1.15 Annual Evaluation

**Feature**
- Tier I team documents fidelity & effectiveness (including academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

**Data Sources**
- Staff, student, & family surveys
- Tier I handbook
- Fidelity tools
- School policy
- Student outcomes
- District reports
- School newsletters

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented

- Evaluation conducted at least annually
- Evaluation conducted without data shared with stakeholders
- Evaluation conducted at least annually, but evaluation is not shared with stakeholders

1.15 Annual Evaluation: Tier I team documents fidelity & effectiveness (including academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

2.1 Team Composition

**Feature**
- Tier II (or combined Tier II/III) team includes a Tier II systems coordinator & individuals able to provide: (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, & (d) knowledge about operation of school across grade levels & programs.

**Data Sources**
- School organizational chart
- Tier II team meeting minutes
- Tier II meeting roles descriptions
- Tier II action plan

**Scoring Criteria**
- 0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise
- 1 = Tier II team does not include coordinator & all 4 core areas of Tier II team expertise OR attendance of these members is below 80%
- 2 = Tier II team is composed of coordinator & individuals with all 4 areas of expertise, & attendance of these members is at or above 80%

2.2 Team Operating Procedures

**Feature**
- Tier II team meets at least monthly & has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, & (d) a current action plan.

**Data Sources**
- Tier II meeting agendas & minutes
- Tier II meeting roles descriptions
- Tier II action plan

**Scoring Criteria**
- 0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan
- 1 = Tier II team uses at least 2 but not all 4 features
- 2 = Tier II team meets at least monthly & uses regular meeting format/agenda, minutes, defined roles, & has a current action plan

2.3 Screening

**Feature**
- Tier II team uses decision rules & multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.

**Data Sources**
- Multiple data sources used (ODRs/Time out of instruction, Attendance, Academic performance)
- Team Decision Rubric
- Team meeting minutes
- School Policy

**Scoring Criteria**
- 0 = No specific rules for identifying students who qualify for Tier II supports
- 1 = Data decision rules established but not consistently followed or used with only one data source
- 2 = Written policy exists that uses multiple data sources for identifying students, & written policy includes family notification when a student enters Tier II supports
### 2.4 Request for Assistance

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0 = No process for teaching staff in place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Written process used to teach Tier II interventions does not include documentation of effectiveness &amp; culturally appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = No Tier II interventions with documentation evidence of effectiveness are in use</td>
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<tr>
<td></td>
<td></td>
<td>0 = No Tier II interventions with documentation evidence of effectiveness are in use</td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

### 2.5 Sufficient Array of Tier II Interventions

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
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</thead>
<tbody>
<tr>
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<tr>
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<td>0 = No Tier II interventions with documentation evidence of effectiveness are in use</td>
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</tbody>
</table>

### 2.6 Tier II Critical Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0 = No Tier II interventions with documentation evidence of effectiveness are in use</td>
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<tr>
<td></td>
<td></td>
<td>0 = No Tier II interventions with documentation evidence of effectiveness are in use</td>
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</tbody>
</table>

### 2.7 Practices Matched to Student Need

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>0 = No Tier II interventions with documentation evidence of effectiveness are in use</td>
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</tbody>
</table>

### 2.8 Access to Tier I Supports

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0 = Tier II supports are not explicitly linked to Tier I supports, &amp; student's receiving Tier II supports have access to, &amp; are included in, Tier I supports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Tier II supports are not explicitly linked to Tier I supports, &amp; student's receiving Tier II interventions have full access to Tier I supports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Tier II supports are not explicitly linked to Tier I supports, &amp; student's receiving Tier II supports have access to Tier I supports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Tier II supports are not explicitly linked to Tier I supports, &amp; student's receiving Tier II supports have access to Tier I supports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Tier II supports are not explicitly linked to Tier I supports, &amp; student's receiving Tier II supports have access to Tier I supports.</td>
</tr>
</tbody>
</table>

### 2.9 Professional Development

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0 = No professional development &amp; awareness process in place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Written process used to teach Tier II interventions does not include documentation of effectiveness &amp; culturally appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Written process used to teach Tier II interventions does not include documentation of effectiveness &amp; culturally appropriate</td>
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<tr>
<td></td>
<td></td>
<td>0 = Written process used to teach Tier II interventions does not include documentation of effectiveness &amp; culturally appropriate</td>
</tr>
</tbody>
</table>
2.10 Level of Use

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How well does the Tier II team follow a protocol to track proportion of students participating in Tier II supports, &amp; access is proportionate.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Tier II team tracks proportion of students participating in Tier II supports, &amp; access is proportionate.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.11 Student Performance Data

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Student performance data (e.g., % of students receiving Tier II supports, range of interventions, monitoring &amp; modification).</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Student achievement data (e.g., % of students receiving Tier II supports, range of interventions, monitoring &amp; modification).</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.12 Fidelity Data

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tier II team tracks proportion of students participating in Tier II supports, &amp; access is proportionate.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Tier II team tracks proportion of students participating in Tier II supports, &amp; access is proportionate.</em></td>
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</tr>
</tbody>
</table>

2.13 Evaluation

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Student performance data (e.g., % of students receiving Tier II supports, range of interventions, monitoring &amp; modification).</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Student performance data (e.g., % of students receiving Tier II supports, range of interventions, monitoring &amp; modification).</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1 Team Composition

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>School-wide PBS Tiered Fidelity Inventory.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>School-wide PBS Tiered Fidelity Inventory.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3.2 Team Operating Procedures

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Tier I team meeting agenda &amp; minutes</td>
<td></td>
<td>2 = Fully implemented</td>
</tr>
<tr>
<td>3.2.2 Tier II meeting roles &amp; descriptions</td>
<td></td>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>3.2.3 Tier II action plan</td>
<td></td>
<td>0 = Not implemented</td>
</tr>
</tbody>
</table>

*Data Sources:*
- Written data decision rules used with multiple data sources for identifying students who should receive Tier III supports.
- Written process used to teach staff in basic behavioral theory.
- School policy / or rubric.
- Fully implemented.
- Partially implemented.
- Not implemented.

### 3.3 Screening

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 School policy</td>
<td></td>
<td>2 = Fully implemented</td>
</tr>
<tr>
<td>3.3.2 Team decision minutes</td>
<td></td>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>3.3.3 Tier III team meets at least monthly</td>
<td></td>
<td>0 = Not implemented</td>
</tr>
</tbody>
</table>

*Data Sources:*
- Written data decision rules used with multiple data sources for identifying students who should receive Tier III supports.
- Written process used to teach staff in basic behavioral theory.
- Fully implemented.
- Partially implemented.
- Not implemented.

### 3.4 Student Support Team

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Three randomly selected Tier III</td>
<td></td>
<td>2 = Fully implemented</td>
</tr>
<tr>
<td>3.4.2 Student support plans created in the</td>
<td></td>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>last 12 months (see TFI Tier III Support</td>
<td></td>
<td>0 = Not implemented</td>
</tr>
<tr>
<td>Plan Worksheet)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data Sources:*
- Written data decision rules used with multiple data sources for identifying students who should receive Tier III supports.
- Written process used to teach staff in basic behavioral theory.
- Fully implemented.
- Partially implemented.
- Not implemented.

### 3.5 Staffing

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.1 Administrative plan</td>
<td></td>
<td>2 = Fully implemented</td>
</tr>
<tr>
<td>3.5.2 Tier III meeting minutes</td>
<td></td>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>3.5.3 Tier III team meets at least monthly</td>
<td></td>
<td>0 = Not implemented</td>
</tr>
</tbody>
</table>

*Data Sources:*
- Written data decision rules used with multiple data sources for identifying students who should receive Tier III supports.
- Fully implemented.
- Partially implemented.
- Not implemented.

### 3.6 Student/Family/Community Involvement

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.1 District contact person(s)</td>
<td></td>
<td>2 = Fully implemented</td>
</tr>
<tr>
<td>3.6.2 Student support plans created in the</td>
<td></td>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>last 12 months (see TFI Tier III Support</td>
<td></td>
<td>0 = Not implemented</td>
</tr>
<tr>
<td>Plan Worksheet)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data Sources:*
- Written data decision rules used with multiple data sources for identifying students who should receive Tier III supports.
- Written process used to teach staff in basic behavioral theory.
- Fully implemented.
- Partially implemented.
- Not implemented.

### 3.7 Professional Development

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7.1 Professional Development</td>
<td></td>
<td>2 = Fully implemented</td>
</tr>
<tr>
<td>3.7.2 Staff Handbook Lesson plans for</td>
<td></td>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>teacher trainings</td>
<td></td>
<td>0 = Not implemented</td>
</tr>
</tbody>
</table>

*Data Sources:*
- Written data decision rules used with multiple data sources for identifying students who should receive Tier III supports.
- Fully implemented.
- Partially implemented.
- Not implemented.
3.8 Quality of Life Indicators

**Feature**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)

**Scoring Criteria**

<table>
<thead>
<tr>
<th>1 = Partially implemented</th>
<th>2 = Fully implemented</th>
</tr>
</thead>
</table>

**Data Sources**

- Health information, mental health information, academic information

**Subtopic Support Plan**

3.9 Academic, Social, & Physical Indicators

**Feature**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)

**Scoring Criteria**

<table>
<thead>
<tr>
<th>1 = Partially implemented</th>
<th>2 = Fully implemented</th>
</tr>
</thead>
</table>

**Data Sources**

- Medical, mental health information, academic information

**Subtopic Support Plan**

3.10 Hypothesis Statement

**Feature**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)

**Scoring Criteria**

<table>
<thead>
<tr>
<th>1 = Partially implemented</th>
<th>2 = Fully implemented</th>
</tr>
</thead>
</table>

**Data Sources**

- Medical, mental health, behavioral information

**Subtopic Support Plan**

3.11 Comprehensive Support

**Feature**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)

**Scoring Criteria**

<table>
<thead>
<tr>
<th>1 = Partially implemented</th>
<th>2 = Fully implemented</th>
</tr>
</thead>
</table>

**Data Sources**

- Medical, mental health information

**Subtopic Support Plan**

3.12 Natural & Formal Supports

**Feature**

- All at least one Tier III behavior support plan requiring extensive support

**Scoring Criteria**

<table>
<thead>
<tr>
<th>1 = Partially implemented</th>
<th>2 = Fully implemented</th>
</tr>
</thead>
</table>

**Data Sources**

- Health information, mental health information, behavioral information

**Subtopic Support Plan**

3.13 Access to Tier I & Tier II Support

**Feature**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)

**Scoring Criteria**

<table>
<thead>
<tr>
<th>1 = Partially implemented</th>
<th>2 = Fully implemented</th>
</tr>
</thead>
</table>

**Data Sources**

- Medical, mental health information, academic information

**Subtopic Support Plan**
3.14 Data System

**Feature**
- Reports to staff
- Staff meeting
- Staff report

**Scoring Criteria**
- **0 = Not implemented**
- **1 = Partially implemented**
- **2 = Fully implemented**

**Data System: Aggregated (i.e., overall school-level) Tier III data are summarized & reported to staff at least monthly on (a) fidelity of support plan implementation, & (b) impact on student outcomes.

- Reports to staff
- Staff meeting
- Staff report

**Data Sources**
- Staff
- School level
- Student

**Scoring Criteria**
- **0 = Not implemented**
- **1 = Partially implemented**
- **2 = Fully implemented**

3.15 Data-based Decision Making

**Feature**
- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)

**Data Sources**
- Tier III team meeting

**Scoring Criteria**
- **0 = Not implemented**
- **1 = Partially implemented**
- **2 = Fully implemented**

3.16 Level of Use

**Feature**
- Written process to track proportion of students participating in Tier III supports, & access is proportionate.

**Data Sources**
- Student progress data
- Tier III team meeting

**Scoring Criteria**
- **0 = Not implemented**
- **1 = Partially implemented**
- **2 = Fully implemented**

3.17 Annual Evaluation

**Feature**
- Written documentation of annual review of Tier III supports with specific decisions related to action planning.

**Data Sources**
- Tier III team meeting
- Tier III team Action Plan
- Team member verbal reports

**Scoring Criteria**
- **0 = Not implemented**
- **1 = Partially implemented**
- **2 = Fully implemented**

---

**Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool**

**Purpose**
- Designed to help Tier II and Tier III teams systematically review their fidelity inventories to ensure implementation fidelity.

**Procedure**
- Select and train students and staff to use the tool. Use as a reference for Tier III staff development training.

---

3/16/17
TFI Action Steps

1. Review TFI purpose & administration

2. Work w/ RO/EO to practice TFI-Tier 1 items

3. Schedule time/date for full time to complete TFI w/ RO/EO

SW to CW PBIS….basics!

- SW Tier 1 implemented w/ fidelity
- SW & CW data-based decision making
- CW linked to SW expectations
- CW linked to expectations & common routines & settings
- Effectively aligned & delivered instructional practices & curricula
- Full-time application of basic behavior management practices
- SW based CW Tier 2/3 practices & supports

Linking School-wide to Classroom
How did we get here?

More background
Classroom Management Practice

<table>
<thead>
<tr>
<th>Rating</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1. I have arranged my classroom to minimize crowding and distraction.</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors.</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction.</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing).</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>7. I actively supervised my classroom (e.g., moving, scanning) during instruction.</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Overall classroom management score:

0-5 “yes” = “Super” 7-5 “yes” = “So-So” 7-5 “yes” = “Improvement Needed”

Every Academic Engagement/Lesson

PREVIOUS PROBLEM

Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.

“What do we do when……? “Show me……”

2. COMING TO GROUP

Greet positively w/ student name

“G’morning, Mike” “Hello, Darci” “Buenos Dias, Margie”

3. FIRST MINUTE

Review classroom/school behavior expectations

“Ready to learn.” “Ready to do……” “Raise hand.”

4. >1 EVERY 5 MINUTES

Acknowledge displays of behavior expectations

“Thank you for…….” “Excellent being ready.” “Good listening, Jorge”

5. MINOR BEHAVIOR EVENT

Respond quickly and briefly to minor problem behaviors
• 1st time: Acknowledge others for expected behavior
• 2nd time: Quick reteach

“Thank you, Manuella, for…….” “Theora, “When you need help, raise your hand, & I will help you.”
6. CLOSING TRANSITION

- Acknowledge expected behavior
- End positively with student name

“Ashley, good job with….”
“Nick, thank you for….”
“Jorge, mucho gracias…..”

Classroom Team Action Steps

1. Ensure that SW Tier 1 implemented w/ fidelity by >80% staff
2. Develop & distribute template for CW teaching matrix
3. Schedule for review of basic classroom management practices
4. Actively supervise, prompt, & reinforce staff use of CM practices

General Team Action Steps

14:30 reconvene

1. What needs to be done to enhance fidelity & sustainability?
2. How can we celebrate & recognize our individual & group accomplishments?
3. What data do we need to document our efforts?
4. When will team meet again?

How We Link Home & School?

EXPECTEDS

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>MORNING</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “good morning”</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Try your best</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Use your words</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Say “thank you”</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Say “good night”</td>
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</tbody>
</table>

RESPONSIBILITY

<table>
<thead>
<tr>
<th>MORNING</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put clothes in washer</td>
<td>-</td>
</tr>
<tr>
<td>Put backpack &amp; homework by backdoor</td>
<td>-</td>
</tr>
<tr>
<td>Wash hands</td>
<td>-</td>
</tr>
<tr>
<td>Brush teeth</td>
<td>-</td>
</tr>
</tbody>
</table>

SAFETY

<table>
<thead>
<tr>
<th>MORNING</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return book to eraser</td>
<td>-</td>
</tr>
<tr>
<td>Put toys in room when done</td>
<td>-</td>
</tr>
<tr>
<td>Keep chair legs on floor</td>
<td>-</td>
</tr>
<tr>
<td>Put toys on shelf</td>
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</table>

TYPICAL HOME ROUTINES

<table>
<thead>
<tr>
<th>MORNING</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return book to eraser</td>
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<td>Put toys on shelf</td>
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</tbody>
</table>

TYPICAL HOME SITUATIONS

<table>
<thead>
<tr>
<th>MORNING</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>-</td>
</tr>
<tr>
<td>Responsibility</td>
<td>-</td>
</tr>
<tr>
<td>Safety</td>
<td>-</td>
</tr>
</tbody>
</table>

EXPECTATIONS | MORNING | HOMEWORK |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Respect</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Responsibility</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Safety</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### Getting up in morning
- Wake up
- Brush your teeth

### Getting to school
- Walk to school
- Ride bus

### Clean-up time
- Make bed
- Clean toy room

### Time to relax
- Read a book
- Watch TV

### Homework time
- Do homework
- Study for tests

### Mealtime
- Eat breakfast
- Eat dinner

### Getting ready for bed
- Wash hands
- Brush teeth

---

### Help Out
- Pick up clothes
- Clear dishes
- Put dishes in sink

### Own Your Behavior
- Get up on time
- Brush your teeth
- Return things to room

### Manners Count!
- Say "good morning"
- Work quietly

### Everyday
- High School Example
- Be Safe
- Be Respectful
- Be Ready to Learn

### Be Safe
- Drive without speeding
- Wear a seat belt

### Be Respectful
- Stand up for others
- Share your toys

### Be Ready to Learn
- Finish homework before e-games
- Brush teeth

---

### Tooborac Public School, BC

---

### How would PRES look in your home?

#### Activity: Creating a Family Matrix

To ask school expectations to home expectations. With your children, fill in the chart with the skills to each area for the given expectation. Write positive skills in bold. The skills when demonstrated address the skills when they aren’t. PRES is a positive approach to discipline. Together we can create a home and school partnership!

<table>
<thead>
<tr>
<th>PRES Home Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
</tr>
<tr>
<td>After School</td>
</tr>
<tr>
<td>Mealtime</td>
</tr>
<tr>
<td>Bedtime</td>
</tr>
</tbody>
</table>

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### High School Example

<table>
<thead>
<tr>
<th></th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td>Honor diversity</td>
</tr>
<tr>
<td>Driving</td>
<td></td>
<td></td>
<td>Finish homework before e-games</td>
</tr>
<tr>
<td>Mealtime</td>
<td></td>
<td></td>
<td>Eat dinner with family</td>
</tr>
<tr>
<td>With Friends</td>
<td></td>
<td></td>
<td>Be supportive, bystander</td>
</tr>
</tbody>
</table>

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### Be Safe
- Don’t turn to people
- Don’t get drunk
- Don’t use drugs

### Be Respectful
- Don’t use inappropriate language
- Don’t be mean

### Be Ready to Learn
- Finish homework before e-games
- Be responsible for your actions
Waratah Special Day School, BC

Hugh's expected behaviours at meals times

- Act respectfully
- Act safely
- Have respect
- Act responsibly

Waratah Special Day School, BC

Mathew's expected behaviours at home

- Act respectfully
- Act safely
- Have respect
- Act responsibly

Establishing Readiness

School-wide Positive Behavior Support

Getting Started Workbook

www.neswpbs.org

• Implementation Blueprint
• Best Practices Classroom Management Guide
• Team Implementation Checklist

Team Implementation Checklist (TIC)

PBS Team Implementation Checklist (TIC 3.1)

This checklist is designed to be completed by the PBS Team once a quarter to monitor activities for implementation of PBS in a school. The team should complete the TAIC Plan at the same time to track baseline data.

School:
Principal:
District:
Coach:
County:
Date:
Staff Completing Report:

PBS Team Members:

<table>
<thead>
<tr>
<th>Principal Initial</th>
<th>School Readiness Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Principal attends team training</td>
</tr>
<tr>
<td></td>
<td>2. Principal participates in team meetings</td>
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<tr>
<td></td>
<td>3. Principal commits to use of SIBS.org</td>
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<tr>
<td></td>
<td>4. Principal gives priority to implementation of PBS action plan</td>
</tr>
<tr>
<td></td>
<td>5. Majority (50%) of staff agree to support PBS School Leadership Team</td>
</tr>
<tr>
<td></td>
<td>6. Majority (50%) of staff agree to support use of SIBS.org</td>
</tr>
<tr>
<td></td>
<td>7. Majority (50%) of staff agree to participate in implementation of PBS action plan</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Team Implementation Checklist (TIC)</th>
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<tbody>
<tr>
<td>Establish Commitment</td>
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3/16/17
General Steps for Getting Started

STEP 1 - Establish Leadership Team Membership

STEP 2 - Develop Brief Statement of Behavior Purpose

STEP 3 - Identify Positive School-Wide Behavioral Expectations

STEP 4 - Develop Procedures for Teaching School-Wide Behavioral Expectations

STEP 5 - Develop Procedures for Teaching Classroom-Wide Behavioral Expectations

STEP 6 - Develop Continuum of Procedures for Encouraging and Strengthening Student Use of School-Wide Behavior Expectations

STEP 7 - Develop Continuum of Procedures for Disincentivizing Violations of School-Wide Behavior Expectations

STEP 8 - Develop Data-based Procedures for Monitoring Implementation of SWPBS (Primary Tool)

STEP 9 - Develop Systems to Support Staff

STEP 10 - Build Routine to Ensure On-Going Implementation
**Culture & Context**

Culture =

- Group of individuals
- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Overt/verbal behavior
- Collection of learned behaviors, maintained by similar social & environmental contingencies
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

*Sugai, O’Keeffe, & Fallon 2012*

---

**How does my learning history affect my actions?**

- Do I have experience w/ individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act w/ team?
- Do I use data to guide my actions?

*McIntosh et al., 2016*

---

**Culture =**

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

*Sugai, O’Keeffe, & Fallon 2012*
### Action Planning

30 minutes

1. Review: (a) current progress, (b) school climate, & (b) SWPBS features

2. Develop task analysis of future activities (a) teaching expectations, (b) recognizing expectations, (c) develop data system, (d) recognizing staff efforts, (e) enhancing visibility

3. Based on above, (a) schedule next team meeting, (b) develop stakeholders’ report & presentation, & (c) present action plan activities.

---

### Basic PBIS Implementation Framework

- **Regional/State Leadership**
  - SWPBS practices, data, systemic
  - Policy, funding, leadership, priority, agreement

- **District Behavioral Team**
  - SWPBS
  - CWPBS
  - Small group
  - Individual student

- **School Staff**
  - SWPBS
  - CWPBS
  - Small group
  - Individual student

- **Student Benefit**
  - SWPBS
  - CWPBS
  - Small group
  - Individual student

---

### Implementation Drivers & Capacity Development

- **NIRN.org**
- **Scalingup.org**
- **Fixsen & Blase**

---

### General Implementation Process

- **Team**
  - Agreements
  - Students
  - Staff
  - Principal, Superintendent

- **Data-based Action Plan “Plan”**
  - Evaluation “Check”
  - Implementation “Do”

- **Local Implementation Demonstrations**
  - Leadership
**Action Planning**

30 minutes

1. Finalize School Climate Item: (a) final draft, (b) time/date for staff, (c) summary report

2. Finalize Tier 1 action plan activity calendar for Mar-Dec 2017: (a) monthly activities, (b) professional development, (c) data collection

3. Develop schedule for completion of TFI (a) Tier 1 & 2, (b) "TFI Walkthrough," (c) TFI total & subtotal summary, (d) revision of action plan

4. Follow-up: (a) next meeting date & agenda items, (b) report to staff [implementation calendar]

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**Upcoming Events**

- **Northeast PBIS**
  - May 18-19
  - Mystic, CT

- **PBIS Forum**
  - Sep 27-29
  - Chicago, IL

- **New England PBIS**
  - Nov 14-15
  - Norwood, MA