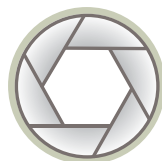




THE BEGINNER'S GUIDE TO PBIS COACHING

Lead staff and students to positive results



irisEd[®]

CONGRATULATIONS ON YOUR NEW ROLE

Now what?

This guide will cover:

- What PBIS means and your role as a coach.
- Elements of PBIS.
- How PBIS can be used throughout your school.
- How to implement systems and conduct productive meetings.
- Links to more resources and a feedback survey.

We want to hear from you!



BEING A COACH

What does my role mean?

PBIS is a system that uses positive reinforcement and proactive teaching techniques to improve learning environments. When it works, teachers spend more time teaching and less time managing behavior, and students show improved academic success. Your role as a coach is to help your fellow staff members follow best practices, set a good example, and promote your school as a positive, safe environment.

Why do we need to teach kids to be good? Why can't we just expect good behavior?

School discipline traditionally focuses on reacting to misbehavior with punishments, such as detention or reproach. Research shows that doesn't work, especially without positive strategies. Modeling and reinforcing positive social behavior is an important part of a student's education. The purpose of school-wide PBIS is to promote good behavior and create environments that support it.

OVER
20,000
SCHOOLS

in the U.S. have implemented
PBIS strategies.

ELEMENTS OF PBIS

The PBIS tiers

**Tertiary
Tier**

Tailored to individual student needs;
it could be delivered by the classroom
teacher in the regular ed setting, if
the teacher is highly skilled in
differentiated instruction.

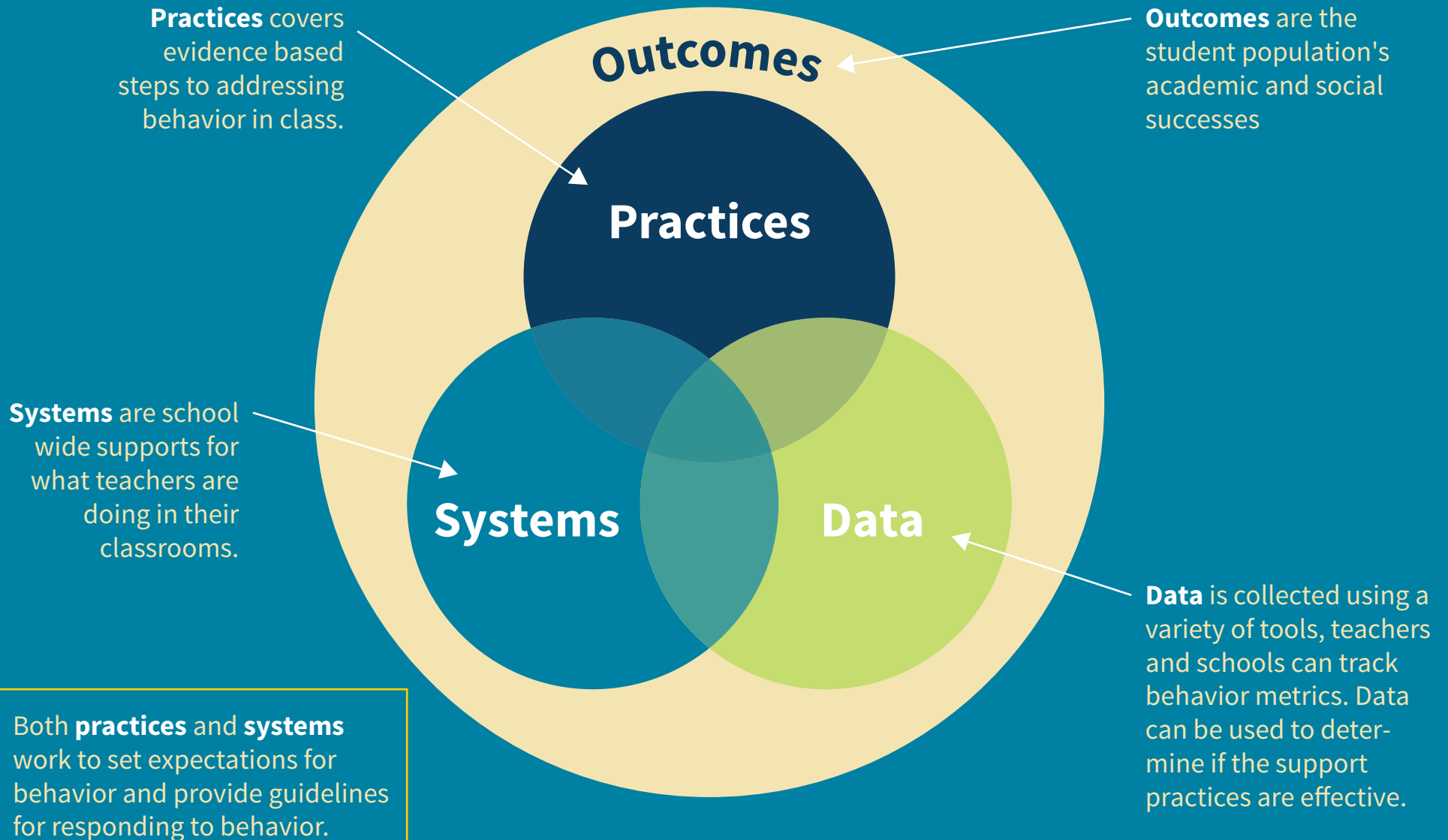
Secondary Tier

Focused on groups and making
additional supports available
school-wide to students who
remain insufficiently responsive
to the primary tier through programs
that teachers and students
can access.

Primary Tier

Defines desired behaviors,
proactively teaching them, and
frequently reinforcing them. This
includes classroom management
and school wide expectations.

ELEMENTS OF PBIS



PBIS ORGANIZATION

PBIS is designed to reward preferred behaviors. Many schools adopt mottos that reinforce that behavior. Some examples:

- **Respect Yourself, Respect Others, and Respect Property**
- **Be Safe, Be Responsible, Be Respectful**
- **Respect Relationships and Respect Responsibilities**

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP). Their website is **HERE**.



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER



Your school has an internal team to promote PBIS. Your team can reach out to coaches at the district levels, and additional assistance centers for PBIS. You can find your coordinators **HERE**.

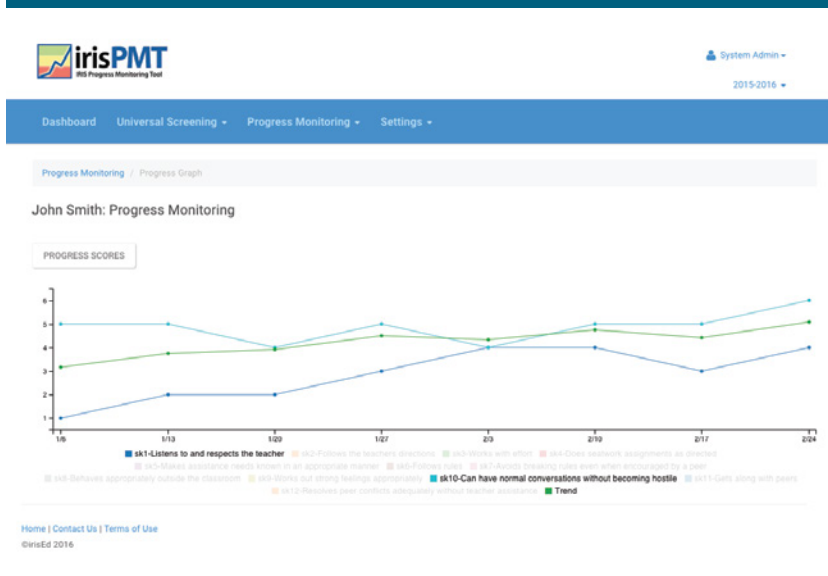
HOW TO MAKE PBIS SUCCESSFUL AT YOUR SCHOOL

- Have staff and students take a climate survey (link on the next page).
- Use the data to set metrics and put systems in place. Seek applications (such as the irisPMT or SWIS apps) to record the metrics.
- Cross reference how children feel at school with how teachers feel about their classroom management.
- Use action plans for teachers and staff to keep their goals in the top of their mind.
- Evaluate progress every quarter and make adjustments as necessary.
- Don't be afraid to question each step and idea. Creating a safe and productive environment is different at every school and requires unique solutions.
- Conduct regular meetings with your team and staff members to keep material fresh and get feedback.



START WITH DATA COLLECTION:

- **Click here** for the school climate staff survey.



- Use **this survey** to measure student satisfaction

- **PBISApps.org** provides a suite of tools for school-wide data collection, developed by the University of Oregon.

- The **irisPMT** is a tool for teachers to identify social skills students need help with.

HOW TO IMPLEMENT SYSTEMS

- 1 From the data you have collected, identify three to five outcomes you want to focus on for the year. Examples can include reducing office referrals, improving attendance, increasing reported student happiness and improving teacher confidence.
- 2 Get buyin from at least 80% of the staff. Keep staff members in the loop and let them know you are prioritizing based on their reported surveys. Encourage them to provide feedback, but be the leader in decision making. Getting enough buy in is difficult and is an ongoing effort.
- 3 Choose appropriate tools to use school wide. This can include social skills curriculums, progress monitoring tools, classroom readiness checklists, classroom applications, training videos, etc. Each tool should allow you to track and support improvement of your chosen metrics.
- 4 Become a champion and encourage your enthusiastic adopters to be a champion with you. Encourage all staff members to make use of the tools as often as possible.
- 5 Hold staff members accountable. Follow up and offer extra help to anyone not adopting the practices your school has adopted. Do not enable slow adopters by using old systems for their benefit.

HOW TO CONDUCT MEETINGS

- 1 Decide who needs to be in the meetings and for whom it might be optional. For meetings where decisions get made, keep it to as few people as possible. For information or brainstorming meetings, you can invite more. The key to balancing is respecting everyone's time and keeping content relevant to attendees.
- 2 Choose a time for regular meetings and commit to it. Meetings that are constantly rescheduled could be seen as low priority. The same rules apply for your agenda. Keep to it and finish before the end of the allotted meeting time.
- 3 Open every meeting with the purpose of the meeting (if this is hard for you, you may not need to meet) and a summary of the agenda. After that, it is a good idea for everyone to share wins and obstacles, which encourages teamwork.
- 4 Be a leader at meetings. Do not be afraid to step in or move on to another topic if the current one has been covered. It is easy for groups of people to become repetitive.
- 5 Make sure every meeting has actionable items with deadlines for each attendee. For example, they need to submit ideas for the assembly theme by Monday, or they need to turn in their classroom organization checklists by the end of the month.

PBIS IN THE CLASSROOM

Classroom Organization

- Start with a clean room
- Arrange furniture so every desk is accessible
- Don't overcrowd the walls
- Make a routine for starting class
- Write procedures for different tasks
- Have teachers plan for their ideal classroom

Develop Clear Expectations

- Write individual classroom expectations
- Provide a template for an action plan and metrics tracking
- State expectations to students in a positive way
- Teach behavior expectations by giving them opportunities to practice

Positive Reinforcement

- Develop good relationships with students
- Acknowledge each one often and equally
- Communicate with their families
- Practice a 4:1 ratio of positive to corrective comments
- Encourage students who stay on task
- Be specific in your praise

Correct Problem Behavior

- Practice the off-task two step:
 - First acknowledge those who are on task, ignoring the off task students
 - Second, offer academic assistance to students not doing their work
- Give offtask students a choice between compliance or a consequence
- Deescalate high emotion situations before addressing behavior by giving students a place to calm down

PBIS IN COMMON AREAS

- Make a positive connection with every student
- Establish behavior expectations school wide, including hallways, playgrounds and buses
- Monitor by moving and scanning, covering all ground
- Notice and reinforce positive behavior by letting students know when you see them follow directions
- Respond immediately to problem behavior and offer students a choice of cooperating or facing an appropriate consequence
- Collect data and work as a team using behavior logs and regular meetings



HOW TO SEND PBIS HOME

How do you reinforce good behavior at home?

There are ways coaches can engage and educate parents on PBIS as well. **PBIS.org** has a section on how to train parents in more detail. In the mean-time, here are ideas for getting parents involved.

Send home a letter to parents explaining PBIS (link in resources!)

Include the PBIS motto on school banners and stationery

Set up a PBIS table at school events

Offer a class to the community

Offer PBIS training to the Parent-Teacher Organization

Attend community events and represent PBIS while there

Set up a PBIS bulletin board in the entrance of the school

Make data analysis available on your school website

Encourage students to hang a poster of the PBIS motto up at home

Have a PBIS resources library available to students and parents

Recruit a parent member for your school PBIS team

Train and involve parent volunteers in PBIS practices

Ask teachers to discuss PBIS during parent conferences

Reach out to after school programs and ask for support

PBIS RESOURCES

PROFESSIONAL DEVELOPMENT

- **Classroom Management in Action**, scenarios and skill builders for classrooms
- **The Fast Method**, reducing problem behaviors in grades 7-12
- **Systematic Supervision**, SWPBIS training for school staff
- **We Have Skills**, K-3 social skills curriculum
- **The APBS annual conference**
- **The Northwest PBIS** conferences and events

SCHOOL RESOURCES

- **The irisPMT**, a progress monitoring tool for student skills and success
- **We Have Skills**, K-3 social skills curriculum
- **Letters to send home** and other parent materials
- Additional **Coach and Trainer** resources
- **Evidence Based Practices in Classroom Management** by Dr. Brandi Simonsen

WE HOPE WE'VE HELPED!
THANK YOU

YOUR FEEDBACK WOULD MEAN A LOT TO US.
PLEASE TAKE THIS 2 MINUTE SURVEY **HERE**

