



# Solidifying the Tier 1 Foundation

# Session Goals

Attendees will be able to clearly communicate their Tier 1 process to all stakeholders.

Attendees will be able to utilize the matrix and behavior flow chart to reduce the number of chronic behaviors.



# Clearly Communicating Our Matrix



*Cultivating Kindness & Academic Success*

# Where we started...




**REMEMBER!**

**LEWIS STUDENTS LEAD LIKE TIGERS BY:**

**BEING RESPECTFUL, BEING RESPONSIBLE AND BEING SAFE!**



## PBS EXPECTATIONS MATRIX

	All Settings	Hallway & Sidewalks	Cafeteria	Playground	Restroom	Bus	Assemblies
<b>BE RESPECTFUL</b>	Follow directions the first time Use positive language Agree and disagree respectfully	Walk quietly while being respectful of learning	Eat your <u>own</u> food Use your <u>own</u> food  Line up in a level 0 voice	Enter and exit the building quietly while being respectful of learning  Allow others to join in  Share and take turns  Use the buddy bench	Allow for <u>privacy</u> of others  Walk quietly while being respectful of learning	Follow the bus expectations  Use kind language	Eyes on the speaker Clap when appropriate 
<b>BE RESPONSIBLE</b>	Use materials correctly Straight there and straight back Take responsibility for your own actions  Stay on task	Keep up with your class  Keep hallway clean	Keep hands and feet to self  Take only the food/condiments you are going to eat  Keep cafeteria clean	Line up with a level 0 voice after the signal	Clean up after yourself  Wash hands with soap and water (1-2 pumps of soap, 1-2 paper towels)	Keep the bus clean  Keep track of your belongings	Stay with your class
<b>BE SAFE</b>	Walk face forward  Ask permission to leave any setting  Keep hands, feet and body to self Report unsafe activity Stay in assigned areas	Obey tiger stops  Stay on the right side in a single line with feet on the ground  Use stairs appropriately (right hand on the handrail, feet touch every stair)	Stay in your seat unless you have permission	Use equipment safely	Use supplies correctly  Keep water in the sink	Sit seat to seat back to-back  Follow emergency procedures	Enter and exit the assembly while being respectful of learning  Sit on bottoms silently

## Defining Specific Behaviors

- Observable
- Measureable
- Positively stated
- Understandable
- Always Applicable

## We Noticed

- It was made by Teachers ✓
- It followed OMPUA ✓

## BUT

- Teachers Weren't Using the Matrix ✗
- Students Didn't Know the Matrix ✗





...an imperfect plan implemented  
immediately and ~~violently~~ will always  
succeed better than a perfect plan.

— *George S. Patton* —

AZ QUOTES



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# Work Time: Matrix

*You're what makes this more than a piece of paper!!*


- Simple (K-5)
- Usable
- Clear
- **Stretch Goal:** Lessons for each skill word on the Landing Page




Lewis PBS Matrix			
	Hallway	Dismissal	Car
Safe	Hands (Down By Side)	Safe Body	Safe Body
Respectful	Eyes (Facing Forward/On Teacher)	Quiet (Voices)	Quiet (Voices)
Responsible	Quiet (Voices)	You're Okay (Don't panic. We'll be back tomorrow.)	Listening
	Bus	Cafeteria	Assembly
Safe	Back & Bottom (In Seats)	Back & Bottom (In Seats)	Safe Body
Respectful	Quiet (Voices)	Quiet (Voices)	Quiet (Voices)
Responsible	Kind (Words)	Kind (Words)	Listening
	Classroom	Playground	Bathroom
Safe	Safe Body	Safe Body	Safe Body
Respectful	Listen to Learn	Listening	Privacy
Responsible	Following Directions	Following Directions	Quiet (Voices)
	Emergency		
Safe	Safe Body		
Respectful	Silent		
Responsible	Listening		



# Lewis PBiS Matrix

WE ARE...	HALLWAY	DISMISSAL	CAR
SAFE RESPECTFUL RESPONSIBLE	Hands Down by Side Eyes Forward Quiet Voices	Safe Body Quiet Voices You're Okay	Safe Body Quiet Voices Listening
WE ARE...	BUS	CAFETERIA	ASSEMBLY
SAFE RESPECTFUL RESPONSIBLE	Backs & Bottoms Quiet Voices Kind Words	Backs & Bottoms Quiet Voices Kind Words	Safe Body Quiet Voices Listening
WE ARE...	CLASSROOM	PLAYGROUND	BATHROOM
SAFE RESPECTFUL RESPONSIBLE	Safe Body Listen to Learn Following Directions	Safe Body Listening Following Directions	Safe Body Privacy Quiet Voices
WE ARE...	EMERGENCY	SAFE, RESPECTFUL & RESPONSIBLE TIGERS	
SAFE RESPECTFUL RESPONSIBLE	Safe Body Silent Listening		
			

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# Follow Up/Follow Through

## Follow Up

- We Followed Up in Weekly Newsletter to Teachers
- We Followed Up in our Monthly Parent Newsletter
- We Followed Up at Tier 1 Meetings
- We Followed Up in Collaboration & PD Days

## Follow Through


- A Committee Member Designed the New Matrix
- A Committee Member Created a Pocket Matrix



# Check In on Your Matrix

- ☐ Is Your Matrix “Just a Piece of Paper”?
- ☐ Does it pass OMPUA?
  - ☐ Observable
  - ☐ Measurable
  - ☐ Positively Stated
  - ☐ Understandable
  - ☐ Always Applicable
- ☐ Is it...
  - ☐ Simple
  - ☐ Usable
  - ☐ Clear

Lewis PBIS Matrix


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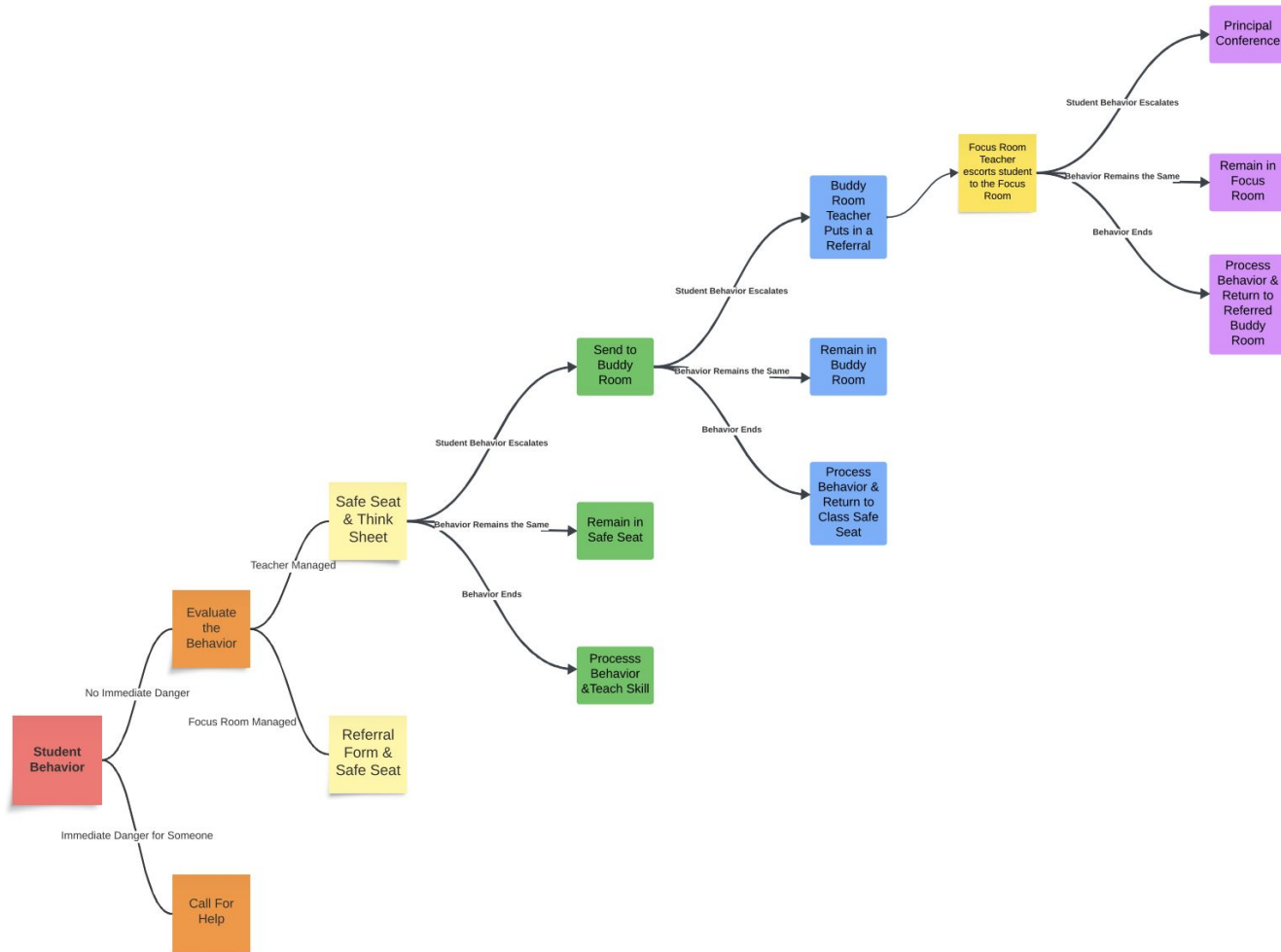
# Tier 1 Systems:

- We Wanted:
  - Every staff member to know the system
  - AND**
  - Every staff member to know their role
  - Student Processing at each phase
  - Student Restoration at each phase
  - Teaching skills at each phase
  - Teachers Evaluating Student Needs



# PBiS Tier 1 Flow Chart: Mapping our System







# New Resource: Flow Chart

- Provided at New Teachers *and* BTS Days

*You're what makes this more than a piece of paper!*

- PBS Tier 1 Role:
  - Processing at each phase
  - Restoration at each phase
  - Teaching skills at each phase



# Follow Up/Follow Through

## Follow Up

- We Followed Up with Behavior Focused [Collabs](#)
- We Followed Up at Tier 1 Meetings
- We Followed Up in PD Days

## Follow Through

- A Committee Member Designed a QR Code for Major/Minor Entry
- A Committee Member and Grade Levels Worked Together to Teach Bootcamp



# Communicating with Our Staff



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# Building Goals

1. We will increase the number of students who are proficient in reading on the STAR assessment.  
56% → 65%
2. We will decrease the number of major referrals by 10% as compared to the previous year's data.
3. The building will show growth on NEE indicator 2.1 by May 2025.



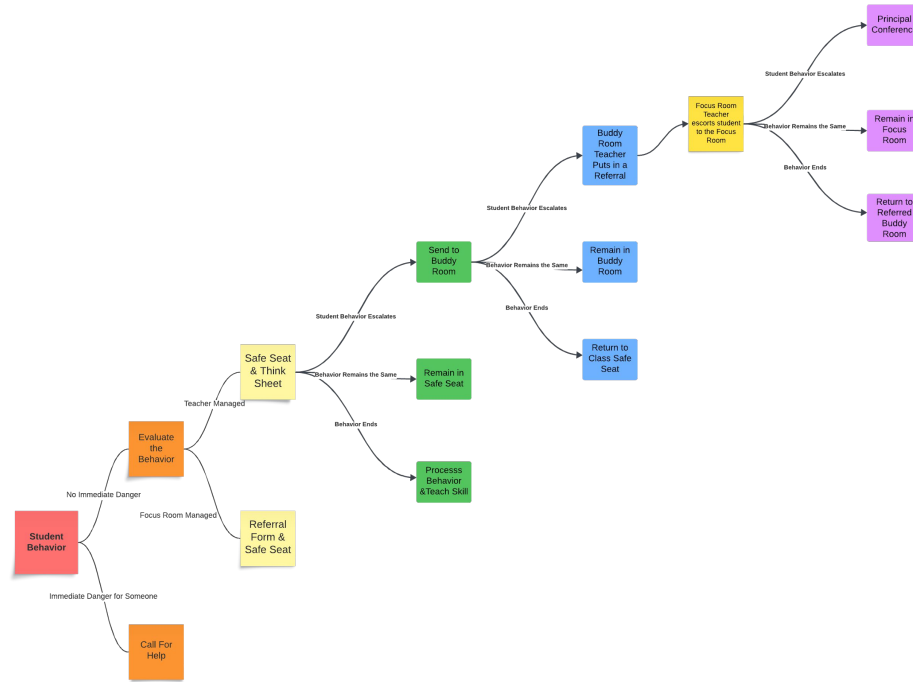
# Matrix

Common Language and Consistency

Matrix



# Lewis Behavior System



# Evaluate the Behavior

How do I determine if it is teacher managed or focus room managed?

## In The Moment

- Is the behavior disrupting the learning environment?
- Does the student know the expectation?
- How can the student learn the expectation and help fix the situation?

## Big Picture

- What do you want the student to take away from this?
- What is the function of the behavior?

## Reflection

- Has the behavior happened before? How did you respond? What were the results?



# Beginning of the Year Nuts & Bolts

## Beginning of Year Checklist

- ☐ Matrix Displayed
- ☐ PBS Bootcamp
- ☐ Lessons Scheduled

## Look Fors

- ☐ Classroom Rewards System
- ☐ Praise/Correction Ratio
- ☐ Common Language





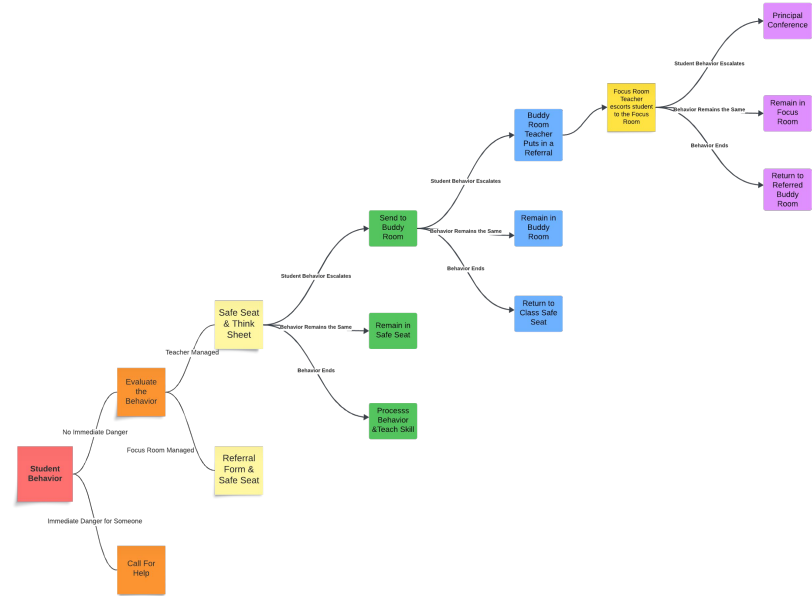
# Check In on Behavior Process

## Is Your Process

- Simple
- Usable
- Clear

## Does everybody know...

- System Flow
- Individual Roles
- Building Goals



Please Provide Session Feedback on the Guidebook App



Mr. Ross Rea  
5th Grade Teacher

Lewis Elementary  
Excelsior Springs School District  
(816) 630-9290  
rrea@ga.essd40.com

Dr. Jill Comstock  
Principal

Lewis Elementary  
Excelsior Springs School District  
(816) 630-9290  
jcomstock@ga.essd40.com