

PBIS Leadership Forum 2021

C3: Getting Started: Establishing Systems of Support

Presenters

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Chat Panelists

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Topic: School-wide PBIS

Keywords: PBIS Foundations; Tier 1; Systems Alignment

Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> ✦ Use a shared action plan for your team ✦ Complete session evaluations 	<ul style="list-style-type: none"> ✦ Post positive on-topic comments ✦ Questions for the presenters go in the POLLS tab ⇔ 	<ul style="list-style-type: none"> ✦ Add questions before and/or during session
BE Kind	<ul style="list-style-type: none"> ✦ Limit distractions 	<ul style="list-style-type: none"> ✦ Use inclusive language 	<ul style="list-style-type: none"> ✦ Use sincere phrasing ✦ Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> ✦ Take movement breaks ✦ Be aware of your stress level 	<ul style="list-style-type: none"> ✦ Engage in productive dialogue 	<ul style="list-style-type: none"> ✦ Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> ✦ <i>Ensure Files Tab has current materials and related weblinks</i> 	<ul style="list-style-type: none"> ✦ <i>Monitor and remove inappropriate comments</i> 	<ul style="list-style-type: none"> ✦ <i>Identify common Qs to address in final 15 minutes</i>

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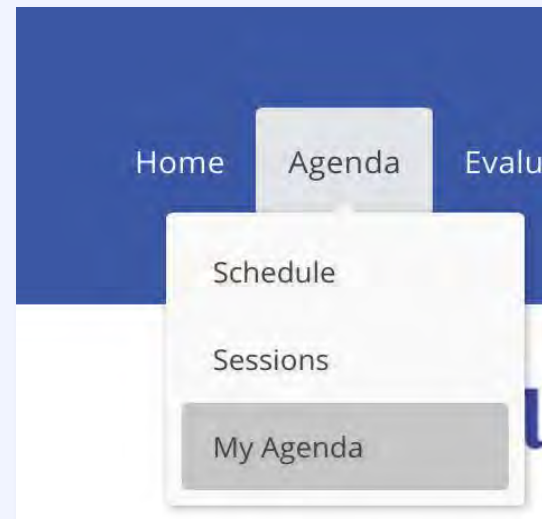


Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

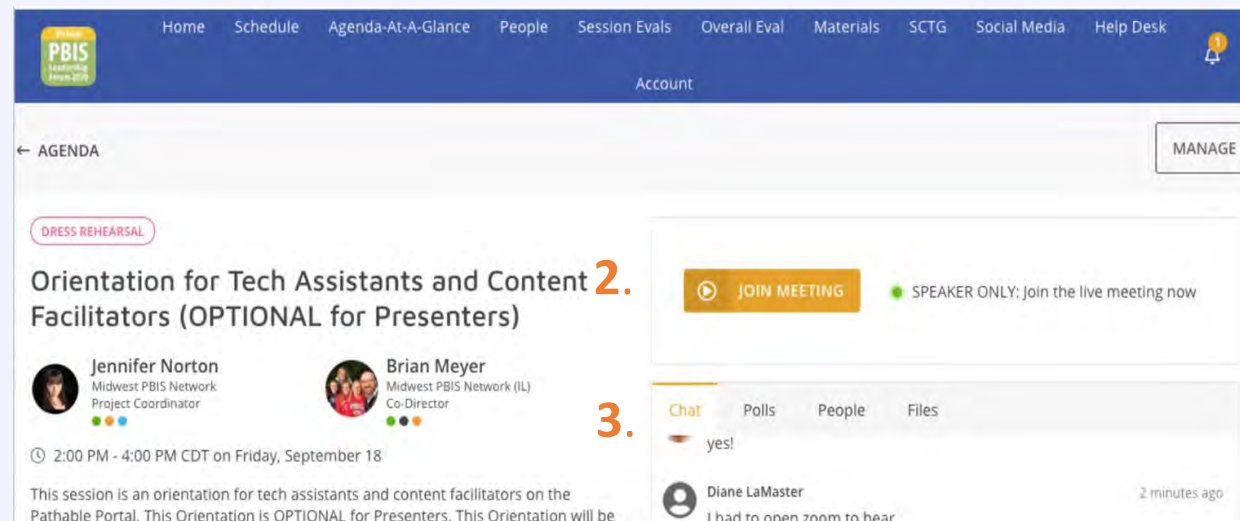
Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Tips for Participants

Navigating the Session Page

1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files



Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

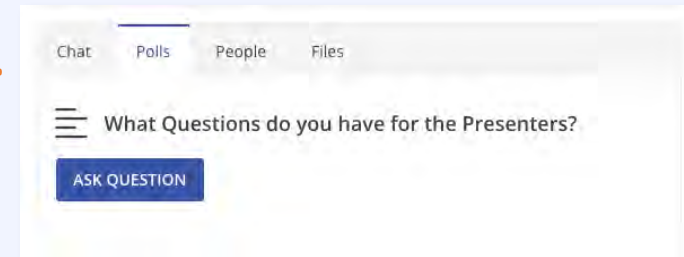
Follow overall Forum expectations for *responsible, respectful, and safe* chatting



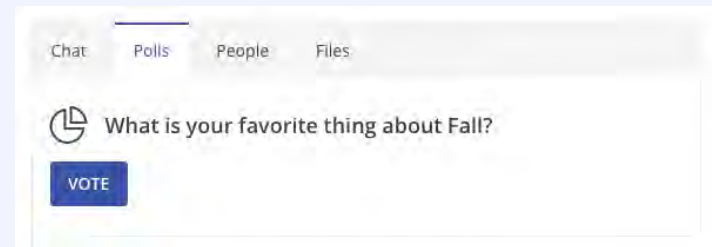
2. Find the Q&A under Polls.
Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.
Complete those when prompted

2.



3.

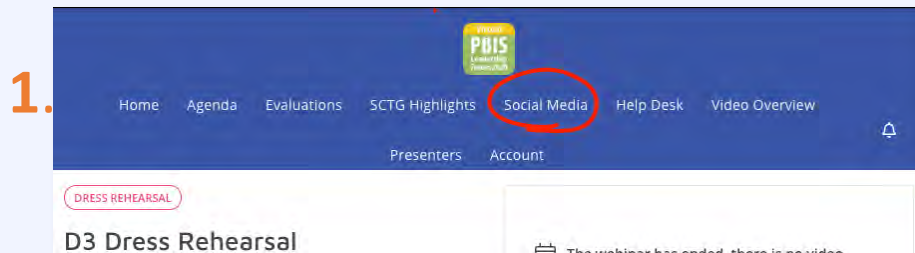


Tips for Participants

Be careful of accidentally navigating away

While participating in a live Session...Be Present!

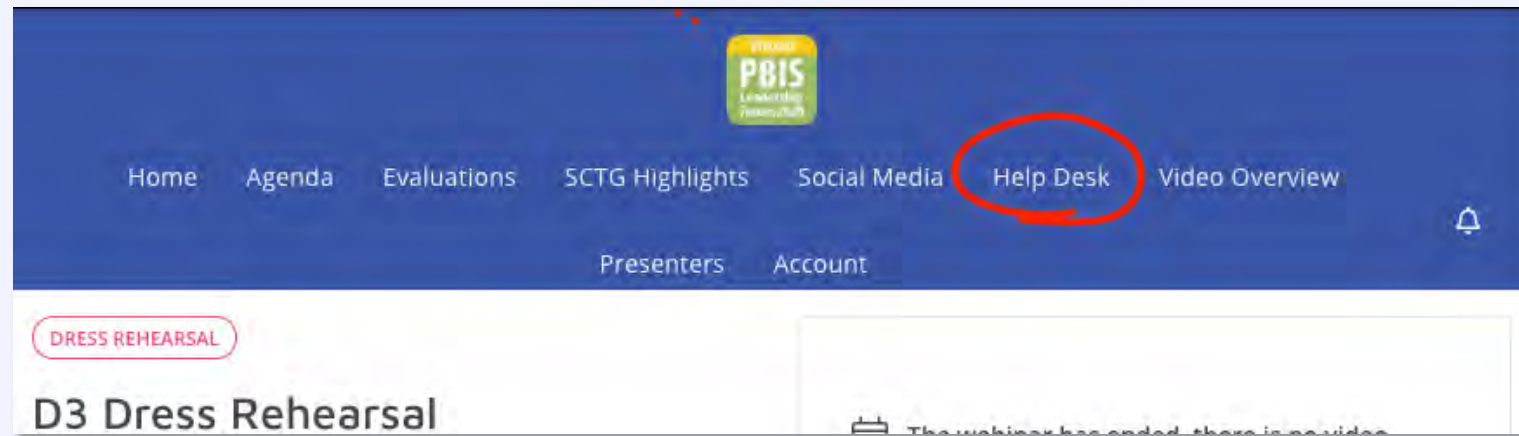
- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
 1. Clicking on any area of the navigation menu
 2. Clicking on a Person's name

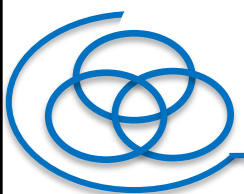


Tips for Participants

Support is Available

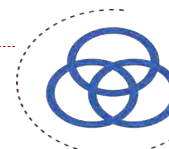
If at any time you need support as a participant,
use the Help Desk:





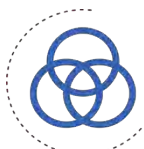
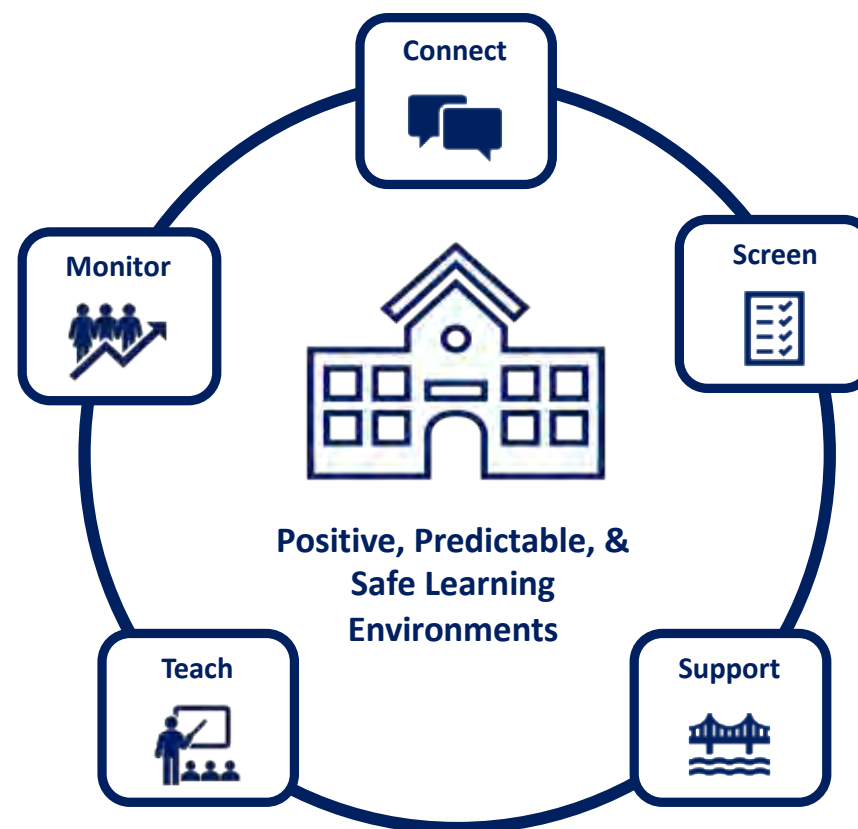
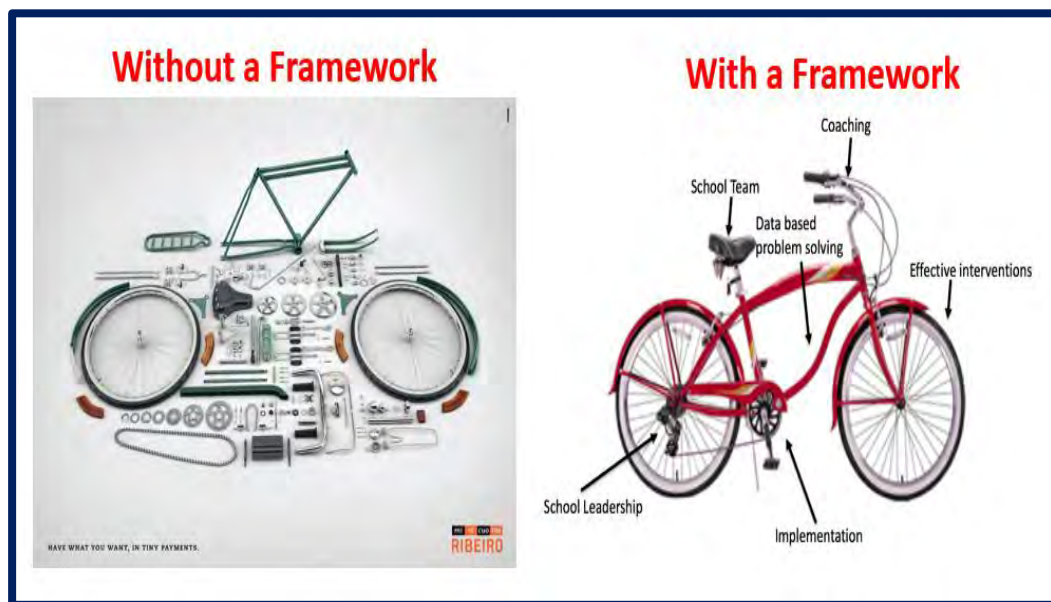
Norms for Getting Started Strand

- Please use the **Chat Box** to post questions and/or responses
- When posting, please **first identify** your **(1) district name** and/or **location (state)** and **(2) your title/position** (*see examples below*)
 - Pinellas County Schools – FL, Teacher: How many people should be on a team?
 - NY, Coach: What type of data should we collect?
- Please participate in **polls** (when prompted) in the session
- Two versions of **handouts** with **embedded hyperlinks** can be downloaded
 - (1) 6 slides per page AND (2) full page slides





Big Ideas



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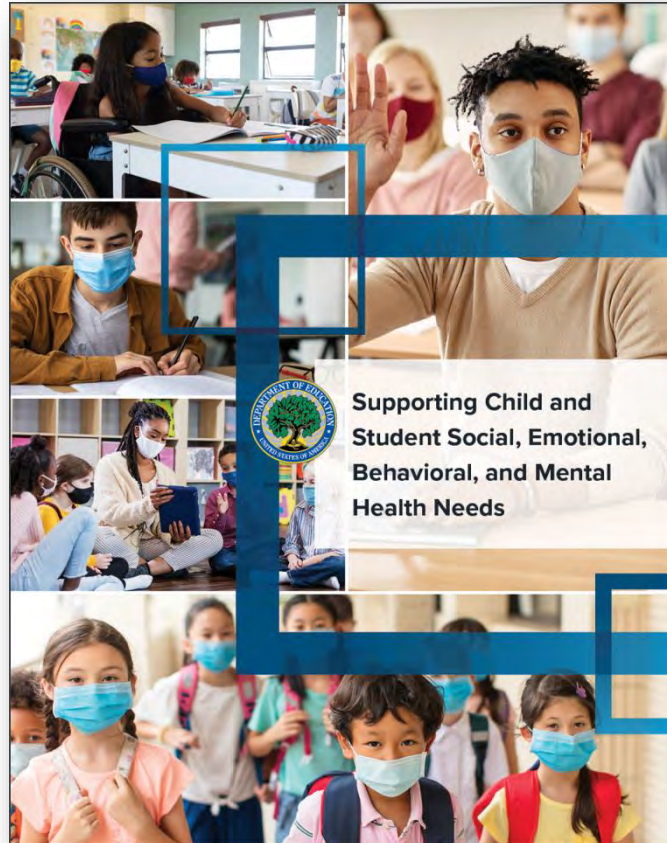
PBIS

Positive Behavioral
Interventions & Supports



U.S. Department of Education

Press Release October 19, 2021



October 19, 2021. U.S. Department of Education, Office of Special Education and Rehabilitative Services. *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. Washington, DC, 2021. Available at: <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

U.S. ED Recommendations on SEBMH

1. Prioritize wellness for each and every child, student, educator, and provider
2. Enhance mental health literacy and reduce stigma and other barriers to access
3. Implement a continuum of evidence-based prevention practices
4. Establish an **integrated framework of educational, social emotional, and behavioral-health support** for all
5. Leverage policy and funding
6. Enhance workforce capacity
7. Use data for decision making to promote equitable implementation and outcomes

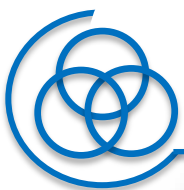


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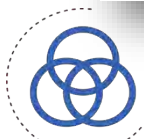
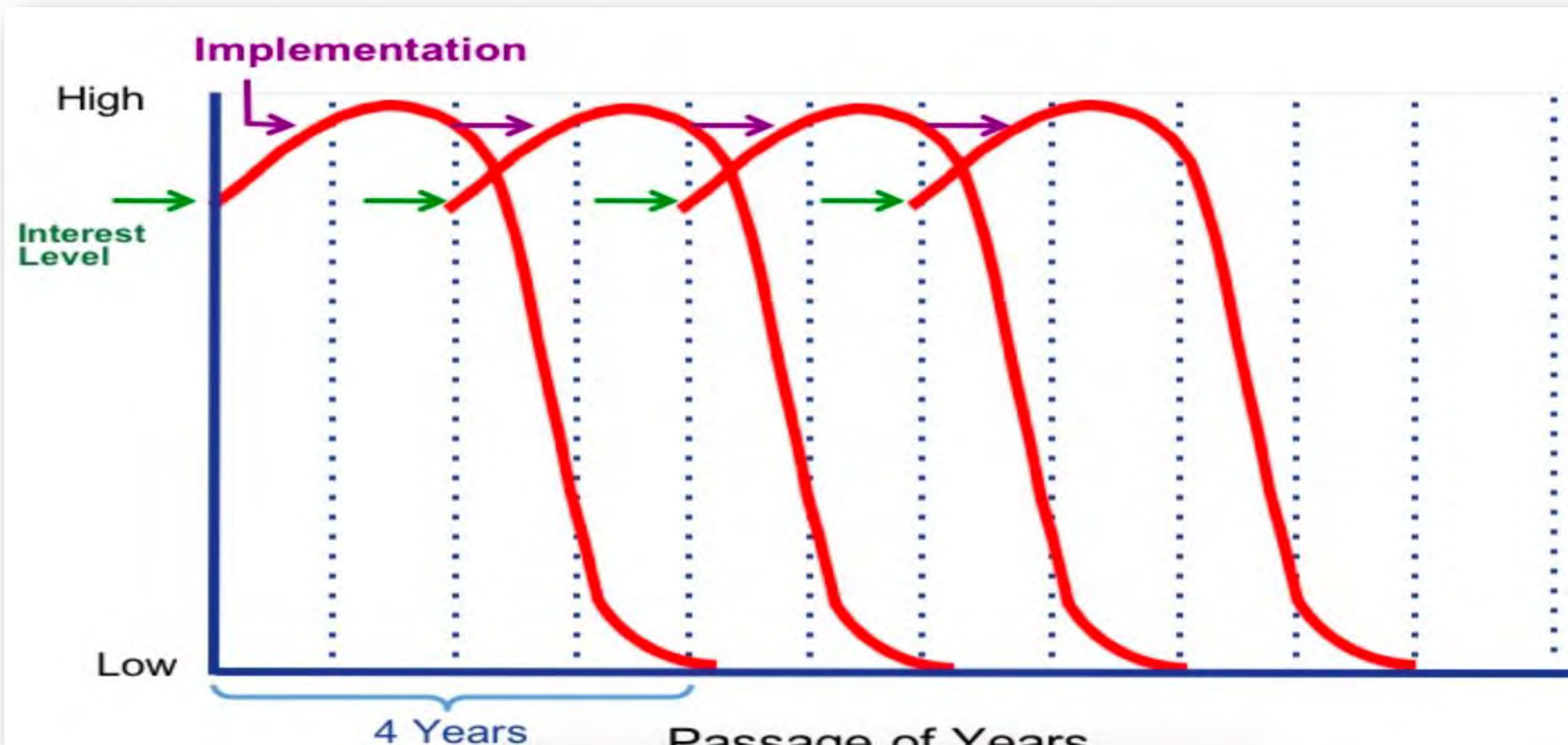
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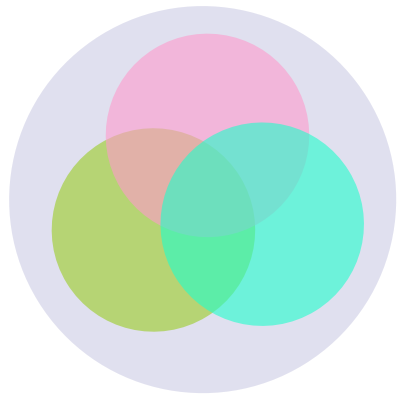
Positive Behavioral
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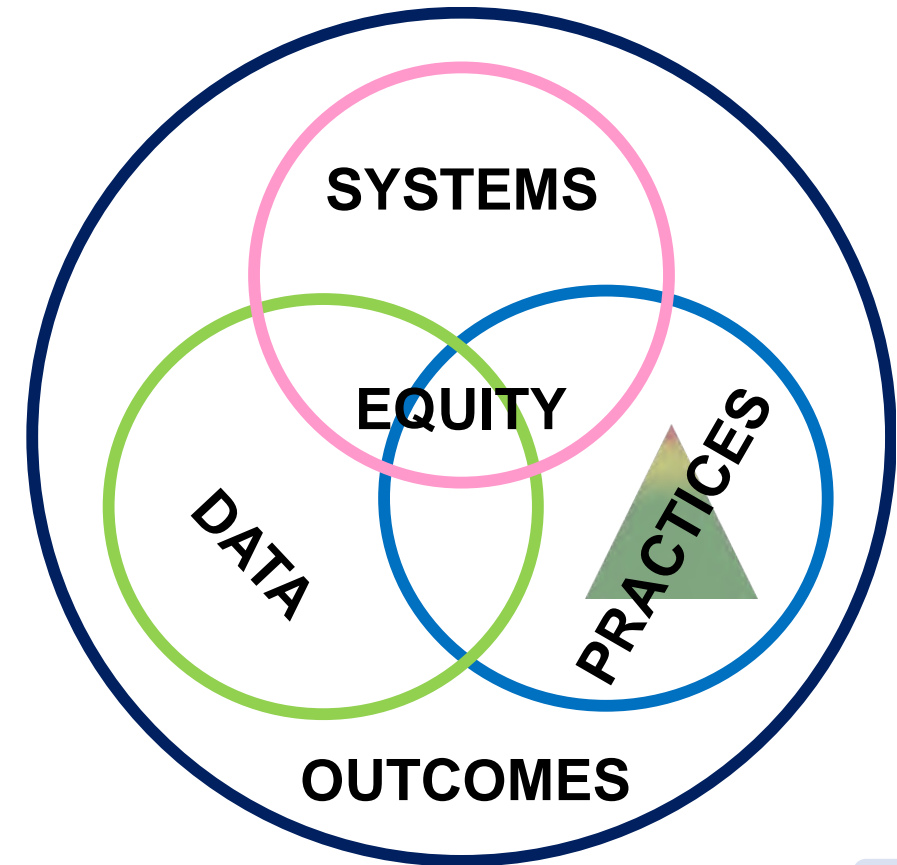
Birth and Death Cycles of Educational Innovations

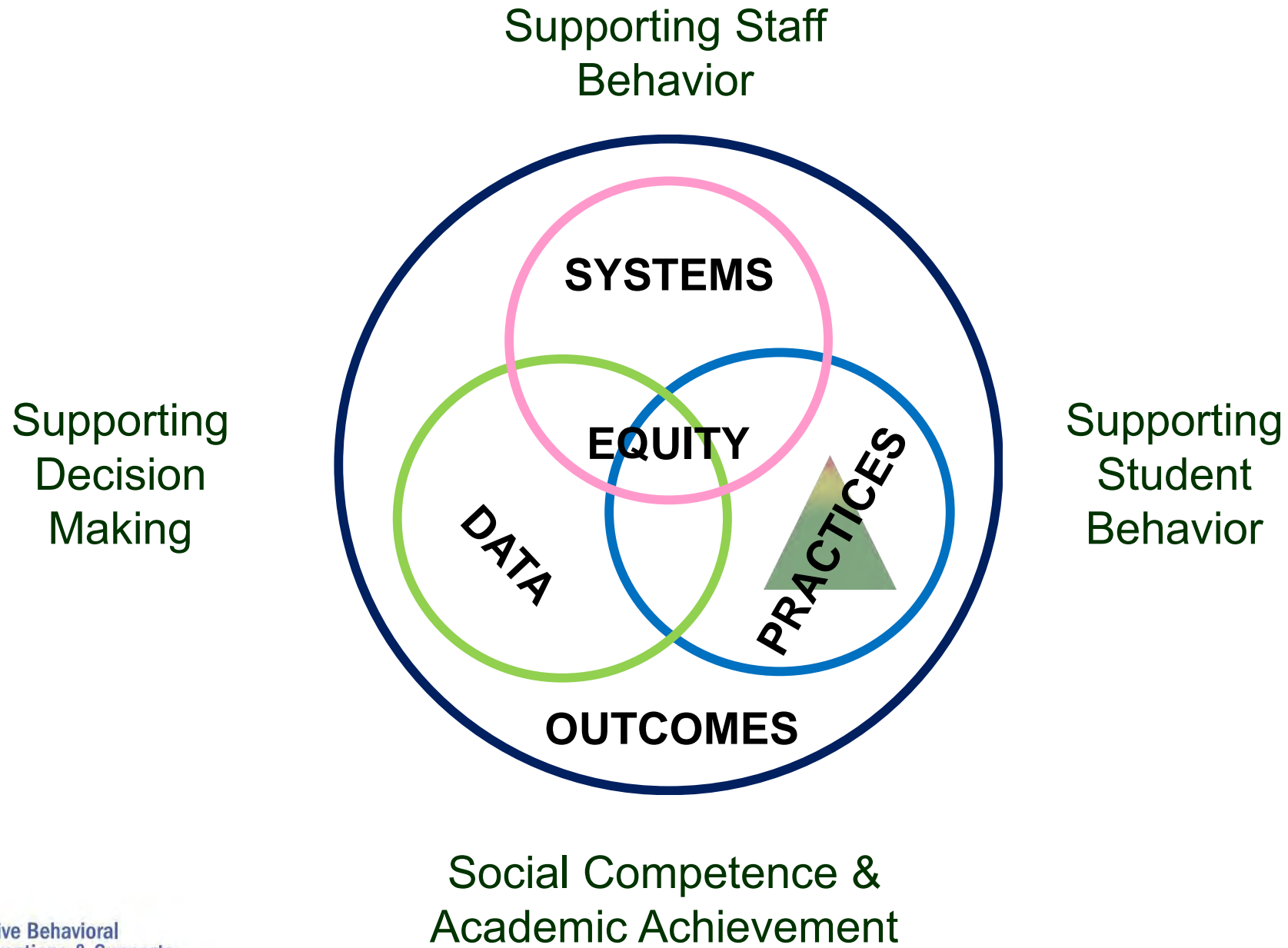




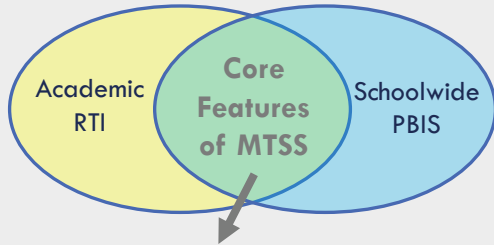
How is PBIS **Continually Relevant** in a constantly changing educational landscape?

PBIS organizes your school to achieve its **outcomes** through understanding its **data**, providing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.





PBIS is the social-emotional-behavioral Multi-Tiered System of Supports (MTSS) Framework

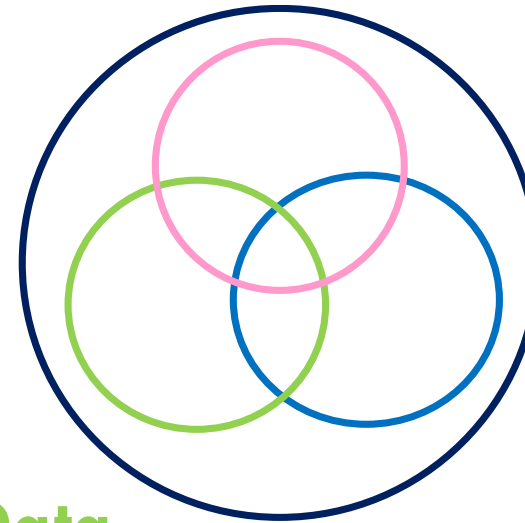


1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Midwest PBIS Network 10-20-21. Adapted from: McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

Systems

1. Team-based leadership and coordination
6. Professional development, coaching, and content expertise



Data

2. Evaluation of fidelity
4. Progress monitoring
5. Universal screening

Practices

3. Three-tiered continuum of culturally relevant evidence-based interventions



Guiding Principles

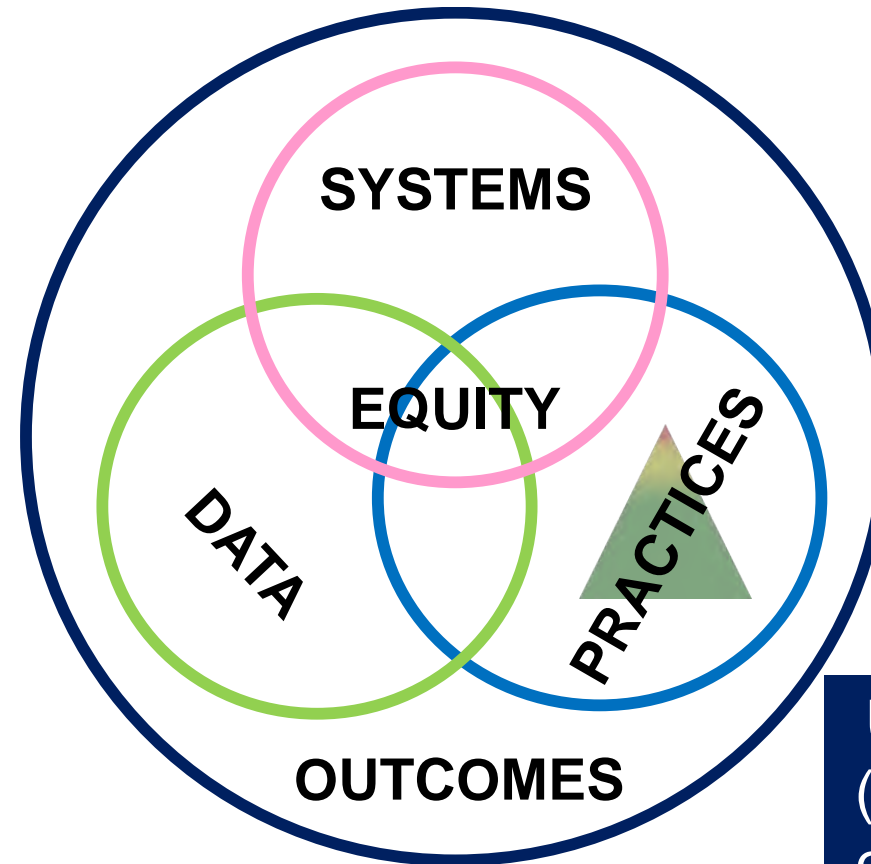
MTSS is for *all* students, families, and educators

Make student **growth** and **benefit** central to all decisions

Continue to invest in **systems** to support high-fidelity implementation across time

Prioritize **equity**

Integrate, align, and connect practices



Student **outcomes** that reflect equitable learning opportunities must be the ultimate criteria for all decisions

Implement a small number of effective, culturally-relevant **practices** well

Use **data** to inform all decisions (screening, progress monitoring, equitable outcomes, and fidelity)

Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported
drug/alcohol abuse

*(Bas*able, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)*



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and
school climate

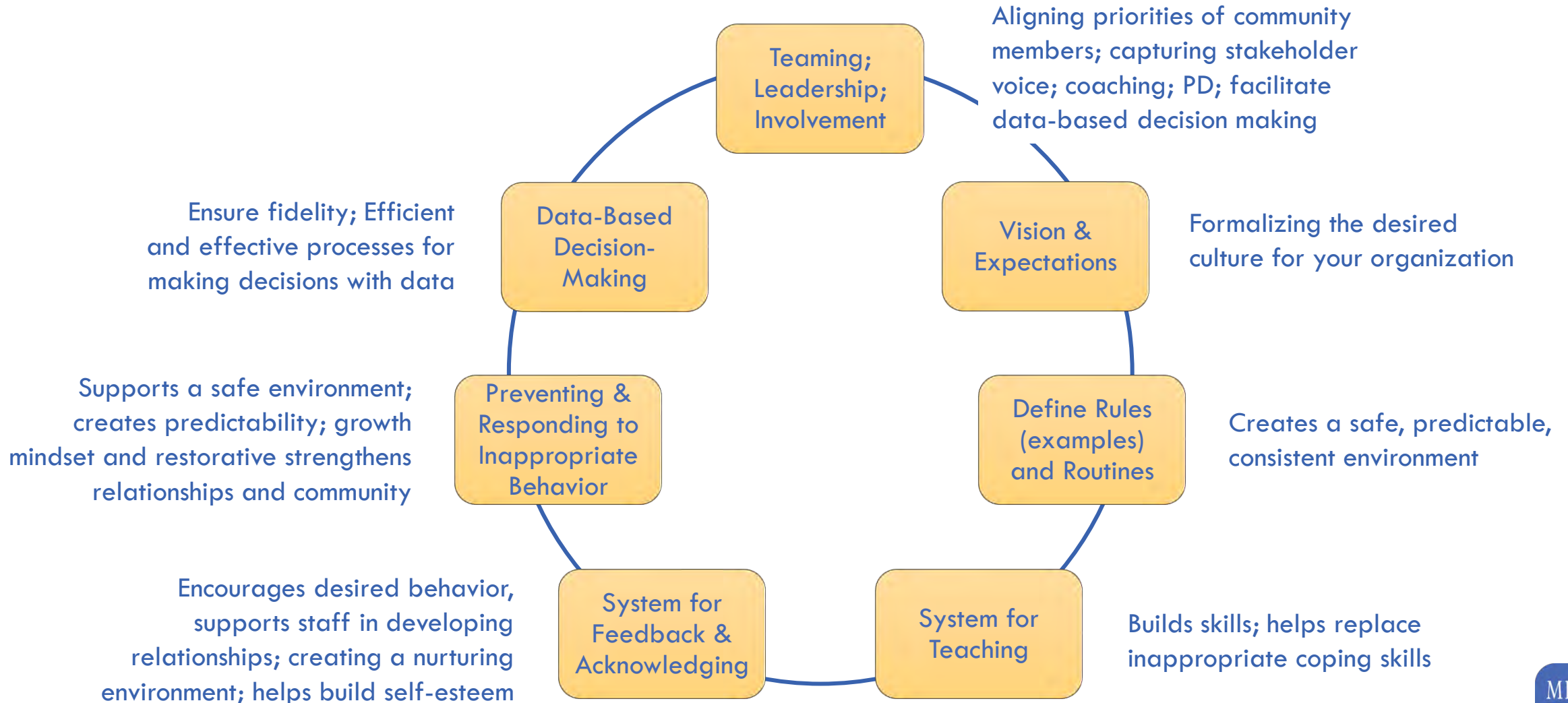
*(Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008;
Bradshaw, Koth, Thornton, & Leaf, 2009)*

perception of school safety

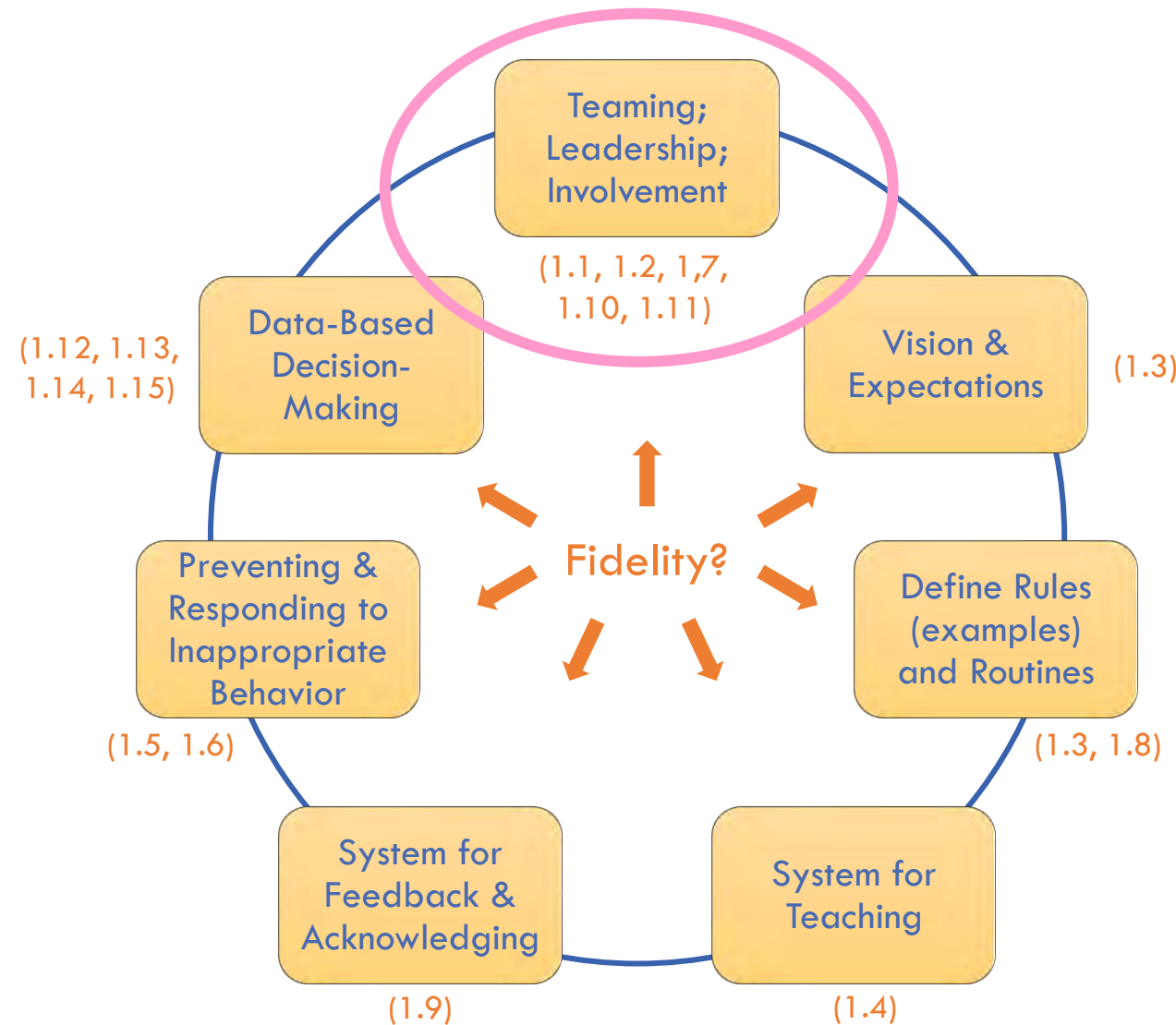
(Horner et al., 2009)

Outcomes of Implementing School-Wide PBIS with Fidelity

Roll-out of Tier 1 Implementation Components

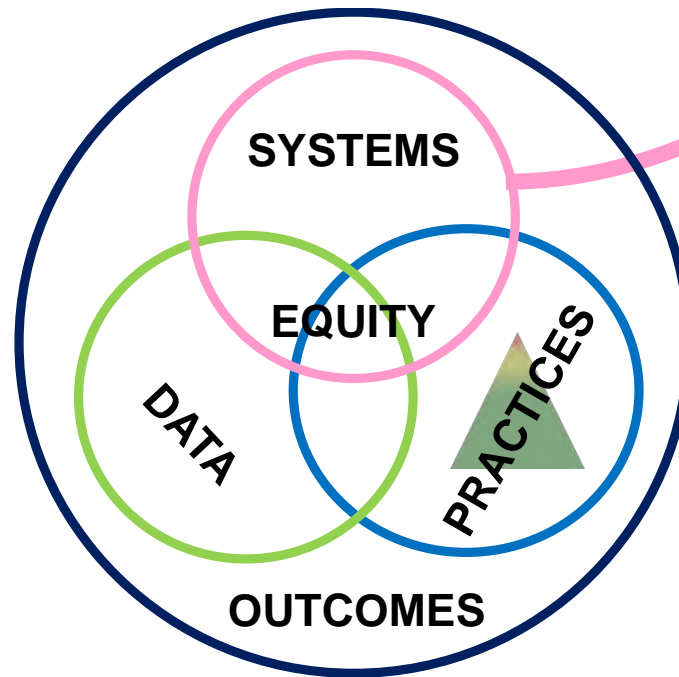


Roll-out of Tier 1 Implementation Components



TFI	Tiered Fidelity Inventory (TFI) Tier 1 Components
1.1	Team Composition
1.2	Team Operating Procedures
1.3	Behavioral Expectations
1.4	Teaching Expectations
1.5	Problem Behavior Definitions
1.6	Discipline Policies
1.7	Professional Development
1.8	Classroom Procedures
1.9	Feedback & Acknowledgement
1.10	Faculty Involvement
1.11	Student/Family/Community Involvement
1.12	Discipline Data
1.13	Data-based Decision Making
1.14	Fidelity Data
1.15	Annual Evaluation

Session C3 - Getting Started: Establishing **Systems** of Support



1.1
1.2
TFI 1.7
1.10
1.11

- Teaming;
Leadership;
Involvement
- Vision &
Expectations
- Define Rules
(examples)
and Routines
- System for
Teaching
- System for
Feedback &
Acknowledging
- Preventing &
Responding to
Inappropriate
Behavior
- Data-Based
Decision-
Making

Roll-out of Tier 1 Implementation Components

Take the POLLS! Pre-Assessment

Systems Learning Objectives

1. We have a shared leadership model overseeing our planning, implementation, and monitoring of our school's climate and culture. (1.1)
2. Our leadership team is effective and efficient (1.2)
3. Our staff feel supported and confident in their use of all practices related to school climate and discipline (1.7)
4. Our leadership team regularly informs and gets the input of all faculty, families, and students on our school climate efforts (1.10, 1.11)

Scale:

- Absolutely
- Sort of
- Not so much



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Roll-out of Tier 1 Implementation Components

Meet our Chat Panelist:

Betsy Lazega

Session C3 - Getting Started:
Establishing **Systems** of Support

Role:

Technical Assistance Specialist
Florida PBIS Project, University of South Florida

Background:

School Psychologist K-12; District Level MTSS Facilitator supporting K-12 Public and Charter Schools. Interested in educational system's change, PBIS in secondary schools, Student Voice in PBIS, Tier 2 supports and disproportionate discipline.

E-mail: blazega@usf.edu



“When I think about systems within the PBIS Framework, I think about Prioritizing staff and student emotional wellness and positive school climate the role of the District Superintendent and Administrators on the PBIS team; and offering both support and accountability to stakeholders”.

Teaming;
Leadership;
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Meet our Chat Panelist:

Angela Hernandez

Session C3 - Getting Started:
Establishing **Systems** of Support

Role:

PBIS Coordinator
Arlington ISD, TX

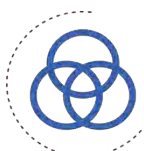
Background:

20+ years in education; stakeholder as a teacher, counselor, campus administrator, and district administrator of PBIS; interests in systems implementation, systems integration, and equity work.

E-mail: ahernan5@aisd.net



"When I think about systems within the PBIS Framework, I think about asking the following questions: (1) Simplicity...who will use this and is it simple to implement? (2) Sustainability... how will we sustain it? and (3) Measurability... How will we measure and monitor it?"



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Meet our Chat Panelist:

Jay Roscup

Session C3 - Getting Started:
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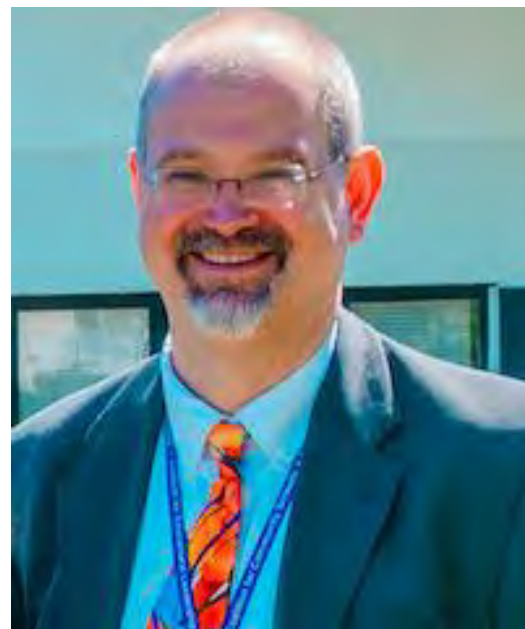
Role:

Community Schools Director,
Finger Lakes Community Schools, NY

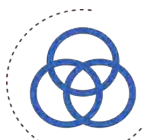
About me:

I drink a lot of coffee. I'm interested in person-centered, place-based efforts to make life better.

E-mail: jroscup@flxcommunityschools.org



"When I think about systems within the PBIS Framework, I think about teams of people who know how to support one another both as individual members of a single team, and as cooperating teams carrying out comprehensive work in a setting."



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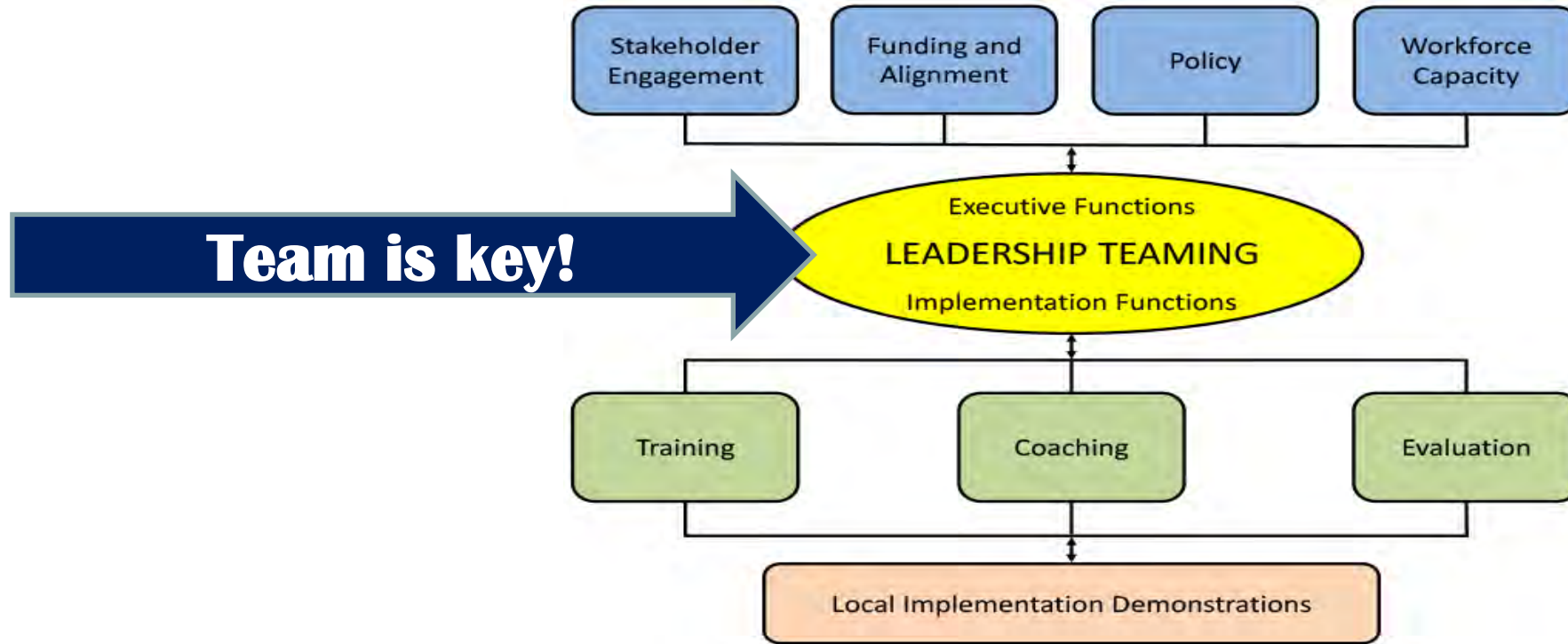
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**Invest in Systems
to Support Implementation**

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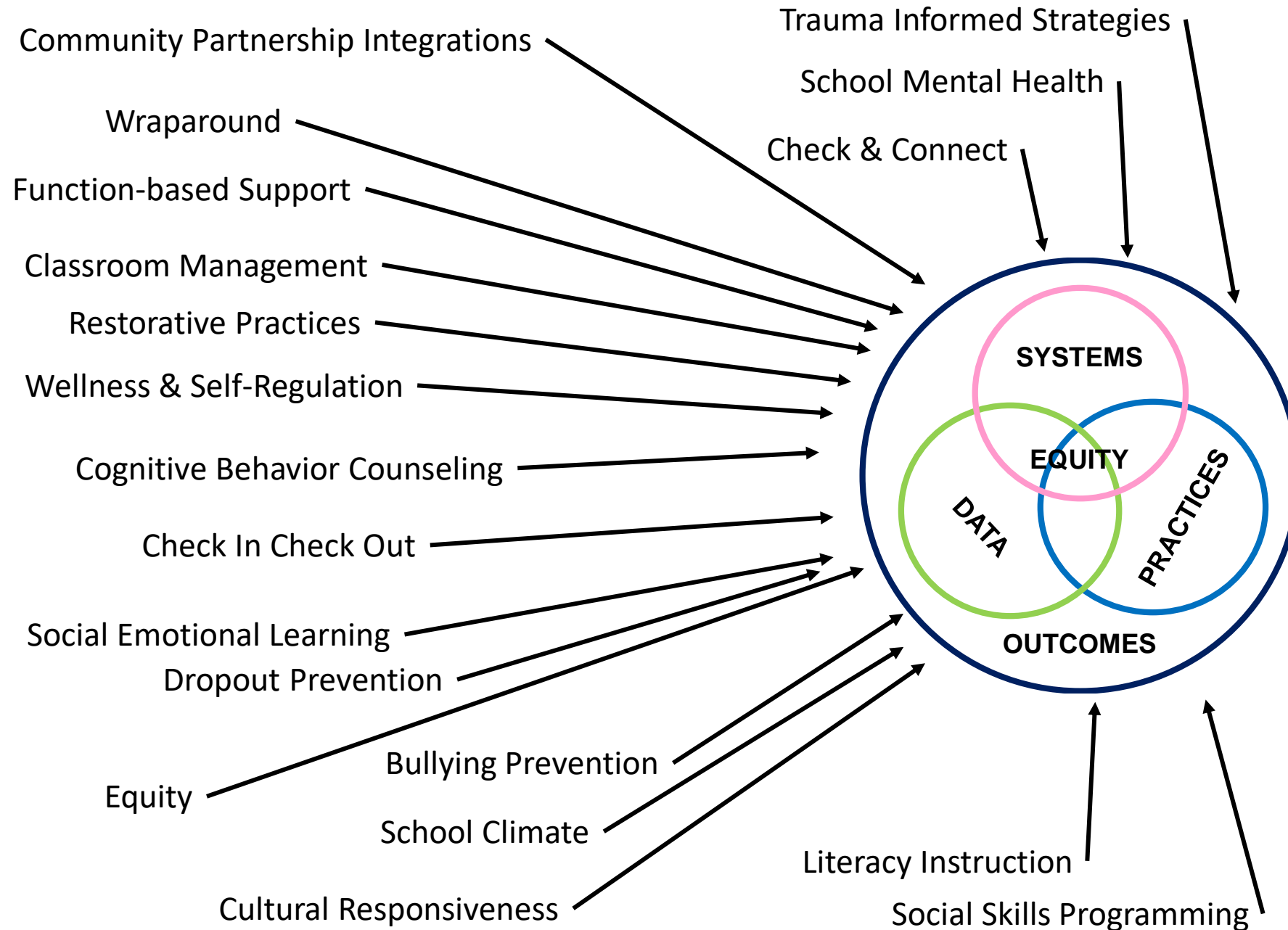
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PBIS is the Framework for Aligning your Initiatives



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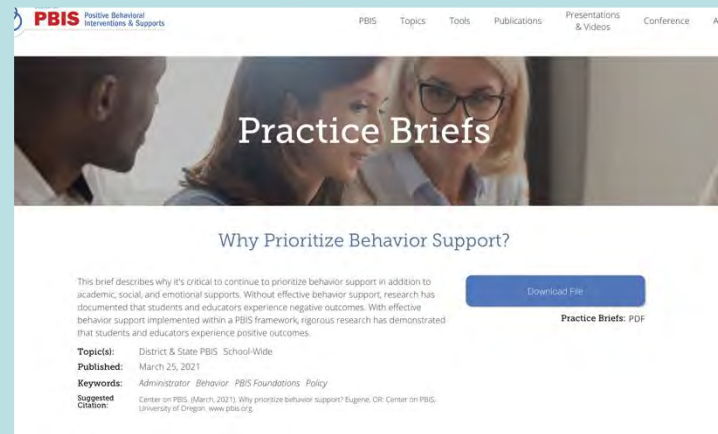
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Check out our Practice Brief on: ***Why Prioritize Behavior Support***

<https://www.pbis.org/resource/why-prioritize-behavior-support>



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

March 19, 2021

Why Prioritize Behavior Support?

Educational leaders support students and educators in a number of complementary ways, including (a) promoting physical health and safety; (b) prioritizing high-leverage instructional practices to enhance student learning; (c) emphasizing social ("how we interact"), emotional ("how we feel"), and behavioral ("how we act")¹ practices to support mental health and well-being; and (d) investing in a multi-tiered systems of support (MTSS) framework to organize effective practices and build capacity. In addition, leaders develop effective policy, invest in systems change, prioritize evidence-based practice, and monitor implementation and outcomes to promote equity.

In this context, some leaders wonder whether we still need to prioritize behavior support. The short answer is yes! Without effective behavior support, research has documented that students and educators experience negative outcomes, including:

- Increased exclusionary discipline (e.g., office referrals, suspension, expulsion);²
- Lost instructional time and decreased achievement for excluded students and their peers;³
- Particularly poor outcomes for students from marginalized groups, especially Black students and students with disabilities, who are at highest risk of experiencing exclusionary discipline;⁴ and
- Increased educator burnout, resulting in alarming numbers of educators leaving the field.⁵

Supporting student behavior is critical to reduce harmful exclusionary discipline practices and promote full access to instruction for each and every student. To effectively support student behavior, educators create a positive and predictable culture of support and invest in a MTSS framework.

Create a Positive and Predictable Culture of Support

Given the prevalence of challenging school behavior, the question is not *if* educators will address behavior in schools but *how* educators will address behavior. To proactively support social, emotional, and behavioral (SEB) skill development and prevent and reduce challenging behavior, effective educators **implement culturally-relevant evidence-based practices** grounded in decades of behavioral science to:

- Create safe, positive, and predictable environments and teach critical SEB skills as the foundation for learning and support;⁶
- Target behavior support for students displaying SEB risk to prevent on-going challenges;⁷ and
- Individualize behavior support to reduce the likelihood of exclusionary discipline and increase the probability of success.⁸

Positive Behavioral Interventions & Supports (PBIS)
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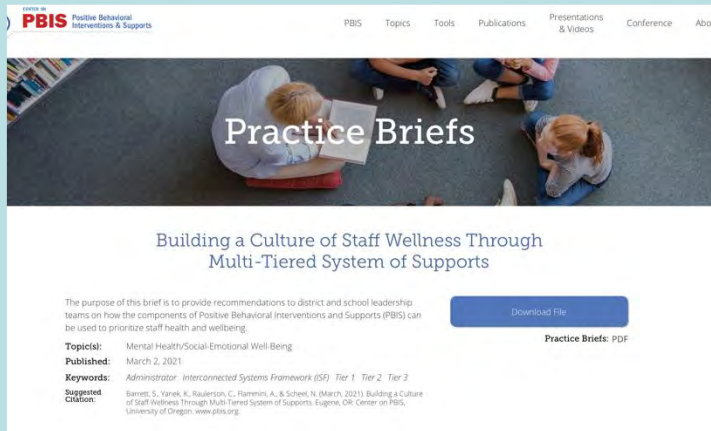
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Check out our Practice Brief on:

Building a Culture of Staff Wellness Through MTSS

<https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-multi-tiered-system-of-supports>



Positive Behavioral Interventions & Supports

March 2, 2021

Building a Culture of Staff Wellness Through Multi-Tiered System of Supports

Schools everywhere are facing teacher shortages due to a shrinking pool of applicants and a growing number of teachers leaving the profession. If we are going to attract and retain highly qualified effective teachers, we will need to be more intentional in designing systems that support a healthy workforce. PBIS has a long tradition of creating effective teaching and learning environments by focusing on supporting adult behavior through (a) ongoing staff input and feedback, (b) ongoing professional learning, and (c) a phased based approach to implementation. The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of the Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and wellbeing.

Implementation of PBIS has been shown to improve overall organizational health with the most significant impacts identified in shared commitment to student success, an increased sense of warmth for staff, positive relationships with colleagues, and improved school leader ability to advocate for necessary resources at the district level to support staff and students (Bradshaw et al., 2008). These noted impacts on organizational health and other outcomes of PBIS implementation (e.g., reducing disruptive behaviors, building social emotional skills and improving teacher self-efficacy) are significantly related to improved job satisfaction and reduction of emotional exhaustion/stress for educators (Grayson & Alvarez, 2008; Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2011). Many communities are addressing significant social issues (e.g., social inequality, drug addiction, environmental impacts, public health concerns) affecting large groups of school community members. Education systems implementing multi-tiered system of support (MTSS) frameworks, like PBIS, are positioned to respond more effectively to the increasing needs of children and educators impacted by trauma and stress (Johnson et al., 2005; Wildeman et al., 2014).

Impact of Occupational Stress for Educators and Students

The American Institute of Stress identifies that an individual's perceived level of occupational stress is strongly impacted by (a) the intensity of the demands being placed on them paired with (b) their sense of control or decision-making in dealing with these demands (American Institute of Stress, retrieved from <https://www.stress.org>). Occupational stress adversely affects teachers and students in the following ways.

- Teachers who provide emotional support and have positive relationships with their students influence their health across the age span, thus promoting overall mental wellness and life

Positive Behavioral Interventions & Supports (PBIS)
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1

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In Chat: Tell us your WHY

*Our school is pursuing an educational MTSS approach to the **Social-Emotional-Behavioral Needs** because of the importance of...*

- ✓ Relationships
- ✓ The impact of trauma
- ✓ Having a growth mindset
- ✓ Approaching behavior like academics
- ✓ Treating students like adults want to be treated
- ✓ Teaching vs punishing
- ✓ Negative outcomes associated with of shaming and response cost strategies (e.g. clip-charts, demerits, three-minors equals a major, etc.)
- ✓ Understanding skill deficit/function vs defiance
- ✓ Restorative Practices
- ✓ Knowing all humans have performance deficits, and need tiered supports
- ✓ Expecting both high expectations AND high patience among staff
- ✓ Mental health/wellness is for ALL
- ✓ Achieving equitable inputs and outcomes
- ✓ Others?

How are you
"Rethinking"
Discipline?



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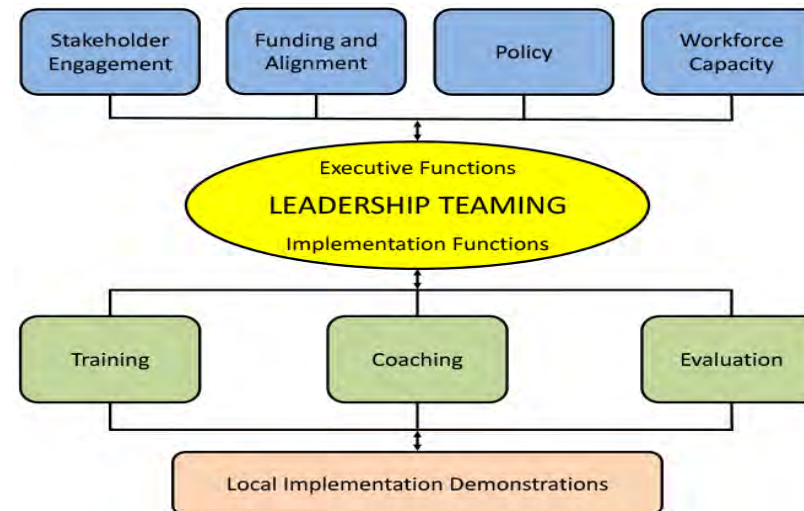
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Roll-out of Tier 1 Implementation Components

Guiding Questions for Tier 1 Team Formation

- Do you need a new team?
- Do you have an existing team that is working towards improving
 - School climate
 - Discipline or student behavior
- Could you integrate this work within an existing team?

Remember to take some time to reflect and talk about the structure of your school team



Teaming;
Leadership;
Involvement

Vision &
Expectations

Define Rules
(examples)
and Routines

System for
Teaching

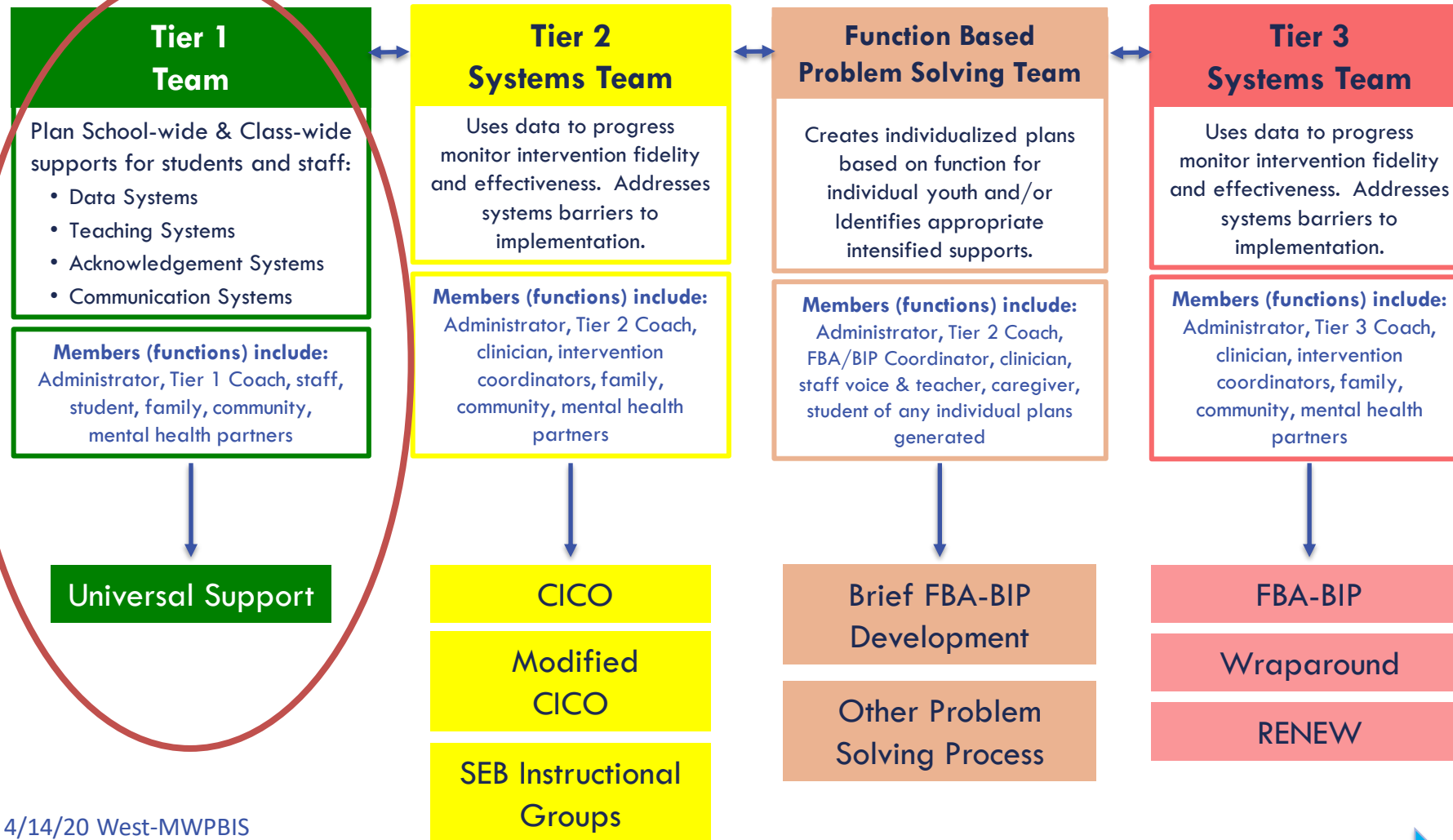
System for
Feedback &
Acknowledging

Preventing &
Responding to
Inappropriate
Behavior

Data-Based
Decision-
Making

Roll-out of Tier 1 Implementation Components

Teaming Structure: Necessary School Team Conversations in a 3-Tiered System of Support



Rev 4/14/20 West-MWPBIS

Remember, 3 tiers does not always equate to 3 teams! Understanding the functions required at each tier will determine how to best formulate your team(s).



Effective leadership is evidenced by teams and individuals who:

- 1) Establish a **clear vision for change**
- 2) Focus on their **school and students**
- 3) Create **relationships with stakeholders**
- 4) Engage in **problem solving**
- 5) Identify the correct **barriers and goals**
- 6) Apply **appropriate strategies** based on school needs
- 7) **Evaluate** the effectiveness of implemented strategies
- 8) Invest in **professional development**

(Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)



Define Roles for Effective Meetings

- Core roles
 - Coach/Facilitator
 - Minute taker
 - Data analyst
 - Active team member
 - Administrator
- Others roles?
- Assign backup for each role
- Can one person serve multiple roles?

Typically NOT the administrator

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Building a Leadership Team

Teams engage in...

- Effective teaming & communication
- Data review
- Problem-solving
- Strategic planning
- PBIS implementation fidelity
- Including stakeholder voice & engagement

 PBIS Tier 1 Coaching Team Activities			
Role/ Member Name	Activities by Role and Timing		
	Before Meeting	During Meeting	After Meeting
School Administrator	<ul style="list-style-type: none"> Encourage and support team efforts Communicate PBIS to stakeholders Ensure meeting dates/times are on master calendar 	<ul style="list-style-type: none"> Attend and actively participate Support Team Leader Members on-task forward 	
Communication Point-of-Contact	<ul style="list-style-type: none"> Gather district information from DC relevant to PBIS and behavior 	<ul style="list-style-type: none"> Share district information 	
Content Knowledge Expert	<ul style="list-style-type: none"> Access/prepare area of expertise information based on concerns 	<ul style="list-style-type: none"> Share pertinent information in area of expertise 	
Data Entry & Retrieval	<ul style="list-style-type: none"> Access and graph data from district system or RTTB database 	<ul style="list-style-type: none"> Share evaluation data Lead data discussion 	
Facilitator	<ul style="list-style-type: none"> Solicit input from team Prepare agenda using feedback to prioritize items Distribute agenda in advance 	<ul style="list-style-type: none"> Facilitate meeting Keep members on-task Resolve conflict constructively Gain consensus on next steps 	<ul style="list-style-type: none"> Support 'experts' with next meeting preparations, as needed
Recorder	<ul style="list-style-type: none"> Provide meeting minutes to Facilitator Disseminate product updates 	<ul style="list-style-type: none"> Take notes Transcribe member responses 	<ul style="list-style-type: none"> Distribute minutes to team Maintain electronic copies of team products
Snack Master	<ul style="list-style-type: none"> Ensure snacks for meeting 	<ul style="list-style-type: none"> Bring snacks to meeting 	<ul style="list-style-type: none"> Gather "leftovers"
Stakeholder Voice	<ul style="list-style-type: none"> Obtain stakeholder input & perspective 	<ul style="list-style-type: none"> Share input from stakeholders Plan for stakeholder communication 	<ul style="list-style-type: none"> Communicate information with stakeholders
Timekeeper	<ul style="list-style-type: none"> Review time slots on agenda 	<ul style="list-style-type: none"> Monitor time of each agenda item Keep members aware of time limits using established signal 	<ul style="list-style-type: none"> Complete assigned tasks
ALL MEMBERS	<ul style="list-style-type: none"> Preview agenda Bring ideas to address concerns Be prepared for action planning 	<ul style="list-style-type: none"> Follow meeting norms Provide input Remain on-task and engaged 	<ul style="list-style-type: none"> Complete assigned tasks Model & coach PBIS practices to all stakeholders



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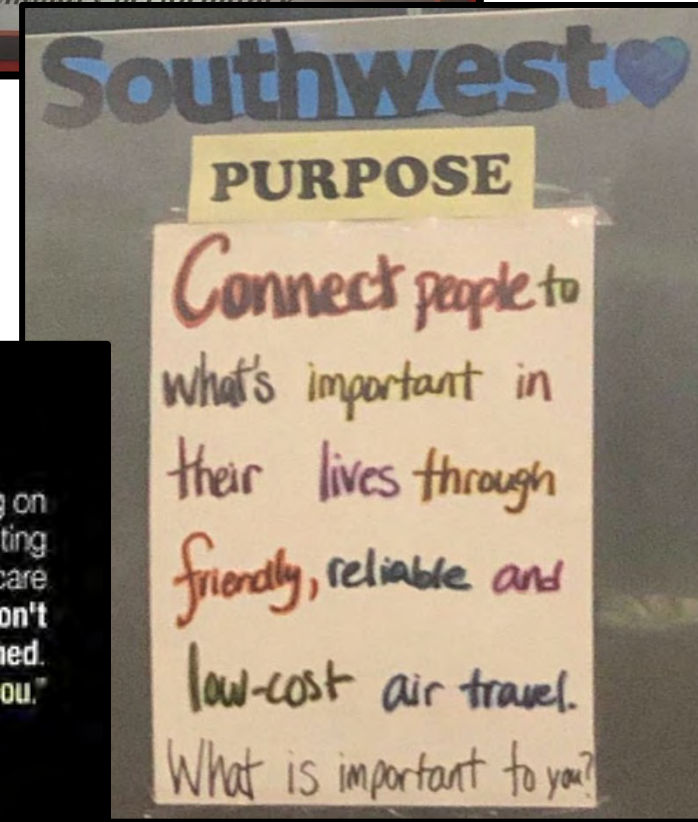
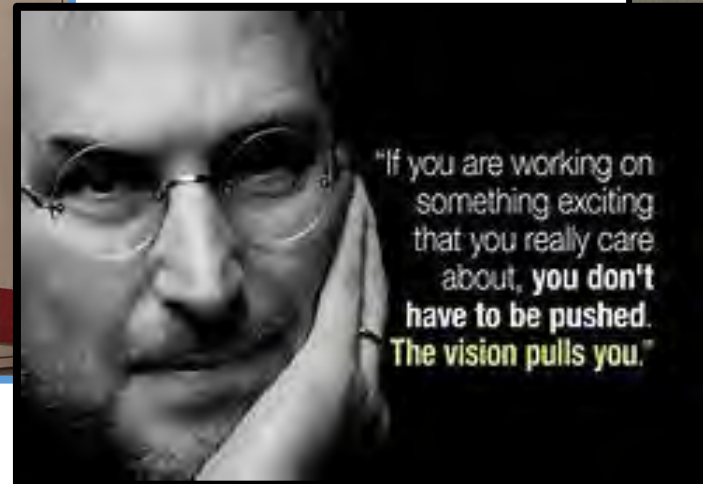
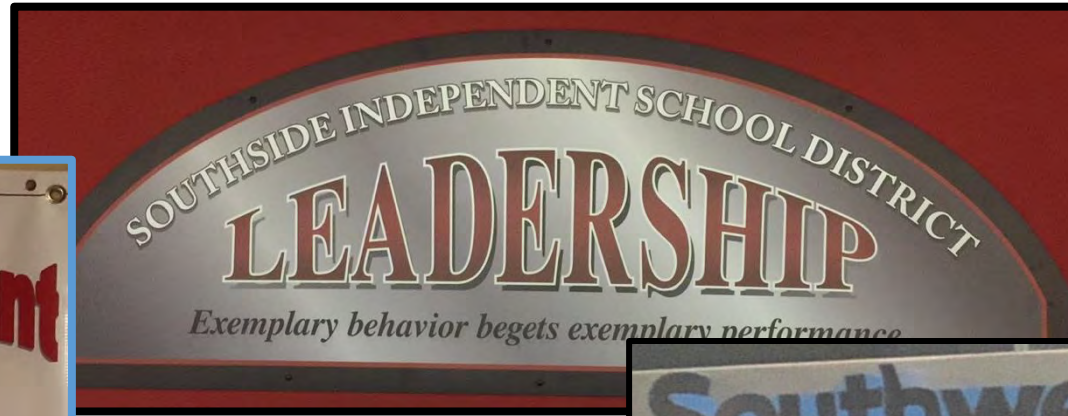
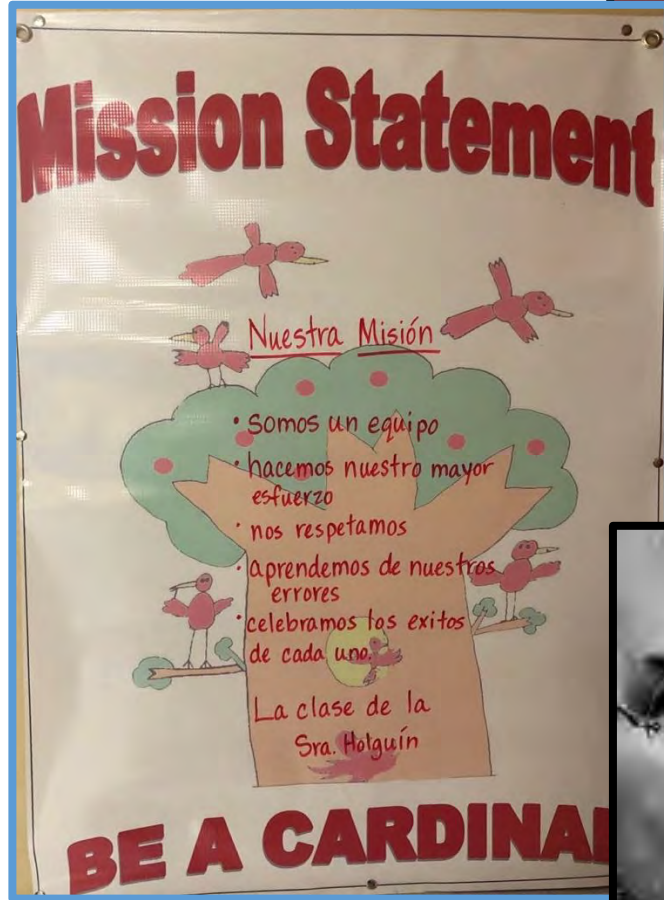
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Data-Based
Decision-
Making

Roll-out of Tier 1 Implementation Components

Identifying a **Vision** and Developing **Purpose**



Teaming;
Leadership;
Involvement

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Characteristics of Effective Teaming: *What's needed to make this all work?*

<http://www.livebinders.com/play/play?id=2280169#anchor>

Foundation

- A Clear Purpose
- Well-defined Goals
- Established Norms and with Clear Roles and Responsibilities
- Diverse Skills of Team Members

Positive Environment

- Balanced Participation
- Open and Collaborative Communication
- Positive Atmosphere and Managed Conflict
- Trusting and Cooperative Relationships

Process

- Effective Decision Making
- Participative Leadership

Stakeholders Need Ongoing PD and TA!

Access your local resources to be coached and build skills!

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Roll-out of Tier 1 Implementation Components

Identifying Goals and Objectives

Roll-out of Tier 1 Implementation Components

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Decision-
Making

5-Year

3-Year

1-Year

Do the goals align
with your vision?

VISION

Collaborating for productive
members of Society.

§ MTSS seamlessly implemented
through collaboration w/ a student
centered focus with a goal of student
Success.

- Systems of Support for student
Success

PBIS Action Planning

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				

PBIS Action Planning Template

Area of Focus	Action	By Whom	By When	Status
School Organizational Climate				

<https://www.livebinders.com/play/play?id=2278508>

Tiered Fidelity Inventory (TFI)
<https://www.pbis.org/resource-type/assessments>

- Roll-out of Tier 1 Implementation Components**
- Teaming; Leadership; Involvement
 - Vision & Expectations
 - Define Rules (examples) and Routines
 - System for Teaching
 - System for Feedback & Acknowledging
 - Preventing & Responding to Inappropriate Behavior
 - Data-Based Decision-Making

PBIS District Leadership Team Responsibilities

<http://flpbis.cbcs.usf.edu/coaching/district.html>

Attend Yearly Implementation Planning (YIP) meeting

Coordinate PBIS activities with existing resources

Identify

- Outcome and implementation goals for behavior
- Measures/tools to collect data and evaluate effectiveness
- School and district coaches to support PBIS implementation
- School and district personnel to participate in PBIS implementation

Supports

- Coaching activities
- PBIS school-level teams
- Progress monitoring of discipline and academic data
- Use of PBIS Evaluation Tools (PBISApps)
- **The system change process and reorganizes resources to support practices!**

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The specifics...

PBIS Tier 1 School Team Responsibilities

- 1) Develop the school's core curriculum for social-emotional-behavioral supports
- 2) Design and oversee Tier 1 implementation
- 3) On-going evaluation and progress monitoring
- 4) Train staff, students and families on Tier 1 PBIS

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The Role of the Principal/Administrator is Crucial to PBIS

Factors that increase likelihood of principal support

1. Innovation must be perceived to solve the problem
2. Compatible with one's beliefs, values, prior experience and needs
3. Key opinion leaders must support the innovation
4. Initially implemented small scale before scaling up across grade levels
5. Outcomes of the innovation are visible

What does it look like WITHOUT Administrator Support?

- low conceptual understanding of PBIS across staff
- shortage of planning time
- difficulty balancing competing initiatives
- greater dependence on external TA

McIntosh, Kelm, & Canizal Delabra (2016)



Administrator Responsibilities

- 1) Attends and actively participates on the PBIS Team
- 2) Communicates commitment to PBIS to staff and families
- 3) Familiar with school's current data and reporting system
- 4) Ensures behavior is written into the School Improvement Plan (SIP)
- 5) Allocates resources for PBIS activities and implementation (time, funds, scheduling, etc.)
- 6) Ensures PBIS meeting dates/times are posted on master schedule

If the Principal is not committed to the change process, it is unwise to move forward with PBIS implementation



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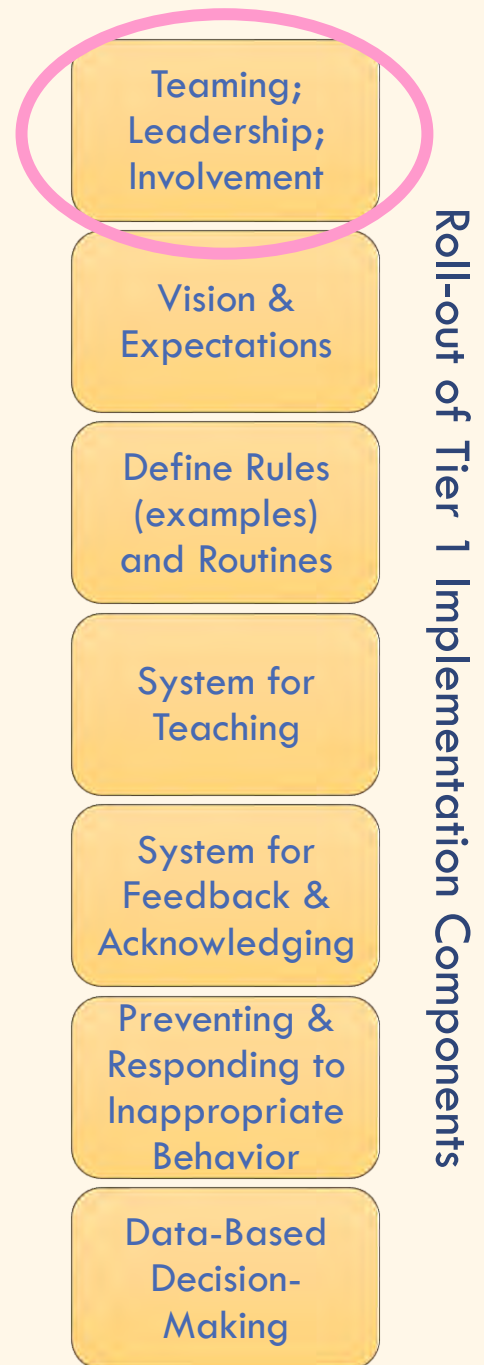
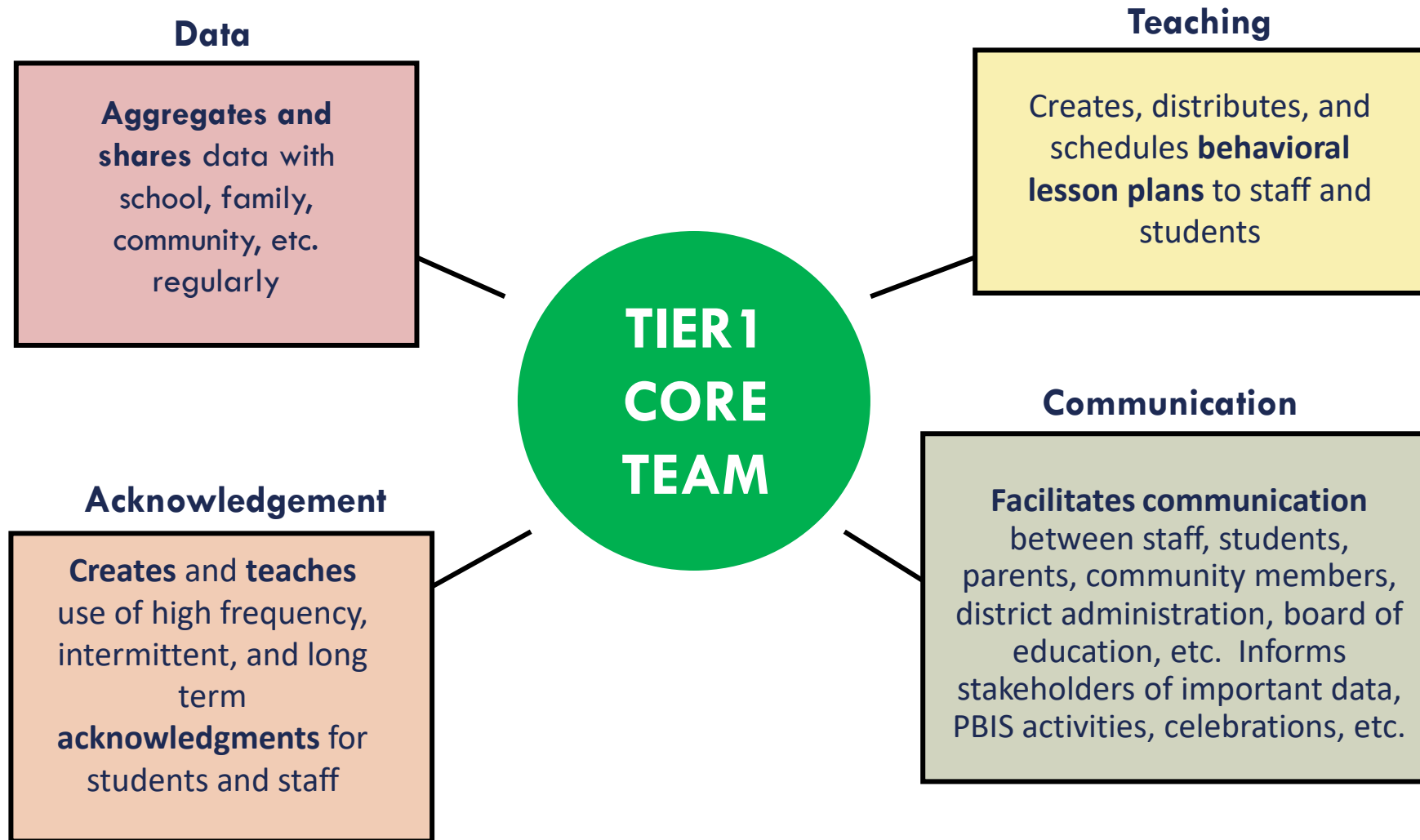
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School Team Development

(Large School Example)



Developing Data-based Procedures

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MTSS Behavior Tier Decision Guide – Virtual Instruction

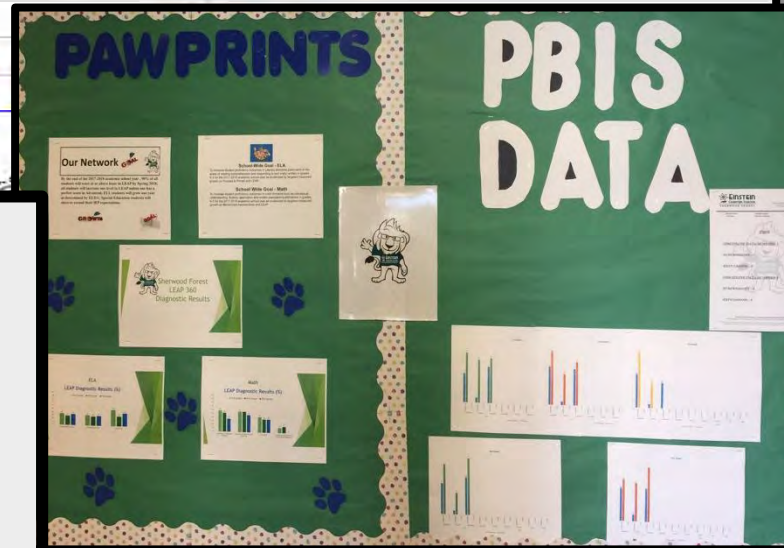
[Click here to access district MTSS site](#)

Tier 1	Tier 2	Tier 3
<p>Responds to virtual expectations as evidenced by:</p> <ul style="list-style-type: none"> No teacher reported concerns on audit forms (student monitoring forms) No self-reported concerns on student self-monitoring form Follows virtual session behavioral expectations Follows district electronic device use policies Consistent attendance in live instructional sessions or an agreed upon and followed plan developed with teacher(s) Grades and work completion consistent with classroom peers Tier 1 on universal screening for social emotional wellness <p>Protocols:</p> <ul style="list-style-type: none"> Believe expectations are posted in the virtual classroom Second Step/Purpose Prep lessons are taught weekly and retaught as needed Teachers provide four positive interactions/electronic feedback for every one correction Teachers provide praise and a virtual established reward to students when consistently following virtual expectations. Implements PBIS Plan 	<p>Has not consistently responded to virtual expectations as evidenced by 2 or more of the following:</p> <ul style="list-style-type: none"> Three or more teacher reported concerns on audit form after teacher has attempted to resolve the issue with the student and parent/guardian directly 1 or more significant violations of electronic device use policies Inconsistent attendance in live instructional sessions or not following agreed upon plan developed with teacher(s) Grades and work completion below that of classroom peers Student self-reports concern on student self-monitoring form after teacher has attempted to resolve the issue with the student and parent/guardian directly Tier 2 on universal screening for social emotional wellness <p>Protocols:</p> <ul style="list-style-type: none"> Parent-Teacher conference has taken place prior to referral for Tier 2 support Teacher has made concerted effort to address the behavior of concern at the Tier 1 level (re-teaching of behavior expectations, reviewing Second Step/Purpose Prep lessons, behavior management system attempted) There is documentation sup 	<p>Data indicates that student has not responded to two Tier 2 intervention(s) or the student has two or more of the following since Tier 2 referral:</p> <ul style="list-style-type: none"> Three or more teacher reported concerns on audit form 1 or more significant violations of electronic device use policies 3 days of consecutive non-attendance Grades and work completion far below that of classroom peers Continued student reports of concern on student self-monitoring form Tier 3 on universal screening for social emotional wellness <p>Protocols:</p> <ul style="list-style-type: none"> **Students can move directly to Tier 3 if one or more of the following occurs (team must consult prior to determining Tier 3 status) Baker Act Complete lack of engagement in virtual instruction Deemed necessary following Behavior Threat or Crisis Assessment

What to do:	What to do:
<ul style="list-style-type: none"> Teacher continues with SEL and current classroom management system Teacher uses Believe virtual guidelines Teacher continues to monitor behavior and student progress 	<ul style="list-style-type: none"> Teacher consults Teacher completes Teacher submits
What happens next:	What happens next:
<ul style="list-style-type: none"> Celebrate your student successes 	<ul style="list-style-type: none"> School counselor begins intervention Tier 3 supports Teacher and school counselor data weekly School counselor monthly behavior If questionable intervention, intervention, intervention, and reviewed, the continues to be made If positive response student is referred to new Tier 2 goal

Average Referrals Per Day

Monthly Referral Rate



MTSS – Behavior Student Monitoring and Referral while Virtual Student Wellness Self-Report and Teacher/Staff Report

Student Wellness Self-Report

Each school should develop a weekly self-report wellness check-in form for students to fill out and submit. For grades K-5 the student's assigned teachers will post weekly for students. For grades 6-12 building level planning teams will need to decide which teacher/class period will post for students. Ideally these will be completed by students at the start of each week. School teams should decide how many questions to ask at each grade level. You may also want to consider changing the questions from week to week to keep the activity fresh for students. Suggestions for items to include in the student wellness self-reports are:

- How are you today?
 - Use a likert scale of 1-4, for younger students you can use emojis
- How have you been sleeping?
 - Use a likert scale, emojis or a thumbs up/thumbs down
 - For older students you may want to ask what time they go to bed or how many hours they sleep
- Did you have dinner last night?
- Did you have breakfast this morning?
- Are you able to get on-line at home?
- How are you doing with schoolwork at home?
- Is there anything preventing you from doing schoolwork at home?
- Does your family need any food or supplies?
- In general, how are things outside of school?
- What was something you really enjoyed doing in your classes this week?
- What was something you really did not enjoy doing in your classes this week?
- Is there anything I should know to support you better this week?
- Offer an open comment section for students

Teacher/Staff Report

Each school should also develop their own teacher/staff report. This will serve as an additional layer of monitoring for students who may not fill out or disclose concerns/needs on the student wellness self-report. In the spring this was referred to as the Audit Form that was a centralized form that went to district and was disseminated via school counselors. This will no longer be a centralized district form. It will be school based and school site driven. This will need to be personalized to match the culture and needs of your school. It is suggested that teachers and staff be able to fill this out as soon as a concern arises, rather than having a once a week deadline. This allows for immediate notification and prevents a build-up of multiple referrals having to be dealt with all at once. Suggestions for items to include in the student wellness self-reports are:

- Repeated self-reports of low mood (low ratings on "how are you today" question)
- Repeated self-reports of poor sleeping
- Repeated self-reports of food instability in the home
- Any reports of safety, depression, self-harm, etc by student (must give to administration immediately)
- Multiple days of non-attendance or inability to access virtual instruction
- 3 consecutive days of non-attendance
- Multiple days of, or very significant, disruption to live instructional sessions
- Offer a section for general concerns
- What attempts have already been made to contact the family to resolve the concern?

MTSS - Behavior while Virtual

Schools should already have established MTSS-Behavior teams that consists of at least one administrator, school counselor and school social worker. Referrals that come from student wellness self-reports or from teacher/staff reports will need to be processed through this team. All MTSS guidelines and processes for Tier 2 and Tier 3 referrals are still in place and should be followed.

This Year's Core Report² School Year 2013-14, Majors only

% of Students with 6+ ODR:	0.88	
% of Students with 2-5 ODR:	7.38	
% of Students with 0-1 ODR:	91.75	

Building Routines for Ongoing Implementation

September – October

Data Review	PBIS Planning	Implementation	Family/Community
September			
<ul style="list-style-type: none"> Previous year's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ & TFI Results from kick-off events or end-year surveys 	<ul style="list-style-type: none"> Monthly team meeting Scoping, buy-in, planning Developing implementation plan U 		

November – December

Data Review	PBIS Planning	Implementation	Family/Community
November – December			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ & TFI Results from kick-off events or end-year surveys 	<ul style="list-style-type: none"> Monthly team meeting Scoping, buy-in, planning Developing implementation plan U 		

January – February

Data Review	PBIS Planning	Implementation	Family/Community
January – February			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ & TFI Results from kick-off events or end-year surveys 	<ul style="list-style-type: none"> Monthly team meeting Scoping, buy-in, planning Developing implementation plan U 		

March - April

Data Review	PBS Planning	Implementation	Family/Community
March			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ & TFI Results from kick-off events or end-year surveys 	<ul style="list-style-type: none"> Monthly team meeting Scoping, buy-in, planning Developing implementation plan U 		

May - June

Data Review	PBS Planning	Implementation	Family/Community
May			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ & TFI Results from kick-off events or end-year surveys 	<ul style="list-style-type: none"> Monthly team meeting Scoping, buy-in, planning Developing implementation plan U 		
June			
<ul style="list-style-type: none"> Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom BoQ & TFI Results from kick-off events or end-year surveys 	<ul style="list-style-type: none"> Monthly team meeting Scoping, buy-in, planning Developing implementation plan U 		

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<https://www.livebinders.com/play/play?id=2278508#anchor>

Supporting Staff

PLC Norms

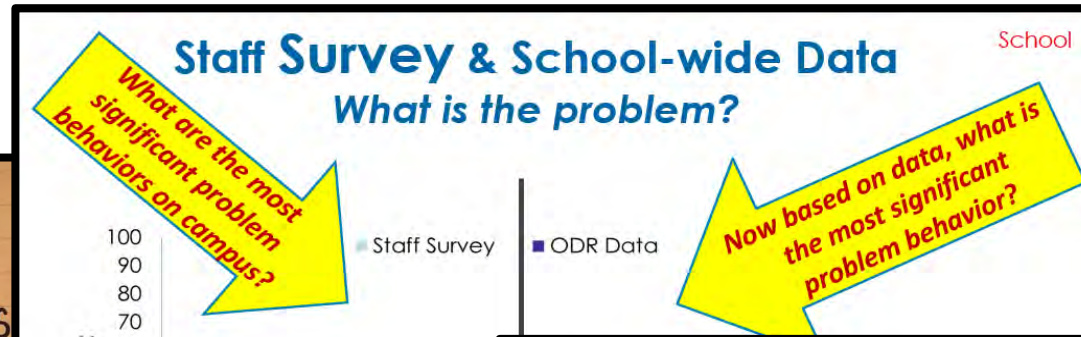
We will model Respect, Kindness
Responsibility, Teamwork, and Integrity

We will maintain a Positive Perspective
Will reflect a Positive

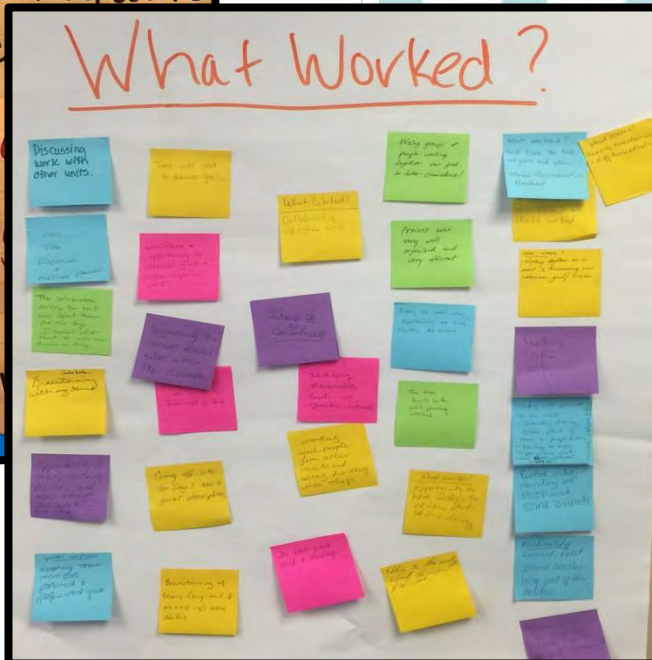
We will Support one


We will Maintain the high Professionalism

We will be Attentive



What Worked?






PBS Updates and Reminders

January 18th, 2018

PBS Report for the Week of January 15th 2018

What is PBS?

- School Wide Initiative : Positive Behavior Support



Week of:	PBS Expectation	Targeted Behavior	Action of the Week
01/05-01/18	Make Good Choices	Skipping	Students will be in their seat, with supplies, when the bell rings.

Data of Referrals

Infraction	# of Referrals	%
Aggression	48	18.7%
Disrupting	5	1.2%
Unsupervised	9	3.5%
Escalation	9	3.5%
Disrespect of Property < \$5.000	1	0.4%
Weapons	21	8.4%
Disrupting Class	38	15.1%
Disruption on Campus	1	0.4%
Drug Use / Possession of Alcohol	1	0.4%
Electronic Device Misuse	1	0.4%
Ref to Report to Executive / SS	10	4.2%
Harassment	4	1.2%
Interference Observed Act	14	5.4%
Interference	17	5.8%
Loiter / Misconduct	0	0.4%
Other Refs under \$ 200	2	1.2%
Open Belongings	9	1.4%
Physical Contact	9	4.4%
Disrupting Class	38	15.2%
Disruptive	5	1.9%
Teaching a Lesson	4	1.6%
Push	3	1.2%
Stare	1	0.4%
Unsafe Act	30	11.7%
Unexcused	0	0.4%
Weapons Possession	0	0.4%
Total	257	100%

Data Breakdown on Referrals

- In an up-to-date count of the referrals, 55MS is currently at 257 referrals. The +/- differential from last week's total was +5. (2 referrals were from students showing disrespect. Additional 2 referrals were from exhibiting horeography, and the 1 was from an exhibiting an inappropriate / obscene act.)
- In a Grade-Level Breakdown, the 4 referrals reported were from 6th grade students and the 1 reported was from a 7th grade student.
- In an Incident-by-location breakdown, the 4 infractions occurred in a common area and the 1 infraction occurred in a classroom.
- The top 5 infractions reported were Aggression (18.7%), Skipping Class (15.2%), Unsafe Act (11.7%), Disrupting Class (10.9%) and Disrespect (5.6%).
- In a Grade-Level-Comparison, 6th (48.1%), 7th (39.7%) grade students received majority of the referrals and the 8th (28.2%) grade students received the least.

Reminders / Suggestions

- ✓ The top three areas of concern are Aggression, Skipping and Unsafe Acts.
- ✓ Remember to continue to give positive reinforcements to students who are making improvements in and out of the classrooms with stern backs and positive referrals.
- ✓ Please see Mr. Beaulieu for additional stern backs and Mr. Mokey for Positive referrals.

Together we can—Don't forget to STORM!

Teaming;
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Define Rules (examples) and Routines

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System for Feedback & Acknowledging

Preventing & Responding to Inappropriate Behavior

Data-Based Decision-Making

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Supporting Family & Communities

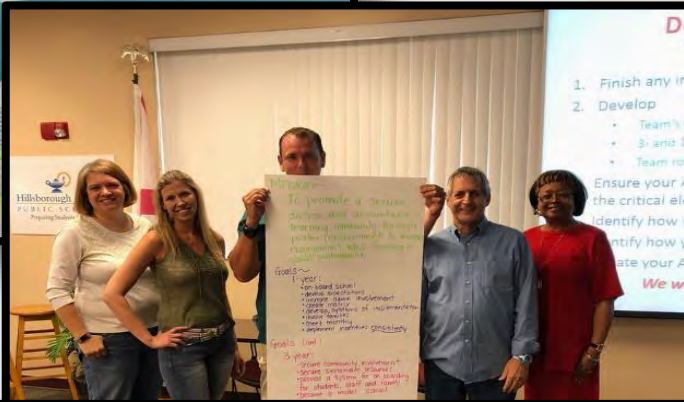
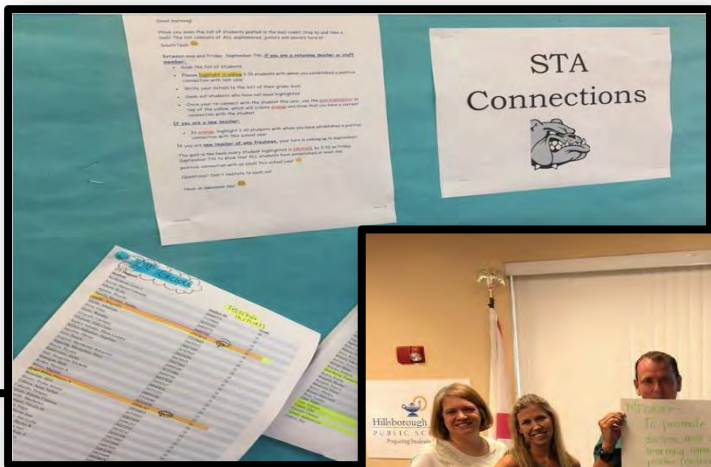


Friends

Responsible

Safe

Andreall Davis, Michelle Belnavis, Kent Smith (n.d.). Beginning to Examine Universal Design for Learning: A Culturally Responsive Practices Lens. www.wisconsinpbisnetwork.org (search =



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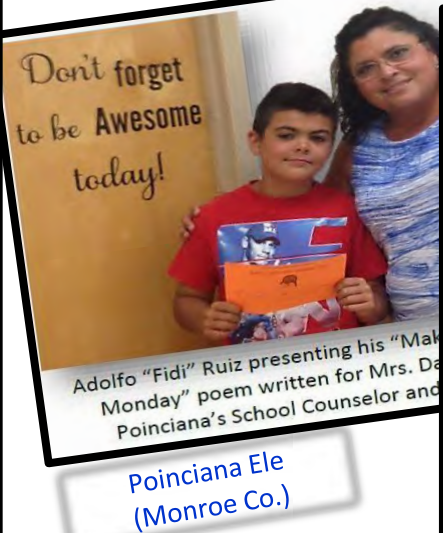
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Adolfo "Fidi" Ruiz presenting his "Make Monday" poem written for Mrs. D. Poinciana's School Counselor and

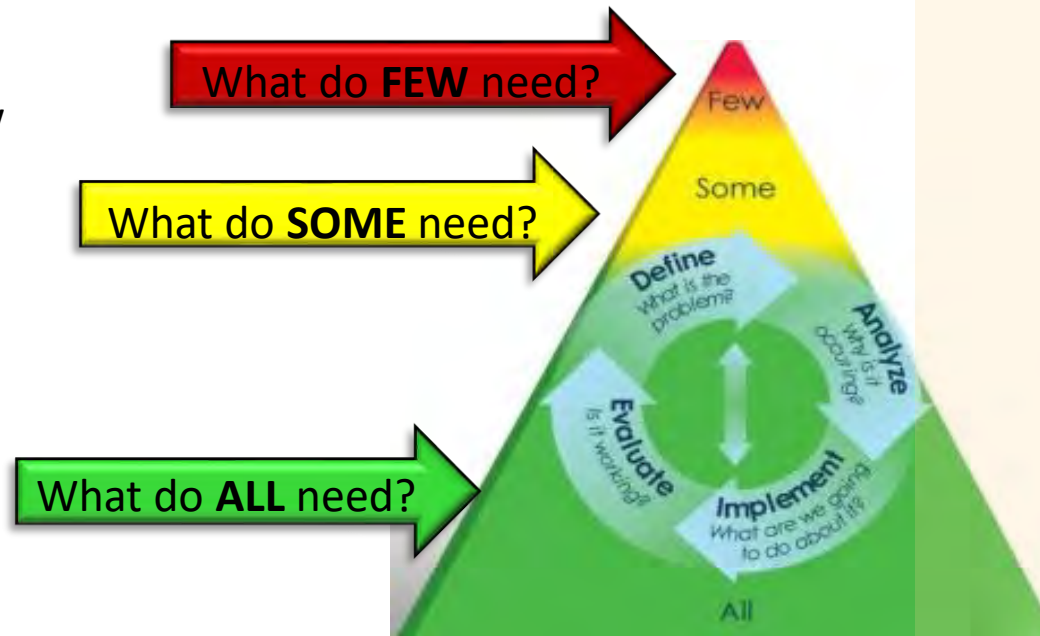
Poinciana Ele
(Monroe Co.)



	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make Your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
M MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y

Questions for Consideration

1. Who is on the team?
 - District Leadership Team?
 - School-based Tier 1 Team?
2. Revisit roles and responsibilities
 - What is everyone's function on the team?
3. Do any changes need to be made?
 - Who is responsible to contact the new team members?
4. How does your team plan to involve staff, students, families?
 - Educators and Staff
 - Students
 - Families



Teaming;
Leadership;
Involvement

Vision &
Expectations

Define Rules
(examples)
and Routines

System for
Teaching

System for
Feedback &
Acknowledging

Preventing &
Responding to
Inappropriate
Behavior

Data-Based
Decision-
Making

Roll-out of Tier 1 Implementation Components

Lets Revisit the Poll Results and Action Plan

Systems Learning Objectives

1. We have a shared leadership model overseeing our planning, implementation, and monitoring of our school's climate and culture. (1.1)
2. Our leadership team is effective and efficient (1.2)
3. Our staff feel supported and confident in their use of all practices related to school climate and discipline (1.7)
4. Our leadership team regularly informs and gets the input of all faculty, families, and students on our school climate efforts (1.10, 1.11)

Scale:

- Absolutely
- Sort of
- Not so much



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Please Complete this Session's Evaluation

Session #C3 - Getting Started: Establishing Systems of Support

1. In the Event Platform/App:

- In “Files” tab,
- In “Evaluations” in the navigation menu
- In “Chat”

OR

2. QR Code



AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

*Evaluations are anonymous!
We send reminder emails to all participants.*

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