

PBIS identifies several key features in school wide processes and practices that support children's positive behavior. The Tribes process offers a rich array of strategies that match these features. Using the Tribes process can therefore help your school implement PBIS successfully.

A common purpose and approach to discipline throughout the school	<ul style="list-style-type: none"> <li>Community Agreements are posted throughout the school building</li> </ul>
A small number of positively stated expectations for all students	<ul style="list-style-type: none"> <li>Tribes strategies are used to teach the Community Agreements</li> <li>Tribes lesson plans are developed to incorporate community agreements into all learning situations</li> </ul>
Procedures for teaching these expectations	<ul style="list-style-type: none"> <li>Using strategies such as Community Circle, the Three T chart, modeling and role-playing with the whole class</li> <li>Tribes offers great strategies for developing "cool tools"</li> <li>Using further modeling, additional role-playing and classroom reflection on expected behaviors</li> </ul>
A continuum of procedures for encouraging expected behaviors and discouraging inappropriate behaviors	<ul style="list-style-type: none"> <li>Using positive reinforcing and reminding by teacher; appreciations</li> <li>Doing group reflection through Community Circle</li> <li>Using problem-solving strategies such as class meeting with the whole class or small groups and problem-solving conferences with individuals</li> </ul>
A continuum of procedures for discouraging inappropriate behavior	<ul style="list-style-type: none"> <li>Using individual written agreements with students who need additional support</li> </ul>
Ongoing evaluation of effectiveness	<ul style="list-style-type: none"> <li>Observing students, reflecting on the success of strategies, and adjusting teaching techniques accordingly</li> <li>Using Tribes assessment to collect data on the fidelity of implementation of parts of the Tribes TLC® process</li> </ul>

## Upcoming Tribes events sponsored by CESA 7

Oct. 25 & 26, 2011 Nov. 21 & 22, 2011	Aristry for Learning - Advanced Tribes	CESA 7, Green Bay
Feb. 28 & 29, 2012 April 16 & 17, 2012	High School Tribes	CESA 7, Green Bay
Jan. 12 & 13, 2012 Feb. 9 & 10, 2012	Basic Tribes	CESA 7, Green Bay
June 11-14, 2012	Discovering Gifts in Middle School Tribes	CESA 7, Green Bay



To register for events, please visit our website at:  
[www.cesa7.org](http://www.cesa7.org)

**CESA 7—Safe & Healthy Schools Dept.  
595 Baeten Road  
Green Bay, WI 54304**

**Director: Christine Kleiman**  
Phone: (920) 617-5625  
Email: [ckleiman@cesa7.k12.wi.us](mailto:ckleiman@cesa7.k12.wi.us)  
**Program Assistant: Amy Mittag**  
Phone: (920) 617-5649  
Email: [amittag@cesa7.k12.wi.us](mailto:amittag@cesa7.k12.wi.us)

## How Does Tribes TLC® Process Correlate with PBIS?



*Positive Behavioral Interventions and Supports* (PBIS), an evidenced based framework for developing positive behavior is used in schools nationwide to create a positive climate for learning. The U.S. Department of Education is currently encouraging school districts to use stimulus funds to implement PBIS.

*Tribes TLC® process* is a research or evidenced-based process that synthesizes a wide range of theories and studies on human development, caring culture, resiliency, group process, community building, cooperative learning, teacher professional development and collegiality to promote students' development and meaningful learning, with the outcome of developing a positive school environment that promotes human growth and learning.

Tribes TLC is recognized as a Model or Promising Program by -

- Collaborative for Academic, Social and Emotional Learning
- Office of Juvenile Justice Delinquency Prevention
- C-SAP WesternCAPT

The basis of both PBIS and Tribes TLC® process is that continual teaching, modeling and reinforcing



of positive behavior will help all staff and students feel included, reduce discipline problems, and create a climate of

inclusion where greater learning takes place.

Research on Tribes is listed in the Office of Juvenile Justice Delinquency Prevention Model Program Guide and Collaborative, Academic, Social and Emotional Learning Select program listing. The Model Program Guide summarized significant results from evidence-based research on the Tribes process, which shows that:

- Tribes TLC has a positive impact on classroom environment
- Teachers report spending less time managing student behavior
- Students are significantly less likely to be referred for disciplinary problems
- In well-implemented classrooms and schools, students score significantly higher on standardized tests than students from comparison groups.

How does *Tribes TLC*® process fit into the PBIS framework:

The Tribes is based on a synthesis of studies on children's development, cooperative learning, cognition, systems theory, multiple intelligences, human resilience and the skills needed for the 21st century.

Here is how these specific practices fit within PBIS's three-tiered framework for providing a continuum of behavior supports to students in a school.



#### **PBIS Universal Intervention:**

*School/classroom-wide systems for all students and settings*

##### **Tribes Strategies:**

- Community Circle
- Community Agreements
- Modeling
- Role-playing
- Positive teacher language
- Problem solving
- Common language
- Inclusion
- Cooperative Learning groups
- Whole child development
- Collaborative skills
- Authentic assessment
- Reflection
- Appreciations

#### **PBIS Secondary Interventions:**

*Additional supports for students with risky behavior*

##### **Tribes Strategies:**

- Additional Modeling
- Additional role-playing
- Problem solving
- Group decision making
- Small group skills
- Authentic assessment
- SEL intervention groups

#### **PBIS Tertiary Interventions:**

*Highly individualized systems for students at high risk*

##### **Tribes Strategies:**

- Individual problem solving sessions
- Individual decision making sessions
- Authentic assessment

