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Participants will gain information on background on SWPBS Programs In Hamilton, Boone & Madison Counties.

Participants will gain information on the funding source for SWPBS Pilot.

Participants will hear ‘lessons learned’ over the last five years and suggestions for how to deal with similar situations including sustainability.

Participants will gain information on how to make collaboration among coaches doable.
Support from Administration at HBM Special Services Cooperative
- 7 school districts, approx 70 schools.
- Suburban/rural districts north of Indianapolis.


Pilot school identification (n=10) in 2008.

Grant Application 2008 and 2009.
- Awarded federal grant (CFDA#84.215M) to Integrate School and Mental Health Services (August, 2009 – August, 2011).
Pilot schools identified.
- All seven districts represented.
- Representation at elementary and secondary levels.
  - That is, 7 elementary schools, 2 middle schools, 1 high school (self-contained freshmen campus).

2008-2009 First cohort of schools trained!!!
2009-2010 added 5 schools to program that had some logical connection to pilot sites.
  - One school completed training but postponed implementation.
  - Coaches Academy begins........
  - Building Capacity
2010-2011 added two entire districts came on board (Hamilton Southeastern and Noblesville; 30 additional schools) plus three expansion schools.
2011-2012 added four additional schools that asked to be trained, 2 elementary, 2 High Schools
2012-2013 changes in the structure of the Special Services Cooperative led to changes in the programing
  - Welcome to Hamilton County PBIS Days
Grant Application 2008 and 2009.

- Awarded federal grant (CFDA#84.215M) to Integrate School and Mental Health Services (August, 2009 – August, 2011).
- Awarded by OSDFS now known as Office of Safe and Healthy Students (OSHS)

Funded Personnel (Program Director), Trainings, Subs, Development of Intervention Library, Website, ED Conference, Travel to Professional Conferences, Materials, Webinars for Coaches, Additional Trainings for Coaches, SWIS pilots
Funding

- http://www.ed.gov/grantapps
- http://ies.ed.gov/funding/
Training Schedule

- **Year one:** One year of training and planning for the building PBIS team (3-4 full-day trainings)
- **Year two:** 1-2 Booster sessions for building teams; monthly seminar ‘Coaches Academy’ for identified building coach focus on PBIS Framework
- **Year three:** 1 Booster session for building teams and monthly ‘Coaches Academy’ for coaches focus on Coaching Strategies
- **Year four:** Quarterly Coaches Academy, half day (morning secondary coaches and afternoon elementary coaches) focus on team sharing/problem-solving, refresher for basic PBIS, and Tier II/III Interventions.
Lessons Learned

- Every step in the process needs to build local capacity.
- Rushing the process (this may take 3-5 years for full implementation).
- Not having a diverse, representative team.
- Lacking Administrative Support/Buy-in
- Failing to train new staff and students
- Failing to solicit student and family input.
- Following up to make sure all staff understand the triangle of support (i.e., the structure of the PBIS model) – which may impact buy-in.
- Implementing Tier II interventions before Tier One Roll Out.
Representative from each school PBIS team attends monthly meetings & delivers info/discussion back to building-based team for further planning.

Syllabus includes:
- monthly readings;
- group activities
- speakers from community agencies;
- assigned discussions/presentations
- sharing of Tier 2 and 3 interventions;
- “coach” a lesson.
Year 4: Quarterly Coaches Academy, half day (morning secondary coaches and afternoon elementary coaches) focus on team sharing/problem-solving, refresher for basic PBIS, and Tier II/III Interventions.

Year 5: Hamilton County PBIS Days-Updates and Tier 2 and 3 focus with community connections.
2009-10 school year various readings from journals, publications, & Colvin, G (2009) text.

2010-11 school year Sprick, R. et al text & Ruby Payne text & training modules.

2011-2012 school year various readings and resources, multiple presentation on Tier II, Speaker for Tier III.

2012-2013 school year various speakers, school-based organizations, community group representatives.
Plan for sustainability from the very beginning...

- What does the district need to do?
- What does the building need to do?
- What does the team need to do?
Form a PBIS District Leadership Team that meets quarterly to review and plan for SW-PBIS

Have a district administrator and an administrator from each building on team, regularly attending meetings

If possible, also include counselors or school psychologists on district team

Identifying PBIS as one of top 3 district goals for school improvement and include in District School Improvement/Crisis Plan

Identify District Coordinator (ex. Director) as contact person

Identify District Level individual to collect, analyze and coordinate data with both buildings and HBM cooperative team

Providing for release time for building SW-PBIS Leadership Team(s) for on-going training and technical assistance activities

Ensuring that each building has SW-PBIS team in place for training, planning and implementation of SW-PBIS

Ensuring each building team has a designated internal coach to facilitate training, meeting and planning for SW-PBIS

Ensuring that each building team participates in all trainings

Coordinating and ensuring that each building team participates in annual assessments including, but not limited to,

- Effective Behavior Supports Survey (September)
- Benchmark of Quality (March)
- Schoolwide Evaluation Tool (First 2 weeks of May)

Ensuring each building develop an Office Discipline Referral Form to collect and report behavioral data monthly
Identifying SW-PBIS as one of top three school improvement goals
Developing a PBIS team to train, plan and implement SW-PBIS in the building
Designating a building administrator that actively leads and supports planning and implementation and the PBIS team
Provide resources, time, materials, and people to support implementation of new practices/procedures
Identifying internal coach that will take part in all training and coach PBIS team
Identifying a building based individual to manage all related data (monthly behavioral data, annual needs assessment and fidelity checks)
Develop an Office Discipline Referral form to track and report behavioral data monthly
Participate in all school assessments on implementation (EBS/September, BOQ/March, SET/Beginning of May)
Allocate resources time for team members to meet monthly
Allocate resources and time for team members to participate in all PBIS trainings provided by the HBM team
Establish, define and teach school-wide expectations
The team agrees to...

- Actively participate in all on-going trainings and technical assistance activities
- Meet at least monthly using a meeting agenda and recording minutes
- Use data at each team meeting to drive decision making
- Identify one member as internal coach for building and one individual as data consultant
- Participate in all data collection procedures and submit data in a timely manner (EBS, BoQ, SET, monthly discipline data)
- Disseminate information, activities and accomplishments to school as a whole
- Develop action plan; review and revise annually
- Develop and/or revise Office Discipline Referral Form for data collection and reporting
- Develop Behavior Matrix and plan to implement PBIS program
- Develop Reward System for PBIS program
- Coordinate PBIS program school wide, including teaching of expectations to staff and students
- Involve families in planning, training and implementation of PBIS
Final Thoughts and Questions

- Coaches Academy
- Building Capacity
- Let the Data Tell the story…but
- School Climate
- Building Support across district lines