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.
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.
Participant Introductions

• Name
• Role
• District
• School
• Population Served
## Training Expectations

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

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</table>
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

- Activity
- Handout
- Poll
- Discussion
- Reflection
- Action Plan
- Vetted/Policy
### Tier 1: Professional Learning Roadmap

<table>
<thead>
<tr>
<th>TFI Sub-Scale #</th>
<th>Team Components</th>
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</thead>
<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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</tbody>
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<thead>
<tr>
<th>TFI Sub-Scale #</th>
<th>Implementation Components</th>
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<tbody>
<tr>
<td>TFI 1.3</td>
<td>Behavioral Expectations</td>
</tr>
<tr>
<td>TFI 1.4</td>
<td>Teaching Expectations</td>
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<tr>
<td>TFI 1.5</td>
<td>Problem Behavior Definitions</td>
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<tr>
<td>TFI 1.6</td>
<td>Discipline Policies</td>
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<tr>
<td><strong>TFI 1.7</strong></td>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>TFI 1.8</td>
<td>Classroom Procedures</td>
</tr>
<tr>
<td>TFI 1.9</td>
<td>Feedback and Acknowledgement</td>
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<tr>
<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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<tr>
<th>TFI Sub-Scale #</th>
<th>Evaluation Components</th>
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<tr>
<td>TFI 1.12</td>
<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>
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<td>TFI 1.15</td>
<td>Annual Evaluation</td>
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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?”
Follow the Whitman Way
Take the Pathway to Success

Be Productive
Be Prepared
Be Safe
Be Polite
Be Prompt
Team Composition
Team Operating Procedures
Behavioral Expectations
Teaching Expectations
Problem Behavior Def.
Discipline Policies
Professional Dev.
Classroom Procedures
Feedback & Acknow.
Faculty Involvement
Student/Family Involv.
Data-based Decision
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.
### 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

<table>
<thead>
<tr>
<th>TFI</th>
<th>Action Item</th>
<th>(Not In Place; Partially; Fully In Place - &gt;)</th>
<th>NI</th>
<th>PI</th>
<th>FI</th>
</tr>
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<tr>
<td>1.7</td>
<td>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</td>
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<td>1.7</td>
<td>Plans for training staff on how to teach expectations/rules/acknowledgments are developed, scheduled and delivered</td>
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<tr>
<td>1.7</td>
<td>A plan for teaching students expectations/rules/acknowledgments is developed, scheduled, and delivered</td>
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<tr>
<td>1.7</td>
<td>A system for orienting substitutes, volunteers, and guests on expectations, rules, and acknowledgements is in place</td>
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<td>1.7</td>
<td>Booster sessions for students and staff are planned, scheduled, and delivered</td>
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<td>Schedule for acknowledgments for the year is planned</td>
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<td>1.7</td>
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<tr>
<td>1.7</td>
<td>Plans for introducing families/communities to your PBIS system are developed and implemented</td>
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Action Items and Planning - 1.7 Cont...

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<td>1.7</td>
<td>Dates for professional training (i.e., rules, expectations, flow chart, acknowledgement system,) of all school staff and ongoing support are on the schools calendar</td>
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<tr>
<td>1.7</td>
<td>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)</td>
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<td>1.7</td>
<td>A communication system is established to share information regularly (at least monthly) with staff</td>
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Questions?
Appreciation is given for the contributions to this Professional Learning.
Thank You!