Georgia Association for Positive Behavior Support
Conference

Building District-Level Capacity for the Sustainability of PBIS

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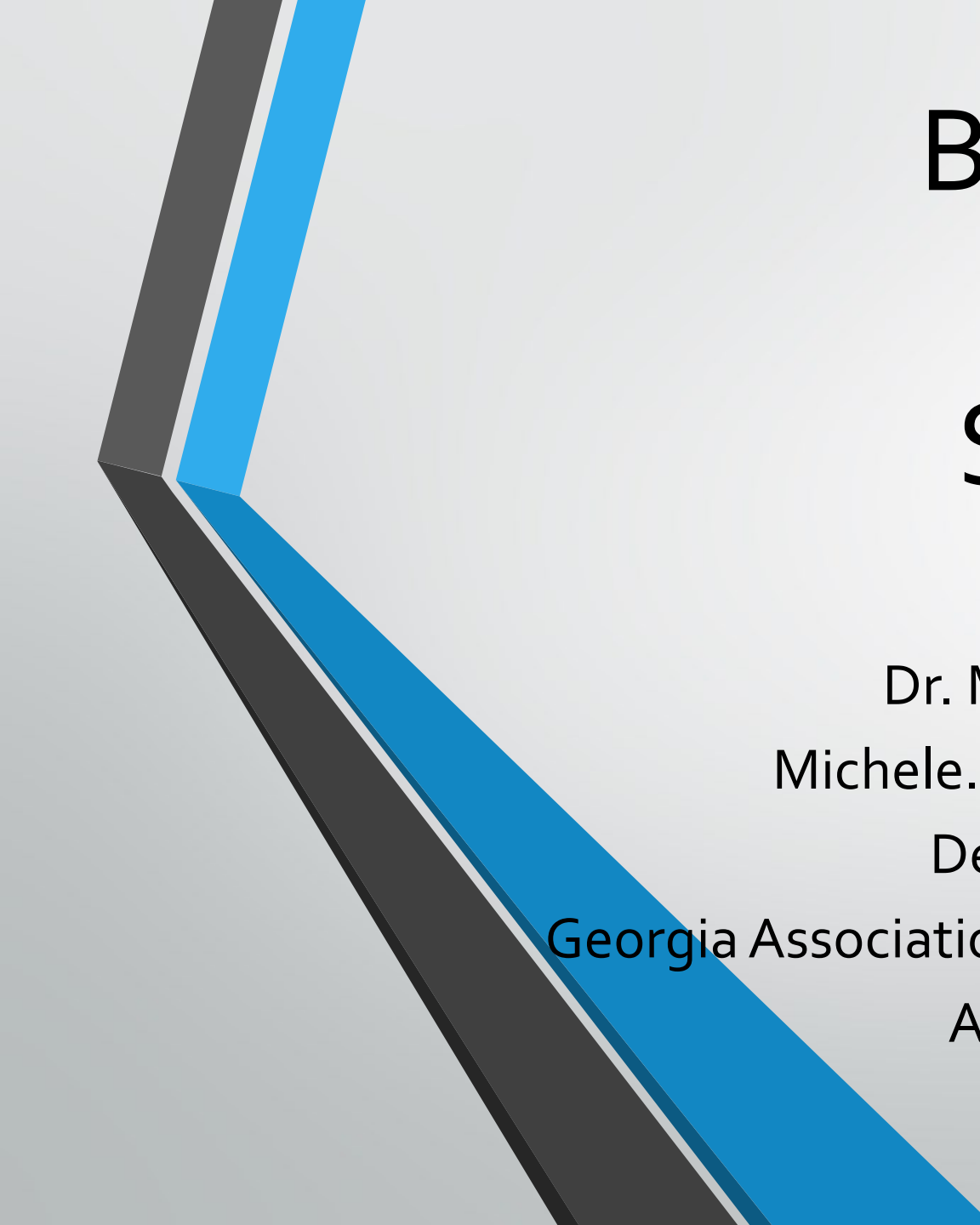
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Make that CHANGE!

https://www.youtube.com/watch?feature=player_embedded&v=fviFNrWKzZ8

Building District-Level Capacity for the Sustainability of PBIS

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Georgia Association Positive Behavior Conference

Atlanta, Georgia

PURPOSE

Examination of practices & systems for maximizing PBIS implementation outcomes

Respect

Be Saf

Kind Words

Problem Statement

"*We give schools strategies & systems for improving practice & outcomes, but implementation is not* *accurate, consistent, or durable**, & desired outcomes aren't realized. School personnel & teams* *need more than* exposure, practice, & enthusiasm*.*"

OVERALL PICTURE…………..

- How do you change the mind-set in schools/districts?

- How do you produce school climates and cultures that sustain change?

- What system level mechanisms and infrastructure are necessary to sustain and bring to scale interventions that create desired change?

IDEATING…….
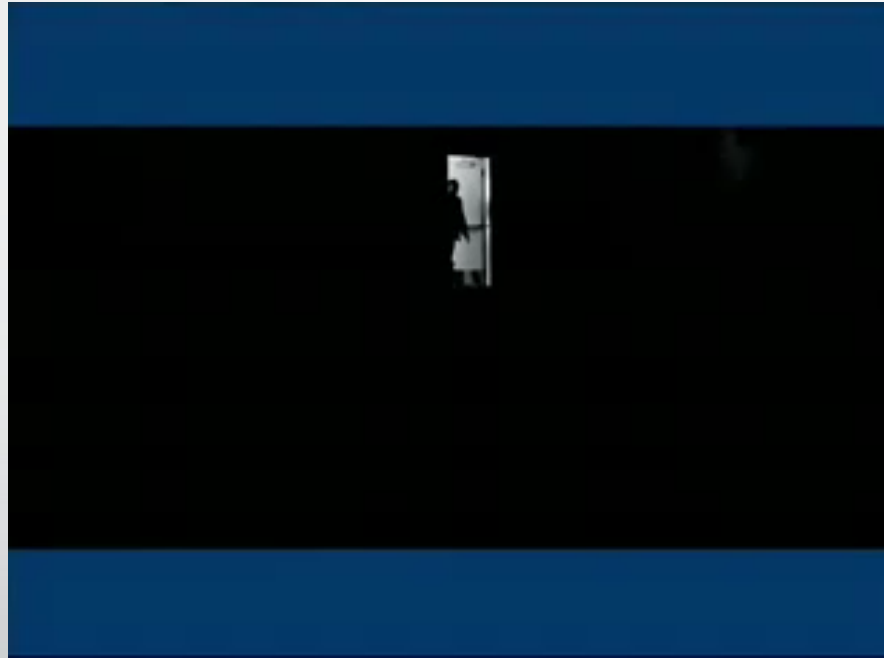
What works to SUSTAIN PBIS

- WE MUST MAKE IT:

- Easier to do each year.

- Effective for all students

- Available to everyone in the school

- Adaptive to change over time

- Public accountability

Checklist

EASIER to do

- **HANDBOOK**
  - Description of PBIS core ideas
  - School-wide Behavioral Expectations
  - Teaching Matrix
  - Teaching plans and teaching schedule
  - Reward System
  - Continuum of consequences and alternatives for problem behavior
- **Teaming System**
  - Regular meeting schedule and process with district and/or administrative support
- **Regular schedule for annual planning/training**
- **Annual Calendar of Events**
- **On-Going Coaching support**

EFFECTIVE for ALL

- Implement all 10 Critical Elements
- Meet the needs of all students behaviorally at each tier (1-4)
- Clarify expectations at all levels

AVAILABLE to all

- New students

- Students who enter mid-year

- Families

- New adults joining faculty/staff

- New administrators

- Substitute teachers

- Bus Drivers

- Playground, Cafeteria, Custodial staff

Adaptive to change

- Collection and use of data for decision-making
  - Are we implementing PBIS?
    - Team Implementation Checklist; SAS Survey; SET
  - Are students benefiting behaviorally?
    - SWIS (ODR, Suspensions, Referrals to SPED)
  - Do students perceive the school as safe?
    - School Safety Survey; Georgia Health Survey
  - Are students benefiting academically?
    - Standardized tests, Academic classroom grades
- Satisfaction
  - Students
  - Staff
  - Families

Student Satisfaction

ENGAGE STUDENTS

Students are experts on school climate

IDEAS:

- Include students when developing expectations
- Include in implementation of recognition
- Include in active decision making along with the PBIS team
- Include in community outreach and awareness
- Develop student leadership team(s)

STUDENT ENGAGEMENT YIELDS POWERFUL RESULTS

- Adults sustain their engagement when student partners are involved (Cash, 2008)

- Improve discipline practices

- Expand student roles in supporting PBIS

- Contribute towards reduced dropout rates

- Contribute towards increases in academic achievement

Make PBIS efforts Public
Involve your COMMUNITY

- Newsletter to families
- Regular reports to faculty/staff
- Formal system for reporting to school board or district
- Information to community at large
  - Websites
  - Community Forums
  - Monthly Meetings
  - Community Events
  - Parent Engagement Forums

Bibb County Community Action Group (CAG)

- Bibb Community forums and the creation of a Bibb County Community Action Group (CAG) was started by Georgia Appleseed and the BCSD.
- CAG has created a plan and identified key partners in the city to assist with PBIS related efforts. Three forums have already occurred and additional forums are being scheduled for the 2015-2016 school year.
- Key Partners include:

Community Church Leaders

Community in Schools

Boys and Girls Club

Mayors Office

Olympia Skating Rink

Mercer University

Mercer University Law School

Public School Officials

Local Political Leaders

Mentors Project

Macon 100 Black Men

Chamber of Commerce

Law Enforcement

Dr. Michele F. Flowers- District PBIS Coordinator

Community Gets Involved

Partners attend PBIS trainings by DOE

**Local Skating Rink
Providing free admission and refreshments**

100 Black Men serving at PBIS event

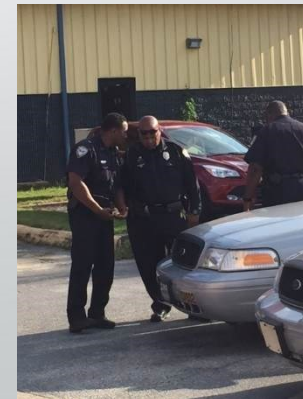**Community and Parents attend PBIS event**

HS Marching Band gets Macon on the MOVE!

National Moving Van Company Supports PBIS!
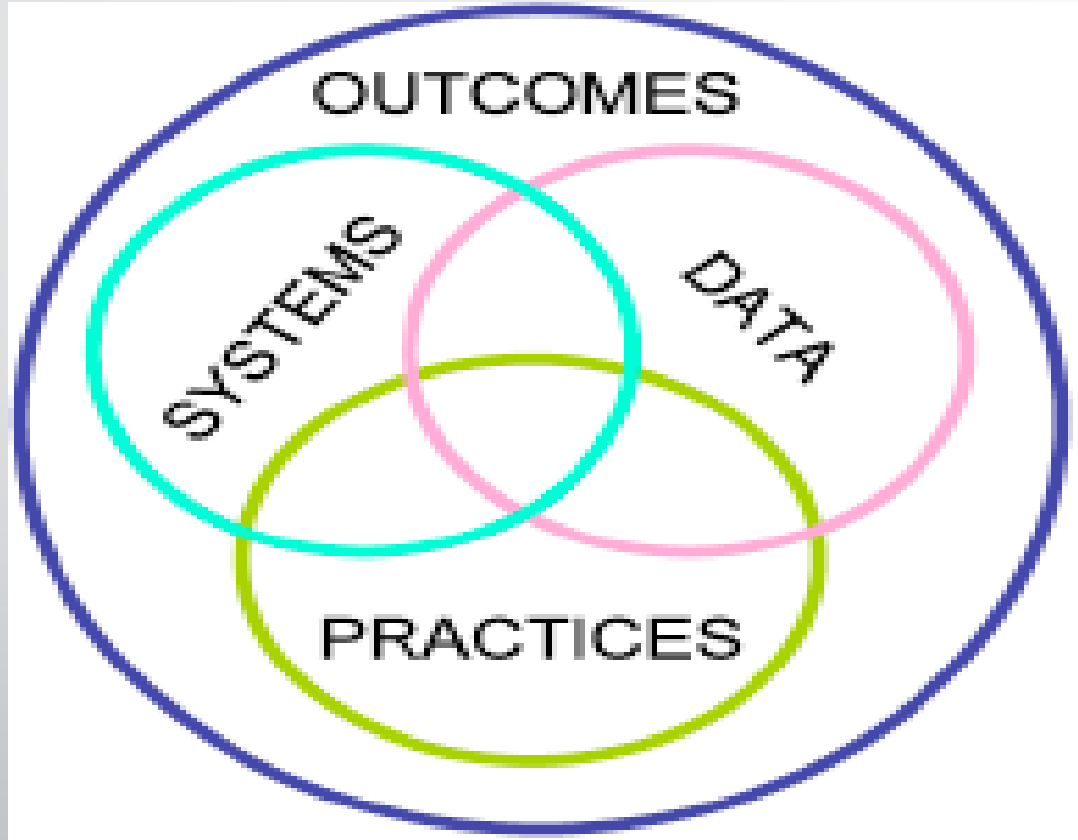
Georgia Appleseed attends trainings

Law Enforcement Supporting PBIS

Integrate outcome, data, practices, & systems

Achieving and Supporting Sustainability

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Decision Making

Supporting Student Behavior

These elements are **key** to having a behavioral model that is effective, efficient, and relevant and produces positive outcomes.
If these elements **ARE NOT** in place with **FIDELITY** you will have sustainability issue!

DATA TO SUPPORT DECISION MAKING

- Data are used to develop plans and actions that respond to what is really occurring in the school rather than reaching for straws and guessing. Data that are kept current provide a real-time look at your school climate.

PBIS DATA Questions

- Are data linked to outcomes?

- Are data used to identify outcomes?

- Are data monitored continuously?

- Is data management efficient?

Tracking Behavior Events/Data Collection

- Without good data and assessment reports, we are simply throwing the spaghetti at the wall, seeing what sticks , then trying something else

- DATA:

  - Data are numbers

  - Data are bits of information

  - Data are detailed collections of information that can be queried, used, and grouped to provide answers to various questions

  - Data are information you collect to learn something.

  - SIMPLY PUT: Data help you know where you are. If you don't know where you are, you wont have any idea where to go!

PRACTICES TO SUPPORT STUDENT BEHAVIOR

- Expectations for student behavior are developed and clearly communicated to all students. Practices are in place for preventing students' disruptive behaviors.

- Expectations are TAUGHT!

TEACH SOCIAL BEHAVIOR LIKE ACADEMICS

- Teach IN THE LOCATION where the problems are occurring (or where you anticipate them to occur)

- Give FREQUENT practice opportunities

- Provide USEFUL corrections

- Provide POSITIVE feedback

- MONITOR for success

- Use PBIS Language

SWPBS PRACTICES Questions

- Are practices & interventions (P&I) evidence-based?

- Are P&I adapted to local context?

- Are P&I aligned w/ outcomes?

- Are P&I implemented w/ fidelity?

SYSTEMS TO SUPPORT STAFF BEHAVIOR

- Staff are trained to prevent many student behavioral problems as well as to deal with disruptive behaviors in a more proactive and positive manner.
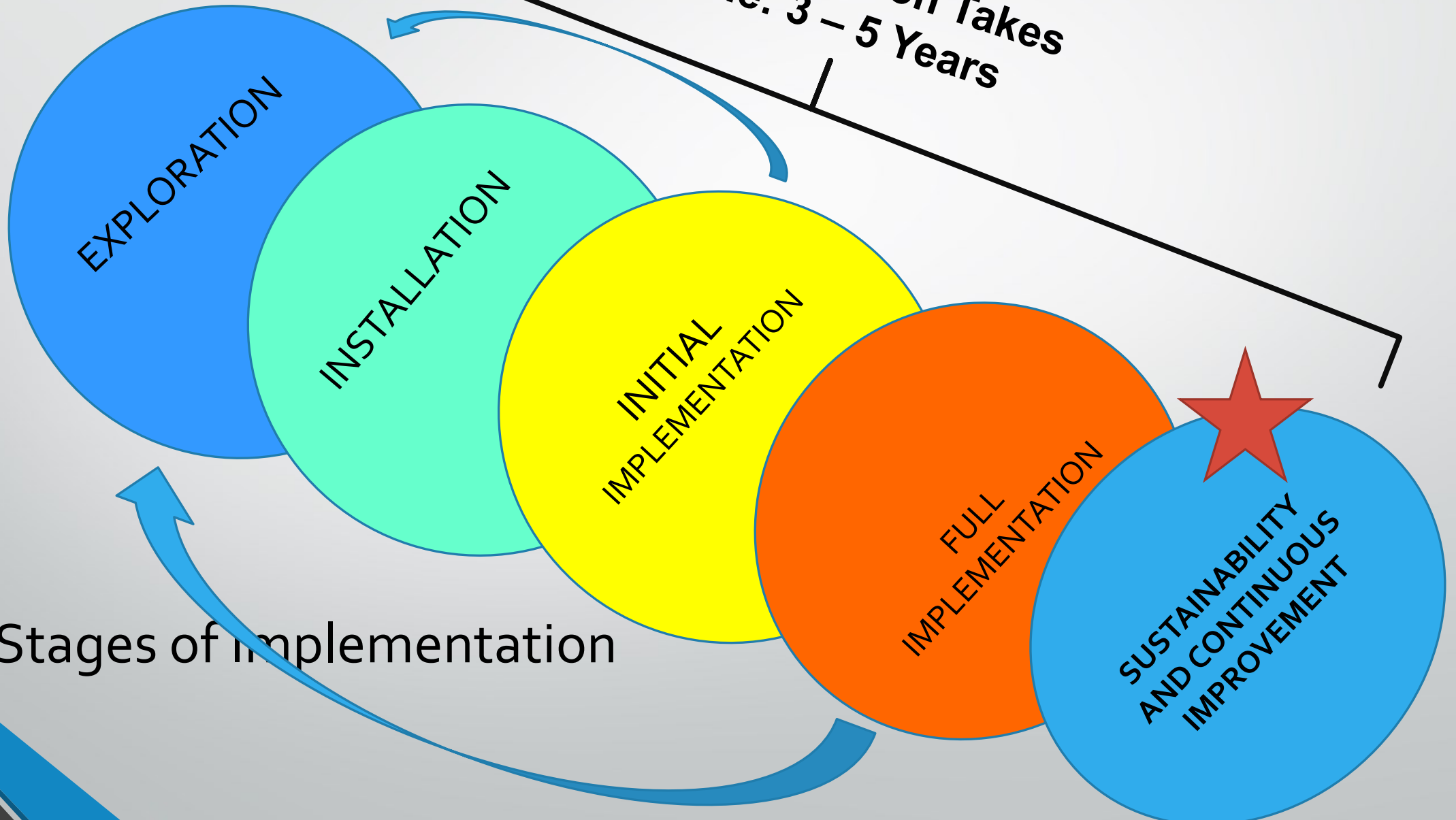
SWPBS OUTCOME Questions

- Are outcomes important to stakeholders (i.e., student, family, school, district, state)?

- Are outcomes realistically achievable?

- Are outcomes relevant to stakeholder needs?

- Is achievement of outcomes supported with adequate resources?

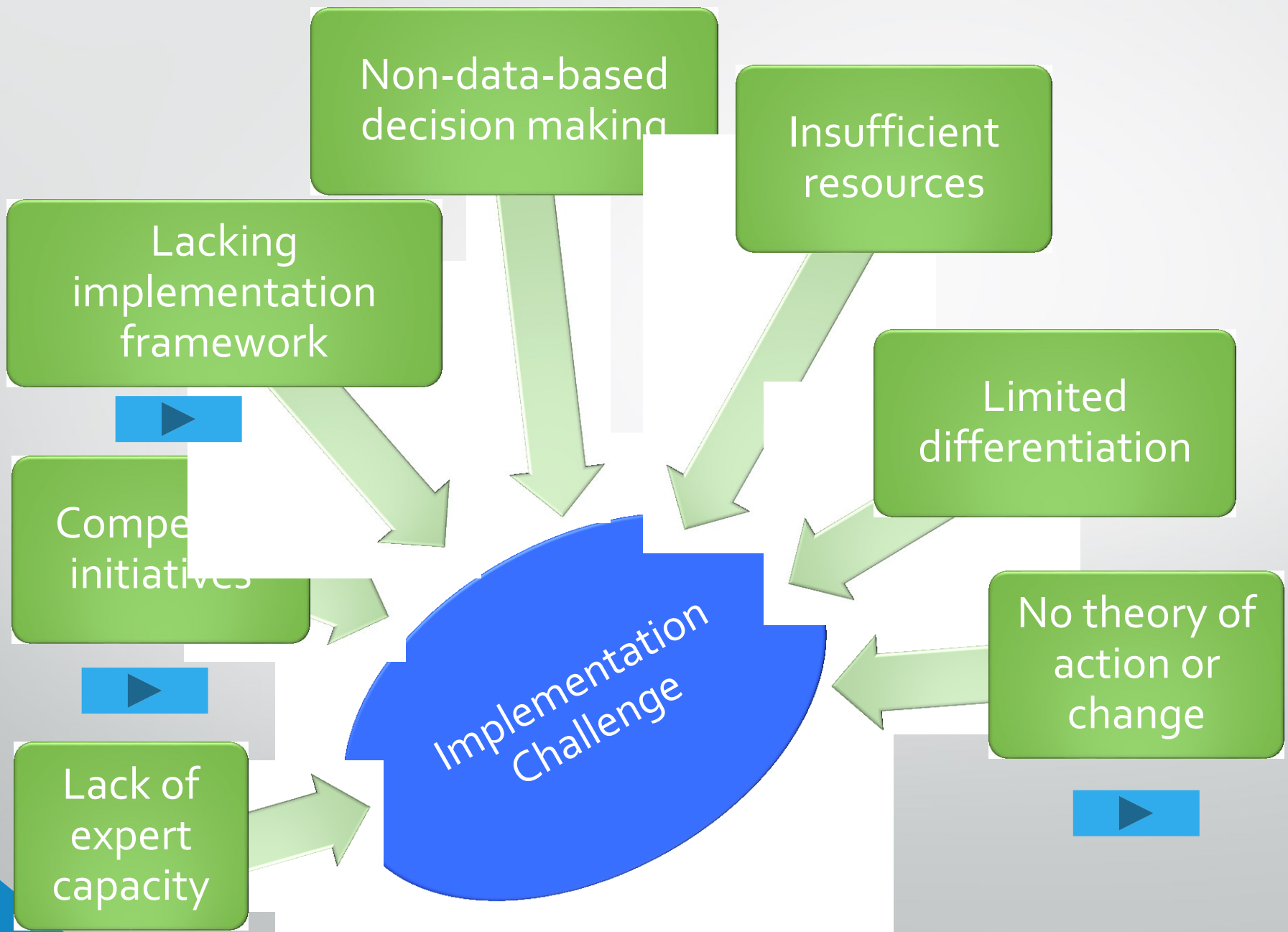- Is outcome progress measurable & measured on continuous basis?

STAGES OF IMPLEMENTATION

- Implementation is not an event

- The stages describe the current state of implementation within a district.

- The stages provide a framework to identify key activities and accomplishments that would expedite progress in implementation efforts.

- The speed at which schools/districts move through the stages of implementation vary, based on the experience of staff and allocation of resources.

School Level
Implementation Takes
Time: 3 – 5 Years

EXPLORATION

INSTALLATION

INITIAL IMPLEMENTATION

FULL IMPLEMENTATION

SUSTAINABILITY AND CONTINUOUS IMPROVEMENT

Stages of implementation

Non-data-based decision making

Insufficient resources

Lacking implementation framework

Limited differentiation

Compe[ting] initiatives

No theory of action or change

Lack of expert capacity

Implementation Challenge

Understanding Reluctance

System change is difficult ➡️ Change means uncertainty ➡️

Uncertainty triggers anxiety ➡️ Anxiety leads to avoidance
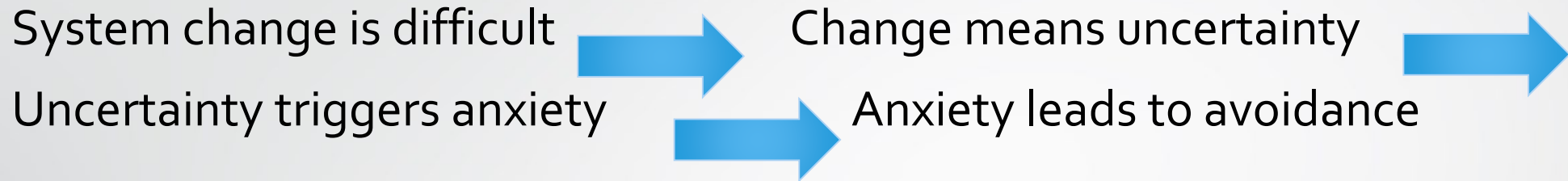
- Lack of information and understanding can lead to a negative outlook

- Resistance in natural human response to uncertainty

- Leading people through change requires a roadmap and COACHING

- PBIS Coaches, Coordinators, and teams need to be very familiar with the history of the school and/or district, especially how many initiatives have failed in the past. Knowing this will help you at the onset to gain buy-in. You will know what you are up against in order to develop strategies and realistic expectations for convincing staff that this time will be different

SUPPORTING CHANGE

- Educators in today's schools must be supported if they are to adopt and SUSTAIN effective, cost-efficient practices, such as those that improve challenging behavior

Faculty Buy-In
WHY are we doing this?

- Bottom line ......perception is about emotion...........

"Educational change depends on what teachers do and think. It's as simple and complex as that"

Michael Fullan

Faculty Buy-In

- Involve staff from the beginning
- Share data to STUDENTS AND STAFF- let them know what they are doing is having results!
- Remind them this is a process!
- Build trust
- Ask for and use THEIR suggestions for revisions, additions, etc.
- Self-assessment annually
- Regularly acknowledge all staff
- Provide visible leadership support
- Celebrate successes regularly

Getting Everyone on the Same Page

- Create and maintain ONGOING communication- Communication is essential throughout the process

    1. Open dialogue for philosophical change

    2. Include staff and families as part of the change process

    3. Share data & feedback (use visuals)

    4. Newsletters, email, and PowerPoint presentations during staff meetings are great ways to provide updates on PBIS activities and data summaries

- Substitute and Volunteer Packets

    1. Expectations and rules

    2. Rewards (sub-bucks or tickets)

    3. Discipline Flow chart

    4. Consequence Grid

    Referral forms

Conduct Staff Surveys/Inventories

1. Staff surveys are an efficient way to
   - Obtain staff feedback
   - Create involvement without holding more meetings
   - Generate new ideas
   - Build a sense of "whole school" ownership
   2. Use existing technology to share results easily, quickly and frequently.

Staff Survey Questions

SURVEY MONKEY PBIS STAFF SURVEY

PBIS Self-Assessment Survey

Sample Questions:

1. What behavior would you most like to see in students?
2. What do you think is the top behavior problem on campus?
3. How many referrals did our school have last year?
4. How much time did our school lose to discipline issues?
5. How do you feel at the end of the day?
6. What are the top 3 locations where problem behavior occurs?
7. How do you typically respond to:
   a) Problem behavior?
   b) Appropriate behavior?

EFFECTIVE & PREVENTIVE APPROACHES FOR ANTISOCIAL BEHAVIOR

- Systematic and sustained social skills instruction

- Academic and curricular restructuring

- PBIS

- Early Screening and identification of antisocial behavior patterns

Build Capacity for Function Based Support

- Personnel with behavioral expertise are identified & involved.

- At least one individual on the PBIS tram who has training or expertise in behavior support (ex. School psychologist, behavior specialist, special education teacher, counselor with skills including practical foundations of behavior supports, experience with data collection and data analysis, capacity to design and implement plans)

Supporting Infrastructure

- Use existing structures to scale up the work
- No new funding available, need to be creative with existing funding stream
  - Re-allocate staff
  - Organize around efficiencies to make room for the work

Sustaining and Continuous Improvement

- One of the key issues during SUSTAINABILITY is to ensure that there is no drift, or movement away for the critical elements of PBIS.
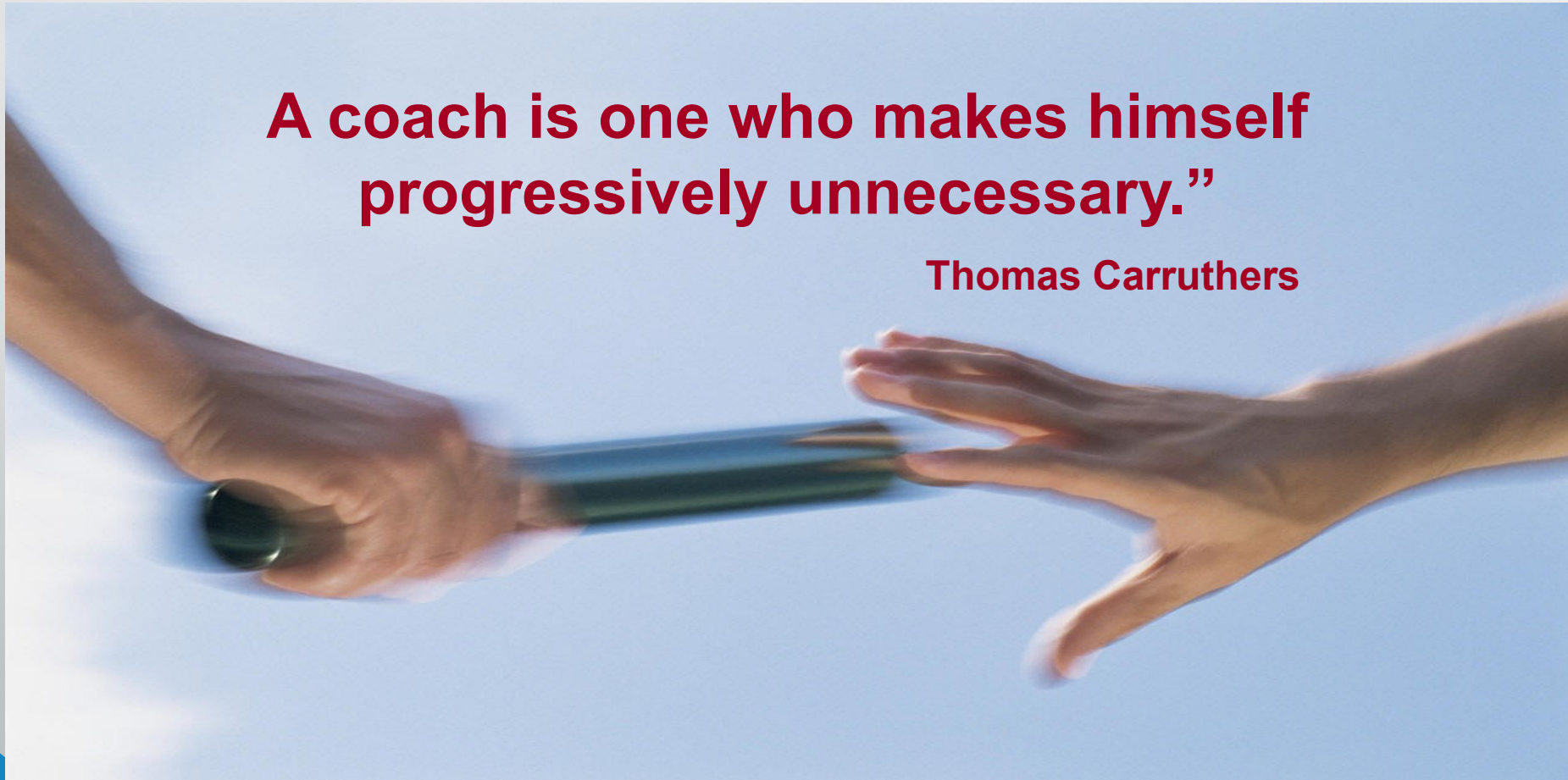
Fidelity

- When fidelity declines, the associated benefits of PBIS may also decline.

- The most efficient way to avoid this gradual drift is to establish a routine pattern for assessing progress, for monitoring sustained practice with fidelity, and for responding to any shifts.

- STRONG COACHING!

Gradual Release and Transfer
build capacity at the District and school levels
recursive process with new practices

A coach is one who makes himself progressively unnecessary."

Thomas Carruthers

Sustainability Suggestions

- Maintain priority/recommit every year

- Monitor fidelity & outcomes continuously

- Keep data regular, easy, & relevant

- Strive for efficiency & economy

- Adopt evidence-based practices

- Celebrate successes & improvement

Celebrations

- Have Data Celebrations
- Coach Celebrations
- Staff Celebrations

Coach Celebrations

- End Of Year Showcase/Celebration Breakfast/Event For All Coaches
- Raffle For Gift Cards Based on "Tickets" and/or established criteria
  - Attending monthly meetings
  - Data in on time each month
  - Minutes/agendas submitted each month
  - Notebooks up to date and evidence/artifacts included
  - School obtained an overall SET of 90%
  - Presented at District, regional, or state conferences

Ways You Can Promote and Sustain PBIS

1. **Be Real! – Get honest about issues and concerns in your school/District**

   - Use the following tools: Self Assessment, TIC, SET or BoQ, ODR's, climate surveys, satisfaction surveys, walkthroughs, TKES/LKES

   - Provide data summaries

   - Administrator(s) in KEY

   - Strong Coaches are CRITICAL

2. From primary to precise

Develop Precision Statements

—Primary statements are vague and leave us with more questions than answers

—Precise statements include information about the 5 "Wh" questions:

- What is the problem and how often is it happening?

- Where is it happening

- Who is engaging in the behavior?

- When is the problem most likely to occur?

- Why is the problem sustaining?

Primary vs. Precision Statements

- **Primary Statements**
  - Too many referrals
  - September has more suspensions than last year
  - Gang behavior is increasing
  - The cafeteria is out of control
  - Student disrespect is out of control

- **Precision Statements**
  - There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.

3. Elements to the data process

A. Establish A Coherent Process for Discipline

- Behavior definitions

- Minor vs. Major

- Written procedures for staff

- Flow chart showing process

- Office referral form (includes possible motivation)

  - Other tracking forms

- Time during staff meetings to get agreement, learn about process and follow through all year!!

4. Recommit each year!!

— Develop and recommit to team process and PBIS process with staff- ask for buy- in each year- showcase results and form a plan that addresses trends seen from this school year- if you can predict it, you can prevent it....

Review and Revise Action Plan

5. Develop marketing plan

— Develop marketing plan to renew commitment- how will you keep it novel new and a priority in school and community? Continue to make it a priority- administrator is crucial- needs to continue to be a top school improvement goal- always with the design that as it becomes standard practice it will be easier each year-

6. Acknowledge staff

– Acknowledge staff for their work and investment in the process- make it meaningful for your staff (certified and classified)

7. Get involved

- Get involved in PTO/PTA Board presentations, local newspaper articles, policy decisions

- Tell your story to your local delegate/senator/congress person/news stations-media

8. Provide technical assistance

- Randomly interview staff about the use of effective practices- share info
  - Example: PBIS Tier 1 Walkthrough
- Review data by teacher
- Guided practice before independent practice!!!

9. Empower staff
also make it easy to do….

– Give them a voice, communication mechanism – referral process for tier 2,3

– respond to requests in 24 hours,

– provide support within 48 hours

– system must be there before kids are identified

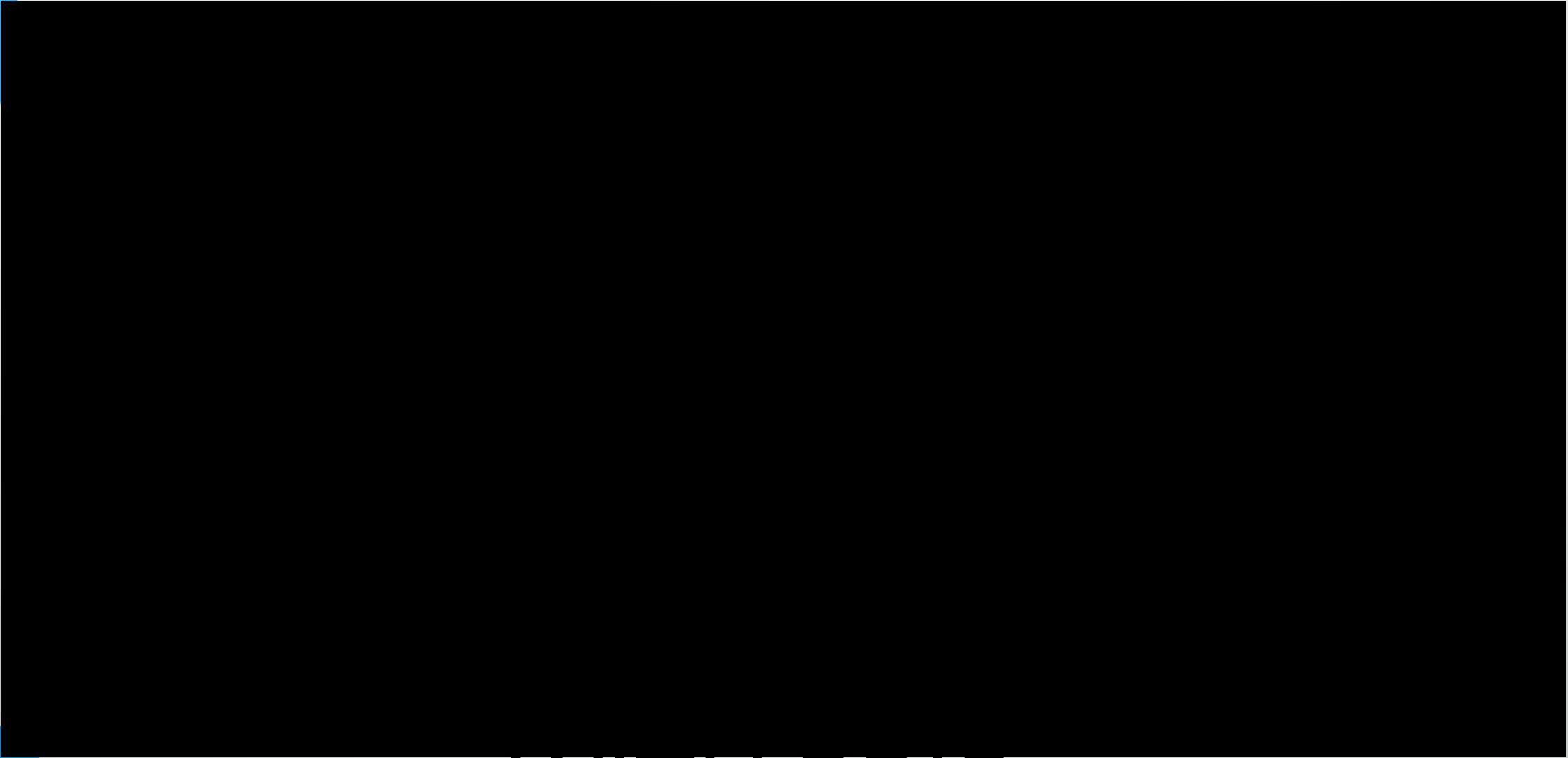– make them part of the process when designing supports

Power of Empowerment

- When you empower staff, you start to see high fidelity- when they know their behavior has a direct impact on student outcomes and better school environment, fidelity increases...

Next Steps

- Determine your phase of implementation

- Determine the next focus for your implementation

- Determine your next steps to improve sustainability.

YOU CAN BE HAPPY AT WORK

WITH PBIS