Planning for Impactful Professional Development
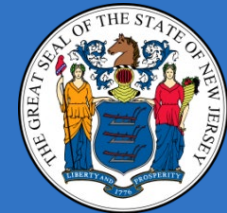

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THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES
New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service
New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program

New Jersey Department of Education
Office of Special Education

NJ Positive Behavior Support in Schools
www.pbsisnj.org

NJ PBSIS is a collaboration between the NJ Department of Education, Offices of Special Education and The Boggs Center on Developmental Disabilities, Rutgers University.

NJ PBSIS is funded through the I.D.E.A. 2004, Part B Funds.

Project Coordinator: Damian Petino

NJ PBSIS Team

- Sharon Lohrmann, Director
- Stephanie Michael, Program & Data Coordinator
- Ann Marie McVay, Administrative Support

- Coaches
  - Scott McMahon
  - Michelle Mead
  - Karen Paulvin
  - **Beth Custer**
  - **Gizem Tanol**
  - **Tara Dumas**
  - **Alyson Duncanson**

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PBSIS
Helping Schools Build Systems of Support

The mission of the NJ PBSIS initiative is to:

build capacity among New Jersey school personnel

to implement a **multi-tier system** of support

that results in **equitable access** to a continuum of behavior, conduct, and social-emotional wellness interventions for all students.

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Partnership with NJ DOE OSE. Funded by IDEA Part B. 2022-2023

Commitment to Equity in New Jersey Schools

- **Continually reflecting** on NJ PBSIS training curriculum and materials to ensure that equity is centered within the learning experience

- **Providing MTSS implementation resources** that support school personnel to make policy, procedure and practice changes that result in education equity

- **Soliciting input** from NJ PBSIS implementation stakeholders for point of view, feedback and suggestions

- **Engaging** in our own continuous professional development, reflection, and self-evaluation

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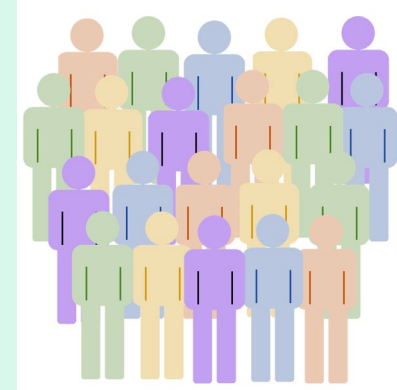# 2021-2022 School Year

156 Schools

93 Districts

19 Counties

156,000+ students

Session Purpose

To share how the NJ PBSIS state team and our district partners are building capacity at the state team, district, and school level to implement a multi-tier system of support for behavior, social, and emotional concerns

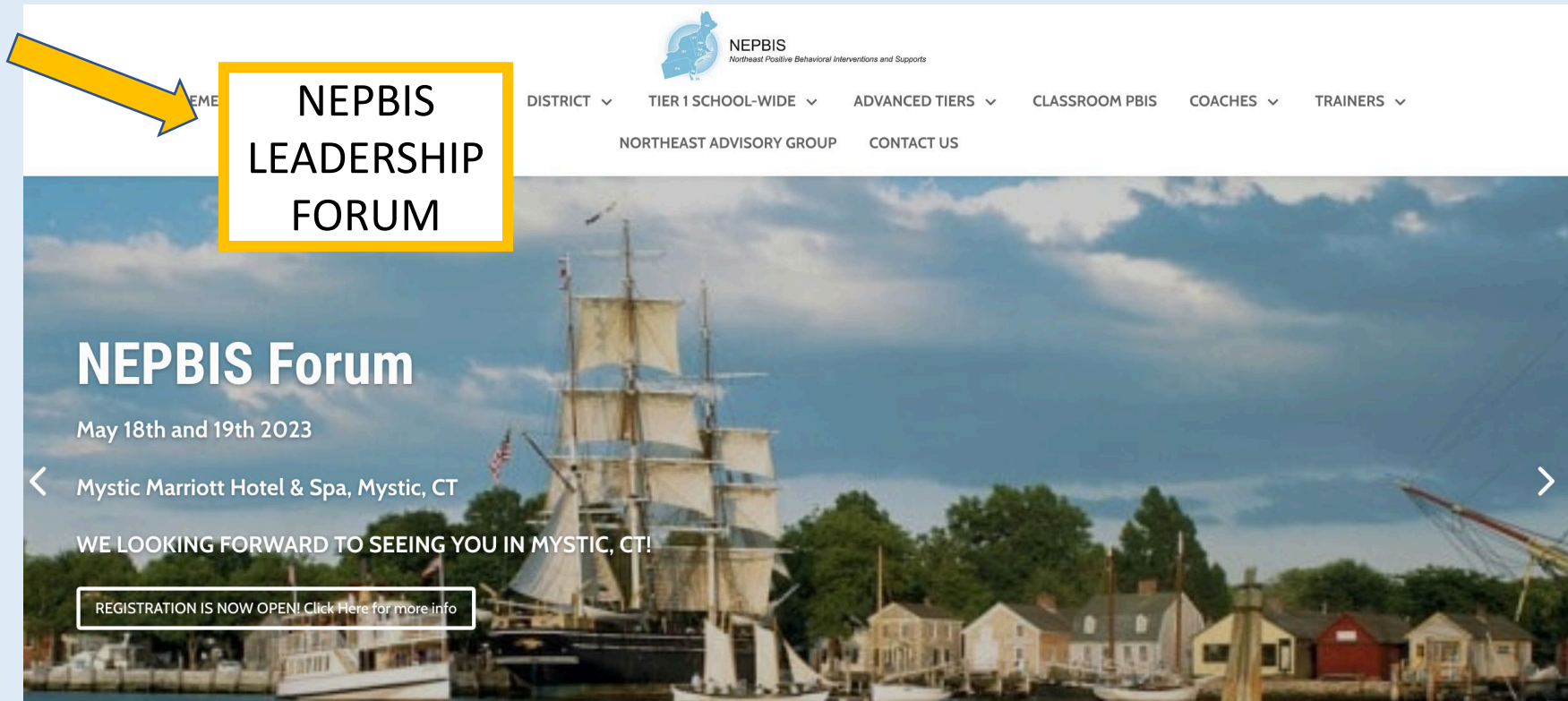# www.pbsisnj.org

Session Outline

1. NJ PBSIS Professional Development (Gizem Tanol)

2. Using the Blueprint interactive elements to drive curriculum design (Beth Custer)

3. Strategies to enhance the impact of professional development with staff (Alyson Duncanson)

4. School Level professional development Examples (Tara Dumas)

5. Progress monitoring outcomes & impact (Sharon Lohrmann)

6. Q & A

Access Conference Program and Session Materials at NEPBIS.org

NJ PBSIS Professional Development Plan

Multi-Experience Approach to Capacity Building

Tools & Resources
Planning Guides
Application Examples
Templates
Newsletter
www.pbsisnj.org

Implementation Outcomes

Asynchronous Experiences
Rich Content Video Modules
Tutorials
School Implementation Videos
Opportunities to Self-Direct the Course of Training

Coaching & Supplemental Experiences
Coaching Sessions
Webinars
Community of Practice
Leadership Forum

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MTSS / PBIS Training Plan

Advanced Tier
Coordination Team

Years 2 & 3
Year 2: System Design
Year 3: Implementation

Universal Prevention
Planning Team

Years 1-3

Year 1: Planning
Year 2: Area Level Practices & Data Driven Interventions
Year 3: Enhancement & Sustainability

Universal Tier Training Scope and Sequence

Enrollment	Year 1 Foundations	Year 2 Habit Building	Year 3 Sustainability

• Application
• Welcome meetings & follow-up
• Start up process
• Tiered System Alignment Tool
	Training & Coaching
	• Unit 1: Foundations & Team development
	• Unit 2: Expectations
	• Unit 3: Instructional process
	• Unit 4: Achieving the 4:1 ratio
	
	Supplemental Experiences
	• Webinars
	• Community of Practice
	• Leadership Forum
		Training & Coaching
		• Unit 1: Applying the Blueprint features to intervention planning
		• Unit 2: Area level practices
		• Unit 3: Self-directed focus:
		  • Alignment with SEL
		  • Office Referral Process
		  • Fluency & Fidelity
		
		Supplemental Experiences
		• Webinars
		• Community of Practice
		• Leadership Forum
			Training and Coaching
			• Self-directed focus
			  • Alignment with SEL
			  • Office Referral Process
			  • Fluency & Fidelity
			
			Supplemental Experiences
			• Webinars
			• Community of Practice
			• Leadership Forum

Training Pre-March 2020

- Until March 2020, all training was delivered regionally using a full-day training approach plus at-school coaching meetings

  - ➤ Limited ability to customize training
  - ➤ Release time challenges resulted in attribution across days of training
  - ➤ Administrators (most often) could not attend training

"What other options can we use to deliver professional development for our teams?"

Enter Asynchronous Learning

- All core trainings are delivered asynchronously

- Each asynchronous unit includes:
  - ✓A defined implementation outcome
  - ✓A pre-post knowledge assessment
  - ✓Content chunked into videos of 8-24 minutes
  - ✓Tools and resources to support implementation
  - ✓Unit evaluation

Sample Training Site Page

The Canvas learning management system offers a range of technology features that makes asynchronous a rich experience

Your school/district LMS or a Google site/classroom approach can work just as effectively

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- Account
- Dashboard
- Courses
- Calendar
- Inbox
- History
- My Kaltura Media
- Help

Home
Announcements
Modules
Wellness Resources
Create Learning Environment Encounter

▾ **Unit 2 School-Wide Expectation Framework**

Unit 2 Pre-Assessment
Dec 2, 2022 | 10 pts

Introduction to Unit 2 (15:17 minutes)
Dec 2, 2022 | 1 pts

Selecting the Expectations (11:26 minutes)
Dec 2, 2022 | 1 pts

Developing an Expectation Matrix (10:38 minutes)
Dec 2, 2022 | 1 pts

Designing a Visual Identity (6:18 minutes)
Dec 2, 2022 | 1 pts

Producing the Instructional Anchors (10:07 minutes)
Dec 2, 2022 | 1 pts

Unit 2 Conclusion (10:47 minutes)
Dec 2, 2022 | 1 pts

Unit 2 Post-Assessment
Dec 2, 2022 | 10 pts

Unit 2 Toolkit Resources

Unit 2 Evaluation

Advantages of Asynchronous

Everyone is back to in-person…why stick with asynchronous?
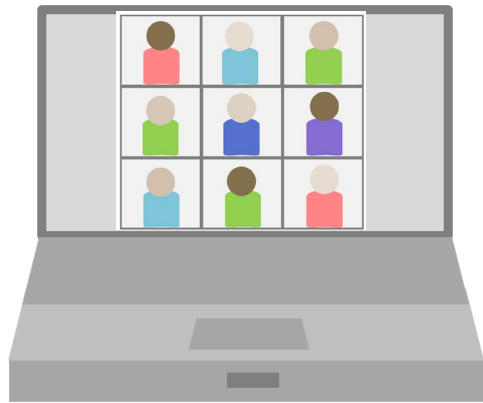
- ✓ Flexible to changing needs
- ✓ Grade specific options
- ✓ Customizable to reflect school assets and needs
- ✓ Efficient use resource
- ✓ Reflects stakeholder input

Coaching + Asynchronous Learning

- Everyone has three weeks to view the assigned modules

- Week 4, the state team coach meets with the administrators and team leaders to plan the team meeting agenda

- Week 5, the state team coach supports the administrators and team leaders to facilitate the team meeting

Sample Training Schedule

Year 1 Asynchronous Training Content Viewing Timeframe

Leader Coaching Meeting (remote)

Team Meeting (in-person or remote)

	Today	‹ ›	October 2023			🔍 ❓ ⚙ Month ▾ ⠿

SUN	MON	TUE	WED	THU	FRI	SAT
Oct 1	2	3	4	5	6	7
		Unit 1 Foundations & Principles - To Complete				
8	9	10	11	12	13	14
Unit 1 Foundations & Principles - To Complete						
15	16	17	18	19	20	21
Unit 1 Foundations & Principles - To Complete						
22	23	24	25	26	27	28
Leader Coaching Meeting (remote)						
29	30	31	Nov 1	2	3	4
Team Meeting (in-person or remote)						

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Coaching Support Strategies

- All schools receive a universal tier level of coaching support
  - Support is differentiated to reflect the school team needs & assets

- We use decision rules to determine when to deliver coaching remotely or in-person

- A coaching plan accompanies each unit and guides how we will support schools to achieve the unit implementation outcome

Coaching Plan

The coaching plan supports consistency and continuity across coaches and schools

1. Unit outcome
2. Coaching plan
3. Link to the TFI

Developing Tier 2 and Tier 3 Systems – Unit 2 Coaching Protocol

Training Outcome The purpose of this systems-focused training is to provide school and district level personnel with information and resources to support a locally driven decision-making process to establish a: (1) coordination team and process; (2) system of identifying students in need of Tier 2 and Tier 3 interventions; and (3) pathway plan for intervention options that are linked to identification measure.	
Unit 2 Outcome: Install a universal data review routine that uses multiple sources of data and information to arrive at equitable intervention decisions for tier 2 and tier 3 levels of intensity	

Coaching Plan – Distribute into Multiple Meetings as Needed	Planning Resources & Documents
1. Support the team to determine what they already have in place: 　a. Review the strengths and needs profile and the TFI summary 　b. Review the existing I & RS process and forms 　c. Review the discipline system features that are in place (procedures, forms, etc.) 　d. Determine what existing data and data systems can be used 2. Support the team to assess the features of an existing OCR referral process to determine if these data are a viable option for being used as indicator criteria for tier 2 and tier 3 interventions? 　a. The necessary features and implementation guidance exists and can be used with minor adjustments 　b. The necessary features exist but need additional development and or implementation guidance 　c. Necessary features are missing and need to be developed along with implementation guidance 　d. Office referrals and/or suspensions occur too infrequently, or the system is not adequate to use as reliable measure and a different data source is needed 3. Based on the data source selected, what is the criteria to signal intervention need at the entry level tier 2, enhanced tier 2, and intensive tier 3 levels. 4. Based on what is already in place, what are the short- and long-term planning steps and what is a reasonable rollout date to begin implementation 5. (Complete the Implementation Plan) Support the team to update criteria portion of the Annual Implementation Plan	**NJ PBSIS Resources** Sample timeline OCR Process self-assessment Implementation Plan Template OCR checklist (to check the validity of a referral) **School & District** De-Identified sample of discipline report generated from their system OCR or other forms Code of Conduct I & RS procedures District policy

TFI Items	Implementation Description
2.3 Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports. *Screening elements are reviewed annually for sensitivity: culture, language, gender,*	1. The advanced tiers coordination team implements a routine universal data review process by applying an operationalized rubric of measures and decision rules to determine

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Strategies to Maximize Asynchronous Learning

Asynchronous is Not…Just giving personnel videos to watch and expecting application to occur

✓Leverage technology to maximize learning options

✓Use in combination with coaching support

✓Have a plan that guides the purpose and direction of coaching support

✓Use pre-corrections, reminders, and behavior specific praise

✓Have a way to monitor and analyze assignment completion

✓Use pre-post unit assessments to monitor knowledge gained

✓Structure learning in chunked timelines with coaching check-in points

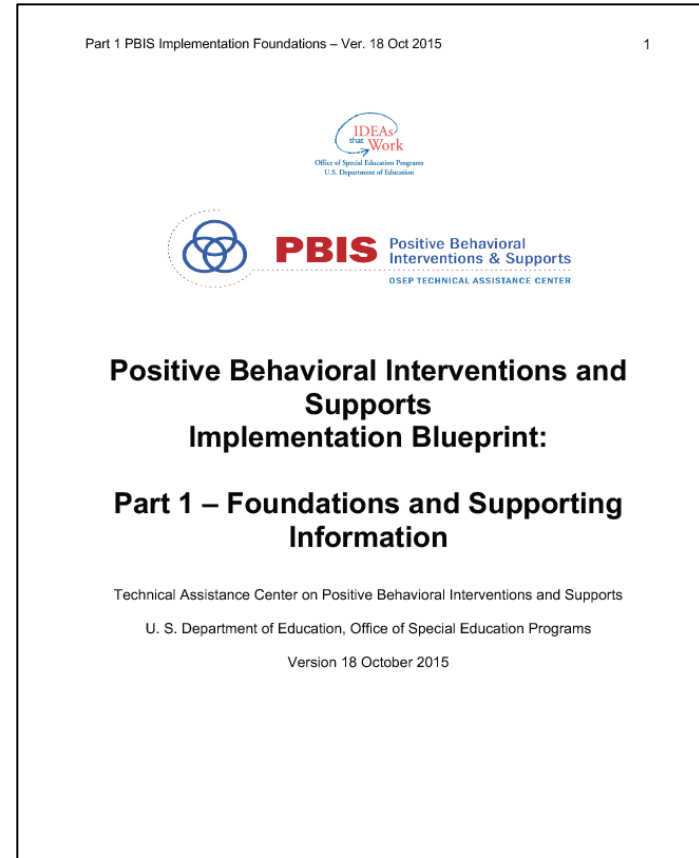✓Create a training site 'hub' in which all resources related to the training can be access by participants

Using the Blueprint Interactive Elements to Plan MTSS / PBIS Team Training

How can these help us to thoughtfully plan professional development?

SYSTEMS

DATA

EQUITY-DRIVEN OUTCOMES

PRACTICES

Part 1 PBIS Implementation Foundations – Ver. 18 Oct 2015   1

IDEAs that Work
Office of Special Education Programs
U. S. Department of Education

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Positive Behavioral Interventions and Supports Implementation Blueprint:

Part 1 – Foundations and Supporting Information

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 18 October 2015

Systems and Practices Table from the Blueprint

- The Blueprint structures the big ideas for how systems and practices translate into implementation

- We wanted to dig in a little more and use this structure to build training curriculum and emphasize a decision-making process among our teams

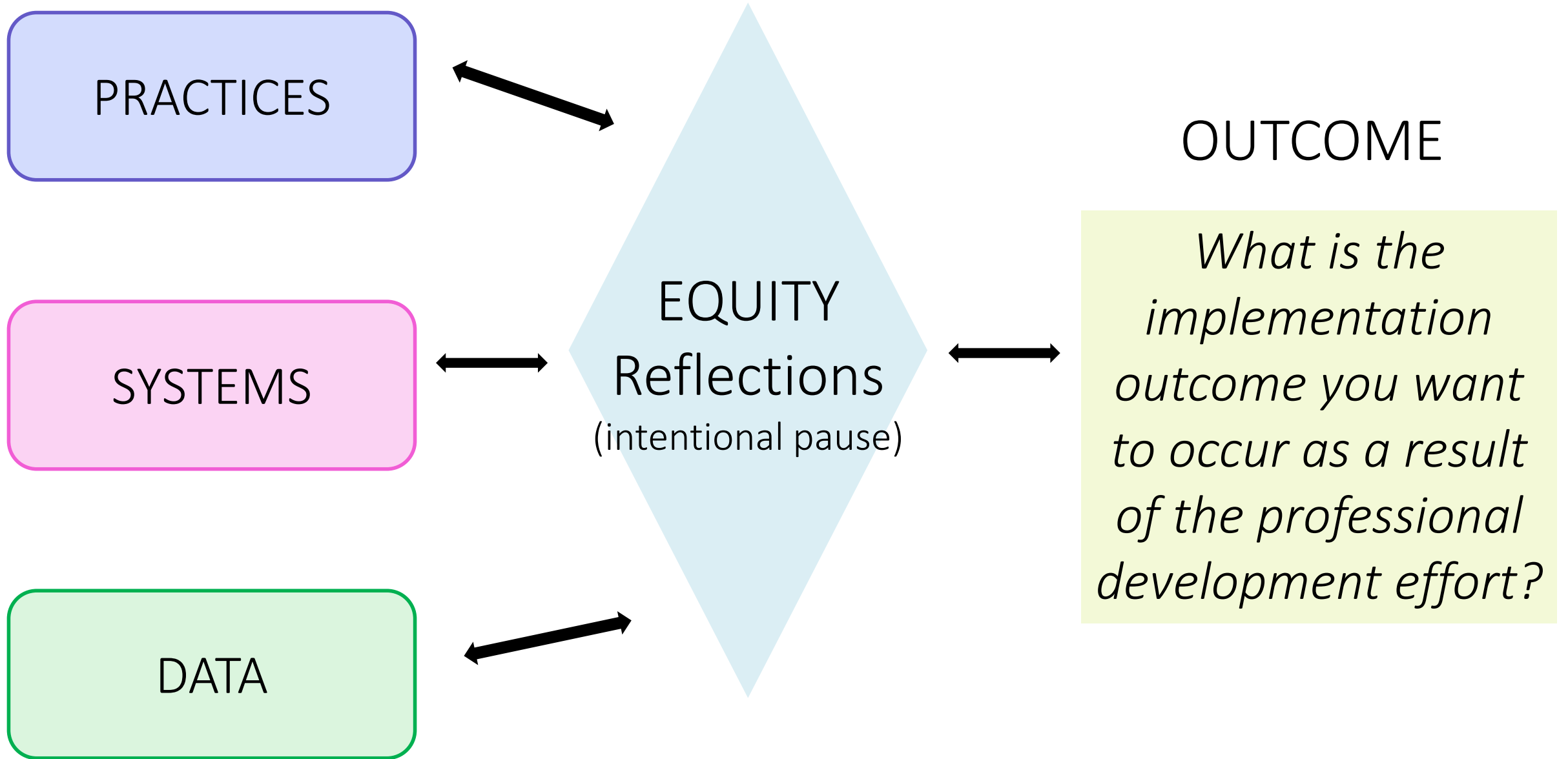| I. Universal or Primary	
All students, all staff, all settings	
Systems	**Practices**
• Leadership team with active administrator participation	• Set of school-wide positive expectations and behaviors are defined and taught
• Efficient routine, schedule, and structure for conducting efficient team meetings	• Procedures for establishing classroom expectations and routines that are consistent with school-wide expectations
• Commitment statement for establishing a positive school-wide social culture	• Continuum of procedures for encouraging expected behavior
• Procedures for on-going data-based monitoring, evaluation, and dissemination	• Continuum of procedures for discouraging problem behavior
• Procedures for selection, training and coaching of new personnel	• Procedures for encouraging school-family partnerships
• Procedures for evaluation of personnel related to PBIS implementation	

PBIS Center Blueprint Page 14

NJ PBSIS Training Curriculum Plan

- All training curriculum content is organized into the Blueprint Elements

- A unit planning matrix demonstrates application of content within the Elements (at-a-glance tool)

- All units have an implementation outcome framed in terms of what will be in place as a result of the training

- Units begin and end with a review of the content applied within each of the Elements

PRACTICES

OUTCOME

EQUITY
Reflections
(intentional pause)

SYSTEMS

What is the implementation outcome you want to occur as a result of the professional development effort?

DATA

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Universal Year 1: Unit 4
Planning Matrix Example

Unit Planning OUTCOME:			
Students have equitable access to experience positive interactions with staff at a 4:1 ratio through all daily routines			
PRACTICES Needed to Achieve the Outcomes	SYSTEMS to Support Achieving the Outcomes	DATA to Inform Decision Making	EQUITY Reflections

• Staff have fluency using a variety of interaction strategies that achieve the 4:1 ratio
 	
• Staff distribute points / tickets in a manner consistent with the school-wide system procedures as part of their daily 4:1 ratio
 	
• A routine is in place to solicit input from students, staff, and parents about implemented strategies to achieve the 4:1 ratio
	ALIGN existing efforts, or assets, and opportunities that support implementing the 4:1 ratio
	
	TEACH strategies and techniques for staff to achieve the 4:1 ratio
	
	SUPPORT staff to achieve implementation fluency and fidelity by (1) developing tools and resources, that guide implementation and (2) embedding expectations for using the 4:1 ratio into role and responsibility documents
	
	Use **MESSAGING** to create a 'buzz' around the forthcoming school-wide incentive system
	
	Develop a **SCHEDULE** of tasks and completion dates that will guide implementation of your plans
	
	DOCUMENT decisions in the universal tier implementation manual and /or other relevant documents and ARCHIVE files in a sustainable shared folder
		Data Needed to Information Decision
		• Stakeholder input from a survey on system and incentive preferences
		• OCR data
		• School climate data (Q#, #, #)
		
		Data Needed to Monitor Outcomes
		• Design a method for ensuring that the system is consistently being implemented across staff (e.g., using tickets/points totals to assess the degree to which the system is being implemented)
		
		• Monitor fidelity of implementation of the 4:1 ratio:
		  o Walkthrough Tool
		  o BoQ
			• *In what ways might our assumptions about behavior, conduct, and reinforcement may prevent staff from achieving the 4:1 ratio?*
			• *How are we enabling ourselves and to view the design of our reinforcement system through the cultural lens of our students and families?*
			• *Based on the way we have designed our system, who is most likely to experience the 4:1 ratio?*
			• *If we proceed with this plan, who may be left out and not benefit?*
			• *How will we amplify the voices of stakeholders who are historically marginalized, underserved or underheard in our planning process?*
			• *Based on these reflections, how do we need to shape our plan to ensure that all voices are included?*

PRACTICES
The Doing Driver

- Staff have fluency using a variety of interaction strategies that achieve the 4:1 ratio

- Staff distribute points / tickets in a manner consistent with the school-wide system procedures as part of their daily 4:1 ratio

- A routine is in place to solicit input from students, staff, and parents about implemented strategies to achieve the 4:1 ratio

Data Needed to Inform Initial Decisions

- Stakeholder input system & incentive preferences
- OCR data
- School climate data (Q#, #, #)

DATA
The Inquiry Driver

Data Needed to Monitor Outcomes

- Design a data strategy for ensuring that the system is consistently and equitably being implemented across staff

- Monitor fidelity of implementation of the 4:1 ratio
  o Walkthrough Tool
  o BoQ

SYSTEMS
The Context Driver

- **ALIGN** existing efforts, or assets, and opportunities that support implementing the 4:1 ratio
- **TEACH** strategies and techniques for staff to achieve the 4:1 ratio
- **SUPPORT** staff to achieve implementation fluency and fidelity by (1) developing tools and resources, that guide implementation and (2) embedding expectations for using the 4:1 ratio into role and responsibility documents
- Use **MESSAGING** to create a 'buzz' around the forthcoming school-wide incentive system
- Develop a **SCHEDULE** of tasks and completion dates that will guide implementation of your plans
- **DOCUMENT** decisions in the universal tier implementation manual and /or other relevant documents and **ARCHIVE** files in a sustainable shared folder

Equity Reflections

EQUITY
Reflections
The Inclusion Driver

- *In what ways might our assumptions about students, behavior, and reinforcement prevent staff from achieving the 4:1 ratio?*
- *How are we enabling ourselves to view the design of our reinforcement system through the cultural lens of our students and families?*
- *How are we amplifying the voices of stakeholders who are historically marginalized, underserved or underheard in our planning process?*
- *Based on the way we have designed our system, who is most likely to experience the 4:1 ratio?*
- *If we proceed with this plan, who may be left out and not benefit? What unintended consequences might occur?*
- *Based on these reflections, how do we need to shape our plan to ensure that all voices are included?*

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Big Ideas

- The interactive Elements in the Blueprint provide an opportunity to structure the learning process

- Building from the table on page 14 of the Blueprint, we organize training content and team decision making to 'step through' each Element as they plan for implementation

- By embedding equity reflections specific to each unit, there is an **intentional pause within the decision-making process** to reflect, challenge, and adjust so that everyone is included in the outcome

Additional Systems Strategies: District & School Partner Examples

Strategies to Bridge Learning to Application

✓Align professional development with existing efforts and responsibilities

✓Use job embedded learning

✓Scaffold learning to build habits

✓Link PD to fidelity assessment items

Tiered Fidelity Inventory 3.0
Coming Soon

NEW! 1.10 Classroom Practices: Educators consistently and equitably implement positive and proactive classroom practices--including building relationships with students; developing a safe environment; prompting predictable routines and expected behavior; actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections); and ensuring a high ratio (≥ 5:1) of positive to corrective feedback.

Aligning PD with Existing Efforts

- Intentionally link the professional development with existing efforts and responsibilities:

-

  - Duty responsibilities
  - Teacher and administrator observation & evaluation systems
  - Other initiatives and approaches

"This will help you do better with that"

Example: Aligned Implementation with Assigned Duties

Halsted Middle School administrators embed area level practices into the duty responsibilities staff receive each year

A.M. Front Door Arrival
1. **Greet students** and interact with them using **positive messaging**
   a. **Reinforce** positive behavior with Halsted 5 tickets
2. Use **pre-corrections** to remind students of the hallway expectations
3. Scan in students who are tardy
4. A grab-and-go breakfast may be available in the main office hallway after Mindful Moment.
   a. Students are to line up to receive breakfast after the bell. Serve one student at a time.
      i. Tally breakfast count
      ii. Have students scan their finger to account for breakfast

Job Embedded Learning

- Micro learning...

  - focuses professional development on a single topic so that it can be learned in less than 15 minutes

  - uses instructional materials that can be revisited or used to scaffold implementation (e.g., implementation checklist)

  - is a good fit for embedding professional development into typically occurring routines or meetings (e.g., grade level or department meeting)

Job Embedded Learning: Implementation Planning Tool

Implementation Outcome: Staff will use pre-correction at least one time within each subject area class or routine to provide students with proactive, positively statement reminders about school-wide, area, or routine expectations.	
Implementation Prompts	Plan/Strategies
What questions do I have about how to implement this practice?	• *Is there a sample script that helps me to think about what I would say*
What is the best time in my class to use pre-correction?	• *Just before students transition to group work*
What planning is needed so I can use this practice?	• *Make a list of what I expect of students* • *Have examples*
How will I remind myself about using this practice?	• *Note in my lesson plan prompting the pre-correction*
What support do I need to use this practice?	• *Time at a grade level meeting to debrief about how it is going and get ideas from other teachers*

Job Embedded Learning: Scaffold to Build Habits

- Coaching
- Check-in
- Follow-up discussion
- Pre-corrections
- Behavior specific praise
- Reflections
- Data sharing

Use a combination of strategies to sustain the "conversation" over time while habit development is fragile
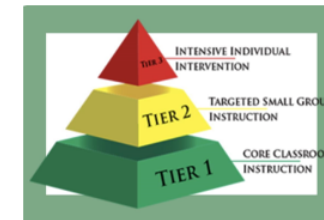
Job Embedded Learning: Coaching to Extend 'Training'

Creators: Paula Raigoza, Traci Morigi, Stephanie Desanges

Clifton Public School district coaches have a process for any administrator or staff member to request job embedded coaching support

Clifton Public Schools Coaching Supports

What is PBSIS Coaching?

The goal of coaching in PBIS is to build local capacity, enhance PBIS fidelity across tiers, and improve student outcomes.

Coaching Supports Available in Clifton Public Schools:

- **PBSIS team support**- Team support focuses on building the capacity of team members in new roles as well as utilizing data to guide decisions.
- **School support**- Professional development for a specific area of the PBSIS framework to all staff building-wide.
- **Group support**- Professional development for specific sub-groups, (eg. grade bands), to address areas in need of growth.
- **Support for individuals**- Individualized coaching is available for Teachers, Educational Service Professionals, Paraprofessionals, Substitute Teachers, and Non-instructional Support Staff.
- **Support for Administrators**- Administrators who wish to expand their knowledge of the PBSIS framework.

To request coaching support, Please click here

Multi-Week Plan to Build Capacity

- **Week 1**: Deliver the PD and provide implementation scaffolds

- **Weeks 2-3**: Deliver implementation scaffolds (messaging)

- **Week 4**: Deliver implementation scaffolds and prompt implementation reflection and discussion

- **Ongoing**: Strategically deliver implementation scaffolds to support maintenance

Using the Blueprint's Interactive Elements to Plan School Staff Professional Development

Applying the Interactive Elements to Planning School Level Professional Development

❑**Begin with DATA**: What is the need? What are the assets and preferences?

❑**Define the OUTCOME**: What will change as result of the PD?

❑**Clarify the PRACTICES** needed to achieve the outcome

❑**Determine the SYSTEMS** needed to support the practices

❑Revisit decisions to ensure an **INCLUSIVE** and **EQUITABLE plan**

SYSTEMS

DATA

EQUITY-DRIVEN OUTCOMES
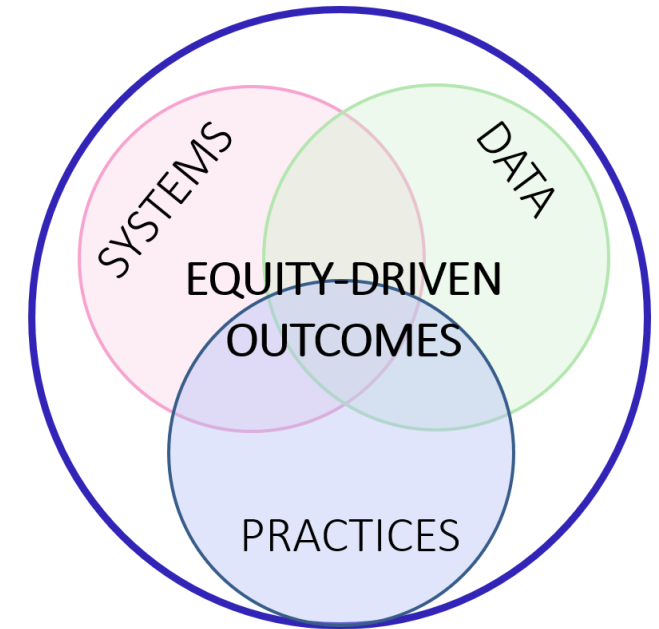
PRACTICES

Source: PBIS Blueprint (2015)

PRACTICES

- Positive Greetings at the Door
- Pre-Corrections
- Active Supervision
- Behavior Specific Praise

SYSTEMS

- Big Idea PD at the start of the year
- Micro learning + grade level discussions
- Aligned practices with existing responsibilities
- Messaged about the practices across communications
- Admin coaching support as needed

DATA

- Pre-post assessments
- Office conduct referrals (disaggregated)
- School climate data (student, staff, & parents)
- Student committee input

EQUITY Reflections (examples)

Assumptions?

Unintended consequences?

Experience from the students' perspective?

OUTCOME

Students experience positive and proactive scaffolds to achieve the expectations within their daily routines

Adapted from the Center on PBIS (2020 www.pbis.org)

Magowan Elementary School

PRACTICES
- Use behavior specific praise and school-wide tickets during daily bus routines
- Have a common understanding of what is expected on the bus
- Display and refer to bus expectations on the bus

SYSTEMS
- Create a PD routine for bus drivers and aides
- Have staff available daily to provide bus drivers and aids with school tickets
- Check-in with bus drivers and support problem solving

DATA
- Office Conduct Referrals (disaggregated)
- Bus driver, aide, & student input

EQUITY Reflections (Examples)

Assumptions?

Availability of training and support?

Vulnerable decision points?

OUTCOME

Increase positive bus behaviors and reduce referrals generated on the bus

Adapted from the Center on PBIS (2020 www.pbis.org)

PRACTICES

- Staff use pre-correction, active supervision, behavior specific praise, and ticket distribution in daily cafeteria and recess routines
- Staff implement strategies to organize recess time
- Staff apply criteria to determine area vs. office managed

SYSTEMS

- Align with existing responsibilities
- Professional development for area faculty and staff (cafeteria/recess monitors)
- Professional development as priority item for administration to infuse into school calendar

DATA

- Office conduct referrals (disaggregated)
- Student input – recess preferences

EQUITY Reflections (Examples)

Assumptions?

Vulnerable Decision Points?

Experience from the students' perspective

OUTCOME

Increase staff's use of proactive practices during lunch and recess to decrease the rate of referrals

Adapted from the Center on PBIS (2020 www.pbis.org)

Questions and Discussion

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

Contact Information
Sharon Lohrmann

sharon.Lohrmann@rutgers.edu

www.pbsisnj.org