

**Ingham ISD
PBIS Implementation Supports
2015-2016**

Universal/Core Implementation Supports

District Administrators, Building Administrators, Building Leadership Teams, Coaches

**Establishing a
Culturally
Responsive PBIS
(CRPBIS) System
2 Days
(2 Drop-In Work
Sessions Available)**

The benefits of “culturally neutral” PBIS are often not equitably experienced by all student populations. CRPBIS is a means to develop positive school contexts that are more culturally-informed, socially just, and academically rich.

**Establishing a
Trauma-Informed
School
1 Day
(Drop-In Work
Session Available)**

Childhood exposed to a traumatic event can profoundly impact learning and/or behavior. Attendees will develop an understanding of the impact of trauma, the identification of trauma-affected behaviors, and student/family supports.

**Alternatives to
Punitive Discipline
and Zero Tolerance
1 Day
(Drop-In Work
Session Available)**

Attendees will consider a continuum of supports for students exhibiting significant behaviors, as well as processes to establish corrective/restorative responses that keep kids in school. A model which merges PBIS and Restorative Practices will be presented.

**Establishing a
Behavioral Support
Team
1 Day
(Drop-In Work
Session Available)**

Establishing a team within a building is an effective way to provide professional supports to teachers. Attendees will develop the systems and procedures for providing guidance in PBIS supports, from early-stage, Tier 1 supports through more intensive individualized planning.

**Coaching
Classroom
Management
1 Day**

Research shows that the implementation of evidence-based practices with fidelity can be improved up to 70% with the support of coaching. Attendees will develop processes and techniques to support teachers in their use of evidence-based classroom management. Both the evaluative and non-evaluative models will be discussed.

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**CHAMPS K-8
Classroom
Management
2 Days
(2 Drop-In Work
Sessions Available)**

CHAMPS is a proactive and positive approach to improve classroom management. Attendees will gain a deeper understanding of teaching behavior and reducing challenging behaviors and will spend time creating classroom management plans drawn from the evidence-based practices.

**Discipline in the
Secondary
Classroom (DiSC)
2 Days
(2 Drop-In Work
Sessions Available)**

DiSC is a proactive and positive approach to improve classroom management. Attendees will identify the behavioral needs of the different cohorts they teach and will create classroom management plans drawn from the evidence-based practices reviewed in the training.

**PBIS for PreK &
Kindergarten
Classrooms
2 Days
(2 Drop-In Work
Sessions Available)**

Attendees will gain a deeper understanding of teaching behavior and reducing challenging behaviors in an early childhood setting. Teaching staff will spend time creating classroom management plans drawn from the evidence-based practices reviewed in the training.

**Behavior
Management for
Technology-Rich
Environments
1 Day**

While one-to-one technology informs academic instruction, its introduction requires consideration of new policies, routines, procedures, and behavioral expectations. Attendees will develop proactive systems of support shown to significantly reduce device damage and maintain positive behaviors.

**Tier 1 Early-Stage
Classroom
Behavior Supports
1 Day**

Attendees will consider the efficacy of their universal classroom behavioral supports, identifying when a supplementary class-wide reinforcement system or individual fluid correction is in order. Strategies and evidence-based examples for this early stage of behavior management are reviewed in detail.

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Tier II and Tier III Supports

Teachers, Interventionists, Building Leadership Teams, Coaches

**Tier 2 Targeted Behavioral Supports
1 Day
(Drop-In Work Session Available)**

There is more to Tier 2 behavior support than *Check-in, Check-Out (CICO)*. While CICO is an effective targeted intervention, there are other evidence-based individualized behavior supports. Participants will review universal Tier 1 behavior supports and establish the practice of hypothesizing the function of recurring behavior. A variety of targeted supports that specifically address these behaviors – either alone or in combination - are reviewed in detail.

**Tier 3 Intensive Supports: Functional
Behavior Assessments (FBAs) &
Behavior Intervention Plans (BIPs)
1 Day
(Drop-In Work Session Available)**

This session addresses intervention for students requiring intensive behavioral supports. A comprehensive process is presented to discern the function of the behavior, precipitating factors, desired replacement behaviors, and strategies and systems needed to successfully measure and meet behavioral objectives for a student. Attendees are provided a case study and video samples to which these concepts are applied.