



COLORADO
Department of Education

Positive Behavioral Interventions and Supports: *Universal Systems and Practices*

Office of Learning Supports

2015-16

Together we can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares students for success in a globally competitive world.



Introductions

- **Districts/Teams Represented**
 - District Administrators
 - District PBIS Coaches
 - Building Administrators
 - General Ed. Teachers
 - Special Ed. Teachers
 - Classified Teachers
 - Parent/Family Members
 - Community Members
- **CDE**
 - PBIS Regional ICs



Acknowledgements

- **Rtl / PBIS Office within Learning Supports Unit**
 - Colorado Department of Education
- **Rob Horner, George Sugai, Anne Todd**
 - The OSEP TA Center on PBIS
- **Research States – Florida, Illinois, and Maryland**
- **Colorado School and School District Professionals**
- **PBIS Indiana**



Office of Learning Supports (OLS)

Vision

Every Colorado school and district will successfully implement and sustain a multi-tiered system of supports to improve academic and social emotional outcomes for every student.

Mission

The mission of the Office of Learning Supports is to shape, develop, and increase the collective capacity of schools and districts to implement and sustain a multi-tiered system of supports, through a problem-solving culture that integrates data, practices, and systems which improve educational outcomes for every student.



Training Expectations

Motivated

- Active involvement
- Think in possibilities
- Show Enthusiasm and Humor

Take Care of Yourself and Others

- Start and end on time
- Take care of the environment
- Put cell phones on vibrate

Share Information

- Network
- Team work
- Work with those outside your familiar group of colleagues

Stay On-task

- Limit side conversations
- Listen and attend when others are speaking



Housekeeping

- **Materials**
 - Wikispace: <http://copbisuniversal.pbworks.com>
- **Parking Lot/Bike Rack**
- **Acknowledgements**
- **Breaks**
- **Coming back from team work/discussion time**



Table Roles

- **At your table, assign/volunteer for the following roles:**
 - Reporter
 - Recorder
 - Resource Provider
 - Table Whisperer
- **Roles can be static or change throughout the day**



Training Objectives...

- **Provide an overview of MTSS**
- **To learn the essential components of Universal implementation Positive Behavioral Interventions and Supports**
- **To begin work on essential components for your site's implementation**
- **To create an action plan to guide your site's implementation efforts**



Training Format

- **Work through Critical Elements of PBIS implementation**
 - *Benchmarks of Quality*
- **Provide School Examples and/or Tools**
- **Team Time**
 - Discussion of critical elements
 - Develop or revise products



Multi-Tiered System of Supports (MTSS) *An Overview*



Academics and Behavior

- **Integrate academics and social behavior**
- **Focus on teaching using evidence-based approaches, prevention and systems change**
- **Provide a continuum of academic and behavior support for all learners**
- **Sharing responsibility with families**

MTSS



Multi-Tiered System of Supports

Whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through layered continuum of evidence-based practices & systems



MTSS

Shared Leadership; Data-based Problem Solving and Decision Making; Layered Continuum of Support; Evidence-based Instruction, Intervention, and Assessment Practices (both academic and social/behavioral); Universal Screening and Progress Monitoring; Family, School, and Community Partnering

Behavior

SWPBS/PBIS

Academics

Instruction & Curriculum

Additional Learning Supports

Family, School, and Community Partnerships

School-wide Discipline & Climate, Classroom Management, Function-based Support,

Literacy, Numeracy, Social Studies, Physical Sciences, History, Physical Education, Art, etc.

School-based Mental Health, Health & Wellness

Every Student, Every Staff, Every Family, and Every School Setting

Adapted from George Sugai 2012



CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

80% of Students

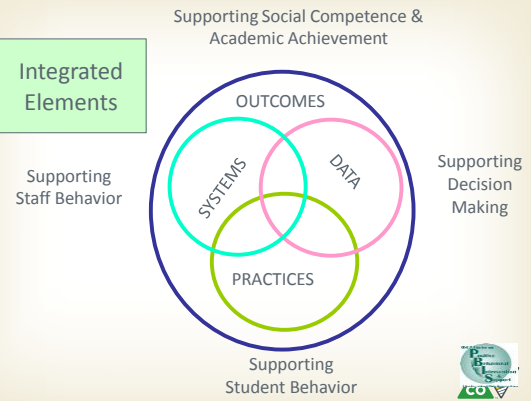
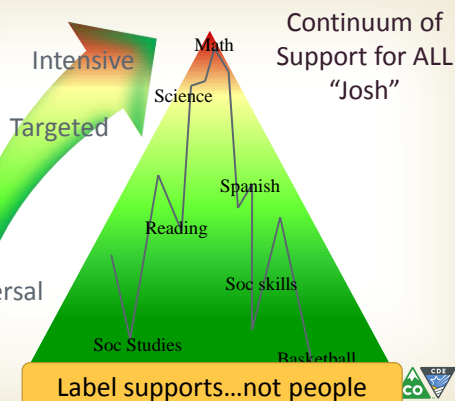
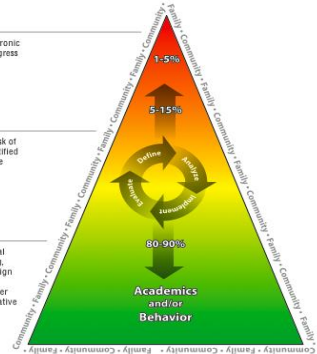


Colorado Multi-Tiered Model of Instruction & Intervention

Intensive Level
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Targeted Level
Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

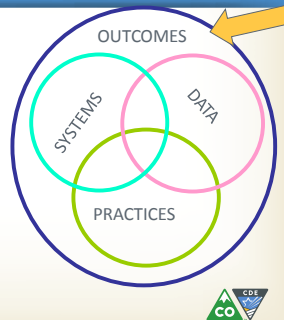
Universal Level
All students receive research-based, high quality general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.



Outcomes:

Social Competence & Academic Achievement

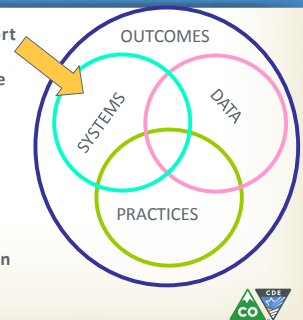
- **Data-based**
- **Valued / Relevant**
 - Academic Achievement
 - Social Competencies
- **Measureable**



Systems:

How things are done

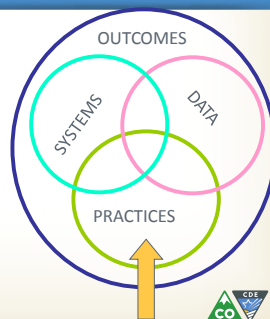
- Administrative support
- Professional development to ensure fluency
- Team-based action planning
- Regular, relevant acknowledgement for staff behavior
- Integrated initiatives
- Continuous evaluation and regeneration



Practices:

How staff interacts with students

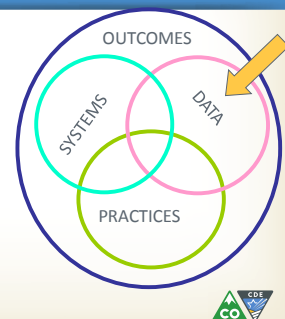
- Evidence-based
- Outcome-linked
- Cultural / Contextual adjustments
- Integrated with similar initiatives
- Do-able



Data:

How decisions are made

- Efficient collection procedures
- Easily accessible
- Readable displays
- Regular review
- Translates to intervention



Eight Guiding Principles of School-wide PBIS

1. Administrative Leadership
2. Team Implementation
3. Define Concrete Expectations
4. Teach Behavior Expectations
5. Acknowledge and Reward Positive Behavior
6. Monitor and Correct Behavior
7. Use Data for Decision Making
8. Family and Community Partnerships

Results of School-wide PBIS

- When PBIS strategies are implemented school-wide, students with and without disabilities benefit by having an environment that is conducive to learning
- All individuals (students, staff, teachers, families) learn more about their own behavior, learn to work together, and support each other as a community of learners

Adapted from Florida's PBIS Project

Stages of Implementation (Colorado PBIS)			
Focus	Stage	Description	Universal PBIS
We should do it!	Exploration/Adoption	Decision regarding to adopting the program/practices and supporting successful implementation	What is PBIS and how will it address our concerns?
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.	What are the essential features of PBIS and how do we put PBIS in place?
Work to do it better!	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.	Put minimal features in place (i.e. teaching expectations, acknowledgment system)
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.	All components of universals are in place
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.	Universal process and supports reviewed annually and revised based on data

Where is your team?

Team Time

Outcomes

- Review the article "Positive Behavioral Interventions and Supports: History, Defining Features and Misconceptions"
- Reflect on your site
- Think-Pair-Share with a partner or group



Reflection Questions

- What "Ah-Ha's" did you have when reading this article?
- Did you have any of the misconceptions about PBIS?
- Do you anticipate some of your colleagues to have misconceptions about PBIS?
- What are some of the issues your school or district are facing?
- What are you hoping to accomplish with your PBIS implementation?
- How can you share this information with your colleagues?

Team Time



Benchmarks of Quality

- PBIS Team
- Faculty and Staff Buy-in
- Effective Procedures for Dealing with Off-Target Behaviors
- Data Entry & Analysis
- Expectations Defined
- Lesson Plans
- Reward Program
- Classroom Plan
- Implementation Plan
- Evaluation

Bonus: Family School Community Partnership (FSCP) Practices
Bonus: Culturally Responsive PBIS (CR-PBIS) Practices



Critical Elements = our Agenda for the Next Two Days

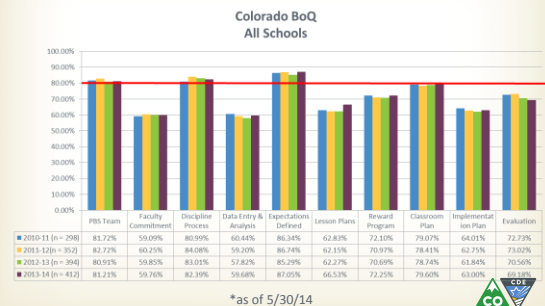
Benchmarks of Quality

- Take out your Benchmarks of Quality tool & Family School Community Partnership Self-Assessment
 - Evaluation Section pg.
- BoQ: Complete numbers 1 – 41 (individually)
- FSCP Self-Assmt: Complete all items (individually)
- This will serve as a "pre-assessment" and help spark conversation as we work through the next two days

*Note: CR-PBIS Self-Assessment under development/ review



BoQ Scores by Element All Colorado PBIS Schools



Implementation Snapshots

- Used within each section to:
 - Clearly define each critical feature, products and outcomes
 - Share research to support use and benefit
 - Define stakeholder roles and responsibilities



PBIS Maryland



Action Planning

- Find your Action Planning Guide (blank and completed example)
 - Implementation Section pg.
- During Team Time for each section, identify tasks to be completed and write them on your action plan
- Consolidate tasks to one team final action plan at the end of training

Part B
Tier 1/Universal PBIS: Specific Action Plan

Task	Goal 1: What is the problem/need to be addressed?	Goal 2: What are we going to do about it?	Success Indicators	Timeline of Completion Date	Goal 3: How will we know when we're ready to implement?
PBIS Team	We don't have representations from each grade level	All team from grades 1 to 6	1. Invite reps from grades 1 to 6 2. Invite reps from grades 1 to 6	June 8/20 June 8/20	Invited reps from grades 1 and 6 will be consistently represented at monthly meetings



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Project Officer, Jennifer Coffey, PhD.