

# Developing Leadership Level Training and Systems in SWPBS

APBS

March 23, 2006

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# SW PBS Systems

- 50 Sessions

Topic Areas include:

State/District Implementation

Data Based Decision Making

Integration and Collaboration

Sustainability

PBS in Urban HS

Teacher Pre-Service

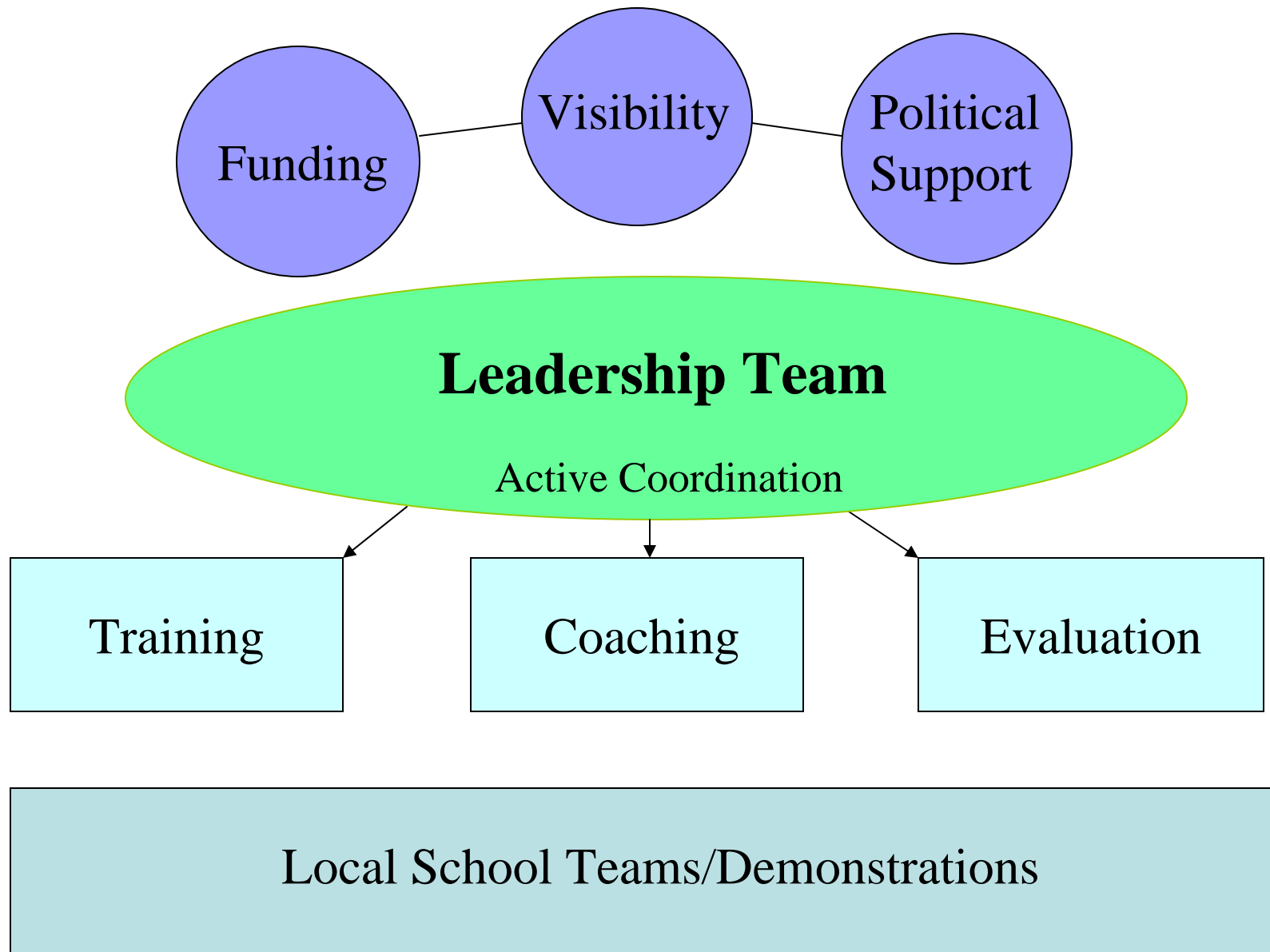
Infant and Early Childhood

Family and Community

# Key Features-Blueprint

- Core State Team- Common Vision, Language, Action Plan
- Coach Capacity-(Focus on Building local capacity)
- Meeting/ Support/Networking Event Cycle
- Evaluation
- Social Marketing
- Collaboration
- Pacing
- Funding

# PBIS Systems Implementation Logic



# Guiding Questions

- What are the coordination and coaching structures in place?
- How do we create process/structure that will increase the success of initial start-up?
- What are the critical features that need to be in place before team training?
- How will the teams access support and technical assistance?
- How will teams share/network /have access to reinforcement?
- How will your district build training capacity?
- How will your team meet the new demands each year?

# Illinois Highlights

# State Leadership Team: Energy Magnified (Getting the right voices onboard)

- Regional Superintendent
- Assistant Regional Superintendent
- School District Superintendent
- University Affiliated Research Director
- Project Coordinators for related state funded school improvement initiatives
- Special Education Director
- Juvenile Justice Coordinator
- Professor Special Education
- Research Consultant
- Assistant Professor School of Journalism
- State Representative
- Associate Professor
- Dean-Dept. of Education

# State Leadership Team

## **Visibility:**

A group of journalism students from Southern Illinois University in Carbondale are developing a four-stage marketing/advertising plan targeting key PBIS stakeholders to generate more awareness for the initiative.

# State Leadership Team

## **Political Support:**

PBIS was part of the Illinois Children's Mental Health Partnership (ICMHP) state budget request for FY' 07. And as a result, PBIS was part of an advocacy hearing in front of the Illinois General Assembly's Elementary/ Secondary Education Appropriations Committee on February 27, 2006 in Springfield.

# State Leadership Team

## Funding:

As the PBIS initiative prepares for a large-scale expansion, we are in progress on a framework to identify and secure a broad base of funding support to ensure the infrastructure required to maintain the consistency and quality of technical assistance and evaluation support to districts.

# State Leadership Team

## Demonstration Sites:

We continue the development of benchmarks of sustainability for PBIS in schools as Active, Developing, Exemplar and Self-Sustaining. We are also developing a checklist to be used by school districts to monitor on-going initiative compliance.

# How We Build Local Capacity: Develop Coaching Capacity

- Coaches are school personnel who have:
  - Fluency with systems & practices
  - Capacity to delivery high level technical assistance
  - Capacity to sustain teams in efforts to implement systems & practices
  
- “Positive” Nag

# Why Redefine Staff Roles to Coach?

## □ Sustainability & Accountability

- Hands-on technical assistance
- Guide problem solving
- Local training
- Team start-up & sustainability
- Public relations/communications
- Support local leadership
- Local coordination of resources
- Provide prompts & reinforcers

# Examples of Coaches Roles

## SYSTEM

- Prepare teams for training
- Support team leaders over time
- Assist with faculty buy-in
- Support ongoing team meeting
  - Structure/agenda/next steps

## DATA

- Assist with data analysis and use of data
- Collection strategies and priorities/focus for analysis
- Revise current strategies
- Decision-making strategies

## PRACTICES

- Support use of effective practices
- Leadership on targeted and intensive (wraparound)
- Develop behavioral, wraparound skills

# Coaches Series

- ❑ Topic 1: School-Wide Team Leadership - Getting the Year Off to a Great Start
- ❑ Topic 2: Data-Based Decision-Making
- ❑ Topic 3: Classroom and Non-Classroom Management
- ❑ Topic 4: Effective Instructional Approaches for Diverse Learners
- ❑ Topic 5: Using the Team Checklist to Stay on Track with Universal PBIS Implementation
- ❑ Topic 6: Building the Framework for Academic Support
- ❑ Topic 7: Targeted Level Process and Practices
- ❑ Topic 8: Intensive Level Process and Practices
- ❑ Topic 9: Profile Workshop
- ❑ Topic 10: External District Coaches Strategic Planning

# Targeted Level Trainer of Trainer Series – 4 days

Trainer of Trainers is designed to provide leadership and guidance to school/agency/family teams in order to increase the effectiveness and implementation of FBA/BIP in Illinois schools.

- Participants will create and review one, two and three day training formats for FBA/BIP.
- **Targeted TOT – 40 participants cumulative from 6/1/05 through 12/31/05.**

# Trainer of Trainer Series

## INTENSIVE LEVEL – 6 DAYS

- **GOAL:** Develop capacity of participants to provide training and technical assistance to PBIS schools at the Intensive Level PBIS via the curriculum: *Integrating Wraparound Approaches in PBIS Schools: Comprehensive Supports for Students with Intensive Emotional/Behavioral Needs and their Families and Teachers.*

### WORKSHOP CONTENT

- Included are strategies for introducing wraparound to PBIS schools, how to integrate it with PBIS implementation in schools, and activities for teaching school staff how to gain confidence and expertise in implementing wraparound including the use of data-based decision-making with youth/family teams.
- TOT participants will learn/design training mechanisms, schedules, and practice activities. Participants will collectively set outcomes about numbers of wrap teams/plans and number of school staff implementing during a school year and develop plans to meet outcomes.
- Wrap TOT – 37 participants cumulative from 8/30/05 ending 12/31/05.

# Florida Highlights

# Levels of Training

*based upon the Benchmarks of Quality scores*

- School-wide
  - Comprehensive 3-day
    - On-site
  - Booster (20%)
    - On-site and on-line (12 modules)
- Classroom
- Targeted Group
- Individual
  - On-site and on-line (4 modules)

# Prior to Training...

- ❑ Commitment from District
- ❑ Commitment from School Administrator(s)
- ❑ **District Readiness Checklist**
- ❑ **Training Readiness Checklist for Schools**
- ❑ Initial Benchmarks of Quality
- ❑ New School Profile Information Form
- ❑ District discussed funding to support schools
- ❑ Discuss possible TRAINING DATES

# District Readiness Checklist

- PBS District Coordinator
- Awareness presentation for district Administrators
- District PBS Team
- District PBS Team participates
- District Action Plan
- PBS Coaches
- District funding
- School-wide discipline a top district goal
- Letters to participating school Principals
- SWIS III is a school-based discipline data system
- Internet access for schools
- District MIS department
- Revise/utilize a discipline referral form, problem behavior



January 2006



**St. Lucie County  
PATH**

Current Status	Enroll	Strengths	Strengths	Evaluation	First Steps	1 <sup>st</sup> Month	3 Months	1 Year
<p>24 Schools trained. (20 participating)</p> <p>7 schools went through booster training in October.</p> <p>Schools can access monthly data themselves through district SLIS.</p> <p>Need for a PBS co-coordinator for PBS activities.</p> <p>Not competing w/ anything. Other initiatives support PBS</p> <p>District team is meeting.</p> <p>Monthly coaches meetings.</p> <p>District factors in whether an individual is a PBS coach in distribution of duties.</p>	<p>1. Board member – Judi Miller</p> <p>2. MIS – Bob Gibson</p> <p>3. FDLRS - Sandra Akre</p> <p>4. Student services director - Barbara Casteen</p> <p>5. PBS Coordinator/ school psych - Robert O'Neil</p> <p>6. Exec. Director Student Services ESE - Barbara Slaga</p> <p>7. AP - Glen Rustay</p> <p>8. Area Assistant Superintendent – Genelle Yost</p> <p>9. Law Enforcement - Sgt. Cicio, Sgt. Jamie Wills, &amp; Sgt. Ed Kelleher.</p> <p>10. Middle school Principal - Lisa Cash</p> <p>11. assessment &amp; accountability - Debbie Carlstrom</p> <p>12. SEDNET - Nancy Brown</p>	<p><u>Coordination</u> Robert O'Neil still interested and doing a wonderful job. More FTE required to continue efforts as St Lucie has added many new PBS schools.</p> <p>Coaching capacity is good...many need to add a few more for new schools. Coaches are currently school psychologist, behavior analysts, &amp; school social workers.</p> <p>PBS included in the Superintendent's business plan.</p> <p><u>Funding</u> USF provides \$ for complete evaluations, IDEA, SD FS</p> <p>SLIS data system is available to all schools with remote access from home.</p>	<p><u>Visibility</u> - Not addressed.</p> <p><u>Training Capacity</u> Good for SIM PBS. Need Next Steps trainers.</p> <p><u>NEEDS</u> Rewards for coaches and schools participating in PBS.</p> <p>Additional support for coordination of PBS. – Robert Mentor addition person to assist him.</p> <p>Additional release time for next steps trainings.</p>	<p>ODR Data Reported to Genesis</p> <p>Mandatory evaluations twice yearly completed by coaches. Information turned in to USF.</p> <p>Review of SESIR data.</p> <p>Independent evaluation of PBS for St Lucie District</p>	<p>1. Set up date for Spring/Summer training. Determine how many new schools will be trained. Determine deadline for PBS application.</p> <p>1. Interested schools complete application for PBS training. - Recruit new coaches - Identify schools needing booster training/retraining.</p> <p>2. Robert send out more information about mentee position to coaches</p> <p>3. Robert inform coaches that if school is fully implementing, they must include parent involvement in PBS plan</p> <p>11. Meeting to discuss additional staff, schedule meeting w/ SD FS, investigate grants.</p> <p>12. Pull together sample survey for coaches.</p>	<p>1. Schools have paperwork submitted to Robert.</p> <p>New coaches attend new coaches training in April.</p> <p>Co-trainers attend co-training forum in April.</p> <p>2. Robert identifies mentee for PBS coordination.</p> <p>3. Schools notified that if they are fully implementing, they must include parent invol. in PBS plan</p> <p>9. Meeting with SST to discuss problem-solving process</p> <p>12. District team approves sample survey then Survey coaches to determine interest and opinions regarding meetings and PBS.</p>	<p>1. Train a few new schools and maintain support.</p> <p>2. Schools fully implementing PBS include Parent involvement in plan.</p> <p>3. Obtain data on academic &amp; behavior analyze for current schools</p> <p>4. Analyze data from PBS schools</p> <p>5. Collected data on existing programs &amp; how it fits w/ PBS</p> <p>6. SST model incorporates PBS (have an idea of how this can happen...a plan)</p> <p>7. Collected last year's data (SESIR) &amp; analyze to see if decrease in violent behavior</p>	<p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>1. PBS District –wide all schools</li> <li>2. Robert mentor individual to assist in coordination.</li> <li>3. Increased Parent involvement</li> <li>4. Show connection b/w behavior &amp; academic achievement</li> <li>5. Increase incentive for coaches and schools.</li> <li>6. Increase attendance &amp; decrease expulsion/suspension rate</li> <li>8. More programs under PBS umbrella targeting groups.</li> <li>9. PBS collaborates w/ SST</li> <li>10. Decrease in violence (SESIR data)</li> <li>11. Attain adequate funding</li> <li>12. Attain coaches survey information.</li> </ol>

# Training Readiness Checklist for Individual Schools

- School-wide discipline a top goal on SIP
- A PBS Team formed with broad representation
- Principal is active on PBS Team
- Principal commits to SWPBS
- PBS Team meets at least once a month
- PBS Initial Benchmarks of Quality and New School Profile
- Faculty participated in an awareness presentation
- Majority of faculty are interested
- School has secured funding
- PBS District Coordinator identified
- PBS Coaches identified



# SWIS Readiness

- ┌ SWIS compatible office discipline referral form and problem behavior definitions
- Coherent office discipline referral process
- Data entry time scheduled
- Three people trained within the school
- Computer access to Internet
- Agree to on-going training
- PBS Coaches work with school personnel
- Continue with data entry until SWIS compatibility with district database is completed

# School submitted checklist, what next....

- └ District selects schools to attend training
- Attend 3 day training
  - Bring all team members
  - All team members must attend all 3 days
- Bring following materials to training:
  - School Improvement Plan
  - Mission Statement
  - Current Discipline Process (referral forms, reward system, rules for specific settings)
  - Current Discipline and Academic Data

# School-wide Training

- Consists of lecture, video of actual schools, team activities, and action planning
- FREE OF CHARGE to districts
- 3 schools minimum needed for training to occur in their district; otherwise travel expenses provided for teams to attend out of district training
- Training occurs across 3 consecutive days
- School Administrator required to participate all 3 days with team
- Stipends provided at \$125/day (must attend all 3 days)
- District Coaches trained to provide additional assistance to school team
- Ongoing technical assistance provided throughout school year

# Training Modules



## Day 1

- Introduction to School-wide Positive Behavior Support
- Establishing a Foundation for Collaboration and Operation
- Building Faculty Involvement
- Establishing A Data-Based Decision-Making System
- Developing Appropriate Definitions of Problem Behaviors
- Developing Behavior Tracking Forms

## Day 2

- Developing a Coherent Office Discipline Referral Process
- Developing Effective Consequences
- Identifying School-Wide Expectations
- Identifying Rules for Unique Settings

## Day 3

- Developing a System for Teaching Appropriate Behavior
- Developing a School-Wide Reward System
- Implementing School-wide PBS
- Evaluating the Progress of PBS Efforts
- Establishing a Comprehensive PBS System

# Number of Schools Trained

(As of November, 2005)



- 3 Pre-K schools
- 96 Elementary schools
- 70 Middle schools
- 4 K-8 schools
- 29 High schools
- 36 Alternative/Center schools



- **238 TOTAL SCHOOLS**

# Maryland Highlights

# Evaluation Capacity

## Establishing Measurable Outcomes

1. What schools have been trained and are active?
2. How well are schools implementing PBIS?
3. What impact does PBIS have on student behavior? Achievement?

# Monitoring Outcomes

- Team Implementation Checklist
- SWIS
- SET
- Coaches Checklist
- Staff Survey
- Satisfaction Surveys
- Implementation Phases Inventory (IPI)

# Evaluation Tools

## Access 2003 Database

- Data entry/storage
- Report Generation

# Evaluation Tools

Maryland website [www.pbismaryland.org](http://www.pbismaryland.org)

Various levels:      Any user  
                             Team/coach  
                             LSS Point of Contact  
                             State Team

Maryland Forms Matrix

Access Database

SWIS

PBS surveys ([www.pbssurveys.org](http://www.pbssurveys.org))

# How Well are Schools Implementing?

- Systems-wide Evaluation Tool (SET)
  - Annually
  - 7 Features of SW Implementation
- Implementation Phases Inventory (IPI)
  - Semi-annually
  - Levels of SW: Preparation, Initiation, Implementation, and Maintenance

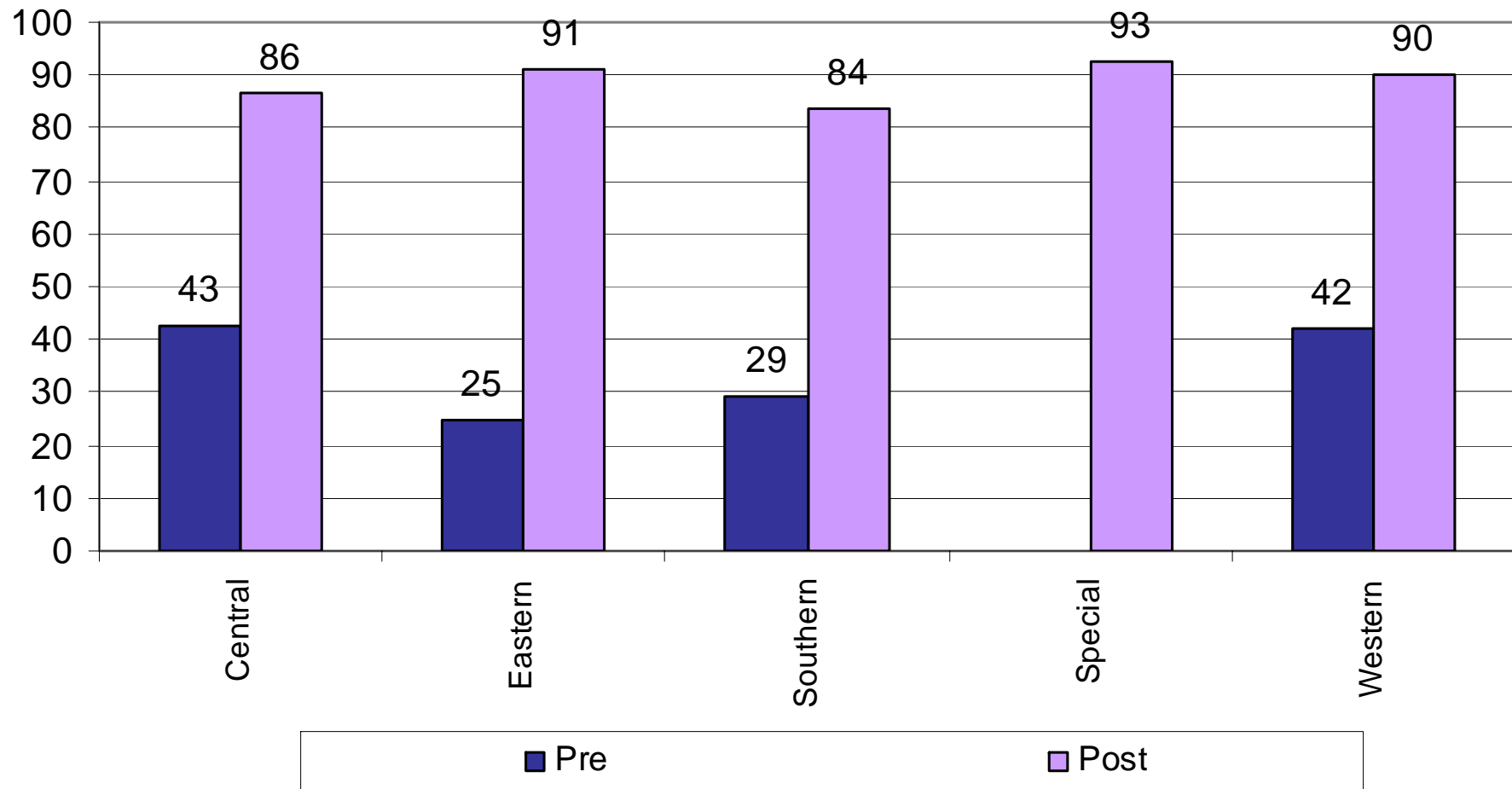
# School-Wide Evaluation Tool

35 Coaches trained as SET assessors

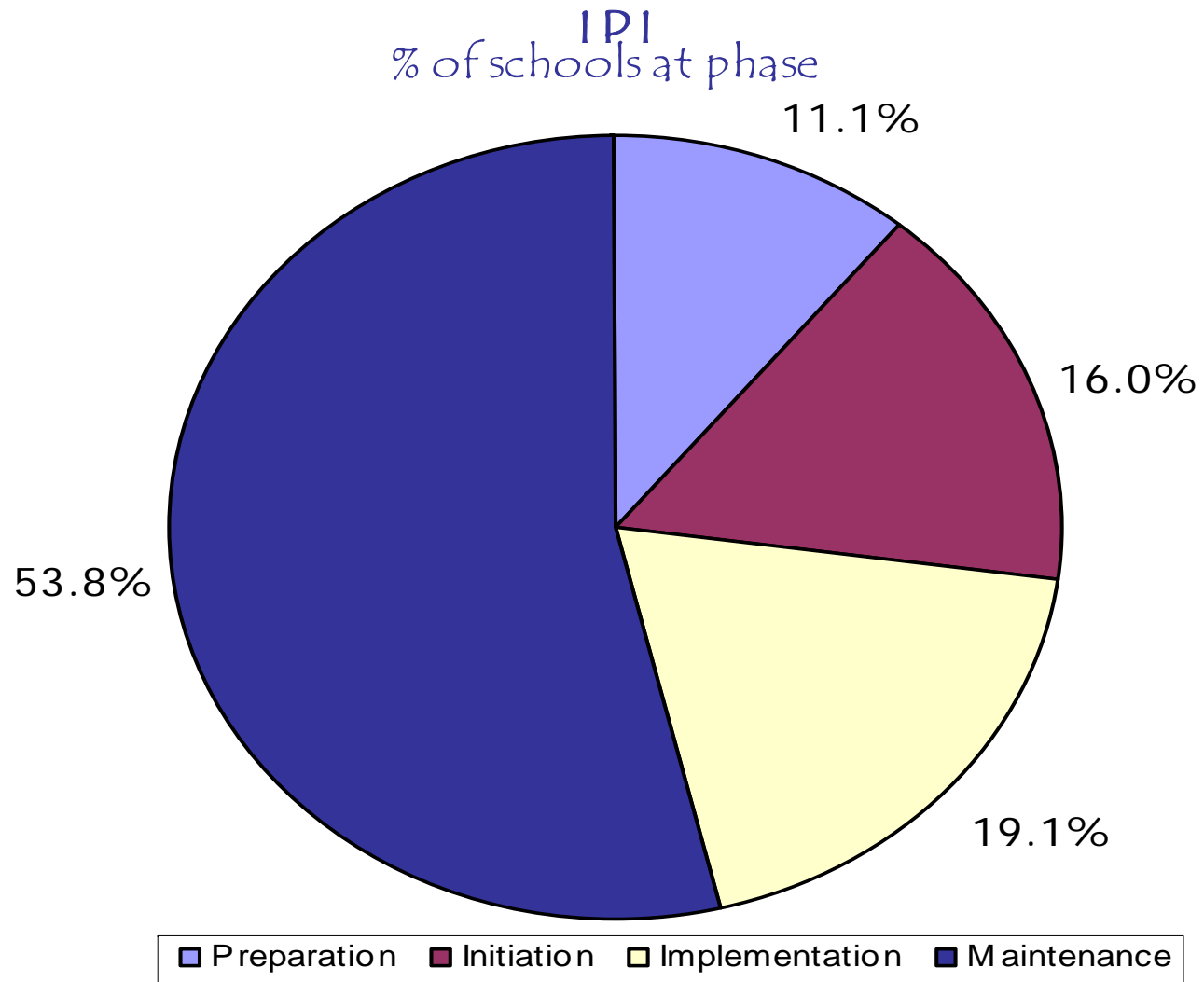
15 Contractual SET assessors

- 97 SETs completed 2004
- 154 SETs completed 2005
- 104 schools have at least two SET scores
- 80% Total score is considered Maintenance Phase (IPI)
- All regions met 80% criterion across schools
- 69% increase after one year of implementation

# SET Scores by Region



# PBIS Maryland



\* IPI: Implementation Phases Inventory

## Return Rates Form A & IPI

	New Schools		Returning Schools	
School count	<b>90</b>		<b>193</b>	
Number schools submitting Form A	79	87.8%	176	91.2%
September	65	33.7%	126	65.3%
October	67	34.7%	67	34.7%
November	54	28.0%	46	23.8%
December	34	17.6%	88	45.6%
January	14	7.3%	24	12.4%
February				
March				
April				
May				
June				
July				
	IPI			
	Count at phase	Percent at phase	Count at phase	Percent at phase
Preparation	12	23.1%	14	8.1%
Initiation	18	34.6%	18	10.4%
Implementation	11	21.2%	31	17.9%
Maintenance	11	21.2%	110	63.6%
Total	52		173	

- Given your resources, where you are in your implementation phase and your time available, what can you take back from the conference?
- What is the smallest change that you can make to make the greatest impact?

# Contact Information

- Maryland PBIS: [www.pbismaryland.org](http://www.pbismaryland.org)
- Illinois PBIS: [www.pbisillinois.org](http://www.pbisillinois.org)
- Florida PBIS: <http://flpbs.fmhi.usf.edu>