



Please log-on to [www.wvpbis.org](http://www.wvpbis.org)



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### Today's Objectives

- Faculty Involvement
- Student/Family/Community Involvement
- Discipline Data
- Data-based Decision Making
- Fidelity Data
- Annual Evaluation



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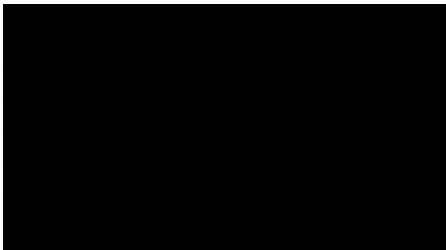
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### Pep Talk Video



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Faculty Involvement

1.10 Faculty Involvement



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1.10 Faculty Involvement

Faculty are shown school wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

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Stages of Change

Stage	Change Attitude
1. Pre-contemplation	"What, me have a problem? No way!"
2. Contemplation	"Maybe I need to change something, but I'm not sure what to do"
3. Preparation	"Yes, there's a problem and I'm going to change it"
4. Action	"I'm doing something about my problem."
5. Maintenance	"I'm an old pro now."
6a. Relapse	"Whoops! I slipped back into my old habit!"
6b. Termination	"I'm not even tempted anymore"

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## Readiness Levels

Not Ready	Unsure	Ready	Trying
1.....2.....	3.....4.....5	6.....7.....8	9.....10
Pre-contemplation	Contemplation	Preparation	Action

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## Keys to Staff Commitment

- Ensure staff ownership
- Make compelling reasons for change
- Clear vision of how changes will impact people personally
- Emphasize the benefits
- Modeling from leadership
- System of support
- Teach and reward staff
- Different than buy-in



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## Commitment vs Buy-in What's the difference?

### Commitment

- Dedicated to a cause
- Dedicated to an activity
- Faithful
- Obligated
- Fidelity

### Buy-in

- Ownership
- Believe something that a lot of other people believe
- Believe in wholeheartedly or uncritically

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## Ongoing Commitment

- Staff and administrator commitment is essential
- Maintain 80% buy-in
- Not a one shot deal, it needs to be a deliberate, ongoing process
- Expect 3-5 years for full implementation
- PBIS is not a packaged program
- Philosophical shift
- Expect some resistance
- Rewards help maintain and boost participation
- Sharing data

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## Recent study of 860 schools across 14 states...

(McIntosh, Kim, Mercer, Strickland-Cohen, & Horner, 2015)

- looked at the schools' demographics as well as the teams' actions to see which factors increased the likelihood of sustained SWPBIS implementation
- Turns out, it was the team's actions, specifically how often it shared data with all school staff, that had the most significant impact on whether the school sustained its implementation
- There is still more research to be done, but regularly sharing data is a practice PBISApps recommends to all schools



## Strategies for Staff Commitment

- Skits and role plays
- Videos
- Use existing data
  - a. Survey results School Climate
  - b. Share data regularly
  - c. Visuals are a powerful tool
  - d. Progress reporting



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### Conduct Staff Surveys

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

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### Sample Staff Survey 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 do you typically respond to:
  - a. Problem behavior?
  - b. Appropriate behavior?
4. How many referrals did our school have last year?
5. How much time did our school lose to discipline issues?
6. How do you feel at the end of the day?
7. What are the 3 top locations where problem behavior occurs?



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## Faculty & Staff Survey: Problem Behavior



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## Staff Survey Feedback

### CONCERNS about PBIS

1. Not enough serious consequences for students' actions.
2. Teachers do not know when a referral has been addressed.
3. Infractions were not taken seriously by students.
4. School store should be held more frequently.

### CHANGES Implemented

1. Administration is aware of concerns and will review hierarchy of consequences.
2. Establish a system to improve communication with teachers through email.
3. AP will follow-up when parent contact is unsuccessful.
4. Market will be open monthly. Scheduled in advance and marked on calendar (every 4 weeks)

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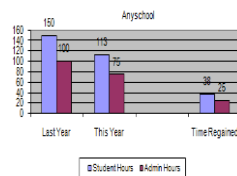
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## Tips for Buy-in

### Cost Benefit Worksheet

Number of referrals for last year	200
Number of referrals for this year	90
Average # of minutes student is out of class due to referral	45
Average # of minutes administrator needs to intervene	30



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### Buy-in: Involving Staff Video



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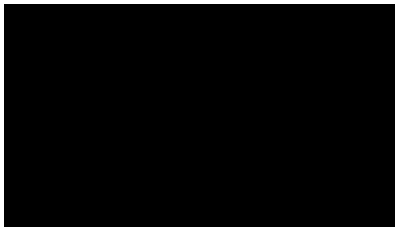
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### Buy-in: Involving Staff Video



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### Team Work Time

1. Outline your plan for gaining staff commitment
2. Draft ideas for supporting staff that are resistant
3. Identify team members or staff that are influencers
4. Discuss how you will share the goals of PBIS with staff



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## Getting Everyone on the Same Page

- **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)

- **Substitute and Volunteer Packets**

1. Expectations & rules
2. Rewards ("sub-bucks")
3. Discipline flow chart
4. Consequence grid
5. Referral forms

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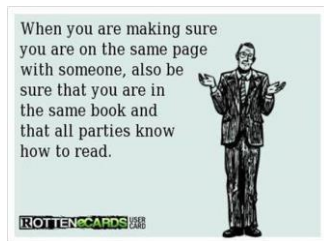
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## Student/Family/Community Involvement

1.11 Student/Family/Community Involvement



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### 1.11 Student/Family/Community Involvement

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

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### Student Training

1. Tier 1 Expectations
2. Rules (in each setting)
3. Reward System
4. Discipline  
Procedures/Responding to  
Problem Behavior



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### Buy-In: Involving Students Video



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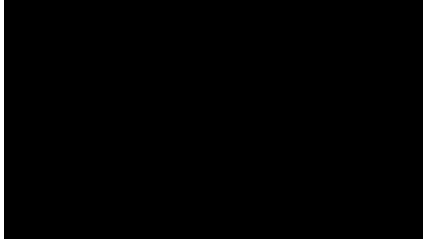
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## Buy-In: Involving Students



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## Communicating With Families

### 1. Big Picture' at Tier 1

- What is PBIS?
- Why do schools implement PBIS?
- How do schools implement PBIS?
- What can families expect in a PBIS school?
- What are the outcomes of PBIS?
- What can families do to engage in PBIS?

### 2. Family Involvement

- Letter to families
- Kick-off
- Student Handbook

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## Family Engagement Checklist

- There is a process for assessing how welcomed, valued, and satisfied parents are in and with the school.
- There is a plan for addressing ways to help families feel welcomed and valued.
- There is a plan for training all staff to work collaboratively and respectfully with families.
- Plans for addressing ways to help families feel welcomed and valued address diverse families including those with students in the universal, targeted and intensive levels of PBIS.



NB Center for Effective Behavioral Interventions and Supports (NB-CERES)  
Implementation of Universal, Targeted, and Intensive Interventions  
A Family Engagement Checklist  
November 2018

Item	Yes	No	Comments
1. There is a process for assessing how welcomed, valued, and satisfied parents are in and with the school.			
2. There is a plan for addressing ways to help families feel welcomed and valued.			
3. There is a plan for training all staff to work collaboratively and respectfully with families.			
4. Plans for addressing ways to help families feel welcomed and valued address diverse families including those with students in the universal, targeted and intensive levels of PBIS.			

Example on Table

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Our Family  
Believes and  
Chooses to Be:

### Respectful of Self

- Represent yourself by maintaining good character and values
- Take good care of your body by eating and sleeping well

### Respectful of Others

- Be a good listener
- Compliment your brothers and sisters

### Respectful of Property

- Keep toys in proper area
- Leave rooms cleaner than you found them

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Not everyone can come at night...

- Morning Meetings
  - ✓ Muffins for Moms
  - ✓ Donuts for Dads
  - ✓ Grits for Gramps
  - ✓ Grains for Grams
- Mid-morning Meetings
  - ✓ Coffee with the principal
- Lunch Meetings
  - ✓ Ask the PTA/PTO or a community restaurant business to donate food for a luncheon given to parents

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• Winter break time:

1. Tell parents that everyone who attends a parent meeting will receive a voucher for 4 hours of childcare on a Saturday so they can finish up shopping or preparing for family gathering.
  - a. Work out a deal with Red Cross to provide babysitting certification for all teenagers who participate to help with certified care (give a short safety overview prior to engaging in the activity). Then tell the teenagers you will make a list of certified babysitters and provide it to all the parents in the school

• Highlight parents in your school newsletter:

1. Example: A Big Thank You Goes Out To:

- a. Kyle and Kimmie Kabana for bringing in 100 toilet paper tubes for our first grade art project
- b. Leonard and Lizzie Leapers for painting the yellow lines in the parking lane in front of the school.
- c. If your name is listed above, stop in the office sometime this week for a dozen chocolate chip cookies baked by our cafeteria staff. We appreciate your help.

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1. Encourage Parents to Give Gotchas

- a. Invite parents to come up to school and hand out gotcha certificates when they see excellent behavior- could be done in the lunchroom, on the playground, or in the hallway
- b. We can improve behavior by 80% just by pointing out what one person is doing correctly
- c. Parents who volunteer receive dozen free cookies from the cafeteria
- d. Invite parents to send in emails nominating staff members for gotchas – surprise the staff at faculty meeting by reading from the mailbag
- e. Staff members caught exhibiting excellent behavior get “goosed” Get Out Of School Early (GOOSE) the next day

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## Community Involvement

• Community Support comes in three parts

1. Head: What do you want them to know about you and your school?
2. Heart: What do you want them to feel toward you and your school?
3. Hands: What do you want them to do to show their support of you and your school?

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Think About It...

Support from the community is a two way street. If the businesses support the schools, the schools will support the businesses by bringing business to them.

APBS.org 17



### **This business wants children to be:**

#### **Respectful of Self**

- Represent yourself by maintaining good character and values
- Ask permission to touch breakable items

#### **Respectful of Others**

- Leave unpaid merchandise in the store
- Speak in a voice that can only be heard in a 6 inch radius

#### **Respectful of Property**

- Report any unsafe issues to an employee
- Leave store cleaner than you found it

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## Community Acknowledgments

Other ideas:

- one month membership to your gym services
- free neck massage
- discount on manicure
- free plant with purchase
- advertising tangibles (example: "I am Loved" pins from Helzburg Diamonds)
- free T-shirt with your logo on it
- discount on food items
- free drink or snack item
- free video rental or buy one get one free
- tour of your place of business
- sample of your services (personal pan size version)
- snacks for a class
- sample foods from your establishment for a family math night
- pens, pencils, stadium cushions, tablets with your business logo on them
- free training in your specialization
- opportunity to call in requests to your radio station
- sponsor activities financially or with incentives

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(Insert your name here)

(Insert title/head here)

**RE: Tax Deduction**

Date: (Insert date here)

Dear \_\_\_\_\_,

On behalf of (Insert your school name here), We would like to thank you for your generous donation of \_\_\_\_\_.

Your contribution makes it possible for us to encourage students to exhibit appropriate behaviors and support the parents and teachers who work to make this possible.

Since its inception in 1983, Positive Behavior Support has decreased office discipline referrals, increased academic scores and attendance, and increased overall satisfaction in schools. In part, it works well, we have begun the task of teaching, modeling, practicing and labeling appropriate behavior expectations for all of the children at (Insert school name here). Children collect points for being "tough" exhibiting behavior and can use these points to purchase items like:

- Time playing recess with a preferred ally;
- Time for the whole family;
- Having a movie for the whole family;
- Public feeding with a family member;
- Etc.

This is only possible because of thoughtful contributions from people like you.

In current or coming year, we plan to increase appropriate behavior and reward those children who exhibit these behaviors. We also need to reward the parents and educators who support this behavior. As you know, the cost of education does not go away. We hope for your continued support in the future.

The estimated value of goods or services provided to receive for your donation were \$\_\_\_\_\_. Please keep this letter as acknowledgment of your donation for your tax records.

Once again thank you for your generous donation.

Sincerely,

Signature \_\_\_\_\_

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## Team Work Time

- Brainstorm ideas on how to get student/family/community input on universal foundations:

- expectations
- consequences
- acknowledgements



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## Discipline Data

1.12 Discipline Data



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## 1.12 Discipline Data

Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

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## What we Suggest

- Data specialist has access to WVEIS and ZoomWV
- ZoomWV uses WVEIS information for better decision making
- Clean data vs dirty data
- Plan B
- Referral forms can do the work



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## Data-based Decision Making



1.13 Data-based Decision Making

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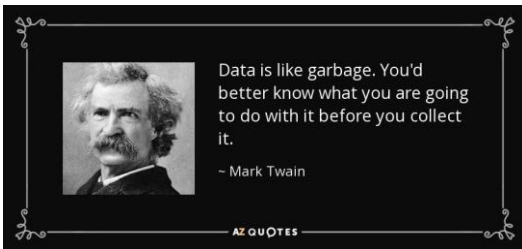
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### 1.13 Data-based Decision Making

Tier 1 team reviews and uses discipline data at least monthly for decision-making

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### Enhancing Your Data Based Decisions

- Identify the precise problem or question to explore
  - ✓ Where and when its occurring
  - ✓ Who is involved
  - ✓ Why the problem is continuing

Midwest PBIS 48



## Team Initiated Problem Solving Model & Process (TIPS)

- Team Initiated Problem Solving
- A clear model with steps for problem solving routine
- Access to the right information at the right time in the right format
- A formal/ predictable process that a group of people can use to build and implement solutions

Midwest PBIS 49

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**TIPS Problem Solving Mantra**

What to Do	Questions to Ask
Identify Problem with Precision	What is the problem? Who? What? Where? When? Why?
Identify Goal for Change	How do we want the problem to change? What evidence do we need to show that we have achieved our goal?
Identify Solution and Create Implementation Plan with Contextual Fit	How are we going to solve the problem? How are we going to bring about desired change? Is solution appropriate for problem? Is solution likely to produce desired change?
Implement Solution with High Integrity	How will we know solution was implemented with fidelity? Did we implement solution with fidelity?
Monitor Impact of Solution and Compare Against Goal	Are we solving the problem? Is desired goal being achieved?
Make Summative Evaluation Decision	Has the problem been solved? Has desired goal been achieved? What should we do next?

TIPS 90 Training Manual (2012). [www.mindtools.org](http://www.mindtools.org)

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## Fidelity Data



1.14 Fidelity Data

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### 1.14 Fidelity Data:

Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.

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### Tiered Fidelity Inventory TIPS

- School teams are encouraged to self-assess PBIS implementation when they initially launch implementation of PBIS.
- Assess every third or fourth meeting until they reach at least 70% fidelity across three consecutive administrations.
- Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment.
- Informal TFI Walkthrough ([www.wvpbis.org](http://www.wvpbis.org))
- Action Plan Edits
- TFI Video ([www.pbisapps.org](http://www.pbisapps.org))
- TFI Webinar ([www.midwestpbis.org](http://www.midwestpbis.org))



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### Submitting Your TFI Data

- End of Year
- Score Forms and Tool ([wvpbis.org](http://wvpbis.org))
- Team Leader Responsible
- Priority Change



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## Annual Evaluation



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## 1.15 Annual Evaluation

Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

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## Sharing is Caring

- Share your outcomes
  - Student handbook
  - Staff handbook
  - District reports
  - School newsletters



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## Implementation Schedule

Develop a Schedule for PBIS Implementation

1. Planning tool for your PBIS team
2. Communication tool with staff
3. Monthly schedule for implementing critical elements



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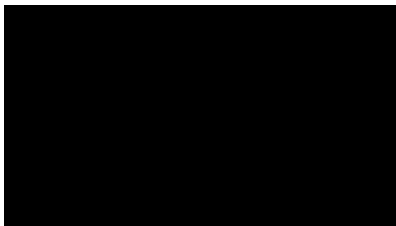
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## Recommendations-Video



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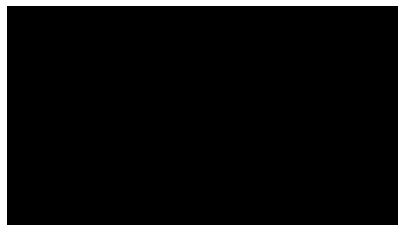
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## Recommendations-Video



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## Recommendations-Video



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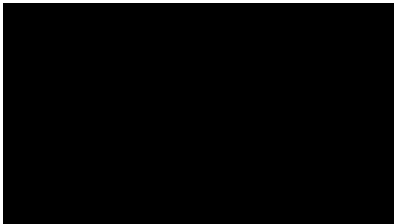
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## Recommendations-Video



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## Now What? What To Do After The Training

1. Meet as a team at least monthly
2. Obtain staff, family, and student input, commitment throughout the process
3. Address all elements of PBIS (Action Plan)
  - a. Schedule work time
  - b. Training
  - c. Activities
4. Assemble all activities and products
5. Introduce (wvpbis.org and WVPBIS Facebook)
6. Keep checking your progress



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## The Action Plan

Your action plan is a living document, continuously...

- Revisit it
- Add to it
- Revise it
- Evaluate your progress on each critical element

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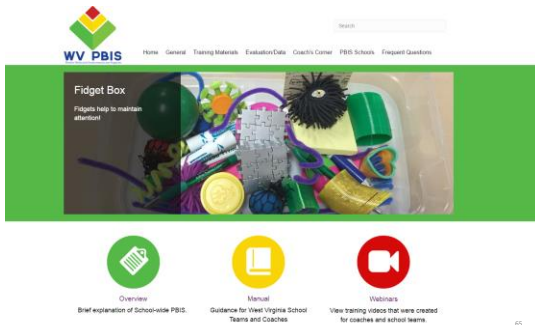
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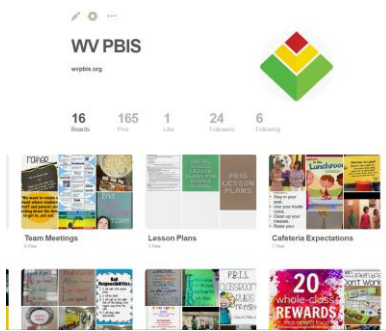
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## Dedicated Work Time

1. Finish any incomplete TFI items
2. Make sure your Action Plan is up to date from training
  - a. All critical elements/ training activities have been addressed
3. Identify how you will begin implementation and create a tentative schedule
4. Identify how you will solicit staff input & generate buy-in
5. Identify how you will get students to participate
6. Update your Action Plan

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## Contact Information

Amy Kelly  
PBIS Coordinator  
304.696.3514  
[kelly9@marshall.edu](mailto:kelly9@marshall.edu)




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