Building Capacity, Maintaining Momentum and Supporting Sustainability within a Rural Cohort

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Karen
• Classroom teacher 23 years
• Northeast PBIS Certified Trainer
• PBIS District and Regional Coach
• UMaine Instructor
• Doctoral Candidate

Courtney
• Classroom teacher 4 years
• Board Certified Behavior Analyst
• PBIS District, Regional, State Coach
• UMaine Faculty in Special Education
• Doctoral Candidate

Who are you?
Cohort Participant Panel
(video clips throughout)

Jared Todd & Joshua Mitchell
Appleton Village School

Allyson Barnard & Sarah Estes
Brewer Community School

Access to high-quality, sustainable training and technical assistance is limited
But...the demand has been consistent!

Schools want and need more support
Least densely populated state east of the Mississippi River

- Declining state resources for PK-12 education
- Inadequate statewide or regional infrastructures to support systems-based approaches
- Insufficient district and school-based expertise in mental health and behavioral intervention
- Limited expertise to provide professional development, on-site technical assistance, and coaching.

Large, rural area with many sparsely-populated school districts

43.1 people per square mile spread across 35,380 square miles

Challenges exist in rural areas, but there are also many strengths!

- Resourcefulness
- Sense of community
- Social capital
- Hometown pride

(PBIS Forum 2019 Video: Interview with Sara McDaniel)
Every problem is an opportunity in disguise.

John Adams

PBIS Regional Professional Development Cohort
Project objectives:

• Provide intensive Tier 1 school-wide PBIS
• Design a regional PBIS technical assistance network
• Build regional internal capacity for SW- and CW-PBIS
• Establish a Maine based PBIS website to:
  • enhance access to resources
  • coordinate local trainings
  • sustain professional development activities

• 15 schools
• ~ 5000 square miles
• Student population ranges 60-1000
• Grade spans
  • PreK-8
  • K-5
  • 6-8
  • 6-12
• Diverse School Structures
  • Sole entities
  • Entire districts
  • Maine Indian Education Bureau members
Building Capacity

1. Gradual release of responsibility
2. Agreements and transparency
3. Contextually relevant, but common expectations
4. Road map
5. Buy in

“I like how PBIS can be incorporated and implemented with other school lessons and in the classroom. It is more of a whole plate than just part of the plate.”
**PBIS Regional Professional Development Cohort will:**

- Train school teams in Tier 1 school-wide and class-wide PBIS
- Provide external coaching for 3 years
- Build internal coaching capacity
- Fund SWIS for Years 1 and 2

**Schools will:**

- Establish school climate and student behavior as a top district priority
- Send PBIS Leadership teams (including an administrator) to all team training days
- Identify 1-2 staff members as an internal PBIS coach(es)
- Ensure regular PBIS leadership team meeting time
- Secure time during staff meetings for PBIS
- Fund:
  - Substitutes
  - Travel costs for team members to attend trainings
  - SWIS in Year 3 and beyond
  - School’s PBIS leadership team registration at ME PBIS conference
External coaching and technical assistance support

Team Training Day 1

Team Training Day 2

Team Training Day 3

Team Training Day 4

Team Training Day 5

Team Training Day 6

Team Training Day 7

Team Training Day 8

Team Training Day 9

Team Training Day 10

Team Training Day 11

Coach Meeting

Coach Meeting

Coach Meeting

Coach Meeting

Coach Meeting

Coach Meeting

Coach Meeting

Coach Meeting

Coach Meeting

ME PBIS Conference

Gradual Release of Responsibility
While Building Internal Capacity

Clarity
Transparency
Honesty
Directness
Believability
Truth
Accuracy
Openness

SEPTEMBER
MAY
JULY
INTRO MEETINGS AT SCHOOLS
DISTRICT LEADER MEETING

Year 1
Coach Meeting
Team Training Day 1

Team Training Day 2

Coach Meeting

Coach Meeting

ME PBIS Conference

Year 2
Coach Meeting
Team Training Day 7

Coach Meeting

ME PBIS Conference

Year 3
Coach Meeting
Team Training Day 10

Coach Meeting

ME PBIS Conference

OCTOBER
Getting Started with School-wide PBIS

1. Establish an effective leadership team
2. Develop brief statement of behavioral purpose
3. Identify positive SW behavioral expectations
4. Develop procedures for teaching SW expectations
5. Develop procedures for teaching class-wide expectations
6. Develop continuum for strengthening appropriate behavior
7. Develop continuum for discouraging violations of expectations
8. Develop data-based procedures for monitoring
9. Develop systems to support staff
10. Build routines to ensure on-going implementation
Recognizing the need to explicitly teach behavior!

SW PBIS Action Plan

School: ________

Include the development, implementation, and management activities of your plan.

**Critical Elements of Tier 1**

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<th>Critical Element</th>
<th>Action/Activity</th>
<th>Who is responsible?</th>
<th>When will it be started?</th>
<th>When will it be completed?</th>
<th>How will it be shared with others?</th>
<th>What/how will we evaluate it?</th>
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**A. Getting Started Steps:**
1. Establish an effective leadership team
2. Develop brief statement of behavioral purpose
3. Identify positive SW behavioral expectations
4. Develop procedures for teaching SW expectations
5. Develop procedures for teaching class-wide expectations
6. Develop continuum for shaping/terminating behavior
7. Develop continuum for encouraging violations of expectations
8. Develop data-based procedures for monitoring
9. Develop systems to support staff
10. Build routines to ensure on-going implementation

**B. SWB Readiness:**
1. School-wide common definitions for behaviors identified and taught to staff
2. Consistency with administrative-managed (major) vs. staff-managed (minor) incidents recognized
3. SWB-compatible incident referral form developed

**C. Sustainability:**
1. Staff buy-in assessed, encouraged, monitored
2. Plan for regular sharing data with staff
3. Initiative alignment/overlaid
4. PBIS procedures are incorporated into staff handbook
Gaining staff buy in!

Maintaining Momentum

1. Clear and explicit goals
2. Accountability
3. Prompts

"I have a clear idea of the flow of implementation, we have a strong action plan and small doable steps."
After each training block, explicit (but flexible) goals were provided and “homework” was given...

**Goals**

Between now and January....

**Develop:**
- desired outcomes
- statement of behavior purpose
- common behavior expectations
- school-wide behavior matrix

**Begin thinking about:**
- clarifying classroom vs office managed behaviors
- draft of a behavior referral form
PBIS IN ACTION at Troy Central Elementary School

Students read the vision and code of cooperation over the intercom every morning.

Students earn Tiger House points for demonstrating behavior that reflects our code of cooperation.

Our school-wide teaching method is displayed in the gym. The method is based on our code of cooperation.

We set our assembly expectations during one of our all-school Tiger House assemblies.

All four Tiger House Brainstorms are lists of whole school rewards that the winning house gets to pick from at the end of each round.

Each classroom has lists to which students can post their Tiger House points. The points for each house are counted, and the total number of points is recorded on graphs in the hallway. Each student in part of one of the four houses, and there are house meetings each week to teach habits of mind lessons.

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School Expectations

Character Matters

Indian Island School - Character Matters

School Expectations

S.O.P. Standard Operating Procedure
Homework helped to recognize progress!

Homework: Share celebrations and lessons learned

**GOALS**

Between now and May....

*Develop:*
- Flowchart to clarify classroom vs. office managed behaviors
- Behavior referral form
- Complete SWIS Readiness requirements

*Begin thinking about:*
- Developing Classroom PBIS Supports
- Components of a PBIS Handbook for staff
"I think one of the primary strengths has been all the interactions different members of the cohort are exposed to. Seeing what other schools are doing has been highly motivating. I also think the team trainings have been fantastic for imparting information."

"The cohort has been extremely organized in presenting information, offering resources, connecting us to other schools to see alternate examples and keeping us on track for meeting implementation goals."

"Getting support and feedback on how to build and implement PBIS successfully and having other schools to compare/contribute ideas and strategies has been incredibly effective!"

"Gaining knowledge and hearing how it has worked for other schools has given us the drive to dig in and try it, to be brave."

"Lessons learned:
- Small Steps! Draft, Feedback, Revise
- One Change at a Time: Finding the Right Pace
- Any Prep Time: Accepting Pace for Readiness
- Digestible Bites: Consider Others Need for Pace
- Nothing is final; revisions will be needed Choice!!"

PBIS at Searsport Elementary Video

Lesson(s) Learned
- Announcing our Wildcat Goals daily keeps students and staff mindful and accountable.
- Our school-wide matrices serve as a visual reminder for students and staff of our expectations.
- We have common procedures and expectations, this consistency supports staff buy-in."
Monthly emailed newsletter:

- maintains momentum and cadence for the ongoing work
- disseminates new and timely PBIS-related information
- shares practices across schools
- highlights progress of the cohort

Walking the walk and talking the talk by:

- prompting participants of goals and dates
- acknowledging school implementation efforts
- sharing cohort fidelity and outcome data
Used to:

- Share timely news
- Disseminate ideas
- Publicize efforts
- Engage participants
- Support networking

Learning to use data for decision-making!
Another example...

Supporting Sustainability

1. Building community
2. Networking
3. Sharing
4. Celebrating successes

“Hearing what other schools are doing well, being able to connect with them for ideas, and reviewing progress keeps the process alive!”
Consistent message...

“Please provide more time to talk and learn from one another!”

“More time to break out in small groups to share and make connections!”

“I would like to see more interactions between schools, so people can hear more about what other schools are doing or the different schools can help one another.”
Collaborating and Learning from Similar Schools

“We would have made great use of another session talking and sharing with other schools with the same age groups, or a longer time with the group we were in. It was so helpful to share ideas!”

“I really enjoyed talking and meeting with other schools about their PBIS work at their school. It was very beneficial and helpful towards what we are doing at our school.”

Targeted Professional Development

1. Choose a focus area
(consider spreading your team into different areas)
1. Read for 10 minutes
2. Follow discussion protocol

“I really liked just hearing other schools ideas and positives about PBIS. So I wrote down the things that worked for them and will be using those ideas with my school.”

Effective Team Meetings — Atrium
Action Planning — Atrium
Staff Buy-in — Room 127
Initiative Alignment — Room 128
Family Engagement — This room
Supporting Educator Learning
As internal capacity grew, so did confidence and creative problem-solving!

“Just being together with other schools, hearing from the trainers and other schools. We are all in this together, its a long process, and taking a day to be together to work makes it seem attainable. It re-energizes me, reminds me this is possible, and I can do it! After this training day(3), I felt re-centered in our PBIS mission.”

School coaches wanted to connect more often!
Team-based sustainability!

https://www.mainepbis.org/
Are we achieving our desired outcomes?

Tiered Fidelity Inventory (TFI)

Tier 1 Implementation Level
2018 average across Cohort

- Implemented: 26.0%
- Not Yet: 74.0%

Tier 1 Implementation Level
2019 average across Cohort

- Implemented: 61.4%
- Not Yet: 38.6%

35% increase in Year 1
Team Implementation Checklist (TIC)

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14% increase of completely in-place features
5.4% decrease in high priority for improvement

Minimal decrease likely attributed to:
“You don’t know what you don’t know. Now I do and I want it to be great.”
Average score increased from 3.05 to 3.10
Slight positive change

- Much of the implementation efforts at this point have been focused “behind the scenes” and getting structures into place; not apparent to students yet
- Scores were already high, limited room for growth

Cohort Participant Perspectives
What are you most proud of with your school’s PBIS work this year?
Learning to work smarter, not harder!

PBIS makes your day easier!
Please contact us at:

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