

# PBIS Indiana



*“Making schools welcoming and safe for all learners”*

VOLUME 1 ISSUE 2

AUGUST 2013

## PBIS INDIANA

The PBIS Indiana Resource Center is a collaboration between the Center on Education and Lifelong Learning and The Equity Project at Indiana University Bloomington. PBIS Indiana has established a statewide network of culturally responsive positive behavioral interventions and supports that infuses culturally responsive practice into the evidence-based PBIS framework. The resource center works with emerging model sites and school districts addressing issues of disproportionality, as well as providing on-site and web-based professional development opportunities throughout the state.

## IN THIS ISSUE

Prepping for Year	1
Ask the Trainer	2
Coaches Corner	2
District Leadership in PBIS Planning & Implementation	3
Schools in Motion	4
Events & Resources	4

## Prepping for a New Year: Sustainability and Fidelity with Implementation

Coaches and Teams are strongly encouraged to develop a Master Implementation Plan\* to guide CR-PBIS activities throughout the year and keep the initiative on-track. This plan should include all four of the elements of PBIS (Outcomes, Data, Practices, Systems) with concrete steps to support in the specific area of focus. We look to Outcomes to determine how well we are doing in mission towards achieving social competence and academic success for all students. We review Data for the purpose of driving our decision-making; Set into place Practices that support student behavior; and create and modify Systems in efforts to support staff behavior that proactively address diverse student behavioral and academic needs.

Here are some guiding questions to ask in the development of your Year-at-A-Glance, in preparation to lead your team to continued success in your CRPBIS school-wide discipline plan:

- Is there a clear plan to train new or incoming staff. Establish monthly team meeting dates/

times early in the year to avoid scheduling conflicts that can easily arise. Set the tone for your building that CR-PBIS is important and part of the fabric of the school. Connect with school administrators and establish regular dates to communicate with staff, share data, recognize staff contributions to the initiative and revise/create plans to better support students.

- Does your plan include time for monthly dialogue around issues of equity? Conversations on disaggregated data will include conversations about disparities and solutions for
- How will you engage families? What help will you provide to them to become familiar with your school's PBIS discipline plan? How will you plan to receive feedback? How can you let parents/guardians know how to be involved in their child's school experience?
- Have you considered revising your acknowledgement system? Schedule in dates for group contingency rewards and plan to change and/or mix up rewards periodically throughout the

school year.

- Do teachers know the schedule for teaching lesson plans? Have you reviewed data for trends to and created plans for re-teaching behavior lessons? Are there behavioral lesson plans that still need to be created?
- How can you engage students in the process of learning behavior expectations?
- Have the PBIS team review year-end data early on and highlight successes from last year. This is a great way to keep up momentum among staff for your school-wide plan and continuing the work. Regular review of data and a strong communications plan to staff go a long way in supporting the hard work of your team.

\*For an example of the Master Implementation Plan, Year-at-a-Glance see page 2 in the Coaches Corner.

## PBIS Indiana: Status of Affairs

PBIS Indiana is looking forward to starting work with approximately 15 new schools teams in 2013-14, the final year of the grant. Because this is the last year of the grant, we decided to only work with new schools from corporations where PBIS Indiana was already working, if those corporations have active and supportive corporation/district leadership teams. We are planning a Coaches Forum for late September in which persons serving in a coaching role for schools around the state will be invited to participate in a one day forum focused on coaching skill and to network and learn from other coaches around the state. Invitations will be sent in early August. If you are serving in a coaching role for a school that is implementing PBS and would like to attend, please send an email to [pmerida@indiana.edu](mailto:pmerida@indiana.edu). We also plan to spend the last year of the grant looking for future funding opportunities and incorporating our lessons learned over the past 4 years to design a project that might continue to support schools across the state. If you think having a Statewide Network of PBIS supported by the Indiana Department of Education is important, please contact IDOE officials and Indiana Legislators to share your concern. We are looking forward to continuing our work throughout the state and appreciate your continued support.



*“it is important to re-establish the roles for all team members.”*

## Ask the Trainer: Frequently Asked Questions

**Question:** *Help! It is the start of a new school year, and we've had some personnel changes to our PBIS team. I'm not sure how to best support the new members of the team.*

**Answer:** We see this happen quite often. Over the course of a summer break, school staff changes—people take on new roles, leave the school building for a different position, or retire. While this can be stressful, there are several things to consider when this happens.

First, during the first team meeting of the school year, it is important to review the mission

of the PBIS team. During this conversation, it is also important to review the team norms that have been developed and implemented. Since new members are present, it may be a good idea to revisit the norms that had been created to see if any need to be modified or added to reflect the needs of the new team members.

Second, it is important to re-establish the roles for all team members. Roles of the team include a team facilitator, note taker, time keeper, collector of artifacts/products, and a person responsible for data. This is a good opportunity for individuals to change

roles or take on new roles if desired.

Finally, it is important to remember that the dynamics of your team has changed. The way the team operated last school year is not the same as the way the team will operate this year, simply because there are new members. Using a team-building protocol such as True Colors will help team members understand each other's working styles, strengths, and needs. Spending some time team-building will help start the new working relationships off on a positive note.

## Coaches Corner: Year-at-a-Glance

Every PBIS coach wears several hats. PBIS coaches are busy educators who have their own classrooms, teaching duties, administrative responsibilities, committees, families and other important responsibilities to manage while also leading the PBIS team. Too often the competing roles result in a lack of time for planning and preparation. Also, coaches often find that following the opening week kick-off events their PBIS

system suffers from a lag in energy, consistency, and fidelity of implementation. Coaches want to know how to infuse enthusiasm in their colleagues throughout the year. The solution to these two problems may be a "Coaches' Year-at-a-Glance". By pre-planning your PBIS systems, practices, data and communication tasks for an entire school year you can support

consistent implementation. A "Year-at-a-Glance" can serve as your guide for planning team and staff meetings, acknowledgment system events, data collection, culturally responsive professional development and communication. PBIS is a proactive system. Coaches and teams can invest a little proactive planning time at the beginning of the year and realize the benefits till June.

Month	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES)	COMMUNICATION WITH STAFF
August	- Review prior year's ODR graphs, attendance, & academic data - Initiatives Audit	- Establish monthly PBIS Team meetings - Culturally Responsive (CR) Staff P.D. - "Willing to be disturbed"		- Overview of Culturally Responsive SW-PBIS to staff
September	- Review ODR graphs, attendance, & academic data- identify top problem behavior and top location of referrals - Administer and score TIC - Administer and score SAS	- Conduct PBIS Team meeting(s) - Review current data system capabilities/process - Begin developing School-wide Expectations - Culturally Responsive(CR) Staff P.D.- *Cultural Iceberg - Identify ways to engage families, students and staff in decision-making	- Conduct Card Sort with students - Survey families	- Share Initiatives Audit to support PBIS initiative - Inform staff about SAS; How/when to take - Card Sort with staff
October	- Review ODR graphs, attendance, & academic data - Review results of TIC - Review results of SAS	- Conduct PBIS Team meeting(s) - Create Action Plans with TIC & SAS results - Use student, staff, family data to finalize SW Expectations - Culturally Responsive (CR) Staff P.D. - *Cultural Proficiency Tools	- Conduct surveys of school culture - students, families	- Present PBIS Self-Assessment results and identified building needs - Identify Location-specific behaviors for Matrix - Create Definitions for SW Expectations

# Importance of District Leadership in PBIS Planning and Implementation

District leadership teams (DLTs) provide a crucial foundational role in that they establish the vision, leadership, and resources necessary for district-wide implementation of PBIS (George & Kincaid, 2008). A 3-5 year action plan is developed by the DLT that will set goals and objectives for the work over time that supports the work of their schools. The DLT meets at least quarterly to review school- and district-level discipline and implementation data, the action plan, progress toward training schools, and to ensure district policies and procedures align with PBIS principles. In addition to these roles, below are some additional considerations of an effective DLT.

**Funding.** Securing stable and recurring funding for district and building-level PBIS efforts is a critical function of the DLT (Office of Special Education Programs Center on Positive Behavioral Interventions and Supports [OSEP], 2004). Some districts have been able to achieve this by using Title I or Character Education funds to support the implementation of PBIS. Funding is provided for a variety of purposes ranging from supporting schools' implementation of PBIS activities to providing personnel funding in terms of having a district coordinator, external coach, or shifting staff FTE at the building level to account for the additional responsibilities of participating on the school-wide leadership team. DLT support at the school level also holds school leadership teams and administrators accountable for the implementation of PBIS efforts. DLTs should regularly review implementation assessments (e.g., SET, BOQ, etc.) and provide assistance to schools not implementing with fidelity.

**Professional development.** DLT's can help guide their staff to develop culturally responsive practices for their school. One way DLT's can support their schools is to provide professional development in building knowledge and skills in culturally responsive practices. An example of this is supporting the implementation of a book study. One book we've used in our training is *Culturally Proficient Leadership: The Personal Journey Begins Within* (2008) by Raymond Terrell and Randall Lindsey. Another is Glenn Singleton and Curtis Linton's work titled, *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (2005).

## DLT's can support their schools is to provide professional development in building knowledge and skills in culturally responsive practices.

**Working smarter.** Effective DLTs examine existing initiatives, committees, and goals to determine how these efforts align with, and perhaps overlap, PBIS. Considerations of initiative alignment include purpose, specific and measurable outcomes, targeted group, and its connection to the PBIS framework. Merging some initiatives and committees with PBIS, or at the very least establishing communication structures between these, will help the district align the efforts of PBIS. For instance, if a district has a Safety Committee, a Diversity Committee, and a PBIS District leadership Team, the district will consider how these three committees can work together to ensure efforts are aligned.

**Communication.** DLTs should seek ways to establish visibility within the district and community. This may mean

providing information at school board meetings and through websites, newsletters, and email. The DLT should assess the various stakeholder groups in the community and develop communication structures to share information and seek input from those groups.

For additional information about effective district leadership teams, readers are encouraged to refer to *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment* (Sugai et al., 2005), available from the National Technical Assistance Center ([www.pbis.org](http://www.pbis.org)).

## References

- George, H. P., & Kincaid, D. K. (2008). Building district-level capacity for positive behavior support. *Journal of Positive Behavior Interventions*, 10, 20-32.  
DOI:10.1177/1098300707311367
- Office of Special Education Programs Center on Positive Behavioral Interventions and Supports. (2004). *Implementation blueprint and self-assessment: Positive Behavioral Interventions and Supports*. University of Oregon, Eugene.
- Singleton, G. E., & Linton, C. W. (2005). *Courageous conversations about race: A field guide for achieving equity in schools*. CITY : Corwin.
- Sugai, G., Horner, R., Sailor, W., Dunlap, G., Eber, L., Lewis, T., et al. (2005). *School-wide positive behavior support: Implementers' blueprint and self-assessment*. Washington, DC: Technical Assistance Center on Positive Behavioral Interventions and Supports.
- Terrell, R., & Lindsey, R. (2008). *Culturally proficient leadership: The personal journey begins within*. CITY : Corwin.

## Schools in Motion: Central Kicks Off On-Time

To help foster on-time behavior in students, Central High School in Evansville, Indiana began a Universal Level (Tier 1) positive behavior intervention called the On-Time Campaign or "Get to Class if You Want to Pass". They implemented this program Spring 2013.

The goal of the program was to improve on-time behavior by 10 percent for all Central students. And to do that, Central is rolling out Positive Behavior Intervention and Support, or PBIS, to encourage a positive change in behavior.

Central High School decided to address being on time after reviewing their school data that reported the school had assigned 15,000 tardies during 2011-2012 and approximately 13,000 for 2012-2013. Central's school PBIS team that being on time would be a priority to address.



Many schools struggle with getting students to class on time. Central's campaign was aimed at encouraging students to strengthen their students on-time behavior in a positive way. One strategy used was to have all teachers teach the expectation that students will be on time to class.

As part of the program, Central offered school-wide incentives and reinforcements to help accomplish their goal. One incentive Central uses is a Bear Attack. "Bear Attacks are were assigned to a random day and period where they announced 'Bear Attack' over the intercom and teachers were instructed to provide a ticket to every student that was on time as defined by their school. The ticket would then be entered into a drawing where the school drew 10 to 25 students names from each grade level and provided an incentive which ranged from a free jeans day, food, or other things that would appeal to their students. The school plans to hold Bear Attacks randomly to help reinforce the positive behavior.

In addition to Bear Attack, the school has implemented a Bear Trap. Also



on a random day and period, the school will announce "Bear Trap" over the intercom and students who are in class are safe, but those students who are not in class are caught in the trap and will receive some consequence as a result of being late. Central however is focusing their energy on positive interactions and do not plan to use Bear Traps as often given it is not a positive reinforcement of the behavior. PBIS recommends a 4:1 ratio of positive to negative reinforcements.

The program, which officially began on March 11 to coincide with the beginning of the last grading period of this past school year, allowed the school to start small to make sure it can build on the school's PBIS efforts when school starts in the fall.

## EVENTS AND RESOURCES

### Summit Opportunity:

**Pacific Education Group Sponsors Summit  
Courageous Conversation 2013**

October 26-30, 2013

St. Louis, MO

Website for more information:

[www.summitforcourageousconversation.com](http://www.summitforcourageousconversation.com)

### Conference Opportunity:

**11th International Conference on Positive Behavior Supports** is accepting conference proposals due September 7, 2013 for their annual convention taking place in Chicago, Illinois during March 5-8, 2014.

Website for more information:

<http://www.apbs.org/conference/Chicago/call-for-papers.aspx>