



New York State Education Department
Office of Special Education
Educational Partnership





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PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

TFI 1.7: Professional Development

Produced by the Technical Assistance Partnership for Behavior

Updated 8/15/2023

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.

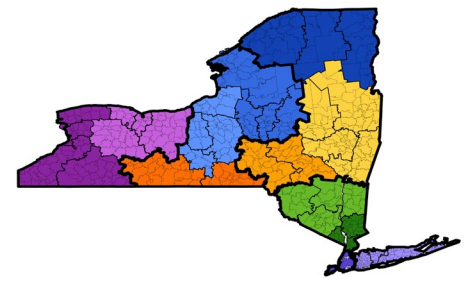


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Disclaimer

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.

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

Participant Introductions

- Name
- Role
- District
- School
- Population Served

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

Agenda



Welcome & Inclusion

Please introduce yourself in the chat box

- Name
- Position
- Educational Organization



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



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

TFI 1.7 Purpose & Outcomes

Purpose:

Organize the PBIS features into a cohesive plan



Outcomes:

1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I PBIS practices:

- a) teaching school-wide expectations,
- b) acknowledging appropriate behavior,
- c) correcting errors, and
- d) requesting assistance.

Definition

Professional Development Plan is the scope of all implementation activities including timelines.

The Professional Development Plan is developed by the team and coach. It incorporates all of the school-wide and classroom components.

It is flexible and is informed by the measures we have discussed to date: SWIS, SAS, and the TFI

Rationale

The Professional Development Plan provides the road map to Tier I implementation and supports thinking about professional development as an ongoing process.

As we accomplish our professional development goals, we celebrate and then create new ones, all for the improvement of outcomes for our students and staff.

Professional Development Plan

Tier I training for all staff should include:

- Teaching School-wide expectations
- Acknowledging appropriate behavior
- Correcting errors
- Requesting assistance

Professional Development Training Plan

A timeline that is reasonable and allows staff to be taught and trained on the core features of behavior support plan development.

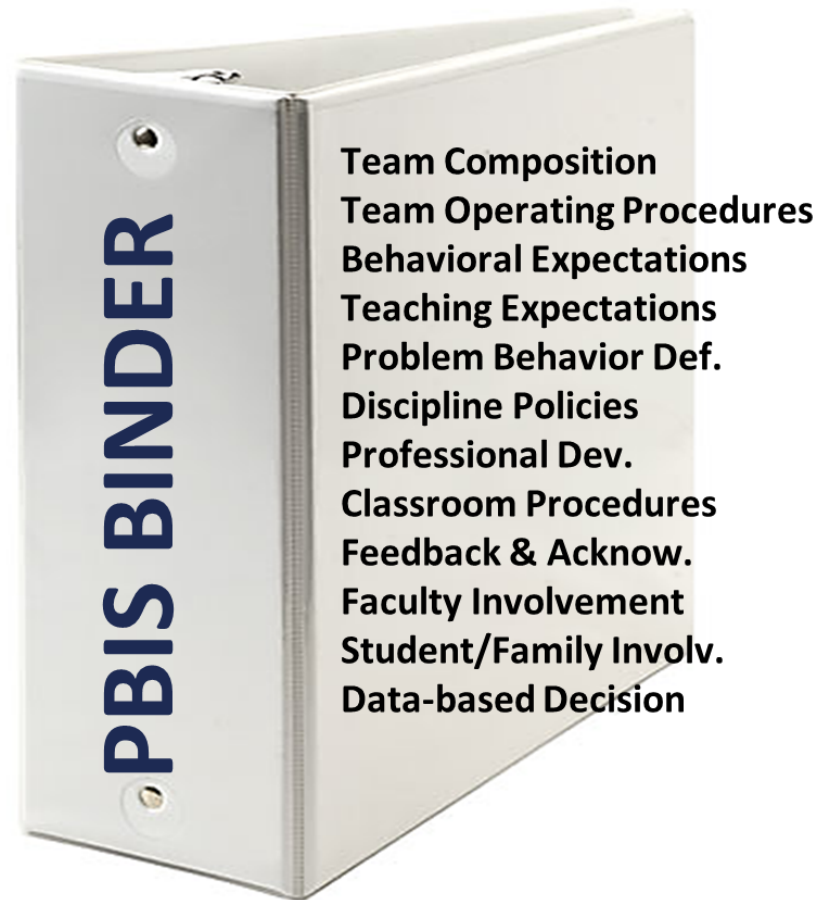
Considerations:

- Who do we train first?
- When do we hold “boosters?”

Roll-out



Documentation



How do you orient new people to your school community?

Share your School-wide PBIS plan with:

- Short-term and long-term substitutes
- Staff starting after your school's kick-off
- Students starting after your school's kick-off
- Guest teachers or presenters
- Families
- Volunteers

Introducing PBIS to Families

Methods of communication:

- Written
 - Letters, newsletters, marques
- Face-to-Faces
 - School and/or community events
- Other:
 - Hold message when they call into the office
 - Video demonstrations
 - Website blurbs

Professional Development Plan Activities

A **curriculum** to teach the components of the discipline system to all staff is developed and used

Plans for **training staff** how to teach expectations/rules/acknowledgments are developed, scheduled and delivered

Plans for **teaching students'** expectations/rules/acknowledgments are developed, scheduled, and delivered

Professional Development Plan Activities Cont...

Booster sessions for students and staff are planned, scheduled, and delivered

Schedule for acknowledgments for the year is planned

Plans for orienting incoming staff and students are developed and implemented, that reflect the needs of the different cultural groups that are represented in your school

Plans for involving families/communities are developed and implemented

Provide professional development opportunities for all staff to explore the influence of their own cultural backgrounds

Expectations and Acknowledgements



What are expectations?

- What do they do for us?

What are acknowledgements?

- What do they do for us?

How frequently should we be teaching / reminding and reinforcing expectations?

Workbook: TFI 1.7 Activity 1

Discipline Systems PD Plan



1. Go back to your notes on the discipline system
2. Read them over and check in with your team:
 - Are there outstanding questions?
 - Do you know how to “sell” this to your staff?
3. Ask those questions now
4. Summarize the main components of the discipline system and be prepared to share as if you are presenting to your staff members

Workbook: TFI 1.7 Activity 2

Professional Development/ Training Timelines



Brainstorm!

We need a timeline that is reasonable and allows us to teach and train all staff and students on the core features (expectations, acknowledgements, and discipline).

- What are all the components we are covering in our PD Plan? *Activity 3*
- Who do we train first? *Activity 4*
- When do we hold “boosters?” *Activity 4*

Workbook: TFI 1.7 Activities 3 and 4

TFI 1.7: Professional Development

ACTION PLANNING

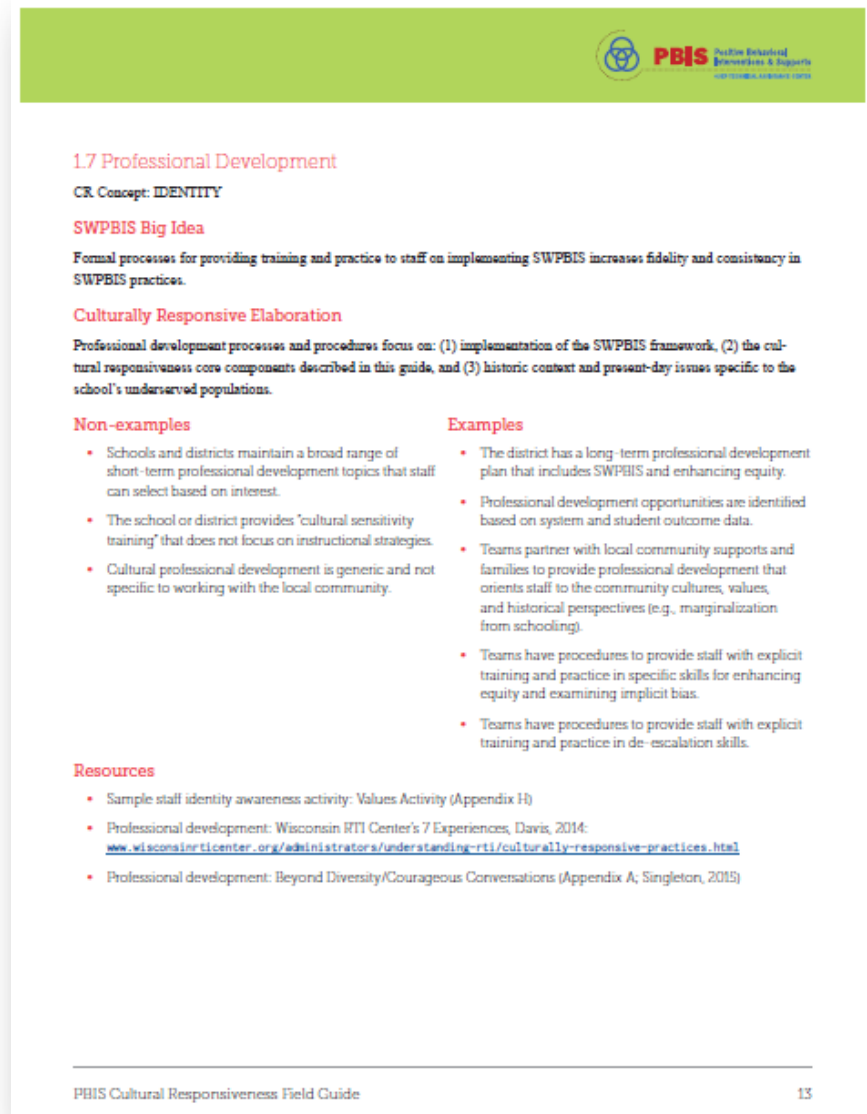
1. Add action items to Action plan
2. Plan for PD
3. Add to your Staff Presentation PPT



PBIS Cultural Responsiveness Field Guide

Task: 1.7 Professional Development

Team: Use this companion guide throughout the action planning process for each TFI feature to ensure that your PBIS system is culturally responsive.



The image shows a page from the PBIS Cultural Responsiveness Field Guide. At the top right, there is a logo for PBIS (Positive Behavioral Interventions & Supports) with the text "PBIS Positive Behavioral Interventions & Supports" and "U.S. DEPARTMENT OF EDUCATION". The page content is as follows:

1.7 Professional Development

CR Concept: IDENTITY

SWPBIS Big Idea

Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.

Culturally Responsive Elaboration

Professional development processes and procedures focus on: (1) implementation of the SWPBIS framework, (2) the cultural responsiveness core components described in this guide, and (3) historic context and present-day issues specific to the school's underserved populations.

Non-examples	Examples
<ul style="list-style-type: none">• Schools and districts maintain a broad range of short-term professional development topics that staff can select based on interest.• The school or district provides "cultural sensitivity training" that does not focus on instructional strategies.• Cultural professional development is generic and not specific to working with the local community.	<ul style="list-style-type: none">• The district has a long-term professional development plan that includes SWPBIS and enhancing equity.• Professional development opportunities are identified based on system and student outcome data.• Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives (e.g., marginalization from schooling).• Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing equity and examining implicit bias.• Teams have procedures to provide staff with explicit training and practice in de-escalation skills.

Resources

- Sample staff identity awareness activity: Values Activity (Appendix H)
- Professional development: Wisconsin RTI Center's 7 Experiences, Davis, 2014: www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html
- Professional development: Beyond Diversity/Courageous Conversations (Appendix A; Singleton, 2015)

PBIS Cultural Responsiveness Field Guide 13



Action Items and Planning - 1.7

1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item. <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.7	Develop and implement a curriculum to teach the components of the discipline system to all staff (e.g. flow chart and related processes) that includes information on how to differentiate materials and lessons to accommodate the unique learning and communication styles associated with cultural groups within the school			
1.7	Plans for training staff how to teach expectations/rules/acknowledgments are developed, scheduled and delivered			
1.7	A plan for teaching students expectations/rules/acknowledgments is developed, scheduled, and delivered			
1.7	A system for orienting substitutes, volunteers, and guests on expectations, rules, and acknowledgements is in place			
1.7	Booster sessions for students and staff are planned, scheduled, and delivered			
1.7	Schedule for acknowledgments for the year is planned			
1.7	Plans for orienting new staff and students are developed and implemented			
1.7	Plans for introducing families/communities to your PBIS system are developed and implemented			

Action Items and Planning - 1.7 Cont...

1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item. <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.7	Dates for professional training (i.e., rules, expectations, flow chart, acknowledgement system,) of all school staff and ongoing support are on the schools calendar			
1.7	Dates are on the calendar for professional development for all staff to explore the influence of their own cultural backgrounds during interactions with students and families (e.g., racial identity development, explicit and implicit bias)			
1.7	A communication system is established to share information regularly (at least monthly) with staff			

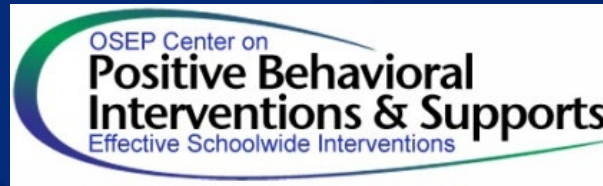
Questions?





THANK YOU!

Appreciation is given for the contributions to this Professional Learning



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