

PaTTAN Behavior Resources	A Framework for Teaching: Components of Professional Practice																					
	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism

Classroom Management

[Instructional Practices for Behavior Management](#)

This information sheet discusses the link between classroom behavior and instruction. Included is a checklist to help teachers determine if they are implementing effective instructional practices in their classrooms.

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[Teachers' Desk Reference: Practical Information for Pennsylvania's Teachers: Classroom Management](#)

This issue of Teachers' Desk Reference outlines practical strategies, tips, and basic procedures that teachers can use to make favorable modifications in their students' behavior.

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[Pa PBS Administrator's Toolkit](#)

PaTTAN's Pa PBS Administrator's Toolkit contains 5 modules of evidence-based resources. This toolkit contains 5 modules: Maximize Classroom Structure, Classroom Rules, Actively Engage Students in Observable Ways, Use a Continuum of Strategies to Acknowledge Appropriate Behavior, and Use a Continuum of Strategies to Respond to Inappropriate Behavior. It additionally includes an overview of a prior training, along with a multitude of resources for support teachers.

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[Board Certified Behavior Analysts and Public Education: Rationale and Guidelines](#)

As the number of students with autism spectrum disorder (ASDs) has grown, so has the need for effective educational interventions. Addressing the needs of students with autism is best accomplished through a team approach and a key member of that team can be a Board Certified Behavior Analyst (BCBA). This guide describes the practice for behavior analysts, and guidelines for educational practice.

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<p>Creating a Classroom Teaching Matrix</p> <p>Establishing positive classroom expectations, or norms, that reflect the shared values of a classroom community is an important step toward creating a positive teaching and learning environment. This brief provides guidance for creating and using a classroom teaching matrix to explicitly identify, define, and teach a) predictable classroom routines, b) positive classroom expectations, and c) critical social, emotional, and behavioral and skills.</p>				X			X	X	X	X		X		X							
<p>Instructional Alternatives to Exclusionary Discipline</p> <p>Research has shown the harmful impacts of exclusionary discipline practices on students and has found them ineffective for changing student behaviors as they do not typically include academic or behavioral instruction for students. This session will share a school-wide restorative approach that has promise for preventing further behaviors that lead to removals from instruction. Examples of implementation at the school and district-wide level will be highlighted.</p>			X				X	X	X	X		X		X							
<p>Managing Severe Problem Behavior - PaTTAN Pod</p> <p>While at the National Autism Conference, Dr. Tim Vollmer discussed establishing cooperation when interacting with students with autism.</p>		X							X	X				X					X		
<p>Positive Behavior Support</p>																					

<p>Guidance in Adapting Check-In and Check-Out for Distance Learning</p> <p>This brief provides considerations for adapting Check-In Check-out (CICO) for situations where students are learning from home.</p>				X			X			X		X						X				
<p>Getting Back to School After Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive</p> <p>MTSS (such as PBIS) are ideal frameworks for implementing strategies to support students coming back to school and to prevent /address further challenges. Six strategies for school teams to ensure a safe, predictable, and positive school year are described.</p>		X					X		X		X							X				
<p>Annotated Positive Behavior Support Plan</p> <p>For a student with an IEP, the positive behavior support plan is integrated within the IEP document. However, while focusing on behavioral interventions, the team may find it helpful to develop all components of the plan at one time. For this reason, the annotated positive behavior support plan includes relevant components of Section VI of the IEP document: program modifications and specially designed instruction, related services, and supports for school personnel provided for the child. These may serve as reminders for the IEP team to consider in designing the positive behavior support plan.</p>				X		X			X				X		X	X	X	X			X	
<p>Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: Behavioral Expectations</p> <p>Creating, defining, and teaching a set of schoolwide expectations to all students lays the foundation for creating a positive school climate by acknowledging and celebrating students for meeting those expectations. This publication focuses on one of the 9 critical features of the development of an effective schoolwide behavior system: Clearly defined behavioral expectations.</p>	X	X			X		X	X	X	X					X		X					

<p>Program-Wide Positive Behavior Interventions and Supports for Young Children</p> <p>This publication provides information about the Pyramid Model Framework and its implementation through Program-Wide Positive Behavior Interventions and Supports.</p>	X	X			X		X	X	X	X		X					X		X			
<p>Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: Defining and Managing Behaviors</p> <p>This publication focuses on “clearly defined and consistently implemented systemic procedures for dealing with misbehavior,” a critical feature of an effective schoolwide behavior system.</p>							X	X	X	X											X	
<p>Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction</p> <p>This publication describes Schoolwide Positive Behavior Interventions and Supports (SWPBIS), provides an SWPBIS model and a Response to Intervention model, and explains why an SWPBIS system is necessary.</p>				X													X		X	X	X	X
<p>Positive Behavior Intervention and Supports (Pa PBS) Website</p> <p>Positive Behavior Interventions and Supports (Pa PBS) is a multi-tiered approach to social, emotional, and behavior support in Pennsylvania. The broad purpose of PBIS (Pa PBS) is to improve the effectiveness, efficiency and equity of schools and other agencies. Pa PBS (PBIS) improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.</p>	X			X					X	X				X							X	X

<p>Supporting Students with Autism Spectrum Disorders Through School-Wide Behavior Interventions and Supports</p> <p>Students with disabilities benefit from positive behavioral interventions and supports (PBIS; Meyer et al., 2021). The use of schoolwide and classwide PBIS shows promise in helping educators to integrate evidence-based practices for the benefit of all students, including those diagnosed with ASD. The purpose of this brief is to provide educators with a quick and easy resource for identifying effective practices for supporting all students, especially those diagnosed with ASD within general education contexts.</p>				X	X					X	X			X							
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<p>Providing Access to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities</p> <p>This brief discusses ways to design PBIS systems that are accessible to all students. It describes the importance of including all students in PBIS structures, gives practical strategies to help schools achieve this goal, and includes the story of a student who benefited from full access to his school's PBIS system.</p>						X	X	X	X					X					X		X

<p>Supporting Students with Disabilities at School and Home - A Guide for Teachers to Support Families and Students</p> <p>This guide highlights 5 key practices for teachers and families to support all students, including students with disabilities, at school and home.</p>	x							x	x				x								
<p>Families to the MAX Tip Sheet: Behavior</p> <p>Challenging behavior and intense emotional responses can cause distress for children and adolescents, as well as their families. This tip sheet lists ways to understand children’s behavior to better support them in the classroom and beyond.</p>						x							x	x		x	x	x	x	x	
<p>Teacher's Desk Reference: Practical Information for Pennsylvania's Teachers: Family and Community Engagement</p> <p>This issue of Teacher’s Desk Reference provides practical strategies for involving family and community members as partners in education. It also provides valuable resources for increasing successful outcomes for all students.</p>													x	x		x		x	x	x	
<p>SSIP Publications-Resources for Schools & Families</p> <p>This section includes multiple resources for families to support their student with their attendance, behavior, and course performance (ABC).</p>			x						x	x				x	x			x			
<p>Multi-Tiered Systems of Support</p>																					

<p>Multi-Tiered Systems of Support (MTSS)-Behavior (Learning Environment and Enrichment) Network-Related Resources</p> <p>This site provides educators, families, and students with a vast list of behavior resources. Resources provided include 1) Featured Topics in Behavior; 2) Classroom Management; 3) Positive Behavior Interventions and Supports; 4) Pa PBS Implementers' Forum materials and resources; 5) Continuity of Education Planning Behavior Resources for Families, Students, and Educators; 6) Behavior Bytes Video Series.</p>				X			X	X	X				X		X	X			X	
<p>Multi-Tiered Systems of Support (MTSS)-LEEI-Behavior-What is Autism?</p> <p>This site provides educators and families with a vast list of behavior resources. Resources provided include 1) What is Autism; 2) Autism Initiative ABA Supports; 3) Success Over Stress; 4) Project Achieve; 5) Video Resources; 6) National Autism Conference; 6) Resources for Parents; 7) Topics of Interest; and, 8) Continuity of Education Planning Resources.</p>				X			X	X	X				X		X	X			X	
<p>MTSS-Behavior-SWPBIS-Assessment-Systems Level Behavior Screeners</p> <p>Screeners are essential for effective schoolwide prevention systems. They are the tools for early and accurate identification of at-risk students across the K-12 continuum. Screeners should be used at each level of schooling, elementary, middle, and high school, as each level has unique demands that students must negotiate.</p>			X			X							X		X	X			X	
<p>Direct Behavior Rating (DBR): Viable Progress Monitoring in MTSS Decision Making</p> <p>Dr. Sandy Chafoules, shared the Direct Behavior Rating (DBR) can be effective and efficient as a progress monitoring tool as well as a targeted screening tool.</p>				X				X	X						X					

<p>Tier 2: Practices and Adaptations</p> <p>PBIS Forum 2020: This session provides a range of Tier 2 adaptations including virtual Check-in Check-out, embedding cognitive behavioral strategies within self-monitoring interventions to support students displaying internalizing concerns (e.g., anxiety, depression) and using Tier 2 strategies class-wide.</p>				x			x	x	x	x				x							
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<p>(Tier-2 Systems & Practices)</p> <p>Essential Features of Tier-2 Supports & Reflections from District-Wide Implementation</p> <p>This session will provide an overview of essential considerations for developing Tier-2 Supports within a continuum of positive behavior supports. Key systems, data, and practices will be discussed. A panel of district leaders will discuss implementation successes and challenges.</p>				x		x			x			x	x				x				x
<p>Small Group Social Skills Instruction & Self-Management</p> <p>Small group social skills and student self-monitoring/management systems are widely used Tier-2 practices. Core features and how to access additional resources of each, along with implementation examples highlighting key features, challenges, and successes, will be shared.</p>	x		x	x	x	x			x			x	x				x				

<p>Integrating School Climate Data within the PBS Framework to Promote Equitable Educational Experiences</p> <p>Equity session: This session will focus on how to integrate school climate data within the PBIS framework. Evaluation of school climate at the aggregated disaggregate levels will be demonstrated. Implications for guiding decision making will also be discussed.</p>	X		x			x	x				x								x	
<p>Getting Started: Using Data for Decision Making</p> <p>Schools needs meaningful data to identify a variety of needs and determine effectiveness of supports provided across tiers. This session will describe the various data used within the PBIS framework to select, monitor, and evaluate outcomes, practices, and systems at both the district and school level.</p>			x			x	x	x	x			x		x			x		x	
<p>Getting Started: Implementing Effective Practices</p> <p>The key to improving school outcomes are the strategies utilized to support the students and adults at every level. This session will describe how data-driven PBIS teams emphasize the careful selection and integration of evidenced-based practices or interventions into a continuum of effective behavior support.</p>	x		x	x				z	x	x	x	x		x	x				x	
<p>Progress Monitoring for Behavior</p> <p>Progress monitoring is the ongoing process of collecting and analyzing data to determine student progress toward attainment of measurable annual goals. This webinar will provide information and considerations to be addressed when identifying a student behavior target, writing a measurable behavior goal. This webinar will provide examples of how to monitor student progress.</p>		x			x								x		x	x			x	

<p>Addressing Behavior in the IEP</p> <p>The question of when behavior impedes a student's learning, or the learning of others is a special consideration that IEP teams MUST address before developing the IEP. What do teams need to know to do this? This session will provide information and resources to guide IEP teams and teachers in considering when behavior impedes learning and addressing it in the IEP document.</p>			X	X		X				X				X			X	
Behavior Health																		
<p>Supporting Students with Behavioral Challenges Through the Individualized Education Plan Process</p> <p>This session focusses on enhancing individualized education plans (IEPs) for students with social, emotional, and behavioral needs. Opportunities to collaborate with families through the process will be discussed and best practices for developing relevant, observable, and measurable IEPs will be shared.</p>		X	X		X		X	X		X							X	
<p>Systematic Screening: Detecting & Supporting Students with Internalizing Behaviors</p> <p>This session will provide a rationale and overview for systematic screening with an emphasis on detecting and supporting students with internalizing behaviors. Lessons learned from a district that conducts screenings with teacher, student, and family perspectives will be shared. New Center on PBIS resources to support screening efforts will be highlighted.</p>	X	X	X	X	X									X		X		