

CHILD & FAMILY DEVELOPMENT PROGRAMS

Community Action Team

PBIS Agenda for Monthly Staff Meetings & One-on-Ones

August and September:

1. All Staff: Review Program Wide PBIS Procedure 2-36 and Chronological Checklist for PBIS Procedure 2-36a.
2. CM shares dates for completion of Preschool Behavior Support Self-Assessment (PBSSA) form 2-20.
3. Classroom teams begin completing the Chronological Checklist with a minimum of all universal items reviewed within the first 45 days.
4. Discuss plans to schedule a time to meet Mental Health Consultant (MHC) and receive updates on mental health services in the county. Include discussion on plans for scheduling class observations and having consultant attend Meet and Greet or Open House, when possible. If MHC can't attend during these times arrange for consultant to come and meet and greet parents before doing the first classroom observation upon arrival or departure time, when possible.
5. All Classroom Staff: Identify children who have a Student Success Plan from the previous year and make staff aware of supports needed for the first day of class. The same applies for children who have social and emotional goals or behavior plans on the IFSP.
6. Review 2-38 Behavior Support Staff Procedure.
7. Discuss plans for starting Classroom Behavior Forms 2-31a or 2-31b for children with mild to severe behavior beginning the third-fourth week of service. This could be done during monthly one on ones.
8. Plan how PBIS for parents training will be implemented in your center training plan. PBIS is included in Parent Handbook and parent introductions.
9. Plan how MHC will participate in staff training and/or Family Night activities during the school year, to the extent possible.
10. Other items for the agenda (see list at end of page)

October and November

1. Revisit as needed, Procedure 2-36 for timelines, expectations, etc.
2. Review plans to complete Behavior Tracking Forms 2-31a and 2-31b as needed, and Student Success Planning Chart. Develop Student Success Plans for children who are exhibiting mild to severe behavior (Tier II or Tier III). This could also be discussed with teams during monthly one-on ones.
3. Share a successful environmental, schedule change, curriculum modification, teacher interaction, or individualized support that had positive results for the classroom or a child.
4. During monthly one on ones, identify children who may need a Pre-Referral and start completing Pre-Referral Checklist for CB Form 2-46. Be sure to reflect and complete honestly and accurately so the appropriate supports can be provided. Complete actions on the form that are recommended and send copy to CM, MHC, and Education/Disability Specialist.

5. Discuss which children have been identified for behavior tracking and/or Student Success Plans, so staff filling in are aware and can follow up with teaching team.
6. Plan how PBIS training for parents will be implemented, i.e. send PBIS materials or information home.
7. Other items for the agenda (see list at end of page)

December through May: Repeat standing agenda items

1. Review and update 2-36a Chronological Checklist Procedure. Complete once in December and again in March at minimum, and additionally as needed. Make adjustments and corrections as needed.
2. Review plans to complete Behavior Tracking Forms 2-31a and 2-31b as needed, and Student Success Planning Chart. Develop Student Success Plans for children who are exhibiting mild to severe behavior (Tier II or Tier III). This could also be discussed with teams during monthly one-on ones.
3. During monthly one on ones discuss plans for evaluating and updating Student Success Plans.
4. Share a successful environmental, schedule change, curriculum modification, teacher interaction, or individualized support that had positive results for the classroom or a child.
5. Discuss which children have been identified for behavior tracking and/or Student Success Plans, so staff filling in are aware and can follow up with teaching team.
6. Plan how PBIS for parents will be implemented, i.e. send PBIS materials or information home.
7. Other items for the agenda (see below)

Other Items that may be included in agenda and discussed sometime during the year: (The list may be individualized by center manager and staff/center needs)

1. Matrix- created for all areas/visible in each area – following the required template and expectations/rules listed first
2. Intentionally teaching the daily schedule so children know what comes next.
3. How is the center as a whole positively reinforcing and giving attention to the behaviors you want to see?
4. How the center as a whole responds to mistaken/misbehavior? Tier I, Tier II, Tier III
5. System for tracking behavior and accessing BSS support
6. Five positive statements to every negative statement and use of pre-correction and preventative strategies.
7. Rules taught intentionally in lesson plans in a variety of ways; rules as vocabulary words and in general making rules visible (word and visual examples)
8. Direct instruction of social skills to small groups
9. Intentional use of social stories and the neurodiversity kits.
10. Intentional teaching of problem-solving skills, in particular using other strategies besides the timer