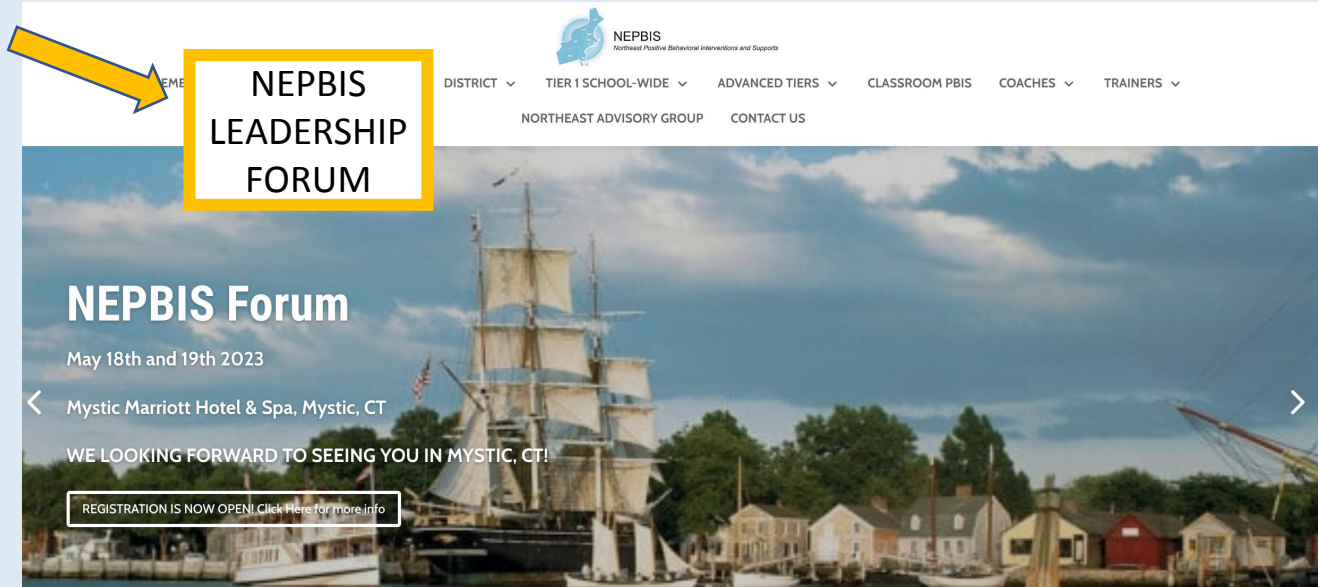


Strengthening Implementation, Efficacy, and Sustainability Through District Level Teaming: Process, Planning, Payoff

NEPBIS Leadership Forum

May 18-19, 2023

Access Conference Program and Session Materials at NEPBIS.org



The screenshot shows the NEPBIS website homepage. At the top, the NEPBIS logo is followed by the text "NEPBIS Northeast Positive Behavioral Interventions and Supports". Below this is a navigation menu with the following items: DISTRICT, TIER 1 SCHOOL-WIDE, ADVANCED TIERS, CLASSROOM PBIS, COACHES, TRAINERS, NORTHEAST ADVISORY GROUP, and CONTACT US. A yellow arrow points to a yellow-bordered box containing the text "NEPBIS LEADERSHIP FORUM". The main content area features a large image of a harbor with a tall-masted sailing ship and houses. Overlaid on the left side of this image is the text "NEPBIS Forum", "May 18th and 19th 2023", "Mystic Marriott Hotel & Spa, Mystic, CT", and "WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!". A white box at the bottom left of the image contains the text "REGISTRATION IS NOW OPEN! Click Here for more info".

NEPBIS
Northeast Positive Behavioral Interventions and Supports

DISTRICT ▼ TIER 1 SCHOOL-WIDE ▼ ADVANCED TIERS ▼ CLASSROOM PBIS COACHES ▼ TRAINERS ▼
NORTHEAST ADVISORY GROUP CONTACT US

NEPBIS LEADERSHIP FORUM

NEPBIS Forum

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WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!

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Courtney
Angelosante



Karen
Robbie



Sarah
Wilkinson



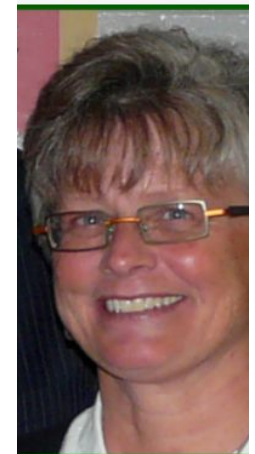
Jim
Artesani



Clarissa
Fish



Jennifer
Freeman



Kris
Grant

Maine PBIS Coaches and Trainers



Tracy
Whitlock



Anne-Marie
Adamson

Maine PBIS DOE Partners

District Implementers

Jan Neureuther, MSAD 17 (Oxford Hills School District)



Clarissa Fish and Kasey Flagg, RSU 10 (Western Foothills)

Stephanie Oliphant, RSU 12 (Sheepscot Valley)



Goals for today's presentation

- Understand how and why to develop a district PBIS team.
- Learn how districts:
 - Determine team membership and purpose
 - Improve fidelity and equitable outcomes by leveraging district support

Connection of the Presentation Topic to TFI 3.0 Item(s):
SCHOOL-WIDE PBIS IMPLEMENTATION

The **Tiered Fidelity Inventory (TFI) 3.0** aligns with current training and guidance specifically with respect to:

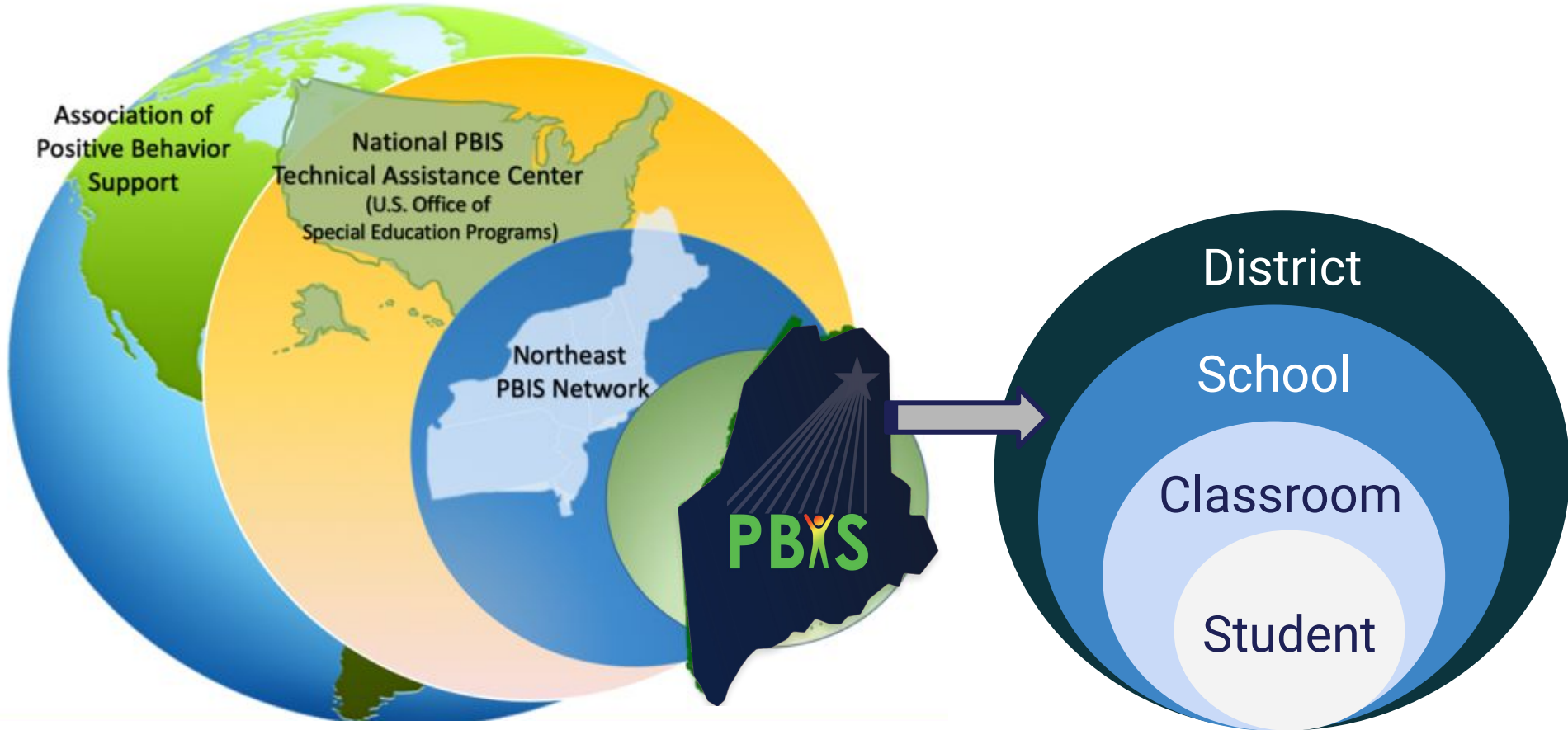
- Equity
- Mental health and wellness integration
- Classroom supports

District-level coordination and support will be more important than ever!

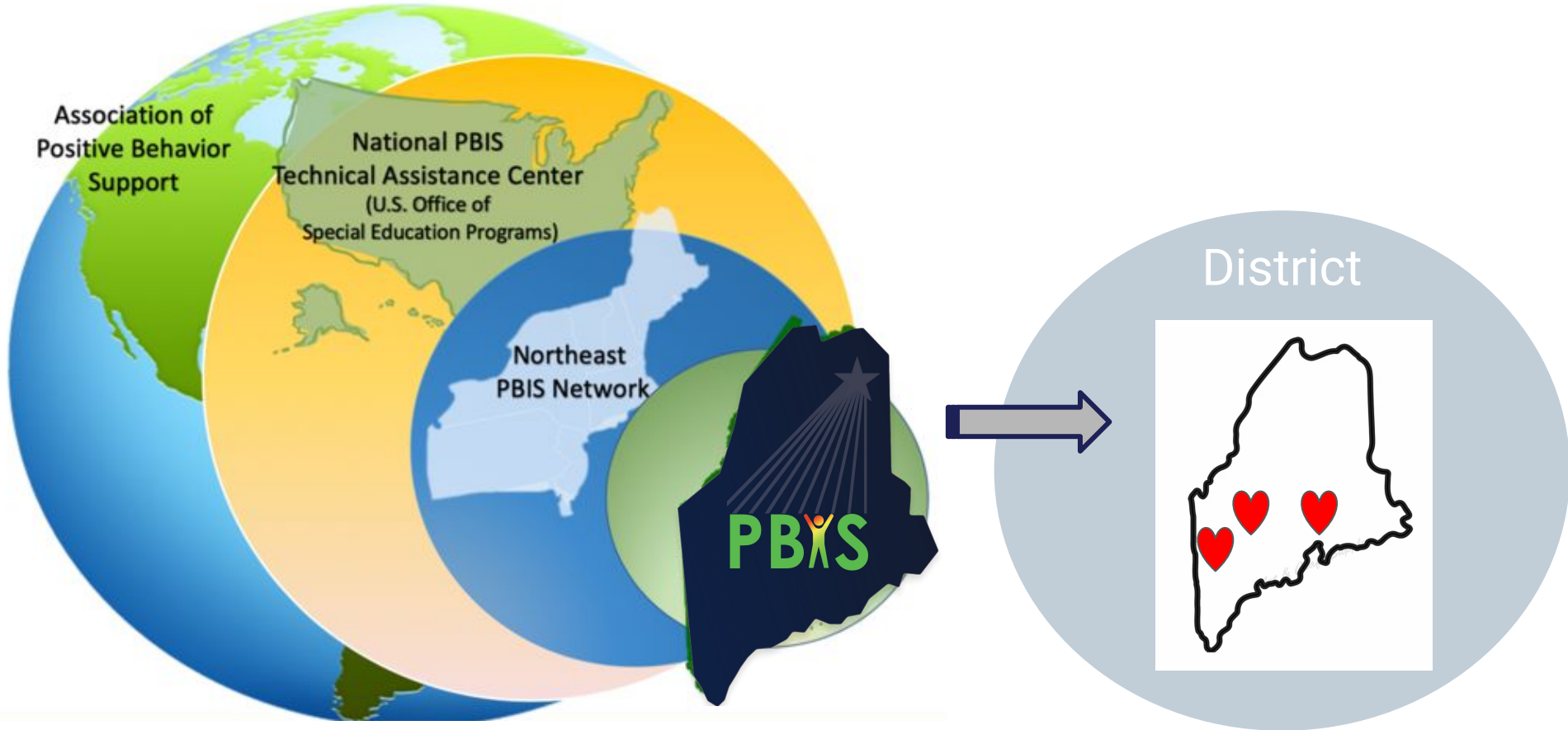


Why is district support so important?

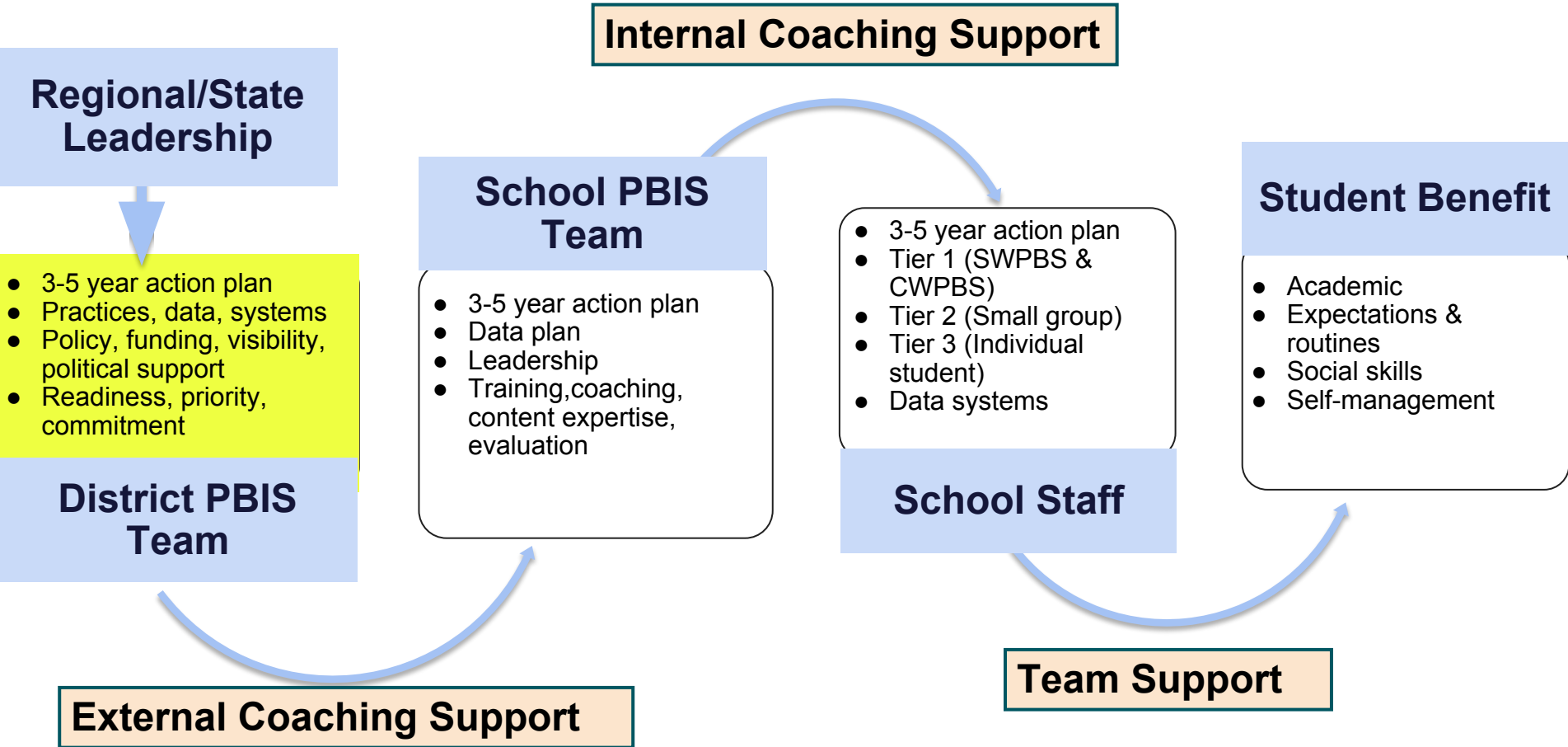
Levels of Systems and Capacity



Levels of Systems and Capacity



PBIS Implementation

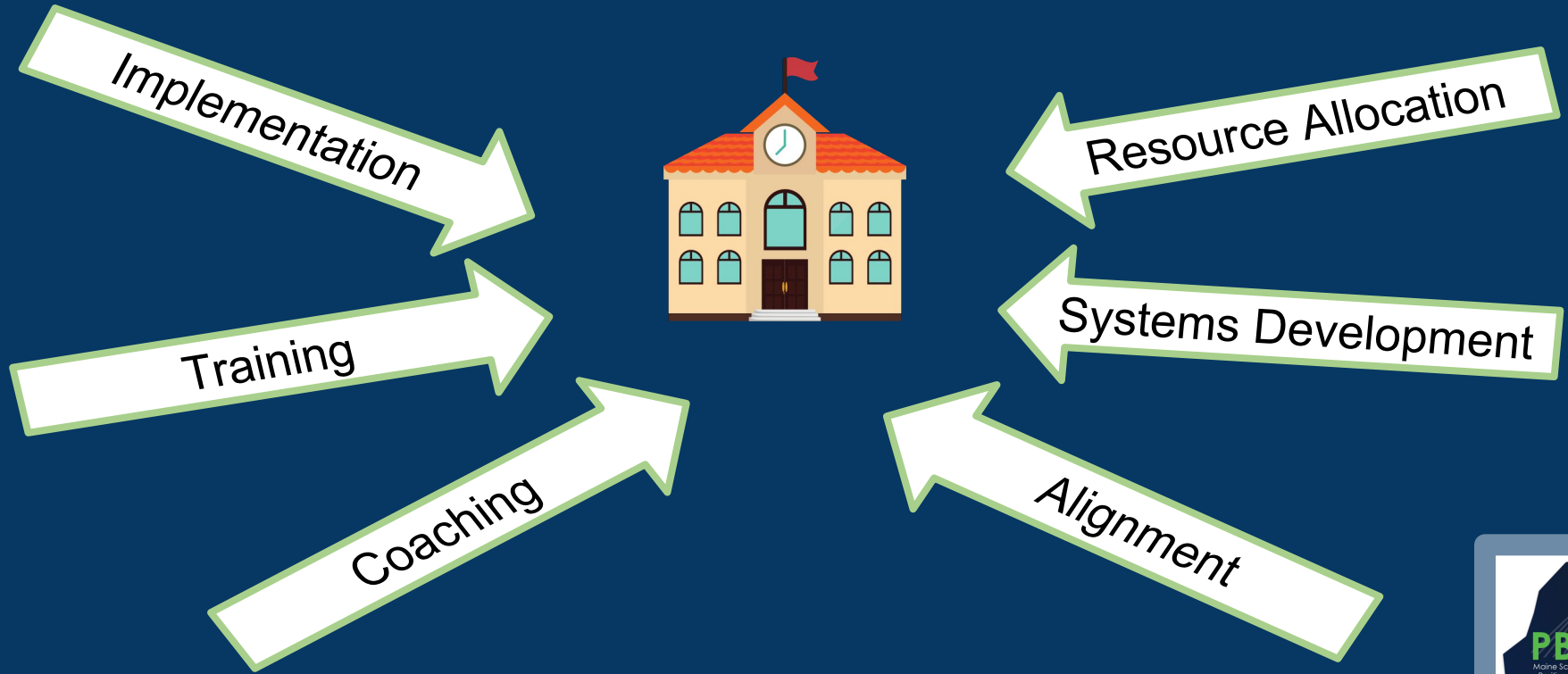




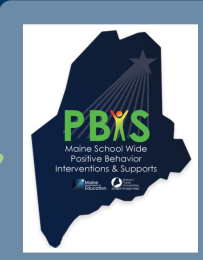
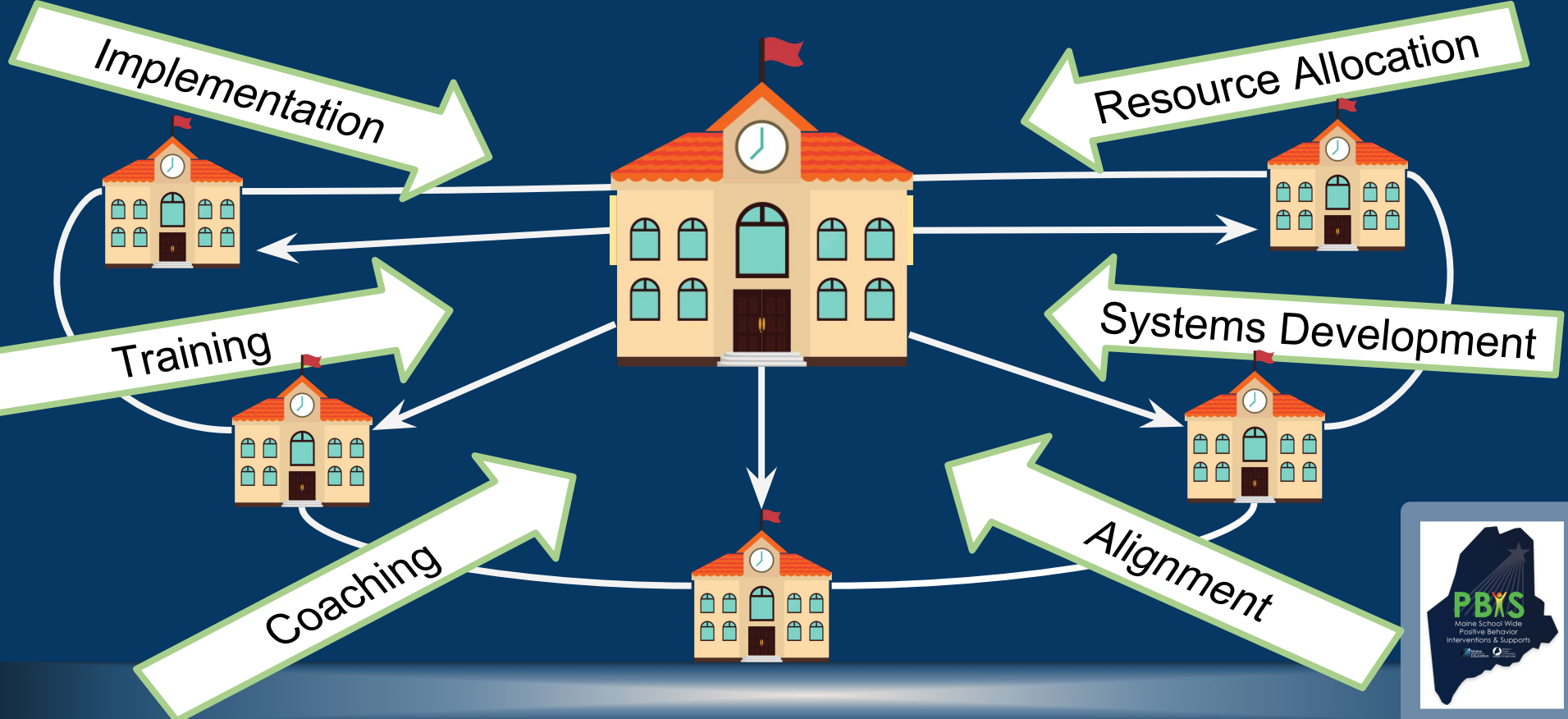
“Districts are the organizational unit most likely to have sufficient authority, funding, and size needed to implement with the capacity to sustain effects.”

(Horner, Sugai and Fixsen, 2017)

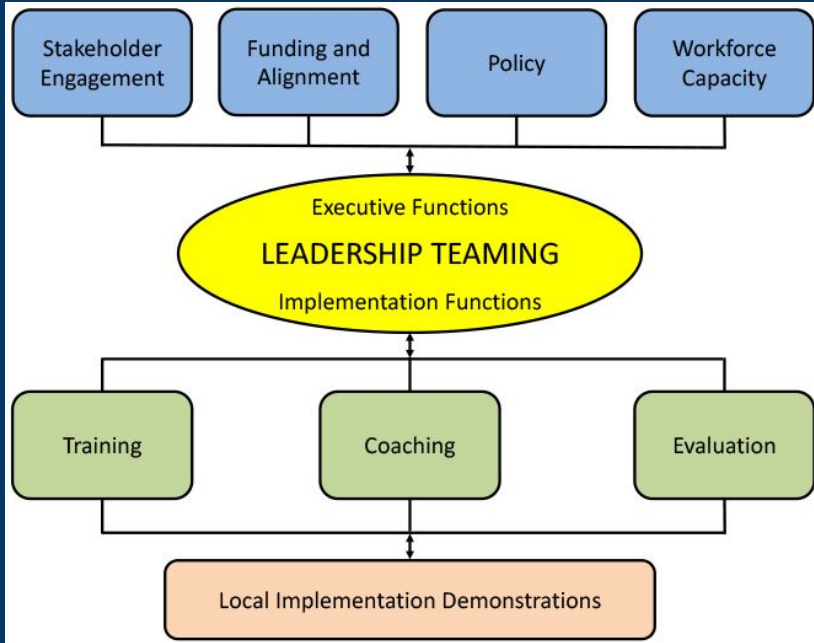
Building a PBIS Framework Requires A Lot of Effort!



District-wide Implementation Distributes Effort, Strengthens Implementation, and Promotes Sustainability



District Support is Critical



INCREASING DISTRICT CAPACITY TO SUPPORT PBIS

October 2020

Across the country, over 27,000 schools currently report implementing Positive Behavioral Interventions and Supports (PBIS; McIntosh, 2019). They account for 30% of the nation's total schools and represent a reach of more than 15 million students. In recent years, the number of schools implementing has steadily grown and even doubled over the past decade (McIntosh, 2019). As schools increasingly choose to implement PBIS to positively impact school climate and student social-emotional-behavioral health, it presents a unique opportunity for districts to plan for expansion and sustainability (George & Kincaid, 2008).

RATIONALE

While implementation efforts may begin with single schools serving as model or pilot demonstrations, key to sustainability and expansion is creating a district-wide initiative that builds internal capacity for training, coaching, evaluation, and embedding behavioral expertise across the continuum of supports (Horner et al., 2014). Internal capacity in these areas has proven to be crucial for enhancing the efficiency for sustaining PBIS, as well as transitioning implementation from the universal level of support (Tier 1) to more targeted and intensive levels (Tiers 2 and 3; Horner et al., 2014).

Ultimately, implementation at the Tier 1 (universal) level alone will prove insufficient in meeting the needs of all students. It is important for districts to recognize the value of implementing PBIS across all tiers and dedicate the necessary resources, time, and energy for supporting schools in implementation at Tiers 2 and 3 (George & Kincaid, 2008). Each school will have a population of students who need more targeted or individualized supports to achieve success. Rather than schools owning the responsibility for adopting options for targeted interventions and navigating the implementation process alone, districts can establish guidelines for the selection of evidence-based interventions for Tier 2 and provide technical assistance and coaching to support effective implementation. Additionally, the individualized and intensive nature of Tier 3 typically requires district-wide resources to effectively support students. As such, implementation at this tier is more efficient when schools can access and take advantage of district resources.

Expansion from model demonstrations to district-wide implementation provides districts the advantage of designing a coordinated approach for intervening early, often, and strategically. Coordination among district-level departments builds awareness of PBIS, fosters alignment across district-wide initiatives, and helps clarify what is currently being done and what is planned. By working to align existing initiatives, programs, and practices with PBIS, districts can maximize their resources and workforce capacity to create an early intervention framework that supports students across all schools.

PURPOSE

The purpose of this brief is to provide guidance in developing a district-wide PBIS initiative outlining key features and steps.

LOGIC OF DISTRICT-WIDE IMPLEMENTATION

Building internal capacity as a means to ensure sustainability improves the efficiency and effectiveness of resources utilized. A District Leadership Team should be established to guide the assessment and action planning process as it relates to the implementation of PBIS data, practices, and systems throughout the district (Center on Positive Behavioral Interventions and Supports, 2019). According to the Center on Positive Behavioral Interventions and Supports (2020a), "The District Leadership Team is a collection of personnel who serve two main functions, a) executive functions (e.g., creating policy, aligning resources) and b) implementation functions (e.g., supporting individual school teams)" (p.16).

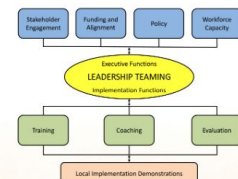
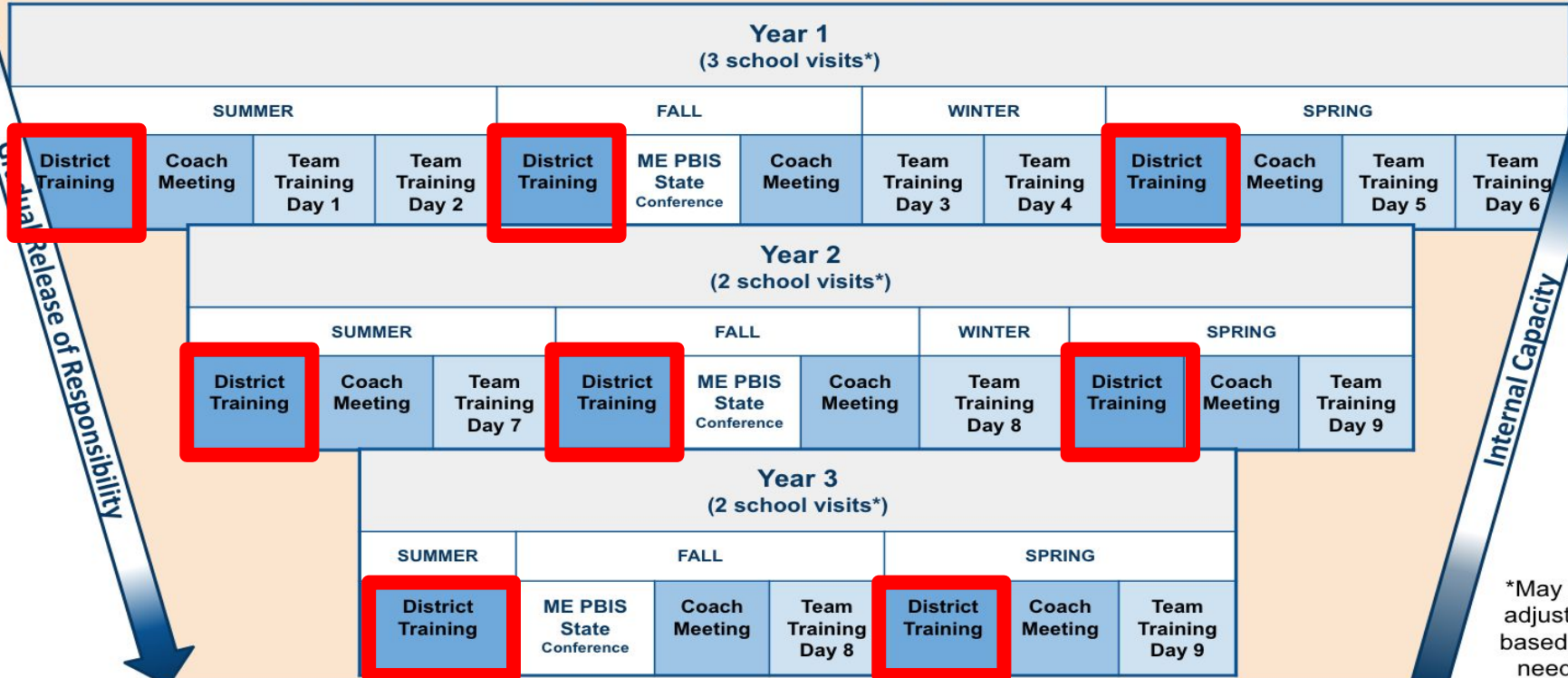


Figure 1. Key functions and foci of the district leadership team

Strengthening Scale-up by Shifting to District Support

MAINE PBIS TIER 1 COHORT TRAINING MODEL

Ongoing external coaching and technical assistance support at district and school level

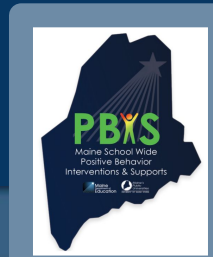
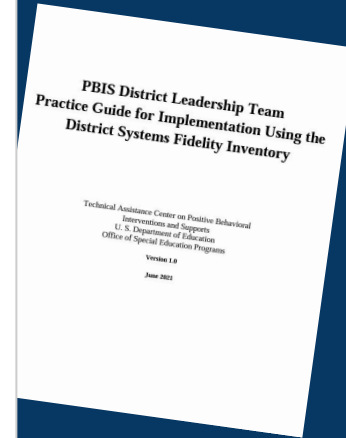
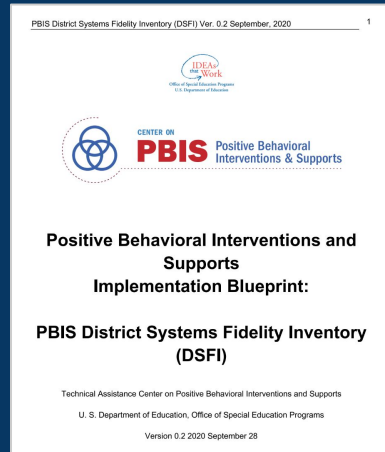


*May be adjusted based on needs

District Team



District Leadership Team is prepared to develop an **annual and long-term Action Plan** guided by the results of the [District Systems Fidelity Tool \(DSFI\)](#), and utilize the developed plan goals to guide agendas and team meetings.



District Team



Promotion of positive school climate and student social-emotional-behavioral health is established by organizational leadership as one of the **top five permanent goals or priorities** for the next 3 to 5 years.

The District Leadership Team has developed a clear description of **initiative alignment** (e.g., graphic organizer, organizational chart, conceptual map) that displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices.



District Team Composition

Led/facilitated by a district coordinator

Include personnel with:

Behavioral expertise such as school psychologists and/or special educators

Documented authority to influence the organization and make executive decisions regarding district discipline policies, procedures, and processes

Represent all areas/departments and voices within the district such as:

- families
- general educators
- special educators
- administrators
- mental health providers (i.e., school psychologist, mental health liaison)
- local community members

District Coordinator

Purpose:

engage in responsibilities connected to district-wide implementation

Requirements:

- designated time (5-10% FTE/school)
- experience in data-based decision-making
- authority to implement team decisions



Maine PBIS District Coordinator Roles and Responsibilities

Training Support

- Attend all Maine PBIS Tier 1 training events for the district, coaches, and teams
- Attend monthly Maine PBIS Coach Network Meetings
- Coordinate school team attendance at Maine PBIS Tier 1 Cohort training events and the Maine PBIS State Conference

Strategic Action Planning

- Facilitate district strategic/action planning for PBIS
- Ensure that PBIS is consistent with the district's strategic plan and school improvement plan
- Support the development of a clear description of initiative alignment integrating implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices
- Convene and conduct monthly meetings of the district PBIS leadership team.
- Develop district budget for PBIS
- Make presentations to the Board of Education, administrative team, family groups, and community organizations on the status of PBIS in the district
- Develop a district-wide professional development plan for PBIS
- Analyze and prioritize district and school needs for both short and long-range planning

Communication

- Act as a liaison between school PBIS teams and the school district administration
- Act as a liaison between the district and Maine PBIS trainers/external coaches
- Develop and implement effective communication strategies and behavior support techniques in a multi-tiered system of support
- Network with local community, state, and federal agencies to identify additional resources and support for school staff, students, and families
- Facilitate visibility of PBIS within the District and in the community
- Plan and implement monthly District-wide meetings for school-based coaches

School Implementation Support

- Maintain ongoing contact with each building PBIS team
- Attend building team PBIS meetings to assist with implementation at least 4 times/per year
- Assist school teams in developing, implementing, and evaluating action plans using a

**Who is on your district team
and why them?**



RSU 10 District Intervention Team includes:

- Superintendent
- Assistant Superintendent
- Director of Special Education/PBIS
District Coach
- Principals
- PBIS Coaches (Tier 1 primarily,
Advanced Tier Coaches invited)
- Psychologists
- BCBA





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District Team

- **Superintendent**
- **Director of Student Services**
- **Curriculum Director**
- **Executive Director of Federal Programs**





SVRSU #12 DISTRICT PBIS MEETINGS

Superintendent

Special Education Directors (2)

Principals (4)

Student Support Specialists/ PBIS leader (4)

Social Workers (3)



What role does your district team serve?



MSAD 17

Dare to Accept the Challenge

Role Served

1

HEALTHY AND RESILIENT STUDENTS

MSAD #17 cultivates resourceful, resilient citizens by teaching social, emotional, and academic skills in a positive learning environment where all students have a voice and are empowered to learn.

- **District PBIS team meetings w/ external coach**
- **Scheduled PBIS check-ins during monthly administration meetings**
- **Monthly PBIS coaches meetings led by District's ToT participant**
- **Building based PBIS work integrated into monthly PD calendar and workshop days**
- **District's Strategic Plan focus**
 - **First "annual" Healthy & Resilient Student Summit to combine district's PBIS Coaches, SEL, and MTSS teams**





1. Decide district initiatives
 - a. Second Step
 - b. Bullying Prevention
 - c. Education of staff / Training Schedule
2. Teach, Share, & Organize Behavior RTI (Response to Intervention)
3. Review Data
 - a. Student Climate Surveys
 - b. Suspensions
 - c. Behaviors - Anything out of the norm
4. Organize the “To Do List” for the year
5. Collaborate with Each Other: Share Ideas
6. PBIS Leader Shares Resources for Trainings
7. Identify Needs or Concerns





District Intervention Team

- Align and integrate initiatives (Ex: Portrait Of a Graduate, Equity and Inclusion, PBIS and MTSS, Curriculum, Instruction and Assessment)
- Identify Professional Development needs
- Maximize efficiency of district resources
- Create a clear and consistent process and vision for PBIS and MTSS
- Develop Continuum of support (of staff and students)
- Mindfully scheduling meeting dates to include all stakeholders



**What is an example of how
your team supports
implementation?**



We Implemented **SECOND STEP**

1. Identified a need
2. Researched Ideas
3. Made decisions on how to implement Second Step
4. Student Support Specialists are supported
/ Reminded of District Initiative
5. Help provide resources if needed

**SECOND
STEP**





Example of supporting implementation

- Look at the data - aggression with young students and how are we going to move this forward
- Behavior Intervention Tech
 - Saw the need for increased support for students

K-6 trends

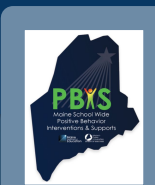


MSAD 17

Dare to Accept the Challenge

Bus Expectations

Oxford Hills School District	I am Safe	I am Respectful	I am Responsible
Before the Ride	<ul style="list-style-type: none"> ★ I wait at a safe distance until signaled by the driver. 	<ul style="list-style-type: none"> ★ I use appropriate language. ★ I treat others with kindness. 	<ul style="list-style-type: none"> ★ I am at my bus stop 5 minutes before the bus arrives. ★ I arrange to transport large items a different way.
During the Ride	<ul style="list-style-type: none"> ★ I stay in my seat, facing forward. ★ I keep my hands to myself. ★ I keep my voice level low. 	<ul style="list-style-type: none"> ★ I use appropriate language. ★ I treat others with kindness. 	<ul style="list-style-type: none"> ★ I follow driver instructions. ★ I am aware of my stop. ★ I keep items and food in my backpack. ★ I use technology responsibly.
After the Ride	<ul style="list-style-type: none"> ★ I stay seated until the door opens. ★ I wait for the driver's signal when crossing the street. 	<ul style="list-style-type: none"> ★ I use appropriate language. ★ I treat others with kindness. 	<ul style="list-style-type: none"> ★ I leave the bus clean. ★ I report any non-emergency problems to the driver or a teacher after the bus is stopped.



**How does your district team
use school TFI data?**



TFI data

- Action Plans are connected and shared
- Strengths, Needs and Celebrations from each school are shared
- Professional development needs identified
- Supports feedback from stakeholders using the School Climate Survey
- Guides communication with School Board



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Dare to Accept the Challenge

School TFI Data

- **Reviewed during meetings with external coach to identify school needs for District's action steps**
- **Informs decisions for internal coaching**
- **Guides conversations to establish open communication and relationships to support connections to training and use of data system**
- **Determines individual school's readiness for participation in Advanced Tiers training**
- **Assists in the development of professional development opportunities for coaches as well as entire staff**
- **Utilized for Board presentation to communicate valued outcomes to justify sustainability**





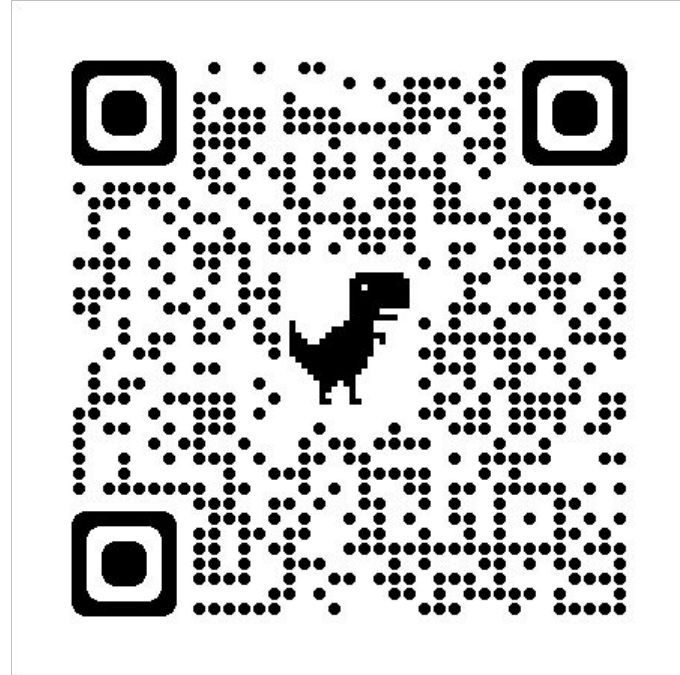
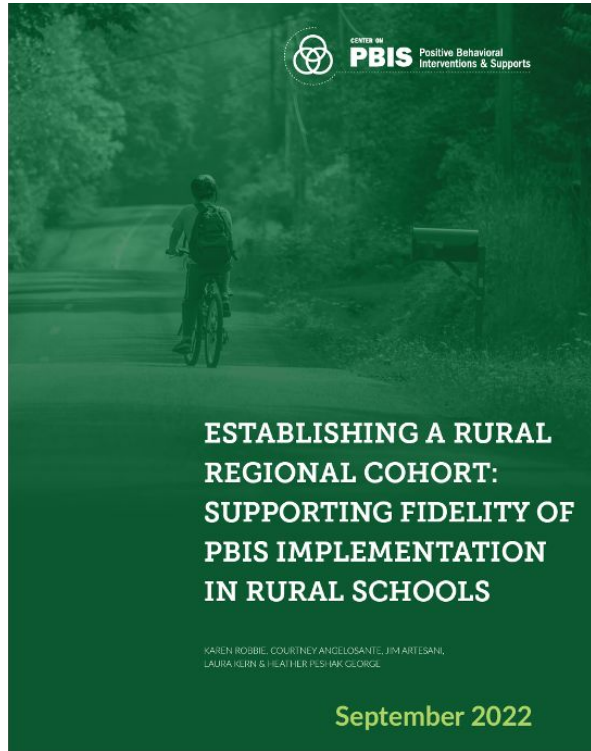
School TFI Data

- Guides conversation about how the teachers seems to be using PBIS.
- Helps us discuss fidelity of SWPBIS
- Then keeps teams focused on setting goals: Gives teams a focus.
- Helps us identify areas of need for Professional development.
- Helps new staff (Principals and Student Support Specialists) who enter team roles.



**What questions do you
have for us?**

Learn more!



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>



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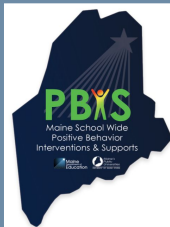
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**Please
reach out
with any
questions
you may
have!**



A green rectangular sign with rounded corners and a white border, tilted upwards from left to right. The sign features the words "Thank You" in a bold, white, sans-serif font. The sign is supported by two silver metal poles. The background is a bright blue sky with a few wispy white clouds and a sun flare in the upper right corner.

Thank You