Critical Element

Establishing a SWPBIS Team

&

“Buy In”
Objectives

- Identify the characteristics of an effective team.
- Identify critical team roles and responsibilities.
- Identify components of an effective team meeting.
- Provide monthly discipline data report.
- Gain participation of family representatives.
- Identify strategies to enhance communication with and motivation of faculty, staff and family members.
- Document SWPBIS as one of the top three school improvement goals of the School Improvement Plan.
Leadership Lessons from Dancing Guy...

Or.....

The LONE NUT Theory!
Imagine...

• Think of a time you have been on a high performing team (sports team, church team, work team, community team, etc.)

• What were the characteristics that made it a high performing team?
High Performing Teams

- Collaboration
- Communication
- Respect
- Trust
- Commitment
- Claiming of Responsibility
- Follow Through
- Constructive Feedback
- Good Leadership
Working Together
Teaming Allows You To…

• Look at old issues from a NEW perspective.
• Explore the validity of “first impressions”.
  • Stimulate creativity.
  • Think outside-the-box.
• Without this many schools cannot sustain long-term change.
SWPBIS Team

• School personnel should have:
  • technological skills
  • artistic abilities
  • data access
  • social leadership
  • behavioral expertise
  • authority to make decisions

• SWPBIS Core Team:
  • administration
  • general education teachers
  • special education teachers
  • guidance representatives
  • enrichment teachers
  • bus drivers
  • school support workers
  • students
  • family members
Team Roles and Responsibilities

Team leader
• facilitates meeting by reviewing purpose and keeping the team focused on the task

Recorder
• transcribes the team’s responses on flip chart paper, transparency, or team agenda/minutes form

Timekeeper
• monitors the amount of time available and keeps the team aware of time limits by prompting (i.e., “10 minutes left”)

Data Specialist
• trained in entering and accessing data from the discipline data management system
Team Roles and Responsibilities

Behavior Specialist
• competent with behavioral principles and assists in analyzing data

Communications
• acts as the point person for communication between the team and staff regarding SWPBIS and behavior issues

Administrator
• Assimilate PBIS into existing school efforts
  • Familiar with school’s current data and reporting system
  • Identifies how to free staff for participation on the PBIS team
Responsibilities of the SWPBIS Team

• Develop a school-wide plan which addresses all of the Critical Elements of SWPBIS.

• Document PBIS as one of the top 3 improvement goals of the school in the School Improvement Plan.

• Obtain staff and family participation and input.

• Hold regular team meetings.

• Make data-based decisions and share information with stakeholders at least monthly.

• Monitor and evaluate all planned objectives and activities.
Reinforcement Team - Peripheral Team

Purpose:

- **Change** the school discipline policy from negative and punitive to a more positive atmosphere.
- Make reinforcement **frequent** and **visible**
  - **Short, Mid & Long** term reinforcement
- Develop ways to keep the system **effective** and **ongoing**
- Responsible for monthly **communication** to the SWPBIS core team, faculty, staff, students and family members regarding reinforcement systems and activities
Reinforcement Team Responsibilities

• Ensure the reinforcement system can be implemented consistently across campus
• Use a variety of methods to reinforce students
• Link incentives to expectations
• Vary incentives to maintain student interest
• Involve students in identifying/developing incentives
• Develop incentives for staff/faculty
• Communicate with SWPBIS core team, faculty and staff regarding activities and token redemption systems
  o Where
  o What
  o When
  o Who
The key is not to prioritize what's on your schedule, but to schedule your priorities.”

Steven Covey
TIME MANAGEMENT CLINIC

NOW OPEN 48 HOURS A DAY!
# A: Before Team Meeting

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Team Member Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1. Reviews data, identifies Potential New Problem (if any); asks Team Leader to add Potential New Problems to agenda items for upcoming meeting. Makes available the “Big Five” report to Team Members.</td>
<td>Team Leader, Data Analyst, Recorder</td>
</tr>
<tr>
<td>A 2. Reports on “post solution problems” data to show effectiveness of implementation of solution from previous problems presented.</td>
<td></td>
</tr>
<tr>
<td>A 3. Ask team members for New Business agenda items; add items to agenda list (including Potential New Problems identified by the data analyst.)</td>
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</tr>
<tr>
<td>A 4. Disseminate list of agenda items to team members.</td>
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</table>
## B: During Team Meeting

<table>
<thead>
<tr>
<th>Responsibility</th>
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</tr>
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<tbody>
<tr>
<td>B 1. Team meeting starts on time. (It’s highly recommended that the SWPBIS team schedule is established in advance for the entire school year, rather than meeting – by – meeting.)</td>
<td>Leader</td>
</tr>
<tr>
<td></td>
<td>Team          Data Analyst Recorder</td>
</tr>
<tr>
<td>B 2. Establish flow of meeting by initiating and managing discussion of:</td>
<td></td>
</tr>
<tr>
<td>• Old business, meeting minutes</td>
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<tr>
<td>• New business</td>
<td></td>
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<tr>
<td>• Old business, Problem Solving Action Plan</td>
<td></td>
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<tr>
<td>• New business, Problem Solving Action Plan</td>
<td></td>
</tr>
<tr>
<td>B 3. Prompts team with problem solving solutions</td>
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<tr>
<td>• Do we have a problem?</td>
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<tr>
<td>• What is the precise nature of the problem? (define &amp; clarify problem with precision)</td>
<td></td>
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<tr>
<td>• Why does the problem exist and what can we do about it? Develop &amp; refine hypothesis; discuss &amp; select solutions)</td>
<td></td>
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<tr>
<td>• For “old” problems, is our plan being implemented and is it working? (develop &amp; implement Action Plan, evaluate and revise Action Plan)</td>
<td></td>
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</table>
**B: During Team Meeting**

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<tr>
<td><strong>B 4. Presents overview of findings from current data and initiates discussion of:</strong></td>
<td></td>
</tr>
<tr>
<td>• Identification of New Problems</td>
<td></td>
</tr>
<tr>
<td>• Status and effectiveness of currently implemented solutions, especially as compared against team’s goal, timeline, and decision rule for a targeted problem</td>
<td></td>
</tr>
<tr>
<td><strong>B 5. Asks for clarification of tasks; completes Meeting Minutes and Problem Solving Action Form</strong></td>
<td></td>
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<tr>
<td><strong>B 6. Is an active participant of meeting at all times</strong></td>
<td></td>
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<tr>
<td><strong>B 6. Ends meeting on time</strong></td>
<td></td>
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<table>
<thead>
<tr>
<th>Team Leader</th>
<th>Data Analyst</th>
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<tbody>
<tr>
<td>![Image]</td>
<td>![Image]</td>
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## C: After Team Meeting

### Responsibility

| C 1. Disseminates completed copy of Meeting Minutes and Problem – Solving Action Plan form to all team members within 24 hours |

### Team Member Role

<table>
<thead>
<tr>
<th>Team</th>
<th>Data Analyst</th>
<th>Recorder</th>
</tr>
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<tbody>
<tr>
<td>Leader</td>
<td></td>
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**PBIS Team Meeting Minutes and Problem-Solving Action Plan Form**

**Today’s Meeting:**
- Date, time, location: [ ]
- Team Leader: [ ]
- Recorder: [ ]
- Data Analyst: [ ]

**Next Meeting:**
- Date, time, location: [ ]
- Team Leader: [ ]
- Recorder: [ ]
- Data Analyst: [ ]

**Team Members (bold are present today)**

<table>
<thead>
<tr>
<th>Today’s Agenda Items</th>
<th>Next Meeting Agenda Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>1.</td>
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<tr>
<td>02.</td>
<td>2.</td>
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<tr>
<td>03.</td>
<td></td>
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**Administrative/General Information and Issues**

<table>
<thead>
<tr>
<th>Information for Team, or Issue for Team to Address</th>
<th>Discussion/Decision/Task (if applicable)</th>
<th>Who?</th>
<th>By When?</th>
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**Problem-Solving Action Plan**

<table>
<thead>
<tr>
<th>Precise Problem Statement, based on review of data (What, When, Where, Who, Why)</th>
<th>Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)</th>
<th>Implementation and Evaluation</th>
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<tr>
<td></td>
<td></td>
<td>Goal, Timeline, Decision Rule, &amp; Updates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who?</td>
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**Evaluation of Team Meeting (Mark your ratings with an “X”)**

1. Was today’s meeting a good use of our time?
   - Yes [ ]
   - So-So [ ]
   - No [ ]

2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?
   - Yes [ ]
   - So-So [ ]
   - No [ ]

3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?
   - Yes [ ]
   - So-So [ ]
   - No [ ]

4. In general, are the completed tasks having the desired effects on student behavior?
   - Yes [ ]
   - So-So [ ]
   - No [ ]
PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

Today’s Meeting: Date, time, location: Team Leader: Recorder:

Next Meeting: Date, time, location: Team Leader: Recorder:

Team Members (bold are present today)

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Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time? ___
2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings? ___
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? ___
4. In general, are the completed tasks having the desired effects on student behavior? ___

Where in the Form would you place:

1. Planning for next PTA meeting?
2. Too many students in the “intensive support” for behavior
3. Schedule for reinforcement activities next month
4. There have been five fights on playground in last month.
5. Next meeting report on lunch-room status.
YOU'VE BEEN IN THE SHOWER FOR THREE DAYS, BOB. WHAT GIVES, MAN?

Help Me! Help Me!!

Bob is caught in the vicious loop of shampoo bottle directions: “Lather, rinse, repeat.”
Commitment is Essential
“Buy In”

• Faculty, staff and family members are critical stakeholders
• 80% buy-in must be secured
• 3-5 year process
• Leads to successful development and implementation of school-wide activities
Points to Ponder...

Challenges

• Reasons for making changes are not perceived as compelling enough
• Staff feel a lack of ownership in the process
• Insufficient modeling from leadership
• Staff lack a clear vision of how the changes will impact them personally
• Insufficient systems of support

Solutions

• Those involved in the school must share a common dissatisfaction with the processes and outcomes of the current system
• Frequent communication opens dialogue for problem-solving across campus
• Administrators need to make this systems change a priority in the school
• Consistent and meaningful reinforcers to all staff
How to Use the Data to Get and Maintain Faculty, Staff and Family Involvement

- Share visuals (graphs) with staff and family members on a regular basis
- The visuals are a powerful tool:
  - To let stakeholders know the extra work they are doing is paying off
  - To show specific areas that may need a more intense focus
- Emphasize the “Team” process
Use Data

• **Where** behaviors are occurring (i.e., setting)
• **What** types of behaviors are occurring
• **What** types of consequence was delivered to discipline students
• **When** problems behaviors occur most frequently
• **How many** discipline referrals, suspensions, and/or expulsions occurred last school year
• **How many** faculty are absent daily
• Other (loss of instruction time, student absences, etc.)
Paradigm Shift

- Shifting the focus from my kids and your kids to our kids
- Critical conversations
- Actions of creating school-wide processes
- Modeling of inclusive speech
Conduct Surveys

• Surveys are an efficient way to:
  • Obtain feedback
  • Create involvement without holding more meetings
  • Generate new ideas
  • Build a sense of ownership
Professional Development

- Overview of SWPBIS
- Behavior Management Training
- Impact of student behavior on academic achievement
- How to use...
  - ODRs
  - Consequence matrix (major/minor)
  - Rules & Expectations
  - Interventions & Consequences
  - Reinforcement System
Priority of PBIS

- Part of everyday conversation
- Time is allotted in students’ schedule for activities
- Resources are provided
- Time is provided for team meetings
- Time is provided for professional development activities
What Other Schools Have Found to Be Effective

Team Building
What Other Schools Have Found to Be Effective

Celebrating
What Other Schools Have Found to Be Effective

• Retreat – day before official pre-planning
• After the overview participants sign on chart paper labeled Yes/No/Need More Information
• Show sections of the school-wide video
• Grade level or content focus meetings (rather than entire faculty)
Team Activity

• In the Overview Resource Section complete Benchmarks of Quality 1-6 and Action Plan form

• Determine communication system for disseminating information to SWPBIS core team, as well as, faculty, staff, students and family members
  • i.e. agenda items, reinforcement activities, and data