Gettig Started with PBIS: A11 & B12
PBIS Leadership Forum: Chicago, IL

A11 & B12: Getting Started with School-Wide PBIS
Key Words: PBIS Foundations, Teams, Training

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A Multi-Tiered System of Supports

Big Picture

• CONTEXT: Student success is directly linked to predictable learning and teaching environments that are safe, respectful, constructive, predictable and considerate of ALL

• OBJECTIVE: Describe the value of tiered systems of support in prevention, support and response efforts to build an effective school-wide plan that meets the needs of all learners

Team Expectations: COPE

Be Collaborative
• Actively participate in discussions and planned events
• Share expertise to build capacity of all
• Gain consensus on next steps

Be Organized
• Arrive to meetings on time
• Maintain electronic copies of team products
• Keep implementation schedule handy

Be Proactive
• Use data and stakeholder feedback to plan implementation
• Monitor team dynamics to ensure all members are engaged
• Do your assigned task before the next team meeting

Be Efficient
• Stay on-task
• Monitor time limits for meetings and events
• Complete assigned tasks and support others to do the same
Why Invest in Schools, Classrooms and Climate?

Schools Face Difficult Challenges
- Multiple expectations
  - Academic accomplishment, social competence, safety
- Students arrive to school with widely differing understandings of what is socially acceptable
- Students and their families facing a range of complex issues
  - Poverty, mental health, substance use and/or abuse, etc.
- Traditional “get tough” and “zero tolerance” approaches have proven ineffective
- Individual student interventions are effective but can’t meet the need
- Teachers leave the profession due to (1) behavior problems and (2) lack of support from administration to address student behaviors
- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning
- Lack of discipline is viewed as one of the most serious challenges facing public schools

Common Responses to Problem Behavior
- Exclusion and Punishment
  - Both are ineffective at producing long-term reduction in problem behavior
  - Exposure to exclusionary discipline associated with higher rates of school dropout and not shown to improve school outcomes
- Punishment (without a proactive support system) associated with increases in:
  - Aggression
  - Vandalism
  - Truancy
  - Dropping Out
- Hardening schools to “prevent” violence
  - Students and staff in schools that employ hi-tech security measures experience higher levels of fear
  - No gains have yet been found in student safety through target-hardening
  - Educators must also focus on building school environments characterized by mutual trust, active listening, respect for student voices and expression, cooperativeness, and caring relationships with and among students (Walker, 2019; Warnick & Kapa, 2019).
Multiple Initiatives without Planning is Counterproductive, Ineffective and...

Feeling overwhelmed?

What can we do?

How are your schools shaping your students’
learning experiences?
• social, emotional, and cognitive development?
• behavior?
• readiness for college, careers, and citizenship?

What do your schools say about your:
• values and views of learning?
• teaching?
• children?
• educators?
• the role of the community in schools?

We can transform our learning environments so that students learn better, teachers teach more effectively, and schools become spaces to intentionally develop the whole child!

“We shape our buildings; thereafter they shape us.”

Winston Churchill
What do you value? What do you want to accomplish or build? What skills/resources are needed to achieve your goals? What’s your vision for your school?

Our Students Need...

- Cognitive Abilities
- Social-Behavioral Competence
- Emotional Well-Being

Are your students?

Qualities Needed to Develop

- Initiative
- Integrity
- An inquiring mind
- Self-knowledge
- Interpersonal skills
- Ability to feel

What qualities do we want to encourage in OUR children as they grow toward adulthood?

With discipline, the needed perspective shift

“What’s wrong with you?”

“What happened to you and how can we help?”

New Approach to Discipline

- Address students’ comprehensive needs through the shared responsibility of students, families, schools, and communities
- Ensures that each student is healthy, safe, engaged, supported, and challenged
- Sets the standard for comprehensive, sustainable school improvement and provides for long-term student success

Beyond our school building, the ways we set up classrooms and cafeterias, use school buildings after the bell, create learning opportunities outside the classroom, and display student work in halls and on walls speak volumes about our learning cultures

CLIMATE!
How Do We Do This?

- Need a **vision** for what you want your children to become
- Need a **foundation** that provides a safe and orderly environment that is conducive to learning
- Need to provide **access** to opportunities to build skills
- Need **data** to guide problem-solving
- Need to understand that **well-being** is essential to success!
- Need a **diverse team-based approach**
- Need to be willing to do things differently!

Establish a Social Culture and Positive Climate

PBIS Definitions and Features

Traditional Discipline versus PBIS

Goals of PBIS

MTSS Framework

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MTSS Framework
Aligning All Your Practices to Your Outcomes

Random Acts of Improvement
Focused Improvement

MTSS as a Framework
Without a Framework
With a Framework

Mission
Vision
Values
Goals

The Four Essential Elements
...serve as the core of the implementation process for improving and integrating the data, systems and practices to positively impact student outcomes...

PBIS is the Multi-“Tiered” Behavioral Framework
- Cannot “fix” every student one at a time
- Critical role of a strong core at Tier 1
- Decision rules for who gets what, when, why, and how long
- Matched, and timely supports based on student and teacher needs
- Problem-solving never stops until students no longer need interventions
- Special education is not a PLACE...set of specialized instructions that fit in ALL tiers
- All based in the prevention logic

Core Features of PBIS

Leadership Team Implementation & Coordination
- A multi-disciplinary leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan

PBIS Foundational Systems

Tier 1
- A multidisciplinary leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan

Tier 2
- An intervention team with a coordinator
- Behavioral expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance

Tier 3
- Fidelity and outcome data are collected

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PBIS: Things to Know

- Intervention of choice in federal legislation
  - More evidence supports PBIS than any other behavior-related program or initiative
- Represents a different way of supporting student behavior
- Provides a framework for integrating ALL behavior supports related to behavior, attendance, climate, mental health, and social-emotional learning
- PBIS is not fully implemented until it is culturally responsive

The 10 Critical Elements of Tier 1 PBIS as measured by the Benchmarks of Quality (2010)

Why PBIS?

U.S. Schools Using PBIS
August 2019

27,294 Schools Using PBIS
30% of all U.S. Schools
15,284,640 Students

Schools Reporting PBIS Fidelity
August 2019

Schools Implementing Tier 1 PBIS with Fidelity
August 2019

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Stages of Implementation  
https://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation  

2-5 years  

Prepare Educators and Leaders to Solve Problems Effectively and Collaboratively with Meaningful Data that Result in Action Steps!  

Team-based Readiness for PBIS & Implementation  

pbis-practices_Vision-Values.png  

How can you support your school and classrooms in the implementation of these recommended best practices?  

1) Prevent misbehavior through early intervention  
2) Create conditions for positive classroom behavior  
3) Promote the social-emotional well-being of students and teachers  
4) Enhance supports for higher-needs students  

Tier I Practices: Universal/Core Features - all  
Establishes the foundation for delivering regular, proactive support and preventing unwanted behaviors by clearly defining expected behaviors for ALL  

1) Procedures for teaching & practicing expected behaviors across all settings  
2) Procedures for encouraging expected behaviors  
3) Procedures for discouraging problem behaviors  
4) Procedures for data-based decision making  
5) Family Awareness and Involvement
Evidence-based Classroom PBIS Practices

- Maximize structure in the classroom
- Post, teach, review & reinforce expectations & classroom rules
- Actively engage students
- Establish a continuum of strategies to acknowledge appropriate behavior
- Establish a continuum of strategies to respond to inappropriate behavior

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Tier II Practices: small targeted group

- An efficient and effective way to identify at-risk students with an informal assessment process to match intervention to student need
- 1) Increased instruction and practice with self-regulation and social skills
- 2) Increased adult supervision
- 3) Increased opportunities for positive reinforcement
- 4) Increased pre-corrections
- 5) Increased focus on possible function of problem behaviors
- 6) Increased access to academic supports

Tier III Practices: individualized support

- When students have "intensive" needs driven by Functional Behavioral Assessment (i.e., intensive problem solving) with connections to Mental Health and Community Agencies
- 1) Function-based assessments
- 2) Wraparound supports
- 3) Cultural and contextual fit

Planning for Prevention and Effective Supports with PBIS

- "What if we don’t change at all ... and something magical just happens?"

Systematic Planning Needs to Occur

- What are our CHALLENGES/NEEDS?
- What are our STRENGTHS/RESOURCES?
- What do you want/need to KNOW?
  - To what extent are students meeting expectations?
    - Academically? Behaviorally? Emotionally?
  - To what extent are we implementing PBIS with fidelity?
  - What is our capacity to implement successfully?
  - How much do our stakeholders buy-in to implementing PBIS?
- What are our GOALS?
  - 5-Year, 3-Year, 1-Year, Next Steps

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Managing Complex Change

Change
Confusion
Anxiety
Resistance
Frustration
False Starts

Adapted from Knoester, T.

Steps for Getting Started

1) Establish Leadership Team Membership with Identified Roles
2) Identify Vision and Develop Brief Statement of Purpose
3) Complete a PBIS Fidelity Tool (e.g., TFI or BoQ)
4) Identify Specific Goals and Objectives based on Vision and Results
5) Identify Positive School-Wide Behavioral Expectations
6) Develop Procedures for Teaching SW Behavioral Expectations
7) Develop Procedures for Classroom-Wide Behavioral Expectations
8) Develop Continuum of Procedures for Encouraging Behavioral Expectations
9) Develop Continuum of Procedures for Discouraging Behavioral Expectations
10) Develop Data-based Procedures for Monitoring Implementation of SWPBIS
11) Develop Systems to Support Staff
12) Develop Systems to Increase Family Engagement and Community Partnerships
13) Build Routines to Ensure Ongoing Implementation Across the School Year

Reflection Prior to Action Planning

- Who controls the resources necessary for my/our success?
- Who do I/we need to recruit to help?
- What do I/we need to get strong and stay strong while working towards creating what is desired?
- What knowledge and skills are needed?
- What relationships need to be maintained?
- What is my/our biggest barrier to taking the next step?
- Who and How will they support me/us in the next step?

Getting Started!

Based on Your Data, Build the System to Support the Practices to Achieve the Outcomes

- Training
- Coaching
- Evaluation
- Local Implementation Demonstrations
- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Capacity
1) Establish Leadership Team Membership with Identified Roles

Team member roles:
- PBIS Coach or Facilitator
- Team Leader
- Administrator
- Behavior ‘expert’
- Data Specialist
- Recorder
- Timekeeper
- Communications
- “Snack Master”
- Student Voice
- Parent/Community Voice

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

2) Identify Vision and Develop Brief Statement of Purpose

Characteristics of Effective Teams:

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!

3) Complete a PBIS Fidelity Tool (e.g., TFI or BoQ)
Benchmarks of Quality (BoQ)

- 53 items addressing areas of:
  - Faculty commitment
  - Effective procedures for dealing with discipline
  - Data entry and analysis plan established
  - Expectations and rules developed
  - Reward/recognition program established
  - Lesson plans for teaching
  - Implementation plan
  - Classroom Evaluation

Purpose of the School-wide PBIS Tiered Fidelity Inventory

- The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.
  - Tier I (Universal PBIS)
  - Whole School Universal Prevention
  - Tier II (Targeted PBIS)
  - Secondary, Small Group Prevention
  - Tier III (Intensive PBIS)
  - Tertiary, Individual Support Prevention

4) Identify Specific Goals and Objectives based on Vision & Results

- Do the goals align with your vision?

Baseline Benchmarks of Quality (BoQ) – Determining Next Steps

Develop & Implement Discipline Procedures
Develop lesson plans

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5) Identify Positive School-Wide Behavioral Expectations

6) Develop Procedures for Teaching School-Wide Expectations

- Expectations & behavioral skills are taught & recognized in natural context

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7) Develop Procedures for Classroom-Wide Expectations

8) Develop Continuum of Procedures for Encouraging Expectations

9) Develop Continuum of Procedures for Discouraging Expectations

PBIS is Positive

A hierarchy of explicit recognition strategies supports all students, including those with intensive needs.
10) Develop Data-based Procedures for Monitoring SWPBIS Implementation

Drilling Down into your Data for an Accurate Problem ID

11) Develop Systems to Support Staff

PBIS is Relationship-based

12) Develop Systems to Increase Family and Community Engagement

Supports for Educators: Sharing Data with Families

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Communities can have expectations too!

Communities and parents can benefit from reminders of the vision, purpose and the behavioral expectations!

In sum, when schools implement PBIS, they...

- Regularly check the effectiveness of their practices - NO ONE IS EXEMPT!
- Pull from a continuum of evidence-based interventions to support student needs – MTSS is content neutral!
- Develop content expertise through coaching and on-going professional development
- Rely on teams to guide implementation - Leadership COMMITS AND DOES THE WORK TOGETHER!
- Implement universal screening practices
- Use data to monitor student progress - Prevention is key yet people need to know how to respond to behaviors
- Include community members and families to create culturally-relevant practices

13) Build Routines to Ensure Ongoing Implementation

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

Some Resources

APBS.org

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