PBIS Sustainability
Building District Capacity
SKILLBUILDERS for Trainers
Positive Classroom Behavior Supports (PCBS)

A two-day intensive Skillbuilder for Trainers supporting PBIS in the Classroom.

SWPBIS Tiered Fidelity Inventory

TFI 1.8 Classroom Procedures:
Tier I features’ (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

Are all core features of Tier I supports visible?
▲ Teaching matrix with positively stated expectations and consistent routines
▲ System for acknowledging appropriate behavior
▲ In-class system for responding to inappropriate behavior

Positive Classroom Behavioral Supports (PCBS)
The PBIS framework has significant implications for the classroom environment. PBIS in the classroom, or Positive Classroom Behavioral Supports (PCBS), refers to positive & proactive classroom management supports for all students. This includes effectively teaching an evidence-based core curriculum and establishing, teaching, and reinforcing positive behavioral expectations. To provide consistency for students across classrooms and contexts, PCBS is linked to the School-Wide framework (Simonsen & Freeman, 2015). When students do not respond to agreed upon classroom expectations, teachers respond to student behaviors in a way that maintains respect and a focus on instruction. In classrooms where PBIS is implemented effectively, the environment is predictable, consistent, and conducive to academic and behavioral success.

This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies. Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George and Bob Putman, 2015.
Day 1: August 13, 2020

PCBS Introduction
▲ Critical Elements of PCBS
▲ Classroom Tiered Fidelity Inventory Crosswalk
▲ Understanding the ABC's of Behavior
  Foundations
▲ Settings:
  Classroom Circles
▲ Classroom Routines:
  The Magic of the Matrix
Prevention Practices
▲ The Art of Relationship Building
▲ Active Supervision
▲ Acknowledgements
▲ Prompts and Precorrections
▲ Opportunities for Engagement
▲ Greeting at the Door
PCBS Learning Walks
▲ Observation & Reflection Guide

Day 2: August 14, 2020

Response Practices
▲ Proactive, Instructive and Restorative Continuum of Response Practices for the Classroom
▲ Be a “Choice Master”
▲ Noncompliance “Must Know” Trauma-Informed Classroom
▲ Classroom Practices Trauma Informed Crosswalk and Resource Map
▲ Upstairs/Downstairs Brain
▲ Self-Regulation in the Classroom
▲ Emotional Wellness and Self-Care for Students & Teachers
  Managing the Cycles of Acting Out
▲ Classroom Strategies for Cycles of Escalation and Melt Downs

Dates:
August 13 and 14, 2020
Location:
Springhill Marriott, Huntington Beach
Time:
8:30a.m.- 4:00p.m.
Cost:
$1,350 per person
Group rate - $850 per person (2+)
Cancellations must be received in writing by July 31, 2020 for refund to be issued.
Alumni Special:
$400 (previously attended PCBS Skillbuilder for Trainers)
Registration:  www.pbiscaltac.org
Includes:
Continental Breakfast
On-line Coaching and Mentorship
Training Preparation and Planning Guide
TIPS Trainer Community of Practice Membership
Training and Coaching PowerPoints and Workbooks

Additional Information
Please contact crissy@pbiscaltac.org
**Team Initiated Problem Solving**

A two-day intensive Skillbuilder for Trainers supporting team-based decision making.

**SWPBIS Tiered Fidelity Inventory**

**TFI 1.12 Discipline Data:**
Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

**1.13 Data-based Decision Making:**
Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.

**Continuous Improvement Cycle**

Using data for decision-making is key to using the collaborative learning cycle, which results in effective, efficient and effective action planning and implementation. Data (observations, facts or numbers), when collected and organized, become information and knowledge. Data alone are merely numbers or words and have no intrinsic meaning. Individuals or groups give meaning to data by organizing, analyzing, interpreting and using them. Problem solving teams define questions leading to solutions by identifying and refining problems. The problem is placed in the context, not the student.

**Team-Initiated Problem Solving TIPS**


TIPS is a framework to use during meetings focusing on data-based decision making to improve student outcomes. TIPS is applicable for varied data sources (e.g., DIBELS, AIMSweb, SWIS), content areas (e.g., academics, behavior) and levels of application (e.g., school, district, state). TIPS first focus is on establishing effective foundations for team meetings:

- Meeting schedule is created
- Members attend meetings
- Projected agenda is reviewed and followed
- Team roles are clearly defined and assigned to team members with specific responsibilities for before, during and after meetings
- Solutions identified by team can be approved for implementation during the meeting

The TIPS problem solving model is used for both academic and behavior data sets. The six-step problem model includes:

- Identify a problem with precision
- Identify goal for change
- Identify solution and create implementation plan with contextual fit
- Implement solution with high integrity
- Monitor impact of solution and compare against goal
- Make summative evaluative decisions
**Day 1:** November 30, 2020  
**Training for TIPS Team Training**

Data-based Decision Making & Readiness  
Activity #1: TIPS District/School Readiness Checklist

**Team Meeting Foundations**  
Activity #2: The “Big Five” Foundations  
Activity #3: Roles & Responsibility  
Activity #4: Data Decision Guidelines  
Activity #5: Meeting Minutes

**Problem Solving**  
Activity #6: Precision Statement Worksheet  
Activity #7: Goal Setting  
Activity #8: Solution Plan  
Activity #9: Impact & Feasibility  
Activity #10: Choose Your Own Adventure

**Day 2:** December 1, 2020  
**Training for Coaching TIPS Teams**

TIPS Fidelity Checklist: Team Meeting Foundations  
Activity #1: Facilitator Spotlight  
Activity #2: Minute Taker Spotlight  
Activity #3: Data Analyst Spotlight  
Activity #4: Team Member Spotlight  
Activity #5: Practice-based Coaching Video Scenarios: Meeting Foundations

TIPS Fidelity Checklist: Problem Solving  
Activity #6: Coaching Multiple Data Drill Down Scenarios  
Activity #7: Coaching Solution Planning with Behavioral Science Elements  
Activity #8: Practice-based Coaching  
Activity #9: Four Functions of Effective Coaching  
Video Scenarios: Problem Solving

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**Dates:**  
November 30, 2020 **Training for TIPS Team Training**  
December 1, 2020  **Training for Coaching TIPS Teams**

**Location:**  
Springhill Marriott, Huntington Beach

**Time:**  
8:30a.m.- 4:00p.m.

**Cost:**  
$1,350 per person  
Group rate - $850 per person (2+)  
Cancellations must be received in writing by **November 1, 2020** for refund to be issued.

**Alumni Special:**  
$600 (previously attended TIPS Skillbuilder for Trainers)

**Registration:**  
[www.pbiscaltac.org](http://www.pbiscaltac.org)

**Includes:**  
Continental Breakfast  
On-line Coaching and Mentorship  
Training Preparation and Planning Guide  
TIPS Trainer Community of Practice Membership  
Training and Coaching PowerPoints and Workbooks

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**Additional Information**  
Please contact cristy@pbiscaltac.org
Positive After-School/All Staff Support (PASS) is an adaptation of schoolwide positive behavioral interventions and supports (PBIS) for use in afterschool programs as well as classified and certificated staff on campus. PASS addresses the features of predictable, positive and safe environments by teaching students what is expected of them and giving them high levels of acknowledgment. With implementation of the evidence-based elements (Farrell, 2013) of PASS, changes in staff behaviors are likely to lead to positive student outcomes; including, enhanced social and academic competencies, increased engagement, adherence to routines and generalization of problem-solving skills.

- There are six 90-minute PASS training modules.
- Each PASS module comes with a training PowerPoint and corresponding workbook.
- Each PASS module requires a one-hour preparation and planning session with CalTAC-PBIS via a Zoom Conference.
- Optional debrief session is provided.
- PASS modules can be purchased separately or as a complete package.
- For information regarding pricing, please contact cristy@pbiscaltac.org

**PASS Module 1:** Positive & Prevention-Minded Primer  
**PASS Module 2:** Teaching and Acknowledging Positive Expectations  
**PASS Module 3:** Active Supervision  
**PASS Module 4:** Response Practices TOOLKIT  
**PASS Module 5:** Social Emotional Practices TOOLKIT  
**PASS Module 6:** Bully Prevention: Voices for Positive Choices
| **PASS Module 1:** Positive & Prevention Minded Primer | Cultural Shifts: Take a Stand  
What I Value Most  
Behavioral & Social Expectations: Why, How, What  
Positive Communication: “What would you say instead of…”  
Consensus Building: Focus Four |
| **PASS Module 2:** Teaching and Acknowledging | Quotables and Teaching Moments  
Ten Truths about Behavior  
Teaching Expectations  
MAP IT--DEFINE IT -MAKE IT COME ALIVE  
Five-to-One Ratio  
What They Really Want |
| **PASS Module 3:** Active Supervision & Precorrections | Where’s Waldo?  
What is Active Supervision?  
Praise/Redirect/Precorrect  
Continuous/Scan/Interact  
Calm/Business-like/Check-in |
| **PASS Module 4:** Response Practices TOOLKIT | “Would You Rather?” The Art of Choice  
Temperament Self-Reflection  
Reframing to Understand Challenging Behaviors  
Know Your Hot Buttons  
Continuum of Response Strategies  
Tips for Specific Error Correction |
| **PASS Module 5:** Social Emotional Practices | Insight: Developing Personal Strength, Developing Emotional Awareness, Promoting Emotional Literacy, Using Affective Statements  
Regulation: Exploration Activities, Tucker Turtle, Breathing Exercises, The Calming Corner  
Collaboration: Cooperative Learning, Problem Solving, Conflict Resolution |
| **PASS Module 6:** Bully Prevention: Voices for Positive Choices | Redfining the Bullying Construct  
Telling vs. Tattling  
Respect Routines: Stop Routine, Bystander Routine, Stopping Routine, Seeking Adult Support Routine  
Social Norms: Promoting Consistency with Student Engagement |
On-line registration **PBIS SKILLBUILDERS for Trainers** can be accessed @ www.pbiscaltac.org

**Additional Information**
Please contact cristy@pbiscaltac.org