BEHAVIOR INTERVENTIONS & SUPPORT
Community of Practice

The TIER III Behavior Interventions & Support Community of Practice provides opportunities for school and district leaders to; access resources, connect with colleagues, and engage in planning and implementing strategies and practices in schools with the aim of making measurable improvements in student learning and well-being.

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& Associates LTD

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Introduction

HOW COMMUNITIES OF PRACTICES WORK

A Community of Practice is a robust digital platform with resources, networks and programs designed to facilitate a school improvement initiative focused on a specific topic or issue with the aim of making measurable improvements in student learning and well-being.

CLICK HERE FOR A DETAILED OVERVIEW

HOW TO NAVIGATE AND USE THE SITE

1. **To Move Quickly to the Section You Wish to View**
   The table of contents has some built-in capability to allow users to navigate to the parts of the document.
   You can do this on a Windows computer by holding down the CTRL key and clicking on the respective page number on the table of contents. On a Mac, you can do the same by holding down Command and clicking on the page number

The Community

BEHAVIOR INTERVENTIONS AND SUPPORT
Community of Practice

PURPOSE

The purpose of the TIER III Behavior Interventions National Community of Practice is to provide opportunities for school and district leaders who are members of The Source to; access resources, connect with colleagues, and engage in planning and implementing TIER III Behavior Intervention strategies and practices in schools with the aim of making measurable improvements in student learning and well-being.

The Community is made up of a Facilitator, the site manager

PERSONNEL

Facilitator

NAME	POSITION	ABOUT	EMAIL	PHONE
Tom Unwin	Lead Consultant, The Source	VIEW BIO	tomunwin@jkthomas.org	604 250 5960

Community of Practice Thought Leaders

NAME	POSITION	ABOUT	EMAIL	PHONE
Jon Konen	Principal, Columbia Falls High School Columbia Falls High School District Thought Leader, The Source	VIEW BIO	principalreads@gmail.com	
Norah Barney	Special Education and Curriculum Director Anaconda School District	VIEW BIO	nbarney@anacondaschools.org	

NAME	POSITION	ABOUT	EMAIL	PHONE
	Thought Leader, The Source			
Maggie Schulze	Thought Leader, The Source	VIEW BIO	maggie.schulze@gmail.com	
Yelena Patish	Thought Leader, The Source	VIEW BIO	yelenapatish@gmail.com	

THE
SOURCE ⊙ ACCESS ⊙ CONNECT ⊙ ENGAGE

Access

A wealth of resources: Books, Articles, Videos, Websites relating to the theme of Behavior Support and Interventions, organized around special categories

GENERAL RESOURCES

Websites

TITLE **The PBIS World Book**
AUTHOR *Positive Behavior Intervention Support Center*
DESCRIPTION There is a world of information out there on this topic. Positive Behavior Intervention Support Center is provided by the US Federal Government – The U.S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education. There is a wealth of information on this site. The provide options to purchase a world class resource center, for individuals or for sites extremely inexpensively. Our advice is that you view this – and make your own decision regarding purchasing. The site can be somewhat daunting in its' depth and breadth. The Source Community of Practice aims to streamline the information and resources and organize this as well as an equally overwhelming variety of resources into manageable and useable format.

Go to the Positive Behavioral Interventions & Support Site: https://www.pbis.org/about/about

The PBIS World Book has this wealth of information on this site in an easy to use & printable digital PDF document. Check out the PBIS World Book for purchase: https://www.pbisworld.com/the-pbis-world-book/

Books

TITLE **Supporting Successful Interventions in Schools: Tools to Plan, Evaluate, and Sustain Effective Implementation**
AUTHOR *Lisa M. Hagermoser Sanetti (Author), Melissa A. Collier-Meek (Author)*
DESCRIPTION This unique book gives practitioners a research-based framework for working with PreK–12 educators to support the effective delivery of academic, behavioral, and social–emotional interventions. Step-by-step procedures are presented for assessing existing implementation efforts and using a menu of support strategies to promote intervention fidelity. In a large-size format with lay-flat binding for easy photocopying, the book includes 28 reproducible worksheets, strategy guides, and fidelity assessment tools. Purchasers get access to a Web page where they can download and print the reproducible materials.

TITLE	**Evaluating Educational Interventions, Second Edition: Single-Case Design for Measuring Response to Intervention**
AUTHOR	*T. Chris Riley-Tillman , Matthew K. Burns , Stephen P. Kilgus*
DESCRIPTION	This indispensable course text and practitioner resource, now fully revised, has helped tens of thousands of readers implement evidence-based interventions to improve students' academic achievement and behavior in PreK−12. The volume presents best-practice guidelines and step-by-step procedures for 83 interventions that can easily be implemented by teachers and other school-based professionals.

TITLE	**Effective School Interventions, Evidence-Based Strategies for Improving Student Outcomes**
AUTHOR	*Matthew K. Burns , T. Chris Riley-Tillman , Natalie Rathvon (Author)*
DESCRIPTION	This indispensable course text and practitioner resource, now fully revised, has helped tens of thousands of readers implement evidence-based interventions to improve students' academic achievement and behavior in PreK−12. The volume presents best-practice guidelines and step-by-step procedures for 83 interventions that can easily be implemented by teachers and other school-based professionals.

TITLE	**Positive Behavior Support in Secondary Schools: A Practical Guide**
AUTHOR	*Ellie L. Young , Paul Caldarella , Michael J. Richardson , K. Richard Young (Author)*
DESCRIPTION	This much-needed guide shows how to implement positive behavior support (PBS) strategies in secondary settings, using a three-tiered approach. The authors adapt the core ideas of PBS to the developmental context of adolescence and the organizational structures of middle schools and junior and senior high schools. With an emphasis on data-based decision making, the book provides ideas and examples for meeting the behavioral needs of all students, from those with emerging concerns to those with ongoing, chronic problems.

TITLE	**Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings**
AUTHOR	*Timothy Lewis , Nanci Johnson , Melissa Stormont (Editor), Rebecca Beckner (Editor)*
DESCRIPTION	The book's strengths are its practical information and the specific ways of looking at expectations and developing a common language. The forms included will be of great benefit to school teams."-Susan Safarik, Supervisor, Department of Special EducationLincoln Public Schools, NE"Provides a lot of research and breaks down the processes for implementing positive behavior supports effectively in schools. Step-by-step directions, sample forms, and examples make the processes easy to incorporate and understand.

Articles

TITLE	**What is the difference between TIER I, II, AND III Behavior Interventions?**
AUTHOR	*India King, Kickboard Blog*
DESCRIPTION	This is a very brief, good introduction to the concept of Tiered Behavior Interventions.

TITLE	**Examples of Positive Behavior Support Interventions**
AUTHOR	*Hayword Wadsworth, Kickboard Blog*
DESCRIPTION	A short article from Kickboard that gives good examples of what Positive Behavior Support Interventions look like in practice in classrooms.

TITLE	**PBIS Resources Guide: An Overview on PBIS Implementation and Resources**
AUTHOR	*Crisis Prevention Institute*
DESCRIPTION	Download this free, brief summary of PBIS and provides a multitude of resources available.

TITLE	**5 Ways To Put Your Money Where Your Mouth Is In Building Supportive Relationships with Your Students**
AUTHOR	*Jon Konen District Superintendent*
DESCRIPTION	The truth...data is not going away. Let's get relationship data into the hands of the people that need to make decisions. Relationship data will support a classroom teacher with students seated in front of them, a principal who drives the culture, a superintendent who allocates funds, and a legislator that creates policy and rules. We need this data to support strong healthy relationships in our families and in our schools.
	Here are five pieces of data we can track to double down on creating strong lasting relationships.

TITLE	**Classroom PBIS**
AUTHOR	*Center on Positive Behavior Interventions and Support*
DESCRIPTION	You might know classroom PBIS as positive classroom behavior support, positive and proactive classroom management, or by some other similar sounding name. They're all different ways of describing the same critical features of PBIS – practices, data, and systems – tailored to create better outcomes in your classrooms.

TITLE	**Tier 1,2,3 Positive Behavior Interventions and Supports**
AUTHOR	*Scott Fluke & Reece L. Peterson, University of Nebraska-Lincoln*
DESCRIPTION	A 5 page article that does an outstanding job of providing an overview of PBIS.

TITLE	**Three-Tiered Model of Positive Behavioral Interventions and Support**
AUTHOR	*Wayne RESA*
DESCRIPTION	This diagram and brief description provides school leaders and their teams with a very quick, clear and powerful explanation of PBIS.

Videos

TITLE	**Positive Behavior Intervention and Support**
AUTHOR	*Teachings in Education*
DESCRIPTION	This is an excellent introduction to the concept of Tiered Positive Interventions and Support. School Leaders can use this to introduce the topic and provide teams with discussion material and establish the concept.

TITLE	**PBIS Forum 2021: School Level Implementation of Interconnected Systems Framework: Where the Rubber Meets the Road**
AUTHOR	*Lucille Eber, Midwest PBIS Network (IL) Bob Putnam, The May Institute (MA); Karen McCrillis, Gardner Public School District (MA), Content Facilitator Kelly Perales, Midwest PBIS Network (IL)*
DESCRIPTION	This presentation provides valuable information and ideas on school level implementation of behavior support programs.

TITLE	[Overview & Logic of District-wide Implementation](#)
AUTHOR	*Kelsey Morris, University of Missouri, Danielle Starkey, Omaha Public Schools (NE), Jane Crawford, Ferguson-Florissant School District (MO), Rane' Garcia, Michigan Department of Education, Paula Raigoza, Clifton Public Schools (NJ)*
DESCRIPTION	Initiating, expanding, and sustaining PBIS at the school level requires systemic support from the district. This session will provide an understanding of how districts can build internal capacity to implement PBIS district-wide. District leaders will share their experiences with developing district-wide systems supporting implementation, developing their workforce, and striving for sustainability.

TITLE	[Fact Sheet Implementation of PBIS in Ohio](#)
AUTHOR	*Ohio PBIS Network*
DESCRIPTION	Although this is prepared by the Ohio PBIS Network for Ohio administrators – it is a short and contains generic information for any school or district leader looking to implement or expand their capacity with PBIS.

TIER I AND TIER II BEHAVIOUR INTERVENTION RESOURCES

Books

TITLE	[Conscious Discipline Building Resilient Classrooms](#)
AUTHOR	*Becky A. Bailey*
DESCRIPTION	Transform school climate and academics while equipping children with life-changing skills using the information and tools in this expanded and updated edition! Conscious Discipline: Building Resilient Classrooms introduces a revolutionary classroom approach to Social & Emotional Learning (SEL) by addressing the adult's mindset and skill set first, and then empowering adults to effectively teach life-changing SEL skills to children.

TITLE	[Fred Jones Tools for Teaching 3rd Edition: Discipline•Instruction•Motivation Primary Prevention of Discipline Problems](#)
AUTHOR	*Fred Jones*
DESCRIPTION	Dr. Jones describes how highly successful teachers produce orderly, productive classrooms without working themselves to death. This program is the whole package - discipline, instruction and motivation - described in the down-to-earth language of "how to" with plenty of examples for guidance. You will learn how to decrease classroom disruptions, backtalk, dawdling and helpless hand raising while increasing responsible behavior, motivation, independent learning and academic achievement.

TITLE **The First Days of School: How to Be an Effective Teacher**
AUTHOR *Harry K Wong and Rosemary T. Wong r*
DESCRIPTION The best-selling book ever on classroom management and teaching for student achievement with over 4 million copies sold. The book walks a teacher, either novice or veteran, through structuring and organizing a classroom for success that can be applied at any time of the year at any grade level, pre-K through college.

TITLE **Dream Class: How To Transform Any Group Of Students Into The Class You've Always Wanted**
AUTHOR *Michael Linsin*
DESCRIPTION In *Dream Class*, you will learn the 15 keys that make the greatest difference in the classroom. Written from the unique perspective that everything you do affects classroom management, each key will help you create the class you've always wanted: your dream class.

TITLE **The First Six Weeks of School**
AUTHOR *Responsive Classroom*
DESCRIPTION The First Six Weeks of School is packed with practical teaching tips and examples of effective teacher language, along with activities and interactive learning structures—all in a lively, easy-to-navigate format. This book is your essential guide to the early weeks of school!

TITLE **Whole Brain Teaching for Challenging Kids: (and the rest of your class, too!)**
AUTHOR *Chris Biffle*
DESCRIPTION If your rambunctious kids are driving you batty, read this book. Guffaw with delight as your class, guided by the Guff Counter, halts back talking students in their tracks! Weep with joy at the power of the Independents that turns rebel cliques against each other.

TITLE **Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom**
AUTHOR *Jane Nelson, Lynn Lott, H. Stephen Glenn*
DESCRIPTION Now you too can use the time tested Positive Discipline strategies as a foundation for fostering cooperation, problem-solving skills, and mutual respect in children. This new edition of Positive Discipline in the Classroom is updated with essential tools for the modern teacher.

Articles

TITLE **7 Questions to Ask in Managing Student Behavior**
AUTHOR *Jon Konen, Superintendent Corvalis School District, Teacher.org*
DESCRIPTION There are some qualities that set proficient classroom managers apart from those that are developing. As you dig into learning more about these proficient teachers, you will find the exemplary classroom managers transfer the management back to their students. Management of students is the primary component to a prosperous academic environment.

TITLE	[**What Does Effective Elementary Classroom Management Look Like?**](#)
AUTHOR	*teachthought*
DESCRIPTION	Effectively managing elementary classrooms involves maintaining a balance between promoting convergent and divergent thinking and behavior. Teachers tap into the divergent, open-minded, imaginative faculties of young children, but also give explicit, closed instructions with the expected goal of convergent behavior. We've curated the top four strategies to lead within elementary school classrooms, as well as four traditional practices we're abandoning for good.

TITLE	[**Classroom Management Strategies That Empower High School Students**](#)
AUTHOR	*teachthought*
DESCRIPTION	There are several 'golden rules' to managing high school classrooms, the first being to recognize that well-functioning classrooms are founded on strong relationships. When teachers get to know their students' names quickly and use them often, that shows that they care about them and value their input. When students feel valued, they are more likely to contribute to a class community.

TITLE	[**What Happens When You Assume The Best In Students?**](#)
AUTHOR	*teachthought*
DESCRIPTION	Always assume the best in students; at worst, assume there's more to know. If they fail, assume they tried and want another chance. Assume they weren't aware of what they weren't aware of or that they don't understand the scale or effects of the failure.

TITLE	[**The Key to Effective Classroom Management**](#)
AUTHOR	*Edutopia, Youki Terada*
DESCRIPTION	A three-phase process helps build strong teacher-student bonds, which can reduce disruptive behavior.

TITLE	[**Why is Classroom Management So Important**](#)
AUTHOR	*Yussif*
DESCRIPTION	An analysis, that looks at the importance of classroom management to the teacher, the student, and the rest of the stakeholders of education. This way you will be able to understand the trickle-down benefits of effective management of the classroom from the teacher to the entire society.

Videos

TITLE	[**Essential Features of Tier 2 Supports & Reflections from District-wide Implementation**](#)
AUTHOR	*Danielle Starkey Omaha Public Schools, (NE), Mellissa Nantais, Michigan's Multi-Tiered System of Supports Technical Assistance Center MI), District School Leader Panel Julie Mueller, Freemont Public Schools (NE), Stacy King, Center School District (MO), Chris Hubbuch, Fulton Public Schools 58 (MO)*
DESCRIPTION	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.

TITLE	**Classroom Management Video Series - Elementary**
AUTHOR	*One Fab Teacher – Tiffany May*
DESCRIPTION	Here is an entire series, well organized with a lot of practical strategies you can use in your classroom tomorrow. WE ENCOURAGE YOU TO SUBSCRIBE TO THIS SERIES – IT IS FABULOUS. We have selected some of the videos Tiffany has created – and organized them. But there is a real wealth of support here – particularly for elementary school teachers – far beyond what we have provided here.

Classroom Management: Building Relationships (13:31)
In this video, it is discussed that as a teacher, building genuine relationships with every single student is a commitment and should be consistent in good times and in bad times.

Classroom Management: First Procedure to Teach (18:47)
In this video, it is discussed that it is very important for teachers to remember that they have to teach their students their "way" of doing things and model it for them early on to set the classroom procedures and routines.

Classroom Management: Procedures and Routines (20:24)
In this video, it is discussed that procedures and routines are key in your classroom management and that It creates a smooth-running environment.

Classroom Management: More Procedures (5:11)
Description: In this video, an elementary student, accompanied by the teacher, executes additional procedures you can integrate in your classroom.

Classroom Management: Being an MC (10:22)
In this video, it is discussed that narrating or "MC-ing", as the author calls it, can be used in managing unwanted behaviors.

Classroom Management: Respect (14:22)
In this video, it is discussed that it is part of human nature not to like and be liked by everyone but instilling respect to each student is a must.

Classroom Management: Whole Group Behaviour Incentives (6:46)
In this video, it is discussed that whole group behavior Incentives bring the students to work together and this builds more family-like atmosphere in the classroom.

Classroom Management: Snip the Clipcharts (21:10)
In this video, it is discussed that Clip charts are negative in general and are not effective in fixing negative behavior.

Classroom Management: Love Calls (12:38)
In this video, "Love Calls", which is a positive way to connect to parents, is discussed.

Classroom Management: Favoritism (4:38)
In this video, it is discussed that it is a must not to show favoritism among your students because it can easily create a disruptive environment due to other students feeling neglected.

[Classroom Management: Secret Student](#) (4:22)

In this video, it is discussed how "Secret Student" can be used to acknowledge students for doing good deeds and giving them incentives for it.

[Classroom Management: V.I.P](#). (5:42)

In this video, it is discussed how "VIP" can be used in the classroom to encourage students to work harder and execute good deeds more often.

TIER III BEHAVIOUR INTERVENTION RESOURCES

Websites

TITLE	**[Tier 3 Interventions](#)**
AUTHOR	*PBIS World*
DESCRIPTION	A page of links to over 30 Tier III Interventions. Each link takes you to a document with 4 headings, Why Should I Do It? When Should I Do It? How Do I Do It? Resources and Support for Technique.

Books

TITLE	**[How to Reach and Teach Children with Challenging Behavior (K-8): Practical, Ready-to-Use Interventions That Work](#)**
AUTHOR	*Kaye Otten, Judy Tuttle*
DESCRIPTION	Interventions for students who exhibit challenging behavior
	Written by behavior specialists Kaye Otten and Jodie Tuttle--who together have 40 years of experience working with students with challenging behavior in classroom settings--this book offers educators a practical approach to managing problem behavior in schools.

TITLE	**[Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges](#)**
AUTHOR	*Mona Delahooke*
DESCRIPTION	In Beyond Behaviors, internationally known pediatric psychologist, Dr. Mona Delahooke describes behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the context of relational safety.
	Featuring impactful worksheets and charts, this accessible book offers professionals, educators and parents tools and techniques to reduce behavioral challenges and promote psychological resilience and satisfying, secure relationships.

Articles

TITLE
AUTHOR
DESCRIPTION

What is Tier 3 Support? Positive Behavioral Interventions and Support

Center on PBIS

PBIS' framework doesn't just work with school-wide and targeted supports. It's also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

TITLE
AUTHOR
DESCRIPTION

Tier 3 Intensive Individualized Interventions: What is Tier 3 of school-wide PBIS?

Elk Grove School District

A short article produced by the Elk Grove School District – gives a succinct picture of Tier III Behavior Interventions.

TITLE
AUTHOR
DESCRIPTION

Tier 3 Individualized Interventions

PBIS Maine

A short document – that provi describes the steps found to be effective in developing, implementing, and sustaining a Tier 3 system of evidence-based practices with high fidelity.

TITLE
AUTHOR
DESCRIPTION

Expand Your Tool Box: 5 Behavioral Strategies to Try Out Next Year

Jon Konen, District Superintendent

Here are five of my favorite strategies that I have picked up from professional development and other professionals to support all tiers of behavior, but many times specifically helpful in supporting Tier 2 and 3 students.

TITLE
AUTHOR
DESCRIPTION

9 Ideas You Can Use Without Taking Away Recess

Jon Konen, District Superintendent

Nine ideas you can use so students still get recess and are active outside

TITLE
AUTHOR
DESCRIPTION

3 Things You Should Be Tracking with All Behavior

Jon Konen, District Superintendent

What schools need to be talking about are these three facets of all behavior: 1) Intensity, 2) Duration, and 3) Frequency. The ability to track this information can change the effectiveness and well-being of staff and engage them in conversations more productive and solution-orientated. The goal is to obviously decrease the data in these three areas, look for patterns, and then decide to continue, change, or stop specific interventions.

Videos

TITLE	**Tier 3 Interventions for Behavior**
AUTHOR	*Wyoming Department of Education*
DESCRIPTION	This is a PPT slide deck with a written script for each slide (17 slides total)
	Leaders you use this to make their own presentations to staff. It gives an excellent overview of TIER 3 Behavior Interventions.

TITLE	**Using Data to Make Tier 3 Behavior Interventions**
AUTHOR	*Laura Mooiman*
DESCRIPTION	How school teams can use behavior data to make effective behavior interventions.

TITLE	**TIER 3 Behavior Analysis and Intervention**
AUTHOR	*Region 10 ESC Texas*
DESCRIPTION	This webinar is part of a 3 Part Series and focusses on how teams can analyze and determine when to use Tier 3 interventions with students.

TITLE	**Behavior Analysis and Intervention-TIER 1, TIER 2 and TIER 3**
AUTHOR	*Region 10 ESC Texas*
DESCRIPTION	This brief webinar looks at TIER 1, TIER 2 and TIER 3 behavior interventions, including how to conduct a Functional Behavior Assessment and how to write a Behavior Intervention Plan.

TITLE	**MTSS in Motion - Tier 3 Instruction, Interventions and Support**
AUTHOR	*Indiana IEPRC*
DESCRIPTION	This webinar features consultant Angela McKinney, Ph.D. gives a very brief overview of MTSS on the topic of Tier 3 Instruction, Interventions and Support.

TITLE	**SCTG Webinar- Tier 2 & Tier 3 Support Systems**
AUTHOR	*Center on PBIS*
DESCRIPTION	This session will provide an overview of essential features for developing Tier II /III systems of support within a continuum of supports. Readiness, data-based decision making, key systems, and practices required for success will be included. It illustrates the importance of connecting Tier II and Tier III interventions within a cohesive system.

TITLE	**Practical Ways to Decrease Challenging Behaviors in School, Home and Community Settings** (5 parts 10 to 15 minutes each)
AUTHOR	*ACT*
DESCRIPTION	This is a 5 part series of webinars ranging from 10 to 15 minutes each. The emphasis is on Positive Behavior Support procedures that are coordinated, multi-component, and systematically implemented throughout the day. Dr. Kern Koegel also provides many examples of how challenging behaviors can be avoided in the first place. This presentation appeals to both professionals and families for its reliance on important research as well as respect for individuals with autism and challenging behaviors.

Connect

The Source provides opportunities for colleagues to engage in dialog, provide feedback, and share challenges, successes and practice.

Events; webinars, round table dialog sessions, networking, with thought leaders and job-a-like practitioners aligned to your interests and needs. Live and Interactive, ONDEMAND and Asynchronous.

COMMUNITY FORUMS

Our Behavior Interventions and Support Community of Practice provides opportunities for collegial conversations with colleagues on issues specific related to our topic.

Connect with job-alike colleagues and thought leaders on the urgent and the important.

TOPIC	FORUM
What Works to Support Teachers with, TIER III Behavior Intervention Strategies – Give & Get Discussion Forum	

Monday, July 25 to Friday 29, 2022

GO TO THE DISCUSSION FORUM AND ENTER YOUR IDEA(S)

Addressing TIER III Behavior Intervention Strategies is one of the most pressing problems facing school leaders and teachers. What's worked for you and your school? What resources, professional development, improvement plans, meetings, activities, strategies that have helped in your school with this this regard. We are looking for school leaders who have been able to find ways support teachers.

How it Works:

We open the Forum for one week (in this case Monday July 25 to Friday July 29). Participants can check in on it over the week, make additions and see how our list of ideas grows.

All those who participate will receive an email record with a useful list of ideas they can share with teachers and use to lead TIER III Behavior Intervention improvement efforts.

A What Works –Give & Get Discussion Forum is an asynchronous event; school leaders can use to:

- GIVE: Share their ideas, strategies, tactics, tips or practices they have found to be effective in dealing with a specific issue
- GET: Find ideas, strategies, tactics, tips or practices colleagues have found to be effective in dealing with a specific issue

UPCOMING EVENTS

The Source schedules events such as webinar presentations by thought leaders, round table discussions with practitioners, sharing networks with job-alike leaders – what works, challenges.

EVENT TITLE	DATE	EVENT TYPE	DESCRIPTION	REGISTRATION
What Works to Support Teachers with, TIER III Behavior Intervention Strategies - Give & Get Discussion Forum	Monday, July 25, 2022 to Friday, July 29, 2022	Discussion Forum	Addressing TIER III Behavior Intervention Strategies is one of the most pressing problems facing school leaders and teachers. What's worked for you and your school? What resources, professional development, improvement plans, meetings, activities, strategies that have helped in your school with this this regard. We are looking for school leaders who have been able to find ways support teachers. Go to the Discussion Forum and enter your idea(s)	REGISTER NOW
Restoring & Rebuilding Classroom Community in the First Month of School	Wednesday, August 3, 2022 (12:00 PM ET, 11 AM MT, 10 am CT, 9 AM PT)	Free 30 Minute Webinar	Join Maggie Schulze and Yelena Johnson for an overview of practical strategies, tips and ideas for classroom teachers to use to build strong, SEL based communities in their classrooms in our Post COVID environment.	REGISTER NOW Link TBD
Community of Practice Behavior Interventions & Support	Wednesday August 10, 2022 (12:00 PM ET, 1:00 PM MT, 2 PM CT, 3PM ET) ONDEMAND recording will be sent to all who register	Free 30 Minute Webinar-	Join Tom Unwin, Lead Consultant THE SOURCE, with a guided tour of the Behavior Interventions & Support Community of Practice: How principals can use this innovative tool to work with teachers to develop and apply research based Behavior Interventions Strategies that make a real difference for teachers and students.	REGISTER NOW Link TBD

PAST EVENTS

EVENT TITLE	EVENT TYPE	DESCRIPTION	LINK
High Impact Classroom Management Strategies	Free 30 Minute Webinar	Presenters: Maggie Schulze and Yelana Patish Who should view: District Leaders and Principals wishing to support Quality Instruction in all classrooms, Classroom Teachers (Elementary, Middle and High School wishing to operate low maintenance high performance classrooms, Behavior Interventionists wishing to improve learning and well-being for students) Classroom management in the 2021-22 school year has been incredibly challenging due to the impact of the Covid- 19 Pandemic. This webinar will focus on providing concrete strategies that educators can use to navigate behavior challenges that can arise, particularly during springtime. We will discuss low-effort, high-impact interventions that can enhance educator ability to prevent and manage behavior problems.	**VIEW ONDEMAND WEBINAR** (Passcode: aOQ*1Fi0)
Effective TIER III Behavior Interventions	Free 30 Minute Webinar	Presenters: Jon Konen & Norah Barney This brief webinar provides school leaders and teacher teams with practical TIER III Behaviour Intervention strategies teachers can implement in their classrooms right away AND a guide teams can use to develop school wide TIER III Behaviour Interventions.	**VIEW ONDEMAND WEBINAR** (Passcode: YI*@w9fz)

CONSULTANTS & PARTNERS

The Source provides busy educational leaders with a list of thought leaders, authors, researchers, consultants, practitioners they can connect with to access information and resources related to a specific topic of interest. Sometimes the busy educational leader is looking to simply acquire information on a specific subject, at other times they might be looking to bring a consultant to their school or district to work with educators on implementation.

Our list of Thought Leaders will continually grow. We have organized our list around topics or themes or areas of expertise of the thought leader.

Tier III Behavior Interventions

Jon Konen & Norah Barney

Jon Konen is the Superintendent of Corvalis School District.

Norah Barney is the Principal of Anaconda Elementary School

Jon and Norah have extensive experience and expertise in developing high impact TIER III Intervention Programs in schools and districts. They work as a team and have a wide variety of consulting options.

Presentations

Jon and Norah deliver Onsite and Online professional learning presentations

Programs

TIER III 4-PART ONDEMAND WEBINAR SERIES

    Description

RESULTS DRIVEN IMPLEMENTATION

    Description

Published Material

Website

Blog:

Contact:

VIEW BIO

VIEW BIO

WEBSITE LINK

WEBSITE LINK

WEBSITE LINK

WEBSITE LINK

WEBSITE LINK

WEBSITE LINK

Classroom Management Tier I Behavior Interventions

Maggie Schulze & Yelena Patish

Maggie and Yelena have extensive experience and expertise in developing high impact TIER I - Classroom Management programs in schools and districts. They work as a team and have a wide variety of consulting options.

VIEW BIO

VIEW BIO

Presentations

Maggie and Yelena deliver Onsite and Online professional learning presentations

WEBSITE LINK

COLLEGIAL NETWORK

THE SOURCE provides networking information for Leader Members and School Members. Names and contact information that enable leaders to connect with Job-alike colleagues with similar interests.

Leadership Members

FIRST NAME	LAST NAME	POSITION	EMAIL ADDRESS	DISTRICT	STATE

TOPICS OF INTEREST

SCHOOL

GRADE CONFIGURATION	ENROLLMENT	LOCATION	% FREE/REDUCED LUNCH

School Members

District

FIRST NAME	LAST NAME	POSITION	EMAIL ADDRESS	STATE	
Dan	Schmidt	Superintendent	Dan.Schmidt@poplarschools.com	MT	

School

Poplar Elementary School

GRADE CONFIGURATION	ENROLLMENT	LOCATION	% FREE/REDUCED LUNCH	COMMUNITIES OF PRACTICE

TOPICS OF INTEREST

FIRST NAME	LAST NAME	POSITION	EMAIL ADDRESS	DISTRICT
John	Wetsit	Principal	John.Wetsit@poplarschools.com	Poplar School District

School

Poplar Middle School

GRADE CONFIGURATION	ENROLLMENT	LOCATION	% FREE/REDUCED LUNCH	COMMUNITIES OF PRACTICE

TOPICS OF INTEREST

FIRST NAME	LAST NAME	POSITION	EMAIL ADDRESS	DISTRICT
Morgan	Norgaard	Principal	Morgan.Norgaard@poplarschools.com	Poplar School District

School

Poplar High School

GRADE CONFIGURATION	ENROLLMENT	LOCATION	% FREE/REDUCED LUNCH	COMMUNITIES OF PRACTICE

TOPICS OF INTEREST

FIRST NAME	LAST NAME	POSITION	EMAIL ADDRESS	DISTRICT
Frank	Gourneau	Principal	Frank.Gourneau@poplarschools.com	Poplar School District
Coy	Weeks	Vice Principal	Coy.Weeks@poplarschools.com	Poplar School District

School Members

District

Floresville Independent School District

FIRST NAME	LAST NAME	POSITION	EMAIL ADDRESS	STATE
				TX

School

Floresville Alternate School

GRADE CONFIGURATION	ENROLLMENT	LOCATION	% FREE/REDUCED LUNCH	COMMUNITIES OF PRACTICE

TOPICS OF INTEREST

FIRST NAME	LAST NAME	POSITION	EMAIL ADDRESS	DISTRICT
Rich	Rios	Principal	rrios1@fisd.us	Floresville Independent School District

Engage

PROFESSIONAL DEVELOPMENT PROGRAMS

Professional Development Programs Programs are presentations, seminars, in-service, professional development or trainings that establish awareness of a topic or when more comprehensive in duration or broader in content teach a deeper understanding of the topic. Usually they are aimed at working with leaders and teachers to develop understanding in order to be able to apply knowledge or skills and try them out in the classrooms.

4-Part On-Demand Tier III Behaviour Interventions Program

Our Tier 3 Behavior Interventions 4-Part Webinar Series acts as a resource that Principals and Teachers can use to build a school-wide behavior intervention program that WORKS. Maintaining an effective behavior intervention program in schools is a key component when it comes to student and teacher wellness, which is more important than ever – especially in the face of a global pandemic.

This webinar series covers the necessary basics of the program – the science of the practice, behavior intervention strategies, and approaches to school-wide implementation strategies. All three of these strategies are crucial to a successful program.

PBIS + SEL + Tier 3 Interventions = Strong, Supportive Learning Environments

Classroom Management - Cohesive Classrooms Program

5 ONDEMAND Modules
Guidebook

The Classroom Management- Cohesive Classrooms Program is a comprehensive professional development program school and district leaders can use to ensure quality instruction occurs in every classroom.

The program consists of **5 ONDEMAND instruction modules** that teach the key skills teachers need to create quality learning environments for all students:
- How to build strong relationships with students,

- How to engage students in learning,
- How to develop classroom rules, routines and procedures to ensure orderly classrooms,
- How to create classroom community circles – for facilitating problem solving, and
- How to use research based strategies and practices for dealing with students who struggle with meeting expectations.

As well as a **Guidebook** which supports the ONDEMND modules with guidelines, instructions, activities and exercises that facilitate learning.

IMPLEMENTATION INITIATIVES

Implementation Initiatives are school improvement undertakings aimed at making significant, measurable and sustainable improvements in student learning and well-being that ensure system success. Every school and district has the power to move beyond old practices and commit to the creation and maintenance of a professional culture that is, nurtured by deep knowledge about teaching and learning.

Results Driven Implementation
Link TBD
This article prepared by THE SOURCE provides a rich description of "what it takes" to create "Results Driven Implementation", the kind of improvement initiatives we at THE SOURCE believe in. School Improvement initiatives should ALWAYS be aimed at making measurable improvements in student learning and well-being.

Prerequisites for Improvement
We believe these for elements need to be in place in a school in order for successful behavior intervention and support improvement initiatives to occur:

Leadership – A strong commitment to address Behavior issues and get results from the principal is essential to launching any action plans for improvement.

Constancy of Purpose – Commonly held beliefs throughout the staff about teaching and learning, purpose of education, beliefs and values of how we perceive students are all critical to any kind of school improvement initiative.

Collaborative Practices – Highly functioning PLC's (learning teams or whatever name you choose to call them) are the third critical element that must be in place in order for the principal to lead a successful effort to reduce TIER III behavior incidents. Teachers need the SKILL SETS for collaboration. No effective collaboration - no meaningful improvement across the school.

Strategies and Practices – Teachers need sound professional development opportunities that teach them how to apply strategies in their classrooms with THEIR students.

How to Engage in School Wide Behavior Intervention & Support Professional Learning Opportunities
➡ **Register Your School for a Professional Development Program**
   TIER III Behavior Intervention Program

[Classroom Management - Cohesive Classroom Program](#)

➡ **Register your school for a School Membership**
An annual license entitles all school staff to unlimited access to all Communities of Practice
  Behavior Intervention & Support Community of Practice
  Building Professional Learning Communities Community of Practice

How to Create a Results Driven Behavior Intervention & Support Improvement Plan
➡ **Start the Planning Process Now**

Contact a Consultant

> **TO SCHEDULE A MEETING CLICK HERE**

Complete a Readiness Survey
Fill out a short survey - letting us know some basic information about your school and we can respond with some recommendations

> **TO PROVIDE MORE INFORMATION ABOUT YOUR SCHOOL, CLICK HERE**