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@HeatherPGeorge

A Multi-Tiered System of Supports
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
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 |
National PBIS Center Funded since 1997!

CONTINUATION OF THE OSEP TA-CENTER ON PBIS

2018-2023

THANK YOU

NEW CO-DIRECTORS:
Kent McIntosh     Brandi Simonsen     Tim Lewis     Heather George
Maximize positive outcomes for students.

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier. The FLPBIS Project offers training and technical assistance, including evaluation resources, to develop systems that sustain a practical, positive and proactive PBIS framework...
Why Invest in Schools, Classrooms and Climate?
WHO SAYS TEACHING IS STRESSFUL?

I'M 39, AND I FEEL GREAT!
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
NIGEL FAILS THE "ATTITUDE" TEST...

KISS MY FACE
GET OUT OF MY HAND
TALK TO THE ASS
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?
Teachers Not Always Implementing District-Adopted Best Practices

A closer look at the adoption of some common approaches to managing disruptions and building student self-regulation skills paints a similar picture. While all districts reported employing PBIS, only about 57% of their teachers reported using PBIS practices frequently in their work. Given that the success of PBIS is predicated on consistency across classrooms, this significantly undermines the effectiveness of the approach.

Similarly, virtually every district reported using at least one dedicated social-emotional learning curriculum. However, only about a quarter of teachers use the curricula in their classes.

Wait and See?

Get Tough?

Train and Hope?

What can we do?
"We shape our buildings; thereafter they shape us."

Winston Churchill
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!
• 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?
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?
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?”

WI Department of Public Instruction Trauma-Sensitive Schools Resources: http://sspw.dpi.wi.gov/sspwmhtrauma
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!
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
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

Common Vision/Values
Common Language
Common Experience
Quality Leadership

EFFECTIVE ORGANIZATIONS

Common Experience
Common Vision/Values

Southside ISD Cardinals are Safe Respectful Responsible
Be a Cardinal!
PBIS Definitions and Features
Traditional Discipline versus PBIS

**Traditional Discipline:**
- Undesirable behavior is *expected to stop through the use of punishment*
  - Waits for the problem behavior to happen
  - Appropriate alternative behavior may or may not be addressed
  - May actually reinforce the problem behavior
  - Removes students with frequent problems

**Positive Behavior Support:**
- Undesirable behavior is *reduced by:*
  - Altering environments to prevent common problems
  - Teaching appropriate skills
  - Rewarding appropriate behavior
  - Systematically using data to identify appropriate supports for students
Goals of PBIS

1. Build effective, **positive school environments** which increases school safety

2. **Improve academic and behavioral outcomes** for all students

3. Prevent and/or reduce problem behaviors using a **collaborative, assessment-based** approach for developing effective instruction and interventions

4. **Teach and reinforce** appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes across a **multi-tiered system of supports**
MTSS Framework

• A “framework” – NOT a program or curriculum!
• Data-driven Decision-Making
• “Whole Child” - Integrated focus

• MTSS is not one more thing to do...
  – Start with what you are already doing...and ask...
  – Are you happy with your outcomes?
  – MTSS provides the guidance on how to problem-solve and systemically align practices with improved outcomes
MTSS Framework
Aligning All Your Practices to Your Outcomes

Random Acts of Improvement

Focused Improvement

Mission
Vision
Values
Goals

Adapted from Figure 2.1 from Data Analysis for Continuous School Improvement
MTSS as a Framework

Without a Framework

With a Framework
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
- Continuous Progress Monitoring
- Content Expertise and Fluency
- Universal & Comprehensive Screening
- Continuum of Evidence-based Interventions
- Cultural & Contextual Relevance
- Implementation Fidelity
- Data Based Decision Making
PBIS Foundational Systems

**Tier 1**
- An established 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**
- A multi-disciplinary team
- Behavior support expertise
- Formal fidelity and outcome data are collected
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)

1. **Teaming**
   - A team is established with a clear mission and purpose, has administrator support and meets at least monthly.

2. **Faculty Commitment**
   - Faculty are regularly informed on behavioral data and is involved with establishing goals. Feedback from faculty is obtained regularly by the RHI team.

3. **Effective Discipline Procedures**
   - The school has a discipline process with clearly defined problem behaviors and appropriate minor/major forms are used by faculty.

4. **Data Entry/Analysis**
   - BASIS is used to collect data. The data is analyzed by the RHI team monthly and shared with faculty.

5. **Rules & Expectations**
   - 3-5 positively stated expectations that apply to students and staff are posted around the school. 3-5 rules are posted for specific locations and are linked to expectations.

6. **Reward Programs**
   - A system of rewards is in place for students and staff and are linked to the school-wide expectations and rules. Ratios of positive to negative feedback are high.

7. **Teaching Behavior**
   - A behavioral curriculum is developed for teaching expectations and rules. Lesson plans are comprehensive and include a variety of teaching strategies.

8. **Implementation Plan**
   - An implementation plan is developed for teaching and training staff on response to intervention: behavior at the Tier 1 level.

9. **Classroom Systems**
   - Classroom rules, routines and procedures are linked to school-wide expectations and are taught and implemented with fidelity.

10. **Evaluations**
    - Students and staff can identify expectations and rules. Data outcomes are documented and used to evaluate the plan regularly.
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

The diagram shows the number of schools reporting PBIS fidelity from 2000 to 2018. The number of schools reporting has increased significantly over the years, with a steady upward trend.
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 (Bartable, Kittelman, McIntosh, & Haselton, 2015; Bradshaw et al., 2012)

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)

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)

School-Wide Positive Behavior Interventions and Supports
SUMMARY

- Keep a strong team.
- Use your fidelity of implementation data to improve your systems.
- Use your school discipline data.
- Implement PBIS in the classroom.

Four Tips for Sustaining PBIS

https://pbisapps.wistia.com/medias/uhkgj8pf29
Discipline Rates by Implementation Level Across Years

Average 35% fewer ODRs across years

Average 46% fewer days of OSS across years
If 1000 Office Discipline Referrals (ODRs) (average of 45 minutes each) are Reduced by 35%...

15,750 minutes, 262.5 hours, or 43.75 school days (avg 6 hours/day) of Instructional Minutes are Regained

If Administrators take avg 10 minutes/ODR, they regained 3500 minutes, 58 hours, or 9.72 days (avg 6 hours/day)
This district has a “healthy core” across most schools.
School Climate Survey Data

- A small percentage of elementary students reported experiencing bullying incidents frequently (7%) or every day (4%)

- 20% of secondary students reported having seriously considered self-harm within the past 12 months

However, what do the students have to say about the climate across those schools?
Stages of Implementation

https://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation
Prepare Educators and Leaders to Solve Problems Effectively and Collaboratively with Meaningful Data that Result in Action Steps!

The problem is not the problem.

The problem is your attitude about the problem.

-Captain Jack Sparrow
Team-based Readiness for PBIS & Implementation

- Team
- Data-based Action Plan
- Agreements
- Evaluation "Check"
- Implementation "Do"
- READINESS
- IMPLEMENTATION

State, District, School, Students, Staff, Principal, Superintendent

All Staff, Students, Administrators

= Coaching
PBIS Practices

“Be Firm about the Values & Science; Be Flexible about the Practices.”

Rob Horner, PBIS Leadership Forum 2018
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?”
When thinking about your students, classrooms, schools...

What do FEW need?

What do SOME need?

What do ALL need?
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
Managing Complex Change

- Vision + Skills + Incentives + Resources + Action Plan = Change
- Vision + Skills + Incentives + Resources + Action Plan = Confusion
- Vision + Skills + Incentives + Resources + Action Plan = Anxiety
- Vision + Skills + Incentives + Resources + Action Plan = Resistance
- Vision + Skills + Incentives + Resources + Action Plan = Frustration
- Vision + Skills + Incentives + Resources + Action Plan = False Starts

Adapted from Knoster, T.
Leading, Teaming, Coaching... YOU ARE ALL CHANGE AGENTS!

Todos somos el cambio!
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!

Supporting Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making

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

Getting Started!
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

### Team Responsibilities & Roles

#### Regular activities

<table>
<thead>
<tr>
<th>Role/Member Name</th>
<th>Before Meeting</th>
<th>During Meeting</th>
<th>After Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Administrator</strong></td>
<td>• Encourage and support team efforts</td>
<td>• Align and actively participate</td>
<td>• Allocate resources for PBIS planning and implementation</td>
</tr>
<tr>
<td></td>
<td>• Communicate PBIS to stakeholders</td>
<td>• Support Team Leader in keeping members on-task and meeting moving forward</td>
<td>• Communicate PBIS to all stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Ensure meeting dates/times are on master calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Point of Contact</strong></td>
<td>• Gather district information from DC relevant to PBIS and behavior</td>
<td>• Share district information</td>
<td>• Share meeting information with DC</td>
</tr>
<tr>
<td><strong>Content Knowledge Expert</strong></td>
<td>• Access/provide area of expertise</td>
<td>• Share pertinent information based on area of expertise</td>
<td>• Complete assigned tasks</td>
</tr>
<tr>
<td><strong>Data Entry &amp; Retrieval</strong></td>
<td>• Access and graph data from district system or RDB database</td>
<td>• Facilitate meeting</td>
<td>• Enter data into district system or RDB and PBIS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitate meeting</td>
<td>• Share data highlights with stakeholders</td>
</tr>
<tr>
<td><strong>Facilitator</strong></td>
<td>• Select input from team</td>
<td>• Facilitate meeting</td>
<td>• Contact Content knowledge experts regarding areas of concern discussed</td>
</tr>
<tr>
<td></td>
<td>• Prepare agenda using feedback to prioritize items</td>
<td>• Keep members on task</td>
<td>• Support “experts” with next meeting preparations, as needed</td>
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<tr>
<td></td>
<td>• Distribute agenda in advance</td>
<td>• Resolve conflict constructively</td>
<td></td>
</tr>
<tr>
<td><strong>Recorder</strong></td>
<td>• Provide meeting minutes to facilitator</td>
<td>• Gain consensus on next steps</td>
<td>• Distribute minutes to team</td>
</tr>
<tr>
<td></td>
<td>• Distribute meeting updates</td>
<td></td>
<td>• Maintain electronic copies of team products</td>
</tr>
<tr>
<td><strong>Snack Master</strong></td>
<td>• Ensure snacks for meeting</td>
<td>• Take notes</td>
<td></td>
</tr>
<tr>
<td><strong>Stakeholder Voice</strong></td>
<td>• Convene stakeholders to voice their perspectives</td>
<td>• Transcribe member responses</td>
<td>• Gather “leftovers”</td>
</tr>
<tr>
<td><strong>Timekeeper</strong></td>
<td>• Review time slots on agenda</td>
<td>• Monitor time of each agenda item</td>
<td>• Complete assigned tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Keep members aware of time limits using established signal</td>
<td></td>
</tr>
<tr>
<td><strong>All Members</strong></td>
<td>• Preview agenda</td>
<td>• Follow meeting norms</td>
<td>• Complete assigned tasks</td>
</tr>
<tr>
<td></td>
<td>• Bring ideas to address concerns</td>
<td>• Provide input</td>
<td>• Model &amp; coach PBIS practices to all stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Be prepared for action planning</td>
<td>• Remain on-task and engaged</td>
<td></td>
</tr>
</tbody>
</table>
2) Identify **Vision** and Develop Brief Statement of Purpose
Characteristics of Effective Teams: 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!
3) Complete a PBIS Fidelity Tool (e.g., TFI or BoQ)
Benchmarks of Quality (BoQ)

https://www.pbis.org/resource-type/assessments
Measuring School-wide Positive Behavior Support Implementation:

Development and Validation of the Benchmarks of Quality

Rachel Cohen, Don Kincaid, Karen Elfner Childs
University of South Florida

Abstract: School-wide positive behavior support (SWPBS) has been implemented in more than 4,000 schools as a means of addressing problem behavior in a systemic fashion. Preliminary outcomes (e.g., office discipline referrals, suspensions) indicate the effectiveness of SWPBS in decreasing school-wide behavior problems and creating a positive school climate. Although the results of a majority of the program evaluations yielded significant findings, there has been a lack of measurement of treatment fidelity, possibly due to the absence of expedient, effective assessment tools. This article describes the theoretical background and development, including a qualitative phase study and psychometric properties, of the School-wide Benchmarks of Quality (BoQ: Kincaid, Childs, & George, 2008), a tool intended to measure the implementation of SWPBS. Descriptive data on the instrument, including internal consistency, test-retest reliability, interrater reliability, and concurrent validity, were collected and analyzed. Results indicate that the BoQ for SWPBS is a reliable, valid, efficient, and useful instrument for measuring the fidelity of implementation of the primary or universal level of PBS application in individual schools. Future considerations for evaluating the psychometric properties of the BoQ include expanding the data collection and analysis to many more schools across multiple states.
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
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

Come to consensus on expectations & rules
Survey staff: get input & support
Tiered Fidelity Inventory (TFI)

Subscale Reports

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<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
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<tr>
<td>Time 6</td>
<td>89</td>
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<td>44</td>
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</tbody>
</table>

Sub-subscale and Item Reports

- **Sub-subscale**
  - **Tier I**
    - Teams
    - Implementation
    - Evaluation
  - **Tier II**
    - Teams
    - Interventions
    - Evaluation
  - **Tier III**
    - Teams
    - Resources
    - Assessment
    - Support plan
    - Monitoring and adaptation

- **Item Report**
Tier 1 Action Planning

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

https://www.livebinders.com/play/play?id=2278508
5) Identify Positive School-Wide Behavioral Expectations
Develop Procedures for Teaching School-Wide Expectations

Expectations & behavioral skills are taught & recognized in natural context
<table>
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<th>Teaching Matrix</th>
<th>SETTING</th>
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<tr>
<td><strong>Expectations</strong></td>
<td><strong>All</strong></td>
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</table>
# Behavioral Expectations

**Incorporate Social Emotional Learning Competencies**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Individual work</th>
<th>Lunch</th>
<th>Group activities</th>
<th>Changing activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be ready</td>
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<tr>
<td>Be responsible</td>
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<tr>
<td>Be respectful</td>
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1. **Expectations**

2. **Natural Context (Locations)**

3. **Rules or Specific Behaviors**

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McDowell Institute (September, 2018)

7) Develop Procedures for Classroom-Wide Expectations
Classrooms

https://www.pbis.org/topics/classroom-pbis
8) Develop Continuum of Procedures for Encouraging Expectations
9) Develop Continuum of Procedures for Discouraging Expectations

Martin County Schools: Hidden Oaks MS
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

WHERE: CLASSROOM

Readings Block

WHEN

CLASSROOM LARGE GROUP INSTRUCTION
Referrals by MOTIVATION, 9:00-11:30

To Avoid the Activity

If Tier 1/core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?
11) Develop Systems to Support Staff

PLC Norms
We will model Respect, Kindness, Responsibility, Teamwork, and Integrity
We will maintain a Positive Perspective that will reflect a Positive Attitude
We will Support one another
We will Maintain the highest level of Professionalism
We will be Attentive at all times

Staff Survey & School-wide Data
What is the problem?

Now based on data, what is the most significant problem behavior?

What Worked?

PBS Updates and Reminders

Getting Started!
PBIS is Relationship-based
12) Develop Systems to Increase Family and Community Engagement

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**Help Out**

- **Home:** Make your bed, clothes in hamper
- **Community:** Have your backpack, lunch, notes, keys
- **School:** Do your chores, play quietly
- **Other:** Clean up after yourself, put your things in your backpack when finished
- **Mealtimes:** Set the table, put dishes away
- **Everyday:** Brush your teeth, dirty clothes away

**Own Your Behavior**

- **Get up on time:** Be ready to leave on time
- **Get cleaned up and dressed on time:** Clean up after yourself
- **Ask before you borrow:** Ask to change stations
- **Recognize mistakes and apologies:** Complete your homework on time
- **Get to bed on time:** Do your best!

**Manners Count**

- **Try a morning smile:** "Thanks for the ride"
- **Thank your parents for helping:** "Have a nice day"
- **Ask politely for help:** Ask for help respectfully
- **Respect others things:** Ask for help respectfully
- **Everyday:** "Thanks for the help"
Supports for Educators: Sharing Data with Families

TIPS FOR ADMINISTRATORS, TEACHERS, AND FAMILIES: HOW TO SHARE DATA EFFECTIVELY

1. Use discretion.
2. Make data accessible, understandable, and actionable.
3. Provide training so that teachers are prepared to discuss data.
4. Give families the opportunity to learn more.
5. Recognize that each family is different.

Use the following resources for more information:

- [http://www.floridarti.org/reveal/glossary/glossary.htm](http://www.floridarti.org/reveal/glossary/glossary.htm)
Communities can have expectations too!

Communities and parents can benefit from reminders of the vision, purpose and the behavioral expectations!
13) Build Routines to Ensure Ongoing Implementation

### September – October

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<td><em>Monthly meeting: data collection and analysis</em></td>
<td><em>Update Action Plan</em></td>
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<tr>
<td><em>Build &amp; TFI</em></td>
<td><em>Test results feedback and plan</em></td>
<td><em>Contact parents and staff</em></td>
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https://www.livebinders.com/play/play?id=2278508#anchor

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Getting Started!
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
Some Resources
Welcome to the Association for Positive Behavior Support (APBS) Website.

APBS: What's new?

NEW! APBS Interactive Tutorial: Individualized Positive Behavior Support, Dr. Meme Hieneman

Positive behavior support is now being implemented in a variety of places including schools, early childhood, mental health, and child welfare settings, and in organizations that provide services to adults with developmental disabilities. Individuals of all ages can benefit from positive behavior support from the very young to old age. To learn more about positive behavior support, select the button below that best fits the community that you represent.

- Community Agencies
- Early Childhood
- Families
- Higher Education
- Schools and Districts
- Statewide Leadership
APBS.org

THE ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

Mission

“Enhance the quality of life of people across the life-span by promoting evidence-based and effective positive behavior support to realize socially valid and equitable outcomes for people, families, schools, agencies, and communities.”

APBS Networks

Find an APBS Network consisting of like-minded professionals, practitioners, and family members in your region or a network corresponding to your area of PBS practice. APBS Networks span the globe, from the U.S.A and Canada, to Europe, Asia, and Australia.

Conference

APBS’ International Conference on Positive Behavior Support features over 150 oral presentations, posters, pre-conference and skill-building workshops highlighting empirical findings, assessment and intervention methods, current topics, and other aspects of Positive Behavior Support (PBS).

Webinars

APBS’ Live Webinar Series features experts in Positive Behavior Support presenting in a collaborative online environment. Registration for webinars is free for APBS Members, who have access to video recordings of past webinars in the members’ section.
Save the dates, March 11-14, 2020 for the...

The Expanding World of PBS: Science, Values, and Vision

Miami, FL
Hyatt Regency Miami

For more information, visit: www.apbs.org.conference

Skill-Building Workshops on:
March 11 and 14, 2020

REGISTRATION NOW OPEN!!!
State PBIS Projects

https://www.pbis.org/about/pbis-state-coordinators
Maximize positive outcomes for students.

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier. The FLPBIS Project offers training and technical assistance, including evaluation resources, to develop systems that sustain a practical, positive and proactive PBIS framework.

flpbis.org
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- 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 the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

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