


The Administrators Role in SW-PBS

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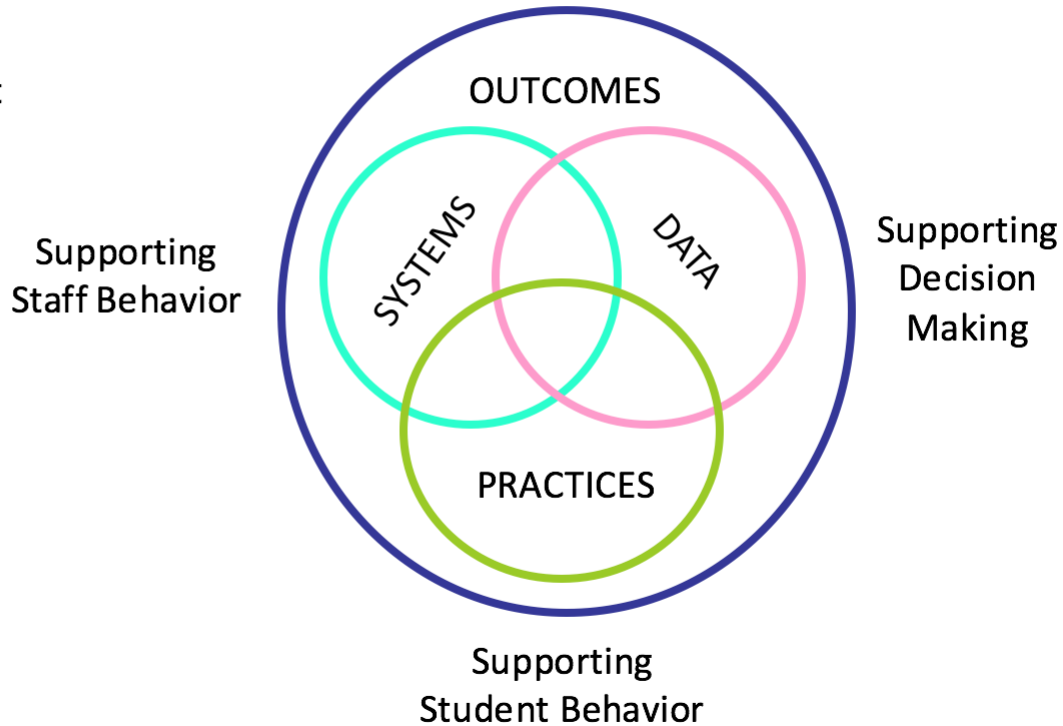
Outcomes Today

- Understanding your role within the PBIS team based on the systems framework.
 - Data
 - Systems
 - Practices
 - Learn what questions to ask yourself and the team when problem solving.
 - Determine one area/topic that you would like to focus on.
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What's My Role in PBIS?

The Framework

Social Competence &
Academic Achievement



Provide support

Remove obstacles

Ensure funding

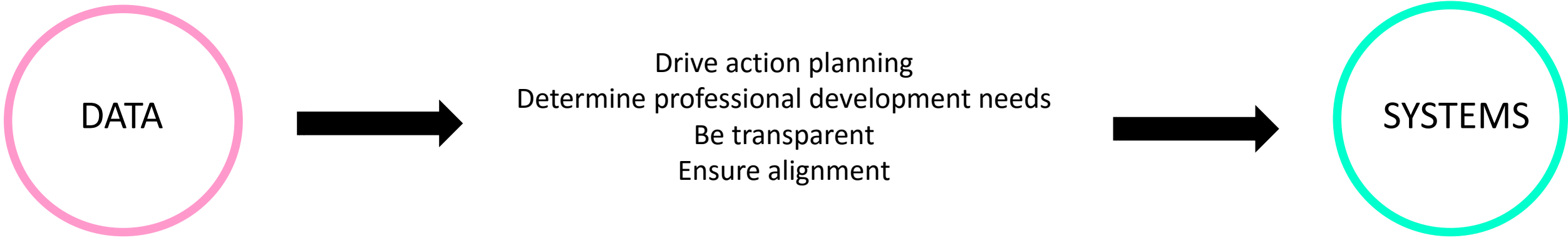
Provide time

Ensure implementation

Promote success

Oversee outcomes

Ensure alignment/priority



What school items to look at?

- School Safety Survey
- School Climate Survey
- SET
- TFI
- Big 5
- SAS
- Attendance

What district items to look at?

- PBIS District Self-Assessment
- District Capacity Assessment
- District Resource Map
- School PBS Action Plans

Correlating Data with Goals

Action Plan Goal	Big 5	School Safety Survey	School Climate Survey- Elem	School Climate Survey- MS/HS	School Self-Assessment Survey	School-wide Evaluation Tool	District Resource Map	District Capacity Assessment	Leadership Team Self-Assessment	School Action Plans
1.1		X								X
1.2		X			SW 8	D3, 4				
1.3					SW 15	G1	7	11		X
1.4		X			SW13; IS 6, 7					X
1.5	X				SW 4, 11, 12	B2				X
1.6					SW 16; ICW 8, 10; IS 1, 4, 5	E4	X	X		
2.1					SW 4, 5, 7; C 2, 6, 7	D1, 2				
2.2								29, 30		
2.3	X									X
2.4	X				SW15	G1	7	11		X
2.5					SW 17; NC 7		21, 22, 23	14, 25, 31, 32		
2.6	X	X			SW 8	D3, 4				
3.1	X					E1				X
3.2					SW 11, 12, 18; NC 8	E2, 3, 4; F7	6, 13, 14, 18, 19	18, 22, 29, 30		
4.1					SW 9, 10	F2, 3, 4, 5, 6,	1, 17			
4.2	X				SW, NC, C	ALL				X
4.3						F8	9, 16, 18			
4.4					SW 13; IS 7	B3	16	13, 16, 18		X
4.5							X	6	23, 24	
4.6								2, 3, 4, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23	7, 9, 13, 16, 18, 21, 29, 30	



Plan for Now and the Future

XXX has established the following five-year timeline as a guide to ensure School-wide Positive Behavior Supports is not only implemented with fidelity within each school but becomes a part of the district culture. The goal of the district-wide PBS Leadership Team is to build capacity for district personnel to conduct school team trainings, provide technical assistance to school teams, and improve outcomes for students, staff, and the community. Through this process, the following will be attained:

- A system-wide approach for PBS and RtI.
- An increase in student instructional time by being in the classroom.
 - Increase of student scores
 - Increase of student attendance
- Data driven decision making regarding intervention and student support.

Tier 1

2015-2016

- All schools participate in PBS Tier 1 Prep Year
- Create infrastructure for data, artifact information, etc.
- Website created for housing district and school data
- 100% buy-in from our leaders

2016-2017

- All schools participate in PBS Tier 1 Emerging Phase - Level 1 (E1)
- Funding to reflect that PBS is a priority for our students and staff.
- Review hiring practices in relation to PBS culture and the technology knowledge needed.
- Each school will have two people trained on the SET in addition to 5 central office individuals:
 - SPED Coordinator
 - School Psychologist
 - Behavior Interventionist
 - Hearing Officer/District PBS Coordinator
 - Director of Student Services
- Establish PBS PD Team
 - STI learning offered to administration.
 - STI learning offered to district-staff.
- RtI implementation - entry level
- Create District Tier 1 sub-committee

2017-2018

- Some selected schools may continue with PBS Tier 1 - Emerging Phase - Level 2 (E2)

Tier 2

2017-2018

- Some selected schools may participate in PBS Tier 2 Level 1 (T2L1)
- PBS Tier 1 implemented in all buildings with fidelity.
- All buildings receive Bronze recognition.
- RtI implementation - district-wide plan. Plan includes PBS interventions as well.
- SET check by district trained individuals; middle of the year.
- STI learning offered to district-staff throughout the year (PBS PD Team)
- Create District Tier 2 sub-committee. They will also attend T2 trainings.

2018-2019

- T2L1 schools in 2017-2018 are now attending T2L2 trainings.
- E2 schools in 2017-2018 are now attending T2L1 trainings.
- All schools have buildingwide interventions (PBS and RtI).
- STI learning is regularly scheduled each year moving forward through professional development (PBS PD Team).

2019-2020

- 2018-2019 T2L1 schools to attend T2L2 trainings.

Tier 3

2019-2020

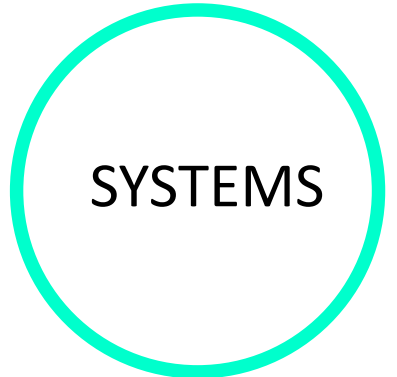
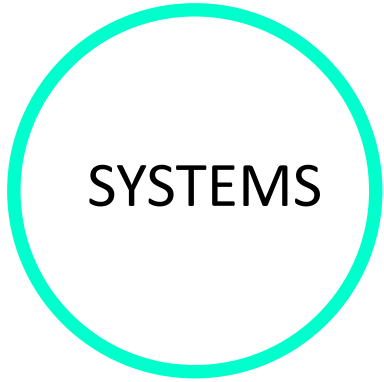
- 2018-2019 T2L2 schools to attend T3L1 training.
- Create District Tier 3 sub-committee; they will also attend T3L1 training.

2020-2021

- All schools will have participated in T3L1 training with implementation.

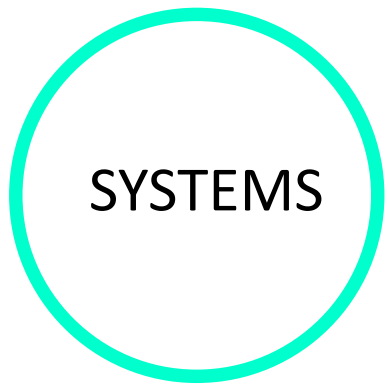


Drive action planning
Determine professional development needs
Be transparent
Ensure alignment



Providing Support
Creating Consistency
Ensure alignment





Providing Support
Creating Consistency
Ensure Alignment



Providing Support

- Professional Development is consistent and scheduled
- Match resources to obtain the outcomes you are interested in
- Follow-up; communicate
 - Building climate and culture
- PBIS Coach

Creating Consistency begins with planning

- Develop a PBIS Handbook
- Communication
- Efficiency
- Follow-through

Systems Example

Finalize Agreed Upon Solutions

- What do we want the students to do? **Rules**
- What will we do? **Routines and Arrangements**

Ridgeport High School
Hallways
Rules: <ol style="list-style-type: none">1. Walk2. Appropriate Language3. Hands and Feet to Self4. Keep Moving
Routines/Arrangements: <ol style="list-style-type: none">1. Stand in doorway during passing<ol style="list-style-type: none">a. As much as possible2. Provide positive prompts before releasing students from class<ol style="list-style-type: none">a. Reminders about appropriate behaviors in hallway3. Keep doors to stairway open4. Have sweeper run through stairways as well as hallway5. Acknowledge students following rules<ol style="list-style-type: none">a. Verbal praise and encouragement6. Correct students who behavior in appropriately

**** Should never have more student than adult behaviors!**

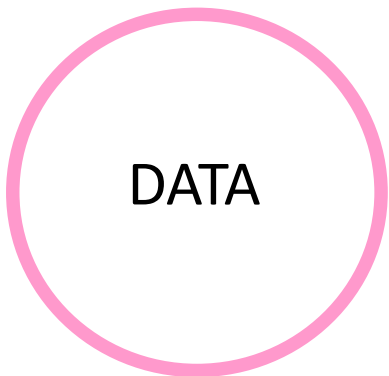
Prevention Strategies

Rules – What do we want the students to do to predict success?

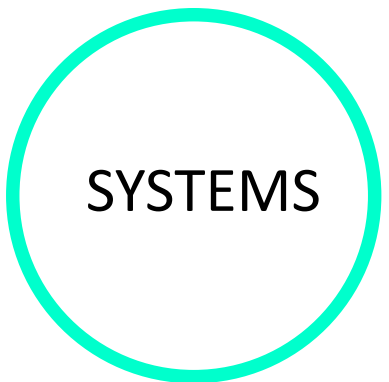
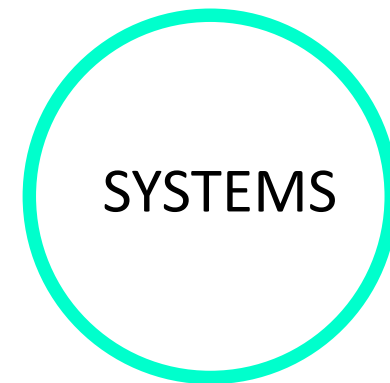
- When, where, why
- Teach, encourage, remind, acknowledge

Routines and Arrangements – What will we do to increase likelihood of student success?

- Avoid problem contexts, times, groupings, etc.
- Consistent procedures and prompts
- Engage students
- Where should you and students be to predict success?
- Active supervision of all areas
- Consistent consequences



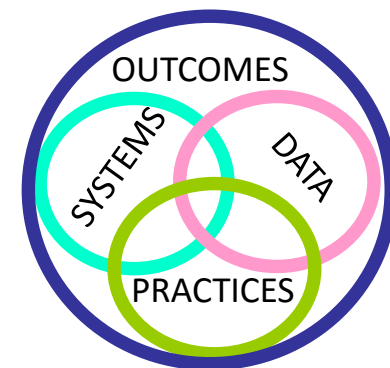
Drive action planning
Determine professional development needs
Be transparent
Ensure alignment



Providing Support
Creating Consistency
Ensure alignment

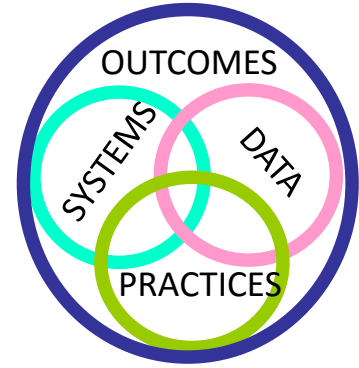


Setting the example
Imbedding into the school culture
Ensure alignment





Setting the example
Imbedding into the school culture
Ensure alignment



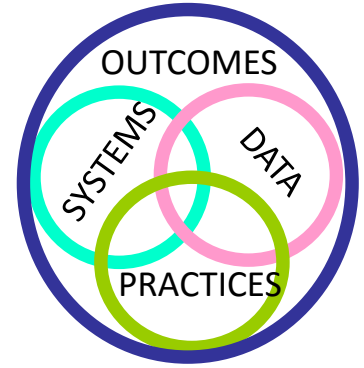
Setting the Example

- Re-teaching in the office
- Recognizing students and staff
- Build relationships with all stakeholders
- Problem solve

School Culture

- Universals in regular communication via email, newsletters, call blasts, intercom, etc.
- Involve stakeholders in decisions
- Celebrate success, any success

Re-teaching in the office

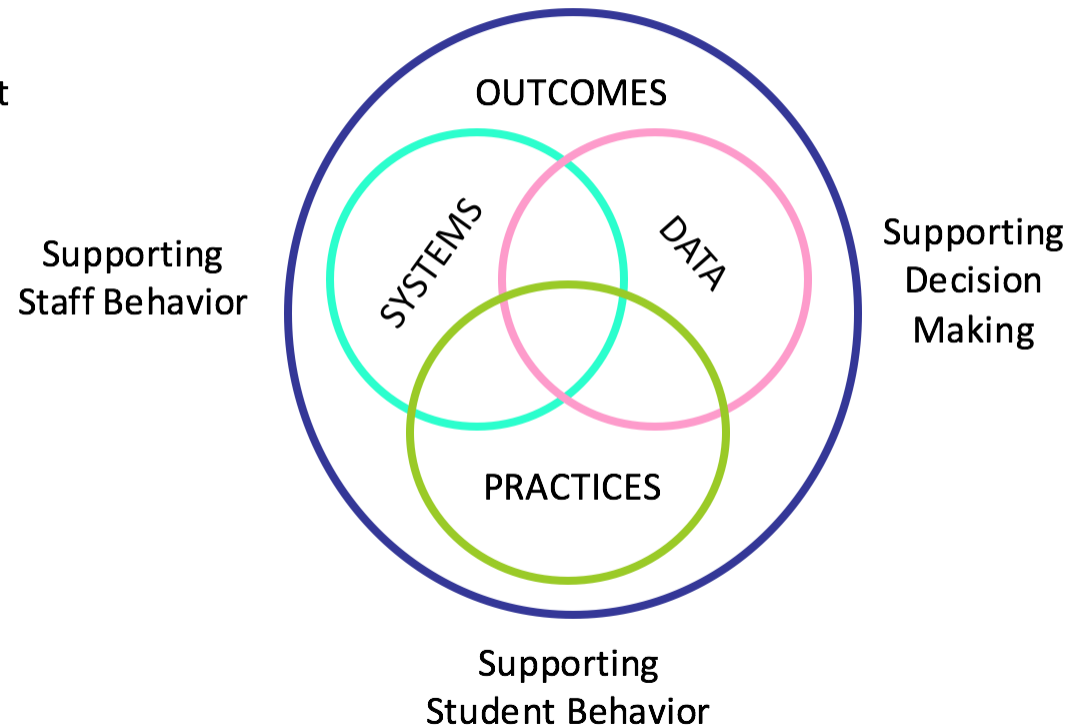


- Utilize the language
- Take the time to process; have a conversation about the matrix.
- All consequences must be coupled with teaching in order to impact behavior.
- It is not the severity of the consequence, but the consistency that a response will occur which impacts behavior.
- Look at both academics and behavior
- Follow-up with the appropriate stakeholder(s)
- Build a relationship

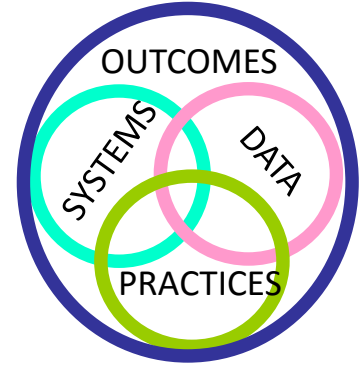
What if something isn't working?

The Framework

Social Competence &
Academic Achievement



Problem Solving – Think Outside the Box



Questions to Ask:

1. What does the data say?
2. Why is that?
3. What can I do differently?
4. Does my idea change anything with the system?
5. Can my idea make a positive impact on students, families, staff, etc.?

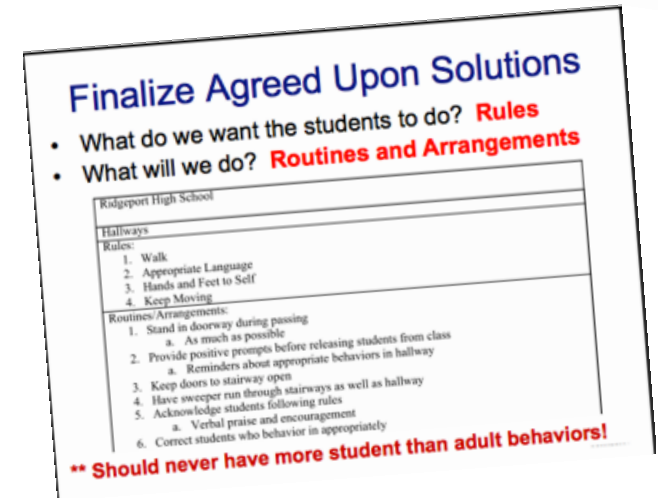
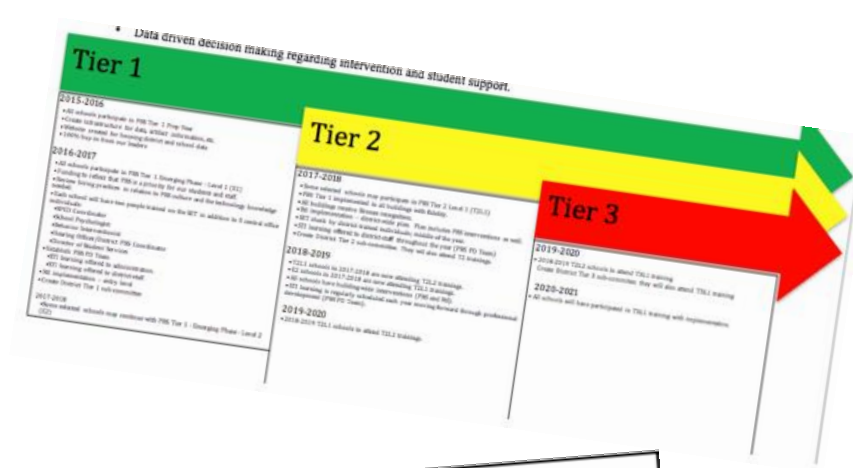
Things to Do:

1. Obtain feedback on the idea.
2. Take the idea and feedback and create a plan.
3. Obtain feedback on the plan and modify as needed.
4. Communicate the plan.
5. Implement the plan.
6. Gather data and reflect on the plan.

Time to Focus

Select one of the following that you would like to focus on:

1. **Planning:** select one area/item that you feel needs a bit more direction. Create a basic plan, with a timeline, on how to clear up those muddy waters.
2. **Systems and Solutions:** select an area the needs more consistency; create an activity complete with staff that will help with understanding and implementation
3. **Re-teaching in the Office:** jot down ways in which you, and the administrative team, can be on the same page regarding implementation in the office; what will you specifically do in the office.
4. **Problem Solving:** write down one item that you and/or your team seems to be struggling with regarding implementation; follow the steps provided on the previous slide to problem solve



Re-teaching in the Office

**Problem Solving:
Think Outside the Box**

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