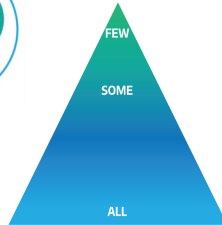


1. Understanding and using the PBIS framework

Purpose: to develop a common understanding of the PBIS framework.

1. What is PBIS?

- ⇒ outcomes
- ⇒ data
- ⇒ practices
- ⇒ systems



3. Multi-tiered continuum of support

- ⇒ tier 3 intensive
- ⇒ tier 2 targeted
- ⇒ tier 1 universal

4. School vision and guiding principles about student behaviour

5. Encouraging expected behaviour

Purpose: to build systems to support all staff to use high rates of specific behavioural feedback to encourage expected behaviour in all school settings.

1. The power of adult attention

- ⇒ non-contingent attention
- ⇒ contingent attention
- ⇒ teacher-student relationship

2. Specific positive feedback

- ⇒ specifically describe the behaviour
- ⇒ provides a rationale
- ⇒ may include a tangible item
- ⇒ contingently
- ⇒ immediately
- ⇒ frequently to build fluency
- ⇒ intermittently to maintain
- ⇒ **4:1 ratio**

3. Schoolwide system

4. Monitoring specific positive behavioural feedback

5. Engaging all stakeholders

6. Responding to behaviour errors

Purpose: to build systems to support all staff to respond to behaviour errors in ways which decrease the likelihood the student will make the same error again.

1. Instructional responses to behaviour errors

2. Major (office managed) and minor (staff managed) behaviours documented with operational definitions

3. Building a schoolwide system to respond to behaviour errors

4. Procedures for the use of office referrals

5. Minor (staff managed) behaviour response strategies

- ⇒ Indirect response
 - non/minimal verbal cue
 - proximity
 - ignore
- ⇒ Direct instructional response
 - redirect
 - reteach
 - provide choice
 - student conference

2. Leadership

Purpose: to provide leadership for the development, implementation, and evaluation of PBIS Tier 1.

Part 1: PBIS leadership team

- ⇒ administrator role
- ⇒ representative team
- ⇒ team meeting schedule
- ⇒ working agreements
- ⇒ meeting agenda
- ⇒ roles and responsibilities
- ⇒ consensus strategies
- ⇒ action planning
- ⇒ communication system
- sharing ongoing information
- presenting data
- obtaining feedback

Part 2: the team supports all staff to implement PBIS

- ⇒ staff professional learning
- ⇒ staff handbook
- ⇒ new staff induction

Part 3: the team supports student, family, and community involvement in PBIS

- ⇒ communication
- ⇒ induction
- ⇒ feedback
- ⇒ student voice

3. Defining expected behaviour

Purpose: the behaviour we expect for students and staff is clearly and consistently defined, and well known by all members of our school community.

1. Schoolwide expectations

- ⇒ broad constructs of behaviour
- ⇒ positively stated
- ⇒ 3-5 five in number
- ⇒ comprehensive

2. Teaching matrix

- ⇒ the whole school social behaviour curriculum
- ⇒ creates a common language
- ⇒ written using OMPUA

Observable
Measurable
Positively stated
Understandable
Always applicable

3. Non-classroom procedures

7. Ongoing monitoring

Purpose: to regularly monitor our PBIS implementation to make sure we are making a difference for students and doing PBIS with fidelity

Part 1: we are making a difference for students

1. Major and minor behaviours defined

- ⇒ per day per month
- 2. The big five office discipline referral
 - ⇒ by behaviour
 - ⇒ by location
 - ⇒ by time of day and/or day of week
 - ⇒ by individual or groups of students

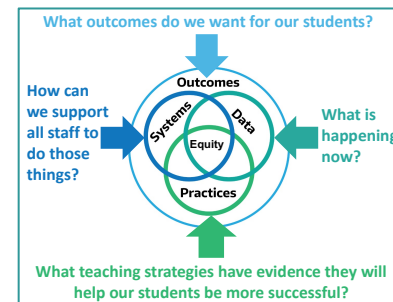
3. Data-Based Decision Making

Part 2: we are doing PBIS with fidelity

1. Monitoring fidelity of implementation

- ⇒ Tiered Fidelity Inventory (TFI)
- ⇒ Self Assessment Survey (SAS)
- ⇒ walkthroughs, observations and surveys

2. Annual PBIS impact report



4. Teaching expected behaviour

Purpose: to build systems to support staff to teach social behavioural skills with the same rigour and intensity we dedicate to academic instruction.

1. The importance of teaching

- ⇒ teaching works
- ⇒ common language
- ⇒ establishing a positive social culture

2. Prioritising lesson writing

- ⇒ behaviours on your school matrix
- ⇒ non-classroom procedures

4. Lesson planning

- ⇒ acquisition
- ⇒ fluency
- ⇒ maintenance

5. Lesson format

- ⇒ tell
- ⇒ show
- ⇒ practice
- ⇒ pre-correct
- ⇒ actively supervise
- ⇒ feedback
- ⇒ reteach

6. Teaching schedule

7. Staff professional learning

8. Effective classroom practices

Purpose: to build systems to support all staff to use effective classrooms practices.

Strategies to increase instructional time

1. Classroom expectations
2. Classroom procedures and routines
3. Encouraging expected behaviour
4. Responding to behaviour errors

Strategies to increase engaged time

5. Active supervision
6. Opportunities to respond
7. Activity sequencing and choice
8. Task difficulty

Systems to support staff professional learning

- ⇒ multi-component
- ⇒ peer coaching
- ⇒ performance feedback