



BoQ Critical Element: Faculty Commitment



Critical Element: Faculty Commitment

4. Faculty are aware of behavior problems across campus (regular data sharing)
5. Faculty involved in establishing and reviewing goals
6. Faculty feedback obtained throughout year
 - Families are aware of behaviors problems across campus through regular data sharing
 - Families are involved in establishing and reviewing goals

Adapted from Maryland PBIS & FL PBIS Project

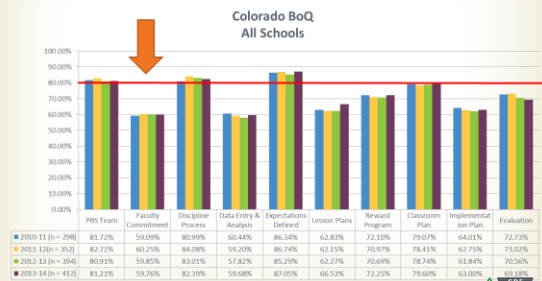


Critical Element: Faculty Commitment

- Family feedback is obtained throughout the year
- Faculty is committed to consistently partnering with families in classrooms and school-wide.
- Faculty is provided an opportunity to explore their own cultural self-awareness.
- Faculty is provided an opportunity to expand their cultural knowledge.



BoQ Scores by Element All Colorado PBIS Schools



Faculty, Staff and Family Buy-In

PBIS involves all of your stakeholders:

- Decide what your focus will be
- Decide what your goals are
- Decide how you will monitor
- Decide what you'll do to get there
- Evaluate your progress
- Decide whether to keep going or change

GOAL:

80% share common dissatisfaction with current system and are committed to changing it



Train, Platform or Tracks?



Stages of Implementation (Goodman—Adapted from Fixsen)

	Stage	Description	Universal PBIS
Elementary = 3 - 5 years Secondary = 5 - 7 years	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation	What is PBIS and how will it address our concerns?
	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?
	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

Systemic Change Challenges

- Reasons to change are not compelling
- Lack of ownership in process
- Insufficient modeling from leadership
- Lack of clear understanding of personal impact
- Insufficient system of support

Adapted from Florida's PBIS Project



<http://youtu.be/OihaTnGO-vw>



Strategies

- Use existing data
 - Discipline data (including ethnicity reports)
 - Cost benefit www.pbismaryland.org
- Conduct/use surveys to gather information
 - PBIS Self-Assessment Survey
 - Climate surveys (staff, students, families)
- What are your strengths?
- What are your areas of growth?

Adapted from Florida's PBIS Project and PBIS Maryland



Strategies

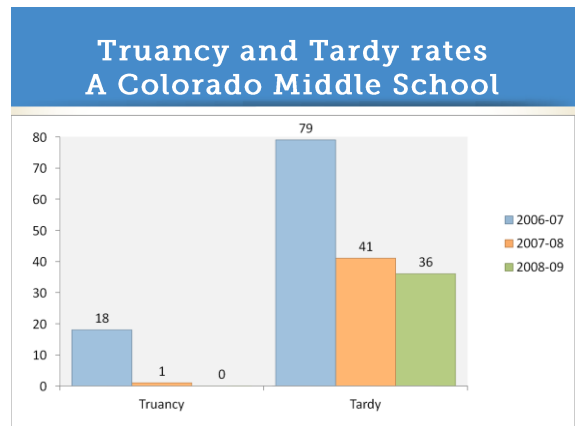
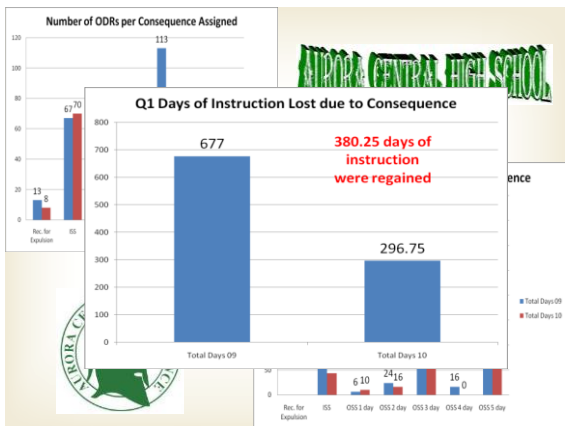
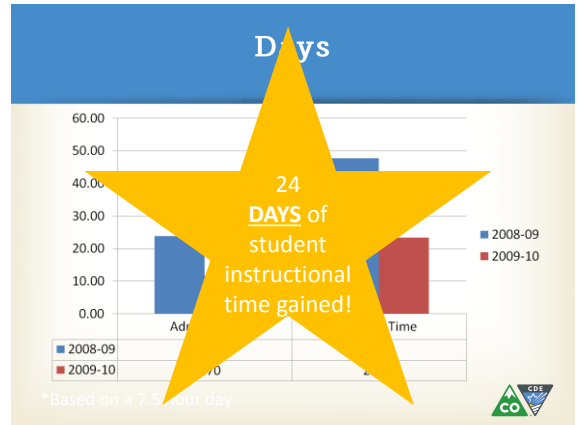
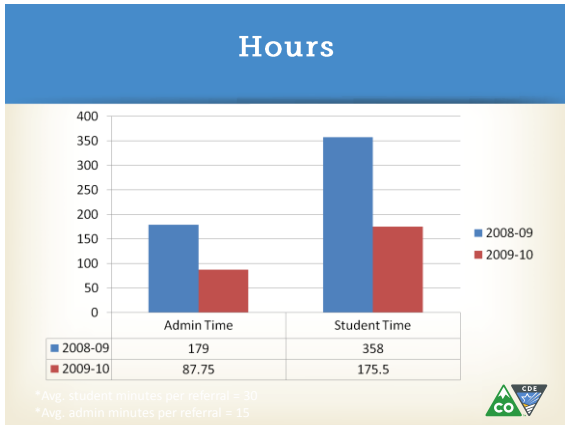
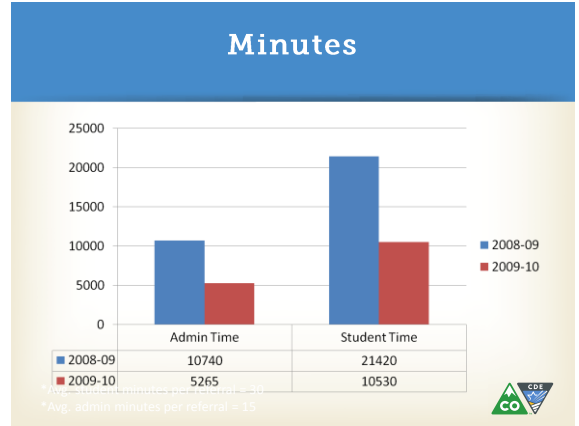
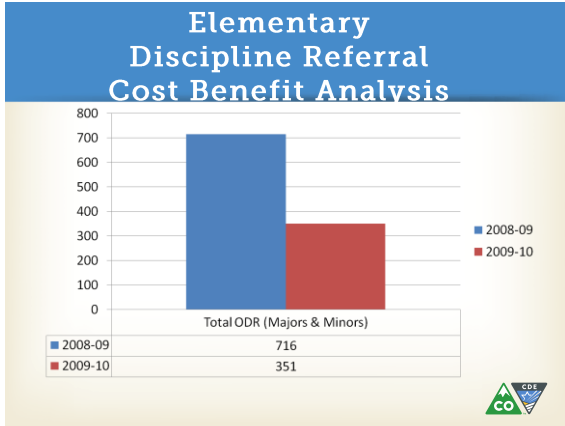
- Develop team planning process
 - When and how will you facilitate implementation activities with the staff?
 - How will you assess your progress?
- Develop feedback system
 - Surveys
 - Voting
 - Suggestion Box



Use Your Opportunities

- Grade level/core/department meetings
- Vertical team meetings
- Staff/Faculty Meetings
- Google Docs or other virtual sharing platform
- Newsletters
- Professional development days
- Communities of Practice (shared learning)
- PTO/PTA meetings
- Back-to-school nights





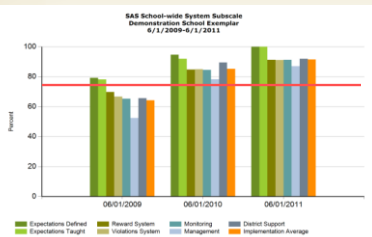
Self-Assessment Survey Purpose

- Fidelity of Implementation Tool
- Measures **Universal PBIS systems** in four areas:
 - School-wide (18)
 - Classroom (9)
 - Non-classroom (11)
 - Individual Students (8)



Self-Assessment Survey Purpose

- Allows input from **all staff members**
- Provides one measurement of faculty buy-in
 - Features in place or not
 - Features are priority or not
- Provides information to PBIS team to guide action-planning
 - What are staff-identified priorities?



Element	Question(s)
Expectations defined	1
Expectations taught	2
Reward system	3
Violations system	4-8
Monitoring	10-12
Management	9, 14-16
District support	17-18



Automatically color-codes each item:
 80 – 100% In Place = White
 50 – 80% In Place = Peach
 < 50% In Place = Salmon

School Year	Number of Responses	Date Completed	
2009-10	48	06/01/2010	
Current Status			
In Place	Partial	Not	
85%	11%	0%	
Feature			
System: schoolwide	High	Medium	Low
1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	2%	55%	38%
2. Expected student behaviors are taught directly.	7%	52%	40%
3. Expected student behaviors are rewarded regularly.	9%	52%	39%
4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	19%	62%	19%
5. Consequences for problem behaviors are defined clearly.	28%	48%	24%
6. Distinctions between office v. classroom managed problem behaviors are clear.	18%	64%	20%
7. Options exist to allow classroom instruction to continue when problem behavior occurs.	10%	61%	29%
8. Procedures are in place to address emergency/dangerous situations.	7%	37%	56%
9. A team exists for behavior support planning & problem solving.	13%	55%	33%
10. School administrator is an active participant on the behavior support team.	7%	56%	37%
11. Data on problem behavior patterns are collected and summarized within an on-going system.	5%	71%	24%
12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	12%	61%	27%
13. School has formal strategies for informing families about expected student behaviors at school.	15%	58%	28%
14. Booster training activities for students are ...	13%	71%	16%



School Year	Number of Responses	Date Completed	
2009-10	37	06/01/2010	
Current Status			
In Place	Partial	Not	
89%	11%	0%	
Feature			
System: schoolwide	High	Medium	Low
1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0%	25%	75%
2. Expected student behaviors are taught directly.	3%	34%	63%
3. Expected student behaviors are rewarded regularly.	9%	50%	41%
4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	13%	35%	52%
5. Consequences for problem behaviors are defined clearly.	16%	29%	55%
6. Distinctions between office v. classroom managed problem behaviors are clear.	10%	47%	43%
7. Options exist to allow classroom instruction to continue when problem behavior occurs.	3%	42%	55%
8. Procedures are in place to address emergency/dangerous situations.	15%	15%	70%
9. A team exists for behavior support planning & problem solving.	13%	22%	66%
10. School administrator is an active participant on the behavior support team.	9%	19%	72%
11. Data on problem behavior patterns are collected and summarized within an on-going system.	6%	25%	69%
12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	13%	32%	48%
13. School has formal strategies for informing families about expected student behaviors at school.	9%	19%	72%
14. Booster training activities for students are ...	19%	41%	41%



School Year	Number of Responses	Date Completed	
2010-11	34	06/01/2011	
Current Status			
In Place	Partial	Not	
100%	0%	0%	
Feature			
System: schoolwide	High	Medium	Low
1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0%	12%	88%
2. Expected student behaviors are taught directly.	8%	36%	56%
3. Expected student behaviors are rewarded regularly.	15%	23%	62%
4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	12%	40%	48%
5. Consequences for problem behaviors are defined clearly.	12%	42%	46%
6. Distinctions between office v. classroom managed problem behaviors are clear.	20%	24%	56%
7. Options exist to allow classroom instruction to continue when problem behavior occurs.	8%	36%	56%
8. Procedures are in place to address emergency/dangerous situations.	0%	20%	80%
9. A team exists for behavior support planning & problem solving.	8%	17%	75%
10. School administrator is an active participant on the behavior support team.	4%	4%	92%
11. Data on problem behavior patterns are collected and summarized within an on-going system.	25%	17%	58%
12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	17%	33%	50%
13. School has formal strategies for informing families about expected student behaviors at school.	8%	25%	67%
14. Booster training activities for students are ...	9%	36%	55%



Interpreting Results

CAUTION!

- How many people completed survey?
- Is it a true representation of our staff and their perceptions?



Team Time

Outcomes

- Review self-assessment survey results
 - You site's or the demo (on the wikispace)
 - Determine method for conducting SAS if haven't done already
- Determine ways to inform staff of PBIS implementation efforts
- Determine how staff, student and family buy-in will be measured
- Determine ways for staff to provide feedback for PBIS implementation efforts
- Complete action plan section (*Faculty Commitment*) identifying goals and tasks to be completed



Reflection Questions

- About what percent of your staff, students, families have "bought into" PBIS?
- What did or did not work to get buy-in?
- What strategies might help you get greater buy-in?
- What does your team need to do to get more input on the critical elements?
- How does your team share data with stakeholders?

Adapted from Florida's PBIS Project

Team Time



U.S. Office of Special Education Programs

The contents of this training were developed under a grant from the US Department of Education, #H323A090005. However, these contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

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