

2G: District-wide Implementation

Scaling and Expanding PBIS/MTSS

Dr. Kelsey Morris, University of Missouri

Final Slides Published Online



- Please know the content and format of this presentation will continue to be refined prior to the live session.
- All content shown here provides a solid preview of the actual session.
- Final slides will be published online before the live session and accessible for download with the following link:

bit.ly/SI22-2Gdistrictwidepbis

Session Intentions



- Describe the logic of district-wide implementation
- Illustrate building local capacity for implementing, scaling, and sustaining the work
- Highlight the District Systems Fidelity Inventory (DSF) and other resources for District Leadership Teams

Introductions



Dr. Kelsey Morris

Co-Director, MU Center for School-wide PBS

Center on PBIS Implementation Partner

Assistant Research Professor, Dept. of Special Education



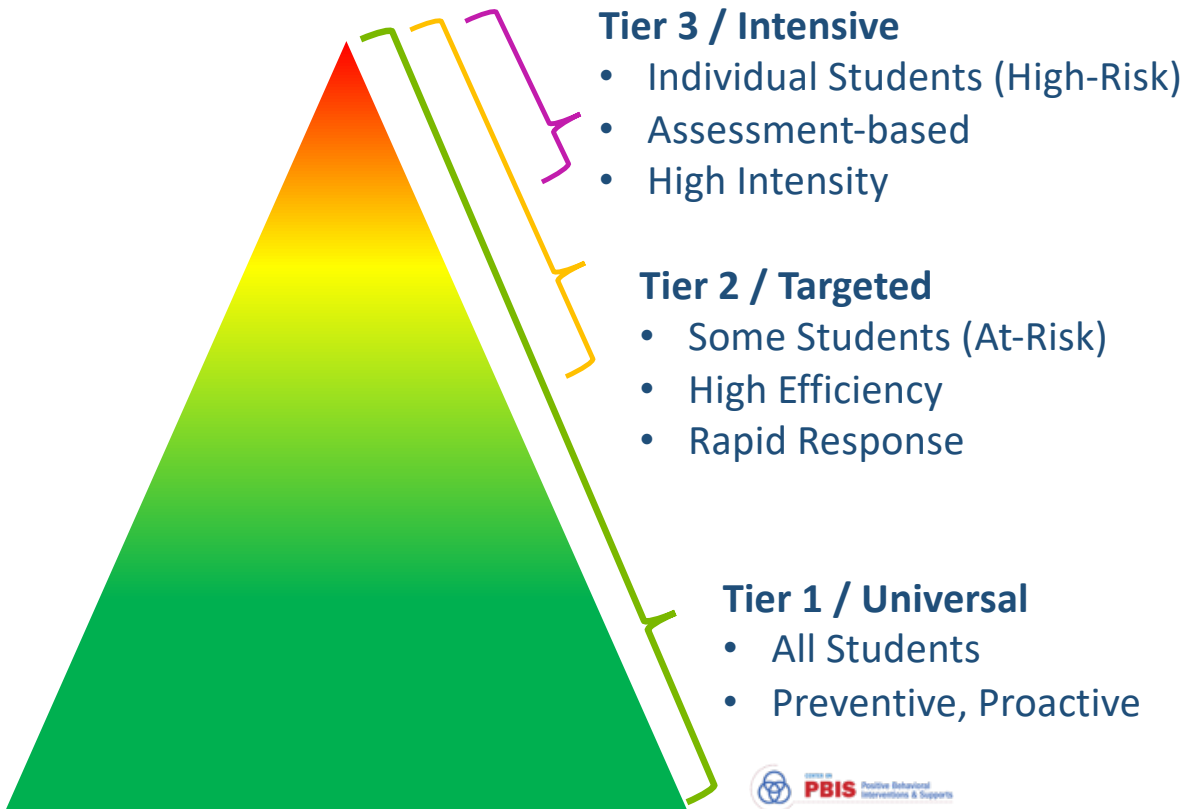
College of Education
& Human Development
University of Missouri



Logic of District-wide Implementation

MO SW-PBS Summer Institute 2022

A Continuum of Support for All Students



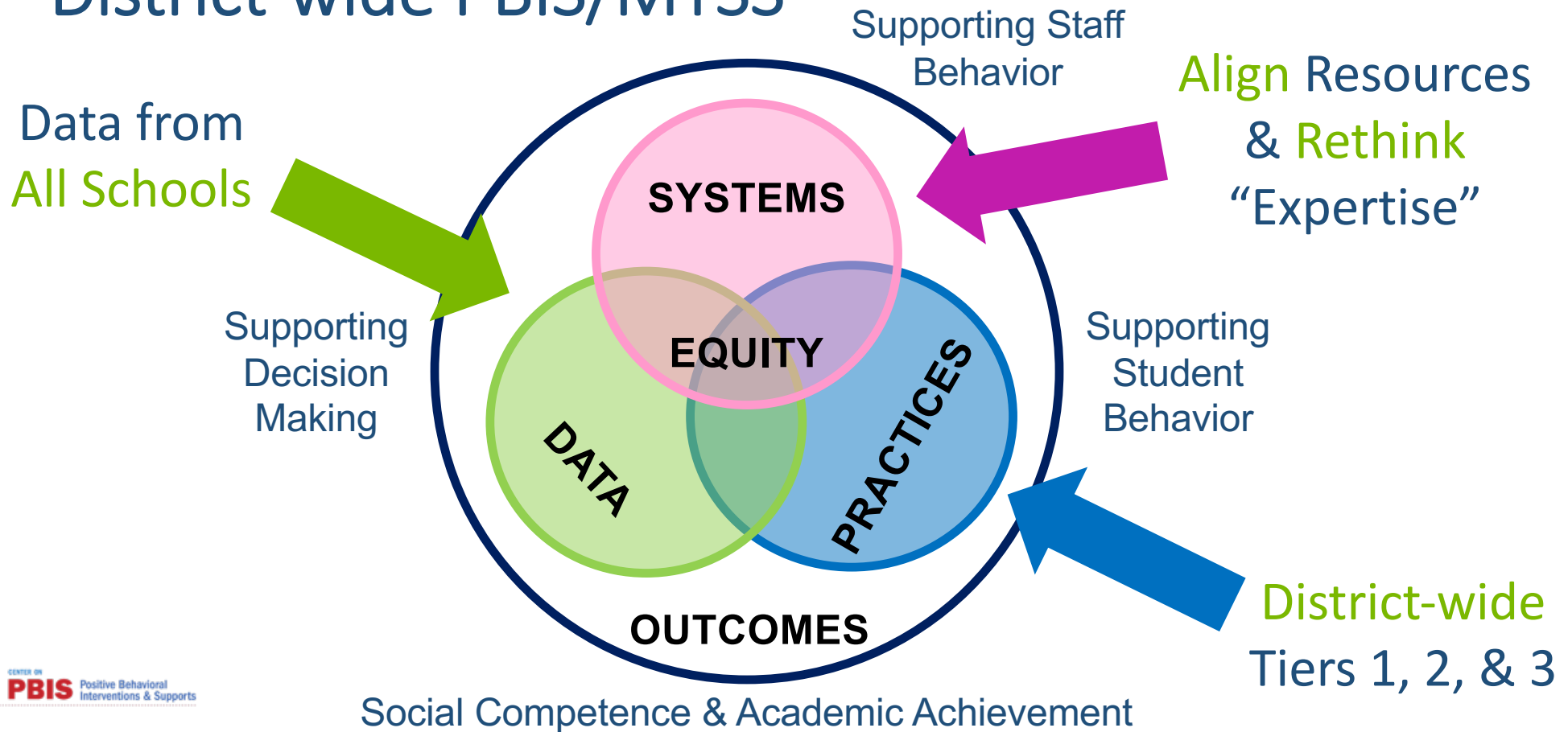
Main Goal

Build District Capacity

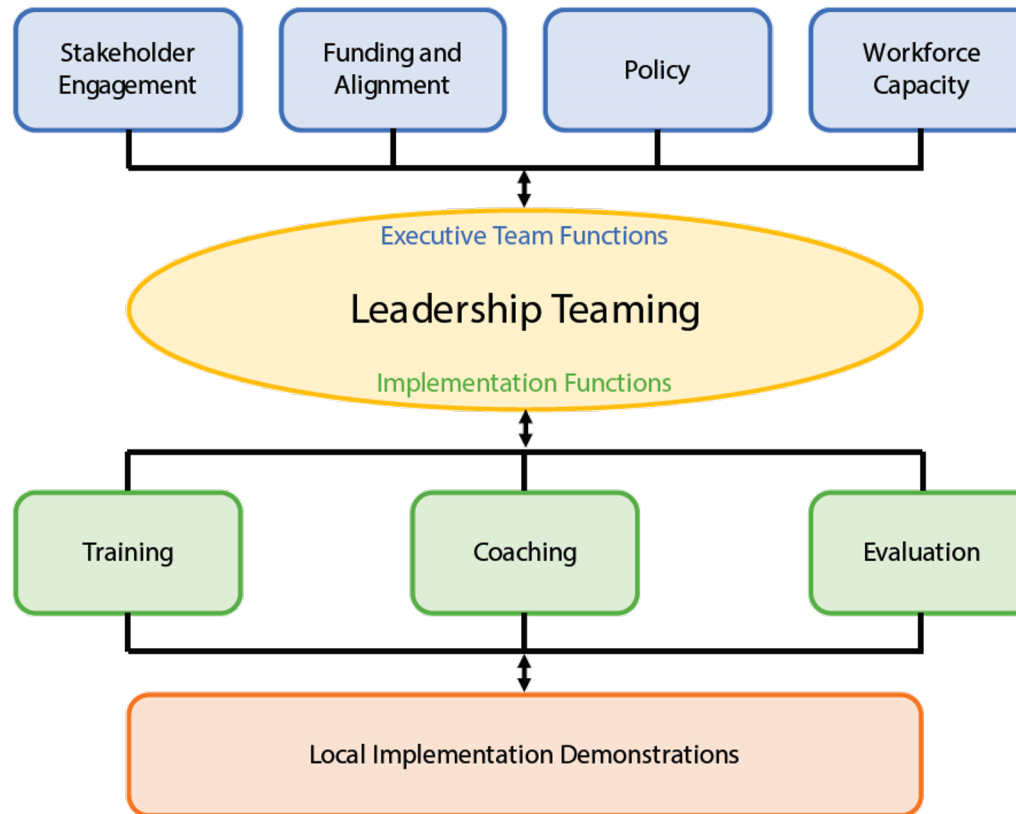
- Professional Development
- Technical Assistance



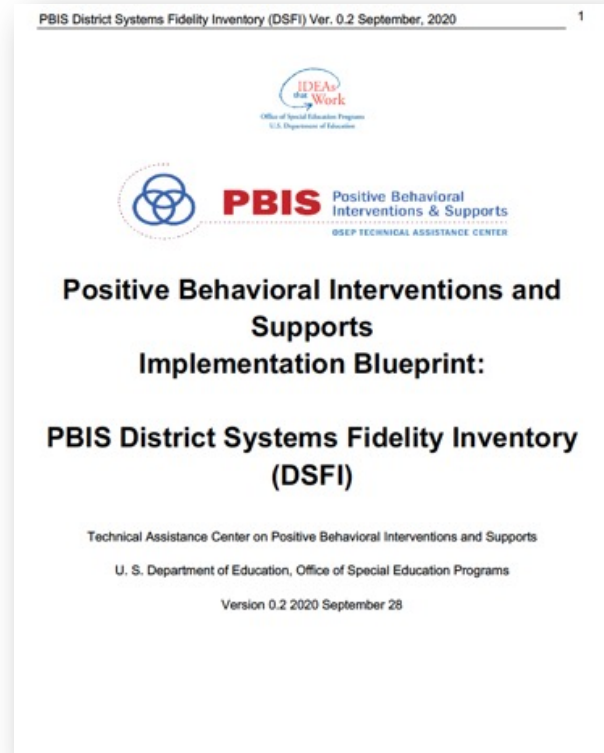
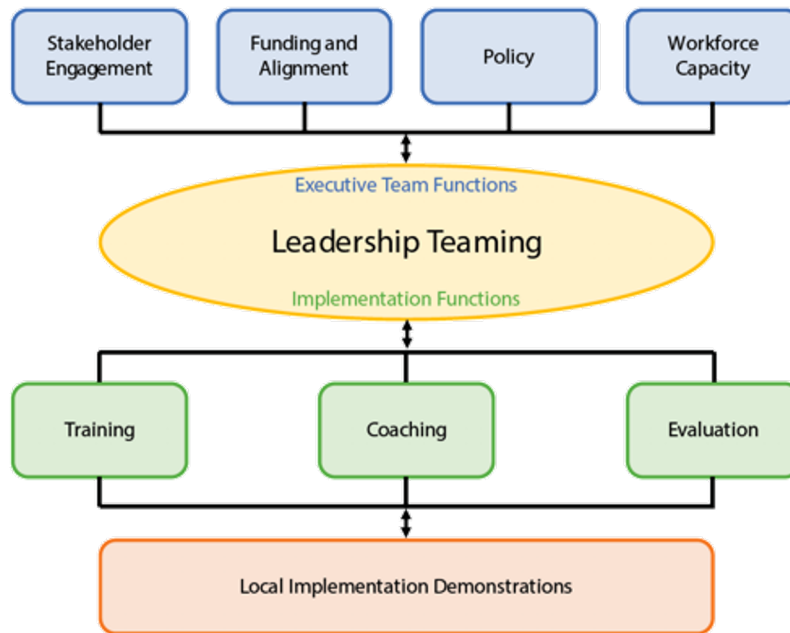
District-wide PBIS/MTSS



Logic of District-wide Implementation

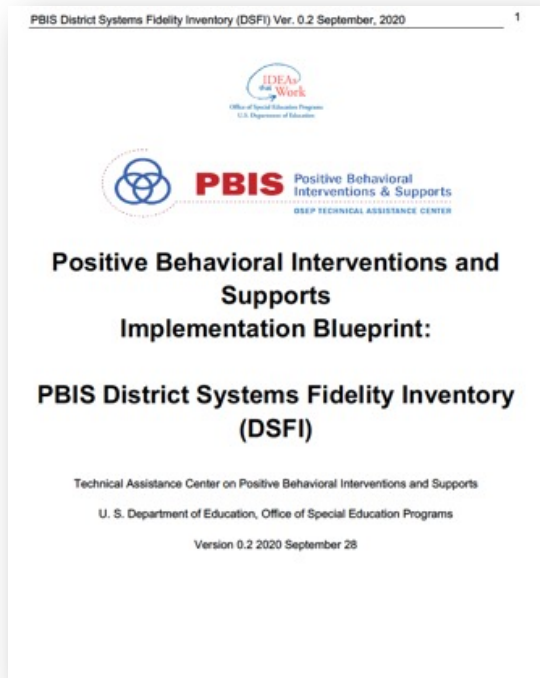


Guiding District-wide Implementation



MU Center for Schoolwide
Positive Behavior Support
University of Missouri

Guiding District-wide Implementation



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>



Guiding District-wide Implementation

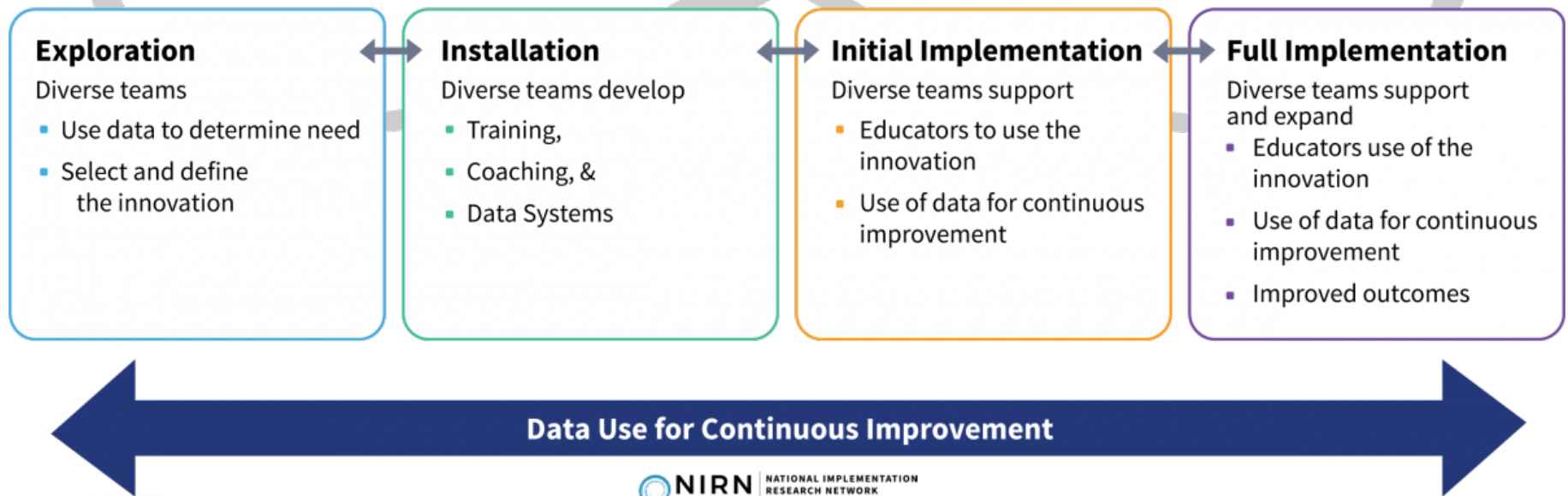
NAME OF DISTRICT											
PBIS District Action Plan [SCHOOL YEAR]		Members of PBIS District Team			[TEAM MEMBER NAMES]						
AREA OF IMPLEMENTATION	ACTION PLAN GOAL:	ACTION STEPS	STATUS	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	PROJECTED START DATE	PROJECTED COMPLETION DATE	EVALUATION/OUTCOME & DATA SOURCE	CRITICAL ELEMENTS		
									Data	Systems	Practices
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Use the DSFI to identify current reality and then work to align PBIS with other district initiatives to achieve valued outcomes.

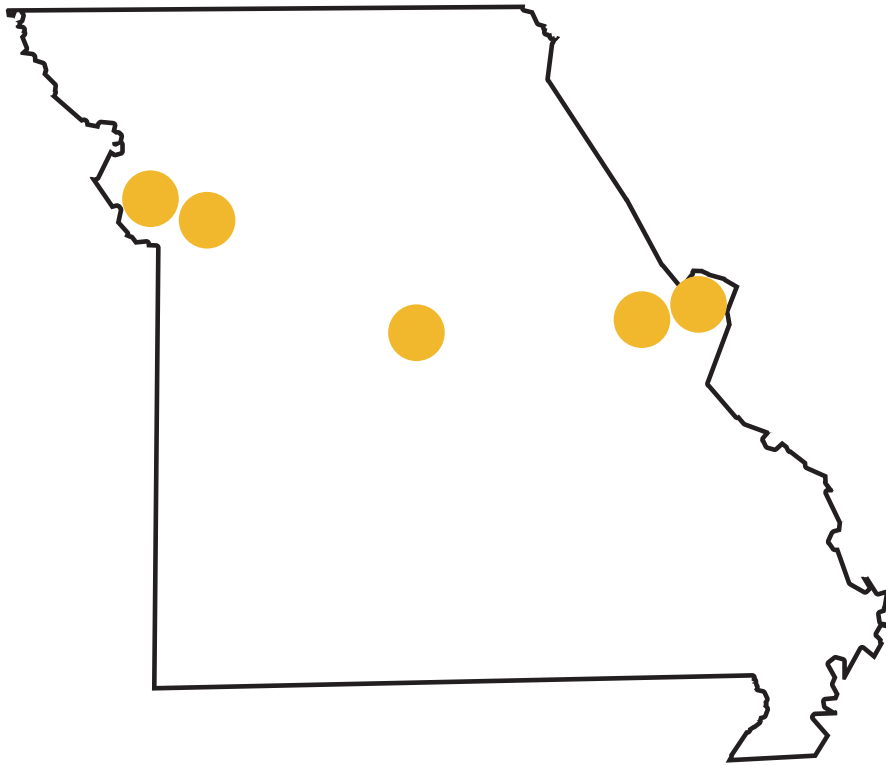


Stages of Implementation

Stage Based Approach



Stages of Implementation – Model Demos



5

Model Demonstration Districts

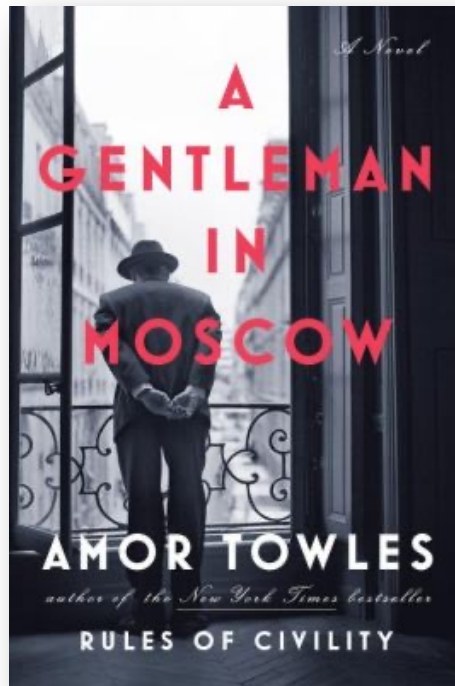
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Years of Investment
in a 5-Year Grant

Learning districts
should plan for

10

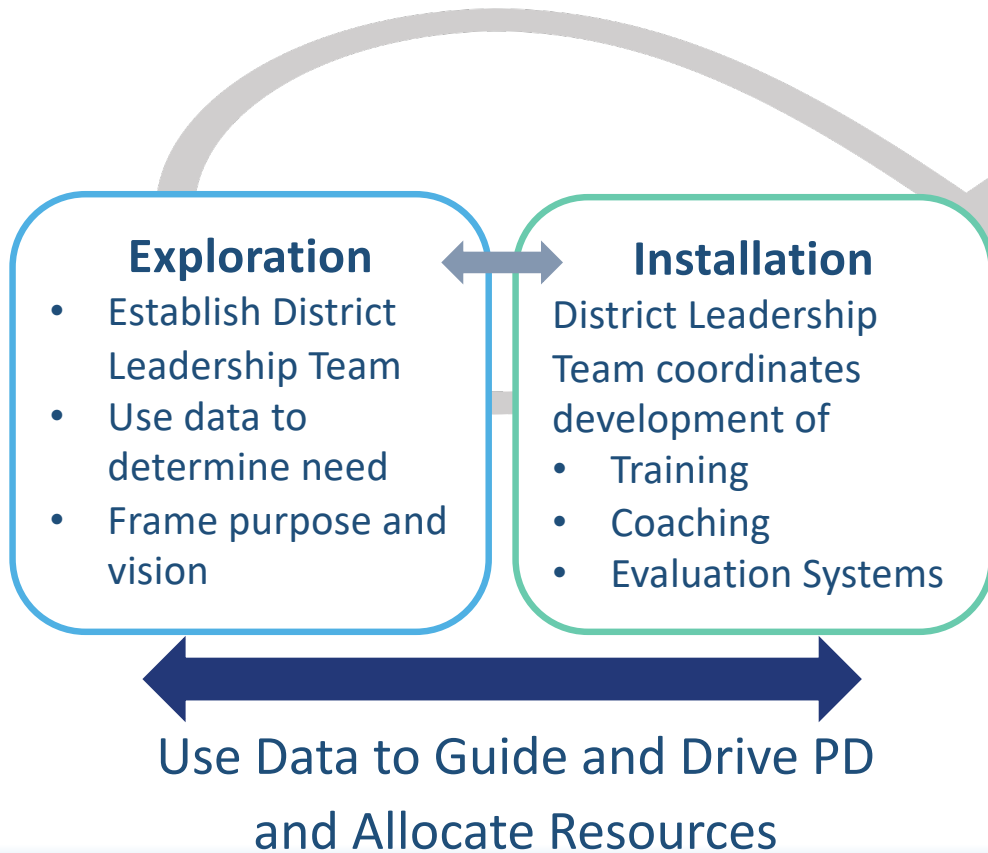
years to scale
and sustain



“...life does not proceed by leaps and bounds. It unfolds. At any given moment, it is the manifestation of a thousand transitions. Our faculties wax and wane, our experiences accumulate, and our opinions evolve—if not glacially, then at least gradually.”

-Amor Towles

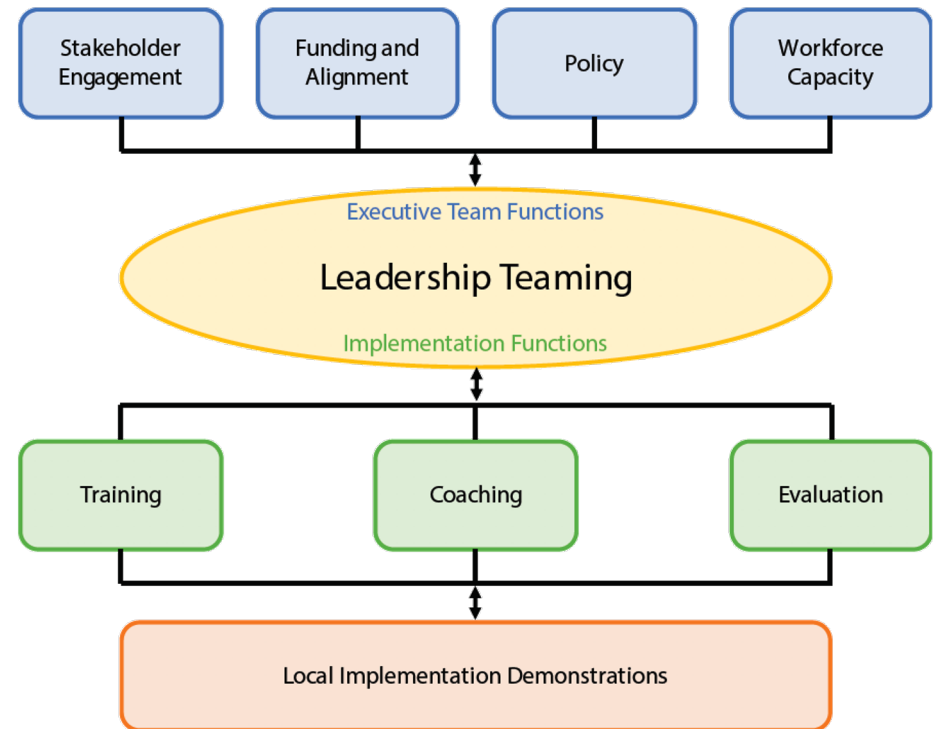
Stages of Implementation



Establish a District Leadership Team (DLT)

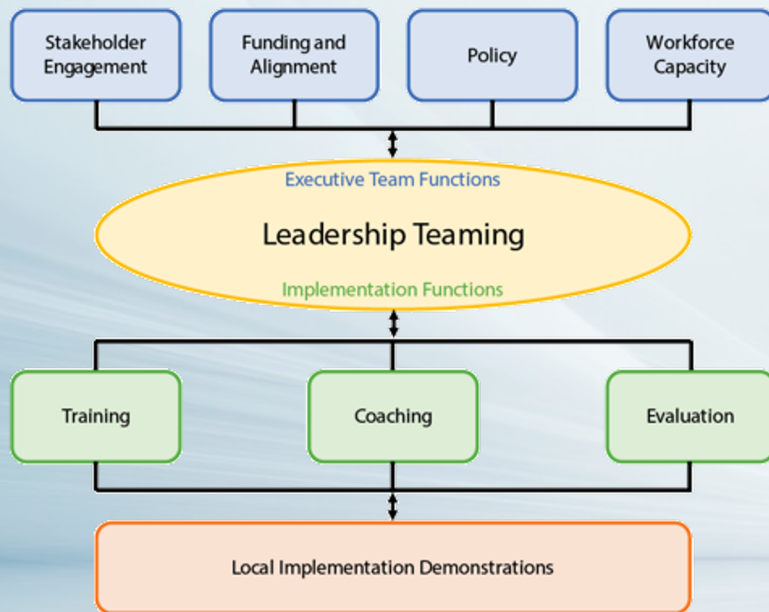


- Decision-making Authority
- Stakeholder Representation
- PBIS Expertise



Building Local Capacity

Leadership Teaming



Leadership Teaming

- Composition

- *Who is on the team?*

- Characteristics

- *How does the team operate?*

- Communication

- *What does the team communicate?*



Leadership Teaming

The DSFI is completed by a District Leadership Team with representation from a range of stakeholders including representation from individuals:

- a. able to influence district-level professional development
- b. knowledgeable about the operations of the district across grade level and programs
- c. having access to district-level executive leadership
- d. coordinating community and family engagement
- e. having special education administrative authority
- f. having administrative authority with social-emotional-behavioral support providers (e.g., counselors, social workers, school psychologists; Director of Student Services)
- g. representing the local community (e.g., community center leader, school board member).

District Systems Fidelity Inventory (DSFI) District Self-Assessment and Action Planning

Introduction & Purpose:

The purpose of the District Systems Fidelity Inventory (DSFI) is to provide an efficient instrument that can be used to guide districts exploring or actively implementing a multi-tiered social, emotional, and behavioral system of support and practices.

The DSFI is divided into 9 categories which include:

1. Leadership Teaming
2. Stakeholder Engagement
3. Funding and Alignment
4. Policy
5. Workforce Capacity
6. Training
7. Coaching
8. Evaluation
9. Local Implementation Demonstrations

The DSFI is completed by a District Leadership Team with representation from a range of stakeholders including representation from individuals:

- a. able to influence district-level professional development
- b. knowledgeable about the operations of the district across grade level and programs
- c. having access to district-level executive leadership
- d. coordinating community and family engagement
- e. having special education administrative authority
- f. having administrative authority with social-emotional-behavioral support providers (e.g., counselors, social workers, school psychologists; Director of Student Services)
- g. representing the local community (e.g., community center leader, school board member).

The DSFI items and assessment process have been designed to serve as a guide for action planning, progress monitoring, and annual assessment of short- and long-term district improvement priorities as well as fidelity of implementation and impact.

The DSFI may be completed using paper and pencil, or by accessing the forms on www.pbisapps.org. Any district working with a PBIS Assessment coordinator may access the website, DSFI content, and reports. The DSFI may also be downloaded from www.pbis.org.

Intended Participants:

The DSFI is intended to be completed by members of the District Leadership Team with representation from a range of stakeholders (a-g above) and composed of personnel who have

Leadership Teaming - Example

Ferguson-Florissant School District

- Team composition is a cross-section of district staff
- Sub-committees support Core work (nominations)
- Designated monthly meetings
- Standardized agendas
- Vehicles for communicating with stakeholders (BOE, executive cabinet, staff, & parents)
- Funds budgeted to support initiative



Leadership Teaming

- Composition

- *Who is on the team?*

- Characteristics

- *How does the team operate?*

- Communication

- *What does the team communicate?*



Leadership Teaming

- Short Term (1-2 years) and Long Term (3-10 years)
- Guided by:
 - DSFI results
 - District strategic plan
 - School-level data (e.g., TFI, SAS)
- Matches resources to needs based on student outcome data
- Used for developing agendas and guiding team meetings



Leadership Teaming

	A	B	C	D	E	F	G	H	I
3	PBIS District Action Plan	[SCHOOL YEAR]	Members of PBIS District Team	[TEAM MEMBER NAMES]					
4	AREA OF IMPLEMENTATION	ACTION PLAN GOAL:	ACTION STEPS	STATUS	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	PROJECTED START DATE	PROJECTED COMPLETION DATE	EVALUATION/OUTCOME & DATA SOURCE
5									
6	1. Leadership Teaming	Communication with Key Stakeholders: District Leadership Team regularly (e.g., quarterly) uses two-way communication with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to district outcomes	<ol style="list-style-type: none"> Each building add their own information based on MO SW-PBS recognition paperwork Kelsey will make a Google folder for the recognition materials Identify who will write different sections <ol style="list-style-type: none"> Abby and TJ will write Tier 1 Holly and Laura will write Tier 2 Kacie and Stephanie will write Tier 3 Katie and TJ will write district-level part Clean up as a team on August 6 	In Progress	Team <ol style="list-style-type: none"> Abby and TJ will write Tier 1 Holly and Laura will write Tier 2 Kacie and Stephanie will write Tier 3 Katie and TJ will write district-level part 	MO SW-PBS recognition packets for building level data	06/01/19	08/06/19	Template is completed
7	2. Resource Alignment Funding & Allocation	Operations for Tiered Interventions: A formal district process is in place to select and support evidence-based Tier II and Tier III interventions that are: a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. culture development level).	<ol style="list-style-type: none"> Decide on district-approved interventions Outline essential features of the intervention District flowchart to advance to Tier 2 Data decision rules Scale up the training capacity to run the intervention Data to progress monitor and graduate 	Not Started			08/06/19 *start conversation in August move to coaches in September and move to buildings in October		
8	4. Professional Learning	District Professional Learning Calendar: Dedicated professional learning time and training plans (with clear scope and sequence) are scheduled for SWPBS implementation and events are publicly posted to define and shape the goals and process of implementing PBIS (e.g., state-wide training calendar, district-wide master schedule).	<ol style="list-style-type: none"> Use the district PD calendar and the assessment calendar to outline a scope and sequence for buildings to provide PD that aligns with the district focus for the month Goal is each month the team will try to stay a topic ahead How could slide decks be created and then shared with buildings so that the 	Not Started	Danielle and Kelsey will draft and the group will finalize by email				

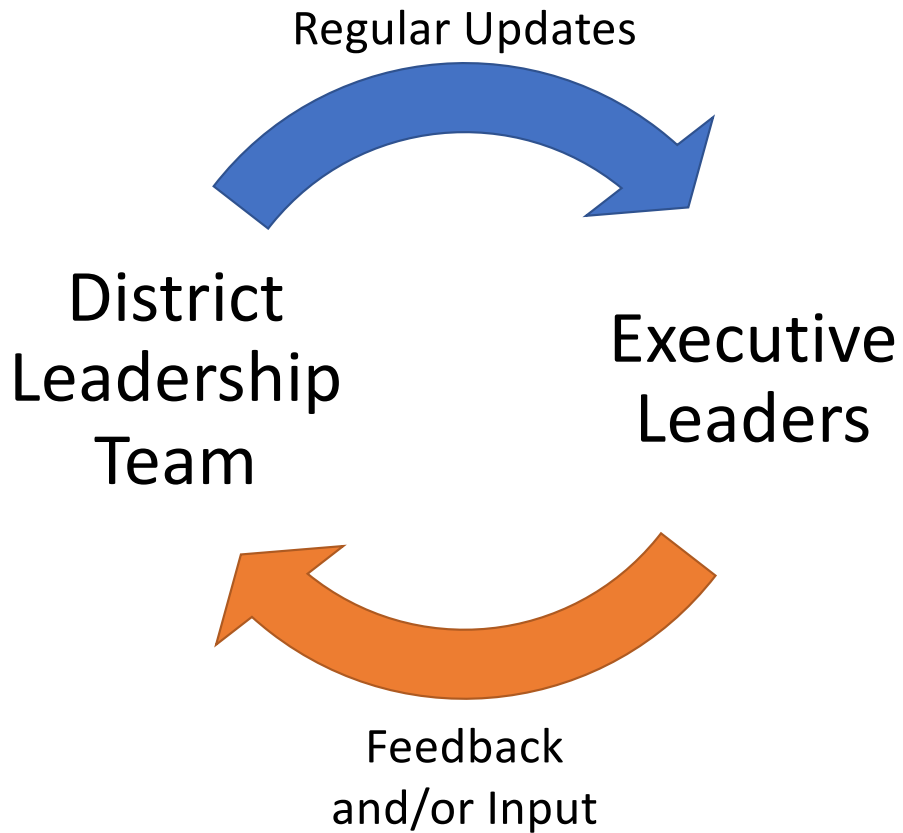


Leadership Teaming

- Composition
 - *Who is on the team?*
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 - *How does the team operate?*
- Communication
 - *What does the team communicate?*



Leadership Teaming



Leadership Teaming

- Positive school climate and student social-emotional-behavioral health are promoted by district leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.

Ethic of Care

what

By June of 2025, proactive efforts focused on improving social/emotional skills at each school/program in the Omaha Public Schools will decrease annually the number of student disciplinary events.

how

- » Conduct a root cause analysis to determine the reasons for student discipline to align trainings and supports.
- » Explore alternatives to suspensions that are beneficial to student engagement and retention.
- » Provide classroom management professional development offerings to school staff.

success

- » each year, at every school and program, the proactive efforts and emphasis on social/emotional skills will decrease the percentage of students being suspended from the previous year
- » each year, all school staff will receive classroom management training to improve positive relationships with students and minimize behavior disruptions
- » each year, every high school will utilize data and implement strategies to ensure these students successfully remain on track to graduate
- » each year, every school and program will participate in Multi-Tiered Systems of Support for Behavior (MTSS-B) professional development to incorporate social emotional learning strategies and supports for tier I and tier II behaviors

PAGE 12 OMAHA PUBLIC SCHOOLS STRATEGIC PLAN OF ACTION 2020-2025

Strategic Plan of Action 2020 - 2025

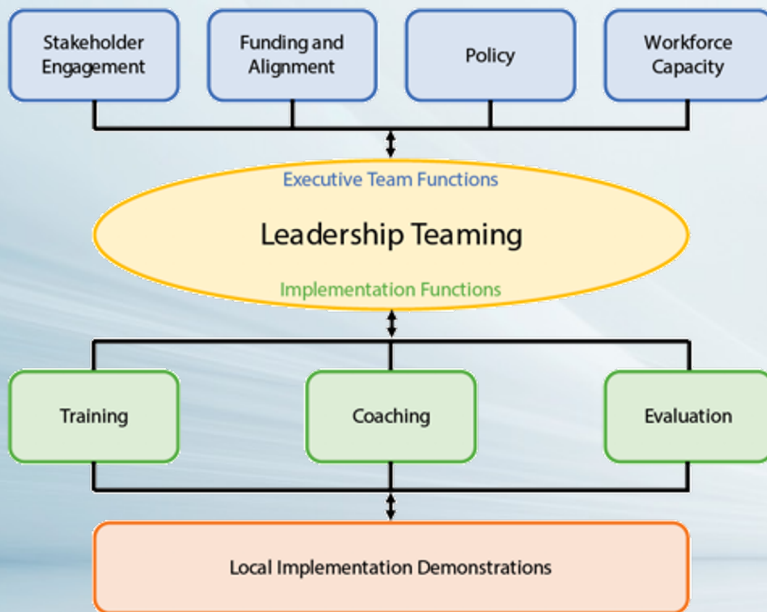
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OMAHA Public Schools

Building Local Capacity

Executive Functions



Stakeholder Engagement



Stakeholder:

A person with an interest in the success of a school or district.

Stakeholder Engagement

- Stakeholder Involvement



External

- Residents & taxpayers
- Families
- Community organization leaders
- Politicians
- Media
- Prospective residents

Internal

- School Boards
- Staff members including
 - Certified Staff
 - Support Staff
 - Administration
- Students

Stakeholder Engagement

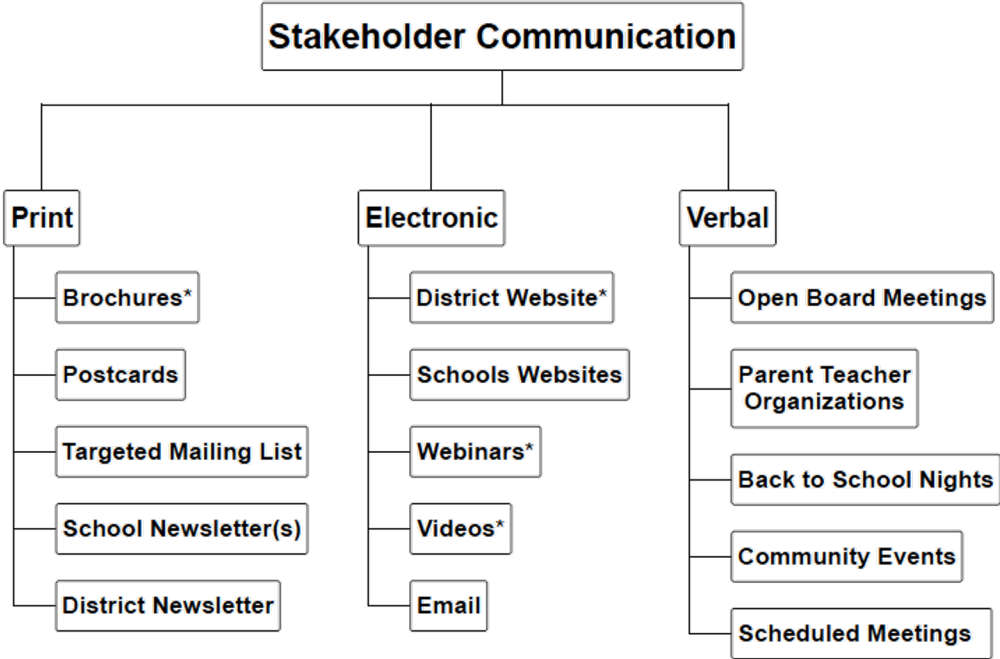
- Information Dissemination

Accomplishments

Information

Data

*Weekly? Monthly?
Quarterly? Annually?*



Stakeholder Engagement - Example

Bartley Elementary
 Home Bartley Elementary PBIS Information
What is PBIS?
 The letters PBIS stand for Positive Behavior Support, and SW-PBIS stands for School-Wide Positive Behavior Support (meaning the program is implemented throughout all schools within the district). SW-PBIS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in schools.
 SW-PBIS is a proactive approach based on a three-tiered model of prevention and intervention. It provides students with lessons of expectations, uses consistent systems to discourage inappropriate behavior and reward appropriate behavior, and provides staff with strategies to implement and participate in the process. In addition, data is collected and used for effective decision-making to improve skills and behavior instruction in our school.
 SW-PBIS aims to prevent the development of inappropriate behavior, reduce ongoing patterns of problem behavior, and increase the academic performance of all students through teaching and learning time gained when the process is reduced. Staff members will learn how to consistently assess the teaching and monitoring of behaviors and how to structure the school day and curriculum. They will also learn to anticipate how to structure school environments so that the appropriate skills will be utilized more often. Schools need to actively communicate with families so that they understand and support the SW-PBIS process. Families can benefit from learning how to use similar strategies for teaching and supporting their children's appropriate social and behavior skills.

Tight

- PBIS section on campus website
- Overview of PBIS
- Matrix posted for school community
- Reinforcement, Recognition, Acknowledgement vs. Reward

Bush Elementary
 Home Bush Elementary PBIS Information
What is PBIS
 Through the PBIS framework, Bush Elementary School has developed a common purpose and approach to discipline, a clear set of expectations and behaviors, procedures for teaching expected behavior, and procedures for encouraging...
Bush School Expectations
 Expectations Matrix
Minor/Major Behavior Flow Chart
 Reinforcement Systems
 Bush Reinforcement Systems

Loose

- Recognition system details
- Classroom Managed vs. Office Managed Behaviors
- Information about Tiers 2 and 3

McIntire Elementary
 Home McIntire Elementary PBIS Information
What is PBIS?
 Through the PBIS framework, McIntire Elementary School has developed a common purpose and approach to discipline, a clear set of expectations and behaviors, procedures for teaching expected behavior, and procedures for encouraging...
McIntire School Expectations
 Expectations Matrix
Minor/Major Behavior Flow Chart
 Reinforcement Systems
 Individual
 Class
Tier 2 Supports
 When schools have a solid foundation of Tier 1 SW-PBIS systems, data, and practices for all students, planning may begin for Tier 2 systems, data, and practices. Tier 2 provides targeted small group interventions for up to 10% of students who are at-risk for negative social, emotional, and/or behavioral health outcomes.
 The purpose and key features of Tier 2 include the use of data to identify students who are at risk for difficulties. Interventions should prevent the development of problems and also decrease the frequency or intensity of problem behaviors, thereby minimizing their impact. Standardized interventions that support student needs are continuously available, and data is used to monitor progress and make decisions.
Tier 3 Supports
 Approximately 1-5% of students will continue to experience difficulty after participation in ongoing Tier 1 support and inclusion in a Tier 2 intervention. In many cases these students have school histories of significant academic and behavioral difficulties over an extended period of time. Because their needs may be more intense and chronic, Tier 3 support systems are individualized. Just as with the Tier 2 level, schools must build on the established schoolwide system to accurately identify these students, and data-based decision making is essential.



Stakeholder Engagement

Updated On: [DATE]

STAKEHOLDER ENGAGEMENT PLAN & PROCESS for **EXAMPLE DISTRICT**

Rationale for Stakeholder Engagement Plan:

Objective	STAKEHOLDER ENGAGEMENT GOAL	ACTION STEPS	STATUS	PERSON(S) RESPONSIBLE	TARGET AUDIENCE		INFORMATION	DISSEMINATION		DISSEMINATION TIMELINE	METHODS				
					INTERNAL & WHOM	EXTERNAL & WHOM		DATA	ACCOMPLISHMENTS		PRINT	ELECTRONIC	VERBAL		
Significant family and/or community members are involved when appropriate and possible. (SAS - Individual 6).	Develop and implement a process to engage families and community members in the design, implementation, and progress monitoring of individualized behavior support plans at the Tier 3 level.	Identify sub-committee with: - expertise in Tier 3 interventions, data-based decision-making - data-based decision-making - individual behavior plan expertise - family engagement background and/or family member - understanding of district MTSS process and procedures	Completed	District Tier 3 Coach	<input checked="" type="checkbox"/>	School officials	<input checked="" type="checkbox"/>	families, community members	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Sub-committee to develop standardized process for Tier 3 interventions/teams. *Teams will include: student, parent/guardian, teacher, administrator, Tier 3 team member, behavior interventionist/specialist.	In Progress	District Tier 3 Coach	<input checked="" type="checkbox"/>	School officials	<input type="checkbox"/>	families, community members	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Sub-committee to present standardized Tier 3 process to District Leadership Team.	Not Started	District Tier 3 Coach	<input checked="" type="checkbox"/>		<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Tier 3 process is implemented with fidelity while collecting feedback on the process for adjustments/modifications to be considered.	Not Started	District Tier 3 Coach	<input checked="" type="checkbox"/>	Members of Tier 3 teams	<input checked="" type="checkbox"/>	Members of Tier 3 teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Monthly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Formalize process once feedback has been collected and publish process in district policy and procedures guidebook while also linking process to the district website.	Not Started	District Tier 3 Coach	<input checked="" type="checkbox"/>	District staff members	<input checked="" type="checkbox"/>	family and community member representation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tier 2 Teams uses decision rules and multiple sources of data (e.g., ODR's, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports. (TFI 2.3)	Written policy exists that...ensures that families are notified promptly when students enter Tier 2 supports.	A formalized letter, and talking points, are created and a process is developed for school Tier 2 teams to utilize for CICO interventions.	Completed	District Tier 2 coach	<input type="checkbox"/>	guardian of CICO students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	



Stakeholder Engagement

- **Essential Elements:**
- Stakeholder Involvement
- Information Dissemination
- Stakeholder Participation

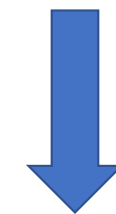


Funding and Alignment

- **Funding** - Essential Elements:
 - Budget plan with prioritized funding
 - Long-term, internal funding to sustain and expand

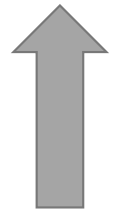


Efficiency



Cost

Quality



Funding and Alignment - Example

Alignment to District Outcomes

Section 4

Professional Development Planning

PROFESSIONAL DEVELOPMENT PLAN GOALS

All professional development will support the Fulton Public School Mission, Vision, Strategic Plan, and MSIP 6 standards. The FPS Professional Development Goals are designed to support the goals, strategies and action steps outlined in the Strategic Plan and the MSIP 6 comprehensive guide.

Goal 1: Establish a collaborative process to study and train educators on the MTSS framework with the goal of systematic and full implementation in order to determine how to phase in the practices of MTSS (universal screening, data teams, high-quality Tier 1 instruction, interventions, including behavior, etc.). ([MSIP](#), TL7, DB4)

Goal 2: Establish a process that reviews the behavior and socio-emotional support systems that have been and are being implemented and research various systems in order to determine an evidenced-based approach to supporting the behavior of students beginning with early education through high school. This process will be utilized on a District wide basis. ([MSIP](#), CC2)

Goal 3: The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP. ([MSIP](#), TL8)

Goal 4: District Continuous Improvement - Focus Area: Effective Teaching and Learning. By May 2023, 80% of staff will be proficient in the practices of DACL Essential Functions 1, supported by the practice of coaching as measured by end of year CWIS and SAPP surveys. ([MSIP](#), TL1).

Goal 1: Establish a collaborative process to study and train educators on the MTSS framework with the goal of systematic and full implementation in order to determine how to phase in the practices of MTSS (universal screening, data teams, high-quality Tier 1 instruction, interventions, including behavior, etc.). ([MSIP](#), TL7, DB4)

Goal 2: Establish a process that reviews the behavior and socio-emotional support systems that have been and are being implemented and research various systems in order to determine an evidenced-based approach to supporting the behavior of students beginning with early education through high school. This process will be utilized on a District wide basis. ([MSIP](#), CC2)



Funding and Alignment - Example

PROFESSIONAL DEVELOPMENT BUDGET (Title II Funds)

The allocations for “2213 Title II Supporting Effective Instruction” are provided below.

Budget FY 23	
Stipends	\$28,900
▶ PBIS District Team	\$5,750
BTAP Facilitators (1st and 2nd year)	\$4,500
PLC Leadership Team	\$18,650
Benefits	\$4,490
OPS	\$59,825
▶ Heart of Missouri RPDC (PBS)	\$8,000
MPER Partnership - University of Missouri	\$3,325
*Tuition Reimbursement	\$30,000
PLC Conference (registration, travel, etc.)	\$9,000
Presenters/Speakers	\$5,000
Nonpublic	\$4,500
Grand Total Title II PD	\$93,215

*Title II allocations are distributed in early fall each year. If the actual Title II expenditures exceed our annual allocation, they will be reassigned to local funds.

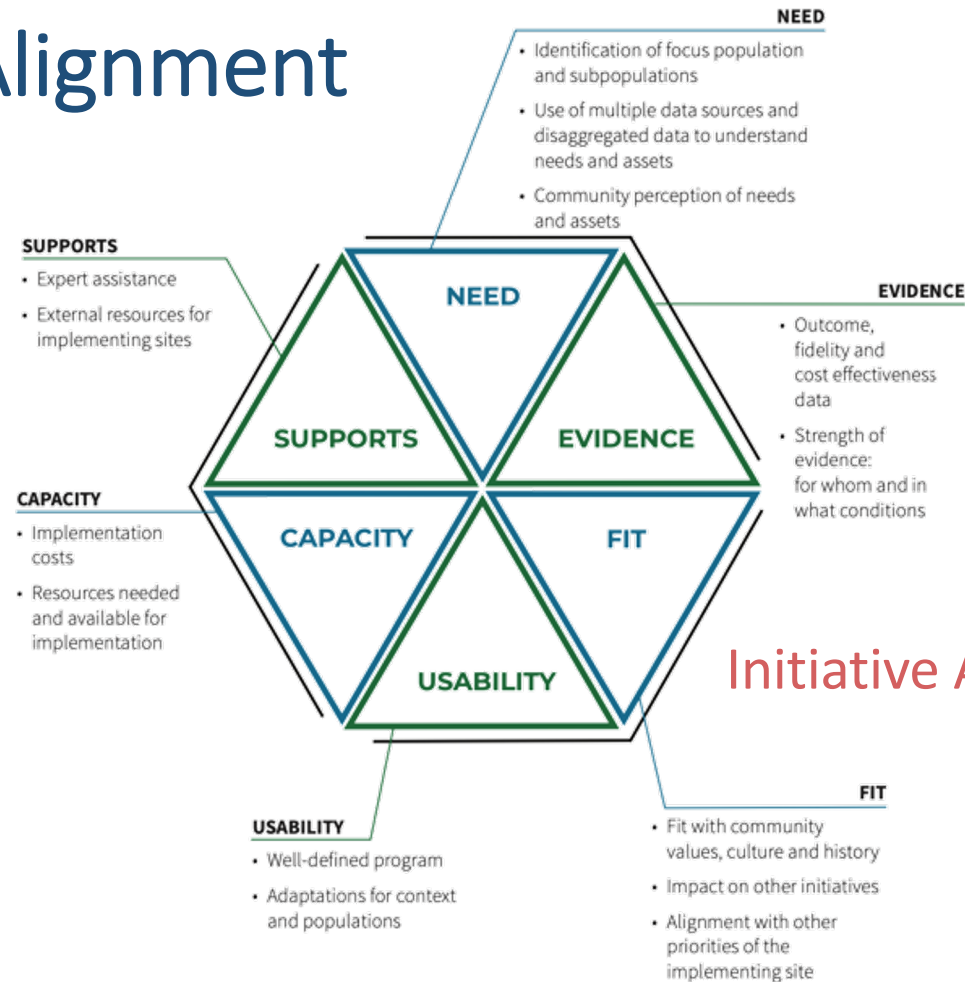
Funding to Support Alignment to District Outcomes

*Travel & OPS		\$34,340
	█	\$8,840
Individual line items by campus.	█	\$7,990
	█	\$4,080
	█	\$5,695
	█	\$5,695
	█	\$2,040

*Allocations are calculated at \$170 per certified teacher. This allows schools to support identified professional development priorities while setting aside funds for staff to attend the Missouri SW-PBS Summer Training Institute in June 2023 and Missouri Learning Forward in March 2023.



Funding and Alignment



Initiative Adoption Procedures

Funding and Alignment

- Essential Elements:
 - Alignment to District Outcomes
 - Alignment to Initiatives
 - Initiative Adoption Procedures
 - Options and operations for Tiered Interventions

Revised Intervention Map								
	Intervention	Expected Outcome / Need being met	Who Facilitates	Decision Rules (In, On, Out)	How many students participated	How many made progress	Is intervention an EBP	Is intervention implemented with fidelity
Tier 1								
Tier 2								
Tier 3								

Policy

- Essential Elements:
 - Instructional Approach to Behavior
 - Discipline Policies
 - Transition Systems



Policy

- Essential Elements:
- Instructional Approach to Behavior
- Discipline Policies
- Transition Systems

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)
Adapted from Fanning and Bohannon, 2006; Green et al., 2015; Longstreth et al., 2013

Note: This policy tool is based on 7 Elements found in the PBIS Disproportionality Guidebook.

Directions: Obtain the most current version of the district's discipline policy and procedures (e.g., code of conduct). Read each question below to determine whether the policies and procedures of the district includes the feature. If *evidence* of a policy or procedure for the feature described in the question is **present**, then place a ✓ in the box next to the question. If there is *no evidence* of a policy or procedure for the feature described in the question, then leave the box next to the question blank.

District Information

Name of State: _____
 Name of District: _____
 Total District Enrollment: _____

This discipline policy/procedure includes:

- Early Childhood
- Elementary separately
- Middle School separately
- High School separately
- Primary (general K-5th policy)
- Secondary (general 6-12th policy)
- Primary and Secondary Combined

SECTION ONE

Element 1: Specific Commitment to Equity		Present
1.	Does the discipline policy/procedure contain a mission/ goal statement? (If the answer is no, skip to question #6.)	
2.	Does the mission statement have specific language that expresses a commitment to equity or equitable outcomes (e.g., racial, cultural, ability, decrease suspension for a certain group)?	
3.	Does the policy/procedure/procedure have explicit language related to the improvement or maintenance of equity in key documents (e.g., a plan to publicize in newsletters, proposals, school improvement plans)?	
4.	Is the long-term objective of the discipline policy/procedure clearly articulated?	

Citation: Green, Hatton, Stregenga, Elison, Nese, & Gion (2019). Checklist for Analyzing Discipline Policies and Procedures for Equity. Rv 11/19

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)
Adapted from Fanning and Bohannon, 2006; Green et al., 2015; Longstreth et al., 2013

Element 2: Family/ Community Partnerships in Policy and Procedure Development and Practice		Present
5.	Does the policy/procedure communicate a commitment to regularly seeking and using input from a range of families, specifically seeking input from those families whose students are underserved by the district or school (e.g., community member name on the policy, families on the committee)?	
6.	Does the policy/procedure include written plans of providing information on school and district policies and procedures to families (e.g., families receive policy at the beginning of the school year)?	
7.	Does the policy/procedure include regular evaluation of effectiveness of family involvement programs?	
8.	Are families given an opportunity to develop, implement, review, and revise interventions?	
9.	Does the policy/procedure promote <u>proactive</u> collaborative relationships with families as a means of promoting prosocial behaviors in students (e.g., developing school-wide expectations and acknowledgement/ reinforcement/ recognition system)?	
10.	Does the policy/procedure promote <u>reactive</u> collaborative relationships with families as a means of promoting prosocial behaviors in students (e.g., parents are notified after the occurrence of problem behavior, inviting parents to attend disciplinary hearings)?	
11.	Does the policy/procedure describe the need for obtaining contextually and culturally relevant information (e.g., at-home sleeping and eating habits, family events, favorite reinforcers/ objects, and activities) from families in order to understand problem behavior?	
12.	Does the policy/procedure promote embedding individual behavior support plan goals and objectives into family/home routines and activities?	

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)
Adapted from Fanning and Bohannon, 2006; Green et al., 2015; Longstreth et al., 2013

Element 3: Focus on Implementing Positive, Proactive Behavior Support Practices		Present
13.	Are behavioral expectations provided? (If the answer is no, skip to question #18.)	
14.	Are the behavioral expectations defined positively, clearly identifying what successful demonstration of skills looks like in context, versus identifying what not to do?	
15.	Are there a clearly defined set of behavioral expectations which vary across different school locations/settings?	
16.	Are prosocial behaviors operationally defined?	
17.	Are prosocial behaviors reflective of students' culture, communication styles, and/or gender preference?	
18.	Are behavior prevention models with instructional foci adopted (e.g., model plans to teach appropriate behaviors, PBIS)?	
19.	Is there a focus on creating support structures for effective implementation (e.g., faculty receive trainings related to teaching prosocial behaviors)?	
20.	Does the policy/procedure provide practices for reinforcing prosocial and expected behaviors?	



Policy

- Essential Elements:
- Instructional Approach to Behavior
- Discipline Policies
- Transition Systems



Vertical Transition Plan

A vertical transition plan is created and implemented to help students make the connection between the expectations within their current school and the school they will attend the next year. As an example, a plan should be developed to help students transition from early childhood to elementary school, elementary school to middle school, and middle school to high school. Below is an example of an overview from one District-wide PBIS Team and their Vertical Transition Plan. This transition plan is listed in the Student Handbook for parents and students to read:

Counselors across the district work together to create a day of transition for elementary students moving to middle school, 5th to 6th grade, and middle schoolers moving to high school, 8th to 9th grade. In the month of December, 5th grade elementary students visit the middle school while 8th grade students visit the high school. During this time, students are introduced to the administration and counselors, are given a tour of the building, and meet the student ambassadors of the school. The transitioning students are introduced to the universal expectations and connections are made in relation to the expectations at their current school and the one they will be attending. Additionally, a series of lesson plans are provided to the teachers of the 5th grade and 8th grade students that are to be utilized in the spring semester to help further acclimate the transitioning students.

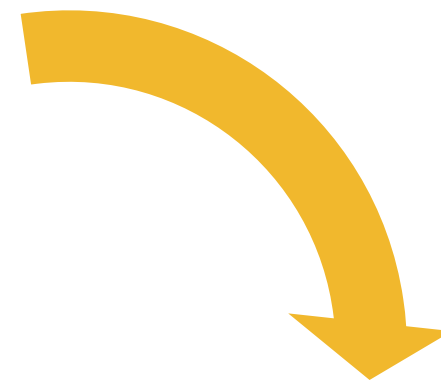
In the spring an Open House is held in the evening for transitions students and their families. During this event, families are introduced to a variety of staff members, learn about the activities and opportunities available for students and families, and learn about the universal expectations of the building.

Workforce Capacity

- Essential Elements
 - **Selecting Personnel**
 - Job Descriptions
 - Performance Evaluations



District PBIS Leadership Team



Human Resources



Workforce Capacity – Example Questions

Administrators¹

1. If you became aware of a teacher that is having difficulty with classroom management, what would you do to help?
2. When you visit a classroom, what are the first things you look for as signs that the classroom is an effective/ineffective learning environment?
3. How would you lead a staff through a school-wide systems change?
4. How do you approach problem or challenging behavior?
5. What is your experience with tiered levels of support with academics and behaviors? (RTI-Response to Intervention/PBIS-Positive Behavior Interventions Support/MTSS-Multi-Tiered Systems of Support)?

Teachers¹

1. How do you/would you encourage appropriate behavior in your classroom?
2. How do you/would you discourage inappropriate behavior in your classroom?
3. Describe a challenging experience you had either as a teacher or student teacher and how did you manage the situation? Is there anything you would have done differently?
4. After a year in your classroom, what would you want your students to say about their experience?
5. How do you create a positive, predictable, proactive environment so that all students feel comfortable and encouraged?
6. How do you let students know that you care about them?
7. How do you build relationships with students?
8. What training have you had regarding discipline and/or behavior management? Are you familiar with PBIS?
9. What is your experience with tiered levels of support with academics and behaviors? (RTI-Response to Intervention/PBIS-Positive Behavior Interventions Support/MTSS-Multi-Tiered Systems of Support)?

Workforce Capacity

- Essential Elements
- Selecting Personnel
- **Job Descriptions**
- Performance Evaluations



Tips:

- Conduct a job analysis to ensure the description truly matches the expectations of the position.
- Review existing job descriptions and consider embedding recommendations aligned with data from one or more PBIS instruments (e.g., TFI, SAS).



Certified (staff members that serve in a role in which they are certified to teach)

- Create and maintain a positive learning environment where students, families, and staff feel supported and respected.
- Encourage expected behavior through positive specific feedback.
- Provide instructional responses to address inappropriate behavior.
- Teach social skills directly throughout the year.
- Implement policies and procedures that emphasize proactive instructive approaches.
- Implement effective classroom practices such as: Develop and teach classroom expectations, procedures, and routines; encourage expected behavior; discourage inappropriate behavior; provide active supervision, provide appropriate opportunities to respond, activity sequencing and choice, and task difficulty.
- Model classroom expectations and rules after schoolwide expectations to ensure consistency.
- Ensure instruction and curriculum materials are matched to student ability.
- Utilize academic and behavioral data for decision making.
- Implement social-emotional-behavioral systems such as PBIS.
- Partner with stakeholders for student success.

Classified (staff members that serve in a role in which a teaching certification is not required)

- Create and maintain a positive learning environment where students, families, and staff feel supported and respected.
- Encourage expected behavior through positive specific feedback.
- Provide instructional responses to address inappropriate behavior.
- Implement social-emotional-behavioral systems such as PBIS.
- Implement policies and procedures that emphasize proactive instructive approaches.

District Coach (an individual that coaches staff members regarding social-emotional-behavioral systems)

- Coach staff members to become leaders within the school.
- Implement policies and procedures that emphasize proactive, instructive, and/or restorative approaches.
- Support implementation of effective classroom practices such as: develop and teach classroom expectations, procedures, and routines; encourage expected behavior; discourage inappropriate behavior; provide active supervision, provide appropriate opportunities to respond, activity sequencing and choice, and task difficulty.
- Guide use of academic and behavioral data for decision making.
- Model implementation of PBIS.



Example Job Description Statements

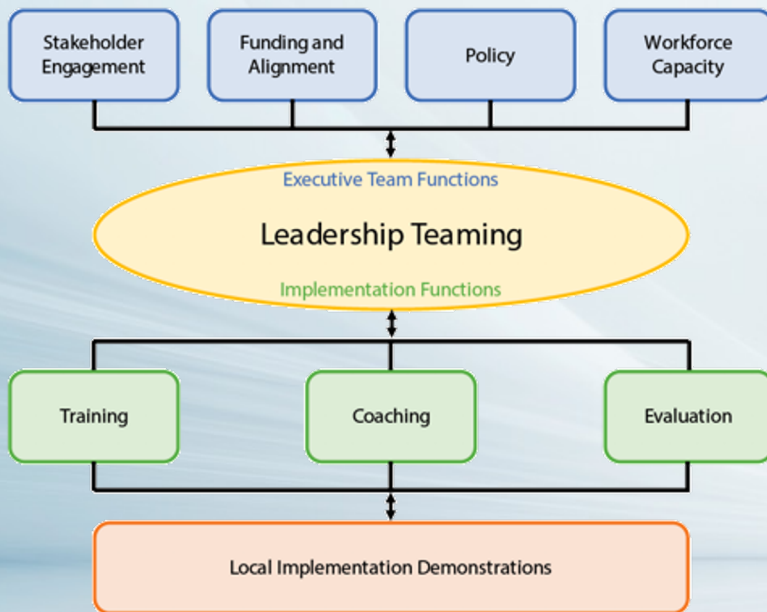
Workforce Capacity

- Essential Elements
- Selecting Personnel
- Job Descriptions
- Performance Evaluations



Building Local Capacity

Implementation Functions



Training

- Essential Elements:
 - District PD Plan and Calendar
 - PD Alignment
 - Ongoing PD

Use Data to Guide Professional Development Planning

District Level TFI & SAS Data – At a Glance
2017-2018

	TFI Total & Scale Scores				SAS System Scores			
	TFI Total	Tier 1	Tier 2	Tier 3	School-wide	Non-classroom	Classroom	Individual
	70%	93%	65%	53%	89%	90%	85%	77%
	66%	80%	69%	50%	55%	51%	61%	46%
	79%	73%	85%	79%	38%	32%	40%	31%
	74%	73%	73%	76%	58%	46%	60%	53%
	53%	90%	50%	24%	57%	58%	54%	44%
	66%	97%	69%	35%	73%	75%	71%	65%
	71%	90%	65%	59%	60%	62%	63%	60%
	72%	83%	62%	71%	62%	62%	61%	61%
	32%	77%	12%	9%	58%	54%	44%	50%
	60%	87%	42%	50%	55%	63%	58%	37%
	47%	57%	38%	44%	63%	47%	58%	48%
	56%	43%	65%	59%	56%	52%	65%	60%
	29%	40%	38%	12%	65%	57%	78%	60%
	72%	87%	69%	62%	76%	76%	83%	85%
	51%	60%	58%	38%	56%	47%	60%	78%
	99%	97%	100%	100%	86%	87%	85%	72%
	79%	97%	69%	71%	78%	87%	70%	75%
	70%	93%	69%	50%	64%	69%	52%	49%
	46%	60%	35%	41%	61%	64%	57%	45%
	80%	100%	69%	71%	86%	89%	89%	78%
	70%	100%	69%	44%	78%	83%	75%	52%
	67%	67%	65%	68%	84%	80%	90%	84%
	43%	50%	46%	35%	54%	57%	58%	55%
	48%	63%	38%	41%	58%	54%	62%	45%
	38%	40%	46%	29%	56%	58%	63%	44%
	57%	67%	50%	53%	59%	58%	58%	44%
	74%	100%	58%	65%	80%	80%	60%	81%
	69%	90%	69%	50%	73%	61%	72%	65%
	59%	70%	46%	59%	60%	57%	61%	56%
	48%	57%	54%	35%	66%	75%	73%	51%
	77%	97%	73%	62%	89%	95%	88%	87%
	57%	53%	54%	62%	59%	59%	54%	55%
	97%	97%	96%	97%	96%	93%	97%	97%
	59%	100%	54%	26%	81%	72%	81%	79%
	58%	47%	58%	68%	68%	63%	62%	50%

Training

- Essential Elements:
 - District PD Plan and Calendar
 - PD Alignment
 - Ongoing PD

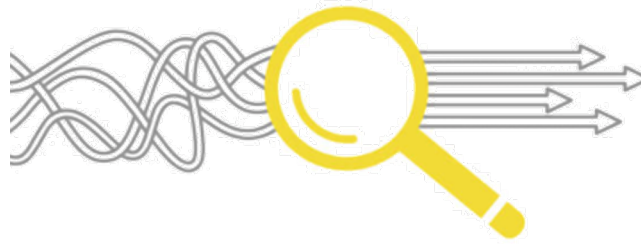
Use Data to Guide Professional Development Planning

District Level TFI & SAS Data – At a Glance
2017-2018

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	66%	80%	69%	50%	55%	51%	61%	46%
	79%	73%	85%	79%	38%	32%	40%	31%
	74%	73%	73%	76%	58%	46%	60%	53%
	53%	90%	50%	24%	57%	58%	54%	44%
	66%	97%	69%	35%	73%	75%	71%	65%
	71%	90%	65%	59%	60%	62%	63%	60%
	72%	83%	62%	71%	62%	62%	61%	61%
	32%	77%	12%	9%	58%	54%	44%	50%
	60%	87%	42%	50%	55%	63%	58%	37%
	47%	57%	38%	44%	63%	47%	58%	48%
	56%	43%	65%	59%	56%	52%	65%	60%
	29%	40%	38%	12%	65%	57%	78%	60%
	72%	87%	69%	62%	76%	76%	83%	85%
	51%	60%	58%	38%	56%	47%	60%	78%
	99%	97%	100%	100%	86%	87%	85%	72%
	79%	97%	69%	71%	78%	87%	70%	75%
	70%	93%	69%	50%	64%	69%	52%	49%
	46%	60%	35%	41%	61%	64%	57%	45%
	80%	100%	69%	71%	86%	89%	89%	78%
	70%	100%	69%	44%	78%	83%	75%	52%
	67%	67%	65%	68%	84%	80%	90%	84%
	43%	50%	46%	35%	54%	57%	58%	55%
	48%	63%	38%	41%	58%	54%	62%	45%
	38%	40%	46%	29%	56%	58%	63%	44%
	57%	67%	50%	53%	59%	58%	58%	44%
	74%	100%	58%	65%	80%	80%	60%	81%
	69%	90%	69%	50%	73%	61%	72%	65%
	59%	70%	46%	59%	60%	57%	61%	56%
	48%	57%	54%	35%	66%	75%	73%	51%
	77%	97%	73%	62%	89%	95%	88%	87%
	57%	53%	54%	62%	59%	59%	54%	55%
	97%	97%	96%	97%	96%	93%	97%	97%
	59%	100%	54%	26%	81%	72%	81%	79%
	58%	47%	58%	68%	68%	63%	62%	50%

Training

- Essential Elements:
 - District PD Plan and Calendar
 - PD Alignment
 - Ongoing PD



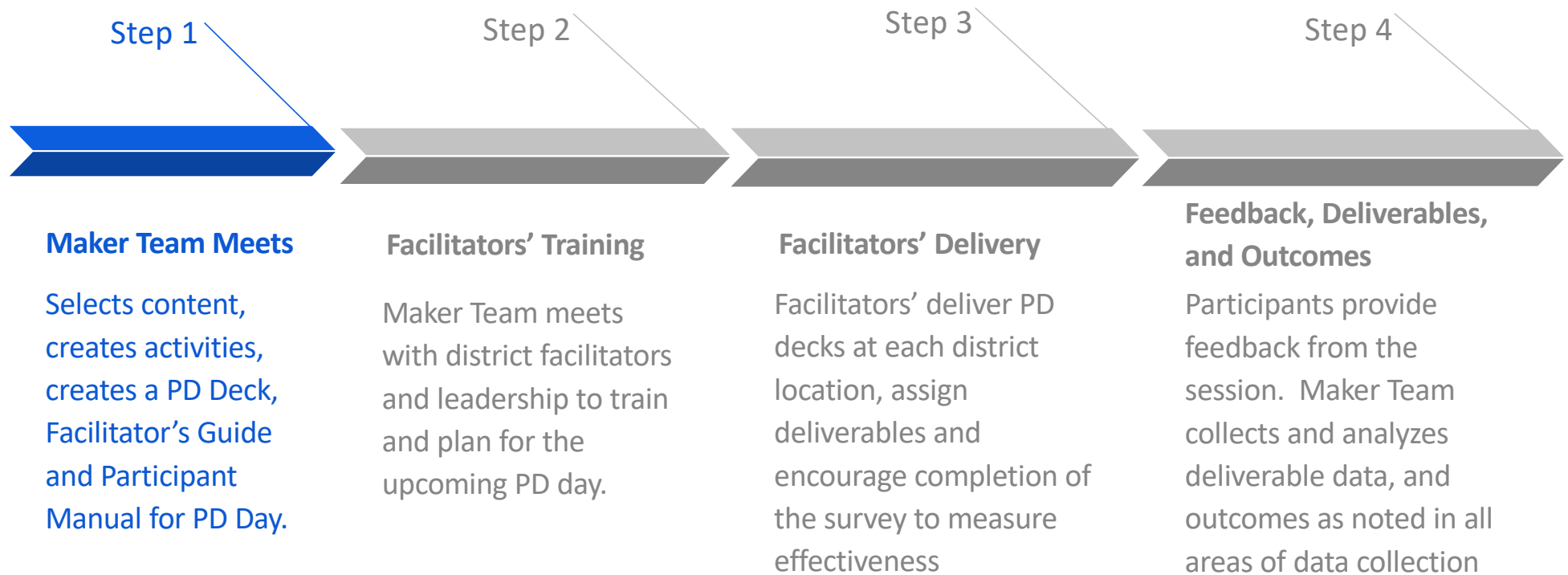
Training

- Essential Elements:
 - District PD Plan and Calendar
 - PD Alignment
 - **Ongoing PD**
 - Orientations and Refreshers
 - Communities of Practice
 - Internal Capacity

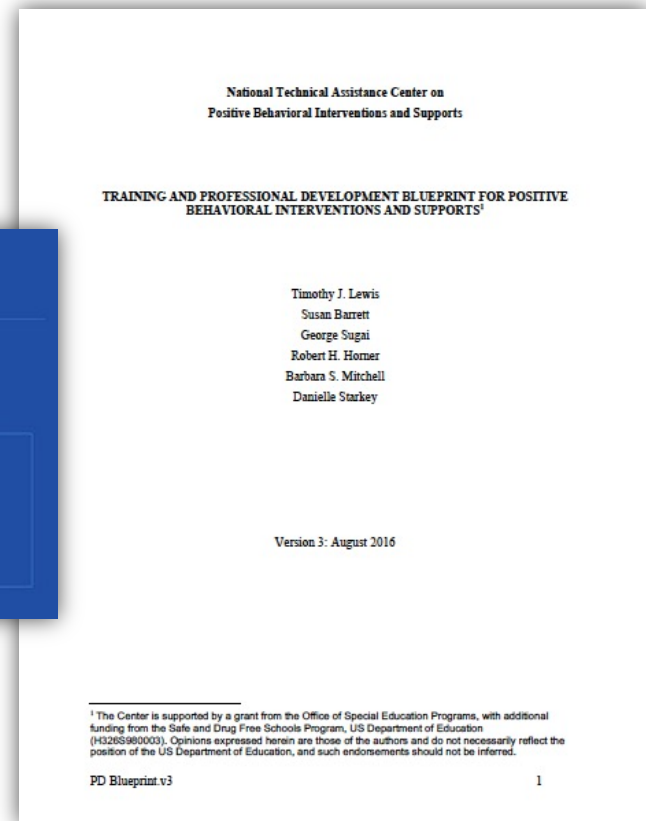


Training – District Example

Ongoing Cycle of Continuous Learning



Training



Center on PBIS Professional Development Blueprint

Training

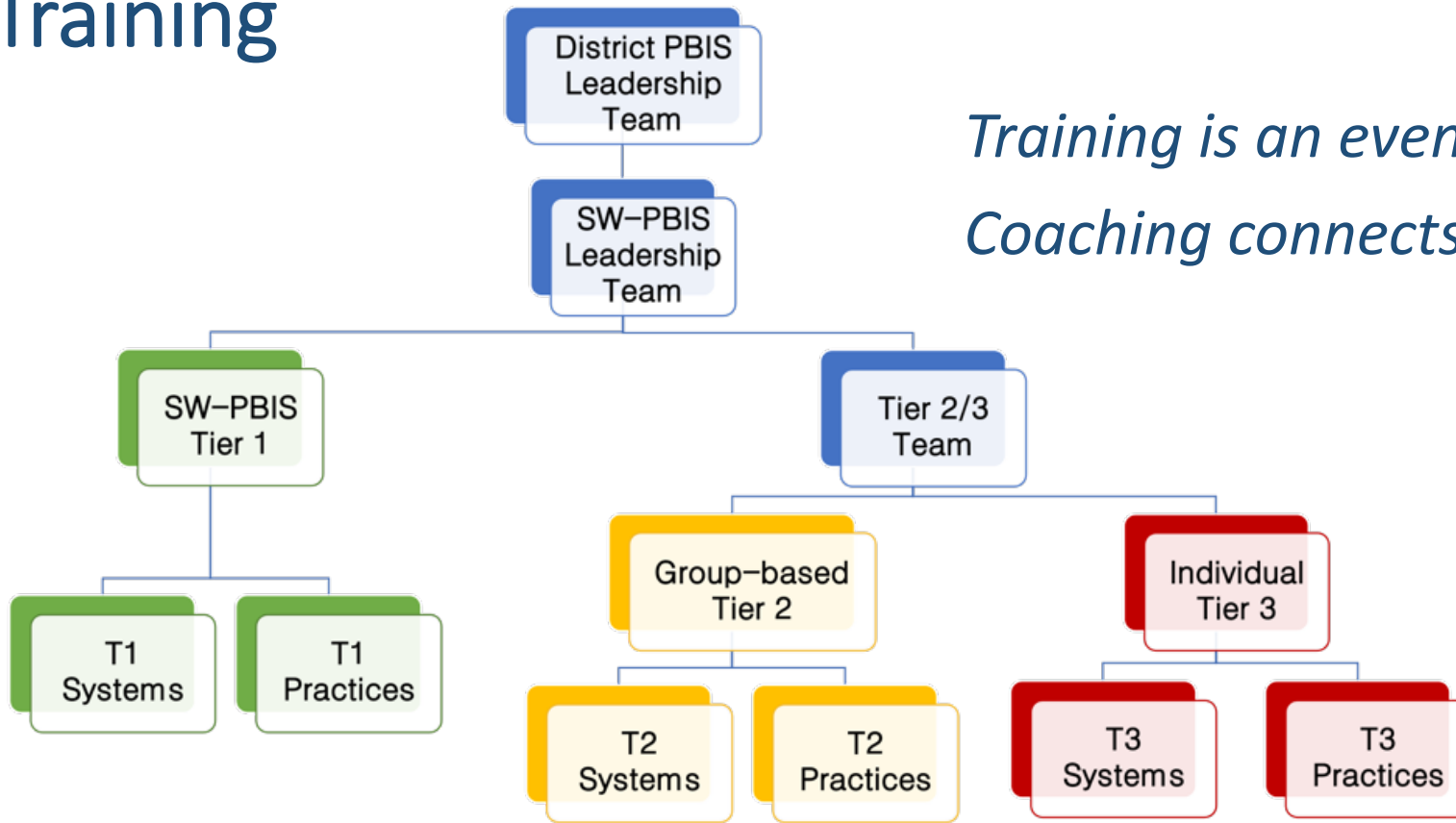
Training Content	Supporting Materials / Tools	Team Outcomes
<ul style="list-style-type: none"> □ Definition of PBIS (data, practice, systems) □ Essential components of PBIS: a) define expected behavior (e.g. matrix, schoolwide procedures, classroom rules) b) directly teach expected behavior c) recognize students following expected behavior, d) discourage inappropriate behavior e) data based decision making □ Implementation Blueprint features: a) implementation fidelity b) continuum of evidence-based interventions c) content expertise and fluency, d) Leadership Team implementation and coordination, d) continuous progress monitoring e) universal & comprehensive screening f) cultural and contextual relevance □ Rationale including: a) general for improving school climate and discipline b) current issues at district and individual schools c) anticipated outcomes □ Commitments / "Costs" □ Involvement in state / region initiative (if applicable) □ Next steps to begin, including District and School Leadership Teams formed 	<ul style="list-style-type: none"> □ Implementation Blueprint □ Evaluation Blueprint □ State training curriculum materials (Missouri, Oregon, Florida, Maryland, Wisconsin, etc.) □ PBIS.org overview training materials 	<ul style="list-style-type: none"> □ District Leadership Team outcomes: a) basic knowledge of PBIS b) rationale for implementation of PBIS c) agreement to support and implement PBIS d) 3-5 year commitment d) roles and responsibilities of District Leadership Team defined, e) revise/write pertinent district policies, f) communicate with community and families □ School Outcomes: a) basic knowledge of PBIS b) rationale for implementation of PBIS c) 80% buy-in among staff, d) a 3-5 year commitment e) development of a School Leadership Team

Example Training Content

Knowledge & Skills to Provide Training and Support on	New Staff	Veteran & Non-Certified Staff	Substitutes	Administrators	District PBIS Coaches	District Level Personnel	District Leadership Team	School PBIS Teams
	Basic science of behavior logic	X			X	X	X	X
Tiered prevention logic	X			X	X	X	X	X
Essential components of PBIS <ul style="list-style-type: none"> • Clarifying expected behavior • Teaching expected behavior • Encouraging expected behavior • Discouraging unexpected behavior 	X	X	X	X	X	X	X	X
Effective classroom practices <ul style="list-style-type: none"> • Define and teach expectations • Rules & procedures • High rates of recognition for expected behavior • Strategies to discourage unexpected behavior • Active supervision • Opportunities to respond • Providing choice • Task difficulty 	X	X		X	X		X	X
Connections to academics and other initiatives	X			X	X	X	X	X
Basic awareness of Tier 2 and Tier 3 systems	X			X	X	X	X	X
Process of Tier 2: <ul style="list-style-type: none"> • Student identification • Collect & review data to clarify the problem behavior • Identify function of behavior • Select & provide interventions that much function • Monitor student progress & make decisions 				X	X		X	X
Process of Tier 3: <ul style="list-style-type: none"> • Define the problem behavior • Conduct assessment for behavior support planning (FBA) • Design an individualized behavior support plan (BSP) • Ensure fidelity of implementation • Monitor plan impact on student behavior • Tier 3 team process 				X	X		X	X

Training

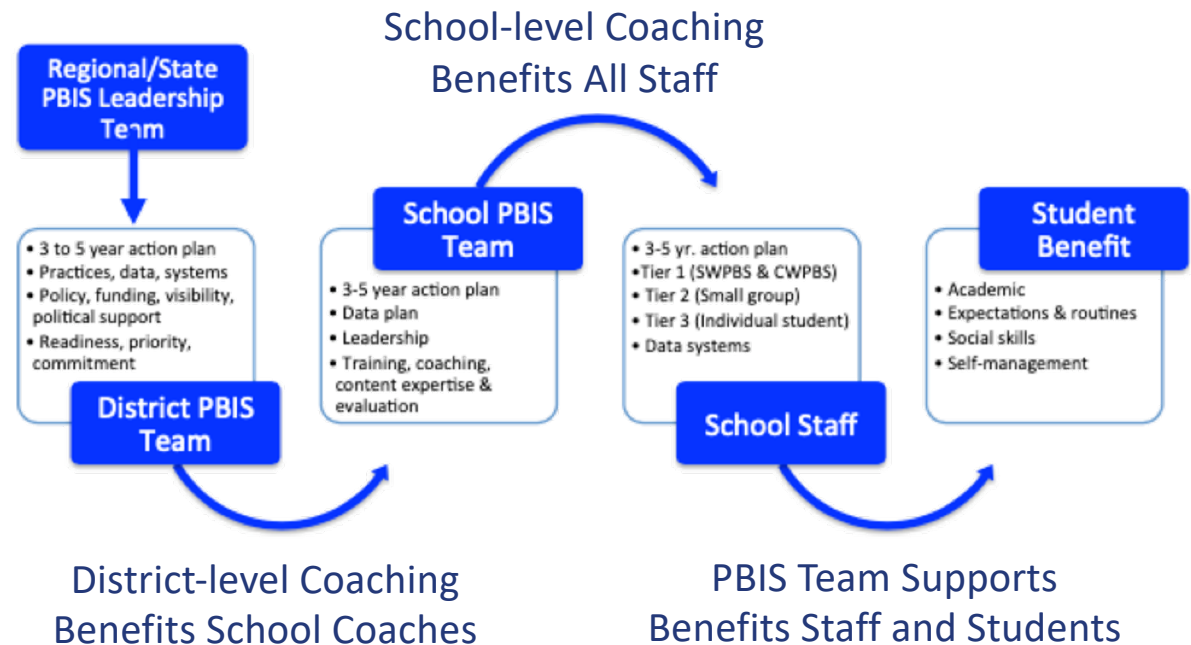
*Training is an event.
Coaching connects the events.*



Coaching – Local Capacity

District trainers and coaches (i.e., TA providers) provide:

- Training content delivery
- Technical assistance
- Guidance
- Modeling
- Expert advice to teams/staff



Coaching – Differentiated Supports



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)	<ul style="list-style-type: none">• Available to all.• Includes access to resources and materials on the website, training modules, and district materials.

Differentiated Support for Schools Example (Adapted from Goodman, 2018).

Coaching Classroom Implementation



Tier I: District-wide Ongoing Monitoring

Staff Name _____ Date/Time _____ Observer _____
 Subject _____ # of Years in District 1-2 3 or more

During a 10-minute observation period, record simple tally marks for each of the following behaviors.

Ratio of Interactions	Responding to Positive Behavior		Responding to Negative Behavior		Totals
	Specific Positive Feedback <i>"Thanks for raising your hand. That's a great way to be respectful"</i>	General Positive Feedback <i>"Good Job!" "Wow, nice work!"</i>	Corrective Feedback <i>"Please be safe by keeping your hands and feet to yourself."</i>	Ineffective Feedback <i>"Stop!" "Shhh!" "Don't!"</i>	
	Behavioral	Behavioral	Behavioral	Behavioral	
	Academic	Academic	Academic	Academic	
Opportunities to Respond	Individual:		Whole Group:		
Precorrects					

Ideal goal - Highest number of Specific Positive Statements

Total Ratio of Behavioral Interactions: ____ : ____ (Goal is 4:1) Total Ratio of Academic Interactions: ____ : ____ (Goal is 4:1)

Total Ratio of All Interactions: ____ : ____ (Goal is 4:1)

Positive and Proactive Classroom Management Practices Circle the number that applies to each description.	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Effectively engaged in active supervision of students in the classroom (i.e., moving, scanning, interacting).	1	2	3	4
Effectively provided most/all students with opportunities to respond and participate during instruction.	1	2	3	4
Effectively provided specific praise to acknowledge appropriate student academic and social behavior.	1	2	3	4
Provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

Practices That Were Observed: Check any that apply throughout the lesson

Matrix Posted Procedures Observed Use of Attention Signal Use of Reinforcement System

Comments:

Developed by Fulton Public Schools 2020

Tier I: School-wide Ongoing Monitoring Definitions

Ratio of Interactions	Responding to Positive Behavior		Responding to Negative Behavior	
	Specific Positive Feedback <i>"Thanks for raising your hand. That's a great way to be respectful."</i>	General Positive Feedback <i>"Good Job!" "Wow, nice work!"</i>	Corrective Feedback <i>"Please be safe by keeping your hands and feet to yourself!"</i>	Ineffective Feedback <i>"Stop!" "Shhh!" "Don't!"</i>
	A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did.	A teacher statement that occurs in response to or after a desired behavior that is positive but does not specifically indicate what behavior is being praised.	A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what he/she/they should do instead of the problem behavior.	A teacher statement that occurs in response to or after a problem behavior, that does not provide specific information about what the child should do instead of the problem behavior.
Opportunities to Respond	Individual: A single student is given the opportunity to respond. (Verbal, nonverbal, manipulatives, whiteboards, etc)		Whole Group: Teacher gave all students an opportunity to respond to a question. (Verbal, nonverbal, manipulatives, whiteboards, etc)	
Precorrects	A teacher statement that tells social behavioral expectations, school or classroom routines/procedures <u>before</u> students have an opportunity to demonstrate them.			

Classroom Management Practices	
Effective Active Supervision	Includes systematic scanning, unpredictable movement, and interactions spread across students.
Effective Opportunities to Respond	Provide opportunities to various numbers of students using various opportunity and response modalities.
Effective Specific Praise	Names the behavior and is contingent, genuine, and contextually/culturally appropriate.

Practices That Were Observed:	
Classroom Matrix Posted	Classroom matrix is big, bold, and beautiful and posted in the classroom.
Procedures Observed	At least one classroom procedure was observed.
Use of Attention Signal	A signal was used to get all students attention when needed.
Use of Reinforcement System	Teacher uses a reinforcement system to acknowledge appropriate student behaviors.

Developed by Fulton Public Schools 2020

Training and Coaching Resource

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 fluency of PBIS essential components.	Trainers/Coaches understand the essential components and are able to train fluently on the content, including: <ul style="list-style-type: none"> • Clarifying expected behavioral expectations and rules • Teaching plan • Acknowledgement systems • Responses to problem behavior • Effective classroom practices 	0 = Trainers/Coaches do not have a clear understanding and/or training fluency of the essential components PBIS. 1 = Trainers/Coaches have a clear understanding and training fluency of some, but not all of the essential components of PBIS. 2 = Trainers/Coaches have a clear understanding and training fluency of all essential components of PBIS.
Utilize Standardized Training Content	Trainers/Coaches have access to and utilize standardized training content for all Core Tier 1 Trainings.	0 = Trainers/Coaches do not utilize standardized training content for Core Tier 1 Trainings. 1 = Trainers/Coaches utilize standardized training content for some Core Tier 1 Trainings, but less than 80%. 2 = Trainers/Coaches utilize standardized training content for at least 80% of Core Tier 1 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

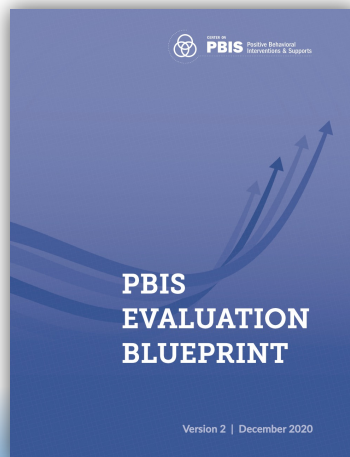
Free Tool: Trainer/Coach Self-Assessment



bit.ly/pbistrainercoachassessment

Evaluation

- Essential Elements:
- Evaluation Plan and Data Collection Systems
- Standard Assessment Process
- Efficient Use of Data



Category	Value	Sample Questions	Sample Measures
Reach Who is participating in PBIS?	<ul style="list-style-type: none"> - Identifies schools participating in PBIS and students involved - Indicates scale and potential benefit of PBIS implementation - Highlights areas for expansion and/or sustained implementation 	<ul style="list-style-type: none"> • What number and/or percentage of our schools are implementing at each tier? • What types of schools are participating (e.g., elementary schools, middle schools, high schools, alternative schools)? • To what extent has PBIS implementation scaled across the district? • To what extent has PBIS implementation sustained over time? 	Counts of Schools Counts of Students
Process Where are we in our PBIS implementation efforts	<ul style="list-style-type: none"> - Documents installation and ongoing implementation activities 	<ul style="list-style-type: none"> • What PBIS professional development (e.g., training, coaching) has been provided? • Who has provided the professional development? • To what extent was the professional development delivered with fidelity? • Have participants perceived professional development events as useful and effective? • Are schools receiving sufficient technical assistance to reach fidelity and demonstrate student impact? 	PD Calendar PD Event Evaluations TA Logs
Fidelity Are the core features of PBIS being implemented with integrity?	<ul style="list-style-type: none"> - Shows the extent PBIS is being implemented per current research within each school across tiers - Provides model schools within the district to serve as exemplars for other schools 	<ul style="list-style-type: none"> • What percentage of schools are implementing PBIS with fidelity across each tier? • Which schools could serve as model schools for implementation demonstrations (across tiers and level)? 	Tiered Fidelity Inventory (TFI)
Outcomes Are we achieving valued outcomes?	<ul style="list-style-type: none"> - Provides data showing the impact on students 	<ul style="list-style-type: none"> • What percentage of all and key sub-groups of students are showing improvement within: <ul style="list-style-type: none"> ◦ Implementing schools? ◦ Schools implementing with fidelity within each tier? 	Student Outcome Data (e.g., academic performance, attendance, behavioral infractions, climate)

Evaluation

- Essential Elements:
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Tiered Fidelity Inventory (TFI)	
What	<ul style="list-style-type: none"> • The TFI monitors progress of Tiers 1, 2, and/or 3 and provides information to guide implementation of school-wide PBIS.
When	<ul style="list-style-type: none"> • Once in the fall • Once in the spring
Who	<ul style="list-style-type: none"> • The different sections of the TFI (Tier 1, 2, and 3) are completed by the team focused on implementation at that tier (e.g., Tier 1 Team, Tier 2/3 Team) along with the support of an external PBIS coach or coordinator.
How	<ul style="list-style-type: none"> • 0-2 scale <ul style="list-style-type: none"> ◦ 0- Not implemented ◦ 1- Partially implemented ◦ 2- Fully implemented • Tier 1= 15 items, Tier 2= 13 items, Tier 3= 17 items
Why	<ul style="list-style-type: none"> • Teams may take the TFI as: <ul style="list-style-type: none"> ◦ As an initial assessment to determine if they are using, or need, school-wide PBIS ◦ To guide implementation of Tier 1, Tier 2, and/or Tier 3 ◦ Part of the state-level model school recognition process
Important Links & Coordination	<ul style="list-style-type: none"> • TFI Assessment <ul style="list-style-type: none"> ◦ Pages 6-23 explain each feature and scoring criteria ◦ Pages 24-26 are what you will need to fill out and then send to the district evaluation committee • TFI Manual Page 14 • The district PBIS Assessment Coordinator will share a link to complete the TFI with the team lead(s) at each building

Fulton Public Schools 2021-2022 Evaluation Schedule																							
July 2021								August 2021								September 2021							
Su	M	Tu	W	Th	F	S		Su	M	Tu	W	Th	F	S		Su	M	Tu	W	Th	F	S	
					1	2	3	1	2	3	4	5	6	7						1	2	3	4
4	5	6	7	8	9	10		8	9	10	11	12	13	14		5	6	7	8	9	10	11	
11	12	13	14	15	16	17		15	16	17	18	19	20	21		12	13	14	15	16	17	18	
18	19	20	21	22	23	24		22	23	24	25	26	27	28		19	20	21	22	23	24	25	
25	26	27	28	29	30	31		29	30	31						26	27	28	29	30			
October 2021								November 2021								December 2021							
Su	M	Tu	W	Th	F	S		Su	M	Tu	W	Th	F	S		Su	M	Tu	W	Th	F	S	
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3	4	5	6	7	8	9		7	8	9	10	11	12	13		5	6	7	8	9	10	11	
10	11	12	13	14	15	16		14	15	16	17	18	19	20		12	13	14	15	16	17	18	
17	18	19	20	21	22	23		21	22	23	24	25	26	27		19	20	21	22	23	24	25	
24	25	26	27	28	29	30		28	29	30						26	27	28	29	30	31		
31																							
January 2022								February 2022								March 2022							
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April 2022								May 2022								June 2022							
Su	M	Tu	W	Th	F	S		Su	M	Tu	W	Th	F	S		Su	M	Tu	W	Th	F	S	
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10	11	12	13	14	15	16		15	16	17	18	19	20	21		12	13	14	15	16	17	18	
17	18	19	20	21	22	23		22	23	24	25	26	27	28		19	20	21	22	23	24	25	
24	25	26	27	28	29	30		29	30	31						26	27	28	29	30			
District PBIS Meetings								Self Assessment Survey: Feb 28-March 31								Tier 1/2/3 Artifacts: Monthly							
Climate Survey: School Safety Survey (SSS) Sept 13-24								Tiered Fidelity Inventory (TFI): Sept 27-Sept 30 & Feb 14-25								Universal Behavioral Screener: 1. Teacher Screeners 2. Student Screeners (Oct 4-15)							
2021/2022 Submission Details								Team Meeting Minutes & Big-5 Data								PBIS District Walkthroughs							



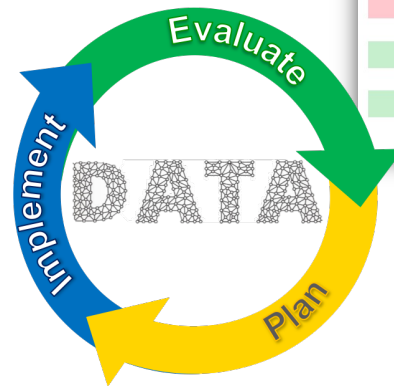
Evaluation

- Essential Elements:
- Evaluation Plan with Data Collection Systems
- Standard Assessment Process
- Efficient Use of Data

PBIS Assessment Calendar <i>A guide to data-based decision making</i>						
Month	Survey	Survey Open	Discuss Data	Who takes this?	Survey Description	How do you take this?
FFSD Referral Comparison						
Dec.	Universal Behavioral Screening (SRSS-IE)	Dec. 3-10	PBIS PD at the end of Dec.	Classroom Teachers (Secondary should choose one period that all teachers should use)	The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk. (Internalizing vs. Externalizing Behaviors)	SRSS Survey
Jan.	Self-Assessment Survey (SAS)	January 10-17	PBIS PD at the end of Jan.	All Staff	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	School Data Coordinator will send link to staff
Feb.	PBIS Classroom Strategies	Feb. 3-14	PBIS PD at the end of Feb	Administrators	This survey is given by administrators by walking through classrooms. Administrators are looking for specific teacher responses to Positive and Negative behavior and academic work.	Classroom Strategies Data Collection

Evaluation

- Essential Elements:
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School	Tiered Fidelity Inventory (TFI)				Self-Assessment Survey (SAS)			
	TFI Total Score	Tier 1 Subscale	Tier 2 Subscale	Tier 3 Subscale	School-wide Systems	Non-Classroom Systems	Classroom Systems	Individual Systems
A	70%	93%	65%	53%	89%	90%	85%	77%
B	66%	80%	69%	50%	55%	51%	61%	46%
C	79%	73%	85%	79%	38%	32%	40%	31%
D	74%	73%	73%	76%	58%	46%	60%	53%
E	66%	97%	69%	35%	73%	75%	71%	65%
F	72%	83%	62%	71%	62%	62%	61%	61%
G	60%	87%	42%	50%	55%	63%	58%	37%
H	47%	57%	38%	44%	63%	47%	58%	48%
I	29%	40%	38%	12%	65%	57%	78%	60%
J	51%	60%	58%	38%	56%	47%	60%	78%
K	99%	97%	100%	100%	86%	87%	85%	72%
L	79%	97%	69%	71%	78%	87%	70%	75%
M	70%	93%	69%	50%	64%	69%	52%	49%
N	46%	60%	35%	41%	61%	64%	57%	45%
O	80%	100%	69%	71%	86%	89%	89%	78%
P	67%	67%	65%	68%	84%	80%	90%	84%
Q	43%	50%	46%	35%	54%	57%	58%	55%
R	57%	67%	50%	53%	59%	58%	58%	44%
S	74%	100%	58%	65%	86%	80%	66%	81%
T	69%	90%	69%	50%	73%	61%	72%	65%
U	59%	70%	46%	59%	60%	57%	61%	56%
V	48%	57%	54%	35%	66%	75%	73%	51%
W	77%	97%	73%	62%	89%	95%	88%	87%
X	57%	53%	54%	62%	59%	59%	54%	55%
Y	97%	97%	96%	97%	96%	93%	97%	97%
Z	58%	47%	58%	68%	68%	63%	62%	50%

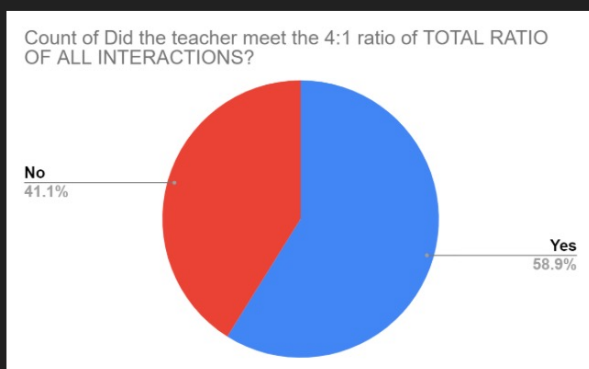
Evaluation – Efficient Use of Data

4:1 INTERACTION RATIO

Did the teacher meet the 4:1 ratio for all interactions?

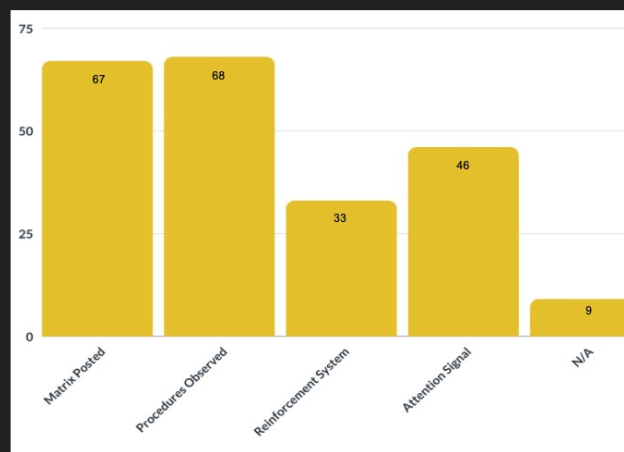
Observation:
After looking at the differences between behavior and academic about 7% more teachers were able to meet the 4:1 ratio in academic (47%) feedback than behavioral (40%).

What does this mean?
Teachers would benefit from trainings on providing positive behavioral feedback.



9

PRACTICES OBSERVED (90 teachers)



21

Local Implementation Demonstrations

- Essential Elements:
 - Site Selection
 - Model Demonstrations
 - Scaling Up



Local Implementation Demonstrations

Horner et al.

71

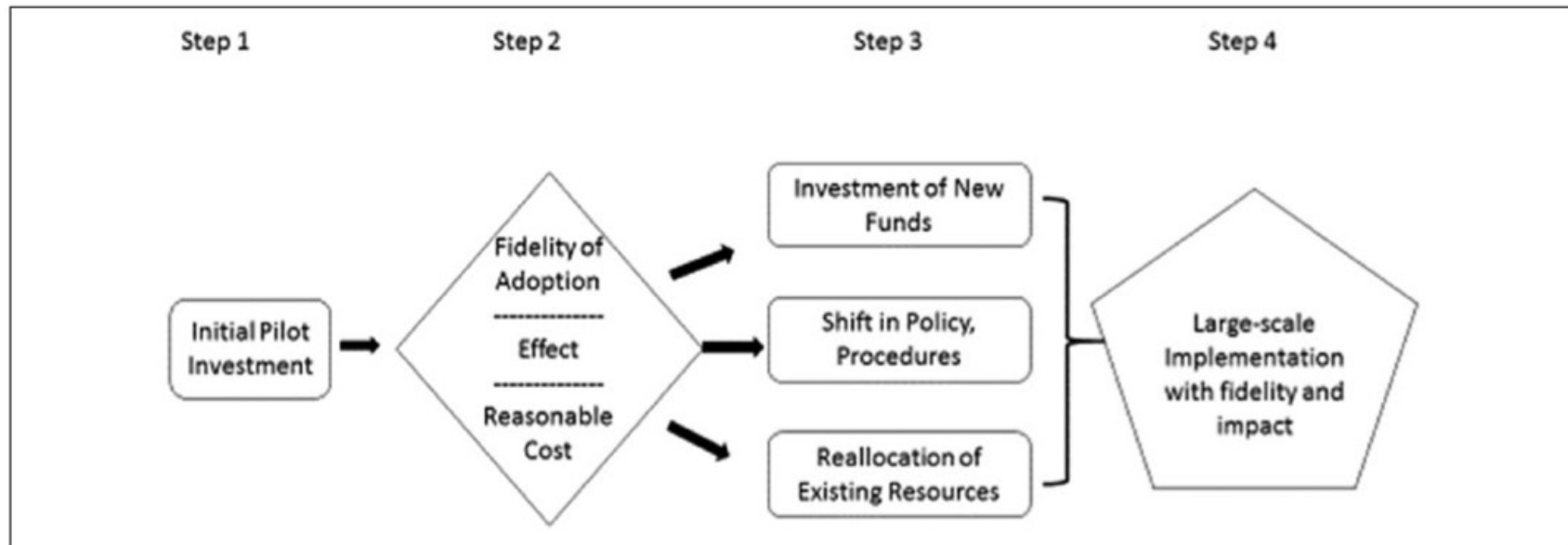
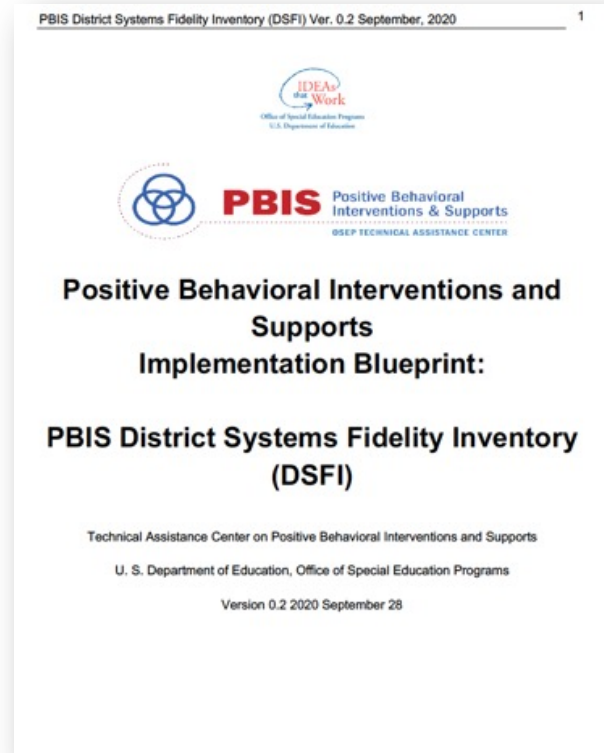
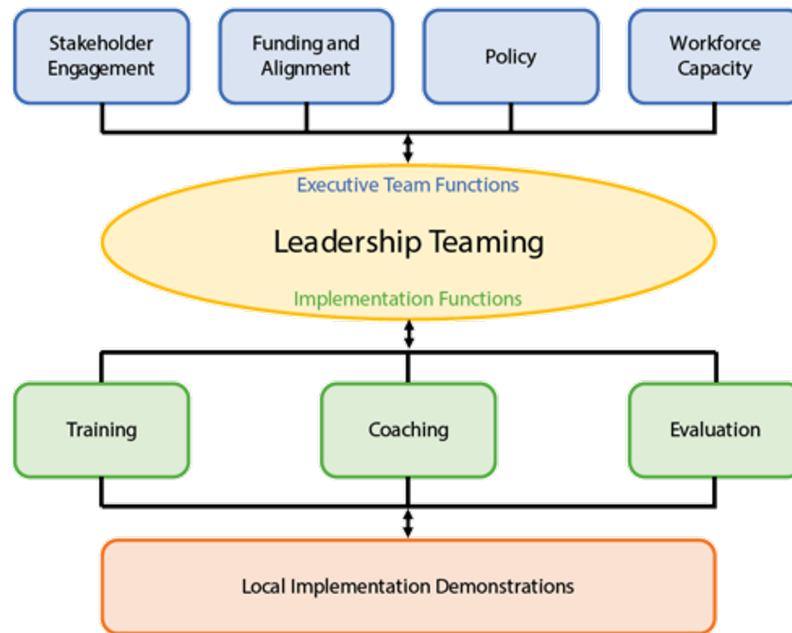


Figure 1. Elements of resource leveraging: Initial pilot investment provides proof of concept that is used to leverage (a) new (larger) funding, (b) policy shifts needed for efficient implementation, and (c) reallocation of existing resources (e.g., full time equivalent).

Note. The result is a large-scale adoption of new practices with fidelity and impact.

Horner et al. (2019)

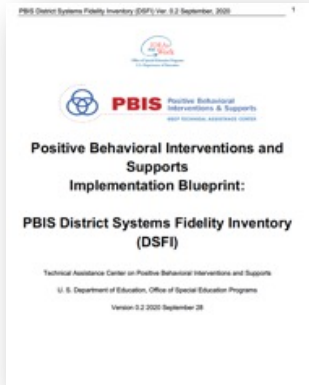
Guiding District-wide Implementation



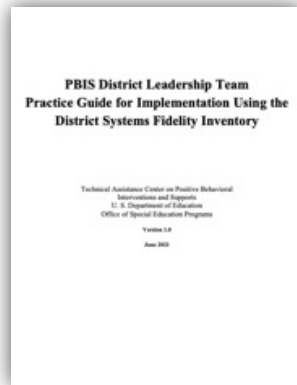
Resources for District-wide Implementation

MO SW-PBS Summer Institute 2022

Resources



District Systems Fidelity Inventory



PBIS DLT Practice Guide



Targeted Brief on the Logic of District-wide Implementation



Targeted Brief on Drilling Down District Data

Handout Link:
bit.ly/SI22-2Ghandout

save the date

National PBIS Leadership Forum

www.pbisforum.org

Hilton Chicago, Chicago, IL

Mark your calendar now

for the 2022 National PBIS Leadership Forum!

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.

Registration Now Open!



The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS

Contact Information



Dr. Kelsey Morris

Co-Director, MU Center for School-wide PBS

Assistant Research Professor, Dept. of Special Education

Email: MorrisKels@missouri.edu



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