**Tier 1 PBIS Content Guide:**

**8-Implementation Plan**

*Don’t Get Stuck*

**BoQ Critical Element: Implementation Plan**

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| --- | --- |
| **35** | **A curriculum to teach the components of the discipline system to all staff is developed and used** |
| *The team scheduled time to present and train faculty and staff on the discipline procedures and data system including checks for accuracy of information or comprehension. Training included all components: referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.* |
| **36** | **Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered** |
| *The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules including checks for accuracy of information or comprehension. Training included all components: plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.*  |
| **37** | **A plan for teaching students expectations/rules/rewards is developed scheduled and delivered** |
| *Students are introduced/taught all of the following: school expectations, rules for specific setting, and the reward system guidelines.*  |
| **38** | **Booster sessions for students and staff are planned, scheduled, and implemented** |
| *Booster sessions are planned and delivered to reteach staff/students at least once in the year and additionally at times when the data suggest problems by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Expectations and rules are reviewed with students regularly (at least 1x per week).* |
| **39** | **Schedule for rewards/incentives for the year is planned** |
| *There is a clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.* |
| **40** | **Plans for orienting incoming staff and students are developed and implemented** |
| *Team has planned for and carries out the introduction of Schoolwide PBIS and training of new staff and students throughout the school year.* |
| **41** | **Plans for involving families/community are developed & implemented** |
| *Team has planned for the introduction and on-going involvement of school-wide PBIS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)* |

**Implementation Materials**

* Description of school-wide PBIS
* Mission statement, PBIS team members
* Referral process (flow chart)
* Referral forms (major and minor)
* Definitions of problem behaviors
* Expectations and rules
* Lesson plans
* Description of acknowledgement system
* School-wide matrix

**Team Discussion**

* When should training occur?
* Who should attend?
* How long should it last?
* Who should conduct the training?

**Faculty/Staff Orientation and Training: Sample Agenda**

* Team Purpose & Role/Responsibility
* Overview of school-wide PBIS
* Basic principles of behavior
* Discipline process, definitions of behavior, referral forms
* Using data for buy-in
* Expectations and rules
* Lesson plans
* Acknowledgement system
* Classroom systems and boosters

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**Activity 8-A: Orientation of PBIS**

**Directions:**

There are four poster boards each labeled with Families, New Students, Substitutes, and New Staff. Tables are counted off to have each group take a poster board group, 1 through 4. At your table, discuss and record on sticky note what activities and settings will be needed for your group; and what physical and human resources, modalities, time frame, and any other considerations will be needed for each group. Have a team member deliver your notes to the correct poster board. Note that there are two columns on the poster board for each, so place your sticky notes in the correct column.

Next, possibly in coordination with a break, groups gallery walk each poster board to discuss the 3 other areas in which you were not involved, and add any notes you may have for these groups.

Annual Classroom Expecations Calendar

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| 1st grading period |  |  |  |  |  |  |
| 2nd grading period |  |  |  |  |  |  |
| 3rd grading period |  |  |  |  |  |  |
| 4th grading period |  |  |  |  |  |  |
| 5th grading period |  |  |  |  |  |  |
| 6th grading period |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
| 1st quarter |  |  |  |  |  |  |  |  |  |
| 2nd quarter |  |  |  |  |  |  |  |  |  |
| 3rd quarter |  |  |  |  |  |  |  |  |  |
| 4th quarter |  |  |  |  |  |  |  |  |  |

**Considerations for Implementation**

* Direct instruction the first few weeks of school in the setting where the skill or procedures is used
* Beginning of school year orientation period, such as a day for underclassmen
* Weekly lessons in advisory, homeroom, or classroom
* New Student Orientation using student ambassadors as orientation models for newly enrolled students
* Week long review lessons after school breaks
* Specific focus on a behavior from the school matrix that addresses a problem behavior evident from data (e.g. focus on ‘following directions’ to address ‘noncompliance’ or ‘disrespect’
* When students do show fluency in their use of social behaviors from your matrix, teaching may be periodic maintenance or “booster” lessons. These lessons would consist of reminders of the when, where and how expected behaviors are to be performed. Staff continue to actively supervise giving students feedback to maintain skill usage. Maintenance or “boosters” may include:
* Quarterly assemblies followed with group practice
* Short reminder lessons after school breaks
* When your data indicates a need for reteaching