



PBIS SITE LEADERSHIP TEAM

Yearly Implementation Roles and Responsibilities Calendar

Month	Director	Internal Coach	Behavior Specialist	Leadership Team
August	<p>2 hours: Leadership Team Meeting facilitation and prep (agenda and data analysis)</p> <p>1/2 hour: External coach check-ins/support</p> <p>1 hour: Advocacy, planning and support to team</p> <p>TOTAL: 3.5 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: External coach check-ins/support</p> <p>2 hours: Pyramid Practice planning, reviewing action plans, teacher/coach agreement meeting</p> <p>TOTAL: 4 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 2 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>2 hours: BIR and Monthly Program Actions Data Set-Up, Collection, Entry and Submission</p> <p>4 hours: PBIS implementation planning and activities (various tasks to be divided among members)</p> <p>TOTAL: 7.5 hours</p>
September	<p>2 hours: Leadership Team Meeting facilitation and prep (agenda and data analysis)</p> <p>1/2 hour: External coach check-ins/support</p> <p>1 hour: Advocacy, planning and support to team</p> <p>TOTAL: 3.5 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: External coach check-ins/support</p> <p>3 hour: TPOT prep, observation and scoring (per classroom) **</p> <p>1 hour: TPOT action plan development and debrief (per teacher) **</p> <p>TOTAL: 3hr/TPOT Classroom + 1hr/Action Plan and Debrief Teacher + 1 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 2 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: BIR and Monthly Program Actions Collection, Data Entry and Data Submission</p> <p>4 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>TOTAL: 6 hours</p>

Month	Director	Internal Coach	Behavior Specialist	Leadership Team
October	<p>2 hours: <i>Leadership Team Meeting facilitation and prep (agenda and data analysis)</i></p> <p>1/2 hour: <i>External coach check-ins/support</i></p> <p>1 hour: <i>PBIS Center Walkthrough</i></p> <p>1 hour: <i>Advocacy, planning and support to team</i></p> <p>1 Day: <i>Fall PBIS implementation meeting</i></p> <p>TOTAL: <i>1 Day + 4.5 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>External coach check-ins/support</i></p> <p>1 hour: <i>Follow-up observations, coaching, action plans (per classroom at least monthly)</i></p> <p>1 Day: <i>Fall PBIS implementation meeting</i></p> <p>TOTAL: <i>1 Day + 1hr/classroom + 2 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>2 hours: <i>Observation, action plan and debrief (per child)</i></p> <p>TOTAL: <i>1 hour + 2 hours/teacher for each child</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i></p> <p>4 hours: <i>PBIS implementation planning and execution (various tasks to be divided among members)</i></p> <p>TOTAL: <i>6 hours</i></p>
November	<p>2 hours: <i>Leadership Team Meeting facilitation and prep (agenda and data analysis)</i></p> <p>1/2 hour: <i>External coach check-ins/support</i></p> <p>1 hour: <i>Advocacy, planning and support to team</i></p> <p>TOTAL: <i>3.5 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>External coach check-ins/support</i></p> <p>1 hour: <i>Follow-up observations, coaching, action plans (per classroom at least monthly)</i></p> <p>TOTAL: <i>1 hr/classroom + 2 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>2 hours: <i>Observation, action plan and debrief (per child)</i></p> <p>TOTAL: <i>1 hour + 2 hours/teacher for each child</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i></p> <p>2 hours: <i>PBIS implementation planning and execution (various tasks to be divided among members)</i></p> <p>TOTAL: <i>4 hours</i></p>
December	<p>2 hours: <i>Leadership Team Meeting facilitation and prep (agenda and data analysis)</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>External coach check-ins/support</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>2 hours: <i>Observation, action plan and debrief (per child)</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i></p>

Month	Director	Internal Coach	Behavior Specialist	Leadership Team
	<p><i>1/2 hour: External coach check-ins/support</i></p> <p><i>1 hour: Advocacy, planning and support to team</i></p> <p>TOTAL: 3.5 hours</p>	<p><i>1 hour: Follow-up observations, coaching, action plans (per classroom at least monthly)</i></p> <p>TOTAL: 1 hr/classroom + 2 hours</p>	<p>TOTAL: 1 hour + 2 hours/teacher for each child</p>	<p><i>2 hours: PBIS implementation planning and execution (various tasks to be divided among members)</i></p> <p>TOTAL: 4 hours</p>
January	<p><i>2 hours: Leadership Team Meeting facilitation and prep (agenda and data analysis)</i></p> <p><i>1/2 hour: External coach check-ins/support</i></p> <p><i>1 hour: Advocacy, planning and support to team</i></p> <p>TOTAL: 3.5 hours</p>	<p><i>1 hour: Leadership Team Meeting</i></p> <p><i>1 hour: External coach check-ins/support</i></p> <p><i>1 hour: Follow-up observations, coaching, action plans (per classroom at least monthly)</i></p> <p><i>PBIS Staff Booster Session/Trainings (as needed)</i></p> <p>TOTAL: 1 hr/classroom + 2 hours + Booster Session if needed</p>	<p><i>1 hour: Leadership Team Meeting</i></p> <p><i>2 hours: Observation, action plan and debrief (per child)</i></p> <p>TOTAL: 1 hour + 2 hours/teacher for each child</p>	<p><i>1 hour: Leadership Team Meeting</i></p> <p><i>1 hour: BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i></p> <p><i>4 hours: PBIS implementation planning and execution (various tasks to be divided among members)</i></p> <p>TOTAL: 6 hours</p>
February	<p><i>2 hours: Leadership Team Meeting facilitation and prep (agenda and data analysis)</i></p> <p><i>1/2 hour: External coach check-ins/support</i></p> <p><i>1 hour: Advocacy, planning and support to team</i></p> <p>TOTAL: 3.5 hours</p>	<p><i>1 hour: Leadership Team Meeting</i></p> <p><i>1 hour: External coach check-ins/support</i></p> <p><i>1 hour: Follow-up observations, coaching, action plans (per classroom at least monthly)</i></p> <p>TOTAL: 1 hr/classroom + 2 hours</p>	<p><i>1 hour: Leadership Team Meeting</i></p> <p><i>2 hours: Observation, action plan and debrief (per child)</i></p> <p>TOTAL: 1 hour + 2 hours/teacher for each child</p>	<p><i>1 hour: Leadership Team Meeting</i></p> <p><i>1 hour: BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i></p> <p><i>2 hours: PBIS implementation planning and execution (various tasks to be divided among members)</i></p> <p>TOTAL: 4 hours</p>

Month	Director	Internal Coach	Behavior Specialist	Leadership Team
March	<p>2 hours: <i>Leadership Team Meeting facilitation and prep (agenda and data analysis)</i></p> <p>1/2 hour: <i>External coach check-ins/support</i></p> <p>1 hour: <i>Advocacy, planning and support to team</i></p> <p>1 hour: <i>PBIS Center Walkthrough</i></p> <p>TOTAL: <i>4.5 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>External coach check-ins/support</i></p> <p>1 hour: <i>Follow-up observations, coaching, action plans (per classroom at least monthly)</i></p> <p>TOTAL: <i>1 hr/classroom + 2 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>2 hours: <i>Observation, action plan and debrief (per child)</i></p> <p>TOTAL: <i>1 hour + 2 hours/teacher for each child</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i></p> <p>2 hours: <i>PBIS implementation planning and execution (various tasks to be divided among members)</i></p> <p>TOTAL: <i>4 hours</i></p>
April	<p>2 hours: <i>Leadership Team Meeting facilitation and prep (agenda and data analysis)</i></p> <p>1/2 hour: <i>External coach check-ins/support</i></p> <p>1 hour: <i>Advocacy, planning and support to team</i></p> <p>1 Day: <i>Spring PBIS implementation meeting</i></p> <p>TOTAL: <i>1 Day + 3.5 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>External coach check-ins/support</i></p> <p>3 hour: <i>TPOT prep, observation and scoring (per classroom)</i></p> <p>1 hour: <i>TPOT action plan development and debrief (per teacher)</i></p> <p>TOTAL: <i>3hr/TPOT Classroom + 1hr/Action Plan and Debrief Teacher + 1 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>2 hours: <i>Observation, action plan and debrief (per child)</i></p> <p>TOTAL: <i>1 hour + 2 hours/teacher for each child</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i></p> <p>2 hours: <i>PBIS implementation planning and execution (various tasks to be divided among members)</i></p> <p>2 hours: <i>EC-BoQ completion</i></p> <p>TOTAL: <i>6 hours</i></p>
May	<p>2 hours: <i>Leadership Team Meeting facilitation and prep (agenda and data analysis)</i></p> <p>1/2 hour: <i>External coach check-ins/support</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>External coach check-ins/support</i></p> <p>TOTAL: <i>2 hours</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>2 hours: <i>Observation, action plan and debrief (per child)</i></p> <p>TOTAL: <i>1 hour + 2 hours/teacher for each child</i></p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i></p>

Month	Director	Internal Coach	Behavior Specialist	Leadership Team
	1 hour: <i>Advocacy, planning and support to team</i> 1 hour: <i>PreSET Center Director Interview</i> TOTAL: 3.5 hours			2 hours: <i>PBIS implementation planning and execution (various tasks to be divided among members)</i> TOTAL: 4 hours
June/July	2 hours: <i>Leadership Team Meeting facilitation and prep (agenda and data analysis)</i> 1/2 hour: <i>External coach check-ins/support</i> <i>PBIS implementation preparations (as time allows)</i> TOTAL: 2.5 hours + additional planning time	1 hour: <i>Leadership Team Meeting</i> 1 hour: <i>External coach check-ins/support</i> <i>PBIS Booster Sessions and Staff Training (as needed)</i> TOTAL: 2 hours + additional booster sessions/staff training	1 hour: <i>Leadership Team Meeting</i> 1.5 hours: <i>Observation, action plan and debrief (per child)</i> <i>PBIS Booster Sessions and Staff Training (as needed)</i> TOTAL: 1 hour + 1.5 hours/ teacher for each child + additional booster sessions/staff training	1 hour: <i>Leadership Team Meeting</i> 1 hour: <i>BIR and Monthly Program Actions Collection, Data Entry and Data Submission</i> <i>PBIS Booster Sessions and Staff Training and PBIS implementation preparations (as needed/time allows)</i> TOTAL: 2 hours + additional planning time and booster sessions/staff training

Notes

**Baseline will only need to be completed with new teachers being coached each year. A new baseline is not necessary for returning teachers who have been coached in previous years with an established action plan. In place of completing the full TPOT observation at this time, a routine follow-up observation is recommended.

Please note that this calendar serves as a guide and is not all inclusive. Additions or deletions may occur. All time reflected is an estimate and does not include travel time. Site Leadership Teams in the first two to three years of implementation will spend more time on PBIS to ensure commitment and fidelity then in subsequent years.

Time commitment in *Year One: Readiness* will fluctuate based on the Site Leadership Team's dedication and efficiency in completing readiness and implementation documents. On average, Site Leadership Teams will spend 15 hours for planning and school staff buy-in/training, in addition to mandatory trainings over the spring/summer leading to *Year Two: Implementation*. Please note it is recommended that team members divide and conquer the tasks.

Mandatory, one time trainings will typically follow the timeline below. These hours are not encompassed in the calendar above:

Year One: Readiness

- Pyramid Practices Training – All Staff (2 days – March/April)
- PW-PBIS Leadership Team Training – Leadership Team (3 days – May)
- Practiced-Based Coaching – Internal Coach (2 days – June/July)
- Data Training – Director, Internal Coach, Data Specialist (2 hours – July)

Year Two: Implementation

- TPOT Training – Internal Coach (2 days – August/September)
- Behavior Specialist Training – Behavior Specialist (1 day – August/September)
- Prevent-Teach-Reinforce Young Children (PTR-YC) – Behavior Specialist (1.5 days – September/October)
- Site Leadership Team Training Fall and Spring Meetings – Leadership Team (2 days – October and April)

In Year Three, booster trainings will be offered as needed as well as the mandatory Site Leadership Team Training fall and spring meetings.



PBIS Behavior Specialist Training

A Professional Development for Schools Implementing an Aligned PW/SW PBIS Framework

Case Study #1

Scenario

Michael is a 2nd grade student who has received multiple minors and one major referral in the past month for disruption. His referral forms note that the behavior typically occurs in the classroom during small or independent work times and the function of the behavior is to escape. After reviewing this data during a PBIS Leadership Team Meeting you schedule a time to come to the class and observe Michael during small group reading for 15 minutes.

Michael starts off attentively participating in reading group, but after about 5 minutes he begins to shift his attention elsewhere. When a peer next to him begins to read he places his head down on the table and begins to tap his hand on the table loudly. The teacher motions to Michael to sit up, grabs his hand and says “stop tapping please.” Michael stops briefly, but starts again soon after, this time also humming. His peer stops reading and looks at him and then says to the teacher “I can’t read while he is doing that!” The teacher once again asks Michael to stop. He whines briefly but eventually concedes. Once it is Michael’s turn to read aloud, he reads a sentence or two and then pushes his book onto the floor, laughing as it falls to the ground and makes a loud boom. The teacher, now in a stern tone asks Michael to pick up his book. He does so reluctantly and then immediately pushes it to the ground again. The teacher then says “Michael that is enough!” She writes a minor referral for disruption, removes him from the group and sends him to sit alone at his desk.

Activity

1. Share your impressions from the observation. What notes would you have taken?
2. Based on information from Michael’s previous referral forms and your observation develop a hypothesis statement — determine trigger as well as form and function of the behavior.
3. Role play the meeting with the teacher to develop Michael’s **Behavior Intervention Plan** following all the steps in the PBIS Behavior Specialist Process. Make sure to:
 - a. Explain the purpose of Prevent — Teach — Reinforce using Form 9 as a reference
 - b. Discuss with the teacher what you saw and engage her in dialogue about why she thinks this is happening, how she typically handles the situation and ways to improve
 - c. Complete Form 10 with the teacher, discussing the 5 classroom practices first (were all evident?) and then developing the plan using strategies from Form 9 or other intervention resources
 - d. Explain to the teacher how the plan will be implemented and how the teacher can use Form 11 to actively monitor implementation



PBIS Behavior Specialist Training

A Professional Development for Schools Implementing an Aligned PW/SW PBIS Framework

Case Study #2

Scenario

Angela is a Pre-K student who has been exhibiting challenging behavior throughout the last week. The teacher has only written one minor referral, but approaches you as the Behavior Specialist for help as she feels support for this little girl is needed quickly and doesn't know what to do. She explains that Angela will hit other students when she doesn't get her way, take toys from her peers, cry frequently, and will yell "no" as well as profanities to peers. It appears the function of behavior is to obtain attention from her peers or obtain an item. You schedule a time to come to the classroom to observe Angela during center time for 20 minutes.

During center time Angela begins in music. She sees a peer playing with the maracas and decides she wants them. She tries to take them from the other child but he resists. She begins yelling at the boy to give them to her, but he ignores her so Angela begins to cry and runs to the teacher to tell her that the little boy took the maracas from her and won't share. The teacher asks Angela if this is true. Angela doesn't respond but just starts crying louder. The teacher tries to console Angela and then offers her some choices to get her engaged in another center. Angela stops crying and decides she wants to go to the dramatic play center. She plays well with others there for a while. She then sees some friends building a block tower and decides she wants to join. She leave dramatic play and goes to the block center. She tries to join the others in building the tower, but they don't seem interested in having her play with them. Angela tries to force her way into the group and in the process knocks some of the tower over. The other kids get mad and tell her to leave them alone. Angela responds by knocking over the rest of the tower and begins screaming profanities. She then hits a child. The teacher comes over to ensure the child isn't hurt, removes Angela from the center, and calls the office for administrator support.

Activity

1. Share your impressions from the observation. What notes would you have taken?
2. Based on information from Angela's teacher and your observation develop a hypothesis statement — determine trigger as well as form and function of the behavior.
3. Role play the meeting with the teacher to develop Angela's Behavior Intervention Plan following all the steps in the PBIS Behavior Specialist Process. Make sure to:
 - a. Explain the purpose of Prevent — Teach — Reinforce using Form 9 as a reference
 - b. Discuss with the teacher what you saw and engage her in dialogue about why she thinks this is happening, how she typically handles the situation and ways to improve
 - c. Complete Form 10 with the teacher, discussing the 5 classroom practices first (were all evident?) and then developing the plan using strategies from Form 9 or other intervention resources
 - d. Explain to the teacher how the plan will be implemented and how the teacher can use Form 11 to actively monitor implementation



PBIS Behavior Specialist Process

1. The PBIS Leadership Team identifies student(s) with multiple referrals using SWIS or a teacher requests assistance with an early learner displaying frequent, challenging social emotional behaviors.
2. SWIS data for identified students are reviewed, inclusive of minor/major referrals.
3. Behavior Specialist arranges with teacher to observe student(s) when challenging behavior is likely to occur.
4. Meeting with teacher takes place to discuss Behavior Intervention Plan for student
 - a. **Teacher discusses concerns with student's behavior**
 - b. Behavior Specialist shares notes from observation
 - c. Together they determine the possible trigger as well as the form and function of the behavior
 - d. *Form 10: PTR- YC Behavior Intervention Plan Summary* is then completed
 - i. The Behavior Specialist first ensures the teacher is implementing the five classroom practices for all children (if not, the classroom coach and teacher need to work together to address — but in the meantime that practice would also need to be included as part of the Behavior Intervention Plan).
 - ii. A brief description of what will be done for the student in regards to Prevent, Teach and Reinforce is written using the table from *Form 9: PTR- YC Menu of Intervention Strategies* as a resource, or other evidence and research-based intervention strategies
5. Teacher implements plan for two weeks and actively monitors implementation using *Form 11: PTR- YC Fidelity of Strategy Implementation*.
6. Teacher shares results with Behavior Specialist and pending results, additional supports may be offered/provided.



PBIS Behavior Specialist Training

A Professional Development for Schools Implementing an Aligned PW/SW PBIS Framework

AGENDA (3 Hour Training)

- What is Start with the Heart? (15 mins)
 - Video 5: Georgia's Response to the Need for Positive Learning Climates
 - Georgia's Early Learning Climate Aligned Initiative Handout
- What is the purpose of the Behavior Specialist as part of the PBIS Leadership Team? (15 mins)
 - School's Behavior Flowchart
 - PBIS Elementary School Leadership Team Roles and Responsibilities Handout
 - PBIS Elementary School Leadership Team Roles and Responsibilities Calendar Handout
- What is the PBIS Behavior Specialist Process? (45 mins)
 - PBIS Behavior Specialist Process Handout
 - SWIS data and review corresponding referrals
 - PTR-YC Forms
 - Form 9: PTR-YC Menu of Intervention Strategies
 - Form 10: PTR-YC Behavior Intervention Plan Summary
 - Form 11: PTR-YC Fidelity of Strategy Implementation
- Break (10 mins)
- What classroom practices are important for teachers to implement to minimize challenging behavior? (20 mins)
 - Video 4: 3 Classroom Practices to Build Positive Social Emotional Engagement with Early Learners
 - Part 1: Nurturing and Responsive Relationships Handout
 - Part 2: Creating High Quality Supportive Environments Handout
 - Part 3: Providing Targeted Social Emotional Supports Handout
- What resources are provided to me to help the teachers in creating Behavior Intervention Plans? (45 mins)
 - PTR-YC Book Appendix
 - Teacher Strategies Handout
 - De-escalation Form
 - Pyramid Practice Strategies
 - 101 Ways to Teach Children Social Skills
 - PBIS World
 - Other Evidence and Research-Based Intervention Strategies
- Let's Practice! (30 mins)
 - Role Play/Modeling
 - Case Study 1
 - Case Study 2



Childcare External Coach

Roles and Responsibilities Calendar

Quarter	First Year: Readiness	Second Year: Implementation	Third Year & Beyond: Moving On
<p>Fall</p> <p>August - November</p>	<p>1 hour: Meet with Center Director to discuss Start with the Heart and development of PBIS Site Leadership Team</p> <p>3 hours: Meetings with Site Leadership Team to complete PBIS readiness activities</p> <p>3 days*: Internal professional development training</p> <p>8 hours: Planning, prep, communications and advocacy</p> <p>1 ½ -4 Days: Pyramid Practices Workshops with all staff (or can be broken into units and delivered throughout the year)</p> <p>TOTAL: 3 days* + 1 ½ - 4 days and 12 hours per site</p> <p><i>* collective time, not per site</i></p>	<p>4 hours: PBIS Site Leadership Team Meetings</p> <p>8 hours: Individual team member meetings, coaching and follow-up as needed</p> <p>5 hours: BIRs data review and problem solving prep</p> <p>15 hours: Planning, prep, communications and advocacy</p> <p>2 days*: TPOT training</p> <p>1 day*: Behavior Specialist Training</p> <p>1 ½ day*: PTR-YC Training</p> <p>1 day*: Site Leadership Team Training Follow-Up</p> <p>5 hours: Additional support to the center, inclusive of pyramid practice boosters as needed</p> <p>TOTAL: 5 ½ days* + 37 hours per site</p> <p><i>* collective time, not per site</i></p>	<p><i>In year three, external coaches will continue to provide support as needed, with most support being concentrated on further equipping the Internal Coach with further classroom coaching skills.</i></p> <p><i>Furthermore, time will be spent assisting centers with sustainability plans to ensure continuity of the PBIS framework with turnover and other program changes.</i></p> <p><i>In year four and beyond, external coaches will continue to provide support as needed, but will pull back, offering more high-level support rather than hands-on.</i></p> <p><i>For example, in year three the internal coach would be responsible for delivering the pyramid practice booster sessions with the external coach attending occasionally, instead of leading the trainings with the assistance of the internal coach.</i></p>

Quarter	First Year: Readiness	Second Year: Implementation	Third Year & Beyond: Moving On
<p>Winter</p> <p>December - February</p>	<p>3 hours: <i>Site Leadership Team Planning Meetings to prepare for PBIS roll-out</i></p> <p>3 days*: <i>PBIS Site Leadership Team Training</i></p> <p>3 hours: <i>Individual team member meetings, coaching and follow-up as needed</i></p> <p>2 days*: <i>Internal professional development training</i></p> <p>10 hours: <i>Planning, prep, communications and advocacy</i></p> <p>TOTAL: 5 days* + 16 hours per site</p> <p><i>* collective time, not per site</i></p>	<p>3 hours: <i>PBIS Site Leadership Team Meetings</i></p> <p>6 hours: <i>Individual team member meetings, coaching and follow-up as needed</i></p> <p>5 hours: <i>BIRs data review and problem solving prep</i></p> <p>15 hours: <i>Planning, prep, communications and advocacy</i></p> <p>5 hours: <i>Additional support to the center, inclusive of pyramid practice boosters as needed</i></p> <p>TOTAL: 34 hours per sit</p>	<p><i>External coaches will remain available for assistance, but after year four, it is the expectation that the center will be operational and not need the assistance of a regular external coach.</i></p>
<p>Spring</p> <p>March - May</p>	<p>8 hours: <i>Site Leadership Team Planning Meetings to prepare for PBIS roll-out</i></p> <p>3 hours: <i>Individual team member meetings, coaching and follow-up as needed</i></p> <p>1 ½ days*: <i>Practice-Based Coaching Training</i></p> <p>2 hours: <i>PBIS Site Leadership Training/Staff Buy-In Introduction</i></p>	<p>3 hours: <i>PBIS Site Leadership Team Meetings</i></p> <p>6 hours: <i>Individual team member meetings, coaching and follow-up as needed</i></p> <p>1 day*: <i>Site Leadership Team Training Follow-Up</i></p> <p>5 hours: <i>BIRs data review and problem solving prep</i></p>	

Quarter	First Year: Readiness	Second Year: Implementation	Third Year: Moving On
	<p>10 hours: <i>Planning, prep, communications and advocacy</i></p> <p>5 hours: <i>Additional support as needed to the center</i></p> <p>½ day: <i>PreSET Evaluation</i></p> <p>TOTAL: 1 ½ days* + ½ day and 28 hours per site</p> <p><i>* collective time, not per site</i></p>	<p>15 hours: <i>Planning, prep, communications and advocacy</i></p> <p>5 hours: <i>Additional support to the center, inclusive of pyramid practice boosters as needed</i></p> <p>½ day: <i>PreSET Evaluation</i></p> <p>TOTAL: 1 day* + ½ day and 34 hours per site</p> <p><i>* collective time, not per site</i></p>	
<p>Summer</p> <p>June - July</p>	<p>2 hours: <i>Data System Training Call</i></p> <p><i>Post and Pre Planning PBIS Implementation activities, PBIS Staff Training as calendar allows</i></p>	<p><i>Post and Pre Planning PBIS Implementation activities, PBIS Staff Training as calendar allows</i></p> <p><i>Review data and support changes for upcoming year</i></p>	

Please note that this calendar serves as a guide and is not all inclusive. All time reflected is an estimate and does not include travel time. Additions or deletions may occur based on needs of PBIS implementing Centers/Programs. Time for the External Coach to communicate regularly with additional Center/Program partners as well as to complete monthly activity reports should also be considered. Estimated times listed are for supporting one Center/Program. Ideally, external coaches will support multiple Centers/Programs at one time.



PBIS CHILDCARE CENTER LEADERSHIP TEAM

Roles and Responsibilities

The PBIS Childcare Center Leadership Team should consist of four to eight members. This includes:



It is also recommend to include additional staff members such as data specialists (or someone with data expertise), family liaisons, assistant director, etc. Please note that individuals listed above may fill more than one of those roles at the same time.

Director

The Director is the team lead of the PBIS Site Leadership Team and the go-to person for Program-wide PBIS implementation. He/She is responsible for playing an active role in the PBIS change process by being visually supportive and creating an environment conducive for successful implementation. The Director will:

- Participate in PBIS Site Leadership Team, Pyramid Practices and Data System trainings as well as additional state professional development events
- Ensure the PBIS Site Leadership Team meets at least monthly
- Develop PBIS Site Leadership Team agendas and facilitate meetings, using data for decision making and problem solving
- Ensure equal distribution of roles and responsibilities of all members of the PBIS Site Leadership Team
- Ensure consistency and accuracy of data entry, using BIRs to capture challenging behavior
- Complete and collect data required for PBIS evaluation and reports using various tools and instruments such as the EC-BoQ, TPOT, BIR Database and Monthly Program Action Form
- Complete PBIS walk-throughs twice a year to ensure fidelity of PBIS implementation
- Provide release time for staff to fulfill their PBIS responsibilities
- Provide allocation of resources for PBIS implementation
- Promote PBIS as a priority among all staff, being visible at PBIS staff, student and family trainings and integrating PBIS with other center initiatives and activities
- Meet and collaborate with external coach regularly for support/guidance in duties

PBIS Behavior Specialist

The Behavior Specialist is responsible for supporting the PBIS Leadership Team and classroom teachers with the development of intervention strategies regarding specific children who are exhibiting challenging behaviors. The behavior specialist will:

- Participate in PBIS Site Leadership Team, Pyramid Practice, Prevent-Teach-Reinforce for Young Children training as well as additional state professional development events
- Attend monthly PBIS Site Leadership Team meetings and collaborate with team members (in particular the classroom practices coach)
- Assist teachers in identification of children who are in need of additional supports and interventions
- Observe identified children, their classroom teachers and environment to help teachers determine strategies to prevent the behaviors, the skills the children need to be successful, and a plan for responding to the children when the new skills are or are not demonstrated
- Assist teachers with developing a behavior support plan using function-based problem solving and share with them how to collect implementation data to determine if plan is effective
- Communicate regularly with parents/families and include them in the development of behavior support plans

PBIS Internal Coach

The Internal Coach provides technical assistance to identified teachers in the implementation of the pyramid practices and strategies. Guiding efforts with fidelity, along with the development of strong relationships the Internal Coach will:

- Participate in PBIS Site Leadership Team, Pyramid Practices, Practice-Based Coaching and TPOT trainings as well as additional state professional development events
- Attend monthly PBIS Site Leadership Team meetings and collaborate with team members (in particular the behavior specialist)
- Collect data on teachers use of the pyramid practice strategies via the Teaching Pyramid Observation Tool (TPOT)
- **Facilitate the “Debriefing/Action Planning” session after each TPOT is completed**
- Facilitate regular (at least monthly) coaching sessions/follow-up observations with classroom teachers, focusing special attention on areas identified by the TPOT and written action plans
- Continually review and revise teacher Action Plans as needed
- Ensure data collected by teachers (child level and/or classroom level) are reviewed in coaching sessions to inform practice
- Provide additional classroom observations as needed to address specific activities, skills, and/or children.
- Assist in locating resources for teachers, when discussed or requested
- Provide pyramid practice booster sessions and trainings as needed
- Communicate with staff and family members about the Pyramid Model implementation strategies and use of the framework in their program
- Meet and collaborate with external coach regularly for support/guidance in coaching duties

Additional Staff Member(s)

The other team members are responsible for being active supporters, implementers and leaders of PBIS. The other team members will:

- Participate in the PBIS Site Leadership Team training and any additional trainings as needed (such as data entry, etc.)
- Attend monthly PBIS Site Leadership Team meetings and collaborate with team members
- Participate in the action planning process and assist with other team roles (i.e. data specialist, meeting time keeper or recorder) and responsibilities (i.e. presenting to teachers, staff and families, overseeing family engagement, developing PBIS documents, etc.)
- Communicate with staff, students and family members about PBIS implementation and use of the framework in the program

It is wise to designate one team member to handle data entry. This role is a critical piece to implementing PBIS with fidelity. Data entry consists of collecting BIR forms regularly from the teachers and entering them into the BIR database at least once a week (or more frequently if possible). Data specialists will also collect monthly program actions from teachers weekly and submit the monthly program actions database along with the BIR database to the external coach at the beginning of each month.



The external coach is a *guide on the side* who builds relationships and provides ongoing professional development to all members of the PBIS Site Leadership Team to ensure they are equipped with the resources and knowledge to create a positive learning environment for all children. The External Coach will:

- Provide leadership team support
 - Assist team leader in building agenda for leadership team meetings
 - Convene the PBIS Site Leadership Team to conduct readiness activities
 - Attend monthly PBIS Site Leadership Team meetings to provide coaching and support
 - Assist with product development and review
 - Assist with locating resources
 - Assist with professional development/coaching
- Provide Internal Coach Support
 - Observe teacher with internal coach
 - Debrief regularly with internal coach
 - Assist with **coaches' professional development**
 - Observe and score TPOT together
 - Hold monthly professional development sessions (rotating face-to-face with conference call/webinars) for the Internal Coaches
 - Provide pyramid practices training, content and/or coaching to 3 and 4 year old teachers
 - Participate and/or conduct evaluations/observations/walk-throughs as needed
- Provide Data Decision-Making Support
 - Support data coordinator with data collection and data integrity
 - Support leadership team in using data
 - Assist with data analysis, interpretation and data summaries

On-site PBIS Childcare Walkthrough for Center Directors*

Purpose: This tool is meant for use as a "quick glance" to see if PBIS is evident your center. It will allow you to become more informed about the implementation of PBIS in your program. Please note that prior to the walkthrough, you should notify staff that its purpose is to examine PBIS implementation across the center and as a result, staff at random will be interviewed. It is important to share that this walkthrough is not an evaluation and because of such, staff should answer questions honestly without fear of penalty so a true picture of PBIS implementation in the center can be obtained.

Director: _____ Center: _____ Date: _____

Product Book Review: Complete _____ Incomplete: _____

Comments (what element(s) was missing): _____

Using BIR Excel Database and Monthly Program Action Forms: Yes No

Center Expectations:

I. Visibility -

Circle the following locations where Expectations were visible at student eye level:

Classrooms Main Office Playground Cafeteria Other

Circle the following locations where PBIS Behavior Matrices (expectations and rules) were visible at student eye level using both words and visuals:

Classrooms Main Office Playground Cafeteria Other

II. Children Awareness - (Ask 5 children from a variety of 3 and 4 year old classrooms)

Ask 5 children if they know the Center's Expectations. (Circle how many children were able to tell you the expectations.)

1 2 3 4 5

Ask 5 children what happens next on their schedule. (Circle how many students were able to tell you what comes next.)

1 2 3 4 5

III. Staff Awareness - (Ask 5 staff members the following questions)

1. Do you have a program-wide team to address behavior/discipline in the center?

(Circle how many staff knew about the team.)

1 2 3 4 5

2. Can you name the Program-wide Expectations? (Circle how many staff could tell you the expectations.)

1 2 3 4 5

3. Have you taught the Program-wide Expectations? (Circle how many staff have taught the expectations.)

1 2 3 4 5

4. Have you seen the center's behavior incident data this year? (Circle how many staff have seen the data.)

1 2 3 4 5

5. Have you delivered a reward recently to your class? (Circle how many staff have delivered a reward to their class.)

1 2 3 4 5

6. Do you prompt children prior to a transition? (Circle how many staff prompt children prior to transitions throughout the day.)

1 2 3 4 5

IV. Behavior Lesson Plan – (Observer was able to see a written Program-wide behavioral lesson plan to teach an expectation/rule from the matrix.) Yes: ____ No: ____

Additional Comments:

Considerations or Follow-up Questions for Scoring:

I. Visibility

- Expectations and rules should be posted together as part of a PBIS Behavior Matrix that uses both pictures and words. It is also acceptable to see expectations posted around the center in various areas without the rules for extra publicity.

II. Student Awareness -

- Expectations – ask children to tell you what an expectation looks like (i.e. What does being responsible mean?) If they struggle, ask what it looks like in a particular area (i.e. What does being responsible look like during center time? Can you name a rule?)
- Schedule – ask relative to what they are currently doing. For example, if they are in morning circle you would ask: “What happens after morning circle?”

III. Staff Awareness -

1. Who is the Internal Coach? What do they do? Who leads the team?
2. On average, how many times do you refer to them a day?
3. How often do you teach the program-wide expectations? When was the last time you taught them? What was your lesson about? Tell me about your lesson.
4. How often do you receive updates about the centers behavior incident data? How and when is it shared?
5. What was the reward? How do classes earn rewards? How often does your class earn rewards? How do you deliver the reward? Do you acknowledge individual students? How do you acknowledge them (i.e. What words do you use?) Do you use specific praise? (Note: Remember Pre-K and K students should only receive group contingencies.)
6. Do you have a transition signal besides a verbal prompt (i.e. ring bell, hand motion, sing song, etc.)? Can you show it to me? How often do you use it during the day? When do you use it? How do the children react to it?

IV. Behavior Lesson Plan

- Follow-up with teacher(s) you interviewed above and ask to see one of their written lesson plans

V. PBIS Product Book

Should contain at minimum:

- Current PBIS Action Plan
- BIR Form
- BIR Definitions
- Behavior Flow Chart
- Acknowledgement/Reward System and Protocols
- Lesson Plans and Teaching Calendar
- Behavior Matrix (with expectations and rules for common areas and classrooms)
- Team Members and Roles
- Meeting Agenda and Minutes
- Evaluations and Data Reports
- Communications Plan for Family and Community Outreach
- Staff Development/Buy-In Calendar



PBIS ELEMENTARY SCHOOL LEADERSHIP TEAM

Roles and Responsibilities Calendar – Implementation Year and Beyond

Month	Internal Coaching Facilitator*	Classroom Practices Coach	Behavior Specialist	Principal	Leadership Team
August	<p>2 hours: Leadership Team Meeting facilitation and prep</p> <p>1 hour: External coach check-ins/support</p> <p>4 hours: PBIS implementation activities/check-ins</p> <p>TOTAL: 7 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: External coach check-ins/support</p> <p>4 hours: Pyramid Practice planning, reviewing action plans, teacher/coach agreement meeting</p> <p>TOTAL: 6 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>TOTAL: 2 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>6 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>TOTAL: 9.5 hours</p>
September	<p>2 hours: Leadership Team Meeting facilitation and prep</p> <p>1 hour: External coach check-ins/support</p> <p>1 hour: Complete fidelity form walkthrough</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: External coach check-ins/support</p> <p>3 hour: TPOT prep, observation and scoring (per classroom) **</p> <p>1 hour: CAT prep, observation and scoring (per classroom) **</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>1 hour: Principal PBIS Grant Conference Call (updates and collaboration)</p> <p>TOTAL: 3 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>6 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p>

Month	Internal Coaching Facilitator	Classroom Practices Coach	Behavior Specialist	Principal	Leadership Team
	<p>4 hours: <i>PBIS implementation activities/check-ins</i></p> <p>TOTAL: 8 hours</p>	<p>1.5 hour: <i>TPOT or CAT action plan development and debrief (per teacher) **</i></p> <p>7 hours: <i>Grade-level pyramid practice coaching and prep</i></p> <p>TOTAL: 3hr/TPOT Classroom + 1hr/CAT Classroom + 1.5hr/Action Plan and Debrief Teacher + 9 hours</p>			TOTAL: 9.5 hours
October	<p>2 hours: <i>Leadership Team Meeting facilitation and prep</i></p> <p>30 mins: <i>Submit TIC data on PBIS Apps</i></p> <p>1 hour: <i>External coach check-ins/support</i></p> <p>4 hours: <i>PBIS implementation activities/check-ins</i></p> <p>TOTAL: 7.5 hours</p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>External coach check-ins/support</i></p> <p>7 hours: <i>Grade-level pyramid practice coaching and prep</i></p> <p>1 hour: <i>Follow-up observations, coaching, action plans (per classroom as needed)</i></p> <p>TOTAL: 1hr/classroom + 10 hours</p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1.5 hours: <i>Observation, action plan and debrief (per child)</i></p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>1 hour: <i>Advocacy, planning and support to team</i></p> <p>1 hour: <i>PBIS School Walkthrough</i></p> <p>TOTAL: 3 hours</p>	<p>1 hour: <i>Leadership Team Meeting</i></p> <p>2.5 hours: <i>SWIS data entry</i></p> <p>4 hours: <i>PBIS implementation planning and execution (various tasks to be divided among members)</i></p> <p>1 hour: <i>TIC survey completion</i></p> <p>TOTAL: 8.5 hours</p>

Month	Internal Coaching Facilitator	Classroom Practices Coach	Behavior Specialist	Principal	Leadership Team
November	<p>2 hours: Leadership Team Meeting facilitation and prep</p> <p>3 hours: Fall PBIS grant implementation meeting</p> <p>1 hour: External coach check-ins/support</p> <p>3 hours: PBIS implementation activities/check-ins</p> <p>TOTAL: 9 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: External coach check-ins/support</p> <p>3 hours: Fall PBIS grant implementation meeting</p> <p>7 hours: Grade-Level Pyramid Practice coaching and prep</p> <p>TOTAL: 12 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>3 hours: Fall PBIS grant implementation meeting</p> <p>TOTAL: 5 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>2 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>TOTAL: 5.5 hours</p>
December	<p>2 hours: Leadership Team Meeting Facilitation and Prep</p> <p>1 hour: External coach check-ins/support</p> <p>1 hour: PBIS implementation activities/check-ins</p> <p>TOTAL: 4 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Follow-up observations, coaching, action plans (per classroom as needed)</p> <p>1 hour: External coach check-ins/support</p> <p>7 hours: Grade-level pyramid practice coaching and prep</p> <p>TOTAL: 1hr/classroom + 9 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>TOTAL: 2 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>2 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>TOTAL: 5.5 hours</p>

Month	Internal Coaching Facilitator	Classroom Practices Coach	Behavior Specialist	Principal	Leadership Team
January	<p>2 hours: Leadership Team Meeting facilitation and prep</p> <p>1 hour: External coach check-ins/support</p> <p>4 hours: PBIS implementation activities/check-ins</p> <p>TOTAL: 7 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Follow-up observations, coaching, action plans (per classroom as needed)</p> <p>1 hour: External coach check-ins/support</p> <p>7 hours: Grade-level pyramid practice coaching and prep</p> <p>TOTAL: 1hr/classroom + 9 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>TOTAL: 2 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>6 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>TOTAL: 9.5 hours</p>
February	<p>2 hours: Leadership Team Meeting facilitation and prep</p> <p>30 mins: Submit TIC data on PBIS Apps</p> <p>1 hour: Complete fidelity form walkthrough</p> <p>1 hour: External coach check-ins/support</p> <p>2 hours: PBIS implementation activities/check-ins</p> <p>TOTAL: 6.5 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: External coach check-ins/support</p> <p>7 hours: Grade-Level pyramid practice coaching and prep</p> <p>TOTAL: 8 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>1 hour: Principal PBIS Grant Conference Call (updates and collaboration)</p> <p>TOTAL: 3 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>4 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>1 hour: TIC Survey completion</p> <p>TOTAL: 8.5 hours</p>

Month	Internal Coaching Facilitator	Classroom Practices Coach	Behavior Specialist	Principal	Leadership Team
March	<p>2 hours: Leadership Team Meeting facilitation and prep</p> <p>1 hour: External coach check-ins/support</p> <p>30 mins: Notify and monitor staff completion of the SAS</p> <p>2 hours: PBIS implementation activities/check-ins</p> <p>TOTAL: 5.5 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Follow-up observations, coaching, action plans (per classroom as needed)</p> <p>1 hour: External coach check-ins/support</p> <p>7 hours: Grade-level pyramid practice coaching and prep</p> <p>TOTAL: 1hr/classroom + 9 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>1 hour: PBIS School Walkthrough</p> <p>TOTAL: 3 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>4 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>TOTAL: 7.5 hours</p>
April	<p>2 hours: Leadership Team Meeting facilitation and prep</p> <p>30 mins: Submit BOQ data on PBIS Apps and send EC-BOQ Addendum to District Coordinator</p> <p>1 hour: External coach check-ins/support</p> <p>1 hour: Begin gathering End of Year PBIS data</p> <p>TOTAL: 4.5 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: External coach check-ins/support</p> <p>7 hours: Grade-level pyramid practice coaching and prep</p> <p>TOTAL: 9 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>TOTAL: 2 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>2 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>2 hour: BoQ and EC-BoQ Addendum completion</p> <p>TOTAL: 7.5 hours</p>

Month	Internal Coaching Facilitator	Classroom Practices Coach	Behavior Specialist	Principal	Leadership Team
May	<p>2 hours: Leadership Team Meeting facilitation and prep</p> <p>1 hour: Complete End of Year PBIS data form</p> <p>1 hour: External coach check-ins/support</p> <p>3 hours: Spring PBIS grant implementation meeting</p> <p>2 hours: PBIS implementation activities/check-ins</p> <p>TOTAL: 9 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: External coach check-ins/support</p> <p>3 hour: TPOT prep, observation and scoring (per classroom)</p> <p>1 hour: CAT prep, observation and scoring (per classroom)</p> <p>1.5 hour: TPOT or CAT debrief and action plan (per teacher)</p> <p>7 hours: Grade-level pyramid practice coaching and prep</p> <p>TOTAL: 3hr/TPOT Classroom + 1hr/CAT Classroom + 1.5hr/Action Plan and Debrief Teacher + 9 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>1.5 hours: Observation, action plan and debrief (per child)</p> <p>TOTAL: 1 hour + 1.5 hours/ teacher for each child</p>	<p>1 hour: Leadership Team Meeting</p> <p>1 hour: Advocacy, planning and support to team</p> <p>3 hours: Spring PBIS grant implementation meeting</p> <p>30 mins: SET interview</p> <p>TOTAL: 5.5 hours</p>	<p>1 hour: Leadership Team Meeting</p> <p>2.5 hours: SWIS data entry</p> <p>4 hours: PBIS implementation planning and execution (various tasks to be divided among members)</p> <p>TOTAL: 7.5 hours</p>
June/July	PBIS implementation preparations (as time allows)	PBIS implementation preparations (as time allows)	PBIS implementation preparations (as time allows)	PBIS implementation preparations	PBIS implementation preparations (as time allows)

Notes

*Internal Coaching Facilitator will also need to attend their school district coaching meetings. These meetings vary by school district so please consult your PBIS District Coordinator for meeting dates and times.

**Baseline will only need to be completed with new teachers being coached each year. A new baseline is not necessary for returning teachers who have been coached in previous years with an established action plan. In place of completing the full TPOT and/or CAT observation at this time, a routine follow-up observation is recommended.

Please note that this calendar serves as a guide and is not all inclusive. Additions or deletions may occur based on PBIS implementing schools and/or districts timelines. All time reflected is an estimate and does not include travel time. School Leadership Teams in the first two to three years of implementation will spend more time on PBIS to ensure commitment and fidelity then in subsequent years.

Time commitment in *Year One: Readiness* will fluctuate based on the School Leadership Team's dedication and efficiency in completing readiness and implementation documents. On average, School Leadership Teams will spend 30-50 hours for planning and school staff buy-in/training over the course of the year. Please note it is recommended that team members divide and conquer the tasks. In addition, mandatory, one time trainings will typically follow the timeline below. These hours are not encompassed in the calendar above:

Year One: Readiness:

- PW/SW-PBIS Aligned Site Leadership Team Training - PBIS Leadership Team (3 days – Fall)
- SWIS Training – Principal, Internal Coach, Data Entry/Specialist (3 hours – Winter)
- Coach Training – Internal Coach (1/2 day – Spring)
- Pyramid Practice Training – Classroom Practices Coach, Behavior Specialist (2 days – Spring)

Year Two: Implementation

- Intervention Strategy Training – Behavior Specialist (1/2 day – Fall)
- Practice-based Coaching – Classroom Practices Coach (1.5 days – Spring)
- TPOT and CAT Training – Classroom Practices Coach (2 days – Spring)

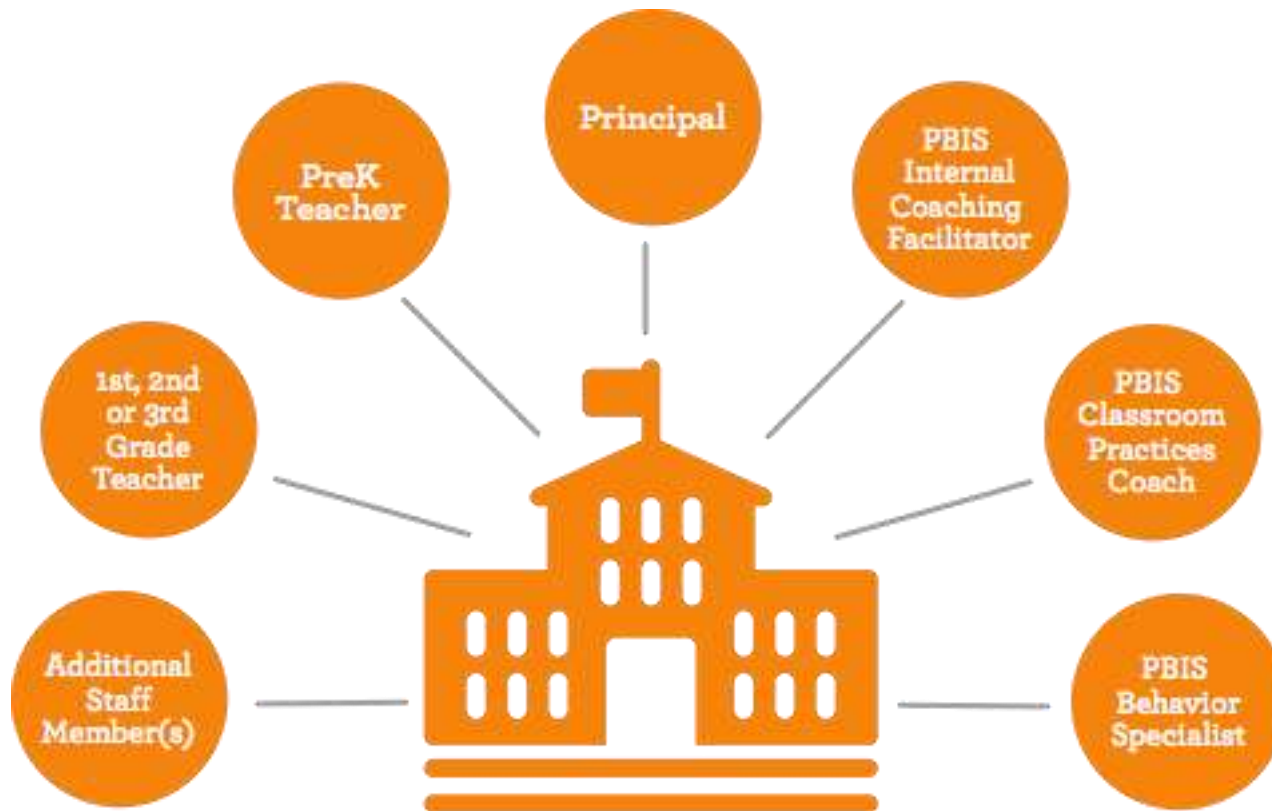
In Year Three and beyond, booster trainings will be offered as needed.



PBIS ELEMENTARY SCHOOL LEADERSHIP TEAM

Roles and Responsibilities

The PBIS School Leadership Team should consist of six to ten members. This includes:



It is also recommend to include additional staff members such as data specialists (or someone with data expertise), school counselors, upper elementary grade teachers, other administrators, etc. Please note that individuals listed above may fill more than one of those roles at the same time.

**PBIS
Internal
Coaching
Facilitator**

The Internal Coaching Facilitator is the team lead of the PBIS School Leadership Team and the go-to person for school-wide PBIS implementation. Guiding efforts with fidelity, the Internal Coaching Facilitator will:

- Participate in PBIS School Leadership Team and SWIS trainings (*3.5 days*) as well as additional state and district professional development events
- Ensure the PBIS School Leadership Team meets at least monthly
- Develop PBIS School Leadership Team agendas and facilitate meetings
- Facilitates strategic problem solving with school teams ensuring evaluation data is regularly entered into SWIS and used for decision making
- Ensure equal distribution of roles and responsibilities of all members of the PBIS School Leadership Team
- Complete regular PBIS walk-throughs to ensure fidelity of PBIS implementation
- Report, promote, shape, and positively reinforce school team progress and products
- Complete and collect data required for PBIS school evaluations and reports using various tools and instruments such as the BoQ, EC-BoQ Addendum, TIC, SAS and End of the Year report
- Meet and collaborate with external coach and PBIS District Coordinator regularly for support/guidance in coaching duties

**PBIS
Classroom
Practices
Coach**

The Classroom Practices Coach is responsible for coaching identified Pre K- 3rd grade teachers in the adoption and implementation of the Pyramid Practices in their classrooms. Through the development of strong relationships, the Classroom Practices Coaches will:

- Participate in PBIS School Leadership Team, Pyramid Practice, Practice-Based Coaching and Evaluation Tool training (*6.5 days*)
- Attend monthly PBIS School Leadership Team meetings and collaborate with team members (in particular the behavior specialist)
- Collect data on teachers use of the pyramid practice strategies via the Teaching Pyramid Observation Tool (TPOT) and Classroom Assistance Tool (CAT)
- Help teachers in the development of individual action plans centered on the delivery and implementation of the Pyramid Practices to assist in increasing the use of evidence-based practices in the classroom
- Conduct at least two additional informal check-in observations each semester with teachers being coached to address specific activities or skills as determined by action plan
- Facilitate monthly grade-level coaching sessions with Pre K- 3rd grade teachers to address pyramid practice/social-emotional learning strategies based on SWIS data
- Meet and collaborate with external coach regularly for support/guidance in coaching duties

It is recommend that this individual not be a full-time classroom teacher, but someone who has the time to attend regular professional development sessions as well as dedicate the time to coach and support teachers. Individuals with teaching/instructional experience as well as mentoring and/or leadership skills would serve best in this role.

PBIS Behavior Specialist

The Behavior Specialist is responsible for supporting the PBIS Leadership Team and classroom teachers with the development of intervention strategies regarding specific children who are exhibiting challenging behaviors. The behavior specialist will:

- Participate in PBIS School Leadership Team and Pyramid Practice training (4 days) as well as an Intervention Strategy Training with the external coach (*1/2 day*)
- Attend all monthly PBIS School Leadership Team meetings and collaborate with team members (in particular the classroom practices coach)
- Utilize SWIS drill down data with the PBIS Leadership Team to determine the children experiencing challenging behavior most frequently as well as the circumstances surrounding the behavior
- Observe identified children, their classroom teachers and environment to help teachers determine strategies to prevent the behaviors, the skills the children need to be successful, and a plan for responding to the children when the new skills are or are not demonstrated
- Assist teachers with developing a behavior support plan using function-based problem solving and share with them how to collect implementation data to determine if plan is effective

Please note that the Behavior Specialist's role is to help teachers and families respond to children experiencing challenging behavior incidents that are age-appropriate, but happening too frequently in the classroom or school environment. If challenging behavior continues over time or a child presents other areas of need, the school should begin other formal supports such as SST, etc.

Principal

The principal is responsible for playing an active role in the PBIS change process by being visually supportive and creating an environment conducive for successful implementation. The principal will:

- Participate in PBIS School Leadership Team and SWIS trainings (3.5 days) as well as additional state and district professional development events as needed
- Attend monthly PBIS School Leadership Team meetings
- Ensure consistency and accuracy of data entry, using SWIS to capture office discipline referrals/behavior incidents and use its data for problem solving with team members
- Complete PBIS walk-throughs twice a year to ensure fidelity of PBIS implementation
- Provide release time for staff to fulfill their PBIS responsibilities
- Provide allocation of resources for PBIS implementation
- Promote PBIS as a priority among all staff, being visible at PBIS school staff, student and family trainings and integrating PBIS with other school initiatives and improvement activities



Additional Staff Member(s)

The other team members are responsible for being active supporters, implementers and leaders of PBIS. The other team members will:

- Participate in the PBIS School Leadership Team training (3 days) and any additional trainings as needed
- Attend monthly PBIS School Leadership Team meetings and collaborate with team members
- Participate in the action planning process and assist with other team roles (i.e. data entry, data analysis, meeting time keeper or recorder) and responsibilities (i.e. presenting to teachers, staff and families, overseeing family engagement, developing PBIS documents, serving on PBIS sub-committees and recruiting non-leadership team members to serve on PBIS sub-committees)
- Communicate with staff, students and family members about PBIS implementation and use of the framework in the school and classrooms

It is wise to designate one team member to handle data entry and/or data analysis. This role is a critical piece to implementing PBIS with **fidelity**. **Data entry consists of entering BIR/ODR's into SWIS regularly** while data analysis is the review of various SWIS reports prior to the PBIS Leadership Team meeting to determine trends in the data for team problem solving.



External Coach

The external coach is a *guide on the side* who builds relationships and provides assistance to all members of the PBIS School Leadership Team to ensure they are equipped with the resources and knowledge to implement PBIS with fidelity. The External Coach will:

- Convene the PBIS School Leadership Team to conduct readiness activities
- Attend monthly PBIS School Leadership Team meetings to provide coaching and support through implementation of Critical Elements as documented on BOQ and EC-BOQ addendum
- **Attend all PBIS trainings involving members of their school's PBIS School Leadership Team**
- Provide monthly professional development/coaching sessions with Internal Coaching Facilitator and Classroom Practices Coach related to their responsibilities
- Communicate regularly with the School District PBIS Leadership Team and/or Coordinators
- Provide monthly Pyramid Practice training with the Classroom Practices Coach to all teachers PreK-3rd grade
- Assist with SWIS data interpretation and integrity
- Participate and/or conduct evaluations/observations/walk-throughs as needed



School External Coach

Roles and Responsibilities Calendar

Quarter	First Year: Readiness	Second Year: Implementation	Third Year & Beyond: Moving On
<p>Fall</p> <p>August - November</p>	<p>1 hour: Meet with Principal to discuss Start with the Heart and development of PBIS School Leadership Team</p> <p>5 hours: Meetings with School Leadership Team to complete PBIS readiness activities</p> <p>3 days*: PW/SW-PBIS School Leadership Team Training</p> <p>2 days*: Internal professional development training</p> <p>15 hours: Planning, prep, communications and advocacy</p> <p>TOTAL: 5 days* + 21 hours per site</p> <p><i>* collective time, not per site</i></p>	<p>4 hours: PBIS School Leadership Team Meetings</p> <p>6 hours: Individual team member meetings and follow-up as needed (leadership team meeting planning, etc.)</p> <p>5 hours: SWIS data review and problem solving prep</p> <p>20 hours: Grade-level pyramid practice trainings with teachers focused on school-wide topics</p> <p>30 hours: Planning, prep, communications and advocacy</p> <p>½ day*: Intervention strategy training with Behavior Specialist</p> <p>½ day*: School Leadership Team Training follow-up</p> <p>5 hours: Additional support as needed to the school</p> <p>TOTAL: 1 day* + 70 hours per site</p> <p><i>* collective time, not per site</i></p>	<p><i>In year three, external coaches will continue to provide support as needed, however most support will be directed at the school's efforts of rolling out of intentional PBIS support in classroom through classroom coaching in grades Pre-K – 3rd. Classroom Practices Coaches from the PBIS Leadership Teams will begin to assist with grade-level pyramid practice trainings (focused on PBIS and SEL topics for primary grade teachers) and will coach selected Pre-K – 3rd grade teachers on their implementation of the pyramid practices in the classroom.</i></p> <p><i>In year four and beyond, external coaches will continue to provide support as needed, but will pull back, offering more high-level support rather than hands-on.</i></p>

Quarter	First Year: Readiness	Second Year: Implementation	Third Year & Beyond: Moving On
<p>Winter</p> <p>December - February</p>	<p>5-15 hours: <i>School Leadership Team Planning Meetings to prepare for PBIS roll-out</i></p> <p>3 hours*: <i>SWIS Training</i></p> <p>5 hours: <i>Individual team member meetings and follow-up as needed</i></p> <p>2 days*: <i>Internal professional development training</i></p> <p>20 hours: <i>Planning, prep, communications and advocacy</i></p> <p>TOTAL: 2 days and 3 hours* + 30-40 hours per site</p> <p><i>* collective time, not per site</i></p>	<p>3 hours: <i>PBIS School Leadership Team Meetings</i></p> <p>6 hours: <i>Individual team member meetings and follow-up as needed (leadership team meeting planning, etc.)</i></p> <p>5 hours: <i>SWIS data review and problem solving prep</i></p> <p>15 hours: <i>Grade-level pyramid practice trainings with teachers focused on school-wide topics</i></p> <p>25 hours: <i>Planning, prep, communications and advocacy</i></p> <p>1 ½ days*: <i>Practice-based coaching training</i></p> <p>5 hours: <i>Additional support as needed to the school</i></p> <p>TOTAL: 1 ½ days* + 59 hours per site</p>	<p><i>For example, in year three the classroom practices coach would take over the grade-level pyramid practice trainings with the external coach attending occasionally, instead of leading the trainings with the assistance of the classroom practices coach.</i></p> <p><i>External coaches will remain available for assistance, but after year four, it is the expectation that the school will be operational and not need the assistance of a regular external coach.</i></p>
<p>Spring</p> <p>March - May</p>	<p>5-15 hours: <i>School Leadership Team Planning Meetings to prepare for PBIS roll-out</i></p> <p>1 day*: <i>Pyramid Practices training for Classroom Practices Coach and Behavior Specialist</i></p> <p>½ day*: <i>Internal Coaching Facilitator Training</i></p>	<p>3 hours: <i>PBIS School Leadership Team Meetings</i></p> <p>10 hours: <i>Individual team member meetings and follow-up as needed (leadership team meeting planning, etc.)</i></p> <p>2 days*: <i>TPOT/CAT training for the classroom</i></p>	

Quarter	First Year: Readiness	Second Year: Implementation	Third Year: Moving On
	<p><i>5 hours: Individual team member meetings and follow-up as needed</i></p> <p><i>2 hours: PBIS School Leadership Training/Staff Buy-In Introduction</i></p> <p><i>25 hours: Planning, prep, communications and advocacy</i></p> <p><i>5 hours: Additional support as needed to the school</i></p> <p><i>½ day: SET/PreSET Addendum Evaluation</i></p> <p>TOTAL: 1 ½ day* + ½ day and 42 - 52 hours per site</p> <p><i>* collective time, not per site</i></p>	<p><i>5 hours: SWIS data review and problem solving prep</i></p> <p><i>15 hours: Grade-level pyramid practice trainings with teachers PreK – 3rd grade</i></p> <p><i>25 hours: Planning, prep, communications and advocacy</i></p> <p><i>5 hours: Additional support as needed to the school</i></p> <p><i>½ day*: School Leadership Team Training follow-up</i></p> <p><i>½ day: SET/PreSET Addendum Evaluation</i></p> <p>TOTAL: 2 ½ days* + ½ day and 63 hours per site</p> <p><i>* collective time, not per site</i></p>	
<p>Summer</p> <p>June - July</p>	<p><i>Post and Pre Planning PBIS Implementation activities, PBIS Staff Training as calendar allows</i></p>	<p><i>Post and Pre Planning PBIS Implementation activities, PBIS Staff Training as calendar allows</i></p> <p><i>Review data and support changes for upcoming year</i></p>	

Please note that this calendar serves as a guide and is not all inclusive. All time reflected is an estimate and does not include travel time. Additions or deletions may occur based on needs of PBIS implementing schools and/or districts timelines. Time for the External Coach to communicate regularly with the School District PBIS Coordinator as well as to complete monthly activity reports should also be considered. Estimated times listed are for supporting one school. Ideally, external coaches will support multiple schools at one time.



PW/SW-PBIS Fidelity Review

PBIS Component	Yes	No	Comments
1. PBIS Behavior Matrixes (Expectations and Rules) are posted at student eye level with both pictures and words (include classroom and non-classroom areas).			
2. ODRs are filled out correctly and completely.			
3. Teachers are following the Behavior Flow Chart and using multiple teacher strategies before submitting ODRs.			
4. Teachers are actively supervising areas (hallways, entry, cafeteria, etc.).			
5. 4:1 positive to negative comments are used by all staff.			
6. All staff (teaching and non-teaching) reinforce positive behaviors in classroom and non-classroom areas using specific verbal praise and (when appropriate) rewards.			
7. Teachers provide verbal direction along with transition signals prior to each schedule/class transition.			
8. 5 students chosen at random from different grades can say the school expectations.			
9. Behavior management staff follows school behavioral expectations and continuum for misbehaviors.			
10. School seeks input from families about PBIS implementation, communicates positively with families regularly and provides opportunities for families to support their student's success.			

**Adapted from The PBIS Team Handbook by Beth Baker, M.S.Ed., and Char Ryan, Ph.D., 2014, Free Spirit Publishing Inc., Minneapolis, MN*

On-site PBIS School Walkthrough for School Principals*

Purpose: This tool is meant for use as a "quick glance" to see if PBIS is evident in your school. It will allow you to become more informed about the implementation of PBIS in your building. Please note that prior to the walkthrough, you should notify staff that its purpose is to examine PBIS implementation across the school and as a result, staff at random will be interviewed. It is important to share that this walkthrough is not an evaluation and because of such, staff should answer questions honestly without fear of penalty so a true picture of PBIS implementation in the school can be obtained.

Principal: _____ School: _____ Date: _____

Product Book Review: Complete _____ Incomplete: _____

Comments (what element(s) was missing): _____

Using SWIS: Yes No: (what data system?) _____

School Expectations:

I. Visibility -

Circle the following locations where Expectation Posters were visible at student eye level:

Hallways	Main Office	Classrooms	Cafeteria
Media Center	Gym/Playground	Computer Lab	Other

Circle the following locations where PBIS Behavior Matrices (with expectations and rules) were visible at student eye level using both words and visuals:

Hallways	Main Office	Classrooms	Cafeteria
Media Center	Gym/Playground	Computer Lab	Other

II. Student Awareness - (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the School's Expectations. (Circle how many students were able to tell you the expectations.)

1 2 3 4 5

Ask 5 students if they have received a reward recently. (Circle how many students have received rewards recently.)

1 2 3 4 5

III. Staff Awareness - (Ask 5 staff members the following questions)

1. Do you have a school-wide team to address behavior/discipline across campus?

(Circle how many staff knew about the team.)

1 2 3 4 5

2. Can you name the School-wide Expectations? (Circle how many staff could tell you the expectations.)

1 2 3 4 5

3. Have you taught the School-wide Expectations? (Circle how many staff have taught the expectations.)

1 2 3 4 5

4. Have you seen the schools discipline data this year? (Circle how many staff have seen the data.)

1 2 3 4 5

5. Have you delivered a reward recently to a student? (Circle how many staff given a reward.)

1 2 3 4 5

IV. Behavior Lesson Plan— (Observer was able to see a written School-wide behavioral lesson plan to teach an expectation/rule from the matrix.) Yes: ____ No: ____

Additional Comments:

Considerations or Follow-up Questions for Scoring:

I. Visibility

- Expectations and rules can be posted together as a matrix or separately as long as there is always an expectation clearly linked to a rule(s). It is also acceptable to see expectations posted around the school in various areas without the rules for extra publicity.

II. Student Awareness -

- Expectations – ask students to tell you what an expectation looks like (i.e. What does being responsible mean?) If they struggle, ask what it looks like in a particular area (i.e. What does being responsible look like in the hallway? Can you name a rule?)
- Rewards – ask students to tell you about the reward they received. Have them explain why they received it. (Note: Remember Pre-K and K students should only receive group contingencies.)

III. Staff Awareness -

1. Who is the Internal Coaching Facilitator/Team Lead?
2. On average, how many times do you refer to them a day?
3. How often do you teach the school-wide expectations? When was the last time you taught them? What was your lesson about? Tell me about your lesson.
4. How often do you receive updates about the schools discipline data? How and when is it shared?
5. What was the reward? What was the reward for? How did you deliver the reward (i.e. What words did you use to acknowledge the student?) How often do you reward students? (Note: Remember Pre-K and K students should only receive group contingencies.)

IV. Behavior Lesson Plan

- Follow-up with teacher(s) you interviewed above and ask to see one of their written lesson plans

V. PBIS Product Book

Should contain at minimum:

- Current PBIS Action Plan
- Office Discipline Referral Forms
- Minor and Major Definitions
- Behavior Flow Chart
- Acknowledgement/Reward System and Protocols
- Lesson Plans and Teaching Calendar
- Behavior Matrix (with expectations and rules for common areas and classrooms)
- Team Members and Roles
- Meeting Agenda and Minutes
- Evaluations and Data Reports
- Communications Plan for Family and Community Outreach
- Staff Development/Buy-In Calendar



Schools Workshops and Trainings Calendar

First Year: Readiness

School Completes Readiness Activities Prior to Leadership Team Training

PBIS School Leadership Team Training (3 days in the Fall)

SWIS Database
(3 hours in the Winter)

Pyramid Practices for Classroom Practices Coach and Behavior Specialist
(2 days in the Spring)

Internal Coaching Facilitator
(1/2 day in the Spring)

PBIS School Leadership Team Planning Meetings and Staff Training to Prepare for PBIS Rollout in Second Year
(Throughout the Year)

Second Year: Implementation

Intervention Strategy Training for Behavior Specialist
(1/2 day in the Fall)

Fall and Spring PBIS School Leadership Team Check-In
(1/2 day in the Fall and Spring)

Practice-Based Coaching for Classroom Practices Coach
(1 ½ days in the Winter)

TPOT and CAT Training for Classroom Practices Coach
(2 days in the Spring)

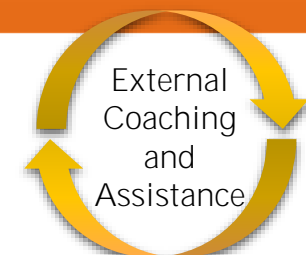
Grade-Level Pyramid Practice Meetings Focus on School-wide Topics for Teachers PreK – 3rd Grade and for Select Topics All Staff
(Once a Month During Grade Level Planning)

Third Year & Beyond: Moving On

Grade-Level Pyramid Practice Meetings Focus on PBIS Classroom and SEL Topics for Teachers PreK – 3rd Grade
(Once a Month During Grade Level Planning)

Classroom Practices Coach conducts TPOT/CAT observations with selected teachers, develops action plans, and conducts at least two additional check-in observations per teacher each semester
(Throughout the Year)

Booster Trainings as Needed





PW/SW-PBIS ALIGNED MODEL

FIDELITY INSTRUMENTS AND DATA COLLECTION

Year One: *Readiness*

In year one schools will complete the:

- *SAS* (March)
- *BOQ* and *EC-BOQ Addendum* (during Site Leadership Training)

External Coaches will complete the *SET* and *PreSET Addendum* (May).

Year Two: *Implementation*

In year two schools will complete the:

- *TIC* (October & February)
- *SAS* (March)
- *BOQ* and *EC-BOQ Addendum* (April)

External Coaches will complete the *SET* and *PreSET Addendum* (May).

Year Three and Beyond: *Moving On*

In year three schools will complete the:

- *TPOT* or *CAT with TPOT Red Flag Addendum* for identified teachers (September & May). In future years, after baselines are already established, evaluations only need to be completed once a year (May).

In addition, Classroom Practices Coaches will conduct *mini check-in observations* based on TPOT and CAT action plans (at least 2x per semester, per teacher). Classroom coaches and teachers being coached will also complete a *short survey* on the coaching experience (May).

All Year Two evaluations will also be completed in Year Three and Beyond.

Referral Forms and SWIS

Schools will develop their *minor and major office discipline referral forms* and set up their *SWIS account* in the first year. Custom fields will be developed to capture particular minor early learning behaviors that are not pre-populated in SWIS.

In Year Two, Three and Beyond, *SWIS data* should be entered at least weekly and *SWIS data reports* ran and analyzed at least once a month to engage in data-driven decision making.

Early learning behaviors (such as tantrums, inconsolable crying, self-injury, social withdrawal and trouble falling asleep) should only be identified as *minor behaviors*. These behaviors are typical in young children and are better recognized as behavior incidents rather than office discipline referrals. In most instances, a behavior support plan developed with the PBIS Behavior Specialist will assist the child and teacher with ways to address and minimize the behavior, rather than delivering a traditional consequence.



STAGES OF IMPLEMENTATION ACTIVITIES

Exploration

Learn about PBIS

Watch Early Learning Climate Videos

Submit PBIS Application

Complete PBIS Readiness Activities (determining PBIS need, fit and ability to allocate resources)

Review Literature Regarding Social-Emotional Developmentally Appropriate Practices for Early Learners Birth – Age 8

Visit a Demonstration Site PBIS School

Establish PBIS School Leadership Team Members

Communicate PBIS Information to School Community

Establish Staff Buy-in

Installation

Complete All Required PBIS Trainings (site leadership, coaching, pyramid practices, data system, behavior, etc.)

Complete baseline for BoQ and EC-BoQ Addendum as well as SET and PreSET Addendum

Develop Action Plan and Complete Critical Elements Necessary for PBIS Roll-Out

Create Communication Plan

Finalize SWIS Data System to Correspond to Developed PBIS Referral Form for Minors and Majors

Create Classroom Practices Coaching Plan

Initial Implementation

PBIS School Leadership Team Meets Monthly and Utilizes Ongoing Problem Solving

School Principal is an Active Participant of the PBIS School Leadership Team

Minor and Major Referral Forms are Entered into Data System at least Weekly

PBIS Leadership Team has Implemented at least 6 Critical Elements on the BoQ and at least Half of the Critical Elements on the EC-BoQ Addendum

All PreK-3rd Grade Teachers Participate in Monthly Pyramid Practice Training/Coaching Sessions

Classroom Practices Coaching Observations are Operational and Action Plans are in Place

All Data Tools are Collected, Analyzed and Guide Implementation

Full Implementation

PBIS Leadership Team has Implemented All Critical Elements on the BoQ and All of the Critical Elements on the EC-BoQ Addendum with 80% Fidelity

Ongoing Systems are in Place to Monitor and Support: Training, Coaching, Staff Turn-Over, Organizational Systems, Family Engagement, Program Leadership and Data Collection and Use

Data Tools Consistently Show Improvement in Behavior Referrals and Mastery of Teaching Social-Emotional Developmentally Appropriate Practices

Classroom Practices Coaching is Systemic throughout the School Building with Peer Reinforcement

Stages are Not Necessarily Linear and Leadership Team May Need to Return to a Previous Stage For a Time Being To Produce Optimal Results



Childcare Workshops and Trainings Calendar

First Year: Readiness

Childcare Center Completes
Readiness Activities Prior to
Leadership Team Training

Pyramid Practices for
All Center Staff

(1 ½ days in the Fall or can be
broken into units and delivered
throughout the year)

PBIS Site Leadership
Team Training
(3 days in the Winter)

Practice-Based Coaching for
Internal Coach
(2 days in the Spring)

Data Training
(2 hours in Spring/Summer)

PBIS Planning Meetings and
Staff Training to Prepare for
PBIS Rollout in Second Year
(Throughout the Year)

Second Year: Implementation

TPOT Training for
Internal Coach
(2 days in the Summer/Fall)

Behavior Specialist Training
(1 day in the Fall)

Prevent-Teach-Reinforce Young
Children (PTR-YC)
(1 ½ Days in the Fall)

PBIS Site Leadership
Team Trainings
(1 day in the Fall and 1 day
in the Spring)

TPOT observations with
selected teachers, action plans,
and regular check-in
observations per teacher
(Throughout the Year)

Pyramid Practice Boosters as
Needed for Center Staff Based
on Data

Third Year & Beyond: Moving On

PBIS Site Leadership
Team Trainings
(1 day in the Fall and 1 day
in the Spring)

TPOT observations with
selected teachers, action plans,
and regular check-in
observations per teacher
(Throughout the Year)

Booster Trainings as Needed

