



TODAY WE WILL EXPLORE...

- PBIS 101
- Coaches' Role & Responsibilities
- Coaching; The Evolving Process
- Supporting Implementation
- Sustainability



COLLABORATION



PBIS 101

- What is PBIS?
- Multi-tiered System of Supports
- History
- Linked to Policy
- Solution to School-wide Issues
- Change in Behavior for All
- Outcomes
- Will This Work
- Fidelity Tool



WHAT IS POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS?

- PBIS is a **framework** or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

www.pbis.org

MULTI-TIERED SYSTEM OF SUPPORT

- School-wide Project (3-5 year process)
- Data-Driven
- Improves Learning Outcomes
- For All Students
- Evidence-based practices & systems



MTSS RULES

- All supports must be in place (with fidelity) before moving up the framework
- System in place to identify how students move up and down the framework
- Identify what you already have in place (what's working or not working)
- Students have access to all 3 tiers



ALIGNMENT



Tier 1	Tier 2	Tier 3
Early Warning Systems	Peer Support Programs	Specialized Community/School Groups
School-wide Student Advisory	Handle with Care	Individualized Therapy
Jamie's Law	4373 Interventions, IEP's & 504's	Behavior Support Plans
Policy 4373	Comprehensive School Counseling Programs	Tele-Health Services
Second Step	SAT	



GUIDING PRINCIPLES

- Invest in prevention to establish a foundation intervention that is efficient and sustainable
- Teach and acknowledge appropriate behavior before relying on negative consequences



GUIDING PRINCIPLES

- Identify students who need more intense support
- Provide supports as early as possible
- Provide supports with the intensity needed to meet the student's need



GUIDING PRINCIPLES

- Establish a continuum of behavioral and academic interventions for use when students are identified as needing more support
- Use progress monitoring to assess
 - The fidelity with which the support is provided
 - The impact of support on student academic and social outcomes
 - Continuous improvement of support



A HISTORY LESSON

- In 1960s & 1970s increased social strain due to deinstitutionalization.
- In 1980s researchers at the University of Oregon began to research and develop interventions for use with students who have emotional behavioral disorders.
- In 1997, Congress renewed the Individuals with Disabilities Education Act (IDEA) and secured funding to establish the national Center on Positive Behavioral Interventions and Supports (www.pbis.org).
- In 2004, Rob Horner and George Sugai, with the support from the U.S. Department of Education Office of Special Education Programs, wrote the PBIS Blueprints to guide practitioners in implementing PBIS.



RIGHT NOW!

- 21,000 schools implementing PBIS
- 16 States with more than 500 schools
- Used in all environments from the locker room to the bus
- Has been adopted by rural, suburban and urban schools; by Alternative Learning Centers, charter schools, juvenile justice centers and Preschools



INTERNATIONALLY KNOWN

Denmark

Jamaica

Australia



China

New Zealand

Puerto Rico



PBIS IN WEST VIRGINIA

- 3 Cohorts (2014-2017)
- 125 Schools Trained
- 72 Coaches
- Early childhood programs, elementary, middle, high school, Alternative learning centers, juvenile justice



PBIS AND POLICY

- 4373-Expected Behavior in Safe and Supportive Schools
- 2322-Standards for High Quality Schools
- **Strategic Plan; Goal 2**-Improve Safe and Supportive School Environments Which Meet the Physical, Social, Emotional and Academic Needs of Every Child
- IDEA



OUR TRAINING MODEL

YEAR 1	YEAR 2	YEAR 3+
3 Day Training Academy	PBIS Coach Conference	PBIS Coach Conference
Spring Follow-up	3 Points of Contact With Coach	Coaching Support As Needed
Monthly Coaching Support	Technical Assistance from State PBIS Leadership Team	Technical Assistance from State PBIS Leadership Team



SOLUTION TO SCHOOL-WIDE ISSUES

Popular Issues

- Negative Culture and Climate
- Inconsistency
- Punitive Forms of Discipline
- Classroom Management
- Behavior 101
- Low Student Achievement

PBIS Solution

- Focuses on Positive Interactions and Social Emotional Development
- Creates a School Wide Plan for All
- Focuses on Wanted Behaviors v's Unwanted
- Focuses on Creating and Teaching Classroom Expectations (environmental change)
- Tools for Addressing Challenging Behavior using Positive Acknowledgments
- Goal is to **keep** students in the classroom so they can learn



CHANGE IN BEHAVIOR FOR ALL

- Behavior is taught and not expected
- Expectations created and taught
- School-wide expectations are the same for everyone
- Wanted behavior is acknowledge daily, weekly, monthly and yearly



STORY OF CHANGE

"Beth recalls talking with a middle school teacher whose school was in its second year of PBIS implementation. She had been ready to resign her position and leave the field of teaching altogether when her school adopted PBIS. But using PBIS completely changed her experience in the classroom and her view of her career because she was given the tools to work with disruptive students".



OUTCOMES

- Having effective behavioral *systems* and disciplinary practices in place, and using *data* to confirm or deny your hunches will create outcomes that every school wants to see...
 - ◊ Improved social and behavioral competence
 - ◊ Improved academic achievement
 - ◊ Teachers have more time to teach
 - ◊ Students have more time to learn
 - ◊ Administrators have more time to run the school
 - ◊ Overall improved school climate



The PBS Team Handbook



KEEP IN MIND



WILL PBIS WORK?

- Sure it will!
- The research says so!
- National Collaboration
- WVEIS Discipline System
- WV Schools are very familiar with MTSS
- A solid implementation and evaluation plan



TFI 101 LET'S TAKE A LOOK

- The purpose is to provide one efficient instrument that can be used over time to guide implementation and sustainability
- Divided Into 3 Sections-(we are only focusing on Tier 1 Universal Features)
 - ♦ Universal Features
 - ♦ Targeted Features
 - ♦ Intensive Features



FIDELITY TOOL

- TFI is your map to implementation
- TFI describes the essential features
- TFI is used to create action plan
- TFI is referred to monthly
- TFI should be part of your language when discussing PBIS





ESSENTIAL FEATURES OF TIER 1

- Team Composition
- Team Operating Procedures
- Behavioral Expectations
- Teaching Expectations
- Problem Behavior Definitions
- Discipline Policies
- Professional Development
- Classroom Procedures
- Feedback and Acknowledgment
- Faculty Involvement
- Student/Family/Community Involvement
- Discipline Data
- Data-based Decision Making
- Fidelity Data
- Annual Evaluation



TEAM COMPOSITION 1.1

- 4-6 members made up of:
 - ♦ School Administrator
 - ♦ General Education Teacher
 - ♦ Special Education teacher
 - ♦ Counselor
 - ♦ Behavior Specialist



TEAMING: TEAM MEMBER ROLES

- | | |
|------------------------------|------------------------------|
| 1. PBIS Coaching Facilitator | 7. Timekeeper |
| 2. Team Leader | 8. Classroom Teacher Liaison |
| 3. Administrator | 9. Family Liaison |
| 4. Behavior "Expert" | 10. Student Liaison |
| 5. Data Specialist | 11. Snack Master |
| 6. Recorder | |



ADMINISTRATOR RESPONSIBILITIES

- Active participant on the PBIS Team
- Actively communicates commitment to PBIS
- Familiar with school's current data and reporting system
- Ensures behavior is written into the School Strategic Plan
- Allocates staff time for PBIS activities
- Ensures PBIS meeting dates/times are posted on master schedule

If the Principal is not committed to the change process, it is unwise to move forward with PBIS implementation



RUNNING EFFECTIVE MEETINGS

- Data & agenda distributed in advance
- Time limits on each agenda item
- Meeting starts and ends on time – no exceptions
- Team leader moves team through agenda
- Minutes are recorded
- Stay on-topic
- Every member participates
- Every member volunteers for action plan items
- New Action Plan items added
- Update Action Plan



GUIDELINES FOR EFFECTIVE TEAMING

- Shared goals & responsibilities
- Transparency in actions
- Trust between team members
- Quality communication
- Balance task & process
- Rule by consensus
- Observe dynamics & resolve conflict constructively
- Administrative support for time & resources
- Have fun!



BEHAVIORAL EXPECTATIONS 1.3

Definition

- Broad, positively stated behaviors
- Demonstrated by all staff, students, and families
- Aligned with school's mission statement

Guidelines

- Use the school's discipline data
- Select 3-5 broadly stated behaviors
- State in positive terms
- Post throughout campus
- Teach to all staff, students, and families
- Applicable to all students, staff, and families in all settings
 - ◊ Meeting or conference room
 - ◊ Front office, parking lot, car line
 - ◊ Hallway, cafeteria, bus



WHICH GUIDELINES WERE NOT FOLLOWED?

- Don't run
- Raise your hand
- Hands to yourself
- Be good
- No talking



WHY?

My Example

- Don't Run
- Raise Your Hand
- Hands to Yourself
- Be Good
- No Talking

Guidelines

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EXAMPLE TIER 1 EXPECTATIONS

- Top 3 Problem Behaviors
 - ◊ Disruption
 - ◊ Disrespect
 - ◊ Safety Violations
- Expectations Developed
 - ◊ Be Respectful
 - ◊ Be Prepared
 - ◊ Be Safe
 - ◊ Be an Active Learner



Mount View High School 6-12

Positive Behavioral
Interventions and Supports







Be a Johnson All-S.T.A.R.

	STRIVE To Do Your Best	TAKE Responsibility	ALWAYS Work Together!	RESPECT Yourself & Others
Arrival and Dismissal	Arrive and leave at the right time. Be directly to your destination.	Have everything you need with you when you arrive and leave.	Take with others that the right time - classroom? hallway?	Respect the directions adults give you.
Classroom	Be prepared. Take pride in your work.	Try to talk. Take care of materials. Show self-control.	Support each other. Listen to others. Encourage new ideas.	Respect the directions adults give you. Think before you speak or act.
Restroom	Be a positive role model! Clean up after yourself.	Follow the Rule of 200: 1 minute to get to the restroom 2 minutes to get out 2 minutes to get out	Keep the restrooms clean. Wait patiently.	Respect the privacy of others. Push before leaving.
Lunchroom	Use proper table manners. Try hardest and show your hand to help.	Remain quiet while the lights are on. Clean up after yourself.	Be a helper. Wait patiently.	Stay seated and finish your food. Push before leaving.
Hallway	Be directly to your destination. Walk on the right side of the hallway. Always enter at corners.	Listen and watch for adult directions. No talking.	Take proper direction from your parent and others. Keep your feet on the ground.	Do not disturb others or block in class. Stay in your place. Respect the hallway pathway.
Playground or Outside	Show good sportsmanship. Play by the rules.	Respect all equipment. Stay within the playground boundaries. Report problems to adults.	Take turns. Share equipment. Include all.	Keep friends. Stay safe. Report to be protected. Be kind. Play gently.

PROBLEM BEHAVIOR DEFINITIONS 1.5

- Office-Managed Incidents (Majors)
 - Handled by the administration
 - Physical fights, property damage, weapons, tobacco
- Teacher-Managed Incidents (Minors)
 - Handled quickly and efficiently
 - Typically by the classroom teacher
 - Handled where incident occurred
 - Tardy, lack of materials, incomplete assignments, gum chewing
- Crisis Incidents
 - Require an immediate response from administration and/or crisis response team
 - Bomb Threats, weapons alerts, intruder, fire evacuations, etc.

*Consult district and school policies for crisis incidents

Is the Behavior Teacher or Administration Managed?

Sample of Staff Managed

- Failure to be in one's assigned place
- Inappropriate language
- Tardiness
- Calling out
- Teasing
- Ineffective Behavior
- Invading personal space
- Lying/telling false information
- Minor disruption
- Minor aggression/grabbing items
- Pushing/past someone
- Unsafe or rough play
- Misusing property/throwing or damaging items
- Disrespectful tone
- Pattern of not completing homework

Sample Administration Managed

- Aggressive physical contact
- Bullying/Harassment
- Fighting
- Property destruction
- Weapons
- Leaving school property
- Pattern of aggressive/profane language
- Dress Code
- Credible threats
- Major chronic destruction
- Major chronic refusal to follow school rules
- Theft
- Racial/Ethnic discrimination
- Cheating
- Inappropriate use of internet
- Direct refusal of authority

FEEDBACK AND ACKNOWLEDGE SYSTEM 1.9

- Serves as a teaching tool by providing feedback on appropriate behavior
- Makes appropriate behavior more likely to occur
 - ◊ Catch students 'being good' and creates momentum
- Builds positive student/teacher relationships and school climate
- Counteracts negative peer influences
- Increases internal motivation in un-motivated students

REWARD SYSTEM GUIDELINES

- Teach
 - ◊ What behaviors will earn rewards
 - ◊ How and when to reward (i.e., priority locations)
- Offer a variety of rewards
- Survey students and families for ideas
- Make it as easy as possible
- Use and share data
 - ◊ Decrease in problem behaviors
 - ◊ Increased participation in reward events



GUIDELINES FOR PROVIDING ACKNOWLEDGMENT

- **When**
 - ◊ Immediately after the target behavior occurs (expectation)
 - ◊ Frequently after teaching an expectation
 - ◊ In problem locations or situations
- **Avoid**
 - ◊ Long delays between the display of positive behavior and reward
 - ◊ Only quarterly or semester events
- **General**
 - ◊ Students should always be eligible to earn a reward
 - ◊ 'No' parties should not be used in isolation
 - ◊ Tardies, referrals, dress code violations, etc.
 - ◊ Some students may need shorter time intervals between rewards



REWARDS/ACKNOWLEDGEMENTS

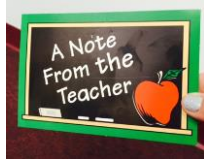
- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Social <ul style="list-style-type: none"> ◊ Time with friends ◊ Verbal praise • Activity <ul style="list-style-type: none"> ◊ Teacher assistant ◊ Art project ◊ School dance ◊ Staff/student games • Sensory <ul style="list-style-type: none"> ◊ Lights ◊ Temperature ◊ Music ◊ Seating | <ul style="list-style-type: none"> • Escape <ul style="list-style-type: none"> ◊ "1-Minute Ticket" ◊ Homework pass ◊ Library pass • Tangible <ul style="list-style-type: none"> ◊ Edibles ◊ Materials ◊ Praise notes ◊ Pencils, notebooks ◊ Stickers ◊ Photos ◊ T-Shirt ◊ Tokens |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



ACKNOWLEDGMENT RECIPIENTS

- **Students**
 - ◊ Teach how rewards will be earned
 - ◊ Every appropriate behavior will not be rewarded
 - ◊ Solicitations will not result in a reward
- **Staff**
 - ◊ Reward for using the system
 - ◊ Monitor fidelity of system use
 - Signatures, color coding, staff assigned a number
 - ◊ Solicit ongoing feedback
- **Families**
 - ◊ Reward for attending parent/teacher conferences
 - ◊ Ensuring homework is completed
 - ◊ Student attendance, on-time to school, dress code
 - ◊ Solicit ongoing feedback





FUNDING REWARDS & IDEAS

- School Improvement funds
- PTO, community donations and/or partnerships
- Fundraisers
 - ♦ School night at local restaurant
 - ♦ School Yard Sale
- Grants
- Educational websites
 - ♦ Social activities
 - ♦ School events
 - ♦ Parking pass
 - ♦ First-in-line

No Cost, Low Cost, Big Ticket Activity



COACHES ROLES & RESPONSIBILITIES



WHAT IS A COACH?



ROLES

- Teaching while engaging in practice activities
- Assessment and feedback
- Provision of emotional support




RESPONSIBILITIES

- Attend all team meetings
- Supports teams as they are implementing all PBIS features with fidelity
- **Help team analyze discipline data**
- **Support teams in addressing challenges and/or barriers to the process**
- Support teams to stay on track and remain positive
- **Support staff in sharing responsibilities for teaching, acknowledging, and promoting PBIS efforts**
- Complete Baseline and End-of-Year Evaluations

RESPONSIBILITIES CONT.

- Coaches should help teams identify the following:
 - Who will coordinate the meeting logistics? (e.g., time, location, notification, etc.)
 - Who will set the agendas?
 - Who will facilitate the team meetings?
 - Who will be the Recorder? Time keeper? Snack Master?
 - Who will collect the discipline data?
 - Who will analyze and summarize graphs before the meeting?

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Coaches Checklist (see handout)

Item	Due Date	To	Red Flags
Attend PBIS Academy	September, October & November		Principal misses a day of the training.
School Submits Team Roster	September	Coach and PBIS Coordinator	Not being updated as team members' change.
Team Meeting Agenda/Minutes Submitted by PBIS Team Leader	Monthly	Coach	Teams stop submitting agendas and minutes. Content of meeting weak.
Tiered Fidelity Inventory (TFI) Tier 1: Baseline and End-of-the-Year Score	September May	Coach and PBIS Coordinator	Team does not understand the fidelity tool.
Exclusion and Suspension Data Action Plan Submitted by PBIS Team Leader	Monthly	Coach	Team does not refer to the tool monthly. Team does not refer to and update action plan.
Attend Spring Follow-Up	March		
Participate in Monthly Coaching Meetings/Webinars	Monthly		Coaches are not participating.

RED FLAGS

- Principal not participating or responding to the coach
- Team meetings not happening
- Team is not using the TFI or updating the action plan
- Data is not being submitted
- What else???





MAIN GOAL FOR A NEW COACH

- Develop a thorough knowledge of PBIS
- Coaches must be able to describe to others exactly what the PBIS framework **is** and what is **isn't**
- Develop your **own** language to describe the features of the implementation process of PBIS
- Primary support to the leadership team

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THOROUGH KNOWLEDGE OF PBIS

- Read!
- Study the TFI
- www.pbis.org
- www.wvpbis.org
- WV PBIS Implementation Manual
- The PBIS Team Handbook



DESCRIBING THE FRAMEWORK

- PBIS Leadership Team guides the implementation
- Statement of Purpose
- 3-5 schoolwide positive behavioral expectations
- Procedures for teaching the expectations, including behavioral matrix explaining how those expectations will look in the school
- Lesson plans that incorporate the behavioral expectations
- Acknowledgment system that recognizes students using expected behavior-both within and outside the classroom
- Flowchart of detailed procedures showing how to handle student misbehaviors schoolwide-both within and outside the classroom
- Data-based system for monitoring implementation, fidelity and outcomes

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PBIS-WHAT IT IS & ISN'T

Is

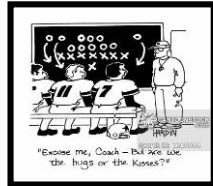
- MTSS
- Framework for organizing discipline procedures
- A way of creating consistency with common language and a school wide plan using data
- Giving students feedback when they are following expectations

Isn't

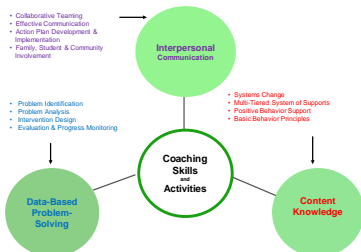
- Another initiative
- A curriculum
- Only a ticket/reward system (although we do have tickets)
- No consequences

DEVELOP YOUR OWN LANGUAGE TO DESCRIBE IMPLEMENTATION

- 3-5 year process of change
- Occurs in stages (Tiers 1-3)
- Process v's Event
- Know where to find resources that help you describe difficult concepts



PBIS Team Coaching Model



PRIMARY SUPPORT

We can help!



COACHING; THE EVOLVING PROCESS



CHANGE AGENT

- Coaches are instruments of change
- As a change agent you will benefit from understanding how change occurs within systems
- Coaching role must evolve to meet the shifting needs of a PBIS group during implementation
- Coaches should adapt their leadership style to the group they are working with (teams willingness to complete jobs, task or activities)



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SELF DIRECTION WHERE YOU ARE & WHERE YOU WANT TO GO

- ◊ Develop a personal mission with respect to PBIS coaching
- ◊ Assess your knowledge, skills and attributes
- ◊ Develop a tangible self-improvement action plan, with goals that are achievable and measurable and with timelines that include benchmarks of achievement
- ◊ Develop resources for your self-improvement



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“BUILDING THE PLANE AS YOU FLY IT”

CHAR RYAN



DEVELOPING AS A PBIS COACH

- Trial and error learning experience
- Be comfortable with ambiguity and recognize that it is not necessarily bad
- It's important to network with others in similar positions
- You need to be self-directed, empowered to speak out information, and comfortable with creating some of your own answers



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SUPPORTING IMPLEMENTATION

- You can set the pace of implementation
- Enthusiastic teams can try to do too much
- As you implement each feature check for buy-in with staff
- Reminder this occurs over a 3-5 year process and this is a commitment
- Early stages of implementation require more time and energy



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FIDELITY OF IMPLEMENTATION

The extent to which the critical features of PBIS are implemented as intended.

(McIntosh 2009) 

SOME IDEAS FOR SUPPORTING IMPLEMENTATION

- Building and Maintaining Team Motivation
- Building and Maintaining Buy-in and Commitment
- Effective Acknowledgement Feedback System
- Supporting/Funding PBIS Activities
- Behavioral Philosophical Difference
- Effective Coaching

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SUSTAINABILITY

Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes.

(McIntosh 2009)



SUSTAINABILITY

- Maintaining practices overtime is called sustainability- **Nothing To It...Right?**
- Initiatives are abandoned just when they are about to make an impact!
- Requires time, money support, commitment and emotional investment over the long haul



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ADMINISTRATIVE SUPPORT

CURRENT RESEARCH STATES

The single most important perceived factor in sustainability is school administrator support.

(McIntosh and Nese)



STRATEGIES FOR ENHANCING PRINCIPAL SUPPORT

- Provide Principal PBIS trainings
- Networking with other principals that are supportive of PBIS
- Site visits at nearby PBIS schools



(McIntosh and Nese)

IMPLEMENTATION AND FIDELITY

- **Implementation** means that the essential, clearly defined practices are regularly used
 - ◊ Enter a school and observe visual representation of 3-5 expectations for students
 - ◊ Observe staff actively implementing
- **Fidelity** means the practices are true to their original design
- Implementation without fidelity is unlikely to produce desired outcomes and reward effort

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THE DRIFT


- Practice is done less frequently with less consistency
- Leads to watered-down version of the practices
- No longer being implemented with fidelity
- When fidelity declines the associated benefits of PBIS may also decline
- Go back to the TFI!



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AVOIDING THE DRIFT

- Routine pattern for
 - ♦ Assessing progress
 - ♦ Monitoring sustained practice with fidelity
 - ♦ Responding to shifts
- Strong Coaching System
 - ♦ Directly relates to fidelity and sustainability
 - ♦ Capacity to quickly redirect PBIS Leadership Team when fidelity is declining
 - ♦ Increase your support when the need arises to boost sustainability

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WHAT DO I DO WHEN....

- We feel the drift
 - ♦ Assess your progress
 - ♦ Revise the action plan
 - ♦ Invest time and effort
- Staff turnover? We loose team members?
 - ♦ Plan for turnover by sharing task within the team
 - ♦ Recruit new members
 - ♦ Keep accurate records of action plans and other related documents
 - ♦ Establishing staff training cycle that ensures new staff are initiated into the practices
 - ♦ Existing staff are reminded of proper protocol



CONTINUED.....

- The school team is over-reliant on one person?
 - ♦ Assess team and school commitment
 - ♦ Develop fluency among all team members
 - ♦ Share responsibilities for implementation tasks
 - ♦ Re-assign team roles
- A new administrators does not believe in PBIS?
 - ♦ The coach should schedule an appointment with the principal
 - ♦ Go over baseline and current data
 - ♦ Show photos of students and staff or PBIS initiatives/activities
 - ♦ Show the behavioral matrix with lesson plans
 - ♦ Share academic success, surveys etc.
 - ♦ Invite the principal to the next PBIS Leadership Team meeting



ACTIVITY

- Red Flags can pop-up anytime and anywhere...be on the look-out!
- Walk around and find the 7 Red Flags
- Respond and transfer to white sheets
- Be prepared to report out
- Take a picture of the responses for the future



RED FLAG ACTIVITY

1. As the coach how can you assist the team in understanding the importance of the TFI? How can you get them in the habit of looking at the TFI on a regular bases and use the tool to help guide their implementation?
2. Why should teams meet monthly? What can you do to make sure the meetings are happening even when team members are absent or unforeseen situations arise?
3. How can you help the staff define ODR's and classroom managed behaviors? Why should staff consistently handle ODR's and classroom managed behaviors
4. What can you do to prepare for the new administrator? How can you assist the team and staff with the transition?



RED FLAG CONTINUED

5. Discuss how you will redirect teams to the essential features. What could you do to maintain focus of all features and not only tickets?
6. What steps will you take to avoid situations like this? What will you do if you find yourself in this situation? Who could help or offer support?
7. How can you assist the team in training and educating staff on PBIS?



MOVING FORWARD

- Developing Train the Trainers
- Identifying Model Schools

2017 FALL ACADEMIES

North-Robert Molloy Research Center

Day 1-September 14th
Day 2-October 19th
Day 3-November 14th

South-St Mary's Educational Center

Day 1-September 18
Day 2-October 23
Day 3-November 8





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Save the Date

2017 PBIS Fall Academies

North-Fairmont	South-Huntington
September 14 th	September 18 th
October 19 th	October 23 rd
November 14 th	November 8 th



Overview
Brief explanation of School-wide PBIS.



Manual
Outline for West Virginia School Teams and Coaches



Webinars
View training videos that were created for coaches and school teams.



#WVPBIS





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