



**New Hampshire Center for Effective
Behavioral Interventions and Supports**

Monthly Planner for PBIS Coaches

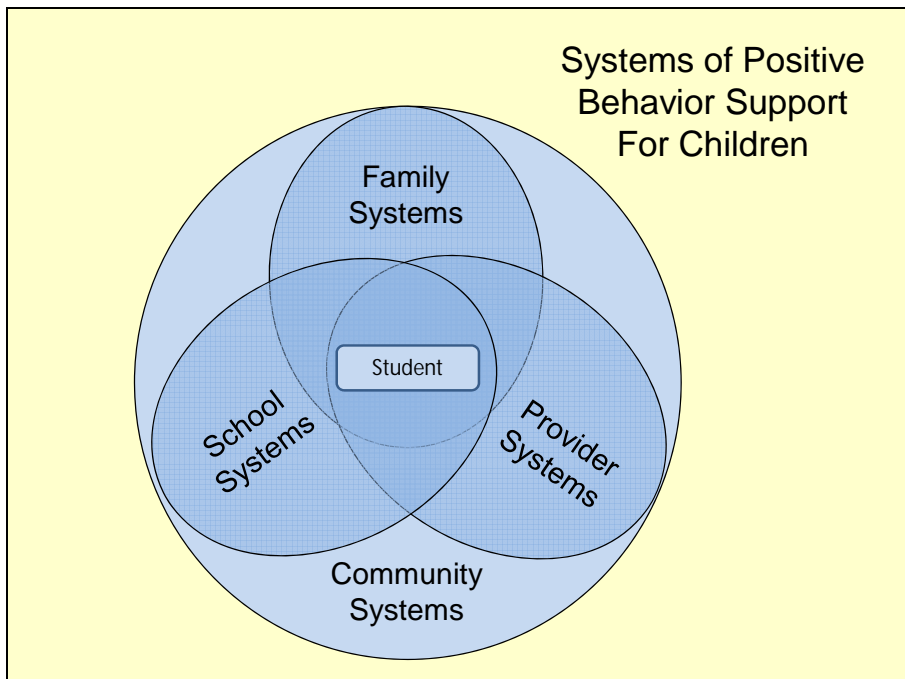
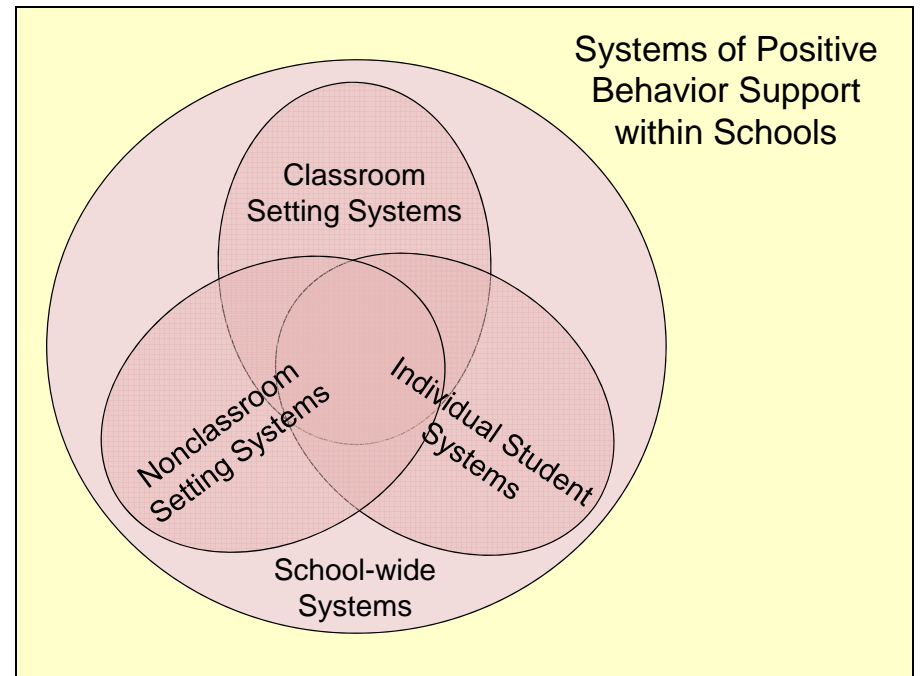
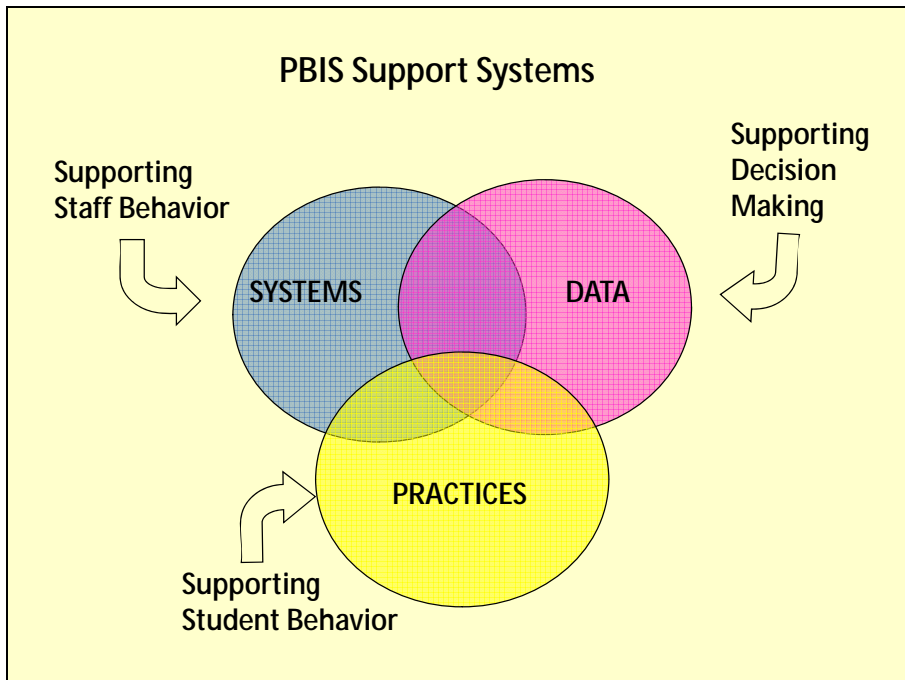
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A Project of SERESC



August PBIS Planner

Focus	Task	Who			
		Universal Team	Admin.	Coach	SWIS Coord.
Budget	Review current budget; allocate monies for program materials		x		
Central Office	Discuss potential for additional district schools to explore PBIS		x		
Data	Review last year's SWIS data, SET report and EBS and suggest strategies, including timing of boosters	x			
	Submit any SWIS user changes to NH CEBIS on School Information Change form				x
	Update enrollment, number of school days per month and other general information for new academic year in SWIS				x
	Adjust and deactivate faculty and student information as necessary (do not delete) in SWIS				x
	Develop plan and schedule (who and when) for inputting SWIS data				x
	Ensure that a process exists for coding student records in SWIS when an IEP is initiated				x
	Provide end-of-year SWIS reports (Big 5) to team				x
Faculty	Provide PBIS updates to staff	x			
	Reaffirm and re-energize commitment to PBIS		x		
	Include PBIS update in back-to-school correspondence to staff and families		x		
	Review and update literature (handbook, newsletter, policies, brochures) to include PBIS and align with PBIS		x		
	Ensure that new hires are oriented to PBIS		x		
	Meet with PBIS coach to discuss ways to support implementation		x		
	Ensure PBIS orientation to substitute and part-time staff and volunteers		x		
Review PBIS training schedule to address needs for staff coverage		x			
Families	Provide PBIS updates to families	x			
	Plan multiple modes of communication to reach 100% of families	x	x		
Team	Review team membership; determine and recruit new members	x			
	Set UT meeting schedule for year	x			
	Complete Coll Team Checklist and action plan	x			
	Review Universal manual as needed	x			
	Orient new members	x			
	Coordinate meeting schedule with UT		x		
	Attend UT meetings		x		
	Ensure suitable meeting location and protected time for UT meetings		x		
	Contact PBIS facilitator; coordinate meeting schedule; agree on short-term focus			x	
	Gather previous checklists, assessments and action plans for team to review			x	
Provide big 5 year-end reports to UT, coaches and administrator				x	



Do the Systems within the School Effectively and Efficiently Support the Faculty and Staff??

Do Staff and Faculty Practices Effectively Support the Student Behavior You Want to See?

Does Your Collection and Use of Data Support Sound Decision-Making??

Are You Making Best Use of the Systems that Support Children?

September PBIS Planner

Focus	Task	Who			
		Universal Team	Admin.	Coach	SWIS Coord.
Budget	Incorporate PBIS into annual budget request for following school year; consider tangible and human resources		x		
Central Office	Submit proposed expenditures for following school year to administrator			x	
Data	Input SWIS data on regular schedule				x
	Run data integrity report and correct errors				x
	Request SWIS reports as needed to help answer questions; make data-based decisions	x			
	Provide data reports to team, coach and administrator at end of month and as requested				x
	Review ODR data to identify students with high numbers of early referrals	x			
Faculty	Ensure non-classroom supervisors are oriented to PBIS and principles of active supervision	x			
	Ensure familiarity of all staff with schoolwide PBIS, function of behavior and referral procedures	x			
	Model recognition plan of students for all faculty	x			
	Share data and updates with full faculty and staff	x			
	Ensure orientation and discussion opportunities for teaching and recognition plans prior to rollout		x		
	Encourage and acknowledge adherence to PBIS expectations, teaching and recognition		x		
Families	Work with PTO/PTA or other family groups to develop plan for increasing family engagement	x			
	Promote PBIS at Back-to-School Night		x		
	Meet with parent(s) on UT to develop plan to communicate with and engage parents			x	
Team	Begin regular UT meetings	x			
	Review NH CEBIS website for training schedule and register as appropriate	x			
	Ensure posting of behavior expectations and matrix	x			
	Determine broad goals for the year	x			
	Complete Universal 2.2 checklist and action plan	x			
	Complete Rollout Checklist and action plan	x			
	Implement rollout	x			
	Complete Family Engagement checklist and action plan	x			
	Submit ratings of Coll Team, 2.2, Rollout and Family checklists online			x	
	Map out schedule for teaching/boosting expectations during year	x			
	Implement acknowledgement strategies; begin with high frequency and visibility	x			
	Attend UT meetings		x		
	Attend appropriate trainings; endorse and support team participation		x		
	Actively participate in PBIS rollouts		x		
	Notify facilitator or NH CEBIS about any planned rollouts or PBIS school events			x	
	Remind team about registration for trainings			x	
	Provide reports to team, coach and administrator at end of month comparing to last year's data for this month				x
Coordinate with Targeted team to determine/refresh criteria for referral	x				

Self Assessments

Measuring Progress and Action Planning

Whole School

- EBS (annual in spring)
- SET (external evaluator, in spring)
- Classroom Management Self Assessment
- Non classroom Management Self assessment

Universal

- Collaborative Team
- Universal Implementation
- Family Engagement
- Rollout
- (All due twice per year, September 15th and March 15th)
- Evaluating School wide Teaching Plans
- Evaluating School wide Recognition Plans

Targeted

- Collaborative Team
- Targeted Team, Parts 1 and 2 (All due twice per year, September 15th and March 15th)
- FBA BSP checklist (Used with each FBA BSP; one is formally evaluated at least annually)
- Targeted Intervention Questionnaire (Completed once per year in June)

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

1-5%

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

1-5%

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

5-10%

5-10%

Targeted Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Individual or Group

Universal Interventions

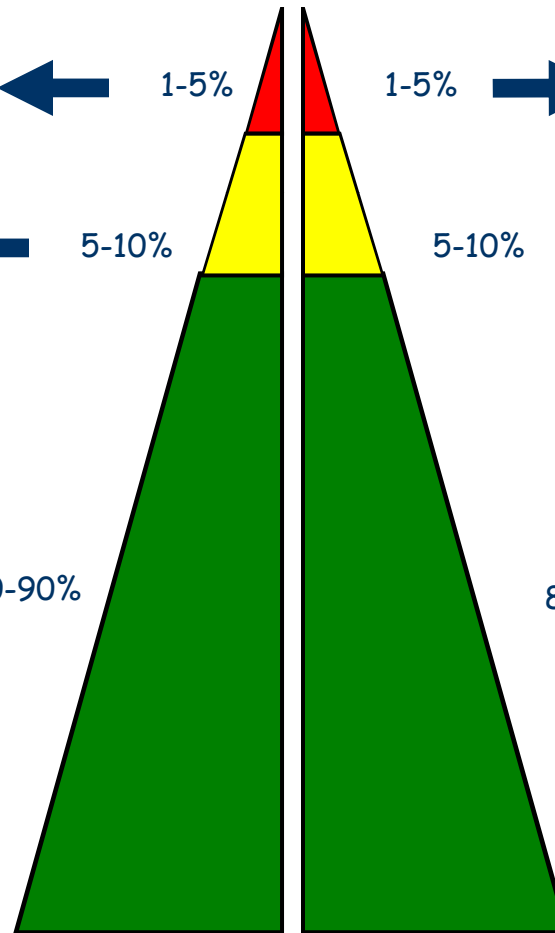
- All students
- Preventive, proactive

80-90%

80-90%

Universal Interventions

- Schoolwide, all students
- Preventive, proactive



Using a *Teaching* Approach is the *most* likely way to increase *desired* behavior

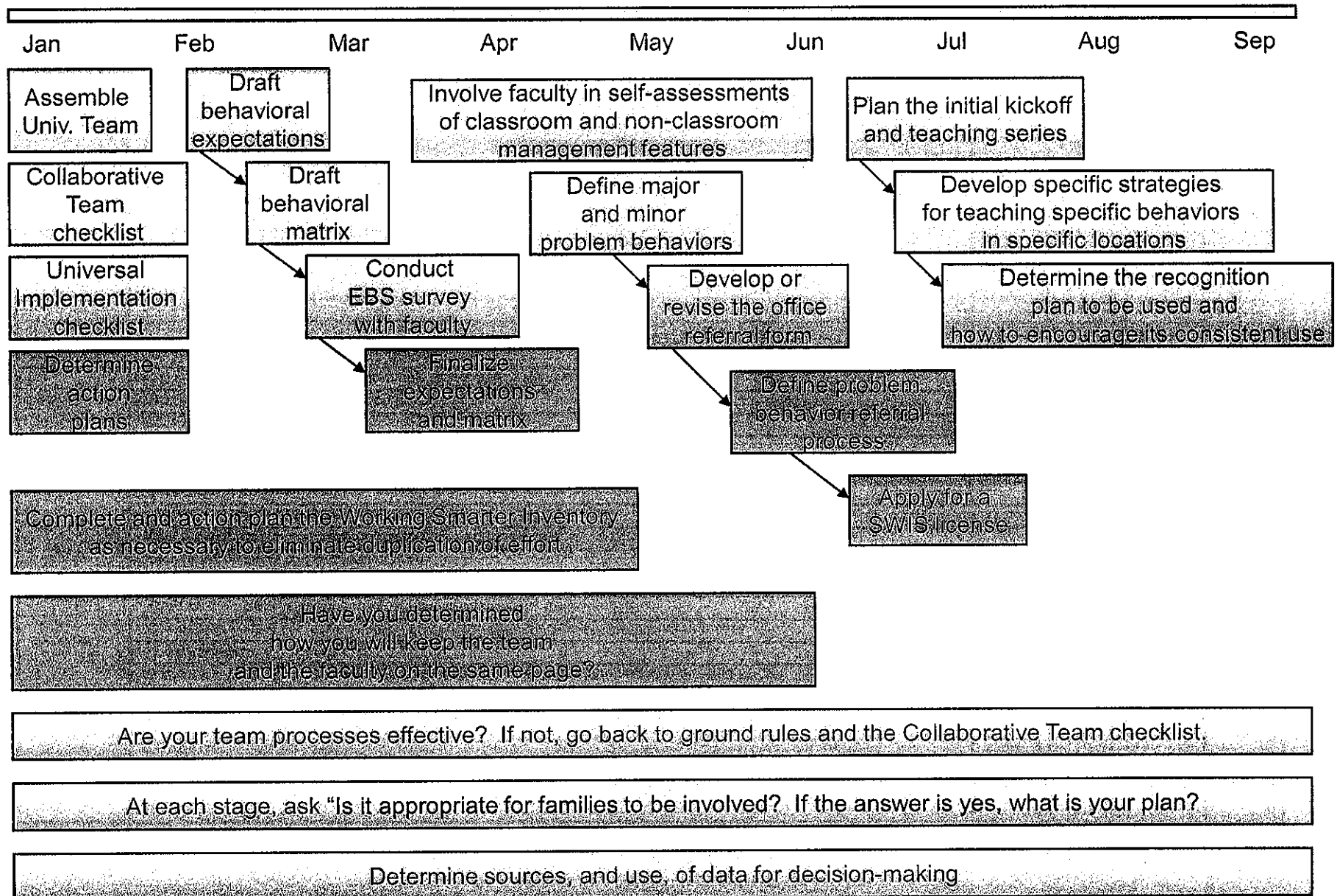
- Provide **Instruction**
- Provide opportunities for **Practice**
- Provide **Recognition** for demonstrating what is expected and what has been taught
- Utilize effective methods for **Correction** of incorrect behavior
 - Pre-correction
 - Reminding
 - Re-teaching
 - Alternative teaching methods
 - Teach replacement behavior or skill
- Use **Assessment** for **Decision-Making**

Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	School Improvement Goal, LEIP Goal, etc.
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
School/Family Communication Committee					

1. Eliminate all initiatives and committees that do not have a defined purpose and a defined and measurable outcome
2. Combine initiatives and committees that have the same outcome measure and the same target group
3. Combine initiatives that have 75% staff in common
4. Eliminate initiatives that are not tied to priority school improvement goals

Initial Schedule for Universal PBIS Planning



Active Supervision by Adults

- Active supervision is a critical, yet under-utilized skill by adults in nonclassroom settings
- Involves 3 sub-skills: Scan, Move, Interact
 - Scan: Visually examine the entire environment frequently noticing both appropriate and problem behavior
 - Move: Physically move around the entire area in an unpredictable pattern while visiting the problem areas frequently
 - Interact: Elicit brief conversations with most of the students while providing precorrections and reminders as well as positive acknowledgements

PBIS-NH Planning Matrix for Schoolwide Recognition Plans

	In which strategic location will the behaviors be recognized?	What specific behaviors will be recognized in that location?	What is the visible acknowledgement?	How often should it be given?	Who will be recognizing the students?
Step 1: Specific verbal praise paired with a visible acknowledgement given at high rates.					
Step 2: Specific verbal praise paired with a visible acknowledgement given intermittently.					
Step 3: Highly visible, periodic "attention grabber" Celebrations. and On-going random verbal praise connected to broad expectations and designed to enhance positive climate.					

Flowchart of Functional Behavioral Assessment and Behavior Support Plan Processes

