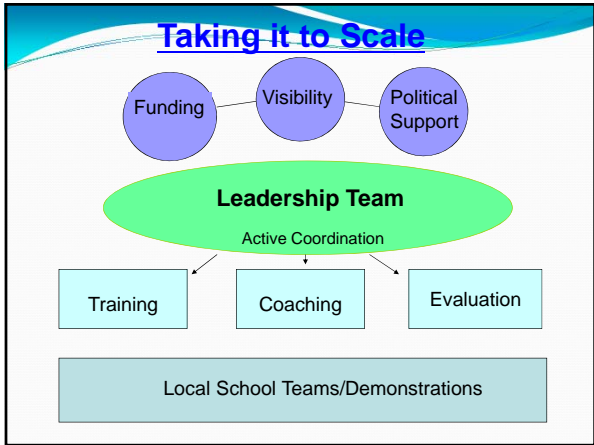


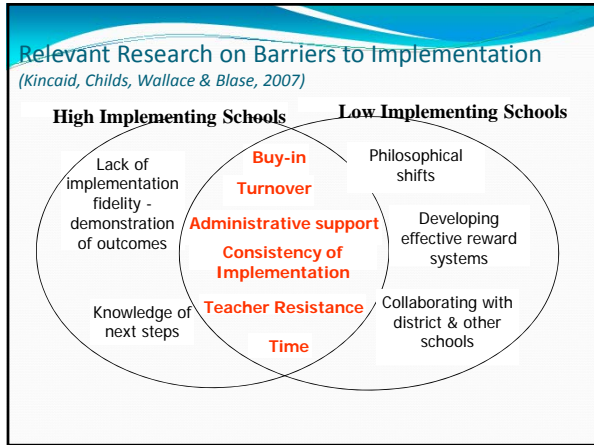
SESSION 32: BUILDING STAFF COMMITMENT, CONSISTENCY, AND SUSTAINABILITY IN THE UNIVERSAL PROCESS




- ### Definitions
- Staff Commitment vs. Buy-In
 - Commitment is tied to follow-through
 - Staff Consistency
 - Reflects administrative involvement and engagement
 - “Do as I say, not as I do”!
 - Sustainability
 - Consider what implementation will look like with significant staff turn-over

Key Components

- Administrative Support (time and resources)
- Communication
- Changing existing ways of thinking and doing things.
- Share data consistently tied to need



CJHS PBIS SYSTEM



"No great thing is created suddenly. There must be time. Give your best and always be kind."

- Epictetus

How to Obtain Initial Buy-In and Commitment from *all* Staff?

- You need to first answer two questions for staff...
 - What is in it for me?
 - What do I have to do?
- Remember the triangle describes staff, too
 - Is it a skill deficit?
 - Is it a performance deficit?

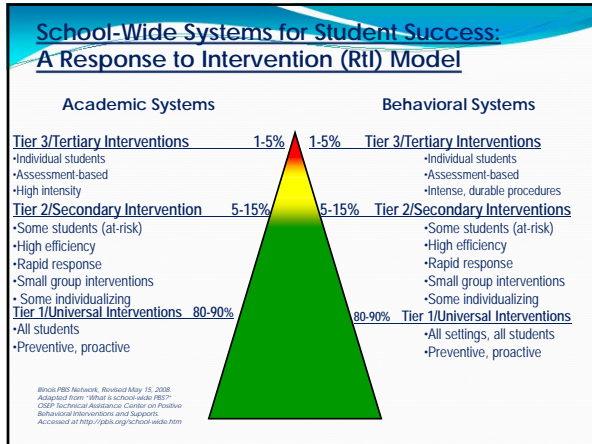
“PBIS BIGGEST IDEA!”

Instead of **working harder** (*inefficient*), schools have to establish systems/processes and use data and practices that enable them to **work smarter** (*efficient, effective*).

PBIS Enables Our School To...

Initial Buy-In/Commitment

- Let the research do the talking...
 - Implementing PBIS with fidelity leads to:
 - a decrease in disruptive classroom behavior
 - a decrease in office referrals
 - a decrease in suspensions
 - Implementing PBIS with fidelity leads to:
 - an increase in on-task behavior
 - an increase in time for academic instruction/engagement
 - Implementing PBIS with fidelity is efficient and aligns with the RtI model



Initial Buy-In/Commitment

- Taking your first steps
 - Prepare a formal introduction to the faculty
 - Share short and long term goals for building positive behavior supports
 - Include implementation of PBIS as a goal in your School Improvement Plan
 - Anticipate and welcome questions and scenarios

Tiger Traits Behavior Matrix

- Our school-wide expectations
- Students will learn these during the 1st week
 - All Center Around : Be Ready, Be Respectful, Be Responsible
- Cool Tools will be taught each week
 - Will be done on Wednesday, generally during study hall
 - Each week's cool tools are already in your binder
 - Schedule on your calendar

Initial Buy-In/Commitment

- The most common challenges are philosophical differences of opinion...
 - Why should we reward students for doing what they are *supposed* to be doing
- **OR**
- We are creating students who are *dependent on* being rewarded in order to perform
- **OR**
- What these kids need is more *consequences*

- Address it with research, support, and modeling

Initial Buy-In/Commitment

- Research has identified that reinforcement whether it be verbal, symbolic, or tangible is effective in improving student behavior.
- The provision of such reinforcers does not undermine student's intrinsic motivation **if** it is contingent on performance and given occasionally.

Initial Buy-In/Commitment

- Overall, research on well-disciplined schools indicates that a student centered environment that incorporates
 - teacher/student problem-solving activities,
 - as well as activities that promote student self-esteem and belongingnessare **more** effective in reducing problem behaviors

Initial Buy-In/Commitment


- PBIS Staff Binder
 - Outlines staff responsibilities and commitments
 - Using gotchas to acknowledge behavior
 - Teaching prosocial behaviors through instruction (i.e. Cool Tools)
 - Completing Office Discipline Referral Forms
 - Participating in Celebrations
 - Communicating Substitute Teacher Information

FRIDAY'S Schedule(pg.10) First Day with Students

8:00-8:15	All staff on duty to help greet and direct students and/or parents
8:16-8:19	Students report to homeroom teacher (Study Hall Class)
8:20-9:45	Collect registration/pass out to unregistered students. Go over classroom expectations, all school expectations and regular half-day process
10:00-11:00	Assembly
11:45-12:00	PBIS Meeting in Library

Monday's Schedule Page 13

- **STATION ROTATION**
 - **MORNING SCHEDULE**
 - Teaching Expectations
 - Go to Scheduled Station with Homeroom students
 - **Afternoon Mock Day Schedule**
 - Each class is 5 minutes
 - Check rosters



MONDAY –AUGUST 29
OPEN HOUSE

- Open House



2011-2012 PBIS CALENDAR

STARTS ON PAGE 7.

- EACH MONTHS CALENDAR
- COOL TOOLS ARE LISTED ON THE CALENDAR AND ARE INCLUDED ALREADY IN YOUR BINDER
- EXPECTED TO DO COOL TOOLS EVERY WEDNESDAY DURING STUDY HALL

T.I.G.E.R. TRACKS

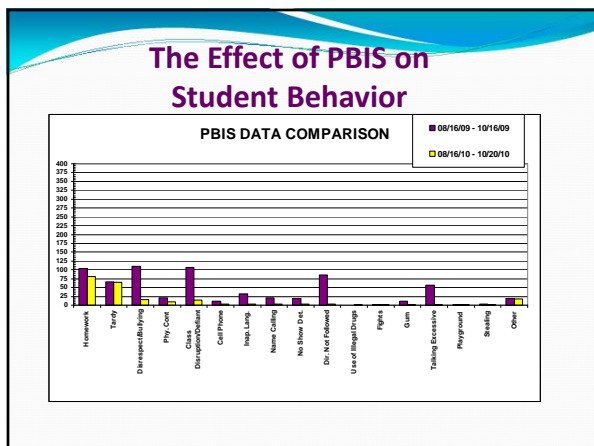
- Assist students who may need additional support or students who have received at least (3) office referrals
- Students will check-in/check-out with a support person each morning and end of the day.
- They will carry a T.I.G.E.R. Tracks sheet around for each period teacher to sign.
- Work on student specific goal/area of improvement

Sustaining Commitment and Staff Engagement

- Communication with staff
 - Team Make-Up, representative of staff
 - Communication through
 - trainings
 - institute days
 - staff meetings
 - staff input
 - Question box
 - Suggestion Box
 - Feedback
 - Daily announcements
 - Posters
 - Bulletin Boards

Sustaining Commitment and Staff Engagement

- Sharing Data Regularly
 - With Staff
 - Universal Data
 - Secondary Intervention Data if in place
 - With Students
 - Data adapted to share with students of all ages
 - Data on referrals
 - Data on acknowledgements earned
 - With the Community
 - Universal Data
 - Focus
 - Data Goals

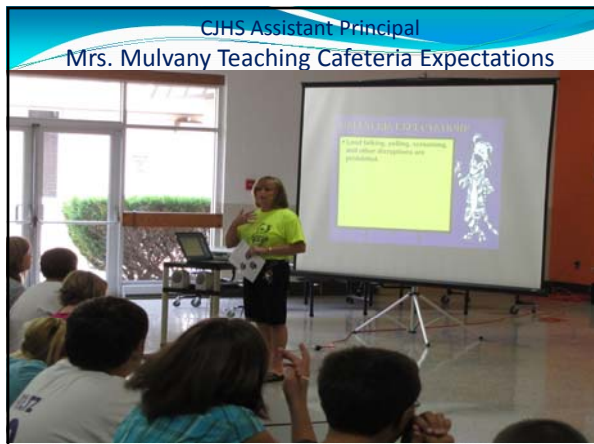


Sustaining Commitment and Staff Engagement

- On-Going Professional Development and Needs Assessment
 - Re-evaluate and Re-fine the program as needed
 - continuous training opportunities
 - Utilize staff and student surveys to identify needs
 - follow through to address needs
 - Re-define implementation plan
 - Re-allocate support

Sustaining Commitment and Staff Engagement

- Most importantly
 - **Practice what you preach**
 - Model PBIS practices whenever possible
 - active supervision
 - student reinforcement
 - pre-correction
 - re-teaching
 - Be clear about what it **“looks like”**



Mr. Young Teaches Assembly Expectations



Mr. Zvonar teaching 6th Grade Playground Expectations



Mrs. Plemons teaching Hallway Expectations



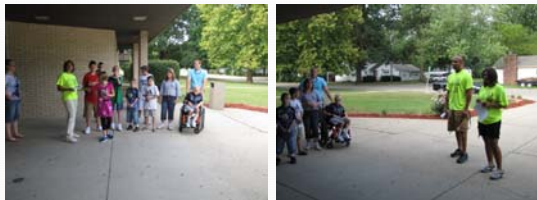
Mrs. Plemons teaching Hallway Expectations



Mr. Queen and Mrs. Wilson, school nurse, teaching Restroom Expectations



Mr. Hill and Mrs. West teaching Arrival and Dismissal Expectations



Mrs. Schilling the Pack Leader



A photograph showing Mrs. Schilling, the Pack Leader, smiling and interacting with students in a school hallway. She is wearing a bright yellow t-shirt with a graphic. Other students are visible in the background.

Ms. Graham, the Librarian, teaching Library Expectations



A photograph of Ms. Graham, the Librarian, standing in a library. She is wearing a yellow t-shirt and is talking to a student in a red shirt. Bookshelves and a table are visible in the background.

Students listening to Library Expectations




A photograph showing a large group of students sitting on the floor in a library, listening to a presentation. A teacher is standing at the front of the room. Bookshelves and an American flag are visible in the background.

The Awesome Tiger Trait T-Shirts



Mr. Foutch, Principal





Mrs. Hutton teaching the Computer Lab Expectations



Mrs. Daniels Teaching the Hallway Expectations





Sustaining Commitment and Staff Engagement

- **Make it a priority**
 - Provide the necessary time and structures for teaching and re-teaching expectations
 - Teach Cool Tools
 - Team Meetings/Team Reporting
 - Data Collection/Data Reviews
- **Make it visible**
 - Display data
 - Display pictures of staff/student raffle winners
 - Display pictures of staff/students at celebrations

Continual Focus on Teaching

- Implement with *fidelity*
- Model the Matrix
 - Administration models for staff
 - Staff models for students
 - Students model for students

Continual Focus on Teaching

- Teach *explicitly* that PBIS
 - happens in the absence of adult monitoring
 - focuses on teaching staff and student behavior
 - reframes discipline
 - teaching/learning exercise with predictable consequences

Staff Acknowledgement


- PBIS School Recognition Process
- Acknowledge the staff who write out the gotchas
- Acknowledge staff at staff meetings-just because
- Acknowledge staff for doing it right
- Raffles

Ideas for Staff Acknowledgement

- Low Cost
 - Scratch lottery tickets
 - Free coffee or pop
 - Note Pads
 - Gift Cards
 - Candy

Ideas for Staff Acknowledgement

- Free
 - Grade a daily assignment
 - Give ten extra minutes for lunch
 - Privileged staff parking spot
 - Comfy chair at the staff meeting
 - Enter student progress-monitoring data for a month
 - Provide an extra plan period for a day



Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
