

PBIS Practices at the Four Stages of Implementation

Building Level

At the school building level, a building leadership team is responsible for creating structures to provide support for staff to implement the PBIS practices with fidelity.

The Four Stages of Implementation		
Focus	Stage	Description
Should we do it!	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it better!	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Full Implementation	Scaled-up and adopted into the system as standard practice. Benefits of the EBPs and program show up in data.

Stage	PBIS Practices
Exploration/Adoption (Decision to commit to adopting the program/practices and supporting successful implementation)	<ul style="list-style-type: none"> • Is the practice meeting a need for the students in our school? • Is there a good “fit” between the practice and the school’s vision, philosophy, values, current initiatives (etc.)? • Can school staff implement the practices correctly (do I have or can I acquire the skills and knowledge to implement correctly)? • Is there evidence to suggest that the PBIS practices will be successful for schools like ours with similar students? • Will the school district support implementation of the PBIS practices (e.g., provide guidance, resources, training, coaching, technical assistance, etc.)? • School- level administrators are invested in and support PBIS. (Active involvement in process and team meetings; funding allocated for support; time on agenda; integrated with multiple initiatives) • Staff support and are invested in PBIS (80% staff buy-in and participation)

Installation

(Set up the infrastructure so that the successful implementation can take place and be supported)

Establish team to lead process, and data systems to guide implementation efforts

- Members of your building leadership team are identified
- School-wide team meets on a regular schedule at least monthly
 - Reviews data
 - Adjusts action plan accordingly
- Establish and begin to address functions of a leadership team
 - Planning and coordination of implementation efforts
 - Communication of implementation efforts to building staff, school community and also district administration
 - Provide for professional development and technical assistance for building staff
 - Develop materials, tools, etc. for implementation purposes
- Creating space (time) is achieved through completing an audit (Working Smarter Matrix) for efficient integration of team with other teams/initiatives addressing behavior support.
- Set up data systems for collecting student outcomes, fidelity of implementation and program quality measures
- Conduct audit of current implementation status, student performance, implementation supports
- Infrastructure Development
 - Identify how to access training
 - Identify how to access coaching
 - Identify how to access technical assistance
- Prepare staff for implementation
- Develop a school plan for implementing Schoolwide PBIS (integrate this within the school improvement process and other building initiatives)
- Attend training on PBIS practices for building leadership team
- Identify 3-5 schoolwide behavior expectations
- Identify where behavior expectations might first be taught
- Create lessons to teach behavior expectations
- Train staff how to teach behavior expectation lessons to students
- A schedule for initial teaching and review of behavior expectations is created
- Posters of behavior expectation (Schoolwide/classroom) are created
- An informal and/or formal acknowledgement system is defined
- Continuum of consequences are identified for addressing problem behavior
- Classroom staff and administrators are clear about which behavior problems are handled in the classroom vs. those handled by the administration
- PBIS team has been sufficiently trained in data collection procedures
- Behavior expectations are posted throughout the buildings (At least one posting per classroom; postings in non-classroom settings (e.g., hallways, cafeteria).
- Coach has established a working relationship and good communication with the school and PBIS team.

Initial Implementation
(Try out the practices, work through problems, work out the details, learn, improve before expanding) example: Try it out with a grade-level or specific location

Foundations: Universal Supports

- Selected staff are supported in trying out teaching/ acknowledging/ correcting behavior errors within a specific setting (classrooms, grade level, location, time of day)
- Team completes Team Implementation Checklist (TIC) on a regular basis and adjust plan accordingly
- Team reviews student discipline data and adjust program for providing universal supports accordingly

Targeted/Individual Student supports *(it may be beneficial to wait until Universal students support practices are at the elaboration stage before initiating practices for Targeted/ Individual Supports)*

- Universal data used to identify/refer students in need of secondary level of support
- Evaluate/monitor/revise the referral and problem solving process as needed (Secondary Self- Assessment Checklist)
- One (1) data/function-based secondary intervention (group or individual) in-place
- School-based wraparound facilitator(s) identified and trained
- Referral and identification process in-place in building
- Data used to identify and refer students in need of tertiary level intervention
- A system for identifying students in yellow and red zone has been developed.
- Staff and administrators are clear about which behavior problems are handled in the classroom vs. those handled by the administration
- Parents have been informed about PBIS (PBIS is described in newsletters to parents; reviewed at parent conferences; covered at PTA meetings)
- A plan has been developed to provide assistance or advice to teachers about handling challenging situations (Formalized procedures for all staff including new staff, substitutes, and student teachers; problem behaviors clearly defined)

Full Implementation

(Expand the practice/program to other locations, times, individuals—adopted in a system as standard practice) Example: whole school roll-out of the program

Universal Supports

- Team decisions based on data
- Team shares data with whole staff
- Review/revise data system as needed
- Trends from existing data identified
- Completed Team Implementation Checklist
- 60% or > on teaching, acknowledgment, violations systems categories on SET
- School-wide behavioral expectations are taught directly and formally to students (*Occurs multiple times each year (beginning of school year, after school breaks); integrated into curriculum; common language used across setting and staff*)
- Positive behaviors are rewarded consistently.
- Office referral forms are completed consistently by staff.
- Discipline data are gathered and entered into a data base
- Coach generates reports/data at least monthly.
- PBIS efforts are coordinated with other school-wide efforts. (*Corrective action plans, school improvement plans, school-wide programs (e.g., character education efforts) are consistent with PBIS*)
- Procedures for handling undesirable behaviors are implemented consistently.
- Discipline data are summarized and reported to staff.
- Discipline data are used to make decisions.
- PBIS Team uses data to make suggestions regarding PBIS implementation.
- School-wide expectations in-place
- School-wide teaching and acknowledgement strategies developed and initiated
- PBIS team meets at least once a month (calendared for the year ahead of time)

Targeted/Intensive Student Supports

- Data system in-place for monitoring secondary interventions
- Process for identifying possible need for wraparound process is in-place
- Outcomes for plans identified
- School staff informed/updated of tertiary process/ activities
- Community resources for collaboration being identified
- Progress monitoring initiated for at least (2) individual wraparound teams/plans
- Strategies on wraparound plans (2 students) being implemented and monitored
- Students in yellow and red zone receive additional interventions or services. (*Decision rules developed (e.g., students with 2-5 referrals are referred to student study/support team).*)
- A system to assess the effectiveness of interventions for yellow and red zone students has been developed. (*Use data to monitor effectiveness of strategies/plans; written documentation necessary for full criteria.*)