1E: Understanding the PBIS Framework

Presenters:

Brian Meyer, Midwest PBIS Network (IL)
Melissa Lime, St. Johns County School District (FL)

- Strand: Getting Started with PBIS
- Keywords: teaming, core components, rationale
The Midwest PBIS Network (MWPBIS) is a national research, grant, and direct-funded organization housed at West 40 ISC #2 in Illinois.

**Mission**
Collaborate with adults to create a safe, equitable, consistent, and positive learning environment for all youth.

**Vision**
All youth achieve social-emotional-behavioral and academic success.

Our primary charge is to function as a Technical Assistance (TA) hub of the Center on PBIS, a national partnership funded by the U.S. Department of Education. The Center’s model of capacity building emphasizes a cascade of implementation to assist state departments of education in the installation, fidelity, outcomes, and sustainability of Positive Behavior Interventions and Supports (PBIS) and integrated social-emotional-behavioral initiatives (SEB learning).
Learning Objectives

• Understand the evidence-base and rationale for PBIS (the Why)

• Understand the core components and multi-tiered logic of PBIS (the What)

• Understand leadership teaming to guide PBIS implementation (the How)
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Please Complete this Session’s Evaluation

10/27/22
1E – Understanding the PBIS Framework

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Strand Overview

E1 – “Getting Started: Understanding the PBIS Framework”
Presenters: Brian Meyer, Midwest PBIS Network (IL) & Melissa Lime, St. Johns County School District (FL)

Presenters: Heather Peshak George University of South Florida (FL); Sabrina Stewart & Lori Briones, Northside Independent School District (TX)

E3 – “Getting Started: Understanding Data and Outcomes in PBIS”
Presenters: Brian Gaunt, University of South Florida (FL); Wendy Rau & Megan Lytle, Lincoln Public Schools (NE)
The What of PBIS
What is PBIS?

The **PBIS Framework** organizes our school and integrates our initiatives, to achieve desired outcomes through understanding our **data**, implementing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.

Midwest PBIS Network 4/5/22
https://www.pbis.org/blueprint/implementation-blueprint
What is PBIS?

The **PBIS Framework** organizes our school and integrates our initiatives, to achieve desired outcomes through understanding our data, implementing a continuum of practices, supporting staff through systems, and prioritizing equity.

- ✓ Increase Effectiveness and Efficiency
- ✓ Supports Consistent Adult Behavior
- ✓ Data-driven decision making
- ✓ Process for Continuous Improvement
- ✓ Framework for Aligning Initiatives to MTSS Features

Midwest PBIS Network 4/5/22
What is Mental Health? What is Wellness?

✓ Complete Mental Health is Social-Emotional-Behavioral

✓ Mental Health is more than simply the absence of psychological problems. The absence of psychological problems does not infer wellness or happiness.

✓ Therefore one’s mental health, or wellness, is strong when they are experiencing both **low levels** of SEB psychological problems, and **high levels** of SEB competencies.

<table>
<thead>
<tr>
<th>MENTAL HEALTH</th>
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<tbody>
<tr>
<td>SEB PROBLEMS</td>
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<tr>
<td><strong>INTERNALIZING</strong></td>
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<tr>
<td>Trauma, Environmental stressors</td>
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</table>

**RISK FACTORS**

**PROMOTIVE AND PROTECTIVE FACTORS**

*Example Intervention Targets for Promoting Complete Mental Health; Adapted from Sudlo & Romer, 2016.*

Supporting student behavior is critical promoting full access to instruction for each and every student.

Behavior continues to be the most likely reason students are excluded from their learning environment, including those from marginalized groups, especially Black students, and students with disabilities, who are at highest risk of experiencing exclusionary discipline…
So what is it?

- **DATA**
  - How are we doing?
  - Make decisions

- **PRACTICES**
  - Layering strategies because no one intervention works for all

- **SYSTEMS**
  - Giving staff support to be competent and confident

- **OUTCOMES**
  - Identifying staff and student targets tied to our mission

- **EQUITY**
  - *Systems, practices, and data* are constructed by and meaningfully engaging of all people; disparities in *outcomes* are reduced regardless of individual characteristics and cultural identities.

So when people say “I don’t agree like PBIS/MTSS”, they are really saying...
HOW we implement and align this work is guided by the Six Core MTSS Features

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

Academic RTI
- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as special education eligibility determination approach

Schoolwide PBIS
- Focus on teaming
- Scientifically based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

Core Features of MTSS
- Specific social behavior assessments and interventions
- Use of free materials that are adapted to fit the school’s context
- Use of indirect assessment of behavior
- Continuous assessment of social behavior with existing data sources
- Focus on schoolwide teaming
- Described in IDEA as schoolwide prevention and individual intervention approach

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

Supporting culturally knowledgeable **Staff Behavior**
- team-based leadership and coordination
- professional development, coaching, and content expertise

Supporting culturally valid **Data-based Decision Making**
- universal screening
- progress monitoring
- evaluation of fidelity

Supporting **Student Behavior**
- three-tiered continuum of culturally relevant evidence-based interventions

Schools aim to achieve culturally equitable **Outcomes** including social-emotional-behavioral wellness & academic success

Midwest PBIS Network 10/18/21.
Adapted from:
Multi-Tiered Practices means...

**Tier I Prevention:**
The core practices all staff use with all students...

**Tier II Prevention:**
Intensifying the Core Tier 1 practices (increased frequency, structure, and feedback) when more support is needed for specific skills among small groups...

**Tier III Prevention:**
Individualizing the core Tier 1 and Tier 2 practices...

...in order to achieve our [insert school-wide expectations here] and the social-emotional-behavioral success of our students and staff.
Student Profile

Tier 1 Supports
- Adult rel.
- PE
- Peer rel.

Tier 2 Supports
- Distracting others
- Science
- Problem sol.

Tier 3 Supports
- Attend.
- English
- Working ind.
- Ask assist.
- Math
- Band
- Anger man.

Midwest PBIS Network 12-9-21
Adapted with permission from George Sugai, University of Connecticut
PBIS: Misconceptions of this Work

- Parties, assemblies and ice cream socials
- Rewarding youth (for doing things they should already know how to do)
- Enabling our youth
- People talking in really high voices and “being positive” all the time
- Handing out tickets, which don’t work
- Preventing internalization of skills/values
- Childish
- Mascots on steroids
- It’s only for “naughty” kids
The Why of PBIS
PBIS is a Framework for Aligning all Initiatives and Interventions

- Community Partnership Integrations
- Trauma Informed Strategies
  - Wraparound
  - School Mental Health
- Function-based Support
- Check & Connect
- Classroom Management
- Check In Check Out
- Restorative Practices
- Social Emotional Learning
- Literacy Instruction
- Wellness & Self-Regulation
- Cognitive Behavior Counseling
- Dropout Prevention
- Social Skills Programming
- Cultural Responsiveness
- Bullying Prevention
- Equity
- Functional Support
- School Climate
- Literacy Instruction
- Equity

OUTCOMES
DATA
SYSTEMS
EQUITY
PRACTICES
A Framework for Aligning Your Practices/Initiatives

- Bullying Prevention
- Restorative Practices
- Social Emotional Learning
- Social and Academic Instructional Groups
- Second Step
- Trauma Informed
- Behavior Lesson Plans
- Community MH Partnerships
- Check-in Check-out
- Relationship Building
- Wraparound
- FBA/BIPs
- Academic Skills
- Equity
- Mental Wellness
What happens when our initiatives are not a part of a framework?

Siloed Initiatives and Interventions are...

× Not connected to lower tiers
× Take more resources
× Are less effective
× Are less implemented
× Confuse staff
× Are less likely to sustain
“Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing ‘patterns of change’ rather than ‘static snapshots.’”

– Peter Senge
Tell us your WHY

What is your **WHY** for pursuing an educational MTSS approach to Social-Emotional-Behavioral Needs?

- Impact of Relationships
- Impact of Trauma
- Growth Mindset
- Approaching Behavior like Academics
- Treat students like adults want to be treated
- Punishment vs Teaching
- Impact of shaming and other Response Cost strategies (e.g. clip-charts, demerits, three-minors equals a major, etc.)
- Skill deficit/function vs defiance
- Restorative Practices
- All humans have performance deficits, and need tiered supports
- High expectations, High Patience
- Mental Health/Wellness is for ALL
- To achieve equitable inputs and outcomes
- Others?

**How are you “Rethinking” Discipline?**

**Turn and share...**
Improved Student Outcomes

academic achievement
(Angus & Nelson, 2021; Horner et al., 2009; Lassen et al., 2006; Nelson et al., 2002)

prosocial behavior
(Metzler et al., 2001; Nelson et al., 2002)

attendance
(Flannery et al., 2020*; Freeman et al., 2015*)

emotional regulation
(Bradshaw, Waasdorp, & Leef, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leef, 2012)

decreased rates of drug/alcohol use
(Bastable et al., 2015*; Bradshaw et al., 2012)

social & academic outcomes for SWDs
(Lewis, 2017; Tobin, Horn, Lambert, & Swain-Bradway, 2012)

Improved Teacher Outcomes

teacher efficacy & well-being
(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)

teacher-student relationships
(Condliffe et al., 2022)

student engagement & instructional time
(Algozzine & Algozzine, 2007; Condliffe et al., 2022; Flannery et al., 2020*)

school culture & organizational health
(Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)

climate & safety
(Flrod et al., 2022*; Horner et al., 2009; McIntosh et al., 2021)

Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leef, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021*; Elrod et al., 2022*, Flannery et al., 2014*, Freeman et al., 2015*, Horner et al., 2005; Horner et al., 2009; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012)

suspensions
(Bradshaw, Mitchell, & Leef, 2010*; Freeman et al., 2015*; Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

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

racial inequities
(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018, McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payne-Simmons, 2021; Swain-Bradway et al., 2019)

When Implementing Positive Behavioral Interventions and Supports (PBIS) with Fidelity

The PBIS framework is supported by research spanning decades (Center on PBIS, 2020). Study after study confirms the positive impact on improving student and school outcomes. The evaluation brief, “Is School-wide Positive Behavior Support an Evidence-based Practice?” (2020) and the article “Examining the Evidence Base for School-wide Positive Behavior Support” (2010) each lay out some of the research and provide additional resources to explore the topic further.

Updated 9-30-22
Example Resources pbis.org
Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kerre McIntosh, University of Oregon
Kelly Paraske, Midwest PBIS Network
Natalie Rorner, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

Context
PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation science (Homer, Sagas, & Pfeil, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on meeting the needs of all students through a continuum (i.e., tiers) of supports.

Positive Behavioral Interventions & Supports (PBIS)

https://www.pbis.org/resource/teaching-social-emotional-competencies-within-a-pbis-framework

Creating a Classroom Teaching Matrix

Karen Rorrie, Maria Santiago-Rosario, Kimberly Yanek, Laura Kern, Brian Meyer, Kelsey Morris, & Brandy Simonsen

August 2022

https://www.pbis.org/resource/creating-a-classroom-teaching-matrix
Be More Culturally Responsive

Use the CR Field Guide to prioritize equity in your TFI action items

https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches

https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction

https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom

U.S.DOE Recommendations on SEBMH

- Prioritize wellness for each and every child, student, educator, and provider
- Enhance mental health literacy and reduce stigma and other barriers to access
- Implement a continuum of evidence-based prevention practices
- Establish an integrated framework of educational, social emotional, and behavioral-health support for all
- Leverage policy and funding
- Enhance workforce capacity
- Use data for decision making to promote equitable implementation and outcomes
The How of PBIS
MTSS Responsibilities of the District Leadership Team

Learn more at: https://www.pbis.org/resource-type/blueprints
These components are best implemented at the district level...

To Increase Fidelity and Sustainability...

❖ Establish a vision for the district

❖ Map a visual and conceptual alignment of district initiatives

❖ Define workforce capacity and roles (coaches, coordinators, principals, clinicians, teams)

❖ Assess the fidelity of PBIS DLT supports; Establish our action plan

❖ Develop an Evaluation Plan

❖ Develop an effective data system

❖ Develop a training and support plan for schools (PD Calendar, coaching, etc.)
Members (functions) include:
Administrator, Tier 3 Coach, clinician, intervention coordinators
and facilitators, family, community, mental health partners

Engage with school, family, and community to implement the core PBIS features of culturally responsive school-wide & classroom supports for students and staff:
• Commitment to positive school climate
• Curriculum development and alignment
• Professional Dev and Coaching
• Data Systems for monitoring, evaluating, and dissemination

Instruction of skills, norms, and routines that model the SEB Expectations
Feedback and Acknowledgement System
System for Responding to Challenging Behavior

Uses data to select and progress monitor targeted intervention fidelity and effectiveness. Addresses systems barriers to implementation.

Members (functions) include:
Administrator, Tier 2 Coach, clinician, intervention coordinators, family, community, mental health partners

Uses a team problem solving process (e.g., TIPS) to analyze the frequency, intensity, duration, and function of individual student data to match intervention to student need

Members (functions) include:
Administrator, Tier 2 Coach, Tier 3 Coach, Intervention Coordinators, clinician, staff voice, parent/caregiver and student, mental health partners

Uses data to progress monitor individualized intervention fidelity and effectiveness. Addresses systems barriers to implementation.

Members (functions) include: Administrator, Tier 3 Coach, clinician, intervention coordinators and facilitators, family, community, mental health partners

CICO
Modified CICO
SEB Skills Groups
Continuum of SEB Groups / Complex SEB Groups

Individualized MH Intervention
FBA-BIP
Person Centered Planning

Continuum of Practices/Interventions
Engage with school, family, and community to implement the core PBIS features of culturally responsive school-wide & classroom supports for students and staff:

- Commitment to positive school climate
- Curriculum development and alignment
- Professional Dev and Coaching
- Data Systems for monitoring, evaluating, and dissemination

**Tier 1**

Members (functions) include: Administrator, Tier 1 Coach, staff, student, family, community & mental health partners

Instruction of skills, norms, and routines that model the SEB Expectations

Feedback and Acknowledgement System

System for Responding to Challenging Behavior

Get the team together

Responsibilities

Core practice to Install and monitor
Roll-out of Tier 1 Implementation Components

- **Data-Based Decision-Making**: What data do we contribute for decision-making?
- **Preventing & Responding to Inappropriate Behavior**: How do we respond when students need more support?
- **System for Feedback & Acknowledging**: What is our system for giving positive feedback to students?
- **Teaming; Leadership; Involvement**: Who is our decision-making team, and how effective are they?
- **Vision & Expectations**: What are our 3-5 positive schoolwide expectations?
- **Define Rules (examples) and Routines**: What SEB skills demonstrate those expectations in each setting? (Teaching Matrix)
- **System for Teaching**: What are our lesson plans to teach the SEB skills?
How do we know if we are implementing correctly?

Teaming; Leadership; Involvement
(1.1, 1.2, 1.7, 1.10, 1.11)

Data-Based Decision-Making
(1.12, 1.13, 1.14, 1.15)

Vision & Expectations
(1.3)

Define Rules (examples) and Routines
(1.3, 1.8)

System for Teaching
(1.4)

System for Feedback & Acknowledging
(1.9)

Preventing & Responding to Inappropriate Behavior
(1.5, 1.6)

Fidelity?

Tiered Fidelity Inventory (TFI) Tier 1 Components

<table>
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<tr>
<th>TFI</th>
<th>Description</th>
<th>Code(s)</th>
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<td>1.1</td>
<td>Team Composition</td>
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<td>1.2</td>
<td>Team Operating Procedures</td>
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<td>1.3</td>
<td>Behavioral Expectations</td>
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<td>1.4</td>
<td>Teaching Expectations</td>
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<td>1.5</td>
<td>Problem Behavior Definitions</td>
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<td>1.6</td>
<td>Discipline Policies</td>
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<td>Feedback &amp; Acknowledgement</td>
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<td>1.15</td>
<td>Annual Evaluation</td>
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# Audit of Current Social Emotional Behavioral Supports

<table>
<thead>
<tr>
<th>PRACTICES</th>
<th>FIDELITY</th>
<th>OUTCOMES</th>
</tr>
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<tbody>
<tr>
<td>List the Current Practices provided to all, groups, or individual students for support: e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.</td>
<td>Date and data last time the practice was checked for fidelity e.g. 9/14: 83% items in place</td>
<td>Date and data last time student outcomes were reported e.g. 10/3: 78% (18/23) students achieving goal</td>
</tr>
<tr>
<td>Tier 1 -</td>
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<td>Tier 3 -</td>
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</table>
### PRACTICES
List the Current Practices provided to all, groups, or individual students for support:
e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.

| Tier 1 – All settings and classrooms have positive rules aligned to SW expectations and posted | 10/24 walk-through; 92% in place | 10/24 84% of students knew the expectations, and could point to the rules |
| Tier 1 – Teachers teach the skill of the week 3 mornings each week | 11/4 self-report: 72% in place | 11/21: 18% reduction in behaviors related to the previous skill of the week (SWIS data) |
| Tier 1 – Teachers use specific praise for behavior at a 5:1 ratio to corrections | 9/30 peer-observation: 54% in place | 9/30: 12% of students earned an ODR in past 30 days |
| Tier 1 – Teachers use the 5 skills from our responding to problem behaviors routine | We haven’t | |

| Tier 2 – Check-in Check-out | 10/15 CICO-FIM 83%; 87% Student Questionnaires | 10/15: 73% on CICO earned goal |

| Tier 3 - | | |

| Tier 3 - | | |

| Tier 3 - | | |

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**FIDELITY**
Date and data last time the practice was checked for fidelity
e.g. 9/14: 83% items in place

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**OUTCOMES**
Date and data last time student outcomes were reported
e.g. 10/3: 78% (18/23) students achieving goal
Welcome our Exemplar

Melissa Lime

Vice Principal
Freedom Crossing Academy
@melissa_lime
Understanding the PBIS Framework

Find all Session info for quick copy/paste, on the event webpage & remove this text reminder after you have entered the info above

**Presenters:**

*Brian Meyer, Midwest PBIS Network (IL)*
*Melissa Lime, St. Johns County School District (FL)*

- Topic: Getting Started with PBIS
- Keywords: teaming, core components, rationale
Get To Know Your Presenter

Melissa Lime
Vice Principal
Freedom Crossing Academy
@melissa_lime
Please visit the Padlet for additional resources and practical examples to help you get started on your PBIS Journey.

https://padlet.com/melissalime25/NationalPBISLeadershipForum
St. Johns County School District-Highest performing school district in the state of Florida and the fastest growing school district in the state of Florida.
St. Johns County School District Student Enrollment

St. Johns County % increase in student population (non-charter school and Fall FTE)

• 19.20- 20.21: 4%
• 20.21- 21.22: 7%
• 21.22- 21.22: 4%
• 49,744 Total Current Fall 2022
Freedom Crossing Academy
K-8
Established 2018
At FCA, We Focus on Three Goals

• Capturing Kids Hearts

• Professional Learning Communities

• LiveSchool/ PBIS
Florida PBIS Model School

Freedom Crossing Academy has been recognized by the FLPBIS Project as a PBIS Model School! As a PBIS Model School, we demonstrate a commitment to positive and equitable outcomes for all students!
FCA is *Breaking Barriers!*
We Believe Relationships Make a Difference

Improving students’ relationships with teachers has important, positive, and long-lasting implications for both students’ academic and social development (Jennings & Greenberg, 2009).
FCA Common Language

• Falcons Take Flight
• Breaking Barriers
• Capturing Kids Hearts
• LiveSchool
• Social Contract
• The FCA Way
• PBIS
• SOAR

• Nest Groups
• FLIGHT
• Freddy the Falcon
• Do Better!
• PLC
• Houses
• Funky Falcons
• FCA GETS WILD
• Process Champions
• #FCABetterTogether
Challenges Last School Year

• Tremendous Growth-2200 Students
  • New Instructional Staff
  • Large Teams (14 per grade level)
  • Teacher Resignations
• New Administration Team
• New Student Registrations
• Staff Member Passed Away
• COVID-19 Safety Precautions
• New Curriculum/ BEST Standards
• Staffing Shortages/ Substitute Teachers
• Teacher Recruitment
• Teacher Pay/ Required Endorsements
• Mental Health/ Wellbeing (Students & Staff)
## Freedom Crossing Academy K-8

### Demographic Data

<table>
<thead>
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<tr>
<td>Multi-Racial</td>
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<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>1967</strong></td>
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<tr>
<td>IEP</td>
<td>262</td>
</tr>
<tr>
<td>Free Reduced Lunch</td>
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Challenges This School Year

- New Administration Team
- New Instructional Staff
- New Student Enrollment
- New Curriculum/ BEST Standards
- Staffing Shortages/ Substitute Teachers
- Teacher Recruitment
- Teacher Pay/ Required Endorsements
- Non-Instructional Pay
Successful school-wide implementation = ALIGNMENT
The FCA Way
School-Wide Behavior Expectations

The FCA PBIS program is intentionally aligned to our school goals and expectations:

• Our School Mission- Falcons Take F.L.I.G.H.T.
• Our School Vision-Breaking Barriers
• Capturing Kids Hearts
• Character Counts Pillars
Implementation of Evidence Based Practices

At FCA, we align our school-wide PBIS strategies with our school vision and mission, Capturing Kids Hearts best practices, Character Counts, and LiveSchool.
The Link Between Implementation and Outcomes

There is a critical relationship between the implementation of an evidence-based practice (e.g., the degree to which it was delivered as intended) and its desired outcomes. This relationship is illustrated by the below “formula for success” used in implementation science.

The research-based link between effective practice and positive outcomes disappears when that practice is not implemented with high levels of fidelity.

- Effective Practices
- Enabling Contexts
- Effective Implementation
  - Supported by teams
  - Driven by data
  - Continuous Improvements
- Intended Outcomes
  - Increased...
  - Reduced...
    - Improved Academic Achievement
    - Racial Disparities
    - Suspension Rates
    - Referral Rates

Positive Behavioral Interventions and Supports (PBIS) multi-tiered framework

Systems that support implementation

PBIS Coordinating Framework

Florida PBIS
FCA’s Annual PBIS Outcome Data

ODR Rate w/ FL School Type Comparison

ISS Rate w/ FL School Type Comparison

OSS Rate w/ FL School Type Comparison
Our PBIS Journey
The PBIS Dream Team

Developing a strong PBIS “Dream Team” is critical to an effective school-wide Tier 1 PBIS System.

- Lead Teachers
- School Dean
- Administration
- Media Specialist
- School Counselor
- Instructional Literacy Coach
- Behavior Specialist
- Non-Instructional Staff
- PTO Representative
Things to Consider

- Team has broad representations – Highly recommend one teacher per grade level.
- Team has administration support
- Team has regular meetings (at least monthly)
- Team has established a clear mission/purpose
- Establish clear roles and responsibilities
- Focus on building leadership capacity on your campus and identifying strengths & interests
- Recruit Your Problem Solvers & Innovators
School Administrator on the PBIS Team

Administrator Responsibilities

✓ Attend and actively participate on PBIS Team
✓ Communicate commitment to PBIS to staff and families
✓ Understand school’s discipline data and reporting system
✓ Ensure behavior is included in School Improvement Plan
✓ Allocate resources for PBIS activities and implementation (time, funds, scheduling, etc.)
✓ Ensure PBIS meeting dates/times are on the master schedule.

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

Research shows the success of PBIS implementation hinges on administrator commitment!
PBIS Defined Instructional Elements
The ‘What’ – School wide Foundation To Embed Initiatives

**Tier 1 Expectations**
- Apply to all settings
- Apply to everyone
- Clearly visible
- Developed with staff, students, & families

**Rules by Setting**
- Aligned with Tier 1 Expectations
- 3-5 Positively stated
- Observable & Measurable
- Developed with staff, students, & families

**Routines By Setting**
- Explicitly defined
- Develop for activities/areas where problems occur most often

*Example* Classroom Rules
*Safety: Keep belongings in desk*
*Responsible – Complete work*
The FCA Way Behavior Expectations are clearly defined in all settings.
The FCA Way Behavior Expectations are clearly defined, taught, and modeled in all settings throughout the school day.

Expectations are posted around the school.
Explicitly Defined Expectations

**Goal:** All staff will recognize and reward students for adhering to The FCA Way Behavior Expectations. This includes all instructional & non-instructional staff (front office, cafeteria, paras, and clerks).

**Challenges:**
- What behaviors do we want our students to demonstrate everyday across all settings?
- How can we align Character Counts & Capturing Kids Hearts into the behavior rubric?
- What do students purchase with their LiveSchool points?
- How will we fund the program?
- How will we train students, staff, and families?
FCA LiveSchool Behavior Matrix
Teaching Expectations
Focus on Developing Positive Relationships

All students are greeted by FCA staff every morning upon arrival.

Teachers greet students at the door during all class periods.

We share “Good News” at the beginning of each class period and all faculty meetings.

We end each lesson and/or meeting with a positive launch.

The FCA Safety Patrols greet students every morning with a high five wearing a character glove.
In every classroom, teachers and students create social contracts to promote a family friendly atmosphere and positive learning environment. The social contract, a signed agreement between teachers and students, promotes a self-managing, highly effective learning environment of productive relationships, teamwork, and leadership.
Empower Students

We empower students with leadership roles & responsibilities across the entire school campus.

**Ambassador**- Greets guests and new students and introduces them to the social contract. They are the ones who always greet guests and communicate the learning activity.

- **Scouts**- Students who are looking for excellence in others. They choose the word of the week and give shout outs.
- **Raters** – Reflect on how the class is doing and give feedback
- **Guest Services**: (when there is a substitute)
  - Leader Greeter
  - Good News/ Bell Work
  - Class Rater
  - Launch
Universal Hand Signals

- These nonverbal hand signals are used in all classroom settings and across the entire school campus.

- The hand signals promote a self-managing classroom by creating personal and group accountability to the social contract.

- Many parents have shared they also use the hand signals at home.
Students are asked the Four Questions when not adhering to the social contract.

The Four Questions are designed to increase on task behavior and to maintain positive relationships.

Expectation for all classrooms.
Communicate Expectations Daily

Teachers review the daily agenda, “FCA Way” PBIS expectations, and the school vision and mission during morning meetings and the FCA morning news show.

• The “FCA Way” PBIS Behavior Expectations
  • Focused on Safety
  • Committed to Responsibility
  • Always Respectful

• School Mission-Falcons Take FLIGHT
• School Vision-Breaking Barriers
School-wide Behavior Expectation Assemblies

Administration & School Deans facilitate grade level behavior expectation assemblies throughout the school year.
Educate & Train All Stakeholders on PBIS Best Practices

- At the beginning of each school year, the FCA staff creates the Faculty Social Contract of shared commitments and expectations.

- Capturing Kids Hearts & LiveSchool/PBIS training provided throughout the school year for all staff.

- Coffee Chats for parents and community members

- Website and monthly newsletters

- The Faculty Social Contract is posted in the front office and in all conference rooms.
FCA Bus Drivers receive annual training on the FCA Way Behavior Expectations.
ALWAYS RESPECTFUL

Boys: Picture 1
Girls: Picture 2

Look at your picture and talk about what you see that is respectful. Tell your partner...

Acknowledgment & Feedback System
Students earn LiveSchool points for demonstrating the following expectations:

The FCA Way
- Focused on Safety
- Committed to Responsibility
- Always Respectful
- FLIGHT Characteristics (Aligned to our vision and mission)
- Demonstrating Capturing Kids Hearts Best Practice (Family & Social Contract)
- Demonstrating the Character Counts Pillars
Students cash in their Bus Bucks for LiveSchool points.
We offer a variety of rewards & incentives.

Students can purchase a variety of items and/or experiences with their LiveSchool Points.
FCA House Dashboard

Build comradery among the students and staff with the House Points System.
Effective Discipline Procedures
Preventing & Responding to Inappropriate Behavior

We are committed to:

• Fostering positive relationships with all students and staff.
• Creating a safe, supportive, and positive learning environment in all classrooms.
• Creating highly collaborative and self-managing classrooms.
• Consistency with classroom management procedures and expectations.
• Communicating behavior incidents with parents in a timely manner.
• Monitoring behavior incidents and problem-solving age-appropriate interventions and supports.
• Implementing common consequences across the grade levels.
• Offering a variety of interventions and supports (time out, detention, conference with dean, counselor check-ins).
• Holding each other accountable for adhering to the FCA Flowchart and discipline procedures.
Making Decisions about Tier 1 PBIS

STRATEGIC Monthly Data Use

- Referrals per day/ per month
  - Is there an upcoming discipline spike our PBIS instruction could prevent? Were last month's PBIS instruction efforts sufficient for keeping discipline rates low?

- Referrals by problem behavior
  - On what skills should our PBIS instruction focus?

- Referrals by location
  - Where should we focus our PBIS instruction?

- Referrals by time of day
  - When should we prioritize our PBIS instruction?

- Referrals by disciplinary response
  - Are we using a range of instructional responses when responding to disciplinary events?

- Referrals by student and staff
  - Are many students and staff involved in discipline, or are there few who need more targeted support?

Yearly Totals: Overall Priorities and Intensity

- Discipline per 100/per day
  - Do we need to increase our focus on Tier 1 support? Do we need to increase the relevancy of our Tier 1 supports?

- Climate
  - Do all students feel safe, engaged and connected to school?

- Attendance
  - Are we making school a place students want to be?

- Mental Wellness
  - Do students have the emotional support and skills necessary to be successful at school?

- Alignment between fidelity & outcome data

Custom queries enable more specific problem solving (grade level, ethnicity/race, ESE status, etc.)
The PBIS Team reviews behavior incident data each month and shares with their grade level teams.

School-wide data is shared monthly with all staff.

Data provides feedback on grade level interventions and supports and/or teachers who need additional training and support.
The PBIS Team reviews LiveSchool data each month and shares the grade level usage report with their grade level teams.

School-wide data is shared monthly with all staff.

Data provides feedback on grade levels/teachers who need additional training and supports.

Data provides feedback on when to implement school wide incentives.
A Strong Tier 1 PBIS Program Starts With YOU!

- Share Your Vision & Expectations
- Communicate Expectations with all Stakeholders
- Continuous School Improvement Mindset
- Dedicated Member of the PBIS Team
- Developing a Common Language
- System for Teaching
- Data Driven Decision Making
- Creating a Positive School Culture
Are You Ready to Get Started?

Faculty Commitment
Questions?

• Follow me on Twitter for new incentives & innovative ideas throughout the school year @Melissa_Lime

• Reminder to visit the Padlet for lots of resources and practical examples to help you on your PBIS Journey.

• Visit the Freedom Crossing Academy website for more information: https://www-fca.stjohns.k12.fl.us/
Please Complete this Session’s Evaluation

10/27/22

1E – Understanding the PBIS Framework

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