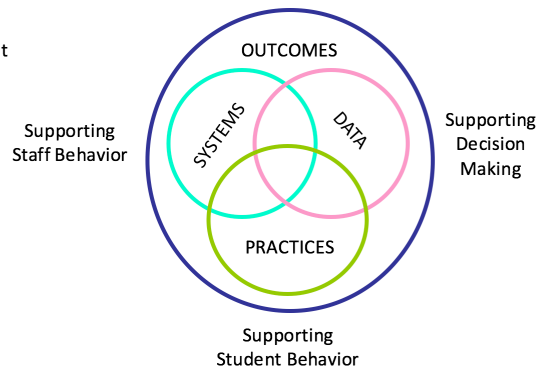# The Administrator's Role in PBIS

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University of Missouri

What's My Role in PBIS?

The Framework

Social Competence &
Academic Achievement

Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
Student Behavior
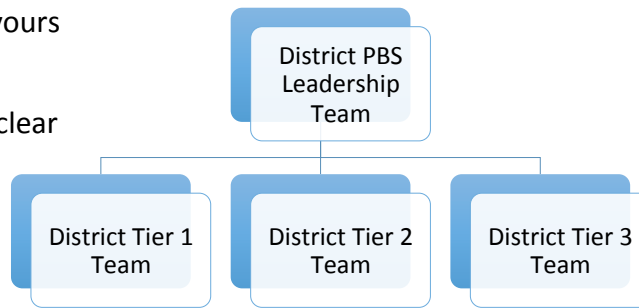
OUTCOMES

SYSTEMS

DATA

PRACTICES

Building the Framework

Selecting the Team:

- Represent the staff
- Have different strengths that yours
- Leadership qualities
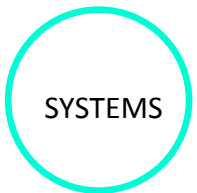- Team role responsibilities are clear

Organizing the Team:

```
                District PBS
                Leadership
                   Team
        ┌──────────────┼──────────────┐
   District Tier 1  District Tier 2  District Tier 3
      Team             Team             Team
```

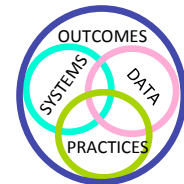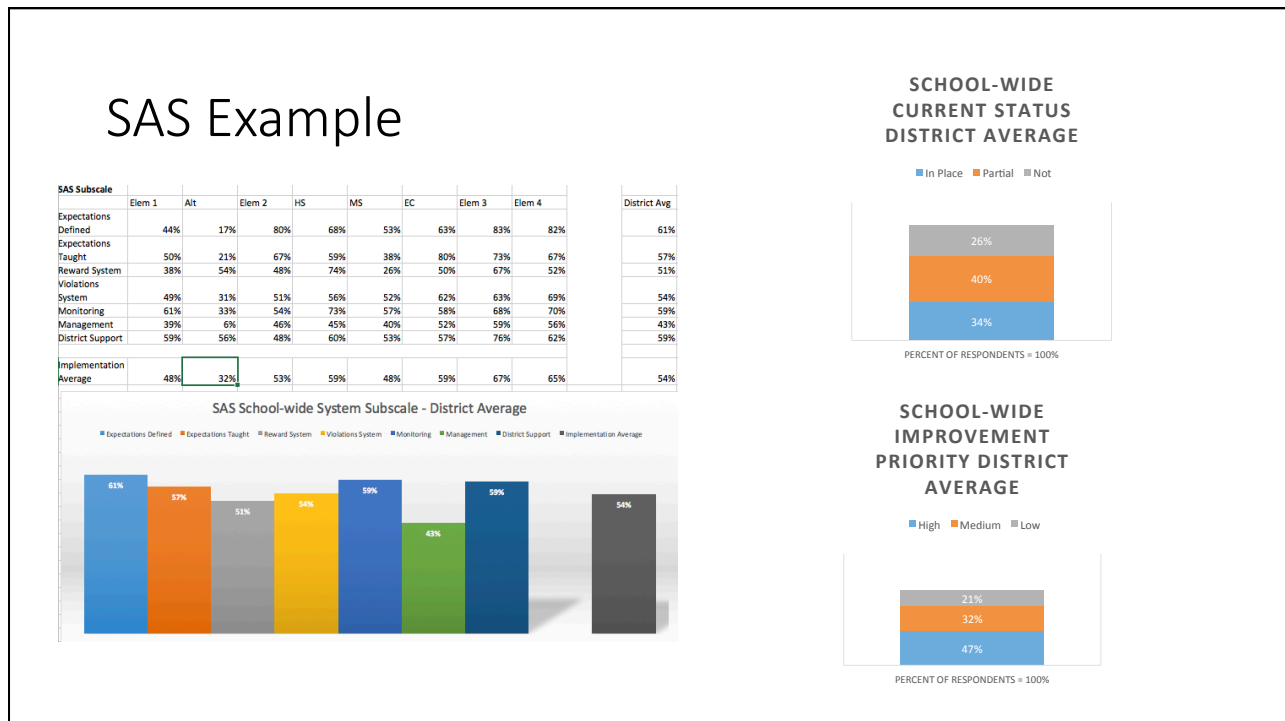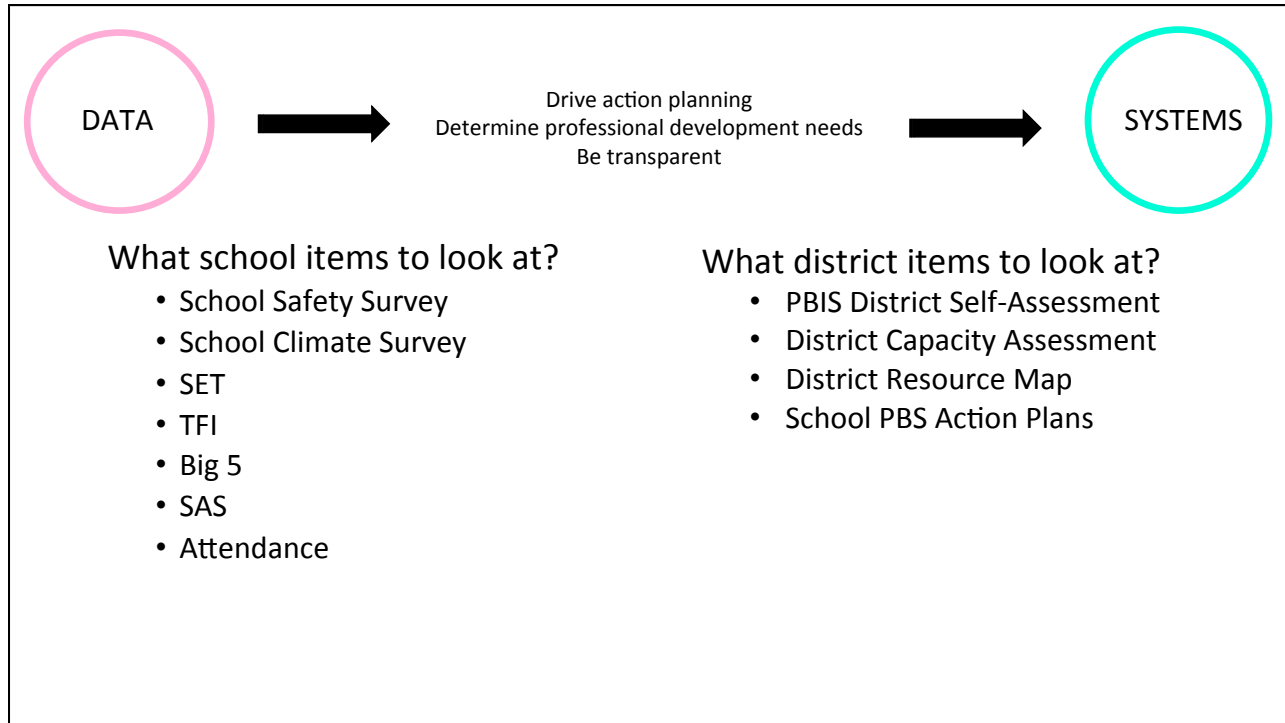|		
DATA	Supporting Decision Making	Big 5 Data Collection Attendance Academics Surveys
PRACTICES	Supporting Student Behavior	Procedures and Routines Clarifying Expected Behavior Lesson Planning Encouraging Discouraging
SYSTEMS	Supporting Staff Behavior	Leadership Team Processes Professional Development Communication & Stakeholder Involvement Funding

OUTCOMES
SYSTEMS DATA
PRACTICES

DATA → Drive action planning
Determine professional development needs
Be transparent
→ **SYSTEMS**

What school items to look at?
- School Safety Survey
- School Climate Survey
- SET
- TFI
- Big 5
- SAS
- Attendance

What district items to look at?
- PBIS District Self-Assessment
- District Capacity Assessment
- District Resource Map
- School PBS Action Plans

SAS Example

SAS Subscale	Elem 1	Alt	Elem 2	HS	MS	EC	Elem 3	Elem 4		District Avg
Expectations Defined	44%	17%	80%	68%	53%	63%	83%	82%		61%
Expectations Taught	50%	21%	67%	59%	38%	80%	73%	67%		57%
Reward System	38%	54%	48%	74%	26%	50%	67%	52%		51%
Violations System	49%	31%	51%	56%	52%	62%	63%	69%		54%
Monitoring	61%	33%	54%	73%	57%	58%	68%	70%		59%
Management	39%	6%	46%	45%	52%	59%	56%			43%
District Support	59%	56%	48%	60%	53%	57%	76%	62%		59%
Implementation Average	48%	32%	53%	59%	48%	59%	67%	65%		54%

SAS School-wide System Subscale - District Average

Expectations Defined, Expectations Taught, Reward System, Violations System, Monitoring, Management, District Support, Implementation Average

61% 57% 51% 54% 59% 43% 59% 54%

SCHOOL-WIDE CURRENT STATUS DISTRICT AVERAGE

In Place Partial Not

26%
40%
34%

PERCENT OF RESPONDENTS = 100%

SCHOOL-WIDE IMPROVEMENT PRIORITY DISTRICT AVERAGE

High Medium Low

21%
32%
47%

PERCENT OF RESPONDENTS = 100%

SAS Example

School	SectionName	Status In Place	Status Partial	Status Not	ItemText	Priority High	Priority Medium	Priority Low
E1	System: School-Wide	13%	69%	19%		71%	26%	3%
Alt	System: School-Wide	0%	67%	33%		50%	25%	25%
E2	System: School-Wide	36%	32%	32%	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	60%	25%	15%
MS	System: School-Wide	24%	45%	31%		44%	31%	25%
HS	System: School-Wide	29%	55%	17%		54%	40%	6%
EC	System: School-Wide	36%	50%	14%		60%	30%	10%
E3	System: School-Wide	39%	45%	16%		33%	46%	21%
E4	System: School-Wide	38%	57%	5%		44%	28%	28%

Setting a goal based on data

BOE Goal	Short Term Goal	Data Source		Action Steps	Lead	Implementation Status	
		Present Level	Desired Level / Maintenance			Fall	Spring
1.1 2 4.1 4.3 5	1.5: Decrease the number of ODR's revolving around "disrespect".	1220 "disrespect" ODR's in 15-16.	ODR's coded as "disrespect" decreased by 15% with Big 5 data.	1. District Admin. Team will operationally define "disrespect" based on BOE policy (Aug. 2016). 2. Create list of strategies on how to respond to "disrespect" (Dec. 2016). 3. Train staff on new district policy and strategies (Jan. 2017). 4. Analyze Big 5 data quarterly.	District PBIS Team		

Correlating Data with Goals

Action Plan Goal	Big 5	School Safety Survey	School Climate Survey Elem	School Climate Survey MS/HS	School Self Assessment Survey	School-wide Evaluation Tool	District Resource Map	District Capacity Assessment	Leadership Team Self-Assessment	School Action Plans
1.1		X								X
1.2		X			SW 8	D3, 4				
1.3					SW 15	G1		7	11	X
1.4		X			SW13; IS 6, 7					X
1.5	X				SW 4, 11, 12	B2				X
1.6					SW 16; ICW 8, 10; IS 1, 4, 5	E4	X	X		
2.1					SW 4, 5, 7; C 2, 6, 7	D1, 2				
2.2									29, 30	
2.3	X									X
2.4	X				SW15	G1		7	11	X
2.5					SW 17; NC 7			21, 22, 23	14, 25, 31, 32	
2.6	X	X			SW 8	D3, 4				
3.1	X					E1				X
3.2					SW 11, 12, 18; NC 8	E2, 3, 4; F7		6, 13, 14, 18, 19	18, 22, 29, 30	
4.1					SW 9, 10	F2, 3, 4, 5, 6,		1, 17		
4.2	X				SW, NC, C	ALL				X
4.3						F8		9, 16, 18		
4.4					SW 13; IS 7	B3		16	13, 16, 18	X
4.5							X	6	23, 24	
4.6								2, 3, 4, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23	7, 9, 13, 16, 18, 21, 29, 30	

Plan for Now and the Future

XXX has established the following five-year timeline as a guide to ensure School-wide Positive Behavior Supports is not only implemented with fidelity within each school but becomes a part of the district culture. The goal of the district-wide PBS Leadership Team is to build capacity for district personnel to conduct school team trainings, provide technical assistance to school teams, and improve outcomes for students, staff, and the community. Through this process, the following will be attained:

- A system-wide approach for PBS and RtI.
- An increase in student instructional time by being in the classroom.
  - o Increase of student scores
  - o Increase of student attendance
- Data driven decision making regarding intervention and student support.

Tier 1

2015-2016
- All schools participate in PBS Tier 1 Prep Year
- Create infrastructure for data, artifact information, etc.
- Website created for housing district and school data
- 100% buy-in from our leaders

2016-2017
- All schools participate in PBS Tier 1 Emerging Phase - Level 1 (E1)
- Funding to reflect that PBS is a priority for our students and staff.
- Review hiring practices in relation to PBS culture and the technology knowledge needed.
- Each school will have two people trained on the SET in addition to 5 central office individuals:
  - SPED Coordinator
  - School Psychologist
  - Behavior Interventionist
  - Hearing Officer/District PBS Coordinator
  - Director of Student Services
- Establish PBS PD Team
  - STI learning offered to administration.
  - STI learning offered to district-staff.
- RtI implementation – entry level
- Create District Tier 1 sub-committee

2017-2018
- Some selected schools may continue with PBS Tier 1 - Emerging Phase - Level 2 (E2)

Tier 2

2017-2018
- Some selected schools may participate in PBS Tier 2 Level 1 (T2L1)
- PBS Tier 1 implemented in all buildings with fidelity.
- All buildings receive Bronze recognition.
- RtI implementation – district-wide plan. Plan includes PBS interventions as well.
- SET check by district trained individuals; middle of the year.
- STI learning offered to district-staff throughout the year (PBS PD Team)
- Create District Tier 2 sub-committee. They will also attend T2 trainings.

2018-2019
- T2L1 schools in 2017-2018 are now attending T2L2 trainings.
- E2 schools in 2017-2018 are now attending T2L1 trainings.
- All schools have building-wide interventions (PBS and RtI).
- STI learning is regularly scheduled each year moving forward through professional development (PBS PD Team).

2019-2020
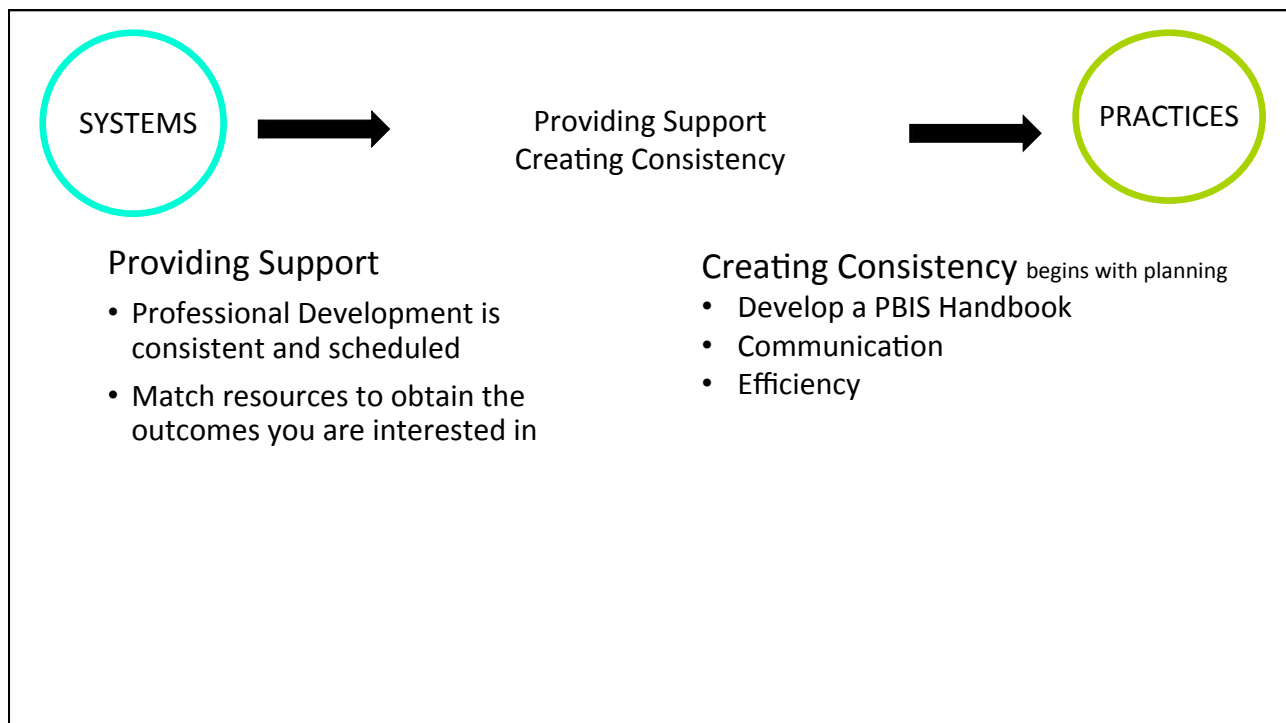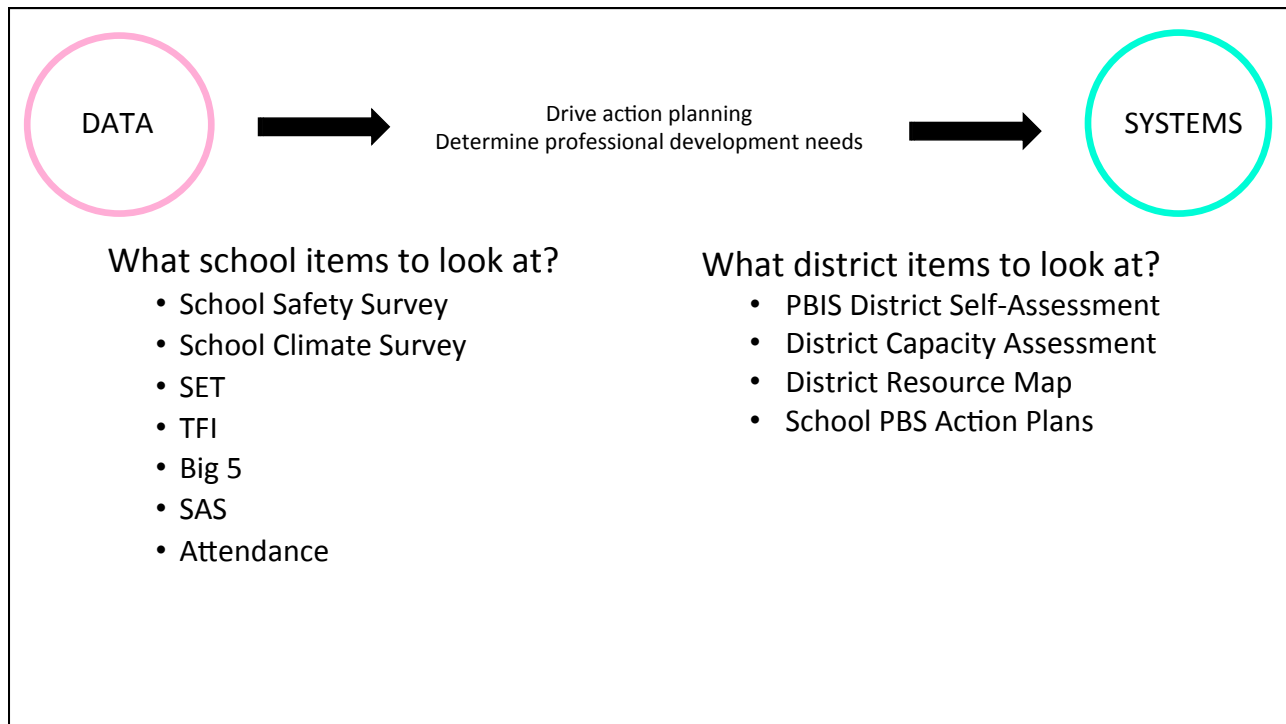- 2018-2019 T2L1 schools to attend T2L2 trainings.

Tier 3

2019-2020
- 2018-2019 T2L2 schools to attend T3L1 training.
- Create District Tier 3 sub-committee; they will also attend T3L1 training.

2020-2021
- All schools will have participated in T3L1 training with implementation.

DATA → Drive action planning
Determine professional development needs → SYSTEMS

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- SAS
- Attendance

What district items to look at?
- PBIS District Self-Assessment
- District Capacity Assessment
- District Resource Map
- School PBS Action Plans

SYSTEMS → Providing Support
Creating Consistency → PRACTICES

Providing Support
- Professional Development is consistent and scheduled
- Match resources to obtain the outcomes you are interested in

Creating Consistency begins with planning
- Develop a PBIS Handbook
- Communication
- Efficiency

Systems Example

Finalize Agreed Upon Solutions

- What do we want the students to do? **Rules**
- What will we do? **Routines and Arrangements**

Ridgeport High School

Hallways
Rules:
1. Walk
2. Appropriate Language
3. Hands and Feet to Self
4. Keep Moving
Routines/Arrangements:
1. Stand in doorway during passing
   a. As much as possible
2. Provide positive prompts before releasing students from class
   a. Reminders about appropriate behaviors in hallway
3. Keep doors to stairway open
4. Have sweeper run through stairways as well as hallway
5. Acknowledge students following rules
   a. Verbal praise and encouragement
6. Correct students who behavior in appropriately

** Should never have more student than adult behaviors!

Prevention Strategies

Rules – **What do we want the students to do to predict success?**
- When, where, why
- Teach, encourage, remind, acknowledge

Routines and Arrangements – **What will we do to increase likelihood of student success?**
- Avoid problem contexts, times, groupings, etc.
- Consistent procedures and prompts
- Engage students
- Where should you and students be to predict success?
- Active supervision of all areas
- Consistent consequences

©Scott, 2014

From Dr. Terry Scott, Ph.D.
University of Louisville
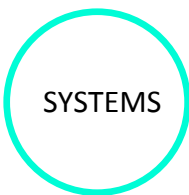
SYSTEMS → Providing Support
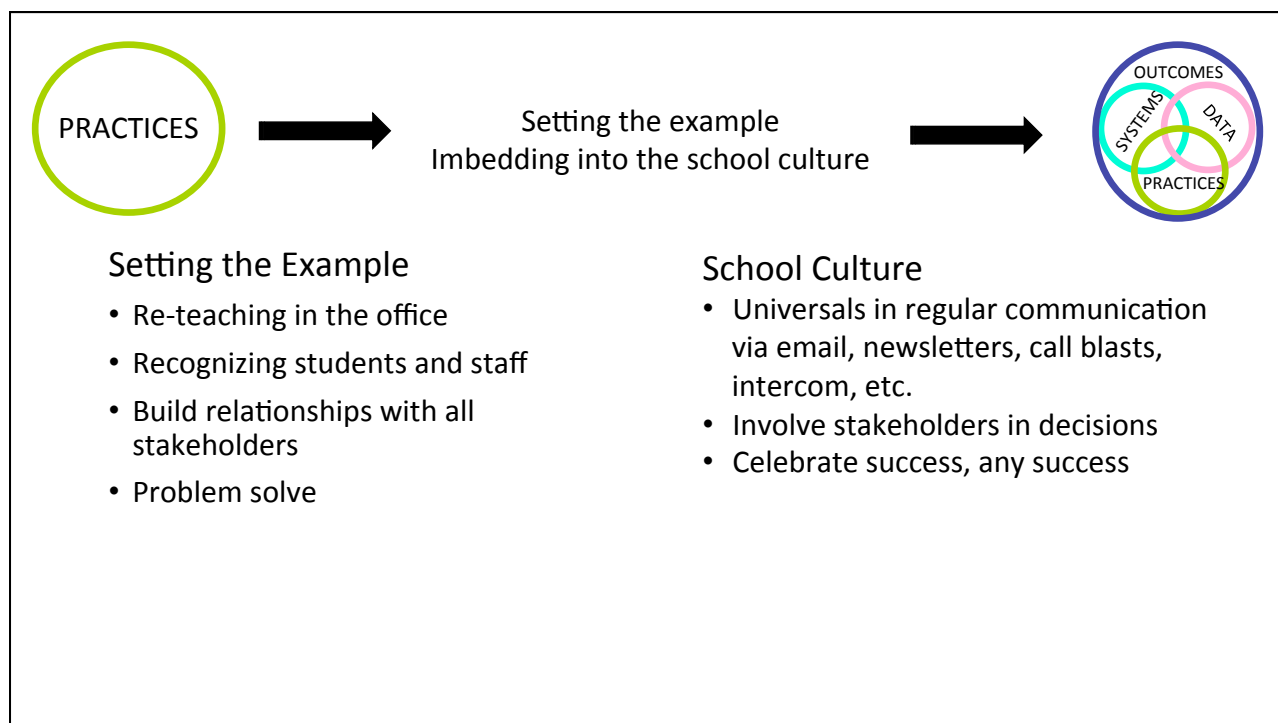Creating Consistency → PRACTICES

Providing Support

- Professional Development is consistent and scheduled
- Match resources to obtain the outcomes you are interested in
- **Follow-up**

Creating Consistency begins with planning

- Develop a PBIS Handbook
- Communication
- Efficiency
- **Follow-through**

PRACTICES → Setting the example
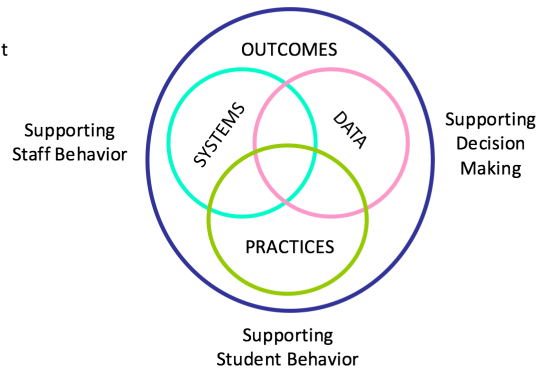Imbedding into the school culture →

OUTCOMES
SYSTEMS   DATA
PRACTICES

Setting the Example

- Re-teaching in the office
- Recognizing students and staff
- Build relationships with all stakeholders
- Problem solve

School Culture

- Universals in regular communication via email, newsletters, call blasts, intercom, etc.
- Involve stakeholders in decisions
- Celebrate success, any success

Re-teaching in the office

OUTCOMES
SYSTEMS   DATA
PRACTICES

- Utilize the language
- Take the time to process; have a conversation about the matrix.
- All consequences must be coupled with teaching in order to impact behavior.
- It is not the severity of the consequence, but the consistency that a response will occur which impacts behavior.
- Look at both academics and behavior
- Follow-up with the appropriate stakeholder(s)
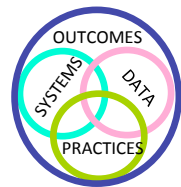- Build a relationship

What if something isn't working?

The Framework

Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
Student Behavior

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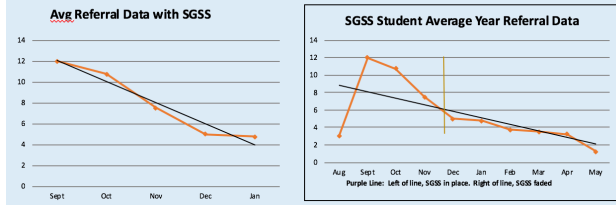
Things to Do:
1. Obtain feedback on the idea.
2. Take the idea and feedback and create a plan.
3. Obtain feedback on the plan and modify as needed.
4. Communicate the plan.
5. Implement the plan.
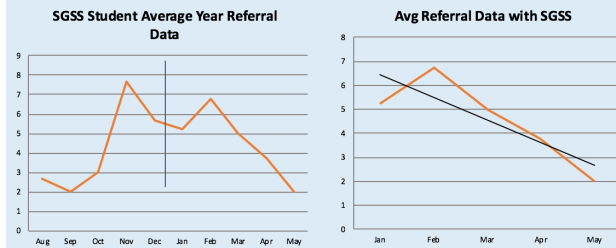6. Gather data and reflect on the plan.

Results – Semester 1/Group 1 of SSIG Service Learning
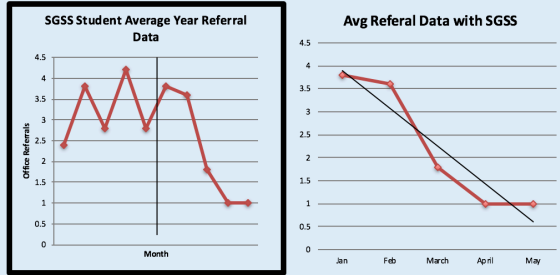
Results – Semester 2/Group 2 of SSIG Service Learning

Results – Semester 3/Group 3 of SSIG Service Learning

Thank You

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