State and District Leadership: Strategies to get the PBIS job done.

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Sarah Schmittinger-Kashner – Red Clay Consolidated School District
The Delaware Positive Behavior Support Project is a collaboration with the DE Department of Education, the UD Center for Disabilities Studies, and Delaware Public Schools.

Vision create safe and caring learning environments to promote the social-emotional and academic development of all children.
Session Learning Objectives

• Identify strategies used by state PBIS project in facilitating district-level MTSS for behavior planning

• Explore the district’s structures and strategies used to systematically provide ongoing professional development and coaching to school-based team leaders

• Examine one district’s process for developing a District MTSS Behavior Leadership Team
Quick Delaware & Red Clay Statistics

DELAWARE INFORMATION
- “The First State”
- 2nd Smallest State in the US with a length of 96 miles long and a width between 9 and 35 miles
- 3 counties with 43 LEAs – approximately 220 Public Schools with 64% involved with DE-PBS Project

RED CLAY CONSOLIDATED SCHOOL DISTRICT
- Largest public school district in the state
- Serves more than 16,000 students
- 15 elementary schools, 6 middle schools, 5 high schools, and 3 special education schools
LET’S EXPLORE CAPACITY BUILDING STRATEGIES USED BY THE DELAWARE PBS PROJECT TO IMPLEMENT MTSS FOR BEHAVIOR
History Snapshot

• With longevity of project comes navigating shifts in focus.
  – PBIS as Tier 3, special education driven initiative → School-wide Tier 1, focus on all initiative
  – Focus on more tangible reinforcement → Use of positive praise & social-emotional learning focus
  – Training school-based teams → Establishing district systems to drive team-based PD & supports
School Climate Transformation Grant Goals

• To increase the **state’s capacity** to provide training and technical assistance (TA), which includes enhancing **districts’ capacity** to support schools’ implementation of multi-tiered systems of support (MTSS)

• To improve school climate and behavioral outcomes for all students through MTSS
State ➔ District ➔ School
MTSS Capacity

- How?
  - Start at the top
    - Correct misconceptions
    - Align related initiatives to ensure success of all
    - Create common language

PBIS/MTSS Implementation Blueprint
Leadership Team Elements

- Authority to address **state or district** implementation (e.g., policy, professional development, evaluation, scheduling, funding).
- **Representation** from the appropriate range of stakeholders from the local community
- Completes **self-assessment** & develops a **3-5 year action plan**
- Uses formal procedures for securing majority **agreements** from members of implementation unit for decision-making and policy and procedural approval and **problem solving** challenges, conflicts, etc.
- **Informs other leadership personnel** on implementation outcomes (e.g., fidelity, student outcomes, professional development).
Delaware PBS State Advisory – New Turf

• Membership
  – DE Dept. of Education
  – University of DE
  – LEA and school representatives
  – Children’s Dept.
  – Health & Human Services

• Meeting topics
  – Establish common MTSS understanding
  – Review existing efforts; Clarify misconceptions
  – Statewide initiative alignment
Where do we start?
State-wide Initiatives
Understanding → Alignment

1. Coordinate and lead process with executive level team
2. Define valued outcome(s)
3. **Develop inventory of current related initiatives**
4. Identify core systems features for initiatives targeted for alignment
5. Analyze and make decisions about conflicts and duplicative elements; identify missing fidelity and outcome measures
6. Design plan for effective alignment including implementation, evaluation and PD
PBIS/SEL Initiatives
How do we all fit in?

• Prompt: Reflect on initiative on which you work, consult or research
• Note the following per initiative:
  – Lead organization
  – Population served – Tier 1, Tier 2, Tier 3
  – Goals
  – Outcome & fidelity measure(s)
  – Types of training & coaching provided

<table>
<thead>
<tr>
<th>Name</th>
<th>DE - PBS</th>
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| Lead organization | DE Department of Education  
UD Center for Disabilities Studies |}
| Population served | MTSS – Tier 1-2-3 |
| Goals of initiative | Create safe and caring learning environments that promote the social-emotional and academic development of all children  
Improve school climate  
Decrease office referrals, suspensions  
Decrease disproportionality rates |
| Outcomes & fidelity measures | School climate data  
ODR  
Systems fidelity – Tier 1 & Tier 2  
Tier 3 – support plan fidelity (TATE) |
| Type of PD & Coaching | In-person workshops  
Online PD materials (new)  
Coaching through district staff |
Delaware District Structures

Cadre of District Coaches
• Coaches identified in districts with schools active with the DE-PBS Project
• Coaches selected by district
• Coaches have variety of roles, time allocated to PBIS and PBIS knowledge & coaching skills
• Gather 3 times per year

MTSS Behavior District Leadership
• Identifying key district staff along with coach(es) with whom we can examine data, problem-solve & plan
• Part of planning is establishing representative district team
MTSS FOR BEHAVIOR/SOCIAL-EMOTIONAL LEARNING
DISTRICT LEVEL READINESS CONSIDERATIONS

• In the district, is there a need and desire to promote positive school climate, reduce suspensions and behavior referrals, and improve academics?
  – Which data sources support this?
• Is there desire and commitment from district leadership to support implementation of a multi-tiered system of support (MTSS) for behavior/social-emotional learning (SEL) across all schools?
  – How does this connect to your district’s existing strategic plan?
  – Does district leadership need additional information on MTSS?
MTSS FOR BEHAVIOR/SOCIAL-EMOTIONAL LEARNING
DISTRICT LEVEL READINESS CONSIDERATIONS

• With support from district administration, is there commitment to developing & maintaining a 3-5 year district-wide action plan to build & sustain the MTSS/PBS/SEL framework across all schools?
  – What are potential avenues for collaboration/coordination based on existing initiatives and plans within district?
  – How will your district work with schools interested in MTSS/PBS/SEL framework development & implementation?
  – Considering readiness, buy-in and need, how will schools be identified to receive training and support?

• Which district representative(s) will serve as the MTSS District Coordinator(s) (i.e., lead contact, core decision makers) for all behavior/SEL initiatives within your district?
  – Who is in the current leadership role for related initiatives, such as school climate & discipline, social-emotional learning, etc.?
MTSS FOR BEHAVIOR/SOCIAL-EMOTIONAL LEARNING
DISTRICT LEVEL READINESS CONSIDERATIONS

• Is development of a district team a desired action item for the district and supported by administration? This team of stakeholders would be supported by the DE-PBS Project to lead development of action plan and drive implementation efforts.
  – What teaming structure would be a good match for our district context?
  – Do we have existing teams with similar goals with which we can integrate?
  – Would it make sense for our district to utilize a smaller core implementation/development team with a broader, representative team to support data-based action planning and implementation efforts?

• Who are the MTSS for Behavior/SEL Coaches with allocated time & skills identified by the MTSS District Coordinator(s) to receive DE-PBS Project support and provide in-district professional development and technical assistance?
DE-PBS & Red Clay District Partnership Shift

• DE-PBS through School Climate & Student Success partnership has MOU with Red Clay District
  – District leadership team imbedded
• Conducted PBIS Blueprint as baseline & provide direction
• Technical assistance shifted from select schools to district behavior support leaders
  – District team development guidance (discussing vision, outcomes, membership)
  – Ongoing leadership team agenda development & debrief support
  – Ongoing PD through project, such as coaching content & Tier 3 Redesign
LET’S EXPLORE STRATEGIES USED BY THE RED CLAY CONSOLIDATED SCHOOL DISTRICT TO SYSTEMATICALLY IMPLEMENT MTSS FOR BEHAVIOR.
Strategies

• Professional development focus
• MTSS Team Leader structures & supports
• District coaching & monitoring
• Establishing district leadership team
District Demographics

- Students- 17,032
- Schools- 27
- PBIS Schools- 14
- English Language Learners- 14.7%
- Special Education- 14.1%
- Low Income- 34.1%

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District-wide Multi-Tiered System of Support - Where did we start?

- Evaluated current MTSS status
  - Tier 1- School-wide
  - Tier 2/3- Problem Solving teams

- Why did we need a district-wide process?
  - Every building operating in silos
  - Continuity for students/staff

- Positive Outcome- Built MTSS system into district strategic plan
School Level MTSS Implementation

Team Development

- Team leader for each tier per building
- Team membership: 6-8 people, representative teams
- Meeting once a month for Tier 1
- Meeting twice a month for Tier 2/3 PST
  - Systems/student cases

Training - PST process

- Administration
- Team Leaders
- Building Staff and faculty
- District office
How Does the District and State Support This?

• **Building level meetings**
  – PBIS (School-wide), one hour per month, 6-8 team members
  – PST (Tier 2/3), two meetings per month, one hour each, 6-8 members
    – Systems Meeting
    – Student Cases

• **District level team leader meetings**
  – Substitute coverage for PBIS Team Leader meetings every other month
  – Substitute coverage for PST Team Leader meetings quarterly
  – PST and PBIS Team leader stipends yearly

• **State level ongoing professional development**
  – Tier 1 School-wide PBS & Systems for Positive Classroom Behavior Support
  – Tier 2 – Targeted team training & networking opportunities
  – FBA/ BSP training in Prevent-Teach-Reinforce (PTR) process
  – State supported substitutes
Team Leader Networking and District Training

Structure

- **Team Structure & Language Used:**
  - Tier 1 Teams = School-wide Teams with PBIS leads
  - Tier 2/3 Teams = Problem-Solving Teams with PST leads

- **Team Leaders- One per building for each tier (or co-leaders):**
  - Name submission from Principals yearly for team leader position

- **District Coach trains & supports team leaders on the following schedule:**
  - PST team leaders meet 4 times a year
  - PBIS team leaders meet every other month
  - PST and PBIS team leaders as well as suspending building administrator meet two times a year.
  - PST and PBIS teams- Ongoing collaboration within schools (shared members)
  - District coach supports building level custom PD
  - Maintenance- District coach meets individually with building admin and team leader every spring.
Sample Agenda Topics from Team Leader Meetings

• Thinking CAP Discussion- In quads, discuss possible alternatives to external suspensions that you think might work to decrease student misbehaviors. Make a short list of the interventions and be ready to give a brief description of the two three interventions you came up with as a group. Be ready to share out in 6 minutes.

• Clint Smith- “The Danger of Silence”  

• Disciplinary Alternatives to Suspensions - Hanover

• Video- The Behavior Education Program: a check-in, check-out intervention for students at risk
Sample Agenda Topics from Team Leader Meetings

- Student Scenarios - what would YOU recommend for any two of the four students?
- School Climate & Youth Development (Handout: Discuss @ school)
- Discipline: Effective School Practices (Handout: small group discussion)
- How to use school climate data (staff)- Large Group Discussion
- PST Brainteaser
- Childfind Regulations and questions
- Cause I Ain’t Got a Pencil (Poem)
District Coach- Spring Maintenance Meeting- Sample Agenda

• Strengths of the PBIS program (current year)
• Areas of Growth
• Goals for the (next) school year
• Using Big 5 data in faculty and PBIS meetings?
  – What data sources?
  – How often?
• Review triangle data. Reflections.
• Assessment Measures: Survey Monkey: Strength and Needs Assessment, School Climate Survey, TFI or Key Feature Evaluation?
• Summer planning meetings/PD?
• How can the district provide support next year?
An Increase in Emotional Intensity
Dependence on Role-Bound Authority
A Dependence on Punishment
Next: “We need a behavior support team”

- District Vision and Strategic Plan
- Behavior Support Coaches – 2 staff
  - Attend Bi-monthly Behavior Support Team (BST) problem solving meetings
  - Behavior Coaches meet with each building team leader one a month
    - Answers building specific questions
    - Develops upcoming agendas for Tier 1 or Tier 2/3 meetings
    - Action Planning
    - Attends building MTSS meetings
  - Train on MTSS district wide (tier 1, classroom management, teacher toolbox)
  - Provide custom building based faculty training, PLCs, targeted teams
  - Classroom management consultation with teachers
Next: “We need a behavior support team”

- District vision and strategic plan
- Behavior Analyst- 2 staff
  - Attend weekly Behavior Support Team (BST) problem solving meetings
  - Provide professional development district-wide
  - Support monthly psychologist meeting PD- 45 min-1 hr.
    - Topics include: FBA,BSP, self-care, internalizing behaviors, developing coping skill goals, how to collect meaningful data.
  - Consult on Tier 3 student cases
    - Paper review and feedback
    - Observation of student
    - Consultation with building based psychologist
    - Observation, Consultation and development of documents
Multi-Tiered System of Support

Tier 1 Team
Leader
School-wide Team

Tier 2 Team
Leader
PST Team

Tier 3 Team
Leader
PST Team

Plan SW & Class-wide supports

Universal Support through SW Program

Explicit Teaching of Expectations

System
Conversations
Uses process data; evaluates overall effectiveness; does not involve discussion of individual students

Problem Solving
Conversations
Matches students to interventions and monitors progress, making adjustments as needed

CICO
Group interventions
Group w. individual features
Brief FBA/BSP

FBA/BSP
PTR

Person Centered Planning

Uses Process data; determines overall intervention effectiveness

Adapted from the Illinois PBIS Network

DE-PBS Project March 2015
How did we determine what the process would look like for the Tier2/3 problem solving team structure?

• **Response to Intervention (RTI) under the IDEA**

• **State Administrative Code**
  – Problem Solving in General Education and Instructional Support Teams
  – Response to Intervention Procedures
Looking forward as a District

• Assessed and identified current areas of need
  – Increase social-emotional learning curricula district wide
  – Additional training in basic FBA/BSP development
  – Additional training in data collection and goal setting
  – Increase support for students with highest needs
  – Increasing district partnership to get mental health supports to students
  – Continuing to build MTSS in every building

• Increasing MTSS fidelity district wide
Developing a Red Clay District’s MTSS Behavior Leadership Team

• Membership
  – Cross district-level groups (pulling from silos)
  – Strategic school level invitations
    • PBIS & Non-PBIS
    • Elementary & Secondary
    • Successful & Struggling
Developing a Red Clay District’s MTSS Behavior Leadership Team

• Agenda Topics
  – MTSS understanding & current district structures
  – Discuss desired outcomes for district MTSS efforts
  – Current data exploration (fidelity, tier 3 survey, etc.)
  – Student case study & problem-solving discussion
  – District-wide MTSS expectations: required vs. flexible components
<table>
<thead>
<tr>
<th>MTSS Tier Level</th>
<th>Required Components</th>
<th>Flexible Components</th>
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| **Tier 3:** Data, Systems & Practices in place for FEW | Problem-solving Team  
Data-based Decision Making & Data Collection  
Functional Behavior Assessment & Behavior Support Plans | Individual Interventions  
Person centered planning  
PTR: Prevent-Teach-Reinforce |
| **Tier 2:** Data, Systems & Practices in place for SOME | Problem-solving Team  
Data-based Decision Making & Data Collection  
Relationship Building Intervention (minimum 1)  
Skill-based Small Group Intervention (minimum 1) | Additional Relationship Building Interventions  
Additional Skill-based Small Group Intervention based on building identified needs (may be aligned with re-teaching of social/emotional curriculum) |
| **Tier 1:** Data, Systems & Practices in place for ALL | Tier 1 Leadership Team  
Data-based decision making & Data Collection  
School-wide Expectations  
Teaching/Re-teaching of Expectations  
Major/Minor Flow Chart  
System for Correcting Problem Behavior  
Systems Meeting with Special/Student Services staff (minimum monthly) | Home Matrix  
Use of Incentives  
Social/Emotional Curriculum  
Integrated initiatives w/in Tier 1 MTSS  
- Responsive Classrooms  
- Leader in Me  
- Trauma-Informed Practices |
What’s Next

• Strengthen State leadership & MTSS understanding
  – MTSS – A & MTSS-B
• Support related State initiative integration
• Enhanced development of district leadership teams
• Expanding deeper understanding of district team to provide supports efforts
Thank you!
Questions? Ideas?

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