E1: The PBIS Implementation Blueprint

Presenters:
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Mohamed Soliman, MA, EdS - Office of Special Education Programs, U.S. Department of Education

- **Topic:** Schoolwide, Data-based Decision Making, District & State PBIS
- **Keywords:** Action Plan, Climate, Implementation, PBIS Foundations, Tier 1
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?
Strand E Overview:
Getting Started with PBIS

E1 – The PBIS Implementation Blueprint
Heather Peshak George – Center on PBIS, University of South Florida
Mohamed Soliman - Office of Special Education Programs, U.S. Department of Education

E2 - The PBIS Essential Elements
Brian Meyer - Midwest PBIS Network (IL)

E3 - Tier 1 PBIS Implementation Exemplars
Cat Raulerson - University of South Florida
Tara Davis & Polly Tennies - Forsyth County School District (GA)
Learning Objectives

1. Understand the evidence base and rationale for PBIS (*the Why*)

2. Understand the functions of leadership teaming to guide PBIS implementation (*the What*)

3. Become familiar with the new PBIS Implementation Blueprint (*the How*)
The Center on PBIS Receives Funding Through 2028!
The Center on Positive Behavioral Interventions and Supports (PBIS) received more than $21 million to continue its work for another five years.

Learn More

PBIS.org

FEATURED RESOURCES

An Introduction to The Interconnected Systems Framework
View the highlights of what will look different when the education and mental health systems are integrated.

IES MTSS-B Trial: Key Takeaways for District and State Leaders
This brief reviews the latest randomized controlled trial (RCT) examining effects of PBIS on a range of student outcomes. We share findings and key takeaways from the study.

Integrated Tiered Fidelity Inventory Companion Guide
This guide is intended to support school teams, coaches, and trainers working to focus on cultural responsiveness and support for mental health and wellness within the PBIS
PBIS Keeps Students In School and Saves Community Money
For every dollar spent implementing PBIS, $105 are saved reducing school suspension and dropout.
Learn More

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PBIS.org
Welcome! Get Started with PBIS.

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How many of you work primarily...

• as educators or instructional staff with students and their families?
• as school administrators?
• at the district level?
• at the state level?
• with none of the above?
THE WHY
Outcomes for Schools Implementing PBIS with Fidelity

**Improved Student Outcomes**
- Academic Achievement
- Prosocial Behavior
- Attendance
- Emotional Regulation
- Reduced Bullying Behaviors
- Decreased Rates of Drug/Alcohol Use
- Social & Academic Outcomes for SWDs

**Reduced Exclusionary Discipline**
- Office Discipline Referrals
- Suspensions
- Restraint & Seclusion
- Racial Inequities

Evidence for each outcome available at pbis.org/pbis/why-implement-pbis

**Improved Teacher Outcomes**
- Teacher Efficacy & Well-Being
- Teacher-Student Relationships
- Student Engagement & Instructional Time
- School Culture & Organizational Health
- Climate & Safety
Outcomes:

Discipline Rates by Implementation Level Across Years

31% Lower median ODR rate across years

63% lower median OSS rate in 21-22 and 21% lower across years

www.flpbis.org

See more evaluation examples at: https://www.pbis.org/resource-type/examples
We Need...

- a **vision** for what we want **all** our students to become
- a **foundation** established that provides a safe and organized environment that is conducive to learning and supports the adults
- to provide **access** to skill-building opportunities for **everyone**
- **data** to guide **informed** problem-solving
- to understand that **well-being** is essential to everyone’s success!
- a **diverse team**-based approach that uses an **equity** lens
- to be **willing to do things differently**!
Raise the Bar: Lead the World
U.S. Department of Education

ACHIEVE ACADEMIC EXCELLENCE
- Accelerate learning for every student
- Deliver a comprehensive and rigorous education for every student

BOLDLY IMPROVE LEARNING CONDITIONS
- Eliminate the educator shortage for every school
- Invest in every student's mental health & well-being

CREATE PATHWAYS FOR GLOBAL ENGAGEMENT
- Ensure every student has a pathway to college & a career
- Provide every student with a pathway to multilingualism

Five Guiding Principles

• Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment.

• Support the social, emotional, physical, and mental health needs of all students through evidence-based strategies.

• Adequately support high-quality teaching and learning by increasing educator capacity.

• Recruit and retain a diverse educator workforce.

• Ensure the fair administration of student discipline policies in ways that treat students with dignity and respect.
Supporting Students’ Social, Emotional, Behavioral, and Academic Well-Being and Success:
Strategies for Educators and School-Based Staff

This fact sheet is one of four developed by a collaboration of U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Supportive Schools technical assistance centers to enhance state and district implementation of the Guiding Principles for Creating Safe Learning Environments document. The purpose is to ensure that all students have the opportunity to learn in environments that are safe, inclusive, supportive, and fair. Please view the supporting fact sheets here:
https://www.pbis.org/support Sheets

Framing the Topic and Needs
Educators and school staff are critical in providing an important foundation of social, emotional,behavioral, and academic support for all students. Without support, students may experience more challenges, higher risks of discipline, and increased mental health concerns. Effective educators and school staff can help create a culture of belonging for all students with disabilities— particularly Black male students with disabilities—where they feel safe, supported, and encouraged to receive effective social, emotional, behavioral, and academic support and are the most likely to experience school success, suspensions, expulsions, and other disciplinary violations. Actions that impact their access to instruction and learning. Ensuring that all students have equitable access to high-quality social, emotional, behavioral, and academic support makes an important contribution to students’ well-being and success.

To maximize each student’s success, educators and school staff based should implement evidence-based practices within a multi-tiered system of supports (MTSS) framework. Practices as a part of universal Tier 1 (Tier 1 is support, educators implement and differentiate key preventive practices to provide robust universal prevention.) For students
THE WHAT

Without a Framework

With a Framework

Kincaid, n.d.
Key Features of MTSS/PBIS Approach

- Leadership Team Coordination
- Content Expertise
- Cultural/Contextual Relevance
- Continuum of Evidence-based Practices
- Implementation Fidelity with Continuous Progress Monitoring
- Universal and Comprehensive Screening
- Data-based Problem Solving for Continual Improvement
- Communication and Collaboration with Partners

Universal and Comprehensive Screening
- Data-based Problem Solving for Continual Improvement
- Communication and Collaboration with Partners
PBIS is an evidence-based multi-tiered framework for supporting students’ behavioral, academic, social, emotional mental health, and well-being. When implemented with fidelity, the PBIS whole school approach creates a positive, predictable, and safe learning environment that supports everyone for success.

https://www.pbis.org/pbis/what-is-pbis
The Multi-tiered PBIS Framework

**Tier 3: Tertiary Prevention**
*Intensive, Individualized Interventions & Supports*
Most intense *(increased time, narrowed focus, reduced group size)* instruction and intervention based upon individual need provided in addition to and aligned with Tier 1 & 2 supports.

**Tier 2: Secondary Prevention**
*Targeted, Supplemental Interventions & Supports*
More targeted instruction/intervention and supplemental support provided to some individuals in addition to and aligned with Tier 1 the core curriculum.

**Tier 1: Primary Prevention**
*Core, Universal Instruction & Supports*
General academic and social, emotional, behavioral instruction and support provided to all individuals in all settings.
Continuous Improvement Process

STEP 01
Define the goals and objectives to be achieved. What is happening?

STEP 02
Analyze and identify possible reasons why the goals are/are not being achieved. Why is this happening?

STEP 03
Implement a plan using evidence-based practices. What are we going to do about it?

STEP 04
Evaluate the effectiveness of the intervention. Is our plan working?

(PP. 20-21)
This is WORKING SMARTER!

Build Capacity Across the Implementation Cascade
Functions of PBIS Leadership Teams

Leadership Team is **KEY** regardless of locale: school, LEA, region, state
Implementing a Multi-tiered Framework is Challenging

- Rely on **teams** to guide **systems** implementation
- Use a **continuum of evidence-based practices** to support student needs
- Use **data** to identify strengths, uncover needs, and regularly monitor student progress
- Regularly **check the effectiveness** of selected practices
- **Engage students, families, and community members** to co-create a positive climate with responsive practices
- Develop **content expertise** through coaching and on-going professional development

[https://www.pbis.org/resource/pbis-implementation-blueprint](https://www.pbis.org/resource/pbis-implementation-blueprint)
PBIS Implementation Journey
Journey

• A series of experiences or events as a single episode or a process that spans a period.

• The concept of something happening over time and the process involved.

• **Synonyms**: adventure, voyage, exploration

• **Antonyms**: remain, settle, stationary, conclusion

• **Adjectives**: adventurous, transformative, challenging, inspiring, unexpected, enlightening, fulfilling
How many of you have...

- started your **first full year** of PBIS implementation?
- been implementing PBIS for **up to 5 years**?
- been implementing PBIS for **up to 10 years**?
- been implementing PBIS for **more than 10 years**?
- been thinking about this journey and want to phone a friend?
THE HOW
Purpose

• Provides guidance to implementers on how to use the evidence-based PBIS framework to support positive school climate and improve student outcomes using a team-based approach through a continuous improvement process focused on data-based problem-solving, identifying evidence-based practices, and building systemic staff supports to ensure implementation integrity.

  (a) describes rationale, essential elements, and key functions of leadership team

  (b) shares resources to assist in building a sustainable PBIS framework

• culturally and contextually relevant across contexts (organizational levels, locales, geographic regions or territories, and communities)

• delivered with a high level of implementation fidelity to achieve desired outcomes of partners
Intended Users

implementers interested in...
(a) exploring and getting ready to implement PBIS
(b) getting started with PBIS
(c) getting better at enhancing, sustaining, and/or scaling (expanding) efforts in educational settings.

school, district, and state-level educators and administrators, staff developers, educational policy and decision makers, higher education personnel preparation programs, consultants, program evaluators, and researchers
Pathway to Resources

Across **contexts**
- Organizational Levels - *state, district, agency, school*
- Locales - *urban, suburban, rural*
- Geographic Regions or Territories
- Communities

Across a variety of **topics**
- equity, students with disabilities, family, under-resourced settings, mental health and well-being, crisis response/recovery, juvenile justice/alternative ed, classroom
PBIS Implementation Blueprint Sections

- **Section 1** - describes Center background, importance of behavioral health, and how the essential elements of the PBIS framework align with MTSS, problem solving, and implementation science.

- **Section 2** - organized by the key leadership team functions and using implementation logic, describes the activities required to implement a systems approach to PBIS across implementation phase and context with related resources (all hyperlinked).

- **Section 3** – references

- **Section 4** - glossary of terms
**Partner Engagement**

Partners are the individuals who will be affected by or make decisions regarding implementation. For a school, these include all members of the school community - the educators (teachers, staff, bus drivers, non-certified staff), students, families, administrators, and community members (e.g., faith-based organizations, community mental health centers, law enforcement, local business owners). When planning for successful PBIS implementation in an organization, partner engagement is essential to increase the likelihood that PBIS elements are contextually and culturally relevant. Teams promote authentic participation by considering the needs of their partners (e.g., meeting times and locations), sharing the status of implementation, promoting improved outcomes aligned to the shared vision or purpose (i.e., to obtain and retain commitment, seeking their input for improvement, and celebrating any accomplishments), and requesting assistance in problem solving related issues as needed. Equally important is sharing back to partners how teams used the input to change their plans and systems. Active and authentic engagement helps increase awareness of specific needs and impact of current efforts, maintains communication across key partners, and expands continued interest in contextually and culturally relevant PBIS efforts throughout the organization (e.g., school) and community.

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**Guiding Questions for Identifying Key Partners**

Does the potential partner...

- influence policy for PBIS implementation?
- influence or manage budgets that contribute to PBIS implementation?
- allocate resources to use to implement PBIS?
- provide public and/or visible support through communication that PBIS is a priority?
- collaborate as a partner in supporting PBIS?
- directly or indirectly participate in PBIS?

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**Executive Functions**

Leadership teams define, provide resources for, and engage support for PBIS implementation efforts by engaging partners, exploring funding and alignment, establishing policy, and expanding the workforce capacity. The next section describes the executive functions of the leadership team(s), regardless of context.
FUNDING AND ALIGNMENT

Although PBIS is cost effective, some savings are realized over time with decreased ineffective and exclusionary practices such as suspensions and dropout (Swaminathan et al., 2011). Stable funding to support the personnel and implementation activities specified in the action plan can be helpful to support initial implementation. For example, funding might be needed to support the time for personnel to coordinate activities, implementers to attend training and planning meetings (e.g., stipends for team members for time that extends beyond their contract or for substitute teachers when team members are meeting or attending training). Expertise to provide ongoing technical assistance is very important for implementation (e.g., coaching). Also, additional funding may be necessary for "start-up" monies to kick-off school-wide activities, purchase technology to assist with data-based decision making, print materials (e.g., expectations posters), provide incentives for school-wide recognition systems, adapt curricula that supports the PBIS action plan (e.g., social skills curriculum), and support additional administrative tasks (e.g., data entry clerk, additional supervision during dismissal). There are often barriers to PBIS implementation that are intertwined with funding, such as restrictions on use, eligibility, limitations on time, and additional paperwork. Further, establishing a durable implementation system often requires three to five years. When considering funding, teams might catalog current programs and practices (i.e., initiatives), and funding sources that have related requirements. Include partners with decision making power, interested in the same outcomes, and for access to funding to engage in PBIS work. To maintain momentum with limited funding, teams might review their goals and identify needs that do not require funding to make it into a reality. For example, consider joining with another initiative that already receives funding or that matches available funds.

When obtaining funding, teams can:

- Consider multiple sources, such as school-based organizations (e.g., parent teacher organizations or PTAs, community partners and/or foundations, school fundraisers, school improvement plan monies, and state or federal grants) when working in collaboration with a district or similar organizational unit.
- Align with school-based initiatives that support PBIS (e.g., attendance, SEL, and mental health when available (e.g., school safety, Title II, Title IV, special education).
- Secure recurring and sustainable support from general funds or internal sources for sustainability.

Alignment of initiatives is essential for overall efficiency and effectiveness. Accordingly, the PBIS framework can help organize activities to support the achievement of similar goals of other high priority initiatives and streamline an effective evaluation process. To work smarter and not harder, leadership teams should periodically engage in a process of comparing programs, such as resource mapping, to review existing (1) SEB related initiatives or programs, and (2) members of teams/committees that are supporting these various initiatives (i.e., have a common mission). An annual review of programs allows leadership teams to determine overall effectiveness, relevance, and the level of implementation fidelity across partners. For example, if there are several committees with a common mission, it may be more effective to combine the committees, thus reducing the frequency of similar meetings. Further, if a committee does not demonstrate outcomes or there are no clear measures to determine impact, it may be best to eliminate this committee and assign the supports elsewhere (e.g., consider streamlining to one team that addresses discipline, climate, and safety). When considering alignment, the team might ask, "Within our existing programs, are there any commonalities/differences of the system features? Are many programs or curricula needed to address similar needs?" Are all programs effective for students? Depending on the response, the team might find it more effective to strengthen support with programs that are working and reduce costs by discontinuing unnecessary, duplicative, or ineffective programs. In other words, multiple programs that address the same function may not be necessary; thus, limiting the number of programs may be more effective and efficient in making an impact.

Resources

- Leverage Short-Term Funding to Build Long-Term Capacity
- Guidance for States on ESSA State Plans: Aligning the School Climate Indicator with SWPBIS
- Every Student Succeeds Act: Why School Climate Should Be One of Your Indicators
- Integrating Social and Emotional Learning into Your School-wide Positive Behavior Interventions and Support Framework
- SEB Initiative Inventory
- Integrating Trauma-Informed Practices within Your School-wide PBIS Framework
- Embedding Mental Health Into SWPBIS SEB Practice Guide
- The Intervened Systems Framework 2021: When School Mental Health Is Integrated within a Multi-tiered System of Support
- Fact Sheet (SF-2011, Integrating an Integrated Approach

Alignment and Teams

In an organization, working smarter involves aligning teams and committees that have a common mission by:

- Integrating initiatives or programs that have similar goals, activities, and outcomes.
- Demonstrating a link for important and desired system level goals, priorities, and needs.
- Providing clear evidence of the effectiveness, efficiency, and relevance of activities and their outcomes.
- Advocating for the importance of prevention and positive behavior support across initiatives.

Positive Behavioral Interventions & Supports (PBIS)
Coaching guidelines implementation and supports in problem solving to make PBIS fit the community, content, and culture so that all students benefit.

Individuals serving in coaching capacities may be personalized with dedicated time to facilitate leadership team implementation and other related organizational events (e.g., monthly scheduled team meetings), but still require ongoing professional development to advance skills to effectively coach PBIS implementation, such as attending monthly district coaching meetings and annual state coaching training (George et al., 2019). Therefore, leadership teams should consider individuals based on their expertise, willingness, and function (i.e., what they can do and what is required of them to do), rather than their title.

Coaching is a function (i.e., not a role or position) to support the personnel with using newly learned skills after initial professional development has occurred (Steinmetz et al., 2022; Kwame et al., 2017). Through the organization of ongoing support, training, and provision of resources, coaching involves facilitating, technical assistance, maintenance, and adaptation of training to the relevant setting (i.e., classroom, school district, or in other words, coaching builds local capacity, i.e., organization’s) less reliant on outside expertise and is intended to preserve or enhance the fidelity of implementation across the continuum of support (i.e., train the trainer). So that implementers are likely to achieve the desired outcomes. Coaching not only supports individual educators, but also supports changes in teaching and learning across systems (e.g., district, state).

Types of Coaching Structures to Support PBIS Implementation

- **Individual**: coaching individual personnel, the application of specific skills to support local capacity building and implementation through regular feedback.
- **Teams**: helping a community of practice develop collaboration and facilitation skills, establish team-operating procedures, understand group dynamics, and solidify skills-driven decision-making processes for continual improvement.
- **Systems**: building organizational capacity to implement PBIS by creating high-quality, consistent, sustainable support systems (e.g., policies, processes, resources) as personnel implement PBIS practices well (i.e., with high fidelity).

Coaching responsibilities of a leadership team include providing ongoing performance feedback on the fidelity and impact of implementation activities promotes opportunities for partner involvement e.g., review modification or continuation of a selected practice, allows leadership teams to modify activities quickly in response to the data, and supports commitment (e.g., opportunities to celebrate and acknowledge outcomes and accomplishments). For this to occur, leadership teams must use and promote high efficiency evaluation systems for data entry and reporting for decision making (George et al., 2018; Wilson et al., 2018). See the PBIS Evaluation Blueprint for suggested format, structure, and scoring.

PBIS Coaching Responsibilities

Regardless of position or title at an organization, the following responsibilities are characteristic of PBIS coaching:

- **Build relationships and establish trust using interpersonal communication skills.**
- **Create and sustain a leadership team and implement and sustain PBIS.**
- **Facilitate effective team-based collaboration and problem-solving process.**
- **Support data-driven decision making using multiple sources and types of data.**
- **Disseminate evidence-based content knowledge (e.g., best practices in behavior intervention, understanding behavior principles, classroom practices) to train and support (i.e., provide technical assistance, use of PBIS implementation with fidelity).**
- **Evaluate impact of coaches on implementation goals and student, staff, and parent outcomes.**

Key Practices in Building Capacity

Regardless of context, key practices in building capacity include:

- **Developing a network of support that builds and sustains PBIS to support implementation of PBIS with ongoing direct and indirect link between training experiences and actual use of the PBIS systems and practices.**
- **Providing support to (a) emerging leadership teams at local monthly as these new teams need on-going and more frequent support and (b) established leadership teams at least quarterly to stay connected and prevent implementation drift.**
- **Facilitating review of data and action plan enhancement.**

Resources

- **Training and Professional Development Blueprint for PBIS**
- **Coaching For Competence and Impact – Short Term Coaching**
- **Coaching For Competence and Impact – Coaching Inventory Development Tool**
- **District Level Coaching**
- **Self-Assessment**

Evaluation Plan Considerations

When creating an evaluation plan, a leadership team might consider:

- Using a tool to lead the assessment and implementation process.
- Developing and testing specific evaluation questions that reflect measurable outcomes.
- Identifying a range of data sources and assess evaluation questions.
- Reviewing existing data and, if needed, collecting additional data to determine how quickly and what might need to be changed or improved.
- Developing an action plan that specifies actions that have been shown to be effective in achieving the desired outcomes.
- Implementing practices and monitoring progress toward achieving outcomes.

Positive Behavioral Interventions & Supports (PBIS) National PBIS Leadership Forum
Where are you in the implementation process?

Figure 8. Simplified implementation phases.
Table 5. Snapshot of Leadership Team Functions Across Implementation Phases

Across state, district and school levels, the goal is to improve capacity to establish, scale up, and sustain the multi-tiered PBIS framework. Leadership teams engage in comprehensive assessment and action planning guided by a common vision. These teams oversee the work by monitoring implementation fidelity and outcomes to support educators in implementing key practices for overall student and adult benefit. Table 3 presents considerations for leadership teams in planning, monitoring, and supporting PBIS implementation across contexts (state, district, school). For details at each level, see school Tiered Fidelity Inventory, District Systems Fidelity Inventory, or State Systems Fidelity Inventory.

<table>
<thead>
<tr>
<th>Function</th>
<th>Getting Ready</th>
<th>Getting Started</th>
<th>Getting Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Teaming</td>
<td>• Form representative leadership team</td>
<td>• Adjust team norms to support implementation</td>
<td>• Revisit team membership regularly</td>
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<tr>
<td></td>
<td>• Establish team norms</td>
<td>• Use data to guide action planning</td>
<td>• Enhance authentic participation of diverse voices</td>
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<td></td>
<td>• Develop action plan</td>
<td></td>
<td></td>
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<tr>
<td>Partner Engagement</td>
<td>• Identify and engage relevant partner groups to inform decisions</td>
<td>• Ensure all groups are included in decisions about selecting, implementing,</td>
<td>• Enhance authentic bi-directional participation and communication with diverse partner groups</td>
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<tr>
<td></td>
<td>• Establish communication structures</td>
<td>and evaluating practices, systems, and data</td>
<td></td>
</tr>
<tr>
<td>Funding &amp; Alignment</td>
<td>• Explore current resources and available funding related to SEB</td>
<td>• Secure funding to support initial implementation (e.g., 3-5 year grant) and</td>
<td>• Secure and align long-term funding to promote coordinated and sustained implementation</td>
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<td></td>
<td>• Identify similar programs &amp; initiatives</td>
<td>work to align with current &amp; new initiatives</td>
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<tr>
<td>Policy</td>
<td>• Develop and revise policies to be consistent with positive, proactive,</td>
<td>• Continue to revise policies to be consistent with positive, proactive,</td>
<td>• Review and enhance policy, based on data, to meet the needs of the current context</td>
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<td>and equitable implementation of PBIS</td>
<td>and equitable implementation of PBIS</td>
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<tr>
<td>Workforce Capacity</td>
<td>• Assess needs of current personnel</td>
<td>• Adjust support based on personnel needs</td>
<td>• Enhance job descriptions and evaluations based on local needs</td>
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<td></td>
<td>• Collect, review, and revise job descriptions and postings to reflect PBIS</td>
<td>• Continue to revise and update job descriptions and evaluations to reflect PBIS</td>
<td>• Partner with pre-service programs</td>
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<tr>
<td>Training</td>
<td>• Engage in initial PBIS training with support from external technical</td>
<td>• Engage in ongoing PBIS training and plan onboarding for new hires</td>
<td>• Expand and differentiate training opportunities based on local data</td>
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<td>assistance providers</td>
<td>• Develop local training expertise</td>
<td>• Enhance expertise of local trainers</td>
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<tr>
<td>Coaching</td>
<td>• Identify and support internal coaches or coordinators to develop expertise</td>
<td>• Internal and external coaches provide ongoing support to all educators in</td>
<td>• Expand and differentiate coaching to meet the needs of all educators</td>
</tr>
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<td>in facilitating PBIS efforts</td>
<td>universal (Tier 1) coaching approach</td>
<td>• Enhance expertise of local coaches</td>
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<tr>
<td>Evaluation</td>
<td>• Identify evaluation questions, existing data sources, and additional data</td>
<td>• Collect and share data (a) monitor fidelity, outcomes, and acceptability,</td>
<td>• Continue to adjust data sources to uncover strengths and needs</td>
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<td>needed to inform evaluation</td>
<td>(b) adjust implementation as needed</td>
<td>• Expand audiences for sharing data</td>
</tr>
<tr>
<td>Local Implementation Demonstrations</td>
<td>• Consider selection criteria for demonstration sites</td>
<td>• Celebrate local demonstrations as exemplars for other sites and identify</td>
<td>• Communicate and expand process for identifying and celebrating a range of local demonstrations</td>
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<td></td>
<td>• Identify local demonstrations</td>
<td>additional demonstrations</td>
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Develop an Implementation Plan

September - October

Data Review | PBS Planning | Implementation | Family/Community
---|---|---|---
- Data Review
- PBS Planning
- Implementation
- Family/Community

November - December

Data Review | PBS Planning | Implementation | Family/Community
---|---|---|---
- Data Review
- PBS Planning
- Implementation
- Family/Community

January - February

Data Review | PBS Planning | Implementation | Family/Community
---|---|---|---
- Data Review
- PBS Planning
- Implementation
- Family/Community

March - April

Data Review | PBS Planning | Implementation | Family/Community
---|---|---|---
- Data Review
- PBS Planning
- Implementation
- Family/Community

May - June

Data Review | PBS Planning | Implementation | Family/Community
---|---|---|---
- Data Review
- PBS Planning
- Implementation
- Family/Community

https://www.livebinders.com/play/play?id=2278508#anchor
You Are All Change Agents on this PBIS Implementation Journey!

**ACTION PLAN**

- The stakes are high - **NO ONE IS EXEMPT**!
- It will be **fulfilling** - do what works and do it well!
- It will be **transformative** – there are no quick fixes, so leverage existing systems and keep plugging away!
- You will experience **unexpected** events that are both **challenging** and **enlightening** – systems change is hard work!
- Build a diverse team that is willing to be **adventurous**, communicates well, is **inspiring** to partners, respects differences, and maintains a data-based action plan!
- Acknowledge, celebrate, and **broadcast your impact**!
Please Complete this Session’s Evaluation

10/26/2023
Session ID – 1E - The PBIS Implementation Blueprint

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:
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