Component 1: Defined Behavioral Expectations

- **Kirby Elementary Behavior Expectation Matrix Sample**

This one page sample lists behavior expectations in multiple settings.
Click here to view.

- **Student Expectation Sample**

This resource, in the form of a school pamphlet, contains an elementary student handbook sample, parent letter, a school pledge, and student consequence assignment.
Click here to view.

- **Positive Behavioral Interventions and Supports information**

A description of Primary Prevention in School-wide Positive Behavioral Interventions and Supports (PBIS) details the process and practices for people who are learning about this topic. Included are core principles, expectations and numerous examples of products and materials helpful to implementation.
Click here to view.

- **Teacher Handbook Sample**

This is an example of a Positive Behavior Support, handbook, developed for a high school; includes definitions, goals, achievement recognition, discipline procedures, sample lesson plans, behavior matrix, and example templates.
Click here to view.

Component 2: Classroom Strategies for Managing Behavior

- **Oklahoma Tiered Intervention System of Support (OTISS)**

OTISS, the Oklahoma Tiered Intervention System of Support, is Oklahoma's intervention model for identifying and addressing academic and behavioral difficulties that interfere with student success.
Click here to view.

- **National Center on Intensive Intervention**
The National Center is part of the American Institutes for Research (AIR). Their Website provides behavioral intervention resources and tools.
Click here to view.

EDUCATION

- **Good Behavior Game**

The Good Behavior Game is an evidence-based behavioral classroom management strategy that helps children learn how to work together to create a positive learning environment. The team-based approach uses peer encouragement to help children follow rules and learn how to be good students. It also enables teachers to build strong academic skills and positive behaviors among students.
  Click here to view.

- **Technical Assistance Center on Social Emotional Intervention (TACSEI)**

The TACSEI center takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply best practices in the work they do every day. Most of the products are available on the website for immediate view, download and use.
  Click here to view.

- **Intervention Central**

 A website with free intervention and assessment resources for educators in grades K-12
  Click here to view.

- **SchoolMentalHealth.org**

The SchoolMentalHealth.org Website offers school mental health resources not only for clinicians, but also for educators, administrators, parents/caregivers, families, and students.
  Click here to view.

- **Challenging Kids, Inc.**

A collaborative project of Leslie E. Packer, Ph.D. and Sheryl K. Pruitt, M.Ed. ET/P, both are professionals working with children and teens with a variety of neurological disorders. Their book is called Challenging Kids, Challenged Teachers: Teaching Students with Tourette's, Bipolar Disorder, Executive Dysfunction, OCD, ADHD, and More
  Click here to view.

Component 3: Classroom Routines for Promoting Positive Behavior

- **Universal Positive Behavioral Support in the Classroom**

A guidance document by Dr. Lori Newcomer, University of Missouri, compiled from materials developed by the IRIS Center at Vanderbilt University Research to Practice Instructional Strategies.
Click here to view.

Dr. Newcomer's Classroom Organization and Management Planning Guide provides a compact comprehensive reference guide for creating a classroom system of positive behavior support.
Click here to view.

- **New Jersey Positive Behavior Support (NJPBIS)**

New Jersey Positive Behavior Support in Schools (PBSIS) is a collaboration project between the New Jersey Department of Education, Office of Special Education Programs and Boggs Center, Rutgers Robert Wood Johnson Medical School. The purpose of the NJ PBSIS initiative is to build capacity among school personnel to create proactive and positive school systems.
Click here to view.

- **The National Education Association (NEA)**

NEA is the nation's largest professional employee organization, is committed to advancing the cause of public education. The NEA Website provides articles, resources and teaching strategies for teachers to use in their classroom. The Website also offers advice and support.
Click here to view.

Component 4: Use of Research-Based Behavioral Interventions

- **Intervention Central**

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement interventions.
Click here to view.

- **National Center on Positive Behavioral Interventions and Support (PBIS), OSEP Technical Assistance Center**

The National Center on PBIS provides resources to teachers with an emphasis on the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.
Click here to view.

- **Response to Intervention (RtI) Action Network- A Program of the National Center for Learning Disabilities**

The Behavior Supports section of the RtI Action Network Website provides information to maximize student learning and the impact of effective interventions.
Click here to view.

- **Center for Parent Information and Resources**

This is a resource for helping children with disabilities with respect to behavior at school.
Click here to view.

Component 5: Decision Making

- **PBIS Apps**

PBISApps is a not-for-profit group, developed and operated by Educational and Community Supports (ECS) faculty and staff, a research unit at the University of Oregon. It is the maker of the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation.
Click here to view.

- **Oklahoma Tiered Intervention System of Support (OTISS) Implementation Series: Guide II: Implementing the Core Components, Decision Making, Pages 11-19.**

The OTISS Implementation Series provides information, guidance, and resources to schools to implement the core components of a school-wide tiered intervention model. This link provides information on utilizing data to make decisions about students' need for intervention and their response to those interventions.
Click here to view.

- **Response to Intervention (RtI) Action Network, RTI Blog Archive, Topic: Data-Based Decision Making**

The RTI Action Network's goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students – including those with learning disabilities – are identified early and receive the necessary supports to be successful. The focus of this section is to provide resources and information regarding data-based decision making.
Click here to view.