Navigating the HS-PBIS Implementation Roadmap – Journey to Fidelity

Adapted from: Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports
High School Tier 1 Team Member Workbook, California Technical Assistance Center on Positive Behavioral Interventions & Supports

SWPBIS Tiered Fidelity Inventory (TFI)

TFI 1.1 Team Composition:

Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide: (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

TFI 1.2 Team Operating Procedures:

Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

High School Elaborations

- Δ Tier 1 team membership is a cross representation of staff and students that includes but not limited to: multiple content area teams, department representatives, student council/clubs/organizations representatives, parent/community representatives.
- Δ Consider inviting the voice of those youth typically who are not engaged.
- Δ Various faculty are involved in roles other than the Tier 1 team.
- Δ A Freshman Leadership Team may be a separate of sub-team from the Schoolwide Tier 1 team.
- Δ Distributive leadership puts more adults to work and thus familiarize them with the initiative thereby improving buy-in
- Δ Leadership teams are facilitated by multiple administrators, deans and team leaders who establish policies supporting social behavior.
- Δ Teams use an effective meeting format focusing on implementation fidelity and data-based decision making for critical warning indicators (academics, behavior, coursework).
- Δ Teams communicate meeting minutes across and within departments and stakeholders.

TFI	Action Items (Not In Place; Partially; Fully In Place)	NI	PI	FI
1.1	Team completes the **Team Member Profile** document which includes names, departments, roles & responsibilities (facilitator, data analyst, recorder/minute taker), back-up roles and group learning style).			
1.1	Team defines the **Member Responsibilities** for facilitator, data analyst and recorder minute taker.			
1.1	Team defines a process for **Student & Parent Membership & Responsibilities.**			
1.2	**Working Agreements** are established by operationalizing behavioral traits of an effective team (predictability, participation, accountability and communication).			
1.2	Team completes the **7 Norms of Collaboration** self-assessment.			
1.2	Team **Calendars** monthly meeting dates for school year.			
1.2	Team use creates an **Agenda & Meeting Minutes** which followings a format for efficient team meeting foundations.			
1.2	Team develops a **Dissemination Process** of information for department, faculty, student leadership and parent/family meetings.			
1.2	Team completes the **Working Smarter Teaming Alignment** document.			
1.2	Team completes the **Resource Map** of current practices, programs and initiatives.			
1.2	Team completes the Team Initiated Problem Solving (TIPS) **Team Meeting Foundations Fidelity Checklist.**			

Contextual Variables and Foundational Components

FOUNDATIONAL COMPONENTS:

CONTEXTUAL VARIABLES:	Leadership	Communication	Data
Size	*How do we ensure that there is good representation of all staff and faculty on the leadership team?* *Who are the right administrative team members to be involved with PBIS implementation?* *Who should be the administrative representative on the Leadership Team?* *How do decisions get made in a efficient manner and in a way that includes the entire Administrative Team?*	*How do we ensure all leadership understand and communicate to their constituents? What are the standard communication structures?* *Will they work to communicate with all groups of students? Staff? Community?* *How does the building layout impact communication for this practice/system?*	*What data will we have? Need?* *How will we manage the large amount of data?* *What are your data guidelines?*
Organizational Structure	*What role can leadership play in promoting the beliefs/values?* *How can leadership set the stage for how problem solving takes place or how decisions are made?*	*What are the values/beliefs of our school/district/community?* *How do these support/hinder the practice/system?* *What needs to be communicated to bridge between current values/beliefs?*	*What information is available to support change in beliefs? Practices?*
Developmental Age of Students	*What authentic role do student have in the leadership of this?* *Have we sought student in the design and roll out of procedures?*	*What role can the students play in development or implementation or problem solving?* *How is it best to communicate with the students?*	*What role can the students play in the use of data for decision making?* *Can students be involved to inform leadership team about current situations in the building/community that might be impacting behaviors.*

SWPBIS Tiered Fidelity Inventory (TFI)

TFI 1.3 Behavior Expectations:

School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.

- ⚠ *Has the team identified five or fewer behavioral expectations?*
- ⚠ *Do they include examples by location / setting?*
- ⚠ *Are they posted publicly throughout the school?*

TFI 1.4 Teaching Expectations:

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

- ✓ *Are regularly scheduled times identified for teaching expectations at least once per school year?*
- ✓ *Is there a documented teaching schedule?*
- ✓ *Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?*

High School Elaborations

∆ Establish SW expectations to support a positive predictable environment.
∆ Selection requires active student/staff involvement.
∆ Social expectations are linked to academic competencies which support academic self-managers.
∆ Expectations should be culturally relevant and inclusive of all student 'groups'.
∆ Expectations are a means for incorporating social emotional wellness.
∆ Teaching of SW behavioral expectations starts small and simple (i.e. target one location, one behavior, Freshman class).

- ∆ Student involvement is crucial in both the development and implementation of the SW behavioral teaching matrix.
- ∆ Plans are created for teaching expectations which include: *What will be done? How will it be done? When will it be done?*
- ∆ Consider students teaching the lessons (e.g. students enroll in a leadership course and that is one of the expectations (assignments) of the course)

TFI	Action Items (Not In Place; Partially; Fully In Place)	NI	PI	FI
1.3	Team has facilitated a **Consensus Building** activity for staff, student and family involvement.			
1.3	Students have organized a **Student Survey** for selection of schoolwide positive behavioral expectations.			
1.3	Team completes the **Behavioral Expectation** checklist.			
1.3 1.4	Expectations and schoolwide matrix are **Posted** in nonclassroom settings.			
1.4	**Map It** activity is completed with staff and students.			
1,4	Staff and students chart desired behaviors using the **Define It** activity.			
	Team re-classifies desired behaviors from charts using the **Make it a Matrix** activity. Team presents matrix to staff and students for input.			
1	Team and students design lesson plans using the **Bring it to Life** activity.			
1.4	**Lessons** are embedded into subject area curriculum.			
1.4	Team develops a plan for teaching expectations which include: ***What will be done? How will it be done? When will it be done? Who will be involved?***			
1.4	**College and Career Readiness** features are incorporated into schoolwide teaching matrix.			
1.4	Team, students and parents use the lens of cultural responsiveness to **Re-Examine** the matrix.			
1.4	Students create a **Personal Matrix** with classroom teachers.			

SWPBIS Tiered Fidelity Inventory (TFI)

TFI 1.5 Problem Behaviors Definitions:

School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.
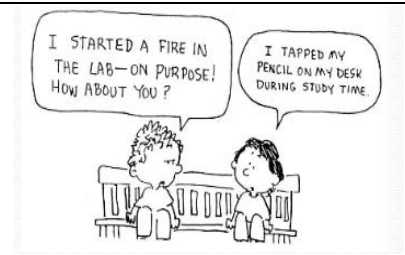
TFI 1.6 Discipline Policies:

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

High School Elaboration

- Δ School has clear definitions for behaviors that interfere with contextual academic and social success for addressing office-managed versus staff-managed problems.
- Δ Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.
- Δ What % of the staff would you estimate agree upon the definition of a tardy?
- Δ What % of the staff know the consequences (acknowledgement and discipline)?
- Δ What % of the staff follow through when students do/do not exhibit the behavior?
- Δ Discipline practices are consistent and predictable.
- Δ Consequences are function-based; they are instructional, prevent escalation, allow instruction to continue and avoid inadvertent reward of the problem behavior.
- Δ Documented guidelines for responding to problem behaviors include restorative conversations.

TFI	Action Items (Not In Place; Partially; Fully In Place)	NI	PI	FI
1.5	Staff reaches consensus defining behaviors and differentiate between **Office-Managed and Classroom-Managed Behaviors.**			
1.5	Team develops an **Active Discipline Flowchart** that describes and emphasizes proactive, instructive, and/or restorative approaches to student behavior.			
1.5	Staff is trained in procedures and guidelines of the **Active Discipline Flowchart** with periodic fidelity checks to ensure consistency.			
1.5	Students understand **Active Discipline Flowchart** procedures for classroom and office-managed behaviors.			
1.5	Staff is trained in **Classroom Foundations** and **Prevention Practices**.			
1.5	Staff is trained in **Response Practices** for error corrections and cycles of escalation.			
1.5	Team develops a **Office Discipline Referral** form with SWIS Compatibility features and trains staff on procedures.			

SWPBIS Tiered Fidelity Inventory (TFI)

TFI 1.7 Professional Development

A written process is used for orienting all faculty/staff on 4 core Tier I PBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

High School Elaborations
Δ   Professional development is ongoing and not a one-time event.
Δ   Professional development provides opportunities to boost staff buy-in through building relationships and planting seeds of trust.
Δ   Processes which allow for staff to express belief systems and establish individual "WHYS" will support the implementation process.
Δ   PD is delivered by department to ensure all know the role they play in SW implementation (e.g. large high school… they are working with the counseling department to support their role which is a bit unique because they have flexibility of schedule).

TFI	Action Items *(Not In Place; Partially; Fully In Place)*	NI	PI	FI
1.7	Staff has opportunity to process information regarding the **WHY, HOW and WHAT** of a multi-tiered system of behavioral supports.			
1.7	Training and coaching for **Positive Classroom Behavior Supports** (PCBS) is available for all staff.			
1.7	Training and coaching for **Teaching Expectations & Specific Performance Feedback** is available for all staff.			
1.7	Training and coaching for **Responding to Minor Misbehaviors & Noncompliance** is available for all staff.			
1.7	School calendar has dates for **Professional Development** training for PBIS team, coaches, HSPBIS Community of Practice, all school staff, and ongoing support.			
1.7	A **Communication System** is established to share information regularly with staff, students and family/community partners.			

SWPBIS Tiered Fidelity Inventory (TFI)

TFI 1.8 Classroom Procedures

(Positive Classroom Behavior Supports)

Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

High School Elaborations

- Δ Classrooms have a climate that support active participation, student self-advocacy, academic risk taking and cooperative group work.
- Δ Students are actively involved in the development of classroom routine matrices which are aligned with schoolwide expectations and include routines which support academic self-managers (i.e agenda, entering the classroom, turning in assignments, tracking assignments).
- Δ   There is an emphasis on Increasing positive student-teacher interactions with:
  5:1 positive to negative teacher statements;
  Praise statements to acknowledge appropriate behaviors:
  Error correction procedures to address misbehavior;
  Active supervision (e.g., circulating, scanning, encouraging);
  Providing choice

TFI	Action Items *(Not In Place; Partially; Fully In Place)*	NI	PI	FI
1.8	Teachers complete **PCBS Self-Assessment Survey** and develop individual or department action plans.			
1.8	Training and practice-based coaching exist for **Classroom Foundations, Prevention Practices and Response Practices.**			
1.8	A **Classroom Matrix** is developed with routines that are aligned with schoolwide expectations and developed with both teacher and students.			
1.8	**Routines** include entering the classroom, agenda, turning-in assignments and assignment tracking.			
1.8	**Acknowledgements** include specific performance feedback and language which is tied to schoolwide expectations and classroom matrix.			
1.8	Teacher follow an **Error Correction Flowchart** for minor misbehaviors and noncompliance.			

Positive Classroom Behavioral Supports
Self-Assessment Survey
Adapted from *Supporting and Responding to Behavior*
PBIS Technical Brief on Classroom PBIS Strategies
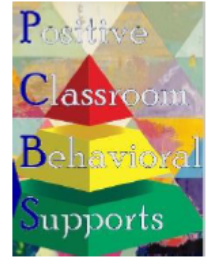
Scoring:
1) I never have heard of this practice.
2) I have implemented this practice, but I am inconsistent.
3) I implement this practice regularly in my classroom.
4) I implement this practice regularly and I am interested in how others are implementing the practice.

Classroom Supports	Evidence-based Practices	Scale of 1-4
FOUNDATIONS *Settings* *Routines* *Expectations*	△ **SETTINGS:** I effectively design the physical environment of my classroom.	
	△ **ROUTINES:** I develop and teach predictable classroom routines.	
	△ **EXPECTATIONS:** I post, define and teach 3 to 5 positive classroom expectations.	

Classroom Supports	Evidence-based Practices	Scale of 1-4
PREVENTION PRACTICES *Supervision* *Opportunity* *Acknowledgement* *Prompts & Precorrections*	△ **SUPERVISION:** I use active supervision and proximity.	
	△ **OPPORTUNITY:** I provide high rates and varied opportunities to respond.	
	△ **ACKNOWLEDGEMENT:** I use behavior specific praise.	
	△ **PROMPTS & PRECORRECTIONS:** I make the problem behavior irrelevant with anticipation and reminders.	

Classroom Supports	Evidence-based Practices	Scale of 1-4
RESPONSE PRACTICES *Error Correction* *Planned Ignoring* *Function-based Thinking*	△ **Error Correction:** I use brief, contingent, and specific error corrections to respond to problem behaviors.	
	△ **Error Correction:** I respond to misbehavior accurately, specifically and in a timely manner.	
	△ **Planned Ignoring:** I systematically withhold attention from a student when they exhibit minor misbehaviors for peer attention.	
	△ **F-B Thinking:** I respond to behavior in a way that tries to address the reason or purpose why the student misbehaves.	

Classroom Supports	Evidence-based Practices	Scale of 1-4
INSTRUCTIONAL PRACTICES *Pacing* *Sequencing* *Choice*	△ **PACING:** I allow for positive behavioral momentum beginning, during and/or ending an academic task.	
	△ **SEQUENCING:** I consider pace, sequence and level of task difficulty when promoting each students' success.	
	△ **CHOICE:** I consider a variety of methods when offering student choice.	

SWPBIS Tiered Fidelity Inventory (TFI)

TFI 1.9 Feedback and Acknowledgement:

A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.

- ✓ *Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements?*
- ✓ *Are those acknowledgements linked to school-wide expectations?*
- ✓ *Are they distributed across school settings?*
- ✓ *Do at least 80% of students interviewed report receiving them?*

High School Elaborations

Δ Acknowledgements are age appropriate and developed by both student/staff.
Δ Adolescents may need acknowledgements that are more *frequent* (daily as well as layered: daily, weekly, monthly, quarterly). *varied* (tangible, privilege, social with a greater emphasis on social) and meaningful (valued by both student/staff).
Δ Acknowledgements are designed to be opportunities to build internal regulation, teach self-determination skills and meet the developmental needs of the adolescent brain which requires more intense structure, reinforcement, and relationship building.

TFI	Action Items (Not In Place; Partially; Fully In Place)	NI	PI	FI
1.9	There is documentation of the **types** of acknowledgements (i.e. verbal praise, tangible rewards, award ceremonies, group/individual contingent) and **frequency** of distribution (i.e. daily, weekly, monthly, quarterly, each semester, or yearly			
1.9	Acknowledgements are **linked to schoolwide expectations**.			
1.9	Staff is informed about how acknowledgements build **internal motivation and support self-determination** RELATEDNESS **-** Belonging/Purpose COMPETENCE - Skill Acquisition & Mastery AUTONOMY - Choice			
1.9	Tangible incentives are paired with **specific performance feedback**.			
1.9	There is **student representation** in identifying/developing incentives.			
1.9	The system includes **incentives for students and staff/faculty**.			
1.9	**Ratios of acknowledgement** to corrections are high.			

Self-Determination Theory and SWPBIS

RELATEDNESS (Belonging/Purpose)	COMPETENCE (Skill Acquisition & Mastery)	AUTONOMY (Choice)
- Tangibles that contribute towards a group experience - Defining behavior expectations as a school-wide community and using shared language - Emphasizing how performance of positive behavior fits in with our school-wide expectations - Creating opportunities for student to be, and feel part of the group	- Encourage not praise - Coaching not cheerleading - Specific feedback - Emphasize the skill - Specific data shared with students as well as staff	***In a developmentally & contextually appropriate way*** - Some student voice in design of visuals - Some student voice in the menu of tangibles - Some individual choice in picking an option from the menu of tangibles
What am I currently doing in support of all students developing…		
RELATEDNESS (Belonging/Purpose)	COMPETENCE (Skill Acquisition & Mastery)	AUTONOMY (Choice)

SWPBIS Tiered Fidelity Inventory (TFI)

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, Faculty, 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

High School Elaborations

- Δ All faculty are involved in the exploration and implementation process through input, dialogue and clarifying opportunities.
- Δ Common agreements are created for teacher practices which are predictable for all students and consistent across classrooms, especially for teachers of Freshman.
- Δ Stakeholder involvement insures ALL voices have dialogued around the issues and have created a perception of "doing it together".
- Δ Student involvement through forums and/or opportunities (i.e. youth empowerment summit) allow student to connect and increase consistency across school and other settings.
- Δ Family involvement through focus groups/ surveys provides a bridge to cultural competence.
- Δ Data from focus groups and survey can also help initiate or support local and state commitment to SWPBIS.

TFI	Action Items (Not In Place; Partially; Fully In Place)	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** and **Elements of Culture** activity to reflect on their own values and cultures and how school culture engages students & families.			
1.10	**School Handbook** outlines PBIS practices and systems.			
1.10	**Roll Out Plans** are developed for school kick-off and parent/community introduction.			
1.11	**Authentic Youth Voice & Involvement** is determined using Hart's Ladder of Young People's Participation.			
1.11	Staff, student and family **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 department meetings.			

What I Value Most

There are four steps in this process
- ➢ Step 1: Values List
- ➢ Step 2: Elimination
- ➢ Step 3: Reflection
- ➢ Step 4: Illumination

Step 1: VALUES LIST

From the list of values below (both work and personal) highlight the 10 that are most important to you as components of a valued way of life.

Achievement	Democracy	Having a family	Merit	Self-respect
Advancement and Promotion	Ecological awareness	Helping other people	Nature	Self-sufficiency
Adventure	Economic security	Helping society	Nurture	Serenity
Affection	Effectiveness	High expectations	Money	Social status
Appreciation	Efficiency	Honesty	Personal development	Sophistication
Arts	Equal opportunity	Hope	Physical challenge	Spirituality
Caring	Equity	Humor	Pleasure	Stability
Celebration	Ethical practice	Independence	Positive attitude	Status
Challenges	Excellence	Influencing others	Power and authority	Supervising others
Changes and variety	Excitement	Initiative	Pride	Support
Close relationships	Expertise	Inner harmony	Privacy	Time
Collaboration	Fairness	Integrity	Public service	Togetherness
Collegiality	Fame	Intellectual status	Purity	Traditions
Communication	Fast living	Involvement	Quality	Trust
Community	Fast-paced work	Job tranquility	Quality relationships	Truth
Compassion	Financial gain	Justice	Recognition	Unity
Competition	Flexibility	Knowledge	Respect	Wealth
Confidence	Forgiveness	Leadership	Reputation	Wisdom
Cooperation	Freedom	Location	Resourcefulness	Work under pressure
Country	Friendships	Loyalty	Responsibility	Work with others
Creativity	Goals	Meaningful work	Risk taking	Working alone

Step 2: ELIMINATION

Now that you have identified 10 values, imagine you are only permitted to have five values.
Decide which five values you would keep.
List them here:

1.

2.

3.

4.

5.

Now imagine you are only permitted three values. Which would you keep?
 List them here:

      1.

      2.

      3.

Step 3: REFLECTION

Why do I hold these values?
Where did I acquire them?
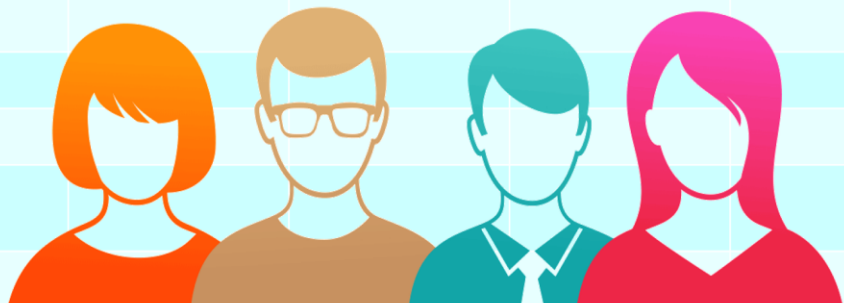What was the setting or context?
How do I demonstrate these values when working?

Step 4: ILLUMINATION

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches.
PBIS OSEP Technical Assistance Center, Milaney Leverson, Kent Smith, Kent McIntosh, Jennifer Rose, Sarah Pinkelman (Nov. 2016)

ELEMENTS OF CULTURE	My values growing up	My values now	What my high school values	How students & families may differ	How this difference can create conflict
LANGUAGE					
SPACE/ PROXIMITY					
ATTITUDE TOWARD TIME					
GENDER ROLES					
FAMILY ROLES					
VOICE VOLUME & TONE					
GROOMING					
AUTONOMY					
RECOGNITION FOR GOOD JOBS					
EYE CONTACT					

SWPBIS Tiered Fidelity Inventory (TFI)

TFI 1.12 Discipline Data
Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

TFI 1.13 Data-based Decision Making
Tier I team reviews and uses discipline data and academic outcome data (e.g. Curriculum-Based Measures, state tests) at least monthly for decision-making.

High School Elaborations

Δ Data is collected for achievement (i.e. failed classes, homework completion, GPA, core classes), engagement (i.e. attendance/skip/tardy, school climate/engagement surveys, on track/drop out) and behavior (i.e. office discipline referrals, suspensions/expulsions, behavioral health surveys).

Δ Data-based problem-solving focuses on defining precision statements around achievement, engagement and behavioral data.

Δ Disproportionality and equity issues are examined at a systems level first before considering individual behavior interventions.

Δ Data are viewed in aggregate by race and ethnicity.

Δ *What role can the students play in the use of data for decision making?*

Δ *Can students be involved to inform leadership team about current situations in the building/community that might be impacting behaviors*

TFI	Action Items *(Not In Place; Partially; Fully In Place)*	NI	PI	FI
1.12	Data system is used to **collect and analyze discipline data** (Office Discipline Referral ODR).			
1.12	Team regularly **disaggregates discipline data** to assess and monitor equity in student outcomes.			
1.12	**Additional data** are collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team.			
1.13	Teams have **access to accurate & current data reports** needed for problem solving and decision-making.			
1.13	Teams have at least one member who is fluent in **generating basic and drill-down reports from data set(s)**.			
1.13	**Data is analyzed** by team and data narrative is shared with faculty on a monthly basis.			
1.13	Team Implements **problem solving process** including precision problem statements, goal setting, action plan, fidelity measure, and monitoring student outcomes.			
1.13	Team completes the **Team Initiated Problem Solving (TIPS) Fidelity Checklist**.			

Thank You!
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