Systems and Structures for Sustainable PBIS Implementation

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OUTCOME: SUSTAINED PBIS IMPLEMENTATION REQUIRES RELENTLESS FOCUS

It’s A Process…Be Patient
AGENDA

➤ What is your dream?
➤ PBIS at DBS
  ➤ Doing the Work
  ➤ Moving Beyond Crisis Thinking
➤ A Relentless Focus
➤ Behavior is a Teachable Moment for ALL
➤ Process is Important
➤ It’s Okay to Tap Out
➤ Building the Nest
➤ Q and A
He's got a dream!
He's got a dream!

See, I ain't as cruel and vicious as I seem!
Though I do like breaking femurs
You can count me with the dreamers
Like everybody else
I've got a dream!

https://www.youtube.com/watch?v=Bate_tvVUpk
THE DOTHAN BROOK SCHOOL TIMELINE

➤ Initial PBIS implementation in 2009

➤ Rebooted in 2011/12 with SW Universal Committee

➤ Attended targeted training spring 2012

➤ Completed intensive training during BEST 2013

➤ Sent 18 staff members to BEST 2016

➤ 12 staff members attend BEST 2018

➤ Return to whole staff universal committee 2018/19
2011/12

➤ Staff Meetings Devoted To PBIS
➤ Fun Actives To Build Staff Cohesion
  ➤ Minute to Win It
  ➤ Group Walk
➤ 5 Committees (Assembly, Parent Communications, Expectations, Staff Support, Data, Positive Recognition)
➤ Practiced Looking At Data
➤ Targeted Training Spring
STAFF MEETING AGENDA

- Staff meetings are valuable
  - (30 teachers) ($25/hour) (1.5 hours) = $1125/meeting

- Action/Learning Oriented Agenda
  - Collaborative Work (20 minutes)
  - Opening (15 minutes)
  - Nuts & Bolts (10 minutes)
  - Group Learning on Action Plan Goal (45 minutes)
    - Two School Wide Goals (Depth not Breadth)

- Most final decisions are made in applicable committees
I notice…
(The facts)

Hmmm???
(Connections)

I wonder???
(Action)

National School Reform Faculty
Moving Beyond Crisis Thinking

2012/13

- Otter Club—Targeted Supports
- Shifted Staff To Hire An Additional .5 School Counselor
- Scheduled Monthly Grade Level Team Time to look at Data
- One staff meeting per month devoted to PBIS
- Unity Day
STAFFING

➤ Goals
  ➤ Provide interventions at the lowest possible tier
  ➤ Limit program disruptions
➤ Universal
  ➤ 1.8 School Counselors
➤ Targeted
  ➤ Otter Club Staff
  ➤ Utilize Related Arts Staff (Gear-up & Mentoring)
➤ Intensive
  ➤ Two special educators with behavior/social thinking expertise
  ➤ Two para educators to support behavior special educators
  ➤ Mental Health Clinician
  ➤ One school counselor “case-manages” wrap around plans for non-special education students
## Intensive Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Grade Levels</th>
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</thead>
<tbody>
<tr>
<td>Special Educator</td>
<td>K, 1, 2</td>
</tr>
<tr>
<td>Special Education Support Staff</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>.8 FTE School Based Clinician</td>
<td>K, 1, 2, 3, 4, 5</td>
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</tbody>
</table>
A Relentless Focus

2013/14

➤ Golden Paws
➤ Second Step SW Block
➤ Start to explore Intensive PBIS
➤ Focus on Growth Mindset & Positive Specific Praise—Video Analysis
➤ Trauma Informed Reading Groups
➤ Piloted universal screening
### Team Data Review

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Art</th>
<th>Music</th>
<th>Library</th>
<th>PE</th>
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<td><strong>3</strong></td>
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<td><strong>KR</strong></td>
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<td></td>
<td><strong>2S</strong></td>
<td><strong>3G</strong></td>
<td><strong>2P</strong></td>
<td><strong>KM</strong></td>
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*Arts Integration Block--Common Planning Time for Classroom Teachers. Art, Music and Library teachers will facilitate the instruction.*

<table>
<thead>
<tr>
<th></th>
<th>KS</th>
<th>1B</th>
<th>1T</th>
<th>1R</th>
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<tbody>
<tr>
<td><strong>K</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>3S</strong></td>
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### SW Second Step

<table>
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<tr>
<th>Tuesday</th>
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<tbody>
<tr>
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<td></td>
<td><strong>Gear Up</strong></td>
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<td><strong>Social Skills Time</strong></td>
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<tr>
<td><strong>3S</strong></td>
<td><strong>3P</strong></td>
<td><strong>2G/G</strong></td>
<td><strong>2S</strong></td>
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<td><strong>3S</strong></td>
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<tr>
<td><strong>5B</strong></td>
<td><strong>4W</strong></td>
<td><strong>4T</strong></td>
<td><strong>5T</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>1R</strong></td>
<td><strong>Chorus</strong></td>
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<tr>
<td><strong>KR</strong></td>
<td><strong>PP</strong></td>
<td><strong>KS</strong></td>
<td><strong>3P</strong></td>
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<tr>
<td><strong>2G/N</strong></td>
<td><strong>2S</strong></td>
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<td><strong>1B</strong></td>
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### WIN & Gear Up

<table>
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<th>PE</th>
<th>WIN</th>
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<tbody>
<tr>
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<td><strong>2J</strong></td>
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<tr>
<td><strong>3V</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>3R</strong></td>
<td><strong>K</strong></td>
</tr>
<tr>
<td><strong>Pre-K</strong></td>
<td><strong>WIN</strong></td>
<td><strong>Support</strong></td>
<td><strong>K</strong></td>
<td><strong>2/3</strong></td>
<td><strong>4Red</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>4Blue</strong></td>
<td><strong>2/3</strong></td>
</tr>
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</table>
Behavior is a teachable moment for ALL

Stop Name Your Feeling Calm Down

BECAUSE You are a Social Detective!

2014/15

➤ Staff-to-Staff Behaviors

➤ Fully integrate special education into intensive

➤ SpEd case management started to shift to provide more continuity of services

➤ Moved students who are exhibiting red zone behaviors outside of Otter Club

➤ Individual goals on CICO Forms

➤ Interest Driven Staff Meetings
We care about each other’s feelings.
   ◦ If there is a conflict, make/ask for time to address it by
     • Discussing concerns directly with the other person(s) involved, using face-to-face communication.
     • Presuming, and trusting, that intentions are positive
     • Using “I” statements to share your perspective and observations
     • Be conscious of your words and judgements
   ◦ Ask others for help when you need it and be open to others’ suggestions.
   ◦ Be a respectful listener (eyes watching, ears listening, body still, voice quiet)
   ◦ Create a professional, safe, and inclusive environment that encourages all to participate and add input.
   ◦ Understand that we are all developing our craft and are at different stages (mistakes will be made and we learn from them).

We keep ourselves and others safe.
   ◦ Create a safe environment where everyone can be heard, participate and take risks
   ◦ We will use materials and technology safely and responsibly.
   ◦ If you recognize an unsafe situation, it is your duty to address it.

We are responsible for what we say and do.
   ◦ Keep concerns within the group that is involved and respect confidentiality (Be aware of who is around when a problem/concerned is aired).
   ◦ Presume you might not know the whole story, and that you might not be able to know the whole story.
   ◦ Be flexible.
   ◦ Take time to ask people about their perspectives, needs, and understandings. Ask, “What do you think about it?”; Make time and structure meetings for everyone to speak and add their input.
   ◦ Honor your responsibility to ask for help, accept help, and offer help.
2015/16

» Extended Pre-K Option & Mental Health Partnership
» One counselor devotes time to K/1 & Intensive Learners
» Recess as a learning opportunity
» **Staff Created BSP**
» Crisis Team Coordinated Response Procedures
» Monthly Staff Recognition
Why do we create behavior plans?

What data do we/should we collect?

What information should be included in an effective BSP (Name, Description, Data Source)

Jig Saw Looking at 7 different BSPs

Select Information for draft BSP Template

Fish bowl of BSP meeting to get whole staff feedback

Revise & plan for use
As we work together to restore hope to the future, we need to include a new and strange ally—our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think.


2016/17

➤ Natural Consequences
➤ Initial Implementation of Common BSP
➤ 4th and 5th Grade Advisory
➤ Crisis Team Collaboration
It’s BORING - DBS 5th Grade Students
2017/18

➤ What I Need

➤ Real Time BSP Data Tracking

➤ Alignment of intensive social skills approaches between K to 2 and 3 to 5.

➤ PBIS Instructional Coaches

➤ Crisis team deescalation training

➤ Weekly staff recognition along with monthly recognition

➤ Too Much Business

It’s Okay to Tap Out
Building the Nest


2018 AND BEYOND

➤ Universal Re-rollout
➤ On-boarding New Staff
➤ Restorative Practices
➤ Student Voice
➤ Resiliency & Staff Self Care
THIS IS HARD WORK...BUT IT'S WORTH IT!

Q & A