

PBIS SCHOOL-WIDE TEAM ----- "YEAR-AT-A-GLANCE"

Month	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES)	COMMUNICATION WITH STAFF
Before Students Return	- Review prior year's ODR graphs, attendance, & academic data	- Establish monthly PBIS School-wide Team meetings - Establish schedule for reporting to & celebrating with staff - Plan for staff, student, parent, and bus driver kick-offs - Plan for how School-wide Team will provide data/coordinate with team/staff managing Targeted & Intensive Interventions	- Conduct staff kick-off	- Staff kick-off
1 st Week of School			- Conduct student kick-off - Administer kick-off evaluation survey - Conduct school-wide celebration	
September	- Review ODR graphs, attendance, & academic data - Review results of kick-off evaluation survey	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Administer and score PBIS Self Assessment	- Conduct bus driver kick-off - Administer PBIS Survey to staff - Conduct grade level celebrations	- Present results of kick-off evaluation survey
October	- Review ODR graphs, attendance, academic data - Review results of PBIS Self Assessment	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for fall booster - Process Team Implementation Checklist & do Action Plan	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations	- Present PBIS Self Assessment results - Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
November	- Review ODR graphs, attendance, & academic data	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for fall school board presentation - Review Action Plan	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations - Conduct fall booster - Check with new students, staff and parents to see if they understand expectations & reward system	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
December	- Review ODR graphs, attendance, & academic data	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Process Team Implementation Checklist & do Action Plan - Review Action Plan - Plan motivator to keep staff using PBIS - Plan for re-teaching of expectations 1 st day back from break.	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations - Present to school board	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
January	- Review ODR graphs, attendance, & academic data	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan reinforcement for indoor recess days	- Re-teach school-wide expectations 1 st day back from break - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
February	- Review ODR graphs, attendance, & academic data	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for spring booster	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
March	- Review ODR graphs, attendance, & academic data	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Process Team Implementation Checklist & do Action Plan - Begin to focus on goals/outcomes for next year	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations - Conduct spring booster	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
April	- Review ODR graphs, attendance, & academic data	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for the end-of-the-year school board presentation - Begin processing PBIS School Profile Form - Plan for team membership changes for next year - Review Action Plan and begin to set goals for next year - Plan for end-of-year celebration	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
May /June	- Review ODR graphs, attendance, & academic data summaries for year	- Conduct PBIS School-Wide Team meeting(s) - Finalize PBIS School Profile Form - Process Team Implementation Checklist & do Action Plan	- Teach scheduled Cool Tool(s) - Conduct school-wide celebrations - Present to school board	- Present school-wide data summary for year - Present a summary of PBIS interventions for the year - School-wide, Targeted, and Intensive

School-wide PBIS Checklist: Before School Begins

Tasks to accomplish:

- Establish a monthly PBS School-wide Team meeting schedule for the year
- Establish schedule for communicating/reporting/problem-solving with staff for the year
- Establish schedule of celebrations/reinforcement activities
- Plan for Staff Kick-off
- Plan for Student Kick-off
- Plan for new student training
- Plan for Parent Kick-off
- Plan for Bus Driver Kick-off
- Plan for how School-wide Team will provide data to the staff/team managing Targeted & Intensive Interventions

Activities to Conduct:

- Conduct all Kick-offs
- Administer staff & student Fall Training/Kick-off Evaluation

PBIS Staff Kick-off

OBJECTIVES

- Celebrate commitment to student success- academic, social-emotional, & behavioral
- Highlight the research and “biggest idea” of PBS

“Research is demonstrating that schools make greater academic gains when they simultaneously build a school-wide positive social culture.”

“PBS organizes adults and students to create a social culture in schools that will encourage positive behavior and interactions, while discouraging problem behaviors. This social culture will lead to a safer environment where students achieve academically and build positive relationships with each other and with adults.”

- Explain how PBS helps staff to build a school-wide social culture
 - Use of Effective Practices
 - 5 components:
 1. DEFINE- clear and concise definition of behavior expectations
 2. TEACH- direct teaching of behavior expectations
 3. REMIND- daily reminders & supervision- “the positive nag”
 4. CELEBRATE- consistent acknowledgement of the expected behaviors
 5. CORRECT- consistent correction of the problem behaviors
 - Use of Data
 1. Continuous review of information/data- ODRs, attendance, etc.
 2. Asking specific questions of the data- what, where, when, who, why, how often- to help guide school-wide intervention
 - Use of Systems of Support
 1. Some students will require more support/intervention to be successful in our social culture
 2. This additional support will be organized through three tiers of support- School-wide, Targeted, and Intensive (PBS Triangle)

ACTION PLANNING

- Provide packet of materials for staff- Expectations, Teaching Matrix, Cool Tools, “Gotchas,” Major/Minor Office Discipline Referral Form & definitions of problem behaviors (if applicable- Dismissal procedure, PBS brochure/flyer)
- Prepare Targeted/Intensive Materials for staff- BEP Procedure for Group Targeted, Request for Assistance Forms/Packet for Individual Students

Fall Training- Staff Evaluation

Please respond to each statement. Place survey in PBS Box. Thank you!

SCALE: 4 = Strongly Agree
3 = Somewhat Agree
2 = Somewhat Disagree
1 = Strongly Disagree

1. Fall training was well organized.

1 2 3 4

2. Fall training used effective examples to teach expected behavior.

1 2 3 4

3. I was clear on what was expected of me during fall training.

1 2 3 4

4. Fall training had a positive effect on student behavior.

1 2 3 4

4. We should plan on a fall training next year.

1 2 3 4

Student Kick-off

OBJECTIVES

- Discuss with students the goal of creating a positive school culture

“This year, we are going to work together to really build a positive culture here in our school. We want to make sure that students interact with each other with respect, and that adults interact with students with respect. So, we are going to teach you what is expected of you here at school AND we are going to tell you what you can expect from us. For instance, we are going to celebrate much more regularly when students meet our school-wide expectations and we are going to point out when they are not meeting our expectations and we will re-teach them to you.”
- Explain how we will build our positive school culture
 - 3-5 school-wide expectations/rules
 - ALL adults and ALL students will be expecting to see behavior and interactions that meet these expectations in ALL settings
 - Specific behaviors & skills will be taught so that students will know how to meet these expectations wherever they go in the building
 - We’ll start with teaching the Cool Tools/Procedures for non-classroom settings
 - Next, we’ll teach how the school-wide expectations look in each classroom
- Explain how we will acknowledge their expected behavior & celebrate the culture we are building together
 - “Gotchas” to “let students know when they are doing well”
 - Redemption procedures to “keep their excitement”
 - Unexpected/intermittent rewards to “emphasize a behavior we need to work on in our culture”
 - Celebrations across the school year to “celebrate the positive culture they are a part of building in our school”
- Explain how problem behavior will be corrected
 - Classroom managed problem behaviors & teacher procedures for responding
 - Major/Office managed problem behaviors & categories of office-based responses/consequences
 - Illegal behaviors & possible responses/consequences

ACTION PLANNING

- Create posters for the building & the classrooms
- Produce & distribute “gotchas”
- Make rotation schedule for teaching Cool Tools/procedures in non-classroom settings
- Schedule time to teach classroom aligned expectations/rules
- Plan for kick-off celebration or whole school kick-off assembly

Fall Training- Student Evaluation Form

Please respond to each statement. Turn in your answers to your homeroom teacher today. Thank you!

1. Please list the PBS expectations:

2. How well do you understand what is expected of students at _____ School?

Very Clear

Not Clear

1

2

3

4

3. How important is it to teach the PBS expectations?

Very Important

Not Important

1

2

3

4

4. List two things you liked about today:

5. List two things you did not like at all:

Parent Kick-off

OBJECTIVES:

□ Communicate about the goals of PBS

“The goal is to create a social culture in our school building that will encourage positive behaviors and interactions, while discouraging problem behaviors. This social culture will lead to a safe environment where students achieve academically and build positive relationships with each other and with adults. The foundation of the approach emphasizes teaching students the behaviors we expect to see, reminding them to use those behaviors, acknowledging them when they do, and correcting them when they do not.”

□ Explain how we will use PBS to create our social culture

- 3-5 school-wide expectations for all students, staff, and settings
- Direct instruction of the expected behaviors
- Organizing routines & transitions for students & staff (arrival, dismissal, hallway, cafeteria)
- Regularly acknowledging expected behaviors
- Responding to problem behavior with consistent & mild consequences that are focused on reteaching the expectations and identifying something the student can do instead to meet their needs
- Some students will require more support to be successful in our social culture- they will need something more and sometimes something different from our staff (Targeted Intervention & Intensive Interventions)

□ Enlist parents to be partners

- Ask them to partner in the following specific and meaningful ways:
 - Creating a poster with their child(ren) to post in a visible spot in the home
 - Asking/reminding their child(ren) every day before they leave for school what the expectations are
 - Asking their child(ren) each day after school to give an example of how they followed the expectations and if they received a “gotcha” that day

ACTION PLANNING:

□ Consider multiple ways of communicating PBS information to families:

- Letter and packet about the school-wide approach
- General presentation to all parents at back-to-school event
- Classroom teachers review how their classroom rules are aligned with school-wide expectations
- Tri-fold brochure
- Information on the website
- PTA/PTO/PSO type presentation
- Monthly newsletter/Home-School Cool Tools
- Homework assignment for students to teach parents the school-wide expectations (make a poster of expectations to be kept at home, write home expectations that align with the school-wide, etc.)

PBIS-NH Rollout Checklist

Muscott & Mann, 2004

School: _____ Team: _____ Date: _____

STATUS: In Place Partially in place Not in Place	<i>TASK</i>	PRIORITY: <i>High</i> Medium Low
	Faculty and Staff	
	1. A consensus-building process has been used to identify the elements of the universal discipline system (expectations, behavior, teaching plans, reinforcement, etc.).	
	2. A plan for communicating the universal discipline system to faculty and staff has been developed.	
	3. The universal discipline system has been discussed with faculty and staff.	
	4. Faculty and staff are fluent with elements and procedures of the universal discipline system (expectations, problem behavior definitions, reinforcement, ODR form, procedures for referral to the office, etc.).	
	5. A plan for orienting new and substitute faculty and staff to the universal discipline system has been established.	
	6. New and substitute faculty and staff have been or are being oriented to the universal discipline system.	
	Students	
	7. A plan for orienting the students to the schoolwide discipline program has been developed.	
	8. The schoolwide discipline program and the schoolwide behavioral expectations have been discussed with students.	
	9. Students have been taught and have practiced the behaviors associated with the schoolwide expectations.	
	10. Students are being reinforced for exhibiting the behaviors associated with the schoolwide expectations.	
	11. Booster activities (reteaching, reinforcement) based on need and data have been developed and implemented with students.	
	12. A plan for orienting new students to the universal discipline system has been established.	
	13. New students have been oriented to the universal discipline system.	

	Families/Community	
	14. A method for gathering and responding to family input regarding schoolwide discipline has been developed.	
	15. A plan for communicating and discussing the universal discipline system with families in a variety of ways has been developed.	
	16. The universal discipline system has been communicated to families in a variety of ways.	
	17. A method for establishing ongoing communication with families regarding the universal discipline system has been developed.	
	18. A plan for orienting new families to the universal discipline system has been established.	
	19. New families have been oriented to the universal discipline system.	

**PBIS-NH Rollout Action Planning Document
Muscott & Mann, 2004**

School: _____ **Date:** _____

Action Item	What needs to be done	Who will do what	When to be done by

School-Wide PBS: Specific Action Plan

Include the development, implementation, and management activities of your plan.
All critical elements should be addressed within your action plan.

Critical Element	Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When will we evaluate it?
# ___					
# ___					
# ___					
# ___					

1. PBS Team established (membership, meeting times, leader, roles, mission)
2. Basic behavioral principles taught/reviewed with staff
3. Faculty commitment is obtained and maintained throughout the school year
4. Existing discipline data system is meaningful, data entered weekly and analysis plan established
5. Discipline referral form compatible with SWIS
6. Behaviors defined & categorized (minor/major)
7. Discipline referral process established and flow chart developed
8. Develop a Crisis Plan integrated into overall safety and PBS plans

9. Consequences hierarchy developed (for classroom & office)
10. Expectations developed (3-5 positively stated)
11. Rules developed for specific settings
12. Lesson plans developed for teaching expectations/rules
13. Reward/recognition program established (what, when, how)
14. Plans developed for training staff and students and involving families and community
15. Implementation plan established (what's going to happen, when, how)
16. Evaluation of PBS activities (How are we doing? What needs to be modified, maintained or terminated?)