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...

- 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

https://www.pbis.org/resource/pbis-implementation-blueprint
So what is it? What are the Essential Elements?

What does this mean? We are...

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Striving for Social & Emotional Competence and Academic Achievement

OUTCOMES

SYSTEMS

EQUITY

PRACTICES

DATA
Equally Supporting Educators Within and Across Systems

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

Maintaining High Expectations for Each and Every Student

Disaggregating All Data by Student Group

OUTCOMES

SYSTEMS

EQUITY

PRACTICES

DATA

SYSTEMS EQUITY PRACTICES

What does this look like? We are...
Essential Elements Across all Three Tiers

Tier 1 - Page 22

Tier 2 - Page 23

Tier 3 - Page 24

https://www.pbis.org/resource/pbis-implementation-blueprint
PBIS/MTSS is an Operating System for our organization.

OUTCOMES
What is our vision? What are our goals?

SYSTEMS
How do we help staff achieve the vision?
What PD & Coaching is being provided?

PRACTICES
What continuum of evidence-based practices will be used to build skills for patrons?

DATA
How do we make decisions and determine progress?

EQUITY
Is our system culturally responsive and equitable?
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

Kids... learning
1950s

Public Health

ALL

Some

Few
Multi-Tiered Practices means...

**Tier I Prevention:**
The core practices all staff use with all students...

**Tier II Prevention:**
Intensifying the Core Tier 1 practices (increased frequency, structure, and feedback) when more support is needed for specific skills among small groups...

**Tier III Prevention:**
Individualizing the core Tier 1 and Tier 2 practices...

... in order to achieve our [insert school-wide expectations here] and the social-emotional-behavioral success of our students and staff.

~80% responding

~15%

~5%
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**.

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Midwest PBIS Network 4/5/22
https://www.pbis.org/blueprint/implementation-blueprint
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

- Few
- Some
- All

Schools
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 marginalized groups, especially Black students, and students with disabilities, who are at highest risk of experiencing exclusionary discipline...
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.

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### WHAT IS MENTAL HEALTH?

- **Internalizing**
  - Trauma, Environmental stressors
  - Thinking errors, Withdrawal, Negative affect
  - Unsafe settings, Inconsistent routines, Low expectations
  - Rule violations, Substance use

- **Externalizing**
  - 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

### WHAT IS WELLNESS?

**Life Satisfaction**
- Basic needs are met;
- Opportunities matched to values and interests
- Gratitude, Empathy, Persistence, Optimism, Strengths use
- Healthy interactions (high support, minimal bullying);
- Inclusive settings

**Strong Social Relationships**
- Social and emotional skills

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**Example Intervention Targets for Promoting Complete Mental Health; Adapted from Sudlo & Romer, 2016.**
PBIS is a Framework for Aligning Your Initiatives and Interventions

Today

Community Partnership Integrations
Funciion-based Support
Classroom Management
Restorative Practices
Wellness & Self-Regulation
Cognitive Behavior Counseling
Check In Check Out
Social Emotional Learning
Dropout Prevention
Bullying Prevention
School Climate
Cultural Responsiveness
Equity

Trauma Informed Strategies
School Mental Health
Check & Connect

SYSTEMS
EQUITY
PRACTICES

OUTCOMES

PBIS is a Framework for Aligning Your Initiatives and Interventions

Midwest PBIS Network 4-10-22
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...
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

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**Positive Behavioral Interventions and Supports (PBIS) is the social-emotional-behavioral Multi-Tiered System of Supports (MTSS) Framework**

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Schools aim to achieve culturally equitable **Outcomes** including social-emotional-behavioral wellness & academic success
Getting Started with Tier 1 Social Emotional Behavioral (SEB) Outcomes

- Data-Based Decision-Making
- Preventing & Responding to Inappropriate Behavior
- System for Feedback & Acknowledging

Teaming & Leadership
- System for Teaching
- Define Rules (examples) and Routines

Vision & Expectations
- Who is the representative team overseeing our climate and culture supports, PD, and Coaching?
- What is our community vision? What 3-5 positive schoolwide expectations align to our vision?
- How are the expectations demonstrated in all settings? (skills/norms)

How are the expectations demonstrated in all settings? (skills/norms)

What data guides and progress-monitors our efforts?

How do we consistently respond when students need more support?

What is our system for giving positive feedback to students?

What are our lesson plans to teach the social-emotional-behavioral skills?
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

Data-Based Decision-Making

Teaming & Leadership

Vision & Expectations

Define Rules (examples) and Routines

System for Teaching

System for Feedback & Acknowledging

Preventing & Responding to Inappropriate Behavior

What data guides and progress-monitors our efforts?

What is our community vision? What 3-5 positive schoolwide expectations align to our vision?
PBIS Initiative
Positive Behavior Interventions & Supports

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
Who is the representative team overseeing our climate and culture supports, PD, and Coaching?

Data-Based Decision-Making

Preventing & Responding to Inappropriate Behavior

System for Feedback & Acknowledging

Teaming & Leadership

Vision & Expectations

Define Rules (examples) and Routines

System for Teaching
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).
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
How do we consistently respond when students need more support?

What is our system for giving positive feedback to students?

How are the expectations demonstrated in all settings? (skills/norms)

What are our lesson plans to teach the social-emotional-behavioral skills?
The teaching matrix is your social-emotional-behavioral curricular standards

## Sample School-wide Teaching Matrix


### School-wide Expectations

<table>
<thead>
<tr>
<th>Community Agreements (examples)</th>
<th>rev 8-28-23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Settings</strong></td>
<td><strong>Hallways</strong></td>
</tr>
<tr>
<td>Be on time</td>
<td>Walk to the right</td>
</tr>
<tr>
<td>Assume positive intent</td>
<td>Help those sitting</td>
</tr>
<tr>
<td>Help/share with others</td>
<td>Walk to the right</td>
</tr>
<tr>
<td>Hands and feet to self</td>
<td>Pick up litter</td>
</tr>
<tr>
<td>Help/share with others</td>
<td>-</td>
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<tr>
<td>Help/share with others</td>
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<tr>
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</tr>
</tbody>
</table>

### Teacher's Role (Conditions for Learning)

- **Specific praise to reinforce behavior**
- **Stand by hall during passing periods**
- **Use active supervision (move, scan, interact)**
- **Use positive examples and active listening**
- **Develop classroom matrix**
  - Post; teach; reinforce

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

1. **3-5 School-wide Expectations**
2. **Settings and Routines**
3. **Rules/Norms/Agreements Examples**
4. **Add Teacher role to increase the conditions for learning**
5. **Build out Classroom Settings, Routines, and Agreements (see classroom matrix)**
The teaching matrix is your social-emotional-behavioral curricular standards

## Sample School-wide Teaching Matrix


### School-wide Expectations

<table>
<thead>
<tr>
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<th>rev 8-28-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>Hallways</td>
</tr>
<tr>
<td><strong>Kind</strong></td>
<td></td>
</tr>
<tr>
<td>Be on time</td>
<td>Walk to</td>
</tr>
<tr>
<td>Assume positive intent</td>
<td>the right</td>
</tr>
<tr>
<td>Use level 2 volume</td>
<td>Use level 2 volume</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td></td>
</tr>
<tr>
<td>Hands and feet to self</td>
<td>Walk</td>
</tr>
<tr>
<td>Help/share with others</td>
<td>directly to</td>
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<tr>
<td>my designated area</td>
<td></td>
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<tr>
<td><strong>Achieving</strong></td>
<td></td>
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<tr>
<td>Recycle</td>
<td>Pick up</td>
</tr>
<tr>
<td>Be prepared</td>
<td>litter</td>
</tr>
<tr>
<td><strong>Teacher’s Role</strong></td>
<td></td>
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<tr>
<td>(Conditions for Learning)</td>
<td></td>
</tr>
<tr>
<td>Use specific praise to reinforce behavior</td>
<td>Stand in hall during passing periods</td>
</tr>
</tbody>
</table>

- Develop classroom matrix
- Post; teach; reinforce

See classroom specific matrices for classroom rules and routines

INCORPORATE social emotional competencies, pro-social skills, etc...
## Classroom 214 Routines (rev 8-28-23)

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Group Work</th>
<th>Online</th>
<th>When you feel upset...</th>
<th>How to Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Stop; take slow deep breath</strong></td>
<td><strong>Clean up your area</strong></td>
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<td></td>
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<td></td>
<td><strong>Signal use of Regulation Routine</strong></td>
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<td></td>
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<td></td>
<td><strong>Consider feelings of others before I post</strong></td>
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<td><strong>Upstanders speak for others</strong></td>
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<td></td>
<td><strong>Listen to your peers</strong></td>
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<td></td>
<td><strong>Take turns speaking</strong></td>
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<td></td>
<td><strong>Say “I like that, AND…”</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Say “good morning” to teacher and classmates</strong></td>
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<td></td>
<td><strong>Talk in soft voices</strong></td>
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<td></td>
<td><strong>Raise hand</strong></td>
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<td></td>
<td><strong>Track the speaker</strong></td>
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<td></td>
<td><strong>Follow directions</strong></td>
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<td></td>
<td><strong>Scan body &amp; name feeling</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Use calming strategy (eg. breathe, count, positive talk)</strong></td>
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<td></td>
<td><strong>Re-scan body</strong></td>
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<td></td>
<td><strong>Turn on privacy controls</strong></td>
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<td><strong>Clean up area when time is up</strong></td>
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<td><strong>Put personal belongings in designated areas</strong></td>
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<td><strong>Take your seat</strong></td>
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<td><strong>Walk quietly</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Keep hands and feet to self</strong></td>
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<td><strong>Turn in homework</strong></td>
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<td><strong>Put materials in desk</strong></td>
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<td></td>
<td><strong>Begin work</strong></td>
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<td></td>
<td><strong>Stay on task</strong></td>
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<td><strong>Offer to help</strong></td>
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<td><strong>Apologize for mistakes</strong></td>
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<td><strong>Express feelings with I statements</strong></td>
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<td><strong>Ask for break or more support as needed</strong></td>
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<td><strong>Eyes on me</strong></td>
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<td></td>
<td><strong>Wait to be called</strong></td>
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<td><strong>2x/wk whole group practice when regulated;</strong></td>
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<td><strong>Teacher Prompt: “How can I help you right now?”</strong></td>
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<td></td>
<td><strong>Teach, practice, reinforce transitions</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Example Strategy from School's Curriculum

**How to Calm Down**

- Stop—use your signal
- Name your feeling
- Calm down: use positive self-talk

#### Example Strategy from School's Curriculum

- Scan body & name feeling
- Use calming strategy (e.g., breathe, count, positive talk)
- Re-scan body

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PRACTICES

**The Williams HS Way**

### Teacher's Role

- Supervise all areas of classroom
- Greet Students warmly
- Bell to bell activity posted
- Transition group activities
- Scan body & name feeling
- Use calming strategy (e.g., breathe, count, positive talk)
- Re-scan body
- Eyes on me
- Wait to be called
- 2x/wk whole group practice when regulated;
- Teacher Prompt: “How can I help you right now?”
- Teach, practice, reinforce transitions

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INCORPORATE Trauma Informed Strategies

All classrooms are anchored to the SAME School Wide expectation...
Sample Home and Community Matrix

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

**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.
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.

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

"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.’”

MS Before & After Video Example:
https://drive.google.com/file/d/0B1-B5Pl4nuDwbWUXmIpnM2pEc2M/view
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.

Shared courtesy of: Perry High School Pittsburgh, PA
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

- Planned Ignoring
- Physical Proximity
- Direct Eye Contact
- Signal/Non-Verbal Cue
- Praise (BSPS) the Appropriate Behavior in Others
- Redirect
- Re-Teach

- Praise Approximations (Differential Reinforcement)
- Specific Error Correction
- Regulate, Relate, Reason Procedure
- Provide Choice
- Crisis Teaching Procedure
- Conference with Student

Midwest PBIS Network. Rev 2-01-20
## “T-Chart” School Example

<table>
<thead>
<tr>
<th>Staff Managed Behavior (Minor)</th>
<th>Administrator Managed Behavior (Major)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attendance/Tardy – Inform parents on effect on academic performance</td>
<td>• Attendance/Tardy</td>
</tr>
<tr>
<td>• Profanity directed at student</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>• Gum chewing</td>
<td>• Substances</td>
</tr>
<tr>
<td>• Homework</td>
<td>• Weapons</td>
</tr>
<tr>
<td>• No supplies</td>
<td>• Profanity directed at Adults</td>
</tr>
<tr>
<td>• Tattling</td>
<td>• Fighting</td>
</tr>
<tr>
<td>• Non-compliance</td>
<td>• Verbal/Physical intimidation</td>
</tr>
<tr>
<td>• Name calling</td>
<td>• Major stealing</td>
</tr>
<tr>
<td>• Lying</td>
<td>• Cutting school</td>
</tr>
<tr>
<td>• Minor stealing</td>
<td>• Wanderers</td>
</tr>
<tr>
<td>• Cheating</td>
<td>• Gang Related Activity</td>
</tr>
<tr>
<td>• Dress Code Violations</td>
<td>• Chronic Dress Code Violation</td>
</tr>
<tr>
<td>• Minor Harassment</td>
<td>• Harassment (including sexual)</td>
</tr>
</tbody>
</table>

### What about these examples?

- Disrespect
- Disruption
- Defiance
Where do you document the process and practices for how staff prevent and respond to contextually inappropriate behaviors?
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-Based Decision-Making
- Preventing & Responding to Inappropriate Behavior
- System for Feedback & Acknowledging
- System for Teaching
- Teaming & Leadership
- Vision & Expectations
- Define Rules (examples) and Routines
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
DATA

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

Fidelity?

Teaming; Leadership; Involvement
(1.1, 1.2, 1.7, 1.10, 1.11)

Data-Based Decision-Making
(1.12, 1.13, 1.14, 1.15)

Vision & Expectations
(1.3)

Define Rules (examples) and Routines
(1.3, 1.8)

Preventing & Responding to Inappropriate Behavior
(1.5, 1.6)

System for Teaching
(1.4)

System for Feedback & Acknowledging
(1.9)

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

FIDELITY? = "We are doing what we are supposed to be doing"
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

**Where?**
- Library

**Who?**
- A large number of students

**When?**
- First two hours after school

**Why?**
- Getting access to new resource center
5. How we increase equity in systems, achievement, and discipline
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
<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td></td>
<td>Goal #3</td>
</tr>
<tr>
<td>Education Character</td>
<td>education</td>
<td>education</td>
<td>All students</td>
<td>Has not met</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td></td>
<td>Goal #3</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school</td>
<td>Improve morale</td>
<td>All students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>Prevent drug use</td>
<td>High/at-risk drug users</td>
<td>Don</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2</td>
</tr>
</tbody>
</table>

Are outcomes measurable?
<table>
<thead>
<tr>
<th>Initiative Alignment</th>
<th>OUTCOMES</th>
<th>SYSTEMS</th>
<th>SYSTEMS</th>
<th>PRACTICES</th>
<th>DATA</th>
<th>DATA</th>
<th>DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Purpose and Strategic Goal Supported</td>
<td>Implementing Team</td>
<td>PD/ Coaching/TA</td>
<td>Three-Tiered Continuum of EBPs</td>
<td>Universal Screening</td>
<td>Data for progress monitoring</td>
<td>Fidelity Measure(s)</td>
</tr>
</tbody>
</table>

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?
## Audit of Current Social Emotional Behavioral Supports

**PRACTICES**
List the Current Practices provided to all, groups, or individual students for support: e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.

| 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 2 – Check-in Check-out | 10/15 CICO-FIM 83%; 87% Student Questionnaires | 10/15: 73% on CICO earned goal |
| Tier 3 – | | |
| Tier 3 – | | |

**FIDELITY**
Date and data last time the practice was checked for fidelity e.g. 9/14: 83% items in place

**OUTCOMES**
Date and data last time student outcomes were reported e.g. 10/3: 78% (18/23) students achieving goal

---

*TFI 1.1-1.2 Activity 1: Audit/Resource Map of Current Practices within Three-Tiered Model of Support*  
Rev 4.1.22 MWPBIS
### Template: Audit of Current Social Emotional Behavioral Supports

<table>
<thead>
<tr>
<th>PRACTICES</th>
<th>FIDELITY</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the Current Practices provided to all, groups, or individual students for support: e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.</td>
<td>Date and data last time the practice was checked for fidelity e.g. 9/14: 83% items in place</td>
<td>Date and data last time student outcomes were reported e.g. 10/3: 78% (18/23) students achieving goal</td>
</tr>
<tr>
<td>Tier 1 -</td>
<td></td>
<td></td>
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<td>Tier 3 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 3 -</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHAT:**
What is an action step for you from this activity? How should your teams progress monitor practices moving forward?

---

TFI 1.1-1.2 Activity 1: Audit/Resource Map of Current Practices within Three-Tiered Model of Support

Rev 4.1.22 MWPBIS
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

Four options, pick one!

1. Mobile App
   Click “Take Survey" under the session description.

2. QR Code
   Scan the code on this slide.

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

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