



## 2E: The PBIS Essential Elements

This session will explain how using the PBIS essential elements creates an effective multi-tiered system of social, emotional, and behavioral support, and uses data-based problem solving to inform careful selection and integration of evidence-based practices.

### Presenter:

*Brian Meyer, Midwest PBIS Network (IL)*

- **Topics:** Schoolwide
- **Keywords:** PBIS Foundations, Tier 1, Alignment

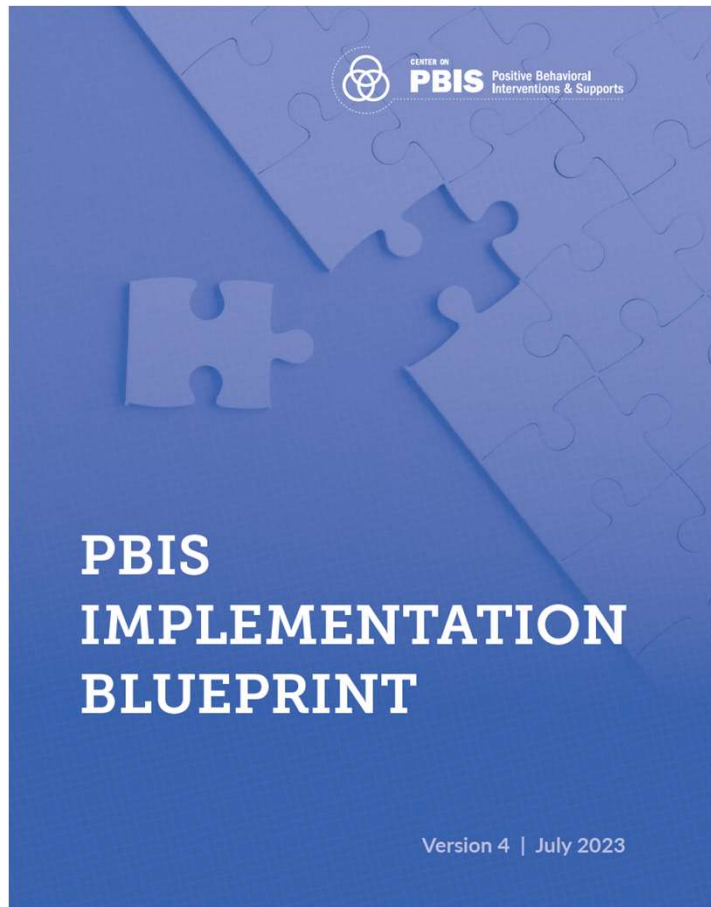


# Learning Objectives

1. *Understand why prioritizing equity and targeting outcomes supports vested partner buy-in and implementation sustainability (**the Why**)*
2. *Become familiar with the PBIS essential elements (**the What**)*
3. *Understand how data and systems guide selection and monitor effectiveness of evidence-based practices (**the How**)*



# What you learned in Session 1...

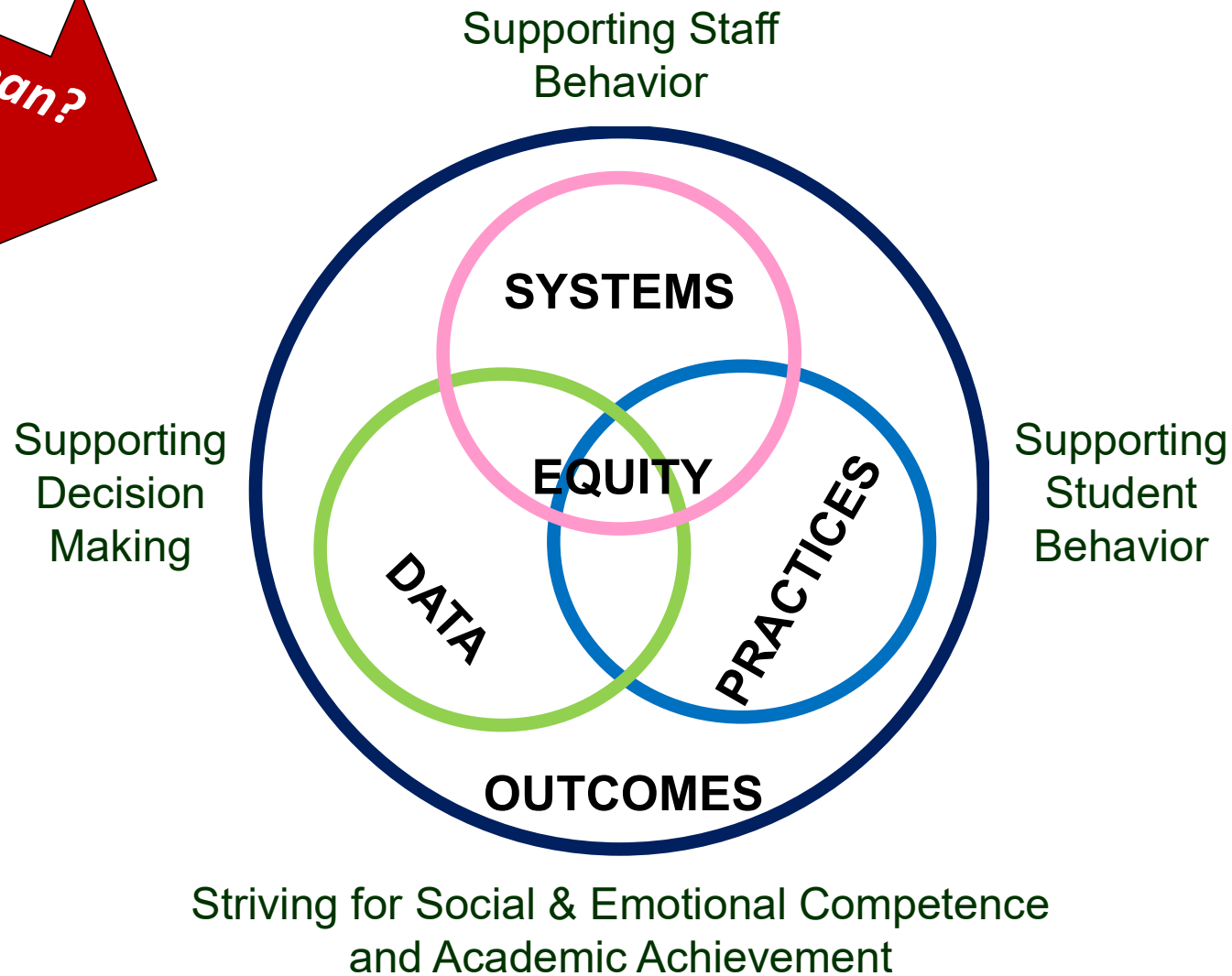


<https://www.pbis.org/resource/pbis-implementation-blueprint>

- Rely on **teams** to guide **systems** implementation
- Use a **continuum of evidence-based practices** to support student needs
- Use **data** to identify strengths, uncover needs, and regularly monitor student progress
- Regularly **check the effectiveness** of selected practices
- **Engage students, families, and community members** to co-create a positive climate with responsive practices
- Develop **content expertise** through coaching and on-going professional development

# So what is it? What are the Essential Elements?

*What does this mean?  
We are...*

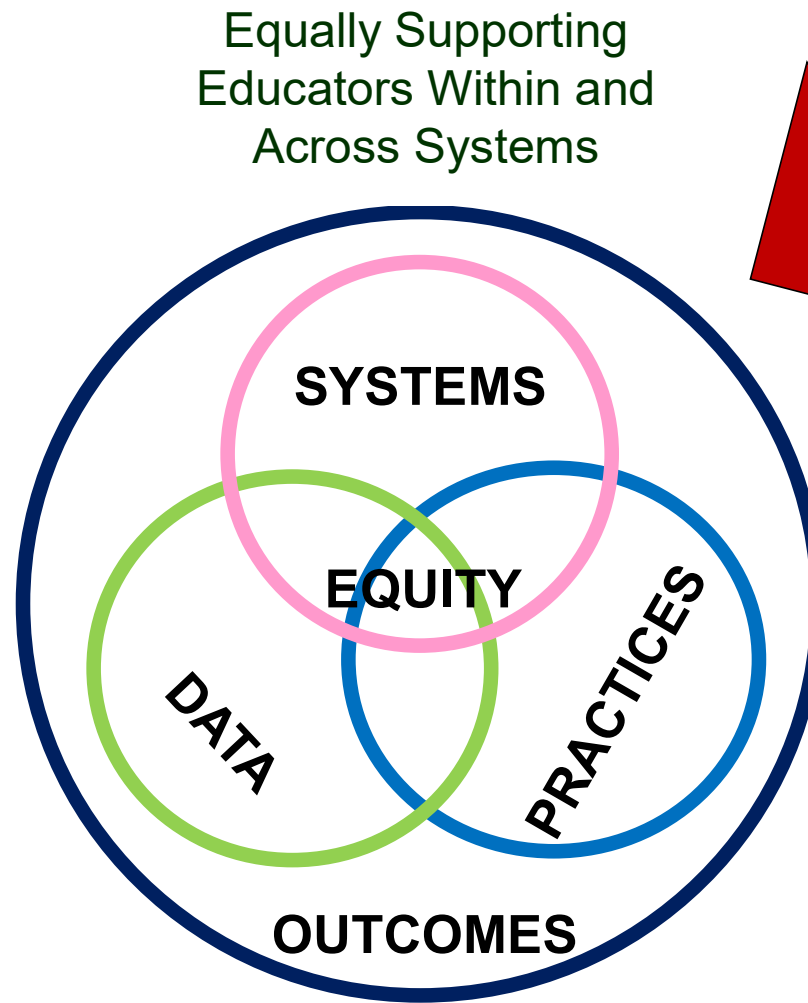


(pp. 22-24)



(pp. 22-24)

Disaggregating  
All Data by  
Student Group



Equally Supporting  
Educators Within and  
Across Systems

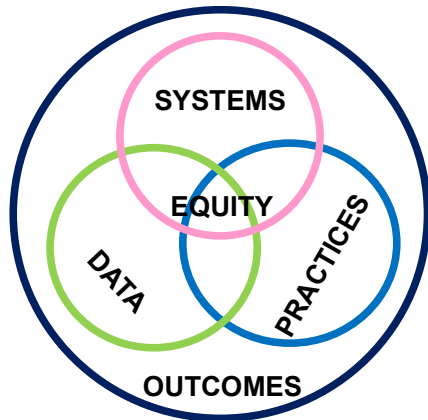
What does this look like?  
We are...

Adapting  
Evidence-based  
Practices to Meet  
the Specific Needs  
and Values

Maintaining High Expectations  
for Each and Every Student

# Essential Elements Across all Three Tiers

Where can I learn more?



## Tier 1 - Page 22



Tables 1–3 provide a snapshot of the big ideas of PBIS across all three tiers. To ensure the consideration of culture, all the other essential elements (i.e., data, systems, practices, and equity) are integrated into each tier's implementation blueprint.

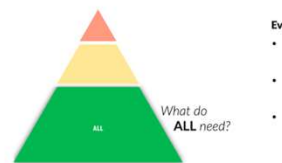


Table 1. Snapshot of PBIS Elements Across Tiers

Data	Systems
<ul style="list-style-type: none"> <li>Access to a variety of data to identify current (a) problems; and (b) accomplishments (improvements/successes) in:                             <ul style="list-style-type: none"> <li>attendance, academics, perceptions of school climate, consumer satisfaction of affected parties (e.g., family, students, educators), office discipline referrals, suspensions, expulsions, use of seclusion/restraint, nurse visits, student and educator wellbeing, teacher retention, efficacy, team participation, employment, mental health prevalence</li> </ul> </li> <li>Use of data collected through universal screening for behavior and well-being to assess overall system and population (e.g., student, classrooms), including examination of subgroups.</li> <li>Collection and analysis of fidelity data on:                             <ul style="list-style-type: none"> <li>schoolwide, classroom, Tier 2 interventions, individual student interventions at Tier 3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Illustrations or guide post examples are</li> <li>Diverse learner of partners' family, and</li> <li>Efficient roles and structures operating in</li> <li>Commitment establishing</li> <li>Procedures based on monitoring and coach</li> <li>c) evaluation PBIS implementation</li> </ul>



Table 2. Snapshot of PBIS Elements Across Tiers

Data	Systems
<ul style="list-style-type: none"> <li>All Tier 1 data.</li> <li>Collection and use of universal screening data for monitoring Tier 1 and for identifying at risk students through applied decision rules.</li> <li>Systems for more frequent progress monitoring and fidelity tracking of Tier 2 interventions.</li> <li>Assessment of fidelity of Tier 2 system implementation.</li> </ul>	<ul style="list-style-type: none"> <li>All Tier 1 systems</li> <li>A coordinator facilitates and student progress</li> <li>Formal process identifying student progress</li> <li>Behavioral expert process for self-evidence-based</li> <li>Decision rules intervention(s) performance.</li> <li>Access to train assistance on and supports.</li> </ul>

## Tier 2 - Page 23



Table 3. Snapshot of PBIS Elements Across Tiers

Data	Systems	Practices
<ul style="list-style-type: none"> <li>All Tier 1 and 2 data.</li> <li>Regular review of individual student data.</li> <li>Use of data to (a) identify strengths and needs, (b) understand context, (c) guide selection of EBPs.</li> <li>Use of individualized assessments, including observations, behavior rating scales, academic testing, functional behavior assessments.</li> <li>Assessment of fidelity of Tier 3 system and individualized interventions used.</li> </ul>	<ul style="list-style-type: none"> <li>All Tier 1 and 2 systems.</li> <li>Multi-disciplinary team with coordinator facilitate and monitor access and use of student supports.</li> <li>Formalized process for identifying student needs, level of support, and training/coaching of staff to support intensive student needs.</li> <li>Behavior analytic support expertise on team.</li> <li>Specifically designed student support team(s) with active family and student engagement.</li> <li>Formal data collection plans established and reviewed regularly on (a) implementation fidelity and (b) impact on student outcomes, individualized EBPs are modified accordingly.</li> <li>Coordination with wraparound supports.</li> </ul>	<ul style="list-style-type: none"> <li>All Tier 1 and 2 practices.</li> <li>Continuum of individualized function-based supports include brief or comprehensive functional behavior assessment to guide intervention.</li> <li>Individualized plan of support includes strategies for (a) prevention, (b) teaching, (c) positive reinforcement of replacement skills, (d) minimizing natural rewards for unexpected or unwanted behavior, and (e) safety planning.</li> <li>Wraparound supports and culturally responsive person-centered planning actively involves family and community supports and resources.</li> </ul>

## Tier 3 - Page 24



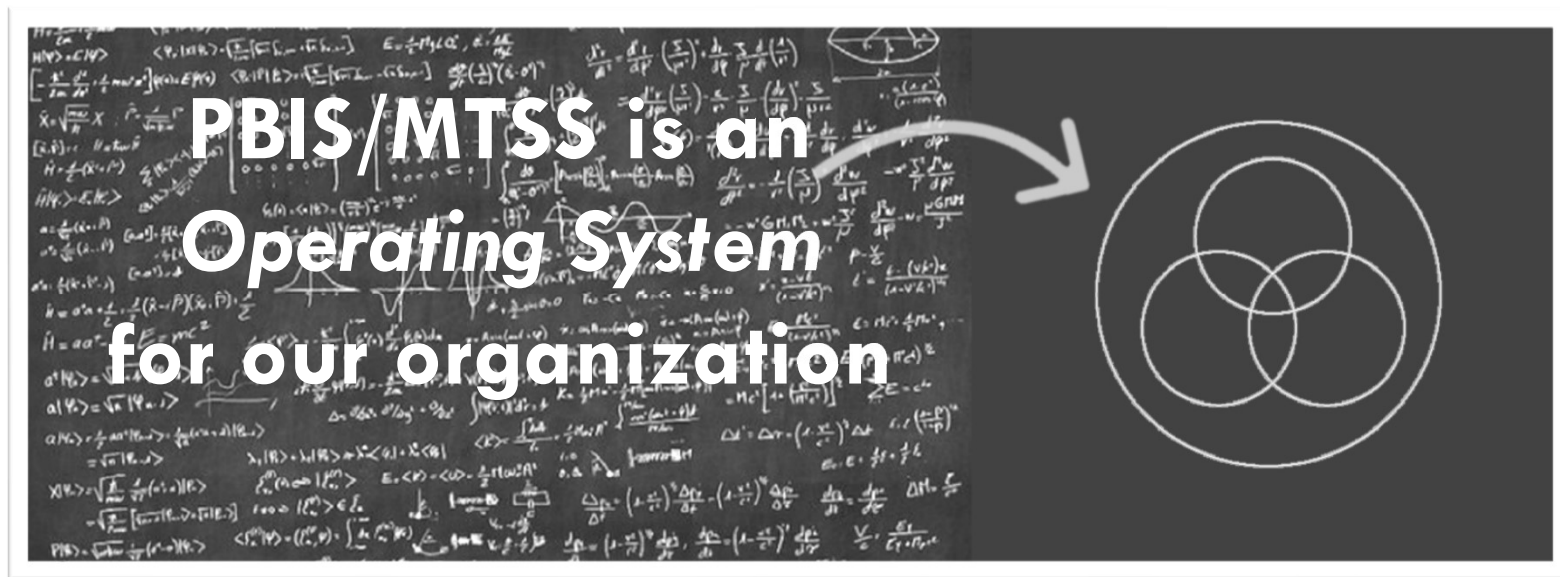
<https://www.pbis.org/resource/pbis-implementation-blueprint>

Positive Behavioral Interventions & Supports (PBIS)

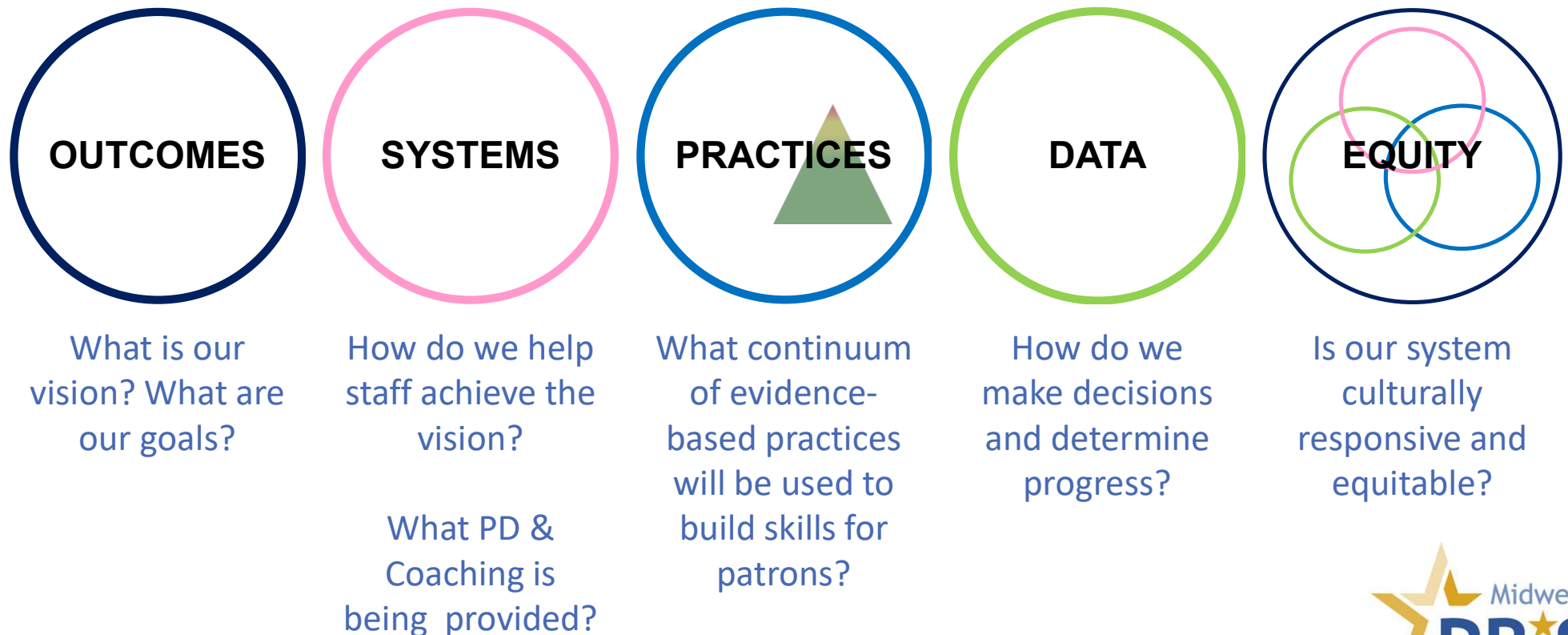
Positive Behavioral Interventions & Supports (PBIS)

Positive Behavioral Interventions & Supports (PBIS)





# PBIS/MTSS is an Operating System for our organization

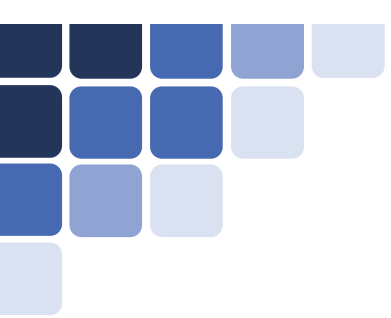


# PBIS: Misconceptions of this Work

- Parties, assemblies and ice cream socials
- Rewarding youth (for doing things they should already know how to do)
- Enabling our youth
- People talking in really high voices and “**being positive**” all the time
- Handing out tickets, which don’t work
- Preventing internalization of skills/values
- Childish
- This doesn’t work for students with disabilities
- This is only for special education



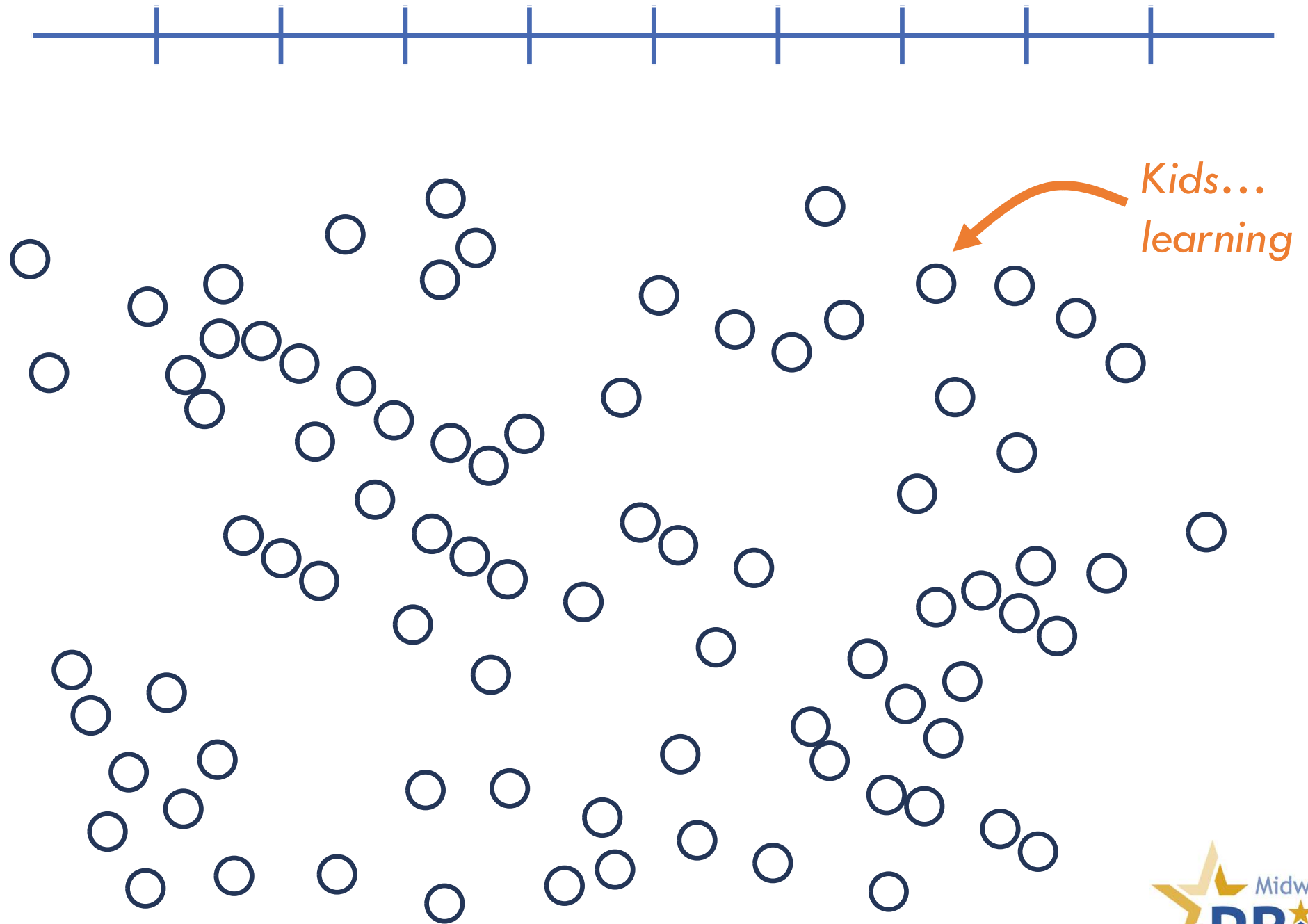




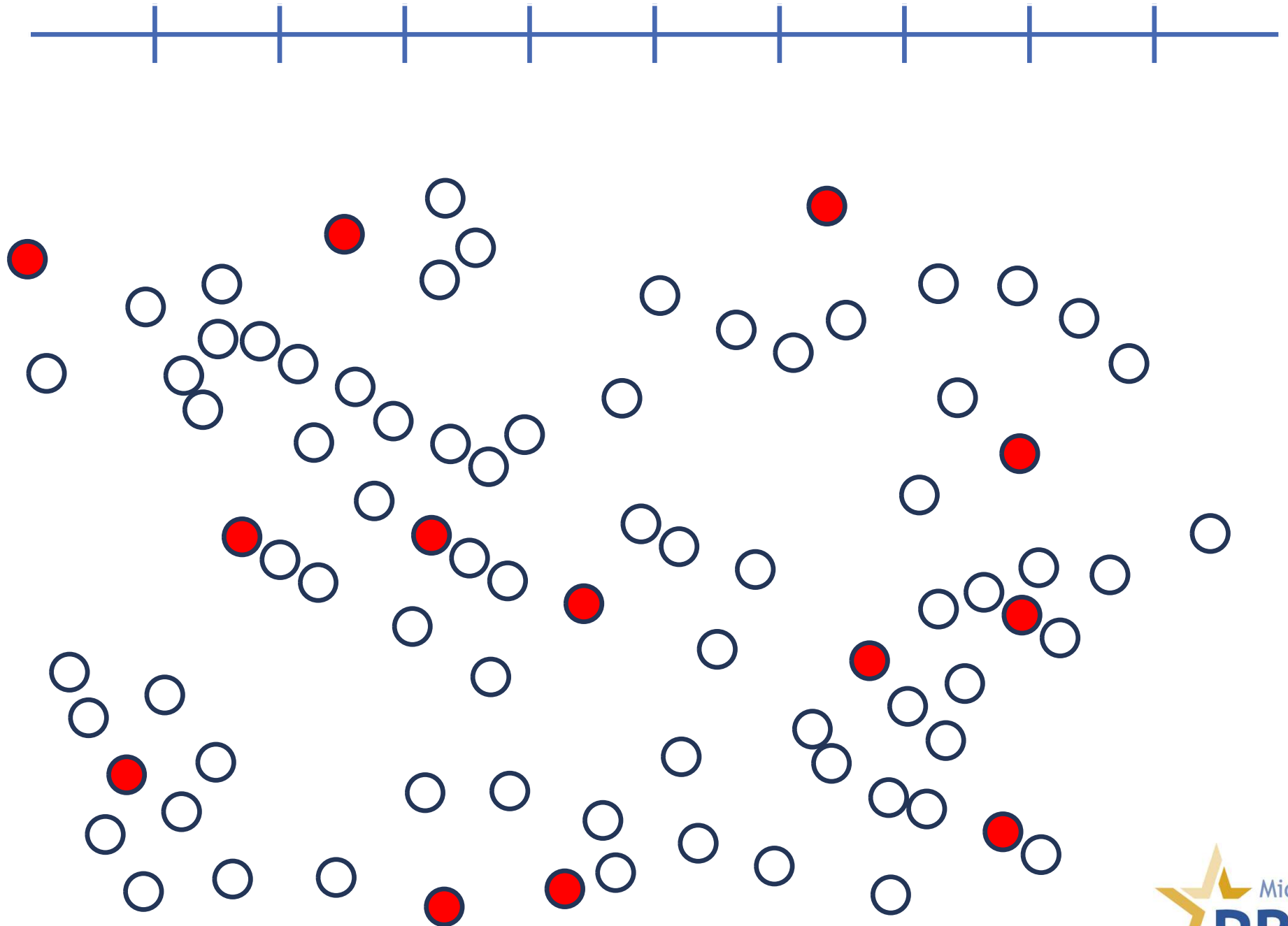
# Then and Now

*An Abbreviated History*

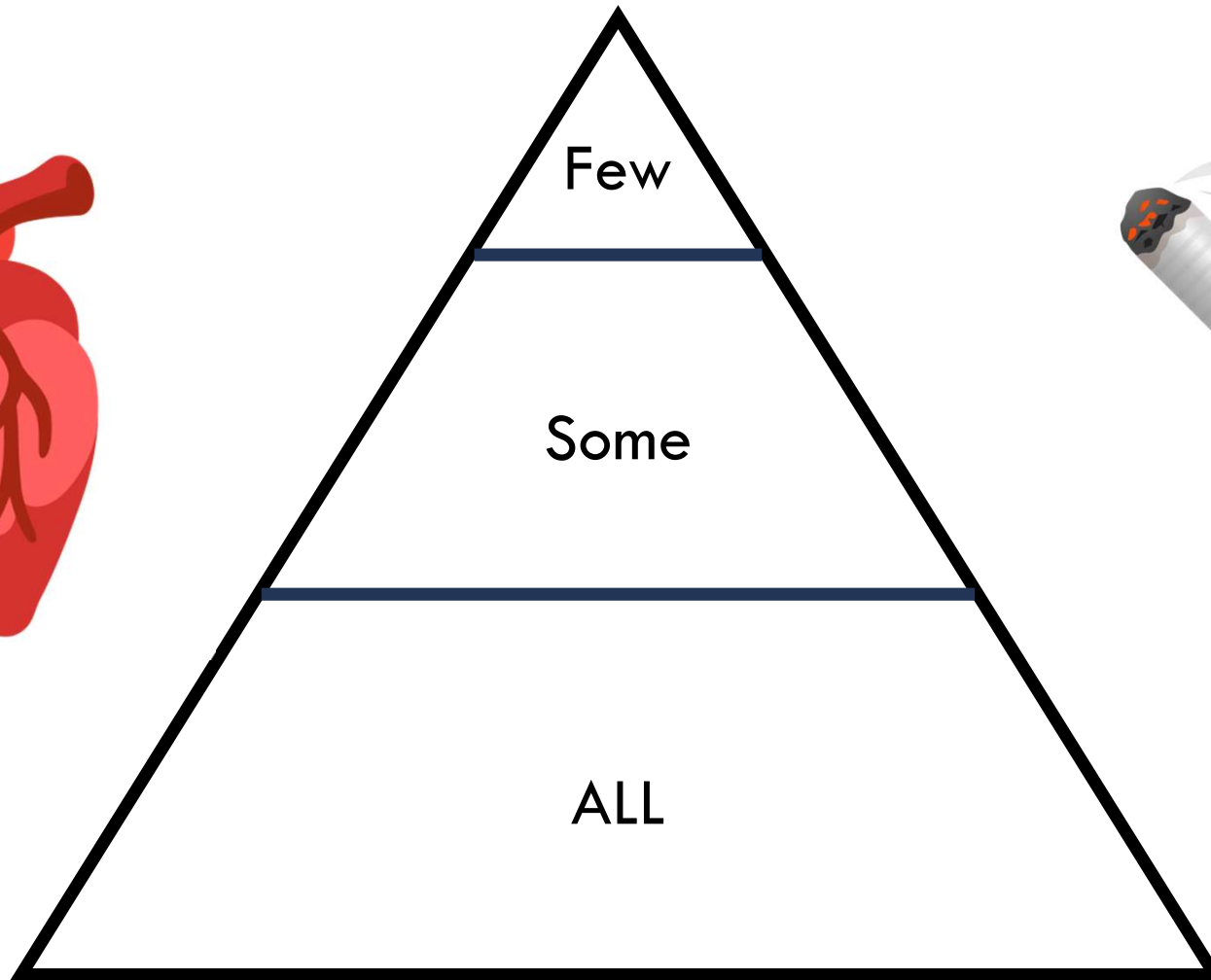
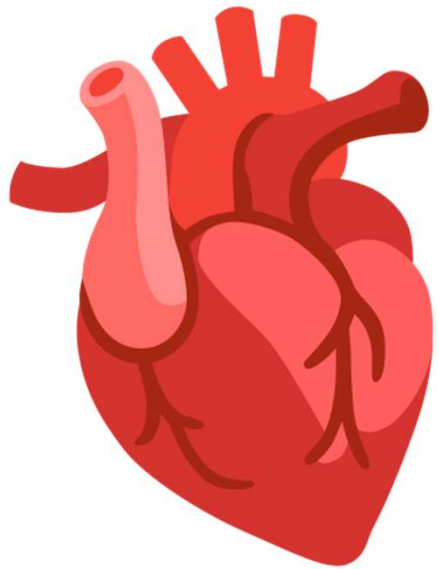
## Schools Then



1950 -

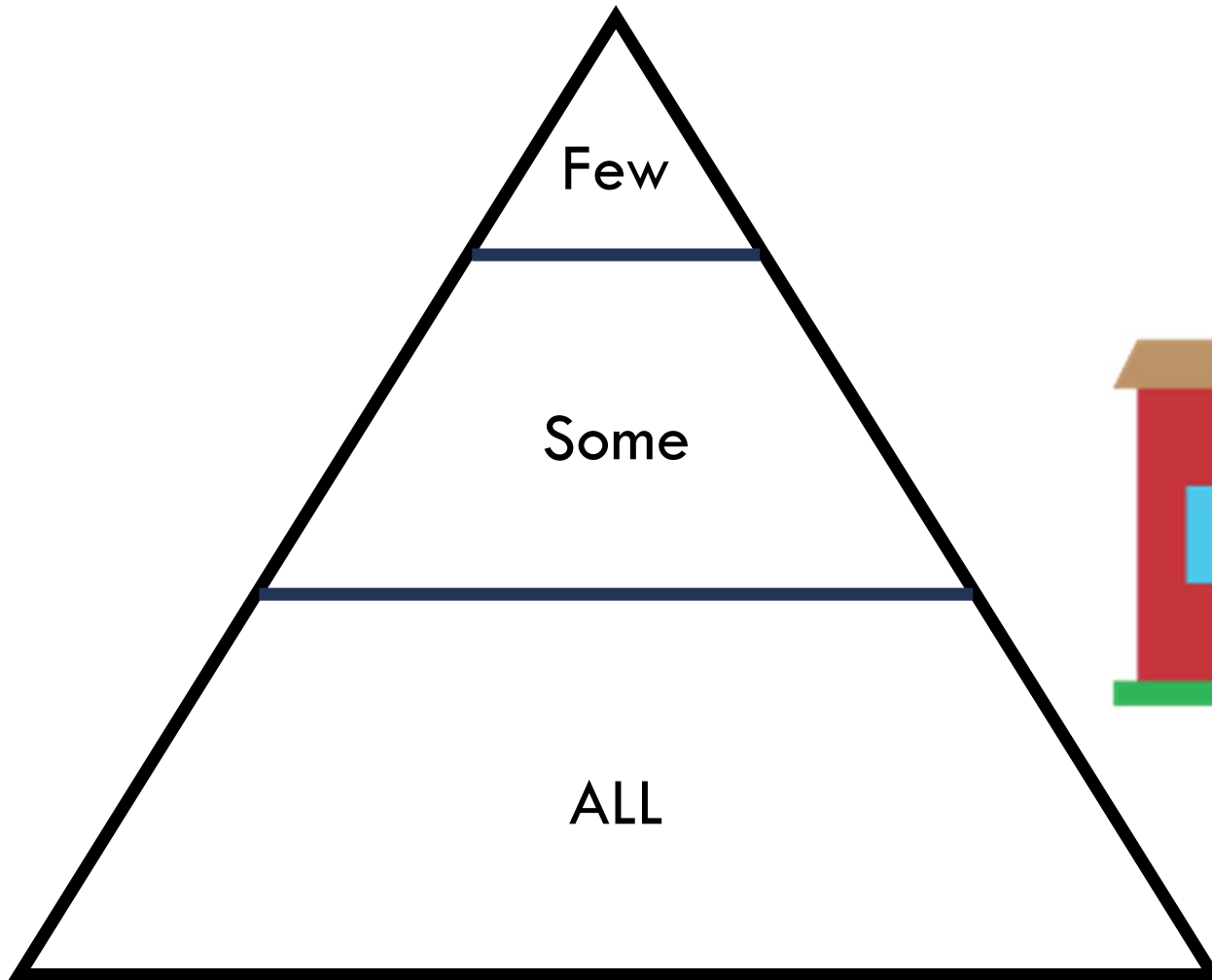


1950s



Public Health

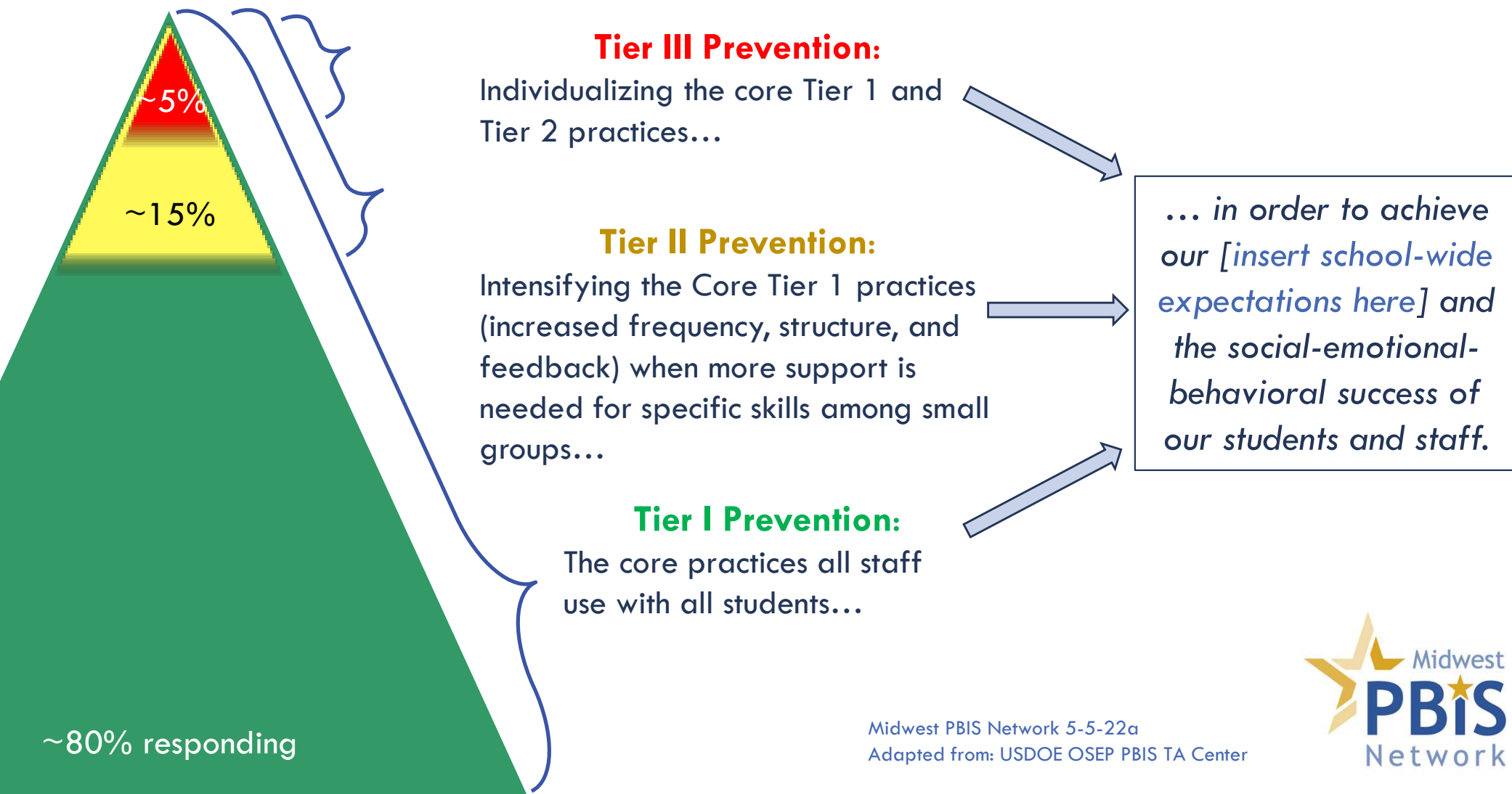
1990s



Schools

1990s

## Multi-Tiered Practices means...



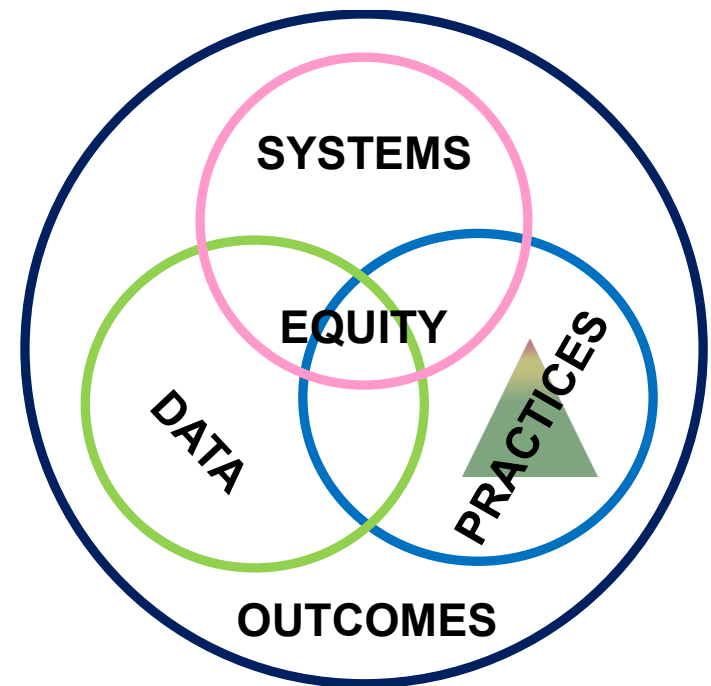


1990s

# What is Positive Behavioral Interventions and Supports?

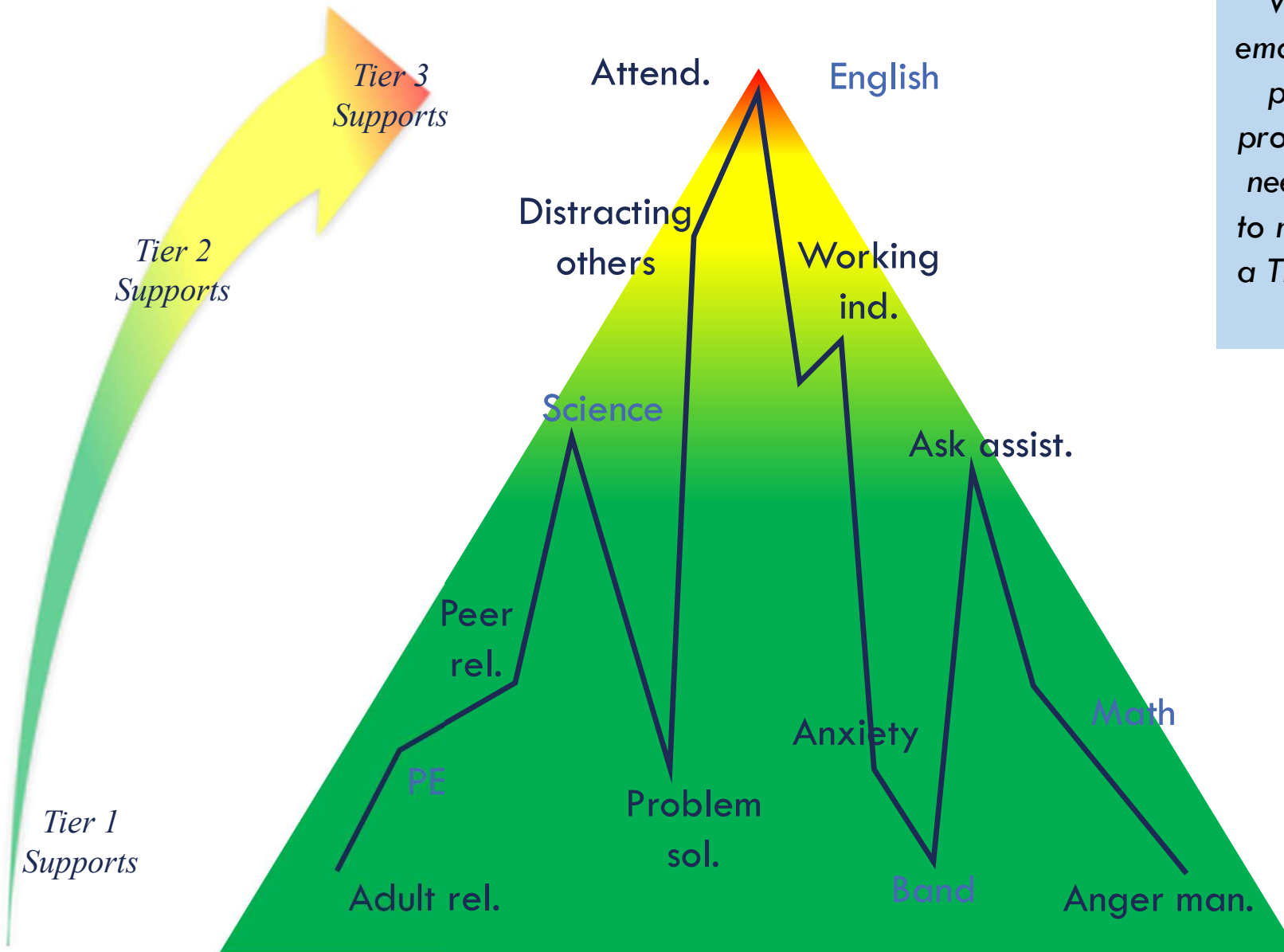
## PBIS is a multi-tiered framework

that organizes our school and integrates our initiatives, to achieve desired **outcomes** through understanding our **data**, implementing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.



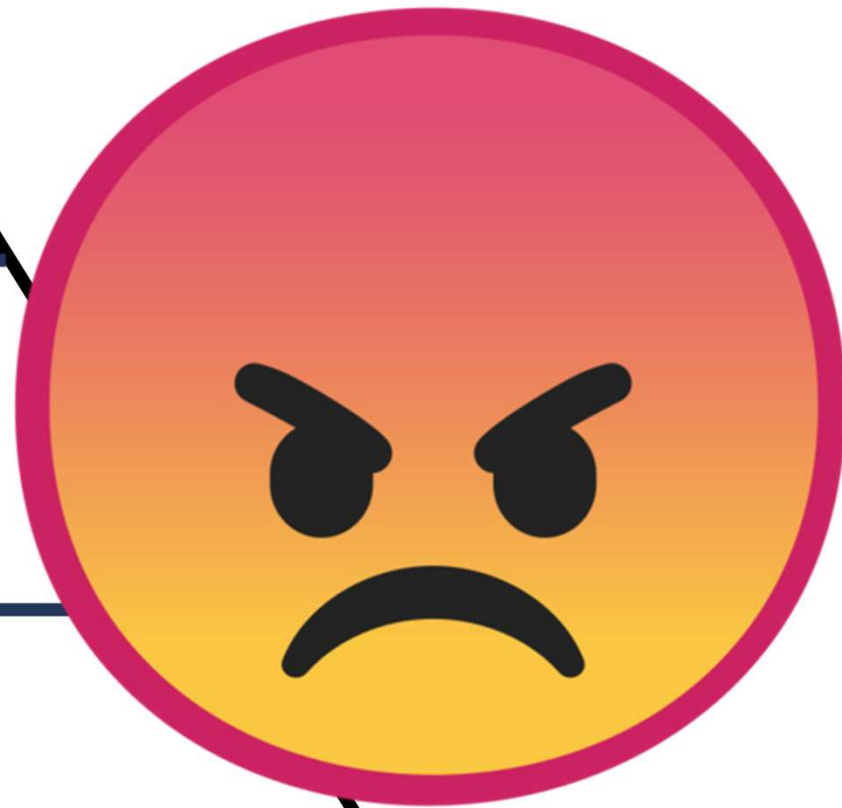
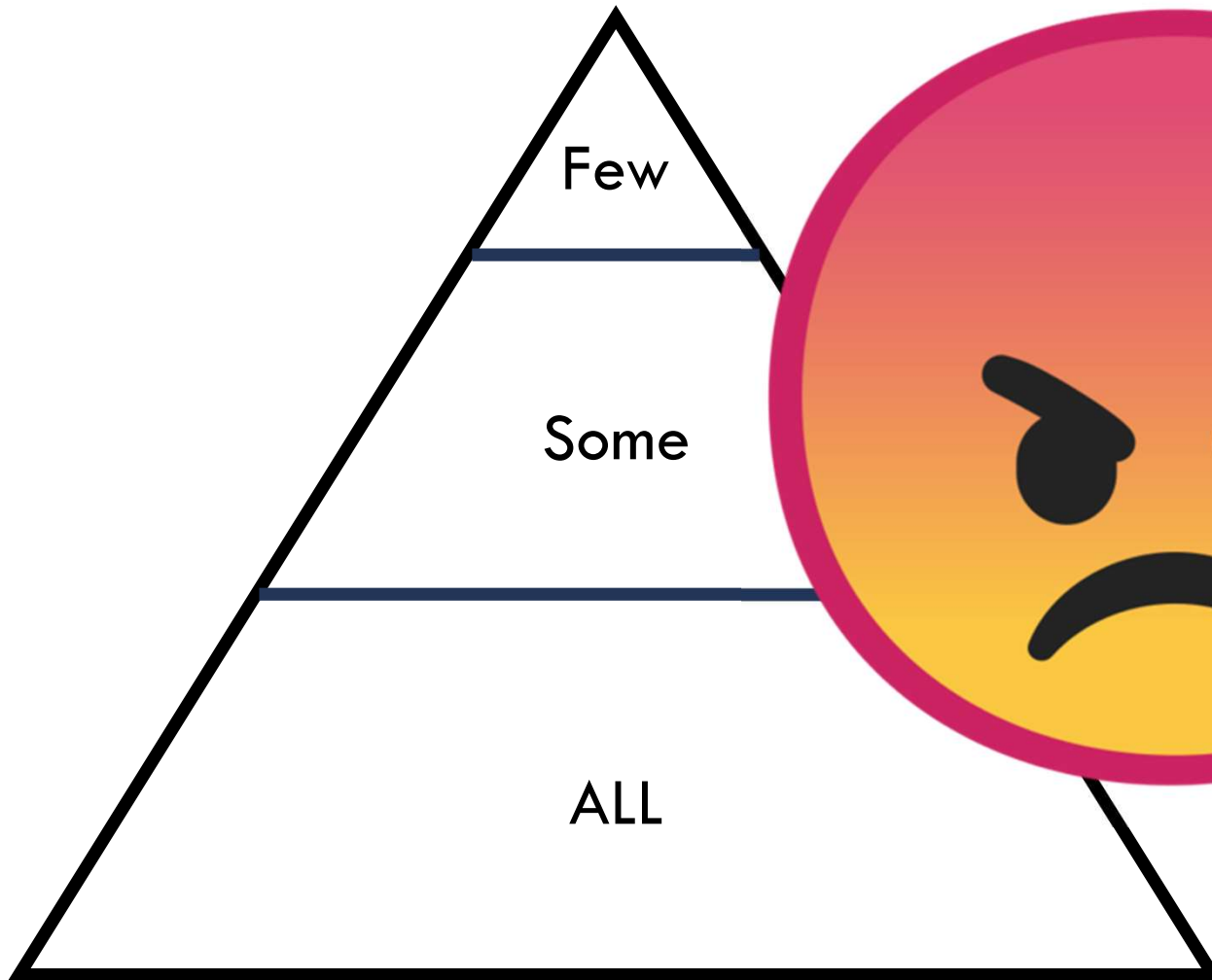
5 Essential Elements of PBIS

# Student Profile



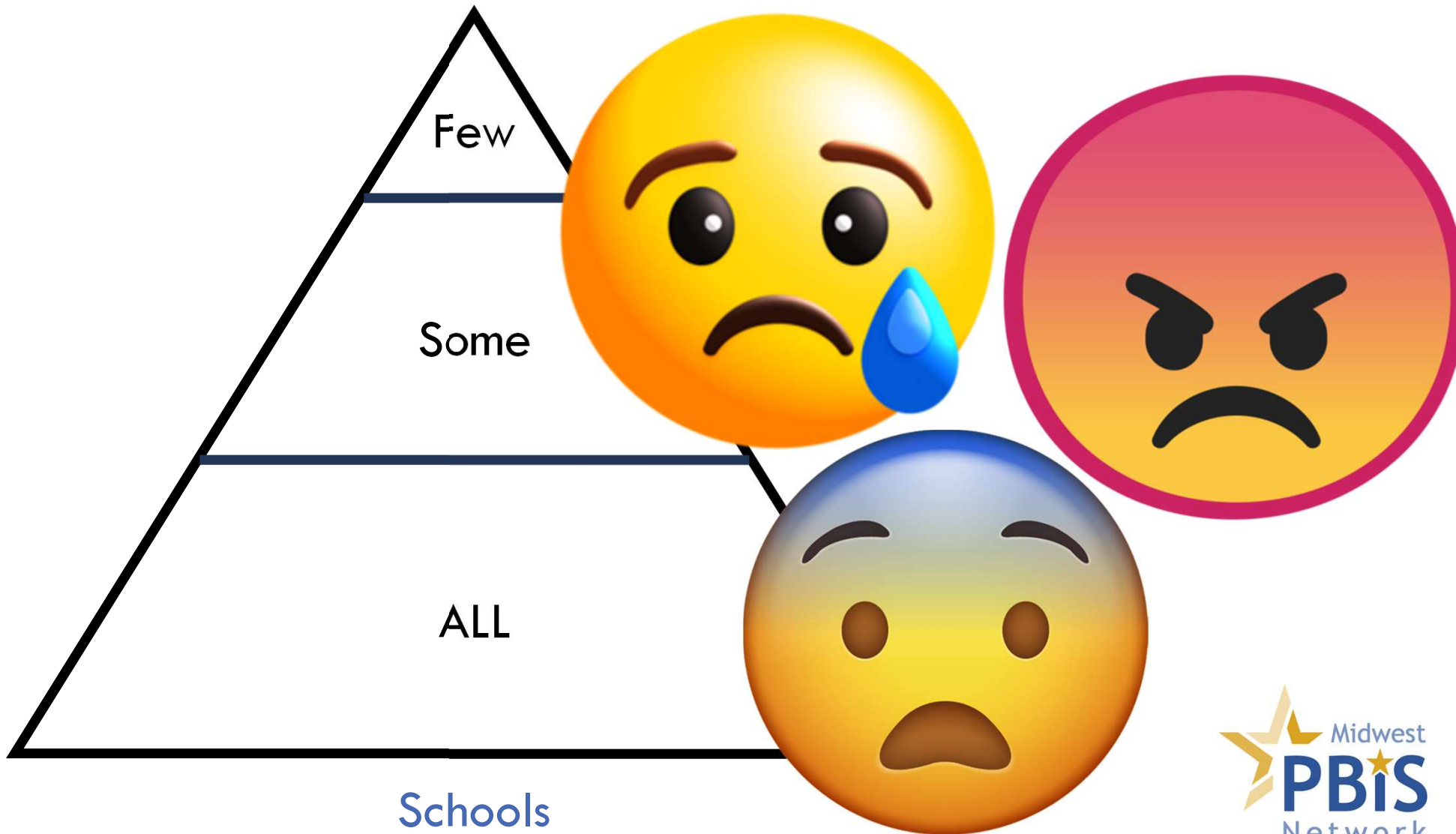
What is a social, emotional, academic, physical, and/or professional skill you need Tier 1 support to maintain? What is a Tier 2 example for you? Tier 3?

1990s



Schools

2000s –



# Not just SEL: Why we must focus on the Social, Emotional, and Behavioral (SEB) needs of students



CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports

March 19, 2021

## Why Prioritize Behavior Support?

Educational leaders support students and educators in a number of complementary ways, including (a) promoting physical health and safety; (b) prioritizing high-leverage instructional practices to enhance student learning; (c) emphasizing social ("how we interact"), emotional ("how we feel"), and behavioral ("how we act") practices to support mental health and well-being; and (d) investing in a multi-tiered systems of support (MTSS) framework to organize effective practices and build capacity. In addition, leaders develop effective policy, invest in systems change, prioritize evidence-based practice, and monitor implementation and outcomes to promote equity.

In this context, some leaders wonder whether we still need to prioritize behavior support. The short answer is yes! Without effective behavior support, research has documented that students and educators experience negative outcomes, including:

- Increased exclusionary discipline (e.g., office referrals, suspension, expulsion);<sup>2</sup>
- Lost instructional time and decreased achievement for excluded students and their peers;<sup>3</sup>
- Particularly poor outcomes for students from marginalized groups, especially Black students and students with disabilities, who are at highest risk of experiencing exclusionary discipline;<sup>4</sup> and
- Increased educator burnout, resulting in alarming numbers of educators leaving the field.<sup>5</sup>

**Supporting student behavior is critical to reduce harmful exclusionary discipline practices and promote full access to instruction for each and every student.** To effectively support student behavior, educators create a positive and predictable culture of support and invest in a MTSS framework.

### Create a Positive and Predictable Culture of Support

Given the prevalence of challenging school behavior, the question is not *if* educators will address behavior in schools but *how* educators will address behavior. To proactively support social, emotional, and behavioral (SEB) skill development and prevent and reduce challenging behavior, effective educators **implement culturally-relevant evidence-based practices** grounded in decades of behavioral science to:

- Create safe, positive, and predictable environments and teach critical SEB skills as the foundation for learning and support;<sup>6</sup>
- Target behavior support for students displaying SEB risk to prevent on-going challenges;<sup>7</sup> and
- Individualize behavior support to reduce the likelihood of exclusionary discipline and increase the probability of success.<sup>8</sup>

Positive Behavioral Interventions & Supports (PBIS)  
[www.pbis.org](http://www.pbis.org)

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*Supporting student behavior is critical to promoting full access to instruction for each and every student.*

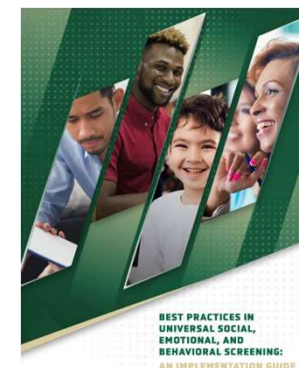
*Behavior continues to be the most likely reason students are excluded from their learning environment, including those from from marginalized groups, especially Black students, and students with disabilities, who are at highest risk of experiencing exclusionary discipline...*

Center on PBIS. (March, 2021). Why prioritize behavior support? Eugene, OR: Center on PBIS, University of Oregon. Retrieved from:  
<https://www.pbis.org/resource/why-prioritize-behavior-support>

# What is Mental Health?

## What is Wellness?

- ✓ Complete Mental Health is Social-Emotional-Behavioral
- ✓ Mental Health is more than simply the absence of psychological problems. The absence of psychological problems does not infer wellness or happiness.
- ✓ Therefore one's mental health, or wellness, is strong when they are experiencing both **low levels** of SEB psychological problems, and **high levels** of SEB competencies.



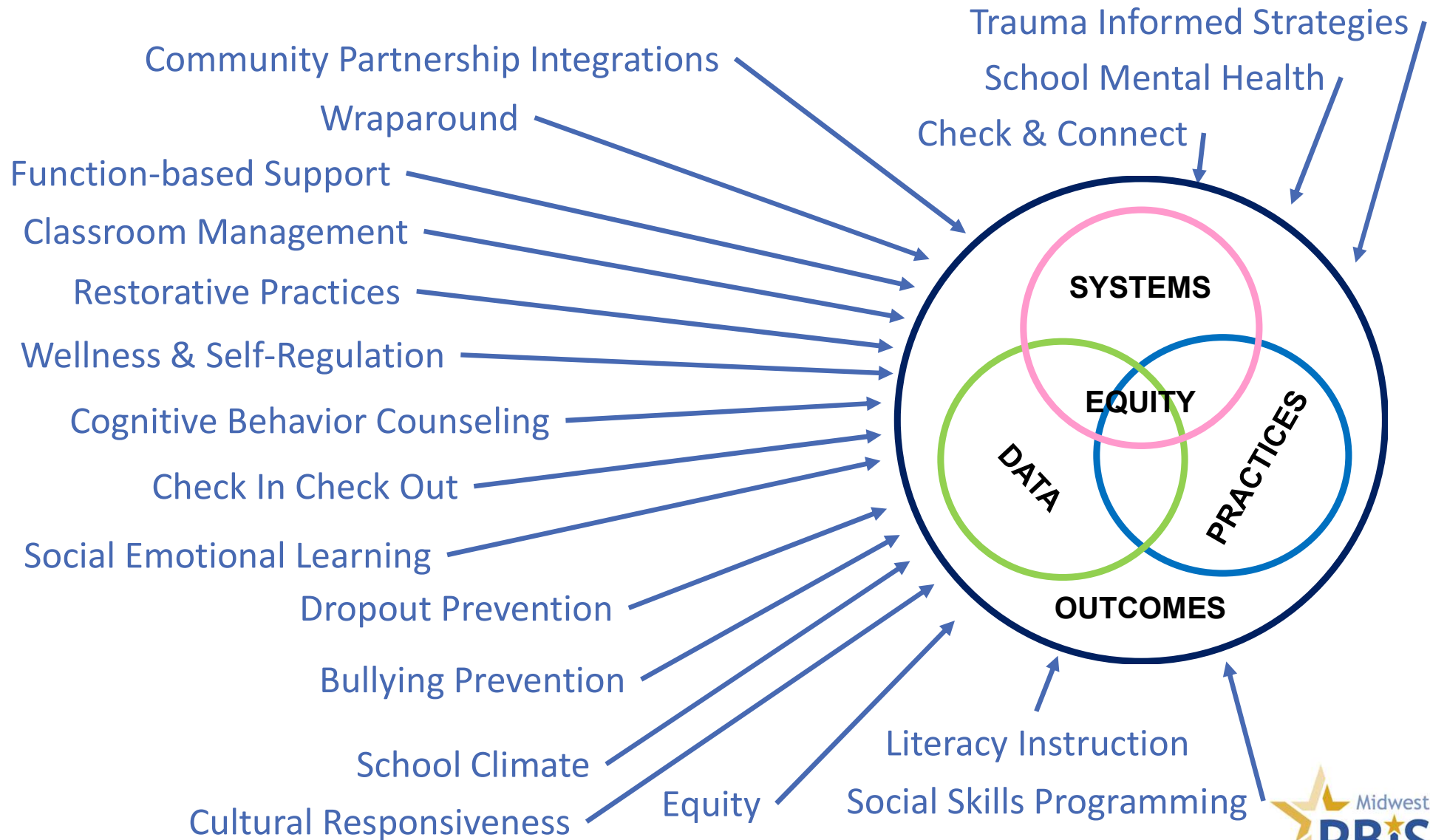
Romer, N., von der Embse, N., Eklund, K., Kilgus, S., Perales, K., Splett, J. W., Sudlo, S., Wheeler, D., (2020). Best Practices in Social, Emotional, and Behavioral Screening: An Implementation Guide. Version 2.0. Retrieved from [www.smhcollaborative.org/universalscreening](http://www.smhcollaborative.org/universalscreening)

MENTAL HEALTH							
SEB PROBLEMS				SEB WELL-BEING AND COMPETENCIES			
INTERNALIZING		EXTERNALIZING		LIFE SATISFACTION		STRONG SOCIAL RELATIONSHIPS	
Trauma, Environmental stressors	Thinking errors, Withdrawal, Negative affect	Unsafe settings, Inconsistent routines, Low expectations	Rule violations, Substance use	Basic needs are met; Opportunities matched to values and interests	Gratitude, Empathy, Persistence, Optimism, Strengths use	Healthy interactions (high support, minimal bullying); Inclusive settings	Social and emotional skills
RISK FACTORS				PROMOTIVE AND PROTECTIVE FACTORS			
Example Intervention Targets for Promoting Complete Mental Health; Adapted from Suldo & Romer, 2016.							



**Today**

**PBIS is a Framework for Aligning Your Initiatives and Interventions**



# How would you explain PBIS?

## ■ OUTCOMES

- Identifying staff and student targets tied to our mission/values

## ■ DATA

- How are we doing?
- Let's make decisions

## ■ PRACTICES

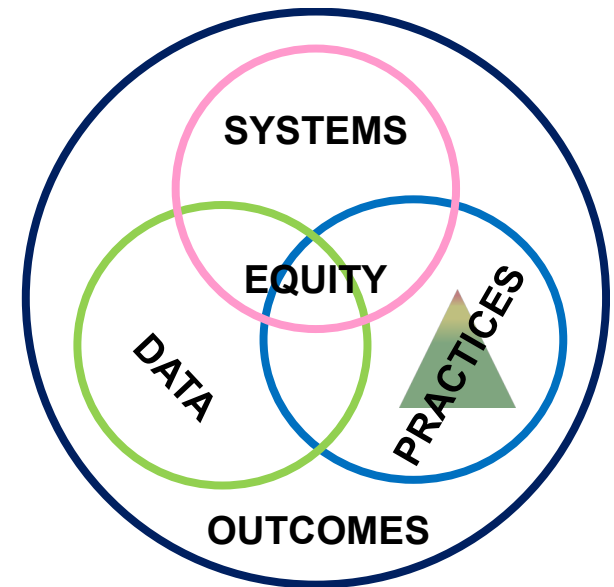
- Be preventative
- Layering strategies because no one intervention works for all

## ■ SYSTEMS

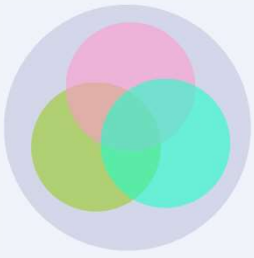
- Giving staff support to be competent and confident

## ■ EQUITY

- **Prioritizing** that the **systems**, **practices**, and **data** are constructed by and meaningfully engaging of all people; disparities in **outcomes** are reduced regardless of individual characteristics and cultural identities.



So when people say  
“I don’t agree with”... or  
“PBIS isn’t for us...”  
they are really saying...



# Positive Behavioral Interventions and Supports (PBIS)

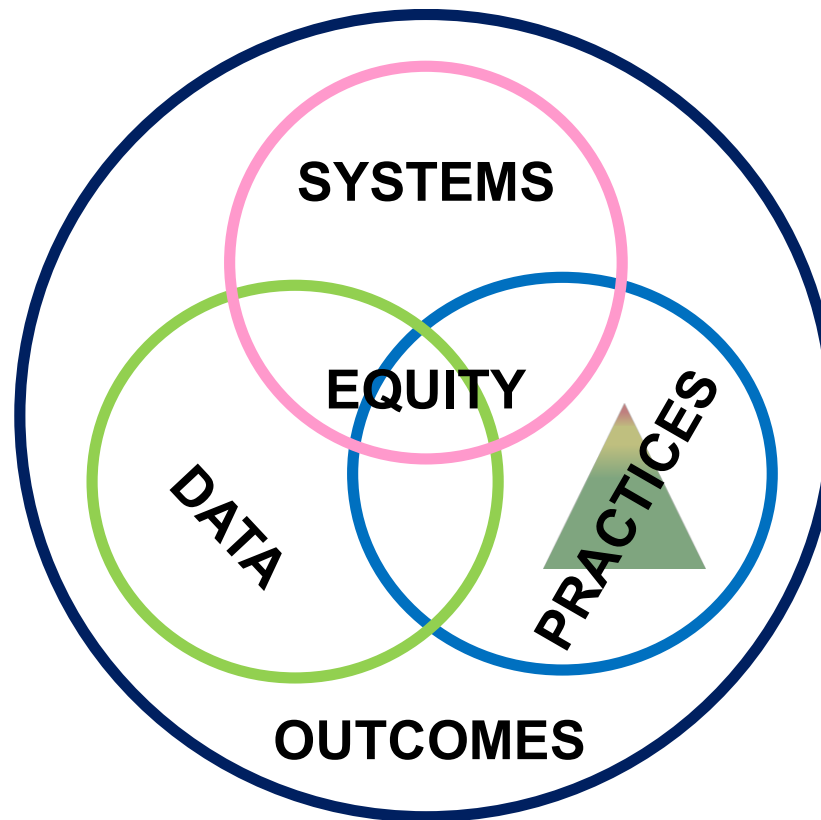
is the social-emotional-behavioral **Multi-Tiered System of Supports** (MTSS) Framework

## Supporting culturally knowledgeable **Staff Behavior**

- team-based leadership and coordination
- professional development, coaching, and content expertise

## Supporting culturally valid **Data-based Decision Making**

- universal screening
- progress monitoring
- evaluation of fidelity



## Supporting **Student Behavior**

- three-tiered continuum of culturally relevant evidence-based interventions

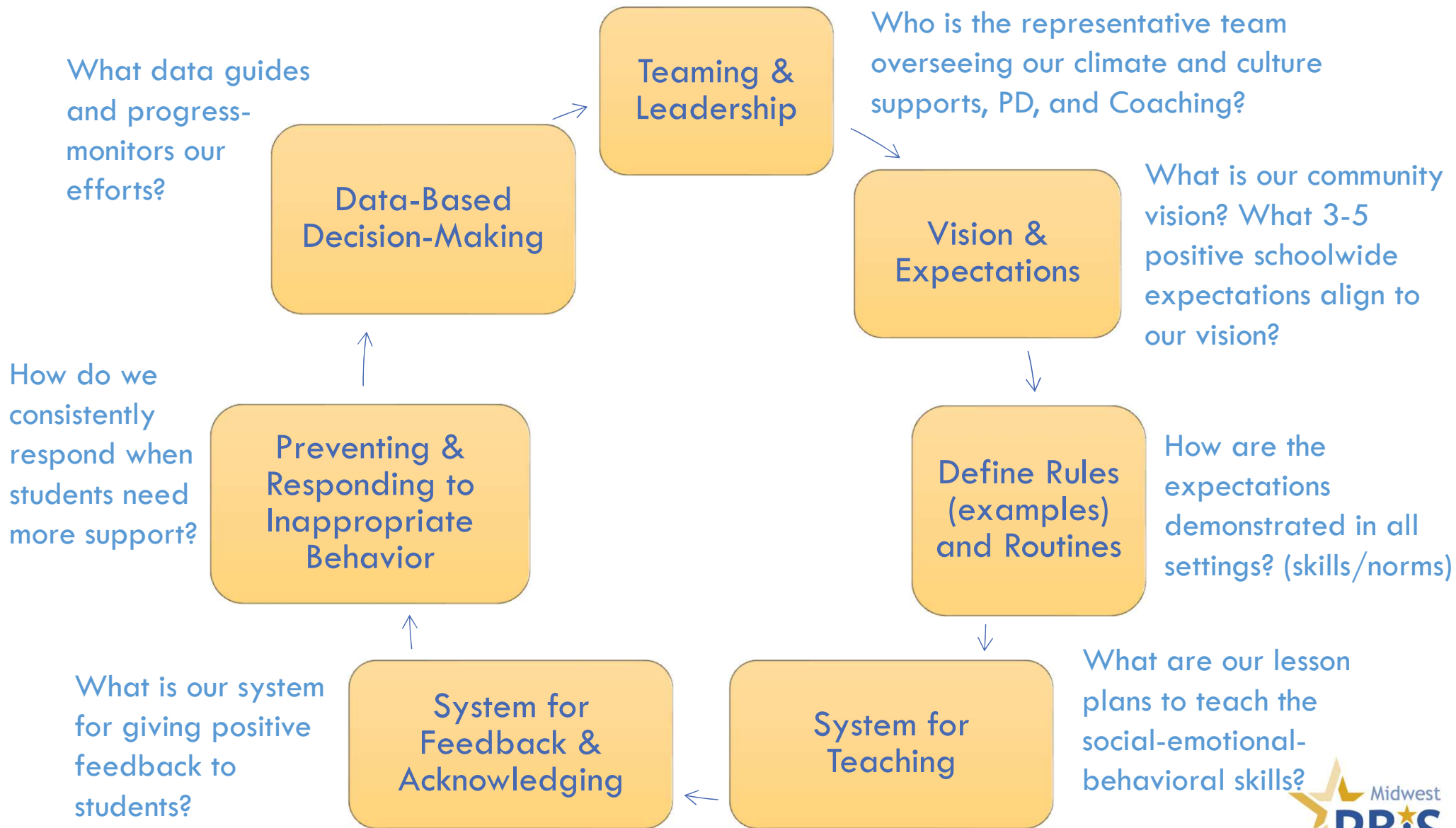
Schools aim to achieve culturally equitable **Outcomes** including social-emotional-behavioral wellness & academic success

Midwest PBIS Network 10/18/21a.  
Adapted from:

“What is a systems Approach in school-wide PBIS?” OSEP Technical Assistance on Positive Behavioral Interventions and Supports.  
<https://www.pbis.org/school>

McIntosh, K. & Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.

# Getting Started with Tier 1 Social Emotional Behavioral (SEB) Outcomes



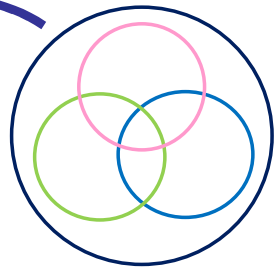
# 1. How we measure our vision



# Outcomes

Identify measurable **targets** connected to your organization's priorities and needs

- What are the goals of your organization?
- How do you measure outcomes for your consumers?
- What is important to your mission/values/funding?





## OUTCOMES

# Outcomes

What data guides  
and progress-  
monitors our  
efforts?

Data-Based  
Decision-Making

Teaming &  
Leadership

Vision &  
Expectations

What is our community  
vision? What 3-5  
positive schoolwide  
expectations align to  
our vision?

Preventing &  
Responding to  
Inappropriate  
Behavior

Define Rules  
(examples)  
and Routines

System for  
Feedback &  
Acknowledging

System for  
Teaching



## OUTCOMES



FOREST PARK  
PUBLIC LIBRARY

# PBIS Initiative

Positive Behavior Interventions & Supports

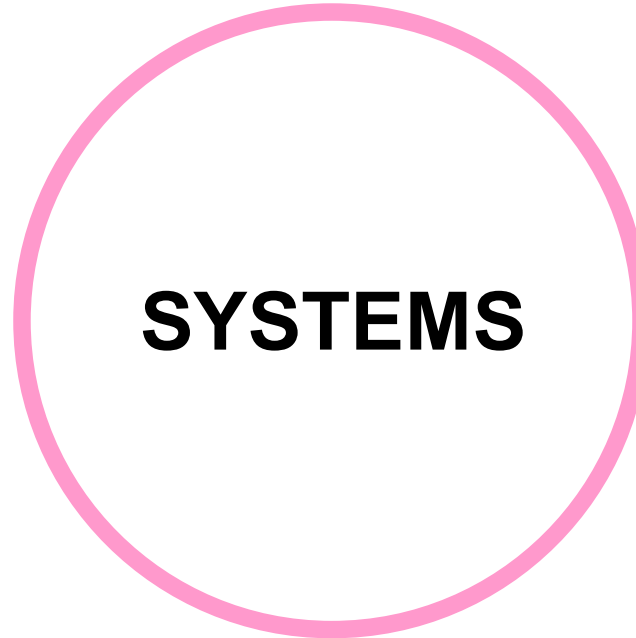
The Library		
	Be Respectful	<ul style="list-style-type: none"> <li>◦ Use your inside library voice.</li> <li>◦ Be polite.</li> <li>◦ Enter the library quietly and have a seat.</li> <li>◦ Listen.</li> <li>◦ Be kind to one another.</li> </ul> 
	Be Responsible	<ul style="list-style-type: none"> <li>◦ Handle books with care.</li> <li>◦ Keep the shelves neat and organized.</li> <li>◦ Clean up after yourself.</li> <li>◦ Push in your chair when you leave.</li> <li>◦ Return your books on time.</li> </ul> 
	Be Safe	<ul style="list-style-type: none"> <li>◦ Use shelf markers and other library equipment appropriately.</li> <li>◦ Walk calmly.</li> <li>◦ Give others personal space.</li> <li>◦ Ask before leaving the library.</li> </ul> 

eLibri

## What Is PBIS?

The Forest Park Public Library, in partnership with Forest Park District 91, practices Positive Behavior Interventions and Supports (PBIS) in the library. These supports offer a positive approach to addressing behavior expectations at the library while allowing us to build better relationships with our kids and teens. As part of this partnership, we use the same key phrases to frame behavior expectations across all PBIS locations: Be Respectful, Be Responsible, and Be Safe. These phrases appear throughout our space on signage and in our conversations with the children and teens that visit the library.

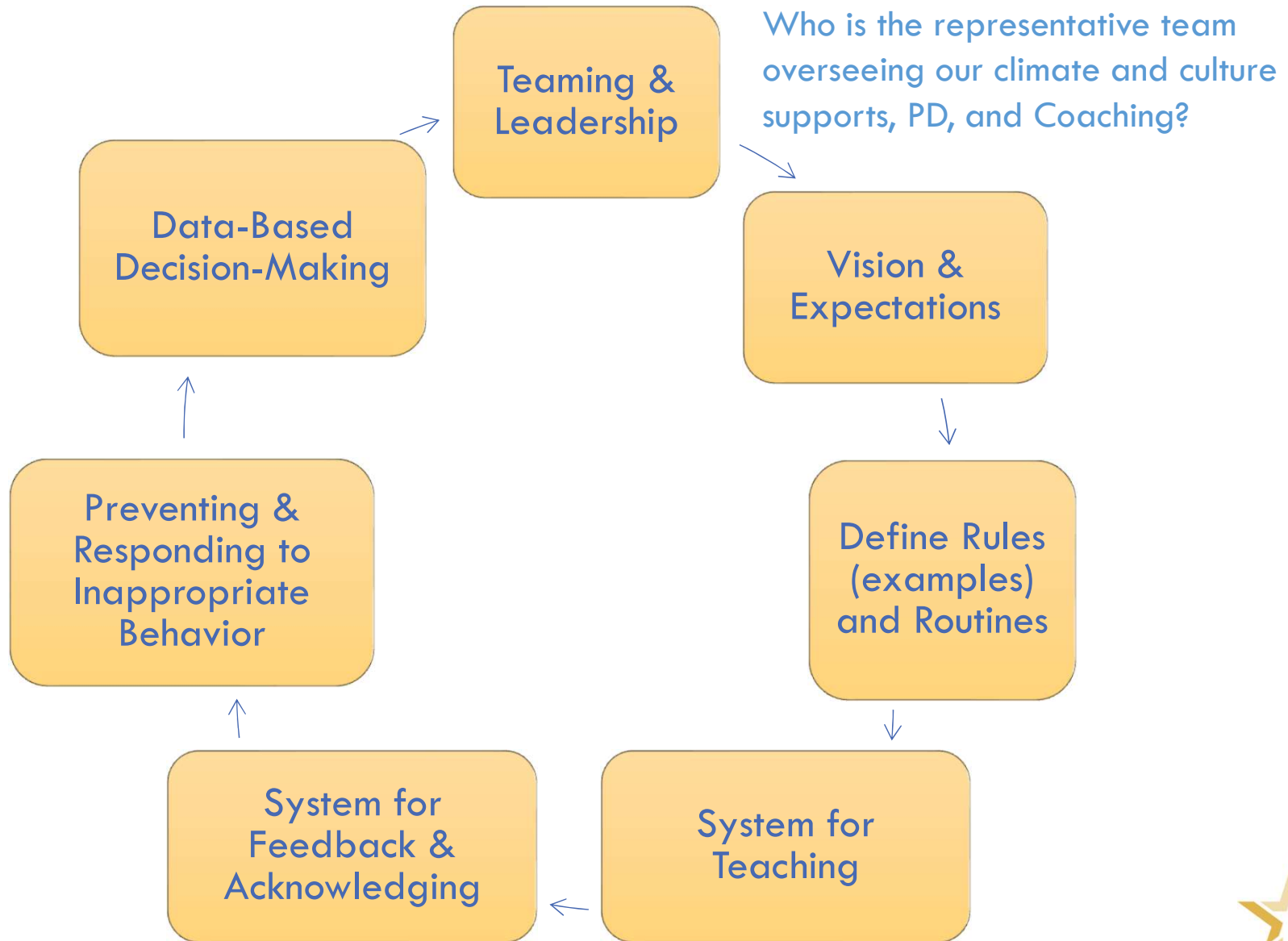
## 2. How we help our staff achieve the vision



- ❑ Team-based leadership and coordination
- ❑ Professional development, coaching, and content expertise

## SYSTEMS

# Systems



# Foundational Systems in the PBIS Framework

## Universal/Tier 1

- An established leadership team
- Regular meetings
- A commitment to establishing a positive and proactive school-wide culture for all
- Ongoing use of data for continuous improvement
- Professional development plans
- Personnel evaluation plans

## Targeted/Tier 2

- An intervention team with a coordinator
- Content expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance

## Intensive/Tier 3

- A multi-disciplinary team
- Content support expertise
- Formal fidelity and outcome data are collected

3 tiers does not always equate to 3 teams! Understand the functions required at each tier to determine how to best formulate your team(s).

# Teaming & Leadership

## School Team Members:

- ☐ Administrator(s)
- ☐ Broad representation from:
  - ☐ ALL grade levels/Departments
  - ☐ Special education
  - ☐ Paraprofessionals
  - ☐ Art, music, P.E.
- ☐ School-based clinicians
- ☐ School Nurse
- ☐ Student representation
- ☐ Family representation
- ☐ Community Partners
  - ☐ Mental Health Agency, Public Library, Park District, etc
- ☐ Other Suggestions?



**Who would this be in  
our organization?**



# Professional Development Examples

- ☐ What student outcome data are you targeting? What is baseline?
- ☐ Design an action plan as a team
- ☐ **Professional Development**
- ☐ All staff complete baseline fidelity Self-Assessment before
- ☐ Study/Model/Practice the skill during team meetings
- ☐ Partner-up to take turns peer observing using tool (15 min)
- 
- ☐ Partners give feedback - coaching
- ☐ Setting personal/group goals
- ☐ Use Self-monitoring strategies: Aggregate self-monitoring data
- ☐ Set up a reinforcer for staff
- ☐ Progress monitor fidelity with self and/or peer-assessments
- ☐ Progress monitor student outcome with self and/or peer-assessment

*Which components do you think are more likely to result in implementation of practices?*

No measurable impact on classroom implementation up to this point (Joyce & Showers, 2002)

Feedback and Supports = a large, measurable impact on classroom implementation (Joyce & Showers, 2002)

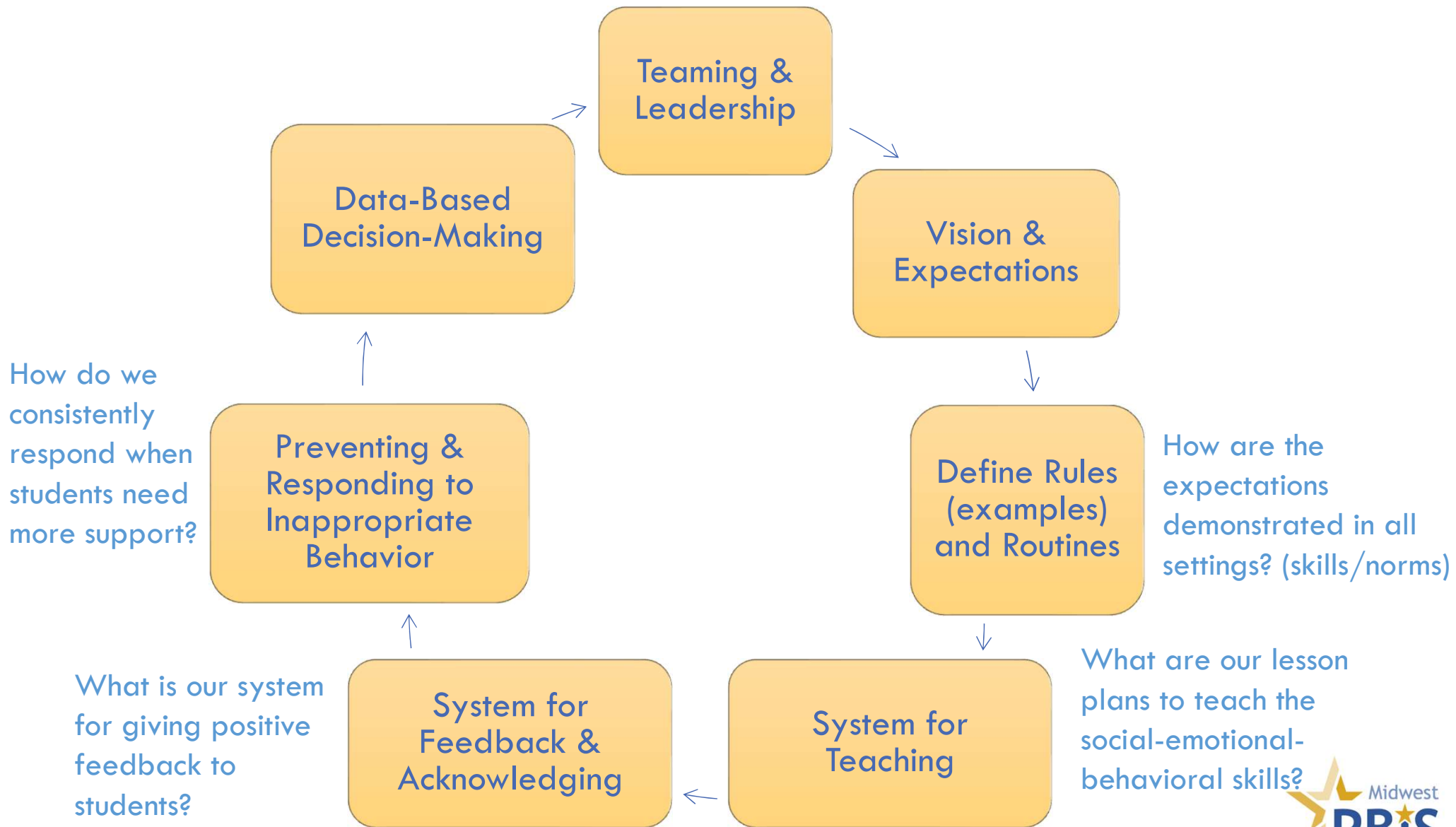
### 3. How we teach, build skills, and layer supports for youth and families?



- ❑ A three-tiered continuum of culturally relevant evidence-based practices/interventions



# Practices





The teaching matrix is your social-emotional-behavioral curricular standards

# Sample School-wide Teaching Matrix

Midwest PBIS Network, 9/20/2022. Adapted from: Barrett, S., Eber, L., McIntosh, K., Perales, K., & Roper, N. (2019). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

School-wide Expectations	Community Agreements (examples)						rev 8-28-23
	All Settings	Hallways	Lunch	Bus	Online	Classrooms	
Kind	Be on time Assume positive intent	Walk to the... ...to join	...those sitting... ...to join	Stay in my seat Use level 1 volume	...feelings of... ...I post		
...ible	Help/share with others	Walk directly to my designated area	Have a lunch plan Choose quiet or social area	Have a plan Use headphones to listen to music	Check my... before I post Re-read messages before I post.	See classroom specific matrices for classroom rules and routines	
Ad...	...e prepared	Pick up litter	...gn	Watch for my stop	Double ch... before		
Teacher's Role (Conditions for Learning)	...specific praise to reinforce behavior	Stand... hall du... passing periods	...active supervision (move, scan, interact)	...e... can...		Develop classroom matrix • Post; teach; reinforce	

1. 3-5 School-wide Expectations

2. Settings and Routines

3. Rules/Norms/Agreements/Behavior Examples

4. Add Teacher role to Increase the conditions for learning

5. Build out Classroom Settings, Routines, and Agreements (see classroom matrix)

INCORPORATE social emotional competencies, pro-social skills, etc...



The teaching matrix is your social-emotional-behavioral curricular standards

# Sample School-wide Teaching Matrix

Midwest PBIS Network, 9/20/2022. Adapted from: Barrett, S., Eber, L., McIntosh, K., Perales, K., & Roper, N. (2019). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

School-wide Expectations	Community Agreements and Routines (examples)						rev 8-28-23
	All Settings	Hallways	Lunch	Bus	Online	Classrooms	
Kind	Be on time Assume positive intent	Walk to the right Use level 2 volume	Invite those sitting alone to join	Stay in my seat Use level 1 volume	Consider feelings of others before I post Be an upstander – speak up when I see unsafe behavior	See classroom specific matrices for classroom rules and routines	
Responsible	Hands and feet to self Help/share with others	Walk directly to my designated area	Have a lunch plan Choose quiet or social area	Have a plan Use headphones to listen to music	Check my feelings before I post Re-read messages before I post.		
Achieving	Recycle Be prepared	Pick up litter	Use my breathing technique Listen to my signals	Watch for my stop	Double check sources before I post Think before I forward		
Teacher's Role (Conditions for Learning)	Use specific praise to reinforce behavior	Stand in hall during passing periods	Use active supervision (move, scan, interact)	Ensure students enter bus calmly	Teach and practice routine monthly	<ul style="list-style-type: none"> <li>Develop classroom matrix</li> <li>Post; teach; reinforce</li> </ul>	

INCORPORATE social emotional competencies, pro-social skills, etc...



# YOUR Classroom Teaching Matrix

INCORPORATE Trauma Informed Strategies

The Williams HS Way	Classroom 214 Rules (Examples)	Classroom 214 Routines rev 8-28-23				
		Welcome	Group Work	Online	When you feel upset...	How to Transition
Kind	<ul style="list-style-type: none"><li>• Raise hand</li><li>• Track</li><li>• Sp</li><li>• F</li></ul>	<ul style="list-style-type: none"><li>▪ Say "I can do it!"</li></ul>	<ul style="list-style-type: none"><li>▪ Turn in to peers</li></ul>	<ul style="list-style-type: none"><li>▪ Consider feelings of</li></ul>	<ul style="list-style-type: none"><li>▪ Stop; take slow deep breath</li><li>▪ Signal use of Regulation Routine</li></ul>	<ul style="list-style-type: none"><li>▪ Clean up your area</li></ul>
Responsible	<ul style="list-style-type: none"><li>• Walk quietly</li><li>• Keep hands and feet to self</li></ul>	<ul style="list-style-type: none"><li>▪ Put personal belongings in designated areas</li><li>▪ Take your seat</li></ul>	<div><p><b>Example Strategy from School's Curriculum</b></p><p><b>How to Calm Down</b></p><p><b>Stop</b>—use your signal</p><p><b>Name your feeling</b></p><p><b>Calm down:</b> breathe, count, use positive self-talk</p></div>			
Achieving	<ul style="list-style-type: none"><li>• Stay on task</li><li>• Offer to help</li><li>• Apologize for mistakes</li></ul>	<ul style="list-style-type: none"><li>▪ Turn in homework</li><li>▪ Put material in desk</li><li>▪ Begin work</li></ul>				
Teacher's Role (Conditions for Learning)	Supervise all areas of classroom	Greet Students warmly Bell to bell activity posted	Small group activities	Routine monthly	<ul style="list-style-type: none"><li>• 2x/wk whole group practice when regulated;</li><li>• Teacher Prompt: "How can I help you right now?"</li></ul>	Teach, practice, reinforce transitions

All classrooms are anchored to the SAME School Wide expectations

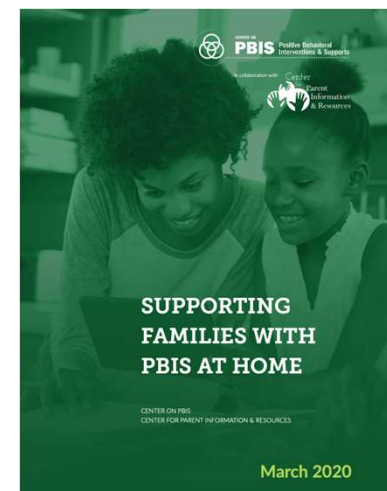


# Sample Home and Community Matrix

	Responsible	Respectful	Helpful
<b>Before School</b>	Get up on time; Eat Breakfast	Take turns in the bathroom; Flush	Make your bed Pick up clothes
<b>After School</b>	Come home right after school	Call mom or data when you get home	Take the dog out
<b>Weekends</b>	Clear plans with mom or dad first	Come home on time	Wash, fold, put away laundry
<b>In the Community</b>	Use bike rules; Follow street signs	Take your phone with you	Leave area cleaner than you found it
<b>Parents</b>	Know where my children are at all times	Communicate with teachers; Celebrate successes	Create space and time for homework

## Tips:

- Everyone in the family must be involved.
- Include children in decision-making
- As a family, resolve disagreements, and agree on clear rules.
- Rules should then be practiced, nurtured, and acknowledged.

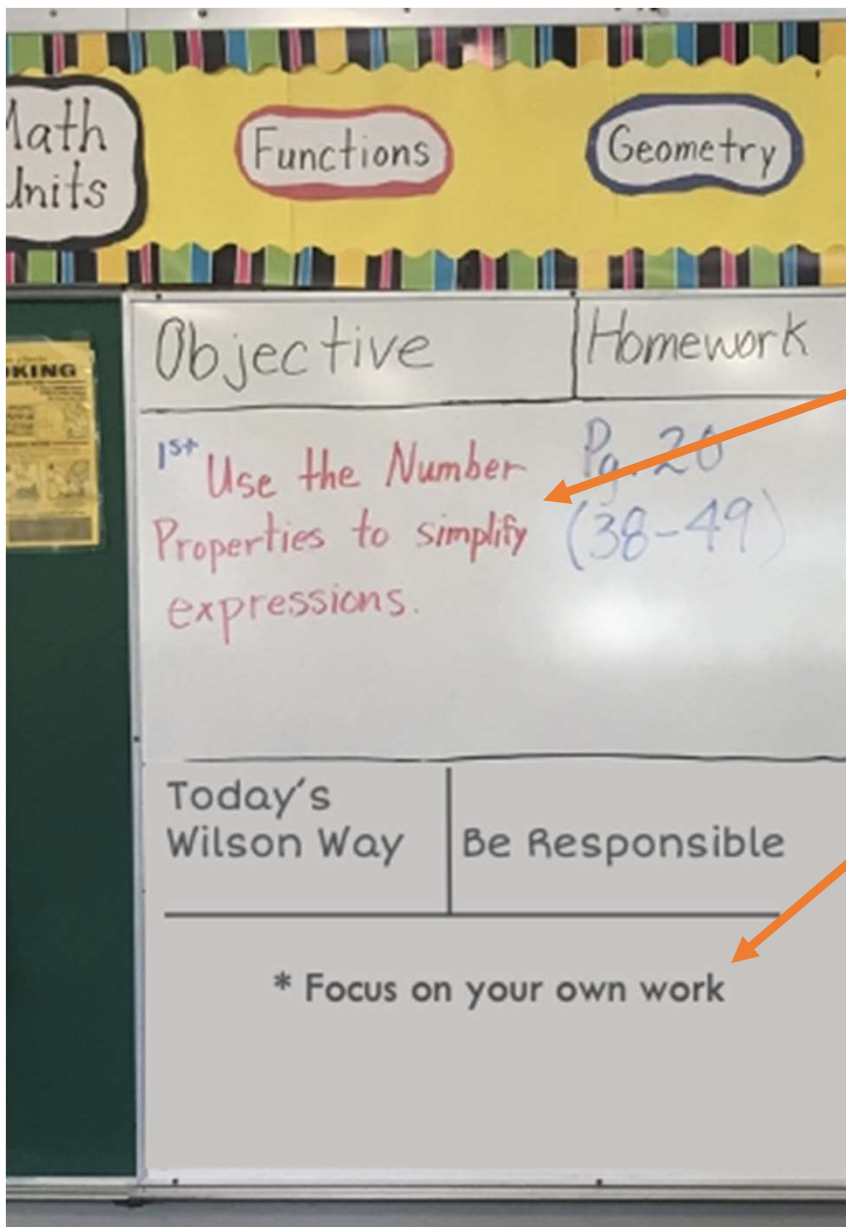


For more ideas on supporting families with PBIS, see:  
<https://www.pbis.org/resource/supporting-families-with-pbis-at-home>





# Embed SEB Instruction into Daily Curriculum



Objective for the Academic Subject Matter Lesson

Objective for a paired Social/Emotional/Behavioral skill (taken from the school's teaching matrix)

Serves as a visual cue to remind Staff to prompt students and give specific praise.





# When and How will we teach behavior?

## Kick-off events

- Teaching staff, students, and families the expectations and rules
- Beginning and mid-year (include classrooms); more often as needed

## On-going Direct Instruction

- Daily or Weekly schedule?
- Data-driven and scheduled designed lessons
- Pre-correction
- Re-teaching immediately after behavioral errors

## Embedding into curriculum

## Boosters

- Scheduled and data-driven

## Continued visibility

- Visual Displays – posters, agenda covers
- Daily announcements
- Newsletters





# Behavior Specific Praise

*30 seconds or less!*

## Provide Specific Praise for Behavior:

Step 1: Identify the student or group

Step 2: Include a term of praise

Step 3: Describe/Acknowledge specific behavior/rule being recognized

Step 4: (best practice): Link to school-wide expectation

Step 5: (optional): Provide tangible reinforcement, DPR points, etc.

The Wilson Way	Classroom Rules
Be Responsible	<ul style="list-style-type: none"><li>• Stay on task</li><li>• Clean up area</li><li>• Apologize for mistakes</li></ul>
Be Respectful	<ul style="list-style-type: none"><li>• Raise hand</li><li>• Listen to speaker</li><li>• Follow directions</li></ul>
Be Safe	<ul style="list-style-type: none"><li>• Walk quietly</li><li>• Keep hands and</li></ul>

"Diane, Awesome! You are demonstrating Listening to the speaker, that's being 'respectful!'"

"This whole table group cleaned up their lab area when the period bell rang. Well done! Way to show 'responsibility.'"

## Non-examples:

- "Brian is sitting in his seat."
- Saying "good job" without connecting to school-rule.
- Giving ticket without saying anything
- Only giving a ticket for "above and beyond" behavior

*MS Before & After Video Example:*

<https://drive.google.com/file/d/0B1-B5Pl4nuDwbWUxMlpnM2pEc2M/view>



# Physical/Digital Token Reinforcers

**Tangible Reward,  
delivered with Behavior  
Specific Praise. Prompts  
adults. Reinforces  
students.**

**PERRY PASSPORT**  
Brian Meyer  
earned Passport  
Points  
for having PORT Swag  
by being:

- ☐ Prepared
- ☒ On Time
- ☐ Respectful
- ☐ Try Hard

Given by Rama

Area:  
Class Hall/Stairs Café  
Bathroom

**Teacher digital entry form of  
tangibles given:**

1. Efficient reward drawings,
2. Fidelity progress monitoring,
3. Tier 1 Data-based decision making.

**Remember:** Digital  
tokens, given  
without specific  
praise, do not  
teach behavior or  
build relationships

**PERRY PASSPORT**

Date \*  
MM DD YYYY  
/ / 2018

Student \*  
Choose

This student has earned  
Passport Points for having  
PORT Swag by: \*

- ☐ being PREPARED
- ☐ being ON TIME
- ☐ being RESPECTFUL
- ☐ TRYING HARD

Area \*  
☐ Class  
☐ Hall/Stairs  
☐ Cafeteria  
☐ Bathroom

Given by: \*  
Choose

☐ Send me a copy of my responses.

**SUBMIT**



## Layering **Praise, Reinforcers**, and **Group Contingencies** together for a Class/School-Wide Acknowledgement System

### Components

- High frequency/Predictable Praise  
Delivered at a high rate for a short period. 5:1 Ratio to correction.
- Intermittent and/or Unexpected Praise  
Bring “surprise” attention to certain behaviors or at scheduled intervals
- Short-term Celebrations
  - E.g. Weekly or bi-weekly whole class or whole school rewards
  - DJ Friday’s, Game choice, free time in class, Lunchroom Music, etc.
- Mid-term Celebrations
  - E.g. monthly activities
  - Assemblies, yoga in the yard before school, fancy lunch day, field trips

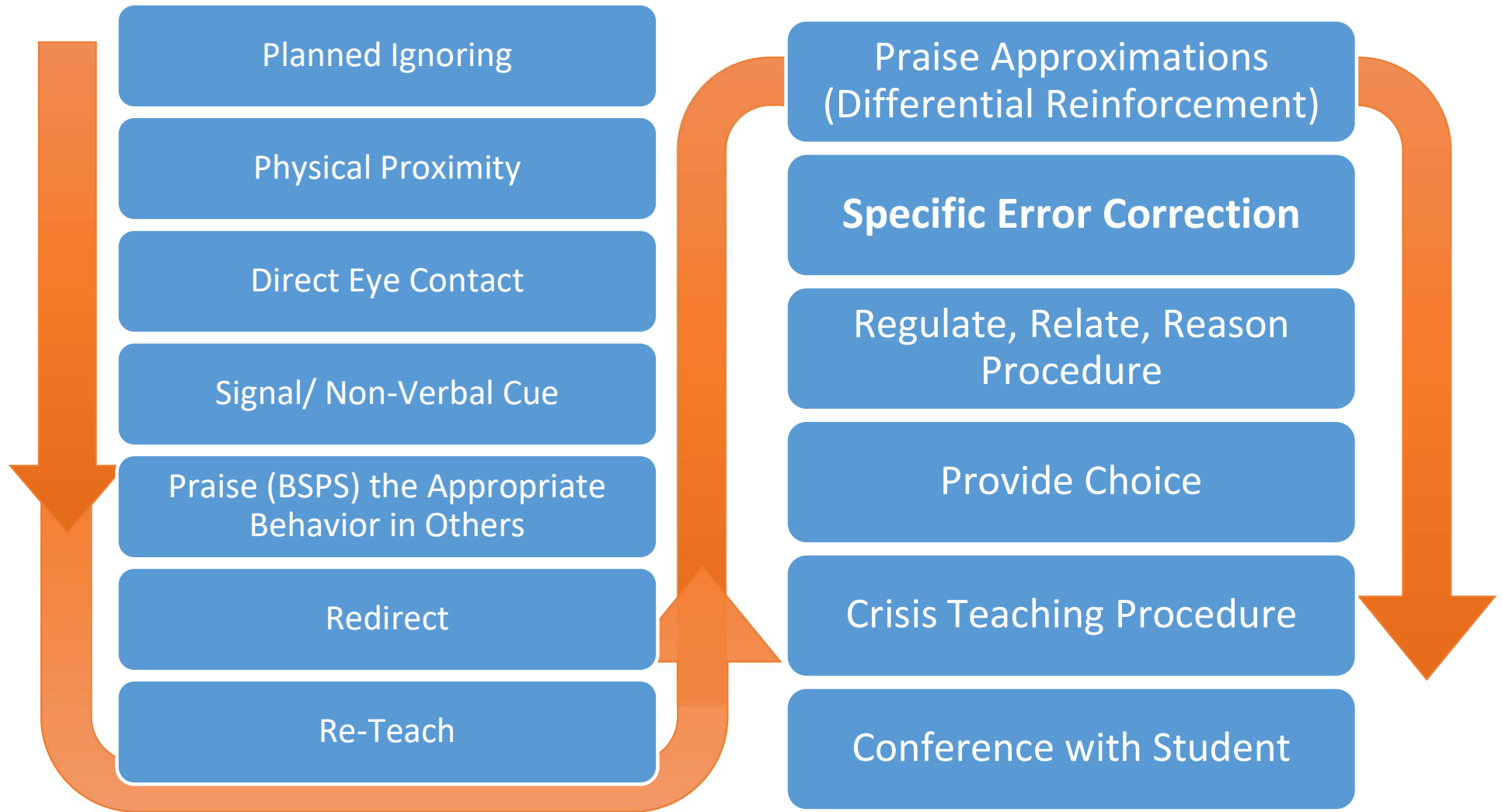
### Example of a Layered Plan

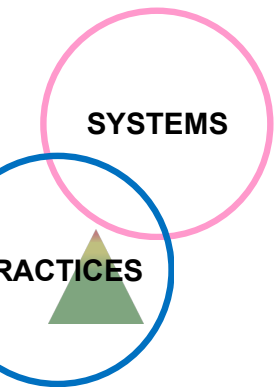
- I. **Individuals:** Tiger tickets (prompt adults) to use **behavior specific praise** with students. (e.g. Approx 10 per day). Students purchase reinforcer from class menu\*
- II. **Classroom Group Contingencies:** Classes collect tiger tickets. Every 25 earned = whole-class social reinforcer (approx. 1-2 per week)
- III. **Grade Level or School-wide Group Contingencies:** School tracks each whole-class reward earned, and every 20 = school-wide social reinforcer (approx. 1-2 per month)

\* Examples of individual reinforcer menu: ticket lottery, make special announcements over PA, positive calls home, hi-five button, raffles, rotating trophy, choose class music, etc.



## Develop a Continuum of Strategies to Respond to Contextually Inappropriate Behavior





# “T-Chart” School Example

## Staff Managed Behavior (Minor)

- Attendance/Tardy – Inform parents on effect on academic performance
- Profanity directed at student
- Gum chewing
- Homework
- No supplies
- Tattling
- Non-compliance
- Name calling
- Lying
- Minor stealing
- Cheating
- Dress Code Violations
- Minor Harassment
- Disrespect
- Disruption
- Defiance

## Administrator Managed Behavior (Major)

- Attendance/Tardy
- Vandalism
- Substances
- Weapons
- Profanity directed at Adults
- Fighting
- Verbal/Physical intimidation
- Major stealing
- Cutting school
- Wanderers
- Gang Related Activity
- Chronic Dress Code Violation
- Harassment (including sexual)
- Disrespect
- Disruption
- Defiance

*What about these examples?*

TFI 1.5: Problem Behavior Definitions &  
TFI 1.6: Discipline Policies





SYSTEMS

PRACTICES

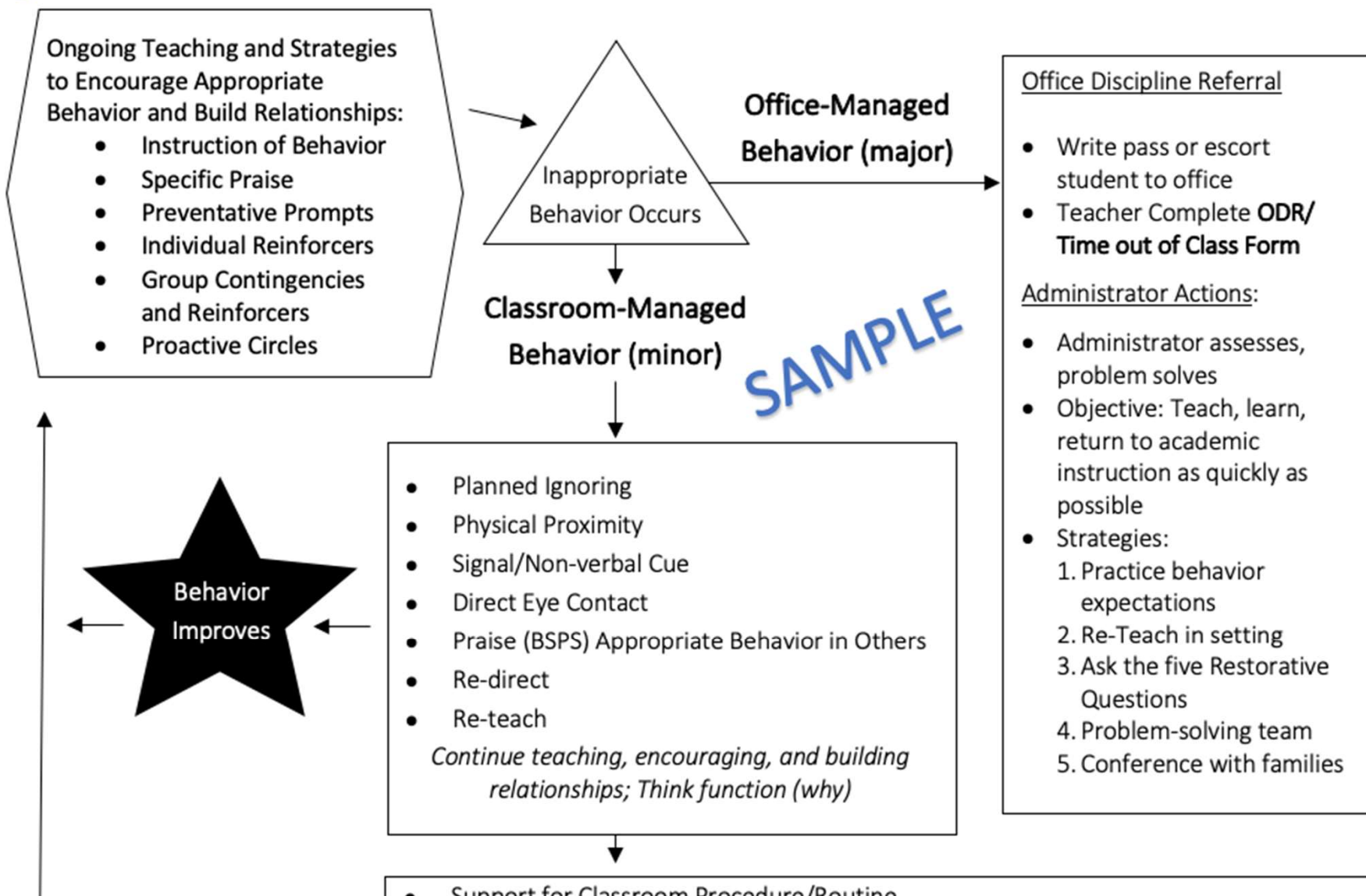
# Where do you document the process and practices for how staff prevent and respond to contextually inappropriate behaviors?

Start Here!

## Discipline Process Flowchart

Updated: Oct 25, 2018

### Continuum of Support for Discouraging Inappropriate Behavior



# 5. How we make decisions, and determine progress



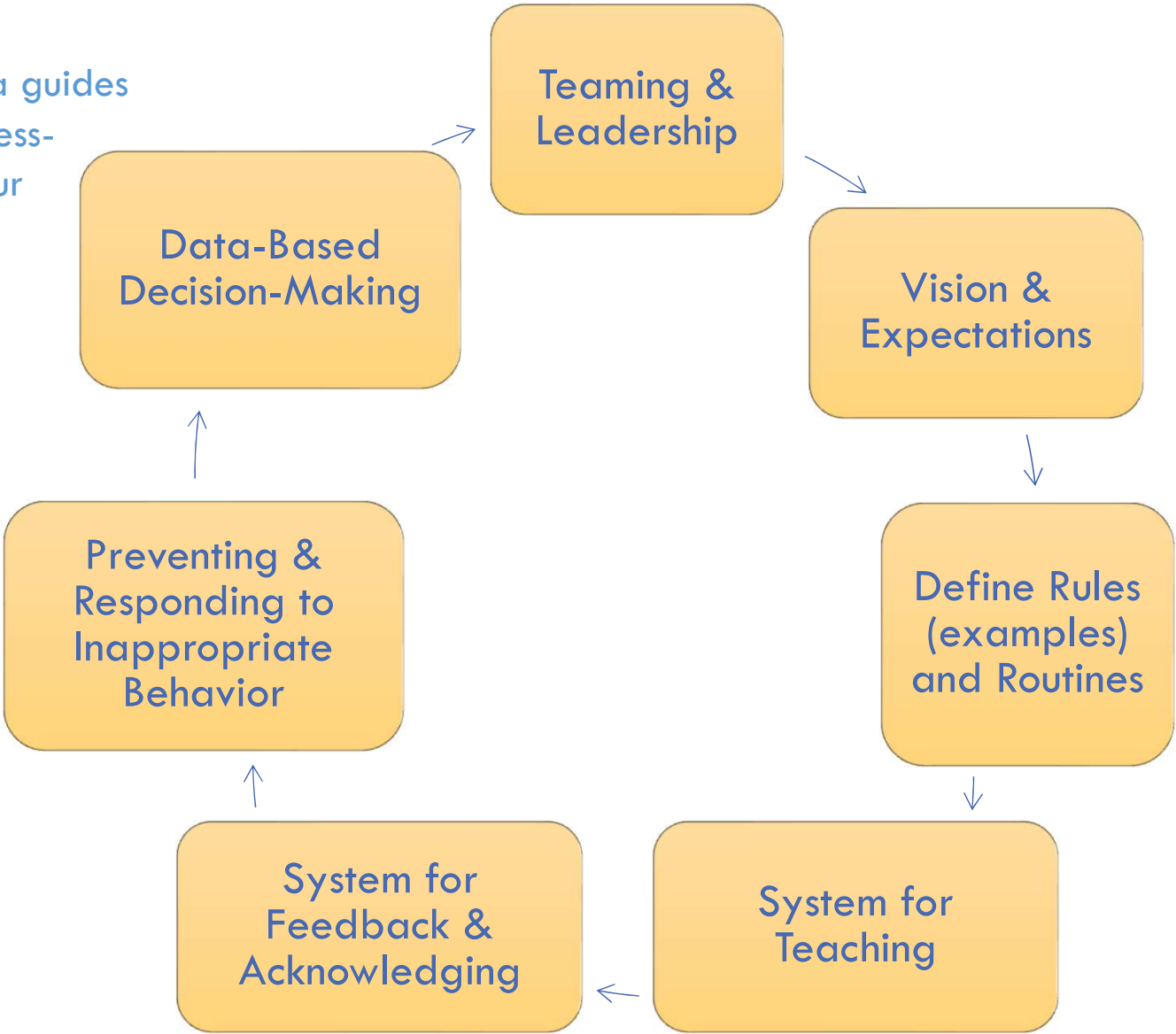
- ☐ Evaluation of fidelity (Systems and Practices)
- ☐ Progress monitoring impact
- ☐ Universal screening





# Data!

What data guides  
and progress-  
monitors our  
efforts?



DATA

# How do we know?

## Self-Assessment Survey (SAS)



New 4.0, June 2023!

## Tiered Fidelity Inventory (TFI)



V2.1  
(v3.0 in validation phase!)

## Climate Survey

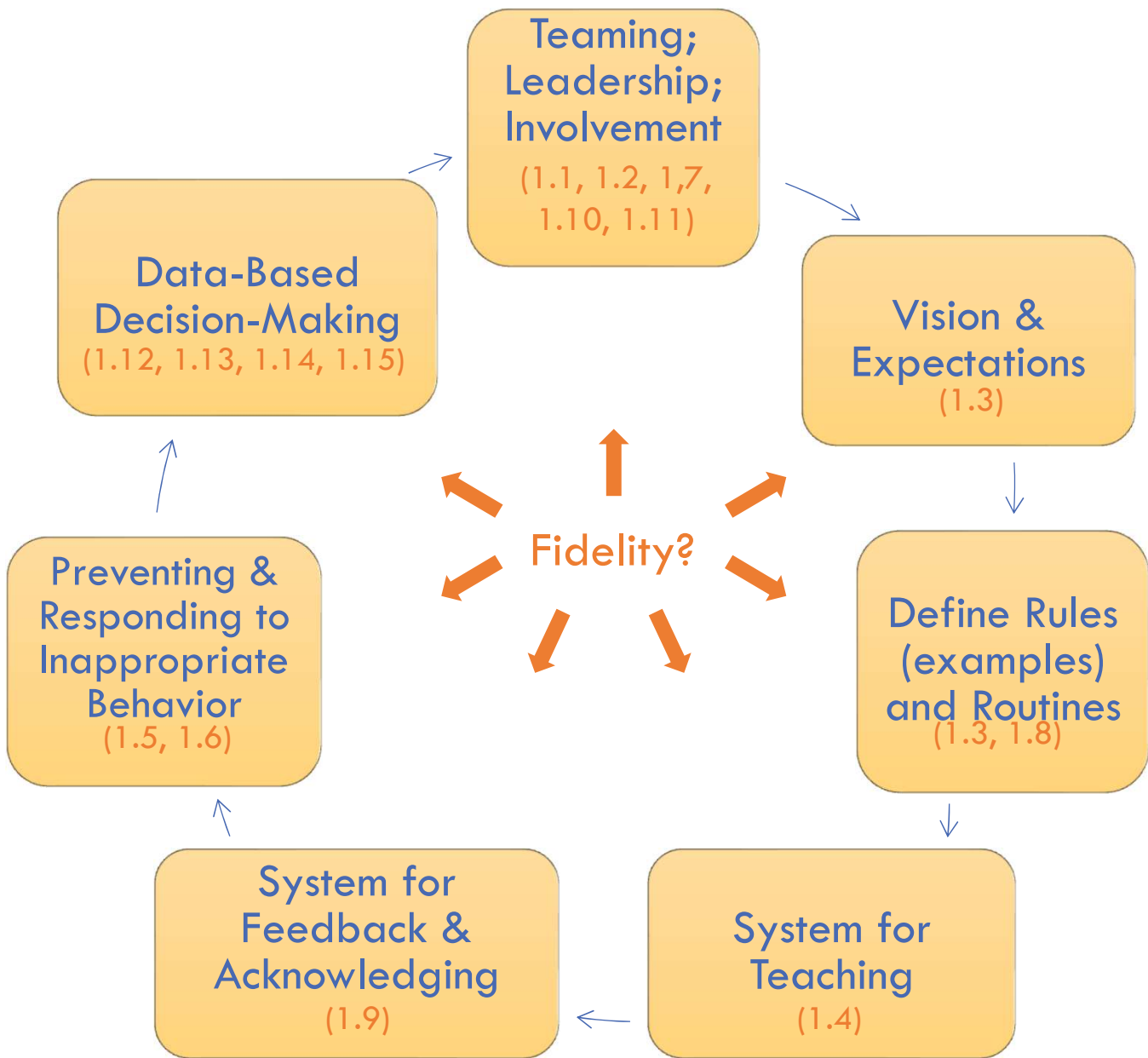


v2 Suite, Feb 2022





FIDELITY = “We are doing what we are supposed to be doing”



TFI	Tiered Fidelity Inventory (TFI) Tier 1 Components
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 & 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

# Example Precision Statements

There are **25% more ODRs for aggression** at the **public library** this month than last year. These are most likely to occur during **first two hours after school**, with a **large number of students**, and the aggression is related to **getting access to the new resource center**.

**What?**

25% More ODRs  
for aggression

**When?**

First two hours  
after school

**Where?**

Library

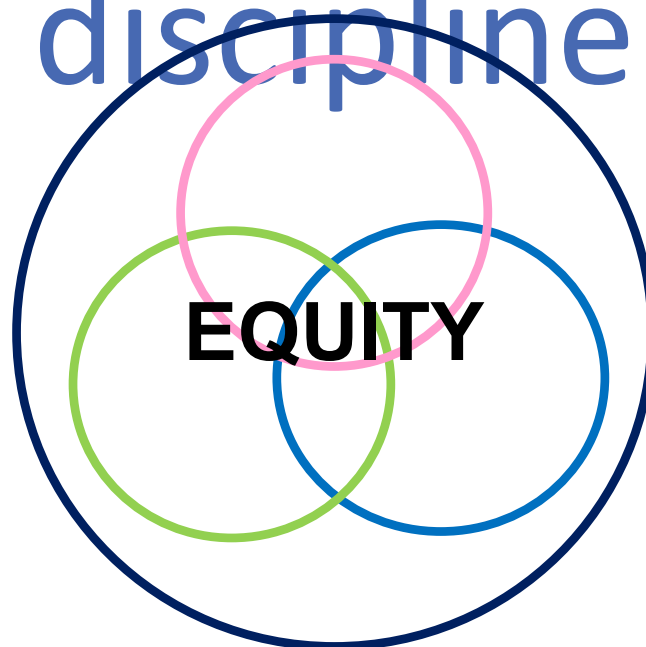
**Why?**

Getting access to  
new resource  
center

**Who?**

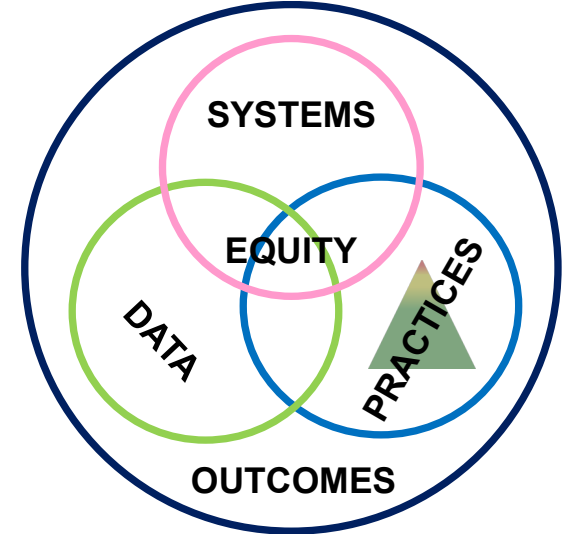
A large number of students

# 5. How we increase equity in systems, achievement, and discipline



# EQUITY

## Essential Elements of PBIS



Schools are more likely to increase equity in achievement and discipline when they add explicit equity goals to their action plan. Addressing equity works best as a multi-component approach embedded within PBIS implementation.

### ***Components of equity within a PBIS framework are:***

1. Collect, Use, and Report Disaggregated Discipline Data
2. Implement a Preventative, Multi-Tiered, Culturally-Responsive Behavior Framework
3. Use Engaging Instruction to Reduce the Opportunity Gap
4. Develop Policies with Accountability for Disciplinary Equity
5. Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

Learn about these and other components of equity at: <https://www.pbis.org/equity>

# Equity in a Tiered Framework

Equity is a Tier 1 issue. Teams cannot address inequitable student outcomes by providing Tier 2 and 3 supports to students from groups who are disproportionately excluded from the classroom.

## Tier 1 Team

- Honors student strengths through student voice
- Staff engage in self-awareness
- Use the values and norms of students, families, and communities when determining schoolwide and classroom expectations
- Use acknowledgement systems equitably



## Tier 2 Team

- Access to Tier 2 interventions is consistent across student groups
- Tier 2 increases instructional opportunities, feedback, and positive home school communication with student's families

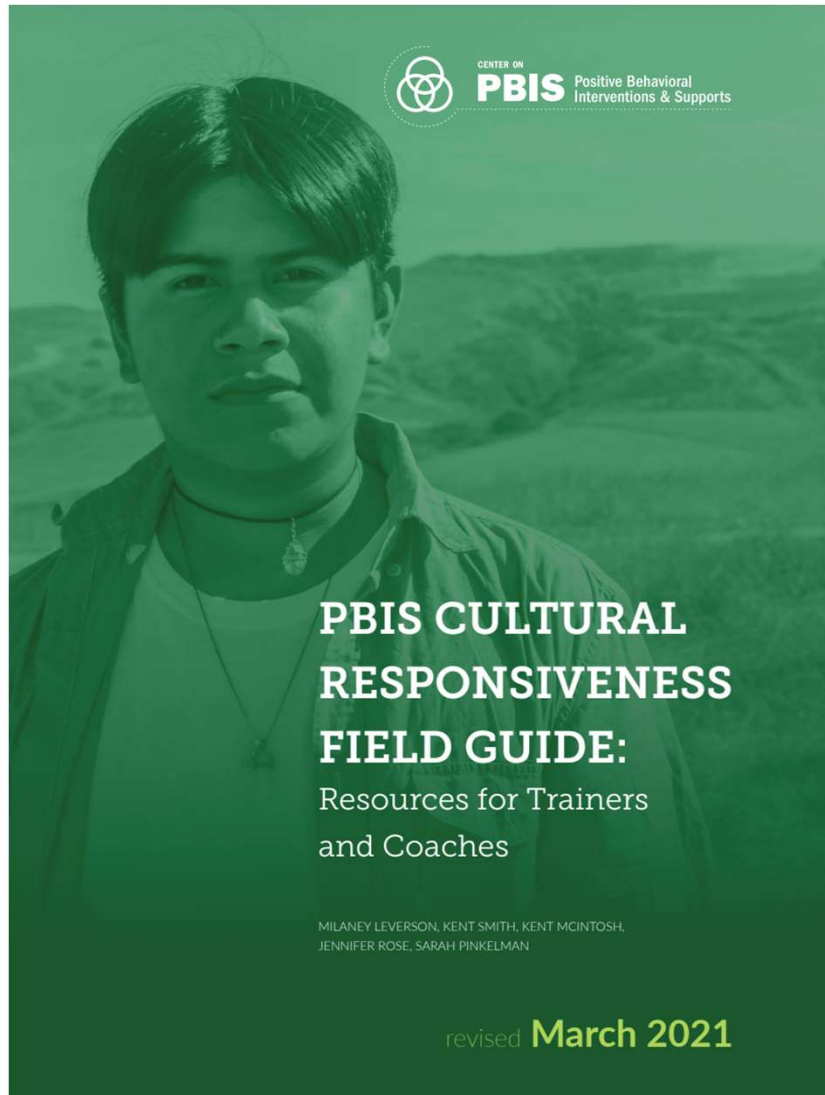


## Tier 3 Team

- Individualized and contextualized
- Meaningfully include students and families in goal-setting and intervention design
- Trust
- Two-way communication
- Limit assumptions about home life and family values

<https://www.pbis.org/equity>

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



Use the CR Field Guide to prioritize equity in your TFI action items

<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>







# What Activities Can Get Us Started?

1. Organize your teams for decision-making
2. Identify Initiatives and the data-systems-practices components of each. Align and/or Eliminate...
3. Audit what practices are in place, fidelity, and impact

## Sample Teaming Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	Eric, Ellen, Marlee	Goal #2	
Character Education	Improve character	Improve character	All students	Goal #3	
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students	Goal #3	
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High/at-risk drug users	Don	
EBS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

Are outcomes measurable?

	OUTCOMES	SYSTEMS	SYSTEMS	PRACTICES	DATA	DATA	DATA
Initiative Alignment	Purpose and Strategic Goal Supported	Implementing Team	PD/ Coaching/ TA	Three-Tiered Continuum of EBPs	Universal Screening	Data for progress monitoring	Fidelity Measure(s)
PBIS							
SEL Curriculum							
Trauma Informed							
Restorative Practices							
MH Services of LaGrange Co.							
Equity							

## Template: Initiative Inventory

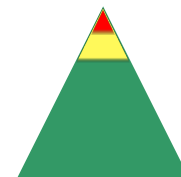
What are our existing SEB initiatives?

What is the status of each (effectiveness, relevance, fidelity, outcomes)?

What initiatives can we better align, improve, and/or eliminate?

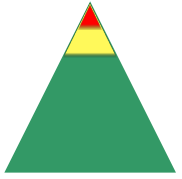
EXAMPLE

# Audit of Current Social Emotional Behavioral Supports



<b>PRACTICES</b> List the Current Practices provided to all, groups, or individual students for support: e.g. <i>Community-wide reinforcer for expectations, Check-in Check-out, etc.</i>	<b>FIDELITY</b> Date and data last time the practice was checked for fidelity e.g. 9/14: 83% items in place	<b>OUTCOMES</b> Date and data last time student outcomes were reported e.g. 10/3: 78% (18/23) students achieving goal
Tier 1 – All settings and classrooms have positive rules aligned to SW expectations and posted	10/24 walk-through; 92% in place	10/24 84% of students knew the expectations, and could point to the rules
Tier 1 – Teachers teach the skill of the week 3 mornings each week	11/4 self-report: 72% in place	11/21: 18% reduction in behaviors related to the previous skill of the week (SWIS data)
Tier 1 – Teachers use specific praise for behavior at a 5:1 ratio to corrections	9/30 peer-observation: 54% in place	9/30: 12% of students earned an ODR in past 30 days
Tier 1 – Teachers use the 5 skills from our responding to problem behaviors routine	We haven't	
Tier 1 -		
Tier 2 – Check-in Check-out	10/15 CICO-FIM 83%; 87% Student Questionnaires	10/15: 73% on CICO earned goal
Tier 2 -		
Tier 3 -		
Tier 3 -		

# Template: Audit of Current Social Emotional Behavioral Supports



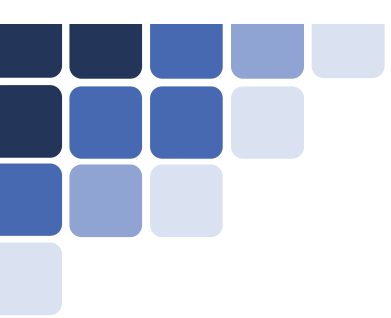
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Tier 1 -		
Tier 1 -		
Tier 1 -		
Tier 1 -		
Tier 2 -		
Tier 2 -		
Tier 2 -		
Tier 3 -		
Tier 3 -		

## Template: Practice/Intervention Inventory

### CHAT:

What is an action step for you from this activity?

How should your teams progress monitor practices moving forward?



What questions you have  
about PBIS?

Does this logic fit?

# Please Complete this Session's Evaluation

**10/26/2023**

**Session ID– 2E - The PBIS Essential Elements**

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Click "Take Survey" under the session description.

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