Building District Capacity to Systematically Improve Outcomes for All

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@HeatherPGeorge

A Multi-Tiered System of Supports

PBIS Leadership Forum: Chicago, IL October 4, 2018
Overview

• What have we accomplished over the last 20 years?
• What’s next?
• How does this impact you?
Implementation Networks
Welcome to the Association for Positive Behavior Support (APBS) Website.

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.
Number of Schools Using PBIS by State/Territory
as of July 2018

Over 26,000 schools!
PBIS State Leaders’ Network
Implementation Framework
On a “scale of social importance” (Horner, Sugai, & Fixsen, 2017, p. 25)

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making
Resources
PBIS.org

2018 Leadership Forum Registration is now open!

Featured Content: Lessons Learned on PBIS in High Schools
Featured New Pages: FAQs about PBIS / Using Data for Classroom Support / FWPBIS Resources

Implementing PBIS in over 25911 schools and counting!

What’s New & Upcoming Events
List of new postings and current information about PBIS events.

Find new postings and events

Blueprints / Briefs / Tools
Documents and tools to support implementation, professional development, and evaluation of PBIS.

Find guidance for implementation

Behavior Related Policy
Information for PBIS related policies. Government announcements and documents are listed.

Find policy information for PBIS

School Climate Transformation
Current information about PBIS for School Climate Transformation Grant awardees.

Find more information

State / District Resources
Current information about state and district implementation of PBIS.

Find more information

Videos for Training
Videos from conference presentations, celebrations, and other training/dissemination events.

Find a video
www.pbisapps.org
Evaluation Measures

https://www.pbis.org/evaluation/evaluation-tools
State Evaluation Reports

https://www.pbis.org/evaluation/evaluation-examples
**PBIS: Celebrating Positive & Safe Learning Environments**

*October 4 - 5, 2018 | Hilton Chicago, Chicago, IL*

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**Initial through Advanced Implementation**

<table>
<thead>
<tr>
<th>PBIS Foundations</th>
<th>Classroom</th>
<th>Mental Health Integration</th>
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<tr>
<td>Tier II Systems &amp; Practices</td>
<td>Tier III Systems &amp; Practices</td>
<td>Equity</td>
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<tr>
<td>Applied Evaluation</td>
<td>Juvenile Justice</td>
<td>Special Topics</td>
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*Early childhood, elementary, middle, high schools, juvenile justice, alternative education settings, mental health facilities*
Addressing Disproportionality and Increasing Equity

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Examples of Engaging Instruction to Increase Equity in Education

The Pyramid Equity Project: Promoting Social Emotional Competence and Addressing Disproportionate Discipline in Early Childhood Programs

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

https://www.pbis.org/school/equity-pbis
Climate

Technical Brief
School Climate: Academic Achievement and Social Behavior Competence
Center for Positive Behavioral Interventions and Supports
September 14, 2016

1. What is the purpose of this technical brief on school climate?

The purpose of this technical brief is to provide an operational and applied overview of school climate that can guide decisions related to policy, professional development, and practice and systems implementation at the classroom, school, district, and state levels.

2. What does ESSA require for SEA plan indicators?

The Every Student Succeeds Act (ESSA), signed into law on December 10, 2015, reauthorized the Elementary and Secondary Education Act of 1965 and provided Federal funds to improve elementary and secondary education in the Nation's public schools. Title I of ESSA, under Title I, Part A, sets requirements for Title I, Part A, and provides grants to states for improving educational services to students, and Title I, Part A, provides grants to states for improving educational services to students. The Every Student Succeeds Act (ESSA) is the latest legislative change to improve educational opportunities in this area.

https://www.pbis.org/training/technical-guide
Bully Prevention, Social Emotional Competencies 

and Getting Back to School After Disruptions

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

By Brieann O. Biller, Rhonda N.T. Nee, Anne K. Tarnaitzovich, Robert H. Homer, Brett W. Ross

Teaching Social-Emotional Competencies within a PBIS Framework

Sue B. Bezold, Mid-Atlantic PBIS Network
Lucille Bendix, Midwest PBIS Network
Karen McDonald, University of Oregon
Robby Frey, Midwest PBIS Network
Natalie Jones, University of South Florida

It goes without saying that students need to feel safe and have supportive relationships for their social, emotional, and academic learning to be optimized. Students experiencing trauma, such as from recent weather disasters or other upstream events, may have been exposed to unpredictable schedules, inconsistent expectation, or food insecurity and desperately need school to be their safer, most predictable, and most positive setting, especially if they have been displaced or are otherwise underserved or have other challenges.

Multi-tiered Systems of Supports (MTSS), such as PBIS, are ideal frameworks for implementing strategies to support students coming back to school and to prevent and address further challenges. This approach focuses on providing the whole school environment to help the most students be successful and providing continued support for those who need it.

Teaching social-emotional competencies within a PBIS framework can support systemic, school-wide implementation through one system, rather than trying to improve student outcomes through isolated, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies.

https://www.pbis.org/school/bully-prevention

https://www.pbis.org/training/technical-guide
High Schools, TIPS and Alignment & Integration

Lessons Learned on Implementation of PBIS in High Schools

Current Trends and Future Directions

EDITORS
K. Brigid Flannery
Patricia Hembledt
Jennifer Freeman

https://www.pbis.org/newevents

https://www.pbis.org/training/tips

Introduction

As a demand grows to implement PBIS (Positive Behavioral Interventions & Supports) statewide and school districts will be treating PBIS, the increased focus on school climate, social behavior health, school safety and the impact of an integrated whole school approach on academic outcomes. In many districts and schools, educators are faced with the challenge of making PBIS, current, and evolves around different innovations, initiatives, programs or practices at the same time. In many districts, a new approach to promote social-emotional learning (SEL), PBIS, mental health, bullying & violence prevention, restorative practices, and trauma-informed care to name a few, are being concurrently implemented and/or competing. The process of developing, implementing, and managing policies, and practices, and/or existing policies may actually be in conflict with each other philosophically, creating confusion and resistance among teachers and practitioners.

Due to the complexity of implementing several initiatives at once or adopting new ones in the context of existing practices, the implementation system of a district or school must be organized in a manner that is highly efficient, effective, and efficient. Easing challenges and efficiency requires heightened awareness on knowing what is being implemented across the system and the effective alignment and coordination of the systems that support the implementations including behavior support, evaluation systems, and professional development. Districts can turn programs or initiatives into positives that can be implemented via technical assistance (TA) providers or technical assistance providers (TAPs).

https://www.pbis.org/training/technical-guide
School Mental Health, Family Engagement and Juvenile Justice/Alternative Settings

https://www.pbis.org/school/school-mental-health

https://www.pbis.org/family/family-engagement

https://www.pbis.org/community/juvenile-justice/fwpbis-resources

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

National Technical Assistance Center on Positive Behavioral Interventions and Supports

Resources for Facility-wide PBIS Implementation in Juvenile Corrections and Residential Settings/Facilities From Adoption Consideration to Initial Implementation to Sustained Implementation

Kristine Jollivette, Ph.D.
University of Alabama

Ship Keane, M.A.
University of Illinois – Chicago

As more and more secure and non-secure juvenile facilities and residential settings (e.g., therapeutic hospitals, shelter care, group homes, psychiatric facilities, children and youth residential settings, etc.) serve youth with and without disabilities in a 24 hour/7 day a week delivery model, it is critical that the positive behavioral interventions and supports (PBIS) framework to address youth behavioral needs has become imperative that we share what we know, what we have learned (e.g., lessons learned), and what works within and across the juvenile and residential communities. Within these settings, the framework is typically referred to as facility-wide PBIS (F-W PBIS) as the framework is applied during all treatment and programming hours and activities and implemented by all staff with all youth across all residential environments. Taking the lead from the more positive and residential facility staff and teams we work with across the country who ask for resources for their names and staff, we have organized this PBIS resource list by these resources addressing all sites, Tier I, Tier II, Tier III, tools, subcats, journal special issues, endowment/professional development, and voices from the field in alphabetical order. When possible, the link to the resource was provided. For the resources without a direct link, we suggest using with tools (e.g., university libraries, subscriptions, etc.) to locate the resource. The full citations are provided so that this may occur. We have provided a brief overview of each resource to assist with the resource list’s usage. We realize that this list may be exhaustive but it will most provide and residential agency facilities are multiple directions to identify supports for their facility-wide adoption and implementation goals. We will update this comprehensive resource list on a yearly basis.
Graduate Certificates Available

UCONN UNIVERSITY OF CONNECTICUT

1865 THE UNIVERSITY OF MAINE

College of Education University of Missouri

PORTLAND STATE UNIVERSITY

GEORGIA SOUTHERN UNIVERSITY

NAU NORTHERN ARIZONA UNIVERSITY

PBIS Positive Behavioral Interventions & Supports

USF UNIVERSITY OF SOUTH FLORIDA

NC STATE UNIVERSITY

WEBSTER UNIVERSITY

Florida’s Positive Behavioral Interventions & Support Project
I'm back from training.

I got a big binder.

The training is already forgotten, but the binder will last forever.

A living monument to temporary knowledge!
Schools by State Adopting PBIS, Reporting Tier 1 Fidelity and At Criterion as of July 2018

- Implementing PBIS
- Reporting Tier 1 Fidelity
- Met Tier 1 Fidelity Criterion
Strong Evidence-base
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 (Barnable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)

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)

Improved Teacher Outcomes

- Perception of teacher efficacy (Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)
- School organizational health and school climate (Bradshaw, Kath, Bevans, & Leaf, 2008; Bradshaw, Kath, Thornton, & Leaf, 2009)
- Perception of school safety (Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports
What’s Next?
Expand and Enhance the PBIS Framework

• Rural, urban, and suburban
• Implement, integrate and align a range of EBPs and systems to support ALL
• Examine critical issues affecting our schools, students and families
  ▪ school violence
  ▪ illegal use of drugs
  ▪ discipline disproportionality
• Improve behavior supports at the advanced tiers
• Improve the social and academic outcomes for students with disabilities
• Enhance school climate and school safety
• Improve conditions for learning to promote the well-being of ALL students

adhere to the multi-tiered prevention framework!
How does this impact you?
Building District-Level Capacity for Positive Behavior Support

Heather Peshak George
Don K. Kincaid

University of South Florida, Tampa Bay
The LEA is the key implementation unit!
Readiness – Get prepared!

• District Readiness Checklist
  • District Leadership Team Formation
  • Resource Mapping
  • Outcome Goal Setting
  • Implementation Planning

• School Readiness Checklist
  • School Commitment Form
  • Baseline Data

“What if we don’t change at all ... and something magical just happens?”
District Readiness

District Readiness Checklist

1. Following training, the district will provide a letter from the Superintendent to participating school principals on the importance of data collection need for daily use of their district system, and encourage team members to participate in ongoing professional learning opportunities. Attach a copy of the letter.

Training

1. The implementation of PBIS training and technical assistance will address the following outcomes:
   1. 
   2. 
   3. 

2. Tier 1: The district has identified schools they would like to participate in PBIS Tier 2 training during the next year. List names of possible schools:
   School
   School
   School
   School

   3. The district has identified the number of 3-day Tier 1 trainings needed during the next year. Description of 3-day Tier 1 trainings:

   School
   School
   School
   School

4. Tier 2: The district has identified the number of schools they would like to participate in PBIS Tier 2 training during the next year. Names of possible schools:

   School
   School
   School
   School

   5. The district has identified the number of 2-day Tier 2 trainings needed for the following school year. Description of 2-day Tier 2 trainings:

   School
   School
   School
   School

Tier 3: Supplementary district-level procedures for Tier 2 and Tier 3 training and support

3. School districts must be identified during the ongoing implementation and support. Schools that are identified will be notified by the district.

4. The district will plan for follow-up training sessions and should be scheduled after the training. Schools that are identified will be notified by the district.

5. Eligible schools should identify Tier 1 trainings they will attend. The training must be completed by 12/20.

6. Schools with insufficient information or unsatisfactory scores from the Florida Department of Education (FDOE) or the FDOE’s PBIS School Performance Index (SPI) must meet a minimum score of 50% or a SPI score of 3.5 on the PBIS SPI.

7. Tier 1 school technical assistance and training

   - Develop a Tier 1 district leadership team

   - The Tier 1 district leadership will participate in the Tier 1 training plan and include the following:
     - Technical assistance needs
     - The district will plan for follow-up training sessions
     - Schools that are identified will be notified by the district.

   - The evaluation of Tier 1 district training will be conducted by the FDOE.

   - Tier 2 school technical assistance

   - The FDOE will conduct a Tier 2 school technical assistance needs assessment.

   - The FDOE will conduct an interview with the district’s Tier 3 district leadership team.

   - The district will participate in the Tier 3 training plan and include the following:
     - Technical assistance needs
     - The district will plan for follow-up training sessions
     - Schools that are identified will be notified by the district.

   - The evaluation of Tier 2 district training will be conducted by the FDOE.

   - Tier 3 school technical assistance

   - The FDOE will conduct a Tier 3 school technical assistance needs assessment.

   - The FDOE will conduct an interview with the district’s Tier 3 district leadership team.

   - The district will participate in the Tier 3 training plan and include the following:
     - Technical assistance needs
     - The district will plan for follow-up training sessions
     - Schools that are identified will be notified by the district.

   - The evaluation of Tier 3 district training will be conducted by the FDOE.

8. District’s PBIS action plan:

   - The district’s PBIS action plan includes:
     - Tier 1 training needs
     - Tier 2 training needs
     - Tier 3 training needs
     - Technical assistance needs
     - The district will plan for follow-up training sessions
     - Schools that are identified will be notified by the district.

   - The evaluation of Tier 3 district training will be conducted by the FDOE.

9. The district’s PBIS action plan includes:

   - Tier 1 training needs
   - Tier 2 training needs
   - Tier 3 training needs
   - Technical assistance needs
   - The district will plan for follow-up training sessions
   - Schools that are identified will be notified by the district.
### District Resource Mapping Activity

**Multi-Tiered Systems of Support**

**How is PBIS Included in...**

**What system is currently being used?**
- to what extent?
  - by school

**Inclusion of PBIS**
- strength
- limit

**District Policies**

**Are there district-wide policies?**
- if so, what are they?

**What are the procedures?**
(Frequency, tools, policies, etc.)

**Requirements for paper process?**

**Additional Notes:**

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**Directions:**
1. Circle or highlight the initiatives/programs currently being used.
2. Indicate if the program is an initiative or program.
3. Indicate the name of the person/department responsible for supporting the initiative/program.
4. Indicate the data source used to examine if the initiative/program is working.

The list below is intended to guide districts in identifying programs/initiatives currently in place:

**Assumptions:** The list below is intended to guide districts in identifying programs/initiatives currently in place. (Data source: Florida’s Positive Behavioral Interventions & Support Project)

<table>
<thead>
<tr>
<th>Initiative/Program</th>
<th>(Init)</th>
<th>Currently Using</th>
<th>Support Person/Department</th>
<th>How do you know it’s working? (data source)</th>
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<td>PBIS</td>
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**Rev:** 3.16.2018

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**PBIS Florida’s Positive Behavioral Interventions & Support Project**
District Resource Mapping

Tier III
- Tough Kid
- Treatment Referral
- Full service schools

Tier II
- Check In/Check Out
- Meaningful Work
- Restorative Justice
- Psychosocial Assessment
- Group and Individual Counseling
- Student Options for Success
- Night-time Program

Tier I
- Foundations Teams
- Code of Student Conduct
- CHAMPS Classroom Management
- Peer Mediation
- Comprehensive Health Education
- Zeroing in on Prevention
- Second Step: A Violence Prevention Program
<table>
<thead>
<tr>
<th>Resource Mapping, Alignment, &amp; Capacity Development</th>
<th>DATA</th>
<th>PRACTICES</th>
<th>SYSTEMS</th>
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- What information do we have?
- What practices do we have/need?
- What systems do we have/need?
What is your team’s vision?
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
Planning Can Be Messy!
PBIS Mission: To improve school climate in Georgia schools and communities through the Positive Behavioral Interventions and Supports (PBIS) framework.

Establishing Positive Learning Environments for ALL students.

Goal 1: Leadership Capacity – expand the infrastructure to lead and support tiered PBIS implementation

- **Obj. 1.1:** Develop organizational chart that reflects leadership and implementation functions.
  - Activities: Expand membership, identify family and community leaders, delineate roles and functions, use implementation science to establish common ways of work, link to current ESSA and State Strategic Plan to shape new policy to support effort including revising roles of conduct.

- **Obj. 1.2:** Increase capacity across all levels of implementation (state, region, district, school, communities, families, and youth).
  - Activities: Identify key stakeholders at each level of implementation (including mental health), determine needs of staff, customize training and coaching effort to needs.

- **Obj. 1.3:** Increase capacity within GaDOE divisions.
  - Activities: Identify key partners within DOE and strategic connections, contributions and supports to other GaDOE initiatives.

- **Obj. 1.4:** Increase capacity across all child serving agencies.
  - Activities: Identify leaders, engage in common efforts, use Multi-Tiered Systems of Support (MTSS) core components to guide all work (e.g., mental wellness).

- **Obj. 1.5:** Monitor School Climate and PBIS Implementation Levels.
  - Activities: Engage DLTs through the DIP process.

Goal 2: Workforce Capacity and Wellness

- **Obj. 2.1:** (SMART): Develop Scope and Sequence and content based on need to identify tier 1 (school and administrative tiers).
  - Activities: Establish content modules and coach the Tiers Fidelity Inventory (TFI); develop and administer master training/supplier calendar.

- **Obj. 2.2:** (SMART): Develop approach to deliver content across levels of implementation (state, district, school).
  - Activities: Establish readiness criteria, develop detailed training plans for school based teams, agree on posting and session standards, sort districts and schools by need (highly and mental wellness tracks).

- **Obj. 2.3:** Diversify early Learning training cadre.
  - Activities: Recruit trainers from Department of Early Care of Learning (DECAL) and Regional Education Service Agencies (RESA) to build depth of content and promote common approach to Professional Development.

- **Obj. 2.4:** Increase collaboration with colleges and universities related to teacher/leader prep and continuing education.
  - Activities: Review and update teacher and admin certification requirements – use this to support SCS to update coursework.

Goal 3: Coaching Capacity

- **Obj. 3.1:** Develop Coaching and TA model with partners from child serving agencies to resource map current ways schools get coaching support, use data to determine effectiveness, ensure equity, districts and schools (including teachers) receive equitable supports.
  - Activities: Explore other state coaching models to build scope and sequence and data collection frameworks.

- **Obj. 3.2:** Develop coaching scope and sequence and content.
  - Activities: Explore other state coaching models to build scope and sequence and data collection frameworks.

- **Obj. 3.3:** Develop executive coaching capacity by training and supporting District Coordinators and Administrators.
  - Activities: TBD

- **Obj. 3.4:** Monitor GaDOE Staff Survey and staff attendance data to inform coaching support.
  - Activities: Implement coaching supports towards full PBIS implementation in the classroom setting.

- **Obj. 3.5:** Monitor data to inform coaching capacity.
  - Activities: Conduct annual needs assessment, develop self-assessment tools to determine support for SCS and DOE.
Not in attendance: Monica R., Isabel R., Barbara C., Tony V.
Established Vision/Mission with Clear District Expectations at the District Level
## School Readiness

### Tier 2 PBIS: MTSS Training Readiness Checklist

<table>
<thead>
<tr>
<th>Completed</th>
<th>Items to Complete Prior to Tier 2 Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1. Tier 2 team has completed the online Tier 2 Readiness Module: Advisory Connect <a href="http://advisoryconnect.com/sec2mod1/">http://advisoryconnect.com/sec2mod1/</a> (Log in using your school's PBIS username and password). This module provides your team with the information necessary to complete the rest of the Readiness Checklist.</td>
</tr>
<tr>
<td>No</td>
<td>2. Your team will bring a fully-charged laptop with the ability to access school-wide data or a copy of your behavioral data.</td>
</tr>
<tr>
<td>Yes</td>
<td>3. Following the readiness module guidelines, a Tier 2 Team has been identified and fits within the PBIS MTSS structure of your school.</td>
</tr>
<tr>
<td>No</td>
<td>Administrator - Allocates resources</td>
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<tr>
<td></td>
<td>Communicator/D Liaison between Tiers</td>
</tr>
<tr>
<td></td>
<td>Skilled with behavior</td>
</tr>
<tr>
<td></td>
<td>Skilled with accessing and using data</td>
</tr>
<tr>
<td>Yes</td>
<td>4. Your PBS Team has completed a BVG and/or PIC, the coach has scored it, and submitted it to the PBS Project.</td>
</tr>
<tr>
<td>No</td>
<td>Box Score Date Completed</td>
</tr>
<tr>
<td></td>
<td>PIC Score Date Completed</td>
</tr>
<tr>
<td></td>
<td><em>Add the first 28 items on the PIC. The score should be 289.</em></td>
</tr>
<tr>
<td>Yes</td>
<td>5. Tier 2 behavioral interventions are already in place at your school? (If YES, check all that apply):</td>
</tr>
<tr>
<td>No</td>
<td>□ Check-in/Check-out or Behavior Education Program</td>
</tr>
<tr>
<td></td>
<td>□ Monitoring</td>
</tr>
<tr>
<td></td>
<td>□ Social skills groups (Skillstreaming, LEAP, etc.)</td>
</tr>
<tr>
<td></td>
<td>□ Conflict resolution, problem-solving groups (Second Step, I can Problem-Solve, PBIS, etc.)</td>
</tr>
<tr>
<td></td>
<td>□ Anger management programs</td>
</tr>
<tr>
<td></td>
<td>□ Support groups</td>
</tr>
<tr>
<td></td>
<td>□ Classroom-level interventions (CHAMPS, etc.)</td>
</tr>
<tr>
<td></td>
<td>□ Others (List)</td>
</tr>
</tbody>
</table>

Please bring a comprehensive list of your school's current Tier 2 interventions.

My signature indicates the information above is accurate to the best of my knowledge. I will attend the entire Tier 2 training with the above listed Tier 2 Team members. I understand that my team will not be eligible for training if these requirements are not met by the day of the training.

**Tier 2 Point of Contact**

**Date**

Submit this completed, signed form to your PBIS District Coordinator a minimum of 2 weeks prior to your scheduled training date.
No One is Exempt from Evaluation!

To what extent:

1) did we perform the activities and generate the desired outcomes within the established timeframe?

2) was our approach effective at building implementation capacity of PBIS with high fidelity and with sustainability?

3) did our approach result in valued outcomes for ALL stakeholders?

4) do stakeholders view our products/services useful and high quality?
A Model for Statewide Evaluation of a Universal Positive Behavior Support Initiative

Karen Elfner Childs, Don Kincaid, and Heather Peshak George
Florida’s PBIS Project’s Service Delivery & Evaluation Model

(adapted from Childs, Kincaid & George, 2010)
Why didn't I think of this earlier?

What is it that makes some districts more successful than others?
District Practices Associated With Successful SWPBIS Implementation

Heather Peshak George, PhD, Karen Elfner Cox, MA, Devon Minch, PhD, and Therese Sandomierski, PhD
Identifying High Performing Districts

Implementation Fidelity: At least 80% of schools reported BoQ scores
• for at least 80% of the years since being initially trained by the FLPBIS:MTSS Project
• of 70% or higher for at least 80% of the years since being initially trained by the FLPBIS:MTSS Project
• of 70% or higher during the current school year (2013-2014)

AND Student Outcomes:
• At least 80% of schools had no more than a 15% increase in OSS or ODR rates between SY 12-13 and 13-14
• More than:
  • 75% were equal to or less than the median ODRs per 100 students for their school type; and
  • 50% were in the lowest quartile of ODRs per 100 students for their school type; and
  • 75% were equal to or less than the mean OSS per 100 students for their school type
What Does the Research Say About Highly Successful Districts?

George, Cox, Minch & Sandomierski (2018)

1) District Coordinator
2) Coaches
3) District Teaming
4) District Team Activities
5) Leadership and Buy-In Support
6) District Data Infrastructure
7) Direct Support to Schools
8) Communication

Of 33 districts with sufficient data to be included, 6 districts met two each of high implementing and student outcome criteria for intensive interviews.
LEADERSHIP TEAMING

Executive Functions

Stakeholder Support
Funding
Policy & Systems Alignment
Workforce Capacity

Implementation Functions

Training
Coaching
Evaluation & Performance Feedback
Behavioral Expertise

Local Implementation Demonstrations
Blueprint Alignment and Identified Themes

**Blueprint Elements**
- Leadership Team
- Funding
- Visibility/Dissemination
- Political Support
- Policy/Systems Alignment
- Personnel Readiness
- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise
- Local Implementation Demonstrations

**Current Study’s Themes**
- District Coordinator
- District Teaming
- District Team Activities
- Direct Support to Schools
- Coaches
- District Data Infrastructure
- Leadership Buy-in/Support
- Communication
#1: District Coordinator

Considered the lead contact between a state project and a local school team that oversees all PBIS activities

- Interpersonal characteristics, change agents’ communication styles and relational trust (e.g., Hall & Hord, 2015, Leithwood & Azah, 2017)
  - Passionate, knowledgeable, previous administrative experience, relationships with critical staff and district leaders

Personal attributes are key to successful implementation
#2: Coaches

Additional technical support to schools and district teams by facilitating collaborative team-based problem-solving to enhance implementation

- Training!
- Technical assistance on individualized, embedded and alternative supports
- Clearly articulated roles & responsibilities
- Important to have give-and-take communication with site-based coaches and district team = input valued!

Effective PD needed for coaches
What content is provided?

- MTSS Content Knowledge Dissemination
  - PBIS
  - Behavior Principles
  - Data-Driven Decision-Making
  - Implementation Fidelity

- Facilitated Leadership & Support
  - Interpersonal Communication
  - Effective Communication
  - Collaborative Teaching
  - Family and Community Engagement (PACE)
  - Professional Development
    - Training
    - Practice-based Coaching
    - Technical Assistance

- Problem-Solving Facilitation
  - Problem Solving
    - Problem ID
    - Problem Analysis
    - Intervention Design & Action Planning
    - Evaluation

Who is receiving/delivering the content?

[Image of a group of people]
District-Level Coaching

District Resources

The resources below are intended for district-level personnel supporting schools with planning, professional development, and implementation. For additional assistance, contact your FLPBIS technical assistance specialist.

1. District Coordinator Supports
   Materials for DC development & support
   By: USFPBS_Org  Entertainment

2. District-Level Planning Resources
   These materials are for district leaders in PBIS who are responsible for preparing for Yearly Planning Meetings (YPMs), or redesigning district supports so schools can implement multi-tiered PBIS systems with greater ease and fidelity.
   By: USFPBS_Org  Education

3. Supporting Implementation Across Schools
   Resources aligned to the implementation blueprint: Visibility, Political Support, Funding, etc.
   By: USFPBS_Org  Education

4. Coaching Meeting Templates
   Resources for district-led coaching meetings, including adaptable powerpoints with notes, usable templates, and links to websites.
   By: USF.PBIS  Education

5. Readiness Procedures
   The FLPBIS Project uses readiness procedures so that team members arrive at their session with the necessary background knowledge, materials, and support to make their training productive and successful.
   By: USFPBS_Org  Education

6. District-Provided Booster Trainings
   Some districts have developed their own capacity to provide booster trainings to school teams. The FLPBIS Project offers standard materials that can be used by our District Coordinators and/or Certified Trainers so that teams receive current and accurate information.

http://flpbis.cbcs.usf.edu/coaching/district.html
#3: District Teaming

A diverse range of stakeholders that have the authority to influence the district PBIS activities

- PBIS/MTSS integration – alignment of policies and practices to support MTSS implementation across all content areas
- Collaborative and integrated teaming, planning and data-based problem-solving
- Integrated teaming structures are essential

Multiway partnerships focused on practices and outcomes is the way of work
District PBIS Leadership Team

Attends Yearly Implementation Planning (YIP) meeting

Coordinates scheduled events with the State Project

Identifies:
- outcome and implementation goals
- the measures used to collect data and evaluate effectiveness
- and evaluates school/district based Coaches
- specific schools and district personnel participating

Supports and Engages:
- coaching activities
- school teams implementing PBIS
- progress monitoring of discipline and academic data
- use of PBIS Evaluation Tools
- active communication across stakeholders
#4: District Team Activities

Ongoing action planning, communication with community stakeholders, and monitoring and reporting implementation data

- Securing funding, building and maintaining political support, showcasing and recognizing excellence, ensuring broad visibility
- Importance of district accountability for school-based implementation

Set high expectations and provide follow-through and support for meeting those expectations
#5: Leadership and Buy-In Support

District- and school-level leadership are critical for the successful implementation of innovations

- value of leaders who made their start in schools implementing SWPBIS, and then rose through the ranks to district-level leadership

The process of leadership development highlights the role of institutional knowledge within districts as an important strategy for supporting SWPBIS implementation.
#6: District Data Infrastructure

Effective data systems related to behavior, discipline, and PBIS implementation as crucial to the district’s success

- Includes infrastructure, collaboration and communication
- Obtain input regarding the data system development and use from critical personnel
- Have a representative from the district’s data management system work alongside the DLT to ensure the data system addresses unique needs

Multiple layers in establishing an effective data infrastructure
#7: Direct Support to Schools

Consider what supports are needed by implementers for them to meet performance expectations

- First build own skill repertoire and receive ongoing supports from the state project to implement newly acquired skills directly to schools and coaches
- Train in an environment conducive to learning
- Use data to differentiate supports provided to schools

Access meaningful school data in order to appropriately allocate district resources


#8: Communication

Content of the message and the systems used to deliver it = infrastructure

- Establish consistency through a common language that is publicly communicated across stakeholders and across a variety of platforms
- Provide information on how PBIS:
  - aligns with other initiatives; and
  - is supported in existing strategic plans

Carefully plan priorities and method of communication across all stakeholders
Purpose: This document was designed to assist district leaders to identify practices proven to support and enhance PBIS implementation.

District Name: [Name]

**Critical Domains**

<table>
<thead>
<tr>
<th>Critical Domain</th>
<th>Guidelines for Best Practice</th>
<th>Possible Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership</td>
<td>Leadership team includes an individual with decision-making authority, broad representation (i.e., regular education and SPED), and meets more than once a year to address PBIS implementation (VIP or GOPI).</td>
<td>Distinct facilitated coaching meetings have meeting agendas based on data AND coaching meetings regularly include data sharing and/or problem-solving steps.</td>
</tr>
<tr>
<td>2. District Coordinator (DC)</td>
<td>DC or Co-DC has sufficient FTE to support PBIS and responsibility for coordination of PBIS activities are written into job description.</td>
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</tr>
<tr>
<td>3. Coordination</td>
<td>District facilitators work together to identify areas of the district budget where district initiatives can be funded.</td>
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</tr>
<tr>
<td>4. Coaching Framework Support</td>
<td>DC provides ongoing support in an effort to enhance school-level PBIS team coaching skills.</td>
<td>DC provides ongoing support in an effort to enhance school-level PBIS team coaching skills.</td>
</tr>
<tr>
<td>5. Coaching Technical Assistance and Professional Development</td>
<td>DC provides ongoing support in an effort to enhance school-level PBIS team coaching skills.</td>
<td>DC provides ongoing support in an effort to enhance school-level PBIS team coaching skills.</td>
</tr>
</tbody>
</table>

**Items 11 & 12 Training**

<table>
<thead>
<tr>
<th>Items 11 &amp; 12 Training</th>
<th>Guidelines for Best Practice</th>
<th>Possible Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. A high percentage of schools in the district have received Tier 1 training.</td>
<td>&gt; 50% of schools in the district have received Tier 1 training.</td>
<td>&gt; 50% of schools in the district have received Tier 1 training.</td>
</tr>
<tr>
<td>12. A high percentage of schools in the district have received Tier 2 training.</td>
<td>&gt; 50% of schools in the district have received Tier 2 training.</td>
<td>&gt; 50% of schools in the district have received Tier 2 training.</td>
</tr>
</tbody>
</table>

**Items 13-19 Implementation and Outcome Data**

<table>
<thead>
<tr>
<th>Items 13-19 Implementation and Outcome Data</th>
<th>Guidelines for Best Practice</th>
<th>Possible Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. A high percentage of active schools complete all required PBIS data.</td>
<td>&gt; 50% of active schools complete all required PBIS data.</td>
<td>&gt; 50% of active schools complete all required PBIS data.</td>
</tr>
<tr>
<td>14. A high percentage of schools are implementing Tier 1 with fidelity as measured by the benchmarks of quality (BoQ).</td>
<td>&gt; 75% of active schools complete all required PBIS data.</td>
<td>&gt; 75% of active schools complete all required PBIS data.</td>
</tr>
<tr>
<td>15. A high percentage of active schools complete all required PBIS data.</td>
<td>&gt; 50% of active schools complete all required PBIS data.</td>
<td>&gt; 50% of active schools complete all required PBIS data.</td>
</tr>
</tbody>
</table>

**Items 20-22 District Level Support**

<table>
<thead>
<tr>
<th>Items 20-22 District Level Support</th>
<th>Guidelines for Best Practice</th>
<th>Possible Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Identification by the Bureau of Exceptional Education and Student Services (BEES) for Early Childhood.</td>
<td>-</td>
<td>Identification by BEES for Early Childhood.</td>
</tr>
</tbody>
</table>

**Additional Resources**

Build District Capacity

Establish a bi-directional content rich coaching framework that is founded in problem-solving with clear communication across all.
No One is Exempt!

You keep using that word.

I do not think it means what you think it means.