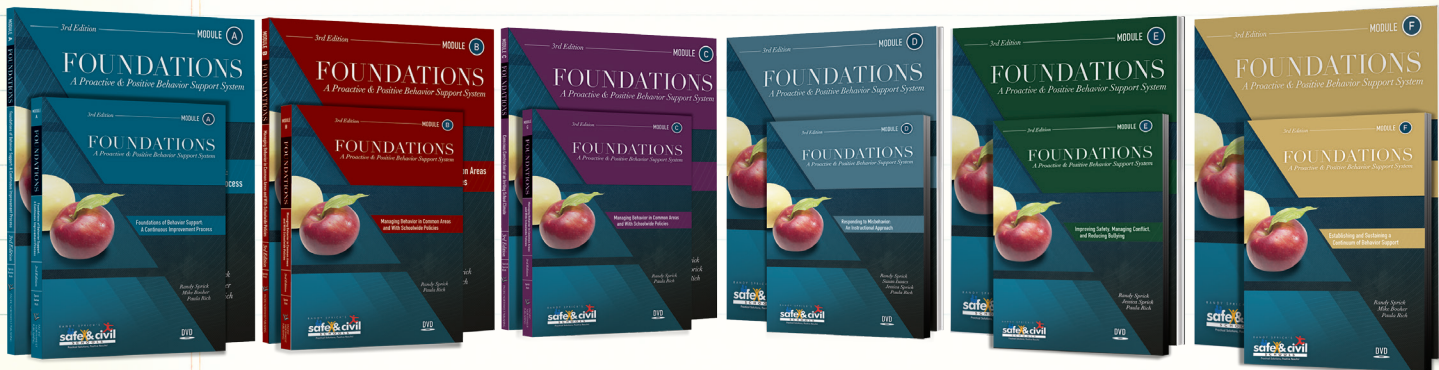


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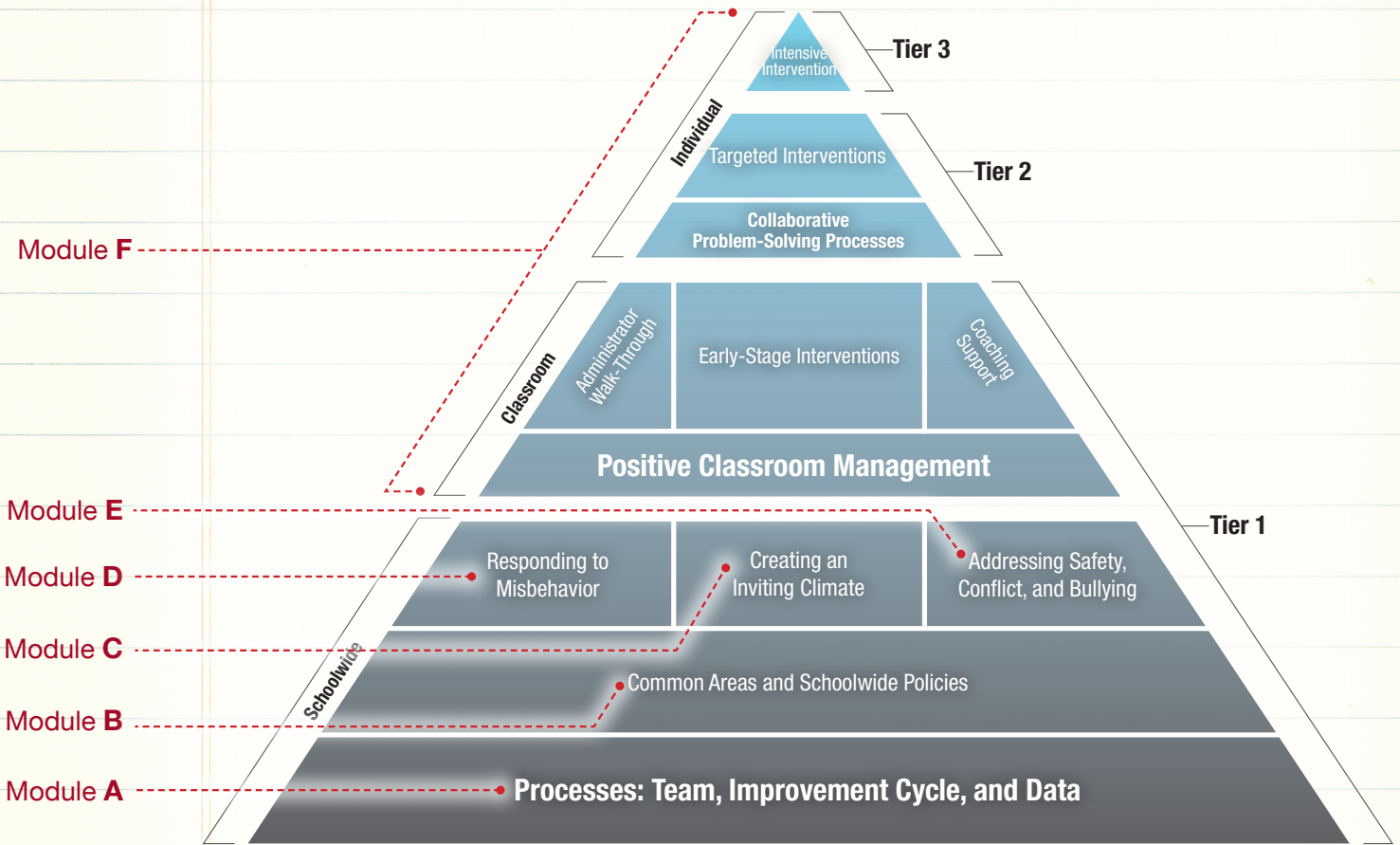
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See Ward, B., & Gersten, R. (2013). A randomized evaluation of the *Safe & Civil Schools* model for positive behavioral interventions and supports (PBIS) at elementary schools in a large urban school district. *School Psychology Review*, 42(3), 317-333.

*Foundations* is listed on the National Registry of Evidence-Based Programs and Practices (NREPP); see [www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov).



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# HOW TO USE FOUNDATIONS

This third edition of *Foundations* is constructed as six modules to accommodate schools that are just beginning their implementation of multi-tiered systems of behavior support (MTSS) as well as schools that already have some, but not all, pieces of behavior support firmly in place. For example, a school may have done great work on improving behavior in the common areas of the school but very little work on intentionally constructing a positive, inviting climate or addressing conflict and bullying in a comprehensive way. This school could go directly to Module C: *Conscious Construction of an Inviting Climate*, and after implementing those strategies, move to Module E: *Improving Safety, Managing Conflict, and Reducing Bullying*.

Each module incorporates multiple resources to assist you: video presentations on DVD, the book you are reading now, and a CD with forms and samples. The videos can guide a building-based leadership team through implementing *Foundations*. The same content is available in print format; we provide eight copies of this book for each module, one for each member of the leadership team. Teams can decide which content delivery form works best for them—video or print.

Each book comes with a CD that contains reproducible forms, examples of policies and procedures from real schools that have implemented *Foundations*, and other implementation resources. The CD also includes PowerPoint presentations that correspond directly to the video and print content. Your leadership team can use these presentations to deliver the most relevant *Foundations* information to the entire staff.

## Beginning Behavior Support

For schools and districts that are just beginning with behavior support or are unsure where to begin, we suggest starting with Module A: *Foundations of Behavior Support—A Continuous Improvement Process*. This module is the foundation of *Foundations*. It describes the importance of a well-designed leadership team, a formalized continuous improvement cycle, how to use multiple data sources to drive that cycle, and how to involve and unify the staff in implementation. Without laying this groundwork, any specific work on procedures, such as improving the cafeteria, is unlikely to be effective or sustainable.

## HOW TO USE FOUNDATIONS

Once your team is collecting and analyzing data, you will probably move through Modules B–F (described below) in order. You'll work on the common areas of the school, then positive climate, and so on. Once a module has been implemented, you are not done with that module. For example, after implementing the procedures in Module B for a couple of common areas and a couple of schoolwide policies, such as dress code, you may move on to Module C to work on improving school climate. However, you will concurrently continue to implement Module B procedures for additional common areas and schoolwide policies. Working through all six modules will take about two to five years of development and implementation.

## MTSS in Progress

Schools and districts that have been effectively implementing other approaches to PBIS should follow these guidelines when implementing *Foundations*.

You may be able to use the modules in a nonlinear fashion if your school has a highly functional team, uses multiple data sources to involve the entire staff in continuous improvement of behavior support, and has worked to improve several common areas or schoolwide policies. To self-assess where to begin, a resource called the Foundations Implementation Rubric and Summary is included in Appendix A of the book and on the CD for each module. The rubric can help your leadership team assess which modules have information useful to your school at this time and help you make judgments about where to begin. Print the rubric, work through it as a team, and summarize your findings, and you will see patterns emerge. (Instructions are included with the rubric.)

For example, if all the conditions described at the beginning of this paragraph are in place, you will probably find that you are already implementing many of the procedures delineated in Modules A and B. One school may have an urgent need to go directly to Module E because the school has no programs or policies to address conflict and bullying, whereas another school may go directly to Module D because staff are very inconsistent about when and how to use disciplinary referral to the office. Another school may go directly to Module F because their schoolwide structures are relatively well established, but they have yet to address classroom management or the integration of universal, targeted, and intensive interventions.

## HOW TO USE FOUNDATIONS

Appendix B of each module presents an Implementation Checklist for that module. The Implementation Checklist details the summarized items on the rubric. You will use this tool as you near completion on any module to ensure that you have fully implemented it, and it's also useful for reviewing the implementation every three years or so. The checklist can identify strengths to celebrate and catch gaps in your implementation that you may be able to fill before a major problem emerges.



# OVERVIEW OF MODULES



The modules in *Foundations* are designed to be used sequentially by a school or district that is just getting started with behavior support. However, if a school or district is already implementing a team-based, data-driven approach to continuous improvement of climate, safety, discipline, and motivation, the modules can be used in any order.

**Module A: *Foundations of Behavior Support—A Continuous Improvement Process***, covers the essential processes for involving the entire staff in developing, implementing, and sustaining positive behavior support. It includes detailed information about establishing a building-based leadership team (Foundations Team) to represent the entire staff. This module advises the team on how to collect and analyze data, identify and rank a manageable number of priorities for improvement, and guide the staff in revising, adopting, and implementing new policies and procedures for each priority. This process creates a cycle of continuous improvement that empowers and unifies the entire staff.

- Presentation 1: Foundations: A Multi-Tiered System of Behavior Support
- Presentation 2: Team Processes
- Presentation 3: The Improvement Cycle
- Presentation 4: Data-Driven Processes
- Presentation 5: Developing Staff Engagement and Unity
- Appendix A: Foundations Implementation Rubric and Summary
- Appendix B: Module A Implementation Checklist
- Appendix C: Guide to Module A Reproducible Forms and Samples

**Module B: *Managing Behavior in Common Areas and With Schoolwide Policies*** delineates processes for ensuring that common areas (arrival, cafeteria, hallways, and so on) and schoolwide policies (dress code, electronics use, public displays of affection, and so on) are structured for success and that expectations for behavior are directly taught with clarity and repetition to students. In addition, this module includes detailed information for all staff about how to provide positive and systematic supervision and how to correct misbehavior calmly, consistently, and respectfully.

- Presentation 1: Laying the Groundwork for Consistency in All School Settings
- Presentation 2: Structuring Common Areas and Schoolwide Policies for Success
- Presentation 3: Teaching Expectations to Students

- Presentation 4: Effective Supervision, Part 1—Protect, Expect, and Connect
- Presentation 5: Effective Supervision, Part 2—Correct and Reflect
- Presentation 6: Supervising Common Areas and Schoolwide Policies—for All Staff
- Presentation 7: Adopting, Implementing, and Monitoring Improvements to Common Areas and Schoolwide Policies
- Appendix A: Foundations Implementation Rubric and Summary
- Appendix B: Module B Implementation Checklist
- Appendix C: Guide to Module B Reproducible Forms and Samples

**Module C: *Conscious Construction of an Inviting School Climate*** guides the entire staff in creating and sustaining a school environment that makes all students feel welcomed and valued. This process includes developing Guidelines for Success, a set of behaviors and traits that provides a common language and common values among staff, students, and parents. This module explains how and why to maintain at least 3:1 ratios of positive interactions and covers the importance of regular attendance and strategies for improving attendance. Strategies for meeting the basic human needs of all students are also discussed. Finally, the module outlines how to welcome and orient staff, students, and families who are new to the school in a way that connects them to the school community.

- Presentation 1: Constructing and Maintaining a Positive Climate
- Presentation 2: Guidelines for Success
- Presentation 3: Ratios of Positive Interactions
- Presentation 4: Improving Attendance
- Presentation 5: School Connectedness—Meeting Basic Human Needs
- Presentation 6: Programs and Strategies for Meeting Needs
- Presentation 7: Making a Good First Impression—Welcoming New Staff, Students, and Families
- Appendix A: Foundations Implementation Rubric and Summary
- Appendix B: Module C Implementation Checklist
- Appendix C: Guide to Module C Reproducible Forms and Samples

**Module D: *Responding to Misbehavior—An Instructional Approach*** focuses on the vital importance of an instructional approach to correction in reducing future occurrences of the misbehavior. It provides information on training and inspiring all staff to correct all misbehavior by giving students information about how to behave successfully and by using the mildest consequences that reasonably fit the infractions. Module D describes how to get consensus among staff about when (and when not) to use office discipline referral. It provides menus of corrective techniques for mild and moderate misbehavior, from gentle verbal correction to time owed after class to restorative justice strategies. All staff learn strategies for de-escalating emotional situations, and administrators are introduced to a comprehensive game plan for dealing with office referrals and for implementing alternatives to out-of-school



suspension. This module includes sample lessons for students on how to interact with people in authority.

- Presentation 1: The Relationship Between Proactive Procedures, Corrective Procedures, and Individual Student Behavior Improvement Plans
- Presentation 2: Developing Three Levels of Misbehavior
- Presentation 3: Staff Responsibilities for Responding to Misbehavior
- Presentation 4: Administrator Responsibilities for Responding to Misbehavior
- Presentation 5: Preventing the Misbehavior That Leads to Referrals and Suspensions
- Appendix A: Foundations Implementation Rubric and Summary
- Appendix B: Module D Implementation Checklist
- Appendix C: Guide to Module D Reproducible Forms and Samples

**Module E: *Improving Safety, Managing Conflict, and Reducing Bullying*** guides the Foundations Team in assessing school strengths and weaknesses related to safety, conflict, and bullying. The module begins by examining the attributes of safe and unsafe schools and offers suggestions for moving your school toward the evidence-based attributes that contribute to safety. One potential risk to safety is poor conflict management, so this module includes a simple conflict resolution strategy that students can use to manage conflict in peaceful and mutually beneficial ways. Bullying is another serious risk to safety. Module E provides a step-by-step process for analyzing strengths and gaps in your school's bullying policies and procedures as well as suggestions and examples for turning gaps into strengths. This module includes lessons for students on safety, conflict, and bullying prevention and intervention.

- Presentation 1: Keeping Students Safe From Physical and Emotional Harm
- Presentation 2: Attributes of Safe and Unsafe Schools
- Presentation 3: Teaching Conflict Resolution
- Presentation 4: Analyzing Bullying Behavior, Policies, and School Needs
- Presentation 5: Schoolwide Bullying Prevention and Intervention
- Appendix A: Foundations Implementation Rubric and Summary
- Appendix B: Module E Implementation Checklist
- Appendix C: Guide to Module E Reproducible Forms and Samples

**Module F: *Establishing and Sustaining a Continuum of Behavior Support*** outlines how the Foundations Team can analyze and guide an integration of universal prevention, targeted support, and intensive support for students. This process includes adopting and supporting a schoolwide or district approach to classroom management that creates a common language and ensures that teachers, administrators, and support staff are on the same page about classroom organization and management. For students who need individual support, this module provides staff training in early-stage interventions and a variety of problem-solving structures that

match the intensity of student need to the intensity of school- and district-based resources. Finally, Module F provides guidance in sustaining *Foundations* at the building and district level so that effective procedures are maintained and improvement continues, even when school administration changes.

- Presentation 1: The Vision of a Continuum of Behavior Support
- Presentation 2: Supporting Classroom Behavior—The Three-Legged Stool
- Presentation 3: Articulating Staff Beliefs and Solidifying Universal Procedures
- Presentation 4: Early-Stage Interventions for General Education Classrooms
- Presentation 5: Matching the Intensity of Your Resources to the Intensity of Your Needs
- Presentation 6: Problem-Solving Processes and Intervention Design
- Presentation 7: Sustainability and District Support
- Appendix A: Foundations Implementation Rubric and Summary
- Appendix B: Module F Implementation Checklist
- Appendix C: Guide to Module F Reproducible Forms and Samples