

PBIS Positive Behavioral Interventions & Supports
www.pbis.org/implementation

MSL Midwest Symposium
for Leadership in
Behavior Disorders

The Administrators Role in SW-PBS

Trisha Guffey, Ed.D.
University of Missouri

Missouri Schoolwide Positive Behavior Support

MU Center for SW-PBS
College of Education
University of Missouri

Outcomes Today

- Learn a variety of strategies to assist with each outcome provided within the PBIS framework (systems, data, practices).
- Learn which questions to ask when problem-solving.
- Discover the necessary components of a district-wide team.
- Review strategies to support school-wide and district-wide implementation.
- Discover methods to ensure alignment within MTSS.
- Review how PBIS and MTSS are to be embedded into departments such as Human Resources, Finance, Professional Development, Assessment, etc.
- Review the components to create a district-wide PBIS handbook.

PBS/PBIS Restorative Justice PST

AVID CW-FIT Mental Health

Trauma Informed Crisis Intervention Rtl School Attendance Team

Restorative Circles PLC

Crisis Intervention

Trauma Informed Restorative Justice

Restorative Circles PST School Attendance Team

CW-FIT PBS/PBIS AVID Mental Health PLC Rtl

Alignment

Teaching Matrix	INCORPORATE Trauma Informed Strategies						
	All Settings	Halls	Playgrounds	Classroom	Library/ Computer Lab	Assembly	Bus
Respectful	Be on task. Give your best effort.	Have a plan.	Use your words. Use safe hands.	Use your words. Use safe hands.	Use your words. Use safe hands.	Use your words. Use safe hands.	Use your words. Use safe hands.
Safe	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.
Responsible	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.	Use appropriate voice volume. Walk to right.

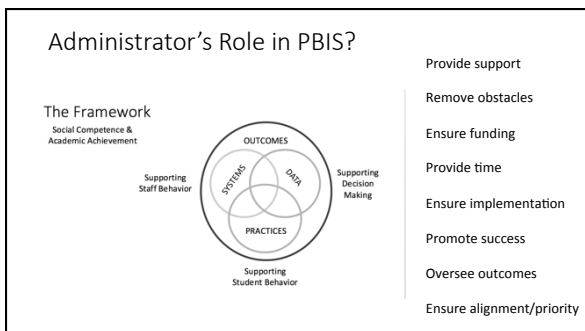
1. Expectations *2. NATURAL CONTEXT (Locations)* *3. Rules or Specific Behaviors*

(Weist, Eber, Barrett, 2017)

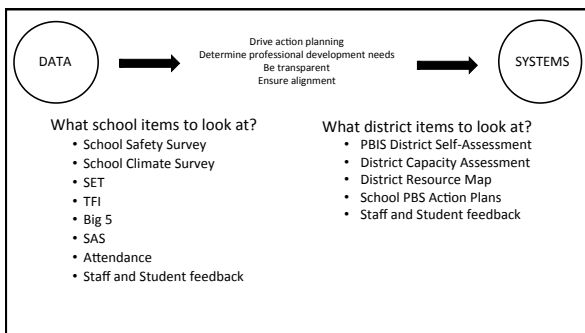
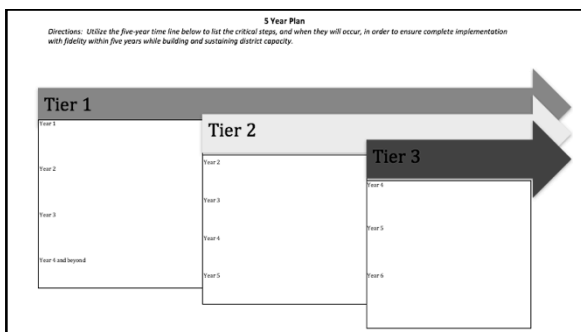
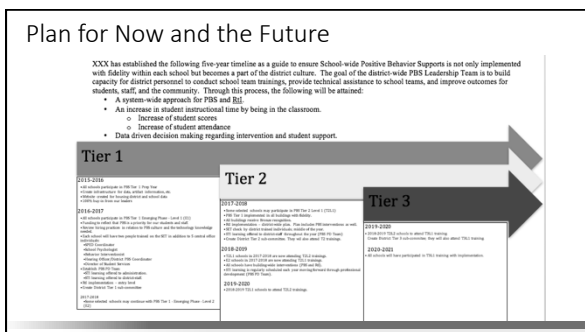
THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Integrated Multi-Tiered Systems of Support | Blending RTI and PBIS

Kent McIntosh
Steve Goodman



- ### PBIS Impact on District Level Leadership
- Business Office
 - Assessment, Data, and Technology
 - Human Resources
 - Professional Development
 - Academic and Student Services
 - Public Relations
 - Board of Education



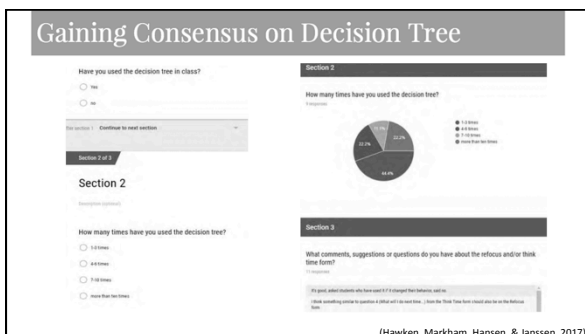
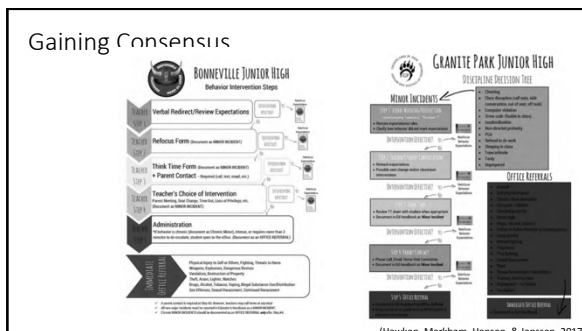
Correlating Data with Goals

Aligner Plan Goal	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1.1	X								
1.2	X								
1.3									
1.4	X								
1.5	X								
1.6									
1.7									
1.8									
1.9									
2.0									
2.1									
2.2									
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4.8									
4.9									
5.0									

Data and the Action Plan

District Wide - Policy (how to moderate change)

BOE Goal	Short Term Goal	Brain Source	Action Steps	Lead	Implementation Strategy
4.3 5.5	4.3 - A team dedicated solely to PBS is established at each school and at the district level.	Present Level: 100% of school teams identified members of the team by April 2017.	Desired Level/ Maintenance: 1. Each member of the PBS team has a role and responsibility. 2. All members of the PBS team attend PBS trainings. 3. PBS team meets monthly; agenda items are posted on the Google Drive with attendance tracked. 4. District PBS team is added as member to serve as Team Leader for District Coach (July 2017).	Team Leader	
4.3 4.4	4.3 - Increase school implementation fidelity across the district.	9 out of 8 schools will earn a NET score of 80% or above by April 2018.	The district team will: 1. Conduct quarterly visits to each school site. 2. Provide feedback on universal level documents. 3. Administer a pre-SET during 1 st semester and provide feedback. 4. Administer the SET on the SET will look to see if they meet other qualifications to apply for state recognition.	Team Coach	



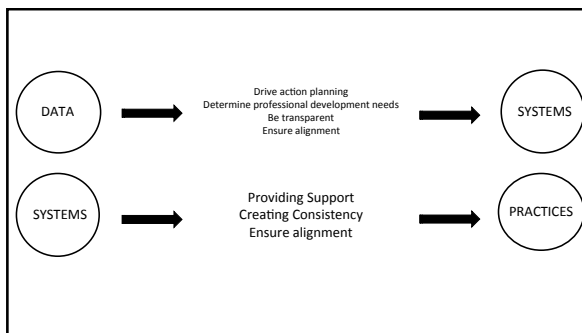
Paying Attention to Implementation Matters

Intervention	Implementation	
	Implementation Team	No Implementation Team
Effective use of Implementation Science and Practice	80% 3 years	14% 17 years
Letting it Happen		

Taken from: nim.fpp.unc.edu/learn-implementation/implementation-stages

(Hawken, Markham, Hansen, & Janssen, 2017)

- ### Data
- Complete "Data" section of handout
 - Correlation
 - BOE Goals
 - Gaining Consensus



Recognition

	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Frequent	All	Positive Specific Praise	<ul style="list-style-type: none"> Use person's name State the expectation met Provide rationale 	At any point in time, in any place	4:1	District Team
	Staff	3 B's Slip	<ul style="list-style-type: none"> Provide to staff who are showing one of the 3 B's: <ul style="list-style-type: none"> Be Respectful Be Responsible Be Engaged 	At any point in time, in any place	5 a week	Tier 1 Coach

	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Intermittent	Staff	PBIS Shout-Outs	<ul style="list-style-type: none"> Superintendent sends a PBIS Shout-Out for an activity, lesson, data District PBIS Team creates/updates an excel spreadsheet for Superintendent to utilize for shout-outs 	Once a week in weekly email to district staff	1 a week	Superintendent
	Students	School recognition slip	<ul style="list-style-type: none"> When Central Office staff sign-in to a school, they should be given at least five recognition slips/tokens that the school utilizes. The slip/token should be given to students who are displaying the universal expectations of the building. 	Presented to students in the building or during a school activity	5 per visit	Tier 1 Coach
	Staff	3 B's Drawing	<ul style="list-style-type: none"> Individuals receiving a 3B slip should turn their slip into the Buzzer Bucket. A drawing will occur with two winners; one that received the 3B slip and the other that gave the 3B slip. 	Slips are turned into Buzzer Bucket at CO; staff in buildings can send their slips through campus mail.	1 drawing a week	Tier 1 Coach

	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Occasional	Staff	PBIS Shout-Outs with Bagels	<ul style="list-style-type: none"> Those given shout-outs will be entered into a drawing. The winner of the drawing will receive bagels for the school staff and/or staff. 	Drawing takes place at CO; bagels are delivered to the school by a member of the District PBIS Team	1 a month	Tier 1 Coach
	All	Website Shout-Out	<ul style="list-style-type: none"> Those given shout-outs will be entered into a drawing. The winner of the drawing will be featured on the PBIS page of the district website. 	Drawing takes place at CO	1 a month	PBIS Data Coordinator
	Students	Student of the Month	<ul style="list-style-type: none"> Each school building selects one student a month that exemplified the school-wide expectations but the 3 B's as well. A brief statement is written regarding why the student was selected. Names and statements will be sent to the Tier 1 Coach. Students will be recognized by the Superintendent or a member of the District PBIS team at the monthly board meeting. 	Recognition at monthly board meeting with statement of selection read. Student is provided a certificate and their name, along with a group photo with other honorees, is added to the PBIS page of the district website.	Each building submits names 1 time a month.	Tier 1 Coach

Hiring & Staff Evaluation

Written job descriptions include expectation to:

- Importance of creating a positive learning environment
- Teach social skills regularly throughout the year
- Encourage expected behavior through verbal praise and tangible reinforcement
- Discourage inappropriate behavior through a teaching approach
- Implement effective classroom practices
- Review job descriptions annually

Documented hiring protocol and interview questions about:

- Experience/Philosophy of teaching social skills, encouraging, discouraging and implementing effective classroom practices
- Review hiring protocol and interview questions annually

Observations, walk-throughs and other evaluation systems include:

- A positive learning environment
- Teaching social skills regularly throughout the year
- Encouraging expected behavior through verbal praise and tangible reinforcement
- Discouraging inappropriate behavior through a teaching approach
- Implementation of effective classroom practices

Practices

Complete "Practices" section of handout

- Re-teaching in the office
- Recognition
- Hiring Practices

What if something isn't working?

The Framework

Social Competence & Academic Achievement

Problem Solving – Think Outside the Box



Questions to Ask:

1. What does the data say?
2. Why is that?
3. What can I do differently?
4. Does my idea change anything with the system?
5. Can my idea make a positive impact on students, families, staff, etc.?

Things to Do:

1. Obtain feedback on the idea.
2. Take the idea and feedback and create a plan.
3. Obtain feedback on the plan and modify as needed.
4. Communicate the plan.
5. Implement the plan.
6. Gather data and reflect on the plan.

Problem Solving Example

1. What does the data say?
 - Increase of ODR's in technology and disrespect.
 - Nurse and counselors have increase of student visits results in loss of class time.
2. Why is that?
 - Further information indicates social media issues.
3. What can I do differently?
 - Collect data on time out of class to help in determining Internalizing Behavior intervention needs.
 - Increase social media teaching and internalizing strategies.
4. Does my idea change anything in the system?
 - Include teaching and strategies on Matrix.
5. Can my idea make a positive impact?
 - Idea can help stakeholders.

Teaching Matrix	INCORPORATE Coping Strategies for Managing Stress					
	All Settings	Halls	Playground	Lunch	Liberty	Assembly
Respectful	Be on task. Give up.	Write a plan.	Write those things a note to join in.	Use computer.	Wait for class.	Wait for class.
Achieving & Organized	Be kind. Refuse to yell. Help others with class.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet social lunch area.	Listen when others speak. Use appropriate language.	Listen when others speak. Stay in your seat.
Responsible	Use my breathing technique.	Use my breathing technique.	Use my breathing technique.	Use my breathing technique.	Use my breathing technique.	Use my breathing technique.

(Weist, Eber, Barrett, 2017)

Teaching Matrix	INCORPORATE Strategies for Using Technology					
	All Settings	Halls	Playground	Lunch	Liberty	Assembly
Respectful	Walk.	Have a plan.	Words matter, pause and reflect before you post.	Use appropriate language.	Use appropriate language.	Use appropriate language.
Achieving & Organized	Be kind. Refuse to yell. Help others with class.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Check your feelings. Re-read messages.	Check your feelings. Re-read messages.	Check your feelings. Re-read messages.
Responsible	Use my breathing technique.	Use my breathing technique.	Use my breathing technique.	Use my breathing technique.	Use my breathing technique.	Use my breathing technique.

(Weist, Eber, Barrett, 2017)

Engaging Families

<https://t.co/ziKeajb66j>

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts



Edited by
Mark D. Meyer
S. Andrew Griggs
Kathleen Griffin-Lewis
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Problem Solving

Complete "Problem Solving" section of handout:
Write down one item that you and/or your team seems to be struggling with regarding implementation; follow the steps provided on the previous slide to problem solve

References

- Hawken, L., Markham, R., Hansen, T., & Janssen, A. (2017). Scaling Up for Success: Creating Long-term Change through a District Implementation Plan. *2017 National PBIS Leadership Forum* (E11). Chicago: U.S. Department of Education's Office of Special Education Program (OSEP)'s Center on PBIS with support from the Midwest PBIS Network.
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- Weist, M., Eber, L., Barrett, S. (2017). Using PBIS to Address the Needs of Students with Internalizing Problem Behavior. *2017 PBIS Leadership Forum* B7). Chicago: U.S. Department of Education's Office of Special Education Program (OSEP)'s Center on PBIS with support from the Midwest PBIS Network.

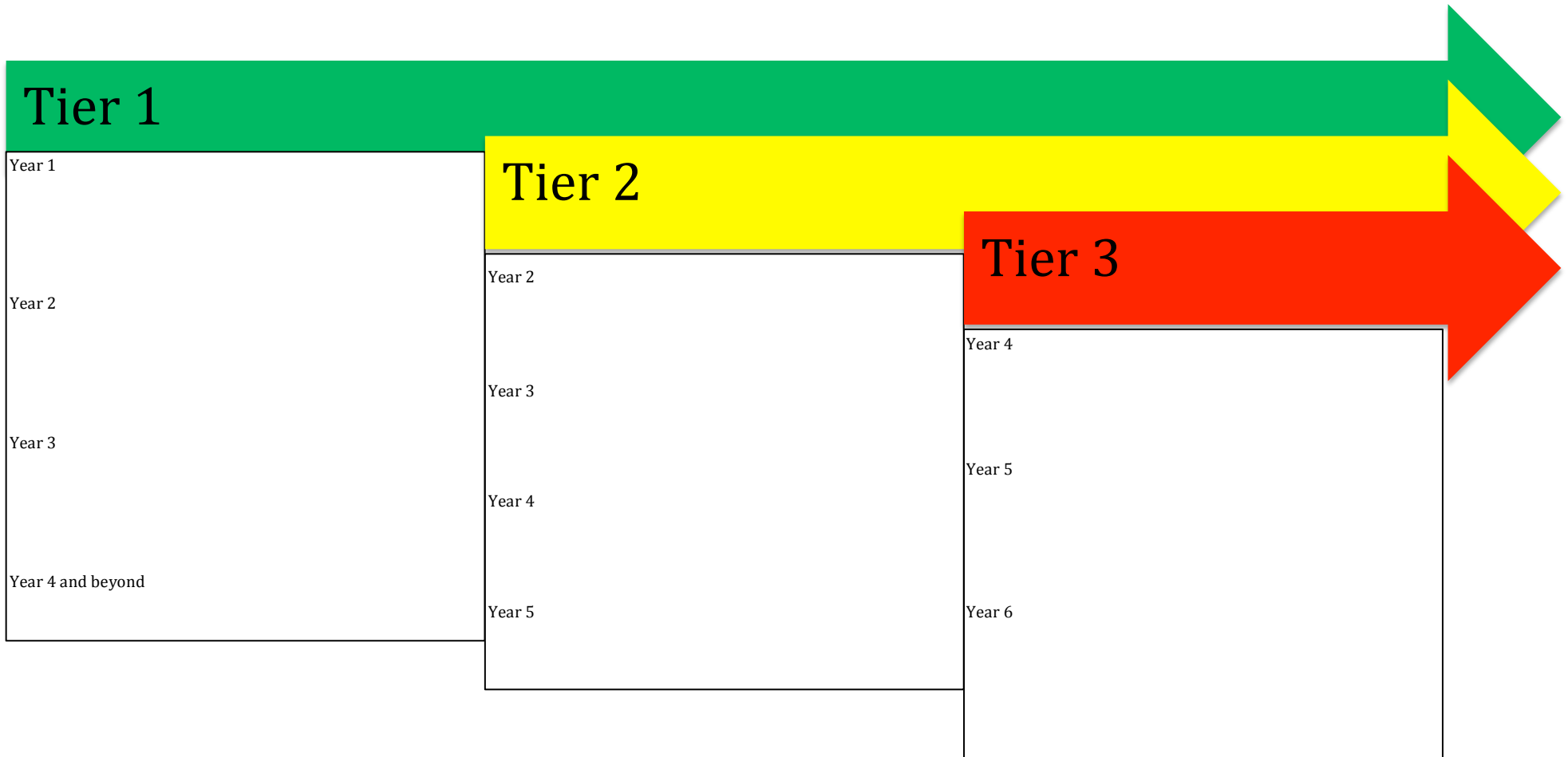
Trisha Guffey, Ed.D.

guffeyt@missouri.edu

Twitter: @guffeytrisha

5 Year Plan

Directions: Utilize the five-year time line below to list the critical steps, and when they will occur, in order to ensure complete implementation with fidelity within five years while building and sustaining district capacity.



Planning: - 5 Year Plan	Goal	Why	Steps (include who will be involved)	Start/Finish	How will you know if it worked?
Data: - Correlation - BOE Goals - Gaining Consensus	Goal	Why	Steps (include who will be involved)	Start/Finish	How will you know if it worked?

Systems - PD led by Data - Agreed Solutions - PBIS Handbook - Budget	Goal	Why	Steps (include who will be involved)	Start/Finish	How will you know if it worked?
Practices - Re-teaching Office - Recognition System - Hiring/Staff Eval	Goal	Why	Steps (include who will be involved)	Start/Finish	How will you know if it worked?
Problem-Solving	Goal	Why	Steps (include who will be involved)	Start/Finish	How will you know if it worked?