



Skill-Building & Team Dynamics

**Positive Behavior Support:
Response to Intervention for Behavior
2008 PBS Coaches' Training**

The 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 H.

Agenda

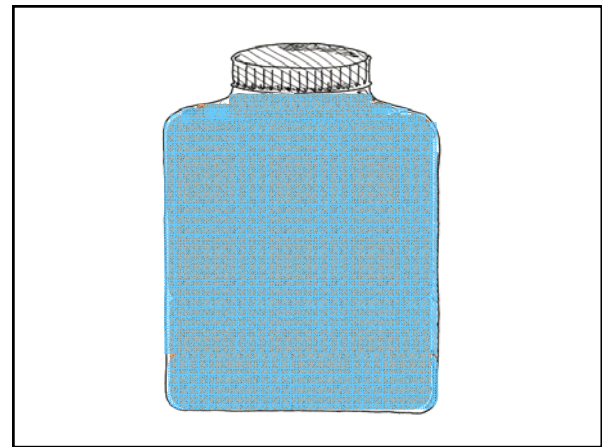
- Prioritizing
- Planning for Success
- Goal Setting
- Time Management
- Communication
- Teaming

The 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 H.

Handling Boulders

- Do you make a list of important PBS things to do that never gets done because urgent things keep coming up and taking over your day and by the end of the day nothing important has been accomplished?
- Are you finding yourself majoring in minors?
- Consider the following illustration....

The 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 H.





Majoring in Minors

- If you do not fit the big rocks in first, you'll never get them in at all.
 - What are the big rocks of PBS at your school?
 - If you concentrate on the little PBS stuff (the gravel and sand) then you will fill your PBS life with little things that don't really matter, and you'll never have the real quality time you need to do the important stuff (the big rocks).
- What are the big rocks in your PBS work?
 - Put them in your jar first.

The 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 H.

Handling Boulders Activity

- List "big rocks" in your PBS jar 

- Identify "gravel and sand" issues 

When planning be sure to start with your "big rocks" rather than focusing on the "gravel and sand".

The 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 H.

Plan and Manage for Success

- Capability Maturity Model (CMM)
 - Developed by Carnegie Mellon University
 - Used to determine level a company is functioning in business world
 - Can be used to identify & improve processes of an organization
 - 5 levels
 - Applicable to PBS Teams



Capability Maturity Model Level 1: Initial Level

- 80% of teams function at this level
- Achieve mediocre results
 - BoQ score low, ODRs increasing, Suspensions increasing
- Operate by seat-of-pants, poorly defined, undocumented, haphazard
 - No PBS action plan or follow up
 - Decisions made based upon assumptions & feelings NOT data
- Success depends on EXCEPTIONAL individual effort
 - Possibly Coach or Team Leader does most of work
- Blame passed around
- Problems are not anticipated
- No effective management
 - PBS roles not clearly defined



Capability Maturity Model Level 2: Repeatable Level

- PBS Action Plan is established to track implementation (costs, schedule, consistent tasks)
- More PBS Team members responsible for work load
- Problem Solving process established to ID specific needs & to manage change
- Changes made based upon data analysis & projected impact of decisions regarding PBS implementation



Capability Maturity Model Level 2: Repeatable Level

- Students, Faculty/Staff are informed and clear about what to expect
- Sufficient resources are allocated
- Data and PBS processes reviewed with Faculty/Staff
 - Get & maintain buy-in
- Implementation of SW plan is tracked
 - Tasks divided into small steps with clear outcomes
 - Data shared on progress
 - Quality of PBS implementation assured by measuring outcomes, Faculty/Staff feedback, and BoQ



Capability Maturity Model Level 2: Repeatable Level

- Focus is on implementation fidelity and progress monitoring
- Each PBS team member has different tasks/responsibilities but everyone aligned on common outcome
- Everyone is a resource
 - Capitalize on strengths



Capability Maturity Model Level 3: Defined Level

- PBS processes are documented, standardized, and integrated for whole school
 - Product Book available & updated
- Consistent implementation evident at every level with every Faculty/Staff member
- On-going training/feedback ensures consistent implementation across Faculty/Staff
- PBS Team & Faculty/Staff know they will be successful with student behavior



Capability Maturity Model Level 4: Managed Level

- Informal & Formal Evaluation occurs frequently to measure implementation fidelity and outcomes
- PBS Team knows how they are doing
- Improvements with implementation of critical elements at this level often incremental
- Highly successful teams, school earns Model School distinction



Capability Maturity Model Level 5: Optimizing Level

- Continuous improvement enabled by
 - Incorporating feedback from faculty/staff & students into implementation decisions
- Consistently recognized as leaders in PBS implementation, i.e., Gold Level Model School several years in a row
- Very few systems achieve this status



Capability Maturity Model Activity

- Review Levels 1-5, determine where your PBS Team is currently functioning and identify next steps for moving to the next level on the *Capability Maturity Model Worksheet*
 1. Initial Level
 2. Repeatable Level
 3. Defined Level
 4. Managed Level
 5. Optimizing Level



Capability Maturity Model Things to Consider

- When thinking of new goals for PBS back them up with brand new thinking
 - Plan from scratch with new methods, resources, and capabilities
- If always reacting to external pressures you are likely to experience:
 - Costly mistakes
 - Declining quality in PBS implementation
 - Burnout
 - Attrition (Faculty/Staff and PBS Team)
 - Constant crisis
 - Flared tempers
 - Missed deadlines



CLEAR GOALS & PRIORITIES

lead to:
CLEAR ROLES & RESPONSIBILITIES
 which lead to:
CLEAR PROCEDURES & PROCESSES
 which lead to:
GOOD INTERPERSONAL RELATIONSHIPS

Grant M. Bright



Accomplishing Your Goals: Components of Achievement

- Choose the right goals to pursue
- Define your purpose and mission
- Engage staff and students/families in process
- Assess values, strengths, and passions
- Create a vision for PBS that is compelling



Accomplishing Your Goals: Components of Achievement

- Measure your current goals against vision, mission, and values
 - Notice what things you have in common with your team and school
- Design meaningful new goals
 - Use your vision, values, and mission for guidance
 - Goals should be written, observable, measureable, dated, realistic, tangible, with who and where it is to happen, stated in the positive
 - Be clear about benefits from achieving goal, the cost (in time, effort, & money), and how you will know you have achieved it



Accomplishing Your Goals: Components of Achievement

- Maintain a specific and written action plan
 - Break actions down into small steps
 - Schedule actions into appointment calendar daily and weekly
- Deal with your limitations as a coach & limitations within school and/or district
 - Create plan & procedures for coping with obstacles



Accomplishing Your Goals: Components of Achievement

- Identify ALL potential resources
 - Whether you know how to access them or not
 - Regardless of whether or not they are likely to work out
- Take actions daily towards things meaningful
- Start now, persist, and get uncomfortable



Accomplishing Your Goals: Components of Achievement

- Put a structure for accountability, support, and feedback in place
- Monitor your progress & effectiveness of actions based upon your data
 - Make corrections where necessary
- Celebrate every little thing!



Accomplishing Your Goals: Things to Prepare For

- Change by nature is disruptive & unavoidable
- Having begun the process, your new path may feel uncomfortable and the old PBS life will no longer be
 - Others may resist change, be prepared for this
- Remember your original intent & keep others mindful of data supporting the changes



Managing Your Time

- "Time is the scarcest resource" (Peter Drucker, Management guru).
- Most of us do not live our lives as if time was a precious commodity
- How we spend our time is mostly habit



Managing Your Time: Crucial Elements

- Structuring your time
 - Determining what you have to do & when you have to do it
- Setting priorities
 - Identifying what needs to be done first, based on your deadlines



Managing Your PBS Time: 4 Things to Consider

1. Simple Systems
2. Focus
3. Procrastination
4. Remedial Steps For Procrastination



Managing Your PBS Time: Simple Systems

- Establish a system large enough to contain your lists, calendar, etc, but small enough to conveniently carry with you
 - PDA
 - Portfolio with calendar, note pad, etc.
 - Action Plan
 - Implementation Schedule



Managing Your PBS Time: Focus

- Do you get sidetracked into doing things you didn't plan to do?
- Concentrate, set priorities, and keep a time diary
- Focus on single task for 10 minutes, allowing NO extraneous thoughts or people to intrude
 - Do this daily and gradually lengthen time



Tips to Remaining Focused

- Arrange your chair so it faces away from your office/cubicle door.
- Remove extra chairs from your office.
- Turn off your cell phone.
- Use a "Do Not Disturb" sign
- Responding to interruptions:
 - "Actually, I'm in the middle of something right now. Can this wait?"
 - "I'm really busy right now, is it something urgent?"
 - Step outside of your office for the conversation
 - Stand up to speak with visitors



Managing Your PBS Time: Procrastination

- Perfectionism may be at the root of this habit
- Do you have something scheduled for every minute of every day?
- Do you get bogged down in minor details that your PBS Team should handle?



Managing Your PBS Time: Remedial Steps for Procrastination

- Do something, anything, immediately
 - Feeling of accomplishment
- Break down larger tasks into smaller ones
- **Activity:** Using the *Managing Your PBS Time Worksheet*
 - Identify a PBS goal for this year.
 - Break the goal down into as many smaller tasks as you can.
 - Group items on your list according to 3 categories: important, medium-priority, and routine.



Managing Your PBS Time: Eat Elephants One Bite At A Time

- Break your day down into 15 minute segments
- Record everything you do each day
- Enter your activities no matter how insignificant they may seem and record as you complete activities
 - Don't wait until end of day to fill in time diary
- Do this for a few weeks
 - Look for patterns
 - Modify based upon results, use time more wisely
- Repeat twice a year to check your time management



Managing Your PBS Time: Time Diary Activity

- Using the *Time Diary Worksheet* record how you spend an average work day by 30 minute increments
- Be sure to include those routine activities you engage in, as well as, non-negotiables
- Using the *Daily To Do List Worksheet:*
 - Copy items you want to accomplish for one day onto a daily to-do list
 - Prioritize so you can accomplish all items in one day. Having all MAJOR items to do in one day is impossible. Set limits.



Managing Your PBS Time: Remedial Steps for Procrastination

- Ask for help
- Delegate if appropriate
- Reward yourself when tasks are completed
 - Ok to reward frequently for small accomplishments
 - Celebrate large successes with a larger reward
- Share triumph of getting things done with others
 - Positive reinforcement best way to maintain momentum



Time Management Quiz



Communication: Channels of Opportunity

- We communicate with each other via different channels
- Important to perceive all channels being used
- What is your preferred channel of communication? (**Take the Channels of Opportunity Quiz**)



Communication: Channels of Opportunity

- Visual (Seeing)
 - Person may stand very tall, dress very neat, visually appealing
 - Voice originates from top of chest
 - Breathe more rapidly
 - Might notice they use a lot of visually oriented words, such as look, see, clearly, etc.
 - Visual people emphasize & respond to visible details



The 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.



37

Communication: Channels of Opportunity

- Auditory (Hearing)
 - Person might not look straight at you. They may give you one ear or move head from side to side.
 - May place hands on face frequently
 - Voice originates from the middle of the chest and is very rich or melodic
 - Might use words such as load, click, resonate, listen, etc.
 - Auditory people are more prone to talk by phone



The 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.




38

Communication: Channels of Opportunity

- Kinesthetic (Feeling)
 - Appears to look very comfortable
 - Comfort more important when choosing clothing
 - If they sit in a chair at all, they may appear relaxed with feet on the desk
 - Might touch their body, or others, more frequently
 - May choose words and speak slowly
 - Very slow, deep breathers, voice originates low in the abdomen
 - May take longer to decide something, but then be intently focused
 - Might use tactile words like hot, cold, soft, motion, feel, etc.
 - May prefer to do work while engaging in physical activity or in a physically pleasing environment




The 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.




39

Channels of Opportunity Activity

- Describe what you see, hear, and feel as you walk about your campus. In what ways is PBS implementation communicated to you as a Coach or to others that visit your campus?




The 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.




40

"Reading Minds"

- What if you could "read minds"? How much more effective could you be as a PBS Coach?
- Calibration- a skill that can be learned and may be helpful in detecting problems within the team before it manifests itself into a worse problem
- Calibration helps you really understand others
- When communicating, people try to influence you with their words
 - It is very difficult to hide one's true response. Have you ever had an experience where someone told you something or responded to you in a way you knew they were not telling the truth?




The 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.




41

Calibration

- Important to understand structure of communication
 - Do not think about snakes with big red spots all over.
 - You can't help but imagine these creatures.
 - When you ask a person a question, they will respond to the question, regardless of their truthfulness of their answer.
 - The key is *READING* the response!



The 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.



42

Calibration Activity

- Pair up with someone you do not know
- One of you will interview the other. Determine who will ask the questions and who will answer.
- Only the interviewer will need to read and follow instructions on the *Calibration Exercise handout*



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.



Calibration

- You just learned how to “mind read”...or to calibrate love and hate
- Important to go back to structure of communication in order to build your calibration skills
 - Communication is 7-10% verbal
 - Close to 90% is body language and specific modalities of verbal speech, i.e., speed, tone, pitch, clear, muddled, etc.
 - Recall what your partner’s face looked like when they were thinking of a person they admired versus the person they did not like
 - Describe their facial expression? Did they twitch or gesture differently when describing the two people?



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.



Calibration

- Difference between love and hate is extreme, usually easy to calibrate
- Need to practice calibration skills with more subtle contrasts such as like and dislike
- Takes practice and keen observation of those you are communicating with



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.



Team Dynamics



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.



6 Steps to Motivating Your PBS Team

1. Provide opportunities for members to really get to know each other
2. Indicate value of group
3. Make people feel important
4. Clarify goals
5. Review & Identify progress
6. Acknowledge achievements



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.



What to Look For/What to Do

- Withdrawn/disengaged body language
 - Ask for those individuals’ opinions
- One/two people dominating discussion/plans
 - Thank them for their ideas, ask the group for additional ideas or perspectives
- Quiet participants who agree without offering opinions
 - Proactive: Set ground rules or Round Robin
 - Reactive: Ask them what kind of objections other faculty members might have to the idea



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.



What to Look For/What to Do

Team members are short on new ideas

- Brainstorm what to do in an "ideal world" without boundaries, then see how the team can approximate that
- Go online and look for ideas from other schools:
http://flpbs.fmhi.usf.edu/resources_schoolwide.asp

The team shuts down when conflict arises

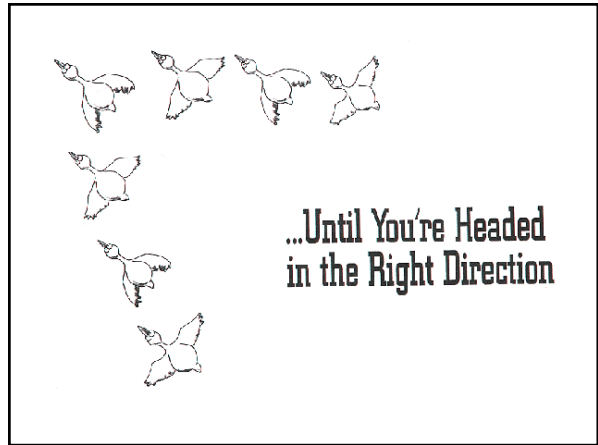
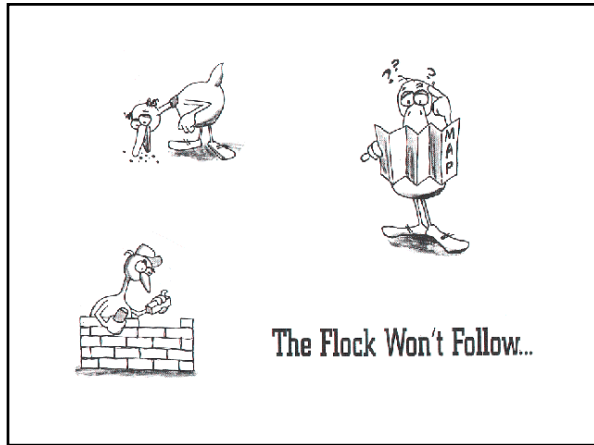
- You may be the one to suggest the team needs to develop a process to address problems/issues

- Private vs. Public • Reconvene later
- "Wait time" • Ask team to suggest a compromise

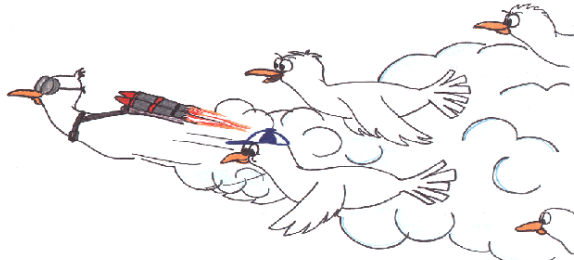


Handling Disputes

- Handle disagreements constructively
 - Use language that is non-threatening
 - Acknowledge disagreement
 - Use problem-solving process to facilitate solution to problem
 - Can we agree to disagree if necessary?
- Help team remain focused on achieving goal
 - Redirect to goal at hand & finding solution to disagreement
- Encourage members to look at things objectively
 - Try to remove emotional and/or personal feelings associated with disagreement without minimizing person



As each goose flaps its wings, it creates an "uplift" for the birds following. By flying in a "V" formation, the whole flock adds 71% more flying range than if each flew alone.



LESSON:

People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the energy of one another

Lesson 1: Common Direction

- How does this apply to your PBS Team?



The geese in formation honk from behind to encourage those up front to keep up their speed.

LESSON:
We need to make sure we offer encouragement to our team leader and our fellow team members.

Lesson 2: Team Support

- Describe some ways your PBS team can support you and the other members.

USF
UNIVERSITY OF SOUTH FLORIDA
FLORIDA DEPARTMENT OF EDUCATION

The product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis J. DeFuria Hall, 4201 Howard Frankland Hall, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through special assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

56

When a goose gets sick or wounded, two geese drop out of formation and follow their fellow member, to help and provide protection. They stay with this member of the flock until it is able to fly again or dies. Then they launch out on their own or with another formation to catch up with their own flock.

LESSON:
If we have as much sense as the geese, we too will stand by one another in good times as well as in difficult times.

Lesson 3: Stand By Your Team

- Describe some ways your PBS team can demonstrate support during good & bad times.

USF
UNIVERSITY OF SOUTH FLORIDA
FLORIDA DEPARTMENT OF EDUCATION

The product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis J. DeFuria Hall, 4201 Howard Frankland Hall, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through special assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

58

Whenever a goose falls out of formation, it immediately feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of the birds ahead of it.

LESSON:
We can demonstrate good sense by joining formation with those who are headed in the same direction that we want to go.

Lesson 4: Team Work

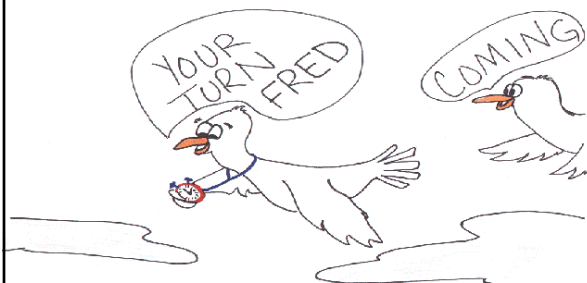
- Describe some ways you can bring your PBS team back to formation when they venture off in another direction, away from your goal?

USF
UNIVERSITY OF SOUTH FLORIDA
FLORIDA DEPARTMENT OF EDUCATION

The product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis J. DeFuria Hall, 4201 Howard Frankland Hall, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through special assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

60

When a lead goose gets tired, it rotates back into formation and another goose flies at the point position.



LESSON:
It makes sense to share leadership and take turns doing the hard tasks. This makes it less likely that any one member will quickly tire out.

Lesson 5: Sustaining Energy

- Describe some ways you can share the leadership role on your PBS team so you are not the only person doing all the difficult tasks.



If you want to be prosperous for a year, grow grain.

If you want to be prosperous for ten years, grow trees.

If you want to be prosperous for a lifetime, grow people.

Proverb

References

<http://www.alliesconsulting.com/index.html>

<http://www.business.com>

<http://www.fripp.com/art.team.html>

<http://www.improve.org/team1.html>

<http://www.see.ed.ac.uk>



Contact Information

- FLPBS
 - Website: <http://flpbs.fmhi.usf.edu>
- Phone: (813) 974-6440
- Email: flpbs@fmhi.usf.edu

