PBIS Leadership Forum 2021
C2: Getting Started: Implementing Effective Practices

**Presenters**
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**Topic:** School-wide PBIS
**Keywords:** PBIS Foundations; Tier 1; Discipline

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**Virtual Forum Expectations**

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<th>Expectations</th>
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<th>Chat Tab</th>
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<tr>
<td>BE RESPONSIBLE</td>
<td>Use shared action plan for your team.</td>
<td>Participate in polls.</td>
<td>Ask questions in the Polls Tab.</td>
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<td>BE Kind</td>
<td>Limit distractions.</td>
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<td>Engage in productive dialogue.</td>
<td>Complete additional polls when prompted.</td>
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For Presenters

- Ensure Files Tab has current materials and related weblinks.
- Monitor and remove inappropriate comments.
- Identify common Qs to address in final 15 minutes.

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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 checkmark 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 panelists go there.
3. Some sessions have other Polls or Specific Questions. Complete those when prompted.

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**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
Tips for Participants
Support is Available

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

www.pbis.org

Norms for Getting Started Strand

• Please use the Chat Box to post questions and/or responses

• When posting, please first identify (1) your district name and/or location (state) and (2) your title/position (see examples below)
  – Pinellas County Schools – FL, Teacher: How many people should be on a team?
  – NY, Coach: What type of data should we collect?

• Please participate in polls (when prompted) in the session

• Two versions of handouts with embedded hyperlinks can be downloaded
  – (1) 6 slides per page AND (2) full page slides

Big Ideas

U.S. ED Recommendations on SEBMH

1. Prioritize wellness for each and every child, student, educator, and provider
2. Enhance mental health literacy and reduce stigma and other barriers to access
3. Implement a continuum of evidence-based prevention practices
4. Establish an integrated framework of educational, social emotional, and behavioral health support for all
5. Leverage policy and funding
6. Enhance workforce capacity
7. Use data for decision making to promote equitable implementation and outcomes

Birth and Death Cycles of Educational Innovations

How is PBIS Continually Relevant in a constantly changing educational landscape?

PBIS organizes your school to achieve its outcomes through understanding its data, providing a continuum of practices, supporting staff through systems, and prioritizing equity.
MTSS is for all students, families, and educators

Guiding Principles

- Make student growth and benefit central to all decisions
- Continue to invest in systems to support high-fidelity implementation across time
- Prioritize equity
- Integrate, align, and connect practices

Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed.

PBIS is the social-emotional-behavioral Multi-Tiered System of Supports (MTSS) Framework

Outcomes of Implementing School-Wide PBIS with Fidelity

Roll-out of Tier 1 Implementation Components

<table>
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<th>Key Components</th>
<th>Description</th>
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<tr>
<td>Tier 1 Fidelity Inventory</td>
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Outcomes

- Improved Student Outcomes
  - academic performance
  - social-emotional competence
  - social & academic outcomes for SWD
  - reduced bullying behaviors
  - increased rates of positive behavioral outcomes
  - reduced rates of student referrals
- Reduced Exclusionary Discipline
  - office discipline referrals
- Improved Teacher Outcomes
  - perception of teacher efficacy
  - perception of school organizational health and school climate
  - perception of school safety

Professional Development, Coaching, and Content Expertise

- PD
- Facilitate
- Capture stakeholder voice
- Coaching
- Team
- Facilitation
- Data
- Achievement
- Engagement
- Support
- Leadership
- Vision
- System for Teaching
- Expectations
- Professional Development
- Teaching Expectations
- Team Operating Procedures
- that central to allDiscipline Data
- Problem Behavior Definitions
- Data
- Student/Family/Community
- Annual Evaluation
- Tiered Fidelity Inventory
- Data
- Fidelity?
- Tiered Continuum of Supports
- Supports
- SWD
- Methods
- Evidence
- Culturally Relevant
- Implement a small number of effective, culturally relevant practices will
- Use data to inform all decisions (screening, progress monitoring, equitable outcomes, and fidelity)
- Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed.

PBIS is the social-emotional-behavioral Multi-Tiered System of Supports (MTSS) Framework

Systems

- 1. Team-based leadership and coordination
- 2. Professional development, coaching, and content expertise
- 3. Three-tiered continuum of evidence-based intervention
- 4. Evaluation of Implementation Fidelity
- 5. Tiered/Continuum of evidence-based practice
- 6. Continuous data-based program monitoring and decision making
- 7. Center for universal preventive Tier 1 support
- 8. In-service professional development in Tier 1 teacher training

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Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed.
Session C2 - Getting Started: Implementing Effective Practices

Meet our Chat Panelist:
Lauren Evanovich
Role: Research Associate Professor & TA Specialist
FLPBIS Project - USF
Background: High School Special Educator turned researcher; interested in multilevel systems of support that proactively and positively impact behavior, academic, and social emotional outcomes for all students
E-mail: evanovich@sfl.edu

When I think about practices within the PBIS framework, I think about consistency in implementing evidenced based practices with consistency (over time, and across locations and people, inclusive of staff and students)."

Meet our Chat Panelist:
Juan Lira
Role: Principal, McKinley Elementary
SD U-46 - Elgin, Illiniois
Background: School administrator for past 14 years; Mr. Lira began his career in education in Illinois in the city of Mantilla teaching English. In addition to teaching in Mexico, Mr. Lira has taught in Cape Verde, Africa as well as in the Chicago Public School system where he taught in transitional bilingual and dual language classrooms.
E-mail: jlira@u-46.org

“When I think about practices within the PBIS framework, I think about building capacity and establishing systems of support.”

Meet our Chat Panelist:
Tara Davis
Role: PBIS and School Climate Coordinator
Forysth County Schools - Cumming, Georgia
Background: I've been married for 19 years and have a 15 year daughter and 10 year old son. For the past 17 years, I've worked throughout the country as a PBIS School Coach, PBIS District Coordinator, Regional Climate Specialist and PBIS State Program Specialist for the state of Georgia. I’ve been coaching volleyball for almost 15 years and I can watch and support my kids with their volleyball endeavors.
E-mail: tdavis@forsythe.k12.ga.us

When I think about practices within the PBIS framework, I think about a positive school climate created by utilizing consistent, proactive, and evidence-based interventions or practices based on student, staff, and family needs.”

Establish a Social Culture and Positive Climate based on the Shared Values and Beliefs of All

Take the POLLS! Pre-Assessment

Practices Learning Objectives
1. We have 3-5 positive expectations that guide our school community, and students/staff know how to demonstrate them in various settings.
2. We regularly teach expected social, emotional, and behavioral skills.
3. Our staff are consistent in how they both interpret and respond to problem behaviors.
4. Teachers’ are consistent and effective in their classroom practices.
5. 80% of our teachers provide at least a 5 to 1 ratio of praise to behavioral corrections.

Scale:
- Absolutely
- Sort of
- Not so much

systems of support.”
Our staff are consistent in how they both interpret and respond to problem behaviors.
We regularly teach expected social, emotional, and behavioral skills.
80% of our teachers provide at least a 5 to 1 ratio of praise to behavioral corrections.
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5. 80% of our teachers provide at least a 5 to 1 ratio of praise to behavioral corrections.
Directly teach social skills
Teachers use the 5 skills from our responding to
Early Working Awareness and Involvement
Practice in natural context
Procedures for...
- Model expected behavior
- Actively supervise
- Positively reinforce

Supports Tier 3
- Tier 3
- Tier 2
- Tier 1

Supports Tier 2
- Tier 2
- Tier 1

Supports Tier 1
- Tier 1

Audit of Current Social Emotional Behavioral Supports

Tier 1: 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 Class-wide PBIS Practices

1. Maximize structure in the classroom with predictability routines and a safe, orderly environment.
2. Teach, monitor, and reinforce expectations and rules that are aligned to the school-wide expectations.
3. Actively engage students by providing culturally responsive instruction that includes high rates of opportunities to respond.
4. Use a continuum of culturally responsive strategies to encourage appropriate behavior.
5. Use a continuum of culturally responsive strategies to respond to inappropriate behavior.

(Simonsen, Fastabene, Branch, Myers, & Sugai, 2000)

Tier II: Targeted group/supplemental support features - some

- Efficient and effective informal assessment process to identify at-risk students
- Interventions designed for groups with similar need and directly linked to Tier 1 school-wide expectations
- Progress monitoring that shows whether students are demonstrating the school-wide expectations
- Goal is to improve students’ performance at Tier 1 and prevent problems from getting worse by providing more (a) time and/or (b) specific Tier II supports

- Informed Approach Within a PBIS Framework

www.pbis.org/resource/integrating-a-trauma-informed-approach-within-a-pbis-framework

Tier III: Individualized/intensive supports - few

- Provided to a few students and include the most intensive services a school can provide with more (a) time and (b) narrow focus of instruction/intervention
- Requires additional expertise, collaboration, and coordination among the school’s staff, community providers, and family members
- Instruction and support that builds upon the Tier 1 expectations, coupled with customized strategies to address specific behaviors designed for very small groups and/or individual students
- Includes procedures for the development, implementation, and monitoring of individualized IFAs and BIPs (i.e., intensive problem solving)
- Part of a continuum of supports

Putting it together: Multi-Tiered Practices means...

Tier III Prevention: Individualizing the core Tier I and Tier II practices...

Tier II Prevention: Intensifying the core Tier 1 practices (increased frequency, structure, and feedback) when more support is needed for specific skills...

Tier I Prevention: The core practices all staff use with all students...

... in order to achieve our [insert school-wide expectations here] and the social-emotional-behavioral success of our students and staff.
Teaching School-Wide Expectations

Expectations & behavioral skills are taught & recognized in natural context

Example School Teaching Matrix of Expectations within Routines/Settings

Teaching Classroom-Wide Expectations and Routines

Example School Teaching Matrix of Expectations within Routines/Settings

Embed SEB Instruction into Daily Curriculum

Objective for the Academic Subject Matter Class

Objective for a paired Social/ Emotional/Behavioral skill (taken from the school’s teaching matrix)

Schools can have expectations too!

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

Teaching Classroom-Wide Expectations and Routines

Communities can have expectations too!

Communities and parents can benefit from reminders of the vision, purpose and the behavioral expectations!
Classroom and School-wide Strategies to Encourage Appropriate Behavior

- **Teach Behavior/Routines**
  - A written plan/schedule for teaching and practicing expectations, rules, or procedures.
  - Presentation Prompts: Prompting expected behavior just prior to when it is needed. "Tiger token just prior to a group work, remember showing respect looks like..."
  - Behavior Specific Praise: "Diane, Awesome! You are showing Listening to the Prompting expected behavior just prior to when it is needed. "Tiger token just prior to a group work, remember showing respect looks like..."
  - Individual Reinforcers: "Tiger tokens, bulldog bucks, table points, etc.
  - Group Contingencies: "After 20 Tiger tokens are earned among the group, everyone gets a 5 min social reward"

Encouraging Expectations

- **Cardinal Leaders of the Month...**
  - "Thanks guys for all the hard work. We appreciate all the hard work you're doing."

Physical Token Reinforcers

- **Tangible Reward**
  - Teacher digital entry form of tangible given: Digital rewards, digital tokens, given

Encouraging Expectations

- **Virtual Rewards for Elementary School Students**
  - **Types of Rewards**
    - Types of Rewards
  - **Virtual Rewards for Secondary School Students**
  - **Types of Rewards**
    - Types of Rewards

Check out our Practice Brief on:

- **Effective Instruction as a Protective Factor**
  - [https://www.pbis.org/resource/effective-instruction-as-a-protective-factor](https://www.pbis.org/resource/effective-instruction-as-a-protective-factor)

Check out our Practice Brief on:

- **Discussing Race, Racism, and Important Current Events with Students**

**System for Data**

- **Leadership; Teachers; and Students**

**Data**

- **System for Involvement**

**Vision & Mission**

- **System for Making**

**Physical Token Reinforcers**

- **Tangible Reward**
  - Teacher digital entry form of tangible given: Digital rewards, digital tokens, given

**Digital Tokens**

- **Teacher digital entry form of tangible given**
  - 1. Efficient reward drawings, 2. Data-based decision making, 3. Tier 1 Data-based decision making
Responding to Behavior

Artist Ludacris at Poinciana HS (Osceola Co.)

Roll-out of Tier 1 Implementation Components
- Teaming
- Leadership
- Involvement

Vision & Expectations
- Define Rules (examples)
- and Routines

System for Teaching

System for Feedback & Acknowledging

Preventing & Responding to Inappropriate Behavior

Data-Based Decision-Making

Develop a Continuum of Strategies to Respond to Inappropriate Behavior
- Re-Teach
- Provide Choice
- Crisis Teaching Procedure (De-escalation)
- Regulate, Relate, Reason Routines
- Affective Questions (RP)
- Responsive Community Circle (RP)
- Formal Conferencing (RP)
- Planned Ignoring
- Physical Proximity
- Direct Eye Contact
- Signal/Non-Verbal Cue
- Praise (BSPS) the Appropriate Behavior in Others
- Praise Approximations (Differential Reinforcement)
- Redirect
- Specific Error Correction

Midwest PBIS Network. Rev 1-6-21

Discuss Error Correction
- How can you increase teacher’s quality of Specific Error Correction?
- What does your school already have in place?
- How will you get staff and student input?

Questions for Consideration
1. Revisit the Tier 1 Expectations by Setting Matrix
2. Does anything need to be addressed to fit today’s context?
   - What do your data tell you?
   - Description of expectation (behavior)
   - Context/Setting (location, mode of instruction)
3. How does your team plan to teach?
   - Educators and Staff
   - Students
   - Families
4. Discuss some possible next steps
   - What do FEW need?
   - What do SOME need?
   - What do ALL need?

Let’s Revisit the Poll Results and Action Plan

Practices Learning Objectives
1. We have 3-5 positive expectations that guide our school community, and students/staff know how to demonstrate them in various settings (1-3)
2. We regularly teach expected social, emotional, and behavioral skills (1.4)
3. Our staff are consistent in how they both interpret and respond to problem behaviors (1.5, 1.6)
4. Teachers are consistent and effective in their classroom practices (1.8)
5. 80%+ of our teachers provide at least a 5 to 1 ratio of praise to behavioral corrections (2.9)

Action Planning and Q&A
1. In the Event Platform/App: OR
   - In "Files" tab,
   - In "Evaluations" in the navigation menu
   - In "Chat"

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

"Evaluations are anonymous" We send reminder emails to all participants.

Resources

- PBIS Positive Behavioral Interventions & Supports
  www.pbis.org

- Florida’s Positive Behavioral Interventions & Support Project
  www.flpbis.org

- Midwest PBIS Network
  Positive Behavioral Interventions and Supports
  www.midwestpbis.org