




**Tier 1**

## Day 2 - The Big Picture ...


- Sugai, G., & Horsey, R. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy*, 24, 23-32.
- Kircald, D., Childs, K., Bawa, K. A., & Wallace, F. (2017). Identifying barriers and facilitators in implementing school-wide positive behavior support. *Journal of Positive Behavioral Interventions*, 9, 174-184.
- Kim, J., McIntosh, K., Meeker, S. H. & Niese, R. N. T. (2018). Longitudinal associations between SWPBS fidelity of implementation and behavior and academic outcomes. *Behavioral Disorders*, 43, 357-369.



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## Day 3 - Discipline ...


- Cowan, S. M., McDougall, J. L., Clark, K. & Davison, S. (2007). Office discipline referrals in school-wide decision-making: A practical example. *Psychology in the Schools*, 44, 19-27.
- Sugai, G., & Horsey, R. (2008). A Promising Approach for Expanding and Sustaining School-Wide Positive Behavior Support. *School Psychology Review*, 38, 248-258.
- Flannery, B. K., Feuring, P., Katz, M. M. & McIntosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly*, 28, 111-124.






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## Day 4 - Scaling Up & Culture ...

- Gregory, A., Skiba, R. J. & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 38, 59-68.
- Green, S. L. (2018, April 4). Government watchdog finds racial bias in school discipline. Retrieved from <https://www.nytimes.com/2018/04/04/us/politics/racial-bias-school-discipline-police.html>
- George, H. P., Cox, K. E., Marsh, D. & Swadlow-Hauck, T. (2018). District practices associated with successful SWPBS implementation. *Behavioral Disorders*, 43, 390-406.





## Identify 8 activities to model to school teams to develop a SW-PBIS system


### Activity #1



### Team Charter and Team Documents



### Activity #2

### Behavior Principles









Activity #3  
PBISapps.org and  
Assessment Overview





Activity #4  
Voting Process for  
Expectations




Activity #5  
Behavior Flowchart  
Minor vs. Major  
Behaviors



Activity #6  
Behavior Flowchart  
Minor Interventions



Activity #7  
Behavior Flowchart  
Case Study



Activity #8  
Data Analysis  
Worksheet

Describe activities for teaching PBIS coaching skills



## References

Hanner, Rob. *The Importance of Coaching in Implementation of Evidence-based Practices*. (PowerPoint slides). Retrieved from [www.pbis.org](http://www.pbis.org)

Stajki, G., Simonsen, B., Freeman, J. & Todd, A. (2012). *School-wide Positive Behavior Support: Coaching Readiness Self-Assessment*. University of Connecticut & Oregon.

## Coaching Readiness Self-Assessment



## What is a PBIS Coach?

Coaches support their team by assisting efforts, helping to ease and smooth the implementation process.

This involves:

- Verbally reinforcing your team
- Recognizing individuals' contributions to implementation
- Helping the school team out with tasks related to implementation of SWPBS
- Finding additional resources (forms, websites, videos, personnel) to enhance implementation efforts



## What is a PBIS Coach?

Coaches ensure the fidelity of PBIS implementation at the school.

This involves:

- Comparing your school's products and activities to information presented at trainings.
- Encouraging team members to revise their products, activities, and action plan as needed.
- Contacting your PBIS Project contact person (if needed) if teams are resistant to adapting their work.



## What is a PBIS Coach?

Coaches are liaisons between the PBIS Project contact and the school-based PBIS Team.

This involves informing the PBIS Project contact:

- When PBIS activities take place at their school(s)
- What is progressing well at their school(s)
- What issues their team is struggling with
- Whether their team(s) need additional resources or assistance





Introduce a framework for presentation skills that must be mastered to ensure effective facilitation of PBIS training

### References

Zeller, Kenneth, & Landry, Charlotte. (2002). *The Choreography of Presenting: The 7 Essential Abilities of Effective Presenters*. California: Corwin

### The 7 Essential Abilities of Effective Presenters


- Create 'Burrito' Foldable as a make-and-take artifact

- ### The 7 Essential Abilities of Effective Presenters
1. Establish Credibility
  2. Build and Sustain Rapport
  3. Read the Group
  4. Balance Task, Process and Group Development
  5. Listen to and Acknowledge Participants
  6. Respond Appropriately
  7. Recover with Grace
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Objectives:

1. Identify PBIS Curriculum Activities
2. Identify Coaching Skills
3. Identify a Framework for Trainer/ Presentation Skills



**Trainer-Leader-Coach (TLC): Critical Components of a PBIS Trainer-of-Trainer Program for School Districts**



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