

Tier One PBIS Systems

Wayne RESA
2023-24

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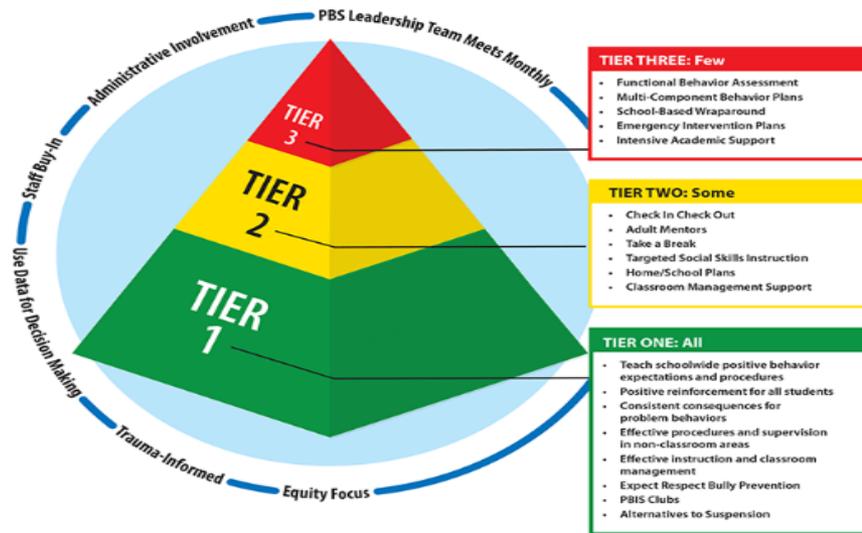
Wayne RESA PBIS Website

Assessment and Evaluation	
Career Technical Education	
Content Areas	+
Culture and Climate	+
Early Childhood	+
English Learner	
Instructional Technology	+
PBIS	
Podcast	
Remote Learning in Action	
Safe and Healthy Schools	+
School Improvement	
Special Education	+

Wayne RESA > Teaching and Learning > PBIS

PBIS

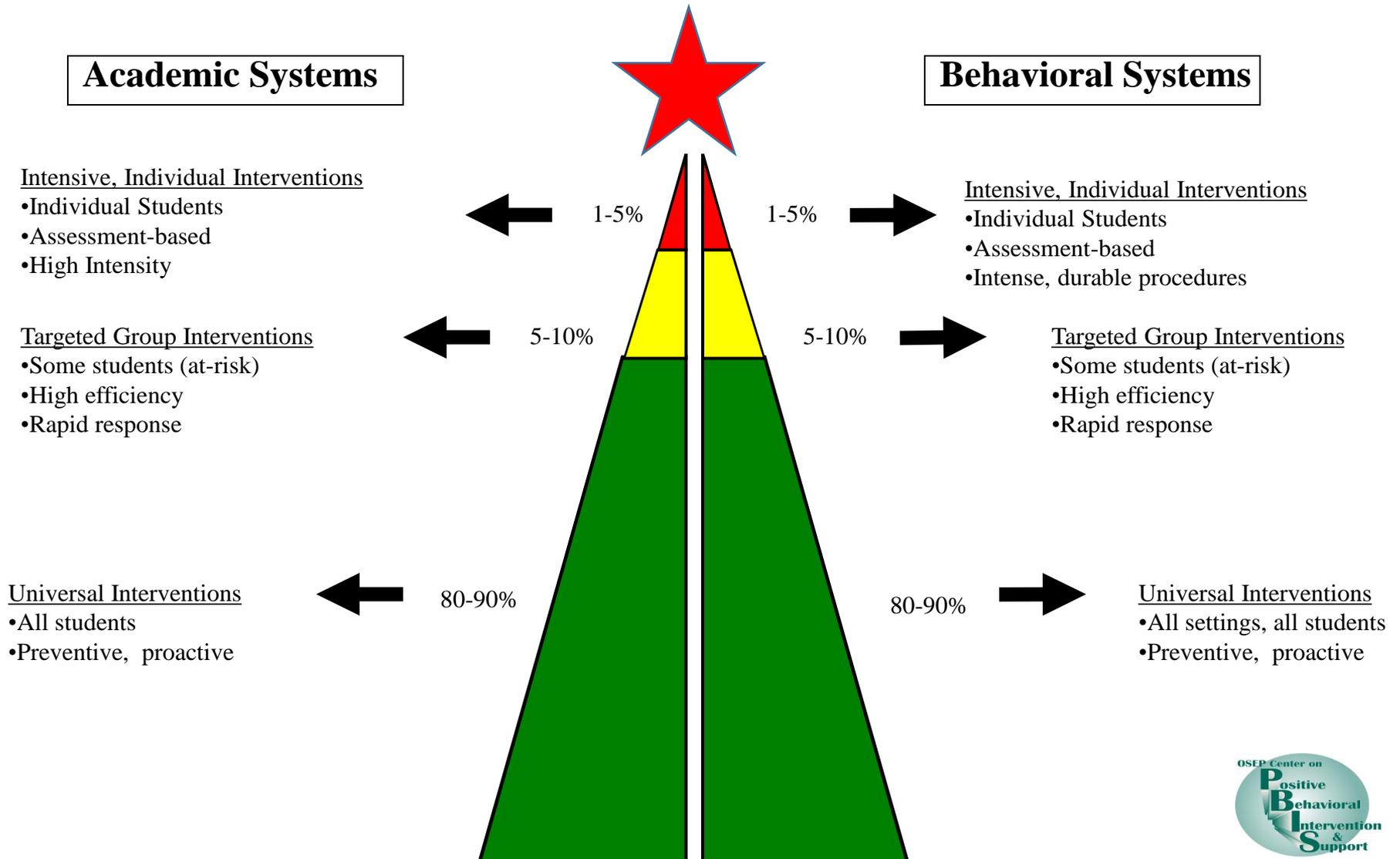
Three-Tiered Model of Positive Behavioral Interventions and Support



School-wide Positive Behavior Support (SWPBIS) is a proactive approach based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools with a primary purpose of supporting students with disabilities within the least restrictive environment. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. SWPBIS is being implemented in thousands of schools across the country and has been demonstrated to reduce discipline problems and increase time for instruction.

Wayne RESA offers PBIS resources and support to schools within Wayne County. Currently over 280 Wayne County schools are implementing PBIS. Feel free to download any of the documents included on this page or contact [Chris McEvoy](#) or [Kayrl Reynoso](#) for more information.

Designing School-Wide Systems for Student Success



Tier One PBIS Framework

**Identify & Teach
Behavior
Expectations**

**Acknowledgment
Systems**

**PBIS Team
Operations**

**Establish
Commitment
Administrative
Support**

**Continuum of
Consequences**

Use of Data

BEHAVIOR MATRIX ELEMENTARY



Bunche Baller

Positive Behavior Expectations



	Classrooms	Restrooms	Hallways	Arrival/Departure	Lunchroom	Bus
BE RESPECTFUL	<ul style="list-style-type: none"> • Use appropriate language • Use kind words and actions • Raise hand to speak 	<ul style="list-style-type: none"> • Zero level voices • Respect others' privacy • Clean up after yourself 	<ul style="list-style-type: none"> • Zero level voices • Respect artwork and displays 	<ul style="list-style-type: none"> • Zero level voices • Enter/leave in an orderly fashion • Follow all staff directions 	<ul style="list-style-type: none"> • Use appropriate volume • Use good manners • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Level 1 voices • Wait in line • Listen to the bus driver • Use appropriate language
BE RESPONSIBLE	<ul style="list-style-type: none"> • Follow directions • Use time wisely • Take care of materials • Be prepared 	<ul style="list-style-type: none"> • Use what is needed • Flush toilets • Throw trash away • Wash hands with soap 	<ul style="list-style-type: none"> • Walk safely • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Listen to staff and safety patrol • Go directly home • Be on time 	<ul style="list-style-type: none"> • Follow directions • Clean up after yourself • Eat in a timely manner 	<ul style="list-style-type: none"> • Stay seated • Keep your body and belongings inside the bus
BE SAFE	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Walk 	<ul style="list-style-type: none"> • Get in and out quickly • Walk • Report any issues to a staff member 	<ul style="list-style-type: none"> • Eyes forward • Listen for directions • Walk 	<ul style="list-style-type: none"> • Cross at the corners • Stay on sidewalk • Go directly home (after school) 	<ul style="list-style-type: none"> • Listen for directions • Stay in your seat • Always walk 	<ul style="list-style-type: none"> • Enter and exit in an orderly fashion

RRISE = Respect · Responsibility · Integrity · Service · Enthusiasm



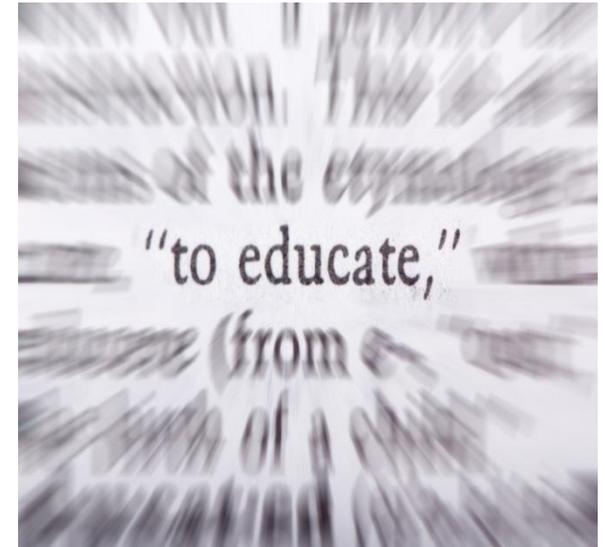
Review your Matrix and Messaging for PBIS

- **Is the language student-friendly?**
 - **Short and to the point.**
 - **Less is more!**
 - **Is it positive?**
- **Is it culturally responsive?**
 - **Does it include recognition and respect for the various cultures represented in your school?**
- **Is it trauma-informed?**
 - **Do your expectations encourage a sense of belonging and community?**
- **Does it include SEL and Character Education language?**



STARTING Point:

- Identify core values/big ideas
 - Respect
 - Self, others, property
 - Responsibility
 - Safety



- *All Staff Teach/Model the Behavior Matrix, Everyday.*

Include Bully Prevention in the Matrix

Expect Respect

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 					
	<ul style="list-style-type: none"> In case of an emergency follow specific procedures 			<ul style="list-style-type: none"> Report problems to staff Do not open locked doors to outside (ask adult staff member) Value people and their property 		

High School PBIS

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



D DEARBORN
HIGH SCHOOL

CAFETERIA

VALUE SAFETY

- Remain in appropriate area until dismissed
- Keep your space/walkways clean and clear

VALUE OTHERS

- Wait your turn in line
- Be friendly and welcoming
- Clean up your area

VALUE SELF

- Clean up after yourself
- Make healthy choices
- Pay for your items



Elementary PBIS



OFFICE



Be Respectful

- Say “please” and “thank you”
- Wait quietly



Be Responsible

- Tell the truth
- Go to the counter and address the staff politely



Be Safe

- Wait patiently



HALLWAYS



Be Respectful

- Be quiet
- Respect artwork



Be Responsible

- Get to class on time
- Report any problems (water on floors) to a staff member



Be Safe

- Walk in the center of the hall
- Walk at a safe pace
- Keep hands, feet, and objects to yourself

Early Childhood PBIS



CLASSROOM



Be Safe



Walking feet



Gentle hands and body

Be a Helper



Clean up.



Follow directions.

Be a Friend



Use kind words.



Take turns.

Special Populations PBIS



**Charles R. Drew
TRANSITION CENTER**

Positive Behavior Expectations

	 Hallway	 Bathroom	 Cafeteria	 Assembly/ Media Center	 Buses/ Arrival/ Departure
BE RESPECTFUL	<ul style="list-style-type: none"> Follow all directions the first time Use appropriate language Talk in a conversational tone Respect other classes in session Stop and listen when a staff member talks to you 	<ul style="list-style-type: none"> Respect privacy of others Clean up after yourself Respect property of others 	<ul style="list-style-type: none"> Follow all adult directions the first time Talk in conversational tone Use good manners Raise your hand for assistance 	<ul style="list-style-type: none"> Stay quiet Follow directions Listen carefully 	<ul style="list-style-type: none"> Use indoor voice Use kind words and actions Listen and follow directions of bus driver
BE RESPONSIBLE	<ul style="list-style-type: none"> Report problems to staff Get to class on time Go directly to your destination 	<ul style="list-style-type: none"> Report graffiti, disturbances, damage to staff members Use the restroom during passing time Takes shortest path to classroom Get in and out quickly 	<ul style="list-style-type: none"> Arrive on time Clean up after yourself Leave food and drink in cafeteria Wait at your table until dismissed 	<ul style="list-style-type: none"> Keep hands and other objects to self Keep feet on the floor No chewing gum/eating food 	<ul style="list-style-type: none"> Be prepared and on time Keep all of your belongings in your backpack Keep the bus clean
BE SAFE	<ul style="list-style-type: none"> NBC – No Bodily Contact Stay to the right Walk at a safe pace Keep the flow of traffic moving 	<ul style="list-style-type: none"> NBC – No Bodily Contact Keep water in sink and toilet Always flush Always wash hands with soap 	<ul style="list-style-type: none"> NBC – No Bodily Contact Ask staff if you have to leave Always walk Remain seated 	<ul style="list-style-type: none"> Sit as still as you can in one spot Watch where you are walking when you enter room Be careful walking around to find seat 	<ul style="list-style-type: none"> NBC – No Bodily Contact Enter and exit safely Keep hands, feet and objects to self and inside bus Stay seated and face forward Stay quiet at railroad crossings Stay seated till bus comes to a stop

Culturally Responsive Expectations

Dearborn Heights #7 O.W. Best Middle School

All Settings: Be prepared to respect individualities and cultural differences amongst all students and staff.

Hamtramck Horizon High School

Hallway: Respect Cultural Differences.

- ***Don't make fun of the way a person dresses.***
- ***Respect personal space.***
- ***Respect a person's right to speak a different language.***

En la Oficina 

Actuamos con respeto

- Usar palabras y acciones respetuosas
- Sequir las instrucciones de los adultos

Orden y seguridad

- Esperar pacientemente
- Sentarse o permanecer de pie.

Actuamos con responsabilidad

- Decir la verdad siempre
- Dirigirse con educación a los empleados

In the Office 

Always respectful

- Use kind words and actions
- Follow adult directions

Orderly and safe

- Wait patiently
- Sit or stand appropriately

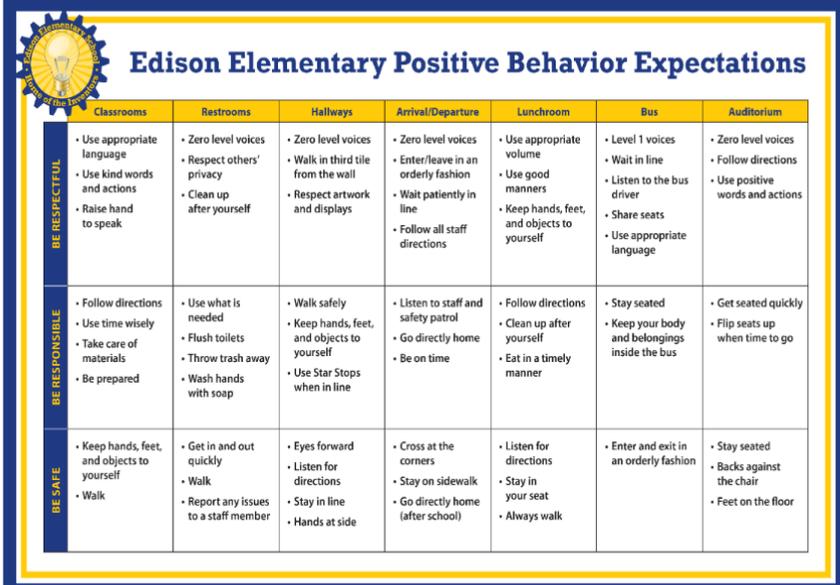
Always responsible

- Tell the truth
- Address the staff politely



Tier One PBIS: Teaching Expectations

- A core feature of Tier One PBIS is that all students receive direct instruction in the school's positive behavior expectations i.e., the 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.



Edison Elementary Positive Behavior Expectations

	Classrooms	Restrooms	Hallways	Arrival/Departure	Lunchroom	Bus	Auditorium
BE RESPECTFUL	<ul style="list-style-type: none"> • Use appropriate language • Use kind words and actions • Raise hand to speak 	<ul style="list-style-type: none"> • Zero level voices • Respect others' privacy • Clean up after yourself 	<ul style="list-style-type: none"> • Zero level voices • Walk in third tile from the wall • Respect artwork and displays 	<ul style="list-style-type: none"> • Zero level voices • Enter/leave in an orderly fashion • Wait patiently in line • Follow all staff directions 	<ul style="list-style-type: none"> • Use appropriate volume • Use good manners • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Level 1 voices • Wait in line • Listen to the bus driver • Share seats • Use appropriate language 	<ul style="list-style-type: none"> • Zero level voices • Follow directions • Use positive words and actions
BE RESPONSIBLE	<ul style="list-style-type: none"> • Follow directions • Use time wisely • Take care of materials • Be prepared 	<ul style="list-style-type: none"> • Use what is needed • Flush toilets • Throw trash away • Wash hands with soap 	<ul style="list-style-type: none"> • Walk safely • Keep hands, feet, and objects to yourself • Use Star Stops when in line 	<ul style="list-style-type: none"> • Listen to staff and safety patrol • Go directly home • Be on time 	<ul style="list-style-type: none"> • Follow directions • Clean up after yourself • Eat in a timely manner 	<ul style="list-style-type: none"> • Stay seated • Keep your body and belongings inside the bus 	<ul style="list-style-type: none"> • Get seated quickly • Flip seats up when time to go
BE SAFE	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Walk 	<ul style="list-style-type: none"> • Get in and out quickly • Walk • Report any issues to a staff member 	<ul style="list-style-type: none"> • Eyes forward • Listen for directions • Stay in line • Hands at side 	<ul style="list-style-type: none"> • Cross at the corners • Stay on sidewalk • Go directly home (after school) 	<ul style="list-style-type: none"> • Listen for directions • Stay in your seat • Always walk 	<ul style="list-style-type: none"> • Enter and exit in an orderly fashion 	<ul style="list-style-type: none"> • Stay seated • Backs against the chair • Feet on the floor

What is 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”**

The PBIS Grant pays for Posters



BEACON DAY SCHOOLS COMMUNITY CENTER
Staying on Track with PBIS!

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 



B
Beacon Day
Treatment
Titans

VOICE LEVELS

- LEVEL 0**
No Talking
- LEVEL 1**
Whisper
- LEVEL 2**
Inside Learning
- LEVEL 3**
Speaker Voice
- LEVEL 4**
Outside Voice

PBIS MESSAGING - VISUALS



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.

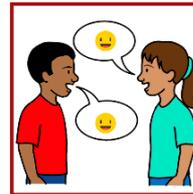


CAFETERIUM



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.

Build a Strong Foundation: Invest in Teaching Expectations

Schedule instruction in all locations

- Include supervisors in those settings

Heavy focus (everyday) for 2-3 weeks

Review PBIS Expectations Frequently

- Daily
- Weekly
- Quarterly

Key Features of Instruction

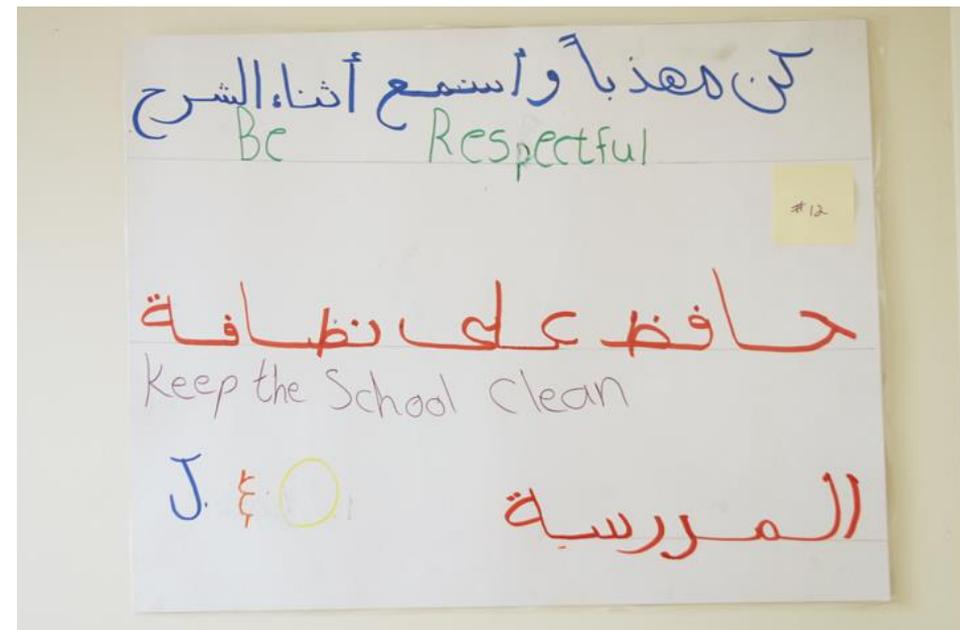
- **Brief lessons - teach like any lesson**
- **Model it/Role Play**
- **Let Students Practice**
- **Let Students Teach**
- **In classroom & non-classroom settings**
- **Teach the *common language***
- **Explain it – Why have expectations?**
- **Positive Examples**
- **Make it fun!**

Student Voice

- Art
 - Videos
 - Leadership Teams
 - Peer Mentors
 - Bully Prevention
 - PBIS Club
-
- The PBIS Grant Pays for Materials for Student-Generated PBIS Projects



PBIS Messaging: Student Designs/ Student Voice



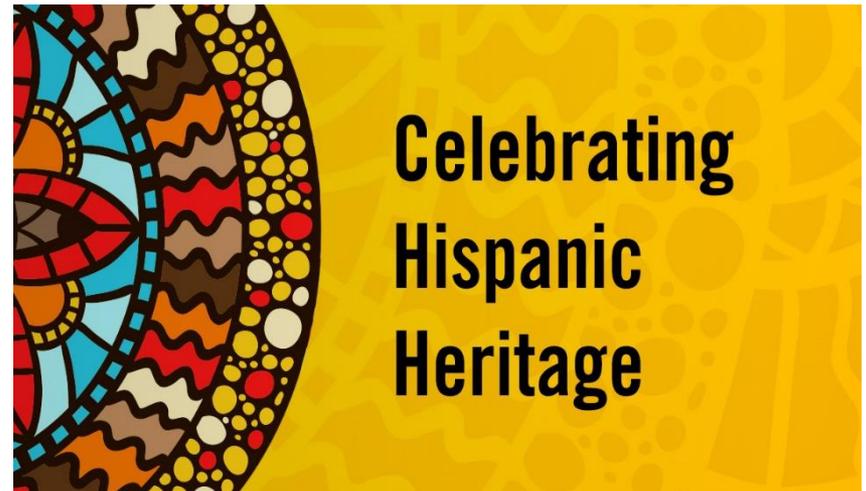
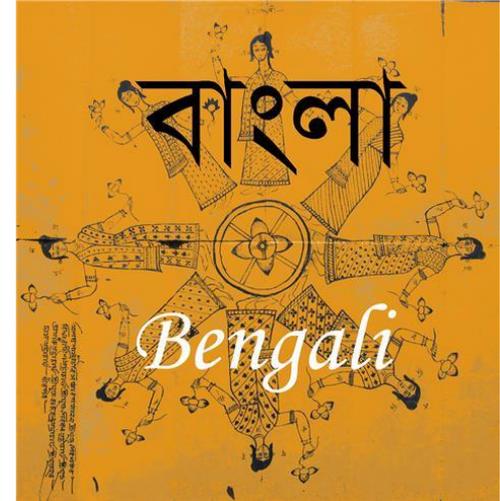
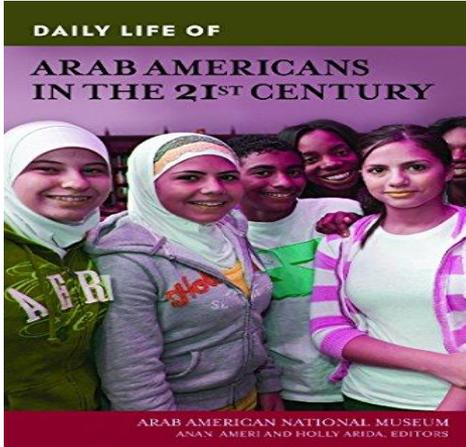
Student Voice: How can students provide leadership for PBIS?

- **“Use another Word” Springfield HS**
<https://www.youtube.com/watch?v=GM-nWXz1YHo>
- **Poster Designs**
- **Make Videos**
- **Ambassadors of the School**
- **Student Mentors**
- **Attend PBIS meetings**

PBIS through a Culturally Responsive Lens



Do Students See Their Culture Represented at School?



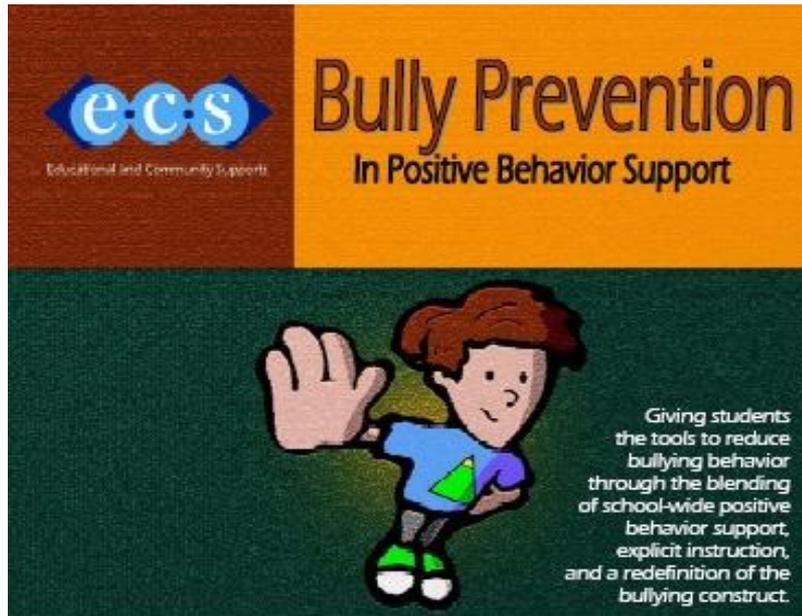
Identity

- It is vital for educators and students to understand student and family identity. This can be done by respectfully exploring students' backgrounds, cultures, and values.
- This allows educators to make more genuine connections with students and their families.
- Make family histories, interests, and experiences visible on a daily basis in the school setting. Honor students and their family identity by displaying art and artifacts that reflect their history, values, or interests.



EXPECT RESPECT

Elementary & Secondary



Scott Ross, M.S., Rob Horner, Ph.D., & Bruce Stiller, Ph.D.



Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



UNIVERSITY OF OREGON

Active Supervision: A Best-Practice for Non-Classroom Areas

Move/Circulate

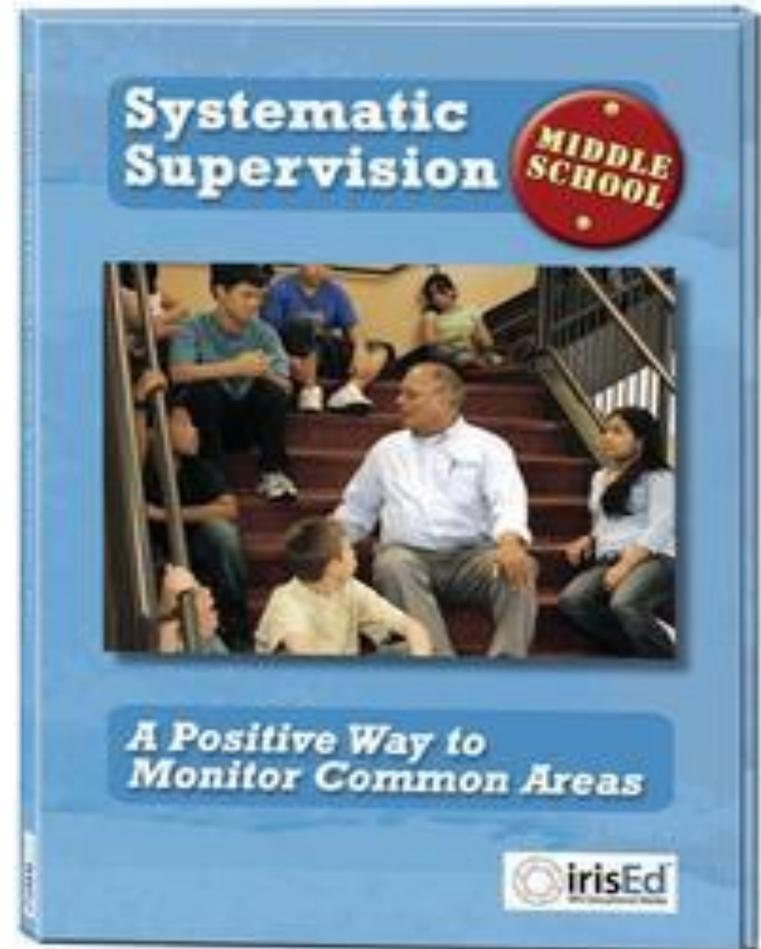
Scan

Frequent positive contacts/greetings.

Acknowledge students for following expectations

Correct behavior calmly & firmly

Predetermined consequences if necessary



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
2019, Vol. 28(1) 29–35
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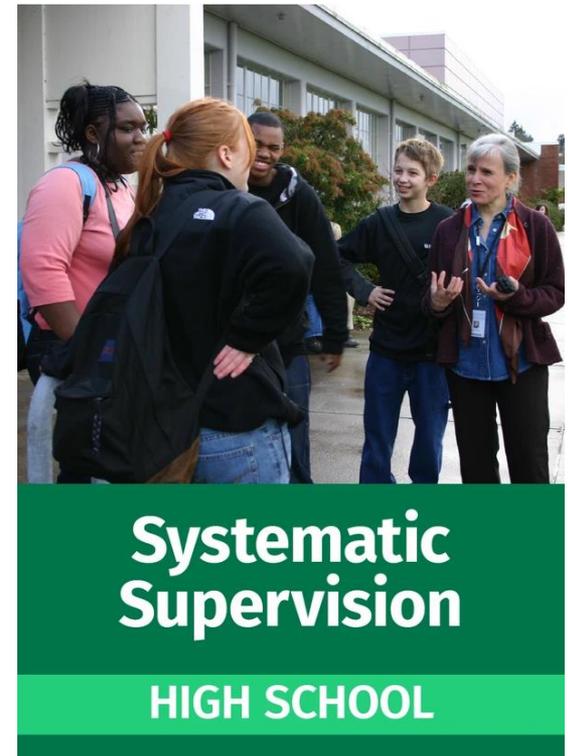
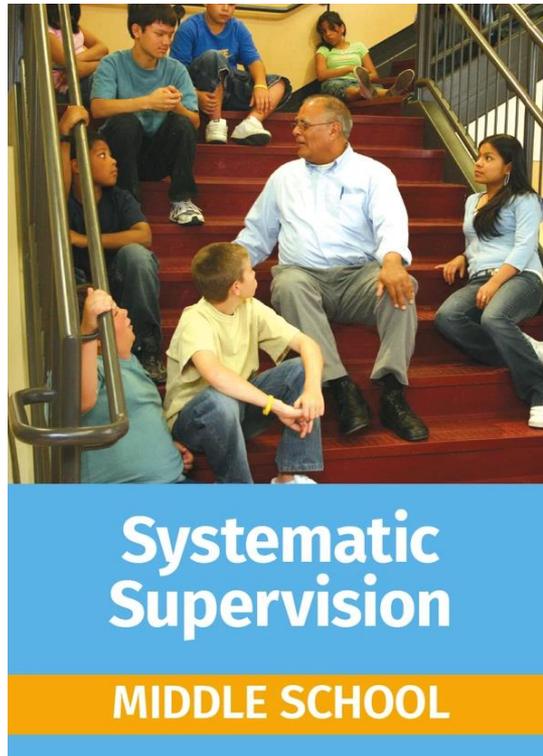
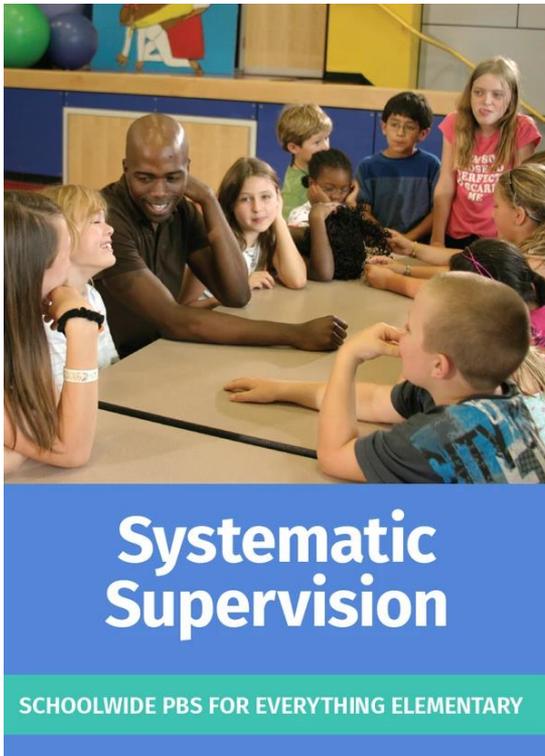
Todd Haydon, PhD¹, William Hunter, EdD²,
and Terrance M. Scott, PhD³

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.

Iris Media Training Resources Can be purchased with PBIS funds

Create safe and positive common areas for elementary school, middle school, and high school.



<https://www.irised.com/products/>

School-wide Acknowledgment Systems



4 to 1
ratio of positive attention to
corrections

Brophy, 1980



6 Tier One Positive Reinforcement Strategies

- 1. Positive Greetings**
- 2. High Rates of Positive Feedback, Acknowledgment– 4 to 1**
- 3. Behavior Bucks**
- 4. Group Acknowledgments**
- 5. Positive Postcards Sent Home**
- 6. PBIS Clubs**

“Positive greetings at the door: evaluation of a low-cost, high yield proactive classroom management strategy” JPBI, 2018

- 203 middle school students
- 10 teachers
- PGD (Positive Greetings at the Door)
 - Greeting using student’s name
 - Nonverbal (handshake, fist bump, smile)
 - Include some individual and group pre-corrections

- Results
- Average increase in Academically Engaged Time (AET) 20.95%
- Significant decrease in disruptive behavior



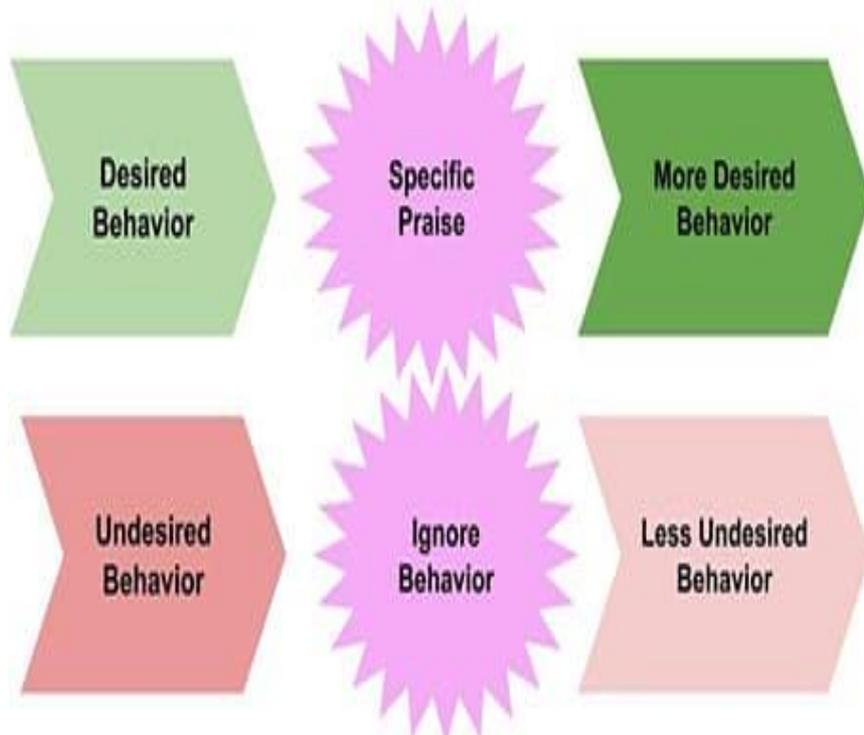
4 to 1 Positives / Negatives



**Behavior Specific Positive
Feedback/Praise**

Behavior Specific Praise

Why is Praise so Important?





101 Ways to Praise a Child

Way to go	You're a winner	Hooray
You are so responsible	You're on target	You're catching on
Fantastic	Tremendous effort	Awesome
You're catching on	Well thought out	Well done
Wonderful sharing	Good for you	Inspiring
You're on target	How original	That's very mature of you
You tried really hard	You made my day	You're the greatest
You're a good listener	Bingo	You've got it
I knew you could do it	Spectacular	Love your ideas
You're a problem solver	Amazing effort	Beautiful
Good thinking	Proud of you	Fabulous
Thanks for helping	Nice work	Your work is improving
Hooray for you	Excellent	Looking good
What an imagination	You are being so safe	Outstanding
You learn quickly	You made it happen	Keep up the good work
Love your ideas	You should be very proud	You tried hard
Beautiful sharing	You're a champ	Thank you
You tried something new	You've made progress	Thumbs up
Great answer	That's the best	Wonderful
Now you've got it	Phenomenal	Thank you for being honest
You figured it out	You go the extra mile	You set a good example
Magnificent	You are unique	Your effort really shows
Marvelous stuff	Nothing can stop you now	You're focused
I'm happy that you listened to me	Nice try	Super
Love your presentation	Superb	Great discovery
Thanks for all your hard work	That's good manners	You are so respectful
Looking good	Thanks for caring	That's correct
Outstanding performance	Wow	You're so creative
Brilliant	Good stuff	Well worked through
Congratulations	It's nice to see you helping others	I like what you said
You're a real trooper	Dynamite	You're a champion
Well done	You're always willing to try again	Now you've got it
You are so kind	Good planning	You are so switched on
What a leader		Super star

4 Positives : 1 Correction

<https://magnedgc.com/101-ways-to-praise-a-child/>

BEHAVIOR BUCKS ARE A GOOD REMINDER TO GIVE OUT HIGH RATES OF POSITIVES

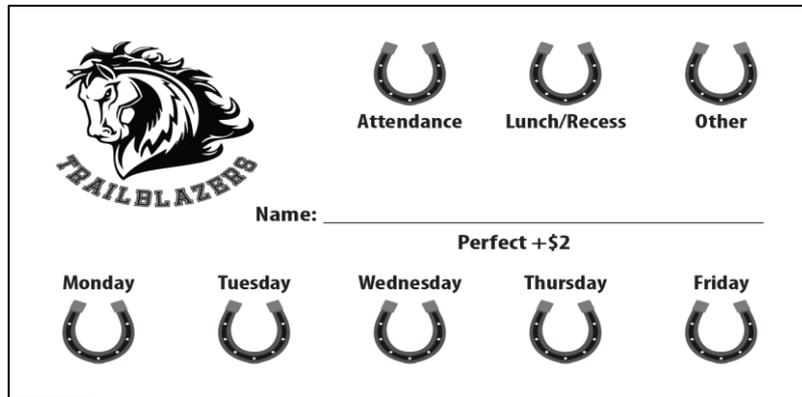
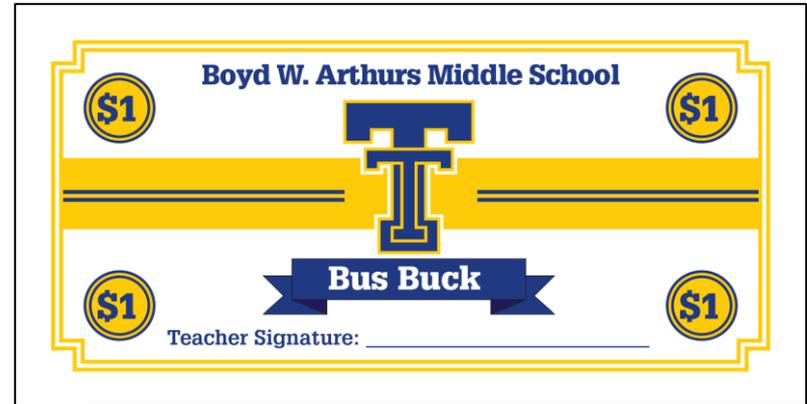
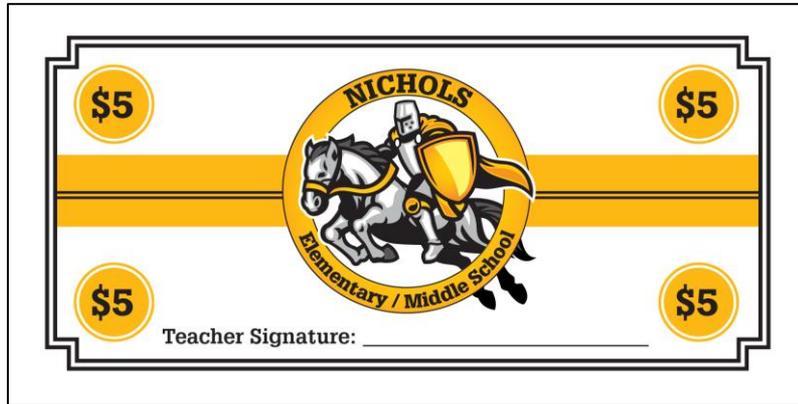
When a staff member observes a student's positive behavior they will recognize it with verbal praise/recognition/acknowledgement. In addition, the staff member may present a "Tractor Ticket" to the student.

Tractor Tickets can be used in two different ways. It may be used as a homework pass. The second option is to enter their Tractor Ticket into various raffles.

- Behavior Bucks are Data
- Count them. Set a target/goal.



WRESA Can Make Behavior Bucks



★ Group Acknowledgments

Best Classroom

Best Bus Route

Best Cafeteria Table

Best Bathroom

- “Stella” the Star travels to the Classroom that met their Goal





BEST
— at —
RECESS!

PBIS on the Bus:

Acknowledge Bus Routes with No Referrals



PBIS Awards

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

Positive Postcards

Strengthens Relationships with Parents and Students



Warren E. Bow
Elementary/Middle School
19801 Prevost St.
Detroit, MI 48235

Your student, _____
was caught:

- Being Respectful
- Being Responsible
- Being Safe



PBIS Materials designed & produced by Wayne RESA

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



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.
Contact Wayne RESA Print Shop Support: Debra Walters • walterd@resa.net • (734) 334-1597	
3	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.

Student Clubs: Connections & Engagement

- Bi-Weekly or Monthly
- One period
- Teachers' Sponsor Club of their Interest
- Students Choose
- Social Skills Club



Special Interest Clubs

- Some students 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.
- Examples: Student leadership clubs, chess or checkers club, arts, music, sports, student-selected interests, technology, photography, film-making, gardening, etc.



Clubs Promote Engagement and Connection



- Participation in clubs are a great opportunity to practice social skills and develop leadership qualities.
- Entrance criteria for the club must accommodate students at Tiers 2/3.
- **Connections and engagement for students need to be a priority for 2023-24 as we continue to rebound from the pandemic.**

Livonia-Garfield Community School/Western Wayne Skill Center

- Music Club
- Coffee Club
- Animal Club
- Holiday Club
- Walking Club
- Art Club
- Games Club
- Sports Club
- Dance Club
- Karaoke Club

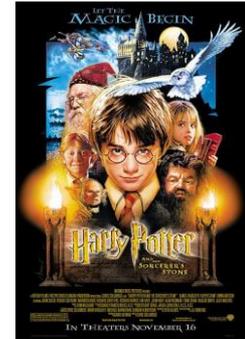


Allen Park- Bennie Elementary

- Yoga Club
- Horse Club
- Run Club
- Garden Club
- Cultural Competence Club (C3)
- Play Doh Club
- Show & Tell Club
- STEM Building Club
- Brain Breaks Club
- Card Making Club
- Cheerleading Club
- Mindful Coloring Club
- Equestrian (Horse) Club
- Disney Club
- Puzzle Club
- Service Projects Club



- LEGO Club
- Just Dance Club
- Yoga Club
- Harry Potter Club
- Board Game Club
- Basketball Club
- Comic Book Club
- Directed Drawing Club
- Art Hub Club
- Matchbox Cars Club
- Breakfast Club
- Pet Club
- Joke & Riddle Club
- Costumes & More Club
- Travel Club
- Sports Talk Club



Lincoln Park Middle School Lincoln Park High School

- Garden Club
- Watercolor Club
- Art Club
- Board Games Club
- Crochet Club
- Prism Club



Join the LPMS Prism Club

Prism Club is open to **ANY** student (face to face and online) interested in making a difference, specifically the acceptance and inclusivity of all students at our school.

- ★ Prism Club's goals are to create accepting spaces for all students, raise awareness about special topics, advocate for marginalized groups, make new connections, and have FUN!
- ★ Prism Club is a student-led club, supported by a group of Lincoln Park Middle School staff members.
- ★ Prism Club will meet every Thursday after school from 2:30-3:30.

Our first informational meeting will be on
Thursday, 4/15 from 2:30-3:30 in the media center
See you then!

PBIS Clubs as Reward Activities

- **The school offers club activities instead of reward parties.**
- **Club activities can be offered monthly or every other week.**
- **Students sign up for a club activity that interests them.**
- **Club activities occur throughout the building at a specified time, lasting 30-40 minutes.**
- **Students who do not meet criteria to go to a club of their choice are assigned a social skills club.**
- **Some schools opt to allow all students to attend clubs as a means of building community and engagement.**

THE PBIS GRANT PAYS FOR:

- **POSTCARDS**
- **SUPPLIES**
- **MATERIALS FOR CLUBS**
- **GROUP ACKNOWLEDGMENTS**

THE PBIS GRANT DOES NOT PAY FOR:

- **PERSONAL ITEMS**
- **FOOD**
- **TRINKETS**
- **FIELD TRIPS**

RESPONDING TO PROBLEM BEHAVIOR

Majors = Office Referral

Minors=Classroom-Managed

**Clear, specific definitions of behavior infractions:
examples & non-examples**

***See Classroom PBIS for Responding to Minor Behaviors.
See Alternatives to Suspension for Responding to Major
Infractions***



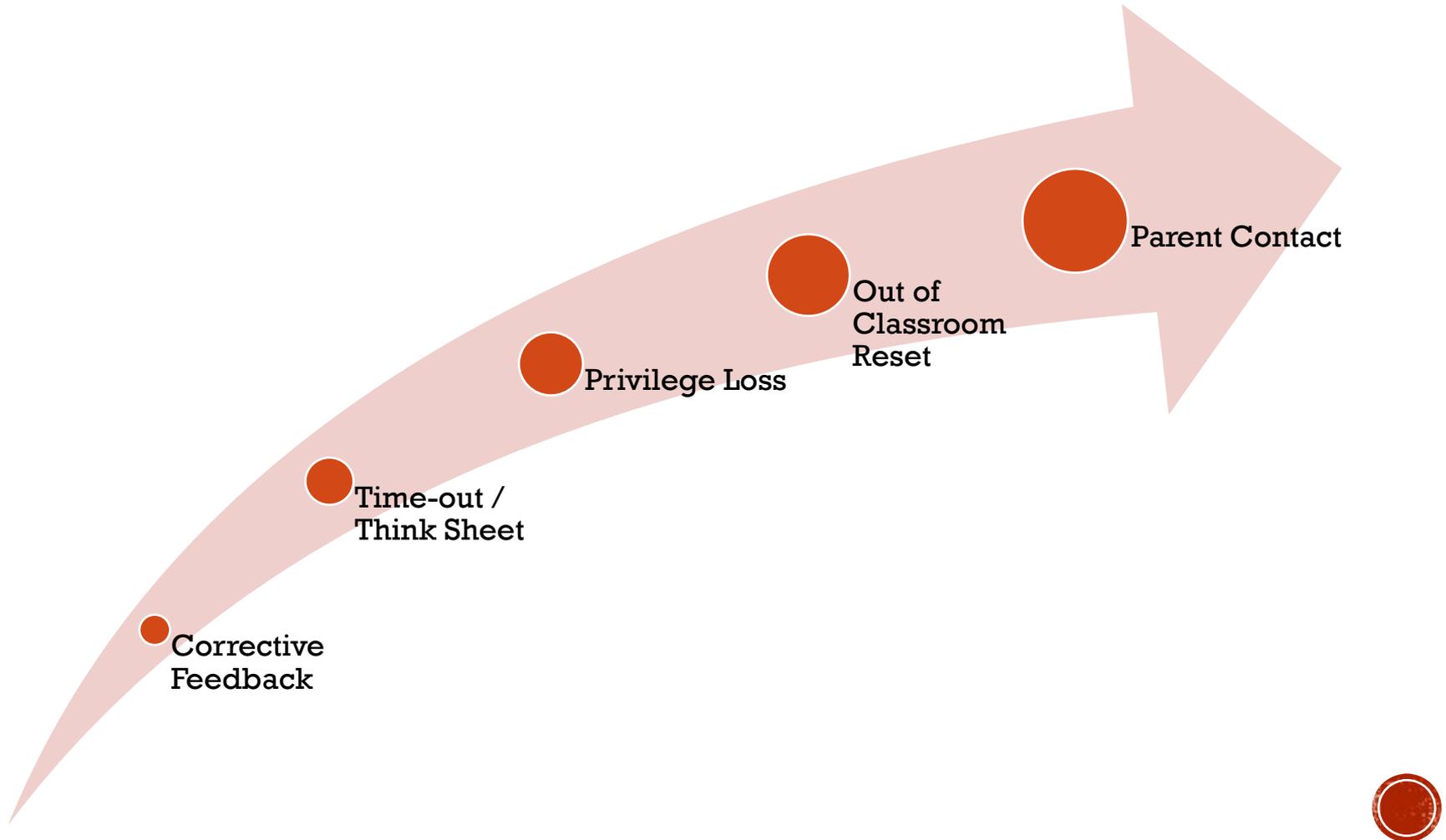
RESPONDING TO PROBLEM BEHAVIOR

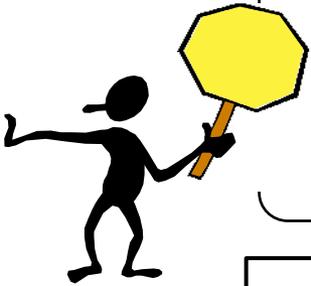
THESE CATEGORIES SHOULD BE ESTABLISHED BY THE SCHOOL-WIDE PBIS TEAM.

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



PREDICTABLE CONSEQUENCES INCREASE CONSISTENCY OF ENFORCEMENT *SAMPLE*





Response Strategies

Enforced Consistently & Fairly

Pre-corrections: Frequent reminders of expectations

Redirection:
emphasize what you want the student to do.

Refer to the expectations:
“We respect each other in this room and that means not using put downs.”

Praise in public, correct privately.

Ignore minor attention-seeking behavior

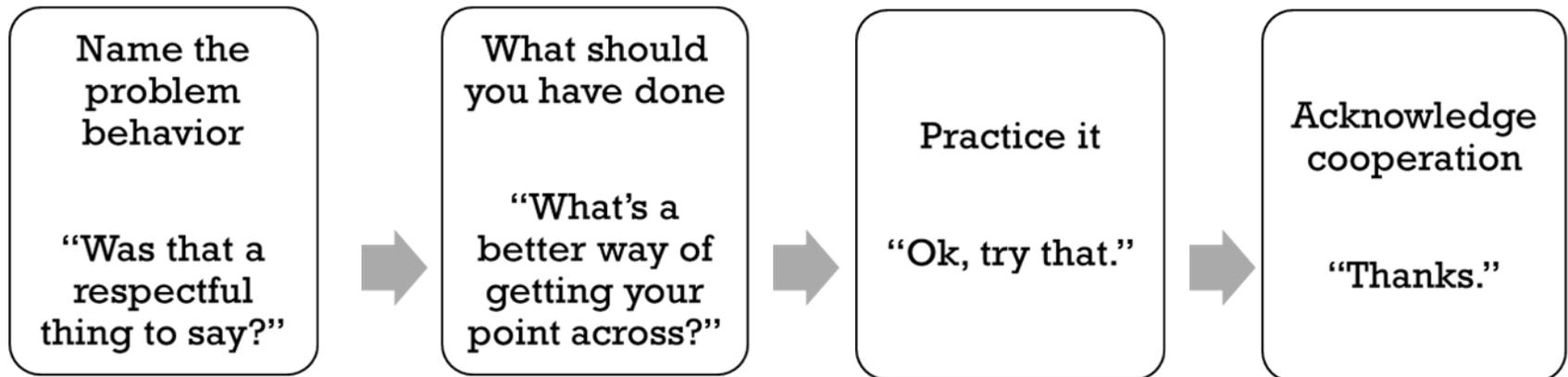
Increased assistance for repeated academic avoidance

Tone Matters

COMMUNICATE EMPATHY WITH CORRECTIVE FEEDBACK

- Providing corrective feedback *privately* that is coupled with an empathic statement will increase the likelihood that the student will calm down and learn from the corrective feedback.

Empathic statement: “I can see you are pretty upset. What happened?”



RESET STRATEGY THINK SHEETS

Restorative Chat

- **“What happened?”**
- **“What were you thinking about at the time?”**
- **“What have you thought about since?”**
- **“Who has been affected by what you have done? In what way?”**
- **“What do you think you need to do to make things right?”**



What is the Difference Between a Reset Time-Out and a Calming Break?

Reset Time-Out

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

Disciplinary Actions for Majors: Considerations

- **Does it have an educational component for the student?**
 - **Reteaching**
- **Does it have a restorative and/or restitution component?**
 - **Make amends; restitution; restorative conference with action plan**
- **Does it decrease the likelihood of the behavior occurring in the future?**
 - **Does it decrease reinforcement; Is it an effective consequence?**
- **Going forward does the student need more intervention?**
 - **Tier 2 or 3 plan; start Check In Check Out; De-escalation Plan**

A Range of Disciplinary Options

Have established procedures for these disciplinary options:

- Reset Option outside of the Classroom**
- Privilege loss – school-wide and classroom based**
- Restorative Conference**
- Restitution**
- Community Service**
- Detentions**
- Behavior Monitoring**
- Home-based Consequence**
- Home/School Plan**

Educator Voice

- Teams have a process for frequently facilitating two-way communication between the school administration, the leadership team, and faculty.
- School staff are acknowledged for their participation in PBIS systems.
- Teams collect and use feedback from school staff regarding their perceptions of and suggestions for Tier 1 PBIS at least annually.



PBIS Team Operations

PBIS Team is representative of the school

- Grade levels – teachers
- Support staff
- Specials
- Special Education
- Administrator
- Parents
- Students
- Chairpersons – Teacher Leaders



Schedule Monthly Team Meetings

Create a PBIS Events Calendar for the Year

Team Implementation Checklist

- **Fidelity Check**
- **How well are we doing implementing the Tiers.**
- **Create a plan for improvement.**
- **Done Annually.**

PBIS & Parent Engagement



Henderson, A.T., & Berla, N., (Eds.). 1997.

“A new generation of evidence: The family is critical to student achievement.”

Washington DC: Center for Law and Education.

“The most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which that student’s family ...

- Creates a home environment that encourages learning ...**
- Expresses high expectations for their children’s achievement and future careers ...**
- Becomes involved in their children’s education at school and in the community.”**

Parent Engagement Through the Tiers

Tier One

- Parent Brochure with the Matrix
- Positive Postcards
- Cultural Engagement
- PBIS Parent Library/Resources
- Volunteer Opportunities

Tier Two

- Home/School Plans
- Check In Check Out
- Data Reviews

Tier Three

- Functional Behavior Assessment
- PBIS Plans
- Wraparound Meetings

Parent Brochures

PBIS Purpose Statement

The purpose of PBIS at Hedke Elementary School is:

- To teach, model, and reinforce appropriate positive behaviors for our students
- To create consistent expectations throughout our building
- To create a safe learning environment
- To reduce disruptions to the learning process
- To Use data to make decisions
- To improve positive interactions between staff and students, staff and staff, and students and students
- To model positive interactions for students
- To create opportunities for staff and students to celebrate success

Student Recognition

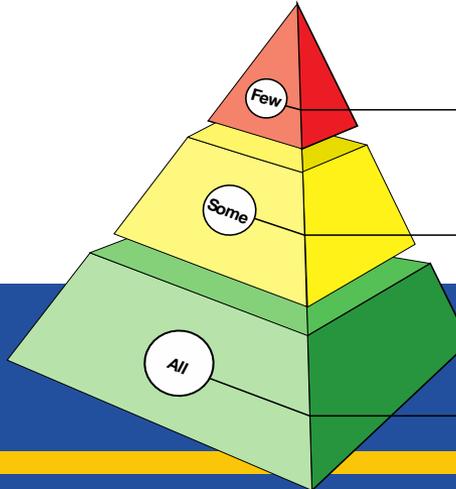
The Hedke staff believes in frequent recognition of students who have demonstrated outstanding behavior throughout the day. In our efforts to reinforce positive behaviors, students are rewarded daily for their actions with Bulldog Bucks. Bulldog Bucks can be spent at the PBIS Store or used in a classroom for privileges designed by the teacher.

School-wide Celebrations

- September: Back to School PBIS Kick-Of Assembly and Dance
- Bulldog Bucks for using expected behaviors
- Incentive activities and celebrations
- Bulldog Store
- June Celebration Picnic

PBIS - A School Wide System

for Student Success:
A Continuum of Supports



TIER 3:
1-5% of Students
Intensive Individual Interventions:
Individual Students, Assessment Based

TIER 2:
5-10% of Students
Targeted Group Interventions:
Some Students (at-risk)

TIER 1:
80-90% of Students
Universal Interventions:
All Students, Preventative, Proactive



Administrative Support for PBIS



What does a principal actually do to provide administrative support for the PBIS Team?

Geoff Colvin

- Make public statements of support and follow through
- Support the team members
 - Personally thank them 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 to work e.g., substitute teachers, meeting space, etc.
- Support team meetings
 - Attend most meetings. If the assistant principal is the administrative representative, the principal should still attend meetings intermittently.

Colvin:

Monitor Implementation

- “The principal must follow through to see that all staff are implementing the agreed upon procedures. Staff need to know that their cooperation is expected, implementation will be monitored, and, if there is a problem, efforts will be made to find a solution.”
- Do brief PBIS walkthroughs (daily/weekly) in classrooms and non-classroom areas. Based on your observations, provide teachers and staff supervising in those areas with specific feedback on their implementation of PBIS practices.

District-wide Collaboration

- Collaborate with other administrators and schools in your district. Share information and ideas. Work together to develop a common vision for PBIS in your district.
- Participate in the district-wide PBIS Leadership Team
- <https://www.pbis.org/topics/districtstate-pbis>

District Focus: Alignment of Culture and Climate Initiatives

- Restorative Practices
- Alternatives to Suspension
- Trauma-Informed Practices
- Bully Prevention
- Classroom PBIS
- Equity
- Seclusion & Restraint
- SEL
- Character Education



A Community of PBIS Schools in Wayne County

- **Districts - 30**
- **Schools – 327**
- **District-Wide PBIS – 15 districts**
- **High Schools – 48**
- **District Leadership Teams**
- **150 PBIS Administrative
Coordinators & Coaches**

Wayne RESA PBIS Professional Development 2023-24

Positive Behavioral Interventions and Supports Wayne RESA Course Offerings Fall-Winter 2023-24

► Course #5417: PBIS Tier 1 Series

- **Tier 1 Systems/Basics**
September 20, 2023
8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**
October 13, 2023
8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**
November 7, 2023
8:30 AM–10:30 AM (Virtual)
- **Expect Respect**
November 28, 2023
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

► Course #5421: PBIS Tier 3 Series

- **FBA/Data Systems**
October 3, 2023
8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**
November 21, 2023
8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**
December 12, 2023
8:30 AM–10:30 AM (Virtual)
- **Wraparound**
December 18, 2023
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

► Course #5427 PBIS Forum

- November 10, 2023
8:30 AM–12:00 PM
Wayne RESA Arthurs Auditorium
- January 16, 2024
8:30 AM–12:00 PM
Wayne RESA Arthurs Auditorium
- April 11, 2024
8:30 AM–12:00 PM
Wayne RESA Arthurs Auditorium



[Register here.](#)

► Course #5419: PBIS Tier 2 Series

- **Tier 2 Systems/Check In Check Out**
September 25, 2023
8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**
October 18, 2023
8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**
November 15, 2023
8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**
December 8, 2023
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

► Course #5424: Early Intervention for Young Children at Risk for Oppositional Behavior

- October 6, 2023
8:30 AM–10:30 AM (Virtual)



[Register here.](#)



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Wayne RESA: 33500 Van Born Road • Wayne, MI 48184 • 734.334.1300 • 734.334.9020 fax • www.resa.net
Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
David A. J. Colbert, Ph.D., Superintendent
Wayne RESA is an equal opportunity employer.

Positive Behavioral Interventions and Supports Wayne RESA Course Offerings Winter/Spring 2024

► Course #5476: PBIS Tier 1 Series

- **Tier 1 Systems/Basics**
January 17, 2024
8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**
February 6, 2024
8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**
March 8, 2024
8:30 AM–10:30 AM (Virtual)
- **Expect Respect**
April 16, 2024
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

► Course #5481: PBIS Tier 3 Series

- **FBA/Data Systems**
January 30, 2024
8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**
March 5, 2024
8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**
April 29, 2024
8:30 AM–10:30 AM (Virtual)
- **Wraparound**
May 1, 2024
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

► Course #5427 PBIS Forum

- November 10, 2023
8:30 AM–12:00 PM
Wayne RESA Arthurs Auditorium
- January 16, 2024
8:30 AM–12:00 PM
Wayne RESA Arthurs Auditorium
- April 11, 2024
8:30 AM–12:00 PM
Wayne RESA Arthurs Auditorium



[Register here.](#)

► Course #5478: PBIS Tier 2 Series

- **Tier 2 Systems/Basics**
January 22, 2024
8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**
February 14, 2024
8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**
March 12, 2024
8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**
April 24, 2024
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

► Course #5484: Early Intervention for Young Children at Risk for Oppositional Behavior

- March 15, 2024
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

► Course #5486: PBIS Tier 1 Overview

- May 7, 2024
8:30 AM–10:30 AM (Virtual)



[Register here.](#)



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PBIS Messaging

PBIS is about equity.

PBIS includes student voice.

PBIS helps all students access their education.

PBIS is a framework rather than a program.

PBIS is more than just rewards and consequences.

PBIS is a three-tiered model for behavior intervention and part of MTSS.

PBIS is about connections and engagement.