

# 3F Sustaining District Level Implementation

Kate Heineman, Director of Positive Behavior Interventions & Support,  
Fremont, Nebraska

---

Linda Bradley, University of Missouri Center for Positive Behavior  
Support





# Fremont PBiS Coaches

Jennifer Bell-

Preschool Center, 3 Elementary, 5-6th Grade School

Rob Bishop-

2 Elementary, 7-8th Middle School, Transportation, After School Program

Kody Christensen-

5-6th Grade School, 7-8th Middle School, High School

Paige Hastings-

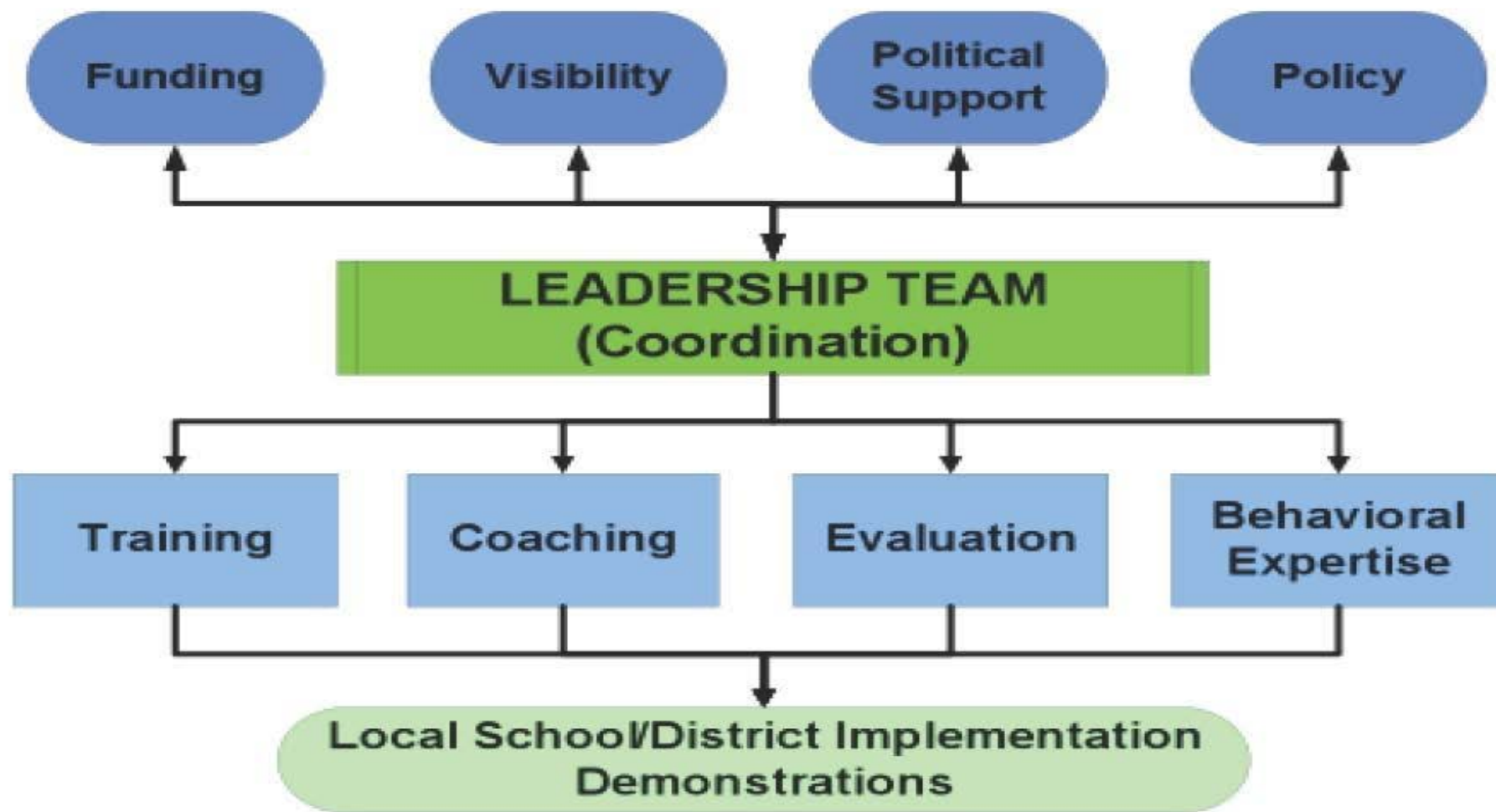
Alternative School/ Tier 2 & 3 Supports

Julie Muller-

2 Elementary, 5-6th Grade School, Transportation, High School

# Outcomes

- Learn about the role of a District Level SW-PBS Coach.
- Learn strategies for building in-district training, coaching and technical assistance capacity.
- Understand the role of a District Level SW-PBS Team.



# Fremont Characteristics

- Population 26,000
- Close proximity to Omaha & Lincoln
- Major Industries:
  - Hormel & Fremont Beef (packing plants)
  - Fremont Health
  - Fremont Public Schools

# Fremont Public Schools

4700 Students PK-4

70% - White

27% - Hispanic

3% - All others  
combined

7 Elementary Schools

3 PK-4

4 K-4

1 – 5<sup>th</sup> & 6<sup>th</sup> Grade School

1- 7<sup>th</sup> & 8<sup>th</sup> Grade Middle  
School

1 – 9<sup>th</sup> – 12<sup>th</sup> High School

2014-2015	Fremont	State of Nebraska
Free / Reduced	60.45%	44.71%
	Range 45.59%-96.12%	
English Language Learners	8.27%	6.20%
Special Education	18.32%	14.17%

# FPS PBIS Goals

Program Goals: Implement Positive Behavior Intervention & Supports (PBIS) multi-tiered framework of support.

1. Decrease student office referrals thus increasing student instructional opportunities.
1. Provide tiered supports to all students as determined by their level of need.
1. Leverage with existing resources and programs to support our multi-tiered framework.
1. Develop a sustainable program that serves the needs of our diverse students.

# FPS District Leadership Team

- District & Building Level Administration
  - PK-12 – Monthly
  - PK-4 / 5-12 - Additional monthly meetings
- District PBIS Coordinator = Curriculum Director / Federal Programs Director / Student Services
- District Capacity Assessment 2015, Ongoing
  - Needs
  - Financial support
  - Training needs
  - Material resources
  - Structural resources



# FPS District Leadership Team Responsibilities

- Political Support
  - Community Advisory Board
  - Area foundations
  - Building groups - PTA
  - Board of Education presentations
- Visibility
  - Creating continuums
  - Brochures - building level - all families
  - Media & Social Media - district newsletter, district & School Websites, newspaper, radio

# FPS District Leadership Team Responsibilities

- Changes in District Policies / Protocols
  - SWIS to make decisions
  - Student Handbooks
  - Report grade card revisions (2015 – ongoing)
  - Hiring Practices - all levels
  - Staff Handbooks – Certified, Classified, Substitute
  - Instructional Model
  - PBIS Building Level Curriculum Guides / Lesson Plans / Pacing Guides

# 5 Year Training Plan

- Tiers 1, 2, 3 – separated after success at previous levels - approx 6 sessions/yr
- Based on Missouri School-wide PBiS plan, modified to fit FPS PBiS
  - Trainers
  - Materials
- Tier 1 Training:
  - PK – 5: January 2015 – June 2016
  - 5-12: Sept. 2015 – June 2017
- Tier 2 & 3 District Team
  - 2016 - 2019
- Tier 2 School Wide Training
  - PK – 5: 2016-17
  - 5 – 12: 2017 – 2018
- Ongoing Training through 2019 / Maintenance for Sustainability

**Fremont Public Schools PBIS  
5-Year Training Plan**

	<u>Year 1</u> Jan 2015 – June 2015	<u>Year 2</u> July 2015 – June 2016	<u>Year 3</u> July 2016 – June 2017	<u>Year 4</u> July 2017 – June 2018	<u>Year 5</u> July 2018 – June 2019	<u>Carry-Over Year</u> July 2019 – June 2020
--	--	---	---	---	---	--

**Elementary Cohort**

<b>Phase</b>	<b>Prep &amp; Emerging</b>	<b>Emerging Adv.</b>	<b>Tier 2 Intervention</b>	<b>Tier 3 Foundations</b>	<b>Tier 3 Advanced</b>	
Cadre 1	4 Training Days	4 Training Days	3 Training Days	4 Training Days	4 Training Days	
Cadre 2	4 Training Days	4 Training Days	3 Training Days	4 Training Days	4 Training Days	
Cadre 1 & 2 Together	2 Summer Days	2 Summer Days	*Check-in/Check-out			
		Tier 1 (day and a half)	SWIS-CICO		SWIS-ISIS	
		Tier 2 overview (half)	Additional Interventions: Boys Town Social Skills, First Step to Success, & CW-FIT			

**Secondary Cohort**

<b>Phase</b>		<b>Prep &amp; Emerging</b>	<b>Emerging Advanced</b>	<b>Tier 2 Intervention</b>	<b>Tier 3 Foundations</b>	<b>Tier 3 Advanced</b>
Cadre 1		4 Training Days	4 Training Days	3 Training Days	4 Training Days	4 Training Days
Cadre 2		4 Training Days	4 Training Days	3 Training Days		
Cadre 1 & 2 Together		2 Summer Days	2 Summer Days			SWIS-ISIS
			Tier 1 (day and a half)	*Check & Connect		
			Tier 2 overview (half)	Additional Interventions: Boys Town Social Skills & RENEW		

**District Tier 3 Team – School Psychologists, PBIS Coaches, & Special Education Administrator**

<b>Phase</b>			<b>Tier 3 Systems</b>	<b>Tier 3 Foundations</b>	<b>Tier 3 Advanced</b>	
			3 Training Days	Joins Elementary Cohort	Joins Elementary Cohort	
					Joins Secondary Cohort	

**Total # of Days**

	10	20	19	14	12	
--	----	----	----	----	----	--

# Coaching Plan

- The Coaching Role:
  - Model, assist, and support the implementation of PBiS with fidelity
  - Meaning we are truly doing what we say we are doing (implementation fidelity),
  - So each team will be self-sustaining once external support is no longer available.
  - Not Evaluative
- Collaborative Culture for Consistency
- Assigned to multiple buildings
- Offices in schools
- Tier 2 – 3: District Coaches from existing staff (counselors, special ed., etc)

# Building Level Teams

“Revisit, Review, Revise & Revitalize”



# Investing in the People

- PBIS Coaches – Systems Change Coaching
  - Build capacity
  - Support implementation
- District Level Team & Building Level Teams
  - District level leadership
  - Building level leadership & internal coaching
- Larger Building Level Teams at Tier 1
  - Grade level / department representation
  - Non-instructional faculty representation
  - Non-instructional staff representation
  - Administration

# Leading From Within...

- Building Level Leadership Teams
  - Teacher leaders
  - Developing coaching capacity from within
    - Developing systems for peer to peer coaching
  - Teams leading staff professional learning
  - Shared ownership / Buy in
  - Recreating a culture



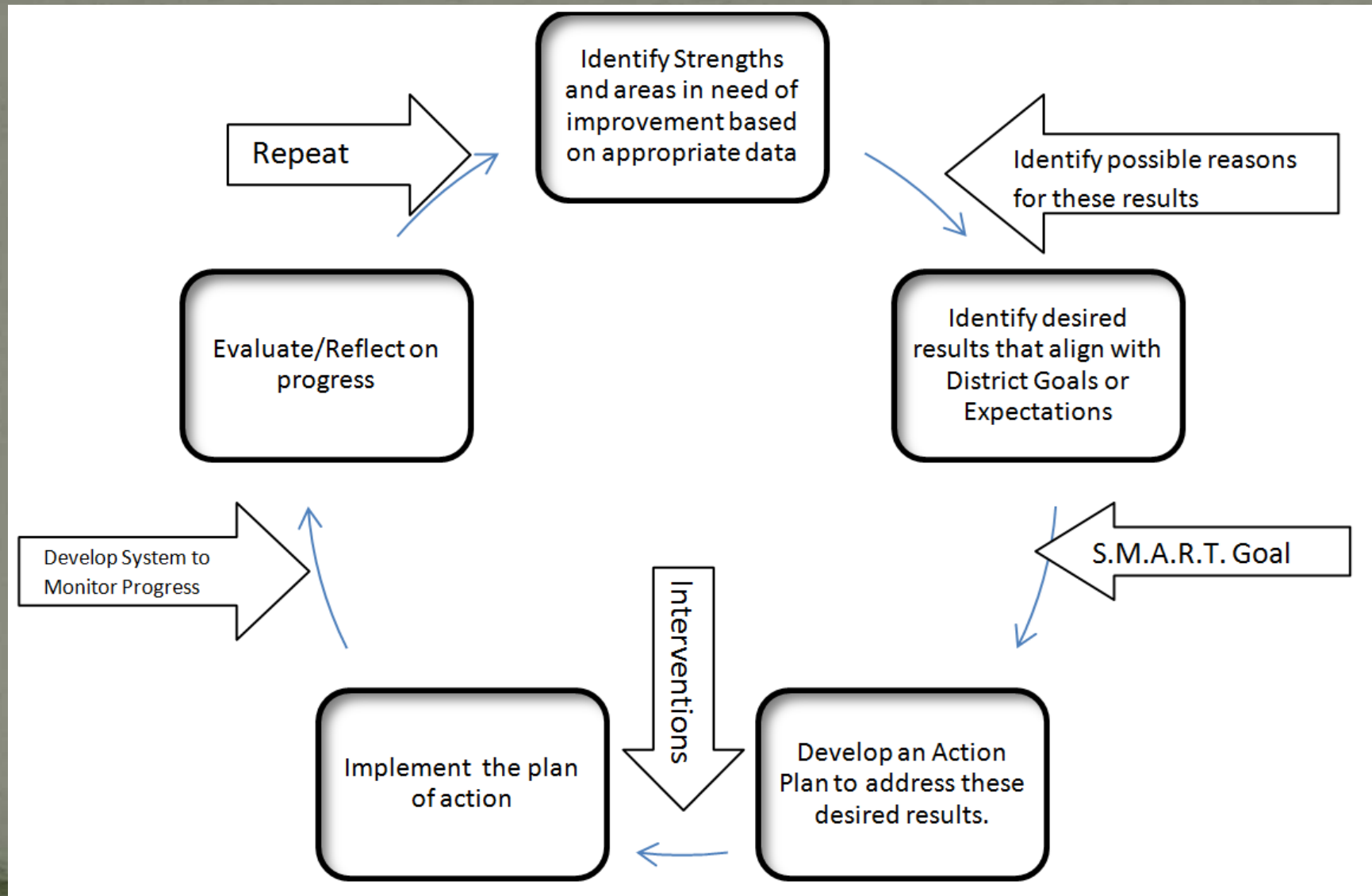
# FPS Sustainable Practices & Resources

- Classified Staff Participation on Teams & in Training
  - Flex time for sustainable funding
- Community Partnerships
  - Community Advisory Board
- State / Regional Partnerships
- National PBiS Center
  - Free / Inexpensive Resources
  - Shared success
- Missouri Statewide PBS Project

# FPS Tools

- Everything linked to current systems
  - Google referral form system (IBR = Inappropriate Behavior Referral)
  - 1 set of data through SWIS
- Coaches collaboratively working with teams to create building wide resources
  - Online folders of building resources
  - Teacher Guides / Manuals for PBIS just like for academic content

# Data Based Decision Making – Same Process for ALL that FPS Does



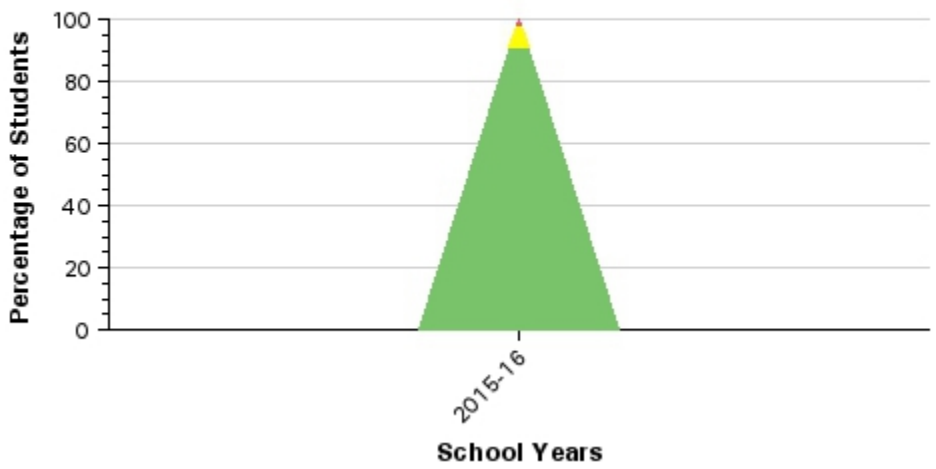
# FPS Evaluation Plan

- SWIS – Data Collection & Reporting System for PBiS
  - Data Management Facilitator = Director of Student Information
  - Behavioral data review – used to make intervention & goal setting decisions
- School-Wide Evaluation Tool (SET) - Winter
- Self-Assessment Survey (SAS) - Spring
- School Safety Survey (SSS) – Fall
- School-Wide Ongoing Monitoring- Fall, Winter, and Spring
- Transition to Tiered Fidelity Inventory (TFI)

# SWIS Data

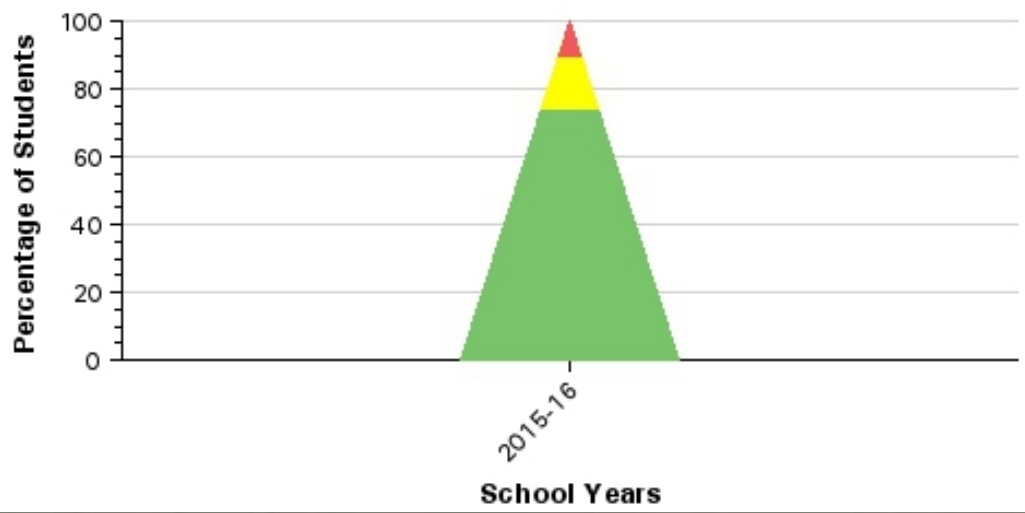
## Triangle Data Report

Major, 2015-16 - 2015-16

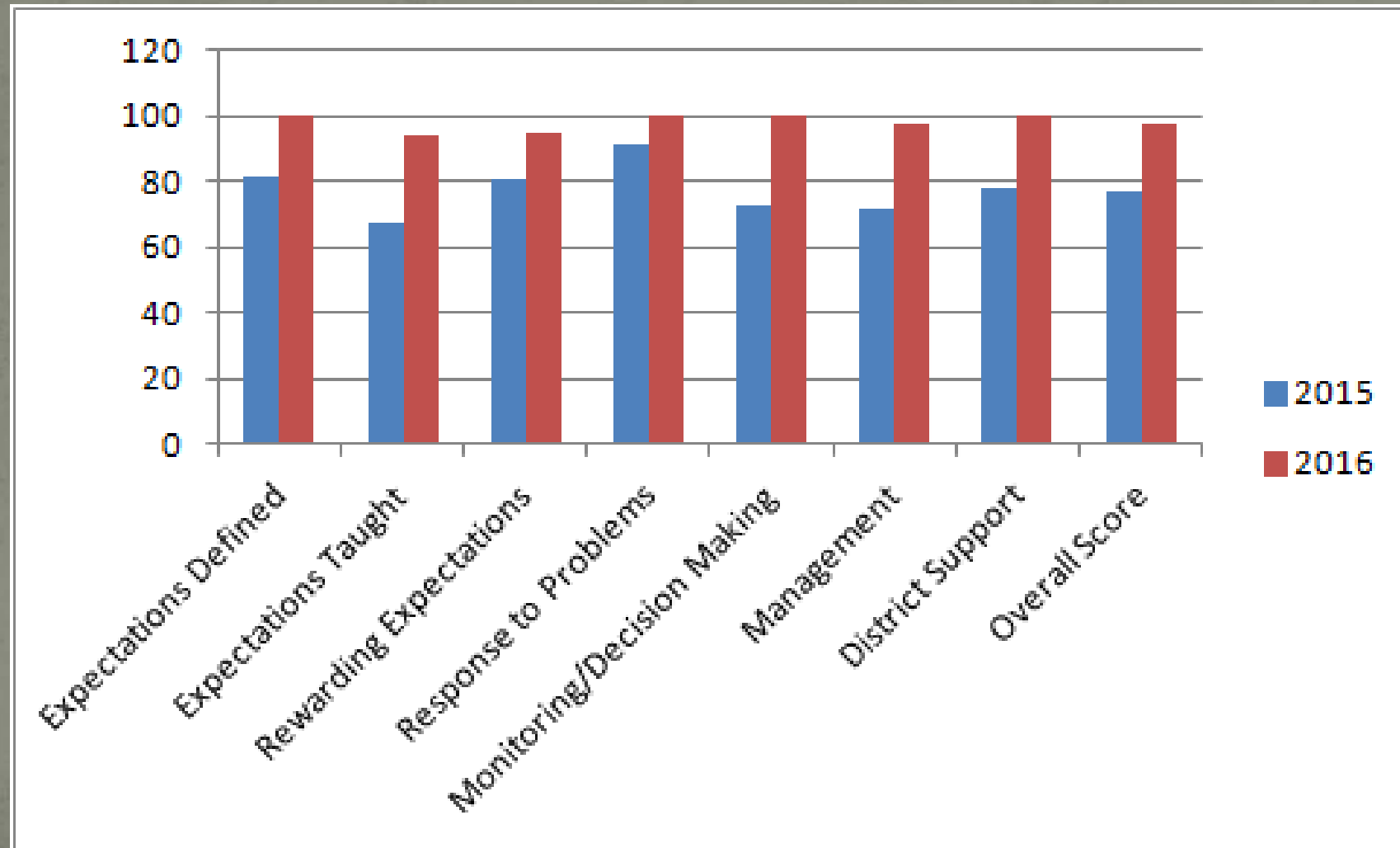


## Triangle Data Report

Major, 2015-16 - 2015-16

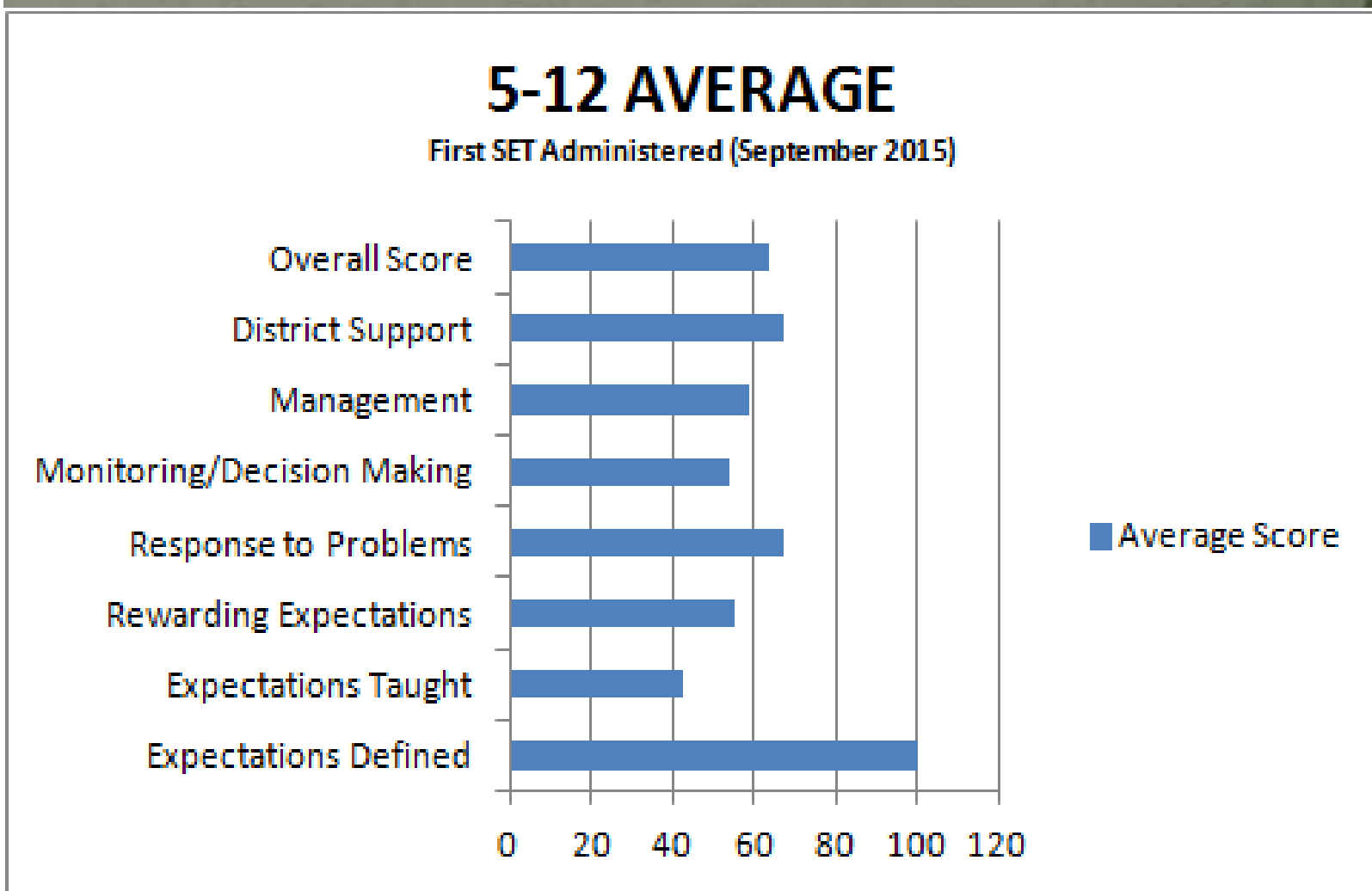


# SET K-4 Results - Fall 2015 to Fall 2016

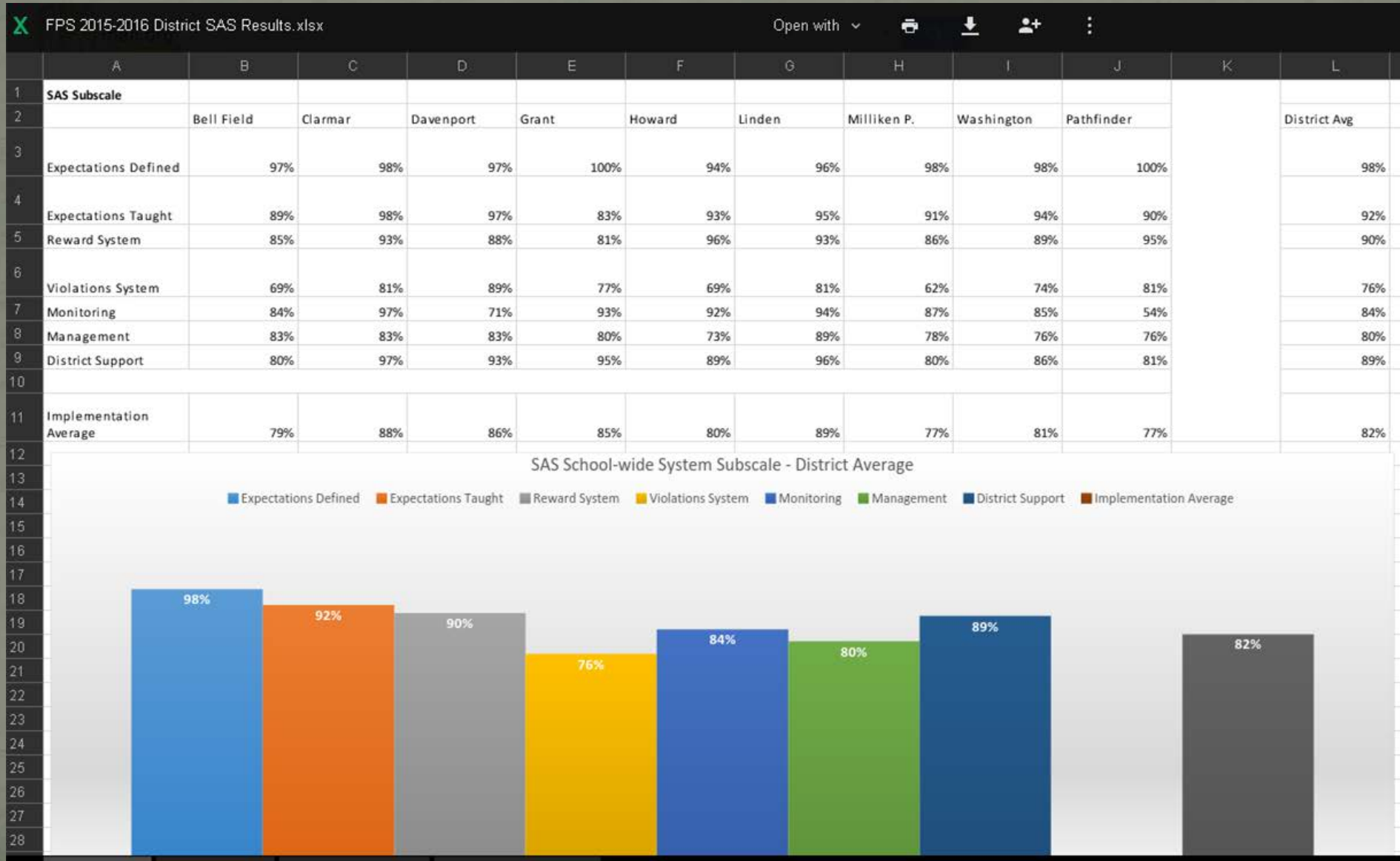


# SET - Summary of First 5-12 SET Results

SET FEATURE	Avg. Score
Expectations Defined	100
Expectations Taught	43
Rewarding Expectations	55
Response to Problems	67
Monitoring/Decision Making	54
Management	59
District Support	67
Overall Score	64

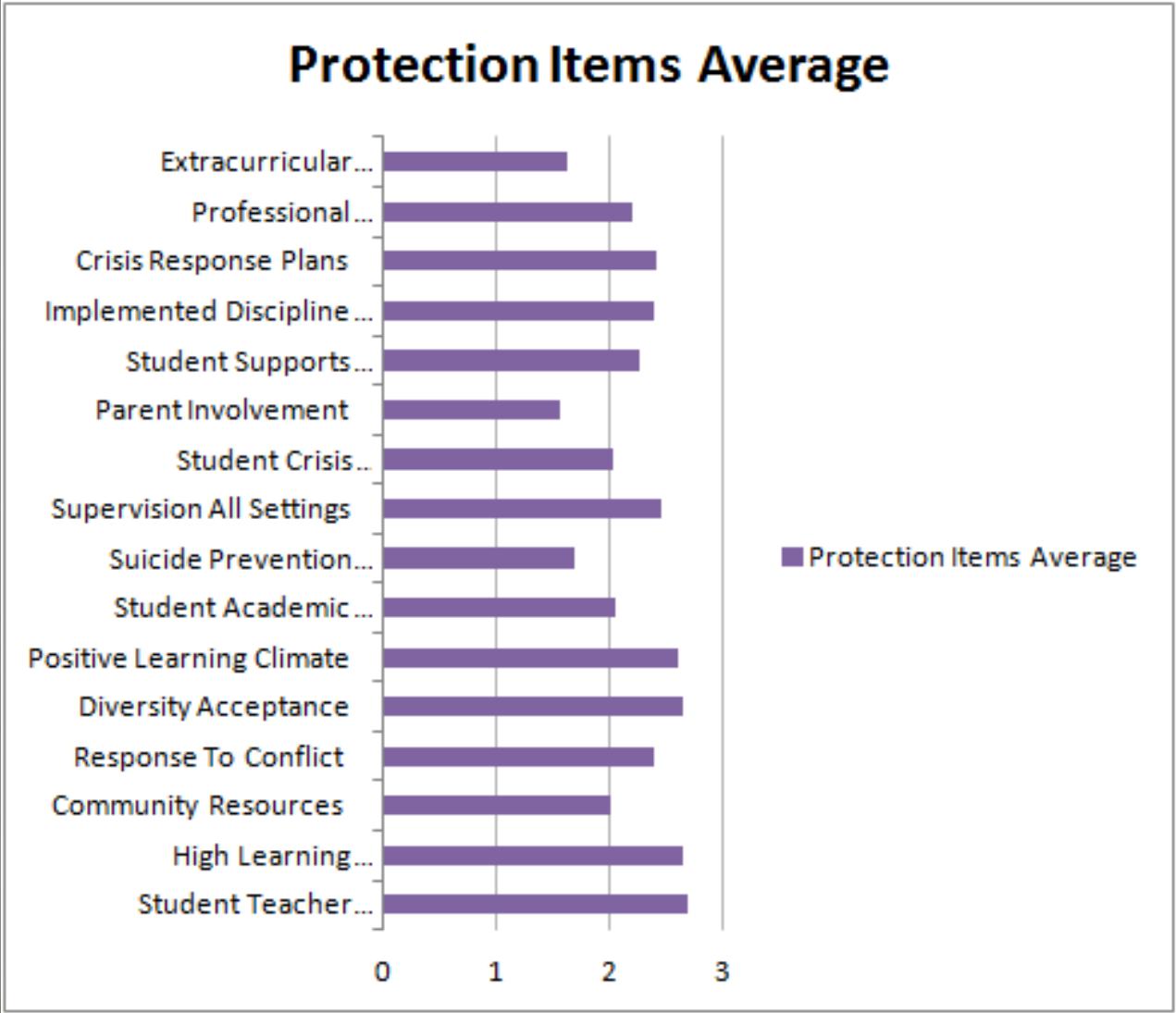


# SAS- District Results

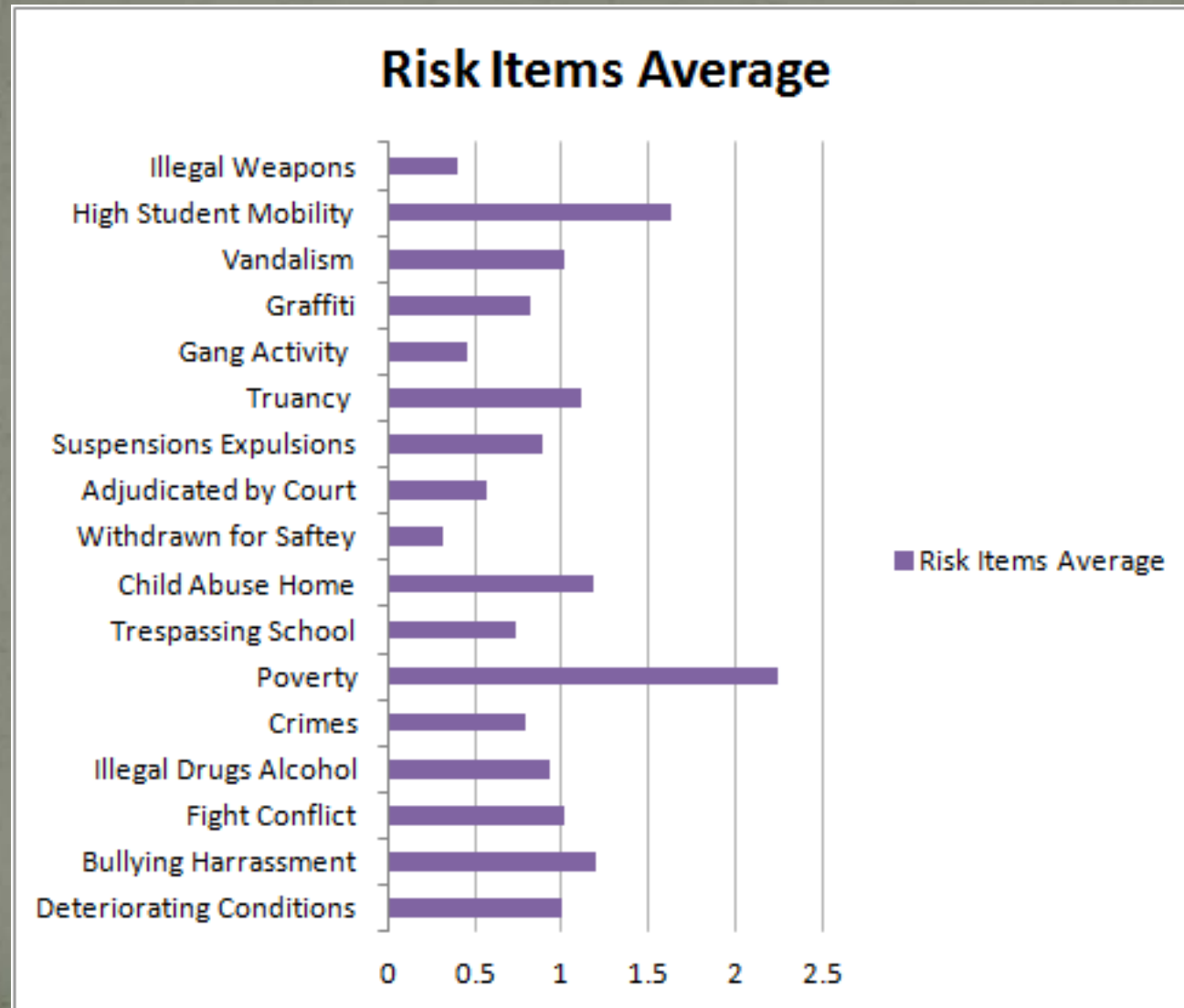




# SSS- K-4 Results



# SSS- K-4 Results



# Tier I: School-wide Ongoing Monitoring

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_  
 Observer: \_\_\_\_\_ Subject \_\_\_\_\_ Activity \_\_\_\_\_

Check Any That Apply

Data was collected during:	Practices That Were Observed:	Location:
<input type="checkbox"/> Independent Work <input type="checkbox"/> One-On-One <input type="checkbox"/> Small Group Peer <input type="checkbox"/> Small Group Teacher <input type="checkbox"/> Whole Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Classroom Matrix Posted <input type="checkbox"/> Procedures Observed <input type="checkbox"/> Use of Attention Signal <input type="checkbox"/> Active Supervision Used <input type="checkbox"/> Use of Reinforcement System	<input type="checkbox"/> Classroom <input type="checkbox"/> Other: _____

During a 10-minute observation period, record simple tally marks for each of the following behaviors.

Ratio of Interactions	Positive		Negative		Totals
	Specific Positive Feedback <i>"Thanks for raising your hand. That's a great way to be respectful"</i>	General Positive Feedback <i>"Good Job!"</i> <i>"Wow, nice work!"</i>	Corrective Feedback <i>"Please be safe by keeping your hands and feet to yourself."</i>	Negative Feedback <i>"Stop"</i> <i>"Shhh"</i> <i>"Don't"</i>	
Opportunities to Respond	Individual :		Whole Group :		
Precorrects					

Total Ratio of All Interactions\* \_\_\_\_\_ : \_\_\_\_\_ *Ideal goal - 4:1*

Specific Positive\* \_\_\_\_\_ General Positive\* \_\_\_\_\_ *Ideal goal - Higher number of specific positive statements*

Comments:

# Tier I: School-wide Ongoing Monitoring Definitions

Data was collected during:	
Independent Work	Students are working on assignments/tasks independently.
One-On-One	Teacher is working one-on-one with a specific student.
Small Group Peer	Students are working in small collaborative groups.
Small Group Teacher	Teacher is teaching a lesson to a small group of students.
Whole Group	Teacher is teaching a lesson to the full group of students.

Practices That Were Observed:	
Classroom Matrix Posted	Classroom matrix is big, bold, and beautiful and posted in the classroom.
Procedures Observed	At least one classroom procedure was observed.
Use of Attention Signal	A signal was used to get all students attention when needed.
Active Supervision Used	Teacher moves around the room frequently.
Use of Reinforcement System	Teacher uses a reinforcement system to acknowledge appropriate student behaviors.

Ratio of Interactions	Positive		Negative	
	Specific Positive Feedback <i>"Thanks for raising your hand. That's a great way to be respectful."</i>	General Positive Feedback <i>"Good Job!"</i> <i>"Wow, nice work!"</i>	Corrective Feedback <i>"Please be safe by keeping your hands and feet to yourself."</i>	Negative Feedback <i>"Stop"</i> <i>"Shhh"</i> <i>"Don't"</i>
A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did.	A teacher statement that occurs in response to or after a desired behavior that is positive or affirming but does not specifically indicate what behavior is being praised.	A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what he/she/they should do instead of the problem behavior.	A teacher statement that occurs in response to or after a problem behavior, that does not provide specific information about what the child should do instead of the problem behavior.	
Opportunities to Respond	Individual : Teacher gave one student an opportunity to respond to a question. (Verbal, Non-verbal, manipulatives, white boards, etc.)	Whole Group : Teacher gave all students an opportunity to respond to a question. (Verbal, Non-verbal, manipulatives, white boards, etc.)		
Precorrects	A teacher statement that tells social behavioral expectations, school or classroom routines/procedures <u>before</u> students have an opportunity to demonstrate them. (ie- Let me remind you to..., Remember that...)			

# School-Wide Ongoing Monitoring Tool

**What does this mean for certified staff?** Coaches will visit your room for 10 minutes and collect this information. This information will go directly in your mailbox for you to review when it works best for you. This is not an evaluation and no one else will see your personal data. The data that is collected building-wide will be confidential and will exclude all staff names.

**What does this mean for classified staff?** Coaches will visit an area you are working in for 10 minutes and collect this information. This information will go directly in your mailbox for you to review when it works best for you. This is not an evaluation and no one else will see your personal data. The data that is collected building-wide will be confidential and will exclude all staff names.

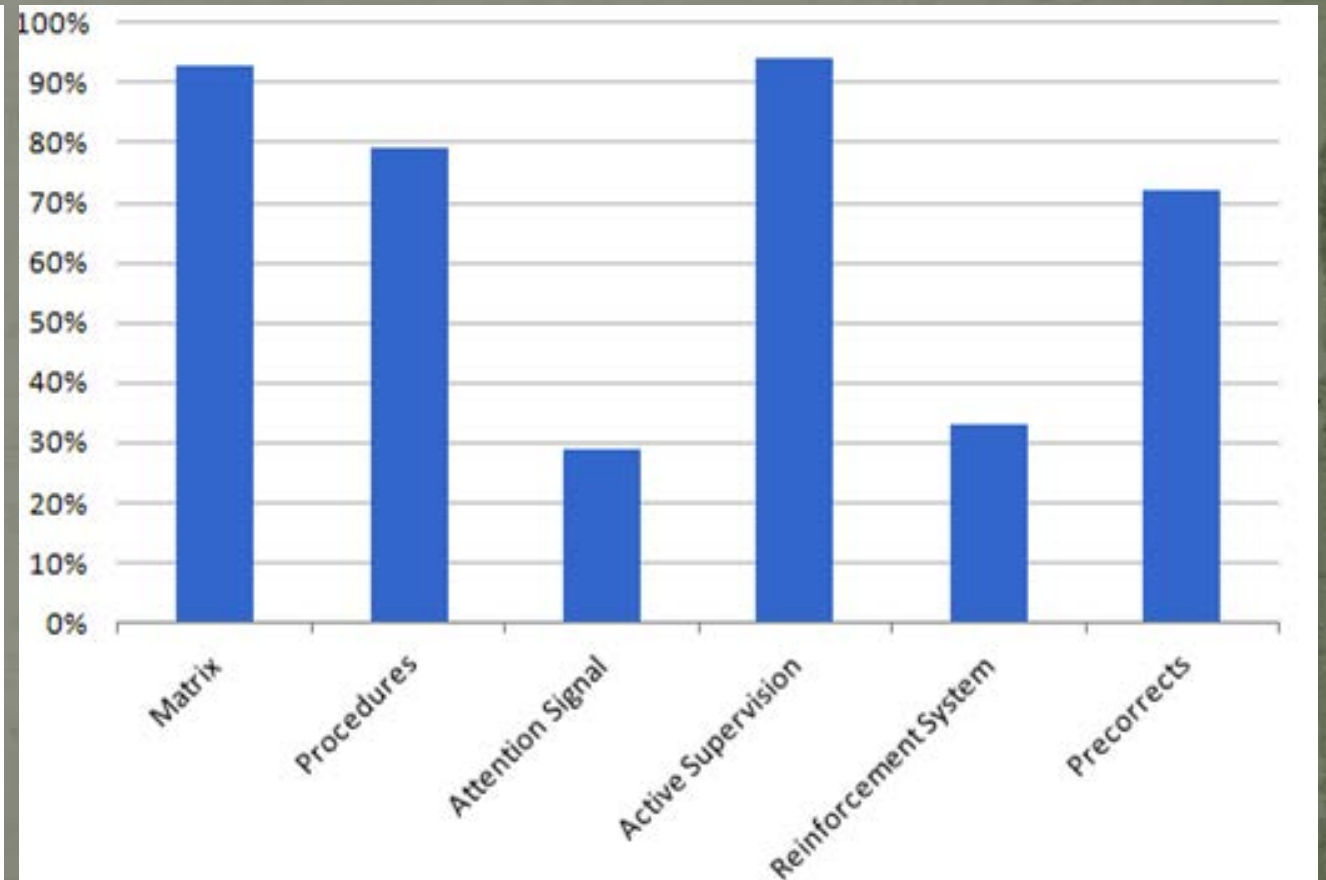
**What will the team do with this data?** Again, the team will only receive school-wide data that excludes all staff names in order to keep your data confidential. This data will help the team decide how to best support all staff members with effective classroom practices. It will not be used to evaluate teachers in any way, rather as a tool to support and offer professional development options to assist teachers with positive behavior supports.

**What can I do with my personal data?** Your data can be for your eyes only. If you would like to consult with your PBIS coach or PBIS team we would love to sit down and collaboratively explore it with you! We often use this time to celebrate great teaching! Also, many staff members like to choose an area that they would like some strategies to try. They work towards a goal to increase their data in the future in order to help decrease student misbehavior.

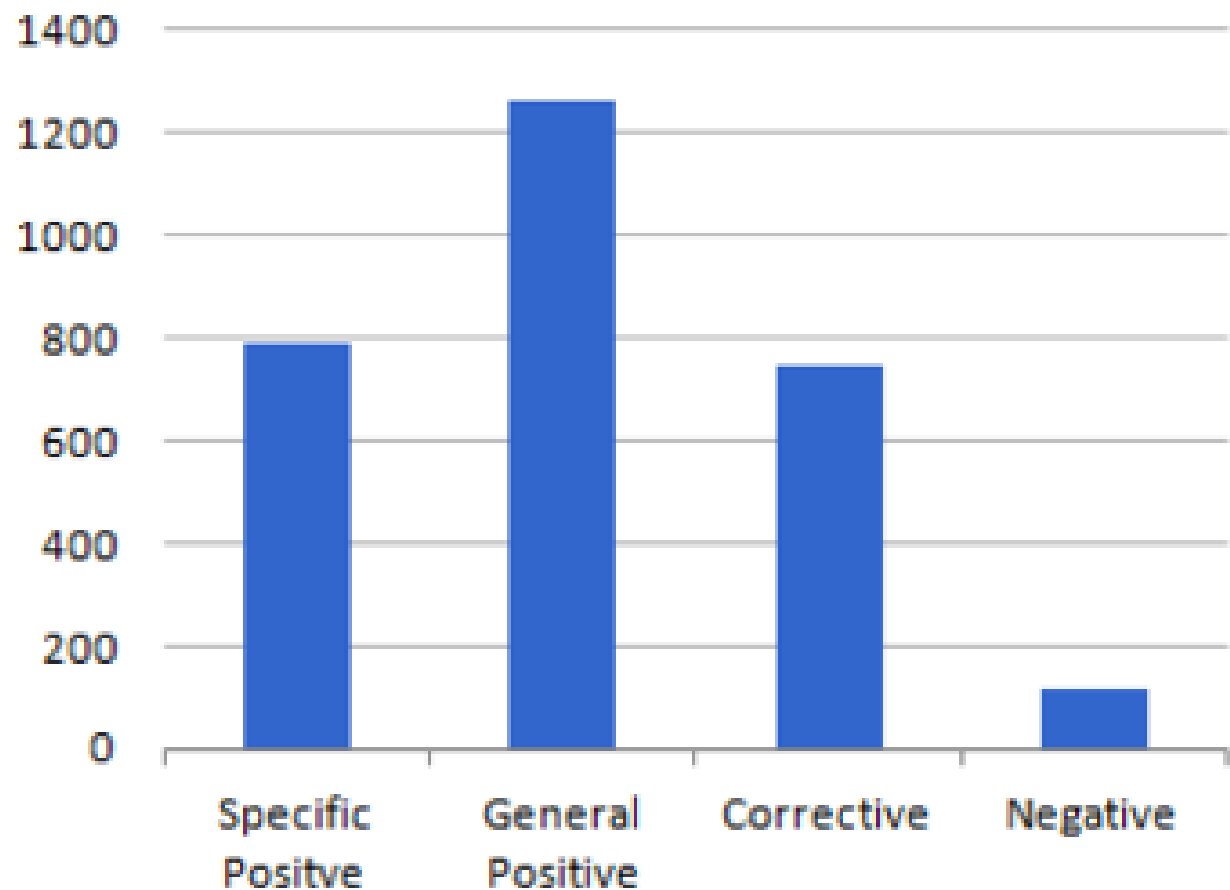
# School-Wide Ongoing Monitoring Results District K-4

## Items Observed

Item	Count	Percentage
Classroom Matrix Posted	192	93%
Procedures Observed	162	79%
Use of Attention Signal	61	29%
Active Supervision Used	193	94%
SW Reinforcement System	69	33%
<u>Precorrects Used</u>	148	72%



### Total District Feedback Statements



### District Staff Feedback Rates



District Elem. Positive to Negative Ratio- **2.4 :1**

# Evaluation Next Steps to Sustainability

- Coaches work to develop system
- Train everyone in understanding and implementing System
- Problem solving / planning (Data Decision Model)
- Shared leadership (Gradual Release Model) - I do, We do, You do
- Peer feedback

# Behavioral Expertise Tiers 2 & 3

- **District Level Leadership Team Decision Making & Training**
  - Counselors
  - Psychologists
  - School Social Worker
  - School Resource Officers
  - SpEd Director
  - Administrators – Building & District
  - Teachers
  - Coaches



# Behavioral Expertise Tiers 2 & 3

- **District Role Change**

- Developing capacity of others – Behavioral Interventionist to Behavioral Coach

- **Develop Common Processes**

- Identification / consent
- Interventions
- FBA form & process
- BIP form & process

# Lessons Learned

## Successes

- Training large teams
- Part of “how we do business”
- ALL involved
- Data driving decisions
- Creation of District-wide resources – not purchased products
- Ownership

## Challenges

- “She went to a training”
- Perception of student behavior - community
- “This too shall pass”
- Coaching - What are they in my room for?
- Continual focus on sustainability - have to continually review, revise to keep it current

ANY  
QUESTIONS  
?

## Contact Us Any Time

- Linda Bradley – [bradleyl@missouri.edu](mailto:bradleyl@missouri.edu)
- Kate Heineman – [kate.heineman@fpsmail.org](mailto:kate.heineman@fpsmail.org)
- Jennifer Bell – [jennifer.bell@fpsmail.org](mailto:jennifer.bell@fpsmail.org)
- Rob Bishop – [rob.bishop@fpsmail.org](mailto:rob.bishop@fpsmail.org)
- Kody Christensen – [kody.christensen@fpsmail.org](mailto:kody.christensen@fpsmail.org)
- Paige Hastings - [paige.hastings@fpsmail.org](mailto:paige.hastings@fpsmail.org)
- Julie Muller - [julie.muller@fpsmail.org](mailto:julie.muller@fpsmail.org)