



## 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



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# **FLPBIS:MTSS**

## **Introduction to PBIS**

### **School-based Coaching**

#### **2020**

*A Multi-Tiered System of Supports*

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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



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# Updates: National and State

*A Multi-Tiered System of Supports*



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**Positive Behavioral  
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OSEP TECHNICAL ASSISTANCE CENTER

Co

			
			
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*Co-Directors*

*A Multi-Tiered System of Supports*

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

Behavior  
n 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.

# 2019 PBIS Forum Session Are Now Available

[Learn More](#)



- 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



**PBIS** Positive Behavioral Interventions & Supports  
OSEP TECHNICAL ASSISTANCE CENTER

**USING OUTCOME DATA TO IMPLEMENT MULTI-TIERED**



**PBIS** Positive Behavioral Interventions & Supports  
OSEP TECHNICAL ASSISTANCE CENTER

**HIGH SCHOOL PBIS**



**Addressing School Climate:**

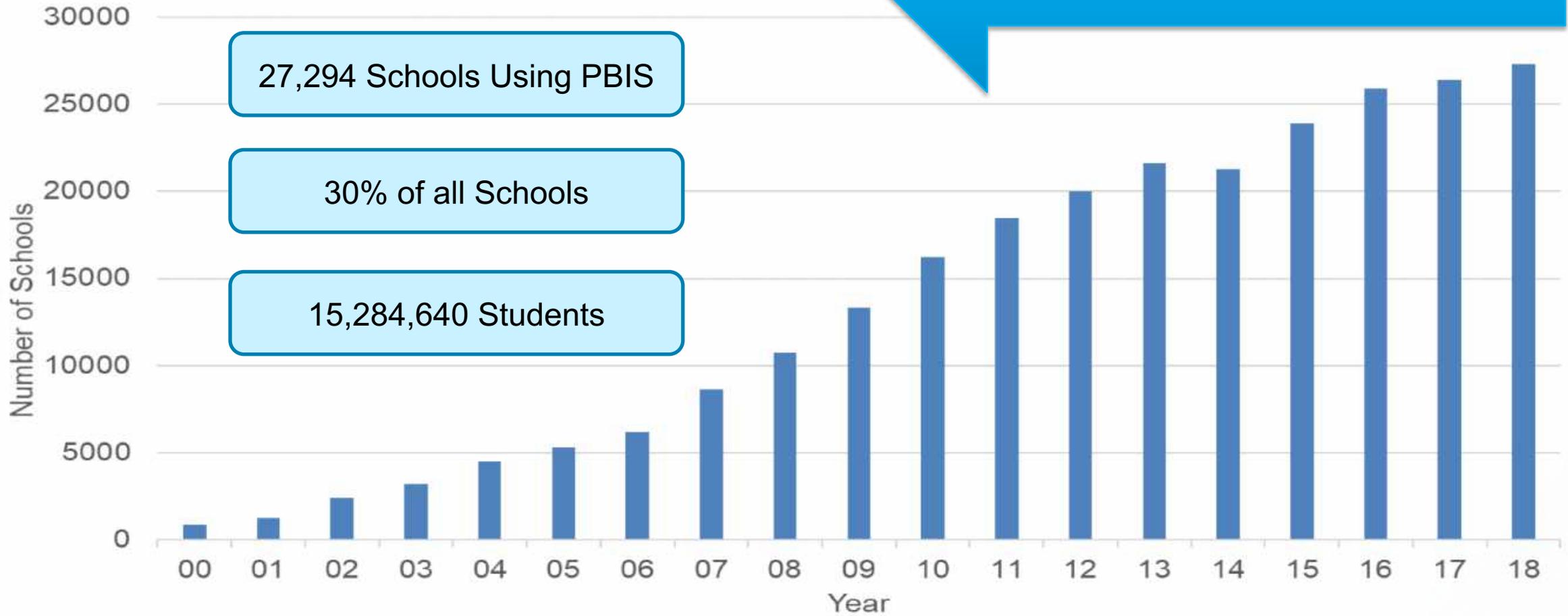


**10 Lessons**

# Schools Using PBIS

## 2019

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



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

# 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](http://www.pbis.org). *Click here to visit.*

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](http://www.apbs.org.conference)





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# About the FLPBIS:MTSS Project

*A Multi-Tiered System of Supports*



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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.



# Florida Positive Behavioral Interventions & Support Project

A Multi-Tiered System of Supports

[www.FLPBIS.org](http://www.FLPBIS.org)

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

- Integrating Initiatives
- Climate and Safety
- Equity
- Mental Health & Well-being



## 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...

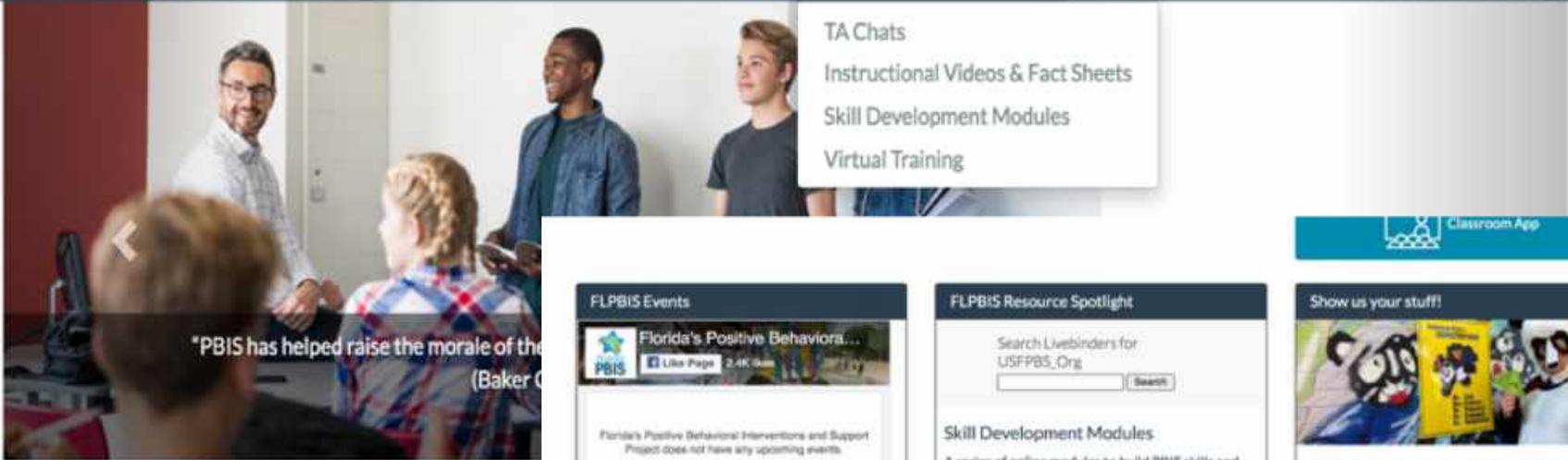
[About PBIS](#)

RTI:B Database

Evaluation-PBSES Login

Model Schools





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

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

## 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 USFPBIS\_Org

**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

**PBIS Chat Schedule**

Online Chats Livebinders Shelf

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

By: USFPBIS\_Org Updated: 08-13-2020

Education

**PBIS in Florida**

Schools Trained in Tier 1:

**2,038**

Still Active with PBIS:

**85%**

Annual Report



# 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.



### 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, Gickling, Morrow, & Swank, 1999; Ruby, Crosby-Cooper, & Vanderwood, 2011).

# About Florida PBIS

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School Climate Transformation (SCT) Grant

## Our Partners



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



Florida's Multi-Tiered System of Supports



Problem Solving/Response to Intervention Florida's Problem Solving/Response to Intervention Project



OSEP Positive Behavioral Interventions and Supports Technical Assistance Center



Association for Positive Behavior Support



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Florida Center for Inclusive Communities  
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. USF is an Equal Opportunity/Equal Access/Affirmative Action Institution. For disability accommodations please **make your request in writing** a minimum of five days in advance.



### Maximize positive outcomes for students.

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[About PBIS](#)

**RFB** RFB Database

[Evaluation-PBSES Login](#)

[Model Schools](#)

[Classroom App](#)

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

[Get it now!](#)

**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**  
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 Chats 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**

Schools Trained in Tier 1: **1,824**  
60% Active with PBIS: **87%**

[Annual Report](#)



**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**

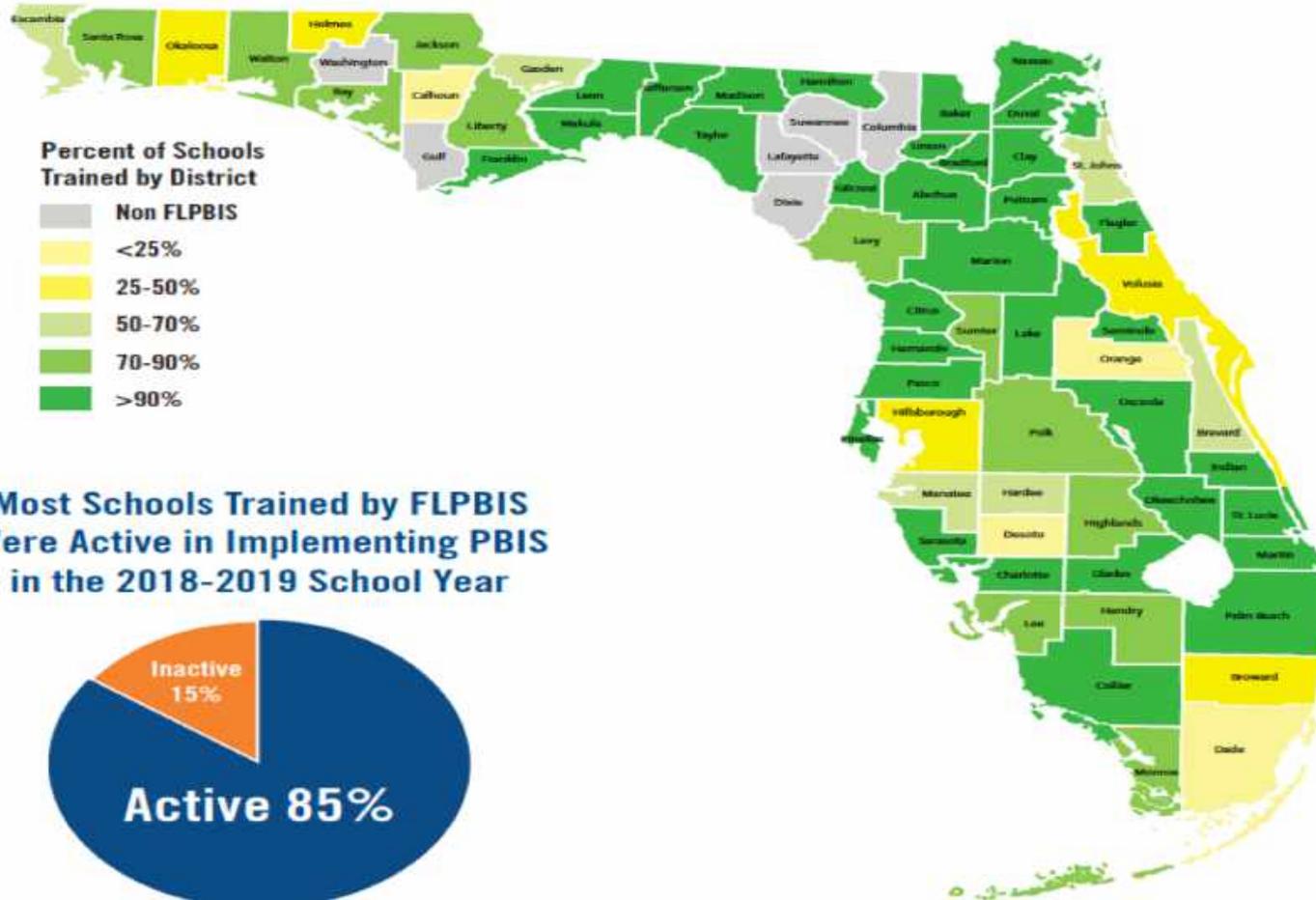
schools in Florida have been trained in PBIS since 2004.

**45**

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

**55%**

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

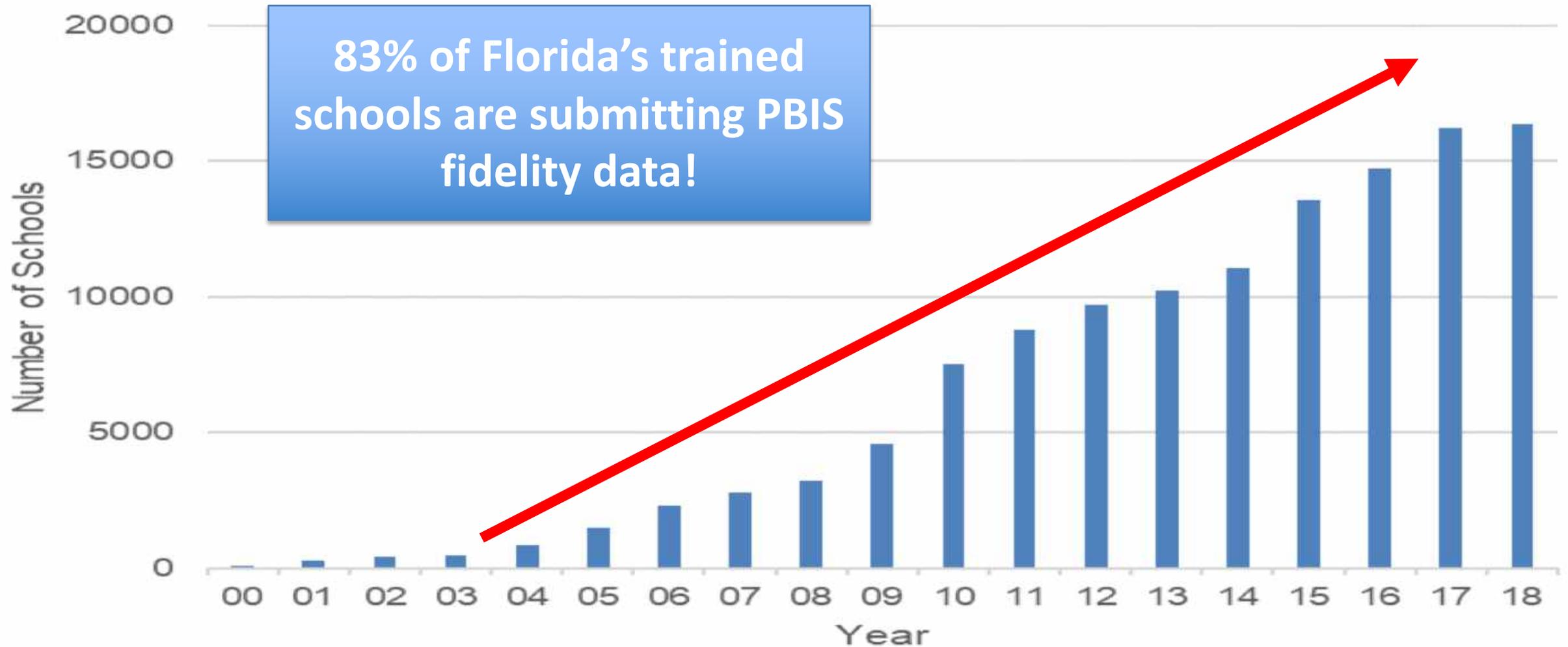


**Most Schools Trained by FLPBIS Were Active in Implementing PBIS in the 2018-2019 School Year**



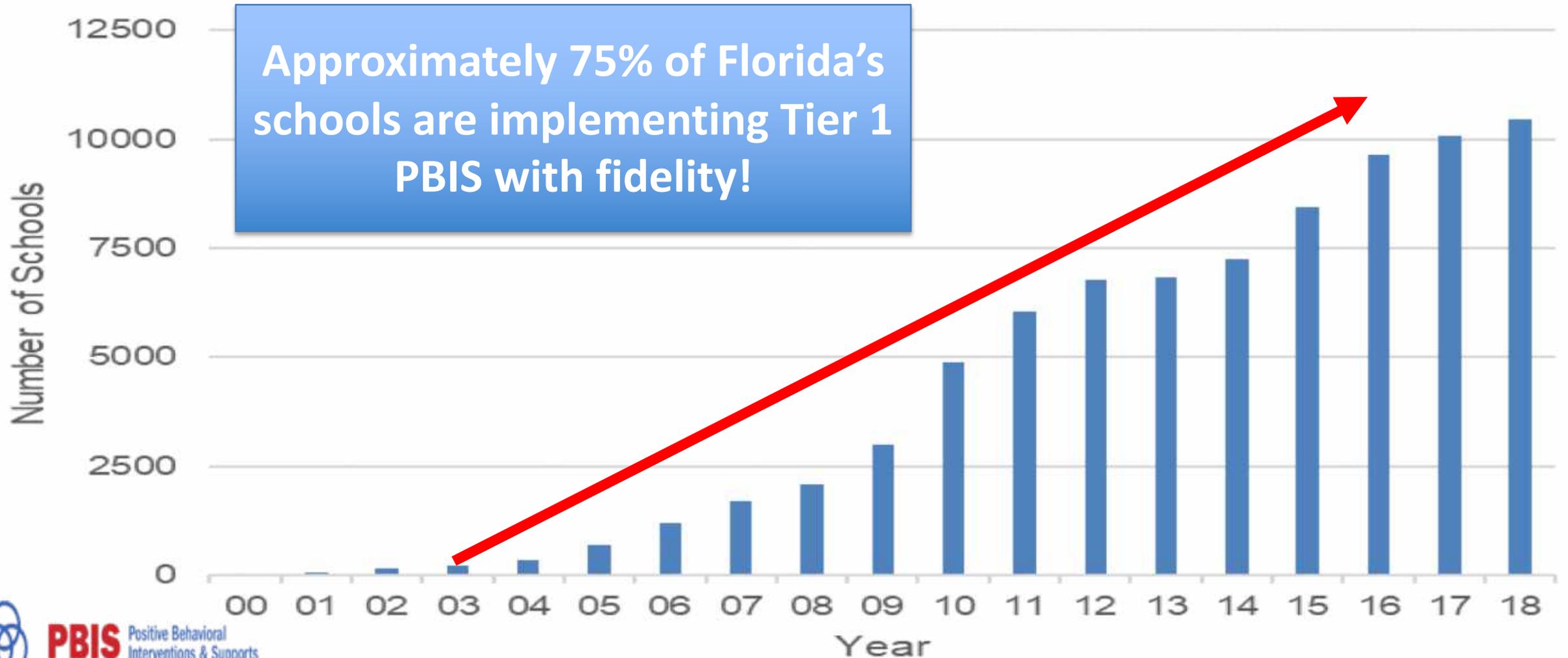
# U.S. Schools Reporting PBIS Fidelity

August 2019



# U.S. Schools Implementing Tier 1 PBIS with Fidelity

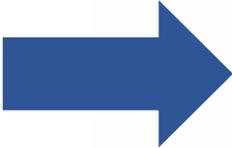
August 2019



# 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



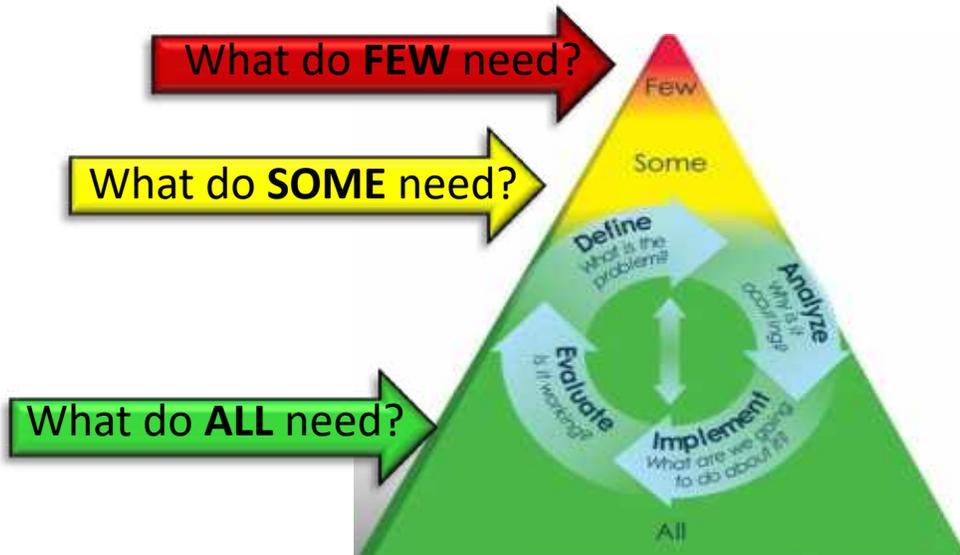
# What is Positive Behavioral Interventions and Supports (PBIS)?

*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.”

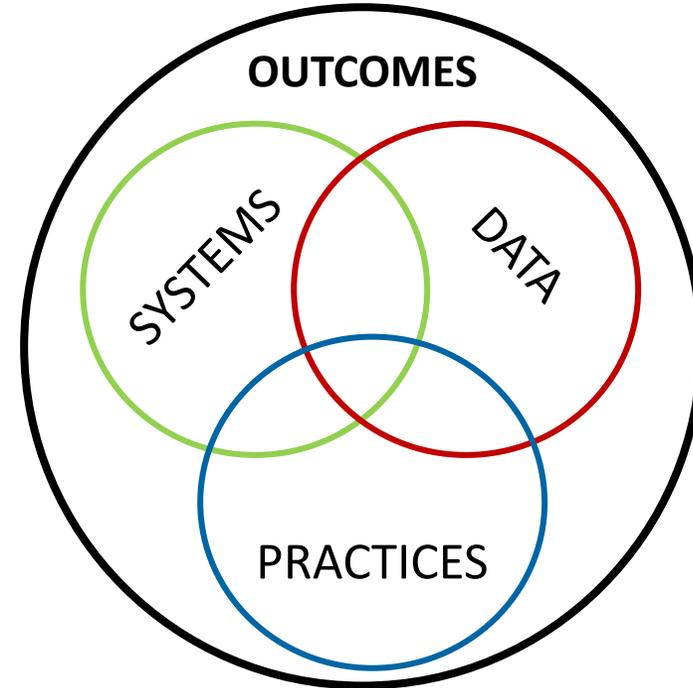


*PBIS creates schools that supports everyone for success*

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

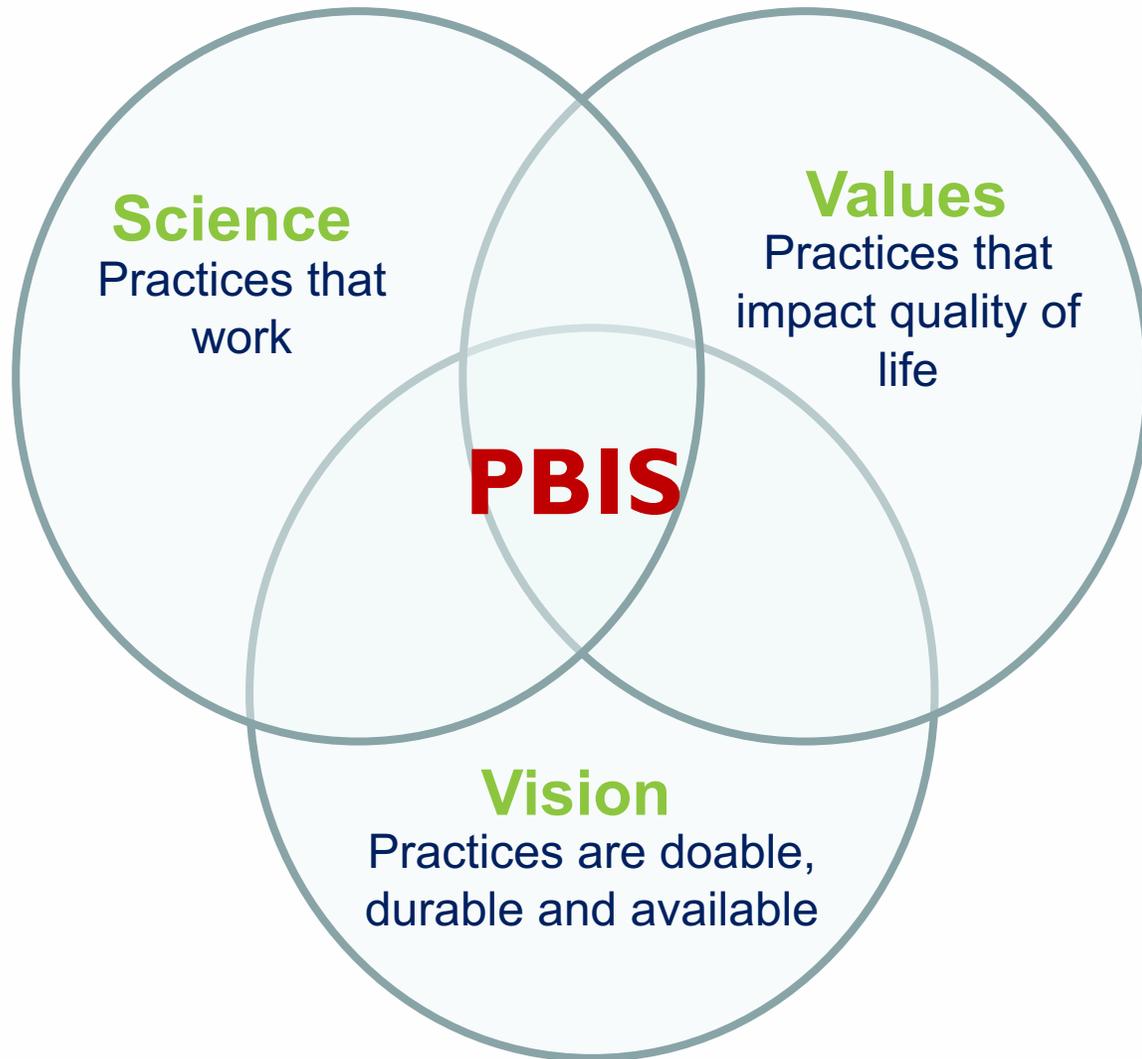
Supporting culturally *knowledgeable* staff behavior

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:

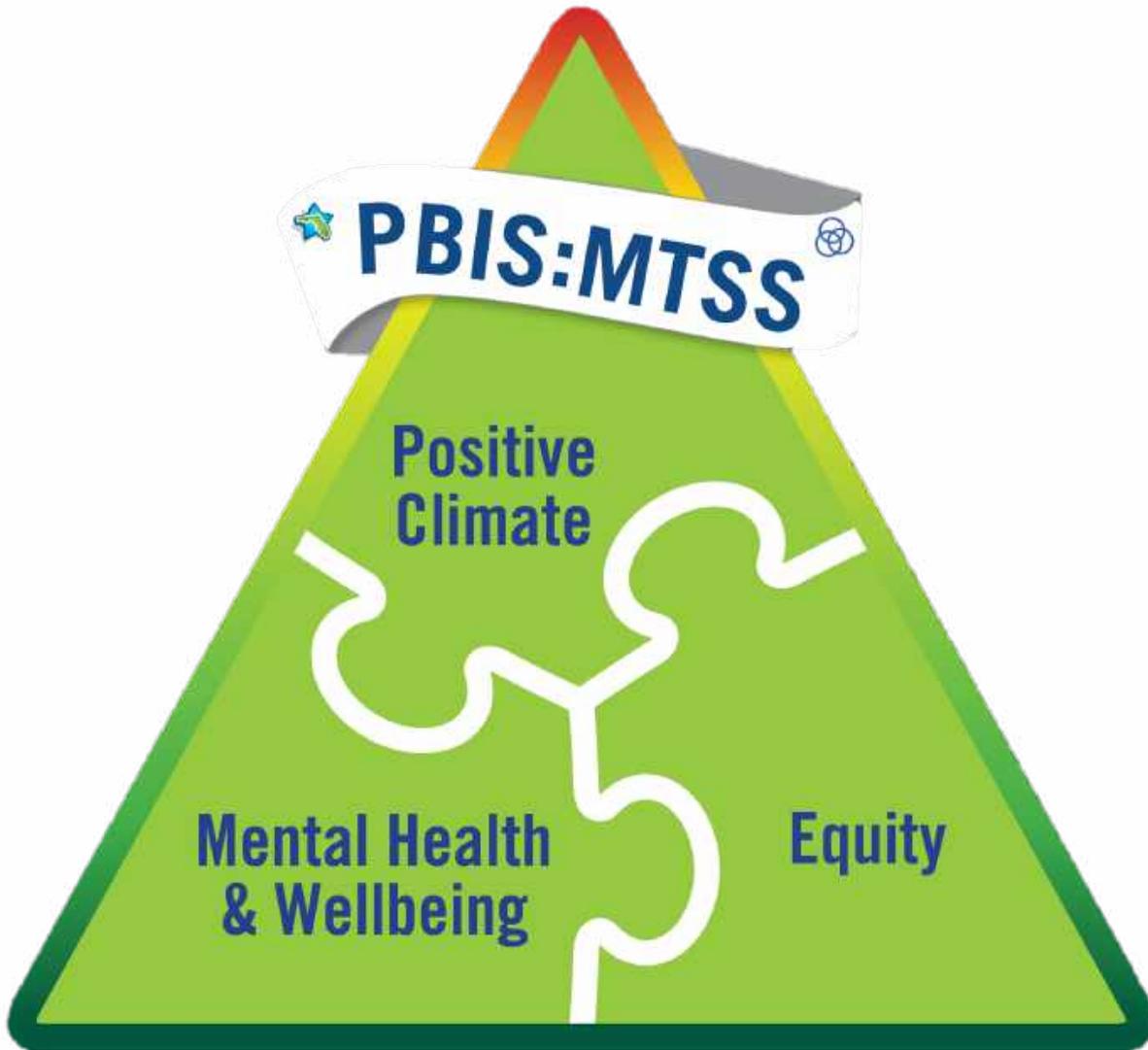
- Instructional
- Preventative
- Evidence-based
- Practical
- Developed by those who will be affected by them

## 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, Jalongo, & 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

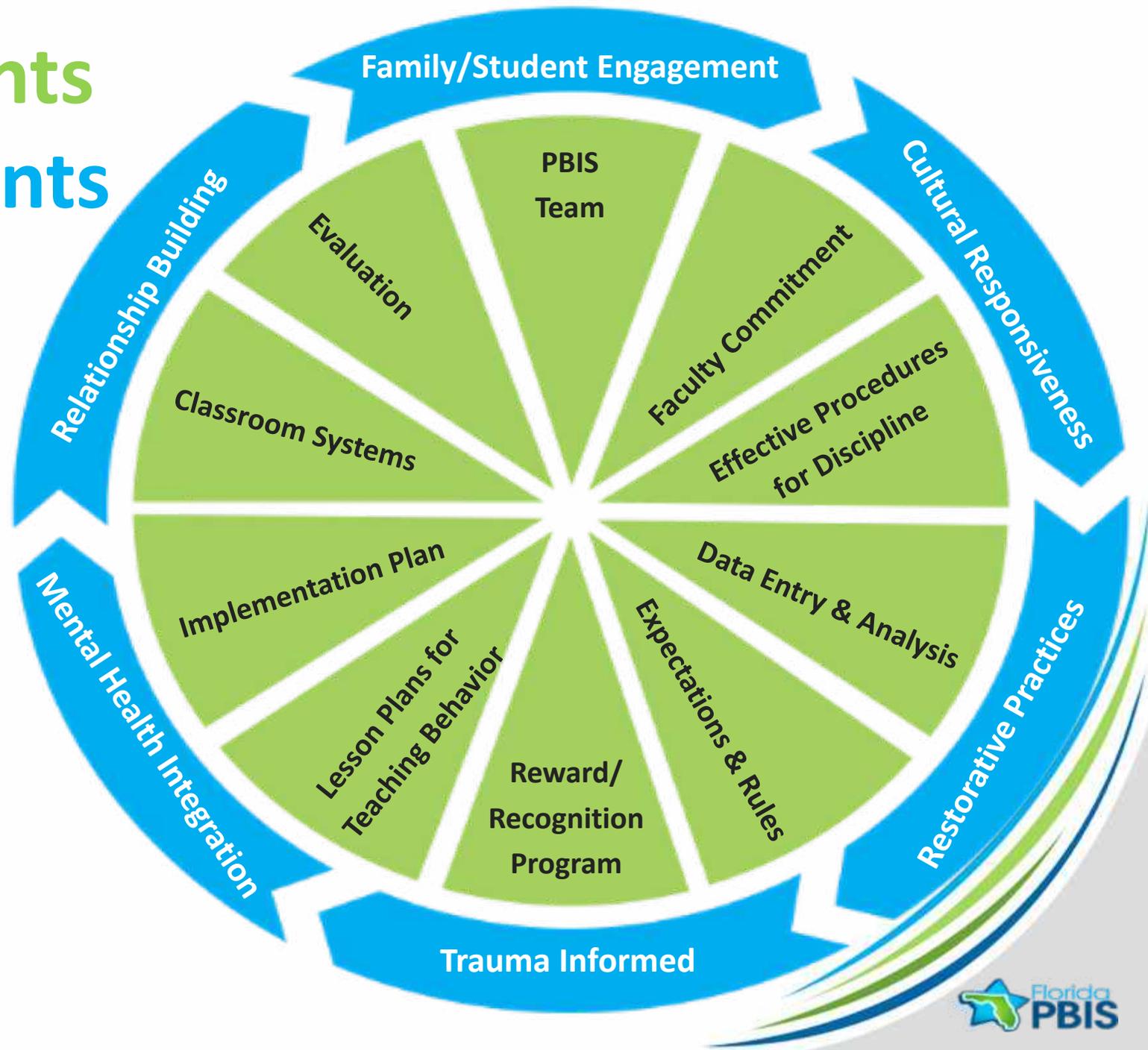
Effective PBIS team with faculty commitment and buy-in

Progress monitor & evaluate student outcomes & implementation fidelity

Contextual fit with school culture and school improvement plan

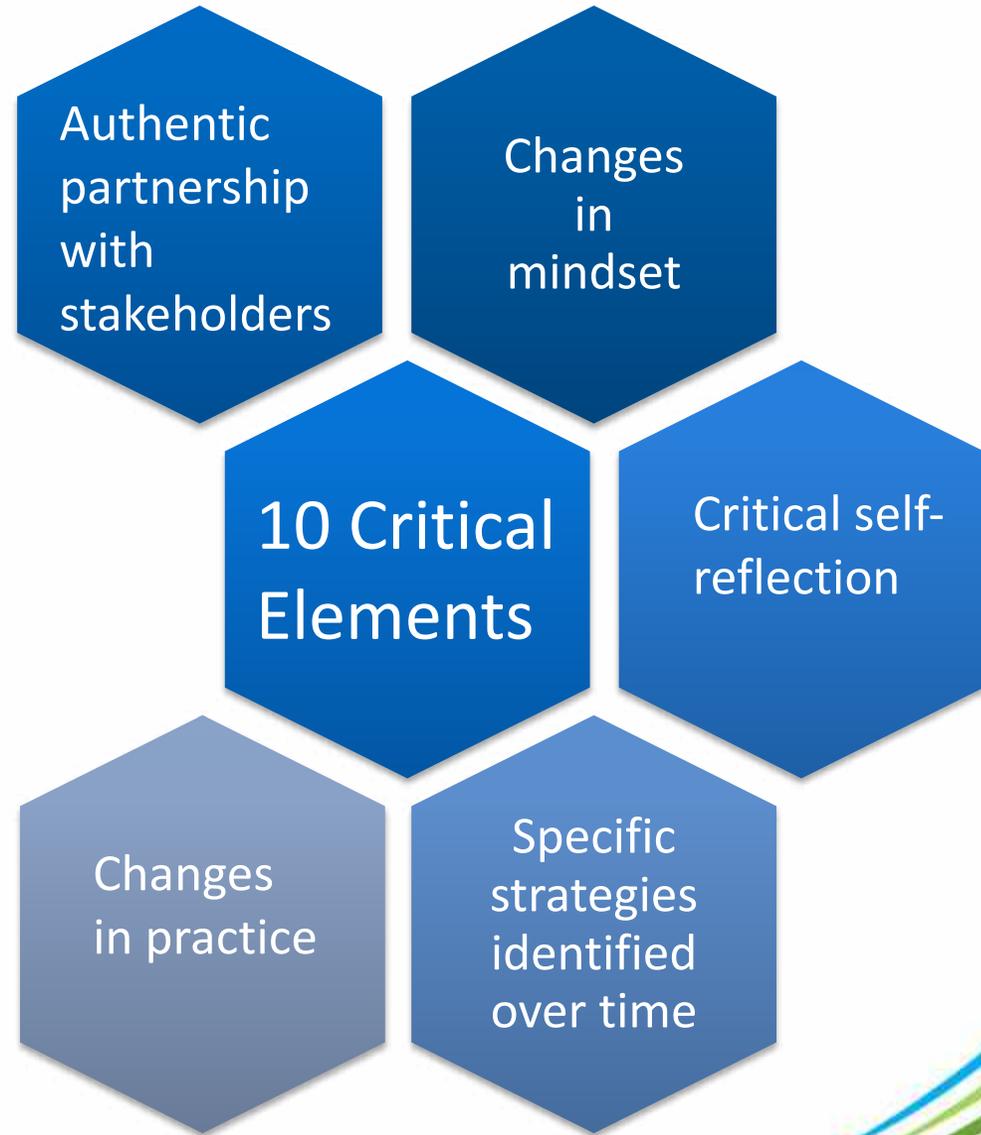
# PBIS Critical Elements & New Enhancements

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





Florida  
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Florida's Positive Behavioral  
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# Coaching

*A Multi-Tiered System of Supports*

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# National, State and District Coaching

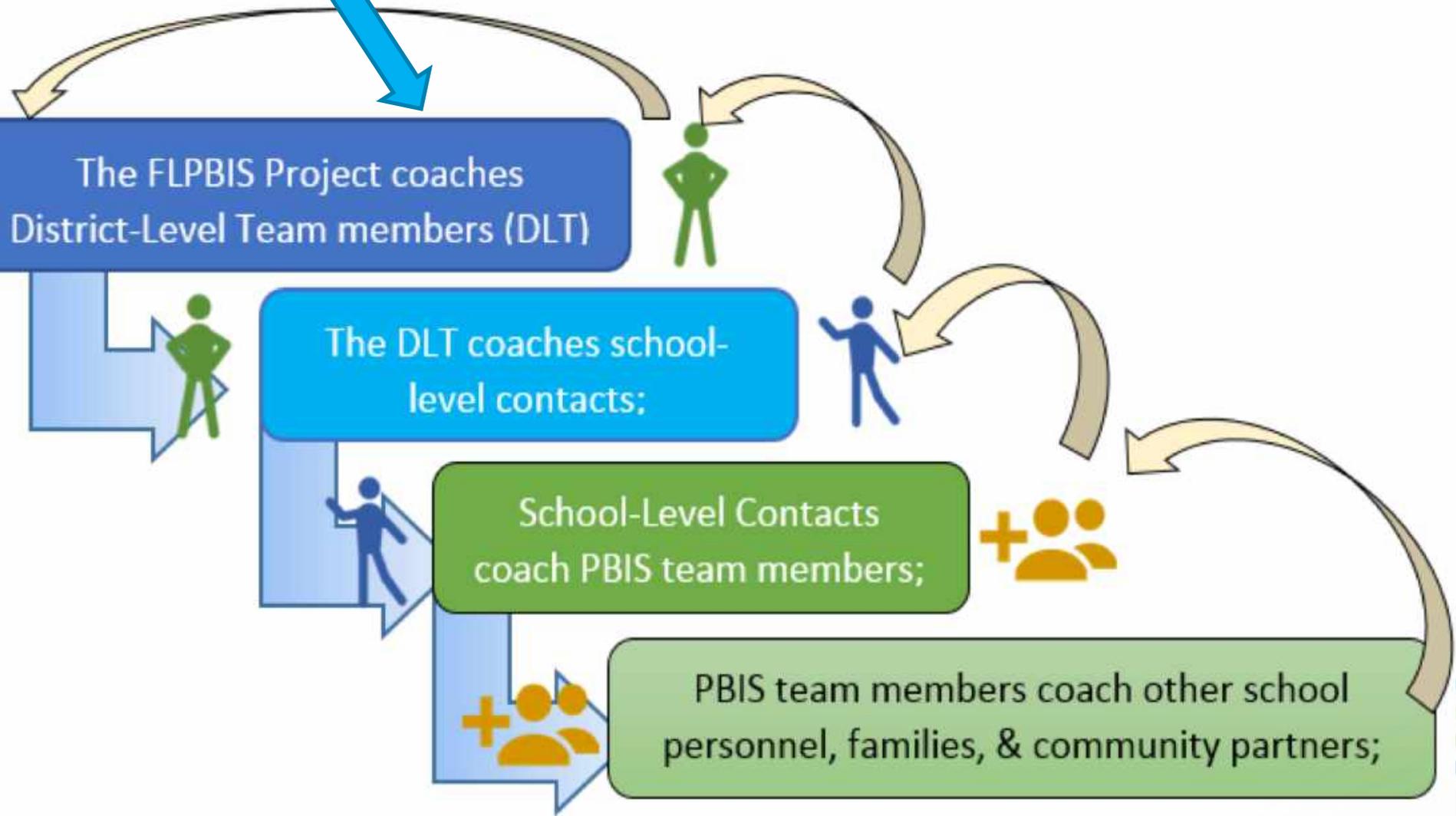


The FLPBIS Project coaches District-Level Team members (DLT)

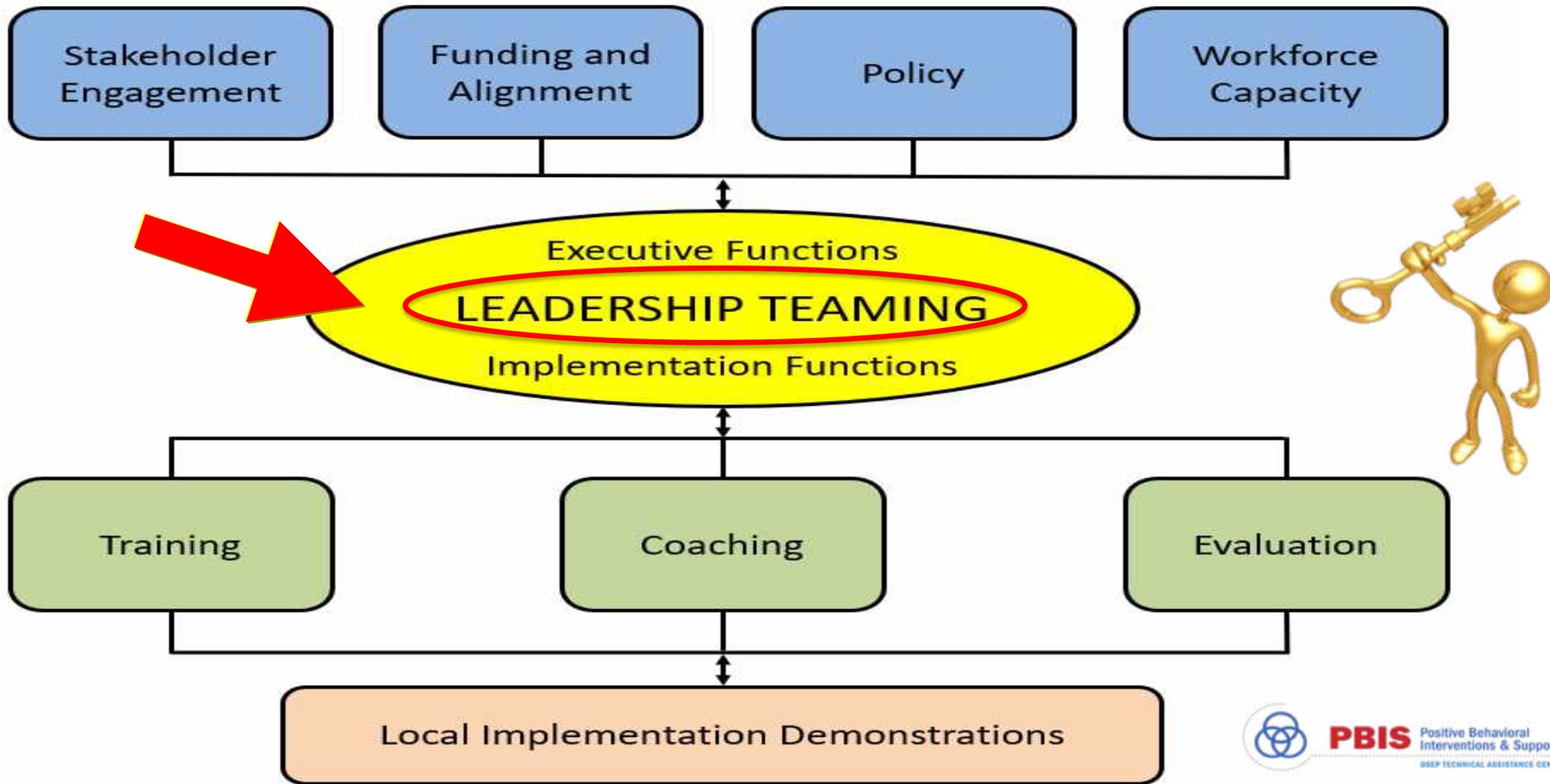
The DLT coaches school-level contacts;

School-Level Contacts coach PBIS team members;

PBIS team members coach other school personnel, families, & community partners;



# 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, PhD<sup>1</sup>, Karen Elfner Cox, MA<sup>1</sup>,  
Devon Minch, PhD<sup>1</sup>, and Therese Sandomierski, PhD<sup>1</sup>

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  


# 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

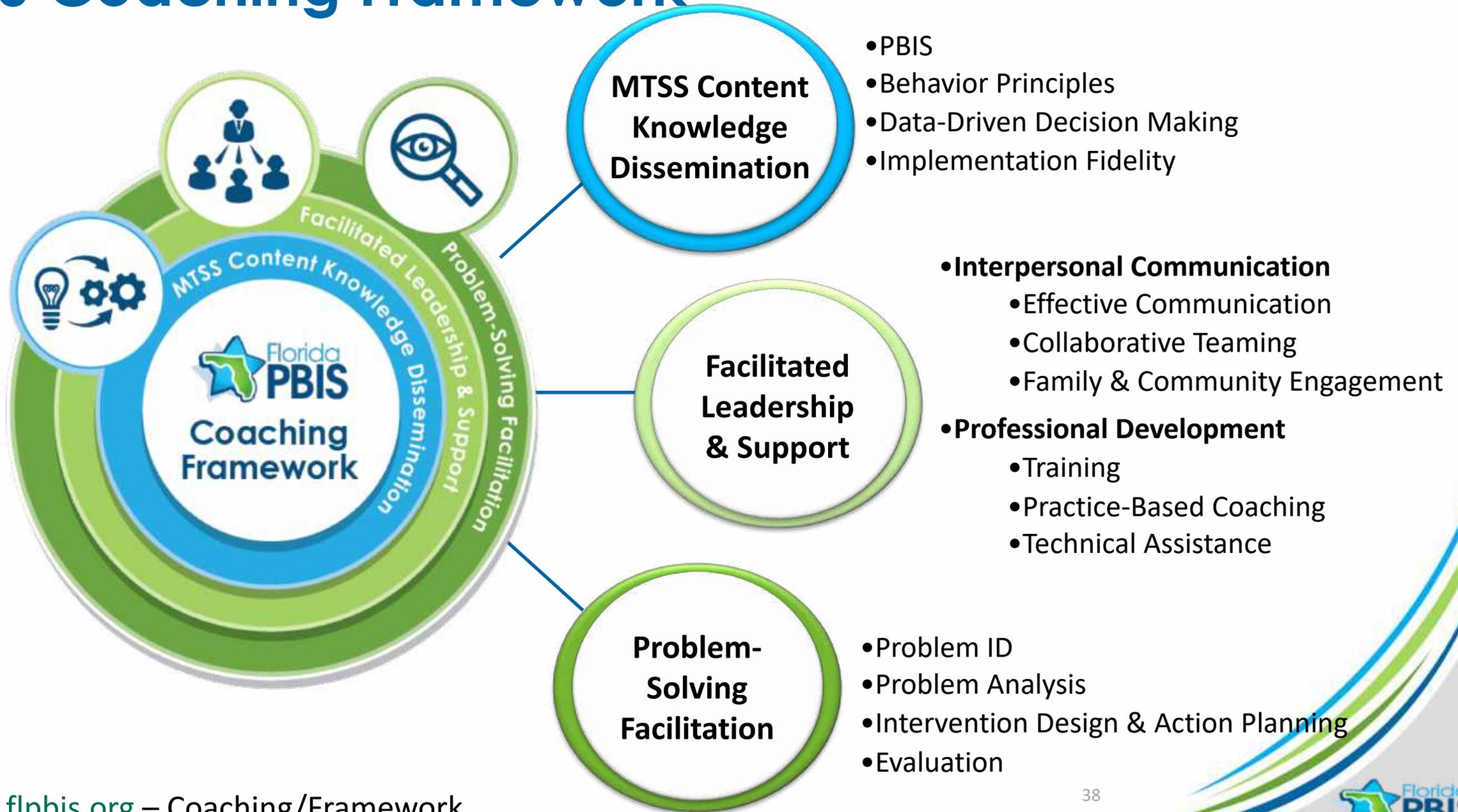
## Coaching

- 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 and supports team efforts, secures resources for PBIS
2. **Team Leader/Facilitator** – Prepares and distributes agenda, 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.

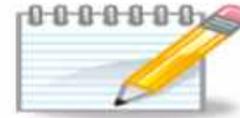
## Content Expertise

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

# 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

The image shows two overlapping documents. The top document is the 'PBIS Team Meeting Agenda & Minutes' which includes a header with the PBIS logo, a table for dates, and sections for 'Today's Agenda Items', 'Last Meeting's Follow Up Items', 'Social News: What's Going Well?', and 'Annual Goals for This Year - Reviewed Month to Month Progress'. The bottom document is titled 'High Productivity Meetings, Leadership Teams Matrix' and contains a list of meeting goals and a checklist for meeting effectiveness.

The image shows two overlapping documents. The top document is 'Characteristics of Effective Teams' which includes a list of 10 foundational characteristics for effective teams. The bottom document is 'Effective Team Member Characteristics' which lists 10 characteristics for effective team members.

**Example Leadership Team Matrix**

Task or Committee	Purpose	Outcomes Monitored	Stakeholders on Team (Staff, Students, Parents, Community)	Target Stakeholders	Meeting With (other teams)
Attendance	Support high daily student attendance	• Average daily student attendance • Office referrals for tardiness • Chronic absences/late arrivals	• School, District, Community, School Board, Staff, PTO/PTA	Students, Parents	PBIS
School Safety	Assure the safety of everyone on campus	• Office referrals for behavior • Chronic absences/late arrivals	• Administration, Guidance Counselor, School PTO/PTA	Students, Staff, Families	Office, School, District, Staff
Discipline	Ensure an effective discipline process is in place	• Office referrals • In-school suspension • Detention	• School, Administration, Guidance Counselor, PTO/PTA, School Board	Students	Office, PBIS
School Climate	Provide a healthy school climate for all	• Student, staff, and family satisfaction surveys	• Administration, Guidance Counselor, PTO/PTA, School Board	Staff, Students, Families	Office, School, District, Staff
SARC	Support student achievement	• SARC office referrals	• School Psychologist, Guidance Counselor, Guidance Counselor	Students, Families	Office, School, District, Staff
Site I/PBIS	Conduct and maintain Site I behavior contract (in response to all stakeholders)		• School Psychologist, Guidance Counselor, Guidance Counselor	Students, Families	Office, School, District, Staff

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

- **Who:** 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
- **What:** Discuss all agenda items
- **How:** Administrator will prepare email, Secretary will be a facilitator. Include copies of all attendance reports required

# Using Data to Drive Implementation

# Data-Based Decision Making

**Step 1: Define the Goal**

*Do our current outcomes meet or exceed expected levels? Is this true for all students?*

*What are our most common discipline, attendance & climate concerns?*

**Step 2: Analyze the Problem**

*Benchmarks of Quality, PIC*

*Fidelity of **specific** Tier 1 strategies*

*School/Classroom climate*

**Step 3: Develop & Implement a Plan**



**Step 4: Make Sure it Works**

*Examine Data*

*Communicate Outcomes*

*Process to ensure fidelity*

*Process to support the interventionists*

## STEP 1: PROBLEM IDENTIFICATION - EXAMPLE

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

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

**PROBLEM SOLVING PROTOCOL**  
**STEP 2: PROBLEM ANALYSIS - EXAMPLE**



<p style="text-align: center;"><b>Based on the data, brainstorm relevant hypothesis statements.</b></p> <p style="text-align: center;"><i>(Use the sentence starter provided)</i></p> <p><b>Consider:</b></p> <p><b>1. Curriculum</b> What to teach</p> <p><b>2. Instruction</b> How to teach</p> <p><b>3. Environment</b> Ways to prevent &amp; respond to behavior</p> <p><b>4. Learner</b> variables for all</p>	<p><b>1. The problem is occurring because:</b></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><b>2. The problem is occurring because:</b></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><b>3. The problem is occurring because:</b></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 style="text-align: center;">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

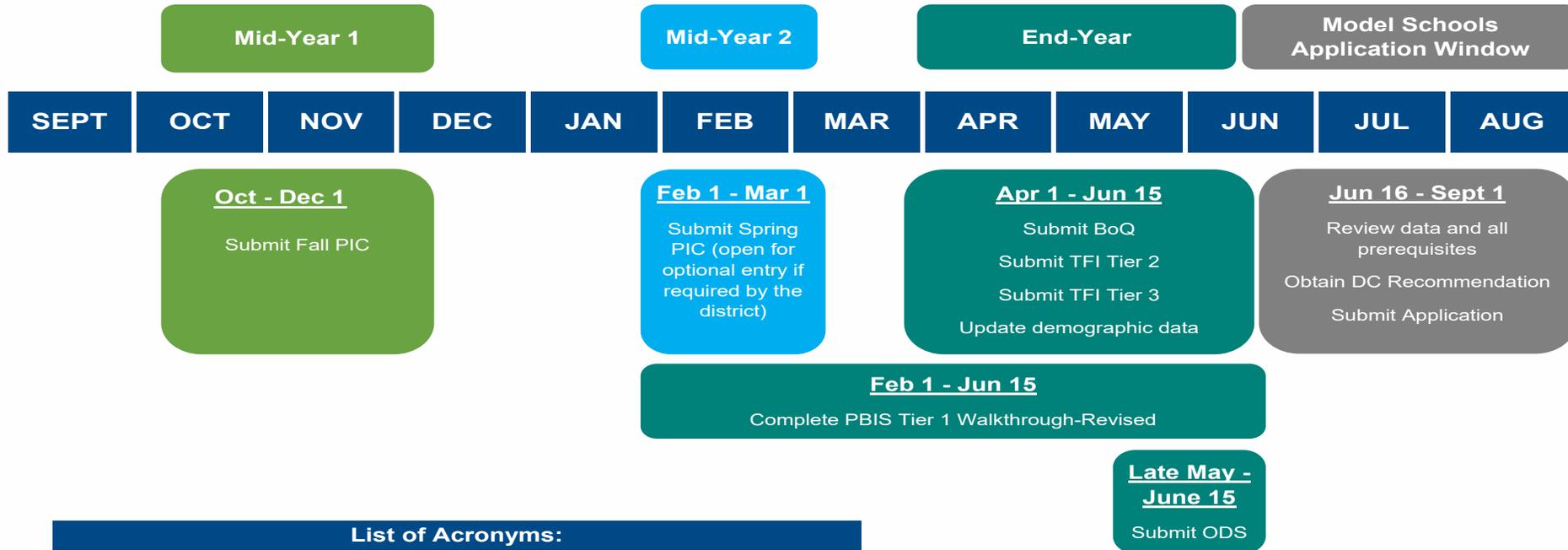
How much of the intervention plan was implemented as the team intended? <i>(Attach supporting documentation)</i>	
<b>Response to Intervention</b>	<input type="checkbox"/> <b>GOOD</b> <i>(i.e., gap between expected and current levels closing)</i> <input type="checkbox"/> <b>QUESTIONABLE</b> <i>(i.e.,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





Live Demo



## 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...

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Florida's Positive Behavioral  
Interventions & Support Project

# District Data Review

Live Demo

## PBSES – Positive Behavior Support Evaluation System

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



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.

*A Multi-Tiered System of Supports*

# Contact Information and Resources

## FLPBIS:MTSS Project

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- Fax: (813) 974-6115
- E-mail: [flpbis@usf.edu](mailto:flpbis@usf.edu)
- Website: [www.flpbis.org](http://www.flpbis.org)



Florida's Positive Behavioral  
Interventions & Support Project

## Center on PBIS

- [www.pbis.org](http://www.pbis.org)
- @CenterOnPBIS



[www.facebook.com/flpbis](http://www.facebook.com/flpbis)



[www.twitter.com/flpbis](http://www.twitter.com/flpbis)



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

## Association on PBIS

- [www.apbs.org](http://www.apbs.org)

PBIS Coaches Training Roster of Participants

Date: 10/01/2020

8:30am – 10:30am

Facilitator: Robyn Vanover, USF PBIS Project

Williams, 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