PBIS Leadership Forum 2021

C3: Getting Started: Establishing Systems of Support

Presenters

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Chat Panelists

Betsy Lazega
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Angela Hernandez
Arlington Independent School District (TX)

Jay Roscup
Fingerlakes Community Schools (NY)

Topic: School-wide PBIS
Keywords: PBIS Foundations; Tier 1; Systems Alignment
# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✧ Use a shared action plan for your team</td>
<td>✧ Post positive on-topic comments</td>
<td>✧ Add questions before and/or during session</td>
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<tr>
<td></td>
<td>✧ Complete session evaluations</td>
<td>✧ Questions for the presenters go in the POLLS tab ⇒</td>
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<tr>
<td><strong>BE Kind</strong></td>
<td>✧ Limit distractions</td>
<td>✧ Use inclusive language</td>
<td>✧ Use sincere phrasing</td>
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<td>✧ Complete additional polls when prompted</td>
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<tr>
<td><strong>BE SAFE</strong></td>
<td>✧ Take movement breaks</td>
<td>✧ Engage in productive dialogue</td>
<td>✧ Ask solution-oriented questions</td>
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<td>✧ Be aware of your stress level</td>
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<tr>
<td><strong>For Presenters</strong></td>
<td>✧ Ensure Files Tab has current materials and related weblinks</td>
<td>✧ Monitor and remove inappropriate comments</td>
<td>✧ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>

v10.22.21
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. Presenters may use chat differently in specific sessions. Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the Q&A under Polls. Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions. Complete those when prompted.
Tips for Participants

Be careful of accidentally 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

If at any time you need support as a participant, use the Help Desk:
Norms for Getting Started Strand

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

• When posting, please first identify your (1) 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

Without a Framework

With a Framework

School Leadership
Implementation
School Team
Data-based problem solving
Coaching
Effective interventions

Positive, Predictable, & Safe Learning Environments

Teach
Support
Screen
Connect

Center on PBIS Positive Behavioral Interventions & Supports
Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs

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**.

Midwest PBIS Network 8-18-21
https://www.pbis.org/blueprint/implementation-blueprint
Supporting Staff Behavior

Supporting Decision Making

Social Competence & Academic Achievement

Supporting Student Behavior

OUTCOMES

DATA

SYSTEMS

EQUITY

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

**Systems**
1. Team-based leadership and coordination
6. Professional development, coaching, and content expertise

**Practices**
3. Three-tiered continuum of culturally relevant evidence-based interventions

**Data**
2. Evaluation of fidelity
4. Progress monitoring
5. Universal screening

**Features of MTSS**
1. Team-based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Guiding Principles

MTSS is for all students, families, and educators

Make student growth and benefit central to all decisions

Prioritize equity

Integrate, align, and connect practices

Student outcomes that reflect equitable learning opportunities must be the ultimate criteria for all decisions

Implement a small number of effective, culturally-relevant practices well

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
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-Broadway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bartable, Kittelman, McIntosh, & Haseltin, 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, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Horner et al., 2009)

Outcomes of Implementing School-Wide PBIS with Fidelity
Roll-out of Tier 1 Implementation Components

- **Teaming; Leadership; Involvement**
  - Aligning priorities of community members; capturing stakeholder voice; coaching; PD; facilitate data-based decision making

- **Data-Based Decision-Making**
  - Ensure fidelity; Efficient and effective processes for making decisions with data

- **Preventing & Responding to Inappropriate Behavior**
  - Supports a safe environment; creates predictability; growth mindset and restorative strengthens relationships and community

- **System for Feedback & Acknowledging**
  - Encourages desired behavior, supports staff in developing relationships; creating a nurturing environment; helps build self-esteem

- **Vision & Expectations**
  - Formalizing the desired culture for your organization

- **Define Rules (examples) and Routines**
  - Creates a safe, predictable, consistent environment

- **System for Teaching**
  - Builds skills; helps replace inappropriate coping skills

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# Roll-out of Tier 1 Implementation Components

## TFI Tier 1 Components

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<thead>
<tr>
<th>TFI</th>
<th>Tiered Fidelity Inventory (TFI) Tier 1 Components</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Team Composition</td>
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<td>1.2</td>
<td>Team Operating Procedures</td>
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<td>1.3</td>
<td>Behavioral Expectations</td>
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<td>Problem Behavior Definitions</td>
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<td>Discipline Policies</td>
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<td>Classroom Procedures</td>
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<td>Faculty Involvement</td>
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<td>Student/Family/Community Involvement</td>
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<td>Data-based Decision Making</td>
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<td>1.14</td>
<td>Fidelity Data</td>
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<td>1.15</td>
<td>Annual Evaluation</td>
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### Preparing for Fidelity?

- **Data-Based Decision-Making**
  - (1.1, 1.2, 1.7, 1.10, 1.11)
- **Teaming; Leadership; Involvement**
  - (1.12, 1.13, 1.14, 1.15)
- **Vision & Expectations**
  - (1.3)
- **Define Rules (examples) and Routines**
  - (1.3, 1.8)
- **System for Teaching**
  - (1.4)
- **System for Feedback & Acknowledging**
  - (1.9)
- **Preventing & Responding to Inappropriate Behavior**
  - (1.5, 1.6)
Session C3 - Getting Started: Establishing **Systems** of Support

**SYSTEMS**

**EQUITY**

**DATA**

**OUTCOMES**

**TFI**

1.1
1.2
1.7
1.10
1.11

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

Roll-out of Tier 1 Implementation Components
Take the POLLs! Pre-Assessment

Systems Learning Objectives

1. We have a shared leadership model overseeing our planning, implementation, and monitoring of our school’s climate and culture. (1.1)

2. Our leadership team is effective and efficient (1.2)

3. Our staff feel supported and confident in their use of all practices related to school climate and discipline (1.7)

4. Our leadership team regularly informs and gets the input of all faculty, families, and students on our school climate efforts (1.10, 1.11)

Scale:
- Absolutely
- Sort of
- Not so much
Meet our Chat Panelist:

**Betsy Lazega**

Role:
Technical Assistance Specialist
Florida PBIS Project, University of South Florida

Background:
School Psychologist K-12; District Level MTSS
Facilitator supporting K-12 Public and Charter Schools. Interested in educational system’s change, PBIS in secondary schools, Student Voice in PBIS, Tier 2 supports and disproportionate discipline.

E-mail: blazega@usf.edu

“When I think about systems within the PBIS Framework, I think about Prioritizing staff and student emotional wellness and positive school climate the role of the District Superintendent and Administrators on the PBIS team; and offering both support and accountability to stakeholders”.

Session C3 - Getting Started:
Establishing Systems of Support

- 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

Roll-out of Tier 1 Implementation Components
Meet our Chat Panelist:

Angela Hernandez

Role:
PBIS Coordinator
Arlington ISD, TX

Background:
20+ years in education; stakeholder as a teacher, counselor, campus administrator, and district administrator of PBIS; interests in systems implementation, systems integration, and equity work.

E-mail: ahernan5@aisd.net

“When I think about systems within the PBIS Framework, I think about asking the following questions: (1) Simplicity...who will use this and is it simple to implement? (2) Sustainability...how will we sustain it? and (3) Measurability... How will we measure and monitor it?”
Meet our Chat Panelist:

Jay Roscup

Role:
Community Schools Director,
Finger Lakes Community Schools, NY

About me:
I drink a lot of coffee. I’m interested in person-centered, place-based efforts to make life better.

E-mail: jroscup@flxcommunityschools.org

“When I think about systems within the PBIS Framework, I think about teams of people who know how to support one another both as individual members of a single team, and as cooperating teams carrying out comprehensive work in a setting.”
Team is key!

Invest in Systems to Support Implementation
PBIS is the Framework for Aligning your Initiatives

- 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

- Community Partnership Integrations
- Trauma Informed Strategies
- School Mental Health
- Check & Connect
- Systems
- Equity
- Practices
- Outcomes

- Data
- System
- Practices
- Equity

- Literacy Instruction
- Social Skills Programming
- Cultural Responsiveness
- School Climate
- Bullying Prevention
- Dropout Prevention
- Wellness & Self-Regulation
- Cognitive Behavior Counseling
- Check In Check Out

- Restorative Practices
- Classroom Management
- Function-based Support
Check out our Practice Brief on: *Why Prioritize Behavior Support*

https://www.pbis.org/resource/why-prioritize-behavior-support
Check out our Practice Brief on:

**Building a Culture of Staff Wellness Through MTSS**


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**Building a Culture of Staff Wellness Through Multi-Tiered System of Supports**

Schools everywhere are facing teacher shortages due to a shrinking pool of applicants and a growing number of teachers leaving the profession. If we are going to attract and retain highly qualified effective teachers, we will need to be more intentional in designing systems that support a healthy workplace. PBIS has a long tradition of creating effective teaching and learning environments by focusing on supporting adult behavior through (a) ongoing staff input and feedback, (b) ongoing professional learning, and (c) a phased-based approach to implementation. The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of the Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and well-being.

Implementation of PBIS has been shown to improve overall organizational health with the most significant impacts identified in shared commitment to student success, an increased sense of worth for staff, positive relationships with colleagues, and improved school leader ability to advocate for necessary resources at the district level to support staff and students (Bradshaw et al., 2008). These noted impacts on organizational health and other outcomes of PBIS implementation (e.g., reducing disruptive behaviors, building social emotional skills and improving teacher self-efficacy) are significantly related to improved job satisfaction and reduction of emotional exhaustion/stress for educators (Sarason & Arvai, 2006; Bouwhuis & Timon, 2005; Skarik & Skarik, 2011). Many communities are addressing significant social issues (e.g., social inequality, drug addiction, environmental impacts, public health concerns) affecting large groups of school community members. Education systems implementing multi-tiered system of support (MTSS) frameworks, like PBIS, are positioned to respond more effectively to the increasing needs of children and educators impacted by trauma and stress (Johnson et al., 2005; Waldman et al., 2014).

**Impact of Occupational Stress for Educators and Students**

The American Institute of Stress identifies that an individual’s perceived level of occupational stress is strongly impacted by (a) the intensity of the demands being placed on them paired with (b) the sense of control or decision-making in dealing with those demands (American Institute of Stress, retrieved from https://www.stress.org). Occupational stress adversely affects teachers and students in the following ways:

- Teachers who provide emotional support and have positive relationships with their students influence their health across the age span, thus promoting overall mental wellness and life.
In Chat: Tell us your WHY

Our school is pursuing an educational MTSS approach to the **Social-Emotional-Behavioral Needs** because of the importance of...

✓ Relationships
✓ The impact of trauma
✓ Having a growth mindset
✓ Approaching behavior like academics
✓ Treating students like adults want to be treated
✓ Teaching vs punishing
✓ Negative outcomes associated with shaming and response cost strategies (e.g., clip-charts, demerits, three-minors equals a major, etc.)
✓ Understanding skill deficit/function vs defiance
✓ Restorative Practices
✓ Knowing all humans have performance deficits, and need tiered supports
✓ Expecting both high expectations AND high patience among staff
✓ Mental health/wellness is for ALL
✓ Achieving equitable inputs and outcomes
✓ Others?

How are you “Rethinking” Discipline?

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

Roll-out of Tier 1 Implementation Components
Guiding Questions for Tier 1 Team Formation

- Do you need a new team?
- Do you have an existing team that is working towards improving
  - School climate
  - Discipline or student behavior
- Could you integrate this work within an existing team?

Remember to take some time to reflect and talk about the structure of your school team
**Teaming Structure: Necessary School Team Conversations in a 3-Tiered System of Support**

**Tier 1 Team**
- Plan School-wide & Class-wide supports for students and staff:
  - Data Systems
  - Teaching Systems
  - Acknowledgement Systems
  - Communication Systems
- Members (functions) include: Administrator, Tier 1 Coach, staff, student, family, community, mental health partners

**Universal Support**

**Tier 2 Systems Team**
- Uses data to progress monitor intervention fidelity and effectiveness. Addresses systems barriers to implementation.
- Members (functions) include: Administrator, Tier 2 Coach, clinician, intervention coordinators, family, community, mental health partners

- CICO
- Modified CICO
- SEB Instructional Groups

**Function Based Problem Solving Team**
- Creates individualized plans based on function for individual youth and/or identifies appropriate intensified supports.
- Members (functions) include: Administrator, Tier 2 Coach, FBA/BIP Coordinator, clinician, staff voice & teacher, caregiver, student of any individual plans generated

- Brief FBA-BIP Development
- Other Problem Solving Process

**Tier 3 Systems Team**
- Uses data to progress monitor intervention fidelity and effectiveness. Addresses systems barriers to implementation.
- Members (functions) include: Administrator, Tier 3 Coach, clinician, intervention coordinators, family, community, mental health partners

- FBA-BIP
- Wraparound
- RENEW

**Remember, 3 tiers does not always equate to 3 teams! Understanding the functions required at each tier will determine how to best formulate your team(s).**
Effective leadership is evidenced by teams and individuals who:

1) Establish a clear vision for change
2) Focus on their school and students
3) Create relationships with stakeholders
4) Engage in problem solving
5) Identify the correct barriers and goals
6) Apply appropriate strategies based on school needs
7) Evaluate the effectiveness of implemented strategies
8) Invest in professional development

(Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)
Define Roles for Effective Meetings

- Core roles
  - Coach/Facilitator
  - Minute taker
  - Data analyst
  - Active team member
  - Administrator

- Others roles?
- Assign backup for each role
- Can one person serve multiple roles?

Building a Leadership Team

Teams engage in...
- Effective teaming & communication
- Data review
- Problem-solving
- Strategic planning
- PBIS implementation fidelity
- Including stakeholder voice & engagement

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

Roll-out of Tier 1 Implementation Components
Identifying a Vision and Developing Purpose

Vision & Expectations
Define Rules (examples) and Routines
System for Teaching
System for Feedback & Acknowledging
Preventing & Responding to Inappropriate Behavior
Data-Based Decision-Making

Teaming; Leadership; Involvement

Mission Statement
Nuestra Misión
Somos un equipo
hacemos nuestro mayor
esfuerzo
nos respetamos
aprendemos de nuestros
errores
celebramos los éxitos
de cada uno.

BE A CARDINAL

Southwest
PURPOSE
Connects people to
what’s important in
their lives through
friendly, reliable and
low-cost air travel.
What is important to you?

“'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 Teaming: What’s needed to make this all work?

Foundations
- 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!

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

Access your local resources to be coached and build skills!
Identifying Goals and Objectives

Do the goals align with your vision?

VISON
Collaborating for productive members of society. MTSS seamlessly implemented through collaboration of a student centered focus with a goal of student success. Systems of support for student success.

5-Year
1. Graduation at 100%
2. 100% Graduates stay in as a result of regular ongoing wellness checks.
3. Defend individual rights for all students with disabilities (SPED).
4. Open school (after-school & breakfast club).
5. MTSS to be Tier 1 planning component.

3-Year
1. Year Goals
2. New Teacher/Assistant Teacher
3. New school policy development
4. Establish consistent, reliable performance expectations.
5. MTSS to be Tier 1 planning component.

1-Year
1. Year 1: Goals
   - New school policy development
   - MTSS to be Tier 1 planning component
   - Establish consistent, reliable performance expectations

Define Rules (examples) and Routines
System for Teaching
System for Feedback & Acknowledging
Preventing & Responding to Inappropriate Behavior
Data-Based Decision-Making
Roll-out of Tier 1 Implementation Components

Teaming; Leadership; Involvement
Vision & Expectations

Do the goals align with your vision?
PBIS Action Planning

Action Planning Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
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<tbody>
<tr>
<td>1.1 Team Composition</td>
<td>Tier I</td>
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<td>1.2 Team Operating Procedures</td>
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PBIS Action Planning Template

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<td>School Organizational Climate</td>
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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

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

Roll-out of Tier 1 Implementation Components

Tiered Fidelity Inventory (TFI)
https://www.livebinders.com/play/play?id=2278508
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<th>PBIS District Leadership Team Responsibilities</th>
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<td><a href="http://flpbis.cbs.usf.edu/coaching/district.html">http://flpbis.cbs.usf.edu/coaching/district.html</a></td>
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### Attend Yearly Implementation Planning (YIP) meeting

- Coordinate PBIS activities with existing resources

### Identify

- Outcome and implementation goals for behavior
- Measures/tools to collect data and evaluate effectiveness
- School and district coaches to support PBIS implementation
- School and district personnel to participate in PBIS implementation

### Supports

- Coaching activities
- PBIS school-level teams
- Progress monitoring of discipline and academic data
- Use of PBIS Evaluation Tools (PBISApps)
- **The system change process and reorganizes resources to support practices!**
The specifics...

**PBIS Tier 1 School Team Responsibilities**

1) Develop the school’s core curriculum for social-emotional-behavioral supports
2) Design and oversee Tier 1 implementation
3) On-going evaluation and progress monitoring
4) Train staff, students and families on Tier 1 PBIS
The Role of the Principal/Administrator is Crucial to PBIS

Factors that increase likelihood of principal support

1. Innovation must be perceived to solve the problem
2. Compatible with one's beliefs, values, prior experience and needs
3. Key opinion leaders must support the innovation
4. Initially implemented small scale before scaling up across grade levels
5. Outcomes of the innovation are visible

What does it look like WITHOUT Administrator Support?

- low conceptual understanding of PBIS across staff
- shortage of planning time
- difficulty balancing competing initiatives
- greater dependence on external TA

McIntosh, Kelm, & Canizal Delabra (2016)
Administrator Responsibilities

1) Attends and actively participates on the PBIS Team
2) Communicates commitment to PBIS to staff and families
3) Familiar with school’s current data and reporting system
4) Ensures behavior is written into the School Improvement Plan (SIP)
5) Allocates resources for PBIS activities and implementation (time, funds, scheduling, etc.)
6) Ensures PBIS meeting dates/times are posted on master schedule

If the Principal is not committed to the change process, it is unwise to move forward with PBIS implementation
School Team Development
(Large School Example)

Data
Aggregates and shares data with school, family, community, etc. regularly

Teaching
Creates, distributes, and schedules behavioral lesson plans to staff and students

Communication
Facilitates communication between staff, students, parents, community members, district administration, board of education, etc. Informs stakeholders of important data, PBIS activities, celebrations, etc.

Acknowledgement
Creates and teaches use of high frequency, intermittent, and long term acknowledgments for students and staff

Tier 1 Core Team

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
Developing Data-based Procedures

Monthly Referral Rate

Data - Based Decision - Making

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

MTSS Behavior Tier Decision Guide – Virtual Instruction

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
Roll-out of Tier 1 Implementation Components
## Building Routines for Ongoing Implementation

### September - October

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<tr>
<th>Data Review</th>
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<tr>
<td>- Previous year's OERL, OSS, MIS, attendance, off-task, academic, classroom</td>
<td>- Code &amp; TFI</td>
<td>- Results from kick-off meeting or end-of-year survey</td>
<td>- Teacher, leadership, academic, classroom</td>
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### November - December

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### January - February

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### May - June

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<td>- Monthly team meeting</td>
<td>- Newsletter article sharing school-wide data, events, successes, and survey results etc.</td>
<td>- Newsletter article sharing school-wide data summary &amp; goals for next year</td>
</tr>
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<td>- Custom reports</td>
<td>- Plan for sharing survey results</td>
<td>- 'Good News' stories to media</td>
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<tr>
<td>- Review RoD and TFI</td>
<td>- Update Action Plan</td>
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#### June

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<td>- Climate, Family, Student Surveys</td>
<td>- Plan for next year based on RoD and TFI results</td>
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<td>- Pre-planning for next school year</td>
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Supporting Staff

PLC Norms
We will model Respect, Kindness, Responsibility, Teamwork, and Integrity.
We will maintain a Positive Perspective.
We will Support one another.
We will Maintain the highest level of Professionalism.
We will Be Attentive.

Staff Survey & School-wide Data

What are the most significant problem behaviors on campus?

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

Staff Survey & ODR Data

Percent
100  80  60  40  20  0
ODR Data

48  30  19

Vision & Expectations
Teaming; Leadership; Involvement

Define Rules (examples) and Routines
System for Teaching
System for Feedback & Acknowledging
Preventing & Responding to Inappropriate Behavior
Data-Based Decision-Making

Roll-out of Tier 1 Implementation Components

Staff Survey

What Worked?

 PBS Updates and Reminders

What is PBS?
- School Wide Initiative: Positive Behavior Support

What in PBS?
- School Wide Initiative: Positive Behavior Support

PBS Report for the Week of January 14th 2018
January 14th, 2018

Data Breakdown on Referrals
- In our bi-weekly round of the referral, SAMS was concerned on 257 referrals.
- The 39 referrals from math teachers total was 45.
- 2 referrals were from students showing aggression.
- Additional 2 referrals were from exhibiting non-compliance, and the 1 was from an exhibiting an inappropriate behavior.

- In a Grade 6-7th Referral, the 4 referrals represented from 4th grade students and the 1 reported was from a 5th grade student.
- In an incident-by-incident breakdown, the 4 referrals occurred over a two-week period.
- Total 8 referrals reported Aggression: (37.1%), Skipping Class (13.7%), Unins. Act (15.4%), Defig. Dim. (18.1%), and Disobedient (12%).
- In a Grade 6-7th Referral, the 4 referrals represented from 4th grade students and the 1 reported was from a 5th grade student.

Reminders: Interventions
- The top three areas of concern are Aggression, Skipping Class, and Unins. Act.
- Remember to continue to give positive reinforcements to students who are making improvements.
- Please see Ms. Bradley for additional rules and Ms. Meloy for Positive referrals.

Together we can - Don’t forget to STORM!
Supporting Family & Communities

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
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- System for Feedback & Acknowledging
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Roll-out of Tier 1 Implementation Components

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<tr>
<th>Getting up in the morning</th>
<th>Getting to school</th>
<th>Clean-up time</th>
<th>Time to relax</th>
<th>Homework Time</th>
<th>Mealtime</th>
<th>Getting ready for bed</th>
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<td>Make Your bed</td>
<td>Have your backpack, lunch, notes, keys</td>
<td>Do your chores</td>
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HELP OUT

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OWN YOUR BEHAVIOR

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MANNERS COUNT

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EVERYDAY
Questions for Consideration

1. Who is on the team?
   - District Leadership Team?
   - School-based Tier 1 Team?

2. Revisit roles and responsibilities
   - What is everyone’s function on the team?

3. Do any changes need to be made?
   - Who is responsible to contact the new team members?

4. How does your team plan to involve staff, students, families?
   - Educators and Staff
   - Students
   - Families

What do FEW need?
What do SOME need?
What do ALL need?
Lets Revisit the Poll Results and Action Plan

Systems Learning Objectives

1. We have a shared leadership model overseeing our planning, implementation, and monitoring of our school’s climate and culture. (1.1)
2. Our leadership team is effective and efficient (1.2)
3. Our staff feel supported and confident in their use of all practices related to school climate and discipline (1.7)
4. Our leadership team regularly informs and gets the input of all faculty, families, and students on our school climate efforts (1.10, 1.11)

Scale:
- Absolutely
- Sort of
- Not so much

- absolutely
- sort of
- not so much
## Action Planning and Q&A

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<th>PRACTICES</th>
<th>SYSTEMS</th>
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**Roll-out of Tier 1 Implementation Components**

- Teaming; Leadership; Involvement
- Vision & Expectations
- Define Rules (examples) and Routines
- System for Teaching
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- Preventing & Responding to Inappropriate Behavior
- Data-Based Decision-Making
Please Complete this Session’s Evaluation

Session #C3 - Getting Started: Establishing Systems of Support

1. In the Event Platform/App:
   - In “Files” tab,
   - In “Evaluations” in the navigation menu
   - In “Chat”

OR

2. QR Code

**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.

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