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Or, use this QR Code



PBIS Tier 1, Day 1B Training

October 25 , 2021

<https://www.ycoe.org/pbis>





Who is in the room today?



Patwin Elementary



Plainfield

Small School with Big Expectations



Virtual
Academy



Beamer Park

Preparing and empowering all students for a future of endless possibilities



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Equity & Support Services

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Director, Teaching & Learning

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Our Training Staff:

- Psychologist
- Behaviorist
- Social Workers
- Teachers

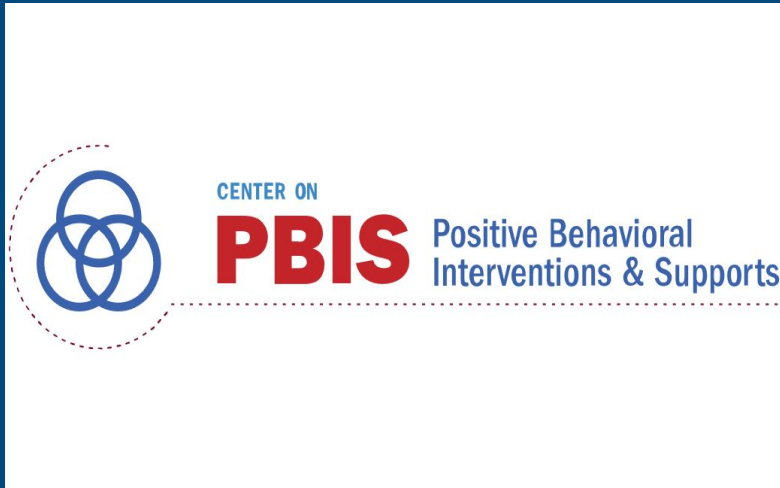
Experience:

- Over 40 School Districts
- Over 250 Schools
- Orange County to Plumas County



Co-Coordinating Agency of the California PBIS Coalition

Acknowledgments



Center on PBIS
www.pbis.org

Co-Directors:

- Heather George, University of South Florida
- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:

- Robert Horner, University of Oregon
- George Sugai, University of Connecticut

Acknowledgments



California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center

Group Agreements

Respectful

- Start and end on time.
- Listen actively (and without distractions).
- Mute yourself when not speaking.

Responsible

- Your participation will result in systems and practices that will benefit all students.
- Participate in live or virtual discussions and activities.
- Practice self care.
- Give your full attention.

Committed

- Expect to begin tasks that will need to be finished later.
- Expect committed trainers that will provide feedback and encouragement and learn along with/from participants

Tier 1 Training Sequence

<input type="checkbox"/>	Day	Content
<input type="checkbox"/>	1A&B 9/30 & 10/25	Overview, Team Development Behavioral Expectations
	2A&B 11/8 & 12/6	Lesson Plans, Posters, Acknowledgment System
	3A&B 1/24 & 3/1/22	Function of Behavior, Responding to Problem Behavior, Consequence Systems
	4A&B 4/7 & 5/3/22	PBIS and the Classroom, Kickoff,
	SWIS TBD	School-Wide Information System

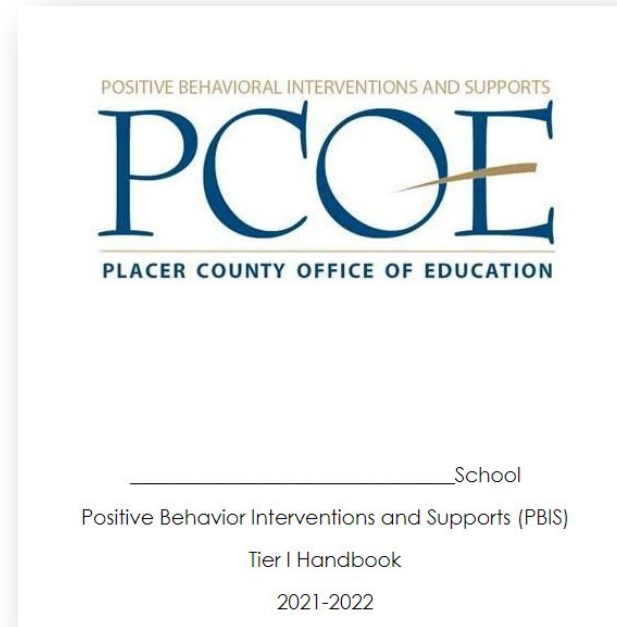
Training Objectives: Days 1A&1B

Teams will:

- Understand PBIS Foundations
- Understand and assign team member roles
- Develop team purpose and team agreements
- **Develop school wide Behavioral Expectations**
- **Develop a school wide Behavior Matrix**
- **Create plan to orient staff to PBIS core features**

Introduction to PBIS Team Handbook

- The PBIS Handbook will warehouse all of the materials your team creates
- Customize the Handbook to your specific site
- The Table of Contents is hyperlinked to pages within the document
- Always have the Handbook opened at each training date



Action Plan Item 1

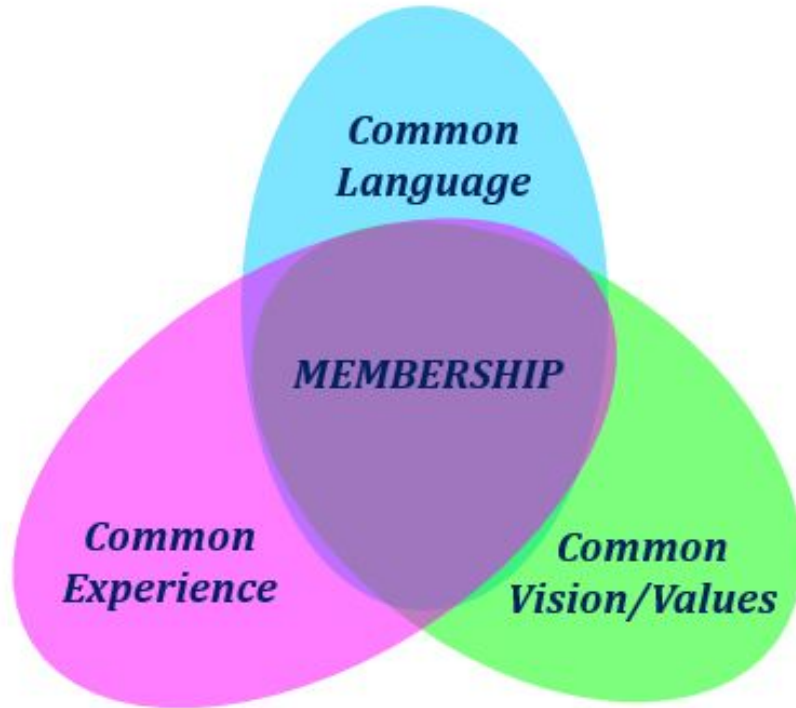
School-Wide Behavioral Expectations: Creating a Positive Culture

TFI Items related to this section:

- **1.3 Behavioral Expectations:** School has five or fewer positively stated expectations and examples by setting/location for student and staff behaviors (i.e. school teaching matrix) defined and in place.

Your site may already have 3-5 positively stated school-wide behavioral expectations.
If so, please share those in the chat.

Establishing a Social Culture Requires:



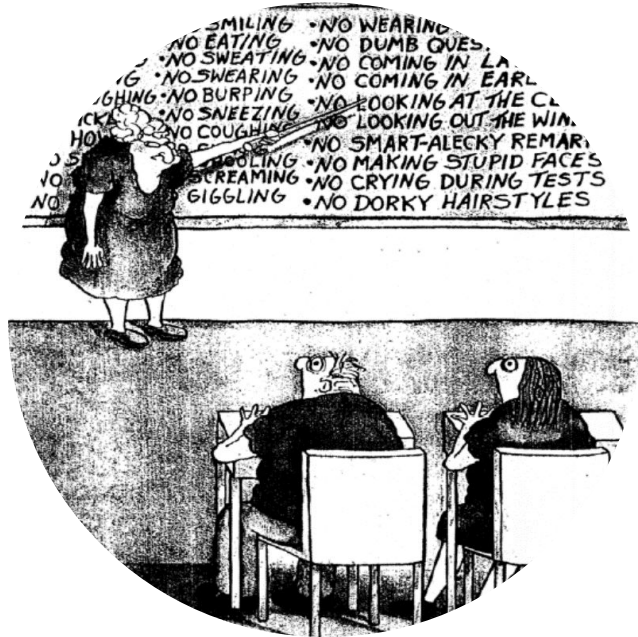
Guidelines for Developing School Expectations



**3-5
School-Wide
Expectations**

- Broad enough to cover academic *and* behavioral goals
- Stated positively
- Brief, easy to remember
- Catchy, personalized to your school

Why 3-5 Positively Stated Expectations?

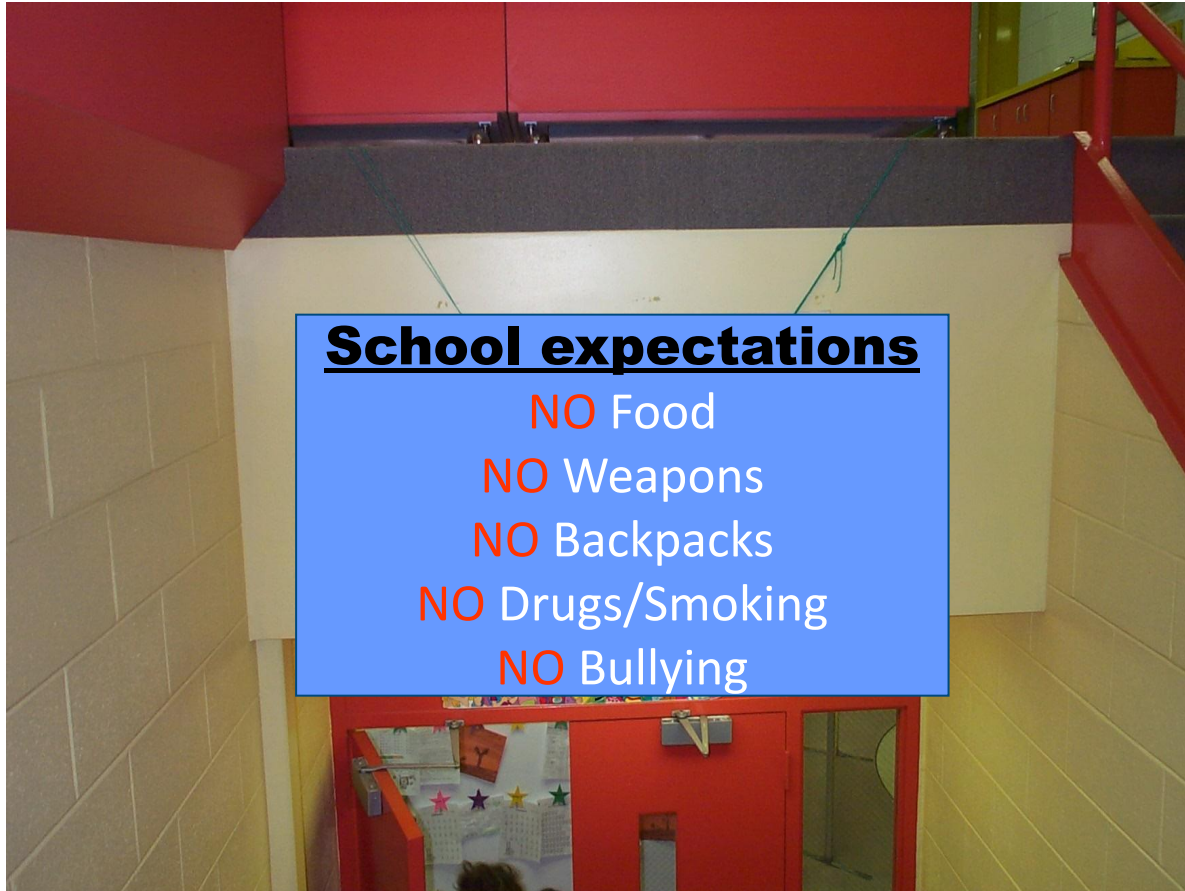


Easy to learn and remember

Increased generalization of expectations

Same expectations are used across settings and staff

Creating School Culture



Examples

MINER CODE OF CONDUCT
CLASSROOM BEHAVIOR EXPECTATIONS

RESPECTFUL

- Use appropriate language and gestures
- Respond to teachers' directions
- Value diversity

RESPONSIBLE


- Take responsibility for academic success
- Engage in active learning
- Use electronic devices as directed

SAFE

- Follow teachers' safety guidelines
- Respect school property and equipment
- Have appropriate pass out of classroom


READY TO LEARN

- Be on time
- Bring necessary materials
- Be on task from bell to bell



Nevada Union High School,
Grass Valley

BE FAWNTASTIC!




Deer Creek Promises

- 1. Be responsible**
- 2. Be safe**
- 3. Be kind**

Deer Creek Elementary,
Nevada City

Examples

TEACHING MATRIX **C. Alton Lindsay Middle School**
SCHOOL-WIDE BEHAVIOR EXPECTATIONS



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



Being Inclusive

3 McKinley Expectations/ 3 Expectativas de McKinley

- | | |
|---|--|
| •Be Safe | •Se Seguro |
| •Be Respectful
& Kind | •Se Respetuoso
y Amable |
| •Be
Responsible &
Put Forth Your
Best Effort | •Se
Responsable
y Pon Tu Mejor
Esfuerzo |

Non-Examples



Expectations Should Be:

Culturally responsive

Realistic across settings

Developmentally appropriate

Easy to remember

Google Activity Slides

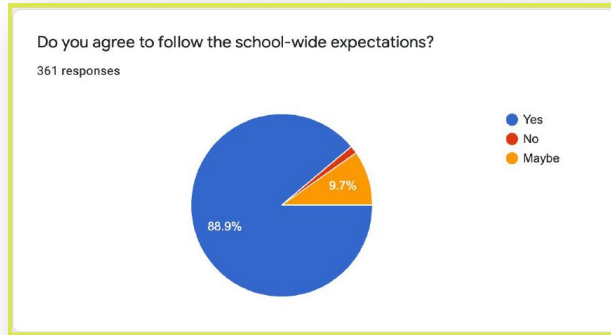
Elements of Culture

Action Item 6:
Activity presented to Staff

Elements of Culture	My Values Growing Up	My Values Now	What my school values	How my students/families values might be different	How this difference Creates Conflict
Appropriate Voice level/language					
Appropriate Space/proximity					
Attitudes towards time					
Appropriate response to insults					
Family Ties					

Student/Family/Community Feedback

- Site Council Meetings
- Create a google form. Share link on school website or school social media page
- In class surveys




Student Responses "Why is the Raven Way important?"

Because it allows you to have a safe and steady high school life to prepare you for college and for life after college.			
Because it will help you too be educated and become a better person for the future.			
So I can stay safe and think about how I should be treated and treat other people			
It's important to follow the raven way expectations because if you want to be treated a certain way then you should follow the raven way rules and be prep			
In my opinion, it is important because they are all important because they are the skills required from an adult and to be successful in the real world.			
so everybody can to successful			
In my opinion people should follow these rules because it allows people to respect each other as well as the rules.			
It is important because it prepares me for adult hood.			
So we can be ready to go out in to the world not knowing what we want to do.			
All of the school expectation are important because they are to remind student to be safe, respectful, responsible, and to be college and career ready. The			
All of these things are important for others and yourself. It shows others how you compose yourself and show how ready you are for the real world outside			
to make life easy and nice			
So that everyone can stay safe and be able to conduct your work and succeed in k-12.			
say everyone can be in the right lane			
In my opinion you should always be safe, respectful, and responsible in and out of school but for be college and career ready is new but we need to get u			
I think it is most important to be responsible because this can be applied in all the other expectations.			
Well in my opinion it has a lot to do with the success of our futures.			
So you don't get in trouble. Also because everyone deserves respect, to be safe, to be college and career ready, and needs to be responsible.			
Because it will lead to a wonderful scholarship.			

Collaborative Worktime

Action Item 7:
Schoolwide Expectations created
(or reviewed) and documented in
Tier 1 Handbook

Team
Handbook



SCHOOL RULES					
Behavior Matrix					
AREA/ SETTING					

Behavior Matrix: Defining Specific Behavioral Expectations Routines in School Settings

TFI Items related to this section:

- **1.3 Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e. school teaching matrix) defined and in place.

Expectations vs. Rules

- **Expectations:** behaviors expected of all students and staff in all settings
- **Rules or routines:** specific skills you want students to know and use in specific settings

Behavior Matrix:

Defines the rules or routines within your School-wide Behavioral Expectations



Behavioral Expectation Matrix

Defining expected behavior across settings (**outside the classroom**).

Settings	School Expectations			<i>Expectations</i>
	Be Safe	Responsible	Respectful	
Hallway	Walk on the right side Allow others to pass	Hold door open for person behind you Have a pass during class time	Use quiet voices Keep hands & feet to self	
Playground	Stay in boundaries <i>Rules or Routines</i>	Be aware of people around you Put equipment away at break	Include everyone Follow game expectations	

Defining Expectations

Guided by school-wide expectations

Specific to each setting

- *Seek input from staff*, especially those staff working in specific setting (e.g. library, playground, cafeteria) and from *students*.

1-3 Positively stated rules

- Walk in the hallway vs. No running

Focus on clear, specific behaviors

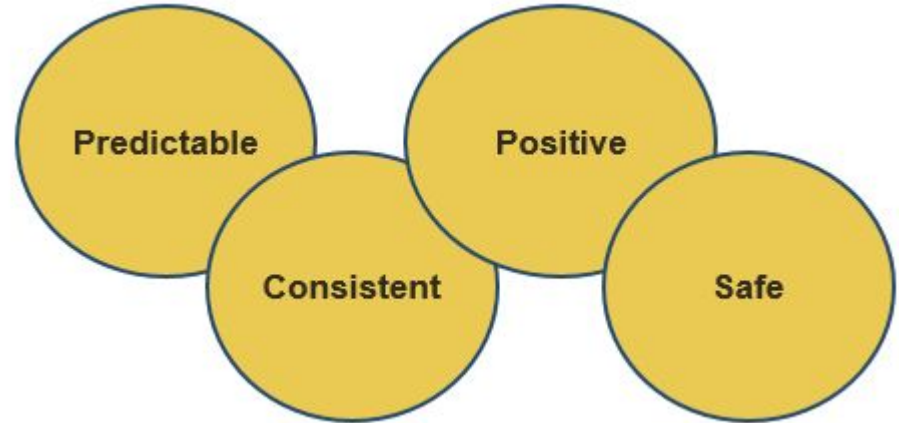
- Keep hands to yourself vs. Keep your body under control

What Is the Purpose of PBIS?

PBIS makes school learning environments:

- More effective
- More equitable

And is for *ALL* students.



TEACHING MATRIX

		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
	Responsible	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat until you are satisfied. Include healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respectful	Be kind. Hands/feet to self. Help/share with others.	Use Level 1 voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Safe	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

*Incorporating Social-Emotional Competency Instruction
into a School-wide Teaching Matrix*

School-wide Expectations	Incorporate Social-emotional Competencies				
	All Settings	Hallways	Lunch	Bus	Online
Respect	Be on time. Assume positive intent.	Walk to the right. Use level 2 voice volume.	<i>Invite those sitting alone to join.</i>	Stay in my seat.	<i>Consider feelings of others before I post. Be an upstander – speak up when I see unsafe behavior.</i>
Achieving and Organized	Hands and feet to self. Help/share with others.	Walk directly to my designated area.	<i>Have a lunch plan. Choose quiet or social lunch area. Invite friends to join.</i>	Have a plan. Use headphones to listen to music.	<i>Check my feelings before I post. Re-read message before I post.</i>
Responsible	Recycle. Be prepared.	Pick up litter. Maintain physical space.	<i>Use my breathing technique. Listen to my signals.</i>	Watch for my stop. Use level 1 voice.	<i>Double check sources before I post. Think before I forward.</i>

Addressing the Culture of Your School

Eruditos de Esqueda: ¡Trabaja lo mejor que puedas, rinde en los exámenes, adquiere conocimientos y ve a la universidad! Esqueda Scholars: Do their best, achieve on tests, acquire knowledge and go to college!

EXPECTATIVAS DE ESQUEDA					
	Salón	Pasillos	Baños	Área de comida	Patio de recreo
Respetuoso/a	<ul style="list-style-type: none"> • Sigue instrucciones a la primera • Levanta tu mano y espera a ser llamado • Se amable y educado • Escucha educadamente mientras otros hablan 	<ul style="list-style-type: none"> • Camina en silencio • Mantén los pasillos limpios • Camina en fila 	<ul style="list-style-type: none"> • Usa un tono bajo de voz • Respeta la intimidad ajena • Mantén los baños limpios • Baja la palanca del baño 	<ul style="list-style-type: none"> • Escucha con atención y sigue instrucciones • Se educado y amable • Guarda modales en la mesa 	<ul style="list-style-type: none"> • Respeta los turnos y juega cooperativamente • Comparte el equipamiento • Deja que otros participen • Se educado y amable
Responsable	<ul style="list-style-type: none"> • Sigue las actividades y rutinas del salón • Trae la tarea y los materiales necesarios para las clases • Completa tu trabajo • Informa al maestro/a si tienes un problema que no puedes resolver 	<ul style="list-style-type: none"> • Escucha atentamente y sigue instrucciones 	<ul style="list-style-type: none"> • Ten un pase • Espera tu turno y regresa a clase • Informa al maestro si hay un problema • No lles comida al baño 	<ul style="list-style-type: none"> • Trae tu comida o dinero • Respeta las reglas • Agarra toda tu comida y cubiertos antes de sentarte • Limpia tu espacio 	<ul style="list-style-type: none"> • Escucha con atención y sigue instrucciones • Espera tu turno pacientemente • Informa si hay problemas a las/los supervisoras/es
Cauteloso/a	<ul style="list-style-type: none"> • Mantén tus manos, pies y objetos para tí mismo • Usa los materiales de manera apropiada • Mete tu silla • Mantén tu espacio limpio y ordenado 	<ul style="list-style-type: none"> • Evita tocar a otros • Camina • Mira hacia adelante • Ten cuidado con la persona que tienes delante 	<ul style="list-style-type: none"> • Mantén tus manos, pies y objetos para tí mismo • Camina con cuidado en zonas húmedas • Lávate las manos 	<ul style="list-style-type: none"> • Mantén tus manos, pies y objetos para tí mismo • Camina • Come solo la comida que es tuya 	<ul style="list-style-type: none"> • Mantén tus manos, pies y objetos para tí mismo • Corre solo donde está permitido • Usa el equipamiento con propiedad • Camina alrededor si ves que hay juegos desarrollándose

Include Adult Roles in Your Matrix

School-wide ROAR Expectations	Rules (examples) <small>rev 11-4-19</small>					
	All Settings	Hallways	Lunch	Bus	Online	Classrooms
Respectful	Be on time Assume positive intent	Walk to the right Use level 2 volume	Invite those sitting alone to join	Stay in my seat Use level 1 volume	Consider feelings of others before I post Be an upstander – speak up when I see unsafe behavior	See classroom specific matrices for classroom rules and routines
Organized and Achieving	Hands and feet to self Help/share with others	Walk directly to my designated area	Have a lunch plan Choose quiet or social area	Have a plan Use headphones to listen to music	Check my feelings before I post Re-read messages before I post.	
Responsible	Recycle Be prepared	Pick up litter	Use my breathing technique Listen to my signals	Watch for my stop	Double check sources before I post Think before I forward	
Teacher's Role (Conditions for Learning)	<i>Use specific praise to reinforce behavior</i>	<i>Stand in hall during passing periods</i>	<i>Use active supervision (move, scan, interact)</i>	<i>Ensure students enter bus calmly</i>	<i>Teach and practice routine monthly</i>	<ul style="list-style-type: none"> • Develop classroom matrix • Post; teach; reinforce

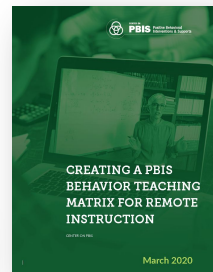


Distance Learning - Elementary

	RESPECT SELF AND OTHERS	OFFER KINDNESS	ALWAYS SAFE	RESOLVE PROBLEMS
DISTANCE LEARNING: ONLINE LEARNING	I will <ul style="list-style-type: none"> participate and respond in my classroom daily use 1 device at a time respect the privacy of our class community 	I will <ul style="list-style-type: none"> use positive words and gestures when communicating be helpful towards my peers and siblings 	I will <ul style="list-style-type: none"> know and keep my log-in and password to myself sit down with the computer close to me and look at the screen only use assigned websites and programs 	I will <ul style="list-style-type: none"> seek help when needed think before I act turn in assignments after completing them
DISTANCE LEARNING: LIVE CLASSROOM MEETINGS	I will <ul style="list-style-type: none"> participate in all classroom meetings on time use 1 device at a time eat before or after my online learning session respect the privacy of our class community 	I will <ul style="list-style-type: none"> mute the volume when not speaking use a level 3 voice when speaking use positive words and gestures when communicating raise my hand to ask questions 	I will <ul style="list-style-type: none"> keep video on when I log on and introduce myself use my name when signing on think before I act 	I will <ul style="list-style-type: none"> seek help when needed ask questions and actively participate during live classroom meetings
DISTANCE LEARNING: COMPUTER	I will <ul style="list-style-type: none"> treat all computer and technology materials with care be productive follow directions 	I will <ul style="list-style-type: none"> use positive words and gestures when communicating with others be helpful towards my peers and siblings respect the privacy of our class community 	I will <ul style="list-style-type: none"> only use assigned websites and programs protect my password keep food and drinks away from equipment 	I will <ul style="list-style-type: none"> seek help when needed think before I act contact my teacher, office, or support@SCUSD.edu for support

Evergreen School District's Distance Learning Matrix

We are...	Home	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Room)	Assignments
Safe	<input type="checkbox"/> Wash your hands frequently.	<input type="checkbox"/> Choose a distraction free space. <input type="checkbox"/> Use equipment as intended. <input type="checkbox"/> Use kind words and faces.	<input type="checkbox"/> Ask in chat if you need help. <input type="checkbox"/> Use kind words and faces.	<input type="checkbox"/> Use kind words and faces.	<input type="checkbox"/> Encourage others to participate. <input type="checkbox"/> Use kind words and faces.	<input type="checkbox"/> Take a break from technology throughout the day.
Respectful	<input type="checkbox"/> Listen and follow your caregiver instructions. <input type="checkbox"/> Work with your family members to get along.	<input type="checkbox"/> Video is on at all times. <input type="checkbox"/> Audio off. <input type="checkbox"/> Use appropriate language/symbols when writing in the chat box.	<input type="checkbox"/> Video on at all times. <input type="checkbox"/> Audio off. <input type="checkbox"/> Listen attentively. <input type="checkbox"/> Answer questions in the chat box on cue. <input type="checkbox"/> Answer polls promptly.	<input type="checkbox"/> Video-on at all times. <input type="checkbox"/> Audio on. <input type="checkbox"/> Listen attentively.	<input type="checkbox"/> Video on at all times. <input type="checkbox"/> Audio on. <input type="checkbox"/> One speaker at a time; wait or use chat to respond when others are talking. <input type="checkbox"/> Respect others' cultures/opinions and viewpoints.	<input type="checkbox"/> Tell your teacher if you are unable to complete an assignment.
Responsible	<input type="checkbox"/> Designate an at-home workspace. <input type="checkbox"/> Wake up on time for school. <input type="checkbox"/> Be prepared for school (dressed appropriately, fed, teeth and hair brushed, school materials ready).	<input type="checkbox"/> Be on time and ready to learn. <input type="checkbox"/> Start class with a charged or plugged-in device. <input type="checkbox"/> Have materials ready.	<input type="checkbox"/> Ask questions (voice or chat) when you have them. <input type="checkbox"/> Be present – avoid multitasking.	<input type="checkbox"/> Ask questions out loud when you have them. <input type="checkbox"/> Try your best. <input type="checkbox"/> Be present-avoid multitasking.	<input type="checkbox"/> Encourage each other to be present and focused. <input type="checkbox"/> Complete the work together. <input type="checkbox"/> Use "Ask for Help" button for questions.	<input type="checkbox"/> Check for daily assignments. <input type="checkbox"/> Ask for help when you don't understand an assignment.



[Resource:](#)
[Document](#)
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Voice Level Charts

Voice Level Chart		
4	Shouting	EMERGENCY ELEPHANT!
3	Loud Voice	Loud Lions!
2	Speaking	Chatty Chickens
1	Whisper	Whispering Whales
0	Silent	Calm Cougars

Voice Levels	
4	OUTSIDE
3	STRONG SPEAKER
2	TABLE TALK
1	SOFT VOICE
0	SILENCE

Voice Levels	NIVEL DE VOZ
4 Outside	4 Patio
3 Presenter	3 Presentador
2 Collaboration	2 Colaboración
1 Whisper	1 Susurro
0 Silence	0 Silencio

3-5 School Wide expectations

Fill in Areas/Settings on your campus

School Expectations Matrix

		SCHOOL RULES				
AREA/SETTING	Safe	Respectful	Responsible			
Restroom	Is it Positive?	Is it Fair?	Is it a skill that can be taught?			
Cafeteria	Is it Positive?	Is it Fair?	Is it a skill that can be taught?			
Bus Lines	Don't go in the Street.	Keep voice at Level 0.	Be good.			
Field						

Reminder: The goal is to teach students new skills and create a positive culture.

Collaborative Worktime

Action Item 8:
Schoolwide Behavioral Matrix
completed and documented in
your Tier 1 Handbook.

Note: You won't be able to finish
this without staff and student
input

Team Handbook

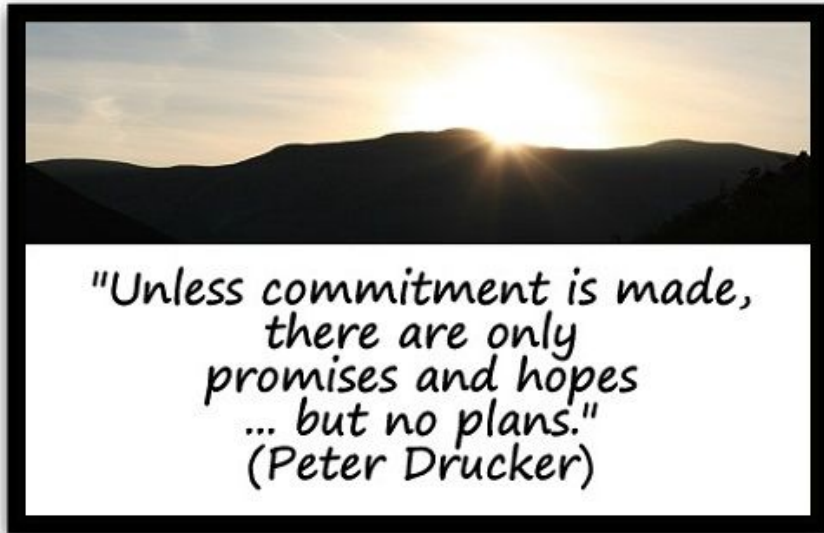
Behavior Matrix	SCHOOL RULES				
AREA/ SETTING					

Staff Involvement and Training

TFI Items related to this section:

- **1.7 Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.
- **1.10 Faculty Involvement:** Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

Rationale for Staff Involvement



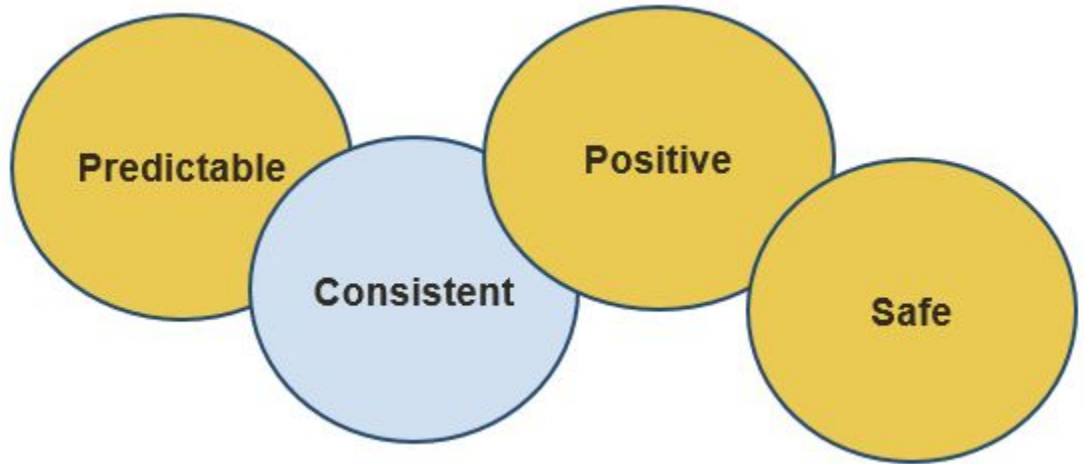
...implementation of PBIS involves all faculty and staff.

What Is the Purpose of PBIS?

PBIS makes school learning environments:

- More effective
- More equitable

And is for *ALL* students.



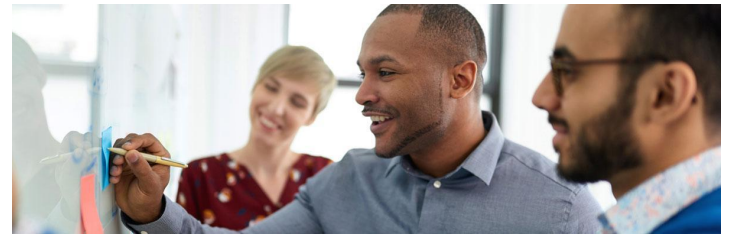
Reframing Resistance

- We all resist change in our lives. Resistance is natural and, in many ways, resisting change is adaptive.
- Resisters often have ideas we might have missed. Allow all voices to be heard- through multiple communication modes.
- Resisters are crucial to the politics of implementation in democratic organizations, such as schools.



Sustainability

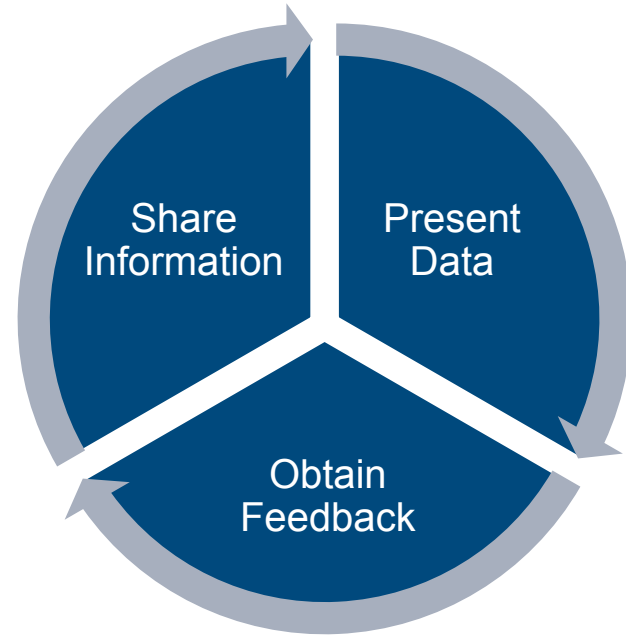
“If it is given to you from the principal, then there is an automatic reaction, the question is whether I have to do it or I don’t have to do it... Coming from a teacher...there is a reason for why you’re doing it because it makes my job easier, because I can tell you as a colleague, hey, I’m doing this and it’s...staff driven. Not being told to do it”



Input and Feedback: Create a Communication System

1. Sharing ongoing information
2. Presenting data
3. Obtaining feedback from stakeholders

Continuously reviewing goals and action plans



Input and Feedback: Communication and Feedback Loops

- Grade level/core/department meetings
- Vertical team meetings
- Staff/Faculty meetings
- Google Docs, or other virtual sharing mechanisms
- Newsletters
- Professional development days
- Communities of learners (shared learners)



Obtaining Staff Input and Feedback

Love it, Can live with it, Don't love it



Fair Process

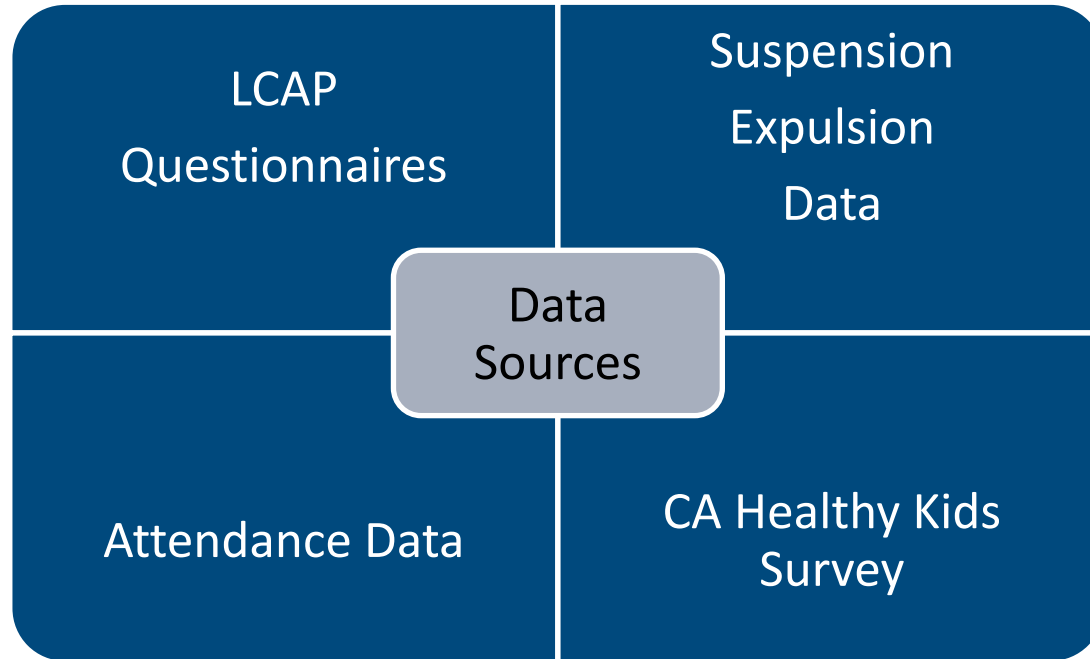
Fair Process is:

- **Engagement** – All parties allowed to have a voice
- **Explanation** – transparency about why decisions are made as they are
- **Expectation Clarity** – rules are clearly stated and understood

Fair Process is not:

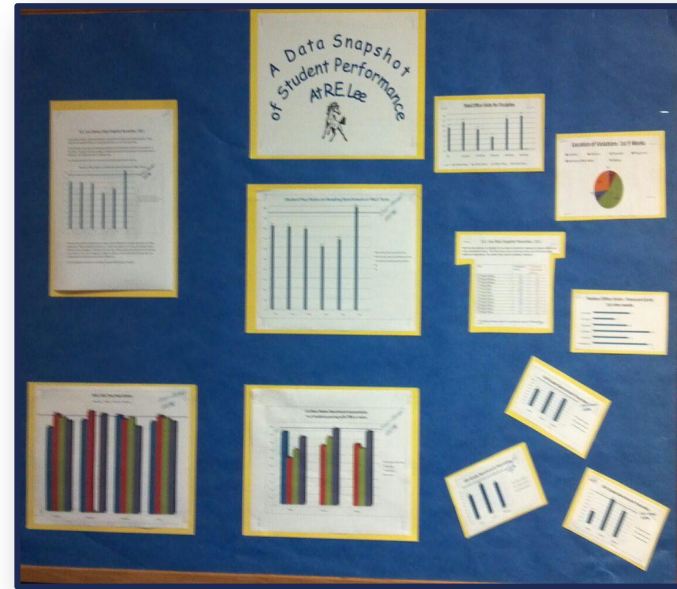
- Decisions by consensus
- Does not accommodate every individual's opinions, needs, or interest
- Leaders forfeiting their responsibility to make decisions, establish policies and procedures

Use Data to Increase Buy-In



Sharing Data

- Share visuals with staff monthly
- What's working?
- What needs more focus?
- Emphasize staff involvement



Staff Meetings Should Include PBIS

August: “What is PBIS?” Presentation using shortened slides from PCOE (share data to support the why for PBIS)

September: Seek feedback on creation of school-wide expectations

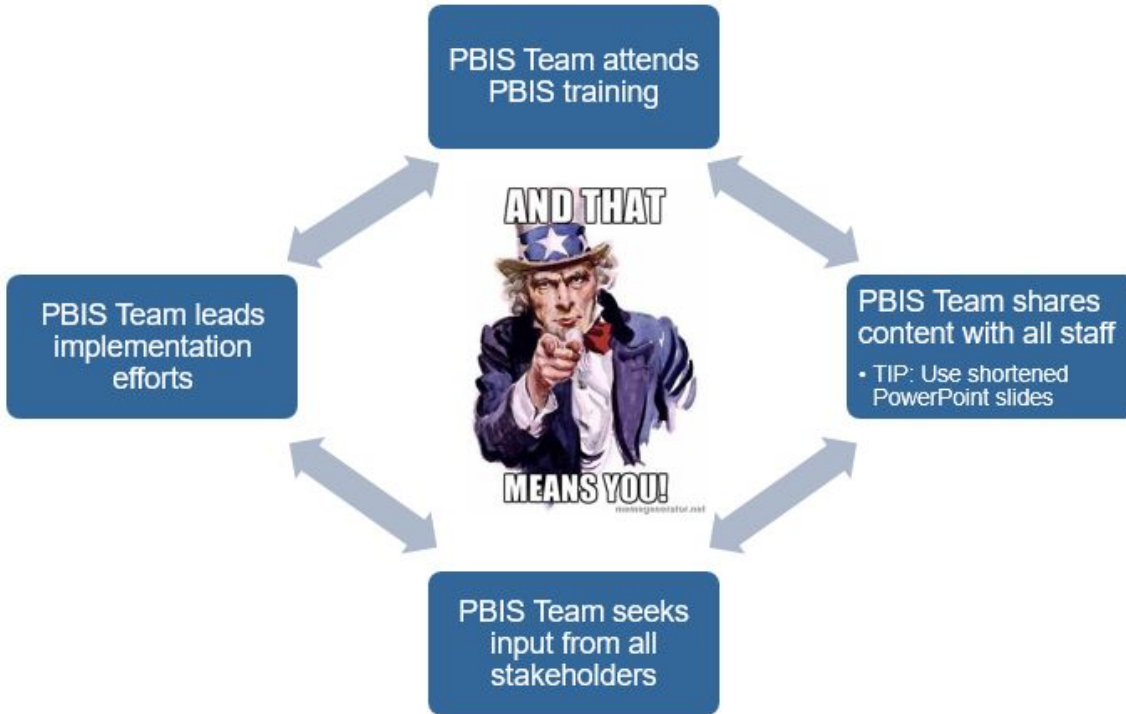
October: Review behavior matrix; obtain feedback

November: Show shortened slides from PCOE training days; Present acknowledgement ticket and seek feedback

December: Discuss plan to roll out lesson plans & acknowledgement ticket

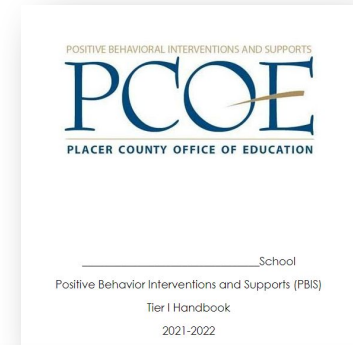
Action Plan Item 9

Training...Leading...Implementing



Training Your Staff

- Find a link to shortened slides in your Action Plan:
- Modify/edit slides to fit your site:
 - Add your Classroom Handbook
 - Use LCAP, attendance, or other data to tell your story
- Use PBIS Staff Professional Development in your Team Handbook to outline training



PBIS Staff/Stakeholder Professional Development Plan
[TFI 1.7 & 1.10](#)

Staff PBIS PD Plan	How will it be trained?	Who will train it?	When will it be completed?	How will you obtain Staff feedback?	How will you obtain stakeholder feedback?
Day 1 Condensed Slides					
What is PBIS?					
School Wide Expectations (3-5 expectations)					
Behavior Matrix					

Collaborative Worktime

Action Item 10:
PBIS Staff Professional
Development Plan completed and
documented in Tier 1 Handbook.
Staff trained on Day 1 content.

Team Handbook

PBIS Staff/Stakeholder Professional Development Plan

[TFI 1.7 & 1.10](#)

Staff PBIS PD Plan	How will it be trained?	Who will train it?	When will it be completed?	How will you obtain Staff feedback?	How will you obtain stakeholder feedback?
Day 1 Condensed Slides					
<i>What is PBIS?</i>					
<i>School Wide Expectations (3-5 expectations)</i>					
<i>Behavior Matrix</i>					

Tier 1 Training Sequence

<input type="checkbox"/>	Day	Content
<input type="checkbox"/>	1	Overview, Team Development, Behavioral Expectations
	2A& B 11/8 & 12/6	Lesson Plans, Posters, Acknowledgment System
	3	Function of Behavior, Responding to Problem Behavior, Consequence Systems
	4	PBIS and the Classroom, Kickoff,
	SWIS	School-Wide Information System

Review Training Objectives

Teams will:

- Understand PBIS Foundations
- Understand and assign team member roles
- Develop team purpose and team agreements
- Develop school wide Behavioral Expectations
- Develop a school wide Behavior Matrix
- Create plan to orient staff to PBIS core features

Please a minute to fill out our Feedback Form!

Feedback

<https://forms.gle/HxeHJTWGcrYWXgpM6>



See you on **Monday, November 8 @ 3:00-5:00PM** for
PBIS Tier 1 Day 2A



Collaborative Worktime

*Review the Tier 1 Day 1
Action Plan to focus on
your next steps.*

Action Items 1-10

Return to Top			2021-2022 PBIS Tier
Focus	Action Item #	Action Item	Reference Documents/Links
Tier 1 Teaming	1	Tier 1 Handbook downloaded, copied and shared with PBIS Tier 1 Team Members.	113 PBIS Tier 1 Team Handbook
	2	Team member roles assigned and documented in your Tier 1 Handbook.	102 PBIS Tier 1 Team Members 103 TIPS Team Member Responsibilities
	3	Team Purpose created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook 104 Example Team Purpose and Team Agreements
	4	Team Agreements created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook 104 Example Team Purpose and Team Agreements
	5	PBIS Team Meeting Schedule documented in Tier 1 Handbook.	Your Tier 1 Handbook
Defining Behavior Expectations	6	Elements of Culture - activity presented to Staff.	106 Elements of Culture
	7	3-5 Schoolwide Expectations created and documented in Tier 1 Handbook.	108 Behavior Matrix Template 109 Behavior Matrix Example
	8	Schoolwide Behavioral Matrix completed and documented in your Tier 1 Handbook.	108 Behavior Matrix Template 109 Behavior Matrix Example
Staff Buy In/ Professional Development	9	PBIS on every staff meeting agenda.	Staff Calendar
	10	PBIS Staff Professional Development Plan completed and documented in Tier 1 Handbook. staff trained on Day 1 content.	Your Tier 1 Handbook Shortened PowerPoint, Day 1