

Training Year 1

School-wide Behavior Leadership Team

Year 1 Goals:

Have a schedule for rolling-out SW-PBS including lesson plans and assignments for teaching of school-wide expectations to students

Confirm a minimum 80% staff buy-in and support for PBIS

Complete Steps 1 – 8 in chapter 2 of the School-wide PBIS Workbook and have an action plan that addresses the status of each step.

Using the *Behavior Practices Self-Audit* and *Working Smarter Matrix* to begin the process of eliminating, modifying, or combining practices, activities, and workgroups to establish a clear continuum of evidence-based practices and interventions

Day 1:

- School-wide Systems Overview

Day 2:

- System for Responding to Behavior
- School-wide Expectations

Day 3:

- Behavioral Lesson Plans
- Function of Behavior

Day 4:

- System of Reinforcement

Day 5:

- Using the Data Team Process to Make Decisions

Day 6:

- Family Involvement
- Crisis Plan
- Preparation for Roll-Out

Training Year 2

School-wide Behavior Leadership Team

Year 2 Goals:

Evidence-based strategies for management in SW-PBIS settings. Evaluate what is in place.

Tool 7R

Systems: Establish coordinator progress review, nomination-screening plan, implementation plan, orientation plan, etc...

Practices: process check-in/check-out, hourly progress feedback, daily progress summary & feedback

Day 1:

Classroom Settings
Non-Classroom Settings

Day 2:

Tier II Systems

Day 3:

Tier II Practices (CICO)

Year 3 Goals:

Escalation Behaviors: Geoff Colvin's work, trends, patterns

FBA: Develop ability to identify the relationships between unique characteristics of an individual and contextual variables that trigger/reinforce behavior. Screenings and Tools

BIP: Using information from FBA develop plans based on Function, in the Tier III system (progress monitoring, Data charting, decision-rules, fidelity checks)

Training Year 3

Specialized Behavior Support Team

Day 1:

Tier III Systems
Escalating Behaviors

Day 2:

Tier III FBA's

Day 3:

Tier III BIP's