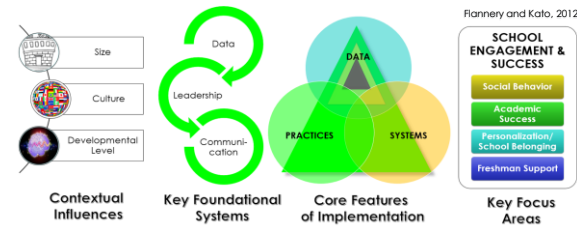**Slide 1**

HS-PBIS SYMPOSIUM

Navigating the HS-PBIS Implementation Road Map
JOURNEY TO FIDELITY

CalTAC PBIS
promoting safe and equitable learning environments

Cristy Clouse
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Slide 2

Flannery and Kato, 2012

Size
Culture
Developmental Level

Data
Leadership
Communi-cation

DATA
PRACTICES   SYSTEMS

SCHOOL ENGAGEMENT & SUCCESS
Social Behavior
Academic Success
Personalization/School Belonging
Freshman Support

Contextual Influences | Key Foundational Systems | Core Features of Implementation | Key Focus Areas

HS-PBIS Implementation Model

2

Slide 3

HS-PBIS SYMPOSIUM

REFLECT the "why"

ENCOURAGE the dialogue

CELEBRATE the change

Authentic Engagement

3

Slide 4

Explore **Tiered Fidelity Inventory (TFI) High School elaborations** & navigate the unique HS characteristics and considerations that impact effective implementation.

Session Objective

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Slide 5

SWPBIS Tiered Fidelity Inventory
version 2.1

TFI High School Elaborations

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Slide 6

EARLY WARNING SYSTEM

TFI 1.1 Team Composition

TFI 1.2 Team Operating Procedures

High School Elaborations

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Slide 7

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).

High School Elaborations

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Slide 8

Contextual Variable: **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?

TFI 1.1 1.2

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Slide 9

Contextual Variable: **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?

TFI 1.1 1.2

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Slide 10

Contextual Variable: **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?

TFI 1.1 1.2

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Slide 11

TFI 1.3 Behavioral Expectations

TFI 1.4 Teaching Expectations

CCR
COLLEGE AND CAREER READINESS

BE WELCOMING
BE MINDFUL!
E SOLUTION

High School Elaborations

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Slide 12

WE ARE   R. B. Stall WARRIORS
PERSON-TO-PERSON

R RESPECTFUL   We Greet Everyone With A CKH Handshake And A Smile. We Use Positive Words. We Respect Everyone.
R RESPONSIBLE   We Take Responsibility For Our Behavior And Actions. We Model Positive Behavior.
I INNOVATIVE   We Work Together To Improve The Learning Environment For Everyone.
O OPTIMISTIC   We Expect The Best From Each Other.
R RESILIENT   We Communicate By Listening And Responding Respectfully.

SOMOS   R. B. Stall WARRIORS
PERSONA A PERSONA

R CONTINUOS   Saludamos a todos con un apretón de manos de CKH y una sonrisa. Utilizamos palabras positivas y respetamos a todos.
R RESPONSABLES   Asumimos responsabilidad por nuestro comportamiento y acciones. Modelamos comportamiento positivo.
I INNOVADORES   Trabajamos juntos para mejorar el ambiente de aprendizaje de todos.
O OPTIMISTAS   Esperamos lo mejor de cada uno.
R RESISTENTES   Nos comunicamos escuchando y respondiendo de manera respetuosa.

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Slide 13

	R. B. Stall WARRIORS LEARNING ENVIRONMENTS		R. B. Stall WARRIORS AMBIENTES DE APRENDIZAJE
RESPECTFUL	We use Positive Words. We Listen When Someone is Speaking	RESPETUOSOS	Utilizamos palabras positivas. Escuchamos cuando alguien está hablando
RESPONSIBLE	We Arrive To Class On Time, In Uniform And Ready To Learn. We Do Our Best Academic Work.	RESPONSABLES	Y llegamos a clase a tiempo, con el uniforme y listos para aprender. Hacemos nuestro mejor trabajo académico.
INNOVATIVE	We Prepare Academically And Socially For College and Career	INNOVADORES	Nos preparamos académica y socialmente para la universidad y carreras.
OPTIMISTIC	We Start Every Class With "GOOD THINGS" And End With A "LAUNCH"	OPTIMISTAS	Comenzamos cada clase con "COSAS BUENAS" y terminamos con una "PARTIDA POSITIVA"
RESILIENT	Mistakes Are LIFE LESSONS That We Learn From So That We Can GROW	RESISTENTES	Los errores son LECCIONES DE VIDA de los cuales aprendemos para poder crecer

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Slide 14

Personal Matrix (Behavior Dictionary)

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)

School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	• Keep hands and feet to self • Tell an adult if there is a problem	• Protect your friends and family • Don't talk back	• Stick up for your friends • Don't back down • Look the other way
Be Respectful	• Treat others how you want to be treated • Include others • Listen to adults	• Do exactly what adults tell you to do • Don't stand out • Don't bring shame	• Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	• Do my own work • Personal best • Follow directions • Clean up messes	• Help your family out first • Own your mistakes • Share credit for successes	• Have each other's backs • Own your mistakes • Check in about what to do

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Slide 15

Specific Routine Matrix

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)

During independent seat work at school, the expectation is for me to work quietly by myself.

At HOME It looks like...	At SCHOOL It looks like...	In my NEIGHBORHOOD it looks like...

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Slide 16

Rules within Routines Matrix **PBIS+CCR**

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Slide 17

TFI 1.5 Problem Behavior Definitions

TFI 1.6 Discipline Policy

High School Elaborations

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Slide 18

TFI 1.7 Professional Development

TFI 1.8 Classroom Procedures

High School Elaborations

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Slide 19

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.	

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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.	

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TFI 1.9 Acknowledgment

TFI 1.10 Staff Involvement

High School Elaborations

Slide 22

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)

Self-Determination Theory and SWPBIS

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TFI 1.10 Faculty Involvement

Empowering Students

TFI 1.11 Student, Faculty & Community

I'M IN

High School Elaborations

Slide 24

What I V A L U E Most

➢ Step 1: Values List
➢ Step 2: Elimination
➢ Step 3: Reflection
➢ Step 4: Illumination

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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					

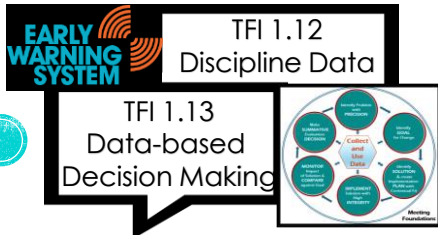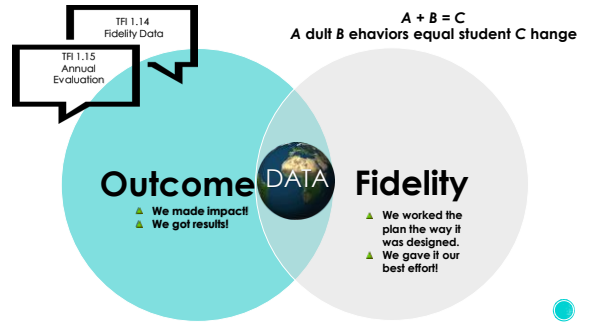## Slide 26

COMMUNICATION

Contextual Variables	Foundational Components
Size	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?
Organizational Structure	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?
Developmental Age of Students	What role can the students play in development or implementation or problem solving? How is it best to communicate with the students?

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EARLY WARNING SYSTEM
TFI 1.12 Discipline Data
TFI 1.13 Data-based Decision Making

High School Elaborations

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TFI 1.14 Fidelity Data
TFI 1.15 Annual Evaluation

A + B = C
A dult B ehaviors equal student C hange

Outcome DATA **Fidelity**

- We made impact!
- We got results!

- We worked the plan the way it was designed.
- We gave it our best effort!

Slide 29

Connecting Outcomes & Fidelity

Outcomes

Lucky	Sustaining
Positive outcomes, low understanding of how they were achieved *Replication of success is unlikely*	Positive outcomes, high understanding of how they were achieved *Replication of success likely*
Losing Ground	Learning
Undesired outcomes, low understanding of how they were achieved *Replication of failure likely*	Undesired outcomes, high understanding of how they were achieved *Replication of mistakes unlikely*

Fidelity

Slide 30

DATA

Contextual Variables	Foundational Components
Size	What data will we have? Need? How will we manage the large amount of data? What are your data guidelines?
Organizational Structure	What information is available to support change in beliefs? Practices?
Developmental Age of 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.

25 26 27 28 29 30

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