

KPBSD
Positive Behavior
Interventions and Support
Report for the School Board June 2019

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District PBIS Coach

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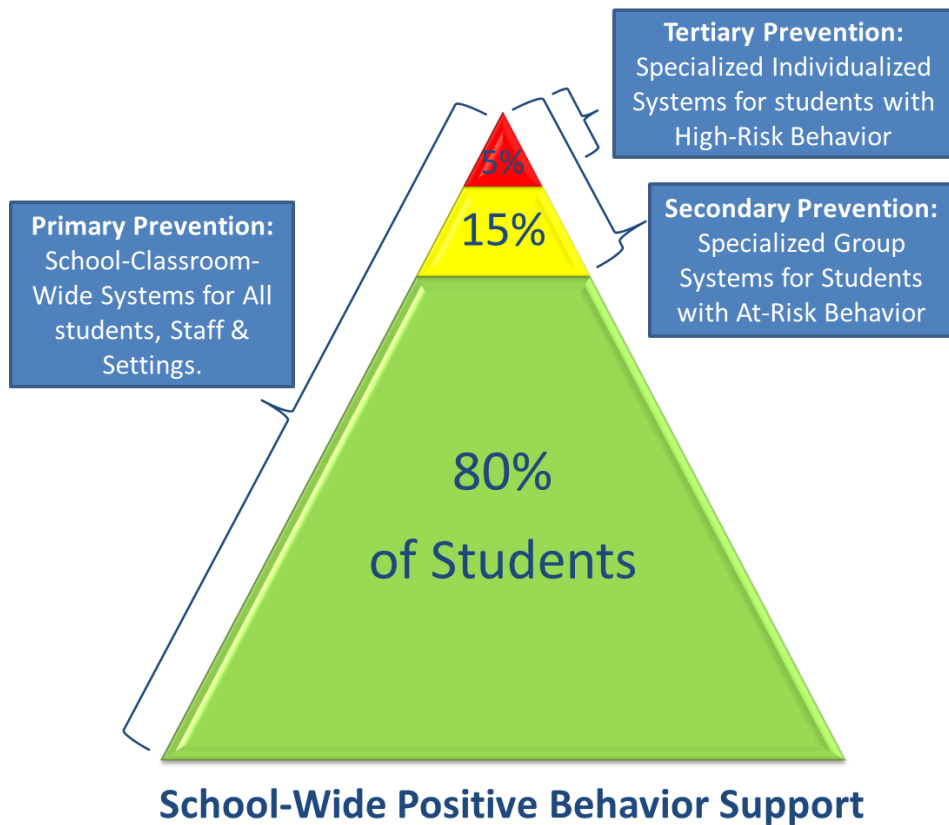
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What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a systematic approach (or framework) to creating and sustaining positive and effective teaching and learning environments for everyone. In every PBIS school, staff teach, model, and acknowledge positive behavior expectations. The behavior expectations are taught to students throughout the year in different areas of the school.

There are six components of School-wide PBIS:

- 1) Select and define expectations & routines
- 2) Teach behavior & routines directly
- 3) Actively monitor behavior
- 4) Acknowledge appropriate behavior
- 5) Review data to make decisions
- 6) Correct behavioral errors



History of PBIS Implementation in KPBSD

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|-----------|---|
| 2008-2009 | <ul style="list-style-type: none"> • Sterling Elementary was a pilot school for PBIS implementation with support from the Stone Soup Group and Kevin Downs as a KPBSD PBIS Coordinator |
| 2009-2010 | <ul style="list-style-type: none"> • Sterling Continued with Stone Soup Group • Sterling attended a PBIS Institute in Anchorage with other schools around Alaska facilitated by Stone Soup Group |
| 2010-2011 | <ul style="list-style-type: none"> • Stone Soup Group discontinued their School-wide PBIS support in the state • Lori Lynass, Ed.D with NorthWest PBIS Network and Sound Support began working with Sterling in the spring • In the spring, Redoubt Elementary and Nikiski North Star began their own investigation with a desire to implement PBIS the next school year |
| 2011-2012 | <ul style="list-style-type: none"> • New schools – Redoubt and Nikiski North Star • Dr. Lynass and other Sound Support staff provided support <ul style="list-style-type: none"> ○ Introduction to PBIS for Redoubt and Nikiski North Star ○ Advanced staff development at Sterling • In the spring, Trina Uvaas and Angie Nelson from KPBSD attended the NorthWest PBIS Network Conference in Portland and toured PBIS schools with support from Dr. Lynass with the goal of being able to coach our own schools • Ms. Uvaas and Mrs. Nelson, using their training, wrote a KPBSD Implementation Manual with specific steps outlined for schools to implement PBIS with fidelity. • Dr. Lynass and other Sound Support provided coaching for the three school’s leadership teams. The KPBSD Manual was reviewed for feedback. The first KPBSD District-wide PBIS Team met. • A formal Exploration phase was outlined and presented to administrators by Kevin Downs |
| 2012-2013 | <ul style="list-style-type: none"> • New schools - Ninilchik School K-12 and Homer Flex • Ms. Uvaas and Mrs. Nelson provided training for School Coordinators focusing on Benchmarks of Quality and coaching expectations • Dr. Lynass and other Sound Support provided TIPS, problem-solving and Action Planning training in May for school teams • Tier 2 manual developed by district coaches • District PBIS Team meets throughout the year |

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| <p>2013-2014</p> | <ul style="list-style-type: none"> • New schools – K-Beach Elementary, Soldotna Elementary, Razdolna K-12, Nikolaevsk K-12 and Voznesenka K-12 • August In-Service <ul style="list-style-type: none"> ○ Sound Support and District Coaches provided training for whole-school staff on individualized topics (9 school trainings total) ○ Action Planning was conducted for new schools and District Team • October: School Coordinator Training <ul style="list-style-type: none"> ○ PBIS Assessments training ○ Shared Folder developed ○ TIPS follow-up • November: Ms. Uvaas, District Coach development at NWPBIS Conference • May: Dr. Lynass training <ul style="list-style-type: none"> ○ All PBIS Schools together at the Soldotna Sports Center: <ul style="list-style-type: none"> ▪ Administrator Role ▪ Benchmark of Quality and Action Planning ▪ TIPS and Stop/Walk/Talk ○ Secondary focus in Homer and action planning with West Homer Elementary (Exploration into Installation) • District Team meets throughout the year, completes District Self-Assessment |
| <p>2014-2015</p> | <ul style="list-style-type: none"> • New school – West Homer Elementary • Mrs. Nelson - .4 FTE for PBIS Activities • Coaching Plan <ul style="list-style-type: none"> ○ Ms. Uvaas – Homer Flex, Razdolna, Nikolaevsk and Voznesenka ○ Mrs. Nelson – Sterling, Redoubt, Nikiski North Star, Soldotna Elementary, Ninilchik and West Homer • District Coaches provide training and guidance to schools • Short presentation to School Board providing a description of PBIS • Send out questionnaire to schools for training needs and design a training day in February to address needs. <ul style="list-style-type: none"> ○ Big Picture of PBIS ○ PBIS in the Classroom and data collection ○ Brief introduction of Tier 2 and Stop/Walk/Talk ○ Collaboration time for administrators, teachers, Tier 1 schools, and Tier 2 schools • Send District Coaches to conference to bring back more knowledge of implementation and sustainability |

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| <p>2015-2016</p> | <ul style="list-style-type: none"> • No new PBIS Schools, no FTE for PBIS Activities, Stipend for Ms. Uvaas • Five schools start exploring or implementing PBIS Tier 2 Interventions • Coaching Plan <ul style="list-style-type: none"> ○ Ms. Uvaas – Homer Flex, Razdolna, Nikolaevsk and Voznesenka ○ Mrs. Nelson – Sterling, Redoubt, Nikiski North Star, Soldotna Elementary, Ninilchik and West Homer • Mr. Downs, Ms. Nelson, and Ms. Uvaas present at the Principal’s Conference on October 12th • Ms. Nelson facilitate participation of five school coordinators to attending the 2015 National PBIS Leadership Forum in Chicago October 22 and 23 to further coaching capacity in PBIS Tier 2 • Ms. Nelson facilitate and coordinated school coordinators and administrator training and planning on November 30 to put training in Chicago into action • Send out questionnaire to PBIS schools for training needs and design a training day in February to address needs <ul style="list-style-type: none"> ○ Keeping PBIS Fresh ○ Effective PBIS Practices ○ Positive Reinforcement – 4:1 ratio ○ Sharing from schools ○ Collaboration time for school teams • Sent out ideas shared from the February collaboration • Collect implementation fidelity and student data throughout the year |
| <p>2016-2017</p> | <ul style="list-style-type: none"> • Due to staff changes and school goals more focused on academics rather than behavior and consultation with District Coach, Ms. Uvaas, Razdolna decided that PBIS was not the right fit for their school so they have discontinued their PBIS efforts. • Fireweed Academy grades 3-6 are joining West Homer Elementary in implementing PBIS in shared common space through teaching expectations and participating in schoolwide celebrations. • District PBIS Training/Collaboration in March <ul style="list-style-type: none"> ○ PBIS – Yes We Can! ○ Why PBIS ○ School Climate ○ Pro-Social/Anti- bullying Stop/Walk/Talk ○ Sharing from schools ○ Collaboration time for school teams • Collect implementation fidelity and student data throughout the year • District Team meets throughout the year, completes District Self-Assessment |

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| <p>2017-2018</p> | <ul style="list-style-type: none"> ● District Team meets throughout the year, completes District Self-Assessment ● District PBIS Training/Collaboration in March facilitated by Ms. Uvaas <ul style="list-style-type: none"> ○ PBIS as a Framework ○ Responding to Current Climate ○ Social Emotional Learning ○ Using PBIS to Tie Everything Together ○ EdCamp Sessions ○ Collaboration time for school teams ● Collect implementation fidelity and student data throughout the year ● Introduction to PBIS for Seward Elementary and Seward Middle School by Mrs. Nelson along with PBIS teachers Mrs. Kvamme and Mrs. Mayberry <ul style="list-style-type: none"> ○ Seward Middle School did not reach the 80% of teacher buy-in to move forward with PBIS ○ Seward Elementary School had 87.5% teacher buy-in so will develop a PBIS Leadership Team to start the PBIS Installation Process |
| <p>2018-2019</p> | <ul style="list-style-type: none"> ● District Team meets throughout the year, completes District Self-Assessment ● New District Coaches were added as Mrs. Nelson took a less active role this school year. Schools are distributed as follows: <ul style="list-style-type: none"> ○ Ms. Uvaas – Ninilchik, Nikolaevsk, West Homer Elementary, Voznesenka, Homer Flex ○ Mrs. Kvamme – Nikiski North Star, Sterling, and Redoubt Elementary Schools ○ Mrs. Mayberry – K-Beach and Soldotna Elementary Schools ○ Mrs. Nelson – Seward Elementary ● District PBIS Training/Collaboration in March facilitated by Ms. Uvaas, Ms. Kvamme, and Mr. Downs <ul style="list-style-type: none"> ○ PBIS in our Schools ○ PBIS Data Review ○ Social Emotional Learning ○ EdCamp Sessions ○ Collaboration time for school teams ● Collect implementation fidelity and student data throughout the year |

Tier 1 School-wide PBIS: Description and School Examples

Tier 1 of the PBIS model, universal or primary approaches that are preventative in nature are put into place (Sugai & Homer, 2002). These approaches are for all students, staff, and settings and include the development of school-wide expectations, a behavioral matrix, and reinforcement systems to acknowledge desired social behavior. Outcomes, systems, data, and practices are continually evaluated when providing universal supports (Center on Positive Behavioral Intervention and Support).

School-wide Expectations and Behavior Matrix Examples





STERLING ELEMENTARY PBIS EXPECTATIONS

| | All Settings | Hallway | Lunchroom | Bathroom | Playground | Lobby | Bus |
|--|---|---|---|--|--|--|---|
| Sterling Falcon Leaders are Respectful | We wait our turn. We use kind words. We listen actively to others. We follow directions. When in line, our body is in front of or behind someone. | We are silent when we walk in the hall. We are quiet when we are working in the hall. | We say "Please" and "Thank you". We speak in a restaurant voice. We keep our hands and feet to ourselves and quiet. | We allow others privacy. We use quiet voices. We show our art skills in art class. | We listen to adults on the playground. We lose graciously. We take turns. We help others. We use kind words. | We greet other students and staff appropriately. We follow staff directions. We use our inside voices. | We follow directions. We wait our turn. We use kind words and quiet voices. |
| Sterling Falcon Leaders are Responsible | We pick up after ourselves. We take care of school and personal property. We arrive on time. We tell the truth. We report serious problems to an adult. | We walk in a single file line. When working in the hall, we are diligently working. | We clean our area when dismissed. We take all belongings with us when we leave. We eat only at the table. | We flush. We wash hands. We put paper towels in trash. We use 2 pumps of soap and 3 pumps of paper towels. We report problems to adults. | We clean up and bring equipment back to class. We wear and are responsible for our gear. | We place our backpacks against the wall. We care for all of our own belongings. We turn off electronic devices. We report problems to adults. We go right to our bus or parent after school. | We pick up after ourselves. We keep ourselves and our belongings out of the aisle. We sit in our assigned seat. We are prepared to get on and off the bus quickly. We report serious problems to the driver. |
| Sterling Falcon Leaders are Safe | We keep hands, feet and objects to ourselves. We take turns and share. We stop and think before we act. | We are walking feet. We face forward. We stay in our space. We keep our hands and feet to ourselves. | We only eat our own food. We walk ALWAYS. We get up, get out, and then pick up our tray. We place clothes in designated area of the gym. | We keep water in the sink. We walk at all times. | We use equipment appropriately for its intended use. We keep our hands and feet to ourselves. | We stay in our space. We walk at all times. We keep hands, feet and objects to ourselves. | We keep our hands, feet and objects to ourselves AND inside the bus. We use the handrails when getting on and off the bus. We sit with our bottoms in the seat. We walk to, from and on the bus. We wait for permission to cross in front of the bus. |

Revised 10/2017

Sterling Falcon Expectations

All Settings

Be Respectful...

- We wait our turn.
- We use kind words.
- We listen actively to others.
- We follow directions.
- We walk in a single file line.

Be Responsible...

- We take care of school and personal property.
- We pick up after ourselves.
- We report serious problems to an adult.
- We tell the truth.
- We arrive on time.

Be Safe...

- We keep hands, feet and objects to ourselves.
- We take turns and share.
- We stop and think before we act.

Voznesenka School -
Behavior Expectations

COUGAR CODE

**The Warrior Way
Player/Fan Expectations**

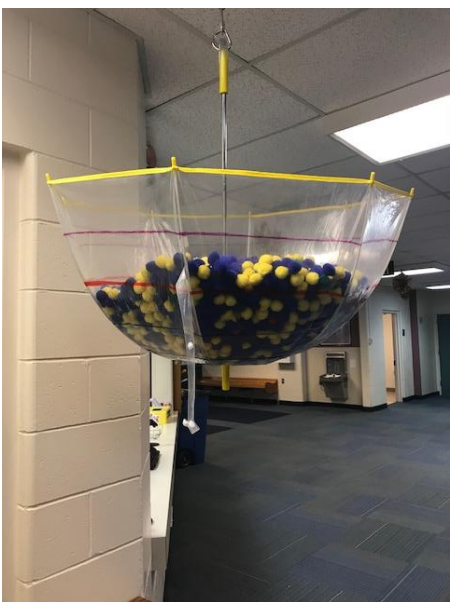
| Respectful | Responsible | Safe |
|---|--|---|
| <ul style="list-style-type: none">• Encouraging and Positive cheers• Quiet while either team shoots free throws or serves the volleyball• Avoid negative comments to the referees | <ul style="list-style-type: none">• Pick up trash from bleachers and chairs• Help by putting balls away after halftime and the conclusion of games• Take personal belongings from bleachers and chairs and put away or take home with you.• Keep belongings in lockers and keep floor clean | <ul style="list-style-type: none">• Stay in gym to watch games• Walk in halls if going to the bathroom or getting a drink• Walk behind team chairs• Stay off the court• Stay away from pull-up bar and from underneath bleachers• Supervise young children |

Reinforcement Systems to Acknowledge Desired Social Behavior Examples



Students are “caught” doing appropriate behaviors and work toward whole-school celebrations.

Each school designs their own system and explicitly teaches it to students and staff.



Example of communicating PBIS to Substitute Teachers

Dear Substitute Teacher,

Welcome to Nikiski North Star Elementary School! We are a PBIS school. PBIS stands for Positive Behavior Interventions & Supports. On the back of this letter you will find our behavior matrix. This matrix outlines the expectations for students in five common areas in the school – the classroom, the hallway, the bathroom, the cafeteria and the playground. Please take a minute to familiarize yourself with the matrix.

Staff members reward students for following school expectations by handing out blue and yellow pompoms. Feel free to give these out in any of the common areas – classroom, hallway, cafeteria, bathroom and playground. When giving out pompoms please be sure to specifically tell the child *why* he/she is earning the pompoms (i.e. “Thank you for walking silently in the hallway. That is very responsible of you.”). Pompoms are not to be taken away from students.

Thank you for supporting NNS and our PBIS efforts. If you have any questions, please feel free to ask a staff member.

Thank you,

NNS Elementary PBIS Team

Tier 1 School-wide PBIS: Fidelity of Implementation – SET data

The School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd, & Horner, 2001) is designed to assess and evaluate the critical features of school-wide positive behavioral interventions and supports across each school year (Horner, Todd, Lewis-Palmer, Irvi, Sugai, & Boland, 2004). The SET involves a 2-3 hour school visit conducted by an outside evaluator to review Tier 1 Universal Implementation. District coaches conducted the SET at the schools that they coached. SET evaluators review the School Improvement Plan, school handbook, discipline forms and procedures as well as other related documents. An administrator interview is completed to begin the process at the school building. Brief questions are asked of all staff members who are available with additional questions for PBIS school team members. Fifteen randomly selected students are asked the school expectations/rules and if they have been acknowledge over the last two months. All the interview answers along with the review of the documents are then scored into the seven features and an overall score.

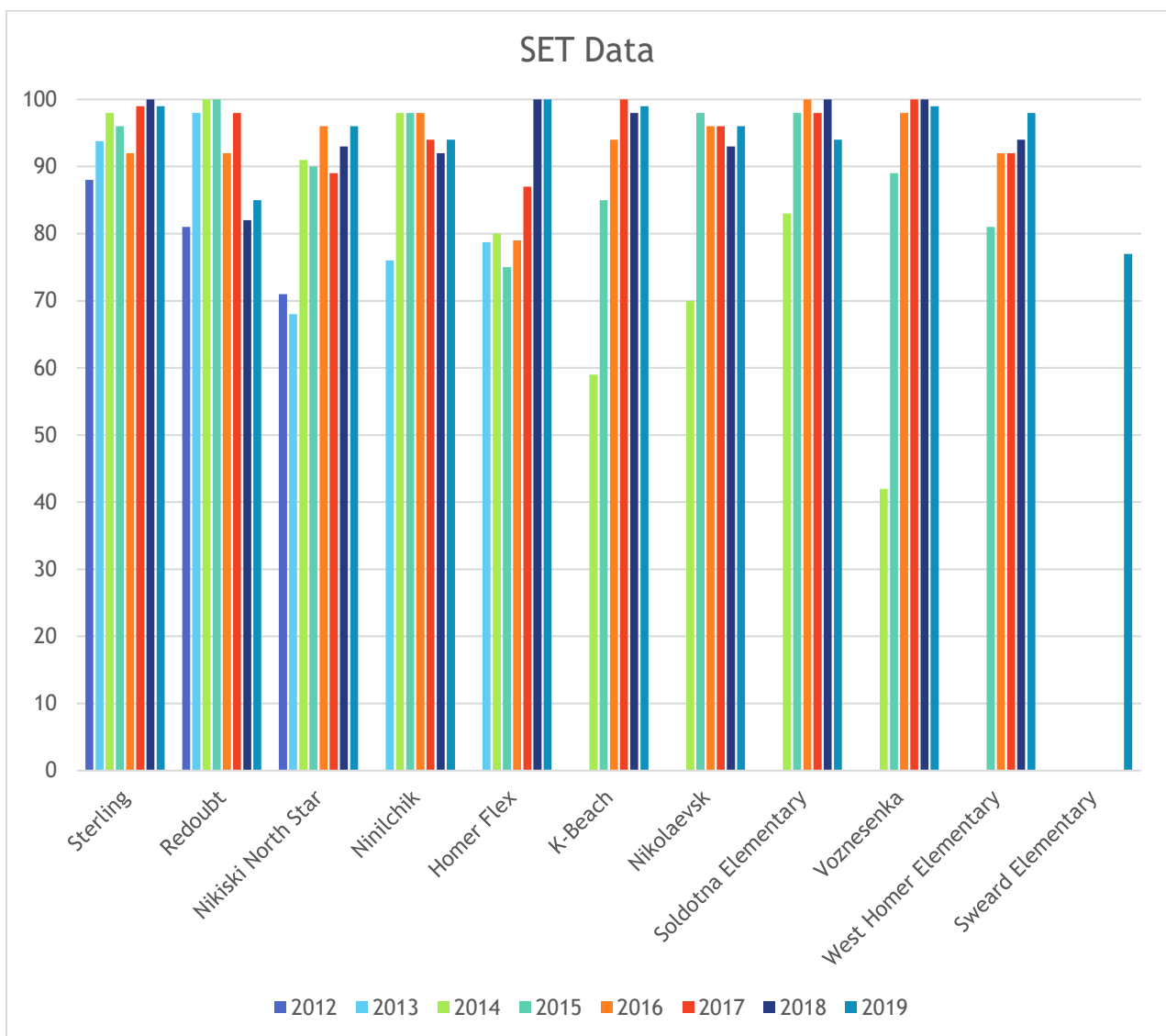
The features evaluated by the SET include the following:

- a) Expectations Defined
- b) Behavioral Expectations Taught
- c) On-going System for Rewarding Behavioral Expectations
- d) Systems for Responding to Behavioral Expectations
- e) Monitoring and Data-Based Decision-Making
- f) Management
- g) District Level Support

The results of the SET provides schools with a measure of the proportion of the features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/maintenance phases of development toward a system approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are said to be implementing school-wide positive behavior support at a universal level. Schools maintaining an 80%-80% score across years are sustaining team-based school-wide PBIS efforts, creating a positive culture in the school, and making data-based decisions that are linked to a larger school-wide effort. Using SET scores with achievement scores and office discipline referral rates integrates multiple sources of data for program improvement and development purposes.

The following graph depicts the total average SET Score for all 11 schools who are implementing PBIS.



Tier 1.5 School-wide PBIS: Stop/Walk/Talk – An approach for bullying

As we have had more schools implementing PBIS Tier 1 with fidelity but not quite ready to move to Tier 2, the KPBSD District Coaches developed an in-between steps for schools. In a response to wanting to address bullying issues, the Social Responsibility Skills of Stop/Walk/Talk, were designed as Bully Prevention in PBIS. The school staff has to come to agreement on language and a physical stop signal for the whole school to use.

Students are taught these steps:

The Stop Signal

- How the stop signal should look and sound
 - o Firm hand signal
 - o Eye contact
 - o Clear voice
- Practice modeling the stop signal for students that experience problem behavior or when they see other students experiencing problem behavior

Walk Away

- Sometimes, even when students tell others to “stop”, problem behavior will continue. When this happens, students are to “walk away” from the problem behavior.
- Practice modeling “walking away” when students experience continued problem behavior or when they see another student experiencing continued problem behavior.
 - Staff should remind students that walking away removes the reinforcement for problem behavior
 - Teach students to encourage one another when they use the appropriate response

Talk: report problem to an adult

- Even when students use “stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “talk” to an adult.
- Practice modeling the “talk” technique students should use when they experience continued problem behavior or when they see another student experiencing continued problem behavior

Note that if any student is in *danger*, the “stop” and “walk away” steps should be skipped, and telling an adult should happen immediately.

Why is adult training so important?

“If we fail to respond to reports of problem behavior outside of the classroom appropriately, the likelihood that children will use the program components will drop significantly.”

Responding to Reports of Problem Behavior

When any problem behavior is reported, follow this specific response:

- Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")
- Ask who, what, when and where.
- Ensure the student's safety.
 - Is the bullying still happening?
 - Is the reporting student at risk?
 - Fear of revenge?
 - What does the student need to feel safe?
 - What is the severity of the situation?
- "Did you tell the student to stop?" (If yes, praise the student for using an appropriate response)
- "Did you walk away from the problem behavior?" (If yes, praise student for using appropriate response)

When the Student Does it Right....

Adults initiate the following interaction with the Perpetrator:

- Reinforce the student for discussing the problem behavior (i.e. "Thanks for talking to me.")
- "Did _____ tell you to stop?"
 - If yes: "How did you respond?"
 - If no: Practice the 3 step response.
- "Did _____ walk away?"
 - If yes: "How did you respond?"
 - If no: Practice the 3 step response.
- Practice the 3 step response.

The amount of practice depends on the severity and frequency of problem behavior

Tier 1.5 School-wide PBIS: Social Emotional Learning

Adding Social-Emotional Learning to the PBIS Framework

Soldotna Elementary, through their PBIS Leadership Team, decided to take small steps to include SEL within their PBIS Framework. District Coach, Elizabeth Kvamme, shared their process at the Districtwide Collaboration in February 2019.

Soldotna Elementary Behavior and Social-Emotional Skills Matrix

| | Playground | Bathroom | Hallway | Cafeteria | Classroom | Bus |
|---|--|---|---|--|--|--|
| Be Safe <i>**I will make sure my actions make others feel safe.</i> <i>**I will use the Stop, Walk, and Talk process when I see or have a problem.</i> | *We use equipment for its intended use. *We keep our personal space (keep hands, feet, and objects to ourselves). | *We make sure water stays in the sink. *We respect the plumbing. *We keep school tools in classroom. | *We have walking feet. *We keep on the right side. *We keep our personal space. *We keep our hands clasped together. | *We keep our personal space in the line and at the table. *We use walking feet. | *We have quiet hands/quiet bodies. *We use school tools properly. *We have walking feet. | *We follow driver directions first time. *We have quiet hands/quiet bodies. *We stay in our assigned seat facing forward. *We walk to and from the bus and school building. |
| Be Kind <i>**I will make sure everyone is included.</i> | *We share equipment. *We show good sportsmanship. | *We have silent mouths and quiet bodies. *We allow others privacy. | *We have quiet hands, silent mouths, and quiet bodies. | *We use quiet voices. *We keep conversation local. | *We treat <u>everyone</u> as we want to be treated. *We respect personal space. *We share. | *We use kind words. *We keep conversation local. |
| Be Responsible <i>**I will identify and reflect on my feelings.</i> | *We follow adult requests the first time they are given. *We follow playground safety rules (see student handbook). *We clean up and bring equipment inside. | *We flush the toilet. *We use two pumps of soap and two pumps of paper towels. *We wash our hands. *We put paper towels in the trash. *We leave when we are finished. | *We have walking feet. *We walk in a line. *We appreciate the artwork with our eyes. | *We raise our hands before we leave our seats. *We eat our own food. *We use good manners. *We take care of all of our trash. | *We follow teacher requests the first time they are given. *We do our best work (<u>cooperate, participate, etc.</u>). *We get permission to borrow. *We are active listeners | *We keep track of personal items and use them for their intended purpose. *We tell the driver if we see and/or hear unsafe or inappropriate behavior. |

**=Social-Emotional skills

Be Safe

- I will make sure my actions make others feel safe.
- I will use the Stop, Walk, and Talk process when I see or have a problem

Be Kind

- I will make sure everyone is included.

Be Responsible

- I will identify and reflect on my feelings.

Teaching Social Emotional Learning (SEL) Lesson Examples

Be Kind: I will make sure everyone is included.

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

SOCIAL SKILL: JOINING IN & INVITING OTHERS TO JOIN IN CAREER COMPETENCY: RELATIONSHIP SKILLS

BOOK INFORMATION

Book Title: Can I Play Too?
 Author: Mo Willems
 Publisher: Hyperion Books for Children
 Year: 2010
 ISBN Number: 978-01302991-9
 Number of Pages: 32 pages
 Reading Level: Pre-K - 3rd grade

BOOK SYNOPSIS

Elephant and Piggle start to play catch. Snake wants to join in. After a few struggles, they find a way for Snake to participate.

LESSON OBJECTIVE

Help the students know how to invite other kids to play with them and accommodate for their needs.

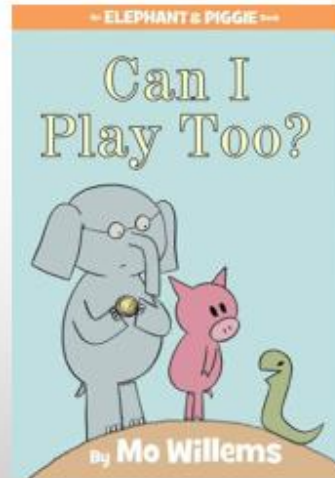
LESSON MATERIALS AND ADVANCED PREPARATION

Make Your Own Snake Activity

Materials: sharp permanent marker, socks (one long tube sock for each student—socks can be whatever color you desire), long hand ties or rubber bands (one for each student), plastic eyeballtweezers (two for each student), glue, cotton or polyester stuffing materials (can be purchased at Wal-Mart, Craft store, or Amazon)
 Preparation: None needed.

Snake Toss Activity

Materials: sharp permanent marker, socks (one long tube sock for each student—socks can be whatever color you desire), long hand ties or rubber bands (one for each student), plastic eyeballtweezers (two for each student), glue, cotton or polyester stuffing materials (can be purchased at Wal-Mart, Craft store, or Amazon), or you can buy a 3 1/2" soft marker.
 Preparation: Make 3 1/2 snakes or less than.



Be Responsible: I will identify and reflect on my feelings.

Learning About Feelings

Goal Examples:
 Recognize emotions. Associate a picture with a specific feeling and name it.
 Identify:
 Emotions:
 • Drawing an emotion on a face.
 • Naming the emotion and drawing an expression on a face.
 • Matching an emotion to a picture of a face.
 • Drawing an emotion on a face.
Activities:
 Drawing an emotion on a face.
 Naming the emotion and drawing an expression on a face.
 Matching an emotion to a picture of a face.
 Drawing an emotion on a face.
Materials Needed:
 • White paper for drawing faces.
 • Colored markers or crayons.
 • Glue.
 • Paper and pencils and eraser.
 • Pictures of emotions.
Book Information:
 Book Title: Learning About Feelings
 Author: Mo Willems
 Publisher: Hyperion Books for Children
 Year: 2010
 ISBN Number: 978-01302991-9
 Number of Pages: 32 pages
 Reading Level: Pre-K - 3rd grade

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Tier 2 Targeted Group Interventions: Overview

In Tier Two, targeted, group-based interventions are designed to serve students who have not responded to Tier One interventions. The 10-15% of students in Tier Two are considered at-risk for more severe behavioral problems and/or academic deficits (Lewis & Sugai, 1999; Sugai & Horner, 2002).

Critical features of Tier 2 Interventions

- Continuously available to student
- Rapid access to intervention
- Very low effort by teachers with maximum benefits for students
- Consistent with school-wide expectations
- Implemented uniformly by all staff/faculty
- Flexible based on student needs and function of behavior
- Student chooses to participate
- Continuous progress monitoring linked to systemic decision making process
- Intervention “packages” matched to student need

Benefits of Tier 2 Interventions

- Improved structure
- Student is “set up” for success
- Increase in contingent feedback
- Applied across school settings
- Increased reward for appropriate behavior
- Evolve to self-management
- Supportive response to teacher

What does a Tier 2 System of Support look like?

Tier 2 interventions are most efficiently implemented in the same way the PBIS Leadership Team has implemented School-wide Systems of PBIS; an integration of data, systems and practices.

Data

- ✓ ODR
- ✓ Suspension
- ✓ Detention
- ✓ Intervention

Systems

- ✓ Structured team meeting
- ✓ Bi-monthly meetings
- ✓ Nomination process
- ✓ Progress monitoring

Practices

- ✓ Classroom management
- ✓ Check In/Check Out
- ✓ Social Skills Training
- ✓ Organizational skills

Tier 2 School Example



Student Name _____ Age _____ Grade _____ IEP: Yes No
 Teacher Completing _____ Date _____

ACADEMIC INFORMATION

Do you believe that academic skills, including task completion, are impacting the problem behavior?

- Reading Grade _____
 Written Language Grade _____
 Math Grade _____
- Yes
 No
 Unsure

WHAT IS THE PROBLEM BEHAVIOR?

Internalizing Behaviors:

- Exhibits sadness or depression
- Sleeps a lot
- Is teased or bullied by peers
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting, head banging)
- Withdrawn
- Other _____

Externalizing Behaviors:

- Out of seat/assigned area
- Inappropriate Language
- Fighting/physical aggression
- Talking out of turn
- Verbal defiance
- Not following instructions
- Technology violation
- Tardy
- Other _____

STRATEGIES TRIED TO ADDRESS PROBLEM BEHAVIOR AND RESULTS

| | Successful | Somewhat Successful | Not Successful |
|---|------------|---------------------|----------------|
| <input type="checkbox"/> Tangible recognition for expected behavior | | | |
| <input type="checkbox"/> Retraught expected behavior | | | |
| <input type="checkbox"/> Multiple opportunities to practice expected behavior | | | |
| <input type="checkbox"/> Self-monitoring | | | |
| <input type="checkbox"/> Modified assignments | | | |
| <input type="checkbox"/> Change of schedule for activities | | | |
| <input type="checkbox"/> Extra assistance | | | |
| <input type="checkbox"/> Parent/Guardian contact | | | |
| <input type="checkbox"/> Other (Specify): _____ | | | |

TEACHER COMMENTS OR CONCERNS

Nikiski North Star Elementary PBIS Tier II

Nikiski North Star Elementary Daily Progress Report Intermediate

Goal: _____%
 Points Possible _____
 Points Received _____
 % of Points _____
 Goal Met? Yes No

M

T

W

TH

F

LEGEND:
 3- Did a great job
 2- Needs Improvement
 1- Rarely

Name: _____
 Date: _____

| Target Behaviors | Check-In | Specials | Small group Math | Reading/L.A. | Recess/Lunch | Math | Content Area | Check-out |
|---|----------|----------|------------------|--------------|--------------|-------|--------------|-----------|
| Be Respectful: Follow directions the first time | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| Be Responsible: Complete all work by myself | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| Be Caring: Allow others to learn | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| Be Safe: Keep hands, feet and other objects to myself | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |

_____ did a great job today by: _____
 Signature: _____

Sustainability and Evaluation: Leadership Team

Durable and adaptable School-wide PBIS implementation requires systemic support that extends beyond the individual school. It is important to organize multiple schools so that a common vision, language, and experience are established. This will allow KPBSD to improve the efficiency of resource use, coordination of implementation efforts, a system for management, evaluation, and support for schools that is not person dependent.

Current Leadership Team Members

| Name | Representing | Role on District Team |
|------------------|---------------------------|-----------------------|
| Kevin Downs | Pupil Services Department | Coordinator |
| Trina Uvaas | Schools coached | District Coach |
| Angie Nelson | Schools coached | District Coach |
| Elizabeth Kvamme | Schools coached/teachers | District Coach |
| Emily Mayberry | Schools coached/teachers | District Coach |
| Nate Crabtree | Administrators | Member |

For the 2018-2019 School Year, the team met on the following dates:

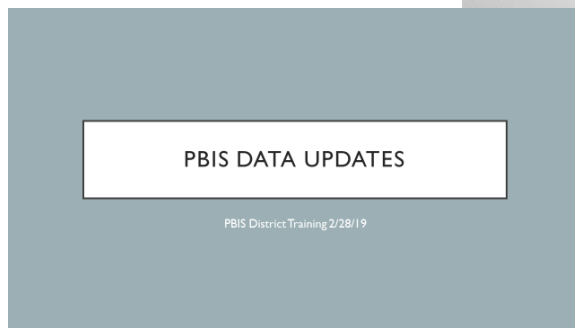
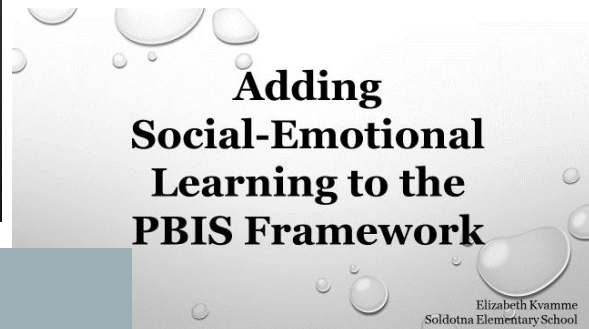
- September 10, 2018
- November 12, 2018
- January 28, 2019
- May 6, 2019

The District Team supports school teams by providing stipends to PBIS Leadership members for meeting outside their contract day. This stipend can be for up to two hours per month. The team was able to offer a small school stipend based on the number of students enrolled for our PBIS schools this year to be spent by the school on PBIS activities or needed materials. The District Team also sponsored an all-day training and collaboration on February 28, 2019.

Sustainability and Evaluation: Professional Development

To further support all of our PBIS Schools, we designed a training/collaboration day.

| Time | Activity |
|---------------|---|
| 8:30 - 9:00 | Breakfast |
| 9:00 - 9:15 | Making PBIS Seen in schools (visuals)- Kevin |
| 9:15-9:30 | Data Refresher Presentation- Trina |
| 9:30-10:45 | SEL in the Schools: How various schools are implementing (10 min + 5 for questions) SoEI- Matrix changes Sterling- Kindness Grant NNS- Kelso's Choice Homer Flex- Restorative Justice Redoubt- PATHS |
| 10:45 - 11:00 | BREAK |
| 11:00 - 11:45 | EdCamp Session 1 |
| 11:45 - 12:30 | LUNCH |
| 12:30- 1:15 | EdCamp Session 2 |
| 1:15-1:30 | BREAK |
| 1:30 - 3:00 | Collaboration/Action Planning Time with schools using SET and TIC data |

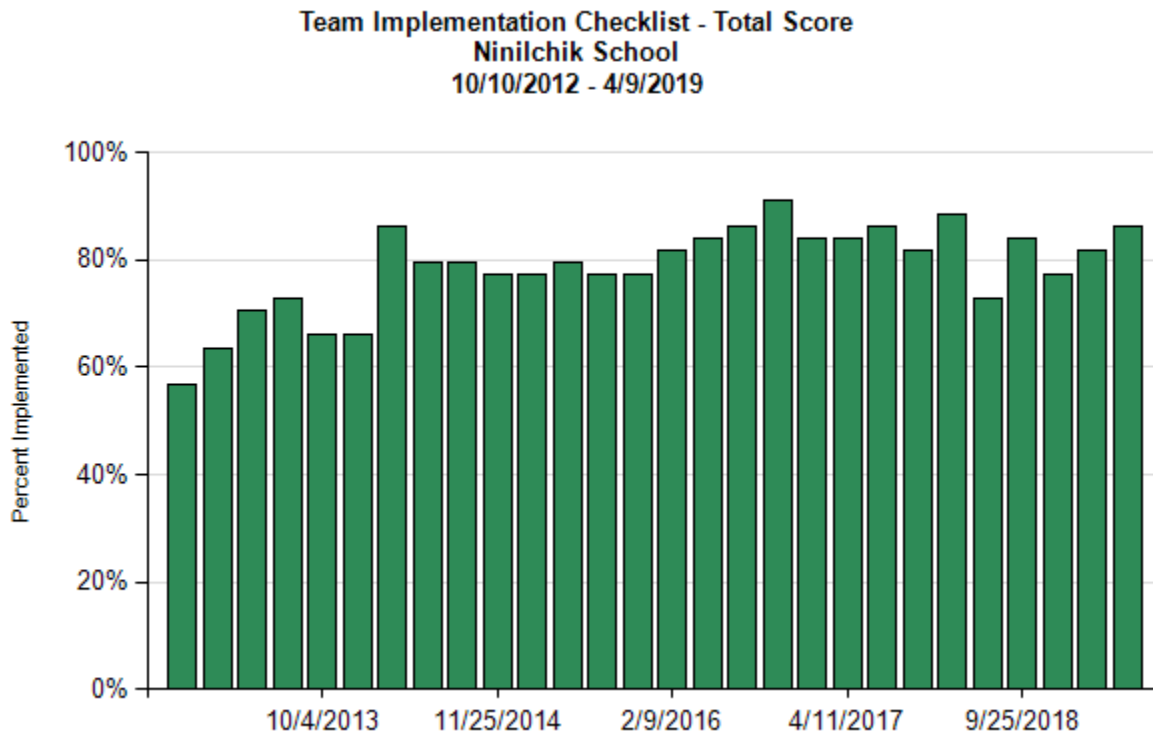


Sustainability and Evaluation: Evaluation Plan

A major feature of school-wide PBIS is the commitment to ongoing assessment of implementation. Different assessments are available for teams to take as they examine their level of PBIS adoption and guides them through the process for improving implementation to benefit students, families, and overall school culture. Our district uses PBIS Assessment website to facilitate the data gathering.

- TIC (Team Implementation Checklist)
 - Completed quarterly by team
 - Monitors activity of implementation of PBIS in the school

This is an example of a school's TIC data over the years of implementation.



- MATT (Monitoring Advanced Tiers Tool)
 - Completed twice a year alternating with the TIC by teams implementing Tier 2
 - Monitors activity of implementation of Tier 2 and Tier 3
- SET (School-wide Evaluation Tool) *See page 13 for data.*
 - Conducted annual by a district PBIS Coach to measure the level of PBIS implementation within the school.
 - Results will be reported back to the team and the team will action plan based on those results.
- PBIS Staff Satisfaction Survey (SSS)
 - Conducted annually by the school coach to the whole staff to measure buy-in
- Discipline Data – ODRs, Suspensions, Expulsions
 - Excel sheet designed by David Henson that helps team analyze behavior referrals entered into PowerSchool by behavior, location, grade level, time, and student

| Measure | School Year | | | |
|-----------------|--|----|----|----|
| | Q1 | Q2 | Q3 | Q4 |
| TIC | X | X | X | X |
| MATT | | X | | X |
| SET | Annually | | | |
| SSS | X | | | |
| Discipline Data | On-going throughout the year: review monthly, share quarterly | | | |