



Building Sustainability: Developing a Community of PBIS Coaches

Northeast PBIS Network Leadership Forum

May 17(18), 2018

Mystic, CT

Tracey Lamothe & Christine Peck

Cooperative Educational Services

Trumbull, CT

Learning Objectives



- **Identify** how to establish a PBIS Coaches Network to sustain implementation across schools, districts or regions
- **Apply** ideas from one model to your context
- Generate relevant content and structure for a network through examples, conversation and resources shared

Please follow the expectations in the conference guidebook for this session 😊

About our PBIS Team Coaches Network



- Began in Fall, 2013
 - Initially met from 8:30-11:30, currently – 8:30-11:00
 - Attendance has varied over the years, and within same year, from 10 to 40 coaches
 - We invite coaches from approximately 65 school teams that have trained with us since 2010
- **First** presentation had 40 slides, second had 48, most recent had 18.
- Planning started as session by session with varied formats, routines and materials, has become more predictable, effective and efficient over time
- Coaches attending range from teams in training to schools that have been implementing since the first C.E.S. training group 10 years ago

Research Context



- Effective coaching increases likelihood of implementation fidelity over time and coaches need ongoing support [***SWPBIS Coaching Workbook***, nepbis.org, 2015]
- PBIS schools that are “sustainers” are more likely to be part of a ***community*** of schools [McIntosh, Mercer, Nese and Ghemraoui, 2016]. The network fosters community across schools

Valued Outcomes



- Increase/maintain fidelity of SWPBIS implementation in the C.E.S. region by supporting team coaches in their role
- Establish an efficient way to share updated content and provide brief, cost-effective technical assistance
- Foster communication across schools and districts

Agenda for today

- Efficient and effective routines for managing the network
 - Predictable routine
 - Prompts for conversation
 - “Table Talks”
 - Debrief and feedback
- Sources of high quality, evidence-based content for network sessions
- Experience a network session
- Action plan for your context

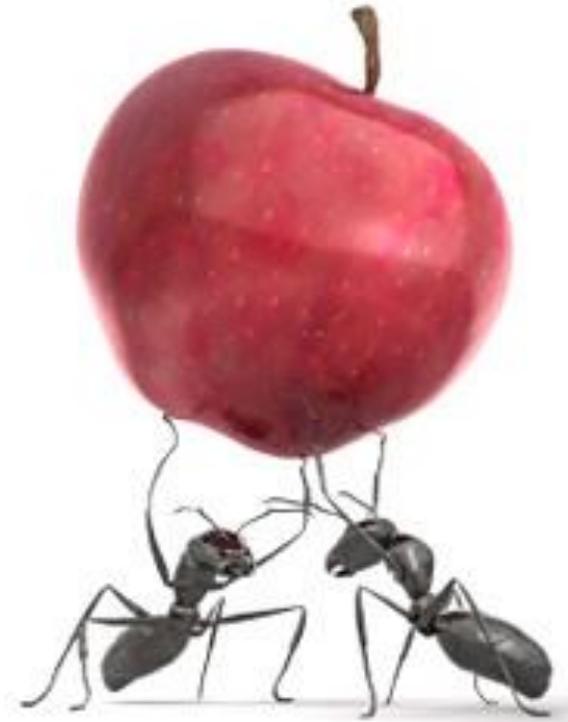
Notes & Action Plan Template: *Developing a Community of PBIS Coaches*, NEPBIS Leadership Forum, May 2018

Feature	Connection to current setting/practice	Ideas to consider/Questions	Next Steps
Valued outcomes			
Efficient & effective routines			
Sources of high-quality content			
Experience a session			

lanerhd@ces.k12.or.us

Handout for
notes

Efficient & Effective = Doable



Work Smarter, Not Harder

Predictable Routine



- Standard agenda designed to inform and spark conversation on timely PBIS topics
 - Brief greet/introduce & share activity: icebreakers, successes and challenges, questions
 - Content presentation to frame discussions
 - “Table Talks” – 3-5 choices, with resources and prompts as needed
 - Whole group debrief
 - Feedback to inform future topics & interim follow-up as needed

First agenda!

Welcome

- Introductions
- Networking, Celebrations, Problem-Solving



▶ PBIS COACHES NETWORK

The cornerstone of a school-wide PBIS system is a strong leadership team. In order for a school leadership team to be effective and successful, structures and routines must be put into place to assist the team as they develop, implement, and evaluate their school-wide PBIS system.

The role of the PBIS coach is to facilitate the team's ability to organize personnel and resources in developing and maintaining the PBIS system.

The C.E.S. PBIS Coaches Network offers an opportunity for the coaches of PBIS teams that are in training, as well as those that have completed training and are fully implementing PBIS systems in their school. The network creates a forum for coaches to gather, along with PBIS trainers to explore effective coaching practices to support and strengthen PBIS in their schools.

▶ MEETING DATES

2013-2014 Meeting Dates:

SEPTEMBER 26, 2013
8:30-11:30 AM

JANUARY 23, 2014
8:30-11:30 AM

MAY 28, 2014
8:30-11:30 AM

Meetings will be held at
C.E.S.
40 Lindeman Drive, Trumbull, CT



Cooperative Educational Services
25 Oakview Drive,
Trumbull, CT 06611

▶ PBIS Coaches Network

▶ FEATURES

- Small group format
- Specific to the needs of PBIS coaches

▶ BENEFITS

- Ongoing peer support from other PBIS coaches
- Targeted information from PBIS trainers
- Develop effective coaching skills and practices

First flyer

Christine Peck
peckc@ces.k12.ct.us
(203)365-8842

Tracey Lamothe
lamothet@ces.k12.ct.us
(203) 365-8874

Latest



C.E.S. PBIS Coaches Network

8:30-11:00

40 Lindeman Dr. Trumbull

Remember to RSVP ☺



October 27, 2017

March 6, 2018

May 31, 2018

The network offers an opportunity for PBIS team coaches to gather, along with PBIS trainers, to explore effective coaching practices that support efficient, relevant and doable PBIS systems in their schools. Please **RSVP by replying to this e-mail by 3/2/18** so we will be sure to have enough materials. To continue to offer the network at no charge, please bring your own coffee ☺
Note: **Space limited to 50 attendees**

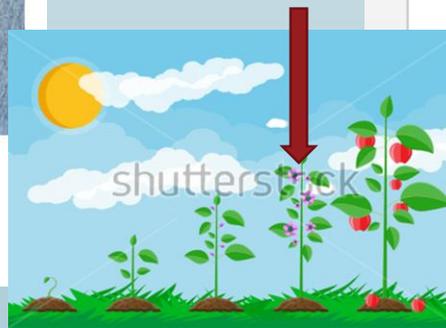
Join us for the PBIS Coaches network for some *Spring Spruce Up* conversations. Topics will be drawn from this most timely *Teach by Design* article from pbisapps.org:

<https://www.pbisapps.org/community/Pages/13-Ways-to-Get-Ready-for-Spring.aspx>

Check out this short list, complete with fun GIFs, and be ready to contribute to the conversation ☺

Agenda: 3/6/18:

- Free data to sustain your PBIS efforts: Tracey Lamothe
- Spring List – especially ideas 1,3,4,6,8,11,12
- Table Talks
 - *Morale boosters*
 - *Reteaching plans*
 - *Data – PBIS Assessments and outcome data*
 - *Action plans*



Prompts for conversations



C.E.S. PBIS Coaches Network



Table Talk – November 10, 2015

Coaching roles, responsibilities and activities

Complete the activity for your workbook section. Additional questions to facilitate discussion if needed:

1. To what extent do the guidelines and content in this section of the **Coaches Workbook** match the coaching practices in your school?
 - What's working well, strategies, ongoing activities?
 - Are there gaps that seem to impact achieving desired outcomes?

2. What **challenges** (in the context of PBIS coaching) exist in your district or school?
 - What actions may be taken to overcome them?
 - What support is needed?

3. What **successes** have you had promoting PBIS in your district or school community?
 - Communication to families, school board, community?
 - Connections to school and district improvement goals?
 - Sharing how PBIS relates to other school/district initiatives? Protecting resources?



C.E.S. PBIS Coaches Network



Table Talk – October 27, 2017

Beginning of year activities

Questions to facilitate discussion if needed:

1. Take a look at the **"Routines for On-Going Implementation"** task list for the start of the school year. Has your team been able to accomplish these tasks? What **efficient and effective** ways have you found to accomplish them?

2. What are some obstacles or challenges to establishing these ongoing routines? Solutions or possible solutions? Take a look at the **"Step 10 Guidelines"** for ideas to guide discussion.

3. Take a look at the 2-page Self-Assessment guide in the "SWPBIS Team Monthly Planning" handout. How might this help your team maintain essential functions of your PBIS system?

Prompts for conversations



C.E.S. PBIS Coaches Network



SUBSIST items 'Crosswalk' with our Table Talk Topics:

Issue 1: Staff Buy-In:

- Related SUBSIST items:
 - 1, 3, 5, 6, 17, 22, 28, 30-32, 38, 41, 42, 44, 46, 48, 49

Issue 2: Managing Acknowledgements:

- Related SUBSIST items:
 - 11, 14, 16, 20, 28, 30, 33, 38, 40



C.E.S. PBIS Coaches Network



Table Talk – October 27, 2017

Catch 'em Early: October Catch

Questions to facilitate discussion if needed:

1. What surprises you in the article provided? What resonates with you?
2. What indicators does your team monitor to identify students who may benefit from more intensive supports? How do the article recommendations and data connect to current reality at your school?
3. Are there patterns in the types of problem behaviors at your school? Do they include defiance and disrespect?
4. How might this information help your team improve intervention planning?

<https://www.pbisapps.org/community/Pages/The-October-Catch-with-Middle-School-Data.aspx>



10/10/2017

It's the first day of the year. Today is the day when your newly organized room full of supplies, clean desks, and freshly sharpened #2 pencils meets this year's class. It's the day when all your summer prep gets its first road test; it feels pretty good. By the third week you're hitting your stride delivering lesson plans and connecting with students. You know Sarah loves to be a helper. You notice Erin struggling in the transition between periods. Bryan laughs a lot at your corny jokes and lights up when it's time for group work. Chase tends to act out during most math lessons. You notice all the wonderful parts of the day and you file in your mind the times when your class feels out of control.

Before you know it, it's October. Those first few months can feel like a whirlwind; they also hold a glimpse of how the year will end for some students. It *feels* like it's possible to know early on there are students who would benefit from additional support, but did you know your instincts just might be backed up by data?

Office discipline referral (ODR) data tell you a lot about what's happening in your building, when it happens, how often it happens, and who's most likely to do it. Looking for specific ODR patterns helps you offer support (as early as possible) to the students who benefit from it the most. The best time to identify these students relies upon a little method we like to call The October Catch.

The Studies: More than a Feeling

Two research efforts focused on ODR trajectories. One study examined 581,775 referrals across 2500 elementary schools; the other examined 403,172 referrals across almost 600 middle schools. Researchers looked for how many referrals each student accumulated by the end of the year, and whether there is a time early on to intervene and change that trajectory. In both studies, the answer is a resounding YES and that time is October.

Check out the number of ODRs students accumulated on average every month. These are the data from the middle school study; the elementary school data look nearly identical

- For elementary schoolers with six or more referrals, 50% had two ODRs by the end of October.

Prompts for conversations



C.E.S. PBIS Coaches Network



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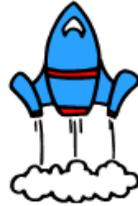
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Feedback from coaches

Coaches Network Feedback: 3/18/15

Three—Two—One



❖ What are **three** new ideas/understandings you gained from today's session?

❖ What are **two** topics you would like addressed at future sessions?

❖ What **one** feature of today's format worked for you? What **one** feature did not work for you?

- Features that coaches report work well:
 - Opportunity to talk to coaches from different schools
 - To hear from schools that have been implementing for a long time
 - Taking away new ideas
 - Resources shared are useful
 - Updates/assistance are helpful

Challenges

- Balancing networking with content, and enough structure, so all participants leave with meaningful take-aways
- Attendance tends to fluctuate – plan for adjusting format if more or less participants than expected
- Consistently offering engaging, relevant topics to maintain/boost attendance



Sources for content

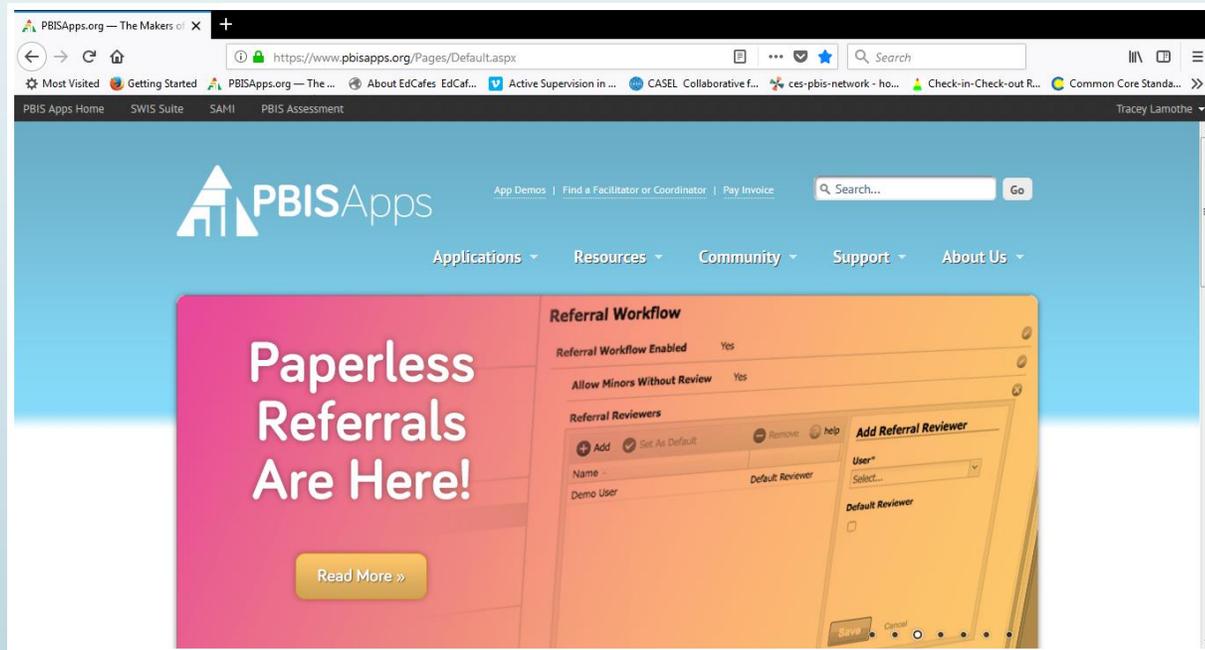
No need to reinvent the wheel!



High quality, evidence-based content

- ***SWPBIS: Coaching Workbook***
2015, nepbis.org
- ***SWPBIS Getting Started Workbook***
- ***Teach by Design***, pbisapps.org
- Pbis.org
- National Technical Center partners:
Missouri, Florida, Midwest PBIS
- School/district data, if access, to
determine common needs in your
network
- Coaches in your network
- Fall/winter/spring typical team
functions & ongoing routines
- Materials from conferences or
readings
- ***PBIS Assessments***, pbisapps.org
- Updated team training materials to
extend or boost particular content

Closer look: Teach by Design



3 of 4 **Table Talks** in Oct. guided by TBD 😊



C.E.S. PBIS Coaches Network

8:30-11:00

40 Lindeman Dr. Trumbull

Remember to RSVP 😊



October 27, 2017

March 6, 2018

May 31, 2018

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Note: Space limited to 50 attendees

We are pleased to continue offering these sessions **at no cost** to PBIS school team coaches in the C.E.S. region. Come prepared to share, and take away, ideas on efficient, effective ways to maintain the positive impact of PBIS at your school.

Agenda: 10/27/17

- Refresher on role of coaches and resources: Tracey Lamothe
- Exciting updates from pbis.org: Christine Peck
- **Food for thought: Table Talks**
 - **Beginning of year activities** – building & maintaining momentum
 - **Coaching Role** – what works well? Challenges? Fostering “Sustainers”
 - **Check-in /Out** – Top dos and don’ts
 - **Catch ‘em early** – proactive steps to prevent increases in problem behaviors



Try it out!

Experience our May 2017 session....



SAMPLE

PBIS 2016-2017 Coaches Network Session 3: Highlights from the Forum *Fostering Nurturing Environments*

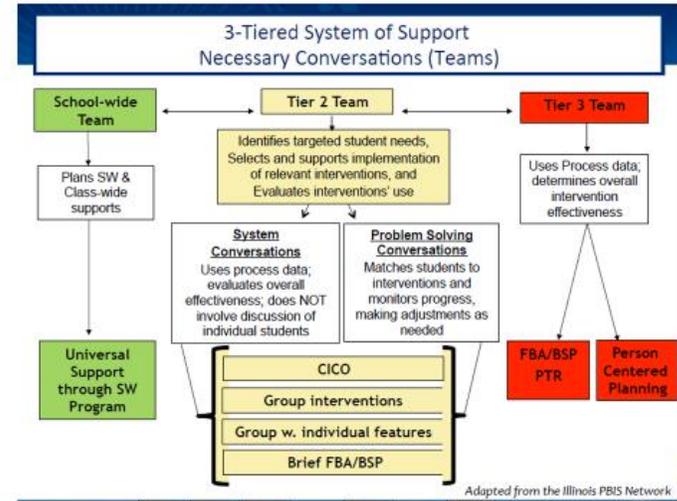
*Cooperative Educational Services
May 25, 2017*

Tracey Lamothe & Christine Peck

Agenda for today



- Highlights from the *Northeast PBIS Network Leadership Forum*, Mystic, May 18-19.
- **Table Talks:** Tier 2 Systems; SEL alignment with PBIS; Classroom Systems
- Coaching for ongoing implementation – end of year routines



SYSTEMATICALLY ALIGNING SEL WITH PBIS VIA EMPIRICALLY BASED INSTRUCTION AND MEASUREMENT

Sara Whitcomb, Ph.D.
Associate Professor, School Psychology
swhitcomb@educ.umass.edu

Peg Donohue
Assistant Professor, Counselor Education
peg.donohue@ccsu.edu

Karen Harrington
Assistant Director, Center for Youth Engagement
karen.harrington07@gmail.com

Getting to Know Us...
<http://www.brandywineschools.org/carrcroft>

**Be responsible
Be respectful
Be peaceful
Be safe**

**Positive Behavior Support
Tier 2: Targeted Team
Templates and Examples Packet**

Compiled by the
Delaware Positive Behavior Support Project
www.delawarepbs.org

Updated April 2017

**The Year of the Student
Experience**

PBIS at Attleboro High School

Athena Sullivan
Weston Pondolino

**CWPBIS Foundations:
Connecting to the Basics**

Northeast PBIS Network Leadership Forum
May 18th, 2017
Diane Myers

PSAs for Table Talk Topics... Tracey & Christine

SYSTEMATICALLY ALIGNING SEL WITH PBIS VIA EMPIRICALLY BASED INSTRUCTION AND MEASUREMENT

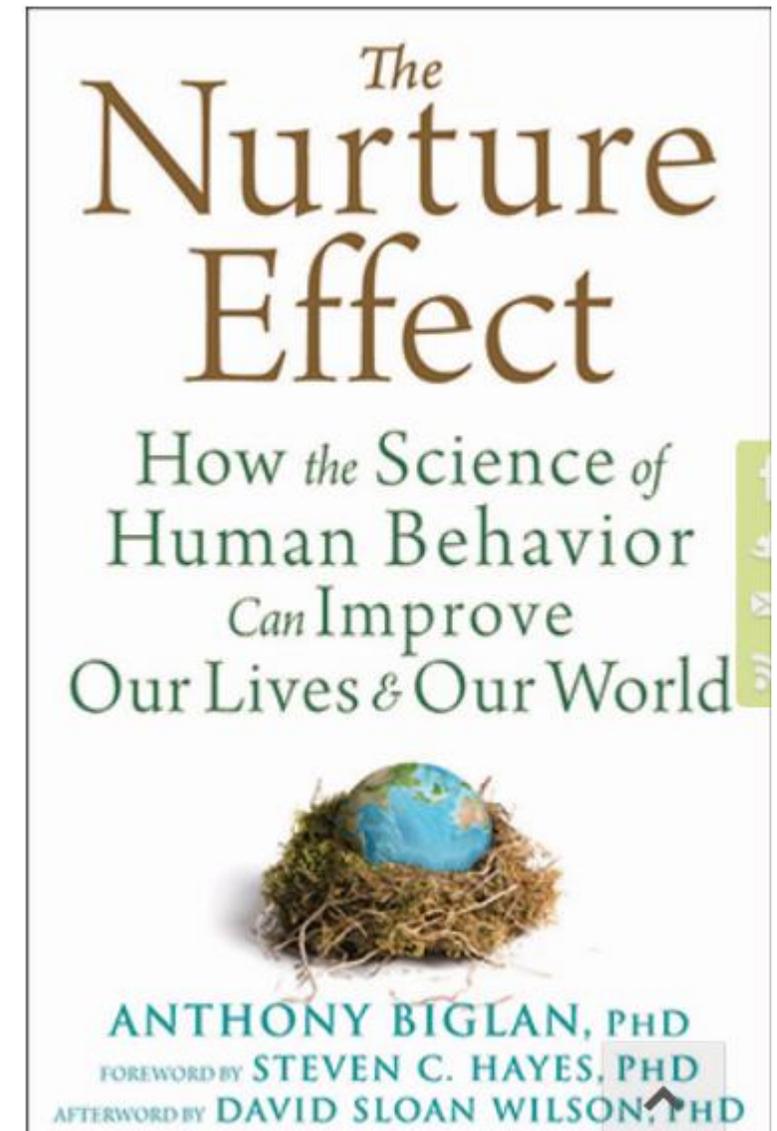


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Social-Emotional Learning (SEL) *Integration within PBIS*

UNIVERSITY OF MASSACHUSETTS
Getting to Know Us...
<http://www.brandywineschools.org/carrcroft>

Be responsible
Be respectful
Be peaceful
Be safe



My analysis of the details of tested and effective preventive interventions has convinced me that creating nurturing environments is fundamental to preventing most problems of human behavior and producing the kind of caring and productive people every society values. All successful interventions make environments more nurturing in at least three of four ways:

- Promoting and reinforcing prosocial behavior
- Minimizing socially and biologically toxic conditions
- Monitoring and setting limits on influences and opportunities to engage in problem behavior
- Promoting the mindful, flexible, and pragmatic pursuit of prosocial values

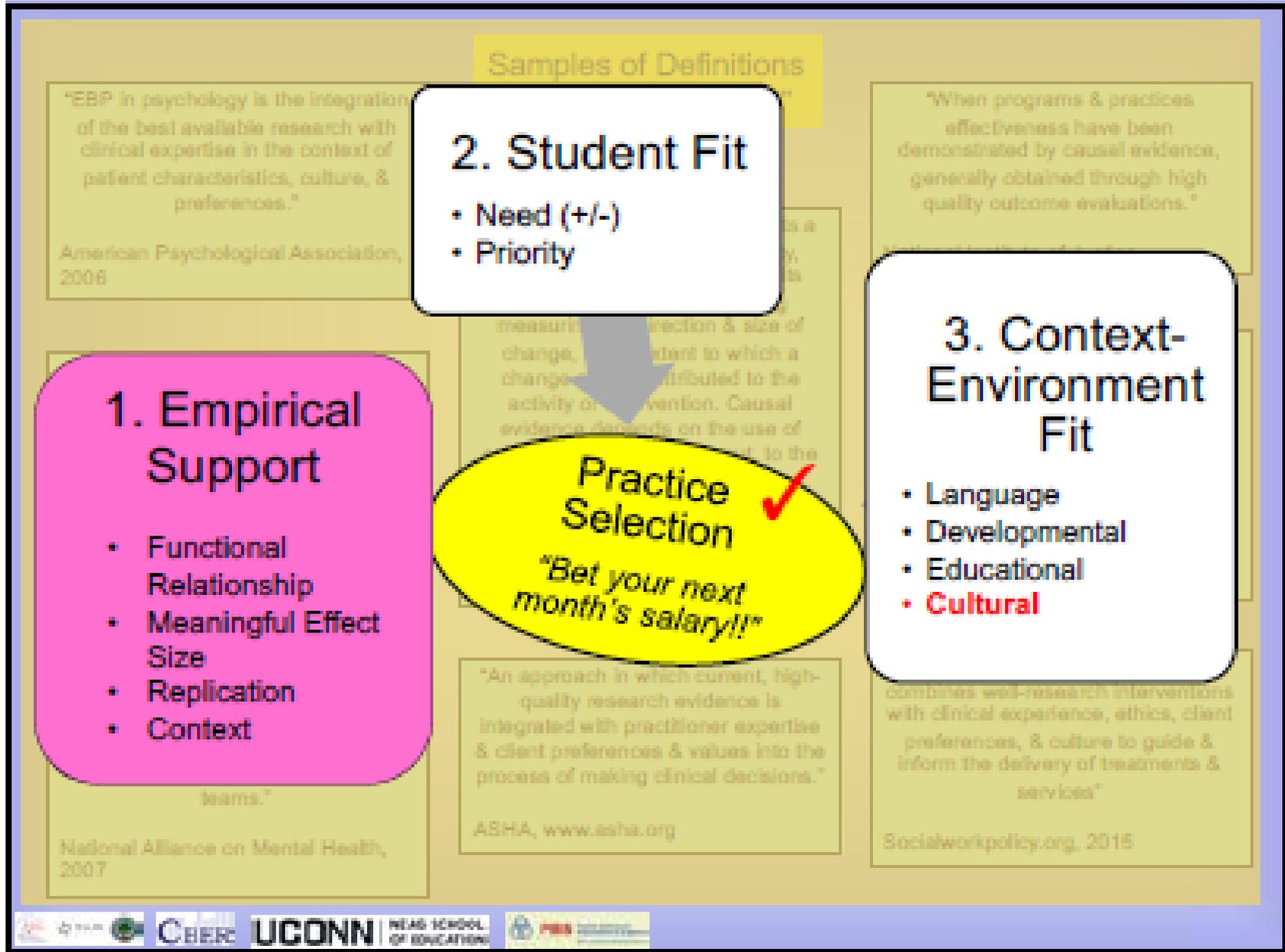
The Nurture Effect

How the Science of Human Behavior Can Improve Our Lives & Our World



ANTHONY BIGLAN, PHD
FOREWORD BY STEVEN C. HAYES, PHD
AFTERWORD BY DAVID SLOAN WILSON, PHD

Reference:
 George Sugai
 - Mystic
 presentation not
 yet posted



SOUTHEASTERN SCHOOL BEHAVIORAL HEALTH CONFERENCE

Doubling Down on PBIS: Increasing Our Precision & Implementation on Prevention and Behavioral Sciences

George Sugai
 28 April 2017 9:30-11:00
 OSEP Center on PBIS
 University of Connecticut
 George.sugai@uconn.edu
 www.pbis.org www.neswpbis.org www.cber.org

CEBER UCONN NEAS SCHOOL OF EDUCATION

SYSTEMATICALLY ALIGNING SEL WITH PBIS VIA EMPIRICALLY BASED INSTRUCTION AND MEASUREMENT



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SWPBIS-SEL Integration Plan

Adapted from Bradshaw et al. (2014) by Sara Whitcomb & DE-PBS Project

1. Develop a *Statement of Purpose*.

Consider:

- What efforts your building is planning to integrate, why this is important, and what is the vision or ultimate outcome you are trying to achieve?
- What is the team's concrete, measurable goal (e.g. increase in school climate scores, increase on SEL measures, decreases in disciplinary incidents, and decreases in nurse visits)?



Classroom-wide PBIS

Supporting evidence-based practices

CWPBIS Foundations: Connecting to the Basics

Northeast PBIS Network Leadership Forum

May 18th, 2017

Diane Myers



Intensive Classroom Management Support for Teachers in High-Need Settings

Lindsay M. Fallon, Ph.D., BCBA-D
Melissa A. Collier-Meek, Ph.D., BCBA
Adam B. Feinberg, Ph.D., BCBA-D

May 18, 2017

6th Northeast PBIS Network Leadership Forum

UConn



Discipline in High-need Settings

- ▶ Historically, students (a) from low SES backgrounds, (b) with disabilities, and, (c) from culturally and linguistically diverse backgrounds have been **disproportionally excluded** more from the learning environment due to behavioral concerns.
- ▶ When **students frequently leave the classroom** to be disciplined, academic achievement may be impacted
- ▶ Therefore, educators are encouraged to teach and reinforce both academics *and* **appropriate, prosocial behavior** in the classroom

UConn

(Algozzine, Wang, & Violette, 2011; Skiba, Peterson, & Williams, 1997)



Linking Classroom Rules and Routines to School-wide Expectations – Elementary Example

	Be Safe	Be Responsible	Be Respectful
Classroom 	<ul style="list-style-type: none"> Walk at all times. Keep your hands, feet, and objects to yourself. Pick up after yourself, and put your things where they belong. Push in your chair. Keep calm bodies at the carpet and at workstations. 	<ul style="list-style-type: none"> Keep your table and locker areas clean. Turn in your work when you're done. Put your name on your paper. Name: _____ Listen to and follow directions. Stay on task. 	<ul style="list-style-type: none"> Raise your hand and wait to be called on. Listen to others. Use good manners and appropriate language. Please and Thank You! Use an appropriate classroom voice volume. Play fair.

UConn



Linking Classroom Rules and Routines to School-wide Expectations – By Task



UConn

How do we currently coach for school-wide use of evidence-based classroom PBIS systems?

Linking Classroom Rules and Routines to School-wide Expectations – Secondary Example

Typical Contexts/Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All	Use inside voice. Raise hand to answer/talk.	Recycle paper. Put writing tools inside desk.	Do your best. Ask.
Morning Meeting	Eyes on speaker. Give brief answers.	Put announcements in desk. Keep feet on floor.	Put check by my announcements.
Homework	Do own work. Turn in before lesson.	Put homework neatly in box. Touch your work only.	Turn in lesson on time. Do homework night/day before.
Transition	Use inside voice. Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Go directly.
"I Need Assistance"	Raise hand or show "Assistance Card". Wait 2 minutes & try again.	Have materials ready.	Have plan. Ask if unclear.
Teacher Directed	Eyes on speaker. Keep hands to self.	Use materials as intended.	Have plan. Ask.
Independent Work	Use inside voice. Keep hands to self.	Use materials as intended. Return with done.	Use time as planned. Ask.
Problem to Solve	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

Linking Classroom Rules and Routines to School-wide Expectations – Explicitly teaching routines



School Rule	Be Safe	Be Respectful	Be Responsible
Respectful Student Behaviors	<ul style="list-style-type: none"> Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately 	<ul style="list-style-type: none"> Use kind words & actions Wait for your turn Cover up after self Follow adult directions Be silent with lights are turned off 	<ul style="list-style-type: none"> Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
Classroom Routines			
Starting the day	<ul style="list-style-type: none"> personal belongings in designated areas turn in homework put instructional materials in bins sharpen pencils & gather necessary materials for class be seated & ready to start class by 8:30 		
Entering the classroom	<ul style="list-style-type: none"> enter the room quietly use a conversation or "hello" voice keep hands, feet, objects to self walk move directly to desk or assigned area sit quietly & be ready to learn 		
Working independently	<ul style="list-style-type: none"> use materials to write have materials ready work without talking raise hand to ask for help keep working or wait quietly for assistance when the teacher is helping someone else move quietly around the room when necessary put materials away when finished begin next activity when finished 		
Asking for help	<ul style="list-style-type: none"> always get by yourself first use the classroom signal for getting assistance keep working if you can or wait calmly remember the teacher and other students may also need help follow the class signal for time when the teacher knows you have a problem concern let the teacher know if you need immediate help or if you can wait a while try to speak to the teacher privately & quietly if you do need other students involved 		
Completing & returning homework	<ul style="list-style-type: none"> collect your work to take home complete work, get parent signature when needed bring work back to school return work to homework bucket 		

UConn



Positive Behavior Support
Tier 2: Targeted Team
Templates and Examples Packet



Compiled by the
Delaware Positive Behavior Support Project
www.delawarepbs.org

Updated April 2017

Tier 2 Supports: Systems Conversations AND Problem-solving Conversations

Tier 2 Intervention Grid

Support	Description <i>TFI Feature 2.6</i>	School-wide Data: Entry Criteria	Data to monitor Fidelity	Data to monitor Progress	Exit Criteria (Decision Rules)
<p>Check In/Check Out:</p> <p><i>Participating students check in and out with a mentor each day on targeted goal.</i></p>	<ul style="list-style-type: none"> Additional instruction: Mentor provides strategies for successful completion of identified goals at check in, and provides feedback and reflection at check out. Teacher provides feedback to student based on class behavior and goals. Additional structure/predictability: Student checks in and out with identified mentor daily Increased opportunity for feedback: Student tracks feedback through the use of a daily progress report. 	<p>Behavior:</p> <p><input type="checkbox"/> SRSS-E7 score: Moderate</p> <p><input type="checkbox"/> SRSS-IS/16 score: Moderate</p> <p>or</p> <p><input type="checkbox"/> SRSS-E7 score: High</p> <p><input type="checkbox"/> SRSS-IS/16 score: High</p> <p>or</p> <p><input type="checkbox"/> 2 or more office discipline referrals (ODR) in a 5-week period</p> <p>or</p> <p><input type="checkbox"/> 2 or more tardies or absences per quarter</p> <p>AND/OR</p> <p>Academic:</p> <p><input type="checkbox"/> Progress report: 1 or more course failures</p> <p><input type="checkbox"/> Progress report: <i>Targeted for Growth for academic learning behaviors</i></p>	<p>Mentor completes checklist of all Check in/out steps and whether they were completed each day (percentage of completion computed)</p>	<p>Daily progress reports</p>	<p>SRSS-E7 score: Low</p> <p>SRSS-IS/16 score: Low</p> <p>With 8 weeks of data, student has made their CICO goal 90% of the time and there have not been any office discipline referrals. The teacher is then contacted for their opinion about if exiting is appropriate or if CICO should continue.</p>

Adapted from the work of:
Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2012). Systematic screenings of behavior to support instruction: From preschool to high school. New York, NY: Guilford Press.

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

The Systems-Conversation Approach to Tier 2: Making Your Targeted Interventions More Effective

Megan Pell, Ph.D. & Debby Boyer, MS
University of Delaware
Center for Disabilities Studies
Delaware Positive Behavior Support Project



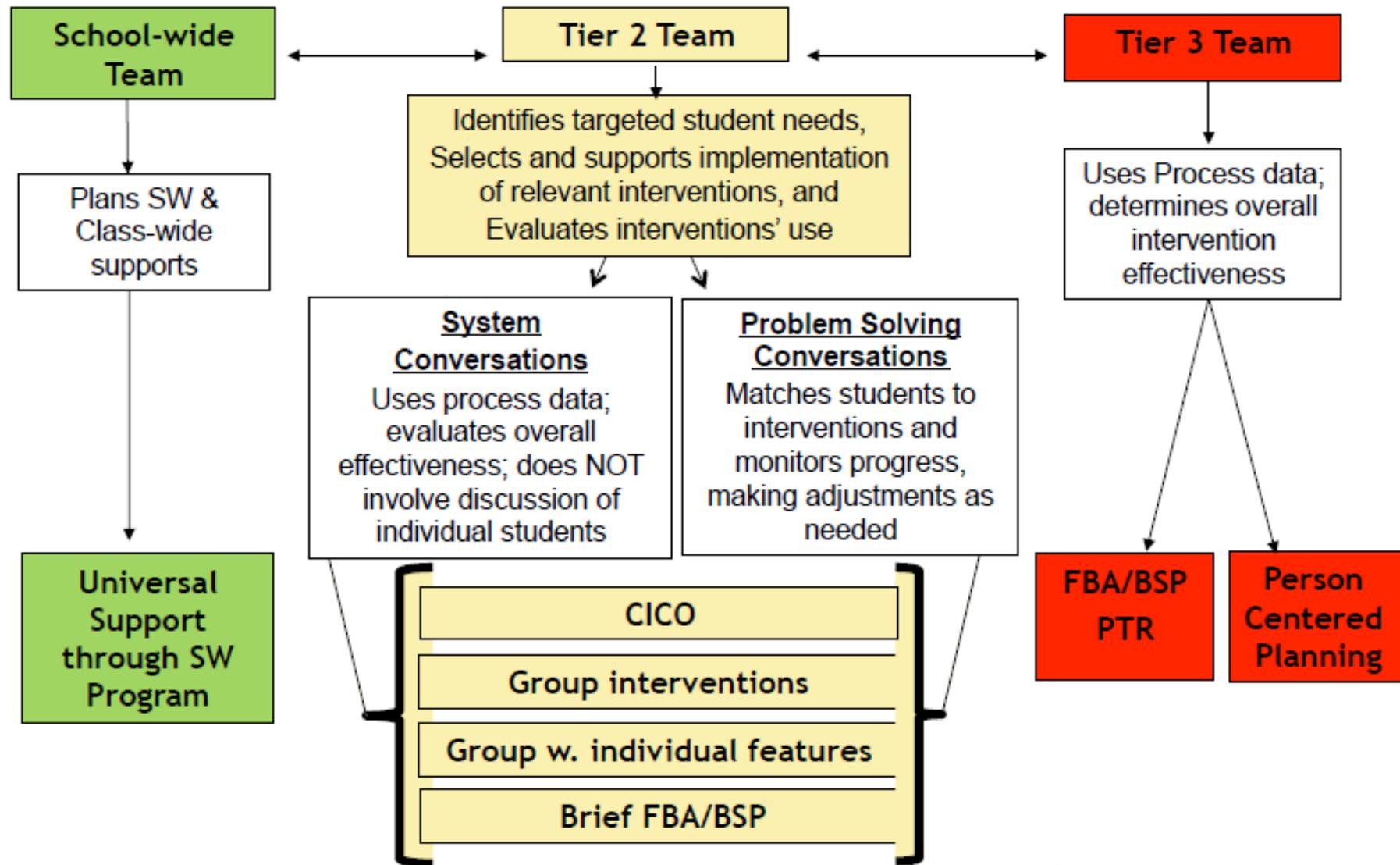
The System is Key

“When a school implements an intervention without careful consideration of the **systems features** necessary to guide **implementation**, the intervention is likely to [1] disappear quickly, [2] be implemented with poor fidelity, or [3] becomes part of a hodgepodge of interventions, none of which have documented effects.”

Anderson & Borgmeier, 2010



3-Tiered System of Support Necessary Conversations (Teams)



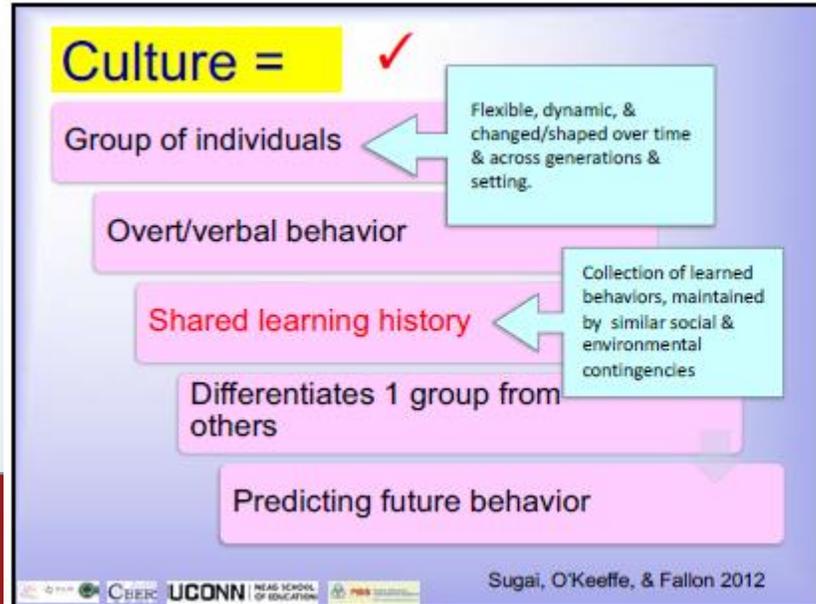
Adapted from the Illinois PBIS Network

Citation for pics here:

SOUTHEASTERN SCHOOL BEHAVIORAL HEALTH CONFERENCE

Doubling Down on PBIS: Increasing Our Precision & Implementation on Prevention and Behavioral Sciences

George Sugai 9:30-11:00
28 April 2017
OSEP Center on PBIS
University of Connecticut
George.sugai@uconn.edu
www.pbis.org www.neswpbis.org www.cber.org



BRITISH
FEMALE
MUSLIM
GAY

STEREOTYPES ARE THE VIEWS OF THE SKULL AND BONES

Culture & Equity

Culture, Context, & Learning History

EQUALITY EQUITY REALITY

Have you heard these comments?

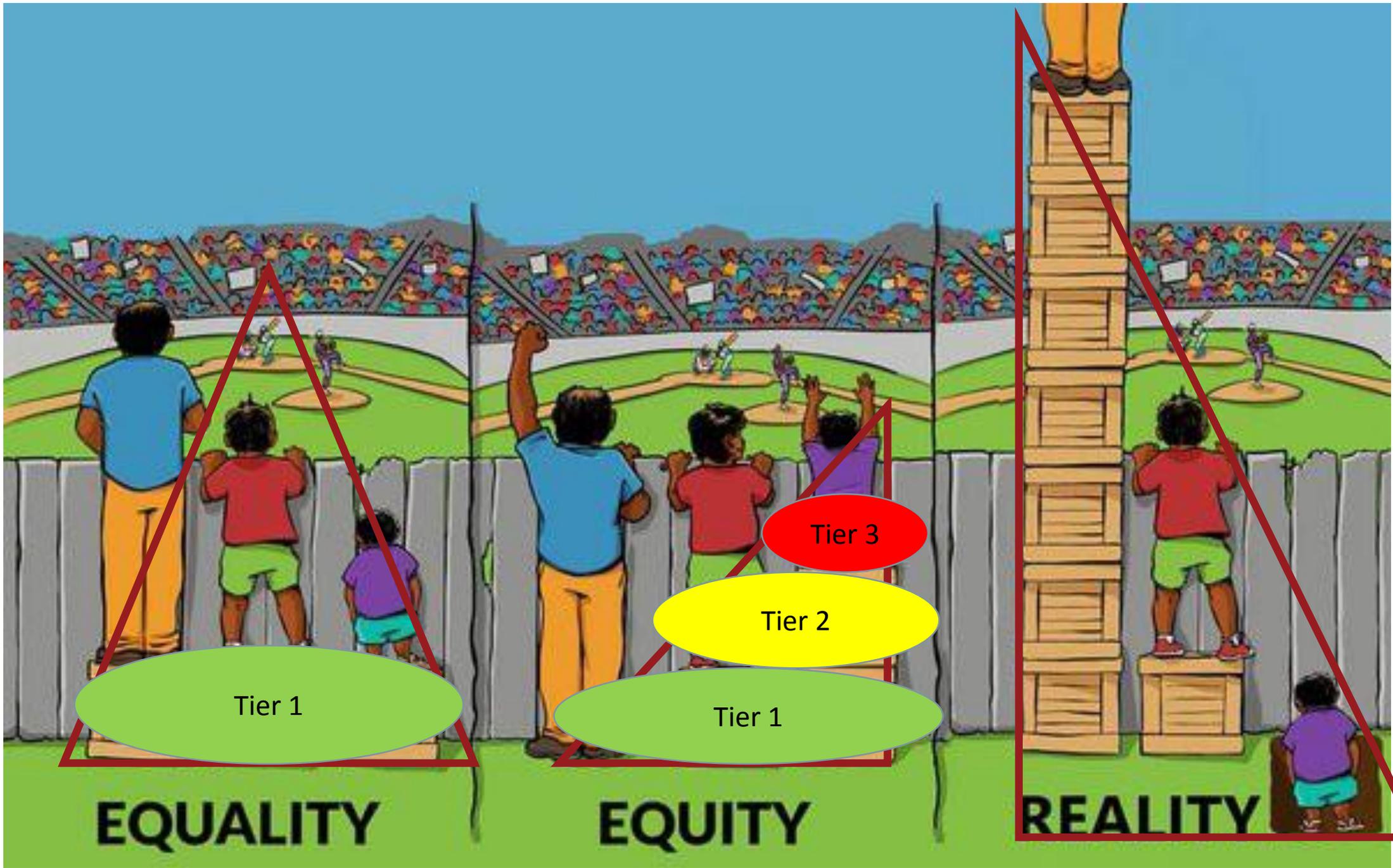
“It’s *not fair*” that some kids get more attention than others

“The ‘bad kids’ get more recognition than the ‘good kids’”

“I spend too much time giving attention to *those kids*.”

“The only fair thing is to give everyone the same thing”

What other comments have you heard about equity? Equality? Fairness?



EQUALITY

EQUITY

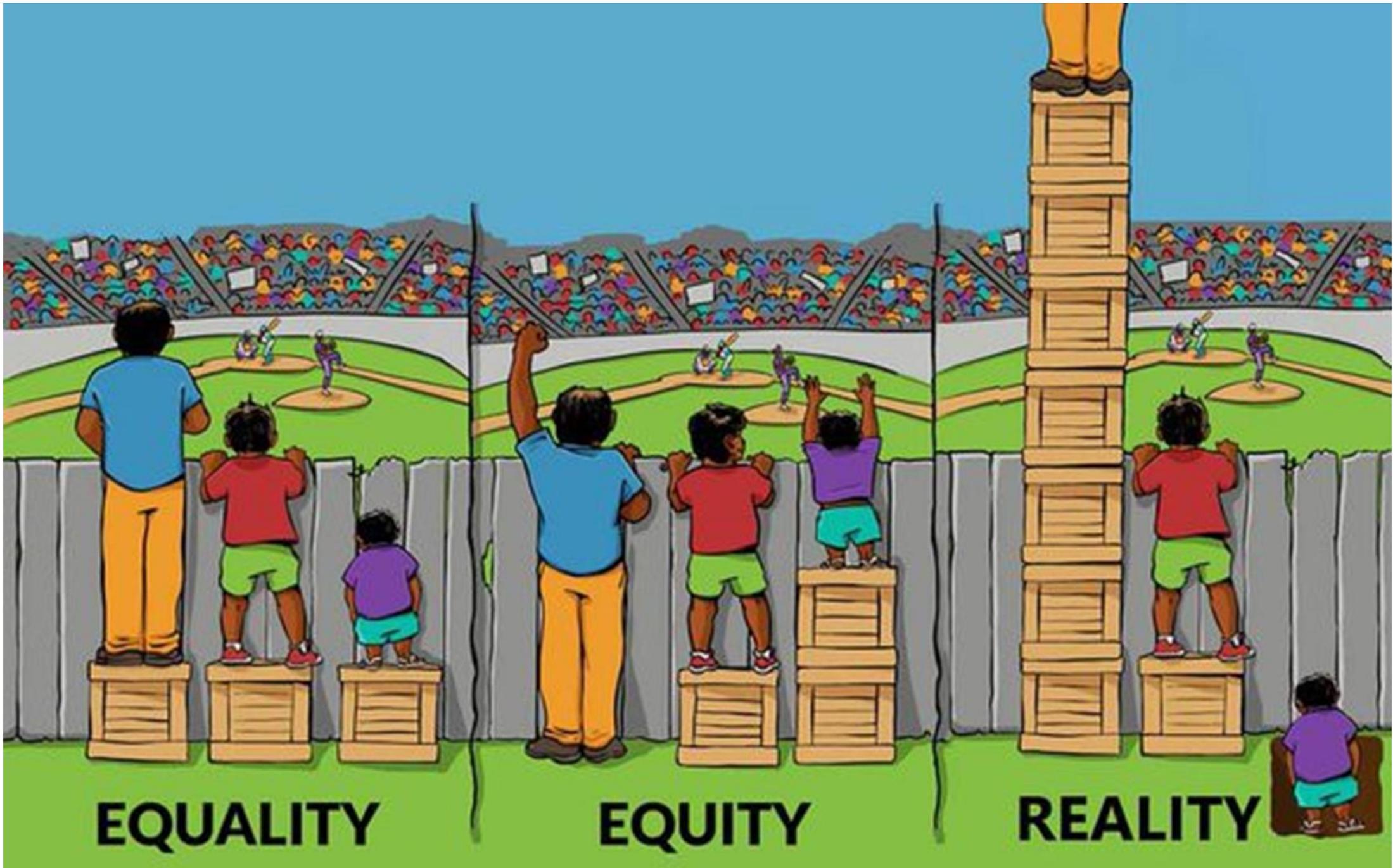
REALITY

Tier 1

Tier 1

Tier 2

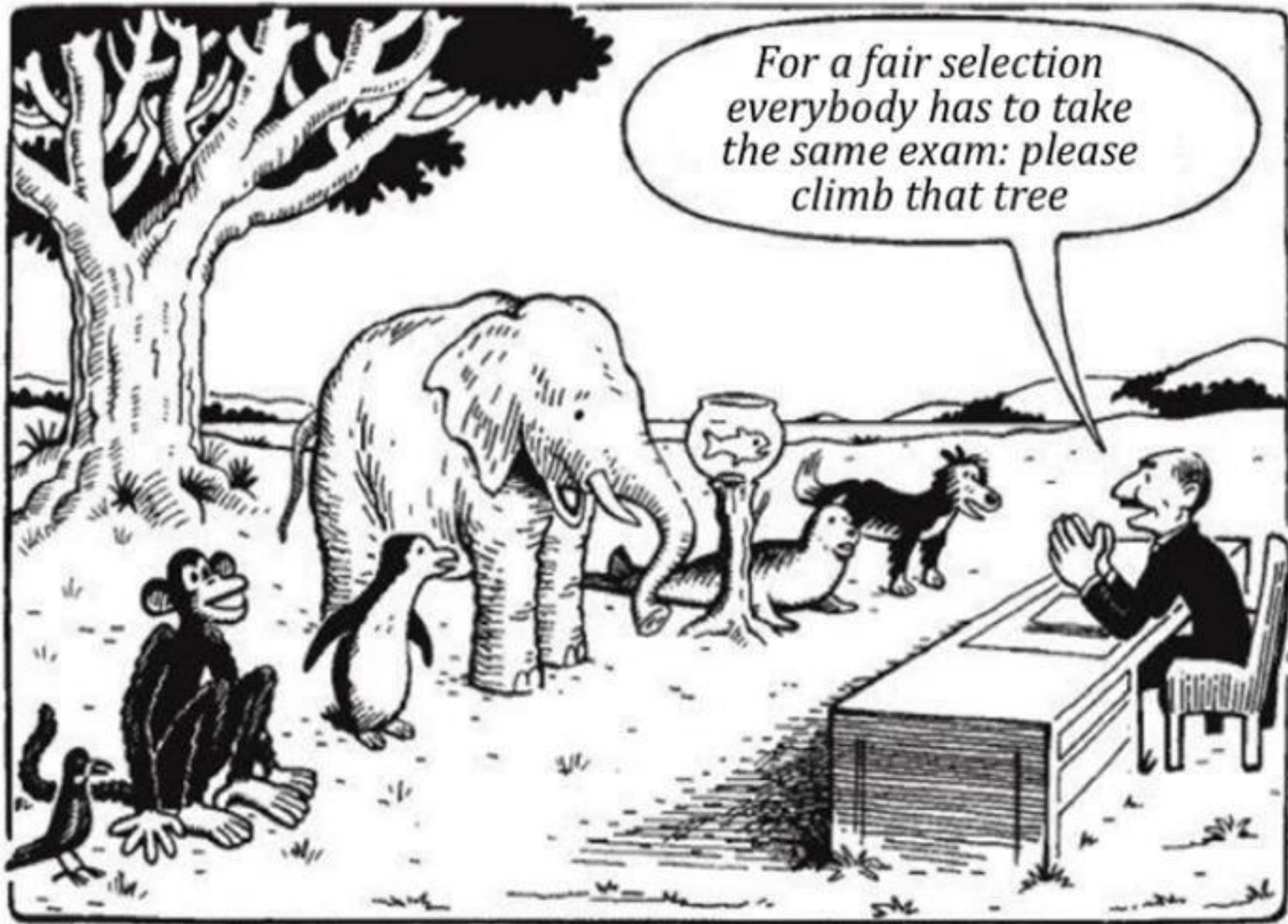
Tier 3



EQUALITY

EQUITY

REALITY

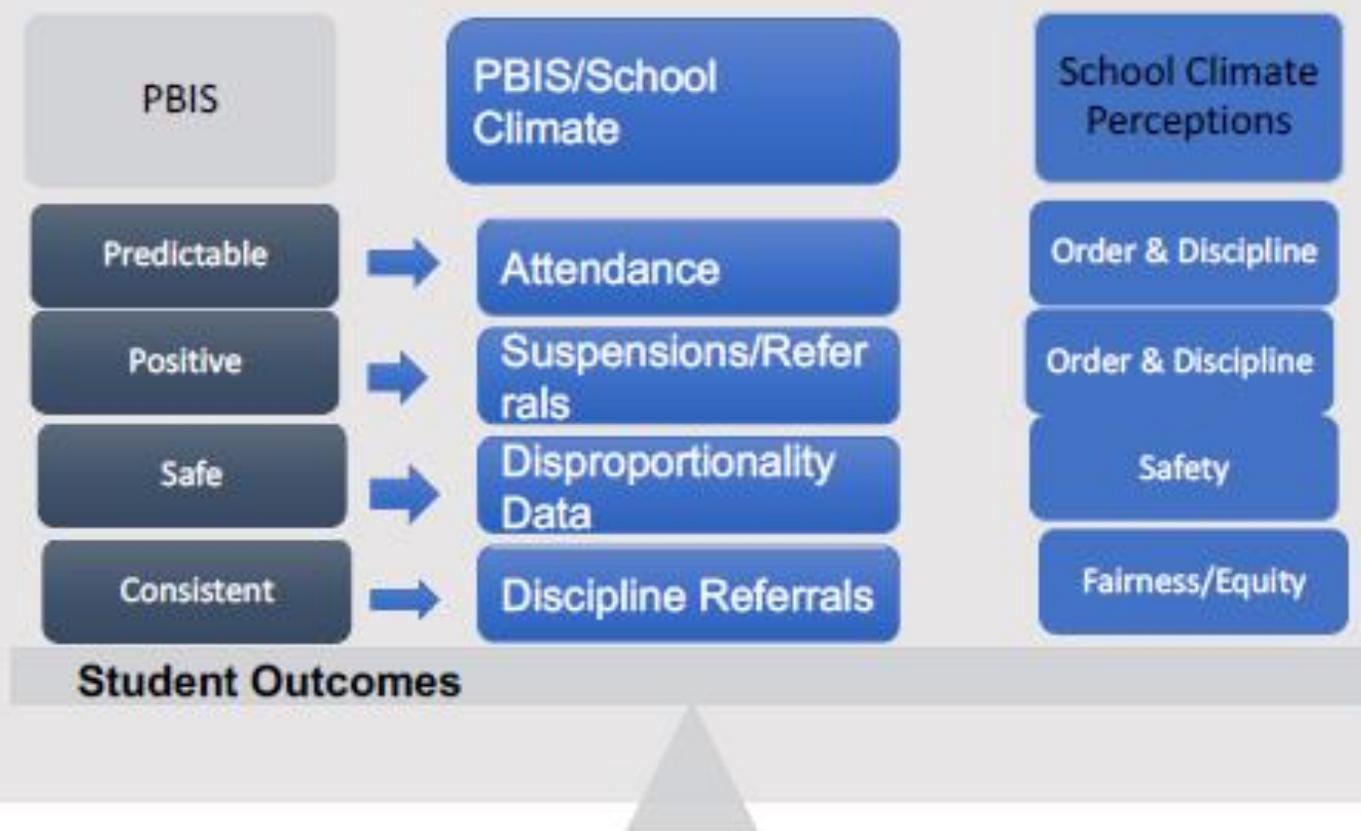


Equal means
giving
everyone
the same
thing

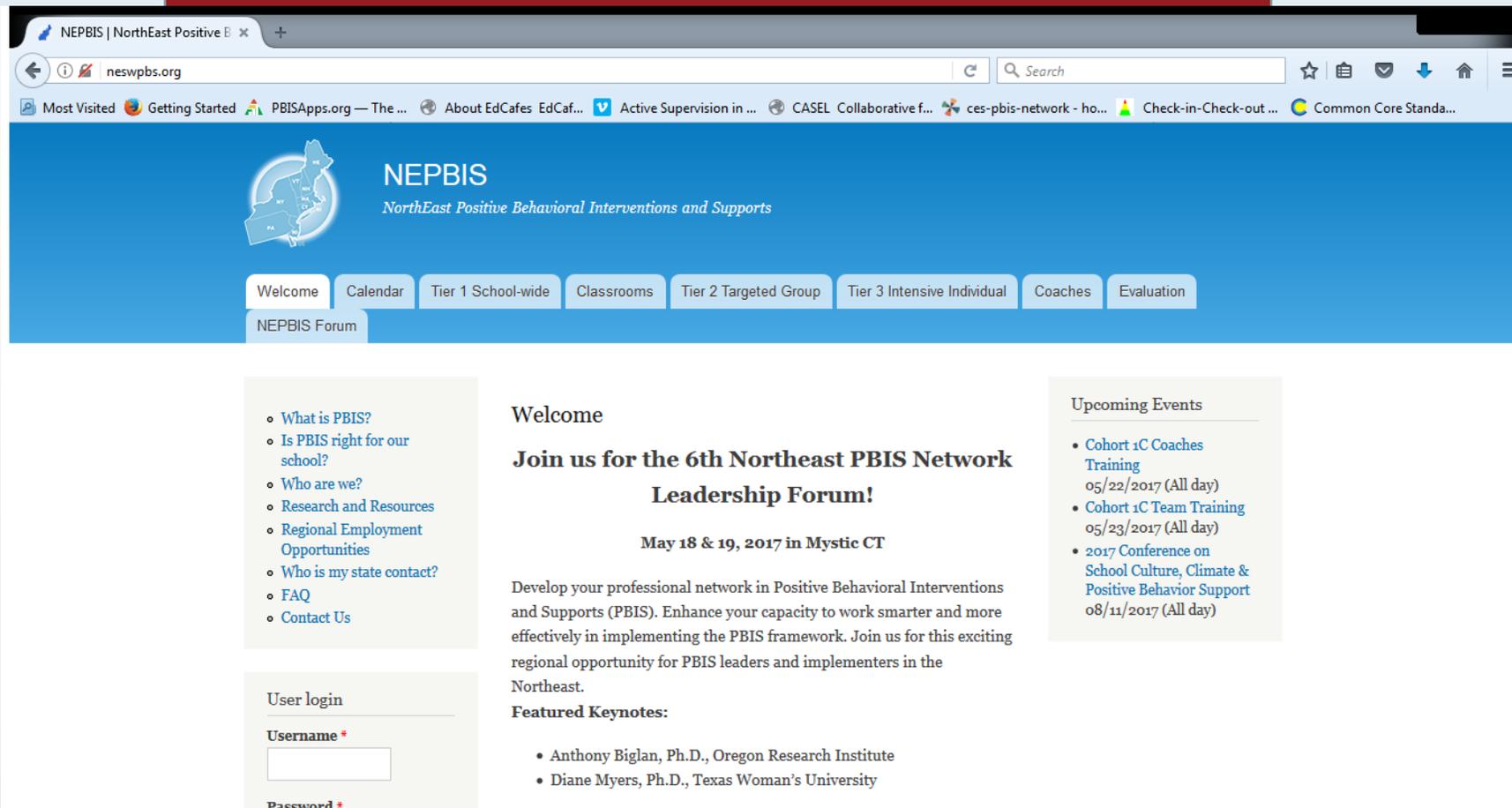
Fair means
giving
everyone
what they
need to
succeed

Equality
means
making the
school work
for everyone
by helping
everyone
succeed

Building a Framework...



ALL materials from the Leadership Forum are available at nepbis.org : Click on **“Northeast PBIS Forum”**



The screenshot shows a web browser displaying the NEPBIS website. The browser's address bar shows 'neswpbs.org'. The website has a blue header with the NEPBIS logo and navigation tabs. The main content area features a 'Welcome' section with a call to action for a leadership forum, a 'User login' form, and an 'Upcoming Events' list.

NEPBIS | NorthEast Positive B x +

neswpbs.org

Most Visited Getting Started PBISApps.org — The ... About EdCafes EdCaf... Active Supervision in ... CASEL Collaborative f... ces-pbis-network - ho... Check-in-Check-out ... Common Core Standa...

 **NEPBIS**
NorthEast Positive Behavioral Interventions and Supports

Welcome Calendar Tier 1 School-wide Classrooms Tier 2 Targeted Group Tier 3 Intensive Individual Coaches Evaluation

NEPBIS Forum

Welcome

Join us for the 6th Northeast PBIS Network Leadership Forum!

May 18 & 19, 2017 in Mystic CT

Develop your professional network in Positive Behavioral Interventions and Supports (PBIS). Enhance your capacity to work smarter and more effectively in implementing the PBIS framework. Join us for this exciting regional opportunity for PBIS leaders and implementers in the Northeast.

Featured Keynotes:

- Anthony Biglan, Ph.D., Oregon Research Institute
- Diane Myers, Ph.D., Texas Woman's University

Upcoming Events

- Cohort 1C Coaches Training
05/22/2017 (All day)
- Cohort 1C Team Training
05/23/2017 (All day)
- 2017 Conference on School Culture, Climate & Positive Behavior Support
08/11/2017 (All day)

User login

Username *

Password *

Routines for ongoing implementation? Step 10 in *Getting Started Workbook*

II.B.x STEP 10 – Build Routines to Ensure On-going Implementation

II Guidelines for Building Routines for On-going Implementation

- Work as a team
- Make decisions based upon data
- Consider needs of all students
- Integrate PBS activities into other initiatives and projects
- Begin teaching, learning, and behavioral expectations on the first day
- Involve students, staff, parents, and community
- Increase use of reminders and pre-corrections before and after transitions
- Increase/maintain high rates of positive acknowledgements
- Specify expected outcomes of every activity

For each item in your action plan, please also revisit additional guidelines related to systems and culture/context (repeated here for your convenience).

Guidelines for Systems

- Agreement by > 80% faculty and staff
- Include procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)
- Includes procedures for providing instruction to new faculty, staff, students, etc.
- Schedule continuous evaluation of effectiveness, efficiency, and relevance
- Include in school publications (e.g., handbook, posters, newsletters, etc.)

II Guidelines for Culture and Context

- Involve staff, students, & families in development
- Contextually/culturally appropriate (e.g., age, level, language)
- Examine disaggregated data to ensure implementation of each feature works for all subgroups of students

ACTIVITY: Routines for On-Going Implementation

Consider the following objectives related to establishing routines for on-going implementation at the start and conclusion of the school year. Ensure each item is reflected in your action plan, as appropriate.

Tasks/Objectives related to Preparation for START of School Year

1. Set PBIS team meeting schedule
2. Review membership of PBIS team
3. Update written policies and procedures
4. Collect data to establish/ modify PBIS action plan for next year
5. Orient new staff members
6. Teach expectations to new students
7. Review/reteach expectations with returning students
8. Orient parents
9. Set up data management system
10. Develop proactive transition plan for at- or high-risk students

Tasks/Objectives related to Preparation for CONCLUSION of School Year

1. Prepare students for next grade/teachers
2. Prepare next grade/teachers for new students
3. Prepare students for transition to new school
4. Teach/pre-correct expectations and routines for end of school year
5. Review and reinforce expected behaviors
6. Arrange events to celebrate successes of all student and staff
7. Survey staff on status of school-wide PBIS (e.g., EBS survey)

PBIS SCHOOL-WIDE TEAM ---- "YEAR-AT-A-GLANCE"

MONTH	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES)	COMMUNICATION WITH STAFF
Before students return	- Review prior year's ODR graphs, attendance, & academic data.	- Establish monthly PBIS School-wide Team meetings. - Establish schedule for reporting to & celebrating w/staff. - Plan for staff, student, parent, and bus driver kick-offs. - Plan for how School-wide Team will provide data/coordinate with team/staff managing Targeted Intensive Interventions.	- Conduct staff kick-off.	- Staff kick-off
1 st Week of School			- Conduct student kick-off. - Administer kick-off evaluation survey. - Conduct school-wide celebration.	
September	- Review ODR graphs, attendance, & academic data. - Review results of kick-off evaluation survey.	- Conduct PBIS School-Wide Team meeting(s). - Plan for fall school board presentation.	- Conduct bus driver kick-off. - Administer EBS/PBIS Survey to staff. - Conduct grade level celebrations.	- Present results of kick-off evaluation survey.
October	- Review ODR graphs, attendance, & academic data. - Review results of EBS/PBIS Survey.	- Conduct PBIS School-Wide Team meeting(s). - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for fall booster. - Process Team Implementation Checklist & do Action Plan.	- Teach scheduled Cool Tool. - Conduct grade level celebrations. - Present to school board.	- Present EBS/PBIS Survey results. - Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate.
November	- Review ODR graphs, attendance, & academic data.	- Conduct PBIS School-Wide Team meeting(s). - Develop needed Cool Tool lesson(s) & Schedule time to teach.	- Teach scheduled Cool Tool. - Conduct grade level celebrations. - Conduct fall booster.	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate.
December	- Review ODR graphs, attendance, & academic data.	- Conduct PBIS School-Wide Team meeting(s). - Develop needed Cool Tool lesson(s) & schedule time to teach. - Process Team Implementation Checklist & do Action Plan.	- Teach scheduled Cool Tool. - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate.
January	- Review ODR graphs, attendance, & academic data.	- Conduct PBIS School-Wide Team meeting(s). - Develop needed Cool Tool lesson(s) & schedule time to teach.	- Reteach school-wide expectations 1 st day back from break. - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate.
February	- Review ODR graphs, attendance, & academic data.	- Conduct PBIS School-Wide Team meeting(s). - Develop needed Cool Tool lesson(s) & schedule time to teach. - Plan for spring booster.	- Teach scheduled Cool Tool. - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate.
March	- Review ODR graphs	- Conduct PBIS School-Wide Team meeting(s)	- Teach scheduled Cool Tool	- Present school-wide data update AND decide which

Your Turn...

- *Table Talks*



Sample

Table Talks



- Choose a focus area of interest to you and move to that table.
- Take a few minutes to individually preview the handouts provided. Choose a facilitator, if not assigned, and a recorder to use the Table Talk notes sheet to capture group's thoughts.
- Discuss what interests you from the material. Consider how it connects to your school's PBIS system development. Table Talk sheet lists how to access details at nepbis.org
- We should have time for multiple stations – feel free to move any time and visit nepbis.org for more Forum resources.
- Be prepared to share out with the larger group at 10:30.

Discussion & Action Planning

Your next steps?



A hand-drawn diagram of an action plan. It features a green border and two red circular markers at the top. The title 'ACTION PLAN' is written in blue capital letters. Below the title is a table with four columns labeled 'WHO', 'WHAT', 'WHEN', and 'HOW' in red capital letters. The table has three rows, with the first row containing the column headers and the subsequent two rows being empty.

WHO	WHAT	WHEN	HOW

Thank you for coming! Please
complete the session evaluation

Tracey Lamothe

lamothe@ces.k12.ct.us

Christine Peck

peckc@ces.k12.ct.us

