



**PLC/Book Study Guide for
*The PBIS Team Handbook:
Setting Expectations and
Building Positive Behavior***

Char Ryan, Ph.D., and Beth Baker, M.S.Ed.

Introduction

We designed this guide to serve as a companion to *The PBIS Team Handbook*. The handbook was written for school teams, administrators, and coaches who are currently implementing or are planning to implement PBIS. We know that when used as a sole resource, a book is not usually sufficient to create real change. Therefore we have created this study guide as a tool for your team to use in conjunction with the book for formal training, professional development, and ongoing coaching.

We walk you through each chapter of the book and include suggestions for interacting with the content and tips for coaches and other facilitators. Because the book was conceptualized as a tool for teams at various levels of PBIS implementation—from exploring adoption to fully sustaining a program—some teams may choose to highlight specific chapters or review chapters out of order, while others may cover the content sequentially.

We identify each chapter’s purpose, then recommend activities and suggest that PLC or study group leaders summarize learning at the end of each session. Leaders should be sure to prompt the group regarding future meeting times, expectations, and preparation.

We also suggest that you review where your school currently stands in PBIS implementation and decide early on how you will use this study guide. How will this resource fit in with your use of *The PBIS Team Handbook* and other available resources, professional development, staff time available, and so on? We recommend that you schedule all sessions in advance and schedule only what is truly necessary. Struggling to find time to meet during a busy school year can be daunting.

A note about using this study guide:

The PBIS Team Handbook was written as a hands-on guide and resource for schools that are implementing PBIS. Part one includes chapters 1–5, which are informational chapters covering the PBIS model, staff roles, and expectations for implementing PBIS. Part two includes chapters 6–10, which provide step-by-step guides through the five stages of PBIS implementation. Therefore, we want you to consider that chapters 6–10 are relevant to implementation from the beginning and are not meant to be considered only sequentially. Part two also includes chapter 11 on equity and disproportionality in school discipline. Part three includes chapter 12, on readiness for advanced tiers. Review the chapter descriptions on pages 6–7 of *The PBIS Team Handbook* to decide which topics are relevant to your team’s stage.

Possible users of the book and this study guide include:

1. Schools that are exploring the possibility of adopting PBIS and are therefore at the beginning stage
2. Schools that have begun PBIS implementation and need to supplement training with internal capacity building
3. Schools that are planning professional development for new staff or are planning to intake new students
4. Schools that are selecting new staff for team roles, coaches, data analysts, team leaders, and more
5. Administrators and professional development staff running PLCs or other groups

Part One (Chapters 1–5)

The first five sessions (and chapters) are informational, giving an overview of the PBIS model, identifying key roles and responsibilities of the PBIS team, explaining assessment and data collection, and detailing the expected outcomes for implementing PBIS.

Chapter 1) PBIS 101

To be completed prior to the chapter 1 book study session:

- Read chapter 1.
- Think about how your school currently deals with student behaviors. Consider these questions: Does your school have a clear, written set of expectations for all students? Does your school process a lot of office discipline referrals (ODRs)? Does your school have a clear process for handling ODRs? Are there systematic ways to support staff in handling student behavior? Do all adults working in your school use a consistent process when handling student behavior? These questions and their answers form the basis of identifying whether your school has a need for PBIS.

1. Poll your study group regarding your schoolwide expectations. Write these on a whiteboard, flip chart, or blackboard. Then follow up by asking whether these expectations are consistent throughout the school and in all classrooms. If the expectations are not uniform schoolwide or across classrooms, discuss what implications this may have. What is your current rate of ODRs? Do you and other staff consider this rate a “good” reflection of your school?
2. PBIS is an organizing framework for systematically improving student behavior. It is considered a multi-tiered system of support for student behavior. The logic is that when you do a good job of teaching, acknowledging, and organizing expectations (good teaching = Tier 1), at least 80 percent of your student population will be successful, and consequently you will have smaller numbers of students who need more intensive interventions (Tiers 2 and 3). This is efficient because your school better uses its limited resources to prevent many problems. Talk about this tiered approach to behavior, considering the types of interventions at each tier.
3. PBIS achieves outcomes: specifically, improved student behavior and increased instructional time. The framework comprises three essential elements that support these outcomes: A) systems, B) data, and C) practices. Review page 14 in the handbook for a better understanding of these elements. Identify examples of these three elements currently in place in your school, as well as which ones are lacking.

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4. PBIS is implemented through a team process. Brainstorm on members of your school community who might be good candidates to participate on a PBIS Leadership Team.
 5. Highlight the ways you would explain PBIS as an organizing framework to your faculty and how it would benefit your particular school.

Chapter 2) The PBIS Leadership Team

To be completed prior to the chapter 2 book study session:

- Read chapter 2.
- Understand the key role that the PBIS Leadership Team plays in implementation.
- Review figure 2.2 on pages 21–22 for PBIS Leadership Team responsibilities and tasks, as well as the team roles on page 29.
- Review the “Audit of Existing School Committees and Initiatives” matrix on page 33 and consider how it might be used to assess all your school’s existing committees.

1. In PBIS, the PBIS Leadership Team is essential to implementation. Talk about where you are in the process of implementation. Are you just exploring or do you have a team? What is the level of staff buy-in or commitment to adopting PBIS? How did you assess this buy-in?
2. Review the roles and responsibilities of PBIS team members. Do you have the right people for your team?
3. Review the ten tasks for getting started as a PBIS Leadership Team (the list begins on page 28). Compare your current status to the items listed and identify strengths and areas of need. Discuss and create a plan for how you will achieve these components. Use the “PBIS Leadership Team Meeting Agenda” (pages 34–35) and the “PBIS Leadership Team Meeting Checklist” (pages 36–37) as guides. You will also find a sample PBIS action plan on page 31.
4. Review the team member roles and discuss how to assign various tasks across the group membership. Avoid the pitfall of creating a single champion on the team.
5. As a group, conduct the “Audit of Existing School Committees and Initiatives” (using the form on page 33) to see if all committees are needed, which committees could be combined, and whether any might be eliminated. Keep in mind that adding work (committees, initiatives, etc.) requires eliminating other work.

Chapter 3) The PBIS Coach

To be completed prior to the chapter 3 book study session:

- Read chapter 3.
- Consider your team and identify a possible PBIS coach. If you feel you would make a good coach, consider which tasks and responsibilities are a strong fit for you and in what areas you may need additional development.

1. As a team, develop and practice an “elevator speech” to explain the PBIS framework. (An elevator speech is a summary that can be presented in a simple conversational style within the time limits of an elevator ride.)
2. Review the section titled “Communicate” on page 45. Create a template your team can use to share your message with stakeholders.
3. Complete the form titled “Coach’s Self-Assessment Summary and Action Plan for Professional Development and Support” (page 170).

For coaches only: Review the section called “Self-Direction” on page 42. While considering the four tasks this section describes, complete the “Coach’s Self-Assessment” on page 169 to identify your areas of strength and areas that need attention.

Chapter 4) Data and Assessment

To be completed prior to the chapter 4 book study session:

- Read chapter 4.
- Go online to your PBIS Assessment account or to www.pbisapps.org and open the “demo” sites for PBIS Assessment and SWIS.

1. One of the three major components to PBIS is data. Read pages 51–53 about the three types of data essential to PBIS implementation: A) implementation progress data; B) program fidelity data; C) student outcome data. Consider your school’s existing initiatives, including PBIS, and create a list of tools and data sources for each of these three types of data. Which ones do you have in place already?
2. Develop a brief description that your team would use to explain the tools and data sources and their purposes in the implementation of PBIS.
3. The Self-Assessment Survey (SAS) is a tool that measures staff perceptions of PBIS status and need in PBIS implementation. Your team will need to prepare staff to complete this online survey. Read the survey questions and develop a script for how you would present this to all staff, both licensed and nonlicensed. Include an explanation of why this is important to implementation and how the data will be used.
4. If you are a coach and your school has been implementing PBIS, consider how you would use the Benchmarks of Quality (BoQ) and how you would implement them with your team. Describe also how you would share the results with your entire staff.
5. Student outcomes are the reason for doing PBIS. Therefore, your team needs to have ready access (anytime, quickly, completely) to office discipline referral data. Identify what system your school or district is using. What information do you collect and report? Compare your data fields to the list on pages 70–71. Have on hand a copy of your referral form (whether paper, electronic, or online) and compare it to the sample on page 79.
6. What reports does your student information system give you? If you had a request for a schoolwide report by building location, how quickly could you get that report?

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7. Using the example in figure 4.4 (page 61), explain and interpret the results of this Tiered Fidelity Inventory to your group. Use the TFI Item Report in figure 4.5 (page 62) to provide more specificity.

Chapter 5) Effective Data-Based Decision-Making

To be completed prior to the chapter 5 book study session:

- Read chapter 5.
- Review chapter 4.

1. Review the six steps in the continuous quality improvement cycle on pages 83–86. Discuss what each of these steps means. Identify which of these steps your school currently uses in problem-solving.
2. Are there any steps in data-based decision-making that your school is missing? If your answer is yes, how does this affect your outcomes?
3. Discuss which data sources and methods you currently use in problem-solving. Are all staff familiar with these data sources?
4. Review your current data and process for assessing your fidelity in PBIS implementation. How and when are these data used and shared with staff?
5. Discuss how your school uses office discipline referral data (ODRs) for problem-solving. Rate your effectiveness in using ODR data on a scale from 1 (lowest) to 5 (highest).
6. Using figure 5.5 on page 89, review your current PBIS Leadership Team. Which roles does your team already have? Which roles do you need?

Part Two

(Chapters 6–11)

This section presents a description of the five stages of PBIS implementation based on implementation science and includes a chapter on equity and disproportionality in school discipline. The PLC should consider incorporating some of this information into discussions in earlier meetings when covering preliminary phases of implementation.

Chapter 6) PBIS Stage 1: Exploration and Adoption

To be completed prior to the chapter 6 book study session:

- Read chapter 6.
- Gather behavioral and academic data, as listed on pages 97–98, for your school (use a spreadsheet if necessary).
- At this stage your team will explore the need for the PBIS framework in your school and if and how it will be adopted into your school.

1. Let's assume your goal is to have at least 80 percent of students fully engaged in the learning process with no more than 0–1 office discipline referrals (ODRs) in a year.
2. Looking at the data you gathered, answer the following questions:
 - a. How many students have ODRs, and what percentage are they of the total population of students? Look at the ethnicity of the students with ODRs—are any groups overrepresented in the data?
 - b. How many students have suspensions? Again, are any groups overrepresented in the data? How many school days were lost to suspensions?
 - c. Examine the academic skill level of your students. How many are on target to pass district and state testing in reading and math? If there are students whose skills are below same-grade peers, cross-reference those names to students with suspensions and ODRs and consider the behaviors that may be interfering with classroom engagement.
 - d. As a follow-up activity, complete the questionnaire on pages 106–107 entitled “Current Practices for Behavioral Problems: Staff Systems, Student Behavior, and Data Practices.”
3. As your team reviews school data and deliberates adopting the PBIS framework, discuss ways to get your staff onboard with the implementation. It is critical that your administrator take the lead in getting the school to adopt PBIS. Will there be a presentation to the staff? Who will make it? Will data be shared with

staff? What about confidentiality of student and staff data? If you don't get at least 80 percent agreement in a vote, what will your next steps be?

Chapter 7) PBIS Stage 2: Getting Ready—Installing the Infrastructure

To be completed prior to the chapter 7 book study session:

- Read chapter 7 and review chapter 2.
- Establish your PBIS team.
- Contact your state department of education to determine if formal training opportunities are available for your school. Find out if there is an application process.
- Before your next PBIS team meeting, research on the internet to look for examples of written statements of purpose and expectations from other schools.

1. While this book is a good guide to PBIS, the authors still recommend that teams receive formal training through their state departments of education. You can contact state coordinators through a link on the www.pbis.org home page. Determine whether formal training is offered, if it requires an application, what readiness steps might be needed, deadlines, and so on.
2. If training is available, determine when the training will be and who will attend. If necessary, secure funding for substitute teachers so that team members can attend training days.
3. As a team, create a statement of vision or purpose for your school, then create three to five positively stated expectations that support your purpose statement.

Chapter 8) PBIS Stage 3: Getting Going—Initial Implementation

To be completed prior to the chapter 8 book study session:

- Read chapter 8.
- Review the stages of PBIS implementation (figure 6.1, page 95).
- Review features 4–8 (page 119) for PBIS implementation.

1. Review the key features on page 119. Discuss how strongly features 1–3 are established in your school.
2. Discuss how you will introduce the practices of teaching and acknowledging student behavior. Use the sample lesson plan (figure 8.1, page 121) for your group review. Does your school have any lesson plans developed for teaching the schoolwide expectations?
3. Conduct an online search for lesson plans (www.pbis.org is one good place to start). Identify other states that have been implementing PBIS and search state websites for examples.
4. Contact your state PBIS coordinator for other schools that have sample lesson plans and procedures that you can retrieve and share.
5. Decide how your school will prepare new lesson plans for schoolwide expectations. Develop an action plan (see figure 7.1 on page 112 for an example). Whoever is assigned this task can use the “Behavioral Matrix Template” (page 118) as well as the “Lesson Plan Template” (page 129) as bases for developing the lesson plan.
6. Review the section on systematic acknowledgment systems for student behavior. Prepare a short presentation on the importance of acknowledgment, with samples from other schools. Anticipate staff attitudes toward tangible acknowledgment systems. How will you approach this?
7. PBIS is a prevention model. Review the suggestions on page 123 as examples of prevention. Discuss and identify other strategies that your school uses or could use.

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- 8.** Review and evaluate your current system of consequences. Determine how clear and consistently it is applied. Figure 8.2 on page 124 is an example of a discipline flowchart. How does your school procedure compare to this?
 - 9.** Review your system for monitoring progress. How do you measure your school's progress in implementing the features of PBIS? What tools do you use? How often do you review the data? Who reviews the data? How often do you update your action plan? What is the process for revising your action plan?

Chapter 9) PBIS Stage 4: Up and Running—Full Implementation

To be completed prior to the chapter 9 book study session:

- Read chapter 9.
- Review all of your data on progress and outcomes.
- Review your school's implementation status.
- Review your fidelity of implementation.
- Review the status of your school's staff buy-in.

1. Review your implementation status based on data. What documentation do you have that all eight PBIS features are actively in place, schoolwide, encompassing all staff and all students?
2. Review your fidelity data. Can you demonstrate that your school is implementing the eight features at the accepted criteria levels on known tools? (See pages 52–53 on fidelity.)
3. Full implementation occurs over three to five years. This means that your school will have experienced staff and possibly administrative turnover, as well as new and changing initiatives. Talk about how changes have affected staff buy-in. What strategies have you found to be successful? How do you measure staff buy-in?
4. What outcomes have you achieved? How have you shared and celebrated these outcomes with staff, students, and your community?

Chapter 10) PBIS Stage 5: Sustaining and Continuous Improvement

To be completed prior to the chapter 10 book study session:

- Read chapter 10.
- Review the “SUBSIST PBIS Sustainability Checklist” in the appendix (pages 177–180).
- Review key tools in chapter 4.

1. Review the definition of *sustainability*. Identify and discuss as a group the key points you would make in a staff presentation on sustainability.
2. Define the key points you would use in a presentation titled “Fidelity of PBIS Implementation.” Identify the importance of fidelity and how you measure fidelity (see chapter 4, pages 52–53).
3. Review the Self-Assessment Survey in chapter 4 (pages 55–56) and discuss how this tool can be helpful as one resource in measuring fidelity.
4. Discuss which tools you use to measure fidelity and implementation and identify your status based on these measures.
5. Sustainability requires an ongoing adaptation of PBIS to changing contextual factors. Identify significant changes your school has experienced. How have these affected your PBIS implementation? How did you adapt to these challenges?
6. If your school has “drifted” from PBIS fidelity, develop an action plan for regaining full implementation status.
7. If your school has not achieved full implementation, develop an action plan that will ensure that you get back on track.

Chapter 11) Equity and Disproportionality: How PBIS Can Help

To be completed prior to the chapter 11 book study session:

- Read chapter 11.
- Gather office discipline referral data (ODRs), looking at race and ethnicity to find if any groups are overrepresented (use a spreadsheet if necessary).

1. Review the definitions of *equity* and *equality* (page 147). Discuss what additional supports your school already has in place to ensure students' equal access to educational opportunities. What else could your school be doing to support students?
2. Looking at the data you gathered, determine if certain groups of students are overrepresented in your ODRs (for example, Black students, students in special education). Review the list of prominent disparities in schools on pages 147–148. Are certain groups of students in your school overrepresented in these areas?
3. Discuss explicit and implicit bias and review Beth's story about examining her bias (page 153). Discuss the role educator bias might have in the disparities you identified.
4. Review the strategies for reducing bias and disproportionate discipline on pages 154–155. Brainstorm ways your school might address these issues, including any coaching available in your area on reducing disparate disciplinary actions.

Part Three (Chapter 12)

The PBIS Team Handbook focuses exclusively on Tier 1 implementation. This was an intentional choice to orient the book toward establishing a strong foundation. Chapter 12 introduces the concepts of Tiers 2 and 3, the advanced tiers of intervention. The PLC/study group's purpose in Part three is to document solid implementation of Tier 1 with a view toward moving ahead to these advanced tiers.

Chapter 12) Are You Ready for Advanced Tiers?

To be completed prior to the chapter 12 book study session:

- Read chapter 12.
- Review the concept of fidelity in chapters 9 and 10.
- Review the information on PBIS as a prevention model (pages 13–14, 162–165).

1. Review your overall PBIS system using your data. Are all Tier 1 features in place and operating with fidelity? What proportion of your student population is succeeding socially and behaviorally as a result of Tier 1 implementation?
2. Discuss the logic of prevention and how success with Tier 1 interventions influences readiness for Tiers 2 and 3.
3. What do your data demonstrate about staff perceptions of Tier 1 implementation?
4. Are your school's implementation and systems stable?