

# Answering the Why, What and How of Getting Started with PBIS

Nicole Peterson and Karen Robbie



**NEPBIS**

*Northeast Positive Behavioral Interventions and Supports*

**UCONN**

**NEAG SCHOOL OF EDUCATION**

# Session Agenda

- Why PBIS?
- What is PBIS & Getting started
- Choose your own Adventure!

# Who's Here?

Introduce yourself with the following information:

- a. Your name and current position
- b. Your relationship with PBIS (e.g., coach? PBIS team member? District leader?)
- c. What does PBIS currently look like at your school/district?



**Why PBIS?**

# WHY SWPBIS?

- “Getting tough” doesn’t work
- Context matters
- Schools asked to do more with less
- SWPBIS provides a framework to promote equity
- SWPBIS Works

Think about a student  
who has engaged in  
challenging behavior.

How did adults respond?



# Immediate & seductive solution...

## “Get Tough!”

Give initial  
“aversive”  
consequence

Give  
additional and  
more  
“aversive”  
consequences

Increase intensity,  
frequency, and  
duration of  
“aversive”  
consequences

False sense of  
safety and  
security!

- Fosters environments of **control**
- Triggers & reinforces **antisocial** behavior
- **Shifts accountability** away from school
- **Devalues** child-adult relationship
- **Weakens** relationship between academic & social behavior programming

**Erroneous**

**Science of Behavior**

**The power of PBIS is not in the  
rewards,  
it is in the teaching!**

**positive feedback**



## SWPBIS Message!

*Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable.*

(Zins & Ponti, 1990)

# Competing Goals with Limited Time

Support social-emotional learning

Reduce at-risk, antisocial behavior

Promote college & career readiness

Prevent drug use

Improve academic skills

Eliminate bullying

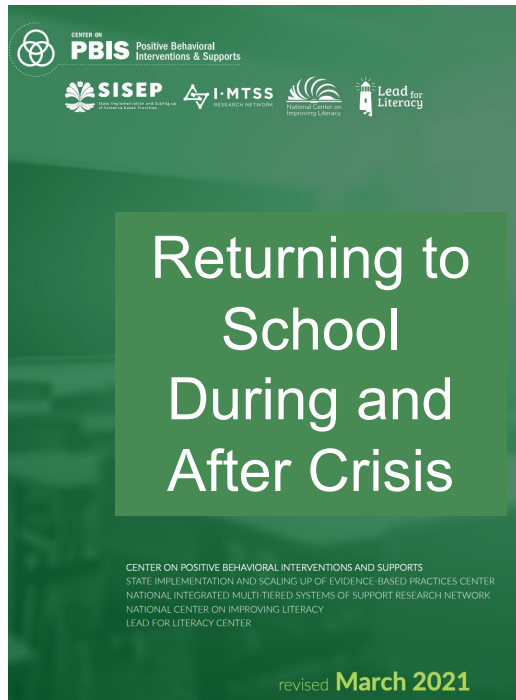
Teach standards

Create positive learning environment

**...and more**



# PBIS provides an evidence-based framework for addressing ongoing needs



CENTER ON PBIS Positive Behavioral Interventions & Supports

SISEP I-MTSS Teaching Center on Improving Literacy Lead for Literacy

## Returning to School During and After Crisis

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS  
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER  
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK  
NATIONAL CENTER ON IMPROVING LITERACY  
LEAD FOR LITERACY CENTER

revised **March 2021**

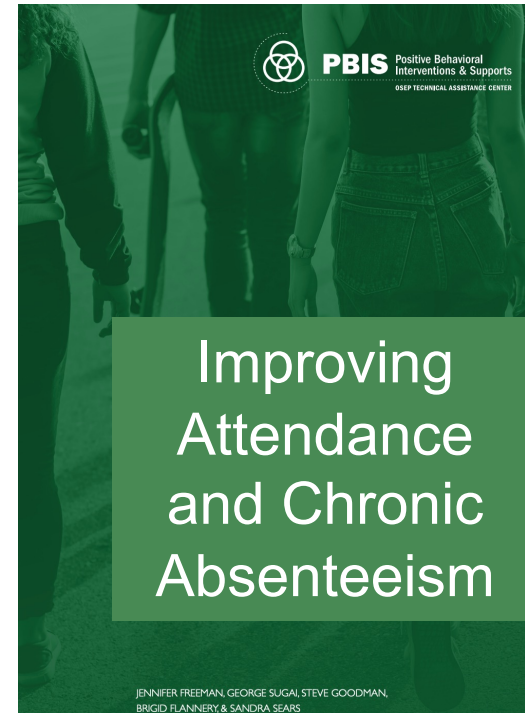


CENTER ON PBIS Positive Behavioral Interventions & Supports

## Discussing Race, Racism and Important Current Events

CENTER ON PBIS

**July 2021**



CENTER ON PBIS Positive Behavioral Interventions & Supports  
OSEP TECHNICAL ASSISTANCE CENTER

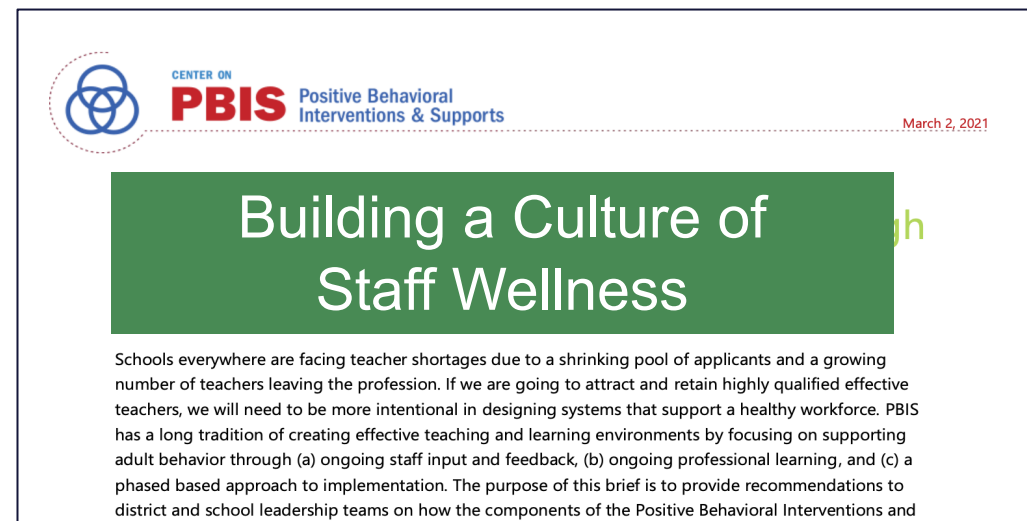
## Improving Attendance and Chronic Absenteeism

JENNIFER FREEMAN, GEORGE SUGAI, STEVE GOODMAN,  
BRIGID FLANNERY & SANDRA SEARS



CENTER ON PBIS Positive Behavioral Interventions & Supports

## PBIS HIGH SCHOOL IMPLEMENTATION: Supporting College and Career Readiness

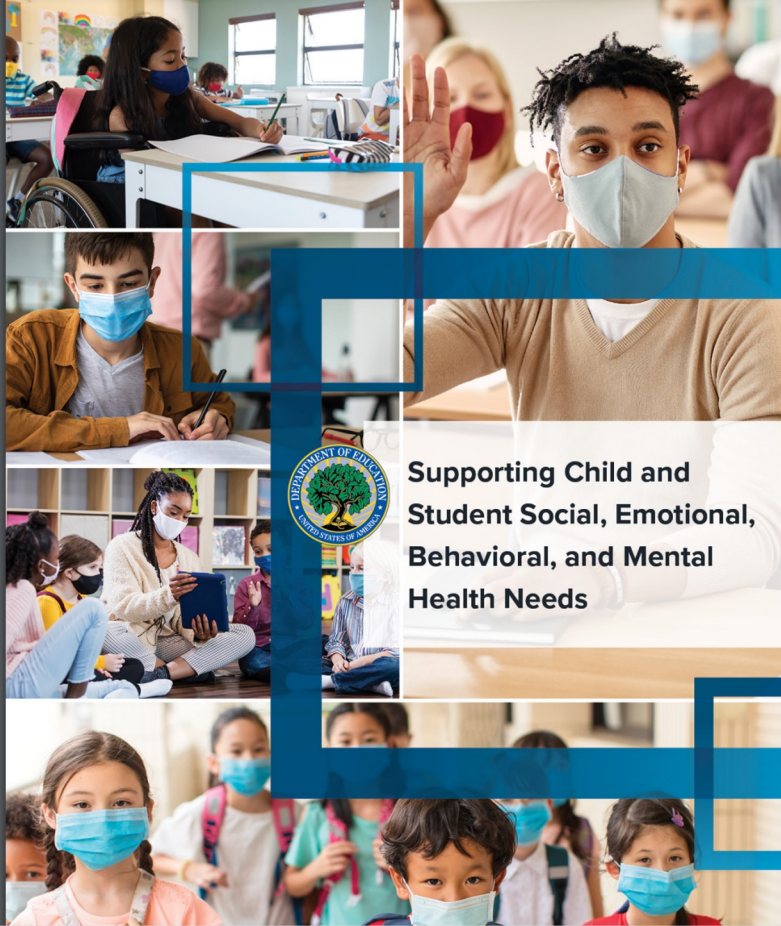


CENTER ON PBIS Positive Behavioral Interventions & Supports

March 2, 2021

## Building a Culture of Staff Wellness

Schools everywhere are facing teacher shortages due to a shrinking pool of applicants and a growing number of teachers leaving the profession. If we are going to attract and retain highly qualified effective teachers, we will need to be more intentional in designing systems that support a healthy workforce. PBIS has a long tradition of creating effective teaching and learning environments by focusing on supporting adult behavior through (a) ongoing staff input and feedback, (b) ongoing professional learning, and (c) a phased based approach to implementation. The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of the Positive Behavioral Interventions and



Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs



## Challenges

1. Rising Mental Health Needs and Disparities Among Children and Student Groups
2. Perceived Stigma is a Barrier to Access
3. Ineffective Implementation of Practices
4. Fragmented Delivery Systems
5. Policy and Funding Gaps
6. Gaps in Professional Development and Support
7. Lack of Access to Usable Data to Guide Implementation Decisions

## Recommendations

1. Prioritize Wellness for Each and Every Child, Student, Educator, and Provider
2. Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access
3. Implement Continuum of Evidence-Based Prevention Practices
4. Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
5. Leverage Policy and Funding
6. Enhance Workforce Capacity
7. Use Data for Decision Making to Promote Equitable Implementation and Outcomes

We need to start with designing a positive school environment where the majority of social-emotional-behavioral needs are met.

# Significant Predictors of Equitable Outcomes



## Data-based decision making

Tobin & Vincent (2011)



## Classroom PBIS Systems

Tobin & Vincent (2011)



## Formal reward systems

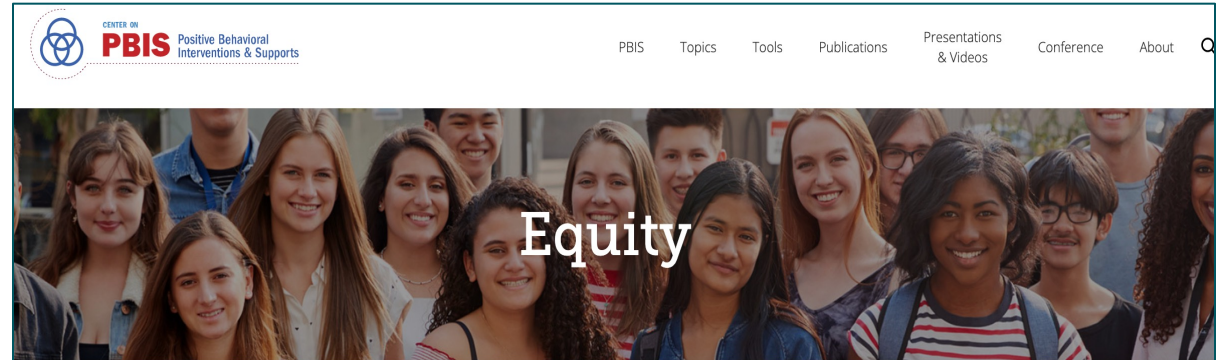
Barclay (2017),  
Tobin & Vincent (2011)

# PBIS centers equity in all decisions...

Throughout your training and implementation,

- Access
- Representation
- Meaningful Participation
- Positive Outcomes

will be highlighted as well as the ***systems*** needed to promote and sustain equity for each and every individual.



The screenshot shows the top navigation bar of the Center on PBIS website. The logo on the left reads "CENTER ON PBIS Positive Behavioral Interventions & Supports". The navigation menu includes "PBIS", "Topics", "Tools", "Publications", "Presentations & Videos", "Conference", and "About". Below the navigation is a large image of a diverse group of smiling students, with the word "Equity" written in white text across the center. Below the image is a paragraph of text explaining the importance of equity in educational systems and how PBIS provides a framework for increasing it. The text is followed by two sub-sections: "What Is Equity?" and "Why Address Equity?".

Center on PBIS Positive Behavioral Interventions & Supports

PBIS Topics Tools Publications Presentations & Videos Conference About

## Equity

Educational systems cannot not be considered effective until they are effective for all student groups. PBIS provides an ideal framework for increasing equity in student outcomes. Research shows that schools implementing PBIS with fidelity have greater equity in school discipline, specifically for African American students. However, PBIS teams may need to include equity-focused strategies in their action plans to achieve equitable outcomes for all student groups.

### What Is Equity?

In education, equity is "when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and makes progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities." [1][2]

### Why Address Equity?

There are different aspects of equity in education, such as academic achievement or placement in special education or gifted and talented programs. In PBIS, the most common outcome is equity in school discipline, or the reduction of risk for exclusionary discipline such as, office discipline referrals and suspensions based on individual characteristics like race/ethnicity or special education status.

### Foundational Elements of Equity in PBIS

# PBIS Works!

## Improved Student Outcomes

academic performance<sup>6,8,13</sup>

social-emotional competence<sup>5,8,13</sup>

decreased rates of student-reported drug and alcohol abuse<sup>1,5</sup>

reduced bullying behavior<sup>11, 14</sup>

## Reduced Exclusionary Discipline

office discipline referrals<sup>4,5,6</sup>

suspensions<sup>4</sup>

restraint and seclusion<sup>9,12</sup>

## Improved Teacher Outcomes

perception of teacher efficacy<sup>7,11</sup>

school organizational health and school climate<sup>2,3</sup>

perception of school safety<sup>6</sup>



**What is PBIS?**



# PBIS is...

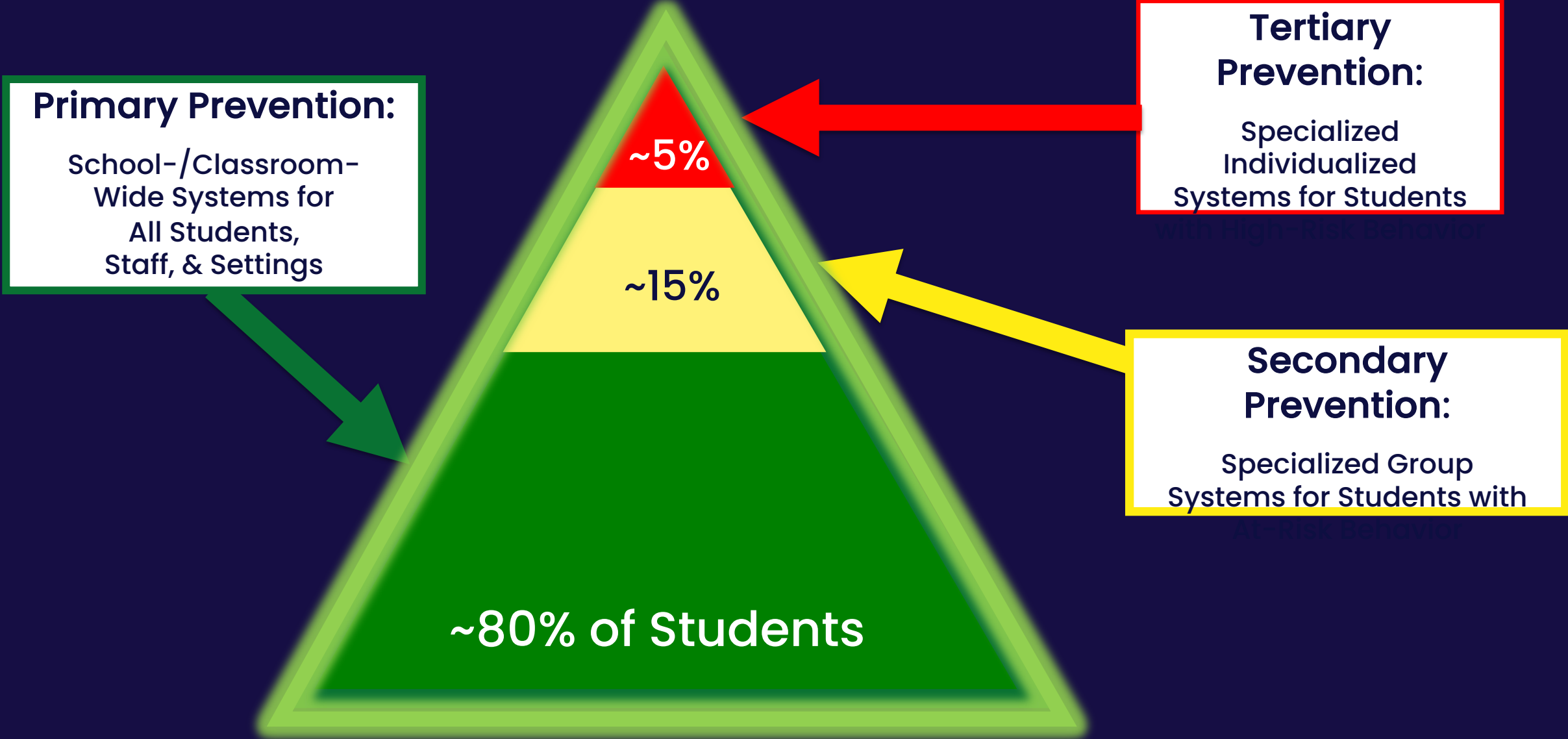
**Framework** for enhancing adoption & implementation of

**Continuum** of evidence-based interventions to achieve

Academically & behaviorally important **outcomes** for

**All** students

# Continuum of School-Wide Instructional & Positive Behavior Support



**Primary Prevention:**  
School-/Classroom-Wide Systems for All Students, Staff, & Settings

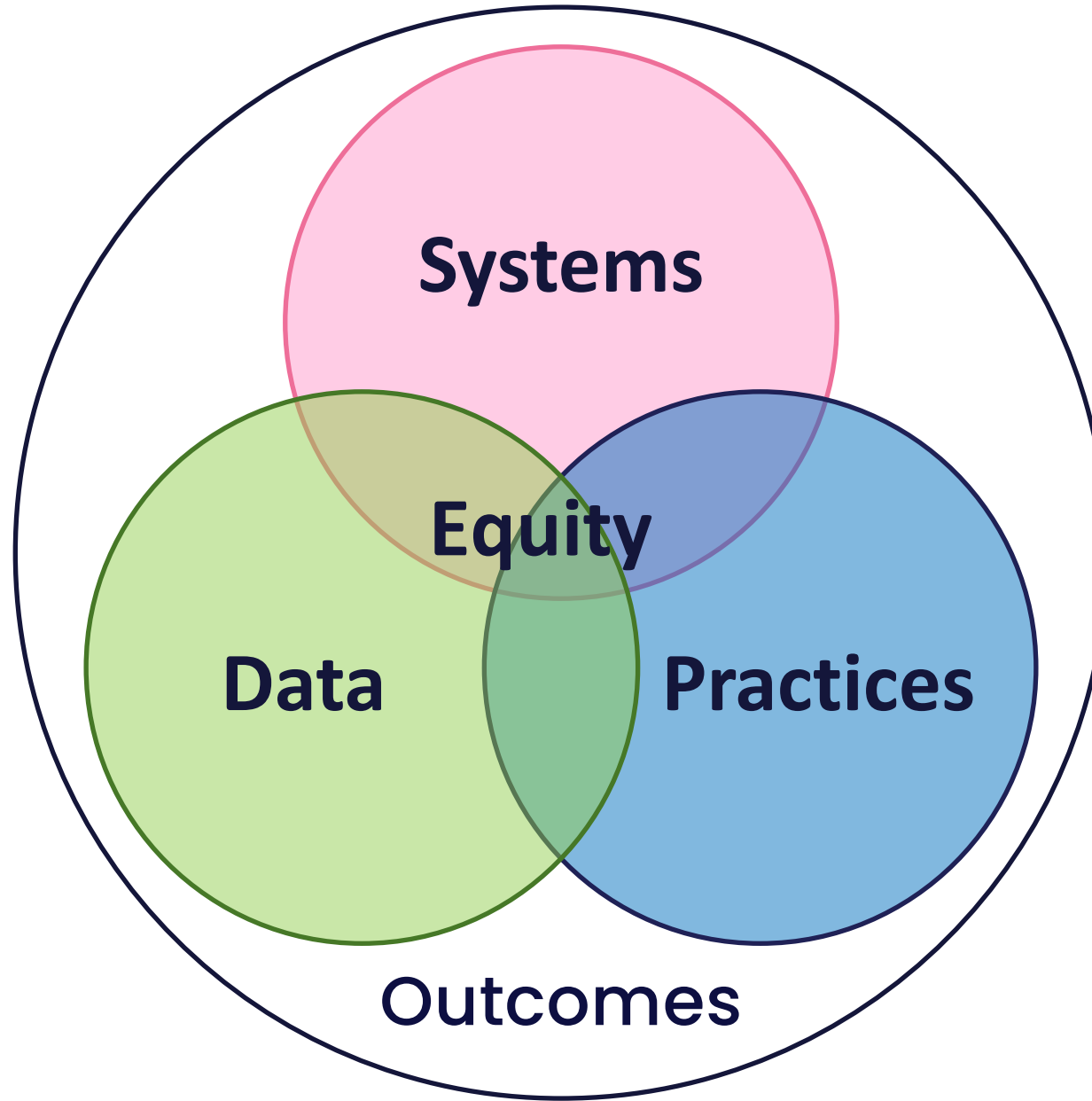
**Tertiary Prevention:**  
Specialized Individualized Systems for Students

**Secondary Prevention:**  
Specialized Group Systems for Students with



# **Critical Features of PBIS**

# Critical Features of PBIS

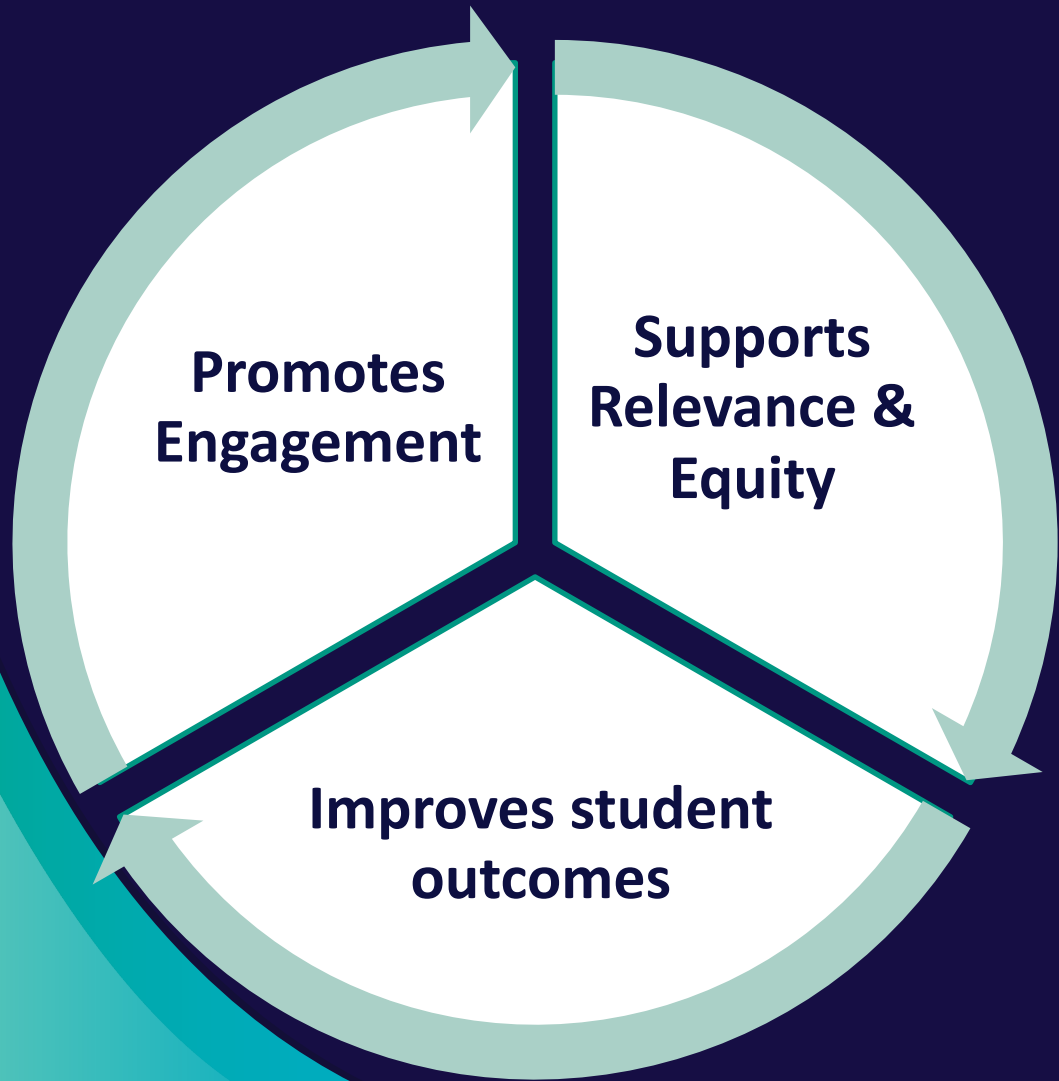


*The **look, feel** and **sound** of PBIS should vary based on contexts and learning histories of students, staff, and family members!*

1

# Establish an effective leadership team

Systems



## TEAM COMPOSITION



**System Coordinators (Coaches)**



**Administrator**



**Grade/Department Representatives**



**Specialists**

Special Educator, Counselor, School Psychologist, Social Worker, etc.



**Support Staff**

Office, Supervisory, Custodial, Bus, Security, etc.



**Parent/Family Members**

Represented by non-staff members



**Community Members**

Mental Health Providers, Businesses



**Students**



2

Develop a brief statement of purpose  
& define outcomes

Practices

What do we  
hope to achieve  
by implementing  
PBIS?


"Our mission is to provide a positive, safe, healthy, nurturing and respectful environment in which all students have the opportunity to become productive members of society." ✓

"As a result of implementing PBIS during the 20XX-20XY school year, student reports of school climate will improve by 20%." ✓

# 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>o Influence others to do the right thing</li><li>o Build relationships and help others</li></ul>
<b>A</b>	<b>Accountability</b> <ul style="list-style-type: none"><li>o Attend class everyday and on-time</li><li>o Be prepared and meet deadlines</li><li>o Follow the rules</li></ul>
<b>R</b>	<b>Respect</b> <ul style="list-style-type: none"><li>o Respect yourself and others</li><li>o Take care of public spaces and equipment</li></ul>
<b>E</b>	<b>Excellence</b> <ul style="list-style-type: none"><li>o Challenge yourself to do your best</li><li>o 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>B</b>	Be punctual
<b>A</b>	Act appropriately
<b>R</b>	Respect self & others
<b>K</b>	Keep 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

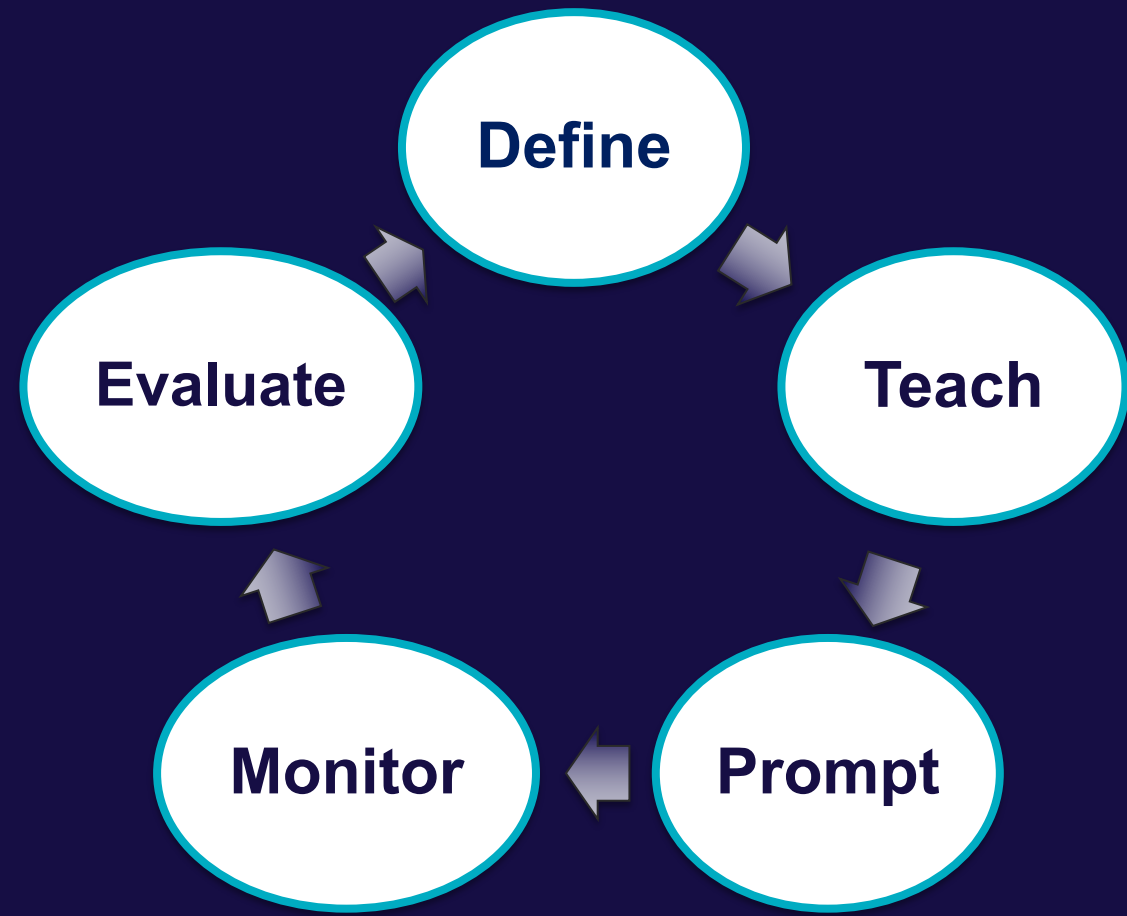
Practices

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.	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

## Develop procedures to 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>Attention Signal: Hollah Back! When I say, "Hollah", you say "Back"</b>				
<b>Respectful</b> 	Respect 	<b>Be Respectful</b> 	<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 	<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>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Take notes</li> <li>Meet your goals</li> </ul>
<b>Safe</b> 	Use equipm 	<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 a continuum to strengthen demonstrations of expectations


Practices



a note from my **TEACHER** about my...

<input type="checkbox"/> listening	<input type="checkbox"/> not giving up
<input type="checkbox"/> participation	<input type="checkbox"/> leadership
<input type="checkbox"/> following directions	<input type="checkbox"/> willingness to be a kind friend
<input checked="" type="checkbox"/> hard work	<input type="checkbox"/> learning

Ashley worked so hard today during math centers, even when the skill was tough for her. I am so proud of her persistence. Ashley has grown so much this year!

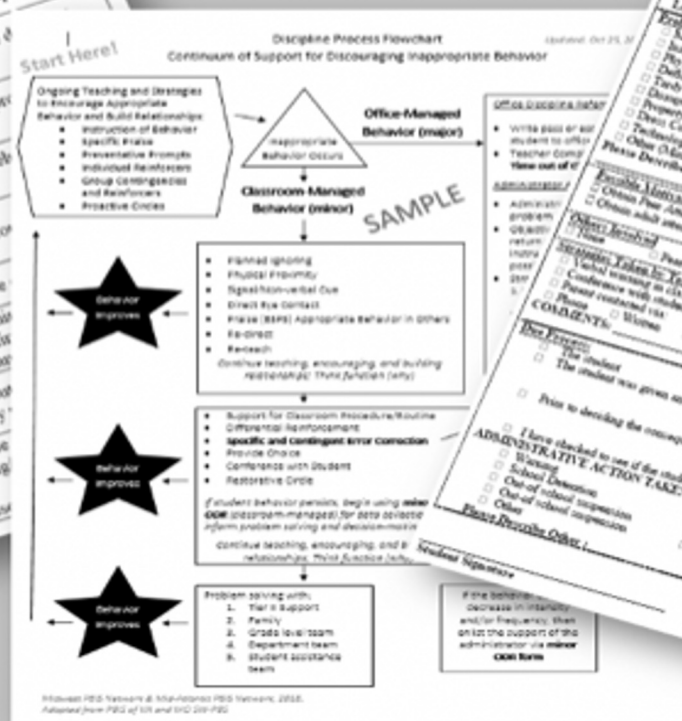


# Develop a continuum to discourage violations of expectations

## Behavior Definitions

Minor Problem Behavior	Definition
Defiance/Disrespect/Non-compliance (M-Disreep)	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-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Propy Misuse)	Student arrives at class less than 20 min late. Classroom teacher will address the first tardy. Each tardy beyond 5 will result in an in-appropriate consequence.
Tardy (M-Tardy)	Student engages in non-serious behavior on school grounds or in any way that is disruptive.
Technology Violation (M-Tech)	Personal Electronic Device use on school grounds or in any way that is disruptive. *Use does not include possession of a device.
Personal Electronic Device Use Violation (M-Tech)	Personal Electronic Device use on school grounds or in any way that is disruptive. *Use does not include possession of a device.

## Discipline Flow Chart



## Discipline Referral Form

Yikon Middle School  
Secondary Office Discipline Referral Form (ODR)

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

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

Location:  Classroom  On School Grounds  Off School Grounds

Time: \_\_\_\_\_

Behavior: \_\_\_\_\_

Other (Please describe below): \_\_\_\_\_

Administrative Action Taken by the Office: \_\_\_\_\_

Parent Contact: \_\_\_\_\_

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

Revised 10/2018, Version 8.1; 10/2018, Version 8.2018. Updated from 10/2018, Version 8.10/2018, Version 8.2018.

8

## Develop systems to support staff

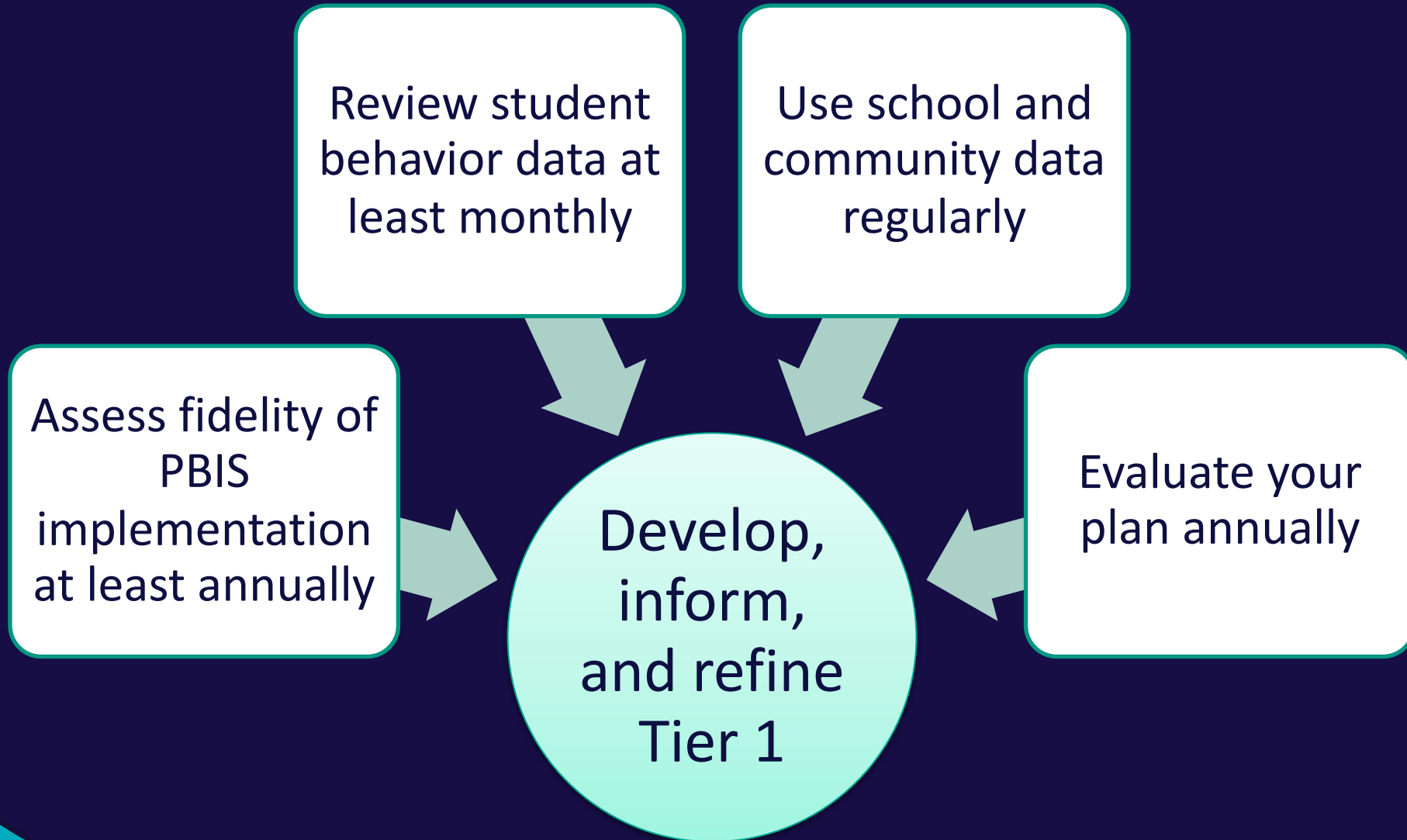
Systems



9

## Use data for decision-making

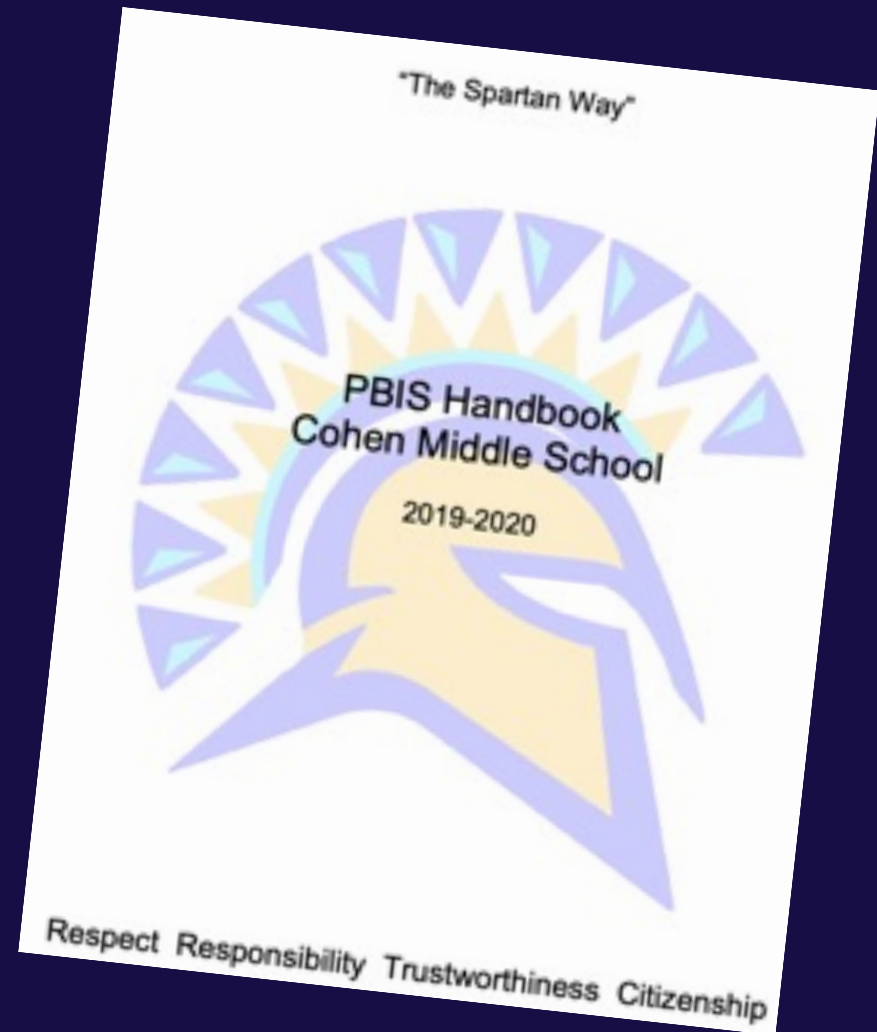
Data



10

# Promote sustainability

Systems



# Choose Your Own Adventure!

Which topic would you like us to focus on next?

A. Increasing Buy-in (staff, students, community)

B. Recognition Strategies for Students/Staff (including how to finance it!)

C. Deeper Data Dive (tools and resources)

D. Teaming at Tier 1

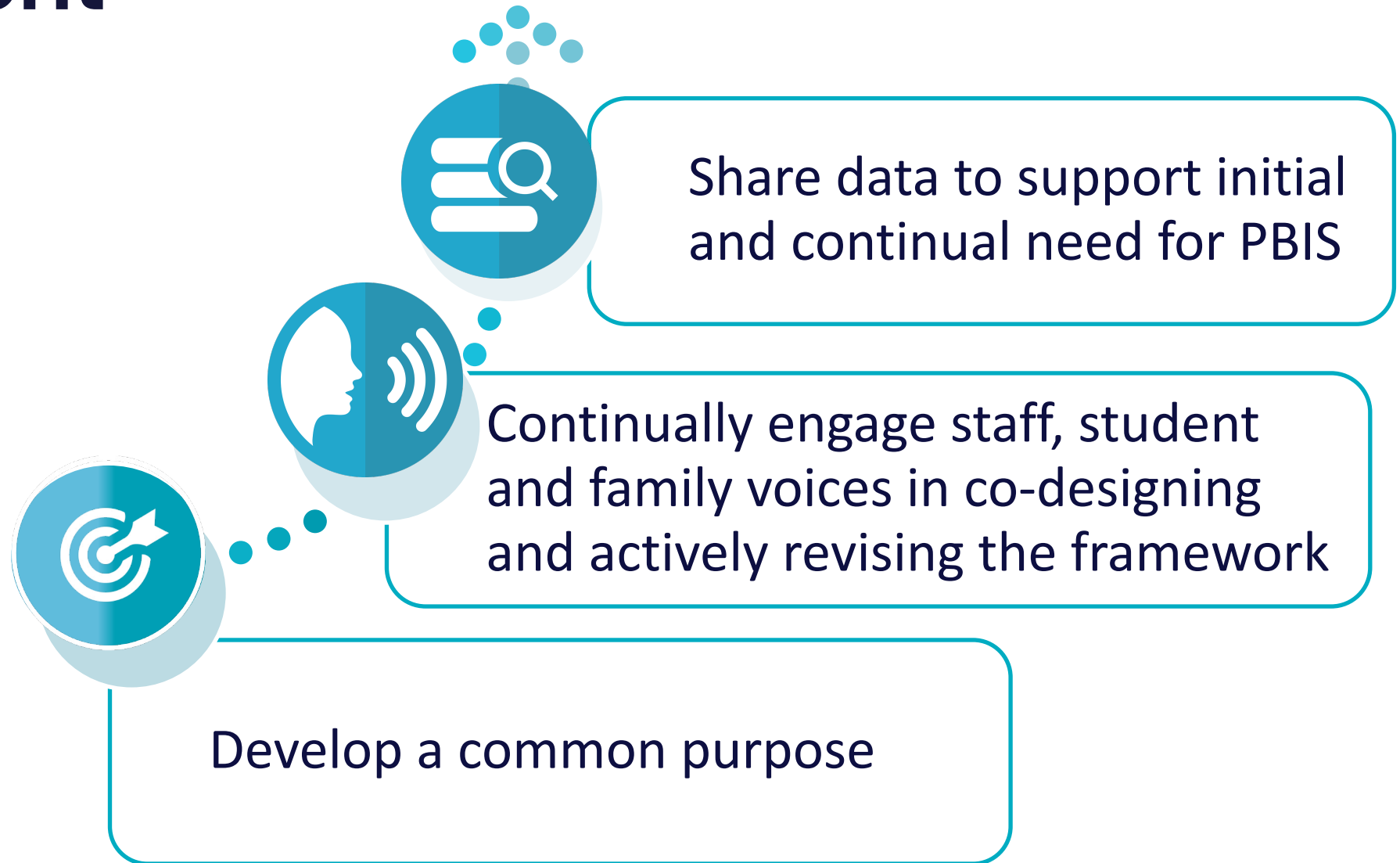
# Increasing Buy-in



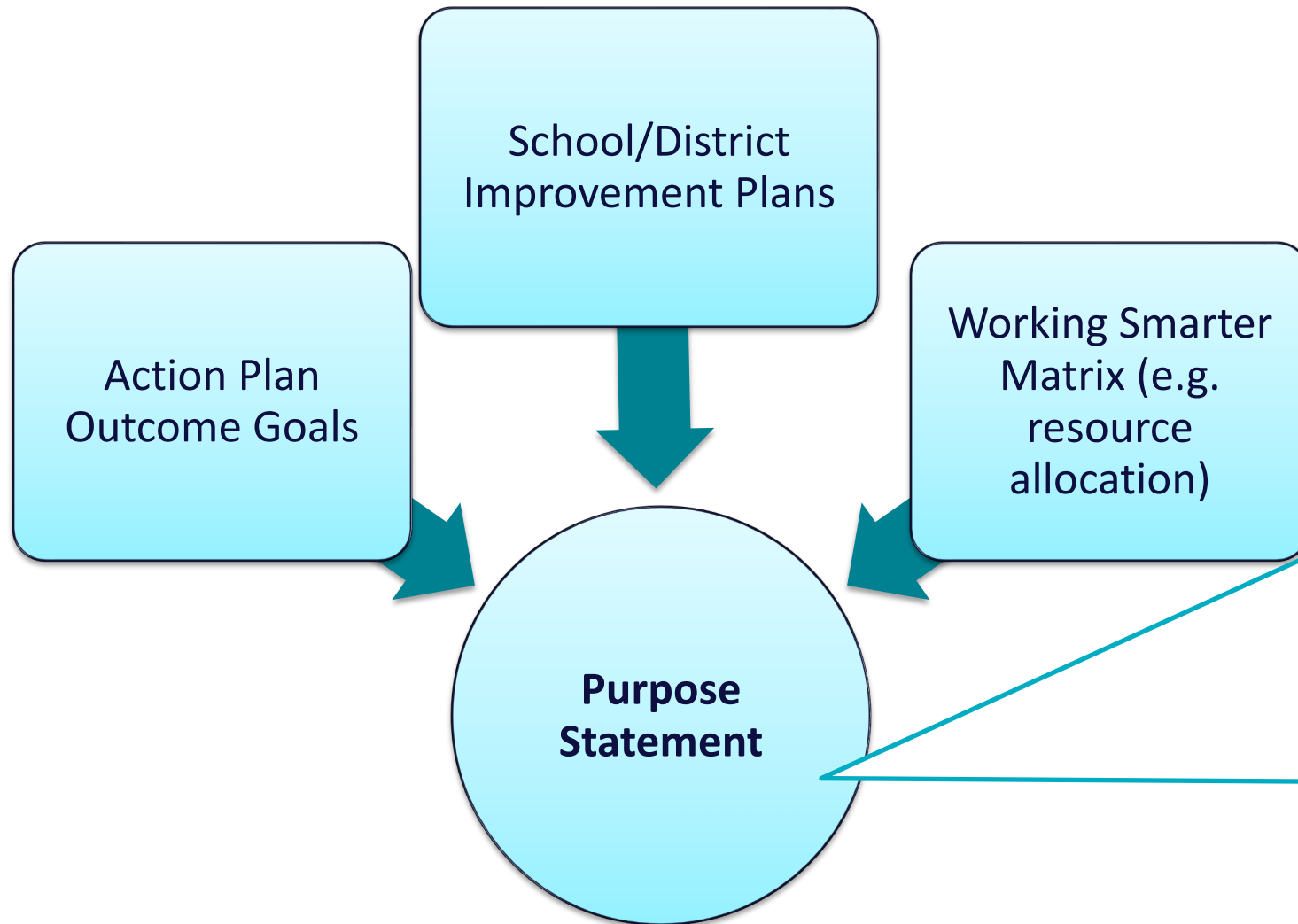
# Staff Engagement is Critical for Implementation!

- significant factor driving sustaining implementation (McIntosh et al., 2013)
- top thing that makes everything fall apart when it was missing (Pinkelman et al., 2015)
- lack of staff buy-in most commonly reported reason for abandonment (Kittleman et al., 2020)

# Strategies to Promote and Sustain Staff Engagement



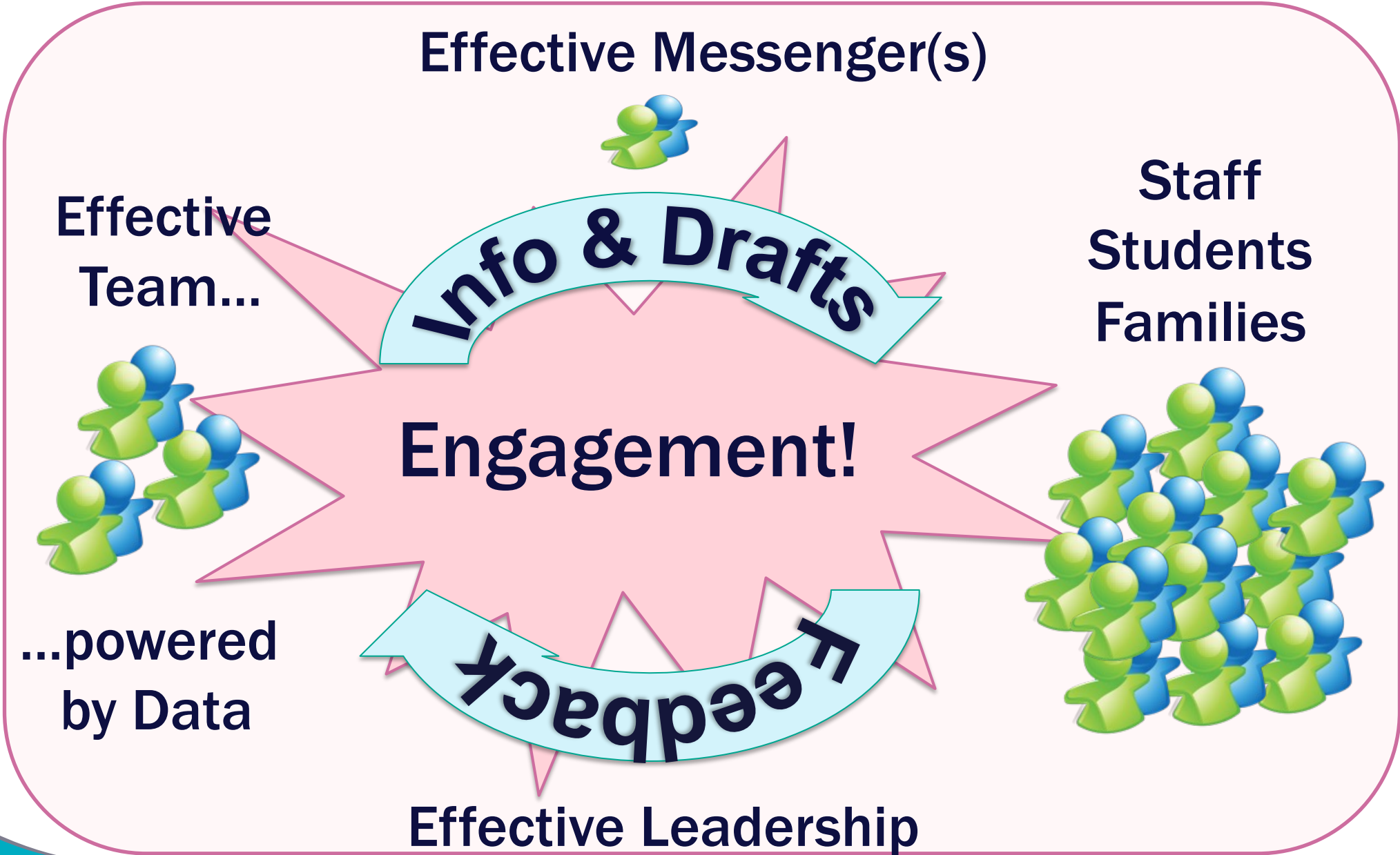
# Purpose statement identifies WHY you are implementing PBIS at your school



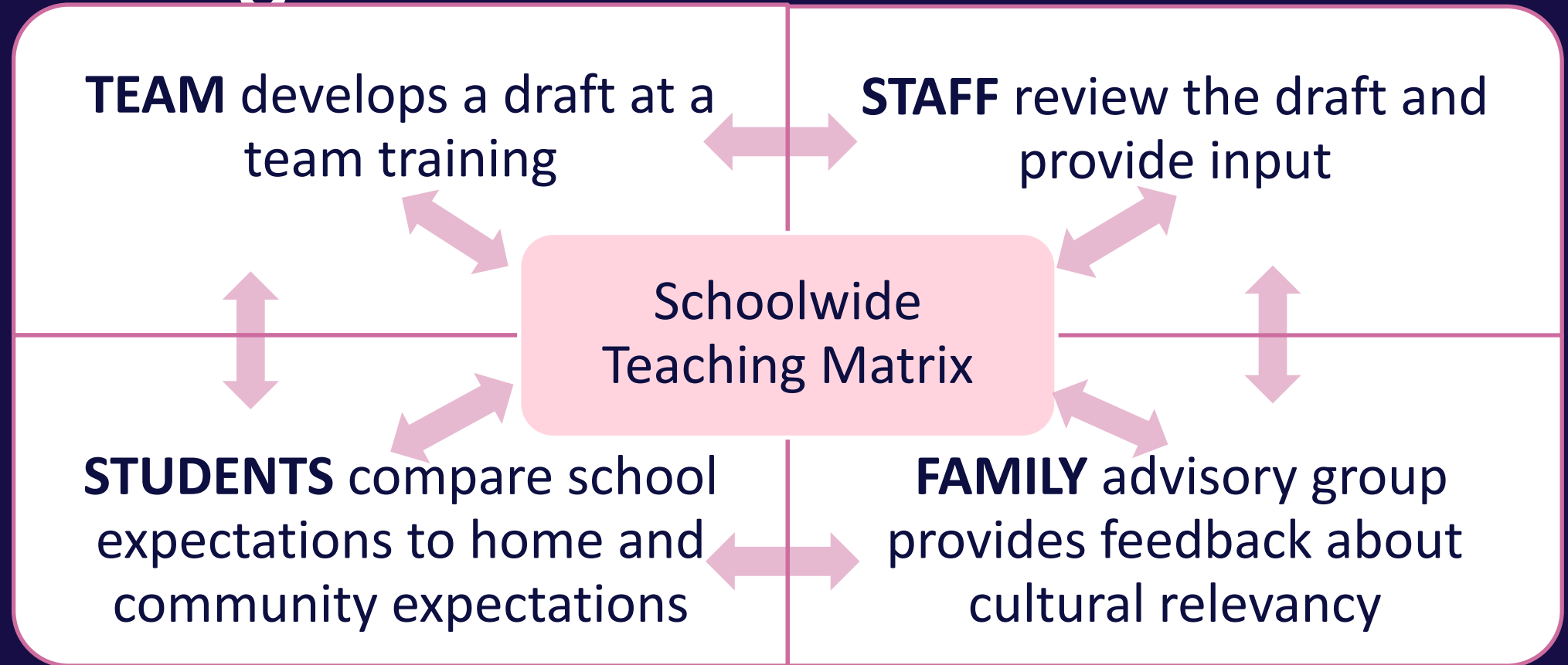
Does your purpose statement accurately reflect your school improvement goals?

Can school community members identify how PBIS supports your school improvement goals?

# Continuously engage vested partners



# Engage vested partners by co-designing and revising features based on data



Similar process is completed for other features (acknowledgement, flowchart, etc.)



# Share relevant data with staff often and

The factor most related to high sustainability of PBIS...

The frequency data is shown to all staff!  
(Pinkelman et al., 2015)



## ODR Data

- Average per day/month
- Location
- Risk ratio

## School Climate Survey Data

- Student
- Staff
- Families

## Fidelity Data

- TFI scores
- % of staff/students able to identify expectations
- % of classrooms with expectations teaching matrix posted

**MORE TO COME**

# Guidelines for Staff Engagement

- Use data to establish need
  - Self-assessment
  - Baseline discipline/behavior/climate data
- Maintain an effective team with active administrator participation
- Present information in clear and efficient way(s)
- Obtain and incorporate feedback on all elements of SWPBIS from staff
- Start small and demonstrate success

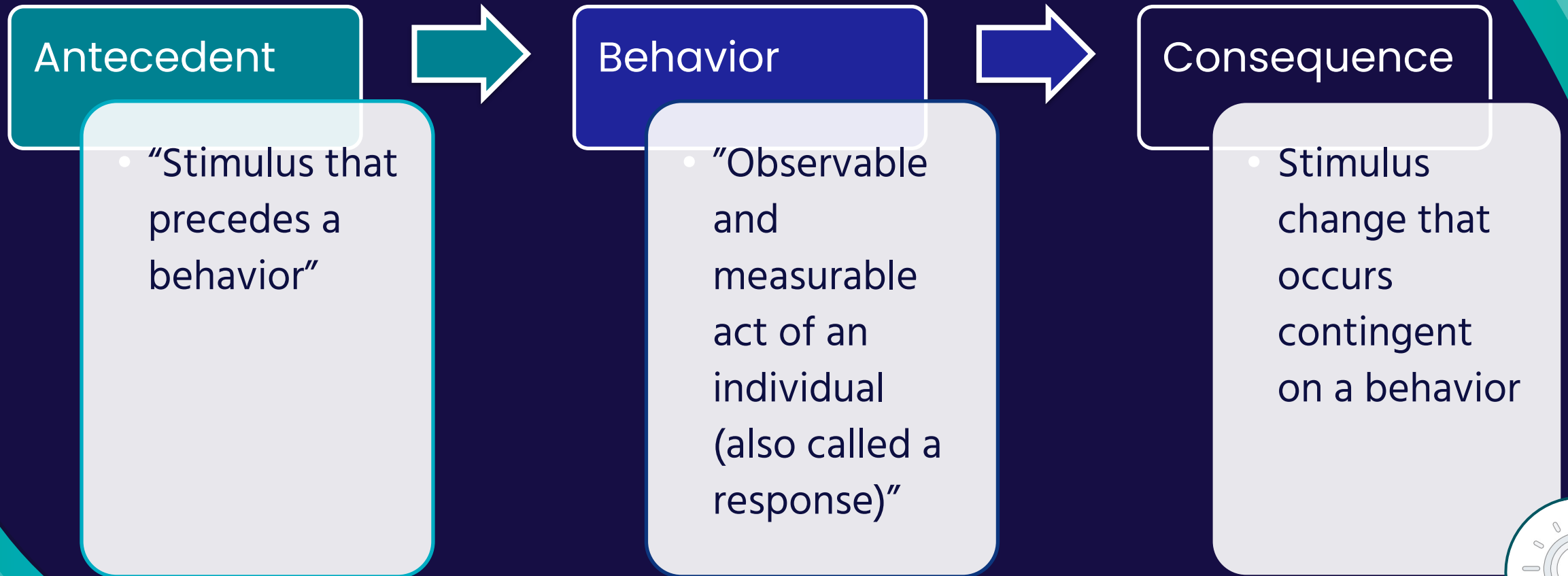


# Recognition Strategies for Students/Staff



# BUILDING BLOCKS OF BEHAVIOR:

## Three Term Contingency



# Behavior is likely to occur again when it is reinforced..

When a student experiences something desirable following a **behavior**, that behavior is **strengthened** and **more likely to occur** again.

If a student is given verbal praise for persisting with a difficult assignment, the student is likely to persist on later difficult assignments.



If a student is removed from the classroom after refusing to do a difficult assignment, the student will likely act up later when he does not want to (or cannot) complete work.



We need to be intentional about which behaviors are reinforced!

**Praise is perhaps the most powerful and important type of acknowledgement. Therefore, any acknowledgement system needs to be paired with specific praise!**



"You read that whole passage yourself!  
Way to go.  
You earned a point for that!"

# Types of Acknowledgements: TIMING

## High Frequency

**Provided daily**  
**Predictable**

Specific Praise  
Tickets/Notes  
Coupons to school store  
Announcements

## Intermediately

**Provided weekly,**  
**quarterly, monthly**

Student of the Month  
Class Pizza Party  
Recognition at School  
Assembly

## Long Term

**Few times per year**  
**Involves groups of**  
**students**

Whole school pajama day  
Honors banquet  
Freshmen class picnic

# Types of Acknowledgements: SCHEDULES

High Frequency  
("Immediate")

BPS praise **immediately** following the behavior.

Intermediately  
("Varied")

**When** you earn 10 ROAR Bucks...

Long Term  
("Delayed")

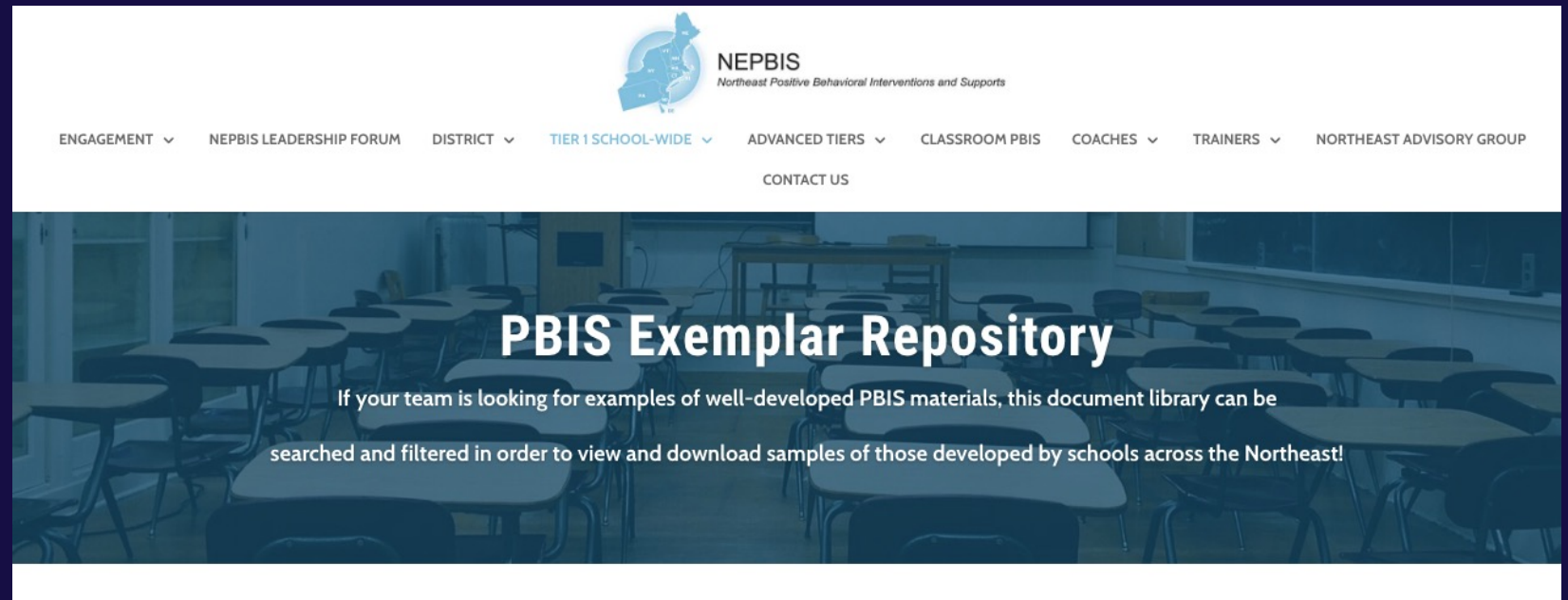
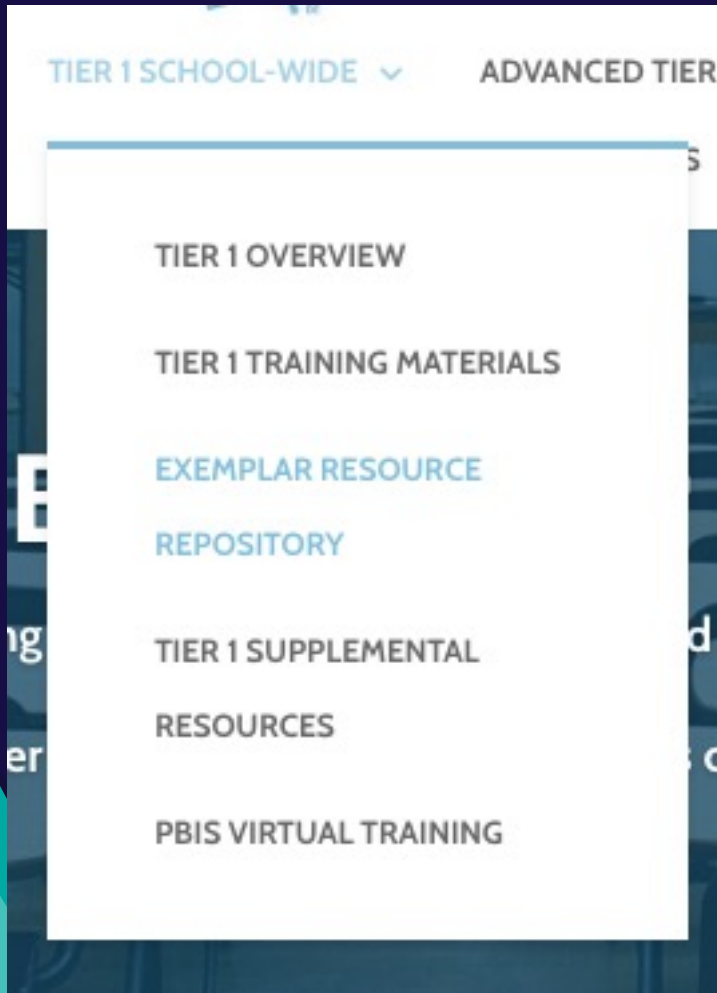
**If** you earn 50 ROAR Bucks by [date]...

# Acknowledgment Systems: Think about WHO

Design structures and mechanisms for regular recognition of positive behaviors, events, and activities of the school

- **Staff-Student** – Develop ways to identify, communicate and publicly recognize excellence
- **Staff-Staff** – Create and promote opportunities for staff/admin to recognize and appreciate other staff
- **Student-Staff** – Create ways for students to share appreciation of staff
- **School-Student** – Attendance, grades, behavior, state assessment, improvement, etc. (i.e., Attendance Campaign)

# RESOURCE: nepbis.org



# FAVORITE THINGS #1:



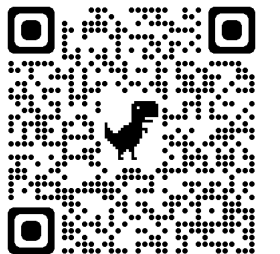
Rewards are a 50/50 mix of tangible and experiential.



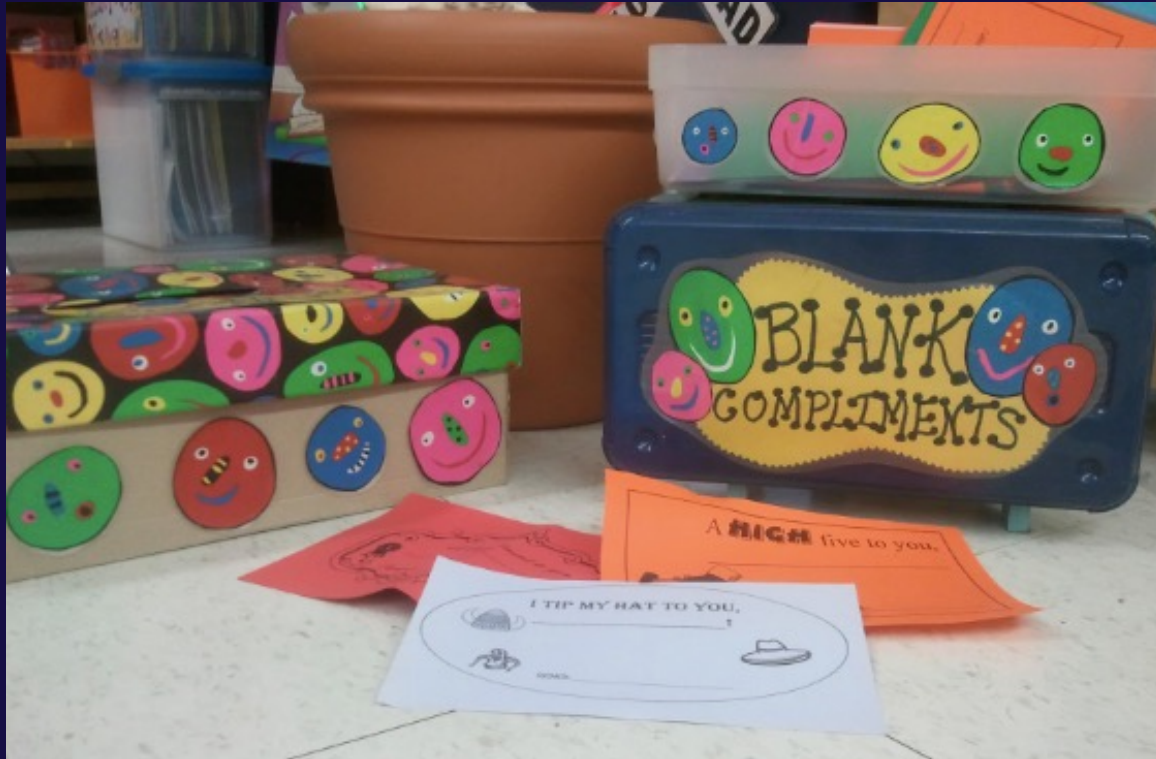
# Consider these no or low cost options

*(\*Full list compiled by Laura Riffel)*

- Assist school staff (e.g., cleaning, office work, announcements, job shadow, keep score)
- Be a leader (e.g., first in line, lead game)
- Choice (e.g., class job, book to read)
- Privileges (e.g., partial assignment, access/pass to special class/school activity, music between classes)
- Social privileges (e.g., eat with preferred peers or staff)
- Positive recognition (e.g., recommendation letter)



# FAVORITE THINGS #2:



## Staff and Student Compliment Cards

Student: Positive Behavior Referrals (announcements); printed)  
Staff: Google Form (Weekly door cards)

# FAVORITE THINGS #3:

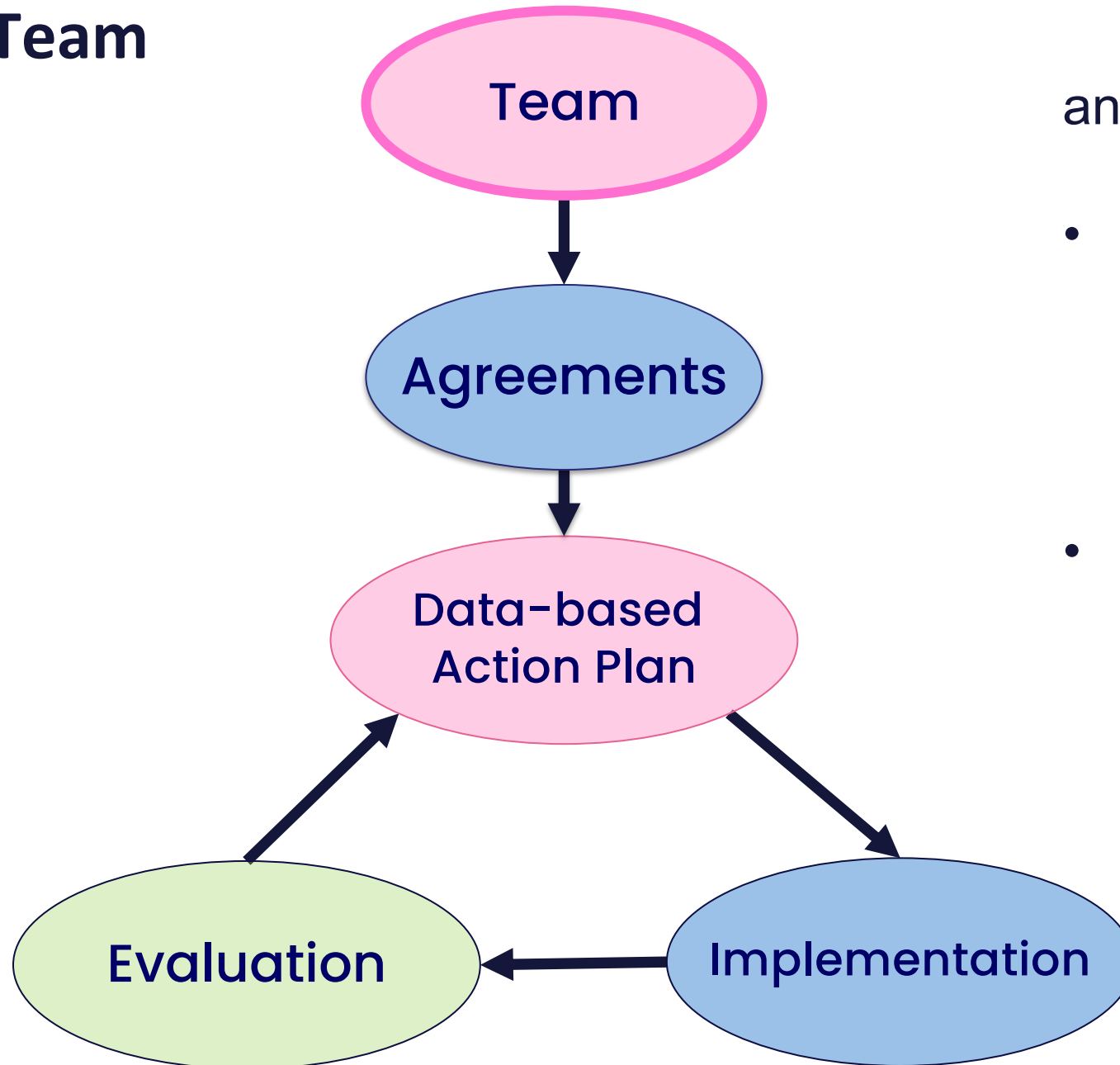


Quarterly  
School-wide  
Celebrations

Each grade level team hosts; Google form sign-up

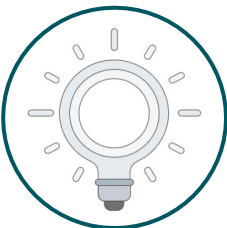
# Teaming at Tier 1

**The Leadership Team  
is what makes  
implementation  
happen!**



and requires...

- Appropriate priority relative to school/district goals
- Integration with other behavior related initiatives and programs



# TEAM COMPOSITION



**System Coordinators  
(Coaches)**



**Administrator**

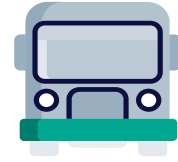


**Grade/Department  
Representatives**



**Specialists**

Special Educator, Counselor, School  
Psychologist, Social Worker, etc.



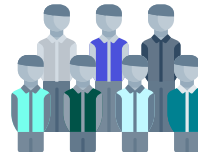
**Support Staff**

Office, Supervisory, Custodial, Bus,  
Security, etc.



**Parent/Family Members**

Represented by non-staff members

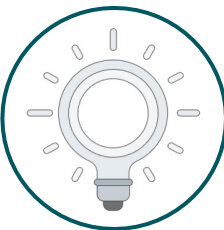


**Community Members**

Mental Health Providers, Businesses



**Students**



# TEAM COMPOSITION

Having an **ACTIVE** administrator on your team is essential for your team!

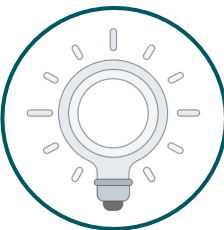


## Administrator

This vital role provides:

- critical insight to district/school vision and goals
- access to resource allocation
- decision-making capacity
- overview of school operations across grade levels/departments
- communication link to district leadership

The administrator should be **consistently present** at team training events and meetings



# TEAM COMPOSITION

These required, valuable roles provide **essential voice** to implementation efforts.

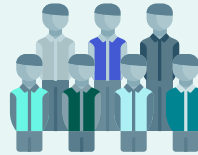
Consider reaching out to:

- advisory groups
- student councils
- PTOs
- Chamber of Commerce
- professional organizations
- etc.



## Parent/Family Members

Represented by non-staff members



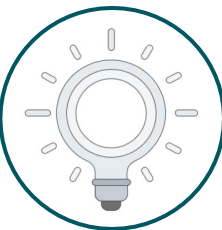
## Community Members

Mental Health Providers, Businesses



## Students

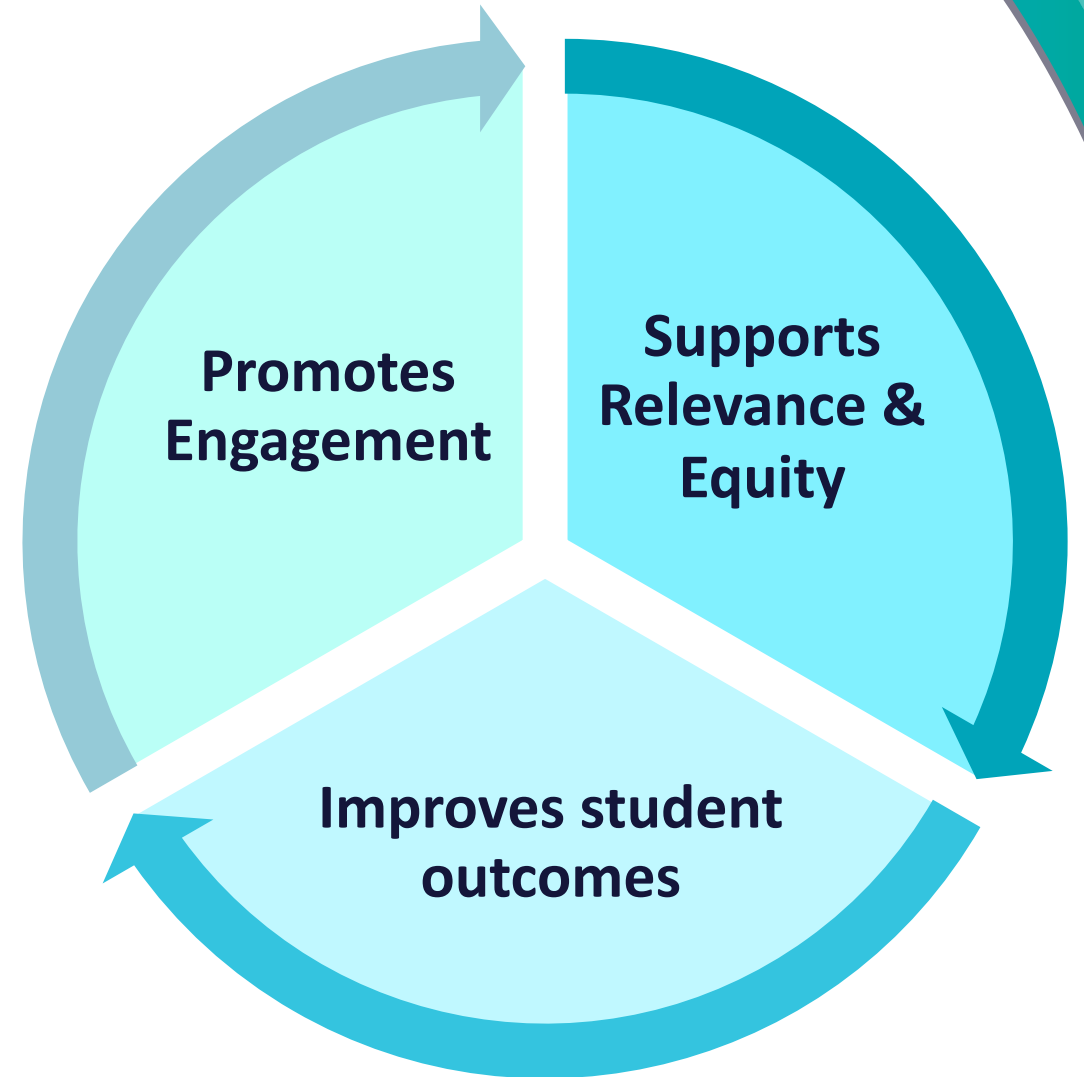
expand the voices on your team by also engaging families, students, and community members in **subcommittees, focus groups, and surveys**





# Family and Student Voice Considerations

- Ensure the family/student role is clearly outlined, defined, and understood
- Actively engage students and families in co-designing PBIS practices and systems
- Ask families to assist in reporting team discussions & data
- Seek family/student feedback regarding school processes



# Guidelines for Team Composition

If team is too large, remember 1 team member may provide multiple areas of expertise or play more than 1 role!

- The school counselor may serve as both the coach AND a specialist
- A special education teacher may serve as BOTH a grade level representative AND someone with behavioral expertise

## **EXCEPTION**

The family member role must be filled by someone who is **NOT** a staff member in the school

# ACTION PLANNING

Foundation  
for all you do  
as a team

**Action Plan**  
Specifies three features:

Vital for  
achieving  
goals

1

**Who**

*Who is responsible...*

2

**What**

*...for doing what...*

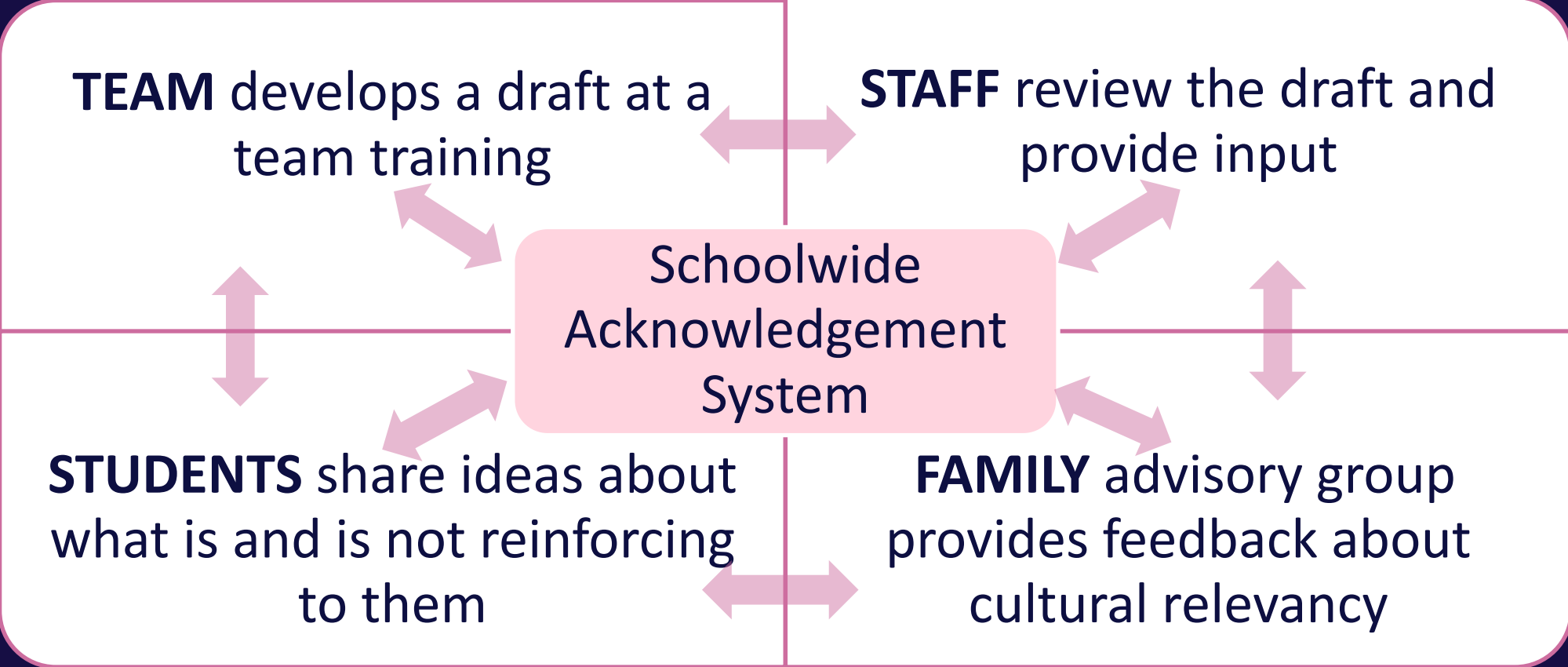
3

**When**

*...by when?*

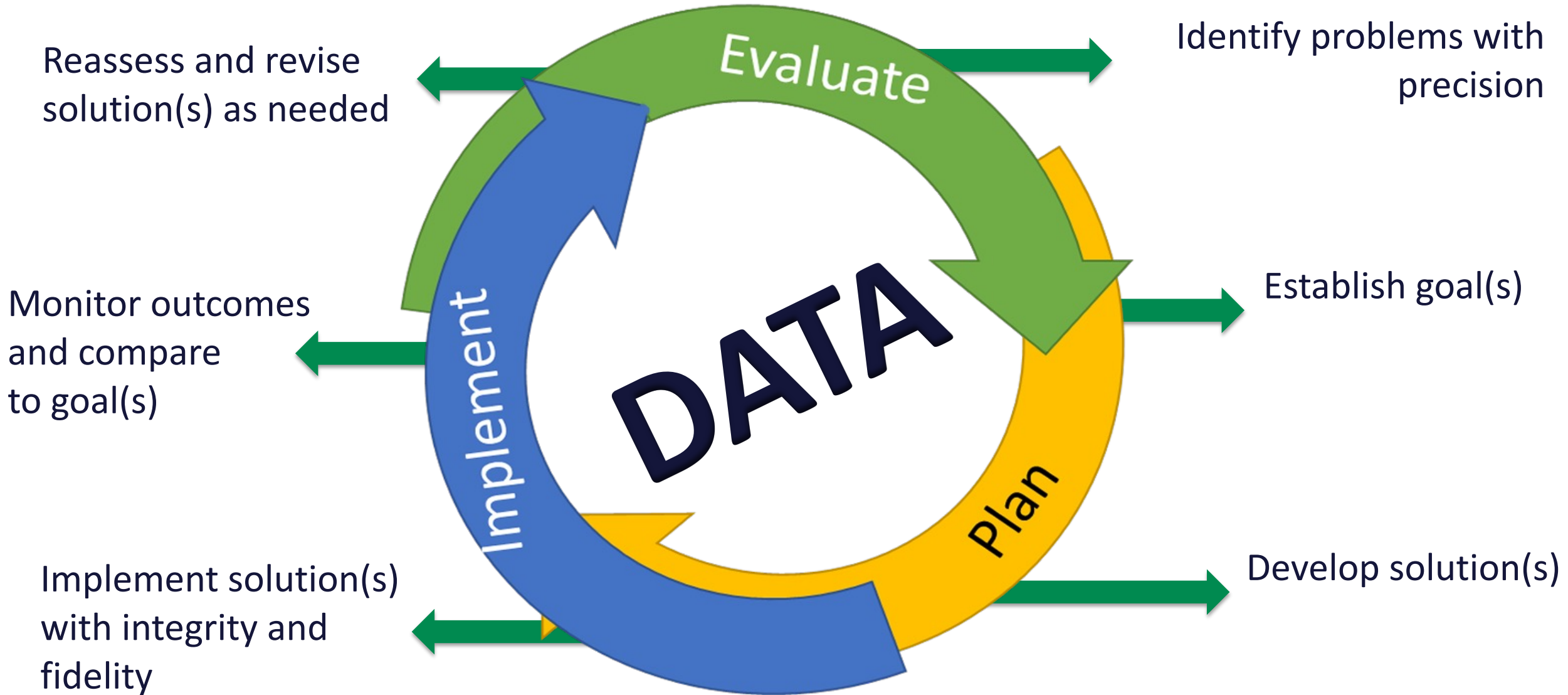


# SAMPLE: Developing a Schoolwide Acknowledgement System

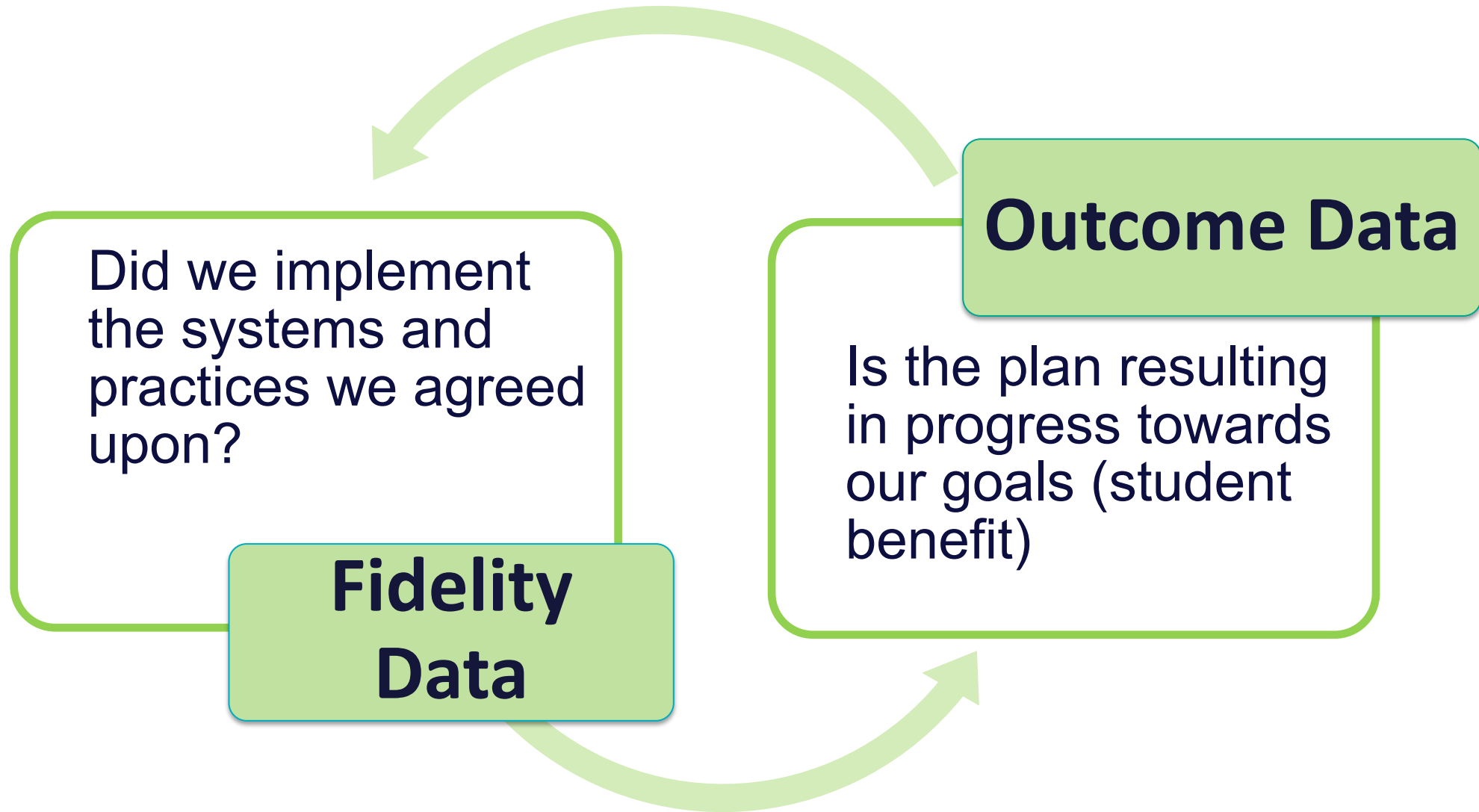


# Deeper Data Dive

# Data INFORMS and GUIDES your work



# Data used in PBIS implementation







# Tiered Fidelity Inventory (TFI)



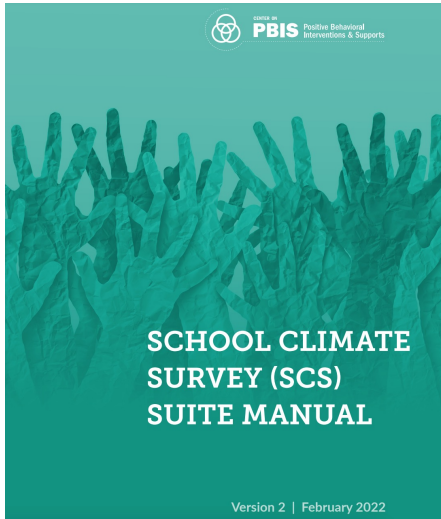
Provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports.

## Tier 1: Universal SWPBIS Features

*NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

Feature	Possible Data Sources	Scoring Criteria
<b>Subscale: Teams</b>		
<b>1.1 Team Composition:</b> Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	<ul style="list-style-type: none"><li>• School organizational chart</li><li>• Tier 1 team meeting minutes</li></ul>	<p>0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>

# School Climate Survey



Assesses students', staffs', and families' perspective of the overall climate in the building.

Completed in  
fall and spring

- Students:
  - Elementary: grades 3-5
  - Middle/high: grades 6-12
    - Brief or extended option
- Staff
- Family

Gathering and analyzing schoolwide behavior data is a critical element of implementing PBIS with fidelity!

SWIS (Schoolwide Information System) is set up to do so ***efficiently and effectively*** with easy to access, relevant graphs to support data-based decision-making!

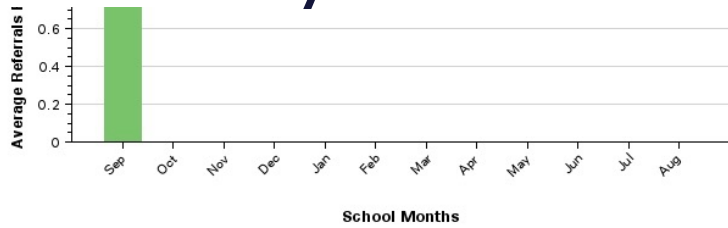


# What is the School-Wide Information System (SWIS)?

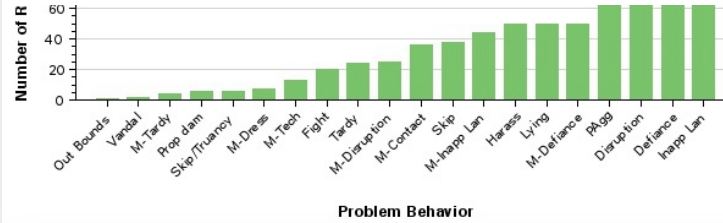
The School-Wide Information System (SWIS) is a **web-based decision system** used to improve behavior support in schools and other educational facilities by providing school personnel with accurate, timely, and practical information for making decisions about school environments.

# Core SWIS Reports

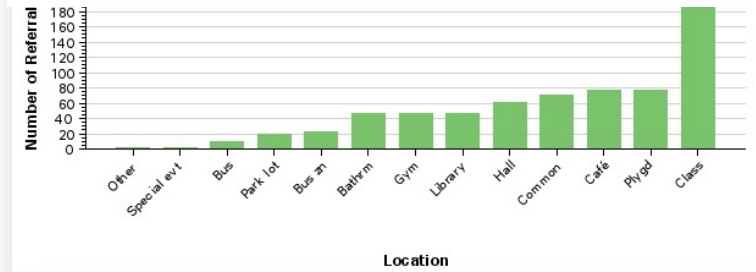
## Average Referrals Per Day Per Month



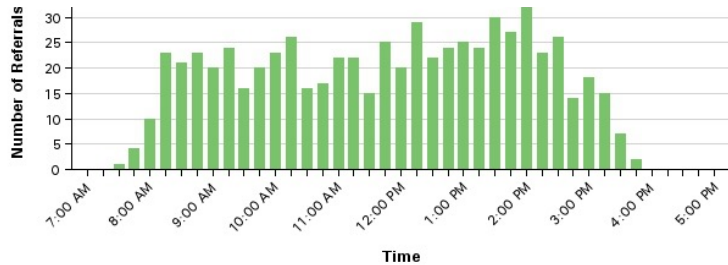
## Referrals by Problem Behavior



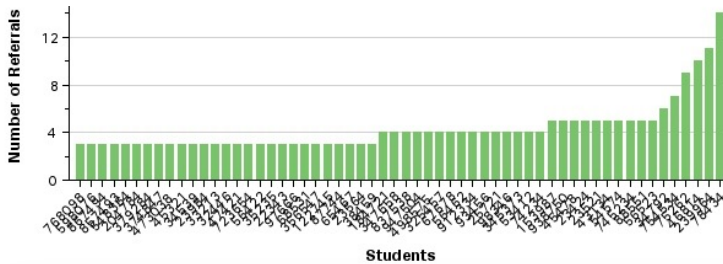
## Referrals by Location



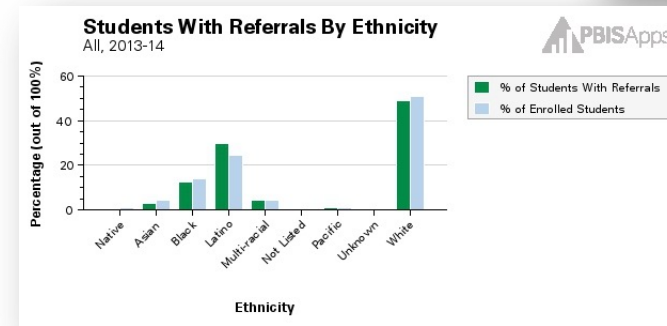
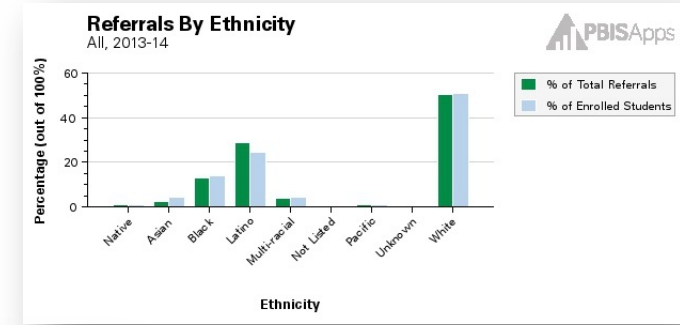
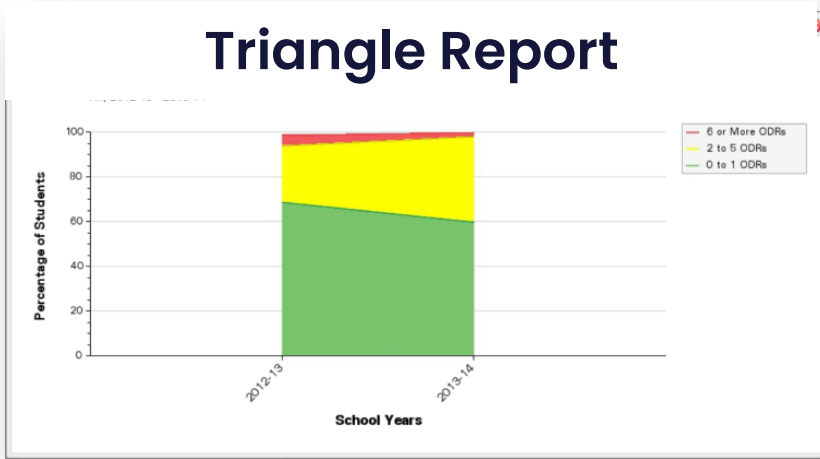
## Referrals by Time of Day



## Referrals by Student



# Additional SWIS Reports



**Disaggregated Reports by:**  
**Ethnicity**  
**Gender**  
**IEP Status**

## Suspension/Expulsion

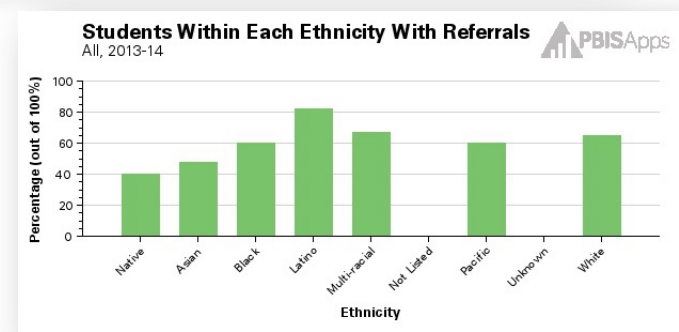
Suspension/Expulsion  
 Generated Sep 12, 2013 9:09:20 AM

Generate Reset Print

Options  
 Start\* 9/1/12 End\* 12/31/12  
 Show Individual Student Data  
 Show Names  
 Student IEP's\*  
 All Students (selected)  
 All Students  
 Students Currently With IEP's  
 Students Currently Without IEP's  
 Referrals With IEP's (if student was  
 Referrals Without IEP's

Category	Events	Days	Events	Days	Events	Days
Out-of-School Suspension	10.5	6	6	6	6	6
Expulsion	0	0	0	0	0	0

Student Name	Gender	Ethnicity	IEP	In School Suspension		Out Of School Suspension		Expulsions	
				Events	Days	Events	Days	Events	Days
Annie Howler	Female	Hispanic / Lat...	No	1	0	0	0	0	0
Chris McMann...	Male	White	Yes	1	0	1	3	0	0
Jeri McKnight	Female	Hispanic / Lat...	No	1	1	0	0	0	0
Joe Franklin	Male	Hispanic / Lat...	Yes	0	0	1	0	0	0
Julian Goodman	Female	Hispanic / Lat...	No	1	1	0	0	0	0
Kimmer Wilson	Male	Black	Yes	1	1	0	0	0	0
Mark Banks	Male	White	Yes	1	2	0	0	0	0
Neal Anderson	Male	Black / Hispan...	Yes	0	0	1	0.5	0	0
Phil Paulson	Male	Hispanic / Lat...	No	0	0	1	3	0	0
Randy Holman	Male	White	Yes	0	0	1	1	0	0
Tim Edwards	Male	Hispanic / Lat...	Yes	2	2	0	0	0	0
Tim Redding	Male	Hispanic / Lat...	No	0	0	1	3	0	0
Tom Moss	Male	White	No	1	3.5	0	0	0	0



# Additional sources of outcome data

Attendance

Grades

Rates of students referred for additional support and/or identified with disabilities

Visits to the nurse/counselor

Academic performance  
(e.g., scores on state and district-wide assessments)

# SESSION EVALUATION

Your feedback is critical to future planning of this event.

**PLEASE** take a moment to share your valuable insight!

**THANK YOU!**



**Email us...we mean it!**

Nicole Peterson  
[nicole.peterson@uconn.edu](mailto:nicole.peterson@uconn.edu)

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

<https://bit.ly/NEPBISForum2023>

