Team Time Activities:

Defining Your Compelling Why
Teaming Tasks
Statement of Purpose
Identifying Behavior Agreements
Teaching and Practicing Prosocial Behavior
Procedures for Acknowledging Prosocial Behaviors
Data for Record-Keeping and Decision-Making
Prevent and Respond Instructionally to Behavior Concerns Through a Continuum of Supports
Building Collective Ownership
Staff PD & Roll-Out

VTPBIS Refreshing, Enhancing and Deepening Universal PBIS Training Action Plan

Topic	Discussion Points	Next Steps	By Whom	By When
Foundations				
Compelling Why				
Staff PD on PBIS foundations				
Teaming				
Team Norms				
Team Membership, Roles, & Responsibilities (including back-up)				
Meeting procedures, agenda, minutes, action plan				
Working Smarter, not Harder				
Complete TFI				

Statement of Purpose				
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Behavior Agreements				
Name and define potential behavior agreements				
Plan for getting feedback and finalizing behavior agreements				
Teaching and Practicing Agreements				
Staff PD on explicit teaching of behavior agreements process and procedures for teaching for skill development, reviewing, prompting, pre-correcting, re-teaching, developing classroom matrix				
Plan for seeking input and finalizing teaching schoolwide (all settings) matrix				
Guidelines on teaching the matrix				
Lesson plan format				
Plan for developing engaging, learning-centered lesson plans for roll-out and monthly behavior focus areas				

Consider developing staff matrix				
Acknowledge Prosocial Behavior				
Staff PD on acknowledging positive behavior				
What acknowledgement will sound like and look like. Enter in Handbook.				
Plan for seeking input on tangible markers from students, families, and staff				
Make Decisions Based on Data				
Staff PD on data for record-keeping, function of behavior, how to complete BOD, data for decision-making				
Behavior Observation Data (BOD) Form				
Data System				
Prevent and Respond Instructionally to Behavior Concerns Through a Continuum of Supports				
Develop draft definitions for Major & minor behaviors: elicit input on draft definitions from all stakeholders;				
Finalize Major & minor definitions & add to Handbook				

Create Responding to Behavioral Concerns Flow Chart & add to Handbook				
Create Reflection Sheet/s and add to Handbook				
Staff PD on Procedures and practices for addressing behavior concerns through a continuum of supports; Classroom management (self assessments?); Major & minor definitions; Flow chart; Equity considerations				
Building Collective Ownership				
Strategies for building collective ownership				
Plan for Coaching				
Coaching support needed				
Contact & schedule coach				
Roll-Out				
Team ● Representative Members ● Meeting schedule ● Meeting Procedures ● Procedures for ongoing student/family/ guardian input ● Schedule for reporting out data				

• Develop visuals, lesson plans, & other tools for roll-out • Schedule roll-out activities				
Staff PD components • Foundations • Equity in PBIS • Statement of Purpose • Behavior agreements • Teaching Prosocial Behaviors - schoolwide matrix & lesson plans; developing classroom matrix with students • Acknowledging Positive Behaviors - why and how • Function of Behavior • How to complete BOD, data for decision-making • Addressing behavior concerns through a continuum of supports				
Staff Roll-out • Staff PD • Complete & share Handbook • Develop roll-out for staff who are not at PD				

• Develop “roll-out” for staff who start during the school year • Develop information & way to share/support substitutes				
Student Roll-out • Agreements • Teaching & practice in all settings • Acknowledgement system • Develop schedule for teaching schoolwide behaviors in first days of school • Develop “roll-out” for students who enroll later in the year				
Family/Guardian Roll-out • Information about PBIS & components • Statement of purpose • agreements • Plan for regular 2-way communication				
Additional Tasks				

TRAINING ACTIVITIES

You may not be able to fully complete these activities during the training, and some are meant as follow-up activities, but the guidelines are here for you to return to these activities as a team and/or during follow-up coaching. Enter discussion points and actions steps into the action plan above so that you will easily be able to reference your learning when you develop your action plan steps.and see areas that need to be completed.

Here are definitions of equity constructs that you will be considering in many of the activities:

- **Access** - All students have entrance into, involvement with, and full benefit of quality learning opportunities. (Paris, 2012)
- **Representation** - Having presence in decision-making and content. (Mulligan and Kozleski, 2009)
- **Meaningful Participation** - All students have agency and are empowered to contribute in effectual ways. (Fraser, 1998)
- **High Outcomes** - Solutions benefit all students towards self-determination and the ability to act as contributing citizens in a democratic society and global community. (Waitoller & Kozleski, 2013)

Day 1:

Break Out Room Activity 1: Teaming

Discuss: Consider other teams you have been part of. What has made them work well? Who is represented on your teams and whose voice is missing?

Team Time Activity 1:
Defining Your Compelling Why

Discuss the following with your team. Enter discussion points and action steps into the action plan section of this document (above). Choose one team member to report back when you return to the full group.

- What are the **behavioral needs** at our school?
    - consider the behaviors that:
        - disrupt learning
        - erode feelings of safety & belonging
        - interrupt the day-to-day “business” of school
        - feel overwhelming to staff
        - What does our data show?
        - What concerns do staff, students, and families have?
        - What does the research say?
        - What are the consequences of maintaining the status quo?

Team Time Activity 2:
Teaming Tasks

Discuss the following with your team and add information to your Handbook. Enter discussion points and action steps into the action plan section of this document (above). Choose one team member to report back when you return to the full group.

- Team Membership, Roles, and Responsibilities (including who will provide back-up)
- Team Agreements/Norms
- Consider: How will you ensure access, representation, meaningful participation, and high outcomes?
- Meeting Procedures, Agenda, Minutes, Action Plan
- Working Smarter, Not Harder

<u>Day 2:</u>
Break Out Room Activity: Behavior Agreements

Discuss these questions:

- Choose 2-3 questions (more if you have time!) from the 10 Questions to Ensure Equity list to discuss

- What adjustments do you need to make to your agreements?

  10 Questions for Ensuring Equity Activity

- **What** is the expectation? (state explicitly)
- **Why** is this the expectation? (promoting what? Safety? Order? Learning?)
- **Who** decided that this expectation was necessary? (has it always been an expectation?)
- What do **YOU** believe about this expectation? (fair, right, just, oppressive, necessary, not necessary?)
- Whose values are **reflected and reinforced** by this expectation?
- Whose values are **erased** by this expectation?
- Who would have **difficulty** meeting this expectation?
- **What would happen if** this expectation did not exist? (implications, good and bad)
- How can this expectation be revised to **accommodate** all cultures/sets of values, **OR**
- Should this expectation be **removed** because it causes cultural or racial erasure and provides real threat to student safety or learning and provides no tangible benefit to students?

Team Time Activity 3:
Statement of Purpose

Discuss the following with your team. Enter discussion points and action steps into the action plan section of this document (above). Add your Statement of Purpose to your Handbook. Choose one team member to report back when you return to the full group.

- What will your school **LOOK like and SOUND like** when PBIS is fully implemented?
- What are the intended **OUTCOMES** for your school?
- How does your "compelling why" inform your statement of purpose?
- How will your statement of purpose support access, representation, meaningful participation, and high outcomes?

Team Time Activity 4:
Identifying and Defining Behavior Agreements

Complete the following with your team. Enter discussion points and action steps into the action plan section of this document (above). Choose one team member to report back when you return to the full group.

Consider the 10 Questions to Ensure Equity list when discussing the following:

- Using the input about student and staff behavior that you gathered from students, families/guardians and staff (questions below), identify potential agreements that you will share in a menu of options for final determination of behavior agreements.
- Consider: How will you ensure access, representation, meaningful participation, and high outcomes?
- Write clear definitions for each of these agreements.
- How will you get feedback about which of/whether these agreements match your school community & its needs?

What student behaviors:

- What STUDENT behaviors make it EASIER for everyone to learn?make it easier for everyone to learn?
- What STUDENT behaviors make it HARDER for themselves and others to learn?
- What STUDENT behaviors help EVERYONE feel like they BELONG and are welcome to speak up?
- What STUDENT behaviors make others feel like they DON'T BELONG and/or aren't welcome to speak up?
- What STUDENT behaviors help EVERYONE feel physically and emotionally SAFE?
- What STUDENT behaviors make others feel physically and/or emotionally UNSAFE?

What adult behaviors:

- What ADULT behaviors help EVERY student learn?
- What ADULT behaviors make it harder for EVERY student to learn?
- What ADULT behaviors help everyone feel like they BELONG and are welcome to speak up?
- What ADULT behaviors make others feel like they DON'T BELONG and/or can't speak up?

- What ADULT behaviors help EVERYONE feel physically and emotionally SAFE?
- What ADULT behaviors make others feel physically and/or emotionally UNSAFE?

Team Time Activity 5:
Teaching and Practicing Prosocial Behavior

Complete the following with your team. Enter discussion points and action steps into the action plan section of this document (above).

- Develop outline for PD on explicit teaching of behavior agreements
  - Consult slides. You may use any of the slides from this training with acknowledgement.
- Format teaching matrix with all settings
  - See examples (on slides, Dothan Brook Teaching Matrix, template in Handbook) You may want to create this in a different format, add more location columns, and then add to the Handbook.
- Develop lesson plan format/s for schoolwide, all-setting, & classroom lessons
  - Consider: How will you ensure access, representation, meaningful participation, and high outcomes?
  - See examples and templates in Handbook. Ultimately you will be putting lessons for all settings in the Handbook once they are complete.
- Discuss ways to make lessons engaging and learning-centered. (How will you get student input on this?)

Day 3:

Break Out Room Activity: Acknowledging Prosocial Behaviors
Discuss what the current acknowledgement sounds like and looks like

- How do students get recognized?
- Do all students get recognized?
- What is the tangible acknowledgment called?
- What do students do with it?
- How does your school keep track of staff, individual, classroom and school-wide reinforcement?
- How do you build in student voice and choice in this process?

Team Time Activity 6:
Procedures for Acknowledging Prosocial Behaviors

Complete the following with your team. Enter discussion points and action steps into the action plan section of this document (above).

- Discuss what acknowledgement will sound like and look like
    - Consider: How will you ensure access, representation, meaningful participation, and high outcomes?
- Discuss how to address possible concerns about tangible markers
- Develop outline for PD on acknowledging positive behavior
- Develop plan for seeking input on tangible markers from students, families/guardians, & staff

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Team Time Activities 7a, 7b, and 7c:
Data for Record-Keeping and Decision-Making

7a. Record-Keeping: Behavior Observation Data Form
Compare current BOD form (if you have one) with sample BOD form (found in Handbook)

- Revise, as needed, or draft a new BOD form
- Consider what you'd like to call it
- Determine data system. If SWIS, follow steps here:
    - https://www.pbisvermont.org/evaluations/school-wide-information-systems-swis/

7b. Staff PD on Data for Record-Keeping and Decision-Making

- Develop outline of staff PD on data for record-keeping, function of behavior, how to complete BOD, & data for decision-making

7c. Decision-Making: Looking at SWIS Data

Look at your data graphs. Using the questions below, discuss what you notice and wonder. Choose one team member to report back when you return to the full group.

- What do you see?
- What does the data suggest?
- What are the implications?

This activity is based on the ATLAS Looking at Data Protocol.

Day 4

Break Out Room Activity: Preventing and Responding to Behavior Concerns Through a Continuum of Support
Universal Teams: Consider these questions:

- What in-class prevention and response strategies should all teachers try?

- How can you ensure a balance between “discipline procedures” for responding to behaviors of concern and practices to prevent the recurrence?
- How are staff supported to learn effective response strategies for behaviors of concern?

Team Time Activity 8
Addressing Behavior Concerns Through a Continuum of Supports

Activity 8 components will require follow-up as a team following the training. You may wish to consult the slides, SWIS Referral Form Behavior Definitions and Dothan Brook’s Major & minor definitions.
Templates can be found in the Handbook.

- Identify which concerning behaviors you will collect data on
- Consider: How will you ensure access, representation, meaningful participation, and high outcomes?
- Revise major & minor behaviors
    - Develop draft definitions for Major & minor behaviors
    - Elicit input on draft definitions from all stakeholders
    - Finalize definitions & add to Handbook
- Create/revise Behavioral Flow Chart & enter into Handbook. *This process requires significant discussion time and must include the administrator. Do not just copy what’s in the Handbook template without giving each step careful consideration.*
- Create Reflection Sheet/s & enter into Handbook
- Develop staff PD on Procedures and practices for addressing behavior concerns through a continuum of supports; Classroom management (self assessments?); Major & minor definitions; Flow chart; Equity considerations

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Team Time Activity 9:
Building Collective Ownership Planning

Think about collective ownership for PBIS. In each of the following areas, discuss: What’s already in place or readily accomplished; What is or might be challenging; and What you will try.

	What’s already in place or readily accomplished?	**What is or might be challenging?**	**What we will try**
Staff knowledge & shared understanding about PBIS (compelling why, effectiveness			

of PBIS, implementation components, how to implement with fidelity, etc.)			
Staff ability to implement (skill, capacity, motivation, flexibility, etc.)			
Relational trust among staff (respect, listening, personal regard, trusting others' integrity & competence, risk-taking, feelings of emotional safety)			
Communication (listening, respectful disagreement, everyone's voice is welcomed and heard, clear messaging)			

Activity 10:
Roll-Out

Complete Activity 10 as a team following the training. You may wish to consult the slides and the action plan. Templates can be found in the Handbook.

- Design staff PD on all aspects of PBIS (see Action Plan for components) - include staff roll-out
    - Consider how you will provide PD and roll-out to ALL staff (part-time staff; education support staff, custodian, bus drivers, cafeteria staff, etc.)
- Arrange time for PD prior to start of school next year. Consider if any components could be scheduled during this year.
- Design roll-out for students
- Develop schedule for teaching schoolwide behaviors in first days of school
- Design roll-out for families/guardians
- Design "roll-out" formats for:
    - Students, families/guardians, and staff who arrive after the start of the school year

- substitutes
