



Colorado PBIS Initiative

Implementation Snapshots



Snapshot: PBIS Leadership Team

<p>Benchmarks of Quality (BoQs):</p> <ul style="list-style-type: none"> ▪ Team has broad representation ▪ Team has active administrator support ▪ Team has established clear mission and purpose ▪ Team includes one or more family representatives who are equal members ▪ Family FSCP Liaison role and family member roles are clearly defined and documented within the team ▪ Team is representative of student/family demographics and values cultural diversity 	<p>Implementation Products and Outcomes:</p> <ul style="list-style-type: none"> ▪ Develops written mission/vision ▪ Identifies team roles and responsibilities ▪ Uses a Problem Solving Logic and Agenda ▪ Identifies meeting schedule and meeting times on school calendar ▪ Complete initial Resource Mapping/Working Smarter Matrix
<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Understand importance of a representative team with purpose/outcome ▪ Understand role of administrator ▪ Understand importance of effective meeting practices (identify roles and responsibilities of team members, use problem solving agenda, meeting minutes to document decisions, actions and timelines) 	<p>Team Activities:</p> <ul style="list-style-type: none"> ▪ Secure agreement for meeting process (follow established team norms included on agenda, follow team meeting process) ▪ Clearly define roles for each team member
<p>Research:</p> <p>The research supports the use of problem solving teams to guide implementation</p> <ul style="list-style-type: none"> ▪ Todd, A., Horner, R., Newton, J.S. Algozzine, B., & Algozzine, K. (2011). Effects of Team-Initiated Problem Solving on Practices of School-wide Behavior Support Teams. <i>Journal of Applied School Psychology</i>. ▪ Newton, J.S., Horner, R., Algozzine, B., Todd, A., & Algozzine, K. M. (2009). Using a problem-solving model for data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.). <i>Handbook of positive behavior support</i>. New York: Springer, 551-580. 	
<p>What is it?</p> <p>The Leadership team is a group of representative stakeholders (administrator, general and special education teachers, school support staff, families, students, etc) who develop an annual action plan that drives the implementation of the BoQ. This team meets at least monthly, reviews data, provides summaries to staff and responds to feedback to guide and improve process.</p>	
<p>Supporting Implementation:</p> <p><u>Role of PBIS Regional TAC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide resources for teams to attend trainings and support school staff with district professional development time <input type="checkbox"/> Meet with coaches to celebrate and action plan <input type="checkbox"/> Review implementation outcomes and products for alignment with district/school strategic planning goals and social/behavioral needs <p><u>Role of Administrator:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend and participate in all team trainings <input type="checkbox"/> Empower team to lead effort <input type="checkbox"/> Examine current team structures (Working Smarter) <input type="checkbox"/> Study data, allow team access to data <input type="checkbox"/> Identify protected team meeting times <input type="checkbox"/> Provide time on school calendar for PBIS professional development, updates (staff meetings, grade level/ department meetings, newsletters, announcements) <p><u>Role of Team:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend team training and follow up with action planning after training <input type="checkbox"/> Work with coach and principal to plan professional learning for staff 	<p>Supporting Implementation:</p> <p><u>Role of Coach:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend team trainings with team <input type="checkbox"/> Support team action planning <input type="checkbox"/> Work as a partner with administration to provide necessary resources <input type="checkbox"/> Communicate with PBIS Regional TAC for necessary resources <input type="checkbox"/> Review BoQ and relevant training tools to ensure fidelity <input type="checkbox"/> Share implementation products and outcomes with district coordinator <p><u>Role of Staff:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide honest feedback to leadership team <input type="checkbox"/> Knowledge/awareness of behavior challenges across campus (<i>intent for change</i>) <p><u>Role of Student, Family, Community:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide honest feedback to leadership team, be aware of team purpose, mission



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