

# Cultivating Collective Ownership

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University of Vermont



**Northeast  
PBIS Network  
Leadership  
Forum**

MAY 17-18, 2023



# Access Conference Program and Session Materials at NEPBIS.org

ME

NEPBIS  
Northeast Positive Behavioral Interventions and Supports

DISTRICT ▾ TIER 1 SCHOOL-WIDE ▾ ADVANCED TIERS ▾ CLASSROOM PBIS COACHES ▾ TRAINERS ▾

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## NEPBIS Forum

May 18th and 19th 2023

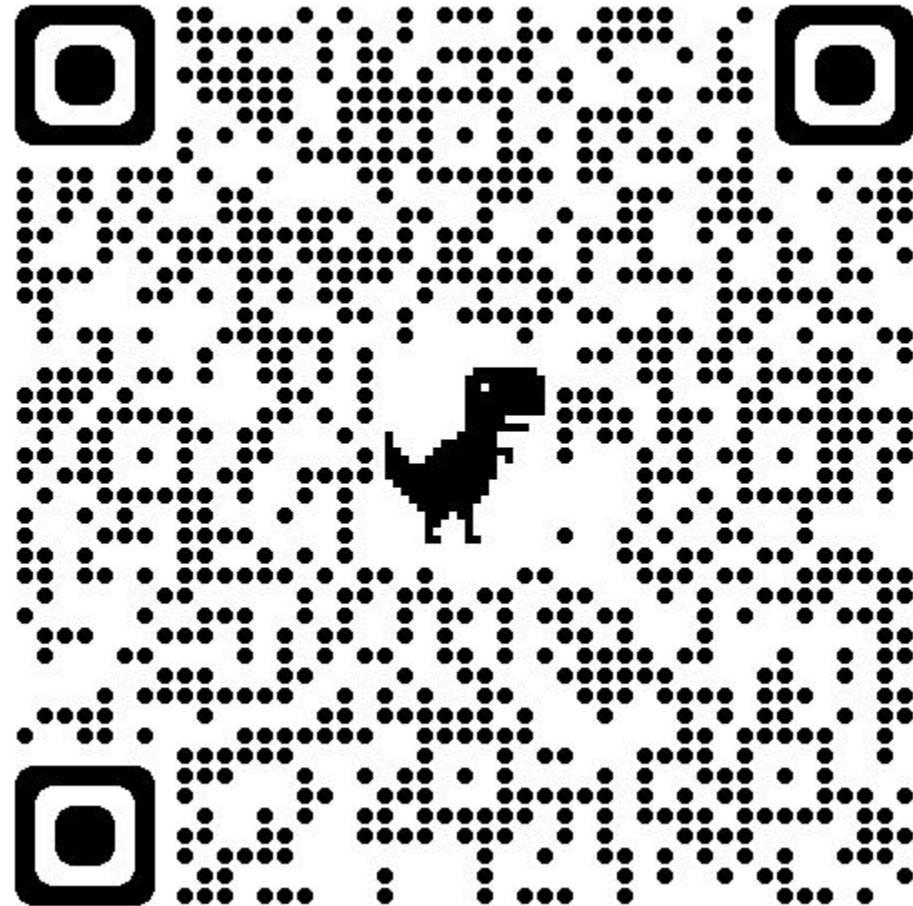
< Mystic Marriott Hotel & Spa, Mystic, CT >

WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!

REGISTRATION IS NOW OPEN! [Click Here for more info](#)



# QR Code for this Presentation

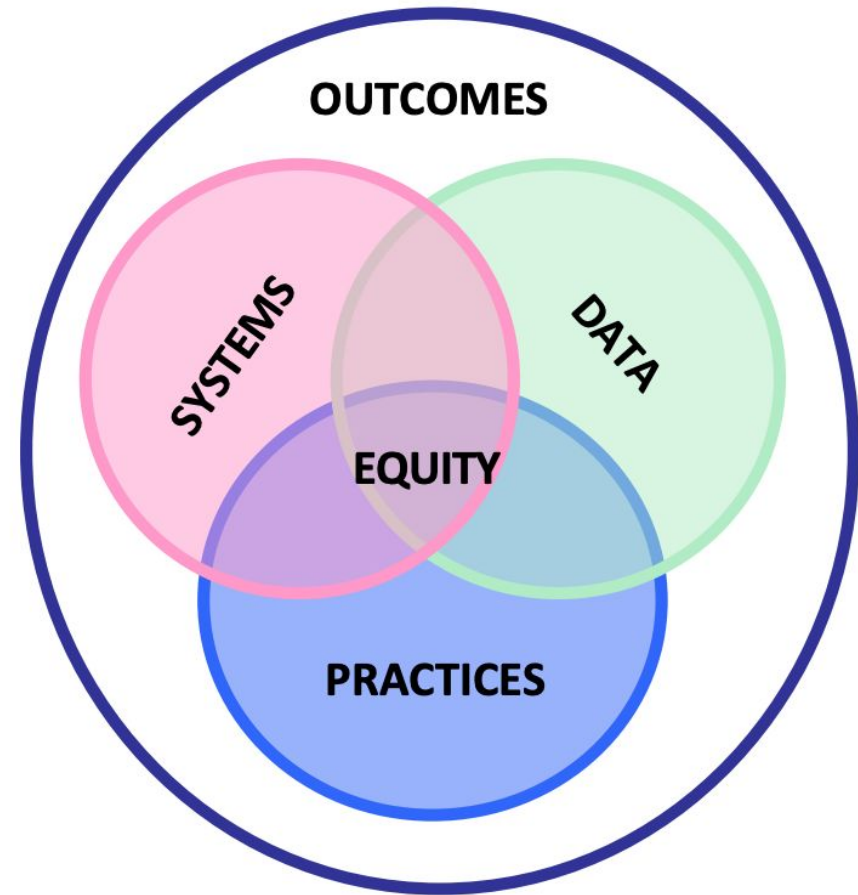


# Who we are:



# Agenda

- Vermont context
- Collective Ownership vs. Buy-In
- Tools and Resources
- Q & A



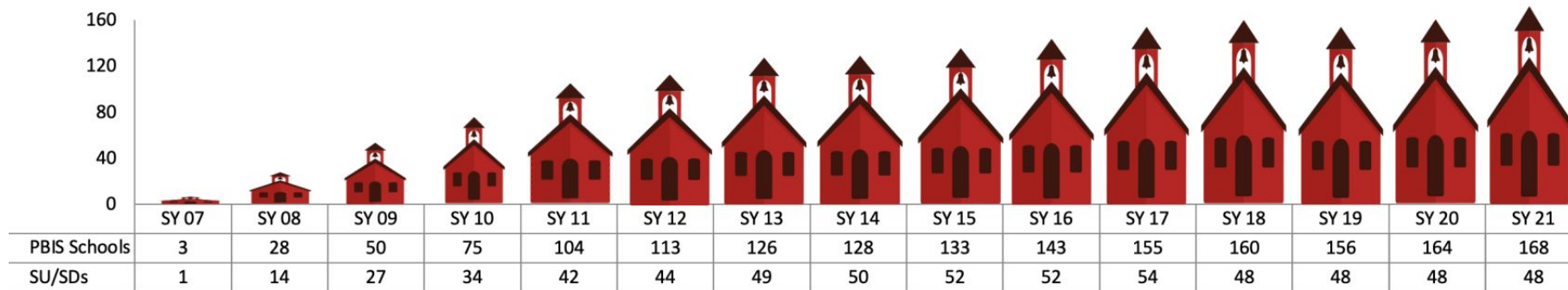


# Vermont Context

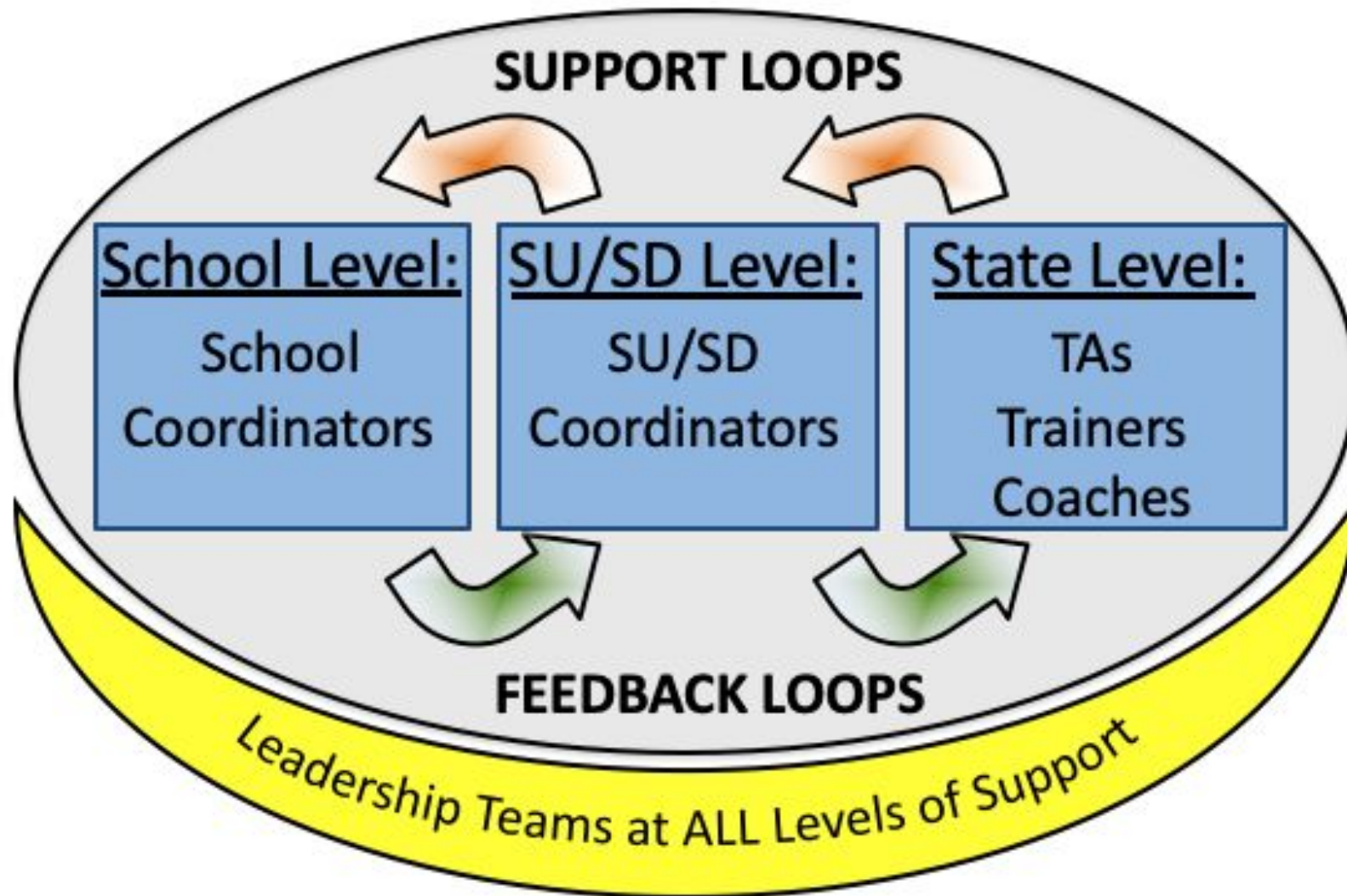


## Where is VTPBIS?

168 schools  
48 districts &  
supervisory unions



# Vermont Cascade of Supports



# Connection to TFI 3.0 Items: Tier 1

## Cultivating Collective Ownership

### 1.1 Team Composition

### 1.14 Faculty and Staff Engagement

### 1.15 Student Engagement

### 1.16 Family and Community Engagement

### 1.18 Using School and Community Data to inform Tier 1



**BREAKING NEWS**

## TFI 3.0 Validation Study

We are excited to announce that participating schools can now enter a drawing\* for **one discounted registration** to the **National PBIS Leadership Forum** in Chicago on October 26-27, 2023!

The TFI 3.0 can enhance action planning around equity, mental health and classroom implementation

\*Up to 250 winners will be randomly selected  
Drawing closes June 30, 2023

Go to [nepbis.org](https://nepbis.org) for study details including FAQs and how to participate!

This research is being conducted by Dr. Jennifer Freeman (jennifer.freeman@uconn.edu), Associate Professor at UConn's Neag School, Department of Educational Psychology in collaboration with the Center on PBIS





# Collective Ownership

## Welcoming Activity:

- Turn to a neighbor, introduce yourself with your name, state, and role, and discuss what comes to mind when you think of collective ownership.



# Collective Ownership

**“ The buy-in dynamic creates a transactional relationship between leaders and followers, one that frequently relies on rewards and sanctions rather than a shared vision.**



**Robert Feirsen**

# Collective Ownership

- [Why Teacher Buy-in is Overrated, Ownership, Not Buy-In](#)

<b>Collective Ownership</b>	<b>Buy-In</b>
Grows from within (engagement)	Imposed from without
Shared responsibility & commitment	Compliance
Deep knowledge/understanding	Basic awareness of requirements
“This is who we are”	“They say I have to do this”
Mindset change	Negotiation - offer/acceptance cycle

# Collective Ownership - Supporting Each Other

From the perspective of various roles in your school community, discuss what you need from your colleagues in order to:

- implement PBIS with fidelity
- participate fully
- feel a sense of collective ownership.

Collective Ownership Supporting Each Other in Our PBIS Implementation	
From the perspective of your differing roles, discuss what you need from your colleagues in order to implement PBIS with fidelity, participate fully, and feel a sense of collective ownership.	
What supports do we need (in our different roles) from our colleagues?	
What supports do we need (in our different roles) from administration and the PBIS team?	
What ongoing learning opportunities and topics would be helpful?	
How can we best provide and support 2-way communication between colleagues about PBIS implementation components and updates?	

## Collective Ownership Activity



# Collective Ownership - Supporting Each Other

- Turn to a neighbor and discuss the following:
  - What supports do we need (in our different roles) from our colleagues?
  - What supports do we need (in our different roles) from administration and the PBIS team?
  - What ongoing learning opportunities and topics would be helpful?

[Collective Ownership Activity](#)

# Team Composition



TFI 3.0  
1.1

[Link to video](#)

# Tools and Resources

# Why Gather Voice?

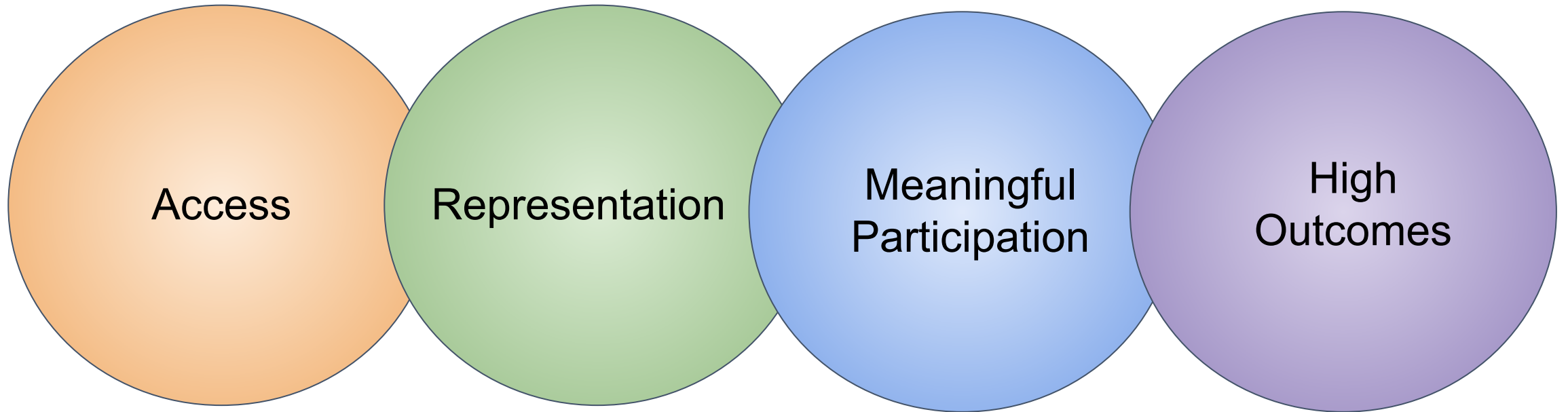
- Enhances contextual fit of PBIS
- Helps staff develop feelings of collective ownership and accept responsibility for sustaining effective PBIS practices
- Provides students and families/caregivers with agency and authentic and collaborative connections to school.



# Why Gather Voice?

- It's in the new TFI!
  - Teams purposefully and regularly engage...
    - ...All faculty and staff...
    - ...Students that are representative of (a) the schools' demographics and (b) any marginalized groups...
    - ...Families and community members that are representative of (a) the schools' demographics and (b) any marginalized groups
  - ...in co-designing and actively revising the content and implementation of foundational Tier 1 practices (and systems, for staff)

# Gathering Voice Equitably



Midwest and Plains Equity Assistance Center (MAP) Ruthie Payno Simmons

# Gathering Voice Guidelines

Ensure that your process centers on **equity** and **cultural responsiveness**:

## **ACCESS:**

- Communication supports provided for those who need them.
- Students provided opportunities to respond and participate in preferred language and in ways that are developmentally and culturally appropriate.
- Invitations and opportunities for families/caregivers to participate and respond are offered in language that is understandable by a non-educator and in preferred language.

## **REPRESENTATION:**

- Pay particular attention to inviting and gathering voice from those who are representative of the school's demographics and any underserved populations.
- Gather input beyond easily-accessed groups (i.e. student council or parent-teacher organization).

# Gathering Voice Guidelines

## **MEANINGFUL PARTICIPATION:**

- Voice is gathered in meaningful and engaging ways that ensure and communicate that their voices are valued and needed.

## **HIGH OUTCOMES**

- Communicate that the purpose of gathering this input is to improve the PBIS implementation and to support the goal of high outcomes for all students.

## **Close the loop:**

- Let students, staff, and families/caregivers know what you plan to do with their input.
- Tell them how and when you will share what you have learned.
- Let them know what you are going to do next.



# Tools for Gathering Staff Voice

TFI 3.0  
1.14

- [Awareness and Input Workshop](#)
  - Compelling Why Activity
- [VTPBIS Stakeholder Survey](#)
- [Cultural Responsiveness Field Guide](#)
- [School Climate Survey](#)
- [Feedback and Input Survey](#)
- [Self-Assessment Survey](#)

**Feedback and Input Survey: Elementary**  
22 Yes/No items + 3 selectable items + 12 open-ended questions

Subscale	Yes/No Items + # of Open-ended	Common Measures
Expectations	Items 1-5 + 4 open-ended	How your teachers want you to behave at school
Acknowledgement	Items 6-8 + 1 open-ended	Catching you showing positive behavior
Discipline	Items 9-10 + 1 open-ended	What happens when students don't follow the expectations
Safety	Items 11, 14-15 + 2 open-ended + 3 selectable items	Whether you feel free from harm at school
Respect	Items 16-19	How well we treat each other
Connections	Items 20-23	How close you feel to others
Satisfaction	Item 24	How you think things are going
Your Perspective (unscored)	4 open-ended	What you think we should do

# Awareness/Input Workshop

- Coming Together
- PBIS Foundations
- School's Data
- Our Compelling Why - small group activity
- Staff input around social/emotional/behavioral needs
- Feedback to Team
- Closing & Farewell

TFI 3.0  
1.14

PBIS Awareness  
and  
Staff Input Workshop



[Link to presentation](#)

Small Group Activity

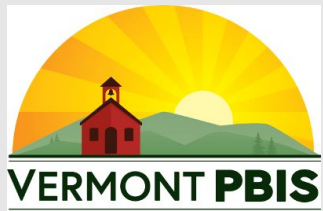
# Our Compelling Why

## Discuss & take notes:

- What are the social/emotional/**behavioral needs** at our school?
- What does our **data** show?
- What **burning concerns** do staff, students, and families/caregivers have?
- What student and climate **outcomes** do we want to see?
- What are the **consequences of maintaining the status quo**?

## Report out:

- Choose someone to report back to the whole group

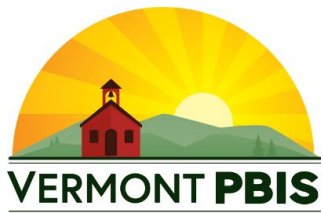


# Stakeholder Survey: Staff, Students, Parents

**What STUDENT behaviors:**

**What ADULT behaviors:**

- make it EASIER for everyone to learn?
- make it HARDER for everyone to learn?
- help EVERYONE feel like they BELONG and are welcome to speak up?
- make others feel like they DON'T BELONG and/or aren't welcome to speak up?
- help EVERYONE feel physically and emotionally SAFE?
- make others feel physically and/or emotionally UNSAFE?
- What do you want it to feel like (for yourself and others) at school?





# Gathering Student Voice

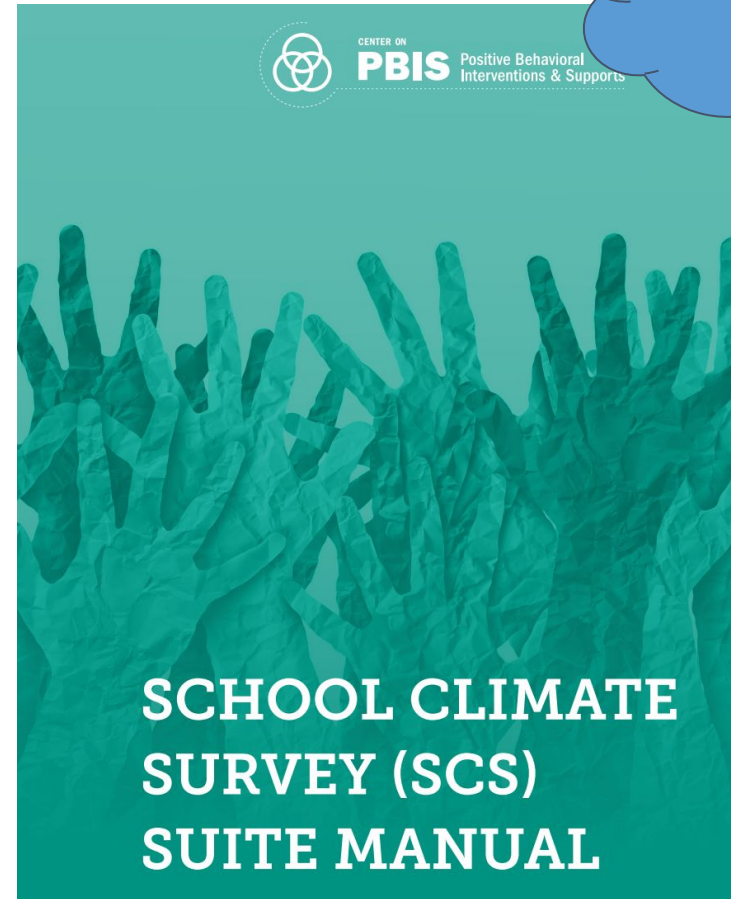
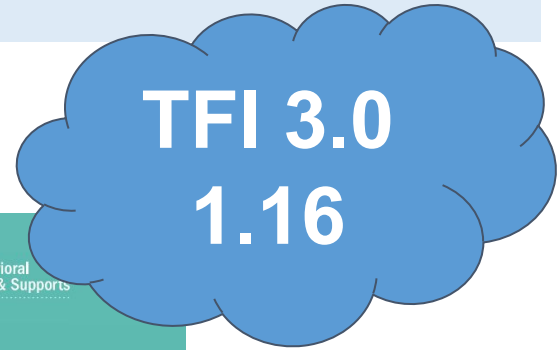
- Stakeholder Survey
- [Sample Input Activity with Students](#)
- [School Climate Survey](#)
- [Feedback and Input Survey](#)
- [Cultural Responsiveness Field Guide](#)

TFI 3.0  
1.15



# Gathering Family/Caregiver Voice

- Stakeholder Survey
- [School Climate Survey](#)
- [Feedback and Input Survey](#)
- [Cultural Responsiveness Field Guide](#)





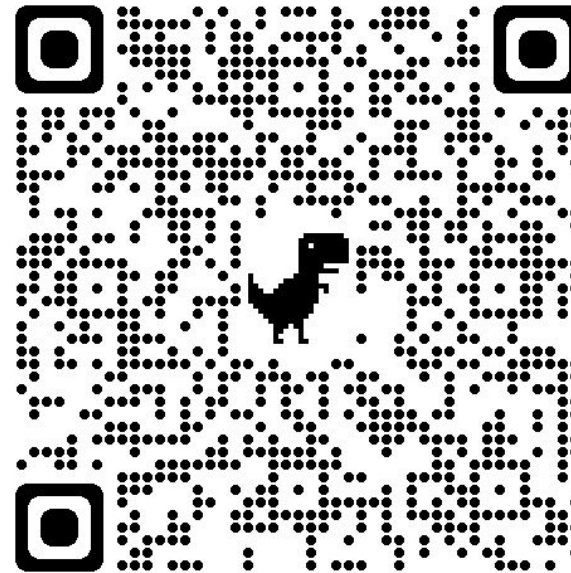
# Closing... My Next Step

1. Think of your first next step based on what we talked about today. It might be a conversation, more reading, or thinking more about a topic.
2. Write it down.
3. If you feel comfortable, share out with the group.
4. Consider how you will remember to actually do this next step - Accountability partner? Reminder on your phone?

# Thank you for all you are doing!

## Contact Info:

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- Cassandra Townshend  
[cassandra.townshend@uvm.edu](mailto:cassandra.townshend@uvm.edu)



QR Code for  
this  
Presentation





# Session Evaluation

Your feedback is critical to future planning of this event.

**PLEASE** take a moment to share your valuable insight!

**THANK YOU!**



<https://bit.ly/NEPBISForum2023>

