



New York State Education Department
Office of Special Education
Educational Partnership





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PBIS @ Tier 1

Staff Overview



Produced by the Technical Assistance Partnership for Behavior

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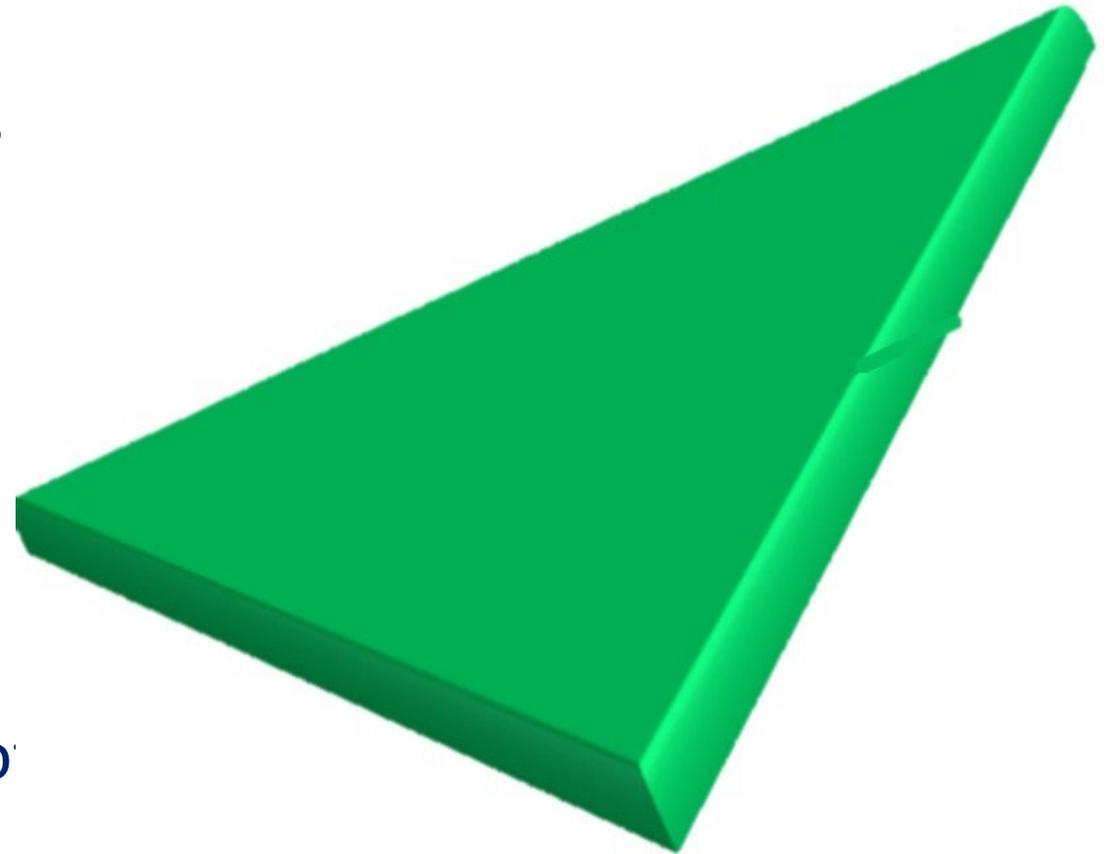
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Disclaimer

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.

Tier 1 Supports

Tier 1 supports of PBIS consists of specific expectations, rules, routines, and physical arrangements for all settings throughout the school that are developed and taught by staff with the goal of teaching the behaviors we want to see students displaying and prevent occurrences of behavior the school would like to target for change.



Where Are We in the Triangle?

Academic Systems

Tier III/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

Tier II/Targeted Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier I/Universal Interventions 80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier III/Tertiary Interventions 1-5%

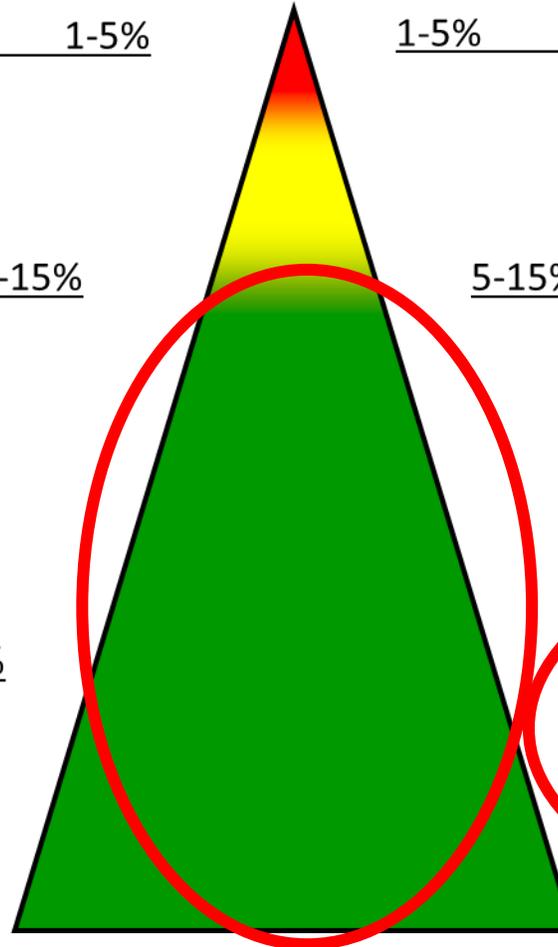
- Individual students
- Assessment-based
- Intense, durable procedures

Tier II/Targeted Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80- 90% Tier I/Universal Interventions

- All settings, all students
- Preventive, proactive



Purpose Statement

Write your team's purpose statement HERE

Our Journey to this Point...

Team Members

Key Team Roles and Responsibilities

- Coach...
- Data Analysts...

Handbook

Team Meetings:

- Frequency...
- Meeting Schedule (see calendar in PBIS handbook)
- What we will discuss – students, skill deficits, interventions that can support their needs

Behavior Posters and Matrix

Lesson Plans

Student Kick Off

For interventions to be successful for our students, we should see these practices in classrooms:

- High rates of behavior specific praise
- Effective Error Correction
- Positive Corrective Feedback
- Opportunities to practice the skills learned



Behavior Specific Praise

Step 1: Name the specific student

Step 2: Acknowledge specific behavior

Step 3: Connect behavior to school-wide expectations



This interaction should take 1 minute or less with the teacher giving the feedback.

Error Correction

Step 1: Deliver in a brief concise manner

Step 2: Pair with behavior-specific praise when student displays appropriate behavior

Step 3: Use error correction as a teaching opportunity to clarify and reteach expectations

Step 4: Use the same calm instructional approaches used to point out the problem through specific feedback and redirection



This interaction should take 1 minute or less with the teacher giving the feedback.

Positive Corrective Feedback

PIE: Positive, Identify the behavior and expectations, Encouragement

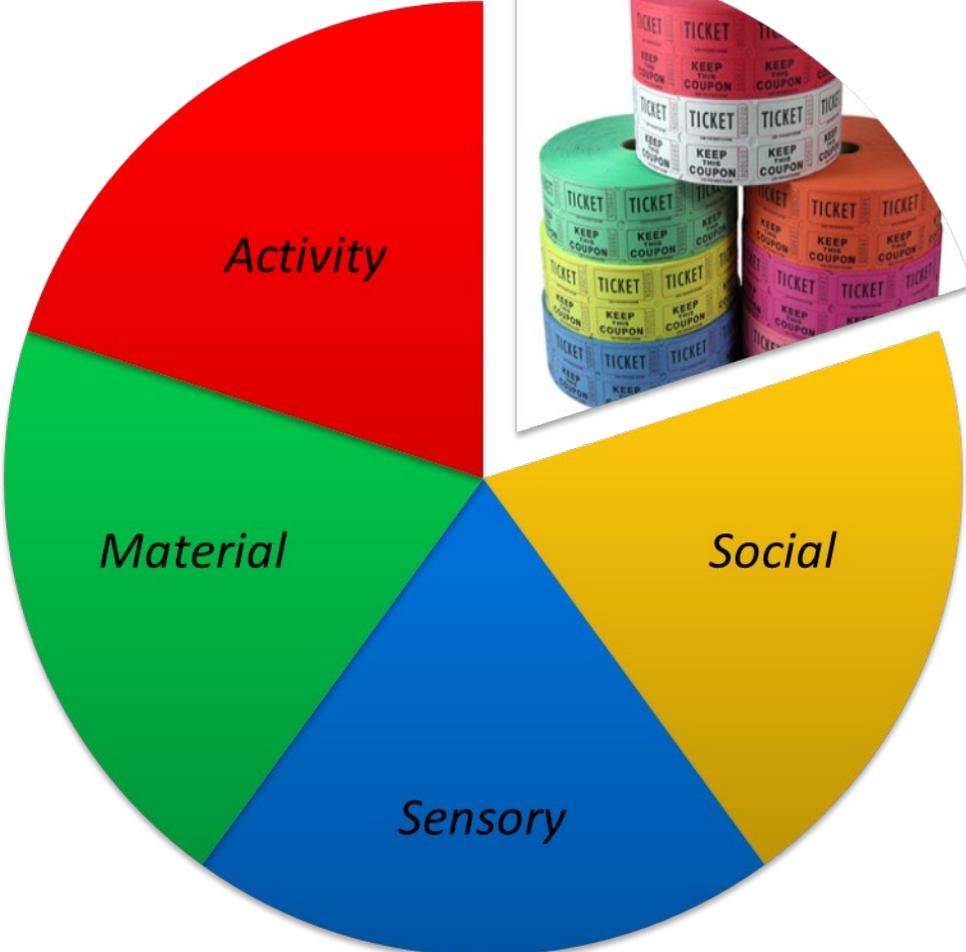
- Say student's **name**
- State a **positive behavior** or strength
- State the **specific problem behavior** or behavioral error
- State the **expectation** connected to school wide expectations
- End with a **encouragement**



How

Behavioral Flowchart (Majors vs. Minors)

Reinforcement



Tangible

The Praise Makeover	
Before	After
"Great job!"	<i>"I like the way you kept trying even when the problems became harder."</i>
"I'm proud of you!"	<i>"You went back to check your work-- that extra step was a great idea."</i>
"You got an A!"	<i>"Those extra practice problems you did really made a difference!"</i>
"You're so smart!"	<i>"The ideas you thought of are unique. Where did you learn about that?"</i>

Verbal

Ticket System

How our Ticket System Works...

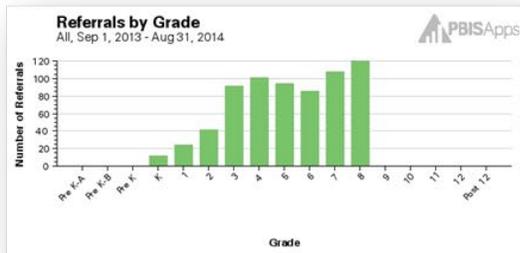
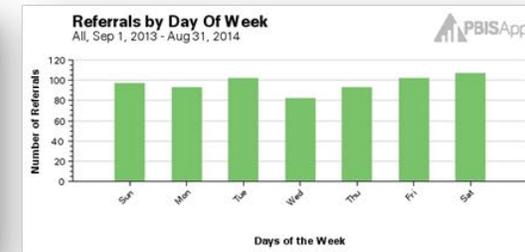
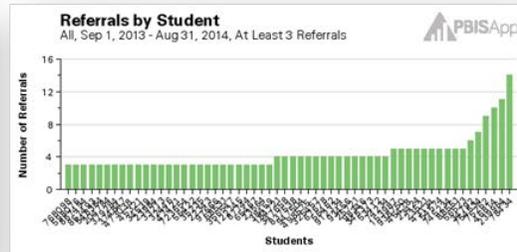
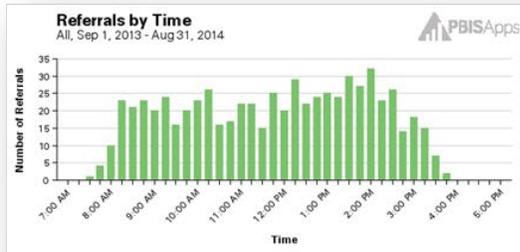
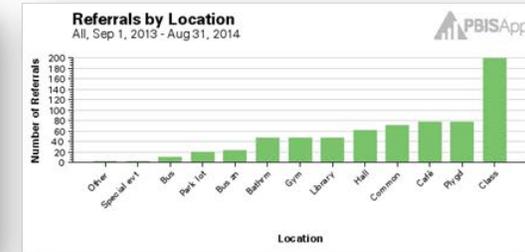
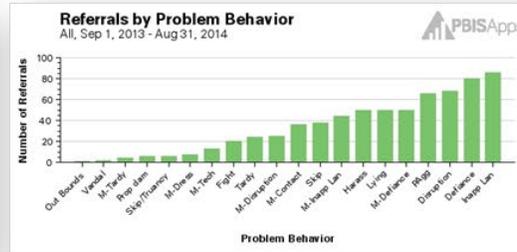
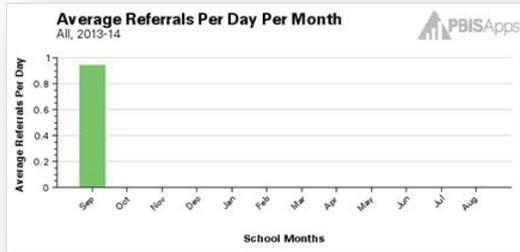
School Store / Schedule

Data

- The team will use SWIS (School-Wide Information Systems) to look at behavioral data
- Types of Data: attendance, major discipline referrals, minor incident reports, academic



The Core 7 Graphs – what we look at!



Self-Assessment Survey (SAS) Report

How Staff Can Help Students...



- Fill out MIR's and ODR's – data tracked in SWIS
- Have conversations with students about their behavior – that is the true intervention

Bright Spot/ Affirmation...

Question...

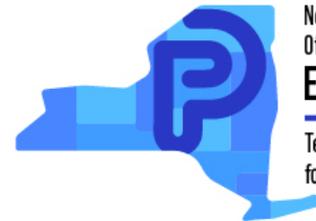


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