



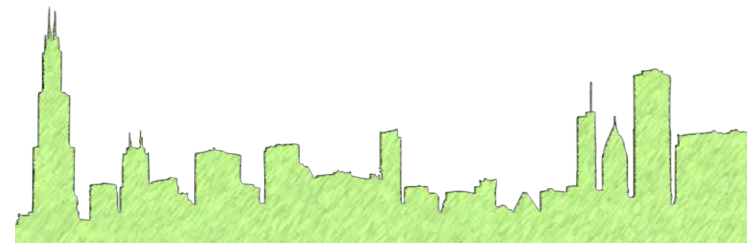
# 1E: Understanding the PBIS Framework

## *Presenters:*

***Brian Meyer, Midwest PBIS Network (IL)***

***Melissa Lime, St. Johns County School District (FL)***

- Strand: Getting Started with PBIS
- Keywords: teaming, core components, rationale



# About Midwest PBIS Network

<http://www.midwestpbis.org/about>



BRIAN MEYER  
Co-Director

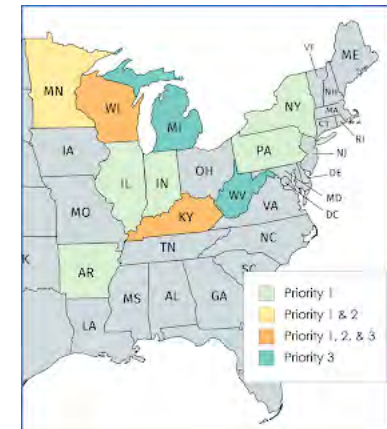
The Midwest PBIS Network (MWPBIS) is a national research, grant, and direct-funded organization housed at [West 40 ISC #2](#) in Illinois.

## Mission

*Collaborate with adults to create a safe, equitable, consistent, and positive learning environment for all youth.*

## Vision

*All youth achieve social-emotional-behavioral and academic success.*



Our primary charge is to function as a Technical Assistance (TA) hub of the [Center on PBIS](#), a national partnership funded by the U.S. Department of Education. The Center's model of capacity building emphasizes a cascade of implementation to assist state departments of education in the installation, fidelity, outcomes, and sustainability of Positive Behavior Interventions and Supports (PBIS) and integrated social-emotional-behavioral initiatives (SEB learning).

*In partnership with*



CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports

MWPBIS Updated 9-20-22



# Learning Objectives

- Understand the evidence-base and rationale for PBIS (the Why)
- Understand the core components and multi-tiered logic of PBIS (the What)
- Understand leadership teaming to guide PBIS implementation (the How)



# When Working In Your Team

## Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



# Please Complete this Session's Evaluation

10/27/22

1E – Understanding the PBIS Framework

Four options, pick one!

## 1. Mobile App

Click "Take Survey" under the session description.

## 2. QR Code

Scan the code on this slide.



## 3. Online

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[www.pbis.org/conference-and-presentations/pbis-leadership-forum](http://www.pbis.org/conference-and-presentations/pbis-leadership-forum)

## 4. Direct Link

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After you submit each session evaluation, click the link to enter the **gift card raffle!**

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National PBIS Leadership Forum

# Strand Overview

## ***E1 – “Getting Started: Understanding the PBIS Framework ”***

*Presenters: Brian Meyer, Midwest PBIS Network (IL) & Melissa Lime, St. Johns County School District (FL)*

## ***E2 – “Getting Started: Understanding Systems and Practices in PBIS”***

*Presenters: Heather Peshak George University of South Florida (FL); Sabrina Stewart & Lori Briones, Northside Independent School District (TX)*

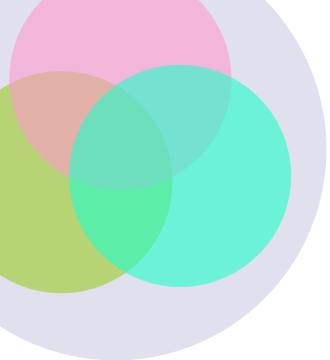
## ***E3 – “Getting Started: Understanding Data and Outcomes in PBIS”***

*Presenters: Brian Gaunt, University of South Florida (FL); Wendy Rau & Megan Lytle, Lincoln Public Schools (NE)*



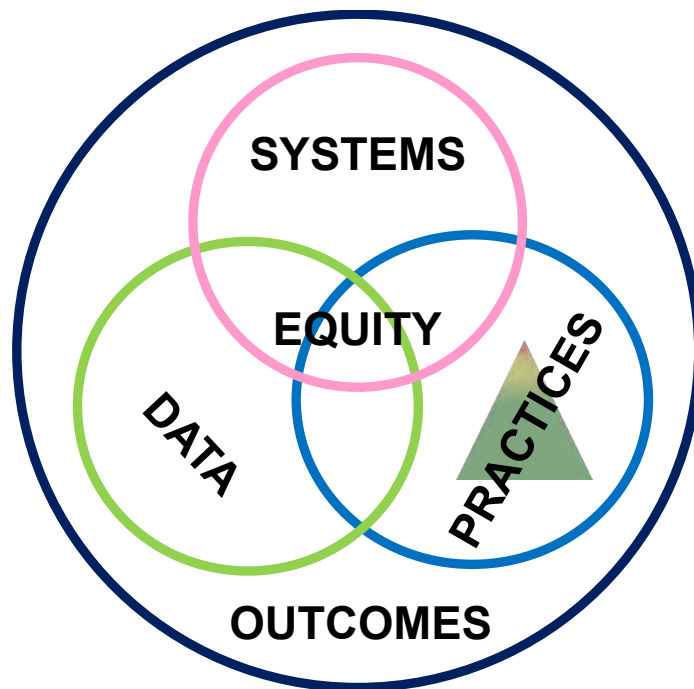
# The What of PBIS





# What is PBIS?

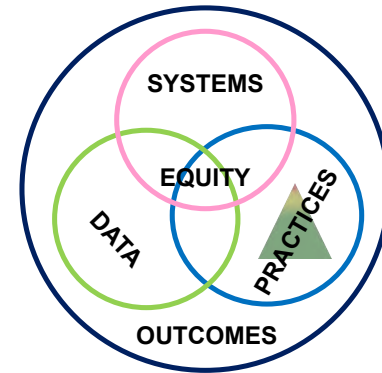
The **PBIS Framework** organizes our school and integrates our initiatives, to achieve desired **outcomes** through understanding our **data**, implementing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.





# What is PBIS?

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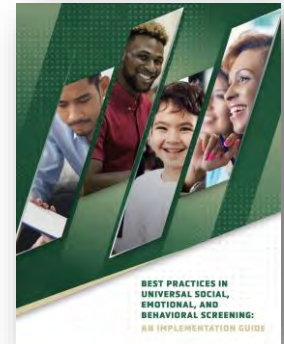


- ✓ Increase Effectiveness and Efficiency
- ✓ Supports Consistent Adult Behavior
- ✓ Data-driven decision making
- ✓ Process for Continuous Improvement
- ✓ Framework for Aligning Initiatives to MTSS Features

# What is Mental Health?

## What is Wellness?


- ✓ Complete Mental Health is Social-Emotional-Behavioral
- ✓ Mental Health is more than simply the absence of psychological problems. The absence of psychological problems does not infer wellness or happiness.
- ✓ Therefore one's mental health, or wellness, is strong when they are experiencing both **low levels** of SEB psychological problems, and **high levels** of SEB competencies.



Romer, N., von der Embse, N., Eklund, K., Kilgus, S., Perales, K., Splett, J. W., Sudlo, S., Wheeler, D., (2020). Best Practices in Social, Emotional, and Behavioral Screening: An Implementation Guide. Version 2.0. Retrieved from [www.smhcollaborative.org/universalscreening](http://www.smhcollaborative.org/universalscreening)

MENTAL HEALTH							
SEB PROBLEMS				SEB WELL-BEING AND COMPETENCIES			
INTERNALIZING		EXTERNALIZING		LIFE SATISFACTION		STRONG SOCIAL RELATIONSHIPS	
Trauma, Environmental stressors	Thinking errors, Withdrawal, Negative affect	Unsafe settings, Inconsistent routines, Low expectations	Rule violations, Substance use	Basic needs are met; Opportunities matched to values and interests	Gratitude, Empathy, Persistence, Optimism, Strengths use	Healthy interactions (high support, minimal bullying); Inclusive settings	Social and emotional skills
RISK FACTORS				PROMOTIVE AND PROTECTIVE FACTORS			
Example Intervention Targets for Promoting Complete Mental Health; Adapted from Suldo & Romer, 2016.							

# Not just SEL: Why we must focus on the Social, Emotional, and Behavioral (SEB) needs of students



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Interventions & Supports

March 19, 2021

## Why Prioritize Behavior Support?

Educational leaders support students and educators in a number of complementary ways, including (a) promoting physical health and safety; (b) prioritizing high-leverage instructional practices to enhance student learning; (c) emphasizing social ("how we interact"), emotional ("how we feel"), and behavioral ("how we act") practices to support mental health and well-being; and (d) investing in a multi-tiered systems of support (MTSS) framework to organize effective practices and build capacity. In addition, leaders develop effective policy, invest in systems change, prioritize evidence-based practice, and monitor implementation and outcomes to promote equity.

In this context, some leaders wonder whether we still need to prioritize behavior support. The short answer is yes! Without effective behavior support, research has documented that students and educators experience negative outcomes, including:

- Increased exclusionary discipline (e.g., office referrals, suspension, expulsion);<sup>2</sup>
- Lost instructional time and decreased achievement for excluded students and their peers;<sup>3</sup>
- Particularly poor outcomes for students from marginalized groups, especially Black students and students with disabilities, who are at highest risk of experiencing exclusionary discipline;<sup>4</sup> and
- Increased educator burnout, resulting in alarming numbers of educators leaving the field.<sup>5</sup>

**Supporting student behavior is critical to reduce harmful exclusionary discipline practices and promote full access to instruction for each and every student.** To effectively support student behavior, educators create a positive and predictable culture of support and invest in a MTSS framework.

### Create a Positive and Predictable Culture of Support

Given the prevalence of challenging school behavior, the question is not *if* educators will address behavior in schools but *how* educators will address behavior. To proactively support social, emotional, and behavioral (SEB) skill development and prevent and reduce challenging behavior, effective educators **implement culturally-relevant evidence-based practices** grounded in decades of behavioral science to:

- Create safe, positive, and predictable environments and teach critical SEB skills as the foundation for learning and support;<sup>6</sup>
- Target behavior support for students displaying SEB risk to prevent on-going challenges;<sup>7</sup> and
- Individualize behavior support to reduce the likelihood of exclusionary discipline and increase the probability of success.<sup>8</sup>

Positive Behavioral Interventions & Supports (PBIS)  
www.pbis.org

1

*Supporting student behavior is critical promoting full access to instruction for each and every student.*

*Behavior continues to be the most likely reason students are excluded from their learning environment, including those from from marginalized groups, especially Black students, and students with disabilities, who are at highest risk of experiencing exclusionary discipline...*

Center on PBIS. (March, 2021). Why prioritize behavior support? Eugene, OR: Center on PBIS, University of Oregon. Retrieved from:  
<https://www.pbis.org/resource/why-prioritize-behavior-support>



# So what is it?

## ■ DATA

- How are we doing?
- Make decisions

## ■ PRACTICES

- Layering strategies because no one intervention works for all

## ■ SYSTEMS

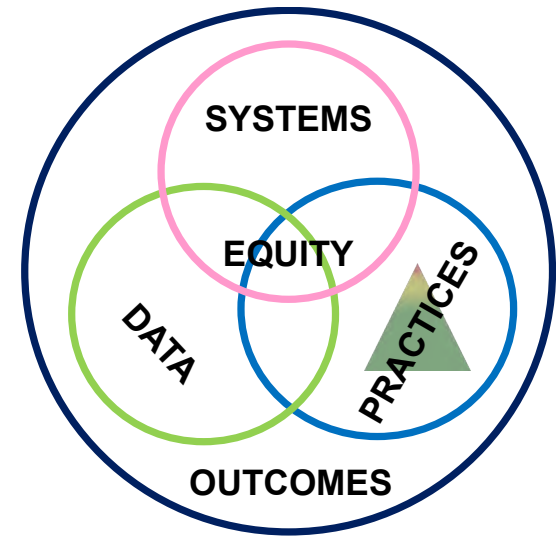
- Giving staff support to be competent and confident

## ■ OUTCOMES

- Identifying staff and student targets tied to our mission

## ■ EQUITY

- **Systems, practices, and data** are constructed by and meaningfully engaging of all people; disparities in **outcomes** are reduced regardless of individual characteristics and cultural identities.

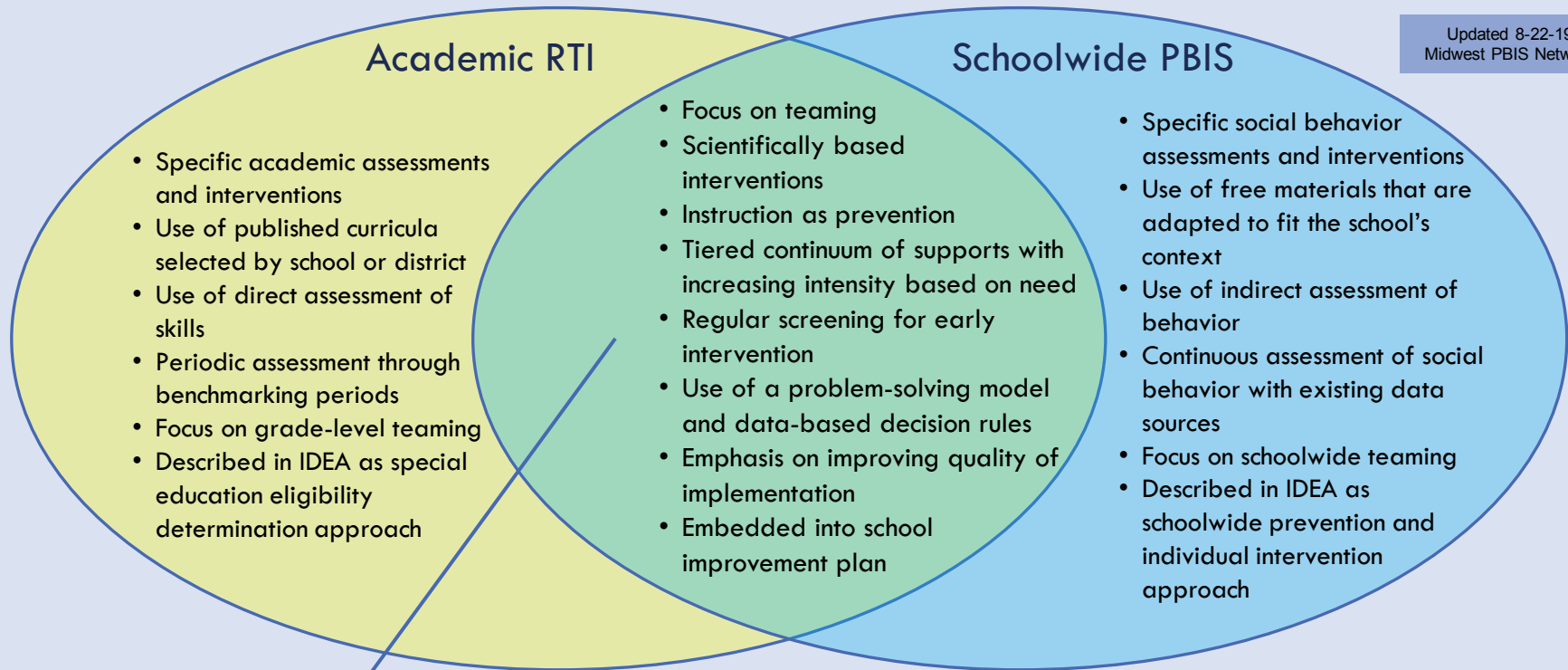


So when people say “I don’t agree like PBIS/MTSS”, they are really saying...

# HOW we implement and align this work is guided by the **Six Core MTSS Features**

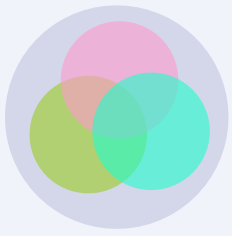
McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

Updated 8-22-19  
Midwest PBIS Network



## Core 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



# Positive Behavioral Interventions and Supports (PBIS)

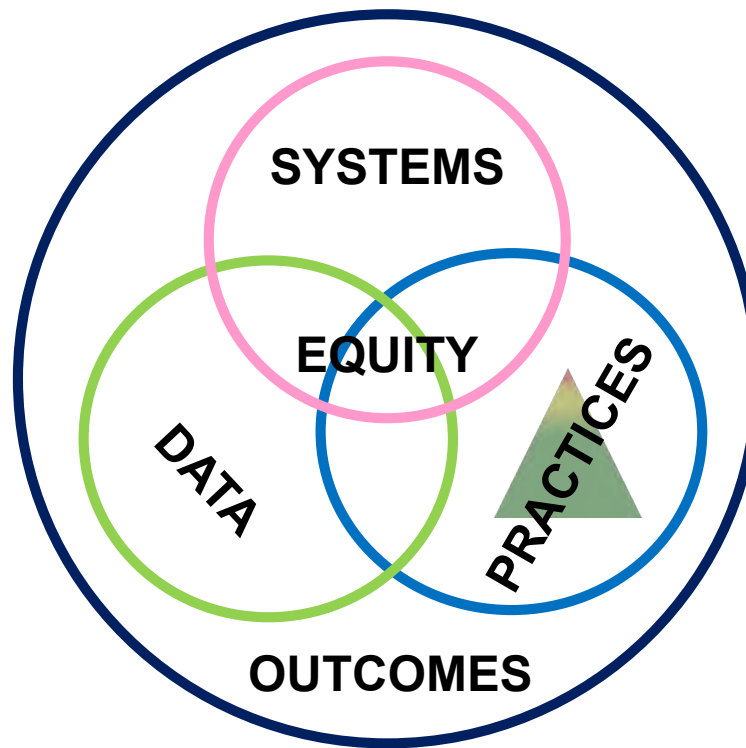
is the social-emotional-behavioral **Multi-Tiered System of Supports** (MTSS) Framework

## Supporting culturally knowledgeable **Staff Behavior**

- team-based leadership and coordination
- professional development, coaching, and content expertise

## Supporting culturally valid **Data-based Decision Making**

- universal screening
- progress monitoring
- evaluation of fidelity



## Supporting **Student Behavior**

- three-tiered continuum of culturally relevant evidence-based interventions

Schools aim to achieve culturally equitable **Outcomes** including social-emotional-behavioral wellness & academic success

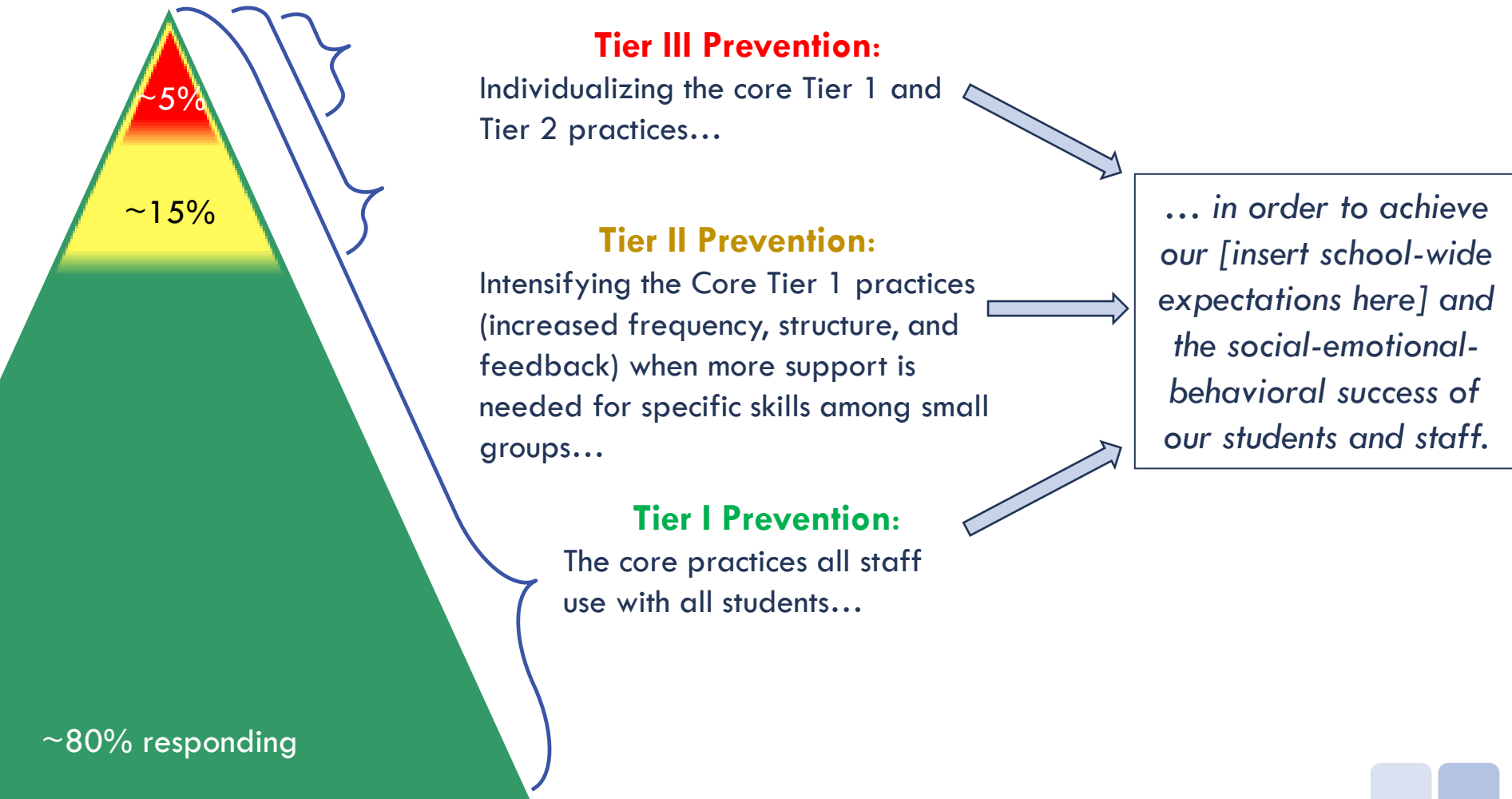
Midwest PBIS Network 10/18/21.  
Adapted from:

“What is a systems Approach in school-wide PBIS?” OSEP Technical Assistance on Positive Behavioral Interventions and Supports.  
<https://www.pbis.org/school>

McIntosh, K. & Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.

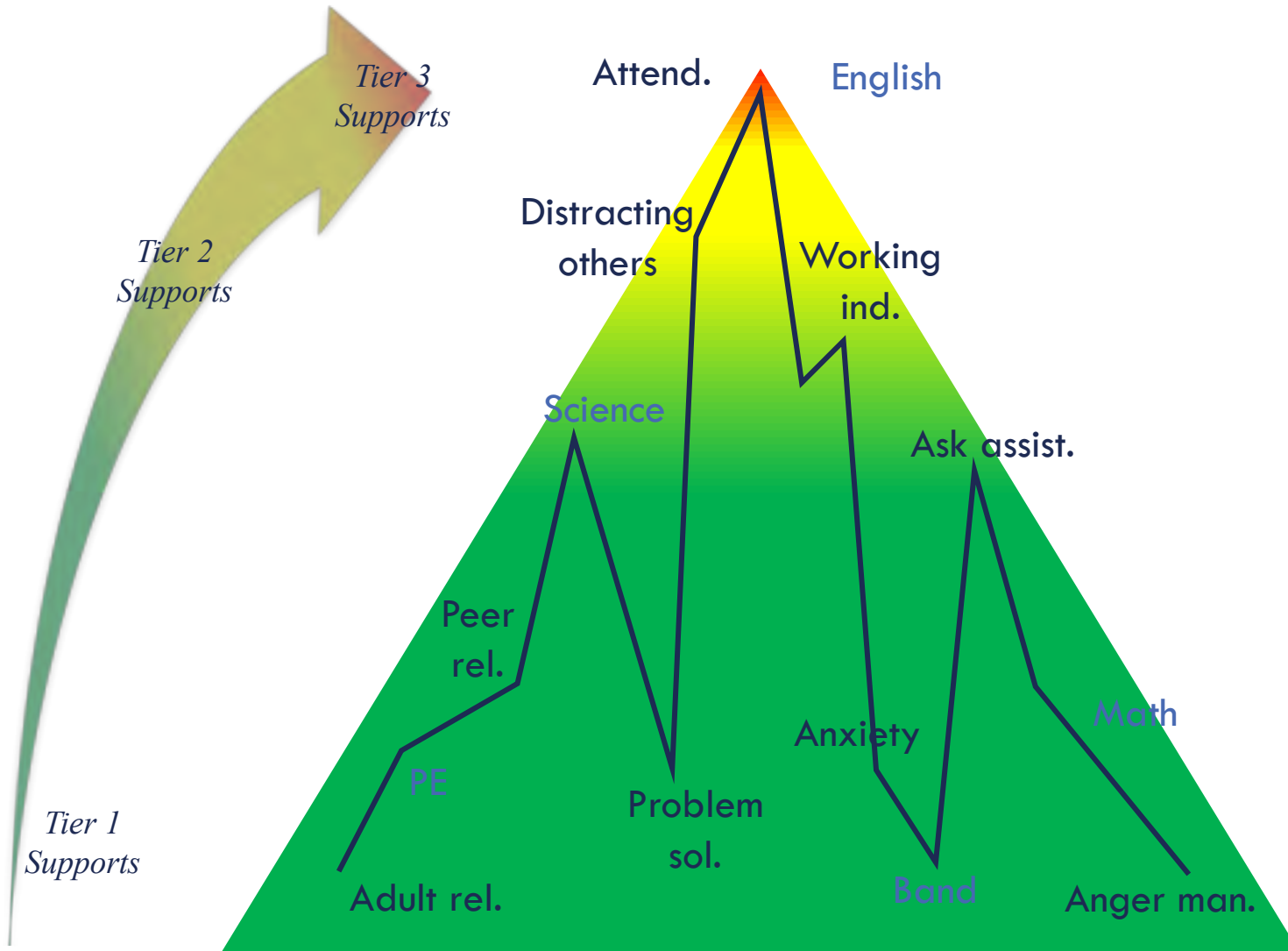


# Multi-Tiered Practices means...





# Student Profile





# PBIS: Misconceptions of this Work

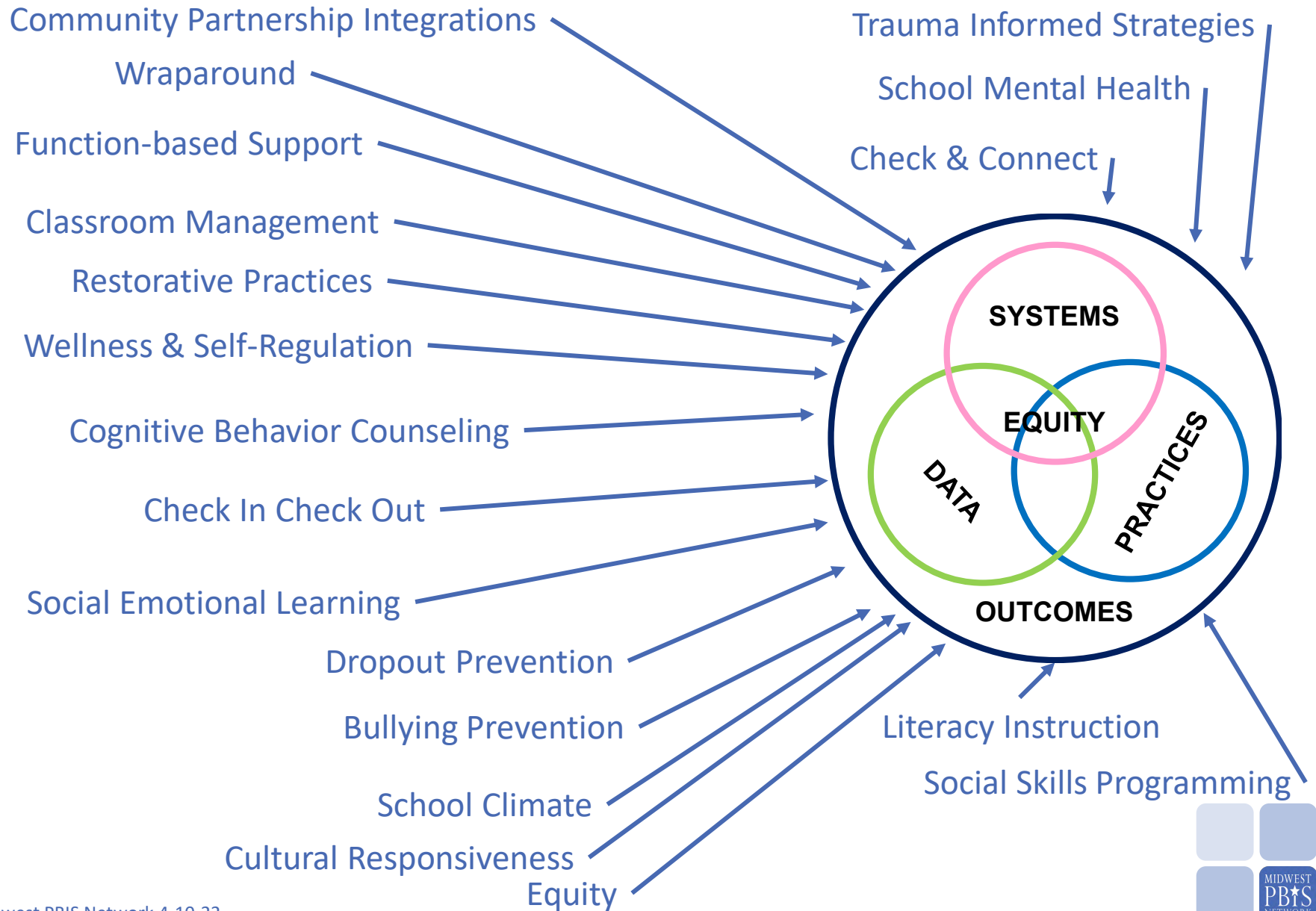
- Parties, assemblies and ice cream socials
- Rewarding youth (for doing things they should already know how to do)
- Enabling our youth
- People talking in really high voices and **“being positive”** all the time
- Handing out tickets, which don’t work
- Preventing internalization of skills/values
- Childish
- Mascots on steroids
- It’s only for “naughty” kids



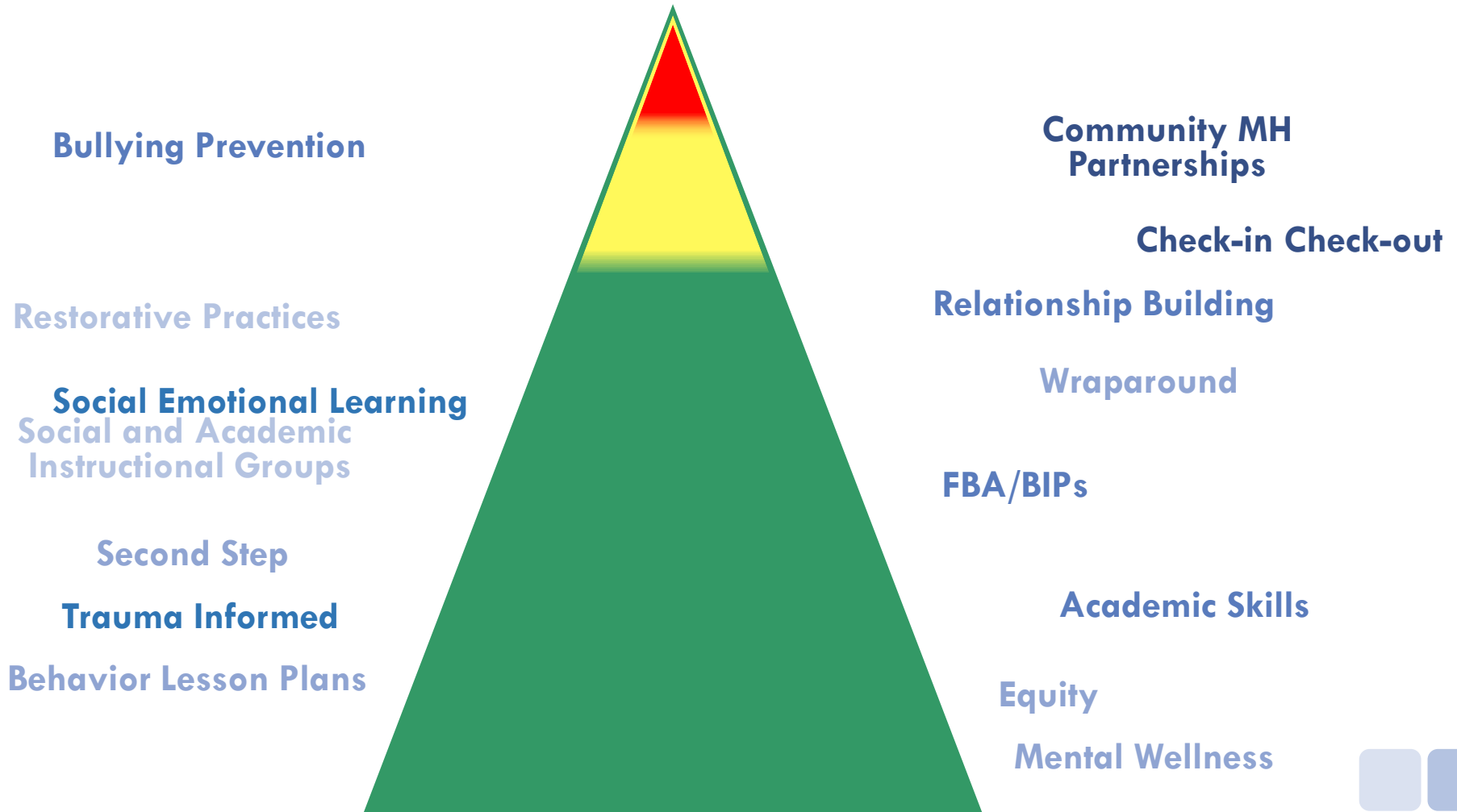
# The Why of PBIS



# PBIS is a Framework for Aligning all Initiatives and Interventions



# A Framework for Aligning Your Practices/Initiatives



# What happens when our initiatives are not a part of a framework?

## Siloed Initiatives and Interventions are...

- X Not connected to lower tiers
- X Take more resources
- X Are less effective
- X Are less implemented
- X Confuse staff
- X Are less likely to sustain



*“Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing ‘patterns of change’ rather than ‘static snapshots.’”*

— Peter Senge



Turn and share...

# Tell us your WHY

**What is your *WHY* for pursuing an educational MTSS approach to Social-Emotional-Behavioral Needs?**



- ✓ Impact of Relationships
- ✓ Impact of Trauma
- ✓ Growth Mindset
- ✓ Approaching Behavior like Academics
- ✓ Treat students like adults want to be treated
- ✓ Punishment vs Teaching
- ✓ Impact of shaming and other Response Cost strategies (e.g. clip-charts, demerits, three-minors equals a major, etc.)
- ✓ Skill deficit/function vs defiance
- ✓ Restorative Practices
- ✓ All humans have performance deficits, and need tiered supports
- ✓ High expectations, High Patience
- ✓ Mental Health/Wellness is for ALL
- ✓ To achieve equitable inputs and outcomes
- ✓ Others?





## Improved Student Outcomes

### academic achievement

(Angus & Nelson, 2021; Horner et al., 2009; Lassen et al., 2006; Nelson et al., 2002)

### prosocial behavior

(Metzler et al., 2001; Nelson et al., 2002)

### attendance

(Flannery et al., 2020\*; Freeman et al., 2015\*)

### emotional regulation

(Bradshaw, Waasdorp, & Leaf, 2012)

### reduced bullying behaviors

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

### decreased rates of drug/ alcohol use

(Bastable et al., 2015\*; Bradshaw et al., 2012)

### social & academic outcomes for SWDs

(Lewis, 2017; Tobin, Horner, & Swain-Bradway, 2012)



## Reduced Exclusionary Discipline

### office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021\*; Elrod et al., 2022\*; Flannery et al., 2014\*; Freeman et al., 2015\*; Horner et al., 2005; Horner et al., 2009; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012)

### suspensions

(Bradshaw, Mitchell, & Leaf, 2010\*; Freeman et al., 2015; \*Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

### restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

### racial inequities

(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)



## Improved Teacher Outcomes

### teacher efficacy & well-being

(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)

### teacher-student relationships

(Condliffe et al., 2022)

### student engagement & instructional time

(Algozzine & Algozzine, 2007; Condliffe et al., 2022; Flannery et al., 2020\*)

### school culture & organizational health

(Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)

### climate & safety

(Elrod et al., 2022\*; Horner et al., 2009; McIntosh et al., 2021)

## When Implementing Positive Behavioral Interventions and Supports (PBIS) with Fidelity

The PBIS framework is supported by [research spanning decades](#) (Center on PBIS, 2020)<sup>1</sup>. Study after study confirms the positive impact on improving student and school outcomes. The evaluation brief, "[Is School-wide Positive Behavior Support an Evidence-based Practice?](#)" (2020)<sup>2</sup> and the article "[Examining the Evidence Base for School-wide Positive Behavior Support](#)" (2010)<sup>3</sup> each lay out some of the research and provide additional resources to explore the topic further.



# Example Resources [pbis.org](http://pbis.org)



# Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network  
Lucille Eber, Midwest PBIS Network  
Kent McIntosh, University of Oregon  
Kelly Perales, Midwest PBIS Network  
Natalie Rorner, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

## Context

PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation science (Homer, Sugai, & Fixsen, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on meeting the needs of all students through a continuum (i.e., tiers) of supports.

In this continuous improvement model, teams develop a strategic plan that is anchored to core features or guiding principles, including: (a) a prevention-focused continuum of supports, (b) data-based decision-making, (c) regular universal screening and progress monitoring, (d) systems change through ongoing professional development and

<https://www.pbis.org/resource/teaching-social-emotional-competencies-within-a-pbis-framework>

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Interventions & Supports

# CREATING A CLASSROOM TEACHING MATRIX

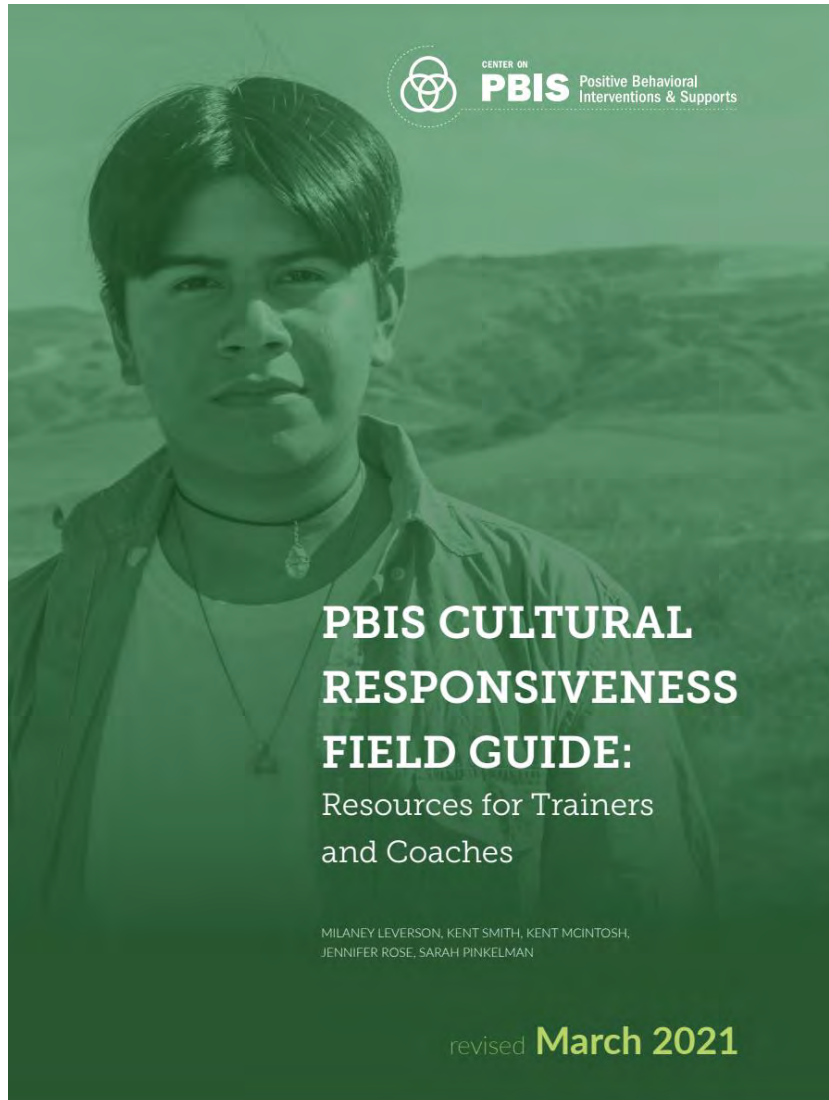
KAREN ROBBIE, MARIA SANTIAGO-ROSARIO, KIMBERLY YANEK,  
LAURA KERN, BRIAN MEYER, KELSEY MORRIS, & BRANDI SIMONSEN

**August 2022**

<https://www.pbis.org/resource/creating-a-classroom-teaching-matrix>

**NEW!**

# Be More Culturally Responsive



Use the CR Field  
Guide to prioritize  
equity in your TFI  
action items

<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>





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# STRATEGIES FOR DE-ESCALATING STUDENT BEHAVIOR IN THE CLASSROOM

M. KATHILEEN STRICKLAND-COHEN, ALEXANDRA NEWSON, KATHERINE MEYER,  
ROBERT PUTNAM, LAURA KERN, BRIAN C. MEYER & AMI FLAMMINI

September 2022

Strickland-Cohen, m.K., Newson, A., Meyer, K., Putnam, R., Kern, L., Meyer, B. C., & Flammini, A. (September 2022). **Strategies for De-escalating Student Behavior in the Classroom**. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

<https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom>



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# CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

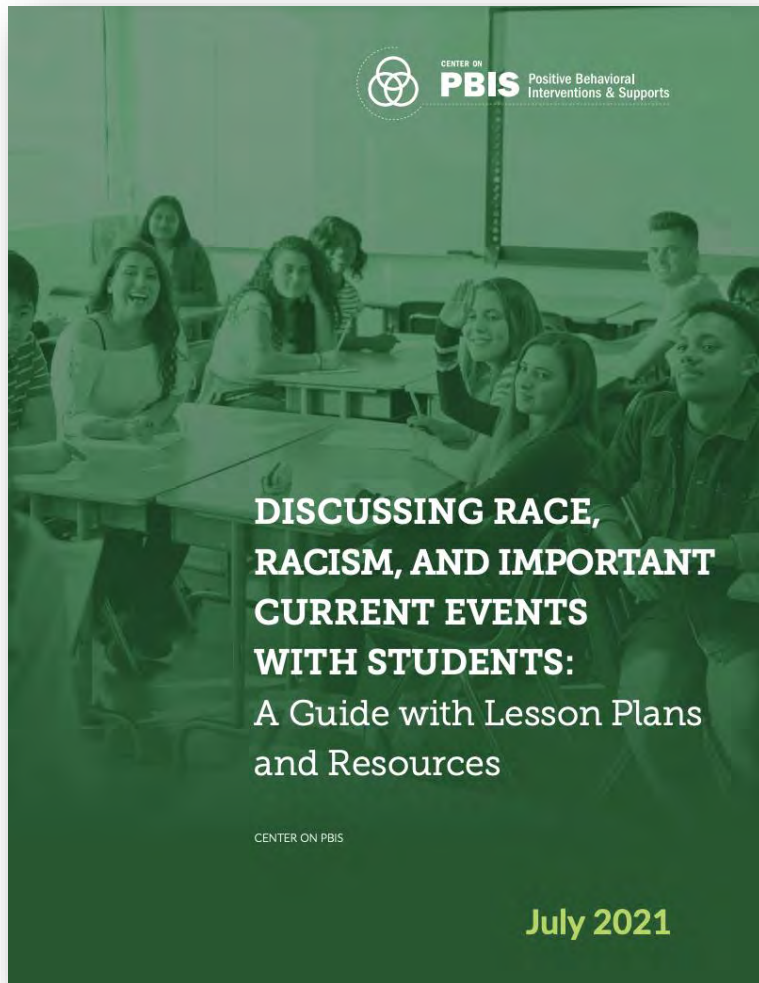
CENTER ON PBIS

March 2020

<https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction>








Center on Positive Behavioral Interventions and Supports (July 2021). *Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources*. University of Oregon. [www.pbis.org](http://www.pbis.org).

<https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources>

JULY 2021


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**CULTURAL AWARENESS**

**Watch:** [With Different Eyes](#)<sup>38</sup> (talk by Django Paris)

**Read:** [From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools](#)<sup>39</sup> (article by Gloria Ladson-Billings)

**Reflect:**

- What was my first awareness of racial differences, and how old was I when it happened?
- How has my view of racial differences changed over time?

**My next steps:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**SOCIAL JUSTICE**

**Watch:** [How to Be a Racial Justice Ally](#)<sup>40</sup> (video from Jefferson County Public Schools)

**Read:** [Speak Up! Responding to Everyday Bigotry](#)<sup>41</sup> (guide from Learning for Justice)

**Reflect:**

- Think about a time of witnessing unjust treatment of someone based on race. How did I respond and what drove that response? What might I do differently?
- What are ideas for changing the condition of racial justice in my community? How can I get others involved?

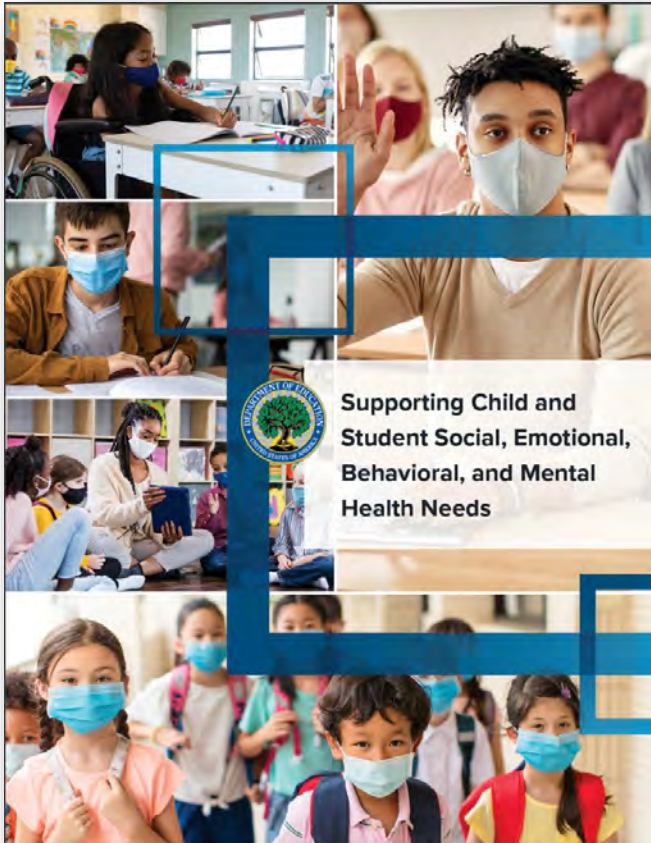
**My next steps:**

1. \_\_\_\_\_
2. \_\_\_\_\_



U.S. Department of Education

*Press Release October 19, 2021*



## U.S.DOE Recommendations on SEBMH

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

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*. Washington, DC, 2021. Available at: <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>



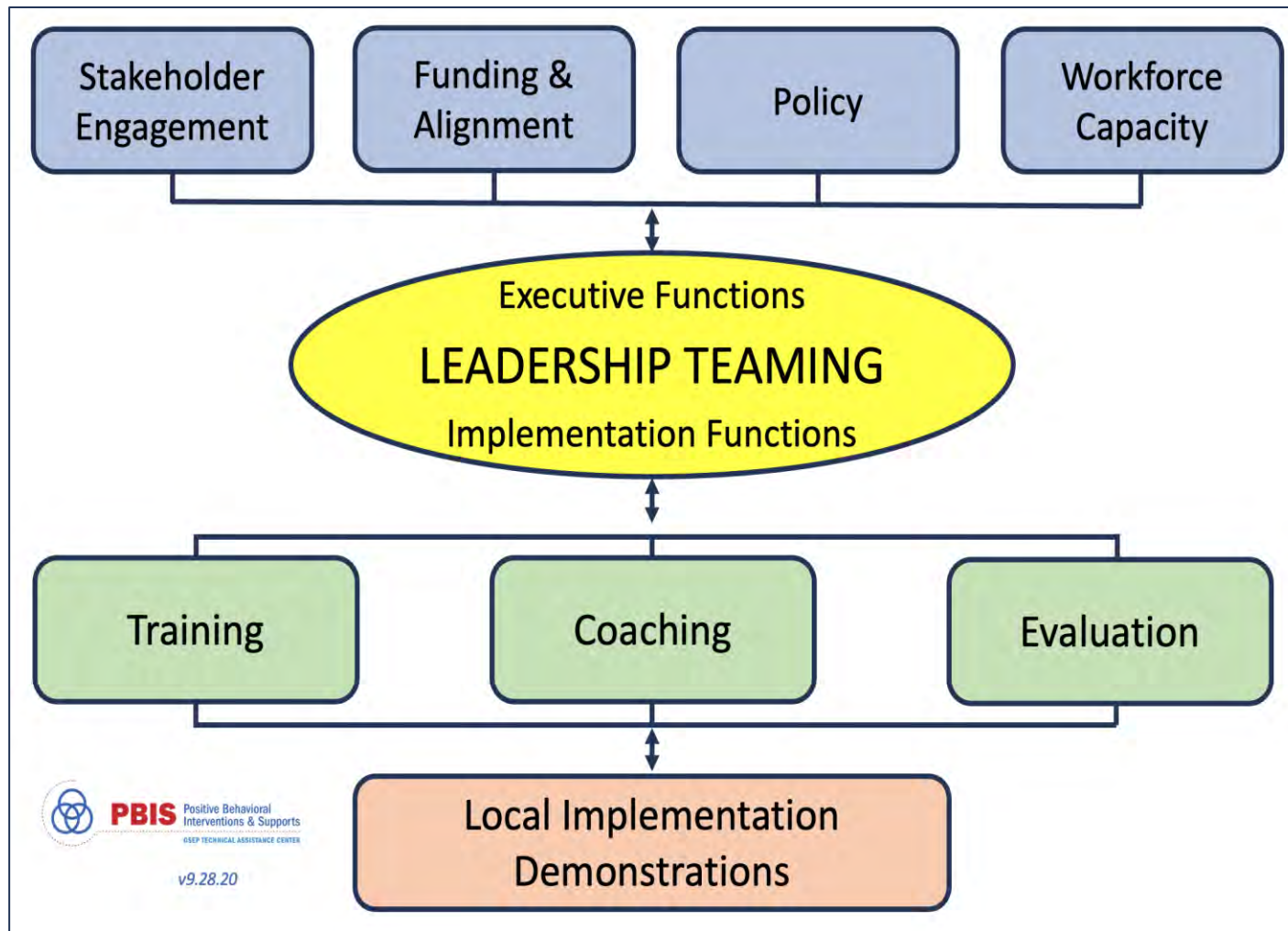
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# The How of PBIS



# MTSS Responsibilities of the District Leadership Team



Learn more at: <https://www.pbis.org/resource-type/blueprints>



# These components are best implemented at the district level...

## To Increase Fidelity and Sustainability...

- ❖ Establish a vision for the district

Policy

- ❖ Map a visual and conceptual alignment of district initiatives

Alignment  
& Funding

- ❖ Define workforce capacity and roles (coaches, coordinators, principals, clinicians, teams)

Workforce  
Capacity

- ❖ Assess the fidelity of PBIS DLT supports; Establish our action plan

LEADERSHIP TEAMING

- ❖ Develop an Evaluation Plan

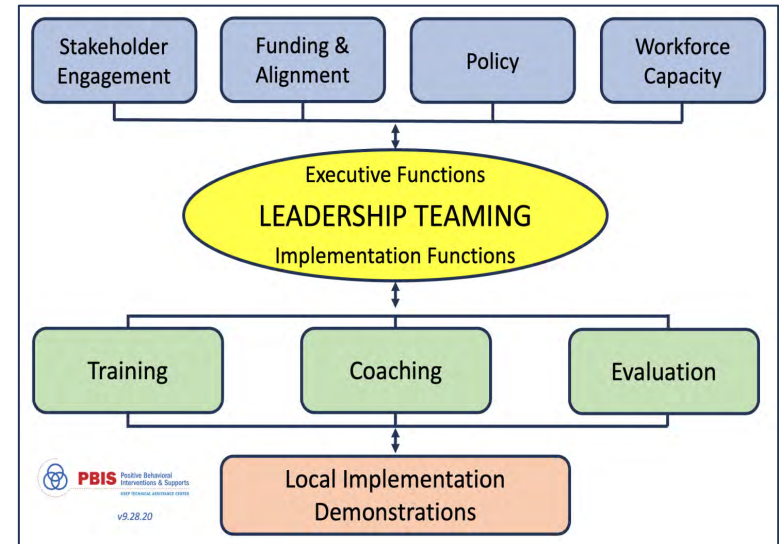
Evaluation

- ❖ Develop an effective data system

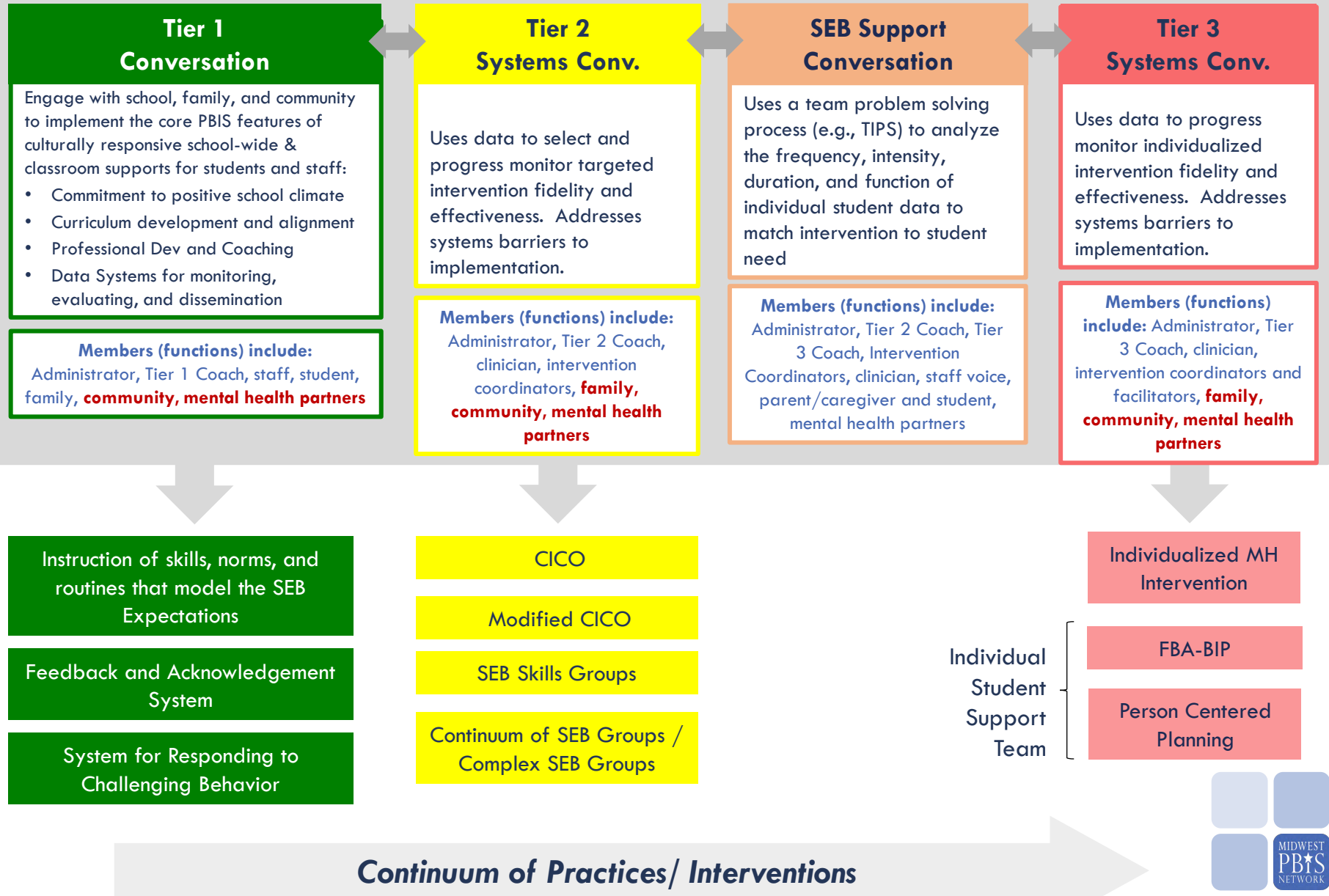
Evaluation

- ❖ Develop a training and support plan for schools (PD Calendar, coaching, etc.)

Training



## Necessary Team Conversations in a 3-Tiered System of Support



# Tier 1 School Conversation in a 3-Tiered System of Support

## Tier 1

**Members (functions) include:** Administrator, Tier 1 Coach, staff, student, family, community & mental health partners

← Get the team together

Engage with school, family, and community to implement the core PBIS features of culturally responsive school-wide & classroom supports for students and staff:

- Commitment to positive school climate
- Curriculum development and alignment
- Professional Dev and Coaching
- Data Systems for monitoring, evaluating, and dissemination

← Responsibilities

Instruction of skills, norms, and routines that model the SEB Expectations

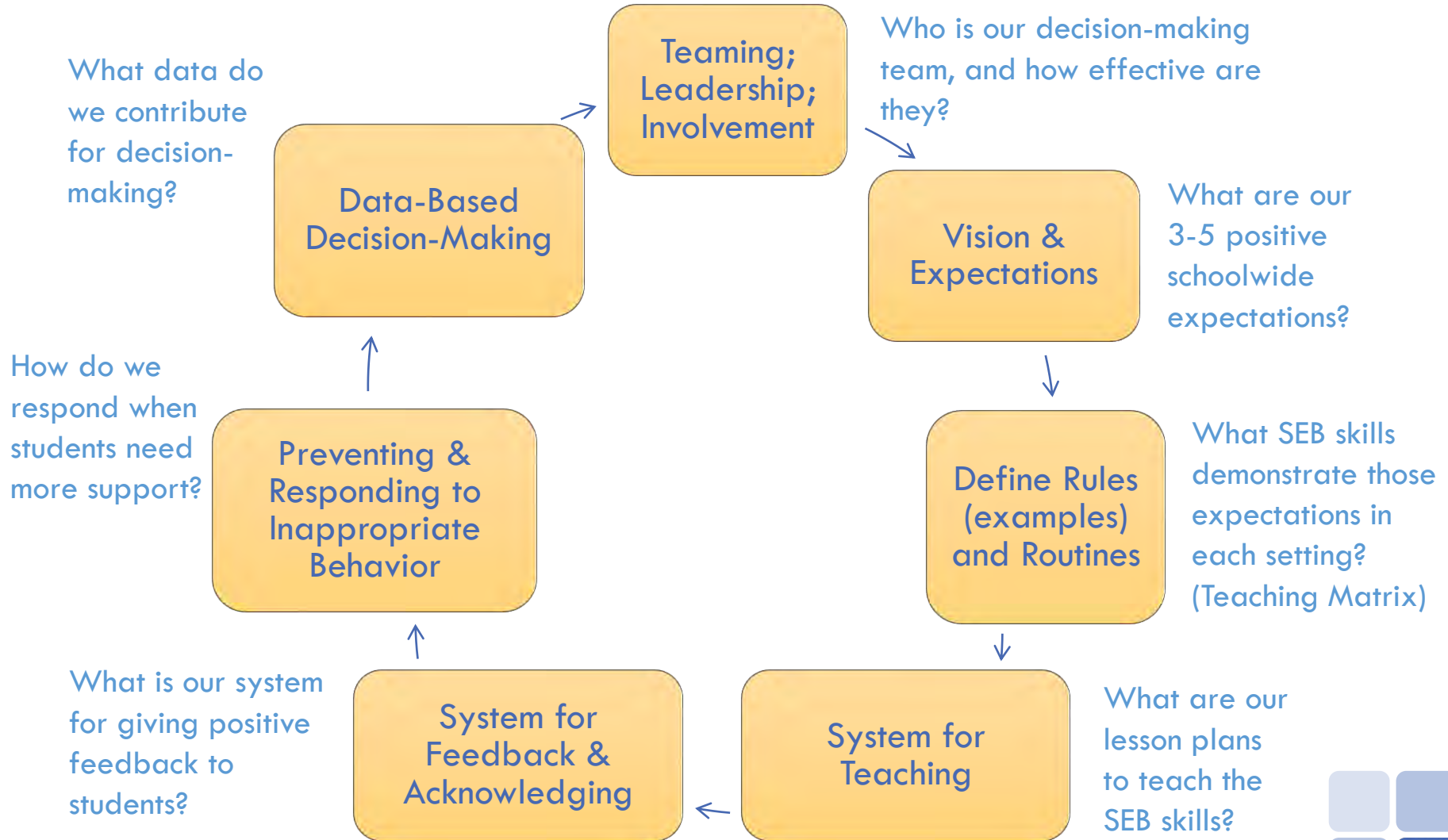
Feedback and Acknowledgement System

System for Responding to Challenging Behavior

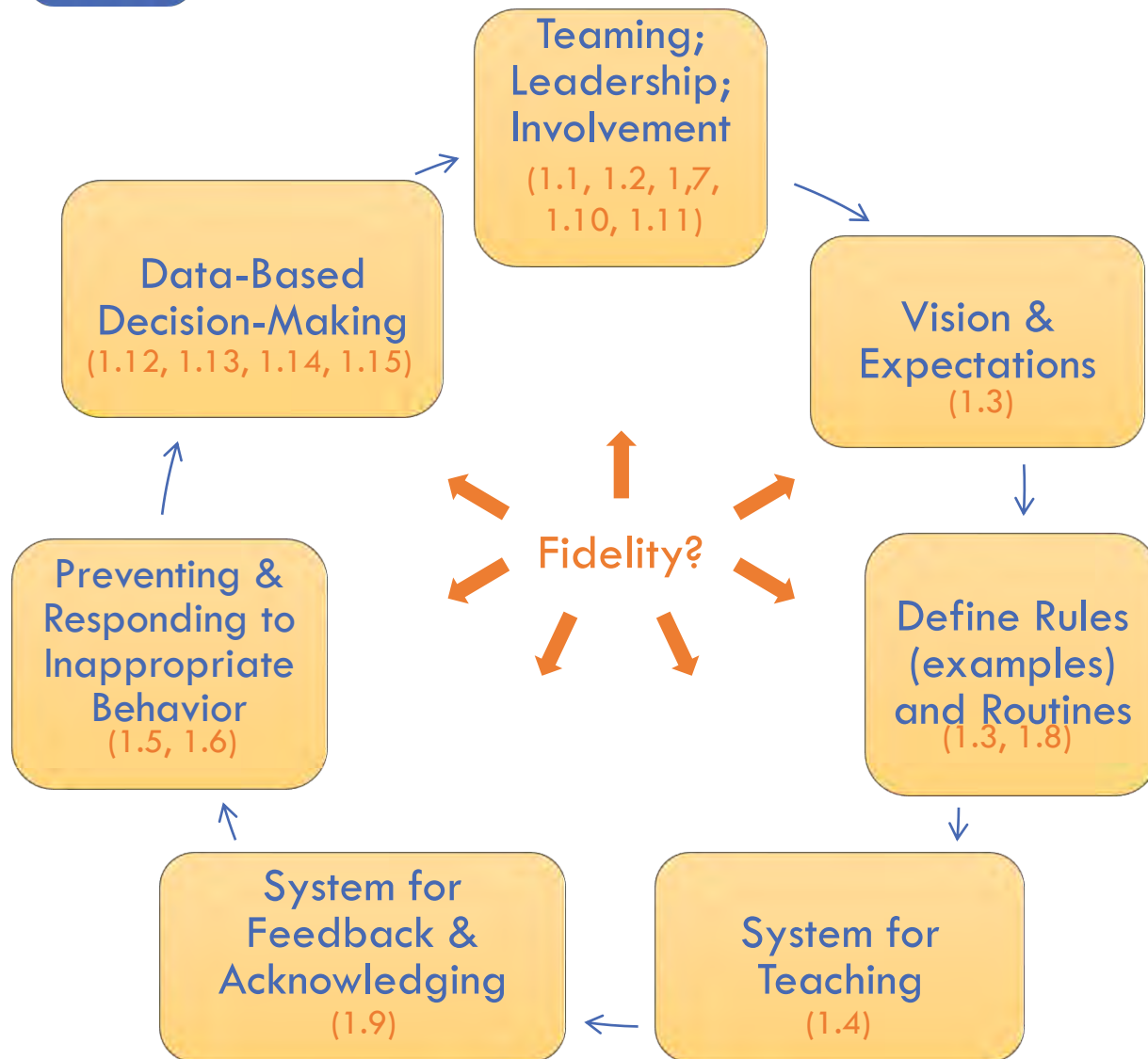
← Core practice to Install and monitor



# Roll-out of Tier 1 Implementation Components

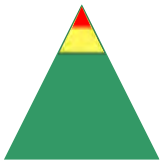


# How do we know if we are implementing correctly?



TFI	Tiered Fidelity Inventory (TFI) Tier 1 Components
1.1	Team Composition
1.2	Team Operating Procedures
1.3	Behavioral Expectations
1.4	Teaching Expectations
1.5	Problem Behavior Definitions
1.6	Discipline Policies
1.7	Professional Development
1.8	Classroom Procedures
1.9	Feedback & Acknowledgement
1.10	Faculty Involvement
1.11	Student/Family/Community Involvement
1.12	Discipline Data
1.13	Data-based Decision Making
1.14	Fidelity Data
1.15	Annual Evaluation

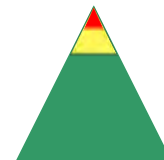
# Audit of Current Social Emotional Behavioral Supports



<b>PRACTICES</b> List the Current Practices provided to all, groups, or individual students for support: e.g. <i>Community-wide reinforcer for expectations, Check-in Check-out, etc.</i>	<b>FIDELITY</b> Date and data last time the practice was checked for fidelity e.g. <i>9/14: 83% items in place</i>	<b>OUTCOMES</b> Date and data last time student outcomes were reported e.g. <i>10/3: 78% (18/23) students achieving goal</i>
Tier 1 -		
Tier 1 -		
Tier 1 -		
Tier 1 -		
Tier 2 -		
Tier 2 -		
Tier 2 -		
Tier 3 -		
Tier 3 -		

# EXAMPLE

## Audit of Current Social Emotional Behavioral Supports



<b>PRACTICES</b> List the Current Practices provided to all, groups, or individual students for support: e.g. <i>Community-wide reinforcer for expectations, Check-in Check-out, etc.</i>	<b>FIDELITY</b> Date and data last time the practice was checked for fidelity e.g. 9/14: 83% items in place	<b>OUTCOMES</b> Date and data last time student outcomes were reported e.g. 10/3: 78% (18/23) students achieving goal
Tier 1 – All settings and classrooms have positive rules aligned to SW expectations and posted	10/24 walk-through; 92% in place	10/24 84% of students knew the expectations, and could point to the rules
Tier 1 – Teachers teach the skill of the week 3 mornings each week	11/4 self-report: 72% in place	11/21: 18% reduction in behaviors related to the previous skill of the week (SWIS data)
Tier 1 – Teachers use specific praise for behavior at a 5:1 ratio to corrections	9/30 peer-observation: 54% in place	9/30: 12% of students earned an ODR in past 30 days
Tier 1 – Teachers use the 5 skills from our responding to problem behaviors routine	We haven't	
Tier 1 -		
Tier 2 – Check-in Check-out	10/15 CICO-FIM 83%; 87% Student Questionnaires	10/15: 73% on CICO earned goal
Tier 2 -		
Tier 3 -		
Tier 3 -		





# Welcome our Exemplar

**Melissa Lime**

Vice Principal

Freedom Crossing Academy

@melissa\_lime







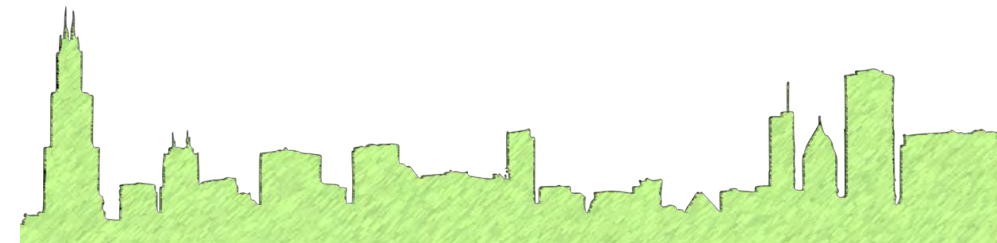
# Understanding the PBIS Framework

Find all Session info for quick copy/paste, [on the event webpage](#) & **remove this text reminder** after you have entered the info above

## *Presenters:*

*Brian Meyer, Midwest PBIS Network (IL)*  
*Melissa Lime, St. Johns County School District (FL)*

- **Topic:** Getting Started with PBIS
- **Keywords:** teaming, core components, rationale





# Get To Know Your Presenter

**Melissa Lime**

Vice Principal

Freedom Crossing Academy

@melissa\_lime



National PBIS Leadership Forum



# Padlet

Please visit the Padlet for additional resources and practical examples to help you get started on your PBIS Journey.

<https://padlet.com/melissalime25/NationalPBISLeadershipForum>







St. Johns County School District-Highest performing school district in the state of Florida and the fastest growing school district in the state of Florida.



# St. Johns County School District Student Enrollment

St. Johns County % increase in student population (non-charter school and Fall FTE)

- 19.20- 20.21: 4%
- 20.21- 21.22: 7%
- 21.22- 21.22: 4%
- 49,744 Total Current Fall 2022







# Freedom Crossing Academy K-8

Established 2018





# At FCA, We Focus on Three Goals

- Capturing Kids Hearts
- Professional Learning Communities
- LiveSchool/ PBIS





# Florida PBIS Model School

Freedom Crossing Academy has been recognized by the FLPBIS Project as a PBIS Model School! As a PBIS Model School, we demonstrate a commitment to positive and equitable outcomes for all students!





A+



FCA is *Breaking Barriers!*





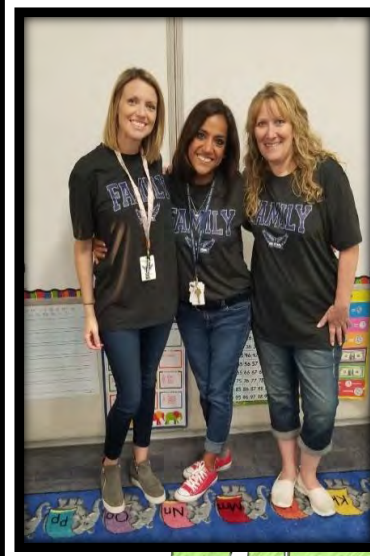
## We Believe Relationships Make a Difference

Improving students' relationships with teachers has important, positive, and long-lasting implications for both students' **academic** and social development (Jennings & Greenberg, 2009).



# FCA Common Language

- Falcons Take Flight
- Breaking Barriers
- Capturing Kids Hearts
- LiveSchool
- Social Contract
- The FCA Way
- PBIS
- SOAR
- Nest Groups
- FLIGHT
- Freddy the Falcon
- Do Better!
- PLC
- Houses
- Funky Falcons
- FCA GETS WILD
- Process Champions
- #FCABetterTogether



# Challenges Last School Year

- Tremendous Growth-2200 Students
  - New Instructional Staff
  - Large Teams (14 per grade level)
  - Teacher Resignations
- New Administration Team
- New Student Registrations
- Staff Member Passed Away
- COVID-19 Safety Precautions
- New Curriculum/ BEST Standards
- Staffing Shortages/ Substitute Teachers
- Teacher Recruitment
- Teacher Pay/ Required Endorsements
- Mental Health/ Wellbeing (Students & Staff)





# Freedom Crossing Academy K-8

## Demographic Data

Demographics	2021-2022
White	1401
Hispanic	307
African American	101
American Indian	19
Asian	219
Hawaiian	5
Multi-Racial	177
<b>Total Enrollment</b>	<b>2229</b>
IEP	315
Free Reduced Lunch	156

# Freedom Crossing Academy K-8

## Demographic Data

Demographics	2022-2023
White	1493
Hispanic	213
African American	105
American Indian	17
Asian	128
Hawaiian	6
Multi-Racial	166
<b>Total Enrollment</b>	1967
IEP	262
Free Reduced Lunch	225

# Challenges This School Year

- New Administration Team
- New Instructional Staff
- New Student Enrollment
- New Curriculum/ BEST Standards
- Staffing Shortages/ Substitute Teachers
- Teacher Recruitment
- Teacher Pay/ Required Endorsements
- Non-Instructional Pay







Successful school-wide implementation=  
**ALIGNMENT**



# The FCA Way School-Wide Behavior Expectations

The FCA PBIS program is intentionally aligned to our school goals and expectations:

- Our School Mission- Falcons Take F.L.I.G.H.T.
- Our School Vision-Breaking Barriers
- Capturing Kids Hearts
- Character Counts Pillars





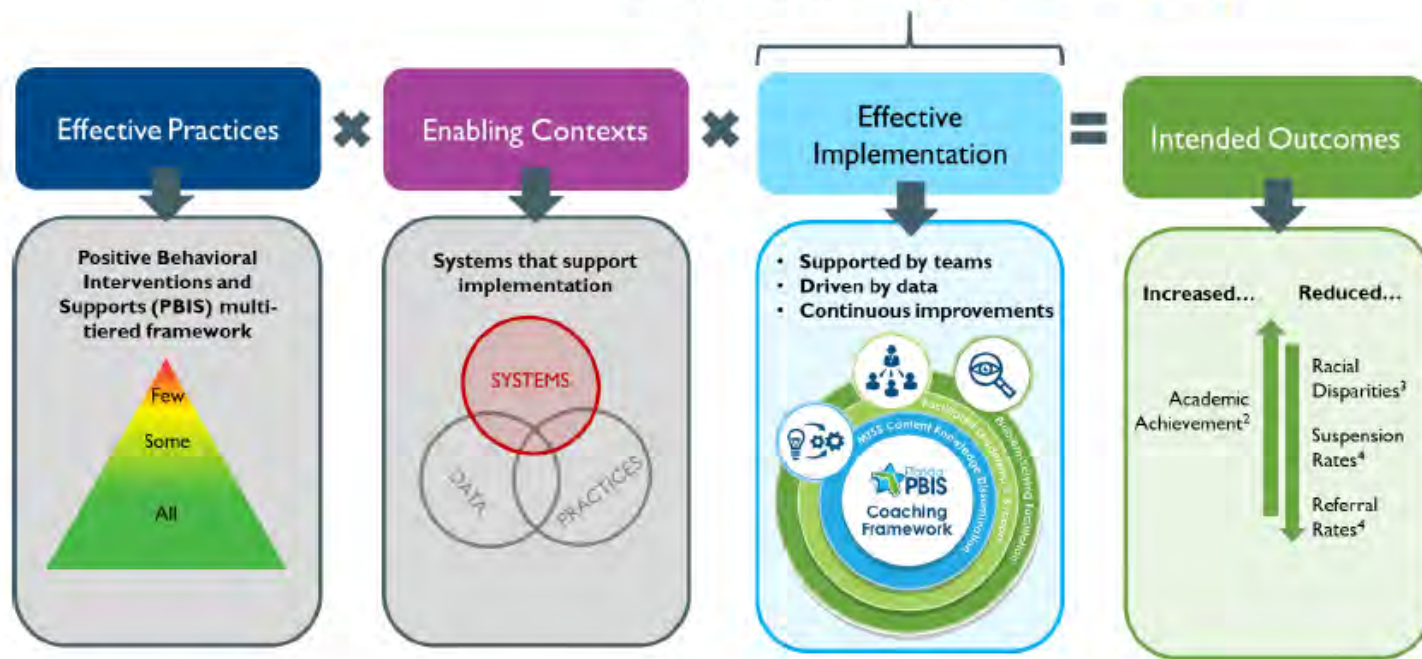
# Implementation of Evidence Based Practices

At FCA, we align our school-wide PBIS strategies with our school vision and mission, Capturing Kids Hearts best practices, Character Counts, and LiveSchool.

## The Link Between Implementation and Outcomes

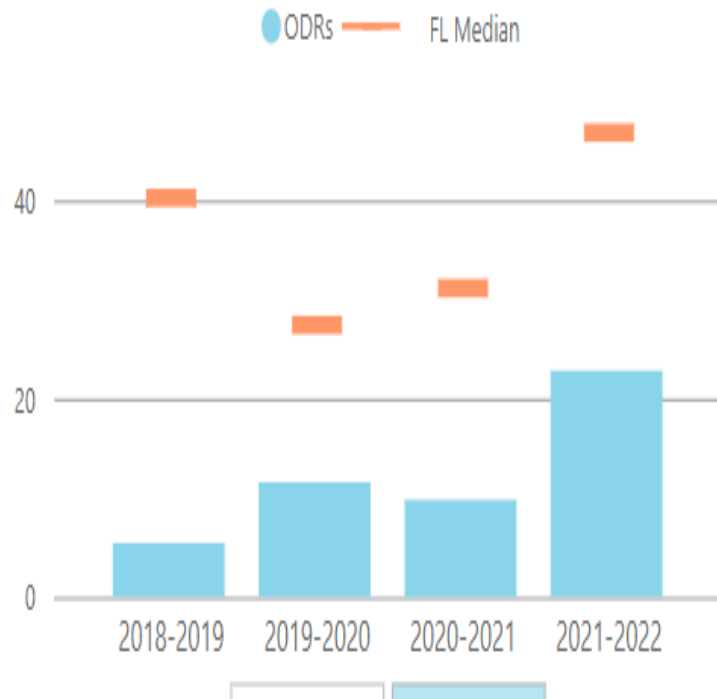
There is a critical relationship between the implementation of an evidence-based practice (e.g., the degree to which it was delivered as intended) and its desired outcomes. This relationship is illustrated by the below “formula for success” used in implementation science.<sup>1</sup>

The research-based link between **effective practice** and **positive outcomes** disappears when that practice is not implemented with **high levels of fidelity**.

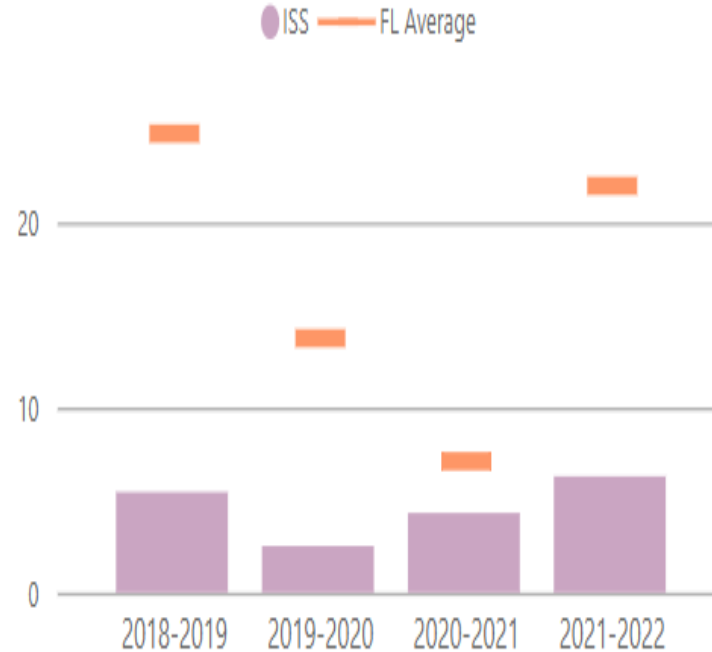


# FCA's Annual PBIS Outcome Data

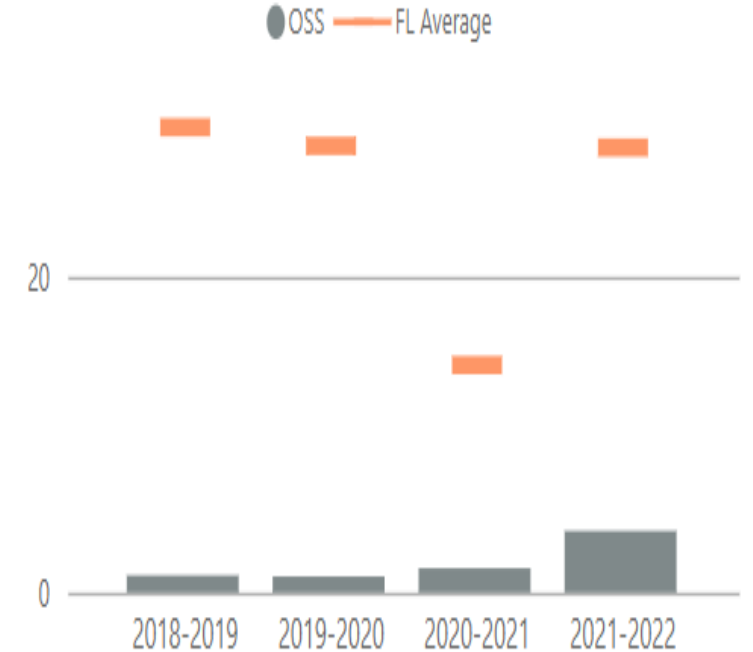
ODR Rate w/ FL School Type Comparison



ISS Rate w/ FL School Type Comparison



OSS Rate w/ FL School Type Comparison







# Our PBIS Journey

# The PBIS Dream Team

Developing a strong PBIS “Dream Team” is critical to an effective school-wide Tier 1 PBIS System.

- Lead Teachers
- School Dean
- Administration
- Media Specialist
- School Counselor
- Instructional Literacy Coach
- Behavior Specialist
- Non-Instructional Staff
- PTO Representative





# Things to Consider

---

- Team has broad representations – Highly recommend one teacher per grade level.
- Team has administration support
- Team has regular meetings (at least monthly)
- Team has established a clear mission/purpose
- Establish clear roles and responsibilities
- Focus on building leadership capacity on your campus and identifying strengths & interests
- Recruit Your Problem Solvers & Innovators



# School Administrator on the PBIS Team

## Administrator Responsibilities

- ✓ Attend and actively participate on PBIS Team
- ✓ Communicate commitment to PBIS to staff and families
- ✓ Understand school's discipline data and reporting system
- ✓ Ensure behavior is included in School Improvement Plan
- ✓ Allocate resources for PBIS activities and implementation  
(time, funds, scheduling, etc.)
- ✓ Ensure PBIS meeting dates/times are on the master schedule.

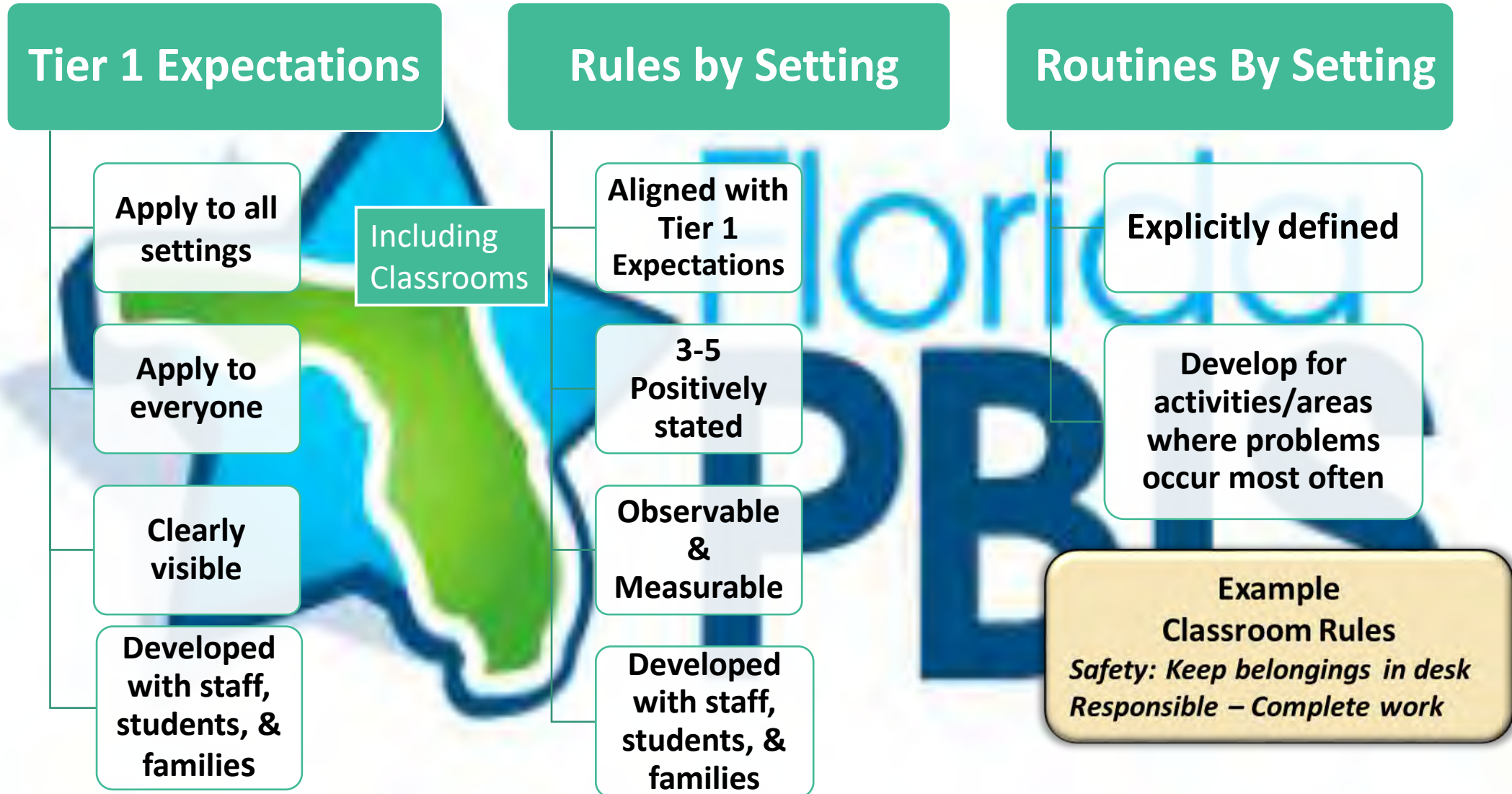
**If the School Administrator is not committed to the change process, it is unwise to move forward with PBIS implementation.**

**Research shows the success of PBIS implementation hinges on administrator commitment!**



# PBIS Defined Instructional Elements




*The 'What' – School wide Foundation To Embed Initiatives*







# FREEDOM CROSSING ACADEMY MATRIX

Expectations	Classroom	Cafeteria	Hallway/ Stairs	Restroom	Outside	Bus/ Dismissal
	<p>Follow directions</p> <p>Active listening</p> <p>Keep hands and feet to yourself</p>	<p>Stay in line in an orderly fashion.</p> <p>Line up quietly</p>	<p>Walk to the right</p> <p>Walk in a single file line</p> <p>Use appropriate entrance</p>	<p>Wait patiently for your turn.</p> <p>Use supplies appropriately</p> <p>Wash hands</p>	<p>Line up in a timely manner</p> <p>Use equipment appropriately</p> <p>Follow safety rules</p>	<p>Walk at all times</p> <p>Walk in front of bus and wait for bus to stop</p> <p>Sit properly</p>
	<p>Keep materials organized and be prepared for learning</p>	<p>Pack all lunch items and leave your area clean</p> <p>Recycle</p>	<p>Stay in assigned area</p> <p>Keep area clean/ lockers clean</p>	<p>Keep the area clean and tidy</p> <p>Wash hands</p>	<p>Stay within the area</p> <p>Follow directions</p>	<p>Take care of the bus property</p> <p>Follow bus rules</p>
	<p>Treat others kindly</p>	<p>Use an indoor voice</p>	<p>Keep your hands and feet to yourself</p>	<p>Respect school property</p>	<p>Enter building quietly</p>	<p>Use respectful language</p>

The FCA Way Behavior Expectations are clearly defined in all settings.



## CLASSROOM

RULES / EXPECTATIONS



**F**

- Follow directions
- Listen actively
- Keep hands and feet to yourself

**C**

- Keep materials organized and be prepared for learning
- Complete assigned work
- Use time wisely

**A**

- Treat others kindly
- Respect others' personal space

FALCONS TAKE FLIGHT

## FOUR QUESTIONS



What are you doing?

What are you supposed to be doing?

Are you doing it?

What are you going to do about it?

PLEASED TO CHALLENGE, BE BOLD, TAKE FLIGHT

The FCA Way Behavior Expectations are clearly defined, taught, and modeled in all settings throughout the school day.

## CAFETERIA

RULES / EXPECTATIONS



**F**

- Stay in line in an orderly fashion
- Line up quickly
- Keep hands and feet to yourself

**C**

- Pack all lunch items and leave your area clean
- Recycle
- Line up quickly

**A**

- Use an indoor voice
- Use table manners
- Follow directions

FALCONS TAKE FLIGHT

## BUS/DISMISSAL

RULES / EXPECTATIONS



**F**

- Wait at all times
- Follow safety rules
- Get properly

**C**

- Take care of the bus properly
- Follow bus rules
- Wait in designated area

**A**

- Use respectful language
- Wait at all times
- Follow directions

FALCONS TAKE FLIGHT

## HALLWAY/STAIRS

RULES / EXPECTATIONS



**F**

- Walk to the right
- Walk in a single file line
- Use appropriate voice

**C**

- Stay in assigned area
- Keep area clean/tidy
- Keep to the right

**A**

- Keep your hands and feet to yourself
- Use inside voice

FALCONS TAKE FLIGHT

## OUTSIDE

RULES / EXPECTATIONS

**F**

- Stay in line
- Follow directions
- Follow rules

**C**

- Stay within the area
- Follow directions
- Use appropriate voice

**A**

- Enter building area
- Line up when called

FALCONS TAKE FLIGHT

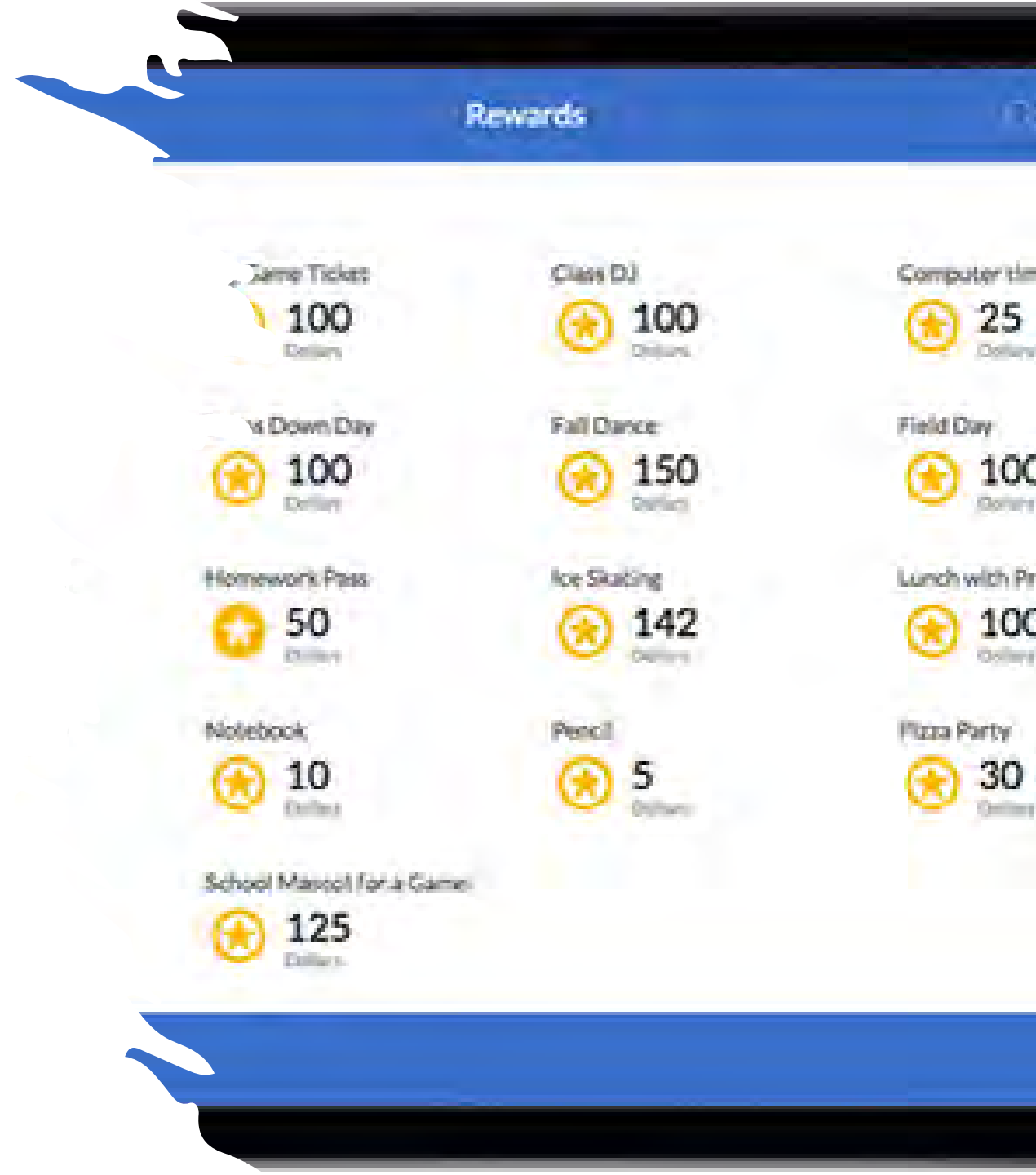
Expectations are posted around the school.

# Explicitly Defined Expectations

**Goal-** All staff will recognize and reward students for adhering to The FCA Way Behavior Expectations. This includes all instructional & non-instructional staff (front office, cafeteria, paras, and clerks).

## Challenges:

- What behaviors do we want our students to demonstrate everyday across all settings?
- How can we align Character Counts & Capturing Kids Hearts into the behavior rubric?
- What do students purchase with their LiveSchool points?
- How will we fund the program?
- How will we train students, staff, and families?





## FLIGHT Characteristics



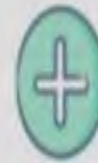
Focus



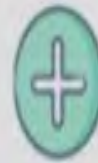
Grit



Heart



Imagination



Leadership



Team

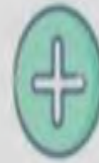
## Safety



Following  
Directions



Keeping Body &  
Objects to Self



Using Equipment  
Appropriately

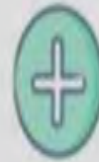
## Responsibility



Being Prepared



On Task



Social Contract

## Respect



Active Listening



Family



Positive Language

# FCA LiveSchool Behavior Matrix



National PBIS Leadership Forum

A photograph of a teacher with blonde hair and glasses, wearing a black dress, sitting in a light blue chair and reading a book to a group of children. The children are sitting on the floor, facing the teacher. The setting is a library or classroom with bookshelves in the background. The text "Teaching Expectations" is overlaid on the left side of the image in a large, white, sans-serif font. There is a blue horizontal bar in the top left corner and a white horizontal line below the text.

# Teaching Expectations



# Focus on Developing Positive Relationships

All students are greeted by FCA staff every morning upon arrival.

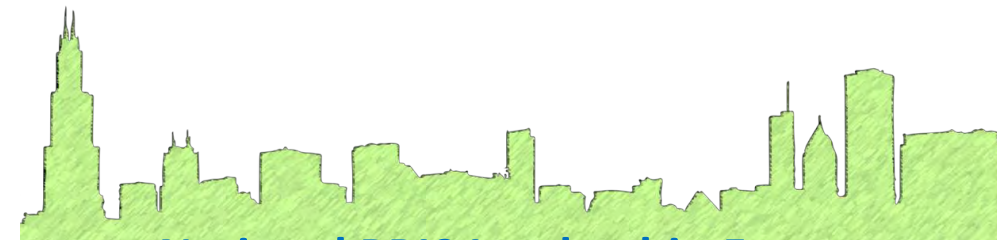
Teachers greet students at the door during all class periods.

We share “Good News” at the beginning of each class period and all faculty meetings.

We end each lesson and/or meeting with a positive launch.



The FCA Safety Patrols greet students every morning with a high five wearing a character glove.



National PBIS Leadership Forum





# Social Contract

In every classroom, teachers and students create social contracts to promote a family friendly atmosphere and positive learning environment. The social contract, a signed agreement between teachers and students, promotes a self-managing, highly effective learning environment of productive relationships, teamwork, and leadership.





# Empower Students

We empower students with leadership roles & responsibilities across the entire school campus.

**Ambassador-** Greets guests and new students and introduces them to the social contract. They are the ones who always greet guests and communicate the learning activity.

- **Scouts**-Students who are looking for excellence in others. They choose the word of the week and give shout outs.
- **Raters** – Reflect on how the class is doing and give feedback
- **Guest Services:** (when there is a substitute)
  - Leader Greeter
  - Good News/ Bell Work
  - Class Rater
  - Launch



## HAND SIGNALS



Your teacher needs  
your attention.

- Quiet immediately
- Both hands go up



Check your  
classmates.

- 1 & done



Use for put-downs.

- 2 put-ups are given in return
- If it is called, it counts
- It's not a joke

# Universal Hand Signals

- ❑ These nonverbal hand signals are used in all classroom settings and across the entire school campus.
- ❑ The hand signals promote a self-managing classroom by creating personal and group accountability to the social contract.
- ❑ Many parents have shared they also use the hand signals at home.



# FOUR QUESTIONS



**What are you doing?**

**What are you supposed  
to be doing?**

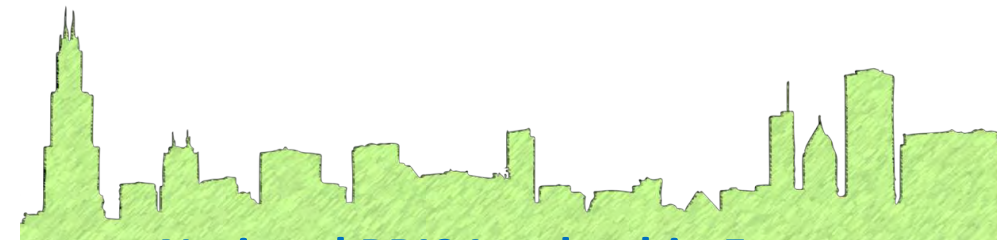
**Are you doing it?**

**What are you going to do  
about it?**

FREEDOM CROSSING ACADEMY FALCONS

## The Four Questions

- ☐ Students are asked the Four Questions when not adhering to the social contract.
- ☐ The Four Questions are designed to increase on task behavior and to maintain positive relationships.
- ☐ Expectation for all classrooms.



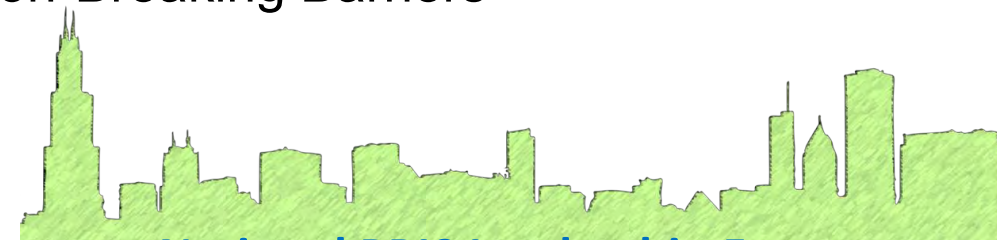
National PBIS Leadership Forum



# Communicate Expectations Daily

Teachers review the daily agenda, “FCA Way” PBIS expectations, and the school vision and mission during morning meetings and the FCA morning news show.

- The “FCA Way” PBIS Behavior Expectations
  - Focused on Safety
  - Committed to Responsibility
  - Always Respectful
- School Mission-Falcons Take FLIGHT
- School Vision-Breaking Barriers







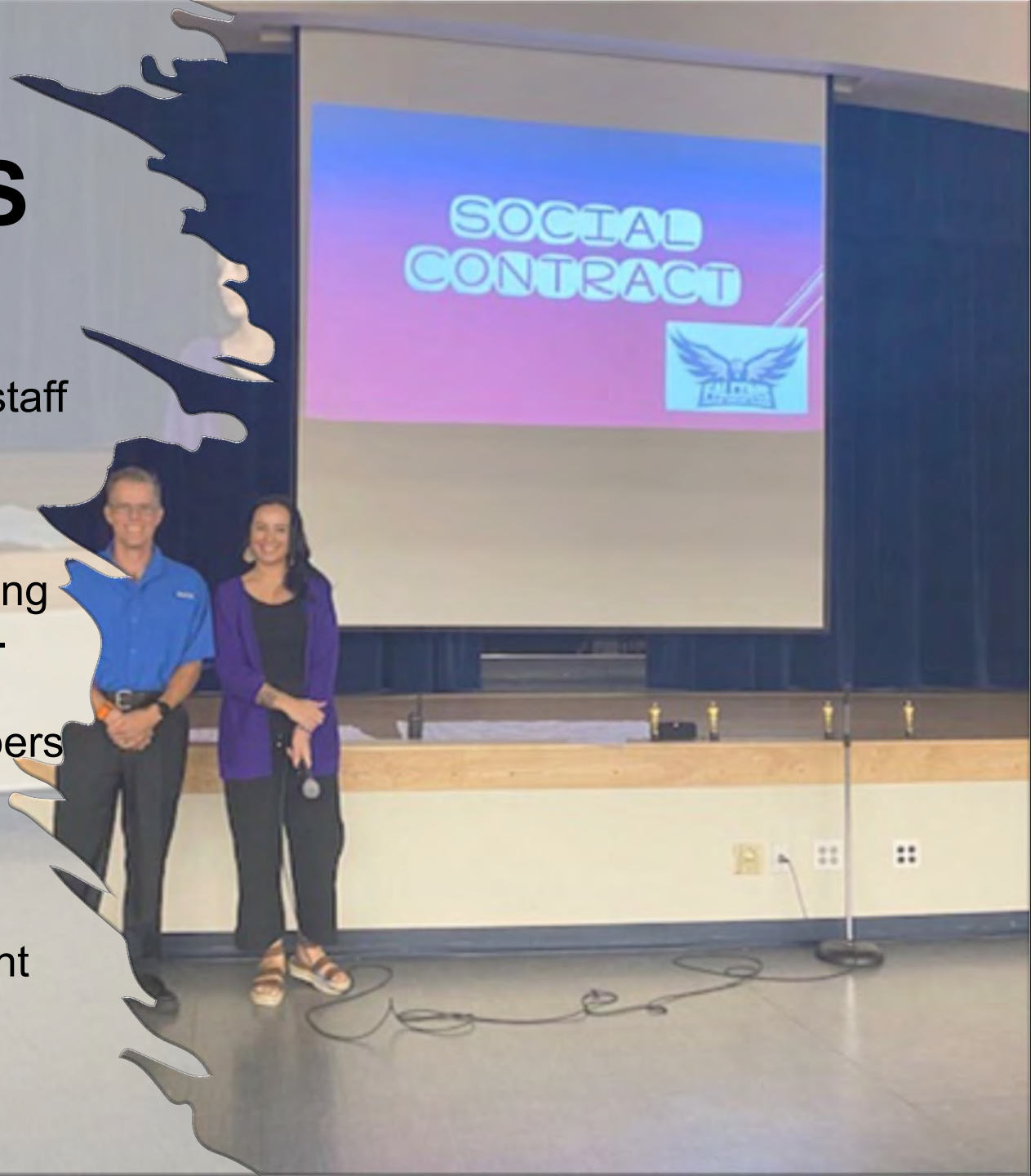
# School-wide Behavior Expectation Assemblies

Administration & School Deans facilitate grade level behavior expectation assemblies throughout the school year.



# Educate & Train All Stakeholders on PBIS Best Practices

- At the beginning of each school year, the FCA staff creates the Faculty Social Contract of shared commitments and expectations.
- Capturing Kids Hearts & LiveSchool/PBIS training provided throughout the school year for all staff.
- Coffee Chats for parents and community members
- Website and monthly newsletters
- The Faculty Social Contract is posted in the front office and in all conference rooms.







**FCA Bus Drivers  
receive annual  
training on the  
FCA Way Behavior  
Expectations.**



# ALWAYS RESPECTFUL



Boys: Picture 1

Girls: Picture 2



Look at your picture and  
talk about what you see  
that is respectful. Tell  
your group.

**Acknowledge  
& Feedback  
System**





# Acknowledging Students Daily

Students earn LiveSchool points for demonstrating the following expectations:

## The FCA Way

- Focused on Safety
- Committed to Responsibility
- Always Respectful
- FLIGHT Characteristics (Aligned to our vision and mission)
- Demonstrating Capturing Kids Hearts Best Practice ( Family & Social Contract)
- Demonstrating the Character Counts Pillars





Students cash in their Bus Bucks for LiveSchool points.







**11,908**

*Amable*

**10,753**

*Saphala*

**9,935**

*Taeataf*

**13,526**

*Kalpana*

**10,688**

*Ketter*

**11,445**

*Lingdao*

# FCA House Dashboard

Build comradery among the students and staff with the House Points System.

# Effective Discipline Procedures



## Disrespect

- Insults
- Name Calling
- Taking other's things
- Talking back
- Yelling/shouting/swearing at others
- Argumentative

## Disruption

- Distracting others
- Not patiently waiting turn
- Out of seat
- Off task
- Talking out/blurring out/ interrupting

## Dress Code Violations

## Inappropriate Language

## Physical Contact/ Aggression

- Not keeping hands to self
- Picking on others
- Running
- Throwing objects

## Property Misuse

- Not cleaning up
- Misuse of Materials

## Technology Violation

- Cell Phones Out/In Use
- Inappropriate Use of Technology

## Other

- Not Prepared for class

Incident and student will be removed from class.  
Staff Member will send an email to the student's parent/guardian and the Deans Office with details of the incident.  
Deans will respond with an intervention plan and will assign a consequence if needed. Deans will contact parent/guardians and follow up with the teacher.

## Majors Incident

- Defiance (continued, high level)
- Swearing at staff / Calling staff names
- Stealing
- Vandalism
- Gambling
- Leaving class without permission
- Cheating / Plagiarism
- Fighting
- Sexual Harassment / Inappropriate sexual comments
- Immediate danger to students & staff
- Criminal Acts
- Assault
- Drugs/Alcohol
- Bullying/ Harassment
- Threats /Intimidation
- Weapons



# Preventing & Responding to Inappropriate Behavior

## We are committed to:

- Fostering positive relationships with all students and staff.
- Creating a safe, supportive, and positive learning environment in all classrooms.
- Creating highly collaborative and self managing classrooms.
- Consistency with classroom management procedures and expectations.
- Communicating behavior incidents with parents in a timely manner.
- Monitoring behavior incidents and problem solve age-appropriate interventions and supports.
- Implementing common consequences across the grade levels
- Offering a variety of interventions and supports (time out, detention, conference with dean, counselor check ins)
- Holding each other accountable for adhering to the FCA Flowchart and discipline procedures.



# Making Decisions about Tier 1 PBIS

## **STRATEGIC Monthly Data Use**

- Referrals **per day/ per month**
  - Is there an **upcoming** discipline spike our PBIS instruction could **prevent**? Were last month's PBIS instruction efforts sufficient for keeping discipline rates low?
- Referrals by **problem behavior**
  - On what **skills** should our PBIS instruction focus?
- Referrals by **location**
  - **Where** should we focus our PBIS instruction?
- Referrals by **time of day**
  - **When** should we prioritize our PBIS instruction?
- Referrals by **disciplinary response**
  - Are we using a **range of instructional responses** when responding to disciplinary events?
- Referrals by **student and staff**
  - Are **many** students and staff involved in discipline, or are there **few** who need more targeted support?

## **Yearly Totals: Overall Priorities and Intensity**

- **Discipline** per 100/per day
  - Do we need to increase our focus on Tier 1 support? Do we need to increase the **relevancy** of our Tier 1 supports?
- **Climate**
  - Do all students feel safe, engaged and connected to school?
- **Attendance**
  - Are we making school a place students want to be?
- **Mental Wellness**
  - Do students have the emotional support and skills necessary to be successful at school?
- **Alignment between fidelity & outcome data**

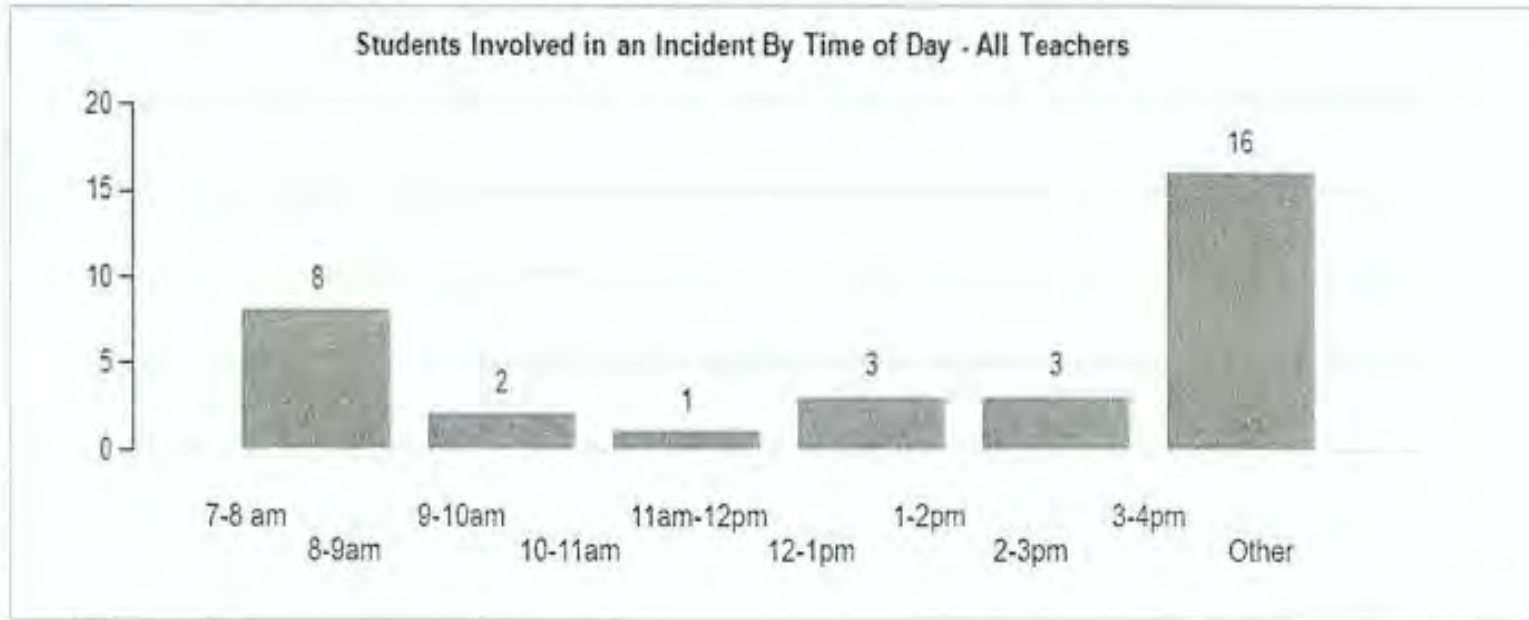
Custom queries enable more specific problem solving (grade level, ethnicity/race, ESE status, etc.)



# FCA Grade Level Behavior Incident Report



## Students Reported By and When - Freedom Crossing Academy 6-8 -



- The PBIS Team reviews behavior incident data each month and shares with their grade level teams.
- School-wide data is shared monthly with all staff.
- Data provides feedback on grade level interventions and supports and/or teachers who need additional training and support.



# FCA School-Wide LiveSchool Usage Report

Freedom Crossing Academy

Jul 1 - Sep 30



+ 897K  
POINTS

- 244  
DEMERITS

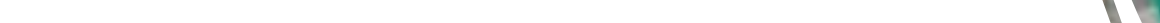
+/- 3678:1  
RATIO

\$ 897K  
EARNED

\$★ 437K  
SPENT

- The PBIS Team reviews LiveSchool data each month and shares the grade level usage report with their grade level teams.
- School-wide data is shared monthly with all staff.
- Data provides feedback on grade levels/teachers who need additional training and supports.
- Data provides feedback on when to implement school wide incentives.

\_\_\_\_\_





# Are You Ready to Get Started?

Faculty Commitment







# Questions?

---

- Follow me on Twitter for new incentives & innovative ideas throughout the school year @Melissa\_Lime
- Reminder to visit the Padlet for lots of resources and practical examples to help you on your PBIS Journey.
- Visit the Freedom Crossing Academy website for more information: <https://www-fca.stjohns.k12.fl.us/>

# Please Complete this Session's Evaluation

10/27/22

1E – Understanding the PBIS Framework

Four options, pick one!

## 1. Mobile App

Click "Take Survey" under the session description.

## 2. QR Code

Scan the code on this slide.



## 3. Online

Click on the link located next to the downloadable session materials posted online at:

[www.pbis.org/conference-and-presentations/pbis-leadership-forum](http://www.pbis.org/conference-and-presentations/pbis-leadership-forum)

## 4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



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.

National PBIS Leadership Forum



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