**Facilitation Guide**

| **Slide** | **Links** |
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| **2**(Intro) | Here’s a link to materials from the VTmtss BEST Summer Institute<https://www.pbisvermont.org/training-resources/best-mtss-summer-institute/>  |
| **5**(Action Plan Template) | Here’s a link to an action plan template from Northeast PBIS Network <https://docs.google.com/document/d/12vCljGtM7lwNJg4UWNmBDs5yWQFGqgJSH6Pyssl8Rw4/edit>  |
| **15**(Guide & Resource Page) | Here’s a link to the “Supporting Schools During and After Crisis” resource page: <https://www.pbis.org/current/returning-to-school-during-and-after-crisis> Download the “monster” guide at the top of the page, or scroll down to find a state, district, and/or school level guides in addition to a wealth of additional information.  |
| **27**(Positive Greetings) | Here’s a link to “Positive Greetings at the Door”<https://www.pbis.org/resource/positive-greetings-at-the-door>  |
| **28**(Socially Connected) | Here’s a link to “Socially Connected while Physically Distant” <https://www.pbis.org/resource/socially-connected-while-physically-distant>  |
| **30**(Remote CICO) | Here’s a link to adapting CICO for remote learning<https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning>  |
| 32(Family Engagement) | Here’s a link to a brief on family engagement<https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration> And, here’s a link to an e-Book about family engagement in PBIS<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>  |
| 38(SEB Screeners) | Here’s a link to an overview of SEB Screeners<https://www.pbis.org/resource/systematic-screening-tools-universal-behavior-screeners> And a tools chart that may eventually include multiple screeners (now there’s just one!)<https://charts.intensiveintervention.org/bscreening>  |
| 40(Academic Screeners) | Here’s an overview of universal screening from the National Center on Improving Literacy<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/best_practices_in_universal_screening.pdf>And an overview of a tools chart from the National Center for Intensive Intervention<https://charts.intensiveintervention.org/ascreening>  |
| 43(Decision Making) | Here’s an overview of questions to ask after universal screening from the National Center on Improving Literacy<https://improvingliteracy.org/brief/four-questions-ask-after-universal-screening>  |
| 53(Routines) | The sample home schedules came from “Supporting Families with PBIS at Home”<https://www.pbis.org/resource/supporting-families-with-pbis-at-home>  |
| 64(Remote Matrix) | The remote learning matrix came from <https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction>  |
| 79(Remote Matrix) | This is the same link we shared previously: <https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction> |
| 97(Student Teacher Game) | Learn more about the “Student Teacher Game” here: <https://www.pbis.org/resource/the-student-teacher-game>  |
| 100(Ditch The Clip) | #DitchTheClip<https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>  |
| 117(Integration) | Learn more about integrating academic and behavior support here:<https://www.pbis.org/resource/classroom-integrated-academics-and-behavior-brief> And, consider the relationship between academic and social, emotional, and behavioral support in this brief: <https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>  |
| 119(CR Field Guide & Student Voice) | Learn more about culturally responsive implementation here:<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches> Learn more about student voice (in HS settings) here: <https://www.pbis.org/resource/high-school-pbis-implementation-student-voice>  |
| 122(Explicit Instruction) | Learn more about explicit instruction here:<https://intensiveintervention.org/intensive-intervention-features-explicit-instruction> And, consider the specific instructional strategies that promote equity in the classroom: https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education  |
| 139(Progress Monitoring) | Learn more about progress monitoring from our friends at the National Center for Intensive Intervention here:<https://intensiveintervention.org/intensive-intervention/progress-monitor>  |
| 141(TIPS) | Learn more about Team Initiated Problem Solving here:<https://www.pbis.org/resource/pbis-forum-in-brief-tips>  |
| 146(Habits) | Here’s a link to the brief on Habits of Effective Classroom Practice<https://www.pbis.org/resource/habits-of-effective-classroom-practice>  |
| 165(Be+ App) | Learn more about the Be+ App here: <https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>  |
| 169(Greetings) | We viewed these resources to support positive greetings earlier in the week: “Positive Greetings at the Door”: <https://www.pbis.org/resource/positive-greetings-at-the-door>  “Socially Connected …”: <https://www.pbis.org/resource/socially-connected-while-physically-distant>  |
| 174 (Engage) | We viewed two of these resources to support active engagement earlier in the week:<https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education> and<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor> Also, check out this awesome webinar by the one and only Anita Archer: <https://www.youtube.com/watch?v=l0I02o_YLnM&feature=youtu.be>  |
| 178 (Specific Feedback) | Here are two of the resources we shared previously:“Teacher/Student Game”: <https://www.pbis.org/resource/the-student-teacher-game> “Action Plan”: <https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>  |
| 187(Classroom PBIS) | See additional resources to support implementing PBIS in the classroom (<https://www.pbis.org/topics/classroom-pbis>). We’ll be updating these in the coming year(s).  |
| 200 (Guide) | In case you missed it the first few times ☺, here’s a link to the Guide to “Returning to School During and After Crisis”<https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>  |
| 232(Crisis Recovery) | Here’s a link to the phases of recovery brief: <https://www.pbis.org/resource/supporting-pbis-implementation-through-phases-of-crisis-recovery> All of the resources in the next slides are posted below the crisis graphic on our new favorite link: <https://www.pbis.org/current/returning-to-school-during-and-after-crisis>  |
| 258(Guide) | And for the last time…here’s a link to the Guide to “Returning to School During and After Crisis”<https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>  |