

SW-PBS Leadership Series: Encouraging and Sustaining Staff Buy In

Dr. Katie Andreasen

*Gain strategies for increasing staff buy-in

*Understand how administrators and coaches play a significant role in acquiring staff buy-in

*Work on developing a plan that you can bring to the new school year to encourage and promote buy-in

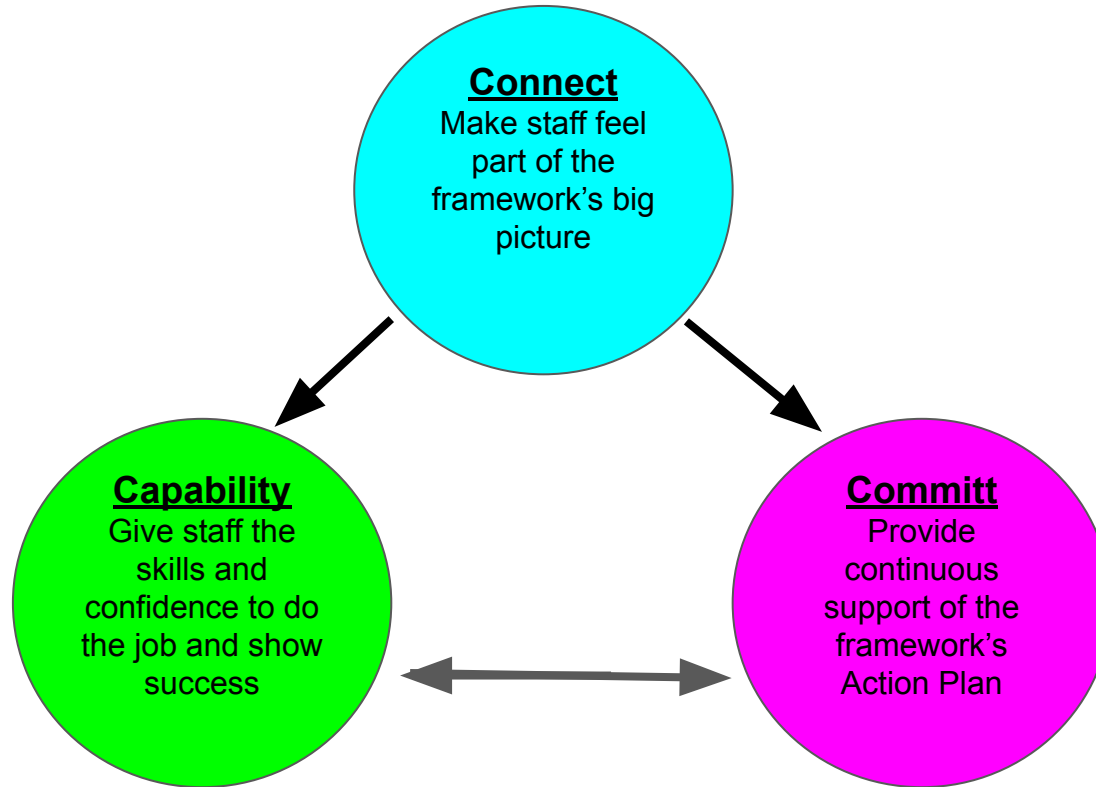
How do we get staff to buy in?

In case you were wondering...

How does your
staff feel about
PBIS?



How do we get staff to buy in?



patience.

PBS IS A

Marathon

NOT A SPRINT

Connect

Connect

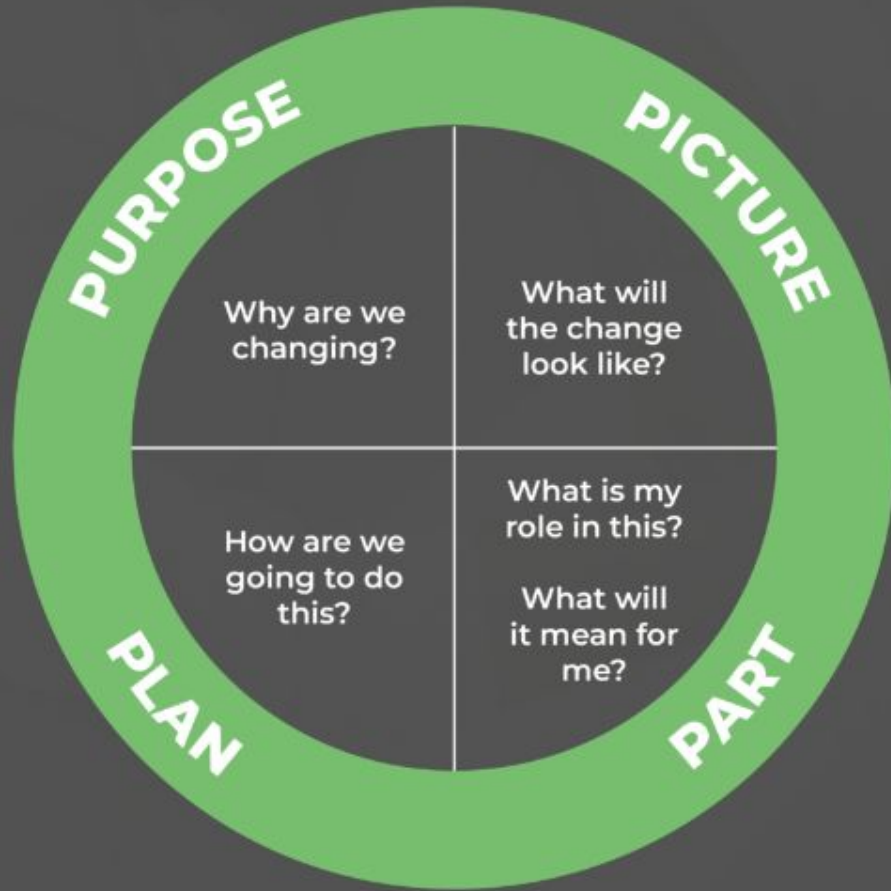
Make staff feel
part of the
framework's big
picture



A lack of transparency
results in distrust and a
deep sense of
insecurity.
- Dalai Lama



Connect
Make staff feel
part of the
framework's big
picture



EngagementMultiplier®

Credit: William Bridges, *Managing Transitions: Making the Most of Change*.

How to we weave everything together?

★ What other behavior initiatives will PBS compliment?

- BIST
- Conscious Discipline
- Classroom Dojo
- Zones of Regulation
- Leader in Me
- Love and Logic
- Trauma Sensitive
- Restorative Practices

How are we able to do this?

★ PBS is a framework not an intervention

A wooden picture frame with a light-colored, distressed finish, set against a white background. The frame is rectangular and has a slightly irregular, handcrafted appearance. Inside the frame, the text "PBS IS A FRAMEWORK" is written in green, and "NOT AN INTERVENTION" is written in red below it.

PBS IS A FRAMEWORK
NOT AN INTERVENTION

How do we weave everything together?

- ★ What other initiatives will SW-PBS compliment?
 - CSIP
 - PLC/Missouri Model Districts/District Continuous Improvement (DCI)
 - Teacher evaluation
 - New Teacher

How do we do this?

- ★ Look at your existing initiatives/practices and take the 8 Effective Classroom Practices (ETLP) and correlate
- ★ Create meaningful and useful Action Plans

Really?



Ideas for a grassroots approach:

- ★ Educate your SW-PBS teams so they can accurately and simply explain and support their teammates
- ★ Have the leadership team collect ideas from their teammates
- ★ Take ideas that the team is considering out to the staff to get feedback and suggestions for improvement
- ★ Ask for obstacles and deal breakers and determine how many people have this opinion

A close-up photograph of vibrant green grass with visible roots and soil at the base, serving as a background for the bottom section of the slide.

GRASSROOTS

Connect
Make staff feel
part of the
framework's big
picture



Table Talk

Commit

Commit

Provide continuous
support of the
framework's Action
Plan

SW-PBS Action Plan

<http://pbissmissouri.org/tier-1-workbook-resources>

<http://pbissmissouri.org/tier-2-workbook-resources>

<http://pbissmissouri.org/tier-3-workbook-resources>

Missouri Schoolwide Positive Behavior Support Team Action Plan

School: _____

Year: _____

Items in BOLD are Strongly Encouraged. All other items suggested. SSS= School Safety Survey, SAS= Self-Assessment Survey, SW = schoolwide, NC = nonclassroom, CR = classroom TFI= Tiered Fidelity Inventory

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
1. Common Philosophy & Purpose	1.1 A positive and proactive philosophy, a vision and essential beliefs or guiding principles about student behavior and discipline are in writing and included in the school handbook.						<input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website <input type="checkbox"/> _____
	1.2 The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students).						<input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website <input type="checkbox"/> _____
	1.3 Staff understands the essential components of MO SW-PBS and has made a commitment to the work.						<input type="checkbox"/> SAS SW # 16 <input type="checkbox"/> Survey Data <input type="checkbox"/> _____



Statements from the Tier 1 Action Plan

1.2 The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students).

1.3 Staff understands the essential components of MO SW-PBS and has made a commitment to the work.

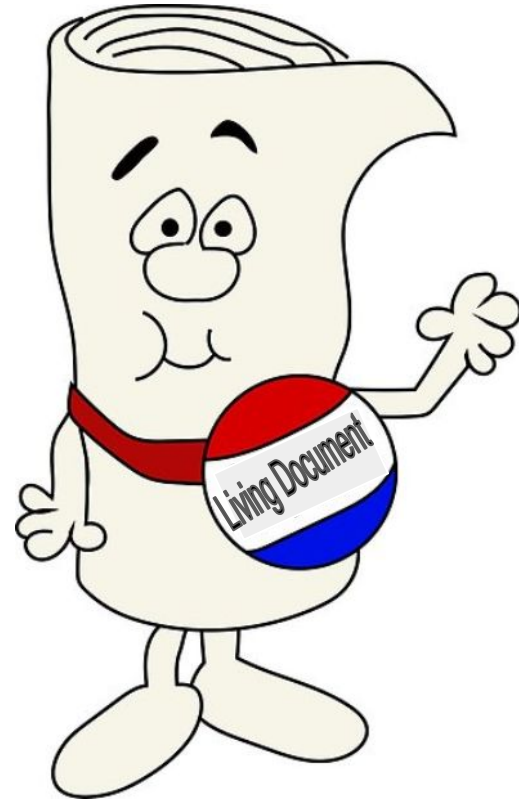
2.1 SW-PBS is one of the top School Improvement Goals.

2.2 The administrator(s) states frequent and public support for SW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website)



Check the Action Plan and Update Yearly

- ★ It is a plan, not just a piece of paper
- ★ What are we doing well and what can we improve on?
- ★ What evidence do we have to support this?
- ★ What haven't we done what we said we would do?
- ★ Why didn't we do it?
- ★ Have we gotten feedback from staff?
- ★ If we have, what are we doing with it?



Administrator Role

Successful school improvement efforts, as outlined above, all share one commonality—strong leadership. Maintaining a well-disciplined school is one of the primary roles of the building administrator. As the principal goes, so goes the time, focus, resources, and attention to any given school improvement effort. To further define the role of the principal in the development and implementation of Schoolwide Positive Behavior Support, thirteen considerations are offered (Colvin and Sprick, 1999; Colvin, 2007).

- MAINTAIN STANDARDS FOR BEST PRACTICES
- PUBLICLY PROVIDE SUPPORT
- ESTABLISH A SW-PBS LEADERSHIP TEAM
- SUPPORT THE SW-PBS TEAM MEMBERS
- GUIDE THE DECISION MAKING PROCESS
- TAKE A LEADERSHIP ROLE IN PROBLEM RESOLUTION
- SUPPORT THE TEAM MEETINGS
- PROVIDE RECOGNITION FOR FACULTY AND TEAM AND THEIR WORK
- SERVE AS THE POINT PERSON FOR SCHOOL-RELATED GROUPS
- MONITOR IMPLEMENTATION ACTIVITIES AND PROVIDE FEEDBACK
- REVIEW DATA AND PROVIDE FEEDBACK REGULARLY
- ENSURE THAT INNOVATION IS SUSTAINED
- MAKE A TIME COMMITMENT

What do you currently do to support the thirteen considerations?

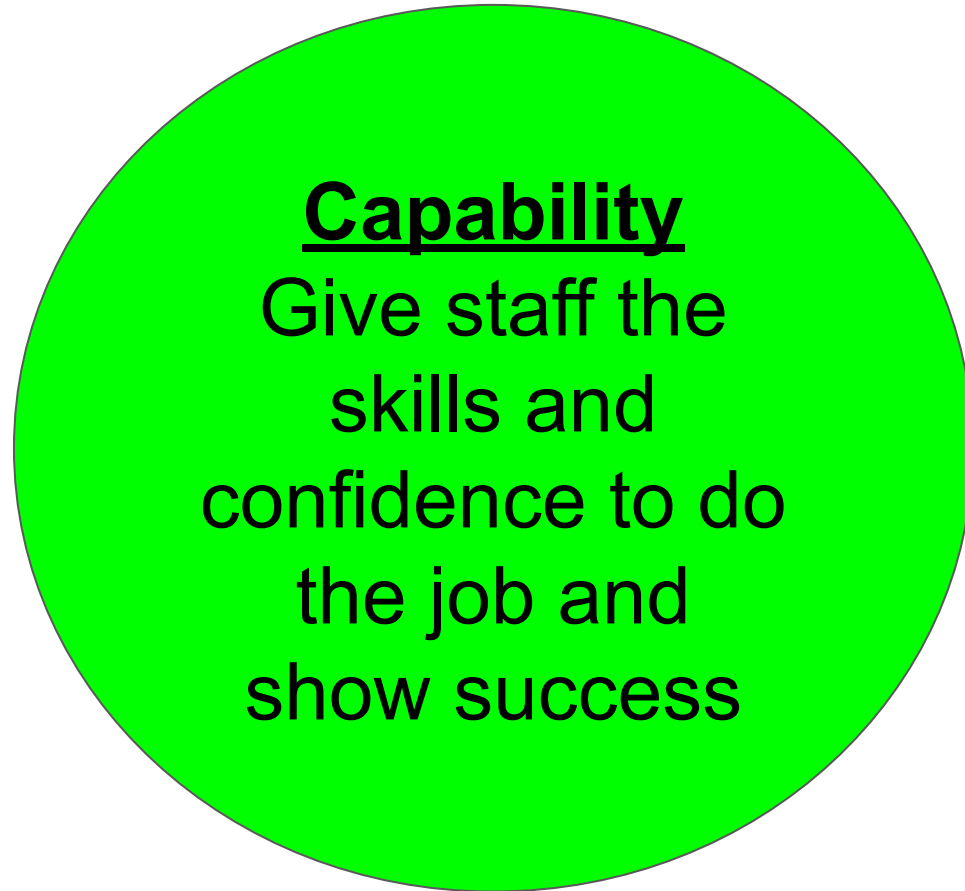
Is this identified in the Action Plan?

What roles are you missing and how can you support these roles?



Table Talk

Capability



Capability

Give staff the
skills and
confidence to do
the job and
show success



Save Editable

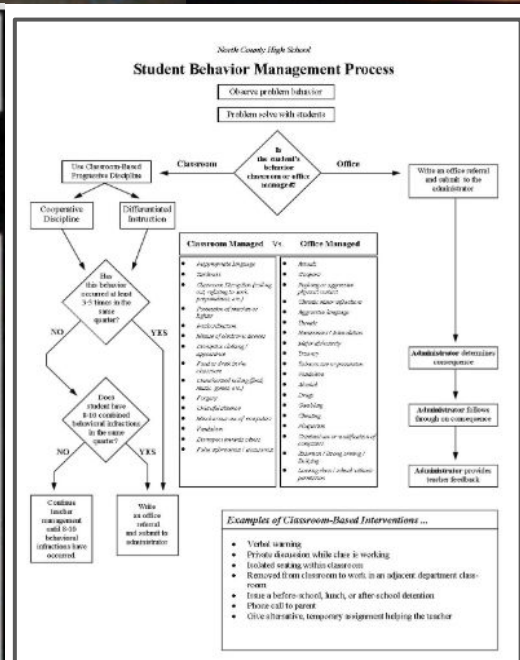
PBIS RULES OF THE CAFETERIA

Be Safe
IN THE CAFETERIA
I CAN...

Be Respectful
IN THE CAFETERIA
I CAN...

Be Responsible
IN THE CAFETERIA
I CAN...

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Give staff the skills and confidence to do the job and show success



**Be Safe
Be Respectful
Be Responsible**

000001

Name: _____

RESTROOM

Tomahawk Elementary **TIGERS** (KINDERGARTEN)

RESPECTFUL

- Walk
- Keep your hands, feet, and objects to self
- Answer questions in the restroom

ORGANIZED

- Be on time
- Go
- Walk
- Exit

ACHIEVE GOALS

- Use restroom correctly
- Learn and follow restroom expectations

RESPECTFUL

- Answer others' privacy
- Use toilet paper
- Keep walls and stalls clean

CLASSROOM

Tomahawk Elementary **TIGERS** (KINDERGARTEN)

RESPECTFUL

- Walk
- Keep your hands, feet, and objects to self
- Answer questions in the classroom

ORGANIZED

- Be on time
- Go
- Walk
- Exit

ACHIEVE GOALS

- Be on task and focused
- Learn and follow classroom expectations
- Learn how to recycle

RESPECTFUL

- Answer others' privacy
- Use your hand to hold and wait to be called on
- Request others' property
- Take turns and handle all tasks

CAFETERIA

Tomahawk Elementary **TIGERS** (KINDERGARTEN)

RESPECTFUL

- Walk
- Use of your assigned table
- Keep your hands, feet, and objects to self

ORGANIZED

- Remember your lunch
- Know your student ID number
- Use your assigned table

ACHIEVE GOALS

- Learn and follow expectations
- Learn how to recycle

RESPECTFUL

- Answer others' privacy
- Use your hand to hold and wait to be called on
- Request others' property
- Wait to be dismissed



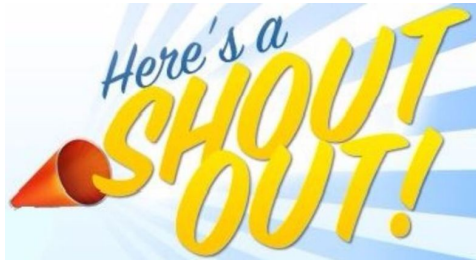
SIMPLE

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Staff Recognition

How can we recognize staff who are utilizing SW-PBS matrix language and practices?



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You have all been doing a FANTASTIC job with the Cafeteria Movie Routine" - voice vols. & lining up quickly & quietly — KEEP UP THE GOOD WORK!

Pawsitive Pat 

Your Name: _____
Their Name: _____

Why: used matrix language gave precorrects
 used Bulldog Paws worked on voice level
 actively supervised reviewed procedures used 2 minute warning
 gave positive attention
 Other: _____
 Give us the specifics: _____

Professional Development

- ★ How do we present New Teacher Training/Yearly Staff Training?
- ★ How do you determine what ongoing PD is needed?
- ★ What resources are available to support PD?
- ★ How do we know it was meaningful?

A green circular graphic containing text.

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How do you determine what ongoing PD is needed?

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE - EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior - Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4:1? <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with

Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/ Procedure
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
<ul style="list-style-type: none"> Entering Exiting Lining up Whole group Small group Instructor Used Attention Signal Transitions 					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

Comments:

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

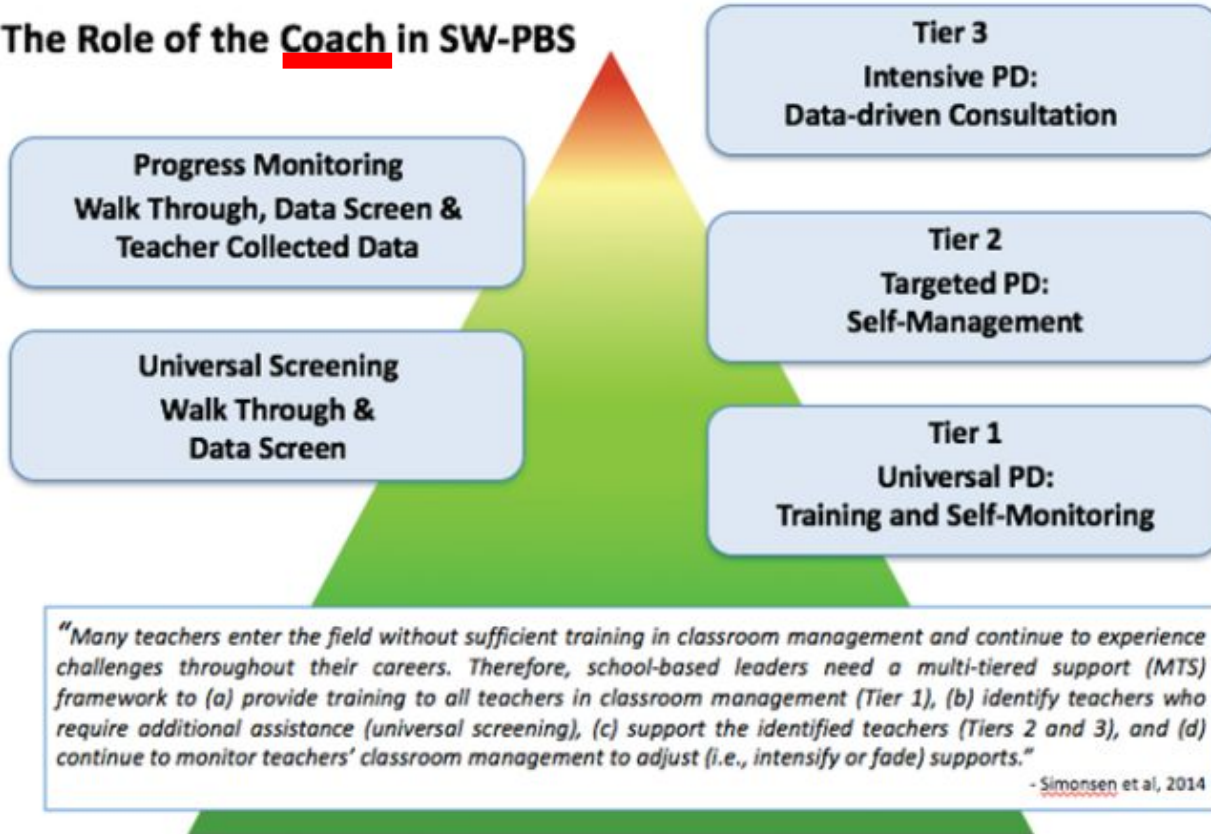
+	1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/Procedure
Precorrect: Reminder of Classroom Procedure/Routine						
Precorrect: Reminder of Classroom Rule						
Class begins Promptly						
Students Actively Engaged / Minimal Down Time						
Classroom Procedures/Routines/Rules Actively Taught						
Active Supervision (move, scan, interact)						
Specific Positive Feedback (Adult Attention) Ratio 4:1						
Respectful Redirect / Error Correction <ul style="list-style-type: none"> Prompt (identify error) Reteach (skill, rule, routine, procedure) 						
Provide Choices (where, when, how work is done)						
Multiple Opportunities to Respond (i.e. group choral response, students volunteer, written)						
Task Difficulty aligns with Student(s) Ability						
Activity/Task Sequence Clearly Stated and Demonstrated						
Corrective Feedback is Clearly Defined and Utilized						

Comments:

<http://pbissmissouri.org/tier-1-workbook-resources/>

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The Role of the Coach in SW-PBS



Adapted Simonsen et al., (2014)

Figure 9.1

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Multi-Tiered Support Framework for Teachers

Level of Support	Didactic Training Regularly scheduled	Coaching provided as needed:	Data Used for Decision Making	Decision Rule
Universal Level Support	<ul style="list-style-type: none"> Define target skill Model target skill with examples & non examples Provide practice w/ skill Provide feedback within training context Demonstrate self-monitoring methods 	None	Self-Monitoring for Fluency > Self report to "coach" confirm fidelity of self-monitoring Classroom Walk-throughs = Universal Screening	80% or above implementation at criterion = no need for additional support 79% or below = need for targeted interventions
Targeted Level Support	All of the above PLUS Goal Setting	Teacher <ul style="list-style-type: none"> Chooses a target skill, Sets and shares goal(s), Selects a self-prompting strategy Self-Monitors Graphs data Self-Reflects Self-rewards Shares instructional data and student outcome data with "coach" Coach <ul style="list-style-type: none"> Reviews self-monitoring data 	Regular Self-Monitoring Regular Classroom Coaching and Walk-throughs = Progress Monitoring	Demonstration of improvement toward criterion = fading to self-monitoring only Demonstration of lack of improvement = intensified support
Intensive Level Support	All of the above PLUS Action Planning	All of the above PLUS Teacher w/ Coach assistance <ul style="list-style-type: none"> Develops action plan <ul style="list-style-type: none"> Measureable goals for improved performance Action steps Contingencies for meeting/not meeting goals 	Daily Self-Monitoring Weekly Classroom Walkthroughs = Progress Monitoring Coaching and performance feedback	If goals met choose other skills for focus or implement fading. If goals not met increase frequency or intensity of feedback or provide in-vivo modeling

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Adapted Simonsen et al, (2014)

Checklist for High Quality Professional Development (HQPD) Training

BEFORE TRAINING	PREPARATION
	1. Provides a description of the training with learning objectives prior to training.
	2. Provides readings, activities, and/or questions to think about prior to the training.
	3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training.
DURING TRAINING	4. Quickly establishes or builds on previously established rapport with participants.
	INTRODUCTION
	5. Connects the topic to participants' context (e.g., community, school, district).
	6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers).
	7. Content builds or relates to participants' previous professional learning.
	8. Aligns with school/district/state/federal standards or goals.
	9. Emphasizes impact of content on student learning outcomes.
	THE PROFESSIONAL LEARNING PROVIDER
	10. Builds shared vocabulary required to implement and sustain the practice.
	11. Provides examples of the content/practice in use (e.g., case studies, vignette).
	12. Illustrates the applicability of the material, knowledge, or practice to the participants' context.
	ENGAGEMENT
13. Includes opportunities for participants to practice and/or rehearse new skills.	
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts).	
15. Includes opportunities for participants to interact with each other related to training content.	
16. Adheres to agenda and time constraints.	
EVALUATION	
17. Includes opportunities for participants to reflect on learning.	
18. Includes discussion of specific indicators – related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice.	
19. Engages participants in assessment of their acquisition of knowledge and skills.	
AFTER TRAINING	MASTERY
	20. Details follow-up activities that require participants to apply their learning in a new setting or context.
	21. Offers opportunities for continued learning through technical assistance and resources.
	21. Describes opportunities for coaching to improve fidelity of implementation.

Tools To Help Determine PD Needs

- ★ School Assessment Survey (SAS)
 - [SAS Directions](#)
 - [SAS Paper Copy](#)
 - [SAS Summary Sheet](#)
- ★ Tiered Fidelity Inventory
 - [TFI Directions](#)
 - [TFI Paper Copy](#)
- ★ [Teacher Self-Assessment Survey for 8 Effective Classroom Practices](#)
- ★ [Artifact Checklist](#)
- ★ [Walk Through or Brief Observation](#)
 - This can be used by your Tier 1 team members to gain data- all data pooled together
- ★ [In Depth Classroom Observation](#)
- ★ [In Depth Classroom Observation By Time](#)
- ★ [In Depth Classroom Observation By Frequency](#)
- ★ [Tier 1 Action Plan](#)
- ★ [Teacher Tools](#)
- ★ [Checklist for High Quality PD](#)

Don't forget your



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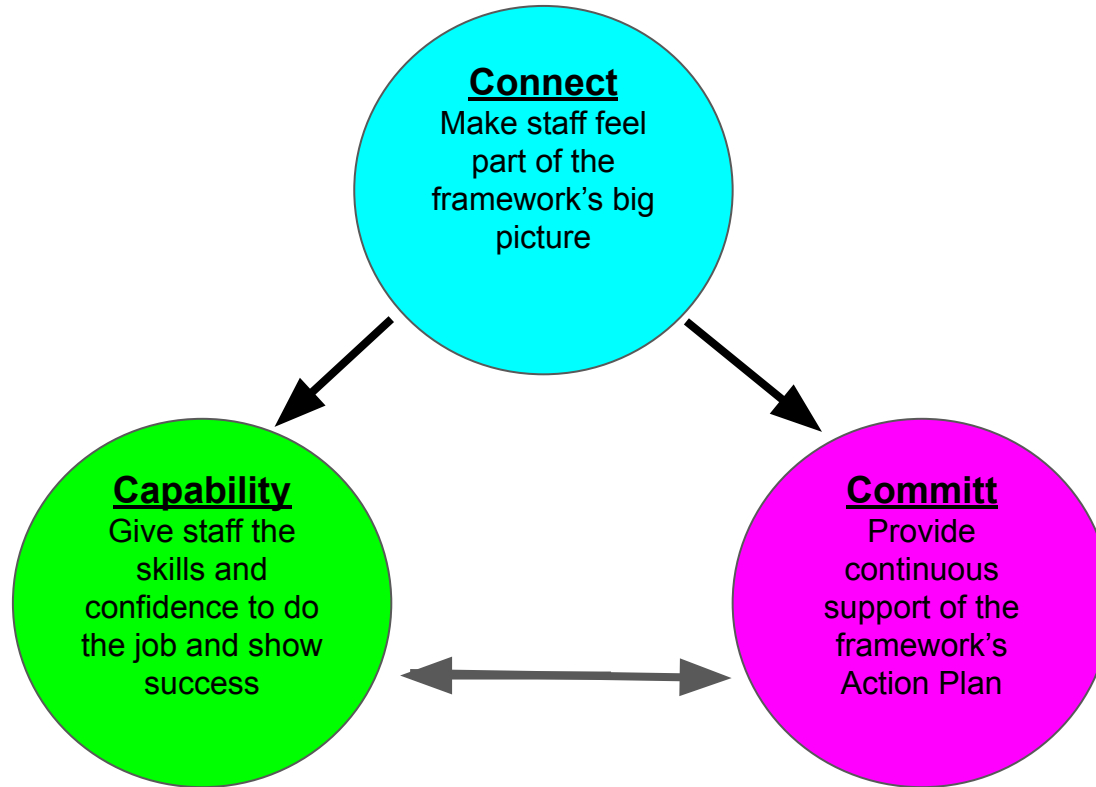
Give staff the skills and confidence to do the job and show success

1.4



Table Talk

How do we get staff to buy in?



Your
Questions

CONTACT ME



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ECC Principal

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