DEFINING "BUY IN"

- All students belong
  - Universal supports make the school a more positive, predictable environment...
  - Secondary interventions are a necessary and important part of the school organization for small groups of students...
    - Staff participation in training opportunities
    - Staff participation in implementation (80%-100%)
  - Tertiary interventions are necessary and important for a small number of students...
    - Staff participation in training opportunities
    - Staff participation in wrap around process as appropriate
    - Staff participate in implementation (80%-100%)

RE-THINK BUY-IN

- Are we buying into PBIS
- Are we buying into the problem?
- DO we need to buy into both?

- Let's think about buy-in and consensus...

TO GET PBIS OFF THE GROUND...

- Critical mass of faculty and staff actively participating in PBS activities:
  - Sufficient participation to fully staff work groups,
  - 90% + staff distribute school-wide reinforcers, (SET)
  - When given the opportunity 80% + staff provide feedback on PBS (survey),
- Staff are familiar with PBS philosophy:
  - 90% + staff members can summarize the basic concepts of SW-PBS (survey),
  - 90% + staff know 70% + of SW expectations (SET)
- Staff who are not actively participating in PBS activities agree to not sabotage the process.

BUY INTO THE TRIANGLE...

AGENDA

- Defining “Buy in”
  - Problem?
  - Process?
- What are schools doing to promote buy in?
  - Management / Policy
  - Drop the PBIS language
  - Training
  - Data
  - PBS the PBSers
START WITH STAFF INPUT

- Is there a problem with current school climate?
  - AKA: How is business as usual working for you?
    - Do office referrals reflect what is really happening in classrooms?
    - Is it “acceptable” to use exclusionary discipline practices?
    - Does the school policy reflect the PBIS perspective (proactive, preventative, predictable)?

WHAT DATA SOURCES CAN WE USE?

- Is there a problem...
  - School-wide Evaluation Tool (SET)
  - Benchmarks of Quality (BoQ)
  - Attendance / Turn-over
  - School-wide rewards
    - Number
    - Distribution across grade levels, teachers
  - The reasons behind ODRs (teacher v office managed behaviors)

Teacher perception of the problem...

- Teacher, staff surveys

IS PBIS THE “SOLUTION”?

Teacher perception of the solution...

- Teacher and staff surveys:
  - Is it your responsibility to create a positive learning environment?
  - Is it your responsibility to teach social behaviors?
- Staff meetings:
  - Formal and informal

WHY IS BUY IN IMPORTANT?

CRITICAL MASS

- Impact school-wide climate
  - Not hallway wide, or 10th grade wide
- Ensures the SW expectations, rewards, etc. reflect “comfort level culture” of teachers
- In addition to core leadership teams:
  - Build “committees” of staff that are willing to participate in a few events / activities per year
**Promoting Buy In**

**Management / Policy**
- District Policy
- Administrative leadership
  - Active
  - Prioritize PBIS on meeting minutes, school-wide communication, in daily practices
- School policies reflect PBIS

**Training**
- Explicit training:
  - What is PBS and, what do I have to do?
- Frequent training:
  - Introductory,
  - Need specific,
  - Summer, fall, winter, spring.
- Small group training
  - Small Learning Communities,
  - Content area meetings,
  - Workshops for new teachers
- Embedded training: how does PBS align with other school initiatives?
- PBIS Technical Assistance Center (University of Oregon)

**Training, Examples**
- “Repeated teacher trainings on what behaviors constituted an office referral and how to complete the referrals contributed to consistency in the use of the forms and reduced inappropriate referrals.”
- “All teachers attended secondary level training geared toward PBIS in the classroom. Behavior management was linked to instructional success.”
- “To address teacher buy-in, teachers that are identified as “resisting” PBS are invited to join the PBS team. Ongoing training and information is also provided to teachers to foster buy-in.”
- “We change the types of PBS work groups each year, all faculty and staff are asked to participate on one group per year – their choice.”

**Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model**

**Training...doesn't exist in outer space: Communication!**
- Twice-monthly / monthly emails
- Include in newsletters
  - Teachers
  - Community
- “PBS minute” on morning announcements
- “PBS minute” at weekly department / academic meetings
- PBS updates at each staff meeting
- Communication coordinator / work group
COMMUNICATION LOOP FOR STAFF

- System for staff feedback:
  - Expectations
  - Rewards
  - Meetings, schedules
    - Email
    - Surveys
    - Open meetings
    - Work groups
    - "Teacher Support Network"

DATA...SO MANY USES 😊

- Use data to:
  - Present the extent of "problems"
    - EX: 55% of our referrals are for latenesses
  - Pinpoint areas of focus
    - EX: Most latenesses happen on Mondays and Fridays
  - Show improvements
    - EX: Since focusing "Responsible" on on-time behaviors we've seen a 13% decrease in latenesses.
  - Validate teacher concerns
  - Shape expectations, acknowledgments, roll-out and booster activities

DATA, VALIDATION STATION...

- Validate teacher concerns by identifying specific problem behaviors through data review:
  - ODRs, attendance, grades, state testing, graduation rates, student and staff surveys
- Once validated, use the data to create action plan. PBS may "roll-out" differently at your school!
  - Grants Pass High School: Universal reward during 1st year was attendance reward.
  - 100% attendance for 1 month period.
  - Students given attendance "ticket" for monthly drawing.
  - Community donated rewards

DATA, SURVEYS AWAY!

- Get staff feedback on school-wide expectations
  - "The process for selecting school-wide expectations was a collaborative initiative between faculty and the Universal Team. Staff members brainstormed with the Universal Team, who then refined the options. Final "choices" were presented to the faculty for input."

DATA, SHOWING IMPROVEMENT, REAL LIFE EXAMPLES

West Charlotte, NC:
  - "...an overall increase in student performance. Suspension events per 100 students decreased by 28% since the 2006-2007 school year. Incidents of fighting have averaged .028 per 100 students for the last three years. Academic proficiency on end of grade state testing rose from 34.5% (2004) to 61% (2008)."

Triton, NC
  - "After implementation student attendance has increased monthly and there has been a 59% reduction in the suspension rate. Instruction hours lost per week to suspensions has decreased to 150 (down from 700)."

Addison, IL
  - "Addison High School has seen a tremendous improvement in school climate as reported by staff informally in feedback sessions and formally in survey data. Staff report there has been a 40-60% reduction in un-excused absences as well as a 10% reduction in tardies and ODRs."
Foreman, IL
- "Prior to SW-PBS implementation Foreman had 25-28 ODRs per 100 students per month. After implementation of SW-PBS Foreman saw a reduction to 18-20 ODRs per 100 students per month. Out of school suspensions decreased by almost 30% and attendance has increased by 2%-3%.”

Fruita, CO
- “Fruita has seen a 25% decrease in student referrals and suspensions since full implementation.”

Lebanon, MO
- “After implementation Lebanon is on track for a 25% decrease in overall referrals for the 2008-2009 school year...”

Mountain View, CO
- “Office discipline referrals (ODRs) decreased by approximately 30% from May 2005 to May 2008”

DATA, IMPROVEMENT EXAMPLES, SOMEBODY STOP me...

Somersworth, NH:
- “Somersworth faculty and administrators are more able to address pressing needs, such as truancy, because the rate of other problem behaviors are considerably lower than previous years. The school environment is more respectful, students feel safer and express a desire to be in school and be successful. The hallways and administrative offices are quieter. Office referrals are down, failure rates have decrease; attendance is up and the drop-out rate is down.”

DATA, PROGRESS EXAMPLES:

Table 1: Somersworth Office Discipline, Attendance Data Pre and Post SW-PBS Implementation

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Pre SW-PBS Implementation 2007-2008</th>
<th>Post SW-PBS Implementation 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average ODRs per month per 100 students</td>
<td>263</td>
<td>155</td>
</tr>
<tr>
<td>Out of school suspensions (events)</td>
<td>284</td>
<td>133</td>
</tr>
<tr>
<td>In-school suspensions (events)</td>
<td>182</td>
<td>268</td>
</tr>
<tr>
<td>Daily attendance</td>
<td>92.5%</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Somersworth HS Annual Dropout Rates

% of Classes passed Pre and Post Targeted Intervention

DATA, PROGRESS EXAMPLES: SECONDARY SUPPORTS
PBS THE PBS-ERS

- Build on what’s already in place:
  - Find components of PBS already at work in classrooms and reinforce teacher behaviors.
- Team members, talk the talk and walk the walk:
  - Explicit expectations for teacher behaviors
    - Teach
      - Model, lead, test
    - Check for understanding
    - Repeated opportunities to practice correctly
  - Reinforce
    - Recognition for staff behaviors
    - Rewards for staff behaviors

PBS THE PBS-ERS, EXAMPLES

- “Faculty members are eligible for regular raffle drawings for a variety of prizes such as i-Pods. Administration also gives “Shout-outs” and “Thank-you Cards” to acknowledge positive staff behavior.”
- “Our PRIDE cards are perforated, student names on one half teachers on the other. If a student gets pulled for a reward the teacher who wrote the positive referral also gets a reward. Teachers love it!”
- “At staff meetings, teachers are invited to share examples of how our STAR rewards work in the classroom- we share ideas and feel good about our efforts!”

PBS THE PBS-ERS, EXAMPLES

- STAFF REWARDS:
  - PBS parking spot
  - Administrator teaches class / takes duty
  - Leave school early on a Friday
  - Student assistant for a period
  - Coffee card
  - PBS Party – invite only
  - PBS fridge in the teachers' lounge

THANK YOU!

- Doing something special in your school?
- Please email examples of how your school promotes buy in to:

  jswainbr@uoregon.edu