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
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.
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

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
</tr>
</thead>
</table>
| **BE RESPONSIBLE**  | ✧ Take care of your personal needs  
                    | ✧ Return on time and quietly  
                    | ✧ Sign attendance sheets / complete eval. form  
                    | ✧ Use electronic devices when necessary |
| **BE RESPECTFUL**   | ✧ Put cell phones to “off” or “vibrate”  
                    | ✧ Listen to others attentively  
                    | ✧ Honor confidentiality when applicable  
                    | ✧ Stay on topic |
| **BE ENGAGED**      | ✧ Be an active participant  
                    | ✧ Participate with an open mind  
                    | ✧ Take notes  
                    | ✧ Make plans to stay until training dismissal |
# Virtual Training Expectations

<table>
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</tr>
<tr>
<td></td>
<td>✷ Make plans to stay until training dismissal</td>
</tr>
</tbody>
</table>
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

- Activity
- Handout
- Poll
- Discussion
- Reflection
- Action Plan
- Vetted/Policy
# Tier I Team Implementation Workbook

## Overview: Tier I Team Training

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<td>Features 1.14 &amp; 1.15 Activities</td>
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<td>Appendix: PBIS Tier 1 Action Plan</td>
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### 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.

<table>
<thead>
<tr>
<th>Team Roles</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach/Facilitator</td>
<td>Coach/Facilitator</td>
</tr>
<tr>
<td>Recorder/Minute Taker</td>
<td>Recorder/Minute Taker</td>
</tr>
<tr>
<td>Time Keeper</td>
<td>Time Keeper</td>
</tr>
<tr>
<td>Reporter/Communicator</td>
<td>Reporter/Communicator</td>
</tr>
<tr>
<td>Data Analyst</td>
<td>Data Analyst</td>
</tr>
<tr>
<td>Administrator</td>
<td>Administrator</td>
</tr>
</tbody>
</table>

*This training workbook is adapted by the New York State OSIE Partnership.*

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

- Positive Behavioral Interventions & Supports
- PBIS Network
- Wisconsin PBIS Network
- Maryland PBIS Network
## Completing the TFI Tool in your workbook

### Overview: Tier I Team Training

<table>
<thead>
<tr>
<th>Tier 1 Subscale and Feature</th>
<th>Definition</th>
<th>Possible Data Sources</th>
<th>Criteria</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>TEAMS</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
| 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. | • School organizational chart  
• Tier I team meeting minutes | 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  
1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  
2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance |       |
| 1.2 Team Operating Procedures | Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a | • Tier I team meeting agendas and minutes  
• Tier I meeting roles descriptions | 0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  
1 = Tier I team has at least 2 but not all 4 features  
2 = Tier I team meets at least monthly and |       |
Completing your action plan in your workbook

Overview: Tier I Team Training

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.

<table>
<thead>
<tr>
<th>Subscale and Tier 1 Features</th>
<th>Score from TFI: 0, 1, 2</th>
<th>Action Steps:</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEAMS</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.1 Team Composition</td>
<td>1.</td>
<td>P.O. Plan:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Team Operating Procedures</td>
<td>1.</td>
<td>P.O. Plan:</td>
<td></td>
<td></td>
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<tr>
<td><strong>IMPLEMENTATION</strong></td>
<td></td>
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<tr>
<td>1.3 Behavioral Expectations</td>
<td>1.</td>
<td>P.O. Plan:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

Overview: Tier I Team Training

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

(USDOE OSEP PBIS TA Center, 2010)
Supporting Social Competence & Academic Achievement

Overview: Tier I Team Training

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

Overview: Tier I Team Training
Overview: Tier I Team Training

Researched Outcomes

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
Cost-benefit Analysis

Overview: Tier I Team Training
Multi-Tiered Framework

Overview: Tier I Team Training

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

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%

• Students
• Staff
• Parents
• Families

(USDOE OSEP PBIS TA Center, 2010)
**Activity:**

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

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Workbook Overview
Activity 2, p. 5
Your Turn - How

Turn to your shoulder partner...

• 1\textsuperscript{st} Person explains “how PBIS works” in their words in 1 minute

• 2\textsuperscript{nd} 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.

**INVERVENTIONS** =

changes in staff procedures & practices
ABCs of Behavior

Overview: Tier I Team Training

1. Behavior: the student does (what)___
2. Antecedent/Trigger: When _____ happens....
3. Consequence/Outcome: ..because (why) _______
A “Shift” in our Thinking

How will we “Rethink” Discipline?

Workbook Overview
Activity 3, p.6
Traditional View of Discipline - Punishment


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.

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.”
<table>
<thead>
<tr>
<th>ERROR TYPE</th>
<th>APPROACHES FOR ACADEMIC PROBLEMS</th>
<th>INEFFECTIVE APPROACHES FOR SOCIAL PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrequent</td>
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<tr>
<td>Frequent</td>
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</tbody>
</table>
| Infrequent | ► 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. | ► 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   | ► 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. | ► 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.

<table>
<thead>
<tr>
<th>Looks like...</th>
<th>Sounds like...</th>
<th>Achieve these outcomes...</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What will we see?</em></td>
<td><em>What will we hear?</em></td>
<td>--</td>
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</tbody>
</table>

• **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

<table>
<thead>
<tr>
<th>TFI Sub-Scale #</th>
<th>Team Components</th>
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<tbody>
<tr>
<td>TFI 1.1</td>
<td>Team Composition</td>
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<tr>
<td>TFI 1.2</td>
<td>Team Operating Procedures</td>
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<table>
<thead>
<tr>
<th>TFI Sub-Scale #</th>
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<tbody>
<tr>
<td>TFI 1.3</td>
<td>Behavioral Expectations</td>
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<tr>
<td>TFI 1.4</td>
<td>Teaching Expectations</td>
</tr>
<tr>
<td>TFI 1.5</td>
<td>Problem Behavior Definitions</td>
</tr>
<tr>
<td>TFI 1.6</td>
<td>Discipline Policies</td>
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<tr>
<td>TFI 1.7</td>
<td>Professional Development</td>
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<td>TFI 1.8</td>
<td>Classroom Procedures</td>
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<td>TFI 1.9</td>
<td>Feedback and Acknowledgement</td>
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<td>TFI 1.10</td>
<td>Faculty Involvement</td>
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<td>TFI 1.11</td>
<td>Student/Family/Community Involvement</td>
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<td>Discipline Data</td>
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<td>TFI 1.13</td>
<td>Data-based Decision Making</td>
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<td>TFI 1.14</td>
<td>Fidelity Data</td>
</tr>
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<td>TFI 1.15</td>
<td>Annual Evaluation</td>
</tr>
</tbody>
</table>

### 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

Adapted from MO Classroom PBIS
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!