A4 — Getting Started with PBIS

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Topic: School-Wide
Keywords: PBIS Foundations, Tier 1, Implementation

Expectations

<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>PBIS Goal</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a shared action plan for your team</td>
<td>Post polls on topic in chat</td>
<td>Follow up on assigned roles</td>
<td>Ask questions in Polls tab</td>
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<tr>
<td>Complete session evaluations</td>
<td>Use inclusive language</td>
<td>Engage in productive dialogue</td>
<td>Add questions to Polls tab or during session</td>
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<table>
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<tr>
<th>BE RESPECTFUL</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
<th>PHONE Tab</th>
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<tbody>
<tr>
<td>Follow up on assigned roles</td>
<td>Use inclusive language</td>
<td>Engage in productive dialogue</td>
<td>Send respectful comments</td>
</tr>
<tr>
<td>Be aware of your stress level</td>
<td>Use sincere phrasing</td>
<td>Complete additional polls when prompted</td>
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<thead>
<tr>
<th>BE SAFE</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
<th>PHONE Tab</th>
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<tbody>
<tr>
<td>Take movement breaks</td>
<td>Use inclusive language</td>
<td>Engage in productive dialogue</td>
<td>Ask solution-oriented questions</td>
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<tr>
<td>Be aware of your stress level</td>
<td>Use sincere phrasing</td>
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Tips for Participants
Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)
Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.

Tips for Participants
Navigating the Session Page

1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

Tips for Participants
Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.
2. Find the Q&A under Polls. Questions for presenters go there.
3. Some sessions have specific Polls or more Specific Questions. Complete those when prompted.

Tips for Participants
Be Careful of Accidently Navigating Away

While participating in a live session... Be Present!
- If you navigate away from the live session, you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

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Tips for Participants
Support is Available

If at any time you need support as a participant, use the Help Desk:

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?

Learning Objectives

- Identify and define PBIS
- Describe the rationale for implementing PBIS
- Identify the next steps in getting started in establishing a PBIS Tier 1 system in a school

How many of you work primarily...

- with students and their families?
- as school administrators?
- at the district level?
- at the state level?
- as a family member hoping to learn more about PBIS?
- Other?

How many of you are supporting schools...

- just starting their first full year of PBIS implementation?
- implementing PBIS for up to 5 years?
- implementing PBIS for up to 10 years?
- implementing PBIS for more than 10 years?
- ...well, I’m thinking about it and haven’t implemented PBIS
WHAT IS PBIS?

PBIS creates schools that support everyone for success, including SWDs!

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

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

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

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
• 10 Critical Elements define the Tier 1 system
  - PBIS is not fully implemented until it is culturally responsive
WHY PBIS?

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

WHY PBIS?

Common Responses to Problem Behavior

- Exclusion and Punishment
  - Both are ineffective at producing long-term reduction in problem behavior
  - 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 and dropping out
- Hardening schools to “prevent” violence
  - Students & staff experience higher levels of fear in schools with hi-tech security measures
  - No evidence that the money spent to “harden schools” will work

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

Multiple Initiatives without Planning is Counterproductive, Ineffective and…

Feeling overwhelmed?

Which of these are you experiencing?

A. “Difficult” challenges: (e.g. multiple expectations, students with complex issues, teacher turnover)
B. High rate/increasing rates of exclusionary practices & punishment
C. Practices used to “harden” schools to prevent violence
D. High rates of using traditional disciplinary practices
E. Multiple initiatives being implemented without collaborative planning
F. More than one of the above
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?

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!

Do the Math

pbismaryland.org/costbenefit.xls

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)

U.S. Schools Using PBIS
August 2019

27,294 Schools Using PBIS
30% of all U.S. Schools
15,264,640 Students

School-Wide Positive Behavior Interventions and Supports

Improved Student Outcomes
- academic performance
- social-emotional competence
- social & academic outcomes for SWD
- reduced bullying behavior
- decreased rates of student-reported drug/alcohol abuse

Reduced Exclusionary Discipline
- office discipline referrals
- restraint and seclusion

Improved Teacher Outcomes
- perception of teacher efficacy
- school organizational health and school climate
- perception of school safety

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Getting Started: Planning for Prevention and Effective Supports with PBIS

Strategic 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 districts/schools/students meeting expectations?
Academically? Behaviorally? Emotionally?
Are we effective at building implementation capacity of PBIS with high fidelity and with sustainability?
Is our approach resulting in valued outcomes for ALL stakeholders?
Do our stakeholders view our products/services useful and high-quality?

What are our GOALS?
5-Year, 3-Year, 1-Year, Next Steps

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., TI 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
Characteristics of Effective Teams: What’s needed to make this all work?  
基础
• 明确的目的
• 定义清晰的目标
• 建立规范和清晰的角色和职责
• 团队成员的多样技能

积极的环境
• 平衡的参与
• 开放和协作的沟通
• 积极的氛围和管理冲突
• 信任和合作的关系

过程
• 有效的决策
• 参与式领导

3) 完成PBIS质量工具（例如，TFI或BoQ）

2) 确定愿景和发展简短的声明目的

Stakeholders Need Ongoing PD and TA!

具体质量标准

http://www.pbis.org/resource-type/assessments

www.pbis.org

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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

Baseline Benchmarks of Quality (BoQ) – Determining Next Steps

Develop & Implement Discipline Procedures
Develop lesson plans

Tiered Fidelity Inventory (TFI)

Subscale Reports
Sub-scale and Item Reports

5-Year
3-Year
1-Year

Do the goals align with your vision?

Tier 1 Action Planning

Benchmarks of Quality (BoQ) –

5) Identify Positive School-Wide Behavioral Expectations

Getting Started!
6) Develop Procedures for Teaching School-Wide Expectations

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

7) Develop Procedures for Classroom-Wide Expectations

Supporting and Responding to Behavior

Resources for Classrooms

Getting Started!

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8) Develop Continuum of Procedures for Encouraging Expectations

9) Develop Continuum of Procedures for Discouraging Expectations

PBIS is Positive

10) Develop Data-based Procedures for Monitoring SWPBIS Implementation

Drilling Down into your Data for an Accurate Problem ID

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11) Develop Systems to Support Staff

Getting Started!

PBIS is Relationship-based

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

Communities can have expectations too!

13) Build Routines to Ensure Ongoing Implementation

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

✓ Regularly check the effectiveness of practices used – 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 WORKS 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

www.pbis.org

Resources to Implement Tier 1 PBIS Critical Elements in the Virtual Environment

www.pbis.org

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College and Career Readiness for Transition (CCR4T)
Measurement Study funded by the Institute of Educational Sciences that includes 5 domains of college and career readiness that map onto academic, social, and transition skills
Seeking school partners to:
- Field-test the online CCR4T as well as provide certain academic and behavioral school data in 2020-2021 and/or 2021-2022

Benefits:
- Online administration allows for use as a distance learning and/or re-entry tool to measure student perceptions
- The opportunity to provide direct feedback on the CCR4T data reports. Access to data will be provided to all school partners.
- A stipend of $5000 will be issued to school partners who can commit to both parts of the data collection in Fall semester 2020 (Oct-Dec)
- Visit [http://ccr4t.education.uconn.edu](http://ccr4t.education.uconn.edu)
- Questions? Email allison.lombardi@uconn.edu