

# Response to Behavior (Discipline)

## Calibration Professional Development

### For Large Groups:

- ☐ Have all staff line up along one side of a room.
- ☐ Have two staff team members from the PBIS Leadership team conduct a skit of a staff member interacting with a student with increasing behaviors.
- ☐ Have a facilitator instruct staff to walk to the other side of the room when they feel the student has earned an office referral.
- ☐ Provide pauses during the skit to give staff time to process and decide when they are in the referral process.
- ☐ At any point in the process the facilitator can pause the skit to have staff share why they have moved to the other side of the room to signify the student has earned a referral, particularly when the majority of the staff have signified that the student has earned a referral by moving to the other side of the room.
- ☐ Discuss with the group at what point the student earned a referral according to the discipline flow chart and have them reflect and/or share how they differed from the behavior flow charts instructions.

This process works great to engage large staffs, such as secondary schools, but can also be used for a group of 20 or more people. Sometimes, multiple skits are performed with different behaviors to further align staff with the behavior flow chart.

### For Small Groups:

- ☐ Provide each small group (3-4 people) with a scenario of a student behavior.
- ☐ Be sure to provide different levels of intensity of behaviors throughout the room.
- ☐ Have groups discuss how they would respond to the student behavior.
- ☐ Have groups share their scenario and response with the large group and facilitate a conversation on how it aligns or differs from the behavior flow chart instructions.

This process is great for smaller schools and elementary, which may have smaller staff numbers. This same process can also be used throughout the year, for any size staff, to open staff meetings by having staff “Think-Pair-Share” of their responses to a scenario. This helps to maintain the calibration to the behavior flow chart.

[Additional strategies from Adaptive Schools](#)