PBIS Faculty Ownership and Buy-in from Implementation to Emergent/Operational

Chris Briggs
*Georgia Network for Educational and Therapeutic supports*, chris.briggs@gscs.org

Lauren Flanagan
*Georgia Network for Educational and Therapeutic Supports*, lauren.flanagan@gscs.org

Cris Craft
*Georgia Network for Educational and Therapeutic Supports*, cris.craft@gscs.org

JauNessa Jackson
*Georgia Network for Educational and Therapeutic Supports*, JauNessa.Jackson@gscs.org

Jill Braswell
*Georgia Network for Educational and Therapeutic Supports*, jill.braswell@gscs.org

*See next page for additional authors*

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Presenter Information
Chris Briggs, Lauren Flanagan, Cris Craft, JauNessa Jackson, Jill Braswell, Pete Alexander, Heidi Thompson, and Donna Boggs
PBIS FACULTY OWNERSHIP AND BUY-IN FROM IMPLEMENTATION TO EMERGENT/OPERATIONAL STATUS

Lauren Flanagan
Heidi Thompson
Cris Craft

Mainstay Academy Griffin GNETS
Learning Targets

• Participants will be able to list examples of stakeholders’ participation required in the implementation of PBIS.
• Participants will be able to identify examples of creative ways to motivate staff.
• Participants will be able to articulate how to identify and creatively problem solve issues that may arise during the PBIS process.
House Keeping

• Session Norms

• Ice Breaker Activity:
  • Take a moment and think of something that you have accomplished or are proud of in your life.
Mainstay Academy Adopted a BABY!

- Name: Positive Pete
- Place of Birth: Oregon, USA
- Training for Adoptive Parents: June 3-5, 2013
- Date of Delivery to Adoptive Parents: August 5, 2013
- 1st Birthday Celebration: August 5, 2014
Our Adoption Team
Some Important Characteristics of Our Adoptive Family

• Strong relational connection among our team
• A common belief that positive behavior can be learned / taught
• Committed / Dedicated
• Enthusiastic
• Hard Working
• Comfortable with collaboration
• Supportive and positive
The PBIS Team had a retreat before the 2013-2014 school year began to address implementation and our action plan. We have also had PBIS Potlucks throughout the last two years to continue to address action plan items.
Family Preparation

• Mainstay Academy’s PBIS Core Values
  • Safety, Respectfulness, and Responsibility

• Mainstay Academy PBIS Mission:
  • It is our mission to work as a community to create a safe, positive and therapeutic school environment where students and staff members are taught and acknowledged for appropriate behavior. It is also our mission to facilitate positive behavior change, academic growth and emotional growth in our students and faculty.
The Implementation Plan: Baby Pete's Developmental Milestones

1. PBIS Team
2. Data Entry and Analysis
3. Clear School-Wide Expectations and Rules
4. Teaching Behaviors
5. Recognition & Rewards System
6. Effective Discipline Process
7. Faculty Commitment
8. Implementation / Action Plan
9. Classroom Behavior Supports
10. Evaluations and Assessments
The Extended Family presented our biggest challenge

- Faculty and staff acceptance and commitment to PBIS
- Our enthusiasm had to be contagious
- Adoption had to be easy, fun and rewarding
- Baby Pete had to look like part of the family
An Adoption Celebration!
Faculty Commitment: An Adoption Celebration!

Congratulations on your PBIS Adoption!
The PBIS “Umbrella”
Effective Discipline Process

Student Achievement Model

Reclaiming Youth International
Equipping Adults to Work With Today’s Youth

MindSet Consulting Services, LLC.
Crisis Prevention Strategies and Physical Restraint Training
## Expectations & Rules: Our Mainstay Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Classroom</th>
<th>Bus</th>
<th>Cafeteria</th>
<th>Gym</th>
<th>Restroom</th>
<th>Hallway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Walk.</td>
<td>Keep hands and feet and objects to self and inside the bus.</td>
<td>Walk.</td>
<td>Maintain personal boundaries.</td>
<td>Enter only when unoccupied – one person at a time.</td>
<td>Walk.</td>
</tr>
<tr>
<td></td>
<td>Maintain personal space.</td>
<td>Voice tone level (0-1)</td>
<td>Maintain personal space.</td>
<td>Wear appropriate clothes and footwear for the activity.</td>
<td>Report problems, vandalism, etc.</td>
<td>Maintain personal space.</td>
</tr>
<tr>
<td></td>
<td>Remain in designated area.</td>
<td>Remain in designated seat.</td>
<td>Remain in designated area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use materials/equipment appropriately.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Get teacher’s attention appropriately.</td>
<td>Show courtesy to peers, drivers and monitors.</td>
<td>Use a low voice level (0-2)</td>
<td>Be positive, supportive and courteous.</td>
<td>Keep the facilities clean &amp; undamaged.</td>
<td>Use a low Voice Level (0 – 2)</td>
</tr>
<tr>
<td></td>
<td>Listen Politely to others.</td>
<td>Have appropriate conversation.</td>
<td>Use appropriate language and comments.</td>
<td>Demonstrate good sportsmanship.</td>
<td>Knock first &amp; respect the privacy of others.</td>
<td>Use appropriate language and comments</td>
</tr>
<tr>
<td></td>
<td>Use appropriate language, comments and voice level (0-2.)</td>
<td>Follow directions.</td>
<td></td>
<td></td>
<td></td>
<td>Look with your eyes only.</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Follow all rules/directions.</td>
<td>Accept changes and delays.</td>
<td>Use polite table manners.</td>
<td>Resolve conflicts appropriately.</td>
<td>Use the toilet / urinal appropriately.</td>
<td>Go directly to your destination.</td>
</tr>
<tr>
<td></td>
<td>Be prepared.</td>
<td>Get on and off the bus carefully.</td>
<td>Follow staff directions.</td>
<td>Use equipment appropriately.</td>
<td>Flush.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actively participate in class.</td>
<td>Go directly to your destination.</td>
<td>Keep eating area clean.</td>
<td></td>
<td>Wash hands.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete all assignments.</td>
<td></td>
<td>Get all necessary items as you go through the line.</td>
<td></td>
<td>Throw trash in trash can.</td>
<td></td>
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</tbody>
</table>
Mainstay Moola for Staff

__BE SAFE
__BE RESPONSIBLE
__BE RESPECTFUL

__CAFETERIA
__RESTROOM
__HALLWAY
__CLASSROOM
__GYM
__BUS

Date: _________

FLANAGAN
Staff Motivation: Buying into the PBIS Process
Rewards & Recognition for Staff

• Our team members go out into the community to ask for donations for our staff rewards that included:
  • Gift Certificates to Local Businesses
  • Gift items
  • Tickets
  • And More…. 
Staff Survey

- The PBIS team created a staff survey through Survey Monkey to identify ways to acknowledge staff behavior.
  - Some surprises were:
    - Staff Moola Store
    - Unexpected Planning time – 30 minutes
    - Duty Free Lunch
Rewards and Recognition for Staff

- Creative Reinforcement Planning
  - Coke rewards
  - Kroger Free Friday Deals
  - Canned soup labels
  - Low cost food items
  - Clap out, shout out, etc
Rewards & Recognition for Staff

- Staff Drawings
- Friday Clap Out that includes students and staff
Rewards & Recognition for Staff

• Staff Drawings

• PBIS Staff Members of The Month
Rewards & Recognition for Staff

• **BLOOMER Award** – This award goes to the staff member each quarter that has “bloomed” into a valued PBIS player. The “Bloomer” receives a plant from our Partner in Education, Plant Emporium.

• **PBIS Staff Member of the Month** – This staff member continuously shows the expectations to Be Safe, Respectful & Responsible. Each month, the staff member of the month receives VIP parking for the month and 3 dress down passes.
Special Staff Moola for Targeted Behaviors
Positive Pete’s 2nd Year
Planning for the Birthday Party

• PBIS Team Retreat
  • Plans for the year for staff and students
Positive Pete’s 1st Birthday
The First Year Family’s Learning Curve

• Changes in the immediate and extended family units:
  • PBIS Team Member changes
  • Extreme Faculty Changes within a year
The First Year Family’s Learning Curve

- Planning and implementation issues
  - Did we plan too much?
  - Time constraints

- Did we plan for contingencies in implementing our action plan?
- Most of our issues did not stem from the PBIS Process but rather from things beyond our control.

- Could we sustain the level of reinforcement for staff from year one?
- The team did not actively solicit donations from community members as did in the prior year.
The First Year Family’s Learning Curve

- Implementation to Emergent and Operational
  - How we defined ODR data for GNETS
    - Intensive Interventions and therapeutic teaching interactions - 1st year
      - Increase in behavioral data, specifically out of school suspensions and ODRs, was indicative of behavior from a small group of students.
  - Behaviors with disciplinary actions reported to the state – 2nd year
    - Redefined Majors and Minors according to the state behavior matrix
Family Milestones

- Created excitement and love for Positive PETE
- Staff Buy-In
- Wildcats Ambassador’s Program
- Passport Incentive Program

……As we continue to grow, Pete will grow.
What we have learned…

- PBIS is a process and framework, not a program. There will never be a time we are “finished” with PBIS. It is an ongoing process.

- PBIS is not just for our students. It is for everyone; staff included. Students can also be included in the planning and management of the PBIS Process.

- You must have full support of the administration/leadership.

- IT HAS TO BE FUN!!