

The logo consists of a large, light blue circle on the left side of the slide, which is partially cut off by the edge. The letters "PBIS" are written in a white, serif font, centered horizontally and partially overlapping the right side of the circle.

PBIS

August 2021-2022

PBIS Team Introductions

Tier 1

Felix Jones- Admin
Danelia Romero- Coach
Melanie Delgado- Coach
Rebecca H. Lopez- Store Manager
Christine Smith
Jessica O. King
Stacey Weiner
Angelica Mendoza
???

Tier 2

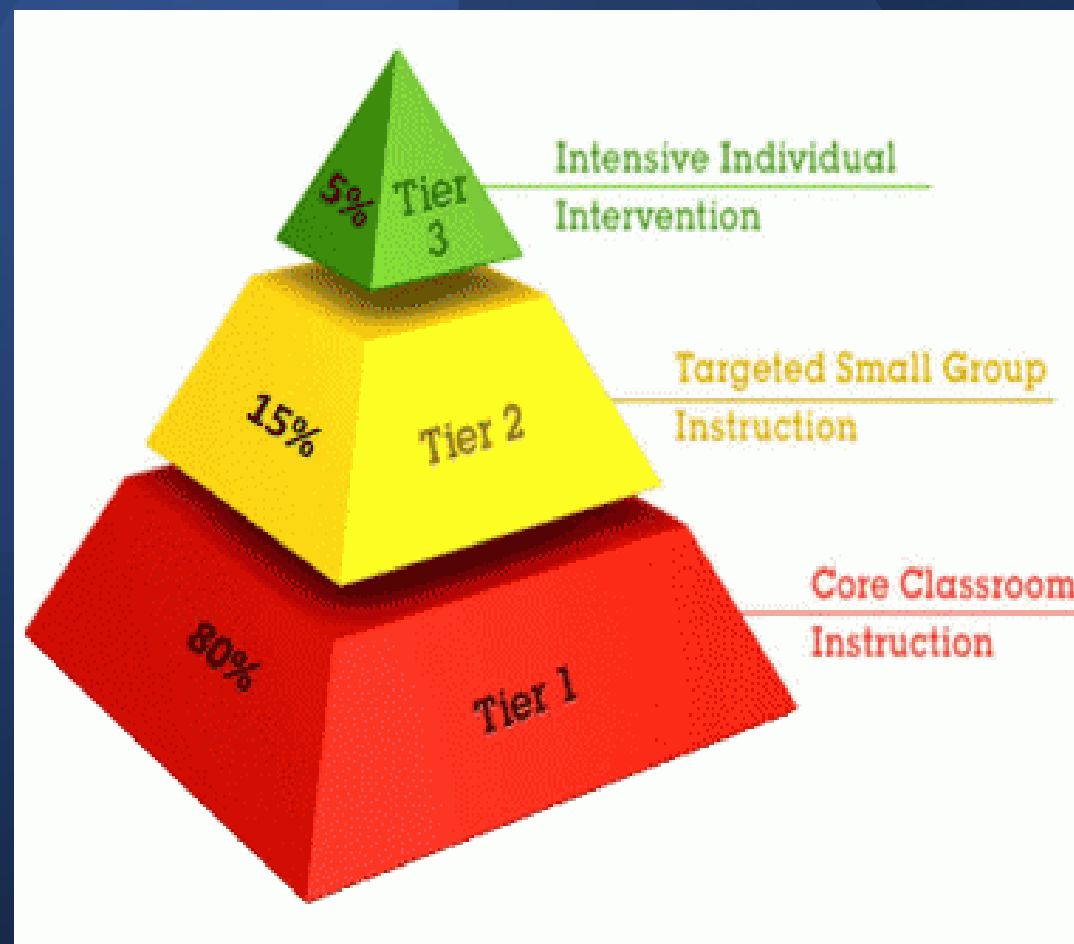
Lisa Alexander- Admin
Melanie Delgado- Coach
Dr. Jo Ann Conriquez
Christine Smith
Rianna Kraynak
Salvador Navarro

PBIS Overview

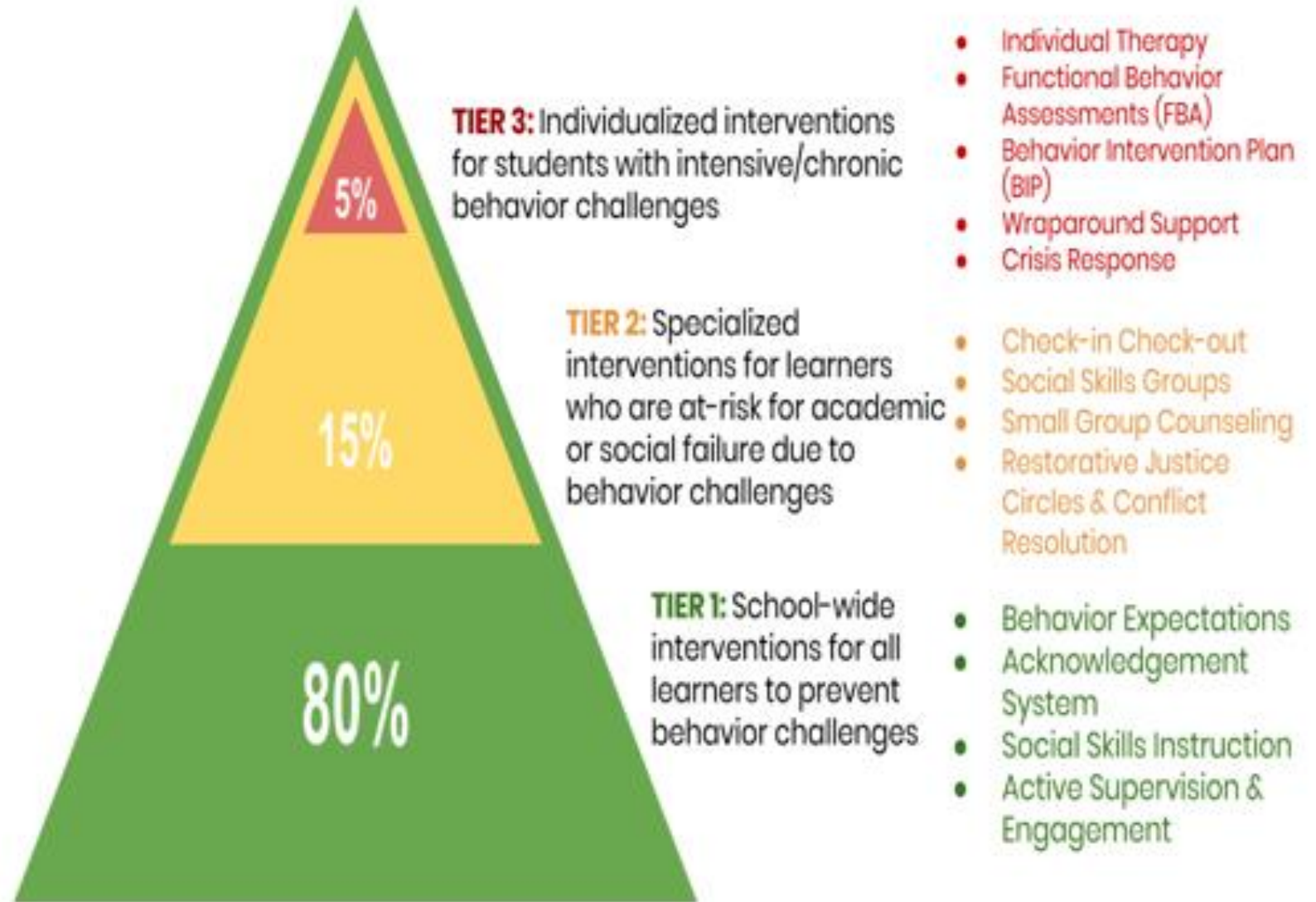
WHAT *EXACTLY* IS PBIS?



Positive Behavior Interventions and Supports (PBIS) is a decision making **framework** that guides selection, integration, and implementation of the best **evidence-based** academic and behavioral practices for improving academic and behavior outcomes for all students.



PBIS Overview



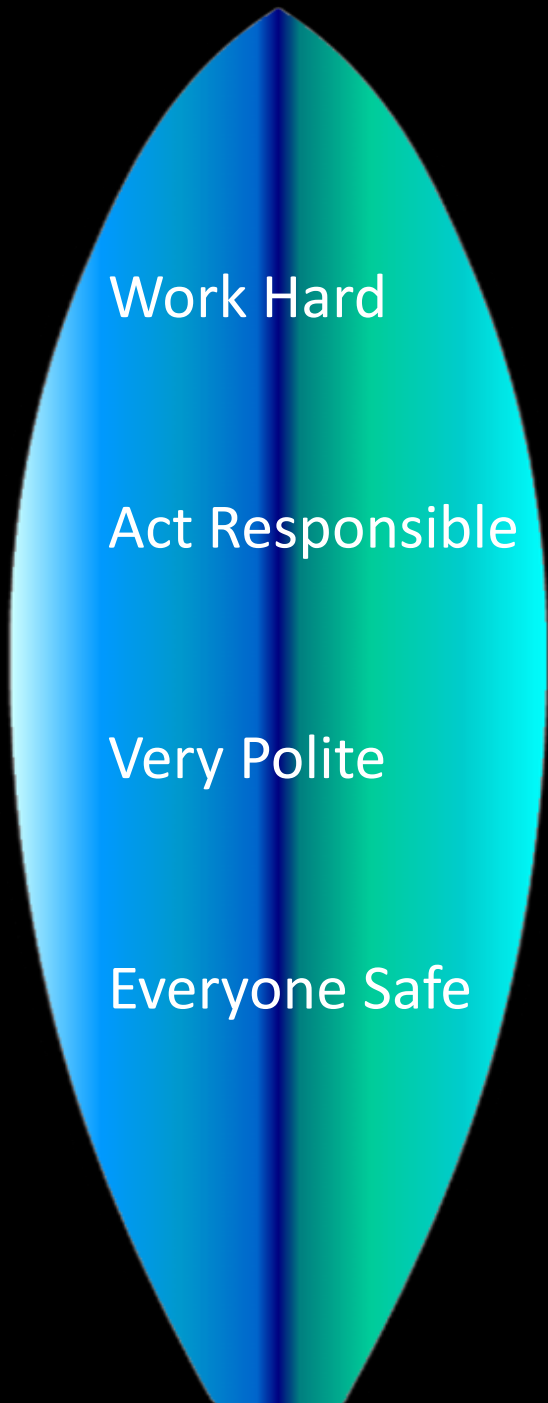
Tier 1 Universal Prevention

Tier 1

- **systems, data, and practices** impact everyone across all settings
- establish the foundation for delivering regular, **proactive support and preventing unwanted behaviors**
- emphasizes **prosocial skills and expectations by teaching and acknowledging appropriate student behavior**

Tier 1 practices:

- School-wide positive expectations and behaviors are taught
- Established classroom expectations aligned with school-wide expectations
- A continuum of procedures for encouraging expected behavior
- A continuum of procedures for discouraging problem behavior
- Procedures for encouraging school-family partnership



Work Hard

Act Responsible

Very Polite

Everyone Safe

Ride the WAVE!



Who knows what W.A.V.E. stands for?

Classroom Behavior Expectations

ALM PBIS Tier 1 Distance Learning Matrix

| SCHOOL AREA | Work Hard | Act Responsibly | Very Polite | Everyone Safe |
|--|---|--|---|---|
| Virtual Class Instruction Ex. Class meetings or live synchronous | <ul style="list-style-type: none"> Be present and stay focus Work from an appropriate space (table, desk, work tray, etc.) Complete all assignments on time. | <ul style="list-style-type: none"> Follow your class schedule Attend class on time with your device charged Follow class norms Complete your own work Make sure all electronics are turned off or silenced (cell phone, TV, tablets, video games, etc.) | <ul style="list-style-type: none"> Respect other's cultures, opinions, and viewpoints Use kind words verbally when posting Turn off microphone and camera when handling personal business, i.e. restroom break | <ul style="list-style-type: none"> Be in a class session with supervision by an AMS staff Share only school related information Refer to teacher files for any recorded sessions |
| Work Time Ex. At home, independent, group or asynchronous | <ul style="list-style-type: none"> Complete all assignments on time Visit TEAMS regularly for updates. Work from an appropriate space (table, desk, work tray, etc.) | <ul style="list-style-type: none"> Work must be your own. Complete your share of group work. | <ul style="list-style-type: none"> Use kind words verbally and in the chat. Respect other's cultures, opinions, and viewpoints | <ul style="list-style-type: none"> Refrain from sharing personal information, including social media. |

1.9 Feedback & Acknowledgment

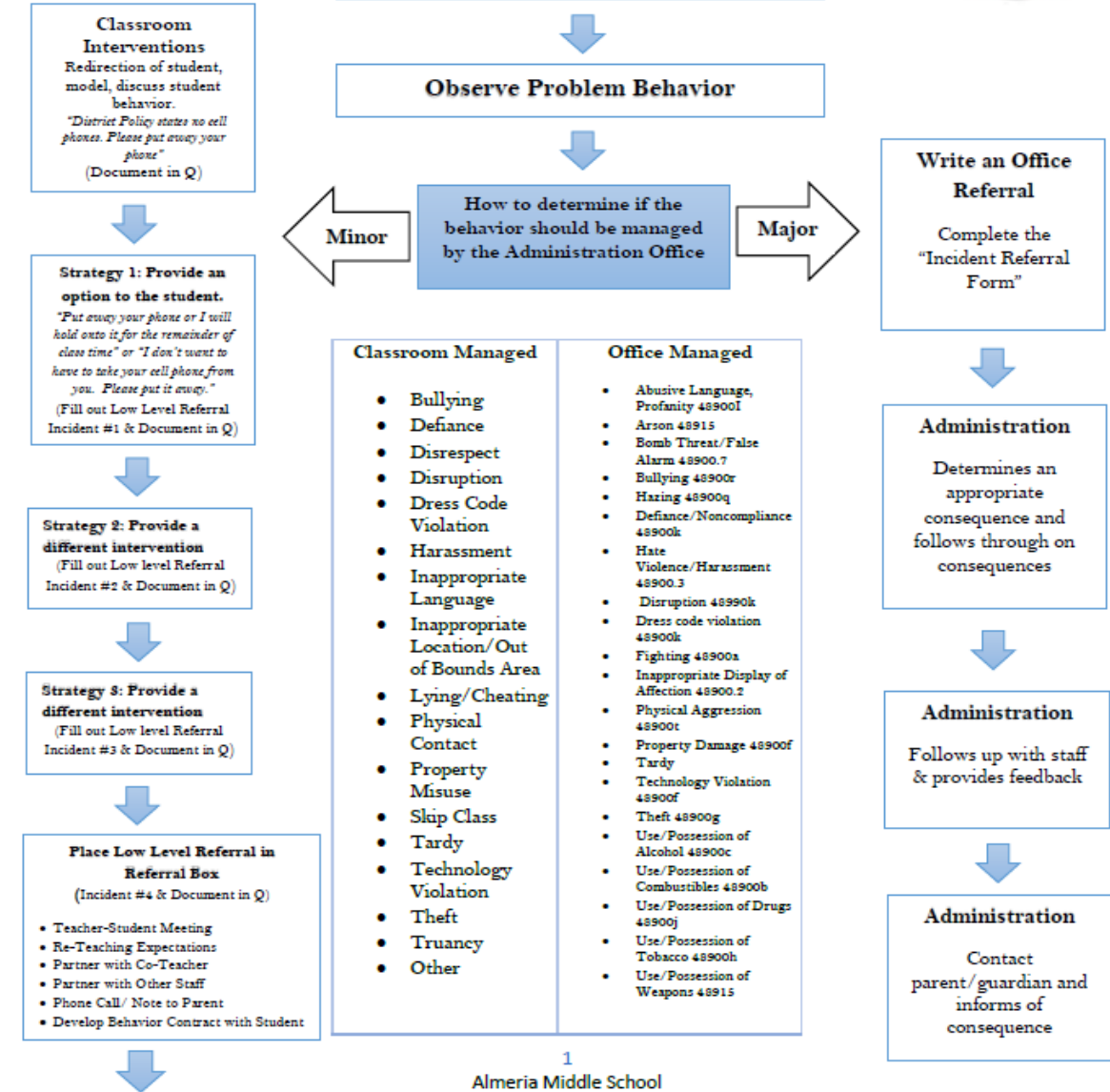
Almeria's Student Rewards



Formal system for acknowledging student behavior is used by 90% staff and received by 50% students

Minor vs Major

* Reminder- each behavior concern should have its own intervention



TFI Criteria

| TFI Sub-Scale: Team | |
|----------------------------|---------------------------|
| TFI 1.1 | Team Composition |
| TFI 1.2 | Team Operating Procedures |

| TFI Sub-Scale: Implementation | |
|--------------------------------------|--------------------------------------|
| TFI 1.3 | Behavioral Expectations |
| TFI 1.4 | Teaching Expectations |
| TFI 1.5 | Problem Behavior Definitions |
| TFI 1.6 | Discipline Policies |
| TFI 1.7 | Professional Development |
| TFI 1.8 | Classroom Procedures |
| TFI 1.9 | Feedback and Acknowledgement |
| TFI 1.10 | Faculty Involvement |
| TFI 1.11 | Student/Family/Community Involvement |

| TFI Sub-Scale: Evaluation | |
|----------------------------------|----------------------------|
| TFI 1.12 | Discipline Data |
| TFI 1.13 | Data-based Decision Making |
| TFI 1.14 | Fidelity Data |
| TFI 1.15 | Annual Evaluation |

Components of the Tier 1 TFI

Day 3: Non-Classroom

Components of the Tier 1 TFI

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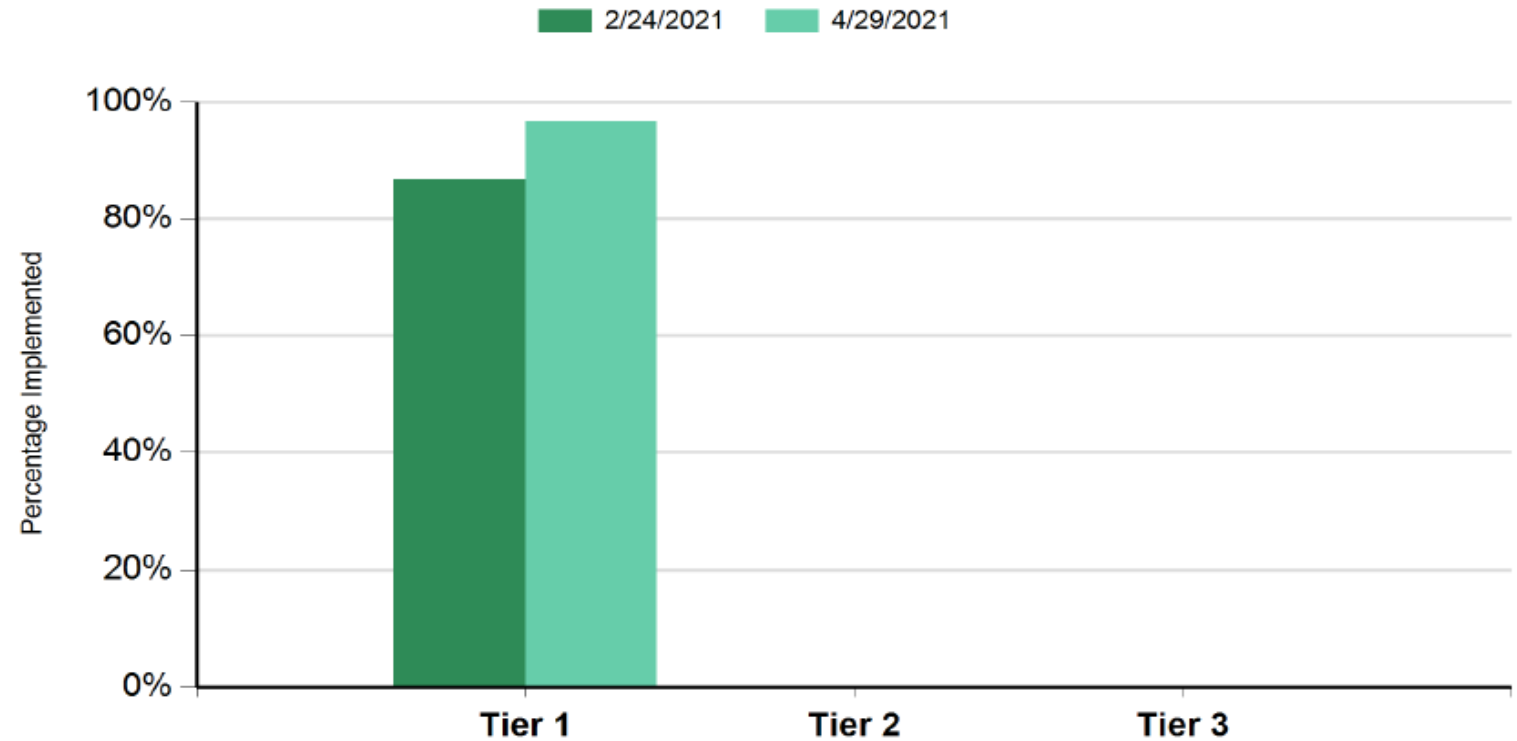
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| TFI 1.15 | Annual Evaluation |

To increase fidelity and outcomes, all teachers should focus on...

TFI Results

Almeria Middle School Fontana, California


School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory Almeria Middle School 2/24/2021 - 4/29/2021



| Date Completed | Tier 1 | Tier 2 | Tier 3 |
|----------------|--------|--------|--------|
| 2/24/2021 | 87% | 0% | 0% |
| 4/29/2021 | 97% | 0% | 0% |

2020 RECOGNITION CRITERIA #1: Tiered Fidelity Inventory

TFI must be completed (**in person or remotely**)
with an Authorized CPC External Reviewer (ACER).

| BRONZE | SILVER | GOLD | PLATINUM |
|--|---|--|--|
| <p>Submit TFI online through PBIS Assessment account at www.pbisapps.org</p> <p>Tier 1 TFI score of 40% or higher.</p> | <p>Submit TFI online through PBIS Assessment account at www.pbisapps.org</p> <p>Tier 1 TFI score of 70% or higher.</p>  | <p>Submit TFI online through PBIS Assessment account at www.pbisapps.org</p> <p>Tier 1 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 2 or 3 TFI score of 70% or higher.</p> | <p>Submit TFI online through PBIS Assessment account at www.pbisapps.org</p> <p>Tier 1 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 2 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 3 TFI score of 70% or higher.</p>  |

Overall score

97%





Goals for PBIS Tier 1 2021-2022

1.3 Behavior Expectations

----- 87% 40%

S_{taff:}

1. Know expectations (100%)
2. Teach expectations (80%)
3. Give out Dolphin dollars (80%)

1.4 Teaching Expectations

----- 77% 13%

S_{tudents:}

1. Know expectations (73%)
2. Receive Dolphin dollars (80%)
3. Know why they received Dolphin dollars (😊)

1.9 Feedback & Acknowledgement

----- 80%

S_{taff:}

System for acknowledging student behavior is used by at least 90% of staff

S_{tudents:}

received by at least 50% of students

Tier 2 Targeted Prevention

Tier 2

- systems, data, and practices to provide **targeted support** for students who are not successful with Tier 1 supports alone
- focus on **supporting students who are at (risk) promise** for developing more serious behavior
- involve **group interventions** with 10 or more students
- **support level is more focused**

Tier 2 practices:

- Increased instruction and practice with self-regulation and social skills
- Increased adult supervision
- Increased opportunities for positive reinforcement
- Increased pre-corrections
- Increased focus on possible function of problem behaviors
- Increased access to academic supports

Tier 1 Interventions

Breaks

- Break, moving position in class
- Have student take frequent breaks or activity
- Send student on errand
- Snack break
- Take a break

Consequences

- Avoid power struggles
- Call parent or note home
- Card Flip
- Clear, consistent, and predictable consequences
- Do unfinished work during recess or unstructured time
- Have student say a nice thing to the student they called a name
- Logical consequence
- Natural consequences
- Office referral
- Reflection sheet
- Remove from room
- Speak in calm and neutral tone
- Take away privileges
- Take away unstructured or free time

Praise

- The Praise Game
- Acknowledging positive behavior
- Praise student frequently
- Praise when cooperative and well behaved
- Praise when good attitude and involvement occur
- Praise when on task

Rewards

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home

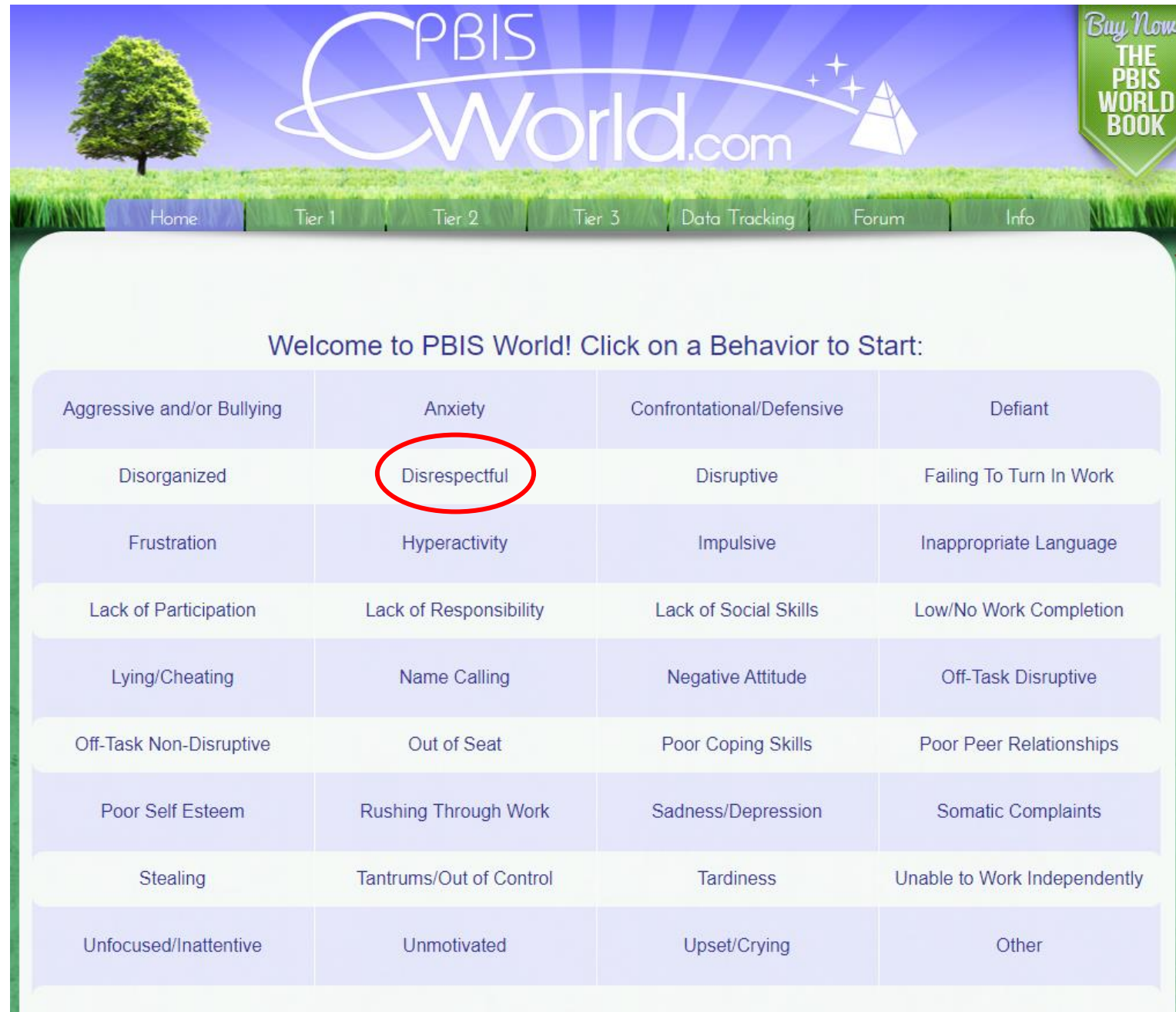
Other

- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner
- Assign a classroom job
- Break down assignment
- Break down directions
- Call on student frequently
- Clear and concise directions
- Color coded folders
- Count to 10
- Daily planner
- Deep breathing

Other Cont'd

- Ignore
- Individual work space
- Listen to music
- Model appropriate language
- More structured routine
- Move to new location in the classroom
- Non verbal cues
- Organize materials daily
- Pause before giving a direction
- Provide a container for the student's belongings
- Proximity to students
- Reassurance
- Redirection
- Reduce assignment
- Reflective listening
- Review PBIS expectations and rules
- Speak in calm and neutral tone
- Speak with student in hallway
- Stand while working
- Start Commands
- Stop, Walk, Talk
- Stress ball or fidget
- Talk one on one with student
- Talk Ticket
- Talk to parent
- Teach conflict resolution skills
- Teach coping skills

CLASSROOM INTERVENTIONS



The image shows the PBIS World.com website. At the top, there is a header with a tree on the left, the logo "PBIS World.com" in the center, and a green banner on the right that says "Buy Now THE PBIS WORLD BOOK". Below the header is a navigation bar with links: Home, Tier 1, Tier 2, Tier 3, Data Tracking, Forum, and Info. The main content area has a light green background with the text "Welcome to PBIS World! Click on a Behavior to Start:". Below this is a grid of 32 behavior categories arranged in 8 rows and 4 columns. The "Disrespectful" category in the second row, second column is circled in red.

| | | | |
|----------------------------|-------------------------|---------------------------|------------------------------|
| Aggressive and/or Bullying | Anxiety | Confrontational/Defensive | Defiant |
| Disorganized | Disrespectful | Disruptive | Failing To Turn In Work |
| Frustration | Hyperactivity | Impulsive | Inappropriate Language |
| Lack of Participation | Lack of Responsibility | Lack of Social Skills | Low/No Work Completion |
| Lying/Cheating | Name Calling | Negative Attitude | Off-Task Disruptive |
| Off-Task Non-Disruptive | Out of Seat | Poor Coping Skills | Poor Peer Relationships |
| Poor Self Esteem | Rushing Through Work | Sadness/Depression | Somatic Complaints |
| Stealing | Tantrums/Out of Control | Tardiness | Unable to Work Independently |
| Unfocused/Inattentive | Unmotivated | Upset/Crying | Other |

PBIS WORLD

Disrespectful

The student may:

- Frequent engagement of confrontation
- Not following directions when given
- Frequent talking back to adults
- Negative facial expressions
- Huff and puff and roll eyes at others
- Dismissive
- Lack of common courtesy
- May act as if some people do not exist
- Poor attitude
- Does not think highly of others
- Often frustrated
- Always feel they are right
- Unwilling to consider others' ideas and opinions
- Have no regard for others' feelings, well-being, and safety
- Tell others to be quiet and hush them
- Destructive of others' property
- Take and use others' things without asking or caring about personal space
- Ignore others

DOES THIS DESCRIBE THE STUDENT: **YES** **NO**



Tier I Interventions for Disrespectful

Before you start, a few important points:

- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & its effect
- If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions

Interventions:

- Acknowledging positive behavior
- Avoid power struggles
- Card Flip
- Praise when good attitude and involvement occur
- Reflection sheet
- Review PBIS expectations and rules
- Speak with student in hallway
- Talk one on one with student
- Teach conflict resolution skills
- Teach coping skills
- Teach relationship skills
- Teach social skills
- Use calm neutral tone

Dates to know...

- Panorama surveys
August 9- September 5
- PBIS surveys
January 11- February 4
- Tier 1 internal TFI round #1
November 1-19
- Tier 1 internal TFI round #2
February 1- 28
- Tier 1 external TFI round #2
April 1- 27
- Panorama surveys
May 2- 27