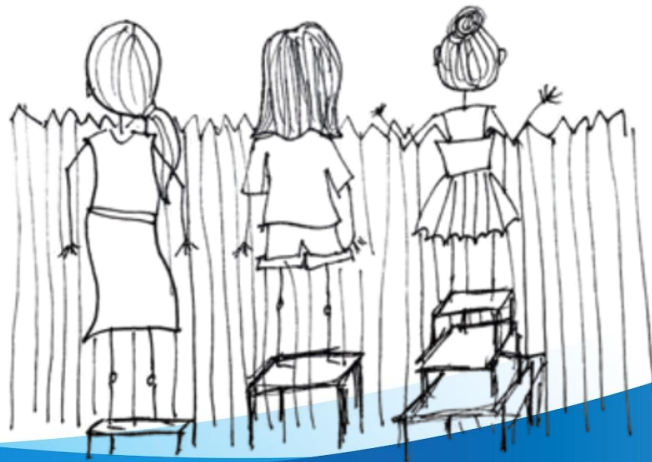


PBIS

Positive Behavior Interventions and Supports

**DESIGNING FOR ALL:
TIER 1**

KATIE ELLIOTT



PURPOSE

- Build capacity for all staff to utilize UDL principles to design inclusive, school environments.
- Strengthen understanding of PBIS equitable supports.
- Promote positive student outcomes through integration of UDL and PBIS practices.
- Outline basic steps to start implementing PBIS within your building.

Norms of Collaboration

Source: Thinking Collaborative

 @Think_Collab

Art by @PhilEchols



Pausing



Paraphrasing



Putting Ideas
on the Table



Posing Questions



Paying Attention
to Self and others



Providing Data



Presuming Positive
Intentions



1

Why Universal Design for Learning (UDL)

UDL embraces learner variability & promotes learner agency by designing flexible, inclusive environments that remove barriers and empower all students to take ownership of their learning.

What is Universal Design for Learning (UDL)?

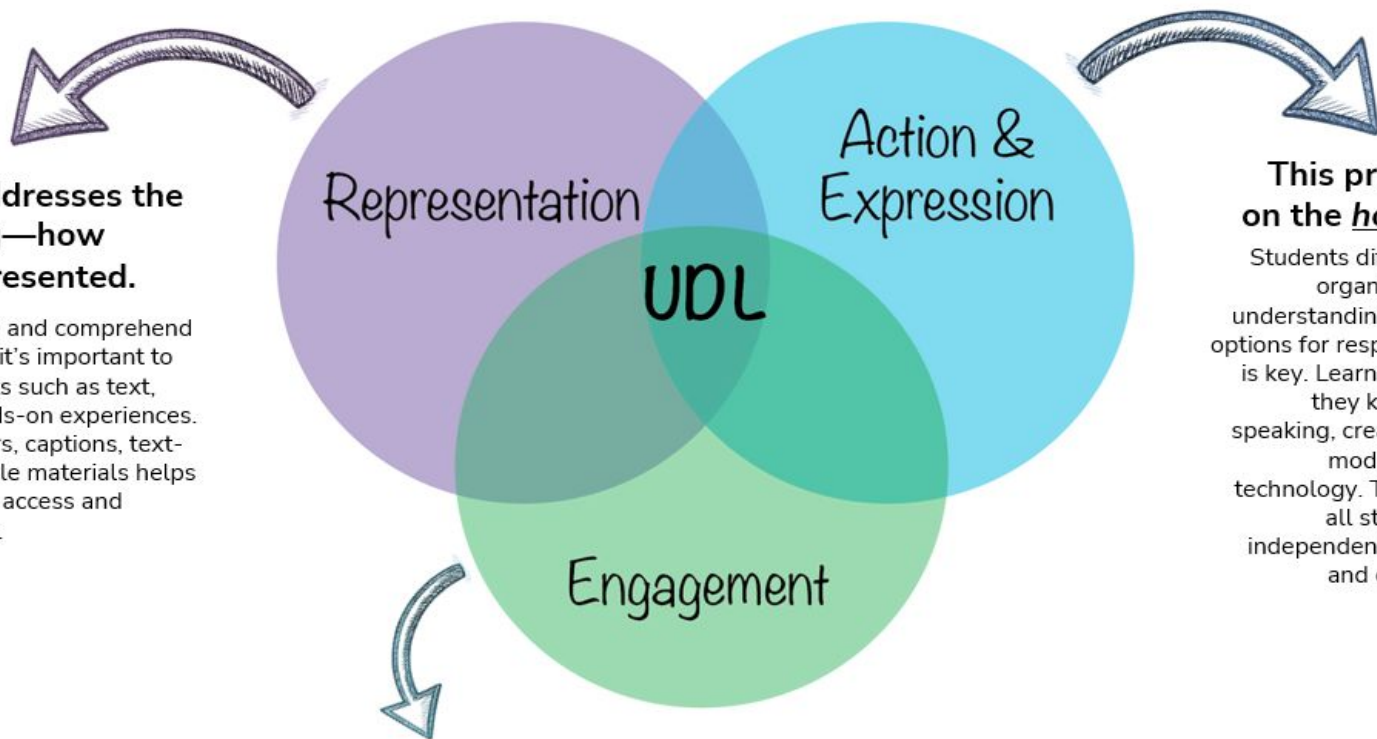


Firm Goals



Flexible Means

Universal Design for Learning (UDL)



This principle addresses the **what** of learning—how information is presented.

Since students perceive and comprehend information differently, it's important to provide multiple formats such as text, visuals, audio, and hands-on experiences. Using graphic organizers, captions, text-to-speech tools, or tactile materials helps ensure all students can access and understand the content.

This principle focuses on the **how** of learning.

Students differ in how they plan, organize, and demonstrate understanding, so offering flexible options for response and expression is key. Learners might show what they know through writing, speaking, creating videos, building models, or using assistive technology. The goal is to support all students in developing independence, strategic thinking, and communication skills.

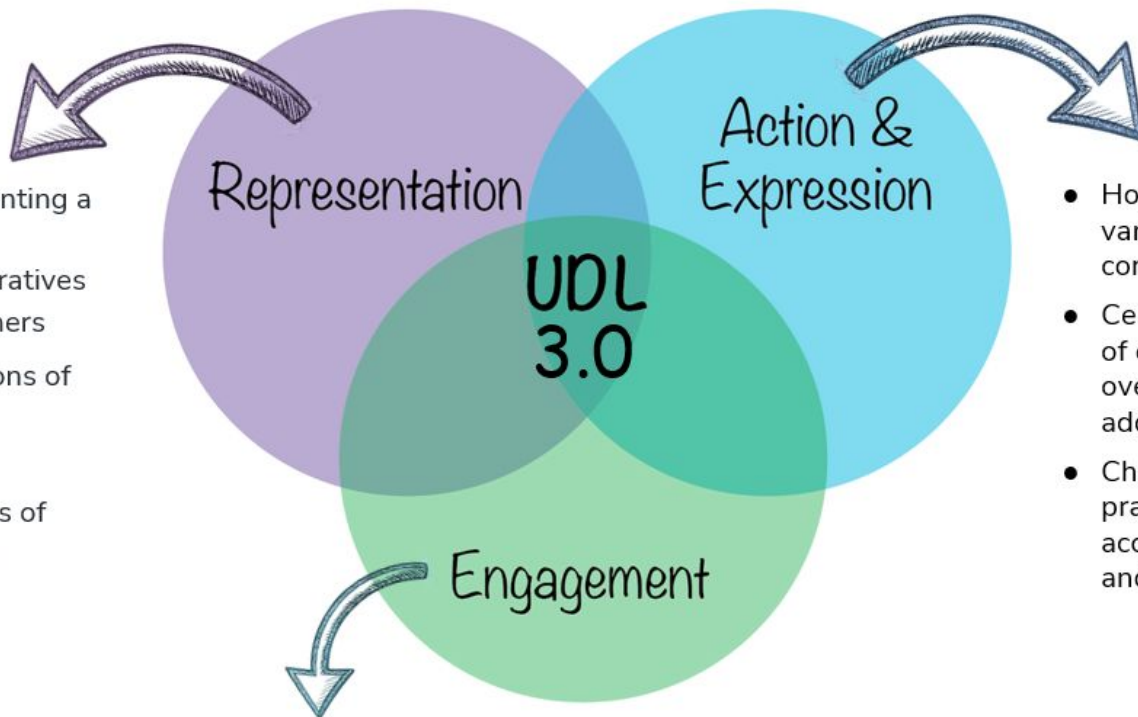
This principle focuses on the **why** of learning.

It encourages educators to provide varied ways to motivate students and sustain their interest. Because learners differ in what captures their attention or helps them stay engaged, teachers can offer choice, relevance, collaboration, and appropriate challenges. Strategies might include goal-setting, gamified learning, or connecting lessons to students' real-world experiences.

NEW! UDL Guidelines 3.0

The updated guidelines **address barriers rooted in biases and systems of exclusion** for learners with and without disabilities.

Themes emphasized in the three principles include:



- Authentically representing a diversity of identities, perspectives, and narratives as they relate to learners
- Considering perceptions of people, cultures, and languages
- Valuing multiple ways of knowing and making meaning

- Honoring and valuing a wide variety of forms of communication
- Centering and valuing forms of expression that have been overlooked or ignored by addressing biases
- Challenging exclusionary practices to build more accessible, inclusive spaces and systems

- Centering, affirming, and sustaining learners' interests and identities
- Promoting the role of joy and play for learners and educators alike
- Emphasizing the role of belonging in teaching and learning
- Cultivating empathy and repairing harm with restorative practices



2

Deep Dive into PBIS Tiers

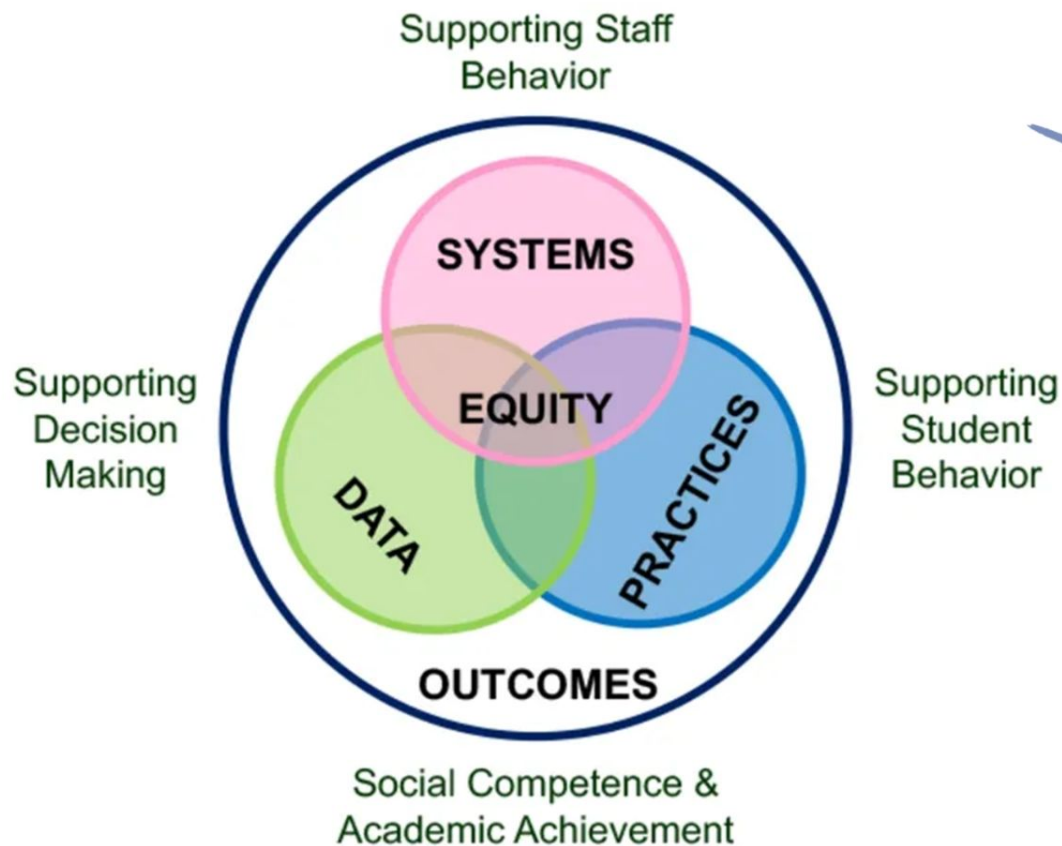
PBIS (Positive Behavioral Interventions and Supports) creates positive, proactive systems that support all learners. Its tiered framework ensures every student receives the level of behavioral and social support they need to succeed.

What the Research Says:



PBIS is a behavioral support system that is evidence based and supported by the Michigan Department of Education in compliance with IDEA and MARSE.

- By improving social behavior using PBIS, schools are more efficient and effective with teachers teaching and students learning (Algozzine & Algozzine, 2007).
- For students exhibiting unwanted or unexpected behaviors, reducing discipline problems should increase exposure to classroom instruction and facilitate academic skill acquisition (Luiselli et al., 2005; Walker & Shinn, 2002).
- Pairing effective academic interventions with effective behavior support improves outcomes in both areas (Gage et al., 2015).



Essential Elements of PBIS

EQUITABLE SUPPORTS IN PBIS

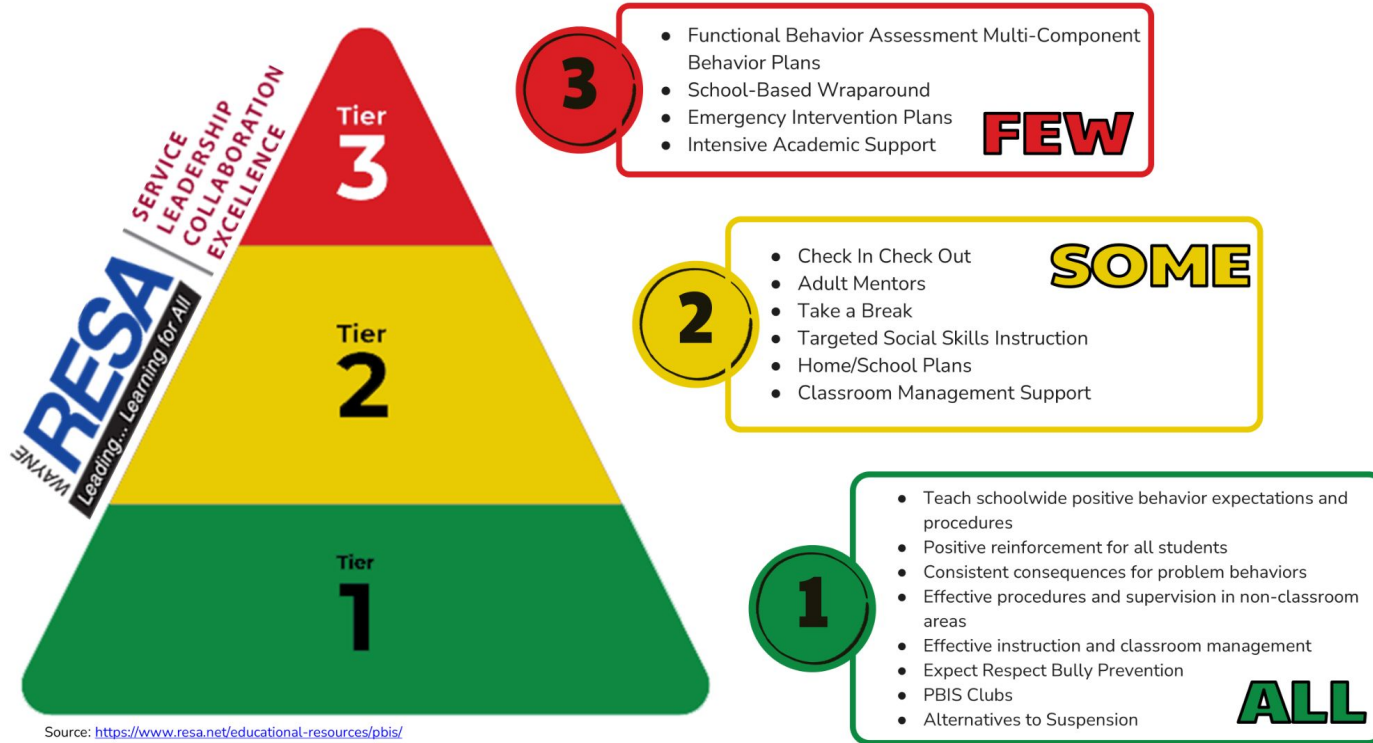
Every student deserves access to safe, high-quality learning environments and supports tailored to their strengths and needs—this is the core of equitable supports in PBIS.

To strengthen equity, PBIS teams should:

- Use the data. Spot patterns, address disparities, and guide next steps.
- Build strong, preventive systems. Create responsive, multi-tiered supports that reduce bias.
- Teach to close gaps. Engage all learners through explicit instruction.
- Lead with fair policies. Establish clear expectations.
- Interrupt bias. Stay intentional and equitable in decisions.

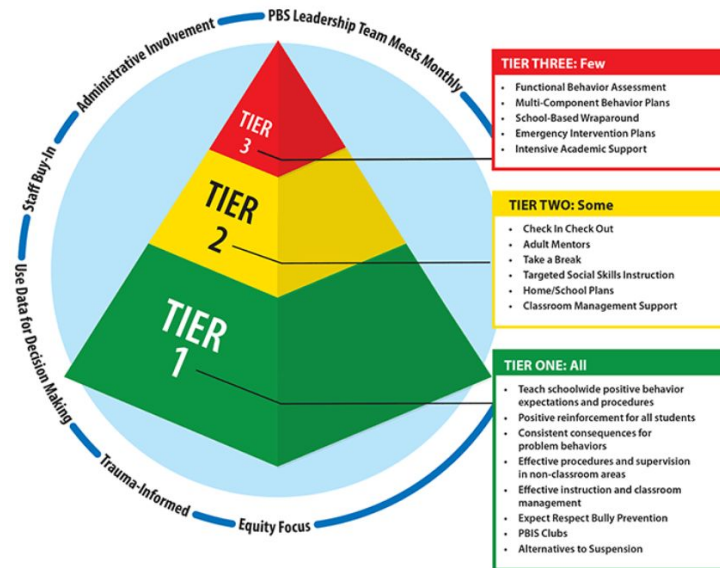


WHAT IS PBIS?

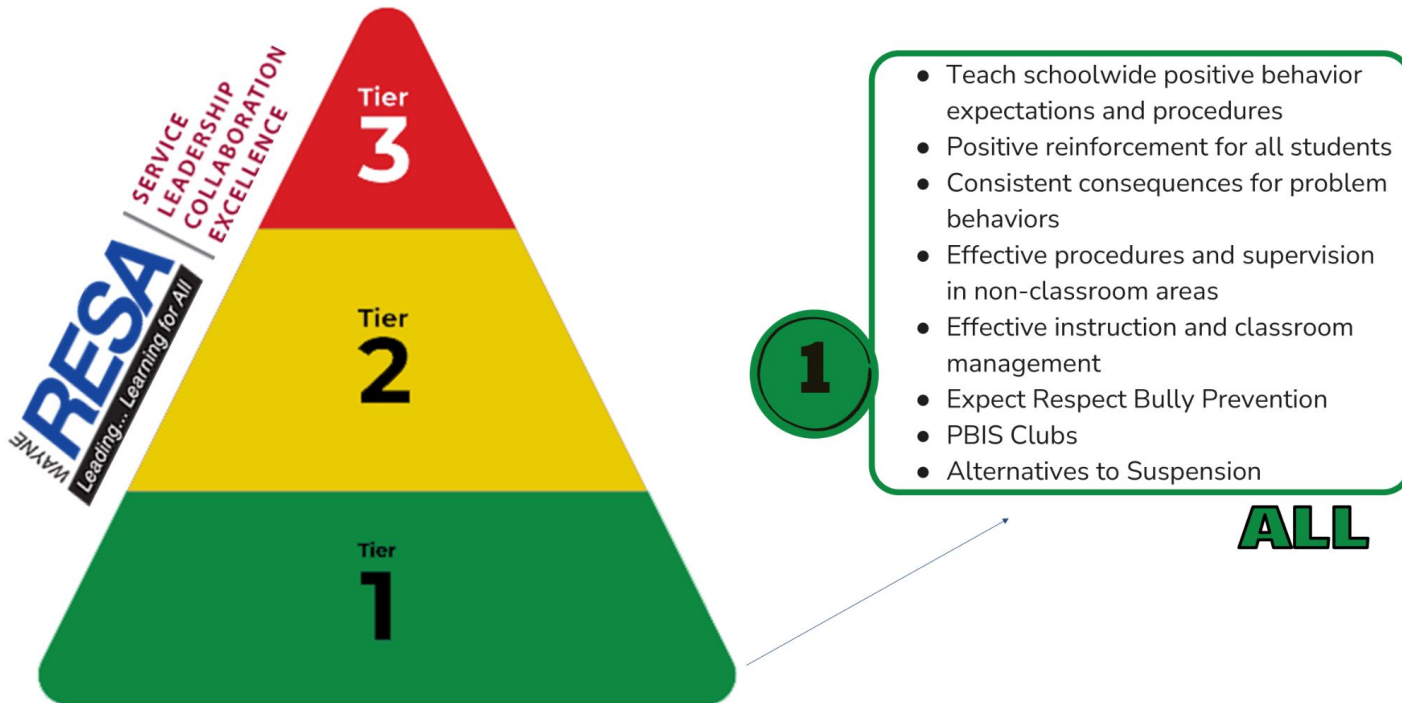


WHY USE PBIS?

- ❑ Improves Student Behavior
- ❑ Increases Academic Engagement
- ❑ Provides a Tiered Framework for Support
- ❑ Promotes Equity and Reduces Disproportionality
- ❑ Fosters a Positive School Climate
- ❑ Aligns with IDEA and Legal Best Practices



DESIGNING FOR ALL: TIER 1



Source: <https://www.resa.net/educational-resources/pbis/>

PBIS TEAM OPERATIONS

PBIS Team is representative of the school

- ☐ Teachers from all grade levels
- ☐ Support staff
- ☐ Specials
- ☐ Special Education
- ☐ Administration
- ☐ Parents
- ☐ Students
- ☐ Chairpersons



Schedule Monthly Team Meetings
Create a PBIS Events Calendar for the Year

4 COMPONENTS OF PBIS

1

ESTABLISH EXPECTATIONS

2

TEACH EXPECTATIONS

3

POSITIVE REINFORCEMENT

4

RESTORATIVE CONSEQUENCES

ESTABLISH EXPECTATIONS

- ❑ 3-5 Expectations
- ❑ Explicitly define guidelines in all school settings
- ❑ State expectations positively

| | |
|-----------|-----------------------|
| BE | Safe |
| BE | Respectful |
| BE | Responsible |
| BE | Ready to Learn |

REVIEW YOUR MATRIX & MESSAGING

Is the language student-friendly?

- Short and to the point
- Less is more
- Stated positively

Is it culturally responsive?

- Expectations should Recognize and respect the various cultures represented in your school.

Is it trauma-informed?

- Expectations should encourage a sense of belonging and community.

Does it include SEL and Character Education in the language?

- Expectations should include the same language of the SEL program your school utilizes.

| PBIS Matrix | | | | | | |
|----------------|-----------|---------|----------|----------|-----|-----------|
| PBIS | Cafeteria | Hallway | Restroom | Assembly | Bus | Classroom |
| BE SAFE | | | | | | |
| BE RESPONSIBLE | | | | | | |
| BE RESPECTFUL | | | | | | |



Bird Elementary Behavior Expectations






| | CLASSROOMS | HALLWAYS | ARRIVAL/DEPARTURE | LUNCHROOM | ASSEMBLIES | BUS |
|---------------------------------|--|---|--|---|---|--|
| S Safe | <ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk | <ul style="list-style-type: none"> Eyes forward Listen for directions Walk | <ul style="list-style-type: none"> Stay on the sidewalks Use the bridge to cross Ann Arbor Trail Walk directly home | <ul style="list-style-type: none"> Stay in your seat Always walk | <ul style="list-style-type: none"> Enter and exit in an orderly fashion Always walk | <ul style="list-style-type: none"> Walk onto the bus Stay seated |
| O Organized and Ready | <ul style="list-style-type: none"> Have supplies ready and spaces tidy Level 0 with eyes on the teacher | <ul style="list-style-type: none"> Walk on the correct side | <ul style="list-style-type: none"> Stay in your pick up area Listen for your name to be called | <ul style="list-style-type: none"> Walk directly to your table or the lunch line Line up at level 0 with your class when you are called | <ul style="list-style-type: none"> Sit flat on the floor quickly and quietly with your class | <ul style="list-style-type: none"> Enter and exit in an orderly fashion |
| A Act Responsibly | <ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk | <ul style="list-style-type: none"> Eyes forward Walk Listen for directions | <ul style="list-style-type: none"> Be looking and listening for your pick up person | <ul style="list-style-type: none"> Listen for directions Give 5 when asked Keep hands, feet, and objects to yourself | <ul style="list-style-type: none"> Stay seated and forward | <ul style="list-style-type: none"> Keep your body and belongings inside the bus |
| R Respectful | <ul style="list-style-type: none"> Use the voice level chart Use kind words and actions Give 5 when asked | <ul style="list-style-type: none"> Level 0 Respect artwork and boards | <ul style="list-style-type: none"> Listen to staff and safeties | <ul style="list-style-type: none"> Use good manners Level 2 volume | <ul style="list-style-type: none"> Level 0 during assembly | <ul style="list-style-type: none"> Level 1 voices Wait in line Listen to the bus driver Use appropriate language |

DAVIDSON MIDDLE SCHOOL BEHAVIOR EXPECTATIONS MATRIX

| | Classrooms | Office | Hallways | Bathrooms | Cafeteria | Anti-Bullying |
|----------------|--|--|---|--|---|---|
| BE RESPECTFUL | <ul style="list-style-type: none"> • Use kind words and actions/help others • Use materials appropriately • Be patient and wait your turn | <ul style="list-style-type: none"> • Be patient and wait your turn | <ul style="list-style-type: none"> • Use kind words and actions/help others • Respect classes in session | <ul style="list-style-type: none"> • Clean up after yourself | <ul style="list-style-type: none"> • Be patient and wait your turn • Use good manners • Listen during announcements | <ul style="list-style-type: none"> • STOP: Interrupt and model respect, rather than watch or join in |
| BE RESPONSIBLE | <ul style="list-style-type: none"> • Be on time to class • Come prepared for class • Return materials to their proper place • Complete and turn in all assignments and homework (ON TIME) • Use your time wisely • Actively participate in class • Keep classroom litter free | <ul style="list-style-type: none"> • Be honest • Follow established procedures | <ul style="list-style-type: none"> • Use assigned locker appropriately • Go directly to your destination • Keep hallways litter-free • Report damages, disruptions, or graffiti to a staff member • Keep all electronic devices out of sight | <ul style="list-style-type: none"> • Flush toilet • Report damages, disruptions, or graffiti to a staff member • Keep all electronic devices out of sight • Use during passing time • Return to room promptly | <ul style="list-style-type: none"> • Come prepared for lunch (lunch, money, coat, etc.) • Clean up your own table/floor area • Leave food and drink in the cafeteria | <ul style="list-style-type: none"> • WALK: Invite people who are being disrespected to join you & move away |
| BE SAFE | <ul style="list-style-type: none"> • Sit correctly in assigned seat • Store materials in designated area (No backpacks) | <ul style="list-style-type: none"> • Sit or stand in designated area | <ul style="list-style-type: none"> • Walk, at a safe pace, on the right-hand side of the hallway and staircase | <ul style="list-style-type: none"> • Wash hands with soap and water • Use facilities appropriately | <ul style="list-style-type: none"> • Follow lunch line procedures • Always walk | <ul style="list-style-type: none"> • TALK: Report to an adult immediately. |
| ALWAYS | <ul style="list-style-type: none"> • Follow all staff directions • Use appropriate language, volume, and tone • Keep hands, feet, and objects to yourself • Respect others' privacy and property • Respect school property • In case of an emergency follow specific procedures • Report problems to staff • Do not open locked doors to outside (ask adult staff member) • Value people and their property | | | | | |



Pershing High School Behavior Expectations

| | Classroom | Hallways | Cafeteria | Bathroom | Special Situations |
|--|--|---|---|--|---|
|  Prepared, Present, and Prompt | <ul style="list-style-type: none">• Be in your assigned location at the correct time. | <ul style="list-style-type: none">• Move when scheduled• Go to lockers in the morning, before lunch & after school only | <ul style="list-style-type: none">• Sit near those you'd like to speak with to avoid yelling• Come with a pass if you need to leave for tutoring or detention | <ul style="list-style-type: none">• Use the bathroom properly• Clean up behind yourself.• Wash your hands | <ul style="list-style-type: none">• Professionally address/staff other adults/visitors and peers with respect |
|  Respect, Reflective, and Responsible | <ul style="list-style-type: none">• Use appropriate language• Follow directions• Have needed supplies• Reflect on your work | <ul style="list-style-type: none">• Have a hall pass with you when not in class• Only request to leave class for emergencies | <ul style="list-style-type: none">• Use appropriate language. Profanity/Cursing is NEVER appropriate in school/work/ places of business.• Follow directions• Be polite please and thank you | <ul style="list-style-type: none">• Use the bathroom for the intended purposes | <ul style="list-style-type: none">• Listen, follow directions and use appropriate language |
|  Integrity | <ul style="list-style-type: none">• Do your own work• Seek assistance appropriately | <ul style="list-style-type: none">• Be where you are supposed to be | <ul style="list-style-type: none">• Ask before taking or touching someone else's food• Bring appropriate food that does not require a microwave | <ul style="list-style-type: none">• This is a smoke/drug/phone free environment | <ul style="list-style-type: none">• Follow rules and procedures |
|  Dependability | <ul style="list-style-type: none">• Be on task• Electronic devices off and out of sight (unless permission has been granted) | <ul style="list-style-type: none">• Arrive to school on time• Get to class on time | <ul style="list-style-type: none">• Clean up after yourself. We always leave a place better than we found it.• Get permission or have a pass for meetings, tutoring or going to the bathroom. | <ul style="list-style-type: none">• Leave the bathroom clean• Return to class from the bathroom in a timely fashion | <ul style="list-style-type: none">• Give your best effort• Represent UYA with pride |
|  Effort Towards College and Beyond | <ul style="list-style-type: none">• Turn in assignments• Track progress to ensure a high GPA: be responsible for behavior and grades• Try new things | <ul style="list-style-type: none">• Attend all classes when you are on campus | <ul style="list-style-type: none">• Use cafeteria time to eat. Do not use class time to eat. Scholars are encouraged to engage in working lunches. | <ul style="list-style-type: none">• Reserve bathroom breaks for between classes | <ul style="list-style-type: none">• Focus on learning and listening |

**BE SAFE.
BE RESPECTFUL.
BE RESPONSIBLE.**

OFFICE

Wait patiently when others are waiting
Greet the person you need to talk to
Open and close the door gently

BATHROOM

Keep the light on
Wait your turn
Knock on the door before going in
Flush
Wash hands with soap and water

ARRIVAL AND DISMISSAL

Watch for traffic
Listen and follow directions
Stay on the sidewalk

BUS

Sit in a seat and face forward
Pay attention so you can get off at the right stop
Use an indoor voice
Listen to the bus driver
Hands and feet to yourself
Make sure you have all your things

HALLWAY

Use quiet voices
Watch out for others
Walk in a single file line
Keep hallways clean
Hands and feet to self

WEBSTER'S BEHAVIOR EXPECTATIONS

CLASSROOM

Listen and follow rules
Use materials safely
Hands and feet to yourself
Ask for help when needed
Take care of your area

RECESS

Stay in the playground area
Wait your turn when necessary
Hands and feet to yourself
Listen to the adult directions
Line up when called
Use appropriate language

CAFETERIA

Walk calmly and quietly
Use quiet voices
Hands and feet to yourself
Clean up your area
Eat only your own food



HALLWAY EXPECTATIONS



Prepared, Present,
and Prompt

- Move when scheduled
- Go to lockers in the morning, before lunch, and after school only.



Respect, Reflective,
and Responsible

- Have a hall pass with you when not in class.
- Only request to leave class for emergencies.



Integrity

- Be where you are supposed to be.



Dependability

- Arrive to school on time.
- Get to class on time.



Effort Towards
Collaboration and Beyond

- Attend all classes when you are on campus.



CAFETERIUM



Be Safe

- Keep all food to yourself, and don't touch anyone else's food.
- Sit with feet on floor, bottom on bench, and facing the table.
- Stay seated—remain in your seat.



Be Respectful

- Allow anyone to sit next to you.
- Use a talking voice.
- Use good manners.



Be Responsible

- Raise your hand and wait for assistance.
- Get all food, milk, utensils, etc., when first going through the line.
- Clean up after yourself.



Classroom Expectations

Be Respectful

Listen and follow directions
the first time given.
Avoid profanity and abusive language
Speak positive and courteous manner.

Be Responsible

Be present and on time.
Bring necessary supplies.
Be actively engaged in lessons.
Complete assignments and hand them in.

Be Safe

Walk quietly and orderly.
Sit in assigned seat.
Keep environment clean.



Computer Lab Expectations

Be Respectful

Listen and follow instructions.
Speak courteously and say,
“please” and “thank you”.

Be Responsible

Be engaged in the lesson.
Keep area clean.
Report equipment that is
not working.

Be Safe

Keep hands and feet to yourself.
Follow teachers’ instructions.





VOICE LEVELS

0

Silence is Golden



1

Spy Talk
Whispering



2

Low Flow:
Small group work



3

Formal Normal:
Conversation voice



4

Loud Crowd:
Presenting voice



5

For Outside
Use Only



VOICE LEVELS

LEVEL 0
No Talking

LEVEL 1
Whisper

LEVEL 2
Inside Learning

LEVEL 3
Speaker Voice

LEVEL 4
Outside Voice

TEACH EXPECTATIONS

- Assemblies
- Classroom circles
- Weekly review lessons
- Model/Role Play
- Teach the common language
- Videos



TEACH EXPECTATIONS

- **Students should receive direct instruction on the school's positive behavior expectations (PBIS Matrix).**
- **Schools develop core values such as Respect, Responsibility, and Safety and then define the specific behaviors representing those values in all locations of the school.**
- **Schools then develop a plan to ensure that all students receive direct instruction in the specific behavior expectations at the beginning of the school year, and then provide booster lessons throughout the school year.**

TEACH EXPECTATIONS

- **Schedule instruction in all locations (include supervisors)**
- **Heavy focus every day for 2-3 weeks**
- **Review PBIS Expectations frequently**



POSITIVE REINFORCEMENT

- Establish Rapport
- Positive Greetings
- Positive Feedback (5 to 1)
- Positive Postcards
- PBIS Clubs
- Group Acknowledgements
- Ticket Systems



POSITIVE POSTCARDS



PBIS CLUBS

- ❑ For students who lack motivation or a feeling of connectedness at school.
- ❑ Participation in a high interest, extra-curricular activity monitored by an adult, can help the student view school in a more positive way.
- ❑ Participation in clubs are a great opportunity to practice social skills and develop leadership qualities.
- ❑ Entrance criteria for the club must accommodate Tier 2 & 3.
- ❑ Examples: Chess, checkers, arts, music, sports, technology, photography, film-making, gardening, etc.

RESTORATIVE CONSEQUENCES

- Useful corrections
- Provide practice
- Interventions not suspensions
- Restorative practice



7 PBIS BEST PRACTICES

- 1. Teach and review positive behavior expectations frequently and strengthen relationships**
- 2. Provide high rates of opportunities to respond to instruction**
- 3. Activity sequencing and offering choice**
- 4. Teach and review classroom routines & cues**
- 5. Active supervision in all settings**
- 6. Implement informal and formal systems of positive reinforcement**
- 7. Continuum of appropriate consequences enforced consistently & fairly**

BUT FIRST: ESTABLISH RAPPORT

Greet

- Personally say hello to every student as they walk in. Look them in the eye, ask their name, and then introduce yourself.

Smile

- It make you instantly likeable. It puts your students at ease. It wins them over to your way of doing things before you even open your mouth.

Share

- This helps your students see you as a real person.

#1 TEACH & REVIEW POSITIVE BEHAVIOR EXPECTATIONS

- Provide brief (5–15 minutes) lessons from the behavior matrix.
- Have your students help create your matrix.
- Use a variety of methods appropriate to the grade level: discussion, role-play, video, writing, art, etc.
- Provide pre-corrections or reminders throughout the day, everyday, immediately before problems tend to arise.

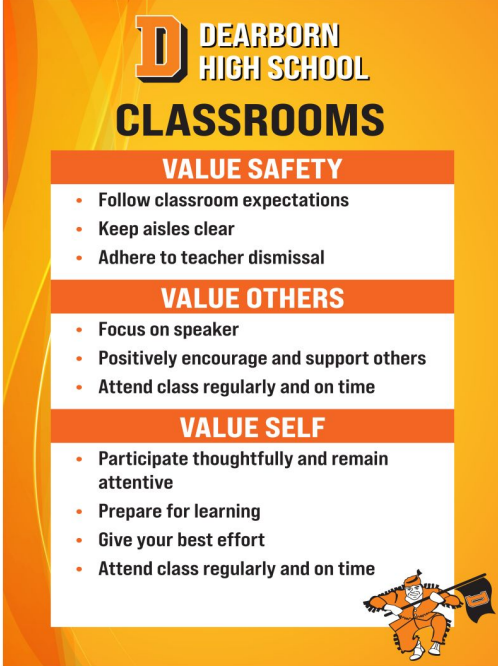


USING EXPLICIT INSTRUCTION

Explicit instruction is a way to teach in a direct, structured manner.

Anita Archer describes explicit instruction as a 3 step process:

- Modeling & Demonstration
“I do”
- Guided Practice
“We do”
- Independent Practice
“You do”



D DEARBORN
HIGH SCHOOL
CLASSROOMS

VALUE SAFETY


- Follow classroom expectations
- Keep aisles clear
- Adhere to teacher dismissal

VALUE OTHERS

- Focus on speaker
- Positively encourage and support others
- Attend class regularly and on time

VALUE SELF

- Participate thoughtfully and remain attentive
- Prepare for learning
- Give your best effort
- Attend class regularly and on time



EXAMPLE: RAISING YOUR HAND

1. State the Expectation

“Today we’re learning what it looks like and sounds like to *raise your hand before speaking* in class.”

2. Explain the Rationale

“When we raise our hand, everyone gets a turn to share, and we can actually hear each other. It helps our class stay calm, fair, and respectful.”

3. Model the Behavior

- **Example:**
Teacher models: “When I have something to say, I raise my hand, wait to be called on, and then share my thought.”
- **Non-example:**
Teacher models: “When I shout out answers, it’s hard for others to focus or feel like they can participate.”

4. Practice Together

“Let’s practice! I’ll ask a few questions, and you show me what it looks like to raise your hand and wait.”

Ask fun, low-stakes questions:

- **“What’s your favorite snack?”**

Give specific praise for correct behavior:

“I like how Devon raised his hand and waited quietly.”

“Thanks, Mia, for keeping your hand up and eyes on me while you waited.”

5. Check for Understanding

Ask:

“Why do we raise our hand before speaking?”

“What should you do if you forget and call out?”

6. Reinforce and Revisit

“I noticed so many people raising their hands during science today. Awesome job showing respect and responsibility!”

RETEACH EXPECTATIONS

- When behaviors start to escalate, remind yourself to go back and reteach expectations!
- The students may “know” the expectations, but review and practice with the group can help everyone get back on track.



#2 FREQUENT OPPORTUNITIES TO RESPOND

Whole Group Action Responses

Definition:

Students physically demonstrate learning through movement or gestures as a class.

Examples:

- Hand signals or gestures (e.g., agree/disagree, multiple-choice answers)
- Standing for true/false or sorting themselves into groups
- Acting out vocabulary or concepts

Benefits:

- Increases energy and engagement
- Supports kinesthetic learners
- Provides immediate, visible feedback



OPPORTUNITIES TO RESPOND

Small Groups/Partners

Definition:

Students collaborate in pairs or small groups to discuss, solve, or create together.

Examples:

- Think-Pair-Share
- Group problem-solving or role-play
- Peer teaching

Benefits:

- Encourages communication and teamwork
- Builds confidence through peer interaction
- Deepens understanding through shared reasoning



OPPORTUNITIES TO RESPOND

Whole Group Oral Response

Examples: Choral responses, call-and-response, think-pair-share

Benefits:

- Encourages participation from everyone
- Builds confidence in speaking
- Provides instant feedback for the teacher

Whole Group Written Response

Examples: Whiteboards, sticky notes, digital polls, quick writes

Benefits:

- Increases accountability and engagement
- Helps students organize thoughts before sharing
- Allows teacher to assess understanding quickly



#3 ACTIVITY SEQUENCING & OFFERING CHOICE

Strategies

- Provide opportunity to engage in a preferred activity first
- Establish behavioral momentum through positive reinforcement
- Allow student to choose location, materials, or order of tasks

Why It Works

- Reduces oppositionality by promoting autonomy and predictability
- Builds engagement and motivation before challenging tasks
- Encourages students to take responsibility for their choices

Example:

- Start with a short drawing activity → then transition to writing.
- Offer choice: “Do you want to write with pencil or marker?”

#4 TEACH AND REVIEW CLASSROOM PROCEDURES

Teach What You Expect

- Identify and directly teach clear, simple procedures for all transitions and routine tasks.
- Teach the rules for locations and materials in the room.
- Ensure the physical environment supports instruction and smooth movement.

Establish Attention Signals

- Identify a consistent auditory or visual signal to gain attention.
- Whenever possible, use a universal schoolwide signal for consistency.

| | Morning Routine | Lesson Time | Independent Work Time | Group Work | Afternoon Routine |
|----------------|--|--|---|--|---|
| Be Respectful | <ul style="list-style-type: none">• Voices off during announcements• Participate during the pledge• Work quietly | <ul style="list-style-type: none">• Treat materials gently• Be an active listener• Wait your turn• Voices off at attention signal | <ul style="list-style-type: none">• Treat materials gently• Work quietly• Voices off at attention signal | <ul style="list-style-type: none">• Treat materials gently• Use inside voices• Value the ideas & opinions of others• Include everyone• Voices off at attention signal• Give the speaker your full attention | <ul style="list-style-type: none">• Wait your turn when getting mail & other belongings• Voices off for end of day reminders |
| Be Responsible | <ul style="list-style-type: none">• Turn in notes & homework• Be seated & quiet when the bell rings• Follow directions on the board• Have materials ready | <ul style="list-style-type: none">• Have materials ready• Follow directions• Stay in your seat or place at the carpet• Do your best work• Clean up after yourself• Push in your chair | <ul style="list-style-type: none">• Follow directions• Stay in one spot• Use time wisely• Do your best work• Problem solve 1st. Only seek help when really needed.• Clean up after yourself | <ul style="list-style-type: none">• Have materials ready• Follow directions• Stay together in one spot• Everyone shares the workload• Use time wisely• Only work with <u>your</u> group-mates• Clean up after yourself | <ul style="list-style-type: none">• Clean up after yourself• Pack all necessary items (agenda, homework, lunchbox, etc.)• Check your mailbox• Stack your chair & seat sack |
| Be Really Safe | <ul style="list-style-type: none">• Use only kind words & actions• Walk at all times• Keep hands, feet, & objects to self• Use materials for their intended purpose | <ul style="list-style-type: none">• Use only kind words & actions• Walk at all times• Use materials for their intended purpose• Keep hands, feet, & objects to self | <ul style="list-style-type: none">• Use only kind words & actions• Use materials for their intended purpose• Keep hands, feet, & objects to self | <ul style="list-style-type: none">• Use only kind words & actions• Walk at all times• Use materials for their intended purpose• Keep hands, feet, & objects to self | <ul style="list-style-type: none">• Use only kind words & actions• Walk at all times• Keep hands, feet, & objects to self• Sit at your table & wait to be dismissed• Stay with your class |

#5 ACTIVE SUPERVISION

- **Move/circulate** –be visible and present in the hallway
- **Scan-Continuously** observe for safety and engagement
- **Frequent positive contacts** –greet and connect with students
- **Acknowledge students for following expectations**
- **Correct calmly & firmly when behavior drifts off track**
- **Remind students of hallway expectations before they leave class**



Active Supervision: A Research-Based Strategy for Preventing Problem Behaviors

Special Series: Behavioral Disorders-Beyond Behavior Collaboration

 HAMMILL INSTITUTE
ON DISABILITIES

Active Supervision: Preventing Behavioral Problems Before They Occur

Beyond Behavior
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Todd Haydon, PhD¹, William Hunter, EdD²,
and Terrance M. Scott, PhD³

Abstract

The current body of research on classroom environments identifies key proactive instructional strategies that when implemented effectively can reduce the likelihood of problematic behavioral incidents by students. One strategy known as active supervision has demonstrated positive outcomes across school settings, including classrooms, hallways, cafeterias, and playgrounds. In this article, authors provide a definition of active supervision, empirical support for its use, a detailed description of how to implement it, and resources for further study.

#6 IMPLEMENT INFORMAL AND FORMAL SYSTEMS OF POSITIVE REINFORCEMENT

- Establish Rapport
- Positive Greetings
- Positive Feedback (5 to 1)
- Positive Postcards
- PBIS Clubs
- Group Acknowledgements
- Ticket Systems



THRESHOLD GREETINGS

What are they?

- ❑ A PBIS strategy where teachers greet students individually at the door.
- ❑ Builds relationships, sets expectations, and starts class with positivity.

Why do they Matter?

- ❑ Increases student engagement and connection
- ❑ Reduces disruptive behavior
- ❑ Improves classroom climate
- ❑ Reinforces school-wide PBIS values



THRESHOLD GREETINGS

How do we do this?

- ❑ Stand at your doorway and be visible and welcoming
- ❑ Greet each student by name
- ❑ Use eye contact, a smile, or a gesture (fist bump, wave, etc.)
- ❑ Offer a quick check-in if needed (“How’s your morning going?”)
- ❑ Redirect or encourage students who need reminders



THRESHOLD GREETINGS

Evidence-Based Strategy: What does the research say?

“Positive Greetings at the Door” (Cook et al., 2018)

↑ Academic engagement, ↓ disruptive behavior
Teachers rated it easy and effective

Allday et al. (2007, 2011)

Greeting students increased *on-task behavior*
Students started work faster when greeted

Shields-Lysiak et al. (2020)

Personalized greetings built *belonging* and *community*



IMPLEMENTING THE 5:1

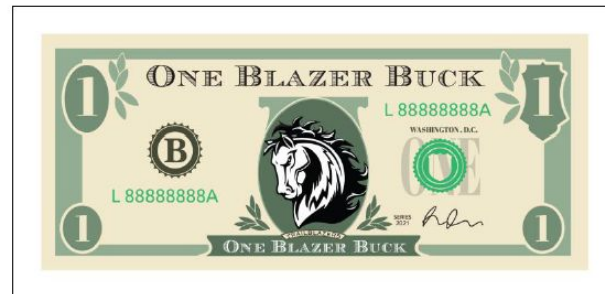
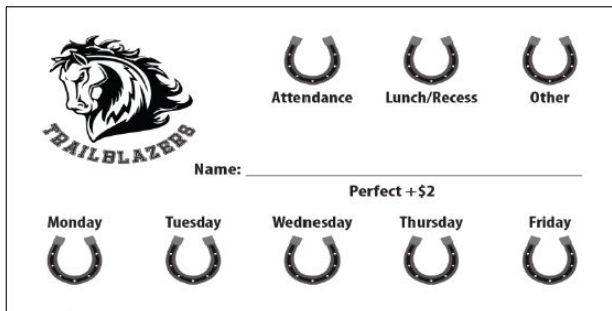
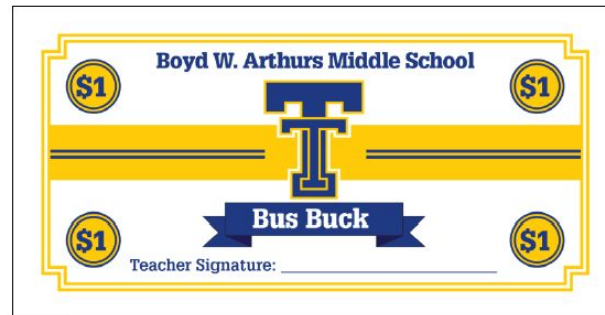
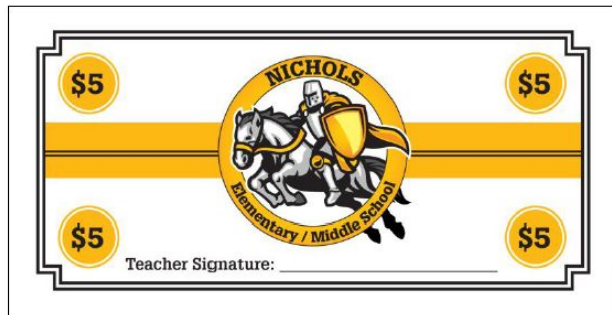
For every 1 correction or negative interaction, aim for 5 positive interactions with students.

These positives can include:

- **Specific praise** (“I like how you started right away!”)
- **Encouragement** (“You’ve got this!”)
- **Positive feedback**
- **Recognition or acknowledgement**
- **Friendly nonverbal cues** (smile, thumbs up, nod)

| BEHAVIOR-SPECIFIC PRAISE HIGH-QUALITY FORMULA | | | |
|--|--|---|--|
| Name | Praise Statement | Behavior | Behavior-Specific Praise |
| <ul style="list-style-type: none">• Use the student's name• Move closer• Use nonverbal body language• Be sincere! | <ul style="list-style-type: none">• Thank you for...• I like how you...• Great job...• Nice work...• Way to go...• It's awesome how...• Well done...• Fantastic work... | <p><u>Clearly State the Behavior</u></p> <ul style="list-style-type: none">• writing so neatly• sitting in your seat• raising your hand• asking for a break• putting your math book away• taking turns at the water fountain | <ul style="list-style-type: none">• Especially effective for students who are highly reinforced by attention |

BEHAVIOR BUCKS





BEST — at — RECESS!

Days That We Are Referral Free



SPOTLIGHT

STUDENTS



PBIS Award

Positive Behavioral Interventions and Supports Program

Be Respectful! Be Responsible! Be Safe! Be Positive!

This program focuses on promoting positive behavior throughout the school and encourages students to take pride in themselves, their classmates, and their school.

Is here by recognized for their positive behavior and for following PBIS guidelines at

Noble Elementary–Middle School



Principal: Dr. Tonya Norwood

Dean of Culture: Mr. Arvis Young

Assistant Principal: Dr. Kevin Hall

PBIS Internal Coach: Ms. Pamela Moore

Culture Facilitator: Jade Chambers

PBIS AWARD

Positive Behavioral Interventions and Supports Program

Be Respectful • Be Responsible • Be Safe • Be Honest

Is hereby recognized for **EXPECTING RESPECT** at

Bagley Elementary School of Journalism & Technology

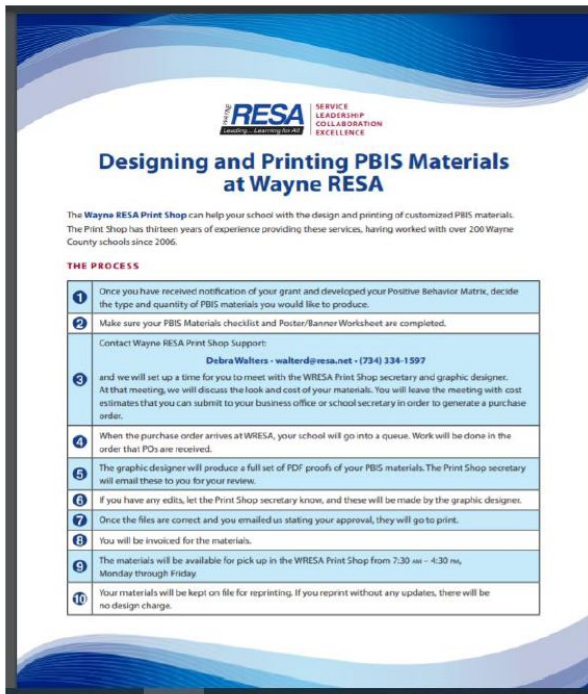
Principal



Teacher

PBIS MATERIALS DESIGNED & PRODUCED BY WRESA

Contact Debra Walters
(734) 334-1597
walterd@resa.net



Wayne RESA SERVICE LEADERSHIP COLLABORATION EXCELLENCE

Designing and Printing PBIS Materials at Wayne RESA

The Wayne RESA Print Shop can help your school with the design and printing of customized PBIS materials. The Print Shop has thirteen years of experience providing these services, having worked with over 200 Wayne County schools since 2006.

THE PROCESS

| | |
|----|---|
| 1 | Once you have received notification of your grant and developed your Positive Behavior Matrix, decide the type and quantity of PBIS materials you would like to produce. |
| 2 | Make sure your PBIS Materials checklist and Poster/Banner Worksheet are completed. |
| 3 | Contact Wayne RESA Print Shop Support: Debra Walters - walterd@resa.net - (734) 334-1597 and we will set up a time for you to meet with the WRESA Print Shop secretary and graphic designer. At that meeting, we will discuss the look and cost of your materials. You will leave the meeting with cost estimates that you can submit to your business office or school secretary in order to generate a purchase order. |
| 4 | When the purchase order arrives at WRESA, your school will go into a queue. Work will be done in the order that POs are received. |
| 5 | The graphic designer will produce a full set of PDF proofs of your PBIS materials. The Print Shop secretary will email these to you for your review. |
| 6 | If you have any edits, let the Print Shop secretary know, and these will be made by the graphic designer. |
| 7 | Once the files are correct and you emailed us stating your approval, they will go to print. |
| 8 | You will be invoiced for the materials. |
| 9 | The materials will be available for pick up in the WRESA Print Shop from 7:30 am - 4:30 pm, Monday through Friday. |
| 10 | Your materials will be kept on file for reprinting. If you reprint without any updates, there will be no design charge. |

ESTABLISH CLASSROOM PRIVILEGES

- Homework Pass
- Seating
- Game Time/Free Time
- Electronics use
- Snacks
- Teach a lesson
- Tell a story
- Help younger students



PBIS CLUBS AS REWARD ACTIVITIES

- Weekly to monthly
- Part of one period
- Survey student interest
- Group/classroom ratings
- Group CICO: Explain expectations
- Meet criteria–class earns the reward
- PBIS grant pays for materials



#7 RESPONDING TO PROBLEM BEHAVIOR

*THESE CATEGORIES SHOULD BE ESTABLISHED BY THE
SCHOOL-WIDE PBIS TEAM.*

| Situationally Inappropriate or Break Behaviors | Staff Managed or Minor Behavior Infractions | Office Managed or Major Behavior Infractions |
|---|--|---|
| | | |

CONSIDERATIONS FOR MAJORS

- Does it have an educational component for the student?
Reteaching
- Does it have a restorative and/or restitution component?
Make amends; restitution, restorative conference
- Does it decrease the likelihood of the behavior occurring in the future?
Decrease reinforcement and effective consequence
- Does the student need more intervention?
Tier 2 or Tier 3 plan

DISCIPLINARY OPTIONS

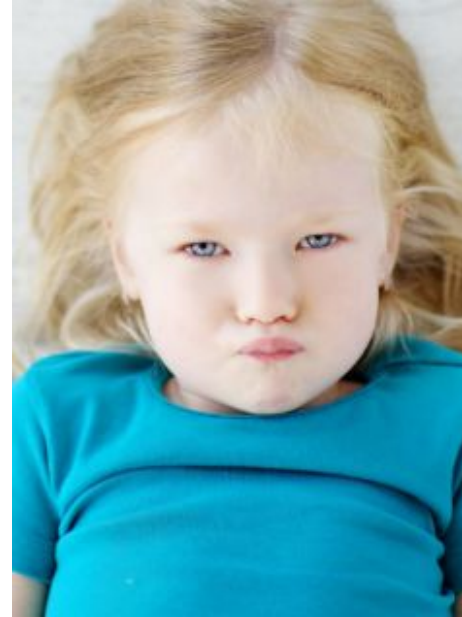
Have established procedures for these disciplinary options:

- **Reset Option**—outside of the classroom
- **Privilege Loss**—schoolwide and classroom based
- **Restorative Conference**
- **Restitution**
- **Community Service**
- **Detentions**
- **Behavior Monitoring**
- **Home-Based Consequence**
- **Home-School Plan**

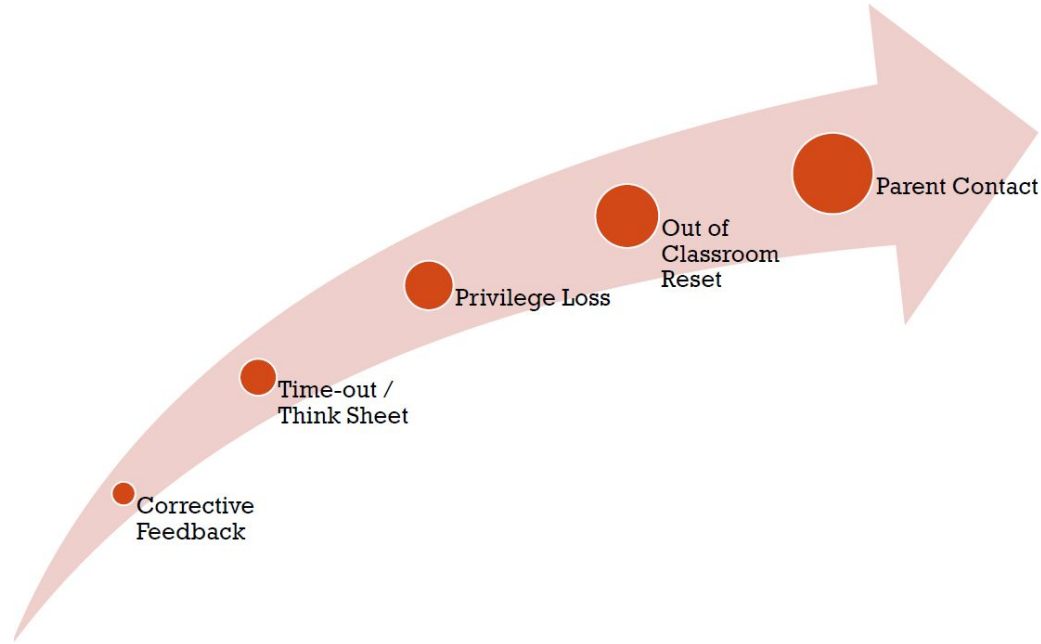


ADULT BEHAVIOR DIMINISHING POWER STRUGGLES

- Simple directive, choices
- Predetermined consequences
- Listening
- Being brief and direct
- Private discussion
- Walking away
- Avoiding snap decisions



ENFORCEMENT OF PREDICTABLE CONSEQUENCES



STRUCTURED BREAKS

What is it?

- A time to calm down, refocus, and get back on track
- Neutral reinforcement; not a reward or punishment

What are the benefits?

- Defuse potentially explosive situations
- Intervene effectively before behaviors escalate to major infractions
- Teaches important coping skills
- Keeps students in school

EXAMPLES OF STRUCTURED BREAKS

- A quick lap around the school
- 5 minutes on a bench in the hall
- Go talk to designated adult
- Calm down before talking
- 5 minutes alone at student's desk
- Get a drink of water
- Extra bathroom break



RESET TIME-OUT STRATEGY

What is it?

Removes reinforcement following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.

Example:

An elementary school teacher has students take a brief reset in her classroom for repeated disruptions. Students go to the reset table and complete a restorative chat think sheet.

Students do a quick debrief after the reset and get on with their day, back to earning positive attention.

RESET THINK SHEETS

 's Think Sheet

I can think about my choices and how they affect ME and others.

What I chose to do:

| | | | | |
|----------|--------------|-----------|----------------------|---------------------|
| kick | hit | push | bite | talk or scream |
| run | not work | pinch | use unkind words | throw something |

It made _____ feel:

| | | | | |
|-----------|---------|---------|------------|----------------|
| happy | sad | mad | scared | frustrated |
|-----------|---------|---------|------------|----------------|

Next time I can choose to:

| | | | | |
|-------------------------|-----------------------------------|-----------------------|--|--------------------------------|
| have SAFE feet | have SAFE hands | use kind words | listen and not talk during instruction | ask for a calm break |
| say "I need space." | ask someone to "Please stop." | follow directions | stay in my work area | say, "I don't understand." |

When I make a positive choice like that:

| | | | | |
|------------------------------------|-------------------------------------|---------------------------------|-------------------------------------|---------------------------------|
| others will want to be with me | others will feel good around me | others want to play with me | people will know that I am kind | I will feel proud of myself |
|------------------------------------|-------------------------------------|---------------------------------|-------------------------------------|---------------------------------|

Name: _____

THINK SHEET

I chose to behave inappropriately by: _____

When did this happen? _____

Why did this happen? _____

I DID NOT show the following character traits: (circle all that apply)

| | | | |
|---------------|----------|--------------|-------------|
| respectful | kindness | responsible | cooperative |
| rule follower | grateful | self control | honesty |

Next time I will: _____

Instead of: _____

I think a fair consequence to help me learn from my behavior would be: _____

One way I plan to make my day better is: _____

DIFFERENCE BETWEEN A RESET & A STRUCTURED BREAK

Reset

Occurs after a problem
behavior

Staff directed

May involve a Think Sheet

Reduced reinforcement

Reinforces classroom
expectations

Calming Break

Preventative

Student or staff directed

Access to calming tools

Not a consequence/neutral
reinforcement

Teaches self-regulation

BUILDING COMMUNICATION & COLLABORATION IN PBIS

Consistent Two-Way Communication:

PBIS teams maintain regular, open communication between **administration, leadership, and faculty** to ensure everyone stays aligned and informed.

Staff Recognition:

School staff are **acknowledged and celebrated** for their active participation in PBIS systems and practices.

Feedback and Continuous Improvement:

Teams **collect and use staff feedback** to strengthen **Tier 1 PBIS implementation**. Feedback is reviewed and discussed **at least annually** to guide decision-making and promote growth.

BUILDING COMMUNICATION & COLLABORATION IN PBIS

Team Implementation Checklist: Fidelity check How well are we doing with implementation Create a plan for improvement Completed annually

Instructions: The PBIS team should complete this checklist by consensus once a year to monitor activities for implementation of PBIS in the school. 3 questions will involve someone from the PBIS Team conducting brief random interviews with students and staff.

Scoring: In Place = 2 pts., Partially in Place = 1 pt., Not In Place = 0.

| Enter scores by section and total score. | In Place | Partially in Place | Not in Place | Score |
|---|----------------------------|----------------------------|--------------------------|-------|
| <u>Establish Commitment</u> | | | | |
| 1. Administrator actively supports the program. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. A process exists for all staff to be trained in PBIS. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. At least 80% of faculty/staff actively implement the program. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. School commits to 4-5 year timeline. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. School has active support of a district leadership team/central office. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. School has the support of Wayne RESA. | X | <input type="checkbox"/> | <input type="checkbox"/> | 12/12 |
| <u>Establish & Maintain Team</u> | | | | |
| 1. A representative PBIS team is established. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. An Internal Coach/Chairperson is identified. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Team establishes regular meeting schedule and operating procedures. | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Team establishes a division of responsibilities, duties, & tasks i.e., subcommittees. | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. New members are included on the team periodically. | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Administrator is actively involved, attends some meetings, and vocally supports the team. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. PBIS team reports at all-staff meeting at least quarterly. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11/14 |
| <u>Self-Assessment</u> | | | | |
| 1. Staff complete the PBIS Self-Assessment Survey (SAS) annually and use the information to develop their PBIS program. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. All staff complete the end of year PBIS survey. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. End of year survey results are shared with staff and used to make any necessary changes to the PBIS program. | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. When asked, 8/10 students can identify the school's behavior expectations. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. When asked, 8/10 staff can identify the school's behavior expectations. | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. The PBIS Team conducts a fidelity self-assessment | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

PARENT ENGAGEMENT

Tier One:

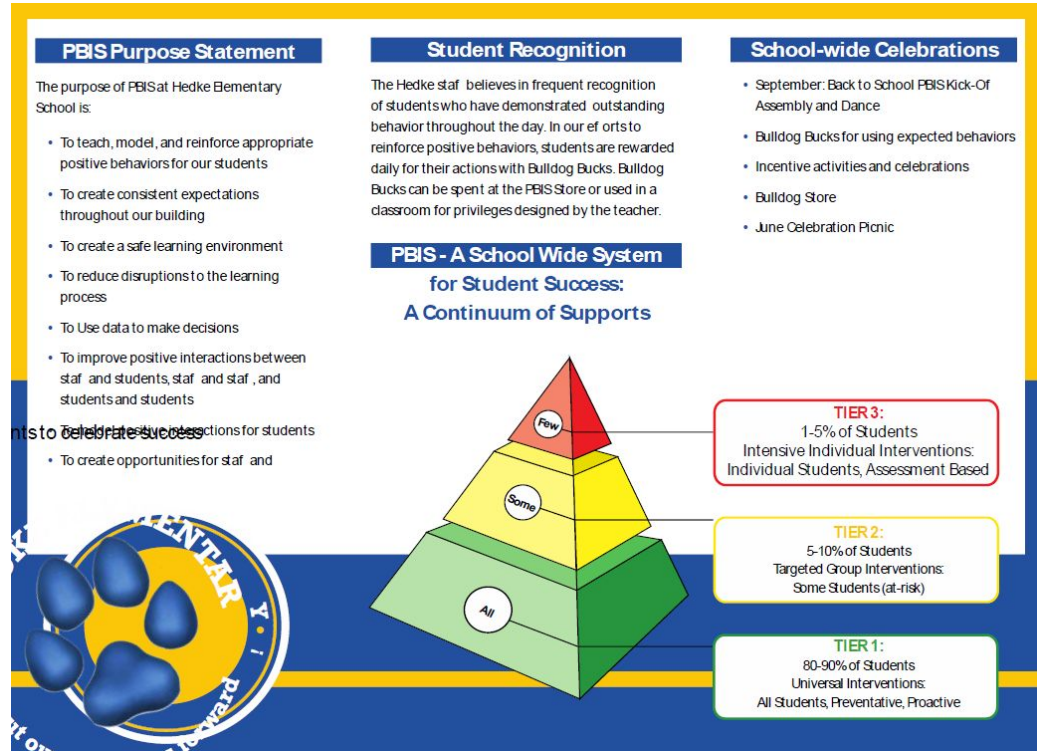
Parent Brochure with the matrix
Positive postcards
Cultural engagement
PBIS parent library/resources
Volunteer opportunities

Tier Two:

Home/School Plan
CICO
Data Reviews

Tier Three:

FBA
PBIS Plans
Wraparound Meetings



ADMINISTRATIVE SUPPORT

➤ **Make public statements of support and follow through**

➤ **Support the team members**

Personally thank staff for serving on the team

Be sensitive to their workload

Reserve time on staff meeting agendas

Provide support when the team needs blocks of time

➤ **Support team meetings**

Attend most meetings

➤ **Monitor Implementation**

PBIS walkthroughs daily/weekly in classrooms and non classroom areas

Provide feedback on implementation of PBIS practices



PBIS ALIGNMENT: DISTRICT LEVEL

➤ **Purpose:**

Ensure consistency and equity in PBIS practices across all schools

Build a shared vision for positive behavior support

Strengthen communication and alignment between leaders and schools

➤ **Key Components**

District leadership support

Collaborative networking

Aligned systems

Data-driven decisions

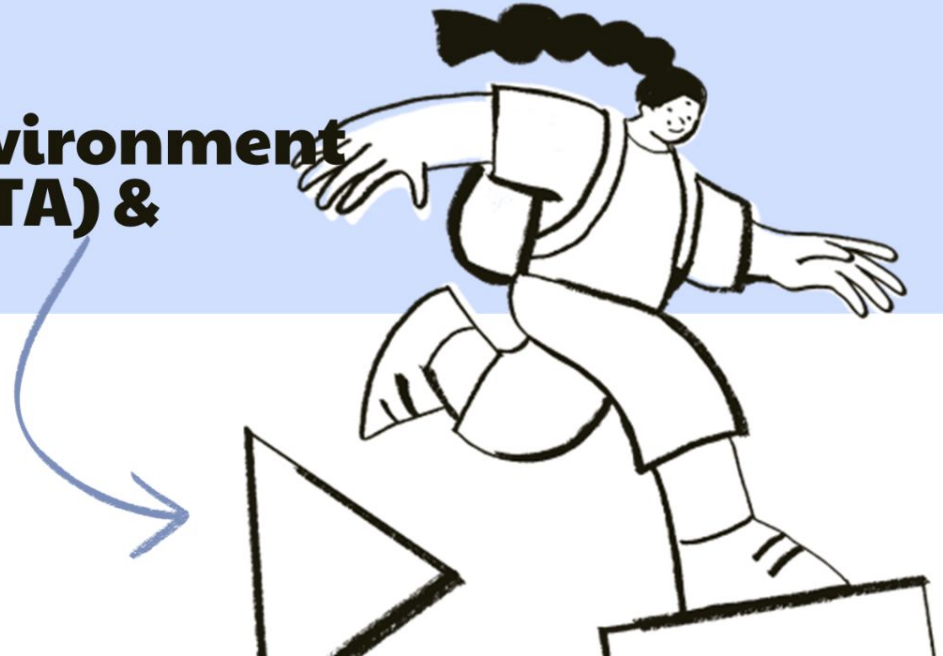
Celebrating success



3

Bridging the Gap: Integrating UDL + PBIS

Utilizing the Classroom Environment & Teaching Assessment (CETA) & PBIS assessments



UDL + PBIS = Success

UDL Focus

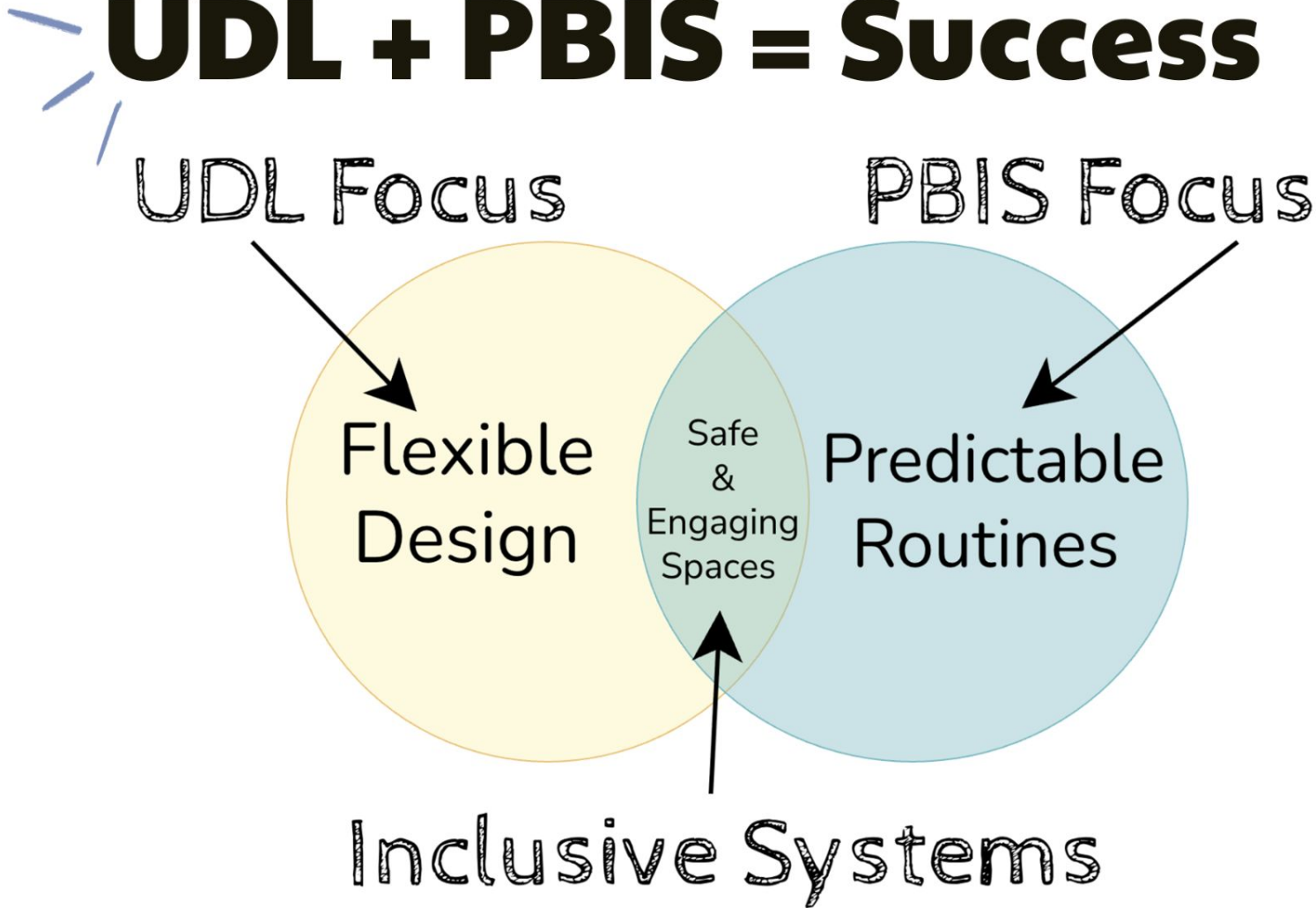
PBIS Focus

Flexible
Design

Safe
&
Engaging
Spaces

Predictable
Routines

Inclusive Systems



Exploring the The Classroom Environment & Teaching Assessment (CETA)



The Classroom Environment & Teaching Assessment (CETA) is a reflective tool designed to help educators and teams strengthen inclusive classroom practices and create effective learning environments for all students—especially those with higher support needs.

How it's used:

Educators can use the CETA individually or collaboratively to identify strengths, set goals, and monitor progress. When paired with other data sources, it helps guide intentional improvements in teaching and classroom design.

Why it matters:

- Builds proactive, inclusive, and consistent classroom systems
- Aligns with **UDL, PBIS, Evidence-Based Practices, and High Leverage Practices**
- Enhances access to the **Least Restrictive Environment (LRE)**
- Supports meaningful team dialogue and goal setting
- Reduces reliance on reactive or high-resource interventions

CETA forms:

- [CETA Fillable PDF Version](#)
- [CETA Google Doc](#)



Focus Areas - The Classroom Environment & Teaching Assessment (CETA)



Classroom
Environment



Positive Behavioral
Interventions & Supports



Adult Support &
Interactions



Instruction & Academic
Engagement



Visual & Organizational
Supports



Communication Systems &
Supports



Social Interaction & Peer to Peer Opportunities

Outcomes & Impacts



Clear Strategies for Inclusive Design and Behavioral Systems

Teams are walking away with practical, integrated approaches that strengthen both instructional design and behavioral supports across classrooms.



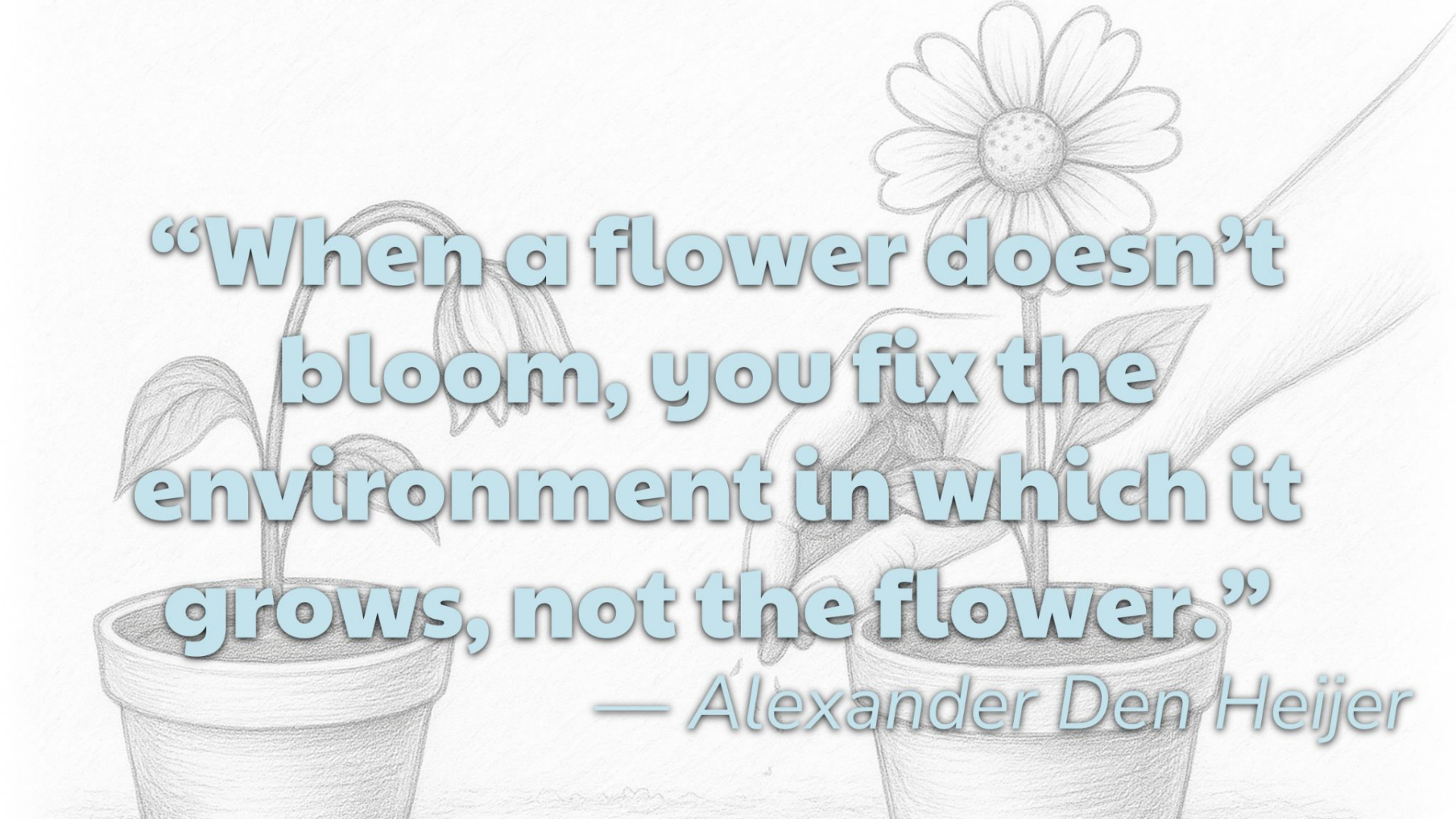
Alignment with Legal and Compliance Requirements

Our collective work reinforced how inclusive design and consistent Tier 1 systems align with IDEA, LRE, and district compliance expectations.



Actionable Tier 1 Plans and Collaborative Momentum

Participants leave with concrete next steps and renewed collaboration to sustain inclusive, proactive practices across schools.



**“When a flower doesn’t
bloom, you fix the
environment in which it
grows, not the flower.”**

— Alexander Den Heijer

RESOURCES

Wayne RESA

Autism Behavior Lab – October 15, 2024

Presented by Wayne RESA Autism Coaches:

Content utilized includes:

- **Applied behavior analysis concepts**
- **Behavior intervention planning frameworks**
- **Visuals and examples related to behavior pathways, function, and intervention alignment**

Oakland Schools

Supporting Behavior Through a Systems Lens of UDL and PBIS

Presented and authored by Audra Holdorf

Director of Special Services for Birmingham Public Schools

Content utilized includes:

- **Visuals and examples related to Tier 1 strategies and research**