PBIS

Administrators Overview

Introductions

Who are we?

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Introductions

Who are you?

◦ What is your position?

◦ Where are you from?

◦ Why are you here?

◦ What is one positive thing that has happened in your school this year?

Objectives

Understand PBIS
- Behavioral RTI
- Tiers
- Philosophy
- Components

Understand teams', coaches', and administrators' roles
- Differentiate district and school-level needs

Understand data-based decision making in PBIS

Understand the commitments for training and implementation

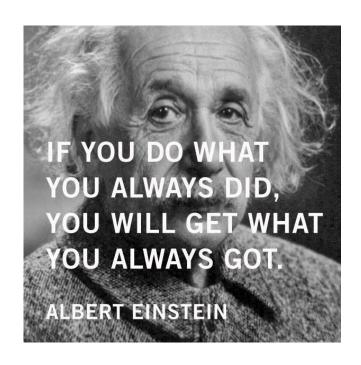**Understand PBIS readiness**

What we will do!

Why something new?

IF YOU DO WHAT YOU ALWAYS DID, YOU WILL GET WHAT YOU ALWAYS GOT.

ALBERT EINSTEIN

PBIS: Breaking Down The Term

Positive

acknowledging what students do right

making a school more positive

Behavioral

focusing on giving children positive habits

Interventions

changing children's behavior

Supports

providing students and school staff with support to improve school climate

PBIS: What is it?

- **Framework—not program**
  - **Teaching behavior**
  - **Acknowledgment and reward**
  - **Consistent consequences**
- Changes
  - Children's behavior
  - Adults' behavior
  - School climate
- Behavior and academics

PBIS Is a Different Philosophy

- PBIS = _proactive and positive approach to discipline_

- PBIS ≠ waiting for students to make a mistake

- PBIS = teaching, modeling, and encouraging positive student behavior
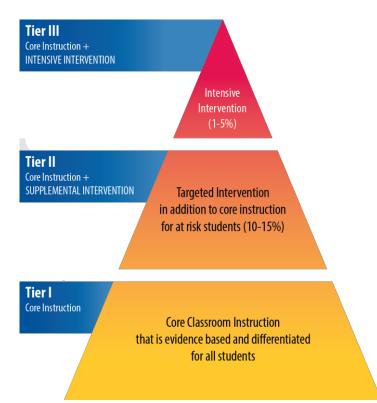
- PBIS ≠ punitive discipline

PBIS: How does it fit RTI?

- Components
  - Multi-tiered model
  - Data-based decision making
  - Screening
  - Progress monitoring

- Focus on *prevention* first

Tier III
Core Instruction +
INTENSIVE INTERVENTION

Intensive
Intervention
(1-5%)

Tier II
Core Instruction +
SUPPLEMENTAL INTERVENTION

Targeted Intervention
in addition to core instruction
for at risk students (10-15%)

Tier I
Core Instruction

Core Classroom Instruction
that is evidence based and differentiated
for all students

Principal's survey questions

Q: ***What are the top 2 concerns or needs at your school for which you would like help/assistance from ASU's College of Education?***

1. Common Core

2. Teacher Excellence Support System (TESS)

What was #3?

3. Student behavior problems (classroom management, etc.)

*58 respondents

TESS

A Framework for Teaching: Components of Professional Practice

Domain 2: **The Classroom Environment**

a) Creating an Environment of Respect and Rapport
b) Establishing a Culture for Learning
c) Managing Classroom Procedures
d) Managing **Student Behavior**
e) Organizing Physical Space

What do current and emerging professionals think?

"I am confident in my classroom management skills"

- 52 Paraprofessional Teachers (February 2015)
  - ❖ Mean = 3.9 (5 point scale); 27% do not agree

- 87 Pre-Service Teachers (July 2015)
  - ❖ Mean = 4.2 (5 point scale); only 11% do not agree

The reality:
The impact of behavior issues in schools

>30% of school staff will leave the profession due to student discipline issues and intolerable behavior of students (Public Agenda, 2004).

Student's problem behaviors can consume > 50% of school staff and administrators' time (U.S. Department of Education, 2000).
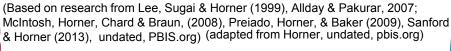
Behavior and Academic Supports

ACADEMIC → BEHAVIOR

Effective **Instruction** engages students, and is central to reduction in problem behavior

BEHAVIOR → ACADEMIC

Effective **Classroom Management** improves student engagement and is central to increased academic success.
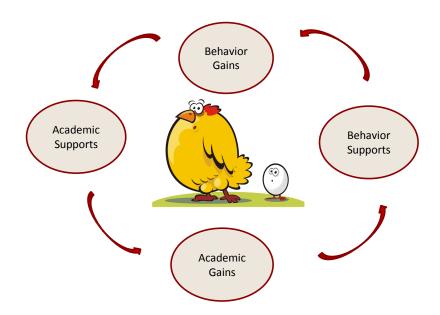
(Based on research from Lee, Sugai & Horner (1999), Allday & Pakurar, 2007; McIntosh, Horner, Chard & Braun, (2008), Preiado, Horner, & Baker (2009), Sanford & Horner (2013), undated, PBIS.org) (adapted from Horner, undated, pbis.org)

But what comes first?

(Adapted from Horner, undated, PBIS.org)

What is the basic issue?

Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

Approaches to Problem Behavior

Most Effective

Least Effective

- Punishment (when used too often)
- Exclusion
- Zero Tolerance
- Counseling (as a reactive strategy)

(Gottfredson, 1997)

- Proactive school-wide discipline systems
- Social skills instruction in natural environment
- Academic/curricular restructuring
- Behaviorally based interventions
- Early screening and identification of antisocial behavior patterns

(Biglan, 1995; Gottfredson, 1997; Colvin, et al., 1993; Lipsey, 1991, 1992; Mayer, 1995; Sugai & Horner, 1994; Tolan & Guerra, 1994; Walker, et al., 1995; Walker, et al., 1996)
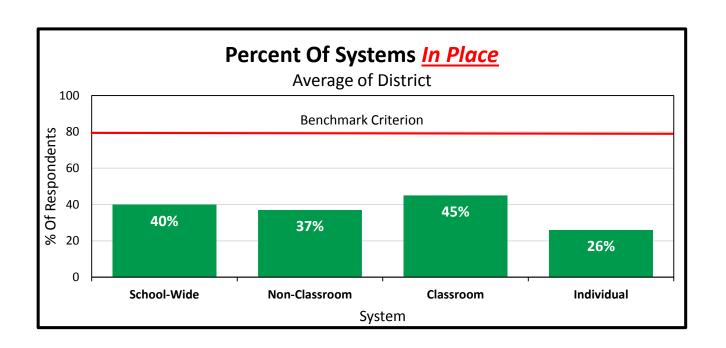
What are your schools like?

1. Abbreviated SAS

2. Listing of behavior problems
   ◦ Major Problems (e.g., Office Referrals)
   ◦ Minor Problems (e.g., classroom problems)

Behavior Systems in Place (SAS)

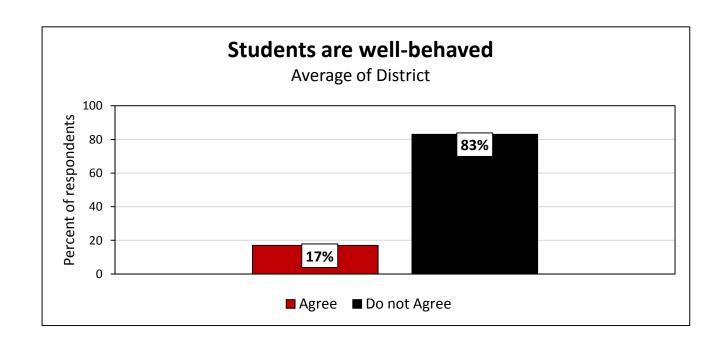**Percent Of Systems *In Place***

Average of District

School Climate: Environment Student Behavior (SCS)

Students are well-behaved

Average of District
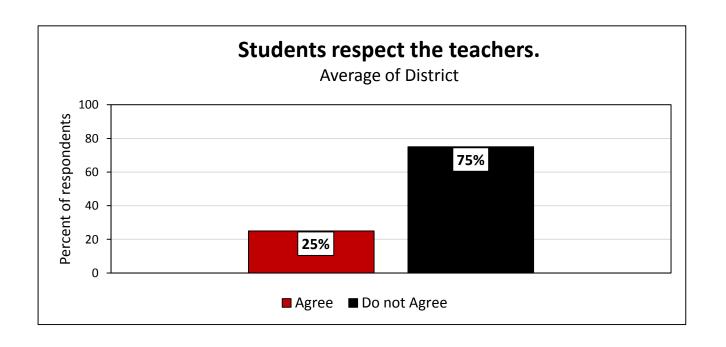
School Climate: Engagement Student Respect (SCS)

Students respect the teachers.

Average of District

We asked students in 2 Arkansas *Middle Schools* in September 2015:
"What do you think is the biggest behavioral issue at your school?"

We asked students in 2 Arkansas *High Schools* in September 2015:
"What do you think is the biggest behavioral issue at your school?"

Why Implement PBIS?

- How is the behavior of your students?

- How is attendance at your school?

- What is your school climate like?

- How is student achievement in your school?

- Do you have expectations for students?

- Do you have consistent consequences?

What do we do?

"The Principal suspended me — School is the only place in the world where you can get time off for *bad* behavior."

Office Referrals

Number of office referrals for year 2015-2016

_____ = N

For administrator time

N X 20 = number of minutes / 60 (for hours) / 7 (for days)

For student time

N X 30 = number of minutes / 60 (for hours) / 7 (for days)

Teacher & Instructional Time LOST

Teacher Managed Referrals - MINORS

School name	Any School

Number of referrals for last year	**720**

Number of referrals for this year	

Average # of minutes teacher spends per referral	**10**

Average # of minutes of instructional minutes lost per referral	**15**

Time LOST

	Teachers	Instructional Time
Minutes	**7200**	**10800**
Hours	**120**	**180**
Days	**17**	**26**

Courtesy www.pbismaryland.org

Time LOST for Students & Administrators

Office Managed Referrals - MAJORS

School name	Any School

Number of referrals for last year	**720**

Number of referrals for this year	

Average # of minutes student is out of class due to referral	**30**

Average # of minutes administrator needs to process referral	**20**

Time LOST

	Student	Administrator
Minutes	**21600**	**14400**
Hours	**360**	**240**
Days	**51**	**34**

Courtesy www.pbismaryland.org

TIME REGAINED by reducing referrals by half
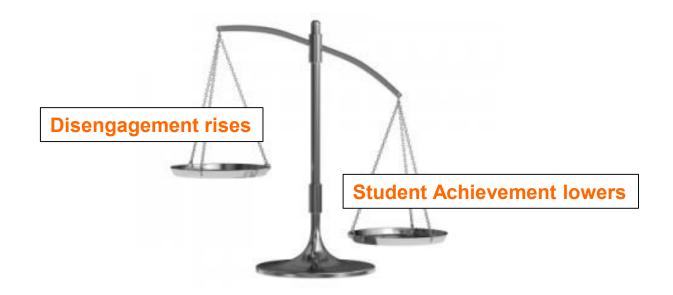
Enter info below		Time Regained		
			Student	Administrator
School name	Any School	Minutes	10800	7200
		Hours	180	120
		Days	25	17
Number of referrals for last year	720			
Number of referrals for this year	360			
Average # of minutes student is out of class due to referral	30			
Average # of minutes administrator needs to process referral	20			

Courtesy www.pbismaryland.org

How does lost time affect the climate for staff? Students?

Disengagement rises

Student Achievement lowers

Reframing the Rules

How do you let students know how they should behave at school?

...Student Handbook?

...Lists of Rules?

Handbook Examples

The xxxx Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline.

Handbook Examples

Disciplinary consequences may range from a minimum of a verbal warning to a maximum of expulsion.

Definitions of Disciplinary Actions:

Conference and/or Warning:

Detention:

Corporal Punishment:

In-School Suspension:

etc.

Handbook Examples

XXXX School District (abbreviated rules)

Expectations for Student Behavior in the XXXX School District

The XXXX School District Board of Education, … establishes the following student behavioral expectations, and _they will be taught to students as a necessary part of the learning process_. Therefore, all students will:

• Show respect to others and show respect for the rights of others.

•Behave in a courteous manner.

•Use appropriate personal hygiene habits and dress in a manner that is not disruptive to the learning environment.
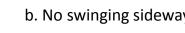
School Rules (found on internet and abbreviated)

PLAYGROUND RULES:

1. No rough games such as tackle football will be permitted.

3. Do not kick or throw balls against the school buildings.

4. No one is to go onto the fire escape.

5. No one is to play north of the drains side of the building.

6. No one is to play in the str

11. Snow rules:

   a. No snowballing.

   b. No sliding on the ice.

   c. No playing in water or mud.

12. Swing rules:

   a. One on a swing at a time.

   b. No swinging sideways or twisting.

   c. No standing on the swings.

d. No pulling on legs when pushing each other.

e. No climbing poles.

13. Merry-Go-Round rules:

   a. N   bing on rods.

        ing of feet or hands when merry-go-
          n use.

Notice anything?

What happens when every rule begins with …

"Don't"?

Example: Learning to Play <u>Lacrosse</u>

1. <u>Don't</u> have 12 players on the field.
2. <u>Never</u> have less than 4 defensive players at the bottom half of the field.
3. <u>Don't</u> carry the ball in your hands.
4. <u>Never</u> have more than 3 midfielders.
5. <u>Don't</u> have defensive and offensive players on the same side of the field.

Now.....GO PLAY!!! ☺

PBIS: What does it take to implement?

- Commitment
  - 3-5 years
  - Team
  - Training
  - Coach
  - Buy-in
  - PD
- Fidelity

Stages of Implementation

Focus	Stage	Description
Should we do it?	**Exploration/ Adoption**	**Do we need to improve school climate?**
Work to do it right!	**Installation**	**Establish team, create behavior expectations, lesson plans, and acknowledgement systems, set up data collection system…**
	Initial Implementation	**Kick-off assembly, teach lessons, monitor behavior**
Work to do it better!	**Full Implementation**	**Expand the program/practices to other locations, adjust from learning in initial implementation**
	Continuous Improvement/ Regeneration	**Make it easier, more efficient. Embed within current practices**

Adapted from:

Installation

Work to do it right!

- Identify Team
- Define expected behavior
- Teach expected behavior
- Acknowledge Expected Behavior
- Consistently Respond to Inappropriate Behavior
- Kick-Off
- Team Action Planning
- Assessment

Installation

Work to do it right!

- Identify Team
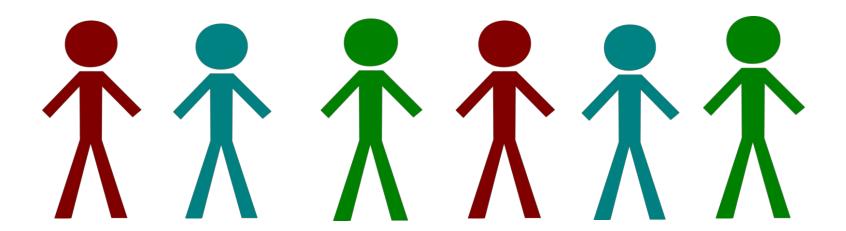
Leadership Teams

- Key to coordination of PBIS implementation and sustainability

- Depends on size of school

- Depends on purpose (RTI integration with academics vs. PBIS)

- Work smarter not harder

- Work out who fulfills roles

District Leadership Team

District Leadership Team

- District and building administration

- External coaches

- General education staff and aides

- Pupil services

- Community mental health

- Families

- Special education

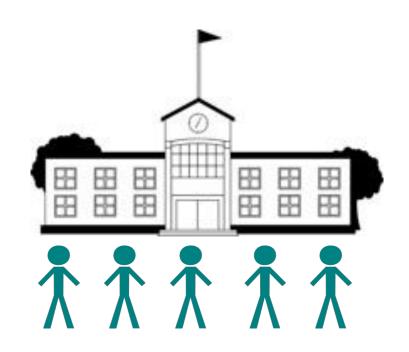# District Leadership Team

- Meets quarterly

- Has a 3-5 year action plan for implementation

- Has a plan to fund PBIS
  - Incentives for good behavior/celebration
  - Substitute teachers
  - Professional development (e.g. annual PBIS Leadership Forum)

- Annually self-assess implementation progress and needs

Tier 1 Behavior Team

Tier 1 Behavior Team

- Be Representative of your school

- Include administrator with decision making power

- Include specialty and special education teachers

- Include classroom teachers

- Include behavioral expertise

Functions:
Tier 1 Behavior Team

- Develop school-wide PBIS action plan

- Monitor & evaluate behavior data

- Monitor & evaluate progress

- Hold regular team meetings

- Maintain communication with staff

- Report outcomes to school & district stakeholders

Internal Coach:
Tier 1 Behavior Team

- Work with team during Tier 1/Universal trainings
- Facilitates Tier 1/Universal team meetings
- Communicate with stakeholders (administrator, external coach, school board, staff, families)
- Submit assessment data to external coach or PBIS coordinator
- "Keeper of the Process"
  Self-assessment (SAS Survey, TIC, BoQ)
  Action planning – (Year-At-A-Glance, Action Plans)
  Activity implementation
  On-going evaluation

From Wisconsin PBIS

District-level: Tier 1 Behavior Teams
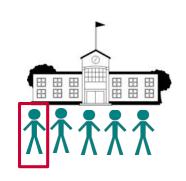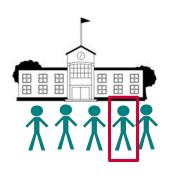
Internal Coaches Tier 1 Behavior Teams

District Leadership Team:
External Coach
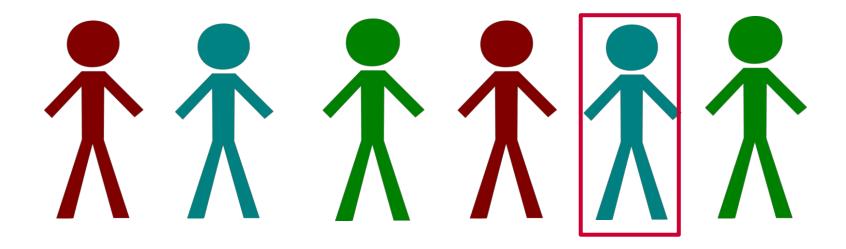
District Level: Coaches Role

Expand and sustain PBIS implementation through multiple buildings

Assess training needs and connect with state support systems

Support best practices and provide staff development and technical assistance

Collaborate to connect students, families, service organizations and schools to meet child and family needs

So Many Teams....not really!

District Leadership Team (5-8 people)

◦ District Coordinator

◦ District/External Coach

◦ District PBIS Leadership Team representing behavior-related personnel

School Level Tier 1 Behavior Team(s) (5-8 people)

◦ Internal Coach

◦ PBIS Tier 1 Behavior Team representing school including behavior-related personnel

PBIS involves **all** of you

- you decide what your focus will be
- you decide how you will monitor
- you decide what your goals are
- you decide what you'll do to get there
- you evaluate your progress
- you decide whether to keep going or change

Installation

Work to do it right!

- Define expected behavior

Behavioral Expectations

Use your school mission & vision statements

Examine data: e.g., office referrals, suspensions/expulsions

Ask your teachers & staff what are the major problems

Develop 3 to 5 behavioral expectations that fulfill mission and address problem behavior

Survey the teachers and staff to give them voice

Define expectations: Develop a behavior matrix

Sample Behavioral Expectations

Define Your Expectations

- What does it look like to 'Be Responsible,' or 'Be Respectful?'

- How would you describe expectations in various settings of the school - the bathroom, or hallway, or cafeteria?

- How would different classrooms define them (e.g., the band room vs. the science lab)?

Guidelines for Defining Expectations

- Use POSITIVE language: Tell students what TO DO

- Be brief

- Use simple language

- You can use pictures for very young children

Sample Elementary Expectations

BOOTH HILL
ROARS
Respect Ownership

	CLASSROOM & SPECIALS	HALLWAY & COMMON AREAS	BUS
Respect	• Raise your hand • Whole body listening	• Quiet mouths • Walking feet • Hands and feet to yourself • Hold doors	• Inside voices • Hands and feet to yourself • Share seating
Ownership	• Participate • Accept consequences • Do your best work	• Accept consequences	• Follow driver instructions • Follow all bus rules
Attitude	• Use kind words • Be helpful • Work together • Believe in yourself	• Silent greeting • Be helpful	• Use kind words • Greet the driver • Help others • Be a role model
Responsibility	• Ask permission • Be honest • Make smart choices • Use and return materials • Hold doors	• Turn in found items • Go to your destination quickly & quietly	• Immediately and accurately report problems
Safety	• Chair legs on the floor • Hands and feet to yourself • Walking feet	• Walking feet • Eyes forward • Hands at sides • Keep to the right	• Walking feet: coming and going • Bottom in the seat

SBCUSD Positive Behavior Support Initiativ
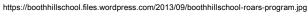
Cafeteria Expectations

Be Respectful	Be Responsible	Be Safe
Only eat the food on your plate	Wait your turn in line	Leave space between you and others (in line)
Clean up your area: table and floor	All food & drink stay in eating areas	Walk at all times
Listen to all adults	Pick up trash around you – even if left by others	Keep all food off the floor

• Eat your own food

http://old.jusd.k12.ca.us/schools/pae/SitePages/PBIS.aspx

https://boothhillschool.files.wordpress.com/2013/09/boothhillschool-roars-program.jpg

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RS

NG
OL

Cafeteria

Reeds Spring High School students will be...	Cl...		a	Activities
Responsible	Be on Tim...	Put Away Tray	Pa... Po...	Participate in a Positive Manner
	Be Prepar...	Clear Table		Take Own Belongings When Leaving
		Treat Food as Food	Ta... Be...	
Respectful	Be Attenti...		Le...	Show School Spirit
	Use Appro...	Wait in Line	Sh... cal Tone	Display Sportsmanship
	Obey Tea...	Use Appropriate Vocal Tone	Di... Sp...	Respond Appropriately
			Re... Ap...	

http://hs.rs-...

RTI Arkansas

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State Personnel Development Grant
Arkansas
Building RTI Capacity

Installation

Work to do it right!

▪ Teach expected behavior

Teaching Expected Behavior

Develop lesson plans

Teach and model the expectations in context

Let students practice and give them feedback

Develop a schedule for teaching lessons

Use data to guide booster lessons

Example:

Behavior Lesson Plan
for Cafeteria

I Am Safe
Teaching Examples
Example: Darius uses two hands on his tray and looks forward as he moves to his table. Non Example: Alex forgets his straw. He runs back to the utensil tray, pushes his way in, and grabs a new one. Example: Judy accidentally knocks over her milk. She raises her hand to get help to clean it up so no one falls.
Student Activity
1. Walk your students through the lunch room process before the lunch shift starts. 2. Practice washing hands, with soap, to the count of ten, rinse, and dry using one towel. 3. Make a poster to hang in the cafeteria to illustrate a safety skill.
After the Lesson **(During the Day)**
1. Review safety precautions building-wide. 2. Discuss food safety (hygiene, sharing, temperature, etc.)

State Personnel Development Grant
Arkansas
Building RTI Capacity

RTI Arkansas

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PBIS Good and Bad Examples

https://youtu.be/HO-M_QpiG5o?t=3m19s

Example: Teaching Expectations with "Rotation Stations"

Brookland Middle School

Installation

Work to do it right!

- Acknowledge expected behavior

Decisions to Make

Everything depends on student age

Decide what rewards are appropriate
- e.g., intangible vs. tangible

Develop a plan for distribution of rewards
- how much/many
- how students will manage them
- decide on a redemption plan for tangible rewards

Decide if you want celebrations

Tangible Acknowledgement Examples

http:/www.tempeschools.org/our-schools/elementary-schools-k-5/wood-elementary/pbis-positive-discipline

http://internet.savannah.chatham.k12.ga.us/schools/DeRenne/pbis/default.aspx

Tangible Acknowledgement Examples

Brookland Middle School

LANCASTER PBIS SCHOOL-WIDE ACKNOWLEDGEMENT MATRIX

STUDENTS

Type	What	When	Who
Immediate/High Frequency	**Lancaster Gold Card** will be given out to **individual students**. Once a student receives 10 gold cards they can cash them in for incentive items **Lancaster Blue Cards** will be given out to **classrooms** for exhibiting Safe, Responsible, and Respectful behaviors. Once the classroom receives 10 blue cards, the class will receive a Lancaster Shield to display outside classrooms and classroom will be recognized in the announcements	High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data, and to reinforce desired behaviors Weekly	**Secretary:** Order Gold & Blue Cards, and Lancaster Shields (Red, Yellow, Green, Blue) **PBIS Implementation Team:** Select and order incentive items **All Staff:** Distribute Gold and Blue Cards
Redemption of High Frequency	Students will be able to trade their Lancaster Gold Cards for incentive items at school store	Weekly	**Educational Assistant/Support Staff:** Staff school store **Office Staff:** Generating quarterly class list for student store

Adapted from: MIBLSI Workbook http://miblsi.cenmi.org

RTI Arkansas

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Celebrate Good Behavior!

Elbert County Elementary, GA

Installation

Work to do it right!

- Consistently Respond to Inappropriate Behavior

How Do You Start?

Define classroom-managed & office-managed behaviors
- ◦ develop a T-chart

Develop procedures to address inappropriate behaviors

How to Get Consistency: The T-Chart

Minors	Majors
• Tardy	• Chronic/Severe Bullying
• Inappropriate Language	• Stealing
• Chewing Gum, Food/Drinks	• Vandalism
• Not Having Materials, Supplies	• Electronics Violations
• Missing Homework	• Illegal Substance
• Tattling	• Chronic Non-Compliance
• Teasing/Bullying	• Possession of Weapons
• Lying/Cheating	• Profanity directed at a person
• Dress Code Violation	• Repeated Minor Disruptions*
• Disruption (not chronic)	• Fighting/Assault
• Defiance/Disrespect/Non-Compliance	• Threat
	• Chronic Wandering/Class-Skipping
	• Gang Related Behaviors
	* 3 Minors = 1 Major
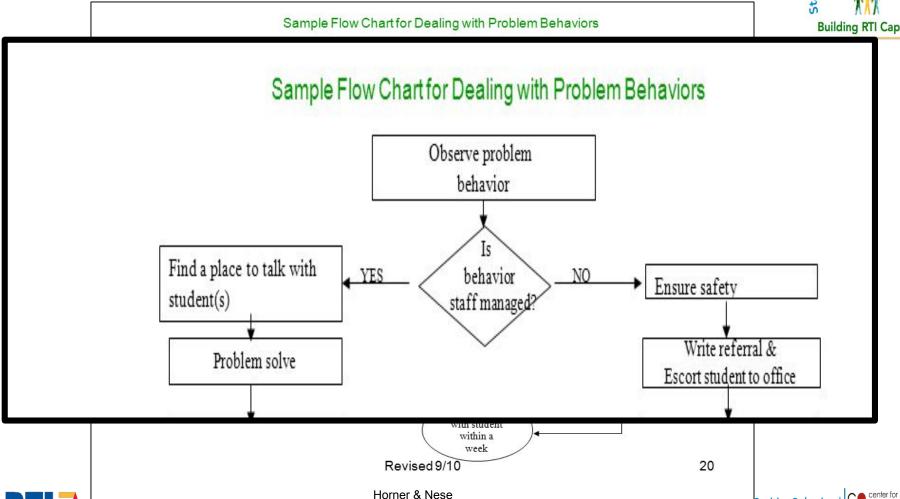
OFFICE DISCIPLINE REFERRAL FORM

Student:_____ Grade:___

Referring Staff:_____ Date:_____ Time:___

Location:
- ☐ Classroom #_____
- ☐ Hallway
- ☐ Trailers/Tech Wing
- ☐ Cafeteria
- ☐ Lavatory
- ☐ Assembly
- ☐ Parking Lot
- ☐ Bus
- ☐ Other:_____

Problem Behaviors:

MINORS:
- ☐ **3-5   Repeat Minor Incident Reports**
- ☐ **8-10 Combined Minor Incident Reports**
(Minor Incident Reports must be attached)
- ☐ Aggression/harassment (minor)
- ☐ Calling out
- ☐ Defiance/disrespect/insubordination
- ☐ Dress code
- ☐ Electronics/telecommunications
- ☐ Food/drink (outside cafeteria)
- ☐ Horseplay
- ☐ Inappropriate language/comments
- ☐ Lateness
- ☐ Leaving class w/o permission
- ☐ Leaving school w/o permission
- ☐ Preparedness
- ☐ Property misuse

MAJORS:
(Automatic Office Referral)
- ☐ Aggressive behavior (physical/verbal)
- ☐ Fighting
- ☐ Gambling
- ☐ Instigating conflict/disruption
- ☐ Significant vandalism
- ☐ Smoking (inside building)
- ☐ Truancy (checklist must be attached)
  - __ Class
  - __ School

- ☐ Other:_____
  _____

- ☐ Category III Offense (please specify)

Example Procedures

Sample Flow Chart for Dealing with Problem Behaviors

Sample Flow Chart for Dealing with Problem Behaviors

Observe problem behavior

Is behavior staff managed?

Find a place to talk with student(s) — YES

Problem solve

Ensure safety — NO

Write referral & Escort student to office

with student within a week

Revised 9/10

20

Horner & Nese

Initial Installation

Work to do it right!

- Kick-Off
- Team Action Planning
- Assessment

Initial Installation

Work to do it right!

- Kick-Off

Before Implementing

Fill out a readiness checklist

Plan kickoff for staff

Plan kickoff for students

Plan kickoff for parents

Sample Kick-Off Readiness Checklist

Behavioral Expectations	
• 3-5 Overarching School-wide Behavioral Expectations	
• Matrix with expectations defined for school areas (School-wide Matrix)	
• Each Expectation defined for each non-classroom area/ setting of school.	

Initial Installation

Work to do it right!

- After Kick-Off:

Team Action Planning

Prepping for Action Planning

Develop team meeting agendas (e.g., TIPs model)

Decide how often the team will meet—year at a glance schedule
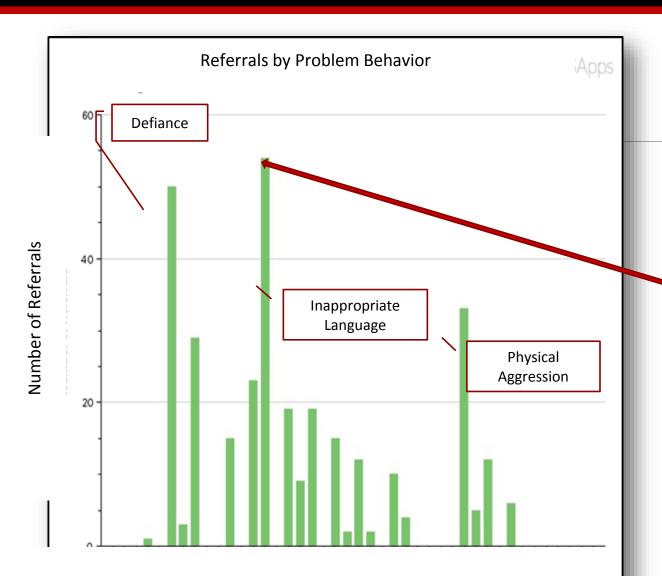
Make sure to have boosters for staff and students

Schedule team, staff, and student assessments

Keep looking at data. Then look at more data.

Referrals by Problem Behavior

Number of Referrals

Problem Behavior

Defiance

Inappropriate Language

Physical Aggression

This graph shows all referrals, sorted by problem behavior.

The most reported is Inappropriate Language. Next is Defiance.

Building RTI Capacity

Arkansas Positive Behavioral Interventions & Supports

Team Initiated Problem Solving Model (TIPS)

PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

Today's Meeting: Date, time, location: Facilitator: Minute Taker: Data Analyst:

Next Meeting: Date, time, location: Facilitator: Minute Taker: Data Analyst:

Team Members (bold are present today)

Today's Agenda Items	Next Meeting Agenda Items
01.	1.
02.	2.
03.	

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Problem-Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Implementation and Evaluation		
		Who?	By When?	Goal, Timeline, Decision Rule, & Updates

Evaluation of Team Meeting (Mark your ratings with an "X")

	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of *tracking* whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the *desired effects* on student behavior?			

Horner, Newton, Todd, Algozzine, B., Algozzine, K. (2010)

School: _____

PBIS *YEAR-AT-A-GLANCE*

	Team Meeting Dates (monthly)	PBIS Component of Focus	Staff Kick-off	Kick-off for staff, students & families	Self-Assessment Survey (Annually)	TFI-Team Assessment (3 x's/year)
AUGUST						
SEPTEMBER						
OCTOBER						
NOVEMBER						
DECEMBER						
JANUARY						
FEBRUARY						
MARCH						
APRIL						

Initial Installation

Work to do it right!

- After Kick-Off: Assessment

Continuous Assessment and Quality Improvement

Select fidelity tools
◦ Tiered Fidelity Inventory (TFI)
◦ Self Assessment Survey (SAS)
◦ Student and staff surveys (e.g., school climate)

Identify successes and challenges

Action plan

Current Tools for School PBIS Implementation Evaluation

	Research Tool	Annual Assessment Tool	Progress Monitoring Tool
Universal System	System-wide Evaluation Tool (SET)	Benchmarks of Quality (BoQ) Early Childhood BoQ (EC BoQ) PBIS Self Assessment Survey (SAS) Tiered Fidelity Inventory (TFI)	Team Implementation Checklist (TIC)
Secondary & Tertiary Systems	(ISSET)	Benchmarks of Advanced Tiers (BAT) PBIS Self Assessment Survey (SAS) Tiered Fidelity Inventory (TFI)	Monitoring Advanced Tiers Tool (MATT)
Outcome Measures: School Safety Survey			

PBIS: Common Questions

1. What is the hardest part?
2. How much time will it take?
   1. Training
      a) Team
      b) Coach
      c) Roll out
   2. Sustainability
3. What about cultural differences?
4. What will it cost?
   1. Substitutes
   2. Incentives
   3. Travel to APBS or Leadership
   4. Celebrations
   5. Professional Development

5. Can we keep our other programs?
6. Is there support for training and coaching?
7. What benefits are there for my school?
8. Is it guaranteed to work?
9. What about the students who need extra support right now?

❑What is the next step?

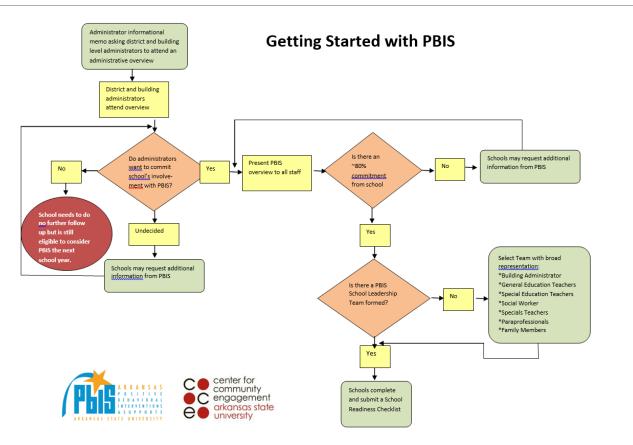❑How to commit?

❑What is the scope and sequence for training?

Getting Started Flowchart

Getting Started with PBIS

- Administrator informational memo asking district and building level administrators to attend an administrative overview
- District and building administrators attend overview
- Do administrators want to commit school's involvement with PBIS?
  - No → School needs to do no further follow up but is still eligible to consider PBIS the next school year.
  - Undecided → Schools may request additional information from PBIS
  - Yes → Present PBIS overview to all staff
- Is there an ~80% commitment from school?
  - No → Schools may request additional information from PBIS
  - Yes → Is there a PBIS School Leadership Team formed?
    - No → Select Team with broad representation:
      - *Building Administrator
      - *General Education Teachers
      - *Special Education Teachers
      - *Social Worker
      - *Specials Teachers
      - *Paraprofessionals
      - *Family Members
    - Yes → Schools complete and submit a School Readiness Checklist

Commitment for Success

Arkansas PBIS Commitment:

1. Prepare District Leadership Team for PBIS Implementation.

2. Provide the sequence of Tier 1/Universal, Tier 2/Secondary, and Tier 3/Tertiary, and coaches' trainings.

3. Train on data collection for decision making and reporting.

4. Provide technical assistance to internal and external coaches.

5. Assist with collecting, interpreting, and action planning around data.

6. Assist, interpret, and facilitate strategic planning using data reports: (Self-Assessment Survey (SAS), School Climate Survey (SCS), Office Discipline Referral (ODR) data, and Tiered Fidelity Inventory (TFI)).

Commitment for Success

District Commitment: (*Pre-Implementation*)

1.   Research information about PBIS through reading introductory documents, viewing online resources and   videos, and attending an introductory administrative overview.

2.   Sign the Arkansas PBIS Commitment for Success Agreement.

3.   Meet with Arkansas PBIS Coordinators to begin process of completing District Readiness Checklist.

4.   Appoint a District designated PBIS administrative liaison (.1 FTE).

Commitment for Success

District Commitment: *(Pre-Implementation)*

5. Identify a District PBIS External Coach (.2 FTE/5 schools).

6. Form a District PBIS Leadership Team that meets quarterly.

7. Allocate funds to support the PBIS initiative for a minimum of 3 years.

8. Identify PBIS as one of the top district goals for school improvement.

9. Identify a Local Coordinator for the PBIS Assessment website.

District Commitment: (*Implementation of Tier 1 / Universal*)

10. Review district data reports to determine priorities for district planning.

11. Establish discipline database as a school-based discipline tracking system.

12. Ensure that the PBIS external coach participates in PBIS coaches' training and networking.

13. Ensure that each school has an internal coach who will participate in the PBIS coaches' training.

14. Ensure that each school will involve some families in the planning, training, and implementation of PBIS.

Commitment for Success

District Commitment: (*Implementation of Tier 1 / Universal*)

15. External coach will contact the principals of participating schools and assist them in the completion of the   School Readiness Checklist.

16. Ensure that the external coach, the Tier 1/Universal team, and the internal coach for each school participate in the sequence of Tier 1 training.

17. Support the external coach in convening quarterly meetings with internal coaches.

18. Complete a 3 year strategic PBIS action plan, addressing all three tiers, in conjunction with the district's Response to Intervention (RtI) Plan.

Commitment for Success

Individual School Commitment:

(*Pre-Implementation through Tier 1/Universal Implementation*)

1. Identify school-wide PBIS as one of the top three school improvement goals.

2. Form a PBIS Tier 1/Universal team that will participate in the sequence of Tier 1/Universal Training.

3. Identify an internal coach who will participate in PBIS coaches' training.

4. Ensure that the Principal or Assistant Principal participates in the Tier 1/Universal team meetings on a consistent basis and communicates PBIS activities and discipline data to all staff at least monthly.

5. Support a 3-5 year PBIS training and school planning process.

6. Participate in overview presentation of PBIS for all staff with 80% support.

Commitment for Success

Individual School Commitment: *(Pre-Implementation through Tier 1/Universal Implementation)*

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

8. Allocate funds to support PBIS initiative for a minimum of 5 years.

9. Convene meetings of the PBIS team at least monthly.

10. Complete, utilize, and communicate the results of systems tools (Self-Assessment Survey (SAS), School Climate Survey (SCS), and Tiered Fidelity Inventory (TFI)) to staff.

11. Establish an Office Discipline Referral database as a school-based discipline tracking system and assign a staff member to enter discipline data daily.

12. Complete a 3 year strategic PBIS action plan addressing all three tiers, in conjunction with the school's Response to Intervention (RtI) plan.
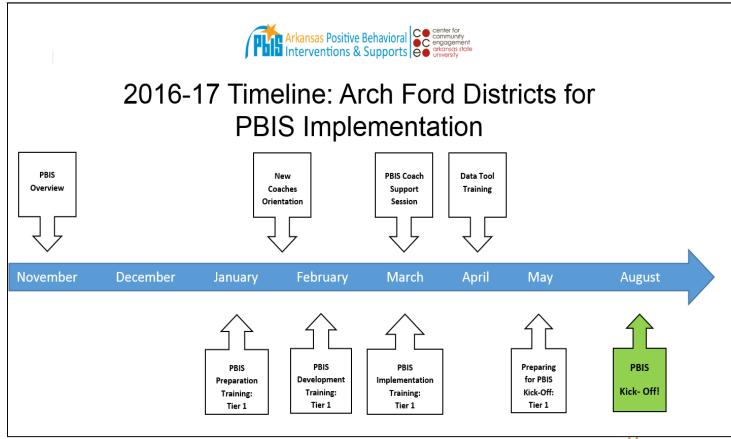
Tier 1: Training Sequence

2016-17 Timeline: Arch Ford Districts for PBIS Implementation

Arch Ford 20-16-2017
Tier 1: Training Scope & Sequence

January 25 1 day	**PBIS Preparation** • General understanding of PBIS and learn team roles & functions	PBIS Teams
February 8 afternoon ½ day	**PBIS – New Coaches Orientation** • Guidance to coaches to ensure accurate and effective implementation of PBIS	PBIS Building & District Coaches
February 21 1 day	**PBIS Development** • Begin developing components of PBIS framework	PBIS Teams
March 8 afternoon ½ day	**PBIS - Coaching Support Session** • Guidance to coaches to ensure accurate and effective implementation of PBIS	PBIS Building & District Coaches
March 28 1 day	**PBIS Implementation** • Complete/refine elements of PBIS framework • Finalize plans for rollout to staff & students in Fall 2017	PBIS Teams
May (date tbd)	**PBIS: Preparing for Kick-Off**	PBIS Teams

District Vision & Principles to Guide Planning

- Give priority to prevention
- Focus on whole school & community
- Give priority to evidence-based practices
- Lead with a team
- Emphasize data-based evaluation

District Action Planning
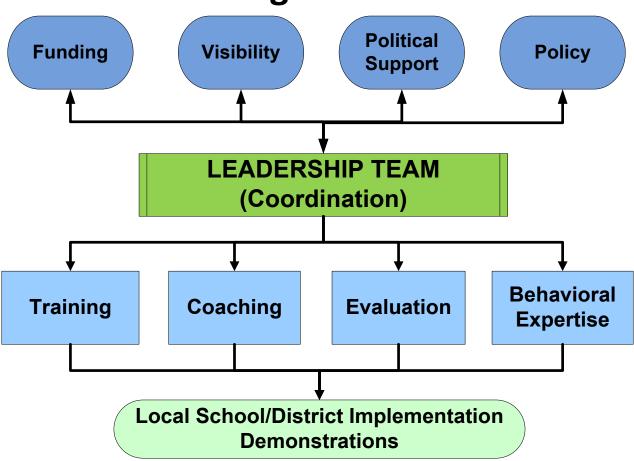## 4 *capacity* building targets

- Local Policy & Funding Capacity
- Local Training Capacity
- Local Coaching Capacity
- Local Evaluation Capacity

Taking it to Scale

What it takes to work

- Schools must be committed to improving behavior
  - One of the top priorities
- Make sure the SIP addresses issues of student behavior
  - Behavior, discipline, climate, or safety
- SIP needs to be aligned with the school's mission statement
- All initiatives/practices should be organized using three tiered logic
- Review content of SIP with all faculty and staff

* Inconsistency and lack of direction can impede overall school improvement!

What it takes to work

Those involved in the school must **share**

- a common dissatisfaction with the processes and outcomes of the current system
- a vision of what they would like to see replace it

Problems occur when the system lacks the knowledge of **how to initiate change** or when there is **disagreement about how change should take place**

What it takes to work

Consensus means that people agree to:

- ✓ provide input in determining what our school's problems are and what their goals should be
- ✓ make decisions about rules, expectations, and procedures in the non-classroom areas of the school as a school community
- ✓ Follow through with all school-wide decisions, regardless of your feelings for any particular decision
- ✓ Commit to positive behavior support systems for a full year - allowing performance toward our goal to determine future plans

Train the Trainer: Training Sequence

Year 1:

* Implementation of Tier 1/Universal at the school level

* Build district capacity to support schools

* Identify coaches as future trainers

* Work with co-op to identify trainers

Year 2:

* Identified staff co-train new schools in Tier 1/Universal with A-State

Year 3 and beyond:

Resources

- Where to get information

U.S. Department of Education:
Guidance to Schools

School wide Behavioral Efforts: PBIS Implementation Blueprint
http://www.pbis.org/blueprint/implementation-blueprint

Classroom Management Strategies:

Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers

https://www.osepideasthatwork.org/evidencebasedclassroomstrategies

Sources for information and materials

- PBIS.org
- Midwestpbis.org
- Pbismissouri.org
- Wisconsinpbisnetwork.org
- Pbismaryland.org

References

- Research literature on Discipline & PBIS
- https://www.pbis.org/research
- http://www.nhcebis.seresc.net/research_and_literature

cce.astate.edu/pbis/