# Systems and Structures for Sustainable PBIS Implementation

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# OUTCOME: SUSTAINED PBIS IMPLEMENTATION REQUIRES RELENTLESS FOCUS

*It's A Process…Be Patient*

# AGENDA

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He's got a dream!
He's got a dream!

See, I ain't as cruel and vicious as I seem!
Though I do like breaking femurs
You can count me with the dreamers
Like everybody else
I've got a dream!

# THE DOTHAN BROOK SCHOOL TIMELINE

➤ Initial PBIS implementation in 2009

➤ Rebooted in 2011/12 with SW Universal Committee

➤ Attended targeted training spring 2012

➤ Completed intensive training during BEST 2013

➤ Sent 18 staff members to BEST 2016

➤ 12 staff members attend BEST 2018

➤ Return to whole staff universal committee 2018/19

# Doing the Work



## 2011/12

➤ Staff Meetings Devoted To PBIS

➤ Fun Actives To Build Staff Cohesion

    ➤ Minute to Win It

    ➤ Group Walk

➤ **5 Committees (Assembly, Parent Communications, Expectations, Staff Support, Data, Positive Recognition)**

➤ **Practiced Looking At Data**

➤ Targeted Training Spring

# STAFF MEETING AGENDA

➤ Staff meetings are valuable

  ➤ (30 teachers)($25/hour)(1.5 hours)=$1125/meeting

➤ Action/Learning Oriented Agenda

  ➤ Collaborative Work (20 minutes)

  ➤ Opening (15 minutes)

  ➤ Nuts & Bolts (10 minutes)

  ➤ Group Learning on Action Plan Goal (45 minutes)

    ➤ Two School Wide Goals (Depth not Breadth)

➤ Most final decisions are made in applicable committees
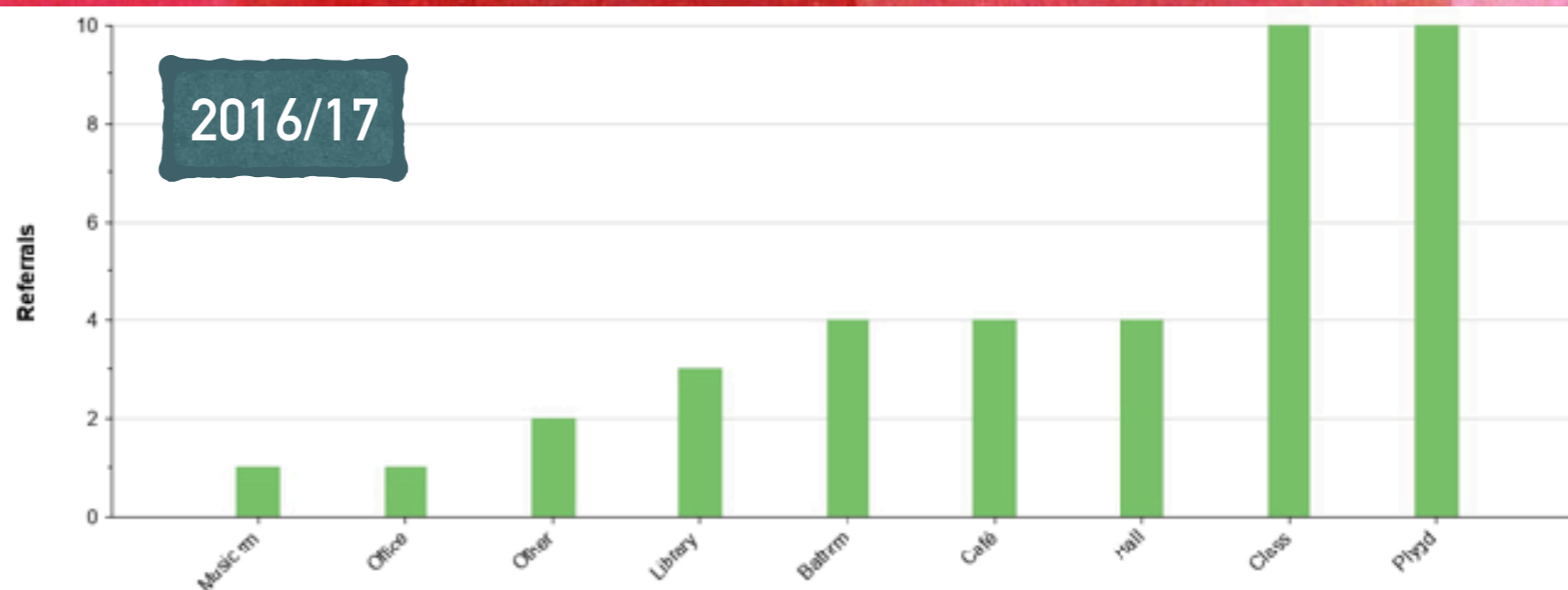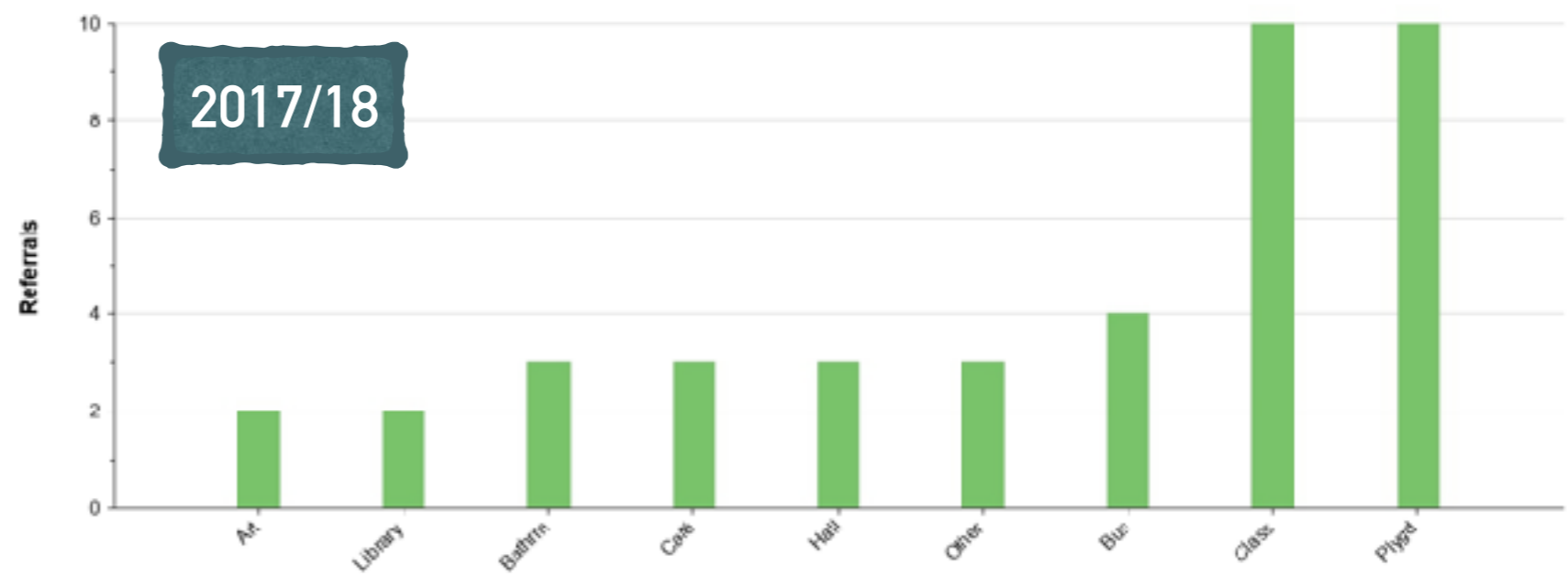
## Moving Beyond Crisis Thinking
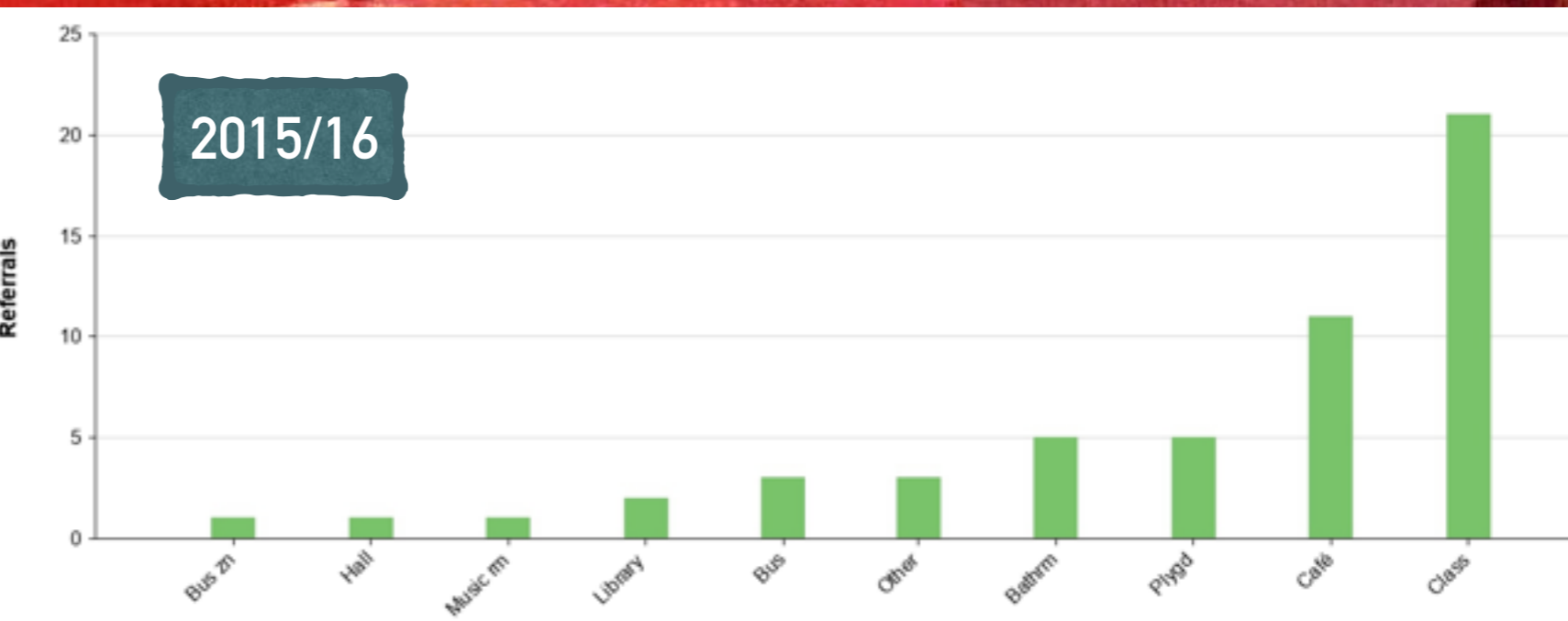


# 2012/13

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➤ **Otter Club—Targeted Supports**

➤ **Shifted Staff To Hire An Additional .5 School Counselor**

➤ Scheduled Monthly Grade Level Team Time to look at Data

➤ One staff meeting per month devoted to PBIS

➤ Unity Day

# STAFFING

- ➤ Goals
  - ➤ Provide interventions at the lowest possible tier
  - ➤ Limit program disruptions
- ➤ Universal
  - ➤ 1.8 School Counselors
- ➤ Targeted
  - ➤ Otter Club Staff
  - ➤ Utilize Related Arts Staff (Gear-up & Mentoring)
- ➤ Intensive
  - ➤ Two special educators with behavior/social thinking expertise
  - ➤ Two para educators to support behavior special educators
  - ➤ Mental Health Clinician
  - ➤ One school counselor "case-manages" wrap around plans for non-special education students

# Intensive Team

| | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Special Educator | | | | | | |
| Special Education Support Staff | | | | | | |
| School Counselor | | | | | | |
| .8 FTE School Based Clinician | | | | | | |

## A Relentless Focus



# 2013/14

➤ Golden Paws

➤ **Second Step SW Block**

➤ Start to explore Intensive PBIS

➤ **Focus on Growth Mindset & Positive Specific Praise— <u>Video Analysis</u>**

➤ Trauma Informed Reading Groups

➤ Piloted universal screening

## Team Data Review

| Tuesday | | | |
|---|---|---|---|
| Art | Music | Library | PE |
| 🍎 | | | |
| 3 | | | KR |
| 2S | 3G | 2P | KM |

Arts Integration Block--Common Planning Time for Classroom Teachers. Art, Music and Library teachers will facilitate the instruction.

| | | | |
|---|---|---|---|
| KS | 1B | 1T | 1R |
| K | | | 3S |

## SW Second Step

| Tuesday | | | |
|---|---|---|---|
| Art | Music | Library | PE |
| | | | Gear Up |
| Social Skills Time | | | |
| 3S | 3P | 2G/G | 2S |
| | | PP | 3S |
| 5B | 4W | 4T | 5T |
| | | | |
| 1R | Chorus | | |
| KR | PP | KS | 3P |
| 2G/N | 2S | | 1B |

## WIN & Gear Up

| Tuesday | | | | |
|---|---|---|---|---|
| Art | Music | Library | PE | WIN |
| | | | Gear Up | |
| | | | | 4 & 5 |
| 2M | Lessons | | 2J | |
| | | | | 1 |
| 3V | | | 3R | |
| | | | | K |
| Pre-K | | WIN Support | | |
| | | | | 2/3 |
| 4Red | | 4Blue | | |
| KR | | | | |

# Behavior is a teachable moment for ALL



## 2014/15

➤ **Staff-to-Staff Behaviors**

➤ Fully integrate special education into intensive

➤ SpEd case management started to shift to provide more continuity of services

➤ Moved students who are exhibiting red zone behaviors outside of Otter Club

➤ Individual goals on CICO Forms

➤ Interest Driven Staff Meetings

<u>We **care** about each other's feelings.</u>
- If there is a conflict, make/ask for time to address it by

    · Discussing concerns directly with the other person(s) involved, using face-to-face communication.

    · Presuming, and trusting, that intentions are positive

    · Using "I" statements to share your perspective and observations

    · Be conscious of your words and judgements

- Ask others for help when you need it and be open to others' suggestions.

- Be a respectful listener (eyes watching, ears listening, body still, voice quiet)

- Create a professional, safe, and inclusive environment that encourages all to participate and add input.

- Understand that we are all developing our craft and are at different stages (mistakes will be made and we learn from them).

<u>We keep ourselves and others **safe**.</u>
- Create a safe environment where everyone can be heard, participate and take risks

- We will use materials and technology safely and responsibly.

- If you recognize an unsafe situation, it is your duty to address it.

<u>We are **responsible** for what we say and do.</u>
- Keep concerns within the group that is involved and respect confidentiality (Be aware of who is around when a problem/concerned is aired).

- Presume you might not know the whole story, and that you might not be able to know the whole story.

- Be flexible.

- Take time to ask people about their perspectives, needs, and understandings. Ask, "What do you think about it?"; Make time and structure meetings for everyone to speak and add their input.

- Honor your responsibility to ask for help, accept help, and offer help.

# Process Is Important



caring    safe    responsible
empathy

I hit someone by accident so I said sorry.

## 2015/16

➤ Extended Pre-K Option & Mental Health Partnership

➤ One counselor devotes time to K/1 & Intensive Learners

➤ Recess as a learning opportunity

➤ **Staff Created BSP**

➤ **Crisis Team Coordinated Response Procedures**

➤ Monthly Staff Recognition

# DBS BSP

➤ *Why do we create behavior plans?*

➤ *What data do we/should we collect?*

➤ *What information should be included in an effective BSP (Name, Description, Data Source)*

➤ *Jig Saw Looking at 7 different BSPs*

➤ *Select Information for draft BSP Template*

➤ *Fish bowl of BSP meeting to get whole staff feedback*

➤ *Revise & plan for use*

As we work together to restore hope to the future, we need to include a new and strange ally—our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think.

Wheatley, Margaret J. Turning to One Another: Simple Conversations to Restore Hope to the Future San Francisco: Berrett-Koshler Publishers, Inc., 2002



# 2016/17

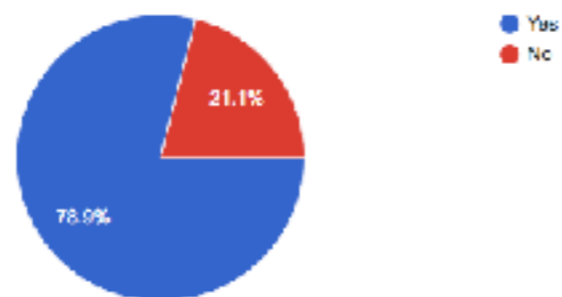➤ **Natural Consequences**

➤ Initial Implementation of Common BSP

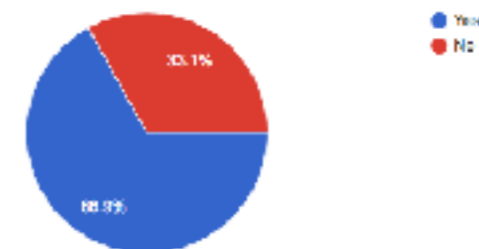➤ **4th and 5th Grade Advisory**

➤ Crisis Team Collaboration

Have you used the skills that you learned In 2nd Step to calm down?
103 responses

Yes
No

21.1%
78.9%

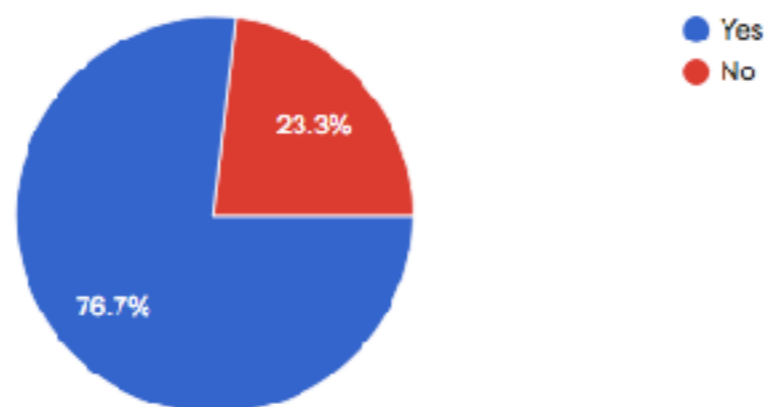Have you used the skills that you learned in 2nd Step to solve a conflict with a friend?
133 responses

Yes
No

Have you used the skills that you learned in 2nd Step to stay focused?
133 responses

Yes
No

23.3%
76.7%

"

It's BORING    -DBS 5th Grade Students

## It's Okay to Tap Out



# 2017/18

➤ What I Need

➤ Real Time BSP Data Tracking

➤ Alignment of intensive social skills approaches between K to 2 and 3 to 5.

➤ PBIS Instructional Coaches

➤ **Crisis team deescalation training**

➤ **Weekly staff recognition along with monthly recognition**

➤ **Too Much Business**

# Building the Nest

Svitak, Adora. Becoming Wise: What Wisdom Can Adults Learn From Kids. TED Radio Hour. June 10, 2016.

# 2018 AND BEYOND

➤ Universal Re-rollout

➤ On-boarding New Staff

➤ **Restorative Practices**

➤ **Student Voice**

➤ **Resiliency & Staff Self Care**

# THIS IS HARD WORK…BUT IT'S WORTH IT!

*Q & A*