

Illinois PBIS Network

Session 4: Overview of PBIS and Necessary District Commitments

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Objectives

Through our presentation and discussion today we will:

- Identify Key Ideas of School-wide Positive Behavior Support (SWPBS)
- Describe PBIS Leadership Roles & Goals
- Describe District Level Support Structures Needed for Sustainability
- Outline Next Steps



We Know...

- ✓ To improve the academic success of our children, we must also improve their social success.
- ✓ Academic and social failures are reciprocally and inextricably related.



National and State Structure

- pbis.org National Website
- pbisillinois.org
- SWIS.org
- pbsurveys.org
- apbs.org



Why Choose PBIS?

Federal Mandates:

IDEA 2004
NCLB

State Mandates:

RTI

Best Practices:

Researched-based
Data driven

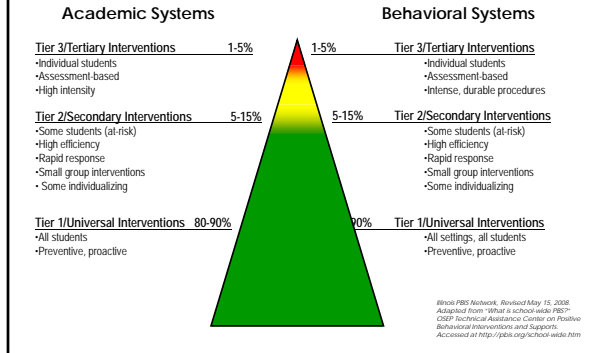
Standards Aligned Curriculum
Family Involvement

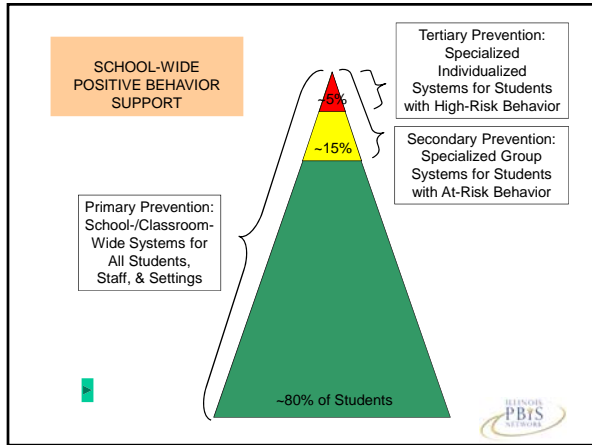
DISCIPLINE = TIME LOST TEACHING

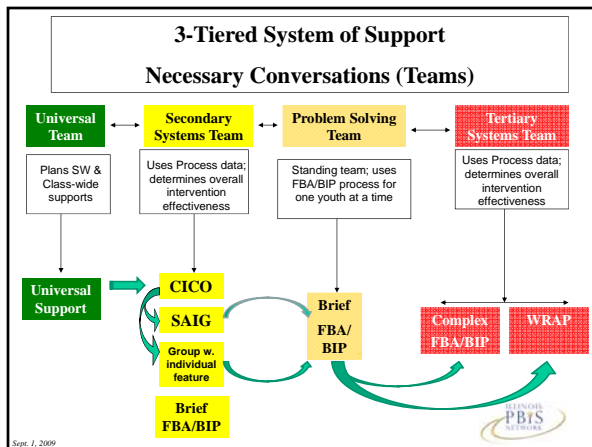
**Key Ideas:
SWPBS**



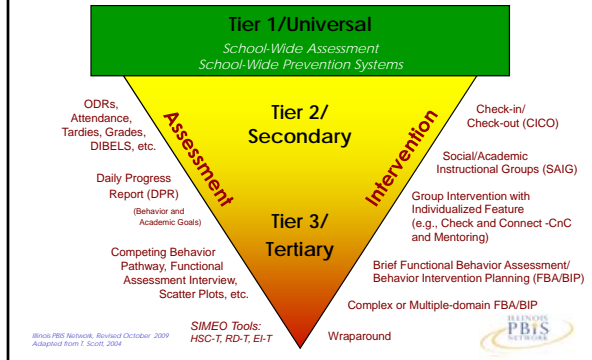
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



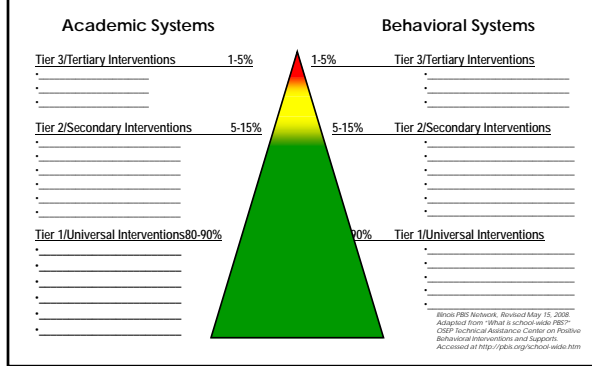




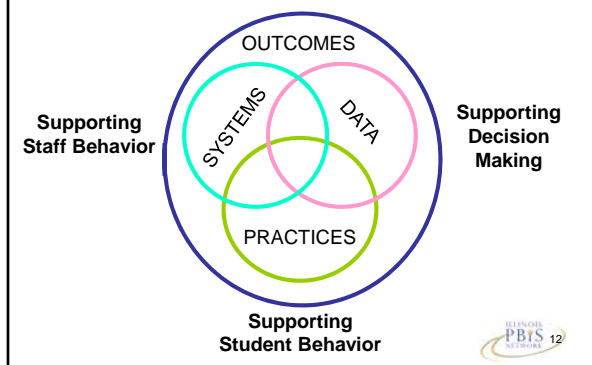
**Positive Behavior Interventions & Supports:
A Response to Intervention (RtI) Model**




**School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model**



Social Competence & Academic Achievement




**Leadership
Roles and Goals**




External Coach Role/Goals

- Provide information and technical assistance:
 - best practices
 - current research
 - funding sources
- Know and anticipate local needs and resources
- Keep teams focused/functioning
- Positive nag



Internal Coach Role/Goals

- Provide information and building-based technical assistance:
 - best practices
 - current research
 - funding sources
- Keep team focused/functioning
- Understand the use of data-locally, state-wide and nationally



Big Ideas-Coaching

- Key to sustainability
- Build local capacity
- Facilitates but is not “PBIS” in the school/district.



Principal Role/Goals

- Develop short/long term goals for building positive behavior supports
- Include as a top three SIP goal
- Commitment-
 - communication
 - among staff/staff meetings
 - with parents/community
 - budget
 - time-allow for team to meet regularly
- Connect building with central office
- Data collection tools are in place



Big Ideas-Principal

- Allows process to happen
- Leads by example
- Attends trainings and team meetings



**Superintendent/Assistant Supt.
Role/Goals**

- Commitment-Provide leadership
 - Communicate district goals/expectations to building administrators
 - Receive regular updates from building administrators
- Resources-FTE (coordinator/coach), budget
- Data-Ensure data collection tools are available and data are used to make informed decisions
- Connect local positive behavior supports with state and federal initiatives



Big Ideas-Superintendent

- Allows process to happen district-wide
- Makes schools/principals accountable
- Attends district leadership team meetings
- Keeps Board and community informed



Board Member Role/Goals

- Commitment-PBIS as an annual SB goal; Policy statement developed and endorsed.
- Resources-FTE (coordinator/coach), budget
- Regular reporting-Receive information from Supt., relate information to the community



District Level Support Structures Needed for Sustainability...

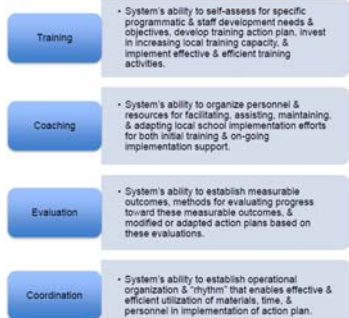


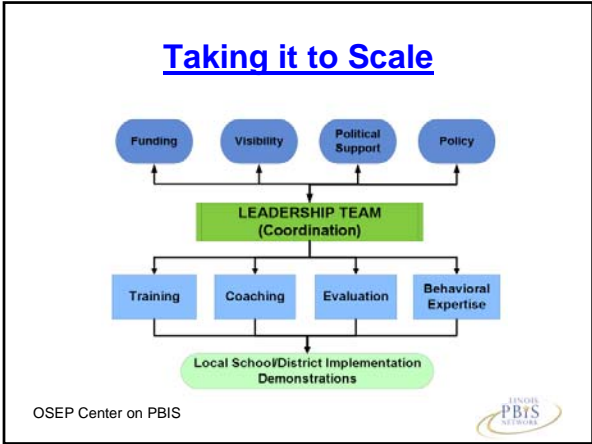
District Vision & Principles to Guide Planning

- Give priority to prevention
- Focus on whole school & community
- Give priority to evidence-based practices
- Lead with a team
- Emphasize data-based evaluation



District Action Planning 4 capacity building targets





Funding at the District Level

Key Ideas

Recurring/stable funding sources are established to support operating structures & capacity activities for at least three years.

Funding & organizational resources across related initiatives are assessed & integrated.

Big Ideas-District

- Long term planning is essential
- Funding sources
- Coaching commitment at all 3 tiers

Main Ideas

- Build “decision systems” not “data systems”
- Use data in “decision layers”
 - Is there a problem? (overall rate of ODR)
 - Localize the problem
 - (location, problem behavior, students, time of day)
 - Get specific
- Don’t drown in the data
- It’s “OK” to be doing well
- Be efficient



Using Data

- Do we have a problem?
- Refine the description of the problem?
 - What behavior, Who, Where, When, Why
- Test hypotheses
- “I think the problem on the playground is due to Eric”
 - “ We think the lunch period is too long”
 - “We believe the end of ‘block schedule’ is used poorly”
- Define how to monitor if solution is effective



District & Building PD Plan

- | | |
|----------|------------------------------|
| • AS 050 | Secondary Training |
| • EX100 | • S100i |
| • C100 | • S200i |
| • U100 | • S300i-301i |
| • U200 | • STA 400i |
| • C200 | Tertiary Training |
| • EX200 | • T100fi |
| • U50 | • T200fi |
| | • T300fi-301fi |
| | • Follow up trainings for TA |



Building Level Commitments

- ✓ Three-five year focus to get sustainable change
- ✓ Active administrative support and participation
- ✓ Administrative leadership for PBIS teams
- ✓ Commitment from staff (80%)
- ✓ Ongoing communication and support with staff
- ✓ Completion and use of data collection (discipline and academic data, survey, checklists)
- ✓ Staff participation in ongoing training



Implementation Emphasizes:

- ✓ **Team-based planning & problem solving**
- ✓ **Instructional approaches; data-based**
- ✓ **Active administrator support/participation**
- ✓ **Long-term action planning**
- ✓ **Staff commitment**
- ✓ **On-going professional development**



Emphasis on Prevention at Each Level

- **Universal Level**
 - GOAL: To reduce new cases of problem behavior and/or academic failure
- **Secondary Level**
 - GOAL: To reduce current cases of problem behavior and/or academic failure
- **Tertiary/Wraparound Level**
 - GOAL: To reduce complications, intensity, severity of students with chronic problem behavior and/or academic failure



Tier 2/Tier 3 Commitments

- Secondary Team and Coach
- Secondary Curriculum and PD Plan
- Tertiary Team and Coach
- Tertiary Curriculum and PD Plan



Next Steps



After you have attended the overview session...

Complete the *Commitment for Success Agreement* form and submit to the Illinois PBIS Network statewide offices:

335 N. LaGrange Road, Suite 4
LaGrange Park, Illinois 60526

-or-

Fax to (708) 482-4875

A PBIS Technical Assistance Coordinator (TAC) will contact you. The TAC will meet with your designated district leader(s) and guide them in completing the necessary documents for start-up activities.



Commitment for Success

Illinois PBIS Network FR08-09 Draft 10.3.08

Commitment for Success Agreement (3-5 Year Time Frame)

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS: A RESPONSE TO INTERVENTION MODEL

PBIS Network will commit to:

1. Preparing District Leadership Team for PBIS implementation
2. Providing the sequence of Tier 1/Universal, Tier 2/Secondary, Tier 3/Tertiary, and coaches' trainings
3. Training on School-Wide Information System (SWIS), an on-line data management system for decision-making and reporting
4. Providing technical assistance to internal and external coaches
5. Assisting the collection of baseline data from the Self-Assessment Survey via www.pbisunveys.org
6. Assisting districts with collecting, interpreting, and action planning around data
7. Assisting, interpreting, and facilitating strategic planning using data reports (Team Implementation Checklist, School-wide Evaluation Tool, Benchmarks of Quality, Self-Assessment Survey, Phases of Implementation, School Profile, Safety Survey, educational environment data, and academic data)
8. Providing information to facilitate understanding of Local Area Networks (LANs) and community resources for



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