

Positive Behavioral Interventions and Support Plan (PBIS)

EDCO 350 –Fall 2019

1) General Information

- a) Assessment Title: **Positive Behavioral Interventions and Support Plan (PBIS Plan)**
- b) Course: **EDCO 350 Academic and Social Strategies for Establishing an Inclusive Classroom Climate / SPED 510 Positive Behavioral Interventions and Supports for the Classroom Teacher and EDUC 660 Effective Teaching & Management Strategies**
- c) Assessment Purpose:
 - Point of administration (consider general categories) - **Point of administration: Post-Admission to the Teacher Education Program**
 - Purpose in terms of monitoring candidate knowledge, skill, and/or disposition: **The PBIS Plan evaluates candidates' knowledge of proactive classroom management characteristics. By developing a PBIS plan for the content and developmental level on which they focus, candidates integrate research-based strategies within the natural context of the classroom to promote positive engagement of all learners. Dispositions of care, inclusivity, and ethical decision-making (on the part of the teacher and the students) are emphasized through the PBIS Plan.**
 - Consequential nature of assessment: **This assignment is worth 40% of the candidate's final grade. Teacher candidates must earn a C or better on the key assessment to earn a C or better in the course. A grade of C or better in EDCO 350/SPED 510/EDUC660 is required for successful completion of the Winthrop University initial teacher preparation program.**
 - Assessment Description: **Teacher candidates will write a positive behavioral interventions and support plan that includes: a) Promoting a Positive Learning Environment: Procedures for creating a safe and supportive learning community including bully prevention; b) Tier I interventions and supports: Systematic instruction of rules and procedures, positive reinforcement and consequence procedures, and strategies for actively engaging students during group instruction.; and c) Tier II interventions and supports: Strategies to increase positive behaviors, motivation, self-regulation, and social interaction skills of students who require additional supports beyond Tier I interventions. Includes a crisis plan for severe problem behavior.**

Instructions for Each Section

A.1 – Establishing Rapport & Demonstrating Respect (10 Points)

Must address all of these: Teacher/Student, Teacher/Parent, Teacher/Other Teachers

Consider how you will get to know and build each of these relationships. What will you do to build and demonstrate **respect** and establish **rapport** with each?

1. Describe at least 1 activities to get to know your students – name, interest, family situation, etc. Explain how you will use this activity to build **respect** and establish **rapport** with your students. (*List and describe an activity with enough detail to replicate it in your future classroom.*)
 - Provide a rationale for your choice(s) of activity. *If applicable, cite a theorist.*
 - Provide a link, page number from the text, or citation that will enable you to find the activity in the future. (*If it is created by you, please state so and if applicable, attach a copy.*)
- 1) Describe at least 1 activity/action to get to know your parents
- 2) Describe at least 1 activity/action to get to know other teachers in your building.
 - Explain how you will use these activities to build **respect** and establish **rapport** with your parents and colleagues.

A. 2 – Peer-to-Peer Relationships (30 Points)

3 or more SPECIFIC instructional methods for creating collaborative, respectful, classroom (10 pts)

**These methods/activities must be different from A.1.*

- Creating team atmosphere, building rapport among classmates
- Appreciation for classmates – talents, diversity, etc.
- Building character – ex. value of kindness

Comprehensive and detailed bullying prevention plan (10 pts.)

- Must address – Forms of bullying, preventing, responding to, and reporting bullying
- Must include variety of procedures, activities, etc. – detailed enough to replicate
- How it will be taught, implemented, and supported
- Review your field experience school's bullying plan – you may incorporate it into your plans
- Can be a descriptive paragraph, an outline, brochure, classroom posters, etc. (accompanied with a description for implementation)

Comprehensive and detailed plan for teaching social skills (min. 5 skills) (10 pts.)

- Include how each social skill (5 or more) will be taught along with specific expectations for each skill – (be sure to include social skills for promoting teamwork, building respect, collaboration, etc.)
- May include a descriptive paragraph, an outline, classroom posters, video links, etc.

A.3 – Self Regulation (10 Points)

- Identify specific research based strategies for identifying goals, self-monitoring, self-evaluating – see IRIS Homework, class notes, etc.
 - (1) A detailed instructional plan to help students identify their strengths, interests, and goals
 - (2) A detailed instructional plan to help students self- monitor and self-evaluate both social and academic behavior

B.1 – Classroom Rules and Procedures - Comprehensive Plan (20 Points)

- 3-6 Positively stated **rules** that are age appropriate (Must Identify Grade Level in Plan)
 - Rules may include some of the social skills from A.2
 - Explain your expectations for each rule – what does following the rule look like?
 - Explain how you will address the Standard of Adequate Notice – teaching and publishing of rules
- 4 Classroom **procedures** – with visual supports for student use (poster, handout, see Textbook)
- Description of how explicit instruction and evidence-based practices will be used to **teach BOTH the rules and procedures**.
- Format may be descriptive paragraph, outline, posters, etc. (or a combination of these)

B.2 – Positive Reinforcement (10 Points)

- Plans include 3 or more ways each of the following will be positively reinforced for meeting expectations: **individual students**, **groups of students**, and **whole class**
 - Consider Natural, Social, Activity, Token, and Tangible Procedures
 - Description of how each reinforcement will be implemented

B.3 – Consequences (10 Points)

- Plan includes a clear hierarchy of supportive consequences that will be used if/when students do not meet expectations (*Bulleted format followed by explanation*)
 - List of consequences
 - Explanation of how each consequence will be implemented
 - Refer to the IRIS website and class notes

B.4 – Active Engagement of Students (20 Points)

- Describe 4 or more evidence-based UDL practices to keep students actively engaged (*Bold and Title Each followed by citation*)
 - Specific examples of each
 - Research citations for each
 - Refer to the IRIS website and class notes

C.1 – Strategies, Interventions, Supports (10 Points)

- Describe 4 or more evidence-based **Tier II** strategies/interventions to support students and/or their parents (*Bold and Title Each followed by citation*)
 - Specific examples of each
 - Research citations for each

C.2 – Crisis Plan (10 Points)

- Address 2 Crisis Plan scenarios – one must be a Tier III Behavior Issue and the other a classroom emergency.
- Review your field experience school's Emergency/Crisis plan and their Tier III Behavior Intervention Plans – you may incorporate them into your plans
- For each scenario, plans include specific examples to illustrate how the procedures will be implemented.
- Be sure to review points made in the power point from class, the IRIS module, and Chapter 13 in the text. (Who provides assistance, notification to others, key responses during crisis and when it is over, etc.)

Scoring Rubric

	Exceeds Expectations	Meets Expectations	Below Expectations
Promoting a Positive Learning Environment			
<p>TC establishes plan for creating a respectful climate and having positive rapport with students, parents, and colleagues. InTASC 2 SCTS 4.0 – Environment (Respectful Culture)</p>	<p>Plan includes developmentally appropriate and specific strategies to build positive rapport with students, parents, and other teachers. Specific emphasis given to getting to know all learners and utilize their personal, family, and community assets to create a respectful climate and build a positive rapport with each learner. 10-9 Points</p>	<p>Plan includes developmentally appropriate, general strategies for creating a respectful respect climate and building positive rapport with students, parents, and other teachers. 8-7 Points</p>	<p>Plan is vague in nature or not developmentally appropriate. Plan may not include strategies for building rapport with parents and/or colleagues. 6-0 Points</p>
<p>TC establishes plan to promote social interaction through nurturing the development of positive peer-to-peer relationships. InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture) EEDA - Standards 4 and 6 SC Safe Schools Climate Act</p>	<p>Plan includes instructional and non-instructional strategies to create a classroom environment in which peers respect and work collaboratively with one another to achieve academic success. Specific social skill instruction is described and meaningfully connected to learners and content. Strategies for bully prevention are integrated into daily procedures and tasks. 30-27 Points</p>	<p>Plan includes specific strategies to create a classroom environment in which peers respect and work collaboratively with one another to achieve academic success. Specific social skill instruction is described. Strategies for bully prevention are included. 26-21 Points</p>	<p>Plan includes general ways to develop positive relationships among peers in the classroom without elaboration of the specific procedures that would be used. Little attention given to bully prevention. 20-0 Points</p>
<p>TC identifies strategies to support students in building self-regulation/self-determination skills. SCTS 4.0 – Instruction (Activities and Materials)</p>	<p>TC plans specific ways to involve students in identifying their individual strengths and interests. Research-based strategies are identified for student to make meaningful and socially positive choices, set personal goals, self-monitor, and self-evaluate. 10-9 Points</p>	<p>TC plans specific ways to involve students in identifying their individual strengths and interests. Research-based strategies are identified for students to make meaningful and socially positive choices. 8-7 Points</p>	<p>Strategies for promoting self-determination are vague, developmentally inappropriate and/or not research-based. 6-0 Points</p>
Tier 1 Positive Behavioral Interventions and Supports			
<p>TC develops classroom rules and procedures that promote positive behaviors and active engagement. InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)</p>	<p>Classroom rules and procedures are clear, succinct, positively stated, and developmentally appropriate with a clear rationale for selection. Procedures are concise and include a task analysis with associated visual supports included for student use. A description for how explicit instruction and additional evidence-based practices will be used to teach the classroom rules and procedures is included. 20-18 Points</p>	<p>Classroom rules and procedures are clear and succinct with clear rationale for selection. Procedures and concise include a task analysis. A description for how explicit instruction will be used to teach the classroom rules and procedures is included. 17-14 Points</p>	<p>The plan does not meet one or more of the following criteria: 3-6 positively stated classroom rules a task analysis for 4 or more classroom procedures a description for how explicit instruction will be used to teach the classroom rules and procedures a sample explicit lesson plan for teaching one rule or one procedure. 13-0 Points</p>

<p>TC establishes a plan for delivering fair and inclusive positive reinforcement.</p> <p>InTASC 2 SCTS 4.0 – Environment (Respectful Culture)</p>	<p>The plan describes a variety of concrete strategies that individual students, groups of students, and the whole class will be positively reinforced in a fair and inclusive manner for meeting the expectations of the classroom rules and procedures.</p> <p>10-9 Points</p>	<p>Plan describes procedures for how students will be positively reinforced in a fair and inclusive manner for meeting the expectations of the classroom rules and procedures.</p> <p>8-7 Points</p>	<p>The plan is general in nature and mainly focuses on positive reinforcement for whole class.</p> <p>6-0 Points</p>
<p>TC established plan for delivering effective consequences that support a positive classroom climate.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)</p>	<p>The plan includes a clearly explained hierarchy of supportive consequences for use when students do not meet the expectations of the classroom rules and procedures. Consequences focus on the behavior and not the student and include specific examples explaining how each consequence will be implemented through redirection.</p> <p>10-9 Points</p>	<p>The plan includes a clearly explained hierarchy of supportive (opportunity for redirection) consequences for use when students do not meet the expectations of the classroom rules and procedures.</p> <p>8-7 Points</p>	<p>Consequences are punitive in nature without opportunities for redirection to appropriate behavior.</p> <p>6-0 Points</p>
<p>TC describes strategies for actively engaging students.</p> <p>CAEP 1.5 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials) InTASC 3</p>	<p>Description includes evidence-based/UDL practices to keep students actively engaged. Practices are developmentally appropriate and specific to student needs and class content.</p> <p>20-18 Points</p>	<p>Description includes developmentally appropriate and evidence-based/UDL practices to keep students actively engaged.</p> <p>17-14 Points</p>	<p>Strategies included do not have an evidence-base or may be developmentally inappropriate.</p> <p>13-0 Points</p>
Tier II Positive Behavioral Interventions and Supports			
<p>TC plans Tier II strategies, interventions, and supports that promote positive behaviors.</p> <p>EEDA - Standard 7 InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)</p>	<p>Plan includes concise description of evidence-based Tier II strategies, interventions, and supports that will be used to increase positive behaviors for students who require additional supports beyond Tier I interventions. Strategies are specific to learner needs and class content.</p> <p>10-9 Points</p>	<p>Plan includes concise description of evidence-based Tier II strategies, interventions, and supports that will be used to increase positive behaviors for students who require additional supports beyond Tier I interventions.</p> <p>8-7 Points</p>	<p>The Tier II strategies, interventions, and supports described are general with little connection to specific students. No evidence based is included.</p> <p>6-0 Points</p>
<p>TC develops a crisis plan for severe problem behavior.</p> <p>InTASC 3 SCTS 4.0 – Environment (Expectations; Managing Student Behavior)</p>	<p>Crisis plan includes a logical sequence of steps to follow if a student engages in severe problem behavior that is extremely disruptive or dangerous. Focus of the plan is on safe and ethical actions and includes both teacher and student directions.</p> <p>10-9 Points</p>	<p>Crisis plan includes a logical sequence of steps to follow if a student engages in severe problem behavior that is extremely disruptive or dangerous. Focus of the plan is on safe and ethical actions.</p> <p>8-7 Points</p>	<p>The crisis plan includes unethical procedures and/or the plan does not include a logical sequence of steps.</p> <p>6-0 Points</p>

Scoring Totals: Section A: _____ (50 Points) Section B: _____ (60 Points) Section C: _____ (20 Points)

Total Points: _____ (130 Points)