PBIS Action Planning

Finger Lakes Community Schools, NY

June 2, 2021

About Midwest PBIS Network
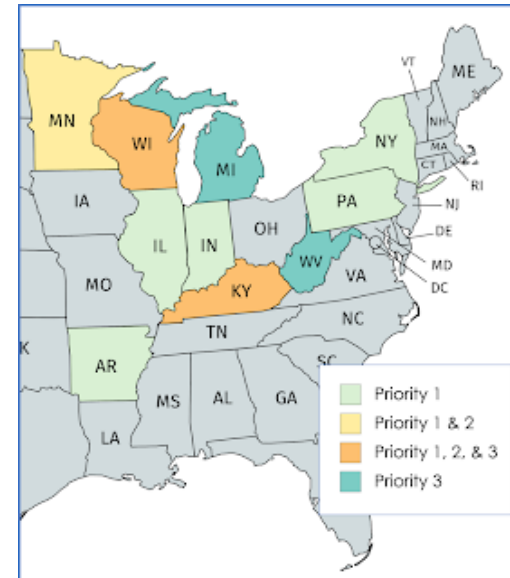
Brian Meyer

Co-Director

The Midwest PBIS Network (MWPBIS) is a national research, grant, and direct-funded organization housed at West 40 ISC #2 in Illinois.

Our primary charge is to function as a hub of the **Center on PBIS**, a national technical assistance partnership funded from the U.S. Department of Education to assist state departments of education in building their capacity for installation, fidelity, outcomes, and sustainability of Positive Behavior Interventions and Supports (PBIS).

Legend:
- Priority 1
- Priority 1 & 2
- Priority 1, 2, & 3
- Priority 3

Expectations for today's Virtual learning

Expectation	Agreements	What it Looks Like
Integrity	Arrive early Prepare material ahead of time Troubleshoot tech ahead of time	
Commitment to Mission	Remain focused on discussion Participate in dialogue	
Positive Spirit	Proper lighting Professional attire Appropriate setting	
Mutual Respect	Camera on at all times Whole body listening	

Positive Behavioral Interventions & Supports is…

a multitiered, social-emotional-behavioral framework for supporting wellness and responding to behavior. The PBIS framework places an emphasis on improving outcomes by addressing systems, practices, and data in a way that is flexible enough to accommodate local and culturally responsive context, needs, and values.

Schools continuously improve upon their climate, culture, and supports to be an effective learning environment for all youth and staff.
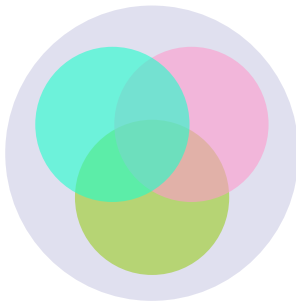
- ✓ Increase Effectiveness and Efficiency
- ✓ Supports Consistent Adult Behavior
- ✓ Data-driven decision making
- ✓ Process for Continuous Improvement
- ✓ Framework for Aligning Initiatives to MTSS Features

Multi-Tiered Practices means…

~5%

~15%

~80% responding
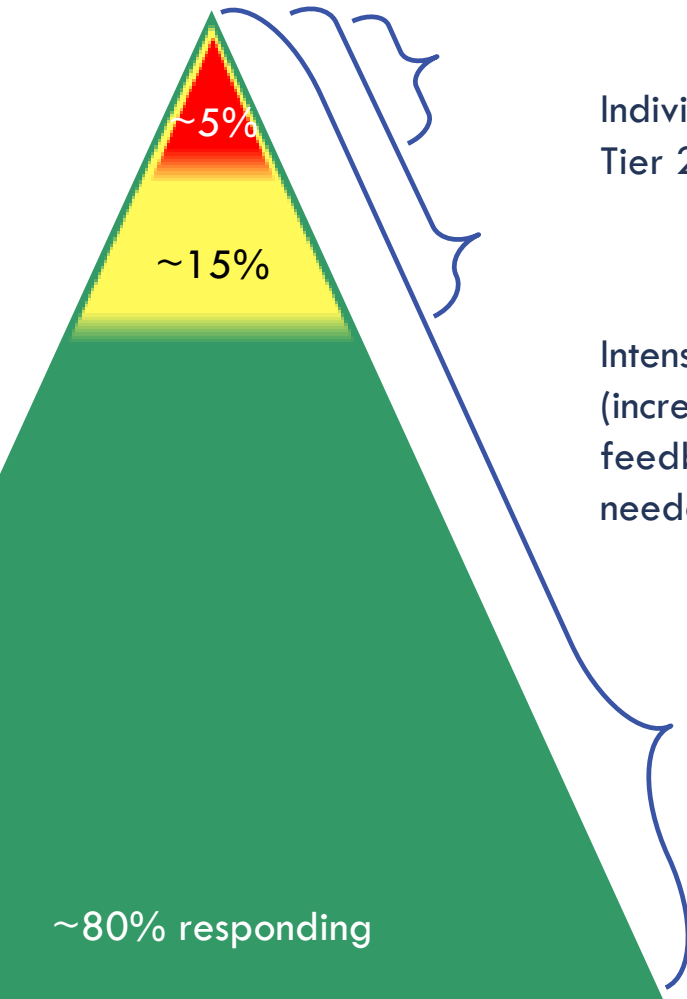
Tier III Prevention:
Individualizing the core Tier 1 and Tier 2 practices…

Tier II Prevention:
Intensifying the Core Tier 1 practices (increased frequency, structure, and feedback) when more support is needed for specific skills…

Tier I Prevention:
The core practices all staff use with all students…

… in order to achieve our [insert school-wide expectations here] and the social-emotional-behavioral success of our students and staff.
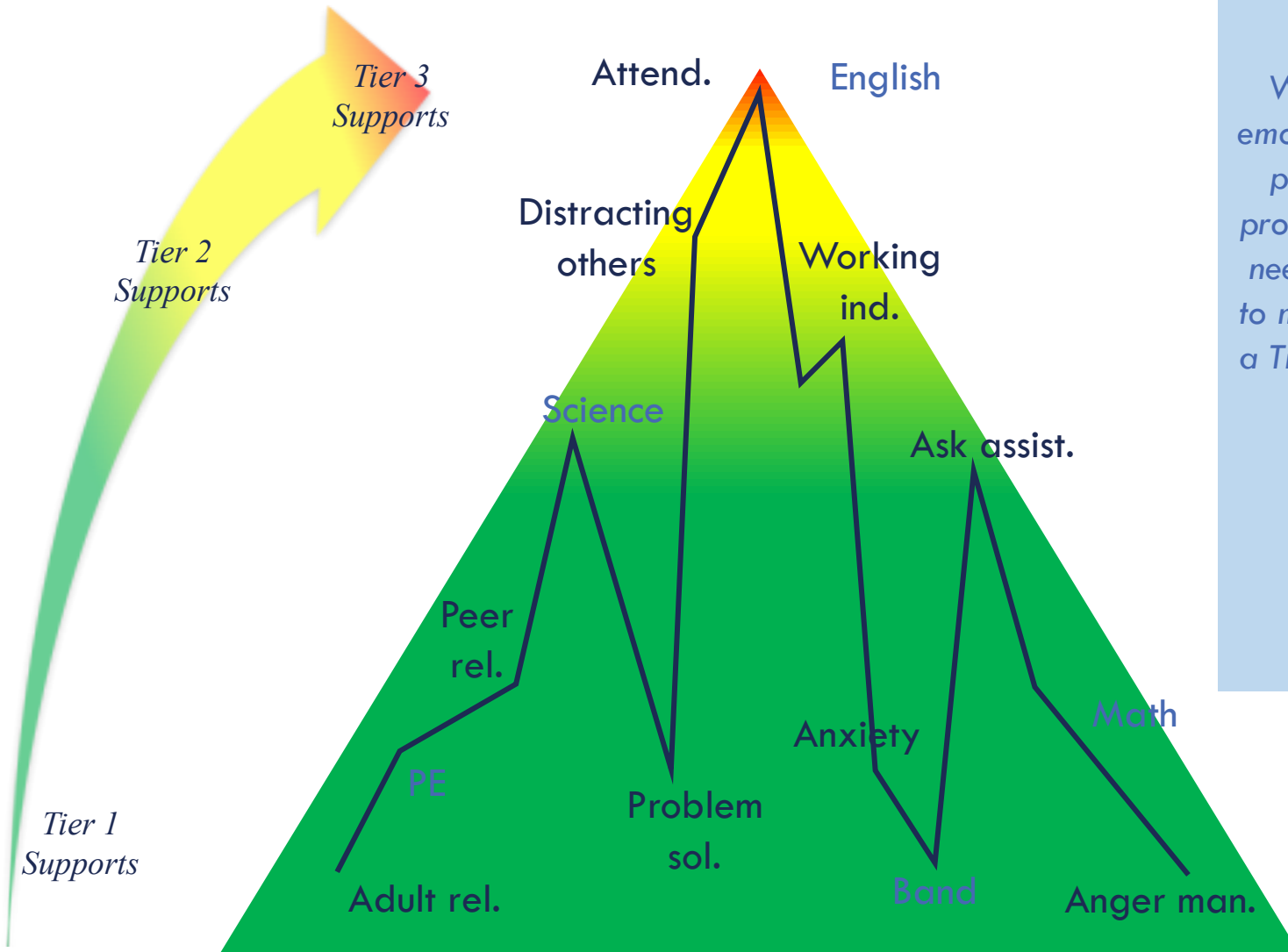
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Student Profile

Tier 3
Supports

Tier 2
Supports

Tier 1
Supports

Attend.

English

Distracting
others

Working
ind.

Science

Ask assist.

Peer
rel.

Anxiety

Math

PE

Problem
sol.

Band

Anger man.

Adult rel.

6   MIDWEST PB✶IS NETWORK

How is PBIS Continually Relevant in a constantly changing educational landscape?

PBIS organizes your school to achieve its **outcomes** through understanding its **data**, providing a continuum of **practices**, and supporting staff through **systems**.

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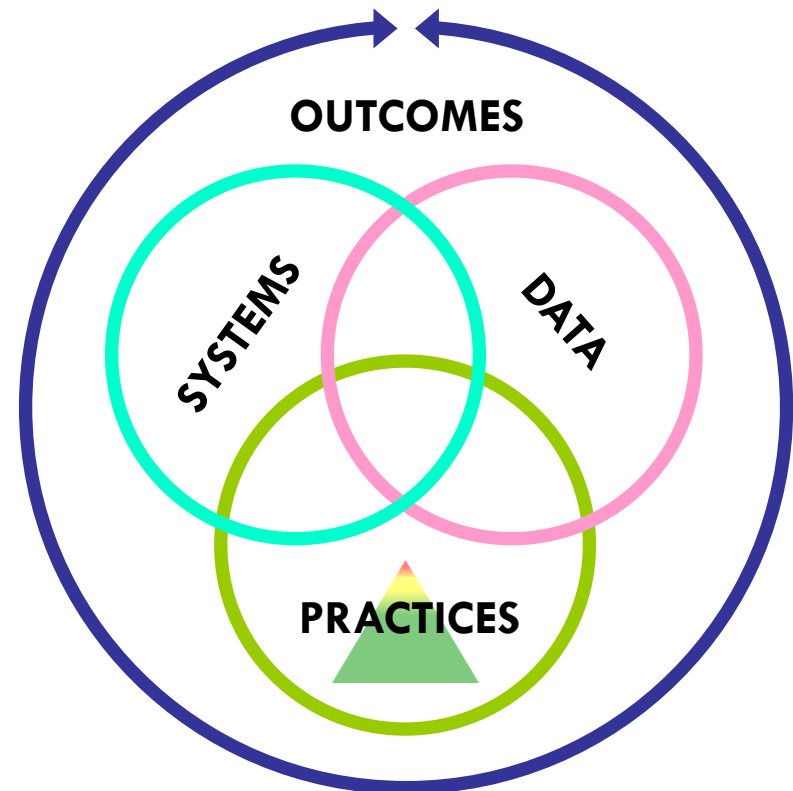
A Framework for Aligning Your Practices/Initiatives
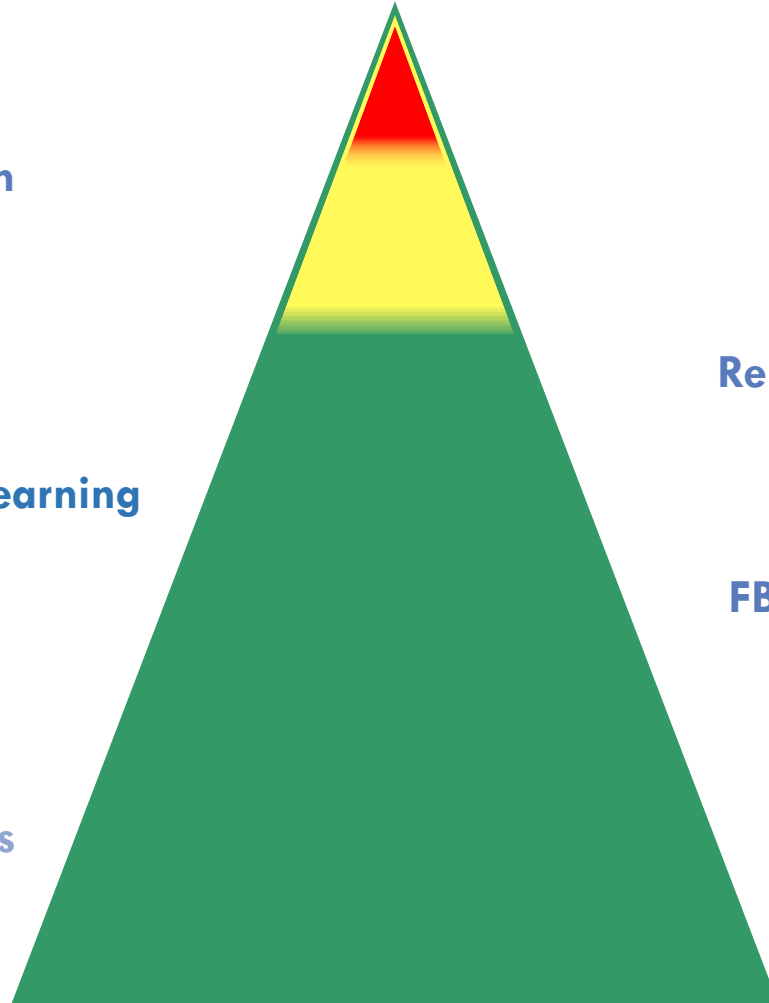
Bullying Prevention

Restorative Practices

Social Emotional Learning

Social and Academic Instructional Groups

Second Step

Trauma Informed

Behavior Lesson Plans

ck-out

Relationship Building

Wraparound

FBA/BIPs

Academic Skills

Equity

Mental Wellness

Siloed Initiatives and Interventions are not connected to lower tiers, take more resources, are less effective, are less implemented, confuse staff, and are less likely to sustain

What is the strongest component of your PBIS system?

Respond in chat

What is challenging you about your **PBIS** system?

Respond in chat
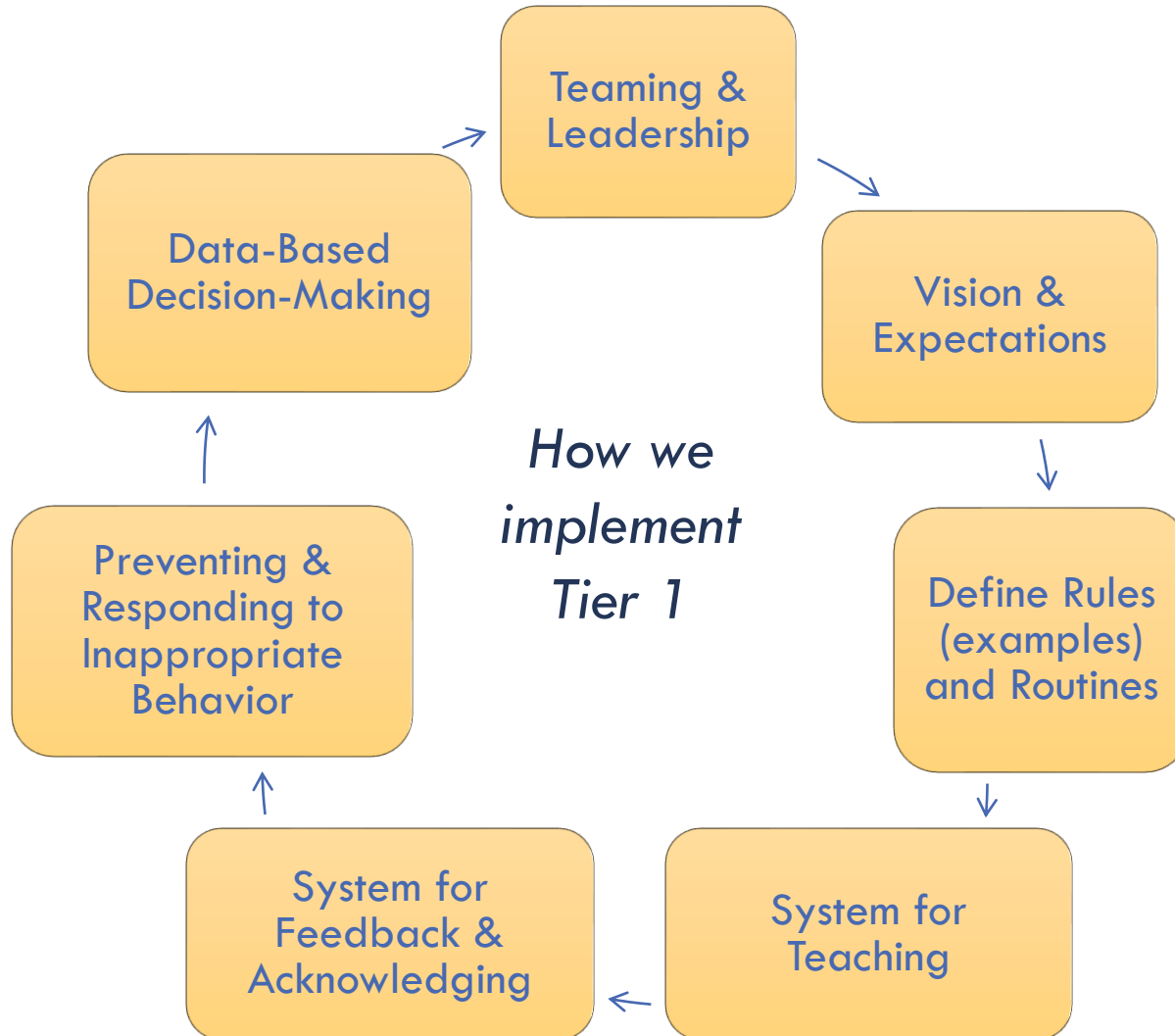
Essential questions staff should ask of your school…

Teaming & Leadership

Who represents my voice on the team developing our climate and culture supports?

Vision & Expectations

What are our 3-5 schoolwide positive expectations?

Define Rules (examples) and Routines

What do those expectations look like in all settings? (Teaching Matrix)

System for Teaching

What are our lesson plans to teach social-emotional-behavioral skills?

System for Feedback & Acknowledging

What is our system for giving positive feedback to students?

Preventing & Responding to Inappropriate Behavior

How do I respond when students need more support?

Data-Based Decision-Making

What data do I contribute as a teacher?

What does the TFI tell us?

- Who is responsible for the planning, implementation, and monitoring of the school's climate and culture? (1.1) Do you have a shared leadership model with teacher leaders? How is the efficiency of that group? (1.2)

- What expectations do you have for your school community? (1.3) Does everyone know them? How do you teach and then acknowledge those expectations to all school community members? (1.4, 1.9)

- Are staff consistent in how they interpret and respond to problem behaviors? (1.5, 1.6)

- Do staff feel supported and confident in their use of all practices related to school climate and discipline? (1.7)

- Are classroom expectations the same as school-wide expectations? How would you assess the quality and consistency of classroom management practices among all teachers? (1.8)

- How well does your leadership group report back and seek the input of all faculty, families, and students on school climate? (1.10, 1.11)

- What data informs your decisions and progress-monitoring of your climate and culture plan? How quickly and often is that data reviewed? (1.12, 1.13)

- How do you know if you actually implement your data-based decisions, and do what you say you are going to do? (1.14, 1.15)

KEEP CALM AND PBIS ON

How do we know if we are implementing correctly?

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Teaming & Leadership
(1.1, 1.2, 1,7, 1.10, 1.11)

Data-Based Decision-Making
(1.12, 1.13, 1.14, 1.15)

Vision & Expectations
(1.3)

Preventing & Responding to Inappropriate Behavior
(1.5, 1.6)

Fidelity?

Define Rules (examples) and Routines
(1.3, 1.8)

System for Feedback & Acknowledging
(1.9)

System for Teaching
(1.4)

TFI	Tiered Fidelity Inventory (TFI) Tier 1 Components
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 & 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

When to Implement Tiers 1, 2 and 3?

In DRAFT
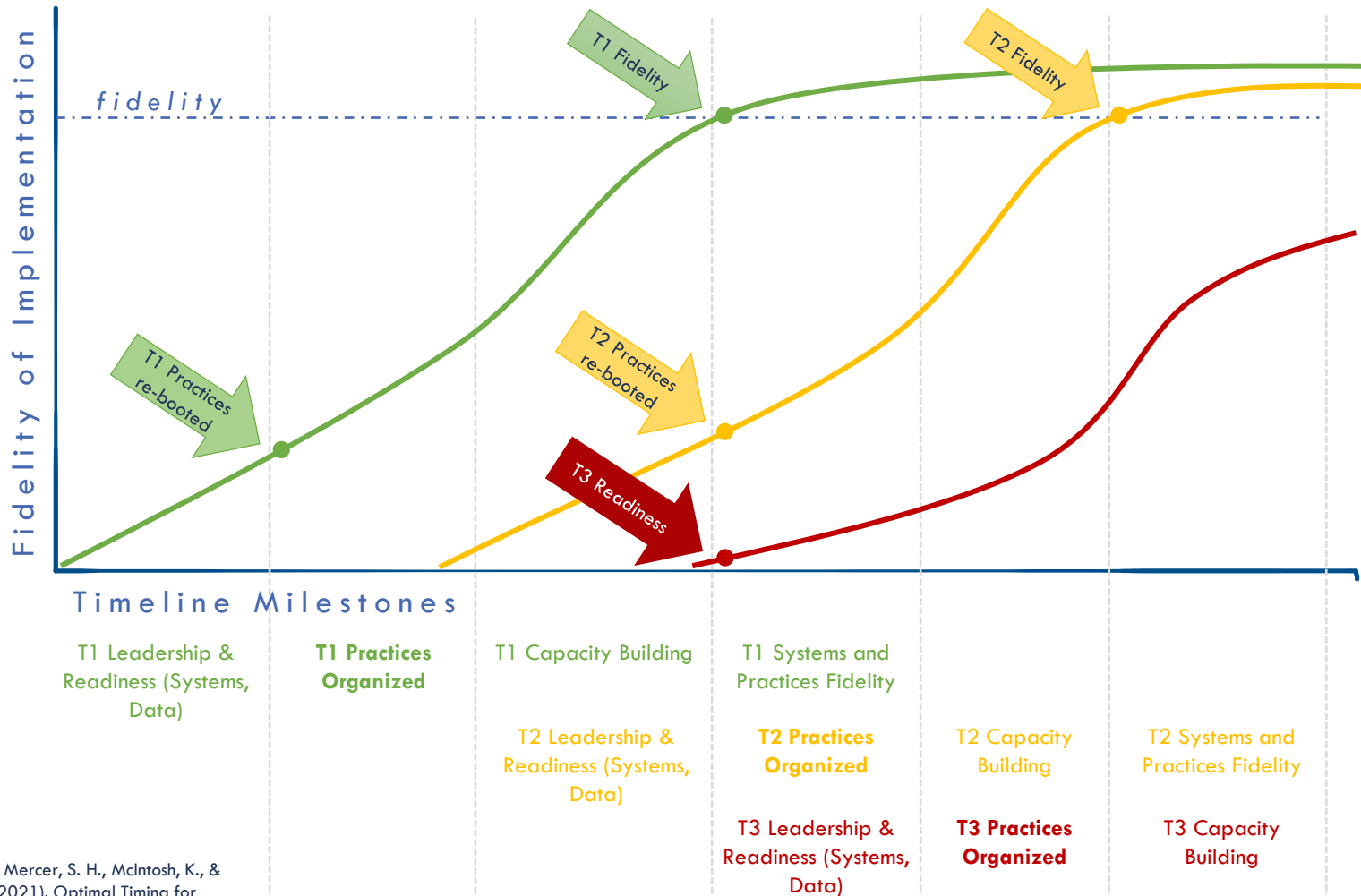
Kittelman, A., Mercer, S. H., McIntosh, K., & Hoselton, R. (2021). Optimal Timing for Launching Installation of Tier 2 and 3 Systems of School-Wide Positive Behavioral Interventions and Supports. Journal of Positive Behavior Interventions

Midwest PBIS Rev 4-30-21

PBIS as the Interconnected Systems Framework

Necessary Team Conversations in a 3-Tiered System of Support

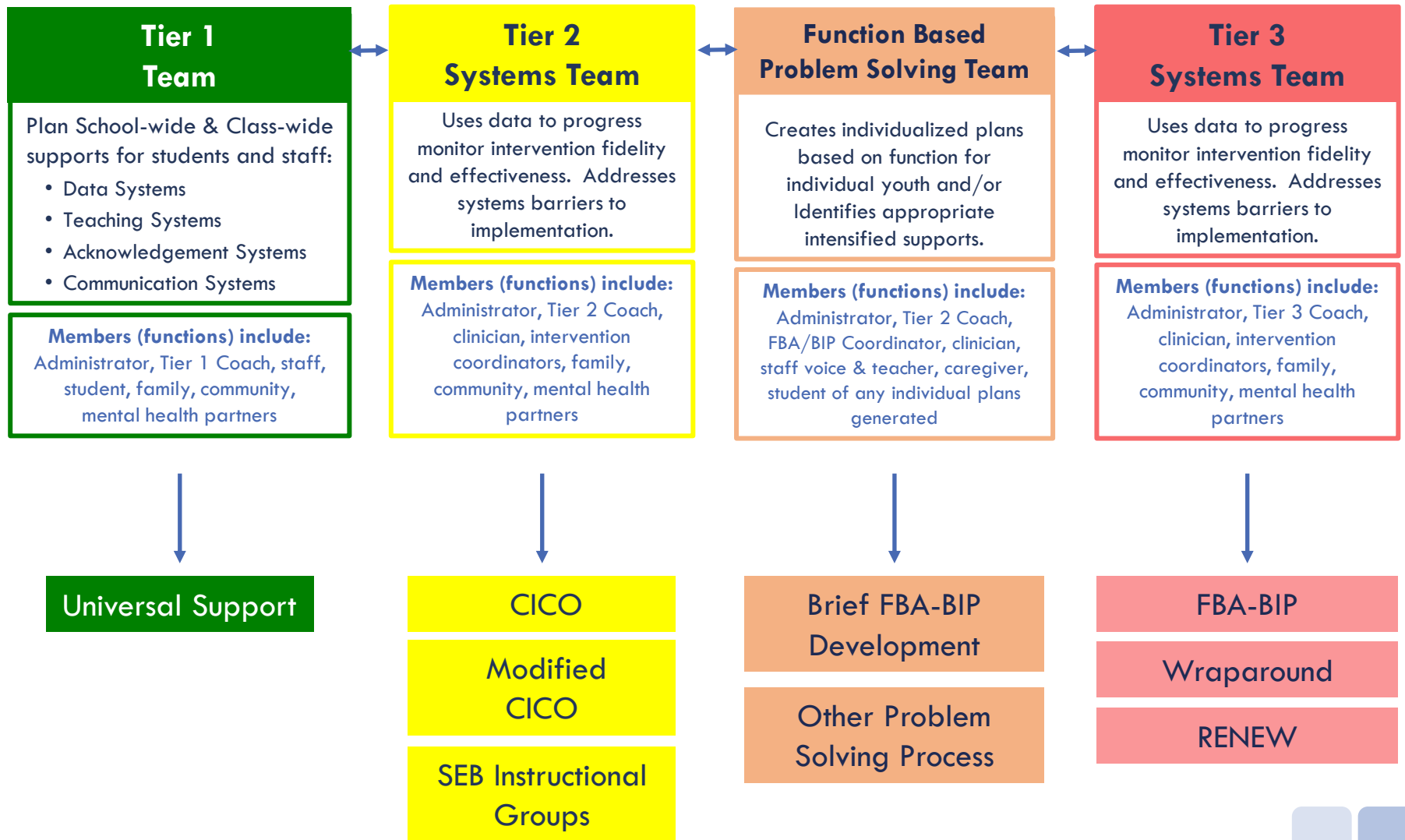| Tier 1 Team	Tier 2 Systems Team	Function Based Problem Solving Team	Tier 3 Systems Team
Plan School-wide & Class-wide supports for students and staff: • Data Systems • Teaching Systems • Acknowledgement Systems • Communication Systems	Uses data to progress monitor intervention fidelity and effectiveness. Addresses systems barriers to implementation.	Creates individualized plans based on function for individual youth and/or Identifies appropriate intensified supports.	Uses data to progress monitor intervention fidelity and effectiveness. Addresses systems barriers to implementation.
Members (functions) include: Administrator, Tier 1 Coach, staff, student, family, community, mental health partners	**Members (functions) include:** Administrator, Tier 2 Coach, clinician, intervention coordinators, family, community, mental health partners	**Members (functions) include:** Administrator, Tier 2 Coach, FBA/BIP Coordinator, clinician, staff voice & teacher, caregiver, student of any individual plans generated	**Members (functions) include:** Administrator, Tier 3 Coach, clinician, intervention coordinators, family, community, mental health partners

| Universal Support | CICO

 Modified CICO

 SEB Instructional Groups | Brief FBA-BIP Development

 Other Problem Solving Process | FBA-BIP

 Wraparound

 RENEW |

Rev 4/14/20 West-MWPBIS

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Big Ideas about implementing a system of Tier 2 Interventions

- ✓ Select Evidence-Based Interventions (practices)
- ✓ Connect all interventions to Tier 1
- ✓ Monitor the fidelity of each intervention
- ✓ Monitor the use of all interventions
- ✓ Monitor the outcomes of all interventions

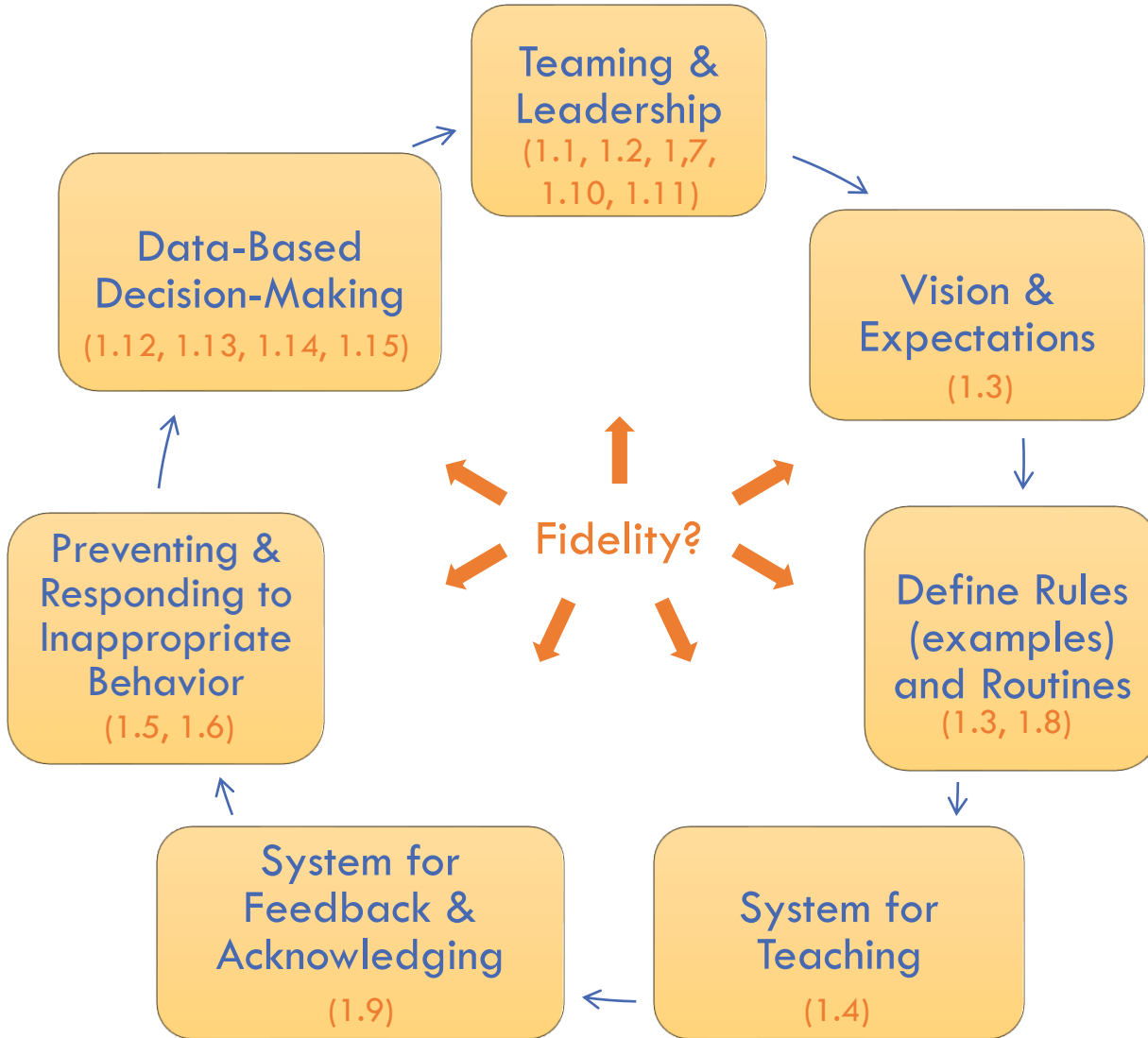The role of the Tier 2 Systems Team!

SYSTEMS

DATA

PRACTICES

Suggestions for Action Planning

New Year or School Disruption? Go Back to Tier 1 Basics:

Tier 1 Component	Key Team Activity
Teaming & Leadership	Does the decision-making team have all stakeholders represented and trained? Are meetings effective & efficient? Is there a shared action plan?
Vision & Expectations	Do your 3-5 School-wide expectations still apply?
Define Rules and Routines	Revise rules and routines to capture the needed social, emotional, and behavioral skills (update Teaching Matrix) ✓
System for Teaching	Create and use lesson plans to teach and re-teach the rules and routines ✓
System for Feedback & Acknowledging	How will you encourage and reinforce students when they demonstrate the expectations? ✓
Prevent & Respond to Inappropriate Behavior	What continuum of supports will you provide when expectations are not demonstrated? ✓
Data-Based Decision-Making	What data will be used to screen all students for supports needed, and monitor their progress? Are staff implementing "✓" components with fidelity?

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How do we know if we are implementing correctly?

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Teaming & Leadership
(1.1, 1.2, 1,7, 1.10, 1.11)

Data-Based Decision-Making
(1.12, 1.13, 1.14, 1.15)

Vision & Expectations
(1.3)

Preventing & Responding to Inappropriate Behavior
(1.5, 1.6)

Fidelity?

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1.14	Fidelity Data
1.15	Annual Evaluation

PBIS NETWORK

PBIS Tier 1 To-Do list:

- ❑ Establish Tier 1 Team Membership List (names, roles, backups) (1.1)

- ❑ Complete Working Smarter Matrix and action plan (1.1)

- ❑ Establish team meeting norms and standing agenda format (1.2)

- ❑ Develop a community-wide vision. Establish buy-in for an educational approach to discipline.

- ❑ Identify the 3-5 School-wide expectations (1.3)

- ❑ Develop the school-wide teaching matrix (1.3)

- ❑ Develop lesson plans and schedule to teach the expectations (1.4)

- ❑ Develop teaching system to embed re-teaching of expectations in academic instruction (1.4)

- ❑ Develop T-Chart for problem behaviors (1.5)

- ❑ Establish continuum of response strategies for problem behaviors (1.5)

- ❑ Implement a discipline flow-chart for preventing and responding to behavior (1.5)

- ❑ Align the discipline referral form to your systems (1.5)

- ❑ Implement professional development structure to train staff in all components* (1.7)

- ❑ Implement classroom teaching matrices in all classroom (1.8)

- ❑ Develop system to give specific praise at 5:1 ratio (1.9)

- ❑ Seek input of all faculty (1.10) and students/families/community (1.11) on school climate and PBIS systems

- ❑ Data-System has 1-click creation of core graphed reports (1.12)

- ❑ Conduct ongoing fidelity checks for all Tier 1 interventions (e.g. classroom practices, feedback system, lesson plans, etc.)

- ❑ Conduct annual fidelity check for Tier 1 system (1.14)

- ❑ Produce annual report summarizing progress and next steps (1.15)

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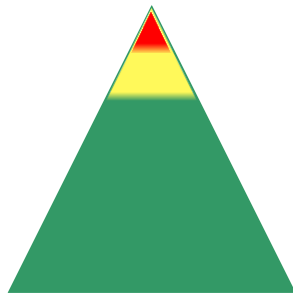
Audit of Current Social Emotional Behavioral Supports

List the Current Practices provided to all, groups, or individual students for support: *e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.*	Date and data last time the practice was checked for fidelity *e.g. 9/14: 83% items in place*	Date and data last time student outcomes were reported *e.g. 10/3: 78% (18/23) students achieving goal*
Tier 1 -		
Tier 1 -		
Tier 1 -		
Tier 1 -		
Tier 1 -		
Tier 2 -		
Tier 2 -		
Tier 2 -		
Tier 3 -		
Tier 3 -		

> **Report out:**
> What is one action step from this activity?
> How should the Tier 1 team progress monitor practices moving forward?

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Installing a specific practice? Elements to Consider in your Team's Plan to Build Staff Capacity

❑ What student outcome data are you targeting? What is baseline?

❑ Design an action plan as a team

❑ All staff complete baseline fidelity Self-Assessment before

❑ Study/Model/Practice the skill during team meetings

❑ Partner-up to take turns peer observing using tool (15 min)

❑ Partners give feedback - coaching

❑ Setting personal/group goals

❑ Use Self-monitoring strategies: Aggregate self-monitoring data

❑ Set up a reinforcer for staff

❑ Progress monitor fidelity with self and/or peer-assessments

❑ Progress monitor student outcome with self and/or peer-assessment

Which components do you think are more likely to result in implementation of practices?

No measurable impact on classroom implementation up to this point (Joyce & Showers, 2002)

Feedback and Supports = a large, measurable impact on classroom implementation (Joyce & Showers, 2002)

What have you heard today that either reinforces or challenges your thinking, and why?