



POSITIVE BEHAVIORAL  
INTERVENTIONS & SUPPORTS

# Tier 1 Schoolwide PBIS Online Series Overview

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## About the Series

This series focuses on Schoolwide Tier 1 Positive Behavioral Interventions and Supports. Modules can be completed as a complete series or as stand-alone modules and can be completed in any order. If teams are new to PBIS or want a more comprehensive learning experience, we recommend beginning with *Tier 1 Schoolwide PBIS: Setting the Stage for PBIS* and completing the remaining modules in order. Teams who need refreshers or additional training in particular areas may jump into the series at any point, focusing on the module(s) that best support their current needs.

## About this Guide

This guide provides information on each module to, to include:

- A General Overview
- Estimated Time to Complete
- TFI Features Addressed
- Objectives
- Terminology Introduced
- Center on PBIS Documents Included
- Lesson Topics
- List of Individual Call to Actions (i.e., activities)
- List of Team Call to Actions

## Module List

- 00 Setting the Stage for PBIS
- 01a Developing a PBIS Building Leadership Team
- 01b Establishing Team Operating Procedures
- 02a Developing Schoolwide Expectations
- 02b Developing a Schoolwide Teaching Matrix
- 03a Foundations for Teaching Expectations
- 03b Teaching Expectations
- 04a Introduction to Acknowledgement
- 04b Developing an Acknowledgement System
- 05a Addressing Contextually Inappropriate Behavior
- 05b Systems for Addressing Contextually Inappropriate Behavior
- 05c Responding to Crisis Behaviors
- 06a Comprehensive Data
- 06b Analyzing Data to Make Informed Decisions

# Setting the Stage for PBIS (00)

## Overview

This module provides an introduction and brief overview of Positive Behavioral Interventions and Supports (PBIS) as a framework for promoting positive school climates and supporting students' social, emotional, behavioral, and academic success.

The estimated time to complete this module is 30 minutes.

## Objectives

- Understand the rationale for implementing PBIS at the building level.
- Identify what PBIS is and what it is not.
- Identify the core components of the PBIS framework.
- Explain the importance of measuring the fidelity of PBIS implementation.

## Center on PBIS Documents Included as Resources

[References for the Evidence Base of PBIS](#)

[Is Positive Behavioral Interventions and Supports \(PBIS\) an Evidence-Based Practice?](#)

## Lesson Breakdown

### *What We Know*

Reviews statistics that highlight the importance of PBIS

### *What is PBIS*

Provides a definition of PBIS including what it is and what it is not

### *Why Implement PBIS*

Reviews research on the outcomes related to PBIS implementation

### *Deeper Dive into the Definition of PBIS*

Provides a breakdown of the components included in the definition of PBIS: evidence based, multi-tiered, problem-solving approach, team-based, framework, for ALL

### *The PBIS Framework*

Introduces the three main elements of the PBIS framework that support equitable and positive outcomes: systems, practices, and data

### *Implementing with Fidelity*

Introduces the Tiered Fidelity Inventory

# Developing a PBIS Building Leadership Team (01a)

## Overview

This module focuses on creating an effective PBIS Building Leadership Team through the selection of team members and delineation of roles and responsibilities.

The estimated time to complete this module is 45 minutes plus the time needed to complete the Team Call to Action and Think About It sections.

## TFI Features

Team Composition (1.1)

## Team Objectives

- List at least 3 ways to ensure the PBIS Building Leadership Team represents the unique needs, demographics, and various viewpoints of the school.
- Brainstorm a list of possible leadership team members as well as the expertise they bring to the table.
- Understand the responsibilities of a successful PBIS Building Leadership Team.

## Terminology Introduced

- PBIS Building Leadership Team
- Tier 1 Systems Coordinator

## Center on PBIS Documents Included as Resources

[High School PBIS Implementation: Student Voice](#)

[PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)

## Lesson Breakdown

### ***The Importance of a PBIS Building Leadership Team***

Explores the value of collaborative leadership teams

### ***Who Should Be on the Team***

Explores team composition requirements and best practices

### ***Finding Your Building's Voice***

Think About It

Guiding questions to support discussion on how to ensure that all stakeholder voices are heard

Team Call to Action

Brainstorm a list of possible leadership team members as well as the expertise they bring to the table. Includes a *Team Composition Brainstorm Guide*.



***Responsibilities of the Team***

***Responsibilities of Administrator***

***Responsibilities of the Tier 1 Systems Coordinator***

# Establishing Team Operating Procedures (01b)

## Overview

This module focuses on creating an effective Positive Behavioral Interventions and Supports (PBIS) Building Leadership Team through the establishment of comprehensive and consistent team operating procedures.

The estimated time to complete this module is 45 minutes plus the time needed to complete the Team Call to Actions.

## TFI Features

Team Operating Procedures (1.2)

## Team Objectives

- Identify necessary components of a PBIS Building Leadership Team agenda and minutes.
- Create, select, or modify an agenda format to use at PBIS Building Leadership Team meetings.
- Understand and describe the value of developing and updating an action plan.

## Terminology Introduced

PBIS Building Leadership Team

Tier 1 Systems Coordinator

## Lesson Breakdown

### *Meeting Frequency*

Introduces meeting frequency requirements and additional considerations

### Think About It

Guiding questions to support discussion on meeting length, scheduling, and the use of subcommittees

### Team Call to Action

Review team members' schedules and availability as well as the school calendar. Schedule your PBIS Building Leadership Team meeting dates and times. Add them to the school's primary calendar so they do not become scheduled over with other school activities or meetings.

### *Meeting Norms*

### Team Call to Action

Ask members to think of some positive and negative experiences they have had serving on a team. Use this feedback to guide team discussions in the establishment of your team norms.

### *Meeting Agenda and Minutes*

Introduces and explores meeting agenda and minutes requirements; agenda components; and considerations for sharing information with stakeholders; includes templates and examples

### Team Call to Action

As a team, consider different types of agenda templates, such as those provided. Are there any elements that stand out to your team as beneficial? Either create an agenda template of your own or select pre-made templates to try at your next few meetings.

### Think About It

Guiding questions to support discussion on systems for sharing information covered in meetings and storing PBIS documentation.

### Team Call to Action

Create a list of opportunities to share information that may already exist in your building. Includes an *Opportunities for Communication Planner*.

### Additional Included Resource

PBIS Building Leadership Team Communication Plan Form

### **Meeting Roles**

Provides a review of common meeting roles and responsibilities

### Individual Call to Action

Consider your strengths as you review the team roles and responsibilities. Which meeting roles could you fulfill that would best support your team's work and heighten your productivity?

### Team Call to Action

Review the descriptions of the role examples. What roles will help your team to be effective and efficient? Decide which meeting roles your team will need and which member on your PBIS Leadership Team would best fulfill each role.

### **Action Planning**

Explores why action plans are necessary and the steps for developing one; includes example action plans

### Think About It

Guiding questions to support discussion on what planning tools and data to use to develop an action plan and how to prioritize areas for improvement to include on the action plan

### Team Call to Action

Use the Scale-up Plan (or a planning tool of your choice) and/or the TFI to determine, as a team, what is already in place in your building and what possible next steps may be appropriate to include in your action plan.

### **Working as a Team**

Explores stages of a developing team using Norm Tuckman's forming, storming, norming, and performing model

# Developing Schoolwide Expectations (02a)

## Overview

This module provides information on developing clear expectations within the PBIS framework. Content will cover the processes and considerations used to develop school-wide expectations including reviewing data, aligning initiatives, and obtaining stakeholder input.

The estimated time to complete this module is 45 minutes plus the time needed to complete the Team Call to Actions.

## TFI Features

Schoolwide Expectations (1.3)

## Team Objectives

- Understand the importance of developing schoolwide expectations for students and staff.
- Select schoolwide expectations that define success for ALL students and staff and are applicable in ALL settings within your building.
- Create a school brand for your schoolwide expectations and determine how they will be posted throughout the school.

## Terminology Introduced

- Expectations
- Rules

## Center on PBIS Documents Included

[Center on PBIS Feedback & Input Surveys \(FIS\) Manual](#)

[Center on PBIS School Climate Survey \(SCS\) Suite Manual](#)

[PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)

[Integrating a Trauma-Informed Approach within a PBIS Framework](#)

## Lesson Breakdown

### *The Importance of Setting Expectations*

Focuses on consistency in expectations, practices, and language to build a positive school culture

### *Schoolwide Expectations*

Provides a definition and guidelines for schoolwide expectations

### Individual Call to Action

Put what you've learned about schoolwide expectations into practice. Can you spot the errors in the 5 examples included in the interactive content below?

## ***District and Building Considerations***

### Think About It

Guiding questions to support discussion around existing district expectations; vision and mission; and existing initiatives

### Individual Call to Action

Read the mission provided. What values can you pull out or infer based on the mission?

### Team Call to Action

Review your building's mission, vision, and existing initiatives and programs. Take note of values and language contained within them to be used when developing your schoolwide expectations.

## ***Review, Collect, and Analyze Data***

Introduces the continuous improvement cycle, the role of data, data sources, and precision statements

### Think About It

Guiding questions to support beginning discussions about behaviors, outcomes, needs, and available data

## ***Develop Expectations and Reach Consensus***

Walks teams through developing clear, precise, and overarching expectations specific to building needs

### Think About It

Guiding questions to support developing trauma-informed, culturally responsive, and inclusive expectations

### Team Call to Action

Determine the processes you will use to seek stakeholder input, brainstorm, and reach a consensus on your schoolwide expectations. Includes a *List of Value Words* and *Collaborative Decision Making for PBIS Expectations* documents.

## ***Branding and Posting Schoolwide Expectations***

Explores ways to establishing consistent branding and messaging for expectations including seeking input from stakeholders

### Team Call to Action

Create your schoolwide expectations brand or determine how you will seek ideas for branding from stakeholders. Once your brand is created post your schoolwide expectations throughout the school environment.

# Developing a Schoolwide Teaching Matrix (02b)

## Overview

This module provides information on creating a teaching matrix within the PBIS framework. Content will cover the processes and considerations used to develop a teaching matrix that is tailored specifically to a building and its learning community.

The estimated time to complete this module is 1 hour plus the time needed to complete the Team Call to Actions.

## TFI Features

Schoolwide Expectations (1.3)

## Team Objectives

- Create a teaching matrix that includes expectations, settings, and rules.
- Develop rules that align with the schoolwide expectations and with the unique needs of your building.
- Develop rules that are observable and measurable on a teaching matrix.

## Terminology Introduced

- Teaching Matrix
- Settings
- Routines

## Center on PBIS Documents Included as Resources

[Integrating a Trauma-Informed Approach within a PBIS Framework](#)

[Supporting Students with Disabilities in the Classroom within a PBIS Framework](#)

[Teaching Social-Emotional Competencies within a PBIS Framework](#)

[PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)

[Creating a Classroom Teaching Matrix](#)

[Supporting Families with PBIS at Home](#)

## Lesson Breakdown

### *The Importance of Setting Expectations*

Focuses on the value of a teaching matrix as an organization tool that identifies what accepted behaviors look like, sound like, and feel like across various settings and routines

### ***Schoolwide Teaching Matrix***

Walks team through the process of creating a schoolwide matrix including prioritizing settings and routines; identifying behaviors of concern; identifying replacement behaviors; and writing observable and measurable rules that are aligned with schoolwide expectations

#### **Team Call to Action**

Use the included process guide to create a draft schoolwide teaching matrix specific to your school's needs and expectations.

#### **Individual Call to Action**

Using the provided flashcards, identify whether each rule meets OMPUA guidelines. If they do not, what changes could be made to make them meet OMPUA?

### ***Additional Considerations***

Introduces and explores considerations to ensure the teaching matrix is culturally responsive, contextually relevant, and inclusive as well as ways to integrate existing initiatives into the matrix

#### **Team Call to Action**

Using the *Feedback Guiding Questions* document provided, identify potential ways to actively seek and consider stakeholder input that may help your team to develop, or revise, a matrix that is culturally responsive, contextually appropriate, and inclusive.

#### **Team Call to Action**

Make a list of current school programs, initiatives, and SEB competencies. As a team, discuss the possible ways the language, skills and content used can be integrated into your schoolwide teaching matrix. Develop a plan for determining which ones you will prioritize for including in the schoolwide matrix.

### ***Classroom Teaching Matrix***

Introduces the classroom teaching matrix and its connection to the schoolwide expectations and the success of PBIS implementation

### ***Home Teaching Matrix***

Explores the benefits of involving families and the supporting the use of a home matrix

#### **Team Call to Action**

Brainstorm a list of potential ways your school can engage parents in the PBIS process. How can you ensure your school expectations are readily available for families? How can you disseminate information? In what ways can you provide families with support in creating a home matrix?

### ***Setting Specific Posters***

Introduces setting specific posters and provides tips and examples

### ***Sharing with Stakeholders***

Explores the importance of sharing the matrix with stakeholders

# Foundations for Teaching Expectations (03a)

## Overview

This module provides information on the fundamentals of teaching expectations including the importance of explicitly teaching expectations, the teaching cycle, and designing instruction with ALL learners in mind.

The estimated time to complete this module is 45 plus the time needed to complete the Team Call to Actions.

## TFI Features

Schoolwide Expectations Taught (1.4)

## Team Objectives

- Understand the importance of explicitly teaching schoolwide expectations.
- Explain the steps of an effective teaching cycle.
- Define Universal Design for Learning (UDL).

## Terminology Introduced

- Expectations
- Rules
- Teaching Matrix
- Settings
- Routines

## Lesson Breakdown

### *The Importance of Teaching Expectations*

Focuses on the importance of explicitly teaching desired behaviors and skills to achieve desirable outcomes.

### *Teach Social, Emotional and Behavioral Skills Like We Teach Academics*

Addresses the fact that social, emotional, and behavioral skills must be as effectively and explicitly taught as academic skills.

### *The Teaching Cycle*

Reviews the teaching cycle of define, model, practice, provide feedback, monitor, and adjust as it applies to explicitly teaching positive behaviors.

### *Individual Call to Action*

Read the provided scenario, then think of a recent time you were taught a new skill. Identify how the person teaching you used parts of the teaching cycle.

### *Universal Design for Learning*

Introduces the premises of Universal Design for Learning (UDL) for supporting ALL students.



## Individual Call to Action

Think of a topic or lesson you, or others in your building, commonly teach. Consider and write down ways that the lesson could be proactively designed to include multiple means of engagement, representation, and action and expression. A UDL Planning Sheet is provided.

# Teaching Expectations (03b)

## Overview

This module provides information on developing lesson plans and planning for schoolwide implementation of explicitly teaching expectations. Topics include prioritizing lessons, core components of effective lessons and planning for professional development.

The estimated time to complete this module is 1 hour plus the time needed to complete the Team Call to Actions.

## TFI Features

Schoolwide Expectations Taught (1.4)

Schoolwide Professional Development and Coaching (1.12)

## Team Objectives

- Understand the difference between precision and problem statements.
- Develop lesson plans for teaching expectations and rules.
- Develop a plan for how expectations and rules will be taught throughout the year.
- Develop a professional development/training plan to support all staff in the teaching of expectations.

## Terminology Introduced

- Expectations
- Rules
- Teaching Matrix
- Settings Routines

## Center on PBIS Documents Included as Resources

[PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)

## Lesson Breakdown

### *Where to Begin*

Provides information on how data drives decisions and guides PBIS building leadership teams in the prioritization of lesson plans

### Think About It

Guiding questions to support discussions about current building behavioral needs.

### Team Call to Action

Review appropriate data and create precision statements based on identified needs. Use stakeholder input and precision statements to determine the priorities for initial schoolwide lesson planning. Create and maintain a list of additional lesson plans that need to be created, including a timeline for their creation.

### ***Create Schoolwide Lesson Plans***

Introduces considerations for ensuring lessons include all components of the teaching cycle and are culturally responsive, inclusive, trauma-informed, developmentally appropriate, and designed with all learners in mind.

#### **Team Call to Action**

Select one of the provided templates, or use one of your own, to develop a lesson plan for one of your priority expectations, rules or settings previously identified. Be sure to include the necessary components and considerations. Develop a plan for the creation of the remainder of schoolwide lesson plans, to include staff involvement.

### ***Planning for Implementation***

Focuses on intentional planning and the development of a teaching schedule for expectations throughout the year.

#### **Individual Call to Action**

Think of, and write down, one example of how the expectations listed in the module activity could be embedded in the given subject area.

#### **Think About It**

Guiding questions to support discussions about the how, who, and when of teaching the schoolwide expectations.

#### **Team Call to Action**

Create an action plan for implementation including dates, development of lessons, data collection, ongoing instruction, and continued visibility.

### ***Professional Development***

Provides guidance on how to intentionally plan for teaching and supporting staff for implementation.

# Introduction to Acknowledgement (04a)

## Overview

After a team has identified, defined, and explicitly taught schoolwide expectations, the next step in the process is to acknowledge when students are doing the right thing. This module focuses on schoolwide acknowledgement. Components of behavior change as well as both proactive and responsive approaches to acknowledgement are explored.

The estimated time to complete this module is 1 hour plus the time needed to complete the Team Call to Actions.

## TFI Features

Schoolwide Acknowledgment (1.5)

## Team Objectives

- Understand how positive acknowledgement systems teach, support and increase appropriate behavior.
- Identify and understand the components of behavior change.
- Provide examples of both proactive and responsive approaches of acknowledgement.

## Terminology Introduced

- Acknowledgement system
- Acknowledgement
- Incentive/Reward
- Recognitions
- Reinforcement
- Contingent

## Lesson Breakdown

### *The Importance of Schoolwide Acknowledgement*

Explores the value and role of acknowledgement within PBIS implementation to build a positive school climate and improve student outcomes

### *ABCs of Learning Behavior and Change*

Introduces antecedents, behavior, and consequences as a means to help examine and support all behavior

### Individual Call to Action

Practice breaking down scenarios to identify antecedents, behaviors, consequences and the effect on future behavior by watching the included video then answering the four questions that follow.

### *Reinforcement Myths*

Explores common myths and misconceptions of reinforcement

### ***Connecting Behavior Change to PBIS***

Connects the components of behavior (ABCs) to the PBIS framework. Introduces the two-pronged approach of proactive and responsive strategies and the power of building relationships

#### ***Individual Call to Action***

Think about your favorite staff member when you were in school. Think about the characteristics and actions that person possessed that made that staff special. How are your interactions with the students you work with like that staff member? Finally, what could you do to build stronger relationships and become a student's favorite staff member?

#### ***Behavior Specific Praise***

Introduces behavior specific praise as positive feedback that is descriptive, specific, and delivered contingent on a student's demonstration of expected behaviors

#### ***Positive Reporting***

Introduces positive reporting including positive referrals, praise notes, and peer reporting. Provides a shift in perception to the idea that referrals to administrators should not only be when there is misbehavior

#### ***Incentives or Rewards***

Introduces incentives as a means to encourage or reinforce positive behaviors that are directly linked to schoolwide expectations and provided contingent upon demonstration of specific behaviors

# Developing an Acknowledgement System (04b)

## Overview

This module focuses on the development of a schoolwide acknowledgement system. The lessons in this module introduce a variety of components and considerations for an acknowledgement system followed by the introduction of a tool to help organize these components to draft a written schoolwide acknowledgement system.

The estimated time to complete this module is 1.5 hours plus the time needed to complete the Team Call to Actions.

## TFI Features

Schoolwide Acknowledgement (1.5)

## Team Objectives

- Identify the 3 main frequency types for acknowledgement.
- List at least three ways to ensure incentives and reinforcers are relevant and meaningful to students.
- Develop a schoolwide acknowledgement system to encourage students' use of expected behaviors.

## Terminology Introduced

- Acknowledgement System
- Acknowledgement
- Incentive/Reward
- Recognitions
- Reinforcement
- Contingent

## Center on PBIS Documents Included as Resources

[High School Acknowledgement Systems](#)

## Lesson Breakdown

### *Stakeholder Input*

Explains the importance of including incentives that hold value to those receiving them and the value of obtaining staff input, student input, and family/community involvement

### Think About It

Guiding questions to support discussions about how to obtain student input, staff input, family involvement and community involvement

### Team Call to Action

Brainstorm and determine how you will obtain stakeholder input on the development of the schoolwide acknowledgement system. Include actionable steps for the team to take.

### ***Frequency Types***

Explores how teams will need to explicitly plan for immediate and high-frequency acknowledgements, intermittent and unpredictable acknowledgements, and long-term acknowledgements

### ***Meaningful Reinforcers***

Provides guidelines for selecting relevant and meaningful incentives, rewards, reinforcers, and recognitions

#### **Team Call to Action**

Brainstorm the types of reinforcement that would be appropriate for your student body. Compile a list of possible reinforcers to be used in your schoolwide acknowledgement system. Be sure to include tangible and intangible incentives along with recognition ideas. Two ideas lists are provided.

### ***Token Systems***

Introduces token systems and provides information on the benefits, types, and uses of token systems

#### **Team Call to Action**

Discuss what types of tokens are appropriate and feasible for your school. If your team is ready, choose, create, or buy the tokens or set up a digital token program to use as part of the schoolwide acknowledgement system. Additional considerations are provided to help with activity.

### ***Group and Schoolwide Acknowledgement***

Explains the difference between contingent group and non-contingent group acknowledgements and provides examples of both

### ***Staff Acknowledgement***

Reinforces the importance of including acknowledgement for staff within the schoolwide acknowledgement system

### ***Monitoring and Adjusting***

Explains the need to determine how implementation of the acknowledgement system will be monitored and how outcomes will be measured

### ***Effective Written Acknowledgement Systems***

Provides key elements of an effective written acknowledgement system

### ***Drafting the Written Acknowledgement System***

Walks teams through the development of a draft acknowledgment using an acknowledgement system matrix

#### **Team Call to Action**

Using the provided acknowledgement system matrix template, or another format selected by your team, draft a plan for high-frequency, intermittent, and long-term acknowledgements in your school. Determine how you will get stakeholder feedback on the draft acknowledgement system.

### ***Implementing the Schoolwide Acknowledgement System***

Provides teams with considerations for effective implementation of the acknowledgement system.

#### **Team Call to Action**

Create an action plan for implementation of the schoolwide acknowledgement system. An Acknowledgement System Checklist is provided to support completion of this activity.



# Addressing Contextually Inappropriate Behavior (05a)

## Overview

This module introduces and defines the term Contextually Inappropriate Behavior (CIB) and explores schoolwide practices to prevent and respond to contextually inappropriate behavior. Influences on behavior; approaches to prevent CIB; and how to respond to CIB in a functionally relevant, instructional and restorative way are covered.

The estimated time to complete this module is 1.5 hours plus the time needed to complete the Team Call to Actions.

## TFI Features

Responses to Contextually Inappropriate Behavior (1.7)

## Team Objectives

- Identify and describe at least 3 preventative strategies for addressing contextually inappropriate behavior.
- Identify and explain at least 3 common errors when using consequences to respond to behavior.
- Describe why traditionally used discipline/punishment practices are ineffective in addressing contextually inappropriate behaviors.

## Terminology Introduced

- Contextually Inappropriate Behaviors
- Antecedents
- Consequences
- Reinforcement
- Punishment

## Center on PBIS Documents Included as Resources

[A 5-Point Intervention Approach for Enhancing Equity in School Discipline](#)

[Function-Based Support: An Overview](#)

## Lesson Breakdown

### ***The Importance of Establishing a System of Contextually Inappropriate Behavior (CIB)***

Discussion of the importance of developing schoolwide procedures for responding to and preventing contextually inappropriate behaviors.

### ***What is Behavior?***

Explains how antecedents and consequences in an individual's environment affect behavior and, therefore, impact how we address contextually inappropriate behavior

### Individual Call to Action

Think of 3 behaviors that can be appropriate in one situation, but not in another. How does the context alter the appropriateness of those behaviors?

### ***Before Behaviors Occur***

Explores the wide variety of influences on student behavior including the impact of adult behavior on student behavior

### Individual Call to Action

Read the provided phrases and think of a way to flip the script to reflect an "our own behavior" mindset.

### ***Consequences of Behavior***

Defines the terms consequences, reinforcement, and punishment; explores the importance of monitoring the effect of consequences on student behavior and introduces the concept of instructional consequences

### ***Preventing Contextually Inappropriate Behavior***

Introduces the two-pronged approach to CIB to include proactive and responsive approaches

### ***Building Relationships***

Explores the importance of building positive relationships as one of the most impactful proactive strategies for addressing contextually inappropriate behavior

### ***Positive Behaviors Taught and Acknowledged***

Reviews information on the necessity to provide students with explicit instruction on social, emotional and behavioral (SEB) skills

### ***Active Supervision***

Describes the proactive strategy of active supervision and its components of move, scan, interact, and feedback

### Individual Call to Action

The layout of settings can sometimes hinder successful use of active supervision. For example, a tall shelf in the middle of a classroom may make it difficult to scan the entire area. Consider the setting(s) in which you work with students. Identify any variables within the layout of that setting that may hinder the use of active supervision. What actions can you take to improve the layout or to adjust your implementation of active supervision?

### Team Call to Action

The layout of settings can sometimes hinder successful use of active supervision. For example, a part of the bus loading zone may be around the corner of the building so more than one adult may be needed for active supervision. Consider the all the common areas/settings in the building and identify any variables within the layout of that setting that may hinder the use of active supervision. What actions can the team take to improve the layout or to support effective active supervision?

### ***Precorrection***

Explores an antecedent-based intervention of precorrection including reviewing expectations, providing prompts, reminding of possible reinforcers, and rehearsing

#### ***Individual Call to Action***

Think of a setting or situation in which you have seen contextually inappropriate behaviors commonly occur and develop a plan for precorrection activities to be used in that situation.

#### ***Individual Call to Action***

Create a list of settings or situations in which schoolwide data indicates contextually inappropriate behaviors commonly occur. Select 3 situations from the list and develop plans for precorrection activities to be used in those situations. The precorrection plans you create can be shared with all staff involved in those situations.

### ***Responding to Contextually Inappropriate Behavior***

Explores common errors in responding to contextually inappropriate behaviors, including how some traditionally used consequences are harmful

### ***Functionally Relevant, Instructional and Restorative Responses***

Explores three overarching concepts, or shifts in mindset, that can help schools ensure that responses to CIB are functionally relevant, instructional, and restorative

# Systems for Addressing Contextually Inappropriate Behavior (05b)

## Overview

This module focuses on developing a schoolwide system for preventing and responding to contextually inappropriate behavior (CIB). This module will discuss considerations for defining major, crisis and minor behaviors and the process for developing schoolwide procedures to address CIB.

The estimated time to complete this module is 45 minutes plus the time needed to complete the Team Call to Actions.

## TFI Features

Contextually Inappropriate Behavior Definitions (1.6)

Responses to Contextually Inappropriate Behavior (1.7)

## Team Objectives

- Develop a list of major (administrator-managed) and minor (staff-managed) contextually inappropriate behaviors along with definitions and examples of each behavior for your building.
- Develop a schoolwide system for addressing contextually inappropriate behaviors.

## Terminology Introduced

- Contextually Inappropriate Behaviors
- Antecedents
- Consequences
- Reinforcement
- Punishment

## Lesson Breakdown

### *Categorizing and Defining Contextually Inappropriate Behaviors*

Provides teams with information about identifying and defining the 3 types of Contextually Inappropriate Behaviors: crisis, office-managed, and staff-managed

#### Individual Call to Action

Select one of the provided common terms related to types of behavior and create definitions, examples and non-examples of when that behavior would be office-managed vs. staff-managed.

#### Team Call to Action

Create a list of potential office-managed and staff-managed behaviors along with clear, precise, and objective definitions of each using the provided T-Chart Template, or other preferred format. Example definitions from SWIS are provided.

## ***Establishing Procedures***

Explains the importance of establishing consistent procedures and starting with outcomes in mind when developing them

### **Team Call to Action**

As a team, think about, discuss, and reflect on the provided guiding questions to determine desired outcomes that will aid in the development of procedures.

## ***Strategies***

Provides information on the creation of a continuum of strategies for staff-managed behaviors and a menu of consequences and strategies for office-managed behaviors

### **Team Call to Action**

Develop a draft continuum of strategies for staff-managed behaviors and menu of consequences/strategies for office-managed behaviors to be included in your schoolwide system for addressing contextually inappropriate behavior. Be sure to include definitions/descriptions of each of the strategies. Establish a plan for obtaining stakeholder feedback on the drafts.

## ***Data Collection Procedures***

Introduces and explores data collection procedures for instances of student CIB and staff responses to the CIB

### **Think About It**

Guiding questions to support discussions about the data collection for office-discipline referrals

### **Team Call to Action**

Create a draft referral form (paper or digital) to be used when office-managed CIB occurs. Be sure to format the form in such a way that it is clear, concise, and easy to complete (e.g., include list of office-managed behaviors, provide checkboxes, give a reminder of the process).

### **Team Call to Action**

Determine for which instances of staff-managed behaviors data will be collected. Create a system to be used for collecting data on those behaviors. Be sure the system is clear, concise, and easy to complete.

## ***Documenting the Procedural Process***

Guides teams through the development of a tool (flowchart) for clearly communicating the schoolwide procedures

### **Team Call to Action**

Using the provided interactive example, create a draft document of schoolwide procedures for addressing contextually inappropriate behaviors.

### ***Implementing Procedures***

Provides teams with information on the components necessary for implementing the procedures including materials and resources, sharing with staff, sharing with families and community members, sharing with students, data monitoring and analysis

### **Team Call to Action**

Create an action plan for implementation of the schoolwide system for addressing CIB. Be sure to include how materials will be created and disseminated, what trainings will be needed and when they will occur, how the system will be shared with stakeholders, and when and how data will be analyzed. An Addressing CIB Checklist is provided.

# Responding to Crisis Behaviors (05c)

## Overview

This module focuses on responding to crisis behaviors with an emphasis on de-escalation and safety planning. Topics include defining crisis behaviors, policies and laws related to safety procedures, the phases of escalation and development of crisis response procedures.

The estimated time to complete this module is 1.5 hours plus the time needed to complete the Team Call to Actions.

## TFI Features

Contextually Inappropriate Behavior Definitions (1.6)

Responses to Contextually Inappropriate Behavior (1.7)

## Team Objectives

- Define and give examples and non-examples of crisis behaviors.
- Identify where to find policies and laws regarding restraint and seclusion.
- Understand the role of staff behaviors on student behaviors within the predictable pattern of escalation.
- Develop a schoolwide menu of de-escalation strategies for use by all staff.
- Develop a plan for integrating crisis response procedures with schoolwide PBIS practices.

## Terminology Introduced

- Crisis Behavior
- Crisis Procedures Plan

## Center on PBIS Documents Included as Resources

[Strategies for De-Escalating Student Behaviors](#)

[Preventing Restraint and Seclusion in Schools](#)

## Lesson Breakdown

### *The Importance of Consistent Responses to Crisis Behaviors*

Discusses the importance of ensuring a standard protocol for temporarily supporting students in crisis until more intensive supports can be provided and is available and implemented

### *Categorizing and Defining Crisis Behaviors*

Discussion of categorization and definition of office-managed, staff-managed, and crisis instances of behavior

### Team Call to Action

If your school or district has not yet established a list of crisis behaviors and definitions, the following activity may be helpful for the school or district level team:

1. Review your school's list of office and staff-managed behaviors (i.e., T-Chart (opens in a new tab)).
2. Develop clear, precise and objective definitions for crisis level behaviors for each corresponding office and staff-managed behavior, where applicable (e.g., delineate and define crisis level inappropriate language such as in the previous example).
3. Add any additional crisis behaviors that are not covered in office and staff-managed categories/behaviors.
4. To support consistency across staff, include examples and non-examples of crisis behaviors.

### ***The Conflict Cycle and Stages of Escalation***

Helps teams look at crisis behaviors as a stage within a conflict cycle and to understand the predictable sequence of behavior within an escalation cycle

### ***Learning and Preventing***

Reviews of the importance of explicit instruction and preventative measures when it comes to supporting the social, emotional, and behavioral skills of students

### ***De-escalation strategies***

Explores the use of de-escalation strategies in the triggers, agitation, and acceleration stages of the Escalation Cycle to interrupt the cycle and prevent behaviors from continuing to escalate or reaching a crisis level

#### **Individual Call to Action**

Try saying the words "No Way" in a manner that conveys each of the listed feelings or attitudes. Take notice of how your tone and intonation shift depending on the message you are trying to convey.

#### **Team Call to Action**

Brainstorm and discuss ways in which all staff can use de-escalation strategies and how those strategies can be integrated into your school's PBIS framework. Consider developing a schoolwide menu of de-escalation strategies.

### ***Ensuring Safety***

Explores ways to ensure safety during the acceleration and peak stages of behavior escalation and introduces guidelines, rules, and policies regarding the use of restraint and seclusion

#### **Individual Call to Action**

Review the current laws, policies and guidelines for your state, district, and school. Take note of the terminology and definitions used, training requirements, prohibited actions/use and requirements for documentation.

#### **Team Call to Action**

As a team, review the current laws, policies and guidelines for your state, district, and school. Take note of the terminology and definitions used, training requirements, prohibited actions/use and requirements for documentation. Develop an action plan to outline the next steps for ensuring ALL staff (e.g., administrators, teachers, bus drivers, substitute teachers) are following those policies with fidelity.



### ***Regaining Composure and Recovery***

Explores strategies and tips for supporting students during the de-escalation and recovery stages of the Escalation Cycle

### ***Establishing Procedures***

Provides guidance on determining who will be responsible for developing or updating the school's plans for implementation of the crisis procedures and considerations for the development, review, or revision of those procedures.

#### **Think About It**

Guiding questions supporting the development or revision of crisis procedures

### ***Implementing Procedures***

Discusses the need for effective and consistent implementation of crisis procedures across all school settings, staff, and situations

#### **Team Call to Action**

Create an action plan for the integration of crisis procedures into the PBIS framework. Be sure to include what communication systems need to be set up, what additional trainings will be needed and when they will occur, and when and how data on crisis behaviors and responses will be analyzed to guide decision making related to PBIS.

# Comprehensive Data (06a)

## Overview

This module focuses on the practice of making data-informed decisions within PBIS. Topics include the importance of data-based decision making, components of comprehensive data collection, and data sources that can inform decisions across needs and stakeholders.

The estimated time to complete this module is 1 hour plus the time needed to complete the Team Call to Actions.

## TFI Features

Decision Making with Behavior Data (1.17)

Using School and Community Data to Inform Tier 1 (1.18)

Decision Making with Fidelity Data (1.19)

Evaluation Plan (1.20)

## Team Objectives

- Understand the role of data within the PBIS framework.
- List and describe the types of data that are included within a comprehensive data-based decision making system.
- Identify sources of comprehensive data to be included within your school's data collection, analysis, and monitoring system.

## Center on PBIS Documents Included as Resources

[School Climate Survey \(SCS\) Suite Manual](#)

[Self-Assessment Survey \(SAS\) Manual](#)

[Feedback and Input Surveys \(FIS\) Manual](#)

[How Are Schools Using the School Climate Surveys](#)

[How are Schools Using the Parent and Personnel School Climate Surveys](#)

[Systematic Screening: Practicalities and Considerations](#)

[Guidance for Systematic Screening: Lessons Learned from Practitioners](#)

[School-Based Screening for Student Substance Misuse](#)

## Lesson Breakdown

### ***The Importance of Using Data to Make Informed Decisions***

Introduces the concept that effective solutions rely on comprehensive and accurate data

## ***PBIS, Data and Continuous Improvement***

Describes the role of data within a continuous improvement model for the effective implementation of PBIS

### ***Data Sources***

Explains the importance of collecting and analyzing a wide range of data sources

### ***Assessing Needs***

Identifies sources for assessing the needs of students, staff, and families

#### **Team Call to Action**

Review and discuss the current sources your school uses to assess needs. Identify any gaps you may have in assessing needs across areas and across stakeholders. Create a list of possible action steps for improving the assessment of needs within your building. Actionable steps may include things such as timelines for assessment, additional sources to explore, materials required and who is responsible for coordinating efforts.

### ***Surveys and Screeners***

Explores surveys and screeners as useful sources of data to inform PBIS implementation

### ***Assessing Fidelity of Implementation***

Introduces the Tiered Fidelity Inventory (TFI), self-assessment survey, and formal and informal observations as methods for assessing the fidelity of PBIS implementation

#### **Team Call to Action**

Review and discuss the current sources your school uses to assess the fidelity of implementation and identify any gaps. Create a list of possible action steps for improving how fidelity of implementation is assessed within your building. Actionable steps may include things such as timelines for assessments and observations, additional sources to explore, materials required and who is responsible for coordinating efforts.

### ***Assessing Outcomes***

Discusses ways to assess student, staff, and family outcomes

#### **Team Call to Action**

Review and discuss the current sources your school uses to assess outcomes. Identify additional measures that may be needed for comprehensive assessment of outcomes. Create a list of possible action steps for improving how outcomes are measured within your building. Actionable steps may include things such as timelines for data collection, additional sources of outcome data to explore, materials required and who is responsible for coordinating efforts.

# Analyzing Data to Make Informed Decisions (06b)

## Overview

This module focuses on the practice of making data-informed decisions within PBIS. The topics of data management systems, data collection, data analysis, and using data to guide decisions and drive practice are explored.

The estimated time to complete this module is 1 hour plus the time needed to complete the Team Call to Actions.

## TFI Features

Decision Making with Behavior Data (1.17)

Using School and Community Data to Inform Tier 1 (1.18)

Decision Making with Fidelity Data (1.19)

Evaluation Plan (1.20)

## Team Objectives

- Use schoolwide data to develop precision statements that lead to functional solutions.
- Identify elements of a strong data management system.
- Use methods of data analysis to gain insight from data.

## Center on PBIS Documents Included as Resources

[Centering Equity in Data-Based Decision-Making: Considerations and Recommendations for Leadership Teams](#)

[Discipline Disproportionality Problem Solving: A Data Guide for School Teams](#)

## Terminology Introduced

- Data Analysis
- Trends
- Patterns
- Comparisons

## Lesson Breakdown

### *Data Collection*

Provides information to help teams determine what they want to do with the data they collect by thinking about what questions they want to find the answers to or problems they want to solve

### Think About It

Guiding questions to support discussions about schoolwide needs, implementation, and outcomes data they may want to prioritize or need

## ***Data Management Systems***

Introduces teams to necessary components of a solid, effective data management system

### **Team Call to Action**

If your team already has a data management system in place, review and discuss your system to determine if there are any changes that may need to be considered. If your team does not have a data management system in place, explore options available to you through your district, state, PBIS Apps, or private sources. Guiding questions are provided to support the discussion.

## ***Data Analysis***

Introduces data analysis as the process of cleaning, inspecting, transforming, and interpreting data to turn the raw data into meaningful and actionable information; explores the use of levels, trends, patterns, and comparisons in analysis

### **Team and Individual Call to Action**

Either individually or as a team, review the provided example graphs. Identify any trends or patterns, make comparisons, and determine if there are any additional questions that may need to be answered. Examples of possible findings are included.

## ***Precision Statements***

Guides teams to look beyond the surface-level problems and take time to identify the possible deeper, underlying causes of behavior

## ***Using Data to Make Decisions***

Provides teams with examples of how to use collected data to work more effectively toward producing the outcomes desired for students, staff, and families

## ***Sharing Data with Stakeholders***

Explores ways to keep stakeholders informed of the data and its implications

### **Think About It**

Guiding questions to support discussions about how the school's data might be shared with stakeholders.