



Florida
PBIS

Florida's Positive Behavioral
Interventions & Support Project



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

No One Is Exempt! Engaging All to Establish Safe and Equitable School Environments Together

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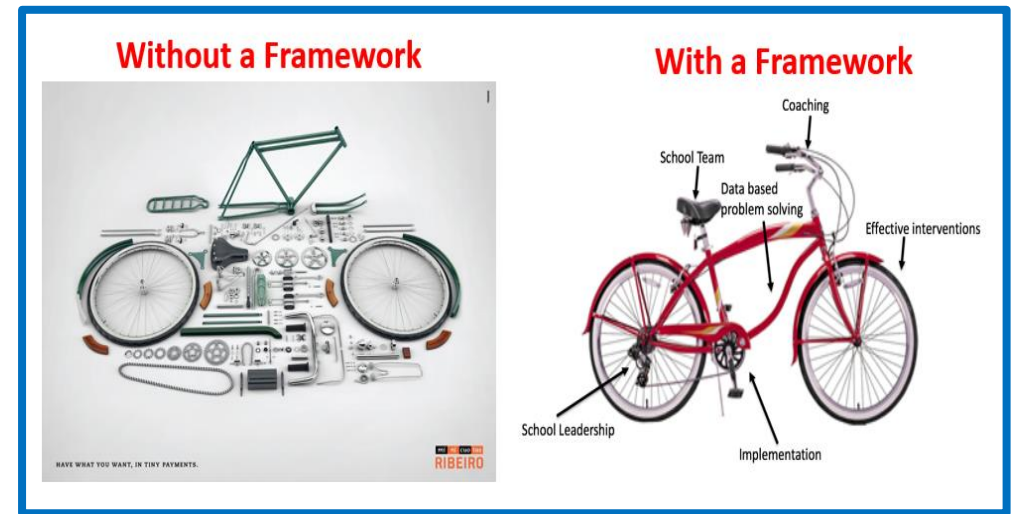
A Multi-Tiered System of Supports



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

CA PBIS Virtual Conference: March 2, 2021

Goals for Today



- 1) Describe **WHY** we need to continue on the path of improving outcomes for our students as well as the adults that work with them
- 2) Understand **HOW** to identify needs and create safe spaces that are equitable and supportive for all
- 3) Learn about **WHAT** free resources are available to assist in building capacity for PBIS implementation

Some Words to Think About Today

Equity

Pandemic

Hope

Safety

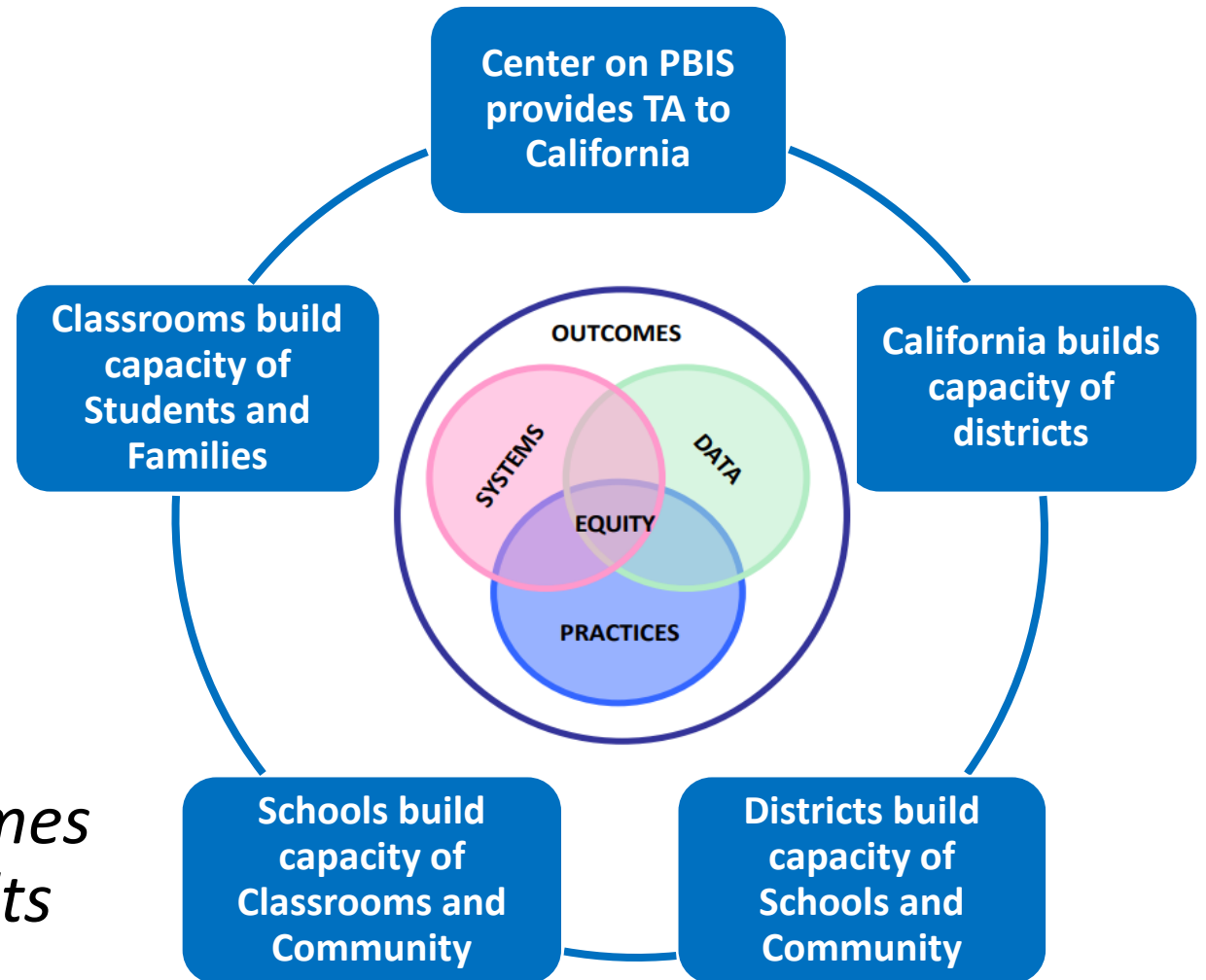
Encouragement

Exempt

How do you think they relate to PBIS?

THE WHY

Need to continue improving outcomes for our students as well as the adults that work with them by leveraging our existing systems and building capacity to accelerate learning





<https://sites.ed.gov/idea/>

- [Overview](#)
- [Stories](#)
- [Resources](#)
 - <https://sites.ed.gov/idea/osep-fast-facts-idea-45th-anniversary/>

Some Critical Issues in Education

- Funding – Government and Teacher Salaries
- Charter Schools, Voucher Programs, Private Schools
- National Standards – Common Core and Standardized Testing
- Technology
- Class Size
- Literacy
- Poverty
- Substance Use – Opioids and Vaping
- School Safety, Bullying, Armed Teachers
- School Policy – Discipline Policies

Other Critical Issues Facing Education

Adapted from DeWitt (2019)

- Health & Wellness – students and adults are stressed out
- School Leadership – many not prepared to lead
- Perception of Students – varying expectations
- Cultures of Equity – equitable resources for all
- District Office/Building-Level Relationships – two-way partnership
- Perception of Teachers – hardworking professionals
- Time on Task vs. Student Engagement – moving from passive to deeper learning
- Politics – learning how to respectfully agree or disagree



***And...preparing to
return to school!***

Equity

"Equity." Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/equity>. Accessed 30 Nov. 2020



English Language Learners definition of **equity**:

- fairness or **justice in the way people are treated**
- a share in a company : a **share of a company's stock**

Synonyms: ***fair-mindedness***, *impartiality*, *neutrality*, *nonpartisanship*, *objectiveness*



Difficult Challenges

- Multiple expectations
- Students arrive with very different understandings of what is socially acceptable
- All are facing a range of complex issues
- Traditional “get tough” and “zero tolerance” approaches have proven ineffective
- Individual student interventions are effective but can’t meet the need
- Teachers leaving the profession due to (1) behavior problems and (2) lack of support from administration to address behaviors



Pandemic

Response is on a scale of social importance

"Pandemic." Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/pandemic>. Accessed 30 Nov. 2020

- occurring over a wide geographic area (multiple countries or continents) and typically affecting a significant proportion of the population
- characterized by very widespread growth or extent

Synonyms: *pest, plague, affliction, sickness, widespread, prevalent, common, popular, public, universal, everyday, well-known, household, usual, typical, shared*

Antonyms: *rare, unknown, unusual, individual, nonpublic, personal, private, uncommon, unpopular*



Using a Variety of Learning Formats

Distance



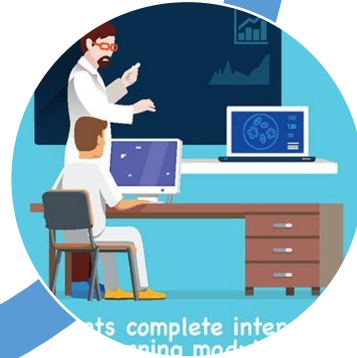
Remote



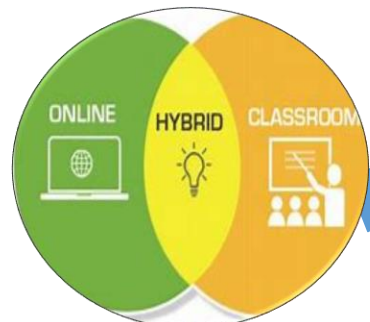
Blended



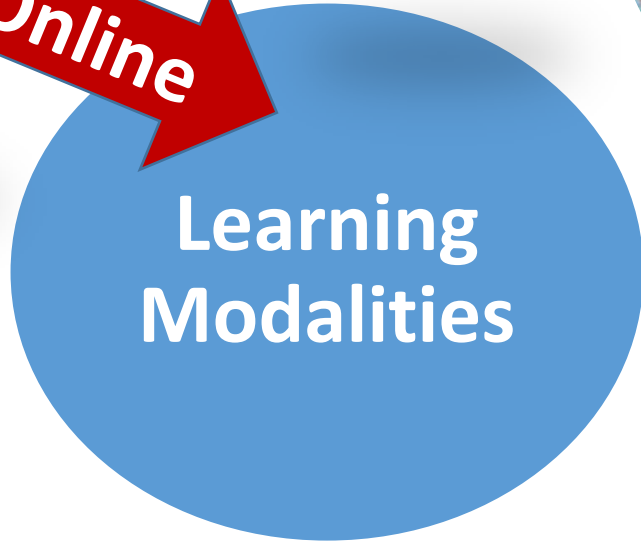
Flipped



Hybrid



Online



Hope

“Hope.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/hope>. Accessed 30 Nov. 2020

NOUN

- a feeling of expectation and desire for a certain thing to happen
- a feeling of trust

Synonyms: *aspiration · desire · wish · **expectation** · ambition · aim · plan · dream · daydream · pipe dream · longing · yearning · craving · hankering*

VERB

- want something to happen or be the case

Student success is directly linked to predictable learning and teaching environments that are safe, respectful, positive, constructive, predictable and considerate of ALL

Safety

"Safety." Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/safety>. Accessed 30 Nov. 2020

English Language Learners definition of **safety**:

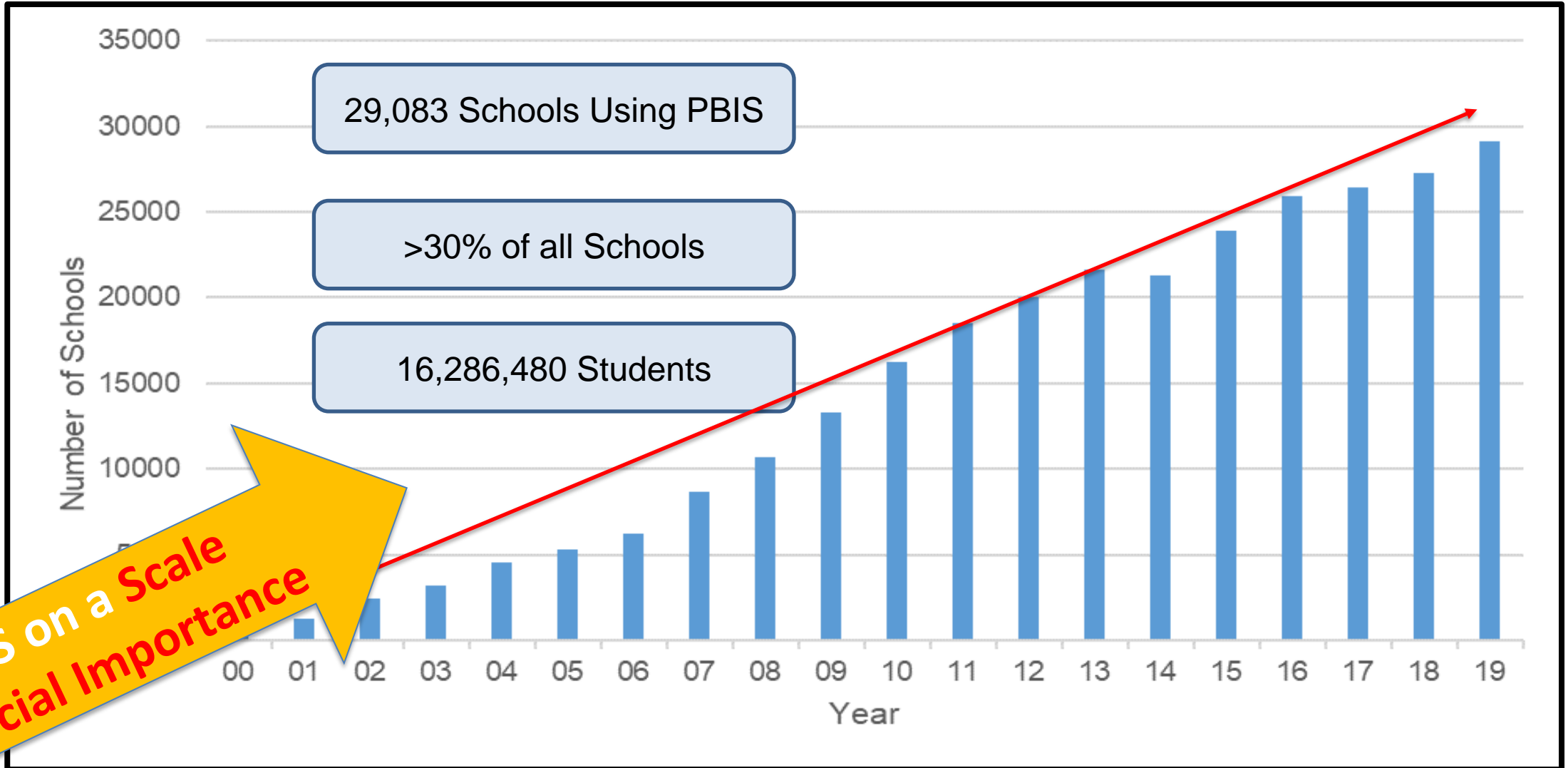
- freedom from harm or danger : the state of being safe
- the state of not being dangerous or harmful
- **a place that is free from harm or danger** : a safe place

Synonyms: **protection**, *safeness*, *security*



U.S. Schools Using PBIS

August 2020





Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse

*(Bas*able, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)*



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate

(Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety

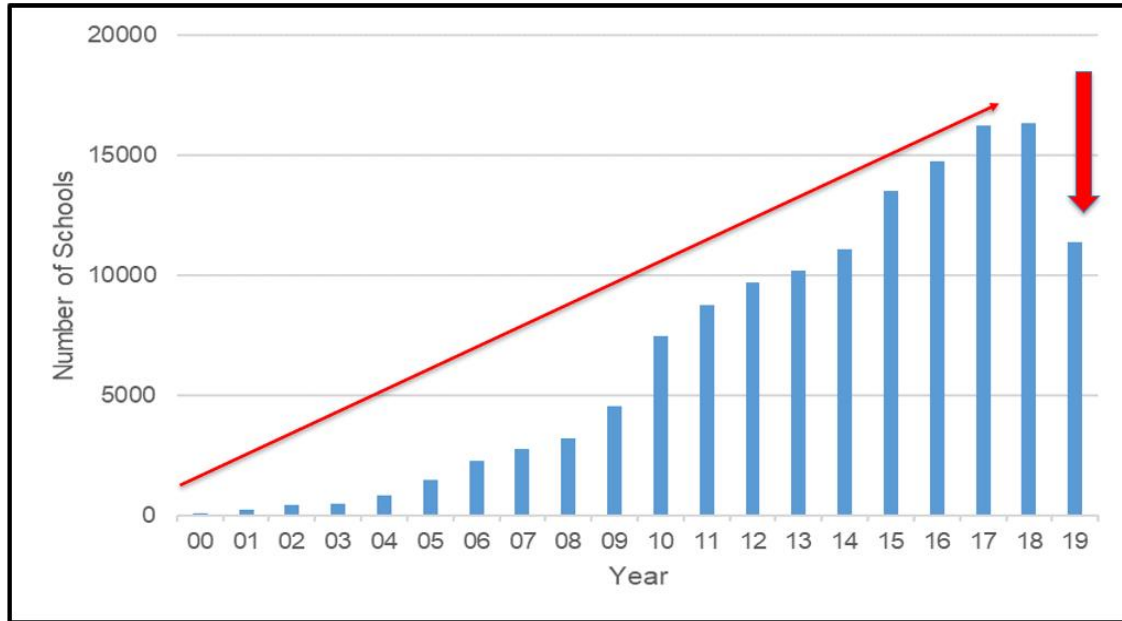
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports



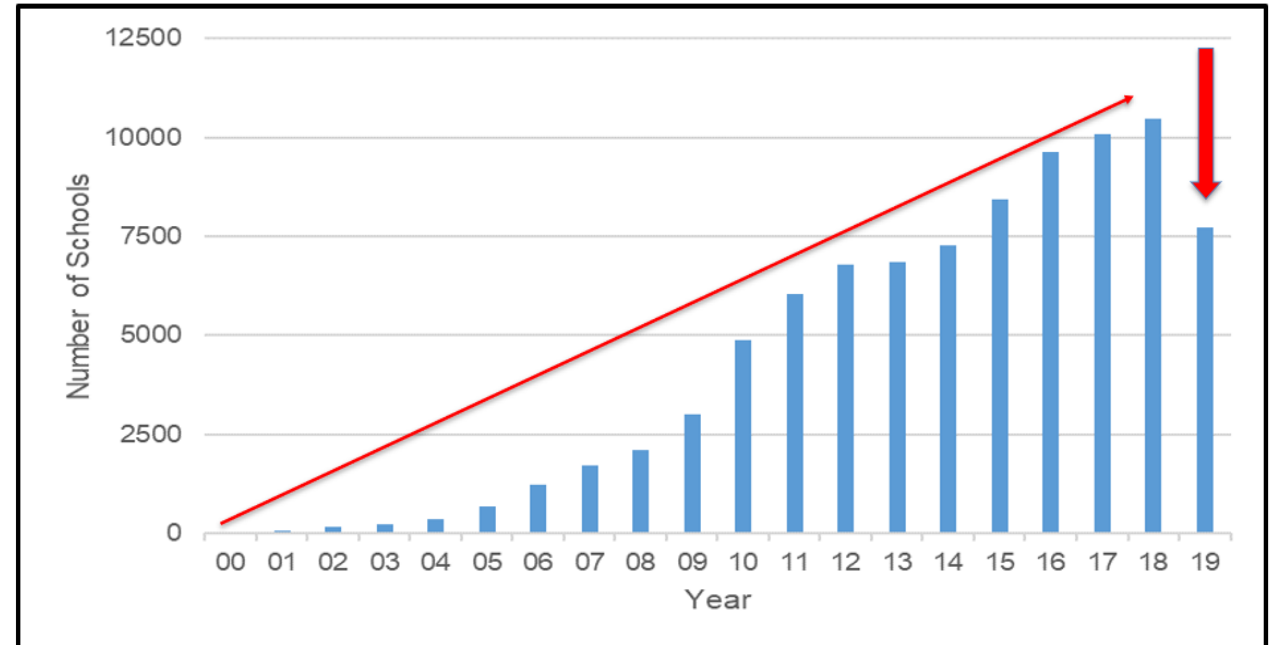
Schools Reporting PBIS Fidelity

August 2020



Schools Implementing Tier 1 PBIS with Fidelity

August 2020



Encouragement

"Encouragement." Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/encouragement>. Accessed 30 Nov. 2020

English Language Learners definition of **encouragement**

- the act of making something more appealing or more likely to happen
- something that **makes someone more determined, hopeful, or confident**
- something that makes someone more likely to do something

Synonyms: **boost**, *impetus*, *impulse*, **incentive**, *incitation*, *instigation*, *momentum*, **motivation**, *spur*, *stimulant*, **stimulus**



Do the Math

pbismaryland.org/costbenefit.xls

If Administrators take avg 10 minutes/ODR, they regained 3500 minutes, 58 hours, or 9.72 days (avg 6 hours/day)

If 1000 Office Discipline Referrals (ODRs) (average of 45 minutes each) are Reduced by 35%...

15,750 minutes,
262.5 hours, or
43.75 school days (avg 6 hours/day) of
Instructional Minutes are Regained

Exempt

“Exempt.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/exempt>. Accessed 30 Nov. 2020

English Language Learners definition of **exempt**

- not required to do something that others are required to do
- to say that (someone or something) does not have to do something that others are required to do : to make (someone or something) exempt
- to release or exclude from some liability (as in taxation), obligation, or duty to which others are subject

Synonyms: **immune**, *privileged, protected, untouchable, invincible*

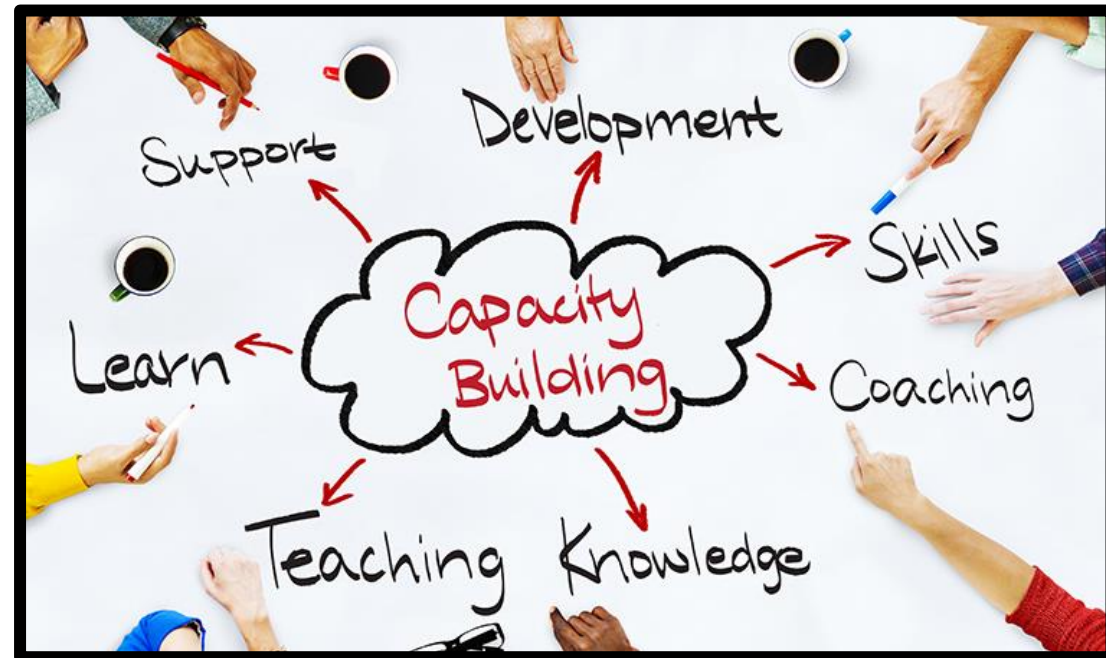
THE HOW

Highly successful PBIS districts and schools know how to identify needs and create safe spaces that are equitable and supportive for all



How Do We Do This? We Need...

- a **vision** for what we want our children to become
- a **foundation** that provides a safe and orderly environment that is conducive to learning
- to provide **access** to opportunities to build skills
- **data** to guide problem-solving
- to understand that **well-being** is essential to success!
- a **diverse team**-based approach
- to be **willing to do things differently!**



Critical Student Needs...

- Cognitive Abilities
- Social-Behavioral Competence
- Emotional Well-Being



Are your students?

What about the adults?

Establish a Social Culture and Positive Climate

SOUTHSIDE ISD

VIRTUAL LEARNING EXPECTATIONS

PARENTS CAN...

Support your child's teacher in their online instruction

Establish a p

Set home ex

Establish a v

Monitor your

Monitor com

Encourage a

Speak to you

Provide posi



VIRTUAL CLASSROOM PROCEDURES ENTERING THE VIRTUAL CLASSROOM



BE SAFE

- Create a quiet workspace and use headphones (if needed)
- Use only the technology needed to actively participate during live online classes
- Use kind words when greeting teacher and peers

BE RESPECTFUL

- Actively participate in

BE RESPONSIBLE

- Be on time with



EXPECTATIVAS DE APRENDIZAJE VIRTUAL



SOUTHSIDE ISD
MENCHACA EARLY CHILDHOOD

SER SEGURO



Este preparado para aprender con su dispositivo



Trabajar en un lugar tranquilo



Use dos manos para llevar mi dispositivo



Mantenga la comida y la bebida lejos de mi dispositivo

SER RESPETUOSO



Ll egue a tiempo y listo para aprender



Use palabras amables cuando aprenda en línea



Silencia tu microfono



Escucha a mi maestra



Sea amable con mi dispositivo

SER RESPONSABLE



Siga las instrucciones de la maestra



Entregar mi trabajo a tiempo



Pedir ayuda a la maestra



Consulte el sitio web y Google Classroom para obtener actualizaciones.



Apague y cargue mi dispositivo



Change the Question

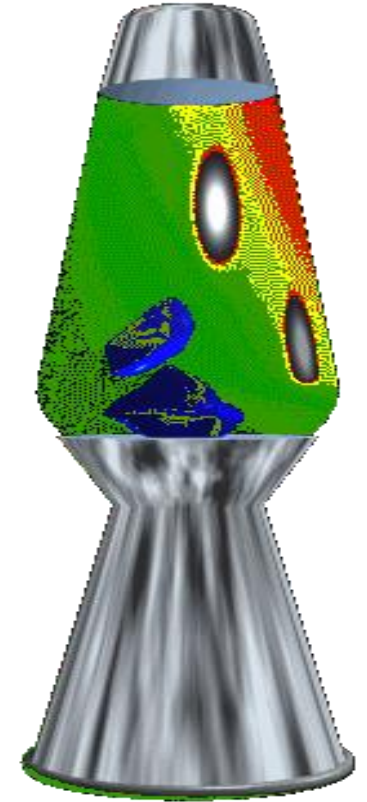
From: “What’s wrong with you?”

To: “What happened to you
and how can we help?”



Goals of PBIS

1. Build effective, **positive school environments** which increases school safety
2. **Improve academic and social-emotional behavioral outcomes** for **all** students
3. **Prevent** and/or reduce problem behaviors using a **collaborative, assessment-based** approach for developing effective instruction and interventions
4. **Teach and reinforce** appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes across a **multi-tiered system of supports**



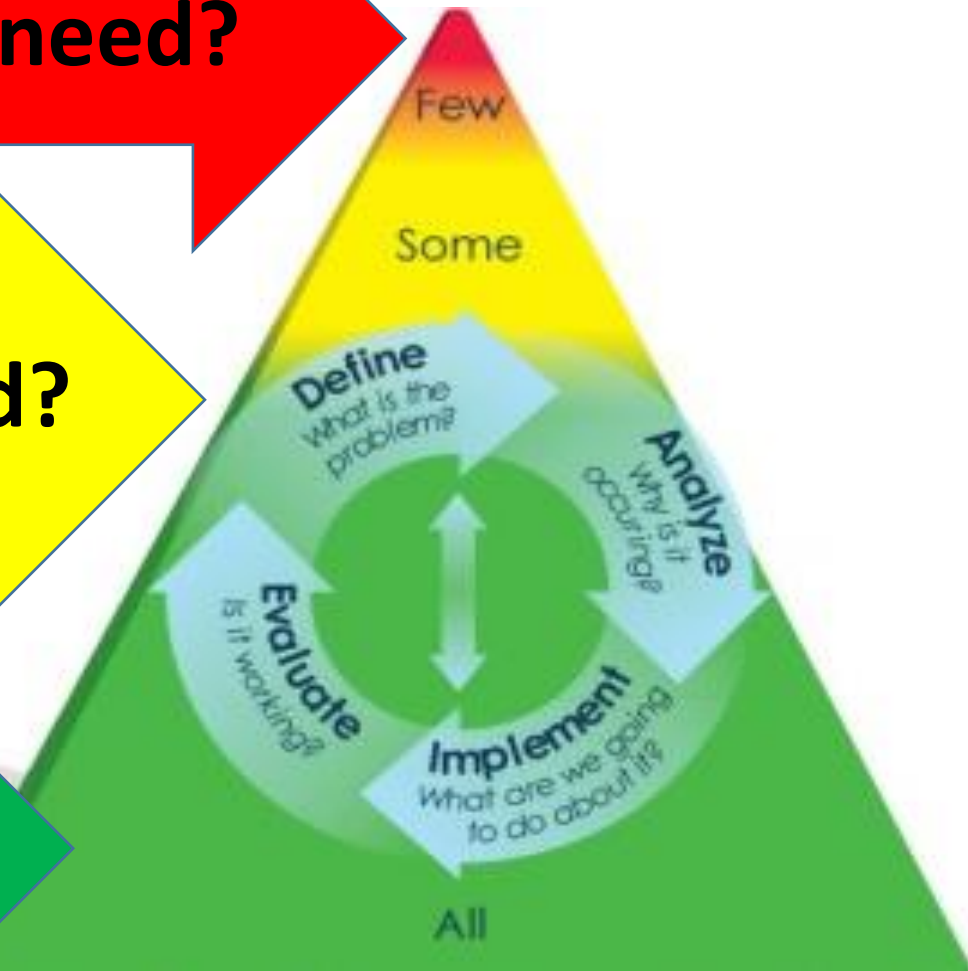
Develop a support system for the adults so that they may be able to best support the students

When thinking about your _____ ...

What do FEW need?

What do SOME need?

What do ALL need?



PBIS Foundational Systems



Universal/Tier 1

- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan



Targeted/Tier 2

- An intervention team with a coordinator
- Behavioral expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance

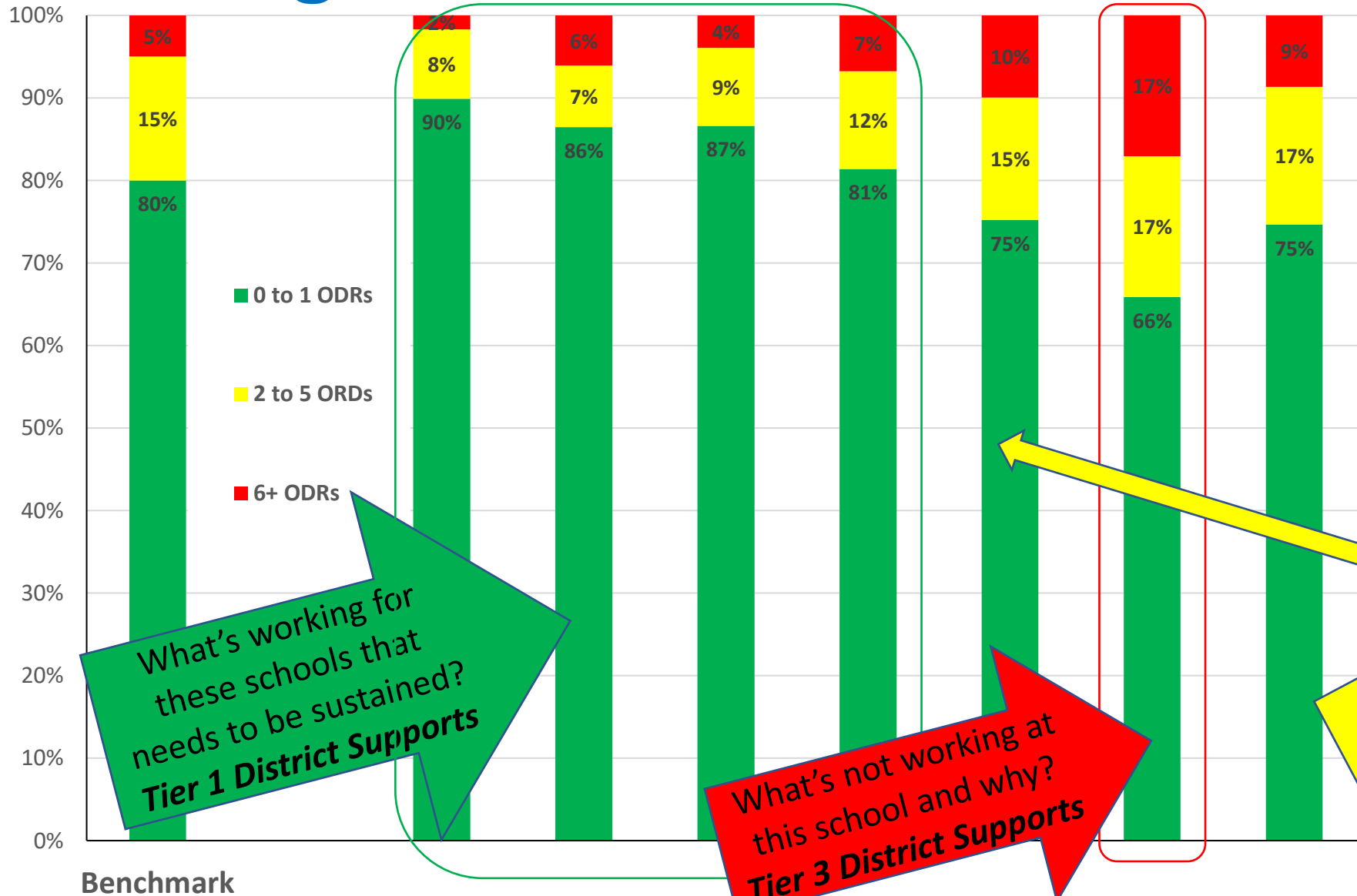


Intensive/Tier 3

- A multi-disciplinary team
- Behavior support expertise
- Formal fidelity and outcome data are collected



Triangle ODR Data (2018 – 2019)



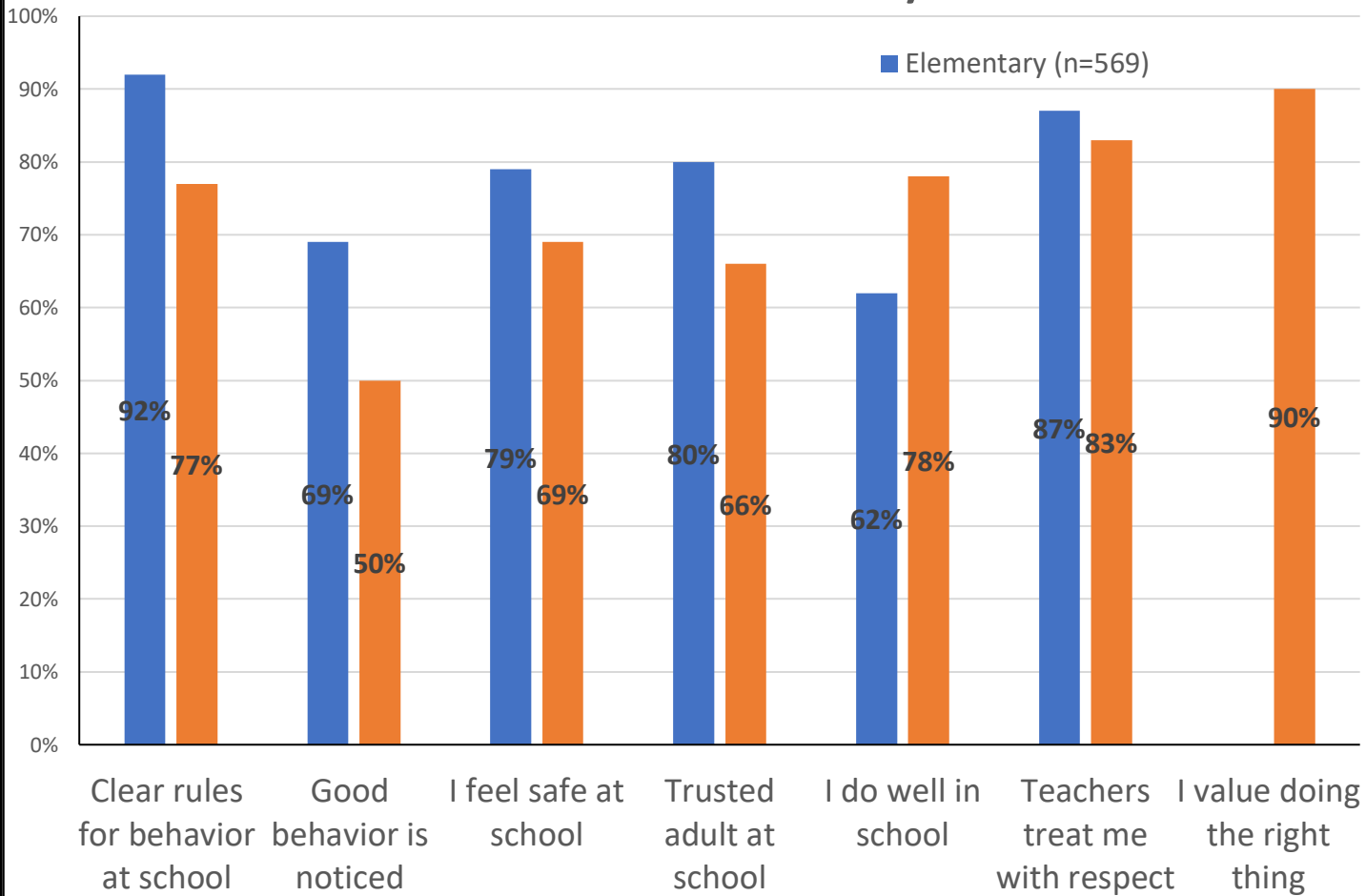
This district has a "healthy core" across most schools

What's working for these schools that needs to be sustained?
Tier 1 District Supports

What's not working at this school and why?
Tier 3 District Supports

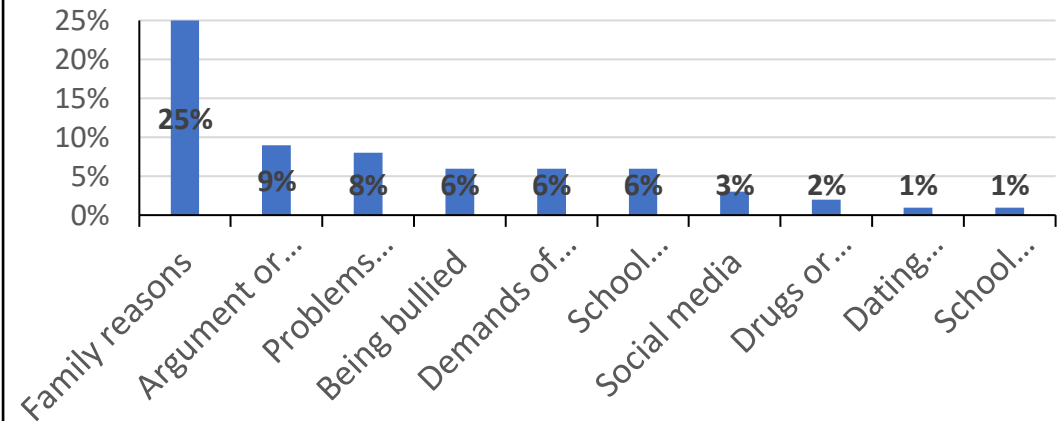
What's not working at these 2 schools and why?
Tier 2 District Supports

School Climate Survey Data



- *A small percentage of elementary students reported experiencing bullying incidents frequently (7%) or every day (4%)*
- *20% of secondary students reported having seriously considered self-harm within the past 12 months*

Reasons for Considering Self-Harm

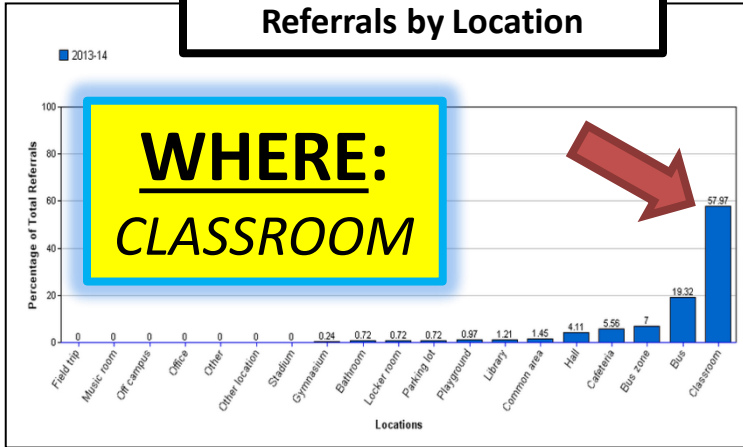


However, what do the students have to say about the climate in their school?

Drilling Down into your Data for an Accurate Problem ID

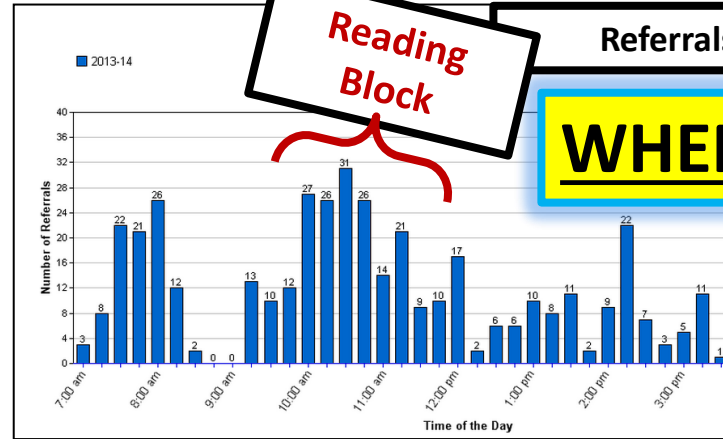
Where do your data tell you to put your efforts?

Referrals by Location



WHERE:
CLASSROOM

Referrals by Time



Reading Block

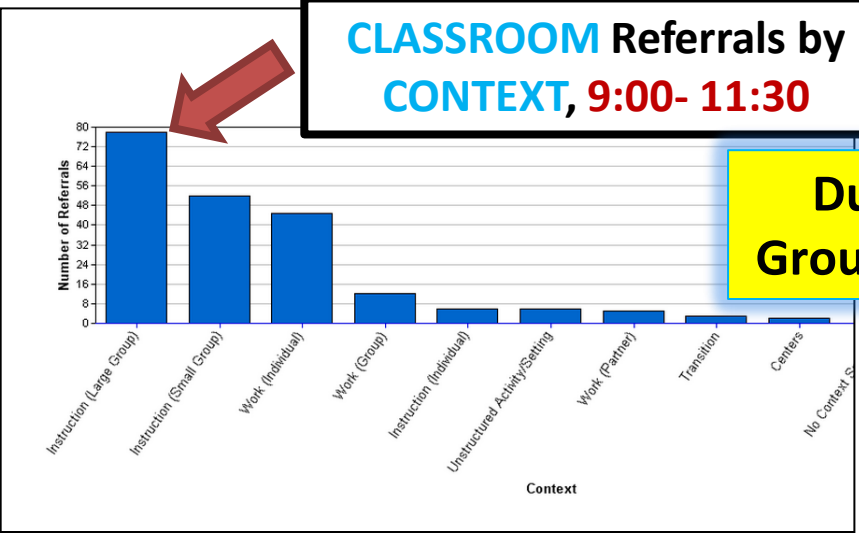
WHEN

CLASSROOM LARGE GROUP INSTRUCTION Referrals by MOTIVATION, 9:00- 11:30



To Avoid the Activity

CLASSROOM Referrals by CONTEXT, 9:00- 11:30



During Large Group Instruction

If Tier 1/core is NOT sufficient for either a "domain" or group of students, what barriers have or could preclude students from reaching expected levels?

the way we set up classrooms and cafeterias, use school buildings before/during/after the bell, create learning opportunities within and outside of the classroom, display student work in halls/walls/websites/district buildings, and actively collaborate with our stakeholders speaks volumes about our learning cultures and our

CLIMATE!



**Help
Seeking**



**Sense of
Belonging**



**Positive
Relationships**



**Sense
of Safety**



THE WHAT

Some resources available to assist in building capacity for PBIS implementation

<https://pbisca.org/>

Facebook: <https://www.facebook.com/PBISCA>

Twitter: @PBIS_CA

YouTube: https://www.youtube.com/channel/UCQ9JCx6x-sbu1Cr5StT0b_w/featured?reload=9



WWW.APBS.ORG

SAVE THE DATE FOR THE...

18th INTERNATIONAL ^{virtual} CONFERENCE
ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

**MARCH
17-19
2021**

*Pre-Conference
Workshops on
3/16/21*

FEATURES INCLUDE:

Over 120 virtual presentations

Lots of your favorite conference activities including: poster sessions, Film Festival, Mindfulness, Networking and more.

Capacity to access ALL presentations for 6 months for one low fee (\$175 APBS Member Early Bird Registration)

APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

APBS.org

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

**BECOME A
MEMBER TODAY!**

Our Mission

Enhance the quality of life of people across the life-span by promoting evidence-based and effective positive behavior support to realize socially valid and equitable outcomes for people, families, schools, agencies, and communities.

APBS News

APBS Statement on Racial Injustice

We stand united with individuals, families, communities, and organizations across the United States and around the world demanding fundamental institutional change to end systemic racism, police violence, and inequitable treatment of people that have been historically oppressed.

Mental Health During COVID-19 (PDF)

In these confusing and unpredictable times, we should follow NASP (National Association of School Psychologists) and NASN (National Association of School Nurses) guidelines to

An Overview of Positive Behavior Support

Get started as a leader in affecting positive behavior change for YOUR community. Whether that's in a school, home or community, the principles of positive behavior support stay the same, but there are specific next steps that can be taken to help bring about better outcomes for all.

In Schools

At Home

In Your Community



19th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

April 13-16 2022 • San Diego, CA

MANCHESTER GRAND HYATT • 1 MARKET PL, SAN DIEGO, CA 92101

APBS

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PBIS Positive Behavioral
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Co-Principal Investigators and Co-Directors

www.pbis.org

Twitter & FaceBook: @CenterOnPBIS

Funded since 1998!

Virtual PBIS Leadership Forum



SAVE THE DATE
October 26-28, 2021



Mark your calendar now -

**You won't want to miss the
2021 Virtual PBIS Leadership Forum!**

Creating a Context for Every Student & Educator to be Successful

This three-day virtual forum is designed to support state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning. The voices and experiences of youth, teachers, and other educational leaders will be featured throughout the Forum.

Questions? Contact support@midwestpbis.org or visit www.pbisforum.org.

Sponsored by the OSEP Center on PBIS with support from the Midwest PBIS Network

www.pbisforum.org



SAVE THE DATES!

**PBIS Leadership Virtual Forum:
October 26 - 28, 2021!**



Over 3500 attended!
All 2020 recorded sessions
and materials posted at
[www.pbis.org!](http://www.pbis.org)

Returning to School During and After Crisis

Supporting States, Districts, Schools, Educators, Families and Students through an MTSS Framework

Learn More

FEATURED RESOURCES

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

March 2020

SUPPORTING FAMILIES WITH PBIS AT HOME

CENTER ON PBIS
CENTER FOR PARENT INFORMATION & RESOURCES

CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

March 2020

RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK
NATIONAL CENTER ON IMPROVING LITERACY
LEAD FOR LITERACY CENTER

June 2020

Bullying Prevention

Classroom PBIS

Coaching

Data-based Decision Making

Disability

District/State PBIS

Early Childhood PBIS

Equity

Family

High School PBIS

Juvenile Justice

Mental Health/Social-Emotional Well-Being

Opioid Crisis and Substance Misuse

Restraint/Seclusion

School Climate Transformation Grant (SCTG)

School-Wide

PBIS.org

Some Resources on Equity

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches



April 2020

Embedding Culturally Responsive Practices in Tier I

Jennifer Rose, *Loyola University Chicago*; Milaney Levenson & Kent Smith, *Wisconsin RtI Center*

This Practice Brief was developed as result of the roundtable dialogue that occurred at the 2019 PBIS Leadership Forum in Chicago, IL.

Introduction and Purpose

The *PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches* was first published in 2016 to support teams with integrating cultural practices of their students and communities into the existing PBIS framework with the goal of increasing equity in school discipline. The RDQ session at the 2019 National PBIS Forum tied the historical context of segregation in U.S. schools for students of color and students with disabilities with the need to: (1) Examine our policies and practices for systemic patterns of inequity, and (2) Recognize that we must have an honest discussion of the ways in which our schools have contributed to student disengagement by devaluing their culture. The purpose of this document is to review the strategies essential to begin removing barriers and providing access to education for all. The approaches noted represent ideas that some locations have taken.

Operational Definition and Rationale

Addressing cultural responsiveness in PBIS Tier 1 should not be considered as an add-on nor a special variety of PBIS. Cultural responsiveness is one of the six defining features of PBIS (Center on Positive Behavioral Interventions and Supports, 2015). Therefore, if we are not attending to cultural responsiveness in universal PBIS we are not implementing PBIS with fidelity. As mentioned in the *PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches* (Levenson, Smith, McIntosh, Rose, & Pinkleman, 2019), cultural responsiveness should be a core feature of all PBIS implementation. However, we recognize that not all implementers are aware of this concept. Others may be familiar with the term cultural responsiveness but are uncertain of how to recognize when teams are effectively addressing it. Cultural responsiveness refers to the process of developing awareness of the significance of our students' backgrounds (including historical context), then intentionally integrating their customs and values into our curriculum, instruction, and school environment. The goal of cultural responsiveness within the educational setting is to increase our ability to meet student needs in order to foster positive student-teacher relationships that maximize academic engagement. As we

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July 2019

POSITIVE GREETINGS AT THE DOOR

WHAT IS IT?

A routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicates they are welcome.

WHY DO IT?

Greeting students as they enter (or exit) your classroom/school is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the class can end student's day on a positive note as well too. These positive interactions are especially important for students who experience family conflict, walk to school through unsafe neighborhoods, or have unmet daily needs. Research has shown that positive greetings at the door increases students' time on task, reduces disruptions, and builds positive relationships (Allday & Pakurar, 2007; Cook et al., 2018).

HOW DO WE DO IT?

There are many ways that students can be greeted as they enter the classroom. Examples of greetings are provided below.

BASIC STEPS:

Stand just inside or outside of the door and...

1. Greet each student by name
2. Have a short positive interaction (e.g., praise, friendly comment, question)
3. Direct them to the first activity

VARIATION 1:

- Offer the student a choice of handshake, fist bump, high five, pinkie shake, etc.

VARIATION 2:

- Provide a quiet, independent entry activity (e.g., warm-up fluency activity, easy writing task)
- Circulate around the room, ensuring you have a positive greeting with each student

VARIATION 3:

- Train students in your class to be greeters or 'greeter leaders'
- Students along with the teacher provide a greeting to each student in the morning
- Students alternate the role of greeter every month or week

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Integrated Tiered Fidelity Inventory Companion Guide

This guide is intended to support school teams, coaches, and trainers working to focus on cultural responsiveness and support for mental health and wellness within the PBIS framework while also navigating the ongoing challenges of the 2020-2021 school year. Implementing PBIS with fidelity while actively engaging and elevating stakeholder voices creates a prosocial and supportive community that serves as the foundation for mental health prevention, facilitates culturally relevant and equitable implementation and outcomes, and creates environments that supports effective instruction. Throughout this guide we use social, emotional, and behavioral (SEB) to describe interventions and outcomes related to social, emotional, behavioral, mental health, and wellness. This companion guide is not an additional fidelity of implementation measure. It is an action planning tool to use alongside the validated TFI to focus PBIS implementation to better meet the complex needs of students and staff.

This document combines guidance from multiple existing sources into one integrated document. This guide incorporates the big ideas found in the *PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches*, the *Interconnected Systems of Support Action Planning Field Guide*, *The Returning to School during and after Crisis Guide*, as well as the *Teaching Social Emotional Competencies within the PBIS Framework Brief*. This document is intended to provide teams with efficient access to the core ideas and key action steps in each of these areas and is not intended to replace these individual guides. For in depth content, examples, and planning in any of these specific areas, teams should refer to the full documents linked above.

To use this guide, we recommend teams complete the following steps:

1. **Complete the TFI in accordance with its validated scoring** (available at www.pbisapps.org) in person or *remotely*.
2. **Use the Integrated Companion Guide** as an action planning guide to improve or enhance PBIS implementation. Team may use the whole guide or select specific items for focus.
3. **Use topic specific guides (as needed)** to learn more about specific areas of implementation.
4. **Develop a detailed action plan** using the information gathered from the TFI and the companion guide.

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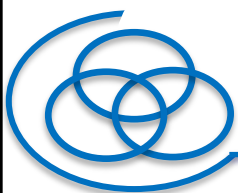
www.pbisapps.org

The screenshot shows the PBISApps website homepage. At the top left is the PBISApps logo, which consists of a stylized house icon with three triangles and the text "PBISApps". To the right of the logo are navigation links: "App Demos", "Find a Facilitator or Coordinator", and "Pay Invoice". A search bar with the text "Search..." and a "Go" button is located on the far right. Below the navigation links are five main menu items: "Applications", "Resources", "Community", "Support", and "About Us", each with a dropdown arrow.

The main banner features a dark background with white text that reads "The SWIS Equity Report is Here!" and "Check out the details and new resources". The banner is decorated with various school supplies like wooden blocks with letters A, B, and C, a green apple, paper clips, and pencils. A green "Read More »" button is positioned in the bottom right corner of the banner.

Below the banner are several content tiles:

- SWIS Suite**: Includes links for "SWIS Suite", "PBIS Assessment", and "PBIS Evaluation", each with the PBISApps logo.
- Upcoming Trainings**: A section titled "Upcoming Trainings" with the sub-header "Check out our new training system!". The text below states: "In-person trainings and free webinars are happening all the time. Sign up today." A red button labeled "Go to Trainings & Webinars" is at the bottom.
- PBISApps Login How-To**: A section titled "PBISApps Login How-To" featuring a video thumbnail showing a login screen on a tablet and a laptop.
- What's New?**: A section titled "What's New?" with two sub-sections: "The SWIS Equity Report is Here!" (with text: "Check out all of the resources to get you started with this new report.") and "The New SWIS Equity Report is Coming!" (with text: "It's time for another improvement. PBISApps is excited to announce the upcoming release of the SWIS Equity Report!").
- Latest Videos**: A section titled "Latest Videos" with three video thumbnails: "Equity: Settings Overview", "Equity Graph 3: Rates by Group", and "Equity: Multiracial Identity in SWIS".



Supporting Students During the Pandemic

CENTER ON PBIS Positive Behavioral Interventions & Supports

RESPONDING TO THE NOVEL CORONAVIRUS (COVID-19) OUTBREAK THROUGH PBIS

CENTER ON PBIS

March 2020

PBIS Positive Behavioral Interventions & Supports
HELP PROMOTE POSITIVE BEHAVIOR

Updated March 2020

Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive

Kent McIntosh, Brandi Simonsen, Rob Horner, Jessica Swain-Bradway, Heather George, & Tim Lewis

It goes without saying that students need to feel safe and have supportive relationships for their social, emotional, and academic learning to be optimized. Students experiencing trauma, such as from public health crises, weather disasters, or other upsetting events, may have been exposed to unpredictable schedules, inconsistent supervision, or food insecurity and desperately need school to be their safest, most predictable, and most positive setting, especially if they have been displaced or are without utilities or basic comforts.

Multi-tiered Systems of Supports (MTSS), such as PBIS, are ideal frameworks for implementing strategies to support students coming back to school and to prevent and address further challenges. A tiered approach focuses on attending to the whole school environment to help the vast majority of students be successful and providing a continuum of support for those who need more.

With this in mind, we recommend the following six strategies for school teams to ensure a safe, predictable, and positive school year. These strategies are beneficial for all students if the school has been closed, as well as for individual students returning from extended time away from school.

Re-teach, remind, and acknowledge positive school-wide expectations [see <https://www.pbis.org/pbis/tier-1>]. Yes, you may have taught your school-wide expectations at the start of the year, but students coming back to school after an unplanned absence have been in different environments, with different expectations for their behavior. Hence, a strong focus on re-teaching and modeling expected school behaviors will help to re-establish and maintain a school culture where students can expect to see prosocial behavior from their peers and the adults in the building. It is often useful for us to keep in mind that students may have been practicing different behaviors while away from school and will benefit from re-teaching and opportunities for practice rather than exclusion.

Positive Behavioral Interventions & Supports (PBIS) 1

CENTER ON PBIS Positive Behavioral Interventions & Supports

In collaboration with **Center for Parent Information & Resources**

SUPPORTING FAMILIES WITH PBIS AT HOME

CENTER ON PBIS
CENTER FOR PARENT INFORMATION & RESOURCES

March 2020

CENTER ON PBIS Positive Behavioral Interventions & Supports

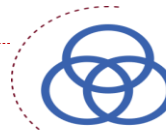
CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

CENTER ON PBIS

March 2020



All Available in Spanish!



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

GUIDANCE ON ADAPTING CHECK-IN CHECK-OUT (CICO) FOR DISTANCE LEARNING

CENTER ON PBIS

May 2020

REMOTE LEARNING FOR FAMILIES: KEEPING IT ACCESSIBLE, KEEPING IT POSITIVE

HEIDI VON RAVENBERG, JD

October 2020

SUPPORTING STUDENTS WITH DISABILITIES AT SCHOOL AND HOME: A Guide for Teachers to Support Families and Students

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
NATIONAL CENTER ON INTENSIVE INTERVENTION
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK

May 2020

August 2020

Improving Attendance in a Remote Learning Environment

The purpose of this brief is to adapt the suggestions and strategies provided in [Improving Attendance and Reducing Chronic Absenteeism](#) to guide practice during remote instruction. Strategies from both briefs will be helpful during hybrid instructional models.

Attendance Policy

In the current context barriers to student attendance and engagement have only increased. Schools and districts are encouraged to emphasize a supportive multi-tiered model for supporting student and staff engagement and attendance rather than punitive attendance or truancy policies. Leadership teams will need to be aware of and adjust policy and practice in response to local trends related to infection rates, food insecurity, and homelessness.

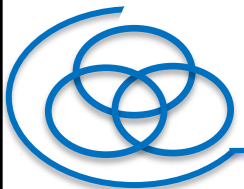
Measuring Attendance and Engagement

Attendance can be difficult to monitor during remote instruction, but understanding the level of student engagement is just as important. Rather than just counting students who are physically in class, consider monitoring engagement with both synchronous and asynchronous instructional opportunities. For both synchronous and asynchronous learning consider monitoring multiple dimensions of engagement including overall time engaged, % of contact opportunities, product completion, progress toward learning outcomes, and person or role engaged with (e.g., teacher, paraprofessional, social worker, etc.)

Synchronous Learning	Asynchronous Learning
Take attendance during each online activity or class throughout the day	Use software tracking tools to record the number and percent of students logging in to each instructional opportunity
Record the number and percent of synchronous assignments or activities completed	Record the number and percent of asynchronous assignments completed and turned in

Then just as with in person instruction, monitor the number and percent of students in each of the following categories:

- **Regular attendees** (miss less than 5% of instructional opportunities),
- **At risk** (miss 5%-9% of instructional opportunities),
- **Chronically absent** (miss 10% or more of instructional opportunities), and
- **Severely chronically absent** (miss 20% or more of instructional opportunities)



Some Resources for Classrooms

CENTER ON PBIS Positive Behavioral Interventions & Supports

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

BRANDI SIMONSEN
ROBERT F. PUTNAM
KIMBERLY YANIK
LAUREN L. EVANOVICH

SACHA K. G. SHAW
CYNTHIA SHUTTLETON
KELSEY MORRIS
BARBARA S. MITCHELL

September 2020

CENTER ON PBIS Positive Behavioral Interventions & Supports

September 2020

Conducting the Tiered Fidelity Inventory and Walkthrough Remotely

Introduction

During a global pandemic, schooling may look remarkably different. Schools are implementing contingency plans for a wide range of operating models (e.g., remote, hybrid, in-person), and remote learning is likely to be an integral component of school plans. Evidence-based frameworks, such as positive behavioral interventions and supports (PBIS), provide a critical foundation to meet the needs of students, families, and educators in this new context, but only when implemented with fidelity. Therefore, it is even more important to evaluate the fidelity of implementation of PBIS to support and guide decision-making. This practice brief (a) provides a rationale for conducting the [Tiered Fidelity Inventory](#) (TFI) in a remote operating model; (b) shares guidance on how to complete the TFI, including a remote walkthrough; and (c) responds to frequently asked questions related to conducting the TFI remotely.

Why Conduct the TFI Remotely?

Although the ways schools implement PBIS to support student behavior during a global pandemic, the core features of PBIS remain the same. Especially during a pandemic, schools should prioritize and monitor implementation of the core features of PBIS that allows schools to assess and monitor the fidelity of all interventions. The [Tiered Fidelity Inventory 2.1 Administration Manual](#) was developed to guide schools in conducting an external coach meeting with members of the school-wide leadership team. Remote operating models (e.g., hybrid, remote) may prove challenging for a full school to conduct an external coach, as recommended. If it is not possible to get everyone together for an external coach, conducting a TFI remotely provides additional support. This practice brief (a) describes how to conduct a TFI remotely, and (b) provides tips for school personnel to participate in both evaluation and action planning.

Steps to Conduct a Remote TFI: Collecting, Scoring, and Reporting

School teams should conduct a TFI (or other PBIS fidelity measure) at least once per year. During the pandemic, school teams should closely monitor fidelity and guide action planning, school teams may want to conduct a TFI in the fall and Spring, as implementation may shift over the course of the academic year. This practice brief (a) provides a rationale for conducting the TFI remotely to enhance PBIS implementation within current operating models. This practice brief (b) will assess schools' overall implementation during the school year. Schools conducting a TFI remotely or hybrid (e.g., some individuals can participate in-person, while others participate remotely) should consider the following:

Positive Behavioral Interventions & Supports (PBIS)
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ADAPTING PBIS PRACTICES FOR RURAL SETTINGS: REMOTE INSTRUCTION STRATEGY MATRIX

SARA C. MCDANIEL, ERIN CHAPARRO, MARIA R. SANTIAGO-ROSARIO, LAURA KERN, & HEATHER PESHAK GEORGE

November 2020

CENTER ON PBIS Positive Behavioral Interventions & Supports

Effective Instruction as a Protective Factor

During the COVID-19 pandemic, educational and mental health leaders have expressed growing concern about [academic learning loss](#) and the [effects of the public health crisis and social isolation](#) on social, emotional, and behavioral (SEB) wellness. The most supportive approach to addressing these concerns recognizes the reciprocal relationship between effective instructional practices and SEB supports, as illustrated by the figure to the right.

Effective academic instruction and SEB supports (a) create positive, predictable, and safe learning environments and (b) facilitate growth in key academic and SEB skills—important protective factors for wellness. This practice brief (a) describes how effective instruction may function as protection to mitigate risk factors for student wellness, and (b) provides implementation tips for school leaders, coaches, and educators.

How Can Effective Instruction be a Protective Factor for Student Wellness?

Effective instruction can be a protective factor for student wellness, mitigating competing risk factors. Effective instruction may exacerbate competing risk factors. When educators (a) create positive learning environments, (b) emphasize appropriate content, and (c) use data-driven instructional practices, students are more likely to experience academic and SEB benefit, which contribute to wellness.

What Does Effective Instruction Look Like?

Effective instruction sets the stage for effective instruction, positive academic outcomes (CDC, 2009). Positive, safe, predictable, and welcoming learning environments help students to be better prepared to learn. Effective educators use data-driven instructional practices to address competing risk factors.

	Competing Risk Factors
Bring students into the classroom	<ul style="list-style-type: none"> Unwelcoming environments where students lack positive relationships with teachers are risk factors for poor outcomes (Gubbles et al., 2019)
Set high expectations (learn more ²) and monitor progress	<ul style="list-style-type: none"> Unpredictable environments may increase stress (Peters et al., 2017; Rimm-Kaufman et al., 2005)
Set high expectations and SEB supports (learn more ³)	<ul style="list-style-type: none"> Chaotic or disruptive learning environments interfere with learning, and negative climate is a risk factor for dropout (Day et al., 2015; DiPietro, 2018)

Positive Behavioral Interventions & Supports (PBIS)

RETURNING TO SCHOOL: CONSIDERATIONS FOR STUDENTS WITH THE MOST INTENSIVE BEHAVIORAL NEEDS

A Guide to Supporting Students With
Disabilities, Their Families, and Educators
During the 2020–21 School Year

NATIONAL CENTER ON INTENSIVE INTERVENTION
CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK

September 2020





November 2020

Socially Connected While Physically Distant

In the current context of physical distancing and personal protective equipment, it may seem harder to connect. Masks will hide smiles and other positive expressions, and our need to maintain space may inadvertently send messages of "stay away" instead of "welcome."

We need to be more intentional with establishing positive connections.

As we cannot rely on expressions or physical touch, we will need to consider how to use our words to more fully convey the meaning of our welcome, connections, and positive feedback.

Instead of a...	Consider...
 Visible Smile	 <ul style="list-style-type: none"> "I'm smiling because ..." Smiling eyes or 😊 emoticon
 High Five	 <ul style="list-style-type: none"> "Great effort on ...!" Air high five or 🙌 emoticon

ADJUSTING PBIS FOR STUDENTS NEW TO SCHOOL: STARTING THE YEAR WITH INCREASED SUPPORT

ANGUS KITTELMAN, SLOAN STORIE,
ROBERT H. HORNER, & WENDY MACHALICEK

June 2020

AN OVERVIEW OF ENDREW F.: IMPLICATIONS FOR STUDENT BEHAVIOR

LAURA KERN
HEATHER PESHAK-GEORGE

September 2020





Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In *"The Power of Habit,"* Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (responses) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
Example 3	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

Supporting Schools During and After Crisis



RETURNING TO SCHOOL DURING AND AFTER CRISIS:




A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
 STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER
 NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK
 NATIONAL CENTER ON IMPROVING LITERACY
 LEAD FOR LITERACY CENTER

June 2020

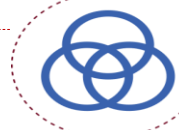
Key Recommendations

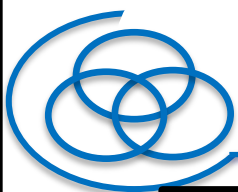
1. Provide Support throughout the Implementation Cascade
 To maximize student benefit, provide coordinated support and learn from feedback loops throughout the implementation cascade.

State & District	School & Classroom	Family & Student
 GUIDES & BRIEFS <ul style="list-style-type: none"> State Guide District Guide Improving Attendance in a Remote Learning Environment WEBINARS & VIDEOS <ul style="list-style-type: none"> Meeting Social & Emotional Needs for All Leveraging MTSS Systems to Support the Return to School During and After Crisis ACTION PLAN TEMPLATES <ul style="list-style-type: none"> Planning Document for PBIS/MTSS Leadership Teams for Use During COVID-19 Disruption ADDITIONAL RESOURCES <ul style="list-style-type: none"> State & District Topic 	 GUIDES & BRIEFS <ul style="list-style-type: none"> School Guide Creating a PBIS Behavior Teaching Matrix for Remote Instruction Guidance on Adapting Check-in Check-out (CICO) for Distance Learning Conducting the Tiered Fidelity Inventory and Walkthrough Remotely Returning to School: Considerations for Students with the Most Intensive Behavioral Needs. A Guide to Supporting Students With Disabilities, Their Families and Educators During the 2020-21 School Year WEBINARS & VIDEOS <ul style="list-style-type: none"> Creating Effective Environments: Back to Basics with Critical Practices High Leverage Instructional Practices ACTION PLAN TEMPLATES <ul style="list-style-type: none"> Returning to School Fall 2020: Staff PD Days Agenda Template Creating Effective Classroom Environments Plan Template EXAMPLES <ul style="list-style-type: none"> Community Cares Video Socially Connected While Physically Distant ADDITIONAL RESOURCES <ul style="list-style-type: none"> School-wide Topic Classroom Topic 	 GUIDES & BRIEFS <ul style="list-style-type: none"> Supporting Families with PBIS at Home Practice Brief Supporting Students with Disabilities at School and Home Practice Brief WEBINARS & VIDEOS <ul style="list-style-type: none"> Webinar coming soon ACTION PLAN TEMPLATES <ul style="list-style-type: none"> Family Plan for Positive Behavior at Home EXAMPLES <ul style="list-style-type: none"> Example videos and resources of positive behavior support for families from San Juan Unified ADDITIONAL RESOURCES <ul style="list-style-type: none"> Family Topic

More resources continue to be added!

www.pbis.org





Available Templates

Creating Effective Classroom Environments Plan Template

Educator Name: *Add* Grade Level/Period: *Add* Date Updated: *Add*

Instructions:

- Review [A School Guide for Returning to School During and After Crisis](#) and [Effective Environments Video](#)
- Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts.

Positive Classroom Expectations Look Like, Sound Like, Feel Like in....

Expectations	Routines	Teacher-Directed Instruction	Small Group Activities	Independent Work	Transitions	...
1. Kind to self		<ul style="list-style-type: none"> Use whole body listening 	<ul style="list-style-type: none"> Share your ideas 	<ul style="list-style-type: none"> Do your best Ask for help if you need it 	<ul style="list-style-type: none"> Bring what you need to be ready for what's next 	
2. Kind to others		<ul style="list-style-type: none"> Calm body & quiet voice Mute tech 	<ul style="list-style-type: none"> Actively listen Take turns Wear a mask 	<ul style="list-style-type: none"> Calm body & quiet voice Stay in your own space 	<ul style="list-style-type: none"> Quiet voice Keep a 6' space bubble 	
3. Kind to environment		<ul style="list-style-type: none"> Take care of your space 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Leave space better than you found it 	
...						

Attach Lesson Plans that explicitly teach each expectation in each routine.

Plan high rate/quality of opportunities to respond (active engagement) for students.

Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each activity	<ul style="list-style-type: none"> "While I'm reading, you can be kind by keeping your body calm, voice quiet, tech muted, and eyes on me."
...prior to end of each activity	<ul style="list-style-type: none"> "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, sanitizing your space, and leaving it better than you found it."
...before each transition	<ul style="list-style-type: none"> "Remember, as we walk, we will be kind by keeping our voices quiet and a 6' bubble of space around our bodies."

Give Specific Feedback ...	Praise/Correction Examples:
...for desired behavior (praise)	<ul style="list-style-type: none"> "Wow. I like how you are being kind by helping you friend with her materials." "Class, you are being kind to yourselves by being ready to learn...this is going to be a fun and important lesson."
...for undesired behavior (correction)	<ul style="list-style-type: none"> "I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it." "I see that not everyone has had a chance to participate in the group activity. Please mute after your turn and be sure you are kind and give everyone a chance to share their ideas."

Use the following examples to acknowledge or respond to student behavior.



Center on PBIS (2020, July). [Creating Effective Classroom Environments Plan Template](#). (Content within template adapted by educator listed at top.)

Returning to School Fall 2020: Staff PD Days Agenda Template

District Name: *Add* School Name: *Add* Dates: *Add*

Pre-Work for District:

- Review [A District Guide for Returning to School During and After Crisis](#) and [Meeting Social & Emotional Needs of All Video](#)
- Finalize district plan for return to school
- Convene meeting with building level admin to promote consistency across schools.
- Finalize agenda for staff PD days for each school. Use template below and contextualize activities by adjusting &/or replacing lighter blue example text.
- Plan to have district and school leadership present for staff PD. (District leaders stay with same school assignment throughout the day)

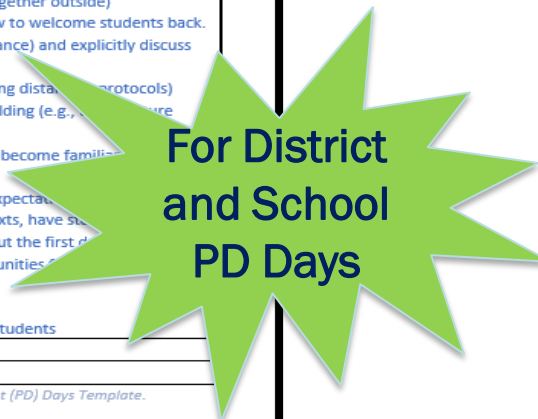
Pre-Work for School:

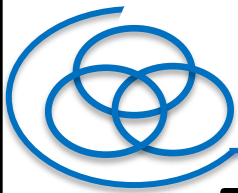
- Review [A School Guide for Returning to School During and After Crisis](#)
- Update school-wide matrix and lesson plans to accommodate new routines and/or examples of expected behavior (e.g., safe behavior may now include mask wearing and maintaining 6' space; responsibility may include sanitizing your materials and space)
- Finalize school plan for return to school.
- Share plan, identify meeting area outside, provide agenda with clear expectations, and consider additional materials for each day.



Schedule	Activity
Day 1 (Add Date)	
8:30am-10:00am	OUTSIDE: WELCOME STAFF <ul style="list-style-type: none"> ✓ Welcome Staff ✓ Morning Check-In/Circle (music, time to just be together outside) ✓ District and school leaders model for teachers how to welcome students back. ✓ Review revised school-wide matrix (shared in advance) and explicitly discuss school-wide expectations in new routines ✓ Break into small teams and take a school tour (using distance protocols) <ul style="list-style-type: none"> o Use new protocol for entering and exiting building (e.g., temperature checks, sanitizer station). o Practice line up routine, new traffic flow, and become familiar with prompts (posters, floor signs) o Provide direct instruction to all staff. Teach expectations, new routines and procedures across all contexts, have staff aware of things that "trigger" them throughout the first day o Provide self-reflection worksheet and opportunities for feedback throughout the day
10:00am-10:15am	BREAK
10:15am-12:00pm	INSIDE: SOCIALLY DISTANCED GRADE LEVEL TEAMS
	CONSIDERATION: <ul style="list-style-type: none"> ✓ Use a similar process for welcoming families and students

Center on PBIS (2020, July). [Returning to School in Fall 2020: Staff Professional Development \(PD\) Days Template](#). (Content within template adapted by educators within district and school listed at top.)





For Leadership Teams

Family Plan for Positive Behavior at Home

Use this resource to make a family plan for positive behavior at home. Start by reading "Supporting Families with PBIS at Home." Meet with your family and make your own plan in three simple steps:

1. Set Family Routines

2. Choose Family Expectations

3. Teach Family Expectations

1. Set Routines: Make a family schedule.
Routines are activities that we do every day as a family, such as getting ready in the morning. Make a list of things you do as a family in the order that you do them. You can change or replace the light blue text in the table to the right to make your own family schedule.

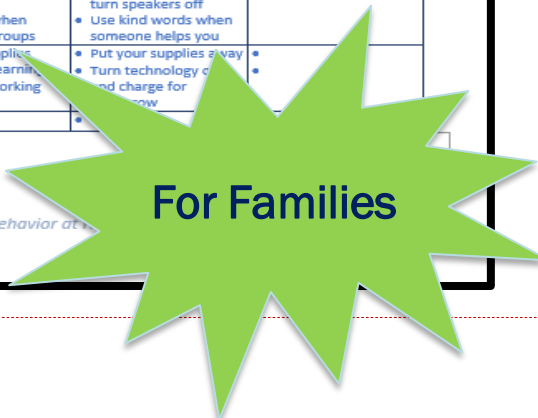
2. Choose Expectations: What you want to see.
Expectations are short phrases or values that share what is important for your family, such as being kind to others.

- Choose a few positive expectations that work with your family schedule. If your school has expectations, you might use the same ones.
- Make a table with your expectations.
 - Add your family expectations down the left side.
 - Add your family routines across the top (from your schedule).
 - Add examples to show what it looks, sounds, and feels like to follow your family expectations in each routine. You can change or replace the light blue text to make your own home expectations table below.

	1. Family Schedule
Get ready in the morning	Wake up, get ready for the day, & eat breakfast
Morning check-in	Look at the morning schedule & check-in (how are you doing today?)
Morning Exercise	Take a walk outside, "hike" inside on the stairs, etc.
Remote Instruction	Use the school schedule to establish times for instruction
Lunch check-in	Eat healthy lunch, look at the afternoon schedule & check-in
Complete Homework	Choose a time to do homework
Afternoon Exercise	Take a walk, dance party, etc.
Be with Friends & Family	Connect with family or friends through social media, phone, etc.
Get ready for bed	Brush your teeth & go to sleep

	Get ready in the Morning	Remote Instruction	Complete Homework	
Expectations				
1. Kind to self	Brush your teeth Eat a healthy breakfast	Set up a quiet learning space with materials you need Stay focused	Do your best Ask for help if you need it Turn your homework in	
2. Kind to others	Use kind words with your family Ask your family members if they need help	Actively listen Mute yourself when not talking Take turns when working in groups	Stay in your own space Use headphones or turn speakers off Use kind words when someone helps you	
3. Kind to our home	Clean up your dishes after you eat breakfast Help put any items away	Put your supplies away after learning Keep your working area clean	Put your supplies away Turn technology off and charge for tomorrow	

Center on PBIS (2020, August). Family Plan for Positive Behavior at Home. (Content within template adapted by family.)



For Families

Planning Document for PBIS/MTSS Leadership Teams for Use During COVID-19 Disruption

Organization Name: Add here Date Last Modified: Add here

We can expect that the return to school this fall will look very different than any time before. We anticipate excitement and a certain amount of anxiety and apprehension for a "new normal" phase in both our school organization and functioning. Individuals will have (at minimum) experienced a disrupted life and unfortunately, far too many will have been exposed to illness, death and trauma. Given the extended time away from the classroom instruction, we anticipate this loss to be beyond ordinary even with the heroic efforts of educators and family through a "Continuity of Learning Plan".

Our most vulnerable students are especially impacted by the disruptions and stressors associated with our "current normal". We can extend this concept to our most vulnerable educational systems (i.e., districts, schools). Previous MTSS investments in these systems are exceeding fragile. Yet, it crucial to continue our focus on implementing quality MTSS to promote effective environments and student success.

The purpose of this tool is to evaluate current implementation supports for PBIS given the threats and challenges associated with the COVID-19 pandemic. This tool is based on the PBIS implementation blueprint¹ and the Returning to School During and After Crisis² guide. The tool is intended for use by leadership implementation teams who have been coordinating PBIS/MTSS implementation efforts. This tool is not meant for new or beginning implementation of PBIS/MTSS. The tool can be used at the state or district level with the idea that it is important to understand who is using the tool (state or district) and what is in control of the user at the identified level. Also, it is important to consider who will receive the services or supports provided by the team completing the tool.

The educational disruption may have contributed to a loss of focus, implementation momentum, or weakening of the critical features that effectively support implementation of PBIS/MTSS. We need to strengthen the current PBIS/MTSS features that have been in place, building upon the PBIS/MTSS investments.

The figure below illustrates the possible impact of COVID-19 disruptions on weakening systems to support implementation of PBIS/MTSS (left) and potential systems to mitigate the effects of these disruptions (right).

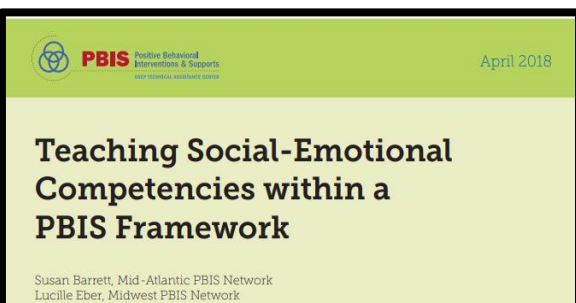
The COVID-19 pandemic can weaken PBIS/MTSS implementation efforts through competing demands for priority and focus and reducing the capacity and resources to support effective implementation. Hopefully, stable systems will moderate the effects that disruptions have on implementation efforts. The risk is that weak supports will lead to poor implementation resulting in little to no significant student outcomes. This may create the potential for even less investment in PBIS/MTSS implementation. To mitigate these risks, review the Returning to School During and After Crisis² guide and develop an action plan (using template on following pages) to (1) confirm and re-establish commitment, (2) consider capacity and resource allocation, (3) invest in supporting structures, and (4) promote competency development.

Center on PBIS. (2020, August). Planning Document for PBIS/MTSS Leadership Teams for Use During COVID-19 Disruption. (Content within template adapted by educators within organization listed at top.)





Some Resources for Mental Health and Well Being

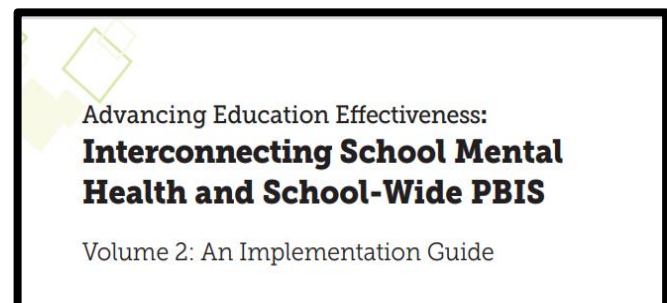


PBIS Positive Behavioral Interventions & Supports
MID-ATLANTIC TECHNICAL ASSISTANCE CENTER

April 2018

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh
Kelly Perales, Mid-Atlantic PBIS Network
Natalie Romer, Midwest PBIS Network



Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS

Volume 2: An Implementation Guide

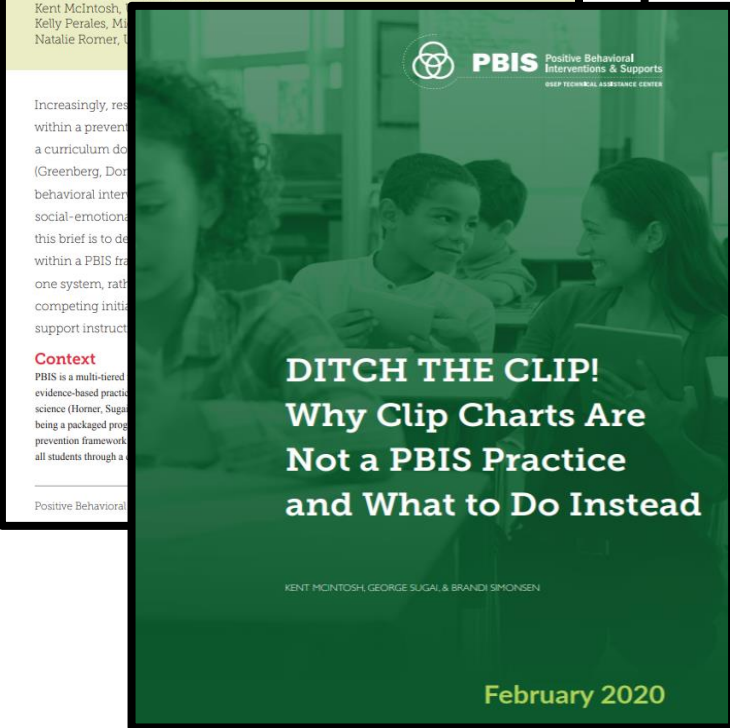


PBIS Positive Behavioral Interventions & Supports

INSTALLING AN INTERCONNECTED SYSTEMS FRAMEWORK AT THE DISTRICT/COMMUNITY LEVEL: Recommendations and Strategies for Coaches and District Leaders

LUCILLE EBER, KELLY PERALES, & ALI HEARN

February 2021



PBIS Positive Behavioral Interventions & Supports
MID-ATLANTIC TECHNICAL ASSISTANCE CENTER

DITCH THE CLIP! Why Clip Charts Are Not a PBIS Practice and What to Do Instead

KENT MCINTOSH, GEORGE SUGAL, & BRANDI SIMONSEN

February 2020



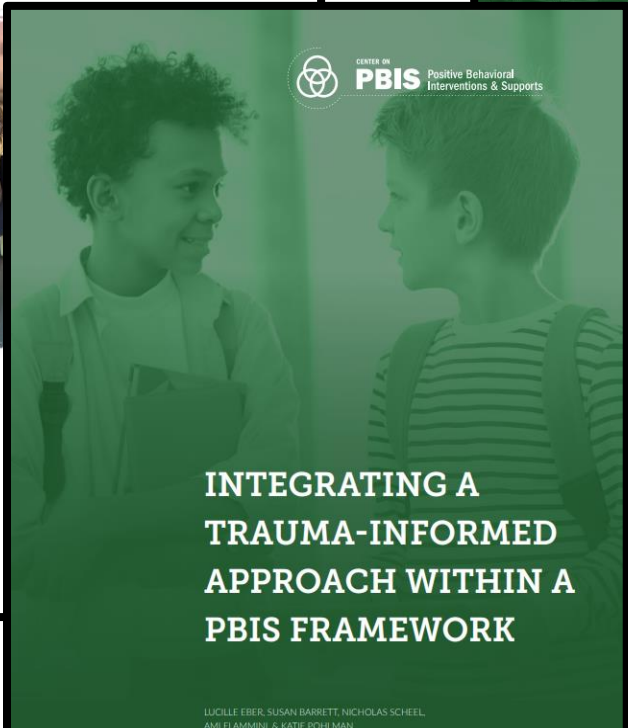
PBIS Positive Behavioral Interventions & Supports
MID-ATLANTIC TECHNICAL ASSISTANCE CENTER

INTEGRATING A TRAUMA-INFORMED APPROACH WITHIN A PBIS FRAMEWORK

By: Lucille Eber
Susan Barrett
Kelly Perales
Jennifer Jeffrey-Pearsall
Katie Pohlman
Robert Putnam
Joni Splett
Mark D. Weist

LUCILLE EBER, SUSAN BARRETT, NICHOLAS SCHEEL, AMI FLAMMINI, & KATIE POHLMAN

November 2020



PBIS Positive Behavioral Interventions & Supports

INSTALLING AN INTERCONNECTED SYSTEMS FRAMEWORK AT THE SCHOOL LEVEL: Recommendations and Examples to Guide School Leadership Teams, Practitioners and Coaches

LUCILLE EBER, ERIN SCHERDER, CATHERINE RAULLERSON, DAMA ABISHER, KELLY PERALES, & MARK WEIST

February 2021



Track Positive Reinforcement with Our Be+ App

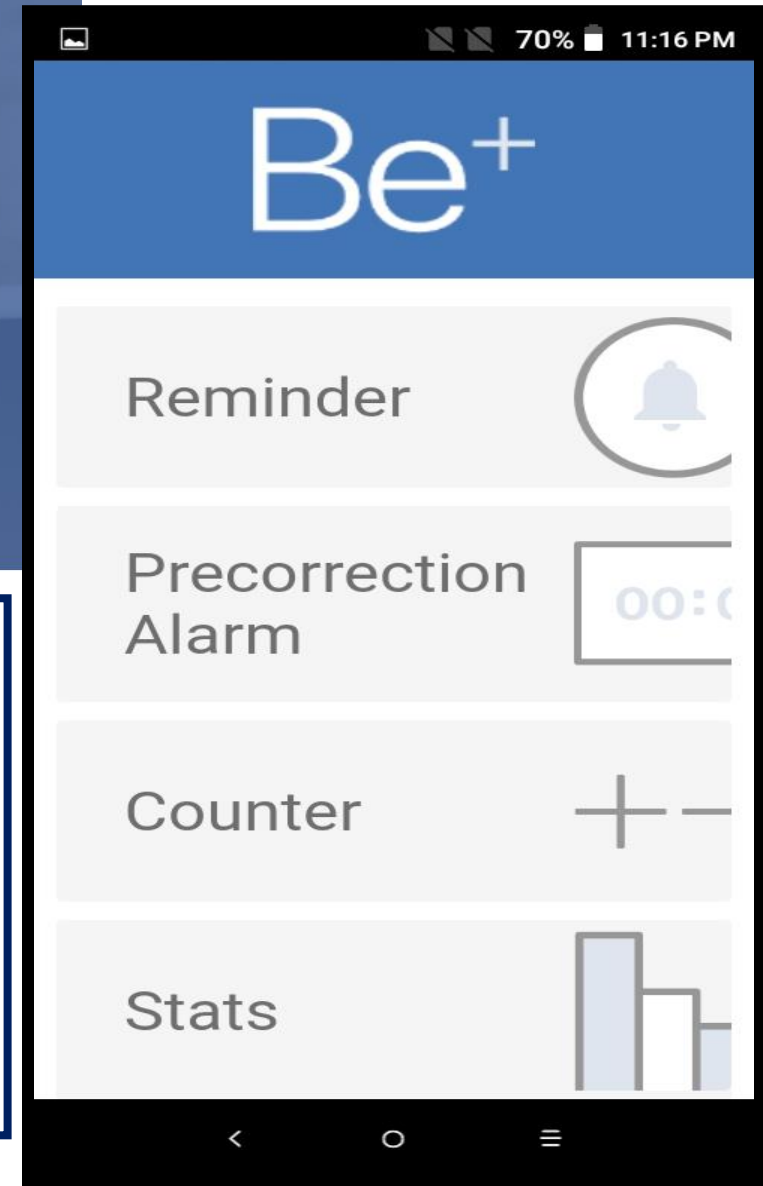
A free mobile application to remind and track all of the positive reinforcement and pre-corrections you give throughout the day.

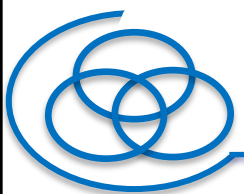
[Learn More](#)



FREE download now available for Apple & Android!

- <https://apps.apple.com/us/app/be-be-positive/id1500031427?ls=1>
- https://play.google.com/store/apps/details?id=edu.uoregon.emberex_bpositive&hl=en_US





Some Resources for Data-Based Problem Solving



April 2020

Universal Screening – Systematic Screening to Shape Instruction: Lessons Learned & Practicalities

Kathleen Lynne Lane, Mark Matthew Buckman & Rebecca Sherod, *University of Kansas*; Lisa Powers, *University of Missouri*; Wendy Peia Oakes, *Arizona State University*; Katie Scarlett Lane, *Vanderbilt University*

This Practice Brief was developed as result of the roundtable dialogue that occurred at the 2019 PBIS Leadership Forum in Chicago, IL.

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May 2020

Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

Rebecca Sherod, *University of Kansas*, Wendy Peia Oakes, *Arizona State University*, Katie Scarlett Lane, *Vanderbilt University*, and Kathleen Lynne Lane, *University of Kansas*



November 2020

Systematic Screening for Behavior in Current K-12 Instructional Settings

This fall, educators across the United States welcomed K-12 students to the start of a unique school year. District and school leaders are engaging in a complicated data-informed decision-making process to provide educators and students with positive, productive, and safe learning environments. Many districts are providing families with a range of instructional opportunities including in-person, remote, and hybrid learning environments. The Center on Positive Behavioral Interventions and Supports (PBIS) has provided several timely, on-demand resources with guidance on how to use tiered systems of support in each of these

et students' multiple needs. A key fe
id learning environments is accurate
s at Tier 2 (e.g., Check/In, Check/Out
ition to high-fidelity implementation
d for this purpose. Namely, screening
school practices to inform instruction
etermining the need for low-intensity,
ecorrection), and (c) connecting stud
needs.

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consider the importance of conducti
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ools are designed to look for student
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ta collected as part of regular school
ening data), they promote equity of
As such, we encourage you to scree

ions & Supports (PBIS)



ADDRESSING THE GROWING PROBLEM OF DOMESTIC SEX TRAFFICKING OF MINORS THROUGH PBIS

NAKISA ASEFANIA, SOMMER C. BLAIR, KELLY PERALES, & MARK D. WEIST

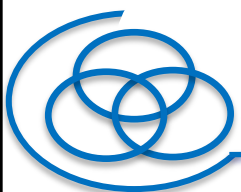
January 2021



BUILDING MOMENTUM FOR PBIS IMPLEMENTATION IN HIGH NEED DISTRICTS

JENNIFER FREEMAN, TAMIKA LA SALLE, MARGARET FERRICK, MEREDITH DERIAN-TOTH, JENNIFER BOUCKAERT, & ADAM FEINBERG

October 2020



IMPROVING ATTENDANCE AND REDUCING CHRONIC ABSENTEEISM

JENNIFER FREEMAN, GEORGE SUGAL, STEVE GOODMAN, BRIGID FLANNERY, & SANDRA SEARS

January 2020



USING THE PBIS FRAMEWORK TO ADDRESS THE OPIOID CRISIS IN SCHOOLS

SEAN C. AUSTIN, CAMILLE C. CIOFFI, SLOAN STORIE, KATHERINE W. BROMLEY, DANA COHEN LISSMAN, JONATHAN L. ROCHELLE, PAUL MENG, & JOHN R. SEEBLY

January 2020



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

Positive Behavioral Interventions and Supports Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance
U. S. D. E.



September 2019

SWPBIS Tiered Fidelity Inventory version 2.1

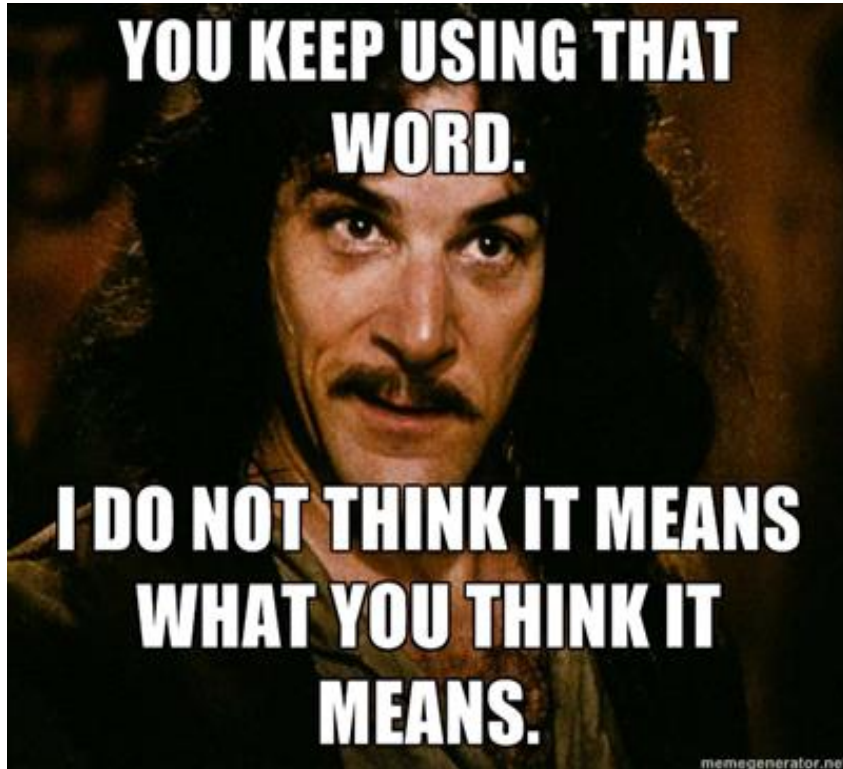


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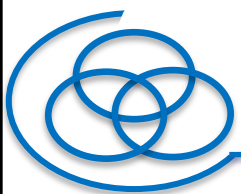
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Now, let's think about these words again...



Equity
Pandemic
Hope
Safety
Encouragement
Exempt

When thinking of PBIS and the need to accelerate learning, what do these words now mean to you?



In summary...

With PBIS, you are all change agents that will have more impact when working together!

- We all need to take ownership of our environment by creating systems, practices and policies that supports engagement by providing access for all
- Put PBIS on a scale of social importance
- Be purposeful and explicitly teach what's expected for success
- Create safe, positive and respectful environments that are conducive to learning
- Build momentum by acknowledging desired behavior when you see/hear it to increase the likelihood of future occurrence
- None of us are immune, untouchable or invincible - we are all accountable and responsible – **NO ONE IS EXEMPT!**

