

# **DISTRICT, BUILDING, AND CLASSROOM LEADERSHIP TO ESTABLISH & MAINTAIN POSITIVE BEHAVIOR SUPPORTS**

Dr. Lisa Friesen, District Instructional Coordinator, MTSS

Dr. Janelle Porter, Director of Student Services

Dr. Amy Casey, Principal

North Kansas City Schools



**01**

**LEARN ABOUT DISTRICT, BUILDING AND CLASSROOM LEADERSHIP PRACTICES TO SUSTAIN PBS SYSTEMS.**

**02**

**REVIEW OUR LEVELS OF SUPPORT DOCUMENT AND MENTAL HEALTH SERVICES IN ORDER TO BEGIN DEVELOPING PLANS FOR THEIR OWN DISTRICT OR BUILDING.**

**03**

**DETERMINE NEEDS AND ACTION PLAN STEPS FOR BUILDING DISTRICT CAPACITY AND SUSTAINABILITY STRATEGIES.**

# **LEARNING TARGETS**

---

# DISTRICT FACTS

**21,252 Students**

1 Early Education Center, 22 Elementary sites, 2 Sixth Grade Centers, 4 Middle Schools, 4 High Schools



**34%**

Free and Reduced  
Lunch Rate



**10%**

Special Education  
Students



**7%**

English Language  
Learners



**25%**

Mobility Rate

# BUILDING AND REFINING STAGES



- Added schools each year to be trained
- District RtI/PBIS Facilitator
- RPDC Trainings
- Recognition
- Referral documentation systems
- Connecting across departments

# LEVELS OF SUPPORT

## LEVELS OF SUPPORT

NORTH KANSAS CITY SCHOOLS

ACADEMIC		BEHAVIOR
<p>Teachers and school implement the <b>Universal Academic Plan</b>.</p> <ul style="list-style-type: none"> <li>Screenings are conducted according to the district assessment plan.</li> <li>Screenings indicate that at least 80% of students in the class are meeting grade-level expectations.</li> <li>Screenings identify students who fall at/ below the 25th percentile in reading, math, and/or writing.</li> </ul> <p>Data teams meet regularly to review screening and intervention data.</p> <p>Students below the 25th percentile receive additional instruction with an evidence-based intervention (see list)</p>	<p><b>TIER 1</b></p> <p>QUALITY CLASSROOM INSTRUCTION</p>	<p>Teachers and school implement the <b>Universal Behavior Plan</b>.</p> <ul style="list-style-type: none"> <li>School-wide and classroom expectations are taught.</li> <li>Appropriate school behaviors and replacement behavior are modeled and retaught as needed.</li> <li>A system for reinforcing and rewarding//recognizing appropriate behavior is in place. (e.g., token system, reward tickets, class dojos, table teams, positive referrals, etc.).</li> <li>Tier 1 Behavior system/PBS is being followed and a 4:1 positive:negative ratio is used and documented.</li> </ul> <p>Referrals are documented in EduClimber. Teacher or administrator communicates with parent and documents communication.</p>
<ul style="list-style-type: none"> <li>At least 3 times per week / 15 minutes per session</li> <li>Small group of 8 students or less (depending on intervention)</li> <li>Ambitious goal for success is set (see guidance document)</li> <li>Progress is monitored weekly (min. 7 data points/4 weeks)</li> <li>Fidelity of instruction and progress monitoring is documented</li> <li>Data and progress toward goals is reviewed at least quarterly</li> </ul>	<p><b>TIER 2</b></p> <p>ADDITIONAL SMALL GROUP</p>	<p>Schools have documented procedures for staff/students to access Tier 2 (Data decision rules or nomination/referral form).</p> <p>Team selects a Tier 2 intervention based on the description of the target behavior (e.g., check-in/check out, social skill training, reward chart, check and connect, peer or adult mentor, etc.)</p> <p>Data is collected by the teacher. A baseline is established and objective data is collected in a manner that can be organized and analyzed. Progress monitoring occurs daily for a minimum of 4-6 weeks.</p> <p><b>Refer student for mental health support as needed</b></p> <p><b>* If student exhibits frequent high-intensity and/or dangerous behaviors, teams may consider moving straight to Tier 3 with approval of the administrator.</b></p>
<p>Teams review progress monitoring data at least quarterly.</p> <p>Students not making progress in Tier 2 - or with significant needs as determined by team - receive intensive research based intervention (see list)</p> <ul style="list-style-type: none"> <li>At least 4 days per week / 30 minutes per session</li> <li>Small group of 6 or less (depending on intervention)</li> <li>Goal, progress monitoring, and fidelity checks in place</li> <li>Data and progress toward goals is reviewed at least monthly</li> </ul>	<p><b>TIER 3</b></p> <p>INTENSIVE SMALL GROUP/ INDIVIDUAL BEHAVIOR PLAN</p>	<p>PBS/PST/CARE Team reviews data regularly. If student is not making progress, or shows high-intensity behaviors, the school psychologist and behavior team will collaborate to develop an individual behavior plan.</p> <p>Tier 3 behavior plans should be developed for the individual student and include:</p> <ul style="list-style-type: none"> <li>a specific target behavior with a goal to increase or decrease</li> <li>preventative and instructional strategies</li> <li>replacement behaviors with teaching strategies</li> <li>staff response for the problem behavior</li> <li>a system to reinforce appropriate behaviors.</li> </ul> <p>Behavioral data is collected daily. School psychologist will check in with classroom teacher to review data regularly. Data collection and intervention should be completed for 4-6 weeks minimum.</p>
<p>Teams review progress monitoring data at least quarterly.</p> <p>If a students does make adequate progress to interventions and the team suspects a disability – they may be referred to the Special Education Support Team (SEST) for consideration of a special education referral or other supports.</p>	<p><b>Next Levels of Support</b></p>	<p><b>Refer student for mental health support as needed</b></p> <p>If student is not responding to the Tier 3 intervention, and the team believes a disability may be present, they may ask the school psychologist to present the data to the Special Education Support Team (SEST) to consider a special education referral or other supports.</p> <p>If the team would like further consultation on behavioral strategies and interventions, they may submit an ACCESS Help form with relevant data to request support from a behavior specialist.</p>

# MENTAL HEALTH SUPPORTS ADDED



- One piece of the system
- Access and barriers
- Partnerships
- Services offered on site
  - Individual
  - Group
  - Classroom
  - Community Case management
- Supporting staff

“

Sustainability is durable implementation of a practice at a level of fidelity that continues to produce valued outcomes.

—MCINTOSH ET. AL., 2009



# FOUR TIPS FOR SUSTAINABILITY

---



- School teams provide leadership for SW-PBS in a building
- School teams use data regularly to make decisions
- Sharing data and decisions made about the data with the entire staff on a regular basis
- Ongoing access to professional development and coaching to support implementation





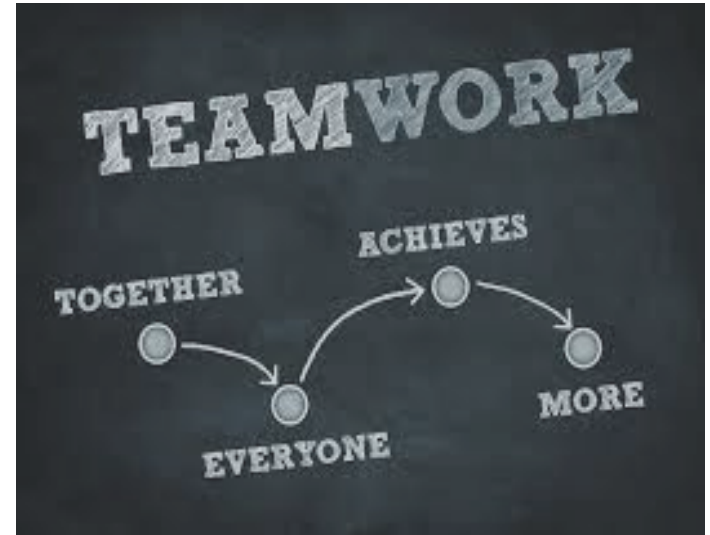
**01.**

School teams  
provide leadership  
for SW-PBS in a  
building

# TEAM LEADERSHIP

---

- Building representation
- Building capacity
- Training for new leaders
- Behavior interventionists for high needs buildings



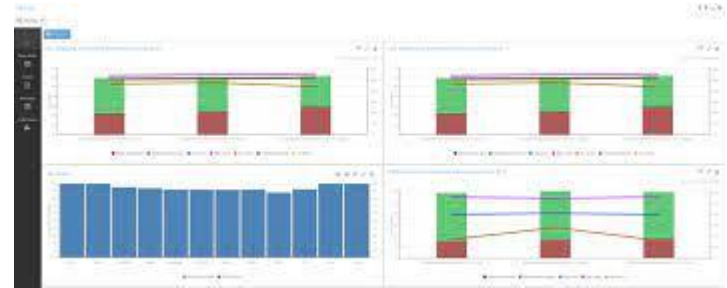


## 02.

School teams use data regularly to make decisions.

# DATA DECISION-MAKING

- EduClimber
- Data Walls
- Action Plans
- Staff & Student Surveys & Screeners





## 03.

Sharing data and decisions made about the data with the entire staff on a regular basis

# COMMUNICATION

- Monday Motivator
- Newsletters
- Late Start Staff Meetings
- Class competitions/shoutouts
- Staff & Student reinforcement and celebrations

The screenshot displays the OneNote Online interface for a notebook titled "Ravenwood PBIS Notebook". The left sidebar shows a table of contents with sections like "Current Year Minutes", "Advanced Tier Students", "Teacher Nomination F...", "Zones of Regulation - ...", "SSIG", "Self-Monitoring", "CICO", "Individual Student Not...", "Attendance", and "Archive". The main content area shows a page for "11/9/2018" with a timestamp of "Tuesday, November 6, 2018 10:36 AM". The page content includes an "Agenda:" section with items: "CICO", "Triage", "ZoR Update", "Individual Students", "Teacher Nomination Forms", "\*Individual Students", "\*Data Collection, Tracking, and Monitoring", and "\*Decision Making". Below this are "Observations", "Social Skills Groups", "Attendance", and "CW-FTT". Further down, there are sections for "Check In/Check Out Review of Data", "Triage", "Zones of Regulation Update", and "Individual Students".

Section	Date
Current Year Minutes	11/9/2018
Advanced Tier Students	11/2/2018

11/9/2018  
Tuesday, November 6, 2018 10:36 AM

**Agenda:**  
CICO  
Triage  
ZoR Update  
Individual Students  
Teacher Nomination Forms  
\*Individual Students  
\*Data Collection, Tracking, and Monitoring  
\*Decision Making

Observations  
Social Skills Groups  
Attendance  
CW-FTT

**Check In/Check Out Review of Data**

**Triage**

**Zones of Regulation Update**

**Individual Students**



04.

Ongoing access to professional development and coaching to support implementation

# PROFESSIONAL DEVELOPMENT

---

- District team trainings
- RPDC partnership
- MTSS Study participation
- Coach training
- District Summer Academy
- CW-FIT trainers
- Walkthrough feedback
- Peer coaching







# QUESTIONS?

[lisa.friesen@nkcschools.org](mailto:lisa.friesen@nkcschools.org)  
[janelle.porter@nkcschools.org](mailto:janelle.porter@nkcschools.org)  
[amy.casey@nkcschools.org](mailto:amy.casey@nkcschools.org)

**CREDITS:** This presentation template was created by [Slidesgo](#), including icons by [Flaticon](#), and infographics & images by [Freepik](#) and illustrations by [Stories](#)