

Message to School Administrators for Classroom PBIS

This document outlines for School Administrators the remote learning plan for Classroom PBIS and provides suggestions for consideration as this work is rolled out in schools.

Context

Your school is participating in the Classroom Positive Behavioral Interventions and Supports (PBIS) professional learning in partnership with your District Implementation Team and the MiMTSS Technical Assistance Center. This is an extension of the work your school began related to School-wide PBIS.

Remote Learning Training Plan

The Remote Learning Training Plan contains specific work for educators to complete independently as prework, a two-hour live Zoom session with MiMTSS TA Center staff, and post work. As the building administrator, you play a critical role in supporting the accomplishment of this work in order to install and use classroom PBIS practices in your school. The following recommendations are for your consideration as you lead this work.

Pework

Each staff member will complete the following activities:

- Checking his/her record in MiMTSS Data System
- Completing the “Overview of School-wide PBIS” course in EduPaths
- Viewing the “[Foundations of Classroom PBIS](#)” video on the MiMTSS TA Center’s YouTube page
- Completing the “Foundations of Classroom PBIS” Google Form

In order to ensure staff have completed these prework activities prior to the Live Zoom session, you may want to:

1. Provide reminder prompts via email regarding the pre-work and timelines for completion
2. Ask staff to submit their certificate for completing the “Overview of School-wide PBIS” course in EduPaths. The course takes approximately 15 minutes to complete and SCECH credit is available.
3. Share the completed “Foundations of Classroom PBIS” Google Form response email that will be sent to each individual that completes the form

Post Work Activities

Activity 1

Each classroom teacher will need to independently complete the following activities:

- Develop the steps for their various classroom procedures
- Create a behavior matrix using their classroom procedures and the school-wide behavior expectations
- Develop lesson plans for teaching the classroom procedures and expectations
- Create a scope and sequence for initial teaching and reteaching of behavior expectations in the classroom throughout the school year

In order to ensure staff have completed these post work activities, you may want to:

1. Provide time during a staff meeting or grade-level team meetings for teachers to work on these assignments
2. Set a specific timeline for completion of this work
3. Have staff submit a copy of the completed work to you

Activity 2

There are three high leverage classroom practices that every classroom teacher should know and use to help support instruction and behavior in the classroom. There is an “instructional package” for learning about each of these practices in the workbook for Classroom PBIS professional learning. The package includes:

1. A brief video overview of the practice (videos are available on the [MiMTSS TA Center's YouTube channel](#))
2. A video discussion guide
3. An action plan
4. A quick guide for the practice

The learning around each of these high leverage practices can be completed independently, within a small group, or as part of a full staff meeting. The three high leverage classroom practices are:

- Opportunities to Respond
- Behavior Specific Praise
- Positive Greetings at the Door

As an administrator, you will decide how you would like staff to engage this work and communicate your expectations to the staff.

Questions

If you have any questions or need additional information, please reach out to your district's Coordinator or the assigned MiMTSS TA Center Implementation Specialist working with your district.

URLS used in this document

[MiMTSS TA Center's YouTube Channel](https://www.youtube.com/channel/UCBv-Ta-s7I62KeTgu5Hn8mA?view_as=subscriber)

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