



# Getting Started with School-wide Positive Behavior Interventions and Supports (SWPBIS)

*How do we begin?*

# RESOURCE SHARING PAGE

## Getting Started with PBIS: How Do We Begin?

NEPBIS Leadership Forum 2021

Please use this space to share resources related to your session with fellow participants!  
Use your session chat for other communication.



CLICK HERE

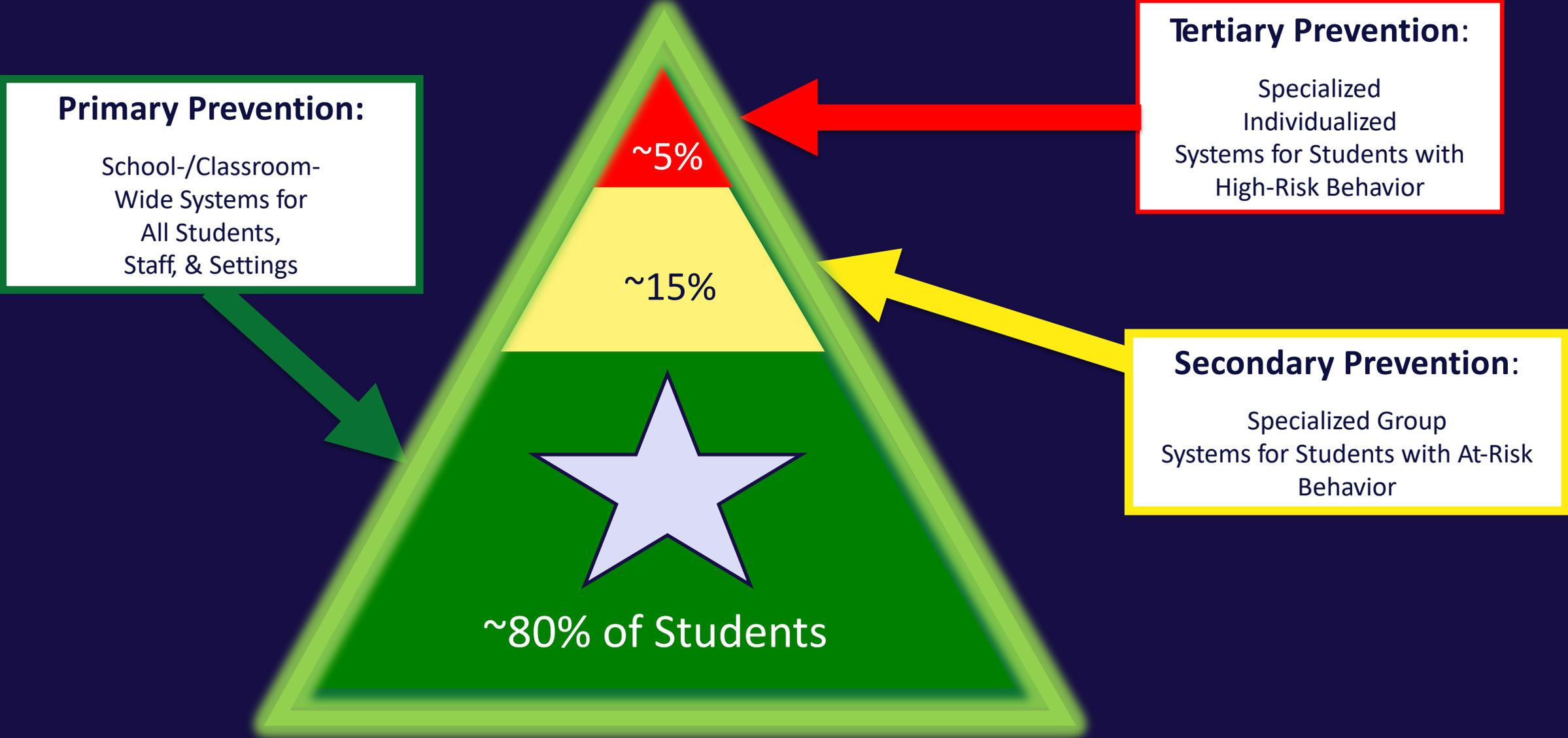
[www.pbis.org](http://www.pbis.org); [www.nepbis.org](http://www.nepbis.org)

# Who's Here?

- Karen Robbie: UCONN and UMaine
- Jared Todd: Appleton Village School PBIS Coach (ME)
- Allyson Barnard: Brewer School PBIS Coach (ME)
- Dan Nogar: East End Community School PBIS Coach (ME)

Please type your name and where you are from into chat!

# Continuum of School-Wide Instructional & Positive Behavior Support



### Primary Prevention:

School-/Classroom-Wide Systems for All Students, Staff, & Settings

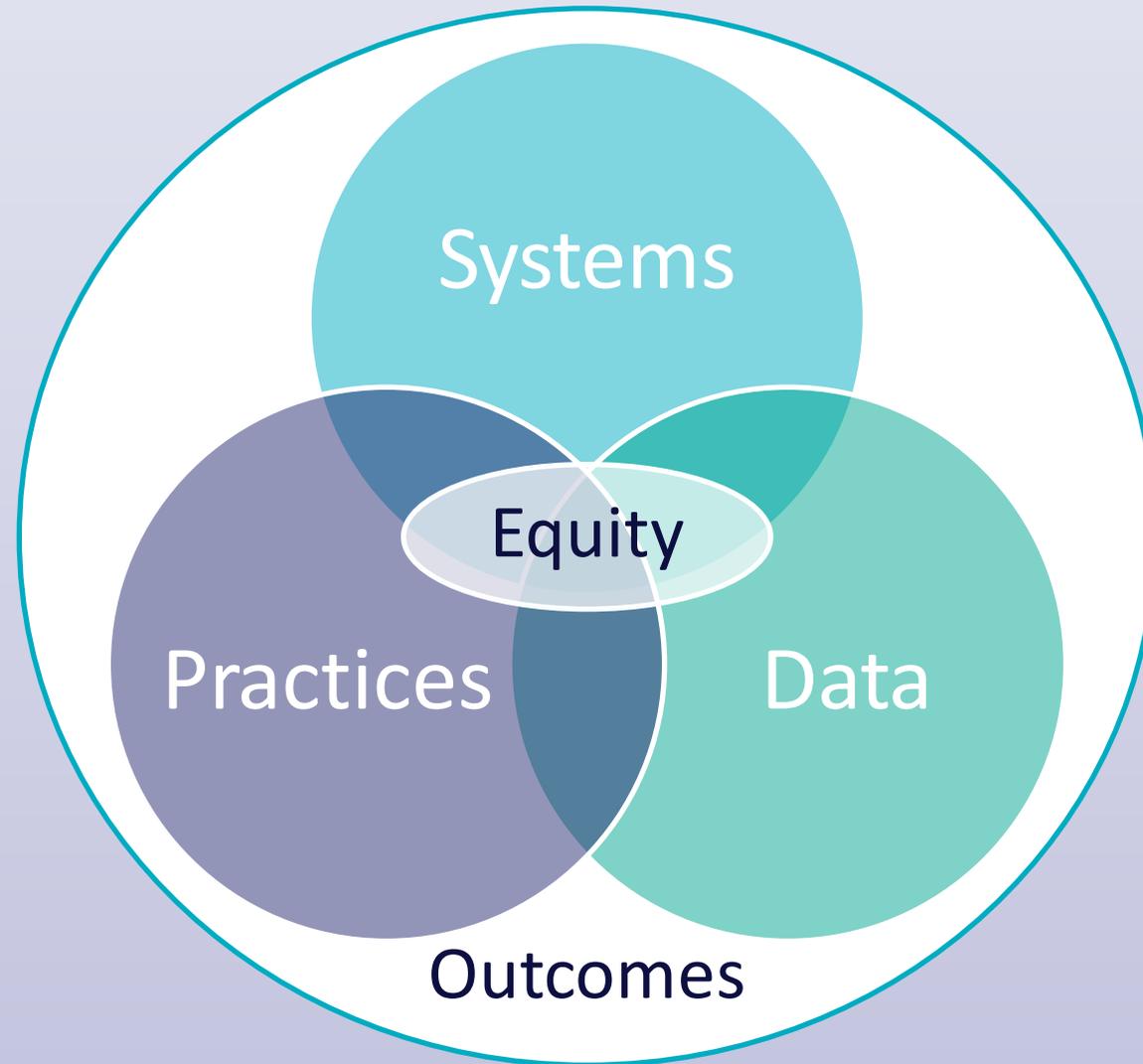
### Tertiary Prevention:

Specialized Individualized Systems for Students with High-Risk Behavior

### Secondary Prevention:

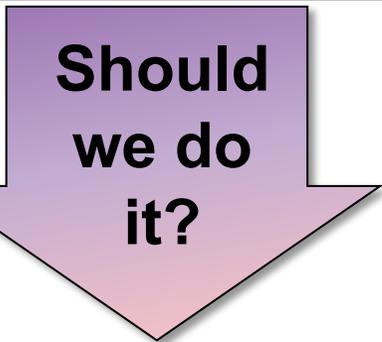
Specialized Group Systems for Students with At-Risk Behavior

*Adapt the PBIS framework to **your** school*



*The **look, feel** and **sound** of PBIS should vary based on contexts and learning histories of students, staff, and family members!*

# STAGES OF IMPLEMENTATION

Focus	Stage	Description
 <p><b>Should we do it?</b></p>	<p><b>Exploration/ Adoption</b></p>  <p><b>Year 1</b></p>	<p>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</p>
 <p><b>Work to do it right!</b></p>	<p><b>Installation</b></p>  <p><b>Years 2-3</b></p>	<p>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</p>
	<p><b>Initial Implementation</b></p>	<p>Try out the practices, work out details, learn and improve before expanding to other contexts.</p>
 <p><b>Work to do it better!</b></p>	<p><b>Elaboration</b></p>  <p><b>Years 3-5</b></p>	<p>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</p>
	<p><b>Continuous Improvement/ Regeneration</b></p>	<p>Make it easier, more efficient. Embed within current practices.</p>

# GETTING STARTED WITH SWPBIS

1

Establish an effective leadership team

2

Develop a brief statement of purpose

3

Identify positive school-wide behavior expectations

4

Develop procedures to teach school-wide expectations

5

Develop procedures to teach class-wide expectations

6

Develop a continuum to strengthen appropriate behaviors

7

Develop a continuum to discourage violations of expectations

8

Develop data-based procedures for monitoring

9

Develop systems to support staff

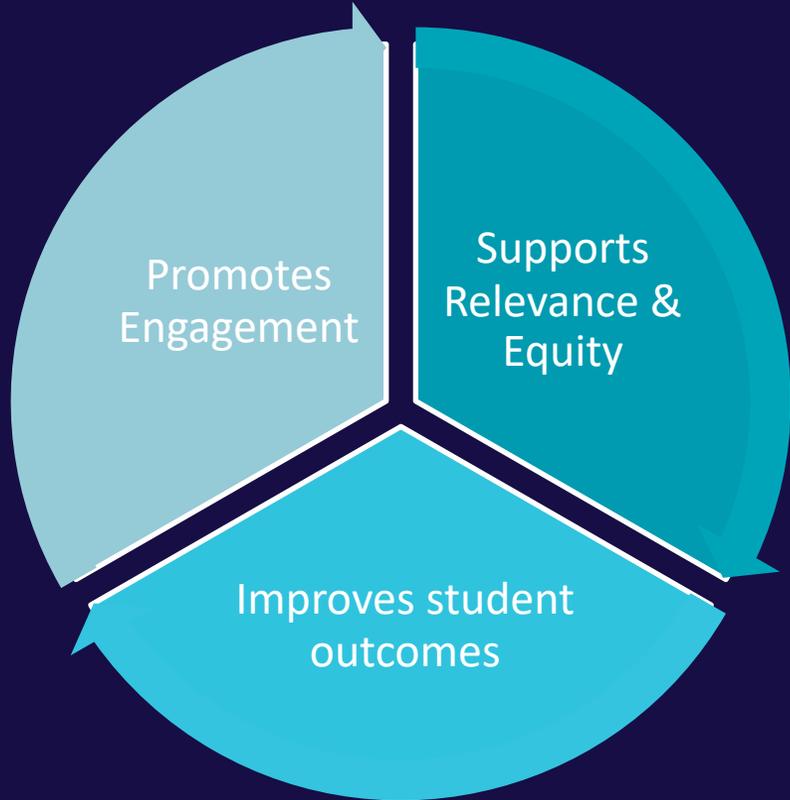
10

Build routines to ensure ongoing implementation

1

# ESTABLISH AN EFFECTIVE LEADERSHIP TEAM

Systems



### TEAM COMPOSITION

 <b>Administrator</b>	 <b>Support Staff</b> Office, Supervisory, Custodial, Bus, Security, etc.
 <b>Grade/Department Representatives</b>	 <b>Parent/Family Members</b>
 <b>Specialists</b> Special Educator, Counselor, School Psychologist, Social Worker, etc.	 <b>Community Members</b> Mental Health Providers, Businesses
 <b>Student</b>	

2

## DEVELOP A STATEMENT OF BEHAVIORAL PURPOSE

Practices

What do we hope to  
achieve by  
implementing PBIS?



“To develop and implement universal systems and interventions supporting the academic and social success of each student.”

“Ensure all students develop the behavioral, social, and emotional skills to be effective learners through the implementation of evidence-based interventions and use of data to inform decisions.”

# 3

# IDENTIFY POSITIVE SCHOOL-WIDE BEHAVIOR EXPECTATIONS

Practices

**STHS Expectations**

*Students at Springwater CARE*

<b>C</b>	<b>Community</b> <ul style="list-style-type: none"><li>Influence others to do the right thing</li><li>Build relationships and help others</li></ul>
<b>A</b>	<b>Accountability</b> <ul style="list-style-type: none"><li>Attend class everyday and on-time</li><li>Be prepared and meet deadlines</li><li>Follow the rules</li></ul>
<b>R</b>	<b>Respect</b> <ul style="list-style-type: none"><li>Respect yourself and others</li><li>Take care of public spaces and equipment</li></ul>
<b>E</b>	<b>Excellence</b> <ul style="list-style-type: none"><li>Challenge yourself to do your best</li><li>Be involved, engaged and have a positive attitude</li></ul>

Attract what you expect, reflect what you desire, become what you respect, mirror what you admire.

**School-Wide Expectations**

George P. Butler High School

**B**e punctual  
**A**ct appropriately  
**R**espect self & others  
**K**eept it clean



Fairfield Schoolwide Rules

Be Safe  
Be Respectful  
Be Responsible

Sea Seguro  
Sea Respetuoso  
Sea Responsable



4

# DEVELOP PROCEDURES TO TEACH SCHOOL-WIDE EXPECTATIONS

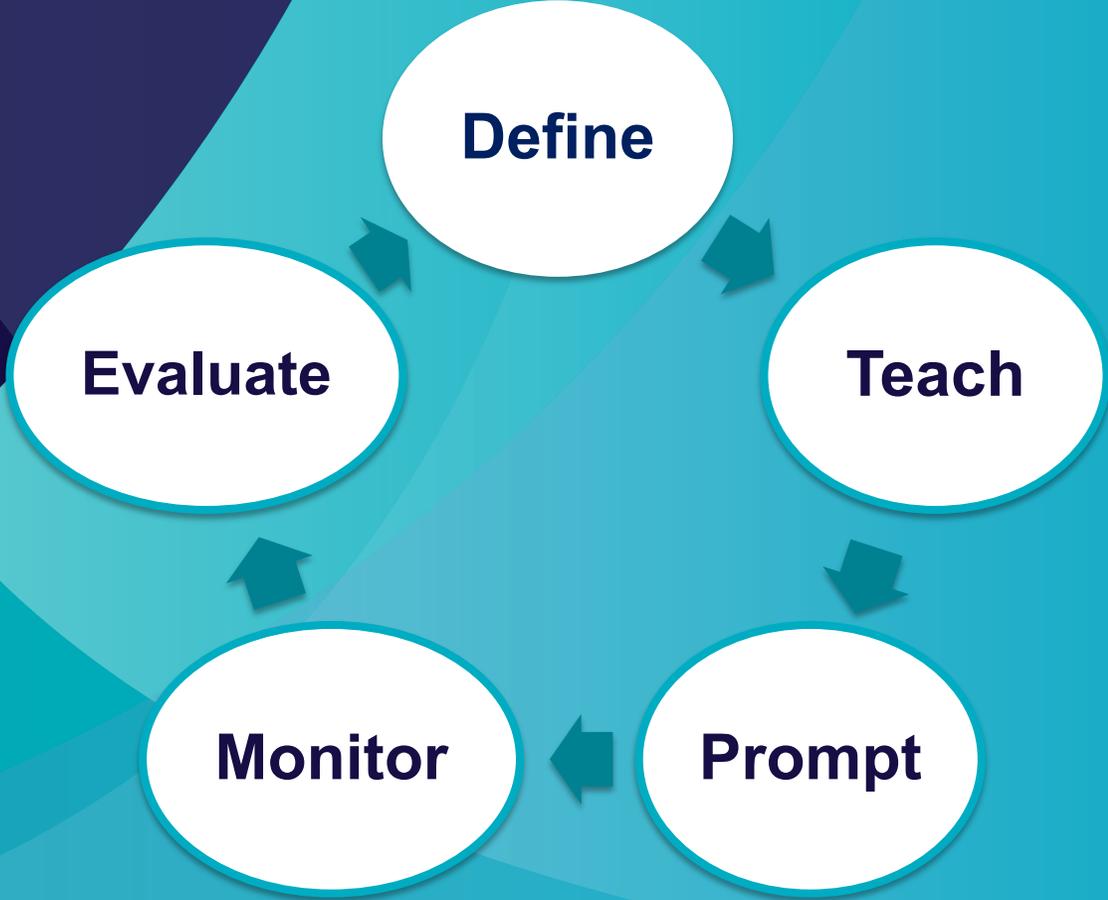
Practices

Teaching Matrix	SETTING						
	All Settings	Hallways	Background	Cafeteria	Library/ Computer Lab	Assembly	Bus
Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal right.	Play safe. equipment.			Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
Respect Property	Clean up after self.	Maintain physical space.	Property. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

1. SOCIAL SKILL

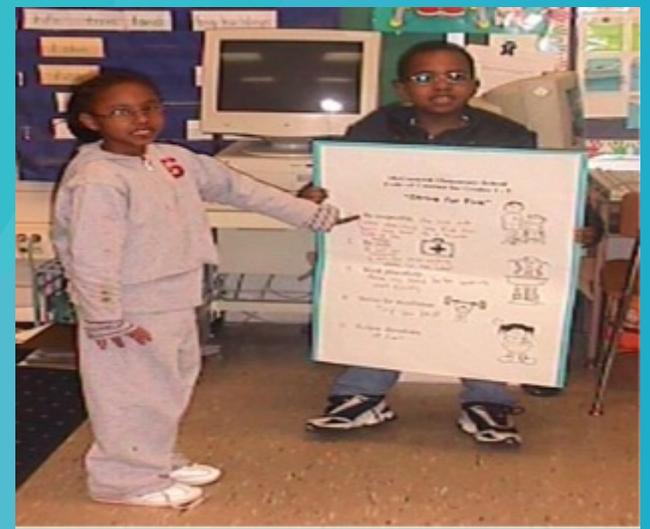


# 5

# TEACH CLASS-WIDE EXPECTATIONS

## Practices

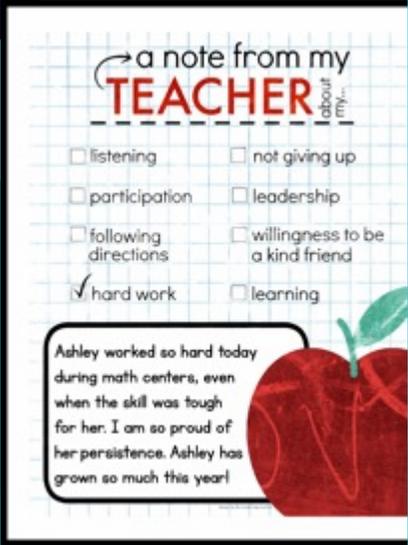
Lincoln Lakers are...	ALL Classrooms	EXPECTATIONS	Classroom Procedures/Routines				
			Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
		<b>Be Respectful</b> 	<b>Attention Signal: Hollah Back! When I say, "Hollah", you say "Back"</b>				
<b>Respectful</b> 	Respect classroom		<ul style="list-style-type: none"> <li>Use kind words &amp; actions</li> <li>Use appropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>Enter/exit classroom prepared</li> <li>Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Accept differences</li> <li>Encourage Others</li> <li>Wait your turn to speak</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Keep your materials in your work area.</li> </ul>	<ul style="list-style-type: none"> <li>Eyes/ears on speaker</li> <li>Raise hand to speak</li> <li>Contribute to learning</li> </ul>
<b>Responsible</b> 	Always tr on time		<b>Be Responsible</b> 	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Take care of materials/equipment</li> </ul>	<ul style="list-style-type: none"> <li>Place materials in correct area</li> <li>Begin warm-up promptly</li> </ul>	<ul style="list-style-type: none"> <li>Use Time Wisely</li> <li>Contribute</li> <li>Complete your part</li> </ul>	<ul style="list-style-type: none"> <li>Be a TASK master</li> <li>Use your neighbor</li> <li>Follow directions</li> </ul>
<b>Safe</b> 	Use equipment to leave	<b>Be Safe</b> 	<ul style="list-style-type: none"> <li>Keep hands, feet &amp; objects to self</li> <li>Use all equipment &amp; materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Use Materials Carefully</li> <li>Stay in your designated area</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to self</li> <li>Keep 6 feet on the floor</li> <li>Keep track of your materials</li> </ul>	<ul style="list-style-type: none"> <li>Stay at seat</li> <li>Keep hands, feet, and objects to self</li> <li>Put all materials not in use in desk</li> </ul>



# 6

# DEVELOP ACKNOWLEDGEMENT SYSTEMS FOR STUDENTS AND STAFF

Practices



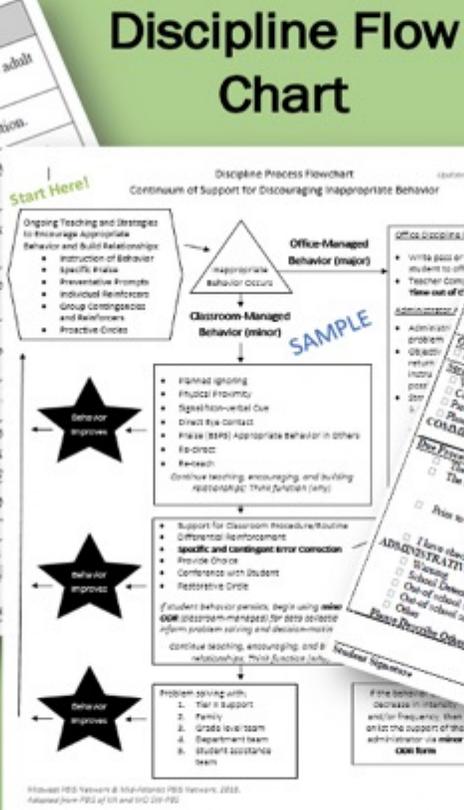
# 7

# DEVELOP A CONTINUUM FOR CORRECTING PROBLEM BEHAVIORS

## Practices

### Behavior Definitions

Minor Problem Behavior	Definition
Defiance/Disrespect/Non-compliance (M-Disrespect)	Student engages in brief or low-intensity failure to respond to adult requests. Including lack of engagement or participation.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is neat, but not within the guidelines defined by the school district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behavior that fall within the above categories.
Physical Contact/Physical Aggression (M-Ccontact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Propy Misuse)	Student arrives at class less than 20 min before the start of class. Classroom teacher will address the tardy. Each tardy beyond 5 will result in an in-school suspension.
Tardy (M-Tardy)	Student engages in non-serious, but inappropriate use of school grounds or in any way that interferes with the school's operations.
Technology Violation (M-Tech)	Personal Electronic Device use on school grounds or in any way that interferes with the school's operations.
Personal Electronic Device Use Violation (M-Tech)	Personal Electronic Device use on school grounds or in any way that interferes with the school's operations. *Use does not include possession of a device.



### Discipline Referral Form

Tikoa Middle School  
Secondary Office Discipline Referral Form (ODR)

Student: \_\_\_\_\_ Grade: 6 7 8 Date: \_\_\_\_\_

Teacher Making the Referral: \_\_\_\_\_

Location: \_\_\_\_\_

Discipline: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

Discipline: \_\_\_\_\_

Comments: \_\_\_\_\_

Administrative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

8

# DEVELOP DATA-BASED DECISION MAKING FOR MONITORING & EVALUATING PBIS PRACTICES

Data

**Collect Data!**

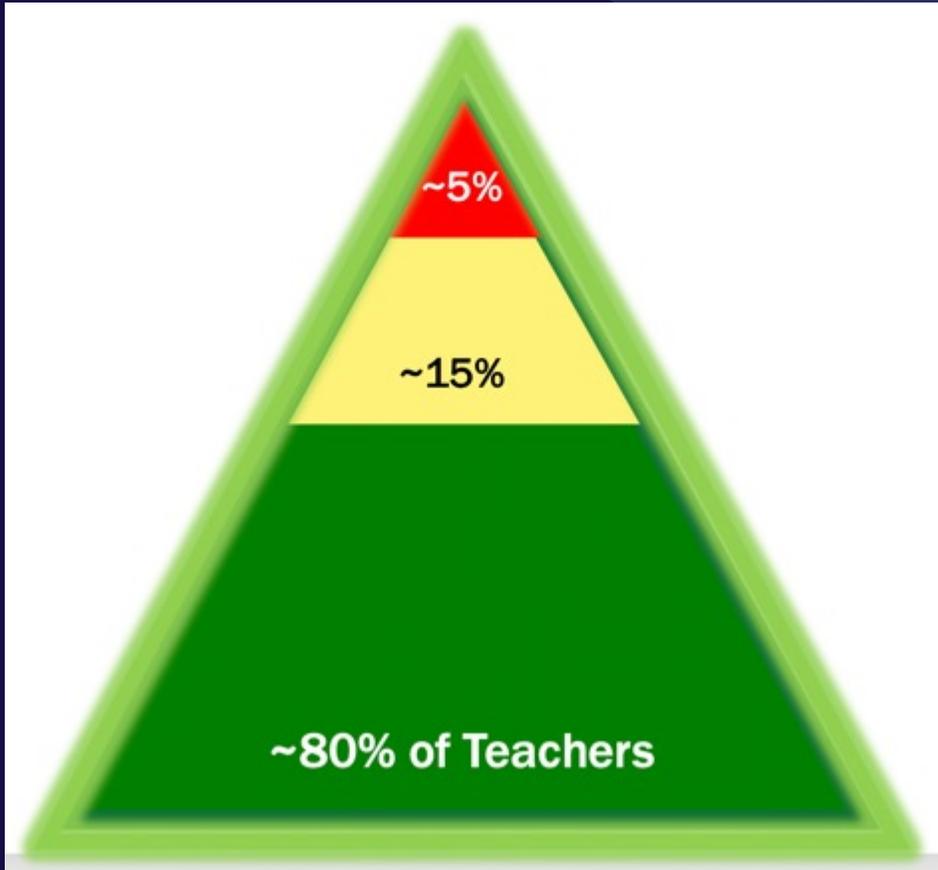
**Present the data in  
a user-friendly  
fashion  
(i.e., graph)**

**Use the data to  
make decisions**

9

# DEVELOP SYSTEMS TO SUPPORT STAFF

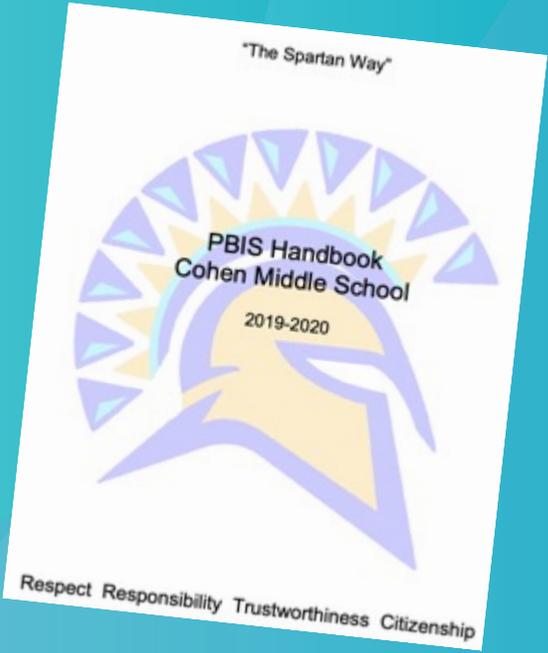
Systems



10

# BUILD ROUTINES TO ENSURE ONGOING IMPLEMENTATION

Systems



# Staff Buy-In



# Appleton Village School

## Positive Behavior Interventions & Supports

Structures for Sustainability in a Small,  
Rural, K-8 School



# 1. Representative Leadership on PBIS Team to Promote Teacher Buy-In

A strong administrator alone is unlikely to implement lasting change without building a broad base of staff support and expertise (Farkas, Johnson, Duffett, Folenno, & Foley, 2001).



## 2. *Ongoing* Schoolwide Professional Development

Schools need to have access to ongoing resources to increase the likelihood of sustainability. (Sugai & Horner, 2009)



### 3. Regularly Scheduled Meetings with *Purpose & Structure*

School teams should ensure that practices are time-efficient, address an identified gap in existing services, and meet diverse needs of all students in the classroom are emphasized—these types of practices are more likely to gain approval from staff (Mathews, McIntosh, Frank, & May, 2013).



## 4. Administrative Support *that is Out of this World*



Administrator support assures school staff that implementation will be supported by allocating resources (e.g., time, incentives, and training), communicating expectations, and addressing competing practices that may decrease resources (Han & Weiss, 2005).

# Brewer Community School PBIS- How did we get started?



*Teachers and Students at Brewer Community School are respectful, responsible, caring learners who contribute to our school and community.*

# HOW did we get started?

- We talked as a staff about the common areas in our school that needed the most help and attention.
- We took those common areas and collaboratively brainstormed common expectations that could apply K-8.
- Then we took the common expectations and formed our school-wide matrices.




**Brewer Community School**  
 Code of Cooperation  
 "The Way to B"

Here, we will...	Be Respectful	Be Responsible	Be Caring	Be a Learner
Classroom	<ul style="list-style-type: none"> <li>use quiet voices</li> <li>look and listen to the speaker</li> <li>treat others the way you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>raise hands</li> <li>follow directions</li> <li>take care of school supplies</li> </ul>	<ul style="list-style-type: none"> <li>help others</li> <li>encourage each other</li> <li>choose kind words</li> </ul>	<ul style="list-style-type: none"> <li>be collaborative</li> <li>be self-directed</li> <li>be ready to learn</li> <li>try our best</li> </ul>
Hallways, Stairwells, Offices	<ul style="list-style-type: none"> <li>walk quietly</li> <li>stay in our space</li> <li>use expected school language</li> </ul>	<ul style="list-style-type: none"> <li>stay to the right</li> <li>walk safely</li> </ul>	<ul style="list-style-type: none"> <li>give silent greetings</li> <li>smile at others</li> </ul>	<ul style="list-style-type: none"> <li>use time wisely</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>eat and visit quietly</li> <li>use our manners</li> <li>wait patiently in line</li> </ul>	<ul style="list-style-type: none"> <li>sit forward with legs under the table</li> <li>clean up after ourselves</li> <li>follow directions</li> <li>ask permission to leave our seat</li> </ul>	<ul style="list-style-type: none"> <li>use kind words, use expected school language</li> <li>say please and thank you</li> <li>invite others to sit with us</li> </ul>	<ul style="list-style-type: none"> <li>make healthier food choices</li> </ul>
Playground	<ul style="list-style-type: none"> <li>take turns and share</li> <li>line up quickly/quietly</li> <li>use expected school language</li> </ul>	<ul style="list-style-type: none"> <li>be safe</li> <li>keep the playground clean</li> <li>dress for the weather</li> </ul>	<ul style="list-style-type: none"> <li>include others</li> <li>smile at others</li> <li>help others</li> </ul>	<ul style="list-style-type: none"> <li>try something new</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>use quiet voices</li> <li>give others privacy</li> <li>wait our turn</li> </ul>	<ul style="list-style-type: none"> <li>wash our hands</li> <li>clean up after ourselves</li> </ul>	<ul style="list-style-type: none"> <li>let an adult know if something is wrong in the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>use time wisely</li> </ul>
Assemblies, Guest Speakers, & P&C	<ul style="list-style-type: none"> <li>stay in our space</li> <li>eyes on the speaker</li> <li>quiet voice, calm body</li> </ul>	<ul style="list-style-type: none"> <li>sit in seat, feet on floor</li> <li>keep hands and feet to ourselves</li> <li>follow directions</li> </ul>	<ul style="list-style-type: none"> <li>applaud to show appreciation</li> <li>listen carefully</li> </ul>	<ul style="list-style-type: none"> <li>listen to learn</li> </ul>
Emergencies	<ul style="list-style-type: none"> <li>eyes on the teacher</li> <li>silent voice, calm body</li> </ul>	<ul style="list-style-type: none"> <li>walk</li> <li>follow directions</li> </ul>	<ul style="list-style-type: none"> <li>help others</li> <li>listen carefully</li> </ul>	<ul style="list-style-type: none"> <li>listen to learn</li> </ul>
Bus	<ul style="list-style-type: none"> <li>use quiet voices</li> <li>clean up our messes</li> </ul>	<ul style="list-style-type: none"> <li>stay seated, face the front</li> <li>hand/feet to ourselves</li> </ul>	<ul style="list-style-type: none"> <li>use expected school language</li> <li>allow others to sit with us</li> </ul>	<ul style="list-style-type: none"> <li>arrive on time</li> </ul>

THE WAY TO B : Classroom	
Be Respectful	<ul style="list-style-type: none"> <li>use quiet voices</li> <li>look and listen to the speaker</li> <li>treat others the way you want to be treated</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>raise hands</li> <li>follow directions</li> <li>take care of school supplies</li> </ul>
Be Caring	<ul style="list-style-type: none"> <li>help others</li> <li>encourage each other</li> <li>choose kind words</li> </ul>
Be a Learner	<ul style="list-style-type: none"> <li>be collaborative</li> <li>be self-directed</li> <li>be ready to learn</li> <li>try our best</li> </ul>
<p>1. <u>Review</u> expected behavior: teacher            2. <u>Observe</u> expected behavior: student            3. <u>Rehearse</u></p>	

- The school-wide matrices were placed around the school in all the common areas.
- The PBIS team created school-wide lessons for teaching our expectations.
- A teaching schedule was created so that everyone was getting the same information and the same time.

# The HOW continued..

- We agreed as a staff that having common voice level expectations was important so we created a school-wide voice scale.
- We also know the importance of providing positive feedback to students so we create a school-wide positive acknowledgement system to recognize those students who meet our core expectations (4:1 ratio).
- We use SWIS to track all of our behavior referral data school-wide.

THE WAY TO 🗣️ : VOICE LEVEL CHART		
5	Outside Voice	
4	Presenting	
3	Conversation	
2	Table, Lowflow	
1	Whisper, Spy talk	
0	No Voice	



# School-wide teaching resource guide and schedule for teaching

**BCS Shared Resources for Teaching School-Wide Expectations**  
Be Respectful - Be Responsible - Be Caring - Be a Learner  
[Voice Level Chart](#)

	Classrooms	Hallway, stairwells, offices	Cafeteria	Playground	Bathroom	Assemblies, guest speakers, PAC	Emergencies	Bus
Master lesson plan	<a href="#">Developing a classroom code with students in the fall</a>	<a href="#">BCS Hallway Lesson</a>	<a href="#">BCS Cafeteria Lesson</a>	<a href="#">BCS Playground Lesson</a>	<a href="#">BCS Bathroom Lesson</a>	<a href="#">BCS Pac Lesson</a>		
Scenarios for discussion		<a href="#">BCS Hallway Scenarios</a>	<a href="#">BCS Cafeteria Scenarios</a>	<a href="#">BCS Playground Scenarios</a>	<a href="#">BCS Bathroom Scenarios</a>	<a href="#">BCS PAC Scenarios</a>		<a href="#">BCS Scenarios Bus</a>
Other follow-up activities	<a href="#">Matrix Template</a> <a href="#">Book ideas to teach behavior</a>	<a href="#">Hallway poem</a>	<a href="#">BCS 360 Cafeteria tour</a> <a href="#">Cafeteria rules booklet</a>	<a href="#">Recess rules book and pocket chart activities</a> <a href="#">BCS playground expectations mini book</a> <a href="#">Playground reader</a>				<a href="#">Bus coloring page</a> <a href="#">Bus safety poster</a>
Videos	<a href="#">BCS Kindness Matters</a> <a href="https://www.youtube.com/watch?v=E7TaZ77NI0&amp;t=1s">https://www.youtube.com/watch?v=E7TaZ77NI0&amp;t=1s</a>	<a href="https://www.youtube.com/watch?v=_z5bHD3aUu0">https://www.youtube.com/watch?v=_z5bHD3aUu0</a>	<a href="#">BCS Use Good Manners</a> <a href="https://www.youtube.com/watch?v=7he5COZRMtc">https://www.youtube.com/watch?v=7he5COZRMtc</a>	<a href="#">BCS Buddy Bench</a> <a href="https://www.youtube.com/watch?v=1_Rwlls8cs">https://www.youtube.com/watch?v=1_Rwlls8cs</a>	<a href="https://www.youtube.com/watch?v=RaxovjMWz1cc&amp;t=60s">https://www.youtube.com/watch?v=RaxovjMWz1cc&amp;t=60s</a> <a href="https://www.youtube.com/watch?v=RaxovjMWz1cc&amp;t=92s">https://www.youtube.com/watch?v=RaxovjMWz1cc&amp;t=92s</a>			<a href="https://www.youtube.com/watch?v=9lixRXkATml">https://www.youtube.com/watch?v=9lixRXkATml</a>
Books	<ul style="list-style-type: none"> <li>Manners at School</li> <li>Kindness Starts with You at School</li> </ul> <p>*Search "SEL library" in the BCS library or look in professional section (back room)</p>		<ul style="list-style-type: none"> <li>Manners in the Lunchroom</li> <li>Peanut Free Cafe</li> <li>7 Rules you Must not break if you want to survive the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Manners on the Playground</li> <li>Rules of the Playground</li> <li>Do Not Bring Your Dragon to Recess</li> </ul>				<ul style="list-style-type: none"> <li>Manners on the Bus</li> <li>10 rules you must not break if you want to survive the school bus</li> </ul>

Ideas that apply to any expectation, anywhere:

- Write your own scenarios and discuss
- BCS Classroom, Hall, Cafe, Playground, Bathroom Game: [jeopardylabs.com/play/brewer-community-school-the-way-to-b](http://jeopardylabs.com/play/brewer-community-school-the-way-to-b)
- Write a book, record a video, make a poster or slideshow about different locations in the school
- Prior to going to a location, review expectations and assign students the task of watching for examples of expected and unexpected behaviors (no names.) After returning to class, have a discussion and role play/problem solve.
- Discuss and brainstorm a list of what the expectation means
- Have a class meeting and ask kids to each share an example of someone you saw "Being..... On/in the..." (they can't nominate themselves!)

- We use our behavior data to monitor our TIER 1- For everyone
- We also use our behavior data to drive our TIER 2 interventions (5+ referrals).
- We teach SEL learning weekly in all classrooms.
- We do social emotional check-ins daily with kids
- PBIS has PROVEN to support building relationships and connections with kids.. So much more academic and behavior success can happen with PBIS as your foundation.



Classroom positive acknowledgement

# "Way to B!"



School-Wide Acknowledgements

**Brewer Community School Behavior Data Form (K-4)**

Student Info		Location (Pick 1)	
Student: _____	Grade/teacher: _____	<input type="checkbox"/> Classroom	<input type="checkbox"/> Bathroom
Referring Staff: _____	Date: _____ Time: _____	<input type="checkbox"/> Hallway	<input type="checkbox"/> Library
		<input type="checkbox"/> Playground	<input type="checkbox"/> Music
		<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Art
		<input type="checkbox"/> Gym	<input type="checkbox"/> Bus loading zone
		<input type="checkbox"/> Office	<input type="checkbox"/> Computer lab
			<input type="checkbox"/> Distance learning

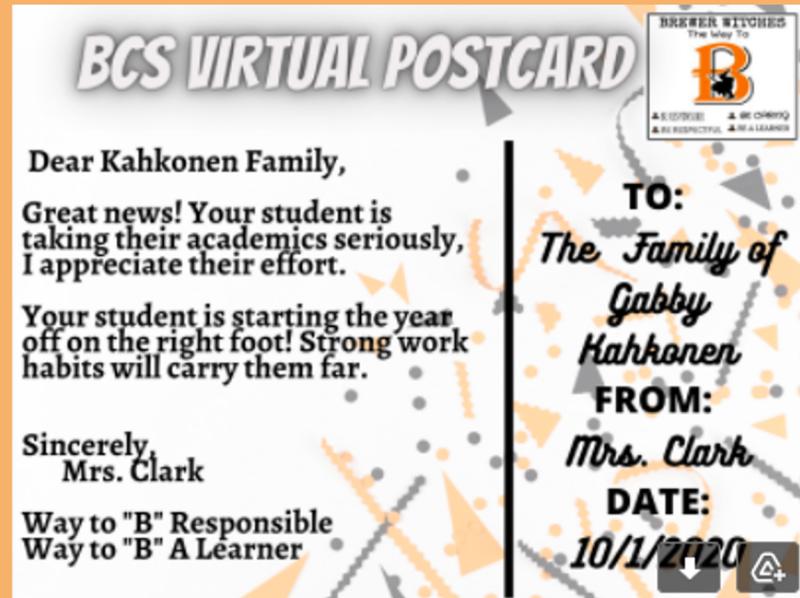
Minor Behavior	Major Behavior	Possible Motivation (Pick 1)
*Select up to 3 behaviors, numbering them in order of importance ___ Disrespect ___ Defiance ___ Disruption ___ Physical aggression ___ Inappropriate lang. ___ Property Misuse	*Select up to 3 behaviors, numbering them in order of importance ___ Defiance ___ Physical aggression ___ Disruption ___ Disrespect ___ Abusive/inappropriate lang. ___ Harassment (admin only) ___ Bullying (admin only) ___ Fighting ___ Forgery/theft/plagiarism ___ Property damage ___ Lying/cheating ___ Other _____	<input type="checkbox"/> Get peer attention <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Get item/activity <input type="checkbox"/> Get adult attention <input type="checkbox"/> Avoid adult attention <input type="checkbox"/> Avoid peer attention <input type="checkbox"/> Other (Get sensory input, Avoid sensory input, Release tension, Feel in control) <input type="checkbox"/> Unknown

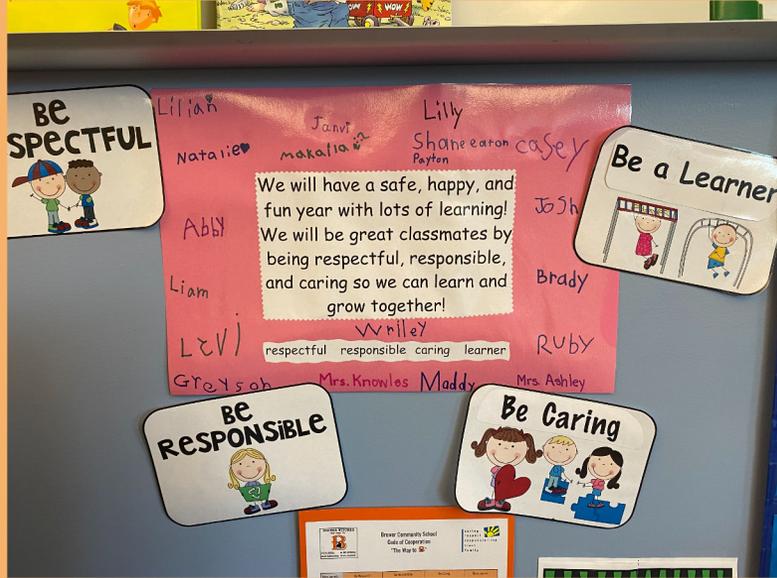
Others involved (pick 1): \_\_\_peers \_\_\_teacher \_\_\_staff \_\_\_sub \_\_\_other \_\_\_unknown

Action Taken (Pick 1-3; Teacher fills in for Minor and Office determines Major)		
<input type="checkbox"/> Alternate placement	<input type="checkbox"/> OOS Suspension	<input type="checkbox"/> Community service
<input type="checkbox"/> Time out/detention	<input type="checkbox"/> Parent contact	<input type="checkbox"/> Expulsion
<input type="checkbox"/> Conference w/student	<input type="checkbox"/> Time in office	<input type="checkbox"/> Action pending
<input type="checkbox"/> In-school suspension	<input type="checkbox"/> Individual instruction	<input type="checkbox"/> Other _____
<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Restitution	

\*\*\*Action taken should always include a conference or individual instruction. This form is for school use only. Please contact parent/guardian for major or several repeating minors. Rev. 8.12.19

Collection/ Use of Behavior Data





# Classroom Practices



## Class Codes & Daily Check-in



**Daily Check In - Clark**

PLEASE feel free to use this as is or make changes, but whatever you do: MAKE A COPY!

**Name \***  
Your answer

**Select Today's Date \***  
Date: mm/dd/yyyy

**How are you feeling today? \***

Excellent	Very Good	Good	OK	Not Good	Very Bad
Excellent	Very Good	Good	OK	Not Good	Very Bad
Excellent	Very Good	Good	OK	Not Good	Very Bad
Excellent	Very Good	Good	OK	Not Good	Very Bad
Excellent	Very Good	Good	OK	Not Good	Very Bad
Excellent	Very Good	Good	OK	Not Good	Very Bad

**M O O D M E T E R**

**M O O D M E T E R**

Your answer

**1 thing you are looking forward to today. \***  
Your answer

**1 thing that made you smile yesterday. \***  
Your answer

**Anything I need to know? Anything you'd like to add? \***  
Your answer

Submit



## BCS Elementary PBIS/SEL Lessons for Winter-Spring 2021

Goal: By strengthening tier I with school wide consistent teaching and offering coaching support and classroom resources, 80% of students at BCS this year will have 0-1 behavior referrals.

Each week has one lesson type:

1. Reteach expectations: Always the week right after a vacation! Review and practice school wide behavior expectations for common areas and also revisit your unique classroom codes.
2. School wide common lessons/topics- These happen on special weeks, and on our first few weeks to kick it all off! Everyone has a common lesson, theme, or video with extension activity.
3. Lesson baggies- Beginning March 1st, each grade level team is provided with different lessons. Teach one each week and rotate around until each teacher has used them all.
4. Teacher choice- Always before a vacation! (We know things get busy.) Chance for you to catch up, extend upon one of the previous lessons, do your own read aloud, class game, discussion, reteaching, classroom project, or PBIS reward/celebration.

Suggested Schedule: Each teacher will get a folder for Jan-Feb

- January 4-8-Reteach/practice/reinforce school and classroom code expectations
- January 11-15- [The Way I Feel](#) video and book review activity (k-4 kick off)
- January 19-22- [Today I Feel Silly](#) video and mood activity (k-4 kick off)
- January 25-29 The great kindness challenge week ([BCS Kindness activity ideas](#))
- February 1-5 Seasonal SEL Friendship Pack (K-4 choices include Snow ways/snoh yeah game, friendship mini book, parts of a friend, friendship snowman, and Kindness poem)
- February 8-12- Teacher choice

Teams will get a pack of lessons\* (bag with book/plan/activity) to rotate through after Feb. break:

- February 22-26-Reteach/practice/reinforce school and classroom expectations
- March 1-5- Lesson baggie (rotates)
- March 8-12- Lesson baggie (rotates)
- March 15-18- Lesson baggie (rotates)
- March 22-26- Scribble Spot week (school wide)
- March 29-April 2- Lesson baggie (rotates)
- April 5-9 Lesson baggie (rotates)
- April 12-16- TBA Teacher choice or catch-up lesson
- April 26-30 Reteach/practice/reinforce school and classroom expectations

\*Lesson bags will rotate among the 5 hybrid teachers in each grade level. (We will provide remote teachers with their own materials.) We don't want this to be extra work for you- they are ready to go! Our hope is that these can be incorporated into daily read alouds and independent work or centers.

Feel free to adapt to your student needs/grade level. The lessons include:

- A Little Scribble Spot: Colorful Emotions book and activity
- Spot of Feelings: Emotion Detective book and activity
- Listening to my Body book and activity
- Mind Bubbles read aloud video and activity ([Link to video](#))
- Coping skills activity pack (K-2 and 3-5)- discussions and activity

# Class and School SEL



## BCS Middle School PBIS/SEL Lessons for Winter-Spring 2021

Goal: 80% of students at BCS this year will have 0-1 behavior referrals, by strengthening tier I with school wide consistent teaching and provision of classroom resources.

Each week has one lesson type:

1. Reteach/practice/reinforce school and classroom expectations: Always the week right after a vacation! Review and practice school wide behavior expectations for common areas and your unique classroom codes.
2. School wide common lessons/topics- These happen on special weeks, and on our first week to kick it all off! On these weeks, everyone has a common lesson, theme of the week, or video clip with extension activity.
3. Lessons for classrooms: Each teacher in the grade level team is provided with the lessons. Teach one each week as indicated listed below.
4. Teacher choice: Always before a vacation! Chance for you to catch up, extend one of the previous lessons, do your own read aloud, class game, discussion, reteaching, classroom project or PBIS celebration.

January 4-8	Reteach/practice/reinforce school and classroom expectations
January 11-15	<a href="#">Lesson 1: Introduction to Zones of Regulation Part 1</a>
January 19-22	<a href="#">Lesson 2: Introduction to Zones of Regulation Part 2</a>
January 25-29	The great kindness challenge week (school wide kindness challenge- coin drive and checklist) <a href="#">Links and Ideas</a>
February 1-5	<a href="#">Lesson 3: Managing Stress and Anxiety</a>
February 8-12	Teacher choice
Feb 22-26	Reteach/practice/reinforce school and classroom expectations
March 1-5	<a href="#">Lesson 4: Triggers and Coping Skills part 1</a>
March 8-12	<a href="#">Lesson 5: Triggers and Coping Skills part 2</a>
March 15-18	<a href="#">Lesson 6: Triggers and Coping Skills part 3</a>
March 22-26	Scribble Spot Week (school wide)
Mar 29-Apr 2	<a href="#">Lesson 7: Conflict Resolution &amp; Perspective Taking</a>
April 5-9	<a href="#">Lesson 8: Conflict Resolution &amp; Communication</a>
April 12-16	Teacher Choice
April 26-30	Reteach/practice/reinforce school and classroom expectations

### Lesson/Activity Descriptions

- Lessons 1-2: [Introduction to Zones of Regulation](#)
  - Part 1 lesson: Intro to zones vocab, brainstorm feeling words, feelings charades or scattergories
  - Part 2 lesson: Sort feeling words from brainstorming into Green/Blue/Red/Yellow Zones
- Lessons 3-5: [Triggers and Coping Skills](#)
  - Part 1 lesson: Triggers
  - Part 2 lesson: Triggers & Coping Skills & Tools
  - Part 3 lesson: Coping Skills & Tools
- Lesson 6: Managing Stress and Anxiety
- Lesson 7: Conflict Resolution & Perspective Taking
- Lesson 8: Conflict Resolution & Communication

# 5. Integration of PBIS *into Everyday Practices and Structures*

Another critical element that contributes to PBIS sustainability is the extent to which PBIS becomes viewed as “typical practice.” If activities and principles of the practice are woven into existing or new initiatives that are valued, have high priority for implementation, and have been shown to produce valued outcomes, the school will be more likely to sustain PBIS (McIntosh & Mercer, 2013).

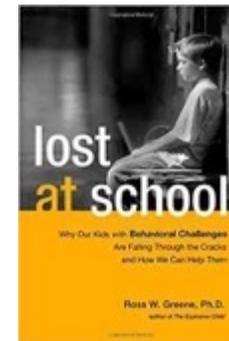


KIEVE

SECOND  
STEP®

Not Just Better Students,  
Better People

  
Responsive  
Classroom®





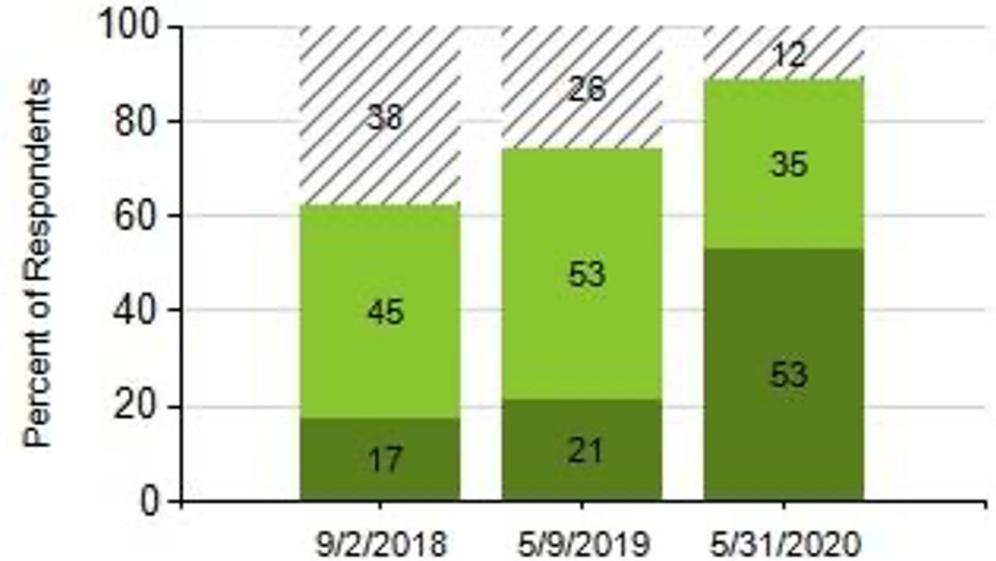
# East End Community School

Dan Nogar  
PBIS Coach

Use data:

- Stepping off point (SAS)
- Establish a set of beliefs that will drive action
- Share your progress

**School-Wide Current Status**  
**East end Community School**  
**9/2/2018-5/31/2020**



	In Place	Partial	Not
9/2/2018	17%	45%	38%
5/9/2019	21%	53%	26%
5/31/2020	53%	35%	12%



# EECS 2020-2021 PBIS Meetings

Approved by the Portland Board of Public Education on August 19, 2020.

## Second Monday of the Month

## 2020-21 CALENDAR

Create a schedule for the whole school year.

Be sure everybody that needs to know has a copy.

Send reminders!



24-27 Teacher Workdays  
28 No teachers/No students



14 First Student Day Pre-K-12  
7 Labor Day  
(13 student days)



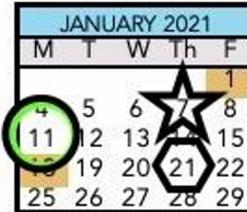
9 No Teachers/No students  
12 Indigenous Peoples Day  
(20 student days)



13 First Quarter ends  
11 Veterans Day  
25 No teachers/No students  
26-27 Thanksgiving Break  
(17 student days)



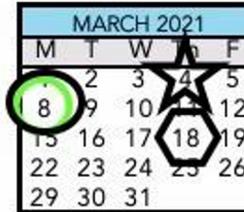
4 First Trimester ends  
23 No teacher/No students  
24-31 Winter Break  
(16 student days)



1 New Year's Day  
29 Second Quarter ends  
295 First Semester ends  
18 Martin Luther King Day  
(19 student days)



15 President's Day  
16-19 February Recess  
(15 student days)



12 Second Trimester ends  
(23 student days)



9 Third Quarter ends  
16 No teachers/No students  
19 Patriots Day  
20-23 April Recess  
(16 student days)



31 Memorial Day  
(20 student days)



9 Fourth Quarter ends  
11 Third Trimester ends  
11 Second Semester ends  
11 Last Student Day 1/2 Day  
14 Last Teacher Day  
(9 student days)



183 Teacher Days (includes 2 unscheduled days for parent/teacher conferences per PEA contract)  
168 Student Days  
No storm days added

Coaches Meetings (Dan and Caitlyn) 2:30 to 4:30

EECS PBIS Meetings 2nd Monday of the Month 1:10 to 2:10 We try to end by 2:00

PBIS Team Trainings with Karen Robbie 2:30 - 4:30

All meetings will occur virtually.  
Keep an eye out for meeting links via email.

**KEY**

- No students/teachers Other staff reports
- Holiday /Vacation (non-paid teacher days)
- Teacher Professional Learning Day (No students), First and Last Student Day

**NOTE:** Each school will schedule and announce four (4) half-day student release days for parent conferences (2 in the fall and 2 in the spring).

# PBIS Meetings: Be Prepared - Establish a Routine

March 8 , 2021

**1:10 - 1:20 social time. - let's reconnect.**

- **hard start for the meeting at 1:20** - assign roles notetaker, time keeper, norms

**1:20 - 1:30** data and acknowledgments and the t shirt question

**1:30 - 2:05**

we are working on these topics / questions -

Student support - Tier I in the classroom and classroom interventions / supports

Student and staff support from outside the classroom

- what happens at eecs when staff needs to ask other adults for help in the building?

What happens when a student is taken to the office?

- How do we close the loop with the teacher for student re entry back into the classroom?

**2:10** - meeting concludes - check in with norms - end on time.

What more would you  
like to know?



# SESSION EVALUATION



## Getting Started with PBIS: How Do We Begin?

Thank you for joining us at this year's virtual forum! Your feedback allows us to make data-based decisions on future events! Please take a moment to answer these brief questions.

This session contributed to my knowledge and will enhance PBIS implementation.

1      2      3      4      5

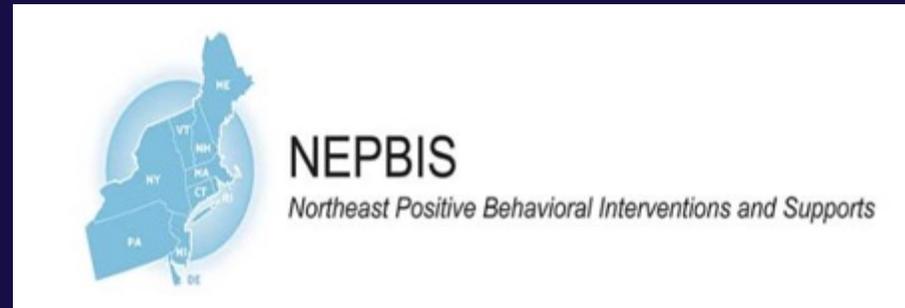
Strongly Disagree                  Strongly Agree

# Want to know more?

Join the *Getting Started with PBIS* Roundtable tomorrow afternoon!



[www.pbis.org](http://www.pbis.org)



[www.nepbis.org](http://www.nepbis.org)

Please reach out with any questions:

**Karen Robbie**

[karen.robby@uconn.edu](mailto:karen.robby@uconn.edu)