

RE-ENTRY
RECOVERY
RENEWAL



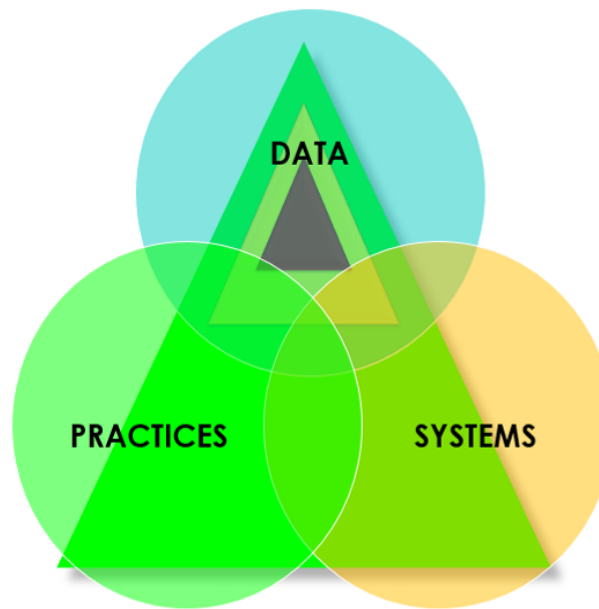
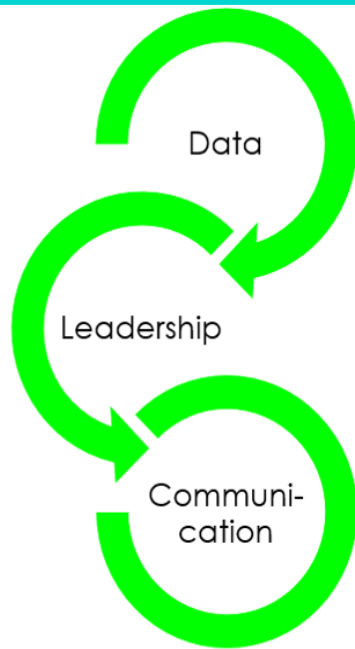
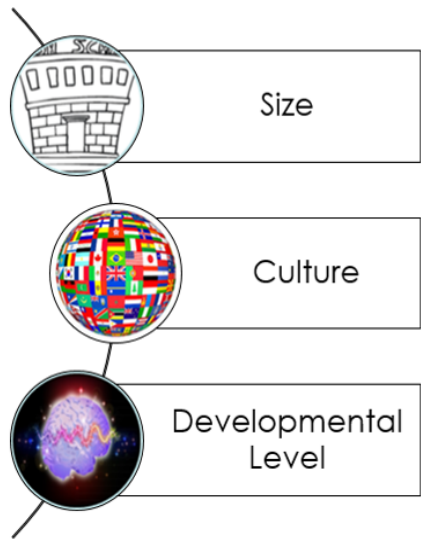
HIGH SCHOOL PBIS
VIRTUAL SYMPOSIUM SERIES
SPRING SESSION
WORKSHOP



Emerging from the Pandemic: Balancing Academic Rigor with Social Emotional Competencies Within Your PBIS Framework

Jennifer Freeman Ph.D.

Center for Behavioral Education Research (CBER) at the University of Connecticut



Flannery and Kato, 2012

HS-PBIS Implementation

RE-ENTRY
RECOVERY
RENEWAL



HIGH SCHOOL PBIS
VIRTUAL SYMPOSIUM SERIES
SPRING SESSION



BE THE
TRANSFORMATION



INSPIRATION
INTENTION
ACTION
REFLECTION

Agenda



What does emerging from pandemic look like?

How do we prioritize outcomes post pandemic?

- How do we organize supports to meet new student need?
- What practices will support academic and SEB growth?
- How do we know if what we are doing is working?

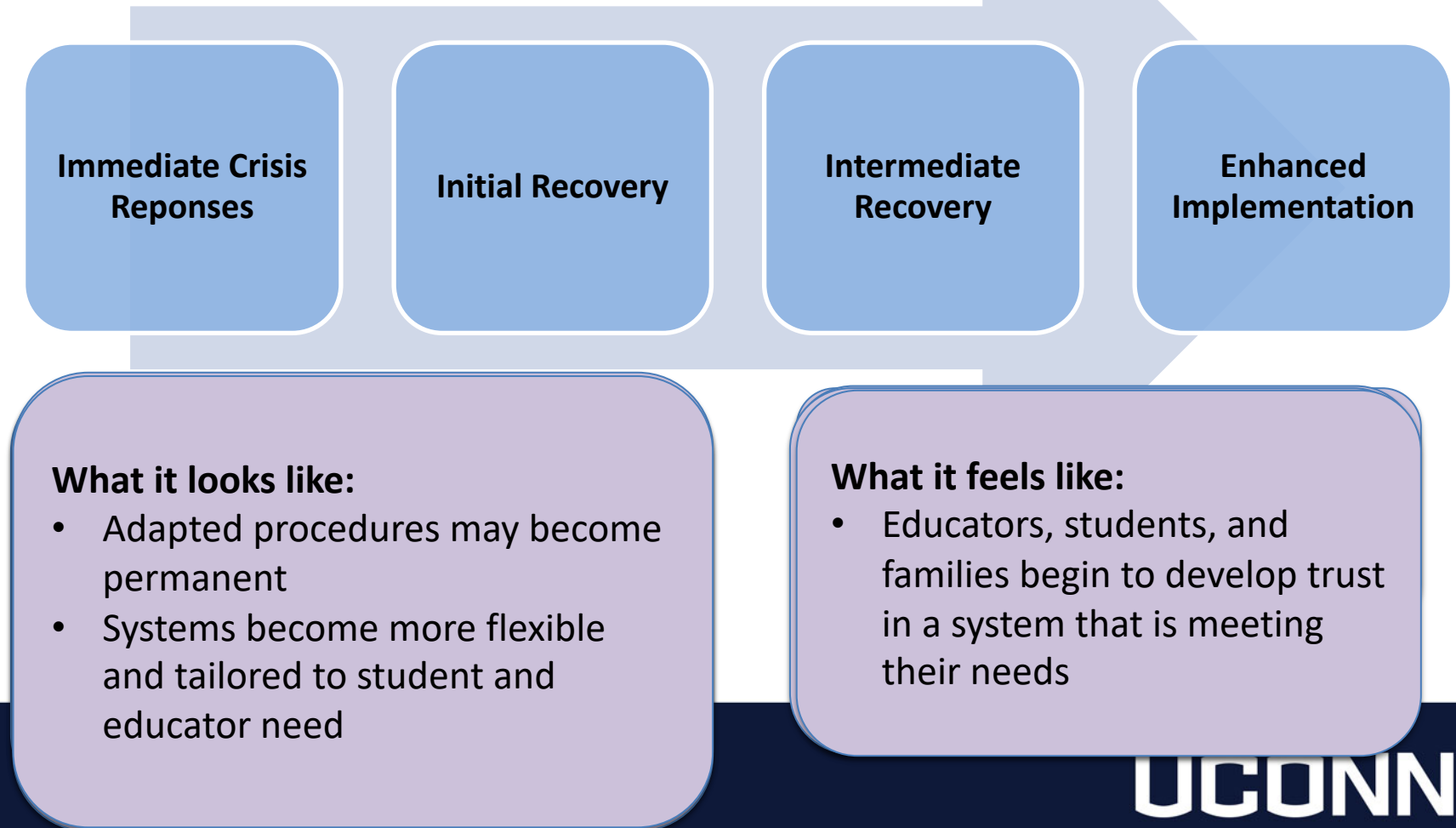
Goal: Develop action plans to support the implementation of an integrated system of supports

Emerging from the Pandemic

2 Key Questions to Guide Next Steps:

- How affected was your community and what phase of recovery are you in?
- How affected was your PBIS framework and what phase of implementation are you in?

Crisis Recovery is Predictable (but not always linear)



What Phase of Recovery is Your Community In?



Chat your response

PBIS Implementation Stages

Getting Started	Strengthening
<ul style="list-style-type: none">• There is an explicit commitment to implementation• Schools were not implementing with fidelity prior to the crisis• District or school teams are in training or action planning stages but have not yet begun schoolwide implementation	<p>Schools were implementing with at least tier 1 fidelity prior to the crisis</p> <p>Strong district commitment and infrastructure to support implementation at the school level exists</p>

What Stage of PBIS Implementation is Your School/District Currently in?



Chat your response

Immediate Crisis Response

Ensure Safety

Initial Recovery

Stabilize Learning Environment

Intermediate Recovery

Differentiate Based on Data

Enhanced Implementation

Promote Culture of Wellness

Implementation Level

Getting Started

Strengthening

- Ensure physical & emotional **safety** of all
- Implement clear **communication & resource distribution** plan

- Prioritize **staff wellness**
- Invest in positive, predictable, & safe **tier 1 classroom practices**

- Enhance existing **tier 1 supports** to teach & reinforce new protocols
- Include **mental health supports**


- Invest in **tier 1 practices** school-wide
- Use **existing data** to screen & match student to supports

- **Refine tier 1** based on **data**
- Enhance **screening protocol**
- Develop/enhance **tier 2 & tier 3** support to match need




- Use **data** to make ongoing adjustments to an **evidence-based, trauma-informed, & equitable** continuum of supports

Immediate Response Resources

Goal: Ensure Safety

 **EMERGENCY MANAGEMENT VIRTUAL TOOLKIT**
GET THE LATEST INFORMATION ON FREE RESOURCES, TOOLS, AND TRAININGS FROM FEDERAL PARTNERS IN SCHOOL SAFETY

Use the tools and resources in this toolkit to support efforts at your school or school district to build capacity in emergency management and preparedness.

- 1**  **Develop a High-Quality School Emergency Operations Plan**
- 2**  **Engage Youth and the School Community**
- 3**  **Connect With Other Emergency Management Administrators Across The Nation**

Emergency Management Functions

Emergency managers and planning teams at education agencies throughout the country are required to activate a variety of operational functions before, during, and after a threat or hazard impacts the school and/or campus community. Select the function type to access resources that can help strengthen efforts to prevent, protect, mitigate, respond, and recover.

- Accounting for All Persons
- Alerts, Communications and Warnings
- Continuity of Operations
- Evacuation
- Family Reunification
- Lockdown
- Public Health, Medical, and Mental Health
- Security

Hazards and Threats

School districts, schools, and institutions of higher education (IHEs) may be at risk for a variety of threats and hazards based on geographical location, local crime statistics, proximity to chemical plants, and a variety of other factors. Select a threat or hazard type below to access resources that cover the before, during, and after aspects education agencies may consider when planning.

- Adversarial and Human-Caused Threats
- Biological Hazards
- Natural Hazards
- Technological Hazards

Planning Basics and Principles

Need help with understanding emergency management planning basics and principles? Select a section title to access resources that will support collaborative, effective, and sustainable planning. Start planning today!

- Access/Functional Needs
- All-Hazards Approach
- All Settings, All Times
- Assessments
- Collaboration
- EOP Development and Planning Process
- School and Higher Ed Safety Leadership
- Whole Community Planning

Initial Recovery Resources

Goal: Stabilize the Learning Environment

Getting Started

DRAFT
Staff Wellness
Brief

Strengthening

RETURNING TO SCHOOL DURING AND AFTER CRISIS:

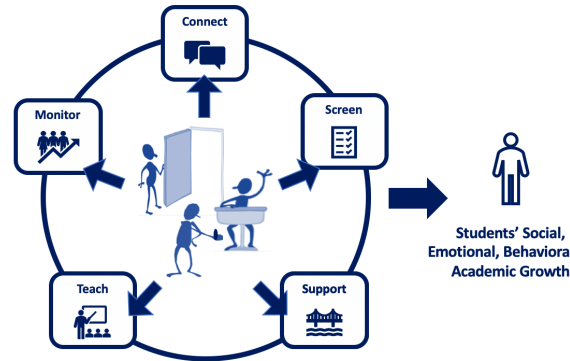
A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER
NATIONAL INSTITUTE OF EARLY CHILD DEVELOPMENT
NATIONAL CENTER ON IMPROVING LITERACY
LEARNER LEADERSHIP CENTER

June 2020

3 Simple Practices that Do It All!

Positive Greetings at the Door Active Engagement Specific Feedback (5:1 + to



Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In "The Power of Habit," Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "You're welcome" or see a smile in return (reward). We read or hear words (responses) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behavior, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
Example 3	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e. result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) regard effective habits in our schools, districts, and states.

How can we develop habits of effective classroom practice?

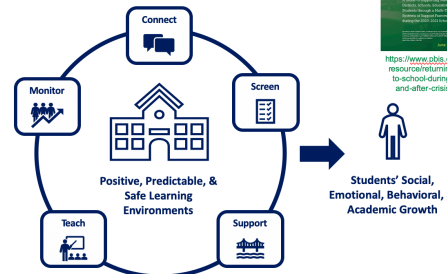
Although we can develop habits accidentally (e.g. give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage in a different behavior, and experience a different consequence (see example below).

	Antecedent	Behavior	Consequence
Example 3 (revised)	Parent chooses candy-free check-out line at store	Parent engages child in "line game" while waiting	Parent avoids screaming and enjoys child's attention

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success, building effective habits, celebrating accomplishments, and sharing with others.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

"Back to Basics"



<https://www.pbis.org/resources/returning-to-school-during-and-after-crisis>

PBIS Positive Behavioral Interventions & Supports April 2018

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucile Ebers, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Brasler, Midwest PBIS Network
Natalie Romer, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrill & Gaudin, 2020). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

Context
PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation science (Henggeler, Stapp, & Frazier, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on ensuring the needs of all students through a continuum (i.e., tiers) of supports.

In this continuous improvement model, teams develop a strategic plan that is anchored to core values or guiding principles, including (a) a prevention-focused continuum of supports, (b) data-based decision-making, (c) regular operational reviewing and progress monitoring, (d) evidence change through ongoing professional development and

Positive Behavioral Interventions & Supports (PBIS)

UCONN

Intermediate Recovery Resources

Goal: Differentiate with Data

Getting Started



Tier 1

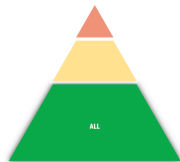
Data-based Decision Making

What is Tier I Support?

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 PBIS include the understanding that we can and should:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions



The PBIS Triangle—the green area represents Tier 1 that supports all students.

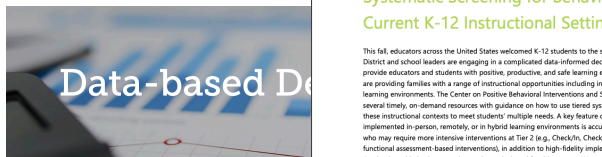
Foundational Systems

A defining feature of PBIS is continuous improvement driven by data. Teams collect and analyze data to diagnose problems or gaps and select strategies to address these challenges. Data tell us which strategies are most effective so we continue to include them in our repertoire.

What Is Data-Based Decision Making?

Data are an integral part of PBIS implementation, woven throughout every practice and system across every tier. School teams who use data to make decisions about student challenges are more effective and efficient than teams who don't include data in their process. In PBIS, the data used most frequently fall into three categories: implementation fidelity, student outcomes, and screening. The first step to using data to make decisions is to figure out which questions teams want to answer. Once they have these questions, they can figure out which data to collect.

Strengthening



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Systematic Screening for Behavior in Current K-12 Instructional Settings

This fall, educators across the United States welcomed K-12 students to the District and school leaders are engaging in a complicated data-informed decision-making process. They are providing families with a range of instructional opportunities including in-person, remote, or hybrid learning environments is accurate, timely, on-demand resources with guidance on how to use these instructional contexts to meet students' multiple needs. A key feature of implemented in-person, remotely, or in hybrid learning environments is accurate, timely, on-demand resources with guidance on how to use these instructional contexts to meet students' multiple needs. A key feature of implemented in-person, remotely, or in hybrid learning environments is accurate, timely, on-demand resources with guidance on how to use these instructional contexts to meet students' multiple needs. A key feature of implemented in-person, remotely, or in hybrid learning environments is accurate, timely, on-demand resources with guidance on how to use these instructional contexts to meet students' multiple needs.

With the new range of instructional contexts being offered, many educators are beginning to conduct systematic screenings for behavior across these different educational settings. For the first time as well as those continuing with system for in-person, remote, or hybrid instructional environments, we suggest considerations: (1) screen and engage in continued professional learning; (2) include screening data to identify students who may need additional support; and (3) conduct screenings responsibly—informed and with care.

1. Screen and Engage in Continued Professional Learning

Given the uncertain times, consider the importance of conducting systematic practice to look for students at the first sign of concern—yet interpret the data research has demonstrated waiting for students to struggle or fail is less than in the proactive practice of screening is highly useful for preventing learning from occurring, persisting, or escalating.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org



Tier 2

What is Tier 2 Support?

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with two or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.^[1]Tier 2 interventions are:

- Continuously available
- Accessible within 72 hours of referral
- Very low effort by teachers
- Aligned with school-wide expectations.
- Implemented by all staff/faculty in a school.
- Flexible and based on assessment.
- Function-based
- Allocated adequate resources
- Student chooses to participate.
- Continuously monitored



The PBIS Triangle—supports some # with students



Tier 3

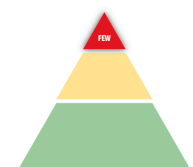
What is Tier 3 Support?

PBIS framework doesn't just work with school-wide and targeted supports. It's also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

Foundational Systems

Tier 3 practices stem from strong foundations in Tier 1 and Tier 2 supports. With both tiers in place, schools are free to organize individualized teams to support students with more intense needs.



USING OUTCOME DATA TO IMPLEMENT MULTI-TIERED BEHAVIOR SUPPORT (PBIS) IN HIGH SCHOOLS

K. BRIGID FLANNERY
ROBERTA WATSON
ROBERT THOMAS

September 2019

Enhanced Implementation Resources

Goal: Promote Culture of Wellness



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

Integrated Tiered Fidelity Inventory Companion Guide

This guide is intended to support school teams, coaches, and trainers working to focus on cultural responsiveness and support for mental health and wellness within the PBIS framework while also navigating the ongoing challenges of the 2020-2021 school year. Implementing PBIS with fidelity while actively engaging and elevating stakeholder voices creates a prosocial and supportive community that serves as the foundation for mental health prevention, facilitates culturally relevant and equitable implementation and outcomes, and creates environments that supports effective instruction. Throughout this guide we use social, emotional, and behavioral (SEB) to describe interventions and outcomes related to social, emotional, behavioral, mental health, and wellness. This companion guide is not an additional fidelity of implementation measure. It is an action planning tool to use alongside the validated TFI to focus PBIS implementation to better meet the complex needs of students and staff.

This document combines guidance from multiple existing sources into one integrated document. This guide incorporates the big ideas found in the [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#), the [Interconnected Systems of Support Action Planning Field Guide](#), [The Returning to School during and after Crisis Guide](#), as well as the [Teaching Social Emotional Competencies within the PBIS Framework Brief](#). This document is intended to provide teams with efficient access to the core ideas and key action steps in each of these areas and is not intended to replace these individual guides. For in depth content, examples, and planning in any of these specific areas, teams should refer to the full documents linked above.

To use this guide, we recommend teams complete the following steps:

1. **Complete the TFI in accordance with its validated scoring** (available at www.pbisapps.org) in person or **remotely**.
2. **Use the Integrated Companion Guide** as an action planning guide to improve or enhance PBIS implementation. Team may use the whole guide or select specific items for focus.
3. **Use topic specific guides (as needed)** to learn more about specific areas of implementation.
4. **Develop a detailed action plan** using the information gathered from the TFI and the companion guide.

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PBIS Positive Behavioral
Interventions & Supports
DESP TECHNICAL ASSISTANCE CENTER

May 2019

PBIS Cultural Responsiveness Guide: Resources for Trainers and Coaches

Authored by: Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pinkelman⁴

¹University of Oregon; ³Loyola University of Chicago; ⁴Utah State University

This guide outlines an integrated framework to embed equity efforts into positive behavioral interventions and supports (SWPBIS) by aligning responsive practices to the core components of SWPBIS. The goal of this guide is to make school systems more responsive to the cultures and needs of the students and staff that they serve. This guide is part of a 5-point intervention approach to promoting equity in student outcomes within a SWPBIS approach.

For an overview and other elements of the approach can be found at:
<http://www.pbis.org/school/equity-pbis>.

Break Out Discussion Groups

- Group 1: Immediate Crisis Response
 - Group 2: Initial Recovery + Getting Started
 - Group 3: Initial Recovery + Strengthening
 - Group 4: Intermediate Recovery + Getting Started
 - Group 5: Intermediate Recovery + Strengthening
 - Group 6: Enhanced Implementation
1. Rename yourself with group number first
 - Example: 1.Jen Freeman
 2. Spend 5 mins reviewing the suggested resources for your phase and stage
 3. Spend 15 mins discussing action steps you could take within your school/district to support recovery
 4. Nominate 1 person from your group to share a brief summary of your groups discussion in the chat box when you return

Break

Agenda

- What does emerging from pandemic look like?
- How do we prioritize outcomes post pandemic?



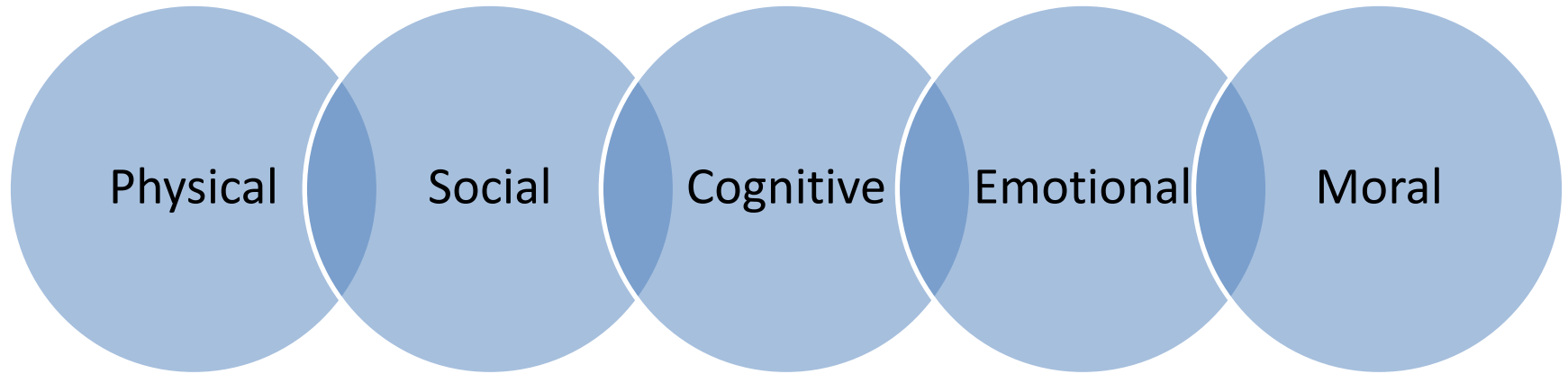
How do we organize supports to meet new student need?

What practices will support academic and SEB growth?

- How do we know if what we are doing is working?

Goal: Develop action plans to support the implementation of an integrated system of supports

Pandemic Impacts on Adolescent Development

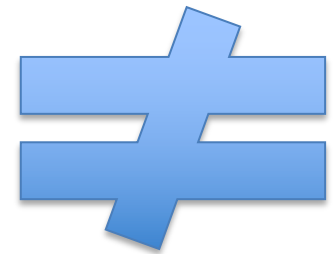


Increased ability to see nuance and “why” behind rules- forming their own code

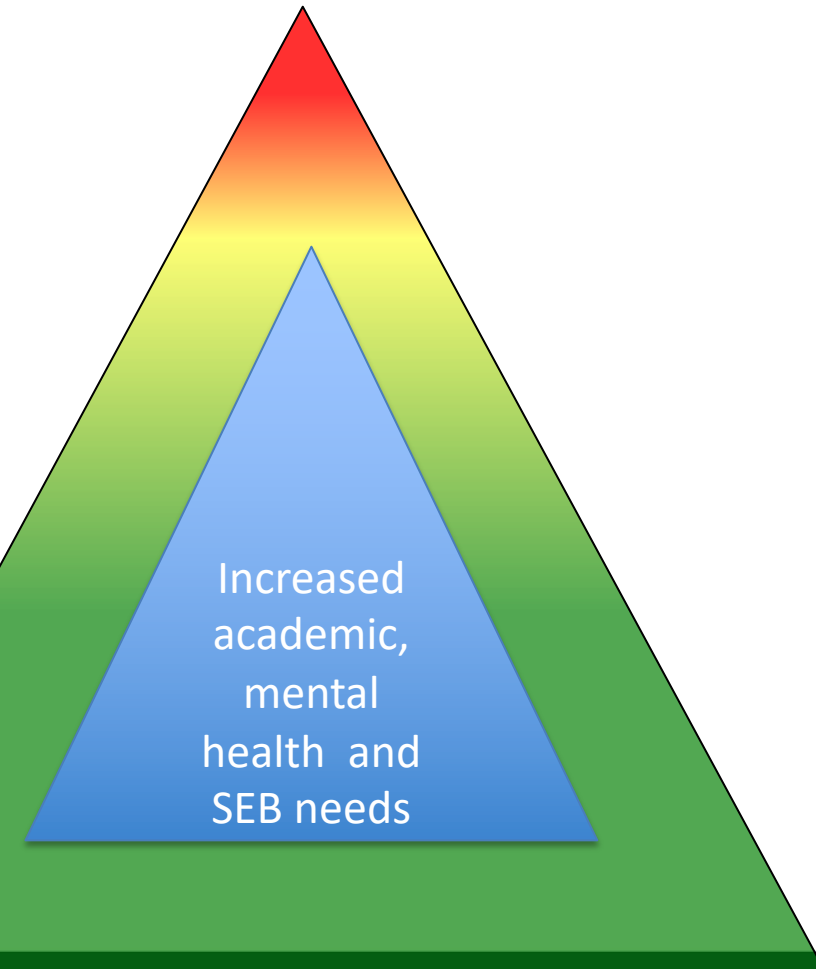
Limited opportunities to volunteer/work or “get involved” in community

Increased awareness of global interconnections

Increased awareness of the importance of self care



Organizing to Support Many Needs

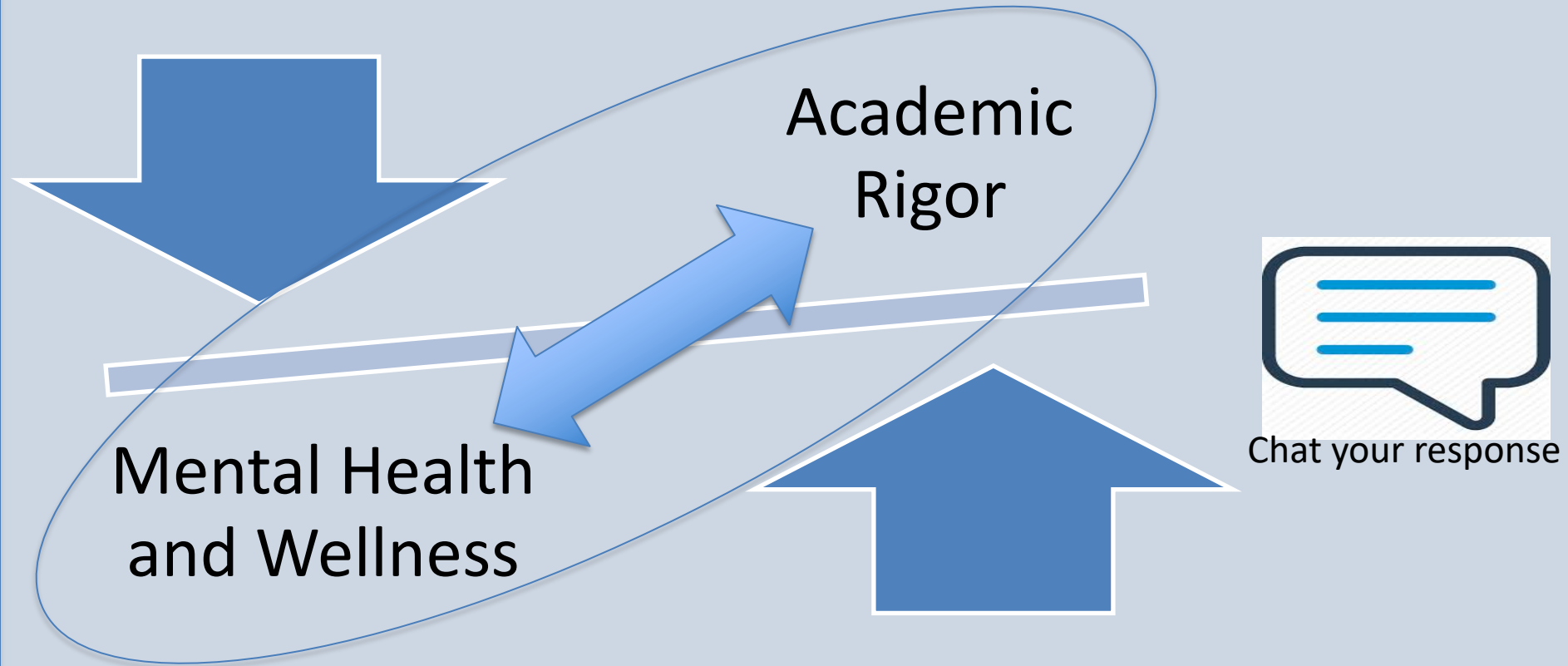


How can we best prepare to meet individual intensive needs?

How do we know who still needs more?
And how do we meet those needs efficiently?

How do we intensify tier 1 to meet more need?

Which do we need more?



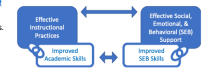
Answer: BOTH!

Instruction is a Protective Factor!

- “Normal” in high school includes academics and even some stress.
- Maintaining academic **routines** can reduce stress and uncertainty.
- Holding high (but appropriate) standards with **encouragement and support** communicates trust and confidence in student abilities
- Providing **flexibility** on modality and timing allows for unexpected issues without modifying expectations
- Teaching **self-management** and **wellness** strategies and prompting students to use them allows students to handle stressful situations

Effective Instruction as a Protective Factor

During the COVID-19 pandemic, educational and mental health leaders have expressed growing concern about academic learning loss and the effects of the public health crisis and social isolation on social, emotional, and behavioral (SEB) wellness. The most supportive approach to addressing these concerns recognizes the reciprocal relationship between effective instructional practices and SEB supports, as illustrated by the figure to the right.



Effective academic instruction and SEB supports (a) create positive, predictable, and safe learning environments and (b) facilitate growth in key academic and SEB skills—important protective factors for wellness. This practice brief (a) describes how effective instruction may function as protection to mitigate risk and (b) provides implementation tips for school leaders, coaches, and educators.

How is Academic Instruction a Protective Factor for Wellness?

Effective academic instruction can be a protective factor for student wellness, mitigating competing risk factors. In contrast, ineffective instruction may exacerbate competing risk factors. When educators (a) create an effective context for learning, (b) emphasize appropriate content, and (c) use data-driven instructional practices, all students are likely to experience academic and SEB benefit, which contribute to wellness.

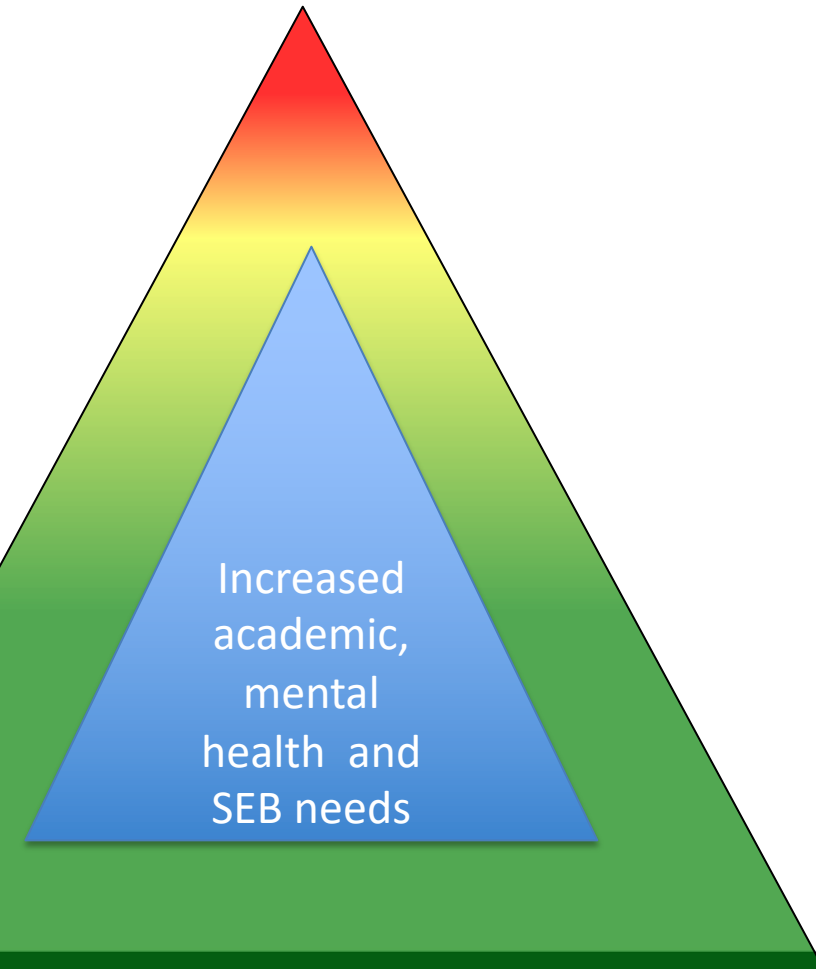
Create Effective Context for Learning

Creating an effective context for learning sets the stage for effective instruction, positive academic outcomes, and positive health outcomes (CDC, 2009). Positive, safe, predictable, and welcoming environments enable educators to teach and students to be better prepared to learn. Effective educators engage in the following protective practices to address competing risk factors.

Protective Practices	Competing Risk Factors
<ul style="list-style-type: none">Positively greet and welcome students into the lesson (Learn more)	<ul style="list-style-type: none">Unwelcoming environments where students lack positive relationships with teachers are risk factors for poor outcomes (Gubbles et al., 2019)

Not preparing students for what comes next may increase stress both now and down the road

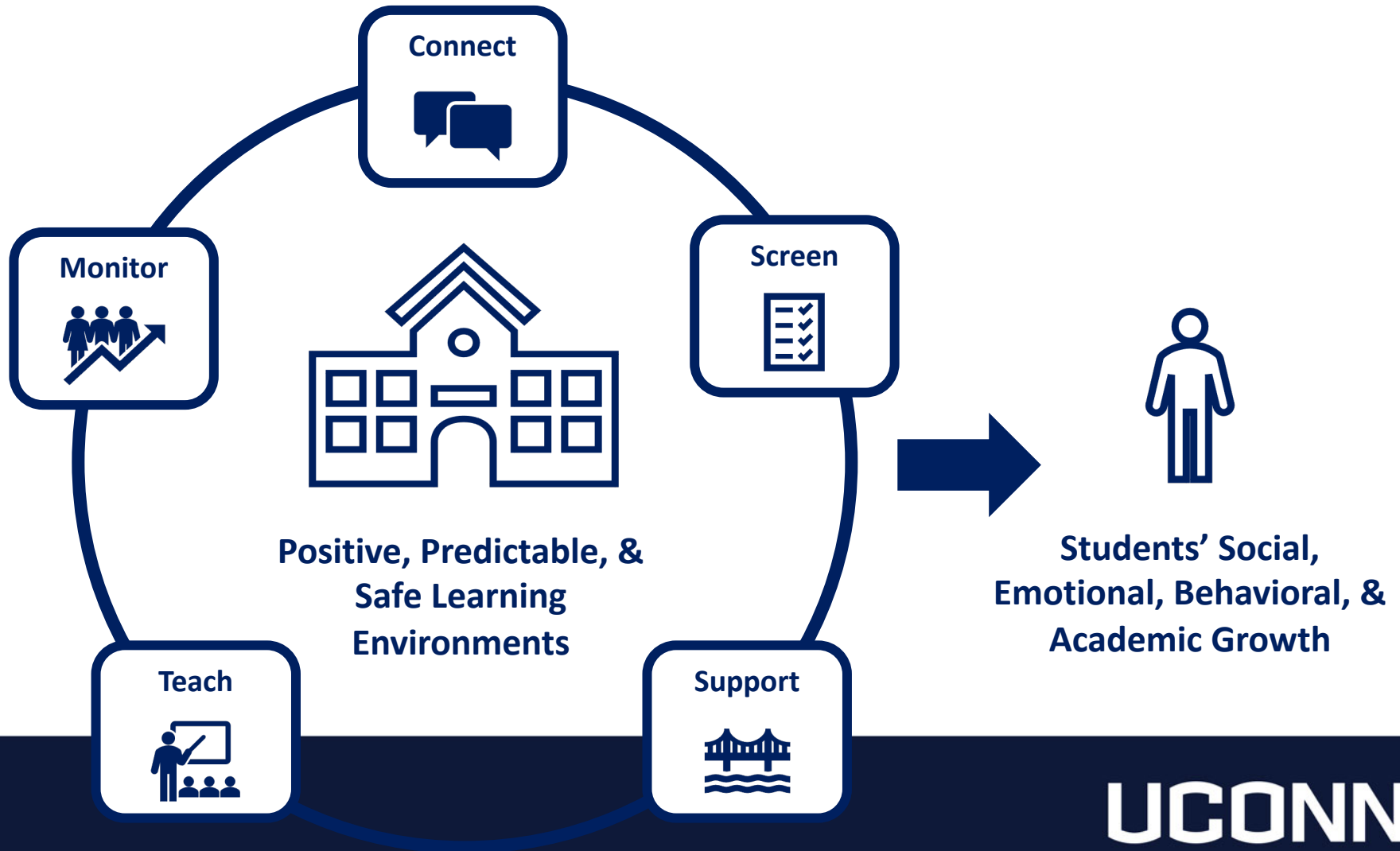
Intensify without Breaking



Remember: The systems are stressed and everyone's plate is overflowing!

How do we intensify tier 1 to meet more need?

Tier 1: Build on what you have!



Tier 1: Build on what you have!



**Positive, Predictable, &
Safe Learning
Environments**

Enhance relationships among educators, students, and families to promote effective communication during times of disrupted learning.

Check in with students daily and with families regularly to identify support needs as they emerge

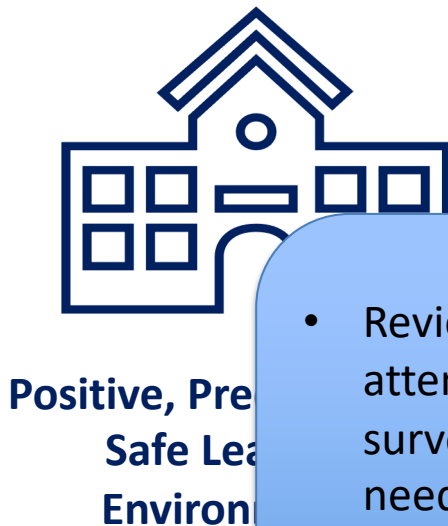
SEB

- Positive Greetings at the "door"
- Individual and small group "check ins"
- Peer-peer connection time in breakout groups

Academic

- Structured group activities
- Represent student culture/experiences in curriculum

Tier 1: Build on what you have!



Screen



SEB

- Review existing data (e.g., attendance, climate surveys) to determine need
- Family/student wellness check
- Formal SEB screener

Academic

- Frequently identify academic need through existing data (e.g., course grades)
- Ensure students and families have access to academic data

Formally or informally screen to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns).

Tier 1: Build on what you have!

Establish a safe environment (in class and/or online).

Teach, prompt, and acknowledge predictable routines, positive expectations and SEB skills.

Bridge expectations (teach connections) across settings (e.g., home, school, community).



SEB

- Physical arrangement organized and matches instructional needs
- Use matrix to define expectations
- Teach predictable routines e.g., class entry routines and warm ups
- 5:1 ratio of positive: neg comments
- Teach and model routine for asking for help and wellness

Academic

- Incorporate academic routines into matrix
- Clarify learning goals

Tier 1: Build on what you have!

Effectively teach and prompt critical academic skills, and actively engage students in learning.

Prompt and reinforce expectations and SEB skills throughout instruction.

Provide positive and supportive feedback to support skill development.



Positive, Pro
Safe Le
Environ

Teach



SEB

- Active engagement
- Prioritize SEB skills that provide access to and support academic growth

Academic

- Prioritize key academic skills
- Offer flexibility on mode/timing and hold high expectations
- Engage a gradual release model
- Frequent feedback

Tier 1: Build on what you have!

Continue to monitor implementation and safety, health, SEB, and academic needs to (a) enhance supports for all students and (b) identify students who require more support (Tier 2 or Tier 3) over time.

Match the intensity of monitoring to the intensity of need.

Monitor



Positive, Predictable
Safe Learning
Environment

SEB

- Collect and use data on student engagement and SEB skill use
- Develop boosters/practice for areas of need
- Celebrate areas of success

Academic

- Regularly monitor comprehension
- Ask students what is and is not working!

Share your Intensified Tier 1 Practices

"Like" posts of others that you have found helpful!

<https://padlet.com/jenfreeman09/7wty9x25pydny9vs>

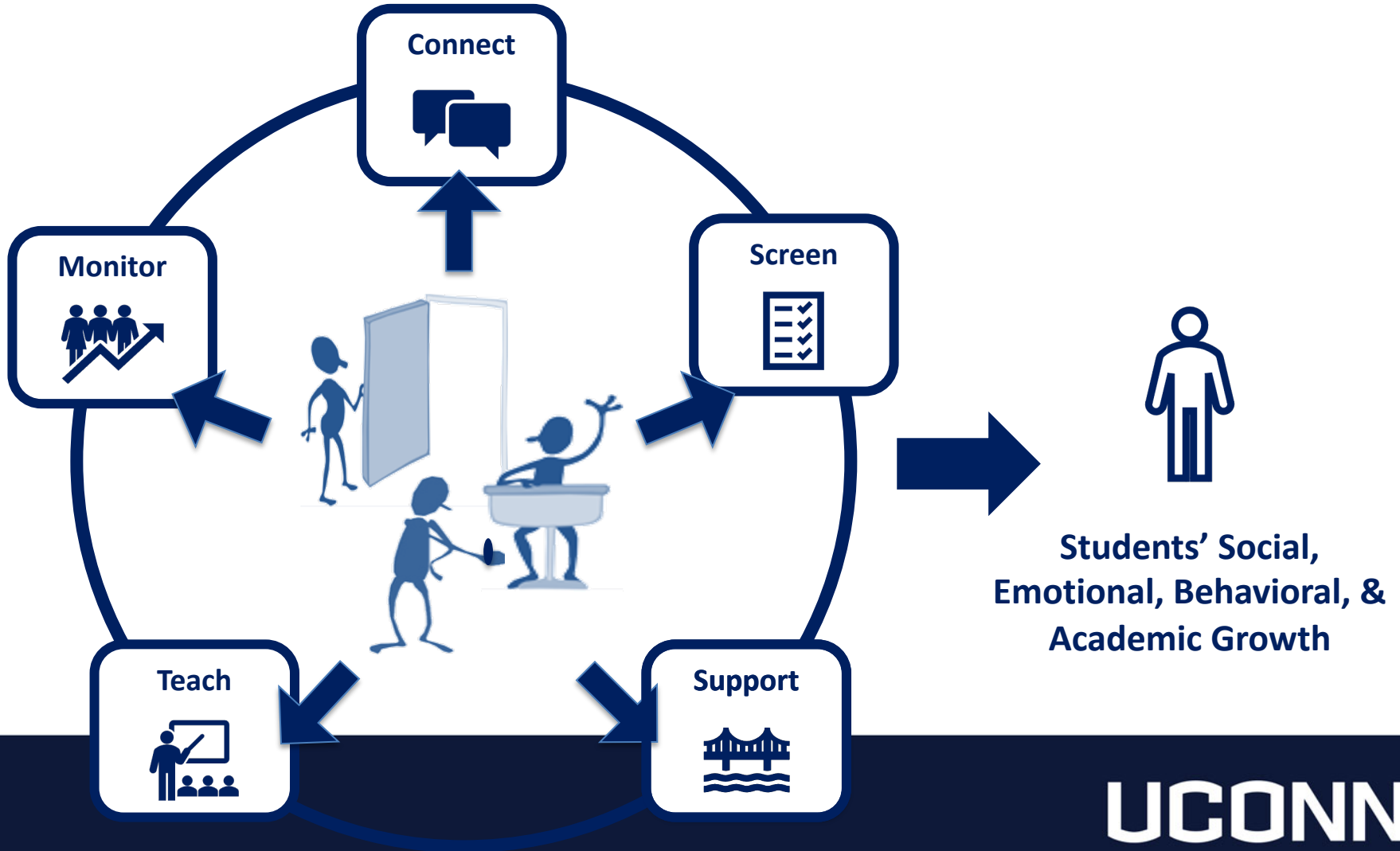


3 Simple Practices that Do It All!

Positive Greetings at the Door

Active Engagement

Specific Feedback (5:1 + to - Ratio)



UConn

Break Out Discussion Groups

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 - Group 5: Intermediate Recovery + Strengthening
 - Group 6: Enhanced Implementation
1. Rename yourself with group number first
 - Example: 1.Jen Freeman
 2. Identify priority practices to promote BOTH wellness and academics that you can use to intensify your tier 1
 3. List 3-5 practices in your action plan
 4. Nominate 1 person from your group to share a brief summary of your groups discussion in the chat box when you return

Agenda

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- What practices will support academic and SEB growth?



How do we know if what we are doing is working?

Goal: Develop action plans to support the implementation of an integrated system of supports

Data to Guide Implementation

Schoolwide + Classroom

Fidelity

Remote + In-Person

Integrated Tiered Fidelity Inventory
Companion Guide

This guide is intended to support school teams, coaches, and trainers working to focus on cultural responsiveness and support for mental health and wellness within the PBIS framework while also navigating the ongoing challenges of the 2020-2021 school year. Implementing PBIS with fidelity while actively engaging and developing stakeholder voices creates a personal and supportive community that serves as the foundation for mental health prevention, facilitates culturally relevant and equitable implementation and outcomes, and creates environments that support effective instruction. Throughout this guide we use social, emotional, and behavioral (SEB) to describe interventions and outcomes related to social, emotional, behavioral, mental health, and wellness. This companion guide is not an additional fidelity of implementation measure. It is an action planning tool to use alongside the validated TFI to focus PBIS implementation to better meet the complex needs of students and staff.

This document combines guidance from multiple existing resources into one integrated document. This guide incorporates the key ideas found in the PBIS Cultural Responsiveness Field Guide, Response for Diverse and Complex, the Instructional Systems of Support Action Planning Field Guide, The Planning to School Closing and After-Crisis Guide, as well as the Teaching Social-Emotional Competencies within the PBIS Framework 2.0. This document is intended to provide teams with efficient access to the core ideas and key action items in each of these areas and is not intended to replace these individual guides. For in-depth content, examples, and planning in any of these specific areas, teams should refer to the full documents listed below.

To use this guide, we recommend teams complete the following steps:

1. **Complete the TFI in accordance with its validated scoring.** ([available at www.pbis.org](https://www.pbis.org)) in person or remotely.
2. **Use the Integrated Companion Guide** as an action planning guide to improve or enhance PBIS implementation. Teams may use the action guide or select specific items for focus.
3. **Use the topic-specific guides to address** the team's needs to learn more about specific areas of implementation.
4. **Develop a detailed action plan** using the information gathered from the TFI and the companion guides.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

SWPBIS Tiered Fidelity Inventory
version 2.1

TFI

Citation for this Publication
Alperstein, B., Berman, S., Elze, L., George, H., Harter, R., Lewis, T., Patten, B., Swain-Bowles, J., McInnis, K., & Ryan, G. (2019). *About our PBIS Tiered Fidelity Inventory (TFI)*. Technical Assistance Center for Positive Behavioral Interventions and Supports. www.pbis.org.

The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H20180001). Opinions expressed herein are those of the author and do not necessarily reflect the position of the US Department of Education, and all are endorsements should be noted.

Conducting the Tiered Fidelity Inventory and Walkthrough Remotely

TFI Remote

Introduction
During a global pandemic, schooling may look remarkably different. Schools are implementing contingency plans for a wide range of operating models (e.g., remote, hybrid, in-person, and remote learning) in likely to be an integral component of school plans. Evidence-based frameworks, such as positive behavioral interventions and supports (PBIS), provide a critical foundation to meet the needs of students learning in any of these operating models. Therefore, the TFI Remote Inventory is a key tool for conducting the TFI remotely.

Why Conduct a TFI Remotely?
Although TFI is a pandemic-era tool, it is a key tool for conducting the TFI remotely. TFI Remote provides a clear, efficient fidelity tool for conducting the TFI remotely. It is a key tool for conducting the TFI remotely. It is a key tool for conducting the TFI remotely.

Steps to Conduct a Remote TFI: Collecting, Scoring, and Interpreting Data
School teams should conduct a TFI (or other PBIS fidelity measure) at least once during the school year. To closely monitor fidelity and guide action planning, school teams may consider conducting a TFI in the Fall and Spring, as implementation may shift over the course of the academic year. The TFI will guide school teams' action planning to enhance PBIS implementation within current school models, and the

Positive Behavioral Interventions & Supports (PBIS)
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Classroom Management Observation Tool (CMOT)
Revised 2.2.20.19

Overview: The CMOT includes two components (1) program monitoring items, which have been validated for inferring decisions about relative strengths/needs with positive and precise classroom management, and (2) a checklist of empirically-supported practices for "look for" particularly.

Instructions: Complete program monitoring items monthly to inform decisions about professional development and complete checklist periodically to check program fidelity of empirically-supported practices.

Observer: _____ Date: _____
Grade Level: _____ Content Area: _____ Time Start: _____ Time End: _____
Instructional Activity: _____ Setting: _____
Group size: _____ Check all that apply (do not use): _____

CMOT Program Monitoring Items
Assess fidelity of positive and precise classroom management practices.

Problem and Preventive Classroom Management Practices (Observation)	1+	1-	2+	2-	3+	3-
1. The teacher uses positive classroom management practices.						
2. The teacher uses precise classroom management practices.						
3. The teacher uses positive and precise classroom management practices.						
4. The teacher uses positive and precise classroom management practices.						

CMOT Checklist
Assess fidelity of positive and precise classroom management practices.

Look for Evidence of Classroom Management and Preparation	Yes	No
1. The teacher uses positive classroom management practices.		
2. The teacher uses precise classroom management practices.		
3. The teacher uses positive and precise classroom management practices.		
4. The teacher uses positive and precise classroom management practices.		

Stoner, B., Patten, B., Swain, J., Dunlap, G., Gombosi, A., Gombosi, L., Wilburn, S., VanDusen, J., Ryan, G., Lewis, K., & Ryan, G. (2019). Initial validation of the Classroom Management Observation Tool: A brief rating scale to monitor teacher implementation of empirically supported classroom practices. www.pbis.org.

Classroom Management Observation Tool (CMOT)
Administrative Recommendations for Remote or Hybrid Learning

The CMOT was developed to monitor implementation of empirically supported classroom practices. Our CMOT manual and observation tool are available for personal administration. The following general recommendations and examples provide suggested guidance for remote administration (when school is operating in remote or hybrid learning conditions).

General Recommendations for Administering in Remote or Hybrid Learning Conditions

- When possible extend observations to 20-30 min to allow for teacher and student interaction.
- When conducting observations in remote or hybrid learning conditions, use the following strategies to ensure fidelity of implementation:

Item	Remote or Hybrid Learning	In-Person
1. The observer	• Observer provides effective specific praise to students in both learning conditions by:	• Observer provides effective specific praise to students in both learning conditions by:
2. The observer	• Observer provides effective specific praise to students in both learning conditions by:	• Observer provides effective specific praise to students in both learning conditions by:
3. The observer	• Observer provides effective specific praise to students in both learning conditions by:	• Observer provides effective specific praise to students in both learning conditions by:

Freeman, L., & Steiner, M. (2020). Classroom Management Observation Tool (CMOT) Administration Recommendations for Remote or Hybrid Learning. Stoner, C. J. University of Colorado, Boulder, CO. <https://www.pbis.org>

Integrated TFI Action Planning Guide



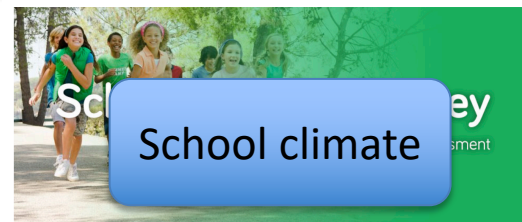
Data to Guide Implementation

Outcomes

Remote + In-Person

Observed and Perception

ODR
Time out of
Class
Grades



School climate

The School Climate Survey is now available on PBIS Assessment. Coordinators set up windows for students in your building to take the survey according to your evaluation schedule. For more information, visit [PBIS Assessment](#).

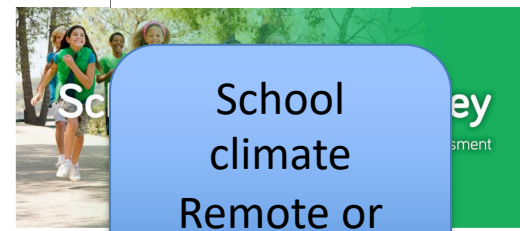
PBIS Positive Behavioral Interventions & Supports
Systematic Screening for Behavior in Current K-12 Instructional Settings

Screening

PBIS Positive Behavioral Interventions & Supports
Improving Attendance in a Remote Learning Environment
The purpose of this brief is to add the suggestions and strategies provided in *Increasing Attendance and Reducing Chronic Absenteeism* to guide practice during remote instruction. Strategies from both briefs will be shared at [www.pbis.org/constructionalguide](#).

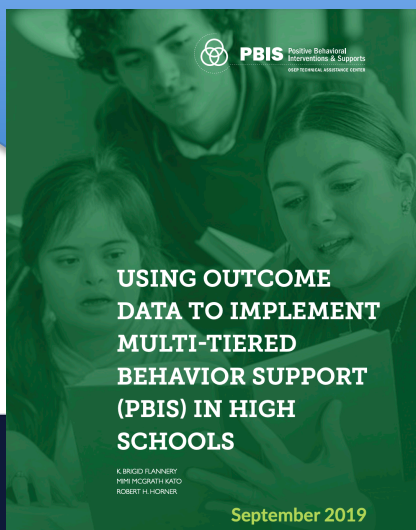
Remote attendance and engagement

Contributors: (1) screen and engage in continued professional learning; (2) use multiple strategies of data including screening data to identify students who may need additional supports and interventions; and (3) conduct screening responsibly, ethically, and with care.
Screen and Engage in Continued Professional Learning
Given the uncertain times, consider the importance of conducting systematic screening as a consistent practice to look for students at the top of concern. Get informed about what the results of research has demonstrated and try to students to struggle or fail is less than optimal and that ongoing in the practice periods of screening is highly useful for preventing learning and behavioral challenges from occurring, persisting, or escalating.



School climate
Remote or Hybrid

The School Climate Survey is now available on PBIS Assessment. Coordinators set up windows for students in your building to take the survey according to your evaluation schedule. For more information, visit [PBIS Assessment](#).



Data-Based Decision Making Process to Support Implementation

1. Are core/enhance features of practices implemented with

- Tiered Fidelity Inventory
- CMOT
- Integrated TFI Companion Guide

4. **Action plan:** How will you enhance implementation (intensify, modify, or select/add features)?

2. Are all individuals achieving desired **outcomes?**

3. What is the nature of the problem (who, what, why)? Review data-based decisions

- Office Referrals
- Time out of class
- Mental health screening
- Attendance
- Academic outcomes
- School Climate

Caution: More is not always better!

For each box, consider **social va**

Break Out Discussion Groups

- Group 1: Immediate Crisis Response
 - Group 2: Initial Recovery + Getting Started
 - Group 3: Initial Recovery + Strengthening
 - Group 4: Intermediate Recovery + Getting Started
 - Group 5: Intermediate Recovery + Strengthening
 - Group 6: Enhanced Implementation
1. Rename yourself with group number first
 - Example: 1.Jen Freeman
 2. Identify fidelity and outcome measures that align with your selected practices. Prioritize existing data!
 3. Identify data sources and implementation plans in your action plan
 4. Nominate 1 person from your group to share a brief summary of your groups discussion in the chat box when you return

Agenda

- What does emerging from pandemic look like?
- How do we prioritize outcomes post pandemic?
- How do we organize supports to meet new student need
- What practices will support academic and SEB growth?
- How do we know if what we are doing is working?
- Develop action plans to support the implementation of an integrated system of supports

Immediate Crisis Response

Ensure Safety

Initial Recovery

Stabilize Learning Environment

Intermediate Recovery

Differentiate Based on Data

Enhanced Implementation

Promote Culture of Wellness

Implementation Level

Getting Started

Strengthening

- Ensure physical & emotional **safety** of all
- Implement clear **communication & resource distribution** plan

- Prioritize **staff wellness**
- Invest in positive, predictable, & safe **tier 1 classroom practices**

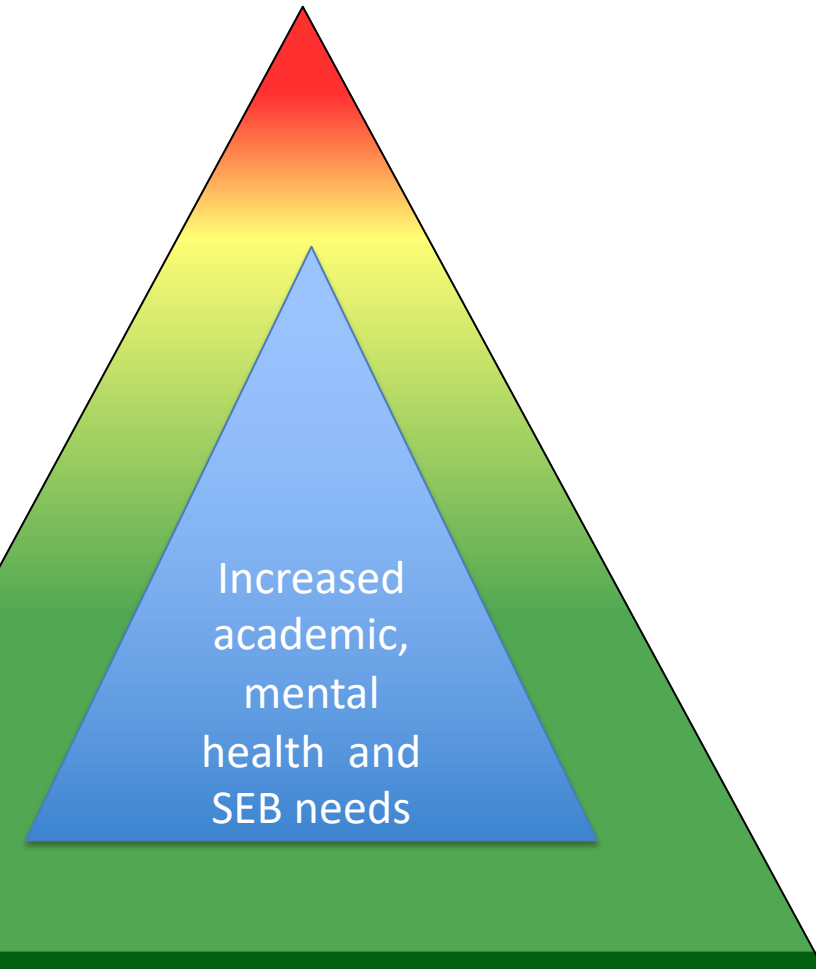
- Enhance existing **tier 1 supports** to teach & reinforce new protocols
- Include **mental health supports**

- Invest in **tier 1 practices** school-wide
- Use **existing data** to screen & match student to supports

- **Refine tier 1** based on **data**
- Enhance **screening protocol**
- Develop/enhance **tier 2 & tier 3** support to match need

- Use **data** to make ongoing adjustments to an **evidence-based, trauma-informed, & equitable** continuum of supports

Organizing to Support Many Needs

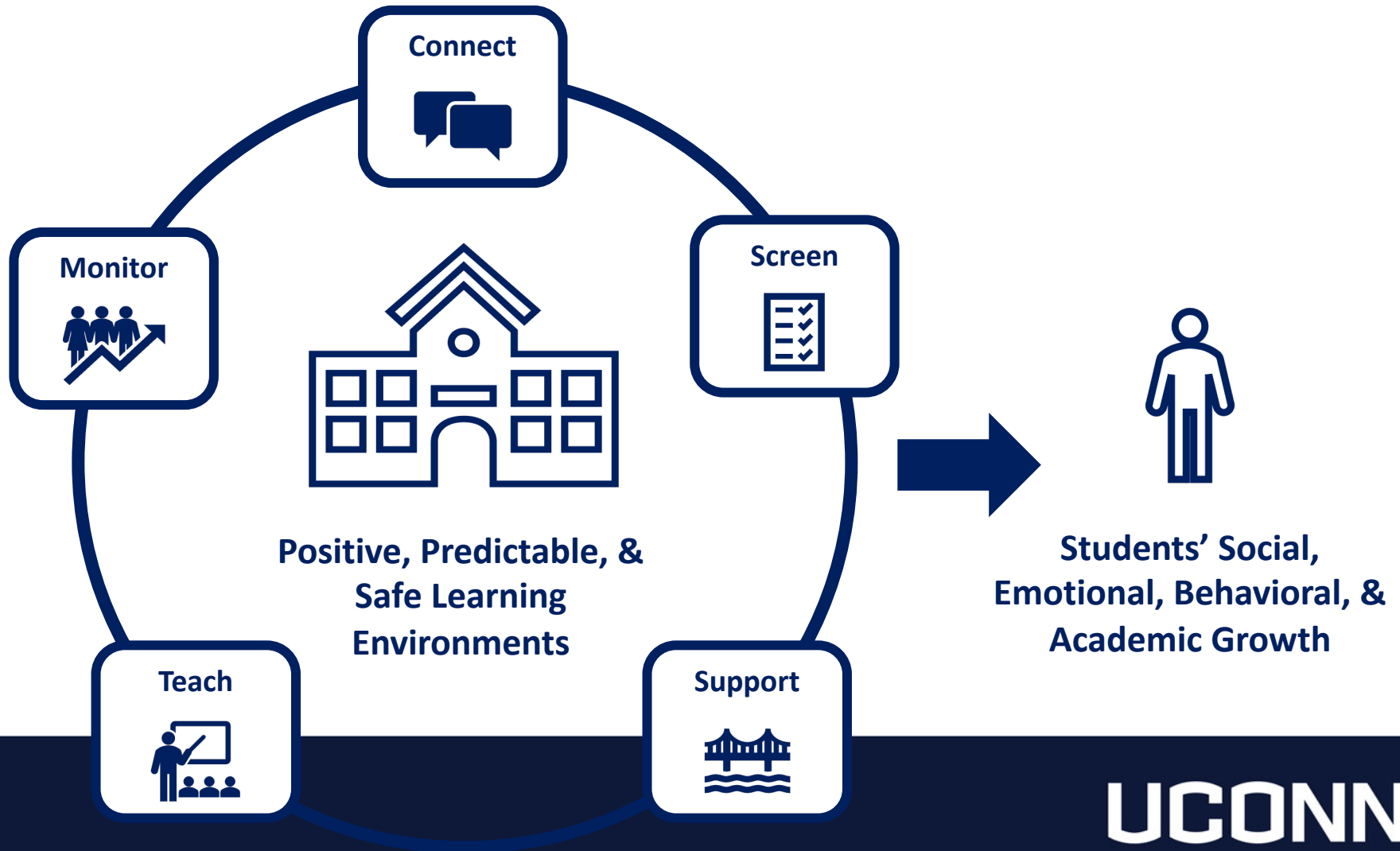


How can we best prepare to meet individual intensive needs?

How do we know who still needs more?
And how do we meet those needs efficiently?

How do we intensify tier 1 to meet more need?

Tier 1: Build on what you have!



Data to Guide Implementation

Fidelity

Outcomes

Conducting the Tiered Fidelity Inventory and Walkthrough Remotely

Introduction

During a global pandemic, schooling may look remarkably different. Schools are implementing contingency plans for a wide range of operating models (e.g., remote, hybrid, in-person), and remote learning is likely to be an integral component of school plans. Evidence-based frameworks, such as positive behavioral interventions and supports (PBIS), provide a critical foundation to meet the needs of students, families, and educators in this new context, but only when implemented with fidelity. Therefore, it is even more important to evaluate the fidelity of implementation of PBIS to support and guide decision-making. This practice brief will provide a rationale for conducting the Tiered Fidelity Inventory (TFI), regardless of operating model; (B) shares guidance on how to complete the TFI, including the walkthrough, remotely; and (C) responds to frequently asked questions related to conducting the TFI remotely.

Why Conduct the TFI Remotely?

Although the ways schools implement PBIS to support student behavior may look different during a pandemic, the core features of PBIS remain the same. Especially during periods of disruption, school teams should prioritize and monitor implementation of the core features of PBIS. The TFI is an effective fidelity tool that allows schools to assess and monitor the fidelity of all intervention tiers. Our current guidance (SWPBS Tiered Fidelity Inventory 2.1 Administration Manual¹) was developed for in-person administration, involving an external coach meeting with members of the school-wide leadership team. Various school operating models (e.g., hybrid, remote) may prove challenging for a full school team to complete the TFI in person with an external coach, as recommended. If it is not possible to get everyone in the same room, school teams can conduct a TFI remotely. Conducting a TFI remotely provides additional flexibility and allows critical school personnel to participate in both evaluation and action planning.

Steps to Conduct a Remote TFI: Collecting, Scoring, and Interpreting Data

School teams should conduct a TFI (or other PBIS fidelity measure) at least once during the school year. To closely monitor fidelity and guide action planning, school teams may consider conducting a TFI in the Fall and Spring, as implementation may shift over the course of the academic year. The Fall TFI will guide school teams' action planning to enhance PBIS implementation within current school models, and the

Classroom Management Observation Tool (CMOT)

Overview: The CMOT includes two components: (a) program monitoring items, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a checklist of empirically-supported practices known as "tools for particularity."

Instructions: Complete program monitoring items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.

Observer: _____ Date: _____
 Grade Level: _____ Content Area: _____ Time Start: _____ Time End: _____
 Instructional Activity: _____ Setting notes: _____
 Group/class/teacher/class: _____ (do not use)

CMOT Progress Monitoring Items
 Assess implementation of positive and/or proactive classroom management practices.

Please complete this portion of the CMOT after observing an elementary (K-5) classroom for 15 minutes (approximately).

	1 = Not Observed	2 = Observed	3 = Active	4 = Active through
1. The educator effectively engaged in active supervision of students in the classroom (i.e., monitoring, scanning).	1	2	3	4
2. The educator effectively provided visual (all students with opportunities to respond and participate during instruction).	1	2	3	4
3. The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior.	1	2	3	4
4. The educator provided more frequent acknowledgment for appropriate behaviors than negative behavior (i.e., reprimand).	1	2	3	4

CMOT Checklist
 Periodically, check for evidence of the following features of effective classroom management.

Check for evidence of Classroom Management and Organization:

1. The educator greeted students for the day and/or class activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. The educator greeted 1-3 students and established expectations in the classroom.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. The physical arrangement of the room was appropriate for the activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. The educator provided prompts for the day and/or class activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. The educator engaged and encouraged 1-3 students around behavioral expectations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. The educator selected and implemented additional organizational strategies, if appropriate, to support student behavior.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Additional classroom management strategies may include classroom systems to acknowledge appropriate behavior or consequences in response to inappropriate behavior; effective implementation of consistent, consistent, and accompanied by behavior-specific feedback.

Stoneman, B., Freeman, J., Swales, J., Dunlap, G., Cambria, A., Gorkin, L., Wilkinson, S., Vashara, L., Ryan, S., Lopez, K., & Kern, L. (2017). Initial validation of the Classroom Management Observation Tool: A brief rating scale to monitor implementation of empirically-supported classroom practices. Manuscript in preparation.

Improving Attendance in a Remote Learning Environment

The purpose of this brief is to adapt the suggestions and strategies provided in *Effective Attendance and Reducing Chronic Absences* to guide practice during remote instruction. Strategies from both books will be helpful during hybrid instructional models.

Attendance Policy
 In the current context barriers to student attendance and engagement have only increased. Schools and districts are encouraged to embrace a supportive, multi-tiered model for supporting student and staff engagement and attendance rather than punitive attendance or truancy policies. Leadership teams will need to be aware of and adjust policy and practice in response to local needs related to student care, local resources, and homelessness.

Measuring Attendance and Engagement
 Attendance can be difficult to monitor during remote instruction, but understanding the level of student engagement is just as important. Rather than just counting students who are physically in class, consider monitoring engagement with both synchronous and asynchronous instructional opportunities. For both synchronous and asynchronous learning consider monitoring multiple dimensions of engagement including overall time engaged, % of content opportunities, product completion, progress toward learning outcomes, and personal risk engaged with (e.g., teacher, para-professional, social worker, etc.).

Synchronous Learning	Asynchronous Learning
Take attendance during each online activity or class throughout the day.	Use software tracking tools to record the number and percent of students logging in to each instructional opportunity.
Record the number and percent of synchronous assignments or activities completed.	Record the number and percent of asynchronous assignments completed and turned in.

Then just as with in-person instruction, monitor the number and percent of students in each of the following categories:

- **Regular attendees** (less than 5% of instructional opportunities).
- **At risk** (5% to 10% of instructional opportunities).
- **Chronically absent** (more than 10% or more of instructional opportunities).
- **Socially chronically absent** (more than 20% or more of instructional opportunities).

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The School Climate Survey is now available on PBIS Assessment. Coordinators set up windows for students in your building to take the survey according to your evaluation schedule. Here's some information to help get you started with the latest survey added to PBIS Assessment.

Schoolwide + Classroom Remote and In-Person

Observed and Perception

Thank you!

Questions?

jennifer.freeman@uconn.edu



Emerging from the
Pandemic

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UConn

Post-Symposium Community of Practice

1:00 p.m. – 1:30 p.m.

ZOOM Link:

<https://zoom.us/j/99077278408?pwd=U0ZlczE2RVJRWnhPd0JlaFByOVRlUT09>

Passcode:

738039

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MAY Mindfulness Educator Wellness CHALLENGE for *PBIS Implementers*



MONDAYS 2:00 p.m. to 3:00 p.m. PST



AWARENESS



CONNECTION



INSIGHT



PURPOSE

*The impact and intersection of **Adult Wellness** with implementation of **PBIS Systems, Practices and Data***

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