Tier 1 Elementary School-wide Positive Behavioral Interventions & Supports

Day Three
Bell Ringer

- Review the assignments from Day 2 and provide an update on your team’s status for each item in MiMTSS on the PBIS Installation Checklist 1 & 2
- Record your percent of items, Complete, In Progress, and Not Started on your Implementation Plan
- Determine action steps needed to complete any items from Day 2 and record these in your MTSS Implementation Plan
- Capture any barriers to completing the activities from Day 2 on the “Communication with the District Implementation Team” form in your binder
Acknowledgments

The material for this training was based on the work of…

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George Sugai         Rob Horner
Dean Fixsen          Karen Blasé
Jessica Swain-Bradway Missouri SW-PBS
Kent McIntosh

A special thanks to the many awesome Michigan schools whose work is showcased in this content! Thank-you!
Group Expectations

Be Responsible
• Attend to the “Come back together” signal
• Active participation…Please ask questions

Be Respectful
• Please allow others to listen
  • Please turn off cell phone
  • Please limit sidebar conversations
• Share “air time”
• Please refrain from email and Internet browsing

Be Safe
• Take care of your own needs
Purpose

By the end of this series, the School Leadership Teams will be able to coordinate, lead, and manage full implementation of School-wide Positive Behavioral Interventions and Supports (SWPBIS), in order to increase time spent on academic instruction by increasing positive, pro-social behaviors and decreasing behavioral challenges.
Intended Outcomes

After this training, School Leadership Teams will:

• Practice analyzing SWPBIS TFI data
• Summarize how information related to the adolescent brain relates to SWPBIS
• Summarize the purpose of acknowledgment system within SWPBIS
• Develop a plan for gaining staff, student, and family input on your school’s acknowledgement plan
• Create a plan to work with staff to develop consistent responses to behavioral errors
• Plan for SWPBIS Kick-Off in the Fall
Agenda

1.0  Review from Days One & Two
2.0  Adolescent Brain
3.0  Acknowledgement System
4.0  Consistent Response System
5.0  Planning Your Kick-Off
6.0  Wrap Up & Next Steps
Team Roles: Who Will Do What?

- **Facilitator**: guide discussions and activities to keep the team moving forward
- **Time Keeper**: keep track of the time and bring the team back together
- **MTSS Implementation Plan Recorder**: keeps track of the activities to add to the implementation plan
- **Active Team Members**: engaged and participating in discussions and activities
Setting Up Our Time For Success

• Activities & Team Times (blue slides) are meant to be conversation starters or work starters

• We may frustrate you because these times are not intended for the conversation or work to be completed at the end of the time

• Our goal is to give you enough information in order to move the work forward back in your buildings
Communication With Your DIT

- At the end of the last session your team recorded specific accomplishments from the training day as well as any barriers to share with the DIT
- Our goal is to support the flow of communication back and forth between your School Leadership Team and the District Implementation Team
- The Communicating with District Implementation Team worksheet is designed to support the communication
- Keep it handy throughout the day to capture what needs to be communicated with the DIT
1.0 Review From Days One & Two
In Module 1.0...teams will...

- Review key concepts from trainings days one and two
- Analyze data from SWPBIS TFI and establish a SMART objective
Activity 1.1

- Independently review the slides from the previous sessions provided in your binder
- As a team, match the “Big Idea of SWPBIS” with the images provided in the binder
- Provide a 1 sentence summary of each big idea
“Big Ideas” of School-wide PBIS

1. Identify & define behavior expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish continuum of responses to behaviors that includes teaching/re-teaching
6. Use data for decision making
Two Measures for Decision Making

- **Fidelity**
  - Are we doing what we said we were going to do?

- **Outcome**
  - Are we improving outcomes for students?
What Do We Know About Fidelity?

• Emerging research points to the fact that fidelity is a **threshold** not a **continuum**

• Changes in student outcomes will not be evident until implementation fidelity is at or above the threshold

• Your job is to lead your school’s efforts in ensuring you cross this threshold and are improving student outcomes
Fidelity Measure

School-wide PBIS Tiered Fidelity Inventory

• Self assessment completed by your SLT
• Monitors school-wide PBIS implementation efforts
• Identifies accomplishments
• Identifies needs for action planning
• Used in connection to student outcome data
Why both the TFI & the PBIS Installation Checklist??

• PBIS Installation Checklist keeps us on track with the activities that are needed to get us ready to implement SWPBIS

• The SWPBIS-TFI allows us to monitor our implementation efforts
Tier I Scale Score

• Provides a score related to implementation of Tier I of SWPBIS
• Allows your team to set a SMART objective for where your implementation of SWPBIS will be by the upcoming fall
• Target for Tier I Scale Score is 70% or higher
Tier I Scale Score Graph

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/8/2016</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
# Implementation Plan Objective

## Objectives

### Tier 1 Behavior Objectives

Table 1. Tier 1 Behavior Objectives and Status Update

<table>
<thead>
<tr>
<th>Objective</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 100% of the installation tasks on the PBIS Installation Checklist in MiMTSS by Winter of Year 2</td>
<td></td>
</tr>
<tr>
<td>Implement Tier 1 of School-wide Positive Behavioral Interventions and Supports (SWPBIS) with fidelity as measured by a Tier I scale score of 70% or higher on the SWPBIS Tiered Fidelity Inventory (TFI) by Spring of Year 2 resulting in a decrease of discipline referrals.</td>
<td></td>
</tr>
<tr>
<td>School Leadership Teams will add additional objectives as appropriate based on their school-level data reviews starting in Winter of Year 2 and will include in parentheses the precise problem statement(s) linked to these objectives.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 1.2

- Within your Implementation Plan, a SMART goal related to fidelity of SWPBIS implementation has been set for at least 70% on Tier I of the SWPBIS TFI
- Locate this portion of your Implementation Plan and record your current Tier I Scale Score in the space provided
- As a team, discuss if you will adjust the SMART objective for the upcoming fall – update if needed
Updating Your Implementation Plan

• Your team will complete Tier I of the SWPBIS TFI again in September

• This will provide an opportunity to check in on your progress toward your SMART objective

• Your team will participate in your first “official” data review with MIBLSI next winter
Communicating With Your DIT

- Your SLT’s identified communication designee should share your school’s MTSS Implementation Plan with the DIT
- DITs will be meeting in April to check on the progress of schools installing SWPBIS, address readiness for schools entering training next year, and planning readiness for the work related to reading that will start in the fall
Communicating With Staff

• This data point should be shared with the rest of your school staff
• Provides a context for the installation work
• Allows you a chance to share the SMART objective with your staff so there is shared ownership
• When you share, be sure to include the message that fidelity is a threshold, not a continuum
Activity 1.3

- As a team, discuss when and how you will share the Tier I score on the SWPBIS TFI and your SMART objective with your staff.
- Record your activities in your Implementation Plan.
2.0 Adolescent Brain
In Module 2.0, teams will…

• Summarize key information related to the adolescent brain and how it relates to the big ideas of SWPBIS
Adolescent Brains are not little adult brains
Synaptogenesis in Prefrontal Cortex and the Development of Executive Functions

Don’t panic by the complex appearance of this slide! This slide shows the typical development of executive functioning. Let’s start by talking about pruning. The left most box is a drawing of neurons (brain cells) in a baby’s brain. The dark spots are the neurons and the dangling lines are the connections…the ways that the neurons talk to each other. When a baby is born, you see there are few connections. Every experience a baby has, every sound they hear, every taste they taste, every face they look at, creates more neurons and more connections, more and more and more, until about the age of 6-8 (middle box). At this point you can see a web of neurons and connections. It is at this point that our brain has built more connections than it needs to be efficient and it starts to prune. This is good, typical brain development and we want that to happen! Think of pruning like rose bushes…in order to get the biggest growth and most beautiful blooms, we have to cut it back. So, around middle childhood our brain start to prune out the connections that it no longer needs and becomes more efficient and effective.

Now, looking at the right most box, you can see that the pruning process is in action and successfully weeds out old unnecessary connections from mid-teen years until well into adulthood. This is normal brain development. This same process happens in our frontal lobe with executive functioning. Remember, that’s our higher level thinking, reasoning, judgment, problem solving, organization…Executive functioning begins to emerge around age 14, 15 or so. You can see it’s not until after the pruning process begins. Then it is not until age 17-18 or so when our executive functioning starts to expand. So, not until kids are graduating from high school do we see them even really start to have good executive functioning. There really is a brain development reason why teenagers have poor judgment and aren’t the best problem solvers!

From Cambridge University: Stahl’s Online Essentials of Psychopharmacology, Chapter 17


stahlonline.cambridge.org/.../85702c17_fig15.jpg
Activity 2.2

- Individually read “Behavior and the Adolescent Brain” summary document
- Work with a partner to match the four pictures in your binder with the four topics from the article
- Report out your matches and your rationale
Activity 2.3

As a team, create 2-3 talking points under each question and be prepared to share out:

• How does this information impact our implementation of SWPBIS?
• What considerations are important regarding acknowledgement?
• What considerations are important regarding making corrections or applying negative consequences?
3.0 Acknowledgement System
In Module 3.0, teams will...

- Explain why acknowledgement is important when implementing SWPBIS
- Practice providing positive feedback for demonstration of school appropriate behavior
- Generate ideas for immediate, intermittent, and long term acknowledgement through examples from others
- Create a detailed plan for developing a school-wide acknowledgement plan with input from staff, students, and parents
“Big Ideas” of School-wide PBIS

1. Identify & define behavior expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish continuum of responses to behaviors that includes teaching/re-teaching
6. Use data for decision making
Our Instructional Routine

• What’s the purpose for this big idea?
• How have other schools accomplished this work?
• What is your plan for accomplishing this work?
Acknowledgement System: Why?

- Foster a welcoming and positive climate
- Focus staff and student attention on school appropriate behaviors
- Increase the likelihood that school appropriate behaviors will be increased
- Reinforce the teaching of new behaviors
- Provide a prompt for adults to recognize school appropriate behaviors
- Reduce the time spent addressing behavior not appropriate for school
Activity 3.1

Individually read the statements on the Acknowledgement System: Why? Slide

- Put a star (*) by statements that you already know about acknowledgement systems
- Put a question mark (?) by statements that you need more information about to better understand how acknowledgement impacts it
- Put a minus (-) by statements that you believe may be a challenge for staff to agree with
Critical Point!

The behavior you attend to the most will be the one that you will see more of in the future.
Example of critical point

• So, Trixie thinks, "this is great! I’ll have to wake up crying in the middle of the night more often!" Why? Because it works for her…she is reinforced for her crying behavior by getting to sleep all snuggly and warm between mom and dad!
Definition of Positive Acknowledgement

• Positive acknowledgement (reinforcement) is the presentation of something pleasant or rewarding immediately following a behavior that makes that behavior more likely to occur in the future

• It is one of the most powerful tools for shaping or changing behavior

SBCUSD Positive Behavior Support Initiative
Elaine’s Atomic Sub
Activity 3.2

• On a sticky note, generate 2-3 key talking points that you can use to concisely explain why acknowledgements are critical when implementing SWPBIS and teaching new behavior

• Share your talking points with someone from another team
Here’s some examples…these businesses don’t provide us with points, checks, extra perks, free classes, etc. just because they think we’re great and want to thank us for our patronage. They are actually shaping our behavior through acknowledgement. We go back to those businesses to get the perks and therefore, our behavior is shaped.
Example 2: Walmart Guy

• How many of you think that WalMart provides greeters just to welcome you and be nice? Actually, there is research suggesting that if customers make eye contact and are acknowledged by an employee upon entering a store, they are less likely to shoplift. So, what seems like a nice gesture is actually a preventative measure against theft…PBIS in action!
Example 3: energy audit

Here's another example of PBIS in action in real life…this is an acknowledgement slip that was put on the office desk of my colleague one evening to acknowledge conservation of energy. Rules could be created and consequences implemented for NOT shutting down office items at the end of the day, but it is more powerful to acknowledge appropriate energy conservation behavior through simple notes and behavior is shaped.
Example 4: oatmeal

This is my own experiment! Since there are McDonalds everywhere, I can always find one in the mornings and order the super yummy fruit and maple oatmeal. However, I do not want the raisins on it. So, I would order “I’d like the fruit and maple oatmeal with no raisins and a large iced tea.” Sure enough, I’d get on the road and yep…raisins were in it. It happened so often that I started collecting data on it! And I found all across this state that about 94% of the time when I ordered it with no raisins, I’d get it handed to me with raisins on it. So, in order to practice what I preach about controlling what I can control, I decided to change the way I ordered it. I started saying, “I’d like the fruit and maple oatmeal with apples only.” Much to my surprise, the error rate dropped from 94% to about 15%! Just by saying what I wanted rather than what I didn’t want! Power of positive strategies to change behavior!
Learning Hierarchy: How to Teach

- Learning new behaviors takes frequent practice of "doing it the right way."
- Students need to know if they are doing it the right way or the wrong way.
- We provide immediate positive feedback when students do it the right way.
- We provide corrective feedback if they do it the wrong way and provide them more opportunities to do it the right way.
- With anything that we teach, practice is the activity that moves students from acquisition of a new skill to fluency...even when teaching behavior. During both teaching and practice, students need lots and lots of feedback in order to ensure that they are doing the skill correctly. The last thing we want is for students to practice the new skill incorrectly and become fluent in misbehavior.

When talking through these points about teaching new behaviors, have the participants think about this through the lens of teaching something academic or sports skill. It's always easier for people to do that. Now, have them consider teaching behavior. Same idea. Teaching is teaching and requires these components.

(Haring, et.al., 1978)
Quick Check

• One of the most powerful tools for shaping or changing behavior is \textbf{P}_______ \textbf{A}________

• The behavior you attend to the \textbf{m}____ will be the one that you will see \textbf{m}____ of in the \textbf{f}_____

• Positive acknowledgements provide specific \textbf{f}____\textbf{d}____\textbf{k} to students that they are on the right track and doing what is expected
Ratio of Interactions

4:1
Positive or Corrective?

Did the child get attention while engaged in school appropriate behavior or behaviors inappropriate for school?

Teacher attends to the student

- Student was demonstrating school appropriate behavior → Positive
- Student was NOT engaged in expected behavior → Negative
Contingent & Non-Contingent Acknowledgement

- **Contingent**: Acknowledging students upon demonstration of school appropriate behavior (e.g., **specific** positive feedback, thumbs up after following directions)
- **Non-Contingent**: Giving students time and attention just because you value them as people (e.g., smiles, greeting at door, hand shake, fist bump, conversation)
Activity 3.3

• Using the sample behavior matrix in your binder as a guide, practice giving specific and contingent acknowledgements to a student quietly to yourself

• Partner up at your table and practice with your partner (use a sticky note as a ticket if you’d like)

• Find a partner from another team and practice one more time
Acknowledgement System
Guidelines for Acknowledgement

• Provide reinforcement for demonstration of school-wide expectations

• Acknowledgements are for every student in the classroom

• Students are ALWAYS eligible to receive acknowledgements

• Refrain from threatening the loss of reinforcers and/or taking earned items away as a strategy for motivating school appropriate behavior
Acknowledgement Systems: What?

School-wide Acknowledgement Systems include three types of acknowledgements:

• Immediate/High Frequency Predictable Acknowledgements

• Intermittent/Unexpected Unpredictable Acknowledgements

• Long-Term Celebrations
Activity 3.4

• Read the description of the Acknowledgement System provided in your binder

• Work with a partner to review the example Acknowledgement Systems in Scenarios 1 and 2 using the Critical Features Checklist

• Be sure to identify which critical features are present and which may still need to be addressed
Let’s Not Forget the Staff!!

Thank you for all of your (help, karate, monkey) with PBIS and AimsWeb.
Staff acknowledgement for each other or student “FLIP DAY”
Activity 3.5

Count off by 4’s at your table

1’s: Search for high-frequency, immediate acknowledgement ideas

2’s: Search for intermittent acknowledgement ideas

3’s: Search for long term celebration ideas

4’s: Search for staff acknowledgement ideas

Report out ideas to team
Recall Brain Research: What is “Rewarding” to Students?

- We’ve focused a lot on the importance of attention (largely from adults) as a part of the acknowledgement system.
- It is important to remember that as students move into fifth and sixth grade, middle school and into high school, attention from or access to peers becomes increasingly important.
- Acknowledgement systems can take this into account by:
  - Involving students in discussion/planning around what they would find rewarding.
  - Awareness of the peer social culture – how the system will be perceived.
Getting Students Involved

• Survey them to get ideas
• Town hall or focus group meetings
• Utilize their skills
  • Visual media, video, art, music
• Tie into “relevant” pop culture (songs, movies, TV, internet memes)
Student Acknowledgement of Students
Activity 3.6

- As a team, begin to plan the following:
  - How will you communicate this information on acknowledgement to staff and parents?
  - How will you develop a school-wide acknowledgement system with staff?
  - How will you involve students in the development of the acknowledgement plan?
  - Record your activities on your Implementation Plan
4.0 Consistent Response System
In Module 4.0, teams will...

• Describe the impact of exclusionary discipline practices on student behavior
• Understand the role of reinforcement on behavior
• Practice applying responses to student behavior scenarios
• Begin to generate ideas for a continuum of responses to inappropriate school behavior
• Create a detailed plan for sharing information with staff and for developing a continuum of responses to inappropriate school behavior with staff
“Big Ideas” of School-wide PBIS

1. Identify & define behavior expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish continuum of responses to behaviors that includes teaching/re-teaching
6. Use data for decision making
Our Instructional Routine

• What’s the purpose for this big idea?
• How have other schools accomplished this work?
• What is your plan for accomplishing this work?
Activity 4.1

- Independently read the four quotes on the slides in your binder
- Select the quote that resonate the most with you in some way
- When prompted, move to the corner of the room that matches the number of the quote you selected
- Chat with others about way you selected this quote
Here’s What We Know…

• There is a long history in education that problem behavior needs to be punished.
• If problem behavior persists, the perception is that stronger punishers need to be delivered.
• Increasing severity of punishers may lead to a student infraction-punishment cycle and escalate student behavior.
• Punishment does not teach new behavior (only escape or avoidance of the punisher) or prevent future occurrences of the behavior

(Colvin, 2007)
Here’s More of What We Know…

- Punishment may elicit aggression
- Emotional side effects have been linked to punishment (e.g., fear, anxiety)
- Situations and people associated with punishment may become conditioned punishers
- Students may model or imitate punishment
- Person applying punishment may be reinforced for doing so
- Suspension, expulsion, and zero tolerance policies are ineffective & increase behavior
Punishment

- Punishment may appear to "work" in the short term because it:
  - **Removes** students
  - Provides **relief** to teacher, students, administrator
  - **Mantra:** Behavior continues because behavior works!
Vicious Cycle of Reinforcing Misbehavior

1. Student misbehaves
2. We get reinforced for paying attention to misbehavior and logically so because 99% of time a gentle reprimand stops the misbehavior
3. We are reinforced because the behavior stops
4. Student who craves attention is reinforced and then demonstrates behavior again shortly after (behavior continues because behavior works!)
5. We issue a reprimand and student stops behavior
6. Student’s misbehavior is reinforced and…
7. We are reinforced again because the behavior stopped
Non-Example Responses to Behavior

• How many times do I have to tell you to work quietly?
• Didn’t I just tell you to get your work done?
• Why are you talking when I’m talking?
• Do you want me to send you to the office?
• What’s going to happen if I call your mother?
• What do you think you’re doing?
• Don’t you think you should be using your time better?
Activity 4.2

- Using the previous slides as prompts, work with your team to create a poster that you can share with staff depicting why exclusionary and punitive practices are not successful in changing student behavior
  - Slides with Quotes
  - Here’s What We Know slides
  - Cycle of Reinforcing Misbehavior
Activity 4.3

• How will share your poster on exclusionary practices with your staff?

• Record your activities on your Implementation Plan
Responding to Behavior

- No matter how well Universal Supports for behavior have been implemented in classroom and non-classroom settings, there will still be times when students display behaviors inappropriate for school.

- Responding to student behavior fluently is a strategy that can help reduce the likelihood of escalating a student’s behavior, reinforcing inappropriate school behavior, and future occurrences of the behavior.
Parking Ticket vs. Speeding Ticket
"It’s not the severity of your consequences that will make them effective…it’s the certainty."

(Champs – Safe & Civil Schools, 2006)
Re-Teaching

• Responding to behavioral errors should include a quick re-teaching of the expectation when appropriate

• This would include:
  • Reviewing the expectation for the setting
  • Identifying the specific behavior(s) appropriate for school
  • Finding an opportunity to reinforce the expected behavior from the student, when possible
What do responses to behavioral errors look like?
Staff brainstorming example from Hastings High School

Classroom Strategies

- Proximity
- Redirection
- Visual/non-verbal cue
- Humor
- Intentional/planned ignoring
- Re-framing (alternate perspective)
- 4 Questions
- Direct feedback
- Eye contact/"Stink-eye"
- Tap table (etc...)
- Calm/even tone (non-emotional)
- Share stories/personal experience
- Acknowledge positive behavior
- Follow-up activities
- 1-word stories
- Ice-breaker questions
- CKH (hallway interactions, chat sessions, etc...)
- Variety
- Engagement
- Invite student to get a drink, etc...
- Rub carotid artery
- "Fly-by"
Recall: Culturally-based Behaviors

• We have to also recognize that there are behaviors that are specific to various social and cultural context outside of school

• Rather than seeing them as bad or wrong, we have to view them as appropriate, functional, and necessary in other settings outside of school

• Teaching & re-teaching will be critical responses to the behavior!
Activity 4.4

• Read the “Strategies to Discourage Minor Misbehavior” document in your binder

• With a partner, select 1 or 2 of the 7 scenarios on the “Activity: Response Strategies for Behavior” worksheet to identify the best strategy to apply to the situation

• Write a rationale for why you chose that strategy and be prepared to share
OK, but…

What if students don’t respond to these “non-punitive” strategies?
Activity 4.5

• Locate the document “Using Additional Consequences”

• With your team, read and discuss the section(s) that your trainer assigns to you

• Create 2-3 bullets to capture the big ideas of your section(s) to share out with the rest of the group
<table>
<thead>
<tr>
<th>Mild Misbehaviors</th>
<th>Moderate Misbehaviors</th>
<th>Severe Misbehaviors</th>
</tr>
</thead>
</table>
| ● Student causes interruption  
● Off-task  
● Reckless behavior not causing injury  
● Writing on desks  
● Sleeping | ● Student causes multiple interruptions  
● Name-calling/taunting  
● Using device without teacher permission  
● Foul language  
● Lying/cheating  
● PDA  
● Disrespect towards adults  
● Repeated mild offenses | ● Physical aggression or assault  
● Bullying  
● Vandalism  
● Stealing  
● Derogatory language with malice  
● Intentional refusal to follow directions  
● Weapons/Drugs/Alcohol  
● Repeated previous offenses |

**Prevention**

- Calm tone  
- Consistency  
- Active supervision  
- Brief and specific expectations  
- Pre-correction  
- CKH (Greeting at door, good things, social contract)  
- Model expected behavior

**Staff Response**

- Eye contact  
- Non-verbal cue  
- Proximity  
- Calm tone  
- Tap table/desk  
- Verbal redirection  
- Reframe request  
- Remind of expected behavior  
- Planned verbal feedback  
- Humor  
- Planned ignoring  
- Acknowledge desired behavior nearby  
- Invite physical movement (i.e. Drink)

**Staff Response**

- Previous Responses PLUS:  
  - Calm tone  
  - Teacher/Student conference  
  - Parental contact  
  - Re-teach expected behavior  
  - Restitution  
  - Positive practice  
  - Four Questions (CKH)

**Staff Response**

- Previous Responses PLUS:  
  - Calm tone  
  - Parental involvement  
  - Re-teach expected behavior  
  - Timeout in office  
  - Detention  
  - Suspension  
  - Interagency support
Activity 4.6

• Review the examples of Continuum of Responses in your binder

• Discuss ideas and features that might work for your building, with an emphasis on teaching strategies

• How will you involve staff in the development of a continuum of responses to behaviors that are inappropriate for school?

• Record your activities on your Implementation Plan
Wisdom

“Do the best you can until you know better. Then when you know better, do do better.”

(Maya Angelou)
5.0 Planning for Kick-Off
In Module 5.0, teams will...

- Determine their school’s current status related to components needed to allow for the Kick-Off in the Fall
- Prioritize action steps in MTSS Implementation Plan and be sure final details for successful Kick-Off are addressed in the plan
- Review resources to support your SLT meetings next year
- Identify any barriers that need to be communicated to the DIT
Kick-Off Assembly

• Typically held on the first day of school in the Fall – done ANNUALLY

• Includes a celebratory feeling while introducing the school-wide expectations and explaining the acknowledgement system

• Leads into designated time for teaching expectations during the first day or week of school
Planning the Last “To Do’s”

1. Finalize the development of all components (i.e., behavior matrix, lesson plans, acknowledgement system, continuum of responses)

2. Plan Kick-Off Assembly

3. Order, create, gather all materials needed to Kick-Off and start implementation of your SWPBIS system
Middle School Kick-Off Video
Activity 5.1

- As a team, generate some preliminary ideas for your Kick-Off, including visual displays (examples in binder)
- Discuss how you will get staff and student input in planning your Kick-Off
- Add activities related to Kick-Off to your Implementation Plan
- Be sure you have additional SLT meeting to coordinate the completion of all of the items in your plan and the Kick-Off in the fall
Looking Forward to Next Year

School Leadership Team will meet monthly to accomplish the following:

• Analyzing discipline referral data from SWIS and fidelity data from the TFI

• Identify any school-wide needs to address based on the data

• Develop a SMART objective related to the need,

• Develop an action plan to address the identified needs
Tools to Support Your Work

• School Level MTSS Implementation Plan

• School Leadership Team Meeting Agendas

• Newsletter Template

• Annual Evaluation PowerPoint Template
What Else is on the Horizon Next Year?

• Your School Leadership Team will begin installation work for School-wide Reading Model

• This work will add to your School-Level Implementation Plan with support from the training, your coach and the District Implementation Team
Pause for Communication

At the end of each session we are going to pause to capture communication that needs to flow up to your District Implementation Team.
Activity 5.2

• As a team, generate 1-2 accomplishments coming out of today’s session that you want to share with your DIT

• If you identified any barriers to accomplishing your work, please be sure to capture those for the DIT as well

• Confirm who from your team will be communicating with the designated person from the DIT
End of Day Evaluation