

“DON’T FORGET THE BIG PEOPLE”: SUSTAINING PBIS THRU STAFF SUPPORT



June, 2013

OBJECTIVES

- ✘ Learn what “staff buy-in” means
- ✘ Learn 10 strategies for increasing staff support
- ✘ Receive concrete examples of strategies
- ✘ Gain ideas for managing reluctant staff members
- ✘ Learn a simple problem-solving model
- ✘ Engage in a facilitated action-planning process
- ✘ Possibly win a door prize

THE “DOUBLE TRIANGLE”: QUICK REVIEW

Academic Systems

Intensive, Individually Designed Interventions

- Address individual needs of student
- Assessment-based
- High Intensity

Targeted, Group Interventions

- Small, needs-based groups for at risk students who do not respond to universal strategies
- High efficiency
- Rapid response

Core Curriculum and Differentiated Instruction

- All students
- Preventive, proactive
- School-wide or classroom systems for ALL students

Behavioral Systems

Intensive, Individually Designed Interventions

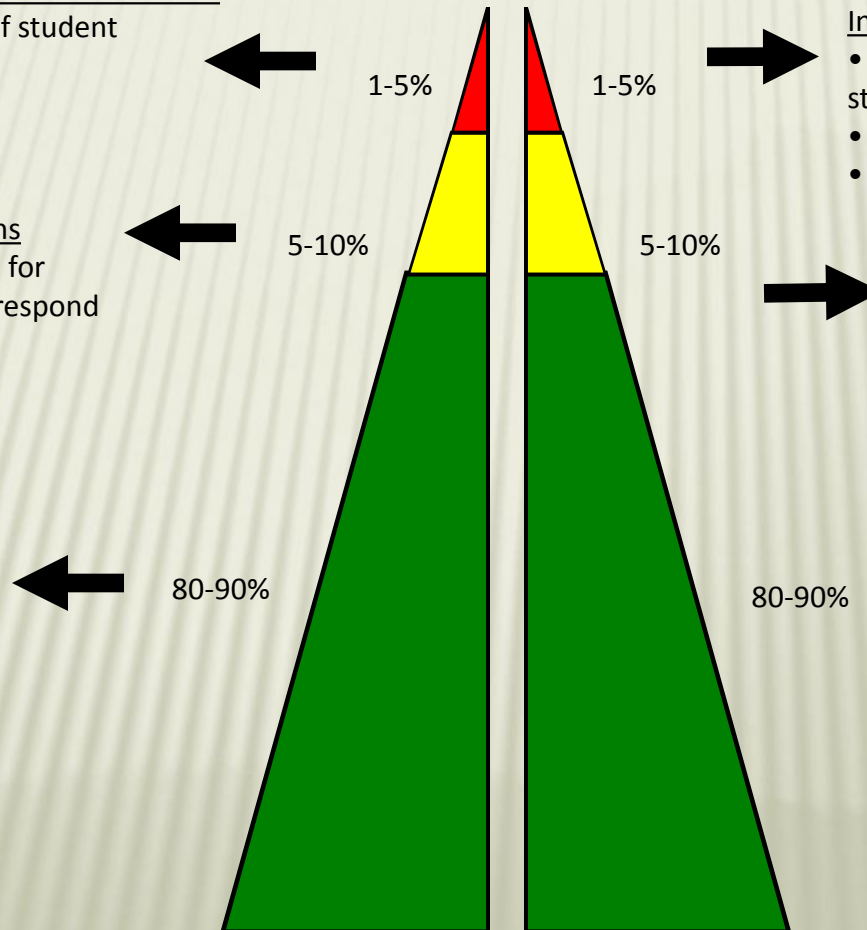
- Strategies to address needs of individual students with intensive needs
- Function-based assessments
- Intense, durable strategies

Targeted, Group Interventions

- Small, needs-based groups for at-risk students who do not respond to universal strategies
- High efficiency/ Rapid response
- Function-based logic

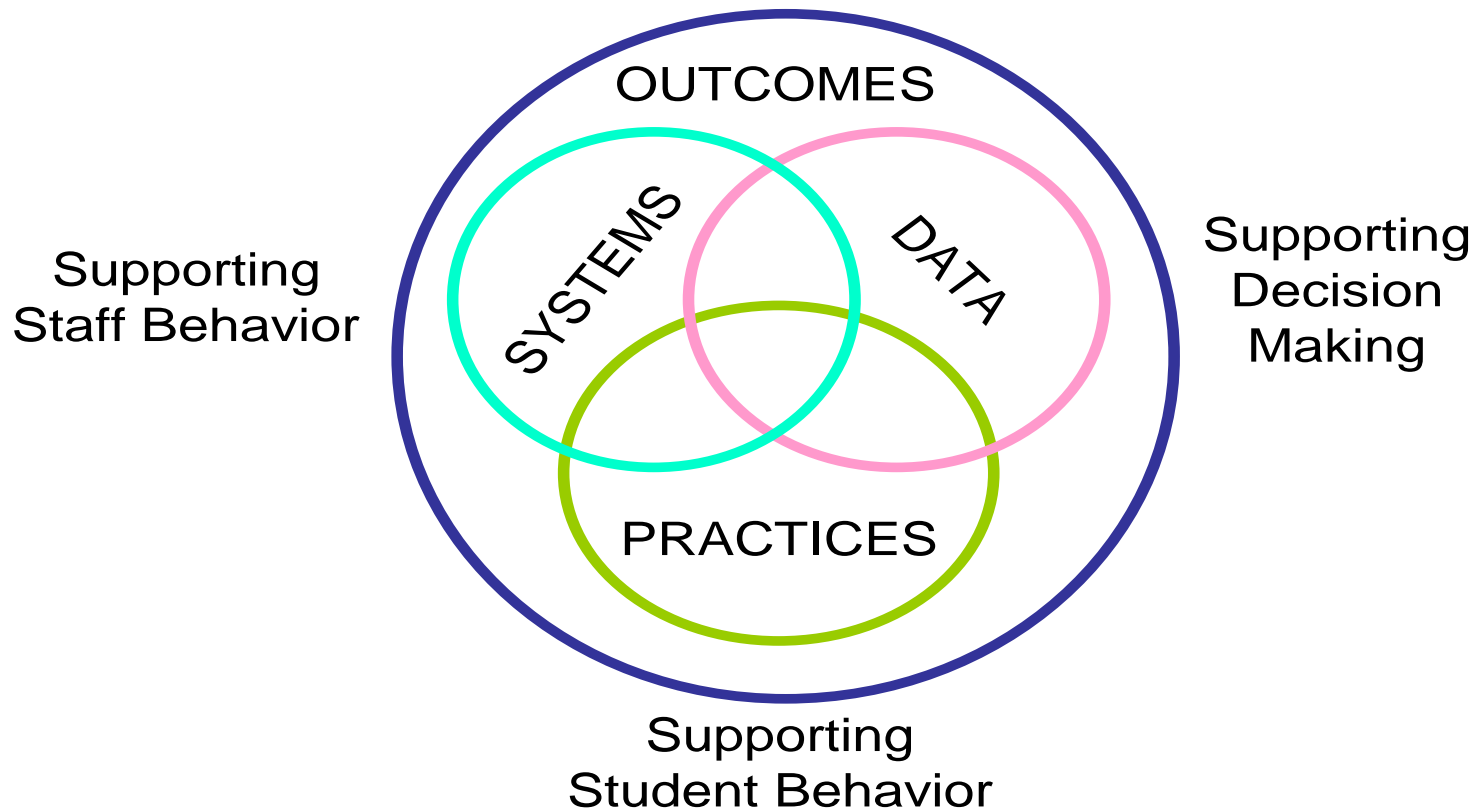
Core Curriculum and Universal Interventions

- All settings, all students
- Preventive, proactive
- School-wide or classroom systems for ALL students and staff



THE “3-CIRCLES” OF PBIS

Supporting Social Competence &
Academic Achievement



WHAT IS “STAFF BUY-IN”?

- ✘ IPI says: 80% of staff support & are “invested” in PBIS
- ✘ BOQ says: faculty are 1) aware of behavior problems via data sharing, 2) involved in establishing and reviewing goals, 3) provide feedback throughout the year
- ✘ SET says: 90% of staff can recite rules, teach expectations, hand out “gotchas”, and distinguish between classroom- and office-managed behaviors

“IT’S ALL ABOUT SHARED OWNERSHIP.”

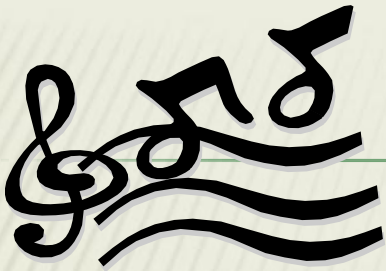
MEANING 80-90% OF STAFF...

- ✓ provide input in identifying school’s problems, establishing goals for improvement, and developing procedures related to PBIS
- ✓ follow through with all school-wide decisions, regardless of their individual feelings for any particular decision
- ✓ commit to positive behavior support systems each year

TWO MINUTE TASK



“Size Up Your Staff”



“THERE MUST BE 50 WAYS TO LEAD YOUR
TEACHERS.”

BUT WE’RE COVERING ONLY THE TOP TEN!

1. Build & Maintain Administrator Support
2. Educate Staff ... Continuously
3. Provide “Technical Assistance”
4. Ensure Effective PBIS Team Processes
5. Get Honest about Behavioral Issues in your Building
6. Feed Them the Data
7. Empower the Staff
8. Be Savvy in your “Marketing Plan”
9. Acknowledge Staff & Plan for S-W Celebrations
10. Recommit Each Year

1. BUILD & MAINTAIN ADMINISTRATOR SUPPORT

- ❑ Establish a working relationship between 1-2 team members & admin
- ❑ Specifically define what you need
- ❑ Explain the cost-benefit
- ❑ Make it easy & painless ... “script it”
- ❑ Recognize their power
- ❑ Share PBIS expectation

PBIS NEWS:

*BE RESPECTFUL *BE RESPONSIBLE *BE READY

The PBIS Team met on:

The biggest issue discussed was:

The PBIS “Principal Practice” we need is:

The Hopeful outcome is:

Results will be reviewed on:

The PBIS Team met on: Dec.. 13, 2010

The biggest issue discussed was: staff inconsistently distributing "shamrocks"

The PBIS "Principal Practice" we need is: conduct daily walk-through and hand out special principal shamrocks to staff you observe implementing our PBIS practices (esp. using shamrocks appropriately w/students)

The Hopeful outcome is: more even distribution of shamrocks, ultimately reducing behavior infractions/ODR's

Results will be reviewed on: March 13 & April 15, 2010

2. EDUCATE STAFF ... CONTINUOUSLY

- ❑ Provide training in “big picture ideas” and specific implementation procedures
- ❑ Mirror teaching strategies we use with students (Define expectations, teach, guided practice, monitor, reinforce, & “boosters”)
- ❑ Dispel myths about PBIS
- ❑ Prevent back-sliding (esp. during challenging months)
- ❑ Plan for staff turn-over (PBIS Mentors, materials to read & sign, orientation plans)

CREATIVE IDEAS TO EDUCATE STAFF

- ❑ Annual PBIS Review
- ❑ Mini-lessons embedded in staff meetings
- ❑ PBIS-grams in mailboxes
- ❑ E-mail “PBIS Alerts”
- ❑ Daily PBIS reminders thru announcements
- ❑ Video-taped skits & demos
- ❑ Pop quizzes, survey monkey

3. PROVIDE “TECHNICAL ASSISTANCE” AS NEEDED

- ❑ Monitor fidelity of implementation, *generally*, and train as needed
- ❑ Randomly interview staff about the use of effective practices and correct errors
- ❑ Review data by teacher & provide *direct* support
- ❑ Guide & practice before independent implementation
- ❑ Provide documentation of procedures for reference purposes (i.e. Staff Handbook)

4. ENSURE EFFECTIVE PBIS TEAM PROCESSES

- ❑ Establish effective operating procedures for team meeting (protected schedule, reminders, notes, agenda, respect time limits, etc.)
- ❑ Use subcommittees
- ❑ Tip membership in favor of “the doers” but include a “nay-sayer” or two. Ask, “Who could help and be a positive influence?” and think outside the box
- ❑ Provide flow of communication: In and Out

EXAMPLES

- 1) Team Meeting Agenda
- 2) Subcommittee structure
- 3) “PBIS-grams” or “PBIS Alerts”
- 4) Staff survey

5. GET HONEST ABOUT ISSUES IN YOUR BUILDING

- ❑ Secure admin. support; it is KEY!
- ❑ Establish a kind of open forum, a means by which individuals can report concerns w/o fear of reprimand
- ❑ Support a “community of practice” mindset & “shared ownership” in the decision-making process

“GET HONEST” STRATEGIES

- ❑ Periodic “town hall” with specific topic
- ❑ Suggestion Box w/a guaranteed response procedure
- ❑ Use of problem-solving group, advisory committee
- ❑ School-specific staff surveys

ONE MINUTE “PAUSE”



Any of the 5 Strategies covered thus far seem like a powerful option for your team to consider?

6. FEED THEM THE DATA & PROVIDE OPPORTUNITY FOR DISCUSSION

- ❑ What data? ODR & the Big 5, Achievement, ISS/OSS, evaluation data (IPI, BOQ, SET), Cost/Benefit analysis, Staff Survey data, Student Survey data, **School-specific problem-solving data**
- ❑ When? Continuously and immediately
- ❑ Who? Variety of stake holders (to fuel the “shared ownership” mindset)
- ❑ Where? Multiple venues (staff mtg, staff lounge, announcements, summary in mailboxes, etc.)

SHARING DATA: BE CREATIVE

- ❑ SWIS or AS400 charts & graphs
- ❑ Jeopardy format
- ❑ Family Feud format
- ❑ Quiz format
- ❑ Conduct staff survey & analyze data “on-site” during a staff meeting
- ❑ Data board in lounge
- ❑ Mailbox “news flash”



S-W Rules	Data	Positive Reinforcement	Discipline	PBIS General
<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>
<u>40</u>	<u>40</u>	<u>40</u>	<u>40</u>	<u>40</u>
<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>

7. EMPOWER STAFF

- ❑ Demonstrate the link between adult behavior and student behavior
- ❑ Provide a means by which staff can easily be engaged in the PBIS initiative
- ❑ Be responsive to needs as well as strengths

PBIS FEEDBACK FORM

**PBIS IS A SCHOOL-WIDE INITIATIVE.
YOUR FEEDBACK IS VERY IMPORTANT TO US.**



**Your
opinion
matters.**

1. I would like to:

- Offer a suggestion
- Volunteer my services or time
- Lodge a complaint
- Ask a question
- Acknowledge a success
- Ask for help

2. Briefly describe feedback:

**3. If lodging a complaint, please
offer a suggestion:**



**What do
you
think?**

8. BE SAVVY IN YOUR “MARKETING PLAN”

- ❑ Make the development/maintenance of “a positive, supportive learning climate” a top school improvement goal
- ❑ Implement a “try before you buy” notion for rollout of new policies or procedures, if needed
- ❑ Develop a marketing plan for renewed commitment each year...public staff PBIS contract, signed by all
- ❑ Make minor changes that keep it fresh & new

9. ACKNOWLEDGE STAFF & PLAN FOR S-W CELEBRATIONS

- ❑ Acknowledge staff for their work and investment in the process on an individual basis & make it meaningful
- ❑ Invest in “social recognition” of staff (PA announcements, newsletter, e-mail blasts, etc.)
- ❑ Make it fun (through class/grade level competitions, “staff wall of fame”, teacher:teacher nomination process, “traveling trophies”, etc.)
- ❑ Plan for S-W kick-offs & data celebrations

10. RECOMMIT EACH YEAR!!

- ❑ Assess the commitment level of current team members to continue with leadership role, replace members, & strategically invite new members
- ❑ Directly assess staff buy-in through a quick survey process, signing a commitment banner or support contract, “exit ticket” process with admin., etc.,
- ❑ Develop a “do-able” action plan each year, periodically review progress, & make adjustments as needed
- ❑ Consider planning for a “kick off” to jumpstart the year

STAFF COMMITMENT BANNER

We Honor Our Bees!

Mrs. Conley

Mrs.
Hops

Ms. Van Metre

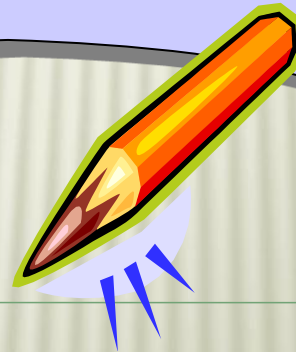
Mr. Smith

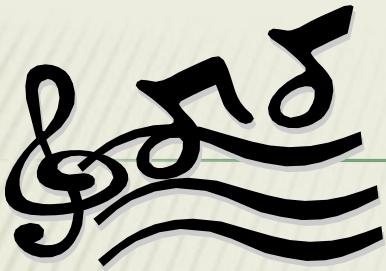
Mrs. Wright

Mr.
Cooper

Ms.
Temple

Mr.
Principal





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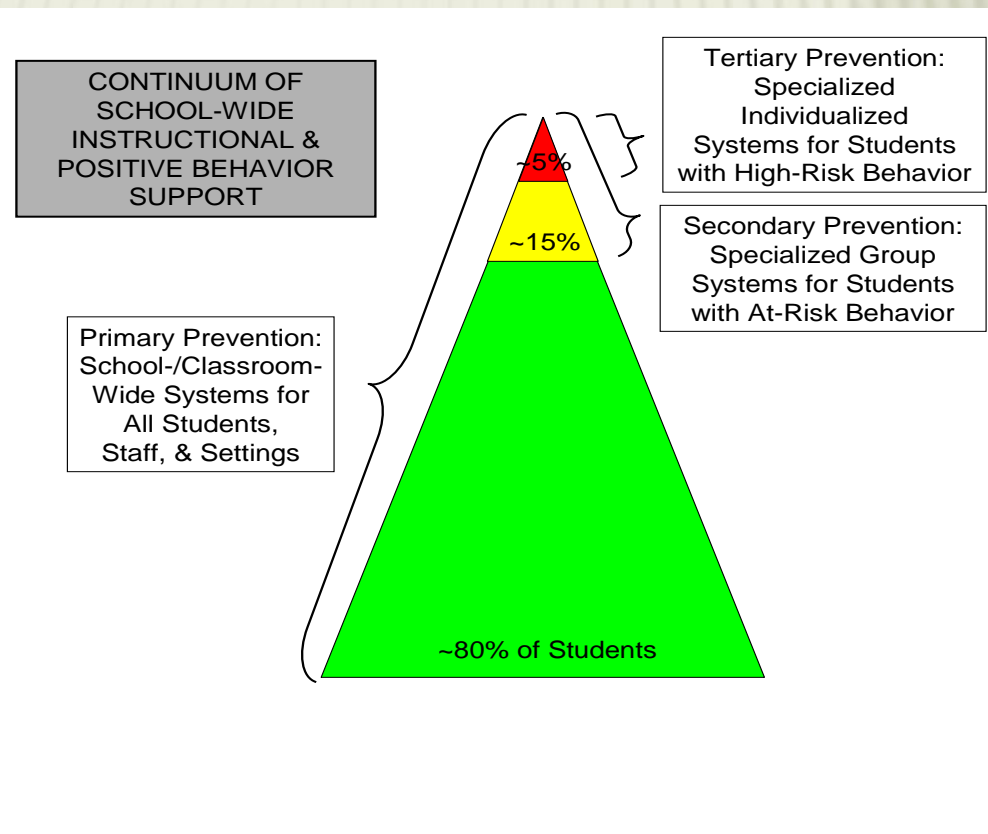
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ONE MINUTE “PAUSE”



Any of the 10 Strategies covered seem like a powerful option for your team to consider?

REMEMBER, “THE TRIANGLE” APPLIES TO STAFF AS WELL AS STUDENTS!



I DON'T HAVE TIME TO DO ALL THIS...

Which fits your busy schedule better, exercising one hour a day or being dead 24 hours a day?



STAFF REINFORCEMENT STRATEGIES

- ✘ How do we recognize staff?
- ✘ Think about what we provide for students-
 - > Tangible
 - > Social Recognition
- ✘ How do we know what staff want?
 - > Ask/survey them to see what they want, what interests them



TANGIBLE REINFORCEMENT STRATEGIES



❖ Example- Staff receive incentive when “gotcha” that have been turned in by students are drawn (weekly, monthly, etc.)

- Gift cards (store, restaurant, services, gas, movies)
- Money to lunch account
- Food/snacks- for meetings, for individual incentives, ice cream truck for staff only
- School supplies (stock a “staff store”)
- Flowers/plants
- Administrator and staff member trade jobs or administrator covers for a staff member



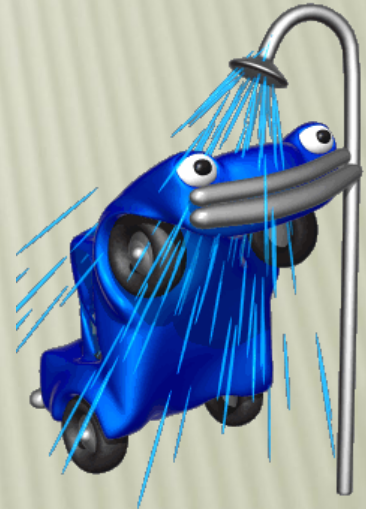
TANGIBLE- CON'T



- Auctions
- GOOSE passes- Get Out of School Early pass
- Rent the principal's chair for a day
- 5 minute manicures or a masseuse
- Pair up with another PBIS school for a PBIS staff social and share good ideas, staff accomplishments (provide ice cream or some snack)
- Administrator "kidnaps" a class after an Encore or UA/RA class and takes them somewhere else. Send a message to the teacher that they have 20 minutes free time.

TANGIBLE- CON'T

- Valet parking for a day
- Scrape ice/snow off windshield of Staff of the Month's car
- Lunch off campus
- "Preferred" parking Spot
- Administrator's special gotcha's- given out to staff when see demonstrating PBIS principals
- Make a deal with the staff. "If we have 100% attendance for the _____ (a specific day, week, event, testing, etc.) then the PBIS staff will wash everyone's car on a non-rainy day.



SOCIAL RECOGNITION REINFORCEMENT STRATEGIES

- ❖ Example- ways to acknowledge staff through a public means.
 - Class competitions/Traveling Trophies- Golden Trash Can, Golden Plunger, Golden Spatula
 - Staff to Staff awards/recognitions
 - Wall of Fame- either staff or student nominated and then posted
 - Announcements
 - Thank you cards
 - Secret Pal

SOCIAL- CON'T

- Care Bears/ Pass the Fish, mascot
- Honor time limits at meetings, etc./stick to agenda
- Teacher or Staff of the Month
- Newsletters
- Websites
- Postcards
- Emails from parents
- Back to School Night/Parent Night
- Good Deed Tickets
- PBIS Themed t-shirts

SOCIAL- CON'T

- Identify what each staff member does best and have an “Academy Awards” ceremony with statues/certificates for each person. Invite parents to attend.
- Name the conference room after an employee each week and make sure to use that name when calling people to it. Post the name on the door. Base the choice on someone who has given a lot of gotchas that week.
- Post goals in teachers’ lounge and graph results. Referrals per grade, attendance, positive phone calls home, etc...

SOCIAL- CON'T

- Take an old real estate sign and paint it with white enamel paint or chalkboard paint. Each day when the staff are pulling into the parking lot let them see the PBIS team has written a special thank you to one staff member for something outstanding each day.
- Model behavior by acknowledging each other by name
- Daily Trumpets

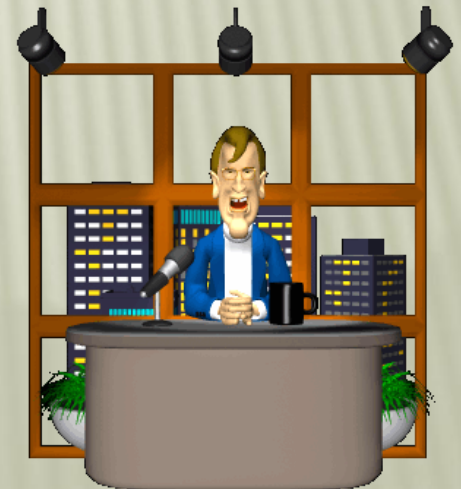
BOXER OR BRIEFS???

- ✘ Give out the Depends Award during staff meeting. Take a pair of Depends TM Undergarments and spray paint them gold. Give out the Depends Award to the most dependable person each week. This is an award they can keep until it is passed on to the next person. Be specific about how each person is dependable.



LATE NIGHT WITH.....

- ✘ Ask parents to send in praise via email. At the end of the day (week, staff meeting, post in faculty room), do a David Letterman's mail bag and read the kudos that came in via email about staff members. Give kudos to the parent who shared by sending a hand written note with "gotcha" for student. It won't take long for word to spread that compliments are appreciated.



QUESTION?????

PBIS is about changing _____
behavior.

EMOTIONAL RESPONSES TO CHANGE

- ✖ Fear
- ✖ Apathy
- ✖ Grief
- ✖ Confusion
- ✖ Anger
- ✖ Discomfort



SUPPORTING SYSTEMIC CHANGE

- ✘ Those involved in the school must **share** :
 - + a common dissatisfaction with the processes and outcomes of the current system
 - + a vision of what they would like to see replace it
- ✘ Problems occur when the system lacks the knowledge of **how to initiate change** or when there is **disagreement about how change should take place**

6 RECOMMENDATIONS FOR WORKING WITH RELUCTANT STAFF MEMBERS



RECOMMENDATION #1

Don't take resistance personally.

Maintain Your objectivity

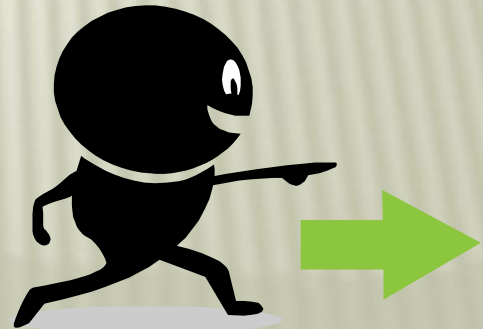
RECOMMENDATION #2

Enter the system physically and psychologically as a first step



RECOMMENDATION #3

Begin where people are, not where you want them to be.



RECOMMENDATION #4

Focus on Strengths, not Deficits



RECOMMENDATION #5

Overtly identify mutual goals.



RECOMMENDATION #6

Gently confront



DISCUSSION

- ✘ Think about a time when someone gave you feedback.
- ✘ What made this feedback effective- or not effective?
- ✘ How might the feedback have been improved?

INEFFECTIVE CONFRONTATION

- ✘ Is Judgmental
- ✘ Fails to acknowledge discrepancies
- ✘ Fails to empathize
- ✘ Imposes conclusions or assumptions.

EFFECTIVE CONFRONTATION

- ✘ Is genuine.
- ✘ Involves empathy for the other person's perspective.
- ✘ Focuses on discrepancies in what someone does, says or feels.
- ✘ Is stated tentatively.

GENTLE CONFRONTATION SAMPLE FORMAT

I/We appreciate... *the fact that you volunteered to be on the PBIS committee and attend many meetings.*

I/We know that ...*you want to support the implementation of PBIS at our school.*

We're/I'm wondering if ...*we could find a role (duties, responsibilities) of the committee that fit into your schedule.*



CHALLENGES

- Reasons for making changes are not perceived as compelling enough
- Staff feel a lack of ownership in the process
- Insufficient modeling from leadership
- Staff lack a clear vision of how the changes will impact them personally
- Insufficient system of support

SOLUTIONS

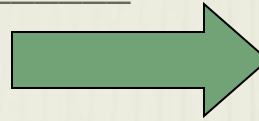
- Develop a common understanding
- Enlist leaders with integrity, authority, resources and willingness to assist
- Expect, respect and respond to resistance (encourage questions and discussion)
- Clarify how changes align with other initiatives
- Emphasize clear and imminent consequences for not changing
- Emphasize benefits
 - × Conservation of time/effort
 - × Alignment of processes/goals
 - × Greater professional accountability
- Stay in touch with peer leaders during the change process

WORK PERIOD #1: 15 MINUTES

1. Assess your staff status. Do you have 80% onboard?
2. Review available data...IPI, BOQ, SET, &/or staff survey information. Select a focus.
3. Choose one or two strategies that may work for you and plan for implementation using the 3-Circles Problem Solving Sheet.

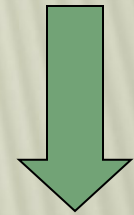
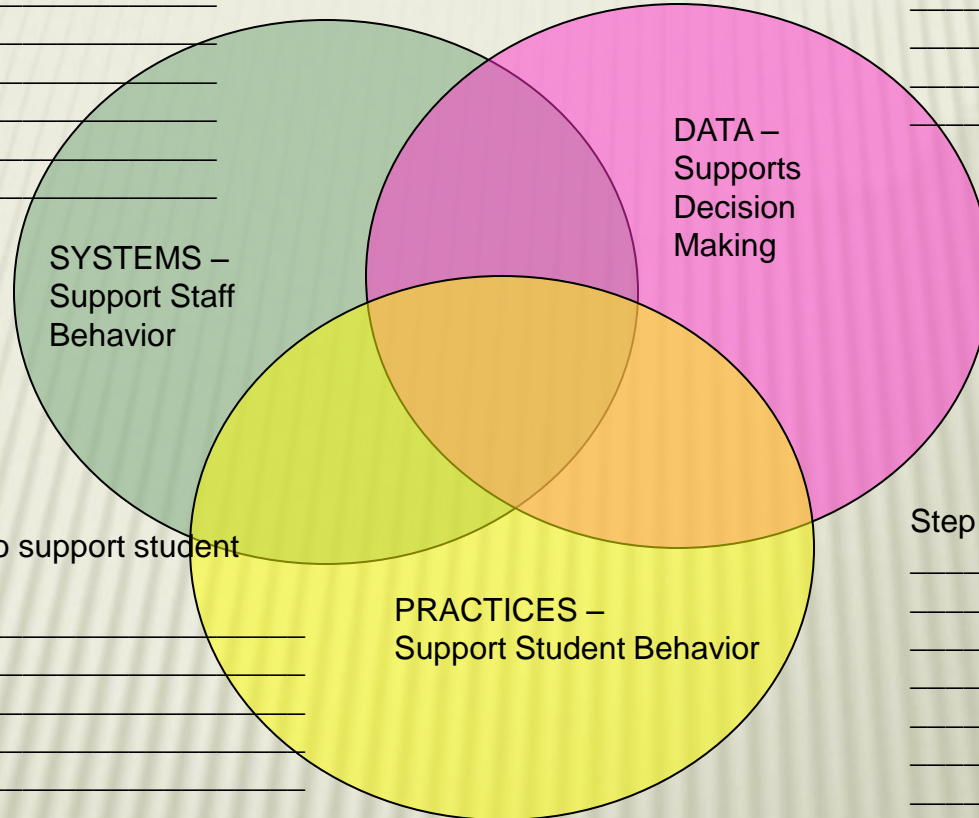
PBIS “3-Circles” Problem-Solving Worksheet: Staff Support

Targeted Strategy: _____



Step 1: What does the data say?

Step 4: What will we do to support staff?



Step 2: What is the goal?

Step 3: What will we do to support student behavior?



PBIS “3-Circles” Problem-Solving Worksheet: Staff Support

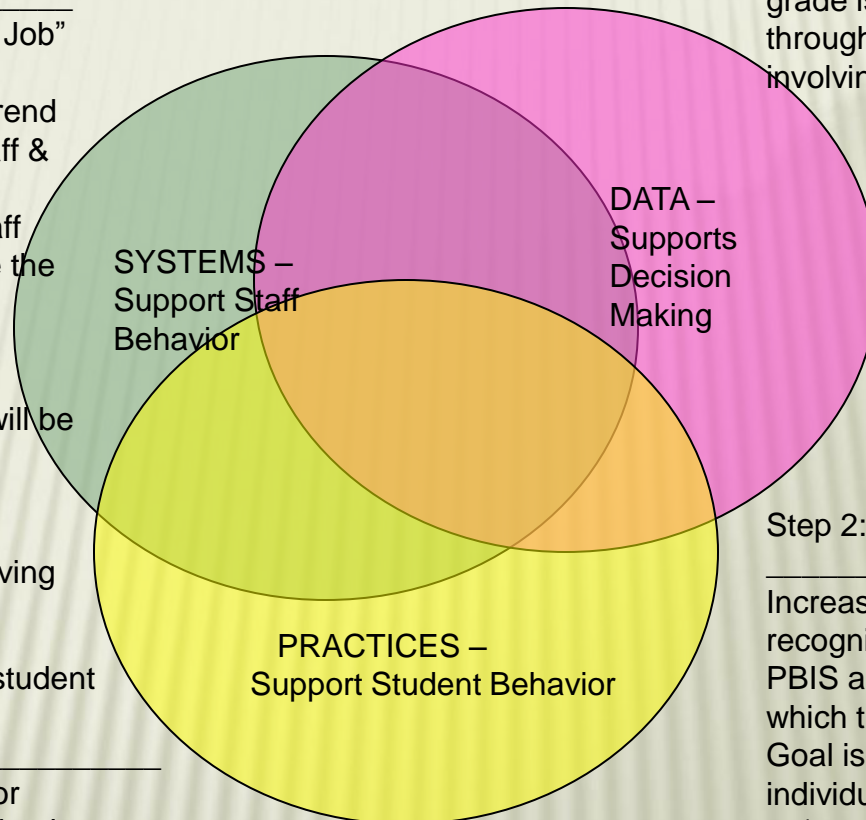
Targeted Strategy: Acknowledge Staff & Plan for S-W Celebrations

Step 4: What will we do to support staff?

- 1) Admin will use a special “Top Job” gotcha to distribute to staff.
- 2) At least quarterly, a positive trend in data will be shared with staff & a small celebration planned.
- 3) PBIS Team will select one staff member per month to receive the “Bravo Bear” Award.
- 4) Implement a staff-to-staff “Bragging Bear” system.
- 5) Recipients of above awards will be highlighted in the school newsletter and on announcements.
- 6) Year end celebration of achieving PBIS –related goals!

Step 3: What will we do to support student behavior?

- 1) Students will nominate staff for recognition by completing a simple “Good Job” slip that will be posted on the Staff Wall of Fame.
- 2) Students will be informed of the Staff Behavior matrix and empowered to compliment staff.



Step 1: What does the data say?

Presently, one staff member per grade is recognized each month through student drawing system involving random selection.

Step 2: What is the goal?

Increase the number of staff recognized for their support of PBIS and the frequency with which they are acknowledged. Goal is to have all staff individually recognized at least 2x/year.

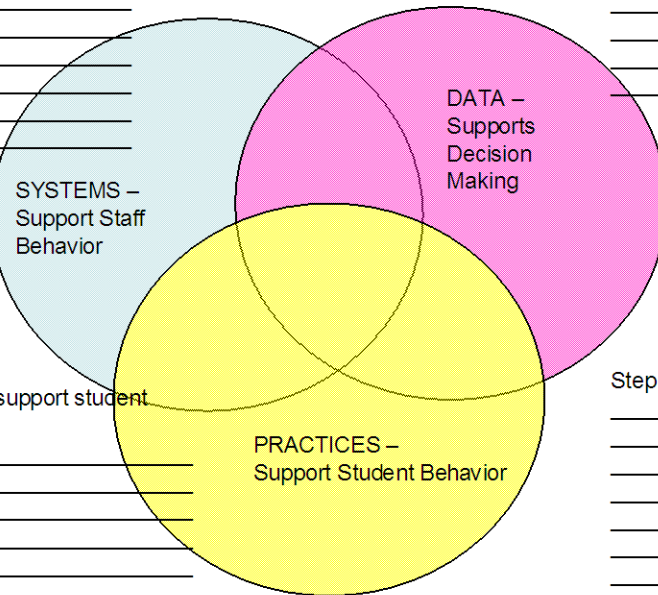
WORK PERIOD #2: "CARRY ON!" (15 MINUTES)

PBIS "3-Circles" Problem-Solving Worksheet: Staff Support

Targeted Strategy: _____

Step 4: What will we do to support staff?

Step 1: What does the data say?



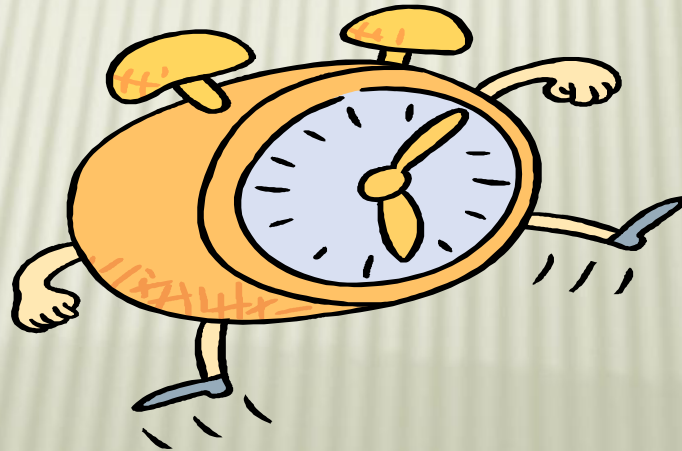
Step 3: What will we do to support student behavior?

Step 2: What is the goal?



TEAM REPORT OUT

We have ___ teams represented here, and 10 minutes allowed. Each team gets ___ minutes to share!



WRAP-UP AND EVALUATION

- Closing Comments
- Questions

