3E - Tier 1 PBIS Implementation Exemplars

Presenters:
Cat Raulerson, University of South Florida; Tara Davis & Polly Tennies, Forsyth County School District (GA)

- Topic: Leadership Team, Initial Implementation
- Keywords: Tier 1, Getting started
Learning Goals

Learning Target
Participants will learn how PBIS work is anchored in a leadership team that works together to create the systems and practices needed to organize the system towards sustainability.

Success Criteria

- Define the challenges in establishing a Tier 1 PBIS system (The Why)
- Explain the process leadership teams engage in to get ready for Tier 1 PBIS implementation (The What)
- Identify Tier 1 PBIS implementation activities used across various school levels (The How)
Reminder Session 1: State, District or School

Figure 7. Leadership team functions of systems implementation across contexts.

Figure 8. Simplified implementation phases.
Anatomy of the PBIS Framework

**Systems: Teams**

The policies, procedures, processes, and priorities to keep efforts going, improving, and sustaining.
Getting Ready:
State Approach to Readiness & Team Coaching

- Tier 1 Readiness
- Use of Data - Tier 1 Excel
- Staff Overview and Feedback Survey
- Identifying Coaching Team/Checklist
- Principal Approval with Goals Aligned to Vision and Mission
Tier 1 PBIS Coaching Team’s Purpose

The Big Picture: Readiness Piece

- Identify **vision and goals** with stakeholders for school community. ([Principal Approval With Goals](#))
- Coordinate the design, delivery, and evaluation of the framework (10 critical elements) including *adaptation of and integration with existing* initiatives. ([Team Coaching Checklist](#))
- Review **disaggregated** social, emotional, and behavioral data to identify priorities for continuous improvement of implementation. ([Data Excel Template For Team](#))
- Use ideas from **ALL** stakeholders to ensure Tier 1 strategies are relevant, practical, and resonate with **students and families** from **ALL** cultural backgrounds. ([Team Coaching Checklist](#))

Higher functioning teams have higher Tier 1 implementation scores. ([Cohen, 2006](#))
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

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

If the School Administrator is not committed to the change process, it is unwise to move forward with PBIS implementation.
Example - Getting Ready
Mill Creek Academy (K-8)

Administration engaged with district coordinator

Representative team and initial goals identified:
- Staff buy in
- Common language for instruction and acknowledgement routines
- Identify student outcomes

Provided staff overview, with feedback/perspectives survey

Completed previous year data template to identify trends

Mill Creek Academy Mission Statement
Mill Creek Academy will inspire our students to become lifelong learners with integrity.

Top Life Skill Students Need
- responsibility
- regulation
- listen
- respect
- aware
- action
- adult
- communication
- time

Representative Sample Size
- Overall Support for PBIS
- Creating School-Wide Expectations based on Staff Input
- Beliefs about Teaching Behavior
- Beliefs about Rewarding Students
- Beliefs about Discipline
Getting Ready - During Training

Learning and applying critical elements of PBIS: 3 days

Establish meeting schedule and regular data review routine

Establish goals: attendance and reducing time out of class as outcomes

Example Activity - draft teaching matrix

Steps After Training:
- Divide up for grade level meetings: feedback on drafted expectations and common area rules, teaching plans
- Identify family and student engagement routines for regular sharing and feedback
PBIS Coaching: Team Functioning Day 1

**Work Smarter**
(streamline teams, establish clear purpose)

**Agenda and Minutes**
(provide focus, keep it moving, document decisions and accomplishments)

**Actively Engage ALL Members**
(everyone has a role, reason for being there, something to do)

**Learn from Effective Teams**

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**Example Leadership Team Matrix**

<table>
<thead>
<tr>
<th>Task</th>
<th>Goal</th>
<th>Team Roles</th>
<th>Shared Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Create</td>
<td>Facilitator, Coordinator</td>
<td>Planning, Facilitating</td>
</tr>
<tr>
<td>Implement</td>
<td>Activities</td>
<td>Members</td>
<td>Implementing Activities</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Outcomes</td>
<td>Lead, Support</td>
<td>Evaluating Outcomes</td>
</tr>
</tbody>
</table>

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**Teaming Resources**

**PBIS Tier 2 Coaching Team Activities & Roles**

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Role</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>Facilitate</td>
<td>Supporting teachers, facilitating discussions</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Coordination</td>
<td>Organizing meetings, tracking progress</td>
</tr>
<tr>
<td>Members</td>
<td>Collaboration</td>
<td>Engaging in discussions, contributing ideas</td>
</tr>
</tbody>
</table>

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**PBIS Team Meeting Agenda & Minutes**

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda Item</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01/2023</td>
<td>Review last meeting notes</td>
<td>Complete Task X</td>
</tr>
<tr>
<td>01/02/2023</td>
<td>Discuss new initiatives</td>
<td>Assign Task Y</td>
</tr>
<tr>
<td>01/03/2023</td>
<td>Announce upcoming events</td>
<td>Update Calendar</td>
</tr>
</tbody>
</table>

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**Characteristics of Effective Teams**

- Clear Mission
- Effective Communication
- Strong Leadership
- Positive Team Climate

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**Learn from Effective Teams**

- Teamwork
- Communication
- Goal Setting
- Decision Making
- Accountability
Forsyth County School District

42 Schools
• 23 Elementary
• 11 Middle
• 7 High
• 1 College and Career High

Students
• 53,400
• 5% African American
• 15% Hispanic
• 27% Asian
• 49% White
• Students Representing 129 Countries
• 69 Languages
• 14% Free and Reduced Lunch
• 15% Students with Disabilities

5th Largest out of 180 Georgia Districts

2022 Graduation Rate – 96%
2022-27 STRATEGIC PLAN GOALS

The Learner Experience
- Increase student achievement and growth
- Increase student engagement
- Develop and sustain consistent assessment and grading practices

Staff Recruitment and Development
- Acquire and retain excellent staff
- Build and develop individual staff capacity

Social and Emotional Health
- Foster healthy digital interactions
- Expand access to mental health resources and strategies
- Promote respect, wellness, and balance for staff and students

Culture, Climate, and Community
- Increase meaningful home, school, and community relationships
- Work collaboratively with all people to promote inclusivity, school pride, and belonging

Operational Excellence
- Plan and adapt for growth
- Manage financial resources
- Plan and allocate resources
Getting Ready
Common Barriers Before Training

1. Coaches need knowledge before training so they can coach the team during training.

2. Team building activities can unite people around a common goal.
   Are we a team or group of people working toward a common goal?

3. The team has defined roles and responsibilities prior to training.
   Do we need to add anyone before training?

4. The team understands “why” they are attending training.
   What is our purpose and goals?

5. Establishing team norms before the work begins.
   How do we agree to accomplish the work?

6. Coaches and teams can start to communicate to staff the purpose of implementation.
   Is everyone on the bus?
“Educators benefit from a systematic approach to professional development intended to build new skills of the adults that includes initial & ongoing training for acquisition, maintenance over time, and generalization in different settings.”

PBIS Implementation Blueprint v.4, pg. 43
Phase 1: School Agreement Form
**Phase 2: School Administrators Overview**

- **District Coordinator provides PBIS 101 Presentation**
- **School Administrators and Support Staff**
- **Presentation Contents**
  - The “why”
  - The “what”
  - Alignment and Implementation Phases
  - Preview Team Roles and Responsibilities
- **Activities**
  - Working Smarter, Not Harder Activity
  - Alignment of District Work
Phase 3: Coaches Readiness Workshop

PBIS 101 - The “Why and What”
The PBIS Leadership Team

The PBIS Coach
• Types of Coaching
• Role of Coaching
• Skills of Coaching

Stages of Implementation

PBIS Evaluation Tools
District Data System and Logistics
Phase 4: Team Leadership Readiness Training

Conduct 30-45 Days Prior to Training; 2 Hours

What is School Climate, PBIS 101, & MTSS?

Develop a “why” statement

TFI 1.1 - Team Composition: Finalize Roles and Responsibilities

TFI 1.2 – Team Operating Procedures (Meeting Dates, Norms, Agendas, Staff Communication)

Evaluation Tools and Action Planning

What to expect at training?

Team Readiness Training Deck
TFI 1.1 = School Leadership Team

Action Roles:
- Coach
- Administrator

People Roles:
- Staff, Student and Parent Communicator
- Team Leader/Facilitator

Maven Roles:
- Data Analyst
- Behavior Specialist

Logistical Roles:
- Recorder/Note-Taker

Student representation is highly encouraged at all levels, especially within our Secondary Schools

Adapted from: https://www.mindtools.com/auf866u/belbins-team-roles
### Tips from School Coaches on Team Composition

<table>
<thead>
<tr>
<th>Working Team</th>
</tr>
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<tbody>
<tr>
<td>The team must be willingly to work. Delegate tasks to all team members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher &amp; Student Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit from all grade levels/departments, Specials/Connections, and involve students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Committed to work</td>
</tr>
<tr>
<td>• <em>Work well with others</em></td>
</tr>
<tr>
<td>• Passionate</td>
</tr>
<tr>
<td>• <em>Good Communicators</em></td>
</tr>
<tr>
<td>• Specific skill sets</td>
</tr>
<tr>
<td>• <em>People that enjoy laughing!!</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have two coaches to develop capacity and sustainability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The “Why”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team needs to develop the “Why, Live the Why, and Model the Why” .</td>
</tr>
</tbody>
</table>
Efficient Team Meetings

- Dates and Scheduling
- Meeting Norms
- Meeting Agenda and Structure
- Using data during meetings
- Communication with Staff
- Action Plans
Tips from School Coaches on Team Logistics

Meetings

• Schedule meeting dates, time and location in May for the year.
• Meet during school contract hours or during school day.
• Put meetings on master calendar.

Agendas

Use a structured meeting agenda. Distribute agenda before the meeting.

Action Plans

Update during each meeting. Distribute action tasks across the team.

Norms

Establish, maintain, and revisit team *Norms* at the beginning of each meeting.

Fun Team

Add a positive item to each meeting. Go out to lunch together. Dedicate two meetings to having “fun.”
Phase 5:
PBIS Team
Tier 1 Training

2 Days
30-40 Days Apart
PBIS Team Tier 1 Training

Team
1.1 Team Composition
1.2 Team Operating Procedures

Team Readiness (Before Training)

Implementation Day 1 and 2 of Training
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 and Acknowledgement
1.10 Faculty Involvement
1.11 Student/Family/Community Involvement

Evaluation Day 1 and 2 of Training
1.12 Discipline Data
1.13 Data-based Decision Making
1.14 Fidelity Data
1.15 Annual Evaluation
Phase 6:
PBIS Team Planning Day

• Determine the Tier 1 components schools will focus on for implementation based on data from TFI and SAS.

• Develop initial rollout and annual implementation plan staff, students and parents.
Dr. Polly Tennies
Principal at Chestatee Elementary School

Dr. Tennies has 36 years of experience in public education. This is her 12th year as Chestatee's Principal. Dr. Tennies has taught elementary school, been a literacy coach, an assistant principal, and an adjunct professor.
Lessons Learned Over Time

**People, Resources, & Communication**
Build and (Re)Build the Team: **People**

- Administration Present
- Timing of Meetings
- Begin Meetings with Data
- Assign Roles
- Teacher Leaders

Make it Strong: People

1. Be Respectful.
2. Be Responsible.
Make it Clear: Communication

“The great enemy of communication, we find, is the illusion of it.”

~G.B. Shaw

PBIS Roll Out Plan 2023-2024

Please complete these activities by 8/7/22, sign, and return to your PBIS team representative.

- Watch Super Mario PBIS video and discuss.
- Be Respectful
  - Be Respectful Google Slides
  - Be Respectful Video
- Be Responsible
  - Be Responsible Google Slides
- Be a Problem Solver
  - Be a Problem Solver Google Slides
- Create together or review Classroom Matrix, Rules, and Classroom Routines
- Post in multiple areas at students’ eye level in the classroom
- Visit the PBIS website (Classlink > SEL Folder > PBIS) teaching resources tab for resources to teach the Chestatee Way in the following areas:
  - Hallway
  - Playground
  - Bathroom
  - Pathways
  - On the Bus
  - Lunchroom
  - Technology
- Practice the Chestatee Way:
  - Walking in the Hallway
  - Classroom routines
  - Eating in the Lunchroom
  - Arriving to school
  - Going to and from recess
  - Dismissal procedures

Name: Lynne Tatum
# PBIS Reset Plan January 2023

Please complete at least one review activity each day through **1/13/2023**.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Chestatee Way Concept Sort</strong></td>
<td>Students work in small groups (3-5 students per group). Provide each group with one handout. Students cut out each card. Deal cards to each student. Students work together to sort the cards in a way that makes sense to them. Teachers facilitate the activity by asking groups questions in order for them to explain their thinking. After each group is finished, consider giving groups the opportunity to take a silent Gallery Walk to observe other groups’ Concept Sorts and then make any changes they would like.</td>
<td>Later in the content area of ________</td>
</tr>
</tbody>
</table>
This page is all things PBIS. Let us know if we can add anything else useful for you!
Make it Easy: Resources

The Chestatee Way…

Better Together -
Super Mario teaches The Chestatee Way

On the playground
In the hallway
With Technology
At Pathways
In the restroom
On a field trip
In the lunchroom
On the bus
Entering Class
In the classroom
Make it Logical: **Resources and Data**

### 3 Types of Logical Consequences to use in Elementary School:

<table>
<thead>
<tr>
<th>Misuse of Technology</th>
<th>Physical Aggression</th>
<th>Disrupting Instruction</th>
<th>Out of Seat/Area</th>
<th>Not Following Game Rules</th>
<th>Property Misuse/Damage</th>
<th>Inappropriate Language</th>
<th>Talking Back to Teachers</th>
<th>Work Refusal</th>
<th>Hands/Foots on Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You Break It</strong></td>
<td><strong>Loss of Privilege</strong></td>
<td><strong>Parent Contact</strong></td>
<td><strong>Positive Consequences and Redirections</strong></td>
<td></td>
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</tr>
<tr>
<td>Clean up</td>
<td>Missing fun time incentive for those following expectations</td>
<td>Have student write note to parents</td>
<td>Carry a heavy book</td>
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<tr>
<td>Hurt</td>
<td>Silent Lunch</td>
<td>Having student call parent</td>
<td>Run an errand</td>
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</tr>
<tr>
<td>Feelings or Bodies</td>
<td>Return to seat from group</td>
<td>Teacher phone call</td>
<td>Taking a break inside/outside of the classroom</td>
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<tr>
<td>Apology</td>
<td>Teacher escort for bathroom, walking in line</td>
<td>Student/Parent/Teacher conference</td>
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<tr>
<td>Property of Others</td>
<td>Accountability for missed work during school week</td>
<td></td>
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<tr>
<td>Fix, Replace, Apologize</td>
<td>Moving seats or student placement</td>
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<td></td>
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<tr>
<td>Re-Do</td>
<td>Rewarding others for positive behaviors</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Have students 're-do' coming into the classroom, explicit teaching of expected behaviors</td>
<td>Positive Time Out to think about choices</td>
<td></td>
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<td></td>
<td></td>
<td>Recess Zones reduced</td>
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</tr>
</tbody>
</table>

*Ask yourself: Have I retaught the expectation? Is this consequence Related, Respectful, Reasonable, and Helpful?*
Make it Fun.
The Kübler-Ross Change Curve

Emotional Response to Change

- **Morale and competence**
  - **Shock**: Surprise or shock at the event
  - **Denial**: Disbelief; looking for evidence that it isn't true
  - **Frustration**: Recognition that things are different, sometimes angry
  - **Depression**: Low mood; lacking in energy
  - **Experiment**: Initial engagement with the new situation
  - **Decision**: Learning how to work in the new situation, feeling more positive
  - **Integration**: Changes integrated; a renewed individual

- **Creative Alignment**
- **Maximize Communication**
- **Spark Motivation**
- **Develop Capability**
- **Share Knowledge**
Getting Started and Getting Better

Figure 8. Simplified implementation phases.
High School Implementation of PBIS

There are numerous examples of high schools successfully implementing SWPBIS with positive outcomes (FLPBIS, 2021; Swain-Bradway, Freeman, Kittelman, & Nese, 2018).

When implemented with fidelity, high school PBIS is associated with:

- Attendance
- Student perceptions of school climate
- Improved student perceptions of school safety
- Office discipline referrals
- Frequency of tardy behavior
- In- and out-of-school suspensions
- Outcomes are known to prevent drop out
Keeping Partnership In Teaming and Staff

Staff Readiness: Survey and Annual Data Themes

- Reduce cell phone use
- Develop mutual respect
- Positive relationships
- Life skills for success
- Limited staff response on survey

Initial Implementation

Gathered staff feedback
Team followed up after training in departments (plan)
Monitored data on cell phone use
Identified student voice
Incorporated staff for using instruction and acknowledgment in drawing
Overcoming Barriers: Funding Sources, Planning Routines

- Initial Barrier: Cost of visuals and space for school store
  - Combined *engagement with parents* and *funding with PTO*
  - *Broadened outreach on social media and within school communication*
  - *Utilized existing funding sources for similar purposes*
  - Utilized yearbook community partner funding for visuals
Four Tips To Sustain PBIS

SUMMARY

• Keep a strong team.
• Use your fidelity of implementation data to improve your systems.
• Use your school discipline data.
• Implement PBIS in the classroom.

https://www.pbis.org/video/four-tips-for-sustaining-pbis
It’s Where the Magic Happens

Implementation Planning

• Data should drive planning
• Implementation is an ongoing process
  – Organize resources to support goals
  – Facilitate communication with partners
    • Provide regular updates, information they shared & get ideas on how to improve

Sample Monthly Schedule

Last Exemplar:
*Freedom Crossing Academy (K-8)*

Shared Vision:
Supportive School Culture and Climate, Student Outcomes

• Challenge
  • Aligning initiatives within framework, training new staff

• Implementation Activities To Overcome Challenge:
  • Shared responsibility within team with regular meeting schedule:
    • Aligning instruction school wide with vision and mission
    • Establishing regular implementation routines with support to implement
    • Engaging staff, students and families in implementation and regular data review

Keep focus & accountability for staff

Ensure time is allotted for instruction & support throughout the year

Plan regular PD & feedback opportunities (prevention strategy)
Sustaining Systems and Practices: Identified Instructional Routines

Communicate Expectations Daily - How

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

Partner Feedback through PLCs:
- **Support**: Handbook and Peer Mentoring Support Routines
- **Onboarding day for new staff with day of planning**
- **What**: Teaching Matrix, Assemblies, Social Contract, Ongoing Lessons With District Curriculum
Sustaining Systems and Practices: Data Use in Getting Better

**Regular Data Review**
- Grade level fidelity report shared through grade level teams.
- School-wide outcome data shared monthly with all staff.

**Partnerships, Perspective Data:**
- Family coffee chats monthly feedback data. Regular website and newsletter.
- Recap email report was parent driven
- [https://youtu.be/LlQmBMtZiUA](https://youtu.be/LlQmBMtZiUA)

**Data Use in Getting Better:**
- Grade levels/teachers who need additional training and supports.
- Staff consistency and buy in
- When to implement and what kind of school wide incentives.
Tips from Coaches: *Getting Better with Data*

- Frequently share data with staff, grade level/department teams, and other partners.

- Have staff complete the Self-Assessment Survey (SAS) annually.

- Tier 1 Team - Conduct classroom observations.

- Conduct data digs with TFI, SAS, and outcome data to drive implementation & evaluation plan.
Tips from Coaches: **Getting Started and Better with Staff Commitment**

- **Provide teachers with a platform to discuss concerns in a safe environment.**

- **Increase the number of teachers involved by creating Tier 1 Team subcommittees.**

- **Focus on the “cheerleaders.” They are the communicators.**

- **Work towards 80% commitment; the others will follow or leave.**

- **Administrators need to lead conversations on the “non-negotiables.”**

- **Deliver staff professional learning during pre-planning and share the PL calendar for the year.**
Recap Of Lessons Learned For Success

Getting Ready

• Representative Team
• Identify Goals
• Gather Data (outcome and perspective)
• Prepare Coaches and Team for Training

Getting Started and Getting Better

• Protect meeting and planning time for team
• Collect and use data in planning and monitoring implementation goals (outcomes and perspective data)
• Keep partnership in teaming and implementation: Staff, Students, Family/Community
Contact Slide For Presenters/Add Eval Slide for Forum

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PTennies@forsyth.k12.ga.us
Please Complete this Session’s Evaluation

10/26/2023
Session ID– 3E - Tier 1 PBIS Implementation Exemplars

Four options, pick one!

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   Click “Take Survey” under the session description.

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   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

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

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National PBIS Leadership Forum