



PBIS COACHES TRAINING

Winter 2018
Central Office 1:00 - 4:00

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AGENDA



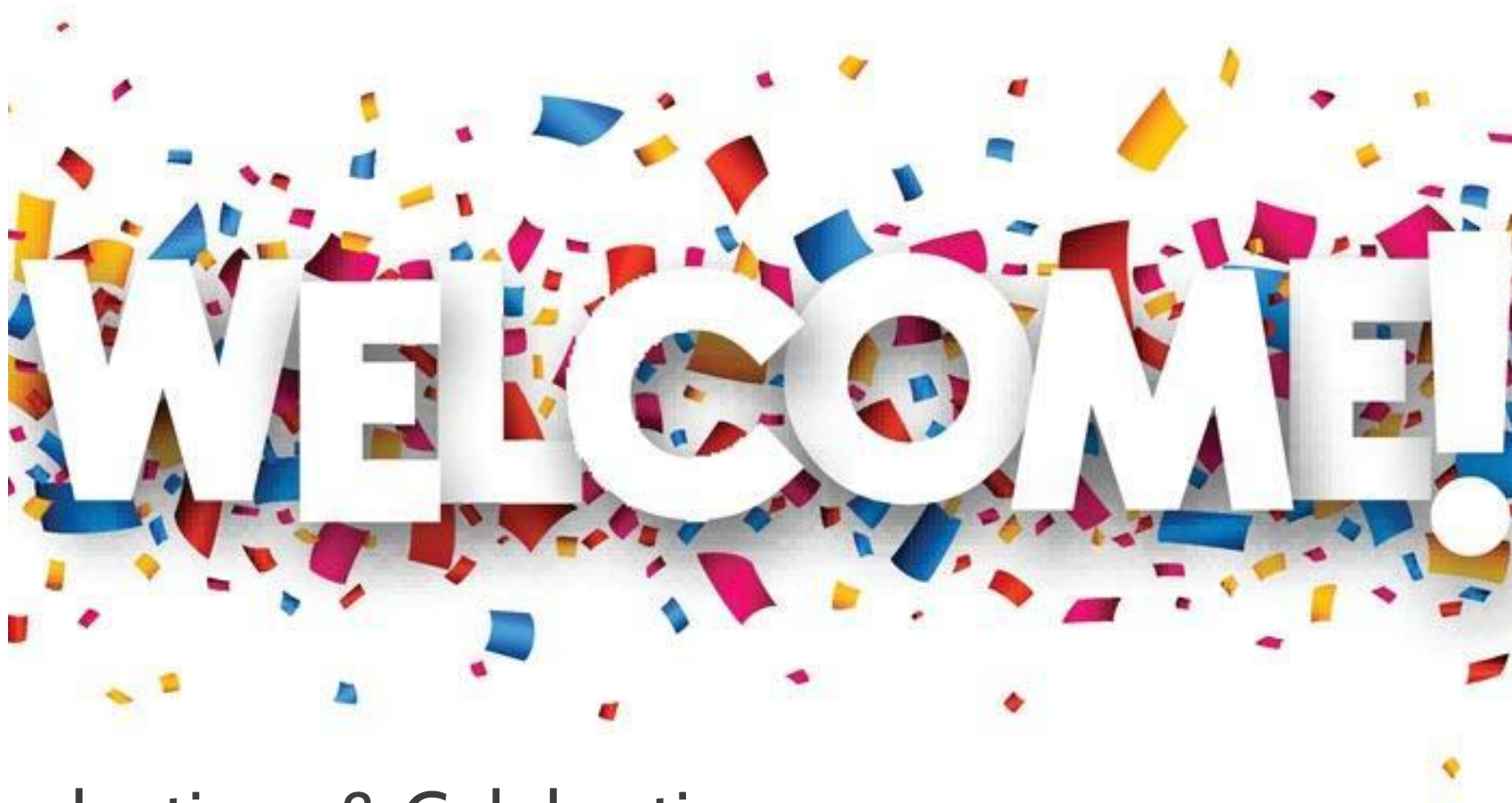
- Welcome
- Spotlight School-Alexander
- Social-Emotional Learning
- District Data Review and Action Planning
- Ticket Out the Door

Announcements

- Self-Assessment Survey and Tiered Fidelity Inventory links will go out in January to be completed by the end of February
 - TFI-Take as team including your external coach
 - TFI-Tier 1 Team takes the Tier 1 section
 - TFI- Tier 2/3 Team takes Tier 2/3 section
 - TFI-External coach or other designee will collect walk-through information prior to taking the Tier 1 section

NEXT PBIS External Internal Coach Meeting

March 13 1:00-4:00 ICCSD ESC



- Introductions & Celebrations
 - Share at your tables
 - Share-out

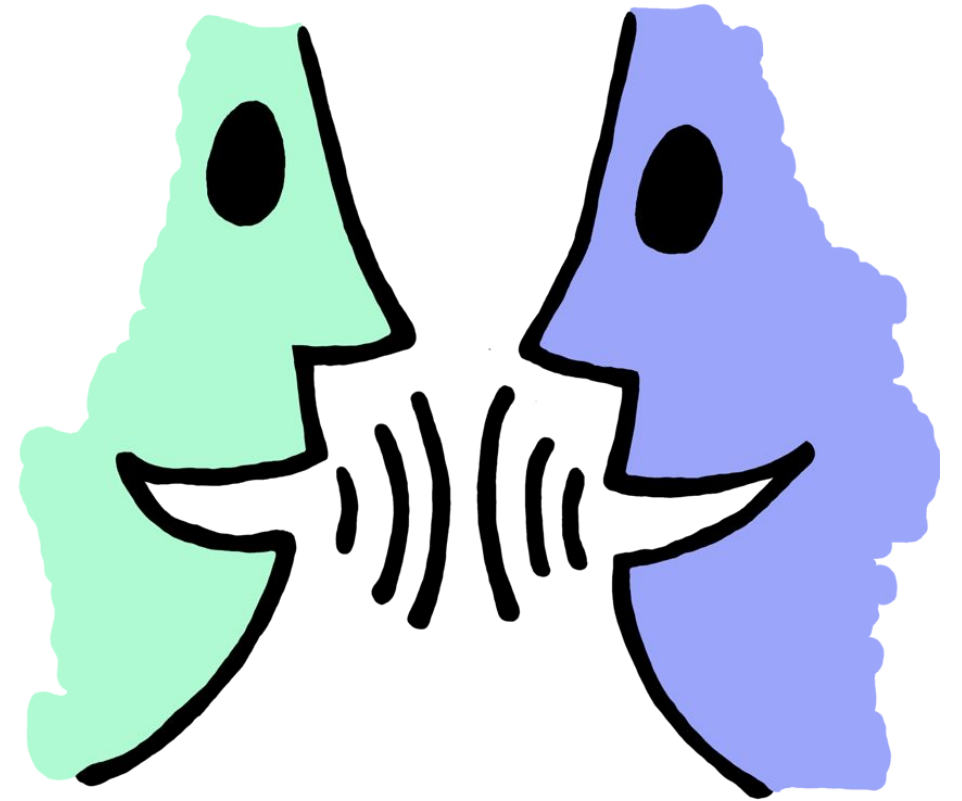
SPOTLIGHT SCHOOL



Alexander
ELEMENTARY

TABLE DISCUSSION

What did you hear that you would like to take back to your team?



Research supports that the following elements are the primary features of positive learning environment:

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill-building
- Integration of family, school and community efforts

What Are Social and Emotional Competencies

Self-Awareness

- Recognize one's own feelings, interests, strengths, and limitations.

Self-Management

- Regulate emotions and manage daily stressors.

Social Awareness

- Take others' perspectives and appreciate similarities and differences.

Relationship Skills

- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships.

Responsible Decision Making

- Make ethical decisions and strengthen the ability to develop appropriate solutions to identified problems.

What Is Social and Emotional Learning?

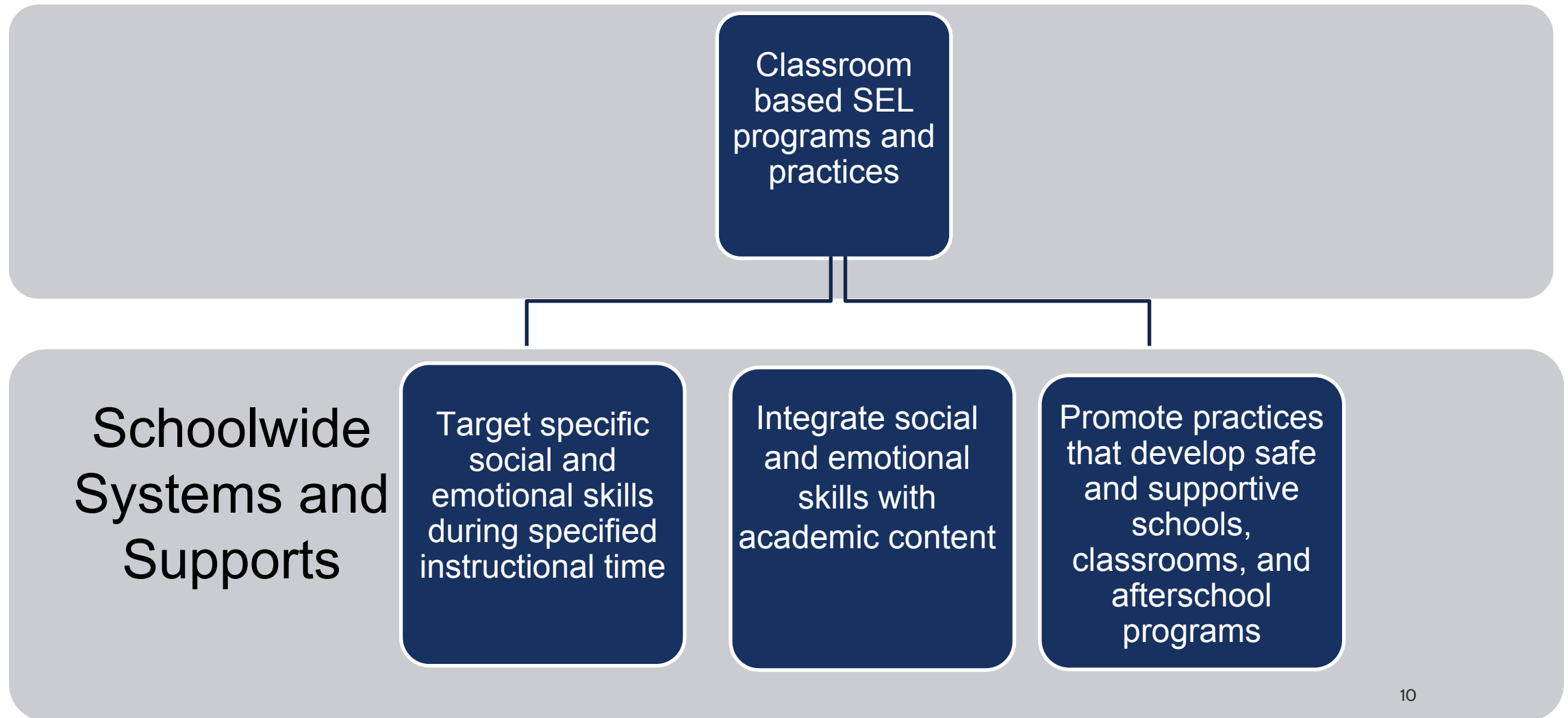
SEL is the **process** of developing and applying the skills, attitudes, and knowledge that help youth and adults (CASEL, 2012):

Identify and regulate emotions.

Develop positive relationships.

Make responsible decisions

How Do You Implement SEL?



SEL Implementation

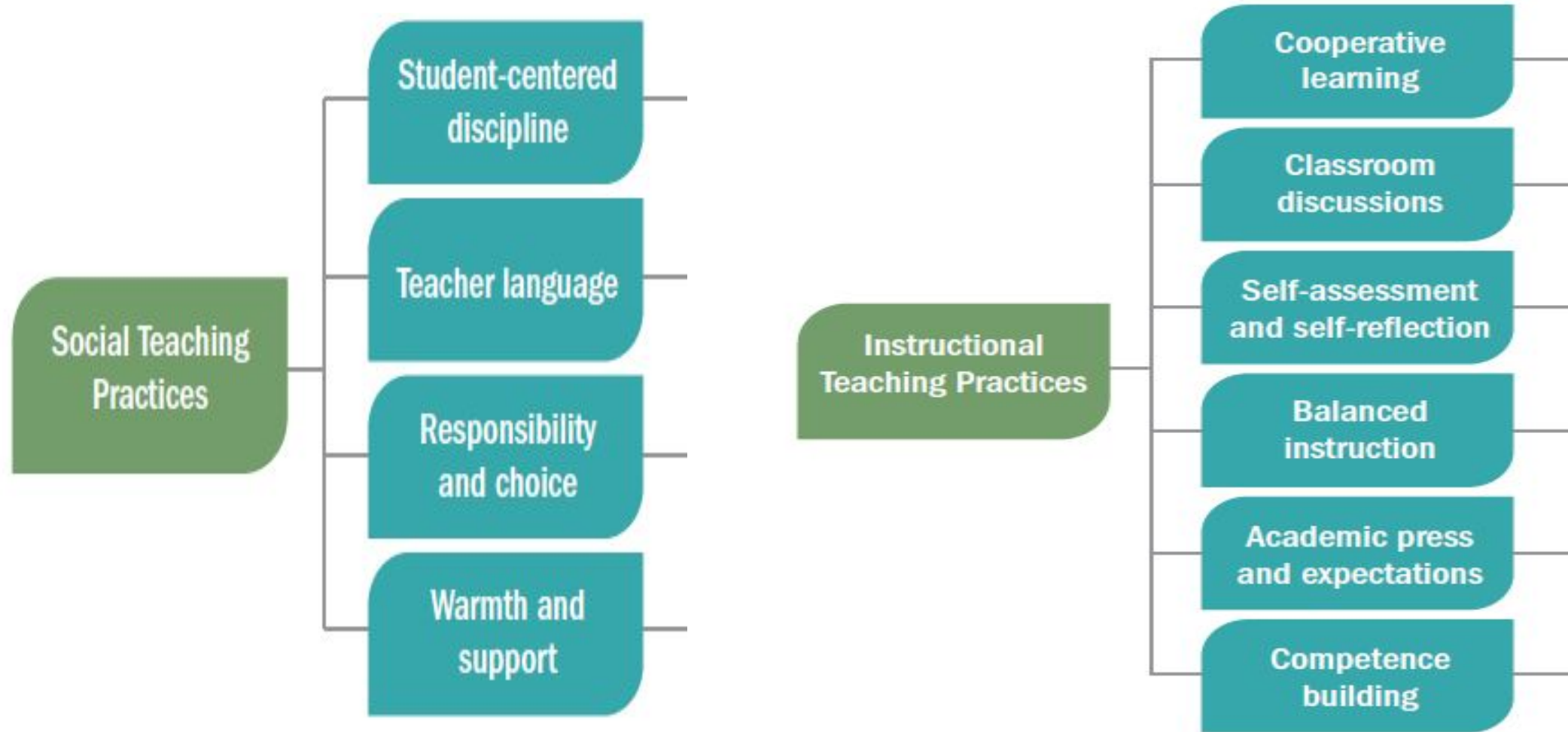
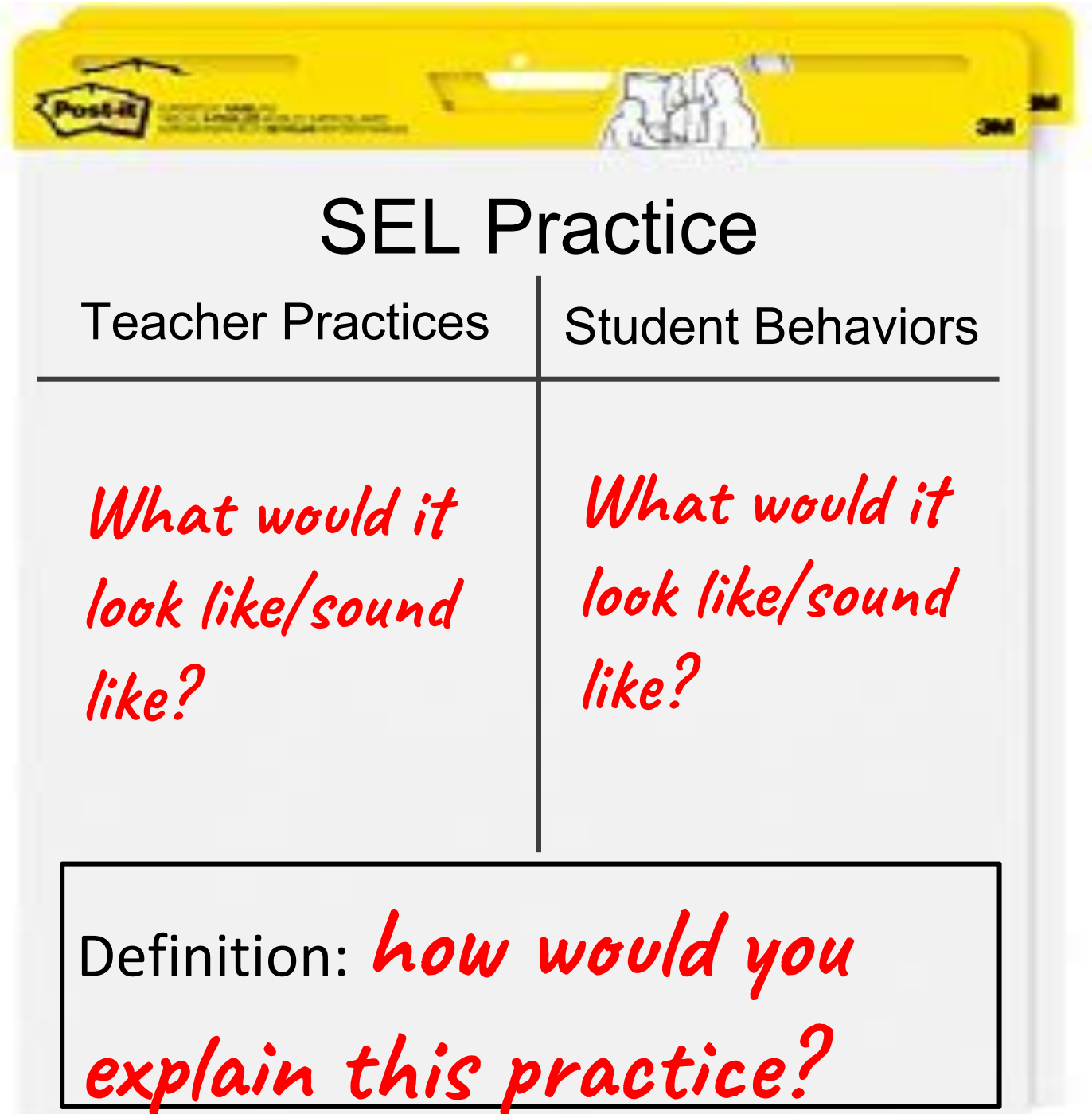


Table Activity: Part 1

1. Pick a poster.
2. Consider the SEL Practice.
3. Complete the T-Chart for the SEL Practice.
4. Create a definition.



SEL Practice

Teacher Practices	Student Behaviors
<i>What would it look like/sound like?</i>	<i>What would it look like/sound like?</i>

Definition: *how would you explain this practice?*

Table Activity:

Part 2

1. Compare your definitions with those in your SEL Workbook.
2. What are the similarities / differences?
3. Hang your poster.

Social Teaching Practices

Student-centered discipline

Disciplinary strategies are developmentally appropriate for students.

Teacher language

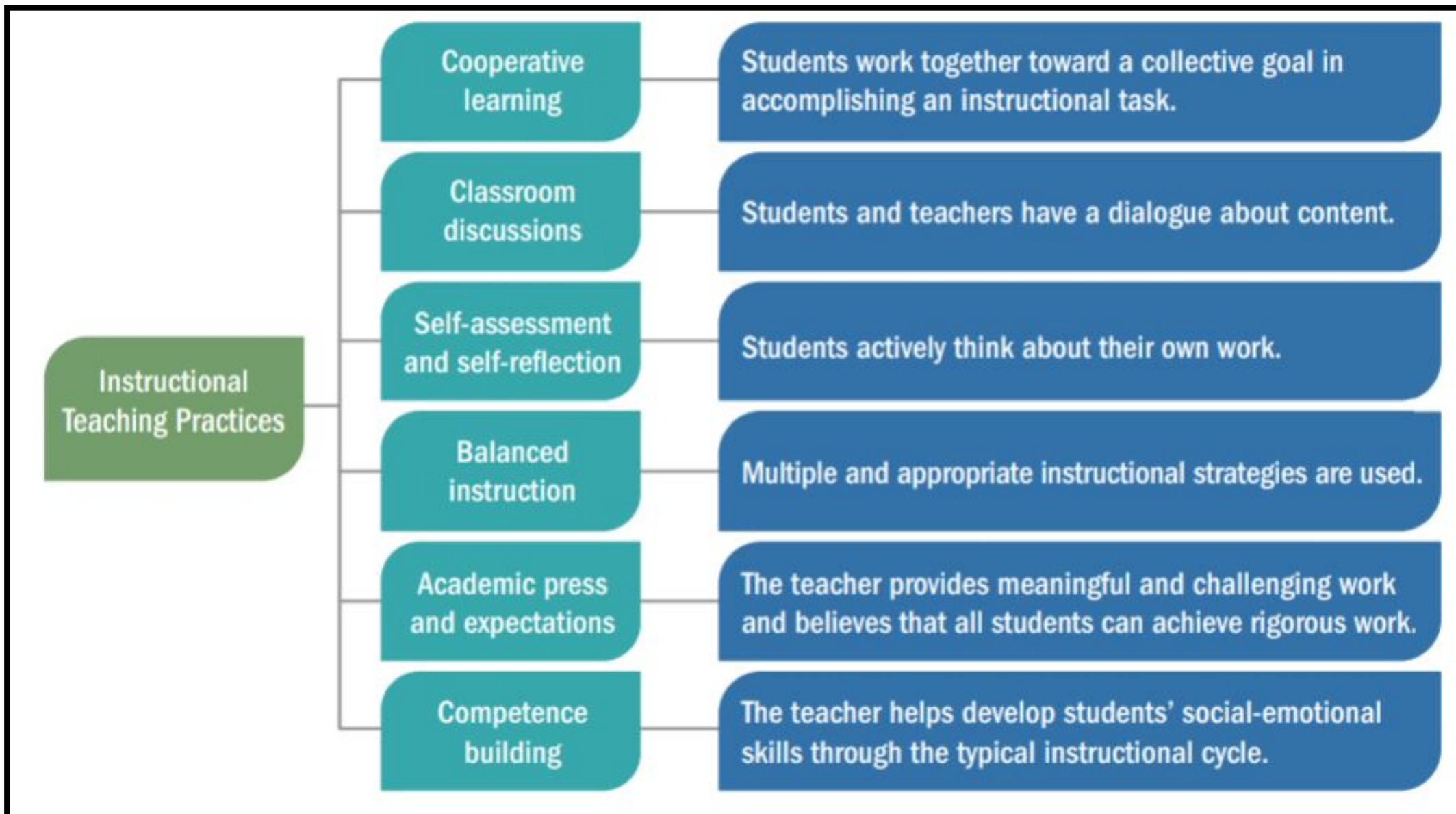
The teacher talks to the students with a focus on encouraging students.

Responsibility and choice

Students are provided opportunities to make responsible decisions.

Warmth and support

The teacher creates a classroom where the students know that the teacher cares.



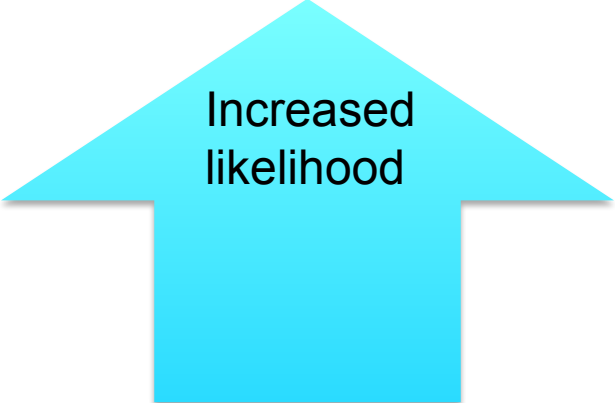


Why Is SEL Important for Students

- Social and emotional skills help students, particularly students in low-performing schools, do the following:
 - Recognize and build upon their strengths/assets.
 - Engage in respectful dialogue.
 - Resolve conflict peacefully.
 - Deeply engage with academic content.
 - Advocate for themselves, their families, and their communities.

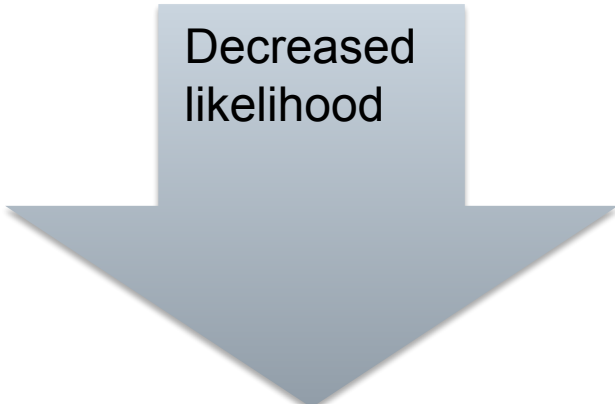
SEL is important for life outcomes.

Teachers' ratings of student social and emotional competence in kindergarten predict...



Increased
likelihood

- On-time high school graduation
- Graduation from college
- Full-time job by age 25



Decreased
likelihood

- Involvement with police before adulthood
- Being arrested
- On wait list for public housing
- Receiving public assistance

Increases Students' Capacity to Learn



- Social-emotional skills (9 percentage points)
- Positive attitudes (5 percentage points)
- Prosocial behaviors (5 percentage points)
- Academic achievement (13 percentile points)



- Conduct problems (6 percentage points)
- Emotional distress (6 percentage points)
- Drug use (6 percentage points)

PBIS Fidelity Data

Self-Assessment Survey (SAS)

- All staff complete annually (Certified and Non Certified Staff)
- Use for action planning
- Generates a Total, Subscale and Individual Report

Tiered Fidelity Inventory (TFI)

- Complete team takes together with administrator and external coach
- Assesses all three tiers
- Use rubric and data sources
- Use for action planning

PBIS ASSESSMENT WEBSITE: PBISASSESSMENT.ORG



- Make sure that you can access the assessment data for your school
- If you are new internal or external coach and don't have access, on a sticky note write:
 - Your full name
 - Your building and district
 - Your email address

Self Assessment Survey

District Average (Subscale Report)

Year	Expectations Defined	Expectations Taught	Reward System	Violation System	Monitoring	Management	District Support	Implementation Average
17-18	95	95	78	27	78	69	87	73

80% or higher implementing with fidelity
 50-79% partially in place
 Below 50% not in place

What do you notice? How does the district data compare to your school's data?

SAS Subscale and the item questions that correspond

Subscale	Questions Included
Expectations Defined	1
Expectations Taught	2
Reward System	3
Violations System	4-8
Monitoring	10-12
Management	9, 14-16
District Support	17-18

Resource: [Data Worksheet](#)

SAS Questions that correlate with Violation Systems

4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.

5. Consequences for problem behaviors are defined clearly.

6. Distinctions between office v. classroom managed problem behaviors are clear.

7. Options exist to allow classroom instruction to continue when problem behavior occurs.

8. Procedures are in place to address emergency/dangerous situations.

TFI Features that correlate with Violation Systems

Feature	Possible Data Sources
<p>1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (ie. flowchart) for addressing office-managed versus staff-managed problems.</p>	<ul style="list-style-type: none"> ● Staff handbook ● Student handbook ● School policy ● Discipline flowchart
<p>1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p>	<ul style="list-style-type: none"> ● Discipline policy ● Student handbook ● Code of conduct ● Informal administrator interview
<p>1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none"> ● Professional development calendar ● Staff handbook
<p>1.8 Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> ● Staff handbook ● Informal walkthroughs ● Progress monitoring ● Individual classroom data

Resource: [Tiered Fidelity Inventory](#)

Resource: Iowa DE Definitions for Majors and Minors

Minor Problem Behaviors			Examples
Code	Behavior	Definition	
1	Abusive or inappropriate language, profanity	Student engages in low-intensity instances of inappropriate language.	School adds in typical building examples for clarity
7	Defiance, insubordination, or non-compliance	Student engages in brief or low-intensity failure to follow directions or talks back.	
8	Disrespect	Student delivers low-intensity, socially rude or dismissive message to adults or students.	
9	Disruption	Student engages in low-intensity, but inappropriate disruption.	
10	Dress code violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	
20	Physical aggression without injury	Student engages in non-serious, but inappropriate physical contact.	
24	Property damage/vandalism	Student engages in low-intensity misuse of property	
27	Tardy	Student is late to class or the start of the school day.	
28	Technology violation	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera and/or computer.	
33	Other	Student engages in any other minor problem behaviors that do not fall within the above categories.	
Major Problem Behaviors			Examples
Code	Behavior	Definition	
1	Abusive or inappropriate language, profanity	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	
2	Alcohol related	Student is in possession of or is using alcohol	
3	Arson	Student plans and/or participates in malicious burning of property.	
4	Bomb threat	Student delivers a false message of possible explosive materials being on-campus, near campus, and/or pending explosion.	
5	Bullying	Student delivers direct, indirect, or technology-based unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be	

School adds in typical building examples for clarity

SAS #4	Problem Behaviors are defined clearly.
TFI 1.5	Problem Behavior Definitions

Resource:
Student Reporting in Iowa
Page 47

Action Taken			
The action taken by school personnel because of the problem behavior incident.			
Code	Description	Definition	Code
1	In-School Suspension	Administrative removal of a student from regular classes or activities for disciplinary reasons where the student continues to be under the supervision of the school district.	
2	Out-of-School Suspension	Administrative removal of a student from regular classes or activities for disciplinary reasons.	
3	Expulsion	School board action resulting in the removal of a student "from the rolls" of a district for disciplinary reasons. If the student has an IEP and requires continuing services, enter a '1' in the Receiving Educational Services field.	
4	Expulsion following a suspension for the same incident	For students who are initially suspended and then eventually expelled by board action for disciplinary reasons.	
5	Interim setting by School Personnel	Student is placed in an interim alternative educational setting. This action taken is a valid option only for IEP students and only if the problem behavior was drug related, weapon related, or resulted in Serious Bodily Injury. The maximum duration of this action is 45 days (per incident).	
6	Interim setting by Impartial Hearing Officer	Student is placed in an interim alternative educational setting. This action taken is a valid option only for IEP students. It requires a filing of a due process complaint with the Iowa Department of Education in which hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others. The maximum duration of this action is 45 days (per incident).	
7	Apology/Restitution	Action taken that results in apologizing or compensating for loss, damage, or injury.	
8	Bus Suspension	Action taken that results in the student not being allowed on the bus.	
9	Community Service	Action taken that results in involvement in community service activities or projects.	
10	Conference with Student	Action taken that results in student meeting with administrator, teacher, and/or parent (in any combination).	
11	Individualized Instruction	Action taken that results in the student receiving individualized instruction specifically related to the student's problem behaviors.	

SAS #5

Consequences for problem behaviors are defined clearly

TFI 1.5

Problem Behavior Definitions

Minor Problem Behaviors			
Code	Behavior	Definition	Examples
1	Abusive or inappropriate language, profanity	Student engages in low-intensity instances of inappropriate language.	
7	Defiance, insubordination, or non-compliance	Student engages in brief or low-intensity failure to follow directions or talks back.	
8	Disrespect	Student delivers low-intensity, socially rude or dismissive message to adults or students.	
9	Disruption	Student engages in low-intensity, but inappropriate disruption.	
10	Dress code violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	
20	Physical aggression without injury	Student engages in non-serious, but inappropriate physical contact.	
24	Property damage/vandalism	Student engages in low-intensity misuse of property	
27	Tardy	Student is late to class or the start of the school day.	
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33	Other	Student engages in any other minor problem behaviors that do not fall within the above categories.	
Major Problem Behaviors			
Code	Behavior	Definition	Examples
1	Abusive or inappropriate language, profanity	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	
7	Defiance, insubordination, or non-compliance	Student engages in refusal to follow directions or talks back to teachers/staff.	
8	Disrespect	Student delivers socially rude or dismissive messages to adults or students.	
9	Disruption	Student engages in behavior causing an interruption in a class or activity including sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	
10	Dress code violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	

SAS #6	Distinctions between office v. classroom managed problem behaviors are clear.
TFI 1.5 TFI 1.6	Problem Behavior Definitions Discipline Policies

MISCONCEPTIONS

- A behavior is considered classroom managed if I managed it in the classroom.
- A behavior that is managed in the classroom is considered a minor.

REALITY

- A behavior is considered classroom managed, or a minor, if it matches the DE definition and building examples of a minor.

MISCONCEPTIONS

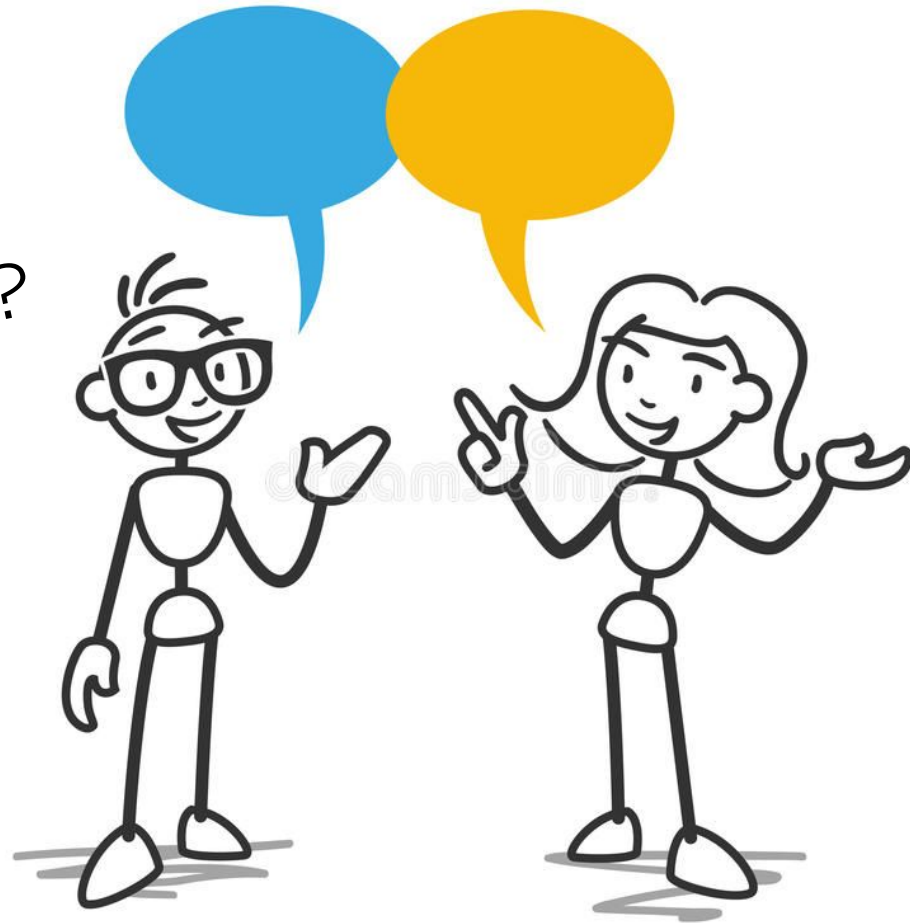
- A behavior is considered office managed if I send the student to the office
- A behavior that is managed in the office is considered a major.

REALITY

- A behavior is considered office managed, or a major, if it matches the DE definition and building examples of a major.

Pair & Share

WHAT PERCEPTIONS WERE SIMILAR OR DIFFERENT?



WHAT QUESTIONS DO YOU STILL HAVE?

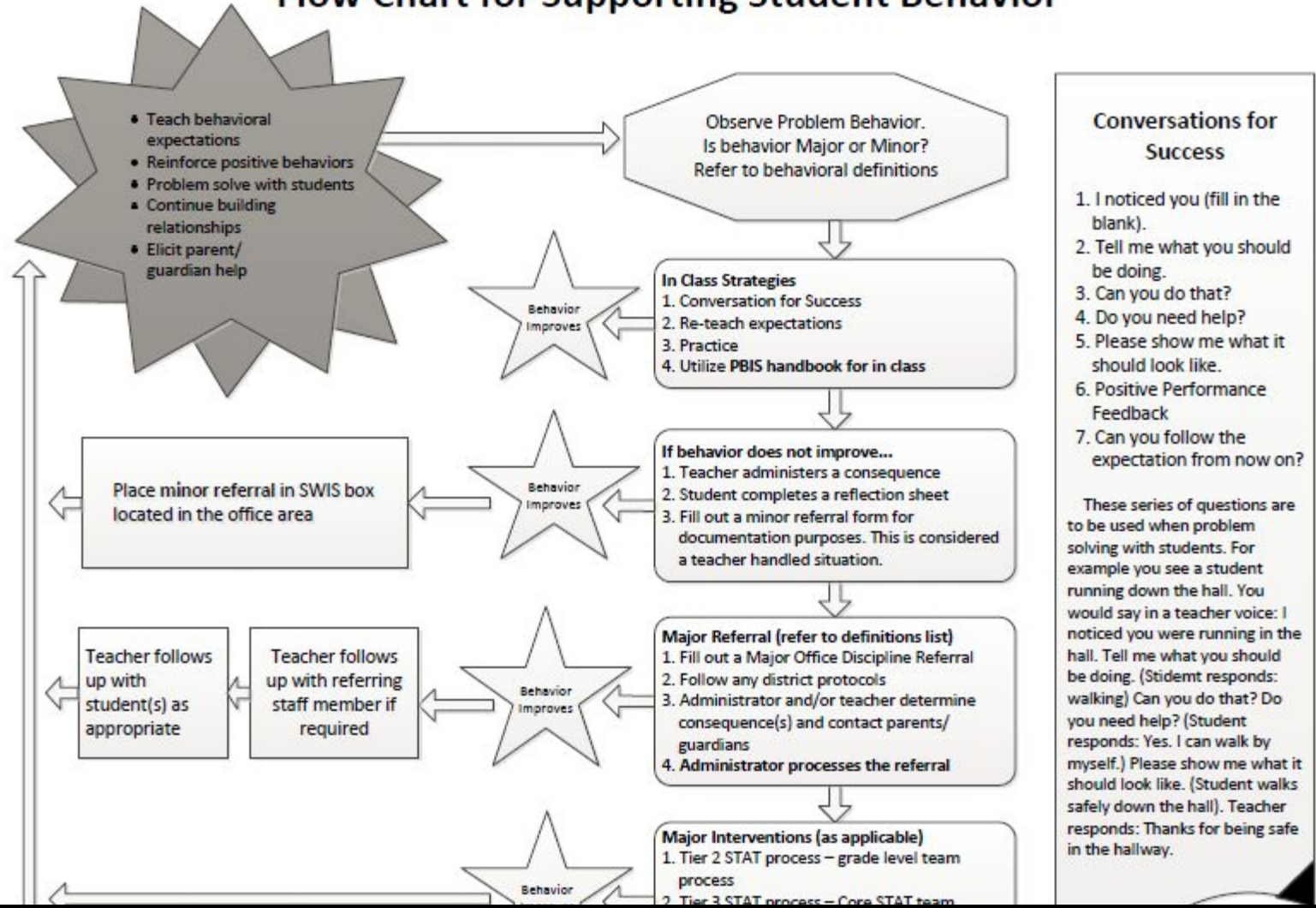
Classroom Continuum of Response

1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful

Proximity	Move and scan. Source of support to the student
Signal	Eye contact, hand gestures, card system, picture cues
Ignore/Attend/ Praise	When you notice a student that is not following expectations. Look for and praise 3 students that are following the expectation.
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

SAS #7	Options exist to allow classroom instruction to continue when problem behavior occurs.
TFI 1.8	Classroom Procedures

Flow Chart for Supporting Student Behavior



Conversations for Success

1. I noticed you (fill in the blank).
2. Tell me what you should be doing.
3. Can you do that?
4. Do you need help?
5. Please show me what it should look like.
6. Positive Performance Feedback
7. Can you follow the expectation from now on?

These series of questions are to be used when problem solving with students. For example you see a student running down the hall. You would say in a teacher voice: I noticed you were running in the hall. Tell me what you should be doing. (Student responds: walking) Can you do that? Do you need help? (Student responds: Yes. I can walk by myself.) Please show me what it should look like. (Student walks safely down the hall). Teacher responds: Thanks for being safe in the hallway.

SAS #8	Procedures are in place to address emergency/dangerous situations.
TFI 1.6	Discipline Policies

ACTION PLAN

Goals	Steps:	Responsible Party	Resources Required	Timeline or Review	Evaluation Measures
<p>CONSEQUENCE – Violation System</p> <p>Increase SAS data on violations systems from 68% to 80%</p>	1. Complete Behavior Definition Cheat Sheet using the DE Definitions, including real school examples	1. Tier 1 Team	PD/Staff Meeting Time	1. At 10/17/17 Meeting	PD Surveys
	2. Review building flowchart for responds to problem behavior, including classroom continuum	2. Tier 1 Team	Copies of Behavior Definitions Cheat Sheet	2. At 10/17/17 Meeting	SAS
		3. Jenny, Mike & Terri	Copies of Building Flowchart	3. Completed by 11/1/17	Mid-Year Survey (?’s taken from SAS)
	3. Develop PD for all staff including overview of Behavior Definition Cheat Sheet and Using Building Flowchart with examples	4. Terri & Jenny	PowerPoint	4. PD done at 11/5/17 All Staff Meeting	
4. Provide PD to all staff				<p>Big 5 Data Review</p> <ul style="list-style-type: none"> - Dec. 9th - Jan. 6th - March 24th - May 19th 	

SAS Total Score- District Data

2017-18	School-Wide	Non-Classroom	Classroom	Individual
	71	64	60	61

80% or higher implementing with fidelity

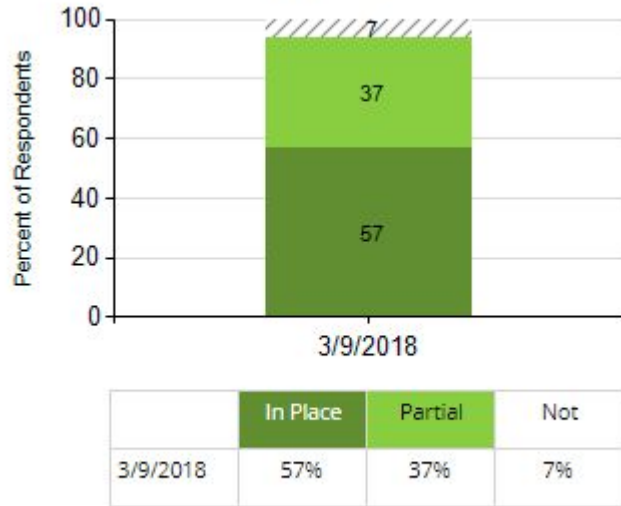
50-79% partially in place

Below 50% not in place

What do you notice? How does the district data compare to your school's data?

Classroom

SAS: Total Classroom Score



TFI and Classroom

1.8 Classroom Procedures:
Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

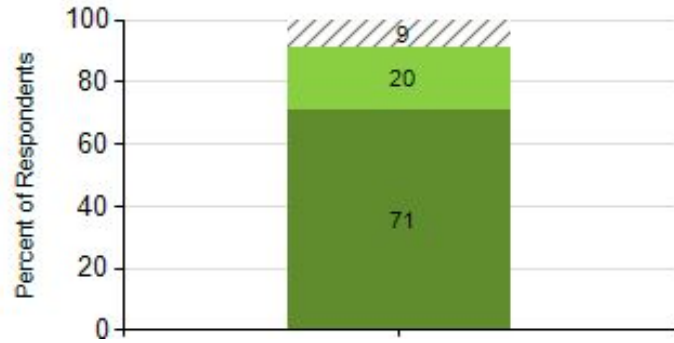
SAS- Item Report for Classroom

In Place	Partial	Not	System: Classroom	High	Medium	Low
85 %	15 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	18 %	30 %	52 %
68 %	30 %	2 %	2. Problem behaviors are defined clearly.	26 %	26 %	47 %
87 %	13 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	19 %	25 %	56 %
65 %	33 %	2 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	26 %	32 %	42 %
24 %	58 %	18 %	5. Problem behaviors receive consistent consequences.	58 %	25 %	18 %
43 %	45 %	11 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	49 %	22 %	30 %
43 %	45 %	11 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	45 %	29 %	26 %
53 %	44 %	2 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	42 %	26 %	32 %
31 %	52 %	17 %	9. Students experience high rates of academic success (> 75% correct).	63 %	24 %	13 %
70 %	30 %	0 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	19 %	39 %	42 %
48 %	43 %	9 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	49 %	30 %	22 %

Use red/yellow items to build an action plan

Items in hierarchical order work from top to bottom

Individual Reports and Items that correspond with Individual Student



Tiered Fidelity – Tier 3

2. Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1
3. Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	1
4. Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	1

In Place	Partial	Not	System: Individual Student	High	Medium	Low
30 %	39 %	30 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	53 %	21 %	26 %
43 %	43 %	14 %	2. A simple process exists for teachers to request assistance.	36 %	27 %	36 %
45 %	23 %	32 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	43 %	19 %	38 %
57 %	33 %	10 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	29 %	24 %	47 %
54 %	31 %	15 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	42 %	33 %	25 %
65 %	20 %	15 %	6. Significant family &/or community members are involved when appropriate & possible.	16 %	16 %	68 %
24 %	18 %	59 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	38 %	38 %	25 %
48 %	33 %	19 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	29 %	18 %	53 %

Use red/yellow items to build an action plan

Items in hierarchical order work from top to bottom

ACTION PLAN

Goals	Steps:	Responsible Party	Resources Required	Timeline or Review	Evaluation Measures
<p>Increase Individual System from 71% to 80%</p>	<ol style="list-style-type: none"> 1. Modify Request for Assistance (RFA) and Reverse Request for Assistance forms (RRFA) have Brief FBA listed 2. Set data decision-making rules and review weekly to identify students and intervene within 2 days 3. Determine coordinator /facilitators for tier 3 system 4. Develop PD for all staff including decision making rules, how to use the RFA and RRFA, and teach all staff about function of behavior 5. Provide PD to all staff 	<ol style="list-style-type: none"> 1. Tier 2/3 Team 2. Tier 2/3 Team 3. Jenny 4. Terri & Jenny 5. Tier 2/3 Team 	<p>PD/Staff Meeting Time</p> <p>Document in Tier 2/3 handbook</p> <p>PowerPoint</p>	<ol style="list-style-type: none"> 1. At 8/18 Meeting 2. At 8/18 Meeting 3. By 8/18 4. PD done at 8/18, 10/18, 1/19 All Staff Meeting 	<p>PD Surveys</p> <p>SAS</p> <p>Mid-Year Survey (?’s taken from SAS)</p>

ACTION PLAN REMINDERS

- Has your team reviewed your SAS with your staff?
- Do you have a current action plan based on the SAS and TFI?



PBIS ASSESSMENT WEBSITE: PBISASSESSMENT.ORG



- Make sure that you can access the assessment data for your school
- If you are new internal or external coach and don't have access, on a sticky note write:
 - Your full name
 - Your building and district
 - Your email address

TICKET OUT THE DOOR

On a Notecard, please answer the following questions:

1. What topics/ activities were helpful?
2. What topics/activities would be helpful in the future?
3. Do you need technical support from us?
(Indicate building/ contact name)
4. Please let us know if you would like to be a "Spotlight" school in the future?

