**DE-PBS School-wide Team Product Guide**

**Why is the DE-PBS Project so pushy about documentation?**

To find out, ask a team whose team leader transferred and had all the materials on the computer or papers in files. ☺ Really, the reason for documentation is to support teams in sustaining systems over time. Team members do not have time to recreate materials one year to another, so developing and organizing products in a central location keeps the team’s good work with the school and not a specific team member.

**What is the difference between permanent and working products?**

*Permanent* products are program materials a School-wide PBS Team creates when they develop and implement a School-wide PBS program. They may be utilized throughout the year and updated as needed, but do not change monthly. *Working* products are materials the team may use during monthly meetings, such as meeting minutes and monthly data summaries for current school year.

**Do we have to have our materials organized this way? Do we have to separate our materials between Permanent and Working?**

No is the simple answer, but organizing materials into separate filing systems (usually binders) is helpful for keeping your monthly meetings organized and keeps the permanent products notebook from overflowing. These sections are just guidance and your team may not have all of these products developed.



Permanent School-wide PBS Product Outline

This is an outline of the program materials a School-wide PBS team creates when it develops and implements a School-wide PBS program.  There are blank templates for developing products, examples of school products, as well as reference documents located at [www.delawarepbs.org](http://www.delawarepbs.org).

* **Section 1: DE PBS Program Development & Evaluation**
  + Delaware PBS [Key Features](http://wordpress.oet.udel.edu/pbs/wp-content/uploads/2011/11/ES_MS_HS_013_DE-PBS_Key_Features.pdf)
  + Copy of SWPBS Team Training Materials (note location of at least 1 set of training materials that any school team/staff can reference)
  + Staff PBS Overview to be updated yearly
    - Includes:
      * Global characteristics of PBS programming
      * PBS expectations and program overview
      * School data used in decision-making
      * Role of teacher in school’s PBS program
  + School Improvement Plan
  + Archived Data:
    - End of year summary of Big Five Data Sources & associated data analysis
    - Delaware Assessment of Strengths and Needs result reports
    - School Climate Survey reports
    - DE-PBS Key Features School Evaluation Report
  + Involving and Communicating with Families
    - DE-PBS presentation(s) to families at school
    - On-going dissemination of school’s DE-PBS information to families
    - Parent involvement in school’s DE-PBS planning at the school level
    - System for positive staff contacts to home
* **Section 2: Implementing School-wide PBS**
  + Expectations Behavior Matrices
  + School-wide Initial PBS Introduction: Kick-Off Plan (Staff, Student, Family)
    - Teaching event feedback/evaluation notes
  + School-wide and classroom lesson plans for teaching expectations
    - Maintenance plans for teaching throughout year
  + Acknowledgement Matrix – documentation of system to reinforce expectations
    - List of past celebration ideas and logistics
  + DE-PBS Fast Facts for substitutes (Expectations, recognition system)
  + Archived PBS planning documents:
    - DE-PBS Action Plan
    - End-of-year analyses and plans
    - Recognition applications
  + Behavior intervention processes (Tier 2/3 behavior system information)
  + School Crisis Plan
* **Section 3: Correcting Problem Behaviors**
  + Discipline procedure materials
    - Code of Conduct
    - Major vs. Minor behaviors listed and defined
    - Behavioral response procedures for minor and major behaviors (often a flow chart)
    - Behavior/Office Discipline Referral Forms
      * Major
      * Minor
  + Materials to support behavioral response procedures
    - Classroom management strategies
    - Reflection/problem solving/skill building tools (reflection sheets, guiding questions)
* **Section 4: Incorporating Socio-Emotional Learning (SEL)** 
  + School-wide SEL curriculum or plan for incorporating SEL into lessons. Resources to support staff in acknowledging students displaying SEL competencies (e.g. – promotion of effort, concern for others, etc.)
  + Activities used to support SEL
    - Service Learning
    - Peer mentoring
    - Student leadership opportunities (School-wide & Classroom based)
    - Display/bulletin board materials to highlight SEL concepts



Working School-wide PBS Product Outline

This is an outline of the monthly meeting materials School-wide PBS teams may use and reference such as minutes and data reports.

* Current Action Plan (Key Feature Status Tracker)
* Current Team:
  + PBS Team List- names and school roles (e.g. Sam Smith, 5th grade special ed)
  + Team Leader
  + Data Coordinator
  + Parent(s) contacts for 2-way communication
* Current Data – Office Discipline Referral (ODR)
  + Monthly reviewed Big Five Data (referrals by behavior, time, location, student(triangle), and average referral rate per month)
  + DDRT data
  + Current Data – Other sources
    - Recent School Climate Survey, Key Features Evaluation, and DASNPBS
    - Current internal feedback surveys, if applicable (e.g. Kick Off Activity surveys, student reinforce/interest inventory)
  + Monthly Team Meetings
    - Schedule of monthly PBS team meetings
    - Schedule of PBS related events
    - Monthly team meeting agenda with detailed minutes:
    - Analysis of +/- patterns in data
    - Monthly action planning (Re-teaching Plan of Activities/Calendar)
  + End of year analysis and planning
* Phase Recognition Application (if team submits)