

The PBIS Resource Center at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 3: *Creating a PBIS School Leadership Team*

RTI  **arkansas**



Arkansas State Personnel Development Grant

Focus Area: PBIS Team at the Building Level

Title of Training:



Module 3: Creating a PBIS School Leadership Team

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.

Training Description:

This training module has been developed to give schools/administrators information that will help them create a strong PBIS leadership team.

Training Sections:

Section 1 – PBIS Team Purpose, Roles, and Responsibilities (Slides 3 - 16)
pgs. 5 – 23

Section 2 – PBIS Team Operating Procedures (Slides 17 - 20) pgs. 24 – 34

Training Materials/Equipment Needed:**PowerPoint for Module 3: Creating a PBIS School Leadership Team**

- 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

- Committee Audit Worksheet (pg. 13)
- Roles and responsibilities template (pg. 18); download here – under team meeting tools: <https://pbis.astate.edu/resources/tier-i-resources/pbis-leadership-teams/>
- Communication plan template (pg. 28 – 29); download here – under monthly planning tools: <https://pbis.astate.edu/resources/tier-i-resources/pbis-leadership-teams/>

**Activities in this Training:**

- Committee Audit (pg. 12)
 - Distribute Committee Audit Worksheet (pg. 13)
- Roles and Responsibilities (pg. 17)
 - Distribute Roles & Responsibilities template (pg. 18)
- Communication Plan (pg. 27)
 - Distribute Communication Plan Template (pg. 28 – 29)

Essential Questions:

These essential questions will be addressed in this training module:

- What is the purpose of the PBIS team?
- Who should be on the PBIS team?
- What are the responsibilities of the PBIS team members?
- What happens in the PBIS team meeting?

Trainer Tips:

- PBIS requires systems change efforts. Systems change is not easy. Efforts take time!
- The team is tasked with effectively collaborating, establishing team member roles, assigning responsibilities, and working efficiently towards goals. These are all important in creating a foundation for success.
- The PBIS leadership team has the opportunity and ability to make positive changes in the school!
- You want to make this presentation inspirational, not scary!

Training Section One

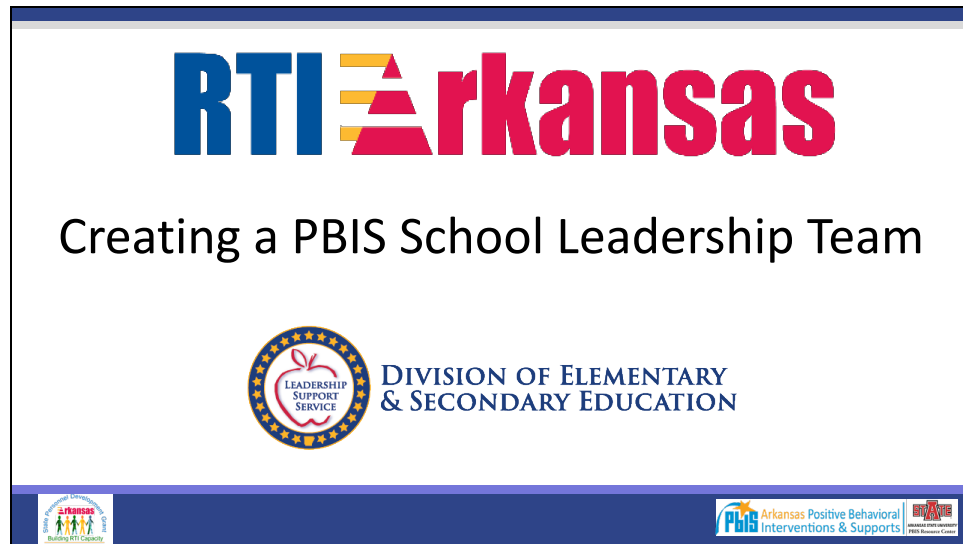
PBIS Team Purpose, Roles, and Responsibilities

Slides 3 - 16

Goals

Participants will understand

- The purpose of the PBIS team
- The roles and responsibilities of the PBIS team
- The importance of taking inventory of what you already have before starting something new
- The roles of team members



Slide #1

[Creating a PBIS School Leadership Team]

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

Trainer Notes:

- In this module, we will take trainees through the roles and responsibilities of local school teams.

Context

- The school leadership team must oversee PBIS implementation.
 - Any initiative has to fit into the school context.
 - Any initiative has to have the support of school (and district) leadership.
- A PBIS team will lead the implementation.



Slide #2 [Context]

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Purpose Of The PBIS Team

- Customize PBIS implementation
- Develop processes, procedures, & tools
- Create organizational structures
- Collect and collate data
- Develop and provide staff supports

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Arkansas PBIS Network

Slide #3
[Purpose Of The PBIS Team]

Trainer Notes:

- The PBIS team serves an important role in implementing PBIS in a way that meets the specific needs of the individual school. This will be an ongoing process and the team will be tasked with coordinating and managing implementation with fidelity.

RTI Arkansas

A Representative School Team


- Grade levels
- Areas of school
- Various skills & abilities
- Various positions & roles
- Family & student voice

Logos at the bottom: Arkansas Department of Education, Arkansas Positive Behavioral Interventions & Supports, and Arkansas Department of Education.

Slide #4
[A Representative School Team]




Trainer Notes:

- To ensure that the best decisions are made for ALL the students in the school, ALL the students need to be represented through the members of the team. This means you should represent all grade levels and physical areas of the school (e.g., for large high school, make sure someone on the team can represent the various departments and share information to staff in those departments, i.e., cafeteria, transportation, etc.). Important members include the following: administrator, someone with behavioral expertise, someone comfortable with data analysis, and someone skilled at communication. It is also advisable to have family representation on the team, and — at the secondary level — student representation as well. This will increase the likelihood of student buy-in.



PBIS Team Responsibilities

- Develop and monitor PBIS action plan
- Hold regular meetings
- Communicate with stakeholders
- Report outcomes

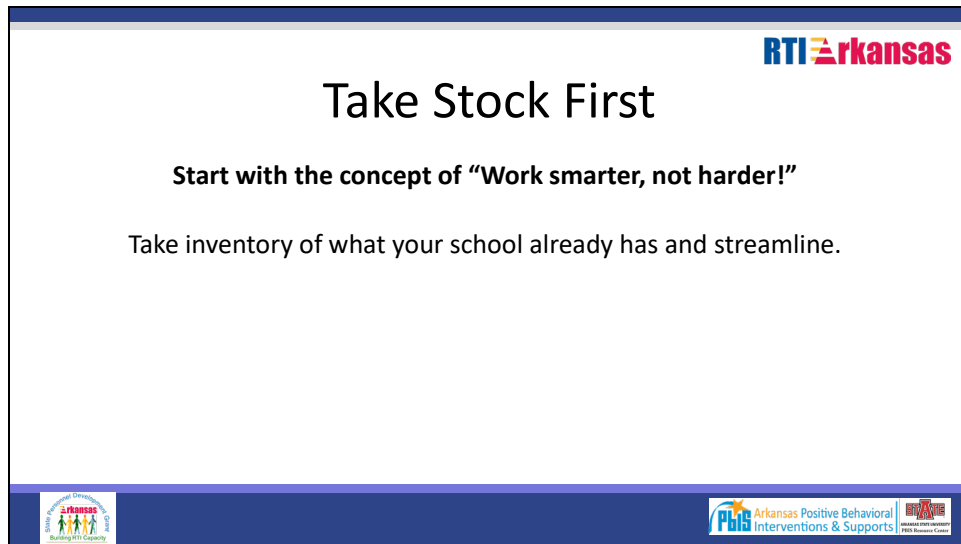


Slide #5

[PBIS Team Responsibilities]

Trainer Notes:

- The most important role of the PBIS school team is to develop and continually monitor the progress of their PBIS Action Plan. They should meet at least monthly, keep staff informed of progress, and report progress and plans to stakeholders regularly (staff, parents, students, school board, district, community, etc.).



Slide #6

[Take Stock First]

Trainer Notes:

- Before starting on something new, it is good practice to take inventory of what is already happening in your school. Schools need to look at teams or committees that are already addressing school climate or student behavior. Are there groups that overlap in their purpose or goal? How can you streamline things or build on what is already in place?



Committee Audit Worksheet

Committee	Purpose	Expected Outcome	Staff Involved	School Improvement List related goal	Priority (1 = low, 5 = high)
					1 2 3 4 5
					1 2 3 4 5
					1 2 3 4 5
					1 2 3 4 5
					1 2 3 4 5
					1 2 3 4 5


Adapted from MIBLSI Committee Audit Worksheet



Slide #7

[Committee Audit Worksheet]

Trainer Notes:

- This template is a tool that can be used to collect information on the teams and committees that are currently meeting in the school. Schools can use this to create a big picture of what is already in place and which staff are involved. Look for opportunities to have the biggest impact without over-working.



ACTIVITY

Committee Audit

Pass out the committee audit sheet and have attendees use this tool to begin taking inventory of the committees currently in their school. The worksheet is on the next page (pg. 13).

Committee Audit Worksheet

Committee	Purpose	Expected Outcome	Staff Involved	School Improvement List related goal	Priority (1 = low, 5 = high)
					1 2 3 4 5
					1 2 3 4 5
					1 2 3 4 5
					1 2 3 4 5
					1 2 3 4 5
					1 2 3 4 5




RTI Arkansas

Where Do You Begin?

Develop...

- Behavioral expectations
- System for teaching expectations
- System for acknowledging appropriate behavior
- System for addressing inappropriate behavior

Get feedback from staff along the way!

Slide #8

[Where Do You Begin?]

Trainer Notes:

- The PBIS team will begin by creating a school-wide action plan that involves developing these major components. The PBIS framework is centered on teaching expected behaviors, reinforcing the practice of these behaviors, and consistently addressing inappropriate behavior.

Ongoing Leadership

Continuous Improvement

Collect and use data to monitor...

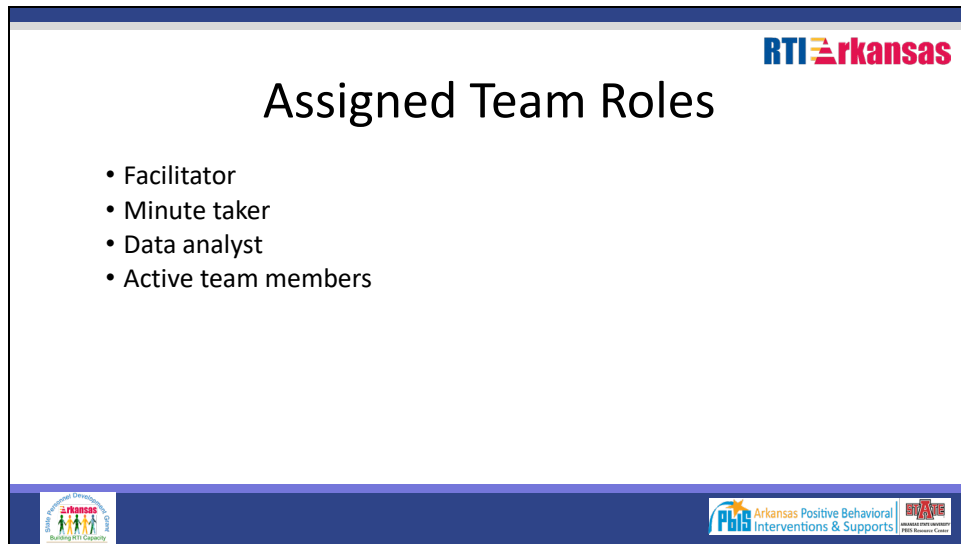
- Student outcomes
- Fidelity of PBIS implementation

Slide #9

[Ongoing Leadership]

Trainer Notes:


- Once the PBIS Action Plan is created and implemented, the function of the PBIS team is to collect and use data to engage in an ongoing improvement process. The team will be looking at both improvement in student outcomes and fidelity of implementation of PBIS.



Slide #10
[Assigned Team Roles]

Trainer Notes:

- These are the **critical** team roles. The following slides will detail the responsibilities of each role, but in general, the **facilitator** keeps the meeting on track; the **minute taker** records and communicates the minutes; the **data analyst** looks at discipline and other data and brings their results to the meetings; and the other **team members** will use the data to problem solve, monitor progress of action plans, and provide input and feedback. See the next slides for descriptions of each of these.

<div>  </div> Team Roles and Responsibilities Template		
Team Responsibility	Person Responsible	School Role
Administrator		
Building Coach		
Facilitator		
Data Manager		
Recorder		
Communicator		
Active Team Members		
Family Member		
Student		

Slide #11

[Team Roles and Responsibilities Template]

Trainer Notes:

- This is a team activity – teams should pause here to assign roles. The next four slides give detailed info on the four critical assigned team roles in previous slide.




ACTIVITY

Hand out this template and then go through the next four slides, which give detailed “job descriptions” for several of the jobs. Then, give attendees some time to assign roles.




The Roles and Responsibilities template is on the next page (pg. 18). You can download it here (under team meeting tools):

<https://pbis.astate.edu/resources/tier-i-resources/pbis-leadership-teams/>.

Team Responsibility	Person Responsible	School Role
Administrator		
Building Coach		
Facilitator		
Data Manager		
Recorder		
Communicator		
Active Team Members		
Family Member		
Student		



Facilitator Responsibilities
1) <u>Before</u> meeting the facilitator provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) <u>At</u> the meeting, manages the “flow” of meeting by adhering to the agenda
a) Facilitates team members in problem solving
b) Is active participant in meeting




Slide #12




[Facilitator Responsibilities]

Trainer Notes:

- These are the responsibilities of the facilitator. Arkansas uses the Judy Elliott’s four-step problem solving model for RTI. The four steps are: 1. Define the problem, 2. Problem analysis, 3. Implement Plan, 4. Evaluate. More information can be found here: <http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS.DIP .SIP .-HOs.pdf>
- PBIS also has a problem solving model called TIPS (Team-Initiated Problem Solving). This model can be found at <https://www.pbis.org/resource/tips-meeting-minutes-template>



Minute Taker Responsibilities
1) <u>Before</u> meeting <ul style="list-style-type: none">a) Collects agenda items from Facilitatorb) Prepares meeting minutes formc) Prints copies of the meeting minutes and problem-solving action plan form for each team member, or is prepared to project form via LCDd) Set up room for meeting, table, chairs, internet connection, LCD/document camera connectione) Open documents needed for the meeting (previous meeting minutes and a saved copy with current meeting date, student GPS, and other data access as needed)
2) <u>At</u> meeting, asks for clarification of tasks/decisions to be recorded in meeting minutes, as necessary <ul style="list-style-type: none">a) Is active participant in meeting
3) <u>After</u> meeting <ul style="list-style-type: none">a) Disseminates copy of completed meeting minutes to all team members within 24 hoursb) Maintains electronic file of team documents




Slide #13

[Minute Taker Responsibilities]




Trainer Notes:

- The minute taker has the responsibility for collecting and distributing accurate information from team meetings.



Data Analyst Responsibilities

- 1) Before meeting, reviews student discipline data
 - a) Identifies potential new problems with precision (what, who, where, when, why)
 - b) Asks Facilitator to add potential new problems to list of agenda items for upcoming meeting
- 2) At meeting, makes the following available, as appropriate
 - a) Report on ODRs per day per month and core discipline reports (to identify/show potential new problems at broad/macro level)
 - b) Other discipline data reports that
 - i) Identify/show potential new problems at precise/micro level
 - ii) Confirm/disconfirm inferences regarding new problems
 - iii) Show "pre-solution" data for identified problems that do not currently have implemented solution actions
 - iv) Show "solution-in-process" data for problems that do have currently implemented solution actions
 - c) Is active participant in meeting




Slide #14




[Data Analyst Responsibilities]

Trainer Notes:

- The data analyst is responsible for providing the team with current behavior data trends.



Team Member Responsibilities
1) <u>Before</u> meeting, recommends agenda items to Facilitator 2) <u>At</u> meeting, responds to agenda items and <ul style="list-style-type: none"> a) Analyzes/interprets data; determines if a new problem exists b) Ensures new problems are defined with precision (what, who, where, when, why) c) Discusses/selects solutions for new problems d) For problems with existing solution actions <ul style="list-style-type: none"> i) Reports on implementation status (Not started? Partially implemented? Implemented with fidelity? Completed?) ii) Suggests how implementation of solution actions could be improved iii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to our Goal level)? e) Is active participant in meeting






Slide #15

[Team Member Responsibilities]


Trainer Notes:

- The remaining team members are expected to be involved in the problem solving process, and may be tasked with providing updates on items from the action plan.





The Administrator's Roles

- Maintain standards
- Make statements of support
- Establish and support PBIS team
- Serve as spokesperson
- Take leadership role in problem solving
- Attend and participate in team meetings
- Provide recognition to team & faculty
- Provide feedback to staff



Adapted from Colvin, G. (2007). 7 Steps for developing a proactive school-wide discipline plan, 37



Slide #16

[The Administrator's Roles]

Trainer Notes:

- The administrator is the public face of PBIS for the school. He or she is a cheerleader, a guide, and a communicator. If the administrator is not promoting PBIS, staff will not take it seriously. The administrator makes sure that the team and staff have proper support and recognition.

Training Section Two

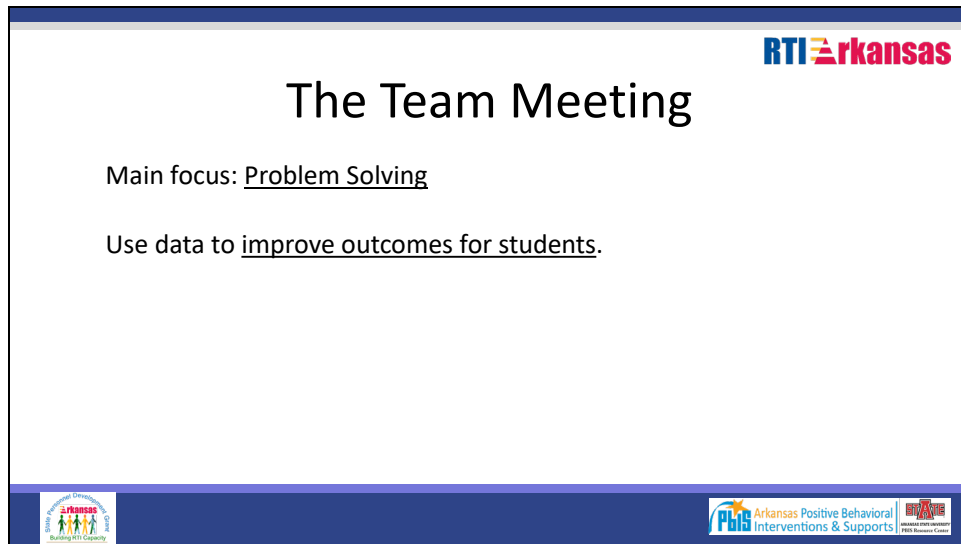
PBIS Team Operating Procedures

Slides 17 - 20

Goals

Participants will understand


- That the primary focus of the PBIS team meeting is data-based problem solving and decision making
- That the PBIS team needs to communicate with staff regularly
- That the PBIS team needs to evaluate implementation fidelity regularly



Slide #17
[The Team Meeting]




Trainer Notes:

- The main focus of PBIS team meetings is problem solving. (There will be a module specifically about the team meeting.) Teams regularly and consistently collect and use data with the overarching goal of continually improving outcomes for students. (We will be exploring data-based decision making in a separate module.)



Team Meeting Agenda Items

- Progress monitoring
- Identifying new problems
- Problem solving
- Action planning
- Setting goals
- Assigning tasks
- Planning celebrations



Slide #18
[Team Meeting Agenda Items]

Trainer Notes:

- It is important to have a detailed agenda for meetings in order to make them more efficient and effective. The Arkansas Division of Elementary and Secondary Education (DESE) recommends using Judy Elliott's four-step problem solving process model for RTI. The meetings will always be focused around using data to problem solve and progress monitor.

RTI **Arkansas**

Communication

The PBIS Team must communicate with other staff regularly.

- Share data
- Update school board annually
- Provide newsletters
- Conduct surveys
- Provide info on website
- Involve local media







Slide #19 [Communication]

Training Notes:

- It's important for the team to develop a communication plan. Staff often see a very narrow view of what is happening in the school, so show them data reflective of the whole school and show them the progress on action plans – let them see that their efforts are paying off. The school board is also more likely to be supportive when they see what the team has accomplished. Informed parents will be more likely to encourage their kids. Surveys can give you valuable input, such as perceived climate of the school, what motivates students and staff, how would parents like to be involved, etc.



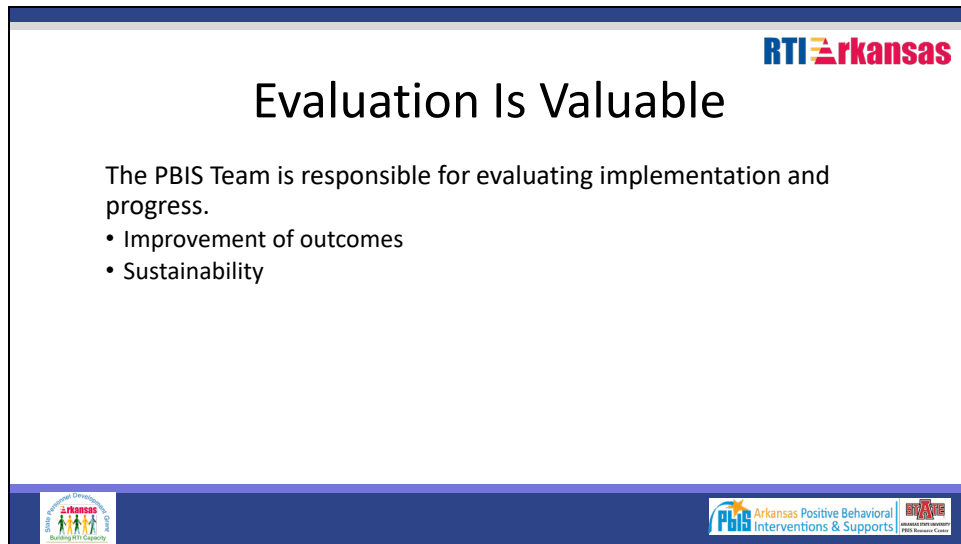
ACTIVITY

Distribute the communication plan template on the next two pages (pgs. 28 – 29) to attendees and have them begin thinking about what needs to be communicated, how it will be communicated, and to whom.

Template can be downloaded here (under monthly planning tools):
<https://pbis.astate.edu/resources/tier-i-resources/pbis-leadership-teams/>

What needs to be communicated?	Who will communicate it?	When will it be communicated?	How will it be communicated?
Building Staff			
Parents/Families			

What needs to be communicated?	Who will communicate it?	When will it be communicated?	How will it be communicated?
District Implementation Team			
Other Stakeholders (School Board, Community, etc.)			



RTI Arkansas

Evaluation Is Valuable

The PBIS Team is responsible for evaluating implementation and progress.

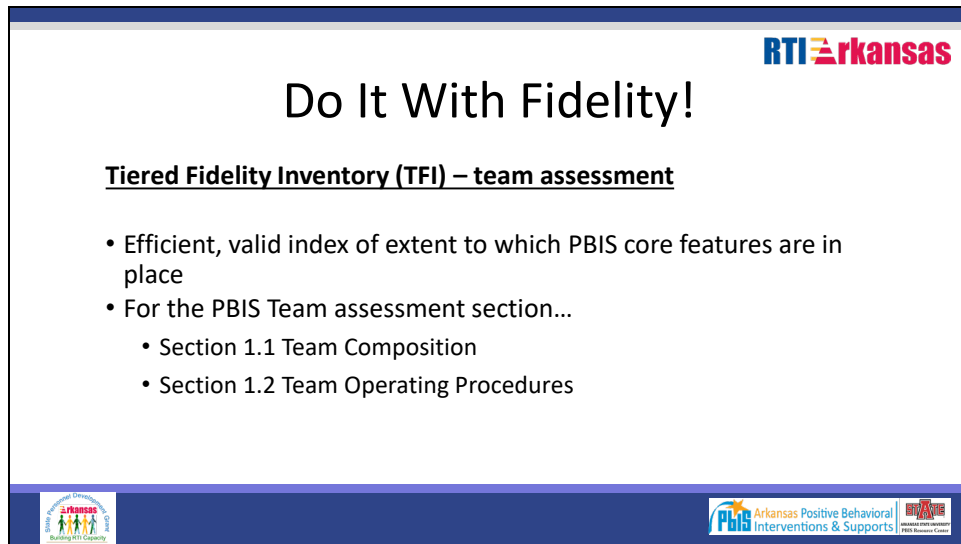
- Improvement of outcomes
- Sustainability

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Arkansas Department of Education

Slide #20
[Evaluation Is Valuable]

Trainer Notes:

- Schools need an accurate reading on whether they are benefitting from PBIS. Evaluation will keep schools on the right path, make them more efficient and effective, and help them sustain PBIS. This is especially important for surviving a turnover in administrator – it provides documentation showing the commitment to PBIS, the progress made, and the plans for being even better.



Do It With Fidelity!

Tiered Fidelity Inventory (TFI) – team assessment

- Efficient, valid index of extent to which PBIS core features are in place
- For the PBIS Team assessment section...
 - Section 1.1 Team Composition
 - Section 1.2 Team Operating Procedures

Slide #21

[Do It With Fidelity!]

Trainer Notes:

- The TFI is an important team 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 1.1 covers the composition of the team, and section 1.2 covers the operation of the team. See the next two slides.

<div> <div>RTI</div> <div>Arkansas</div> </div> <div>Subscale: Teams</div> <h1>1.1 Team Composition</h1>		
Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, and (e) student representation.	<ul style="list-style-type: none"> School organizational chart Tier I team meeting minutes <div> Main Idea: Teams need people with multiple skills and perspectives to implement PBIS well. </div>	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise. 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%. 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%.

Slide #22

[1.1 Team Composition]

<div>RTI Arkansas</div> <div>Subscale: Teams</div>		
1.2 Team Operating Procedures		
Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier I team meeting agendas and minutes Tier I meeting roles descriptions Tier I action plan 	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan. 1= Tier I team has at least two but not all four features. 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan.
<div> Main Idea: Specific features are necessary to ensure meetings are effective for action planning and tracking progress. </div>		

Slide #23

[1.2 Team Operating Procedures]

Summary

The PBIS team

- Customizes PBIS
- Develops and updates action plan
- Supports staff
- Uses data for decision making
- Does regular evaluation
- Communicates with stakeholders



Slide #24
[Summary]

Resources:

The following links contain some great resources for coaches. The Midwest website has newsletters and networking opportunities, and the Maryland website has coaches meetings that may be streamed online.

- Midwest PBIS Website – Coach Resources:
<https://www.midwestpbis2.org/coaches>
- Maryland PBIS Website – Coach Resources:
<https://www.pbismaryland.org/coaches-corner/coaching-resources>
- Arkansas PBIS Website – Coaching and Newsletters:
<https://pbis.astate.edu/pbis-coaches/>
 - <https://pbis.astate.edu/pbis-coaches/newsletter-archives/>

Videos:

The first video is an example of a PBIS team meeting, using data to make decisions. The second video is an inspirational Ted Talk: A principal from north Philadelphia shares the three principles that helped her turn around three schools labeled "low-performing and persistently dangerous." Her fearless determination to lead -- and to love the students, no matter what -- is a model for leaders in all fields.

- Team Meeting:
<https://www.youtube.com/watch?v=5CH5Ca5hDmc>
- How to Fix a Broken School? Lead Fearlessly, Love Hard:
https://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard

Next Module:

The suggested next module is Module 4: An Introduction to PBIS.