No Money? No Problem! Using Google to Problem Solve SW-PBS for Free
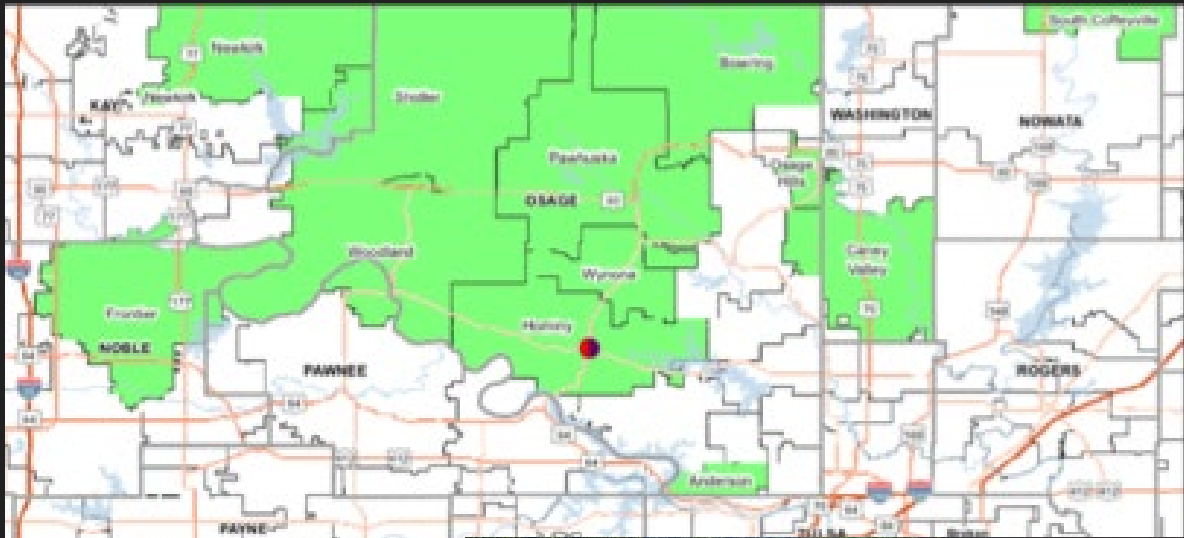
Brit'ny Stein, Ph.D., NCSP, HSP
Osage County Interlocal Cooperative

Session Outcome

Be able to identify and utilize Google's suite of free tools and associated add-ons in order to enhance your SW-PBS system

INTRODUCTIONS

Osage County Interlocal Cooperative

Let's get to know YOU!

What is your role at your school?

Let's get to know YOU!

What is your favorite thing about PBIS?

NEED

When implementing School-Wide PBIS, there are often barriers that hinder **implementation** , **sustainability** , and student **outcomes** .

Turri et al., 2016

Potential Barriers Include...

- Easily accessing data in a useable format
- Effectively and efficiently organizing decisions from data team meetings
- Participating in engaging professional development to provide meaningful changes to a site's system
- Ensuring a system sustains through staff turnover

We're doomed!

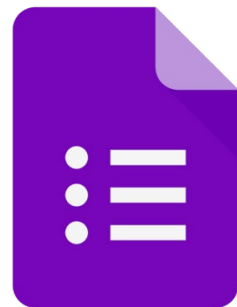# How Familiar are We with G-Suite?

Type in the Google applications you are familiar with!

A quick PSA on
Digital Citizenship

CONNECT

Gmail

- Prepare for upcoming meetings
- Send out meeting minutes
- Send out resources in between meetings

Hello Woodland Team,

It was great to see everyone on Wednesday and hear you are already working hard to make it a fantastic school year! Also, thank you to Jessica, Emily, and Kelley for agreeing to be the note takers and time keeper this year. Here are some of the highlights from the meeting:

- Fall screening data is due **September 4th**.

- Woodland is doing **math two-a-days**! K-1 will start on **number writing** and 2-4 will start on **Sums to 10**. Hannah and I are working on a data sheet for you to input your scores. Website link to the two-a-days worksheets: http://brianponcy.wixsite.com/mind/copy-of-mind-facts-on-fire

- Review this year's Handbook and let **Yolanda** know if any changes need to be made.

- We discussed specific academic interventions WES will be using this year. The presentation is attached below, along with a zip file with oral reading fluency passages.

Next meeting: Our next meeting is September 5th and we will be going over the intervention plan for this year. Please look over the meeting calendar and let Yolanda know if any dates will not work.

Fall 2018 OC Meeting calendar: ███████ Hyperlink address ████████

Agenda Link: ██████ Hyperlink address ███████

We look forward to seeing you soon!

Best,
Lindsay

Lindsay Allenbach, M.S.
Site Coach
Osage County Interlocal Cooperative
Graduate Student
Oklahoma State University

So pick me, choose me, love me

Classic scene… Grey's Anatomy

The ANATOMY
of a Great Email

Calendar

- ● Create one project-level/school-level calendar

- ● Schedule out all meetings and trainings

- ● Keep track of coaches' schedules across sites

Mon 24	Tue 25	Wed 26	Thu 27	Fri 28
	BS- WAH (Meet A. Ba	LA & BS @ CV Behavi		Jon working at home
		OSU Supervision Boo		ON Headstart PD

MC @ Bowring FBA
7:30 – 8:30

HW
WE
Wh
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consul
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8am

LA @
CV
Cas

MC @
8 –

BD
and
Jon
IC
(SEL)
8:30am

SP &
8:3

NM
Jon
Shid
Elm
(SEL)
8am

LA @
WE
Inter
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8 –

SP @
South
Coffeyville

LA @ WE -
Interventi
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8 – 10am

MC @
Bowrin
FBA
Casew
8 – 11am

KR @ H-ECC
8:30 –

MC, KR,
& CG @
OSU
9 – 10:30

KR & B
9 – 10:

MC @ IC ,

CK &
MS @
OCIC -
NCSP
Super
9 – 11

LA &
IC -
Cas
ork
10:45a

MC
11:

LA & CG - OSU Super
10:30 – 11:30am

KR @ HECC - TFI
10 – 11am

Jon
10 –

KR & MC
10 –

KR @ Wynona
10:30 – 11:30am

Jon & AS
11am

MC @
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LA
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IC -
Case
work
10:4

JE & 🚗 @
Wynona (S
11am – 2:

SP & CG @
11am – 12

LA & MS @
Casework
11:30am

AS- Osage
11:30am, F

MC @ Ho
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12 – 3:30p

CK @
Pawhusk
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Casework
12 – 3pm

CK @
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KR @
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Elem
11:3

BS- Present to
HeadStart
12:30 – 2:30pm

SP @
Osage
- TFI
1 – 2:

MC @ C
1:30 – 2

KR @ Wynona -
Casework
2:20 – 3:30pm

KR
2:30

KR @ Wynona By D
3:45 – 4:4

Hominy ov
4 – 5pm

Hangouts

- **Systems-level consultation (attend Tier 1 meetings)**
- In-between meeting virtual check-ins
- Supervision of coaches

CREATE & TRACK

Docs

- Team-Initiated Problem Solving (TIPS) agendas

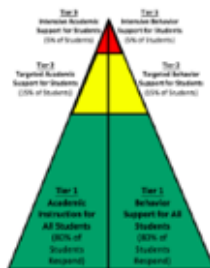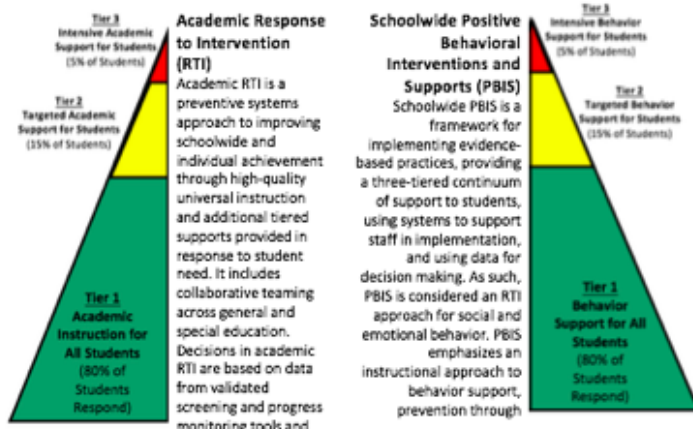- Site handbooks

- Intervention protocols

OTISS HANDBOOK

2017-2018

SHIDLER PUBLIC SCHOOLS

Shidler Middle School
312 W. 1st Street
Shidler, Oklahoma 74652
Phone: 918-793-4111 Fax: 918-793-2062

INTRODUCTION TO RTI, PBIS, MTSS, & OTISS

Academic Response to Intervention (RTI)

Academic RTI is a preventive systems approach to improving schoolwide and individual achievement through high-quality universal instruction and additional tiered supports provided in response to student need. It includes collaborative teaming across general and special education. Decisions in academic RTI are based on data from validated screening and progress monitoring tools and

Schoolwide Positive Behavioral Interventions and Supports (PBIS)

Schoolwide PBIS is a framework for implementing evidence-based practices, providing a three-tiered continuum of support to students, using systems to support staff in implementation, and using data for decision making. As such, PBIS is considered an RTI approach for social and emotional behavior. PBIS emphasizes an instructional approach to behavior support, prevention through

Multi-Tiered Systems of Support (MTSS)

An integrated MTSS model provides all students with the best opportunities to succeed both academically *and* behaviorally in school. MTSS focuses on providing high-quality instruction and inventions matched to student need across domains and monitoring progress frequently to make decisions about changes in instruction or goals. It is not simply the implementation of both academic RTI and PBIS systems. There is a systematic and careful integration of these systems to enhance the efficiency and effectiveness of all school systems.

Oklahoma Tiered Intervention Systems of Support (OTISS)

OTISS is Oklahoma's state-specific model of MTSS.

TABLE OF CONTENTS

CANEY VALLEY ELEMENTARY SCHOOL
BUS BEHAVIOR LESSON PLAN

Objective
• Request the attention of all students.
• Tell students that you are going to talk about ways to **BE RESPONSIBLE, BE RESPECTFUL, and BE SAFE** in the **Bus**. Tell students that the purpose of this lesson is to teach the specific rules that you (the teacher) have for them in the Bus.

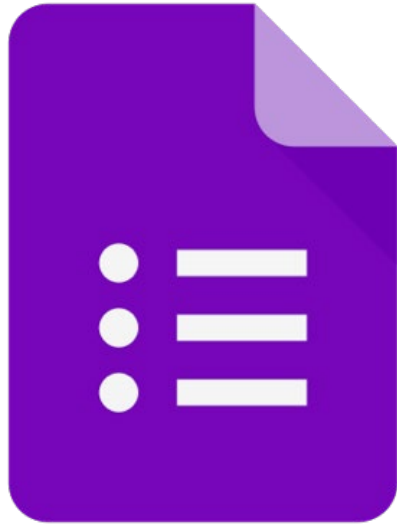| Rules	Negative Examples
1. Keep your body and belongings to yourself	1. Getting up while bus is moving
2. Stay seated while bus is moving	2. Pushing those in front of us when getting off the bus
3. Follow directions	3. Throwing your backpack from seat to seat
4. Listen to the bus driver	4. Not moving seats when the bus driver asks you to
5. Use appropriate language	
6. Enter and exit in an orderly fashion	
7. Stay in your seat	
8. Report any incidents	

Teaching Demonstrations (with partners)

**All actions should be performed in an exaggerated, funny manner to promote retention. Students are to be taken into the Bus for this demonstration. Remind students that they can get Bazinga Bucks from any staff member when they follow the rules in the Bus.

- **BE RESPONSIBLE.** Tell students that there are 2 rules that are good examples of being responsible. They include: **1). Keep your body and belongings to yourself; 2). Stay seated while bus is moving.**

  - **Negative Example Demonstration:** The teacher will demonstrate the negative example by taking the role of the student. Have a student play the role of the teacher. Other participants may need to be the class. A student on the bus decided he no longer wanted to sit in the seat he was in and decided to get up and walk to a seat closer to the front of the bus.

  - **Student Opportunity to Respond:** Ask students to specifically identify what rules were not followed (e.g., Stay seated while bus is moving). Praise correct responses.

  - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the rules in this setting (e.g., Stay seated while bus is moving). Select students, one at a time, to play the role of the student in repeating the demonstration.

- **BE RESPECTFUL.** Tell students that there are 3 rules that are good examples of being respectful. They include: **1). Follow directions; 2). Listen to the bus driver; 3). Use appropriate language.**

  - **Negative Example Demonstration:** The teacher will demonstrate the negative example by taking the role of the student. Have a student play the role of the teacher. Other participants may need to be the class. While on the bus the bus driver asked that everyone be quiet so that he could hear the school calling on the radio. A student trying to be funny blurted out "can you hear me now", preventing the driver from again hearing the office.

Forms

● ODR forms
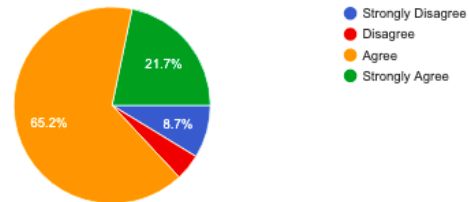
● Surveys

Slides

- Staff professional development
- Engaging students in PBIS

Sheets

- Consultation rotation notebooks
- Meeting agendas
- Intervention "data-bases"
- Graphs, graphs, and more graphs!
  - ODR data-management system to display school-wide and individual-level data
  - Custom graphs for Tier 2 and 3 interventions

SCHOOL NAME

SITE FACILIATOR   SITE FACILITATOR NAME

COACHES   Meghan & Kortney

ROTATION

Administrative

Needs 5000 Wrangler Bucks.

Roadblocks: training on sustaining Google Behavior; paying CBM subscriptions and ongoing training

More fluent in Tier 2 interventions and in using handbook - PD at beginning of year

Academics

Aimsweb 2nd grade all at Benchmark on reading. 3rd and 4th all but one student at benchmark. 5th grade 1 student not at benchmark. 6th grade all at benchmark. Good growth in 7th.

Tier 2 reading intervention - extra computerized instruction, pulled for individual intervention.

Plans for next year - hiring reading specialist to oversee Tier 2 and Tier 3 interventions. Provide training and feedback to those implenting the intervetions.

Anxious to see how fall 2018 Aimsweb data compares to Spring 2018.

Behavior

January was a "spike" month, but it wasn't significantly higher than September or February. Months following breaks are most troublesome. Plan: Review expectations and amp up reinforcement for target students who are elevating the ODR data (3 students in 5th and 7th grade). **FBA being requested for 5th grader next year.**

Data shows an increase in ODRs; however, teachers improved their data collection methods. Nicki reports this year is the best year she's had at the school district! Teachers have really bought into building relationships and being positive. Teachers recognize the importance of PBIS. Teachers are

School Name 1   School Name 2   School Name 3   School Name 4   School Name 5

XYX Elementary - Academic Meeting

Today's Meeting Date & Time:	Next Meeting Date & Time:	Role	Team Member	Team Members Present:			
2019-01-30	2019-02-27	Facilitator		☐ Name		☐ Name	
		Note Taker		☐ Name		☐ Name	
		Data Analyst		☐ Name		☐ Name	
		Time Keeper		☐ Name		☐ Name	
				☐ Name		☐ Name	

STEP 1: REVIEW TO DO LIST (Add to to-do list during meeting as needed) (15 MIN)

Task	Person Responsible	Deadline	Status: N = Not started I = In Progress C = Complete

Academics Template ▾ | Behavior Template ▾ | 5/29 Math DRT ▾ | 4/18 Bx ▾ | 3/15 Reading DRT ▾ | 2/18 Bx ▾

			STEP 3: DISCUSS PREVIOUS TIER 1 CONCERNS FOR REVIEW (15 MIN)				
			Behavior				
	Precise Problem Statement	**Solution Actions**	**Implementation and Evaluation**				
Solutions	Based on review of data: Who is engaging in the behavior? What behavior? When is it happening? Where is it happening? Why are the students engaging in the behavior? How often does the behavior happen?	Choose Strategy: Prevent Teach Prompt Reward Correction Extinction Adaptations Safety	**Who?**	**By When?**	**Goal?**	**Fidelity of Implementation**	**Effectiveness of Solution/Plan**
Solution 1	Prior to the meeting, information should be completed for all except the Fidelity and Effectiveness columns based on plan developed in previous meeting					☐ Not started ☐ Partial Imp. ☐ Imp. with Fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Goal met
Solution 2	Prior to the meeting, information should be completed for all except the Fidelity and Effectiveness columns based on plan developed in previous meeting					☐ Not started ☐ Partial Imp. ☐ Imp. with Fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Goal met

	A	B	C	D	E	F	G	H	I	J	K	L
1	OSAGE COUNTY INTERLOCAL COOPERATIVE: TITLE IV - SUPPLEMENTAL, SAFE AND HEALTHY SCHOOLS											
2	NAME Elementary School											
3	CICO TRACKING SHEET											
4	Date	% Points (EARNED)	% Points (GOAL)	Student Name's Check-In / Check-Out Daily Progress								
5	3/21/2019	65%	80%									
6	3/22/2019	67%	80%									
7	3/23/2019	74%	80%									
8	3/24/2019	79%	80%									
9	3/25/2019	88%	80%									
10	3/26/2019	78%	80%									
11	3/27/2019	80%	80%									
12	3/28/2019	85%	80%									
13	3/29/2019	85%	80%									
14	3/30/2019	85%	90%									
15	3/31/2019	87%	90%									
16	4/1/2019	87%	90%									
17	4/2/2019	93%	90%									
18												
19												
20												
21												
22												
23												
24												
25												
26												

Student Name's Check-In / Check-Out Daily Progress

▲ % Points (EARNED)   ▬ ▬ % Points (GOAL)

Percentage of Points Earned (Daily)

100%
75%
50%
25%
0%

3/21/2019 3/22/2019 3/23/2019 3/24/2019 3/25/2019 3/26/2019 3/27/2019 3/28/2019 3/29/2019 3/30/2019 3/31/2019 4/1/2019 4/2/2019

Date

School of the Extraordinary
INDIVIDUAL STUDENT BEHAVIOR DATA DASHBOARD

Student: Captain American   **Is student on IEP?**   **Grade:**   5

| Referral Type	Date of Incident	Time of Incident	Problem Behavior	Location	Perceived Motivation	Action Taken	Others Involved	Notes/Comments
Majors	11/9/2016	10:15:00 AM	Disruption	Hallway	Obtain Peer Attention	Unknown		
	12/6/2016	8:15:00 AM	Preparedness	Classroom	Avoid Tasks/ Activities	Unknown		
	1/4/2017		Preparedness	Unknown	Unknown	Unknown		
	1/9/2017		Disruption	Classroom	Unknown	Unknown		
	1/26/2017		Disruption	Classroom	Unknown	Unknown		
	2/9/2017		Disruption	Classroom	Unknown	Unknown		
			Disruption	Classroom	Unknown	Unknown		
	8/29/2017	8:15:00 AM	Defiance/Disrespect	Cafeteria	Obtain Peer Attention	Parent Contact	Peers	Hail Hydra
Minors	11/9/2016	10:30:00 AM	Property Misuse	Classroom	Obtain Peer Attention	Unknown		
	1/5/2017		Defiance/Disrespect	Classroom	Unknown	ternative Placeme		
	1/9/2017	10:00:00 AM	Defiance/Disrespect	Classroom	Unknown	Unknown		
	1/17/2017		Disruption	Unknown	Unknown	Unknown		
	1/23/2017		Disruption	Classroom	Unknown	Unknown		
	1/25/2017		Disruption	Classroom	Unknown	Unknown		
	2/20/2017	3:00:00 PM	Preparedness	Music	Unknown	Loss of Privileges		

School of the Extraordinary
SCHOOL-WIDE OFFICE REFERRAL DATA DASHBOARD

Referrals by Month
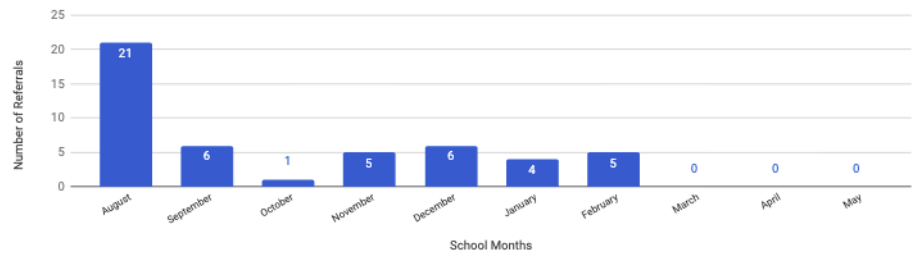
Referrals by Grade
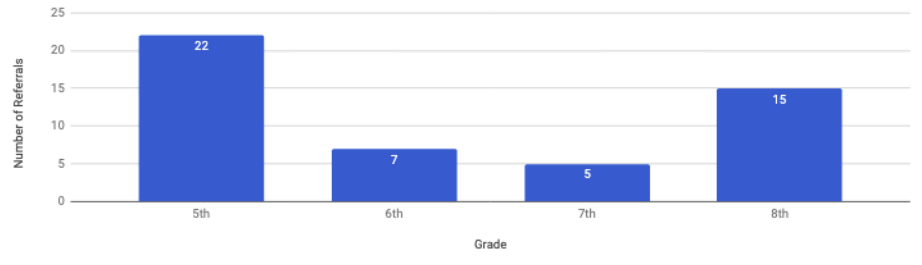
Referrals by Problem Behavior

Graphing 10 1

ACCESS & ADDONS

Drive

- Store site-level data and PBIS resources in an organized format

- Organize meeting agendas/minutes

- Create a "tool-kit"

Favorites
Recents
Google Drive
AirDrop
Desktop
Creative Cl...
Documents
Downloads
Applications

iCloud
iCloud Drive

Locations
Remote Disc

Tags
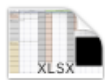
3rd Year Practicu...ates.xlsx

CBM and SLA Materials

CBM Norms

Confidential Release Form.pdf

Consultation

Early Childhood Resources

FBA

Instructions to Passwor...rd.docx

Intervention Materials

OK Special Education 101.pdf

Oklahoma Special Educati...eport.pdf

Online Scoring Passwords.docx

Project AWARE Consent...ple.pdf

Project AWARE Consent...-18.pdf

Psychoeducational Asses...luations

Resources for Parents...Info.pdf

Special Education Medical...orm.pdf

SPED Law and State Standards

Video Release Form.pdf

Sites

- Website to host PBIS-related information and encourage stakeholder/family engagement

- Virtual escape room for professional development

PROJECT AWARE OVERVIEW

INTRODUCTION

Project AWARE is Osage County Interlocal Cooperative's (OCIC) approach to improving school climate through the implementation of Oklahoma Tiered Intervention System of Support (OTISS).

Project AWARE is currently entering Year 5 (2017-2018) of the five year duration for the grant.

2016-2017 Annual Report

https://sites.google.com/a/ocic.k12.ok.us/escape-the-room---test/

Add-ons

Available in the Chrome Web Store

- ● Autocrat
- ● formRanger
- ● Screencastify
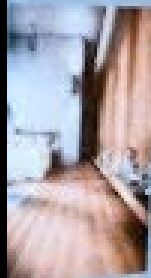- ● PearDeck
- ● Colortab

Color Tab

Offered by: https://colorhunt.co

★★★★☆ 1,512 | Developer Tools | 👤 81,554 users
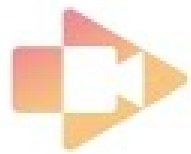
LESSONS LEARNED
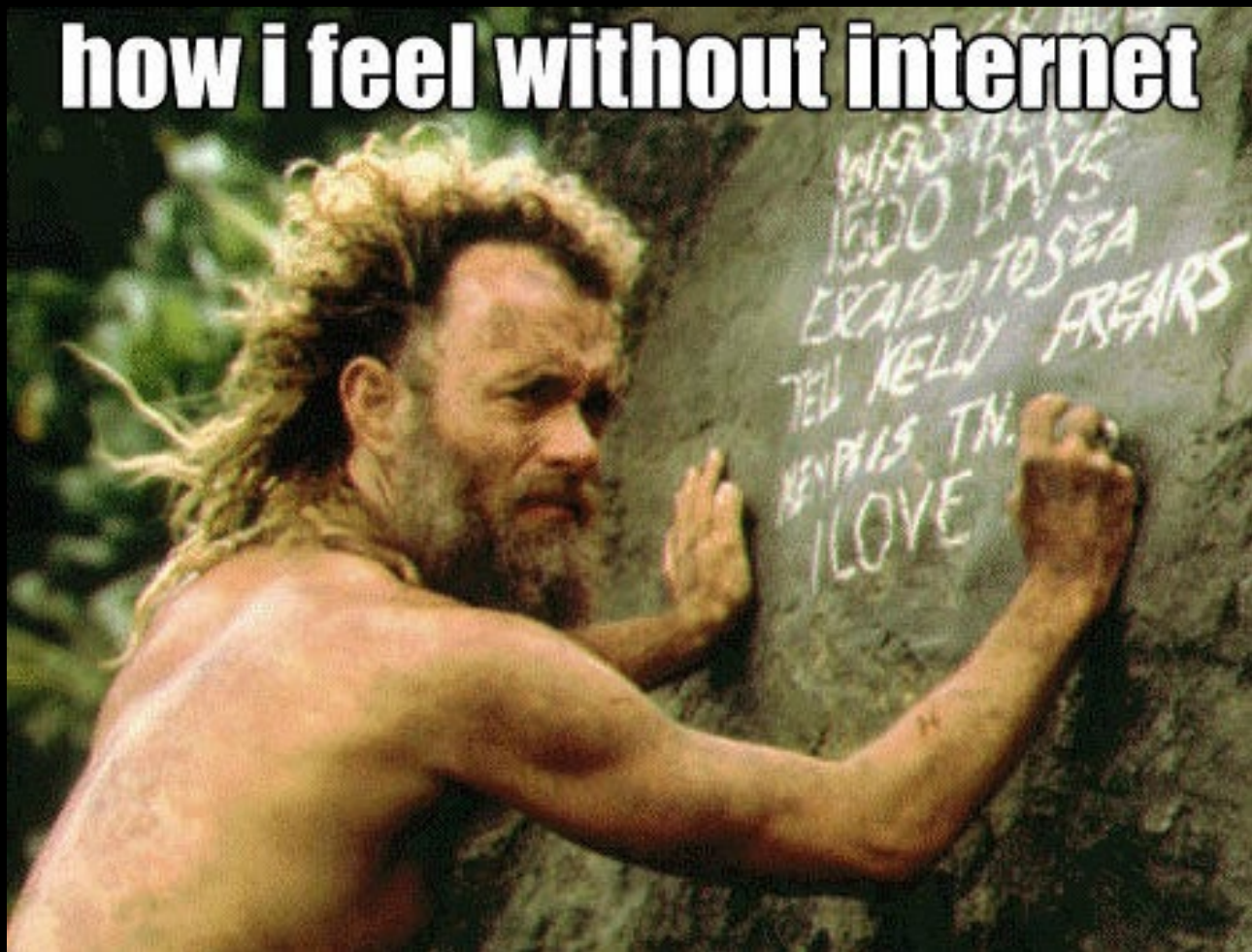
There is a learning curve, and that's OK!

how i feel without internet

Assess technology readiness and include tasks on your action plan.

Assign someone to perform "maintenance" tasks.

Have a plan for maintaining confidentiality. Use those sharing settings intentionally!!

No meetings today

Technology WILL fail… BE FLEXIBLE.

QUESTIONS? DEMONSTRATIONS?

Contact Information

Brit'ny Stein, Ph.D., NCSP, HSP

bstein@ocic.k12.ok.us

*Osage County
Interlocal Cooperative*
207 E. Main St.
Hominy, OK 74055
918-885-2667 (office)