Using the PBIS Framework to Build Collaboration Across All Partners

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www.pbis.org
www.flpbis.org
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

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 trial.

- 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 framework.
Center on PBIS Values and Actions

VALUES
- Prevention
- Science
- Partnerships
- Equity
- Improved Outcomes

ACTIONS
- Delivering a continuum of technical assistance (TA) to SEAs, LEAs, and federal grantees, to build local capacity to implement, sustain, and scale MTSS.
- Engaging multiple and diverse perspectives and lived experiences in TA, implementation, and evaluation.
- Creating freely available resources to assist educators...
- Providing model demonstrations of implementation...
- Extending lessons learned from MTSS implementation to the broader agenda of educational improvement and improved quality of life for students, families, and educators.

www.pbis.org

https://www.pbis.org/about/about
U.S. Schools Using PBIS: August 2023

Number of Schools

Year

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23

27,525
PBS is Implemented Worldwide
The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS.

www.pbisforum.org

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.

Mark your calendar now!

Hilton Chicago, Chicago, IL

October 9, 2024
Pre-Forum Leadership Institute

October 10-11, 2024
PBIS Leadership Forum

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS.
PBIS OVERVIEW
What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, multi-tiered, problem-solving, and team-based framework used to build a continuum of supports.

Example of a tiered delivery system
The Multi-tiered PBIS Framework

**Tier 3:**
**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:**
**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:**
**Core, Universal Instruction & Supports**
General academic and social, emotional, behavioral instruction and support provided to all individuals in all settings.
Tier 1 Practices: *Universal Prevention for All*

- **Collaborating** with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral (SEB) skills
- **Explicitly teaching expectations** and skills to set all students up for success
- **Aligning classroom expectations** and routines with school/program-wide expectations
- Encouraging and acknowledging expected SEB skills
- Preventing and **responding to unwanted/unexpected behavior** in a respectful, instructional manner
- Engaging in ongoing **data-based problem-solving**
- Fostering school/program-family **partnerships**
Evidence of Outcomes at Tier 1

- Organization is “healthy” for all students, families, personnel, and community members as indicated by the data
- All students, including each subgroup of students, meaningfully benefit from the practices
- All staff, including each subgroup of staff, meaningfully benefit from the systems

See pp. 25-27 for more evidence of outcomes across tiers
Moving Towards Advanced Tiers

- Establishes system for communicating progress to students, staff and families
- Continuously monitors implementation fidelity and student response to intervention
- Matches the needs of each student at-risk and provides function-based support
- Uses pre-determined decision rules for (1) selecting and prioritizing at-risk students, (2) making intervention changes, and (3) increasing/decreasing levels of support
- Emphasizes collaborative teaming with ongoing data-based problem-solving
- Builds on the Tier 1 support system and aligns with the school-wide expectations
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

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

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

https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice

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

PBIS: An Evidence-Based Framework for Making Schools Safe, Positive, Predictable, and Equitable

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based multi-tiered system of support (MTSS) framework. PBIS organizes practices supporting students, systems supporting staff, and data supporting decision making to achieve valued and equitable outcomes.

By implementing evidence-based practices within a PBIS framework, schools support their students’ academic, social, emotional, and behavioral success, partner with families to make education culturally responsive, and create schools where every student can feel valued, connected to the school community, and supported by caring adults.

Why Invest in PBIS?

PBIS improves outcomes for students and educators:
- Student outcomes: attendance, engagement, discipline, and other behaviors
- Teacher outcomes: efficacy, burnout, stress, and other indicators
- School outcomes: discipline referrals, office referrals, and other indicators

PBIS saves money:

- PBIS saves money in multiple ways: early start costs every $1 spent on PBIS implementation saves $10-35 down the road in discipline referrals.

PBIS increases student engagement and academic achievement:

When students feel more valued and supported, they are more engaged in their academic pursuits.

PBIS supports students with disabilities:

When students with disabilities are provided with a positive and supportive environment, they are more likely to achieve academic success.


PBIS Increases Student Engagement and Academic Achievement

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based multi-tiered system of support (MTSS) framework. PBIS organizes practices supporting students, systems supporting staff, and data supporting decision making to achieve valued and equitable outcomes.

What Are the Overall Impacts of PBIS?

PBIS improves outcomes for students and educators:
- Improved achievement, attendance, emotional wellbeing, and other behaviors
- Decreased discipline referrals, bullying, minor referrals, and other indicators
- Increased social skills and leadership

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How Does PBIS Increase Student Engagement and Academic Achievement?

When students feel more valued and supported, they are more engaged in their academic pursuits.

https://www.pbis.org/resource/pbis-increases-student-engagement-and-academic-achievement

PBIS Improves Student & Adult Mental Health and Wellbeing

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How Does PBIS Improve Mental Health Outcomes?

When students feel more valued and supported, they are more engaged in their academic pursuits.

https://www.pbis.org/resource/pbis-improves-student-adult-mental-health-and-wellbeing

PBIS Supports Students with Disabilities

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How Does PBIS Support Students with Disabilities?

When students with disabilities are provided with a positive and supportive environment, they are more likely to achieve academic success.

https://www.pbis.org/resource/pbis-supports-students-with-disabilities
RELATED NATIONAL ACTIVITY
Check out this article from Disability Scoop:

- In July 2022, OSERS issued the most comprehensive guidance on IDEA’s discipline provisions since the law was reauthorized in 2004
  - a footnote included that OSERS intends to review its previously stated position regarding whether an FBA is an evaluation under IDEA

- Check out the new blog series to further explain topics of interest included in OSEP’s discipline/behavior guidance package and to connect stakeholders to relevant resources to encourage the shift to proactively, positively and preventatively addressing challenging behavior.
  - What is a preventative model of addressing behavior? Is it effective?
  - What advice do you have for educators who want to move toward a preventative model for addressing behavior?
  - How can schools or early childhood programs begin to make a shift toward prevention using MTSS?
  - For schools or early childhood programs already embracing MTSS, how should they check to ensure they are implementing with fidelity?
  - How can schools and families work collaboratively to address the behavioral needs of a child?
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, Secondary, and Higher Education, Office of Safe and Supportive Schools, technical assistance centers, and local education agencies to ensure all students have the opportunity to learn in an environment that is safe, inclusive, supportive, and fair. Please view the supporting fact sheets here:
https://www.pbis.org/support/strategies

Framing the Topic and Needs
Educators and school-based staff are critical in providing an environment of social, emotional, behavioral, and academic support for all students. Without that support, students may experience more challenges, higher rates of discipline, and increased mental health concerns. Further, informal data suggest that students of color and students with disabilities—particularly Black and Latinx students—are more likely to experience disciplinary issues, multiple parent-teacher and teacher-student relationships, and an impaired support environment.

Framing the Practice
Disciplinary and technical support centers work to understand the pathways underlying the disciplinary practices for fair, fair, or district. They should consider whether practices are designed to support the well-being of students and the school community. This type of preparation helps families understand what is expected of their students in school and provides opportunities for collaboration to help students gain the support from school leaders.

Supporting Students’ Social, Emotional, Behavioral, and Academic Well-Being and Success:
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Framing the Topic and Needs
Students deserve inclusion, safety, and supportive learning environments where all students can thrive. It is crucial to address the school’s role in educating educators and the need for schools to prioritize the well-being of all students. This type of preparation helps families understand what is expected of their students in school and provides opportunities for collaboration to help students gain the support from school leaders.

Framing the Practice
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ENGAGING WITH PARTNERS
Partnering with Families in PBIS

Basic elements include:

- Building positive relationships
- Engaging in two-way communication
- Ensuring equitable family representation
- Making meaningful data-driven decisions

https://www.pbis.org/topics/family
Including Partner Voice

**What We Do**
Collaboratively plan and implement PBIS with **ALL** staff, students, families, and community members.

**Why We Do It**
- Ensure relevance, fit, & adaptation of partner needs
- Create ongoing partnerships
- Joint voice & shared value of others’ perspectives
- Increase ownership, engagement, & active support
- New ideas, viewpoints, perspectives
- Improve student outcomes & fidelity
- Build positive relationships

[www.pbis.org](http://www.pbis.org)
What do FEW need?

What do SOME need?

What do ALL need?

When thinking about your __________...
PROMOTING AUTHENTIC COLLABORATION
Applying Tiered Logic to Partner Collaboration

Positive home visits
- Personal invitations to events
- Provide resource rooms/ resource nights

Walk students home
- Listening sessions with focused groups
- Push-out to community centers & activities
- Provide transportation, language support for school events

Talk with community leaders
- Community-focused events
- Strength-based phone calls home
- Interest surveys (students/families)
- Connect on social media
- Understand the prevalence of trauma in the community

www.flpbis.org – Foundations/Family and Community Engagement
“Collaboration among families, schools, and communities is defined by a relationship where families and educators are \textbf{co-equals} in sharing responsibility for children’s development and acquisition of academic and social-emotional competencies.”

(Christenson (2004))

Promoting Collaboration

• Creating a clear role for family-school collaboration in PBIS

• Reaching out to families and educators proactively

• Enhancing the school atmosphere—Make it welcoming!

• Emphasizing two-way communication

• Providing guidance and support for family-school collaboration in PBIS

**Examples of Family & Student Collaboration**

**Social Media/Twitter: PBIS Practice** - Families asked to provide their perspective on how well a PBIS strategy worked at home.

**HS:** Youth leadership asked to problem solve appropriate ways for students to make suggestions for changes vs. engaging in unsafe protests.

**HS:** QR codes used to gather student feedback on current practices such as dress code.

**MS & HS:** Students asked to develop and deliver a student conference on mental wellness & social emotional skills.

**Families:** Share discipline data with families and ask them to provide feedback on how best to share the data with other partners.
Practices that are referred to as “Family-School Collaboration”

1. Family newsletter
2. IEP meeting
3. Town hall to brainstorm reasons for discipline data patterns
4. Parent night/open house
5. Asking the Parent/Teacher Org (PT) to sponsor a celebration event
6. Climate surveys
7. Participating in PBIS team meetings
8. Student conferences
9. Focus groups
10. Parent signature on Behavior Report Card/Check-In, Check-Out card
Student & Family Collaboration Inventory

- Identify current activities used to engage families and students in communication about schoolwide policies/procedures

- Identify the characteristics of meaningful communication that apply to each activity

- Identify adaptations to each activity to encourage meaningful communication with your stakeholders

https://www.livebinders.com/filetree/public_uploads?utf8=%E2%9C%93&foruser=USFPBS_Org&terms=family+collaboration&commit=Search#
COMMUNICATION WITH PARTNERS
Relationships matter!

https://www.pbis.org/resource/feedback-input-surveys-fis-manual
**Planning for Partner Engagement**

**How We Do It**

1. Utilize preferred language and preferred method of communication
2. Learn about their culture directly from families
3. Identify strategies to build positive relationships
4. Actively secure ongoing participation
5. Provide easy access for those unable to participate in online strategies

<table>
<thead>
<tr>
<th>HOW will your team reach out to your stakeholders?</th>
<th>WHEN will your team first reach out to stakeholders each school year?</th>
<th>WHICH stakeholder groups will your team contact?</th>
<th>WHAT languages are spoken by your stakeholder groups?</th>
<th>WHO will be responsible for reaching out to stakeholders?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ School Portal</td>
<td>□ Initial Contact</td>
<td>□ ALL Grade Levels</td>
<td>□ English</td>
<td>□ Other Staff</td>
</tr>
<tr>
<td>□ Website</td>
<td>□ 1st week of school</td>
<td>□ K-2</td>
<td>□ Spanish</td>
<td>□ Other Staff</td>
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<tr>
<td>□ Email</td>
<td>□ 2nd week of school</td>
<td>□ 3-5</td>
<td>□ Other: List All</td>
<td>□ Other Staff</td>
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<tr>
<td>□ Text</td>
<td>□ Within the 1st month</td>
<td>□ 6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Phone call</td>
<td>□ 1st quarter</td>
<td>□ 9-12</td>
<td></td>
<td></td>
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<td>□ Skype</td>
<td>□ Other</td>
<td>□ All Students w/ Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Facebook</td>
<td></td>
<td>□ LD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Twitter</td>
<td></td>
<td>□ EBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Parent/Teacher Meeting</td>
<td></td>
<td>□ Speech/Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ PTA/PTO Meeting</td>
<td></td>
<td>□ ASD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Flyer/Letter</td>
<td></td>
<td>□ IND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Focus Group</td>
<td></td>
<td>□ Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Student Journal/Notebook</td>
<td></td>
<td>□ General Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Survey</td>
<td></td>
<td>□ English Language Learners</td>
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<td></td>
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<tr>
<td>□ Other</td>
<td></td>
<td>□ ALL Underserved Groups</td>
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</table>

https://www.livebinders.com/filetree/public_uploads?utf8=%E2%9C%93&foruser=USFPBS_Org&terms=family+collaboration&commit=Search#
# Planning for Partner Engagement

## 2. ‘Communication Survey’ – Example Survey Items for Building Collaborative Relationships with Families & Community Members

<table>
<thead>
<tr>
<th>Preferred Contact Method(s)</th>
<th>Preferred Frequency</th>
<th>Preferred Language(s)</th>
<th>Preferred Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you prefer to communicate with the school?</td>
<td>How often would you like to be contacted by the school?</td>
<td>What language would you prefer to use to communicate with school staff?</td>
<td>When is the best time to contact you?</td>
</tr>
<tr>
<td>[ ] School Portal</td>
<td>[ ] Daily</td>
<td>[ ] English</td>
<td>[ ] 7:00 - 9:00 AM</td>
</tr>
<tr>
<td>[ ] Website</td>
<td>[ ] Weekly</td>
<td>[ ] Spanish</td>
<td>[ ] 9:00 - 11:00 AM</td>
</tr>
<tr>
<td>[ ] Email</td>
<td>If weekly, which day would be best?</td>
<td>[ ] Both English &amp; Spanish</td>
<td>[ ] 11:00 AM - 1:00 PM</td>
</tr>
<tr>
<td>[ ] Text</td>
<td>□ Monday</td>
<td>[ ] No preference</td>
<td>[ ] 1:00 - 3:00 PM</td>
</tr>
<tr>
<td>[ ] Phone call</td>
<td>□ Tuesday</td>
<td>[ ] Other: List language(s) below</td>
<td>[ ] 3:00 - 5:00 PM</td>
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<tr>
<td>[ ] Skype</td>
<td>□ Wednesday</td>
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<tr>
<td>[ ] Facebook</td>
<td>□ Thursday</td>
<td></td>
<td>[ ] 7:00 - 9:00 PM</td>
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<tr>
<td>[ ] Twitter</td>
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<td></td>
<td>□ Any time</td>
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<tr>
<td>[ ] Parent/Teacher Meeting</td>
<td>□ No preference</td>
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<td>□ No Preference</td>
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<td>[ ] PTA/PTO Meeting</td>
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<td></td>
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<td>[ ] Flyer/Letter</td>
<td>Once a month</td>
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<td>[ ] Focus Group</td>
<td>Quarterly</td>
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<tr>
<td>[ ] Student Journal/Notebook</td>
<td>As often as needed</td>
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<td></td>
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<td>[ ] Survey</td>
<td>Other: List method(s) below</td>
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<td></td>
</tr>
<tr>
<td>[ ] Other: List method(s) below</td>
<td>Other: List preferences below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. ‘Stakeholder Communication Survey’ Results

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency</th>
<th>Language</th>
<th>Time</th>
<th>Responding Stakeholder Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 3-5 methods include:</td>
<td></td>
<td></td>
<td></td>
<td>□ ALL Grade Levels</td>
</tr>
<tr>
<td>School Portal</td>
<td>Daily</td>
<td>English</td>
<td>7:00 - 9:00 AM</td>
<td>□ K-2</td>
</tr>
<tr>
<td>Website</td>
<td>Weekly: Best Day(s)</td>
<td>Spanish</td>
<td>9:00 - 11:00 AM</td>
<td>□ 3-5</td>
</tr>
<tr>
<td>Email</td>
<td>Monday</td>
<td>Both English &amp; Spanish</td>
<td>11:00 AM - 1:00 PM</td>
<td>□ 6-8</td>
</tr>
<tr>
<td>Text</td>
<td>Tuesday</td>
<td>No preference</td>
<td>1:00 - 3:00 PM</td>
<td>□ 9-12</td>
</tr>
<tr>
<td>Phone call</td>
<td>Wednesday</td>
<td>Other:</td>
<td>3:00 - 5:00 PM</td>
<td>□ All SWD</td>
</tr>
<tr>
<td>Skype</td>
<td>Thursday</td>
<td></td>
<td>5 - 7:00 PM</td>
<td>□ LD</td>
</tr>
<tr>
<td>Facebook</td>
<td>Friday</td>
<td></td>
<td>7:00 - 9:00 PM</td>
<td>□ EBD</td>
</tr>
<tr>
<td>Twitter</td>
<td>Saturday</td>
<td></td>
<td>Any time</td>
<td>□ Speech/Language</td>
</tr>
<tr>
<td>Parent/Teacher Meeting</td>
<td>No preference</td>
<td></td>
<td></td>
<td>□ ASD</td>
</tr>
<tr>
<td>PTA/PTO Meeting</td>
<td>Every 2 weeks</td>
<td></td>
<td></td>
<td>□ IND</td>
</tr>
<tr>
<td>Events/Letter</td>
<td></td>
<td></td>
<td></td>
<td>□ Other</td>
</tr>
<tr>
<td>Survey</td>
<td>Once a month</td>
<td></td>
<td></td>
<td>□ General Education</td>
</tr>
<tr>
<td>Other:</td>
<td>Quarterly</td>
<td>In what language(s) will the team communicate with stakeholders based on their preferences?</td>
<td></td>
<td>□ English Language Learners</td>
</tr>
<tr>
<td></td>
<td>As often as needed</td>
<td></td>
<td></td>
<td>□ ALL Underserved Groups</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
<td>□ Race/ethnicity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Sex/Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ SES (low income)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ 1st generation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Which stakeholder groups responded to the survey?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ How will the team reach out to the stakeholders that did not respond?</td>
</tr>
</tbody>
</table>

*How will the team share information across and between stakeholder groups and the team based on these results?*

*How often will the team communicate with stakeholders based on these responses?*

*In what language(s) will the team communicate with stakeholders based on their preferences?*

*What will the team need to do to secure resources in the needed languages?*

*When will your team contact your stakeholders based on their preferred times?*

*Who will be responsible to contacting stakeholders?*
Maximize positive outcomes for students.

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier. The FLPBIS Project offers training and technical assistance, including evaluation resources, to develop systems that sustain a practical, positive and proactive PBIS framework.
Families and PBIS

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)
Concepts and Strategies for Families and Schools in Key Contexts

https://www.pbis.org/topics/family

Supporting Families at Home

SUPPORTING FAMILIES WITH PBIS AT HOME
March 2020

APOYANDO A FAMILIAS CON PBIS EN EL HOGAR
Marzo de 2020


Supporting Families at Home

1. **Develop, Teach, Review, Remind, and Reinforce**
   Predictable Routines and Expectations

   - Create a classroom environment (in person or online) that is a predictable, positive, and safe to support social, emotional, behavioral, and cognitive growth.
   - Develop predictable **routines** that work for your classroom, teach those clearly, and create reminders (written schedule, pictures) to help students follow routines.
   - Design a **schedule** that alternates between challenging and easier tasks.
   - Explicitly teach **positive school expectations** in the context of your classroom routines, and provide reminders of expectations at the start of new or difficult routines.
   - Provide **positive feedback** when students meet expectations.
   - Use **positive calm redirections** or corrective feedback, reminding the student what they should do, when students make mistakes or behave in ways not consistent with classroom expectations.
   - Provide **more positive** than corrective feedback (at least 5 positives for each corrective).

Ensure your home is a predictable, positive, and safe environment to support social, emotional, behavioral, and cognitive growth.

   - Develop predictable **routines** that work for your family, teach those clearly, and create reminders (written schedule, pictures).
   - Insert **breaks** or fun activities in the schedule as rewards for completing more challenging activities.
   - Develop positive family **expectations**, describe what they do (and do not) look like within each family routine, and provide reminders at the start of new or difficult routines.
   - Provide **positive feedback** and other rewards when children meet expectations.
   - Use **positive calm redirections** or corrective feedback, reminding the child what they should do, when they make mistakes or behave in ways not consistent with your expectations.
   - Provide **more positive** than corrective feedback (at least 5 positives for each corrective).

Supporting Families at Home

- Remote Instruction Strategy Matrix for Collaboration with Families (October 2021)

- Remote Learning for Families: Keeping it Accessible, Keeping it Positive (October 2020)
  - [https://www.pbis.org/resource/remote-learning-for-families-keeping-it-accessible-keeping-it-positive](https://www.pbis.org/resource/remote-learning-for-families-keeping-it-accessible-keeping-it-positive)
Supporting Families at Home: Worksheets

https://www.pbis.org/resource/family-plan-for-positive-behavior-at-home
Families as Equal Partners on IEP Teams

Table 1. Implications for Parents and IEP Teams

<table>
<thead>
<tr>
<th>Key Implications</th>
<th>Parents</th>
<th>IEP Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participate and Collaborate</strong></td>
<td>Your support is important to attend the IEP team meetings. Ask questions and share your opinions on your child’s progress, strengths, and challenges.</td>
<td>To encourage effective collaboration, the strengths and challenges that parents share need to be considered. A student spends about 6 hours in school, perhaps 5 days a week. That child may spend significantly more time with their families. Parents’ perspectives and concerns are important to consider and can provide background for what might work or be needed at school.</td>
</tr>
<tr>
<td><strong>Assess</strong></td>
<td>Ask questions if you do not think you see progress. Ask your child to participate in IEP team to explain the program being provided and why they think it’s working. Anticipate them sharing assessment and ongoing data that shows positive change is happening.</td>
<td>When considering progress, IEP teams should consider ways to assess, collect, and reflect.</td>
</tr>
<tr>
<td><strong>Identify</strong></td>
<td>When identifying what is working, consider the student’s own preferences and guides. Anticipate them sharing assessment and ongoing data that shows positive change is happening.</td>
<td>Anticipate the student’s own preferences and guides.</td>
</tr>
<tr>
<td><strong>Expect Progress</strong></td>
<td>Expect progress in academic, social-emotional development, and a functional performance. If these data show a need for services in this area, ask the team to develop, implement, and collect data on the progress of IEP goals and Behavior Support Plans (BSPs). When data are presented to you, ask for clarification on how to interpret the results—don’t be afraid to ask for assistance in understanding the data.</td>
<td>Consider behavior and functional performance in program planning and include research goals on any IEP crafted to address behavior and functional performance.</td>
</tr>
<tr>
<td><strong>Behavior Matters</strong></td>
<td>Consider behavior and functional performance in program planning and include research goals on any IEP crafted to address behavior and functional performance.</td>
<td>Consider behavior and functional performance in program planning and include research goals on any IEP crafted to address behavior and functional performance.</td>
</tr>
</tbody>
</table>

Preparing for IEP Meetings

STRENGTHENING FAMILY PARTICIPATION IN ADDRESSING BEHAVIOR IN AN IEP

November 2021

HELPING YOUR FAMILY PREPARE for an Individualized Education Program (IEP) Meeting

The IEP document is a legal plan for special education which is created for a student to meet his or her individual needs. It should include all the information about the student's needs, strengths, and how the school will address these needs. The IEP meeting is a collaborative process where the student, parents, teachers, and other professionals come together to discuss the student's progress and make decisions about the student's education.

This tip sheet shares some steps on preparing for the IEP meetings to promote full participation in your child's education program.

Questions for Families to Consider when Concerned about their Child's Behavior

- Are you concerned about your child's behavior in school? This document is intended to assist families of children with disabilities that already have an Individualized Education Program (IEP) in asking questions to learn more about their child's behavior in school. If you are concerned about your child's behavior, we recommend using simple strategies to support your child's behavior at home (Check out our list of information that may help you get there, and talk with your child about what can help them at school).

- The next step is to talk with your child's teacher or another educator on their team to learn more about what is going on in school. Consider the following tips to guide your conversation:
  - Tell your child's teacher about your child's strengths, needs, and concerns, and ask for a general overview of your child's academic, behavioral, and IEP progress.
  - Ask about patterns. Ask questions about what is challenging for your child in school.
  - Ask about data. Ask for data, or information that may help you understand what's going on at school.
  - Ask about supports. Ask about what is in place to support your child in the classroom.
  - Ask about evidence. Ask if there is research or other data that shows these supports are likely to work for your child.
  - Ask about staff support. Ask about the teacher and other staff that are getting what they need to do to help your child.
  - Ask about ways to share your feedback. Ask for ways that you can provide feedback with the teacher and other staff that you know your child well.

- Finally, based on the conversation, look for chances to work together with your child's school to make school work better for your child. The rest of this document shares some examples of questions you can ask your child's school that are organized by the level of behavior concerns. In conclusion, a list of additional resources has been included for consideration.


https://www.pbis.org/resource/helping-families-prepare-for-an-iep-meeting

https://www.pbis.org/resource/questions-for-families-to-consider-when-concerned-about-their-childs-behavior
Addressing Diverse Needs and Contexts


https://www.pbis.org/resource/addressing-confidentiality-while-supporting-the-social-emotional-behavioral-needs-of-students-within-schools
Supporting Behavior in Classrooms

Prevent
- Individualize physical design
- Individualize routines
- Intensify connections
- Intensify & individualize prompts for SEB skills
- Implement individualized antecedent manipulations

Teach
- Individualize & intensify explicit instruction in SEB skills
- Individualize & intensify academic instruction
- Align individualized SEB skills with classroom and school norms or expectations

Respond
- Intensify and individualize specific positive and supportive feedback
- Intensify and individualize recognition strategies
- Enhance strategies to decrease future SEB challenges

Tier 1 (Universal)
- Increase structure
- Re-teach routines
- Increase connections
- Target prompts & supervision
- Implement targeted antecedent manipulations

Tier 2 (Targeted)
- Explicitly teach targeted SEB skills
- Connect targeted instruction to Tier 1 norms or expectations

Tier 3 (Individualized)
- Increase specific positive & supportive feedback
- Enhance continuum of recognition strategies
- Enhance strategies to decrease SEB challenges

Effective & design space
- Develop & teach predictable routines
- Connect with students
- Select & define classroom norms and critical SEB skills
- Prompt expected SEB skills
- Actively supervise
- Engage in effective instruction

Explicitly teach positively-stated classroom norms
Explicitly teach SEB skills

Provide specific positive feedback on SEB skills
Provide supportive corrective feedback to address SEB errors
Maintain a high ratio of positive to corrective feedback


https://www.pbis.org/resource/creating-a-classroom-teaching-matrix
Supporting Behavior in Classrooms


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

www.pbis.org
Using Evidence-based Practices in Classrooms

**Habits of Effective Classroom Practice**


**Effective Instruction as a Protective Factor**

- https://www.pbis.org/resource/effective-instruction-as-a-protective-factor

**Positive Greetings at the Door**

- https://www.pbis.org/resource/positive-greetings-at-the-door

www.pbis.org
Supporting Students At-risk and with Disabilities

https://www.pbis.org/resource/are-fewer-students-with-disabilities-suspended-when-schools-implement-pbis


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

www.pbis.org
Supporting Students At-risk and with Disabilities

Supporting Students with Autism Spectrum Disorders Through School-Wide Positive Behavior Interventions and Supports

Introduction

Students diagnosed with Autism Spectrum Disorder (ASD) present with cognitive profiles of strengths and needs, which may resemble student's with disabilities. To provide students with access to intervention plans and the general education curriculum, schools are responsible for supporting students with disabilities, including those identified with ASD, under the Least Restrictive Environment (LRE). Students with ASD may exhibit challenging behaviors such as poor social skills, self-harm, and aggression. Positive Behavior Support (PBS) is defined as the use of research-based and evidence-based practices to support all students, specifically those with disabilities. PBS is implemented to address the needs of all students including those with ASD. The purpose of this brief is to provide educators with a quick and easy resource for identifying effective practices for supporting students with ASD within general education contexts.

Increase in ASD Identification

According to the Center for Disease Control & Prevention (CDC, 2019), from 2007 to 2016, the prevalence of children diagnosed with ASD increased from 0.8% to 1.5%. This increase is attributed to advancements in the identification, treatment, and understanding of ASD. A public health approach is needed to help schools and communities support students with ASD.

Positive Behavior Support (PBIS) is an evidence-based approach used to design inclusive environments and prevent and decrease challenging behavior (Osborne et al., 2016). PBIS was first described in the 1990s as a person-centered and effective way to improve the social and academic outcomes for people with significant disabilities. It was developed as an alternative to commonly used punishment-based interventions. Over time, PBIS expanded into a broader system that can support all students in a school or district, including students with significant cognitive disabilities.

School-wide Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered system now used in schools across the U.S. and often combined with a Tier 3 smaller system of academic support to form a comprehensive Multilevel System of Support (MTSS) framework.

PBIS is designed to support all students, however, many students with significant cognitive disabilities, typically those served in self-contained special education settings, may not always receive the full range of support within PBIS (Mehle et al., 2018). This brief discusses


Providing Access to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities

Positive Behavior Support (PBS) is an evidence-based approach used to design inclusive environments and prevent and decrease challenging behavior (Osborne et al., 2016). PBS was first described in the 1990s as a person-centered and effective way to improve the social and academic outcomes for people with significant disabilities. It was developed as an alternative to commonly used punishment-based interventions. Over time, PBS expanded into a broader system that can support all students in a school or district, including students with significant cognitive disabilities.

Disability, school-wide Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered system now used in schools across the U.S., and often combined with a Tier 3 smaller system of academic support to form a comprehensive Multi-tiered System of Support (MTSS) framework.

PBIS is designed to support all students, however, many students with significant cognitive disabilities, typically those served in self-contained special education settings, may not always receive the full range of support within PBIS (Mehle et al., 2018). This brief discusses


The Whys and Hows of Screening: Frequently Asked Questions for Families

Educators and families worldwide are increasingly exploring the educational benefits of behavioral screening, leading, stronger, and individualized education, and the integration of key supports for all students who need it. Positive Behavior Support (PBS) is an evidence-based framework that promotes the identification of educational and behavioral challenges in students to better support their success in school. PBS is combined with Tier 3 smaller systems of academic support to form a comprehensive Multi-tiered System of Support (MTSS) framework. While there are many approaches to screening, one approach is to have teachers in schools incorporate a screening tool for all students at the start of the year. This tool is used with other information (e.g., attendance, office visits, office discipline referrals, teacher self-efficiency and student self-efficacy measures) to identify potential areas where students may need additional behavioral or educational supports. In this brief, you’ll find answers to some common questions about systematized behavior screening.

Providing Tier 3 Supports

- Tier 3 Brief Functional Behavior Assessment (FBA) Guide
  - January 2022

- Tier 3 Comprehensive Functional Behavior Assessment (FBA) Guide
  - January 2022

- Tier 3 Student-Level Systems Guide
  - January 2022

- Tier 3 School-Level Systems Guide
  - January 2022
  - [https://www.pbis.org/resource/tier-3-school-level-systems-guide](https://www.pbis.org/resource/tier-3-school-level-systems-guide)
Collaborating with Partners

• Federally-funded centers and grantees help disseminate and co-develop resources

• Partner organizations help identify TA needs and guide TA support
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