Welcome
School-wide PBS Implementers!
This two-day forum is a technical assistance activity of the Center on PBIS and provides an opportunity for the Center to share information on the latest applications of PBIS. It has been designed to help school, state, district, and regional Leadership Teams, together with community and family partners, increase the effectiveness of school environments through PBIS.
Acknowledgements

Cheryle Kennelly
Jennifer Norton
Patti Leppala
Alanna Gatesman
Doug Blatti
Brian Meyer
Kelly Perales

Lucille Eber, Center on PBIS Forum Coordinator
Heather George, Center on PBIS Co-Director Lead
We’re here to help!

Signs and staff are strategically placed throughout our space to help you get where you want to go.

When in doubt, look for:

- Staff
- Volunteer
Many thanks to our Volunteers!

2018 Volunteer Scavenger Hunt Winners
Forum History
Who’s Here?

1,750 Participants coming from:

- 49 States
- 4 Countries
  
  Canada, Norway, United Arab Emirates, United States
Special Welcome

School Climate Transformation Grantees

State Educational Agency Grants were funded in 2014 & 2018

Local Educational Agency Grants were funded in 2014 & 2019
Topic-specific strands with SCTG site participation include:

**Strand B - District Leadership**
1B - Building a Foundation for District-wide Implementation of PBIS/Multi-tiered Systems of Support  
[2019 SCTG LEA, Clifton Public Schools, NJ]

**Strand E - Getting Started with PBIS**
2E - Understanding Systems & Practices in PBIS  
[2014 SCTG LEA, Northside Independent School District, TX]

3E - Understanding Data & Outcomes in PBIS  
[2014 SCTG LEA, Lincoln Public Schools, NE]

**Strand F - PBIS in Juvenile Justice/Alternative Education**
3F - PBIS in a State-level Maximum Security Juvenile Justice Program: Feasibility & Efficacy of Tiers 1, 2, & 3  
[2018 SCTG SEA, Nevada Department of Education]

**Strand G - Mental Health Integration**
1G - Mental Health is for All: Moving from a Co-located to Integrated Approach of Social-Emotional-Behavioral Supports  
[2018 SCTG SEA, Michigan Department of Education]

2G - Beyond Access: A District-level Example of Integrating PBIS & School Mental Health  
[2014 SCTG LEA, Duval County Public Schools, FL]

3G - Single System of Delivery: A Panel of Behavioral Health & Education Partners Describe Alignment Efforts  
[2018 SCTG SEA, Washington State Office of the Superintendent of Public Instruction]

**Strand H - Tier 2 Systems & Practices**
1H - Essential Features of Tier 2: Data, Practices, & Systems  
[2018 SCTG SEA, Michigan Department of Education]

3H - Self-monitoring/Self-management Strategies  
[2014 SCTG LEA, Fremont Public Schools, NE]

**Strand J - Student Voice**
2J - Culture, Connection, & Care: Anchoring & Amplifying Youth Voice Within the PBIS Framework  
[2019 SCTG LEA, San Diego County Office of Education, CA]
Breakout sessions with SCTG site participation include:

4C - Embedding Equity Deeply into District PBIS Systems
[2014 SCTG LEA, Jefferson County Board of Education, KY]
[2018 SCTG SEAs, Michigan Department of Education & Kentucky Department of Education]

4F - Addressing Complexities Associated with PBIS Implementation in Urban Settings
[2014 SCTG LEA, Jefferson County Board of Education, KY]

4G - Integrating Related Social-Emotional-Behavioral Initiatives at the State Level
[2018 SCTG SEA, Kentucky Department of Education]

4I - Moving Forward with Systematic Screening: What Do I Need to Know?
[2018 SCTG SEA, Washington State Office of the Superintendent of Public Instruction]
Posters from SEA and LEA SCTG sites:

- Transforming School Climate in Colorado Through a Multi-tiered System of Supports [2018 SCTG SEA, Colorado Department of Education]
- Bringing it All Together Through School Climate Transformation Grant/Project Connect: Integrating PBS & Social Emotional Learning Practices [2019 SCTG LEA, School District of Palm Beach County, FL]
- Leveraging Mentorships & Behavior Coaching within a Tiered PBIS System [2019 SCTG LEA, School Board of Sarasota County, FL]
- Framework Fatigue: Braiding Processes, Improving Outcomes, & Saving Time [2018 SCTG SEA, Georgia Department of Education]
- Regional Cooperative Strategies for PBIS Scale-up [2018 SCTG SEA, Kentucky Department of Education]
- Kentucky Department of Education & PBIS in Kentucky Schools [2018 SCTG SEA, Kentucky Department of Education]
- PBIS from Exploration to Implementation [2018 SCTG SEA, Kentucky Department of Education]
- All Your Ducks in a Row: Aligning Community and School Resources to Meet the Social/Emotional Needs of Students [2014 SCTG LEA, Muskegon Area Intermediate School District, MI]
- Unified to Succeed: Using a Gradual Release Group Coaching Model for PBIS in the Classroom Fidelity of Implementation [2014 SCTG LEA, Muskegon Area Intermediate School District, MI]
- Early Childhood PBIS: Implementing the Pyramid with Fidelity [2018 SCTG SEA, Michigan Department of Education]
- State Trainer Network: Building Capacity Across the Tiers [2018 SCTG SEA, Michigan Department of Education]
- Tiered Fidelity Inventory Heat Map for School, Region, & State Decision Making [2018 SCTG SEA, Minnesota Department of Education]
Posters from SEA and LEA SCTG sites:

- Changing School Climate Through Student & Teacher Voice [2019 SCTG LEA, Starkville Oktibbeha Consolidated School District, MS]
- Success of PBIS with Trauma Students [2019 SCTG LEA, Educational Service Unit No. 5, NE]
- PBIS in Alternative Settings Across Nevada: Juvenile Justice, Youth Parole, & Psychiatric Residential Treatment Facilities [2018 SCTG SEA, Nevada Department of Education]
- Building the Bridge [2019 SCTG LEA, Logan-Hocking Local School District, OH]
- Oklahoma MTSS - A State Journey [2018 SCTG SEA, Oklahoma State Department of Education]
- Comparing Outcomes on the PBIS Tiered Fidelity Inventory and Culturally Responsive Tiered Fidelity Inventory Across 87 Urban Schools [2014 SCTG LEA, Philadelphia School District, PA]
- PBIS Self-Assessment Survey Results Across System Areas in 2020-21 in 89 Urban Schools [2014 SCTG LEA, Philadelphia School District, PA]
- A Systematic Applied Behavior Analysis Process to Support Tier 3 in the General Education Classroom [2014 SCTG LEA, Granite School District, UT]
- Comprehensive School Improvement Plan & PBIS: A Match Made in Heaven [2018 SCTG SEA, Virginia Department of Education]
- Coaching Plans & Rubrics to Build Alignment Within MTSS [2018 SCTG SEA, Virginia Department of Education]
- Prosocial: A State Technical Assistance Center's Process for Group Cohesion & Strategic Planning [2018 SCTG SEA, Virginia Department of Education]
Mobile App

- Use on your phone, tablet, or computer
- Log in detail reminders have gone out, final reminder Thursday morning
Mobile App - Multiple Pages

- swipe to access more icons
- look for the dots near the bottom
Session Information

Sessions are located in the Agenda

1. Title
2. Description
3. Evaluation
4. Presenters
5. Location
6. Attached Session Files
Session Information

View/sort sessions by location, topic, strand (track), time, or alphabetically by clicking the “eye” icon in the upper right corner.
Finding Your Registered Sessions

Your own personalized schedule, listing the sessions you registered for, can be found in the Agenda section.

1. In the full Agenda, sessions you are registered for have a green star.

2. The “My Agenda” tab shows only the sessions you are registered for.
Switching Sessions

To change your session:

1. In the Agenda tab, find the session you’d like to add; click “Register”

2. You will receive a pop-up note if you’re already registered for a different session in that time slot

3. Find the session you’d like to drop in “My Agenda”; click “Unregister”

NOTE: If the session is full, the register button will not be available.
Chat & Share

The Chat & Share module is interactive!

Here you can:

- Post comments or photos that other participants can view, like or comment on!
- Like or comment on posts/photos shared by other participants
- View the pbisforum twitter feed
  - Use #pbisforum on your own twitter, and your post will appear in this feed
Your Inbox & Notifications

At the top of the page, to the right of the title “PBIS Leadership Forum”, you will notice a small bell.

When you click on this, you will see two options:

- Inbox
- Notifications
Your Inbox & Notifications

- **Inbox**: messages sent out by the PBIS Leadership Forum team will be found in this section

- **Notifications**: If someone responds to something you share in the “Chat & Share” module, you will receive that notification here
Presentations

Forum Mobile App

• 90% of Sessions have materials available now
  Additional updates and remaining materials will be posted within two weeks of the National PBIS Leadership Forum

From a Session Description, scroll to the bottom for attached files, or click on Materials to access from pbis.org

www.pbis.org
From the top navigation bar, click “Conferences & Presentations”, and locate the “Materials” column.
Conference Bag

Save session materials to the conference bag to download to your computer later.

To add:
- Click Add -> Conference Bag
- Enter your email address (first time only)
- Sessions/materials will be added to your bag

You can also remove materials from your bag the same way.
Send Session Materials to Your Computer

1) Locate the Conference Bag icon on your app homepage
2) Confirm the sessions you added are listed
3) Tap the 3 dots in the top right corner
4) Click on Receive Conference Bag to send to your email
Help Section in the App

No worries - you don’t need to remember all of this information as it’s all available in the Help section!
Please Provide Feedback

Individual session evaluations can be completed 4 ways:

1. **Mobile App**
   - Click “Take Survey” under the session description.

2. **QR Code**
   - Scan the code on the slide in the session.

3. **Online**
   - Click on the link located next to the downloadable session materials posted online at: [www.pbis.org/conference-and-presentations/pbis-leadership-forum](http://www.pbis.org/conference-and-presentations/pbis-leadership-forum)

4. **Direct Link**
   - Click the link provided in the email reminder you receive after your session ends.

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

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

8:30 AM - 9:45 AM Thursday
International Ballroom

Welcome & Organizer
Lucille Eber, Midwest PBIS Network

Taking the Road Less Traveled: Celebrating 25 Years of PBIS
Tim Lewis, Center on PBIS
Thursday: Topic Specific Strands

A: Promoting Positive & Effective Classroom Environments
B: District Leadership
C: Equity in School Discipline
D: Family-School Partnership within SWPBIS
E: Getting Started with PBIS
F: PBIS in Juvenile Justice/Alternative Education
G: Mental Health Integration
H: Tier 2 Systems & Practices
I: Tier 3 Systems & Practices
J: Student Voice
Friday: Breakout Sessions 4

4A - Considerations from an Upstream Approach to Supporting Educators
4B - Transforming Program Approaches: From Punitive Practices to Positive Behavioral Interventions
4C - Embedding Equity Deeply into District PBIS Systems
4D - Enhancing PBIS to Promote Resilience During & After a Crisis
4E - TIPS for Training, Coaching, & Scaling Up Team-Initiated Problem Solving Across the Tiers
4F - Addressing Complexities Associated with PBIS Implementation in Urban Settings
4G - Integrating Related Social-Emotional-Behavioral Initiatives at the State Level
4H - Improving Student Behavior with Academic Supports
4I - Moving Forward with Systematic Screening: What Do I Need to Know?
4J - Enhancing Implementation of Substance Misuse Mitigation Strategies within a PBIS Framework
4K - Supporting LGBTQ+ Youth & Educators Within the PBIS Framework
Friday: Breakout Sessions 5

5A - Applying an Equity Mindset to the Implementation of PBIS in Preschool: Strategies & Resources
5B - Working Smarter, Not Harder: Maximizing Resources to Support All Student in Rural Settings
5C - Developing Comprehensive, Multi-tiered School-based Suicide Prevention
5D - Promoting a Culture of Staff Wellness: Moving Beyond Individual Responsibility
5E - Introducing the Tiered Fidelity Inventory 3.0
5F - Getting PBIS Started in High Schools
5G - Building Coaching Capacity: Moving to a Culture of Coaching
5H - Extending PBIS & Restorative Practices from the School to the Community
5I - Proactive Behavioral Supports for Students with Disabilities
5J - Strategic Integration of Academic, Social, Emotional, Behavioral, & Mental Health Supports
Charming...

but a little extra effort is needed.

Conceived & built in the roaring 20s, this hotel was designed to be the largest and one of the most opulent hotels in the world!
Predict & Prevent
Rooms are on 4 Different Levels

- Lower Level Rooms:
  Salon D (food!)

- Lobby Level Rooms:
  Buckingham, Continental A, Continental B, Continental C

- 2nd Floor Rooms:
  International Ballroom, Boulevard AB, Boulevard C

- 3rd Floor Rooms:
  Marquette, Waldorf, Williford A, Williford B, Williford C
Thursday Opening is in the International Ballroom (Level 2)

- The **International Ballroom** is only accessible from the lobby level using the stairs or escalator.
How do I get There from Here?

To get to Boulevard AB and Boulevard C.

- Take the stairs or escalator down 1 level (Lobby Level) and go back through the registration area and follow the hallway until it ends. Turn left and either take the elevators or the stairs in the lobby to the 2nd floor.

To get to our Lobby Level Breakouts (Buckingham, Continental A, B, C):

- Take the stairs or escalator down 1 level.
- Buckingham is to the left of the stairway exit (make a U-turn from the escalators).
- Continental A, B, and C are to the right of the escalator exit.
How do I get There from Here?

To get to our 3rd floor breakouts (Marquette, Waldorf, Williford A, B, C) take the stairs outside this room up to Level 3.

- Note: these stairs only provide access to the International & Grand Ballrooms and the 3rd floor.
- Alternative access to the 3rd floor is to use the elevators on the lobby level.
How to Get the Most Out of This Forum

• Be Strategic
• Be Deliberate
• Have a Plan

• Make New Friends
• Have Fun
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Where are You in the Implementation Process?
Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning Worksheets Steps

**Self-Assessment:** *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

**Session Assignments & Notes:** *High Priorities*

Team Member Note-Taking Worksheet

**Action Planning:** *Enhancements & Improvements*

Leadership Team Action Planning Worksheet
Leadership Team Action Planning Worksheet

To be completed before attending sessions

School/District/State Name: ___________________________ Date: ___________ Note Taker: ___________________________

Team Members:

The purpose of this worksheet is to guide leadership teams in their development, evaluation, and updating of their implementation action plans. The following general steps should be considered:

Step 1: During team preparation, identify current implementation activities and what individual team members should bring back to the team planning process (Step 3).

Step 2: Review session topics, and assign 1-2 team members to attend sessions and complete Individual Team Member Note-Taking Worksheet (last page).

Step 3: During team follow-up planning meetings, use Note-Taking Worksheet to (a) report to your team what you’ve learned, and (b) work with your team to update your PBIS implementation action plan.

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To be completed before attending sessions

Leadership Team Action Planning Worksheet

School/District/State Name: ___________________________ Date: ___________ Note Taker: ___________________________

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Diagram:

- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Capacity
- Executive Functions

Leadership Teaming: Implementation Functions

- Training
- Coaching
- Evaluation
- Local Implementation Demonstrations

---

Graph:

- T.E.M.
- S.O.M.E.
- A.L.L.

- Supporting Staff Behavior
- Supporting Data
- Supporting Practices
- Supporting Outcomes

- Systems
- Equity
- Data}

---

Diagrams and graphs explaining the teaming process and implementation functions.
**STEP 1: Action Plan Self-Assessment**

*What have we done/accomplished so far and what is high priority for our action planning?*

<table>
<thead>
<tr>
<th>Current Implementation Activities</th>
<th>Current Outcome Data</th>
<th>Fidelity or Accuracy of Implementation</th>
<th>Progress to Date</th>
<th>Priority for Action Planning</th>
<th>Assigned Team Member</th>
</tr>
</thead>
</table>
## STEP 2: Assign Team Members to High Priority Content Sessions

*What sessions should we attend?*

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Thursday Strand</th>
<th>Friday Sessions</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Breakout Sessions 4</td>
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<td></td>
<td></td>
<td>Breakout Sessions 5</td>
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</tbody>
</table>
Step 3: What Should We Do To Enhance Our Implementation Action Plan?  
*How can we use what we learned to improve/enhance what we’re doing?*

<table>
<thead>
<tr>
<th>What did we learn?</th>
<th>What do we want to accomplish?</th>
<th>How can we accomplish it?</th>
<th>When would we like to accomplish it?</th>
<th>Who will do it?</th>
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</table>
Individual Team Member Note-Taking Worksheet

Team Member Name: 
Action Plan Priority Area: 

<table>
<thead>
<tr>
<th>Breakout Session Number &amp; Title:</th>
<th>Take Back Points:</th>
<th>Share This Information With:</th>
</tr>
</thead>
</table>

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<tr>
<th>Supporting Research:</th>
<th>Operationally define the presentation topic/intervention?</th>
<th>Ideas to incorporate within my school(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Features:</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Points to Presentation:</th>
<th>Key Points of Session:</th>
</tr>
</thead>
</table>
Join a Facilitated Discussion

Thursday from 4:00 – 4:45 pm

- Discussion leaders guide and facilitate group discussion
- 11 Topics to choose from!
- Great opportunity to ask questions & share individual examples
- Submit questions or specific discussion points prior to start of discussion via notecards
Poster & Networking Session

Thursday 5:00 – 7:00 pm
in the International Ballroom

- Mingle/Network with colleagues
- Learn about/discuss detailed examples of success!
- Posters from 29 states & 2 countries highlighting what they have done and learned!
What’s to Eat?

- PM cookie break today
- AM healthy break tomorrow

Lunch will be on your own. Feel free to use session rooms to have lunch while you meet with your team.

Popular pizza, salad, and sandwich options are available for purchase at cash and carry stations located in Salon D on the lower level. Additional in-hotel options are available at Herb N’ Kitchen, 720 S. Bar & Grill, and Kitty O’Shea’s.
Early Start Friday

7:00 am
Breakfast

8:00 am
Keynote Session
Friday Keynote Session

8:00 AM - 9:00 AM
International Ballroom

Where Do We GROW from Here: Social Justice in PBIS & Beyond

Rhonda Nese, University of Oregon
Friday Closing Session

12:00 PM - 1:00 PM
International Ballroom

Treasuring Recipes from My Nana

Renee Bradley, Office of Elementary and Secondary Education, US Department of Education
Opening Session

Taking the Road Less Traveled: Celebrating 25 Years of PBIS

Tim Lewis, Center on PBIS

- Co-Director, OSEP Center for Positive Behavioral Interventions and Supports
- Director, University of Missouri Center for School-wide Positive Behavior Support
- Curators’ Distinguished Professor of Special Education at the University of Missouri
- Teacher, Editor, Department Chair, Associate Dean, Board Member, Author
Next Year’s Forum: Mark Your Calendar Now!

October 26-27, 2023

Hilton Chicago
720 S. Michigan Avenue, Chicago, Illinois
Taking the road less traveled... Celebrating 25 years of PBIS

Tim Lewis, Ph.D.
University of Missouri
Center on Positive Behavioral Interventions and Supports

The Individuals with Disabilities Education Act (IDEA) 1997

Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children.
Early Intervening Services

- The IDEA allows, and sometimes requires, school districts to use Part B funds to implement coordinated early intervening services (IDEA, 20 U.S.C. § 1413(f)).
- Rationale for EIS is based on research showing that the earlier a child’s learning or behavior problems are addressed, the more quickly and effectively the problems can be ameliorated or decreased in severity. Conversely, the longer a child without assistance the longer the remediation time.

PBIS in the IEP

IDEA requires that a student’s IEP team “consider the use of positive behavioral interventions and supports for any student whose behavior impedes his or her learning or the learning of others” (IDEA, 20 U.S.C. § 1414(d)(3)(b)(i)).

PBIS and Professional Development

State Educational Agencies are authorized to “provide training in the methods...positive behavioral interventions and supports to improve student behavior in the classroom” (IDEA, 20 U.S.C. §1454(a)(3)(B)(iii)(I)).

(Title 2 of ESSA also allows states to use funds to support PBIS Training)
Guiding Principles of the Center

• First, instead of producing a curriculum or packaged approach, the Center set out to identify and test essential features that could be universally applied while at the same time contextualized to the wide array of educational settings.

• Second, the Center focused all technical assistance and material development for dissemination with an eye toward increasing school, district, and state capacity by using existing school personnel and resources.

• Third, the Center identified existing data collection strategies commonly found in schools to start the data-based decision-making process. In instances in which new tools were created, a commitment to clear linkages between measure outcomes and action planning and progress monitoring was established.

• Fourth, all promoted interventions and supports must build on and contextually fit within the instructional/educational framework that guides pre-K through 12 education.

Challenges for the Center

• First, the Center had to design a set of professional development and technical assistance practices and materials that promote fidelity of implementation of essential features while allowing for current phase of implementation and local adaptations given a wide range of behavioral challenges and educational contexts.

• Second, the Center was tasked to develop a set of core processes and materials that would allow best practices in professional development and technical assistance to occur both across and interconnected at the school, district, and state or territory level.

• Third, the Center has been challenged in each funding cycle to take Center-developed processes and materials to scale across all 50 U.S. states and territories.

• Fourth, ensure the Center’s responses to the first three challenges sustain over time.
Leadership Teams

Problem Solving Framework

Three Levels of Implementation
Expanded PBIS Center Foci Over 20+ Years

Big Ideas....

FOCUS ON "WHAT YOU WANT INSTEAD"
ROUTINES AND PROCEDURES
SUPPORT TEACHERS
SCREEN OFTEN
IF I COULD ONLY TEACH ONE SOCIAL SKILL
I am…

Safe
- Keep bodies calm in line
- Report any problems
- Ask permission to leave any setting
- Maintain personal space
- Walk
- Stay to the right on stairs
- Banisters are for hands
- Push in chairs
- Place trash in trash can
- Wash hands with soap and water
- Keep water in the sink
- One person per stall
- Use equipment for intended purpose
- Wood chips are for the ground
- Participate in school approved games only
- Stay in approved areas
- Keep body to self
- Enter and exit gym in an orderly manner
- Be honest
- Take care of yourself
- Walk quietly so others can continue learning
- Eat only your food
- Use a peaceful voice
- Allow for privacy of others
- Clean up after self
- Line up at first signal
- Invite others who want to join in
- Enter and exit building peacefully
- Share materials
- Use polite language
- Be an active listener
- Applaud appropriately to show appreciation

Respectful
- Treat others the way you want to be treated
- Be an active listener
- Follow adult direction(s)
- Use polite language
- Help keep the school orderly
- Be prepared
- Make good choices
- Return to class promptly
- Use proper manners
- Leave when adult excuses
- Follow bathroom procedures
- Return to class promptly
- Be a problem solver
- Learn new games and activities
- Raise your hand to share
- Keep comments and questions on topic

A Learner
- Be an active participant
- Give full effort
- Be a team player
- Do your job
- Be a risk taker
- Be prepared
- Make good choices
- Return to class promptly
- Use proper manners
- Leave when adult excuses
- Follow bathroom procedures
- Return to class promptly
- Be a problem solver
- Learn new games and activities
- Raise your hand to share
- Keep comments and questions on topic
- Clearly define expected behaviors (rules/expectations)
- Procedures for teaching & practicing expected behaviors
- Procedures for providing specific positive feedback
- Procedures for responding to problem behaviors
- Procedures for databased decision making
- Family Awareness and Involvement

Benton Elementary School

Sam Barlow High School

Universal School-Wide Features
High rates of positive specific feedback….

“Bribing” kids to behave

Damaging their “intrinsic” motivation

The colloquial/common understanding of Intrinsic Motivation:
“motivation that comes from inside an individual”
“the person choosing to do something for themselves”

The RESEARCH definition of Intrinsic Motivation:
“doing something because it is inherently interesting or enjoyable,
with no expectation of it leading to a separate outcome.”

Jennifer Payne, 2016 APBS
4:1 Ratio
Observed interactions among newly married couples and predicted:
Marriages that will last = 5.1:1 / 4.7:1
Marriages likely to end in divorce = 1:1.3

Ten years later, the follow-up revealed that they had predicted divorces with 94 percent accuracy


Responding to Problem Behavior
What do you want them to do instead? Teach & Practice

Consider...
Until we have defined, taught, modeled, practiced, reinforced and re-taught, it is unethical for adults to punish.

Rob Horner
Rethinking Saturday School, In School Suspension, Detention....

Positive School Climate and Academic Achievement

In a study of 173 schools, it was found that the relationship between higher achievement and several school climate variables was stronger than the relationship between higher achievement scores and any of the following: parent support, teacher excellence, student commitment, school leadership, instructional quality, or resource management.

What Are Routines and Procedures?

Procedures are a method or process for how things are done within the classroom.

Classroom procedures are patterns for accomplishing classroom tasks.

Procedures form routines that help students meet classroom expectations.

Considerations for Classroom Procedures: Elementary

Room Area/Use
- Student desks, tables, storage areas
- Learning centers, stations
- Teacher’s desk, storage
- Drinking fountain, sink, bathroom, pencil sharpener

Small Group Activities
- Student movement in and out of group
- Expected behavior of students in group
- Expected behavior of students out of group

Whole-Class Activities
- Student participation
- Student attention during presentations
- Making assignments
- Turning in work
- Assignments
- Science work
- Writing assignments
- Math work
- Checking class work or homework

Seatwork
- Talk among students
- Out of seat policy
- Activities after work is completed
- Turning in work

Support Teachers
Universal Classroom Systems of Support

- Start with Data
- Brief in-service, single topic focus
- Practice w/ performance feedback
  - Peer coaching
  - Principal "walk through"
  - Direct observation

Resources - pbismissouri.org

- Improving outcomes for all students
- New to MO SW-PBS?
Universal Screening

- At least twice a year
- Teacher ratings
- Student ratings
- Parent ratings
- Review other data (e.g., attendance, work completion, nurse visits)
National PBIS Leadership Forum

pbis.org

“Screening”

Student need overwhelming our current school systems

Scores decline in NAEP reading at grades 4 and 8 since initial assessments in 1990
Pre-Pandemic
• Prevalence estimates
  • 5-7% disabilities
  • 10-20% mental health (short/long term)
• Counselors often split across buildings
• Large percentage of behavioral specialists time dedicated to evaluation/re-evaluation in the special education process

7 out of 10 Schools reporting a rise in numbers
Washington Post, 5-31-22

Three basic options
1. Continue current support structures based on prior prevalence and try to engage community resources
2. Place more supports in current system
3. Design new support systems

Embed MH Supports across the continuum
District-Wide Logic

- All schools receive training & support to implement essential Universal support practices and systems
- District develops (and revises based on outcomes) a standard Tier 2 and 3 system
- A percentage of current behavioral/academic expertise will move from traditional case by case, to supporting school team Tier 2 and 3 systems

Will Require

- Core academics plus differentiated instruction and accommodations
- Core social/emotional skills plus differentiated instruction and environmental/community supports
- Alignment across all systems, personnel, and community partners
It is time to have honest difficult conversations...

In which most of us listen

If I could only teach one social skill... Be Respectful Be Kind

Be Responsible Empathy

“*The psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.*” Be Caring

A Commitment to Racial Equity from the Center on PBIS
Maintaining EBP Implementation with Fidelity through an MTSS/PBIS framework is Hard Work.

Average time to Tier 1 implementation fidelity

<table>
<thead>
<tr>
<th>Years to Tier 1 Implementation</th>
<th>Elementary</th>
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</table>

Impact of Missouri SWPBIS on students with disabilities

- Twice as likely to increase attendance for all, 1.5 for students with disabilities
- Twice as likely to score higher on Communication Arts Assessment, 1.5 for students with disabilities
- Twice as likely to score higher on Math Assessment including students with disabilities

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