

Positive Behavior Intervention and Supports (PBIS) **Implementation Guidelines**

2018-19 School Year



Positive Behavior Interventions and Supports (PBIS) Implementation Guidelines

PBIS: Creating Positive District, School and Classroom Culture at MPUSD

Monterey Peninsula Unified School District (MPUSD) is dedicated to the success of all its students. MPUSD has outlined and committed to 6 pillars that are the foundation for creating an exemplary school experience for its students.

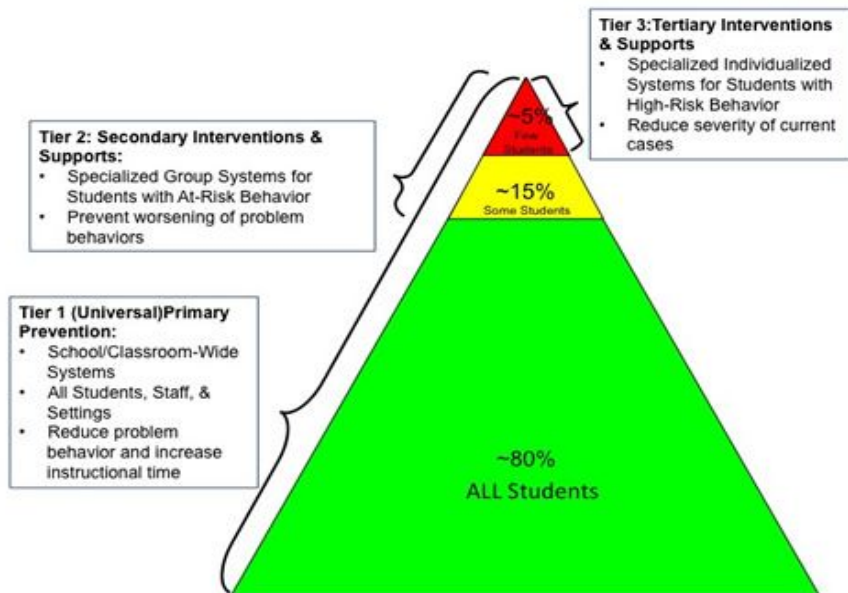
- Powerful Teaching and Learning
- ***Positive District, School and Classroom Culture***
- Commitment to Equity
- Leadership as the Lever
- Service Mindset
- Innovative and Creative

Implementation of Positive Behavior Interventions and Supports (PBIS) is the initiative identified by MPUSD to specifically support creating ***Positive District, School and Classroom Culture***. PBIS is a proactive, evidence-based approach that supports schools in creating a climate and culture where all students can learn and achieve while feeling a sense of belonging. PBIS is a multi-tiered framework that emphasizes the establishment of systems of social-emotional and behavioral support that enhance schools' capacity to maximize social-emotional, behavioral and academic outcomes for all students.

The following document has been created to help guide MPUSD school teams in the assessment, development, and execution of successful PBIS implementation. It guides the development of action plans for the establishment of systems that give schools the capacity to use effective interventions accurately and successfully. The goal is to support schools in building systemic capacity for sustainable, culturally and contextually relevant, and highly fidelitous implementation of multi-tiered systems of support and practices for safe and welcoming schools.

PBIS: A Multi-Tiered Framework

PBIS is an approach which is based on systematically developing, organizing and delivering evidence based interventions and supports. It is a 3-tiered framework that allows for the provision of a continuum of interventions and supports to meet the needs of all students. It is comprised of: Tier I (universal) Primary; Tier II (targeted) Secondary; Tier III (intensive) Tertiary.



PBIS is an approach that is prevention based. Primary prevention is schoolwide for all students, staff and settings. Secondary prevention is targeted and for groups of students who exhibit “at-risk” behaviors. Tertiary prevention is specialized and individualized for students with “high-risk” behaviors.

| Tier | Prevention Description |
|---|--|
| I. Primary (Universal) | Implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom). |
| II. Secondary (Targeted) | Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely. |
| III. Tertiary (Intensive) | Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely. |

According to OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). *Positive Behavioral Interventions and Supports (PBIS) Implementation* University of Oregon. Retrieved from www.pbis.org.

Guiding Principles of PBIS

PBIS is an approach founded on the following core **guiding principles**:

- 1. Invest in prevention first.** All members of a learning environment should experience an effective and relevant foundation of academic, social, emotional and behavior support (Tier I) that emphasizes arrangement of high quality teaching and learning environments: (a) direct and explicit teaching of social skills, (b) continuous progress monitoring, (c) multiple opportunities to practice in applied settings, (d) specific and contingent encouragement and recognition when social skills are used, and (e) constructive re-teaching when behavior errors occur.
- 2. Implement PBIS across the whole school.** Enhancing the social culture of a classroom or school requires all students and staff members to participate in the implementation process. As a whole school approach, the PBIS framework is implemented by and within individuals within classroom and across non-classroom settings (e.g., hallways, lunchrooms, assemblies, sporting events, field trips).
- 3. Establish a continuum of behavior support tailored to address the needs of ALL students.** A continuum of behavior support is characterized by a range of evidence-based practices (i.e., interventions and strategies that are aligned with a range of problem behaviors based on intensity and severity). A continuum of behavior support is not characterized by placement of students within tiers, service delivery programs (e.g., special education, mental health), or personnel roles (e.g., school psychologist and counselors, mental health workers), but more by delivery of an array of evidence-based practices.
- 4. Build local capacity with high fidelity technical assistance and support.** Although initial practice acquisition may be externally derived, sustained and accurate use of an evidence-based practice requires establishment of on-site personnel who are fluent in its use and who can make adjustments and decisions based on responsiveness to ongoing implementation.
- 5. Document high fidelity of practice implementation.** For students to experience maximum benefit, structures and systems should be in place to ensure that each evidence-based practice is implemented with the highest degree of fidelity. Continuous assessment of implementation fidelity and monitoring of student responsiveness to intervention are required.
- 6. Data-driven process.** Information should be collected, reviewed, and acted upon routinely, formally, and directly, based on six key questions: (a) What topic or problem needs to be addressed when, where, and how? (b) What intervention or practice might best address the need or problem? (c) How well have interventionists been prepared to implement the intervention or practice? (d) How well is the intervention or practice being implemented (fidelity)? (e) How well are students making progress towards goals (i.e., progress monitoring)? and (f) What adjustments are indicated to improve implementation fidelity and student responsiveness?
- 7. Enhance equitable implementation to be culturally relevant.** Development, implementation, and enhancements of a continuum of evidence based practices of behavior support must be contextualized explicitly to reflect the cultural learning history of students, staff, and family and community members (e.g., language, customs and practices, normative expectations, forms of acknowledgements and recognition). Systems that are tailored to the needs and preferences of the local students, families, and community are more likely to be effective than those that are implemented in a generic format.

PBIS Tier I

Tier 1 supports are designed for all students in a school. Core components of prevention include: setting and teaching clear behavioral expectations, creating an acknowledgment system to reinforce desired behaviors, and procedures for discouraging problem behavior. Schools will have a Tier I Team that guides the school in implementing PBIS to fidelity. MPUSD has created the following guidelines describing the development of Tier I teams and implementation.

| I. Universal level site expectations | |
|---|--|
| All students, all staff, all settings | |
| Systems | Practices |
| <ul style="list-style-type: none"> • Leadership team with active administrator participation • Commitment statement for establishing a positive school-wide social culture • Efficient routine, schedule, and structure for conducting effective team meetings • Following the Tiered Fidelity Inventory as a roadmap to effective implementation and action planning • Procedures for ongoing data-based monitoring, evaluation, dissemination and consistent entry systems • Procedures for selection, training and coaching of new personnel • Integration of academic, behavior and social emotional learning (MTSS) | <ul style="list-style-type: none"> • Determined school-wide positive expectations and behaviors are defined and taught • Procedures for establishing classroom expectations and routines that are consistent with school-wide positive expectations • Continuum of procedures for encouraging and acknowledging expected behavior • Continuum of procedures for discouraging problem behavior • Social emotional learning opportunities • School-wide data based decision making • Attendance goals identified and included in tiered system of support • Procedures for encouraging school-family partnerships • Culturally relevant learning opportunities for all students |

Tier I Lead and team Responsibilities

- ◆ Coordinate implementation efforts of Tier I SWPBIS core features
 - Ensure that school-wide behavioral expectations are defined, explicitly taught and visible throughout the school
 - Ensure that there is a school-wide acknowledgment system in place and that it is implemented consistently across all classrooms/settings
 - Use and update the PBIS Action Plan which is based on completion and analysis of Tiered Fidelity Inventory (PBIS Assessment using pbisapps.org)
 - Review school-wide data on regular basis
 - Involve parent and community members in PBIS initiative
- ◆ Adhere to Tier 1 implementation steps in district provided Scope and Sequence
- ◆ Schedule and coordinate PBIS Tier I team meetings (minimum monthly with appropriate [agenda items](#)) and include the necessary team members
- ◆ Assign potential team member roles accordingly:
 - **Recorder and time keeper.**
 - **Data analyst:** This person should have access to available data, including but not limited to discipline, attendance, academic scores, number of acknowledgements given out per month and other school wide information that would assist the team in decision making. *Note:* the responsibility of bringing data points to the team meetings can also be distributed to multiple team members if more appropriate.
 - **Parent/Community member (when applicable):** Attend and participate in meeting when invited. Team will value the perspective of the parent given their unique perspective and experiences
 - Note: “An extensive body of research investigating the extent to which parents are involved in the schooling of their children indicates that greater parent involvement is associated with better academic achievement and mental health of children (e.g., Pomerantz, Moorman, & Litwack, 2007).
 - Please use the following form as a reference to help lead your efforts in [community/family involvement](#) in creating a positive school culture.
- ◆ Analyze school-wide academic, behavior and attendance data monthly with team to identify systemic solutions (e.g. increase supervision in designated areas, explicitly re-teach desirable behaviors and/or increase acknowledgement/reward systems)
- ◆ Report data to team and collaborate on resulting school-wide interventions
- ◆ Support site in identifying and reaching school wide attendance goals in universal level of tiered system
- ◆ Report out/seek feedback at site monthly staff meetings on status of PBIS events, systems, updates, etc.
- ◆ Survey staff annually to seek feedback on PBIS implementations and barriers
- ◆ Collaborate regularly with school Tier II Lead/Team
- ◆ Coordinate/collaborate with district PBIS coaches on regular basis
- ◆ Attend all district PBIS Lead meetings and training opportunities (minimum of 2 annually) and reply to invites accordingly.
- ◆ In collaboration with site administrator and district coach, apply annually for the California State PBIS Recognition System
- ◆ Support site in assuring for culturally relevant learning opportunities for all students

Tier I Team Composition

When developing the Tier I PBIS team, refer to the following staff as potential members. The Tier I team should contain representatives across grade levels, disciplines (classified or certificated staff) and include a site administrator.

- Administrator
- Family Service Specialist, Mental Health Therapist, or Mental Health Clinician
- Counselor
- Academic Coach
- Intervention Teacher
- Attendance Clerk
- Community Liaison (bilingual if applicable)
- Health Assistant/Nurse
- 504 Coordinator
- SST Coordinator
- Campus Monitor/supervisory assistant

Please note that not every suggested member will be available or appropriate to have on each team at each school site. However, the team will want to have staff that represent as much as a variety of content and expertise areas as possible.

Data Entry and Integrity

Data-based decision making is an integral practice for implementing PBIS with fidelity. Accurate and reliable data helps school teams make the informed decisions about managing behavior and measuring outcomes to maximize students' academic and social achievements.

- Each school will need an efficient system for gathering and analyzing school-wide information. One way this will be accomplished is by utilizing Illuminate On-Track data system.
 - On-Track is an early warning system which uses different data measures to identify which students are “On Track” or not “On Track” for academic success, graduation, or other identified goals established by the district.
 - On-Track gives school personnel the capability to evaluate individual student academics, behavior and attendance, the behavior of groups of students, the behaviors occurring in specific settings, and the behaviors occurring during specific time periods of the school day.
- To ensure behavior data is captured and accessible, all schools will enter “Minor” and “Major” behavior incidents in Illuminate. Please refer to the [Illuminate Behavior Data Entry guidelines](#) for more information.
- Behavior data should identify date, time, location, type of behavior. This allows for the identification of locations prone to elicit types of problem behaviors and allow teachers and administrators to shape school-wide environments.
- Review of school wide data will help the team answer questions such as:
 - How is the number of Major’s [i.e. Office Discipline Referrals (ODR’s)] compared to last month?
 - Are there patterns, peaks or trends in specific problem behaviors, locations, or times needing extra support and attention within our Tier I school-wide view?
 - How many students received a positive acknowledgement ticket?
 - Did all of our teachers and staff hand out all of their acknowledgements tickets?

- Are we making progress on our PBIS action plan?
- Are we meeting our school wide student attendance goals?
- Are we improving our progress from our Youth Truth data?

Collaboration

The Tier I PBIS team will have ample opportunities to collaborate with other leadership groups (such as the Tier II/III team and the ILT) and staff (such as attendance clerk, community liaison, etc.) for the actualization of the school's PBIS Action Plan and implementation strategies of the team (most commonly completed during staff meetings). Through the use of surveys (available at pbisapps.org), the team will receive information on staff opinions and participation within the current structure of your PBIS initiative.

Community Involvement

As education is vital to our local communities in which we teach, our community members are equally important in our efforts to create safe and welcoming schools. It is for this reason that the Tier I team will conduct outreach to involve parents and and community members into the PBIS planning efforts. Community outreach may be made to community based and faith based organizations, government agencies, politicians, partner colleges and universities. Other ideas on community involvement can be found at www.pbis.org/community.

School-Wide Social Emotional learning (SEL) Opportunities

The explicit teaching of social emotional skills is one of the primary elements in creating safe, welcoming schools that support our youth's development of core competencies that they need in order to be successful in school and beyond. This teaching integrates traditional academic lesson planning with specific developmentally appropriate social emotional learning opportunities. These skills have been increasingly identified as important and necessary factors for college entrance as well as employers recruiting competent staff.

MPUSD has identified Mindfulness and use of [Second-Step Social Emotional Learning \(SEL\) curriculum](#) as the two primary approaches to support the successful implementation and teaching of social emotional skills.

PBIS Tier II

Tier II systems are for students requiring additional supports to be successful in the given environment. These identified students may require more targeted and intensive interventions to reduce problem behaviors and to develop the social and behavioral skills required. Core components of prevention include: identifying student needs, developing and implementing Tier II interventions and supports for approximately 15-20% of the student population. Schools will have a **Tier II/III** team that guides the school in implementing those core components with fidelity. MPUSD has created the following guidelines describing the development of Tier II/III teams and implementation.

| II. Secondary site expectations | |
|---|--|
| Supplemental supports | |
| Systems | Practices |
| <ul style="list-style-type: none"> • Intervention team with identified lead • Behavioral expertise • Formal process for screening and identifying students in need of more than Tier I support. (i.e., On-track and Tier II referral system) • Precise data collection & analysis related to implementation fidelity and progress monitoring • Access to training and technical assistance on Tier II practices and supports • Integration of academic, behavior and social emotional learning (MTSS) | <ul style="list-style-type: none"> • Following the Tiered Fidelity Inventory as a roadmap to effective implementation and action plan • Identification of appropriate Tier II interventions that match to student need • Increased instruction and practice with self-regulation and social emotional skills • Progress monitoring-use of data to determine intervention effectiveness • Increased student access to academic and behavioral supports • Supports for students chronically absent within our tiered system • Capacity building via professional development and community outreach |

Tier II/III Lead/Team Responsibilities Overview

The Tier II/III team serves as problem solving team for students who are in need of more than school-wide systems and classroom interventions attempted through the grade level team or classroom problem solving team process.

- Coordinate implementation efforts of Tier II PBIS core features
 - Develop, use and update PBIS Action Plan based on completion and analysis of Tiered Fidelity Inventory (PBIS Assessment using pbisapps.org)
 - Implement online district-wide Tier II Referral Form and track referrals accordingly.
 - Develop and maintain effective Tier II intervention options
 - Alternatives to suspension are reviewed and implemented
- Adhere to Tier II implementation steps as outlined in district PBIS Scope and Sequence
- Schedule and coordinate PBIS Tier II/III [team meetings](#) (minimum twice monthly) to include social emotional leaders such as Family Service Specialists, Mental Health Therapists, school counselors, etc.
- Review student minor/major (including suspension) data to determine type of support appropriate (classroom support vs student support)
- Address student [chronic absenteeism via Tiered system of support](#)
- Review intervention strategies implemented and progress monitor the effectiveness of those interventions
- Coordinate/collaborate with Tier I Lead/Team
- Coordinate/collaborate with district PBIS Coach on regular basis
- Attend district PBIS Lead meetings and trainings (maximum of 2 annually)
- Identify and collaborate with appropriate community partners

Team composition Tier II/III

When developing the Tier II/III PBIS team, refer to the following staff as potential members:

- Administrator
- Family Service Specialist, Mental Health Therapist, or Mental Health Clinician
- Counselor
- Academic Coach
- Intervention Teacher
- Attendance Clerk
- Community Liaison (bilingual if applicable)
- Health Assistant/Nurse
- 504 Coordinator
- SST Coordinator
- Campus Monitor/supervisory assistant

Please note that not every suggested member will be available or appropriate to have on each team at each school site. However, the team will want to have staff that represent as much as a variety of content and expertise areas as possible. This will be imperative in determining the appropriate interventions that match student's' needs and to be able to respond to referrals quickly.

It is further required that team have members serving specific roles. Those suggested roles are as follows:

- **Lead:** This is likely to be one of the school's Social Emotional Leaders (i.e., Family Services Specialist, MH Therapist, MH Clinician or School Psychologist). The Lead does the following: organizes and schedules meetings; creates efficient agendas and facilitate meetings on regular basis; reports out to staff; communicates with Tier I lead; organizes potential professional developments required at the site.
- **Data Analyst:** This person should have ready access to available data including, but not limited to, students receiving Tier II supports, academic scores, discipline, attendance. This data can all be accessed via On-Track data within Illuminate. This person should feel confident in her/his ability to access the data and be prepared to bring talking points to the team on a regular basis.
- **Check In/Check Out (CICO) Coordinator:** Coordinates system of tracking all [daily point sheets](#) of students on CICO. [Ensure Daily Points Cards](#) are tallied properly by mentors.
 - Facilitates discussions around CICO before each team meeting
 - Analyzes all individual students' data and prepares the most optimal reports for the team to problem solve students' progress or lack of progress
 - Pre-determine if a student is ready for self-management and consider how to reduce check-in periods
 - Determine if CICO is an appropriate intervention that meets the student needs after review of referral data
 - Set up a system to track student success in meeting their goals and issuing rewards
 - Ensure rewards are well stocked and available.
 - Ensure students receive their rewards in a timely manner (within 1-2 days).
 - Determine who will track issuing of rewards and measuring their effectiveness.

Tier II Interventions:

The following are a few examples of small group interventions schools may implement:

Additional Tier II interventions and alternatives to suspensions can be located at Pbisworld.com/tier-2/

Check In/Check Out (CICO)

The Check In/Check Out (CICO) intervention uses a process to provide systematic performance feedback for identified Tier 2 students who may benefit from daily organizational and behavioral support and positive adult attention. This intervention is most appropriate for students who seek or enjoy adult attention. This intervention also provides a positive communication link between home and school, sets students up for success, each morning, and can be faded to develop student self-management.

Social Skills Groups

Social Skills Group (approximately 2-10 students in each group) will provide specific social skills training/instruction, based on the student's identified function of problematic behavior or lagging skill set/repertoire. Replacement social skills behaviors identified from the school-wide matrix will be taught and practiced. Communication about skills addressed will be provided to classroom teachers of participating students. Student performance of skills will be acknowledged by all participating adults. Use of [Second Step](#) may also play a role with

providing ideas and curriculum for this. If a school chooses to use a commercial social skills curriculum, it will important to tie the specific skills to the school-wide expectations (e.g. safe, respectful, responsible).

Academic Supports

Students who engage in problematic behaviors and appear to need social skill development may also struggle with academic achievement. The results from curriculum based assessments will be utilized to monitor academic progress of all students. Students who are identified as at-risk academically may receive additional academic support. Learning concerns will be identified and targeted academic accommodations will be developed and implemented.

“Poor academic skills early in school predict a wide range of behavior problems, because students who have difficulty with reading may find problem behavior as an effective means of escaping or avoiding reading activities. Students may engage in problem behaviors because the academic activity may be too difficult, too easy, or not relevant to student needs or interests (McIntosh, Horner, Chard, Dickey, & Braun, 2008).”

Restorative Justice

Traditional school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, suspensions and expulsions. Research has shown that traditional discipline/punishment does not get desired student outcomes, diminishes positive relationships and does not teach students the desired behavior. We know that if a school operates on punishment and compliance it experiences increases in the number of students excluded from instruction due to suspension or expulsion. With this in mind, alternatives to traditional disciplinary practices are required to teach students necessary social and academic skills required to be successful.

Restorative Justice practices are such an alternative. Restorative Justice practices are based on problem solving and prevention. They emphasize respect, responsibility, relationship-building and relationship-repairing. These practices are an important aspect of the tiered intervention system at MPUSD. Tier 1 practices includes utilizing community building circles and respect agreements. Tier 2 practices include utilizing solution finding circles integrating reflective and instructional phases. Tier 3 practices include conflict resolution strategies. Restorative Justice Partners states, “In a restorative justice process, the person who has done harm takes responsibility for their actions and the person who has been harmed can take a central role in the process. Restorative processes, which foster dialogue between the offender and the victim, show the highest rates of victim satisfaction, true accountability by the offender, and reduced recidivism”.

Responses to Tier II Referral:

The steps a Tier II/III team may take after identifying a potential student or receiving a Tier II referral is as follows:

- Inform the referring party that the referral was received and give a timeline of review.
- Review the information and data provided and available through On-Track and other sources
- Observe classroom/student (if deemed appropriate)
- Consult with referring teacher or staff

- Provide support/recommendations to the teacher/classroom ([may use pbis classroom management checklist](#)). Recommendations will likely derive from Tier 1 classroom-wide practices
- Provide recommendations on Tier 1 whole class supports and/or Tier II individual student academic and/or behavior interventions such as Check-in Check-out, small group learning opportunities, behavior plans or behavior contracts.
- Contact parent/caregiver if individualized interventions are being delivered (particularly if the interventions or supports are being delivered outside of the classroom)
- Implement and monitor appropriate Tier II interventions (may use a [Tier II tracking tool](#) to track number of students receiving identified Tier II interventions)
- Develop appropriate student goals for assigned intervention and progress monitor
- Make data based decisions and exit students accordingly
- Review for need for any added decision making to support student accordingly.

Consistent referral/student identification process:

Each site will have access to two ways to identify potential students that may require more supports than the school-wide Tier I PBIS is currently providing: the online district-wide Tier II Referral Form and utilizing [On-Track system via Illuminate](#). If you do not have access to the online referral form, please email your District PBIS Coach.

On-Track is an early warning system which uses different data measures to identify which students are “On Track” or not “On Track” for academic success, graduation, or other identified goals established by the district. On-Track gives school personnel the capability to evaluate individual student academics, behavior and attendance, the behavior of groups of students, the behaviors occurring in specific settings, and the behaviors occurring during specific time periods of the school day.

Student performance data:

Monitoring student data to determine the effectiveness of the intervention provided is a critical aspect of the Tier II process. This will assist your team in making decisions on continuing, modifying or exiting the student from the intervention.

Progress monitoring:

Within Illuminate is the MTSS intervention tracking system which allows Tier II/III teams to enter the selected interventions to the assigned student profile. Once entered, the team can monitor the effectiveness of the intervention and if the student is making progress towards the identified goals and desired outcomes. Progress monitoring is used to assess students’ academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students, groups of students or an entire class. In progress monitoring, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

It is important to only implement interventions that match the student needs for an appropriate amount of time. Extending the interventions for longer than necessary may result in overwhelming the Tier II system and team members. Conversely, not implementing an intervention for long enough may not provide the team with the desired results.

Capacity building:

Professional development:

It will be the role of the Tier II/III team to (over time) help build the capacity of the school site to provide effective interventions and supports for students needing more than the primary level of PBIS. You will do this through collaboration with teachers and other staff members at devoted staff meetings arranged with the administrator. These efforts will in turn reduce the number of Tier II referrals and needs on campus.

Collaboration/outreach:

It is the intent of MPUSD to continue its outreach to the community via our PBIS Tier II implementation. This can be accomplished in a variety of ways and will vary according to the unique opportunities that each school community has. While this outreach will differ from the school wide community outreach, the efforts are as significant. An example of this can be communication with School Resources Officers and/or Probation Officers to keep them aware of and apprised of the PBIS initiatives and intended outcomes of the interventions in place. Additional outreach may also include forming relationships with local service departments such as police, behavioral health, restorative justice and other wrap around services.

PBIS Tier III

For approximately 1-5% of a schools student population, more intensive support is needed. In some cases these students have extended school histories of academic and behavioral difficulties. Because their needs may be more significant and more chronic, support for these students will be specialized and individualized. Schools will build on the established schoolwide system developed for Tier 1 and Tier 2 to accurately identify these students and design appropriate supports to teach and sustain the desired replacement behaviors. Reducing the intensity and/or complexity of existing problem behavior that are resistant to and/or unlikely to be addressed via primary and secondary prevention efforts will be achieved by providing most individualized responses to situations where problem behavior is likely.

Tier III-Intensive Interventions:

- Comprehensive Functional Behavior Assessments identifying the missing skill sets and function of behavior, therefore identifying the potential replacement skills, environmental modifications, curriculum modifications and reinforcement systems.
- Behavior Intervention Plans to teach individual students alternative appropriate ways to meet their needs and succeed in school.
- Individual interventions to teach students the necessary repertoires such as participation, social skills, coping skills, problem solving skills, emotional regulation etc...
- Assessments completed by the school Psychologist when appropriate
- Wrap around services and interventions that involve the family, mental health (if applicable), relevant school team member, and other community support systems
- Crisis response (suicide prevention, intervention and response)
- Increased community partnerships and referrals
- IEP's and 504 plans for students with identified disabilities.
 - Note: for these students the Tier II/III team is not likely as directly involved as the identified students typically have the IEP or 504 teams in place to support the individualized plan.

District PBIS Intervention Team

MPUSD is committed to providing the assistance and support to schools in working toward improving PBIS implementation across the district. Our district teams offers school sites direct coaching, technical assistance, professional development, policy development and collaboration.

Multi-Tiered System of Supports (MTSS):

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business,” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential.

The MPUSD district team will continue to hold monthly project meetings to with the purpose to align academic, behavior and social emotional systems. This will help us reduce competing initiatives and reduce (what can otherwise be) siloed or redundant work efforts.

Professional Development:

The District Implementation Team (DIT) will plan for and prepare appropriate and differentiated professional development opportunities for the PBIS leaders/administrators within the school sites across the Tier I and II/III teams. This will include but not be limited to:

- Planned professional developments per identified cohorts to meet the needs of individual teams.
- Professional development/workshops offered by leading experts when available and offered locally
- Participate in webinars offered by leading experts when available.
- Members of the DIT will maintain a high level of knowledge and keep current with the latest technology and research regarding MTSS and integrating social emotional supports.

Coaching:

The District Implementation Team will provide coaching to each site implementing PBIS within MPUSD. Coaching will include:

- Providing support with Tiered Fidelity Assessment and subsequent action planning
- Adjust implementation for sustaining durable outcomes
- Behavior and mental health and content expertise
- Support transfer of practices acquired and developed at team trainings, symposiums or webinars.
- Data-based decision making support
- Support aligning Tier II interventions with Tier I Behavior Expectations.
- Communication and technical support provided on as needed basis.

Collaboration:

The district Collaborative Assistance Support Team (CAST) will provide support to school site teams when the supports and interventions within their academic, behavioral and social emotional tiered systems has not resulted in the desired outcomes and additional support and decision making is required.

Funding:

Continued commitment of developing positive school culture and climate can be found in the MPUSD Local Control Accountability Plan. Additionally, the district compensates each school site with district allocated site funding. It is the responsibility of the school site administrator ensures this funding is allocated towards PBIS related supplies and materials intended to promote the school wide expectations and acknowledgement system (e.g. awards, rewards, posters, signs). Additionally, a stipend is provided to the Tier I lead of each school site in the effort to help provide and sustain a minimum of 70% implementation rate as measured by the Tiered Fidelity Inventory.

Leadership:

The District Leadership Team will continue to action plan through the use of the Tiered Fidelity Inventory. Assessment and other resources such as the Scope and Sequence, and Implementation Guide. Also included will be policy development and implementation, fiscal and resource management and active team participation. The team will be continuing to link our PBIS initiative to our Local Control Accountability Plan to assure we are integrating positive school climate/culture.

In summary, over the past five years, the district has been successful in significantly reducing the amount of out of school suspensions while improving the culture and climate of the schools. An emphasis on implementing the PBIS framework was instrumental in the success attained. Particular emphasis will be paid to parent/community involvement, mindfulness, disproportionality, intervention tracking systems, equity of implementation and scaling up to Tier III practices.

Resources

- [MPUSD MTSS resources via PADLET](#)
- [MPUSD PBIS roles and responsibilities](#)
- [MPUSD Scope and Sequence](#)
- Pbisworld.com
- Pbis.org
- CASEL <https://casel.org/what-is-sel/>
- Advanced Education Effectiveness: Interconnecting School Mental Health And School-Wide Positive Behavior Support
- Center on response to intervention at American Institute for research
- California Department of Education rtinetwork.org
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). *Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information*. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). *Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 2 – Foundations and Supporting Information*. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.
- <http://pbissmissouri.org/tier-2-workbook>
- <https://edsources.org/2016/cost-of-suspensions-is-high-for-students-who-drop-out-after-discipline-report-finds/565111>
- <http://www.pbischampionmodelsystem.com/>
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