

TFI Implementation Section Brainstorming:

1) Identifying and Teaching Behavioral Expectations:

- a. Identifying/Posting Expectations:
 - i. [Vistaprint](#) often has deals to print posters
 1. Can print weather-proof posters for use outside
 - ii. Post in all areas; target to location
 1. Don't forget bus expectations!
 - iii. Use pictures (pictures of real students even better!)
 1. [BoardMaker](#) is a good tool
 - iv. Can have students make posters
 - v. Talking points on posters for discussions
 - vi. Draw attention to posters when demonstrating/correcting behavioral expectations
 - vii. Assign group to inventory status of posters as the year goes on – make sure the expectations are still visible
 - viii. Should be living document – as new behaviors come up, matrix can change
 - ix. Share with families in handbook, on website, newsletters, at conferences
- b. Teaching Behavioral Expectations:
 - i. Schedule for when/how the expectations are taught and by whom
 - ii. Have students involved in the planning process
 - iii. Homeroom social contract/essential agreements developed by classes
 - iv. Written lesson plans
 1. Team writes plans for teachers to access
 2. All teachers should have copies of lesson plan available online
 3. Define language of expectations (i.e. What does accountable mean to you?)
 4. Teach the how, what, and why
 - v. Videos
 1. Use older students to make/show
 2. Use posters in videos
 3. Run on loop in visible spot in schools
 4. Provide links to teachers via YouTube Channel or other means
 - vi. All-school gathering
 1. Each grade level teaches one expectation
 2. Teacher and/or student skits
 - vii. Use ODR data to determine boosters
 1. January is like September - "re" month: reteach in depth, model, practice, reinforce
 2. Announce targeted expectations over announcements
 3. Booster ideas: Winter recess, Lost and found materials
 - viii. Teach more in-depth lessons to address the root of the concern (i.e. fighting on the playground? Teach problem solving skills)

2) Defining and Responding to Problem Behavior:

a. Defining Problem Behavior:

- i. Create, share, and print objective, consistent, operational expectations (specific to your school's context) to define what is an Office Discipline Referral (ODR) vs. handled in the classroom (majors vs. minors) and what the process/response is for each; send reminders of this information
- ii. Review ODR form with staff:
 1. Can use same form minors and majors
 2. Create list of scenarios to help staff calibrate definitions of majors vs. minors and specific behaviors (i.e. disruption vs. defiance)
- iii. How can we help staff see the importance of filling out the form?
 1. Show them the data that comes from them frequently! Idea: post data in staff room
 2. Send student back to class if they arrive in planning room/office without an ODR
- iv. Discuss "crossing the line" with students

b. Responding to Problem Behavior:

- i. If teacher needs to intervene with a student, then it should be documented; track 15-30 days; parent communication
- ii. Clarify use of the planning room
- iii. Process referrals in a timely manner
- iv. ODR data review/analysis in a timely manner
 1. 3 minors = 1 major
- v. Remember, if something works with one student, it may help us universally
- vi. Approaches to consider:
 1. [Trauma-sensitive/informed](#) trainings
 2. [Implicit bias](#) trainings
 3. [Restorative approaches](#)
 4. Getting "rid" of the office – instead, call for push-in support (could be administrator or staff member who is a coach) – builds community – can coach teachers to build relationship and de-escalate in the classroom
- vii. Use faculty meetings to teach teachers the skills/strategies for use within the classroom
 1. Use role plays

3) Preventative Policies and Disciplinary Measures:

a. Preventative Policies:

i. Policies that emphasize keeping students in class

1. Push-in support (see above 2.b.vi.3)
2. Have menu of strategies posted near the phones of things to try before calling the planning room
3. [Responsive Classroom](#) Strategies:
 - a. [Take a Break Space](#)
 - i. Mindfulness Corner, Peaceful Place, Chill Zone, etc.
 - b. [Buddy Room](#)
 - i. Process and back again; emphasize fresh start
4. Provide proactive whole class [breaks](#)
5. Teach students strategies:
 - a. e.g. [Zones of Regulation](#) taught school-wide; teachers have visual on lanyard
6. Classroom team building at the beginning of the year

ii. Give teachers the skills (see above 2.b.vii)

- iii. Peer support
- iv. School-wide consistent language
- v. [Universal screening](#)
- vi. Use ODR data to look at student patterns and identify needed interventions

b. Disciplinary Measures:

- i. Should be clearly documented

4) Staff Consistency:

a. Substitute Teachers/Guest Teachers/Student Teachers:

- i. Training/handbook/folder/videos/cheat sheet about PBIS
- ii. Identify student and teacher resources substitute can seek out for help
- iii. Include information about PBIS in lesson plans
- iv. Tips for working with particular students outlined in plans

b. Staff:

- i. Annual review of PBIS during in-service in August
- ii. New staff training
 1. Assign buddy/mentor teacher
- iii. Scheduled staff meetings devoted to answering PBIS questions
- iv. PBIS team meets monthly
- v. Offer times for teacher to schedule a meeting with the principal and PBIS coordinator to problem solve an issue
- vi. Training for all staff on social/emotional development and strategies
- vii. Create culture in which they feel comfortable asking for a break when they know they need it
- viii. [Bus drivers](#)/cafeteria workers also need training and support around PBIS

c. Students:

- i. Plan for teaching new students expectations and PBIS norms
 - 1. Buddy students
 - 2. [Passport](#) to get stamped in each area of the school
- ii. Teach students to acknowledge when they need a break and allow them to take it; set up expectations around making up missed work, when appropriate

5) Classroom Systems:

- a. Teachers should create classroom matrix of what the expectations look like in their classroom
- b. Share data for each grade level team
- c. Alignment with other approaches (i.e. Responsive Classroom, Restorative Justice, etc.)
- d. Consistency
- e. Teachers survey students for ideas for incentives and celebrations
- f. Give teachers strategies for tracking their use of positive classroom approaches

6) Rewards and Acknowledgments:

- a. Keep data on tokens given out, redeemed, etc. Can prompt discussions between classes
- b. Make sure **all** staff have tokens to hand out and understand giving specific feedback to students
- c. Personal check-ins with teachers who are not using tokens, explore why, educate, admin work with them
- d. "Busted" tickets
- e. Principal includes noting acknowledgements (5:1 ratio)/use of tokens in walk-throughs
- f. SU Coordinators complete walkthrough/SET to provide feedback to principal
- g. Strategize about how to maintain momentum over the school year – boosters for staff; email reminders from administration
- h. Survey/interview students for ideas for incentives and celebrations

7) Student/Family/Faculty Engagement:

- a. Students:
 - i. Surveys
 - ii. [Minute Meetings](#)
 - iii. Acknowledged at assemblies
- b. Families:
 - i. Surveys
 - ii. Information in newsletters
 - iii. Celebration notes
 - iv. Presentations at PTO meetings
 - v. Social Media

- vi. Support families by teaching them to use PBIS school language at home for challenging behaviors/routines
- c. Faculty:
 - i. Surveys
- d. This is an area VTPBiS schools overall are struggling with.
 - i. Many are not getting feedback about PBIS from families, some from students, more from faculty; don't have documented process for receiving feedback
 - ii. More resources for family engagement:
<http://www.pbisvermont.org/resources/for-families/family-resources>