



# Positive Behavioral Interventions & Supports

*PBIS Iowa*

COACHES' CALENDAR  
2021 – 2022

# Positive Behavioral Interventions & Supports

PBIS Iowa

Positive Behavioral Interventions and Supports (PBIS) are a multi-tiered continuum of supports for all students in the school environment. Supported by the Iowa Department of Education, PBIS provides schools with the framework and organizational plan to promote and maximize academic achievement and behavioral competence for all students.

The U.S. Department of Education's Office of Special Education Programs Technical Assistance Center on PBIS indicates there are 25,911 schools implementing PBIS in the United States and other countries including Australia, Iceland, New Zealand, and Canada. Since 2002, PBIS has continued to grow in Iowa. Currently, more than 683 schools are implementing PBIS in 196 districts around the state. Iowa joins 13 other states with over 40% of schools using PBIS.

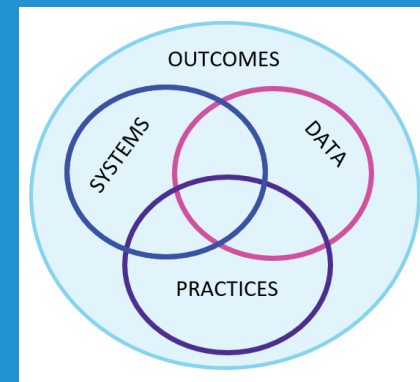
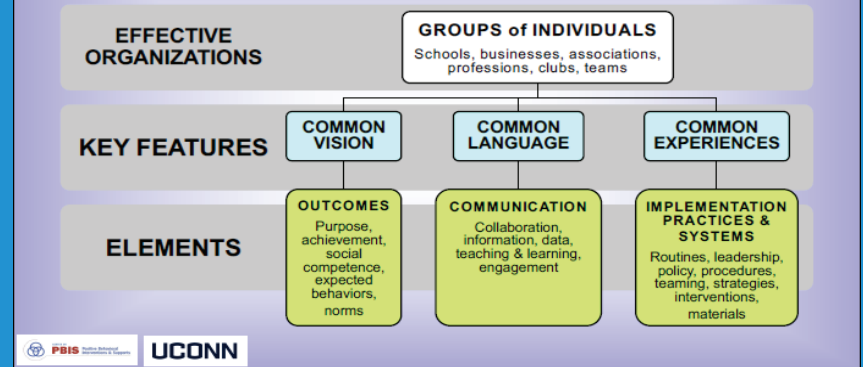
## VISION

All Iowa learners will experience social/emotional/behavioral well-being and academic success in positive, predictable, safe and supportive environments.

## MISSION

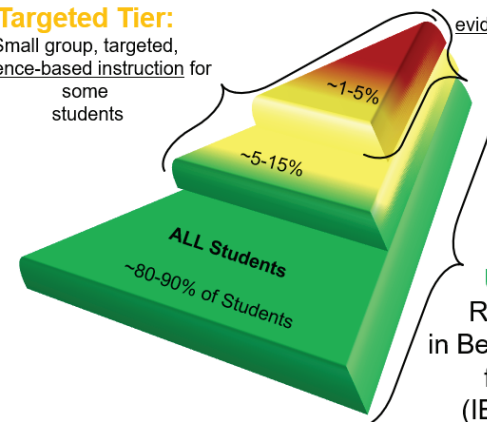
The PBIS State Leadership Team will work collaboratively to build competency, ensure fidelity, and foster sustainability of a multi-tiered system for schools, families, and communities to support all learners.

### PBIS: Schools & Classrooms as Effective Organizations



## Continuum of Support for ALL

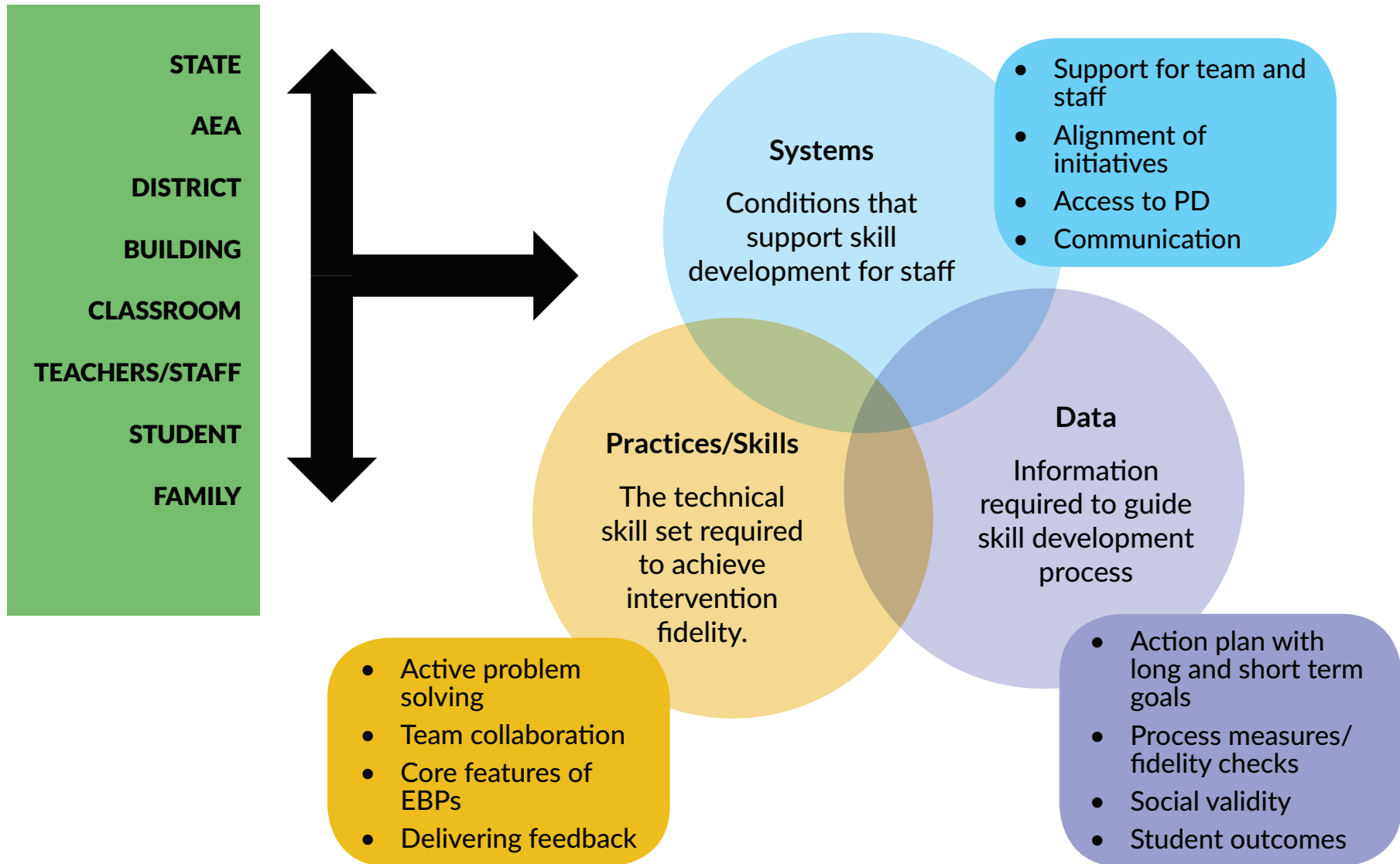
**Targeted Tier:**  
Small group, targeted, evidence-based instruction for some students



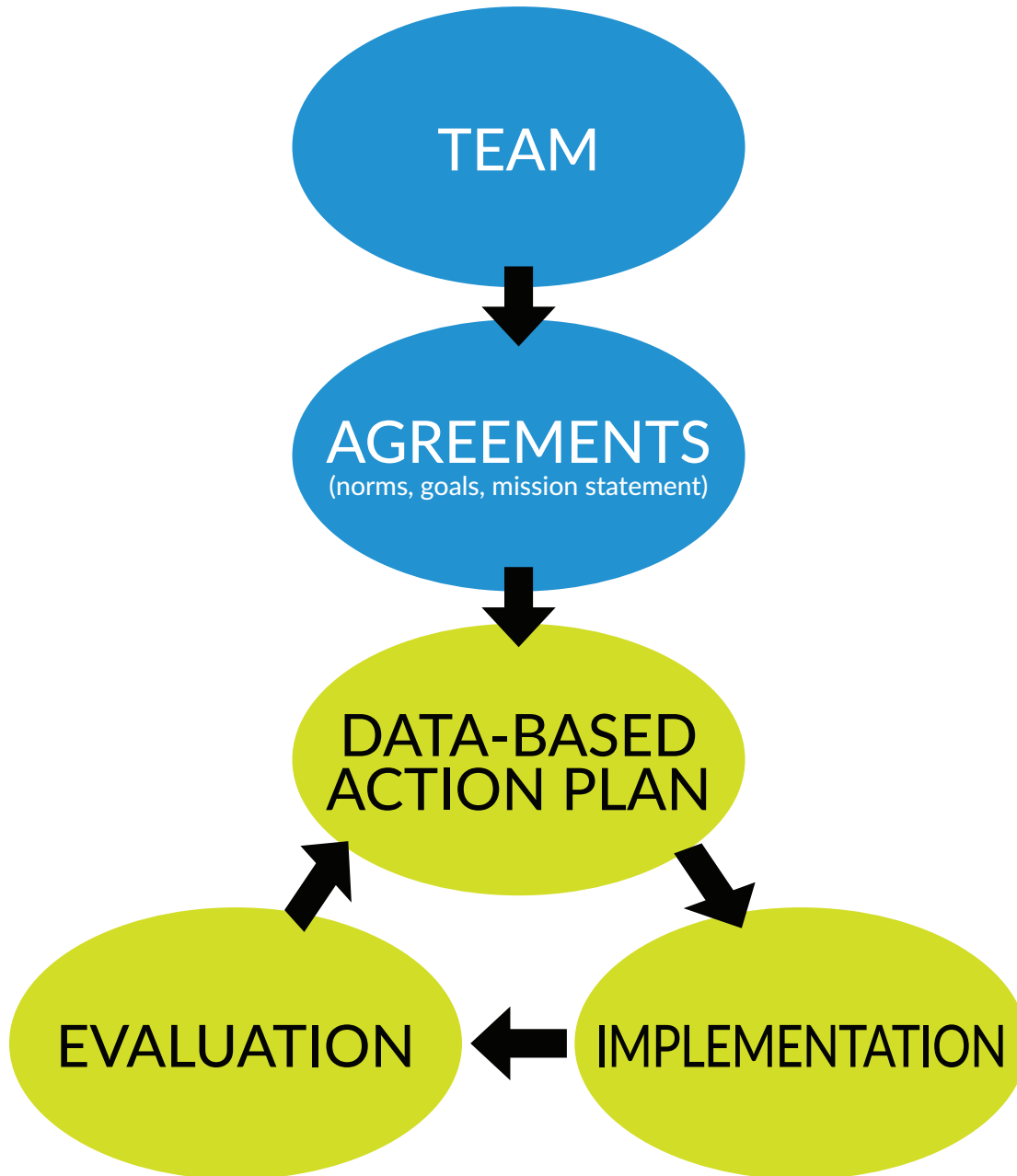
**Intensive Tier:**  
Individualized, intensive, evidence-based instruction for a few students

**Universal Tier:**  
Robust Instruction in Behavior & Academics for **ALL** Students (IELS & Iowa Core)

# Coaching Connects Learning and Doing



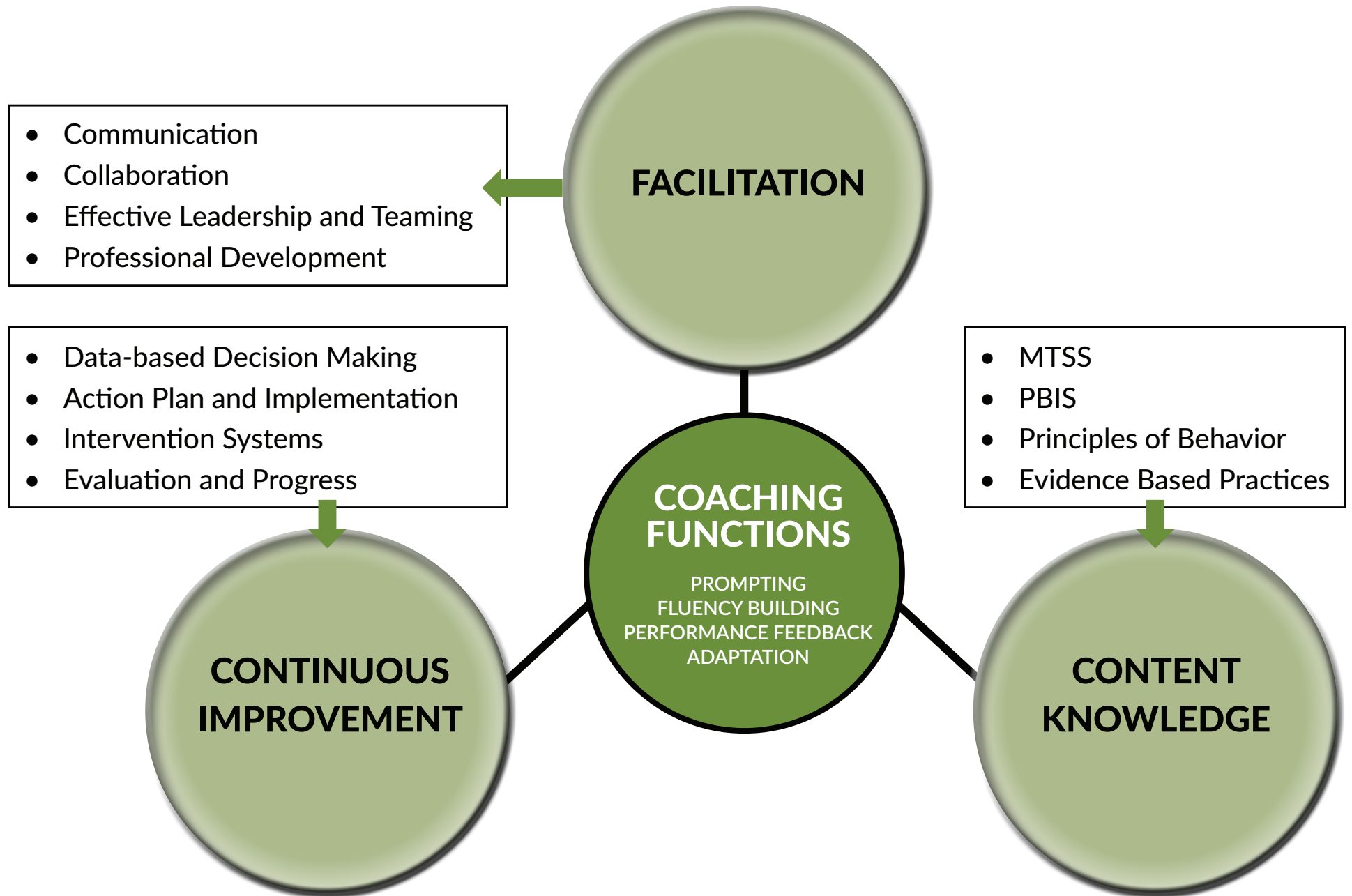
# Coaching Focus: The Implementation Process



- Ensure team has appropriate representation and active administrator participation, and review the agreements (e.g. mission, goals, norms) with all team members.
- Focus on developing a data-based action plan that specifies *who* is doing *what* by *when*.
- After a year of planning, facilitate team-based implementation of items on action plan.
- Use data to evaluate implementation.



# PBIS Coaching Skills Sets



# Beginning of the Year Checklist

Tier 1 Tasks	Accomplished	To Do
<b>PBIS Tier 1 team identified and roles and responsibilities shared</b>		
Confirm availability of parent on team and share meeting dates		
<b>PBIS calendar has been developed</b>		
Monthly PBIS team meetings scheduled		
Staff Development for PBIS scheduled throughout year		
School wide celebrations scheduled on calendar		
Booster sessions for re-teaching expectations scheduled		
Data sharing with staff scheduled quarterly		
New Staff PBIS orientation scheduled		
<b>School-wide plan reviewed with staff</b> <ul style="list-style-type: none"> <li>• Share teaching schedule and lesson plans</li> <li>• Review major/minor behavior definitions</li> <li>• Review how to complete a referral</li> <li>• Review response to problem behavior (flow chart)</li> <li>• Practice providing positive feedback</li> <li>• Practice providing corrective feedback</li> <li>• Acknowledgement System</li> </ul>		
<b>Communication with family initiated, (i.e. principal letter about PBIS)</b>		
Website updated		
Plan for sharing PBIS information at back to school night		
Plan for sharing PBIS information during conference		
<b>Staff assigned to support new staff in implementing PBIS</b>		
<b>Tier 1 Action plan reviewed</b>		
Tier 1 Action plan based on implementation data (SAS, TFI)		
Action plan based on office discipline referral data (ODR'S)		
<b>Fidelity assessments scheduled</b> <ul style="list-style-type: none"> <li>• TFI Walk-through scheduled with external coach</li> </ul>		

## COACHES' TIPS

- Focus on creating an effective team through development of:
  - Mission statement
  - Data based goals
  - Team norms
- Review and share Indicators of an Effective Team
- Review Team Roles & Responsibilities and identify team role for each member
- Complete Beginning of Year Checklist (Appendix)
- Ensure school expectations are posted and visible in all areas of the building

### Team Talk:

What are the team's mission and goals for this year? What agreements can we make so we fulfill our purpose?

# AUGUST 2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## TOOLS FOR THE MONTH:

- Creating Norms Tool
- Team Registry
- Components of Staff Orientation
- Coach Description
- Beginning of the Year Checklist

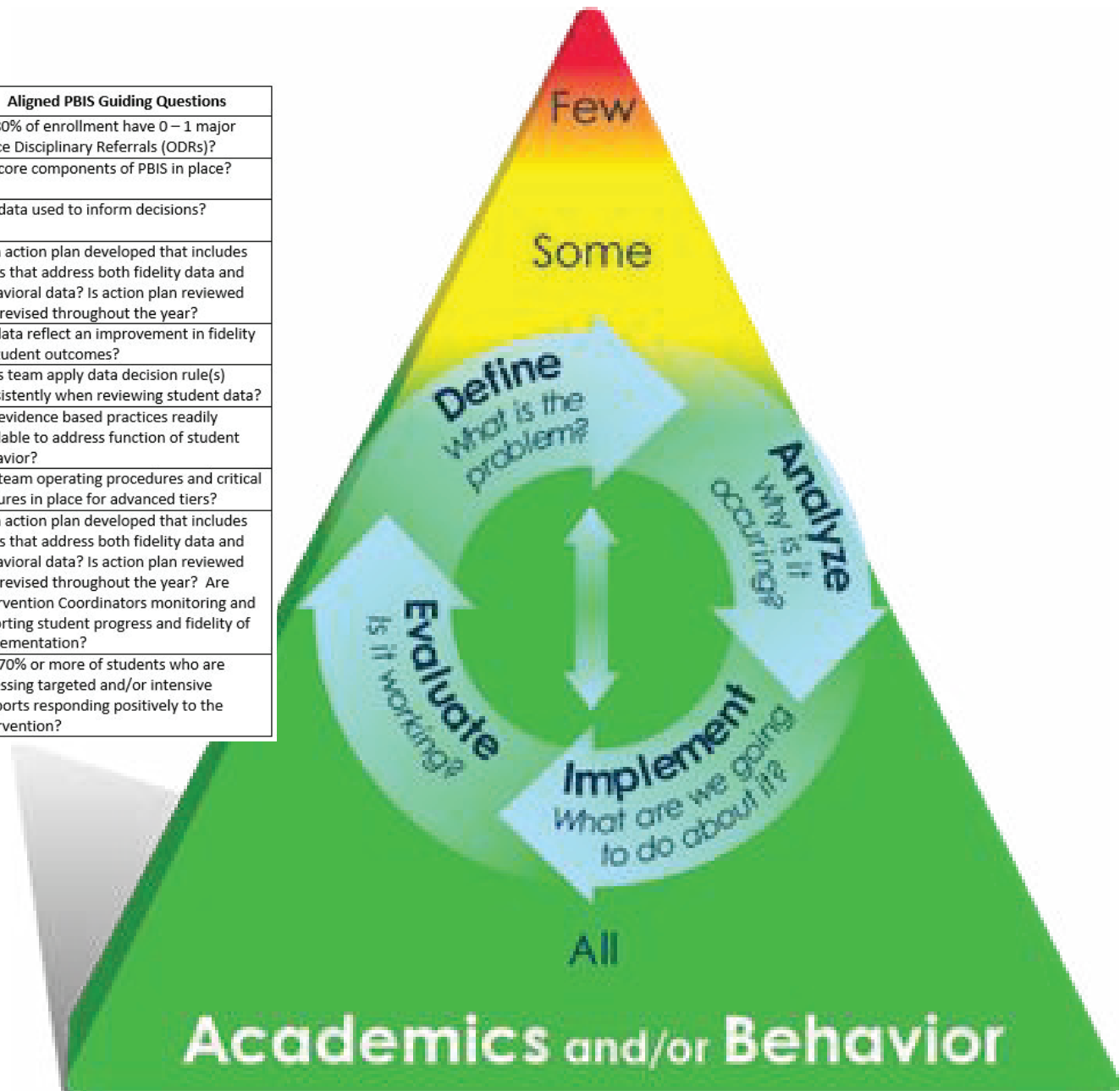
## ADMINISTRATOR TIPS

- Schedule new staff orientation with PBIS team
- Plan to attend monthly PBIS meetings and record them in your calendar
- Include SW-PBIS as a standard faculty meeting agenda item.
- Schedule dates to share data with staff each quarter
- Ensure that a team member (data manager) has access to all data and is able to generate reports (fidelity and behavioral data - ODRs)
- Have some fun on Aug. 31 and encourage staff to wear their college colors!

**FACULTY FEEDBACK:** Share a message with your faculty supportive of providing a safe, healthy, and caring learning environment for all students.

# How Healthy Are Our Systems?

	Collaborative Inquiry Questions	Aligned PBIS Guiding Questions
UNIVERSAL TIER	1. Is the Universal Tier sufficient?	Do 80% of enrollment have 0 – 1 major Office Disciplinary Referrals (ODRs)?
	2. If the Universal Tier is not sufficient, what are the needs that must be addressed?	Are core components of PBIS in place?
	3. How will the Universal Tier needs be addressed?	Are data used to inform decisions?
	4. How will the implementation of the Universal Tier actions be monitored over time?	Is an action plan developed that includes steps that address both fidelity data and behavioral data? Is action plan reviewed and revised throughout the year?
	5. Have Universal Tier actions been effective?	Do data reflect an improvement in fidelity or student outcomes?
TARGETED/INTENSIVE TIERS	6. Which students need support in addition to the Universal Tier?	Does team apply data decision rule(s) consistently when reviewing student data?
	7. Which of the Targeted and/or Intensive Tier resources are needed to meet the needs of identified students?	Are evidence based practices readily available to address function of student behavior?
	8. How will the Targeted and/or Intensive Tier options be implemented?	Are team operating procedures and critical features in place for advanced tiers?
	9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?	Is an action plan developed that includes steps that address both fidelity data and behavioral data? Is action plan reviewed and revised throughout the year? Are Intervention Coordinators monitoring and reporting student progress and fidelity of implementation?
	10. How will the effectiveness of the Targeted and Intensive Tiers be monitored over time?	Are 70% or more of students who are accessing targeted and/or intensive supports responding positively to the intervention?



## COACHES' TIPS

- Acknowledge the PBIS team, administrator, staff and students for a great start to the school year
- Model and teach staff how to give specific positive and corrective feedback to students
- Review last year's behavioral data. Solicit input for goals and action steps from staff
- Establish a common location to display PBIS data, recognition, artifacts and activities
- Prompt Tier 2/Tier 3 Team(s) to monitor fidelity using the Tier 2/Tier 3 Tracking Tool

### Team Talk:

What is the protocol for communicating with families/students/community?

# SEPTEMBER 2021

Positive Behavioral Interventions & Supports  
PBIS Iowa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## TOOLS FOR THE MONTH:

- Effective Praise Cards for Students & Staff
- Positive Feedback Practice Scripts
- Tier 2/Tier 3 Tracking Tool
- Student/Family/Community Involvement TFI 1.11
- Dr. Laura Riffel - Resources

## ADMINISTRATOR TIPS

- Acknowledge staff at faculty meetings
- Share school SW-PBIS successes with district administrators or at a principals' meeting
- Communicate with parents describing PBIS, the school-wide expectations, and how parents can contact the school for more information

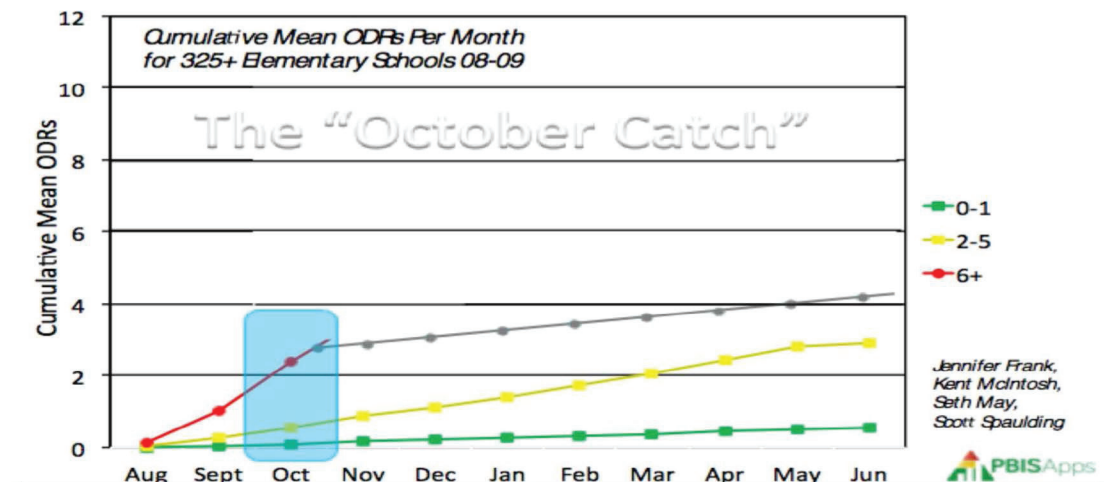
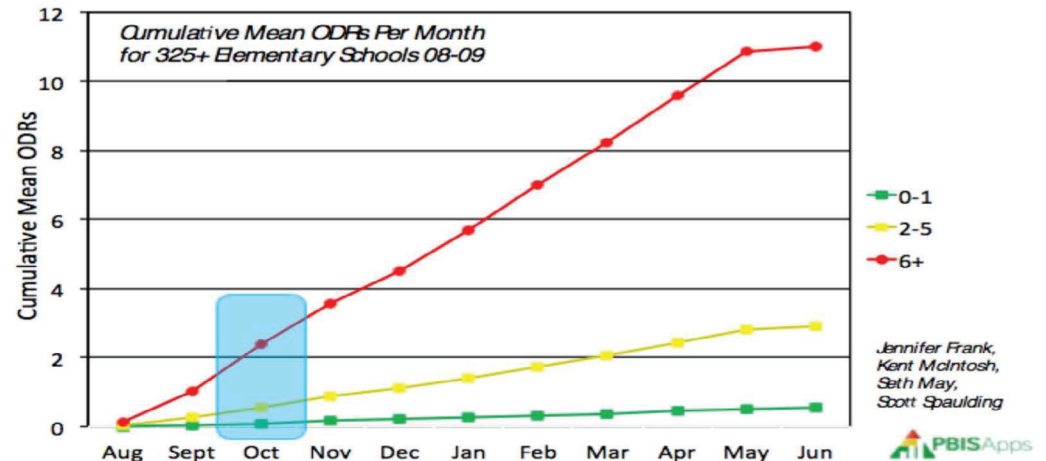
**FACULTY FEEDBACK:** Share your observations of faculty using the PBIS strategies introduced during orientation or your "beginning of year kick off."

# The October Catch

Beyond their utility in data-based decision making, office discipline referrals (ODRs) can be used as a screening measure to identify students who may benefit from targeted behavioral supports in addition to what is offered at the universal level of support.<sup>1,2</sup>

The number of ODRs students receive by the end of October is a highly accurate predictor of their ODR accumulation through the remainder of the year. Research results demonstrate:

- 50% of students who reached the level of 6 or more total ODRs during the course of the year already had 2 or more ODRs by the end of October.
- 79% had 2 or more ODRs by the end of December.<sup>3</sup>



1. Tobin, T.J., Sugai, G., & Colvin, G. (1996). Patterns in Middle School Discipline Records. *Journal of Emotional and Behavioral Disorders*, 4, 82-94.  
2. Tobin, T.J., & Sugai, G. M. (1999) Using Sixth-Grade School Records to Predict School Violence, Chronic Discipline Problems, and High School Outcomes. *Journal of Emotional and Behavioral Disorders*, 7, 40-53.  
3. McIntosh, K., Frank, J. L., & Spaulding, S. A. (2010). Establishing Research-Based Trajectories of Office Discipline Referrals for Individual Student. *School Psychology Review*, 39, 380-394.

## COACHES' TIPS

- Plan a school-wide assembly to acknowledge and celebrate students and staff demonstration of the school-wide expectations.
- Prepare PBIS information to share with parents families at school conferences and invite their participation.
- Schedule your TFI Walk-throughs for the year
- Embed bully prevention skills within your school-wide expectations and lesson plans.
- Inform staff and families of the procedure to refer students for Tier 2 supplemental supports (when ready or applicable)

### Team Talk:

What percent of students are currently receiving Tier 2 supports? Reflect on current Tier 2 decision rules and nomination process.

# OCTOBER 2021

Positive Behavioral Interventions & Supports  
PBIS Iowa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	<b>National Bullying Prevention Month</b>				1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## TOOLS FOR THE MONTH:

- [Best Practices for Bullying Practices and Intervention](#)
- [Bully Prevention Manual \(Elementary Level\)](#)
- [Bullying Prevention In PBIS: Expect Respect \(Middle & High School Level\)](#)

## ADMINISTRATOR TIPS

- Assist Tier 2 and 3 teams in reviewing the process for identifying students who are in need of supplemental or intensive behavioral supports.
- Assess adequacy of resources to provide, coordinate, and progress monitor supplemental supports for 10-15 % of students in your school.
- Ensure staff, students and families understand Iowa's definitions of bullying and harassment and procedures to report.

**PERFORMANCE FEEDBACK:** What have you observed that lets you know your school is a caring community?

# School Recognition Applications for 2020-21 School Year

The Iowa Department of Education, PBIS Leadership Team, recognizes and honors schools each year for their commitment and excellence in the implementation of a multi-tiered system of supports for behavior. Schools can apply for one of 6 levels of recognition based on their accomplishments during the 2020-21 school year using the links below.

Applications will be available: **TBD**

Application Deadline: **TBD**

## RECOGNITION LEVELS

EMERGING	HONOR	HONOR PLUS	BANNER	BANNER PLUS	PARAMOUNT	MODEL SCHOOL	PBIS PERSON OF THE YEAR
This is the "installation" phase. Schools applying for this level of recognition have completed training and have developed the tools necessary for implementation.	Schools applying for this level have completed Tier 1 training, have all tools in place, are maintaining the foundation as implementation occurs.	School applying for this level meet fidelity criteria; and are implementing, maintaining Tier 1 and building Tier 2 systems.	Schools applying for this level meet criteria for Tier 1, achieved at least 70% on the Tiered Fidelity Inventory (TFI) and have one Tier 2 intervention in place with students accessing the intervention.	Schools applying for this level meet fidelity criteria for Tiers 1 and 2; and have two or more Tier 2 interventions in place with 70% of students responding positively.	Schools applying for this level are fully implementing and sustaining Tiers 1 and 2 and are building the full continuum that include highly individualized interventions.	Schools applying for this level are fully implementing and sustaining Tiers 1, 2 and 3 for at least three years. Fidelity criteria and positive student outcomes for each tier are evident.	Nominate a person who goes above and beyond to ensure the successful implementation of PBIS.

## APPLICATION LINKS

EMERGING	HONOR & HONOR PLUS	BANNER & BANNER PLUS	PARAMOUNT	MODEL SCHOOL	PBIS PERSON OF THE YEAR
2020-21 Emerging Link TBD	2020-21 Honor/Honor Plus Link TBD	2020-21 Banner/Banner Plus Link TBD	2020-21 Paramount Link TBD	2020-21 Model School Link TBD	2021-22 Person of the Year Nomination Form TBD



## COACHES' TIPS

- Teach winter procedures (playground, indoor recess, parking lot, late starts, etc.)
- Plan boosters for December and January to reteach and reinforce school-wide expectations
- Encourage staff to make positive contacts home via phone or notes
- Consider having a school-wide celebration in December
- Consider submitting application for state recognition to showcase your PBIS work!

### Team Talk:

Is your team functioning effectively? Discuss team strengths and barriers that need to be addressed to maintain effectiveness.

# NOVEMBER 2021

Positive Behavioral Interventions & Supports  
PBIS Iowa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## TOOLS FOR THE MONTH:

- Team Temperature Check
- Tips for supports high functioning teams
- Random Acts of Kindness activities

## ADMINISTRATOR TIPS

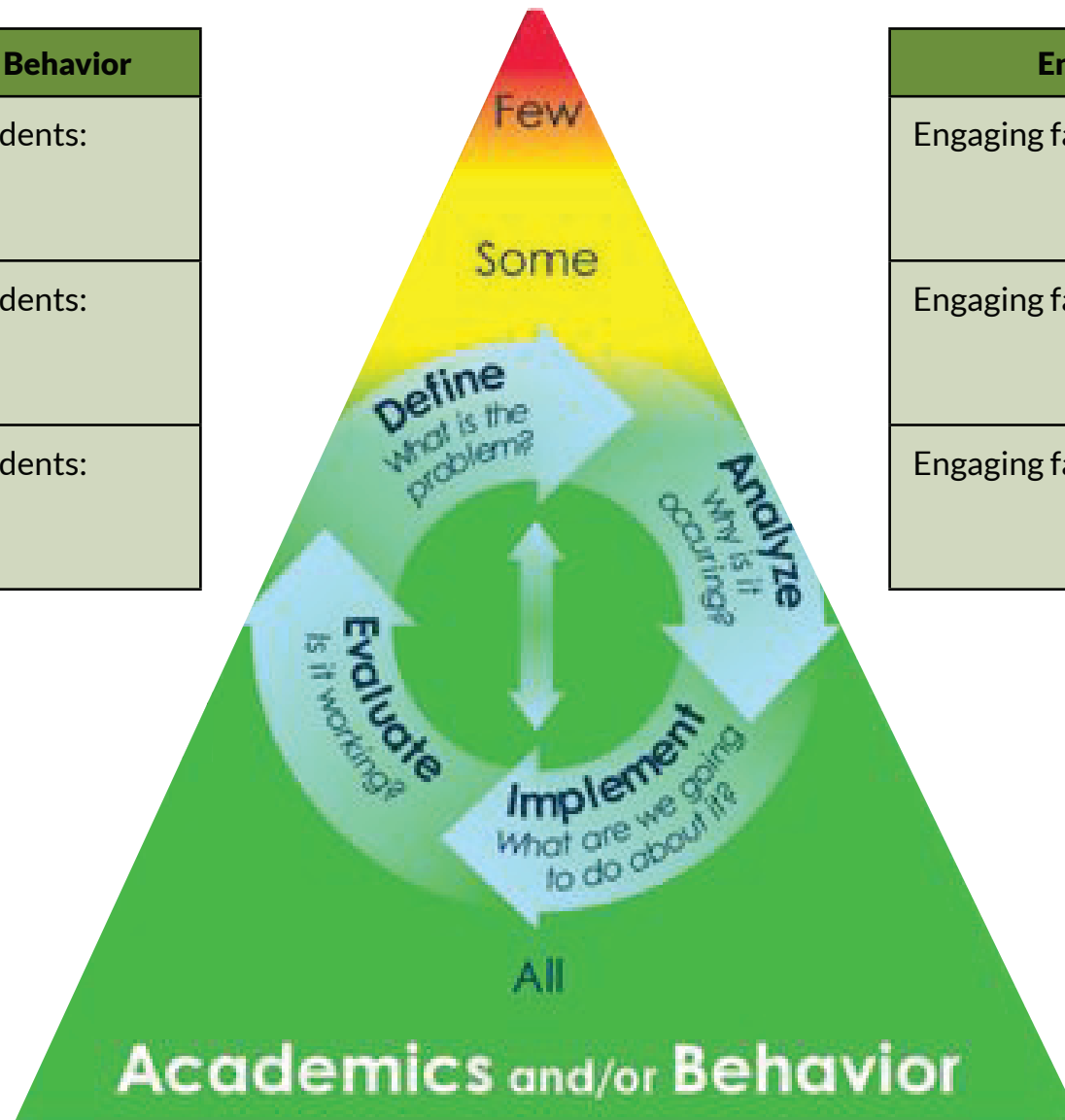
- Positively acknowledge your internal or external SW-PBIS Coach for their support
- Make a positive phone call home to students who have shown improved behavior and/or academic achievement based on progress data
- Provide non-evaluative feedback to individual staff members regarding number of student acknowledgements given

**FACULTY FEEDBACK:** Share examples of strengths you have observed among your staff or your staff as a whole.

# Implementing Positive Family Support Within Multi-Tiered Systems of Support

How do you support and engage families within your Multi-Tiered System of Supports?

Supporting Student Behavior
Tier 3 Supports for Students:
Tier 2 Supports for Students:
Tier 1 Supports for Students:



Engaging Families
Engaging families at Tier 3:
Engaging families at Tier 2:
Engaging families at Tier 1:

## COACHES' TIPS

- Boost your team and teachers with positive acknowledgements to keep momentum going
- Provide opportunities to teach families about PBIS efforts and garner input and support
- Check the frequency of contacts with parents using the Parent Contact Log
- Continue progress monitoring using the TFI and behavioral data
- Provide continuous opportunities for families to be involved
- Organize a positive postcard writing campaign for students and staff

### Team Talk:

What feedback do we need/want from our students and families?

# DECEMBER 2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## TOOLS FOR THE MONTH:

- Survey for Family Engagement
- Matrix of Expectations: Home and Community
- Family Involvement Checklist
- Parent Log
- Family Engagement in PBIS

## ADMINISTRATOR TIPS

- Examine and share mid-year data with staff and celebrate improvements
- Discuss ways to maintain success and/or strive to improve
- Increase opportunities for positive acknowledgement to students with behavioral and learning challenges
- Have a staff bake off and encourage staff to bring their best brownie to share.

**FACULTY FEEDBACK:** Share observations that support practices in place to help families feel engaged at Tier 1, Tier 2, and Tier 3.

# PBIS in the Classroom: Promoting Proactive Practices

## 1. Are the foundations of effective classroom PBIS in place?

Effectively design the physical environment of the classroom.

Develop & teach predictable classroom  routines.

Post, define, & teach 3-5 positive classroom  expectations.

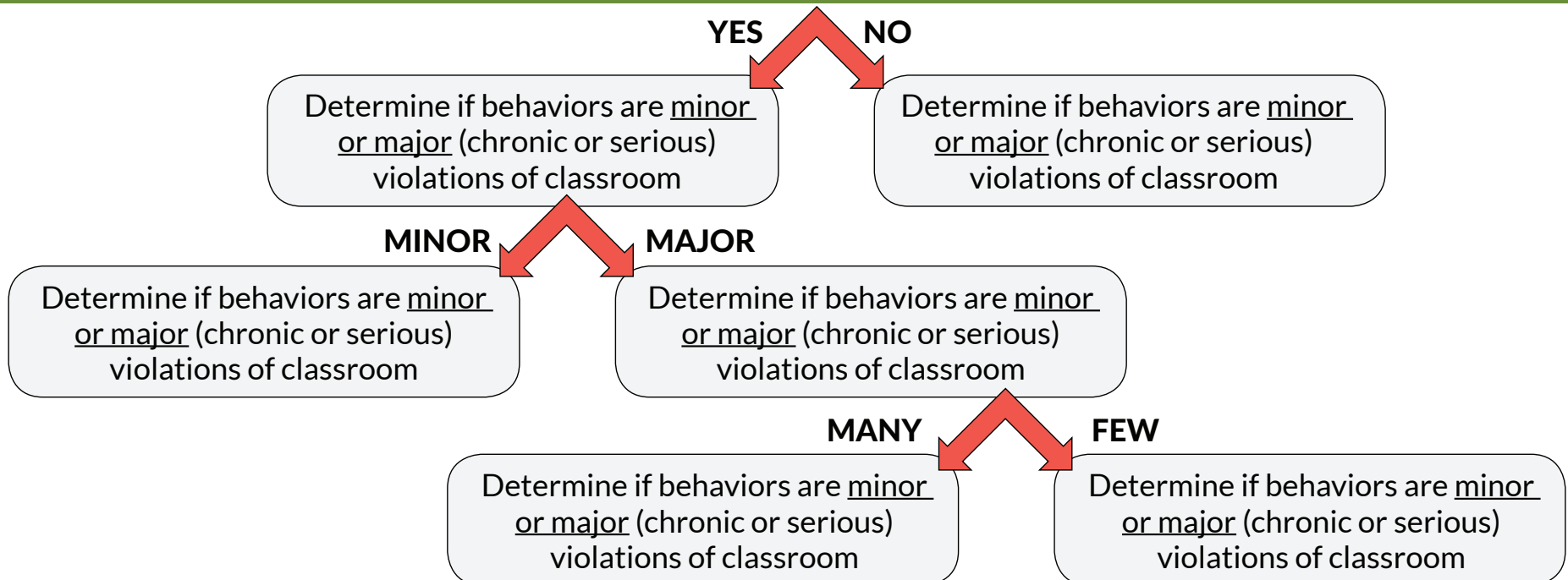
## 2. Are proactive and positive classroom PBIS practices implemented consistently?

Provide high rates of varied  opportunities to respond.

Use  prompts and  active supervision.

Acknowledge expected behavior with  specific praise & other  strategies.

## 3. Do data indicate that students are still engaging in problem behavior?



## COACHES' TIPS

- Use “New Year” boosters to reteach expectations and engage all staff & students
- Use [Data Based Decision Making Process](#) to dig deeper into first semester classroom data and create action plan for improvement
- Take TFI for progress monitoring tiers in which 70% has not been met and/or review TFI Action Plan
- Promote staff self-assessment to check consistency of PBIS implementation in all classrooms
- Provide peer classroom observation opportunities to staff

### Team Talk:

Are all classroom teaching and acknowledgement practices directly aligned to our SW expectations?

# JANUARY 2022

Positive Behavioral Interventions & Supports

PBIS Iowa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	<b>National Mentoring Month</b>					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## TOOLS FOR THE MONTH:

- Linking SW PBIS to Classroom
- [“Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers” - OSEP, 2015](#)
- [Comprehensive Classroom Management Checklist](#) (McDaniel & Mitchell, 2015)

## ADMINISTRATOR TIPS

- Provide a PBIS mid year data and progress report to families, staff and School Board
- Utilize a classroom assessment tool when completing classroom walk-throughs to assess fidelity of tier 1 PBIS practices in the classroom
- Assess implementation fidelity and provide support to teachers/paras who are providing students with behavior interventions in Tier 2 and 3. Resources: [CICO Implementation Fidelity Checklists](#) & [Behavior Intervention Implementation Integrity](#)
- Have positive personal contacts with students and/or family to recognize positive behavior
- Utilize data, staff and student feedback to begin planning SW-PBIS Professional Development for next year

**FACULTY FEEDBACK:** Share examples of PBIS application and/or social-emotional learning opportunities that have been observed in the classroom.

# #NoOneEatsAloneDay

is February 11th

Learn about this student led lunchtime event at  
[www.nooneeatsalone.org/welcome/](http://www.nooneeatsalone.org/welcome/)

- Social isolation has been identified as a precursor to bullying, self-harm and community violence
- Negative impacts of social isolation include increased rates of
  - › academic failure
  - › truancy
  - › adverse medical outcomes
  - › substance abuse
- Students have shown that given the tools, they will stand up for others



## COACHES' TIPS

- Show appreciation for staff that will warm their hearts!
- Plan to take time during a staff meeting to talk about promoting classroom community
- Suggest team review top problem behaviors. What percentage involves teacher-student and student-student interactions? Does this indicate a need for action?

### Team Talk:

Has your team reviewed and reflected on the data as reported for the Conditions for Learning survey? How can the data be used for continuous improvement?

# FEBRUARY 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	<b>American Heart Month</b>				

## TOOLS FOR THE MONTH:

- IS3 Toolkit 5: Improving Student-Student Relationships
- [CPI PBIS Resources Guide](#)

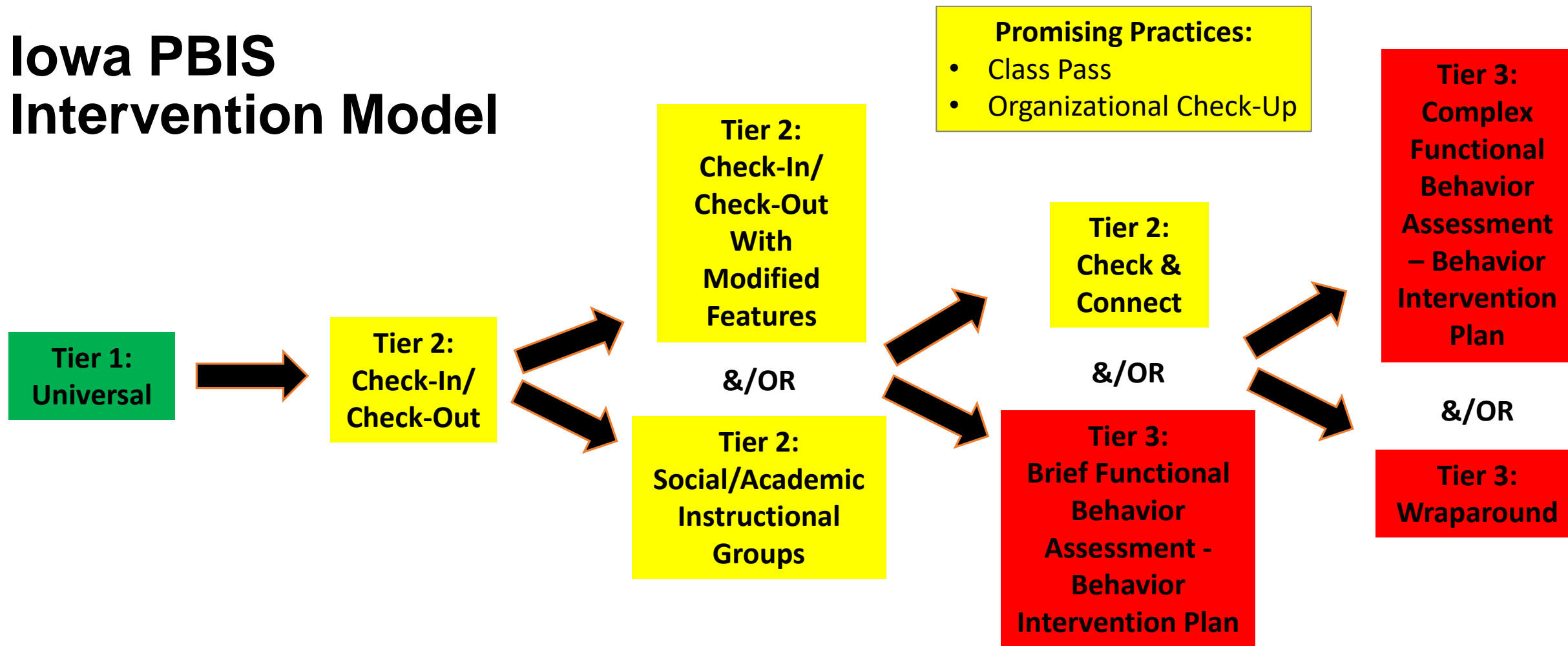
## ADMINISTRATOR TIPS

- Invite teachers to share strategies you have observed in the classroom that promote positive student-student interactions.
- Model student-student instructional practices using strategies such as “Think-Pair-Share,” and “Circle Chats” to address faculty meeting agenda items.

**FACULTY FEEDBACK:** Using the CPI Resources Guide, remind staff of the impact of positive responses have on others' behaviors and attitudes.

# Tier 2 & Tier 3

## Iowa PBIS Intervention Model



Students are matched to the level of intervention based on need.



## COACHES' TIPS

- Schedule time to complete TFI and SAS and action plan using Spring data
- Review outcome data for various Tier 2 interventions. If less than 70% of students are being successful, explore possible fidelity concerns
- Review how to provide behavior specific praise and corrective feedback on daily progress reports
- Review process for fading students from Tier 2 interventions
- Review options to celebrate students successfully fading off of Tier 2 interventions

### Team Talk:

Consider how your building will address students that may not fade off Tier 2 interventions by the end of the year.

# MARCH 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Youth Art Month		1	2	3	4	5
	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## TOOLS FOR THE MONTH:

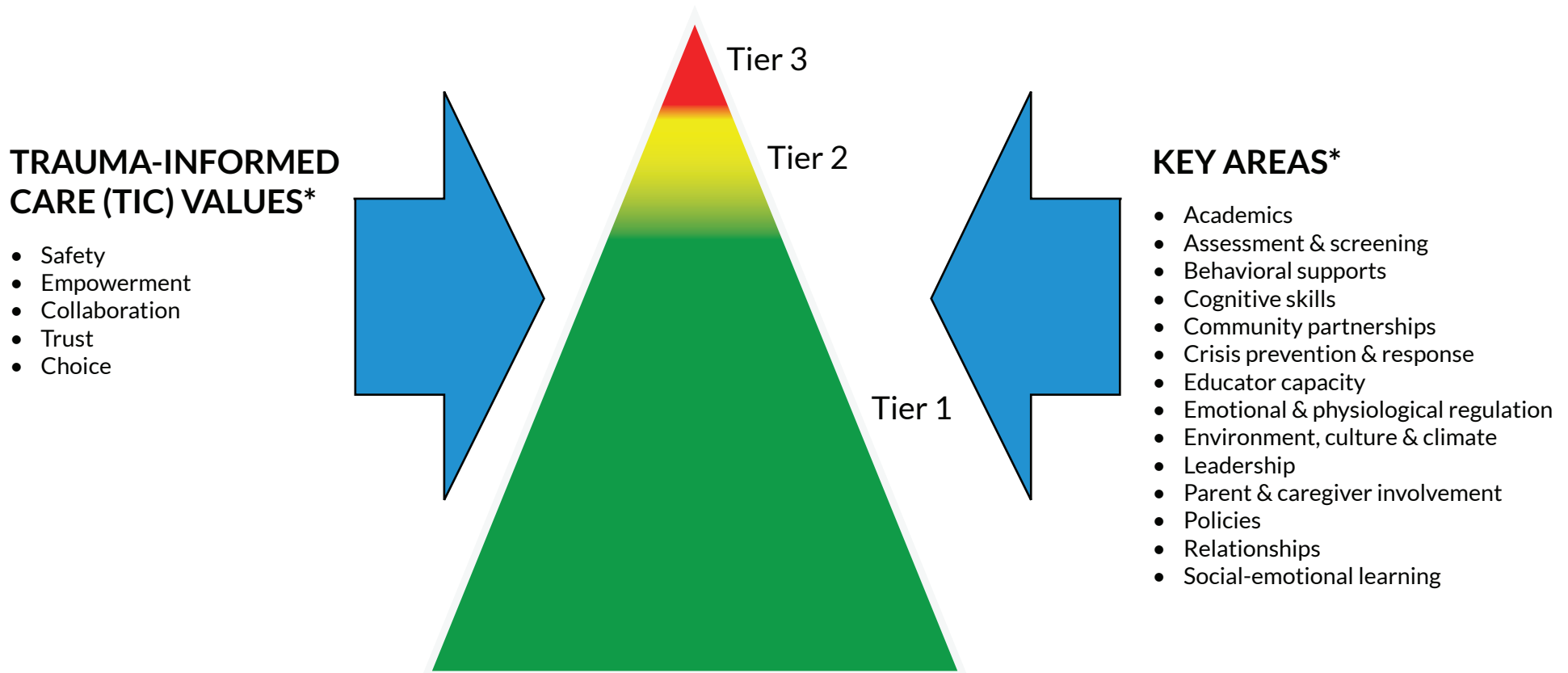
- Tier 2/Tier 3 Tracking tool
- Fidelity of CICO Data Sheet
- CICO Self Assessment
- PBIS Check In/Check Out Fidelity Checklist
- Tier 2 Staff PD ppt
- SAIG Breakout Worksheet

## ADMINISTRATOR TIPS

- Include SW-PBIS information in school products (family handbooks, calendar, faculty handbooks, etc.) for next year
- Consider recruiting a family member for Tier 1 PBIS Team if your building does not already have family representation

**FACULTY FEEDBACK:** Recognize success of Tier 2 interventions for students.. Provide feedback to staff on the quality of behavior specific praise and error correction provided to students

# Using the PBIS Framework to Support the Learning of Students Affected by Trauma



**TIER 1:** Universal strategies & instruction for all students

**TIER 2:** Additional supports for students with milder symptoms of trauma or in high-risk groups

**TIER 3:** Intensive & ongoing interventions for students deeply impacted by trauma

TIC Values & Key Areas apply across all 3 tiers of the PBIS Framework.

TIC Values are from Fallot & harris, Community Connections, [www.ccdc1.org](http://www.ccdc1.org)

Teaching Matrix		INCORPORATE Trauma Informed Strategies						
		All Settings	Halls	Playgrounds	Classroom	Library/Compute	Assembly	Bus
Respectful	Be on task. Give your best effort.				Use your words Use safe hands			Watch for your stop.
	Hands not to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.		Self Check Use Calming Strategy	Whisper. Return books.	Listen/watch. Use appropriate applause.	quiet voice. Stay in your seat.
	ask for help.	maintain physical space.	Use equipment properly. Put litter in garbage can.		Ask for help Connect with Safe Person	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

## NPR Reports:

# *The Silent Epidemic: The Mental Health Crisis in our School*

*published on-line September 7, 2016*

## Why use the PBIS framework for trauma-sensitive schools?

The fundamental purpose of PBIS is to make schools more effective & equitable learning environments.

*Rob Horner, Co-Director of the OSEP Technical Assistance Center for PBIS*

Predictable

Consistent

Positive

Safe

### ***NPR Conclusion:***

**In Schools, Mental Health should be EVERYONE's Job**

## COACHES' TIPS

- Critically assess implementation fidelity of all 3 tiers and determine training and support needs for next year.
- What is your school's data saying about the extent to which the needs of students are being met? Communicate these needs to your district administrators.
- Consider exploring wraparound training to strengthen supports for students and families with intensive needs.
- Consider inviting a superintendent or board member to visit your team or school to discuss PBIS or see it in action
- Teach and practice stress management and emotional well-being practices for students, staff and parents

# APRIL 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	<b>Stress Awareness Month</b>				1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## TOOLS FOR THE MONTH:

- Trauma Aligned SW Practices
- Check & Connect Readiness
- Wraparound Overview & Tools
- Video: Principles of Wraparound
- Teacher Well-Being & SW PBIS article

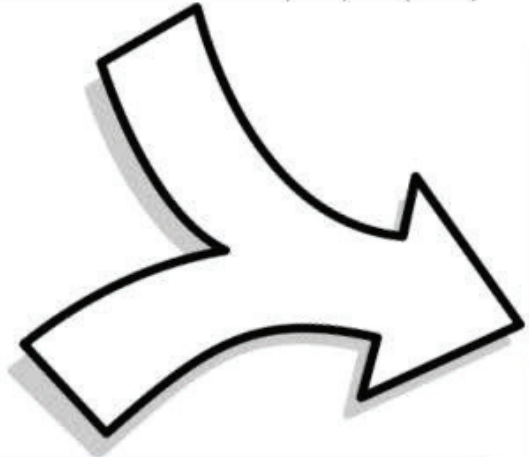
## ADMINISTRATOR TIPS

- Seek staff, parent and student input regarding MTSS for SEBMH needs
- Schedule time for staff & students to learn and practice stress management and emotional well-being skills
- Make arrangements to share SW-PBIS information and include as part of all handbooks in the coming year
- Recognize families and community members who have participated in SW-PBIS and other school improvement activities.

**FACULTY FEEDBACK:** Share examples of helpful and effective techniques for coping with stress, showing empathy, and creating a positive and calming classroom environment.

School Year		Number of Responses			Date Completed			
2017-18		32			03/30/2018			
Current Status		Improvement Priority						
In Place	Partial	Not In Place	School-Wide			High	Medium	Low
24 %	60 %	16 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are in place.			73 %	23 %	3 %
22 %	48 %	30 %	2. Expected student behaviors are taught explicitly.			86 %	10 %	3 %
4 %	56 %	41 %	3. Expected student behaviors are rewarded regularly.			64 %	32 %	4 %
7 %	56 %	37 %	4. Problem behaviors (fail to meet expected student behaviors) are defined clearly.			79 %	21 %	0 %
4 %	32 %	64 %	5. Consequences for problem behaviors are defined clearly.			94 %	6 %	0 %
3 %	45 %	52 %	6. Distinctions between office v. classroom managed problem behaviors are clear.			80 %	17 %	3 %

Self Assessment Survey Results



# Review Your Data and Revise Your Actions

School Year: 2017-18		Date Completed: 11/14/2017 - 1/31/2018	
<b>Tier I: Universal SWPBIS Features</b>			
3. Behavioral Expectations: School has one 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.	1	1	
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1	0	
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.	0	1	
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	0	0	

Tiered Fidelity Inventory Results

TFI Action Plan

Where do SAS items align?

What will you do to impact your scores?

Who will take the lead?

When will it be done?

		Tier I			
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				



## COACHES' TIPS

- Share TFI/SAS data results with staff
- Review progress on TFI Action Plan and seek staff input regarding ongoing action steps
- Celebrate progress and successes!!
- Plan ahead for summer trainings (arrangements, stipends, leave forms) before end of the school year
- Review PBIS team representation for next year and consider rotating members
- Plans for fall kick-off

### Team Talk:

How did our team improve over the course of this year?

# MAY 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	<b>Mental Health Awareness Month</b>			

## TOOLS FOR THE MONTH:

- PBIS End of Year Staff Survey
- PBIS Team Process Evaluation
- TIPS Fidelity Checklist
- End of Year Checklist
- TFI Action Plan

## ADMINISTRATOR TIPS

- Promote an End-of-Year SW-PBIS celebration with staff, students, families, and community members
- Acknowledge coach, SW-PBIS team and staff efforts
- Encourage participation in end of the year surveys scheduled by the team, such as satisfaction surveys and the self-assessment (SAS)

**FACULTY FEEDBACK:** Solicit feedback from staff: What systems/practices are going well and what systems/practices need attention? What are possible actions for improvement?

# End-of-Year Checklist

Tier 1 Tasks	Completed	To Do
*Thank parent who participated on leadership team		
<b>Systems</b>		
Plan for onboarding new team members is in place		
PBIS calendar is developed for new school year		
Tier 1 monthly meetings are scheduled for 2018-19		
All documentation for specific Tier 1 TFI items is current		
Professional development needs are identified as informed by fidelity and student outcome data.		
A schedule for newsletters with suggested topics is created		
<b>Products</b>		
Universal products are reviewed and revised as needed.		
Beginning of year staff orientation/kickoff is reviewed and revised as necessary.		
School website is updated as needed to reflect PBIS current state		
Information to share at back to school night is determined and shared with appropriate staff in preparation for August Back to School events		
<b>Data and Action Planning</b>		
Review action plan/steps based on implementation data (SAS, TFI) and revise as informed by data		
Review and revise systems and products to support system implementation as needed		
Review and revise system in place to communicate with students, staff, parents and community as needed		
Review and revise acknowledgement system as indicated by student survey data		
Ensure end of year PBIS data are submitted as informed by AEA PBIS Coordinator		



## COACHES' TIPS

- Reinforce and maintain routines until the last day of school
- Update handbook & orientation materials for the upcoming year
- Submit your PBIS end-of-the-year data report to the Iowa Department of Education
- Use your end of year data to determine needs for professional development in the coming school year.
- Enjoy your summer!

### Team Talk:

How does our data compare to the MTSS fidelity measure of 80%-15%-5% for ODRs and 70% fidelity for each tier on the TFI?

# JUNE 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>National Safety Month</b>			1	2	3	4
	5	6	7	8	9	10
	11	12	13	14	15	16
	17	18	19	20	21	22
	23	24	25	26	27	28
	29	30				

## TOOLS FOR THE MONTH:

- Annual Team Calendar

## ADMINISTRATOR TIPS

- State clear expectations for end of year and check-out procedures.
- Share important dates that faculty will need to know prior to leaving.
- Review end of year checklist with team and follow up with checklist items that need to be completed.

**FACULTY FEEDBACK:** Solicit feedback from staff and encourage discussion related to the impact of PBIS fidelity and outcome data on reaching school improvement goals. How has that data influenced next year's planning? What are some needs for the next school year?

*rest, relaxation & rejuvenation*



## COACHES' TIPS

- Enjoy Creative Ice Cream Flavors day on July 1st
- Find a firework show to watch to celebrate Independence day on July 4th
- Having a Cherry Pit spitting contest on July 7th to celebrate this national holiday!
- Celebrate Embrace your Geekness day on July 13th by learning something new about your interests!
- Celebrate World Emoji day on the 17th by sending a text of appreciation to your PBIS team members and share your excitement for the upcoming work
- Take a trip down memory lane for National Milk Chocolate Day on July 28th by writing a letter to your most influential adult growing up

# JULY 2022



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## TOOLS FOR THE MONTH:

- Relaxation Video
- Humor and Health Ted Talk
- 10% Happier Podcast
- Funny Animal Videos
- Dear Teacher Video

## ADMINISTRATOR TIPS

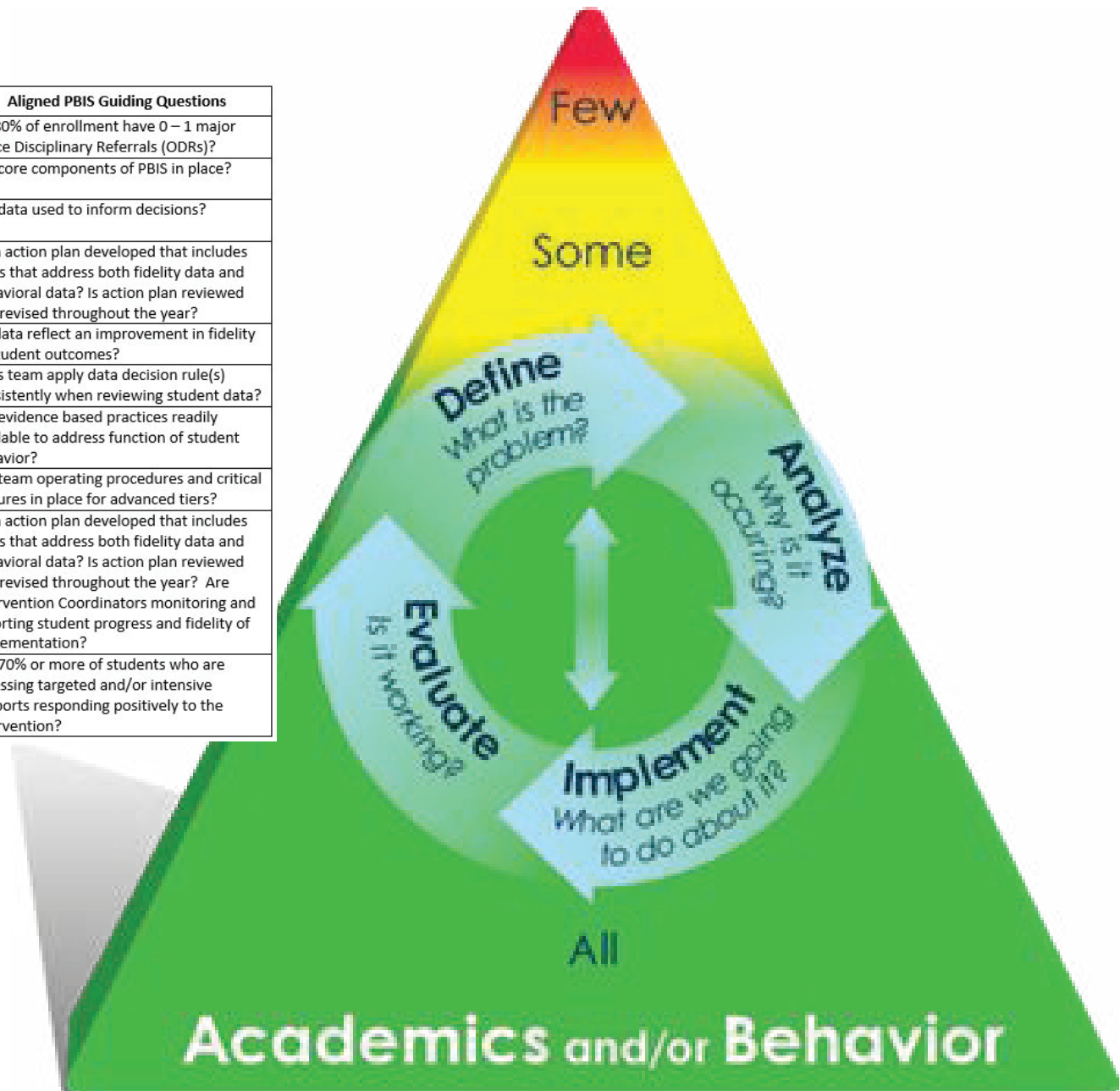
- Write an appreciation note to your internal and external coaches
- Reflect on past PBIS success and future PBIS goals
- Take yourself and someone close to you out for lunch
- Reflect on ideas to acknowledge your staff throughout the school year

**FACULTY FEEDBACK:** Send a "positive note home" to each of your faculty and staff members in appreciation of their work in 2018-2019

# APPENDIX

# How Healthy Are Our Systems?

	Collaborative Inquiry Questions	Aligned PBIS Guiding Questions
UNIVERSAL TIER	1. Is the Universal Tier sufficient?	Do 80% of enrollment have 0 – 1 major Office Disciplinary Referrals (ODRs)?
	2. If the Universal Tier is not sufficient, what are the needs that must be addressed?	Are core components of PBIS in place?
	3. How will the Universal Tier needs be addressed?	Are data used to inform decisions?
	4. How will the implementation of the Universal Tier actions be monitored over time?	Is an action plan developed that includes steps that address both fidelity data and behavioral data? Is action plan reviewed and revised throughout the year?
	5. Have Universal Tier actions been effective?	Do data reflect an improvement in fidelity or student outcomes?
TARGETED/INTENSIVE TIERS	6. Which students need support in addition to the Universal Tier?	Does team apply data decision rule(s) consistently when reviewing student data?
	7. Which of the Targeted and/or Intensive Tier resources are needed to meet the needs of identified students?	Are evidence based practices readily available to address function of student behavior?
	8. How will the Targeted and/or Intensive Tier options be implemented?	Are team operating procedures and critical features in place for advanced tiers?
	9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?	Is an action plan developed that includes steps that address both fidelity data and behavioral data? Is action plan reviewed and revised throughout the year? Are Intervention Coordinators monitoring and reporting student progress and fidelity of implementation?
	10. How will the effectiveness of the Targeted and Intensive Tiers be monitored over time?	Are 70% or more of students who are accessing targeted and/or intensive supports responding positively to the intervention?



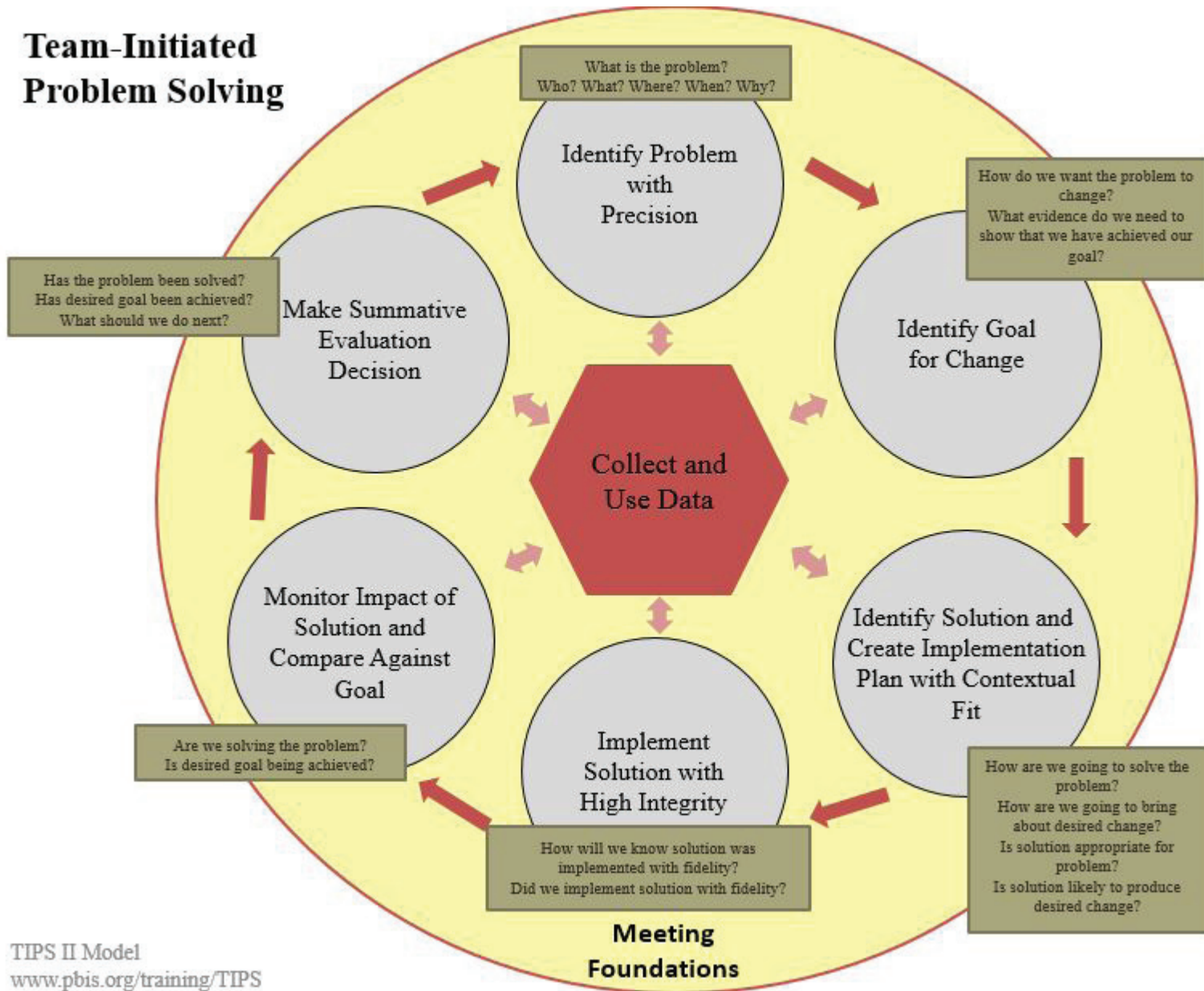


## PBIS TEAM ROLES AND RESPONSIBILITIES

Role	Responsibilities
Administrator/Administrative Liaison	<ul style="list-style-type: none"> <li>✓ Attends and actively participates in 80% or more of team meetings</li> <li>✓ Allocates resources (time, funding) for PBIS activities</li> <li>✓ Provides recognition to faculty and team for their work</li> <li>✓ Ensures resources exist for data collection and data analyses</li> <li>✓ Actively promotes PBIS as a priority, integrating with other initiatives</li> <li>✓ Ensures communication with all stakeholders (faculty, students, community, district leadership)</li> </ul>
Internal Coach	<ul style="list-style-type: none"> <li>✓ Flexibility to attend meetings and advanced training opportunities (TA webinars, coaches meetings)</li> <li>✓ Provides assistance to team</li> <li>✓ Ensures monthly meetings occur</li> <li>✓ Ensures communication of PBIS activities</li> <li>✓ Communicates with external coach</li> <li>✓ Ensures collection and analysis of data for problem solving</li> </ul>
Facilitator	<ul style="list-style-type: none"> <li>✓ Develops agenda</li> <li>✓ Facilitates meeting</li> <li>✓ Follows up on assigned tasks</li> <li>✓ Seeks input from staff and other stakeholders</li> </ul>
Recorder/Secretary	<ul style="list-style-type: none"> <li>✓ Keeps minutes</li> <li>✓ Distributes minutes to team members</li> <li>✓ Notifies/reminds team members of meeting time and location</li> </ul>
Data-base Manager	<ul style="list-style-type: none"> <li>✓ Summarizes data from previous month (Big 5 reports)</li> <li>✓ Presents update on standard data (e.g. office referrals, etc.)</li> <li>✓ Summarizes data necessary for any pending decisions (e.g. effectiveness of new cafeteria routines)</li> </ul>
Communication Coordinator	<ul style="list-style-type: none"> <li>✓ Reports progress and data-based feedback to staff</li> <li>✓ Creates/Maintains newsletters, bulletins, teacher lounge bulletin board</li> <li>✓ Maintains systems of communication with staff</li> <li>✓ Posts expectations</li> </ul>
Time Keeper/Task Master	<ul style="list-style-type: none"> <li>✓ Monitor agenda times and topics</li> <li>✓ Keep the group focused and moving</li> <li>✓ Monitor start and end times</li> <li>✓ Table the subject or make a decision</li> </ul>

# Use a Problem Solving Process Consistently

## Team-Initiated Problem Solving



# Use Process to Come to Consensus

Exhibit 8.3

© Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016.

## Fist to Five Decision Making

---

This is a strategy to use during consensus building either to determine where individuals are falling in their opinions or as a final voting method. After stating the decision, or proposed decision, ask the team to show their level of support using levels from fist to 5, where 3 indicates the point of consensus.

**Fist** = I object and block consensus.

**1 finger** = I am strongly opposed to this and will need to see some big changes to approve it.

**2 fingers** = I have serious reservations about this proposal but could accept it with some changes.

**3 fingers** = I have a couple reservations about this proposal, but I could let it pass without further discussion.

**4 fingers** = I think it's a good idea, and I can live with it.

**5 fingers** = I am in total agreement with the proposal.



# Plan for Team Check-Ups During the Year

Exhibit 5.4

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## Reflection Questions on Our Norms

---

1. How do you feel our norms are working for us as a team?
2. When have you seen evidence that they've been helpful for us to get our work done?
3. Are there any norms that you feel we have a harder time upholding?
4. Are there any norms that you feel we don't have a shared agreement about their meaning?
5. Have you noticed anything in our ways of working together that suggests that we might need to add a norm? If so, what might that be? Or what behavior might need to be addressed?
6. What ideas do you have about how we can make our norms more meaningful or useful?

# Tip: Maintain Documentation for TFI Items

## Student/Family/ Community Involvement

Use this tool to plan, schedule and document opportunities to obtain stakeholder input and feedback on Tier 1 practices as described in TFI item 1.11

		Universal Foundations			
		Expectations and Rules (Teaching Matrices)	Initial and on-going instruction on expectations	Acknowledgement Program	Discipline (problem behavior definitions, policies, procedures)
Stakeholders	Students				
	Families				
	Communities				

# Positive Behavioral Interventions and Supports (PBIS): A Multi-Tiered System of Supports (MTSS) Model

## Academic System

### Tier 3/Intensive Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

### Tier 2/Targeted Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

## Behavioral System

### 1-5% Tier 3/Intensive Interventions

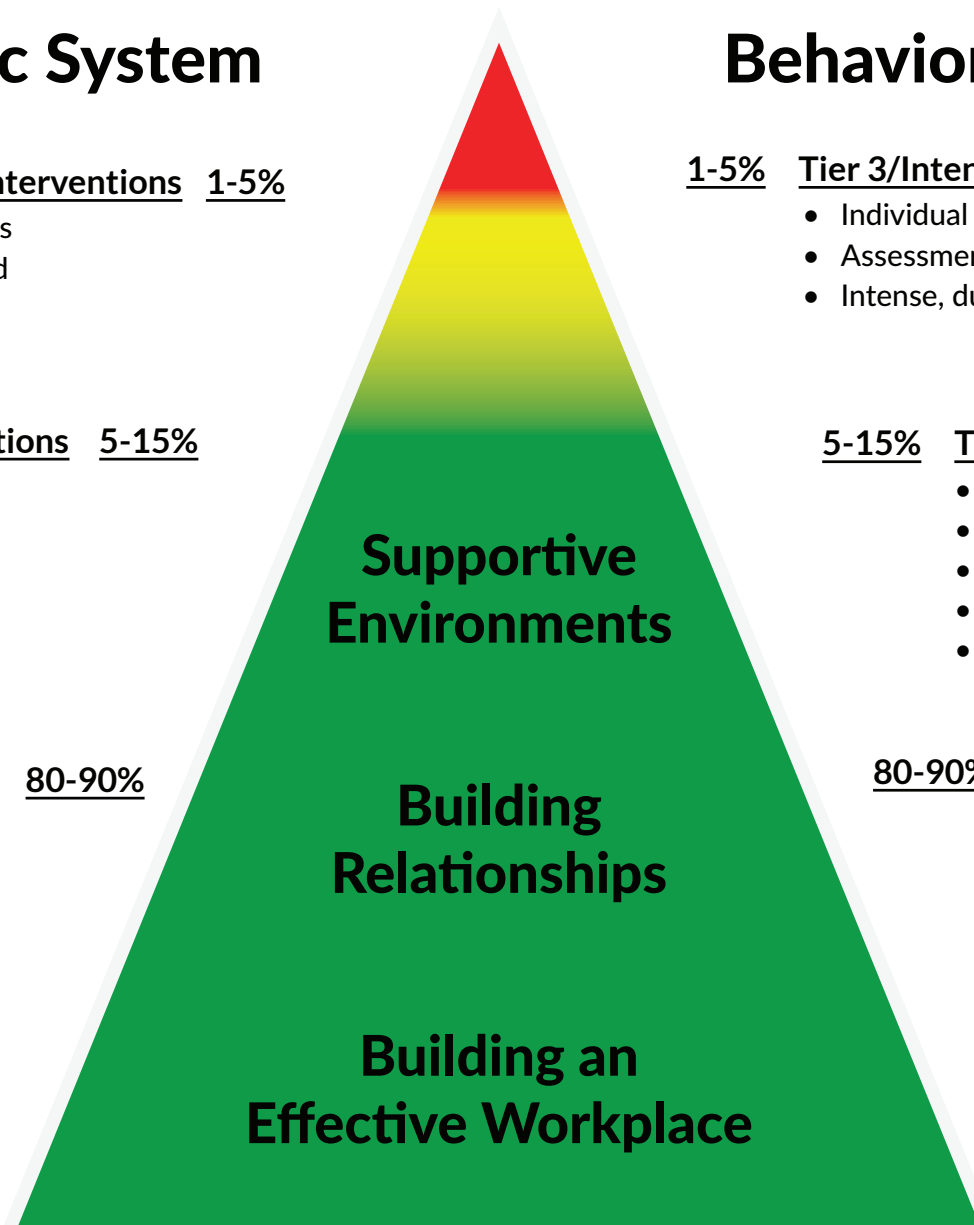
- Individual students
- Assessment-based
- Intense, durable procedures

### 5-15% Tier 2/Targeted Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### 80-90% Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



Continuum of Interventions  
Proactive practices  
Core + more model  
Early identification & intervention  
Kids responding to environment

# Audit of Practices at Our School

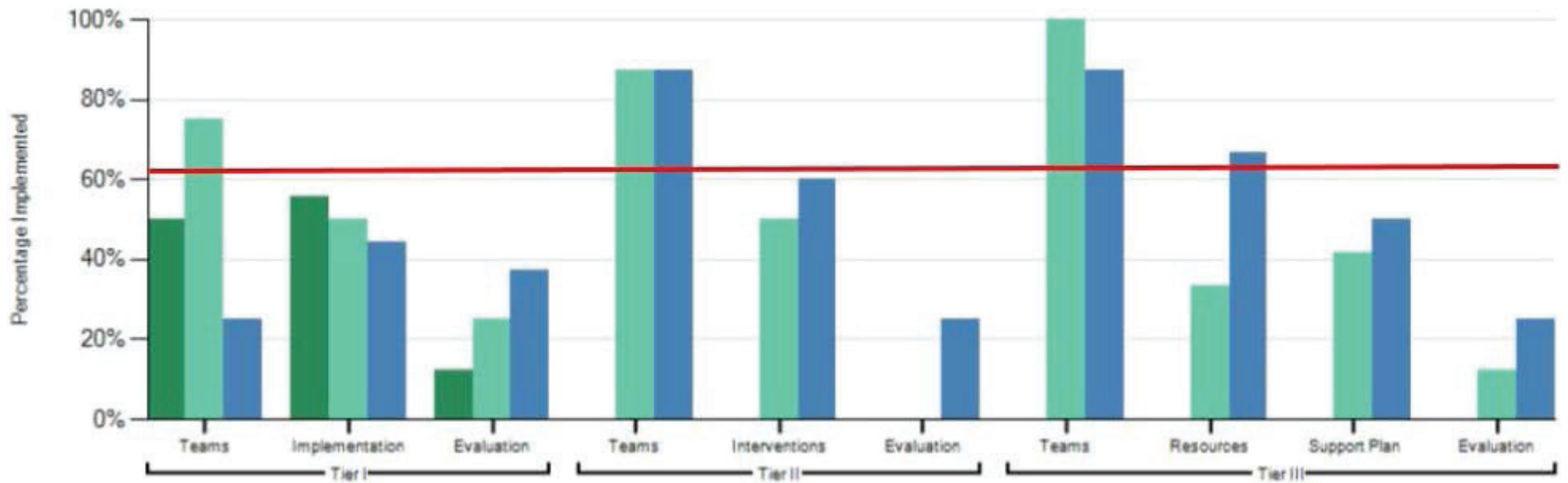
List **Universal** practices provided to all students:

List **Intensive** practices provided to few students:

List **Supplemental** practices provided to some students:

Use the blank triangle to identify programs and interventions in place in your school system to support students.

Tier 2/3 Tasks	Accomplished	To Do
<b>Tier 2/3 system developed and in written format</b>		
<b>Tier 2/3 meetings scheduled and team notified of schedule</b>		
<b>Tier 2/3 system Staff Development planned for August</b> <ul style="list-style-type: none"> <li>• Review decision rule for students getting IN to Tier 2 interventions and getting OUT of Tier 2 interventions</li> <li>• Review daily progress report procedures (ON data)</li> <li>• Review Tier 2/3 tracking tool</li> </ul>		
<b>Student orientation materials developed/reviewed for August</b>		
<b>Family orientation materials developed/reviewed for August</b>		
<b>Substitute orientation materials developed/reviewed for August</b>		
<b>FBA/BIP Professional Development</b> <ul style="list-style-type: none"> <li>• FBA / BIP Process: Review decision making rules for when a student needs a FBA/BIP</li> <li>• Review how the staff will request FBA/BIP</li> </ul>		
<ul style="list-style-type: none"> <li>• Review with staff how the FACTS interview will be collected and used to develop an individual plan.</li> </ul>		
<ul style="list-style-type: none"> <li>• Professional development regarding FBA review scheduled <ul style="list-style-type: none"> <li>• Defining behavior, antecedents, consequences, re-placement behavior and function of behavior.</li> <li>• Developing and implementing Behavior Intervention Plan</li> <li>• Using fidelity tools</li> </ul> </li> </ul>		
<b>Review Tier 2/3 action plan based on implementation data (TFI)</b>		
Other		



Data informs decisions.

**EVALUATION**

# Annual Schedule for PBIS Evaluation Tools

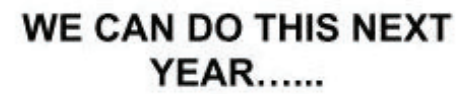
	Evaluation Tool	Fidelity Benchmark	Tier 1/Universal: Training/ Planning Year				Tier 1/Universal: Initial Implementation Tier 2/Targeted: Training/ Planning Year				Tier 1/Universal: Full Implementation Tier 2/Targeted: Initial Implementation Tier 3/Intensive: Training/ Planning Year				Tier 1/Universal: Full Implementation Tier 2/Targeted: Full Implementation Tier 3/Intensive: Initial- Full Implementation			
Recognition Level			Emerging				Honor / Honor Plus				Banner / Banner Plus				Paramount			
Tier			Aug to Oct	Nov to Jan	Feb to Apr	Feb to May	Aug to Oct	Nov to Jan	Feb to Apr	Feb to May	Aug to Oct	Nov to Jan	Feb to Apr	Feb to May	Aug to Oct	Nov to Jan	Feb to Apr	Feb to May
<b>TIER 1 UNIVERSAL</b>	<b>TFI Tier 1</b> <b>Who:</b> Tier 1 Team <b>Frequency:</b> 2-4 times/ year; after a minimum of 1 score of 70%, then 1x/year	<b>70% Tier 1 Scale Score</b>	X	X	X	X	X	X	X	X				X				X
	<b>SAS</b> <b>Who:</b> All Staff <b>Frequency:</b> Annually	<b>80% Implementation Average</b>				X				X				X				X
<b>TIER 2 TARGETED</b>	<b>TFI Tier 2</b> <b>Who:</b> Tier 2/3 Team <b>Frequency:</b> 2-4 times/ year; after a minimum of 1 score of 70%, then 1x/year	<b>70% Tier 2 Scale Score</b>					X	X	X	X	X	X	X					X
<b>TIER 3 INTENSIVE</b>	<b>TFI Tier 3</b> <b>Who:</b> Tier 2/3 Team <b>Frequency:</b> 2-4 times/ year; after a minimum of 1 score of 70%, then 1x/year	<b>70% Tier 3 Scale Score</b>												X	X	X	X	X

TFI = Tiered Fidelity Inventory (PBIS Team Survey)  
SAS = Self-Assessment Survey (All-Staff Survey)

Adapted 6.9.16



**WE ACCOMPLISHED THIS  
AND MORE!**



**WE CAN DO THIS NEXT  
YEAR.....**



**OUR TEAM DESERVES..**



**END OF THE YEAR**



# Engage in “Reflective” Conversations

Exhibit 1.1

© Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016.

Dimensions of a Great Team: A Tool for Reflection		
Dimension	Indicators	Yes/No
<b>Product</b> Something of quality gets done that is valuable, useful, and appreciated.	<i>Was our product well received?</i>	
	<i>Did our clients (students, teachers, parents, staff) think that our product was high quality?</i>	
	<i>Did what we do make a difference to our clients?</i>	
	<i>Do I feel proud of the work we did together?</i>	
<b>Process</b> The group’s collaboration skills increase as a result of working together.	<i>Did our ways of working together improve over time?</i>	
	<i>Did our ability to communicate with each other, manage unproductive conflict, and have healthy conflict increase?</i>	
	<i>If I was to continue working with this team, do I feel confident that our work products would continue to improve because we’ve figured out how to best work together?</i>	
	<i>If the team has disbanded: If this team were to reconvene, would I want to rejoin it?</i>	
<b>Learning</b> The team experience is a learning experience that increases the skills and knowledge of individual team members.	<i>Did I learn in this team?</i>	
	<i>Did being a part of this team help me improve my skills in my primary area of practice? (Teaching, coaching, leading, etc.)</i>	
	<i>Did I feel I could take risks in my learning in this team?</i>	
	<i>Did I trust the other people in this team most of the time?</i>	
	<i>Did I feel like I belonged to a community?</i>	

Tier 2 Tasks	Completed	To Do
<b>Systems</b>		
Ensure all components of the system are documented and updated to reflect the current system		
Determine Tier 2 meeting schedule for 2018-19		
Evaluate overall effectiveness of interventions and identify needs as informed by data		
Identify professional development to strengthen staff skills as informed by data		
<b>Products</b>		
Review/update decision making rules for IN-ON-OUT		
Review <i>Request for Assistance</i> and the <i>Reverse Request for Assistance</i> forms and revise as needed		
Review Daily Progress Report (DPR) and revise as needed		
Review student orientation materials for all interventions to be implemented in August		
Review family orientation materials developed and revise as needed		
Review substitute teacher orientation materials and revise as needed		
<b>Data and Action Planning</b>		
Review Tier 2/3 tracking tool /data for fidelity and impact		
Review and revise Tier 2 Action Plan as informed by data		

Tier 3 Tasks	Completed	To Do
<b>Systems</b>		
Ensure all components of the system are documented and updated to reflect the current system		
Determine Tier 3 meeting schedule for 2018-19		
Evaluate overall effectiveness of interventions and identify needs as informed by data		
Identify professional development to strengthen staff skills as informed by data		
<b>Products</b>		
Review/update decision rules for students who require behavior support plans		
Review/revise Request for Assistance/Nomination as needed to ensure essential features are included		
Review/revise Behavior Support Plan template as needed		
<b>Data and Action Planning</b>		
Review Tier 2/3 Tracking Tool/ data process for fidelity		
Review and revise Tier 2/3 Action Plan as informed by data		
<b>Other</b>		

# PBIS Annual Team Calendar

**PURPOSE:** To give teams a structure of expected components for building and sustaining PBIS in local schools/districts as they schedule events related to successful PBIS implementation. Check boxes in the table indicate prompts for completing the annual team calendar.

MONTH	TEAMS	IMPLEMENTATION	EVALUATION		OUTCOMES
			Implementation Fidelity Data	Outcome Data	
<input type="checkbox"/> In the table below teams need to record events that will occur each month.  **Please note some months may require more events than others based on time of year and data decisions.	<input type="checkbox"/> Schedule meetings (1-2 times per month)  <input type="checkbox"/> Record AEA PBIS Training Dates  <input type="checkbox"/> Schedule communication with stakeholders (refer to Communication Plan) <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff</li> <li><input type="checkbox"/> Students</li> <li><input type="checkbox"/> Families</li> <li><input type="checkbox"/> Community</li> </ul>	<input type="checkbox"/> Plan Staff PD <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate dates &amp; times</li> <li><input type="checkbox"/> Share data (at least quarterly)</li> <li><input type="checkbox"/> Develop content based on data</li> </ul> <input type="checkbox"/> Teach Expectations (refer to Lesson Plans & Teaching Schedule) <ul style="list-style-type: none"> <li><input type="checkbox"/> Beginning of year</li> <li><input type="checkbox"/> Booster Sessions</li> </ul> <input type="checkbox"/> Prepare for Acknowledgment System (refer to Acknowledgment System Matrix)  <input type="checkbox"/> Plan for Active Supervision  <input type="checkbox"/> Prepare for Consequence System (refer to behavior flowchart, minors vs. majors, ODR form)	<input type="checkbox"/> Complete TFI <ul style="list-style-type: none"> <li><input type="checkbox"/> For each tier implementing 2-4 times until reach 70% fidelity; then annually</li> <li><input type="checkbox"/> Determine action steps for items scored 0 or 1 (refer to TFI Action Plan)</li> </ul> <input type="checkbox"/> Complete SAS <ul style="list-style-type: none"> <li><input type="checkbox"/> Make link available for all staff to complete in the spring</li> <li><input type="checkbox"/> Determine action steps</li> </ul>	<input type="checkbox"/> Analyze ODR Data <ul style="list-style-type: none"> <li><input type="checkbox"/> Run Reports</li> <li><input type="checkbox"/> Determine action steps (refer to data analysis tools)</li> </ul>	<ul style="list-style-type: none"> <li>• Do we have a process in place to effectively problem solve based on our data?</li> <li>• Are we using multiple data sources (e.g., ODR, TFI, SAS, etc) to make decisions?</li> <li>• Are we creating precision statements when we review our ODR data monthly to improve practices &amp; systems?</li> <li>• Are we doing what we said we would do?</li> <li>• Is what we are doing making a difference?</li> <li>• What do we have to celebrate?</li> </ul>

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.

MONTH	TEAMS	IMPLEMENTATION	EVALUATION		OUTCOMES
			Implementation Fidelity Data	Outcome Data	
AUGUST					
SEPTEMBER					
OCTOBER					
NOVEMBER					
DECEMBER					
JANUARY					
FEBRUARY					
MARCH					
APRIL					
MAY					
JUNE					

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.

# TOOL INDEX

# AUGUST TOOLS

## PBIS Team Registry

(Insert School Name)

(Insert School Year)

PBIS Coach:

NAME	TEAM ROLE	SCHOOL POSITION	LENGTH OF MEMBERSHIP
	Internal Coach		
	Facilitator		
	Data-base Manager		
	Recorder/Secretary		
	Communication Coordinator		
	Time Keeper/Task Master		
	Team Cheerleader		
	Administrative Liaison		
	Incentives Coordinator		

# **Beginning of the Year Staff Orientation**

## **Presenters: PBIS team members**

### **Introduction of team members/roles**

### **Overview of PBIS**

### **School-wide behavior expectations (Matrix and Teaching Plans)**

Universal expectations, signage, teaching/lesson plans, modeling behavior, pre-corrects, role playing, opportunities to practice

### **Behavior Definitions**

**Behavior flow chart** (Responding to observed behavior: major/minor problem behaviors, appropriate behavior)

### **Incentive programs for positive behavior**

School-wide, Non-classroom, Individual, Classroom, Bus

Incentives for staff

### **Interventions: In-class**

Ex. Re-teaching, Increase practice, Non-verbal, verbal, parent contact, in-class time-out, loss of privilege

(For minor behavior problem, use a minimum of \_\_\_\_ in-class interventions before sending student out of class)

CICO

### **Interventions: Out-of-class**

Ex. buddy room

### **Referral forms**

Major vs. minor behavior problems

How to complete

When to complete

How to obtain

Procedure

### **Request for Assistance procedure**

### **Tier 2 Interventions**

### **Tier 3 Interventions**

Behavior Support Plans

### **Behavior Data** (last school year's data)

Confidentiality

How data will be used monthly

### **Teacher role in implementation**

### **Family engagement**

### **Community partnerships**

### **Communication**

Team to staff, staff to team

### **Visibility/Publicity**

Newsletter, bulletin board, parents

### **New staff orientation to PBIS**

**Student PBIS advisory council** (Middle & High Schools) if applicable



External Coaching Role Assigned to school – not in building	Responsibilities
<p align="center"><b>Provide technical assistance</b></p>	<ul style="list-style-type: none"> <li>• Identify state /regional PBIS Consultant/Coordinator</li> <li>• Attend state/district/regional PBIS meetings and training</li> <li>• Attend monthly school team meetings</li> <li>• Build fluency of trained concepts through observing, modeling, prompting and providing performance feedback               <ul style="list-style-type: none"> <li>• Support implementation of action plans</li> <li>• Support data collection and evaluation systems</li> <li>• Support data-based decision making and continuous improvement</li> </ul> </li> <li>• Implement coaching protocol to support improvement goals               <ul style="list-style-type: none"> <li>• Collaborate with internal coach/team to identify implementation improvement goals</li> <li>• Identify level of support needed</li> <li>• Monitor progress</li> </ul> </li> <li>• Support systems development for sustainability of PBIS</li> <li>• Support coordination with other district/regional initiatives</li> <li>• Stay informed and communicate current national PBIS research</li> </ul>
<p align="center"><b>Provide training and professional development opportunities</b></p>	<ul style="list-style-type: none"> <li>• Work with state/district/regional coordinators to plan and deliver PBIS training</li> <li>• Provide PBIS awareness/orientation presentations in district</li> <li>• Assist district/school in building capacity for sustained implementation</li> <li>• Provide professional development to strengthen implementers' skills as informed by data</li> </ul>
<p align="center"><b>Apply specific knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>• Promote essential features of school-wide PBIS/MTSS-Behavior               <ul style="list-style-type: none"> <li>• universal instruction, evidence-based practices, data-based decision making, effective teaming, family and community involvement</li> </ul> </li> <li>• Data collection tools (e.g. TFI, Classroom Observation Tools, SAS,)</li> <li>• Data analysis (fidelity and student outcomes)</li> <li>• Principles of behavior (ABC, function, reinforcement)</li> <li>• Effective classroom practices</li> <li>• Applied behavior analysis or can access expertise</li> <li>• Behavior support plans</li> <li>• Progress monitoring tools</li> <li>• Home, school, community involvement</li> </ul>
Internal Coaching Role Works in building	Responsibilities
<p align="center"><b>Facilitate and monitor team development process</b></p>	<ul style="list-style-type: none"> <li>• Attend PBIS trainings with team</li> <li>• Facilitate development of mission(purpose) for PBIS team</li> <li>• Identify team member roles and responsibilities</li> <li>• Complete annual calendar of PBIS events including teaching schedule, data sharing, assessment dates, etc.</li> <li>• Conduct meetings using standard operating procedures</li> <li>• Collaborate with external coach to identify goals for implementation improvement and team based action planning</li> <li>• Engage team members and recognize active participation</li> <li>• Facilitate the exchange of ideas and promote shared decision making among team members</li> </ul>
<p align="center"><b>Coordinate with team members</b></p>	<ul style="list-style-type: none"> <li>• Use data to inform decisions (fidelity and student outcomes)</li> <li>• Coordinate and monitor implementation improvement strategies</li> <li>• Coordinate celebrations</li> <li>• Communicate PBIS activities at faculty meeting</li> <li>• Develop communication plan to obtain feedback from students, faculty, family and community</li> <li>• Present data at faculty meetings</li> <li>• Build home/ school connections</li> <li>• Support team based action planning</li> </ul>
<p align="center"><b>Promote capacity building and sustainability</b></p>	<ul style="list-style-type: none"> <li>• Facilitate linking PBIS to district and school improvement plans</li> <li>• Maintain regular communication with administration and Tier 2/3 teams</li> <li>• Communicate with Parent Liaison/PTA/PTO</li> <li>• Network with other internal/external coaches and coordinators</li> <li>• Maintain documentation of implementation process, activities and standard procedures (See TFI documentation/data sources)</li> </ul>

# SEPTEMBER TOOLS

## Effective Praise - Students

### **Express Care and Concern**

Name-Promixity-Pleasant Voice-Smile-Touch

### **Describe Appropriate Behavior**

Label skill and describe steps

### **Explain Reasons or Value**

Provide reason (benefit/impact on others) behavior is important

### **Check for Understanding**

### **Positive Consequences (Optional)**

## Effective Praise - Staff

### **Express Care and Concern**

Name-Promixity-Pleasant Voice-Smile-Touch

### **Describe Appropriate Behavior**

Label skill and describe steps

### **Explain Reasons or Value**

Provide reason (benefit/impact on others) behavior is important

### **Check for Understanding**

### **Positive Consequences (Optional)**

## Statements for Effective Praise - Students

I'm proud of you...

Thank you for (helping me, being quiet, getting my book, the pencil etc.)...

How can I help you? What do you need? What do you want? etc.

I like the way you're helping but, could you ...

## Statements for Effective Praise - Staff

I'm very proud of the way you...

Thank you for (raising your hand, sitting down, being quiet, getting right to work, etc.)...

How can I help you? What do you need? What do you want? etc.

I appreciate your willingness to help...

I like the way you're \_\_\_\_\_ (working, sitting, writing) but, could you ...

# Positive Feedback Practice Scripts

(EXAMPLE - In the Hallway)	
<i>Positive Feedback Non-example</i>	<i>Positive Feedback Example</i>
<p><b>Appropriate language and interaction with peers</b> <b>Face forward, walk on right</b></p> <p>Thank you for walking. Good job using your inside voice. Don't run! Keep your voices down!</p>	<p>“Thank you for <b>being respectful</b> by...”</p> <p>Walking facing forward, on the right side. Using your level 0-1 voices. Using appropriate language in line. Keeping your hands to yourselves.</p>
<p><b>Carry a pass</b> <b>Maintain personal space</b></p> <p>Glad you have a pass. Nice line!</p>	<p>“Thank you for <b>being responsible</b> by....”</p> <p>Carrying your pass in the hall. Keeping space between you and others.</p>
<p><b>Leave no trace</b> <b>Keep your place in line</b></p> <p>Nice job for not slamming your locker. Way to go staying in line. Don't leave papers on the floor.</p>	<p>“Thank you for <b>being honest</b> by....”</p> <p>Keeping the hallway clean. Keeping your place in line.</p>
<p><b>Listen &amp; follow adult instruction</b> <b>Smile to others</b></p> <p>You are so polite! Thank you for being kind. Great job following directions. Love that smile.</p>	<p>“Thank you for <b>showing you care</b> by...”</p> <p>Smiling and waving at others. Following directions the first time I gave them.</p>

Use the following template as an activity for teams/staff to write scripts specific to the language and behavior from your school's expectation's matrix. Include your school's expectations in the right hand column and locations at the top. List specific behaviors per location (rules) in left-hand column. Staff will identify examples and non-examples of specific praise/feedback.

# Tier 2 Tier 3 Tracking Tool

School Name: \_\_\_\_\_

Total School Population as of October 1: \_\_\_\_\_

	Check-In Check-Out (CICO) Fidelity Data			Check-In Check-Out With Modified Features (CICOWMF) Fidelity Data			Social/Academic Instructional Groups (SAIG) Fidelity Data			Check & Connect (C&C) Fidelity Data			Brief Functional Behavior Assessment/ Behavior Intervention Planning (BFBA/BIP) Fidelity Data			Complex Functional Behavior Assessment/Behavior Intervention Planning (CFBA/BIP) Fidelity Data			Wraparound Fidelity Data		
	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students In	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%
July																					
Aug																					
Sept																					
Oct																					
Nov																					
Dec																					
Jan																					
Feb																					
Mar																					
Apr																					
May																					
June																					

**CHECKING POINTS:**

- REFER TO YOUR WRITTEN DESCRIPTION OF EACH INTERVENTION FOR “RESPONDING TO” DEFINITION
- GOAL FOR EACH MONTH = 70% response rate –
- IF MET, WHAT IS WORKING?
- IF NOT MET, WHAT IS ACTION PLAN?
  - SYSTEMS ISSUES?
  - REVISION OF CURRICULUM NEEDED?
  - ARE MAJORITY OF KIDS IN THIS INTERVENTION REALLY IN NEED TO HIGHER LEVELS OF SUPPORT?

# POSITIVE BEHAVIOR SUPPORTS AND INTERVENTION ACKNOWLEDGMENT MENU IDEAS

## Individual Student Acknowledgments

Privilege to sit in "Golden" chair  
 Art time with special materials  
 Get a "no homework" pass  
 Teacher Helper for an hour/day  
 Donated community gifts/coupons  
 Teacher Helper for younger class  
 Guest Reader for younger class  
 Sharpen pencils for class  
 Student calls parents at work or e-mails parent with news of student's accomplishments  
 Teacher calls parents with news of student's accomplishments  
 Assist the custodian  
 Help decorate a bulletin board  
 Decorate the closet door  
 Line Leader for the day  
 Caboose for the day  
 Give announcements over the intercom  
 Clean the teacher's desk  
 Choose where to sit for the day  
 Move desk for the day  
 Help school librarian  
 Lunch with the teacher  
 Lunch in the room with a friend  
 Teacher eats lunch in the lunchroom with class  
 Read a comic book for a book report  
 One free assignment  
 Invite two friends to play a game during class time  
 Work a puzzle, either jigsaw, word, crossword, or brain teaser  
 Draw a picture on the white board  
 Put your feet on your desk during silent reading

Switch jobs with a classmate  
 Visit with the principal with a good news note  
 Be a principal helper  
 Give spelling test to the class  
 Choose a game for the class to play  
 Listen to a CD/iPod during seatwork time  
 Create with clay  
 Water the plants in the classroom  
 Feed the class pet(s)  
 Play with the class pet(s)  
 Take the class pet(s) home for the weekend  
 Shoot paper at the trash can  
 Read to the class  
 Tell three jokes to the class  
 Perform a magic trick for the class  
 Sit and work in the teacher's chair for a designated amount of time  
 Teach a lesson to the class  
 Tutor younger students  
 Dismiss the class at the end of the day  
 Give an announcement over the intercom about your class' hard work and accomplishments  
 Choose a book for the teacher to read aloud to the class  
 Choose music for the class to hear  
 Choose which homework problem the teacher will give the answer to for a freebie  
 Dance to favorite music in the classroom  
 Do half of an assignment  
 Earn extra computer time  
 Get "free choice" time at the end of the day  
 Get time to draw

Extra reading time  
 Keep a stuffed animal at desk  
 Listen to music while working  
 Technology helper for day's lessons  
 Receive a 5-minute chat break at the end of the class or at the end of the day  
 Sit next to the teacher during story time  
 Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo's, bubbles, spider rings, charms and pencil toppers) / candy jar  
 Teach the class a math lesson  
 Use colored chalk  
 Work in the lunchroom  
 No shoes in the classroom  
 Work under your desk  
 Use a "special" pen/pencil for the day  
 Breakfast with the teacher (bring muffins & juice and welcome the student & a friend in the classroom about 15 minutes early to have breakfast)  
 Chew gum (sugar free) for the day (as long as it's not seen or heard)  
 First choice at indoor recess games/recess equipment  
 Stay in at recess (when teacher is not on duty) and play on the computer or play a game with the teacher

## Small Group Acknowledgments

Extra Recess  
 Lunch with Principal  
 Pizza with the Principal  
 Wii Party  
 Dance Dance Revolution Party  
 Pizza Party with a friend and special staff of your choice  
 Root Beer Float with the Principal

Picnic Lunch  
 Use colored chalk at recess  
 Give an announcement with 2 friends over the intercom  
 Fine Dining in the Lunchroom with 3 friends  
 Hot Chocolate Party with the secretary  
 Camp Out with Smores  
**Class-wide Acknowledgments**  
 Extra recess  
 Computer Party  
 Free time on computers during library class  
 Popcorn Party with surprise reader  
 Root Beer Float Party  
 Read-In (students bring sleeping bags, pillows and snacks to school and spend the last hour of the day reading favorite books)  
 20 minute free draw/ CD for class  
 Slipper Day  
 Pajama Day  
 Free PE/music/art  
 Lunch in classroom  
 Sunglasses Day  
 Movie Party  
 Free Gym time- teacher leads  
 Games with special staff  
 Frozen Treat Party  
 Extra PE time  
 Cookie Decorating Party  
 Cupcake Decorating Party  
 BINGO Party  
 Picnic Lunch Outside  
 Indoor Picnic (spread tablecloths on the classroom floor to sit on)  
 Decorate sidewalk with colored chalk

Put a sign or banner above the classroom door proclaiming the class' positive accomplishments  
 Have the principal visit and share hobbies or read a book to the class  
 Set up a challenge or competition with another class  
 Board Games Party (everyone brings board games and plays for 30 minutes)  
 Talent Show  
 Crazy Hat Day  
 Favorite T-Shirt Day  
 Crazy Socks Day  
 Have the teacher dress up in a costume or funny clothes for the day  
 Class Fiesta (serve chips and salsa)  
 Uno Tournament  
 Electronics Party  
 Donut Party  
 Stuffed Animal Party  
 Students pick the schedule for the day  
 Fancy Friday (wear "Dress-Up" clothes)  
 Chocolate Party while watching Fudge-O-Mania  
 Read-In with flashlights  
 Same Color Day (everyone wears the same color and observes how long that it takes others to notice)  
**Staff Acknowledgments**  
 Hour for lunch (coverage by administration)  
 Fun border/letters  
 Front parking spot  
 Recess duty coverage  
 Donated community gifts/coupons  
 Trophy Award (given to staff who goes above and beyond in modeling school-wide expectations for staff/students)

## Following Suggestions by Laura A. Riffel, Ph.D.

- Ask an office supply store to consider donating their clearance items to the school and have a “store” for all the staff members to come in and “purchase” office supplies with gotchas they received from each other.
- Ask the cafeteria staff to bake some special cookies. After a particularly difficult day, invite all the staff to come down for cookies in the cafeteria.
- Bring in a masseuse and a massage chair and provide free massages during planning periods. Darken the staff lounge and play classical music. Do this during one of the more difficult months for student behavior. (October, December, March, April, May).
- Call in an ice cream truck to come to the school the last day of criterion reference testing. Have the truck show up after all the students are gone and invite all the staff to come down and have an ice cream on the PBIS team. Tell them they are “Way Cool, the way they accomplished all the testing this week.”
- Do a staff survey and find out everyone’s favorite snack. Stock the staff lounge with snacks one day a week. The PTO could help furnish the snacks.
- Get a parent volunteer to be at the door in the morning dressed in a tuxedo. Have them speak in a British accent and greet each staff member as they enter the building. They could say something like, “We’ve been anticipating your arrival Mrs. Yellow.”
- Give out thank you cards to all staff members and ask them to write one a week to someone on the staff. Ask them to write to different people each week.
- Give out the Depends Award during staff meeting. Take a pair of Depends™ Undergarments and spray paint them gold. Give out the Depends Award to the most dependable person each week. This is an award they can keep until it is passed on to the next person. Be specific about how each person is dependable.
- Go around a local mall and ask the store owners to donate items to celebrate great education staff members. If the PBIS team splits up the mall, they can collect a huge bevy of items for giveaway items for the adults. Use these as prizes for recognizing everyone’s contributions to the greater cause.
- Gotchas work for school personnel, but only if everyone remembers. Put three silver dollars in your left pocket in the morning. As you compliment different adults in the building, move a silver dollar from your left pocket to your right pocket. At the end of the day, all three silver dollars should be in your right pocket. (You move from left to right to help you remember you are doing the “right” thing.)
- Have the entire staff fill out a sheet answering this question: 1) Name something about yourself that no one else would ever guess. Each morning read one clue and give everyone an answer sheet. Each day they are to guess who the mystery person is based on the clues read that morning. After all the clues have been read, invite the whole staff to a pizza party. Read the entire list of clues and have people guess aloud and then have the real mystery person confess their secret identity. Have a prize for the person who gets the most guesses correct.
- Have the PBIS team read books that would be helpful for teachers and create “Cliff’s Notes” on those books for the staff. Send it out in a weekly newsletter. Book idea: Marzano’s “What Works in Schools.”
- Highlight staff strengths in the parent newsletter. Let the parents know the strengths of each staff member throughout the year.
- Identify what each staff member does best and have an “Academy Awards” ceremony with statues for each person. Invite the parents to come to the award ceremony.
- Name the conference room after an employee each week. Base the choice on someone who has received a lot of gotchas that week. Make a sign for the door and make sure to call people down to the Violet Conference Room.
- Order business cards for each staff member (<http://www.vistaprint.com/frf?frf=691384697124>) Pick a design that fits each person’s personality. Vista Print has almost free deals on business cards.
- Order enough flowers for each staff member to get one and stand at the door as each person enters and tell them you appreciate the way they help children “bloom” in this building.
- Post goals in teachers’ lounge and graph results. Example: Positive phone contacts home- shoot for 2 times the number of students in the school. Set the goal of 200% in 6 weeks. (graph phone calls, post cards, emails, notes)
- Purchase small plants for each staff member and place on their desk. Leave a note saying, “I know you’ll nurture this plant to full beauty because of the way you nurture children.”
- Supply a box of birthday cards to each staff member. On birthdays, encourage each staff member to fill out a birthday card and do a drive-by carding by hiding birthday cards all over the person’s area throughout the day. For example, the birthday person might find a card taped to the staff restroom mirror or on the coffee pot and so on.
- Surprise staff by greeting them at the door with a cup of hot coffee or diet coke (know what everyone’s drink of choice is) Just say, “We are so glad you are here today.”
- Survey the staff and find out what their least favorite part of the job is. Throughout the year, have the PBIS committee do one disliked job for each person. For example, Mrs. Green might dislike bus duty. The PBIS team might take Mrs. Green’s bus duty some Friday and let Mrs. Green go home early.





## Best Practices in Bullying Prevention and Intervention

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Often, it is repeated over time and can take many forms. In many respects, research on bullying prevention is still in its infancy. Although researchers have documented success of some comprehensive programs in reducing bullying, we still have much to learn about which aspects of these programs are most important.

However, a review of existing bullying prevention programs and feedback from educators in the field led us to suggest ten strategies that represent “best practices” in bullying prevention and intervention.

### 1. Focus on the social environment of

**the school.** To reduce bullying, it is important to change the climate of the school and the social norms with regard to bullying. It must become “uncool” to bully, “cool” to help out students who are bullied, and normative for staff and students to notice when a child is bullied or left out. This requires the efforts of everyone in the school environment—teachers, administrators, counselors, other non-teaching staff (such as bus drivers, nurses, school resource officers, custodians, cafeteria workers, and school librarians), parents, and students.

**2. Assess bullying at your school.** Intuitively adults are not always very good at estimating the nature and extent of bullying at their school. Frequently we are quite surprised by the amount of bullying that students experience, the types of bullying that are most common, or the “hot spots” where bullying happens. As a result, it is often quite useful to assess bullying by administering an

anonymous questionnaire to students about bullying. What are the possible benefits of conducting a survey of students?

- Findings can help motivate adults to take action against bullying;
- Data can help administrators and other educators tailor a bullying prevention strategy to the particular needs of the school; and
- Data can serve as a baseline from which administrators and other educators can measure their progress in reducing bullying.

### 3. Garner staff and parent support for bullying prevention.

Bullying prevention should not be the sole responsibility of an administrator, counselor, teacher—or any single individual at a school. To be most effective, bullying prevention efforts require buy-in from the majority of the staff and from parents.

### 4. Form a group to coordinate the school’s bullying prevention activities.

Bullying prevention efforts seem to work best if they are coordinated by a representative group from the school. This coordinating team (which might include an administrator, a teacher from each grade, a member of the non-teaching staff, a school counselor or other school-based mental health professional, a school nurse, and a parent) should meet regularly to digest data from the school survey described in Strategy 2; plan bullying prevention rules, policies, and activities; motivate staff, students, and parents; and ensure that the efforts continue over time. A student advisory group also can be formed to focus on bullying prevention and provide valuable suggestions and feedback to adults.



## **5. Train your staff in bullying prevention.**

All administrators, faculty, and staff at your school should be trained in bullying prevention and intervention. In-service training can help staff to better understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school to help prevent bullying from occurring. Training should not be available only for teaching staff. Rather, administrators should make an effort to educate all adults in the school environment who interact with students (including counselors, media specialists, school resource officers, nurses, lunchroom and recess aides, bus drivers, parent volunteers, custodians, and cafeteria workers).

## **6. Establish and enforce school rules and policies related to bullying.**

Although many school behavior codes implicitly forbid bullying, many codes do not use the term or make explicit our expectations for student behavior. It is important to make clear that the school not only expects students not to bully, but that it also expects them to be good citizens, not passive bystanders, if they are aware of bullying or students who appear troubled, possibly from bullying. Developing simple, clear rules about bullying can help to ensure that students are aware of adults' expectations that they refrain from bullying and help students who are bullied. For example, one comprehensive program, the Olweus Bullying Prevention Program (see resources section on the Web site) recommends that schools adopt four straightforward rules about bullying:

- We will not bully others.
- We will try to help students who are bullied.
- We will make it a point to include students who are easily left out.
- If we know someone is being bullied, we will tell an adult at school and an adult at home.

School rules and policies should be posted and discussed with students and parents. Appropriate

positive and negative consequences also should be developed for following or not following the school's rules.

## **7. Increase adult supervision in hot spots**

**where bullying occurs.** Bullying tends to thrive in locations where adults are not present or are not vigilant. Once school personnel have identified hot spots for bullying from the student questionnaires, look for creative ways to increase adults' presence in these locations.

## **8. Intervene consistently and appropriately in bullying situations.**

All staff should be able to intervene effectively on the spot to stop bullying (i.e., in the 1–2 minutes that one frequently has to deal with bullying). Designated staff should also hold sensitive follow-up meetings with children who are bullied and (separately) with children who bully. Staff should involve parents of affected students whenever possible.

## **9. Focus some class time on bullying prevention.**

It is important that bullying prevention programs include a classroom component. Teachers (with the support of administrators) should set aside 20–30 minutes each week (or every other week) to discuss bullying and peer relations with students. These meetings help teachers to keep their fingers on the pulse of students' concerns, allow time for candid discussions about bullying and the harm that it can cause, and provide tools for students to address bullying problems. Anti-bullying themes and messages also can be incorporated throughout the school curriculum.

**10. Continue these efforts over time.** There should be no "end date" for bullying prevention activities. Bullying prevention should be woven into the entire school environment.

# NOVEMBER TOOLS

## TEAM TEMPERATURE CHECK

Use this tool occasionally so that team members can offer feedback. The facilitator can share this feedback with the team to spur discussion about how to improve their work together or can use it for personal reflection.

Indicator	3 - Usually 2 - Sometimes 1 - Rarely
1. I show up as my best self to our team meetings.	
2. I look forward to our meetings.	
3. I feel that I can meaningfully contribute during our meetings.	
4. I feel that team members are respectful to each other.	
5. I feel that we all learn from each other.	
6. I feel that the facilitator/lead holds a safe space for learning and collaboration.	
7. I feel that our work together will serve our students.	
8. I feel that our work together stays focused on our purpose, goals or projects.	
9. I leave our meetings feeling stretched, energized and/or inspired.	
10. I feel that my feedback on our meetings is acknowledged.	
TOTAL	

COMMENTS;

# SAMPLE CARETAKER/FAMILY SURVEY

Dear Caretaker:

Our school is in the process of developing a family engagement program. Caretakers and families play an important role in the intellectual, social and emotional growth of their children. This program will be designed to help students become more successful in school by working with their caretakers and families during these important years. In order to design a program that will meet the needs of you and your student, and help us form a better partnership, please answer the following questions and return this survey to a teacher or school representative.

1. What specifically would you like to know about our school? \_\_\_\_\_

\_\_\_\_\_

2. From what source do you get most of your information about our school?

- Newsletter
- Children
- Teachers
- Principal
- Friends
- Newspaper
- Television
- Other

3. Would you be interested in attending a class or session on how caretakers or family members can help their students learn at home?

- Yes
- No

4. If you checked "yes" in question 3, please indicate below the type of workshops you would like to participate in to help you help your student learn.

- Helping with homework
- Improving reading skills
- Improving math skills
- FAST and what it means for your student
- English as a second language
- Improving your student's self-image
- Building your own caretaking skills
- Communicating with the school (grades, absences, conferences)
- Career choices for students
- College admissions, SAT and ACT tests
- Children and youth mental health
- Drug and alcohol use prevention

5. Where would you like these programs to be held?

- In the school
- In the home of a family in your neighborhood or area
- Other

\_\_\_\_\_

# DECEMBER TOOLS

6. Would you be willing to host a session?

- Yes
- No

If you answered "yes," please write your name and telephone number so someone may contact you.

Name \_\_\_\_\_

Telephone Number \_\_\_\_\_

7. In order for you to participate in caretaker education programs at the school:

The meetings should be held

- Mornings
- Afternoons
- Evenings

Child care needs to be provided

- Yes
- No

Transportation needs to be provided

- Yes
- No

Other special needs (e.g., interpreter needed)

Yes - please specify: \_\_\_\_\_

No

8. As a caretaker, do you have trouble with any of the following?

- Your student's homework
- Discipline
- Spending enough time with your student
- Dealing with your student's problems
- Motivating your student to do well in school
- Working with the school and teachers
- Understanding the school district's program

9. What suggestions do you have of other ways we could help you to help your student learn?

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## Matrix of Expectations At Home (example)

Expectation	Before School	After School	Evening	Bedroom
<b>Respect Yourself</b>	-Eat breakfast -Dress for school -Brush teeth -Wash face & Hands	-Choose healthy snack -Complete homework	-Choose healthy snack -Take bath	-Brush teeth -Wash face & hands -Put on pj's
<b>Respect Others</b>	-Put dishes in sink -Take turns in bathroom -Flush toilet	-Share toys -Take turns -Complete chores	-Take turns in bathroom -Take turns with TV shows -Share remote	-Read quietly in room -Put dirty clothes in hamper
<b>Respect Property</b>	-Make bed -Put lid on toothpaste -Turn water off -Put towel on rack	-Keep toys in area -Put toys away when done -Put completed homework in folder in bag -Clean up homework spot	-Put toys away -Put trash in trash can -Hand remote to others	-Turn lights off in bathroom -Turn lights off in bedroom -Clean room

## Matrix of Expectations In Community (example)

Expectations	At Library	At Park	At Store	At Restaurant
<b>Be Respectful</b>	-Follow voice levels -Read book quietly -Use headphones at computers -Follow voice levels at computers -Use manors, "Please" & "Thank you"	-Take turns on equipment -Wait your turn -Use appropriate language	-Use appropriate language -Take turns at checkout -Use manors, "please" "thank you"	-Use appropriate voice level -Wait to be seated -Use manors "please" "thank you"
<b>Be Responsible</b>	-Put books away in proper place when done -Push chair to table -Return computer to resting position	-Keep equipment free of damage -Follow park rules and hours	-Pay for items you leave store with -Put items in proper place if no longer keeping them	-Leave area clean -Leave Restroom clean -Flush toilet -Put paper towels in garbage
<b>Be Safe</b>	-Enter in right hand door -Walk -Exit in Left hand door	-Use equipment as intended -Slide down slide -Look both ways before crossing street or parking lot	-Walk in store -Walk in parking lot -Watch for cars in parking lot	-Walk -Sit in chair or booth as intended

## Family Involvement Checklist

School: \_\_\_\_\_  
 School District: \_\_\_\_\_  
 Completed by: \_\_\_\_\_

The goal is to have families fully and meaningfully involved in PBIS activities in the school and community. The inclusion of a family member(s) representative on each leadership team is evidence of the value your school holds regarding family involvement. Critical to the process is developing a foundation for involvement that will support PBIS efforts. Three areas that we have asked each team to evaluate are values and beliefs, a definition of family involvement and ways to involve the family team member on the leadership team. What follows is a checklist to help you assess your progress in each area.

**Indicate status: Achieved, In Progress, Not Started**

<u>Values and Beliefs</u>	<u>Month/Yr</u>	<u>Month/Yr</u>	<u>Month/Yr</u>
There are clear statements regarding beliefs about working with families.			
Families have had input into our beliefs about families/involvement.			
Beliefs about family involvement are in writing.			
Beliefs about families/involvement acknowledge diverse families and ways to ensure they feel welcomed, honored and respected.			
<u>Definition of Family Involvement</u>			
There is a definition of family involvement in place.			
Families have had input into our definition.			
The definition of family involvement acknowledges the need for schools to be welcoming and respectful of all families.			
The definition of family involvement supports our beliefs and values about working with families.			

<u>Family Involvement In Leadership and Decision Making Specifically Related to PBIS</u>	<u>Month/Yr</u>	<u>Month/Yr</u>	<u>Month/Yr</u>
Families are represented on our PBIS leadership team.			
Family member(s) attend PBIS leadership team meetings.			
There is a clearly defined role for the family member(s) on our leadership team.			
The family member(s) on our leadership team are present at all trainings regarding PBIS.			
During and after meetings recognition is given regarding the value of family participation.			
The family member(s) is provided with training and information regarding PBIS in our school.			
There are activities identified for involving families in PBIS in our school.			
Family member(s) have had input into activities to involve families in PBIS in our school.			

Notes:

# Parent Contact Log

Date	Student Name	Parent/Guardian Name	Method of Contact	Reason For Contact	Status
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine
			___ Phone ___ e-mail ___ Letter ___ conference ___ Other _____	___ positive ___ negative ___ no prog. rep/report card ___ tardies/absences ___ other _____	___ contact ___ machine message ___ message with _____ ___ disconnected ___ no answer/no machine



# JANUARY TOOLS

## School-Wide Positive Behavior Interventions and Supports

### Linking School-Wide Expectations To the Classroom

#### Self-Assessment and Action Planning – Individual Self Assessment

Practices and Systems	Current Status			
	In Place (2)	Partial (1)	Not IP (0)	Action Step (Y/N)
School-Wide expectations are posted in my classroom.				
Classroom behavioral expectations are <u>linked to</u> School-Wide expectations and are posted in my classrooms.				
Classroom behavioral expectations are taught in my classroom.				
Classroom behavioral expectations are communicated to parents in writing.				
Classroom procedures and transitions are defined and taught in my classroom.				
Routine celebrations occur in my classroom to build a positive classroom environment				
I attend to positive behaviors over negative behaviors at a ratio of 5:1.				
<u>Minor</u> classroom behavioral violations are consistently addressed in a manner that does not disrupt the learning environment and maintains student dignity.				
<u>Major</u> classroom behavioral incidents are consistently addressed in a manner that does not disrupt the learning environment and maintains student dignity.				
I use the Office Discipline Referral form to report <u>minor</u> behavioral violations.				
I use the Office Discipline Referral form to report <u>major</u> behavioral violations.				
Office Referral Data for my classroom is reviewed routinely.				
ODR data is used for classroom management decision-making.				
Options exist to allow classroom instruction to continue when major behavioral violations occur in my classroom.				
Support systems in the school that provide consultation, assistance, and or recommendations to help with classroom management or individual student concerns are accessed when needed.				
Three tiered prevention logic is applied to the classroom setting (universal supports for all, targeted supports for some, intensive supports for a few).				
<b>TOTAL</b>				



# MARCH TOOLS

## Tier 2 Tier 3 Tracking Tool

School Name: \_\_\_\_\_

Total School Population as of October 1: \_\_\_\_\_

	Check-In Check-Out (CICO) Fidelity Data			Check-In Check-Out With Modified Features (CICOWMF) Fidelity Data			Social/Academic Instructional Groups (SAIG) Fidelity Data			Check & Connect (C&C) Fidelity Data			Brief Functional Behavior Assessment/ Behavior Intervention Planning (BFBA/BIP) Fidelity Data			Complex Functional Behavior Assessment/Behavior Intervention Planning (CFBA/BIP) Fidelity Data			Wraparound Fidelity Data		
	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students In	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%
July																					
Aug																					
Sept																					
Oct																					
Nov																					
Dec																					
Jan																					
Feb																					
Mar																					
Apr																					
May																					
June																					

**CHECKING POINTS:**

- REFER TO YOUR WRITTEN DESCRIPTION OF EACH INTERVENTION FOR “RESPONDING TO” DEFINITION
- GOAL FOR EACH MONTH = 70% response rate –
- IF MET, WHAT IS WORKING?
- IF NOT MET, WHAT IS ACTION PLAN?
  - SYSTEMS ISSUES?
  - REVISION OF CURRICULUM NEEDED?
  - ARE MAJORITY OF KIDS IN THIS INTERVENTION REALLY IN NEED TO HIGHER LEVELS OF SUPPORT?

# SAIG BREAKOUT WORKSHEET

## Social/Academic Instructional Groups

	Group 1 Name:			Group 2 Name:			Group 3 Name:			Group 4 Name:			Total for Social/Academic Instructional Groups:		
	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%	# Students On	# Students Responding	%
<b>July</b>															
<b>August</b>															
<b>September</b>															
<b>October</b>															
<b>November</b>															
<b>December</b>															
<b>January</b>															
<b>February</b>															
<b>March</b>															
<b>April</b>															
<b>May</b>															
<b>June</b>															

## Middle School CICO - Fidelity of Check-in

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Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mentor observed: \_\_\_\_\_

Number of students expected at check in: \_\_\_\_ Number attending: \_\_\_\_

Duration of meeting: \_\_\_\_\_

Feature	Tally of Students Feature Completed With
1. Greet each student individually	
2. Collect DPR with parent signature	
3. Check to see if student has materials needed and provide if necessary	
4. Give student a new DPR	
5. Award points for checking in	
6. Positive prompt to meet goals for day	
7. Record attendance in check-in	

## Check-In/ Check-Out Self-Assessment

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** As a team, review and record each of the CICO elements. For all elements that are rated as “in progress” or “not in place” build action planning steps.

CICO Element	In Place	In Progress	Not In Place
Faculty and Staff Commitment for CICO			
Team Defined and Available			
School-wide PBS in place			
Student Identification Process for CICO			
Daily CICO progress report card developed			
Home report process defined			
Point Trading System established			
Process for Collecting, summarizing and using data			
Morning check-in/ check-out routine established			
Teacher check-in/ check-out routine established			
Afternoon check-out routine established			
Home review routine established			
Team meeting schedule, routine, process			
Planning for Success (fading support; established self-management elements)			
Planning for Individualized Support Enhancement			
Substitute Teacher Routine			
Playground, cafeteria, bus routine (other areas)			

## PBIS Check-In/Check-Out Fidelity Checklist

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Fidelity Checker: \_\_\_\_\_

1. Student checked-in with a designated mentor before school started.	Yes	No	did not observe
2. Check-in mentor positively acknowledged student at check-in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes	No	did not observe
3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes	No	did not observe
4. Teachers positively acknowledged student when given daily progress report.	Yes	No	did not observe
5. Teachers provided contingent feedback at end of class period.	Yes	No	did not observe
6. Student checked-out with designated mentor at the end of the day.	Yes	No	did not observe
7. Student took daily report home to get parent signature.	Yes	No	did not observe
8. Student's Check-In/Check-Out points have been recorded daily.	Yes	No	did not observe
9. Student's Check-In/Check-Out data is reviewed by the PBIS Facilitator at least every two weeks.	Yes	No	did not observe
10. Process in place for student's Check-In/Check-Out to be: (a) faded to self-management if it is effective, or (b) linked to function-based support if it is not effective.	Yes	No	did not observe

Comments/Plan of Action:

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# APRIL TOOLS

<b>Examples of How School-wide Practices Are Trauma Informed</b>		
	<b>What is the strategy</b>	<b>WHY this practice supports students impacted by trauma</b>
<b>Defined School-wide Expectations</b>	<ul style="list-style-type: none"> <li>• 3-5 positively stated behavioral expectations (Be Safe, Be Respectful, Be Responsible)</li> <li>• Examples by setting/location for student and staff behavior (i.e., school teaching matrix)</li> </ul>	<p>Establishing school-wide expectations creates a safe, predictable, and consistent environment. Having consistent expectations and language for these expectations across school settings allows students to predict what will happen in each setting.</p> <p>All students benefit from high expectations, especially students impacted by trauma. High expectations send a message to students impacted by trauma they are worthy of expectations and others believe they can accomplish those expectations.</p>
<b>Teaching Expectations</b>	<ul style="list-style-type: none"> <li>• Direct teaching (teach, model, practice) of social behaviors taught to all students in classroom or other school settings</li> </ul>	<p>It is important to remember students, particularly those impacted by trauma have learned inappropriate behavior and/or coping skills. Therefore, we respond to their developmental level versus chronological age. A student's developmental age may be lower than their chronological age due to impact trauma may have on their brain development. Some children impacted by trauma have also learned to use their behavior as a coping strategy to meet a function. In these instances, we may be re-teaching expected behaviors which become replacement behaviors.</p> <p>Directly re-teaching teaching behavior and social skills provides consistency to ensure all staff and students understand and utilize the same language and skills. Re-teaching is a replacement for punishment. This is highly important for students impacted by trauma as punishment may be a trigger for a student to go into fight, flight or freeze.</p>
<b>Feedback and Acknowledgment</b>	<ul style="list-style-type: none"> <li>• Formal system, set of procedures for specific behavior feedback that is linked to school-wide expectations and used across settings</li> </ul>	<p>Receiving positive specific feedback is rewarding to a student, and more importantly, supports staff in developing relationships with students and establishes a predictable environment. This provides a more pleasurable and safe environment for students and staff.</p> <p>Establishing a positive feedback system also promotes and provides adults with procedures for speaking respectfully and empowering students.</p>
<b>Problem Behavior Definitions</b>	<ul style="list-style-type: none"> <li>• Clear definitions for behaviors that interfere with academic and social success</li> </ul>	<p>Establishing clear definitions and procedures for responding to inappropriate behavior as a system, creates predictability and supports a safe environment.</p>
<b>Discipline Policies</b>	<ul style="list-style-type: none"> <li>• Clear policy/procedure (i.e., flowchart) for addressing office-managed and classroom managed behaviors</li> </ul>	<p>Establishing proactive, instructive and/or restorative procedures and practices create predictable policies adults are more likely to use.</p> <p>Positive, instructive and restorative approaches allow the student to feel empowered and teaches needed skills rather than focusing on a negative consequence.</p>
<b>Data based decision making</b>	<ul style="list-style-type: none"> <li>• Utilizing data for problem solving and action planning</li> <li>• Considering additional data points (e.g.: universal screener, visits to nurses office, etc.) to ensure safe, predictable and consistent environment for all students and identify students who may internalize behaviors</li> </ul>	<p>Traditional data points (e.g.: ODRs, suspension, attendance) increase the development of a safe, predictable and consistent environment for students with externalizing behaviors and may result in the omission of students with internalizing behaviors. Adding additional data such as universal screening data or nurse's office visits to problem solving will increase likelihood of supporting students with internalizing behaviors, some of which may be impacted by trauma.</p>



## Check & Connect Readiness Indicators

School/Facility: \_\_\_\_\_

Certified Check & Connect Trainer: \_\_\_\_\_

Date: \_\_\_\_\_

Readiness Indicators	Data Source	Status		
		Not in place	Partial	In Place
1. Building administrator supports the implementation and use of the Check & Connect Mentoring Program and commits to attending Preparation & Implementation Training or Comprehensive Implementation Training.	Admin Interview			
2. A school/facility-wide behavior support team exists with access to training and support for Check & Connect and reviews behavioral data and student needs/progress at least twice monthly.	Team Roster & Meeting Schedule			
3. If school/facility is implementing PBIS, Tier 1 fidelity criteria on the Tiered Fidelity Inventory has been met.	TFI (Tiered Fidelity Inventory)			
4. If school/facility is implementing PBIS, Check In/Check Out has been implemented with integrity for at least one year (70% of students are meeting 80% goal and no ODRs).	TFI (Tiered Fidelity Inventory)			
5. The school/facility agrees to identify a Check & Connect Coordinator to: (a) support mentors, (b) facilitate Check & Connect implementation with fidelity, and (c) report district/building data at least annually to state PBIS Coordinator	Admin Interview PBIS C&C State Survey			
6. The school/facility agrees to utilize a Check & Connect Monitoring Form to assess student progress and needs.	Check & Connect Monitoring Form			
7. Within three months of Check & Connect Training, the school/facility is committed to having a clearly documented Check & Connect system. Procedures include: a. Writing a description of the program b. Identifying a Check & Connect Coordinator c. Document a process for identifying students for Check & Connect d. Develop Check & Connect monitoring form e. Develop a process and materials for involving adults, students, and families	Completed Planning Guide			
8. The school/facility agrees to provide Check & Connect Coordinators and Mentors with access to all necessary information needed for the monitoring form (i.e., student records, grades, attendance, behavior data, etc.).	Data Entry & Report Generation Schedule			
9. The school/facility agrees to allocate time to Check & Connect Coordinators and Mentors for weekly student data-review, mentoring time and time to collaborate (i.e., coordinators, parents, other mentors and staff).	Data Entry & Report Generation Schedule			
10. The school/facility agrees to access coaching support on the use of Check & Connect implementation and data for decision-making.	Admin Interview			
11. A small number of people within the school/facility are identified to attend Comprehensive Implementation or Preparation and Implementation Training (District and/or Building-Level Administrator, Check & Connect Coordinator, Tier 2/Internal Coach Team representation, potential mentor(s), At-Risk Staff).	Training dates			

12. The school/facility agrees to ensure that all mentors complete Check & Connect Mentor training with their designated coordinator. If mentors are to be trained separately, criteria a-e in item #7 (see above) must be in place before attending.	Admin Interview			
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*For most efficient Targeted system implementation, it is recommended that the readiness indicators that are Not in Place or Partially in Place be organized into an action plan and be completed prior to implementing Check & Connect.*

Readiness Indicators A) Action Steps	Who	By When	Indicator Met

# Wraparound Readiness Checklist

## Wraparound Readiness Indicators

District /School Name: \_\_\_\_\_ Internal Coach: \_\_\_\_\_ External Coach: \_\_\_\_\_

Readiness Indicators	Data Source	Status
<b>Fidelity Components</b>		
1. Tier 1 fidelity criteria on the Tiered Fidelity Inventory Total Score at 80%	TFI (Tiered Fidelity Inventory)	
2. Tier 2 fidelity criteria on Tiered Fidelity Inventory Total Score at 80%	TFI (Tiered Fidelity Inventory)	
3. Tier 3 fidelity criteria on Tiered Fidelity Inventory Total Score at least 60%	TFI (Tiered Fidelity Inventory)	
<b>Building Commitment Components</b>		
4. A school team (2 to 6 persons) to a 1-day training in the Fall and a 1-day training in the Spring		
5. Technical Assistance via technology		
6. Commitment to SIMEO data system training – (web based training)		
<b>Coaching Commitment Components</b>		
7. LEA or AEA commitment to sustainability of wraparound teams	Please contact your AEA PBIS Coordinator and communicate your interest.	
8. LEA or AEA provide external coach	Identify one person from School or AEA who will continue to receive technical assistance from state trainers to bring to the Wraparound Team.	

Updated March 2017

## PBIS Staff Survey End of the Year

# MAY TOOLS

1. Overall, I feel PBIS have had a positive impact on student behavior.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. At least 80% of faculty use PBIS strategies on a regular basis (i.e., teach expectations/rules, distribute cougar paws, teach expected behaviors, and monitor behaviors)

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3. The PBIS program offers sufficient short and long term incentives for students.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. Did you teach the PBIS rules to your students in the appropriate area?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. Did you reteach the rules throughout the semester?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

**6. Do you feel that PBIS information and scheduled activities were communicated effectively with the staff?**

<input type="checkbox"/> Strongly Disagree
<input type="checkbox"/> Disagree
<input type="checkbox"/> Neutral
<input type="checkbox"/> Agree
<input type="checkbox"/> Strongly Agree

**7. I feel additional training on behavior management and PBIS would be beneficial.**

<input type="checkbox"/> Strongly Disagree
<input type="checkbox"/> Disagree
<input type="checkbox"/> Neutral
<input type="checkbox"/> Agree
<input type="checkbox"/> Strongly Agree

**8. I feel the most problematic behavioral issues at our school are:**

<input type="checkbox"/> Aggression	<input type="checkbox"/> Disrespect
<input type="checkbox"/> Noncompliance	<input type="checkbox"/> Bullying
<input type="checkbox"/> Teasing	
<input type="checkbox"/> Other (please specify)	<input type="text"/>

**9. Overall, I feel that we praise appropriate student behaviors more than we punish inappropriate behaviors.**

<input type="checkbox"/> Strongly Disagree
<input type="checkbox"/> Disagree
<input type="checkbox"/> Neutral
<input type="checkbox"/> Agree
<input type="checkbox"/> Strongly Agree

**10. I feel that the PBS referrals were effective in reducing the number of classroom discipline problems.**

<input type="checkbox"/> Strongly Disagree
<input type="checkbox"/> Disagree
<input type="checkbox"/> Neutral
<input type="checkbox"/> Agree
<input type="checkbox"/> Strongly Agree

**11. What PBS changes would you like to see next year?**

## School-wide Positive Behavior Interventions and Support Team Process Evaluation Team Member Form

Date: \_\_\_\_\_ Name of School: \_\_\_\_\_ District: \_\_\_\_\_

The following items relate to the functioning and effectiveness of the PBIS team throughout the year.  
Please rate each item on the following 1-5 scale:

	<b>We never do</b>		<b>We sometimes do</b>		<b>We always do</b>						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>						
1.	We arrive at meetings on time and stay for the duration of the meeting.					1	2	3	4	5	<i>Trust Bldg</i>
2.	We are friendly, concerned, and interested in each other.					1	2	3	4	5	
3.	We understand and are committed to the group's goals.					1	2	3	4	5	
4.	We encourage each member to participate.					1	2	3	4	5	
5.	Team members appreciate and recognize team efforts.					1	2	3	4	5	
6.	We volunteer for roles and activities that help the group accomplish the task.					1	2	3	4	5	<i>Communication/Distrib. Leadership</i>
7.	We clarify the purpose of each meeting.					1	2	3	4	5	
8.	We set or call attention to time limits.					1	2	3	4	5	
9.	We ask for feedback in a non-confrontational way.					1	2	3	4	5	
10.	We ask for each team member's opinions and ideas to accomplish tasks.					1	2	3	4	5	
11.	We check for how well others understand the concepts discussed.					1	2	3	4	5	
12.	We summarize outcomes before moving to the next agenda item.					1	2	3	4	5	
13.	We seek clarification of information as needed.					1	2	3	4	5	<i>Problem Solving Communication/Distrib. Leadership</i>
14.	We help decide the next steps for the group.					1	2	3	4	5	
15.	We refrain from using put-downs.					1	2	3	4	5	
16.	We use creative problem-solving strategies to generate multiple solutions to problems.					1	2	3	4	5	
17.	We are solving problems and achieving our goals.					1	2	3	4	5	
18.	We acknowledge and confront conflict openly.					1	2	3	4	5	<i>Conflict Mgmt</i>
19.	We generate additional solutions or strategies if we disagree with those proposed.					1	2	3	4	5	
20.	We consider differences of opinion and perspective when there is a disagreement.					1	2	3	4	5	

**TIPS Fidelity Checklist (TIPS-FC) -BRIEF**

**Directions:** Use the TFC items below as a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and data based problem solving. The first 9 items on the left measure the status of meeting foundations, while items 10 through 18 on the left measure the thoroughness of the team’s problem-solving processes, as exemplified by the TIPS model. Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation. A criterion for partial implementation is provided on this shortened version. If a team exceeds the criteria, they should score a “2” for the item. If they do not meet the criteria described as a “1” a score of 0 should be entered. Please refer to your full TIPS Fidelity Checklist (TIPS-FC) for more detailed scoring. Once scored, sum the two areas as separate score areas (Meeting Foundations and Problem Solving) and then divide this by the total possible (18). TIPS has been implemented with fidelity when the team scores 85% on Problem Solving AND 85% on Problem Solving.

Meeting Foundations			Problem Solving		
Item	Criteria for Median Score of 1	Score	Item	Criteria for Median Score of 1	Score
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	1= Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.		10. Team uses TIPS Meeting Minutes form or equivalent*.	1= Team uses part of TIPS Meeting Minutes form or equivalent*.	
2. Meeting participants have the authority to develop and implement problem-solving solutions.	1= Meeting participants have the authority to develop but not implement problem solving solutions.		11. Status of all previous solutions was reviewed.	1= Status of some previous solutions was reviewed.	
3. Meeting started on time.	1 = Meeting stated less than 10 minutes late.		12. Quantitative data were available and reviewed.	1= Quantitative data were available but not reviewed.	
4. Meeting ended on time, or members agreed to extend meeting time.	1 = Meeting ended 10 minutes over scheduled time.		13. A least one problem was defined with precision (what, where, when, by who, why, how often).	1= At least one problem is defined but lack one or more precision elements.	
5. Team members attend meetings promptly and regularly.	1 = Although team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early.		14. All documented active problems have documented solutions.	1 = Some documented active problems (s) have documented solutions.	
6. Public agenda format was used to define topics and guide meeting discussion and was available for all participants to refer to during the meeting.	1= Public agenda format was not used to define topics and guide meeting discussion but agenda was available for participants to refer to during the meeting.		15. A full action plan (who, what, when) is documented/used for at least one documented solution.	1= Partial action plan is documented for at least one documented solution.	
7. Previous meeting minutes were present and available during meeting.	1= Previous meeting minutes were present but not reviewed at start of the meeting.		16. Problems that have solutions defined have a goal defined.	1= Some problems that have solutions defined have a goal defined.	
8. Next meeting was scheduled by the conclusion of the meeting.	1= Next meeting was referred to but not scheduled.		17. A fidelity of implementation measure is documented/used for each solution, along with a schedule for gathering those data.	1= Fidelity measure and schedule are defined and documented for some solutions.	
9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.	1= Meeting minutes are distributed to all team members but not within 24-36 hours of the meeting.		18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data.	1= Measure and regular schedule for student behavior /performance are documented for some solutions.	
<b>Meeting Foundations Total Score</b>			<b>Problem Solving Total Score</b>		
<b>Percentage (out of 18)</b>			<b>Percentage (out of 18)</b>		



**Tier I**

Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
<b>Teams</b>	1.1 Team Composition				
	1.2 Team Operating Procedures				
<b>Implementation</b>	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				
	1.10 Faculty Involvement				
	1.11 Student/Family/Community Involvement				
<b>Evaluation</b>	1.12 Discipline Data				
	1.13 Data-based Decision Making				
	1.14 Fidelity Data				
	1.15 Annual Evaluation				



## Tier II

Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
<b>Teams</b>	2.1 Team Composition				
	2.2 Team Operating Procedures				
	2.3 Screening				
	2.4 Request for Assistance				
<b>Interventions</b>	2.5 Options for Tier II Interventions				
	2.6 Tier II Critical Features				
	2.7 Practices Matched to Student Need				
	2.8 Access to Tier I Supports				
	2.9 Professional Development				
<b>Evaluation</b>	2.10 Level of Use				
	2.11 Student Performance Data				
	2.12 Fidelity Data				
	2.13 Annual Evaluation				

**Tier III**

Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
<b>Teams</b>	3.1 Team Composition				
	3.2 Team Operating Procedures				
	3.3 Screening				
	3.4 Student Support Team				
<b>Resources</b>	3.5 Staffing				
	3.6 Student/Family/Community Involvement				
	3.7 Professional Development				
<b>Support Plans</b>	3.8 Quality of Life Indicators				
	3.9 Academic, Social, and Physical Indicators				
	3.10 Hypothesis Statement				
	3.11 Comprehensive Support				
	3.12 Formal and Natural Supports				
	3.13 Access to Tier I and Tier II Supports				
<b>Evaluation</b>	3.14 Data System				
	3.15 Data-based Decision Making				
	3.16 Level of Use				
	3.17 Annual Evaluation				