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Positive Behavioral Interventions and Supports

Tier I: Team Training/Preparing for PBIS






By the end of this series...

PBIS Teams will: learn to **coordinate, lead,** and **manage full implementation of PBIS,** which will

- **support positive school climate and**
- **increase time spent on academic instruction by**
 - **increasing positive, pro-social behaviors and**
 - **decreasing behavioral challenges.**


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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/prepare-for-school-wide-pbis.aspx

PBIS Training Sequence

PBIS Coaching Support Session
3/8/17 from 8:30 – 11:30

- Guidance to coaches to ensure accurate and effective implementation of PBIS
- Building coach and District coach should attend


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Acknowledgements

We would like to thank the following for sharing resources that were used in the development of this presentation:

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
OSEP Center for PBIS
Illinois PBIS Network
Midwest PBIS Network
PBIS Maryland
Missouri Schoolwide Positive Behavior Support
PBIS.org





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PBIS Training Sequence:


- **Team Day One – PBIS Preparation: TODAY!**
- Structures for Effective PBIS Implementation
- Introduction to Positive School Climate & PBIS
- Staff Buy-In
- Assessing Current Resources
- Identifying & Defining Behavioral Expectations
- Developing Behavioral Matrix


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PBIS Training Sequence:

- **Team Day Three: PBIS Implementation – 3/30/17 from 8:30 – 3:30 at Crowne Plaza**
- Corrections: Consistent Response to Behavior
- Data Reports: TFI & SWIS
- Preparing for SWPBIS Kickoff!!

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Purpose and Big Ideas of the Training Series


Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/prepare-for-school-wide-pbis.aspx






PBIS Training Sequence:


- **Team Day Two: PBIS Development – 2/22/17 8:30 – 3:30 at Crowne Plaza**
- Teaching & Monitoring Behavioral Expectations
- Acknowledgement: Why, How, What?
- Understanding Data Sources for PBIS:
 - Tiered Fidelity Inventory
 - SWIS (School-wide Information System)


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PBIS Training Sequence:

***Team Day Four: SWIS Training (tentatively 4/19/17)**



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PBIS Training Sequence:

Team Day Five:
PBIS Preparing for Kick-Off – 5/11/17

8:30 – 3:30 (location tbd)

- Finalize development of all components for PBIS roll-out



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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
<https://mibls.org/training-materials/prepare-for-kick-off-day-5/>

Today's Outcomes

- Begin working on **installing structures** for effective PBIS implementation
- Start to develop a "**compelling why**" for PBIS
- Articulate the foundations and **big ideas** of PBIS & develop a plan for **teaching this to staff**
- Create a plan for **communicating to staff and parents** why identifying and defining school-wide expectations are important
- Develop and Define **3-5 school-wide expectations**

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
<https://mibls.org/training-materials/prepare-for-kick-off-day-5/>

M.L. King Kick-Off: August 2016



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Thank you to M. King Elementary

Setting Up Our Time for Success

Activities & Team Times (blue stars on slides) are meant to be conversation or work starters.

Our goal: to give you enough information to move the work forward in your buildings.

This means you will be meeting as a PBIS Team in between sessions.

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<https://mibls.org/training-materials/prepare-for-kick-off-day-5/>

End Goal: Kick-Off of PBIS

- This Spring is about getting ready to kick-off your **initial implementation** of PBIS in August.

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<https://mibls.org/training-materials/prepare-for-kick-off-day-5/>

EXAMPLE DAY 1



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Positive Actions Result in Individuals Developing Excellence
 Thank you to M. King Elementary

VEHICLE TO GET US THERE

School-wide PBIS

GOAL

Positive School Climate

IMPACT

Improved Outcomes for Students

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<https://mibls.org/training-materials/prepare-for-kick-off-day-5/>

Critical Features of a Kick-Off

- Assembly or event providing students with the "big picture" of PBIS
- Behavior expectation lessons taught in the location to all students
- Overview of the acknowledgement system
- Defining the correction system so that consequences are predictable
- Visuals are posted around school to reinforce what has been taught

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
<https://mibls.org/training-materials/prepare-for-kick-off-day-5/>

Kickoff example – Sacaton MS

- Link to video:
<https://www.youtube.com/watch?v=qf1Yw-R1VWE>

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Countdown to Kickoff!

Countdown to Kick-off	Countdown to Kick-off
10. Develop a Plan	5. Review & Revise Plan
9. Develop a Plan	4. Data Review
8. Develop a Plan	3. Review & Revise Plan
7. Review & Revise Plan	2. Review & Revise Plan
6. Review & Revise Plan	1. Review & Revise Plan

Adapted from McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

Big Ideas

- Framework to Support Implementation
- PBIS Team Purpose, Structure and Function

Adapted from McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

Supporting Social Competence & Academic Achievement

Adapted from McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

Master Action Plan for PBIS: Countdown to Kick-off!!

School: _____ Date: _____

What needs to be done?	Who will do it?	By When?	What needs to be shared with (District Leadership Team, staff, parents, and other stakeholders)?	Status? (Completed, In Progress)
10: Structures in Place				

Adapted from McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

List out the steps you took the last time you bought a car...

From Hank Bohanon

Adapted from McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

What do we know about implementation?

- Successful systems change (Kotter, 1995)
 - Core group of leaders
 - Long-term vision for change
- Implementation occurs in stages (Fixsen, et al., 2005)
 - Exploration/Adoption
 - Installation
 - Initial Implementation

Adapted from McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

Structures for Effective PBIS Implementation (Becky)

McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

Consider Needs

Research

Sample

Sign & Drive Away

From Hank Bohanon

Adapted from McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

Focus	Stage	Description
Should we do it?	Exploration/Adoption	Do we need to improve school climate? Do we need to have more focused instructional time and less behavior? Do we need to reduce our suspension rate?...
Work to do it right!	Installation	Establish team, create behavior expectations, lesson plans, and acknowledgement systems, set up data collection system...
	Initial Implementation	Kick-off assembly, teach lessons, monitor behavior, provide feedback, use 4:1 ratio of +/- interactions, acknowledgements, consistent correction, collecting data...


McQuay's Integrated Behavior and Learning Support Initiative (IMBSI)
<https://nabli.org/training-materials/types/for-1-school-wide-plus-day-2/>

PBIS TEAM: Purpose

To coordinate and manage the implementation of PBIS model at the building level

Building Capacity


Developing
Using Data
Creating
Customizing
Supporting
Planning

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1

PBIS Team Roles


- Administrator – implements decisions
- Internal Coach – guides team development & implementation
- Facilitator – keeps meetings on task
- Data Manager – provides on-going data to team
- Recorder – keeps and distributes minutes
- Communicator – shares information with others
- Active team member – participates in problem solving
- Family member

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1

Functions of the PBIS Building Coach

- Create positive, supportive, structured environment for team
- Attend PBIS meetings, trainings
- Guide team coordination & problem-solving
- Guide team action plan development & implementation
- Communicator to school staff
- Liaison to District Team


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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1

Why is the PBIS Team so important?

The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not.

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010


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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1

Including Family and Community on your team

- School teams include family/students
- Family/student participation and role is clearly outlined, defined, and understood
- Families have ownership of system components (e.g., celebrations, acknowledgements)
- Families assist in reporting to stakeholders

PBIS Cultural Responsiveness Companion to the Team Fidelity Inventory


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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1

Coaching (video)

Link to video:


<https://www.youtube.com/watch?v=ZXnT84Eu-oA>

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1


PBIS Team Responsibilities


- Develop school-wide PBIS action plan
- Monitor & evaluate behavior data
- Hold regular team meetings
- Maintain communication with staff & coach
- Monitor & evaluate progress
- Report outcomes to school & district stakeholders

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https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1

Who leads the team?




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https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1

Activity

- Assign roles & responsibilities; develop meeting norms
- Establish your meeting schedule for the school year (Year at a Glance form)
- Consider involving Families & Students to support the work
- Determine how you will capture action plan/minutes (form & process for distribution)
- Begin to develop a process and plan for communication
- Record action items on the Master Action Plan in the **Section 10: Structures in Place**

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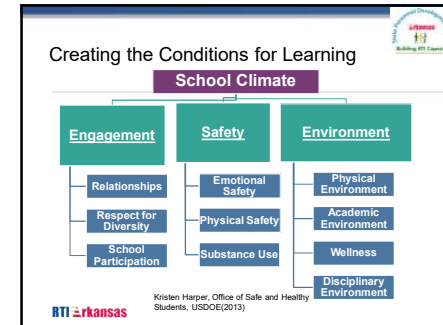
Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/types/ten-1-school-wide-pbis-day-1

Team Roles and Responsibilities

Team Responsibility	Person Responsible
Administrator	
Internal Coach	
Facilitator	
Data Manager	
Recorder	
Communicator	
Active Team Members	
Behavior Specialist	

Big Ideas

- What is "Positive School Climate"?
- Quick Look at PBIS Foundational Principles
- Big Ideas of PBIS
- Developing "Compelling Why" for PBIS



Master Action Plan for SWPBIS: Countdown to Kickoff!!!

School	What needs to be done?	Who will do it?	When will it be done?	How will it be done?	Status?
	10: Structures in Place				

How is School Climate defined?

- School climate refers to the quality and character of school life.
- Based on patterns of students', parents' and school personnel's **experience of school life** and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

National School Climate Center
<http://www.schoolclimate.org>

Activity

Read the handout "School Climate Definition"

As you read:

- Note information that is new to you

When you are finished, share with a partner

Positive School Climate & PBIS (Anne)

Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
<https://miblsi.org/training-materials/species/for-school-wide-pbis-day-1>

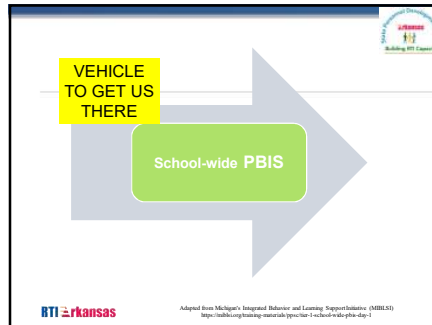
What would a positive, encouraging school climate look like?

- Students know what is expected of them and choose to do so because they:
 - Know what to do
 - Have the skills to do it
 - See the benefits for acting responsibly
- Adults and students have more time to:
 - Focus on relationships
 - Focus on classroom instruction
- There is an instructional approach to discipline
 - Instances of problem behavior are opportunities to learn and practice pro-social behavior

Mona Shores High School example

- Link to video:

<https://www.youtube.com/watch?v=0vPpo9Zg2BA>



PBIS Foundational Principles

- Student behavior can be *changed*
- *Environments* can be created to change behavior
- Changing environments requires *change in adult behavior*
- Adult behavior must change in a *consistent and systematic manner*
- Systems of support are necessary for both **students and adults**

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
<https://tddk.org/training-materials/types/tier-1/school-wide/pbis-day-1>
 (SWOSERRC, 2007)

Effective Practices: Overview of "Big Ideas" of PBIS

1. Identify & define behavior expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Encourage/acknowledge appropriate behavior
5. Correct behavior errors through a continuum of consequences
6. Use data for decision making

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<https://tddk.org/training-materials/types/tier-1/school-wide/pbis-day-1>

Positive Behavioral Interventions and Supports

- Emphasis is placed on **prevention** of problem behavior through creating predictable environments, **teaching** appropriate behavior, and **acknowledging** appropriate behavior
- Behavior interventions and supports are provided and matched to *student need*

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<https://tddk.org/training-materials/types/tier-1/school-wide/pbis-day-1>

Activity

- Read "What is School-wide Positive Behavioral Interventions & Supports"
- Share your bullet points with someone from another team

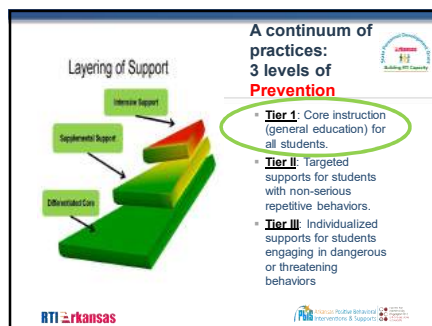
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<https://tddk.org/training-materials/types/tier-1/school-wide/pbis-day-1>

Ideas for How to Introduce PBIS to Your Staff

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<https://tddk.org/training-materials/types/tier-1/school-wide/pbis-day-1>



Misrule: Good PBIS Implementation is having t-shirts, posters, tickets, and positive staff

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<https://tddk.org/training-materials/types/tier-1/school-wide/pbis-day-1>

Coming Soon!!! PBIS Overview

ideas.aetn.org/

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Activity


- How will you *communicate* this Introduction to PBIS to staff and students/families?
- When? Who? Begin to make your plan
- Record action items on the Master Action Plan in the **Section 9: Introduction to PBIS**

RTI **arkansas** Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) <https://rtihs.org/training-materials/species/for-1-school-wide-plan-day-1>

Start with a "Compelling Why"

Why would we do something different?
Something that takes lots of time and lots of effort?

Logic alone doesn't work...



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Identifying a Critical Data Point

What data point do you want to change?

- Attendance
- Healthy students (physical and mental health)
- Nurturing, caring and supportive environments
- Academic achievement
- Suspension and Expulsion rates

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Staff Buy-in (Tamara)

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) <https://rtihs.org/training-materials/species/for-1-school-wide-plan-day-1>

Identify the "Why" for your school

- We know the importance of starting with the "Why"
- However, the "Why" will vary from school to school – context is going to matter
- You have to identify the "Why" that is going to get your staff and school community to care about the work of PBIS

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**Potential Data Points & Sources:
Start with What You Already Have**

DATA POINT	POSSIBLE SOURCE
Attendance	Dashboard & Accountability Scorecard
Academic Achievement	(ADE Student GPS)
Office Discipline Referrals (ODRs)	SWIS
Suspension Data	School Database
Expulsion Data	

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Big Ideas

- Compelling "Why"
- Identifying a Critical Data Point
- School Climate Survey
- Indicators of Staff Buy-In

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**What's Your Why?
How Do You Know?**

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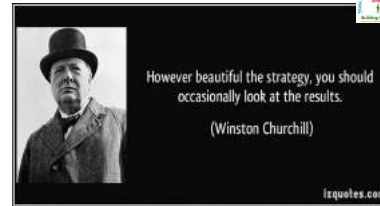
Activity

- Chat as a team for a couple of minutes about data you already collect.
- What critical data point could you use to rally around?

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Ask Before You Tell: Gathering Information

- It is important to ask staff, students & families about the school climate before telling them that they will be working on this
- This may reveal the critical data point



Activity

- Individually review the responses from your School Climate Report
- Discuss with your group impressions and questions

- Remember those surveys your staff took last month?



School Climate Survey

School climate studies consistently suggest that **safe, caring, and responsive school environments**

- have a notable effect on student perceptions of school climate and
- are **positively associated** with **academic performance, risk prevention, and health promotion** for students.

Self Assessment Survey (SAS)

- SAS assesses the extent to which PBIS practices and systems (essential components) are in place within a school
 - School-wide
 - Non-classroom
 - Classroom
 - Individual Student
- SAS provides entire staff (certified and non-certified) perspective

Advantages of Surveys:

- Respondents can give truthful opinions while remaining anonymous
- Students can state whether or not they feel safe & respected, and understand school-wide expectations
- Staff can contribute their perceptions on types of behavior problems & where they are occurring
- Survey data can be used as part of your School Data Profile for School Improvement and/or Title I Requirements

School Climate Survey

- Reliable, valid instrument that takes very little time
- Completed by school staff, students, and families

Behavior Systems in Place (SAS)

School Year			Number of Responses		Data Completed		
2015-16			27		675/620%		
Current Status			Features			Improvement Priority	
In Place	Partial	Not	System: School Wide			High	Medium Low
66%	33%	0%	1. A small number (e.g., 5-10) of positively and clearly stated student expectations or rules are defined.			75%	20% 5%
35%	5%	60%	2. Expected student behaviors are taught directly.			25%	5%
54%	0%	46%	3. Expected student behaviors are rewarded regularly.			21%	5%
26%	57%	17%	4. Problem behaviors (those to most expected student behaviors) are defined clearly.			78%	24% 0%
25%	55%	20%	5. Consequences for problem behaviors are defined clearly.			50%	16% 0%
26%	58%	16%	6. Consequences between office & classroom managed problem behaviors are clear.			56%	22% 0%
30%	61%	9%	7. Options exist to allow classroom instruction to continue.			76%	24% 0%

Activity

- Look at your SAS Reports
 - Share: What did your staff say about...?
- In the school-wide section of individual items, find the 2 items with the highest percentage from the 'in place' column

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (IBLSI) <https://iblsi.org/training-materials/species/tier-1-school-wide.php#day-1>

PBIS the PBIS-ers, EXAMPLES

STAFF REWARDS:

- PBIS parking spot
- Administrator teaches class / takes duty
- Leave school early on a Friday
- Student assistant for a period
- Coffee card
- PBIS Party – invite only
- PBIS fridge in the teachers' lounge

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Indicators of Buy-In & Commitment

>80% of the staff are able to:

- State the definition of PBIS
- State the purpose of the PBIS Team
- State the school-wide behavioral expectations

>80% of the staff do:

- Actively supervise in non-classroom settings
- Agree to support PBIS action plans
- Have more positive daily interactions with students than negative
- Have opportunities to be recognized for their PBIS efforts

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Activity

As a team:

- In **Section 8: Staff Buy-In on the Master Action Plan**, record necessary action items related to your collection of
 - staff perception data
 - school climate survey

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Activity: Staff Acknowledgement

- Brainstorm some ideas for how you can support and encourage staff in their implementation of PBIS.

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REMINDER: Coming Soon!!!
PBIS Overview
ideas.aetn.org/

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (IBLSI) <https://iblsi.org/training-materials/species/tier-1-school-wide.php#day-1>

Provide your Staff Support

- Teachers and staff will need training and ongoing support
- Schedule training and booster training for staff
- Have a plan for providing training and support to new staff, as well as substitutes
- Be supportive and encouraging to staff – find ways to recognize and/or reward staff for their efforts

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Staff Buy-In: Make it Personal, Relevant, and Concrete

- Provide compelling reasons for change; e.g., share data
- Provide a clear vision of how changes will impact staff personally - emphasize benefits
- Ensure staff ownership by soliciting input and collaborating
- Plan to teach and reward adults
- Plan to provide regular updates on PBIS

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Activity

- How will you develop a compelling 'why' with your staff?
- How will you obtain staff buy-in?
- Begin to develop a deliberate plan with specific action steps to engage all staff in the process in multiple ways
- Complete the **Section 8: Staff Buy-In & Current Resources** of your Master Action Plan

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (IBLSI) <https://iblsi.org/training-materials/species/tier-1-school-wide.php#day-1>

Homework

- Generate ideas for **Staff Acknowledgements**; bring to next training
- Establish methods you will use to **communicate** with all stakeholders (staff, students, parents, community)

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Michigan's Integrated Behavior and Learning Support Initiative (MBLSI)
<https://mbli.org/training-materials/species/tier-1/school-wide-photo-day-1>

Considerations:

Who Is Involved? What is the Impact?

- How will you ensure that everyone is involved?
 - All Students
 - All Faculty and Staff
 - Families
- Are there students who could benefit from one or more of these practices that are not currently accessing them?
- How do you communicate about each of these practices?
- Are there any practices we should eliminate?

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<https://mbli.org/training-materials/species/tier-1/school-wide-photo-day-1>

Assessing Current Resources (Tamara)

ARKANSAS DEPARTMENT OF EDUCATION

Before You Add One More Thing...

1. Organize what you have
2. Examine who uses it
3. Evaluate impact
4. Make sure everyone knows
5. Get everyone involved

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<https://mbli.org/training-materials/species/tier-1/school-wide-photo-day-1>

Activity

Take a minute to jot down any action steps that you have related to Resource Mapping and consideration of who is involved and impact

Record the action steps in **Section 8: Staff Buy-In & Current Resources** of the Master Action Plan

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<https://mbli.org/training-materials/species/tier-1/school-wide-photo-day-1>

Big Ideas

- The "Plate is Full"
- Resource Mapping
- Connections to Community Partners

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<https://mbli.org/training-materials/species/tier-1/school-wide-photo-day-1>

Activity

Use the Resource Mapping document to begin answering the following questions about each practice:

- What is the purpose of each practice?
 - What is the intended outcome?
- Who is the target group?
- Who is responsible for supporting it (school, YMCA...)?
- Which staff are involved?
- How does it relate to your SIP?
- Who knows about it? (Students, Staff, Families)

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MBLSI)
<https://mbli.org/training-materials/species/tier-1/school-wide-photo-day-1>

Identify & Define Behavioral Expectations (Becky)

Arkansas Department of Education

Effective Practices: Big Ideas of School-wide PBIS

- Identify & define behavior expectations
- Teach behavior expectations
- Monitor expected behavior
- Encourage/acknowledge appropriate behavior
- Correct behavior errors through a continuum of consequences
- Use data for decision making

RTI arkansas

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/species/tier-1/school-wide/pbis-day-1

Alpena Pride & Power Video

Link to video:
<https://www.youtube.com/watch?v=OFY7W35HI8Y>

RTI arkansas

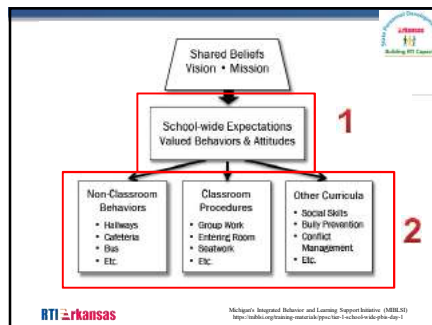
At Oakbrook Elementary School, We Expect:

- Personal Best
- Act Responsibly
- Work & Play Safely
- Show Respect

BE

Responsible
Respectful
Safe

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Self Control
On Task
Acts Responsibly
Respectful

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/species/tier-1/school-wide/pbis-day-1

WACOUSTA ELEMENTARY SCHOOL: "WE ARE OPEN."

"Wacousta Elementary School opens doors to all students and provides ample opportunities to succeed academically and behaviorally."

At Wacousta Elementary, we are:

- Observant
- Protective
- Engaged
- Neighborly

OPEN

RTI arkansas

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/species/tier-1/school-wide/pbis-day-1

What do we mean by School-wide Expectations?

- A brief list of specific, positively stated values that are desired of all faculty and students
- These expectations should address *school-wide issues*; should be in line with the school's mission statement; and should be taught to all faculty, students, and families

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/species/tier-1/school-wide/pbis-day-1

Honest Under Control Respectful On Task Nice

GOALS RESPECT INTEGRITY TEAMWORK

Respectful

Resilient

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/species/tier-1/school-wide/pbis-day-1

STEPHENSON ELEMENTARY

RESPECT YOURSELF
RESPECT OTHERS
RESPECT YOUR SCHOOL

Orchard View Early Childhood Center

Green Meadow

Be Safe
Be Respectful
Be Responsible

HILLMAN TIGERS

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Without clear behavioral expectations...


- Typically left up to the individual tolerances of teachers to determine what social behavior is encouraged, allowed, or disallowed.
- Variations of acceptable behavior exist
- Little consistent teaching and monitoring can occur
- Expectations: First step in developing a behavioral "curriculum"

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/types/tier-1/school-wide-plus-day-1

Your Charge


Utilize existing data to determine your 3 to 5 positively stated behavioral expectations that are specific to the needs and culture within your school

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/types/tier-1/school-wide-plus-day-1

What qualities do you want to see from your students?

- What behaviors do you want to see demonstrated by students AND staff in your school?
- Can these behaviors "cluster" into 3-5 categories?
- Do you already have character education definitions in your building that you can adjust to fit the criteria for SW expectations?


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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/types/tier-1/school-wide-plus-day-1

Activity

As a PBIS Team member, you may be asked about why your staff is being asked to have school-wide expectations.


Create a 30 second elevator (or hallway) speech addressing this concept and share with a partner.

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/types/tier-1/school-wide-plus-day-1

How to Start? What to Consider?


- Review your 'Compelling Why'
- What qualities did your staff feel were important for the success of your students?
- Are there data that suggest a need for your expectations?
- How do you develop a sense of community around these expectations?

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/types/tier-1/school-wide-plus-day-1

How do you develop a sense of community around these expectations?


- Are the expectations easy to remember?
- Are they stated in positive terms?
- How can you personalize it to your school? Can you use a theme or motto, or your school mascot or colors?


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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/types/tier-1/school-wide-plus-day-1

Are there data to suggest a need for your expectations?

- Behavior referral patterns
- Academic data
- Attendance
- School Climate Survey
- Behavior Expectations Survey




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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://mibls.org/training-materials/types/tier-1/school-wide-plus-day-1

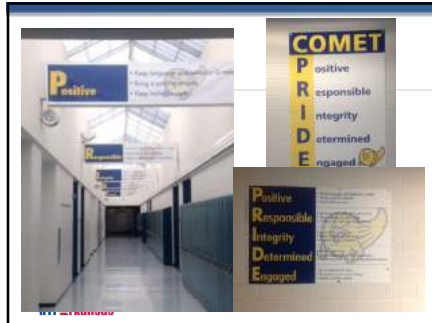
Activity

Take a minute to look through the list of values and weighted voting from your recent Behavioral Expectations Activity

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Determine 3-5 Behavior Expectations

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Arkansas Positive Behavioral Interventions & Supports

Defining Behavioral Expectations (Tamara)

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/expectations-to-behave-why.php#step-1

Arkansas Positive Behavioral Interventions & Supports arkansas ARKANSAS DEPARTMENT OF EDUCATION 116



Activity

As a team, begin to plan the following:

- How will you communicate this information to staff and parents?

Put action items in **Section 7: Identify & Define School-wide Behavioral Expectations** on your Master Action Plan

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/expectations-to-behave-why.php#step-1

Next Step: Define Your Expectations

- What does it look like to 'Be Responsible', or 'Be Respectful'?
- How would you describe these in various settings of the school, like the bathroom, or hallway, or cafeteria?
- How would different classrooms define them? Say, the band room vs. the science lab?

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Arkansas Positive Behavioral Interventions & Supports

Use of Social Media

RTI arkansas

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/expectations-to-behave-why.php#step-1

Share

- What behavior expectations did you choose?

Next step:

- How will you formally present these?

E.g., if you chose Respect, Responsible & Safe, you might present:

- Be Respectful
- Be Responsible
- Be Safe

Or:

- Show Respect
- Take Responsibility
- Be Safe

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Arkansas Positive Behavioral Interventions & Supports

Guidelines for Defining Expectations

- Use POSITIVE language: tell students what TO DO
- Be brief
- Use simple language
- You can use pictures for very young children

Keep in mind that the definition needs to be something that will be observable & measurable.

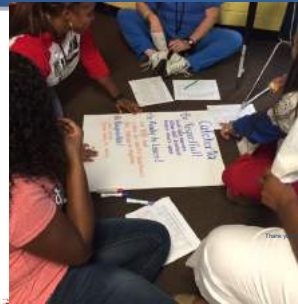
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Arkansas Positive Behavioral Interventions & Supports

Choose your words carefully...

• Link to video:

<https://www.youtube.com/watch?v=mv0t8tVry1Y>



Example of Expectations Defined

Cafeteria Expectations		
Be Respectful	Be Responsible	Be Safe
Only eat the food on your plate	Wait your turn in line	Leave space between you and others (in line)
Clean up your area: table and floor	All food & drink stay in eating areas	Walk at all times
Listen to all adults	Pick up trash around you – even if left by others	Keep all food off the floor

Farnsworth Middle School Good and Bad Behaviors



Example

Assembly Expectations

Safe	<ul style="list-style-type: none"> Hands and feet to self. Sit criss-cross in row.
Respectful	<ul style="list-style-type: none"> Enter and sit quietly. Attention on presenter(s). Voices off unless prompted by adult.
Responsible	<ul style="list-style-type: none"> Applaud with hands, not voice. Follow teacher directions.



BOOTH HILL ROARS					
	Respect	Owenship	Attitude	Responsibility	Safety
Respect	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions.
Owenship	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions.
Attitude	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions.
Responsibility	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions.
Safety	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions. 	<ul style="list-style-type: none"> Use your voice. Listen to others. Use your words. Use your actions.

Example

Hallway Expectations

Safe	<ul style="list-style-type: none"> WALK to the right, eyes forward.
Respectful	<ul style="list-style-type: none"> QUIET; Hands, feet and objects to yourself.
Responsible	<ul style="list-style-type: none"> HALL PASS; Go straight to your location.

Example

Hallway

Voice Volume 1

Be Kind
Stay in line
Hands and feet to yourself

Be Safe
Face forward
Use walking feet

Be Responsible
Hands on rail
Hands at your side

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Allen at Steinbeck
"Gator Goals" Behavior Expectations Matrix

	Classroom	Lunch Area	Playground	Bathrooms	Lobby	Hallways (Inside)	Library (Inside)	Library (Outside)
We are responsible.	Listen to the teacher and complete your work.	Throw away your garbage.	Be engaged in a game.	Wash your hands.	Follow adult directions.	Walk quietly to your destination.	Quickly choose a book and return to class.	Return books on time and in good condition.
We are respectful.	Be kind and cooperative.	Practice good table manners.	Practice good sportsmanship.	Clean up after yourself.	Be silent.	Keep your hands and feet to yourself.	Speak softly.	Speak softly.
We are safe.	Keep hands, feet, and objects to self.	Stay seated.	Keep hands, feet, and objects to self.	Keep your feet on the floor at all times.	Give personal space.	Avoid push.	Avoid push.	Hold the rail, feet, and objects to self.

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Behavior Expectation Matrix

Location (examples) →	Bathrooms	Buses/Lines	Cafeteria	Classroom & Instructional Areas	Hallways & Common Areas	Playground	Assemblies, Field Trips, Etc.
Expectations ↓							

RTI **rkansas**

Example

BATHROOM EXPECTATIONS

BE RESPECTFUL
- Allow for privacy
- Flush toilet

BE RESPONSIBLE
- Use toilet quickly and quietly
- Keep bathrooms clean

BE SAFE
- Use pass when alone
- Wash hands, keeping water in sink

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Activity: Behavior Matrix

- Define behaviors for all non-classroom areas of your school
- Define behaviors that will apply to all classrooms (classroom teachers may have additional definitions that will apply in their particular rooms)

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Critical Features Checklist for Identifying and Setting School-wide Expectations

Use scoring system to the school's current expectations. (0 = none at all or rarely, 1 = in many critical areas, 2 = in all critical areas)

<input checked="" type="checkbox"/>	Expectations are specific and measurable.
<input checked="" type="checkbox"/>	Expectations are positive and stated in terms of what students should do.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's mission.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's values.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's culture.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's climate.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's community.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's stakeholders.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's resources.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's challenges.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's opportunities.
<input checked="" type="checkbox"/>	Expectations are stated in terms of the school's future.

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Classroom example

	Enter Classroom A.M.	Enter Classroom P.M.	Leaving Classroom	Dismissal	Chromobooks	Small group	Individual Work
Safe							
Ownership							
Attitude							
Respect							

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Example	Hallway	Bathroom	Playground	Gym	Assemblies	Bus	Before School	After School (Car Line)	Classroom
Be Respectful	Listen for instructions Voice level 0	Flush Give privacy	Wait your turn	Take turns Listen for instructions	Listen to speaker	Listen to the bus driver	Listen to instructions	Listen to instructions	Listen for directions Raise your hand
Be Responsible	Stay in line	Be quick Three away touch	Put equipment away after use	Put equipment away after use	Go to your assigned area	Wait in the connective	Go to designated area	Go to designated area	Be on time
Be Safe	Walk on right side Keep hands & feet to self	Wash hands	Follow equipment rules	Follow rules	Stay seated Walk where indicated	Stand to seat and back to back Backpack on floor	Sit on designated area	Stand in line and away from curb	Sit or stand as directed
Be Prepared	Listen for instructions	Wait in line Watch for your turn	Listen for white	Listen for bell to line up	Be ready to exit when instructed	Watch for your bus stop	Listen for bell	Keep backpack on your back	Bring materials and supplies
Be Involved	Stay on your line	Reportedly issues	Share equipment with others	Participate in activities	Participate in activities	Share your seat	Chat with others quietly (noise level 2)	Watch for your ride	Participate in class activity and discussion

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Homework

- Take matrix back to your staff
- Explain how you used their input to determine expectations
- Explain how you came up with definitions on matrix
- Explain guidelines for definitions
- Have staff give you feedback on definitions
 - Changes in wording
 - Additional definitions
- Finalize matrix before next training date

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4. Teach the Expectations (Becky)

Activity: Why Teach Behavior?

- Refer to your SAS Items Report

School Year	Number of Responses	Date Completed
2015-16	27	02/29/2016
Current Status	Feature	Improvement Priority
In Place	Partial	Not
65 %	35 %	0 %
66 %	36 %	0 %
46 %	54 %	0 %

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Creative Ideas

- Provide students with a script that includes actions and words expected
- Rotate students through different settings – teach the behaviors in the setting where the behaviors are expected to occur
- Video students role-playing to teach expectations and rules; present videos to students

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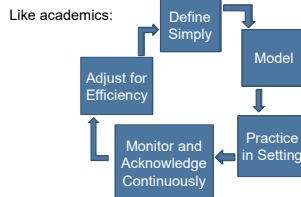
Effective Practices: Big Ideas of School-wide PBIS

- Identify & define behavior expectations
- Teach behavior expectations
- Monitor expected behavior
- Encourage/acknowledge appropriate behavior
- Correct behavior errors through a continuum of consequences
- Use data for decision making

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
<https://miblsi.org/training-materials/your-school-wide-plan-day-1>

Teaching Expected Behavior



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Repetition is key



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Hi! My name is
Stopthat



Sometimes they call me
Getbackhere

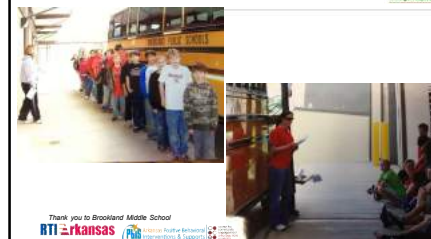
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Many Opportunities for Teaching

- Introductory Kick-off
 - Teach all school expectations and rules
- On-going Direct Instruction
- Embedding in Other Curriculum
- Booster Trainings
- Keeping it Out There
 - Visual Displays
 - Daily announcements

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Example: Teaching expectations with "Rotation Stations"




Thank you to Brookland Middle School
RTI **arkansas**

PBIS Bathroom Expectations video


Link to video:

<https://www.youtube.com/watch?v=h7XHc9tdLpE>

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Elementary Lesson Plan For The Bus Line

- Teacher checks for understanding in multiple ways
- Students are given opportunities to practice

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Homework

- Take **teaching ideas** back to staff for feedback.
- Bring ideas and feedback to next training and be prepared to create your system for teaching PBIS to students.

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PBIS Good and bad examples

https://youtu.be/HO-M_QpiG5o?t=3m19s

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Example of Voice Level Chart

Voice Levels	Icon	Description
4	House	Outside
3	Classroom	Table Talk
2	Two people	Partner Talk
1	Person	Whisper
0	Person	No Voice

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Wrap-Up and Next Steps (Anne)

Homework Checklist

ARKANSAS DEPARTMENT OF EDUCATION

Specially Designed Lessons


- Provide teachers with initial lesson plans or plan format
- Build on what you have (e.g., character education)
- Develop a system for expanding behavior lesson plan ideas throughout the year
- Determine the minimum requirements for teaching behavior (how often)

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Activity: How will you teach?

Start brainstorming ideas for these:

- Who can/will/should teach the expectations?
 - Teachers, staff, bus drivers, cafeteria personnel...
- What method or means will you use?
 - Lesson plans, videos, announcements...
- Where will you teach the expectations?
 - In assemblies, in each area of school, in classrooms...
- When will you teach expectations?
 - Kick-off, beginning of day/week, every day, once a week...


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5 Concepts...5 Minutes

At your table, spend 5 minutes to generate a list of 5 concept or key ideas that your team is walking away with from today's training

Be prepared to share out

KEEP CALM
We'll Be Back In 5 Minutes

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Were you able to...?

- Begin working on installing the **structures** for effective PBIS implementation
- Start to develop a "**compelling why**" for PBIS
- Articulate the foundations of and **big ideas of PBIS** and develop a plan for teaching staff the information
- Create a plan for **communicating to staff and parents** why identifying and defining school-wide expectations is important
- **developing 3-5 school-wide expectations**

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Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/spec/tier-1/school-wide/pbis-day-1

154

Homework

- Get feedback from staff on your behavior matrix and finalize your matrix.
- Get feedback from staff on teaching behavior to students.
- Finalize your team roster with roles assigned.
- Brainstorm ideas for staff acknowledgements.
- Bring ideas for communicating about PBIS with stakeholders.

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HOMEWORK

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/spec/tier-1/school-wide/pbis-day-1

157

PBIS Teaser Trailer

- Link to video:

https://www.youtube.com/watch?list=PL27q7YA16RutjtGLa4kLduvrE6YCK2tcr&v=uUKh3_kaTww

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155

Some Great Resources

- The PBIS Compendium
<http://pbiscompendium.ssd.k12.mo.us/>
- Wisconsin PBIS Network
<http://www.wisconsinpbisnetwork.org/educators/resources.html>
- Missouri Schoolwide PBS
<http://pbissmissouri.org/archives/1150>

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/spec/tier-1/school-wide/pbis-day-1

158

Countdown to Kick-Off

- ✓ Schedule PBIS meetings, develop norms, select agenda/minutes & action plan forms, develop communication plan
- ✓ Work to establish a compelling why and staff buy-in & commitment
- ✓ Implement your plan for presenting Intro to PBIS information to staff
- ✓ Complete your Resource Mapping for Tier 1
- ✓ Implement your plan to deepen staff learning around the school-wide behavior expectations

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
https://miblsi.org/training-materials/spec/tier-1/school-wide/pbis-day-1

159

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Arkansas Department of Education

160