

PBIS Leadership Forum 2021

C3: Getting Started: Establishing Systems of Support

Presenters

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Chat Panelists

Betsy Lazega
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Angela Hernandez
Arlington Independent School District (TX)

Jay Roscup
Fingerlakes Community Schools (NY)

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
For Presenters	<ul style="list-style-type: none"> Ensure Files Tab has current materials and related weblinks 	<ul style="list-style-type: none"> Monitor and remove inappropriate comments 	<ul style="list-style-type: none"> Identify common Qs to address in final 15 minutes



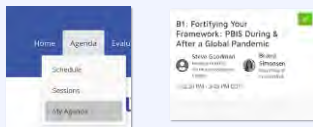
Virtual PBIS Leadership Forum | #PBISForum | October 25-28, 2021

Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

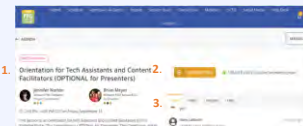
Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Tips for Participants

Navigating the Session Page

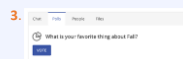
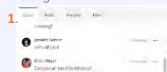
- Session Details (Title, Presenters, Date & Time, Description, Keywords)
- Join Session
- Interact through Chat, Polls, & Uploaded Files



Tips for Participants

Chat, Polls, and Q&A

- 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.
- Find the Q&A under Polls. Questions for presenters go there. Some sessions have other Polls or more Specific Questions. Complete those when prompted.

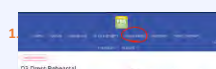


Tips for Participants

Be careful of accidentally navigating away

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

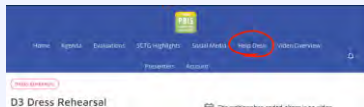
- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does navigating away look like? Here are some examples:
 - Clicking on any area of the navigation menu
 - Clicking on a Person's name



Tips for Participants

Support is Available

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



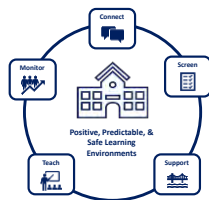
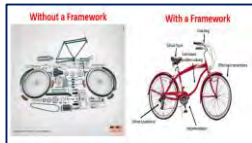
Norms for Getting Started Strand

- 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

www.pbis.org



Big Ideas



U.S. Department of Education

U.S. ED Recommendations on SEBMH

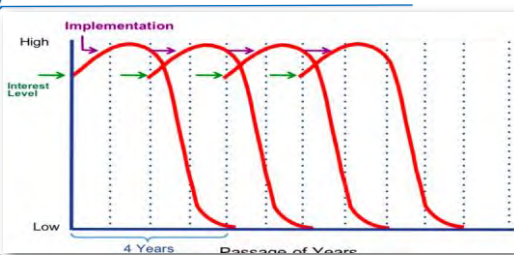
1. Prioritize wellness for each and every child, student, educator, and provider
2. Enhance mental health literacy and reduce stigma and other barriers to access
3. Implement a continuum of evidence-based prevention practices
4. Establish an **integrated framework of educational, social emotional, and 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



October 15, 2021 U.S. Department of Education, Office of Special Education and Rehabilitation Services, Supporting Child and Adolescent Social, Emotional, Behavioral, and Mental Health Needs, Washington, DC, 2021. Available at: <https://www.ed.gov/media/SEBMH-2021-01.pdf>

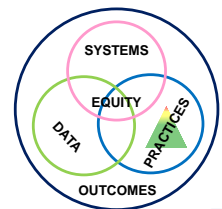


Birth and Death Cycles of Educational Innovations



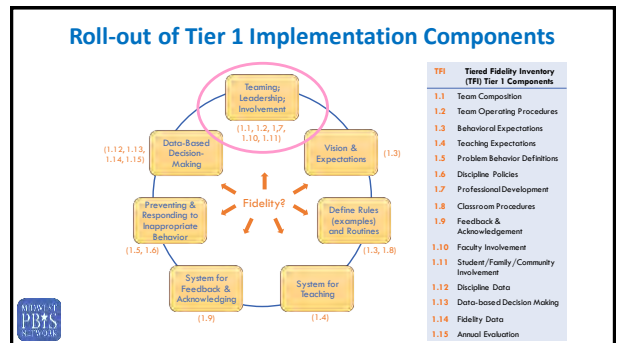
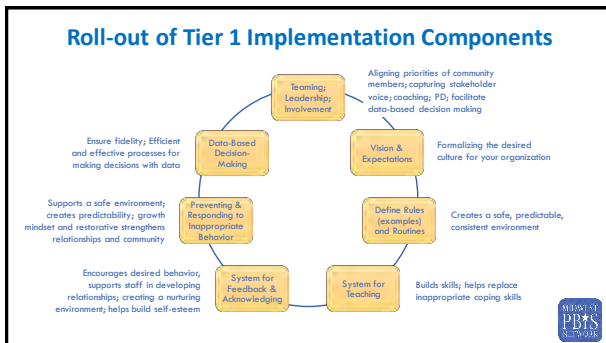
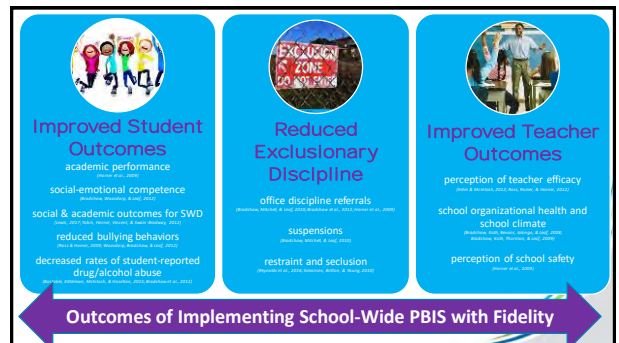
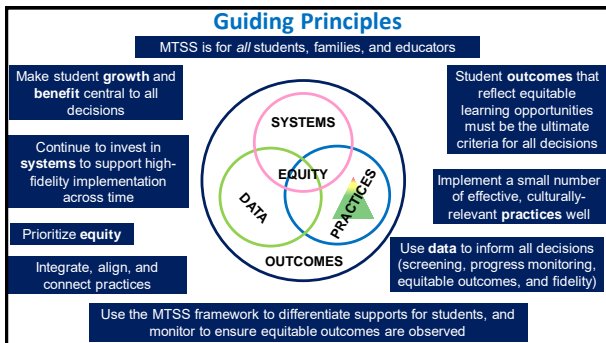
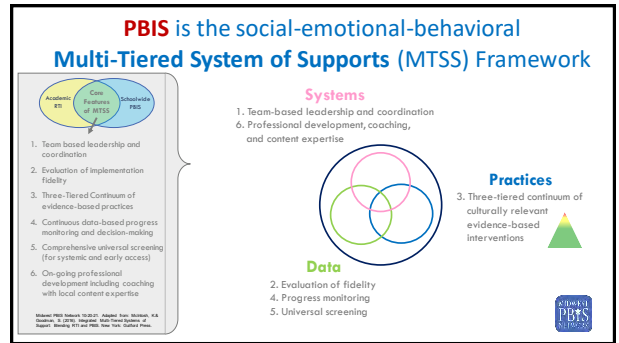
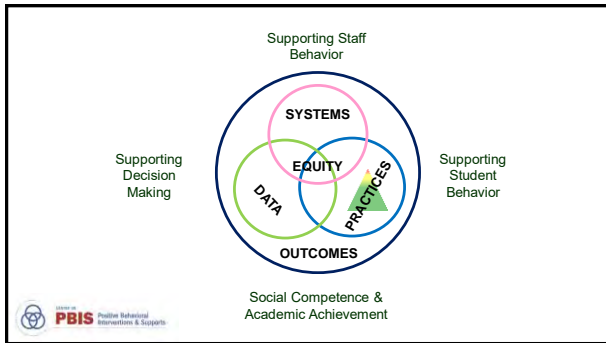
How is PBIS Continually Relevant in a constantly changing educational landscape?

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



Midwest PBIS Network 8-18-21
Adapted from: Gable, C. (2017). The Center for PBIS October 2018. PBIS Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon. 5.
<https://www.pbis.org/blueprint/implementation/blueprint>





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

Roll-out of Tier 1 Implementation Components

- 1.1 Teaching, Leadership Involvement
- 1.2 Vision & Expectations
- 1.3 Define Rules (examples) and Routines
- 1.4 System for Teaching
- 1.5 System for Feedback & Acknowledging
- 1.6 Preventing & Responding to Inappropriate Behavior
- 1.7 Data-Based Decision-Making

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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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"

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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
Establishing **Systems** of Support

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."

Roll-out of Tier 1 Implementation Components

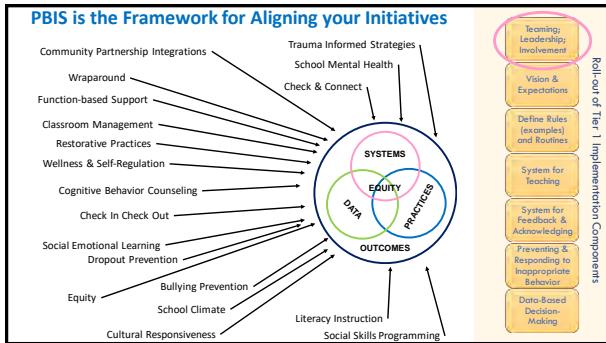
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Team is key!

Invest in Systems to Support Implementation

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

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

Why Prioritize Behavior Support?

- Behavior support is a critical component of a comprehensive schoolwide system of supports.
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Key Points:

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Roll-out of Tier 1 Implementation Components:

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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>

Building a Culture of Staff Wellness Through MTSS

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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?

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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

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

Tier 1 Team

- Plan school-wide & class-wide supports for students and staff.
- Data Systems
- Teaching Systems
- Acknowledgment Systems
- Communication Systems

Tier 2 Systems Team

- Use data to program monitor intervention fidelity and effectiveness. Address system barriers to implementation.
- Members (function) include: Administrators, Tier 2 Coach, FBA/BIP Coordinator, clinician, community, mental health partners, student of individual plan.

Tier 3 Systems Team

- Use data to program monitor intervention fidelity and effectiveness. Address system barriers to implementation.
- Members (function) include: Administrators, Tier 3 Coach, clinician, intervention coordinator, family, community, mental health partners.

Universal Support

- CICO
- Modified CICO
- SEB Instructional Groups

Function Based Problem Solving Team

- Brief FBA-BIP Development
- Other Problem Solving Process

Tier 3 Systems Team

- FBA-BIP
- Wraparound
- RENEW

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).

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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)

Roll-out of Tier 1 Implementation Components
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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?

TIPS II Training Manual (2013) www.sipeds.org

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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

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Identifying a Vision and Developing Purpose

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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 TAI!

Access your local resources to be coached and build skills!

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Identifying Goals and Objectives

Roll-out of Tier 1 Implementation Components
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Do the goals align with your vision?

The diagram illustrates the responsibilities of the PBIS District Leadership Team and how they relate to the Reliance of Tier 1 Implementation Components. The responsibilities are listed in a central column, with a vertical bar on the right indicating their relationship to the components. The components are listed in a column on the right, with a vertical bar on the left indicating their relationship to the responsibilities.

PBIS District Leadership Team Responsibilities

<http://fpibis.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 Tool (PBISApps)
 - System change process and reorganizes resources to support practices!**

Reliance of Tier 1 Implementation Components

- Training Leadership Implementation
- Vision & Expectations
- Define Rules (examples) and Routines
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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 Leadership Support?

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

Training Leadership Involvement

Vision & Expectations

Define Rules (examples) and Routines

System for Teaching

System for Feedback & Acknowledging

Preventing & Responding to Problem Behavior

Data-Based Decision-Making

Reliance of Tier 1 Implementation Components

McIntosh, Kolm, & Canizal Delabara (2016)

School Team Development
(Large School Example)

Data
Aggregates and shares data with school, family, community, etc. regularly

Teaching
Creates, distributes, and schedules behavioral lesson plans to staff and students

Communication
Facilitates communication between staff, students, parents, community members, district administration, board of education, etc. Informs stakeholders of important data, PBIS activities, celebrations, etc.

Acknowledgement
Creates and teaches use of high frequency, intermittent, and long term acknowledgments for students and staff

TIER 1 CORE TEAM

Implementation Components:

- Timing: Leadership Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
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Roll-out of Tier 1 Implementation Components

Developing Data-based Procedures

Roll-out of Tier 1 Implementation Components

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Building Routines for Ongoing Implementation

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

Supporting Staff

Roll-out of Tier 1 Implementation Components

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Supporting Family & Communities

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Questions for Consideration

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

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Let's Revisit the Poll Results and Action Plan


Systems Learning Objectives

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

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Scale:
- Absolutely
- Sort of
- Not so much



DATA	PRACTICES	SYSTEMS
•	•	•
•	•	•
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Action Planning and Q&A

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



SCAN ME

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.

Roll-out of Tier 1 Implementation Components

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- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making

Virtual PBIS Leadership Forum | #PBISForum
October 28-29, 2021

Resources



CENTER ON PBIS Positive Behavioral Interventions & Supports
www.pbis.org



Florida's Positive Behavioral Interventions & Support Project
www.flpbis.org



Midwest PBIS Network
Positive Behavioral Interventions and Supports
www.midwestpbis.org