**Objectives**

Participants will:
1) understand the mechanics of SWPBIS and the impact it may have on student behavior when implemented with fidelity
2) learn about strategies and tools available to assist in including students with disabilities in a school’s Tier 1 system
3) develop an initial plan

**Maximizing Your Session Participation**

When Working In Your Team

Consider 4 questions:
- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

**Where are you in the implementation process?**

Adapted from Fixsen & Blase, 2005

- **Exploration & Adoption**
  - We think we know what we need so we are planning to move forward (evidence-based)
- **Installation**
  - Let’s make sure we’re ready to implement (capacity infrastructure)
- **Initial Implementation**
  - Let’s give it a try & evaluate (demonstration)
- **Full Implementation**
  - That worked, let’s do it for real and implement all tiers across all schools (investment)
  - Let’s make it our way of doing business & sustain implementation (institutionalized use)

**Where does your school fit?**

1) We have school-wide PBIS but our students with disabilities are not included

2) We have school-wide PBIS and all students are included in what we do

**How can we transform our learning environments so that…**

- students learn better,
- teachers teach more effectively,
- and schools become spaces to intentionally develop the whole child?

**All of Our Students Need...**

- Cognitive Abilities,
- Social Competence & Emotional Well-Being!
“We shape our buildings; thereafter they shape us.”

Winston Churchill

Positive Behavioral Interventions and Supports Process

Aims to build effective environments in which positive behavior is more effective than problem behavior

Collaborative, assessment-based approach to developing effective interventions for problem behavior

Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes

Who is School-Wide PBIS meant for?

1) Only students without IEPs
2) Only students who do not receive additional services
3) Only students who display the behavioral expectations
4) Everyone

Students with disabilities are often are not accessing universal supports

(Landers, Courhade, & Byndak, 2012)

Critical Elements of Tier 1

Benchmarks of Quality (BoQ)

1. PBIS Team, Administrative Support
2. Faculty Commitment
3. Effective Procedures for Discipline
4. Data Entry & Analysis
5. Expectations & Rules
6. Reward/Recognition Program
7. Lesson Plans for Teaching Behavior
8. Implementation Plan
9. Classroom PBIS Systems
10. Evaluation

(Kincaid, Childs & George, 2005, 2010)
**Action Plan Handout**

**PBIS Critical Elements: Supporting Students with Disabilities**

| Critical Element | Features | Considerations for Including Students with Disabilities | Next Steps: What Should We Do?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Team</td>
<td>- Orients the development, implementation, modification, and evaluation of the PBIS plan for behavior and academic outcomes for all students and staff</td>
<td>- Ensure Special Education staff are on the PBIS team</td>
<td>- Include special education support providers on the PBIS Team (e.g., OT, PT, LS, Autism HC, Deaf/Blind ASL providers, LDB)</td>
</tr>
<tr>
<td></td>
<td>- Meets regularly</td>
<td>- Establish effective inter-team communication with support providers to ensure student success</td>
<td>- Establish effective inter-team communication with support providers to ensure student success</td>
</tr>
<tr>
<td>Faculty Engagement</td>
<td>- Behavior and student outcome data regularly shared with faculty via staff meetings and email</td>
<td>- Include aggregated and disaggregated data for Tier 1 PBIS Team</td>
<td>- Include aggregated and disaggregated data for Tier 1 PBIS Team</td>
</tr>
<tr>
<td></td>
<td>- Teachers and staff involved in establishing and reviewing goals</td>
<td>- Special Education staff and support providers input to PBIS plan</td>
<td>- Special Education staff and support providers input to PBIS plan</td>
</tr>
<tr>
<td></td>
<td>- Faculty feedback on PBIS and student behavior obtained throughout the year via surveys, polls, etc.</td>
<td>- Regular feedback on PBIS plan as a part of the ongoing PBIS Team feedback</td>
<td>- Regular feedback on PBIS plan as a part of the ongoing PBIS Team feedback</td>
</tr>
</tbody>
</table>

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**Leadership Team Action Planning Worksheets: Steps**

- **Self-Assessment:** Accomplishments & Priorities
  - Leadership Team Action Planning Worksheet

- **Session Assignments & Notes:** High Priorities
  - Team Member Note-Taking Worksheet

- **Action Planning:** Enhancements & Improvements
  - Leadership Team Action Planning Worksheet

---

**Teaming: A Collaborative Approach**

1. **School-Based Problem-Solving Team**
   a. Multi-disciplinary team representing all stakeholders
   b. Reviews all Tier 1 data for behavior and academics
   c. PBIS team may be a sub-group of the school leadership team

2. **Data-based problem-solving for behavior**

3. **PBIS Team Responsibilities**
   a. Develop the school’s core curriculum for behavior
   b. Design and oversee Tier 1 implementation
   c. On-going evaluation and progress monitoring
   d. Train staff, students and families on Tier 1 PBIS

**Special Education Services**

What are the special education services provided on the school campus?

- Adaptive PE
- Nursing
- Deaf/Blind
- ABA Services
- Speech-Language
- IA/Paraprofessionals
- OT
- PT

---

George & Martinez – University of South Florida
Where does your school stand?

1) We do not have a PBIS Team
2) We have a PBIS team but no representation from SPED
3) We have a PBIS Team and SPED is represented

Action Plan for Teaming: What Should We Do?

* Guiding questions:
  - Does the school need to add representation from Special Education on the team?
  - How will we provide communication and training to staff who provide Special Education services and may be itinerant?
  - How will we get input from staff who provide Special Education services and may be itinerant?
  - Are our students with disabilities included in our team’s mission/goal statement?

Critical Element: Expectations and Rules

- Reflects School and Community Values
  1. Defines the school culture
  2. Provides a common language
  3. Becomes the school’s identity
  4. Solicits staff and family ideas

- Supports
  1. School’s mission statement
  2. Quality citizenship
    a. Interpersonal communication skills
    b. Study skills
    c. On-task or active engagement

Tier 1 Expectations

- Definition and Guidelines
  Broad and positively stated behaviors
  Aligned with the school’s mission statement
  Applicable to all staff, students, and families
  Applicable in all settings across campus (conference room, front office, classroom, hallway, cafeteria, parking lot, car line, bus, restroom)
**Sunshine School-wide Expectations**

**School-wide expectations**
- Be safe
- Be responsible
- Be respectful
- Be inclusive

**Considerations for SWD**
- Posters depicting picture supports
- Teach, re-teach and teach some more
- Individual visual supports
- Additional examples and non-examples
- Using existing assistive technology

**Tier 1 Rules Based on Settings**

**Definition and Guidelines**
- Specific skills or behaviors students should exhibit
  - Positively stated
  - Limited in number (3-5)
  - Aligned with the school’s mission statement

**SABLE in Manatee County: Expectations Matrix**

- Show Safety
- Accept Responsibility
- Believe “I Can”
- Learn to Lead by Example
- Exchange Mutual Respect

**Visual Expectations to Support Students with Intensive Needs**

- **Self-control**
  - Keep your voice down and your tone respectful.
  - Use good language.
  - Follow the rules and procedures.

- **Honesty**
  - Tell the truth.
  - Tell others what you did.

- **Accountability**
  - Take responsibility for your actions.
  - Follow school rules.

- **Respect**
  - Show respect to others.
  - Treat others the way you want to be treated.

- **Kindness**
  - Be kind to others.
  - Help others who are struggling.

**Student Poster Contest**
- [https://tinyurl.com/ybfu5fl7e](https://tinyurl.com/ybfu5fl7e)

**Florida School for the Deaf and Blind**
- [https://tinyurl.com/yd4zxuv7](https://tinyurl.com/yd4zxuv7)

**“Don’t Stray” clip**
**Classroom PBS Implementation Plan**

**Example A**

<table>
<thead>
<tr>
<th>Classroom Rules</th>
<th>Tier 1 Expectation Rule Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raise your hand and wait to be called on</td>
<td>Be Respectful</td>
</tr>
<tr>
<td>2. Be in your seat when the bell rings</td>
<td>Be Responsible</td>
</tr>
<tr>
<td>3. Turn in all assignments on time</td>
<td>Be Responsible</td>
</tr>
<tr>
<td>4. Keep your belongings in your desk</td>
<td>Be Safe</td>
</tr>
</tbody>
</table>

**Procedures**

Necessary classroom procedures should be proactively identified and clearly described to prepare for ongoing teaching.

**Bathroom**

- Raise hand for permission to leave
- Take pass and quietly leave class
- Put pass back on hook when you return

---

**Action Plan for Expectations & Rules: What Should We Do?**

- **Guiding questions:**
  - How are students with disabilities accessing the school-wide expectations and rules?
    - Reading level, pictures, graphics
    - Assistive technology
  - How are students with disabilities taught the expectations and rules?
    - Are they reflected in videos made?
    - Are they included in schoolwide teaching events-circle rotations, pep rallies alongside their non-disabled peers?
    - Are relevant examples and non-examples included?

---

**Critical Element: Rewards/Recognition System**

A Multi-Tiered System of Supports

**Rewarding Appropriate Behavior**

1. Serves as a teaching tool by providing feedback on appropriate behavior
2. Makes appropriate behavior more likely to occur
   - Catch students ‘being good’
   - Creates behavioral momentum
3. Builds positive student/teacher relationships, school climate
4. Counteracts negative peer influences
5. Increases intrinsic motivation

---

**Reward Recipients**

**Students**

- Teach how rewards will be earned
- Every appropriate behavior will not be rewarded
- Solicitations will not result in a reward

**Staff**

- Reward for using the system
- Monitor fidelity of system use
- Signatures, color coding, assigned numbers
- Solicit ongoing feedback

**Families**

- Attending parent/teacher conferences
- Ensuring homework completion
- Student attendance, on-time to school
- Dress code
- Solicit ongoing feedback

---

**Included within the SW Reward System**

- Independent vs. Group Rewards
- Short-term vs Long-Term
- Who provides: All staff
Reward Examples

<table>
<thead>
<tr>
<th>Social</th>
<th>Activities</th>
<th>Tangibles</th>
<th>Escape</th>
<th>Sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal praise</td>
<td>Art</td>
<td>Pencil/Pen</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>High '5'</td>
<td>Dance</td>
<td>Pen/Notebook T-shirt</td>
<td>'Squish' ball</td>
<td>Bouncy ball</td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td>SW token</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student events</td>
<td>Positive praise note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist staff</td>
<td>Edibles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>'1-minute' ticket</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Considerations for Students with Disabilities

- Reward more frequently
- School-wide token system earned for progress towards behavior goals on IEP and/or BIP/BSP
- Ensure SWD are surveyed to identify their interests
- Ensure students with physical disabilities can access reward
- Consider augmentative communication needs
- Consider how disability might impact ability to participate

Action Plan for Reinforcement Systems: What Should We Do?

- Guiding questions:
  - How are students with disabilities accessing the school-wide reinforcement system?
    - Are they included in schoolwide reinforcement events like game day, ice cream social, etc. alongside their non-disabled peers?
    - Can the students physically access the events?
  - Do all staff that work with students with disabilities have the ability to recognize staff?
  - Have we included in the staff recognition system all staff who work with students with disabilities?

Critical Element: Effective Responses to Problem Behavior

A Multi-Tiered System of Supports

Defining Incident Levels

1. Office-Managed Incidents (Majors)
   a. Handled by the administration
   b. Physical fights, property damage, weapons, tobacco

2. Teacher-Managed Incidents (Minors)
   a. Handled quickly and efficiently
   b. Typically by the classroom teacher
   c. Handled where incident occurred
   d. Tardy, lack of materials, incomplete assignments, gum chewing

3. Crisis Incidents
   a. Require an immediate response from administration and/or crisis response team
   b. Bomb Threats, weapons alerts, intruder, fire evacuations, etc.

*Consult district and school policies for crisis incidents
**Considerations for Students with Disabilities**

- Definitions for behavior
- Impact on Students with Disabilities
- Cognitive Ability
- Staff and family involved with students with disabilities provide input

**Effective Process**

1. Includes definitions, responses, & forms
2. Facilitates consistency in discipline across campus
3. Avoids long delays between the behavior and the disciplinary action
4. Communicates with stakeholders
   - Staff involved
   - Families: Direct, timely notice
   - Students: Reviews their responsibilities
5. Establishes re-entry procedures for staff and students
6. Implemented with fidelity to facilitate data-based problem-solving

**Discipline Referral Process**

- Includes definitions, responses, & forms
- Facilitates consistency in discipline across campus
- Avoids long delays between the behavior and the disciplinary action
- Communicates with stakeholders
  - Staff involved
  - Families: Direct, timely notice
  - Students: Reviews their responsibilities
- Establishes re-entry procedures for staff and students
- Implemented with fidelity to facilitate data-based problem-solving

**How might this look different for Students with Disabilities?**

- Jerry has a goal on his IEP to handle anger using appropriate language
- Lynda has a goal on her IEP to use communication device to respond to teacher (as opposed to yelling her name)
- Daisy has a goal on her IEP to initiate play with other students in an appropriate way (currently rough-houses)
- Frederico has a goal on his BIP to follow teachers’ directions within 30 seconds of the directive. The BIP identifies that staff give him 30 seconds of wait time prior to a second prompt.

**Similarities**

- Use language of school-wide expectations
- Re-teach expectations AND prompt for specific skills being taught and practiced
- Document behavior as needed
- Communicate with families as needed

**Responses to problem behavior may not follow traditional school-wide flowchart**
Action Plan for Effective Responses to Problem Behavior: What Should We Do?

- Guiding questions:
  - How has the team gotten input from staff that work with SWD to identify effective and appropriate responses for problem behavior? How has this been built into the discipline process and procedures?
  - How has the team gotten input from staff that work with SWD regarding procedures for crisis management?
  - Are procedures for how to handle ODR included on student’s IEP and/or BIP/BSP?
  - Have all staff who work with SWD with disabilities received training on school-wide discipline forms and referral process?

Reasons for Teaching Behavior

1. Problem Behavior
   a. Skill deficit
   b. Performance deficit
   c. Skills are not taught in context
   d. Skills are not consistently rewarded and encouraged

2. To learn a new behavior, it needs to be repeated an average of 8 times

3. To unlearn an old behavior and replace it with a new behavior, it must be repeated an average of 28 times

- Harry Wong

Considerations for Students with Disabilities

<table>
<thead>
<tr>
<th>Expectations &amp; Rules</th>
<th>Social-Emotional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone participates as part of whole-school teaching</td>
<td>Participates in what whole school is learning</td>
</tr>
<tr>
<td>More opportunity for practice</td>
<td>Emphasize skills written in IEP</td>
</tr>
<tr>
<td>More varied scenarios to practice</td>
<td>Might participate in small group instruction</td>
</tr>
<tr>
<td>Consider access</td>
<td>More frequent opportunities to practice in all settings where skills are needed</td>
</tr>
</tbody>
</table>

Action Plan for Teaching Behavior: What Should We Do?

- Guiding questions:
  - How are SWD included in the school-wide teaching of expectations and rules? Were lesson plans developed with UDL in mind? What accommodations, modifications, assistive technology are needed to access the lessons?
  - How are the ESE staff included with the development of the lesson plans or was their feedback sought? How are all ESE staff teaching the expectations and rules?
  - Based on need is there time schedule to do more re-teaching or small group instruction?
  - How are the behavioral skills listed on the IEP and/or BIP/BSP aligned to the expectations and rules?
Critical Element: Classroom Systems

1. Maximize structure
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations
3. Actively engage students in observable ways
4. Establish a continuum of strategies to acknowledge appropriate behavior
5. Establish a continuum of strategies to respond to inappropriate behavior

Preventing Problem Behavior (Antecedents)

1. Develop positive relationships with students
2. Continuous teaching & rewarding
3. Active supervision
4. Modify the environment and/or instruction
   a. Traffic flow, tempting materials, line of sight, organization, visual boundaries
   b. Change schedule
   c. Interesting & engaging instruction
      a. adapt curriculum, special assignment, tutoring, computer/internet work, role play
5. Provide prompts/pre-correction
6. Provide choices

Teaching Replacement Behavior (Behavior)

Classroom Interventions
1. Remind/re-teach expectation or rule
2. Give the student a responsibility
3. Restorative Practices

Administrative Interventions
1. Conference with student and/or parent
2. Reflective activities
3. Mini-courses
4. Counseling
5. Restorative Practices

Responding to Problem Behavior (Consequences)

Identify Consequences in Advance
1. Increases effectiveness
2. Agreement on teacher-vs. office-managed behaviors
3. Consensus on range of actions – Classroom and office
4. Aligned with Tier 1 expectations and rules
5. Multiple options address a variety of functions
6. Improves data collection

Administering Consequences
1. Match the severity of the offense with the consequence
   a. Office Referrals
   b. Teacher-Managed behaviors
2. Provides an opportunity to learn & practice appropriate behaviors
3. Monitor to ensure effectiveness

Refrain from taking or threatening to take away an earned reward!

Considerations for Students with Disabilities?

Resource Classroom
- Ensure all structures are in place in the classroom
- Classroom arrangement allows access for all students
- Accommodations and modification are in place
- Students may need more frequent rewards and/or shorter time periods
- Practice SW expectations & rules more frequently in settings (i.e. cafeteria, hallway)

Inclusion Classroom
- Ensure all structures are in place in the classroom
- Students know how to access their accommodations and modifications
- Students may need more explicit teaching of classroom rules
**Action Plan for Classroom PBIS Systems: What Should We Do?**

- Guiding questions:
  - Are effective PBIS classroom structures in place in ALL classrooms including self-contained classroom?
  - How are SWD taught to access their accommodations and modifications?
  - How are SWD explicitly taught and provided opportunities to practice classroom rules/routines?
  - Does the physical arrangement in all classrooms allow access for ALL students to all areas and materials?
  - Are there systems in place to alter frequency of rewards and/or ensure shorter time periods between reinforcement?

---

**Data-Based Problem-Solving**

**Step 1: Problem Identification**
- What’s the problem?

**Step 2: Problem Analysis**
- Why is it occurring?

**Step 3: Intervention Design**
- What are we going to do about it?

**Step 4: Evaluation**
- Is it working?

---

**Using Major and Minor Referrals**

- Efficient and effective tools for data-based problem-solving to identify:
  - Tier 1 problem behaviors
  - Skills to be taught/rewarded
  - Individual students

- One behavior at a time
  - If multiple behaviors occur, record the most problematic

- Documents impact on academic engaged time (AET)
  - Time-Out
  - Think-Area or Problem-Solving Room
  - Student sent home early

- Completed by staff who witnessed incident

---

**Critical Element: Data Entry and Analysis**

**Evaluating Tier 1 Implementation**

<table>
<thead>
<tr>
<th>Diagnostic</th>
<th>Progress Monitoring</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline BoQ/TFI</td>
<td>PIC/TIC</td>
<td>-PBIS Walkthrough</td>
</tr>
<tr>
<td>Surveys: Staff, Student, Parent</td>
<td>Participation in Reward Activities</td>
<td>% Students w/ Referrals</td>
</tr>
<tr>
<td>Surveys:</td>
<td>-Artifacts of Lessons</td>
<td>Surveys: Climate, Bullying, Sub. Abuse</td>
</tr>
<tr>
<td></td>
<td>-Focus Groups</td>
<td>Academics</td>
</tr>
<tr>
<td></td>
<td>-Observations</td>
<td></td>
</tr>
</tbody>
</table>

**How do you monitor Tier 1 implementation in the classroom?**

---

**Is there Equity in Discipline? Check ODRs**

<table>
<thead>
<tr>
<th></th>
<th>% of Student Enrollment</th>
<th>Student Composition</th>
<th>Risk Ratio</th>
<th>Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD</td>
<td>19.6%</td>
<td>29.1%</td>
<td>1.68</td>
<td>34.9%</td>
</tr>
<tr>
<td>Gen Ed students</td>
<td>80.4%</td>
<td>70.9%</td>
<td>0.59</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

- What does this all mean?
  - *Student Comp.* Of the 151 students who received at least one referral, 29.1% are Students with IEPs; this group comprises 19.6% of the total student population.
  - *Risk Ratio* Students with IEPs are 1.68 times more likely to have at least one referral than all other students.
  - *Risk Of* The 126 Students with IEPs, 34.9% (44) have at least one referral.
Is there Equity in Discipline?
Check OSSs

<table>
<thead>
<tr>
<th>Risk Ratio Value</th>
<th>Level of Disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Equal</td>
</tr>
<tr>
<td>1.25</td>
<td>25% Higher Risk</td>
</tr>
<tr>
<td>1.50</td>
<td>50% Higher Risk</td>
</tr>
<tr>
<td>2.00</td>
<td>Two Times Higher Risk</td>
</tr>
<tr>
<td>2.50</td>
<td>Two and a Half Times Higher Risk</td>
</tr>
<tr>
<td>3.00</td>
<td>Three Times Higher Risk</td>
</tr>
<tr>
<td>&gt; 3.00</td>
<td>Yikes.</td>
</tr>
</tbody>
</table>

Risk Ratios higher than 7 are frequently a result of fewer than 10 students in either the target or comparison groups. The group’s outcomes are still disproportionate, but the size of the risk ratio may overemphasize the scope of the problem.

Issues of Equity and Considerations for Students with Disabilities

- SWD may be overrepresented in rates of ODR, ISS and OSS
- Removal from class/school leads to lost instructional time
- If the student is being removed, are they accessing FAPE?
  - Loss of SPED services
  - Loss of time with non-disabled peers
- If in an ISS/time-out room, are they receiving the SPED services listed on their IEP? Are their education goals being met?

Comprehensive Approach to Discipline

- Prevent
  - Teach & reward appropriate behavior
  - Engage in active supervision
  - Address environment, curricula, and instruction
  - Use pre-corrections/ prompts (verbal, visual, physical)

- Respond
  - Instruction tied to Tier 1 Expectations
  - Practice appropriate alternatives
  - Hierarchy of consequences (severity, motivation)
  - Verbal de-escalation (CPI Institute)
  - Monitor effectiveness

- Follow-Up
  - Communication
  - Re-Entry Procedures

Keys to Stakeholder Commitment

Initial Buy-In
1. Administrative support and modeling from leadership
2. Clear vision of how changes will impact people personally
3. Emphasize the benefits and compelling reasons for change
4. Ensure stakeholder ownership
5. Teach and reward all stakeholders

On-going Commitment
1. Maintaining 80% buy-in; getting new staff, students, families on board
2. 3-5 years for full implementation; not a one shot deal
3. Include all stakeholders at all stages
4. Philosophical shift so expect some resistance
5. Continue to teach and reinforce
**Getting all Staff on Board**

- Related services personnel (Behavior Specialists, Staffing Specialists, etc.)
- Itinerant staff (OT, PT, VI, Adaptive PE)
- Support staff for SWD (i.e. nursing, IA)
- Showing staff how PBIS is part of their position at the school
- Showing staff how PBIS supports ALL students, including SWD!

**Communicating with Families**

**“Big Picture” at Tier 1**

- What is PBIS?
- Why do schools implement PBIS?
- How do schools implement PBIS?
- What can families expect in a PBIS school?
- What are the outcomes of PBIS?
- What can families do to engage in PBIS?

**Family Involvement**

- Personal Matrix
- Parent Letter
- Test Your Knowledge
- Parent PBIS Overview: Family & Community Involvement

**Getting Families on Board**

- Show how their child may be impacted by implementing PBIS at each Tier
- Explain how their child is accessing Tier 1 supports
- Gain input from families about how their child can access Tier 1 supports
- Ask families for their input on the Tier 1 plan including discipline policies, defining problem behavior, identify locations that need rules

**Getting Students on Board**

- Get students to provide input on what they find motivating
- Get students involved in teaching the expectation and rules
- Get students involved in making PBIS visible on campus
- Have students provide example and non-examples of problem behaviors

**Action Plan for Involving Stakeholders: What Should We Do?**

- Guiding questions:
  - How are we currently involving our staff from SPED in the development of our Tier 1 system?
  - How are we teaching all staff from SPED about the Tier 1 system? Where can we include them?
  - How are we currently involving our families of SWDs in our Tier 1 system? Where can we include them?
  - How are we currently involving our SWDs in our Tier 1 system? Where can we include them?
Positive Behavior Support (PBS) Graduate Certificate

• Deepen your understanding of how to apply Multi-Tiered Systems of Support
• Learn from expert faculty in the field
• Access a national network of resources through our University Center for Excellence in Developmental Disabilities Education, Research & Service (UCEDD)
• Participants come from: education, mental health, early childhood education, social work, school administration, etc.

For information please contact:
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Program Coordinator
813-974-3126
lrodri11@usf.edu
http://pbs.cbc.usf.edu

Contact Information and Resources
FLPBIS:MTSS Project at USF
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• Email: flpbis@usf.edu
• State Website: www.flpbis.org
  – FaceBook: www.facebook.com/FloridaPBIS
  – Twitter: www.twitter.com/flpbis
• National Website: www.pbis.org
• APBS: www.apbs.org

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