



Step 2: Buy-In Snapshot

"A school culture influences the ways people think, feel and act."
-Kent Peterson

SWPBIS Tiered Fidelity Inventory

TFI 1.10 Faculty Involvement:

Faculty voice is essential in establishing and maintaining staff commitment and consistency in implementation. Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.

TFI 1.11 Student, Family, Community Involvement:

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.



The Golden Circle

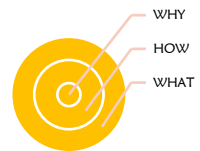
<https://www.youtube.com/watch?v=qp0HIF3Sfl4>

The Golden Circle is an alternative perspective explaining why some people and organizations are more innovative, influential, command greater loyalty and able to repeat their success over and over. The Golden Circle provides insight on how to turn an idea into a reality.

"Why would our school want to implement a school-wide positive behavior system?

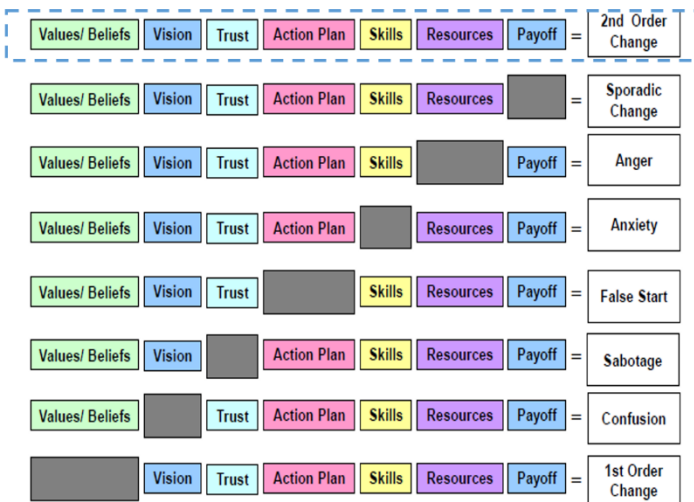
"How (sciences) will our school implement a school-wide positive behavior system?

What (activities) will our school do to implement a school-wide positive behavior system?



Second Order Change

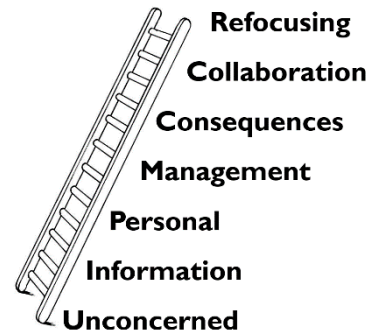
First order change is a temporary change.
Second order change is lasting change!



Adapted from Tim Knoster (1991), TASH presentation, Washington D.C.

Concerns Based Adoption Model

National Standards & the Science Curriculum
A Processing Model for Change



With regards to PBIS, using this tool is recommended throughout the Eight Steps of Implementation, beginning with, **"What question(s) might you have regarding PBIS as we begin implementation this year?"** Responses are placed on the ladder and used as data to guide team decision-making and next steps for staff and/or family professional development.

School Climate Survey

<https://www.pbisapps.org/Resources/SWIS%20Publications/School%20Climate%20Survey%20Suite%20Manual.pdf>

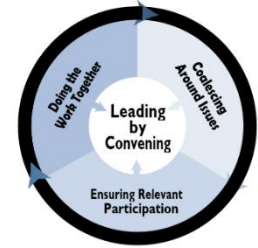
School Climate Survey Suite is a set of multidimensional surveys measuring student perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Teams can use each survey separately or in combination to assess perceptions. Each survey includes a set of demographic questions about the participant and several questions related to school climate with Likert-type response option.

Leading by Convening

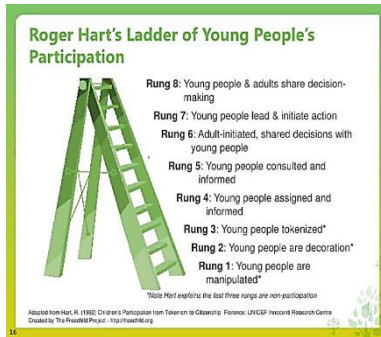
<http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

Creating change when change is needed is a worthy effort. Implementation science (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005) teaches us what it will take to introduce new practices and how to go about installing them and maintaining them with fidelity. **Coalescing Around Issues** is a *habit of practice* in which groups of people come together around shared concerns or problems of practice they want to resolve.

Inherent in **Coalescing Around Issues** is commonality: commonality of need, commonality of purpose and commonality of action. Stakeholders who come from differing and unique roles bring new perspectives to the issue or problem. As individuals with differing backgrounds and experiences share and think together, all benefit by seeing what one might not otherwise see.



Student Voice and Involvement



- ▲ Students are being increasingly disengaged from schools and we need to give them a voice in reforms to increase engagement (Smyth, 2006)
- ▲ For SWPBIS implementation to be successful, student input is critical in ensuring student engagement.
- ▲ By gathering input and involving students in SWPBIS Implementation, we move from things being "done to them" to "working with them".
- ▲ If SWPBIS is implemented school-wide, then we need input from ALL members of our school community and above all else STUDENTS
- ▲ Giving students a voice in school priorities and reforms is an effective way to improve student outcomes (Mitra, 2006)
- ▲ Increasing student voice in schools and seeking students' perspective

helps create a shift towards a more positive school climate (Mitra, 2003). Schools with a positive school culture are more effective (Engles et al, 2008).

Family-School Partnerships

<https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf>

CHALLENGE:

Shift in focus away from deficit thinking about families to rethinking the systems we have in place to support family engagement

OPPORTUNITY CONDITIONS:

- Connected to student learning goals
- Focus on relationships
- Focus on building the intellectual, social and human capital of stakeholders

POLICY AND PROGRAM GOALS:

Shift from measuring attendance at events to components of partnership capacity

FAMILY AND STAFF CAPACITY OUTCOMES:

Supporting student achievement and school improvement

Stages of Family Engagement in PBIS: MTSS Implementation

- ▲ Leadership support for exploration/ adoption of family engagement
- ▲ Beliefs, values, consensus for family engagement in PBIS
- ▲ Communicating benefits of a collaborative PBIS approach
- ▲ Opportunities for developing a shared understanding and collaborative approach to PBIS implementation.
- ▲ Installation and development of databased goals and outcomes
- ▲ Collaboratively developed data-based goals and outcomes.
- ▲ Capacity and infrastructure for effective family engagement in PBIS
- ▲ Initial implementation of comprehensive, integrated family engagement in PBIS

Behavioral Statement of Purpose

Developing a behavioral statement of purpose lays the foundation for the PBIS framework. It serves to align the systems change work with a common vision and set of principles used to guide decision-making and implementation efforts. A school's behavioral statement should reflect beliefs (the "why") which support academic, behavioral and social emotional student outcomes. The purpose statement is the driving force behind the work of the PBIS team; it supports why you do what you do.

Start With the WHY

#1

Processing Activity: Corners and Mapping
Foursquare Guide Page: 9

PART ONE: "How great leaders inspire everyone to take action."

▲ Watch Simon Sinek's START WITH THE WHY

<https://www.youtube.com/watch?v=qp0HIF3SfI4>

The Golden Circle



The Golden Circle is an alternative perspective explaining why some people and organizations are more innovative, influential, command greater loyalty and able to repeat their success over and over. The Golden Circle provides insight on how to turn an idea into a reality.

▲ Participants chose a corner with a quote from the video, they would like to discuss.

There are leaders and those who lead.
Leaders hold a position of power or authority.
Those who lead inspire us.
What you do is simply proof of what you believe.
People don't buy what you do, they buy why you do it.
All inspiring organizations operate from the inside, out.

PART TWO: Create a Map

▲ Create a Visual Map using the Golden Circle by working from the inside out.

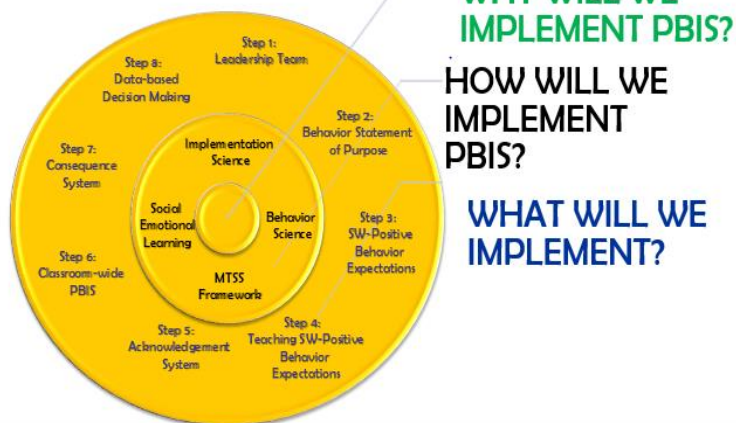
▲ Ask the **WHY** question first. Allow participants time to share out ideas to the whole group.

Why would our school want to implement a school-wide positive behavior system?

▲ List **HOW** your school will implement SWPBIS on the Golden Circle. (MTSS Framework, Implementation Science, Behavior Science, Social-emotional Learning)

▲ List **WHAT** your school will do to implement SWPBIS on the Golden Circle. (Eight Steps of Implementation)

Golden Circle Mapping Example:



STEP 3: The Individual WHY

On one Post-It write your response for:

Why would our school want to implement a school-wide positive behavior system?



STEP 4: The Collective WHY

1. In small groups, share out the Post It WHYS & and write more Post Its from group table talk.
2. Agree to **3 words** from all the Post Its and **circle** them.
3. Use the **3 words** to craft **1 sentence** with a maximum of **7 words** that represented the **collective WHY**.



Change and Transition Communication

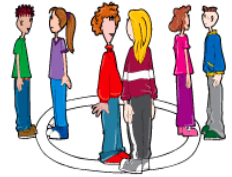
#2

Processing Activity: Inside Outside Circle

Foursquare Guide Page: 9

Process:

- ▲ Group numbers off by 1's and 2's:
- ▲ Number 2's form an inside circle – facing out
- ▲ Number 1's form an outside circle – facing in
- ▲ Meet and greet
- ▲ Face a “sharing” partner, silently read assigned section and begin the conversation
- ▲ Group waits for signal to stop conversation and thank partner for the conversation
- ▲ Number 1's rotate to the right and share with new partner
- ▲ Number 1's rotate to the right again and share with new partner
- ▲ Number 1's rotate to the right again and share the with new partner



- **6xRule**
Given the amount of information coming across our desks every day, leader need to repeat the same basic message at least 6 times before everyone takes it seriously.
- **Vary the Medium**
Some people like to read things, others would rather be told. Some people will read bulletin boards or newsletters. Leaders need to make sure important information is conveyed using many different media.
- **Appropriate Timelines**
People can only digest so much information at one time. Often people are given too much detail too early in the process. The assumption then becomes people have been informed and know what to do, so there is no ongoing follow-up providing more timely information as needed.
- **Insure Consistency**
Important messages must be consistently delivered. A strategy to insure this might include written notes that go out to all staff and families. Videotaped messages used as consistent input to further conversation.
- **People Trust Behavior Over Words**
It is who you are and what you do that people pay attention to, not what you say. People trust what the leaders' actions are telling them more than the words they are saying. There is little that can sabotage a change effort as thoroughly as when the words and actions of the leaders do not match.
- **Understanding is More Important than Agreements**
People need to understand what is going on and why it is happening before they can make up their minds to agree or not. Leaders need to make sure that people understand the essentials.
- **Listening is Twice as Important as Talking**
Listening can provide the breakthrough needed to get on board with the change. People will feel they are contributing to the change if their ideas and concerns are genuinely listened to and considered.
- **Tell People the Truth – Good and Bad**
Nothing will destroy trust faster than not telling people the truth.
- **People Usually Complain Before They Create**
People need opportunities to vent their frustrations and concerns in safe ways.

Concerns-based Adoption Model

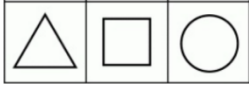
#3

Processing Activity: Shaping-Up Understanding/Change Ladder
 Foursquare Guide Page: 3

Process: Open-ended written statements prompt staff to respond in writing about their concerns regarding the implementation of PBIS. This method enables leaders to gather more in-depth information about staff concerns. The results of the data collection indicate where staff members fall within the seven stages of concern and provide a snapshot of their concerns for leaders to address. Follow-up actions may include providing additional information about the research behind PBIS or offering how-to supports and coaching.

Step 1: Circle Responses

Using a play on words for shapes, three reflection questions regarding **PBIS IMPLEMENTATION** are addressed:



- TRIANGLE:** Three most important points are....
- SQUARE:** Four things I am squared away with are....
- CIRCLE:** One thing that keeps circling around in my head is....

Alternative Step 1

Step 1 Open-ended Statements

Given we are taking 3-5 years to develop a positive, preventive and inclusive school culture what concern or question might you have...

Given we are teaching the agreed upon behavioral expectations in different settings across the school what concerns or questions might you have...

Given we are going to use an office discipline referral form with agreed upon definitions when sending a student to the office what questions or concerns might you have...

Step 2:

Circle responses or **Given** responses are placed on the appropriate rung of the C-BAM **Change Ladder** to see:



- ▲ Emerging patterns regarding status of organizational level of change
- ▲ Questions needing to be addressed before moving forward

Stages of Concern:	Examples:
REFOCUSING	"I have some ideas about implementing PBIS that would work even better."
COLLABORATION	"I'm looking forward to sharing some ideas about PBIS with other teachers."
CONSEQUENCES	"How will PBIS affect my/our students?"
MANAGEMENT	"I'm concerned about how much time it takes to implement PBIS ."
PERSONAL	"I'm concerned about the changes PBIS will make in my routines"
INFORMATION	" PBIS seems interesting and I would like to know more about it."
UNCONCERNED	"I think I heard something about PBIS but I'm too busy right now with other priorities."

Four Simple Questions

Processing Activity: Leading by Convening: Coalescing Around the Issue
 Foursquare Guide Page: 11

1. Who cares about this issue and why?

Answering this question permits leaders to think beyond their personal and/or professional role to develop a big picture of the issue in practice.

Who cares? [List by role, organization, position, name, etc.]	Why do they care? [Note their connection to the issue.]

2. What work is already underway separately?

Recognizing the work of others is critical to developing allies. Respecting the history others have on an issue is critical to engagement.

Organization or Group	Initiative, Location, Document or Tool	Unique Vocabulary or Difference in Perspective	Value to Our Common Interest

3. What shared work could unite us?

Relationship building takes time! Shared activities make a start and lead to bigger opportunities.

Activities that Might Have Value	For All Groups?	If Not for All Groups, List Specific Groups
<i>Defining a Shared Problem</i> <i>Information Exchanges</i> <i>Productive Inquiries</i> <i>Joint Events</i> <i>Mapping Resources</i> <i>Developing Shared Messages</i> <i>Others</i>		

4. How can we deepen our connections?

A single outreach won't yield much when we want to change practice; interactions must be ongoing. Remember: If a group is important to our outcomes it isn't any less important because it doesn't accept our invitations. Keep inviting!

Group Name/Title	How can we support and connect to this group's work on this issue?	How can this group support and connect to our work on this issue?

Seeds of Trust

#5

Processing Activity: Leading by Convening: Carousel/ Coalescing Around the Issue
Foursquare Guide Page: 3 and 11

Lesson Learned #1

Create an invitation going beyond the basics of time, place and topic. Tell people why you want to do things differently. Ask them to join you.

Lesson Learned #2

Not all the stakeholders will accept your invitation. What you do next matters a lot; you must keep reaching out. If you have identified someone or some group as a key stakeholder, they are no less important because they do not take your invitation. The work cannot stop, but neither can the outreach to this group and to others.

Lesson Learned #3

Some stakeholders may bring their old perceptions into the new collaboration. Be honest with yourself: You probably do this too! Think about how people have enabled you to trust when trust is at risk. Your tone and your ability to show authentic appreciation for the participation of others build trust. This does not mean any one person or group can always have their way; it does mean that each person and/or group is consistently treated with respect for their role and their views. Be alert and by your behavior set a different tone!

Lesson Learned #4

We sometimes think about people who do not agree as resisters. We often fail to look at the role resistance does or does not play in achieving our goals. Organizational development author Rick Maurersays that, "resistance causes a fog that permeates the message about what you are trying accomplish." When people say, "I don't get it," they honestly don't! Making participation safer for important stakeholders is essential to the initial effort and to sustainability of the change you envision. Think about what is at risk for your stakeholders and actively work on addressing it as part of your overall strategy.

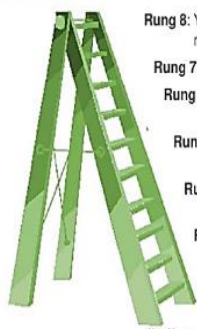
- After reading each "Lesson Learned", complete the chart below and move or carousel to the next lesson learned and repeat the process.

To what extent do you see yourself doing this?				
Very Likely	Likely	Possibly	Unlikely	No Way
What positives could result from use of this strategy? [List below all possible positives coming to mind.]				
What negatives could result from use of this strategy? [List below all possible negatives that come to mind.]				
Is it worth it to try? [Highlight "No" or "Yes" and determine why you responded in that way.]				
No	Yes			
Why? Deciding factors.				

Hart's Ladder of Youth Participation

Processing Activity: QR Code Surveys

Roger Hart's Ladder of Young People's Participation

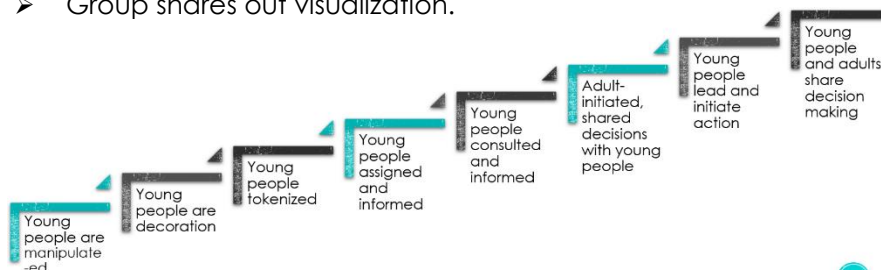


- Rung 8: Young people & adults share decision-making
- Rung 7: Young people lead & initiate action
- Rung 6: Adult-initiated, shared decisions with young people
- Rung 5: Young people consulted and informed
- Rung 4: Young people assigned and informed
- Rung 3: Young people tokenized*
- Rung 2: Young people are decoration*
- Rung 1: Young people are manipulated*

*Note Hart explains the last three rungs are non-participation

Adapted from Hart, R. (1992) Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocent Research Centre. Created by The Freechild Project - <http://freechild.org>

- Participants are divided into groups of nine.
- Each group is matched with the corresponding rung on Hart's ladder.
- Each group draws a representation of what you would see and hear for student involvement in PBIS associated with assigned rung (degree of participation).
- Group shares out visualization.



Degrees of Student Participation & Descriptions

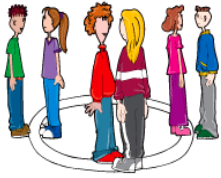
8	Youth Initiated, Shared Decisions with Adults	Designed and run by youth who share decisions with adults.
7	Youth and Adult Initiated and Directed	Designed and run by youth and adult with shared decision making.
6	Adult Initiated, Shared Decisions with Youth	Designed and run by adults who share decisions with youth.
5	Consulted and Informed	Designed and run by adults who consult with youth. Youth make recommendations that are considered by adults.
4	Assigned but Informed	Youth do not initiate but understand and have some sense of ownership.
3	Tokenism	Symbolic representation by few. May not have genuine voice. May be asked to speak for the group they represent.
2	Decoration	Adults use youth to promote or support a cause without informing the young people. Youth are not involved in design or decisions.
1	Manipulation	Youth involvement is used by adults to communicate adults' messages.

Family Involvement

#7

Processing Activity: Inside Outside Circle

Foursquare Guide Page: 10



- Number off by 1's and 2's
- Number 2's form an inside circle – facing out
- Number 1's form an outside circle – facing in
- Face a “sharing” partner, silently read assigned section for **TIPS on How to Involve Families** (Dr. Joyce Epstein) then begin conversation

- Group waits for signal to stop conversation and thank partner for the conversation
- Number 1's move to the right and introduce themselves to a new partner and process is repeated with next assigned section - you can change rotation rules to keep it interesting!

Best Practice #1: Parenting Skills

Help families create homes that get children ready to learn.

1. Be sure information gets to all families who want or need it, not just the few who can come to meetings at school.
2. Enable families to share information with the school about culture, background, children's talents and needs.
3. Encourage your school to provide workshops, videotapes or computerized phone messages on parenting and child rearing, and to publicize community programs on nutrition, family literacy and adult education.
4. Find out where to refer parents for family support programs helping with health, nutrition or other services.
5. Participate in neighborhood meetings to help families understand schools and to help schools understand families

Best Practice #2: Home-School Communication

Tell what's going on at school and encourage parents to share home events.

1. Follow up the annual parent-teacher conference with regular communications with parents. Know how to get information translated into the languages of your students' families.
2. Consider parents who do not read well and arrange for phone calls in their native language.
3. Every week or every month, send home folders of student work for parents' review and comment.
4. Have a regular schedule to send home useful notices, memos or newsletters.
5. Respect parents' perspective on their child's abilities and progress. They know their own child in a different setting than you do.
6. Expect to disagree on occasion and embrace the opportunity to see things from a new point of view.

Best Practice #3: Volunteering

Recruit and organize parent help and support.

1. Arrange to use parent and community volunteers in your classroom. Recruit widely so that all families know their contributions are welcome. Provide training, and match time and talent with the work to be done
2. Implement a system of class parents, telephone tree, e-mail list or other way to let volunteers know what's needed
3. Plan lessons to include help from families at school or from home.
4. Communicate with parents at the beginning of each year to identify talents, times and locations of volunteers.
5. Recognize family members for the support they provide.

Best Practice #4: Learning at Home

Let families know the best ways to help students learn.

1. Be sure each family has information about the essential learning standards for their child's grade level
2. Be clear with parents about homework policies, and give them tips on how to monitor and discuss schoolwork at home
3. Assign homework that requires students to discuss and interact with families about what they are learning in class
4. If students have several teachers, coordinate homework assignments.
5. Provide calendars with activities for parents and students at home.
6. Send home summer learning packages.
7. Ask families to participate in setting student goals each year and help them look ahead to college or work.

Best Practice #5: Decision Making at School

Develop parent leaders and include them in school decisions

1. Foster an active PTA or other parent group.
2. Involve students too, when appropriate.
3. Be sure school councils and other school governance committees include family representatives.
4. Nominate family members from your school for regional and district councils and committees.
5. Encourage parents from all segments of the school population to become leaders and to get leadership training.
6. Help establish networks to link all families with parent representatives.

Best Practice #6: Collaborating with the Community:

Seek out and use community resources that can strengthen school programs.

1. Encourage your school to provide families with information on community activities that relate to learning skills, including summer programs, mentoring, tutoring and business partnerships.
2. Make sure students and families have access to information about community health, cultural, recreational and social support services.
3. Work with family representatives to find and apply for grants to further student learning.
4. Help organize a career fair in which community members expose students to future job possibilities.
5. Help match community contributions to school goals; align child and family services with learning standards.
6. Thank local merchants and other business owners who support activities at school.
7. As a class or school, have students, families and staff provide service to the community. Among the possibilities are recycling, art, music or drama performances for seniors.
8. Bring alumni back to participate in school programs for students.

Behavior Statement of Purpose

#8



Behavioral Statement Worksheet

CHECKLIST:

✓	Linked to school mission statement; emphasis on behavioral outcomes with prevention focus and supportive of academic achievement and social-emotional competency
✓	Representative of stakeholder's WHY
✓	Brief (2 to 3 sentences) positively stated message
✓	Contextually and culturally appropriate
✓	Agreement and consensus reached by > 80% of faculty and staff
✓	Communicated to families, community members and district administrators

1. School mission statement:

2. **Why:** List the majority of "WHYs" from stakeholders:

3. **Buy-In:** Craft sentences to blend with mission statement and reflect everyone's voice

4. **WHAT:** Wordsmith and edit with staff-add schoolwide behavior expectations

5. **HOW:** Behavioral Statement of Purpose/Action Plan for dissemination and publicity

BEHAVIORAL STATEMENT OF PURPOSE

Working Document EXAMPLE

CHECKLIST	
✓	Linked to school mission statement; emphasis on behavioral outcomes with prevention focus and supportive of academic achievement and social-emotional competency
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✓	Brief (2 to 3 sentences) positively stated message
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✓	Agreement and consensus reached by > 80% of faculty and staff
✓	Communicated to families, community members and district administrators
1. School mission statement "Each student will leave Example School with effective communications skills, cultural awareness, and the capacity to pursue a field of expertise encouraging each student to be a contributing member of society."	
2. WHY: We believe all students can learn and become responsible, productive 21 st Century citizens We believe creating a positive, safe, predictable, and consistent environment promotes learning for all We believe all students have the right to an equal and outstanding education	
3. Buy-in: Each student will leave Example School with effective communication skills, cultural awareness, and the capacity to pursue a field of expertise that encourages each student to be a responsible, productive 21st Century citizen by creating a positive, safe, predictable and consistent learning environment .	
4. WHAT: Each student will leave Example School with effective communication skills, cultural awareness, and the capacity to pursue a field of expertise that encourages each student to be a responsible, productive 21 st Century citizen by creating a positive, safe, predictable and consistent learning environment promoting commitment, honor and self-direction .	
5. HOW: The faculty, staff, families and community will: <ul style="list-style-type: none"> • School-wide positive expectations are defined, taught, acknowledged and monitored • Classroom-wide procedures for establishing classroom expectations and routines following evidence-based prevention, intervention and responding practices that are consistent with SW Expectations • Continuum of procedures for encouraging expected behavior • Continuum of procedures for discouraging problem behavior • Procedures for encouraging school-family-community partnerships • Develop consistency of policies, procedures and training 	

Tiered Fidelity Inventory Action Planning Items

TFI 1.10 Faculty Involvement:

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TFI 1.11 Student, Family, Community Involvement:

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TFI	Action Items <i>(Not in Place; Partially; Fully in Place)</i>	NI	PI	FI
1.10-11	Staff, students and family are involved in creating the Behavioral Statement of Purpose.			
1.10	Leadership team uses elements of Change & Transition Communication.			
1.10	Opportunities for coalescing around issues are provided with Seeds of Trust and/or Four Simple Questions activity. (Leading by Convening documents)			
1.10	Concerns-based Adoption Model is used to assess staff concerns regarding implementation.			
1.11	Consensus Building processes are utilized with staff, students and family for developing Schoolwide Positive Behavioral Expectations and Acknowledgement System.			
1.10	Staff completes What I Value Most activity to reflect on their own values/culture and how does the school culture engage students & families.			
1.10	School Handbook outlines PBIS practices and systems.			
1.10	Roll Out Plans are developed for SWPBIS kick-off and parent/community introduction and participation.			
1.11	Authentic Youth Voice & Involvement action planning using Hart's Ladder of Young People's Participation.			
1.11	Students are involved with data-based decision making using evidence-based problem-solving models.			
1.11	Perception data are assessed using School Climate Survey or other survey tools.			
1.10	Schoolwide Assessment Survey Fidelity Data is shared with staff annually.			
1.10	Attendance, Coursework and Behavior Outcome Data is shared with staff at monthly staff/grade level/department meetings.			

ACTION PLANNING

What? Who?	By When?

What? Who?	By When?