

# MTSS Behavior Resources

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## Early Childhood: Introduction to Program-wide Positive Behavior Support

<b>Title/Topic</b>	Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children
<b>Brief Description</b>	<p>The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) has created a PowerPoint presentation with audio and captioning that provides a comprehensive overview of the Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children.</p> <p>The purpose is to promote the adoption of the model by all early intervention and early childhood service providers. The model is the same one used by the Center on Social and Emotional Foundations for Early Learning (CSEFEL).</p>
<b>Citation</b>	<p>Technical Assistance Center on Social Emotional Intervention (TACSEI) (2008). <i>Pyramid model for promoting the social and emotional development of infants and young children</i>. Retrieved September 30, 2008, from: <a href="http://www.challengingbehavior.org/explore/camtasia/pyramid_overview/pyramid_overview_captions.html">http://www.challengingbehavior.org/explore/camtasia/pyramid_overview/pyramid_overview_captions.html</a>.</p>
<b>Audience</b>	Early childhood special education and early intervention professionals, family members
<b>System Impact</b>	Home, community, schools
<b>Level of Prevention</b>	Tiers 1-3
<b>Focus of Material</b>	Early childhood
<b>Type of Material</b>	PPT presentation with audio. Transcript available for download.
<b>Level of Specificity</b>	Broad overview

<b>Title/Topic</b>	Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children
<b>Brief Description</b>	Technical assistance packet including introduction, overview, the Teaching Pyramid approach, and resources
<b>Citation:</b>	Kansas Inservice Training System (KITS) (n.d.). <i>Positive behavior support in early childhood settings</i> . Retrieved September 29, 2008, from: <a href="http://www.kskits.org/ta/Packets/PosBehSupport.shtml">http://www.kskits.org/ta/Packets/PosBehSupport.shtml</a> .
<b>Audience</b>	Early childhood (2-8 years)
<b>System Impact</b>	Home, preschool, and community
<b>Level of Prevention</b>	Tiers 1-3
<b>Focus of Material</b>	Early childhood
<b>Type of Material</b>	Free download of reproducible PDF documents
<b>Level of Specificity</b>	Moderately detailed, including forms

## MTSS for Behavior: Introduction for Elementary, Middle and High Schools

<b>Title/Topic</b>	What Every Administrator Should Know About School-wide Positive Behavior Supports
<b>Brief Description</b>	A brief reflection of what PBS is and how administrators can and should be involved
<b>Citation</b>	Lewis, T. (2006). <i>What every administrator should know about school-wide positive behavior supports</i> . Retrieved October 28, 2008, from: <a href="http://www.mslbd.org/Admin_Conference/Lewis%2010-5-06.pdf">http://www.mslbd.org/Admin_Conference/Lewis%2010-5-06.pdf</a>
<b>Audience</b>	Administers, school teams
<b>System Impact</b>	Schools
<b>Level of Prevention</b>	Primary/Getting Started
<b>Focus of Material</b>	School-wide Positive Behavior Support
<b>Type of Material</b>	Article available online
<b>Level of Specificity</b>	Specific to Administrators
<b>Title/Topic</b>	Is School-wide Positive Behavior Support an Evidence-based Practice?
<b>Brief Description</b>	Provides research resources and articles of evidence-based practice around the implementation of School-Wide Positive Behavior Support
<b>Citation</b>	Association of Positive Behavior Support (APBS) (2007). <i>Is school-wide positive behavior support an evidence-based practice?</i> . Retrieved August 22, 2008, from: <a href="http://www.apbs.org/files/101007evidencebase4pbs.pdf">http://www.apbs.org/files/101007evidencebase4pbs.pdf</a> .
<b>Audience</b>	Administrators & School Professionals
<b>System Impact</b>	Three-Tier
<b>Level of Prevention</b>	Evidence & Impact
<b>Focus of Material</b>	Research
<b>Type of Material</b>	Research & Reference
<b>Level of Specificity</b>	Reference

<b>Title/Topic</b>	How to get PBS into your school
<b>Brief Description</b>	Helpful hints for getting started implementing school-wide positive behavior support
<b>Citation</b>	George, H.P., & Martinez, S.A. (2008). <i>How to get PBS into your school</i> . Retrieved October 28, 2008, from: <a href="http://www.pbis.org/news/New/Newsletters/Newsletter4-3.aspx">http://www.pbis.org/news/New/Newsletters/Newsletter4-3.aspx</a> .
<b>Audience</b>	Administers, School Professionals, Community members
<b>System Impact</b>	Schools - Tier I
<b>Level of Prevention</b>	Primary/Getting Started
<b>Focus of Material</b>	School-wide Positive Behavior Support
<b>Type of Material</b>	Article available online
<b>Level of Specificity</b>	Specific to School Professionals
<b>Title/Topic</b>	School-wide Positive Behavior Support: Investing in Student Success
<b>Brief Description</b>	Excellent introduction to school-wide positive behavior support
<b>Citation</b>	<p>Horner, R., Sugai, G., &amp; Vincent, C. (2008). School-wide positive behavior support: Investing in student success. Retrieved October 28, 2008, from: <a href="http://ici.umn.edu/products/impact/182/over2.html">http://ici.umn.edu/products/impact/182/over2.html</a>.</p> <p>Gaylord, V., Quinn, M., McComas, J., &amp; Lehr, C. (Eds.). (2005). <i>Impact: Feature Issue on Fostering Success in School and Beyond for Students with Emotional/Behavioral Disorders 18(2)</i>. Minneapolis: University of Minnesota, Institute on Community Integration. Available at: <a href="http://ici.umn.edu/products/impact/182/default.html">http://ici.umn.edu/products/impact/182/default.html</a>.</p>
<b>Audience</b>	Administers, school teams members, community
<b>System Impact</b>	Schools
<b>Level of Prevention</b>	Primary/Getting Started
<b>Focus of Material</b>	School-wide Positive Behavior Support
<b>Type of Material</b>	Article available online
<b>Level of Specificity</b>	General introduction to major features

<b>Title/Topic</b>	Frequently Asked Questions about Positive Behavior Support
<b>Brief Description</b>	A helpful question and answer format answering common questions about positive behavior support and school-wide discipline
<b>Citation</b>	Florida's Positive Behavior Support Project (2002). Frequently asked questions about positive behavior support. Retrieved October 28, 2008 from: <a href="http://flpbs.fmhi.usf.edu/faq.asp">http://flpbs.fmhi.usf.edu/faq.asp</a> .
<b>Audience</b>	Administrators, school teams members, families, community members
<b>System Impact</b>	Schools
<b>Level of Prevention</b>	Primary/Getting Started
<b>Focus of Material</b>	School-wide Positive Behavior Support
<b>Type of Material</b>	Article available online
<b>Level of Specificity</b>	Specific to Administrators

<b>Title/Topic</b>	Association on PBS: What is PBS?
<b>Brief Description</b>	Description of what positive behavior support from different fields including school-wide positive behavior support and with individuals with research publications related to different topics
<b>Citation</b>	Association for Positive Behavior Support (2008). General introduction to positive behavior support. Retrieved October 28, 2008, from: <a href="http://www.apbs.org/about_APBS.htm#whatapbs">http://www.apbs.org/about_APBS.htm#whatapbs</a> .
<b>Audience</b>	Educators, professionals, families, communities
<b>System Impact</b>	Multiple systems involved
<b>Level of Prevention</b>	All three tiers
<b>Focus of Material</b>	General introduction
<b>Type of Material</b>	Informational
<b>Level of Specificity</b>	Specific by different populations and in different settings

<b>Title/Topic</b>	School-wide Positive Behavior Interventions and Support (SW-PBIS): Information for Parents
<b>Brief Description</b>	A five page information document that provides parents an overview of Positive Behavior Supports. Additionally, information is provided for parents to become involved in School Wide PBS and how they can play a supportive role in the connection between Positive Behavior Supports at school and in the home environment.
<b>Citation</b>	Minnesota Department of Education (2008). School-wide positive behavior interventions and supports: What parents need to know. Retrieved October 21, 2008, from: <a href="http://www.pacer.org/pbis/infoforparents.pdf">http://www.pacer.org/pbis/infoforparents.pdf</a> .
<b>Audience</b>	Parents
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary
<b>Focus of Material</b>	Parental involvement, awareness
<b>Type of Material</b>	Information document – 5 page intro to PBS
<b>Level of Specificity</b>	Broad with some specifics

<b>Title/Topic</b>	Parent Training
<b>Brief Description</b>	Two parent information and training modules are available. The first module is a resource for parents that provides an overview of positive behavior interventions and supports and gives information about implementing strategies at home. The second module is also a resource for parents about how school-wide positive behavior interventions and supports are being implemented in schools.
<b>Citation</b>	Minnesota Department of Education. (2008). Minnesota school-wide positive behavior interventions and supports: Training modules. Retrieved October 21, 2008, from: <a href="http://www.pacer.org/pbis/trainingmods/index.asp">http://www.pacer.org/pbis/trainingmods/index.asp</a> .
<b>Audience</b>	Parents
<b>System Impact</b>	Home & School
<b>Level of Prevention</b>	Primary
<b>Focus of Material</b>	Parental involvement, awareness
<b>Type of Material</b>	Training Modules
<b>Level of Specificity</b>	Overview with implementation strategies

## Behavior Prevention in Alternative Settings

<b>Title/Topic</b>	Positive behavior support in the juvenile justice system
<b>Brief Description</b>	This newsletter article describes how school-wide positive behavior support can be used in juvenile justice settings
<b>Citation</b>	Nelson, M., Scott, T., Gagnon, J.C., Jolivette, K., & Sprague, J. (2008). Positive behavior support in the juvenile justice system. Retrieved October 28, 2008, from: <a href="http://www.pbis.org/news/New/Newsletters/Newsletter4-3.aspx">http://www.pbis.org/news/New/Newsletters/Newsletter4-3.aspx</a>
<b>Audience</b>	Juvenile Justice, Mental health
<b>System Impact</b>	Correctional facilities
<b>Level of Prevention</b>	Tiers I & II
<b>Focus of Material</b>	Introduction to major features of PBS in an alternative setting
<b>Type of Material</b>	Newsletter article available for download online
<b>Level of Specificity</b>	Broad overview

<b>Title/Topic</b>	PBS for Youth Involved in Juvenile Corrections
<b>Brief Description</b>	This professional development video provides overview information about how positive behavior support can be implemented in a juvenile correction facility.
<b>Citation</b>	Nelson, M. & Liaupsin, C. (2005). Education, disability and juvenile justice: Professional development series - positive behavior support for youth involved in juvenile corrections. Retrieved November 14, 2008, from <a href="http://www.pbis.org/PBIS_videos.htm">http://www.pbis.org/PBIS_videos.htm</a> .  Downloadable video file: <a href="http://pbis.org/files/VIDEO_TS/Juvenile%20Corrections.wmv">http://pbis.org/files/VIDEO_TS/Juvenile%20Corrections.wmv</a>
<b>Audience</b>	Administrators and direct care staff in Juvenile justice programs/facilities
<b>System Impact</b>	Juvenile justice
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Implementation in juvenile justice settings
<b>Type of Material</b>	Video presentation
<b>Level of Specificity</b>	Overview and implementation examples

## Tier I Program-wide Positive Behavior Support

<b>Title/Topic</b>	State-wide Positive Behavior Supports
<b>Brief Description</b>	Comprehensive tutorials for state-level, district-level and building-level implementation.
<b>Citation</b>	Center for Technology in Education (2004). Maryland's positive behavioral interventions and supports tutorial. Retrieved September 22, 2008 from: <a href="http://cte.jhu.edu/courses/pbis/">http://cte.jhu.edu/courses/pbis/</a> .
<b>Audience</b>	Administrators and faculty
<b>System Impact</b>	State, District and building level systems
<b>Level of Prevention</b>	Tier I & III
<b>Focus of Material</b>	History and instruction on implementation
<b>Type of Material</b>	On-line tutorials
<b>Level of Specificity</b>	Overview and instructional

<b>Title/Topic</b>	Playground Rules Learning Center
<b>Brief Description</b>	12 page guide for teaching playground expectations at an elementary school, primary for early grades, K-2.
<b>Citation</b>	University of South Florida (2007). Safety on the playground: The learning center. Retrieved October 15, 2008, from: <a href="http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/Expectations%20&amp;%20Rules/Playground%20Rules%20Learning%20Center.pdf">http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/Expectations%20&amp;%20Rules/Playground%20Rules%20Learning%20Center.pdf</a>
<b>Audience</b>	Elementary staff
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Elementary
<b>Type of Material</b>	PDF file on a website
<b>Level of Specificity</b>	Setting specific for providing examples on appropriate behaviors with visual cues for younger students.

<b>Title/Topic</b>	Positive behavior support in early childhood settings.
<b>Brief Description</b>	Technical assistance packet including introduction, overview, the Teaching Pyramid approach, and resources
<b>Citation</b>	Kansas Inservice Training System (2005). Positive behavior support in early childhood settings. Retrieved September 29, 2008, from: <a href="http://www.kskits.org/ta/Packets/PosBehSupport.shtml">http://www.kskits.org/ta/Packets/PosBehSupport.shtml</a>
<b>Audience</b>	Early childhood (2-8 years)
<b>System Impact</b>	Home, preschool, and community
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Early Childhood
<b>Type of Material</b>	Packet resources
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	Promoting social and emotional competence
<b>Brief Description</b>	These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.
<b>Citation</b>	Center on Social and Emotional Foundations for Early Learning (CSEFEL) (2006). Training modules: Promoting social and emotional competence. Retrieved September 29, 2008, from: <a href="http://www.vanderbilt.edu/csefel/modules.html">http://www.vanderbilt.edu/csefel/modules.html</a>
<b>Audience</b>	Primarily T/TA providers, program administrators
<b>System Impact</b>	Home, community, and preschool settings
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Separate training modules for infant-toddler and preschool age groups
<b>Type of Material</b>	Free download of presenter PowerPoint presentation, handouts, video clips and evaluation (English and Spanish)
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	Family Training Tools
<b>Brief Description</b>	Family tools are 4-page color illustrated vignettes with step-by-step intervention guides focusing on a specific replacement behavior. Topics include teaching your child to identify and express emotions and teaching your child to cooperate with requests.
<b>Citation</b>	Center on Social and Emotional Foundations for Early Learning (CSEFEL) (2006). Training modules: Family tools. Retrieved September 29, 2008, from: <a href="http://www.vanderbilt.edu/csefel/familytools.html">http://www.vanderbilt.edu/csefel/familytools.html</a>
<b>Audience</b>	Family members
<b>System Impact</b>	home
<b>Level of Prevention</b>	Tier I & II
<b>Focus of Material</b>	Home
<b>Type of Material</b>	Free download of reproducible PDF documents
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	Making friends: assisting children's early relationships
<b>Brief Description</b>	A chapter on friendships and the summary article available on the website review the evidence regarding the formation of friendships between preschoolers with and without disabilities. Recommendations for fostering such friendships are provided for family members and providers, in support of inclusive services for young children.
<b>Citation</b>	Goldman, B.D. & Buysse, V. (2007). Snapshot: Making friends: Assisting children's early relationships. Retrieved September 30, 2008, from Frank Porter Graham Child Development Institute on Web site: <a href="http://www.fpg.unc.edu/~snapshots/snap55.pdf">http://www.fpg.unc.edu/~snapshots/snap55.pdf</a>
<b>Audience</b>	Family members and providers of early education and childcare
<b>System Impact</b>	Home and community
<b>Level of Prevention</b>	Tiers I & II
<b>Focus of Material</b>	Preschoolers and children who are "developmentally young"
<b>Type of Material</b>	Text and PDF document
<b>Level of Specificity</b>	Broad

<b>Title/Topic</b>	A program-wide model of positive behavior support in early childhood settings
<b>Brief Description</b>	This article describes successful implementation of program-wide positive behavioral supports in an early childhood program in southeast Kansas. SEK-CAP Head Start is a national model of the pyramid approach to promoting social-emotional development of young children.
<b>Citation</b>	Hemmeter, M.L., Fox, L., Jack, S., & Broyles, L. (2007). A program-wide model of positive behavior support in early childhood settings. <i>Journal of Early Intervention</i> , 29(4), 337-355. Abstract Summary retrieved on October 31, 2008 from: <a href="http://jei.sagepub.com/cgi/content/short/29/4/337">http://jei.sagepub.com/cgi/content/short/29/4/337</a>
<b>Audience</b>	Early childhood education, early childhood special education, child care providers, family members
<b>System Impact</b>	Community preschools, child care settings
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Preschoolers with and without disabilities
<b>Type of Material</b>	Peer reviewed journal article
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	Positive behavior support in early childhood settings
<b>Brief Description</b>	Technical assistance training packet describes Teaching Pyramid, a framework that promotes young children's social/emotional development and positive relationships.
<b>Citation</b>	Jack, S. L. & Lindeman, D.P. (2005). Positive behavior support in early childhood settings. Retrieved September 30, 2008 from Kansas Inservice Training System: <a href="http://www.kskits.org/ta/Packets/PosBehSupport.shtml">www.kskits.org/ta/Packets/PosBehSupport.shtml</a>
<b>Audience</b>	Early intervention and early childhood special education professionals
<b>System Impact</b>	Early childhood settings
<b>Level of Prevention</b>	Tiers I-III(although Teaching Pyramid is a 4-tier model)
<b>Focus of Material</b>	Young children with and without disabilities (3-8 years)
<b>Type of Material</b>	Free download of PDFs
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	Positive beginnings: Supporting young children with challenging behavior
<b>Brief Description</b>	Training modules in addressing the challenging behavior of young children in “real world” settings of home visiting programs and preschools. Topics of modules include social and communication development, determining meaning of challenging behavior, positive behavior interventions and supports, teaming to build a behavior support plan, intervention in everyday settings, and supporting families
<b>Citation</b>	Hanline, M.F., Wetherby, A., Woods, J., Fox, L., & Lentini, R. (2004). <i>Positive beginnings: Supporting young children with challenging behavior</i> . Tallahassee, FL: Florida State University.
<b>Audience</b>	Higher education faculty and professional development providers teaching early childhood educators, interventionists, and therapists
<b>System Impact</b>	Home and preschool
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Training Home and preschool
<b>Type of Material</b>	CD-ROM with PowerPoint, case studies, video clips
<b>Level of Specificity</b>	Skills instruction

## Tier I MTSS for Behavior in Elementary, Middle and High Schools

<b>Title/Topic</b>	School-wide Positive Behavior Support Modules 1 - 13
<b>Brief Description</b>	These PowerPoint presentations on school-wide PBS are from Florida's PBS Project. The topic is organized into thirteen modules, ranging from issues in building faculty involvement to examples of Office Disciplinary Referral processes and forms, to developing a school-wide reward system and how to teach appropriate behavior.
<b>Citation</b>	Florida's Positive Behavior Support Project (2002). School-wide positive behavior support modules. Retrieved September 17, 2008 from: <a href="http://flpbs.fmhi.usf.edu/requestservices_onlinemodules.asp">http://flpbs.fmhi.usf.edu/requestservices_onlinemodules.asp</a>
<b>Audience</b>	School teams
<b>System Impact</b>	School-wide
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Planning & Implementation
<b>Type of Material</b>	Training modules
<b>Level of Specificity</b>	Overviews with specific skills
<b>Title/Topic</b>	Tier 1 Universal Positive Behavior Support
<b>Brief Description</b>	This page has examples of Tier 1 implementation from schools in Florida
<b>Citation</b>	Florida's Positive Behavior Support (2002). Resources: Expectations and rules. Retrieved September 17, 2008 from: <a href="http://flpbs.fmhi.usf.edu/expectations_rules.asp">http://flpbs.fmhi.usf.edu/expectations_rules.asp</a>
<b>Audience</b>	School level teams
<b>System Impact</b>	School settings
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Elementary, Middle and High school
<b>Type of Material</b>	Website with downloadable material including templates
<b>Level of Specificity</b>	Broad to specific

## Lesson Plans

<b>Title/Topic</b>	Teaching and Lesson Plans
<b>Brief Description</b>	The following materials are related to School-wide PBS and are available to download. It is suggested that these items be used to assist in building awareness across your district, school, individual team, etc.
<b>Citation</b>	Florida's Positive Behavior Support Project (2002). Resources: Teaching and lesson plans. Retrieved September 17, 2008 from: <a href="http://flpbs.fmhi.usf.edu/teaching_lesson_plans.asp">http://flpbs.fmhi.usf.edu/teaching_lesson_plans.asp</a>
<b>Audience</b>	Administration, school teams
<b>System Impact</b>	Schools
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Elementary, Middle, High School
<b>Type of Material</b>	Lesson Plans
<b>Level of Specificity</b>	Example

<b>Title/Topic</b>	Maryland school examples
<b>Brief Description</b>	Numerous schools in the state of Maryland have made available their resources and materials for PBS implementation
<b>Citation</b>	PBIS Maryland (2008). School examples. Retrieved September 15, 2008, from: <a href="http://www.pbismaryland.org/schoolexamples.htm#Top">http://www.pbismaryland.org/schoolexamples.htm#Top</a>
<b>Audience</b>	School Teams, teachers
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Elementary, Middle, High School
<b>Type of Material</b>	Various documents including lesson plans, expectations, posters and matrices
<b>Level of Specificity</b>	Examples

## Classroom Setting

<b>Title/Topic</b>	PBIS Compendium: School-wide Systems Tools
<b>Brief Description</b>	Resources that were collected by PBS facilitators in St. Louis County Missouri. Includes samples of forms, expectations, matrices, and routines and procedures.
<b>Citation</b>	The PBIS Compendium (2008). School-wide Systems Tools. Retrieved September 28, 2008, from: <a href="http://pbiscompendium.ssd.k12.mo.us/schoolwide.htm">http://pbiscompendium.ssd.k12.mo.us/schoolwide.htm</a> .
<b>Audience</b>	School Teams
<b>System Impact</b>	Whole schools
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Elementary, Middle, High School
<b>Type of Material</b>	Website with downloadable tools including matrices, and lesson plans
<b>Level of Specificity</b>	Broad to specific
<b>Title/Topic</b>	Florida's Classroom Resource Page
<b>Brief Description</b>	The following materials are related to Classroom PBS and are available to download. It is suggested that these items be used to assist in building awareness across your district, school, individual team, etc.
<b>Citation</b>	Florida's Positive Behavior Support Project (2002). Classroom resources. Retrieved September 17, 2008 from: <a href="http://flpbs.fmhi.usf.edu/resources_classroom.asp">http://flpbs.fmhi.usf.edu/resources_classroom.asp</a>
<b>Audience</b>	Teachers, SWPBS teams
<b>System Impact</b>	Whole School
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Elementary, middle, high
<b>Type of Material</b>	Website
<b>Level of Specificity</b>	Broad with some specific level information powerpoints created to support methods in the classroom

<b>Title/Topic</b>	Positive Behavior Support for the Classroom, Lori Newcomer, Ph.D.
<b>Brief Description</b>	Guide for effective classroom management through the development of a classroom positive behavior support plan
<b>Citation</b>	Newcomer, L. (2008). <i>Positive behavior support for the classroom</i> . University of Missouri. Retrieved October 22, 2008, from: <a href="http://www.opi.state.mt.us/pdf/MBI/Newcomer2008Classroom.pdf">http://www.opi.state.mt.us/pdf/MBI/Newcomer2008Classroom.pdf</a>
<b>Audience</b>	Teachers
<b>System Impact</b>	Whole School
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Elementary, Middle, High
<b>Type of Material</b>	16 page document relating to prevention practices in the classroom
<b>Level of Specificity</b>	Specific information on how to design classroom settings that are conducive to the components of Positive Behavior Support

<b>Title/Topic</b>	Classroom Management Tips from the Kentucky Department of Education
<b>Brief Description</b>	Various items regarding the creation of a positive and proactive climate in the classroom setting Provides information and resources for the CHAMPs from Randy Sprick.
<b>Citation</b>	Spring, R., Garrison, M. & Howard, L. (1998). Classroom management tips. Retrieved September 17, 2008, from: <a href="http://www.state.ky.us/agencies/behave/bi/cmtips.html">http://www.state.ky.us/agencies/behave/bi/cmtips.html</a> .
<b>Audience</b>	School teams, teachers
<b>System Impact</b>	Whole School
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Elementary & Middle Schools
<b>Type of Material</b>	Website
<b>Level of Specificity</b>	Broad to Specific

## Tiers II & III Implementation

### Program-wide Positive Behavior Support

<b>Title/Topic</b>	Kansas Institute for Positive Behavior Support Online Modules
<b>Brief Description</b>	The KIPBS Modules provide information and materials related to providing behavior support to individuals within the context of program-wide change.
<b>Citation</b>	Kansas Institute for Positive Behavior Support (2008). Online modules. Retrieved September 17, 2008 from: <a href="http://kipbsmodules.org">http://kipbsmodules.org</a> .
<b>Audience</b>	Intervention teams
<b>System Impact</b>	Individual, School, home and community
<b>Level of Prevention</b>	Lifespan
<b>Focus of Material</b>	Individualized Positive Behavior Interventions and Supports
<b>Type of Material</b>	Training on Functional Behavior Assessment & Wrap-around/Interagency collaboration
<b>Level of Specificity</b>	Specialized

<b>Title/Topic</b>	<u>Positive beginnings: Supporting young children with challenging behavior</u>
<b>Brief Description</b>	Training modules for use of PBS in addressing the challenging behavior of young children in “real world” settings of home visiting programs and preschools. Topics of modules include social and communication development, determining meaning of challenging behavior, positive behavior interventions and supports, teaming to build a behavior support plan, intervention in everyday settings, and supporting families
<b>Citation</b>	Hanline, M.F., Wetherby, A., Woods, J., Fox, L., & Lentini, R. (2004). <i>Positive beginnings: Supporting young children with challenging behavior</i> . Tallahassee, FL: Florida State University.
<b>Audience</b>	Higher education faculty and professional development providers teaching early childhood educators, interventionists, and therapists
<b>System Impact</b>	Home and preschool
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Home and preschool
<b>Type of Material</b>	CD-ROM with PowerPoint, case studies, video clips
<b>Level of Specificity</b>	General to specific

<b>Title/Topic</b>	Positive behavior support in early childhood settings.
<b>Brief Description</b>	Technical assistance packet including introduction, overview, the Teaching Pyramid approach, and resources
<b>Citation</b>	Kansas Inservice Training System (2008). Positive behavior support in early childhood settings. Retrieved September 29, 2008, from: <a href="http://www.kskits.org/ta/Packets/PosBehSupport.shtml">http://www.kskits.org/ta/Packets/PosBehSupport.shtml</a>
<b>Audience</b>	Early childhood (2-8 years)
<b>System Impact</b>	Home, preschool, and community
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Earl Childhood
<b>Type of Material</b>	Training packet and resources
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	<u>Problem Behavior Manual: Understanding why problem behaviors occur</u>
<b>Brief Description</b>	A manual developed to assist parents in assessing causes of behavior and designing plans to replace problem behavior with more appropriate behavior.
<b>Citation</b>	Frea, W., Koegel, L., & Koegel, R. (1994). Understanding why problem behaviors occur: A guide for assisting parents to analyze causes of behavior and design treatment plans. Graduate School of Education, University of California at Santa Barbara. Santa Barbara, CA.
<b>Audience</b>	Families
<b>System Impact</b>	Home and community
<b>Level of Prevention</b>	Tier I-III
<b>Focus of Material</b>	Home
<b>Type of Material</b>	Manual
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Positive behavior support in early childhood settings
<b>Brief Description</b>	Technical assistance training packet describes Teaching Pyramid, a framework that promotes young children's social/emotional development and positive relationships.
<b>Citation</b>	Jack, S. L., & Lindeman, D.P. (2005). Positive behavior support in early childhood settings. Retrieved September 30, 2008 from the Kansas Inservice Training System: <a href="http://www.kskits.org/ta/Packets/PosBehSupport.shtml">www.kskits.org/ta/Packets/PosBehSupport.shtml</a> .
<b>Audience</b>	Early intervention and early childhood special education professionals
<b>System Impact</b>	Early childhood settings
<b>Level of Prevention</b>	Tiers I-III (although Teaching Pyramid is a 4-tier model)
<b>Focus of Material</b>	Young children with and without disabilities (3-8 years)
<b>Type of Material</b>	Free download of PDFs
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	Making friends: assisting children's early relationships
<b>Brief Description</b>	A chapter on friendships and the summary article available on the website review the evidence regarding the formation of friendships between preschoolers with and without disabilities. Recommendations for fostering such friendships are provided for family members and providers, in support of inclusive services for young children.
<b>Citation</b>	Goldman, B.D. & Buysse, V. (2007). Friendships in very young children. In O. Saracho & B. Spodek (Eds.), <i>Contemporary perspectives on research in socialization and social development</i> (pp. 165–192). Greenwich, CT: Information Age Publishing.  Goldman, B.D. & Buysse, V. (2007). Snapshot: Making friends: Assisting children's early relationships. Retrieved September 30, 2008, from: <a href="http://www.fpg.unc.edu/~snapshots/snap55.pdf">http://www.fpg.unc.edu/~snapshots/snap55.pdf</a> .
<b>Audience</b>	Family members and providers of early education and childcare
<b>System Impact</b>	Home and community
<b>Level of Prevention</b>	Tiers I & II
<b>Focus of Material</b>	Preschoolers and children who are “developmentally young”
<b>Type of Material</b>	Text and PDF document
<b>Level of Specificity</b>	Broad

<b>Title/Topic</b>	Defusing Violent Behavior in Young Children: An Ounce of Prevention
<b>Brief Description</b>	One of several articles available for download from the National Association of School Psychologists. The author presents a prevention and problem solving approach to dealing with violent behavior in students in early childhood and early elementary programs.
<b>Citation</b>	Smallwood, D. (2003). <i>Defusing violent behavior in young children</i> . National Association of School Psychologists. Retrieved November 15, 2008, from: <a href="http://www.nasponline.org/resources/handouts/revisedPDFs/defusingviolbehavior.pdf">http://www.nasponline.org/resources/handouts/revisedPDFs/defusingviolbehavior.pdf</a>
<b>Audience</b>	School Psychologists, Child Care Providers, School Personnel
<b>System Impact</b>	Daycares, Classrooms, schools
<b>Level of Prevention</b>	Tiers I –III
<b>Focus of Material</b>	Preschoolers and children who are “developmentally young”
<b>Type of Material</b>	Newsletter Article PDF document
<b>Level of Specificity</b>	Strategies

## Tiers II & III MTSS for Behavior in Elementary, Middle and High Schools

<b>Title/Topic</b>	Florida's Tier II Supplemental Supports Page
<b>Brief Description</b>	Materials are related to Targeted Groups and are available to download. It is suggested that these items be used to assist in building awareness across your district, school, individual team, etc.
<b>Citation</b>	Florida's Positive Behavior Support Project (2002). Resources: Targeted groups. Retrieved October 30, 2008, from: <a href="http://flpbs.fmhi.usf.edu/resources_targetedgroup.asp">http://flpbs.fmhi.usf.edu/resources_targetedgroup.asp</a>
<b>Audience</b>	School teams focusing on secondary levels of prevention
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Secondary
<b>Focus of Material</b>	Elementary, Middle, High School
<b>Type of Material</b>	Activities, agendas, and worksheets
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Positive behavior support and Secondary Interventions
<b>Brief Description</b>	Presentation describing key features of secondary interventions with helpful tools and resources included in the document
<b>Citation</b>	Borgmeier, C. (2006). Positive behavior support and secondary interventions. Conference presentation. Retrieved October 30, 2008, from: <a href="http://web1.ode.state.or.us/teachlearn/conferencematerials/spe/2006/pbssecondarypacket.pdf">http://web1.ode.state.or.us/teachlearn/conferencematerials/spe/2006/pbssecondarypacket.pdf</a> .
<b>Audience</b>	School teams focusing on secondary levels of prevention
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Tier II
<b>Focus of Material</b>	Elementary, Middle, High School
<b>Type of Material</b>	Presentation
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Leanne Hawken's Website Resources for Check in Check Out Interventions
<b>Brief Description</b>	Free resources available for download. Information and tools for use with Behavior Education Program (BEP). DVD and other information available for purchase.
<b>Citation</b>	Hawken, L. (n.d.). Behavior education program resources. Retrieved September 17, 2008 from: <a href="http://www.ed.utah.edu/~hawken_1/BEPresource.htm">http://www.ed.utah.edu/~hawken_1/BEPresource.htm</a> .
<b>Audience</b>	School teams, teachers, parents
<b>System Impact</b>	Whole school, small groups of students
<b>Level of Prevention</b>	Tier II
<b>Focus of Material</b>	Check-in-Check-Out
<b>Type of Material</b>	Forms, research, graphing tools, DVDs
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Functional Behavioral Assessment Tools - CEBIS
<b>Brief Description</b>	Information and resources relating to understanding the function of behavior. Many resources on functional assessment available for download.
<b>Citation</b>	New Hampshire Center for Effective Behavior Interventions and Supports (2008). Functional behavior assessment. Retrieve September 17, 2008 from: <a href="http://www.nhcebis.seresc.net/functional_behavioral_assessment">http://www.nhcebis.seresc.net/functional_behavioral_assessment</a> .
<b>Audience</b>	Educators, administrators, school teams, communities, practitioners
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Tier II & III
<b>Focus of Material</b>	Individual behavior supports
<b>Type of Material</b>	Forms, examples and guidelines
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Association for Positive Behavior Support Standard of Practice
<b>Brief Description</b>	Document articulates standards of practice that reflect the comprehensive scope and the unique aspects of PBS.
<b>Citation</b>	Association for Positive Behavior Support (2007). Positive behavior supports standards of practice: Individual level. Retrieved September 17, 2008 from: <a href="http://www.apbs.org/standards_of_practice.html">http://www.apbs.org/standards_of_practice.html</a> .
<b>Audience</b>	Practitioners, individuals interested in PBS and its relation to other fields of practice
<b>System Impact</b>	All systems
<b>Level of Prevention</b>	Tier III
<b>Focus of Material</b>	Individualized positive behavior support planning
<b>Type of Material</b>	Standards and guidelines
<b>Level of Specificity</b>	Broad

<b>Title/Topic</b>	Understanding Problem Behavior: An Interactive Tutorial
<b>Brief Description</b>	A web-based tutorial developed as a basic introduction to the behavioral model. By understanding and applying the behavioral model, you will increase the likelihood of intervening successfully with problem behaviors
<b>Citation</b>	Scott, T., Liaupsin, C., & Nelson, C. M. (1999). Understanding problem behavior: An interactive tutorial. Center on Positive Behavior Support and Interventions. Retrieved September 12, 2008 from: <a href="http://uacoe.arizona.edu/pbis/">http://uacoe.arizona.edu/pbis/</a> .
<b>Audience</b>	Teachers, administrators, counselors, school psychologists
<b>System Impact</b>	Whole school, small groups of students
<b>Level of Prevention</b>	Tier II & III
<b>Focus of Material</b>	Intervention and Behavior Supports
<b>Type of Material</b>	Online tutorials
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Behavior Support Plans
<b>Brief Description</b>	PowerPoint on PBS and replacement behaviors, creating effective behavior plans by understanding that replacement behaviors should serve same function as problem behaviors
<b>Citation</b>	Delaware Positive Behavior Support Project (2006). Creating effective behavior support plans [PowerPoint presentation]. Retrieved September 17, 2008 from: <a href="http://www.udel.edu/cds/pbs/BSP%20Workshop%20Summer%202006.ppt">www.udel.edu/cds/pbs/BSP%20Workshop%20Summer%202006.ppt</a>
<b>Audience</b>	School teams, teachers
<b>System Impact</b>	Small group or individual students
<b>Level of Prevention</b>	Secondary, tertiary
<b>Focus of Material</b>	Elementary, Middle, High School
<b>Type of Material</b>	PowerPoint in a PDF file
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Kansas Institute for Positive Behavior Support Case Study Summaries
<b>Brief Description</b>	Vignettes from peer-reviewed research articles found in the literature related to providing behavior interventions for individuals with challenging behavior. These summaries are intended to provide ideas for validated intervention strategies that are implemented in the field.
<b>Citation</b>	Kansas Institute for Positive Behavior Support (2008). Online Modules. Retrieved September 17, 2008 from: <a href="http://kipbsmodules.org/lock/html/m6/casestudylist.htm">http://kipbsmodules.org/lock/html/m6/casestudylist.htm</a>
<b>Audience</b>	Practitioners, school teams
<b>System Impact</b>	Individual systems
<b>Level of Prevention</b>	Tier III
<b>Focus of Material</b>	
<b>Type of Material</b>	Vignettes with research article listings
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	How Disruptive Students Escalate Hostility and Disorder--and How Teachers Can Avoid It
<b>Brief Description</b>	Article from a leader in the field of behavior provides helpful tips on how to avoid problem behavior in the classroom.
<b>Citation</b>	Walker, H.M., Ramsey, E., & Gresham, F.M. (2004). How disruptive students escalate hostility and disorder—and how teachers can avoid it. <i>American Educator</i> , Winter 2004. Retrieved October 31, 2008: <a href="http://www.aft.org/pubs-reports/american_educator/winter03-04/disruptive.html">http://www.aft.org/pubs-reports/american_educator/winter03-04/disruptive.html</a>
<b>Audience</b>	School personnel, teachers
<b>System Impact</b>	Whole School
<b>Level of Prevention</b>	Tiers II & III
<b>Focus of Material</b>	Elementary, Middle, High School
<b>Type of Material</b>	Online Article
<b>Level of Specificity</b>	Introductory

<b>Title/Topic</b>	Is School-wide Positive Behavior Support an Evidence-based Practice?
<b>Brief Description</b>	Provides research resources and articles of evidence-based practice around the implementation of School-Wide Positive Behavior Support
<b>Citation</b>	Association for Positive Behavior Support (2007). <i>Is school-wide positive behavior support and evidence-based practice?</i> . Retrieved August 22, 2008, from: <a href="http://www.apbs.org/files/101007evidencebase4pbs.pdf">http://www.apbs.org/files/101007evidencebase4pbs.pdf</a>
<b>Audience</b>	Administrators & School Professionals
<b>System Impact</b>	Three-Tier
<b>Level of Prevention</b>	Evidence & Impact
<b>Focus of Material</b>	Research
<b>Type of Material</b>	Research & Reference
<b>Level of Specificity</b>	Reference

<b>Title/Topic</b>	Kansas Institute for Positive Behavior Support Online Modules
<b>Brief Description</b>	The KIPBS Modules provide information and materials related to providing behavior support to individuals within the context of program-wide change.
<b>Citation</b>	Kansas Institute for Positive Behavior Support (2008). Online Modules. University of Kansas. Retrieved September 17, 2008 from: <a href="http://kipbsmodules.org">http://kipbsmodules.org</a> .
<b>Audience</b>	Intervention teams
<b>System Impact</b>	Individual, School, home and community
<b>Level of Prevention</b>	Tier III
<b>Focus of Material</b>	Individualized Positive Behavior Interventions and Supports
<b>Type of Material</b>	Training on Functional Behavior Assessment & Wrap-around/Interagency collaboration
<b>Level of Specificity</b>	Specialized

<b>Title/Topic</b>	Positive Behavior Support Training
<b>Brief Description</b>	These online modules have been designed for teachers to learn positive behavior support strategies that can be applied within general and special education settings.
<b>Citation</b>	Freeman, R. (n.d.) Online academy: Positive behavior support modules. University of Kansas. Retrieved September 17, 2008 from: <a href="http://uappbs.apbs.org/">http://uappbs.apbs.org/</a>
<b>Audience</b>	School professionals
<b>System Impact</b>	Schools
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Classroom Interventions; Behavior support plans
<b>Type of Material</b>	On-line Modules
<b>Level of Specificity</b>	Specialized

<b>Title/Topic</b>	Special Connections
<b>Brief Description</b>	These online modules provide tools, resources and case study examples for educators within the categories of instruction, collaboration, assessment, and behavior support planning. The site is designed for use as a professional development resource.
<b>Citation</b>	Special Connections (2005). On-line training modules. University of Kansas. Retrieved September 17, 2008 from: <a href="http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/index.php">http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/index.php</a>
<b>Audience</b>	Teachers, Staff Development Providers & University Faculty
<b>System Impact</b>	Schools, Professional Development
<b>Level of Prevention</b>	Tier II & III
<b>Focus of Material</b>	Staff Development
<b>Type of Material</b>	On-line Modules
<b>Level of Specificity</b>	Moderately detailed and specific

## Tools and Resources

<b>Title/Topic</b>	Delaware's Forms and Tools
<b>Brief Description</b>	A comprehensive web resource that includes downloadable documents, forms and other tools related to school-wide positive behavior support, targeted area support and individual systems of support. The State-wide project's yearly reports are available along with many useful tools and examples across a three-tier system of support. Most resources are listed alphabetically.
<b>Citation</b>	Positive Behavior Support Project (2006). Positive behavior support (PBS) forms and tools. University of Delaware and the DE Department of Education. Retrieved September 17, 2008 from: <a href="http://www.udel.edu/cds/pbs/forms_tools.html">http://www.udel.edu/cds/pbs/forms_tools.html</a> .
<b>Audience</b>	School Teams
<b>System Impact</b>	Universal, Targeted, Individual
<b>Level of Prevention</b>	Tier I-III
<b>Focus of Material</b>	Positive Behavior Support
<b>Type of Material</b>	Website with downloadable tools
<b>Level of Specificity</b>	General to specific

<b>Title/Topic</b>	Donations and Freebies
<b>Brief Description</b>	This is a very helpful resource site for organizations looking for ways to reward or motivate students. Helpful tools are available such as sample letters of request for donations, grant application letters and web resources.
<b>Citation</b>	Houghton, J. & Freeman, R. (2003). Freebies. Office of Special Education Programs with Safe and Drug Free Schools Program. US Department of Education. Retrieved September 17, 2008 from: <a href="http://www.kipbs.org/new_kipbs/familyInfo/freebies/index.html">http://www.kipbs.org/new_kipbs/familyInfo/freebies/index.html</a> (Webpage revised: 2008)
<b>Audience</b>	School Teams
<b>System Impact</b>	School-wide
<b>Level of Prevention</b>	Tier I (Possibly II & III)
<b>Focus of Material</b>	Reinforcers and incentives
<b>Type of Material</b>	Links and contact information
<b>Level of Specificity</b>	Resources

<b>Title/Topic</b>	Florida's School-wide PBS Tools
<b>Brief Description</b>	This links to checklists and evaluations tools for schools in Florida that are implementing School-wide Positive Behavior Support.
<b>Citation</b>	Florida's Positive Behavior Support Project (2002). Procedures and tools. Retrieved September 17, 2008 from: <a href="http://flpbs.fmhi.usf.edu/ProceduresTools.asp">http://flpbs.fmhi.usf.edu/ProceduresTools.asp</a>
<b>Audience</b>	School PBS teams
<b>System Impact</b>	Schools, Data systems
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Readiness & Evaluation
<b>Type of Material</b>	Checklists, surveys, reports
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Kansas Institute for Positive Behavior Support Online Library
<b>Brief Description</b>	The KIPBS on-line library provides resources for families, teacher, trainers, and facilitators interested or involved in positive behavior support across systems.
<b>Citation</b>	Kansas Institute for Positive Behavior Support (2008). Online library. University of Kansas. Retrieved September 17, 2008 from: <a href="http://www.kipbs.org/new_kipbs/kipbsLibrary.html">http://www.kipbs.org/new_kipbs/kipbsLibrary.html</a>
<b>Audience</b>	Families, specialists,
<b>System Impact</b>	Individuals, Family Support
<b>Level of Prevention</b>	Tier III
<b>Focus of Material</b>	Positive Behavior Support
<b>Type of Material</b>	Links, PowerPoint Presentations, Facilitator Toolbox
<b>Level of Specificity</b>	General to Specific

<b>Title/Topic</b>	Kansas Institute for Positive Behavior Support: Toolbox
<b>Brief Description</b>	This link provides access to information related to topic areas in positive behavior support and person-centered planning. Each topic area contains summaries, tools, and resource links that can assist in the problem solving process.
<b>Citation</b>	Kansas Institute for Positive Behavior Support (2008). Toolbox. University of Kansas. Retrieved September 17, 2008 from: <a href="http://www.kipbs.org/new_kipbs/fsi/toolbox.html">http://www.kipbs.org/new_kipbs/fsi/toolbox.html</a>
<b>Audience</b>	Behavior Specialists, Individual plan facilitators
<b>System Impact</b>	Individual systems
<b>Level of Prevention</b>	Tier III
<b>Focus of Material</b>	Person-Centered Planning/ Wrap-around support
<b>Type of Material</b>	Tools
<b>Level of Specificity</b>	Technical, Specialized

<b>Title/Topic</b>	Maryland's Positive Behavioral Interventions and Supports Tools
<b>Brief Description</b>	Forms and tools used in the PBIS Maryland project. Tools are available for download.
<b>Citation</b>	PBIS Maryland (n.d.). Required and optional process forms. Maryland State Department of Education. Retrieved October 15, 2008 from: <a href="http://pbismaryland.org/forms.htm">http://pbismaryland.org/forms.htm</a>
<b>Audience</b>	School PBS Teams
<b>System Impact</b>	School-wide
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Implementation & Evaluation
<b>Type of Material</b>	Checklists and Surveys
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	Maryland's Cost Benefit Worksheet
<b>Brief Description</b>	Excel worksheet that allows user to determine instructional time gained based on decrease of office disciplinary referrals
<b>Citation</b>	PBIS Maryland (n.d.). Cost benefit worksheet. Maryland State Department of Education, Retrieved October 15, 2008 from: <a href="http://pbismaryland.org/costbenefit.xls">http://pbismaryland.org/costbenefit.xls</a>
<b>Audience</b>	Administrators, School teams
<b>System Impact</b>	Universal, School-wide
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	Evaluation of process
<b>Type of Material</b>	Excel Worksheet with graphing option
<b>Level of Specificity</b>	Data oriented

<b>Title/Topic</b>	School-wide Information System (SWIS)
<b>Brief Description</b>	This resource is a web-based information system designed to help school personnel use office referral data to design school-wide and individual student interventions.
<b>Citation</b>	May, S., Ard, W. Todd, A., Horner, R., Sugai, G., Glasgow, A., & Sprague, J. (2008). School-wide information system. University of Oregon. Retrieved October 15, 2008 from: <a href="http://www.swis.org/">http://www.swis.org/</a> .
<b>Audience</b>	School personnel
<b>System Impact</b>	Data collection
<b>Level of Prevention</b>	Tier I-III
<b>Focus of Material</b>	School discipline data
<b>Type of Material</b>	Web-based data system
<b>Level of Specificity</b>	Specific readiness items required

<b>Title/Topic</b>	Technical Assistance Center on Positive Behavioral Interventions and Supports Tools Page
<b>Brief Description</b>	The web-site offers comprehensive information on positive behavior support. This link is to the tools available through the on-line library.
<b>Citation</b>	Office of Special Education Programs: Technical Assistance Center on Positive Behavioral Interventions and Supports (2008). PBIS tools page. Retrieved October 15, 2008 from: <a href="http://www.pbis.org/tools.htm">http://www.pbis.org/tools.htm</a>
<b>Audience</b>	Administrators, school personnel, families
<b>System Impact</b>	Multi-Tier
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	States, Districts & Schools
<b>Type of Material</b>	Website: Downloadable tools and resources
<b>Level of Specificity</b>	General to specific

<b>Title/Topic</b>	Tennessee School-wide Positive Behavior Support Tools
<b>Brief Description</b>	There are a variety of tools available for varying needs and levels of implementation. There are many staff training tools as well as intervention/data collection tools. Make sure you scroll down the page on this site.
<b>Citation</b>	Partnerships for EdExcellence (n.d.) Tennessee School-wide Positive Behavior Support: Tools. University of Tennessee at Knoxville. Retrieved October 15, 2008 from: <a href="http://web.utk.edu/~swpbs/tools.htm">http://web.utk.edu/~swpbs/tools.htm</a>
<b>Audience</b>	District Leadership Teams, School Teams
<b>System Impact</b>	Schools
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Professional Development
<b>Type of Material</b>	Variety with many training presentations
<b>Level of Specificity</b>	General to specific

# Families and Positive Behavior Support

## Program-wide Positive Behavior Support

<b>Title/Topic</b>	Family Training Tools
<b>Brief Description</b>	Family tools are 4-page color illustrated vignettes with step-by-step intervention guides focusing on a specific replacement behavior. Topics include teaching your child to identify and express emotions and teaching your child to cooperate with requests.
<b>Citation</b>	Center on Social and Emotional Foundations (2008). <i>Training modules: Family tools</i> . Retrieved September 29, 2008, from: <a href="http://www.vanderbilt.edu/csefel/familytools.html">http://www.vanderbilt.edu/csefel/familytools.html</a>
<b>Audience</b>	Family members
<b>System Impact</b>	Families
<b>Level of Prevention</b>	Tier I & II
<b>Focus of Material</b>	Home
<b>Type of Material</b>	Free download of reproducible PDF documents
<b>Level of Specificity</b>	Moderately detailed

<b>Title/Topic</b>	Families and Positive Behavior Support
<b>Brief Description</b>	This resource provides a family-centered approach to positive behavior support and provides information about home and school collaboration to support children with developmental disabilities.
<b>Citation</b>	Lucyshyn, J., Dunlap, G., & Albin, R. (2002). <i>Families and positive behavior support: Addressing problem behavior in family contexts</i> . Brookes Publishing: Baltimore, MD.
<b>Audience</b>	Families, case managers, support plan facilitators
<b>System Impact</b>	Individual Support, and families
<b>Level of Prevention</b>	Tier III
<b>Focus of Material</b>	Families and individuals with disabilities
<b>Type of Material</b>	Book
<b>Level of Specificity</b>	International Standard Book Number (ISBN) 1-55766-574-5

<b>Title/Topic</b>	Beach Center on Disability: Families
<b>Brief Description</b>	Together with families and individuals affected by disability, the Beach Center on Disability strives to make a significant and sustainable difference in the quality of life of families and individuals. Included on the main website is a link to basic information for parents and family members on what PBS is, PBS at home, and PBS at school.
<b>Citation</b>	Beach Center on Disability (2008). Families: Making a sustainable difference in quality of life. University of Kansas. Retrieved September 17, 2008 from: <a href="http://www.beachcenter.org/families/default.aspx">http://www.beachcenter.org/families/default.aspx</a>
<b>Audience</b>	Families and school professionals
<b>System Impact</b>	Individuals, community, families
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Family and community support
<b>Type of Material</b>	Website
<b>Level of Specificity</b>	General to specific

<b>Title/Topic</b>	Family Advocacy
<b>Brief Description</b>	This webpage provides links that are helpful to families looking for advocacy groups, disability information and intervention resources.
<b>Citation</b>	Kansas Institute for Positive Behavior Support (2008). Resources - Family advocacy. University of Kansas. Retrieved September 17, 2008 from: <a href="http://www.kipbs.org/new_kipbs/familyInfo/family_resources.htm">http://www.kipbs.org/new_kipbs/familyInfo/family_resources.htm</a> <a href="#">1</a>
<b>Audience</b>	Families and school professionals
<b>System Impact</b>	Individuals, community, families
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Family advocacy and resources
<b>Type of Material</b>	Links to resources
<b>Level of Specificity</b>	General to specific

## MTSS for Behavior in Elementary, Middle and High Schools

<b>Title/Topic</b>	A Dozen Activities to Promote Parent Involvement!
<b>Brief Description</b>	A brief article on a dozen activities to promote parental involvement. Additionally listed are other programs that help to promote parent involvement.
<b>Citation</b>	Star, L. (2005). A dozen activities to promote parent involvement!. <i>Education World</i> . Retrieved September 17, 2008 from: <a href="http://www.education-world.com/a_curr/curr200.shtml">http://www.education-world.com/a_curr/curr200.shtml</a>
<b>Audience</b>	Parents, School teams
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary, secondary, tertiary
<b>Focus of Material</b>	Parental involvement in schools
<b>Type of Material</b>	Brief article with activities
<b>Level of Specificity</b>	General

<b>Title/Topic</b>	SW-PBIS publications
<b>Brief Description</b>	Articles and handouts related to PBS
<b>Citation</b>	Pacer Center (2008). Minnesota school-wide positive behavior interventions and supports (SW-PBIS): Publications. Retrieved September 17, 2008 from: <a href="http://www.pacer.org/pbis/publications.asp">http://www.pacer.org/pbis/publications.asp</a>
<b>Audience</b>	Parents, teachers, school teams
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary, secondary, tertiary
<b>Focus of Material</b>	Awareness, information
<b>Type of Material</b>	Articles, handouts
<b>Level of Specificity</b>	Broad to specific

<b>Title/Topic</b>	Epstein's Six Types of Parent Involvement
<b>Brief Description</b>	Joyce Epstein presents a framework of six types of involvement. This framework helps educators develop partnerships that are comprehensive and include of school, family and community. The Six Types of Parent Involvement Framework may be used as a guide for schools, but schools should select practices that are relevant to their specific culture and climate that will help meet the needs of its students and families.
<b>Citation</b>	Epstein, J., et al. (n.d.). <i>Epstein's framework of six types of involvement</i> . Center for the Social Organization of Schools: Baltimore, MD. Retrieved September 17, 2008 from: <a href="http://www.cpirc.org/vertical/Sites/%7B95025A21-DD4C-45C2-AE37-D35CA63B7AD9%7D/uploads/%7B1310DD65-F94A-457D-A680-9EE824084458%7D.PDF">http://www.cpirc.org/vertical/Sites/%7B95025A21-DD4C-45C2-AE37-D35CA63B7AD9%7D/uploads/%7B1310DD65-F94A-457D-A680-9EE824084458%7D.PDF</a>
<b>Audience</b>	School teams, teachers, administrators, parents
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary, secondary tertiary
<b>Focus of Material</b>	Parental involvement in schools
<b>Type of Material</b>	Framework for understanding parental involvement
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	School-wide Positive Behavior Interventions and Support (SW-PBIS): Information for Parents
<b>Brief Description</b>	A five page information document that provides parents an overview of Positive Behavior Supports. Additionally, information is provided for parents to become involved in School Wide PBS and how they can play a supportive role in the connection between Positive Behavior Supports at school and in the home environment.
<b>Citation</b>	Pacer Center (2008). <i>School-wide positive behavior interventions and support: Information for parents</i> . Retrieved October 15, 2008, from: <a href="http://www.pacer.org/pbis/infoforparents.pdf">http://www.pacer.org/pbis/infoforparents.pdf</a>
<b>Audience</b>	Parents
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary
<b>Focus of Material</b>	Parental involvement, awareness
<b>Type of Material</b>	Information document – 5 page intro to PBS
<b>Level of Specificity</b>	Broad with some specifics

<b>Title/Topic</b>	Getting Behavior in Shape at Home
<b>Brief Description</b>	Brief scripted article on how to change the environment of a child to produce an appropriate behavior response. The articles provides real examples of child behavior that may be inappropriate in certain settings, then provides examples of how to gradually change the unacceptable behaviors to more acceptable replacement behaviors.
<b>Citation</b>	Riffel, L. & Turnbull, A. (n.d.). Getting behavior in shape at home. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved September 17, 2008 from from: <a href="http://www.pbis.org/english/behaviorshape.htm">http://www.pbis.org/english/behaviorshape.htm</a>
<b>Audience</b>	Parents and teachers
<b>System Impact</b>	Home and school
<b>Level of Prevention</b>	Primary
<b>Focus of Material</b>	Parental involvement, awareness, strategies
<b>Type of Material</b>	Informational article
<b>Level of Specificity</b>	Broad with some specifics

<b>Title/Topic</b>	Parent/Family Involvement Programs
<b>Brief Description</b>	A brief description of the 6 standards set forth by the National Parent Teacher Association that focus on communicating, parenting, student learning, volunteering, school decision making and advocacy, and collaborating with the community. The purpose of the 6 standards is to promote meaningful parent and family participation, raise awareness regarding the components of effective programs; and to provide guidelines for schools that wish to improve their programs. The standards can be used to help to improve student achievement through parent involvement.
<b>Citation</b>	National Parent Teacher Association (2002). <i>National PTA's National Standards for Parent/Family Involvement Programs</i> . Retrieved October 15, 2008, from: <a href="http://www.ptasonline.org/kspta/national_standards.pdf">http://www.ptasonline.org/kspta/national_standards.pdf</a>
<b>Audience</b>	Parents and teachers and school teams
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary
<b>Focus of Material</b>	Awareness and education for standards that support the connections of parenting and schooling
<b>Type of Material</b>	Guidelines
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Family Engagement Checklist from Maryland
<b>Brief Description</b>	This is a helpful tool to assess how the school/district system interacts with the parents. This checklist works to identify if systems are in place to ensure that families feel welcomed in their school environment, if parents are actively involved in learning activities in the home setting, how communication occurs with parents, what systems are in place to gain the opinions of how parents can support the school and if parents feel that they have an active voice in the decision making process in school activities.
<b>Citation</b>	PBIS Maryland (2008). Family engagement checklist. Maryland State Department of Education. Retrieved October 15, 2008 from: <a href="http://www.pbismaryland.org/documents/FamilyEngagementChecklist.pdf">http://www.pbismaryland.org/documents/FamilyEngagementChecklist.pdf</a>
<b>Audience</b>	School teams
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary
<b>Focus of Material</b>	This is a tool to use when investigating the level of family engagement that is in place as well as the commitment level of the school to ensure that family engagement is addressed.
<b>Type of Material</b>	Checklist
<b>Level of Specificity</b>	Specific

## Cultural Sensitivity

<b>Title/Topic</b>	Building Culturally Sensitive Teams in School-wide Positive Behavior Support
<b>Brief Description</b>	This presentation provides an overview of cultural competence and describes how school teams can incorporate cultural sensitivity interventions into all three tiers of school-wide positive behavior support.
<b>Citation</b>	Freeman, R. (2008). <i>Building culturally sensitive teams in school-wide positive behavior support</i> [PowerPoint presentation]. Retrieved September 17, 2008 from: <a href="http://www.swpbs.org/schoolwide/files/ColoradoCulturalSensitivity2008.pdf">http://www.swpbs.org/schoolwide/files/ColoradoCulturalSensitivity2008.pdf</a>
<b>Audience</b>	Schools and District Planning Teams
<b>System Impact</b>	Schools and Districts
<b>Level of Prevention</b>	Tiers 1-3
<b>Focus of Material</b>	School-wide Positive Behavior Support
<b>Type of Material</b>	Presentation
<b>Level of Specificity</b>	General Introduction

<b>Title/Topic</b>	The National Center for Culturally Responsive Educational Systems (NCCRESt)
<b>Brief Description</b>	A project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.
<b>Citation</b>	National Center for Culturally Responsive Educational Systems (NCCRESt) (2008). Retrieved October 31, 2008 from: <a href="http://www.nccrest.org/">http://www.nccrest.org/</a>
<b>Audience</b>	School teams, parents
<b>System Impact</b>	School, community
<b>Level of Prevention</b>	Primary
<b>Focus of Material</b>	Whole school
<b>Type of Material</b>	Website with various tools and products available
<b>Level of Specificity</b>	Broad to specific

<b>Title/Topic</b>	National Center for Cultural Competence
<b>Brief Description</b>	The website offers a variety of tools and resources surrounding promoting a community of learners. The site has links to resources, training materials, tools for family members, educators, mental health personnel and others who may have culturally diverse needs.
<b>Citation</b>	National Center for Cultural Competence (2008). Retrieved on October 31, 2008: <a href="http://www11.georgetown.edu/research/gucchd/nccc/index.html">http://www11.georgetown.edu/research/gucchd/nccc/index.html</a>
<b>Audience</b>	Individuals seeking information about cultural sensitivity and interagency collaboration
<b>System Impact</b>	Whole school, mental health and Interagency Collaborations
<b>Level of Prevention</b>	Tiers 1-3
<b>Focus of Material</b>	All Ages
<b>Type of Material</b>	Website with resources for learning about cultural competence
<b>Level of Specificity</b>	General Introduction

<b>Title/Topic</b>	Self-Assessment of Contextual Fit in Schools
<b>Brief Description</b>	The purpose of this interview is to assess the extent to which the elements of a behavior support plan fit the contextual features of your school environment. The interview asks you to rate (a) your knowledge of the elements of the plan, (b) your perception of the extent to which the elements of the behavior support plan are consistent with your personal values, and skills, and (c) the school's ability to support implementation of the plan.
<b>Citation</b>	Horner, Salentine, & Albin (2003). <i>Self-assessment of contextual fit in schools</i> . Retrieved October 31, 2008 from the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports from: <a href="http://pbis.org/files/Contextual%20Fit%20in%20Schools-Rob%27s%20instrument.doc">http://pbis.org/files/Contextual%20Fit%20in%20Schools-Rob%27s%20instrument.doc</a>
<b>Audience</b>	Families, School Professionals
<b>System Impact</b>	Schools
<b>Level of Prevention</b>	Tertiary
<b>Focus of Material</b>	Individualized PBS Plan Evaluation
<b>Type of Material</b>	Tool
<b>Level of Specificity</b>	Specific

# Research and Readings

## Program-wide Positive Behavior Support

<b>Title/Topic</b>	Problem Behavior
<b>Brief Description</b>	Chapter on problem behavior in young children with autism spectrum disorders, with review of preventive interventions, including positive behavior interventions and supports (PBIS)
<b>Citation</b>	National Research Council (2001). Problem behavior. In C Lord, & J.P. McGee (Eds.), <i>Educating children with Autism</i> (pp. 115-132). Retrieved September 29, 2008, from: <a href="http://books.nap.edu/openbook.php?record_id=10017&amp;page=115">http://books.nap.edu/openbook.php?record_id=10017&amp;page=115</a>
<b>Audience</b>	Family and professionals
<b>System Impact</b>	Home, preschool, community
<b>Level of Prevention</b>	Tiers 1-3
<b>Focus of Material</b>	5 and under
<b>Type of Material</b>	Book chapter
<b>Level of Specificity</b>	Broad (multiple topics in general detail)

<b>Title/Topic</b>	Early Childhood - What works briefs
<b>Brief Description</b>	22 evidence-based briefs written by respected early childhood researchers describe practical strategies, references to more information about the practice, and include a 1-page handout that highlights the major points. Topics include: helping children understand routines and schedules, helping children transition between activities, using classroom activities and routines as opportunities to support peer interaction, using environmental strategies to promote positive social interaction, helping children learn to manage their own behavior, role of time-out, use of choice, logical consequences, expressing warmth and affection toward children, and acknowledging children's positive behaviors
<b>Citation</b>	Center on Social and Emotional Foundations for Early Learning (SCEFEL) (2008). <i>What works briefs: Summaries of effective practices for supporting children's social-emotional development and preventing challenging behavior practices</i> . Retrieved September 29, 2008, from: <a href="http://www.vanderbilt.edu/csefel/wwb.html">http://www.vanderbilt.edu/csefel/wwb.html</a>
<b>Audience</b>	Family, childcare providers and other community service providers, professionals
<b>System Impact</b>	Home, community, and preschool (including trainers, coaches)
<b>Level of Prevention</b>	Tiers 1-3
<b>Focus of Material</b>	Infants, toddlers, and preschoolers
<b>Type of Material</b>	Free download of reproducible HTML or PDF documents in English and Spanish; training packages are available for each topic including powerpoint slides with notes, activities, and handouts for trainers.

<b>Title/Topic</b>	A program-wide model of positive behavior support in early childhood settings
<b>Brief Description</b>	This article describes successful implementation of program-wide positive behavioral supports in an early childhood program in southeast Kansas. SEK-CAP Head Start is a national model of the pyramid approach to promoting social-emotional development of young children.
<b>Citation</b>	Hemmeter, M.L., Fox, L., Jack, S., & Broyles, L. (2007) A program-wide model of positive behavior support in early childhood settings. <i>Journal of early intervention</i> , 29(4), 337-355. Abstract Summary retrieved on October 31, 2008 from: <a href="http://jei.sagepub.com/cgi/content/short/29/4/337">http://jei.sagepub.com/cgi/content/short/29/4/337</a>
<b>Audience</b>	Early childhood education, early childhood special education, child care providers, family members
<b>System Impact</b>	Community preschools, child care settings
<b>Level of Prevention</b>	Tiers 1-3
<b>Focus of Material</b>	Preschoolers with and without disabilities
<b>Type of Material</b>	Peer reviewed journal article
<b>Level of Specificity</b>	Moderately detailed

## MTSS for Behavior in Elementary, Middle and High Schools

<b>Title/Topic</b>	Operation Positive Change: PBS in an Urban Context
<b>Brief Description</b>	This article describes Operation Positive Change—a training curriculum and train-the-trainer model developed by Pyramid Parent Training Community Parent Resource Center that brings PBS best practices identified by leading PBS researchers to parents in New Orleans, Louisiana.
<b>Citation</b>	Beach Center on Disability (2008). <i>Operation positive change: PBS in an urban context</i> . Retrieved October 31, 2008 from: <a href="http://www.beachcenter.org/Research/FullArticles/PDF/PBS15_OperationPositiveChange_8_07.pdf">http://www.beachcenter.org/Research/FullArticles/PDF/PBS15_OperationPositiveChange_8_07.pdf</a>
<b>Audience</b>	Researchers, school teams, community organizations, parent training centers
<b>System Impact</b>	Family Systems
<b>Level of Prevention</b>	Tertiary
<b>Focus of Material</b>	Home and Community
<b>Type of Material</b>	Journal Article
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	SW-PBIS publications
<b>Brief Description</b>	Articles and handouts related to PBS
<b>Citation</b>	Pacer Center (2008). Minnesota school-wide positive behavior interventions and supports (SW-PBIS): Publications. Retrieved September 17, 2008 from: <a href="http://www.pacer.org/pbis/publications.asp">http://www.pacer.org/pbis/publications.asp</a>
<b>Audience</b>	Parents, teachers, school teams
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary, secondary, tertiary
<b>Focus of Material</b>	Awareness, information
<b>Type of Material</b>	Articles, handouts
<b>Level of Specificity</b>	Broad to specific

<b>Title/Topic</b>	School-wide Positive Behavior Support: Building the Foundation of MBI
<b>Brief Description</b>	Overview of what PBS is and is not and includes examples of material to use, data to review and universal strategies
<b>Citation</b>	Lewis, T. (2006). School-wide positive behavior support: Building the foundation of MBI. OSEP Center on Technical Assistance for Positive Behavioral Interventions and Supports. Retrieved September 17, 2008 from: <a href="http://www.opi.state.mt.us/PDF/MBI/MTnewteamsLewis.pdf">http://www.opi.state.mt.us/PDF/MBI/MTnewteamsLewis.pdf</a>
<b>Audience</b>	School teams just beginning implementation
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Primary
<b>Focus of Material</b>	Elementary, Middle, High
<b>Type of Material</b>	Research article
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Is School-wide Positive Behavior Support an Evidence-based Practice?
<b>Brief Description</b>	Provides research resources and articles of evidence-based practice around the implementation of School-Wide Positive Behavior Support
<b>Citation</b>	Association for Positive Behavior Support (2007). <i>Is school-wide positive behavior support an evidence-based practice?</i> . Retrieved August 22, 2008, from <a href="http://www.apbs.org/files/101007evidencebase4pbs.pdf">http://www.apbs.org/files/101007evidencebase4pbs.pdf</a>
<b>Audience</b>	Administrators & School Professionals
<b>System Impact</b>	Three-Tier
<b>Level of Prevention</b>	Evidence & Impact
<b>Focus of Material</b>	Research
<b>Type of Material</b>	Research & Reference
<b>Level of Specificity</b>	Reference

## Community Involvement

<b>Title/Topic</b>	<b>Community self assessment and action planning tool</b>
<b>Brief Description</b>	This tool can be used by both school and district leadership planning teams to assess community resources and create an action plan for expanding school-wide positive behavior support and community involvement.
<b>Citation</b>	Freeman, R., Hearst, A., & Anderson, S. (2008). <i>Community self-assessment and action planning tool</i> . University of Kansas. Retrieved October 15, 2008 from: <a href="http://www.pbskansas.org/schoolwide/files/community_mappingworksheetsfinaldraft7-11-08ATHv5.pdf">http://www.pbskansas.org/schoolwide/files/community_mappingworksheetsfinaldraft7-11-08ATHv5.pdf</a>
<b>Audience</b>	District and school teams
<b>System Impact</b>	Community and Schools
<b>Level of Prevention</b>	Tiers I-III Community
<b>Focus of Material</b>	School-wide positive behavior support
<b>Type of Material</b>	Tool
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Checklist for Local Advocates of School-Wide Positive Behavior Support Integrated with Mental Health
<b>Brief Description</b>	This checklist is for advocates who wish to promote, at the local level, the educational reform of school-wide positive behavior support, integrated with mental health systems of care providing effective services (a mental health reform).
<b>Citation</b>	Bazelon Center for Mental Health Law (2006). <i>Checklist for local advocates of school-wide positive behavior support integrated with mental health</i> . Retrieved September 17, 2008 from: <a href="http://www.bazelon.org/pdf/Checklist2-local.pdf">http://www.bazelon.org/pdf/Checklist2-local.pdf</a>
<b>Audience</b>	Advocates of SWPBS
<b>System Impact</b>	Interagency collaboration
<b>Level of Prevention</b>	Tier I
<b>Focus of Material</b>	School-wide positive behavior support
<b>Type of Material</b>	Checklist
<b>Level of Specificity</b>	Specific

<b>Title/Topic</b>	Mental Health Care Needs
<b>Brief Description</b>	Reports on current initiatives of combining mental health s and educational services. The report proports a three-tiered approach to behavioral and mental health services.
<b>Citation</b>	Bazelon Center for Mental Health Law (2006). <i>Report points way to school success for children with mental health needs</i> . Retrieved September 17, 2008 from: <a href="http://www.bazelon.org/newsroom/2006/6-7-6-WayToGo.html">http://www.bazelon.org/newsroom/2006/6-7-6-WayToGo.html</a>
<b>Audience</b>	Families, Mental health providers, school personnel
<b>System Impact</b>	Interagency collaboration
<b>Level of Prevention</b>	Tier I-III
<b>Focus of Material</b>	School-wide positive behavior support
<b>Type of Material</b>	Report and companion fact sheets
<b>Level of Specificity</b>	Overview

<b>Title/Topic</b>	Juvenile Justice and Positive Behavior Supports
<b>Brief Description</b>	The National Center on Education, Disability and Juvenile Justice, EDJJ, focus on assisting practitioners, policymakers, researchers and advocates to identify and implement effective school-based delinquency prevention programs, education and special education services in juvenile correctional facilities, and transition supports for youth re-entering their schools and communities from secure care settings. Included are articles on professional development regarding research and principles on effective instruction and prevention in the juvenile correction system.
<b>Citation</b>	National Center on Education, Disability and Juvenile Justice (n.d.). Retrieved October 30, 2008 from: <a href="http://www.edjj.org/aboutedjj/about.html">http://www.edjj.org/aboutedjj/about.html</a>
<b>Audience</b>	Educators, juvenile justice groups, practitioners, researchers
<b>System Impact</b>	Schools
<b>Level of Prevention</b>	Primary, secondary, tertiary
<b>Focus of Material</b>	School-wide positive behavior support
<b>Type of Material</b>	Professional development materials including research on effective instruction and prevention.
<b>Level of Specificity</b>	Broad with some specifics

## Professional Development

<b>Title/Topic</b>	Positive beginnings: Supporting young children with challenging behavior
<b>Brief Description</b>	Training modules for use of PBS in addressing the challenging behavior of young children in “real world” settings of home visiting programs and preschools. Topics of modules include social and communication development, determining meaning of challenging behavior, positive behavior interventions and supports, teaming to build a behavior support plan, intervention in everyday settings, and supporting families
<b>Citation</b>	Hanline, M.F., Wetherby, A., Woods, J., Fox, L., & Lentini, R. (2004). <i>Positive beginnings: Supporting young children with challenging behavior</i> . Tallahassee, FL: Florida State University.
<b>Audience</b>	Higher education faculty and professional development providers teaching early childhood educators, interventionists, and therapists
<b>System Impact</b>	Home and preschool
<b>Level of Prevention</b>	Tiers I-III
<b>Focus of Material</b>	Home and preschool
<b>Type of Material</b>	CD-ROM with PowerPoints, case studies, video clips
<b>Level of Specificity</b>	General to specific

<b>Title/Topic</b>	Statewide websites
<b>Brief Description</b>	Various websites dedicated to Statewide Positive Behavior Supports
<b>Audience</b>	State Teams
<b>System Impact</b>	State Level
<b>Level of Prevention</b>	Various
<b>Focus of Material</b>	Material varies from state to state
<b>Type of Material</b>	Websites
<b>Level of Specificity</b>	General to specific

**Arizona Behavioral Institute**

<http://abi.ed.asu.edu/>

**Colorado's PBS Website**

<http://www.cde.state.co.us/pbs/>

**Delaware's Positive Behavior Support Project**

[www.delawarepbs.org](http://www.delawarepbs.org)

**Florida's PBS Project**

<http://flpbs.fmhi.usf.edu/>

**Illinois PBIS Network**

<http://www.pbisillinois.org/>

**PBS Kansas**

<http://pbskansas.org/schoolwide/index.html>

**PBIS Maryland**

<http://www.pbismaryland.org/>

**Michigan Positive Behavior Support Network**

<http://www.bridges4kids.org/PBS/index.htm>

**Minnesota**

<http://www.pacer.org/pbis/index.asp>

**Missouri Positive Behavior Support**

<http://pbissmissouri.org/>

**New Jersey**

[http://www.njpbs.org/school\\_wide\\_pbs/index.htm](http://www.njpbs.org/school_wide_pbs/index.htm)

**New Hampshire Center for Effective Behavioral Interventions and Supports**

<http://www.nhcebis.seresc.net/>

### **District-wide PBS Websites**

<b>Title/Topic</b>	District websites
<b>Brief Description</b>	Various websites dedicated to District Positive Behavior Supports
<b>Audience</b>	District Teams
<b>System Impact</b>	District Level
<b>Level of Prevention</b>	Various
<b>Focus of Material</b>	Material varies from district to district
<b>Type of Material</b>	Websites
<b>Level of Specificity</b>	General to specific

### **Columbia Public Schools**

<http://www.columbia.k12.mo.us/staffdev/cpspbs/index.htm>

### **Springfield Oregon Public Schools**

<http://www.sps.lane.edu/pbs/index.html>

### **Minneapolis Minnesota School District**

[http://sss.mpls.k12.mn.us/PBS\\_Resources](http://sss.mpls.k12.mn.us/PBS_Resources)

### **East Baton Rouge Parish School System, Louisiana**

<http://staffdevelopment.ebrschools.org/explore.cfm/positivebehavior/100001>

### **School-wide PBS Websites**

<b>Title/Topic</b>	School-wide PBS websites
<b>Brief Description</b>	Various websites dedicated to School-wide Positive Behavior Supports
<b>Audience</b>	School level Teams, teachers
<b>System Impact</b>	Whole school
<b>Level of Prevention</b>	Various
<b>Focus of Material</b>	Material varies from school to school
<b>Type of Material</b>	Websites
<b>Level of Specificity</b>	General to specific

### **Minneapolis School-wide Positive Behavior Support Examples**

[http://sss.mpls.k12.mn.us/Behavior\\_PBS](http://sss.mpls.k12.mn.us/Behavior_PBS)

### **Gratz Brown Elementary**

[http://www.moberly.k12.mo.us/Forms/GBE\\_PBS\\_SchoolWide.pdf](http://www.moberly.k12.mo.us/Forms/GBE_PBS_SchoolWide.pdf)

## **OTHER PUBLICATION SOURCES**

### **Minnesota Pacer Center Publications and Handouts**

<http://www.pacer.org/pbis/publications.asp>

### **Florida's Articles Supporting School-wide Positive Behavior Support**

[http://flpbs.fmhi.usf.edu/resources\\_research.asp](http://flpbs.fmhi.usf.edu/resources_research.asp)

### **School-wide Positive Behavior Support: Investing in Student Success**

By Robert Horner, George Sugai and Claudia Vincent

<http://ici.umn.edu/products/impact/182/over2.html>

### **Kansas Institute for Positive Behavior Support Online Library**

[http://www.kipbs.org/new\\_kipbs/kipbsLibrary.html](http://www.kipbs.org/new_kipbs/kipbsLibrary.html)

[http://findarticles.com/p/articles/mi\\_qa3813/is\\_199902/ai\\_n8844924/pg\\_1?tag=artBody:coll](http://findarticles.com/p/articles/mi_qa3813/is_199902/ai_n8844924/pg_1?tag=artBody:coll)

Sugai, G., & Lewis, T. (1999) Effective behavior support: A systems approach to proactive schoolwide management Focus on Exceptional Children

### **Michigan's Articles and Resources**

<http://www.bridges4kids.org/PBS/resources.htm>

### **NH Center for Effective Behavioral Interventions and Supports**

[http://www.nhcebis.seresc.net/research\\_and\\_literature](http://www.nhcebis.seresc.net/research_and_literature)

### **Helpful Journals**

#### **Journal of Positive Behavior Interventions**

<http://pbi.sagepub.com/>

#### **Journal of Applied Behavior Analysis**

<http://seab.envmed.rochester.edu/jaba/> is a psychology journal that publishes research about applications of the experimental analysis of behavior to problems of social importance.