

# 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

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# 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 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 School-wide 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 School-wide 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:**

1. Identify the extent to which features are fully in place, partially in place, or not in place
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

## SUBSIST Sustainability Checklist

FEATURE	In Place?			
	Yes	Partial	No	
<b>Priority</b>	1. There is agreement that PBIS serves a critical and shared need for the school			
	2. PBIS addresses outcomes that are highly valued by school personnel			
	3. A vast majority of school personnel (>80%) support PBIS			
	4. 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)			
	5. Parents are actively involved in the PBIS effort (e.g., as part of PBIS team or district committee)			
<b>Building Leadership</b>	6. The school administrators describe PBIS as a top priority for the school			
	7. 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			
	8. A school administrator regularly attends and participates in PBIS team meetings			
<b>External Leadership</b>	9. There are adequate district resources (funding and time) allocated for PBIS			
	10. The district administration actively supports PBIS (e.g., describes PBIS as a top priority, provides clear direction)			
	11. State/provincial officials actively support PBIS (e.g., promotion, publicity, providing infrastructure)			
	12. PBIS is promoted to important organizations (e.g., school board, community agencies, businesses, parent groups) at least yearly			
	13. PBIS is embedded into school and/or district policy (e.g., school improvement plans, mission/vision statements)			

FEATURE	In Place?			
	Yes	Partial	No	
<b>Effectiveness</b>	14. The practices and strategies implemented as part of PBIS are evidence-based (i.e., there is published research documenting their effectiveness)			
	15. School personnel perceive PBIS as effective in helping them achieve desired outcomes			
	16. 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			
	19. PBIS has been expanded to other areas (e.g., classrooms, buses, students with intensive needs, parenting workshops)			
	20. PBIS is implemented with fidelity (i.e., it is used as intended)			
	21. The school team implementing PBIS is knowledgeable and skilled in PBIS			
	22. The school PBIS team is well organized and operates efficiently (e.g., regular meeting schedule and process, agenda, minutes)			
	23. The school PBIS team meets at least monthly			
<b>Efficiency</b>	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")			
	26. 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?			
	Yes	Partial	No	
<b>Data-Based Decision Making</b>	30. Needs assessments (e.g., PBIS Self Assessment Survey) are conducted			
	31. Fidelity of Implementation data are collected at least yearly (e.g., SET, BoQ, TIC, EBS Survey)			
	32. Student outcome data are collected at least yearly (e.g., ODRs, academic achievement data, School Safety Survey, student/parent satisfaction survey)			
	33. Data are reviewed regularly at each team meeting			
	34. Data are presented to all school personnel at least four times per year			
	35. Data are presented at least once per year to key stakeholders outside of the school (e.g., district officials, school boards, community agencies/groups)			
	36. Data are used for problem solving, decision making and action planning (to make PBIS more effective b&/or efficient)			
<b>Capacity Building</b>	37. All school personnel have a basic understanding of PBIS practices and how/why they work			
	38. 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			
	40. The school team is connected to a "community of practice" (e.g., network of other PBIS schools, local/regional conferences)			
<b>Overcoming Barriers</b>	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)			
	44. 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			

# Connecting

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# 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

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# 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

The image displays three overlapping screenshots of websites related to Positive Behavioral Interventions and Supports (PBIS).

- Top Left Screenshot (www.pbis.org):** Shows the PBIS website. The header includes the PBIS logo and the text "Positive Behavioral Interventions & Supports" and "OSEP TECHNICAL ASSISTANCE CENTER". A navigation menu lists categories: SCHOOL, FAMILY, COMMUNITY, EVALUATION, RESEARCH, and TRAINING. Below the menu is a large image of two children looking at a globe. A text block describes the Technical Assistance Center on Positive Behavioral Interventions and Supports, established by the U.S. Department of Education's Office of Special Education Programs (OSEP).
- Top Right Screenshot (pbissmissouri.org):** Shows the Missouri Schoolwide Positive Behavior Support website. The header includes the Missouri Schoolwide Positive Behavior Support logo and the text "Missouri Schoolwide Positive Behavior Support". A navigation menu lists categories: Home, About, Administrators, Families, School Teams, and STI 2015. A large banner features a Missouri map with "SW-PBS" and the text "Missouri Schoolwide Positive Behavior Supports Summer Training Institute June 10-13, 2015 Tan-Tar-A Osage Beach, Missouri".
- Bottom Screenshot (www.apbs.org):** Shows the Association for Positive Behavior Support (APBS) website. The header includes the APBS logo and the text "ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT". A search bar is present. A navigation menu lists categories: About APBS, Conference, Webinars, Membership, Network Finder, PBS Bibliography, Visitors Pass, and Board Login. A large image of a man in a library is featured with the text "Learn about the Annual Association for Positive Behavior Support's E.G. 'Ted' Carr Awards". A welcome message reads "Welcome to the Association for Positive Behavior Support (APBS) Website." Below this is a section titled "APBS: What's new?" and "APBS on Facebook". A sidebar on the right contains a "What is Positive Behavior Support" section, an "Evidence-based Practice" section, and an "APBS Conference" section. A grid of buttons lists categories: Community Agencies, Early Childhood, Families, Higher Education, Schools and Districts, and Statewide Leadership.

# It's OK to Have Fun!

**SW-PBIS**  
86 Pins 157 Followers

**The 2x10 strategy:**  
A miraculous solution for behavior issues?  
from The Cornerstone  
The 2x10 strategy: a miraculous solution for behavior issues? So simple but so powerful! Works for all age students!!!

**BINGO!**  
or whole class behavior, we love Behavior BINGO! It's a great way to encourage great behavior choices and practice essential math skills as well. Students can earn numbers for hallway behavior, encore class behavior (music, art, PE, library, computer lab), cafeteria behavior, etc. Once we earn 10 in a row, it's BINGO!

**Three Tiny Tips**  
Put a different colored dot on each desk in a group. When you need to have one student from each table do something, you can just simply say "Green dots, come get the papers for your table." or "Orange dots, take your table's trash to the trashcan."

**Steps in the FBA Process: Step 1: Prioritize Behaviors**  
DANGEROUS: Aggression, Self-injury, Running  
DISRUPTIVE: Screaming, Crying, Flapping, Stripping  
DISTRACTING: Whining, Flapping, Self-talk

**Anger Choice Cards for Classroom**  
behaviordoctor.org/material-download/

**UMKC Regional Professional Development**  
Kansas City, Missouri · education.umkc.edu/community-c...  
The UMKC RPDC consulting team provides training and support to urban, suburban, and rural schools in our area based upon the unique needs of each school.

38 Boards 447 Pins 0 Likes 27 Followers 15 Following

**Art**  
**Blogs!**  
**Character Education**  
**Classroom Design**  
**Classroom Management**

**BEHAVIOR DOCTOR SEMINARS**  
Email us directly: [caughtyoubeinggood@gmail.com](mailto:caughtyoubeinggood@gmail.com)  
11730 W 135th Street, Suite 8, Overland Park, Kansas 66221 [View Location](#)

HOME ABOUT TRAINING DIFFERING ABILITIES PARENTS PROFESSIONALS MATERIALS

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We've collected all of our favorite and most-used materials and put them in one place for you. If you can't find what you need, please don't hesitate to e-mail us and we'll try and post it at our earliest convenience.

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by email: [caughtyoubeinggood@gmail.com](mailto:caughtyoubeinggood@gmail.com)

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- Calming Videos ▶
- Certificates of Good Behavior ▶

# Remember Your Training Resources

Missouri Schoolwide Positive Behavior Support

Home About Administrators Families School Teams STI 2015

**Team Resources**

SW-PBS Leadership Teams are guided by the alignment of their school mission and vision statements, CSIP goals and SW-PBS purpose statement to lead their entire staff in implementation, with fidelity, of action plan steps developed. Each SW-PBS leadership team.

- Forms a representative team that meets at least monthly
- Creates, reviews & revises annual Action Plan as appropriate
- Articulates through a schoolwide common language the expected student and staff behaviors
- Collaborates with the entire staff to plan and implement SW-PBS
- Involves family and community throughout planning and implementation
- Embeds culturally responsive practices throughout planning and implementation

Teams Home  
Tier 1 Modules and Resources  
Tier 2 Modules and Resources  
Tier 3 Modules and Resources  
Effective Classroom Practice  
Early Childhood Resources  
Student Teams  
Bully Prevention  
Culturally Responsive Practices  
Getting Started  
Participating Schools  
Exemplar Schools  
Personnel  
Resources

MU Center for SW-PBS  
University of Missouri  
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Missouri Schoolwide Positive Behavior Support

Tier 1 Team Workbook

2015-2016

© 2015 Missouri Department of Elementary and Secondary Education MO SWPBS Team Workbook 1

## 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

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# Connecting educators and practice, one week at a time.

Using the power of social media to connect, encourage, and discuss best practices related to PBIS in schools. **Tuesdays at 8 pm (CST).**

- Home
- Follow @pbischat
- Norms
- Suggested Topics/Guests
- Archives
- OSEP Technical Assistance Center
- Network
- National Forum
- APBS

## The Sweet Summertime: Reflecting, Re-energizing, Regrouping, & Ready to Roll!



### #pbischat

- UWStrongSchools** @UWStrongSchool 7 Jun  
Helpful resources on #SEL, Cultural Resilience and Equity @uw Tacoma @SafeStCampaign @UWPC #pbischat @WashingtonASCD twitter.com/SJFteach/statu...  
Retweeted by Greg Benner  
Expand
- Deanna Maynard** @deannatv 1h  
Do We Practice What We Preach? blogs.edweek.org/edweek/finding... via @educationweek Positive Specific Feedback! #pbischat  
Show Summary
- TigerPBIS** @TigerPBIS 2h  
A week of learning and reflection is almost here. pbmissouri.org/summer-trainin... Looking forward to #MOSTI2015 later this week! #MOSWPBS #pbischat  
Expand
- Sean Erreger LCSW** @StuckonSW 5h  
Probably experts at #pbischat know how to elevate this conversation on the school end cc: @KelceySchmitz @pbischat twitter.com/paul\_milford/s...  
Retweeted by Paul C. Milford, MSW  
Expand

Tweet #pbischat



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### MOSWPBS

@MOSWPBS

News and information from Missouri Schoolwide Positive Behavior Support (MO SW-PBS). Retweets and links do not constitute endorsements.

Missouri

pbissmissouri.org

Photos and videos



Tweets Tweets & replies Photos & videos

MOSWPBS @MOSWPBS · May 29

900+ registered; 73 sessions w/ 34 schools present; 24 posters; 4 national speakers > it must be #MOSWPBS STI time! [pbissmissouri.org/archives/6383](http://pbissmissouri.org/archives/6383)

7 4

MOSWPBS @MOSWPBS · Mar 24

#MOSWPBS Early Childhood Spring Summit April 10 @ Branson R-IV District Office Bldg Registration until April 1 [pbissmissouri.org/archives/6234](http://pbissmissouri.org/archives/6234)

1 1

MOSWPBS @MOSWPBS · Mar 9

#MOSWPBS #STI2015 [pbissmissouri.org/archives/6383](http://pbissmissouri.org/archives/6383) Registration

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- Danielle Starkey @DStarkey28
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- pbischat @pbischat
- Nanci W. Johnson @NanciJohnson2





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1,650	105	522	164	4

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### TigerPBIS

@TigerPBIS

Sharing current research, practices, and celebrations about #PBIS at Excelsior Springs Middle School. #MOSWPBS #pbischat

- Excelsior Springs, Missouri
- tigerpbis.blogspot.com
- Joined June 2013

Tweets   Tweets & replies   Photos & videos

TigerPBIS retweeted  
**Deanna Maynard** @deannatv · 17h  
 And stop by the poster session @moswpbs Summer Training Institute to talk about #pbischat!

pbischat @pbischat  
 LIVE from the Lake: #pbischat at the Missouri SW-PBS Summer Training Institute - June 9th at 8 pm (CST).

### New to Twitter?

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MOSWPBS @MOSWPBS



# Mentor Schools

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# 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





## Tier 2 Transition Expedition-A Learning Field Trip

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

You might bring a spare flash drive in case you see a document you'd like to take back with you and have your phone/camera handy! ☺

## Tier 2 Transition Expedition-A Learning Field Trip

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

You might bring a spare flash drive in case you see a document you'd like to take back with you and have your phone/camera handy! ☺

# Next Steps

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# 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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