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Positive Behavioral Intervention Systems (PBIS) & Harmony Crosswalk Alignment

Universal PBIS Features

Belonging, Connection, and the Relationship Skills That Make Learning Possible.

At Sanford Harmony, we know that students' and adults' sense of belonging is central to healthy learning. To create environments that center belonging, Sanford Harmony supports schools, out-of-school time (OST) organizations, and families to cultivate healthy relationships with oneself, with others, and within their communities. Because the science tells us that belonging improves student, adult, and school outcomes (e.g., attendance, behavior, and academic performance), our evidence-based programs and professional learning encourage student and adult connection, communication, respect, resilience, and lifelong well-being. Through our tools, resources, and support, we empower adults and students to create environments where young people thrive in the multiple spaces they live and learn.

Boost Academic Success

Students build essential learning skills, show stronger engagement, and achieve higher academic outcomes.

Reduce Disciplinary Issues

Harmony improves safety and reduces bullying and behavior issues through relationship skills and emotional regulation.

Strengthen Educator Performance

Harmony enhances instructional practices and leadership, giving educators the tools to help students succeed.

Support Families & Communities

Harmony strengthens communication, routines, and relationships at home—cultivating compassionate, responsible citizens.

Build Confidence & Self-Direction

Students develop self-awareness, decision-making, and perseverance to navigate challenges, stay focused on their goals, and prepare for life after school.

Prepare Students for the Workforce

Skills such as personal responsibility, problem-solving, and conflict resolution set students up to build strong relationships and thrive in today's competitive work environments.

Improve School Climate

Leaders gain practical strategies and data insights to build stronger, more supportive learning environments.

For more information, visit our Research page on the Harmony Curriculum Portal.

What We Do

Sanford Harmony provides no-cost and level-up digital resources, as well as print-based resources that promote healthy learning, belonging, and relationship skills through our:

Harmony School Curriculum (PreK – 6)

Designed for classroom educators to build welcoming, connected learning environments. Includes:

- Units, lessons, activities, and Everyday Practices
- Harmony Kits for classroom use
- Harmony Plus: lesson decks, data dashboard, and access to Harmony Connect social community

Harmony Out-of-School Time (OST) Curriculum

Created for youth development and expanded learning programs. Includes:

- Units, lessons, activities, and Everyday Practices
- Harmony Kits for OST and expanded learning settings

Harmony Professional Learning

Self-paced modules, certificates, and no-cost webinars that help educators, mentors, and expanded learning staff strengthen relationships, build effective practices, and grow as leaders.

Harmony at Home

A family-centered app or kits for parents, caregivers, and kids to enjoy together! Build relationship skills, deepen connections, and create healthy routines with playful prompts, animated storybooks, and research-backed tools that make everyday moments more meaningful.



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Summary of Sanford Harmony and Universal PBIS Features Alignment

Sanford Harmony tools, resources, and services support the mission of PBIS to enhance schoolwide culture, improve prosocial behaviors, and increase academic performance. Sanford Harmony's comprehensive practices and activities, including those for school, home, and community organizations, professional learning for adults, and leadership tools, enable schools to strengthen schoolwide expectations, implement proactive classroom practices, and make data-informed decisions. Specifically, Sanford Harmony aligns with PBIS in the following ways:

- **Consistent Expectations:** Harmony Goals (Class and Personal) reinforce schoolwide expectations and promote student ownership and shared agreements.
- **Direct Instruction:** Harmony lessons and storybooks teach essential skills, including emotion regulation, communication, empathy, conflict resolution, and problem-solving—core competencies of PBIS social, personal, and behavioral competencies.
- **Proactive Classroom Practices:** Harmony's Everyday Practices of Meet Up and Buddy Up help educators teach, model, and reinforce expectations throughout the day, while at the same time building connection and community.
- **Acknowledgement Systems:** Harmony routines provide structured ways to give behavior-specific praise and celebrate students' progress.
- **Leadership & Implementation Tools:** Harmony's planning guides, data dashboard (Plus), and implementation rubric support action planning, coaching, fidelity monitoring, and alignment with MTSS frameworks.
- **Data-Informed Decision Making:** Harmony Plus dashboard and lesson-level success criteria help teams monitor implementation and support continuous improvement.
- **Professional Learning:** Harmony's educator and leadership modules and certificates build adult capacity for trauma-informed practices, culturally responsive instruction, restorative approaches, and maintaining positive classroom environments.
- **Family Engagement:** Home-to-School Connection Letters, Harmony at Home Kits, and the Harmony at Home app extend Tier 1 practices into homes and communities.

This alignment guide serves to provide a more comprehensive alignment between the robust set of tools, resources, activities, and services offered by Sanford Harmony that facilitates a school community in achieving its PBIS goals.



Leadership

- Leadership Certificate
- Implementation Rubric
- Planning and Pacing Guide
- Harmony Connect Community

Data & Continuous Improvement

- Data Dashboard
- Implementation Rubric
- Success Criteria w/in Harmony Lessons

Schoolwide Systems

- Harmony Goals aligned to behavioral expectations
- Harmony Professional Learning
- Harmony Scope and Sequence matched to PBIS goals
- Home to School Connection Letters

Classroom Practices

- Harmony's Everyday Practices
- Harmony Curriculum Units, Lessons, and Activities

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Leadership Team 1.1		
Feature: Team Composition **Description:** The leadership team includes a coordinator, a school administrator, and representatives from staff, students, and families.	A Harmony Implementation Specialist, through a partnership agreement, consults with school and district leaders to align Harmony implementation with PBIS goals. The PBIS leadership team can also use Harmony's leadership implementation tools to support Harmony implementation, ensuring alignment across initiatives. The Harmony Connect community can benefit leadership team members by providing access to broader perspectives and shared tools from other schools. This supports more informed decision-making.	**Meaningful Relationships with Educators and School Leaders** The ability to take the perspective of and empathize with others is crucial when educators and administrators collaborate to solve problems that involve many different perspectives. **Problem Solving for Educators** Recognize and apply skills that contribute to effective problem solving and responsible decision making to effectively manage and solve individual, interpersonal, and school-wide problems. **Harmony Leadership Certificate** Deepen leadership competencies that support leaders, staff, and student well-being and belonging.
Leadership Team 1.2		
Feature: Team Operating Procedures **Description:** The leadership team has a regular meeting format/ agenda to communicate, review practices on action plan, and monitor the impact of procedures.	The leadership team can use Harmony's implementation plan and data dashboard, as well as implementation, observation, and reflection tools to guide discussions, monitor progress, and inform fidelity of implementation during regular meetings.	**Maintaining Professional Relationships with Colleagues** Guiding principles that can be used to develop and maintain professional relationships with colleagues. **Teamwork & Collaboration for Educators** Learn and apply techniques to get to know your colleagues and work with educators that may have a different approach than you.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Practice 1.3		
Feature: Schoolwide Expectations **Description:** Five or fewer positive schoolwide expectations, aligned with the school vision, accessibly posted.	**Class Harmony Goals** establish shared behavioral expectations in every classroom, which can reflect and reinforce schoolwide norms. A co-created list of 3-5 class goals that reflect how students want to treat each other and who they aspire to be as a learning community. Students can also write **Personal Harmony Goals** that support the Class Goals to take ownership of helping the group succeed.	**Creating Classroom Rules** Supports the co-creation of rules that reflect schoolwide expectations. **Strong Start: Harmony Curriculum™ Everyday Practices** Examine how Harmony Goals support social and personal development by building awareness of opportunities for students to set and work to achieve classroom and personal goals.
Practice 1.4		
Feature: Expectations Taught **Description:** A scheduled delivery of lesson plans is used to directly teach, practice, supervise, prompt, review, and reinforce expectations.	**Harmony Curriculum** offers activities that enable students to learn about and practice the intra- and interpersonal skills, such as emotion regulation, empathy, communication, and problem-solving, necessary for building and nurturing healthy relationships. The **Scope and Sequence** document provides a roadmap to locate lessons and activities that align with the school's PBIS goals. Harmony also provides a **Planning & Pacing Guide** with flexible implementation options, allowing schools to schedule lessons in a way that fits their unique context and instructional calendar.	**Basic Proactive Classroom Management Strategies** Explore strategies that can help prevent minor misbehavior before it begins. **Teaching Procedures** Build skills in teaching, practicing, and reinforcing classroom procedures so they ultimately become routines that help the classroom run more efficiently.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Practice 1.5		
Feature: Acknowledgement **Description:** A written process for delivering behavior-specific praise that is linked to schoolwide expectations.	**Meet Up** provides opportunities for students to reflect on behavior and recognize one another for demonstrating Class and Personal Harmony Goals. In addition, Harmony Lessons include **Everyday Moments**—specific prompts to help educators reinforce targeted intra- and inter-personal skills throughout the school day.	**Giving Effective Praise** Learn to avoid common missteps and use praise to reinforce desired academic and social behaviors. **Using Warm Demand to Build Student Achievement** Balance discipline and care to support all students in reaching high expectations.
Practice 1.6		
Feature: Behavioral Definitions **Description:** Definitions of major vs. minor inappropriate behavior are clear, documented, trained, and shared with families.	Each Harmony Lesson has a **Reflect & Review** step to reinforce understanding of expectations and social competencies. **Home-to-School Connection Letters** that communicate learning goals and provide activities for reinforcing skills at home can be shared with parents and caregivers.	**Causes of Misbehavior** Learn why students sometimes misbehave and how to determine appropriate interventions for misbehavior in your classroom. **Recognizing Bullying Behavior** Identify the presence of bullying so that it can be addressed promptly. **Strategies for Communicating with Parents** Learn strategies for communicating successfully and productively with parents.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Practice 1.7		
Feature: Responses to Behavior **Description:** Consistent and equitable responses to inappropriate behavior are functionally-relevant, instructional, and restorative.	**Everyday Practices [Harmony Goals, Meet Up, and Buddy Up]** provide students with equitable opportunities to practice perspective taking, compromise, and constructive conflict resolution. **Harmony Lessons & Activities** provide direct instruction in social, personal, and behavioral skills such as emotion regulation, empathy, communication, and problem-solving.	**Understanding Consequences** Explore the difference between consequences and punishments, investigate the purpose of consequences, and discover ways they can be used to support responsible behavior and maintain safe and equitable classrooms. **Creating Logical Consequences** Explain what consequences are, and their relationship to the rules and behavioral expectations in your classroom. **Delivering Consequences** Identify best practices for delivering consequences while maintaining teacher-student relationships, classroom culture, and students' sense of safety and belonging.
Practice 1.8		
Feature: Crisis and Emergency Response Plan **Description:** Schoolwide expectations for crisis response are explicitly defined and include differentiated strategies to promote student and staff wellness before, during, and after a crisis.	**Natural Disaster Toolkits:** This resource provides a variety of strategies, tools, and resources that you can use with your children to discuss and process the emergency event that has recently occurred.	**Supporting Trauma-Exposed Students** Learn different strategies to provide academic and behavioral support to children who have experienced trauma. **Restorative Justice: Rethinking Discipline** Learn to use restorative justice strategies to focus on students' growth to help them rather than punish them. **Understanding the Brain to Get to the Heart of Healthy Relationships** Review how the brain functions in relation to our emotional responses to external stimuli and the way that our emotions direct our attention, energy, and actions.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Practice 1.9		
Feature: Schoolwide Practices used in Classrooms **Description:** Educators teach, prompt, and review schoolwide expectations and respond to challenging behavior in a culturally responsive manner.	**Class Harmony Goals** are co-created, aspirational agreements that reflect how students want to treat one another—which can directly align with and reinforce schoolwide PBIS expectations. Because they are developed through a collaborative process, they foster student voice and buy-in. The **Checking-In** step of Meet Up provides daily opportunities to reflect on these goals, recognize positive behavior, and respond to challenges through peer-led reflection and support.	**Teaching Procedures** Develop skills in teaching, practicing, and reinforcing classroom procedures, so they ultimately become routines that help the classroom run more efficiently. **Working Against Racial Bias** Learn to identify your own biases and operate with a sociocultural consciousness, which is an essential skill for educators. **Defining Effective Procedures** Identify and implement procedures that can help improve classroom logistics.
Practice 1.10		
Feature: Classroom Practices **Description:** Educators teach, prompt, and review schoolwide expectations and respond to challenging behavior in a culturally responsive manner.	During the **Checking-In** step of **Meet Up**, students reflect on either **Class or Personal Harmony Goals,** celebrate successes, and problem-solve as needed. **Buddy Up** promotes peer interaction and relationship building. In Harmony lessons, the **Reflect & Review** section further supports culturally responsive reflection on behavior and expectations.	**Teaching Procedures** Develop skills in teaching, practicing, and reinforcing classroom procedures, so they ultimately become routines that help the classroom run more efficiently.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Systems 1.11		
Feature: Established Priority **Description:** Established priority for developing and implementing Social Emotional Behavior (SEB) support within PBIS/MTSS framework aligned to school/district initiatives is clearly communicated to all educators.	Harmony's **Planning & Pacing Guide** provides school leaders with a clear roadmap for implementing Harmony's relationship-based curriculum within a tiered system of support. The guide helps ensure consistent communication and coordination of social, personal, and behavioral (SEB) priorities across classrooms and school levels, aligning with PBIS/ MTSS frameworks and district initiatives.	**Harmony Leadership Certificate** Deepen leadership competencies that support leaders, staff, and student well-being and belonging. **Meaningful Relationships with Educators and School Leaders** Explore how skills like perspective taking and empathy help educators and administrators proactively work together to solve problems.
Systems 1.12		
Feature: Schoolwide Professional Development and Coaching **Description:** Process for training, coaching, and providing feedback is used as part of a continuous PD cycle for all faculty and staff.	At the unit level of the Harmony Curriculum, the Educator Wellbeing section incorporates current research to strengthen educators' social and personal capacities, including new reflection prompts on personal assumptions and student context. Additionally, point-of-use professional learning from Harmony Professional Learning supports continued educator growth.	Harmony Professional Learning: Map of Modules provides a comprehensive view of the modules available to educators and school leaders.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Systems 1.13		
Feature: Classroom Professional Development and Coaching **Description:** Leadership team develops and implements differentiated PD to support educators' implementation of positive and proactive classroom practices.	The **Harmony Strong Start Training** introduces educators to the Harmony Curriculum's instructional routines and foundational Everyday Practices. This training is available in several formats, including instructor-led by a certified Implementation Specialist either virtually (no cost), in person (for a fee), and on-demand (no cost). It equips educators, with the support of leadership, to effectively begin implementing Harmony. **Harmony Connect** offers a peer-driven network where educators can share adaptations, problem-solve implementation challenges, and explore how others align Harmony with PBIS and MTSS frameworks. The **Harmony Implementation Rubric** is an observational tool that helps school leaders assess and strengthen schoolwide implementation of the Harmony Curriculum, guiding collaborative discussions to identify actions and measure fidelity of key Harmony practices.	Each module in the **Harmony Professional Learning Portal** includes an accompanying **Coaching Guide** designed to help instructional leaders, coaches, or administrators support teachers as they prepare to implement key concepts in their own classrooms. These guides offer: key takeaways and summaries of the module content, reflective dialogue prompts to use in one-on-one or team coaching sessions, and coaching moves with practical strategies for common challenges.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Systems 1.14		
Feature: Faculty and Staff Engagement **Description:** Faculty and staff are engaged in designing and revising the content and implementation of Tier 1 practices based on regular review of data.	The **data dashboard** allows educators to note which lessons have been implemented, take notes, and reflect on the implementation of the lessons. **Harmony Lessons** are flexible and adaptable, allowing educators to tailor instruction to their students and context. The **Harmony Implementation Rubric** is an observational tool that helps school leaders assess and strengthen schoolwide implementation of the Harmony Curriculum, guiding collaborative discussions to identify actions and measure fidelity of key Harmony practices. **Differentiation Options** support staff in modifying lessons based on student needs, pacing preferences, and instructional goals—encouraging meaningful educator ownership and responsiveness to local data. **Harmony Connect** offers educators a space to share what's working in their context and learn from others, which can influence how they adapt and revise practices. This kind of peer exchange strengthens professional agency and promotes ongoing reflection and responsiveness to student needs.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Systems 1.15		
Feature: Student Engagement **Description:** A representative group of students is actively engaged in the selection and interpretation of Tier 1 practices based on review of data.	**Meet Up and Buddy Up** elevate student voice and ownership in classroom norms and social connections.	**Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Be the Spark: Nurturing Student Inspiration** Identify ways to create a classroom environment that fosters and nurtures student inspiration.
Systems 1.16		
Feature: Family and Community Engagement **Description:** Families and community members that represent the school's demographics provide input on the development and implementation of Tier 1.	Harmony **Home-to-School Connection Letters**, the **Harmony at Home kits** offer family-centered tools to support relationship skills and reinforce learning at home. The **Harmony at Home app** includes playful prompts, animated storybooks, and research-backed tools to help families build healthy routines and deepen connections—extending Tier 1 practices into the home environment.	**Addressing Barriers to Parent Involvement** Identify common barriers to the formation of effective teacher-parent partnerships and explore ways to remove barriers and build positive relationships. **Strategies for Engaging with Parents** Learn concrete strategies for engaging parents and building partnerships to support students. **The Importance of Working with Parents** Parental involvement in a child's education has a positive impact on academic achievement, behavior, social development, and overall well-being. Explore ways to involve them.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Data 1.17		
Feature: Decision Making with Behavior Data **Description:** Behavior data is accessible and used to identify strengths and needs that inform the development and delivery of equitable Tier 1 foundational and classroom practices.	Each Harmony Lesson includes **Student Success Criteria** to support student reflection and self-monitoring of skill development, providing a lens for identifying classroom strengths and needs. **Harmony in Action** provides opportunities for students to reflect on their use of the skills learned in each lesson. **Personal Harmony Goals** provide students with opportunities to reflect on their progress in meeting their goals The **data dashboard** displays portal and resource usage, which is helpful for reflection and guiding conversations about implementation.	
Data 1.18		
Feature: Using School and Community Data to Inform Tier 1 **Description:** A variety of schoolwide data is used to identify strengths and needs and is used to develop or revise action plan to enhance or modify Tier 1 practices.	The **data dashboard** shows portal and resource usage, which can be helpful for reflection and guiding conversations about implementation.	

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Data 1.19		
Feature: Decision Making with Fidelity Data **Description:** Fidelity assessments/data are conducted and used for decision making at least annually.	The Harmony **Implementation Rubric** provides schools and districts with a structured tool to reflect on the fidelity of implementation across key areas such as professional development, instructional delivery, and schoolwide integration. Additionally, districts using **Harmony Plus** gain access to a **data dashboard** that tracks usage of the portal and resources. This data can be used to inform decision-making, identify areas for growth, and support sustained implementation of Harmony practices.	
Data 1.20		
Feature: Evaluation Plan **Description:** A plan documenting the fidelity and effectiveness of Tier 1 practices is integrated with other data sources to inform overall school improvement and communicated to partners.	Usage data provided on the **Harmony Plus data dashboard** can be integrated with broader school improvement efforts to inform decisions about implementation and impact.	The **Harmony Leader Certificate** offers opportunities for leaders to learn about strategies to use data on Tier 1 supports to identify, plan for, monitor, and improve implementation