PBIS Leadership Forum 2021
C3: Getting Started: Establishing Systems of Support

Chat Panelists
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Florida PBIS Project, University of South Florida
Angela Hernandez
Arlington Independent School District (TX)
Jay Roscup
Fingerlakes Community Schools (NY)

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Keywords: PBIS Foundations; Tier 1; Systems Alignment

Virtual Forum Expectations

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<tr>
<th>BE RESPONSIBLE</th>
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<td></td>
<td>Use shared action plan for your team.</td>
<td>Complete session evaluations</td>
<td>Participate in ongoing discussions in the PBIS Virtual Room.</td>
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For Participants
Do not use offensive language, threats, or harassment. Be respectful and engaging.

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.

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. Presenters may use chat differently in specific sessions.
2. Find the Q&A under Polls. Questions for presenters go there.
3. Some sessions have other Polls or 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:
- Clicking on any area of the navigation menu
- Clicking on a Person’s name

Tips for Participants
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**Tips for Participants**

**Support is Available**

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

[Image]

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**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

[Image]

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**Big Ideas**

- Teach
- Support
- Screen
- Connect
- Monitor

Positive, Predictable, & Safe Learning Environments

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**October 19, 2021. U.S. Department of Education, Office of Special Education and Rehabilitative Services.**

Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs.


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**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

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**Birth and Death Cycles of Educational Innovations**

[Image]

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**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.

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**Guiding Principles**

MTSS is for all students, families, and educators.

- **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**

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.

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**Roll-out of Tier 1 Implementation Components**

- **Safe/fit culture, evidence-based practices (ECPs)**
  - Supports a safe environment
  - Farmer’s drill (BPP), expectations, routines, and procedures
- **System for Sustaining (SFS)**
  - System for Sustaining (SFS)
  - System for Sustaining (SFS)
- **Behavioral Expectations**
  - System for Behavioral Expectations
  - System for Behavioral Expectations
- **Data & Feedback & Accountability**
  - System for Data & Feedback & Accountability
  - System for Data & Feedback & Accountability

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**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. Formalization of Tiered Continuum of Supports
4. Family engagement (e.g., classroom visits, parent nights)
5. Center adverse events universal screening
6. On-going professional development (e.g., coaching, mentorship)

**Data**
1. Evaluation of Fidelity
2. Progress monitoring
3. Universal screening

**Outcomes of Implementing School-Wide PBIS with Fidelity**

- **Improved Student Outcomes**
  - Improved student achievement, social-emotional competence, and academic outcomes for SWD
- **Reduced Exclusionary Discipline**
  - Office discipline referrals
- **Improved Teacher Outcomes**
  - Perceptions of teacher efficacy, school organizational health and school climate

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**Roll-out of Tier 1 Implementation Components**

- **Teacher-led Leadership, Engagement**
  - Aligning priorities of community
  - Community engagement, collaboration, PTO, building
  - Data-based decision making

- **Defining Behavioral Expectations**
  - Behavior expectations, routines, and procedures
  - Positive behavioral interventions and supports (PBIS)

- **Defining Rules & Consequences**
  - System for defining rules and consequences
  - System for defining rules and consequences

- **Voice & Expectations**
  - Create a safe, predictable, and supportive environment

- **Fidelity**
  - System for Fidelity
  - System for Fidelity

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**MTSS Features**

- **3. Universal screening**
- **4. Progress monitoring**
- **2. Evaluation of fidelity**
- **5. Universal screening**
- **1. Team-based leadership and coordination**
- **6. Professional development, coaching, and content expertise**

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**Percentage of teacher efficacy, school organizational health and school climate**

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**Session C3 - Getting Started: Establishing Systems of Support**

**Meet our Chat Panelist:**

**Betsy Lazega**

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

**Background**

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”

**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

“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.”

**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

**KEEP CALM and PBIS ON**

**Invest in Systems to Support Implementation**
Teaming;
Having a growth mindset
Teaching vs punishing
Could you integrate this work within an existing team?
Mental health/wellness is for ALL
Treating students like adults want to be treated
Knowing all humans have performance deficits, and need
because of the importance of…
Do you need a new team?
The impact of trauma
Acknowledgement Systems
Restorative Practices
Negative outcomes associated with of shaming and
Data Systems
School climate

PBIS is the Framework for Aligning your Initiatives
Community Partnership Integrations
Trauma Informed Strategies
School Mental Health
Check & Connect
Function-based Support
Classroom Management
Restorative Practices
Wellness & Self-Regulation
Cognitive Behavior Counseling
Check In/Check Out
Social Emotional Learning
Dropout Prevention
Equity
School Climate
Cultural Responsiveness
Literacy Instruction
Social Skills Programming

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 Wellness Through MTSS
https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-road-map-system-of-supports

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

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:

- Behavioral
  - The impact of trauma
  - Having a growth mindset
  - Approaching behavioral like academics
  - Teaching, students like adults want to be treated
  - Teaching in paring
  - Negative outcomes associated with all-telling and sequence and sequence strategies (e.g., discipline, detention, three- day, eight-day, etc)
  - Knowing all humans have performance deficits, and need tiered supports
  - Supporting high expectations: RTI high partners among staff.
  - Mental health matters in for ALL
  - Authoring equitable touch and outcomes
  - Other?

Teaming Structure: Necessary School Team Conversations in a 3-Tiered System of Support

Remember: 3 tiers does not always equal 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

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

- Stakeholders engage in:
  - Effective meeting & communication
  - Data review
  - Problem-solving
  - Strategic planning
  - PBIS
  - Information sharing
  - Including stakeholders in & engagement

Identifying a Vision and Developing Purpose

- Leadership; Decision Making Process
- System for Decision Making
- Teaching Vision & Making Out of Tier 1 Implementation Components
- Roll out of Tier 1 Implementation Components
- Identifying a Core Roles for Effective Meetings

Characteristics of Effective Teaming:
What’s needed to make this all work?

- Foundation:
  - A Clear Purpose
  - Well-defined Goals
  - Established Norms and with Clear Roles and Responsibilities
  - Diverse Skills of Team Members

- Positive Environment:
  - Balanced Participation
  - Open and Collaborative Communication
  - Positive Atmosphere and Managed Conflict
  - Trusting and Cooperative Relationships

- Process:
  - Effective Decision Making
  - Participative Leadership

Identifying Goals and Objectives

- 5-Year
- 3-Year
- 1-Year

- Do the goals align with your vision?
The specific... 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

PBIS District Leadership Team Responsibilities

http://flpbis.cbcs.usf.edu/coaching/district.html

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)
- System change process and reorganizes resources to support practices

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

The Role of the Principal/Administrator is Crucial to PBIS

Factors that increase likelihood of principal support
1) Innovation must be perceived to solve a 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 TAs

Administrator, Kern, & Canas-Delatorre (2014)

School Team Development (Large School Example)
Developing Data-based Procedures

Building Routines for Ongoing Implementation

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

Supporting Staff

Supporting Family & Communities

Systems Learning Objectives

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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)
Action Planning and Q&A

Resources

www.pbis.org

www.flpbis.org

www.midwestpbis.org