PaTTAN Behavior Resources							A Fran	nework	for Tea	ching: (	Compor	ents of	Profess	sional P	ractice							
	С	omain 1:	Planning a	nd Prepai	ration		Domain	2: The C	lassroom	Environn	nent		Domain	3: Instruc	ction		Doi	main 4: F	rofess	onal Respo	nsibilities	
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for leaming	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 leaming community	- Kin	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.							X	х	X	X							
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.	Х	X					X	х									
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.			Х		х	X	x	х	X	X	X	X					
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.	X	X	X					X							X	X	

Creating a Classroom Teaching Matrix			Χ		Х	Χ	X	Х	X	Χ	Χ				
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 a0															
predictable classroom routines, b) positive															
classroom expectations, and c) critical social,															
emotional, and behavioral and skills.															
Instructional Alternatives to Exclusionary Discipline		X			Χ	X	Χ	Х	Χ	Χ					
<del>Siscipline</del>															
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.															
Managing Severe Problem Behavior - PaTTAN	X							X	X			X		Х	
<u>Pod</u>															
While at the National Autism Conference, Dr. Tim															
Vollmer discussed establishing cooperation when															
interacting with students with autism.															
Positive Behavior Support				1	<u> </u>										

Creating a PBIS Teaching Matrix for Remote Instruction				Х	X	X	X	Х	Х	X				
This practice brief shares tips for maintaining continuity of learning through defining classroom expectations for remote instruction and online learning environments.														

Guidance in Adapting Check-In and Check-Out for Distance Learning This brief provides considerations for adapting Check-In Check-out (CICO) for situations where students are learning from home.		Х			X			Х		X					X		
Getting Back to School After Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive 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.	X				X		X		X						X		
Annotated Positive Behavior Support Plan 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.		X		X			X					X	X	X	X	X	
Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: Behavioral Expectations 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.	X		X		X	Х	x	X		X			X		X		

Program-Wide Positive Behavior Interventions and Supports for Young Children This publication provides information about the Pyramid Model Framework and its implementation through Program-Wide Positive Behavior Interventions and Supports.	Х	X		X	х	X	Х	Х	X			X	X			
Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: Defining and Managing Behaviors This publication focuses on "clearly defined and consistently implemented systemic procedures for dealing with misbehavior," a critical feature of an effective schoolwide behavior system.					х	Х	х	х							X	
Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction 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.			X									X		x	X	X
Positive Behavior Intervention and Supports (Pa PBS) Website 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.			X				х	X		х		X			X	X

	1	,			1	1		1			 			 1	-	 
Supporting Students with Autism Spectrum Disorders Through School-Wide Behavior Interventions and Supports 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.			X	X					x	x		x				
Supporting Students with Autism Spectrum Disorders Through School-Wide Behavior Interventions and Supports 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.			X	X					x	X		x				
Providing Access to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities 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.						X	X	X	х			X			X	X

Best Practices to Support a Positive, Safe, &		Y		1				Y											ı	
Predictable Classroom		Λ					Х	Λ	X	X	X	X	X							
r redictable classiooni																				
PBIS Forum 2020: Effective management of																				
learning environments is critical for student																				
success and teacher well-being. This session will																				
describe best classroom practices within the context of our current reality of remote																				
instruction and the increasing social emotional																				
needs of students.																				
Creating Positive Behavior Support Plans This	X	Х	X	X	X	X			Y	Y										
webinar will provide an overview of the		,							^	^										
components of evidence based positive behavior																				
support plans.																				
Getting Started with PBIS							Х	X	х			Х	Х							
PBIS Forum 2020: Are you new to school-wide																				
PBIS or need a refresher? If yes, this Q&A session																				
will provide information on the key features and																				
operating principles of PBIS for effective																				
implementation planning.																				
(Equity in School Discipline Strand)							x	х				х		x	х	x	х	K	х	
Implementing Tier-1 PBIS Systems with Cultural																				
Responsiveness (Part 1 of 3)																				
Disproportionality in school discipline begins at																				
the point of referral. That means that bias and punitive discipline policies are among the more																				
significant issues that lead to disproportionality																				
and are most likely to be strongest in the																				
classroom. This session will introduce participants																				
to the core features of classroom PBIS systems																				
and offer specific ways to approach these																				
changes with an equity mindset to make them																				
more culturally responsive.			ļ																	
Coaching for Equity in School Discipline															Х		Χ .	K	x	(
(Part 2 of 3)																				
In this interactive question and answer session, a																				
panel of coaches will share their experiences in																				
increasing commitment to improve equity in																				
school discipline and ensure adequate fidelity of																				
implementation within a PBIS model.																				
		<u> </u>	<u> </u>							1										

Behavior Bytes - PaTTAN Behavior Buttons -								X	X	X	X				X	
<u>Virtual Tips</u>																
D-TTAN D-li Initiative																
Pattan Behavior Initiative consultants provide a quick list of tips to consider as educators engage																
in providing virtual learning experiences. These																
include using virtual backgrounds, opportunities																
to respond, engagement strategies and virtual																
incentives.																
Showcasing Schools: Integrating Academic and		X		X	X			· ·		.,					.,	
Behavior - PaTTAN Pod				^	^	X		X		X				ľ	X	
benavior rarrantrou																
School administrators and practitioners speak to																
the adoption and implementation of integrating																
evidence-based academic, behavioral, and SEL																
practices withing a tiered model.																
Utilizing a Behavior Response Tool: Creating a	Х	X		X		х		X		Х	X	X		,	X	
Plan for Deescalating Student Behavior				,		^		,		^	^			ľ	^	
This session will explore the use of a tool																
designed to create consistent behavioral																
responses from adults working with students																
experiencing escalating behavior. The presenters																
will provide guidance on incorporating the use of																
the results into classroom practice and																
integration into Positive Behavior Support Plans.																
Family & Community Engagement																
Including Family Voice & Supporting Family	X	X						X					X	X		
Partnership within Schoolwide PBIS																
This session will describe strategies to strengthen																
outreach to families and include family voice in																
•																
promoting partnerships in PBIS. Strategies to																
understand family perspectives and experiences																
will be described. Integrating family voice in																
school-wide PBIS systems and practices in																
partnership with families to advance equity will																
be emphasized.																
			1		<u> </u>	1	 		1	1		1				

Supporting Students with Disabilities at School and Home - A Guide for Teachers to Support Families and Students  This guide highlights 5 key practices for teachers and families to support all students, including students with disabilities, at school and home.	X					X	X		X							
Families to the MAX Tip Sheet: Behavior 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.					х					X	Х		Х	X	X	X
Teacher's Desk Reference: Practical Information for Pennsylvania's Teachers: Family and Community Engagement  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.										X	X		X		X	X
SSIP Publications-Resources for Schools & Families This section includes multiple resources for families to support their student with their attendance, behavior, and course performance (ABC).  Multi-Tiered Systems of Support			X					X	X			Х	Х		Х	

	· ·															
Multi-Tiered Systems of Support (MTSS)-Behavior (Learning Environment and Enrichment)			Х		Х	x	х		Х		X	X			Х	
Network-Related Resources																
Network helacea hesources																
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.																
Multi-Tiered Systems of Support (MTSS)-LEEI-			Х		х	Y	х		Y		X	Χ			x	
Behavior-What is Autism?						r	,		^		^				^	
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.																
MTSS-Behavior-SWPBIS-Assessment-Systems		X		X						· /		X	.,		<b>Y</b>	
Level Behavior Screeners										X		^	X		^	
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.  Direct Behavior Rating (DBR): Viable Progress			X			V	V						V			
Monitoring in MTSS Decision Making						X	X						Χ			
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.																
55. 55				<u> </u>												

Tier 2: Practices and Adaptations			v				v										I	
Tier 2: Practices and Adaptations			Λ			X	Λ	X	X			X						
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.																		
Tier 2 strategies class-wide.																		
Direct Behavior Rating (DBR): Viable Progress			X					v	v						v			
Monitoring in MTSS Decision Making								^	^						^			
<u> </u>																		
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.																		
(Tier-2 Systems & Practices)			х		х				~		<b>v</b>	v			~		v	-
									r l		^	r l			^		^	
Essential Features of Tier-2 Supports &																		
Reflections from District-Wide Implementation																		
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. Small Group Social Skills Instruction & Self-					.,													
	х	x	х	x	X				x			x	x	х				
<u>Management</u>																		
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.																		
Silai eu.																		

Academic Supports & Promoting Student Engagement  While used less often within school-wed systems of PBIS academic supports are often key in promoting student academic and behavioral success. Core features and how to access additional resources of each along with implementation examples highlighting key features, challenges, and success will be shared.				x	х				х	х	х	x		x	х	
Supporting Students with Internalizing Behavior at Tier-3: A Function-Based Approach							х	х						x	х	
Supporting PBIS Implementation Through Phases of Crisis Recovery  This session will share the experiences of state, district, and school leaders using the multi-tiered systems of support (MTSS) framework to support students, families, and educators during the transition back to school in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth	x		X		х	X			X							
Data Based Decision Making																
Using Data to Create a Data Story for Various Stakeholders  This session, with Dr. Tim Runge, highlights the various ways a district at the school age level or a program at the early childhood level, can use data to inform stakeholders.		X	X					X					X			

Integrating School Climate Data within the PBS	l.			X		l	.,	Y				L							1		
Framework to Promote Equitable Educational		X					X					X								Х	
Experiences																					
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.																					
Getting Started: Using Data for Decision Making				x			х	х	x	х				х		x			ĸ	x	
Schools poods mappingful data to identify a																					
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.																					
Getting Started: Implementing Effective Practices		v		v	Y												v				
detting started. Implementing Effective Fractices	ĺ	`		^	<u>^</u>					Z	X	X	х	x		X	^			x	
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.																					
Progress Monitoring for Behavior			X			Χ									X		X	Х		Χ	
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.																					

Addressing Behavior in the IEP  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.			X	X		X			х			Х		Х		X	
Supporting Students with Behavioral Challenges Through the Individualized Education Plan Process  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.		x	x		X		х	Х	х					х			
	X	X	x	X	X							X	X				