

# DE-PBS TIER 1 STATUS TRACKER – TIER 1 REFLECTION TOOL

**School Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions for Tier 1 Team Members Completing this Tool:** As a team, reflect on the following prompts organized by the four components of a Tier 1: School-wide PBS/MTSS Framework. Note the status of the item as: In Place (3), Partially in Place (2), Not in Place (1). *Honest reflection will support your team in identifying which areas need additional focus and action planning.*

<b>School-wide PBS Tier 1: Program Development and Evaluation</b>		
	<b>Notes To Consider/Discussed</b>	<b>Status (3, 2 or 1)</b>
<b>Data</b>		
1. Behavior referrals are entered into the school’s electronic system within a week.		
2. School participates in “DE School Climate Survey”: Staff, Student, Home (w/in past year). This data is used by team to plan in planning and evaluating the PBS program.		
3. Staff (at least 50%) participates in the “Delaware Assessment of Strengths and Needs for Positive Behavior Supports” (DASNPBS) (w/in past year). This data is used by team in planning and evaluating the PBS program.	<i>Not needed if completing a KFE, Consider using on years without KFE.</i>	
4. Office Discipline Referral (ODR) data (summarized by Big 5) is pulled <i>monthly</i> by a <i>designated person</i> and brought to the SWPBS Team for review.	<i>Big 5 = Average referral rate per month, Referrals per behavior, location, time, and student (triangle)</i>	
5. Big 5 ODR data summaries are shared with entire staff at least 3 times a school year.	<i>With goal to share and engage staff in problem-solving</i>	
6. Based on ongoing evaluation results <i>from multiple, measurable sources</i> , modifications are made in the school’s Tier 1:PBS/School Climate action plan and implemented.	<i>Sources might include; School climate/other surveys, attendance, ODR, etc.</i>	
7. A plan is developed for evaluating the success of the program additions.		

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	Notes To Consider/ Discussed	Status (3, 2 or 1)
<b>Problem-solving Teams</b>		
8. School-wide team that is representative of the school and community is established to develop and implement SWPBS. Team has current list of team members and roles (e.g., Sam Smith, 9 <sup>th</sup> grade representative)		
9. SW PBS Team meets monthly with active participation from administration.	<i>This should show up in mtg. mins.</i>	
10. A problem solving team meets regularly to coordinate behavioral interventions and progress monitor, plan, and support interventions for students at tier 2 & tier 3.		
11. The tier 2&3 problem solving team for behavioral interventions communicates regularly with SWPBS team.		
<b>Professional Development &amp; Resources</b>		
12. School Improvement Plan includes measurable goals around school-wide efforts to develop or improve <i>positive</i> behaviors among all students.		
13. An overview of school-wide DE-PBS <i>and</i> the specifics of the school's PBS Program are delivered to all staff <i>annually</i> .		
14. New staff members are given a standard orientation to the school's PBS program.		
15. Ongoing staff development in one or more areas of DE-PBS (correction, self-discipline, data analysis, relationship building, etc.) is delivered to all staff based on identified areas of need or improvement.		
16. Current school administrator <i>and</i> team leader(s) have received School-wide PBS Training (1-day or 2-day).		
17. Administrators and PBS team members provide on-going supervision and monitoring to help ensure that all program components are implemented as planned and with integrity.		
18. Adequate resources and time are provided to team leader & team to help achieve the implementation of program components.		
19. Parents receive information about the SW PBS Program. Team has PBS materials for distribution (e.g., brochure, website info, PTA presentation, letter).		

Prevention: Implementing Schoolwide & Classroom Systems		
	Notes To Consider/ Discussed	Status
<b>Positive Relations</b>		
1. Staff regularly/systematically contacts parents about students' <u>positive</u> behavior.	<i>Ex: routine expectations around phone calls, postcards, emails</i>	
2. Student perspectives around positive teacher-student relations and positive student-student relations are explored and supported.	<i>Use of school climate data or other surveys, focus groups/discussions</i>	
<b>Expectations/Teaching</b>		
3. The components of school-wide DE-PBS framework are implemented with <i>all</i> students.	<i>Includes all grades, classrooms, students with and without disabilities, etc.</i>	
4. Student perspectives around expectation clarity and fairness of rules are explored and supported.	<i>Use of school climate data or other surveys, focus groups/discussions</i>	
5. Behavioral expectations are publicly posted. These school-wide expectations are clear, positively worded and few in number (3-5 suggested).	<i>Expectations are umbrella/structure to further define rules. E.g. Be Respectful, Be Responsible</i>	
6. Staff know the school-wide behavior expectations.	<i>Team actively engages staff in modeling and utilizing expectation language</i>	
7. Students know the school-wide behavior expectations and can describe what these expectations look like.		
8. Team has a set of age-appropriate materials used to teach expectations and how they are met across building settings or routines.	<i>Defined expectations are actively taught and plans are documented</i>	
9. SW PBS expectations are taught through kick off events with staff, student and families through lesson plans, videos, role plays, etc. Booster teaching events are held throughout the year based on needs identified by data.		

Prevention: Implementing Schoolwide & Classroom Systems		
	Notes To Consider/ Discussed	Status (3,2,1)
<b>Acknowledgment System</b>		
10. Recognition system is documented using matrix (frequent, unpredictable, long-term, relationship building, contacts home, staff).		
11. Staff systematically recognize <i>students</i> for good behavior (e.g., verbal praise, DE-PBS ticket, privilege) and convey reason for recognition given.		
12. System in place to recognize <i>staff</i> for their efforts to support students' positive behavior.	<i>Routine plans to recognize staff efforts to support positive behavior of students.</i>	
<b>Safety</b>		
13. Based on school crisis plan, the lockdown procedure (entering into and out of lockdown) used in case of an intruder emergency is reviewed with all staff and practiced annually.		
14. Student perspectives around school safety are explored and supported.	<i>Use of school climate data or other surveys, focus groups/discussion</i>	

Correcting Behavior Problems		
	Notes To Consider/ Discussed	Status (3,2,1)
1. School has a system for managing office disciplinary referrals (ODRs) that distinguishes minor from major behavior problems.		
2. Major and minor behavior problems are defined.		
3. School has a procedure for response to problem behavior (such as a flowchart or steps).		
4. School staff is informed of the system for managing ODRs.		
5. School has a system for managing ODRs that encourages teachers and staff to handle minor behavior problems at the classroom level.		
6. When <i>administrators</i> correct students for major behavior problems, punishment or consequences are used <i>in combination</i> with social problem solving/decision making skill development.		
7. Staff are taught and supported to use classroom management techniques for preventing the recurrence of the behavior problem and/or the use of positive techniques for teaching and strengthening replacement behaviors.		
8. <i>School staff</i> have been taught and encouraged to use a combination of social problem solving and decision making skills when correcting minor behavior problems.		
9. Parents and school staff communicate immediately if a child's behavior becomes problematic.		

Developing Self-Discipline		
	Notes To Consider/ Discussed	Status (3,2,1)
1. School policies, including Mission Statement & SWPBS behavioral expectations, include the goal of developing self-discipline (character education, social & emotional learning, caring, or social responsibility).		
2. Social Emotional Lessons are infused throughout the school curriculum for all students.		
3. In addition to curriculum lessons, a variety of school-wide activities are used to promote self-discipline (e.g., service learning, assemblies, school-wide displays).		
4. There is a process established to actively involve students in school-wide decision making with the administration (i.e. student PBS group, two-way communications with students, student meetings with principal).		
5. Teachers are encouraged to promote active involvement of students in classroom decision making.		
6. Teachers are taught and encouraged to recognize students for desired behaviors in a way that illustrates the impact their behavior has on others; reflecting social-emotional competencies.		