

C100—Coaches/ Administrators Training

Content: Participants will gain an awareness of the philosophical foundation of PBIS, the role of coaches in the PBIS implementation process, the skills needed for effective coaching and the role of coaches in the use of data for decision making.

Target Audience: Internal Coaches at the Universal Level, External Coaches, Building Principals

Participants should bring:

- ◆ Artifacts relevant to school-wide implementation
- ◆ Discipline data
- ◆ School-wide acknowledgement systems
- ◆ Behavior teaching plans
- ◆ School improvement plan

Objectives: Network with other coaches and discuss perceived and realistic roles of coaching, review the PBIS coaching role and become acquainted with PBIS assessment tools. Coaches will identify three strengths and three areas that need improvement in their school-wide plan based on their SAS report and create an ongoing action plan to be utilized with the universal team during Tier 1/Universal Training

- ◆ Understand the basic rationale and features of School-wide PBIS
- ◆ Define the coaches roles, functions, outcomes and competencies
- ◆ Understand system assessments
- ◆ Gain and understanding of team roles and functions
- ◆ Understand the importance of Tier 1/ Universal training components



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Social Competence &
Academic Achievement



Adapted from "What is a systems Approach in school-wide PBS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at <http://www.Pbis.org/schoolwide.htm>



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Positive Behavioral Interventions and Supports

Developing Your Tier 1/Universal System



Universal Training Sequence
C100, U100, U200, UTA300

U100—Universal Day 1

Developing Your Tier 1/Universal System, Day 1

Content: Participants will learn the systems, data and practices imbedded in PBIS implementation. The team will draft school-wide Behavioral Expectations, create a Behavioral Matrix and plan for team development.

Target Audience: Building administrator, external and internal coaches, regular education teachers that represent grade levels, special education teacher, social worker and/or psychologist, specials teacher, paraprofessional and family members.

Participants should bring:

- ◆ Forms and processes related to discipline policy and practices
- ◆ Discipline data
- ◆ Laptop for team use (if possible)

Objectives: Understand the essential components of school-wide positive support systems that provide behavior supports to all students.

- ◆ Review discipline data (Big Five graphs) and begin the process of data-based decision-making to meet student needs
- ◆ Review the impact of student behavior on academic outcomes
- ◆ Discuss and plan school-wide practices and procedures that encourage students to engage in positive behavior and discourage problem behavior
- ◆ Identify 3-5 school-wide behavioral expectations/rules
- ◆ Begin to develop definitions of school-wide behavioral expectations by location (matrix)
- ◆ Begin process of turning new behavioral expectations/rules into teachable lesson plans

U200—Universal Day 2

Developing Your Tier 1/Universal System, Day 2

Content: Participants will build on their work from Day 1 and will continue by developing an acknowledgement plan, developing a chart of office-managed versus classroom-managed behaviors, establishing procedures for a continuum of interventions, evaluating the efficiency of “working smarter” among school teams and creating a system for effective meetings.

Target Audience: Same team members who attended Day 1

Participants should bring:

- ◆ Day 1 materials, forms, data
- ◆ Laptop (if possible)

Objectives: Understand the essential components of school-wide positive support systems that provide behavior supports to all students.

- ◆ Finalize behavioral lesson plan(s) for teaching school-wide behavioral expectations
- ◆ Teach a “Cool Tool/Behavioral Lesson Plan” to peers
- ◆ Delineate school-wide procedures to acknowledge expected behaviors
- ◆ Identify classroom-managed versus office-managed problem behaviors (T-chart of behavior)
- ◆ Identify current data-based decision-making process and make necessary improvements in forms, flow charts and processes of addressing challenging behavior
- ◆ Complete the “working smarter” activity
- ◆ Establish effective team process (system, data and practices)
- ◆ Action plan: Rate team checklist and develop next steps

UTA300—Universal Day 3

Implementing PBIS in Your School, Day 3

Content: Building-level teams returning for Day 3 will revisit essential school-wide systems (data, teaching, acknowledgement and interventions_ and use the Team Implementation Checklist (TIC) to self-assess current implementation and action plan around identified needs. In addition, participants will look at the Benchmarks of Quality (BoQ) to begin to understand the use of the tool in self-evaluation.

Target Audience: Same team members who attended Day 1 & 2

Prerequisite: Complete Developing Your Tier 1/Universal System, Day 1 & 2 AND Kick-Off in your school

Participants should bring:

- ◆ School calendar and staff development days
- ◆ All artifacts/products from Days 1 & 2, behavioral matrix, cool tools/behavioral lesson plans, acknowledgement system, T-chart of behavior, “working smarter” grid, information shared with school community and at least one month of behavioral data
- ◆ Laptop (if possible)

Objectives:

- ◆ Review of the Tier 1/Universal PBIS process by working through the PBIS team
- ◆ Implementation Checklist and action planning on School-Based Unified Action Plan for each component
- ◆ Plan implementation through development of systems, data and practice
- ◆ Plan for stakeholder buy-in, implementation and sustainability
- ◆ Receive technical assistance from PBIS Network in developing and planning for implementation of school-wide system