



Virginia Tiered Systems of Supports

Positive Behavior Interventions and Supports Tier 1 Implementation Workbook

Tier I Team Implementation Workbook

Table of Contents

Introduction	3
TFI 1.1: Team Composition	7
TFI 1.2: Team Operating Procedures	14
TFI 1.3: Behavioral Expectations	22
TFI 1.4: Teaching Expectations.....	35
TFI 1.5: Problem Behavior Definitions	40
TFI 1.6: Discipline Policies	40
TFI 1.7: Professional Development	55
TFI 1.9: Feedback and Acknowledgement	60
TFI 1.10: Faculty Involvement	68
TFI 1.11: Student/Family/Community Involvement	68
Action Planning	75
Implementation Action Plan: Putting It All Together	79

These notes belong to: _____

Date: _____

Tier 1 Learning (template based on Stage 1 of Understanding by Design)		
Established Goals:	Transfer (What long-term significant change will happen? Why does it matter?)	
	Teams and schools will use their learning to... <ul style="list-style-type: none"> Adopt, organize, and implement evidence-based practices for teaching and reinforcing behaviors that promote academic and social success for ALL students. Develop data-informed systems that support adults in the efficient acquisition of preventative and positive practices for teaching prosocial skills and responding to behavior incidents. 	
	Meaning (What big ideas will we investigate to make meaning for ourselves?)	
	Understandings – Participants will understand that: <ol style="list-style-type: none"> Appropriate behavior can be taught to and demonstrated by all students when we systematically select and implement evidence-based practices and design predictable environments that support student learning. All behavior functions to meet needs and by collaboratively studying its patterns and exceptions, we can problem-solve with greater likelihood of success. By collecting and studying the right data, we can identify problems with better specificity, choose the most efficient solution actions, monitor efficacy and adjust responsively, and minimize impact on human resources. Effective learning is the pivotal mechanism for any behavior change (student or adult); so, effective instruction is the pivotal mechanism to make & sustain change. A representative team that plans intentionally for involvement from its staff and families, studies data routinely with a mindset for inquiry, engages in collaborative dialogue, and implements a systematic problem-solving process ... will be a powerful agent of change. 	Essential Questions – Participants will consider: <ol style="list-style-type: none"> Why do certain practices garner more effective results than others in promoting prosocial behaviors and reducing problem behaviors? How do we solve the mysteries of behavior and effective management to make more time for the joy of learning? How do we use data to feel more powerful and energized ... not more vulnerable and fatigued? What new possibilities emerge when we reframe problem behaviors or gaps in social skills as powerful instructional opportunities? Why is it so important that we collaborate effectively to become the architects and agents of our own change?
	Acquisition (What do we need to know and be able to do?)	
	We will: <ul style="list-style-type: none"> Know the functions of the VTSS team and why we are investing in this work Know key definitions related to behavior like <i>function</i>, <i>antecedent</i>, <i>consequence</i>, <i>reinforcement</i>, and <i>punishment</i> Examine examples to determine key characteristics of evidence-based curriculum and instruction for behavior and social skills Recognize and define differences between classroom and office-managed behaviors Identify what data to collect for effective problem-solving Reflect on how cultural norms intersect with teaching and learning behaviors Identify key stakeholders and their roles in planning and implementation Consider what factors make professional learning effective and fulfilling 	We will collaborate to: <ul style="list-style-type: none"> Adopt roles and routines for effective meetings Use evidence-based practices to teach and reinforce expected behaviors Create evidence-based tools to support the implementation of PBIS among faculty and staff Develop effective procedures for handling behavior incidents and documentation that drives data collection and problem-solving Analyze data and systematically problem-solve Plan for PBIS implementation with high fidelity

Tier I Team Implementation Workbook

Introduction

Introduction:

The Virginia Tiered Systems of Supports (VTSS) integrates academics, behavior and mental health into a single **decision-making framework** for establishing the supports needed for a school to be an effective learning environment for all students. The VTSS systemic approach allows divisions, schools, and communities to provide multiple levels of support to students in a more effective, efficient, and clearly defined process.

Implementing the VTSS requires systemic change at the division, school and classroom level that utilizes evidence based, system-wide practices to provide a quick response to academic, behavioral, social and emotional needs. These practices include frequent progress monitoring that enable educators to make sound, data informed instructional decisions for students.

Learning Intentions:

- Recognize the essential components of VTSS
- Understand the VTSS Implementation Logic model as a way of work
- Understand the Tiered System of Supports as a framework for providing equitable, high quality instruction and interventions to students

What are the essential components of VTSS?

1. **Aligned Organizational Culture and Structure:** The elements of a tiered system exist at the division, school, and classroom levels, and are compatible.
2. **Data Informed Decision-Making:** The process will use teams to analyze and evaluate information related to planning and evaluating effective instructional strategies matched to student's needs.
3. **Monitoring Student Progress** (including universal screening): Student performance is examined frequently, over time, to evaluate response to instruction and intervention.
4. **Evidence-Based Practices:** Teaching and learning approaches proven to be effective through scientifically based studies are used to guide educational decisions to ensure improved outcomes for students.
5. **Family, School, and Community Partnership:** The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, division, and state outcomes.
6. **Evaluation** (including outcomes and fidelity): The fidelity of implementation and impact on student outcomes are examined frequently and the results inform action steps.

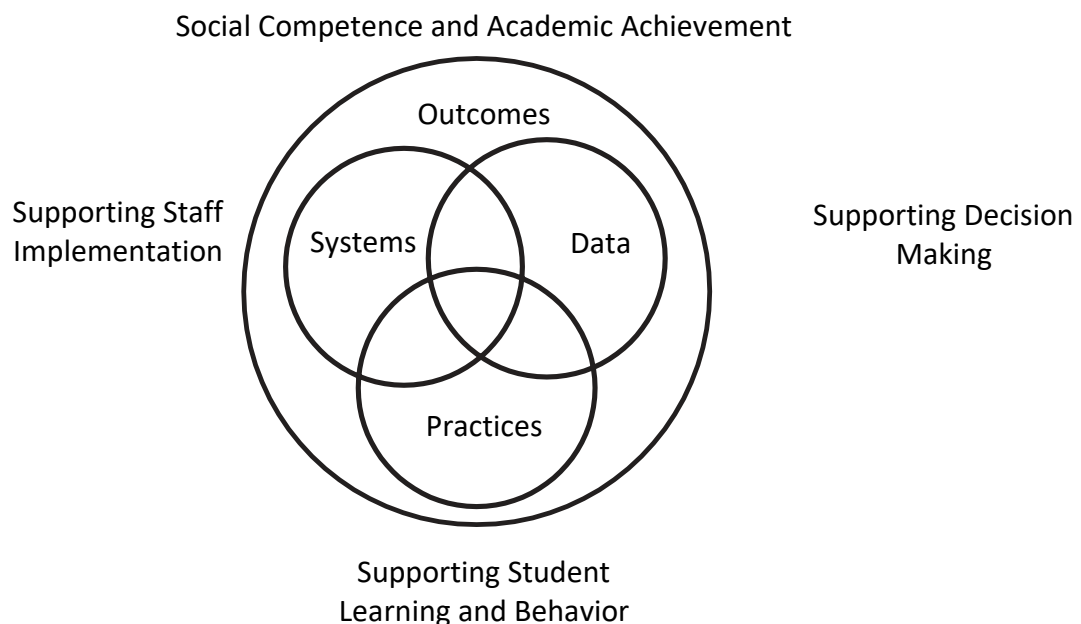
Your training during the Tier 1 Forum, will incorporate elements of all six essential components and apply them to school-level implementation.

The VTSS Implementation Logic: Systems, Data, and Practices

The essential components of VTSS will address the academic, behavior, social and emotional needs in schools and create a context for learning. They are the foundation for implementation across all three tiers. For implementation to be successful, divisions and schools must take a systems perspective in order to develop collective teacher efficacy. Collective teacher efficacy is more than many teachers using many evidence-based practices. Collective teacher efficacy is the belief of the group that together they can impact the whole system through actions that produce the desired outcomes for students (Hattie, 2016).

“A systems perspective allows divisions to focus on the collective actions of the individuals within the school and how they contribute to the way the school, as a whole, operates. We understand that change occurs at the individual teacher or staff level...However, these individuals within the school need systems level supports to promote the desired goal-related outcomes.” (MO PBIS Tier 1 Workbook, 2018)

Four elements guide the systematic implementation of VTSS: Outcomes, Data, Practices, and Systems.



*Adapted from "Social Competence and Academic Achievement Outcomes,"
by the Center on Positive Behavioral Interventions and Supports. Copyright 2002 by the University of Oregon.
Figure 1.2*

Defining the Elements of the VTSS Implementation Logic (Referenced from: MO PBIS Tier 1 Workbook, 2018)

“OUTCOMES. First, the school sets measurable and achievable outcomes related to social competence and academic achievement that are embraced by all staff and families.

PRACTICES. Once the desired outcomes are established, the school identifies practices (what we do for students) that are supported with educationally relevant evidence. These practices should be based on the school’s needs, be relevant, effective, and efficient. They are based upon the principles of applied behavior analysis, are research based, and embrace a positive, proactive, and instructional philosophy.

DATA. Next, information or data (how we make decisions) is used to identify the status of current practice, support the need for change, and evaluate the impact of interventions or practices (e.g., records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions, etc.).

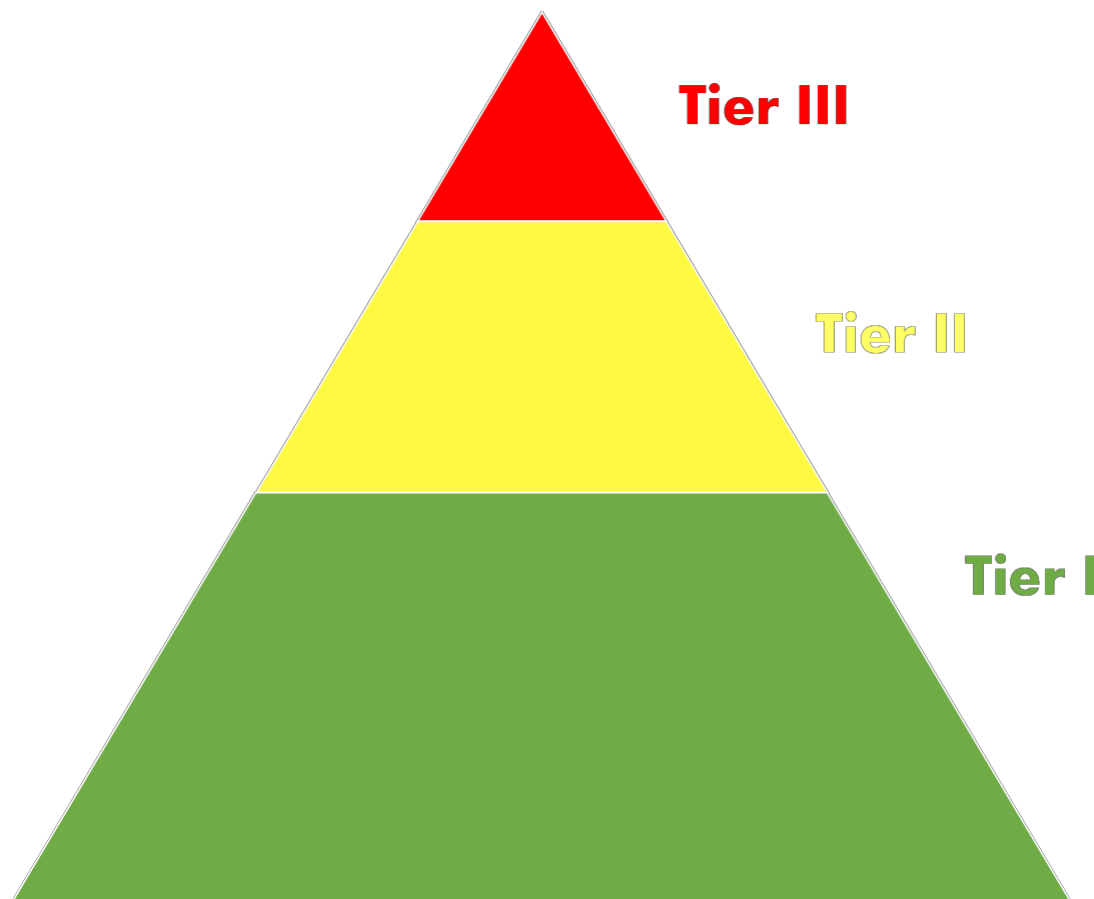
SYSTEMS. Finally, the school formally puts systems (what we do to support adults, e.g. personnel, funding, policies, training) into place to ensure that the accurate implementation of the practices can and does occur.

Clearly defined outcomes with the selection of effective practices, use of meaningful data, and attention to systems together lead to successful outcomes. These four features are also interrelated; they interact with and guide each other. For example, data are used to determine outcomes, evaluate progress on achieving those outcomes, guide the selection of practices, and identify the systems needed to implement. Similarly, a school’s desired outcomes are used to guide the selection of practices, define data collection needs, and determine the adequacy of existing systems.”

Activity 1: As a team, determine an example that currently exists in your school that reflects the implementation logic of data, practices, and systems. This should be a good example that your faculty will understand as an example of each element.

Academic Example: To improve literacy outcomes for students (**outcomes**), your school organized grade level or departmental learning communities led by instructional coaches (**system**) to analyze benchmark data (**data**) each grading period and determine what core instructional **practices** (i.e., explicit vocabulary strategies; writing process instruction) needed to be emphasized in the upcoming units.

Activity 2: As a team, brainstorm ideas for explaining tiered instruction and intervention to your faculty.



Tier I Team Implementation Workbook

Feature: Team Composition (TFI 1.1)

Tier I team include a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) data analysis expertise (b) applied behavioral expertise, (c) coaching expertise, (d) knowledge of student academic and behavior patterns, (e) knowledge about the operations of the school across grade levels and programs, and for high schools, (f) student representation.

Learning Intentions:

- Understand what human resources are essential to team success
- Build a representative leadership team

What do we mean by representative?

Who should be on the team? What expertise will we depend upon? (See Slide 6 for specific areas of expertise that should be included.)

Key Notes:	Do we have who we need? Any missing voices or identities (hint: see 'social identity wheel' in your Power Point)

Activity 1: The Role of an Administrator

Key Points to Remember

Visibility	Collaboration	Accountability	Sustainability

Activity 2: The Role of a Coach

Key Points to Remember

Coordination	Collaboration	Technical Assistance	Evaluation

As you think about the work of coaching, consider how you might support the work...either as coach or team member. Rank each facet (column header) above to indicate for which layers you have a lot of ideas and expertise to support.

4: I have a LOT of ideas and expertise to support_____.

3: I have some ideas and expertise to support_____.

2: I will have to extend myself to support_____.

1: The work of_____will be very new to me.

Activity 3: Aligning Teaming Structures = Working Smarter, Not Harder

Committee/Group Self-Assessment & Action Planning (Working Smarter Matrix) (Sugai, 2010)

Purpose:

The purpose of this worksheet is to enable schools to assess and enhance the efficiency, effectiveness, and relevance of the committee and team organization of schools.

Challenge:

Whenever a new initiative is introduced to a school, district/region, or state, the general approach is to “form a team/committee” to develop a plan for implementation. Although this initiative might be a worthwhile implementation, efforts often struggle because of a number of challenges:

1. Few resources, staff, time, etc.
2. Duplication of effort with other initiatives and efforts.
3. Lack of clarity regarding purpose and outcomes.
4. Lack of priority.
5. Etc.

Addressing the Challenge:

To address these challenges, schools must examine the overall organization and operation of its existing teams and committees. This self-assessment has been designed to enable school staff and educational leaders to take an inventory of its current committee and working group organization, and make enhancements that would improve the effectiveness, efficiency, and relevance with which the business and operation of the school are conducted.

Guiding Principles:

When conducting the self-assessment and developing the action plan, keep and give highest priority to any groups that have:

1. Data to support or justify their need and priority.
2. Measurable outcomes or objectives.
3. Specification of their target audience.
4. Alignment with the top school and/or district school-improvement goals or priorities.
5. “Full” (>80%) commitment/agreement of the school staff.
6. Priority and support from the administrative team.

General Directions:

1. Identify all committees, teams, groups, etc., that have social behavior improvement, academic improvement, or mental wellness for staff and students as part or all of their purpose.
2. Characterize the main features of each committee.
 - a. Purpose: Why was this group formed and why does it meet?
 - b. Measurable expected outcomes/objectives: What kind and level of change, improvement, etc. is expected?
 - c. Target audience: Who is expected to benefit from the efforts of this group?
 - d. Meeting schedule: How often, when, and how long does this group meet?
 - e. Membership: Who is on this committee or in this group?
 - f. Relationship to school and/or district improvement goals: How do the efforts of this group relate to the short and long-term priorities of the school or district?
 - g. Priority or need: How important is this group to the school?
3. After conducting the self-assessment, evaluate how the committee organization of the school might be enhanced.
 - a. What can be eliminated?
 - b. What can be combined?
 - c. What might be added?
 - d. What resources are needed to support this organizational structure?
4. Based on this new/enhanced organizational structure, develop an action plan for putting it in place.

After completing the Committee/Group Self-Assessment, ask the following questions:

1. What committees/work groups can we eliminate?
2. What committees/work groups can we combine?
3. What committees/work groups need to be supported for improved outcomes and sustained functioning?
4. What would an organizational chart that shows the relationship between each of our recommended committees/work groups look like?

Committee/Group Self-Assessment

(Sugai, 2004)

Committee/ Work Group	Purpose	Expected Outcome	Target Audience	Schedule	Membership	Relation to School Mission & School Improvement Plan (1 – low, 5 = high)	Priority (1 = low, 5 = high)
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5

Review your list of teams. Note which team works toward these typical VTSS outcomes listed on the next page. Do you have needs or gaps that you would like to fill?

Outcome	Team(s)	Outcome	Team(s)
Make decisions and build systems of support for academic priorities (based on data).		Make decisions and build systems of support for behavior instructional priorities (based on data).	
Analyze data to identify academic instructional needs for ALL students.		Analyze data to identify behavior instructional needs for ALL students.	
Action plan, align work group goals, and monitor progress toward school improvement/continuous improvement goals.		Implement action plans to reach school climate goals (students and adults).	
Design universally accessible core instruction that promotes the success of ALL students (particularly those with disabilities).		Monitor academic and/or behavior data for student success with core curriculum.	
Determine decision rules and identify students needing more targeted or individualized support academically, behaviorally, or both.		Build and coordinate a professional learning plan for coaching systems and/or training systems.	
Develop and deepen relationships with families and community.		Survey and analyze data from students, families, and community.	
Match students to more targeted or individualized support/interventions academically, behaviorally, or both.		Monitor student progress with targeted supports/interventions.	

Activity 4: The Role of the Team

Key Reminders...How do these responsibilities impact my work on the team?

Align to Existing Initiatives	Share What We Learn	Guide Implementation

Checking In

Complete the check-in activity on Team Composition to apply this content to your context.

Tier I Team Implementation Workbook

Feature: Team Operating Procedures (TFI 1.2)

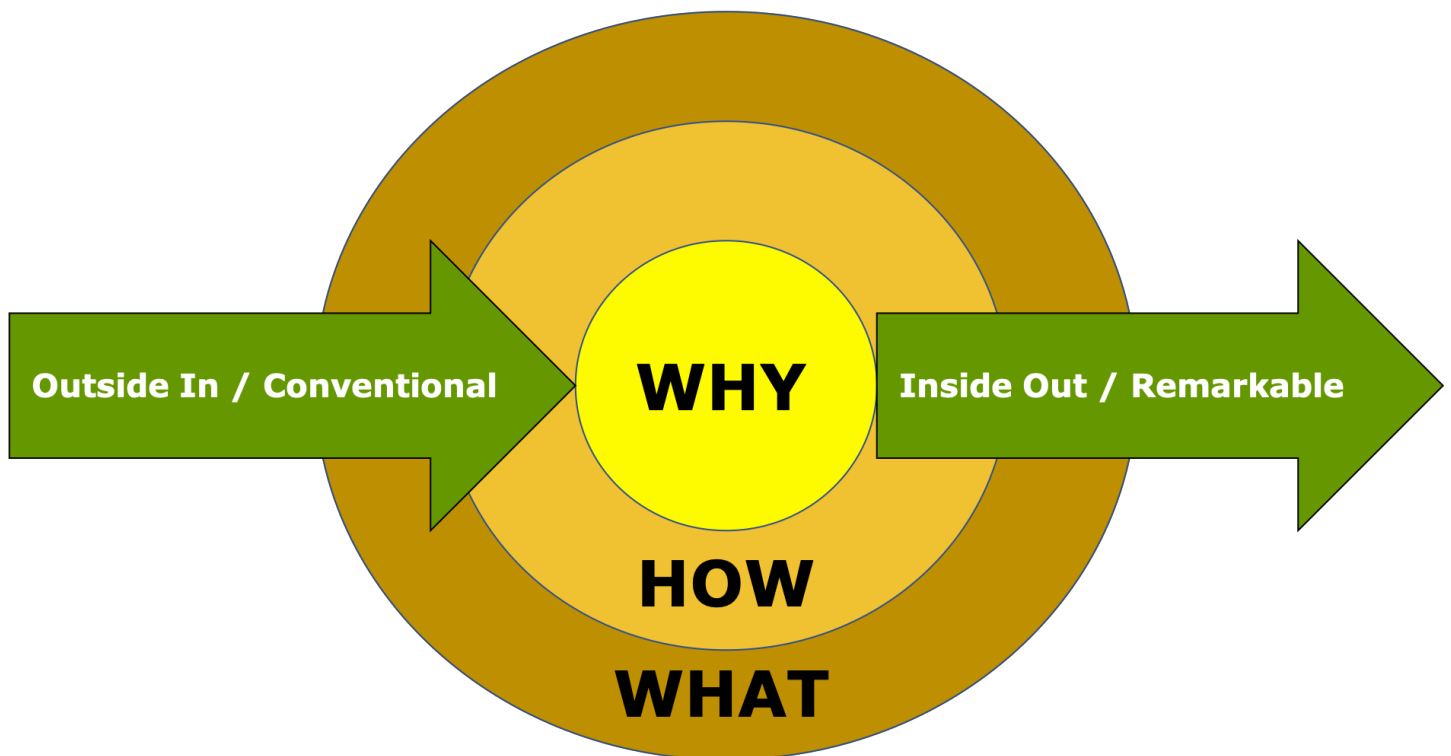
TFI 1.2: Team Operating Procedures

Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

Learning Intentions:

- Understand the significance of vision for implementation of VTSS
- Establish a relevant & clear mission statement
- Develop effective and efficient meeting foundations with roles and responsibilities

The Golden Circle: Starting With the *Why*



Study all three PBIS Team Mission Statements. Which one(s) successfully avoid(s) the pitfalls in the video? Are there any phrases or qualities you want to note for your own work?

Sample PBIS Team Mission Statements

School/Division Mission Statement	PBIS Team Mission Statement
The mission of Pell Elementary School in partnership with students, parents, staff, and community is to promote a positive and safe environment where students want to be, and a school where parents want to send their children. This partnership ensures equity, personalization, communication, visibility and academic rigor that produces responsible, respectful, lifelong learners and citizens.	The mission of the Pell PBIS team is to foster and promote a safe and positive school environment that enhances student learning through teaching and recognizing positive behavior.
The mission of Churchville Middle School, as a partner with family and community, is to promote each student's intellectual growth while also cultivating social, emotional and physical development, to help individuals learn to make responsible choices, to foster respect for individuality and diversity, and to help students contribute to the common good within a unique and nurturing environment.	Our mission is to help all students reach their greatest potential by creating an environment in which children can be successful academically, emotionally and socially. Through the PBIS framework, our students learn to be respectful, responsible and safe in all areas of the school and apply these skills to be positive citizens.
We believe that every child can learn and must learn. Each student will demonstrate proficiency in reading, writing, mathematics and computer literacy, while nurtured in a safe, caring and stimulating environment. We believe that a high-performing student is the product of vital interacting forces within the school community, including a dedicated staff, a challenging curriculum, a productive school culture, parents who are partners in education and a community that offers learning opportunities, human resources and support. Finally, we cherish in each child both mind and heart. The core values of honesty, integrity, responsibility and respect for others will permeate the school community, encouraging each student to grow in knowledge and virtue.	To create and maintain an effective learning environment by establishing behavioral supports and the social culture needed for all students in our school to achieve social, emotional, and academic success.

<p>What phrases capture the essence of the school or division mission statement?</p>	<p>What phrases capture the essence of the PBIS Team mission statement?</p>
<p>How are they similar in their focus and purpose? What elements do they have in common?</p>	
<p>What makes the PBIS Mission Statement different? How does it capture the team's work more specifically? Does it spotlight a particular piece of the school's mission?</p>	

Meeting Roles and Responsibilities

VTSS team meetings depend on a variety of human resources.

Before the Meeting...	
Coach	<ul style="list-style-type: none"> ✓ Creates team agenda ✓ Sends agenda to team members before meeting (minimally 3 days prior)
Facilitator (if not the coach)	<ul style="list-style-type: none"> ✓ Reviews the agenda to prepare for facilitation ✓ Clarifies any questions with Coach
Recorder	<ul style="list-style-type: none"> ✓ Collects agenda items from Facilitator ✓ Prepares meeting minutes agenda form, including content from Data Analyst's report, as appropriate ✓ Prints copies of the meeting minutes form for each team member, or is prepared to project agenda in virtual format
Data Planner/Analyst	<ul style="list-style-type: none"> ✓ Describes potential new problems with precision (What, Who, Where, When, Why) ✓ Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined new problems ✓ Provides update on previously-defined problems (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship to change goal) ✓ Distributes Data Analyst's report to team members ✓ Asks Coach to add potential new problems to agenda for meeting
Process Observer	<ul style="list-style-type: none"> ✓ Reviews agenda information ✓ Reviews previous meeting's feedback on norms
Administrator	<ul style="list-style-type: none"> ✓ Reminds front office staff to refrain from interrupting meeting except for emergency ✓ Reviews agenda information
Team Member(s)	<ul style="list-style-type: none"> ✓ Reviews agenda information
Encourager	<ul style="list-style-type: none"> ✓ Reviews agenda information

During the Meeting...	
Coach	<ul style="list-style-type: none"> ✓ Is an active participant and provides technical support on implementation of PBIS
Facilitator (if not coach)	<ul style="list-style-type: none"> ✓ Starts meeting on time ✓ Determines date, time, and location of next meeting ✓ Manages the “flow” of meeting by adhering to the agenda ✓ Prompts team members ✓ Is active participant in meeting ✓ Ask questions (75% of what a facilitator says should be in question form) ✓ Implement group norms/agreements ✓ Keep people on track (back on track)
Minute Taker/Recorder	<ul style="list-style-type: none"> ✓ Asks for clarification of tasks/decisions to be recorded on meeting minutes form, as necessary ✓ Is active participant in meeting
Data Planner/Analyst	<ul style="list-style-type: none"> ✓ Leads discussion of potential new problems ✓ Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports) ✓ Is active participant in meeting
Process Observer	<ul style="list-style-type: none"> ✓ Notes what is working well in the meeting and what may need improvement
Administrator	<ul style="list-style-type: none"> ✓ Listen to understand ✓ Engage in team dialogue ✓ Address policy questions if necessary
Team Member(s)	<ul style="list-style-type: none"> ✓ Listen to understand ✓ Engage in team dialogue ✓ Engage in problem-solving process – pose questions about data and potential solution actions
Encourager	<ul style="list-style-type: none"> ✓ Listen to understand ✓ Look for opportunities to positively comment on efforts, decisions, and ideas shared

After the Meeting...	
Facilitator	<ul style="list-style-type: none"> ✓ Asks Process Observer to give summary of the meeting
Coach	<ul style="list-style-type: none"> ✓ Notes ideas, plans, and/or possible professional development needs to plan for continued implementation efforts
Minute Taker/Recorder	<ul style="list-style-type: none"> ✓ Disseminates copy of completed meeting minutes form to all team members within 24 hours

Activity 2: Plan for Roles and Responsibilities

Step 1: Complete the following chart to ensure that your team includes a VTSS Tier I team coach or co-coaches, a school administrator, a family member, and individuals able to provide: behavioral expertise; data expertise; coaching expertise; knowledge of student academic and behavioral patterns; knowledge about the operations of the school across grade levels; and student representation.

Step 2: *Identify who will be the Data Entry person, the Data Analyst, the Facilitator, and the Minute Taker for the data informed decision-making process.*

Step 3: Determine dates to meet (at least monthly) and dates to present to the faculty (share data at least quarterly).

Name	Role	Email	Phone #
Day to meet:		Time:	
Location:			
Dates to present to faculty:			

Activity 3: Working Agreements = Norms

Reflect on the professional behaviors that characterize efficient and effective meetings you have attended. What working agreements will support your team's work and heighten your productivity? Put a star next to the one that you think will be most useful for keeping the team moving forward.

Proposed Norms for Your Team

--

Action Planning for Effective Teams

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Teams	<u>1.1 Team Composition:</u> Tier I team includes a Tier I coach/coaches, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.			
	<u>1.2 Team Operating Procedures:</u> Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan			
	<i>Steps to full implementation</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Team has administrative support and representatives across school community; attendance better than 80%			
	Team runs efficient and effective regular meetings (at least monthly) with agenda, minutes, defined roles			
	Team has established a clear mission/purpose with current action plan			
Keys to Successful Implementation	<i>School administrator is an active participant in 90% of meetings, protects meeting time, disseminates information during grade level/department meetings, faculty meetings, and parent/family meetings.</i>			
	<i>Working Smarter Teaming Alignment document is completed</i>			
	<i>Quick "Pre-Map" or Resource Map of current practices, programs, initiatives is completed</i>			
	<i>Meeting agenda checklist complete</i>			

Refer to the Action Planner on page 75.

Tier I Team Implementation Workbook

Features: Behavioral Expectations (TFI 1.3) with connections to Classroom Procedures (1.8)

TFI 1.3: Behavioral Expectations

The school has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.

Learning Intentions:

- Understand the criteria for effectively framed school-wide expectations and define teaching matrix
- Organize a practice draft of expectations and rules in a teaching matrix
- Create a plan for guiding staff in the development of three to five positively stated school-wide expectations
- Create a plan for guiding staff in defining expectations with observable and measurable rules for specific locations
- Understand options for aligning classroom rules to school-wide expectations

Activity 1: Build Expectations

If your school does not have school-wide expectations, proceed to developing expectations for your school. The list on the next page might provide inspiration.

- ☐ Circle or place a checkmark by approximately five expectations or attitudes that are *essential for the success of your students according to your data*. With what community values, skills or behaviors do your students struggle?
- ☐ Narrow those five expectations down to three. Enter those expectations in the box on the left below.
- ☐ Compare with your team. Reach consensus as a team on three to five expectations and put those in the box on the right.

Expectations Considered:

3-5 Expectations with
Team Consensus:

Some Valued Behaviors and Attitudes

Accepting	Dedicated	Independent	Resolute
Accomplished	Dependable	Inspiring	Resourceful
Achievement	Determined	Integrity	Respect
Agreeable	Devoted	Intellectual	Responsible
Ambitious	Diligent	Inventive	Safe
Appreciative	Eager	Involved	Self-Confident
Articulate	Effort	Knowledgeable	Self-Reliant
Authentic	Empathy	Kind	Selfless
Being Alive	Encouraging	Learning	Self-Respect
Being in Control	Enterprising	Love	Sensitive
Being Your Best	Enthusiastic	Loyalty	Service to Others
Belonging	Ethical	Meticulous	Sincere
Capable	Excellence	Modest	Supportive
Caring	Fair-minded	Motivated	Sympathetic
Cautious	Flexible	Obedience	Team Player
Cheerful	Focused	Optimistic	Tenacity
Commitment	Friendliness	Orderliness	Tenderness
Cleanliness	Forgiveness	Outgoing	Thoughtful
Community	Generous	Participation	Tolerant
Compassionate	Genuine	Patient	Trusting
Competence	Goal Directed	Perseverance	Trustworthy
Confidence	Good-natured	Persistence	Unity
Conscientious	Gracious	Pleasant	Understanding
Considerate	Grateful	Polite	Willing to Learn
Contribute	Hardworking	Positive	Wisdom
Conviction	Harmonious	Prepared	Others:
Collaboration	Healthiness	Problem Solver	
Cooperation	Helpful	Productive	
Courage	Honesty	Prompt	
Courteous	Imaginative	Reliable	
Creativity	Industrious	Resilient	

Activity 2: Creating a Matrix

Enter your agreed-upon expectations on the matrix below:



		Locations			
Expectations					
Conditions for Learning/Teacher Supports					

Activity 3: Locations

What does your map look like?

1. Draw a diagram/map of your school in this box, on chart paper, or use a copy of your school map.
2. Each person identifies **3 top problem locations**.

Map of our school				
Where?	What?	When?	Who?	Why is it happening?

3. On the bottom half, identify where, what, who, when, and why.

Activity 4: Expectations vs. Specific Behaviors

When defining specific behaviors/rules they should be:

- a. _____ that we can see
- b. _____ we could actually count the occurrence of the behavior
- c. _____ what to do to be successful
- d. _____ student-friendly language
- e. _____ able to accomplish in all settings in the school

Individually list the following phrases in the category to which they belong below.

- ☐ Respect self and others
- ☐ Walk in the hallways
- ☐ Turn in completed assignment
- ☐ One trip through the lunch line
- ☐ Be Here, Be Ready
- ☐ Keep hands and feet to self
- ☐ Be Safe

Expectation	Specific Behavior

Activity 5: Defining Specific Behaviors

1. List the four most identified locations on the matrix on **page 24** (where you listed your expectations). You will list them in the row immediately below Locations.
2. Considering the expectations you have proposed for your faculty on **page 24**, begin to identify possible specific behaviors that would teach the expectations and PREVENT the problems you detailed in your discussions. What problems were identified? What do you want to see INSTEAD?
3. Prepare to share the behaviors for one expectation in one location (make a 'T').
Recorders, fill in the blank matrix and answer any formative assessment questions provided.

Activity 6: Looking through Lenses


1. The chart below describes some diverse students. Choose **three** that are similar to students in your experience.
2. Study the matrix through their eyes and record your observations.
 - a. Reflect: will the behaviors on the matrix give them valuable life skills? Are there any behaviors listed that might create negative emotions for the student?
 - b. Think Ahead: What will be important when we teach these expectations and behaviors?

Who is the student?	Reflect on Expectations	Think Ahead to Teaching
CW is a diligent student and charismatic student-athlete. S/he has lots of friends and strong social skills. Sometimes CW's star power makes it difficult for others to be visible.		
AR is quiet, sensitive and respectful in all interactions with adults and peers. S/he is often alone on the playground or cafeteria and adults worry about isolation from peers.		
VB has shrewd insights on the world and is brave enough to point out social injustices. Some challenging circumstances in his personal life cause him to anger quickly and fiercely.		
EM is quirky and loves to put her little body in motion. She is always respectful. Side effects of medications leave her very groggy in parts of the day and with minor sensory compulsions with skin.		
DT is a popular African-American student who enjoys helping peers and adults alike. She works hard and is generous with her resources and her friendship. It is easy to overlook her because she doesn't demand attention and responds well to core instruction.		
LN often arrives at creative and thoughtful solutions and ideas in her work. S/he is sarcastic and often responds with a flippancy that annoys others. S/he is privately struggling with questions about her sexual orientation.		

Who is the student?	Reflect on Expectations	Think Ahead to Teaching
<p>AC and his family are from a country impacted by conflicts in the Middle East. He loves the work of school. He just began learning English and has difficulties interacting with others. He also experiences significant anxiety stemming from his family's unexpected flight from their home.</p>		
<p>WB is an exceptionally gifted student and is working four grades beyond her current placement. Her parents want her educated with age appropriate peers. She makes friends well. Teachers are often frustrated by her resistance to class assignments and frequent requests to defend their decisions.</p>		
<p>ZE is an exceptional artist. S/he comments frequently on how s/he would like to disappear into the worlds she creates. ZE's family has visited the school frequently to request help with bullying they believe is racist. They have become frustrated that solutions aren't getting results.</p>		
<p>YD is easygoing and gets along very well with others. S/he has little interest in academic work and doesn't see college in the future. S/he would be the first in the family to attend. Further, issues with comprehension of text and working memory make classwork challenging.</p>		
<p>Someone you know...</p>		

Activity 7: Classroom Behaviors

Define classroom behaviors aligned with school-wide expectations. Complete one square and prepare to share.

Setting	 Classroom Behaviors
School-wide Expectation	

Activity 8: Planning for Stakeholder Involvement

Brainstorm ideas for sharing this work with faculty, students, families, and community. How can you get their feedback and integrate their voices into your teaching matrix?

Staff	Students	Families	Community

Things to Keep in Mind

Have the following factors been considered when developing expectations?


- ☐ Home vs. school culture
- ☒ Social emotional skills
- ☐ Working memory and age of students
- ☐ Are all rules in the matrix observable, measurable, positively stated, understandable, and always applicable?
- ☐ How did they gather input from faculty? (TFI 1.10)
- ☐ How, when and where will the matrix be posted?
- ☐ Will portions of the matrix be pulled out for posting in specific locations (e.g.: bathroom)?
- ☐ How are expectations/behaviors for classroom defined (by individual teacher or are they defined school-wide)?

Notes:

Example Matrix – Elementary

	Classroom	Hallway	Bathroom	Cafeteria	Recess	Bus
I am Respectful	<ul style="list-style-type: none"> ✓ Listen effectively ✓ Keep self to self ✓ Use kind words 	<ul style="list-style-type: none"> ✓ Walk quietly ✓ Stay in line ✓ Keep self to self 	<ul style="list-style-type: none"> ✓ Flush ✓ Wash hands ✓ Keep self to self ✓ Use an inside voice 	<ul style="list-style-type: none"> ✓ Use an inside voice ✓ Stay in seat ✓ Raise hand for help ✓ Keep self to self 	<ul style="list-style-type: none"> ✓ Use equipment properly ✓ Share ✓ Use kind words ✓ Keep self to self 	<ul style="list-style-type: none"> ✓ Use kind words ✓ Use an inside voice ✓ Keep self to self
I am Responsible	<ul style="list-style-type: none"> ✓ Follow directions ✓ Make good choices ✓ Accept consequences ✓ Report problems to teacher 	<ul style="list-style-type: none"> ✓ Keep hallway clean ✓ Follow directions 	<ul style="list-style-type: none"> ✓ Keep it clean ✓ Use water and paper wisely 	<ul style="list-style-type: none"> ✓ Follow directions ✓ Keep tables and floor clean ✓ Report problems to cafeteria staff 	<ul style="list-style-type: none"> ✓ Follow directions ✓ Clean-up equipment when done ✓ Be alert 	<ul style="list-style-type: none"> ✓ Sit facing forward ✓ Report problems to bus driver
I am Ready to Learn	<ul style="list-style-type: none"> ✓ Come prepared ✓ Use appropriate materials ✓ Do your best 	<ul style="list-style-type: none"> ✓ Walk with a purpose ✓ Face forward in line 	<ul style="list-style-type: none"> ✓ Quietly return to class ✓ Promptly begin work 	<ul style="list-style-type: none"> ✓ Healthy foods and drinks ✓ Walk quietly and line up when asked ✓ Return to class with teacher 	<ul style="list-style-type: none"> ✓ Line up when called ✓ Face forward in line 	<ul style="list-style-type: none"> ✓ Promptly walk to class/locker ✓ Take all belongings with you

Example Matrix – Middle School

TEACHING MATRIX					
C. Alton Lindsay Middle School					
SCHOOL-WIDE BEHAVIOR EXPECTATIONS					
	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	Classroom
 S afety First	<ul style="list-style-type: none"> • Walk directly to my designated area • Stay in my area • Talk softly • Keep hands, feet, and belongings to myself 	<ul style="list-style-type: none"> • Walk directly to my designated area 	<ul style="list-style-type: none"> • Keep hands, feet, and belongings to myself • Allow for the privacy of others 	<ul style="list-style-type: none"> • Enter and exit with a pass or my teacher • Throw away my trash and tray • Clean up after myself 	<ul style="list-style-type: none"> • Listen • Follow directions the first time given • Ask appropriately for help • Clean up after myself • Follow lab rules and procedures
W ork Together Respectfully	<ul style="list-style-type: none"> • Respect the space of others 	<ul style="list-style-type: none"> • Walk quietly in a single, straight, and silent line so that others can continue learning and working • Walk to the right side of the hallway 	<ul style="list-style-type: none"> • Conserve supplies: <ul style="list-style-type: none"> - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can 	<ul style="list-style-type: none"> • Move away from conflict or distractions • Ask for help when needed • Be patient • Stay in line 	<ul style="list-style-type: none"> • Accept feedback and discipline from staff by listening, asking questions, and following directions the first time. • Be ready to learn • Be present and focused • Encourage others
A cccept Responsibility	<ul style="list-style-type: none"> • Keep to your own business 	<ul style="list-style-type: none"> • Remain quiet in QUIET ZONES • Carry my own belongings • Keep lockers locked • Walk directly to my designated area 	<ul style="list-style-type: none"> • Flush • Wash my hands • Use appropriate fixtures • Go 	<ul style="list-style-type: none"> • Maintain a clean space and conversation • Keep food on my tray or in my mouth 	<ul style="list-style-type: none"> • Attend class daily and on time • Clean up after myself • Be prepared for instruction with all necessary materials
G uide Me	<ul style="list-style-type: none"> • Teachers will supervise groups of students at all times • Teachers will ensure that they know the location of all students 	<ul style="list-style-type: none"> • Teachers will enforce safety • Teachers will monitor students by being at their doors and in the hallways 	<ul style="list-style-type: none"> • Teachers will stand by bathrooms to monitor the noise and behavior from the hallway 	<ul style="list-style-type: none"> • Teachers will arrive on time and pick up students on time • Teachers will walk students directly into the cafeteria 	<ul style="list-style-type: none"> • Teachers will supervise groups of students at all times • Teachers will be prepared for class <ul style="list-style-type: none"> - Lesson plans posted - Engaged and present - Observable outcomes

Example Matrix – High School

Code of Conduct	All Settings	Hallways	Cafeteria	Bathrooms	Classroom
Respectful	<ul style="list-style-type: none"> • Know and follow directions • Use kind words and actions 	<ul style="list-style-type: none"> • Keep area clean • Monitor voice level • Allow others to pass 	<ul style="list-style-type: none"> • Put trash in cans • Be kind to staff and students • Monitor voice level 	<ul style="list-style-type: none"> • Keep area clean • Flush, wash, go 	<p>(Determined by teacher)</p> <p>Refer to Activity 7 to align with School-wide Expectations.</p>
Responsible	<ul style="list-style-type: none"> • Know and follow directions • Be punctual • Follow adult directions 	<ul style="list-style-type: none"> • Keep track of your belongings • Keep moving 	<ul style="list-style-type: none"> • Clear space before leaving • Follow procedures 	<ul style="list-style-type: none"> • Keep graffiti-free • Keep bully-free 	
Ready	<ul style="list-style-type: none"> • Know and follow directions • Be prepared 	<ul style="list-style-type: none"> • Monitor time to get to class 	<ul style="list-style-type: none"> • Leave at first bell • Have all materials 	<ul style="list-style-type: none"> • Flush, wash, go 	

Action Planning for Developing Expectations and Rules

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	<u>1.3 Behavioral Expectations:</u> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.			
	<i>Steps to full implementation</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Three to five positively stated school-wide expectations are posted around school			
	Expectations apply to both students and staff			
	Expectations are developed and posted for specific settings (where data suggests expectations are needed)			
	Behavioral examples are linked to expectations			
	Staff are involved in development of expectations and rules			
Classroom Procedures	Classroom rules and routines/procedures are defined for each of the school-wide expectations and posted in classrooms			
<i>Keys to Successful Implementation</i>	<i>Teaching Matrix is developed to organize expectations and behaviors in various areas in the school</i>			
	<i>Use data to guide development of teaching matrix</i>			
	<i>Use feedback from school community (e.g., staff, students, families) to ensure cultural relevancy</i>			
	<i>Ensure expectations are defined with developmentally appropriate behaviors</i>			

Refer to Action Planner on page 75.

Tier I Team Implementation Workbook

Feature: Teaching Expectations (TFI 1.4)

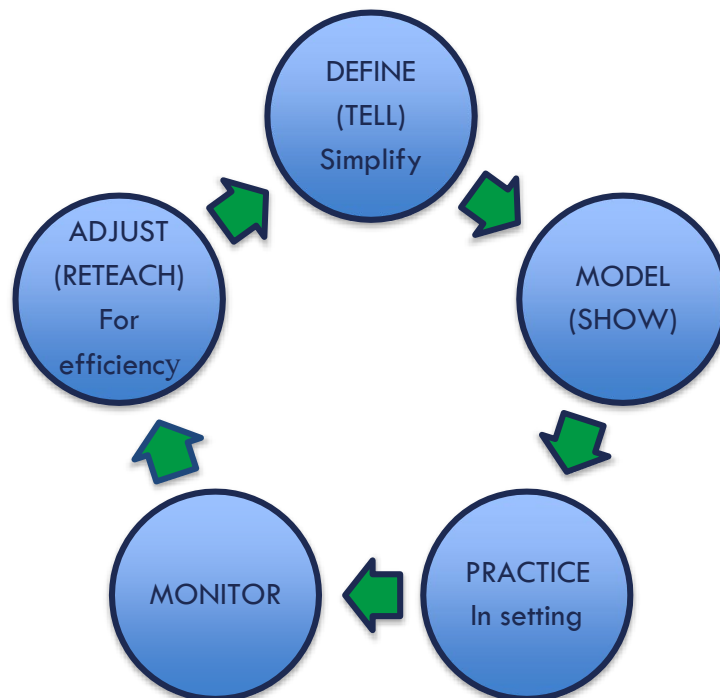
TFI 1.4: Teaching Expectations

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

Learning Intentions:

- Study the use of explicit instruction (an evidence-based practice) to teach all lessons, behavioral as well as academic.
- Understand the reasons for teaching behaviors directly in settings and build a schedule for doing so.
- Create a sample lesson based on the teaching matrix.
- Brainstorm links between expectations and subject area curriculum.
- Plan for training staff about lessons and their importance.

Activity 1: The Components of a Lesson



Sample Lesson Plan – High School

Context for Teachers: Because our high school is so much bigger than the middle schools and our routines allow for more freedom, learning how to travel efficiently is a top priority. Tardies have been a significant issue for us, particularly for freshman. We will teach this expectation on the first day of school.

Our plan for **differentiated core instruction**:

- Freshman and sophomore advisory have been extended for the first week to accommodate orientation activities. They will do their practice **in the hallway**.
- If you facilitate a junior or senior advisory, identify students who are new to our school this year. Send them to the cafeteria, AFTER viewing the video, at 8:10. Mr. J-, our ISS coordinator, will guide practice in the hallway and answer questions.
- We have identified 14 students who collected more than 15 tardies last year. They will receive a pass to attend a planning session in A101 at 8:10. They should bring their schedules. Both APs and a guidance counselor will show the video and work with them to “plan their travel” routines. This is NOT an intervention, just differentiated core instruction for a few students who may have larger skill gaps. Monitoring data may reveal a need for an intervention later if differentiated core instruction doesn’t produce desired behaviors.

Expectation: Be Responsible
Location: Hallway
Establish/Define Behavior/Procedure: Travel efficiently and arrive on time
<p>Before the video starts: Introduce the behavior and why it is important. Be sure to list when the behavior is expected:</p> <ol style="list-style-type: none">1. As we become adults, it becomes increasingly important that we know how to arrive on time for commitments. It shows that we know how to be responsible.2. By arriving on time, we show respect for teachers, classmates, and our own learning. We also show people (like a supervisor) that we are dependable and others (like our friends) that their time is important to us.3. We only have five minutes to get from one place to another, so we have to be efficient.
<p>Teach: Teacher demonstrates or models the behavior. Discuss non-examples and examples.</p> <p>The SGA created a video on how travel to class. Let’s take a look and show our respect for the time and energy they put into creating this for us. After the video, ask students what they noticed about the examples they saw in the video.</p>
<p>Practice: Give students opportunities to role-play the behaviors across all relevant settings.</p>

(continues on next page)

Freshman and sophomores: See the schedule and route for taking students through hallway. We have several routes that require long-distance travel...how fast do we have to walk to arrive on time? Do we have time for a locker break?

Juniors-Seniors: Print copies of the blog entry: Punctuality Counts.

<http://www.lifehack.org/articles/featured/punctuality-counts.html>

Assign each reason that punctuality counts to a pair or triad. Then have EVERYONE share OR Have them read the blog and identify the two reasons that matter most for them, or that they hadn't considered before. Ask each person to share with a neighbor.

Ask students to look at their schedules and plan which transitions can accommodate locker or restroom breaks and which can't. Identify any concerns they have for arriving somewhere on time this year. Let the group brainstorm ideas and solutions.

Formative Assessment

Anecdotal notes will be collected to identify students who seem to struggle with the lesson's ideas. Collect the exit slip quick write... "why is being on time important for me and my classmates?"

Monitor and Reinforce:

During the first week of class, record the names of students who are tardy and bring a tally to our debriefing faculty meeting on Tuesday. Check in with tardy students to identify the issue and make a note. We will investigate for any patterns or concerns and brainstorm as a group if our instruction isn't getting desired results. If instruction seems to be working for the most part, we will begin recording data on tardies as minor incidents after a week of teaching and practice. The PBIS team will track minor incident data and identify any concerns after that point.

1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors.	At the end of class, remind students, "When the bell sounds, travel efficiently and arrive on time for your next commitment."
2. Supervise: Move, scan and interact with students.	During the first week of school, if you don't have an official duty post between classes, join students in the halls and remind them about our responsibility to each other to be on time.
3. Feedback: Observe student performance and give positive, specific feedback to students.	When students arrive on time, tell them quietly that the community appreciates their responsibility. Their reliability will earn people's trust. When the whole class is present on time, positive feedback can be delivered whole class. For example, "Everyone is here on time which shows that we understand the responsibilities of becoming adults."

(continues on next page)

4. Reteach: Practice throughout the day and school year.	On day two, check in with students and find out if they had any trouble traveling efficiently and being on time. After Labor Day, 1st period teachers remind students to review their schedules and make sure they remember their travel routines for arriving on time.
--	--

Activity 2: Develop Lesson Plans

1. Choose a rule/routine from the school-wide or classroom-wide matrix.
2. Work with your shoulder partner or team to complete the behavior lesson plan template on the next page or use your own lesson plan template from your school/district.
3. Be ready to describe your lesson to the group and possibly role-play the example and non-example.

Expectation:	
Location:	
Establish/Define Behavior/Procedure:	
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:	
Teach: Teacher demonstrates or models the behavior. Discuss non-examples and examples.	
Practice: Give students opportunities to role-play the behaviors across all relevant settings.	
Formative Assessment: For whom was the lesson successful and how do we know?	
Monitor and Reinforce: Is the skill being demonstrated in another setting or is additional teaching and practice necessary?	
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors	
2. Supervise: Move, scan and interact with students.	

3. Feedback: Observe student performance and give positive, specific feedback to students.	
4. Reteach: Practice throughout the day and school year.	

Adapted from MO PBS Tier 1 Workbook

Action Planning for Teaching Expectations

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.			
	<i>Steps to full implementation</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A behavioral curriculum includes teaching expectations and rules			
	Lessons include examples and non-examples			
	Lessons use a variety of teaching strategies			
	Lessons are embedded into subject area curriculum			
	Faculty/staff and students are involved in development & delivery of behavioral curriculum			
	Strategies to share key features with families/community are developed and implemented			
<i>Classroom Procedures</i>	Expected behavior routines in classroom are taught			
<i>Keys to Successful Implementation</i>	Identify dates on the school's professional development calendar when the plans for teaching expectations will be shared with staff			
	Identify dates on the school's professional development calendar when the expectations will be formally taught to all students			

Items to consider when creating your action plan:

- ☐ Share a sample lesson plan and discuss essential elements with faculty.
- ☐ Develop a plan for creating lessons for each setting. Identify any needs for deeper instruction based on data-driven concerns.
- ☐ Bring lesson plan drafts to faculty for review and input.
- ☐ Develop year-long plan for implementing lessons (kickoff and boosters).
 - When and how to introduce expectations
 - Create and post the matrix

Refer to Action Planner on page 76.

Tier I Team Implementation Workbook

Features: Problem Behavior Definitions and Discipline Policies (TFI 1.5 & 1.6)

TFI 1.5: Problem Behavior Definitions

School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.

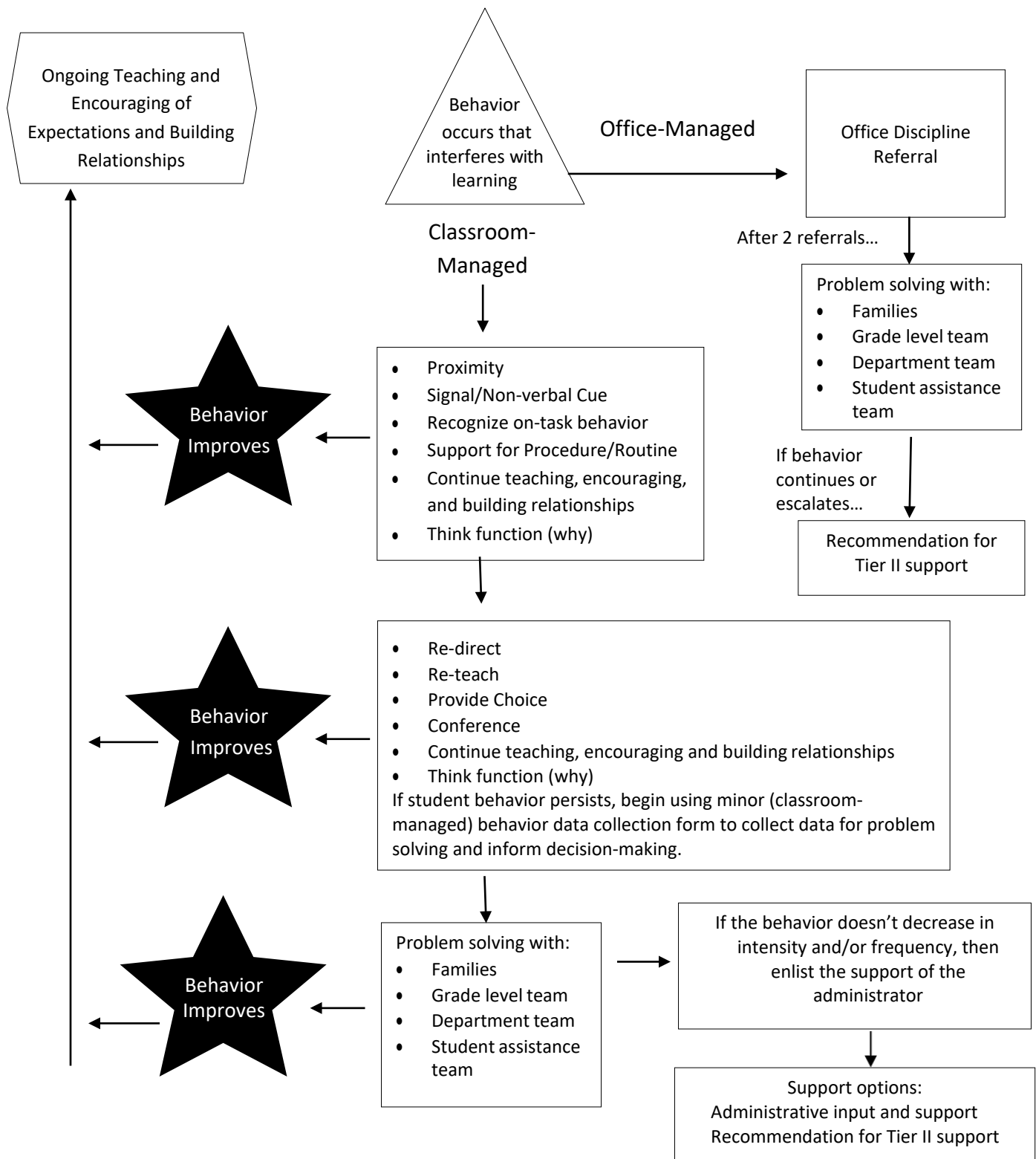
TFI 1.6: Discipline Policies

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

Learning Intentions:

- Understand the importance of consistently implemented approaches to behavior that are proactive, instructive, and/or restorative
- Describe discipline process in narrative format or depict in graphic format
- Distinguish between office-managed and classroom-managed behavior incidents and establish documentation procedures for both
- Review current office discipline referral form to ensure data collection fields exist for meaningful decision-making
- Know an array of appropriate responses to office-managed and classroom-managed problem behaviors

Discipline Process: Continuum of Support for Discouraging Inappropriate Behavior



Activity 1: Common Understanding of Problem Behavior Definitions

Consider:

1. Why would having **shared definitions of behaviors** be important among all stakeholders (staff, students, families, communities)?
2. What impact would **agreements** about classroom-managed vs. office-managed behaviors have on our school community?

Problem Behaviors are Defined Is there a common understanding among staff?	
Behavior:	
What does it look like?	What does it sound like?

Behavior: What does it look like and sound like?	
Classroom-Managed Data and Observations	Office-Managed Data and Observations

Completing T-Charts with Staff:

1. Share discipline data (consider including data disaggregated by gender, ethnicity/race, and special education) identifying the top 5 behaviors showing up in your data and any descriptive data that describes what happened.
2. Ask staff: What do you notice?
3. Arrange staff in vertical teams (multiple perspectives).
4. Assign each team one of the top 5 behaviors and provide them with the descriptive data.
5. Ask teams to draw a t-chart with identified behavior at the top.
6. Ask teams to identify behavioral examples of what minor and major types of this behavior look and sound like.

Activity 2: Problem Behavior Definitions

Schools are encouraged to use any of this information and to adjust the process, definitions, and referral form to fit the culture and resources within each school.

- ☐ Determine if your school district's behavior definitions and coding procedures are consistent with the following SWIS definitions (used by implementers of PBIS). Are there any definitions that need additional clarification? Highlight those definitions.

SWIS™ 5.6 Office Referral Definitions

Minor Problem Behaviors

Minor Problem Behavior	Definition
Defiance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespct)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behaviors

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespct)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp Affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.

Major Problem Behavior	Definition
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

Activity 3: Rethinking Discipline

1. Read the following information in the “Rethinking Discipline” chart. Record your thoughts.
2. Share your thoughts with another person in your large group.
3. What did you hear from others that gives you pause to rethink your understanding of discipline?
4. Discuss with your team what new possibilities become available if we extend our approaches to academic problems to social problems (behaviors that interfere w/learning).

Rethinking Discipline Academic & Social Problems: A Comparison of Approaches		
Error Type	Approaches for Academic Problems	Approaches for Social Problems
Infrequent	<ul style="list-style-type: none"> • Assume student is trying to make correct responses; error was accidental, a <i>skill deficit</i>. • Provide assistance (teach, model, guide, check). • Provide more practice and feedback; monitor progress. • Assume student has learned skill and will perform correctly in the future. 	<ul style="list-style-type: none"> • Assume student is choosing to be “bad;” error was deliberate, a <i>performance deficit</i>. • Use consequences/punish. • Practice not required. • Assume student has “learned” lesson and will behave in the future.
Frequent	<ul style="list-style-type: none"> • Assume student has learned the wrong way or has inadvertently been taught the wrong way. • Diagnose problem; identify misrule or determine more effective way to teach. • Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback. • Assume student has learned skill and will perform correctly in the future. 	<ul style="list-style-type: none"> • Assume the student is refusing to cooperate; student knows what is right, has been told to stop, and is being insubordinate. • Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.). • Maintain student removal from the normal context. • Assume student has “learned” lesson and will behave in the future.

MO SW-PBS Team Workbook, retrieved 2.2013

Activity 4: Considerations for Consequences

Discuss the following 3 selections with your team.

CONSEQUENCES ARE NOT PUNITIVE. Consequences paired with teaching of the alternative or desirable behavior can heighten behavior change. Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behavior. In this manner, they are similar to what we do when students are not making academic progress. We find additional practice or activities to help them learn. Role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate the skill, and making amends for behavior that impacted others are all wonderful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution. Even though consequences for inappropriate behavior are intended to be educational, they are also mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behavior.

Thoughts ...

CONSISTENCY, NOT SIZE IS IMPORTANT. It is not the size of the consequence that promotes behavior change, but the certainty that something will be done. This is a common misunderstanding as educators often look for a bigger consequence – that big one that will stop the behavior. When students passing in the hallways see that all educators consistently stop students to address the same violations of procedures, they are more likely to use the expected behavior. It is important to note that increasingly harsh consequences can lead to antisocial behavior. An overemphasis on punishment focuses the attention of the student on the looming consequence and limits their consideration of the effect their behavior has on others or themselves (Alberto & Troutman, 2012).

Thoughts ...

CONSEQUENCES SHOULD BE SELECTED INDIVIDUALLY. Consequences are best when they are selected to fit the individual, the specific behavior and setting, and the frequency or severity of the behavior. What fits one may not fit another. For the middle school student who was rude to a substitute, perhaps having her determine how students should treat guest teachers and then teaching her peers is a powerful consequence. For the student having difficulty getting along at recess with a peer, planning an activity that they can successfully do together might be effective. In both of these examples the standard of respect is being consistently upheld, but the consequences are personalized.

Schools often get caught up in a desire to be fair. Fairness and consistency is achieved through clear expectations and standards that are upheld for all. Consequences in upholding those standards may be different as appropriate for the student. Fairness doesn't mean that everyone gets the samething. Fairness means that everyone gets what they need in order to be successful and meet the standard.

Thoughts ...

(Adapted from Missouri PBIS New Team Workbook Chapter 6)

What are the implications of these ideas for...

Me?	
The PBIS Team?	
My School?	
My Division?	
Society?	

Activity 5: Considerations for Alternatives to Suspension

Host environments that support positive behavior, positive interactions, appropriate instruction, and active supervision use:

- ☐ Problem solving and contracting to remind student to engage in problem solving process and to identify reinforcers and consequences
- ☐ Restitution
- ☐ Re-teaching or instruction on topics related to student behavior
- ☐ Family involvement to help problem solve and identify ways to increase communication
- ☐ Counseling
- ☐ Community service
- ☐ Behavior monitoring and self-management strategies
- ☐ Coordinated behavior plans based on hypothesized function of the behavior
- ☐ Appropriate in-school suspension (e.g., includes academic tutoring, explicit instruction on skill-building, clearly defined procedure for returning to class contingent on progress and/or behavior)
- ☐ Mediation (e.g. peer mediation)

Thoughts ...

What are you already using as alternatives to suspension?

What considerations might be appropriate for your school community?

Activity 6: What is the purpose of the office discipline referral form?

Do your data collection tools have all the information you need to make data-informed decisions?			
	Student's name		Problem behavior
	Date		Possible motivation
	Time of incident		What was happening before the behavior (antecedent)?
	Location of incident		Possible consequences
	Student's teacher		Administrative decision
	Student's grade level		Other comments
	Referring staff		Others involved

Thoughts ...

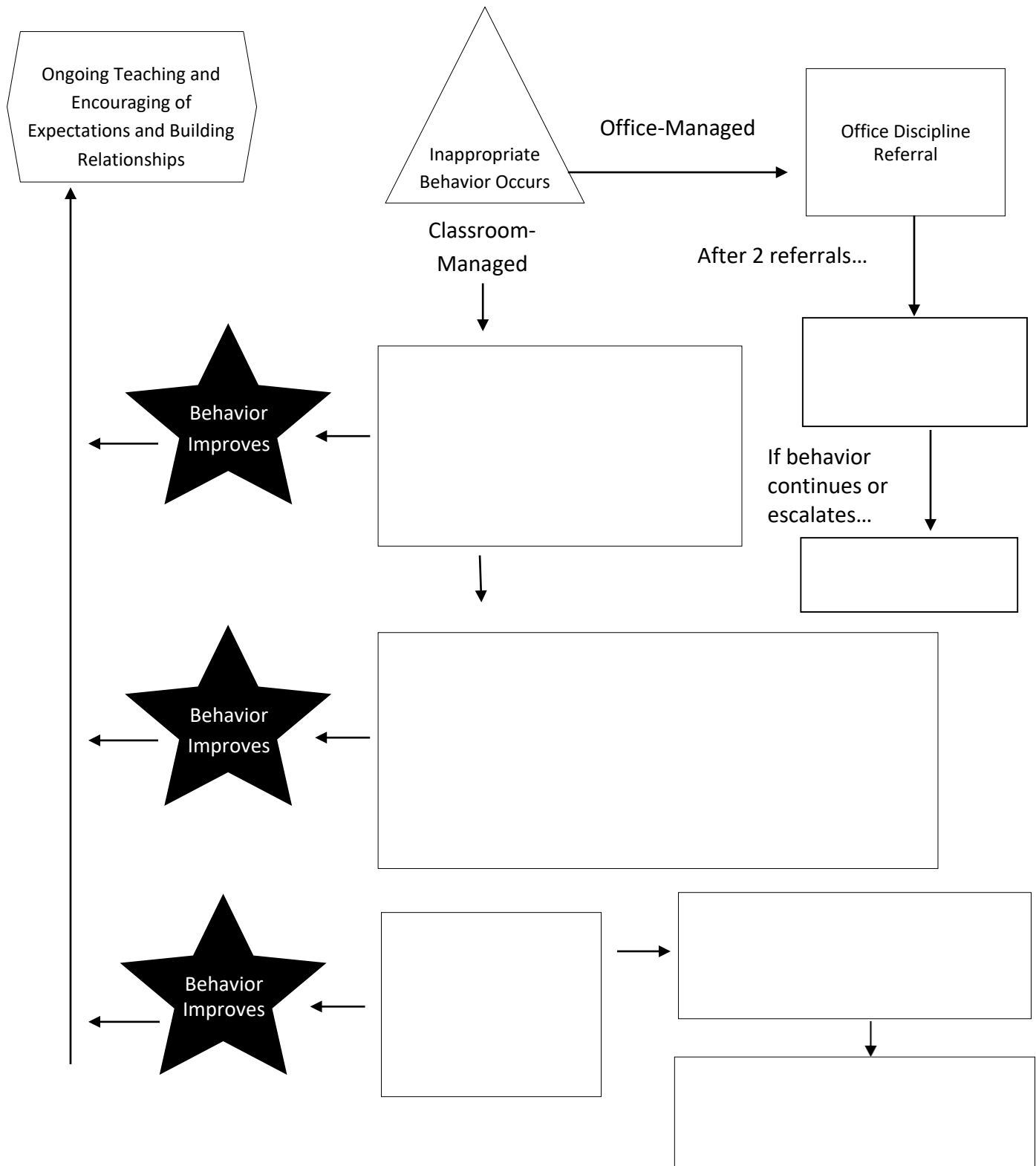
What is the purpose of the referral form?

Activity 7: Discipline Flowchart and Office Discipline Referral Form

Guiding Questions:

- Is the current discipline policy/process documented in the staff handbook?
 - What are the teacher expectations?
 - Do all staff members know what to do when they observe problem behavior?
 - Is there consistency among the staff?
-
- ☐ Review the sample Office Discipline Referral (Time Out of Class) form. Compare it to your school's Office Discipline Referral or Behavior Incident form. Is all the necessary information included on your current form? If not, what needs to be added?
 - ☐ Highlight all items on this sample form that you would like to discuss with your team/staff.

Continuum of Support for Behavior



Sample Time Out of Class Form – Integrating Referral and Data Collection

Time Out of Class Form

Name: _____

Location

Date: _____ **Time:** _____

☐ Playground

☐ Library

Teacher: _____

☐ Cafeteria

☐ Bathroom

☐ A ☐ B ☐ C

Grade: K 1 2 3 4 5 6 7 8 ☐ Hallway

☐ Arrival/Dismissal

Referring Staff: _____

☐ Classroom

☐ Other _____

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress code <input type="checkbox"/> Property misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Electronic violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/physical aggression <input type="checkbox"/> Defiance/disrespect <input type="checkbox"/> Harassment/bullying <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate display aff. <input type="checkbox"/> Electronic violation <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Skipping class <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____ <hr/> <input type="checkbox"/> Nurse <input type="checkbox"/> School Counselor
Administrative Decision/Time Out of Class = _____		
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____ hours/ days) <input type="checkbox"/> Out-of-school suspension (____ days) <input type="checkbox"/> Other _____	

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	

Key Reminders for Constructing Your Office Referral Form

<p style="text-align: center;">Office Referral Documentation</p> <p>Once you have clearly defined what behaviors are office-managed, you will want to develop an office referral form that provides a count of the number of behavior incidents, the types of behavior infractions, the time and location of their occurrence, and the students and staff who were involved. This allows you to document lost instructional time, problematic locations and times, and identify trends across the year. These contextual factors need to be included on your office referral form.</p>	<p style="text-align: center;">Contextual Factors for an ODR Form</p> <ul style="list-style-type: none"> • Student name • Referring staff name • Date of incident • Time of incident • Inappropriate behavior with designation of office-managed or staff managed • Location of incident • Others involved • Possible motivation • Administrative decision
<p style="text-align: center;">Preparing Staff</p> <p>You will want to prepare staff for using the office referral form consistently. This will involve their understanding the rationale for the form, their role in making a referral, and what they can expect will occur in the referral process (e.g., problem resolution, possible consequences, data entry, visits to referring staff, etc.).</p>	<p style="text-align: center;">Teacher's Role in Office Referral Process</p> <ul style="list-style-type: none"> • Work consistently to address staff-managed behaviors and refer students according to the definitions for office-managed behaviors. • Thoroughly complete the Office Referral Form (ODR); be prepared to meet with the administrator for follow up. • Send the student to the office; use an escort or call the office if safety is an issue. • Notify the office when student has been sent. • Be prepared to visit with the administrator to determine restitution, make up work, additional interventions, etc. • Accept the student back into class when the administrator determines readiness and ensure a smooth transition for the student.
<p style="text-align: center;">Administrator Procedures</p> <p>For the majority of routine problems referred to the office, the administrator or designee will calm the student, review the referring problem, re-teach alternative behaviors for handling the problem (e.g., teaching matrix behaviors, deliver consequences, and help prepare the student for a successful return to the classroom or program). Advance planning should occur for handling crisis or illegal infractions and how law enforcement and crisis teams will work with the school staff.</p>	

Adapted from the MO SW-PBS Team Workbook, 2012

Action Planning for Behavior Definitions and Discipline Policies and Procedures
 Directions: Please determine if each item is Not Implemented (NI), Partially Implemented (PI), or Fully Implemented (FI).

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.			
	1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.			
	<i>Steps to full implementation</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Discipline process described in narrative format or depicted in a graphic format			
	Discipline process includes documentation			
	Problem behaviors are defined			
	Major/minor behaviors are clearly differentiated			
	Suggested array of appropriate responses to major (office-managed) problem behaviors			
	Behavior definitions and coding procedures are consistent across state, district and school reporting systems			
Classroom Procedures	Procedures exist for tracking classroom behavior problems			
	Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered			
Keys to Successful Implementation	<i>Review District Discipline Policy. Map school procedures (e.g., Code of Conduct, Students' Rights and Responsibilities, Student handbook) onto District Policy</i>			
	<i>The school is committed to having in place a clearly documented, predictable system for managing disruptive behavior (SWIS Readiness)</i>			
	<i>Referral form complete</i>			
	<i>T-chart complete</i>			
	<i>Process developed</i>			
	<i>Staff communication and prompts to promote consistency in place</i>			

Refer to Action Planner on page 76.

Tier I Team Implementation Workbook

Feature: Professional Development (TFI 1.7)

TFI 1.7: Professional Development

A written process is used for orienting all faculty/staff on 4 core Tier I VTSS/PBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

Learning Intentions:

- Understand key criteria for effective professional learning based on the Standards of Professional Learning provided by Learning Forward.
- Plan for effective professional learning for faculty to support PBIS implementation by identifying key content and support infrastructure.

Key Standards for Effective Professional Learning

Based on the work of Learning Forward (formerly the National Staff Development Council), there are seven key components for providing professional learning that will be effective for the professionals it supports. It is important to consider all of them as you plan for implementing any significant learning experience. They are:

Standard	Description
	Professional learning that increases educator effectiveness and results for all students...
Learning Communities	occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Leadership	requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
Resources	requires prioritizing, monitoring, and coordinating resources for educator learning.
Data	uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
Learning Designs	integrates theories, research, and models of human learning to achieve its intended outcomes.
Implementation	applies research on change and sustains support for implementation of professional learning for long term change.
Outcomes	aligns its outcomes with educator performance and student curriculum standards.

Reference: <https://learningforward.org/standards-for-professional-learning/>

Activity 1: Professional Development for Expectations and Acknowledgements

1. What are expectations? What do they do for us?
2. What are acknowledgements? What do they do for us?
3. How frequently should we be teaching / reminding and reinforcing expectations?

Considerations	Teaching Expectations & Rules	Providing Acknowledgements
What key content does our faculty and staff need to know about this evidence-based practice? Why should they invest? How often should they use it?		
Do we have any existing learning communities that connect with these practices? How do we make time to share and discuss these ideas?		
What resources (including written) will make these practices easier for staff to adopt or deepen in their daily routines?		

Activity 2: Professional Development for Discipline Systems

Go back to your notes on the discipline system. Read them over and check in with your team.

1. Are there outstanding questions?
2. Do you know how to build buy-in from your colleagues?
3. How would you summarize the main components of the discipline system and be prepared to share as if you are presenting to your staff?

Considerations	Responding to/Correcting Behavior	Implementing the Discipline Process
What key content do we need to teach and/or clarify? Why should they invest?		
What resources (including written) will make these practices easier for staff to adopt or deepen in their daily routines?		
Are there any changes or shifts that might create confusion and/or resistance ? How will we respond in a supportive way that maintains fidelity of implementation ?		

Activity 3: Planning for Substitutes, Guest Teachers, and New Personnel
What materials do we need to make available to adults who work in our building intermittently?

How will we provide professional learning to new personnel as they join our staff?

Activity 4: Timelines for Professional Development
We need a timeline that is reasonable and allows us to teach and train all staff and students on the core features (expectations, acknowledgements, and discipline).

Who do we train first?	When do we hold follow-up sessions?

Action Planning for Professional Development

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I VTSS/PBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.			
	<i>Steps to full implementation</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A curriculum to teach the components of the discipline system to all staff is developed and used			
	Plans for training staff how to teach expectations/rules/acknowledgments are developed, scheduled and delivered			
	Booster sessions for staff are planned, scheduled, and delivered			
	Schedule for acknowledgements for the year is planned			
	Plans for orienting incoming staff are developed and implemented			
Keys to Successful Implementation	Enter professional training dates in school's calendar			
	Establish communication plan to share information regularly with staff			

Refer to Action Planner on page 77.

Tier I Team Implementation Workbook

Feature: Feedback and Acknowledgement (TFI 1.9)

TFI 1.9: Feedback and Acknowledgement

A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.

Learning Intentions:

- Understand frequency and characteristics of effective acknowledgment for increasing behaviors we expect from students.
- Understand the components of Behavior-Specific Praise Statements (BSPS) and increase the ratio of positive-to-negative and acknowledgment-to-corrective statements.
- Brainstorm possibilities for a school-wide and classroom-wide acknowledgement system for students and staff.
- Link acknowledgements to the expectations.
- Plan for involving staff and students in developing acknowledgements.

An effective acknowledgment system:

- Increases the likelihood that desired behaviors will be repeated.
- Reinforces the teaching of new behaviors.
- Focuses staff and student attention on desired behaviors.
- Fosters a positive school climate.
- Reduces the need for engaging in time consuming disciplinary measures.

Which of the reasons listed above will be most important to your school staff?

Guidelines:

- School and classroom-wide acknowledgements are for _____ student.
- Acknowledge the _____.
- Include the _____ in identifying possible acknowledgements.
- Acknowledge students _____ in common areas.
- Acknowledgement _____ the desired behavior.
- Keep it _____.

Activity 1: Changing our Words

Work with a partner on another team to draft three statements of acknowledgement for these cafeteria expectations. Draw arrows to show where you would direct the acknowledgement.

We will assume that behaviors we see are positive. 😊

Be Respectful: Talk with your shoulder partners. Follow directions from adults.

Be Responsible: Pick up trash. Raise your hand for permission to find a quiet space.

Be Safe: Keep food on tray or in container. Tell an adult if you hear something that worries you.



Activity 2: Applying Behavior-Specific Praise to Your Matrix

Work with your team to brainstorm five acknowledgement statements based on your matrix. (Planning statements in advance reminds us to look for these behaviors in our students!)

Expectation	Location	Specific Behavior	Praise Statement



Classroom Snapshot: Behavior-Specific Praise Statements (BSPS)

A behavior-specific praise statement is verbal/written feedback that is *descriptive, specific*, and delivered *contingent* upon student demonstration of expected behavior.

Components of Behavior-Specific Praise Statements

Descriptive and specific: Identifies and describes both the student and the behavior being recognized.

Contingent upon student accurately displaying desired behavior.

Behavior-specific praise statements are delivered frequently (BSPS delivered 4 times as often as error correction).

Assessment for Behavior-Specific Praise Statements

Observe and monitor the three components of BSPS during a 10-minute period or during predictable problematic times:

Tally of BSPS:

Tally of error correction:

Ratio of BSPS: EC (error correction):

Components	No	Somewhat	Yes
Descriptive and specific: Identifies and describes both the student and the behavior being recognized.			
Contingent upon student accurately displaying desired behavior.			
Behavior-specific praise statements are delivered frequently (BSPS delivered 4 times as often as negative feedback).			

Adapted from the Cool Tool: Behavior –Specific Praise Statements

For additional information on Behavior Specific Praise:

- See next page titled “Increasing use of Feedback with Behavior Specific Praise Statements”
- See page titled “Cool Tool: Behavior-Specific Praise Statements (BSPS)”

Research: The research supports the use of BSPS to:

- Teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005).
- To increase on-task behavior (Fullerton, Conroy, & Correa, 2009).
- To decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000).
- Provide increased opportunities for building positive relationships with students.

(Barrett and Yanek, 2014), Updated for VTSS, May 2016

Increasing use of Feedback with Behavior-Specific Praise Statements
COOL TOOL: *Feedback with Behavior-Specific Praise Statements*

Think of a student behavior you would like to increase in your classroom. Record one behavior-specific praise statement you could use. _____

Make a prediction: <i>What do you think is your current ratio of specific positive feedback to negative feedback/reprimands?</i>		Collect Data: <i>What is your current ratio of specific positive feedback to negative feedback/reprimands?</i>		Goal: <i>What goal will you set for yourself?</i>	
Behavior-Specific Praise	Negative Feedback	Behavior-Specific Praise	Negative Feedback	Behavior-Specific Praise	Negative Feedback

What steps will you take to reach your goal (refer to Cool Tool for ideas)?

└ _____

└ _____

Cool Tool: Behavior-Specific Praise Statements (BSPS)

Practice: Behavior-Specific Praise Statements (BSPS) Ratio 4:1

Research:

The research supports the use of behavior-specific praise statements to:

- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005).
- increase on-task behavior (Fullerton, Conroy, & Correa, 2009).
- decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000).
- provide increased opportunities for building positive relationships with students.
- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior. Students with the most challenging behavior typically do not receive access to even the average rates of praise that students without challenging behavior receive (Lewis, Hudson, Richter, & Johnson, 2004).

What is it?

A behavior-specific praise statement is verbal/written feedback that is *descriptive, specific*, and delivered *contingent* upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Heflin, 2010)

Effective Praise

- "Excellent job listening and following directions the first time."
- "Your eyes are on me and your mouth is quiet. Thank you for being ready to learn."
- "Way to go! You asked for help and followed the steps to complete your math work before the end of class!"
- "Thank you for being on time this morning, that's very responsible."

Less Effective

- "Good job!"
- "Excellent!"
- "Well done!"

(Gable, Hester, Rock, & Hughes, 2009)

Practice

- └ Develop classroom rules aligned with school-wide expectations.
- └ Post and teach classroom rules
- └ Use 2-3 words from the defined classroom rules to formulate BSPS.
- └ Deliver BSPS immediately after students demonstrate expected behavior.
- └ Use prompts to remind you to use BSPS (e.g., notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction, golf counter) (Conroy & Correa, 2009; Sprick, Knight, Reinke, & McKale, 2006).
- └ Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise.

Observation and Feedback

Instructions:

Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progress.

Date:		
Strategy: Positive Feedback Ratio 4:1	Frequency	Comments
Specific, positive feedback (BSPS)		
Negative feedback		
Ratio of specific, positive feedback to negative feedback Positive: Negative Ratio =		

<p>└ Note: Deliver in close proximity in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009).</p>	<p>Measurable Goal:</p>
---	-------------------------

Activity 3: Designing Your Acknowledgement System

Considerations:

1. Consider various ideas for acknowledging both staff and students.
2. Complete acknowledgement matrix for staff and students (high frequency, intermittent, long term).
3. Share the acknowledgement list with all the stakeholders (staff and students alike).

School-wide Acknowledgement Matrix				
TYPE	WHAT	WHEN	WHERE	WHO
	STUDENTS:			
	ADULTS:			
	STUDENTS:			
	ADULTS:			
	STUDENTS:			
	ADULTS:			

4. Look at your low frequency celebrations, and identify with an asterisk which ones are community-building opportunities that will be universally accessible. Or, do we need to add some? How will you respond to critics who want to use them to incentivize good behavior?

Action Planning for Acknowledgement System

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.			
	<i>Steps to full implementation</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	A system of acknowledgements has elements that are implemented consistently across campus			
	A variety of methods are used to acknowledge students			
	Acknowledgements are linked to expectations and rules			
	Acknowledgements are varied to maintain student interest			
	Ratios of acknowledgement to corrections are high			
	Students are involved in identifying/developing incentives			
	The system includes incentives for staff/faculty			
Classroom Procedures	Classroom teachers use immediate and specific praise			
	Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgment of inappropriate behavior			

Refer to Action Planner on page 77.

Tier I Team Implementation Workbook

Features: Faculty Involvement & Student/Family/Community Involvement (TFI 1.10 & 1.11)

TFI 1.10: Faculty Involvement

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

TFI 1.11: Student/Family/Community Involvement

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

Learning Intentions:

- Understand the importance of involving faculty meaningfully in every step of VTSS/PBIS implementation: to provide feedback, to offer suggestions, and to make choices.
- Know how to involve faculty in establishing PBIS goals on at least an annual basis, based on inclusive sharing and analysis of data.
- Understand the link between VTSS/PBIS and creating community and cultural connections.
- Identify ways to include families within the PBIS framework and then measure that involvement (i.e. surveys, etc.).
- Determine next steps for creating positive school – family – community partnerships.

Activity 1: Involvement for Buy-In

Pause to reflect. Change is a constant in the field of education. Your VTSS/PBIS implementation will need to change, grow, and evolve over time as well. Think about how it feels when new ways of working arrive on your doorstep, whether it's a revision to content standards, a new textbook program, a new policy, a new role to play, a change in your expectations matrix, etc. Think about how your colleagues experience change. How do all of you want to be involved in implementation decisions? How do you want your voice heard? What do you look for when deciding if you are on board with the change? Jot down what comes to mind.



Activity 2: Communication and Feedback Loops

PBIS teams have to make a variety of opportunities to involve faculty and staff colleagues. Brainstorm what communication structures for sharing information and data you have in place now and discuss what opportunities you haven't explored yet. (For example: existing meetings and collaboration times, the PD calendar, faculty newsletter, shared documents, bulletin boards, etc.)

Record your team's discussions:

What mechanism do you have for inviting the participation and contribution of faculty members outside the team for getting the work of PBIS done? While the team provides critical leadership and guidance for all of the work, there are plenty of ways to involve other colleagues. For example, organizing a celebration event with the guidance of the team, coordinating with an existing extracurricular opportunity, preparing materials for families, or working with the community to acquire donations to support PBIS activities. How can colleagues let you know of their interests, passions, or willingness to serve?

Think back to the working smarter activity in Module 1. **What other teams or committees should be kept well informed of PBIS work?** Who will see to facilitating those conversations?

Activity 3: Planning for Intentional Communication

Use the chart below to denote **how and when** you will engage your faculty with PBIS. Consider natural connect points with the structures you brainstormed in the previous activity.

How will you engage and involve your faculty?			
Annually or More Often			
Assessing the vision of PBIS and its alignment to school vision?	Analyzing data and getting feedback on matrix, lessons, and acknowledgement?	Getting feedback on discipline processes and ways to respond?	Establishing goals for PBIS implementation?
Quarterly or More Often			
Sharing and analyzing behavior data?	Sharing and analyzing other data points of priority?	Getting feedback on concerns or celebrations?	Showcasing results?

Any other notes?

Stretch and share. Decide on two great ideas to share with someone on another team.

Activity 4: Family Engagement Action Planning

The Action Planning Tool below offers schools/divisions an opportunity to lay out their basic beliefs, goals and practices on how the team will work together to build and support family engagement.

Family Engagement Action Planning Tool

Division/School:	Project Name:
Date and Version of Tool:	Team Members:

1. Vision: What are Core Values and Strategies for engagement of families? What are the beliefs about the importance of engaging families, youth, and larger community?

2. Goals/Results: What do we want to achieve? What difference will this make for families, students, and staff?

3. Crafting the Message: How will family engagement help students, families, staff, and the community?

4. What can we do differently or better to engage more families and keep them engaged?

5. What actions can be taken to uphold our values and achieve our goals?

ACTIONS	TIMEFRAME	WHO WILL HELP?	DATA - How we know we are successful?
1.			
2.			
3.			
4.			

Adapted from Parent Engagement Roadmap Tool, Center for Study of Social Policy

Activity 5: Planning for Stakeholder Input and Feedback

Identify how your team will involve all your stakeholders in developing the Universal Foundations. How will you receive their input, as well as their continued feedback?

		Universal Foundations			
		Expectations and Rules (Teaching Matrices)	Ongoing Instruction on Expectations	Acknowledgement Program	Discipline (problem behavior definitions, policies, procedures)
Stakeholders	Students				
	Families				
	Communities				

Food for thought: Review the chart above. How are we ensuring that we are speaking with DIVERSE students, families, and members of the community? What are the potential challenges that arise when we rely too heavily on those who are already engaged with school and eager to be involved?

Outreach and marketing strategies may be helpful to informing and engaging families. Eventually, the team can create a promotional flyer or brochure that can be used for outreach to families and community.

Directions: Please determine if each item is Not Implemented, Partially Implemented, or Fully Implemented.

Subscale	Tiered Fidelity Inventory: Tier I Features			
Implementation	<p>1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p> <p>1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>			
	<i>Benchmarks of Quality</i>	<i>Not Implemented</i>	<i>Partially Implemented</i>	<i>Fully Implemented</i>
	Faculty are aware of behavior problems across campus through regular data sharing			
	Faculty are involved in establishing and reviewing goals			
	Faculty feedback is obtained throughout the year			
	Plans for involving families/communities are developed and implemented (from PD benchmark)			
Keys to Successful Implementation	Data informs decisions (e.g., student surveys, climate surveys)			
	Surveys are developed with dates to administer to staff, students and families			

Refer to Action Planner on page 78.

Putting it All Together

Closing Activity: Create Your Elevator Pitch

As a team, create your VTSS Elevator Pitch script, assign speaker role(s) and choose a platform. *FlipGrid* is a helpful resource to record and share your vision (<https://flipgrid.com>). *VoiceThread* (<http://www.voicethread.com>) is another option, or feel free to record your Elevator Pitch on your computer or phone. You'll want a convenient way to share your great work and all that you've learned!

Here are some guiding questions to get you started:

Why is VTSS important to your division?
What do you already know about VTSS?
How do you envision implementing VTSS?

Example:

Hello, Joe School Board Member? We are really committed to keeping our students in school and getting ALL students to graduation. By ALL, we mean ALL. For that to happen, we are going to need to work on improving attendance and decreasing our suspensions. (WHY) We are interested in implementing the Virginia Tiered Systems of Supports (VTSS). This framework will enhance our school improvement work and align with our strategic plan. In addition, VTSS will help build our capacity as a division to utilize a data-driven decision-making process to implement instructional practices and interventions across three tiers or layers of supports. (WHAT) For this school year we have committed to this way of work and will be initiating implementation of the data systems, teaming structures, and practices that will get us started. We could really use your input! Would you like to help? (HOW)

Action Planning

Please list at least two action statements for each TFI Module below.

1.1 Team Composition and 1.2 Team Operating Procedures

Composition and Operating Procedures: WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

1.3 Behavioral Expectations and 1.8 Classroom Expectations

Behavioral & Classroom Expectations: WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

1.4 Teaching Expectations

Teaching Expectations: WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

1.5 Problem Behavior Definitions and 1.6 Discipline Policies

Problem Behavior Definitions & Discipline Policies: WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

1.7 Professional Development

Professional Development: WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

1.9 Feedback and Acknowledgement

Feedback and Acknowledgement: WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

1.10 & 1.11 Student/Family/Community Involvement

Student/Family/Community Involvement: WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

Implementation Action Plan: Putting It All Together

Go back through the action plans for each feature. Compile your action steps by briefly listing them into a calendar that will guide your implementation. We suggest considering your resources carefully to ensure that you have ample time and energy to meet your goals.

	What are we doing?	Who needs to be involved?	TFI # Pg #
June			
July			
August			

	What are we doing?	Who needs to be involved?	TFI # Pg. #
September			
October			
November			
December			

	What are we doing?	Who needs to be involved?	TFI # Pg. #
January			
February			
March			
April			

	What are we doing?	Who needs to be involved?	TFI # Pg. #
May			
June			
July			