PBIS @ Tier 1

Staff Overview

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.
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.

Crone, Hawkin, & Horner, 2010; OSEP, 2005
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

**Tier I/Universal Interventions** 80-90%
- 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
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 practices 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, I**dentify the behavior and expectations, **E**ncouragement

- 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**
Behavioral Flowchart (Majors vs. Minors)
Reinforcement

The Praise Makeover

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

Activity
Material
Social
Sensory
Tangible
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...

New Thought...