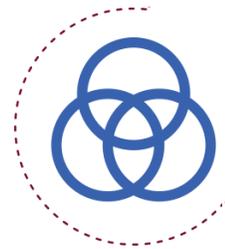


Community of Practice: District Leadership Series

*February 27, 2026*

# ***District Coaching and Technical Assistance***



CENTER ON

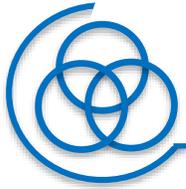
**PBIS**

Positive Behavioral  
Interventions & Supports

[www.pbis.org](http://www.pbis.org)

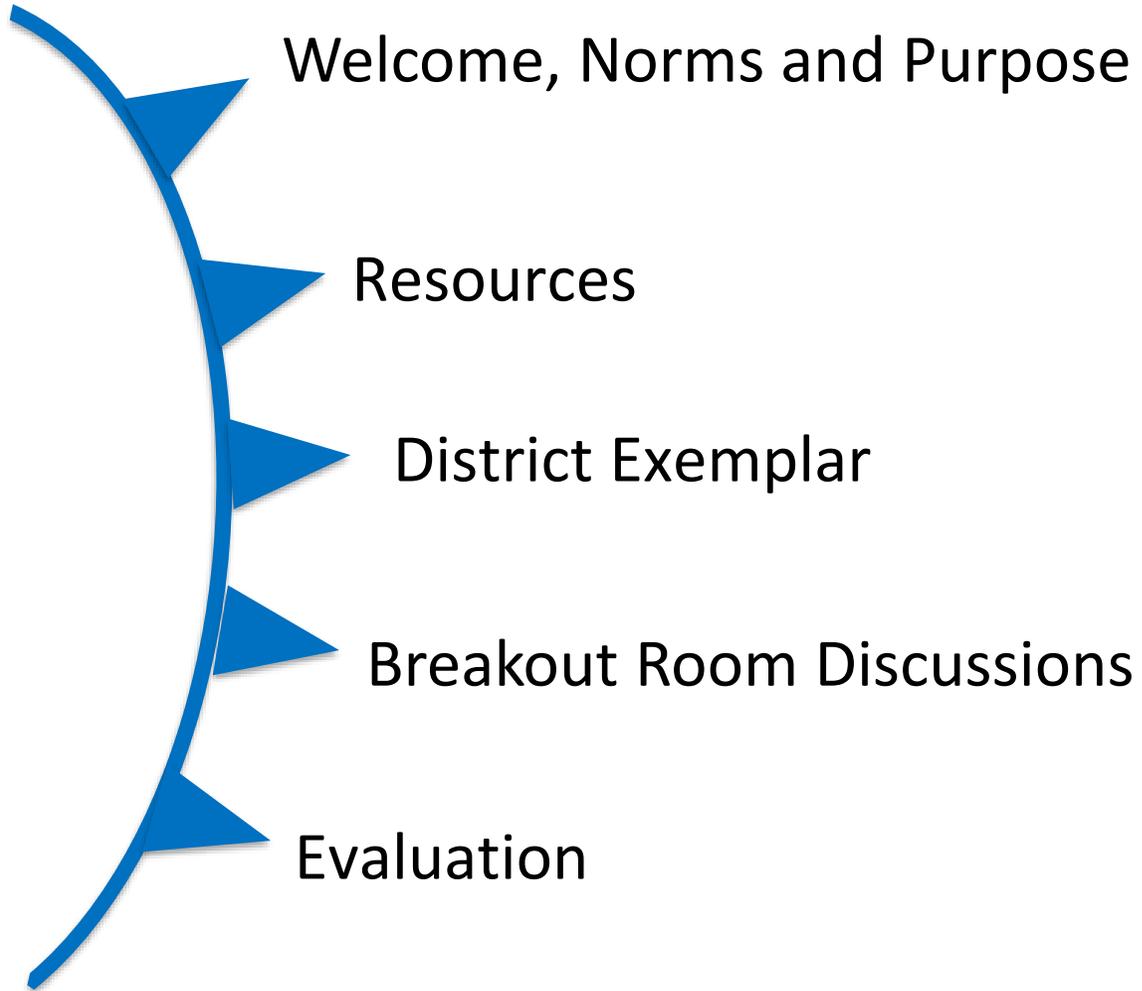


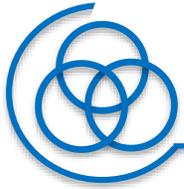
***Please let us know who you are and what state and district you are representing.***



# Overview

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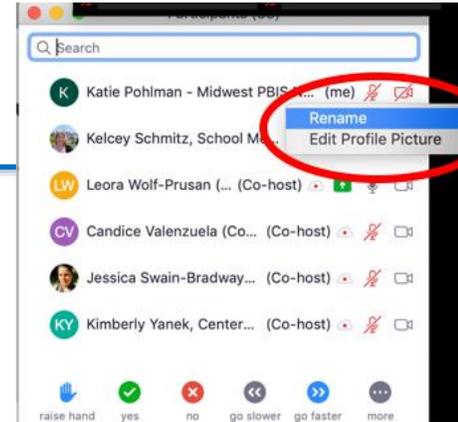




# Please Rename Yourself

In order to accurately identify you, please rename yourself:

1. Open the Participants Button
2. Right-click on your name, select “Rename”
3. Change your name to **start** with these descriptors:
  - Your First and Last Name
  - Comma “,”
  - Brief Title or Role
  - State Abbreviation (Two letters)



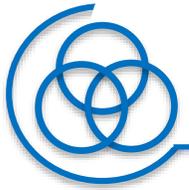
## Examples:

- ✓ Heather George, Prof (FL)
- ✓ Amy Schumer, Supt (CA)
- ✓ Kevin Hart, SPED Dir (NY)
- ✓ Amy Poehler, PBIS Coor (UT)

## Non-Example:

- X Jim Gaffigan – Chicago Public Schools - Illinois





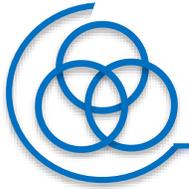
# Zoom: Please Share your Video!

Seeing you makes a big difference 😊

Gallery view – see all participants

Exit Full Screen





# Norms

---

- Please participate in the **discussion during activities**
- When participating, please...
  - use the **Chat Box** to respond and post questions to the group
  - ensure your microphone/line remains **muted** when not speaking
  - microphone access may be provided in breakout rooms
  - Identify roles (i.e., facilitator, timekeeper, recorder) quickly to maximize sharing in breakout rooms
- The **handouts** and **recording** will be posted on PBIS.org



# District Leadership Series

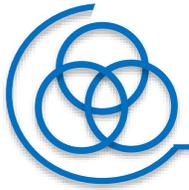
# Community of Practice Participants

## Please complete the Evaluation

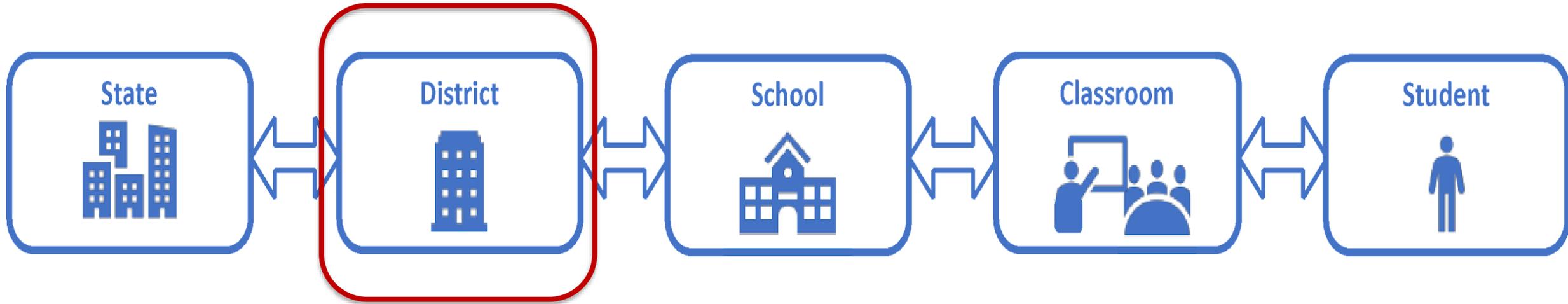
*(2 options to complete)*

1. Scan QR Code for online evaluation  
OR
1. Click this link for online evaluation:  
<https://forms.gle/RdrkrkGZmPjkN6fC9>





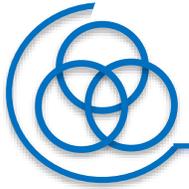
# Implementation Cascade



<https://www.pbis.org/about/pbis-state-coordinators>

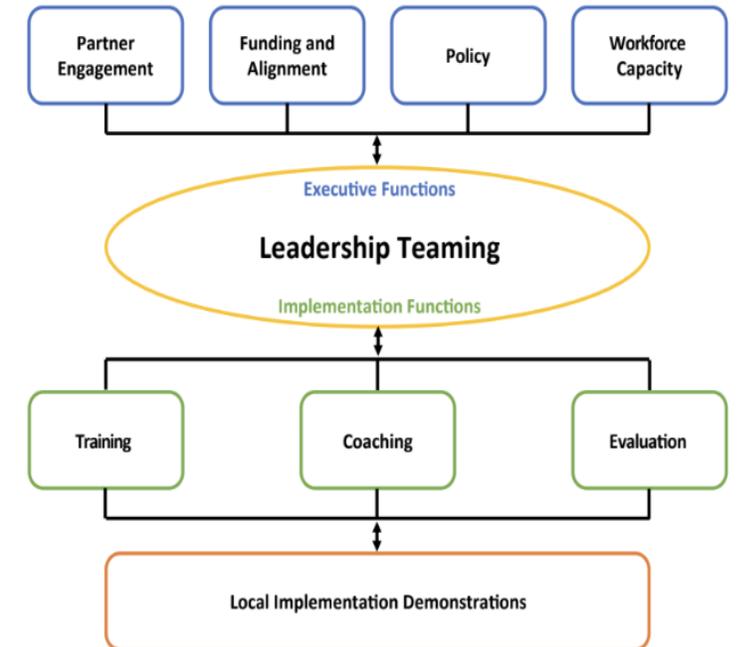


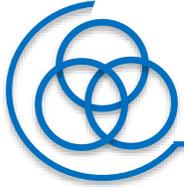
**Reminder: Get (and Stay) Connected**



# Purpose of the CoP: District Leadership Series

- This CoP is a platform to further develop a supportive district context
- Provide a format for district leaders to connect, collaborate, and grow
- Gain an increased understanding of the role of district leadership in the successful implementation of PBIS/MTSS within and across schools
- <https://www.pbis.org/topics/districtstate-pbis>





## Community of Practice: District Leadership Series 2025-2026



November 10, 2025

The Center on PBIS is happy to announce the 2025-2026 Community of Practice series of virtual events focusing on district leadership. These Community of Practice events are a continuation of our October PBIS District Leadership Institute in Chicago, IL. During the virtual events, we will share and learn from expert district and regional leaders who are implementing the PBIS/MTSS framework. The format is typically 20-25 minutes of content, 40-45 minutes of small group breakout discussions, and the remainder of our time in a large group discussion.

Go to the [District & State Topic Page](#) for more information on implementing PBIS at the District or State level.

### Events

November 14, 2025

Time: 12:00-1:30pm Eastern Time (US and Canada)

- [WATCH VIDEO](#)
- [Handout](#)

February 27, 2026

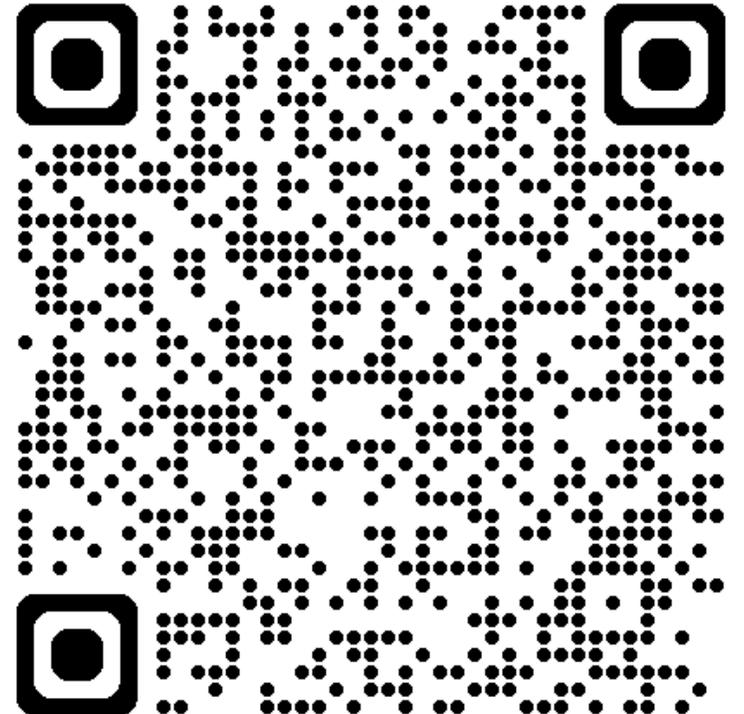
Time: 12:00-1:30pm Eastern Time (US and Canada)

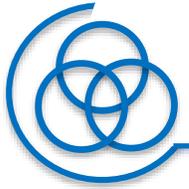
[Register Here](#)

May 8, 2026

Time: 12:00-1:30pm Eastern Time (US and Canada)

[Register Here](#)



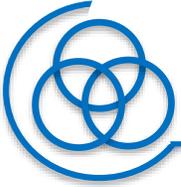


# Today's CoP Demographics *(pulled 2/25/26)*

---

- **States represented (N=21):** Arizona, California, Colorado, District of Columbia, Delaware, Florida, Iowa, Illinois, Maine, Massachusetts, Michigan, Missouri, Montana, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, Utah, Virginia, Wisconsin
- **13 (39%) registered participants** attended the 2025 District Leadership Institute in Chicago
- **2 (6%) registered participants** are former SCTG awardees
- **12 (36%) registered participants** attended the 24-25 District Leadership CoP Series
- **33** Participants across the district size alikes:
  - Small (4500 or less) = 9 (27%)**      **Medium (4501 – 25,000) = 13 (40%)**
  - Large (25,001 – 90,000) = 6 (18%)**      **Very Large (90,001 or more) = 5 (15%)**





# ANNOUNCEMENTS AND NEW RESOURCES



# PBIS is a Wise Investment of Educational Funding to Improve Student Outcomes

Investing in training, coaching, and implementing PBIS provides an efficient and effective avenue for improving outcomes, while realizing savings many times beyond the cost of implementation.

Learn More



## FEATURED RESOURCES

### An Introduction to The Interconnected Systems Framework

View the highlights of what will look different when the education and mental health systems are integrated.

### Enhancing Social Emotional and Behavioral (SEB) Support: A Practical Guide for Selecting and Implementing SEB Programs within a Positive Behavioral Interventions and Support (PBIS) Framework

### IES MTSS-B Trial: Key Takeaways for District and State Leaders

This brief reviews the latest randomized controlled trial (RCT) examining effects of PBIS, on a range of student outcomes. We share findings and key takeaways from this new study, in the context of the broader research literature, to guide local educational agency (LEAs) and state educational agencies (SEAs) in their use of MTSS to improve student outcomes.

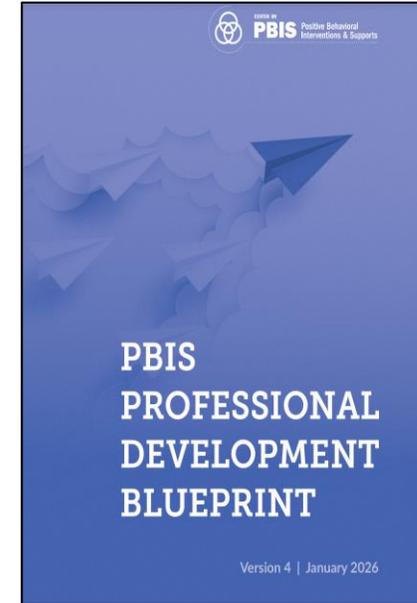
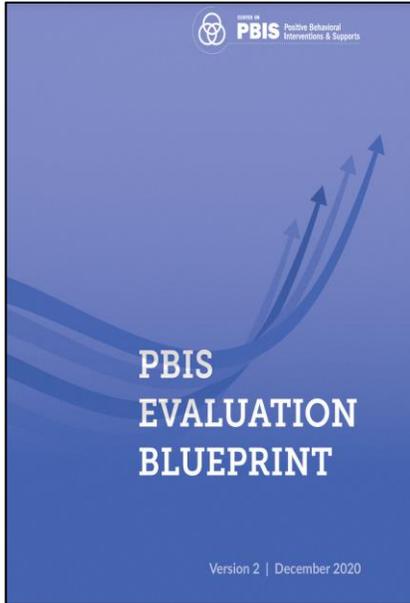
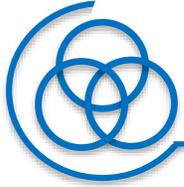
### Integrated Tiered Fidelity Inventory Companion

### Supporting and Responding to Students\*

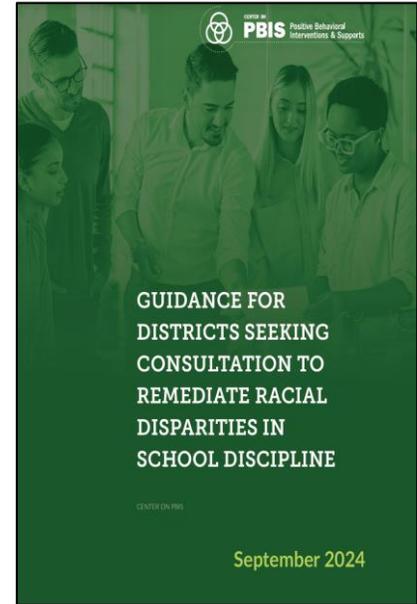
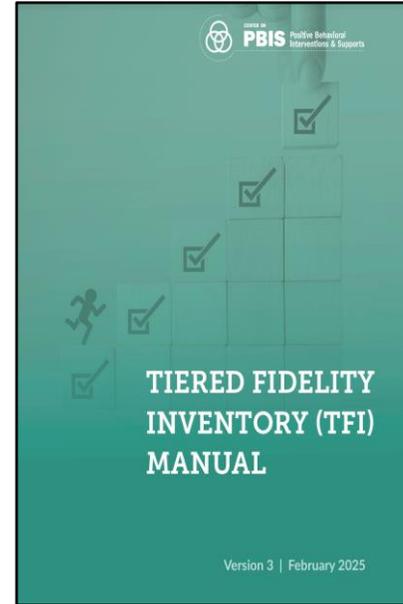
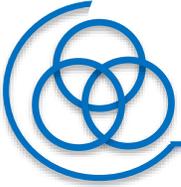
### Why Implement Tier 1 PBIS for Students with

- Bullying Prevention
- Classroom PBIS
- Coaching
- Crisis Recovery
- Data-based Decision Making
- District & State PBIS
- Early Childhood PBIS
- Equitable Supports
- Family
- High School PBIS
- Juvenile Justice
- Mental Health/Social-Emotional-Behavioral Well-Being
- Opioid Crisis and Substance Misuse
- Restraint/Seclusion
- School Climate Transformation Grant (SCTG)
- School-Wide
- Students with Disabilities

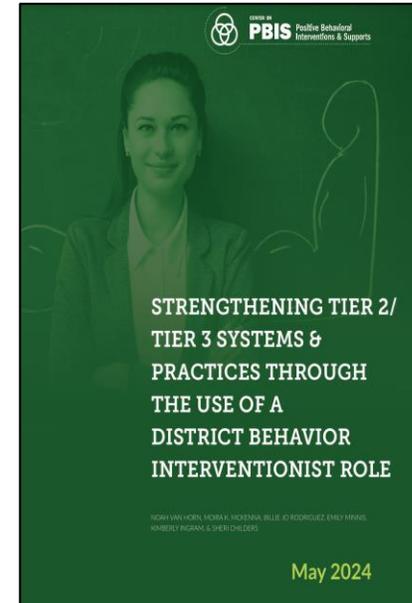
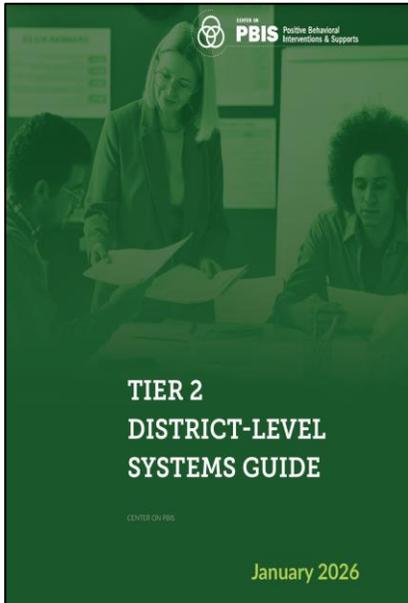
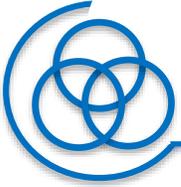




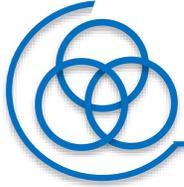
## FOUNDATIONAL RESOURCES FOR ALL LEVELS



## HELPFUL RESOURCES FOR DISTRICTS



## MORE RESOURCES: THE ADVANCED TIERS



 **Center on PBIS** Positive Behavioral Interventions & Supports

**COLLECTING FIDELITY DATA TO SUPPORT AND SUSTAIN PBIS/MTSS IN SCHOOLS**

KELLEY MORRIS, LADAM FENBERG

September 2022

 **Center on PBIS** Positive Behavioral Interventions & Supports

**DRILLING DOWN DISTRICT DATA: ANALYZING REACH AND FIDELITY OF PBIS IMPLEMENTATION**

KELLEY MORRIS, TRACY LEWIS, & DANIE MITCHELL

June 2022

 **Center on PBIS** Positive Behavioral Interventions & Supports March 2023

**Lessons Learned from District- and School-site Leaders Conducting Systematic Screening**

Educational leaders are firmly committed to detecting students at the first sign of concern for both major disorders of childhood (internalizing, e.g., anxiety, depression) and externalizing (e.g., noncompliant, aggressive, disruptive). The goal for educators is to use information on their students' academic, behavior, and social and emotional well-being to shape instructional experiences across the Tier 1, 2, and 3 continuum. Input from educators who have been engaged in the universal behavioral screening process contains valuable information that can help district and school leaders identify priority areas to allocate more resources and create future professional learning opportunities. In this brief, we will highlight results of an online survey of 163 leadership team members from 27 elementary schools representing five school districts from three geographic regions across the United States. All schools were at different stages of implementing an integrated tiered system of support.

Systematic screening is a key practice in tiered systems used to shape instruction (see [Universal Screening - Systematic Screening to Shape Instruction](#)). In this study (Briesch et al., in press), school-site team members provided information about their current school-based screening practices and their individual perspectives on these practices. We organized information into four topics: (a) educators' general level of understanding of behavior screening practices, (b) perceived usability of behavior screening practices, (c) perceived strengths and barriers of universal behavior screening, and (d) priority directions for professional learning. We provide guiding questions and practical tips for each topic for educators to consider.

**Educator's general level of understanding of behavior screening practices**

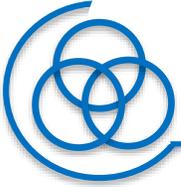
**What are educators' general level of understanding of behavior screening practices? Are there differences in understanding across different stages of implementation?**

Based on the survey results, the most frequently used behavior screener was the Student Risk Screening Scale for Internalizing and Externalizing (SRSE-IE). Other than standardized behavior screeners, respondents also used classroom observations and office discipline referrals (ODR) to collect data during the screening process. Leadership team members beyond the first year of implementation seemed to be more aware of which screening tools were used in their school or district. Most respondents understood behaviors, completed universal behavior screenings three times per academic year in fall, winter, and spring/after universal behavior screenings were conducted, respondents most frequently reported schools revealed the data by group. Respondents in later stages of implementation (i.e., who have implemented for two or more years) reported data were also reviewed by individual school staff. Reviewing screening data by individual school staff is a recommended practice because it allows educators to quickly connect students to additional supports and inform their instructional practices. Schools in their first year of implementation were less aware of this practice.

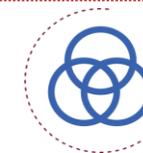
Positive Behavioral Interventions & Supports (PBIS)  
[www.pbis.org](http://www.pbis.org)

## MORE RESOURCES: DATA-BASED DECISION MAKING





## SOME MODEL DEMONSTRATIONS AT THE DISTRICT LEVEL





**OCT  
22-23**

+ Pre-Forum  
Institute  
October 21st



**Save the Date!**

# National PBIS Leadership Forum



@ the Hyatt Regency O'hare  
Rosemont, IL

[www.pbisforum.org](http://www.pbisforum.org)



# Future Conference Dates



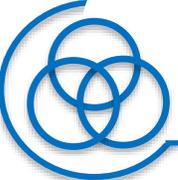
- **2026** - Hyatt Regency **Minneapolis** - 3/11-3/14
- **2027** - Manchester Grand Hyatt **San Diego** - 4/14-4/17



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

Enhance the quality of life of  
people across the life-span

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MEMBER TODAY!**

 Visit [pbis.org](https://pbis.org) for the latest resources and research

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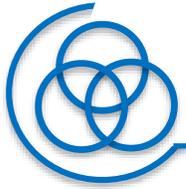
 Follow us on Twitter [@CenterOnPBIS](https://twitter.com/CenterOnPBIS)

 Like us on Facebook [/CenterOnPBIS](https://www.facebook.com/CenterOnPBIS)

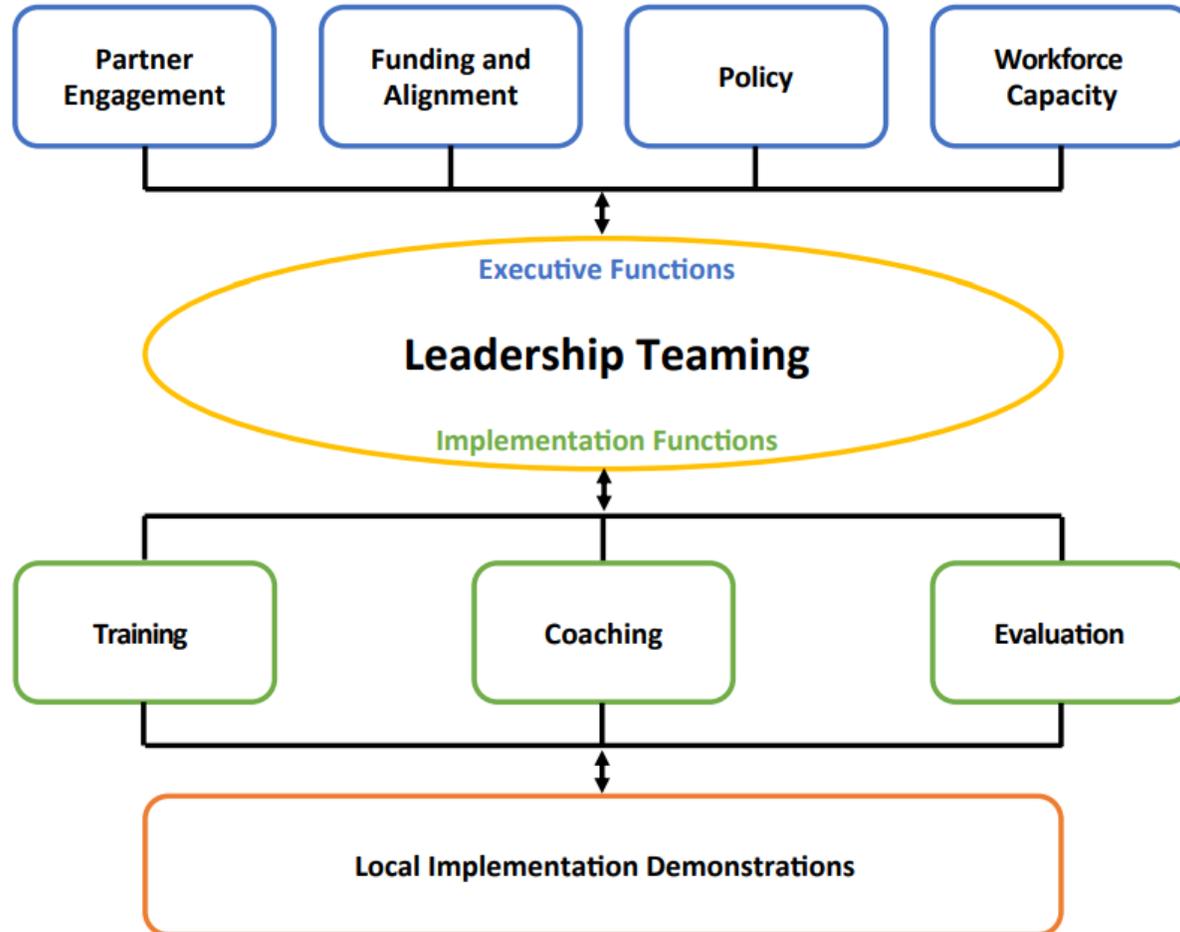
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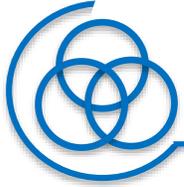
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# Functions of the District Leadership Team





# What the Research Says About Highly Successful Districts

- 1) District Coordinator
- 2) Coaches
- 3) District Teaming
- 4) District Team Activities
- 5) Leadership and Buy-In Support
- 6) District Data Infrastructure
- 7) Direct Support to Schools
- 8) Communication

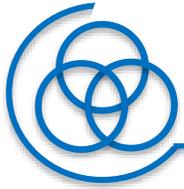
*High Performing Districts identified by high Implementation Fidelity of PBIS across schools/years AND improved Student Outcomes*

**District Practices Associated With Successful SWPBIS Implementation**

Heather Peshak George, PhD<sup>1</sup>, Karen Elfner Cox, MA<sup>1</sup>,  
Devon Minch, PhD<sup>1</sup>, and Therese Sandomierski, PhD<sup>1</sup>

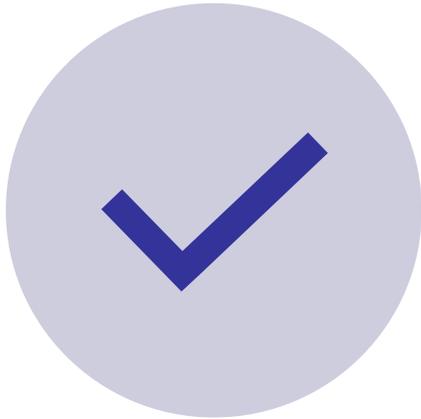
Behavioral Disorders  
2018, Vol. 43(3) 393–406  
© Hammill Institute on Disabilities 2018  
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DOI: 10.1177/0198742917753612  
journals.sagepub.com/home/bhd  
SAGE





# Foundational Elements Of District Coaching

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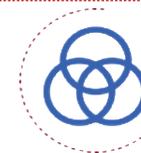
TO ENSURE INTERVENTION  
FIDELITY

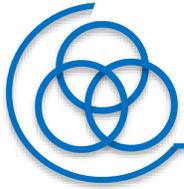


TO ENSURE IMPLEMENTATION  
FIDELITY



TO DEVELOP ORGANIZATIONAL  
SYSTEMS TO PROMOTE  
SUSTAINABILITY





# Key District-Level Coaching Practices



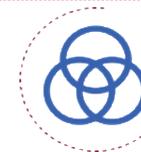
Developing and sustaining a network of school-level PBIS coaches/teams to support implementation of PBIS

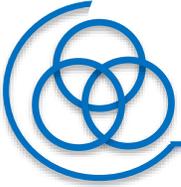


Staying connected to school teams regularly through monthly/quarterly meetings, campus walkthroughs, and ongoing technical support



Facilitating review of data and adjusting district level resources and support to reflect the needs of schools

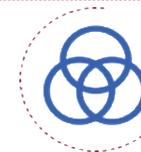


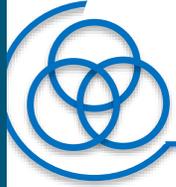


**Rebecca Schmuck, MA**

PROGRAM FACILITATOR FOR MTSS: BEHAVIOR

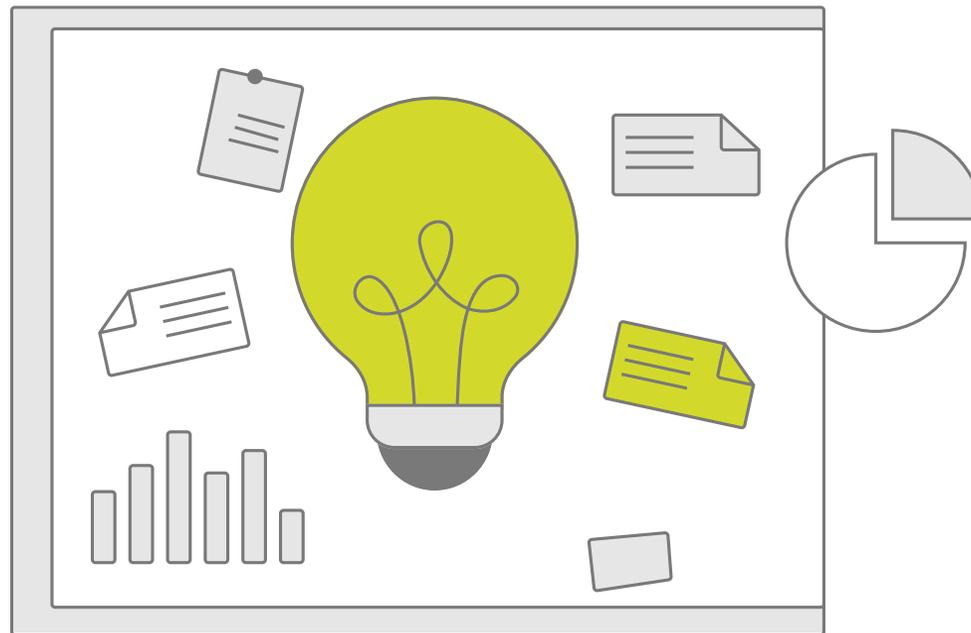
Santa Rose County School District: Milton, FL





# Structured for Success

Developing a District System to Support Effective Classroom Coaching & Technical Assistance



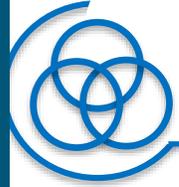
Rebecca Schmuck, Santa Rosa County PBIS DC  
Program Facilitator for MTSS: Behavior

Community of Practice, 2/27/2026

[www.pbis.org](http://www.pbis.org)



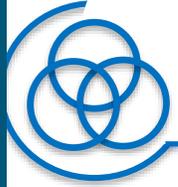
CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports



# A quick look at our district:



- 36 PK-12 schools (22 FLPBIS-aligned and trained)
- 16 elementary, 7 middle schools, 5 (soon to be 6) high schools, 3 combination schools, 1 virtual/blended school, 1 technical school, 1 PK center, and 2 contracted alternative schools
- All schools are expected to implement Behavior MTSS following district guidelines, which have been developed in alignment with (and with support from) FLPBIS.

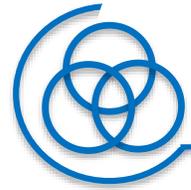


# Where did we start?

in 2022

- a two-page Behavior MTSS Flowchart and four total pages in the Continuous Improvement handbook
- a SharePoint housing some intervention resources for a few interventions, accessible only by those who requested and were granted permission
- a data system (Focus) in which to enter monitoring plans but with limited training on how to enter or implement those plans





# DEVELOPING A DISTRICT SYSTEM



**Develop central  
hub for training  
and resources**



**Identify  
responsive entry  
points**



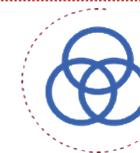
**Provide tiered  
training and  
resources**



**Empower data  
collection &  
analysis**

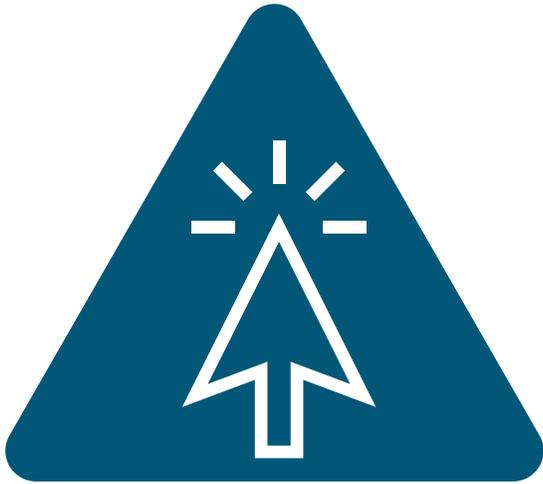


**Plan next steps**



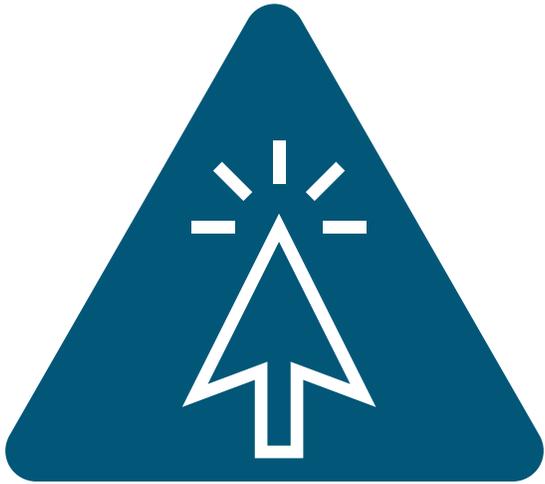
# DEVELOP CENTRAL HUB FOR TRAINING & RESOURCES

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- Options include Microsoft SharePoint, Google Drive, LiveBinder, etc.
- Could be accessible by all staff or only by select staff/staff roles

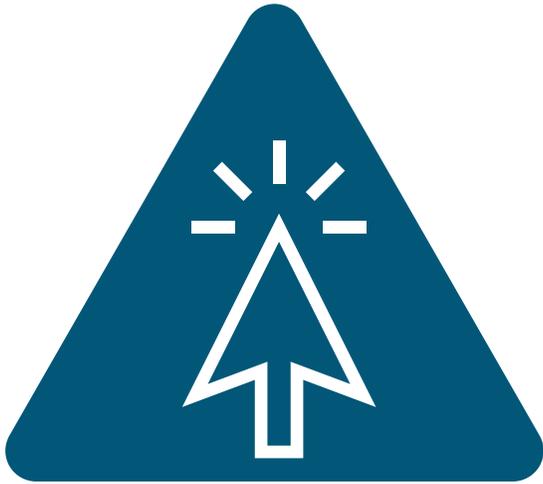
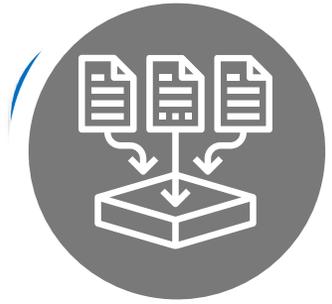
# DEVELOP CENTRAL HUB FOR TRAINING & RESOURCES



- SharePoint
- Accessible to All Staff



# DEVELOP CENTRAL HUB FOR TRAINING & RESOURCES

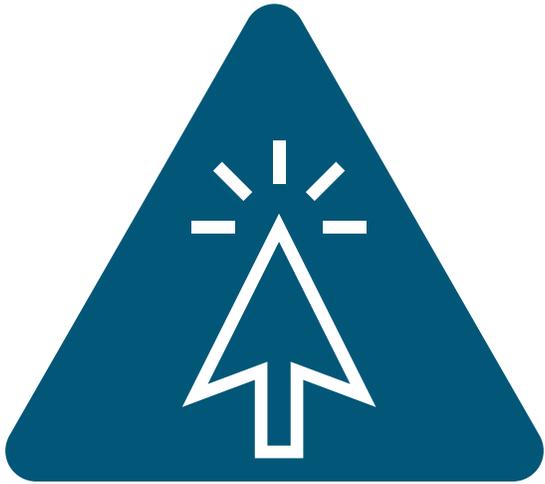


- SharePoint
- Accessible to All Staff



2022: Layout updated & permissions opened to all staff  
2023: Individual Intervention folders expanded, including fidelity checks for all interventions  
2024: Electronic MTSS notebook created & added, Tier 1 and ESE folders added, School Data Dashboard created

# DEVELOP CENTRAL HUB FOR TRAINING & RESOURCES



- SharePoint
- Accessible to All Staff

Currently

[www.pbis.org](http://www.pbis.org)



- Training PDFs
- Electronic MTSS Notebook
- MTSS Flowchart
- Coaching Resources

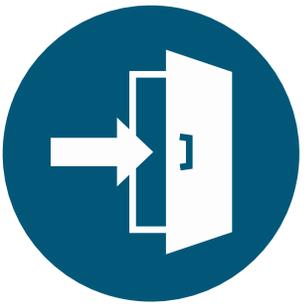
- Tier 1 Resources
- Incentive Resources
- Planning Documents
- Intervention Resources (Tiers 2-3)

- District Code of Conduct
- Discipline Guidelines
- Resources supporting alternatives to OSS/ISS



CENTER ON  
**PBIS** Positive Behavioral Interventions & Supports

# IDENTIFY RESPONSIVE ENTRY POINTS



Function-Based Needs

Intervention Options and Monthly Forums structured around Behavioral Functions  
[www.pbis.org](http://www.pbis.org)

17 Function-Based Intervention Menu

**AVOID NON-PREFERRED ACTIVITY**

How Function is Addressed by Intervention

Intervention	How Function is Addressed by Intervention
1:1 (Scheduled) Conferencing	• conferences target skills such as being responsible (defined in relation to activities)
Annex/Sensory Strategies	• provide targets and/or teach coping strategies to use <b>with</b> adults during activity
Calm/Refocus Area	• calming areas & strategies are provided <b>paired with</b> increased tasks/increased supports or attention time to avoid withdrawing work avoidance
Check-in/Check-Out	• CKOs target five points for behavior demonstrating skills such as being responsible
Environmental Modifications	• modify timely location by playing music, altering seating or that location, etc.
Fast Pass	• allow a <b>paired with</b> increased tasks/increased supports or attention time to avoid withdrawing work avoidance
Increased Supervision	• support during activity student is currently withdrawing from <b>in conjunction with</b> teaching strategies to avoid
Level System	• privileges/exercises are earned for appropriate behaviors (defined in relation to activities)
Monitoring (Adult or Peer)	• peer buddy is provided for specific activities, adult monitor discussions/practices or supports activity
Nonverbal Cues & Signals	• peer buddy is provided, where signals are:
Organizational Tools	• provide tools to support task planning (e.g., Check-out, organized items, needed materials list, etc.)
Positive Behavior Reward System/Taken Economy	• provide tools to support task planning (e.g., Check-out, organized items, needed materials list, etc.)
Reflector/Refocus Sheet	• reflect on effectiveness of avoidance attempt or avoidance team; why avoided/necessary (e.g., task completion, etc.)
Relationship-Based Practices	• monitor effect on self/others when activity with avoided (or attempt) was made
Relationship Instruction (Conflict modeling)	• provide instruction (including definitions, modeling, role plays, & practice) in identified skill deficits
Self-Monitoring System	• monitor effect on self/others when activity with avoided (or attempt) was made
Social Contract	• develop story or power card (reading) work completion or specific activity skills
Social Stories	• develop story or power card (reading) work completion or specific activity skills



Behavior-Based Needs

Intervention Options structured around contextually inappropriate behaviors

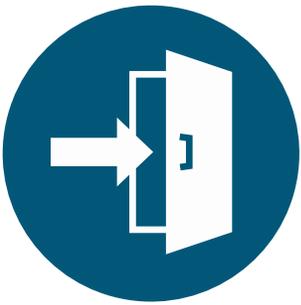
27 Behavior-Based Intervention Menu

**BEHAVIOR-BASED INTERVENTION MENU**

Behavior	Description	Example Interventions
Arguing (with adults or peers)	Expressing disagreement with inappropriate language, volume, or tone; defiant, projecting blame on others, unwilling to let issues go, protesting, withdrawing, scowling, appearing angry, agitated, may ask challenging questions, stonewall being told what to do	<ul style="list-style-type: none"> <li>1:1 (Scheduled) Conferencing</li> <li>Check-in/Check-Out (CKO)</li> <li>Fast Pass</li> <li>Nonverbal Cues &amp; Signals</li> <li>Positive Behavior Reward System/Taken Economy</li> <li>Relationship-Based Practices</li> <li>Social Contract</li> <li>Social Stories</li> <li>Visual Cues/Visual Strategies</li> </ul>
Being overly shy, timid, or unassertive	Appearing sad or withdrawn, avoiding peer interaction, avoiding eye contact, avoiding anxiety in group work situations, never volunteering to answer, expressing or exhibiting increased anxiety when asked to share	<ul style="list-style-type: none"> <li>1:1 (Scheduled) Conferencing</li> <li>Check-in/Check-Out (CKO)</li> <li>Fast Pass</li> <li>Nonverbal Cues &amp; Signals</li> <li>Positive Behavior Reward System/Taken Economy</li> <li>Relationship-Based Practices</li> <li>Social Contract</li> <li>Social Stories</li> <li>Visual Cues/Visual Strategies</li> </ul>
Disruptive Behavior	Speaking out of turn, making inappropriate comments of inappropriate times, trying to drop things on purpose, engaging others out-of-seat consistently, impulsive, asking frequent questions	<ul style="list-style-type: none"> <li>1:1 (Scheduled) Conferencing</li> <li>Check-in/Check-Out (CKO)</li> <li>Fast Pass</li> <li>Nonverbal Cues &amp; Signals</li> <li>Positive Behavior Reward System/Taken Economy</li> <li>Relationship-Based Practices</li> <li>Social Contract</li> <li>Social Stories</li> <li>Visual Cues/Visual Strategies</li> </ul>
Elopement	Leaving classroom area, classroom itself, or going under furniture, not remaining in assigned area	<ul style="list-style-type: none"> <li>1:1 (Scheduled) Conferencing</li> <li>Check-in/Check-Out (CKO)</li> <li>Fast Pass</li> <li>Nonverbal Cues &amp; Signals</li> <li>Positive Behavior Reward System/Taken Economy</li> <li>Relationship-Based Practices</li> <li>Social Contract</li> <li>Social Stories</li> <li>Visual Cues/Visual Strategies</li> </ul>
Exhibits chronic sadness/crying	Frequent crying, appearing unmotivated or hopeless, expressing feelings of guilt or change in personality, expressing frequency of irrational fears	<ul style="list-style-type: none"> <li>1:1 (Scheduled) Conferencing</li> <li>Check-in/Check-Out (CKO)</li> <li>Fast Pass</li> <li>Nonverbal Cues &amp; Signals</li> <li>Positive Behavior Reward System/Taken Economy</li> <li>Relationship-Based Practices</li> <li>Social Contract</li> <li>Social Stories</li> <li>Visual Cues/Visual Strategies</li> </ul>
Hyperactivity	Constantly out of seat walking around, fidgety with hands and feet, rocking in chair, attention from anyone, often forgetful, easily distracted, constantly moving	<ul style="list-style-type: none"> <li>1:1 (Scheduled) Conferencing</li> <li>Check-in/Check-Out (CKO)</li> <li>Fast Pass</li> <li>Nonverbal Cues &amp; Signals</li> <li>Positive Behavior Reward System/Taken Economy</li> <li>Relationship-Based Practices</li> <li>Social Contract</li> <li>Social Stories</li> <li>Visual Cues/Visual Strategies</li> </ul>
Instigating/intimidating	Verbally harassing others, engaging in fear-inducing activities, intense anger, frequently impulsive, instigating conflict, making threats, not expressing remorse or guilt	<ul style="list-style-type: none"> <li>1:1 (Scheduled) Conferencing</li> <li>Check-in/Check-Out (CKO)</li> <li>Fast Pass</li> <li>Nonverbal Cues &amp; Signals</li> <li>Positive Behavior Reward System/Taken Economy</li> <li>Relationship-Based Practices</li> <li>Social Contract</li> <li>Social Stories</li> <li>Visual Cues/Visual Strategies</li> </ul>
Noncompliance	Doing the opposite of what is asked, smiling or crossing arms when refusing to follow directions, only doing preferred tasks, not completing work, refusing to move, quietly standing in while doing nothing, asking questions, out of seat frequently	<ul style="list-style-type: none"> <li>1:1 (Scheduled) Conferencing</li> <li>Check-in/Check-Out (CKO)</li> <li>Fast Pass</li> <li>Nonverbal Cues &amp; Signals</li> <li>Positive Behavior Reward System/Taken Economy</li> <li>Relationship-Based Practices</li> <li>Social Contract</li> <li>Social Stories</li> <li>Visual Cues/Visual Strategies</li> </ul>



# IDENTIFY RESPONSIVE ENTRY POINTS



MTSS-Based Needs

### FIDELITY CHECKLIST

**Component: STAFF**

Criteria:  All staff give points according to plan  
 Identified staff award incentives

Artifacts:  Observed 1/16  
 Observed 1/16

**Component: FEATURES**

Criteria:  Criteria for earning points (including target behaviors, specific points and positive practice points, if included) are defined  
 Feedback frequency is defined  
 Incentives/prizes are defined & reinforcing  
 Living points is paired with target description & social reinforcement/praise

Artifacts:  Observed 1/16  
 Observed 1/16

**Component: DATA**

Criteria:  Weekly (Tier 1) data entered

Artifacts:  Focus SMP

### HOW-TO GUIDE

- 1. Define Desired Behavior**  
Use positive, observable terms to facilitate the increased instruction that is a key component of this intervention.
- 2. Determine Point Criteria**  
Use measurable criteria to facilitate the increased feedback that is a key component of this intervention.
- 3. Decide Frequency**  
Plan feedback intervals that will allow feedback to be given and student to "reset" before the next activity.
- 4. Develop Incentive Plan**  
Ensure that incentives are reinforcing (considerable, activity, & social reinforcers) to facilitate increased motivation component.
- 5. Create Data Tool**  
Include all plan elements on data tool. Optimize accompanying support (e.g., visual contract, target behavior points, or incentive plan).
- 6. Review Plan w/ Student**  
Review target behavior, feedback process, values, data tool, and incentive plan with student as needed.
- 7. Implement Plan**  
Teachers review target behavior and data specified intervals, being sure to reinforce behaviors & work on identified incentives according to plan.
- 8. Monitor and Adjust**  
Send data tool home for parent/teacher to internally monitor, or face-to-face.

### PRINTABLE WORKSHEET

**1. Define Desired Behavior**

Behavior 1: \_\_\_\_\_  
Behavior 2: \_\_\_\_\_  
Behavior 3: \_\_\_\_\_

**2. Determine Point Criteria**

\_\_\_\_\_

**3. Decide Frequency**

Selected Frequency: \_\_\_\_\_

**4. Develop Incentive Plan**

\_\_\_\_\_

**5. Create Data Tool**

Selected Data Tool: \_\_\_\_\_

**6. Review Plan w/ Student**

\_\_\_\_\_

**7. Implement Plan**

\_\_\_\_\_

**8. Monitor and Adjust**

\_\_\_\_\_

Plan Review Date: \_\_\_\_\_

### SOCIAL CONTRACT

Entry Column	Means	Sample Entries
Behavior	_____	• Behavior
Tier Level	_____	• Tier 2 only
Tier Sub Level	_____	• A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
Rationale for BHP	_____	• _____
Target Behavior	_____	• _____
Hypothesis	_____	• _____
Strategy/Support	_____	• _____
Goal	_____	• _____
Intervention Frequency	_____	• _____
Intervention Period	_____	• _____
Minutes per Session	_____	• _____
Data Collection Tool	_____	• _____
Dates/Recording Frequency	_____	• _____
Data Period	_____	• _____
Sign Type	_____	• _____

### Teacher Guide to Social Contracts

THE GOAL OF THIS INTERVENTION IS TO PROVIDE:

- INCREASED INSTRUCTION THROUGH CONTRACT REVIEW BEFORE PERIODS
- INCREASED FEEDBACK THROUGH CONTRACT REVIEW AFTER PERIODS
- INCREASED STRUCTURE THROUGH DATA TOOL, SCHEDULED BEHAVIOR CHECKS AT EACH PERIOD ON DATA TOOL
- INCREASED MOTIVATION THROUGH INCENTIVES TIED TO DATA TOOL

**INTERVENTION COMPONENTS**

- INCENTIVES & CONSEQUENCES IDENTIFIED & TIED TO DATA TOOL
- TEACHER FEEDBACK AT EACH INTERVAL ON DATA TOOL
- INCENTIVE EARNABLE BY WEEKLY MINIMUM
- DATA TOOL SENT HOME WEEKLY OR PARENT SIGNATURE

**INTERVENTION OVERVIEW**

EACH WEEK ON EACH MORNING, IF USING DAILY DATA TOOLS, STUDENT WILL CHECK IN, TURN IN SIGNED DATA TOOL, AND RECEIVE NEW DATA TOOL OR BE REMINDED OF TARGET BEHAVIORS/IF ELECTRONIC ON LINEALLY TOOL, IS BEING USED.

DURING THE DAY OR BEFORE PERIODS, PROVIDE FEEDBACK TO THE STUDENT REGARDING YOUR CLASS PERIOD. PROVIDE FEEDBACK ALL INDICATED TIMES AND PROVIDE POSITIVE & SUPPORTIVE FEEDBACK.

AT THE END OF THE DAY, CALCULATE THE DAILY PERCENTAGE AND TRACK PROGRESS TOWARD THE WEEKLY GOAL AT THE END OF THE WEEK. PROVIDE INCENTIVE IF EARNED PER DATA TOOL CRITERIA. NOTE ON SHEET AND SEND TO PARENT.

DATA WILL BE ENTERED EVERY TWO WEEKS MINIMUM. VIEW THE STUDENT'S GRAPH IN THEIR FOCUS BHP, AND PRINT A PARENT COPY OF THE BHP TO SEND HOME EVERY SECOND CLASS PERIOD.

**TYPICAL PROBLEMS & SOLUTIONS**

- STUDENT FORGOT TO SIGN DATA TOOL OR LOSE IT: SEND THEM TO GET A NEW ONE. IF POSSIBLE, SEND THEM TO KNOW HOW TO SIGN IT.
- STUDENT LEAVES THE DATA TOOL BEHIND: STORE IT IN A SPECIFIC LOCATION FOR THEM TO RETURN TO STUDENT BEFORE THEY LEAVE CLASS.
- STUDENT ARRIVES LATE: BEGIN DATA TOOL, WHENEVER THEY ARRIVE. IF PROBLEM IS CONSISTENT, LET MTSS TEAM KNOW.

### Parent Guide to Social Contracts

THE GOAL OF THIS INTERVENTION IS TO PROVIDE YOUR CHILD WITH:

- INCREASED INSTRUCTION THROUGH REVIEWING CONTRACT BEHAVIORS WITH YOUR CHILD BEFORE EACH PERIOD ON DATA TOOL
- INCREASED FEEDBACK THROUGH REVIEWING YOUR CHILD'S CONTRACT BEHAVIOR AT EACH PERIOD ON DATA TOOL
- INCREASED STRUCTURE THROUGH A BEHAVIOR DATA SYSTEM (TYPICALLY POINT-BASED)
- INCREASED MOTIVATION THROUGH BEHAVIOR REWARDS TIED TO DATA TOOL

**YOUR CHILD WILL:**

- MEET WITH SCHOOL STAFF BASED ON DATA TOOL PERIODS
- RECEIVE INCENTIVES AVAILABLE AT LEAST 16 WEEKS AND CONSEQUENCES AS IDENTIFIED ON CONTRACT

**YOU WILL:**

- MEET WITH SCHOOL STAFF REGULARLY OF YOUR CHILD'S PROGRESS, YOUR SCHOOL TEAM WILL TALK WITH YOU ABOUT HOW THIS WILL HAPPEN
- BE INVITED TO ALL SCHOOL, MTSS MEETINGS FOR YOUR CHILD SO YOU CAN ACTIVELY PARTICIPATE IN THE PROCESS

**INTERVENTION DETAILS**

- EACH WEEK ON EACH MORNING, IF DAILY CONFERENCES HAVE BEEN SCHEDULED, YOUR CHILD WILL CHECK IN, TURN IN THEIR SIGNED DATA TOOL, AND RECEIVE A NEW DATA TOOL IF APPLICABLE. AN ELECTRONIC TOOL IS BEING USED, THEY WILL BE REMINDED OF THEIR TARGET BEHAVIORS.
- YOUR CHILD WILL BE REMINDED OF THEIR FEEDBACK SCHEDULE AND ENCOURAGED TO MEET SCHOOL BEHAVIOR EXPECTATIONS THROUGHOUT THE DAY/PERIOD. ADDITIONAL FEEDBACK WILL BE GIVEN BASED ON THEIR DATA TOOL PERIODS, ALONG WITH INCENTIVES OR CONSEQUENCES.
- BEHAVIORAL DATA WILL BE ENTERED INTO FOCUS EVERY TWO WEEKS MINIMUM. A PARENT COPY OF THE BHP WILL BE SENT HOME AT EVERY MTSS MEETING AND EVERY SECOND CLASS PERIOD. BUT YOU CAN ALSO REQUEST A COPY AT ANY POINT.

**MTSS PROCESS OVERVIEW**

- AFTER AT LEAST 4 WEEKS, WHEN YOUR CHILD'S OVERALL AVERAGE MEETS THEIR GOAL AND THEIR BEHAVIOR INDICATES THEY NO LONGER NEED THIS SUPPORT, THEY MAY EXIT THIS INTERVENTION.
- IF YOUR CHILD IS NOT MEETING THEIR GOAL, THE TEAM MAY WANT TO ADJUST THE PLAN AND CONSULT WITH DISTRICT BEHAVIOR STAFF.
- IF YOUR CHILD IS NOT MEETING THEIR GOAL, THE TEAM MAY WANT TO BE INVITED TO MTSS TEAM MEETINGS. WE ARE COMMITTED TO WORKING ALONGSIDE YOU TO HELP YOUR CHILD!



Individual intervention folders with fidelity checklist, development guide, Focus entry guide, teacher guide, parent guide, & editable resources [www.pbis.org](http://www.pbis.org)

# PROVIDE TIERED TRAINING & RESOURCES



## Annual Team Training

Separate sessions for elementary, middle, and high school teams



## Monthly MTSS Forums

1 hour monthly on Teams, all MTSS contacts invited but open to all staff



## SharePoint Resources

Resources organized into Tier 1 and Intervention Resources for purposeful access



*Our Goals for Today*

At the end of today's training, you should be able to:

Describe avoidant behaviors	Identify Tier 1 barriers & best practices for all students*	Design, monitor, & problem-solve Tier 2 approaches for all students*	Identify key monthly MTSS tasks

*\*Including students with IEPs!*

Slides with this symbol have plug-and-play content for easy sharing with your school.



# PROVIDE TIERED TRAINING



## Tier 1

**A Teacher's Guide to Attention-Seeking Behaviors**

**Definition:** Behaviors that occur when adult or peer attention is requested or given to others and appear aimed at getting or obtaining attention from adults or peers.

**Address by:** Making positive attention complete with negative attention. Most probable when the positive behavior occurs, rather than when it happens every time. Most common when the child is trying to make the positive behavior occur. It is a big deal. Most powerful when the positive behavior occurs, attention is given quickly.

**How?:** Use common language to provide suggested behavior. Do not respond (ignore) to the behavior you are trying to encourage. Consider giving positive attention even if you're given it to the student multiple times. Use a 1:1 ratio in positive to 1 negative. Make positive attention more obvious (time, expression, etc.). Arrange your classroom to make it more available for positive attention/social rewards. If reward system is already in place, available for powerful attention/social rewards. Use positive attention "QUICKLY". Use a timer to get attention for positive behaviors than negative ones.

**Check Yourself!** Yes = 2, somewhat = 1, No = 0

1. I consistently acknowledge students each time they show appropriate expectations.	2. I give more positive acknowledgment to one student than another.
3. I have a clear incentive system that motivates my students to meet my classroom expectations.	4. It is harder to get my attention for a positive behavior than for a negative one.
5. I give positive acknowledgment in a noticeable way.	6. No matter how hard I try, I cannot get my attention for a positive behavior more than for a negative one.

**Behavior Toolbox**  
Developed based on The Behavior Code Manual & Resources, 2019

## Tier 2/3\*

\*Previous year's training

**Teacher Guide to Visual Schedules**

**THE GOAL OF THIS INTERVENTION IS TO PROVIDE:**

- INCREASED INSTRUCTION BY TEACHING SCHEDULE ITEMS & MANIPULATION
- INCREASED FEEDBACK THROUGH REVIEWING USAGE OF SCHEDULE
- INCREASED STRUCTURE THROUGH SCHEDULED SCHEDULE ACTIVITIES
- INCREASED MOTIVATION THROUGH

**INTERVENTION COMPONENTS**

- ✓ SCHEDULE ITEMS/INSTRUCTION SHEETS VISIBLY TAUGHT & REINFORCED
- ✓ SCHEDULE AVAILABLE DAILY & PROMPTED BY TEACHER OR PEER
- ✓ TEACHER FEEDBACK AT EACH INTERVAL ON DATA TOOL
- ✓ DATA TOOL SENT HOME WEEKLY FOR PARENT SIGNATURE

**INTERVENTION OVERVIEW**

- EACH WEEK USE DATA TOOL TO TRACK DAILY DATA POINTS. STUDENT TOTAL OR NUMBER OF SCHEDULE ITEMS/ACTIVITIES TO BE REVIEWED AT EACH INTERVAL. INTERVALS WILL BE PROVIDED.
- AT THE BEGINNING OF EACH DAY OR EACH WEEK, REVIEW SCHEDULE USAGE AND PROMOTE PROGRESS WITH STUDENT.
- DURING THE DAY OR DURING YOUR CLASS PERIOD, PROMPT STUDENTS USING THEIR DATA TOOL TO PLAN & PROMOTE THEIR USAGE OF THE STUDENT USAGE TOOL. PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL. PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL. PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL.
- YOU WILL BE ENTERED EVERY TWO WEEKS INTO A DRAWING FOR THE STUDENT'S TOTAL HOME EVERY BODY PARTS AND A PRIZE OF YOUR CHOICE.

**TYPICAL PROBLEMS & SOLUTIONS**

- STUDENT FORGETS TO GET DATA TOOL, LOSES IT, OR LEAVES IT LOCKED. USE THIS TOOL TO GET A NEW ONE. USE THE STUDENT USAGE TOOL IN A CONSISTENT LOCATION BEFORE THE START OF EACH DAY.
- STUDENT USES SCHEDULE IN AN UNEXPECTED WAY. PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL. PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL.
- STUDENT USES SCHEDULE IN AN UNEXPECTED WAY. PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL. PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL.

**Parent Guide to Organizational Tools**

**THE GOAL OF THIS INTERVENTION IS TO PROVIDE YOUR CHILD WITH:**

- INCREASED INSTRUCTION BY TEACHING TOOL USAGE & PURPOSE (TASK, PURPOSE, INSTRUCTION, PERFORMANCE, ALSO COMPLETE ONLY)
- INCREASED FEEDBACK THROUGH REVIEWING USAGE OF TOOLS
- INCREASED STRUCTURE THROUGH SCHEDULED TOOLS & USAGE

**YOUR CHILD WILL:**

- BE TAUGHT A REGULARLY PRACTICED TOOL USAGE & BEHAVIOR
- HAVE TOOLS AVAILABLE DAILY & BE PROMPTED BY TEACHERS TO USE TOOLS THROUGHOUT THE DAY
- RECEIVE FEEDBACK FROM STAFF ON USAGE OF TOOLS BASED ON THE TOOL PURPOSE

**YOU WILL:**

- BE PROMPTED TO USE TOOLS DURING YOUR CHILD'S PREPARED, YOUR SCHOOL DAY. YOU WILL TALK WITH YOUR CHILD ABOUT HOW THEY WILL APPLY.
- BE PROMPTED TO USE TOOLS DURING YOUR CHILD'S PREPARED, YOUR SCHOOL DAY. YOU WILL TALK WITH YOUR CHILD ABOUT HOW THEY WILL APPLY.

**INTERVENTION DETAILS**

- YOUR CHILD WILL MEET WITH THE REGULATED STAFF TO LEARN THE EXPECTED BEHAVIOR AND HOW TO USE THE ORGANIZATIONAL TOOLS.
- EACH DAY, A DESIGNATED STAFF MEMBER WILL MEET WITH YOUR CHILD AND PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL. PROVIDE PROMPTING FEEDBACK ABOUT THE USAGE OF THE STUDENT USAGE TOOL.
- BEHAVIORAL DATA WILL BE ENTERED INTO TOOLS EVERY TWO WEEKS THROUGH A DRAWING FOR THE STUDENT'S TOTAL HOME EVERY BODY PARTS AND A PRIZE OF YOUR CHOICE.

**MTSS PROCESS OVERVIEW**

- AFTER AT LEAST A WEEK, WHEN YOUR CHILD OVERALL IMPROVES THEIR USAGE AND THEIR BEHAVIOR INDICATES THEY UNDERSTAND THE SUPPORT, THEY MAY END THE INTERVENTION.
- IF YOUR CHILD IS NOT IMPROVING THEIR USAGE, THE TEAM MAY USE TOOLS TO SUPPORT THE PLAN AND YOUR CHILD'S BEHAVIOR. YOU WILL BE PROMPTED TO USE TOOLS DURING YOUR CHILD'S PREPARED, YOUR SCHOOL DAY. YOU WILL TALK WITH YOUR CHILD ABOUT HOW THEY WILL APPLY.



# PROVIDE TIERED RESOURCES



## Tier 1 Example

- Printable, editable supports including:
  - Classroom Calming Areas
  - Portable Calming Kits
  - Calming Strategy Posters

### A Teacher's Guide to Dysregulated Behaviors

**Definition** Behaviors that occur when a student's emotional level exceeds the student's ability to manage the emotion and maintain a regulated state

**Address by** Teaching and practicing the following:

- emotional awareness = ensure students can demonstrate & label emotions in themselves & others
- cognitive strategies = ensure students can shift their thinking & mindset
- physiological strategies = ensure students can manage their heart rate & system needs
- decreased vulnerability = ensure students' needs for food, water, rest, and movement are met

**How?** Aim to make the use of regulation strategies expected & automatic, part of your class routine!

- Use common language to label & categorize emotions. Teach older students "iceberg emotions".
- Allow snacks/water throughout activities. Incorporate regular movement breaks & rest breaks.
- Teach grounding strategies: 5-4-3-2-1, Count Backwards, Anchor Yourself, etc.
- Teach & provide cognitive distractors: word puzzles, mazes, book of favorite pictures, etc.
- Model positive self-talk/re-framing: "I can't write" -> "I need help thinking of a topic."
- Teach breathing techniques: infinity, balloon, take 5, draw a square, etc.
- Teach muscle relaxation strategies: chair/wall push-ups, lemon, lazy cat, turtle, etc.
- Teach sensory strategies: emotion stomp, hand press, self-hug, chair yoga poses, etc.
- Teach miscellaneous strategies: humming, gargling water, singing

**Check Yourself!** Yes = 2; Somewhat = 1; No = 0

<input type="checkbox"/> I regularly teach and practice a variety of regulation strategies.	<input type="checkbox"/> I have a class system that visually labels & categorizes emotions and depicts possible strategies.
<input type="checkbox"/> My students can independently demonstrate all strategies when calm.	<input type="checkbox"/> I provide co-regulation for students unable to regulate independently.
<input type="checkbox"/> I recognize precursor behaviors signaling dysregulation and prompt strategies early & effectively.	<input type="checkbox"/> I model the use of regulation strategies when I make a mistake or experience frustration.

**Behavior Toolbox**  
Developed based on "Dysregulation" (Positive Psychology, 2024).

### Calming CORNER

	Check your feelings.
	Breathe deeply in and out.
	Press a fidget while you breathe.
	Distract your brain!

### Printable Cards for Calm KITS

**Infinity Breathing**

Inhale while tracing one half of symbol, exhale while tracing other half.

**Draw a Square Breathing**

Trace top of square while breathing in and counting to 4, then trace down 1 side while holding for 4. Repeat on bottom & final side.

**Beach Breathing**

While visualizing being on the beach, breathe in as wave comes up onto sand & breathe out as wave goes out.

### GROUNDING board

Use the following strategies to connect with your surroundings. Feel your heart rate start to slow as you focus on the present moment!

 5-4-3-2-1	 Memory Game	 Category List
 Count Backwards	 free	 Anchor Yourself
 Favorites List	 Feeling Focus	 I am enough Positive Phrases

30 GROUNDING TECHNIQUES TO QUIET DISTRESSING THOUGHTS

# PROVIDE TIERED RESOURCES

## Tier 2 Example

- Printable, editable supports including:
  - Individualized calming area strategies
  - Visual supports
  - Incentivized calming area

**Calm Down Steps**

	Grounding: name 5 things I can see, 4 things I can touch, 3 things I can hear, 2 things I can smell, 1 thing I can taste
	Breathing
	Affirmations
	1 minute

**I can meet my goal!**

Mouth Quiet  
Safe Hands & Feet  
In My Space

**Calm Down Steps**

	Stay in my space.
	Sit safely.
	Use my strategies.
	When timer rings, rejoin!

**I can calm down!**

When I'm told what to do, I say okay!

If I'm upset, I go to my calm spot or sit in my seat.

I breathe and use my strategies.

Then I get back to work and get my trophy!

Parent Guide to Calming/Refocus Area

THE GOAL OF THIS INTERVENTION IS TO PROVIDE YOUR CHILD WITH:

- INCREASED INSTRUCTION THROUGH TEACHING REGULATION STRATEGIES THAT CAN BE USED IN A SEPARATE AREA WITHIN YOUR CHILD'S CLASSROOM
- INCREASED FEEDBACK THROUGH REVIEWING USE OF AREA & STRATEGIES
- INCREASED STRUCTURE THROUGH DEFINING USAGE OF AREA

**YOUR CHILD WILL:**

- BE TAUGHT & REGULARLY PRACTICE THE CALMING AREA & STRATEGIES DAILY
- HAVE AREA AVAILABLE DAILY & REVIEW PROCESS TO ACCESS IT
- RECEIVE FEEDBACK FROM STAFF ON USAGE OF AREA BASED ON DATA TOOL PERIODS

**YOU WILL:**

- BE NOTIFIED REGULARLY OF YOUR CHILD'S USAGE OF AREA & TEAM WILL TALK WITH YOU ABOUT IT
- BE INVITED TO ALL SCHOOL MTSS MEETINGS YOU CAN ACTIVELY PARTICIPATE IN

Teacher Guide to Calming/Refocus Area

THE GOAL OF THIS INTERVENTION IS TO PROVIDE:

- INCREASED INSTRUCTION THROUGH TEACHING REGULATION STRATEGIES THAT CAN BE USED IN A SEPARATE AREA WITHIN THE CLASSROOM
- INCREASED FEEDBACK THROUGH REVIEWING USE OF AREA & STRATEGIES
- INCREASED STRUCTURE THROUGH DEFINING USAGE OF AREA (INCREASED MOTIVATION OPTIONAL)

**INTERVENTION COMPONENTS**

- AREA/STRATEGIES DIRECTLY TAUGHT & REGULARLY PRACTICED
- AREA STRATEGIES/PROCESS AVAILABLE & REVIEWED DAILY
- TEACHER FEEDBACK AT EACH INTERVAL ON DATA TOOL
- DATA TOOL SENT HOME WEEKLY FOR PARENT SIGNATURE

**INTERVENTION OVERVIEW**

- EACH WEEK (OR EACH MORNING, IF USING DAILY DATA TOOL), STUDENT WILL CHECK IN, TURN IN SIGNED DATA TOOL, AND RECEIVE NEW DATA TOOL, OR BE REMINDED OF TARGET BEHAVIOR(S) IF ELECTRONIC DATA TOOL IS BEING USED. STRATEGY/CALMING AREA USAGE, INCLUDING PROMPTING/REQUEST & REJOINING PROCEDURES, WILL BE REVIEWED.
- AT THE BEGINNING OF EACH DAY OR EACH PERIOD, REVIEW STRATEGY/AREA USAGE & PROMPTING/REQUEST & REJOINING PROCEDURES WITH STUDENT.
- DURING THE DAY OR DURING YOUR CLASS PERIOD, PROMPT AREA USAGE WHEN NEEDED ACCORDING TO PLAN & PROVIDE FEEDBACK TO THE STUDENT ACCORDING TO DATA TOOL CRITERIA. PLEASE MARK AT ALL INDICATED TIMES AND PROVIDE POSITIVE & SUPPORTIVE FEEDBACK ABOUT THE RATING. AT THE END OF THE WEEK, CALCULATE THE WEEKLY PERCENTAGE AND SEND THE COMPLETED SHEET HOME.
- DATA WILL BE ENTERED EVERY TWO WEEKS MINIMUM. VIEW THE STUDENT'S GRAPHS IN THEIR FOCUS BMP, AND PRINT A PARENT COPY OF THE BMP TO SEND HOME EVERY REPORT CARD PERIOD.

**TYPICAL PROBLEMS & SOLUTIONS**

- STUDENT FORGETS TO GET DATA TOOL OR LOSTS IT:** SEND THEM TO GET A NEW ONE, & IF PROBLEM IS CONSISTENT, LET MTSS TEAM KNOW SO A PLAN CAN BE DEVELOPED.
- STUDENT LEAVES THE DATA TOOL BEHIND:** STORE IT IN A SPECIFIC LOCATION WHEN THEY ARRIVE & RETURN TO STUDENT BEFORE THEY LEAVE CLASS.
- STUDENT ARRIVES LATE:** BEGIN DATA TOOL WHEREVER THEY ARRIVE & IF PROBLEM IS CONSISTENT, LET MTSS TEAM KNOW.

# PROVIDE TIERED TRAINING

## Example

### TIER 1 OR TIER 2?

What is the difference between whole-class strategies or calming areas and Tier 2 interventions?

Additionally consider specialized calming tools, increased availability/portability, increased length of time, etc.

	Tier 1	Tier 2
Instruction	All students are taught how to request and use strategies/area and how to rejoin class once calm	Teacher reviews, models, and has student practice using strategies/area at an <u>increased frequency</u> (e.g., daily or per period). Additional visuals may be created to support student in the specific steps of requesting, using, &/or rejoining once calm.
Feedback	All students are praised for appropriate use of strategies/area and are redirected for unexpected behaviors	Data tool is used to collect data on student's use of strategies/area and is reviewed with student at frequency defined by team.
Structure	Usage of strategies/area is defined & structured for all students	Data points are based on criteria for successful usage (e.g., response to prompts and successful rejoining within a defined time period).
Motivation	All students are incentivized to use strategies/area appropriately based on the Tier 1 classroom management system (e.g., color calendar, card flip, Class Dojo, etc.)	Appropriate area usage is incentivized based on points earned/goals met specific to data tool and at an increased frequency (if determined by the team). If necessary, individual steps of calming area usage may be incentivized.

# PROVIDE TIERED RESOURCES



## Tier 1

### Example

- Printable supports including:
  - Alternatives to OSS/ISS
  - OSS/ISS Re-Entry Guide

**Alternative Discipline Ideas** (if OSS/ISS not specified by Code of Conduct)

**ALTERNATIVES TO SUSPENSION**  
IDEAS TO REDUCE DISCIPLINE EVENTS

**RESTORATIVE PRACTICE**  
Student works with teacher to identify who was wronged by their behavior and how those relationships can be restored.

**REFLECTION ACTIVITY**  
Student completes a reflection or think sheet discussing what occurred, why, a better choice, and their plan for next time.

**COLLABORATIVE PROBLEM SOLVING**  
Student works with teacher to identify multiple solutions to a problem, behavioral, collaborating, and consensus is reached.

**RESTITUTION**  
Student works to restore what was tangibly affected by their behavior choice by earning classroom economy items to "pay" for affected items, repairing time, etc.

**LOSS OF PRIVILEGES**  
Student loses access to "rewards" for a set period. Plan should include when will be lost, for how long, and how privileges will be regained.

**BEHAVIOR MONITORING PLAN**  
Student participates in an intervention, chosen by the school MTSS team, to address the target behavior and teach/revitalize the replacement behavior.

**Focus code: Work Detail\***

- Cafeteria infraction = help clean cafeteria; Media Center infraction = help shelve books, etc.

**Focus code: Conference With Student**

- Aggressive acts (depending on type of act) or willful defiance = conference with student, identify harm, and develop plan to repair harm. Time-out from reinforcement.

**Focus code: Work Detail\***

- Cafeteria infraction = help clean cafeteria

**Focus code: Delayed Bell Schedule**

- Hallway infraction = help adult monitor hallway instead of transitioning with friends (delayed passing period)

**Focus code: Conference With Student**

- Bathroom infraction = conference with student, identify harm, and develop plan to repair harm. Assigned restroom location until harm repair actions are completed.

**Focus code: Morning Detention/Detention**

- Peer infraction or Disrespect/Profane Language = instead of common area before/after school, complete resiliency lesson/Ripple Effects (with parent permission). Start/End day in Student Services or ISS room until lesson is complete or harm repaired.

**Focus code: Time-Out**

- Classroom Disruption = In Student Services or ISS room, practice non-disruptively raising hand, getting laptop, etc. for 5-10 minutes of elective

**Focus code: Loss of Privileges**

- Skipping class = complete reflection sheet with plan to ensure attendance; no class exits until plan actions are completed.
- Bathroom transition infraction = escort to assigned restroom location while modeling appropriate transition behavior

**Focus code: Discipline Assignment**

- Failure to follow class/school rules = create graphic representing rule that was broken, reason for it, & benefit to following (for ITV, classroom display, etc.). Time/support to complete provided in ISS room (lunch, before school, last 10 minutes & escort to bus, etc.)

\*Verify parent permission during referral phone call; if no permission, select alternate discipline such as ISS.

**OSS/ISS Re-Entry Plan**  
SECONDARY

**W WHY ARE WE MEETING TODAY? WHO IS HERE TO SUPPORT YOU?**

**R RESTORATIVE QUESTIONS**

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- Who did this affect?
- What do you need to do about it?
- How can we make sure this doesn't happen again?
- What can your team do to help you?

How do you feel now?

Resources

- FLPBIS: Relationship-Based Discipline

**I INTERVENTION PLAN\***

- I will participate in \_\_\_ (increased instruction).
  - Team member(s) that will teach me: \_\_\_
- I will show my skill growth by \_\_\_ (increased feedback).
  - Team member(s) that will give feedback: \_\_\_
- When I do this, I will earn \_\_\_ (increased motivation).
  - Team member(s) that will give rewards: \_\_\_

How will you feel when you do this?

Resources

- Student Ownership (vs. Engagement) resources

**T TRIGGER PLAN**

- Trigger areas/times/people/feelings for me are:
  - Areas: \_\_\_
  - Times: \_\_\_
  - People: \_\_\_
  - Feelings: \_\_\_
- What can help me handle this?
- The team member(s) that can help me when I'm triggered are \_\_\_
- They will help me \_\_\_.

How will you feel when you do this?

Resources

- "I'm Determined" self-advocacy resources

**E ENTIRE GROUP'S COMMITMENT TO PLAN**

- Write your commitment out on your own paper, then sign it. Brain research shows this is the best way to make a lasting behavior change!
- School team, write out & sign your individual commitments to provide the interventions and supports discussed.

How do you feel now?

Resources

- "Neuroscience Explains..." article

**FOLLOW-UP MEETING DATE/TIME:**



# PROVIDE TIERED RESOURCES

## Tier 2 Example

- Printable supports including:
  - Intervention ideas for students with one-time, 10-day OSS offenses
  - Intervention ideas for students with truancy- or tardy-related referrals

### Secondary Intervention Ideas

for one-time, 10-day OSS Offenses that did not lead to a discipline hearing

	Offense	Ideas of Possible Interventions
	Drug possession and/or use (excluding alcohol) or Drug sales and/or distribution (excluding alcohol)	<ul style="list-style-type: none"> <li>Receiving CDAC Services (Diversion Program)—drug possession only</li> <li>Increased Supervision: Assigned Bathroom with Vape Detector, "No Fly List" (no class exits without escort), Early or Delayed Passing Periods</li> <li>Ripple Effects (assigned playlist with at least 4 related topics, minimum 1 lesson completed weekly)</li> </ul>
	Sexual harassment or Sexual offenses	<ul style="list-style-type: none"> <li>Increased Supervision: No Contact Agreements, Designated Campus Map Paths</li> <li>Ripple Effects (assigned playlist with at least 4 related topics, minimum 1 lesson completed weekly)</li> <li>Level System: peer interaction opportunities restricted until earned back through sustained appropriate peer interaction on leveled system</li> </ul>
	Physical attack	<ul style="list-style-type: none"> <li>Increased Supervision: No Contact Agreements, Designated Campus Map Paths</li> <li>Ripple Effects (assigned playlist with at least 4 related topics, minimum 1 lesson completed weekly)</li> <li>Level System: peer interaction opportunities restricted until earned back through sustained appropriate peer interaction on leveled system</li> </ul>
	Unauthorized entry to computer	<ul style="list-style-type: none"> <li>Increased Supervision: Technology Supervision plan</li> <li>Adult Mentoring: mentor with computer knowledge who can support and encourage appropriate tech usage; plan for at least 4 weeks/1 meeting each week</li> <li>Social Contract: include stipulation that school will suspend and/or revoke computer privileges (and state designated timeframe, which should match contract length)</li> </ul>
	Profane/obscene/abusive language/images	<ul style="list-style-type: none"> <li>Increased Supervision: based on where images were shown or who language was used towards (if peers)</li> <li>1:1 Conferencing: plan for at least 4 weeks/1 conference each week</li> <li>Ripple Effects (assigned playlist with at least 4 related topics, minimum 1 lesson completed weekly)</li> <li>Social Contract: include stipulation that school will suspend and/or revoke having cell phone on campus (and state designated timeframe, which should match contract length)</li> </ul>

### Attendance Intervention Ideas for students not responding to Truancy Monitoring Plans

Attendance Factor	Ideas of Possible Interventions
 Social Anxiety	<ul style="list-style-type: none"> <li>Anxiety/Sensory Strategies (develop individualized calming strategies with student)</li> <li>Fast Pass (include plan to address need areas such as passing periods)</li> <li>Calming/Refocus Area (create areas such as "quiet lunch" location)</li> <li>1:1 Direct Instruction or Ripple Effects (teach peer interaction strategies)</li> </ul>
 Academic Needs	<ul style="list-style-type: none"> <li>Organizational Tools (address executive functioning/work-related needs)</li> <li>1:1 Conferencing (include academic support in weekly conference)</li> <li>Positive Behavior Reward System (develop incentives for meeting academic needs and/or accessing offered supports)</li> </ul>
 Family Differences/Competing Priorities	<ul style="list-style-type: none"> <li>Adult Mentoring (connect student to relevant adult, including approved community volunteers in field of interest)</li> <li>Peer Mentoring (connect student to relevant peer—requires peer training/staff supervision and parent permission for both students)</li> </ul>
 Family Needs	<ul style="list-style-type: none"> <li>Small Group Resiliency Skills Instruction (design groups to address needs such as incarceration, divorce, etc.—requires parent permission for participation &amp; resources)</li> <li>Check-In/Check-Out (carefully select CICO adult and use conferences to identify family-related needs and provide support)</li> </ul>
 Social Pressure (lack of connection)	<ul style="list-style-type: none"> <li>1:1 Conferencing or Adult Mentoring (select adult based on connection/shared interest)</li> <li>Positive Behavior Reward System (develop incentives that can be earned for the student and several peers, facilitated by a familiar adult with a positive student relationship)</li> </ul>

### Attendance Intervention Ideas for students with Tardy or Mixed Tardy/Behavior Referrals

Attendance Factor	Ideas of Possible Interventions
 Social Needs	<ul style="list-style-type: none"> <li>Increased Supervision (delayed or early passing to reduce transition behaviors leading to tardies)</li> <li>Level System (peer privileges are earned through arrival and participation behaviors)</li> <li>Ripple Effects (target lessons related to responsible social behavior)</li> </ul>
 Class Needs	<ul style="list-style-type: none"> <li>Organizational Tools (address executive functioning/content-related needs)</li> <li>1:1 Conferencing (with teacher of affected class; address class-specific needs)</li> <li>Positive Behavior Reward System (develop incentives for arrival and/or class participation)</li> </ul>
 Emotional Needs	<ul style="list-style-type: none"> <li>Increased Supervision (delayed or early passing to reduce transition anxiety)</li> <li>Fast Pass (include passing period procedures in plan, if needed)</li> <li>Check-In/Check-Out (CICO with individual class teachers as well as office staff to check in on emotional state and offer support if needed)</li> </ul>
 Functional Needs	<ul style="list-style-type: none"> <li>Visual Cues/Visual Strategies (provide map of travel route including bathroom locations)</li> <li>Nonverbal Cues &amp; Signals (provide timer or support with setting timers)</li> </ul>
 Incentive Needs	<ul style="list-style-type: none"> <li>Social Contract (contract aligns access to/provision of preferred items contingent on arrival and/or participation behaviors)</li> <li>Check-In/Check-Out (CICO with individual class teachers as well as office staff to earn points towards student-identified incentives)</li> </ul>



# EMPOWER DATA COLLECTION & ANALYSIS



## Goals



### Analyze Data Entry

Monitor actual data entry versus simply opening plan



### Analyze Effectiveness

Analyze effectiveness (district-wide and school-wide as well as for individual interventions)



### Increase Proactiveness

Compare students meeting discipline-based “trigger criteria” with those receiving interventions & identify any gaps



### Apply Results

Use data to identify need for additional training, fidelity checks, intervention problem-solving, etc.

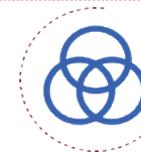


# EMPOWER DATA COLLECTION & ANALYSIS

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Analyze Data Entry



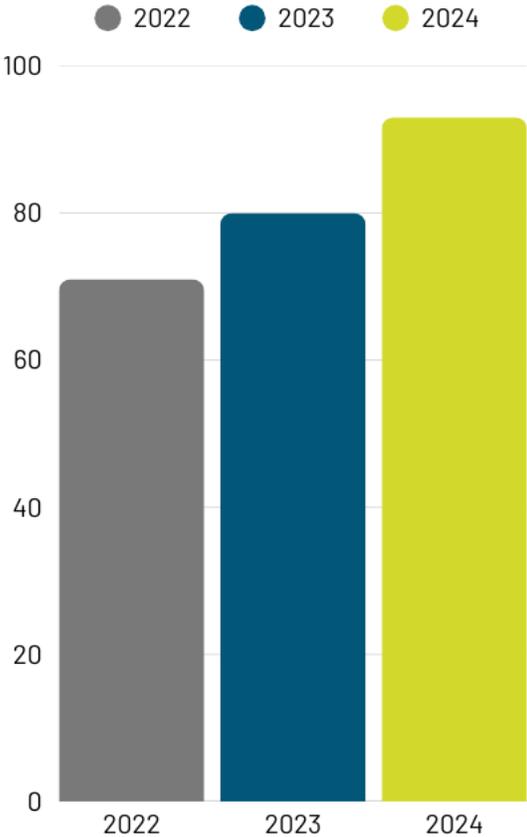


# EMPOWER DATA COLLECTION & ANALYSIS



## Analyze Data Entry

2022: 71% Measurable  
2023: 80% Measurable  
2024: 93% Measurable





# EMPOWER DATA COLLECTION & ANALYSIS



Analyze Data Entry

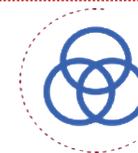
2022: 71% Measurable

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2024: 93% Measurable



Analyze  
Effectiveness





# EMPOWER DATA COLLECTION & ANALYSIS



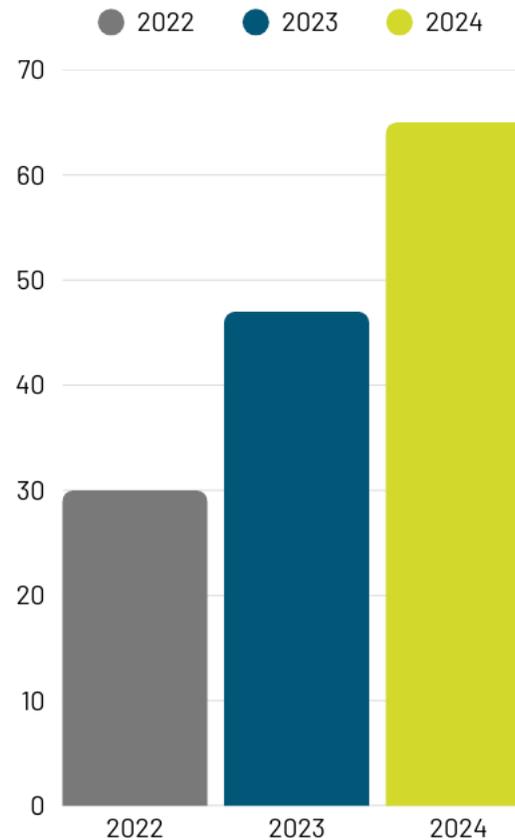
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2022: 71% Measurable  
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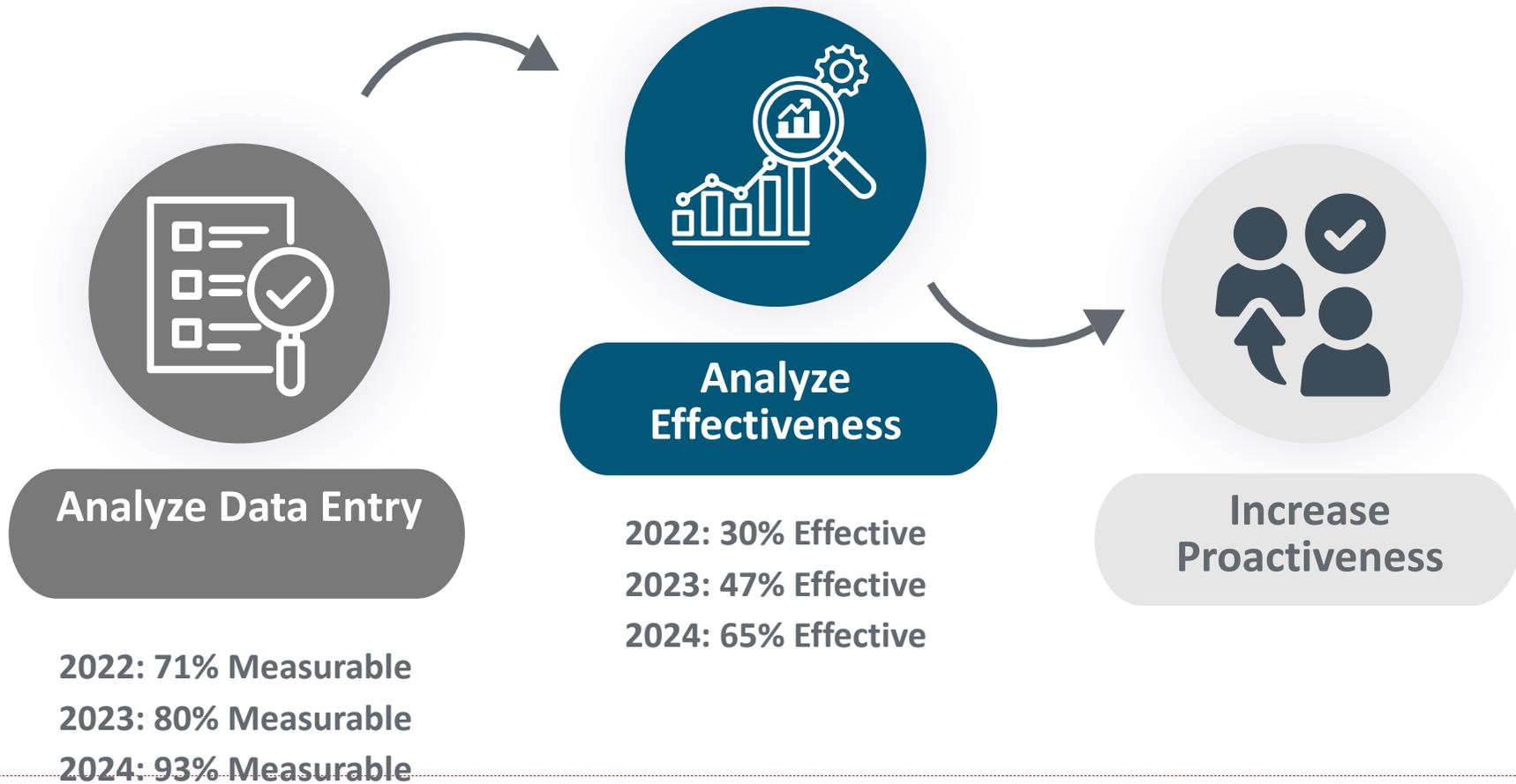
## Analyze Effectiveness

2022: 30% Effective  
2023: 47% Effective  
2024: 65% Effective





# EMPOWER DATA COLLECTION & ANALYSIS



# EMPOWER DATA COLLECTION & ANALYSIS



## Analyze Data Entry

2022: 71% Measurable  
2023: 80% Measurable  
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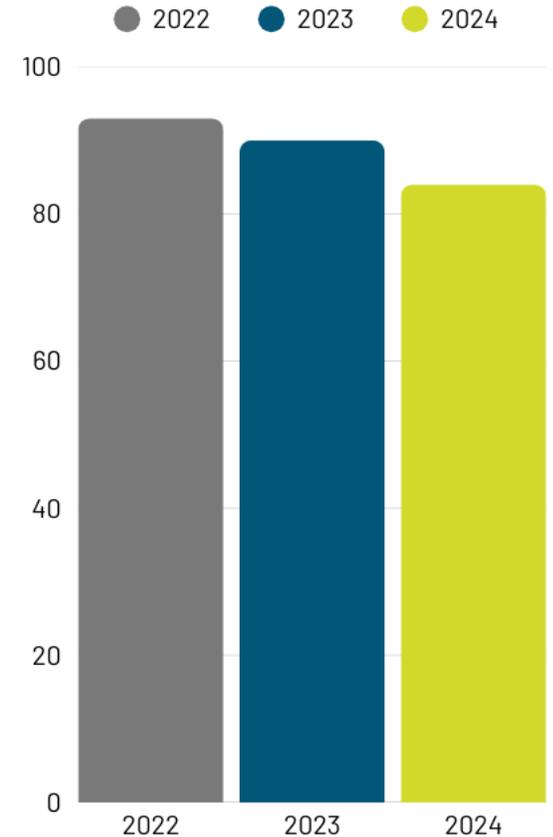
## Analyze Effectiveness

2022: 30% Effective  
2023: 47% Effective  
2024: 65% Effective



## Increase Proactiveness

2022: 93% Triggered Opened  
2023: 90% Triggered Opened  
2024: 84% Triggered Opened



# EMPOWER DATA COLLECTION & ANALYSIS



## Analyze Data Entry

2022: 71% Measurable  
 2023: 80% Measurable  
 2024: 93% Measurable



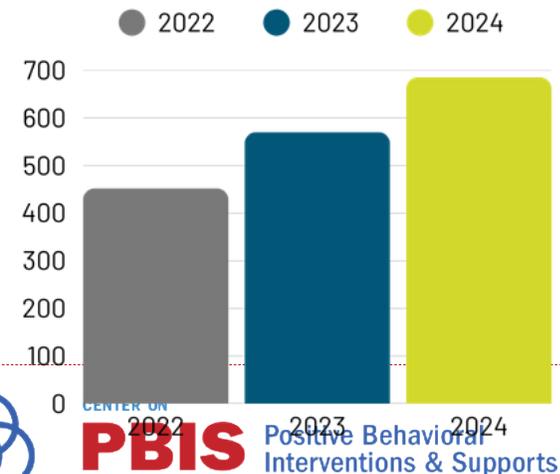
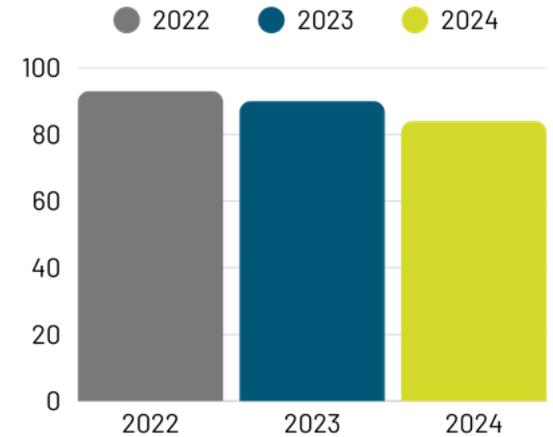
## Analyze Effectiveness

2022: 30% Effective  
 2023: 47% Effective  
 2024: 65% Effective



## Increase Proactiveness

2022: 93% Triggered Opened (452)  
 2023: 90% Triggered Opened (570)  
 2024: 84% Triggered Opened (685)





# EMPOWER DATA COLLECTION & ANALYSIS

**Analyze Data Entry**

2022: 71% Measurable  
2023: 80% Measurable  
2024: 93% Measurable

**Analyze Effectiveness**

2022: 30% Effective  
2023: 47% Effective  
2024: 65% Effective

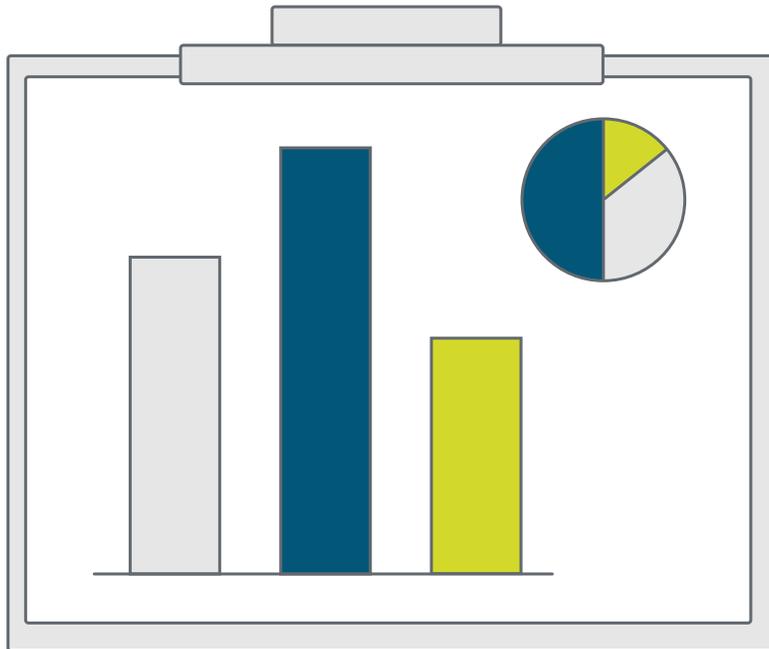
**Increase Proactiveness**

2022: 93% Triggered Opened (452)  
2023: 90% Triggered Opened (570)  
2024: 84% Triggered Opened (685)

**Apply Results**



# Planning Next Steps



## Proactive Identification

Reduce gap between “triggered” student identification and intervention provision

## Intervention Fidelity

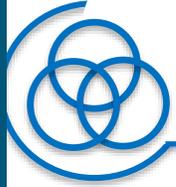
Develop implementation resources to increase fidelity of specific Tier 2 interventions

## Training Between Tiers

Develop “Tier 1 vs. Tier 2” infographics for all interventions

## Problem-Solving Across Tiers

Develop problem-solving resources for Tier 1 and individual Tier 2 interventions

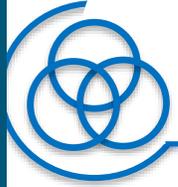


# Where are we now?

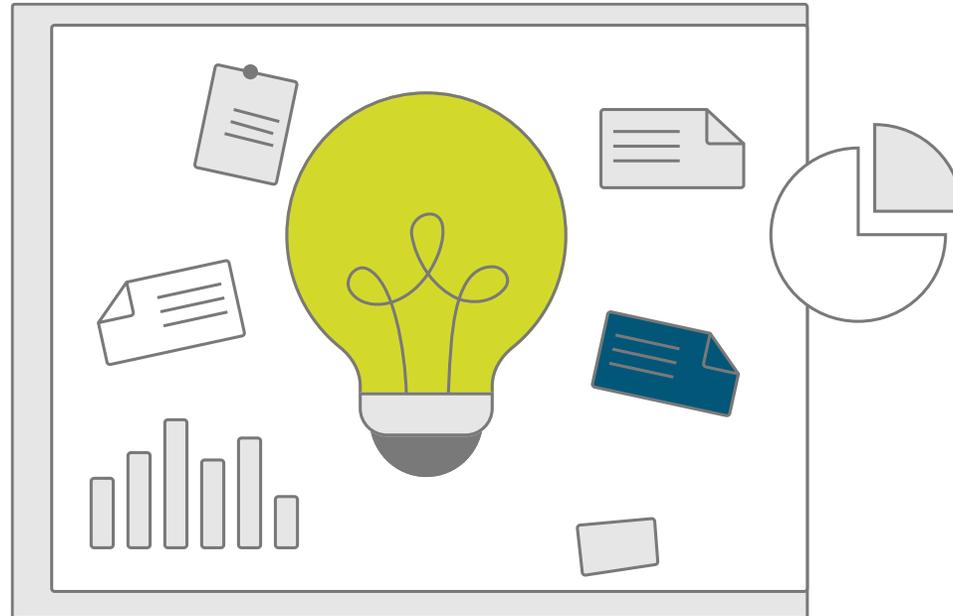
in 25-26

- a 150-page electronic Behavior MTSS Notebook with decision guides, intervention guides (fidelity checklists, etc.), and data entry details
- an expanded SharePoint housing intervention resources for all interventions, plus Tier 1 and ESE resources, accessible by all district staff and continually being added to
- a data system (Focus) supported by targeted annual training and a separate dashboard supporting data-based decision making





# Any Questions?



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# District Leadership Series

# Community of Practice Participants

## Please complete the Evaluation

*(2 options to complete)*

1. Scan QR Code for online evaluation  
OR
1. Click this link for online evaluation:  
<https://forms.gle/RdrkrkGZmPjkN6fC9>



