

# PBIS Leadership Forum 2021

## C2: Getting Started: Implementing Effective Practices

### Presenters

Heather Peshak George, PhD  
*University of South Florida*  
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Brian Meyer  
*Midwest PBIS Network*  
[brian.meyer@midwestpbis.org](mailto:brian.meyer@midwestpbis.org)

### Chat Panelists

Lauren Evanovich, PhD  
*Florida PBIS Project, University of South Florida*

Tara Davis  
*Forsyth County Schools (GA)*

Juan Lira  
*McKinley Elementary School, SD U-46 (IL)*

# Virtual Forum Expectations

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

v10.22.21

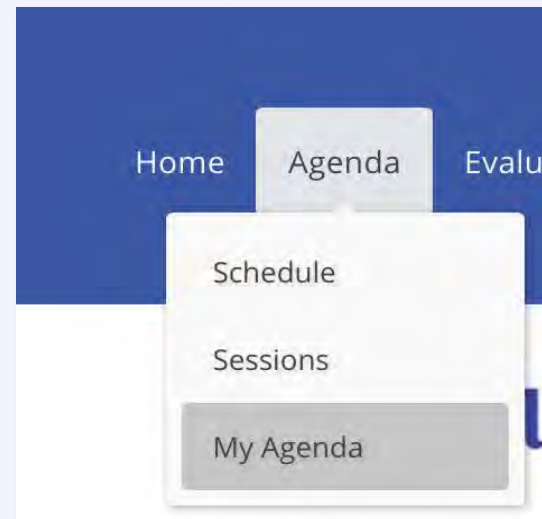


*Tips for Participants*

# Finding Your Registered Sessions in Pathable

*Your Personalized Schedule (My Agenda)*

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



## *Tips for Participants*

# Navigating the Session Page

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

The screenshot shows the PBIS Learning Portal interface. At the top is a navigation bar with links: Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. Below this is a session page for 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)'. The page includes a 'DRESS REHEARSAL' badge, a 'JOIN MEETING' button, and a 'SPEAKER ONLY: Join the live meeting now' link. It also lists presenters Jennifer Norton and Brian Meyer, the session time (2:00 PM - 4:00 PM CDT on Friday, September 18), and a description. A chat window is open at the bottom right, showing a message from Diane LaMaster: 'I had to open zoom to hear'. The chat window has tabs for Chat, Polls, People, and Files.

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

2. JOIN MEETING

3. Chat

yes!

Diane LaMaster  
I had to open zoom to hear

2 minutes ago

## Tips for Participants

# Chat, Polls, and Q&A

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

*Presenters may use chat differently in specific sessions.*

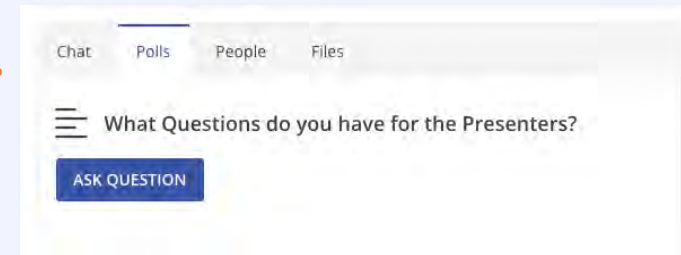
Follow overall Forum expectations for *responsible, respectful, and safe* chatting



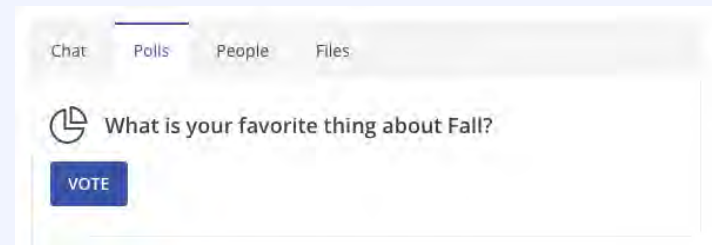
2. Find the Q&A under Polls.  
Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.  
Complete those when prompted

2.



3.

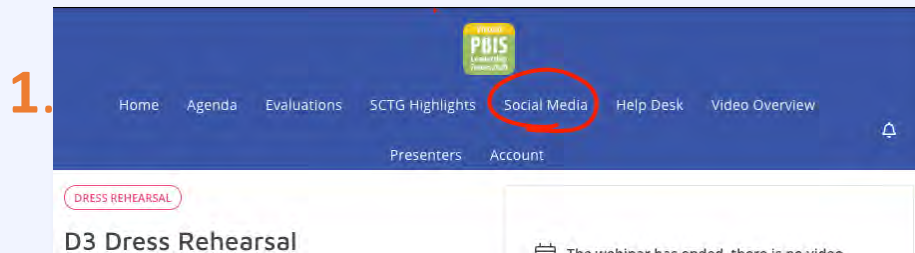


## *Tips for Participants*

# Be careful of accidentally navigating away

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

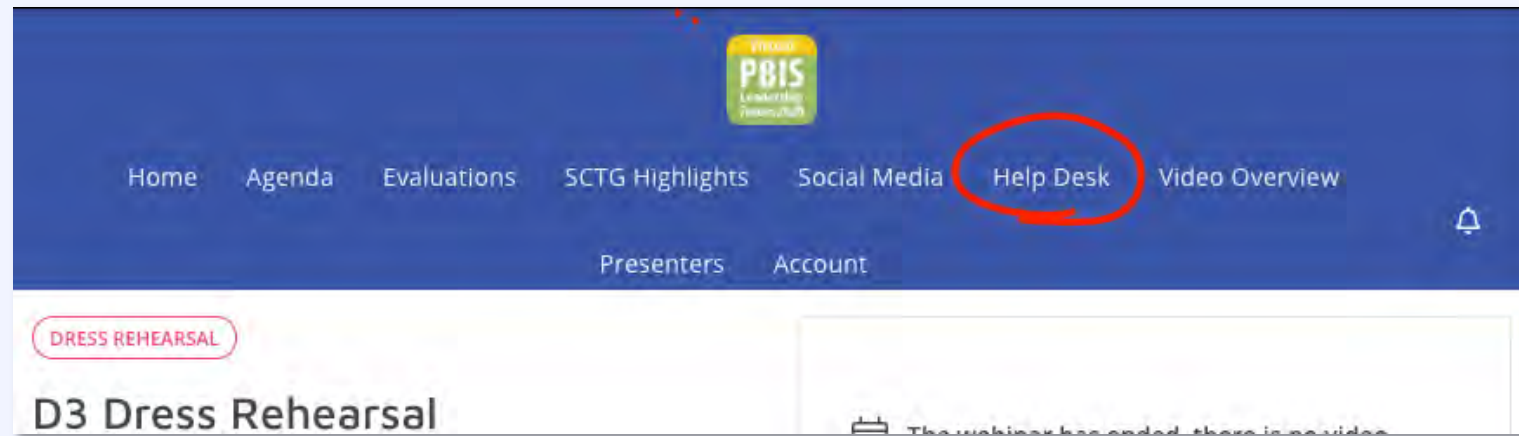
- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person's name

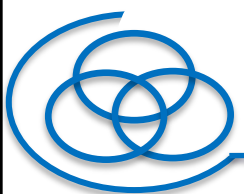


*Tips for Participants*

# Support is Available

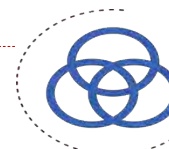
If at any time you need support as a participant,  
use the Help Desk:

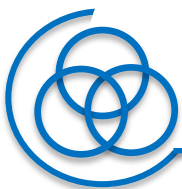




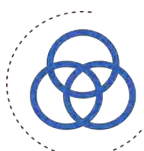
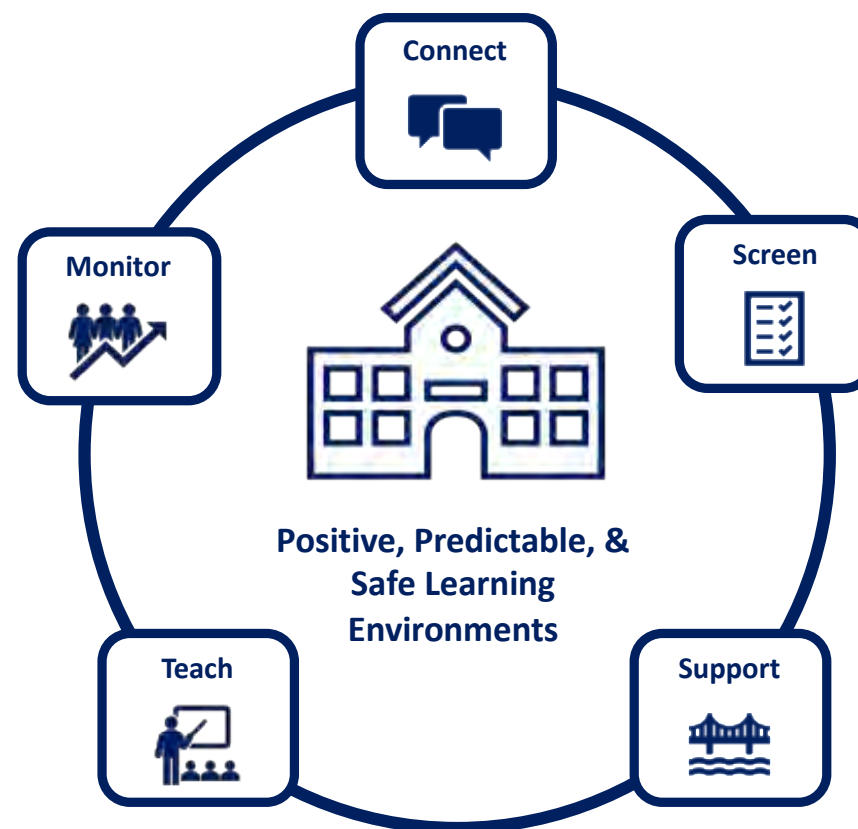
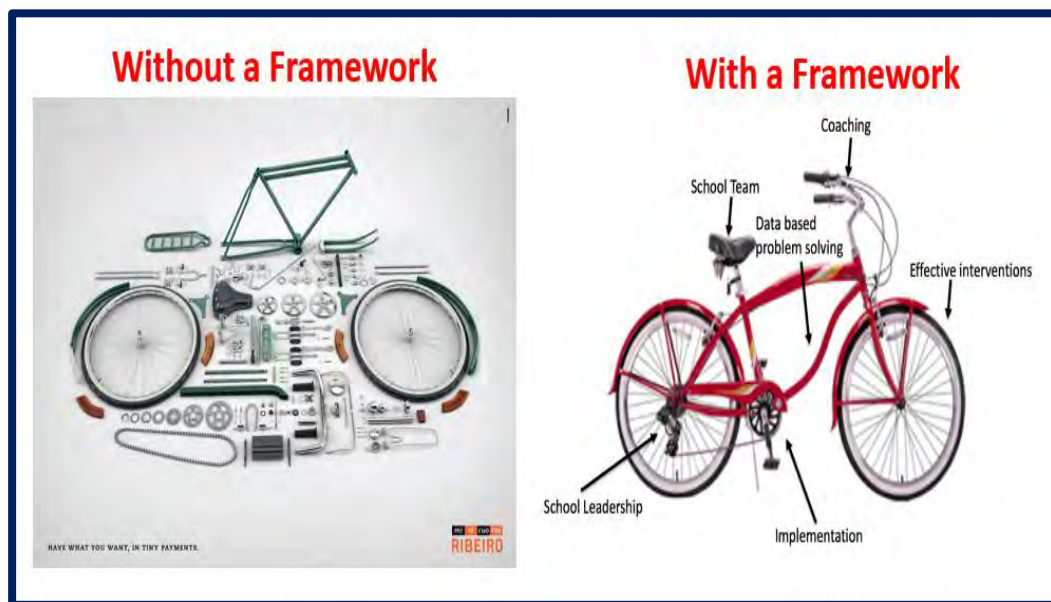
# Norms for Getting Started Strand

- Please use the **Chat Box** to post questions and/or responses
- When posting, please **first identify** your **(1) district name** and/or **location (state)** and **(2) your title/position** (*see examples below*)
  - Pinellas County Schools – FL, Teacher: How many people should be on a team?
  - NY, Coach: What type of data should we collect?
- Please participate in **polls** (when prompted) in the session
- Two versions of **handouts** with **embedded hyperlinks** can be downloaded
  - (1) 6 slides per page AND (2) full page slides





# Big Ideas



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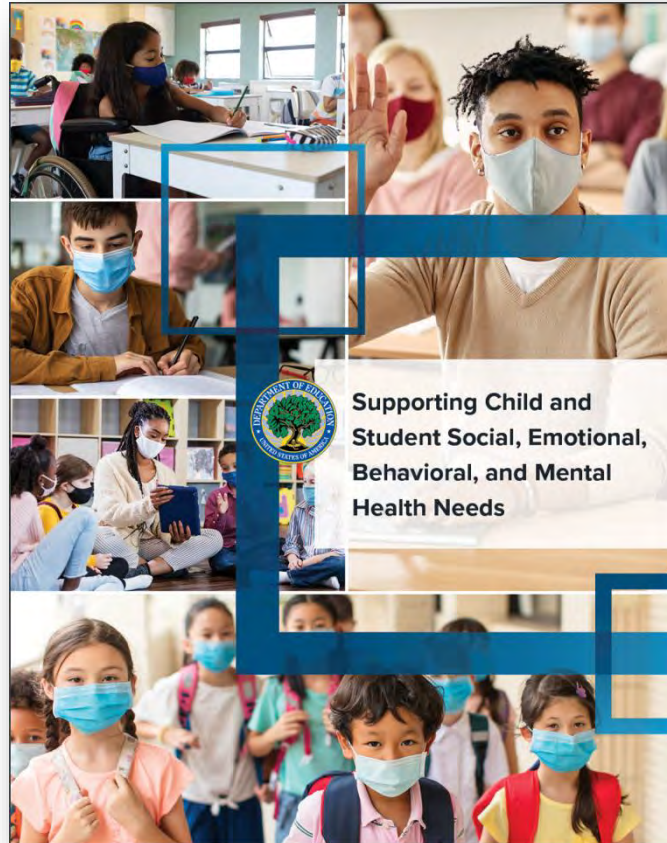
**PBIS**

Positive Behavioral  
Interventions & Supports



U.S. Department of Education

*Press Release October 19, 2021*



October 19, 2021. U.S. Department of Education, Office of Special Education and Rehabilitative Services. *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. Washington, DC, 2021. Available at: <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

# U.S. ED Recommendations on SEBMH

1. Prioritize wellness for each and every child, student, educator, and provider
2. Enhance mental health literacy and reduce stigma and other barriers to access
3. Implement a continuum of evidence-based prevention practices
4. Establish an **integrated framework of educational, social emotional, and behavioral-health support** for all
5. Leverage policy and funding
6. Enhance workforce capacity
7. Use data for decision making to promote equitable implementation and outcomes

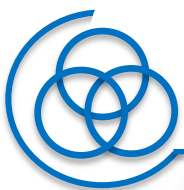


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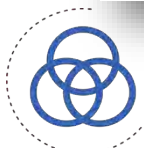
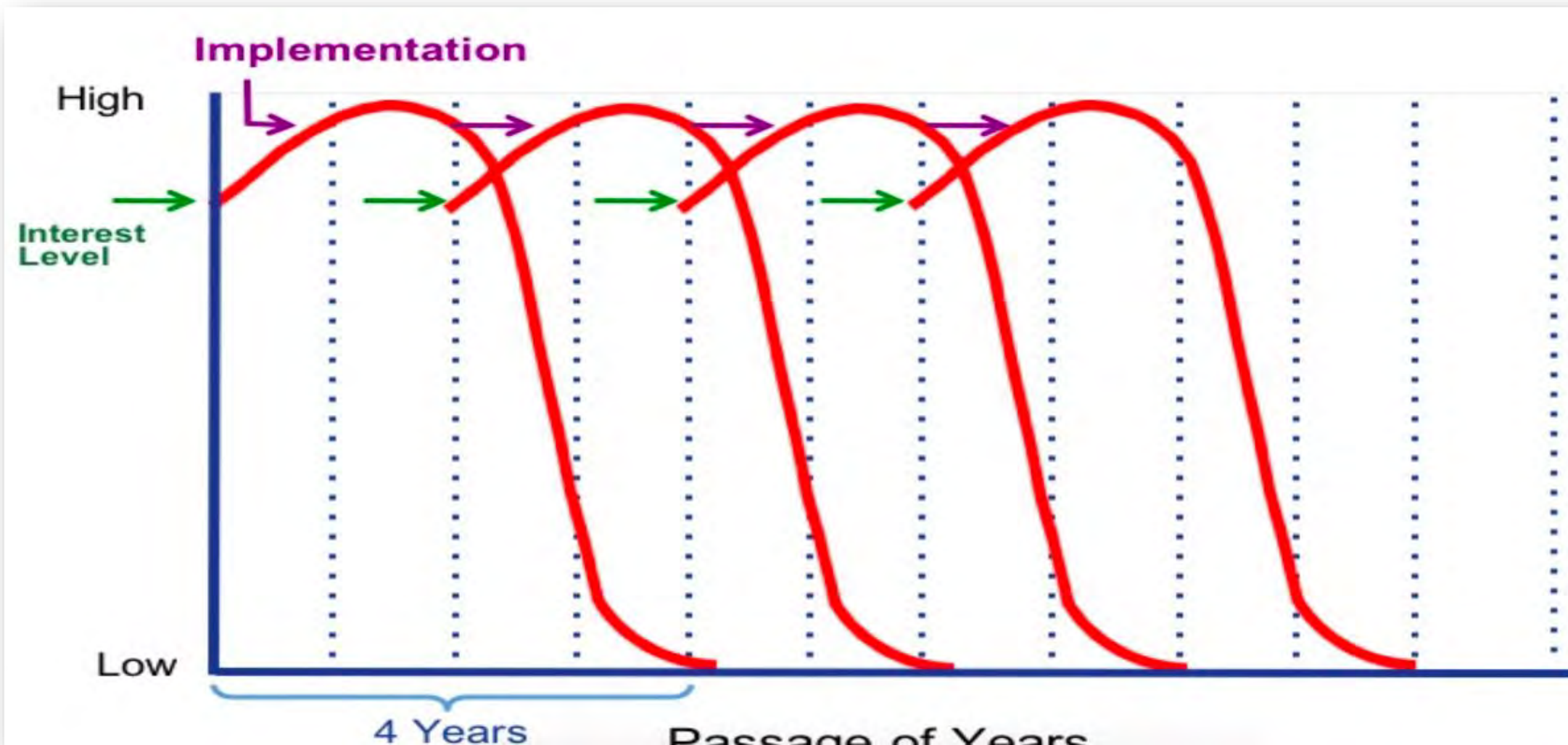
**PBIS**

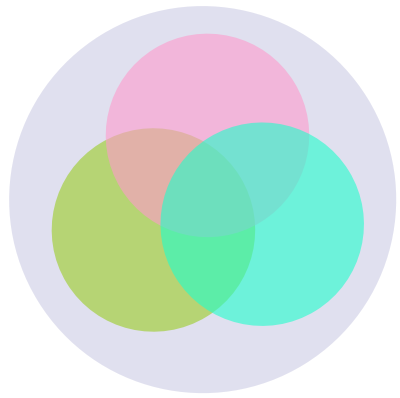
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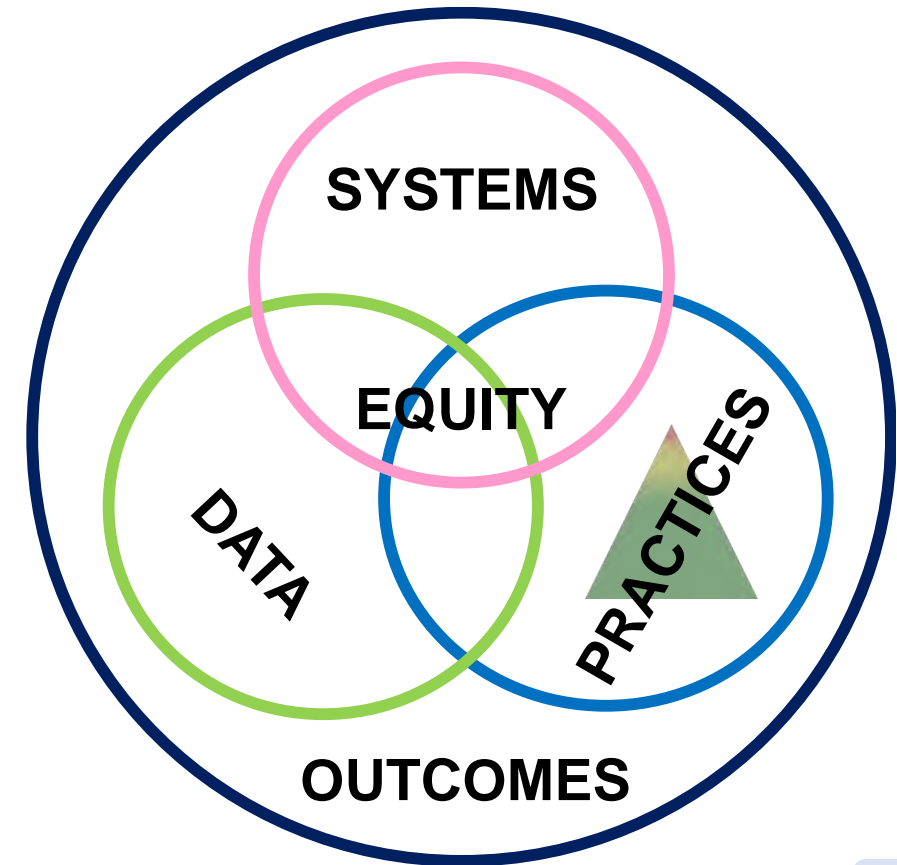
# Birth and Death Cycles of Educational Innovations

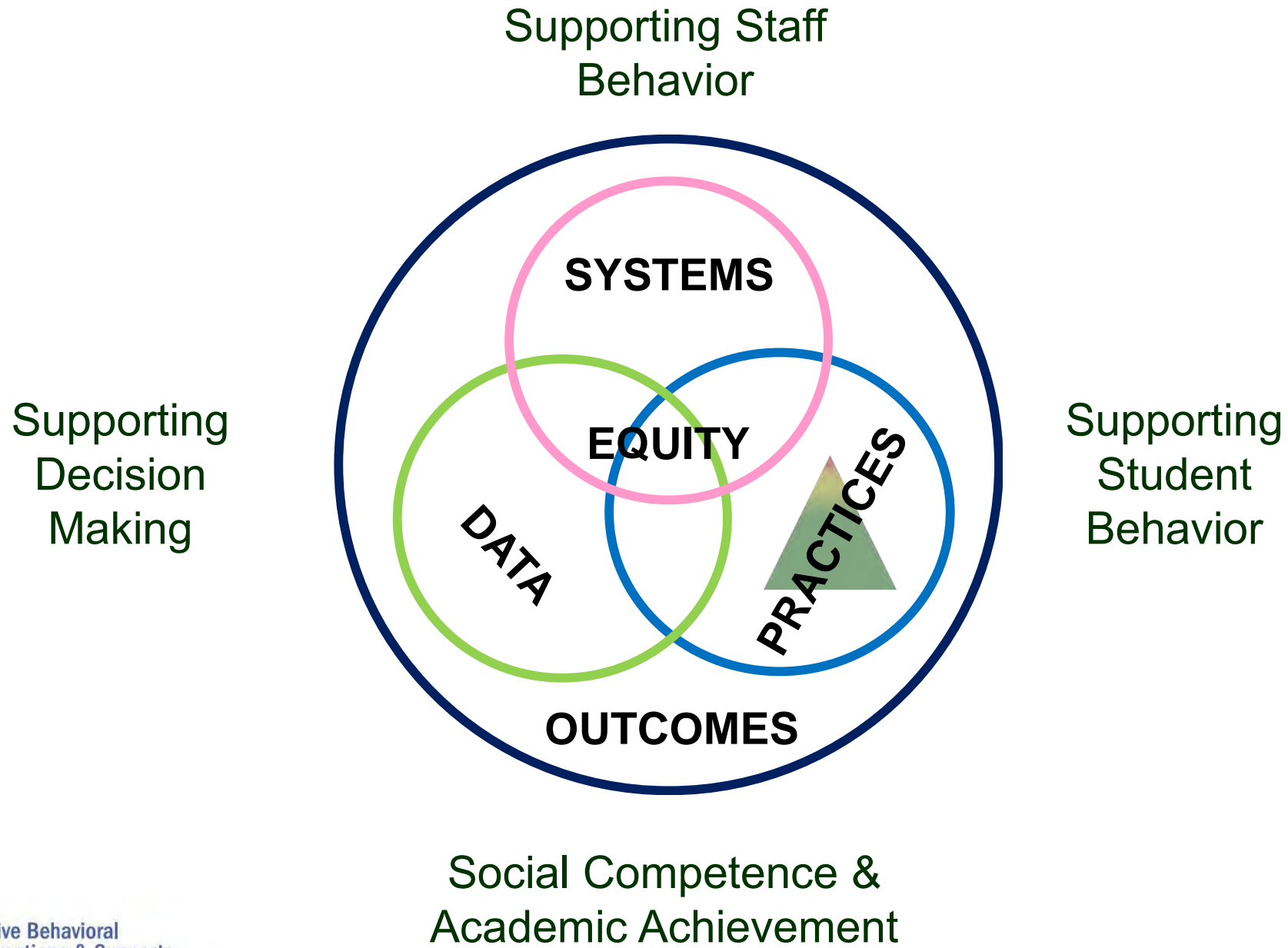




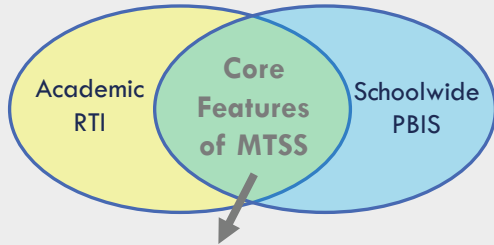
# How is PBIS **Continually Relevant** in a constantly changing educational landscape?

PBIS organizes your school to achieve its **outcomes** through understanding its **data**, providing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.





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

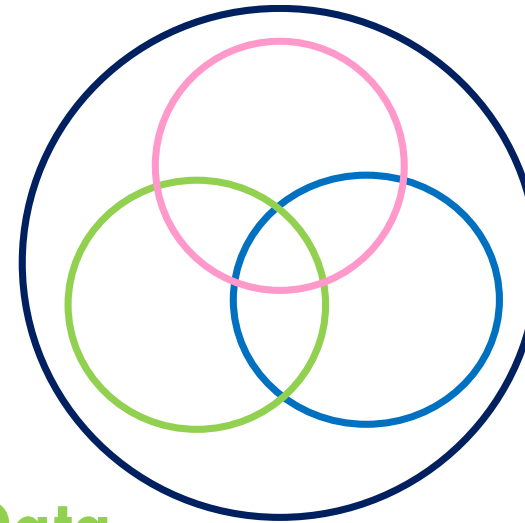


1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Midwest PBIS Network 10-20-21. Adapted from: McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

## Systems

1. Team-based leadership and coordination
6. Professional development, coaching, and content expertise



## Data

2. Evaluation of fidelity
4. Progress monitoring
5. Universal screening

## Practices

3. Three-tiered continuum of culturally relevant evidence-based interventions



# Guiding Principles

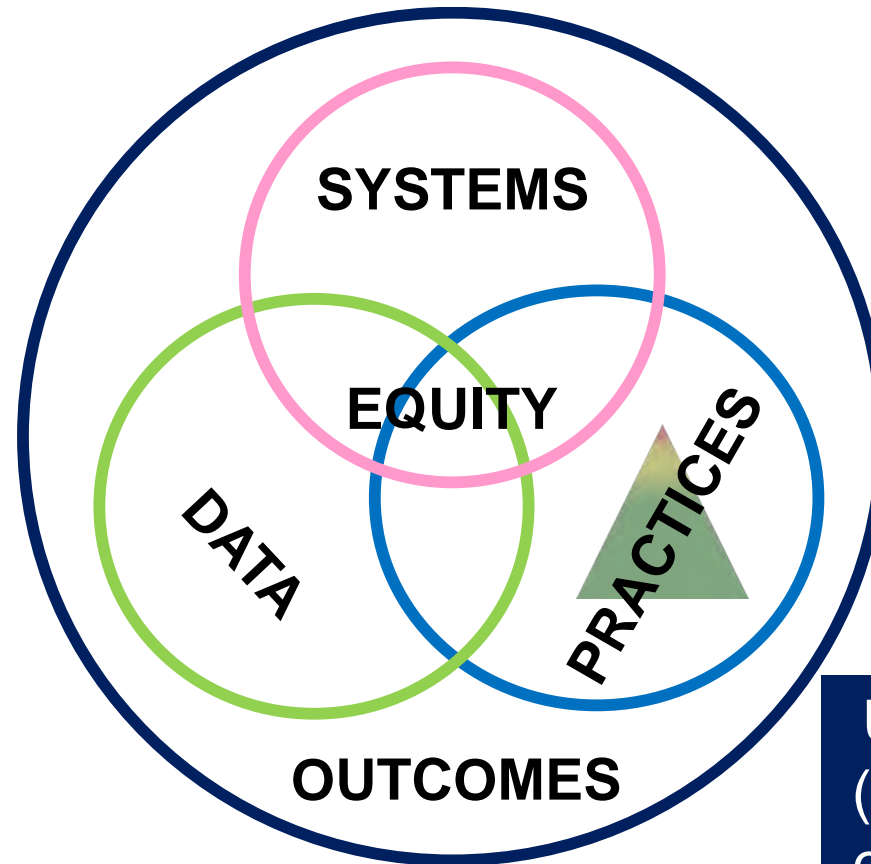
MTSS is for *all* students, families, and educators

Make student **growth** and **benefit** central to all decisions

Continue to invest in **systems** to support high-fidelity implementation across time

Prioritize **equity**

Integrate, align, and connect practices



Student **outcomes** that reflect equitable learning opportunities must be the ultimate criteria for all decisions

Implement a small number of effective, culturally-relevant **practices** well

Use **data** to inform all decisions (screening, progress monitoring, equitable outcomes, and fidelity)

Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed



## Improved Student Outcomes

academic performance

*(Horner et al., 2009)*

social-emotional competence

*(Bradshaw, Waasdorp, & Leaf, 2012)*

social & academic outcomes for SWD

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

reduced bullying behaviors

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

decreased rates of student-reported  
drug/alcohol abuse

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



## Reduced Exclusionary Discipline

office discipline referrals

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

suspensions

*(Bradshaw, Mitchell, & Leaf, 2010)*

restraint and seclusion

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



## Improved Teacher Outcomes

perception of teacher efficacy

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

school organizational health and  
school climate

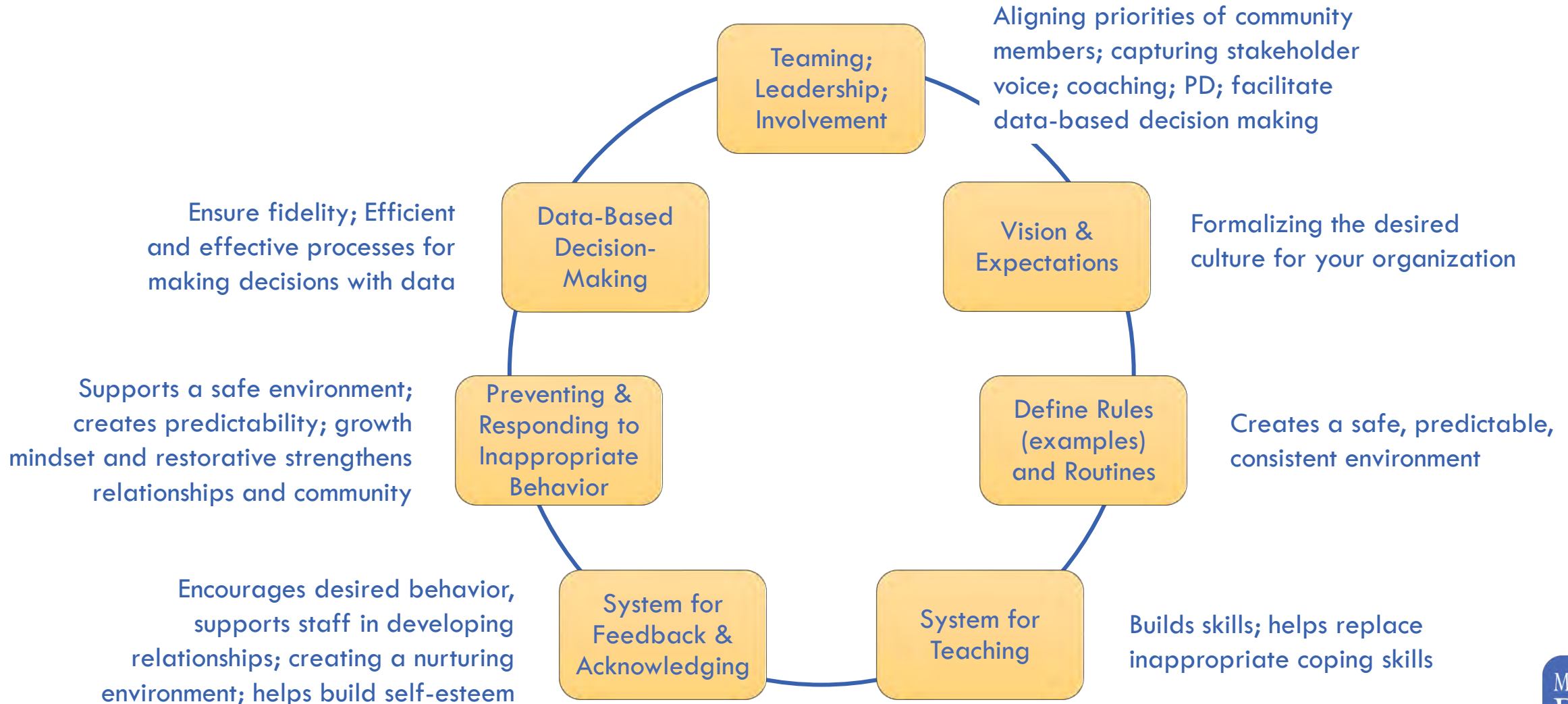
*(Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008;  
Bradshaw, Koth, Thornton, & Leaf, 2009)*

perception of school safety

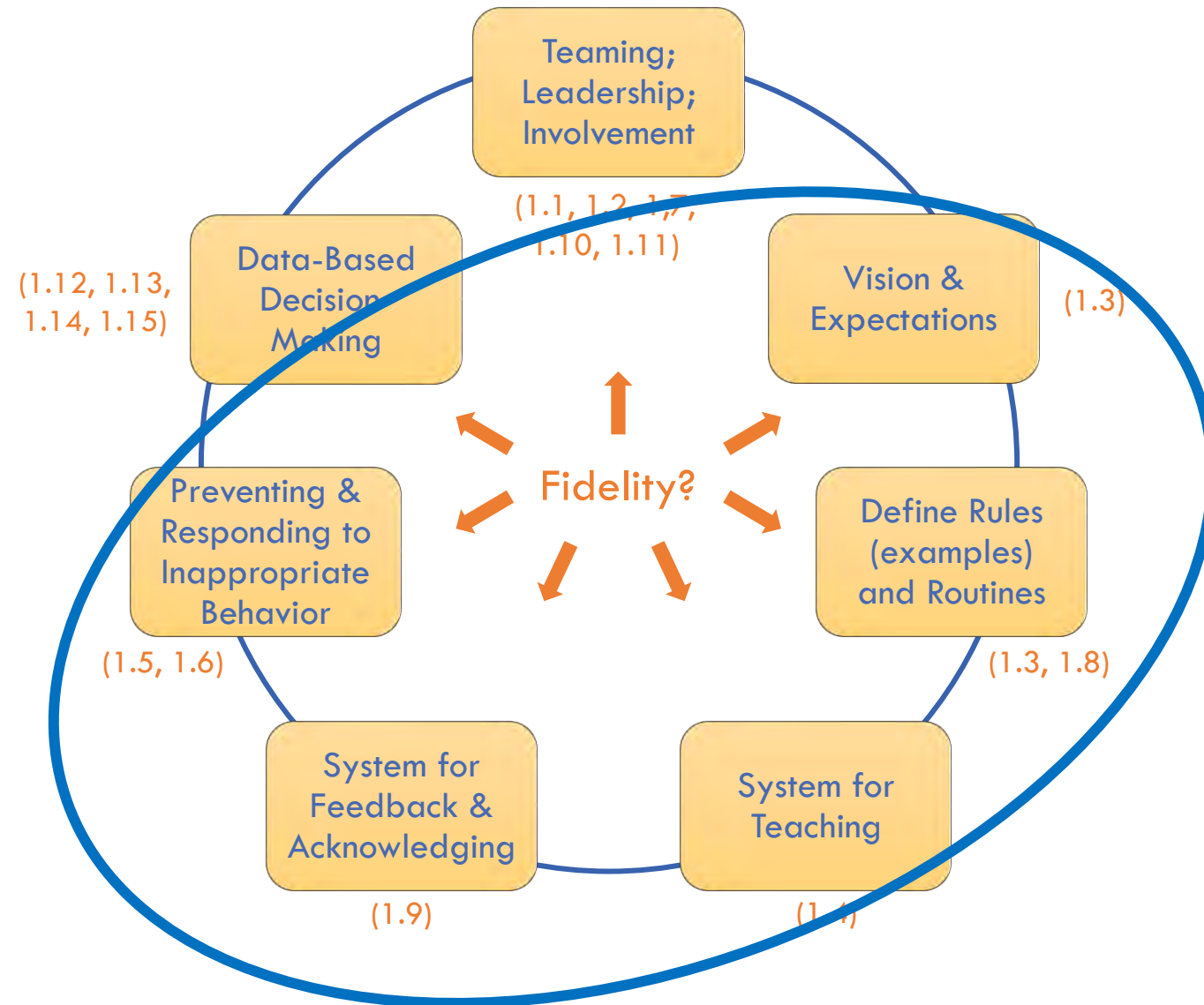
*(Horner et al., 2009)*

**Outcomes of Implementing School-Wide PBIS with Fidelity**

# Roll-out of Tier 1 Implementation Components

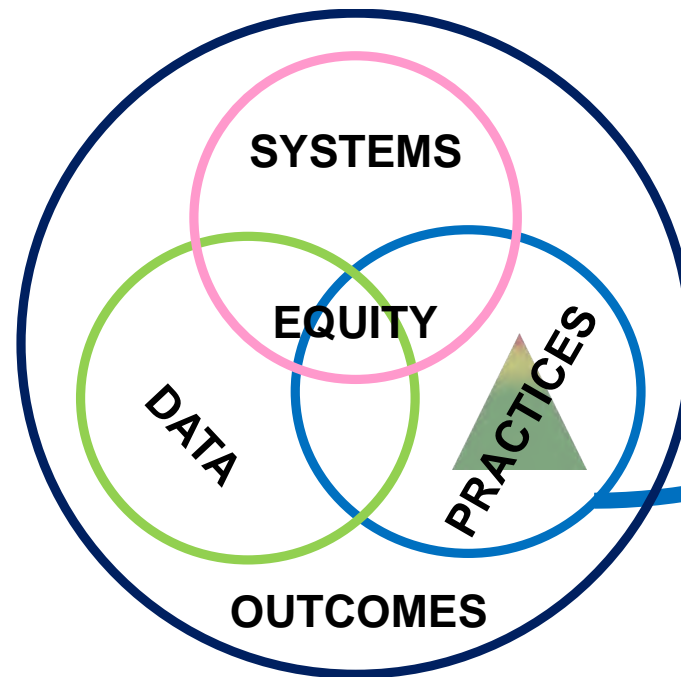


# Roll-out of Tier 1 Implementation Components



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

# Session C2 - Getting Started: Implementing Effective Practices



TFI

1.3

1.3

1.8

1.4

1.9

1.5

1.6

Teaming;  
Leadership;  
Involvement

Vision &  
Expectations

Define Rules  
(examples)  
and Routines

System for  
Teaching

System for  
Feedback &  
Acknowledging

Preventing &  
Responding to  
Inappropriate  
Behavior

Data-Based  
Decision-  
Making

Roll-out of Tier 1 Implementation Components

# Take the POLLs! Pre-Assessment

## Practices Learning Objectives

1. We have 3-5 positive expectations that guide our school community, and students/staff know how to demonstrate them in various settings (1.3)
2. We regularly teach expected social, emotional, and behavioral skills. (1.4)
3. Our staff are consistent in how they both interpret and respond to problem behaviors (1.5, 1.6)
4. Teachers' are consistent and effective in their classroom practices (1.8)
5. *80%+ of our teachers provide at least a 5 to 1 ratio of praise to behavioral corrections (1.9)*

### Scale:

- Absolutely
- Sort of
- Not so much



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Roll-out of Tier 1 Implementation Components

Meet our Chat Panelist:

# Lauren Evanovich

Session C2 - Getting Started:  
Implementing Effective Practices

## Role:

Research Associate Professor & TA Specialist  
FLPBIS Project - USF

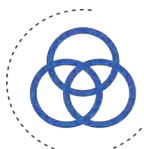
## Background:

High School Special Educator turned researcher;  
interested in multitiered systems of support that  
proactively and positively impact behavior,  
academic, and social emotional outcomes for all  
students!

E-mail: [evanovich@usf.edu](mailto:evanovich@usf.edu)



*“When I think about practices within the PBIS Framework, I think about consistency!  
Implementing evidenced based practices with consistency (over time, and across locations and  
people, inclusive of staff and students).”*



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**PBIS**

Positive Behavioral  
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## Meet our Chat Panelist:

# Tara Davis

Session C2 - Getting Started:  
Implementing Effective Practices

### Role:

PBIS and School Climate Coordinator  
Forsyth County Schools - Cumming, Georgia

### Background:

I've been married for 19 years and have a 15 year daughter and 10 year old son. For the past 17 years, I've worked throughout the country as a PBIS School Coach, PBIS District Coordinator, Regional Climate Specialist and PBIS State Program Specialist for the state of Georgia. I've been coaching volleyball for almost 15 years and just retired so I can watch and support my kids with their volleyball endeavors.

E-mail: [tdavis@forsyth.k12.ga.us](mailto:tdavis@forsyth.k12.ga.us)

*"When I think about practices within the PBIS Framework, I think about a positive school climate created by utilizing consistent, proactive, and evidence-based interventions or practices based on student, staff, and family needs."*



Teaming;  
Leadership;  
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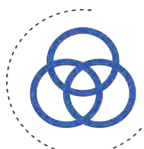
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CENTER ON

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Positive Behavioral  
Interventions & Supports

## Meet our Chat Panelist:

# Juan Lira

Session C2 - Getting Started:  
Implementing Effective Practices

### Role:

Principal, McKinley Elementary  
SD U-46 - Elgin, Illinois

### Background:

School administrator for past 14 years. Mr. Lira began his career in education in Mexico in the city of Merida teaching English. In addition to teaching in Mexico, Mr. Lira has taught in Cape Verde, Africa as well as in the Chicago Public School system where he taught in transitional bilingual and dual language classrooms.

E-mail: [juanlira@u-46.org](mailto:juanlira@u-46.org)

*"When I think about practices within the PBIS framework, I think about building capacity and establishing systems of support."*



Teaming;  
Leadership;  
Involvement

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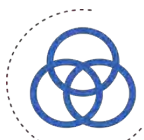
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Roll-out of Tier 1 Implementation Components

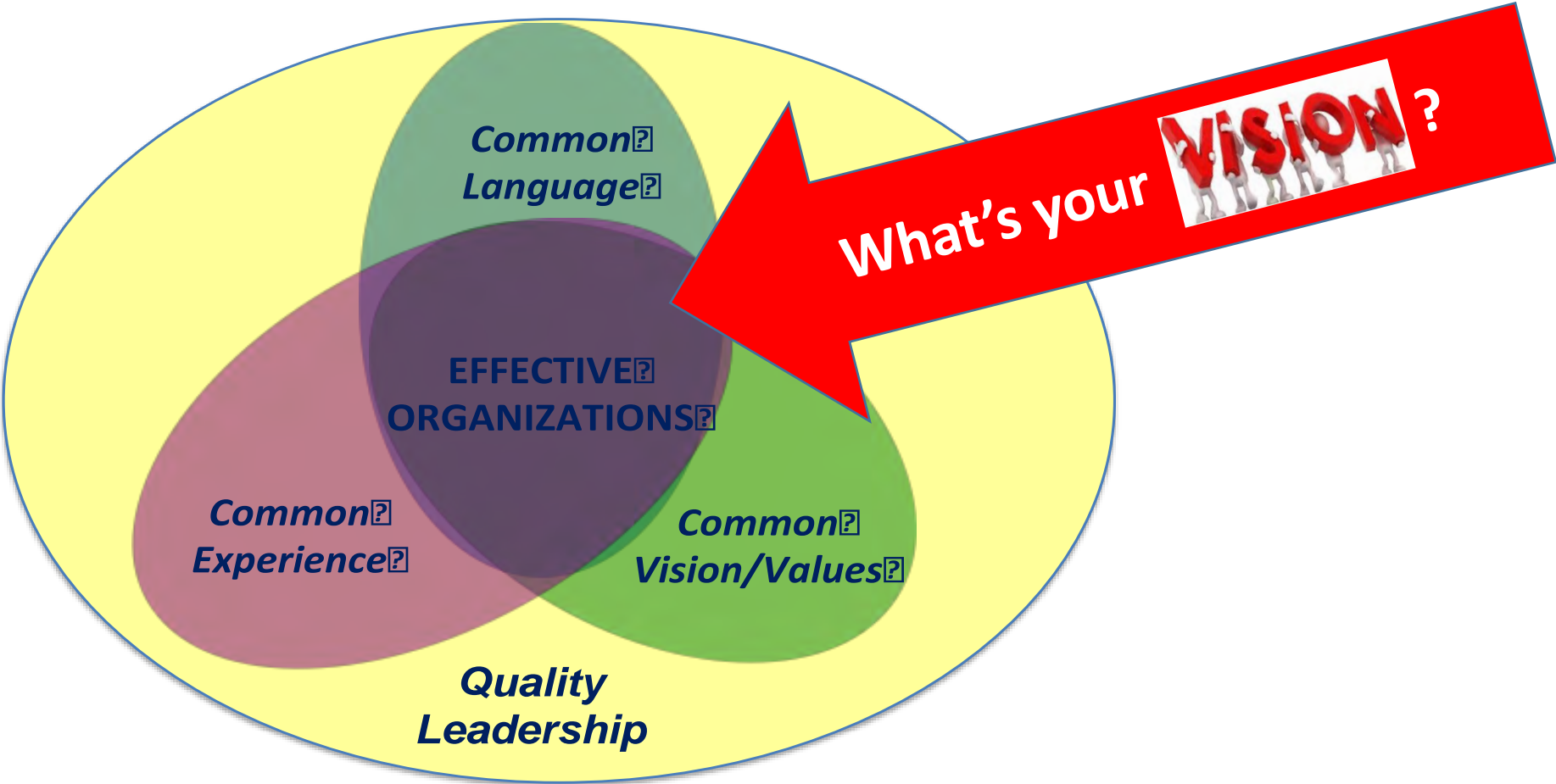


CENTER ON

**PBIS**

Positive Behavioral  
Interventions & Supports

# Establish a Social Culture and Positive Climate based on the Shared Values and Beliefs of All



- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Roll-out of Tier 1 Implementation Components

# Prevention

Common  
Language

Common  
Expectations

Common  
Routines &  
Experiences

Positive  
School  
Climate

Teaming;  
Leadership;  
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Roll-out of Tier 1 Implementation Components

When thinking  
about your  
...

What do FEW need?

What do SOME need?

What do ALL need?



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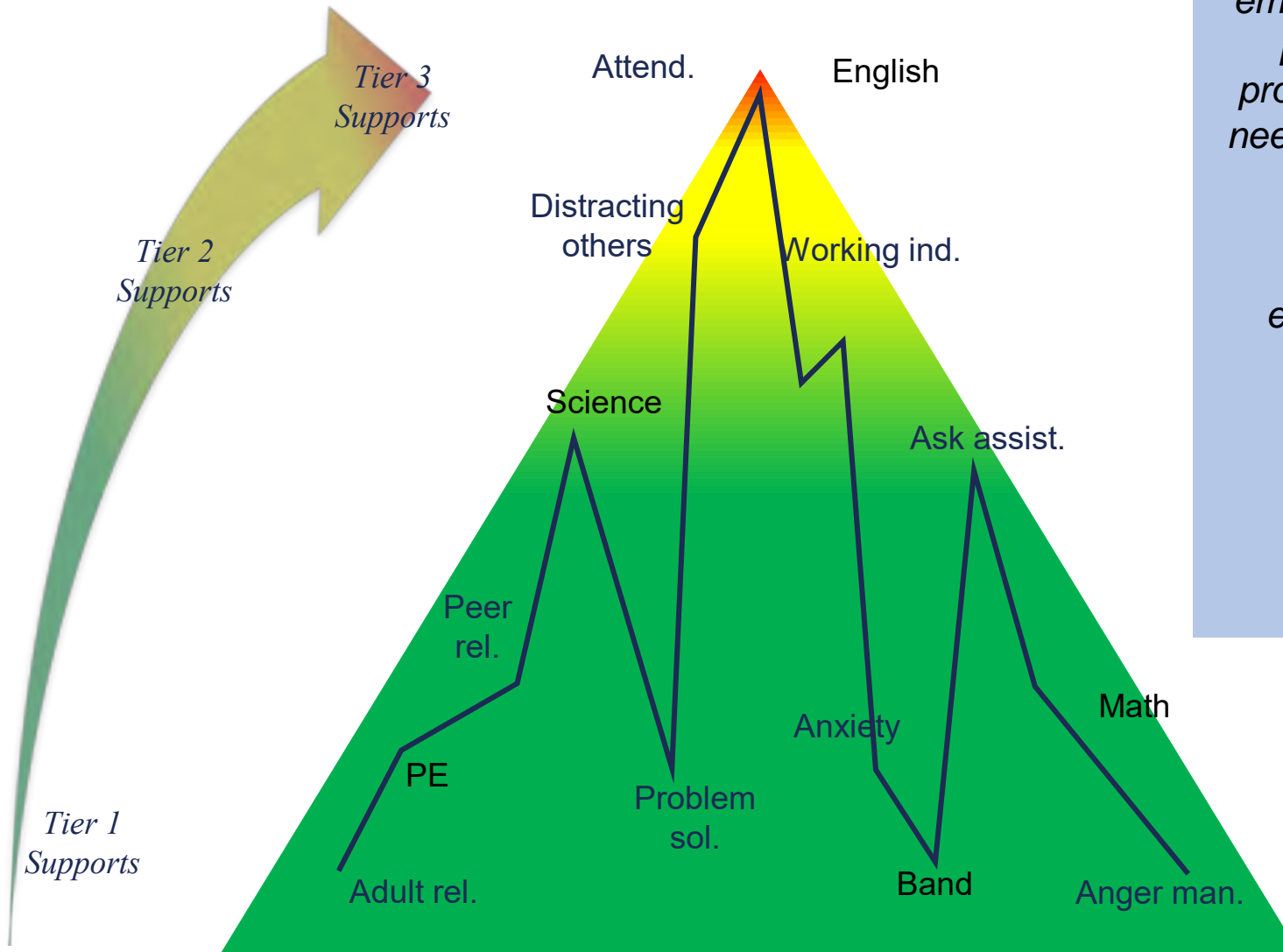
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# Student Profile



## IN CHAT:

*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?*



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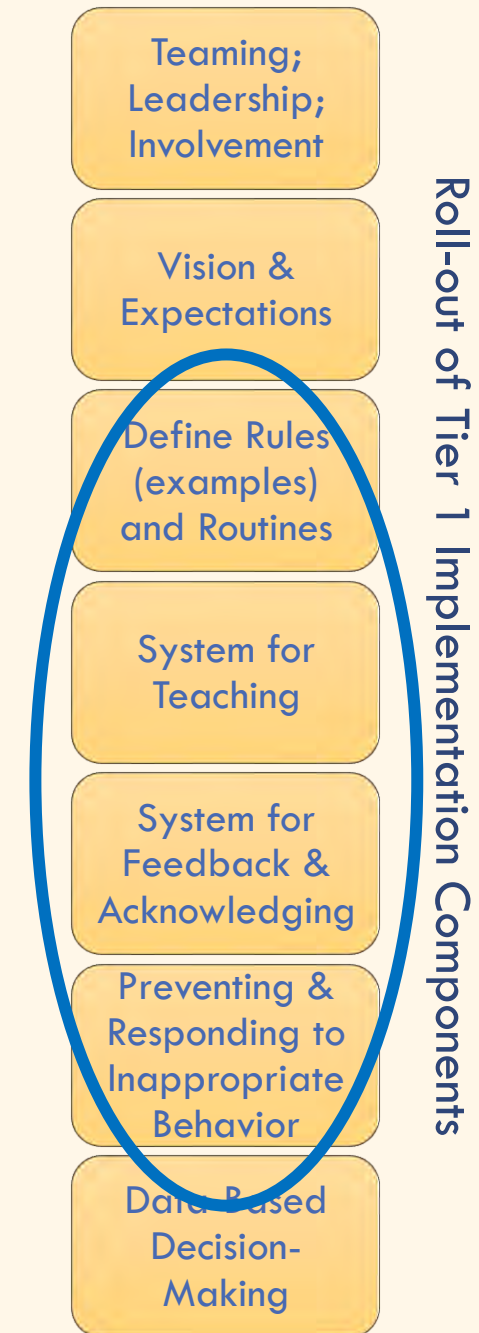
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# Invest in Evidence-Based Practices



# Audit of Current Social Emotional Behavioral Supports

MWPBIS TFI 1.1-1.2  
Activity 1: Audit/Resource  
Map of Current Practices  
within Three-Tiered Model  
of Support  
Rev 4.1.21

List the Current Practices provided to all, groups, or individual students for support: <i>e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.</i>	Date and data last time the practice was checked for fidelity <i>e.g. 9/14: 83% items in place</i>	Date and data last time student outcomes were reported <i>e.g. 10/3: 78% (18/23) students achieving goal</i>
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	We haven't	
Tier 1 – Teachers use the 5 skills from our responding to problem behaviors routine		
Tier 1 -	<b>CHAT:</b> What is an action step for you from this activity? How should your Tier 1 team progress monitor practices moving forward?	
Tier 2 -		
Tier 2 -		
Tier 3 -		
Tier 3 -		

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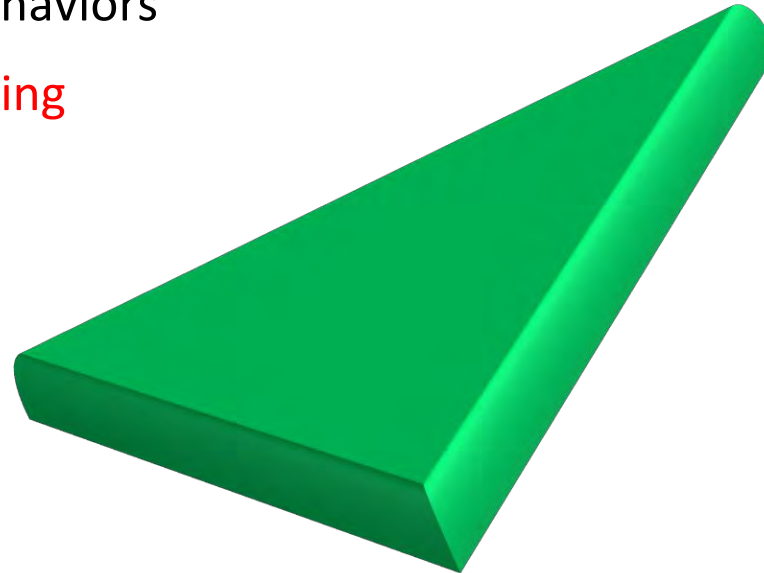
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# Tier I : *Universal/Core Features - all*

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

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



Teaming;  
Leadership;  
Involvement

Vision &  
Expectations

Define Rules  
(examples)  
and Routines

System for  
Teaching

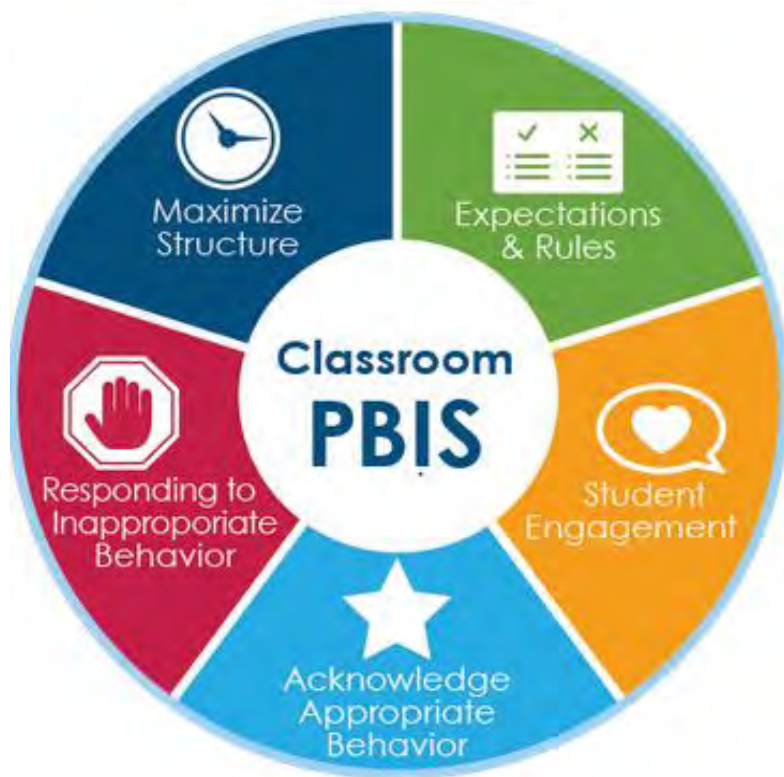
System for  
Feedback &  
Acknowledging

Preventing &  
Responding to  
Inappropriate  
Behavior

Data Based  
Decision-  
Making

Roll-out of Tier 1 Implementation Components

# Evidence-Based Class-wide PBIS Practices



1. Maximize structure in the classroom with predictable routines and a safe, orderly environment
2. Teach, monitor, and reinforce expectations and rules that are aligned to the school-wide expectations
3. Actively engage students by providing culturally responsive instruction that includes high rates of opportunities to respond
4. Use a continuum of culturally responsive strategies to acknowledge appropriate behavior
5. Use a continuum of culturally responsive strategies to respond to inappropriate behavior

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)



Florida's Positive Behavioral Interventions & Support Project

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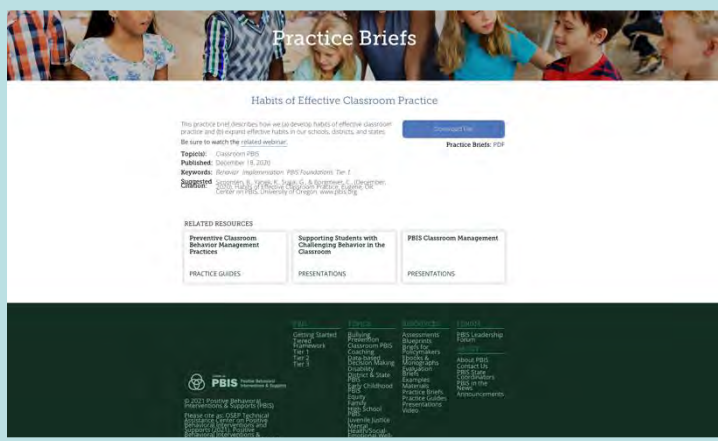
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Roll-out of Tier 1 Implementation Components

Check out our Practice Brief on:

# Habits of Effective Classroom Practice

<https://www.pbis.org/resource/habits-of-effective-classroom-practice>





CENTER ON

**PBIS**

Positive Behavioral Interventions & Supports

### Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In *"The Power of Habit,"* Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (responses) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
Example 3	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.

#### How can we develop habits of effective classroom practice?

Although we can develop habits accidentally (e.g., give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage in a different behavior, and experience a different consequence (see example below).

	Antecedent	Behavior	Consequence
Example 3 (revised)	Parent chooses candy-free check-out line at store	Parent engages child in "line game" while waiting	Parent avoids screaming and enjoys child's attention

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success, building effective habits, celebrating accomplishments, and sharing with others.

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

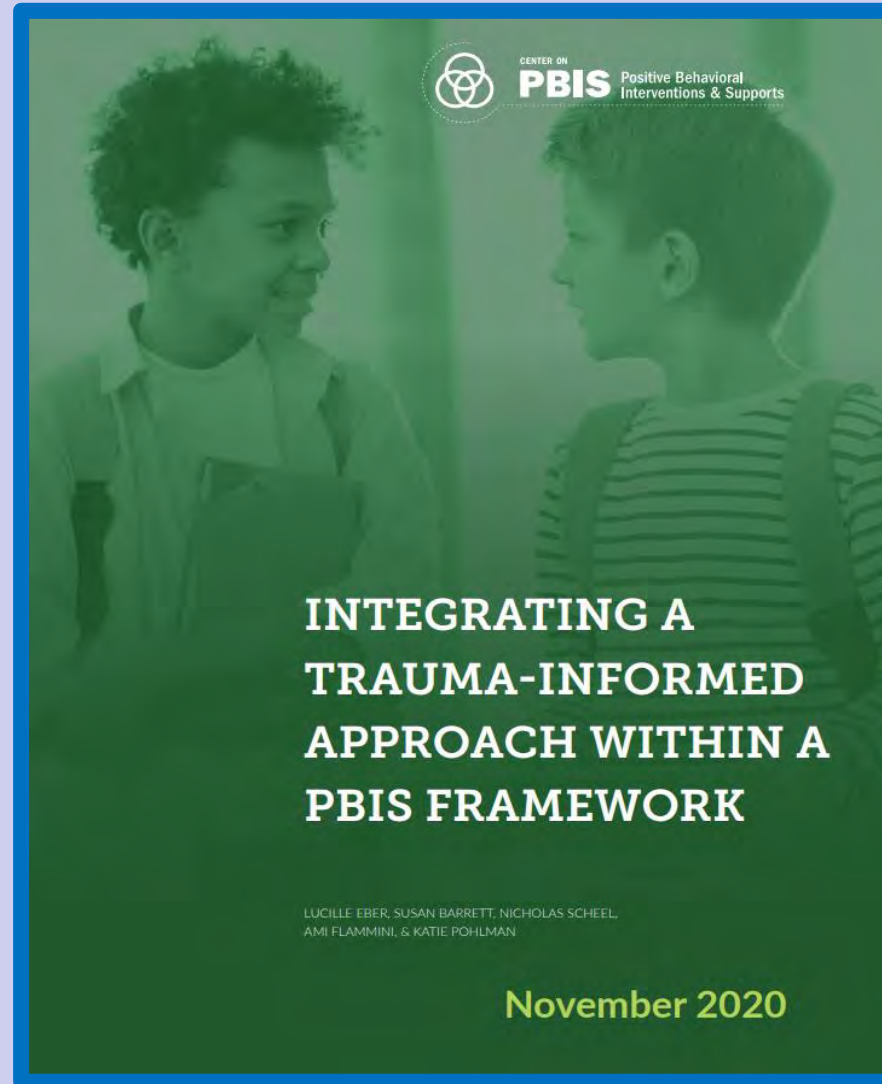
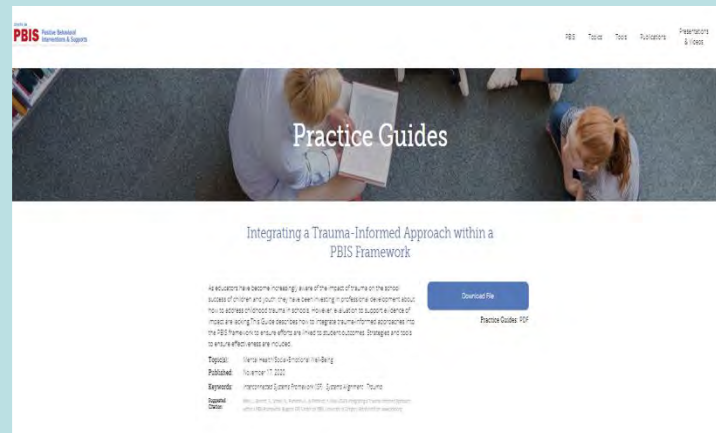
- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
- System for Feedback & Acknowledging
- Preventing & Responding to Inappropriate Behavior
- Data Based Decision-Making

Roll-out of Tier 1 Implementation Components

Check out our Practice Brief on:

# ***Integrating a Trauma-Informed Approach Within a PBIS Framework***

<https://www.pbis.org/resource/integrating-a-trauma-informed-approach-within-a-pbis-framework>



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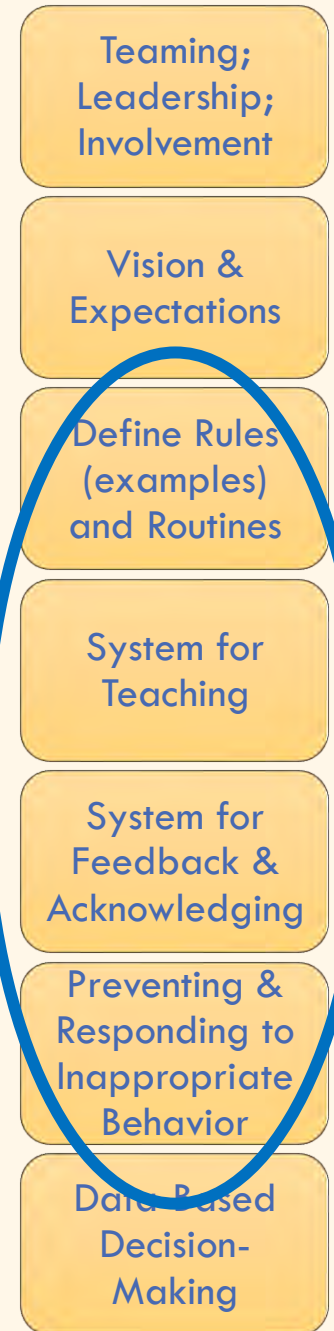
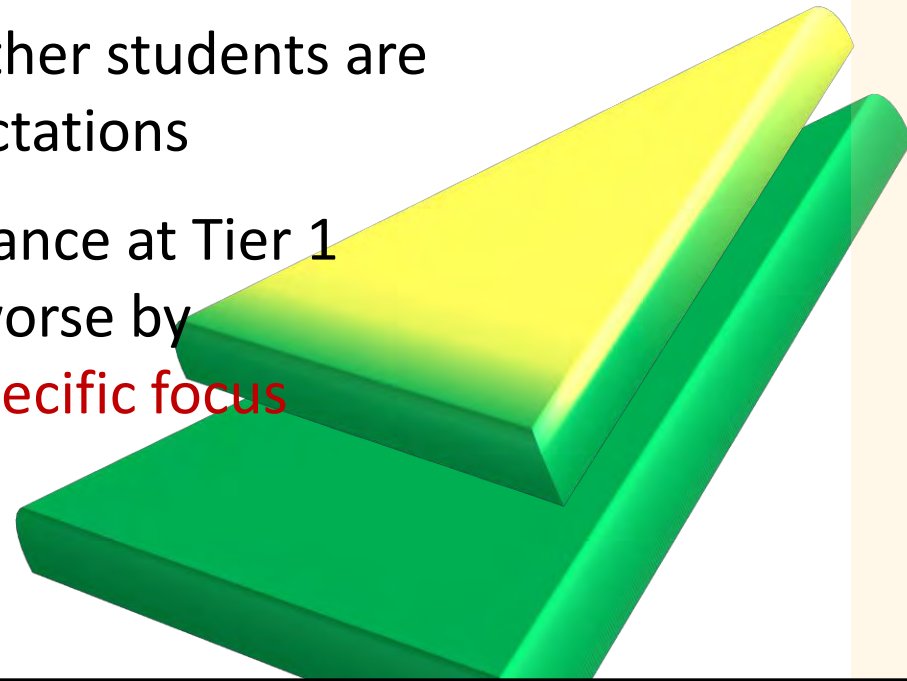
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Roll-out of Tier 1 Implementation Components

## Tier II: Targeted group/supplemental support features - *some*

- Efficient and effective informal assessment process to **identify at-risk students**
- Interventions designed for **groups with similar need** and directly linked to Tier 1 school-wide expectations
- Progress monitoring that shows whether students are demonstrating the school-wide expectations
- Goal is to improve students' performance at Tier 1 and prevent problems from getting worse by providing **more** (a) **time** and/or (b) **specific focus**

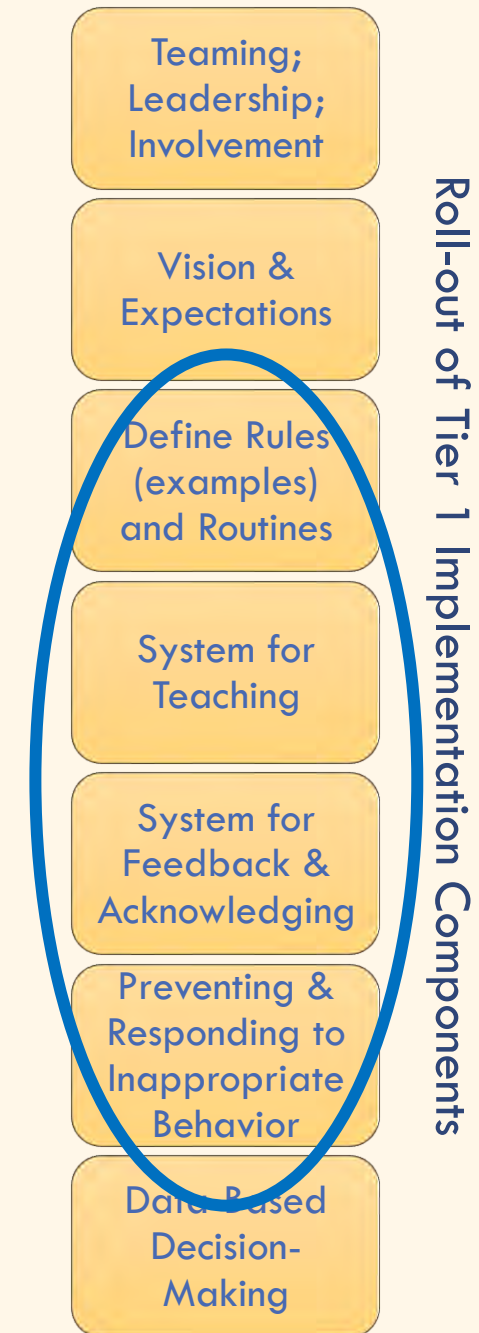
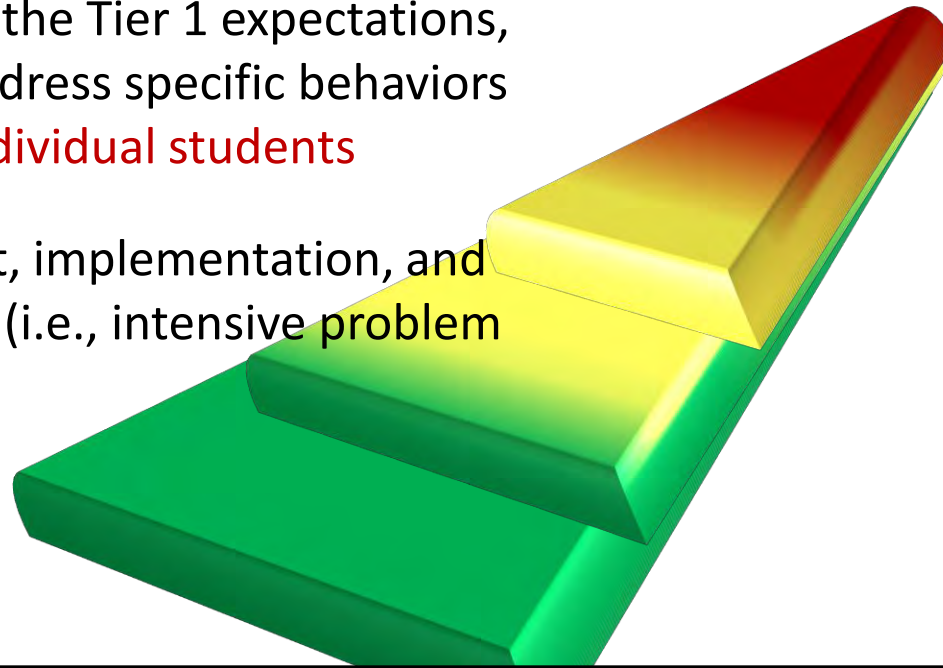


Roll-out of Tier 1 Implementation Components

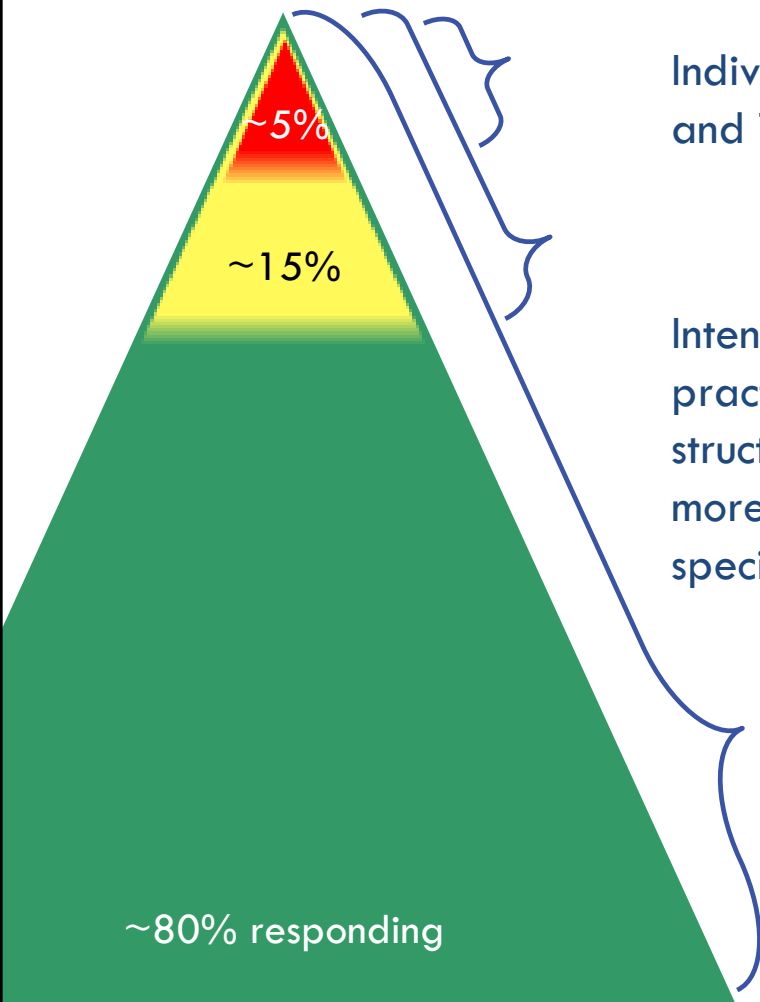
# Tier III: Individualized/intensive supports

## - *few*

- Provided to a **FEW** students and include the **most intensive services** a school can provide with **more** (a) **time** and (b) **narrow focus** of instruction/intervention
- Requires **additional expertise**, collaboration, and coordination among the school's staff, community providers, and family members
- Instruction and support that builds upon the Tier 1 expectations, coupled with customized strategies to address specific behaviors designed for **very small groups and/or individual students**
- Includes procedures for the development, implementation, and monitoring of individualized **FBA** and **BIP** (i.e., intensive problem solving)
- Part of a **continuum** of supports



# Putting it together: Multi-Tiered Practices means...



## Tier III Prevention:

Individualizing the core Tier 1 and Tier 2 practices...

## Tier II Prevention:

Intensifying the Core Tier 1 practices (increased frequency, structure, and feedback) when more support is needed for specific skills...

## Tier I Prevention:

The core practices all staff use with all students...

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

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Leadership;  
Involvement

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Roll-out of Tier 1 Implementation Components

# Teaching School-Wide Expectations

Roll-out of Tier 1 Implementation Components

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Expectations & behavioral skills are taught & recognized in natural context

## REMINDERS FROM YOUR CHILD:

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

*Thank You and Have Fun!*

LARGO LITTLE LEAGUE

Communities can have expectations too!

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

## Remember The Little League Parent/Volunteer Pledge

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

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



PERSONAL INJURY ATTORNEY  
**MATTHEW NOYES**  
BERENCH, CAULFIELD, AVREIL & NOYES, P.A.

*A trusted name in Clearwater for nearly 40 years.*  
727-796-8282 MatthewNoyes.com



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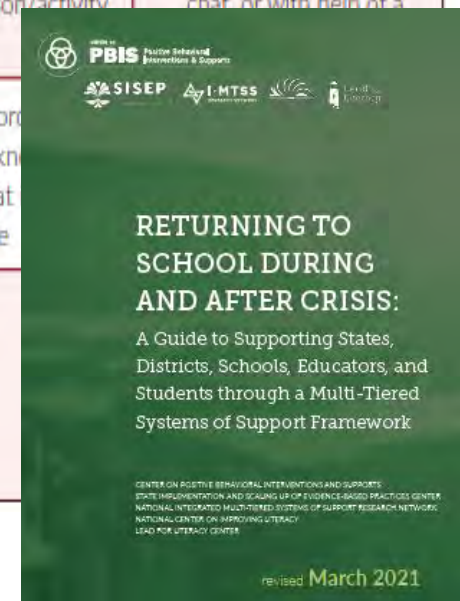
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# Example School Teaching Matrix of Expectations within Routines/Settings

SOCIAL, EMOTIONAL, BEHAVIOR EXPECTATIONS	CONTEXT/SETTING				
	Hallway	Classroom	Bus	Online Group	Online Independent
<b>Respect</b>	<ul style="list-style-type: none"> <li>Smile with your eyes and wave to acknowledge adults &amp; peers</li> <li>Use kind language</li> </ul>	<ul style="list-style-type: none"> <li>Greet adults &amp; peers at beginning &amp; end of activity</li> <li>Use kind language</li> </ul>	<ul style="list-style-type: none"> <li>Talk kindly to students sitting in your area</li> <li>Wait turn to board/exit</li> </ul>	<ul style="list-style-type: none"> <li>Mute when listening</li> <li>Use kind language</li> </ul>	<ul style="list-style-type: none"> <li>Take turns if others waiting</li> <li>Wear headphones</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Maintain 6' (big) personal space bubble</li> <li>Take care of your materials as you transition in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Stay in assigned spot to maintain 6' distance</li> <li>Do your best</li> <li>Engage in learning</li> </ul>	<ul style="list-style-type: none"> <li>Let bus driver know if unsafe behavior seen</li> <li>Sit in assigned seat &amp; maintain distance</li> </ul>	<ul style="list-style-type: none"> <li>Log-in/off on-time</li> <li>Actively participate</li> <li>Have materials ready for each lesson/activity</li> </ul>	<ul style="list-style-type: none"> <li>Stay engaged</li> <li>Keep device charged</li> <li>Ask for help (via email, chat, or with help of a)</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>Wear mask</li> <li>Follow 1-way direction arrows</li> </ul>	<ul style="list-style-type: none"> <li>Wear mask</li> <li>Disinfect desk/table before &amp; after use</li> </ul>	<ul style="list-style-type: none"> <li>Wear mask</li> <li>Disinfect seat</li> <li>Keep hands to self</li> </ul>	<ul style="list-style-type: none"> <li>Keep password</li> <li>Let teacher know if private chat inappropriate</li> </ul>	
<b>All Context &amp; Settings</b>	<ul style="list-style-type: none"> <li>Model &amp; prompt expected behavior</li> <li>Provide positive &amp; informative (i.e., behavior, context) feedback when expected behavior observed</li> <li>Pre-teach expected behavior before entering problem setting /contexts</li> <li>Re-teach when expected behavior when not observed</li> <li>Intensify supports for chronic problem settings/contexts</li> </ul>				



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Roll-out of Tier 1 Implementation Components

# Teaching Classroom-Wide Expectations and Routines

Classroom Routines			
Rules	Group work	Desk work	Quizzes
Respect Ourselves	Offer ideas	Sit with feet on the ground	Study assess
Respect Others	Complete all tasks	Get up and stretch if necessary	Read to and do check a
Respect Property	Compliment others' ideas	Work silently	Keep e your pag
	Listen and make eye contact	Read quietly if finished ahead of others	Study oth
	Keep materials organized	Keep desk area	Keep de
	Move desks		

## Classroom Expectations

- Be on time prepared to learn
- Be Responsible
- Be Respectful
- Be Safe
- Use kind words
- Follow teachers directions
- Keep hands, feet, and objects to yourself
- Sit properly

## Take care of Yourself. Each other. our School.

- Take care of Yourself:
  - Sit on chairs, stools, or the floor.
  - Be silent during fire drills.
  - Walk inside and on sidewalks.
  - Wear clothes to school.
  - Things when sitting on the floor.
  - Teacher if you need to nurse.
  - Blue benches before school.
  - Hand to talk slowly if the track.
- Take care of Each other:
  - Keep your body to yourself.
  - Wait your turn to talk.
  - Give people enough space.
  - Criss-cross your legs at group.
  - Be nice.
  - Talk softly when inside or in a line.
  - Tag people softly.
  - Keep your feet on the ground.
  - Keep your hands to yourself.
- Take care of our School:
  - Walk around furniture and people.
  - Keep your backpack in your cubby.
  - Play with things softly or gently.
  - Keep your toys and pets at home or in your car (unless it's Show and Tell).

## Classroom Expectations

- Be on time and ready to learn
- Use kind words
- Sit properly
- Model acting listen
- Losoya School Middle Classroom expectations

## CLASSROOM EXPECTATIONS

- Be on time and ready to learn
- Use kind words
- Sit properly
- Model acting listen
- Losoya School Middle Classroom expectations

## Respeto

Respecto

## Sherwood Forest Elementary

### Einstein Students Are...

- Safe
- Respectful
- Responsible
- Ready to Learn

### Our CLASSROOM Expectations

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

## Escola Elemental Sherwood Forest

### Los estudiantes de Einstein son y están...

- Seguros
- Respetuosos
- Responsables
- Listos para aprender

### Expectativas en nuestras aulas

- Mantenga las manos, pies y objetos para sí mismo.
- Siga los todos los materiales que necesita para completar su trabajo.
- Siga las instrucciones.
- Levante la mano y espere a ser atendido antes de hablar.
- Se levante con los demás.
- Escuche activamente.
- Se un participante cooperativo en el grupo.
- Adherirse a todas las reglas de la escuela.

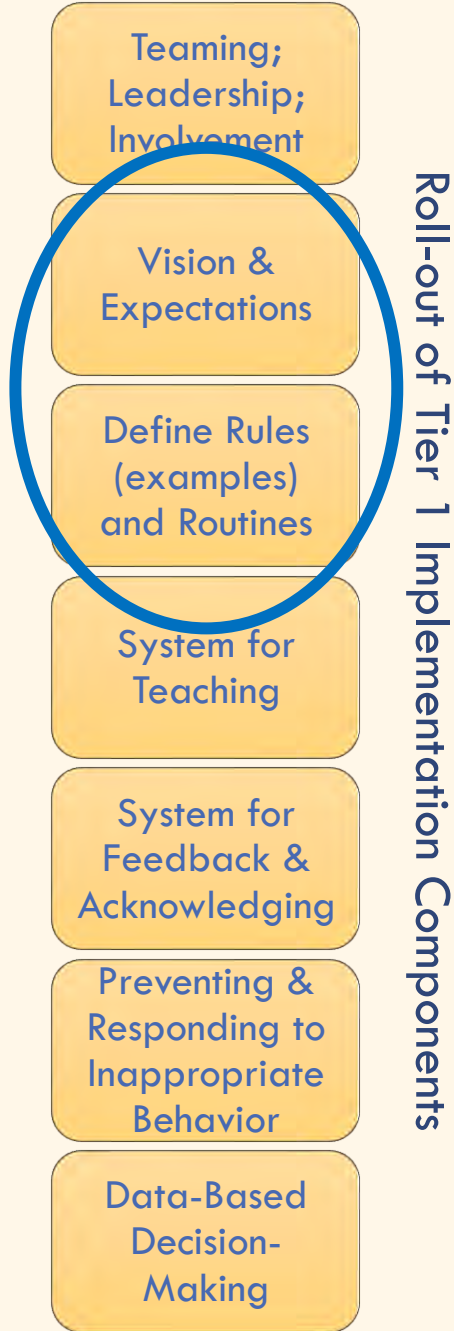
### Học sinh Einstein Sherwood Forest

#### Học sinh Einstein...

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

#### Kỷ vọng của LỚP HỌC

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



# VIRTUAL LEARNING EXPECTATIONS PARENTS CAN...

- Support your child's teacher in their online instruction
- Establish a predictable routine or schedule for your child's day
- Set home expectations for home to behave throughout the day
- Establish a work space for your child to use for online learning
- Monitor your child's progress, grades and assignments
- Monitor communications from your child's teacher and school
- Encourage and praise your child for doing his/her own work
- Speak to your child regularly about concerns or challenges
- Provide positive feedback when your child is Being a Cardinal



## VIRTUAL CLASSROOM PROCEDURES ENTERING THE VIRTUAL CLASSROOM



**Southside ISD  
Cardinals are  
Safe  
Respectful  
Responsible  
Be a Cardinal!**

- Be on time with needed materials (have my device charged for the day)
- Check the SISD website and Google Classroom for assignments and teacher updates before online instruction
- Ask my teachers for help with any part of

### BE RESPONSIBLE

- Be on time with needed materials (have my device charged for the day)
- Check the SISD website and Google Classroom for assignments and teacher updates before online instruction
- Ask my teachers for help with any part of



## EXPECTATIVAS DE APRENDIZAJE VIRTUAL



SOUTHSIDE ISD  
MENCHACA EARLY CHILDHOOD

### SER SEGURO



Este preparado para aprender con su dispositivo



Trabajar en un lugar tranquilo



Use dos manos para llevar mi dispositivo



Mantenga la comida y la bebida lejos de mi dispositivo

### SER RESPETUOSO



Llegue a tiempo y listo para aprender



Use palabras amables cuando aprenda en línea



Silencia tu micrófono



Escucha a mi maestra



Sea amable con mi dispositivo



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

CENTER ON PBIS

May 2020



Positive Behavioral  
Interventions & Supports

## CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

CENTER ON PBIS

March 2020

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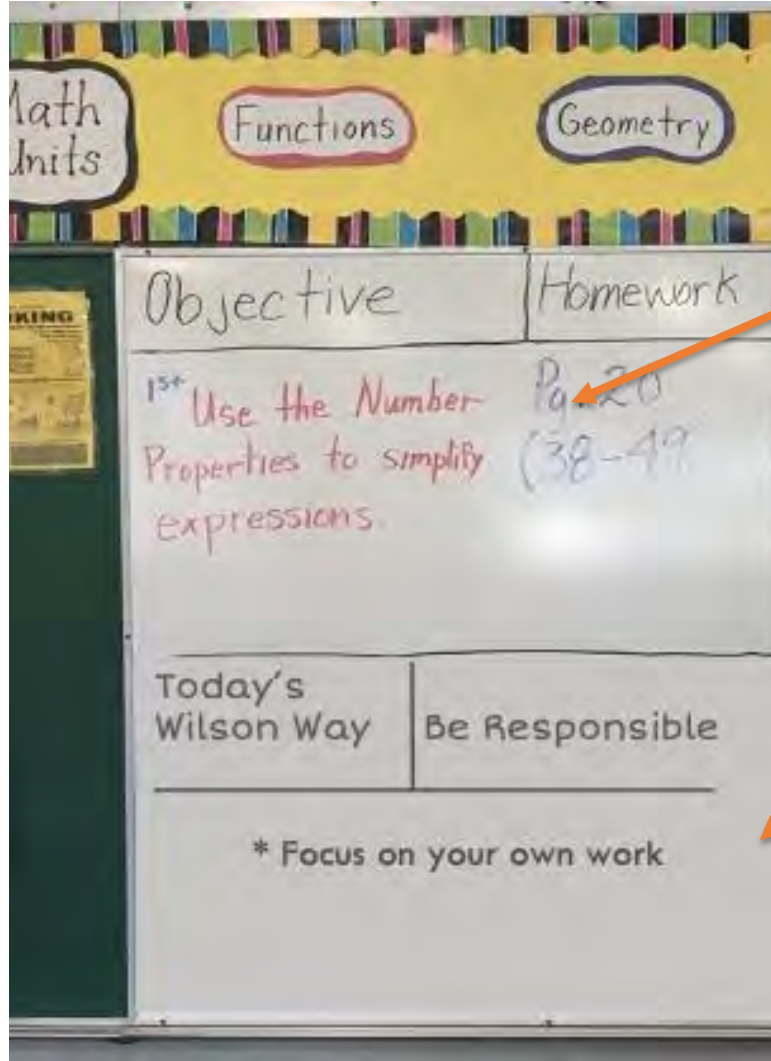
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Roll-out of Tier 1 Implementation Components

# 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.

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# Classroom and School-wide Strategies to Encourage Appropriate Behavior

## Teach Behavior/ Routines

- A written plan/schedule for teaching and practicing expectations, rules, or procedures

## Preventative Prompts

- Prompting expected behavior just prior to when it is needed. "Before we transition to group work, remember showing respect looks like..."

## Behavior Specific Praise

- "Diane, Awesome! You are showing Listening to the speaker by leaning in, that's being respectful."

## Individual Reinforcers

- Tiger tokens, bulldog bucks, table points, etc.

## Group Contingencies

- After 20 Tiger Tokens are earned among the group, everyone gets a 5-10 min social reward

Your  
Teaching  
System for  
SEB  
Learning

Your Feedback and  
Acknowledgement  
System

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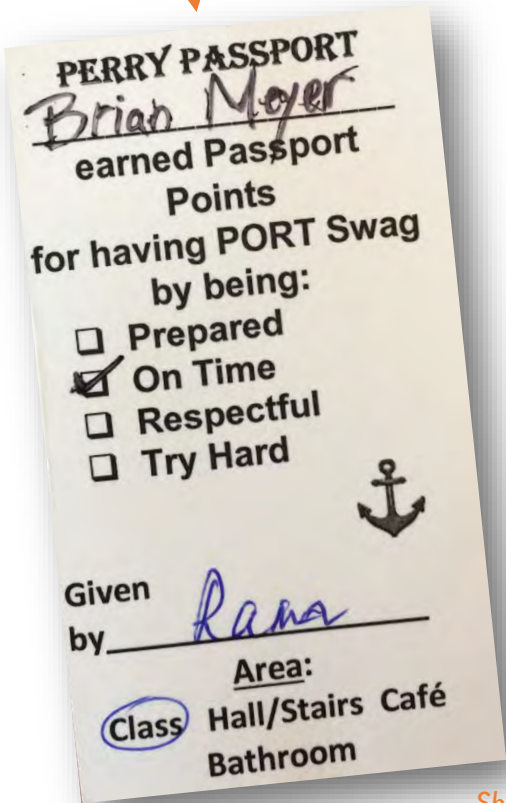
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# Physical Token Reinforcers

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



# Digital Tokens

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

A digital entry form titled 'PERRY PASSPORT'. It has fields for 'Date \*' (MM / DD / YYYY), 'Student \*' (Choose), 'This student has earned Passport Points for having PORT Swag by: \*' (radio buttons for being PREPARED, ON TIME, RESPECTFUL, TRYING HARD), 'Area \*' (radio buttons for Class, Hall/Stairs, Cafeteria, Bathroom), and 'Given by: \*' (Choose). At the bottom, there is a 'SUBMIT' button and a checkbox for 'Send me a copy of my responses.'.

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Roll-out of Tier 1 Implementation Components

# Encouraging Expectations

Roll-out of Tier 1 Implementation Components

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## Cardinal Leaders of the Month...

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

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

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



Tickets, Tickets  
**Learn About Them!**

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



Southwest  
Rapid Rewards™

**Thank you for kicking tail.**

A-List Preferred Member

**H. George**

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

# Virtual Rewards for Elementary School Students



## Types of Rewards

Take time to consider all the different types of rewards that you can offer students. They can focus on social aspects, activities, tangibles, and more.



## Prepare

Some rewards can be thought

# Virtual Rewards for Secondary School Students



## Types of Rewards

Take time to consider all the different types of rewards that you can offer students. They can focus on social aspects, activities, tangibles, and more.



## Prepare

Some rewards can be thought of in the moment and others may need some time to prep.

Low prep time



### Verbal praise

Breakout session with peers or choose peers to work in a small group

Personal shout-out on Canvas or other platform badge

Allow students to introduce family pet

Early dismissal from online learning

Homework pass, extra time or shortened assignment

Pick a partner for a group assignment

Wear sunglasses or hat to class

Tell a joke to class

Virtual emoji in chat box to recognize students' efforts

Share a favorite photo or selfie

Share artwork with the class

Choose a virtual background for self or the teacher

Skip an assignment

Student gets to pick the "spirit" day or costume theme

Change picture on the learning platform

Virtual brag tag

Allow a "sneak peak" at an assignment

Choose virtual field trip

Select a book to read

Email or call family with positive praise

Play an online game such as, Trivia, Pictionary or "Would you rather?"

Use a personal reward to play a game

Second chance assignment

Allow the student to show the class a dance move

Choose a teacher to be class DJ during class dance party

Email or mail student a certificate

Social media spotlight

GoNoodle break

Lead or co-lead a breakout

Select a virtual chat mode

Lunch with teacher or staff member virtually

Pick a 5 minute fun topic for class discussion - my favorite vacation, food, celebrity, Netflix show, etc.

Choose a virtual background for self or the teacher

Skip an assignment

Student gets to pick the "spirit" day theme

Low prep time



Medium prep time



Med/High prep time



### Verbal praise

Breakout session with peers or choose peers to work in a small group

Personal shout-out on Canvas or other platform badge

Allow students to introduce family pet

Early dismissal from online learning

Homework pass, extended time or complete a reduced assignment

Drop the lowest grade

Pick a partner for a group assignment

Allowed to wear sunglasses, or hats to class

Student gets to tell class a joke

Virtual emoji in chat box to recognize students' efforts

Essay discount

Share a favorite photo or selfie

Choose a virtual background for self or the teacher

Skip an assignment

Student gets to pick the "spirit" day theme

Allow a "sneak peak" at an assignment

Choose virtual field trip

Email or call student's family with positive praise

Change a short answer question to a multiple choice answer

Play an online game such as, Trivia, Pictionary or "Would you rather?"

Allow the student to show the class a dance move

Choose a dance move for the teacher to demonstrate

Email or mail student a certificate

Social media spotlight

Student gets to set the agenda for the class

Lunch with teacher or staff member virtually

Pick a 5 minute fun topic for class discussion - my favorite vacation, food, celebrity, Netflix show, etc.

Digital/virtual pie in the face (teacher or admin)

Be class DJ during class dance party

Karaoke break and choose the play list

Choose teacher's outfit or crazy hairstyle

Showcase a special talent in person or via video recording

Student selects a teacher or administrator to wear a silly or outrageous outfit

Mail student reward - coupon, pencil, giftcard

Send an electronic gift card

Teacher or administrator lip sync battle

Raffle

Receive one-on-one time with a staff member

Mail home swag items - hats, shirts, backpacks, etc.

Co-teach a lesson

Have a pizza delivered to the student's home

Produce and share a video

Share a media clip with the class or favorite YouTube video



Florida's P Intervention

Teaming;  
Leadership;  
Involvement

Vision &  
Expectations

Define Rules  
(examples)  
and Routines

System for  
Teaching

System for  
Feedback &  
Acknowledging

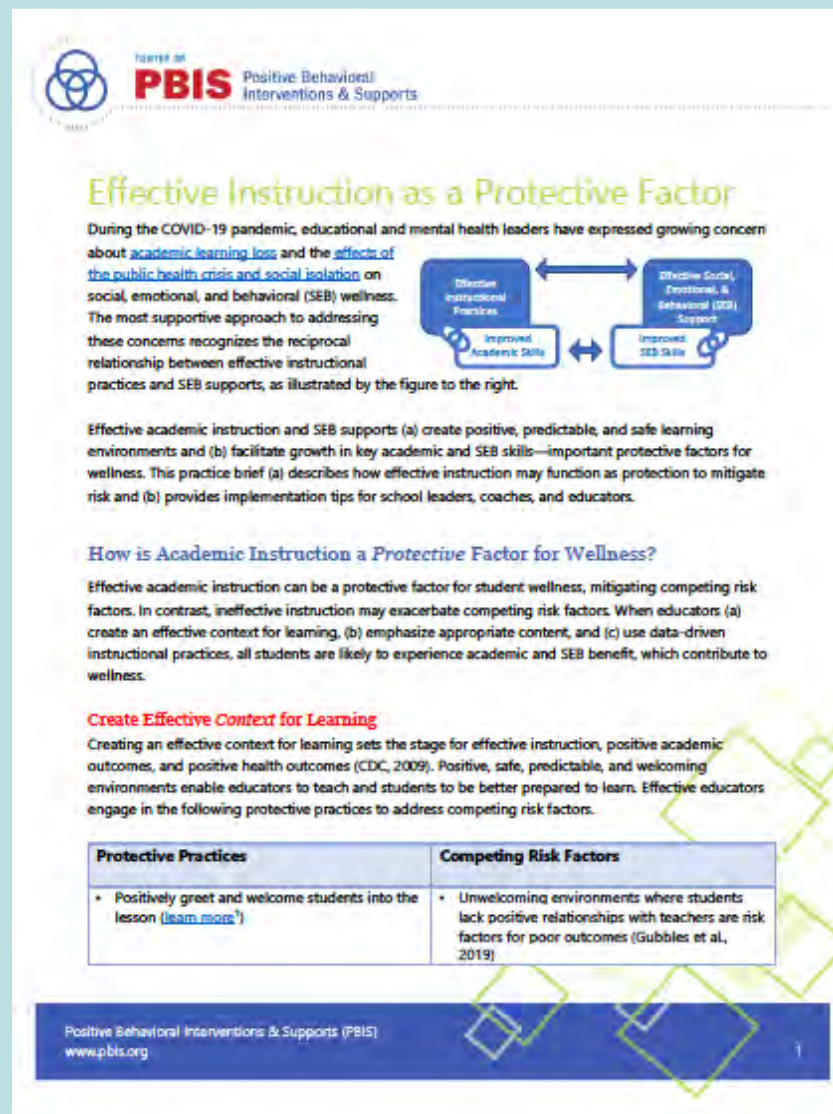

Preventing &  
Responding to  
Inappropriate  
Behavior

Data-Based  
Decision-  
Making

Roll-out of Tier 1 Implementation Components

# Check out our Practice Brief on: ***Effective Instruction as a Protective Factor***

<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>



**Effective Instruction as a Protective Factor**

During the COVID-19 pandemic, educational and mental health leaders have expressed growing concern about academic learning loss and the effects of the public health crisis and social isolation on social, emotional, and behavioral (SEB) wellness. The most supportive approach to addressing these concerns recognizes the reciprocal relationship between effective instructional practices and SEB supports, as illustrated by the figure to the right.

Effective academic instruction and SEB supports (a) create positive, predictable, and safe learning environments and (b) facilitate growth in key academic and SEB skills—important protective factors for wellness. This practice brief (a) describes how effective instruction may function as protection to mitigate risk and (b) provides implementation tips for school leaders, coaches, and educators.

**How is Academic Instruction a Protective Factor for Wellness?**

Effective academic instruction can be a protective factor for student wellness, mitigating competing risk factors. In contrast, ineffective instruction may exacerbate competing risk factors. When educators (a) create an effective context for learning, (b) emphasize appropriate content, and (c) use data-driven instructional practices, all students are likely to experience academic and SEB benefit, which contribute to wellness.

**Create Effective Context for Learning**

Creating an effective context for learning sets the stage for effective instruction, positive academic outcomes, and positive health outcomes (CDC, 2009). Positive, safe, predictable, and welcoming environments enable educators to teach and students to be better prepared to learn. Effective educators engage in the following protective practices to address competing risk factors.

Protective Practices	Competing Risk Factors
<ul style="list-style-type: none"><li>Positively greet and welcome students into the lesson (<a href="#">learn more</a>)</li></ul>	<ul style="list-style-type: none"><li>Unwelcoming environments where students lack positive relationships with teachers are risk factors for poor outcomes (Gubbles et al., 2019)</li></ul>

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

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Check out our Practice Brief on:  
***Discussing Race, Racism,  
and Important Current  
Events with Students***

<https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources>

 **CENTER ON PBIS** Positive Behavioral Interventions & Supports JULY 2021

**CULTURAL AWARENESS**

**Watch:** [With Different Eyes™](#) (talk by Django Paris)

**Read:** [From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools™](#) (article by Gloria Ladson-Billings)

**Reflect:**

- What was my first awareness of racial differences, and how old was I when it happened?
- How has my view of racial differences changed over time?

**My next steps:**

1. \_\_\_\_\_
2. \_\_\_\_\_



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# Responding to Behavior

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### Verbal De-escalation

Sometimes, the way an educator responds to an agitated student can make all the difference in helping them calm down and regain control.

1 Recognize the SIGNS of Agitation...

1

2

3

1

2

3

1

2

3

2 Achieve UNDERSTANDING

1

2

3

1

2

3

1

2

3

3 Help the individual FEEL HEARD

1

2

3

1

2

3

1

2

3

Address Safety Concerns

1

2

3

1

2

3

1

2

3

Cool-Down Strategies

1

2

3

1

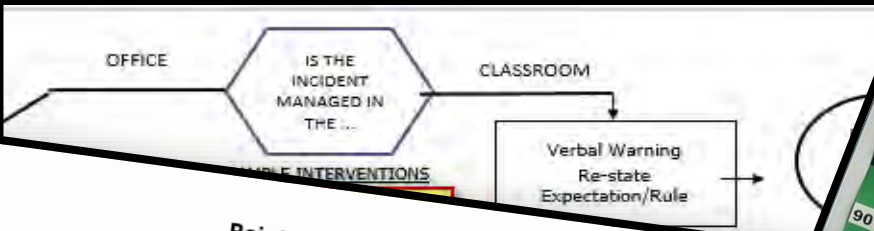
2

3

1

2

3



### Reintegration Flow Chart

For each of the following situations, discuss what will be the timeline, action plan, and steps for outlining the procedures for reintegration at your school

Reintegration from Class Removal

Describe here what will be done:  
Completed Restorative Chat form?  
A Meeting with the teacher/student?

Reintegration from ISS

Describe here what will be done:  
Completed Restorative Chat form? A Meeting with the teacher/student?  
Academic work completed? Reintegration plan?

Reintegration from OSS

Meeting with teacher/student/administration/family (victim/offender)?  
Restorative Conference? Reintegration plan?

Reintegration from Alternative Education



Artist Ludacris at Poinciana HS (Osceola Co.)

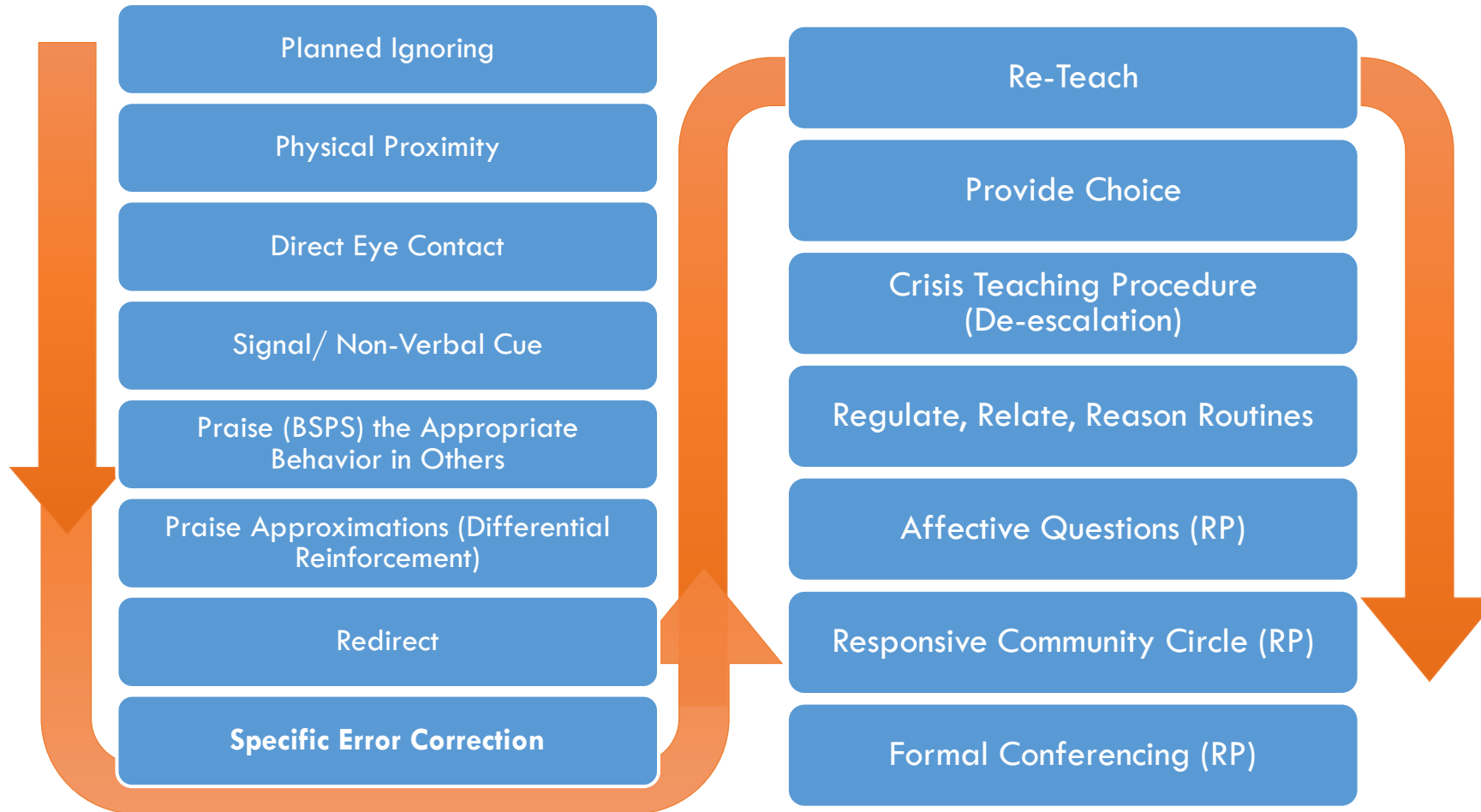
### IMPERIAL ESTATE KID FOR CHARACTER

STUDENT'S NAME: \_\_\_\_\_  
GRADE: \_\_\_\_\_

I.) REASON FOR POSITIVE

- A. Safe- follow
- B. Prepared and
- C. Active learner
- D. Respectful
- E. Kind to others
- F. Has shown
- G. Other: \_\_\_\_\_

# Develop a Continuum of Strategies to Respond to Inappropriate Behavior



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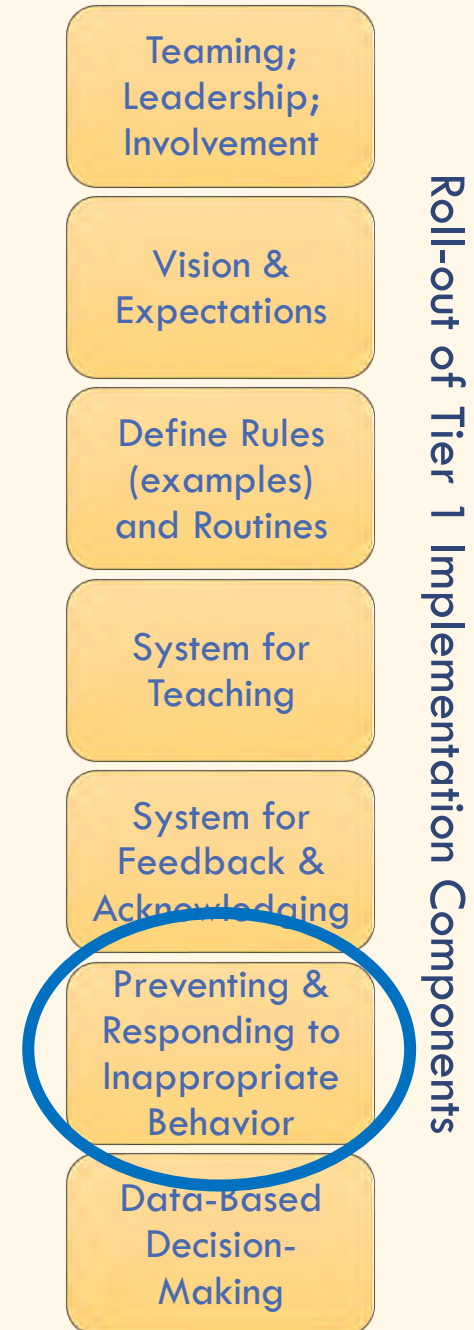
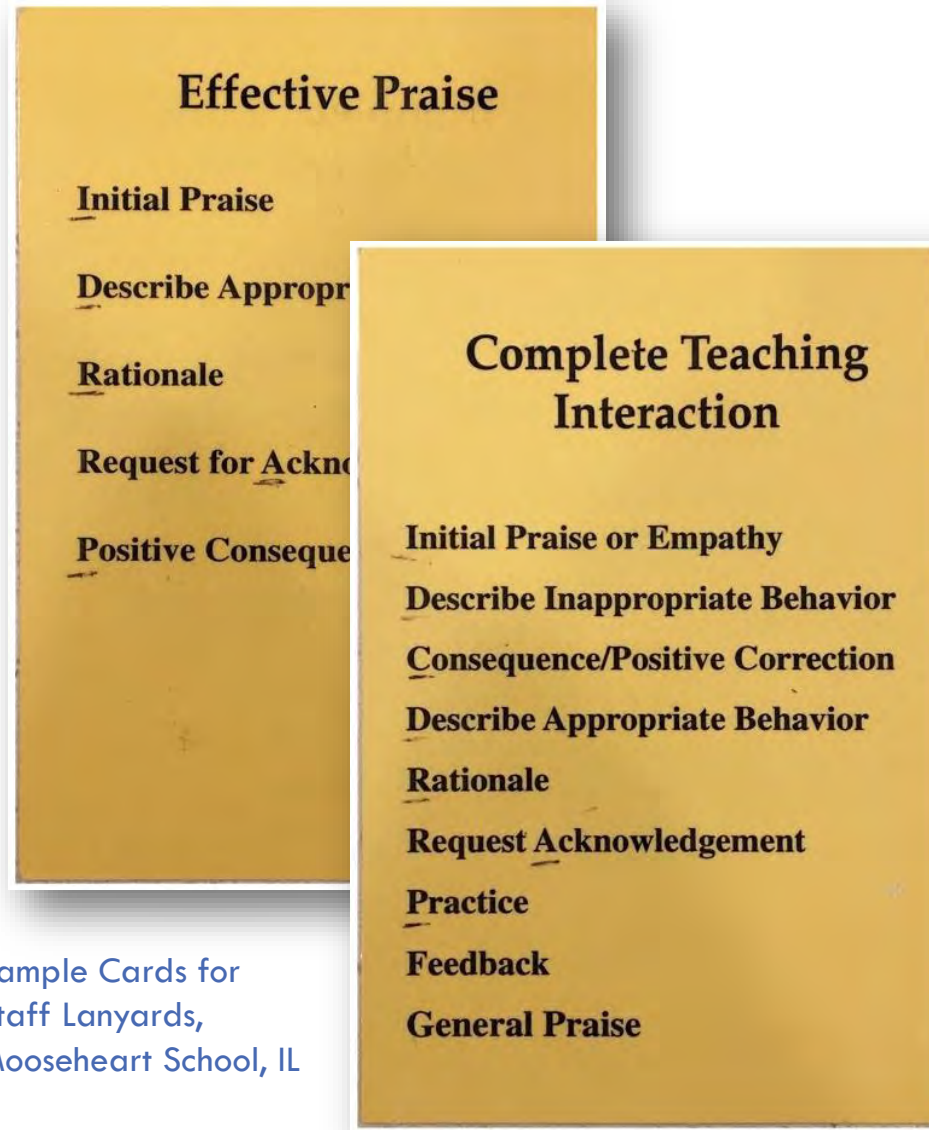
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# Discuss Error Correction

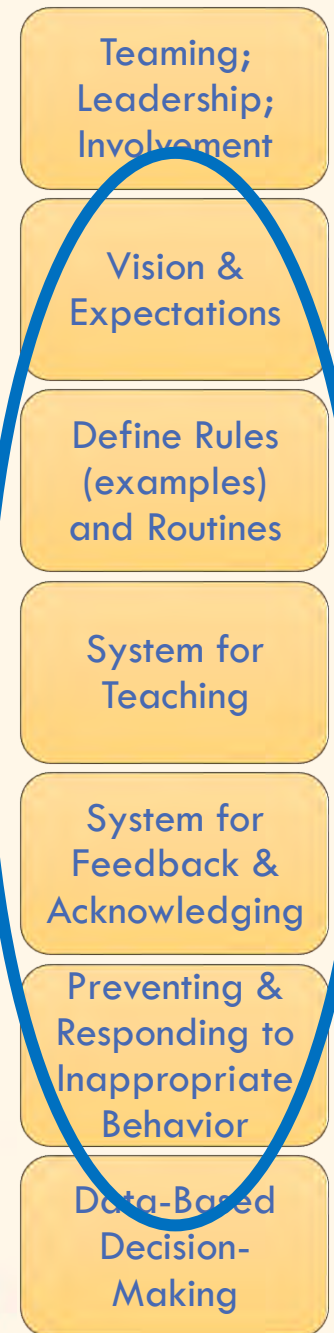
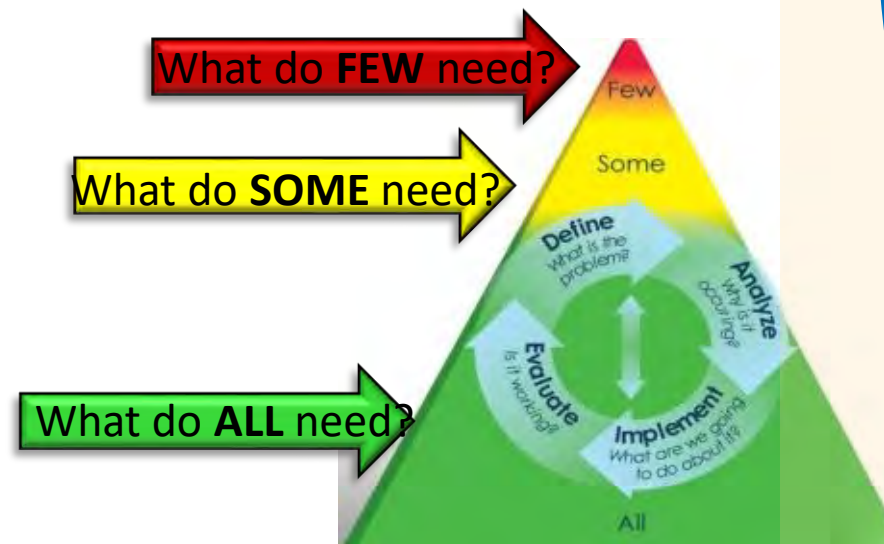
- How can you increase teacher's quality of Specific Error Correction?
- What does your school already have in place?
- How will you get staff and student input?

Sample Cards for  
Staff Lanyards,  
Mooseheart School, IL



# Questions for Consideration

1. Revisit the Tier 1 Expectations by Setting Matrix
2. Does anything need to be addressed to fit today's context?
  - What do your data tell you?
  - Description of expectation (behavior)
  - Context/Setting (location, mode of instruction)
3. How does your team plan to teach?
  - Educators and Staff
  - Students
  - Families
4. Discuss some possible next steps



Roll-out of Tier 1 Implementation Components

# Lets Revisit the Poll Results and Action Plan

## Practices Learning Objectives

1. We have 3-5 positive expectations that guide our school community, and students/staff know how to demonstrate them in various settings (1.3)
2. We regularly teach expected social, emotional, and behavioral skills. (1.4)
3. Our staff are consistent in how they both interpret and respond to problem behaviors (1.5, 1.6)
4. Teachers' are consistent and effective in their classroom practices (1.8)
5. *80%+ of our teachers provide at least a 5 to 1 ratio of praise to behavioral corrections (1.9)*

### Scale:

- Absolutely
- Sort of
- Not so much



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DATA	PRACTICES	SYSTEMS
• • • • •	• • • • •	• • • • •
• • • • •	• • • • •	• • • • •
• • • • •	• • • • •	• • • • •

# Action Planning and Q&A

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# Please Complete this Session's Evaluation

## Session #C2- Getting Started: Implementing Effective Practices

### 1. In the Event Platform/App:

- In “Files” tab,
- In “Evaluations” in the navigation menu
- In “Chat”

OR

### 2. QR Code



**AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE**

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

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**Virtual PBIS Leadership Forum | #PBISForum**

October 26-28, 2021

# Resources



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**PBIS**

Positive Behavioral  
Interventions & Supports

[www.pbis.org](http://www.pbis.org)



Florida  
**PBIS**

Florida's Positive Behavioral  
Interventions & Support Project

[www.flpbis.org](http://www.flpbis.org)



**Midwest PBIS Network**

Positive Behavioral Interventions and Supports

[www.midwestpbis.org](http://www.midwestpbis.org)