**Activity Protocol to be used with PBIS Coaching Considerations/Guidelines**

**Step 1:** Take a few minutes to view ***PBIS Coaching Considerations/Guidelines*** table. Read SCENARIO #1 (on Page 2) silently to yourself and think about the implementation stage that best describes the scenario and which element you would target guiding questions (Outcomes, Data, Systems, or practices). Using the ***PBIS Coaching Considerations/Guidelines*** document, come up with some powerful questions that would support and move the team/lead forward. We will then discuss as a large group. Repeat these steps for SCENARIO #2.

**Step 2:** Please all stand and push in chairs and head to the front of the room.

**Step 3:** Line up according to your comfort and experience as a PBIS Coach

Right side of room is “I am very veteran / confident”

Left side of room is “I am very unsure / green”

Please move to the side of the room that best describes your “comfort” as a PBIS Coach. There is no “right” or “wrong” answer and it is how you are feeling *in this moment*. No judgement. Below are questions rank ordered to help guide your position on the continuum:

1. I have created and delivered PBIS PD to a school team / staff

2. I can explain PBIS and its components in my own words and with visuals

3. I have lead PBIS efforts at a school

4. I have been a member of a PBIS implementation team for over a year

5. I have been at a school that has implemented PBIS systems and practices

6. This training series is my first exposure to PBIS

**Step 4:** Now find a partner from your side who has similar shoes. Next, walk across the room and partner up with another pair (another partner group to form a quad). This will ensure each group is made up of mixed groups of varying experiences.

**Step 5:** We will assign each quad group a SCENARIO (on Page 2) from numbers 3-6. Please discuss as a group. Chose the school’s implementation stage that best describes them and which element you would target guiding questions (Outcomes, Data, Systems, or practices). Come up with powerful questions that would support and move the team/lead forward. If you have time before other quads are finished, select another SCENARIO (on Page 2) between numbers 3-6 to review and engage in the same activity. Once all quads are ready, we will share out.

**Step 6:** All groups will now engage in the same activity with SCENARIO #7 (on Page 2). Please discuss as a group. Chose the school’s implementation stage that best describes them and which element you would target guiding questions (Outcomes, Data, Systems, or practices). Come up with powerful questions that would support and move the team/lead forward. We will then share out.

**ACTIVITY SCENARIOS: PBIS Coaching Considerations/Guidelines**

**For each of the SCENARIOS Below:**

* **Chose the school’s implementation stage that best describes them.**
* **Decide which element you would target guiding questions (Outcomes, Data, Systems, or practices).**
* **Come up with powerful questions that would support and move the team/lead forward.**
1. Based upon Stakeholder feedback, the staff has drafted the teaching matrix.
2. A team that has 10 year old school-wide expectations is rescaling their efforts as most of their systems and practices have not been implemented for at least 5 years. When the expectations were developed, there was no stakeholder input.
3. Acknowledgment system was launched at the beginning of the year and leadership team *feels* that approximately 50% of the staff are handing out the tangible reinforcer.
4. Referral form is used school-wide and aligns with SWIS. Flow Chart for discipline and definitions of behavioral infractions have been developed, distributed, and trained. Many forms are turned into the data entry person with missing information. Team lead stated that there has been grumbling about the new discipline system (ease of use, time it takes to document, loss of professional judgment) and its benefit.
5. The school has never included kindergarten in most of their PBIS systems or practices and the leadership team is seeing an increase on behavioral referrals coming from kindergarten and first grade.
6. The school has been implementing PBIS for 5 years and has reached the level where it is “just how they do business”. The new principal came from a school that implemented an SEL curriculum school-wide and wants to introduce it to the school.
7. The school has been implementing PBIS with 80% fidelity according to fidelity tools for 3 years with school-wide expectations/rules posted throughout the school. A system for teaching expectations is developed with the expectation of it being delivered by each teacher during homeroom. Acknowledgment system includes high frequency reinforcers that can be turned in for items at a school store. Their discipline system is developed with a referral form compatible to SWIS and definitions defined. The leadership team has noticed that there continues to be a percentage of referrals that are mislabeled as “Major” infractions (office managed) that, according to definition in the guidance, should be “Minor” (classroom managed). Discipline policies focus upon graduated discipline and what consequences can be expected for various infractions and repeat offenses. Discipline data is monitored regularly by the leadership team who has not seen a decrease in the total referrals per day per month or the number of students receiving 2-5 referrals and 6 or more referrals. What Implementation stage are they in and which element would you focus your guiding question to move them forward (Outcomes, Data, Systems, or practices). What might you say?