A11 & B12: Getting Started with School-Wide PBIS

Key Words: PBIS Foundations, Teams, Training

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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!

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

whyatt
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

% of districts reporting using PBIS

100%

% of teachers using PBIS practices frequently or very frequently

57%

% of districts implementing an SEL curriculum

93%

% of teachers using an SEL curriculum in their classes

25%

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.

What can we do?

Wait and See?

Get Tough?

Train and Hope?
"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/sspw_mhtrauma
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

Southside ISD Cardinals are Safe Respectful Responsible Be a Cardinal!

PBIS Positive Behavioral Interventions & Supports
USF University of South Florida College of Behavioral & Community Sciences
Florida PBIS Florida’s Positive Behavioral Interventions & Support Project
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

PBIS, USF, Florida PBIS Logos
MTSS Framework
Aligning All Your Practices to Your Outcomes

Random Acts of Improvement

Focused Improvement

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

Without a Framework

With a Framework

School Team

Data based problem solving

Effective interventions

Coaching

School Leadership

Implementation

PBIS
Positive Behavioral Interventions & Supports

USF
UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

Florida’s Positive Behavioral Interventions & Support Project
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
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)

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaming</td>
<td>A team is established with a clear mission and purpose. An administrator and at least one faculty member support and meet at least monthly.</td>
</tr>
<tr>
<td>2. Faculty Commitment</td>
<td>Faculty are regularly informed on behavioral data and are involved with establishing goals. Feedback from faculty is obtained regularly by the PBIS team.</td>
</tr>
<tr>
<td>3. Effective Discipline Procedures</td>
<td>The school has a discipline process with clearly defined problem behaviors and appropriate minor/major forms are used by faculty.</td>
</tr>
<tr>
<td>4. Data Entry/Analysis</td>
<td>BASIS is used to collect data. The data is analyzed by the PBIS team monthly and shared with faculty.</td>
</tr>
<tr>
<td>5. Rules &amp; Expectations</td>
<td>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.</td>
</tr>
<tr>
<td>6. Reward Programs</td>
<td>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.</td>
</tr>
<tr>
<td>7. Teaching Behavior</td>
<td>A behavioral curriculum is developed for teaching expectations and rules. Lesson plans are comprehensive and include a variety of teaching strategies.</td>
</tr>
<tr>
<td>8. Implementation Plan</td>
<td>An implementation plan is developed for teaching and training staff on response to intervention. Behavior at the Tier 1 level is appropriate.</td>
</tr>
<tr>
<td>9. Classroom Systems</td>
<td>Classroom rules, routines, and procedures are linked to school-wide expectations and are taught and implemented with fidelity.</td>
</tr>
<tr>
<td>10. Evaluations</td>
<td>Students and staff can identify expectations and rules. Data outcomes are documented and used to evaluate the plan regularly.</td>
</tr>
</tbody>
</table>
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 Implementing Tier 1 PBIS with Fidelity

August 2019
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, & Haseltine, 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

www.flpbis.org
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)

pbismaryland.org/costbenefit.xls
This district has a “healthy core” across most schools.
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
- Agreements
- Data-based Action Plan "Plan"
- Implementation "Do"
- Implementation "Check"
- Evaluation "Check"

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

PBIS

Science
practices that work

Values
practices that impact quality of life

Vision
practices are doable, durable and available
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
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...
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

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

SYSTEMS
DATA
PRACTICES
OUTCOMES

PBIS Positive Behavioral Interventions & Supports
USF University of South Florida
Florida’s Positive Behavioral Interventions & Support Project
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
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**

* Mission Statement
  * Nuestra Misión
    * Somos un equipo
    * Hacemos nuestro mejor esfuerzo
    * Nos respetamos
    * Aprendemos de nuestros errores
    * Celebramos los éxitos de cada uno.
  * La clase de la Sra. Holguín

* Southwest Purpose
  * Connect people to what's important in their lives through friendly, reliable, and low-cost air travel.
  * What is important to you?

* Exemplary behavior begets exemplary performance.

* "If you are working on something exciting that you really care about, you don't have to be pushed. The vision pulls you." - Steve Jobs
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
District Practices Associated With Successful SWPBIS Implementation

Heather Peshak George, PhD, Karen Elfner Cox, MA, Devon Minch, PhD, and Therese Sandomierski, PhD

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 (SWPBIS) 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 SWPBIS 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 pilot study and psychometric properties, of the School-wide Benchmarks of Quality (BoQ: Kincaid, Childs, & George, 2005), a tool intended to measure the implementation of SWPBIS. Descriptive data on the instrument, including inter-rater consistency, test-retest reliability, interrater reliability, and concurrent validity, were collected and analyzed. Results indicate that the BoQ for SWPBIS 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 extending the data collection and analysis to many more schools across multiple states.

A Model for Statewide Evaluation of a Universal Positive Behavior Support Initiative

Karen Elfner Childs, Don Kincaid, and Heather Peshak George
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
Technical Adequacy of the SWPBIS Tiered Fidelity Inventory

Kent McIntosh, PhD, Michelle M. Massar, MEd, Robert F. Algozzine, PhD, Heather Peshak George, PhD, Robert H. Horner, PhD, Timothy J. Lewis, PhD, and Jessica Swain-Bradway, PhD
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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**Benchmark of Quality Score per Critical Element Category**

- Survey staff: get input & support
- Come to consensus on expectations & rules
- [Graph showing benchmark scores per critical element category]
Tiered Fidelity Inventory (TFI)

Subscale Reports

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

PBIS Action Planning Template

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Action</th>
<th>By Whom</th>
<th>By When</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Organizational Climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Expectations & behavioral skills are taught & recognized in natural context
# Teaching Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
<td>Be on task.</td>
<td>Have a plan.</td>
<td>Eat all your food.</td>
<td>Study, read, compute.</td>
<td>Watch for your stop.</td>
<td></td>
</tr>
<tr>
<td>Respect Help/share with others.</td>
<td>Walk to right.</td>
<td>Share equipment.</td>
<td>Practice good manners.</td>
<td>Listen/watch. Use appropriate applause.</td>
<td>Use your feet. Sit appropriately.</td>
<td></td>
</tr>
</tbody>
</table>

1. **Social Skill**

2. **Natural Contexts**

3. **Behavior Examples**
### Behavioral Expectations

**Incorporate Social Emotional Learning Competencies**

**Three Bees (Elementary School Example)**

<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><strong>Be ready</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be respectful</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. **Expectations**

2. **Context (Locations)**

3. **Rules or Specific Behaviors**

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*McDowell Institute (September, 2018)*

# Develop Procedures for Classroom-Wide Expectations

### Classroom Routines

<table>
<thead>
<tr>
<th>Rules</th>
<th>Group Work</th>
<th>Desk Work</th>
<th>Quizzes and Tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
<td>Offer Ideas</td>
<td>Sit with feet on the floor</td>
<td>Study for all assessments</td>
<td>Get all supplies for the day</td>
<td>Check on homework</td>
</tr>
<tr>
<td></td>
<td>Complete all tasks</td>
<td>Get up and stretch if necessary</td>
<td>Review the day's assignments</td>
<td>Lock belongings in locker</td>
<td>Back necessary materials</td>
</tr>
<tr>
<td>Respect Others</td>
<td>Complainant others’ Ideas</td>
<td>Work silently</td>
<td>Keep eyes on your own paper</td>
<td>Keep phone off and in bag</td>
<td>Let others sit with you</td>
</tr>
<tr>
<td></td>
<td>Listen and make eye contact</td>
<td>Read quickly if finished ahead of others</td>
<td>Study with others</td>
<td>Move out of the way quickly in the hall</td>
<td>Have those in</td>
</tr>
</tbody>
</table>
Classrooms

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

Getting Started!
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.

Artist Ludacris at Poinciana HS (Osceola Co.)
10) Develop Data-based Procedures for Monitoring SWPBIS Implementation

**Monthly Referral Rate**

- August: 0.3
- September: 1.37
- October: 2.39
- November: 1.98
- December: 1.4
- January
- February

**This Year's Core Report**

School Year 2013-14, Majors only

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

**Getting Started!**
Drilling Down into your Data for an Accurate Problem ID

To Avoid the Activity

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

What are the most significant problem behaviors on campus?

What is the problem?

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

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.

What Worked?

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

**Getting Started!**

<table>
<thead>
<tr>
<th>HELP OUT</th>
<th>HOME</th>
<th>COMMUNITY</th>
<th>SCHOOL</th>
<th>WITH FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong></td>
<td>Make your bed</td>
<td>Have your backpack, lunch, notes, keys</td>
<td>Do your chores</td>
<td>Play quietly</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Get up on time</td>
<td>Be ready to leave on time</td>
<td>Clean up after yourself</td>
<td>Ask before you borrow</td>
</tr>
<tr>
<td><strong>V</strong></td>
<td>Respect your parents</td>
<td>Thank your parents for helping</td>
<td>&quot;Thanks for the ride&quot;</td>
<td>Ask politely for help</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Try a morning SMILE!</td>
<td>&quot;Have a nice day&quot;</td>
<td>&quot;Thanks for the ride&quot;</td>
<td>Ask politely for help</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>Every day</td>
<td>Every day</td>
<td>Every day</td>
<td>Every day</td>
</tr>
</tbody>
</table>

**Wisconsin P3 Network**

- Rhonda Davis, Michelle Brehm, Kent Smith (ed.). Beginning to Examine Universal Practice Through a Culturally Responsive Practices Lens. [www.wisconsinp3network.org](http://www.wisconsinp3network.org) (search = "equity")
Supports for Educators: Sharing Data with Families

TIPS FOR ADMINISTRATORS, TEACHERS, AND FAMILIES:

HOW TO SHARE DATA EFFECTIVELY

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

Harvard Family Research Project

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

- **Data Review**: Monthly team meeting to review attendance data and academic progress for all students.
- **PBS Planning**: Weekly meetings to discuss students' behavior and academic needs.
- **Implementation**: Daily check-ins with students to address any concerns.
- **Family/Community**: Parent meetings to discuss student progress.

November – December

- **Data Review**: Monthly team meeting to review outcomes and progress.
- **PBS Planning**: Plan for new strategies to address behavior issues.
- **Implementation**: Weekly check-ins with students.
- **Family/Community**: Parent meetings to discuss student progress.

January – February

- **Data Review**: Monthly team meeting to review outcomes and progress.
- **PBS Planning**: Plan for re-teaching strategies.
- **Implementation**: Weekly check-ins with students.
- **Family/Community**: Parent meetings to discuss student progress.

March – April

- **Data Review**: Monthly team meeting to review outcomes and progress.
- **PBS Planning**: Plan for new strategies to address behavior issues.
- **Implementation**: Weekly check-ins with students.
- **Family/Community**: Parent meetings to discuss student progress.

April

- **Data Review**: Monthly team meeting to review outcomes and progress.
- **PBS Planning**: Plan for new strategies to address behavior issues.
- **Implementation**: Weekly check-ins with students.
- **Family/Community**: Parent meetings to discuss student progress.

May – June

- **Data Review**: Monthly team meeting to review outcomes and progress.
- **PBS Planning**: Plan for new strategies to address behavior issues.
- **Implementation**: Weekly check-ins with students.
- **Family/Community**: Parent meetings to discuss student progress.

https://www.livebinders.com/play/play?id=2278508#anchor
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
- Higher Education
- Early Childhood
- Schools and Districts
- Families
- 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...

**17th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT**

**The Expanding World of PBS:**

**SCIENCE, VALUES, AND VISION**

**Miami, FL**

Hyatt Regency Miami

For more information, visit: [www.apbs.org.conference](http://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...
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

3) **QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.
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