

Tier 1 Elementary and Secondary School-wide Positive Behavioral Interventions & Supports Training Series Overview

This document provides an overview of the concepts and activities for the School-wide Positive Behavioral Interventions and Supports training series for days one through three.

Outline and Activities for Day 1:

What is this work?

- Defining the goal of this work

Introduction to Positive Behavioral Interventions and Supports (PBIS)

- Defining School-wide Positive Behavioral Interventions and Supports (SWPBIS)
- Overview of what implementation of SWPBIS looks like in a school
- Centering Equity within SWPBIS Implementation

School Leadership Team Functioning

- Define the purpose of the School Leadership Team (SLT)
- Involving students on the school leadership team
- Involving families in the work of installation and initial implementation of SWPBIS
- Structuring the SLT for success
- Designating time to work with staff on the installation of SWPBIS
- Plan for communicating with students and families around the work of SWPBIS

Determining the Compelling Why & Staff Buy-In

- Identify a critical data point to create a sense of urgency for the work of SWPBIS
- Address staff buy-in for the work of SWPBIS

Developing School-wide Expectations

- Understand the critical features of School-wide Expectations
- Review examples of School-wide Expectations from Michigan schools
- Decide on an approach to developing your school's school-wide expectations

Wrap & Up and Next Steps

- Communication with the District Implementation Team

Outline and Activities for Day 2:

Behavior Matrix

- Understand the purpose of a behavior matrix
- Understand the critical features of behavior matrix
- Review examples of behavior matrices from Michigan schools
- Decide on an approach to developing your school's behavior matrix
- Determining how to include multiple and diverse stakeholders in the development of the school's behavior matrix

Teaching Expectations

- Understand why we teach behavior expectations
- Create a plan for developing lesson plans for teaching school-wide expectations with staff involvement and input
- Plan for developing a schedule for teaching and re-teaching behavior expectations

Data Sources for Positive Behavioral Interventions and Supports (PBIS)

- Review two measures for data-based decision making
- Introduction to School-wide PBIS TFI
- Introduction to discipline data as a data source

Monitoring Behavior

- Understanding why monitoring behavior is a "big idea" of PBIS
- Describe active supervision and consider current practices
- Decide on how to develop a plan for monitoring behavioral expectations with input from staff

Wrap Up & Next Steps

- Communication with the District Implementation Team

Outline and Activities for Day 3:

Understanding Tiered Fidelity Inventory Reports

- Review the Tier I Scale Report and Subscale Report from the SWPBIS TFI

Adolescent Brain

- Understand how the adolescent brain develops and identify implications for the work of SWPBIS related to acknowledgements and corrections

Acknowledgement System

- Understand the critical features of an acknowledgement system and how to use acknowledgement system
- Address common philosophical differences related to acknowledgement systems
- Review examples of Acknowledgement Systems from Michigan schools
- Create a plan for developing your school's acknowledgement system

Correcting Behaviors Through a Continuum of Responses

- Understand the critical features of continuum of responses to problem behaviors
- Review examples of continuum of responses for correcting behavior from Michigan schools
- Create a plan for developing your school's continuum of responses for correcting behavior errors

Plan for the Kick-Off

- Finalize decisions for holding the kick-off for SWPBIS implementation in the Fall

Wrap Up & Next Steps

- Communication with the District Implementation Team
- Previewing the Class-wide PBIS training content

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