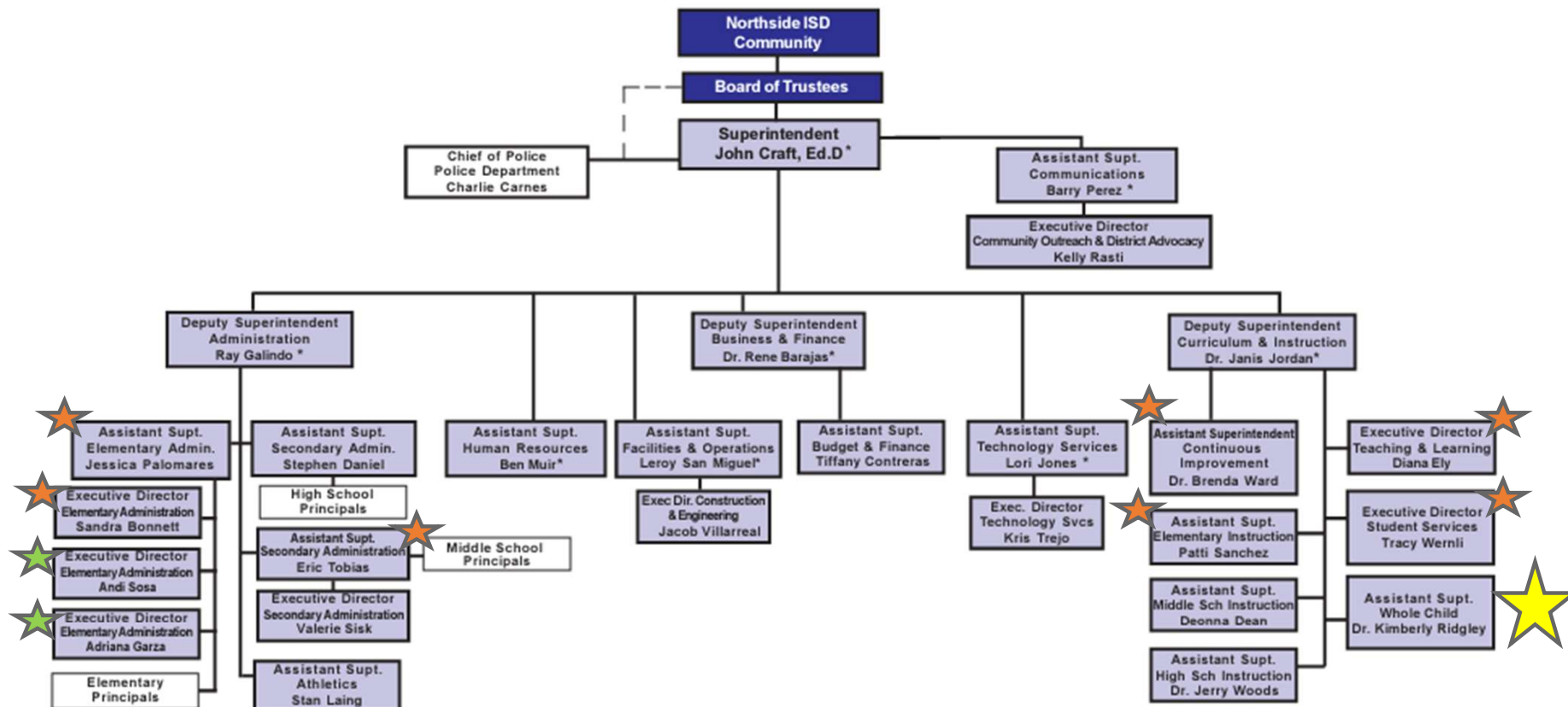
Year 3

Tier 1

- Smaller Groups Based on Implementation
- Leadership Development

Cohort Timeline

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Post-Grant		
January 2015	August 2015	August 2016	August 2017	August 2018	August 2019	2020-2021	August 2022
4 ES	6 ES	3 ES	4 ES	1 ES	1 ES	4 ES	1 ES
1 MS	3 MS	1 MS	1 MS	3 MS			
1 HS		1 HS	1 Special Campus	+ 2 ES +1 MS			



Northside Independent School District

Administrative Organization

Effective August 22, 2023

Shaded box denotes Superintendent's Cabinet.

* denotes Senior Staff

NISD Strategic Framework

Mission

Transform the Learning Experience for Students

Vision

Every day, every student grows in confidence, curiosity, and capability

Learners will be:

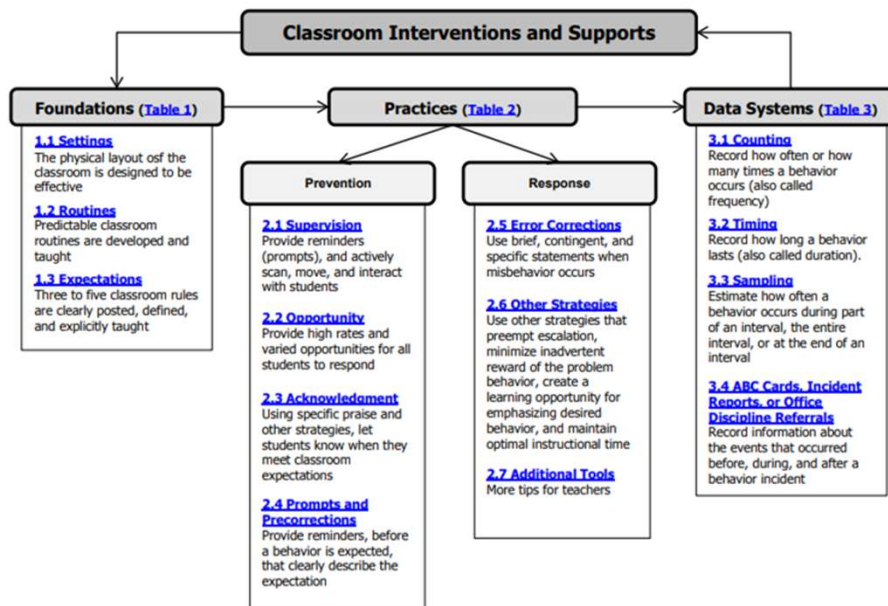
Creators	Leaders
Collaborators	Learners
Communicators	Innovators
Critical Thinkers	Solution-Finders

Core Beliefs

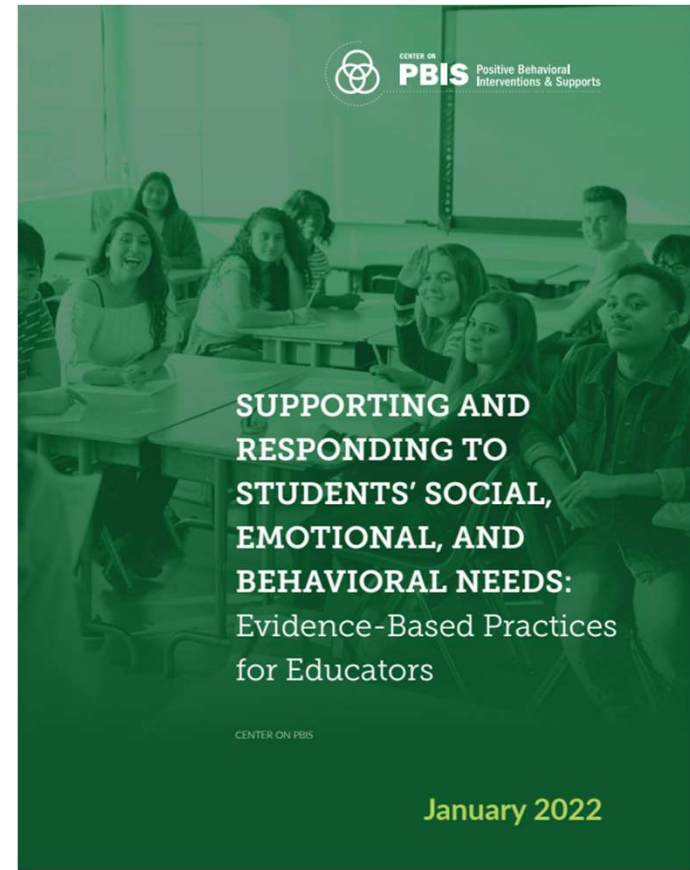
- Each student deserves a quality education which honors their voice and prepares them to engage, contribute, and succeed.
- Students' health, safety, engagement, support, and challenge is directly linked to their academic achievement and future success.
- Meaningful relationships among students, families, educators, and the community are vital to student success.
- Classroom teachers have the most impact on student achievement followed by campus principals.
- Public schools are essential to foster community and develop engaged citizens.

Center on PBIS

Interactive Map of Core Features



Original- Supporting and Responding Document



Classroom Behavior Support

Responding to COVID-19 needs

Virtual and In-Person Instruction

District Common Language



Classroom Behavior Support



Settings

EFFECTIVELY DESIGN THE
PHYSICAL ENVIRONMENT OF THE CLASSROOM

Tier 1 Implementation

- Design the classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, individual, or learning centers) and minimize distractions.
- Facilitate transitions by arranging the furniture to allow for smooth teacher and student movement.
- Assure instructional materials are neat, orderly, and ready for use.
- Create purposeful visual prompts and display to support learning (e.g., reminders of instructional, behavioral, and/or social-emotional strategies), access to materials (e.g. labeled bins), and independent engagement with academic activities.
- Setting up your In Person Environment
[Examples of Classrooms](#)

Examples

[Click here to view examples.](#)



Considerations for Differentiation

- Consider diverse mobility and other social, emotional, or behavioral needs when designing the classroom environment (e.g. pathways that ensure wheelchair access, quiet or calming spaces).
- Consider diverse language, reading, and related abilities when developing visual prompts (e.g. pair pictures with text).

Pre-Activity

Use visual prompts to remind students to be prepared for success upon entering the classroom (specific materials, starting warm-ups)

During

Cue students to make adjustments as needed.

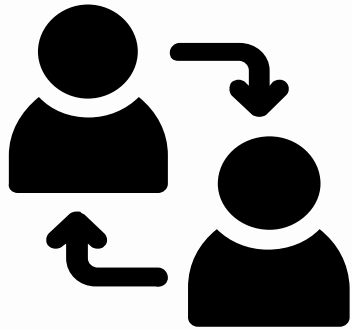
Post-Activity

Ask for student feedback on what is working and not working in their current setting. Reflect: Are there any physical changes that need to be made to promote engagement and safety?



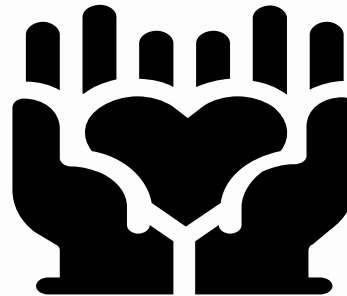
COUNSELING ■ SCHOOL AGE PARENTING ■ EVEN START FAMILY LITERACY ■ BEHAVIOR EDUCATION
FAMILY ENGAGEMENT ■ HEALTH SERVICES ■ SOCIAL & EMOTIONAL LEARNING ■ CONNECTIONS ■ HEALTH EDUCATION

All children should be healthy, safe, engaged, supported, and challenged.



Social

How we interact



Emotional

How we feel



Behavior

How we act

What we do

Chafouleas, 2020

**Create a culture of
well-being for adults
so there can be a
culture of well-
being for the
students**



Chafouleas, 2020

SEL

Teaches social and emotional skills that lead to positive student outcomes.

SEB

Supports social-emotional, behavioral, and academic enabling skills.

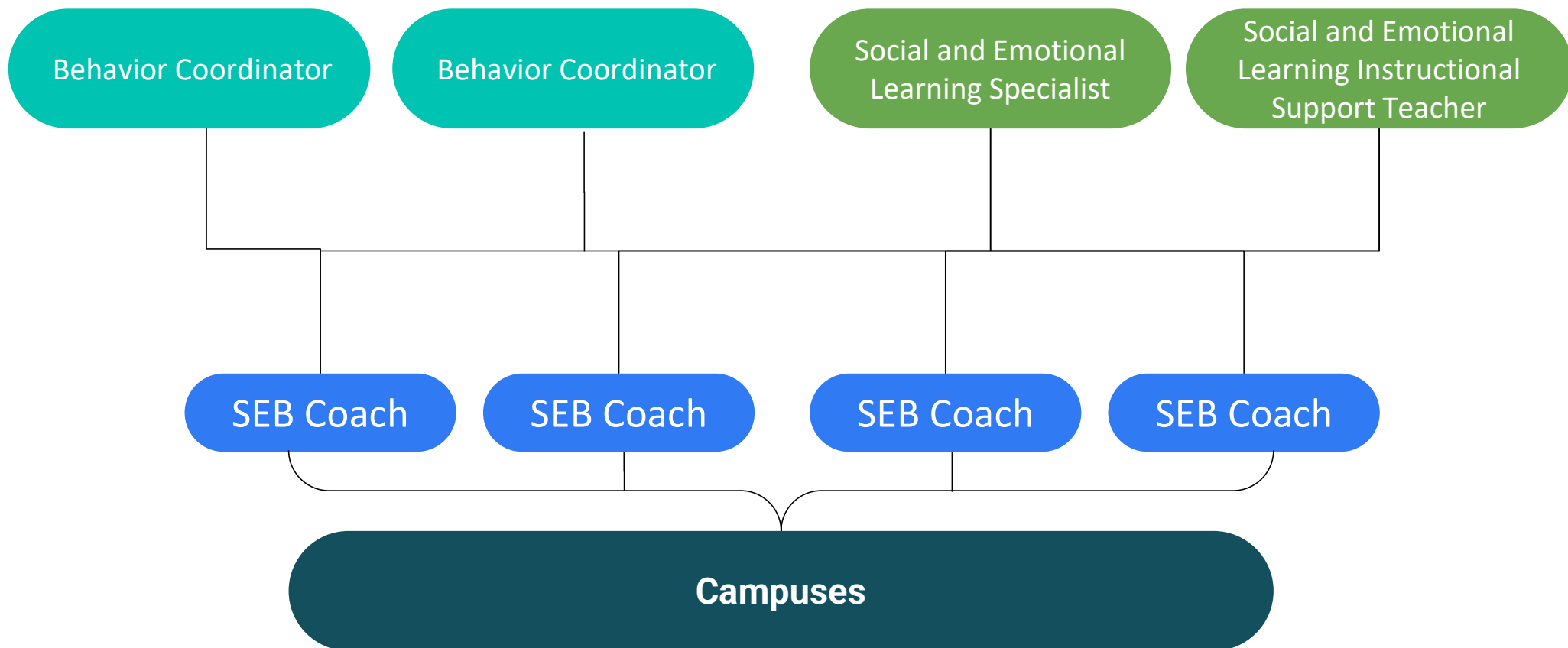
BEHAVIOR

Provides evidence-based, positive, proactive, and responsive behavior intervention and support strategies



COUNSELING ■ SCHOOL AGE PARENTING ■ EVEN START FAMILY LITERACY ■ BEHAVIOR EDUCATION
FAMILY ENGAGEMENT ■ HEALTH SERVICES ■ SOCIAL & EMOTIONAL LEARNING ■ CONNECTIONS ■ HEALTH EDUCATION

All children should be healthy, safe, engaged, supported, and challenged.



Barriers

- Disruption caused by COVID-19 during time of transition from SCTG
 - New district department – Whole Child
 - Establishing new positions within a new department
 - Overlap of initiatives/goals with other established departments
-
- Shift from a system that supports campuses with established buy-in to supporting all district
 - MTSS still new to the district
 - Small Department/Big District

High Quality Professional Learning

Established District Teaching and Learning Department

- Leadership Development (Administration)
- Professional Learning (Teacher)

District Super Saturdays

- Trainings to Support Staff Provided

Residency Programs

- University of Texas at San Antonio
- Texas A&M - San Antonio



High Quality Professional Learning - Administration

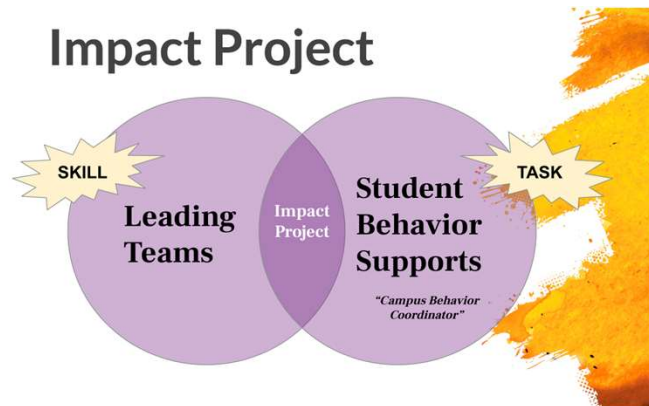
Design Team

Principal

Associate Principal

Assistant Principal

Academic Dean



Classroom Behavior Support

The purpose of this document is to provide evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies. These strategies will help educators prevent, teach, and respond to students' **social, emotional, and behavioral (SEB)** needs across the continuum. These strategies should be used classroom-wide and implemented with fidelity to support all students.

Begin with [BEHAVIOR 101](#), explore [TOOLS](#) or [CLICK ON THE ICONS BELOW](#) to explore the strategies in detail.

Foundations



Settings



Routines



Expectations

Preventative Practices



Supervision



OTR



Acknowledgement



Prompts

Responsive Practices



Correction



Planned Ignoring



Reinforcement



Differential Reinforcement

High Quality Professional Learning - Teacher

New Teacher Academy

- 2.5 hour Professional Learning
- All New Teachers – ES
- Grade-level groups (30 max per room)
- Provided workbook



NISD SEB @NISD_SEB · Aug 15

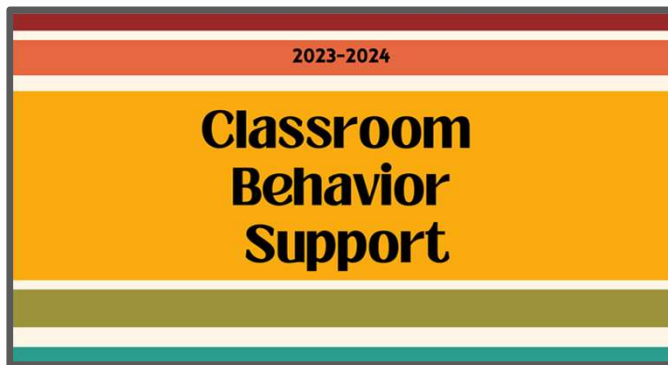
We're excited for the new @NISD elementary school teachers! Building relationships and implementing evidence-based classroom behavior supports are imperative to growing a community of learners that feel healthy, safe, engaged, supported, and challenged. @NISDWholeChild



High Quality Professional Learning

Red Wagon

Monthly support for New Teachers or New to Northside Teachers provided by Campus Mentor Advisor (CMA)



OCTOBER

FOCUS

Acknowledge and reinforce behaviors you want to see happening.

COMING UP

VIRTUAL Behavior Chat:
Behavior Contracts
11/29/23 4:30-5:30
Unified Talent Session 131363

MAIN IDEAS

- Provide specific feedback to individuals or groups as soon as the desired behavior occurs.
- Deliver acknowledgment at a ratio of 5 praise statements to every corrective statement.
- Provide social, activity, escape, and/or tangible reinforcement. Be sure to ask your students what they find reinforcing.
- Use the [Classroom Behavior Support document](#) to learn more about behavior-specific praise.

A small icon representing the Classroom Behavior Support document, showing a grid of icons for various behavior support strategies.

High Quality Professional Learning

New Teacher Academy

- Trainer of Trainer model
- Builds expertise of trainers to support their home campus
- Builds future pipeline
- Reinforces implementation of CBS

 **Abigail Woolston** @Ms_Woolston · Aug 15
Excited to be presenting for @NISD_SEB at New Teacher Academy! I can't wait to meet the amazing new kinder teachers coming to Northside this year.



High Quality Professional Learning

Campus Retreat Days

- Optional
- At home campus
- Campus-specific
- Culture building

In-Service Days

- Required
- Department Pullouts



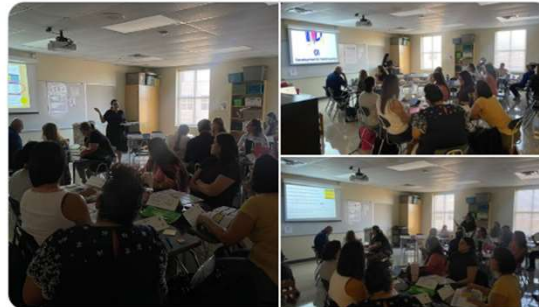
NISD SEB @NISD_SEB · Aug 10

"Everything is going to be OWL RIGHT!" We are so grateful for the opportunity to present @NISDGlenoaks this morning at Day #1 of their Campus Retreat.



NISD SEB @NISD_SEB · Aug 7

We loved having the chance to present the classroom behavior support practices to grade 6-12 teachers! We cannot wait to see their learning come to life in their classrooms! #NISDengagementacademy @NISDTeachLearn



NISD SEB @NISD_SEB · Aug 21

We were so thankful for the opportunity to spend the first morning of inservice with the amazing @NISDWernli staff. We discussed their classroom behavior support plans for all students. We are so excited to see their learning come to life in their rooms! #NISDSEB



High Quality Professional Learning

Aligned with Texas Teacher

Evaluation and Support

System (T-TESS)

PLANNING

1. Standards and Alignment
2. **Data and Assessment**
3. **Knowledge of Students**
4. Activities

INSTRUCTION

1. **Achieving Expectations**
2. Content Knowledge and Expertise
3. **Communication**
4. **Differentiation**
5. **Monitor and Adjust**

LEARNING ENVIRONMENT

1. **Classroom Environment, Routines and Procedures**
2. **Managing Student Behavior**
3. **Classroom Culture**

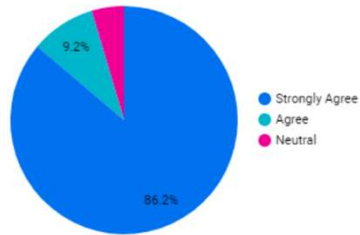
PROFESSIONAL PRACTICES AND RESPONSIBILITIES

1. Professional Demeanor and Ethics
2. **Goal Setting**
3. **Professional Development**
4. School Community Involvement

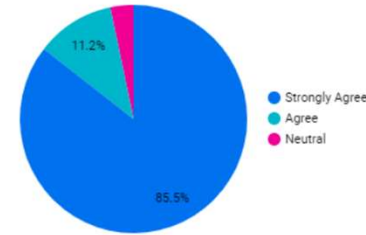
High Quality Professional Learning

Timely feedback
captured and reviewed
to provide meaningful
support

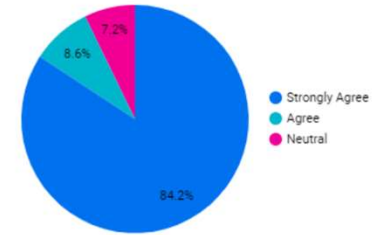
The session outcomes were clearly identified and accomplished.



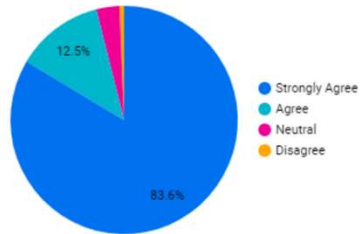
The suggestions and instructional strategies provided in the session will be implemented in my work setting.



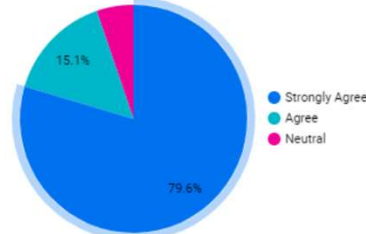
The session was relevant, appropriate and well organized.



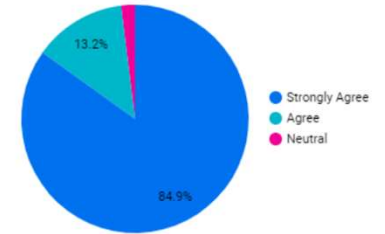
The presenter was knowledgeable and modeled effective teaching practices.



I feel better prepared to teach in Northside as a result of this training.




The training facilities provided an appropriate environment for learning



High Quality Professional Learning

Behavior Chats
provided through
Zoom


**CLASSROOM
BEHAVIOR
SUPPORT**




**BEHAVIOR CHAT
VIRTUAL PROFESSIONAL LEARNING
4:30-5:30 PM**

These Behavior Chats support the implementation of evidence-based, positive, proactive, and responsive behavior intervention strategies found in NISD's Classroom Behavior Support framework.

Date	Title	Unified Talent
9/20/23	Classroom Behavior Supports: Foundations for an Effective Classroom Management Plan	131358
10/11/23	Classroom Behavior Supports: Evidence-Based Preventative Practices	131362
11/29/23	Behavior Contracts	131363
1/17/24	Sustaining Your New Year's Goals: Classroom Edition	131364
2/28/24	Spring Into Action with Classroom Behavior Supports	131365
3/20/24	Help Your Students Bloom with Strong Foundations	131366
4/17/24	Fiesta with Flexible Playlists: Using Technology to Support Classroom Behavior and Engagement	131367

 **September**

**CLASSROOM
BEHAVIOR
SUPPORT**



**BEHAVIOR CHAT
VIRTUAL PROFESSIONAL LEARNING
9/20/23
FOUNDATIONS FOR AN
EFFECTIVE CLASSROOM
MANAGEMENT PLAN
4:30-5:30 PM
ZOOM
REGISTER IN UNIFIED TALENT
SESSION # 131358**

These Behavior Chats support the implementation of evidence-based, positive, proactive, and responsive behavior intervention strategies found in NISD's Classroom Behavior Support framework.

High Quality Professional Learning

SEB Coaches offer campus-specific professional learning

- Lunch and Learn
- Cookies with Coaches
- Before/After School
- Recommended sequence

**Behavior Education
2023-2024
At-A-Glance**



We will support all campuses in meeting
2023-2024 Board of Trustees and Superintendent Goals.

- Implement the CBS framework in NISD, including campus behavior support meetings, PLC meetings, and district-wide PLCs.
- Ensure a comprehensive, fair and consistent discipline management program is implemented with fidelity to support educators across the district.

Monthly Focus	Resources
Sept. Foundations: Settings, Routines, Expectations	 CLASSROOM BEHAVIOR SUPPORT FRAMEWORK
Oct. Preventative Practices, Correction, Planned Ignoring	 MONTHLY PROFESSIONAL LEARNING: BEHAVIOR CHATS
Nov. Reinforcement	 BEHAVIOR FOCUS GUIDES
Dec. Campus-Specific	 SOCIAL EMOTIONAL BEHAVIOR COACH
Jan. Prompts and Corrections	 SOCIAL EMOTIONAL AND BEHAVIOR WEBSITE
Feb. Differential Reinforcement	
March Differential Reinforcement	
April Responding with Foundations	
May Sustaining Behaviors Through the End of the Year	

Journey to MTSS

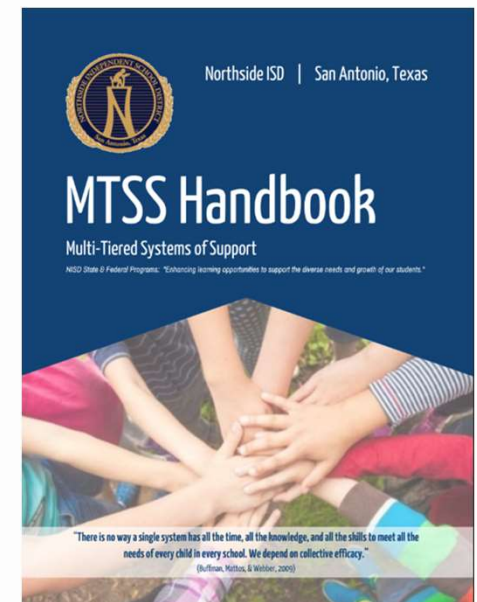
RTI Coordinator --> MTSS Coordinator

21-22 Task Force

22-23 Stakeholder Group

22-23 School Year - Elementary Pilot

23-24 School Year – All Elementary Schools



District Communication

Weekly Principal's Bulletin

Classroom Behavior Support: October Resources

October **Behavior Focus of the Week** Resources are now available! These one-page resources titled "Behavior Focus of the Week" can be used as a guide for the whole campus, PLC, and individual reflection and planning. These strategies align with the *Classroom Behavior Support framework* and include look-fors and considerations for classroom implementation. Feel free to share with anyone who may find this resource helpful.

Reach out to your campus **Social Emotional Behavior Coach** to discuss how we can support your campus in implementing the *Classroom Behavior Support framework*. This **Behavior Education At-A-Glance** can help you plan professional learning for your campus and PLC meetings.

(Dr. Kimberly Ridgley)

Department:

Whole Child

Publish date: September 21, 2023

District Communication



Behavior Focus of the Week:
Opportunities to Respond (OTR) 9/25/23

Classroom Behavior Support
Click here to access the Classroom Behavior Support framework

LOOK FOR

- Questions, statements, or gestures made by the teacher seeking an academic response from students.
- A variety of OTRs used.
- All students are given opportunities to frequently respond.

RESOURCES
Click Here for [Opportunities to Respond Resource](#)

Classroom Consideration
Use the [lead4ward Instructional Playlist](#) to plan engaging lessons that provide a variety of opportunities to respond (OTR) for all students.

Upcoming Training: Oct. 11th
[Click here to learn more](#)

Behavior Focus of the Week:
Acknowledgment and Reinforcement 10/2/23

Classroom Behavior Support
Click here to access the Classroom Behavior Support framework

Look For

- Behavior-specific praise is provided soon after a behavior occurs.
- A variety of reinforcers (social, activity, escape, tangible) are provided to individual students or whole group when behavioral expectations are met.

Resources
Click Here for
• [23-24 PLC Planning Worksheet: Routines](#)
• [Acknowledgement and Behavior-Specific Praise Resource](#)

Classroom Consideration
Teach behavior and social skills. Write a goal on the board for the day or the week. Using positive language, state what you want the students to do. Provide acknowledgment and reinforcement when students exhibit the skill.

Upcoming Training: Oct. 11, 2023
[Click here to learn more](#)

District Communication

Supporting Behavior at Home



Printable Bookmarks



These bookmarks can be downloaded and printed to be shared with families and caregivers. Two color options are available. A QR code is provided to share a brief video to guide others through creating a home matrix to support behaviors at home.

Home Matrix



This customizable matrix outlines expectations for your child at home and addresses different times of the day or activities.

Preference Assessment



Elementary

Secondary

Use this printable Preference Assessment to find out what your child finds reinforcing or rewarding. Celebrate successes by providing reinforcement and behavior-specific feedback.



Behavior Education: PBIS Support

September 2023



COUNSELING • SCHOOL AGE PARENTING • EVEN START FAMILY LITERACY • BEHAVIOR EDUCATION
FAMILY ENGAGEMENT • HEALTH SERVICES • SOCIAL & EMOTIONAL LEARNING • CONNECTIONS • HEALTH EDUCATION

Happy September!

We hope you are having a wonderful start to the school year and are building strong and lasting relationships with your students and colleagues.

As a part of the Whole Child Department, Behavior Education will continue to support

District Communication



NISD SEB
@NISD_SEB

Congratulations to Coach Fulton
[@FultonOfTeachin](#)! You are our SEB
Challenge 2 Winner! Thank you for promoting
student collaborative work through the
creation of a safe classroom environment.
Your prize will be sent to [@JordanNISD](#). Our
SEB Challenge 3 begins on Monday. [@NISD](#)



NISD Social Emotional Behavior (SEB)



DID YOU KNOW?

Beginning your day or class period with an intentionally planned **Morning/Class Meeting** helps to create a safe, predictable environment for your students.

Morning/Class Meetings build community teacher to student and student to student.

When students feel comfortable in your classroom, they are more likely to participate and take academic risks to increase their learning.



CHECK OUT OUR RESOURCES
[BIT.LY/NISDSEB](https://bit.ly/nisdseb)

SEB CHALLENGE

Post a picture or video of you performing a **Morning/Class Meeting** or resources you are using on Twitter and tag [@NISD_SEB](#) [#SEBChallenge1](#) by **September 15th** to be entered into a **prize drawing**.



Existing and/or Developing Systems & Capacity

Tool to Support Campus Staff and Administrators Supports District and Campus Coaches and Staff

SELF ASSESSMENT : Classroom Snapshot

Classroom Management Components	Strength-----Needs Attention
1.1 SETTINGS: The physical layout of the classroom is designed to be effective.	
Classroom is arranged to be consistent with your instructional goals and activities.	
There is an understanding of how to make adaptations in the environment to reduce the likelihood of problem behavior.	
1.2 ROUTINES: Predictable classroom routines are developed and taught.	
Needed routines have been established.	
A variety of techniques to gain, maintain, and regain student attention to tasks are utilized.	
Materials are prepared and ready to go.	
Students are engaged in productive tasks at high rates during individual work time.	
Down-time (including transitions) is minimal.	
1.3 EXPECTATIONS: Three to five classroom routines are developed and taught.	
There are 3-5 explicitly stated expectations.	
The expectations are observable and measurable.	
Classroom expectations are an extension of the school-wide expectations.	
There is a schedule for systematically teaching classroom expectations.	
Give clear set-up and directions for task completion.	
Behaviors which warrant classroom follow-up versus an office referral are clearly identified.	

2.1 SUPERVISION: Provide reminders (prompts), and actively scan, move, and interact with students.	
Supervision within the classroom is adequate to monitor the compliance with expectations.	
2.2 OPPORTUNITIES TO RESPOND: Provide high rates and varied opportunities for all students to respond.	
All students are given opportunities to frequently respond.	
2.3 ACKNOWLEDGEMENT: Using specific praise, reinforcement and other strategies, let students know when they meet classroom expectations.	
Feedback is given to students regarding expectations.	
Maintains at least a 4:1 ratio of positive to negative statements.	
There is a continuum of consequences for encouraging expected behaviors.	
Positive consequences are identified.	
Positive consequences are delivered at a high rate.	
Positive consequences are delivered consistently and as immediately as possible.	
There are opportunities for individual, group and whole class reinforcement.	
2.4 PROMPTS: Provide reminders, before a behavior is expected, that clearly describe the expectation.	
Pre-corrections are given regarding expectations.	
2.5 ERROR CORRECTION: Use brief, contingent, and specific statements when misbehavior occurs.	
There is a continuum of consequences for discouraging inappropriate behaviors.	
Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	

Classroom Snapshot for Coaches- Tier 1 Components				
Classroom Management Components	Yes	Not Yes	Not Observed	Notes
1.1 SETTINGS:				
Classroom is arranged to be consistent with instructional goals and activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
There is an understanding of how to make adaptations in the environment to reduce the likelihood of problem behavior.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.2 ROUTINES:				
Needed routines have been established.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A variety of techniques to gain, maintain, and regain student attention to task are utilized.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Materials are prepared and ready to go.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Students are engaged in productive tasks at high rates during individual work time.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Down-time (including transitions) is minimal.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 EXPECTATIONS:				
There are 3-5 explicitly stated expectations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The expectations are observable and measurable.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Classroom expectations are an extension of the school-wide expectations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
There is a schedule for systematically teaching classroom expectations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Give clear set-up and directions for task completion.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Behaviors which warrant classroom follow-up versus an office referral are clearly identified.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.1 SUPERVISION:				
Supervision within the classroom is adequate to monitor the compliance with expectations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 OPPORTUNITIES TO RESPOND:				
All students are given opportunities to frequently respond.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 ACKNOWLEDGEMENT:				
Feedback is given to students regarding expectations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Maintains at least a 4:1 ratio of positive to negative statements.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
There is a continuum of consequences for encouraging expected behaviors.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Positive consequences are identified.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Positive consequences are delivered at a high rate.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Positive consequences are delivered consistently and as immediately as possible.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
There are opportunities for individual, group and whole class reinforcement.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 PROMPTS AND PRE-CORRECTIONS:				
Pre-corrections are given regarding expectations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.5 ERROR CORRECTION:				
There is a continuum of consequences for discouraging inappropriate behaviors.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	





Classroom Snapshot Coaching Tool

Existing and/or Developing Systems & Capacity

PBIS Campuses


Leadership from PBIS Campuses

Student Leadership Facilitators

Elementary Morning Meetings 2023-2024 Social Emotional Behavior Website - bit.ly/nisdseb																															
Expectations	Pillars of Character	CASEL 5 Core Competencies	Panorama																												
<ul style="list-style-type: none"> Morning Meetings - every day Buddy classes - once per 6 weeks 	<ol style="list-style-type: none"> Respect Trustworthiness Caring Responsibility Fairness Citizenship 	<ol style="list-style-type: none"> Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision Making 	<ol style="list-style-type: none"> Self-Management Social Awareness Perseverance Self-Efficacy Emotion Regulation 																												
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	Create Your Own: Build Your Own Slide Templates Sharing Resources Behavior Resources Mindful Awareness Practice Options Buddy Class Lesson: Option - Respect Option - Respect 2																														

Existing and/or Developing Systems & Capacity

ELEMENTARY




Morning Meetings


Morning Meetings are a practice that build a community of learners, promote student voice, and establish a climate of trust.


In Northside, we believe explicit instruction in students' social, emotional and behavioral growth enables academic growth.


To ensure successful implementation, it is important to have the following foundational behavioral practices in place: classroom expectations, routines, and settings.


Morning Meeting Components
 Estimated Time: 10-15 Minutes
Morning Meetings can be extended to provide more explicit instruction in any one of the 5 components


Greeting
 Students and teachers greet and welcome each other. This can take place at the door or during the meeting.


Sharing
 Students share ideas, thoughts, and learning while their peers actively listen.


Message
 Teacher and students review the lesson objectives and agenda to set a purpose for learning.



Mindful Awareness Practice (MAP)
 Mindful Awareness Practices support students and adults in building skills for attention regulation (focus and concentration) and emotional regulation.


Social Emotional Learning (SEL) Lesson
 The teacher provides explicit instruction on a social emotional skill.

[Website: bit.ly/nisdseb](http://bit.ly/nisdseb)
[Follow us on Twitter @NISD_SEB](https://twitter.com/NISD_SEB)

Greeting

0200




Expectation:

- Walk the room
- Choose a greeting from the poster
- Say "good morning" to at least 3 classmates

Sharing Monday

04 00

Grouping Option:  Group of Two (Partners)

Mindful Awareness Practice (MAP)

Message

Discovery/ Extra	Reading	Writing/ Phonics	Science/ Social Studies	Math
Discovery Day We are at _____ Discovery today. Extras: Examples: Library Counselor Book Fair Kite Day Pep Rally	In reading we will	In writing/phonics we will	In science we will	In math we will
			In social studies we will	

Existing and/or Developing Systems & Capacity

Monday SEL Lesson – Behavior Expectations

Classroom Expectations

Classroom Expectations

- 1.
- 2.
- 3.
- 4.
- 5.

Behavior Expectations are general goals

Tuesday SEL Lesson – Behavior Expectations

Playground Expectations

Playground Expectations

- 1.
- 2.
- 3.
- 4.
- 5.

Behavior Expectations are general goals

Wednesday SEL Lesson – Behavior Expectations

Bathroom Expectations

- 1.
- 2.
- 3.
- 4.
- 5.

Behavior Expectations

Thursday SEL Lesson – Behavior Expectations

Cafeteria Expectations

Cafeteria Expectations

- 1.
- 2.
- 3.
- 4.
- 5.

Pair Up, Square Up

Expectations:

1. **Pair Up** by same color shirt
2. Discuss question
3. Attention getter
4. **Square Up** with another pair nearby (form group of 4)
5. Discuss question
6. Return to seat

01:00

Pair Up



Why is it important for us to follow the expectations we have for the cafeteria?

Square Up



How are you going to practice following the expectations in the cafeteria?

02:30

Leveraging Local Capacity and Systems

1. High Quality Professional Learning (for teachers and administrators)
2. RTI to MTSS Coordinator
3. Communication Systems – Principal Bulletin, Twitter/X, Schoology, Employee Connection, department websites
4. Existing and/or developing campus/district systems and capacity



2023-2024 Plan of Action



schoolology®

Asynchronous Training available for PBIS and Classroom Behavior Support

- Schoolwide Behavior Support
- Classwide Behavior Support
- PBIS Training
- SEL Initiatives

Thank You!



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Please Complete this Session's Evaluation

10/26/2023

Session ID— 3A - District Level Supports for Successful Classroom PBIS Implementation

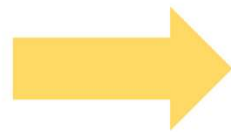
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3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

Evaluations are **anonymous!** We send reminder emails to all participants.

National PBIS Leadership Forum