



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 10/22/20

School/Department: Strategic Planning & Support Services

Action Step (number and description): 2.12 – Provide professional development series for school-based problem-solving team members (inclusive of administrators, school counselors, and Student Success Coaches) focused on behavioral, social emotional, mental health, and restorative tiered supports

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) The supporting evidence includes materials from a Positive Behavioral Interventions and Supports (PBIS) professional development session provided and facilitated with the support of the USF PBIS state discretionary project. This professional development session provided identified PBIS coaches at each school with background knowledge needed to successfully support the implementation of a PBIS framework within their school.

Results of Action Taken: PBIS Coaches will receive ongoing support for the implementation of school PBIS frameworks district wide.

Reflection: NA

FLPBIS:MTSS

Introduction to PBIS

School-based Coaching

2020

A Multi-Tiered System of Supports



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Agenda

- Introductions
- National and State Updates
- FLPBIS:MTSS Project Overview
- What is PBIS
- School-based Coaching Roles and Responsibilities
 - PBIS Team Meeting Resources
 - Data-based Problem Solving
- Resources
 - FLPBIS
 - PBSES

Updates: National and State

A Multi-Tiered System of Supports



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Florida
PBIS







PBIS

Positive Behavioral
Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER



Ce

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A Multi-Tiered System of Supports

www.pbis.org and **Twitter: @CenterOnPBIS**

Florida Center for Inclusive Communities (FCIC) is a part of the Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



2019 PBIS Forum Session Are Now Available

Learn More

PBIS.org

- Bullying Prevention
- Classroom PBIS
- Coaching
- Data-based Decision Making
- Disability
- District/State PBIS
- Early Childhood PBIS
- Equity
- Family
- High School PBIS
- Juvenile Justice
- Mental Health/Social-Emotional Well-Being
- Opioid Crisis and Substance Misuse
- Restraint/Seclusion
- School Climate Transformation Grant (SCTG)
- School-Wide

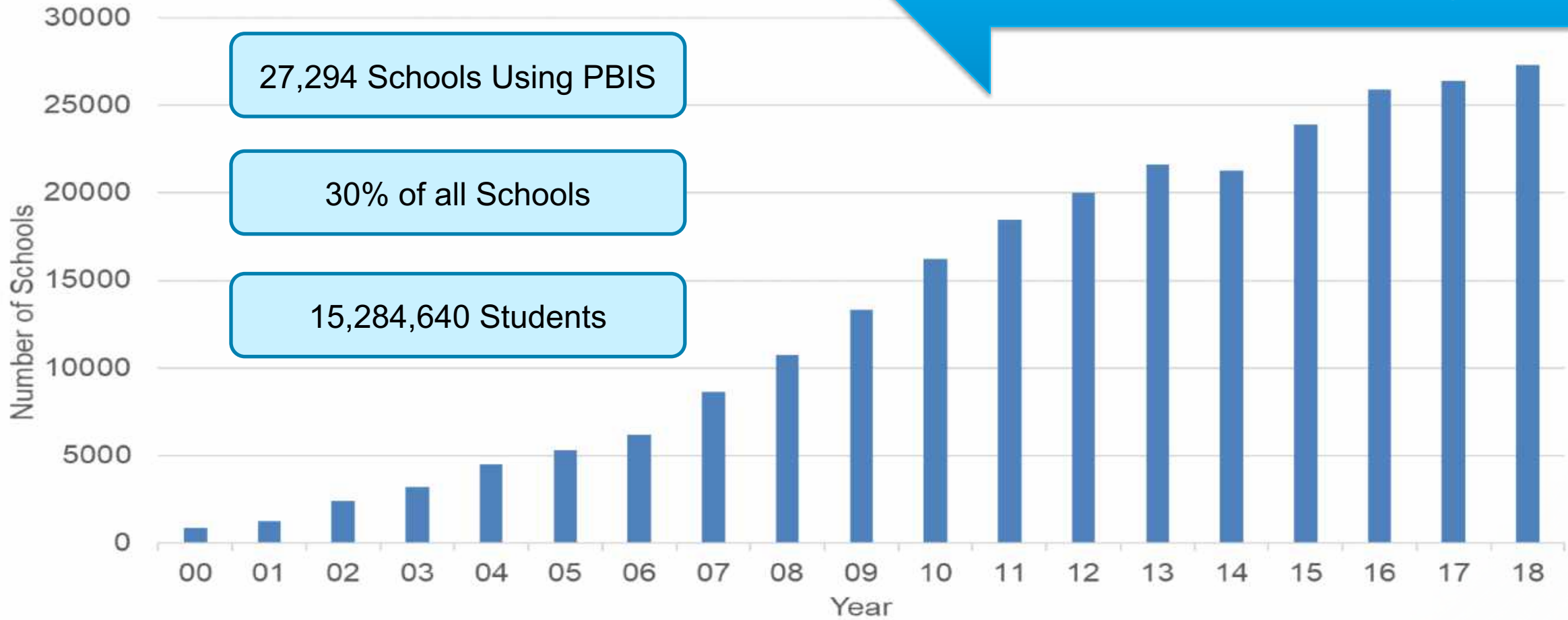
FEATURED RESOURCES



Schools Using PBIS

2019

FL is the second leading state in the nation with the most schools using PBIS!



OSEP TA Center on PBIS: National PBIS Leadership Forum

October 22-23, 2020 | Hilton Chicago, Chicago, IL

More information on the 2020 PBIS Leadership Forum coming in Spring 2020.



SAVE THE DATE
OCTOBER 22-23, 2020

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to help increase the effectiveness of PBIS implementation.
(Jump to Overview | Who Should Attend)



2020 PBIS Leadership Forum
October 22-23, 2020

2021 PBIS Leadership Forum
October 21-22, 2021

Event Overview

The National PBIS Leadership Forum is a technical assistance activity of the OSEP Technical Assistance Center on PBIS and provides an opportunity for the Center to share information on the latest applications of PBIS. Center Partners select and organize conference strands, select session topics, and invite session leaders based on content area expertise. Session leaders invite exemplar presenters from sites known to be implementing specific applications of PBIS. Exemplar presenters are often identified from sites participating in the previous year's poster presentation.

Sessions are organized by strands that support initial through

NEWS AND ANNOUNCEMENTS

2019 Recorded Keynotes, Sessions, & Interviews

- Available Now
at <https://www.pbis.org/v/examples/video>

Mark Your Calendar Now!

- The 2020 Forum will be **October 22-23, 2020**
- The 2021 Forum will be **October 21-22, 2021**

2019 Presentations & Handouts Available

to view or download from www.pbis.org. [Click here to visit.](#)

•

<http://www.pbisforum.org/>

Virtual for
2020



APBS.org

**Virtual for
2020**

Future Conference Dates

Minneapolis March 17-20, 2021
Hyatt Regency

San Diego April 13-16, 2022
Manchester Grand Hyatt

Jacksonville, FL March 29-April 1, 2023
Hyatt Regency Jacksonville

Chicago March 6-9, 2024
Hyatt Regency Chicago

St. Louis March 12-15, 2025
Hyatt Regency St Louis at the Arch

www.apbs.org.conference



About the FLPBIS:MTSS Project

A Multi-Tiered System of Supports



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Florida Positive Behavioral Interventions & Support Project

A Multi-Tiered System of Supports

www.FLPBIS.org

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[About ▾](#)

[Foundations ▾](#)

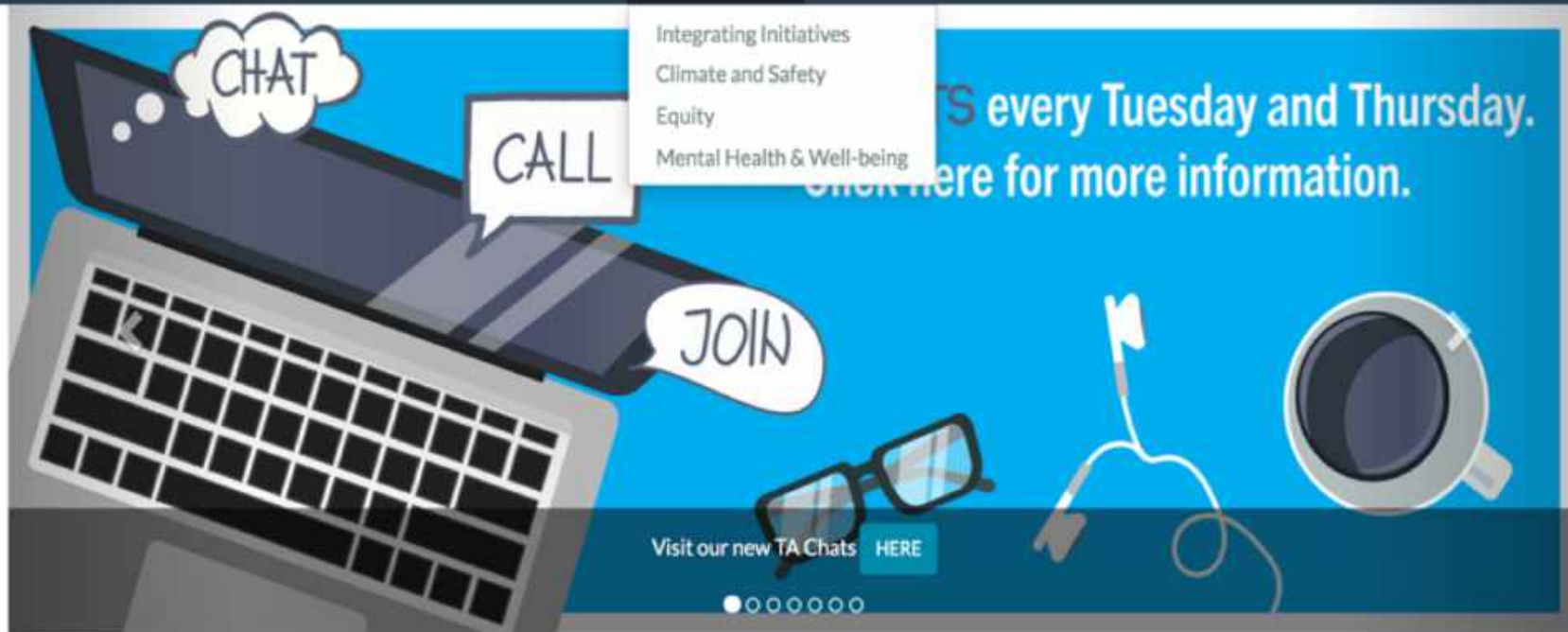
[Coaching ▾](#)

[Tiers ▾](#)

[Other Topics ▾](#)

[NEW! Online Learning ▾](#)

[Contact ▾](#)



Maximize positive outcomes for students.

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. **Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier.** The FLPBIS Project offers training and technical assistance, including evaluation resources, to develop systems that sustain a practical, positive and proactive PBIS framework...

[About PBIS](#)

RtI:B RtI:B Database



Evaluation-PBSES Login



Model Schools





Florida Positive Behavioral Interventions & Support Project

A Multi-Tiered System of Supports



Home About ▾ Foundations ▾ Coaching ▾ Tiers ▾ Other Topics ▾ **NEW! Online Learning ▾** Contact ▾

TA Chats
Instructional Videos & Fact Sheets
Skill Development Modules
Virtual Training



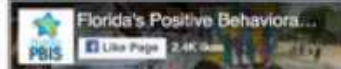
"PBIS has helped raise the morale of the
(Baker C

Maximize positive outcomes

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About PBIS

FLPBIS Events



Florida's Positive Behavioral Interventions and Support Project does not have any upcoming events.

FLPBIS Resource Spotlight

Search Livebinders for
USFPBS_Org

Search

Skill Development Modules

A series of online modules to build PBIS skills and implementation capacity.

Get it now!

Classroom App

Show us your stuff!



We would love to see - and share - what you've done.

Bring about it!

FLPBIS on Twitter

Tweets by @fpbis

Florida PBIS
@fpbis
We hope you can join us for today's chat!

PBIS Teams Series: Communicating Across Stakeholders

Tuesday, August 11th
1:05-1:50 EST / 10:05-10:50 CST
Photo credit: @fpbis

Embed

View on Twitter

PBIS Chat Schedule

Online Chat/Livebinders Shelf

1 to 7

1. Online Chat Binder (SY 2019-2020)
2019-2020 schedule of live webinars, and links to recorded sessions from earlier in the year.
By: USFPBS_Org Updated: 08-13-2020

Education

Updated

PBIS in Florida



New Recorded Resources

- New PBIS Team Member Overview
 - <https://youtu.be/5zglqJe1yRI>
- PBIS Overview for Administrators
 - <https://youtu.be/OHRd3eKn1u4>

About Florida PBIS

[PBIS](#)

[Mission & Services](#)

[Partners](#)

[Annual Report](#)

[School Climate Transformation \(SCT\) Grant](#)

Mission and Services



Our Mission

Increase the capacity of Florida's school districts to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).



What We Do

Provide training and technical assistance to districts in the development and implementation of positive behavioral interventions and supports at the school-wide (Tier 1), classroom, targeted group (Tier 2), and individual student (Tier 3) levels.



We coach ↓

District Leaders

who coach ↓

School-Based Leaders

who coach ↓

Teachers

who coach ↓

Students & Families

who inform culturally responsive practices to address local needs

Our Support Model

To build local capacity for implementing PBIS, the FLPBIS Project engages in coaching, evaluation, and data-based problem solving with district leaders to create systems that support effective PBIS practices.

Foundations for Implementation

PBIS in Schools

Multi-Tiered
Support System
(MTSS)

Problem-Solving

Effective Data
Systems

Culturally-
Responsive PBIS

Family/Community
Engagement

Problem-Solving



Problem-Solving Process

The problem-solving process uses data to plan, deliver, and evaluate a multi-tiered system of supports. It is a structured process that includes:

- The people who are affected by the problem, working with people who can help
- A deliberate focus on using each step of the process with fidelity
- Analysis that focuses on things people can control
- Follow-up that includes a review of data to make sure the strategies made a difference



Problem-Solving Model

The problem-solving model is an evidence-based way of work that can be applied to any level:

- individual/inter-personal
- small groups
- organizations (schools, districts, state)

When used with fidelity, the problem-solving process has been shown to improve student outcomes (Bahr, Fernstrom, Fuchs, Fush, & Stecker, 1990; Burns, Vanderwood & Ruby, 2005; Curtis, Castillo, Cohen, 2008; Fuchs & Fuchs, 1989; Gutkin & Curtis, 2009; Kovaleski, Gidding, Morrow, & Swank, 1999; Ruby, Crosby-Cooper, & Vanderwood, 2011).

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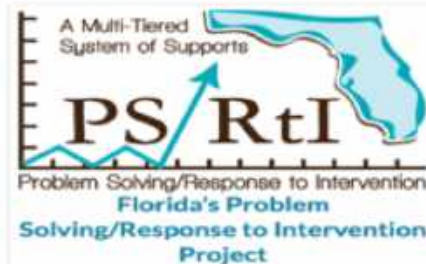
Our Partners



Bureau of Exceptional Education and Student Services (BEESS),
Florida Department of Education



Florida's Multi-Tiered System of Supports



OSEP Positive Behavioral Interventions and Supports
Technical Assistance Center



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT
Association for Positive Behavior Support



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[Department of Child & Family Studies](#)

[College of Behavioral & Community Sciences](#)

[University of South Florida](#)



The Florida PBIS is a program of the [Florida Center for Inclusive Communities](#) at USF.

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Model Schools

Classroom App

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FLPBIS Resource Spotlight

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Classroom Management Module
A self-paced guide to developing an individualized classroom management plan.

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Show us your stuff!



We would love to see - and share - what you've done.

Bring about it!

FLPBIS on Twitter

Tweets by @fbpis

Florida PBIS
@fbpis
Ditch the clip, or flip it instead! Avoid shaming students with your clip chart by using it to acknowledge students for following expectations. This new brief by the national #PBIS center breaks it down for you.

Embed

View on Twitter

PBIS Chat Schedule

Online Chat Livebinders S...

1. Online Chat Binder (SY 2019-2020)
2019-2020 schedule of live webinars, and links to recorded sessions from earlier in the year.

PBIS in Florida



Florida
PBIS

*A Multi-Tiered
System of Supports*

2018-2019 Annual Report

<https://www.livebinders.com/play/play?id=2237091>

Training and Technical Assistance

2,038

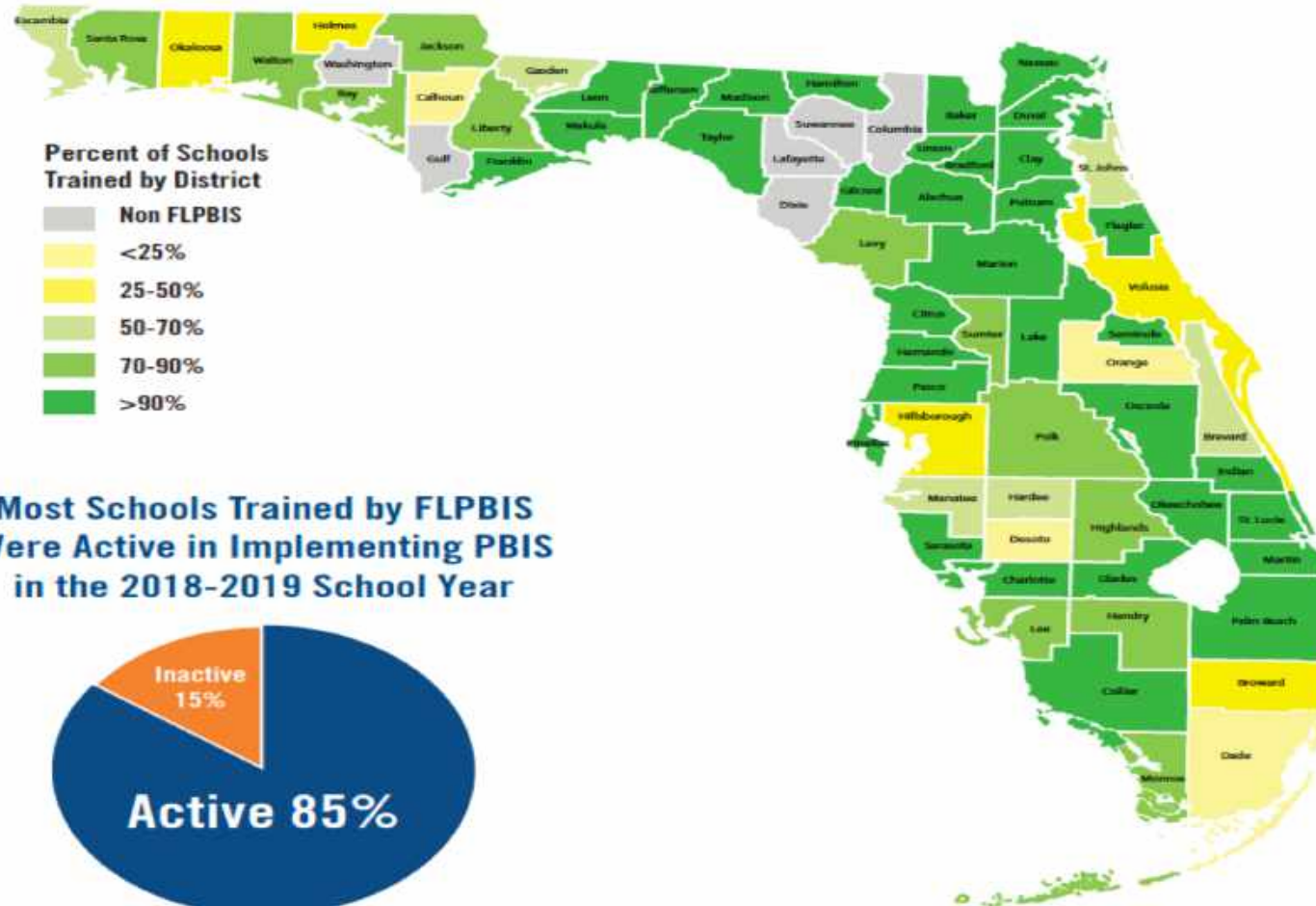
schools in Florida have been trained in PBIS since 2004.

45

districts have over 70% of their schools trained in PBIS.

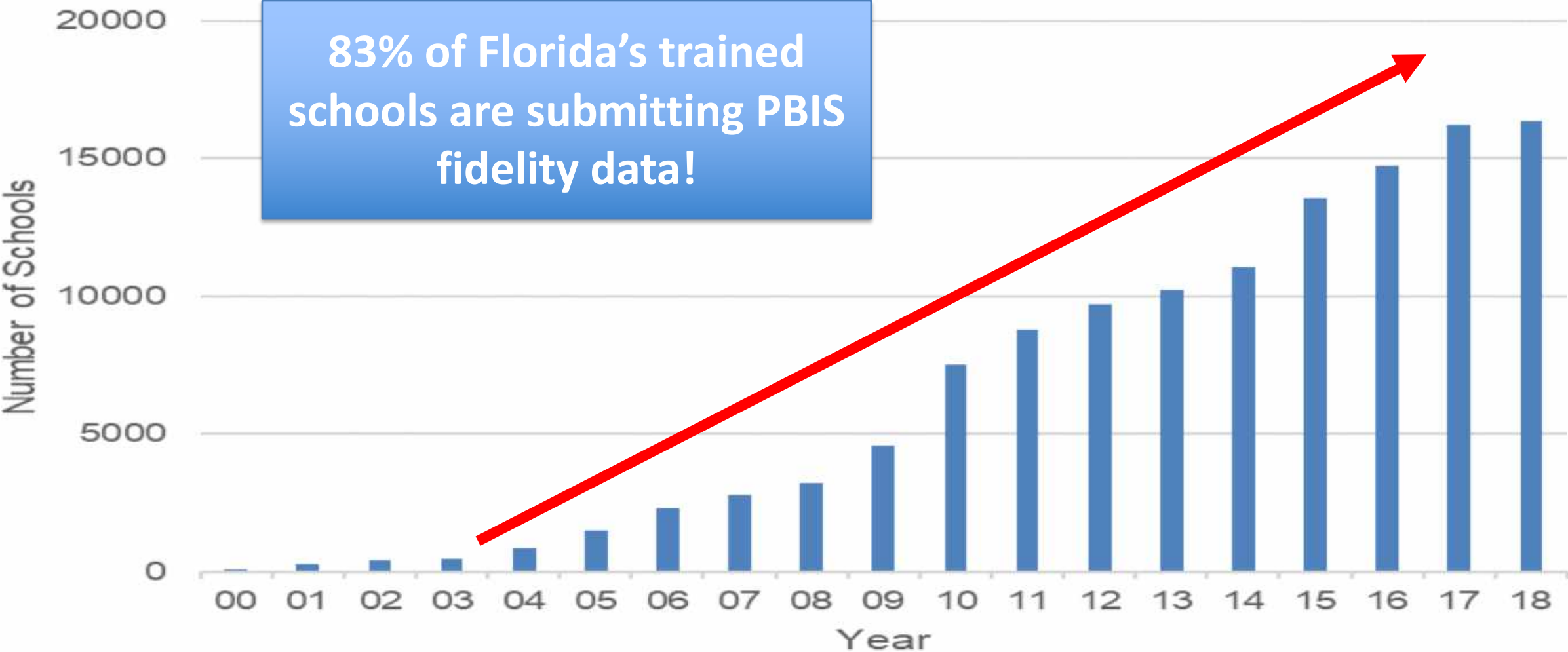
55%

of trained schools have received additional training within the last 3 years.



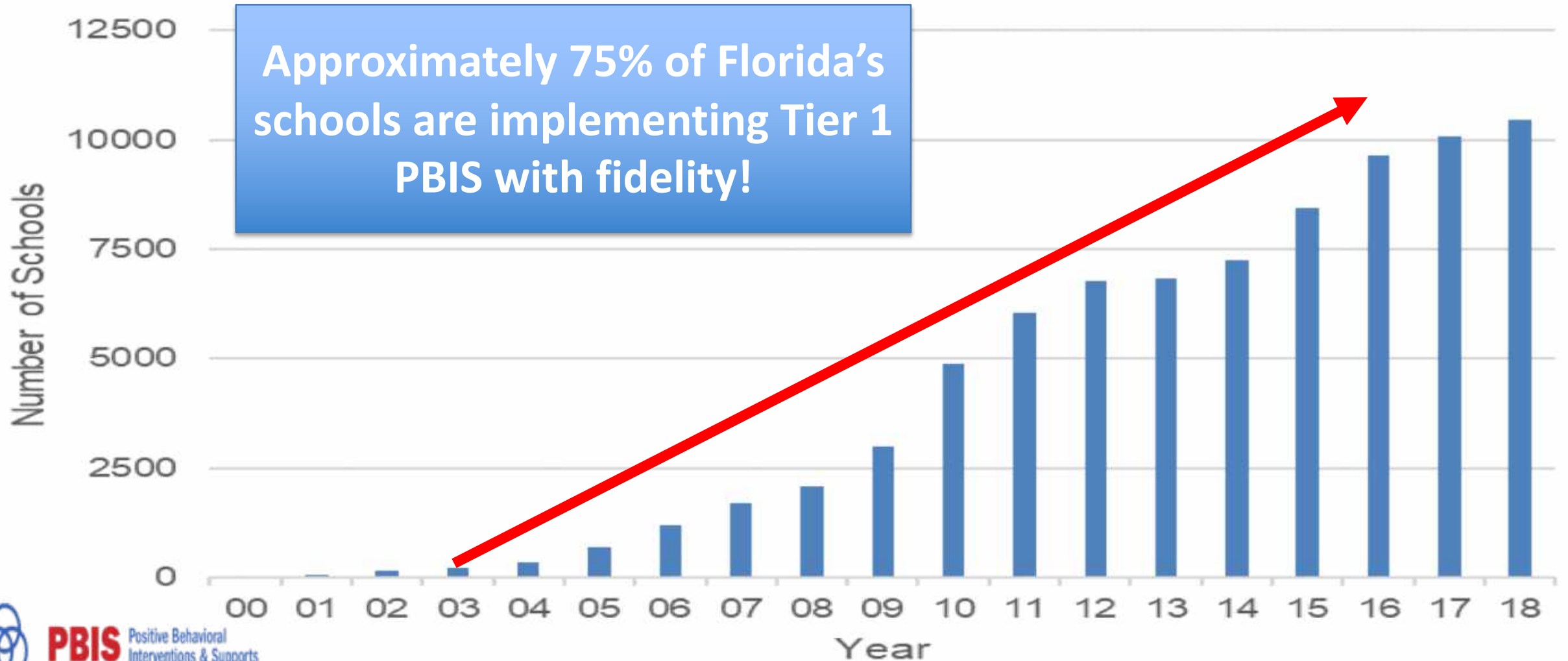
U.S. Schools Reporting PBIS Fidelity

August 2019



U.S. Schools Implementing Tier 1 PBIS with Fidelity

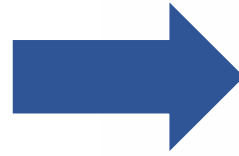
August 2019



2019-2020 Model School Awards

522

Schools from **35** Districts
Received a 2019-2020
Model School Award



"Resilience"
is all about being able to
overcome the unexpected.
Sustainability
is about survival.
The goal of resilience is to
thrive."

- Jamais Cascio

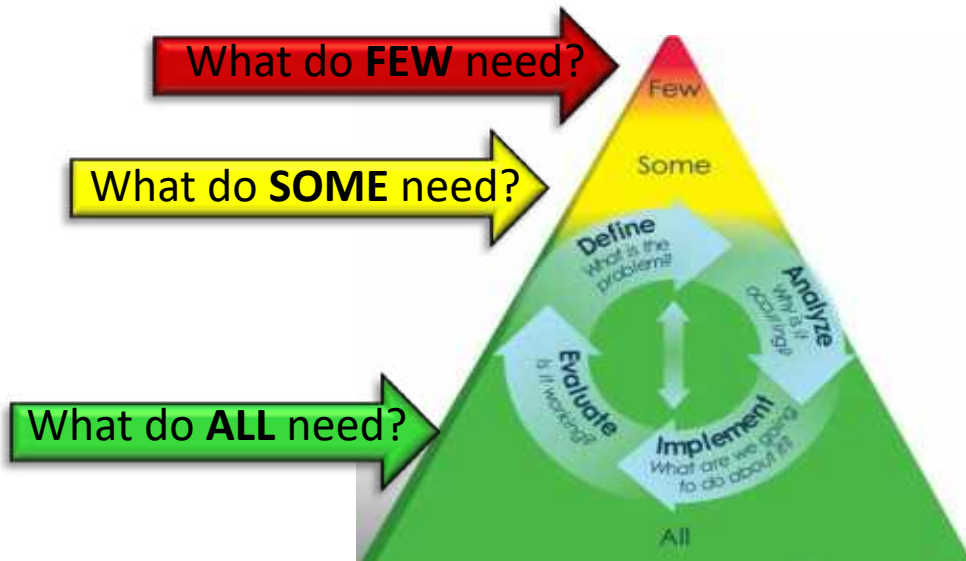
What is Positive Behavioral Interventions and Supports (PBIS)?

A Multi-Tiered System of Supports

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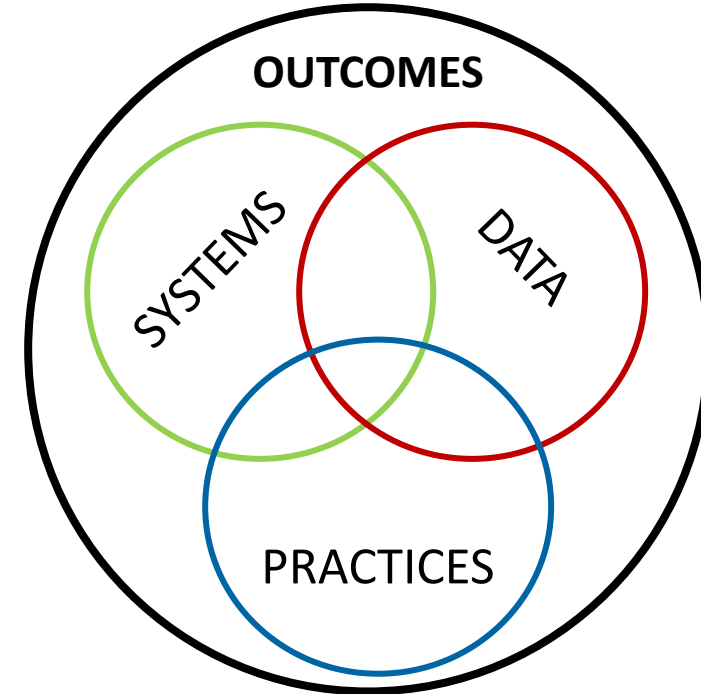
Defining PBIS

“PBIS is an evidence-based three-tiered framework to improve and integrate all of the **data, systems,** and **practices** affecting student outcomes every day.”



*PBIS creates schools that supports **everyone** for success*

Supporting culturally **knowledgeable** staff behavior

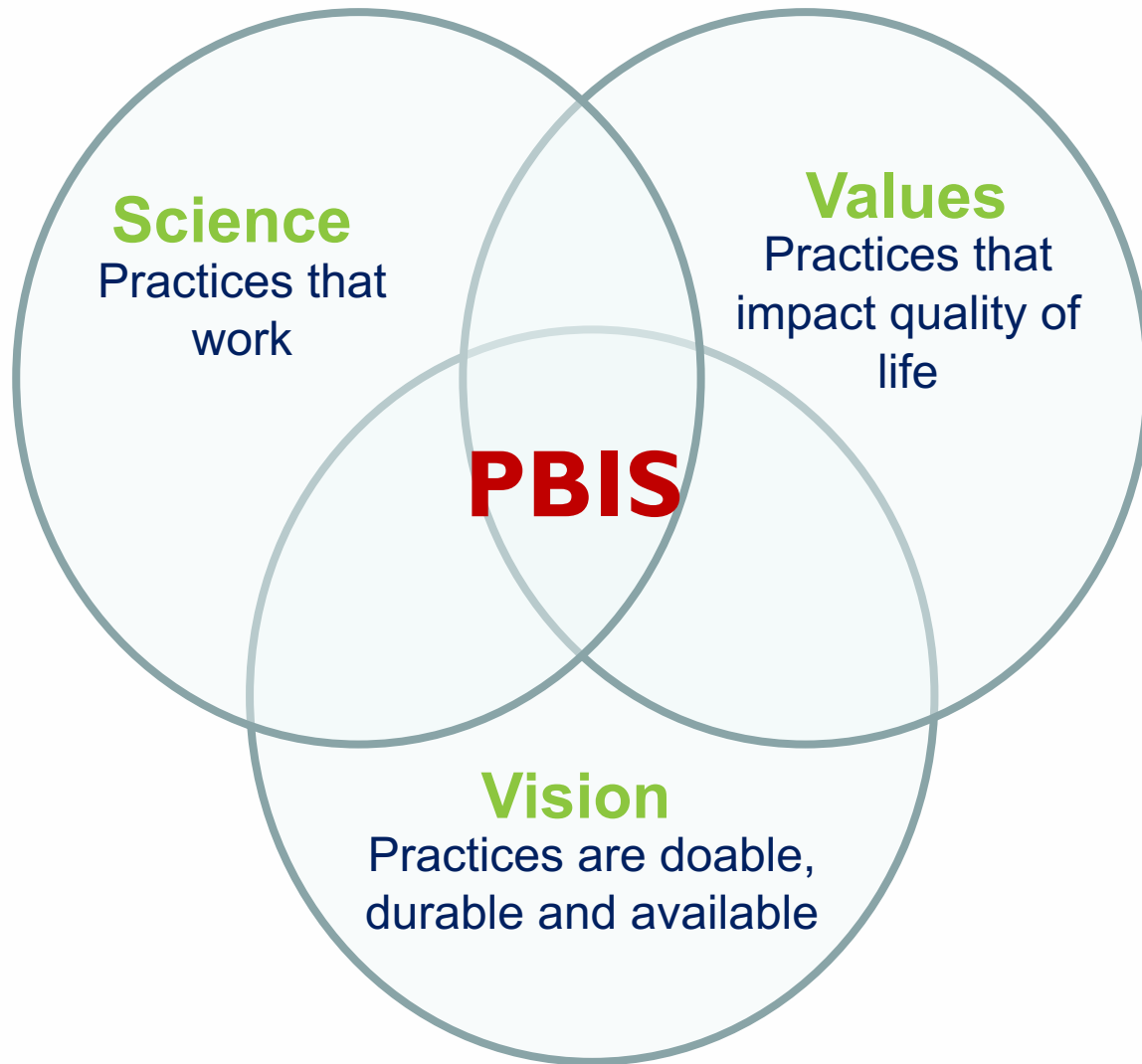


Supporting culturally **equitable** academic & social-emotional-behavior competence

Supporting culturally **valid** decision-making

Supporting culturally **relevant** evidence-based interventions

Core Principles of PBIS *(derived from the science of PBS)*



Strategies consistent with PBIS are:

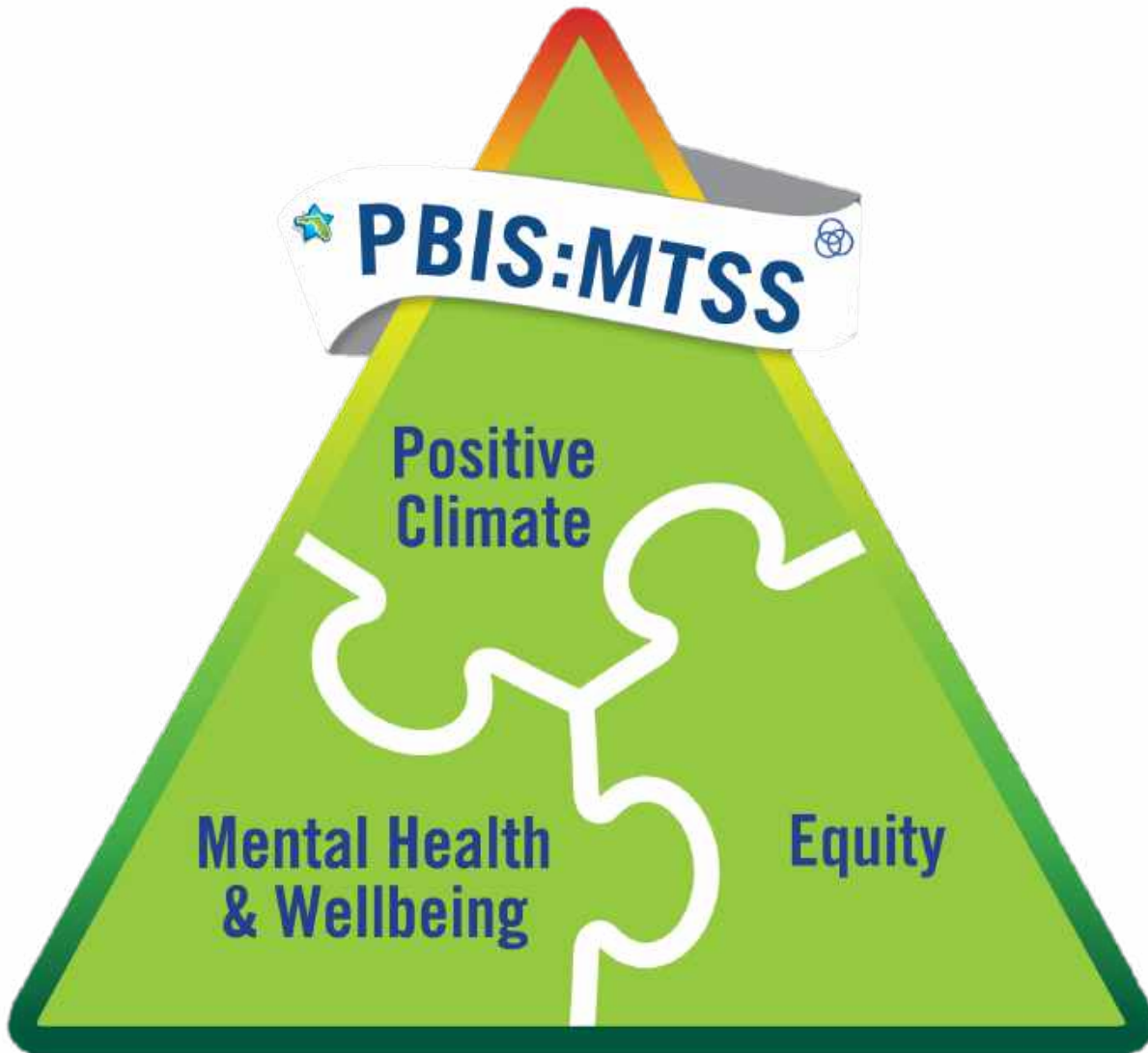
- Instructional
- Preventative
- Evidence-based
- Practical
- Developed by those who will be affected by them

PBIS strategies:

- Respect the dignity of all individuals
- Focus on positive lifestyle changes and increased social belonging

Shame-based strategies and strategies that take away rewards earned by students are **inconsistent** with PBIS principles

Use “Tiered Logic” to Create a Supportive School Community



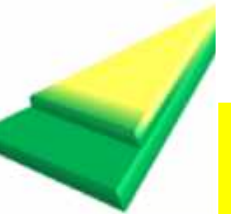
- A thoughtfully designed Tier 1 system supports a positive school climate, positive mental health/wellbeing, and equitable outcomes
 - Tier 1 establishes a foundation for Tier 2 & Tier 3 supports
 - A Tier 1 that is effective for **all** students will reduce the need for Tier 2/Tier 3
- **Informative** data sources enhance Tier 1 planning

PBIS Foundational Systems



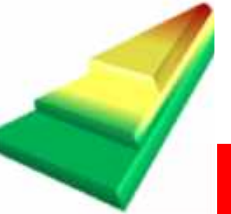
Universal/Tier 1

- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan



Targeted/Tier 2

- An intervention team with a coordinator
- Behavioral expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance



Intensive/Tier 3

- A multi-disciplinary team
- Behavior support expertise
- Formal fidelity and outcome data are collected



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported
drug/alcohol abuse

*(Bas*able, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)*



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and
school climate

*(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008;
Bradshaw, Koth, Thornton, & Leaf, 2009)*

perception of school safety

(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

PBIS Implementation

Keys to Success

Effective, committed District Leadership Team (DLT)

School Administrator commitment and active support

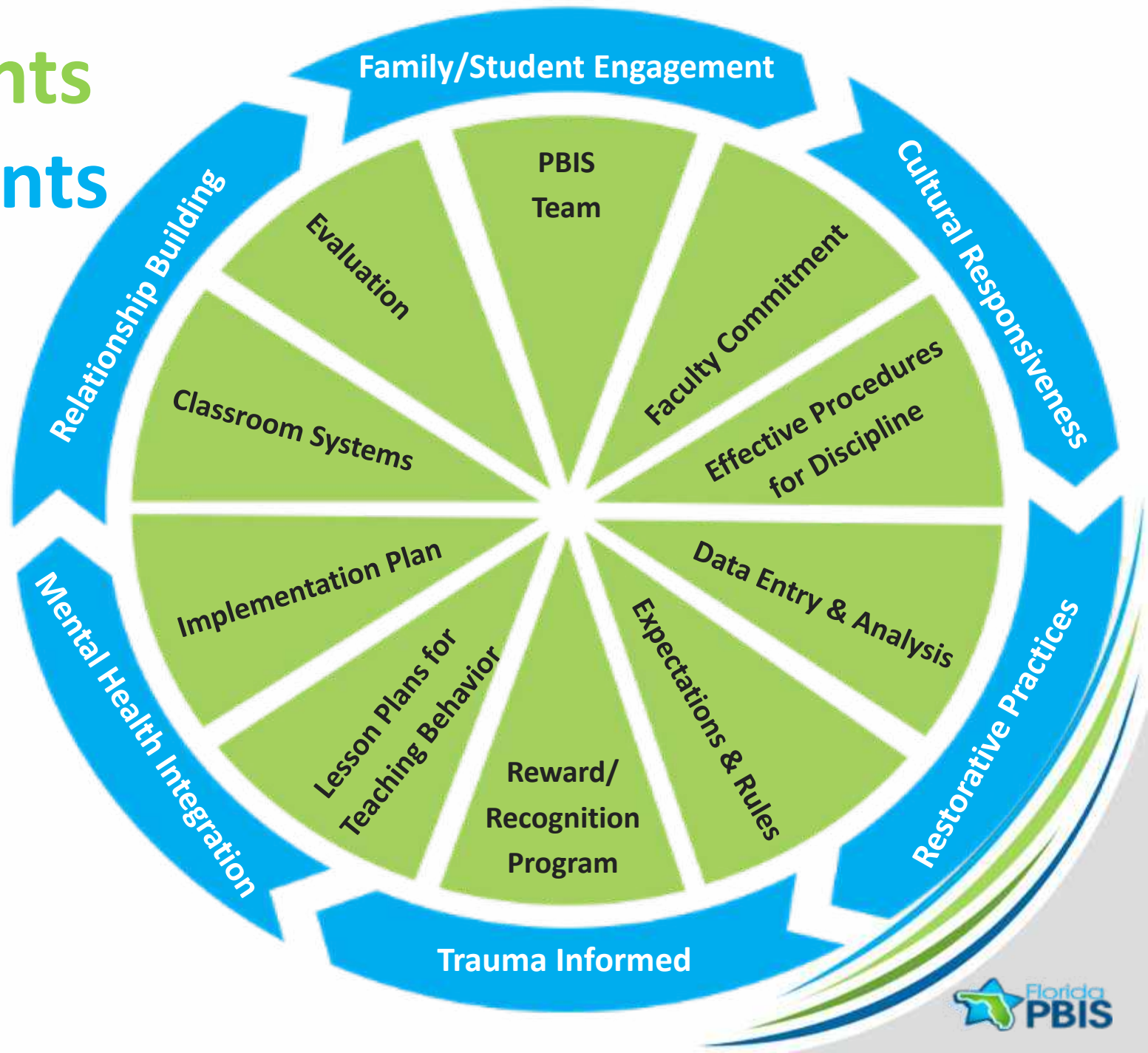
Effective PBIS team with faculty commitment and buy-in

Progress monitor & evaluate student outcomes & implementation fidelity

Contextual fit with school culture and school improvement plan

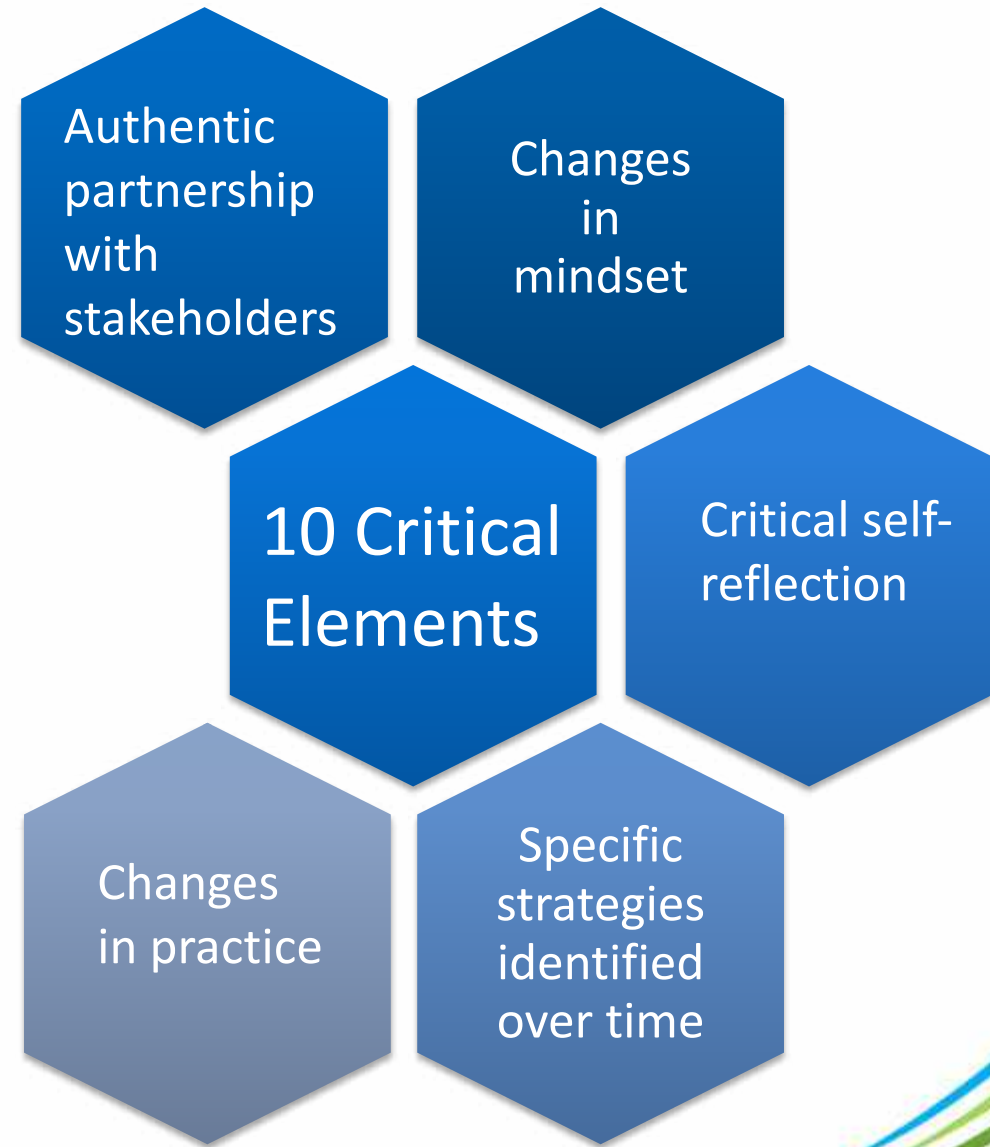
PBIS Critical Elements & New Enhancements

Tier 1 systems are designed to support important outcomes



Becoming a “PBIS School”

Developing an integrated, culturally responsive PBIS system **is a process** that requires authentic partnerships with students, families and community members



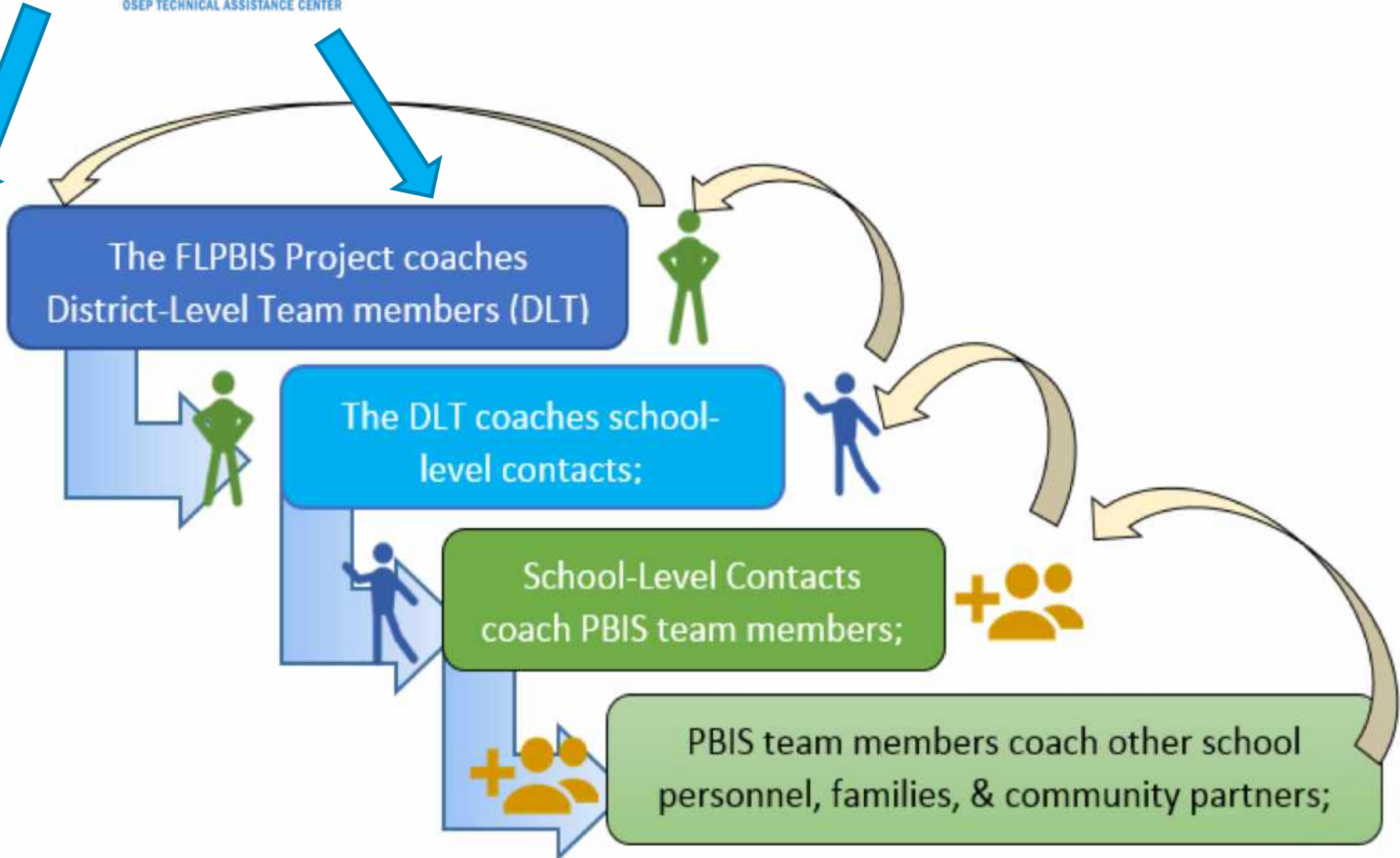
Coaching

A Multi-Tiered System of Supports

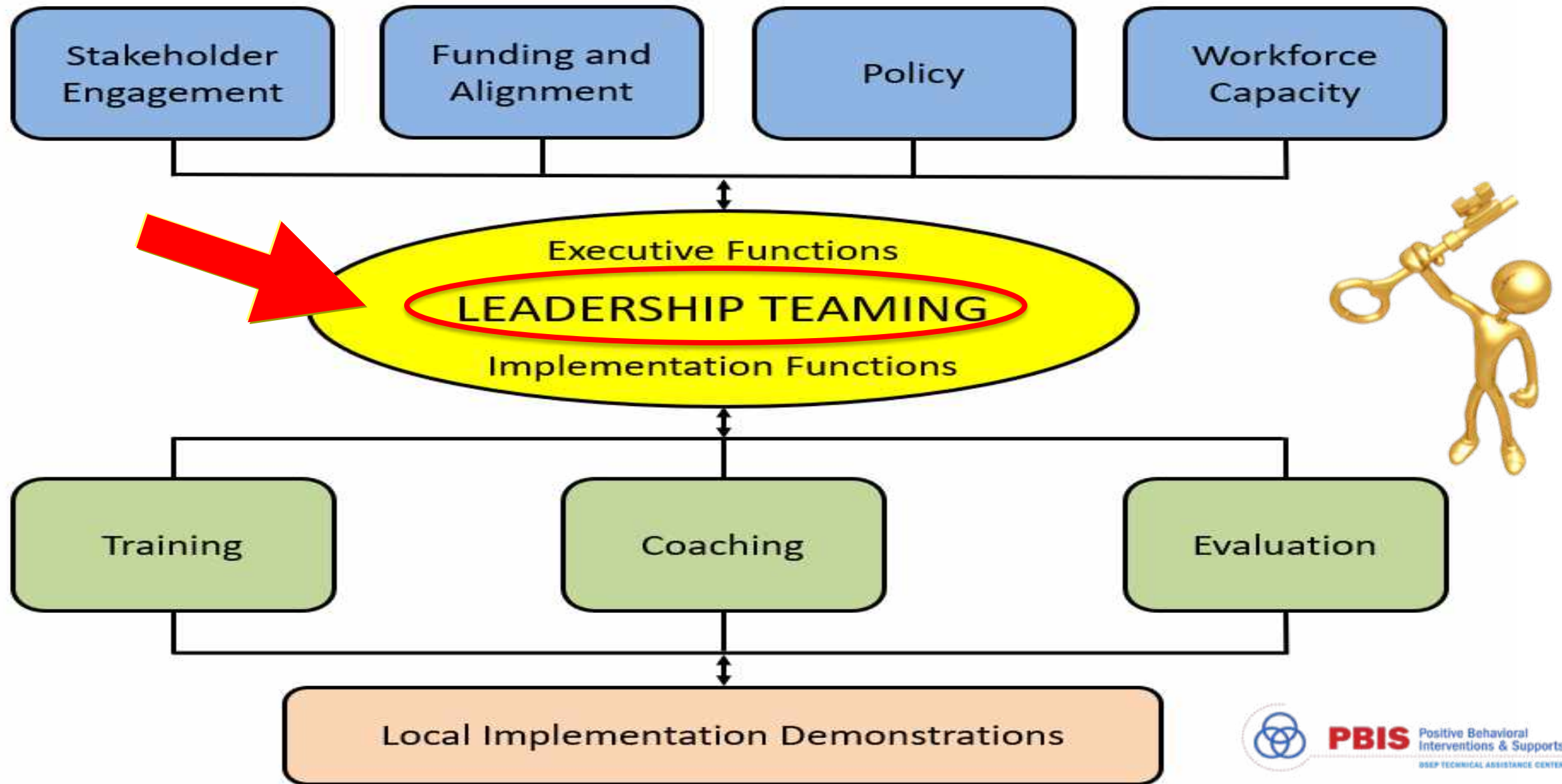


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National, State and District Coaching



SWPBIS Blueprint: Implementation Drivers



What the Research Says About Highly Successful Districts

- 1) District Coordinator
- 2) Coaches
- 3) District Teaming
- 4) District Team Activities
- 5) Leadership and Buy-In Support
- 6) District Data Infrastructure
- 7) Direct Support to Schools
- 8) Communication

*Integration of academics
and behavior*

*High Performing Districts
identified by high
Implementation Fidelity of
PBIS across schools/years AND
improved Student Outcomes*

District Practices Associated With Successful SWPBIS Implementation

Heather Peshak George, PhD¹, Karen Elfner Cox, MA¹,
Devon Minch, PhD¹, and Therese Sandomierski, PhD¹

Behavioral Disorders
2018, Vol. 43(3) 393-406
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sagepub.com/journalsPermissions.nav
DOI: 10.1177/0198742917753612
journals.sagepub.com/home/bhd
SAGE

PBIS District Coordinator

Responsibilities

1. Active member of the PBIS district leadership team
 - a. Collaborate with FLPBS Project
 - b. Secure funding for PBIS implementation
 - c. Ensure visibility and political support for PBIS implementation
2. Attend all PBIS training and professional development with PBIS teams
3. **Support PBIS coaching**
4. Evaluate school and district behavior outcome data and fidelity of implementation
 - a. PBSES and RtIB data entry and analysis
 - b. Model school applications


PBIS Team Coaching

PBIS Team and Coaching

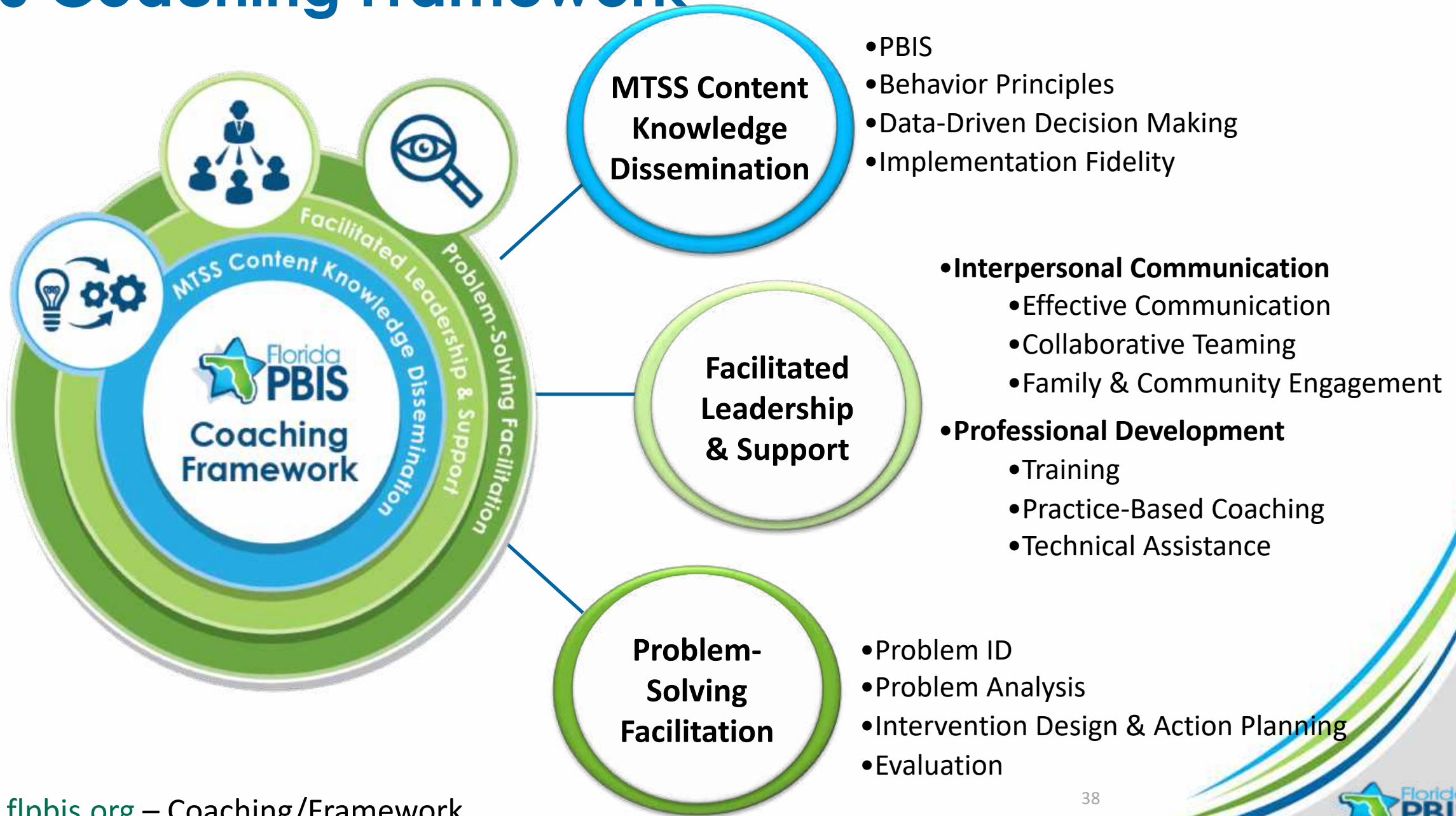
Coaching

- A **set of activities** that provide support and build the capacity of school-based leadership teams to implement an MTSS, aligned with school improvement plans to enhance student outcomes.

What does that mean?

1. Multiple skill sets & areas of expertise required to engage in effective coaching
2.  One person will probably **not** possess all the skills necessary to support the PBIS team
3. **All team members consider themselves a 'coach'**
4. One team member is identified as **'Point of Contact'**

PBIS Coaching Framework



Coaching Team Membership



6-8 Individuals

- Ongoing voice from **ALL** students, staff, & families
- Multiple grade levels, content areas, specialty areas
- Various skill sets and strengths
- School Administrator

School Administrator

Responsibilities

1. Attend & actively participate on PBIS Team
2. Communicate commitment to PBIS to staff & families
3. Understand school's current data & reporting system
4. Ensure behavior is included in School Improvement Plan
5. Allocate resources for PBIS activities & implementation (*time, funds, scheduling, etc.*)
6. Ensure PBIS meeting dates/times are on the master schedule

*Research shows
the success of PBIS
implementation
hinges on
administrator
commitment!*

***If the School Administrator is not committed to the change process,
it is unwise to move forward with PBIS implementation.***

PBIS Team Member Roles and Responsibilities



1. **School Administrator** – Attends and actively participates in team meetings, secures resources for PBIS, and supports team efforts.
2. **Team Leader/Facilitator** – Prepares and distributes agendas, facilitates the meeting process and progress.

3. **Content Knowledge 'Expertise'**

- **PBIS** – Understands the application of evidence-based instruction and systems to assist schools in improving academic performance and decreasing problem behavior
- **Principles of Behavior** - Understands the application of basic behavioral principles
- **Data-Driven Decision-Making** – Understands how to access, analyze, and effectively use data to make decisions to effectively implement evidence-based behavior interventions and supports
- **Implementation Fidelity** – Understands the importance of and how to effectively monitor the implementation of the problem-solving process and behavioral interventions.

Content Expertise

1. Systems Change
2. MTSS
3. PBIS
4. Principles of Behavior
5. Mental Wellness
6. SEL
7. Restorative Practice

4. **Data Specialist** - Enters and accesses data from the data system



5. **Recorder** - Takes notes; Transcribes team member responses



6. **Timekeeper** - Monitors time; Keeps team aware of time limits



7. **Point of Contact** – Enters behavior evaluation data into the PBIS evaluation system (PBSES) and ensures evaluation data are shared with the team and used to plan Tier 1 implementation.
8. **Classroom Teacher Liaison** – Point person for communicating between the team and staff regarding PBIS and behavior issues. Supports Tier 1 implementation in the classroom (e.g., modeling lesson plans, sharing classroom issues with the PBIS team, ensuring teacher needs are heard and addressed)
9. **Family Liaison** – Ensures family input and perspectives are obtained and considered; communicates information to and from family stakeholders and the team
10. **Student Liaison** (*typically secondary level*) - Ensures student input and perspectives are obtained and considered; communicates information to and from students and the team
11. **Snack Master** (*rotating role*) – Provides snacks at each PBIS team meeting

The PBIS School-Level Team Coaching Skills Survey

PBIS Coaching Skills Survey Instructions

This Excel Spreadsheet for the PBIS Coaching Skills Survey has three (3) tabs at the bottom.

Introduction/Instructions

Coaching Skills Survey

Bar Graphs

1. This survey may be completed at various times throughout the school year, including some or all of the following:
 - a. The initial 3-day Tier 1 PBIS team training
 - b. Tier 1 Refresher/Booster training
 - c. Monthly PBIS team meeting
 - d. Prior to the district's PBIS yearly planning meeting
 - e. Anytime during the school year to progress monitor skill acquisition, skill enhancement, and sustainability.
2. **As a team**, select the response that most appropriately reflects **your team's** skill level for each question. Use the ranking system provided. **Do not skip any items.**
3. After completing the survey, **review the graphs** to determine the team's skill level for each coaching domain. *(Tab 3)*
4. A summary of the team's results should be provided to the PBIS District Coordinator. The results will be two-fold:
 - a. To identify the team's areas of strength and areas for additional supports.
 - b. To develop and implement professional learning, practice-based coaching, and technical assistance to address areas needing more support.
5. *Click on the Coaching Skills Survey Tab to begin*

Coaching Wristband: Evaluation Tools

PBIS Coaching Skills Survey Example

http://flpbs.fmhi.usf.edu/dc_corner.cfm



Resource: Team Activities by Role

Identify concrete roles & responsibilities



PBIS Tier 1 Coaching Team Activities by Role

Teams...

- Engage in effective teaming & communication
- Review data
- Engage problem-solving & strategic planning
- Ensure PBIS is implemented with fidelity
- Ensure student, staff, & family voice & engagement

Role/ Member Name	Activities by Role and Meeting Timeframe		
	Before Meeting	During Meeting	After Meeting
School Administrator	<ul style="list-style-type: none"> • Encourage and support team efforts • Communicate PBIS to stakeholders • Ensure meeting dates/times are on master calendar 	<ul style="list-style-type: none"> • Attend and actively participate • Support Team Leader in keeping members on-task and meeting moving forward 	<ul style="list-style-type: none"> • Allocate resources for PBIS planning and implementation • Communicate PBIS to all stakeholders
Communication Point-of-Contact	<ul style="list-style-type: none"> • Gather district information from DC relevant to PBIS and behavior 	<ul style="list-style-type: none"> • Share district information 	<ul style="list-style-type: none"> • Share meeting information with DC
Content Knowledge Expert	<ul style="list-style-type: none"> • Access/prepare area of expertise information based on concerns 	<ul style="list-style-type: none"> • Share pertinent information based on area of expertise 	<ul style="list-style-type: none"> • Complete assigned tasks
Data Entry & Retrieval	<ul style="list-style-type: none"> • Access and graph data from district system or RtIB database 	<ul style="list-style-type: none"> • Share evaluation & implementation data • Lead data discussion 	<ul style="list-style-type: none"> • Enter data into district system or RtIB and PBSES • Share data highlights with stakeholders
Facilitator	<ul style="list-style-type: none"> • Solicit input from team • Prepare agenda using feedback to prioritize items • Distribute agenda in advance 	<ul style="list-style-type: none"> • Facilitate meeting • Keep members on task • Resolve conflict constructively • Gain consensus on next steps 	<ul style="list-style-type: none"> • Contact Content Knowledge experts regarding areas discussed • Support 'experts' with next meeting preparations, as needed
Recorder	<ul style="list-style-type: none"> • Provide meeting minutes to Facilitator • Disseminate product updates 	<ul style="list-style-type: none"> • Take notes • Transcribe member responses 	<ul style="list-style-type: none"> • Distribute minutes to team • Maintain electronic copies of team products
Snack Master	<ul style="list-style-type: none"> • Ensure snacks for meeting 	<ul style="list-style-type: none"> • Bring snacks to meeting 	<ul style="list-style-type: none"> • Gather "leftovers"
Stakeholder Voice	<ul style="list-style-type: none"> • Obtain stakeholder input & perspective 	<ul style="list-style-type: none"> • Share input from stakeholders • Plan for stakeholder communication 	<ul style="list-style-type: none"> • Communicate information with stakeholders
Timekeeper	<ul style="list-style-type: none"> • Review time slots on agenda 	<ul style="list-style-type: none"> • Monitor time of each agenda item • Keep members aware of time limits using established signal 	<ul style="list-style-type: none"> • Complete assigned tasks
ALL MEMBERS	<ul style="list-style-type: none"> • Preview agenda • Bring ideas to address concerns • Be prepared for action planning 	<ul style="list-style-type: none"> • Follow meeting norms • Provide input • Remain on-task and engaged 	<ul style="list-style-type: none"> • Complete assigned tasks • Model & coach PBIS practices to all stakeholders

Resources: Supports for Effective Teaming

- Effective Meeting Structure:
 - PBIS Team Meeting Agenda & Minutes
- Effective Teams:
 - Working Smarter: Leadership Teams Matrix
 - Characteristics of Effective Teams
 - Effective Team Member Characteristics

PBIS Team Meeting Agenda & Minutes

Date	Time	Location	Facilitator	Recorder
10/15/2024	10:00 AM	Room 101	John Doe	Jane Smith
10/22/2024	10:00 AM	Room 101	John Doe	Jane Smith
10/29/2024	10:00 AM	Room 101	John Doe	Jane Smith
11/05/2024	10:00 AM	Room 101	John Doe	Jane Smith

Today's Agenda Items	Last Meeting's Follow Up Items	Agenda Item
1. Review of last meeting minutes	1. Review of last meeting minutes	1. Review of last meeting minutes
2. Review of PBIS data	2. Review of PBIS data	2. Review of PBIS data
3. Review of PBIS data	3. Review of PBIS data	3. Review of PBIS data
4. Review of PBIS data	4. Review of PBIS data	4. Review of PBIS data

Good News, What's Going Well?
 (List any good news or successes)

Annual Goals for Tier 1 PBIS – Reviewed Monthly to Monitor Progress

Goal	Team Member Responsible for Progress	Current Status
Goal 1: Increase positive behavior incidents	John Doe	In Progress
Goal 2: Decrease office referrals	Jane Smith	In Progress

7. High Productivity Meetings, Continued

Effective Meetings are characterized by the following traits:

- Clear Purpose: Meetings have a clear purpose and agenda.
- Time Management: Meetings start and end on time.
- Participant Engagement: All participants are engaged and contribute.
- Decision Making: Decisions are made during the meeting.
- Action Items: Action items are assigned and tracked.

8. What's Your Top Priority?

What's your top priority for the next meeting? (List one or two)

9. What's Your Top Priority?

What's your top priority for the next meeting? (List one or two)

10. What's Your Top Priority?

What's your top priority for the next meeting? (List one or two)

Characteristics of Effective Teams

Effective teams are characterized by the following traits:

- Clear Purpose: Teams have a clear purpose and goals.
- Time Management: Teams start and end on time.
- Participant Engagement: All team members are engaged and contribute.
- Decision Making: Decisions are made during the meeting.
- Action Items: Action items are assigned and tracked.

Example Leadership Team Matrix

Task or Committee	Purpose	Deliverables Monitored	Stakeholders on Team (Staff, Students, Parents, Community)	Target Stakeholders	Timeline With (or without)
Attendance	Support high daily student attendance	• Average daily student attendance • Office referrals for tardiness	Principal, School Counselor, School Nurse, School Psychologist, School Social Worker, School Administrator	Students, Parents	10/15/2024
School Safety	Ensure the safety of everyone on campus	• Office referrals for bullying • Office referrals for safety	Principal, School Counselor, School Nurse, School Psychologist, School Social Worker, School Administrator	Students, Staff, Parents	10/15/2024
Discipline	Ensure an effective discipline process is in place	• Office referrals for discipline • Office referrals for safety	Principal, School Counselor, School Nurse, School Psychologist, School Social Worker, School Administrator	Students, Staff, Parents	10/15/2024
School Climate	Provide a healthy school climate for all	• Student, staff, and family satisfaction surveys • Office referrals for safety	Principal, School Counselor, School Nurse, School Psychologist, School Social Worker, School Administrator	Students, Staff, Parents	10/15/2024
SBIE	Support student achievement	• SBIE office referrals	School Psychologist, School Counselor, School Nurse, School Social Worker, School Administrator	Students, Staff, Parents	10/15/2024
Site PBIS	Develop and maintain a PBIS system for all	• Office referrals for safety	Principal, School Counselor, School Nurse, School Psychologist, School Social Worker, School Administrator	Students, Staff, Parents	10/15/2024

Action Plan Steps: Steps to ensure the school leadership team function more effectively.

- What:** School Administrator with support from Secretary
- When:** Schedule a meeting to discuss leadership with each committee chair, at least once a month, location of meeting
- Where:** Designate a meeting location
- How:** Administrator will prepare email, Secretary will send email. Include confirmation of attendance report required

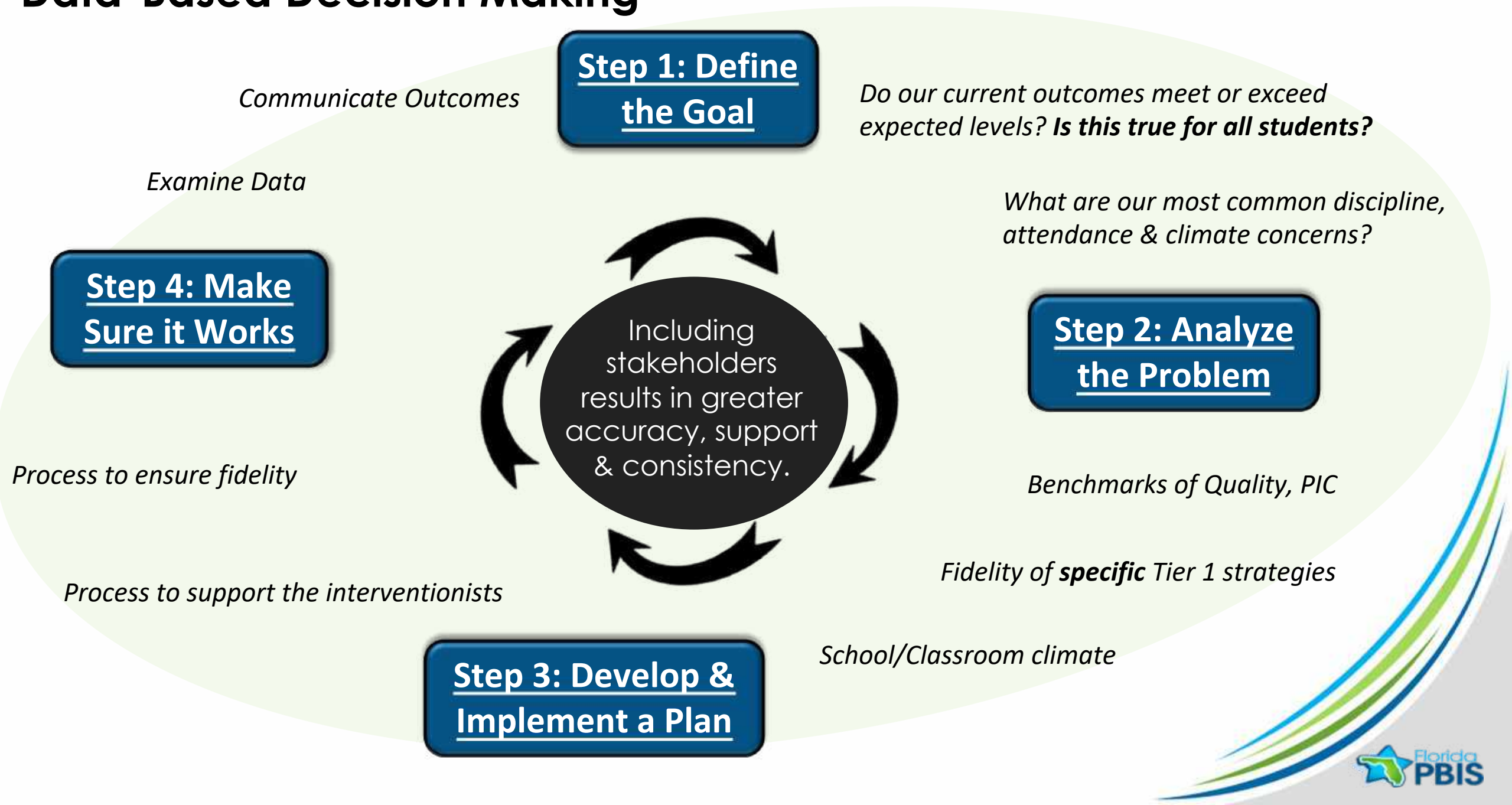
Effective Team Member Characteristics

Effective team members are characterized by the following traits:

- Clear Purpose: Team members have a clear purpose and goals.
- Time Management: Team members start and end on time.
- Participant Engagement: All team members are engaged and contribute.
- Decision Making: Decisions are made during the meeting.
- Action Items: Action items are assigned and tracked.

Using Data to Drive Implementation

Data-Based Decision Making



STEP 1: PROBLEM IDENTIFICATION - EXAMPLE

DATA	GUIDING QUESTIONS	RESPONSE
Average referrals per day/month	Are referrals increasing or decreasing month-to-month? <i>What is the trend?</i>	
Problem behavior	What are the top 3 problem behaviors? Have they increased/decreased month-to-month? (<i>trend</i>)	
Location	Where are the behavior problems occurring?	
Time of day	Are there specific times of day with more frequent problems than others?	
Days of the week	Are there particular days that stand out?	
Grade levels	Do some grades generate more referrals than others? If so, which ones?	
Students Involved	Are many students involved or only some students? What are the percentages of students involved?	
Other Data (Attendance, EWS, Surveys, etc.)		

Data-Driven Summary (Current Level: trends, behaviors, where, when, who/grades)	Current level: <i>Where are we currently?</i>
Goal (Desired Level)	Desired level: <i>Where do we want to be?</i>

PROBLEM SOLVING PROTOCOL
STEP 2: PROBLEM ANALYSIS - EXAMPLE



<p>Based on the data, brainstorm relevant hypothesis statements. <i>(Use the sentence starter provided)</i></p> <p>Consider:</p> <p>1. Curriculum What to teach</p> <p>2. Instruction How to teach</p> <p>3. Environment Ways to prevent & respond to behavior</p> <p>4. Learner variables for all</p>	<p>1. The problem is occurring because:</p> <p>IF _____, THEN the problem behavior would be reduced.</p> <p>Can we confirm this hypothesis? If not, how will the team confirm?</p>
	<p>2. The problem is occurring because:</p> <p>IF _____, THEN the problem behavior would be reduced.</p> <p>Can we confirm this hypothesis? If not, how will the team confirm?</p>
	<p>3. The problem is occurring because:</p> <p>IF _____, THEN the problem behavior would be reduced.</p> <p>Can we confirm this hypothesis? If not, how will the team confirm?</p>
<p>Which confirmed hypothesis will be used to link to the intervention(s)?</p>	



PROBLEM SOLVING PROTOCOL
STEP 3: INTERVENTION DESIGN PLAN - EXAMPLE

What are the action steps?	Who is responsible?	Needed resources?	By when?
How will we prevent undesired behavior?			
What behavior will we teach?			
What consequences/reinforcement need to be in place to increase desired behavior?			

PROGRESS MONITORING PLAN: EXAMPLE

What data will we review?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?



PROBLEM SOLVING PROTOCOL

STEP 4: EVALUATION – RESPONSE TO INTERVENTION - EXAMPLE

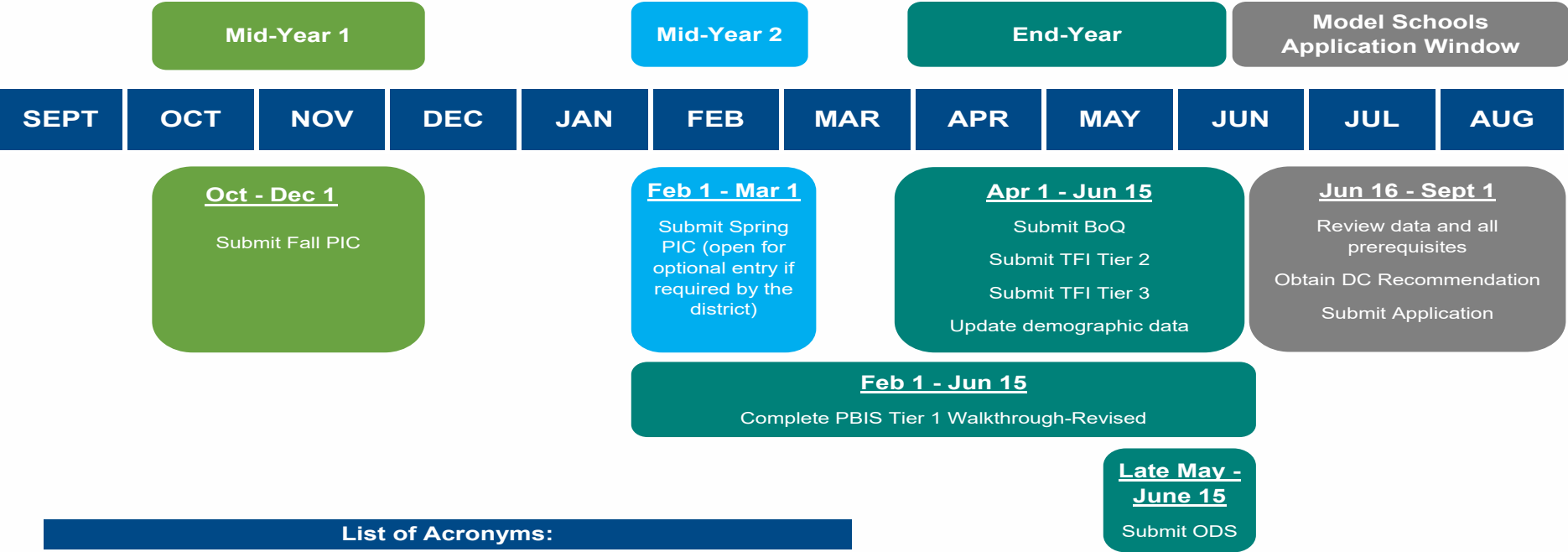
How much of the intervention plan was implemented as the team intended? <i>(Attach supporting documentation)</i>	
Response to Intervention	<input type="checkbox"/> GOOD <i>(i.e., gap between expected and current levels closing)</i> <input type="checkbox"/> QUESTIONABLE <i>(i.e., student(s) not falling further behind, but not sufficiently closing gap)</i> <input type="checkbox"/> POOR <i>(i.e., students fall further behind)</i>
What are we planning on doing next?	<input type="checkbox"/> Continue plan as is <input type="checkbox"/> Make changes to the plan <input type="checkbox"/> End the plan <input type="checkbox"/> Revisit problem-solving

Evaluation Timeline

<https://pbsis.usfweb.usf.edu/Account/Login>



FLPBIS Project's Evaluation Timeline



- List of Acronyms:**
- | | |
|----------------------------|------------------------------------|
| BoQ: Benchmarks of Quality | PIC: PBIS Implementation Checklist |
| ODS: Outcome Data Summary | TFI: Tiered Fidelity Inventory |



Questions?





Florida Positive Behavioral Interventions & Support Project

A Multi-Tiered System of Supports

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Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier. The FLPBIS Project offers training and technical assistance, including evaluation resources, to develop systems that sustain a practical, positive and proactive PBIS framework...

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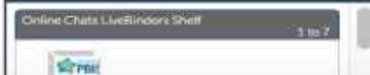
We would love to see - and share - what you've done.

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PBIS Chat Schedule



PBIS in Florida



District Data Review

Live Demo

PBSES – Positive Behavior Support Evaluation System

<https://pbsis.usfweb.usf.edu/Account/Login>

Contact Information and Resources

FLPBIS:MTSS Project

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<https://www.youtube.com/user/flpbs1>

Association on PBIS

- www.apbs.org

PBIS Coaches Training Roster of Participants

Date: 10/01/2020

8:30am – 10:30am

Facilitator: Robyn Vanover, USF PBIS Project

Willams, Rachel

O'Shea, Jeanmarie

Vanover, Robyn

Patsche, Jaqueline

Deaquar, Rebecca

Ash, Pamela

Giffin, Joy

Adkins, Tony

Arce, Annie

Eillison, Christopher

Brown, Kenneth

Kastensmidt, Julie

Swallow, Rachel

Morgan, Rahshard

Stanfield, Walter

Bistis, Rebecca

Bernal, Ginger

Nesper, Megan

Irish, Deborah

Smith, Windfred