

Building Capacity for PBIS to Systematically Improve and Sustain Outcomes for All

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A Multi-Tiered System of Supports









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Vermont PBIS Forum: Killington, VT October 10, 2019

How many of you work primarily...

- with students and their families?
- as school administrators?
- at the district level?
- at the state level?
- with none of the above?









How many of you have...



- just started your first full year of PBIS implementation?
- been implementing PBIS for up to 5 years?
- been implementing PBIS for <u>up to</u> 10 years?
- been implementing PBIS for more than 10 years?
- just been thinking about it and want to phone a friend?







Goals for Today

- 1) Share WHAT we have accomplished over the last 21 years
- Describe WHY we need to establish and sustain SWPBIS with fidelity to achieve desired outcomes
- 3) Understand HOW to enhance high quality implementation of PBIS practices in your school







THE WHAT

Some accomplishments over the last 20+ years









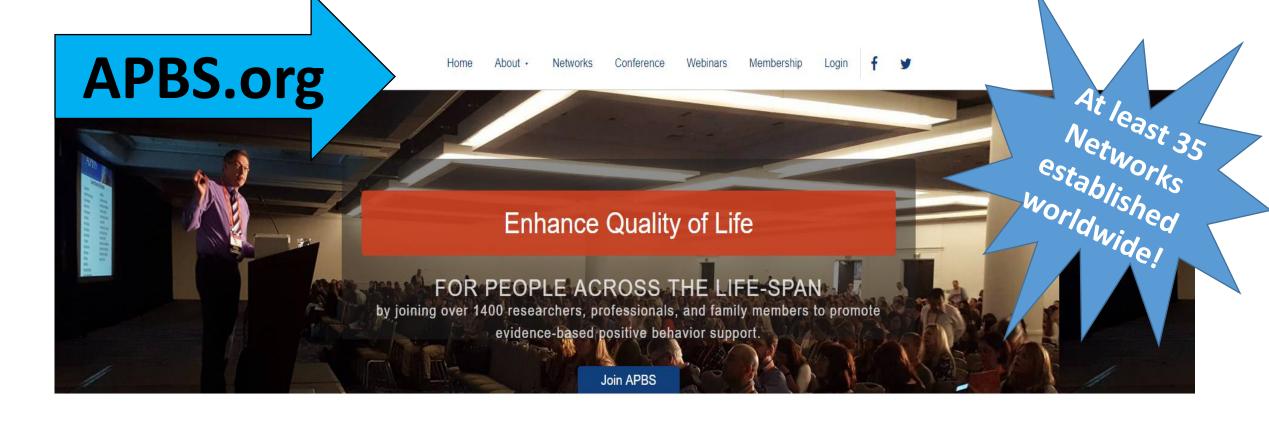


Implementation Networks









THE ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT



Mission

"Enhance the quality of life of people across the life-span by promoting evidence-based and effective positive behavior support to realize socially valid and equitable outcomes for people, families, schools, agencies, and communities."

APBS Networks

Find an APBS Network consiting of like-minded professionals, practitioners, and family members in your region or a network corresponding to your area of PBS practice. APBS Networks span the globe, from the U.S.A and Canada, to Europe, Asia, and Australia.

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APBS' International Conference on Positive Behavior Support features over 150 oral presentations, posters, preconference and skill-building workshops highlighting empirical findings, assessment and intervention methods, current topics, and other aspects of Positive Behavior Support (PBS).

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Expanding World of PBS: science, values, and vision

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National PBIS Center Funded since 1997!

CONTINUATION OF THE OSEPTA-CENTER ON PBIS



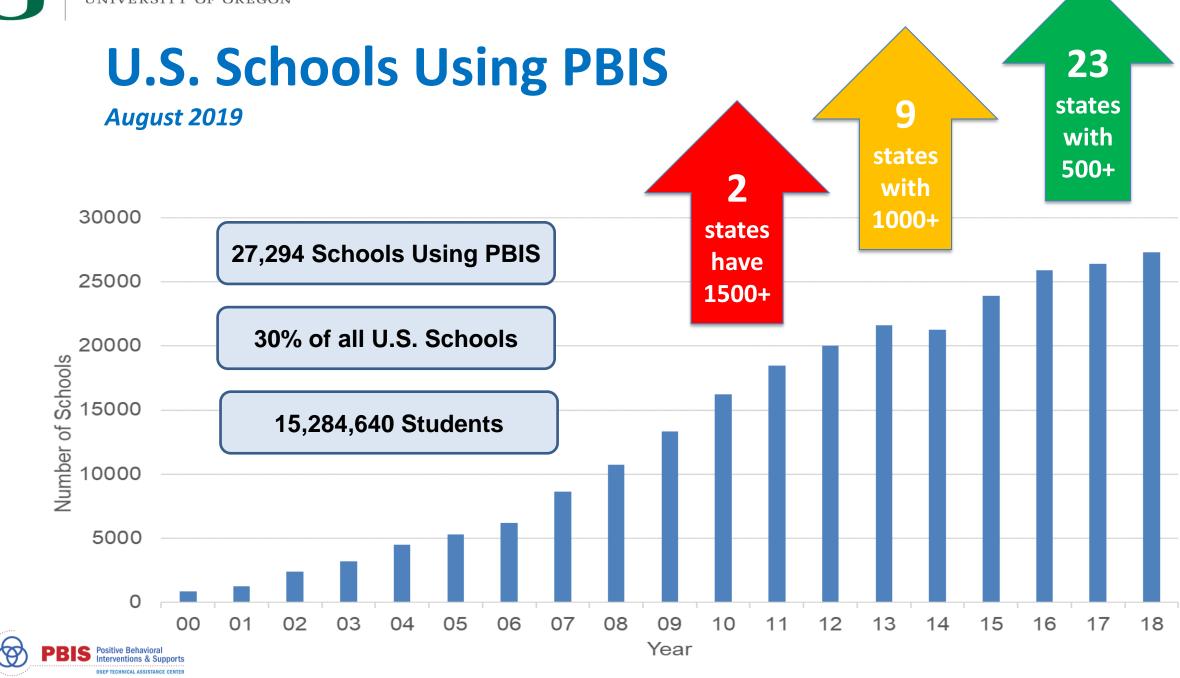
CO-DIRECTORS:

Kent McIntosh

Brandi Simonsen Tim Lewis

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PBIS: Celebrating Positive & Safe Learning Environments

October 22-23, 2020

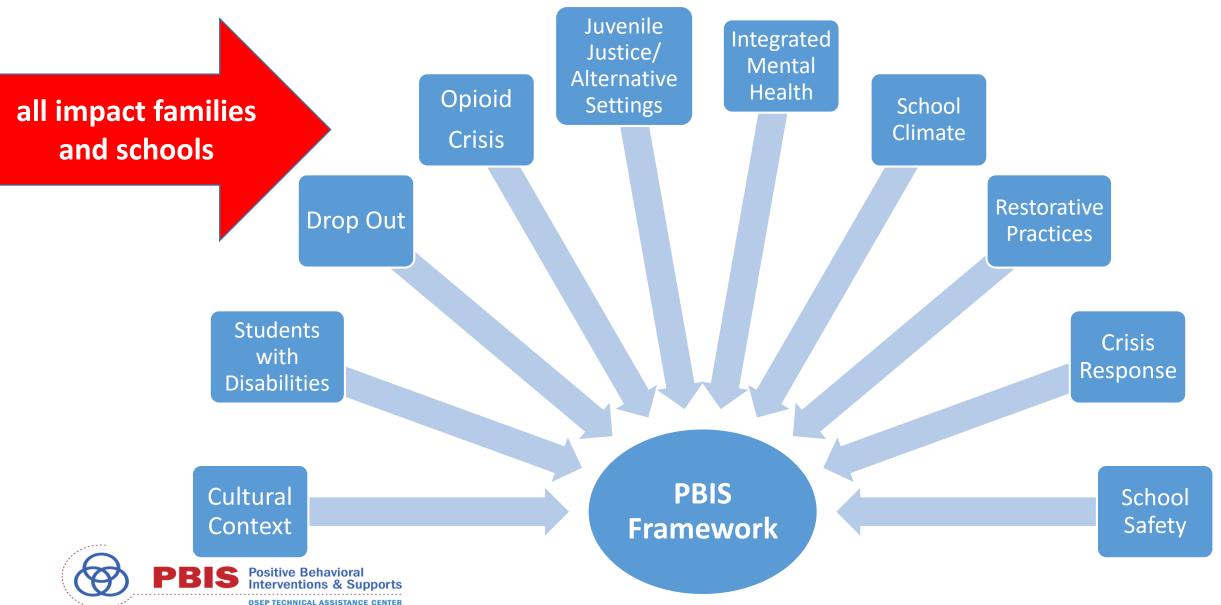
Hilton Chicago, Chicago, IL

Initial through Advanced Implementation

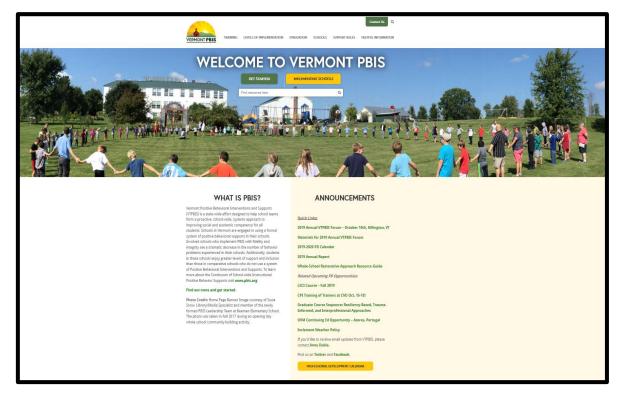
PBIS Foundations	Classroom	Mental Health Integration
Tier II Systems & Practices	Tier III Systems & Practices	Equity
Applied Evaluation	Juvenile Justice	Special Topics

Early childhood, elementary, middle, high schools, families, alternative education settings, juvenile justice, mental health facilities

Expanded PBIS Center Foci over 20+ years



Local Networks



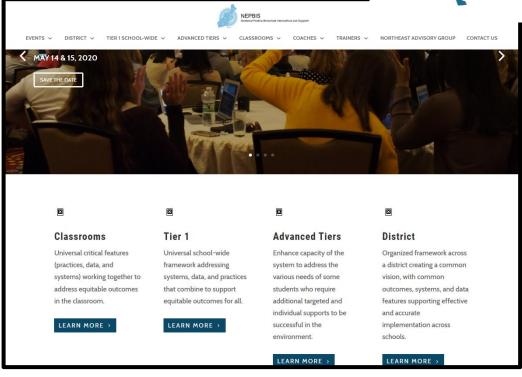


www.pbisvermont.org











www.nepbis.org

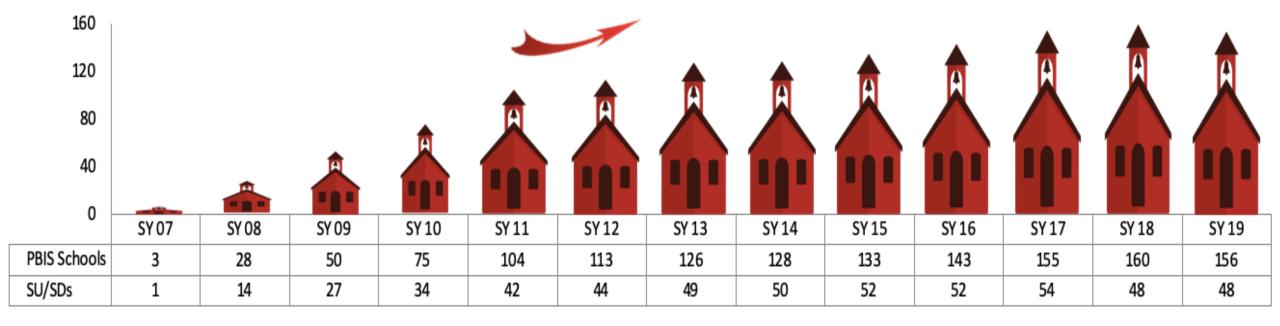


Local Data

(VTPBIS Annual Report (2019)

53% of Vermont schools are implementing PBIS in 92% of Supervisory Unions/Supervisory Districts (SU/SDs)

Figure 1. Number of VTPBIS Schools and SU/SDs

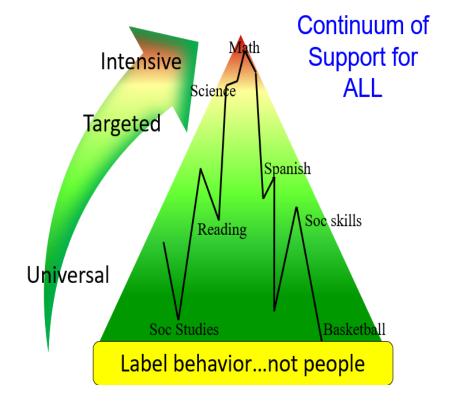








On a scale of social importance (Horner, Sugai, & Fixsen, 2017)



Implementation Framework







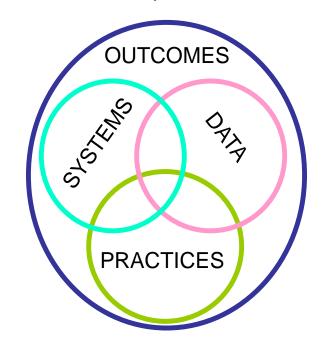
Supporting Important *Culturally Equitable* Academic & Social Behavior Competence

Supporting

Culturally

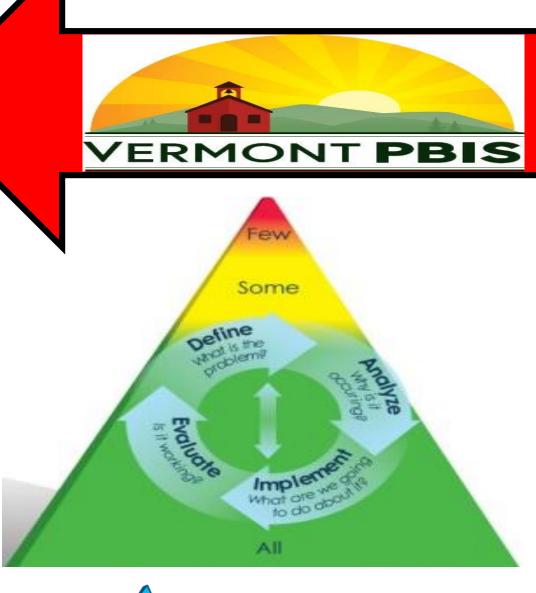
Knowledgeable

Staff Behavior



Supporting **Culturally Valid**Decision Making

Supporting *Culturally Relevant*Evidence-based Interventions



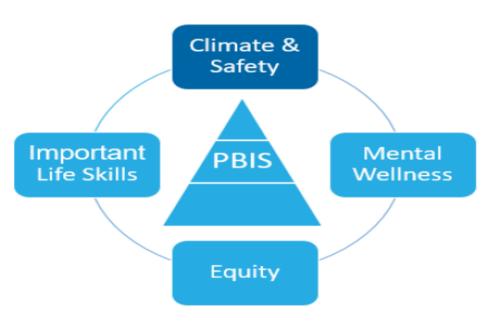






School Climate

Positive school climate is a **protective factor** guarding students against the threat of high-risk behaviors, such as substance abuse, aggressive or bullying behaviors, and other forms of victimization.



School climate involves:





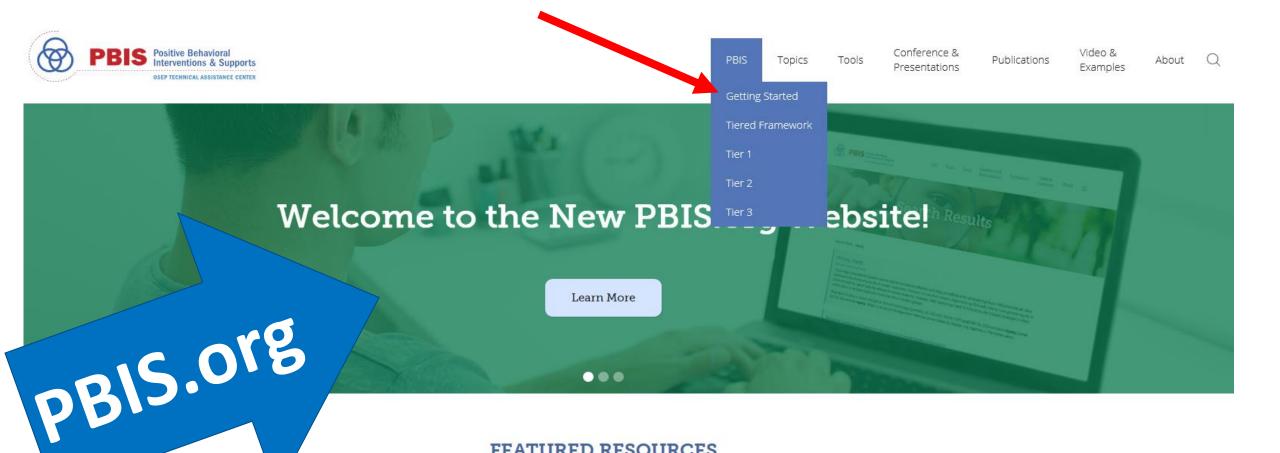


Some Resources









FEATURED RESOURCES









www.pbisapps.org





Upcoming Trainings CICO-SWIS Facilitator Certification Lisle, IL October 2 — October 2 I-SWIS Facilitator Certification Lisle, IL October 2 — October 3

PBISApps Login How-To

What's New?

6 Questions Everyone's Asking About Paperless Referrals

These are the top six frequently asked questions related to paperless

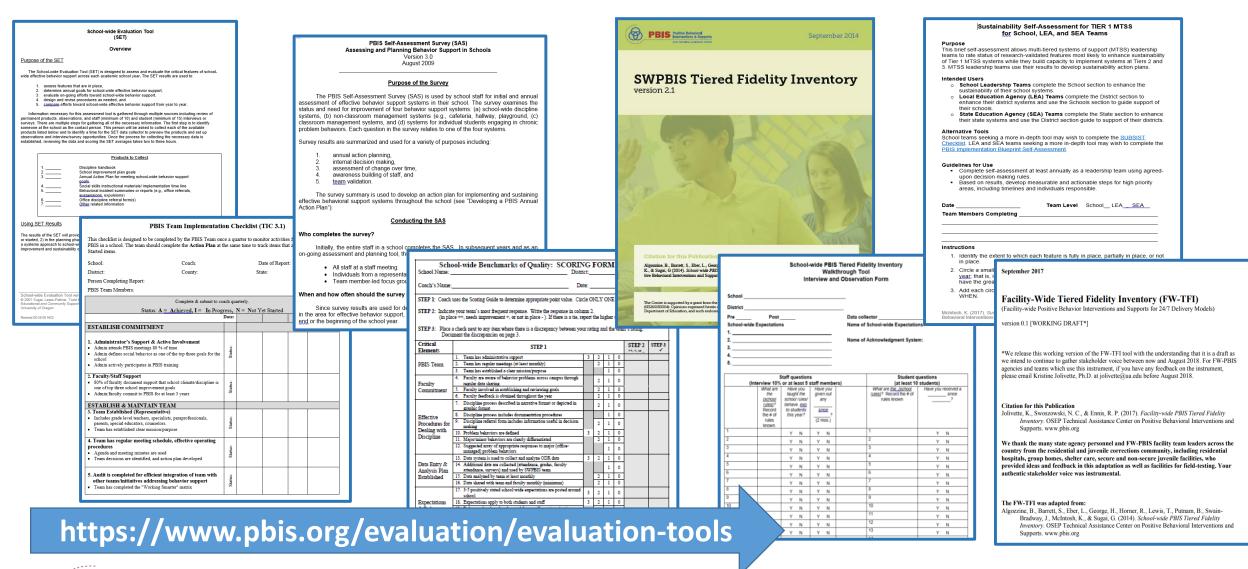
Latest Videos

A PBISApps How-To
TFI Administration

A PBISApps How-To
TFI Administration

A PBISApps How-To
TFI Administration

Evaluation Measures





State Evaluation Reports





Blueprints

PBIS State Systems Fidelity Inventory (SSFI) Ver. August 28, 2019





Positive Behavioral Interventions and Supports Implementation Blueprint:

PBIS State Systems Fidelity Inventory (SSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 2019 August 27



Implementation



www.pbis.org

National Technical Assistance Center on Positive Behavioral Interventions and Supports

TRAINING AND PROFESSIONAL DEVELOPMENT BLUEPRINT FOR POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS $^{\rm I}$

Timothy J. Lewis Susan Barrett George Sugai Robert H. Horner Barbara S. Mitchell Danielle Starkey

Version 3: August 2016

¹ The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H3265980003). Opinions expressed herein are those of the authors and do not necessarily reflect the resilion of the US Department of Education, and such and respectively not be inferred.

Training and Professional Development

Evaluation Blueprint for School-Wide Positive Behavior Support

Bob Algozzine

Robert H. Horn

George Sugai

Susan Barrett

Celeste Rossetto Dickey

Lucille Eber

Donald Kincaid

Timothy Lewis

Tary Tobin

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

http://www.pbis.org/

January 1, 2010

Citation: <u>Algozzine</u>, B., Horner, R. H., Sugai, G., Barrett, S., Dickey, S. R., Eber, L., Kincaid, D., et al. (2010). Evaluation blueprint for school-wide positive behavior support. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. Retrieved from <u>www.pbis.org</u>



Classrooms

PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS'

IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

What is the purpose of this technical brief?

The purpose of this technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following questions while implementing PCBS

- · What practices do you want to implement?
- Where are the practices implemented?
- · Who are your implementation supporters? · How will you support implementation?
- (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12)

The specific evidence-based practices to be implemented (what) are the PCBS practices defined in Supporting and Responding to Student Behavior guide. The goal is for these practices to be implemented by all teachers and in all classrooms (where). School leadership teams will need to consider a range of possible implementation supporters (who) depending on their context and available resources (e.g., expert-, peer-, or self-delivered supports). In addition, the school leadership team will need to provide specific training, prompting, and data (how) to ensure teachers know how to use PCBS practices and are able to apply them effectively in their classrooms. This technical brief is designed to inform and support these decisions.

For the purposes of this brief, we will define implementation and systems as follows.

Implementation is "a specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p.5). Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of evidence-based practices with fidelity

What factors should our school leadership team consider to increase the likelihood of PCBS systems effectively supporting teachers in our building?

The effectiveness and efficiency of PCBS systems are maximized by (a) linking to school-wide systems within a multi-tiered behavioral framework (MTBF), like systems emphasized in schoolwide positive behavioral interventions and supports (SWPBIS; see www.pbis.org), (b) aligning positive and proactive supports for staff with existing professional development and teacher evaluation systems, and (c) investing in data systems (described in an upcoming Classroom Data Brief) to support decision making. In particular, the following school-wide and classroom focused supports should be in place to optimize PCBS systems.

- · Comprehensive school-wide data system that enables monitoring of academic progress behavioral incidents, attendance, and other critical indicators across classroom
- · School-wide investment in evidence-based curriculum and effective instructional strategies, matched to students' need, and data to support teachers' academic instruct

OUTCOMES SYSTEMS DATA This guide summarizes This guide can help you FAMILY proactive, efficient, and dig deeper regarding the use MEMBER evidence-based systems of data for ongoing for supporting teachers' monitoring and support of implementation of positive positive classroom behavior classroom behavior supports supports (PCBS). (PCBS) school-wide. PRACTICES This guide may help with effective practices to support and respond to behavior in FACILITATOR

Supporting and Responding

Evidence-Based Classroom Strategies

to Behavior

for Teachers



PBIS TECHNICAL GUIDE ON CLASSROOM DATA:

USING DATA TO SUPPORT IMPLEMENTATION OF

POSITIVE CLASSROOM BEHAVIOR SUPPORT PRACTICES AND SYSTEMS Prepared by: Jessica Swain-Bradway, Robert Putnam, Jennifer Freeman, Brandi Simonse leather George, Steve Goodman, Kimberly Yanek, Kathleen Lane, & Jeffrey Spragu

What is the purpose of this technical guide?

There are two main purposes of this technical guide. First, it guides educators to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) practices.2 Second, it guides school leadership teams to use data for decision making when implementing systems to support educators' implementation of PCBS.3 Using data to guide decisions can help maximize responsiveness to students' and educators' needs.

SCHOOL

- (1) types of data included in a comprehensive decision-making process;
- (2) how these data sources are used to support implementation of PCBS in the data-based
- (3) tables that describe critical features, common tools, a sample of recommended tools, nd examples and non-examples of use; and
- (4) scenarios of the data for decision-making cycle at the classroom and school levels.

This technical guide is intended to support data selection and use at the Tier 1 level for classrooms and is not intended to describe the more intensive data collection strategies required to support students or educators receiving Tier 2 or 3 supports. The Tier 2 and Tier 3 sections of pbis.org provide additional information about advanced tiers.

What are data and how can we use them in my classroom or school?

Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify PCBS practices and systems. For the purposes of this guide, data refer to objective (specific, observable, measurable) information about students, educators, or schools. In the educational setting, we typically use data to guide instruction and intervention by (1) assessing how well core features of a practice or system are being implemented (fidelity), (2) evaluating progress toward desired goals (outcomes), (3) guiding a problem-solving process if adequate fidelity or outcomes are not observed, and (4) informing an action plan for improvement. Also, because data-based decisions occur in the context of the classroom or school setting, it is critical



Classroom Integrated Academics and Behavior Brief

Teachers have great responsibility to meet the educational needs of all students within the classroom. In addition to academic instruction, educators must also be concerned with students' behavioral and social needs. Given the educational complexity at the classroom level, it makes sense to streamline and integrate academic and behavior practices to support students in a "whole child" approach. As so many teachers have observed with their students, there is a strong relationship between academic and behavior skills.

Integration of academic and behavior supports within the classroom involves strategically weaving together instruction and content from these two domains into one seamless experience for students. An integrated approach differs from disconnected strategies of separate academic and behavior supports. For example, a nonintegrated approach would involve teaching classroom behavior expectations as an independent learning unit outside of academic instruction.

Integrating supports within the classroom makes sense for students because we need to promote academic and social behavioral competence. It can be more efficient and effective for instructors to incorporate both academic and the core features of positive classroom beha are many advantages to weaving together both academic and behavior practices for students within the classroom setting. These include:

- Quality instruction reduces the likelihood of students engaging in problem behavior
- Implementation of positive behavior support leads to increased academic engaged time and enhanced academic outcome
- · Both effective academic and behavior practices share elements of
- . Children who fall behind academically will be more likely to find
- academic work unpleasant and frustrating and also engage in problem behavior to escape completing academic tasks

Core features of effective integration of academic and behavior support

- . Effective design and delivery of instruction for both academic and
- · Address social, emotional, and behavioral content within academic
- Differentiated instruction and support matched to student need, with

¹ Recommended citation: Swain-Bradway, J., Putnam, R., Freeman, J., Simonsen, B., George, H. P., Goodman, S., Yanek, K., Lane, K. L. & Sprague, J. (December 2017). PBIS Technical Guide on Classroom Data: Using Data to saner, A. Later, and C. Later of the Company of the

High Schools



Do High Schools Implementing **SWPBIS Have Lower Rates** of Illegal Drug and Alcohol Use?

Status of High School PBIS

Implementation in the U.S.

Implementation of Positive Behavior Interventions and Supports (PBIS) is expanding

nationally with promising outcomes at the high school level, suggesting that PBIS may

be an effective approach for addressing behavior problems, improving attendance, and

enhancing school climate (Bradshaw et al., 2014; Bohanon et al., 2012; Bohanon et al.,

2006; Bohanon-Edmonson, Flannery, Eber, & Sugai, 2004; Flannery, Fenning, Kato, &

McIntosh, 2011; Freeman et al., 2015). When implemented with fidelity, PBIS serves as an

organizing framework for high school social skills instruction, violence prevention, and

Eoin Bastable, Angus Kittelman, Kent McIntosh, & Rob Hoselton

PBIS Positive Behavioral Interventions & Support

Freeman, J., Wilkinson, S., Vanlone, J.

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be adopting and implementing PBIS at a slower rate than elementary schools and may struggle to maintain implementation fidelity over time (Flannery, Frank, Kato, Doren, & Fenning, 2013; Swain-Bradway, Pinkney, & Flannery, 2015) A variety of factors may contribute to the slower rate of adoption in high schools including the physical size of the campus, larger student populations, and compartmentalized operations (Flannery et al., 2013). Given these factors, it is important to understand the status of PBIS implementation in high schools. The purpose of this evaluation brief is to provide a description of the current state of PBIS implementation in US high schools, as reflected by data

bullying programs (Bradshaw, 2013).

Positive Behavioral Interventions & Supports (PBIS)

collected by the National PBIS Technical Assistance Center. Specifically, we answer the following five questions

- What is the geographic distribution of high school
- 3. How do school characteristics of PBIS high school compare to national averages?

Fidelity of SW-PBIS in High Schools: **Patterns of Implementation** Strengths and Needs

Jessica Swain-Bradway, Midwest PBIS Network

PBIS Positive Behavioral Interventions & Supports

High School PBIS Implementation: Staff Buy-In

Stephanie Martinez, Laura Kern, Brigid Flannery, Ashley White, Jen Freeman & Heather Peshak George

Buy-in from stakeholders is important for the successful adoption, full implementation and sustainability of any school-based initiative (Fixsen, Nagom, Blase, Friedman, & Wallace, 2005). It's also one of the critical elements for implementation of Tier 1 PBIS included in the TFI. BoQ, and the Blueprint. This brief describes the unique features of high school settings that can make building buy-in more difficult and identifies strategies that have been successful for securing staff buy-in in high schools.

Researchers have identified three unique contextual characteristics that influence the overall implementation of the PBIS framework in high schools: school size, devel-(Flannery & Kato, 2017). These factors directly affect PBIS implementation by impacting key foundational systems of collecting data, establishing leadership, and fostering communication. Below we briefly describe these key differences and their impact on building and maintaining staff buy-in (Flannery et al., 2013; Flannery & Kato, 2017).

High schools are usually physically larger with higher student and faculty populations, which can make data collection more difficult. Communication systems among

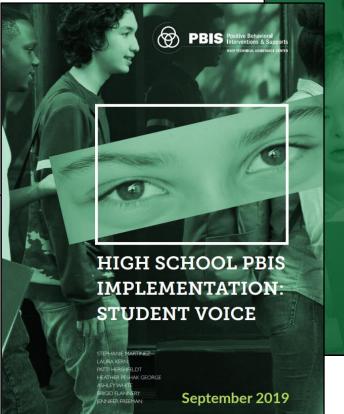
stakeholders are often more complicated because of a larger administrative team and more faculty. Therefore, it's critical to establish flexible, efficient, and effective commu

The organizational culture of high schools is often centered on academic achievement with faculty organized in content area departments. The priority given to academics may make the behavioral focus of PBIS seem less relevant and may make it more difficult to build and maintain staff buysupports the importance of having college and career readiness initiatives that address social emotional and behavioral skills (Morningstar, Lombardi, Fowler, & Test, 2017).

Positive Behavioral Interventions & Supports (PBIS)

Lessons Learned on **Implementation of PBIS** in High Schools

Current Trends and Future Directi



USING OUTCOME DATA TO IMPLEMENT **MULTI-TIERED BEHAVIOR SUPPORT** (PBIS) IN HIGH **SCHOOLS** September 2019



Bully Prevention, Social Emotional Competencies and Alignment & Integration



Scott Ross, Ph.D, Rob Horner, Ph.D, & Brid

Bullying and Harassment Prevention in Positive Behavior Support:

Expect Respect

Brianna C, Stiller Rhonda NT, Nese Anne K, Tomlanovich, Robert H, Horner, Scott W, Ross





April 2018

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network Lucille Eber, Midwest PBIS Network Kent McIntosh, University of Oregon Kelly Perales, Midwest PBIS Network Natalie Romer. University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts

Introduction

As educators work to implement the Every Student Succeeds Act (ESSA), states and school districts will be working with increased focus on school climate, social behavioral health, school safety and the impact of an integrated whole child approach on academic outcomes. In many districts and schools, educators are faced with the challenge of having to implement, sustain, and evaluate several different innovations. initiatives, programs or practices at the same time. In many districts, various approaches to promote socialemotional competence (e.g., PBIS, mental health, bullying & violence prevention, restorative practices, and trauma-informed care to name a few) are being concurrently implemented and/or new ones are being adopted without recognition of the potential for redundancy, misalignment, ineffective implementation, and/or cost (funding and effort). In some instances, new or existing initiatives may actually be in conflict with each other philosophically, creating confusion and dissonance among leaders and practitioners.

Due to the complexity of implementing several initiatives at once or adopting new ones in the context of existing practices, the implementation systems of a district or school must be organized in a manner that is highly strategic, efficient, relevant, and effective. Ensuring sustainability and efficiency requires heightened attention on knowing what is being implemented across the system and the effective alignment and coordination of the systems that support the implementation including leadership teams, evaluation structures and professional development. Often districts have more programs or initiatives or practices than can be implemented well (Dentitorich, et al., 2010; Sugai, & Horner, 2006)

without a formal process to guide decisions about selecting new initiatives or abandoning existing programs. McIntosh et al., (2013) has reported one of the primary variables impeding sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existine initiatives.

In the absence of a clear system-wide response to (for example) students' social-emotional competence needs, a district cannot ensure that it's initiatives, programs and practices, are adequately aligned, prioritized, and integrated. Implementing various initiatives in silos can strain the limited resources of any district, resulting in less than acceptable levels of fidelity and impact for each initiative. Therefore, district and school leaders need to assess existing and potential (social-emotional and behavioral) efforts carefully to ensure investments in professional development and instructional resources have a high likelihood of achieving desired outcomes.

To guide an outcome-driven view for integrating initiatives, programs, or practices across the school and district levels, it is important to start with the end-inmind: high fidelity implementation and effective student outcomes. Classrooms are the primary context where students should perceive a seamless system of supports as adjucators braid or merge several different evidence-based practices within the learning environment. Thesefore it is essential that district level teams work side by side with school level staff members to ensure a manageable number of evidence-based practices are used and matched to student need



Addressing Disproportionality & Increasing

Equity



Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

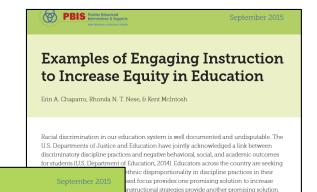
This practice guide is one of a series of guid cipline. The guides are based on a 5-point r by McIntosh, Girvan, Horner, Smolkowski, effective instruction, School-wide PBIS as a behavior support, use of disaggregated di reducing bias in discipline decisions. This

> The recommendations and http://www.pbis.org/s

Introduction

The purpose of this guide is to provide a reference for SWPBIS nline referrals, suspensions) in the area of racial and ethnic disframework and steps for identifying levels of disproportionalit effectiveness of action plans in addressing disproportionality. S other guides in this series.

This guide is designed primarily for use by school or district te school discipline, regardless of whether they are implementing



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the 5-point multicomponent approach to reduce

The Pyramid Equity Project:

disparities (United States Department of Education, 2016). These data include:

in Early Childhood Programs

receiving one or more out-of-school suspensions.

receiving one or more out-of-school suspensions.

preschool children receiving one or more out-of-school suspensi-

Promoting Social Emotional Competence

and Addressing Disproportionate Discipline

Recently released U.S. Department of Education Office of Civil Rights data show that expulsion

and suspension are widely used in early childhood programs and that there are gender and racial

6,700 children attending public preschool were suspended at least once in 2013-2014.

Black preschool children are 3.6 times more likely to receive one or more out-of-school

△ While boys represent 54% of preschool enrollment, they represent 78% of preschool children

▲ Black girls represent 20% of female preschool enrollment, but 54% of female preschool children

Black boys represent 19% of the male preschool enrollment, but represent 45% of male

These data are particularly troubling given that research suggests that expulsion and suspension

practices are associated with negative short- and long-term outcomes. Young students who are

environments and enriching experiences that contribute to healthy development and academic

success have the potential to result in pervasive gaps in school success and overall quality of life

expelled or suspended experience greater academic failure and grade retention, hold more negative

attitudes about school and are less engaged, have higher rates of dropout, and face increased rates of

incarceration than those who are not. Discipline practices that remove children from early learning

In recognition of the severity of the issue, the US Departments of Education and Health and Human

Services issued a Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings

in 2014 (U.S. Department of Health and Human Services and U.S. Department of Education, 2014

that provides recommendations to States and local early childhood programs to prevent and severely

limit expulsions and suspensions in early learning settings. One of the recommendations to address

to promote social emotional competence in young children and address challenging behavior, and

that staff engage in self-reflective practice that can help prevent and eliminate potential biases in their practice http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions

suspension and expulsion was that early learning programs use evidence-based practices and approaches

Key Elements of Policies to Address Discipline Disproportionality: A Guide for **District and School Teams**

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh Girvan Horner Smolkowski and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

> The recommendations and guides are available at http://www.pbis.org/school/equity-pbis

PBIS Positive Behavioral Interventions & Supports

The purpose of this guide is to provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. The guide will describe and provide examples of key elements for policy and their application in schools. It also provides a process and tool for assessing aspects of policies to enhance equitable discipline

discipline, regardless of whether they are implementing SWPBIS. It provides examples of content that could be included in board policies or district administrative rules and regulations. School teams may also use this guide in developing schoolspecific policies and procedures. This guide is not intended to replace legal counsel for policies required by local, state, and

S Positive Behavioral Interventions & Supports **OSEP TECHNICAL ASSISTANCE CENTER**



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Do Wisconsin Schools Implementing an **Integrated Academic and Behavior Support** Framework Improve Equity in Academic and School Discipline Outcomes? Jessica Swain-Bradway, Northwest PBIS Network Kim Gulbrandson, Wisconsin RtI Center

Anthony Galston, Wisconsin RtI Center Kent McIntosh, University of Oregon

PBIS Positive Behavioral Interventions & Support

This evaluation brief describes how Wisconsin is implementing an equitable multi-level known as a multi-tiered system of supports

> framework with both a behavior and reading students. The data analyzed in this brief were taff directed project. The focus was on the f supports (MLSS). The data look at schools that veral MLSS training series that have an explicit

A 5-Point Intervention Approach for Enhancing **Equity in School Discipline**

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Intervention to Prevent and

No single strategy will be sufficient to produce substantive

disproportionality should adopt data systems that can disaggregate student data by race, ethnicity, and disabilit school and district teams. Some discipline data system for entering and analyzing office discipline referrals

Positive Behavioral Interventions & Supports (PBIS)

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities). are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & Mcloughlin, 2010: Morris & Perry, 2016), Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Reduce Discipline Disproportionality

PBIS Positive Behavioral Interventions & Supports

and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We discipline disproportionality in schools

Multi-Leveled System of Supports A multi-tiered system of supports (MTSS) bridges the perceived gap between academic Response to Intervention (RtI) and Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) and is summarized by McIntosh and Goodman as "...one coherent, strategically combined system meant to address multiple domains or content areas

in education" (McIntosh & Goodman, 2016, p. 5). The

Climate & Getting Back to School After Disruptions

PBIS PRACTITIONER'S GUIDE¹

National Climate Change: 5 Ways Schools Can Positively and Proactively

Support All Students^{2,3}

Technical Brief

School Climate: Academic Achievement and Social Behavior Competence¹

Center for Positive Behavioral Inte

September 1

1. What is the purpose of this technical brief on

The purpose of this technical brief is to overview of school climate that can guide deci development, and practice and systems implen and state levels

Technical Brief

Every Student Succeeds Act: Why School Climate' Should Be One of Your Indicators

Center for Positive Behavioral Interventions and Supports¹

November 29, 2016

1. What is purpose of this FAQ?

With the new Every Student Succeeds Act (ESSA), State education agencies (SEA) have a great opportunity to revisit and update their state-wide school improvement plans. A particularly important emphasis of ESSA is school climate and safety, which are so integrally linked to academic achievement, active student and teacher engagement, and tiered systems of support for all students, but especially students with high failure risk (e.g., students with disabilities English language learners, students from disadvantaged and diverse backgrounds and environments).

Because of the importance of school climate and safety to the academic enterprise, a number of questions and answers are presented to guide SEAs and local education agencies (LEAs) in considering School Climate and Safety as one of their ESSA indicators.

2. What does ESSA require for SEA plan indicators?

The Every Student Succeeds Act (ESSA), signed into law on December 10, 2015, reauthorized the Elementary and Secondary Education Act of 1965, which provides Federal funds to improve elementary and secondary education in the Nation's public schools, 20 U.S.C. 6301, Under ESSA, States set their own ambitious goals, and conto of interim progress, for academic outcomes, ESSA also requires Sta



OSPE Center on Positive Behavioral Interventions Cantar for Positivo Rehavioral Interventions and

versity of Connecticut

January 23, 2017

ed the dangerous side effect forced on a national stage, ying incidents and hate cri llowing this election seaso

Guidance for States on ESSA State Plans: Aligning the School Climate **Indicator and SW-PBIS**

Heidi von Ravensberg, J.D. and Allison W Blakely, MS

New to the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015,² is specific language supporting state and local educational agencies in implementing schoolwide positive behavioral interventions and supports (SW-PBIS).3 According to U.S. Department of Education significant nonregulatory guidance, SW-PBIS aligns well with ESSA. That is, SW-PBIS is 1) cross-cutting, 42) schoolwide, 5 and 3) evidence-based, 6 all of which ESSA emphasizes. SEAs that will be submitting a consolidated state plan for Title I, Part A Improving Basic Programs Operated by LEAs and Title IV, Part A Student Support and Academic Enrichment Grant Programs, and that are already implementing SW-PBIS, are well positioned to receive funds. For states including "School Climate and Safety" as a measure of their "school quality or student success" indicator, the SSAE grants for Safe and Healthy Students are available for states to fund SW-PBIS activities to "improve academic outcomes and school conditions for student learning."8



Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive

Kent McIntosh, Brandi Simonsen, Rob Horner, Jessica Swain-Bradway, Heather George, & Tim Lewis

It goes without saying that students need to feel safe and have supportive relationships for their social, emotional, and academic learning to be optimized. Students experiencing trauma, such as from the recent weather disasters or other upsetting events, may have been exposed to unpredictable schedules, inconsistent supervision, or food insecurity and desperately need school to be their safest, most predictable, and most positive setting especially if they have been displaced or are without utilities or basic comforts.

Multi-tiered Systems of Supports (MTSS), such as PBIS, are ideal frameworks for implementing strategies to support students coming back to school and to prevent and address further challenges. A tiered approach focuses on attending to the whole school environment to help the vast majority of students be successful and providing a continuum of support for those who need more.

With this in mind, we recommend the following six strategies for school teams to ensure a safe, predictable, and positive school year. These strategies are beneficial for all students if the school has been closed, as well as for individual students returning from extended time away from school.

Re-teach, remind, and acknowledge positive school-wide expectations [see http://www.pbis.org/school/tier1supports]. Yes, you may have taught your school-wide expectations at the start of the year, but students coming back to school after an unplanned absence have been in different environments with different expectations for their behavior. Hence, a strong focus on re-teaching and modeling expected school behaviors will help to re-establish and maintain a school culture where students can expect to see prosocial behavior from their peers and the adults in the building. It is often useful for us to keep in mind that students may have been practicing different behaviors while away from school and will benefit from re-teaching and opportunities for practice rather than exclusion



Tier 3, Preventing Restraint & Seclusion and SCTG Lessons Learned

NCII and PBIS Cross Center Collaboration Part I

TIER 3: MYTH VS. FACT

Tier 3 needs.

FACT

WHY?

Multi-Tierred Systems of Support (MTSS) is a framework for achoos to match students needs to a level of intervention (Sugai & Horner, 2009). Tier 1 provides a strong foundation of support to all students. Tier 2 supports students who require more explicit or focused instruction, reminders, monitoring, feedback, and/or similar exhancements To Ter 1 practices. Tier 3 includes intensive and individualized intervention based on diagnostic academic or functional behalvioral assessment.

ALL HAIL THE EXPERT...REALLY?

Ter 3 can only be provided by specialists and is often providing more of the same core intervention but in greater doses.

Tier 3 relies on a team-based approach that includes content (educators), intervention (e.g., school psychologist, behavior analysts), and student (e.g., student, family members) "experts" as well as school leaders (e.g., administrator)

Teams plan, implement, and progress monitor interventions to support students and staff within the school. School-based teams that include content, intervention, and student experts are more likely to develop effective plans that consider the context of the school, classroom(s), student, and family.

2. ALL YOU NEED IS...ASSESSMENT?

MYTH Conducting diagnostic academic and/or functional behavioral assessments always leads to high qualities 3 supports.

Although diagnostic (academic and functional behavioral assessment) data are helpful in identifying student needs, data only lead to high quality Tier 3 supports when school learns (a) use the assessment results to inform the individualized intervention plan, (b) monitor fidelity and outcomes of implementation, and (c) adjust the plan based on data.

Intensive and individualized intervention plans, which are based on diagnostic data, are more likely to result in improved student outcomes; however, the only way to know a plan is effective is by ensuring it's implemented well fidelity, morthing progress boward individualized goals and objectives (outcomes), and adjusting finitensitying, modifying, or dating) support as indicated by data.

Tier 3 interventions are a fundamental part of MTSS systems. Unfortunately, misconceptions abound about Tier 3. Members of the National Technical Assistance Center for Positive Behavioral Interventions and Supports (PBIS) and the National Center for Intersive Interventions (NCII) collaborated to describe myths and facts about Tier 3 to guide districts and schools in strengthening their MTS_amonach to hatter unport students with

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3. S/HE WAS

PBIS Positive Behavioral interventions & Superincental automates

Students in need of the second seco

September 2019

Use of I-SWIS by Elementary Schools to Monitor Tier 3 Behavior Supports

Kathleen M. Conley, Robert H. Horner, and Kent McIntosh

A core feature of Positive Behavioral Interventions and Supports (PBIS) is the collection, summary, and use of data for iterative decision-making. The initial design of support and the adaptations that make behavior support match cultural, organizational, and personal needs require that a support team have functional information to guide decisions. This process has been described frequently for Tier 1 (universal) and Tier 2 (targeted) support systems. In this Evaluation Brief we focus on the extent to which Tier 3 (individual) support teams collect, summarize, and use data to guide implementation of behavior support plans. Our specific focus is a descriptive summary of how elementary school teams use the Individual School Wide Information System (I-SWIS) online application (May et al., 2017) to guide their Tier 3 decision-making as well as general use of PBIS-focused data systems that support overall fidelity to critical components of the PBIS framework. By analyzing data from schools currently engaged in efforts to implement PBIS at Tier 3, we hope to spur further attention to best practices for coordinating evaluation data effectively and efficiently across all tiers and interventions.



lav 2019

Preventing Restraint and Seclusion in Schools

Brandi Simonsen, George Sugai, Heather P. George, Jennifer Freeman, & Lauren Evanovich

Restraint and seclusion are crisis or emergency responses, which should only be used in extreme situations (e.g., a student engaging in repeated forceful physical aggression toward self or others) when risk of serious and imminent physical harm or injury is high and when an emergency response may reduce that risk. Restraint and seclusion are not planned or therapeutic interventions and should never be a routine part of a behavior support plan or used as a consequence for behavior.

Prevalence & Definition of Restraint & Seclusion

Estimating exactly how often restraint and seclusion occur is challenging because the definitions and reporting requirements vary by state, and sometimes by district. Using the Civil Rights Data Collection (CRDC), which includes reported data from almost every public school in the USA, the Office of Civil Rights (OCR, 2018a) reported that 122,000 students (approximately 0.2% of all students enrolled) experienced a restraint or seclusion during the last data collection period (2015-2016), and approximately 71% of the students restrained and 66% of students secluded were identified with disabilities under the Individuals with Disabilities Education Act (IDEA, 2004).

OCR (2018b) defines physical restraint* and seclusion in the following ways.

- Physical restraint." a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restoral roses not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is actine out to walk to a safe location."
- Seclusion: "the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming."

*Other forms of restraint, such as mechanical or chemical, should never be used in schools (US DOE, 2012).

Positive Behavioral Interventions & Supports (PBIS)

PBIS Paulible Enhanceral Interventions & Supports

--:1 2010

10 Lessons Learned from SEA and LEA SCTG Sites

The purpose of this guide is to share lessons learned from the past five years working with State Education Agency (SEA) and Local Education Agency (LEA) School Climate Transformation Grantees. SEAs and LEAs are more likely to use SCTG resources to promote effective change when the systems change efforts include the following elements.

1. Focus on Outcomes

SEAs and LEAs that focus on improving student outcomes increase the precision with which they plan, implement, monitor, and adjust project activities to enhance student success. By focusing on results, rather than activities (e.g., training events), SEAs and LEAs increase the likelihood of enhancing their school climate.

2. Clearly Define the Work

Clearly defining the work, including individual roles and responsibilities, helps with establishing commitment and an understanding of importance of high implementation fidelity. A SEA or LEA with a legislative or policy mandate can more effectively establish positive school climate and improve social, emotional, behavioral, and academic outcomes for students. An essential element of a policy mandate is for every LEA in the state to define an annual goal around establishing a positive, school-wide social climate.

3. Establish a Leadership Team

States and districts are more successful when they establish a leadership <u>team</u> to select, implement, and evaluate implementation of evidence-based practices within a multi-tiered behavioral framework (MTBF).

- Composition. The leadership team should include a group of individuals who have (a)
 organizational authority they can make decisions, (b) budget authority management
 and alignment of budgets, (c) content knowledge core features and logic model
 associated with MTBF practices and systems, and (d) alignment and integration
 opportunities work with others who have similar outcome priorities.
- Coordinator. The leadership team needs a person with significant FTE (>.50) dedicated
 to coordinating and implementing the decisions of the team. This person needs to be
 knowledgeable about the SEA or LEA office, fluent with the content of MTBF
 implemented practices and systems, and effective at dissemination and communication
 with leaders and coordinators of related initiatives and priorities. Ideally, this person is
 selected from existing personnel and already has MTBF-related expertise, experience,
 and responsibilities.
- Meeting Schedule. The leadership team needs to meet at least monthly if they are to manage large-scale implementation efforts.

SEAs or LEAs that propose a "leadership position," but not a team, are less likely to produce functional effects and sustainable implementation across time and personnel. A leadership



School Mental Health, Family Engagement and Alternative Settings

PBIS Forum in Brief: Aligning and Integrating Mental Health and PBIS to Build Priority for Wellness

PBIS Leadership Forum- Roundtable Dialogue De

Introduction and Purpose

School districts across the country are attempting to implement multiple initiatives to address the academic, social/emotional, and behavioral needs of their students. The interventions and programs they select may be the result of a mandate, a recently awarded grant, or a staff member learning about a new stateger at a conference. In other words, interventions may not always be selected based on actual need, contextual fit, evidence base, or with an eye towards efficiency and sustainability. One of the most notable areas of need for swstematic interaction of mistakers in schools is mental health and PBIS.

Although mental health and other community-based providers do work within some school systems, they

often exist tangentially to behavior supple need to create more effective behavi from multiple national centers came tog solutions. This led to the development of Interconnected Systems Framework (IS & Weist, 2013). The ISF approach has country. More encently, a "Technical Guid (OSEP Tuchnical Assistance Country across to Schools to use for integrating various so responses, restorative practices, etc.) wit student levels.

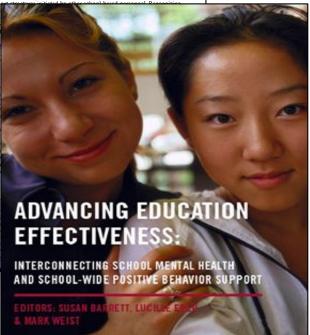
The 2017 PBIS Leadership Forum in Clailogue session, addressing the integrat <u>Effectiveners: Interconnecting School Mental I:</u>
This ISF for integrating mental health a outlined in the aforementioned Technic

The purpose of this document is to sun roundtable dialogue, from the 2017 PBJ provides an example of effective alignm be organized around the steps included Illustrations from sites working to impl. Input and discussion from presenters as Integration sessions and roundtable dial included in this Brief.

Figure 1. Steps of the Alignment Process

Steps of the Alignment Process

- Define the valued outcome(s) to be
- 3. Develop an inventory of the related
- Analyze and make decisions for a
 Design the plan for effective align
- "Technical Guide for the Alignment of Initiatives, P



PBIS Forum 8: Practice Brief Family-School Collaboration in Positive Behavioral Interventions and Supports: Creating a School Atmosphere to Promote Collaboration

PBIS Leadership Forum- Roundtable Dialogue

February 2019

The purpose of this practice brief is to describe family-school collaboration in Positive Behavioral Interventions and Supports (PBIS) and review approaches that help to create conditions that promote collaboration. A brief background on family-school collaboration is provided, followed by guidance on a schoolwide approach for collaborating with families that strengthens family-school connections and improves student performance.

Family-School Collaboration

Two primary environments that support child development are home and school. Parents and educators share many similar roles. For example, parents and teachers both support children's social, emotional, behavioral and academic (SEBA) performance. In fact, many research studies have demonstrated that parent involvement in SEBA realms is associated with improved student performance in them (leynes, 2007; Pomerantz, Kim, & Cheung, 2011). Furthermore, interventions that promote family-school collaboration improve outcomes for youth, such as improvements in school attendance, grades, and social behavior

(Garbacz & McIntyre, 2016; Stormshak, Connell, & Dishio, 2009). In addistrengthen connections across home and school, which can (Sheridan et al., 2017). However, research on family-school not closely aligned and integrated with schoolwide systems such as the multi-tiered system of support (MTSS), and this al. 2016.

Family-School Collaboration in PBIS

A promising line of work has emerged in the last several yealign and integrate family-school collaboration within MTS Houck, 2017; Lewis, Mitchell, Horner, & Sugai, 2017; Weis work has focused on defining family-school collaboration within PBIS to clarify how families and schools can collaboration community stakeholders, such as community mental health family-school-community engagement. Partnerships amon provide supportive systems for youth that extend across set 2017; Weist et al., 2012). Increased emphasis on family-school-TMTSS led to the development of the Family-School-Commenhancing family-school-community collaboration within 1 coordinated implementation support and advancing a research

Family-school collaboration in PBIS includes defining collal Rose, Weist, & McIntosh, 2018). Family-school collaboratic together as co-equal stakeholders who share responsibility f 2001). Family-school collaboration occurs across a continua

S. ANDREW GARBACZ, UNIVERSITY OF WISCONSIN-MADISON

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

Concepts and Strategies for Families and Schools in Key Contexts



NATIONAL TECHNICAL ASSISTANCE CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Resources for Facility-wide PBIS Implementation in Juvenile Corrections and Residential Settings/Facilities:

From Adoption Consideration to Initial Implementation to Sustained Implementation

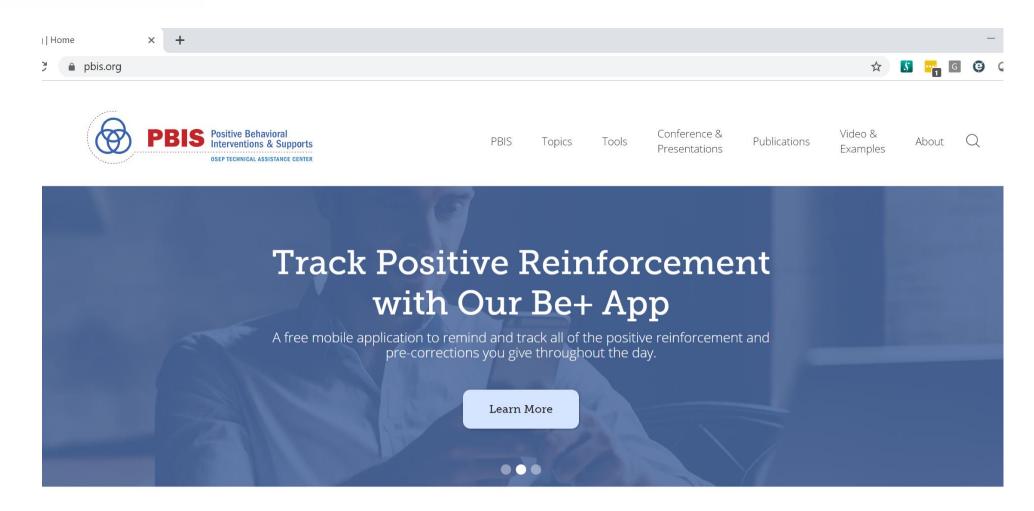
Kristine Jolivette, Ph.D. University of Alabama

Skip Kumm, MAT University of Illinois – Chicago

As more and more secure and non-secure juvenile facilities and residential facilities (e.g., therapeutic hospitals, shelter care, group homes, psychiatric facilities, children and youth residential settings, etc.) serving youth with and without disabilities in a 24 hour 7 day a week delivery model adopt and adapt the positive behavior interventions and supports (PBIS) framework to address youth behavioral needs, it has become imperative that we share what we know, what we have learned (e.g., lessons learning), and what works within and across the juvenile and residential communities. Within these settings, the framework is typically referred to facility-wide PBIS (FW-PBIS) as the framework is applied during all treatment and programming hours and activities and implemented by all staff with all youth across all facility environments. Taking the lead from the many juvenile and residential facility staff and teams we work with across the country who ask for resources for their teams and staff, we have organized this FW-PBIS resource list by those resources addressing all tiers. Tier 1. Tier II, Tier III, tools, websites, journal special issues, conferences-professional development, and voices from the field in alphabetical order. When possible, the link to the resource was provided. For the resources without a direct link, we suggest using web tools (e.g., university libraries, subscriptions, etc.) to locate the resource. The full citations are provided so that this may occur. We have provided a brief overview of each resource to assist with the resource list's usage. We realize that this list may not be exhaustive but it will point juvenile and residential agencies/facilities in multiple directions to identify supports for their facility-wide adoption and implementation goals. We will update this comprehensive resource list on a







FEATURED RESOURCES









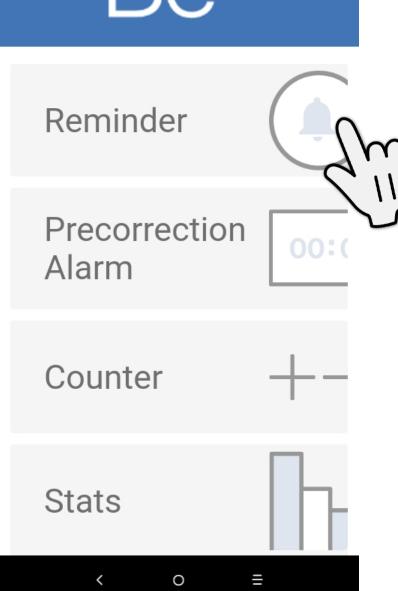










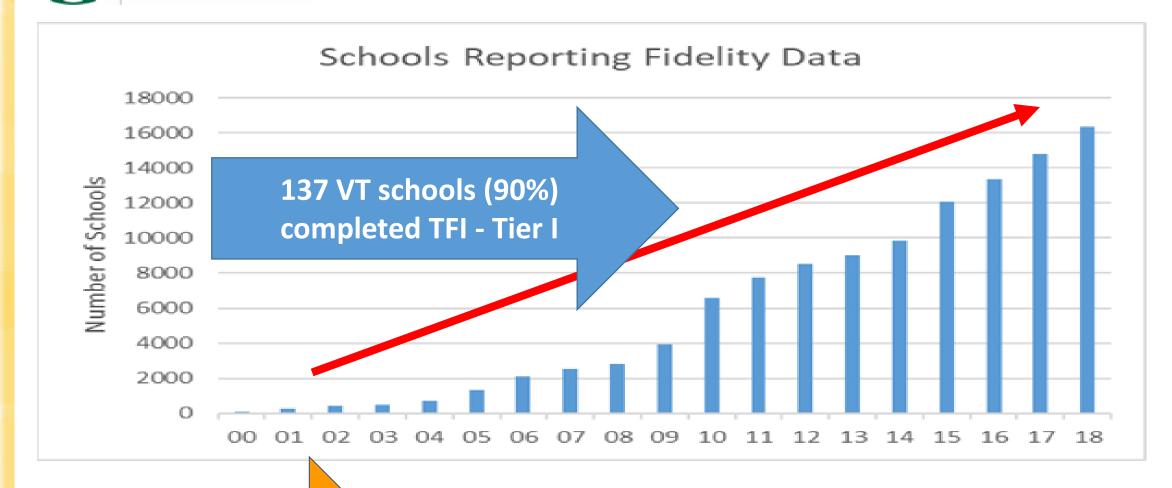




Get Positive!

- Download here:
 - https://play.googl
 e.com/store/app
 s/details?id=edu.
 uoregon.embere
 x_bpositive
- iOS version coming soon





Of states that reported fidelity data by August, 2019



Positive Behavioral Interventions & Supports



The "WHAT" means nothing without understanding the "WHY"

THE WHY

Need to establish positive practices and sustain efforts for long-term change









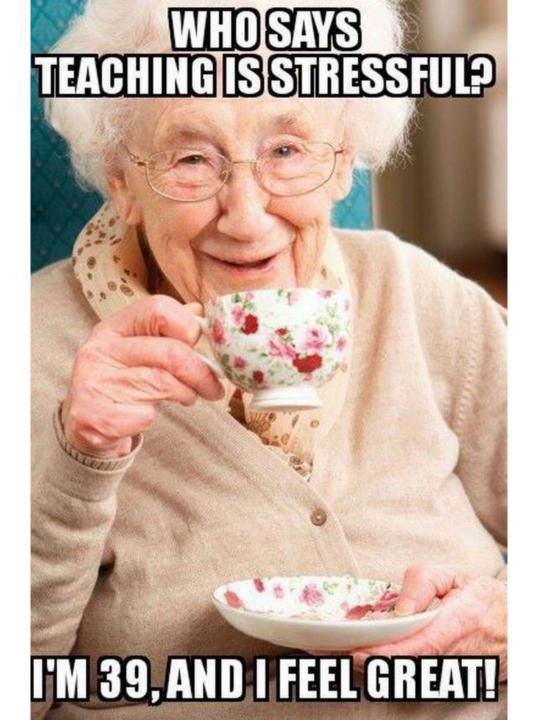
Schools Face Difficult Challenges

- Multiple expectations
- Students arrive to school with widely differing understandings of what is socially acceptable
- Students and their families facing a range of complex issues
- Traditional "get tough" and "zero tolerance" approaches have proven ineffective
- Individual student interventions are effective but can't meet the need
- Teachers leave the profession due to (1) behavior problems and (2) lack of support from administration to address student behaviors
- Teachers report "uncivil" behavior is increasing and a threat to effective learning
- Lack of discipline is viewed as a serious challenges facing public schools









Common Responses to Problem Behavior

- Exclusion and Punishment
 - Both are ineffective at producing long-term reduction in problem behavior
 - Exposure to exclusionary discipline associated with higher rates of school dropout and not shown to improve school outcomes
 - Punishment (without a proactive support system) associated with increases in:
 - Aggression
- Vandalism
- Truancy
- Dropping Out

- Hardening schools to "prevent" violence
 - Students and staff in schools that employ hi-tech security measures experience higher levels of fear
 - No gains have yet been found in student safety through target-hardening

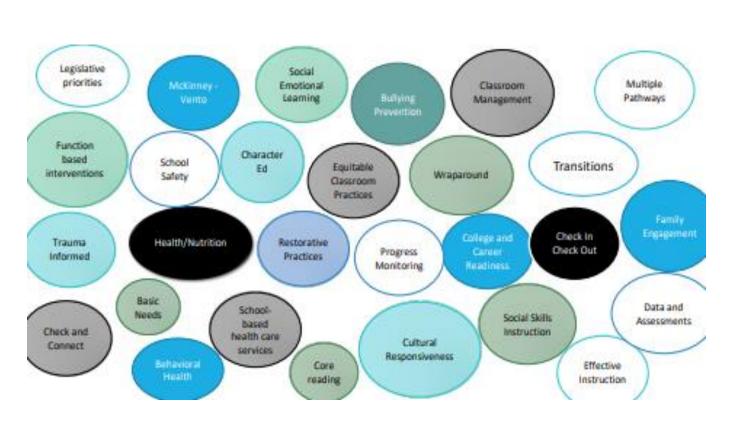
(Walker, 2019; Warnick & Kapa, 2019).







Multiple Initiatives without Planning is Counterproductive, Ineffective and...











Student success is directly linked to predictable learning and teaching environments that are safe, respectful, constructive, predictable and considerate of ALL









Improved Student Outcomes

academic performance (Horner et al., 2009)

social-emotional competence (Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse

(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)



Reduced **Exclusionary Discipline**

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh. 2012: Ross, Romer, & Horner, 2012)

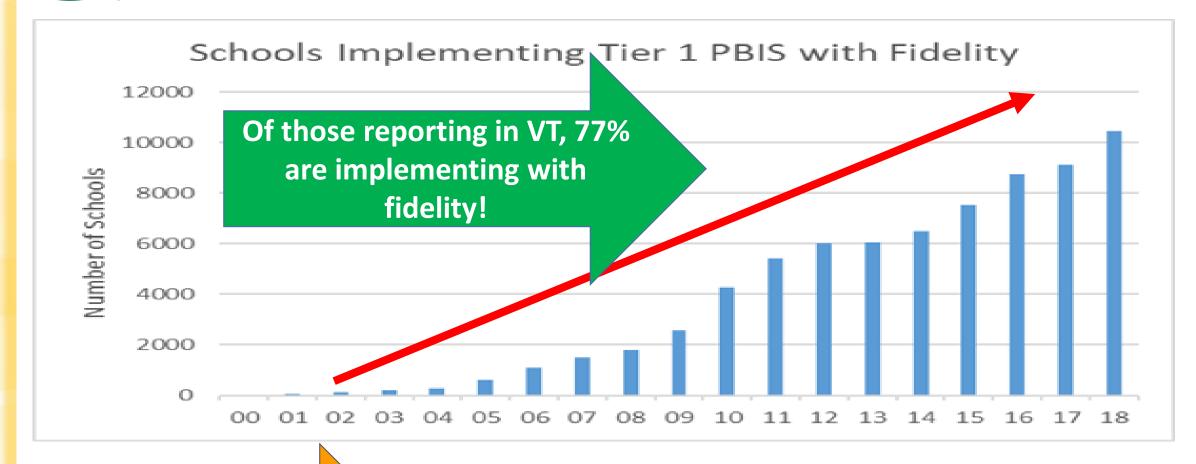
school organizational health and school climate

> (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety

(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

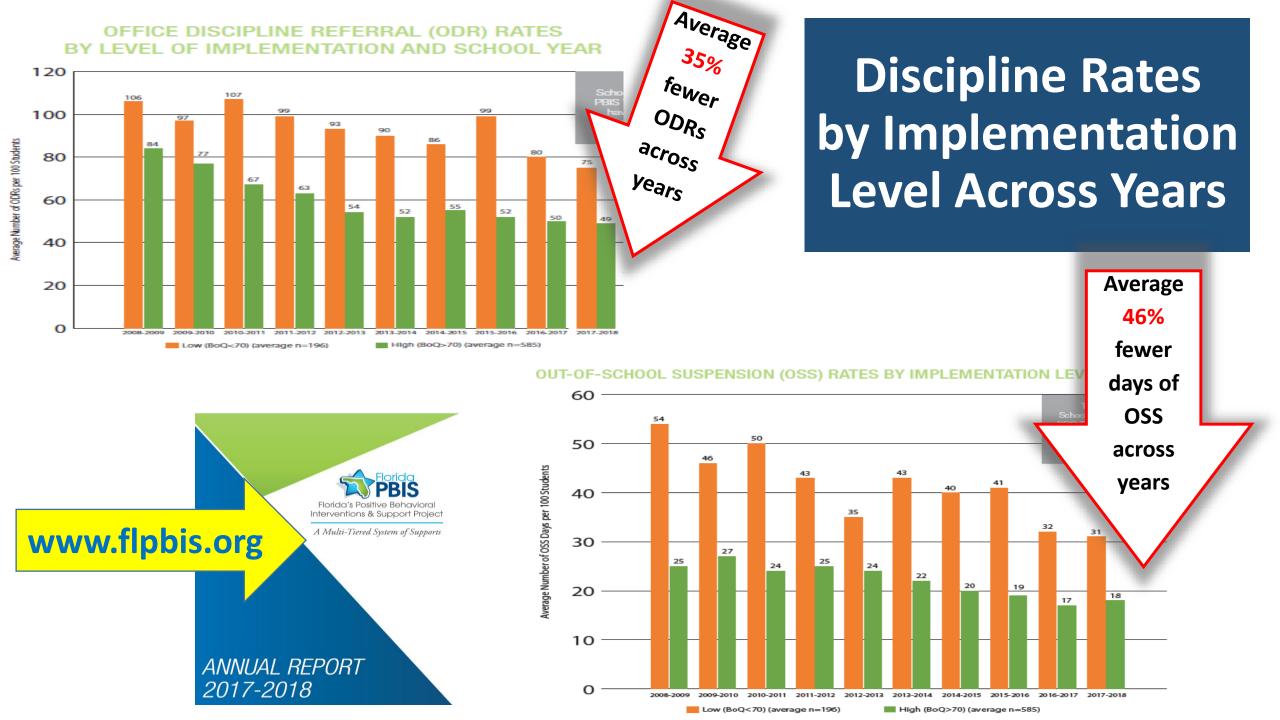


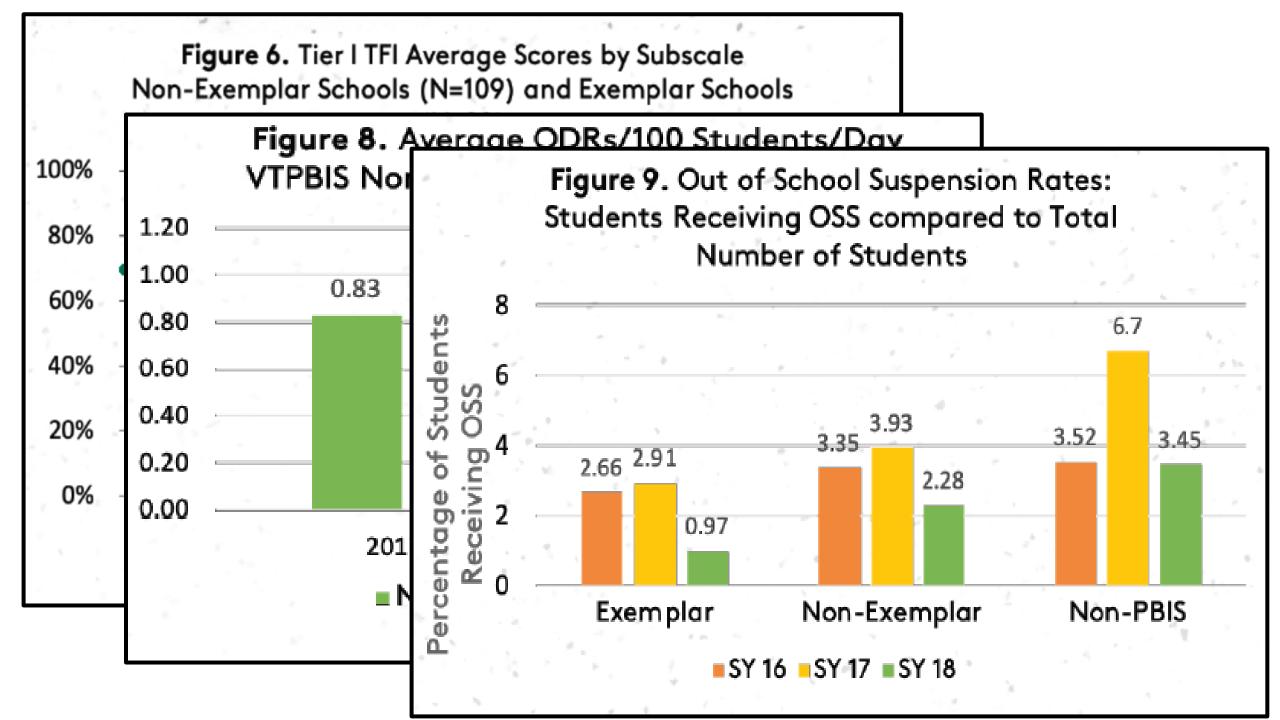
Of states that reported fidelity data by August, 2019



Positive Behavioral Interventions & Supports

DSEP TECHNICAL ASSISTANCE CENTER



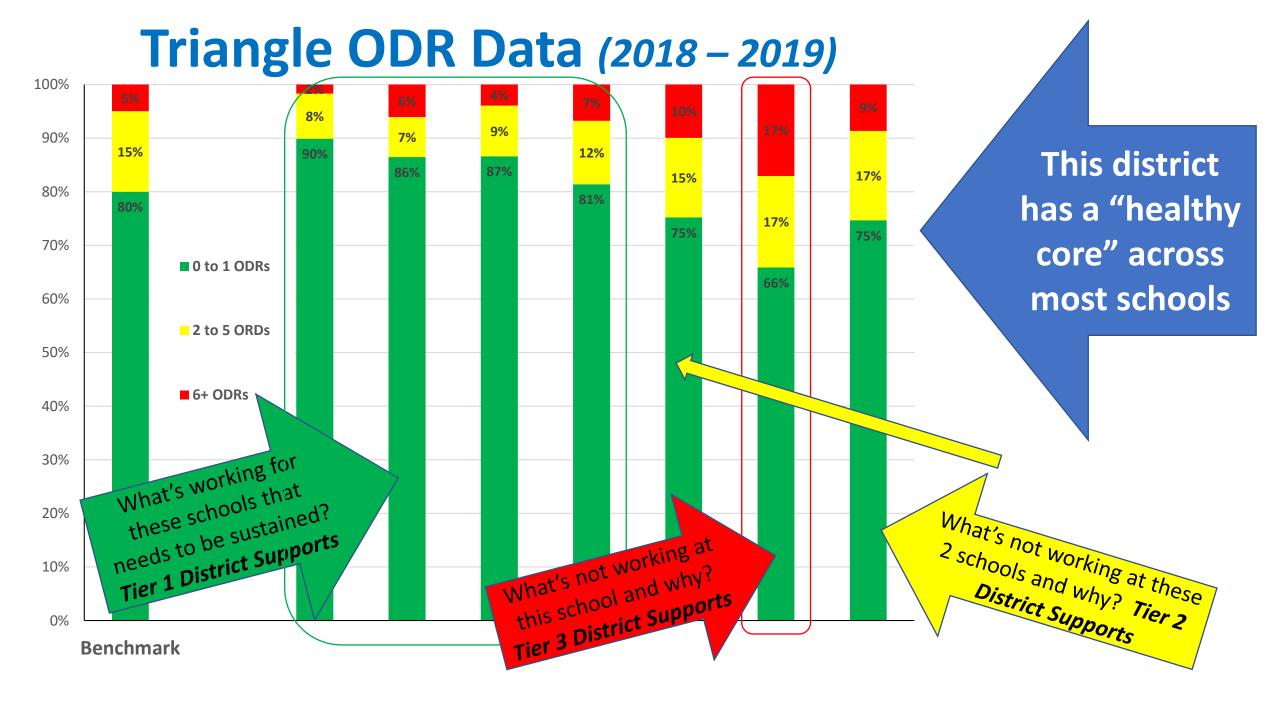


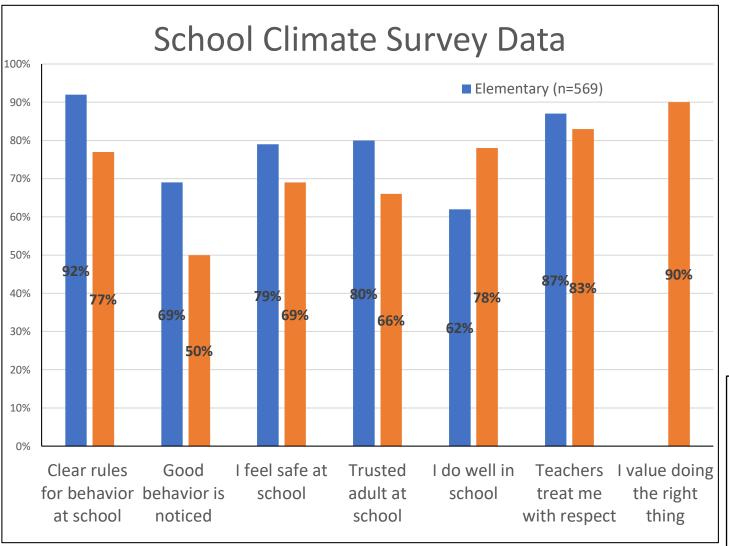
Do the Math

pbismaryland.org/costbenefit.xls

Referrals (ODRs) (average of 45 minutes each) are Reduced by 35%... If Administrators take avg 10 minutes/ODR, they regained 3500 minutes, 58 hours, or 15,750 minutes, 9.72 days (avg 6 hours/day) **262.5** hours, or 43.75 school days (avg 6 hours/day) of **Instructional Minutes are Regained**

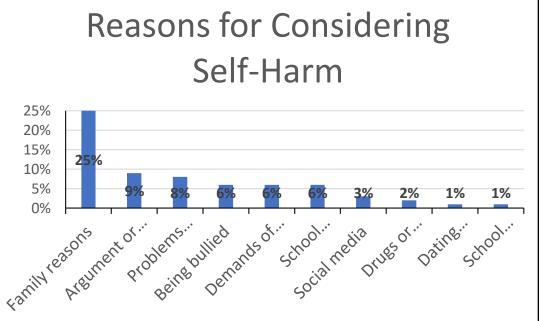
If 1000 Office Discipline





However, what do the students have to say about the climate across those schools?

- A small percentage of elementary students reported experiencing bullying incidents frequently (7%) or every day (4%)
- 20% of secondary students reported having seriously considered self-harm within the past 12 months



Teachers Not Always Implementing District-Adopted Best Practices



% of **districts** reporting using PBIS



% of **districts** implementing an SEL curriculum



% of **teachers** using PBIS practices frequently or very frequently



% of **teachers** using an SEL curriculum in their classes



A closer look at the adoption of some common approaches to managing disruptions and building student selfregulation skills paints a similar picture.

While all districts reported employing PBIS, only about 57% of their teachers reported using PBIS practices frequently in their work. Given that the success of PBIS is predicated on consistency across classrooms, this significantly undermines the effectiveness of the approach.

Similarly, virtually every district reported using at least one dedicated social-emotional learning curriculum. However, only about a quarter of teachers use the curricula in their classes.

https://www.eab.com/-/media/EAB/Research-and-Insights/DLF/White-Papers/Breaking-Bad-Behavior-White-Paper1.pdf







Stages of Implementation

https://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation



Exploration

Installation

Initial Implementation Full Implementation

- Assess needs
- Examine intervention components
- Consider Implementation Drivers
- Assess Fit

- Acquire Resources
- Prepare Organization
- Prepare Implementation Drivers
- Prepare Staff

- Adjust Implementation Drivers
- Manage Change
- Deploy Data
 Systems
- Initiate Improvement Cycles

- Monitor & Manage Implementation Drivers
- Achieve Fidelity & Outcome Benchmarks
- Further Improve Fidelity & Outcomes

2-5 years





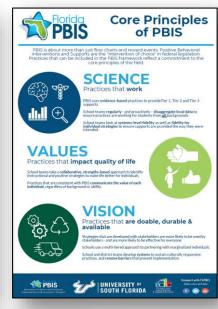




PBIS: Things to Know

- Intervention of choice in federal legislation
 - More evidence supports PBIS than any other behavior-related program or initiative
- Represents a different way of supporting student behavior that is culturally responsive
- Provides a framework for integrating
 ALL behavior supports related to
 behavior, attendance, climate,
 mental health, and social-emotional
 learning

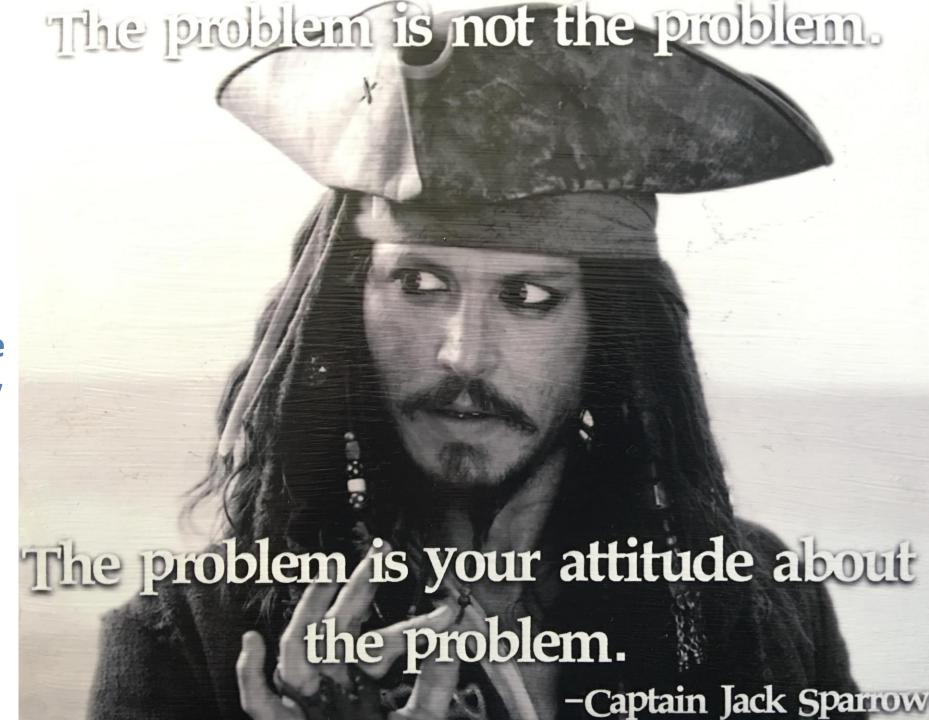






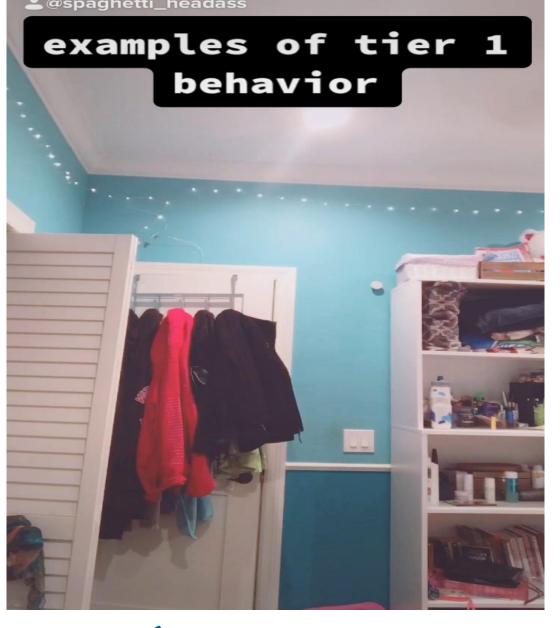


Prepare Educators
and Leaders to Solve
Problems Effectively
and Collaboratively
with Meaningful
Data that Result in
Action Steps!



THE HOW

Continual improvement to enhance quality implementation of PBIS practices to achieve the desired outcomes











Wait and See?

Get Tough?

What can we do?

Train and Hope?











SUMMARY

- Keep a strong team.
- Use your fidelity of implementation data to improve your systems
- Use your school discipline data.
- Implement PBIS in the classroom.

4:11







Four Tips for Sustaining PBIS

https://pbisapps.wistia.com/medias/uhkgj8pf29



"We shape our buildings; thereafter they shape us."

Winston Churchill







How are your schools shaping your students':

- learning experiences?
- social, emotional, and cognitive development?
- behavior?
- readiness for college, careers, and citizenship?

What do your schools say about your:

- values and views of learning?
- teaching?
- children?
- educators?
- the role of the community in schools?









Every data point has a face

Shared Values

Epidemic of literacy

Children use

their voice

Race/Culture is not a barrier

All "Our" Kids What do you value?

What do you want to accomplish or build?

What skills/resources are needed to achieve your goals?

What's your vision for your school?



Hold

ourselves

accountable





Our Students Need...

- Cognitive Abilities
- Social-Behavioral
 Competence
- Emotional Well-Being



Are your students?







Qualities Needed to Develop

- Initiative
- Integrity
- An inquiring mind
- Self-knowledge
- Interpersonal skills
- Ability to feel



positive adjectives needed in culture

What qualities do we want to encourage in OUR children as they grow toward adulthood?







Have you made the shift?

"What's wrong with you?"

"What happened to you and how can we help?"

WI Department of Public Instruction Trauma-Sensitive Schools Resources: http://sspw.dpi.wi.gov/sspw_mhtrauma







the ways we set up classrooms and cafeterias, use school buildings after the bell, create learning opportunities outside the classroom, and display student work in halls and on walls speak volumes about our learning cultures

CLIMATE!







How Do We Do This? We Need...

- a vision for what we want our children to become
- a **foundation** that provides a safe and orderly environment that is conducive to learning
- to provide access to opportunities to build skills
- data to guide problem-solving
- to understand that well-being is essential to success!
- a diverse team-based approach
- to be willing to do things differently!

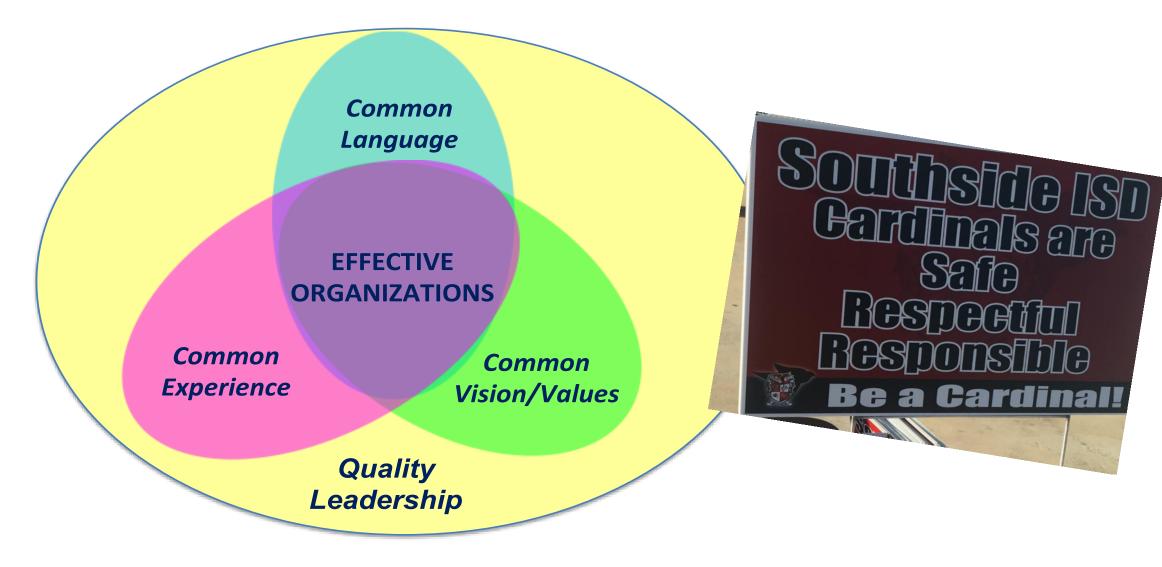








Establish a Social Culture and Positive Climate









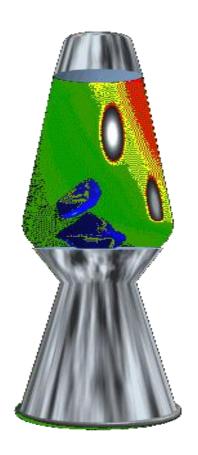
Goals of PBIS

- 1. Build effective, positive school environments which increases school safety
- 2. Improve academic and behavioral outcomes for all students
- Prevent and/or reduce problem behaviors using a collaborative, assessment-based approach for developing effective instruction and interventions
- 4. Teach and reinforce appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes across a multi-tiered system of supports









PBIS as a Framework

Without a Framework



With a Framework





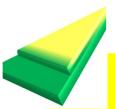




PBIS Foundational Systems

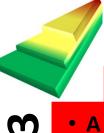


- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan



• An intervention team with a coordinator

- Behavioral expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance



A multi-disciplinary team

- Behavior support expertise
- Formal fidelity and outcome data are collected







Managing Complex Change

Adapted from Knoster, T.

How can you support your school and classrooms in the implementation of these recommended best practices?

- 1) Prevent misbehavior through early intervention
- 2) Create conditions for positive classroom behavior
- 3) Promote the social-emotional well-being of students and teachers
- 4) Enhance supports for higher-needs students

https://www.eab.com/-/media/EAB/Research-and-Insights/DLF/White-Papers/Breaking-Bad-Behavior-White-Paper1.pdf







When thinking about your students, schools...

What do FEW need?

classrooms, What do SOME need?

What do ALL need?



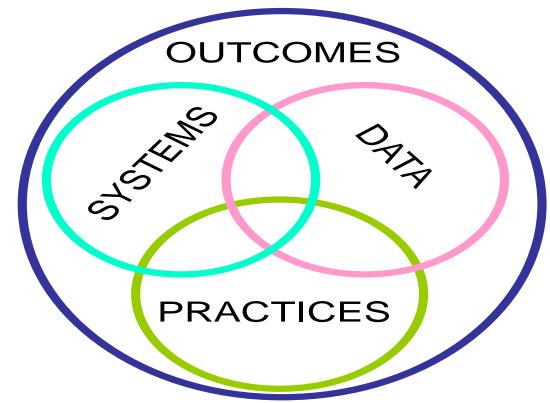






Some





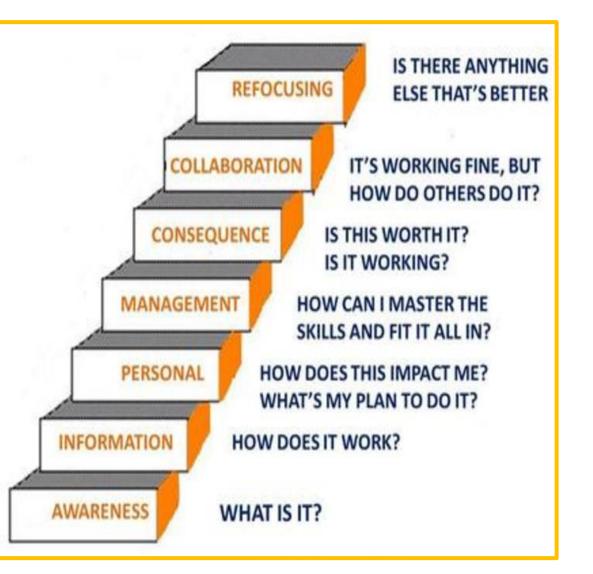
Based on Your Data, Strengthen the System to Support the Practices to Achieve the Outcomes







1) Establish Leadership Team Membership with Identified Roles





PBIS Coach or Facilitator

Culture of Continuous

- Team Leader
- Administrator
- Behavior 'expert'
- Data Specialist
- Recorder
- Timekeeper
- Communications
- "Snack Master"
- Student Voice
- Parent/Community Voice

Team Responsibilities & Roles

Regular activities

Teams engage in...

- Effective teaming & communication
- Data review
- Problem-solving
- Strategic planning
- PBIS implementation fidelity
- Including stakeholder voice & engagement

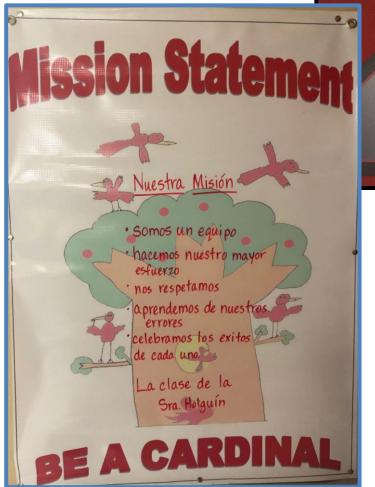


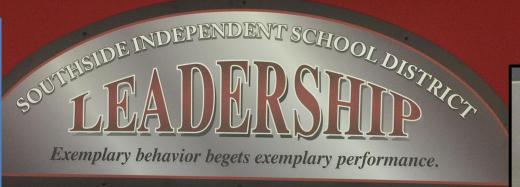
PBIS Tier 1 Coaching Team Activities & Roles

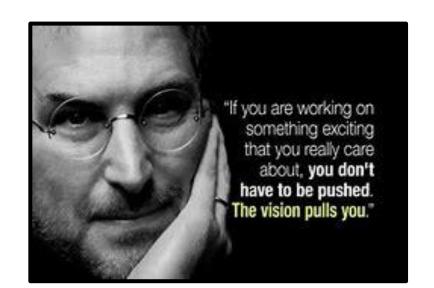
Role/	Activities by Role and Meeting Timeframe								
Member Name	Before Meeting	During Meeting	After Meeting						
School Administrator	Encourage and support team efforts Communicate PBIS to stakeholders Ensure meeting dates/times are on master calendar	Attend and actively participate Support Team Leader in keeping members on-task and meeting moving forward	Allocate resources for PBIS planning and implementation Communicate PBIS to all stakeholders						
Communication Point-of-Contact	Gather district information from DC relevant to PBIS and behavior	Share district information	Share meeting information with DC						
Content Knowledge Expert	Access/prepare area of expertise information based on concerns	Share pertinent information based on area of expertise	Complete assigned tasks						
Data Entry & Retrieval	Access and graph data from district system or RtiB database	Share evaluation & implementation data Lead data discussion	Enter data into district system or RtIDB and PBSES Share data highlights with stakeholders						
Facilitator	Solicit input from team Prepare agenda using feedback to prioritize items Distribute agenda in advance	Facilitate meeting Keep members on task Resolve conflict constructively Gain consensus on next steps	Contact Content Knowledge experts regarding areas of concern discussed Support 'experts' with next meeting preparations, as needed						
Recorder	Provide meeting minutes to Facilitator Disseminate product updates	Take notes Transcribe member responses	Distribute minutes to team Maintain electronic copies of team products						
Snack Master	Ensure snacks for meeting	Bring snacks to meeting	Gather "leftovers"						
Stakeholder Voice	Obtain stakeholder input & perspective	Share input from stakeholders Plan for stakeholder communication	Communicate information with stakeholders						
Timekeeper	Review time slots on agenda	Monitor time of each agenda item Keep members aware of time limits using established signal	Complete assigned tasks						
ALL MEMBERS	Preview agenda Bring ideas to address concerns Be prepared for action planning	Follow meeting norms Provide input Remain on-task and engaged	Complete assigned tasks Model & coach PBIS practices to all stakeholders						

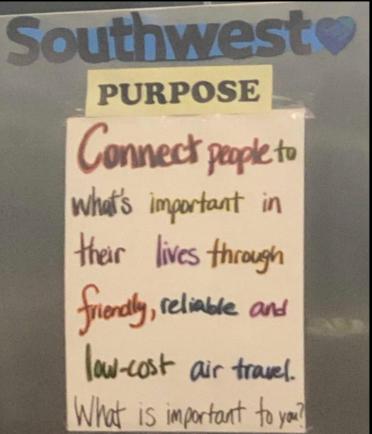
2) Identify Vision and Develop Brief Statement of Purpose











Characteristics of Effective Teams: What's needed to make this all work?

http://www.livebinders.com/play/play?id=2280169#anchor

Foundation

- A Clear Purpose
- Well-defined Goals
- Established
 Norms and with
 Clear Roles and
 Responsibilities
- Diverse Skills of Team Members

Stakeholders Need Ongoing PD and TA!

Positive Environment

- Balanced
 Participation
- Open and Collaborative Communication
- Positive
 Atmosphere
 and Managed
 Conflict
- Trusting and Cooperative Relationships

Process

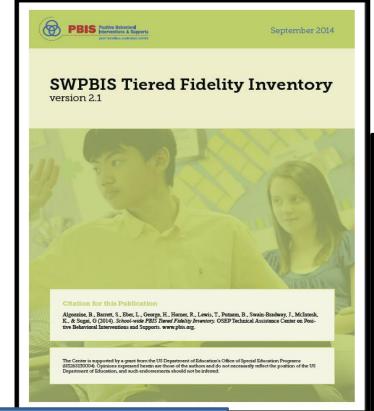
- Effective Decision Making
- Participative Leadership

Access your local resources to be coached and build skills!



3) Complete a PBIS Fidelity Tool (e.g., TFI or BoQ)





https://www.pbis.org/resource-type/assessments



School-wide Benchmarks of Quality: School Name:	SCORING FORM (Revised) District:	
Coach's Name:	Date:	

 $\textbf{STEP 1:} \ \ \textbf{Coach uses the Scoring Guide to determine appropriate point value.} \ \ \textbf{Circle ONLY ONE response.}$

STEP 2: Indicate your team's most frequent response. Write the response in column 2. (in place +++, needs improvement ++, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating

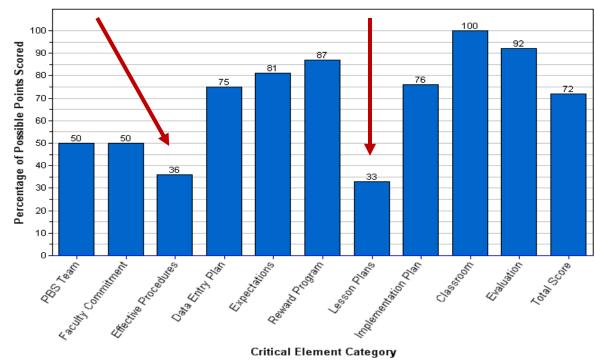
Document the discrepancies on page 3

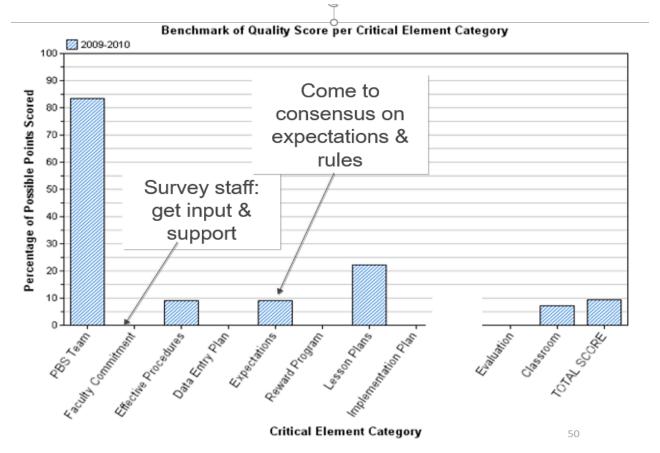
		ur rac	ing ai	ia me	e teau	n s raung.	
Critical Elements	STEP 1					STEP 2	STEP 3
	1. Team has administrative support	3	2	1	0		
PBIS Team	2. Team has regular meetings (at least monthly)		2	1	0		
	3. Team has established a clear mission/purpose	1		1	0		
Faculty	to STEP 1 Team has a diministrative support 3 2 1 0						
Commitment	5. Faculty involved in establishing and reviewing goals	1	2	1	0		l
Doci Critical Elements PBIS Team Faculty Commitment Effective Procedures for Dealing with Discipline Data Entry & Analysis Plan Stablished	6. Faculty feedback is obtained throughout the year		2	1	0		
			2	1	0		
Officetion	8. Discipline process includes documentation procedures			1	0		
Procedures for		1	2	1	0		
	10. Problem behaviors are defined	3	2	1	0		
Discipline	11. Major/minor behaviors are clearly differentiated	1	2	1	0	STEP 2 ST ++,+, or _ ST 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	 Suggested array of appropriate responses to major (office- managed) problem behaviors 			1	0		
		3	2	1	0		
Data Entry & Analysis Plan		Additional data are collected (attendance, grades, faculty					
Established	15. Data analyzed by team at least monthly	1	2	1	0		
	16. Data shared with team and faculty monthly (minimum)	1	2	1	0		
		3	2	1	0		
Expectations	18. Expectations apply to both students and staff	3	2	1	0		
& Rules Developed			2	1	0		
	20. Rules are linked to expectations			1	0		
	21. Staff are involved in development of expectations and rules		2	1	0		

Baseline Benchmarks of Quality (BoQ) – Determining Next Steps

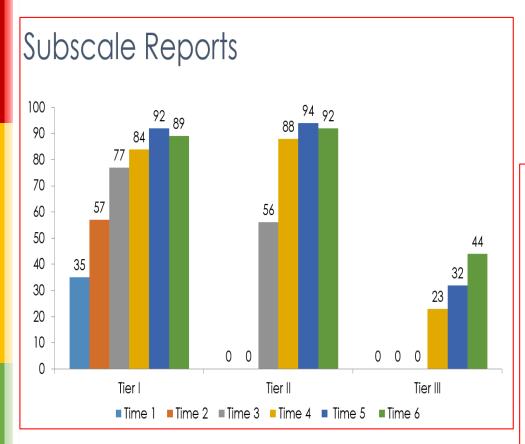
Develop & Implement Discipline Procedures

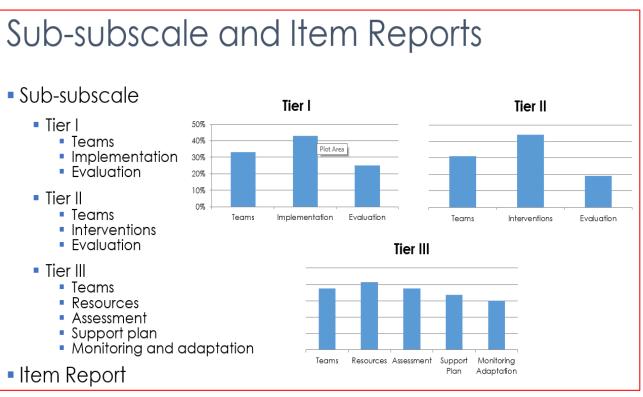
Develop lesson plans



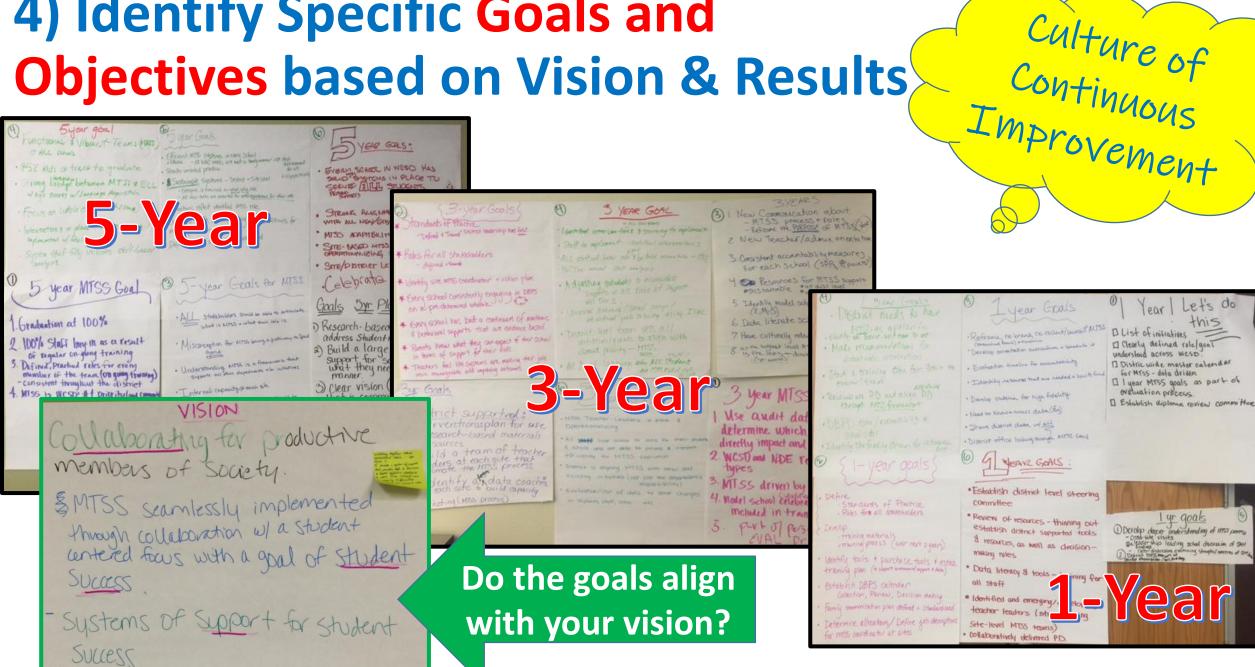


Tiered Fidelity Inventory (TFI)





4) Identify Specific Goals and **Objectives based on Vision & Results**



Universal PBIS (Tier 1) Action Planning



Action Planning Form

	Current			
Item	Score	Action	Who	When
	rI			
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation	Z			

Tiered	Fidelity	Inventory	(TFI)
--------	----------	-----------	-------

https://www.pbis.org/resource-type/assessments

PBIS Action Planning Template						
Area of Focus	Action	By Whom	By When	Status		
School Organizational Climate						

https://www.livebinders.com/play/play?id=2278508

5) Identify Positive School-Wide

Behavioral Expectations











· SAFE

RESPONSIBLE





6) Develop Procedures for Teaching School-Wide Expectations

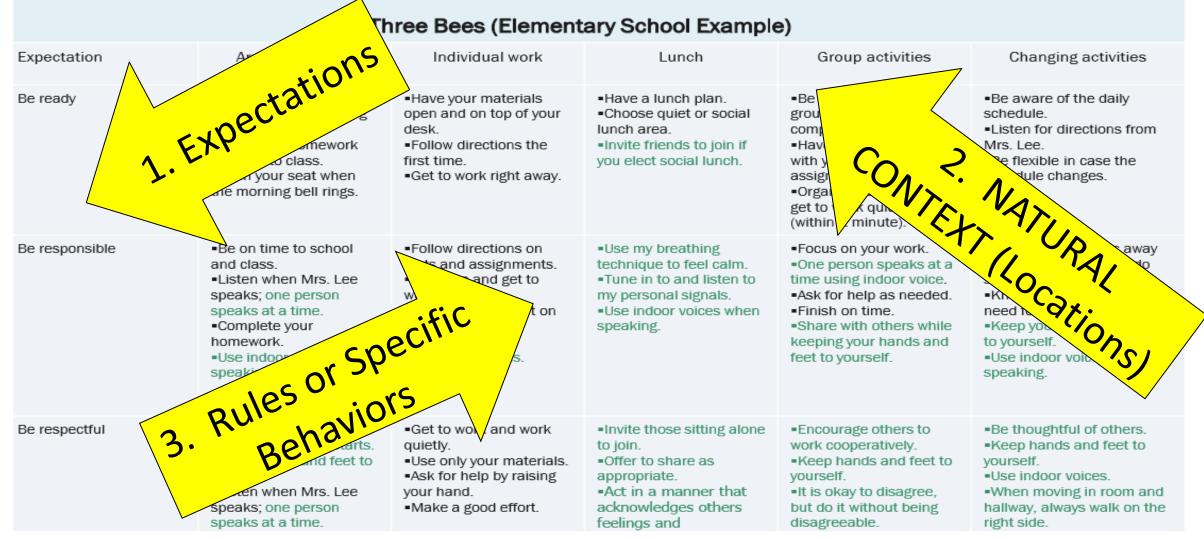


Culture of Continuous Improvement

Expectations & behavioral skills are taught & recognized in natural context

Behavioral Expectations

Incorporate Social Emotional Learning Competencies

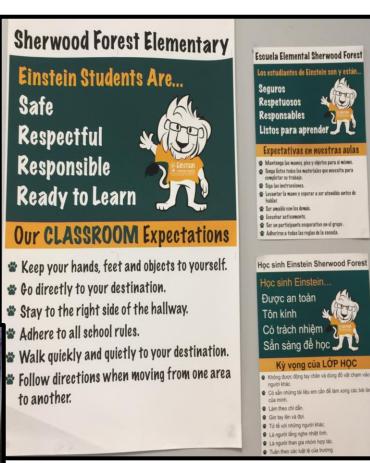


McDowell Institute (September, 2018)

http://intranet.bloomu.edu/documents/coe/McDowellNews-Fall2018.pdf



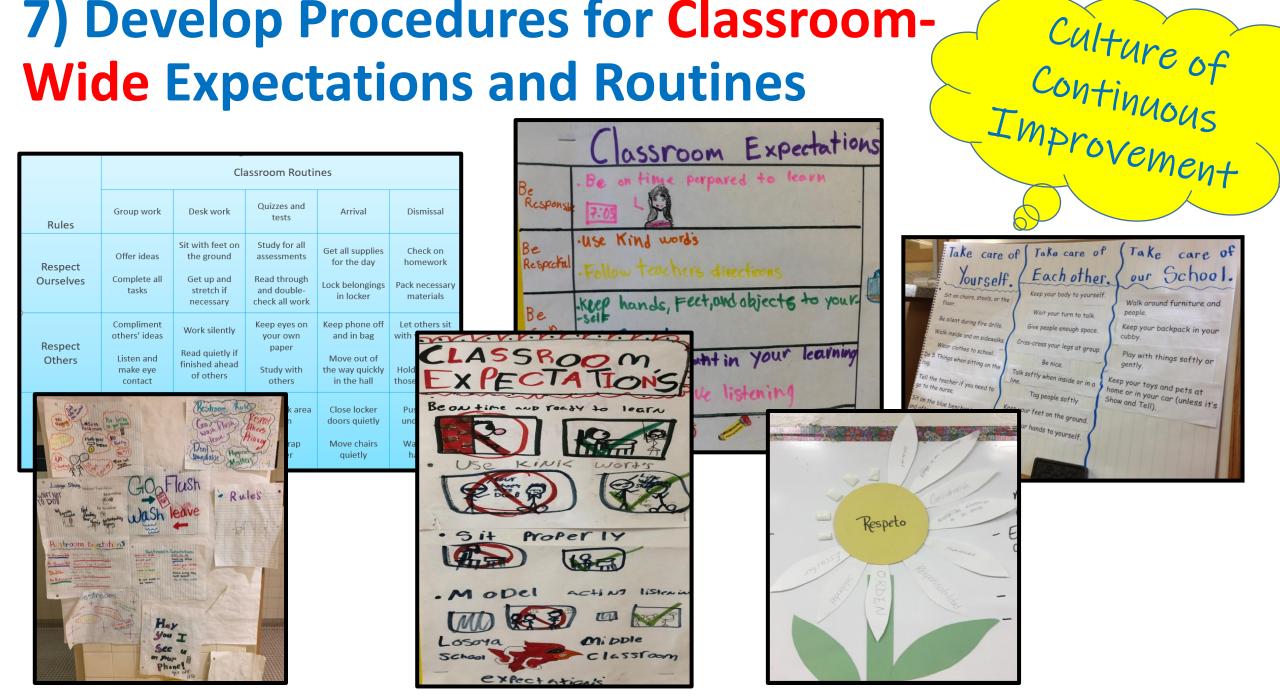








7) Develop Procedures for Classroom-**Wide Expectations and Routines**

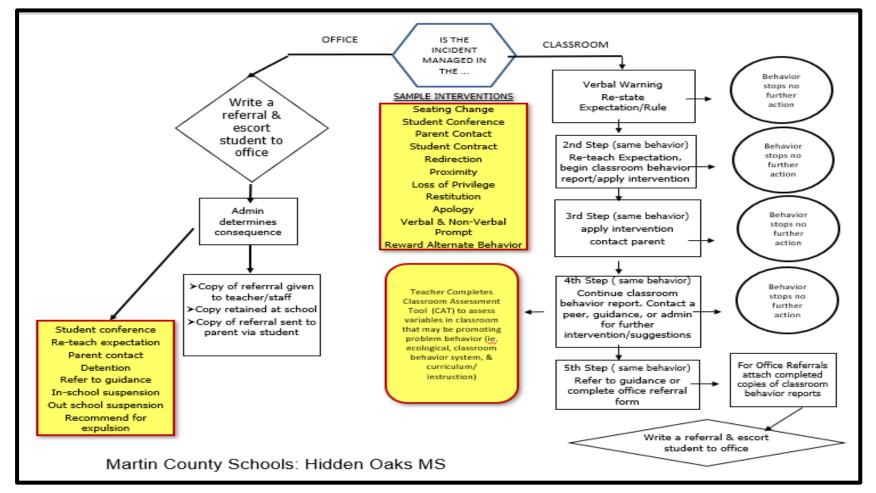


8) Develop Continuum of Procedures for Encouraging Expectations



9) Develop Continuum of Procedures for Discouraging Expectations

Culture of Continuous Improvement



Are you Positive with ongoing Performance Feedback?

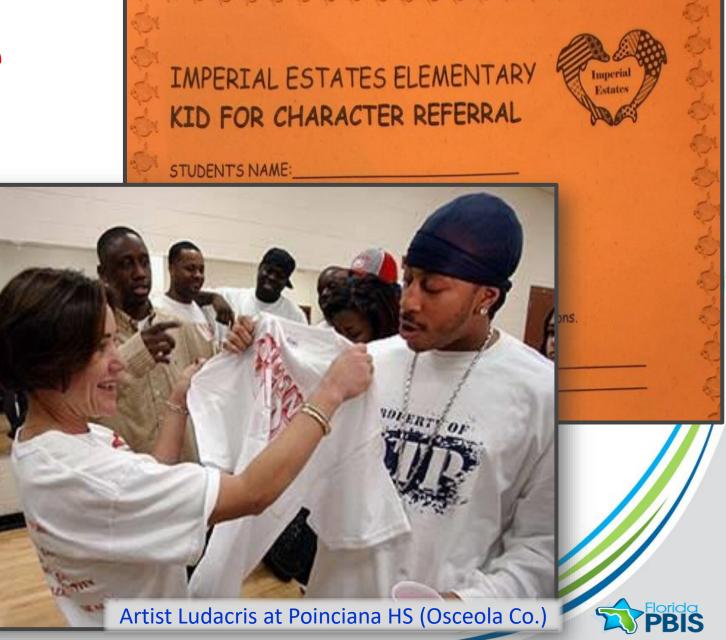
@OakcrestEagles (Marion Co

100%

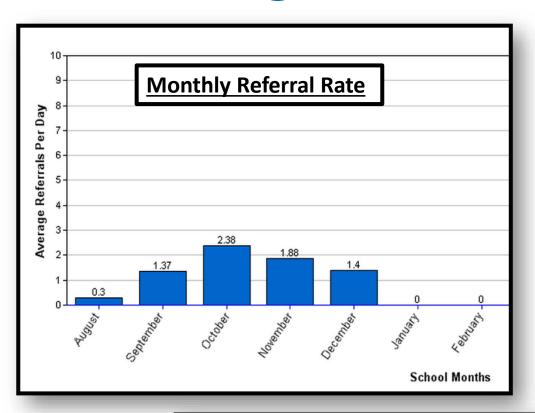
80%

70%

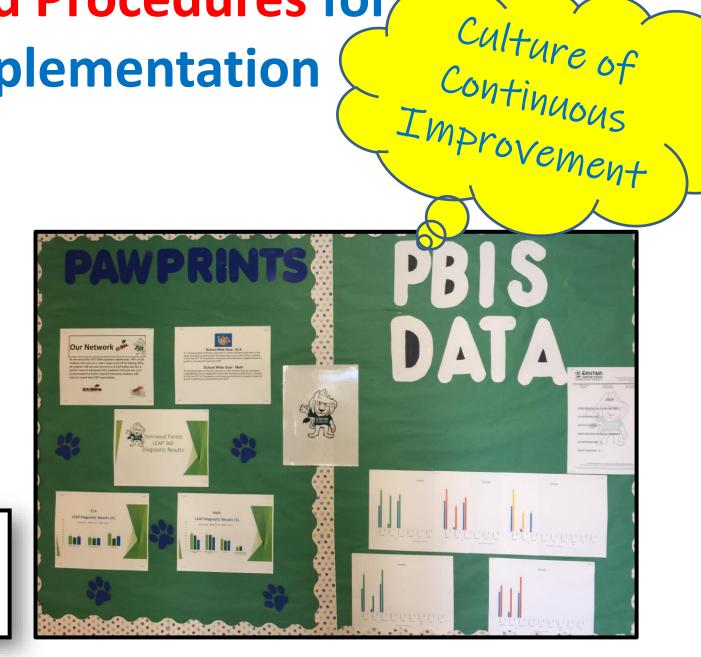
60%



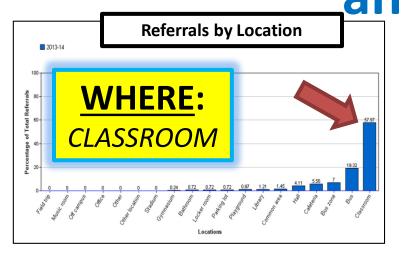
10) Develop Data-based Procedures for Monitoring SWPBIS Implementation

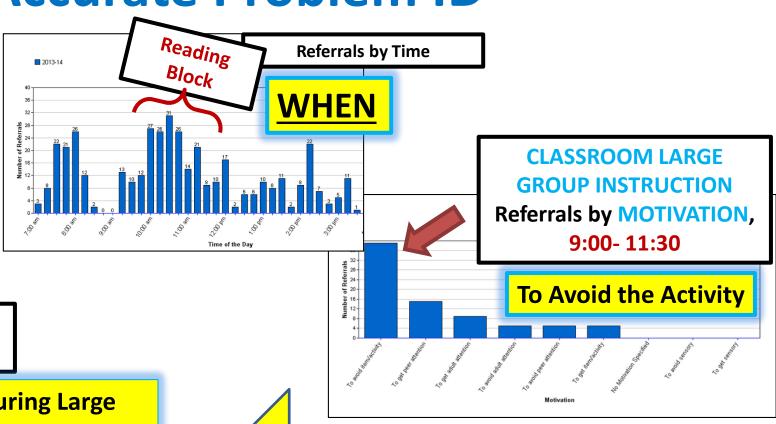


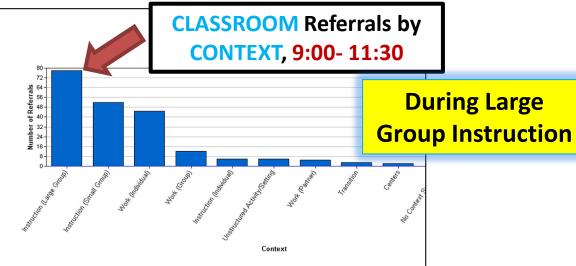




Drilling Down into your Data for an Accurate Problem ID





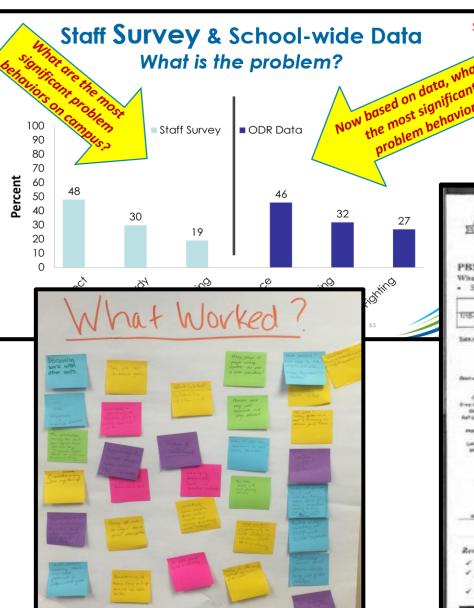


If Tier 1/core is NOT sufficient for either a "domain" or group of students, what barriers have or could preclude students from reaching expected levels?

11) Develop Systems to Support

Staff

PLC Norms We will model Respect, Kindness, Responsibility, Teamwork, and Integrity We will maintain a Positive Perspective that Will reflect a Positive Attitude We will Support one another We will Maintain the trighest level of Professionalism We will be Attentive at all times



Culture of Continuous Improvement



PBS Updates and Reminders

January 18th, 2018

PBS Report for the Week of January 15th 2018

School Wide Initiative : Positive Behavior Suppore

Expactation Date Breakdown on Referrals

Employee entition of Property - 1.5 1999 dissating thes Mounter or Denou we had I have value of simulation in the part to flavoration, "it Minus There's unique II ADD Davit Sefance

- > In an up-to-date recent of the referrals, SSMS in correctly at 257 referrals. The 47-differential from last work's total was +5. [2 referrals were from students showing disrespect. Additional 2 referrals wery from exhibiting bocseptry, and the I was from un cyhibiding an inappropriete / elocune ect. [
- > In a Grade-Level breakshown, the 4 referrals reported were from 6th grade students and the I reported was from a 7th produstwices.
- > In an incident-by-location breakdown, the 4 intractions occurred in a commun way and the infraction occurred in a clearmon,
- The top 5 infractions reported were Aggression (18.7%), Skipping Class (15.2%), Ossafe Act (11.7%), Disrupting Class (16.1%) and Disrespect
- In a Grade-Level-Comparison, 6th (46.1%), 7th (29.7%) grade students received assignity of the referruls and the 8th (20.2%) grade students received

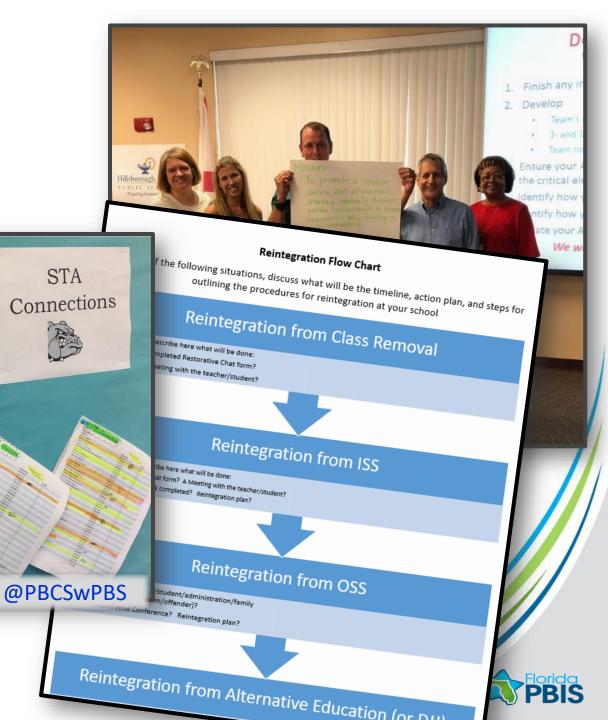
Reminders / Suggestions

- The top three evens of vencerm are Agression, Skipping and Uasafe Acts.
- improvements in and not of the classrooms with storm backs and positive referrals.
- Please too Mr. Resultry for additional storm backs and Mr. Motley for Positive referrals.

Together we can-Don't forget to STORM!

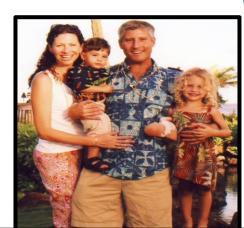
Are you building the Relationships with your stakeholders?





12) Develop Systems to Increase Family and Community Engagement







WISCON PBIS Net	SIN MORK					
	Home	Community	School	With Friends		
Respectful						
Responsible						
Safe						
Andreal Davis, Michelle Belnavis, Kent Smith (n.d.). Beginning to Examine Universal Practice Through a Culturally Responsive Practices Lens. www.wisconsinpbisnetwork.org (search = "equity")						



	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make Your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	У	D	A	У

Supports for Educators: Sharing Data with Families

Data

Data refers to scores (often numbers or percentages) that reflect a measure of what students are expected to know or do in different areas like reading, math, or behavior at their particular grade-level. Data may include:

- · a score on a reading test (98 words read correctly per minute),
- · a score on a math test (23/32 problem answered correctly),
- scores on statewide tests (Level 3 in FCAT reading assessment),
- the number of times a student raised their hand to answer the teacher's questions (7 times during a 30-minute student observation).

Data are often shown on a graph to show student progress over time. As part of implementing a Multi-Tiered System of Support (MTSS) a data-based problem-solving process is used to make decisions about how best to support student learning. In this sense, "data-based" means using students' scores on certain measures (tests) and

means using students scores or betain integratives (tests) and
comparing their current level of performance to where the level of performance they are expected to be performing at in order to
advance to the next grade level. By making these data-based comparison, it allows educators to know how much help or support to
provide students in order to ensure they reach their educational goals in a timely manner. Using data, rather than solely relying on
adult perception and judgment of student performance, allows for comparisons and discussions of student progress that are objective

Instruction

Instruction is another word for teaching, It refers to the different strategies and techniques educators use to teach students skills and information. Instruction can be provided to larger groups of students (entire classrooms) and smaller groups of students (one or two students).

ne-on-one instruction



Small group instruction



Whole group instruction



http://www.floridarti.org/reveal/glossary/glossary.htm

TIPS

FOR ADMINISTRATORS, TEACHERS, AND FAMILIES:

HOW TO SHARE DATA EFFECTIVELY











https://archive.globalfrp.org/var/hfr p/storage/fckeditor/File/7-DataSharingTipSheets-HarvardFamilyResearchProject.pdf

HOW TO SHARE DATA WITH FAMILIES

- Use discretion.
- Make data accessible, understandable, and actionable.
- Provide training so that teachers are prepared to discuss data.
- Give families the opportunity to learn more.
- Recognize that each family is different.

Harvard Family Research Project

https://www.gse.harvard.edu/news/uk/15/11/data-dialogue

REMINDERS FROM YOUR CHILD:

- I'm a KID
- It's Just a GAME
- My Coach is a VOLUNTEER
- The Officials are HUMANS
- NO College Scholarships will be Handed Out Today

Thank You and Have Fun!

LARGO LITTLE LEAGUE

Communities and parents can benefit from reminders of the vision, purpose and the behavioral expectations!

Communities can have expectations too!



Remember The Little League Parent/Volunteer Pledge

I will teach all children to play fair and do their best.

I will positively support all managers, coaches and players.

I will respect the decisions of the umpires.

I will praise a good effort despite the outcome of the game.

The main reason children want to play baseball is because it is fun.

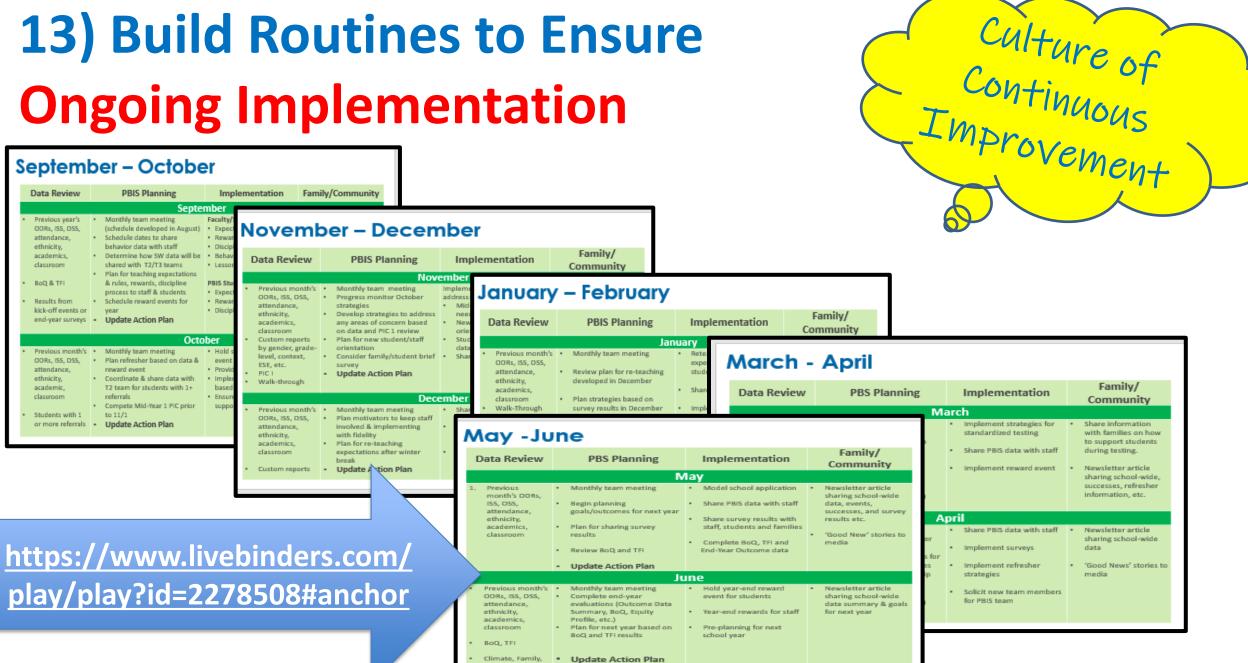
Please don't let the behavior of the adults ruin their fun.







13) Build Routines to Ensure **Ongoing Implementation**



In sum, when implementing PBIS...



- ✓ Regularly check the effectiveness of practices NO ONE IS EXEMPT!
- ✓ Pull from a continuum of evidence-based interventions to support student needs
- ✓ Access opportunities to be coached and trained to develop content expertise
- ✓ Rely on your team members and leaders to guide the work together
- ✓ Implement universal screening practices
- ✓ Use data to monitor student progress to prevent and respond as needed
- ✓ Include community members and families to create culturally-relevant practices

Leading, Teaming, Coaching...







