



New York State Education Department
Office of Special Education
Educational Partnership

PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

Ready, Set, Go!

Overview: Tier 1 Team Training



Produced by the Technical Assistance Partnership for Behavior

Updated 8/15/2023



New York State Education Department
Office of Special Education
Educational Partnership

Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

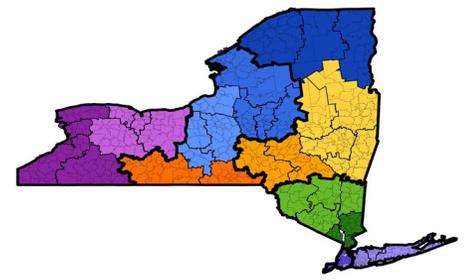


THANK YOU!

Appreciation is given for the contributions to this Professional Learning



Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Overview of PBIS

Purpose:

Understand the rationale and foundational concepts of multi-tiered behavior supports; Prepare for team training

You should be able to:

- ✓ Understand the format and process of team training modules
- ✓ Understand the three-tiered system of behavior support through a culturally responsive lens
- ✓ Define PBIS
- ✓ Define Data, Systems, Practices
- ✓ Understand how you will measure current fidelity of your behavior supports
- ✓ Define Discipline through an educational frame
- ✓ Begin Action Planning for Implementation



Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Welcome & Inclusion

Please introduce yourself in the chat box

- Name
- Position
- Educational Organization



Materials Walk

For each team member

- ✓ Agenda

For each team

- ✓ PBIS Tier 1 Implementation Workbook (hard copies recommended)
- ✓ TFI – Tiered Fidelity Inventory Tool (in workbook)
- ✓ Action Planner (in workbook)
- ✓ Template PPT to create your PBIS Tier 1 Staff Orientation presentation for your school (Download from training materials)

Training Norms

- Find a quiet place to participate
- Participate to the best of your ability
- Use the chat box for questions and comments
- Take care of your personal needs
- Begin and end on time
- Give equal regard to each participant

Slide Marker Icons



Team Implementation Workbook



Tier I Team Implementation Workbook

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Tier 1 Team Implementation Workbook v. 8-2020

School: _____ Date: _____

Tier I Team Implementation Workbook

Take 2 minutes to determine roles within your groups for today's training. The persons identified for these roles may be the same or different than the individuals filling these roles on your Tier 1 Team.

Team Roles	Name(s)
Coach/Facilitator The Coach/Facilitator ensures that the group moves smoothly through the task at hand. This person seeks information and opinions, asks for facts and feelings from each team member, and summarizes main points of discussion. This role is very important because the facilitator leads the group through the tasks.	Coach/Facilitator
Recorder/Minute Taker The recorder writes down the work of the group. This can involve writing words or sentences, drawing pictures, or simply taking notes of an activity. This role is very important because it is necessary to keep a record of the work done.	Recorder/Minute Taker
Time Keeper This person is responsible for keeping up with the time. It is very important that the group is aware of how much time they have to complete the task as well as reminders on when the time is growing short.	Time Keeper
Reporter/Communicator This person is responsible for reporting back the work of their small group to the presenter or to the larger group. This role is very important because this communication to the large group will be crucial in the learning process.	Reporter/Communicator
Data Analyst This person should have ready access to available school data, including, but not limited to discipline information, etc. This role is important because data drives problem solving and decision-making.	Data Analyst
Administrator This person should have ready access to all school data and PBIS assessments. They provide knowledge regarding staffing and resources (time, funding). This role is important because administrative support and involvement is key to the sustainability of implementation.	Administrator

This training workbook is adapted by the New York State OSE Partnership

Appreciation is given to the following for their contributions to this Professional Learning:













Completing the TFI Tool in your workbook

Tier 1 Subscale and Feature	Definition	Possible Data Sources	Criteria <i>0=Not implemented; 1=Partially implemented; 2=Fully implemented</i>	Score 0, 1, 2
TEAMS				
1.1 Team Composition	Tier I team includes a Tier I 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"> School organizational chart Tier I team meeting minutes 	<p>0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance</p>	
1.2 Team Operating Procedures	Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) <u>minutes</u> , (c) defined meeting roles, and (d) a	<ul style="list-style-type: none"> Tier I team meeting agendas and minutes Tier I meeting roles descriptions 	<p>0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan</p> <p>1= Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and</p>	

Completing your action plan in your workbook



PBIS Action Plan:
(Alternate action plan with pre-completed recommendations available in Appendix A)

Directions:

1. Complete the following action plan to document steps toward implementation of PBIS.
2. See Action Items at the end of each module in the workbook to identify action steps for inclusion in plan.
3. Add additional action steps as identified by team.

Subscale and Tier 1 Features	Score from TFI: 0, 1, 2	Action Steps:	Who?	When?
TEAMS				
1.1 Team Composition		1. PD Plan:		
1.2 Team Operating Procedures		1. PD Plan:		
IMPLEMENTATION				
1.3 Behavioral Expectations		1. PD Plan:		
		1.		

Create your own PBIS presentation as we go!

1. Assign a team member to gather the slides from each of the modules you want to use in your PPT presentation on PBIS to your staff. *(A template is also provided called “PBIS Tier 1 Staff Orientation”).*
2. Include the data from your school
3. Include implementation components developed by the team (teaching matrix, plan for acknowledgements, T-chart, etc.)



—
Ready?

Let's Go!

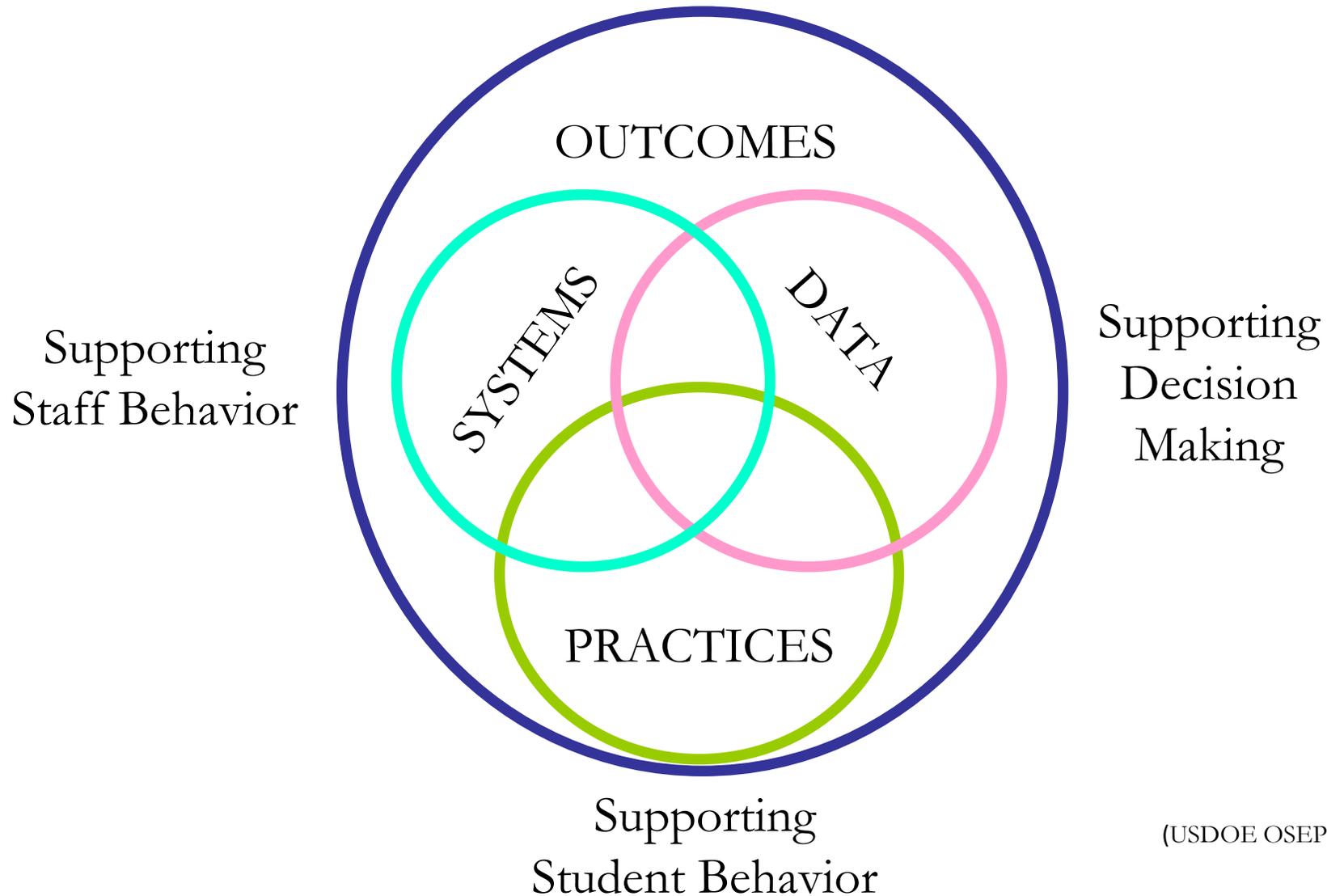


PBIS is ...

a **data-driven decision-making framework** for establishing the social culture and behavioral supports needed for a school to be an **effective learning environment for all students and staff.**

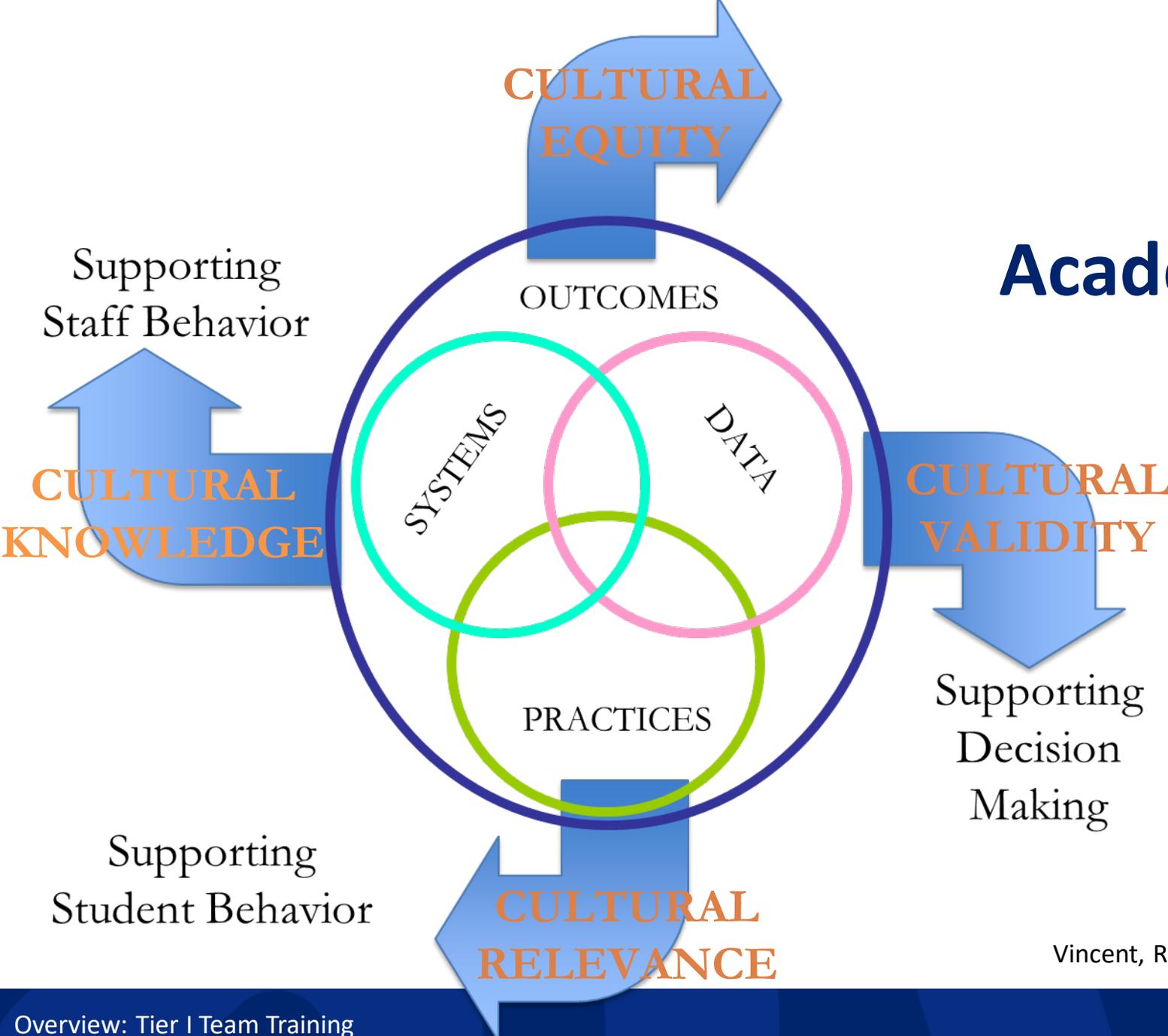
- ✓ **Increase Effectiveness and Efficiency**
- ✓ **Process for Continuous Improvement**

Social Competence & Academic Achievement



(USDOE OSEP PBIS TA Center, 2010)

Supporting Social Competence & Academic Achievement



Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011

Cultural Responsiveness in PBIS

- Holding high expectations for all students
- Using students' cultures and experiences to enhance their learning
- Providing all students with access to effective instruction and adequate resources for learning

Klingner, et al., 2005

Core Components of Cultural Responsiveness with PBIS

Identity

Voice

Supportive Environment

Situational Appropriateness

Data for Equity

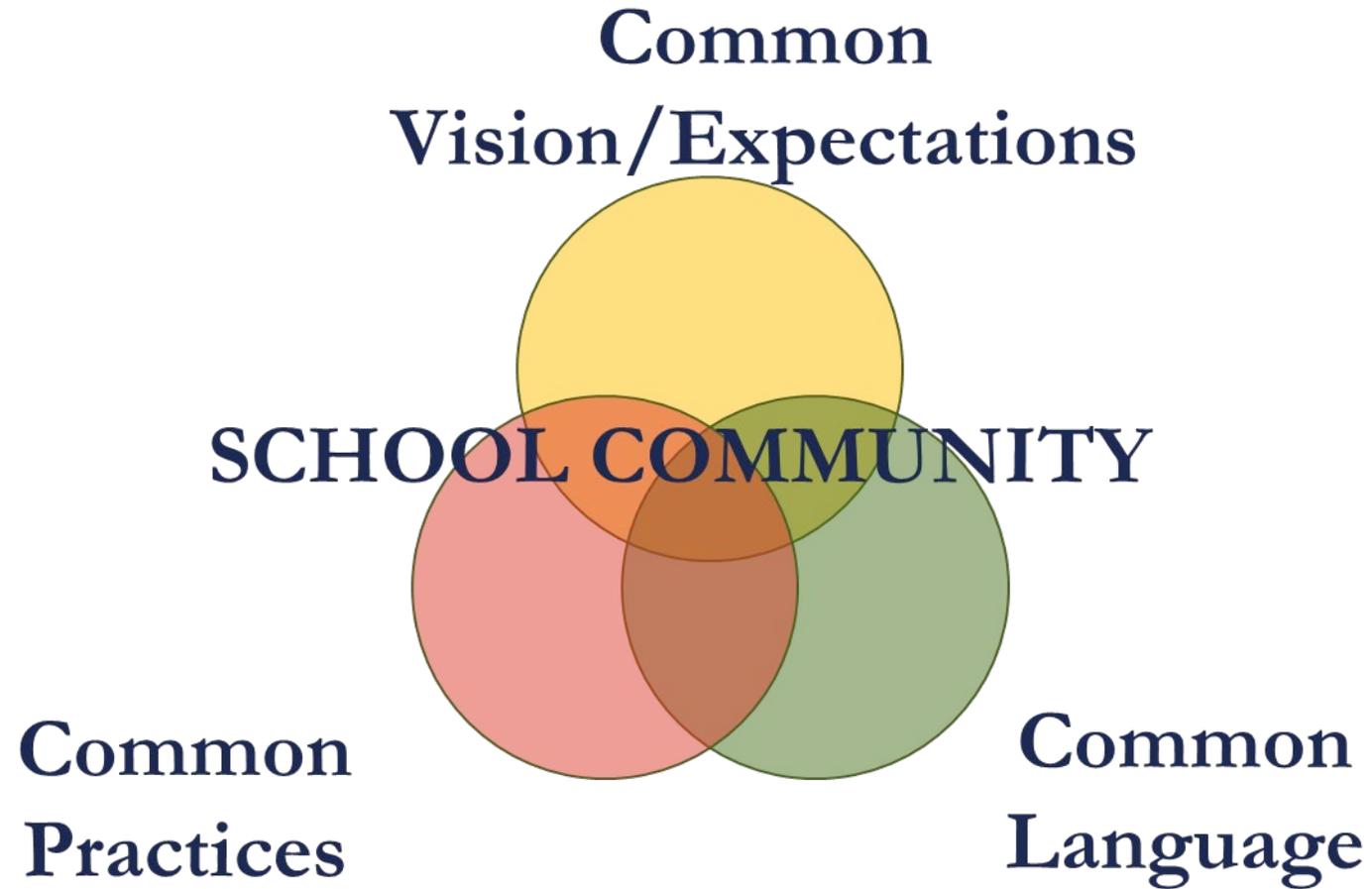
Your Turn – What



Turn to your shoulder partner...

- 1st Person explains “what is PBIS” in their words in 1 minute
- 2nd Person reflects, and gives feedback and/or additional details

Consistency Matters



Researched Outcomes

Bradshaw, C.P. M. (2007). Positive Behavior Interventions and Supports. *Journal of Emotional and Behavioral Disorders, 10*(2), 10-18.

Bradshaw, C.P. M. (2010). Interventions for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 17*(4), 23-31.

Bradshaw, C.P. M., & Anderson, S.R. (2003). School-wide positive behavior interventions and supports. *Journal of Emotional and Behavioral Disorders, 10*(4), 23-31.

Bradshaw, C.P. M., & Anderson, S.R. (2003). School-wide positive behavior interventions and supports. *Journal of Emotional and Behavioral Disorders, 10*(4), 23-31.

Horner, R.H., & Anderson, S.R. (2002). The effectiveness of school-wide positive behavior interventions and supports. *Journal of Emotional and Behavioral Disorders, 9*(4), 23-31.

Horner, R.H., & Anderson, S.R. (2002). The effectiveness of school-wide positive behavior interventions and supports. *Journal of Emotional and Behavioral Disorders, 9*(4), 23-31.

Bradshaw, C.P. M., & Anderson, S.R. (2003). School-wide positive behavior interventions and supports. *Journal of Emotional and Behavioral Disorders, 10*(4), 23-31.

Waasdorp, M.A., & Anderson, S.R. (2011). The effectiveness of school-wide positive behavior interventions and supports. *Journal of Emotional and Behavioral Disorders, 18*(4), 23-31.

Results are experimentally related to:

- Reduction in problem behavior
- Increased academic performance
- Increased attendance
- Improved perception of safety
- Improved organizational efficiency
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Reduction in teacher reported bullying behavior and peer rejection

Positive Behavior Interventions and Supports. *Journal of Emotional and Behavioral Disorders, 10*(2), 10-18.

Journal of Emotional and Behavioral Disorders, 17(4), 23-31.

Journal of Emotional and Behavioral Disorders, 10(4), 23-31.

Journal of Emotional and Behavioral Disorders, 9(4), 23-31.

Journal of Emotional and Behavioral Disorders, 9(4), 23-31.

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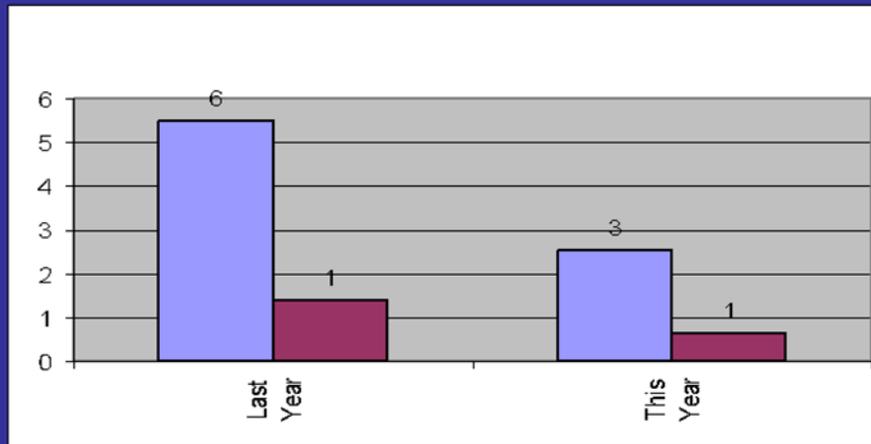
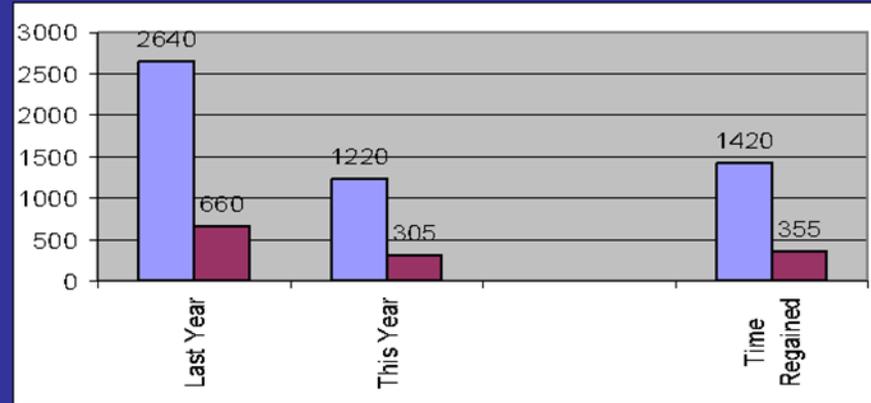
Journal of Emotional and Behavioral Disorders, 18(4), 23-31.

Cost-benefit Analysis

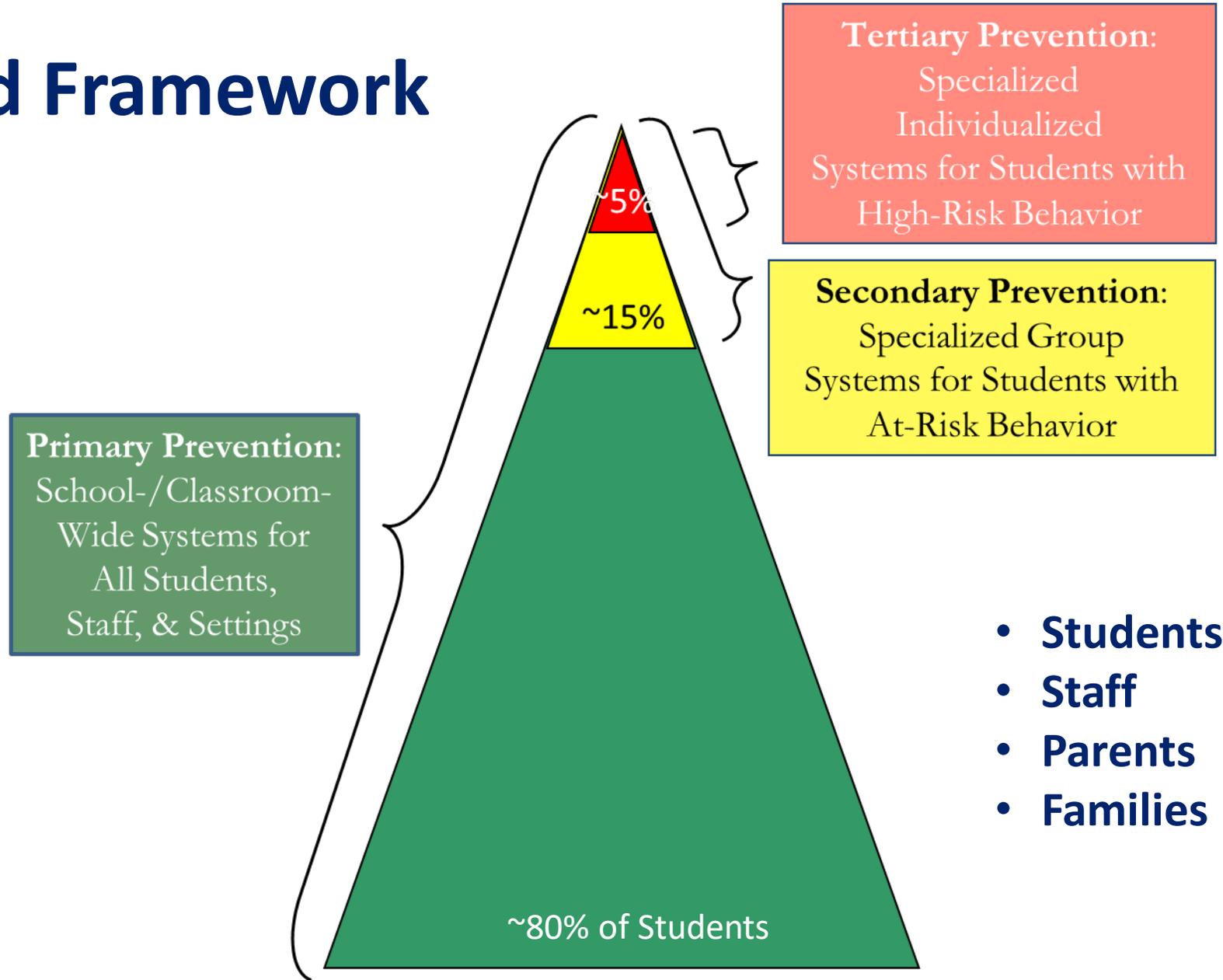
COST/ BENEFIT ANALYSIS WORKSHEET

Enter info below

School name	Robert Moton Elementary School
Number of referrals November 2005	132
Number of referrals April 2006	61
Average # of minutes student is out of class due to referral	22
Average # of minutes staff need to process referral	5

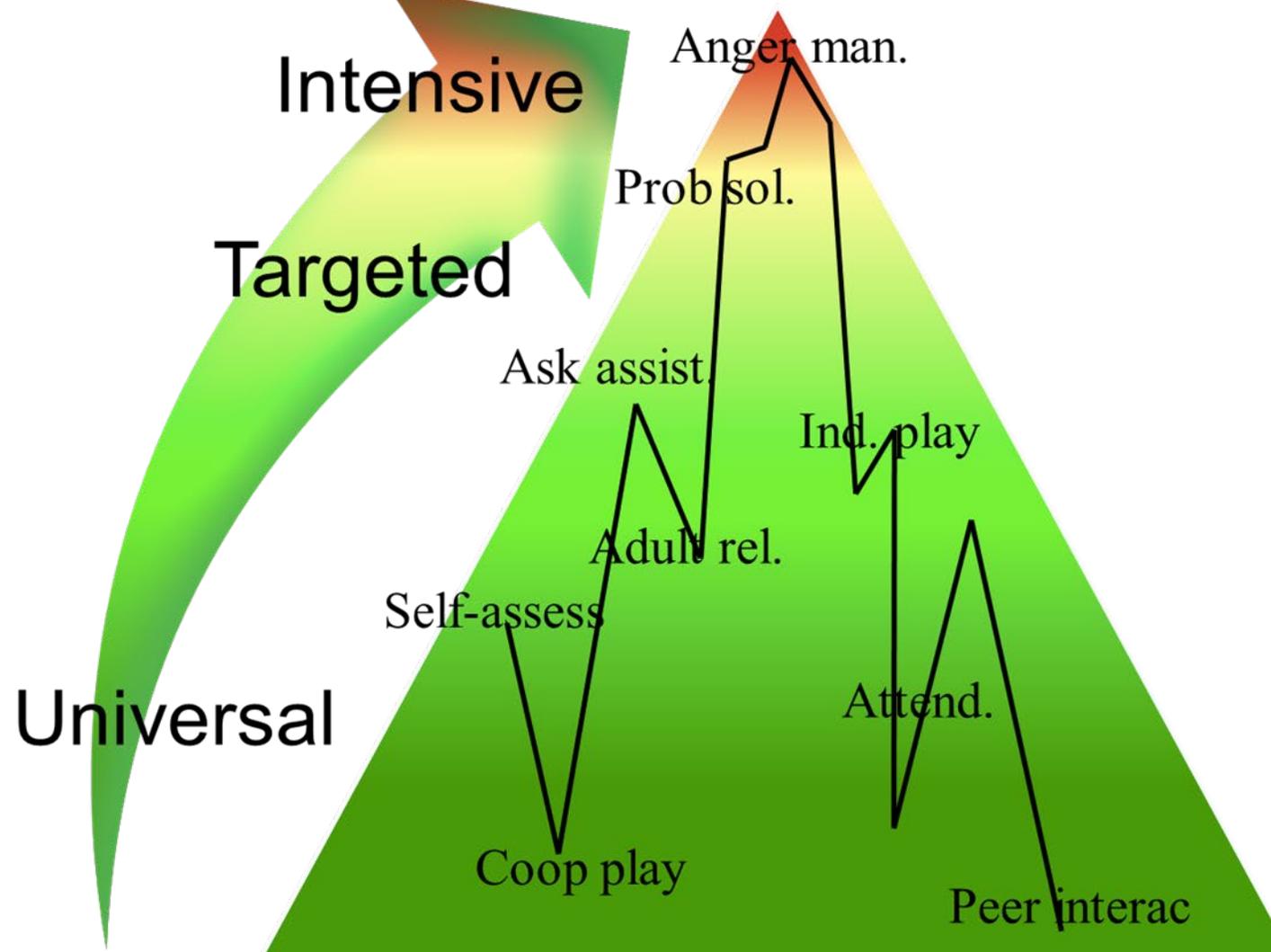


Multi-Tiered Framework



(USDOE OSEP PBIS TA Center, 2010)

Student Profile



Activity:
What does YOUR social, emotional, academic, physical, and/or professional profile look like?

**Workbook
Overview
Activity 2, p. 5**

Your Turn - How



Turn to your shoulder partner...

- 1st Person explains “how PBIS works” in their words in 1 minute
- 2nd Person reflects, and gives feedback and/or additional details

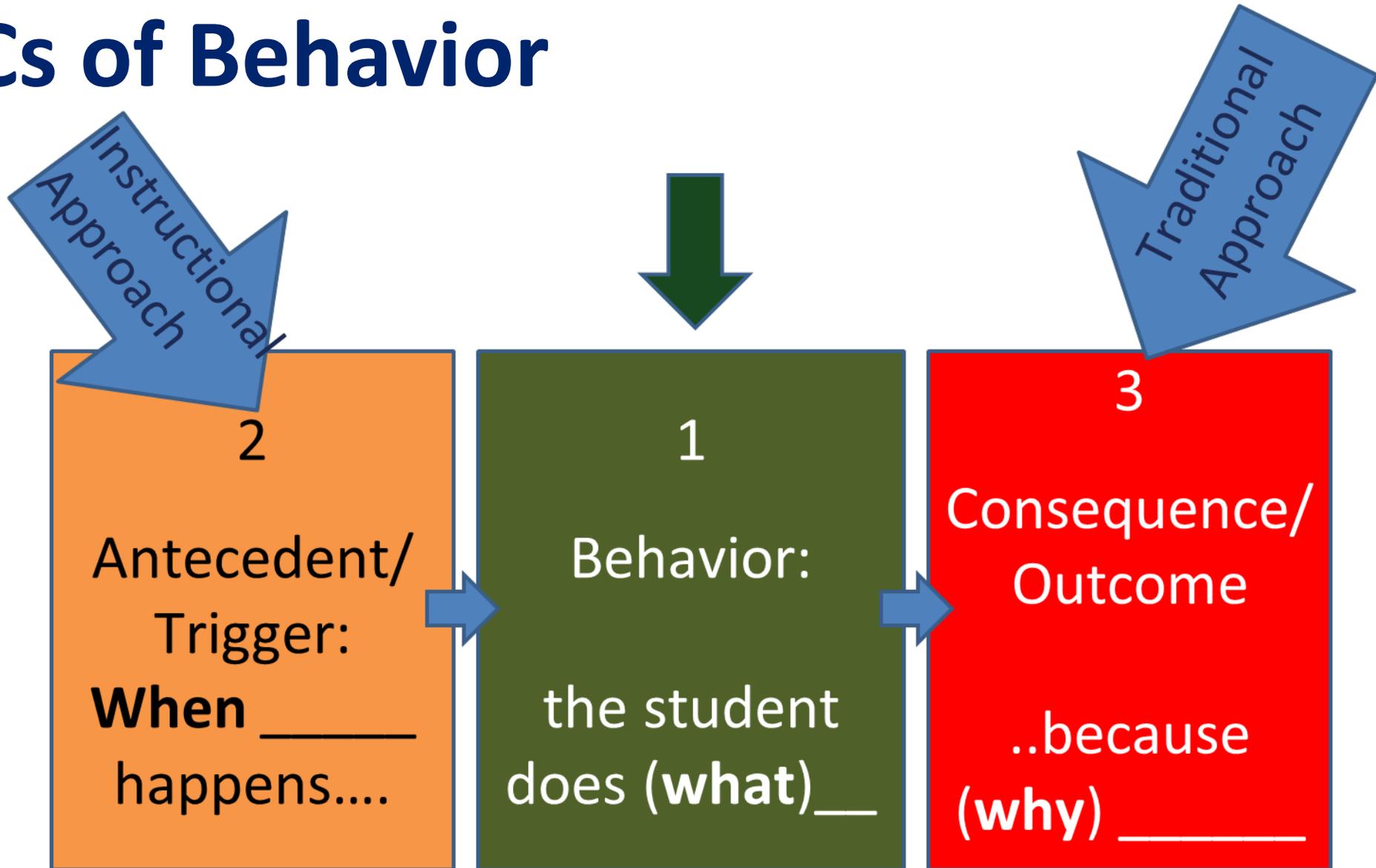
Rethinking Discipline

Behavior Change...as an instructional process

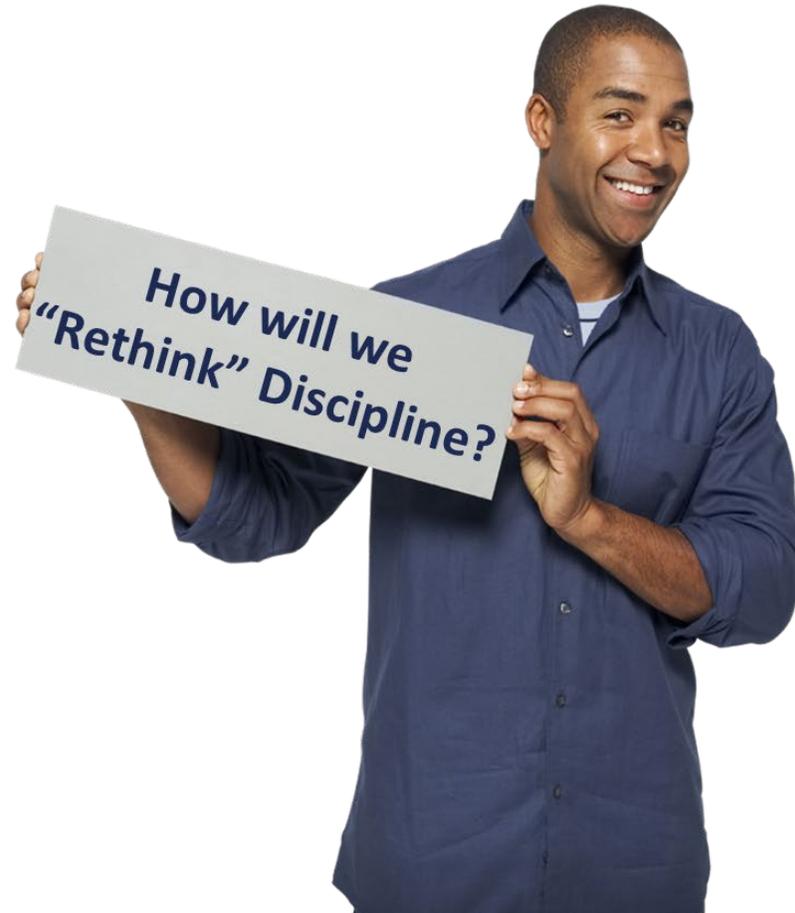
We change **STUDENT** behavior by
changing **ADULT** behavior.

INTERVENTIONS =
changes in staff procedures & practices

ABCs of Behavior



A “Shift” in our Thinking



Workbook Overview
Activity 3, p.6

Traditional View of Discipline - Punishment



Modified from Colvin, G. & Sugai, G. (1988). Proactive strategies for managing social behavior problems: An instructional approach. *Intervention In Schools*, 28, 143-150

Punishment focuses on what not to do, does not teach desired behaviors, can damage relationships, impede learning, and lead to students dropping out of school. Some educators feel that these punitive and exclusionary policies are fine and served them well to eliminate the irritating and unnecessary intrusions into their teaching agendas. Many believe that students know the right way to behave, that their behavior is a performance deficit and that they have the skills but are merely choosing defiance or subordination. They therefore assume that punishment will bring a halt to the problem behavior and the student will behave appropriately. Use is further supported because of the relief from the immediate effects offered by the short-term solution of removing the problem.

Unfortunately, such a punitive view of discipline results in approaches that have questionable, if not harmful effects (Skiba & Peterson, 1999).

In reality, punishments satisfy the punisher, but have little lasting effect on the punished (Losen, 2011). Most sadly, these exclusionary approaches are in direct conflict with school missions to help all students achieve their fullest potential. Our punitive policies fail the very students they target. Is it reasonable to exclude students with social, emotional, and behavioral needs from the one environment that may allow them to learn the value of an education and the vital skills, behaviors, and attitudes necessary to function successfully, not only in school, but in the community and later on the job?

Discipline is Teaching

As we seek to ensure inclusive learning environments, our attitudes regarding discipline must change, Is discipline concerned with punishing misconduct or with preventing it?

Discipline is the slow, ongoing, sometimes time-consuming task of helping students see the sense of acting in certain ways. This thinking is in line with the high probability explanation for many discipline problems today – skill deficit. This understands that many students come from environments that have not taught or expected pro-social behavior for school success and they have a limited repertoire of behaviors and do not know how to behave responsibly in the school setting. Blaming the child and responding by “getting tough” will not alter this skill deficit; teaching will.



Dis•ci•pline

n. (fr. Latin *disciplina*, teaching, learning)

Instruction that corrects, molds or perfects character and develops self-control.

Webster's New Collegiate Dictionary

According to the dictionary, discipline refers to prevention and remediation, “training to act in accordance with rules;” and “instruction and exercise designed to train proper conduct or action;” “training that is expected to produce a specified character pattern of behavior;” and “controlled behavior resulting from such training.”

ERROR TYPE	APPROACHES FOR ACADEMIC PROBLEMS	INEFFECTIVE APPROACHES FOR SOCIAL PROBLEMS
Infrequent		
Frequent		





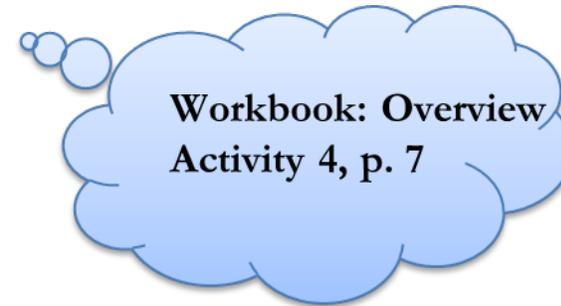
ERROR TYPE	APPROACHES FOR ACADEMIC PROBLEMS	INEFFECTIVE APPROACHES FOR SOCIAL PROBLEMS
Infrequent	<ul style="list-style-type: none">▶ Assume student is trying to make correct response; error was accidental, a skill deficit.▶ Provide assistance (teach, model, guide, check)▶ Provide more practice and feedback; monitor progress.▶ Assume student has learned skill and will perform correctly in the future.	<ul style="list-style-type: none">▶ Assume student is choosing to be “bad;” error was deliberate, a performance deficit.▶ Use consequences/punish.▶ Practice not required.▶ Assume student has “learned” lesson and will behave in the future.
Frequent	<ul style="list-style-type: none">▶ Assume student has learned the wrong way or has inadvertently been taught wrong way.▶ Diagnose problem; identify misrule or determine more effective way to teach.▶ Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback.▶ Assume student has learned skill and will perform correctly in the future.	<ul style="list-style-type: none">▶ Assume the student is refusing to cooperate; student knows what is right, has been told to stop, and is being insubordinate.▶ Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.)▶ Maintain student removal from the normal context.▶ Assume student has “learned” lesson and will behave in the future.

Does your team have a vision that compels new ways of thinking and acting?



If you could create the school of your dreams, what would it *look like and sound like* with a positive, proactive, and instructional approach to discipline?

Create Your Vision



Think: Using post-its – write descriptors of what you would see, hear, and achieve in the school of your dreams.

Looks like... <i>What will we see?</i>	Sounds like... <i>What will we hear?</i>	Achieve these outcomes...
--	--	--

- **Pair:** At your table share your vision creating a team poster through words and/or pictures representing what it will look and sound like.
- **Share:** Hang your poster on the wall and complete a gallery walk of the t-charts.

Align your vision



How will this vision of your school align with your School Improvement Plan and your Mission Statements?

Organization of Modules



Content/ Handouts:

Aligned to TFI ITEMS 1.1 – 1.15 and Classroom Management Practices



Activities/ Team Time

Activities for Fluency



Action Planning:

Applying the core content to your school

Tier 1: Professional Learning Roadmap

TFI Sub-Scale #	Team Components
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale #	Implementation Components
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale #	Evaluation Components
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

#	8 Classroom Management Practices
1	Arrange orderly physical environment
2	Define, Teach, Acknowledge Rules and Expectations 
3	Define, Teach Classroom Routines 
4	Employ Active Supervision
5	Provide Specific Praise for Behavior 
6	Continuum of Response Strategies for Inappropriate Behaviors 
7	Class-Wide Group Contingency
8	Provide Multiple Opportunities to Respond

Tier 1 Integrates Classroom Management

8 Classroom Management Practices

1. Arrange orderly physical environment
2. Define, Teach, Acknowledge Rules and Expectations
(T1 Modules 1.3, 1.4, 1.9)
3. Define, Teach Classroom Routines (T1 Modules 1.3, 1.4)
4. Employ Active Supervision
5. Provide Specific Praise for Behavior (T1 Module 1.9)
6. Continuum of Response Strategies for Inappropriate Behaviors (T1 Module 1.5-1.6)
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond

Fidelity & Outcome Check

How comfortable do you feel to continue learning PBIS for implementation at your school?

- ✓ Do you understand the format and process of team training modules?
- ✓ Can you define PBIS?
- ✓ Can you define Data, Systems, Practices?
- ✓ Do you understand how you will measure current fidelity of your behavior supports?
- ✓ Can you define discipline through an educational frame?
- ✓ Are you ready to Action Plan for Implementation?

One to Five?

If you are below a five, what do you need to be more prepared?

Questions?



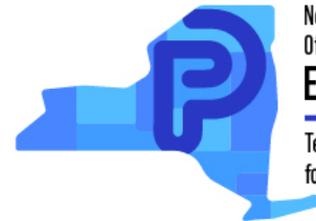
Thank You!



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