Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 12: *Staff Ownership*

RTI Arkansas

Arkansas Positive Behavioral Interventions & Supports | ARKANSAS STATE UNIVERSITY PBIS Resource Center

State Personnel Development Grant
Arkansas
Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Staff Buy-in

Title of Training:

Module 12: Staff Ownership

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?
- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star.**
  - Examples will appear in a **blue text box** with a smiley face.
- At the end of this guide are "homework assignments" (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Module 4 (An Introduction to PBIS) will give a brief overview of the systems and practices that comprise the PBIS framework.

Training Description:

This training module has been developed to brief school leaders and other workshop/professional development participants about the importance of staff involvement and staff ownership in PBIS as well as how to determine if staff have bought in to PBIS.

Training Sections:

Section 1 – Importance of Staff Ownership (Slides 3 - 11) pgs. 5 – 18
Section 2 – Staff Involvement (Slides 12 - 18) pgs. 19 – 29
Section 3 – Cost/Benefit of PBIS (Slides 19 - 22) pgs. 30 – 35
Section 4 – Showing Appreciation (Slides 23 - 27) pgs. 36 – 42
Section 5 – Indicators of Buy-in (Slides 28 - 30) pgs. 43 – 51

Training Materials/Equipment Needed:

PowerPoint for Module 12: Staff Ownership

- Equipment to project the PowerPoint
    - Laptop computer
    - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
    - Projector
    - Speakers, if needed
    - Microphone(s), if needed
    - Required connecting cables, extension cords, etc.
    - "Clicker" to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
    - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
    - It may take a minute for video to load. Be patient.
    - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
    - Click on arrow to check that the video works with your Wi-Fi.

- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:
- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:
Physical and/or electronic copies of
- Compelling Why Questions (pg. 16)
- Critical Data Point Questions (pg. 18)
- School Climate Survey: School Personnel (pgs. 27 – 29); download here: https://www.pbisapps.org/resource/school-climate-survey-suite-manual
- Guiding Questions for Acknowledging Staff for Their Efforts (pg. 40)

Activities in this Training:
- Compelling Why (pg. 15)
    - Distribute the Compelling Why Questions handout on page 16
- Compelling Data Points (pg. 17)
    - Distribute the Critical Data Point Questions handout on page 18
- Cost/Benefit Worksheet (pg. 35)
    - Open here – under Evaluation: https://www.pbismaryland.org/coaches-corner/coaching-resources

Essential Questions:

These essential questions will be addressed in this training module:

- Why is staff ownership important?
- How can you get staff involved in the PBIS process?
- What are the costs vs. benefits of PBIS?
- How can you show appreciation to staff for their efforts?
- How do you know if staff have bought in to PBIS?

Trainer Tips:

- Make sure participants understand that we want staff to see the forest, and not just all the trees. This is why we look for compelling reasons for implementing PBIS.
- Encourage schools to define their overarching goals and their reasons for using PBIS to achieve those goals.

Training Section One

Importance of Staff Ownership

Slides 3 - 11

Goals

Participants will understand
- Why staff may not be taking ownership of PBIS
- Critical elements of getting staff to take ownership of PBIS
- How to develop a compelling why, or reason for implementing PBIS, with data points included.

Slide #1

[Staff Ownership]

- Images in this module were obtained at google.com/images unless otherwise specified.

Context

- Importance of high staff ownership
- Staff involvement
- Cost/benefits of implementing PBIS
- Showing appreciation
- Indicators of ownership

Slide #2

[Context]

Importance of Staff Ownership

Slide #3

[Importance of Staff Ownership]

"The best-planned reforms cannot achieve success without teachers committed to altering their practices and learning new approaches."

Examining Comprehensive School Reform, Daniel K. Aladjem, Kathryn M. Borman, 2006.

Slide #4
[Quote]

Trainer Notes:

- Staff taking ownership of an initiative – committing to changing their practices and approaches – is crucial to the success of the initiative.

Slide #5
[Reasons for Poor Staff Ownership]

Trainer Notes:

- Here are some of the reasons you might be having trouble getting everyone on board with PBIS: expectation that PBIS is a temporary fix, lack of administrator buy-in, administration is overwhelmed by tiers of implementation, and/or teachers misunderstand implementation.

Slide #6

[It's Only Human]

Trainer notes:

- This might be a good discussion: (1) What kind of feedback are implementers hearing from staff? (2) Are there other reasons why staff are resisting change?

Slide #7

[Critical Elements for Ownership]

Trainer Notes:

- Kathryn Borman and her co-authors (2004) report that current literature suggests three critical elements to promote teacher buy-in and commitment: 1) the process by which teacher support for reform is obtained, 2) alignment of teachers' perceptions of the school's main problems and the strategies proposed to address them, and 3) the amount of professional development and technical support provided by the developer.

Slide #8

[Do the Prep Work]

Trainer Notes:

- As the PBIS team, it's important to know why you want to do this and why staff should want to buy in to it. Why is it needed in your school? Along with your sense of urgency, it's important to know how the staff feel about the current school climate and what kind of climate they envision. It's also important that district PBIS leadership teams know "why" change is needed. If schools are within a district that is implementing PBIS, there should be a district rationale for why change is needed. This rationale should be communicated to building leadership teams who in turn garner staff support and buy-in.

Slide #9

[Creating A Compelling "Why"]

Trainer Notes:

- (From Michigan Dept of Ed training materials.) Part of making the "why" important to your school staff is to make it real for your staff within the context of your school. If your school has a 98% graduation rate, using national data on high school dropout is not likely to create any kind of sense of urgency for your staff. Context is going to matter with the why. Your work as the school leadership team is to get your staff and school community to care about the work of positive school climate. One of the easiest ways to do this is to identify a data point that the staff and school community are not comfortable with and are willing to commit to work on to change. Not that other data points do not matter, but if we overwhelm our staff and school community with multiple data points it may not have the impact we want regarding buy-in.

Slide #10
[YOUR "Why"]

Trainer Notes:

- (Adapted from Michigan Dept of Ed, day 1 of PBIS training.) There are a lot of data around discipline and school climate available on a national scale. How does your school compare? Under what circumstances would you be motivated to make a systemic change? How bad would a situation have to be? For example, 24% (national statistic) of students who drop out are unable to identify an adult in the school by whom they feel supported (Neild & Balfanz, 2006). What percent of students graduate from your school? Do you have climate survey data that suggest that students don't have an adult they connect with at your school?

> ★ **ACTIVITY**
>
> Compelling Why
>
> Make sure attendees have access to the handout on the next page (pg. 16) and give them a few minutes to consider each of the questions as they begin to develop a compelling "why" for implementing PBIS in their school.

What is your compelling "why" for implementing PBIS?

Consider the following when developing your compelling "why".

- How does your school compare to demographically similar schools?

- Under what circumstances would you be motivated to make a systemic change?

- How bad would a situation have to be?
  - For example, 24% (national statistic) of students who drop out are unable to identify an adult in the school by whom they feel supported (Neild & Balfanz, 2006).

- What percent of students graduate from your school?

- Do you have climate survey data that suggest that students don't have an adult they connect with at your school?

Critical Data Points

- Input from staff, students, & parents
- Current & historical data
- A critical data point can show sense of urgency

Slide #11

[Critical Data Points]

Trainer Notes:

- Before you can go to staff with a sense of urgency, it's important to understand what staff, students, and parents think about the school climate. Consider a survey to all stakeholders; analyze results to see if there are data that stand out. Also look at current discipline, attendance, graduation, academic, and any other data, as well as historical data to see if there are stand outs and trends. Use these data to create your sense of urgency and to show your staff that a change is well-founded.

⭐ **ACTIVITY**

Compelling Data Points

Make sure attendees have access to the handout on the next page (pg. 18). Have attendees use the suggestions to guide a discussion about how they will begin gathering information to determine critical data points.

Determining a Critical Data Point or Points

Consider the following as you begin gathering information to determine critical data points.

- Consider a survey to all stakeholders; analyze results to see if there are data that stand out.

- Look at current discipline, attendance, graduation, academic, and any other data, as well as historical data to see if there are stand outs and trends. Use these data to create your sense of urgency and to show your staff that a change is well-founded.

Training Section Two

Staff Involvement

Slides 12 - 18

Goals

Participants will understand

- Why it's important to involve staff in the PBIS process
- How to determine if staff have bought in to PBIS
- How to involve staff in PBIS

Slide #12
[Staff Involvement]

Slide #13
[PBIS Is A Collaboration]

Trainer Notes:

- PBIS is a collaborative effort. It is an ongoing process that will require consistent practices, responses, and procedures from staff. They need to feel that their efforts will benefit them and their students. Just as staff will be doing with students, you will have to teach and reinforce staff for delivering supports to students. Because PBIS is a continual process, it's important to keep staff updated and informed so that they will know what the current issues are, what progress has been made, and how well you are meeting your goals.

Slide #14

[Involve Staff in The Process]

Trainer Notes:

- Implementing Tier I of PBIS requires creating systems and practices to support students. It's important to involve staff in the process from the beginning. The team will be responsible for developing and implementing plans, and will make the final decisions. However, staff also need to be invested in the process, as they will be the ones delivering the supports to students. Staff need to be convinced that their efforts will be worthwhile.
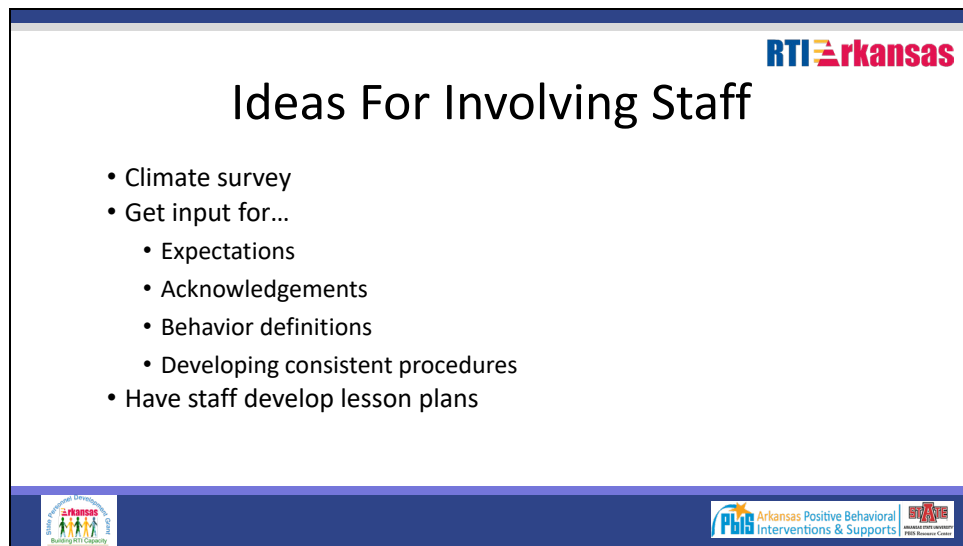
Slide #15
[A Good Indicator]

Trainer Notes:

- It is recommended that 80% of staff agree that change is needed, agree to a change in philosophy, and agree to implement PBIS. The higher the percentage of staff that buy in to this change, the more likely PBIS will be successful. You want consistency throughout the school, and if only half of the building is willing to participate, it will be much harder to have success. People will be divided and students will be confused.

Slide #16

[Ideas For Involving Staff]

Trainer Notes:

- Consider giving a climate survey to understand what staff perspective is on your school's strengths and weaknesses, what behavior they see and want to see, what they think is being done consistently, how safe they feel, etc. This survey will help you narrow down the choices for school-wide expectations.

- Let staff vote on the top three to five behaviors they feel need to be taught and reinforced. Ask staff for input in defining expectations and developing a way of teaching the expectations. What types of acknowledgements do staff think are best? Ask staff for input on how all reported behaviors are defined and differentiated, and for procedures for responding to these behaviors. Staff will be the ones carrying out these practices, so they need to be invested in the process.

Staff Surveys

- Staff can give truthful opinions while remaining anonymous.

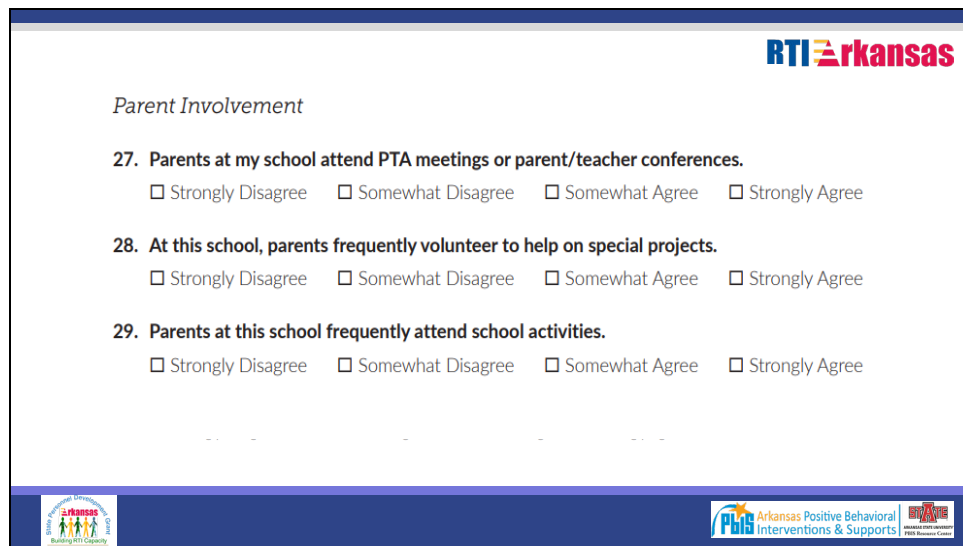- Get staff perceptions on types and locations of problems occurring throughout the school.

Slide #17

[Staff Surveys]

Trainer Notes:

- The advantages of surveying staff are that you can get honest feedback and you can get a picture of what staff are seeing throughout the school. Compare perceptions to school data and you can get a lot of useful information.

Slide #18

[Staff Survey Example]

Trainer Notes:

- Here is an example of a staff survey on school climate and how teachers feel about working in the school. It can be found here (PBIS apps): https://www.pbisapps.org/resource/school-climate-survey-suite-manual.

☺ **EXAMPLE**

The following three pages (pgs. 27-29) show an example of a staff survey. The survey can also be found here (PBIS Apps): https://www.pbisapps.org/resource/school-climate-survey-suite-manual.

School Climate Survey: School Personnel

*Please answer all of the questions or your answers won't be recorded, but you can mark
"I prefer not to answer" if you don't want to answer a question about you.*

Demographics

Primary job classification.
☐ Teacher ☐ Administrator ☐ Certified Staff Member
☐ Classified/Other Staff Member ☐ I prefer not to answer

Primary grade taught.
☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ I prefer not to answer.

Area(s) taught. *(mark all that apply)*
☐ Science ☐ ELA ☐ Social Studies
☐ Connections (e.g., art, PE, band, music)
☐ Math ☐ Special Education
☐ Other, please specify: _____
☐ I prefer not to answer

Years of work experience.
☐ 0-5 years ☐ 6-10 years ☐ 11-15 years
☐ More than 15 years ☐ I prefer not to answer.

Highest degree earned.
☐ Bachelor's Degree ☐ Master's Degree
☐ Educational Specialist Degree ☐ Doctoral Degree
☐ Other, please specify: _____
☐ I prefer not to answer.

What is your gender?
☐ Female ☐ Male ☐ Other
☐ I prefer not to answer

What is your ethnicity?
☐ Hispanic or Latino/a ☐ Not Hispanic or Latino/a
☐ I prefer not to answer

What is your race? *(mark all that apply)*
☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ White
☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
☐ Ethnic Group:_____
☐ I prefer not to answer.

Survey Questions

Staff Connections

1. **I feel supported by other teachers at my school.**
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

2. **I get along well with other staff members at my school.**
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

3. **I feel like I am an important part of my school.**
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

4. **I enjoy working in teams (e.g. grade level, content) at my school.**
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

5. **I feel like I fit in among other staff members at my school.**
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

6. I feel connected to the teachers at my school.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

Structure for Learning

7. Teachers at my school frequently recognize students for good behavior.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

8. Teachers at my school have high standards for achievement.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

9. My school promotes academic success for all students.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

10. All students are treated fairly by the adults at my school.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

11. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

12. Teachers at my school work hard to make sure that students do well.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

13. I feel safe at my school.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

14. I have been concerned about my physical safety at school.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

15. If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

16. I feel safe when entering and leaving my school building.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

Physical Environment

17. My school building is well-maintained.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

18. Instructional materials are up to date and in good condition.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

19. Teachers at my school keep their classrooms clean and organized.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

20. Teachers make an effort to keep the school building and facilities clean.
    ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

Peer and Adult Relations

21. Students at my school would help another student who was being bullied.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

22. Students at my school get along well with one another.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

23. Students at my school treat each other with respect.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

24. Students at my school treat other students fairly regardless of race, ethnicity, or culture.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

25. Students at my school show respect to other students regardless of their academic ability.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

26. Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

Parent Involvement

27. Parents at my school attend PTA meetings or parent/teacher conferences.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

28. At this school, parents frequently volunteer to help on special projects.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

29. Parents at this school frequently attend school activities.
    ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

Training Section Three

Cost/Benefit of PBIS

Slides 19 - 22

Goal

Participants will understand
- How PBIS can save instructional and administrative time

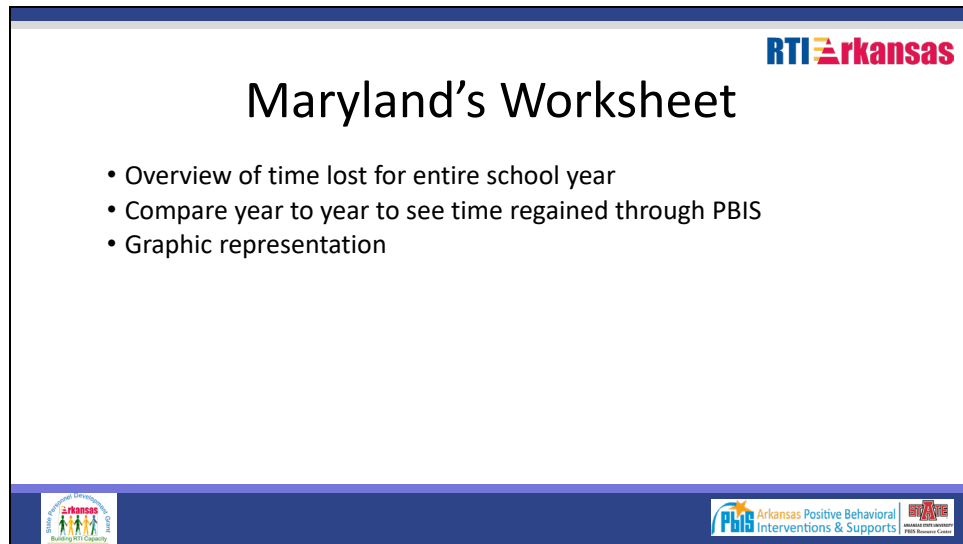**Slide #19**
[Cost/Benefit of PBIS]

Slide #20

[What Does Behavior Cost?]

Trainer Notes:

- Staff and administrators know that they spend a part of their school day responding to misbehavior, but do they really understand how much instruction and administrative time is lost over the course of a week? A month? A school year?

Maryland's Worksheet

- Overview of time lost for entire school year
- Compare year to year to see time regained through PBIS
- Graphic representation

Slide #21
[Maryland's Worksheet]

Trainer Notes:

- The Maryland PBIS Initiative created the worksheet on the next slide to help schools understand how much time it "costs" teachers and administrators to respond to misbehavior and how much instruction time students miss. By implementing PBIS and continuing to be proactive and preventive, staff will spend less time on misbehavior and more time teaching. PBIS teams can give staff and administrators a graphic representation of what they have gained from year to year. This may not be apparent from day to day, but to see the big picture as presented by this worksheet, staff can see how their efforts have paid off.

Slide #22

[Cost/Benefit Analysis Worksheet]

Trainer Notes:

- Teams can find the worksheet on the Maryland website at
  https://www.pbismaryland.org/coaches-corner/coaching-resources (under the
  "Evaluation" section, it is titled "Cost Benefit Calculator"). The direct link is on
  the slide to download and show the team how it works. For example, a
  suggested average number of minutes for students to be out of class is 30 and
  for administrators to process is 20. This might be a good place to ask for
  thoughts from trainees. How much time do their students and administrators
  spend on average? How many referrals did they have last year? What would
  they like to see instead?

ACTIVITY

Cost/Benefit Worksheet

Go to this link: https://www.pbismaryland.org/coaches-corner/coaching-resources (under the "Evaluation" section, it is titled "Cost Benefit Calculator") to show participants how the cost/benefit worksheet works. For example, a suggested average number of minutes for students to be out of class is 30 and for administrators to process is 20. Give the participants the opportunity to use the worksheet.

Questions participants should ask when using the worksheet:

- How much time do students and administrators spend on average?
- How many referrals did the school have last year?
- What would schools like to see instead?

Training Section Four

Showing Appreciation

Slides 23 - 27

Goals
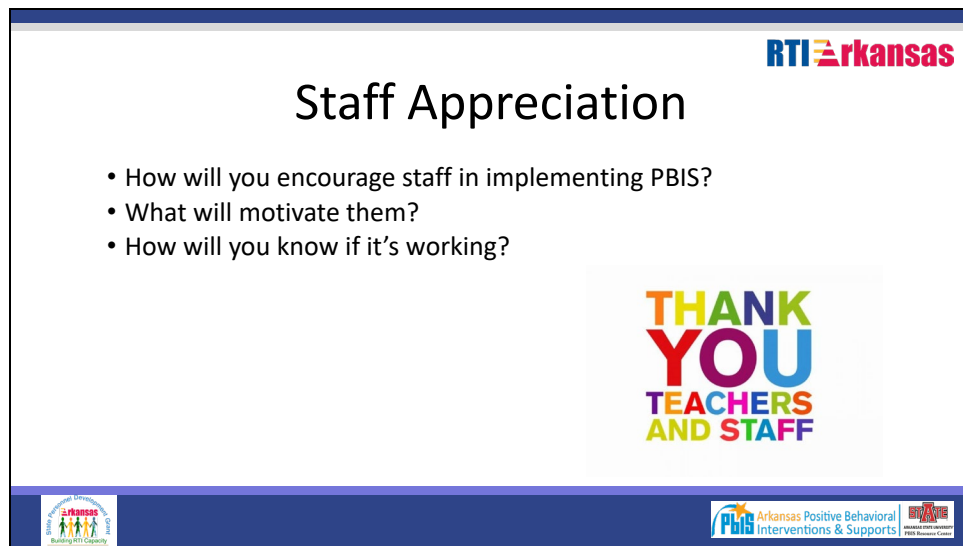
Participants will understand

- Why staff should be acknowledged for their efforts in implementing PBIS
- How to show appreciation to staff

Slide #23

[Showing Appreciation]

Slide #24
[Staff Appreciation]

Trainer Notes:

- If you expect staff to carry out PBIS practices, it's important to acknowledge their efforts. As with everything PBIS, look at what things motivate staff and make an effort to see if your acknowledgements really do make staff feel appreciated. Be sure to ask for input and get feedback.

Guiding Questions

- How will you acknowledge staff?
- What problems do you expect?
- How will you ensure they are given out properly and consistently?

Slide #25

[Guiding Questions]

Trainer Notes:

- It's important to acknowledge staff for their efforts in implementing PBIS. They need positive reinforcement, too! Here are a few guiding questions to help develop a staff recognition plan!

EXAMPLE

These are a few guiding questions to help develop a staff recognition plan. The questions can be found on the following page (pg. 40) to hand out to participants.

Guiding Questions for Acknowledging Staff for Their Efforts

1. How will you acknowledge staff?

2. What problems do expect with acknowledging staff?

3. How will you ensure acknowledgements are given out properly and consistently?

Slide #26

[Example: Staff Rewards]

Slide #27

[Example: Staff Recognition]

Training Section Five

Indicators of Buy-in
Slides 28 - 30

Goal

Participants will understand
- How to know if staff have bought in to PBIS

Slide #28

[Indicators of Buy-in]

Slide #29

[Indicators of Buy-In]

Trainer Notes:

- So, how will you know if you have good buy in? The items on this slide and the next are considered to be good indicators of staff buy-in. Staff will need training and support to achieve them. PBIS assessments and walk-throughs can help in determining these indicators.

Indicators Of Buy-In

80% of the staff...
- Actively supervise in non-classroom settings
- Agree to support SWPBIS action plans
- Have more positive daily interactions with students than negative
- Have opportunities to be recognized for their SWPBIS efforts

Slide #30

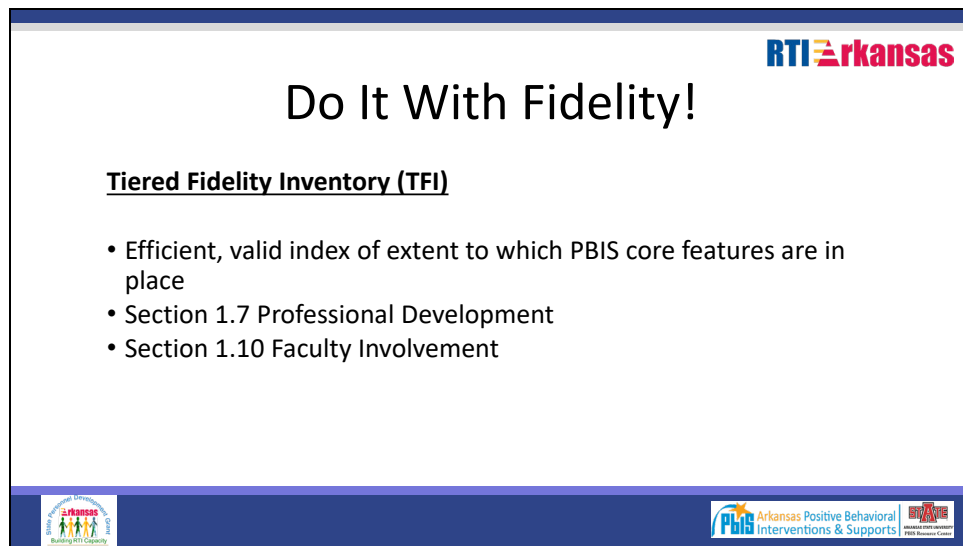**[Indicators Of Buy-In]**

Trainer Notes:

- Again, for these items to happen, staff will need training and support. Administration can play a big role in determining/assessing if many of these items are being done (e.g., principal walk-throughs to look for active supervision, allowing staff reciprocal assessments to check for positive to negative interaction ratios, etc.).

- PBIS assessments (free assessments) can help schools assess many of these items (www.pbisapps.org).

Slide #31
[Do It with Fidelity!]

Trainer Notes:

- The TFI is an important tool in the PBIS implementation process. It can be used in the development stage and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS. Section 1.7 covers professional development and 1.10 covers faculty involvement. See next two slides.

Slide #32

[1.7 Professional Development]

1.10 Faculty Involvement

Subscale: Implementation

Feature	Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. **Main Idea:** Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.	• PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input. 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both. 2 = Faculty are shown data at least four times per year AND have provided feedback on Tier I practices within the past 12 months.

Slide #33

[1.10 Faculty Involvement]

Summary

- Get staff input throughout all stages of implementation.
- Provide professional development.
- Ensure staff understand PBIS and why you are implementing it.
- Provide data to staff to show progress.
- Show staff appreciation for their efforts.

Slide #34

[Summary]

Slide #35

[Resources]

Discussion Questions:

The following questions will help schools develop a plan for involving staff in PBIS, showing them appreciation for their efforts, and encouraging staff ownership in PBIS.

1. What is your compelling "why" for implementing PBIS?
2. What are some critical data points that show the need for implementing PBIS?
3. How can you involve staff more in the PBIS implementation process?
    a. How will you get input and feedback from staff as you develop the components of PBIS?
    b. How will you communicate with staff on an ongoing basis?
4. How will you show appreciation to staff for their efforts in implementing PBIS?
5. How will you determine if staff are bought in to PBIS?

Resources:

- Missouri Schoolwide Positive Behavior Support
    o Sustaining PBIS:
      http://pbismissouri.org/sustaining/
    o Professional Learning:
      http://pbismissouri.org/wp-content/uploads/2018/08/Tier-1-2018_Ch.-9.pdf?x30198
- PBIS Apps
    o School Climate Survey:
      https://www.pbisapps.org/Resources/SWIS%20Publications/School%20Climate%20Survey%20Suite%20Manual.pdf#search=climate%20survey