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Readiness , Implementation , Now What? Growing PBIS Strategically and Effectively

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GRAYSON ELEMENTARY PRESENTS...



READINESS



IMPLEMENTATION

NOW WHAT?



GROWING PBIS STRATEGICALLY & EFFECTIVELY

A LITTLE BIT ABOUT OURSELVES...

WE ARE GRAYSON ELEMENTARY SCHOOL

LOCATED IN GRAYSON, GEORGIA

- SCHOOL DISTRICT- GWINNETT COUNTY PUBLIC SCHOOLS
- ENROLLMENT- 919 STUDENTS
- PBIS IMPLEMENTATION PERIOD- YEAR 3
- COACH- CARYN LOTT
- TEAM LEADER- HOLLY WALDEN
- COMMUNICATIONS & GRADE LEVEL REP- KRISTIE HORN

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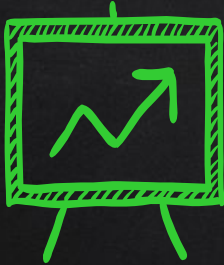


READINESS... IT SEEMS LIKE SUCH A LONG TIME AGO...

- *ESTABLISHING STAFF BUY-IN.

- *DETERMINING SCHOOL WIDE EXPECTATIONS

DEVELOPING:



- * SCHOOL MATRIX
 - * CONSEQUENCE FLOW CHART
 - * REWARDS SYSTEM
 - * AND SO MUCH MORE!!!
-

1ST

YEAR IMPLEMENTATION

- STAFF KICKOFF
- STUDENT KICKOFF
- HANGING POSTERS
- EDUCATING PARENTS
- EDUCATING STAFF
- REWARDS,
REWARDS

- TEACHING STUDENTS THE
EXPECTATIONS
- RE TEACHING THE
EXPECTATIONS
- BUILDING CONSISTENCY AMONG
STAFF
- DATA, DATA, AND MORE DATA



NEXT STEP!

MOVING FROM A FOUNDATION IN PBIS TO
STRATEGIC AND EFFECTIVE GROWTH

WHAT IS YOUR SCHOOL'S MIND SET TOWARDS PBIS?



NEGATIVE/APATHY

- ONE MORE THING ON TEACHERS' PLATE
- TOO MUCH EMPHASIS ON REWARDS
- NOT ENOUGH SUPPORT
- NOT A PRIORITY
- EVERYBODY DOES THEIR OWN THING
- COMPLAINTS

POSITIVE/ENCOURAGING

- COMMON GOALS
- TEAMWORK AND CONSISTENCY
- SUPPORT
- POSITIVE AND CONSTRUCTIVE FEEDBACK
- FREQUENT RECOGNITIONS





LET THE DATA DRIVE THE
MOMENTUM!

NUMBERS DON'T ALWAYS LIE!



- 2014-2015 (PRE-PBIS) - 98 MAJOR REFERRALS
- 2015-2016 (YEAR 1) - 55 MAJOR REFERRALS = 44% DROP
- 2016-2017 (YEAR 2) - 18 MAJOR REFERRALS = 82% DROP

SIGNS OF PROGRESS AFFECT MINDSET



HOW CAN DATA AFFECT THE MINDSET AND CULTURE OF A SCHOOL?

STAFF

- HELPS STAFF TO VISUALIZE AND REALIZE THE GOALS WE ARE SEEKING.
- GIVES STAFF THE NEEDED BOOST TO EITHER BUY-IN OR STICK WITH THE PLAN.
- FEEDBACK BECOMES MORE POSITIVE AND CONSTRUCTIVE.

STUDENTS

- STUDENTS RECOGNIZE THE SCHOOL EXPECTATIONS ARE CONSISTENT THROUGHOUT THE BUILDING.
- STUDENTS RECEIVE INTERVENTIONS AND SUPPORTS THAT THEY NEED.
- STUDENTS ARE RECOGNIZED AND REWARDED FOR MEETING EXPECTATIONS.

■ || Stop, Pause, and Reflect

Great content
creates space for
people to pause
and reflect and
that space is where
transformation
happens. - Jolie
Miller

©SayQuotable



SO FAR...

- IN GROWING PBIS WITHIN YOUR SCHOOL, IT IS IMPORTANT TO USE DATA TO HELP BUILD A POSITIVE MINDSET – GAIN TRACTION AND SUPPORT AMONGST ALL STAKEHOLDERS.
- LET THE DATA SPEAK FOR YOU...
- ALLOW IT TO SHOW THAT PBIS IS NECESSARY AND EFFECTIVE.



WHERE ARE YOU RIGHT NOW IN THIS PROCESS?

ON A SCALE OF 0-3, 3 BEING THE MOST POSITIVE...

- HOW WOULD YOU RATE THE MINDSET OF YOUR SCHOOL, CURRENTLY?
- HOW WOULD YOU RATE THE INVOLVEMENT AND SUPPORT OF YOUR STAFF IN PBIS?
- HOW KNOWLEDGEABLE IS YOUR STAFF ABOUT THE DATA?



MOST IMPORTANTLY...





HOW ARE YOU FEELING ABOUT
YOUR ROLE IN PBIS GROWTH
AT YOUR SCHOOL?



SUCCESS

IT'S EASY TO GET STUCK OR EVEN
REGRESS WHEN IMPLEMENTING
ANYTHING NEW.
LET'S LOOK AT HOW TO KEEP MOVING.





THE PROCESS CAN BE EASY





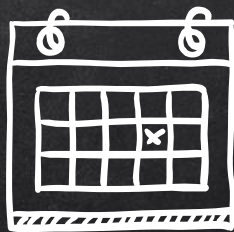
ACTION 1- CLEARLY DEFINE & ASSIGN ROLES

CORE TEAM SHOULD HAVE WELL DEFINED ROLES.

- COACH, TEAM LEADER, DATA ANALYST, RECORDER, ADMINISTRATOR
- GO BEYOND THE CORE TEAM TO SUPPORT ALL OF THE OTHER TASKS THAT ARE SO DIFFICULT TO MANAGE ON YOUR OWN.
- (EX.) LESSON PLANS, STUDENT RECOGNITION, STAFF RECOGNITION, ETC.
- REACH OUT TO THE REST OF THE STAFF FOR THEIR SUPPORT, AS WELL.
- HAVE A PBIS JOB FAIR TO FILL SUBCOMMITTEE POSITIONS.

ACTION 1- SAMPLE

Subcommittees	Description of Responsibilities	Frequency	Team Responsible	PBIS Rep Leader
Data based Lesson plans	Create school wide lesson plans based on PBIS data. 5 minutes or less weekly videos and subject area bell ringers.	Plan Monthly; maintain weekly rollouts.	2 grade levels rotate by semester: 1. 5 th grade 2. 4 th grade	Caryn L. Jenny C.
Student Rewards Management	Rams of the Month reminders, Organize and maintain rewards cart, Student of the Month reminders, Semester Rewards planning and reminding, and work with other recognition based teams	Monthly and Semester	3 rd Grade	Mark L. Jimmy L.



ACTION 2: PROVIDE CALENDARS

CREATE A MONTHLY CALENDAR FOR TEAM.

THEY WILL APPRECIATE THE REMINDERS.

IT HOLDS EVERYONE ACCOUNTABLE.

IT KEEPS THE TEAM ORGANIZED.

ACTION 2: SAMPLE CALENDAR

  						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Continue Kindness lessons! Start Respect lessons @ 9 On Monday 10/2 TFI meeting at 3:40</p>	<p>Be sure to start collecting Sept. Ram Stamp winner forms from your grade level Listen out for Cafe winner on GETV</p>	<p>Turn in all forms to Jimmy today! Peer leaders 1:25-1:55 Erin or Kristie announce staff PBIS winners!!</p>	<p>Mark-check Ram cart prizes Get Rosemary to stock drinks and candy for staff</p>	<p>Peer leaders 1:25-1:55 Turn in Ram Points</p>	<p>Cafe Ice Pop Celebrations Ram Stamp Carts Roll today! Tier 2 data pulled</p>	<p>Don't forget to watch Goal Focused Modules 3-5 to discuss at our 10/17 meeting</p>
<p>Remind your grade level to do the Goal focused modules 1-2 and discuss at your next grade level meeting</p>	<p>Tier 2 Mtg. 3:40 pm Holly/caryn/Le Jimmy/Renee/Mandi Nicole</p>	<p>Peer Leaders 1:25-1:55</p>		<p>Peer leaders 1:25-1:55 Turn in Ram Points</p>	<p>SWIS data pulled and send to Team Leader and Coach</p>	
15	16	<p>Peer leaders PBIS meeting 7:30am in Lab 3 We will discuss Modules 3-5</p>	<p>Lunch with Officer Mary @ 11:30 for those who have tickets.</p>	<p>Peer leaders 1:25-1:55 Share PBIS info with staff today. Turn in Ram Points</p>	20	21
<p>22 Start thinking about who you will choose for October Ram of the Month</p>	23	<p>Peer leaders 1:25-1:55</p>	<p>25 Mandi and Kelly see which grade level won the Cafe PBIS this month</p>	<p>Peer leaders 1:25-1:55 Turn in Ram Points</p>	27	28
<p>29 Cafe winner for October announced on Monday 10/30 on GETV</p>	<p>Ram of the Month Give out Sept. Ram Stamp Winner forms Count Ram Points for week 9 and 1-3 in 2nd nine weeks</p>	<p>Peer leaders 1:25-1:55 Start collecting forms from your grade level to give to Jimmy</p>	<p>TFI-Tiered Fidelity Inventory team meeting on 10/2 @ 3:40pm-this is our entire PBIS team!</p>			

ACTION 3: CONDUCT PURPOSEFUL TEAM MEETINGS

- **LEAD MEETINGS WITH THE FOLLOWING PURPOSES:**
- **SHARE DATA**
- **RECOGNIZE PROBLEM**
- **FOLLOW UP ON LAST MONTH'S IDENTIFIED PROBLEM**
- **ADDRESS HOW TO SOLVE PROBLEM(S)**
- **SET NEXT MEETING DATE AND TIME TO REVIEW RESULTS**

ACTION 3: CONDUCT PURPOSEFUL TEAM MEETINGS

WHAT ABOUT ALL THE OTHER "STUFF" TO TALK ABOUT?

TICKETS, POINTS, LESSONS, WHO'S TAKING CARE OF THIS OR THAT?, ETC.

- INTEGRATE WITHIN YOUR PROBLEM SOLVING. THAT'S THE POINT OF ALL OF THAT "STUFF" ANYWAY...
- SOME ITEMS OF DISCUSSION MAY FALL UNDER HOUSEKEEPING. KEEP IT BRIEF.

**REMEMBER, THE PURPOSE OF MEETING IS
DATA BASED PROBLEM SOLVING!**

ACTION 3: SAMPLE AGENDA

		Date	Time (begin and end)	Location	Facilitator	Team Leader	Minute Taker	Data Analyst
	Today's Meeting	10/17/17	7:30-8:15	Lab 3	Caryn L.	Holly W.	Cindy T.	Le G./Mandi D.
	Next Meeting	11/14/17	7:30-8:15	Lab 3	Caryn L.	Holly W.	Cindy T.	Le G./Mandi D.

Today's Agenda Items:				Agenda Items for Next Meeting		
1. Goal Focused Conversations Module Two-Three Debrief: 7:30-7:35	3.	Data and Problem Solving: 7:45-8:05	5.	Review Solution Development:		
2. SAS Survey Results: 7:35-7:45	4.	Housekeeping: 8:05-8:15	6.			

ACTION 3: SAMPLE NOTES

GES PBIS SWIS REPORT		
<u>Who?</u> <input checked="" type="checkbox"/> <u>What?</u> <u>When?</u> <u>Where?</u> <u>Disruption</u> - 13 action plans		<u>Date Range:</u>
		<u>Aug 1 – Oct. 16, 2017</u>
Drill-Down Filter(s):	<u>Who?</u> <u>What?</u> <u>When?</u> <input checked="" type="checkbox"/> <u>Where?</u> <u>Why?</u> Classroom	
Drill-Down Filter(s):	<input checked="" type="checkbox"/> <u>Who?</u> <u>What?</u> <u>When?</u> <u>Where?</u> <u>Why?</u> Grade Level (K & 2) - 9 reports	
Drill-Down Filter(s):	<u>Who?</u> <u>What?</u> <u>When?</u> <u>Where?</u> <input checked="" type="checkbox"/> <u>Why?</u> Obtaining peer attention	
Drill-Down Filter:	<u>Who?</u> <u>What?</u> <input checked="" type="checkbox"/> <u>When?</u> <u>Where?</u> <u>Why?</u> 9:45-12:00	
Referral Summary:	Number of students involved: 5 Number of referrals included: 7	Is the problem best addressed through systems or with individual students? Systems <input type="checkbox"/> Students <input checked="" type="checkbox"/>
Precise Problem Statement:	Kindergarten & 2 nd graders are disrupting class to obtain peer attention between 9:45-12:00.	
Goal:	<u>To reduce Action Plans by 70% by Nov. 14, next PBIS meeting.</u>	

ACTION 3: SAMPLE NOTES—CONTINUED

Solution Development

Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
Prevention	Review expectations Recognize appropriate behavior	Teacher	Nov. 14, PBIS Meeting	Discuss progress at Kid Talks	
Teaching	Review expectations	Teacher	Nov. 14, PBIS Meeting		
Recognition	Recognize and praise appropriate behavior	Teacher	Nov. 14, PBIS Meeting		
Extinction					
Corrective Consequence	Swift consequences	Teacher	Nov. 14, PBIS Meeting		

ACTION 3: SAMPLE HOUSEKEEPING

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Lesson Plans/Videos October/November	Use videos as needed to address classroom situations.	Respect videos will be shown every Monday and Tuesday morning after announcements to encourage desired behavior.	Teacher	Nov. 14, PBIS Meeting
Tier 2	Students have been identified, goals specified, and CICO person assigned.			
Walkthroughs	Caryn will be conducting a Walk Through. Other PBIS members may conduct a Walkthrough. Review Walkthrough procedures with teachers on your grade level.		PBIS Team Members	Nov. 14, PBIS Meeting

VIDEO EXCERPT OF PBIS TEAM MEETING



VIDEO EXCERPT OF PBIS TEAM MEETING



VIDEO EXCERPT OF PBIS TEAM MEETING



ACTION 4:

IT TAKES A VILLAGE
TO GROW A
SUCCESSFUL PBIS
PROGRAM.



ACTION 4: SCHOOL-HOME CONNECTION

- WE SUPPORT OUR STUDENTS AND FAMILIES BY MODELING AND TEACHING EXPECTATIONS, AS WELL AS LIFE SKILLS.
- WE SUPPORT OUR FAMILIES BY COMMUNICATING REGULARLY AND PROVIDING THEM WITH NEWSLETTERS AND BEHAVIORAL TIPS.
- WE CELEBRATE WITH OUR FAMILIES WHEN STUDENTS ARE DOING WELL.



How to teach your children RESPONSIBILITY

1 Start Now

Don't wait until your child is older! When we start to teach our children responsibility when they are young, it becomes part of their natural routine. If you wait until your child is a teenager, you will encounter a great deal more resistance and the stakes will be much higher!



2 Praise them for responsible actions

When they make the effort, make sure you are specific with your praise and gratitude.



3 Allow them to be your assistant

It may be messier and take longer, but when you are cooking, cleaning or doing another job around your home, let your children help you! They want to help and love feeling "big." So allow them to wipe off the table, help you prepare dinner or sort the laundry. These chores will teach your children responsibility but it will also be nice time spent with your children.



4 Provide Routine

Do first things first. When your child knows that every morning he must get up, get dressed, eat breakfast, brush his teeth and pack his bag before he is able to watch TV, read a book or play a game, he will start to learn responsibility. While the "fun stuff" is not a reward for showing responsibility, it is something that can happen once the "jobs" are completed.



5 Teach Cause and Effect

When our children put their stuff away, they can find it when they need it. When they finish their homework, they get to play outside. In the same way, when they forget to pack their equipment for class, they can't participate. They need to learn that responsible actions mean desired effects!



ACTION 4: SAMPLE NEWSLETTER

BUILDING A STRONG RELATIONSHIP
BETWEEN SCHOOL AND HOME IS VITAL
TO THE SUCCESS OF THE
PBIS INITIATIVE!





RAM OF THE MONTH BREAKFAST

A TIME TO CELEBRATE
POSITIVE STUDENT
BEHAVIORS WITH PARENTS
AND ADMINISTRATION.

IF WE INVEST THE TIME IN
RECOGNIZING THE POSITIVE,
WE CAN HOPEFULLY
REDUCE THE NUMBER OF
NEGATIVE ENCOUNTERS.
BUILDING POSITIVE
RELATIONSHIPS IS THE
MOST IMPORTANT PIECE OF
THE PUZZLE.





ACTION 4: ADMINISTRATIVE SUPPORT

IT IS IMPORTANT FOR THE STUDENTS TO SEE THEIR ADMINISTRATORS AS NOT JUST THE NEGATIVE CONSEQUENCE, BUT ALSO AS THE POSITIVE REWARD.

ACTION 4: SCHOOL RESOURCE OFFICERS DEVELOP POSITIVE RELATIONSHIPS WITH STUDENTS



ACTION 4: HIGH SCHOOL PEER LEADERS SERVE AS MENTORS TO DESIGNATED STUDENTS



IN CONCLUSION

PLEASE REMEMBER...



THE PROCESS REQUIRES THE PBIS TEAM TO...

DEVELOP AND MAINTAIN

ANALYZE

PLAN FOR THE NEXT GOAL



IF YOU WOULD LIKE TO HAVE A COPY OF THIS
PRESENTATION TO REFER TO IN THE FUTURE,
PLEASE FOLLOW THIS URL ADDRESS.

 <http://bit.ly/2iXwHxB> 





THANK YOU!

Any questions?

You can contact...

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CREDITS

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