## SW-PBS and the Single Building

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### Objectives

- Considering the factors important to the sustainability of a SW-PBS from the lens of the single building in a non-PBIS school district.
- Achieving sustainability of the single SW-PBS school by enhancing the essential components of SW-PBS through professional learning networks.

# Sustainability

### Defining and Enhancing

- Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes. (McIntosh et al., 2009)
- Priority
- Effectiveness
- Efficiency
- Continuous Regeneration

### Knowing Where You Are

SUBSIST Checklist

#### SUBSIST PBIS Sustainability Checklist: Self Assessment and Action Planning Tool for School Teams

Purposes: This self assessment has been designed to assist school teams in identifying the presence of key features related to sustainability of school-based practices and guide action planning for sustainability. This version is specific to Schoolwide PBIS, although the items were designed to be used for any school-wide practice. These items have been shown to predict sustained fidelity of implementation of Schoolwide PBIS (e.g., McIntosh, Mercer et al., 2013).

#### Guidelines for Use:

- Complete self assessment as a school team
- Consider existing efforts, initiatives, and/or programs that may be integrated with PBIS systems and structures
- Use results to identify strengths and areas for action planning

Date		
Team Members Completing Self	Assessment	

#### Instructions:

- Identify the extent to which features are fully in place, partially in place, or not in
- 2. Circle features that will be priorities for the upcoming year (identify the smallest changes that will make the greatest impact)
- 3. Add each circled feature to the action plan, identifying WHO will do WHAT by WHEN

ess.com/2014/01/subsist-checklist-1-1.pdf

SUBSIST Checklist

#### **SUBSIST Sustainability Checklist**

'	FEATURE	In Place?		
	TEATORE		Partial	No
Priority	There is agreement that PBIS serves a critical and shared need for the school			
	<ol><li>PBIS addresses outcomes that are highly valued by school personnel</li></ol>			
	<ol><li>A vast majority of school personnel (&gt;80%) support PBIS</li></ol>			
	<ol> <li>PBIS is integrated into new school or district initiatives (e.g., renamed to meet new needs, shown how it can meet the goals of the new initiatives as well)</li> </ol>			
	<ol><li>Parents are actively involved in the PBIS effort (e.g., as part of PBIS team or district committee)</li></ol>			
Building Leadership	<ol><li>The school administrators describe PBIS as a top priority for the school</li></ol>			
•	<ol> <li>The school administrators actively support school personnel when implementing and aligning initiatives (e.g., shield staff from competing demands, change language to align PBIS with new initiatives) to allow PBIS to continue</li> </ol>			
	A school administrator regularly attends and participates in PBIS team meetings			
External Leadership	There are adequate district resources (funding and time) allocated for PBIS			
Loudership	<ol> <li>The district administration actively supports PBIS (e.g., describes PBIS as a top priority, provides clear direction)</li> </ol>			
	<ol> <li>State/provincial officials actively support PBIS (e.g., promotion, publicity, providing infrastructure)</li> </ol>			
	<ol> <li>PBIS is promoted to important organizations (e.g., school board, community agencies, businesses, parent groups) at least yearly</li> </ol>			
	<ol> <li>PBIS is embedded into school and/or district policy (e.g., school improvement plans, mission/vision statements)</li> </ol>			

	FEATURE -		In Place?		
			Partial	No	
Effectiveness	The practices and strategies implemented as part of PBIS are evidence-based (i.e., there is published research documenting their effectiveness)      School personnel perceive PBIS as effective in helping them achieve desired outcomes				
	School personnel celebrate the positive effects of PBIS at least yearly				
	17. PBIS has a "crossover effect" in other areas (e.g., improved academic achievement scores, attendance)				
	18. PBIS is effective for a large proportion of students				
	<ol> <li>PBIS has been expanded to other areas (e.g., classrooms, buses, students with intensive needs, parenting workshops)</li> </ol>				
	<ol> <li>PBIS is implemented with fidelity (i.e., it is used as intended)</li> </ol>				
	21. The school team implementing PBIS is knowledgeable and skilled in PBIS				
	<ol> <li>The school PBIS team is well organized and operates efficiently (e.g., regular meeting schedule and process, agenda, minutes)</li> </ol>				
	23. The school PBIS team meets at least monthly				
Efficiency	24. PBIS becomes easier to use with continued experience				
	25. PBIS is considered to be a typical operating procedure of the school (it has become "what we do here/what we've always done")				
	PBIS is viewed as a part of systems already in use     (as opposed to being an "add-on" system)				
	27. Implemented PBIS strategies are cost-effective (in terms of money and effort)				
	28. Data collected for PBIS are easy to collect and do not interfere with teaching				
	29. Materials related to PBIS (e.g., handbook, lesson plans, posters) are used and adapted across years				

	FEATURE		In Place?		
			Partial	No	
Data-Based Decision	Needs assessments (e.g., PBIS Self Assessment Survey) are conducted				
Making	31. Fidelity of Implementation data are collected at least yearly (e.g., SET, BoQ, TIC, EBS Survey)				
	<ol> <li>Student outcome data are collected at least yearly (e.g., ODRs, academic achievement data, School Safety Survey, student/parent satisfaction survey)</li> </ol>				
	33. Data are reviewed regularly at each team meeting				
	34. Data are presented to all school personnel at least four times per year				
	Data are presented at least once per year to key stakeholders outside of the school (e.g., district officials, school boards, community agencies/groups)				
	Data are used for problem solving, decision making and action planning (to make PBIS more effective b&/or efficient)				
Capacity Building	All school personnel have a basic understanding of PBIS practices and how/why they work				
	The school team has regular access to district PBIS expertise (e.g., external/district coaches or consultants)				
	39. School teams and new personnel are provided with professional development in PBIS at least yearly				
	The school team is connected to a "community of practice" (e.g., network of other PBIS schools, local/regional conferences)				
Overcoming Barriers	41. Efforts are taken to build consensus on the school's core values, beliefs and goals as they relate to PBIS				
	42. To overcome shifting priorities, the team and school administrators review new initiatives and identify how PBIS can contribute to/be integrated with those initiatives				
	43. To address general school turnover, the PBIS team is representative and communicates with groups across the school (e.g., administration, grade-level teachers, specialists, staff, students)				
	To address "champion" turnover, the leadership and expertise for implementing PBIS is shared among a number of school personnel				
	45. Administrators have created positions with allocated FTE and job descriptions for PBIS-related activities				

SUBSIST Checklist 4

https://bcpbs.files.wordpress.com/2014/01/subsist-checklist-1-1.pdf

# Connecting

### Benefits

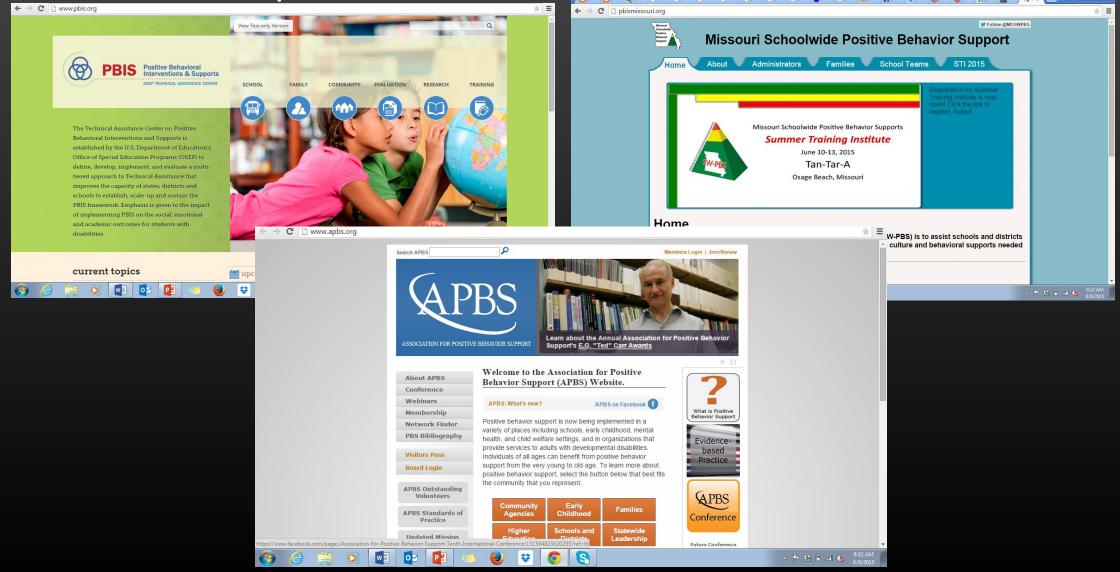
- Opens the door to new ideas
- Avenues of support
- Resource sharing
- Enhances staff enthusiasm
- Reduces isolation and initiative fatigue
- Help cultivate leadership skills within the team by expanding perspectives
- Opens avenues to new questions and inquiry

# Professional Learning Network

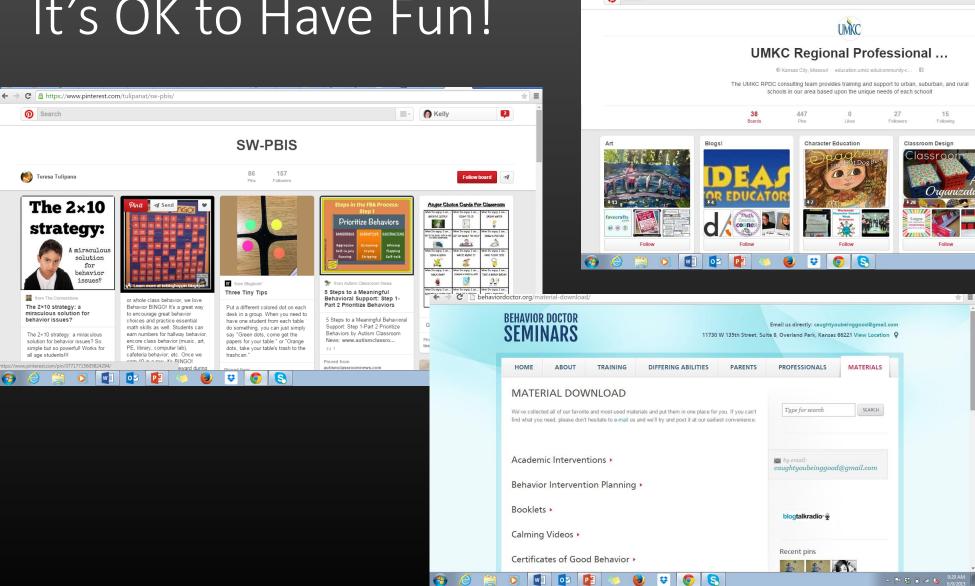
## What and Why

- A Professional Learning Network...Organizations, communities, and individuals connecting to share and learn from one another
- "To conceptualize a PLN, envision three layers like the ever-widening rings formed when a rock is dropped into still water. The smallest inner circle represents buddies and mentors; a middle ring holds niche passion groups; and the outer layer comprises professionals and rockstars. The smaller the ring, the closer that group is connected to you in your PLN." http://www.edweek.org/tm/articles/2014/12/31/3-steps-for-building-a-professional-learning.html

Find the Top Resources and People



### It's OK to Have Fun!

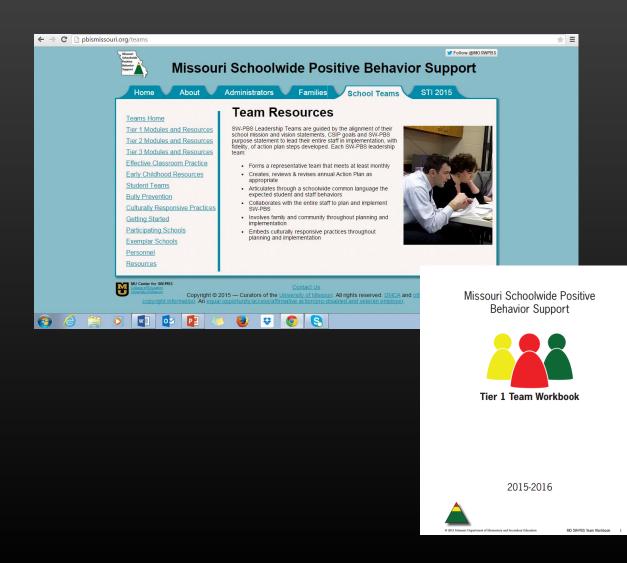


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Classroom Management

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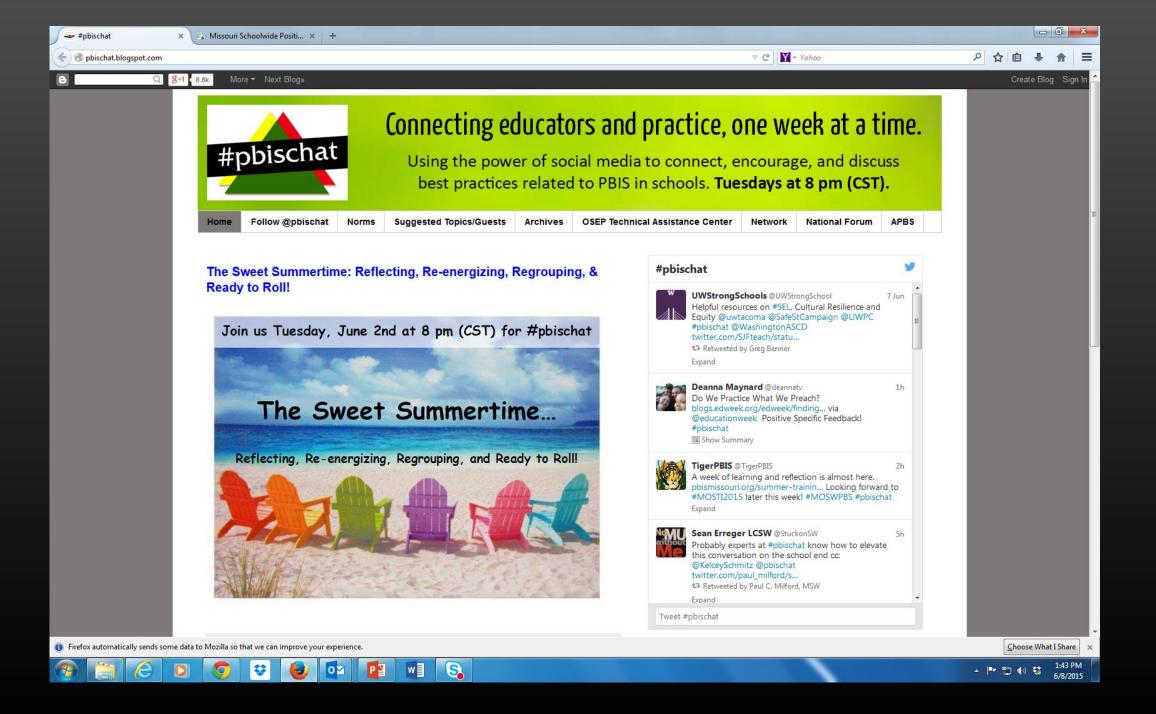
## Remember Your Training Resources



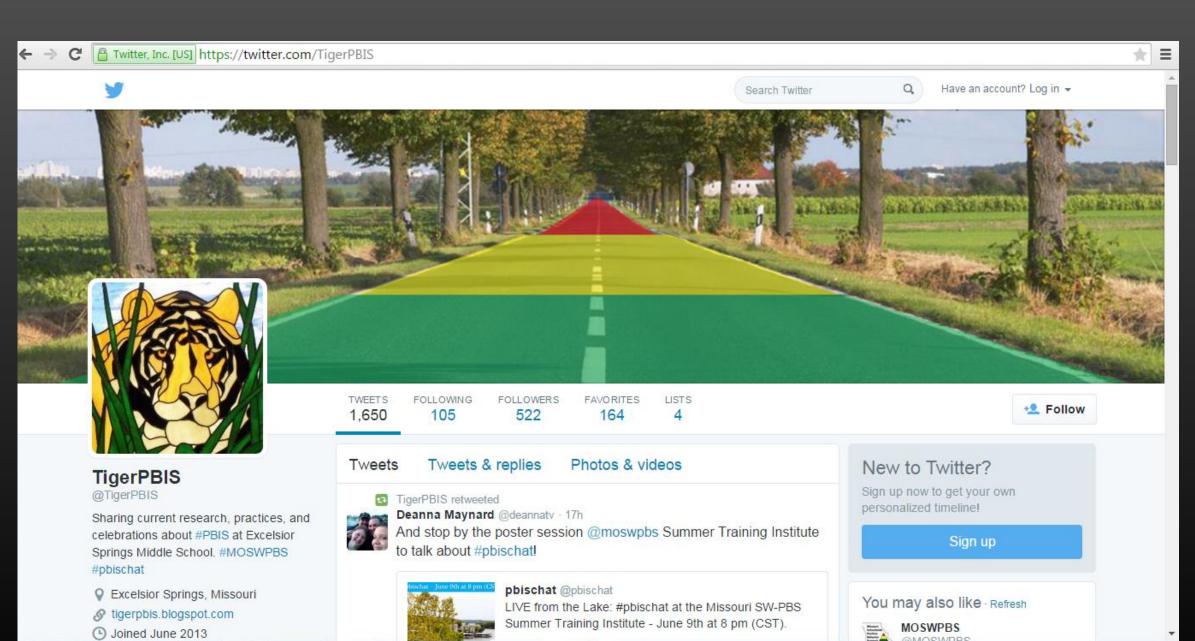
#### Tier 1 Modules and Resources Tier 1 or Universal SW-PBS is comprised of Eight Essential Components which are individually research based. When the **Eight Essential Components** are used collectively the process is termed Tier 1 SW-PBS, which is also a research based intervention. The Seven Essential Components are applicable to classroom as well as non-classroom settings throughout all school buildings. Embedded within the Seven Essential Components are culturally responsive practices and family and community involvement. Missouri SW-PBS has developed and refined a Tier 1 Workbook 15-16 (8039 KB). This workbook provides in-depth information and applicable resources across each of the essential components in a single chapter for each. The workbook also provides a chapter of information and resources for the 8 Classroom Practices that are critical to effective classroom positive behavior support. The MO SW-PBS Tier 1 Workbook can be downloaded in its' entirety. Each of the Eight Essential Components have an individual page linked below that provides the individual chapters and related workbook resources, as well as additional items of interest. Common philosophy and purpose Leadership Clarifying expected behavior Teaching expected behavior Encouraging expected behavior Discouraging inappropriate behavior Ongoing monitoring Effective classroom practice Summer Team Training Details and links to resources needed for Summer Team Training **Archive Resources**

Missouri SW PBS Team Workbook 2012-2013

## Find Your Professional Groups











































## Mentor Schools

### Mentor Schools

- Factors heavily in sustainability
- Thought/idea partners
- Site visits can be a tremendous source of invigoration and enthusiasm for both team and administrator...and the host schools receive benefit from sharing and seeing their own growth
- Regional consultants an excellent resource for connection
- Action planning post visit is critical

## Making a Visit Powerful-Pre and Post

Pre: Implementation Checklist

#### Tier 1 • Universal Support Checklist • Implementation Fidelity

The skills and products that are pivotal to MO SW-PBS are identified below and organized by the Essential Components. Used to guide team action planning, the specific content related to each of these skills or products will be gradually included in your training and technical assistance process. As such, it creates a vision of your work and a roadmap of what should be in place to ensure a positive, proactive and instructional approach to social and behavioral skills.

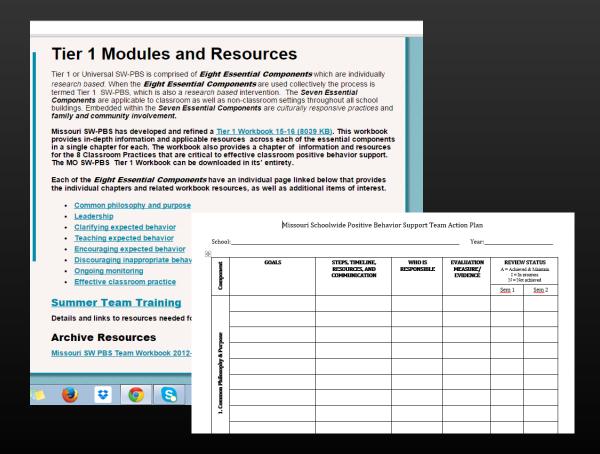
Teams assess fidelity of implementation of systems and practices with: 1) artifacts, 2) direct observation or 3) self-report

COMMON PHILOSOPHY AND PURPOSE				
	Implementation Data	Yes	Partially	No
<ol> <li>A positive and proactive philosophy, a vision and essential beliefs or guiding principles about student behavior and discipline are in writing and included in the school handbook.</li> </ol>				
The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students).	-			
2 Staff understands the essential components of MO				

SW-PBS and has made a commitment to the work

	Implementation Data	Yes	Partiall y	No
<ol> <li>SW-PBS is one of the top School Improvement Goals.</li> </ol>				
<ol> <li>The administrator(s) states frequent and public support for SW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website)</li> </ol>				
<ol> <li>The SW-PBS Leadership Team is representative of the building staff and includes active administrator participation.</li> </ol>				
The SW-PBS Leadership Team meets regularly (at least monthly) to develop, monitor, or maintain effective practices and systems.				
<ol> <li>There are processes for efficient and effective Leadership Team Meetings in place (e.g., roles, agenda, norms or ground rules, means for determining consensus, rotation of members, etc.).</li> </ol>				
<ol> <li>Action planning is used to guide and review the Team's work/tasks.</li> </ol>				
<ol><li>Meetings and professional development are conducted with staff as needed to ensure they have the</li></ol>				

Post: Essential Components



#### Tier 2 Transition Expedition-A Learning Field Trip

		Tier 2 Specific	<u> </u>
	Questions for Host School	Host Answers/Ideas/Artifacts	Thoughts for My School
	Looking back, are there certain features of Tier 1		
1	that you should have been implementing with		
	greater fidelity before starting Tier 2?		
Ī	How does the Tier 2 team communicate with the		
	Tier 1 team and the entire staff?		
ŀ	How often does your Tier 2 team meet and what		
	does a typical agenda look like?		
	What professional development did you provide		
1	your staff when starting Tier 2? What ongoing professional development do you provide?		
	projessional development do you provide?		
	What advice do you have for schools considering		
	starting Tier 2?		
	How have Tier 2 supports benefited your students?		
ł	How are classroom teachers involved in		
1	implementing Tier 2 interventions with their		
	students?		
1	How are you keeping your Tier 1 work fresh and		
	relevant as you've moved to Tier 2?		
L			

#### Tier 2 Transition Expedition-A Learning Field Trip

All-Tier SW-PBS Systems					
Be on the look-out for: PBIS-specific signage, PBIS Handbook (Students and Staff), Student Recognition Systems, Student Interventions					
Questions for Host School	Host Answers/Ideas/Artifacts	Thoughts for My School			
Are all stakeholders (certified and classified staff, students, parents, community members) involved in the SW-PBS initiative? If so, how?					
Student engagement is a powerful outcome of classroom practices. How does staff engage students in learning?					
What systems are in place to support staff as they implement with fidelity?					
How are student recognized and rewarded for demonstrating appropriate behaviors?					
How are students celebrated?					
Evidence of Tier 1 Implementation	Evidence of Tier 2 Implementation	Thoughts and Ideas for My School			
New Ideas:					

# Next Steps

### Developing Your Own Network

- What could you do right now to begin developing your own PLN?
- In the next 30 days?
- In the next 90 days?
- What would be the risks?
- What would be the gains?
- Who do you have on staff that would take the idea of a PLN and run with it?

## Thank You!

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