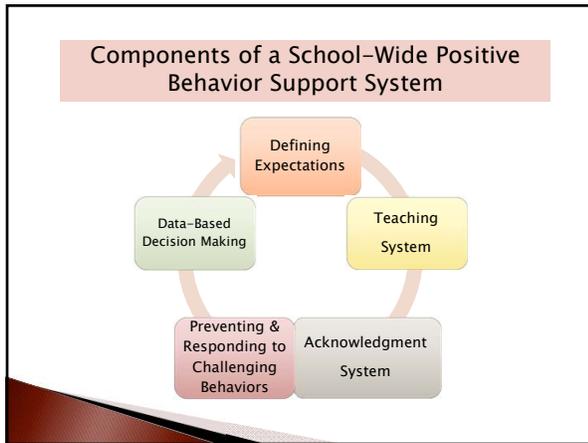# Elements of Universal Team Success
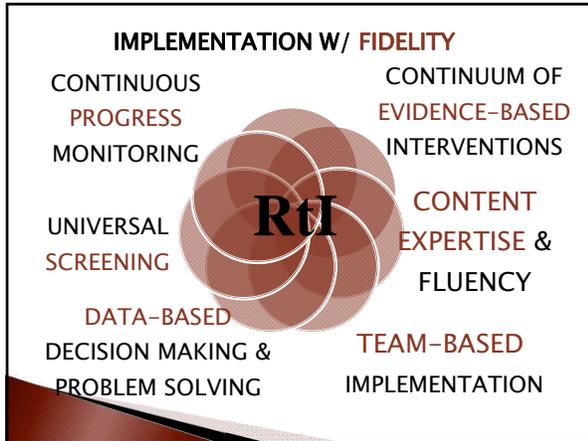## Commitment, Priorities, and Engagement

PBIS Winter Leadership Conference
Session 7: January 18, 2012 10:15 am– 11:30 am

Presented By: **Penny Barton and Nealy Hamson**
Carmi–White County High School
Karen Sykes
PBIS Technical Assistance Coordinator

Components of a School-Wide Positive Behavior Support System

Defining Expectations

Teaching System

Data-Based Decision Making

Preventing & Responding to Challenging Behaviors

Acknowledgment System

Tier1/Universal System Components

Defining Expectations	Teaching System	Acknowledgement System	Preventing & Responding to Challenging Behaviors	Data-based Decision Making
3–5 School–Wide Expectations	Behavioral Matrix Behavioral Lesson Plans Teaching Schedule: • Kick–Off • Ongoing • Boosters	Student Staff	Problem behavior list with definitions T–chart Office Discipline Referral Form Continuum for responding to problem behavior Flowchart for dealing with problem behavior	Methods for data collection & analysis: • Big Five Information • Data Analysis Procedures • Share progress & results with School Community – Staff, Students, Families and Constituents

IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

RtI

UNIVERSAL SCREENING

CONTENT EXPERTISE & FLUENCY

DATA-BASED DECISION MAKING & PROBLEM SOLVING

TEAM-BASED IMPLEMENTATION

"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 Schools To...
◦ Establish a small number of priorities
  · *"do less, better"*
◦ Consolidate/integrate whenever possible
  · *"only do it once"*
◦ Specify what is wanted & how you'll know when you get there
  · *"invest in a clear outcome and assess progress"*
◦ Give priority to what works
  · *"research-based, evidence-based"*

The Successful Universal Team

The Team

The Team Meeting

Data-Based Decision-Making

The Team

Team Membership

Team Member Roles & Responsibilities

Tier 1/ Universal Team Membership

- Regular education teachers (grade level)
- Special education teachers
- Support staff
- Clinical expertise
- Administrators
- Family members – "Family Voice"
- Students– "Student Voice
- Community members – "Community Voice"
- Team members represent the cultures and ethnicities in the community

How does your team compare? What strength does each of these people bring to team? Are you missing any of the needed team members? How can you, the team, get the right people sitting around the table?

Universal Team Responsibilities

1. Conduct Current Data-Driven Business
   - Review school-wide data – Academic & Behavioral
   - Identify & plan needed interventions based on data
   - Use data to determine behavioral lesson plans
2. Conduct Calendar-Driven Business
   - Fall kick-off
   - Tier 1 Assessment Tools (SAS Survey, Phases of Implementation, Team Implementation Checklists, Benchmarks of Quality, School Profile Tool)
   - Monthly data review
   - Develop school-wide interventions
   - Implementation of the reinforcement plan and all school celebrations
   - Re-teaching/Reinforcement boosters
   - Continuously update MAP
3. Plan communication with staff, school board, families, other intervention teams

The Team Meeting

| Meeting Norms | Meeting Outcomes | Meeting Cycle | Meeting Routines |

Meeting Facilitation

Meeting Norms/Agreements Examples

- Respect
  - Active participation/listening
  - Be equitable
  - Be attentive
    - focus on the task; avoid side talk/multi-tasking
  - Offer creative & comprehensive ideas
- Responsibility
  - Complete tasks between meetings
  - Be on time
  - Apply a positive framework to discussion
- Reality
  - Agree to 'doable' tasks
  - Be honest and share what we think and feel.

Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon. Unpublished training manual.

Meeting Outcomes

Clear meeting outcomes are:
- Brief written statements
- Specific and measurable
- Written from the perspective of the participant
- Product outcomes are nouns, not verbs
- Knowledge-based outcomes include a "so that"

Example of Product Outcome: By the end of this meeting, we will generate a list of ways to increase parent involvement.

Example of Knowledge-based Outcome: By the end of this meeting, we will review our survey results so that we can begin to craft a plan to address areas of concern.

Meeting Cycle

- Prepare for meeting
  - ◦ Notice
  - ◦ Agenda (Sample)
  - ◦ Data

- Conduct meeting
  - ◦ Follow agenda
  - ◦ Members exercise assigned roles
  - ◦ Minutes
  - ◦ Action Plan

- Follow up after meeting
  - ◦ Minutes (School Profile)
  - ◦ Check/follow-up with key players to:
    - ✓ Complete responsibilities by deadlines
    - ✓ Communicate activities with staff/administrator
   - ✓ Prepare for next meeting

Team Process

Roles of team members
- Facilitator (create the agenda, lead the meeting)
- Data Manager (brings data to team meetings)
- Time-keeper (keeps team on task)
- Recorder (takes and distributes minutes; archives material; updates profile)
- Communicator (shares information on activities and data to staff, families, and communities)

Meeting Routines

- Solving problems
- Achieving agreements
- Making decisions
- Resolving conflicts
- Setting/modifying agenda
- Establishing roles/responsibilities
  - ◦ Facilitator, data analyst, time keeper, minute taker, communicator
- Providing opportunities for participation/ contributions

Data–Based Decision–Making

Problem Solving	Evaluation	Action Planning

On–Going Process
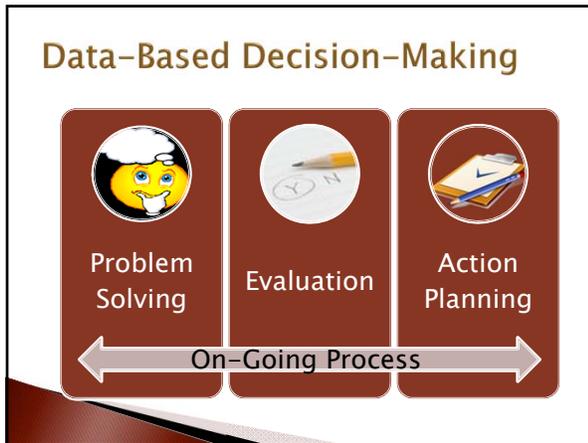
Data–Based Decision–Making
(What are the data we need for a decision?)

- Precise problem statements include information about the Big Five questions:
  - **What** is problem, and how often is it happening
  - **Where** is it happening
  - **Who** is engaged in the behavior
  - **When** the problem is most likely
  - **Why** the problem is sustaining

Data–Based Decision–Making

The "Big Five" reports:
- Average per day per month
- By type of behavior
- By location
- By time of day
- By student

Data Review by Subgroups
- By ethnicity
- By disability

Data-Based Decision-Making

PBIS teams use the same data/graphs to assess the effectiveness of the intervention by using the data to answer the following question:

▸ Has Our Goal Been Achieved?
▸ Are We Making Some Progress, but Want More Progress?
▸ Why Aren't We Making Progress?

Data-Based Decision-Making

SWIS or SWIS Like Systems

- Developing Precise Statements
- Solution Development
  - Prevention, Teaching, Reward, Extinction, Corrective Consequence, and Data Collection
- Action Plan for Results

Tier 1 Evaluation Tools…

◦ Team Implementation Checklist (TIC)
◦ Benchmarks of Quality (BoQ)
◦ Self-Assessment Survey (SAS)
◦ School Safety Survey (SSS)
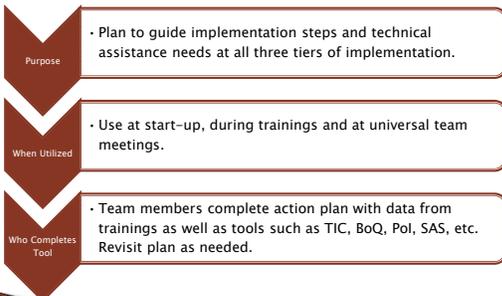◦ Phases of Implementation (Pol)

Uses of Data

- Review current status and identify problems early.
  - Use data on a regular basis (every two weeks) to monitor key indicators, and identify problems before they become difficult.

- Refine a problem statement to a level of precision that will allow functional solutions.

- Use data to test possible solutions.

- Use data to assess if solutions are working
  - If many students are making the same mistake it typically is the system that needs to change not the students.

Six Things to Avoid

- Define a solution before defining the problem
- Build solutions from broadly defined, or fuzzy problem statements
- Failure to use data to confirm/define problem
- Agree on a solution without building a plan for how to implement or evaluate the solution
- Agree on a solution but never assess if the solution was implemented
- Serial problem solving without decisions

Action Planning
Multi-Tiered Action Plan (MAP)

Purpose
- Plan to guide implementation steps and technical assistance needs at all three tiers of implementation.

When Utilized
- Use at start-up, during trainings and at universal team meetings.

Who Completes Tool
- Team members complete action plan with data from trainings as well as tools such as TIC, BoQ, PoI, SAS, etc. Revisit plan as needed.

Multi-Tiered Action Plan (MAP)

- Use one action plan document to collect and organize all of the building's PBIS planning needs.
- Only complete boxes necessary to create each action step.
- Sources of action steps come from trainings, as well as assessment tools.
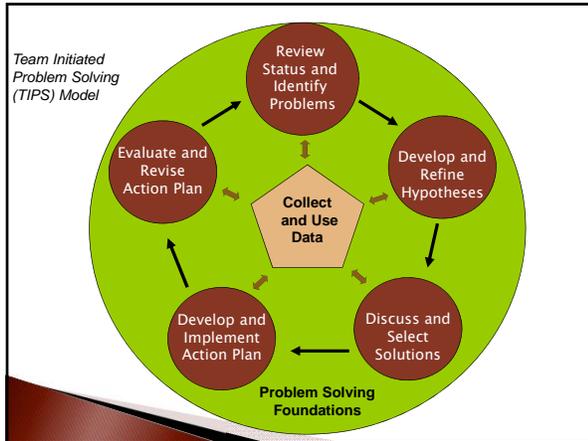
MAP: Who, When, and Where

- Who Completes?
  ◦ Tier 1/Universal PBIS Team
- When do we review and revise the plan?
  ◦ Tier 1/ Universal Team trainings and meetings
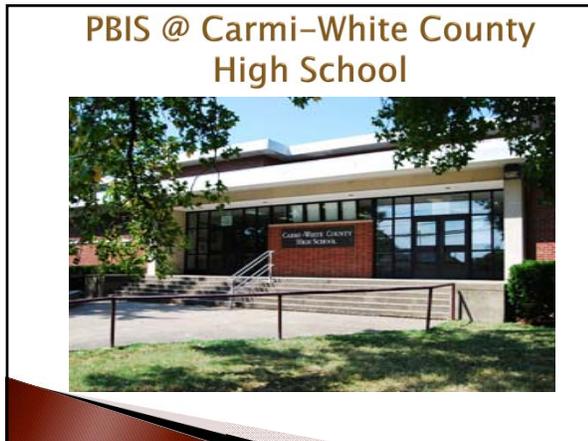- Where is it found?
  ◦ Illinois PBIS Network Website

Illinois PBIS Network – Multi-Tiered Action Plan (MAP)

Page 1 of 2

Directions:
1. Use one action plan to coordinate all of the building's PBIS implementation steps. This is a sample format; others can be used for purpose.
2. Sources of actions steps come from trainings, as well as tools such as BoQ, PoI, SAS, SSS, School Profile, etc.

School Name:

Tier/Topic	Evidence/Data that Identifies Need	Next Steps		
		Action	Who?	When?

v5.20.09

Team Initiated
Problem Solving
(TIPS) Model

Review Status and Identify Problems

Develop and Refine Hypotheses

Evaluate and Revise Action Plan

Collect and Use Data

Develop and Implement Action Plan

Discuss and Select Solutions

Problem Solving Foundations

PBIS @ Carmi-White County High School

PBIS – What it Means At CWCHS

▸ MISSION: Our mission is simple: Teach what you want students to know, model the behaviors you want them follow, acknowledge them positively when they perform the expected behaviors, and ultimately acceptable behavior in all areas of life are learned. In following these structures at every grade level district wide, we help our students in developing their own PRIDE.

Year of Implementation

- At Carmi-White County High School, we are in our 2nd year of implementation of PBIS.
- Our PBIS Program at CWCHS is P.R.I.D.E.
- P.R.I.D.E.: Pride stands for Personal Responsibility in Determining Excellence in all areas of students' lives. The staff/faculty and students are committed to the PRIDE standard at CWCHS.

Commitment - Team

- Team members chosen
- Administrative Support at every level
- Monthly Meeting Times
- (Copy of PBIS PRIDE Schedule for 2011-2012)
- Acknowledgements
- Store
- Fundraiser (2010 and 2011)
- Effective Delegation of Duties for Team members and Staff/Faculty
- Celebrations – students and staff/faculty

CWC PRIDE LOGO
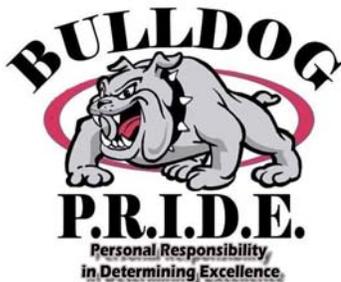
Priorities – Team Initial Year

- Choose Team
- Coaches Training and Universal Training
- Matrix Development
- Behavioral T-Chart Development
- Development of Flow Chart for Procedure for Dealing with Problem Behavior
- Development of ODR Form
- Development of Acknowledgement System
- Explanation of PBIS to Staff/Faculty – In service Training
- Buy In from Staff – Video

Priorities – Team Initial Year

- Acknowledgement System involved PRIDE stamp and a matrix available in their agenda.
- PRIDE Store – allowed opportunities for them to cash in their stamps.
- Challenges:
- A. How many stamps to give?
- B. How often to give stamps?
- C. What behaviors are "stamp worthy"
- D. What happens if someone steals a stamp?

Priorities – Team Initial Year

- Self- Assessment Survey: Initial results
- A. 5 objectives we needed to improve upon (look at handout for results – 2010 Top 5)
- B. We had many no white highlighted areas (in place and being used more than 80% of the time).
- C. We had 4 yellow highlighted areas (we still need to work on these areas but they are in place).
- D. We had 42 red highlighted areas (if they are in place, we have not done very well in implementing them and they were listed as a high improvement area and we needed to focus on them).
- E. Videotaping for Kick Off in August

Priorities – Team Initial Year

‣ We showed the video at the beginning of the year
‣ We made small posters of behaviors for each area and posted them in that area.
‣ We made it very simple for the teachers to submit their ODR forms from their computers.
‣ We worked very hard all year to make sure the students and staff were acknowledged.
‣ We had a Store Date each month for students to cash in their stamps.
‣ We ordered PRIDE T-shirts to sell in the store.
‣ Plan a Big Celebration at the end of the year.

Priorities – Team 2nd Year

‣ Self Assessment Survey (SAS) – Results
‣ A. 5 objectives we needed to improve upon (look at handout for results – 2011 Top 5).
‣ B. We had 7 white highlighted areas.
‣ C. We had 34 yellow highlighted areas.
‣ D. We had only 5 red highlighted areas.
‣ Reminded our staff: We have made a difference to some our students and it is important to remember that although we may not be able to help everyone, everyone is able to help someone!

Priorities – Team 2nd Year

‣ Used SWIS the previous year for data.
‣ Utilized SWIS more effectively along with SAS results to implement more needed interventions.
‣ Talked less about PBIS and more about instilling the PRIDE concept.
‣ Buy In from Staff/Faculty, Students, Community needed more emphasis.
‣ Re-vamped Acknowledgement System to make less "elementary" in nature.
‣ Needed to implement "Cool Tools"

Priorities – Team 2nd Year

- PRIDE concept taught in academics, behavior, and extra curricular areas.
- Pull in more clubs or organizations – (FFA, Student Council, National Honor Society, and Thespians).
- Student Mentor
- ODR Changes from Year 1
- Bulldog PRIDE on website

Engagement – Initial Year

- Staff/Faculty to be trained on PBIS by a PBIS person.
- Showed Video for students on non-examples (*view)*
- Store – once a month
- Extra drawings for Christmas, Sweetheart Tickets, Tanning Sessions, Gym Memberships, and Prom Tickets
- Acknowledged Students through "PB Cups" every Friday and once a month for Attendance and Tardies (08-10, 01-03) and "Being Ready"(11-12,04-05).
- Acknowledged students through the M&B pizza Star Students for the month.
- Acknowledge Teachers with "Pops", "Life Savers" and "Rolo's"
- Spoke in front of Kiwanis Club about PBIS at CWCHS
- Utilized SWIS for some data.

Engagement – 2nd Year

- Changed the acknowledgement system to Bulldog Bucks.
- Explained the matrix, the acknowledgement system, and played the PBIS Staff video of non-examples the first week of school
- Talked specifically about Tardies and Attendance.
- Had 1st Celebration on November 17. Students received 10 extra minutes at lunch for meeting the goal associated with tardies and attendance.

Engagement – 2nd Year

- Utilization of data is better this year but still needs improvement.
- Race Car Theme, "Race to Success".
- Talked less about PBIS and more about instilling "PRIDE" in CWCHS students.
- Tried to get better buy in from staff. Incorporated the Friday drawings provided by staff members.
- Implemented the "Contact 1" idea. Each teacher must contact 1 student's parents/guardians a week either by phone, email, or CWCHS postcards.
- Have implemented "Cool Tools" as of 11/1/2011.

Engagement – 2nd Year

- PRIDE Store once a month
- More community and school support and engagement through the PBIS fundraiser on November 10, 2011.
- 1st Annual CWC Bulldog PRIDE Night.
- Discuss PRIDE Night.
- Discuss Dawg Pound T-shirts
- More Buy-In from Staff – Web Design Class
- Community donations and support

"Looking Ahead"

- More Cool Tools
- Check In- Check Out (CICO)
- Tier 2 Team
- Student Advisory Council for PRIDE Team
- New video (non-examples and examples)
- Big Celebration at the end of the year.
- Completing BOQ, SAS, and School Profile paperwork in the spring for PBIS Recognition

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

Resources

- Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon. Unpublished training manual.

Questions and/or Comments?

Thanks and have a great rest of the PBIS YEAR!

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