PBIS University, Establishing the Foundation

Tier 1

Hello!

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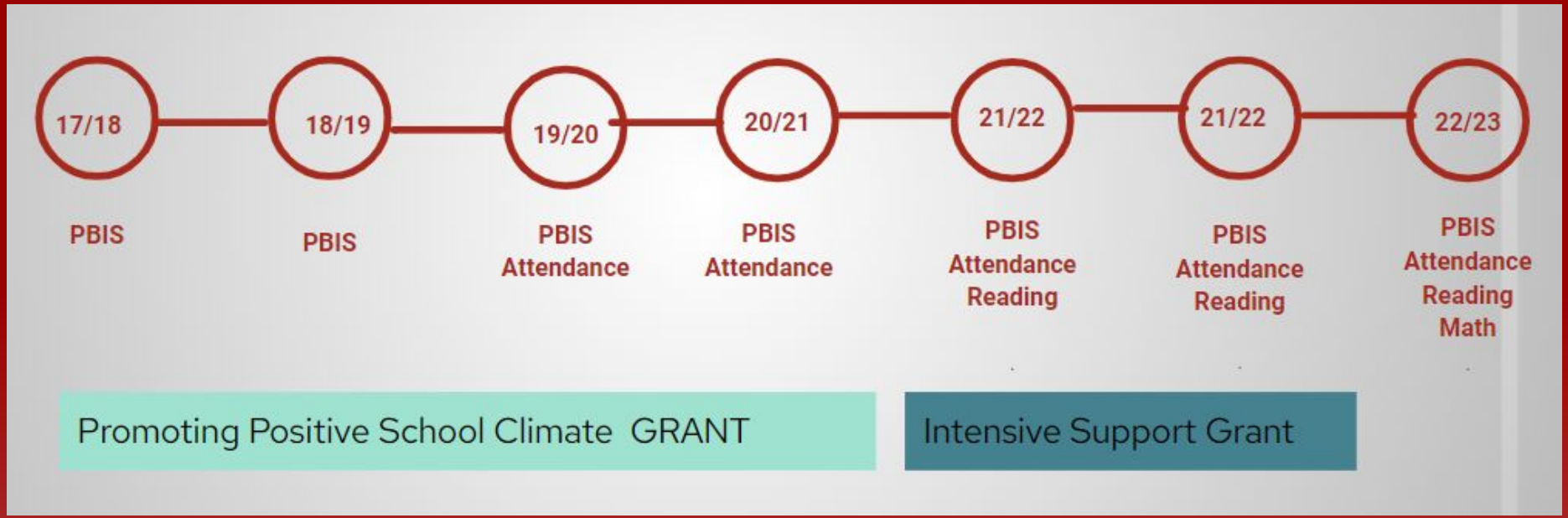
Session Outcomes

Attendees will:

- Understand the components of the district's PBIS University and how they are sustained.
- Learn one district's approach to train its teachers in the PBIS framework.
- Understand the district-wide definition and system for building level coach positions that support PBIS framework.

- Introduction
- PBIS University
- Classroom Cohorts/Professional Development
- PBIS Coaches Handbook
- Q & A



MiMTSS Timeline of Installation

Steve Goodman
Director

Valerie Vandlen

Melissa Nantais

Cathy Claes

MiMTSS

Michigan Multi Tiered System of Support

Allison Olivo

Cheyne LeVesseur

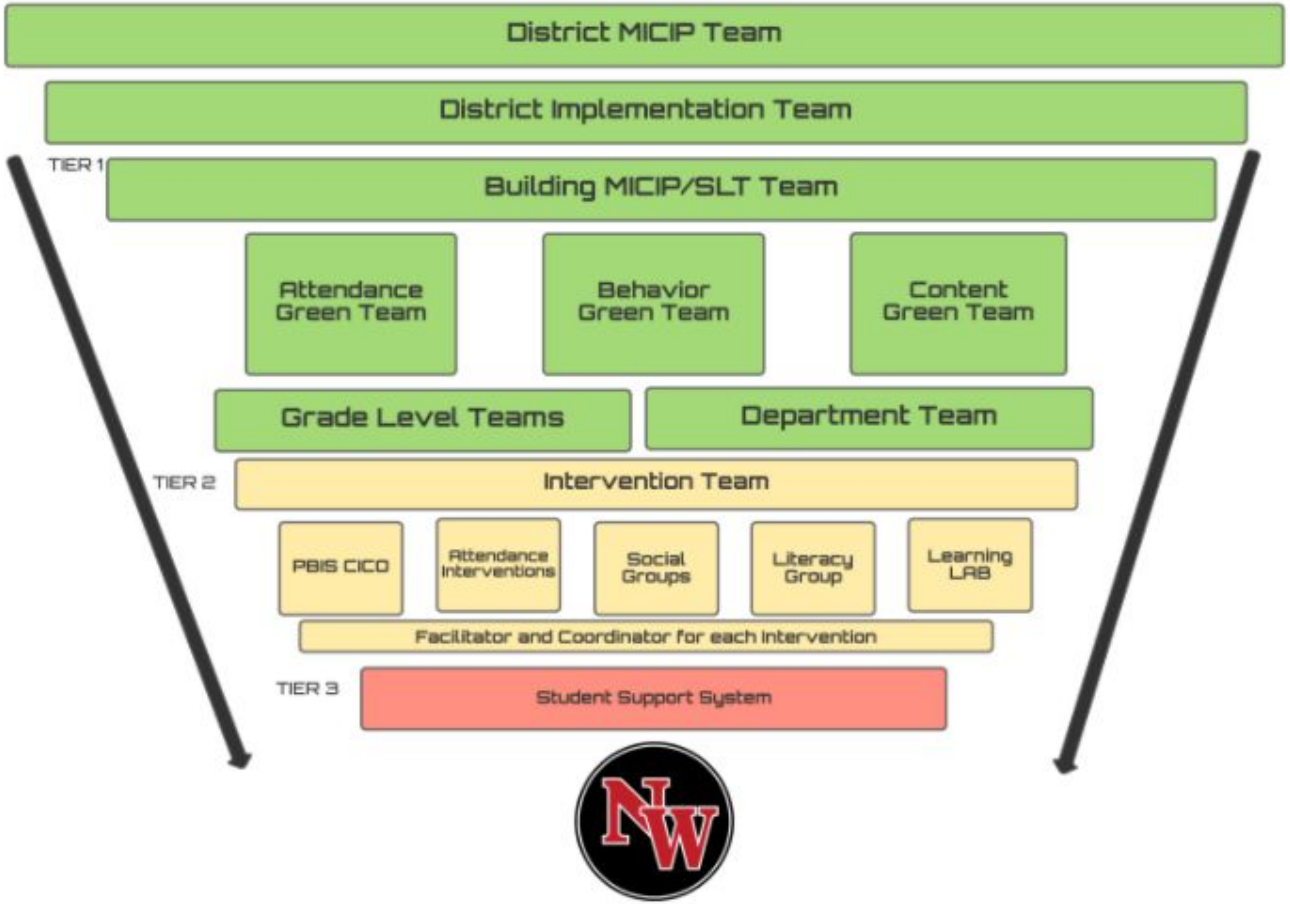
Population 2020-21 MI School Data

• Enrollment	3651
• College Enrolled 19-20 (0-6 mos.)	47.8%
• Economically disadvantaged	58.4%
• Students with Disabilities	13.3%
• Poverty Rate (Jackson Co.)	13.7%
• Reduced Lunch Percentage	70%+

“

“You do not rise to the level of your goals, you fall to the level of your systems.”

- James Clear


District MICIP Team
District Implementation Team
TIER 1
Building MICIP/SLT Team
Attendance Green Team
Behavior Green Team
Content Green Team
Grade Level Teams
Department Team
TIER 2
Intervention Team
PBIS CICO
Attendance Interventions
Social Groups
Literacy Group
Learning LAB
Facilitator and Coordinator for each Intervention
TIER 3
Student Support System
NW
Northwest Community Schools
MTSS Framework

1

PBIS University

Northwest Community Schools

Why?

- Install and Implement a PBIS training focused on the “PBIS Big Ideas” including classroom and data collection.
- Set new staff up for success

When?

Week before first day of school - 1 full day training.

Who?

New teachers, any teacher hired mid year, some support staff , and building PBIS Coach.

Intended Outcomes of PBIS University

- ❑ Understand basic concept of Multi-tiered Systems of Support
- ❑ Become familiar with School-wide PBIS common areas, routines and the acknowledgement system in your building.
- ❑ Utilize the PBIS handbook as a guide and resource throughout the year
- ❑ Big Ideas of Classroom PBIS
- ❑ Use SWIS (School-wide Information System) for data collection which will be used in Tier I and II planning and interventions.

PBIS University Agenda

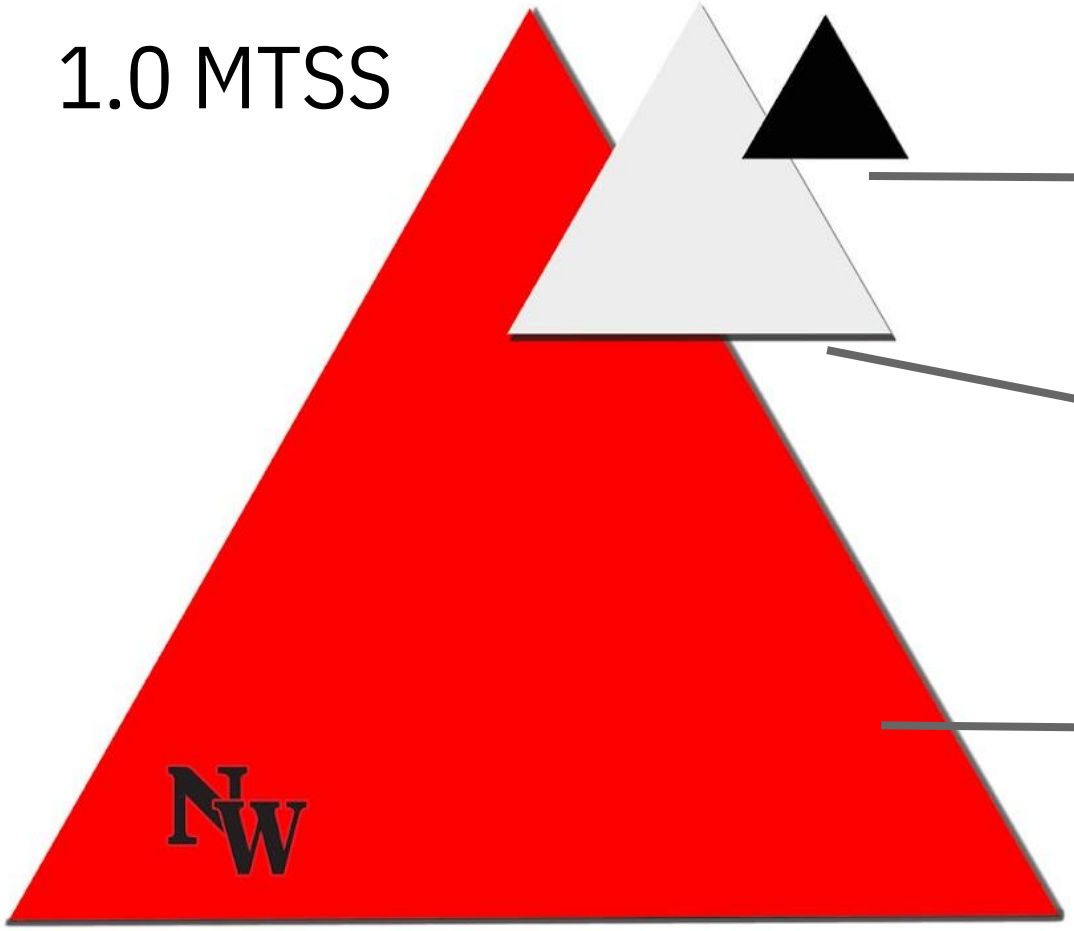
1.0 MTSS

2.0 Big Ideas SWPBIS

3.0 Classroom PBIS

4.0 SWIS

1.0 MTSS



Tier III Intensive
Individualized interventions for students with intense/chronic behavior challenges (Tier I,II, & III)

Tier II Targeted
Refers to the interventions provided to small groups of students at-risk for academic or social failure who need more support then they are receiving in Tier I

Tier 1 Universal
School-wide Interventions and Supports for ALL

TIP:

Northwest Community Schools
MiMTSS Acronym Cheat Sheet

BEP	Behavior Education Program
BIP	Behavior Implementation Plan (Tier 3)
CICO-SWIS	Check In Check Out (Tier 2)
CWPBIS	Classwide Positive Behavioral Interventions & Supports
CSS	Coaches Support Sessions
DCA	District Capacity Assessments
DIT	District Implementation Team (SIT)
DPR	Daily Progress Report (CICO Card)
EI	Effective Innovations
EWS	Early Warning System
FBA	Functional Behavior Assessment (Tier 3)
GLPS	Grade Level Problem Solving
ISF	Interconnected Systems Framework (Mental Health)
I-SWIS	Individual Student Information System School-Wide Information System (Tier 3)
MICIP	Michigan's Continuous Improvement Process
MIMTSS	Michigan's Multi-tiered System of Supports
MTSS	Multi-Tiered Systems & Supports
ODR's	Office Discipline Referrals
OTR	Opportunities to Respond
PALS	Paths to Achieving Literacy Success
PBIS	Positive Behavioral Interventions & Supports
PPSC	Promoting Positive School Climate (Grant Name)
PRE	Paperless Referral Entry
REO	Referral Entry Only

2.0 Big Ideas of SWPBIS

1. Identify & define behavior expectations
2. Teach behavior expectations
3. Monitor behavior expectations
4. Acknowledge & encourage school appropriate behavior
5. Establish a continuum of responses to behaviors that includes teaching/re-teaching
6. Use data for decision making

Each Section of Big Ideas we utilize our...

PBIS Building Handbook

*Building Coach Supports

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Need Help? PBIS Building Coach - Becky Bortnichak x4815
PBIS District Coordinator - Nicole Tokar x4865
Director of Instruction- Cari Bushinski

1

PBIS
Northwest Early Elementary

Northwest Early Elementary
Mountie Proud MATRIX
Safe Respectful Responsible

Common Areas	RULES / EXPECTATIONS		
	Safe	Respectful	Re
Arrival / Dismissal Voice Level 1	•Walk on the line •Eyes forward •Keep personal items and body to yourself	•Welcoming faces & kind words •Listen to all adults •Quiet lockers	•Get to be qui •Be pr materi class/h •Sit in
Hallways Voice Level 0	•Walk on the line •Eyes forward •Keep personal items and body to yourself •Stay with your class	•Look at artwork with eyes only •Pick up trash	•Silent •Move •Have
Bathrooms Voice Level 0	•Walking feet •Keep bathroom business private •Keep water in sink	•Keep bathroom clean •Use trash cans •Knock before entering stall	•Flush •Wash •Go qu task
Lunchroom Voice Level 2	•Walking feet •Stay in your seat on your bottom •Keep your body to yourself •Use Entrance /Exit doors	•Use good manners •Listen to all adults •Only eat& touch your own food	•Eat First - Talk Later •Leave the table & floor clean •Raise hand f help/bathroo
Playground Voice Level 3	•Walk when on sidewalk •Stay in recess area •Keep your body to yourself •Use equipment appropriately •Wood chips/snow/ice stay on ground	•Listen to all adults •Be kind & helpful to others •Use bugs & wishes	•Dress appr •Take care o items •Freeze for •Line up quick hallway read
Buses Voice Level 1	• Sit in seat facing forward • Cross road correctly • Food & drink free zone • Voice level 0 at railroad	• Follow drivers directions • Use kind words • Greet & thank driver • Text, games, music, videos w/earbud only	• Keep pers your lap/b • Keep hand objects to • Be on time

Mountie PROUD

SAFE ★ RESPECTFUL ★ RESPONSIBLE

NORTHWEST EARLY ELEMENTAR

Mountie PROUD REP

YOUR CHILD _____ SHO
MOUNTIE GREATNESS! HE/SHE WA

☐ SAFE
☐ RESPECTFUL
☐ RESPONSIBLE

DATE:_____
ACKNOWLEDGED BY:_____

NW Early Elementary
Indoor Recess

SAFE	RESPECTFUL	RESPONSIBLE
• Walking feet • Keep your body to yourself • Use materials appropriately	❑ Listen to all adults ❑ Be kind and helpful to others ❑ Use bugs & wishes	❑ Respond to silent signal ❑ Line up quickly ❑ Be hallway ready

Lesson Plan for Teaching Classroom Expectations within Routines

Routine: Indoor Recess

Instructional Location: Grade Level Pods

Voice Level:0-2

Rationale:
★ NWEE is safe, respectful, and responsible. **We should be safe, respectful and responsible in all areas of the school.** Today we are going to focus on what these behaviors look like during indoor recess.

Examples:
- ❑ Walking feet
- ❑ Keep your body to yourself
  - ❑ Arms and legs in your own space
- ❑ Use materials appropriately
  - ❑ Build with legos
  - ❑ Follow the rules for games
  - ❑ Build with blocks
- ❑ Listen to all adults
- ❑ Be kind and helpful to others
  - ❑ Include others in your play
  - ❑ Share materials with others
- ❑ Use bugs & wishes
  - ❑ It bugs me when….I wish you would…
- ❑ Respond to silent signal
  - ❑ Voice level 0, immediately following quiet signal
- ❑ Line up quickly
- ❑ Be hallway ready
  - ❑ Voice level 0

Northwest Early Elementary
MOUNTIE PROUD
Hallways
Voice Level 0

Safe	• Walk on the line • Eyes Forward • Keep personal items and body to yourself • Stay with your class
Respectful	• Look at artwork with your eyes • Pick up trash
Responsible	• Silent waves • Move with a mission • Have a pass in hand

Buses

Voice Level 0-2

Safe	• Wear mask covering nose and mouth • Apply hand sanitizer before boarding • Cross road correctly • Food & drink free zo • Voice level 0 at railro
Respectful	• Follow drivers directi • Use kind words • Greet & thank driver • Text, games, music, videos w/earbud onl
Responsible	• Sit in seat facin • Keep personal i your lap/backpa • Keep hands, feet objects to yourse • Be on time

Voice Levels

2	Emergency (Need Driver NOW)
1	Indoor Voice (Normal - Seat Talk)
0	Silent (Railroad Crossing)

Mountie Proud BUS Ticket

☐ Safe
☐ Respectful
☐ Responsible

Name _____

BUS Lesson

Voice Level 0-2

SAFE	RESPECTFUL	RESPONSIBLE
• Wear mask covering nose and mouth • Apply hand sanitizer before arding oss road correctly od & drink free zone ice level 0 at railroad	• Follow drivers directions • Use kind words • Greet & thank driver • Text, games, music, videos w/earbud only	• Sit in seat facing forward • Keep personal items in your lap/backpack • Keep hands, feet, and objects to yourself • Be on time

Introduce Yourself (Refer to your name whiteboard). *NW Community Schools is safe, respectful, and responsible. We should be safe, respectful and responsible in all areas of the school. Today we are going to focus on what these behaviors look like on the bus.*

Define Behavior Expectations by reading through the matrix (refer to chart above) and providing examples.

- What does **safe** behavior look like on the bus?
  - Wear Mask Covering Nose and Mouth
    - Prevents the spread of germs to and from others
  - Apply Hand Sanitizer Before Boarding
    - Kills any germs on your hands if used correctly
  - Cross Road Correctly
    - 10 steps ahead of the bus (should be able to make eye contact with driver)
    - Look at the driver and wait (not parent or others)
    - When it's safe to cross the driver will change the paddle from stop (red stop sign) to walk (green children).
    - Walk to the center line, look both ways, when safe walk across the road.
    - If you hear the bus honk - STOP IMMEDIATELY

  - Why Food & Drink Free Zone(includes gum)
    - Reduce chances of choking
    - Food Allergies
    - Less mess (bugs, ants, and mice)

  - Voice Level 0 at Railroads
    - Why? Hear a train coming
    - Should remain seated at ALL times at railroads
  - es **respectful** behavior look like on the bus?
    - ollow driver directions
      - Passenger makes eye contact with driver
      - Hear the directions and comply, even if you disagree

TIP:

Barrier

Schoolwide “Common Area” PBIS

and

Classroom PBIS

3.0 Foundational Practices of PBIS in the Classroom

- ❑ Design Physical Environment
- ❑ Establish Routines & Expectations
- ❑ Teach Expectations within Routines
- ❑ Reinforce Expectations
- ❑ Respond to Problem Behavior
- ❑ Engage Students

CHECKLIST FOR EVALUATING THE PHYSICAL ORGANIZATION OF THE CLASSROOM

Directions: Use the guidelines listed in the following table to evaluate the organization of your classroom.

1. Have you designated areas for specific activities (e.g., whole-group instruction, small-group instruction, class gatherings on rug, free-choice area, quiet reading area, computer lab)?	Yes	No
2. In instructional areas, are students in close proximity to you?	Yes	No
3. In instructional areas, are students facing you and are you able to monitor responses of all students?	Yes	No
4. Are students seated in rows		
5. Have you created seating ch		
6. Have students been taught h clusters or groups for partne		
7. During Instruction, can stude group members?		
8. Have you arranged your inst		
9. Are the student materials ne easily retrievable?		
10. Have students been taught c assignment calendar?		
11. Can you move quickly and e without interference of physi		
12. Can you see all parts of the		
13. Have you displayed material instruction (e.g., class calen reference material, rule/expe		
14. Have you displayed student achievement?		

Name: _____

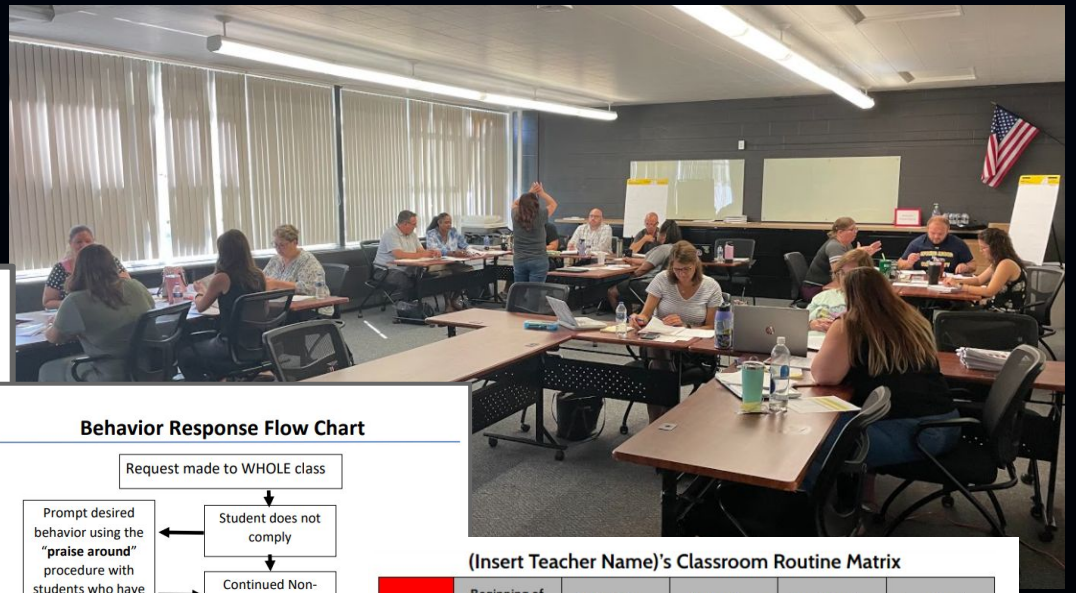
Classroom Routines

Now that you have had a chance to reflect on the physical organization of your classroom, we would like your input on what you feel are THE most essential classroom routines that allow you to manage your classroom efficiently and effectively. Think about classroom routines that you identify and teach at the beginning of every school year/trimester that help increase student engagement and help reduce problem behaviors, thus allowing you to focus on instructional time.

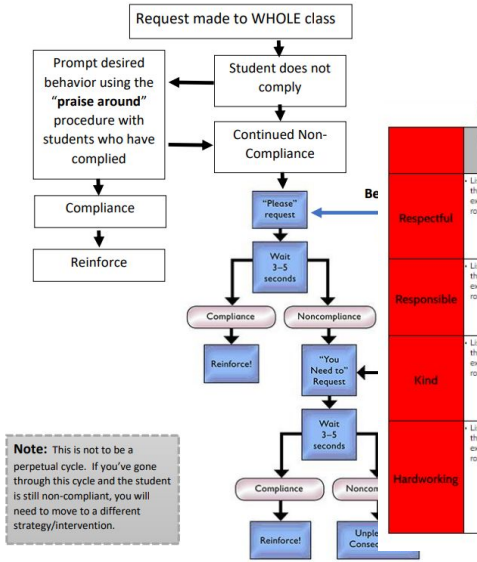
Remember, ROUTINES become the manager of behavior, not the teacher!!!

Please check off your top classroom routines you can't live without! Feel free to add additional routines if necessary.

- ❑ Entering the classroom
- ❑ Technology
- ❑ Starting the day
- ❑ Transitions
- ❑ Changing groups/activities
- ❑ working independently
- ❑ Cooperative group work
- ❑ Asking for help
- ❑ Asking a question
- ❑ Listening to/responding to questions
- ❑ Participating in class discussions
- ❑ When you finish early
- ❑ When visitors are in the classroom
- ❑ Responding to drills
- ❑ Late work
- ❑ End of period/class dismissal
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ Passing in work
- ❑ During announcements
- ❑ Returning work
- ❑ Taking care of personal needs
  - ❑ Using the restroom
  - ❑ Going to MC
  - ❑ Going to the office
  - ❑ Making a phone call
  - ❑ Feeling suddenly ill
- ❑ _____



Behavior Response Flow Chart



Note: This is not to be a perpetual cycle. If you've gone through this cycle and the student is still non-compliant, you will need to move to a different strategy/intervention.

(Insert Teacher Name)'s Classroom Routine Matrix

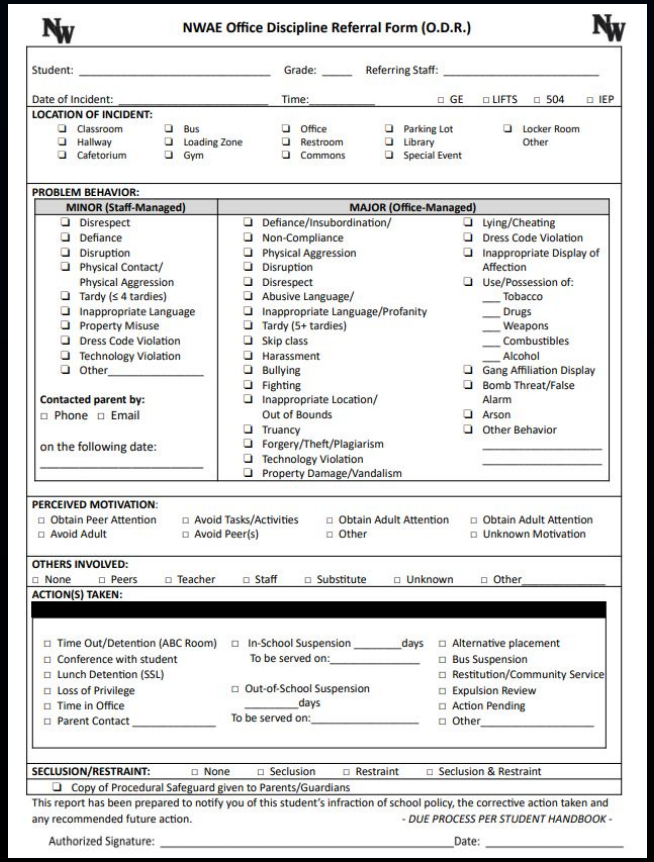
	Beginning of Class	End of Class	Technology	Insert Routine	Insert Routine
Respectful	• List the expected behaviors that follow the school-wide expectation for the above routine	• List the expected behaviors that follow the school-wide expectation for the above routine	• Only staff will initiate the use of cell phones/devices each day. • Remove headphones from the neck/shoulders/ head/ears during instructional time.	• List the expected behaviors that follow the school-wide expectation for the above routine	• List the expected behaviors that follow the school-wide expectation for the above routine
Responsible	• List the expected behaviors that follow the school-wide expectation for the above routine	• List the expected behaviors that follow the school-wide expectation for the above routine	• Put phone/device in pocket holder at the beginning of class. • Phones shall remain in holder when using a hall pass.	• List the expected behaviors that follow the school-wide expectation for the above routine	• List the expected behaviors that follow the school-wide expectation for the above routine
Kind	• List the expected behaviors that follow the school-wide expectation for the above routine	• List the expected behaviors that follow the school-wide expectation for the above routine	• Remove headphones when talking to adults or peers; this includes the hallways. • Videos or photos during class time require teacher permission.	• List the expected behaviors that follow the school-wide expectation for the above routine	• List the expected behaviors that follow the school-wide expectation for the above routine
Hardworking	• List the expected behaviors that follow the school-wide expectation for the above routine	• List the expected behaviors that follow the school-wide expectation for the above routine	• Properly store and plug in Chromebooks when finished. • Chromebooks are to stay in the classroom. Please refrain from removing the Chromebooks from the classroom without permission from the teacher.	• List the expected behaviors that follow the school-wide expectation for the above routine	• List the expected behaviors that follow the school-wide expectation for the above routine

4.0 SWIS - Data

- Your school is using SWIS to support your SWPBIS implementation efforts
- We collect discipline referral data to support school level and grade level problem-solving
- Discipline referrals are a data source, **not** a consequence

When walking down the hallway another student swings their backpack hitting another student in the back intentionally hurting them.

1. Use the SWIS definitions in your PBIS handbook
2. Fill out the ODR - don't forget the NOTES Section
3. Check with your PBIS Coach for accuracy



NWAE Office Discipline Referral Form (O.D.R.)

Student: _____ Grade: _____ Referring Staff: _____

Date of Incident: _____ Time: _____ ☐ GE ☐ LIFTS ☐ 504 ☐ IEP

LOCATION OF INCIDENT:

❑ Classroom ❑ Hallway ❑ Cafetorium ❑ Bus ❑ Loading Zone ❑ Gym ❑ Office ❑ Restroom ❑ Commons ❑ Parking Lot ❑ Library ❑ Special Event ❑ Locker Room Other

PROBLEM BEHAVIOR:

MINOR (Staff-Managed)	MAJOR (Office-Managed)	
❑ Disrespect	❑ Defiance/Insubordination/	❑ Lying/Cheating
❑ Defiance	❑ Non-Compliance	❑ Dress Code Violation
❑ Disruption	❑ Physical Aggression	❑ Inappropriate Display of Affection
❑ Physical Contact/ Physical Aggression	❑ Disruption	❑ Use/Possession of:
❑ Tardy (≤ 4 tardies)	❑ Disrespect	___ Tobacco
❑ Inappropriate Language	❑ Abusive Language/	___ Drugs
❑ Property Misuse	❑ Inappropriate Language/Profanity	___ Weapons
❑ Dress Code Violation	❑ Tardy (5+ tardies)	___ Combustibles
❑ Technology Violation	❑ Skip class	___ Alcohol
❑ Other_____	❑ Harassment	❑ Gang Affiliation Display
	❑ Bullying	❑ Bomb Threat/False Alarm
Contacted parent by:	❑ Fighting	❑ Arson
☐ Phone ☐ Email	❑ Inappropriate Location/ Out of Bounds	❑ Other Behavior
on the following date:	❑ Truancy	_____
_____	❑ Forgery/Theft/Plagiarism	_____
	❑ Technology Violation	
	❑ Property Damage/Vandalism	

PERCEIVED MOTIVATION:

☐ Obtain Peer Attention ☐ Avoid Adult ☐ Avoid Tasks/Activities ☐ Avoid Peer(s) ☐ Obtain Adult Attention ☐ Other ☐ Obtain Adult Attention ☐ Unknown Motivation

OTHERS INVOLVED:

☐ None ☐ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown ☐ Other_____

ACTION(S) TAKEN:

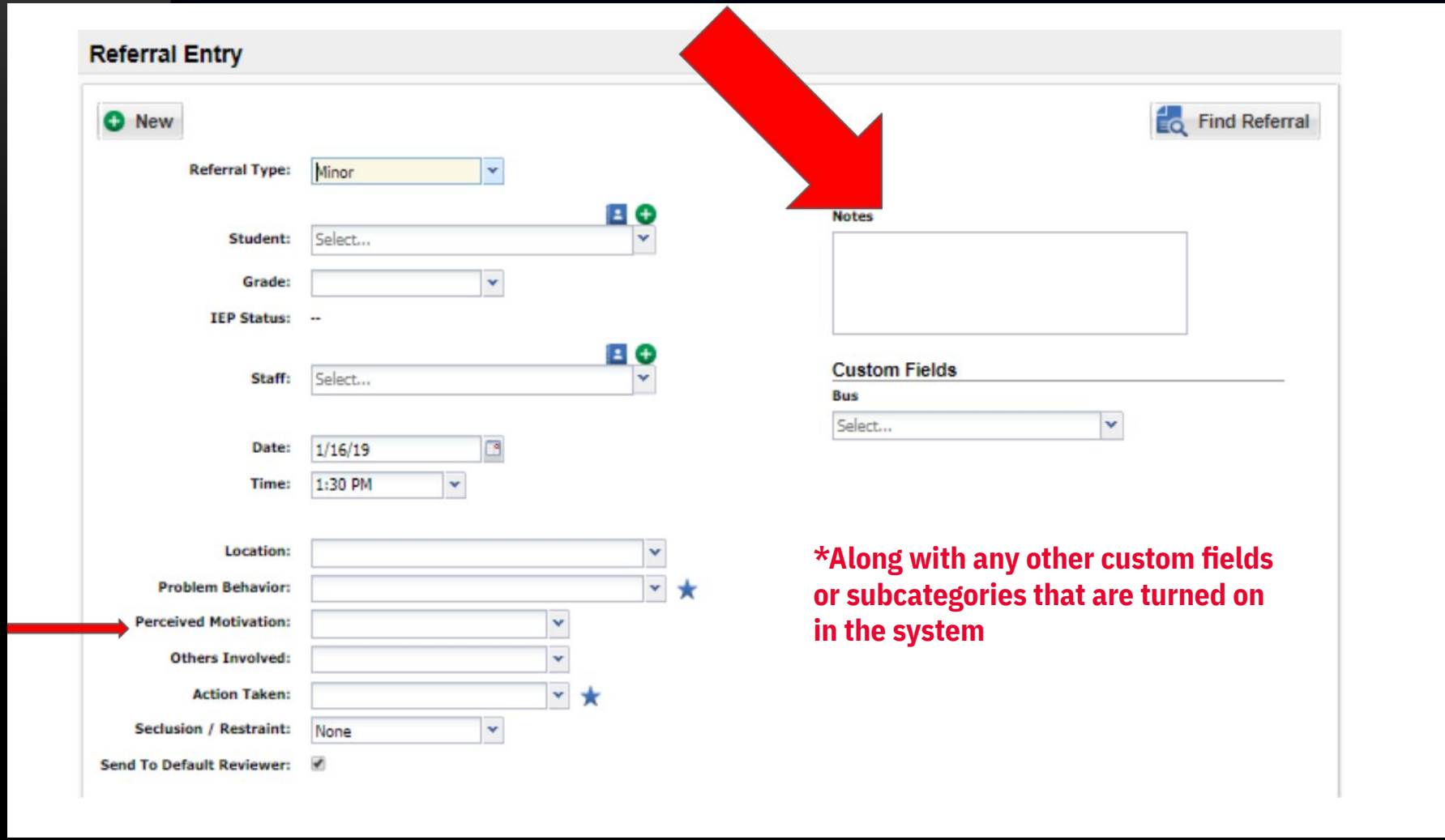
☐ Time Out/Detention (ABC Room)
☐ Conference with student
☐ Lunch Detention (SSL)
☐ Loss of Privilege
☐ Time in Office
☐ Parent Contact _____
☐ In-School Suspension _____days
To be served on:_____
☐ Out-of-School Suspension
_____days
To be served on:_____
☐ Alternative placement
☐ Bus Suspension
☐ Restitution/Community Service
☐ Expulsion Review
☐ Action Pending
☐ Other_____

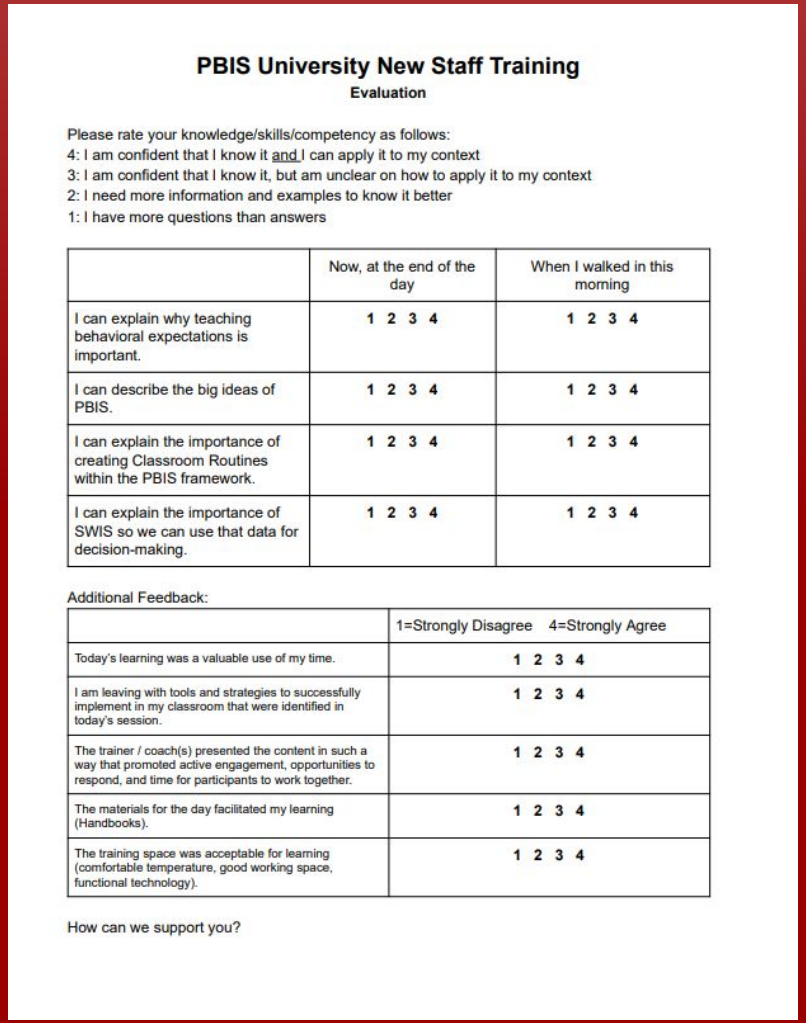
SECLUSION/RESTRAINT: ☐ None ☐ Seclusion ☐ Restraint ☐ Seclusion & Restraint

❑ Copy of Procedural Safeguard given to Parents/Guardians

This report has been prepared to notify you of this student's infraction of school policy, the corrective action taken and any recommended future action. *- DUE PROCESS PER STUDENT HANDBOOK -*

Authorized Signature: _____ Date: _____


Referral Entry
New
Find Referral
Referral Type:
Minor
Student:
Select...
Grade:
IEP Status:
--
Staff:
Select...
Date:
1/16/19
Time:
1:30 PM
Location:
Problem Behavior:
Perceived Motivation:
Others Involved:
Action Taken:
Seclusion / Restraint:
None
Send To Default Reviewer:
Notes
Custom Fields
Bus
Select...
*Along with any other custom fields or subcategories that are turned on in the system



PBIS University New Staff Training

Evaluation

Please rate your knowledge/skills/competency as follows:
4: I am confident that I know it and I can apply it to my context
3: I am confident that I know it, but am unclear on how to apply it to my context
2: I need more information and examples to know it better
1: I have more questions than answers

	Now, at the end of the day	When I walked in this morning
I can explain why teaching behavioral expectations is important.	1 2 3 4	1 2 3 4
I can describe the big ideas of PBIS.	1 2 3 4	1 2 3 4
I can explain the importance of creating Classroom Routines within the PBIS framework.	1 2 3 4	1 2 3 4
I can explain the importance of SWIS so we can use that data for decision-making.	1 2 3 4	1 2 3 4

Additional Feedback:

	1=Strongly Disagree 4=Strongly Agree
Today's learning was a valuable use of my time.	1 2 3 4
I am leaving with tools and strategies to successfully implement in my classroom that were identified in today's session.	1 2 3 4
The trainer / coach(s) presented the content in such a way that promoted active engagement, opportunities to respond, and time for participants to work together.	1 2 3 4
The materials for the day facilitated my learning (Handbooks).	1 2 3 4
The training space was acceptable for learning (comfortable temperature, good working space, functional technology).	1 2 3 4

How can we support you?

PBIS University New Staff Training Evaluation

2

Classroom Cohorts

Northwest Community Schools

Why?

- ❏ Focus on Classroom PBIS & strategies across the district.

When?

- ❏ Additional 2 Full Days after attending PBIS University (2 months between training dates)

Who?

- ❏ PBIS Team Member, Teacher Leader, New Teacher in addition to teachers identified in SWIS

Northwest Community Schools
PBIS Classroom Tier 1
Three Year Professional Learning Plan
2019-2020 2021-2022 2022-2023
Northwest Middle School

___ Teachers
We have divided your staff into thirds and then into Cohorts 3-4, 7-8, 11-12
We will be training 2 cohorts each year from your building. The teachers will be mixed with Northwest Elementary teachers in these cohorts.
Each staff member will have 2 days of training during their assigned year.
Please list the names of your teachers that you would like to attend the trainings each year.
New teachers should be assigned to Cohorts 1 and 2 if possible.

2019-2020

2019-2020 ⅓ of Teaching Staff	Cohort 3 Number of teachers	Cohort 4 Number of Teachers
NWMS 16 teachers	10	9
Please list your teachers in the columns to the right	Sept 16	Sept 17
	Jan 23	Jan 24
	Beth DeVries	Jasmine Hass
	Kelsie Fifield	Julie Page
	Tina Delbridge	John Moffitt
	Cathy Hawes	Elisa Ball
	James Cumings	Jason Khon
	Mike Collard	Erik Giannunzio
	Todd Dickinson	Sue Balluff
	Desiree Fires	Kim Whitney
	John Radecki	Rachel Martel
	Jessie Holbrook	

Reconfirmed List for 2021-2022

2021-2022 ⅓ of Teaching Staff	Cohort 7 Number of teachers	Cohort 8 Number of Teachers
NWMS 16 teachers	8	8
Please list your teachers in the columns to the right	Date	Date
	Date	Date
	Vince Zahm	Esther Hitchcock
	Angie Kolbuchar	Tara Robinson
	Kelly Szymanski	Laurie Carl
	Leslie McIntosh	Cathe Pickett
	Korynne Kast	Don Manchester
	Tony Smith	Dan Good
	John Radecki	Sarah Runkel
	Kris Silvey	Laura Charles

2022-2023

2022-2023 ⅓ of Teaching Staff	Cohort 11 Number of teachers	Cohort 12 Number of Teachers
NWMS 16 teachers	8	8
Please list your teachers in the columns to the right	Date	Date
	Date	Date
	Tim Rumler	Karla Mosson
	Kevin Fairley	Dale Stroede
	Bill Bippes	Stephanie Williams
	Jill Maxwell	Tom Butterfield
	Rob Zigler	Mary Woodruff
	Heather Caster	
	Christina Arbrouet	
	Erika Raffin	

Purpose

By the end of this series, the School Leadership Team will be able to coordinate, lead, and manage full implementation of School-wide Positive Behavioral Interventions and Supports (SWPBIS) in order to **increase time spent on academic instruction** by increasing positive, pro-social behaviors and decreasing behavioral challenges.

Intended Outcomes

- ❏ Understand classroom systems are a microcosm of the SWPBIS system within a school
- ❏ Begin developing a classroom matrix and lesson plans for teaching behavioral expectations, and provide feedback to others
- ❏ Practice specific classroom strategies to prevent behaviors not appropriate for school from occurring or to respond to these behaviors when they occur

DAY 1 of 2

Tier 1 PBIS Classroom Focus

- ❏ Classroom PBIS System
  - ❏ Creating Routine Matrix
- ❏ Classroom Strategies
  - ❏ PGD - Positive Greeting at the Door
  - ❏ 4-1
  - ❏ Precorrection
  - ❏ Precision Response
  - ❏ Increasing Opportunities to Respond

DAY 2 of 2

Tier 1 PBIS Classroom Focus

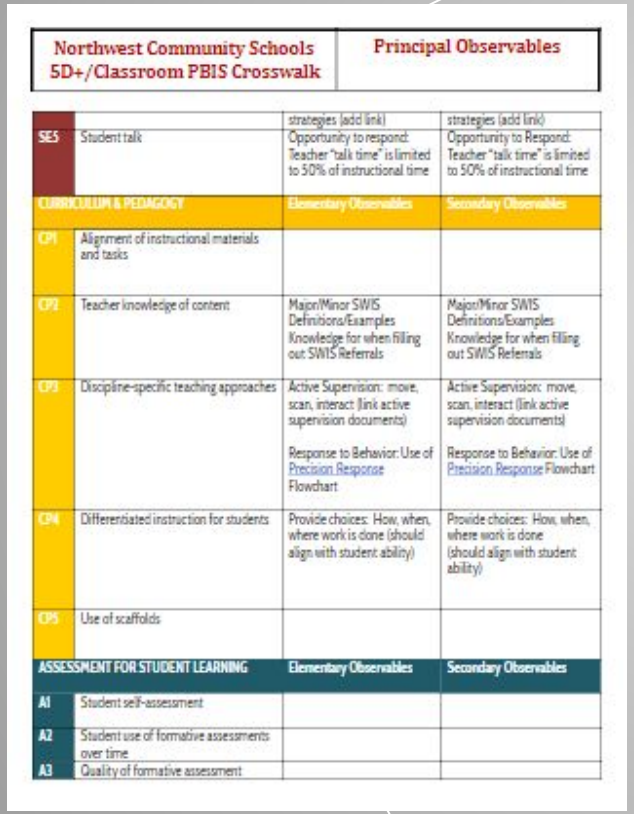
- Create lesson plans for teaching classroom routines
- Review and practice specific classroom strategies to prevent behaviors
- Understand Trauma Informed PBIS
- Explore 5D Crosswalk

Examples of How Classroom Practices Are Trauma Informed

	What is the strategy	*HOW* this practice supports students impacted by trauma
Arrange orderly physical environment	• Traffic patterns are clearly defined and allow movement without disrupting others • Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access • Materials are clearly labeled, easily accessible, and organized for ease of use	Setting up a physical environment to allow teacher to monitor all students and activities promotes feeling of safety and predictability for students. Considering traffic patterns to avoid disruption supports students to respect personal space of others.
Define, teach, acknowledge rules and expectations	• Classroom rules are aligned with school-wide • Classroom	differentiate purposeful that may occur in other areas of their lives. Consistent classroom expectations also create predictable adult behavior across the school for all students. When established upfront, it may help students establish a sense of security.
Define, teach classroom routines	• Routines and procedures are aligned with school-wide expectations. • Routines and procedures are succinct, positively stated, and in age-appropriate language. • Routines and procedures are taught and practiced several times throughout the year.	When we provide clearly defined routines and procedures, students know what to expect. Reducing the stress of unknown helps students to operate in a state of calm. Clearly established routines also increases likelihood of adults identifying and prompting students of possible changes, which is likely to prevent or reduce impact the change may have on student behavior. Regular routines also create the opportunity for intentional regulation activities.
Employ active supervision	• Movement: Constant, random, target predictable problems, proximity • Scan: Look and listen to all students, look for appropriate	Maintaining active supervision provides a sense of safety for students. When adult is constantly scanning the environment it is more likely, they will predict or identify a trigger to a problem prior and prevent the problem behavior from occurring,

Bringing it all together!

5 Dimensions of Teaching and Learning PBIS Crosswalk



Northwest Community Schools 5D+/Classroom PBIS Crosswalk		Principal Observables	
		strategies (add link)	strategies (add link)
SE5	Student talk	Opportunity to respond: Teacher "talk time" is limited to 50% of instructional time	Opportunity to Respond: Teacher "talk time" is limited to 50% of instructional time
CURRICULUM & PEDAGOGY		**Elementary Observables**	**Secondary Observables**
CP1	Alignment of instructional materials and tasks		
CP2	Teacher knowledge of content	Major/Minor SWIS Definitions/Examples Knowledge for when filling out SWIS Referrals	Major/Minor SWIS Definitions/Examples Knowledge for when filling out SWIS Referrals
CP3	Discipline-specific teaching approaches	Active Supervision: move, scan, interact (link active supervision documents) Response to Behavior: Use of Precision Response Flowchart	Active Supervision: move, scan, interact (link active supervision documents) Response to Behavior: Use of Precision Response Flowchart
CP4	Differentiated instruction for students	Provide choices: How, when, where work is done (should align with student ability)	Provide choices: How, when, where work is done (should align with student ability)
CP5	Use of scaffolds		
ASSESSMENT FOR STUDENT LEARNING		**Elementary Observables**	**Secondary Observables**
A1	Student self-assessment		
A2	Student use of formative assessments over time		
A3	Quality of formative assessment		

Northwest Community Schools 5D+/Classroom PBIS Crosswalk	Principal Observables

What we can be looking for from teachers throughout the school year as it relates to the 5D+ Rubric...

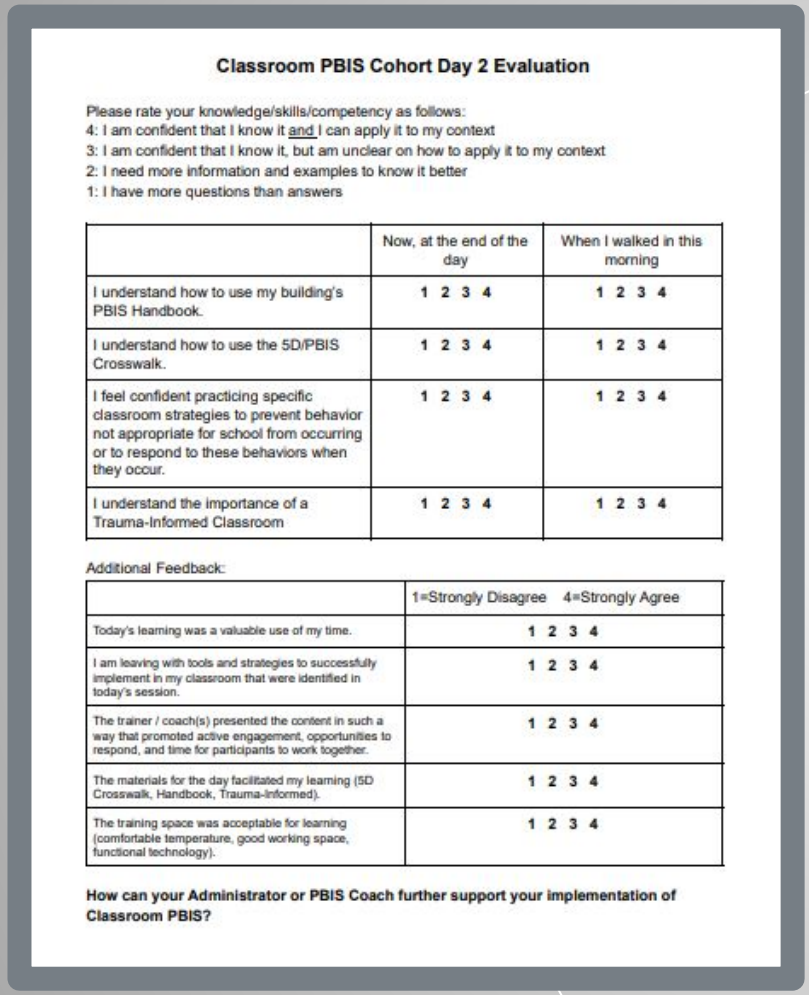
Insert Foundational Practices slide...

PURPOSE		Elementary Observables	Secondary Observables
P1	Learning target(s) connected to standards	Classroom Expectations: Safe, Respectful, Responsible	KMS Classroom Expectations: Kind, Motivated, Successful NWHS/NWAE Classroom Expectations: Respectful, Responsible, Kind, Hardworking
P2	Lessons connected to previous & future lessons, broader purpose & transferable skill	Pre-correction: Reminder of classroom procedure, routine, or rule and occur based on previous learning and desired outcome (recess example)	Pre-correction: Reminder of classroom procedure, routine, or rule and occur based on previous learning and desired outcome (pre & post assessment procedure example)
P3	Design of performance task	Behavioral task stated and demonstrated. (Classroom routine lesson from Cohort)	Behavioral task stated and demonstrated. (Classroom routine lesson from Cohort)
P4	Communication of learning target(s)	Behavioral learning target posted, taught, referenced throughout lesson (weekly lesson focus for common areas, classroom routines)	PACT Expectation learning target posted, upacked, and referenced throughout lesson
P5	Success criteria		
STUDENT ENGAGEMENT (Minimal down time)		**Elementary Observables**	**Secondary Observables**
SE1	Quality of Questioning		
SE2	Ownership of Learning		
SE3	Capitalizing on students' strengths		
SE4	Opportunity and support for participation and meaning making	Teacher provides OTR's- opportunities to respond using verbal and non-verbal	Teacher provides OTR's - opportunities to respond using verbal and non-verbal

Find the following in 5D+ PBIS Crosswalk:

- ❑ Physical Environment
- ❑ Classroom Routines
- ❑ Acknowledgement (Tickets)
- ❑ Opportunities to Respond
- ❑ Pre-correction
- ❑ 4-1
- ❑ PGD
- ❑ Precision Request

- ❑ CEC1
- ❑ CEC2 & CEC5
- ❑ CEC4 & CEC5
- ❑ SE4 & 5
- ❑ P2
- ❑ CEC4
- ❑ CEC4
- ❑ CP3



Classroom PBIS Cohort Day 2 Evaluation

Please rate your knowledge/skills/competency as follows:
4: I am confident that I know it and I can apply it to my context
3: I am confident that I know it, but am unclear on how to apply it to my context
2: I need more information and examples to know it better
1: I have more questions than answers

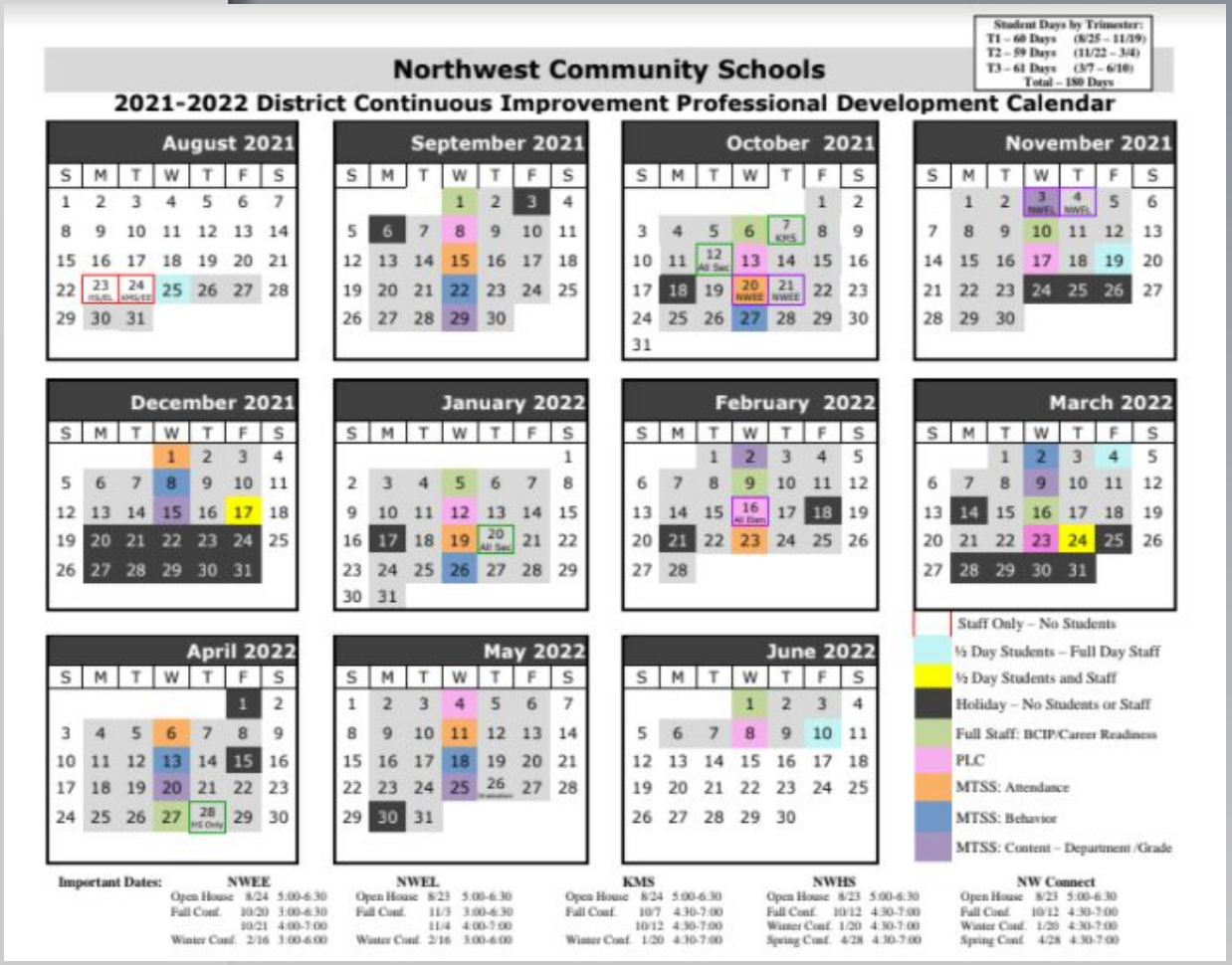
	Now, at the end of the day	When I walked in this morning
I understand how to use my building's PBIS Handbook.	1 2 3 4	1 2 3 4
I understand how to use the 5D/PBIS Crosswalk.	1 2 3 4	1 2 3 4
I feel confident practicing specific classroom strategies to prevent behavior not appropriate for school from occurring or to respond to these behaviors when they occur.	1 2 3 4	1 2 3 4
I understand the importance of a Trauma-Informed Classroom	1 2 3 4	1 2 3 4

Additional Feedback:

	1=Strongly Disagree 4=Strongly Agree
Today's learning was a valuable use of my time.	1 2 3 4
I am leaving with tools and strategies to successfully implement in my classroom that were identified in today's session.	1 2 3 4
The trainer / coach(s) presented the content in such a way that promoted active engagement, opportunities to respond, and time for participants to work together.	1 2 3 4
The materials for the day facilitated my learning (5D Crosswalk, Handbook, Trauma-Informed).	1 2 3 4
The training space was acceptable for learning (comfortable temperature, good working space, functional technology).	1 2 3 4

How can your Administrator or PBIS Coach further support your implementation of Classroom PBIS?

Evaluation



Early Release Planning 2021-22

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PBIS Coaches Handbook

Northwest Community Schools

Northwest Community Schools
PBIS Coaching Handbook

Version 2.0
Updated May 2021

MIBLSI

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.

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Why?

- Outlines the districts systems, guidelines and procedures accessing high-quality coaching supports

When?

- Annually reviewed and anytime with new PBIS Coaches

Who?

- Current & New PBIS Coaches

Highlights

- Coach Prerequisite Knowledge and General Responsibilities
- School-Level Coach Responsibilities
- Position Funding
- Frequency
- Communication
    - Coach to DIT
    - Coach to BMICIP
- Coaching Service Delivery Plan
- General Coaching Questions
- PBIS Monthly Checklist

Coaches Monthly Focus 2022-23

Directions: The focus of this monthly checklist is sustaining PBIS in your building. Behavior/PBIS Coaches please make a digital copy and link in your green team monthly agenda to keep track of the tasks accomplished each month with your Behavior/PBIS Green Team.

August

- ☐ Conversation with principal about continued coaching roles/responsibilities
- ☐ Prompt scheduling the monthly School Leadership Team meetings for the school year
- ☐ Support the planning (and implementation) of the Fall Kick-off
- ☐ Obtain the updated SWPBIS Assessment Plan from your MTSS District Coordinator
- ☐ Support Staff Refreshers around Classroom PBIS (Routines, Strategies, etc.), SWIS (Definitions, Examples, and Importance of correct Data)
- ☐ Plan to attend PBIS University
- ☐ Schedule time with new staff end of September to support the use of PBIS Handbook - focus on Classroom Routines
- ☐ Acknowledge System ready for use (tickets/badges, rewards purchased, etc.)

September

- ☐ Support the monthly PBIS Green Team Meeting – draft an agenda for the first meeting based on activities identified on your Implementation Plan (revised at the spring data review last year)
- ☐ Work with your team to strengthen your SWPBIS Tier 1 system
- ☐ Develop the plan for collecting the School Climate Survey with your staff, students, and families end of October. (Parent Notification)
- ☐ Develop a plan for administering the Tiers 1-3 of the School-wide PBIS Tiered Fidelity Inventory (TFI) including the walkthrough

Updated 3/24/22

Coaches Handbook

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Q & A

Links:

- ❏ Northwest PBIS University
- ❏ Example - PBIS Building Handbook
- ❏ Classroom PBIS Day 1
- ❏ Classroom PBIS Day 2
- ❏ Northwest Community Schools PBIS Coaches Handbook

Thanks!

Take a moment to complete the participant survey in the conference app.

Hello!

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