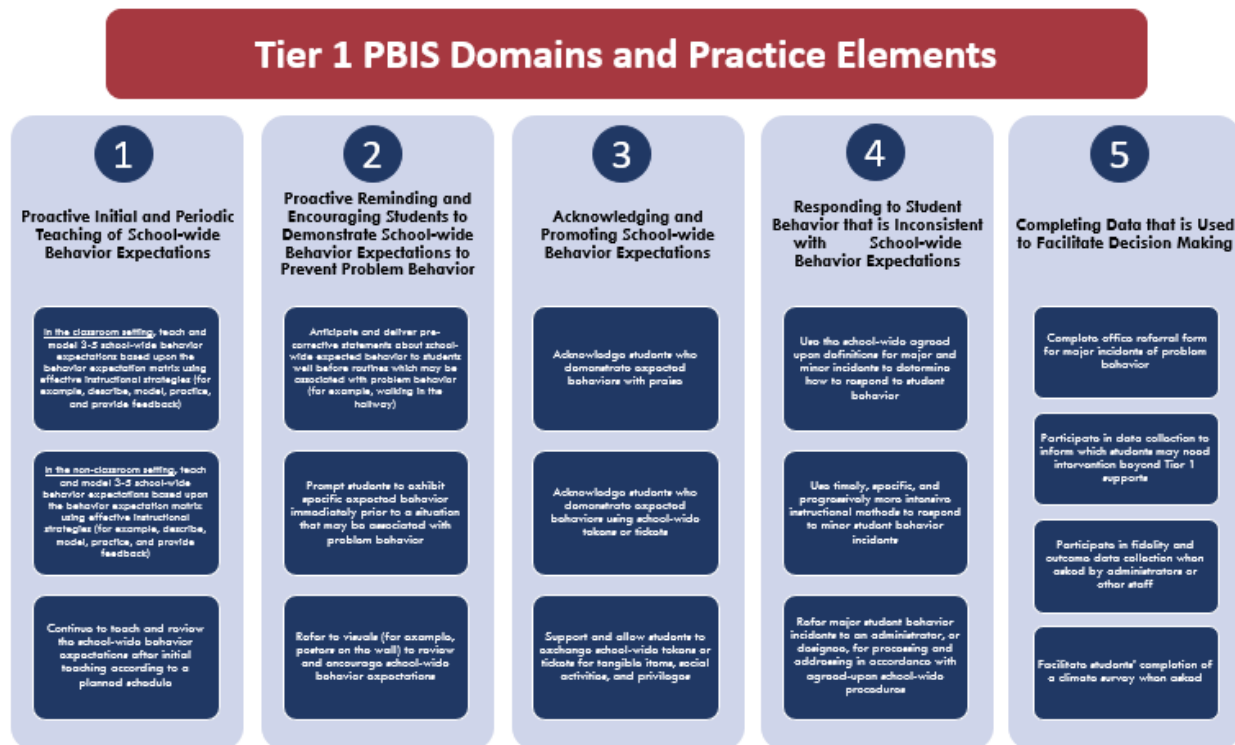


Tier 1 PBIS Domains & Practice Elements

Filter, K., Johnson, L., Ford, A., Sowle, C., Bullard, S., Cook, C., Kloos, E., & Dupuis, D. (2022). An expert consensus process to distill tier 1 PBIS into core practice elements essential to improving front-line implementation. Accepted in *Education and Treatment of Children*. Online first: <https://doi.org/10.1007/s43494-021-00066-y>



DOMAIN 1

Description: Proactive Initial and Periodic Teaching of School-wide Behavior Expectations

Intended Outcome:

Through teaching and modeling, staff and students can describe each of the behavioral expectations and what it looks like to exhibit the expectations in the classroom and non-classroom settings

Practice Elements:

- In the classroom setting, teach and model 3-5 school-wide behavior expectations based upon the behavior expectation matrix using effective instructional strategies (for example, describe, model, practice, and provide feedback)
- In the non-classroom setting, teach and model 3-5 school-wide behavior expectations based upon the behavior expectation matrix using effective instructional strategies (for example, describe, model, practice, and provide feedback)

- Continue to teach and review the school-wide behavior expectations after initial teaching according to a planned schedule

DOMAIN 2

Description: Proactive Reminding and Encouraging Students to Demonstrate School-wide Behavior Expectations to Prevent Problem Behavior

Intended Outcome:

Through the delivery of anticipated pre-corrective statements, in-the-moment prompting, and reference to visuals, staff encourage students to demonstrate expected behaviors, thereby preventing problem behavior

Practice Elements:

- Anticipate and deliver pre-corrective statements about school-wide expected behavior to students well before routines which may be associated with problem behavior (for example, walking in the hallway)
- Prompt students to exhibit specific expected behavior immediately prior to a situation that may be associated with problem behavior
- Refer to visuals (for example, posters on the wall) to review and encourage school-wide behavior expectations

DOMAIN 3

Description: Acknowledging and Promoting School-Wide Behavior Expectations

Intended Outcome:

Through positively responding to demonstrations of expected student behaviors via praise and delivery of acknowledgments, staff promote a greater likelihood of students demonstrating expected behaviors in the future.

Practice Elements:

- Acknowledge students who demonstrate expected behaviors with praise
- Acknowledge students who demonstrate expected behaviors using school-wide tokens or tickets
- Support and allow students to exchange school-wide tokens or tickets for tangible items, social activities, and privileges

DOMAIN 4

Description: Responding to Student Behavior that is Inconsistent with School-Wide Behavior Expectations

Intended Outcome:

Through responding progressively and predictably to student behavior, staff are able to address and decrease the likelihood of students demonstrating behavior inconsistent with expectations in the future.

Practice Elements:

- Use the school-wide agreed upon definitions for major and minor incidents to determine how to respond to student behavior
- Use timely, specific, and progressively more intensive instructional methods to respond to minor student behavior incidents
- Refer major student behavior incidents to an administrator, or designee, for processing and addressing in accordance with agreed-upon school-wide procedures

DOMAIN 5

Description: Completing Data that is used to Facilitate Decision Making

Intended Outcome:

Through participating in data collection about behavior, perceptions, and implementation, staff aid in future decisions/changes concerning student support.

Practice Elements:

- Complete office referral form for major incidents of problem behavior
- Participate in data collection to inform which students may need intervention beyond Tier 1 supports
- Participate in fidelity and outcome data collection when asked by administrators or other staff
- Facilitate students' completion of a climate survey when asked