Welcome! Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use this QR Code
PBIS Tier 1, Day 2A Training
November 8, 2021

Lesson Planning and Acknowledgement Systems

https://www.ycooe.org/pbis
Who is in the room today?

Patwin Elementary

Plainfield
Small School with Big Expectations

Virtual Academy

Beamer Park
Preparing and empowering all students for a future of endless possibilities
Yolo County PBIS Timeline

- **Fall 2019**: Superintendents approve 3 year PBIS Initiative
- **Jan 2020**: 22 School Site Teams Begin Tier 1 Trainings
- **March 2020**: COVID-19 School Closures
- **Fall 2020**: Rescheduled Tier 1 Training Days 3 & 4 and 4 WJUSD sites begin Tier 1
- **Fall 2020**: 18 Sites Begin Tier 2 Trainings
  - 2 DJUSD sites in Trauma Informed/Equity w/ PCOE
- **Spring 2021**: New Tier 1: 4 sites Tier 2: 9 sites Tier 2+: Implementation Support 18 sites
- **Fall 2021**: New Tier 1: 4 sites Tier 2: 9 sites Tier 2+: Implementation Support 18 sites
Acknowledgments

Center on PBIS
www.pbis.org

Co-Directors:
- Heather George, University of South Florida
- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

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- George Sugai, University of Connecticut
Acknowledgements

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center
# Group Agreements

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Responsible</th>
<th>Committed</th>
</tr>
</thead>
</table>
| • Start and end on time.  
• Listen actively (and without distractions).  
• Mute yourself when not speaking. | • Your participation will result in systems and practices that will benefit all students.  
• Participate in live or virtual discussions and activities.  
• Practice self care.  
• Give your full attention. | • Expect to begin tasks that will need to be finished later.  
• Expect committed trainers that will provide feedback and encouragement, listen and meet you where you are. |
# Tier 1 Training Sequence

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview, Team Development, Behavioral Expectations</td>
</tr>
<tr>
<td>2A&amp;B</td>
<td>Lesson Plans, Posters, Acknowledgement System</td>
</tr>
<tr>
<td>3</td>
<td>Function of Behavior, Responding to Problem Behavior, Consequence Systems</td>
</tr>
<tr>
<td>4</td>
<td>PBIS and the Classroom, Kickoff,</td>
</tr>
<tr>
<td>SWIS</td>
<td>School-Wide Information System</td>
</tr>
</tbody>
</table>
### Training Objectives

Teams will:

- Develop a Teaching Expectations Plan
- Develop Expectations Posters
- Develop Lesson Plans and a schedule for teaching them
- Develop a Feedback and Acknowledgement System
  - Acknowledgement Ticket
  - Menu of Reinforcers
- Develop a Staff Recognition System
Action Plan and Team Handbook

- The Tier 1 Action Plan continues to guide your work.
- Continue to document your work in your Team Handbook.
- Be sure that you are working from your team’s Action Plan and Handbook.
Collaborative Worktime

Review Action Plan Tasks

Items 1-10

<table>
<thead>
<tr>
<th>Tier 1 Teaching</th>
<th>Action Item</th>
<th>Reference Documents/Links</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tier 1 Handbook downloaded, copied and shared with PBIS Tier 1 Team Members</td>
<td>113 PBIS Tier 1 Team Handbook</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Team member roles assigned and documented in your Tier 1 Handbook</td>
<td>102 PBIS Tier 1 Team Members, 103 PBIS Team Member Responsibilities</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Team Purpose created and documented in your Tier 1 Handbook</td>
<td>Your Tier 1 Handbook</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Team Agreements created and documented in your Tier 1 Handbook</td>
<td>Your Tier 1 Handbook</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defining Behavior Expectations</th>
<th>Action Item</th>
<th>Reference Documents/Links</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Elements of Culture - activity presented to Staff</td>
<td>106 Elements of Culture</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3-5 Schoolwide Expectations created and documented in Tier 1 Handbook</td>
<td>108 Behavior Matrix Template, 109 Behavior Matrix Example</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Schoolwide Behavioral Matrix completed and documented in your Tier 1 Handbook</td>
<td>108 Behavior Matrix Template, 109 Behavior Matrix Example</td>
<td></td>
</tr>
</tbody>
</table>

Return to Top
Google Activity
Slides

**Action Planning**

Share your progress with us!

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name an item from your Action Plan that you completed and are excited about.</td>
</tr>
<tr>
<td>Have you presented to staff? How did you present the information? (PPT, staff meeting discussion...)</td>
</tr>
</tbody>
</table>
Developing Rules and Expectations

Posters

TFI Items related to this section:

• **1.3**: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.

Asynchronous Module: Have you started your posters?
Asynchronous Module Review: Posters

- Have you begun developing your posters?
- Do you have any questions on getting started, the process, or specific how to’s?
- For review, consult Slides 17-26 of this slide deck and/or review the Asynchronous Module
Publicly Posted Expectations are a Part of Our Everyday Life
Do Adults Need Reminders?

- Please write your name and date on any food items you store in the refrigerator(s) or they may be discarded. THANK YOU!

- Please Always cover your food or drink with a plate.

- Our Office Pixies are currently on strike.
  Kindly clean up your own mess until further notice. Thank you.

- How to wash your hands:
  1. Wet hands well with water and apply soap.
  2. Rub hands together to work up a lather.
  3. Wash all surfaces of hands.
  4. Rinse hands thoroughly with water.
  5. Dry hands with a clean towel or air dryer.

- PCOE Gold in Education
Publicly Post School Expectations

Posters should be easily visible and posted in every location.

Why post behavioral expectations:
• Prompts staff and students to acknowledge positive behavior, not only negative behavior
• Increases accountability for staff and students to use consistent school-wide expectations
• Signs can reduce personal focus or confrontation… Adults can point to the poster and cite the school rule that is not being followed.
Poster Examples

Pictures for non-readers, or non-English speakers

Use your School Mascot

Mojave Jr./Sr. HS

Quincy Elementary
Yuba Gardens Middle School
Poster Examples

This sign is a magnet and can be moved if needed.
Think of the Culture of Your School

Are there any language barriers that **must** be addressed?
Tips For Your Posters

Use Graphic Design Classes to Design Posters

Make it fit the culture of your school

Paint it on!
Poster Guidelines

- Readable and Legible
- Student and Staff eye level
- Specific to each area
- Durable

Recommendation:
Posters should be printed after feedback from staff is provided and agreed upon!
Is Posting Expectations Enough?

Why is it not enough to just post expectations publically? What else do we need?
Teaching Behavioral Expectations and Routines

TFI Items related to this section:

- **1.4 Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across campus settings/locations.
Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
  - For a child to **learn something new**, it needs to be repeated on average **8** times
  - For a child to **unlearn** an old behavior and replace it with a new behavior, the new behavior must be repeated on average **28** times *(Harry Wong)*
**PBIS Training Continuum**

**Step 1:** Complete Behavior Matrix (with staff feedback)

**Step 2:** Create Posters for Each Location (You may wait until PBIS roll out)
## PBIS Training Continuum

### Step 3: Create Lesson Plans/Videos for Each Location

#### Bus

<table>
<thead>
<tr>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Hard Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mute voices</td>
<td>- Stay in your seat</td>
<td>- Pick up other trash</td>
</tr>
<tr>
<td>- Keep hands to yourself</td>
<td>- Take your belongings with you when you leave</td>
<td>- Remind others to help pick up other trash</td>
</tr>
</tbody>
</table>

#### Step 3: Why Rules are Important

Following the school rules on the bus are important because they keep everyone safe.

#### Step 4: Teach Lesson Plans for Each Location

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
<th>Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Enter the bus and sit down quietly.</td>
<td>Continue to bother your neighbor by touching them or pretending you’re going to touch them.</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Enter the bus loudly.</td>
<td>Continue to bother your neighbor by touching them or pretending you’re going to touch them.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Enter the bus by walking (stay centered for the whole trip). Make sure you don’t leave your backpack, jacket, or brain when you leave.</td>
<td>Enter the bus by running and jumping. Leave from seat to seat while the bus driver is driving. Leave your backpack and train when you exit the bus.</td>
</tr>
</tbody>
</table>
Proactive Teaching v. Reactive Teaching

- Youth provided with support to ensure they can perform the expected behavior.
- Opportunities to practice.
- Clear feedback.

- Repeatedly stating to a youth what he/she is doing wrong without giving them corrective feedback.
What Is the Purpose of PBIS?

PBIS makes school learning environments:

- More effective
- More equitable

And is for ALL students.
**TFI Items related to this section:**

- **1.4 Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.
What basic elements would you want to see in a lesson plan?

Lesson Plan Elements

School Name:
In-class Lesson Plan:
Remote/Online Lesson Plan:
Proactive Teaching

Teach behavior in every setting

- “Show me” vs. “Tell me”
- Teacher demonstrates “wrong way”

Build in frequent opportunities to practice

- Learning requires frequent practice
- Students practice “right way”. Provide prompts as needed

Provide immediate feedback

- Affirming feedback
- Corrective feedback (Let’s try this again)
Teaching Behavioral Expectations and Routines

Fun & Engaging Lesson Plan

Developmentally Appropriate Instruction

Opportunities to Practice within Context
Teaching Behavioral Expectations and Routines

- Fun & Engaging Lesson Plan
- Developmentally Appropriate Instruction
- Opportunities to Practice within Context
Expectations and Behavioral Skills Taught in Natural Context

Positive coaching during practice of skill

Students can help teach expectations
Expectations and Behavioral Skills Taught in Natural Context

Teach in Natural Context
Positive Coaching

Students can help teach expectations
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>SETTING</th>
<th>All Settings</th>
<th>Hallway</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>

1. SCHOOL WIDE EXPECTATION
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
Key Features of a Behavioral Lesson Plan

1. Specify the location
2. Transfer the expectations from the matrix onto the lesson plan
3. Describe why the expectations are important
4. Provide examples and non-examples
5. Include teaching activities and follow up
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>All Settings</th>
<th>Hallway</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>
## Transfer Expectations

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>Setting</th>
<th>Hallway</th>
<th>Play-ground</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Ourselves</strong></td>
<td>All Settings</td>
<td>Walk</td>
<td>Have a plan.</td>
<td>Eat only your own food</td>
<td>Study, read, compute.</td>
<td>Sit in one spot.</td>
<td>Watch for your stop.</td>
</tr>
<tr>
<td></td>
<td>Hallway</td>
<td></td>
<td></td>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play-ground</td>
<td></td>
<td></td>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cafeteria</td>
<td></td>
<td></td>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help/share with others.</td>
<td></td>
<td>Share equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean up after self.</td>
<td>Maintain physical space.</td>
<td>Put litter in garbage can.</td>
<td>Clean up eating area.</td>
<td>Treat books carefully.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transfer Expectations

Cafeteria

Follow along with Document 116

Step 1: Review School Wide Rules

Respect Ourselves, Respect Others, Respect Property

Step 2: Teach Expectations for Specific Setting (Cafeteria)

<table>
<thead>
<tr>
<th>Respect Ourselves</th>
<th>Respect Others</th>
<th>Respect Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eat only your own food.</td>
<td>• Practice good table manners.</td>
<td>• Replace trays &amp; utensils.</td>
</tr>
<tr>
<td>• Select healthy foods.</td>
<td>• Be polite to the lunch staff.</td>
<td>• Clean up eating areas.</td>
</tr>
</tbody>
</table>
Describe why the Expectations are important

<table>
<thead>
<tr>
<th>Respect Ourselves</th>
<th>Respect Others</th>
<th>Respect Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eat only your own food.</td>
<td>• Practice good table manners.</td>
<td>• Replace trays &amp; utensils.</td>
</tr>
<tr>
<td>• Select healthy foods.</td>
<td>• Be polite to the lunch staff.</td>
<td>• Clean up eating areas.</td>
</tr>
</tbody>
</table>

**Step 3: Tell Why Rules are Important**

Following the cafeteria rules is great practice for when you eat at someone else's house or at a restaurant.
### Demonstrate: Provide Examples and Non-Examples

**Step 4: Demonstrate Rules**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
<th>Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
<td>Walk into the cafeteria with bag lunch and move straight to assigned table. When someone offers you their apple, say “no thank you”.</td>
<td>Waste food. Trade your lunch with others. Sit with a table that is not your assigned group.</td>
</tr>
<tr>
<td>Respect Others</td>
<td>Walk into the cafeteria and get in line. Face forward and be polite. When asked if you would like milk, say please and thank you.</td>
<td>Come into the cafeteria loud. Push people out of your way and be rude to the lunch staff. Cut in line and put your back to the lunch staff.</td>
</tr>
<tr>
<td>Respect Property</td>
<td>Finish eating, place all of your trash in your napkin and take it to trash. Help a friend clean up.</td>
<td>Leave the cafeteria as soon as you are done eating. Leave your food on the table and the ground.</td>
</tr>
</tbody>
</table>
Provide Opportunities to Practice

Step 5: Provide Opportunities to Practice

- Practice entering the cafeteria quietly and remember to face forward while in line.
- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Students Teach Other Students About Rule
CA PBIS Coalition – 1st Place Video 2019

https://drive.google.com/file/d/1EqaNexn6NDGIg8jgZh5A0sG0woM6WSRv/view?usp=
CA PBIS Coalition Submission 2019
El Rancho HS – PBIS Respect

https://drive.google.com/file/d/1uuRluP687UrdmG3JjaDpGwY1ebhKRTC2/view
PBIS Video “Keep It Clean”

“Keep It Clean” by A&M Consolidated High School.

https://www.youtube.com/watch?v=SILZ82YEpcM
Collaborative Worktime

**Action Item 12:**
Lesson plans have been developed for the common areas defined in the behavior matrix – videos are optional.

Document 115 – blank lesson plan (also in Handbook)

*Helpful hint:* create folder in your google drive to house lesson plans, link to Handbook.
Scheduling Teaching and PBIS Roll Out

After Lessons (videos optional) are completed, plan for teaching

At the beginning of the year, after breaks, as data indicates

Use Teaching Schedule to plan
# Develop School-Wide Teaching Plan

**Teaching Behavior Expectations: School-Wide Plan for 2017-18 (Page 1)**

<table>
<thead>
<tr>
<th>Locations</th>
<th>How will this be done?</th>
<th>Who will teach?</th>
<th>When will it occur?</th>
<th>What Materials are needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>We will discuss the classroom more specifically on day 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hallway</td>
<td>How?</td>
<td>Who?</td>
<td>When?</td>
<td>What?</td>
</tr>
<tr>
<td>Cafeteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus Loading Zone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assemblies/ Sporting Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School: ___________________________ 
Date: ___/___/____

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*PCOE*  
Placer County Office of Education

*PBIS* - Positive Behavioral Interventions and Supports

PBIS Handbook 2020-2021
Develop On-Going School-Wide Plan

Teaching Behavior Expectations: School-Wide Plan for 2017-18 (Page 2)

School: ____________________________  Date: ____/____/____

Plan for Reviewing School-Wide Expectations

<table>
<thead>
<tr>
<th>Time Period(s)</th>
<th>What Lessons will be Taught?</th>
<th>Who is involved?</th>
<th>What Materials are needed?</th>
<th>How will you know that Teaching took place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Week of School or Kickoff</td>
<td>&lt;Defined on Page 1&gt;</td>
<td>&lt;Defined on Page 1&gt;</td>
<td>&lt;Defined on Page 1&gt;</td>
<td></td>
</tr>
<tr>
<td>Every Monday-First Month of School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Every Break (e.g., Thanksgiving, Winter, Spring Break)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When new person enters class/school (e.g., substitute, new student, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Expectations on Calendar

8 Keys of Excellence Schedule
The table below outlines the schedule for which keys are covered each month.

<table>
<thead>
<tr>
<th>TK-8th Grade Keys of Excellence</th>
<th>Month</th>
<th>Focus Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Introduce all 8 Keys</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Integrity</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Failure Leads to Success</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Speak with Good Purpose</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>This is It!</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>This is It!</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Commitment</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Ownership</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Flexibility</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Review All Keys</td>
<td></td>
</tr>
</tbody>
</table>
Collaborative Worktime

**Action Plan Item 13:** Plan for teaching of behavior expectations of common areas documented in handbook

**Action Plan Item 14:** Plan for yearly teaching or review of schoolwide expectations recorded in handbook
## Review of Training Objectives

Teams will:

- Develop a Teaching Expectations Plan
- Develop Expectations Posters
- Develop Lesson Plans and a schedule for teaching them
- **Develop a Feedback and Acknowledgement System**
  - Acknowledgement Ticket
  - Menu of Reinforcers
- Develop a Staff Recognition System

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DAY 2B
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/TqhUwRKCUdQuWdur8

See you on Monday, December 6 @ 3:00-5:00PM for PBIS Tier 1 Day 2B