

Welcome to
DISTRICTWIDE WEEK!
June 30-July 1

**MISSOURI SW-PBS
SUMMER INSTITUTE**

VIRTUAL CONFERENCE
SUMMER 2021



THANK YOU FOR JOINING
US

Session 2 – Building
Internal Capacity for
Training and Coaching

Begins at 1:15 p.m.

Tweet about your
experience!

#SI2021

Welcome to DISTRICTWIDE WEEK! June 30-July 1

MO SW-PBS SUMMER INSTITUTE



- Keep cameras off
- Keep mics muted
- Participate during engagement opportunities when offered
- Limit use of Chat feature unless otherwise instructed

Tweet about your experience!

#SI2021

If you lose connection during the session, go to pbissmissouri.org and log back in.

Building Internal Capacity for Coaching and Training



DISTRICTWIDE

Introductions



Laura Shaw

MO SW-PBS State Coach
shawlau@missouri.edu



Danielle Starkey

Senior Research Associate
starkeyd@missouri.edu



**Southern Boone
School District**



**Independence
School District**



DISTRICTWIDE

Expectation	Behavior
Be Responsible	<ul style="list-style-type: none">● Make yourself comfortable● Take care of your needs (water, food, restroom, etc.)● Share your questions with the group● Participate in chat, polls, and activities
Be Respectful	<ul style="list-style-type: none">● Ensure your microphone is muted and video is off unless you are speaking



DISTRICTWIDE

Session Outcomes

- Attendees will be able to identify possible data sources to guide professional development planning.
- Attendees will be able to draft a plan for differentiated coaching supports based on phases of implementation, relevant tiers, and data-indicated need.



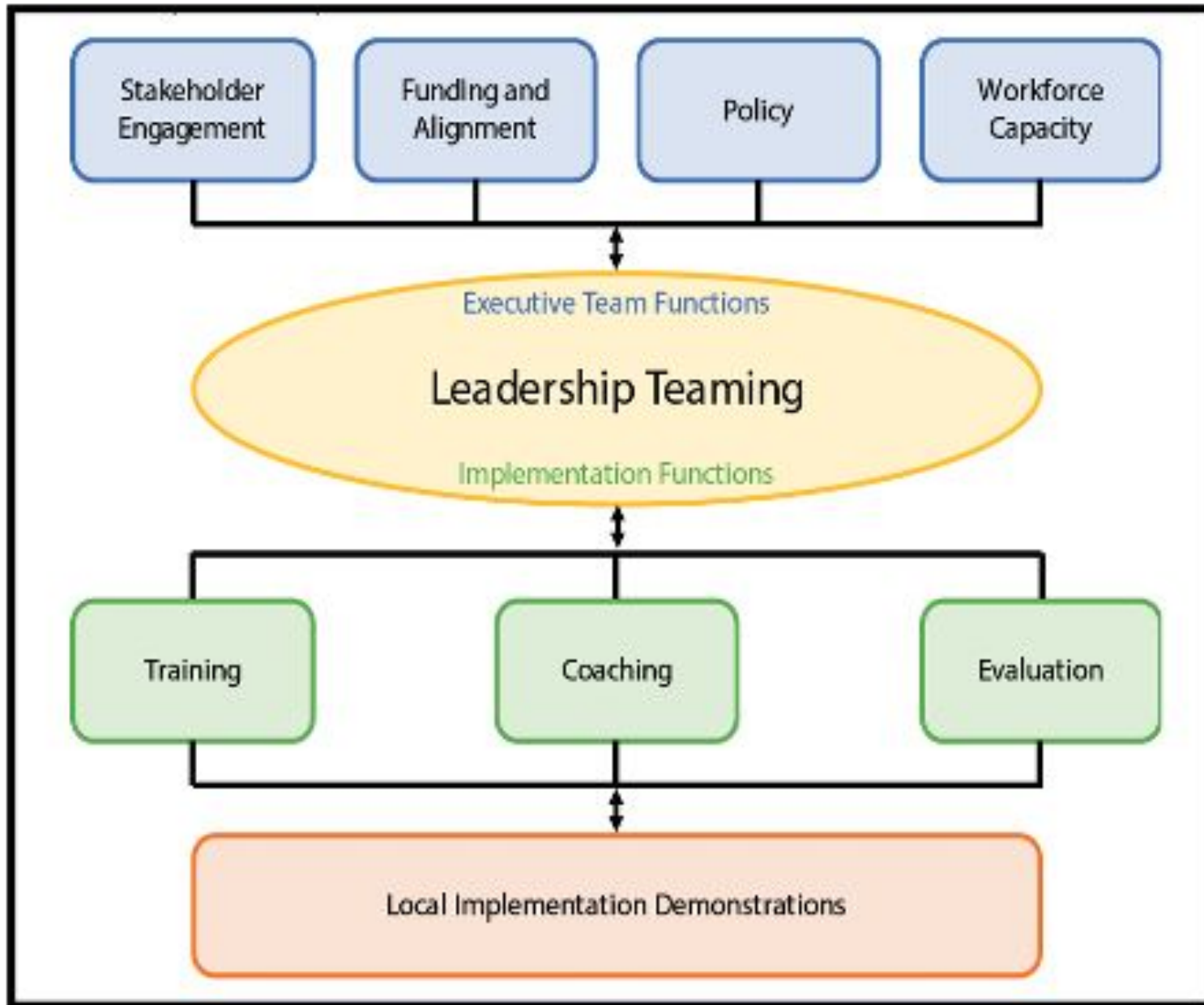
DISTRICTWIDE

Essential Questions

- What data could you collect to inform your district-level work as you develop a professional development plan?
- How might you identify and/or solicit individuals to be part of a district-wide team to focus on training and coaching?



DISTRICTWIDE



DISTRICTWIDE



PBIS Positive Behavioral Interventions & Supports
HELP YOUR CHILD THRIVE AND LEARN

Positive Behavioral Interventions and Supports Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

National Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 0.2 2020 September 20

***Recommended the DSFI be completed with an outside facilitator.**

Section I: Leadership Teaming

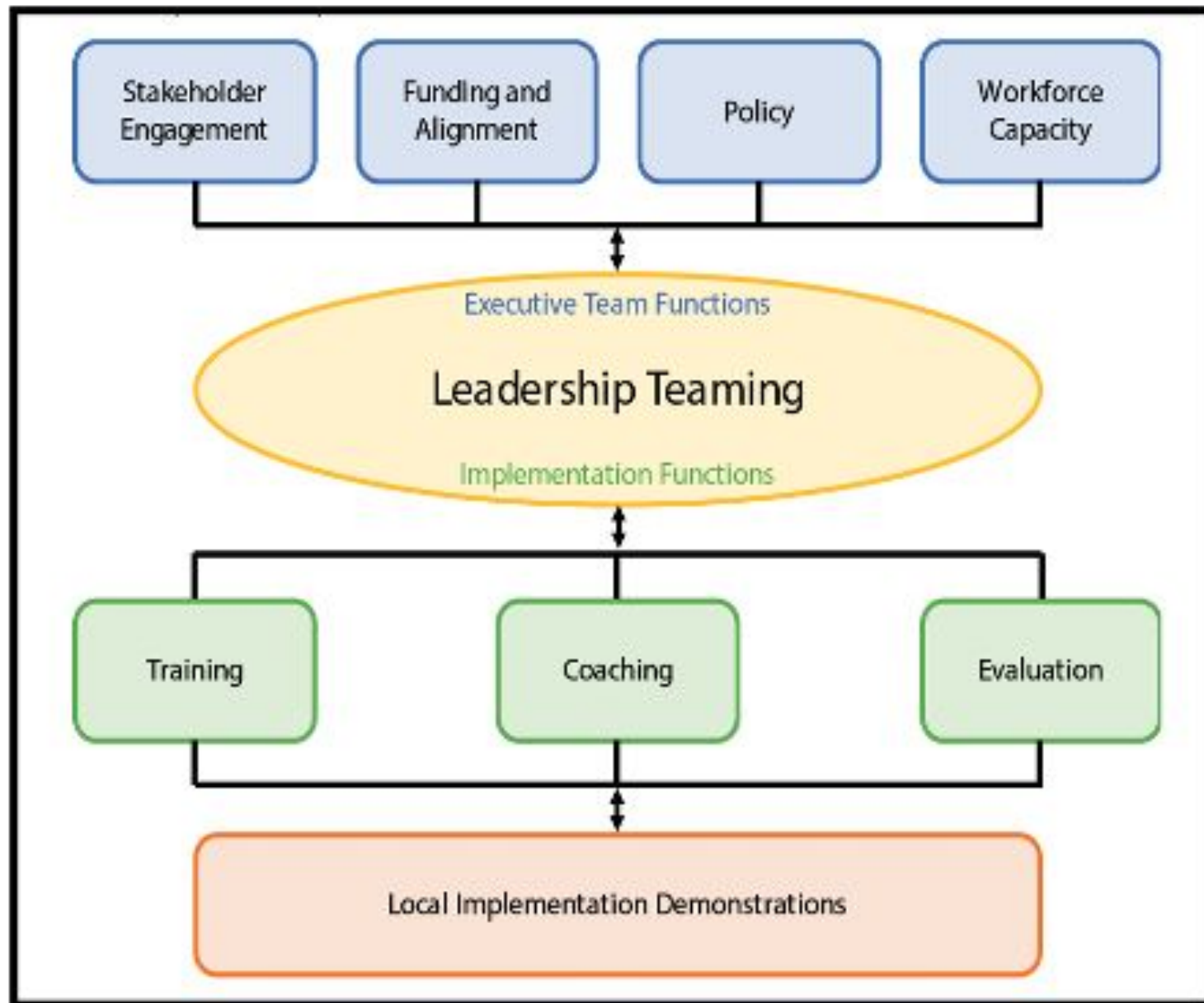
Feature	Possible Data Sources	Scoring Criteria
<p>1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).</p>	<ul style="list-style-type: none"> District Organizational Chart Team Roles & Responsibilities 	<p>0 = No members of the District Leadership Team have authority to make key decisions.</p> <p>1 = At least one member of the District Leadership Team has influence on key decision making within the organization.</p> <p>2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.</p>
<p>1.2 Team Membership: District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes.</p>	<ul style="list-style-type: none"> District Organizational Chart Team Roles & Responsibilities District Key Stakeholders List 	<p>0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community.</p> <p>1 = District Leadership Team has a diverse range of stakeholders on their team but not representative of all the stakeholders listed in (a) - (e) or stakeholders do not attend regularly.</p> <p>2 = District Leadership Team includes stakeholders from at least (a) - (e), stakeholders attend meetings regularly, and membership is audited annually.</p>
<p>1.3 Team Expertise: To ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation the District Leadership Team includes individuals representing P-12 with social-emotional-behavioral expertise across the full continuum of behavior support (Tiers 1, 2, 3).</p>	<ul style="list-style-type: none"> District Organizational Chart Teaming Protocols Team Roles & Responsibilities 	<p>0 = District Leadership Team does not include individuals with social-emotional-learning expertise.</p> <p>1 = District Leadership Team includes individuals with social-emotional-behavioral expertise across one or two but not all three tiers or not representing P-12.</p> <p>2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12.</p>



DISTRICTWIDE

Training

District Systems Fidelity Inventory



DISTRICTWIDE

Training Key Features:

6.1: District Professional Development Plan

6.2: District Professional Development Calendar

6.3: Professional Development Alignment

6.4: Ongoing Professional Development

6.5: Communities of Practice

6.6: Internal Professional Development



DISTRICTWIDE

Training

Develop local/in-district expertise and skills to reduce dependency on external support.

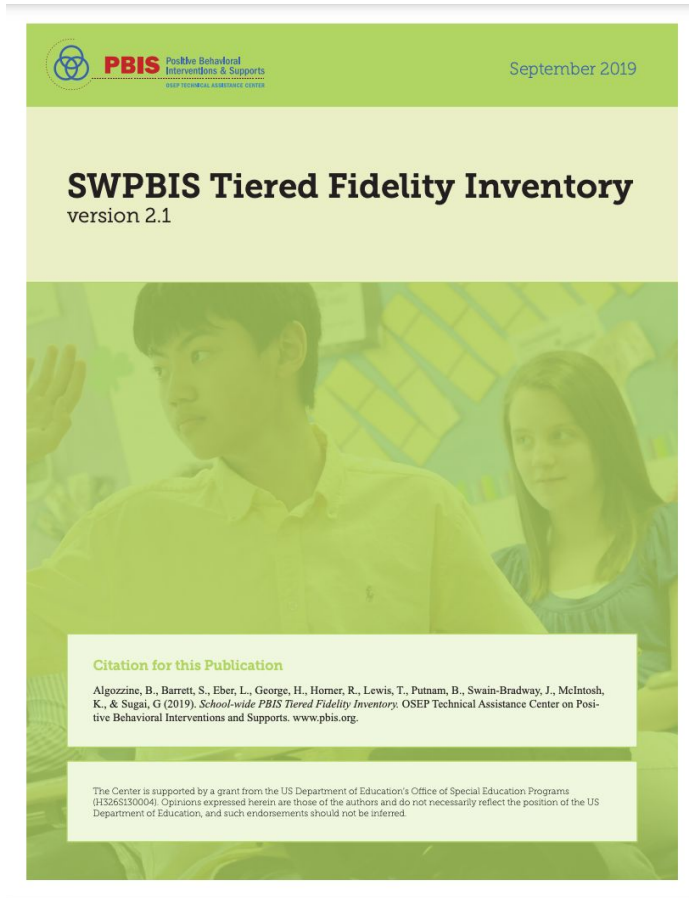
Enhances...

- contextual relevance
- system efficiencies
- sustainability
- expansion



DISTRICTWIDE

Possible Data Sources



PBIS Self-Assessment Survey (SAS)
Assessing and Planning Behavior Support in Schools
Version 3.0
August 2009

Purpose of the Survey.

The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

- annual action planning,
- internal decision making,
- assessment of change over time,
- awareness building of staff, and
- team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see "Developing a PBIS Annual Action Plan").

Conducting the SAS

Who completes the survey?

Initially, the entire staff in a school completes the SAS. In subsequent years and as an on-going assessment and planning tool, the SAS can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

When and how often should the survey be completed?

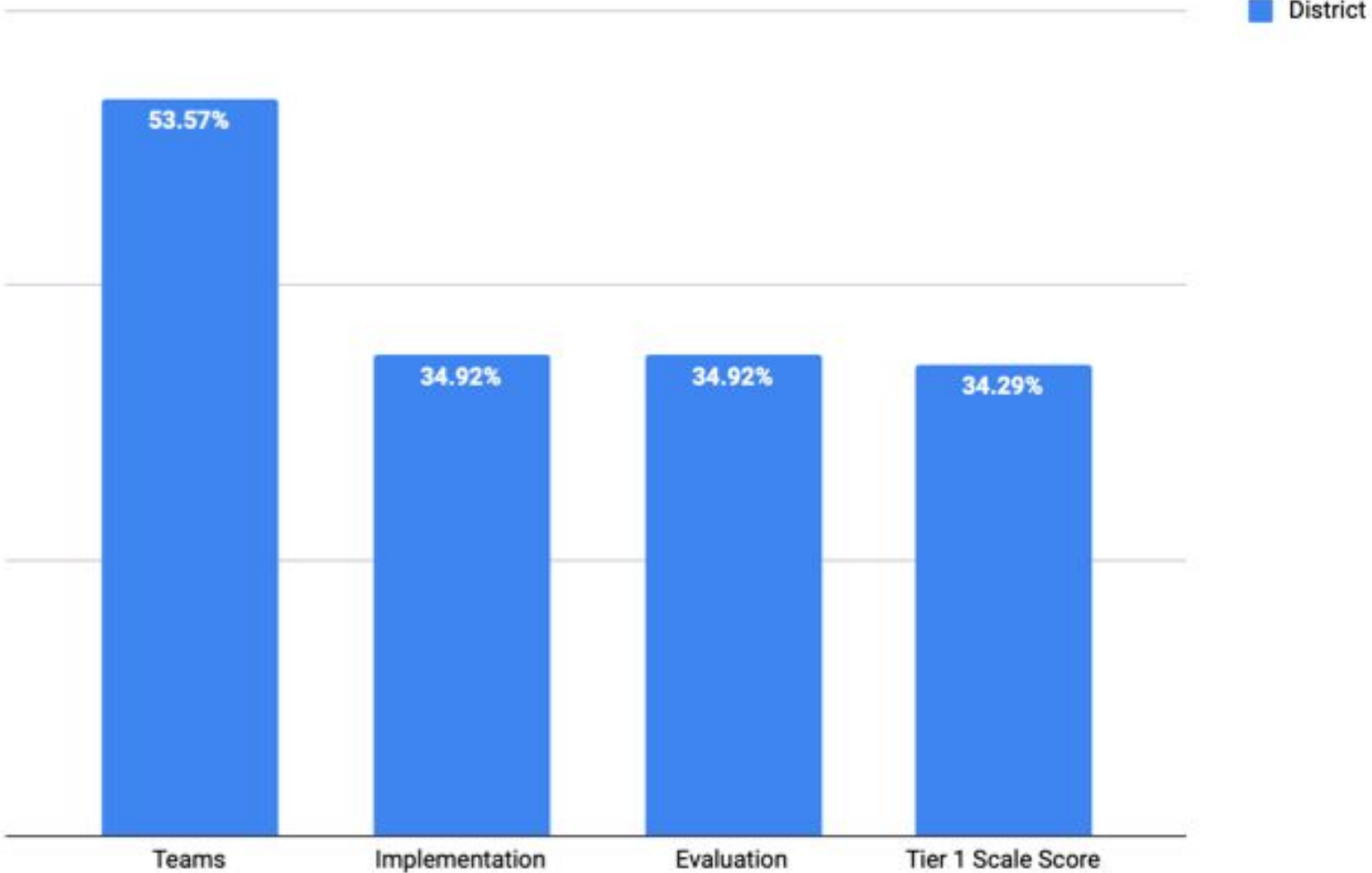
Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.

The image is a screenshot of the Missouri Department of Elementary & Secondary Education website. The header includes the state logo and navigation links: Home, Dashboard, News, About, FAQ, Reports. Below the header is a "WELCOME TO VIRTUAL LEARNING PLATFORM" section with a "DISTRICT NEEDS ASSESSMENT" button and a "Pillar Selection" dropdown. A main heading reads "SELECT A PILLAR TO FIND OUT MORE ABOUT THE PROFESSIONAL DEVELOPMENT MODULES." Below this is a diagram of six interconnected hexagons representing professional development pillars: Leadership, Collaborative Climate and Culture, State Operated Programs, Effective Teaching and Learning, Data-Based Decision Making, and Standards, Curriculum, and Assessment. A photograph of three people in a meeting is overlaid on the diagram.



DISTRICTWIDE

Tiered Fidelity Inventory (TFI) : Tier 1

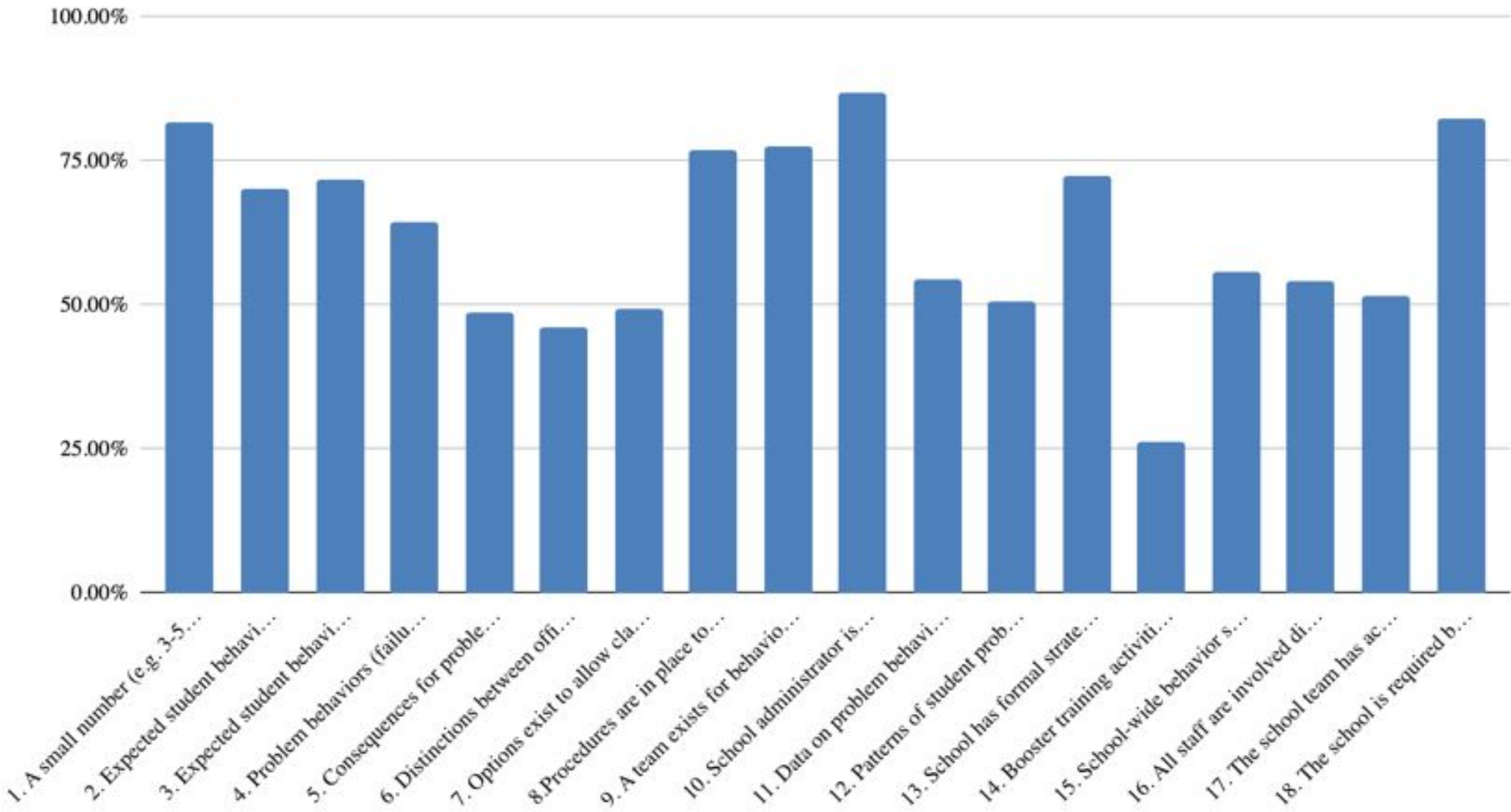


District Composite - Winter 2020



DISTRICTWIDE

SAS: Schoolwide Systems District Averages



DISTRICTWIDE

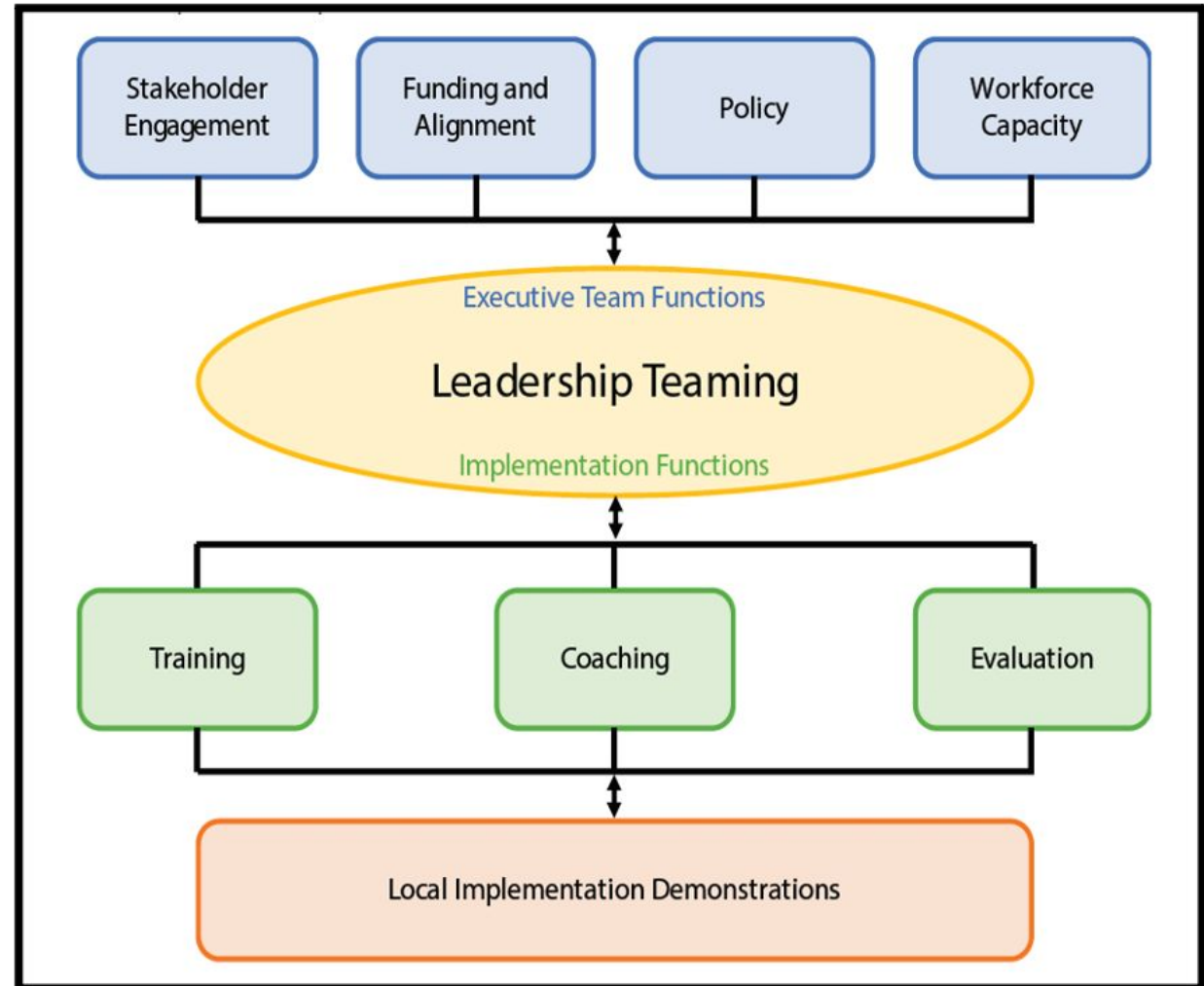
SOUTHERN BOONE COUNTY SCHOOL DISTRICT: EXEMPLAR PRESENTATION



DISTRICTWIDE

Coaching

“a process that supports and transfers knowledge and skills gained during professional learning, workshops, or training events into practice in everyday use”
-SISEP Center



DISTRICTWIDE

Coaching: Key Features

- 7.1: Technical Assistance
- 7.2: Coaching
- 7.3: Implementation Process
- 7.4: Differentiated Coaching Support
- 7.5: District Coach Networks
- 7.6: Coaching Functions
- 7.7: Local Coaching Capacity
- 7.8: Classroom Implementation



DISTRICTWIDE

Support for accurate school-level implementation

Training & professional learning experiences

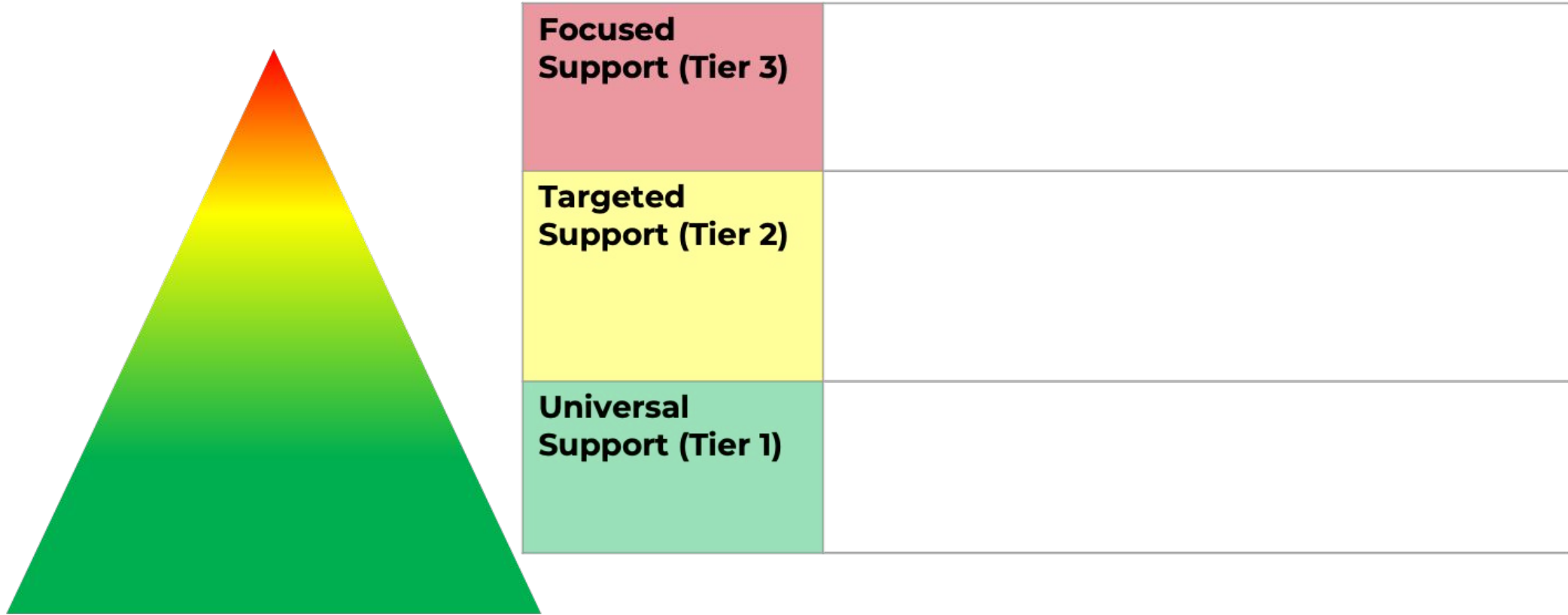


Consistent use of the systems & practices



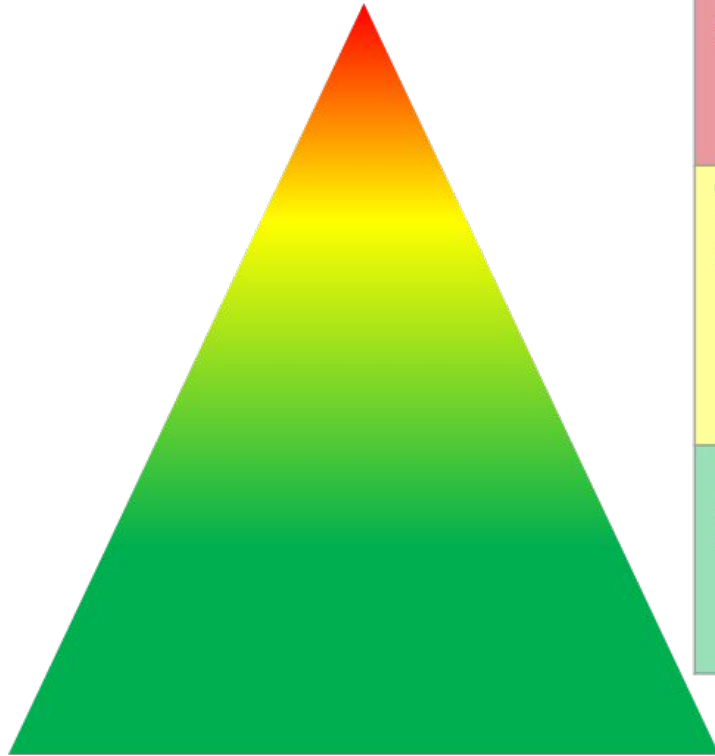
DISTRICTWIDE

Differentiated Coaching Supports for Schools



DISTRICTWIDE

Differentiated Coaching Supports for Schools



Focused Support (Tier 3)	Involves specific problem solving around issues that need to be addressed in order to move forward with implementation efforts.
Targeted Support (Tier 2)	Supplemental supports intended to get PBIS teams back on track when situations have provided a brief slow-down or set back (e.g., change of team leadership, team member on leave).
Universal Support (Tier 1)	Available to all. Includes access to resources and materials on the website, training modules, and district materials.



DISTRICTWIDE

Trainer/Coach Assessment

Tier I – Training, Technical Assistance & Data Collection

Content Knowledge/Skill	Outcome	Criteria (0 = Not in Place, 1 = Partially in Place, 2 = In Place)
Basics of Applied Behavior Analysis	Trainers/Coaches have basic foundational knowledge of Applied Behavior Analysis including: <ul style="list-style-type: none"> • ABCs of behavior • Functional behavioral assessment logic • Data Collection 	0 = Trainers/Coaches do not have basic foundational knowledge of Applied Behavior Analysis. 1 = Trainers/Coaches have knowledge of some foundational pieces of Applied Behavior Analysis, including at least 2 of the following: <ul style="list-style-type: none"> • ABCs of behavior • Functional Assessment • Data Collection 2 = Trainers/Coaches have foundational knowledge of Applied Behavior Analysis, including: <ul style="list-style-type: none"> • ABCs of behavior • Functional Assessment • Data Collection
Understanding and training fidelity of PBIS essential components.	Trainers/Coaches understand the essential components and are able to train fidelity on the content, including: <ul style="list-style-type: none"> • Clarifying expected behavioral expectations and rules • Teaching plan • Acknowledgment systems • Response to problem behavior • Effective classroom practices 	0 = Trainers/Coaches do not have a clear understanding and/or training fidelity of the essential components of PBIS. 1 = Trainers/Coaches have a clear understanding and training fidelity of some, but not all of the essential components of PBIS. 2 = Trainers/Coaches have a clear understanding and training fidelity of all essential components of PBIS.
Utilize Standardized Training Content	Trainers/Coaches have access to and utilize standardized training content for all Core Tier I Trainings.	0 = Trainers/Coaches do not utilize standardized training content for Core Tier I Trainings. 1 = Trainers/Coaches utilize standardized training content for some Core Tier I Trainings, but less than 50%. 2 = Trainers/Coaches utilize standardized training content for at least 50% of Core Tier I Trainings.
Provide targeted Technical Assistance using data	Trainers/Coaches use school implementation data (SET, TFI, SAS) to determine technical assistance needs of participating schools.	0 = Trainers/Coaches do not review school implementation data when considering technical assistance, or provide no targeted technical assistance to schools. 1 = Trainers/Coaches provide technical assistance to schools but



bit.ly/pbistrainercoachassessment



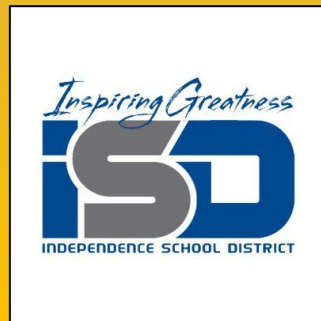
DISTRICTWIDE

Independence School District: Exemplar Presentation



DISTRICTWIDE

Building Internal Capacity for Training and Coaching Independence School District



The ISD Journey

Presented by:

**Leslie Hochsprung - Assistant Superintendent for
Elementary Education**

Amanda Witting - School Psychologist

Jamie Powers - School Psychologist

External Partnerships

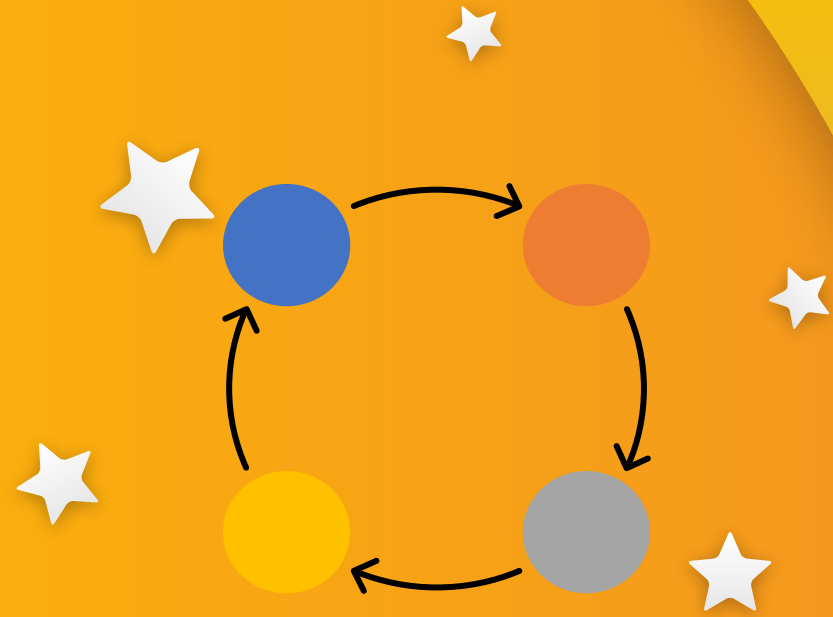
The place to start

“

**PBIS is a Framework, not a
curriculum**

Integration of ISD “isms”

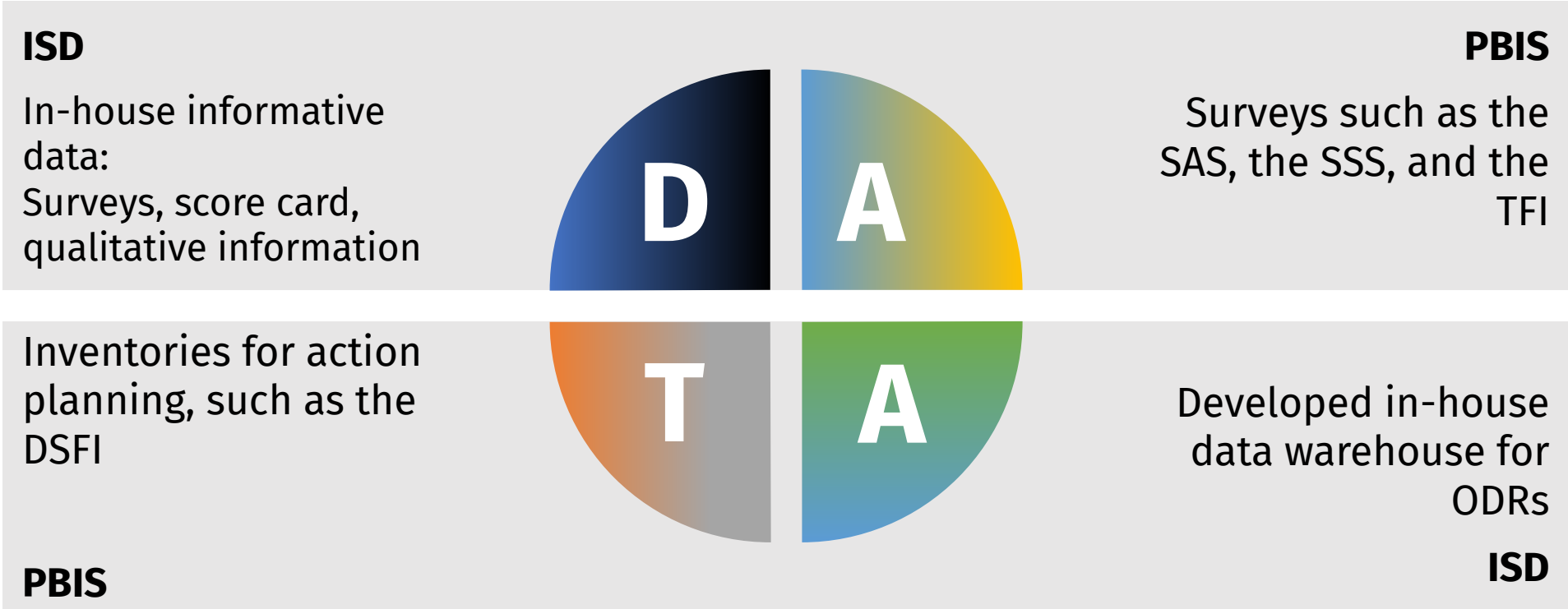
- External agencies were providing trainings at the beginning of our PBIS journey
 - Buildings would send small teams to receive day long trainings about once a quarter
- A couple years in, ISD realized we'd had many components of PBIS already in place, but some of the forms/terminology/minor differences didn't align
- The district began to prioritize “integration” over full “adoption” so staff didn't feel like they were starting over - pre meetings before trainings and integration of forms



Sustainability

Requires Buy-In

Start (and continue) with Data



How did integration look

Lots of meetings and planning

Between district team members and PBIS (RPDC) trainers to review our existing forms and process

Alignment

Rather than “throwing out” all of the existing forms - small adjustments were made to better align with recommended PBIS forms so ISD staff felt like they were using familiar ISD forms

This helped teachers/staff feel like PBIS wasn't just “one more thing”

Initiative Integration - MTSS

TSS

Trauma Informed practices were embedded within what we do for PBIS - needed to help draw connections for staff so it didn't feel separate or conflicting

PBIS

Had to be seen as a tiered model, working WITH our Problem-Solving Team process, not separate from. Began to integrate language from all initiatives into each training

Academics

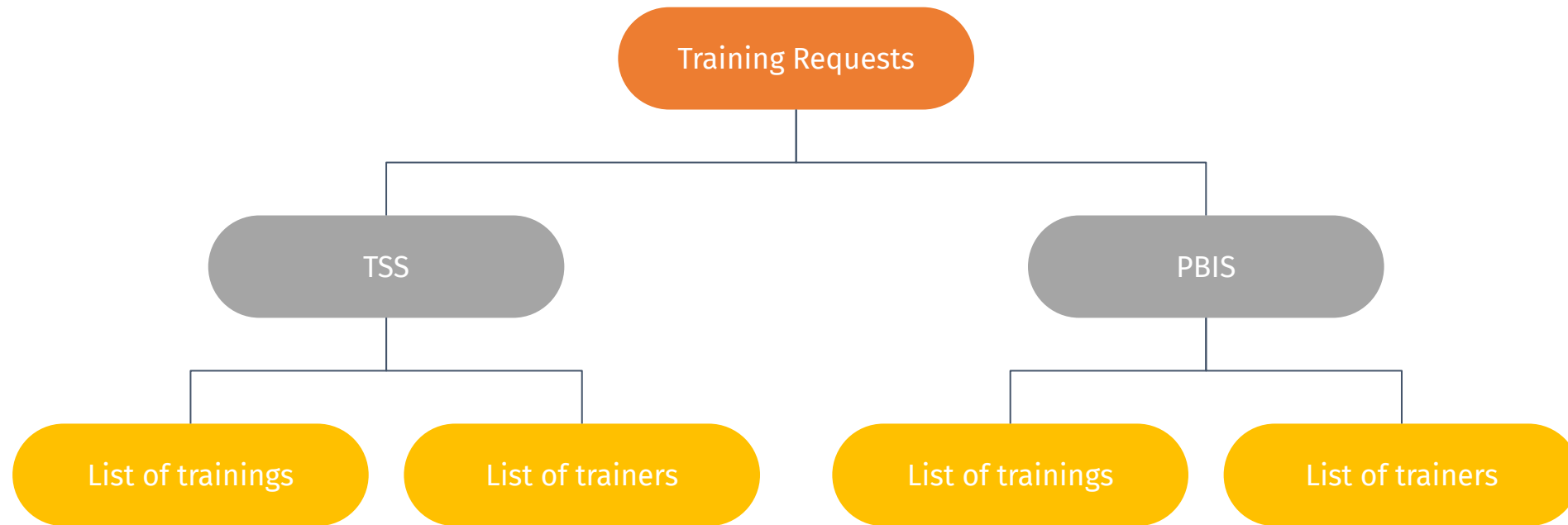
Academics are addressed through our MTSS model - these do not stand alone. Resources for all components at all 3 tiers are compiled on our Problem-Solving Team website

Building Capacity

The district began to recognize buildings were struggling with sending teams away from their building - we must **internalize training** and provide **innovative solutions**



It was important to align what we were already doing that was working



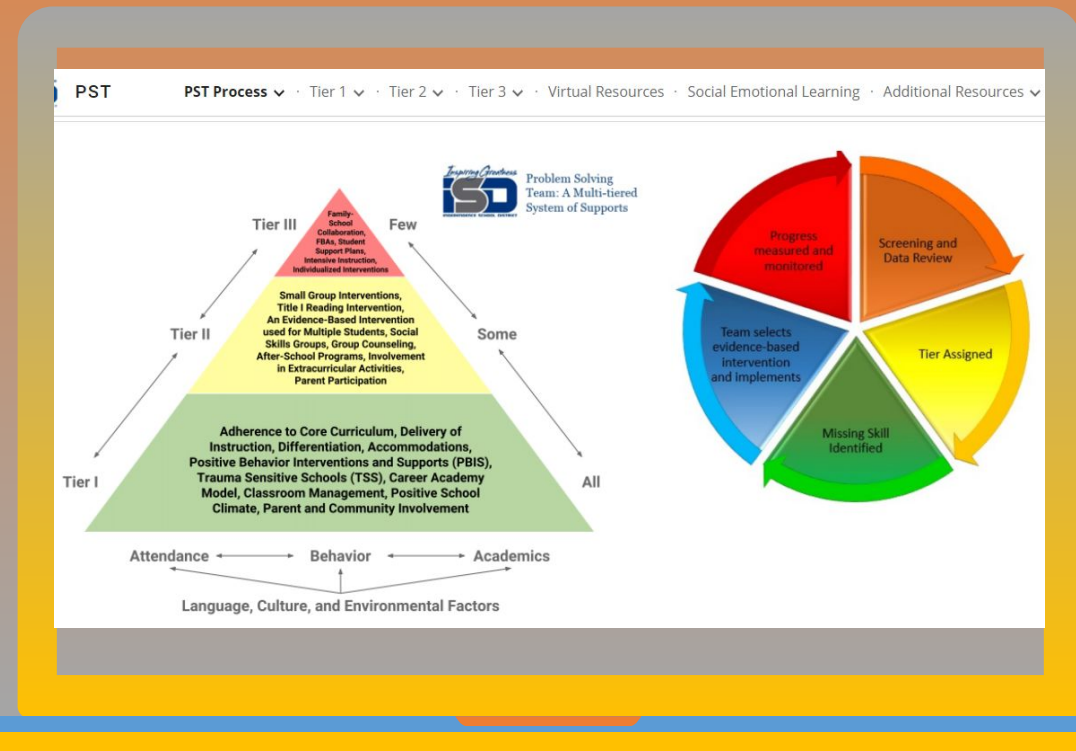
School Psychs developed trainings for All Tiers

Because of how trainings were designed, some can be done internally with the resources provided (within building)

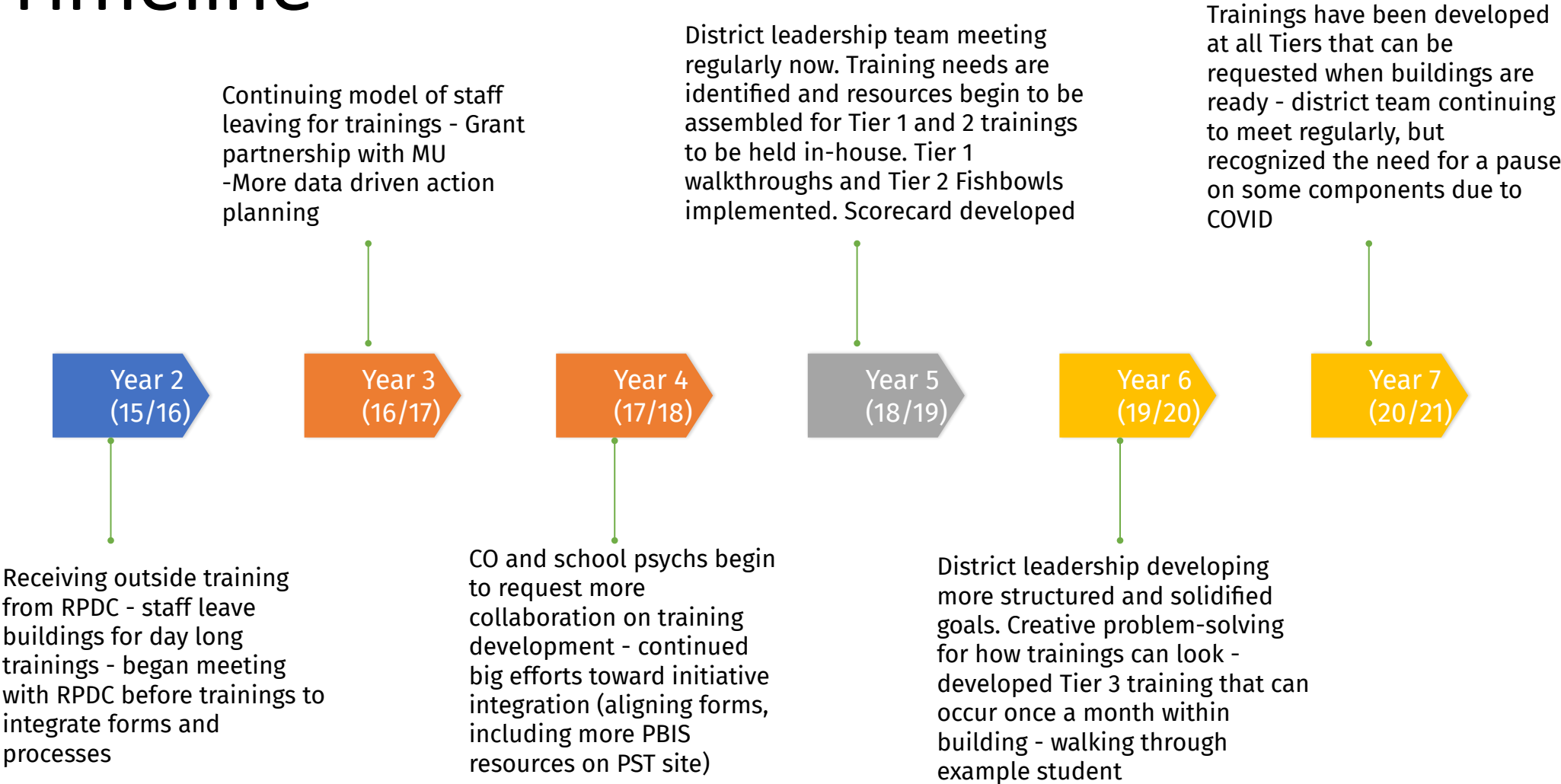
Some trainings must request a district trainer (typically, school psychs) - but is still within the scope of ISD

Internal Maintenance

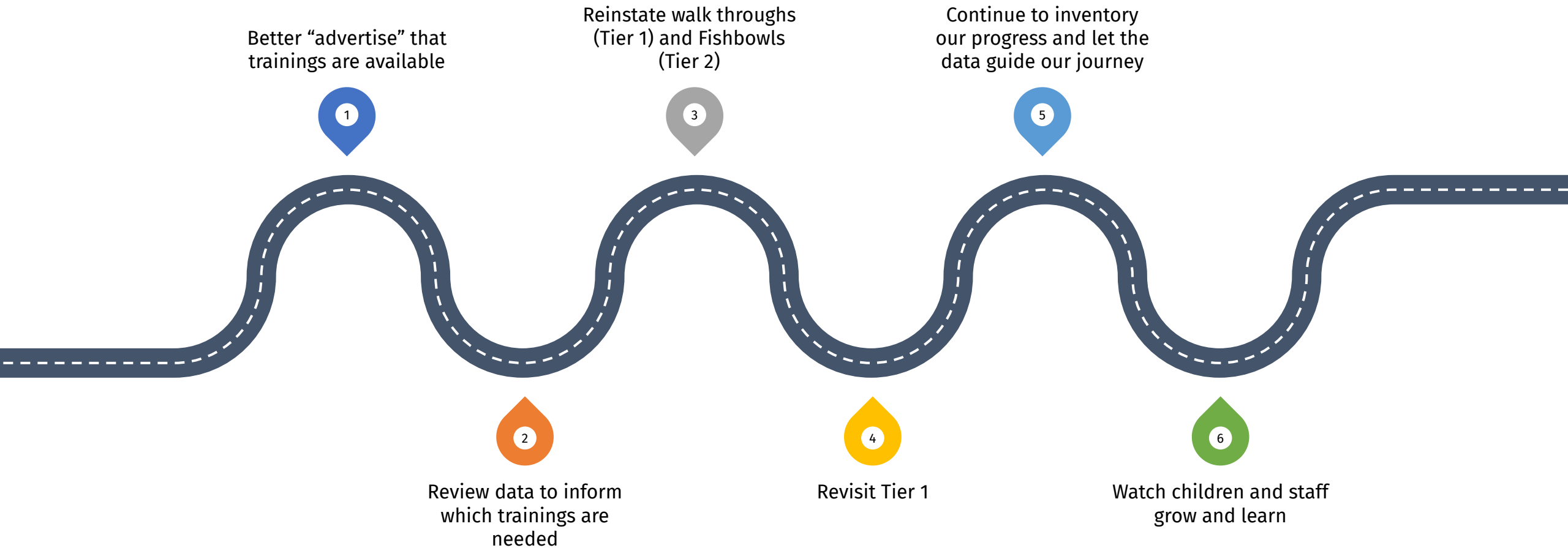
Our PST site has resources for all Tiers, as well as support for completing applications for recognition



Timeline



Where to head next?



What did it take?

Time/Patience

Adopting an entire discipline and SEL framework takes an incredible amount of time, patience, and dedication

Creative Problem-Solving

Recognizing our boundaries and barriers helped us to think outside the box (walk-throughs, fishbowls, in-house training options, virtual training options, recognition guidance)

Integration

A key component for maintaining staff buy-in was integrating PBIS within existing systems - aligning forms, centralizing resources, crossing over initiatives

Leadership support

Having superintendents from all levels be a part of our leadership team helps display the value of PBIS and create accountability

Informative data

Reviewing ongoing data, including fidelity inventories at both the building and district levels help drive meaningful action steps

Internal Resources

Having centralized locations for forms (PST site), internal trainers and training resources, support for recognition, and in-house expertise has increased our success with PBIS

Thanks!

Any questions?

You can reach us at:

- leslie_hochsprung@idschools.org
- amanda_witting@idschools.org
- jamie_powers@idschools.org

Q&A Time



DISTRICTWIDE

Contact Information



Laura Shaw

MO SW-PBS State Coach
shawlau@missouri.edu



Danielle Starkey

Senior Research Associate
starkeyd@missouri.edu



**Southern Boone
School District**



**Independence
School District**



DISTRICTWIDE

Welcome to
DISTRICTWIDE WEEK!
June 30-July 1

**MISSOURI SW-PBS
SUMMER INSTITUTE**

VIRTUAL CONFERENCE
SUMMER 2021



THANK YOU FOR JOINING US!

Please complete the
[Evaluation Survey](#).

The next session will start
tomorrow at 9:00 a.m.

Please use the same Zoom
meeting link to join the next
session.