

The Center for Community Engagement at Arkansas State University

# Positive Behavioral Interventions & Supports

## Facilitator's Guide to PBIS Training

### Module 1: Philosophy and Overview of PBIS

**RTI**  **arkansas**



# Arkansas State Personnel Development Grant

**Focus Area:** Philosophy of PBIS, Overview of PBIS

**Title of Training:**



## **Module 1: Philosophy and Overview of PBIS**

**Suggested Training Time:** 1-2 Hours

**About this guide:**

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 3) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star**. 
  - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are “homework assignments” (preparing for next steps), discussion questions, and resources for attendees.

### **Training Description:**

This training module has been developed to brief school leaders and other workshop/professional development participants about the essential shift in discipline philosophy to successfully implement PBIS.

### **Training Sections:**

Section 1 – Philosophy of PBIS (Slides 3 - 20) pgs. 4 – 24

Section 2 – Steps in Starting PBIS (Slides 21 - 26) pgs. 25 – 31

Section 3 – Before You Begin PBIS Training (Slides 27 - 33) pgs. 32 – 46

### **Training Materials/Equipment Needed:**

#### **PowerPoint for Module 1: Philosophy and Overview of PBIS**

- Equipment to project the PowerPoint
  - Laptop computer
  - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
  - It may take a minute for video to load. Be patient.
  - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
  - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

### **Suggested Materials:**

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

### **Handouts:**

Physical and/or electronic copies of

- Readiness form example (pg. 38)



### **Activities in this Training:**

- Discussion of Rewards and Acknowledgements (pg. 19)

### **Essential Questions:**

These essential questions will be addressed in this training module:

- What is the PBIS philosophy and approach to discipline?
- Why is it important to commit to a new philosophy before implementing PBIS?
- What steps should be taken before beginning to implement PBIS?

### **Trainer Tips:**

- This may be the first information some participants will get on PBIS. This training won't get deep into the components of PBIS, but rather is to help participants understand background on PBIS as they begin exploring whether they want to implement it in their district or school.

## **Training Section One**

### **Philosophy of PBIS**

Slides 3 - 20

#### **Goals**

Participants will understand

- The background on school climate and discipline
- The philosophy of PBIS
- The PBIS three-tiered model of prevention

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## Philosophy and Overview of PBIS



DIVISION OF ELEMENTARY  
& SECONDARY EDUCATION



Images in this module were obtained at google.com/images unless otherwise specified.



### Slide #1

### [ Philosophy and Overview of PBIS ]

# Context

- Philosophy of PBIS
- Steps in starting PBIS
- Before you begin PBIS trainings




## Slide #2 [ Context ]

# Philosophy of PBIS






## Slide #3 [ Philosophy of PBIS ]





## Challenges For Schools

- Student mobility
- Perceived incivility
- Inappropriate behavior
- Student failure & dropouts
- Changes at home & in family
- Ever-increasing accountability



### Slide #4

## [ Challenges For Schools ]

#### Trainer Notes:

- Some schools have more challenges than others, but all schools are under pressure being assessed and held accountable for student outcomes while dealing with increasing challenges like the ones above.

## What Some Teachers Say

- “Students don’t really have any consequences. They do whatever they want. Teachers feel helpless. Teachers are made to feel small and disrespectful.”
- “Children need IMMEDIATE consequences...They get more out of control every day.”
- [We need to] “... revert back to real discipline and send them home!!”



Teacher survey responses, 2018



### Slide #5

### [ What Some Teachers Say ]

#### Trainer Notes:

- The comments on this slide were taken from a survey of staff members in an Arkansas school.

## What Should A School Do?

- Should it increase in-school and out-of-school suspensions?
  - Is the goal to get rid of children, even temporarily?
  - What does that do to their learning?
  - What does that do for their behavior?
- Should it increase expulsion?
  - How many can you expel?
  - How does that foster their achievement?



### Slide #6

### [ What Should A School Do? ]


#### Trainer Notes:

- A common assumption is that students who receive a suspension will be less likely to engage in problem behavior in the future. See *Do Out-of-School Suspensions Prevent Future Exclusionary Discipline?* by Michelle M. Massar, Kent McIntosh and Bert M. Eliason; <https://www.pbis.org/resource/do-out-of-school-suspensions-prevent-future-exclusionary-discipline>

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## What Hasn't Worked?

- Zero tolerance policies & exclusion...
  - often lead to worse behavior.
  - result in loss of learning time.
  - don't help the student.
  - reward student with vacation.
  
- How many things have schools tried?



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### Slide #7

## [ What Hasn't Worked? ]

#### Trainer Notes:




- Beginning in the 1990's, zero tolerance was adopted by schools all over the country, but this led to students being suspended or expelled for behavior that didn't require this extreme consequence. Now, compare that to a student doing something wrong academically. Do we exclude the student?

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# Coercive Cycles Are A Problem

**Coercive Cycle**

KID (-) School Climate	SCHOOL (-) School climate
<ul style="list-style-type: none"> <li>Non-compliance &amp; non-cooperation</li> <li>Disrespect</li> <li>Teasing, harassment, &amp; intimidation</li> <li>Disengagement &amp; withdrawal</li> <li>Nonattendance, tardy, &amp; truancy</li> <li>Academic failure</li> <li>Violent/aggressive behavior</li> <li>Littering, graffiti, &amp; vandalism</li> <li>Substance use</li> </ul>	<ul style="list-style-type: none"> <li>Reactive management</li> <li>Exclusionary disciplinary practices</li> <li>Informal social skills instruction</li> <li>Poor implementation fidelity of effective practices</li> <li>Inefficient organization support</li> <li>Poor leadership preparation</li> <li>Non-data-based decision making</li> <li>Inefficient, ineffective instruction</li> <li>Negative adult role models</li> </ul>

**Slide #8**

**[ Coercive Cycles Are A Problem ]**

# So Now What? You Should Change The School Culture!



Most students in my school treat teachers with respect. **My child is safe at school.**  
 School leaders communicate a clear vision for this school. My school has high expectations for all students.  
**I am safe in my classes.** The school contacts me about my child's achievements and successes.  
 My school is kept clean. Most students in my school just look out for themselves.  
**Teachers in my school trust each other.**  
 My child is learning what he or she needs to know to succeed in later grades.  
**Discipline in my school is fair.** My teachers inspire me to learn.  
 My child's teachers give helpful comments on classwork and tests.  
 I feel welcome in my child's school. I have sufficient materials to teach my classes.



## Slide #9

[ So Now What? You Should Change The School Culture! ]

# Basic School Climate Model



Slide #10

[ Basic School Climate Model ]

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## Changing Climate And Culture Require A Different Philosophy

- How about preventing problems before they happen?
- How about a *proactive and positive approach to discipline?*
- Remember what discipline is about...

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### Slide #11

## [ Changing Climate And Culture Require A Different Philosophy ]

### Trainer Notes:

- PBIS starts with a change in the way **adults** approach discipline. Instead of just giving students a handbook of rules and a list of things “not to do” and waiting for them to make mistakes, PBIS is about having expectations for behavior, teaching and modeling that behavior, and encouraging that behavior.



**What Is Discipline?**

Dis•ci•pline: From Latin *disciplina* (“instruction”) and *discipulus* (“pupil”), from *discere* (“to learn”)\*

- It is a branch of knowledge or learning.\*\*
- It is training that develops self-control, character, or orderliness and efficiency.\*\*

\*<http://www.yourdictionary.com/Latin>  
\*\*Webster's New World College Dictionary, Fifth Edition

**Slide #12**  
**[ What Is Discipline? ]**

**Trainer Notes:**

- The word discipline is often used as a synonym for punishment, instead of the original idea that it is learning and education. PBIS adheres more truly to this definition through teaching, modeling, and encouraging appropriate behavior, and encouraging students to continue to do it. This process should lead to students developing and using the behavior without needing the extrinsic ‘rewards’ that were used when first learning the behavior.

## Think About This...

"If a child doesn't know how to read, *we teach.*"

"If a child doesn't know how to swim, *we teach.*"

"If a child doesn't know how to multiply, *we teach.*"

"If a child doesn't know how to drive, *we teach.*"

"If a child doesn't know how to behave, *we...*  
*...teach? ...punish?"*

"Why can't we finish the last sentence as automatically as we do the others?"



Tom Herner (1998)



### Slide #13

### [ Think About This... ]

#### Trainer Notes:

- This is a quote from Tom Herner, President of NASDE (National Association of State Directors of Special Education), 1998. We can't just expect students to know what behavior to use if we don't teach them first.

## The PBIS Philosophy

- Adults must stop...
  - trying to get tougher; it will just anger and alienate children and leads to frustration.
  - being reactive; it just keeps you angry because it doesn't work.
  - assuming children all know "how to behave".
- Adults must start...
  - acknowledging children when they do well (just like grades in academics).
  - preventing problems by planning and being proactive.
  - teaching children what you want them to do.



### Slide #14

### [ The PBIS Philosophy ]

## Really? Will That Work?

- Don't you like being acknowledged when you do "good"?
  - What is it when you say "thank you"?
  - Why do hotels, airlines, credit cards, etc. give "reward points"?
- Students want respect just like you do, and they respond to it.
- "Consequences" are not ignored, but teaching comes first.



### Slide #15

### [ Really? Will That Work? ]



### ACTIVITY

#### Discussion of Rewards and Acknowledgements

Ask participants what kinds of rewards or acknowledgments they like to get, and what programs they belong to because of the rewards. How do these inform their behavior?

# The PBIS Approach

## What is the approach?

- Using a multi-tiered system of support model
- Developing consistency in defining, teaching, modeling, and encouraging expected appropriate behavior
- Developing consistency in responding to problem behavior
- Using data to guide implementation and progress

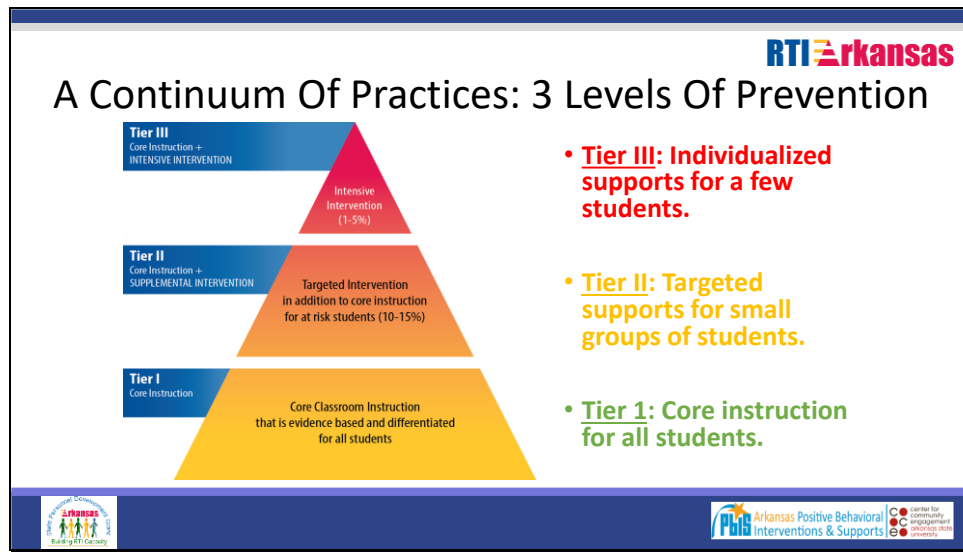


## Slide #16

### [ The PBIS Approach ]

#### Trainer Notes:

- PBIS is a proactive, preventive approach that supports all students, with increasing levels of prevention. Everyone receives “general education” in expected behavior, along with acknowledgments for following the expected behavior. Some students need more teaching, and a few students may need intensive support. Developing consistency in prevention and also response to misbehavior is a big part of PBIS. Data are used to make decisions about all aspects of PBIS (e.g., what, when, and how to teach and acknowledge; progress monitoring school-wide as well as in classrooms).



### Slide #17

## [ A Continuum Of Practices: 3 Levels of Prevention ]

#### Trainer Notes:

- This is a pyramid graphic that describes the three tiers of intervention for PBIS (same for RTI, in general). This pyramid has become an iconic symbol in PBIS implementation. We call these levels of prevention because the goal is to prevent students from making more mistakes or escalating in behavior. Note how the tiers overlap – they are not separate. Students receiving Tier II or Tier III interventions are still receiving Tier I support.

## Levels, Or Tiers, Of Interventions

PBIS is for **ALL** students (even those needing Tier 3 services).

- EVERYONE receives instruction in behavior.
- Some students may need more (Tiers 2 and 3), *but* they still get Tier 1 instruction and support.

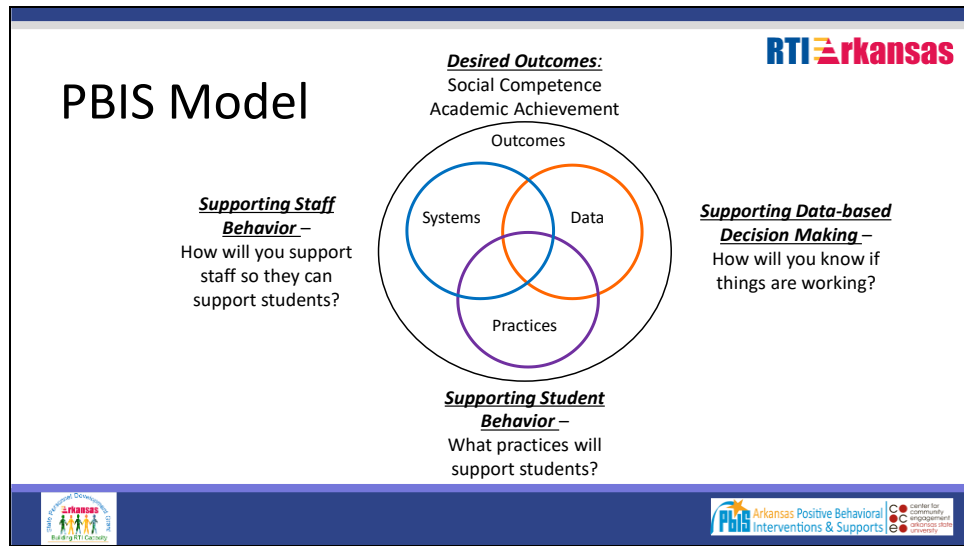


### Slide #18

### [ Levels, Or Tiers, Of Interventions ]

#### Trainer Notes:

- The PBIS Framework provides three levels of interventions, which is ideal for giving students the best opportunity to succeed. Not all students that are making mistakes need individual or intensive interventions. PBIS provides a continuum of interventions matched to the needs of the students.



**Slide #19**  
**[ PBIS Model ]**

**Trainer Notes:**

- This illustration shows how everything works together in the PBIS process. The combination of systems, practices, and data-based decision making works towards the desired outcomes of social and academic success for students. Systems (e.g., PBIS team) support the staff so that they can efficiently and effectively provide supports for students, and decisions about these systems and practices are guided by collecting and analyzing school data.



## Tier I Components

- Developing behavioral expectations
- Teaching expected behaviors
- Acknowledging appropriate behavior
- Consistent responses to inappropriate behavior
- Data-based decision making
- Assessment
- Classroom PBIS



### Slide #20

### [ Tier I Components ]

#### Trainer Notes:

- These are the components that will need to be developed to implement PBIS with fidelity. In order to prepare, to create your team and prepare for training, consider these components and think about personnel that have skills in these areas.

## **Training Section Two**

### **Steps in Starting PBIS**

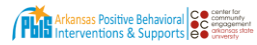
Slides 21 - 26

#### **Goals**

Participants will understand

- About the three steps in implementing PBIS

# Steps in Starting PBIS



## Slide #21 [ Steps in Starting PBIS ]

# Outcomes

Step 1 is to decide on what outcomes you want to see.

- What are your priority areas?
  - If behavior isn't one, don't continue.
- What are your behavior goals?
  - Use your school and district data to see what is needed.
    - Example: 25% reduction in out of school suspensions.



## Slide #22 [ Outcomes ]

### Training Notes:

- PBIS is about planning — you must decide what you want to see as outcomes before you start because you will be addressing behaviors related to those outcomes first.

# Systems

Step 2 in PBIS is to establish a team.

- The team is the basis for a PBIS system to facilitate implementation.
  - Team needs to represent school (e.g., teachers, staff)
  - Team needs a coach (positive, active coordinator)
- The school also needs a data system to collect and collate behavioral information.
  - Team needs a data person
  - Team needs to present data to stakeholders



## Slide #23 [ Systems ]

## Practices

Step 3 is to identify expectations for student behavior.

- Expectations must be positively stated (e.g., respect), not a listing of violations.
- Expectations must encompass what the data say need changed in your school(s).
- Expectations need to be defined by specific behaviors.
- Expectations need to be defined for specific areas of school (e.g., cafeteria, hallway).
- Lesson plans need to be developed to teach the expectations in context.



**Slide #24**  
**[ Practices ]**

## Practices Cont'd

Step 4 is to make PBIS part of the culture.

- An acknowledgement process for students needs to be developed.
- Responses to inappropriate behavior need to be examined and made consistent.
- An acknowledgement process for TEACHERS needs to be developed.
- Roll-out and boosters for behavior need to be developed.
- Data distribution practices to stakeholders are needed.
- Plans to identify successes and revisit needs have to be developed.



**Slide #25**

**[ Practices Cont'd ]**

## Tiers 2 And 3

- Where do Tiers 2 and 3 fit?
  - PBIS is about prevention first and foremost.
  - Tier 1 must be established and working effectively before even thinking about Tiers 2 or 3.
- But what about the students needing more support now?
  - You already have processes in place that you will continue to use.
  - You must first reduce problem behaviors before attempting to institute greater supports.
  - You must develop the infrastructure for upper tiers before starting them.



### Slide #26

### [ Tiers 2 And 3 ]



## **Training Section Three**

### **Before You Begin PBIS Training**

**Slides 27 - 33**

#### **Goals**

Participants will understand

- The stages of implementation of PBIS
- Readiness for implementing PBIS
- Resources for PBIS

# Before You Begin PBIS Trainings



## Slide #27

### [ Before You Begin PBIS Trainings ]

## Where To Begin?

- Implement systematically
  - Are you just starting? Do you need to explore first?
  - Do you already know you need to do this and you're ready to install a new approach?
- Determine how ready your district or school is to implement something new.
  - At what stage of readiness are you?



### Slide #28




### [ Where To Begin? ]

#### Trainer Notes:

- This leads into the next slide to talk about stages of implementation (mentioned in second major bullet point).

## Stages Of Implementation RTI **Arkansas**

Focus	Stage	Description
Should we do it? ↓	Exploration/ Adoption	Do we need to improve school climate?
Work to do it better! ↓	Installation	Establish team, create behavior expectations, lesson plans, and acknowledgement systems, set up data collection system...
	Initial Implementation	Kick-off assembly, teach lessons, monitor behavior
Work to do it right! ↓	Full Implementation	Expand the program/practices to other locations, adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.


 Van Dyke, M.K. (2013). the science and practice of integrating science into practice: Active implementation frameworks. [Power point slides]. Retrieved from [https://www.effectiveservices.org/download/Science\\_and\\_Practice\\_of\\_Integrating\\_Science\\_into\\_Practice\\_11.pdf](https://www.effectiveservices.org/download/Science_and_Practice_of_Integrating_Science_into_Practice_11.pdf)



### Slide #29

## [ Stages Of Implementation ]




#### Trainer Notes:

- PBIS implementation is done in stages. You are in the first stage – exploration. You are looking at your current school situation – climate, behavior, academics, attendance, etc. – to make decisions about where you want to go and if PBIS is the process you want to adopt. Notice that as you continue through the process, you will be developing systems and practices and looking at data. You will need to be prepared to commit time and resources to this process.

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## Exploration

- What do you already have in place?
  - Initiatives
  - Committees, groups
  - Resources available
- Do you have the capacity to begin?
  - e.g., use the District Capacity Assessment
- Are you ready to begin?
  - Sample readiness questions on next page

 <https://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca>  


### Slide #30 [ Exploration ]

#### Trainer Notes:



- The District Capacity Assessment (DCA) is a tool to determine whether a district can start something new. “The DCA is an action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations. Both the training and tool are available online.” This assessment can be found at AI Hub (The National Implementation Research Network’s Active Implementation Hub):  
<https://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca>

## Sample Readiness Form RTI

Documents / Evidence Complete?		Items to Complete Prior to PBIS Training	Notes
<input type="checkbox"/>	YES	1. A school improvement plan exists that includes improving behavior support systems (i.e., behavior, school safety, school climate) as one of the top school goals.	Attach copy of goal(s). The entire plan is not needed, just the page indicating the goal(s) linked to improving school-wide behavior.
<input type="checkbox"/>	NO		
<input type="checkbox"/>	YES	2. A school-wide Positive Behavior Support (PBIS) Team is formed with broad representation (e.g., administrator, general and special education teachers, professional staff).	Prior to your first training, your PBIS Consultant at A-State will request a list of your team members and contact information.
<input type="checkbox"/>	NO		
<input type="checkbox"/>	YES	3. Administrator(s) who is responsible for making discipline decisions is an active participant on PBIS Team and agrees to attend all days of PBIS Trainings.	List primary Administrator: Phone number: Email:
<input type="checkbox"/>	NO		
<input type="checkbox"/>	YES	4. Principal commits to PBIS and is aware that PBIS is a 3 to 5 year process that may require ongoing training and/or revisions of school's PBIS Plan.	Please provide Principal signature(s) on School Commitment Sheet (Form D) and attach.
<input type="checkbox"/>	NO		
<input type="checkbox"/>	YES	5. PBIS Team commits to meet at least once a month to analyze and problem-solve school-wide data.	During your first training, your PBIS Consultant at A-State will request the dates/times of your PBIS Team meetings.
<input type="checkbox"/>	NO		
<input type="checkbox"/>	YES	6. At least 80% of your faculty, staff, and administration are interested in implementing PBIS.	Attach recent procedure/assessment/survey disseminated and results (i.e., percentage or range of faculty committed).
<input type="checkbox"/>	NO		
<input type="checkbox"/>	YES	7. School has allocated or secured funding from their district to support their school-wide initiatives.	Identify funding source:
<input type="checkbox"/>	NO		
<input type="checkbox"/>	YES	8. A PBIS Internal Coach has been identified to receive additional training and participate in the school-wide initiatives.	
<input type="checkbox"/>	NO		
<input type="checkbox"/>	YES	9. The school is committed to use of a behavior data collection system.	A final copy of a discipline referral developed during training (if none currently exists) is submitted to your PBIS Consultant.
<input type="checkbox"/>	NO		



Adapted from Missouri MO SW-PBS Tier 1 Readiness Indicators: <http://pbismissouri.org/tier-1-readiness/>

### Slide #31

## [ Sample Readiness Form ]

#### Trainer Notes:

- This was adapted from Missouri SW-PBS – see citation on slide.



## EXAMPLE

### Readiness Form Example

This will give attendees an example of a checklist that assesses whether the school(s) are ready to implement PBIS. The form is provided on the next page (pg. 38).

Readiness Form

Documents / Evidence Complete?	Items to Complete Prior to PBIS Training	Notes
<input type="checkbox"/> YES <input type="checkbox"/> NO	1. A school improvement plan exists that includes improving behavior support systems (i.e., behavior, school safety, school climate) as one of the top school goals.	Attach copy of goal(s). The entire plan is not needed, just the page indicating the goal(s) linked to improving school-wide behavior.
<input type="checkbox"/> YES <input type="checkbox"/> NO	2. A school-wide Positive Behavior Support (PBIS) Team is formed with broad representation (e.g., administrator, general and special education teachers, professional staff.	Prior to your first training, your PBIS Consultant at A-State will request a list of your team members and contact information.
<input type="checkbox"/> YES <input type="checkbox"/> NO	3. Administrator(s) who is responsible for making discipline decisions is an active participant on PBIS Team and agrees to attend all days of PBIS Trainings.	List primary Administrator: Phone number: Email:
<input type="checkbox"/> YES <input type="checkbox"/> NO	4. Principal commits to PBIS and is aware that PBIS is a 3 to 5 year process that may require ongoing training and/or revisions of school's PBIS Plan.	Please provide Principal signature(s) on School Commitment Sheet (Form D) and attach.
<input type="checkbox"/> YES <input type="checkbox"/> NO	5. PBIS Team commits to meet at least once a month to analyze and problem-solve school-wide data.	During your first training, your PBIS Consultant at A-State will request the dates/times of your PBIS Team meetings.
<input type="checkbox"/> YES <input type="checkbox"/> NO	6. At least 80% of your faculty, staff, and administration are interested in implementing PBIS.	Attach recent procedure/assessment/survey disseminated and results (i.e., percentage or range of faculty committed).
<input type="checkbox"/> YES <input type="checkbox"/> NO	7. School has allocated or secured funding from their district to support their school-wide initiatives.	Identify funding source:
<input type="checkbox"/> YES <input type="checkbox"/> NO	8. A PBIS Internal Coach has been identified to receive additional training and participate in the school-wide initiatives.	
<input type="checkbox"/> YES <input type="checkbox"/> NO	9. The school is committed to use of a behavior data collection system.	A final copy of a discipline referral developed during training (if none currently exists) is submitted to your PBIS Consultant.

## Make A Commitment To...

- A positive, inclusive, collaborative environment
  - Focus on expected outcomes.
- Preventive, proactive discipline
  - Children respond to their environment—make it a predictable and positive one.
- Consistency in procedures and practices
  - Teacher morale is improved by consistency in responses to children's behavior.



### Slide #32

### [ Make A Commitment To... ]

#### Trainer Notes:

- For any organization to be successful, the stakeholders have to be on board with the same goals. Schools need to have these conversations among all staff; decide what staff will be committed to achieving. This is the first step in beginning to develop the PBIS action plan. Work as hard on what you want to see as on what you don't want to see.



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## What Is Needed?

- District approval and support
- Administrative support in the school
- A representative team to drive implementation
- Majority of staff (80% recommended) agree/commit to implement PBIS.
- With everything in place, training is needed.

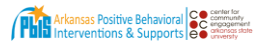
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**Slide #33**  
**[ What Is Needed? ]**

**Trainer Notes:**

- The last few slides highlighted the process and elements that are involved in implementing PBIS. Teams will need administrative support for the time and resources necessary to develop the core components of PBIS and provide training and communication to staff, students, parents, and the community. Most importantly, you will need broad support from staff to be successful in implementation. Staff are going to be highly involved in carrying out practices, and it will not work well if only a small percentage of staff are participating. Consistency is crucial to making an impactful change. Training is critical for consistency.

# Summary and Resources



## Slide #34 [ Summary and Resources ]

## Summary

- PBIS is a preventive, proactive process that starts with a change in the adults' approach to behavior.
- Schools need to commit to this philosophy before implementation.
- Administrative support and an implementation team are necessary to drive the implementation process.
- A safe, positive climate is widely recommended for better student achievement. TESS says an excellent teacher “creates the best environment for student learning”; LEADS says to “build and maintain positive relationships with families and caregivers.”



<http://www.esc4.net/Assets/rubric-overview.pdf>  
[http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/Principal\\_Evaluation/LEADS%20Forms/Form%20A\\_AR%20LEADS%20Principal%20Rubric.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Principal_Evaluation/LEADS%20Forms/Form%20A_AR%20LEADS%20Principal%20Rubric.pdf)



### Slide #35

### [ Summary ]

#### Training Notes:

- Links to resources: TESS: <http://www.esc4.net/Assets/rubric-overview.pdf>, LEADS: [http://www.arkansased.gov/public/userfiles/HR and Educator Effectiveness/Principal Evaluation/LEADS%20Forms/Form%20A\\_AR%20LEADS%20Principal%20Rubric.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Principal_Evaluation/LEADS%20Forms/Form%20A_AR%20LEADS%20Principal%20Rubric.pdf), and another reference – Brown University study: <https://www.sciencedaily.com/releases/2016/10/161026170323.htm>.

## Summary Cont'd

To start:

- Assess what you already have.
- Create a representative implementation team.
- Get input and feedback from staff.
- Get support from staff (80% recommended) before beginning the PBIS implementation process.
- Develop outcomes, systems, and practices.



**Slide #36**

**[ Summary Cont'd ]**

## Essential Primer And Resource For PBIS

- Simonson, B., Sugai, G., & Negrón, M. (2008). Schoolwide positive behavior supports. *TEACHING Exceptional Children*, Vol. 40, No. 6, 32-40.



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### [ Essential Primer And Resource For PBIS ]

## Links To Resources

- Some general resources from A-State:

<http://cce.astate.edu/pbis/about/>

PBIS Technical Assistance Center – Getting Started:

<https://www.pbis.org/pbis/getting-started>

Missouri PBIS Website – Common Philosophy:

[http://pbismissouri.org/wp-content/uploads/2018/08/Tier-1-2018\\_Ch.-1.pdf?x30198](http://pbismissouri.org/wp-content/uploads/2018/08/Tier-1-2018_Ch.-1.pdf?x30198)



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**[ Links To Resources ]**

## Links To Videos

- A general video on the impact of PBIS on a school (Creating the Culture of Positive Behavior Supports):

<https://www.youtube.com/watch?v=Vc-Tjqm20cU#action=share>

- Mona Shores High School example:

<https://www.youtube.com/watch?v=0vPpo9Zg2BA&t=31s>

- A general idea of school climate (Every Opportunity):

<https://www.youtube.com/watch?v=VxyxywShewI&t=10s>



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### [ Links To Videos ]

**Discussion Questions:**

1. How will you talk to staff about the philosophy of PBIS?
2. In what way(s) will you determine the level of commitment needed from staff for implementing PBIS?
3. Which staff will you consider for the PBIS team?

**Resources:**

- Missouri PBIS Website:  
[www.pbissmissouri.org](http://www.pbissmissouri.org)
- CCE Website:  
<http://cce.astate.edu/pbis>
- PBIS National Technical Assistance Center:  
[www.pbis.org](http://www.pbis.org)

**Next Module:**

The recommended next modules are Module 2: District Leadership in PBIS and Module 3: Creating a PBIS School Leadership Team.