

How to Get PBS in Your School

Heather Peshak George, Ph.D.

Stephanie A. Martinez, M.Ed.

University of South Florida

2007

How to Get PBS in Your School

Most states have adopted some form of School-wide Positive Behavior Support (SWPBS) as a model for systems level school improvement. SWPBS, defined as “a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students” (Sugai, Horner, Sailor, Dunlap, Eber et al., 2005) has proven to be an effective and efficient way to improve behavior, climate and academics on campus. States have responded to these results by creating statewide projects and/or providing funding to support individual districts in implementing PBS (refer to PBIS Network, www.pbis.org for contact information in your state). These expansion efforts typically fall within a district action plan and are based upon the vision of a leadership team and resources available (see George & Kincaid, in press for more details). However, depending upon the results of a district’s action plan, a school may not be able to receive training at the rate in which they prefer (e.g., a district may only be able to support 3 schools for training in one school year and cannot take on additional schools until the following school year). As states become more proficient in their positive behavior supports (PBS) efforts and districts grow in their commitment resulting in application processes for interested schools, some schools may need to wait prior to receiving training. Alternatively, a school may fall within a district that has no established action plan for PBS yet desires training but has little to no resources available to receive PBS training.

The School-wide Positive Behavior Support: Implementers’ Blueprint and Self-Assessment (Sugai et al., 2005) provides a user-friendly guide to enhance the efficiency and success of positive behavior support at a particular school or even at large-scale expansion such as state- and district-wide implementation. This tool provides an outline for getting SWPBS

started, sustaining efforts, and planning for expansion. The implementation features discussed in the Blueprint include: (1) Leadership Team, (2) Coordination, (3) Funding, (4) Visibility, (5) Political support, (6) Training capacity, (7) Coaching capacity, (8) Demonstrations, and (9) Evaluation.

The purpose of this article is to enhance the Blueprint by expanding the “what” and “why” of each implementation feature and describe “how to” initiate and achieve each feature with fidelity within your school setting to promote successful PBS training readiness. This article will focus on pre-planning and prepare you up to the point of training readiness by describing “how to get PBS in your school” and offering specific activities and user-friendly tools that have been used consistently and successfully across Florida and other participating states. The suggestions provided will not replace but will enhance training by assisting your school in thorough foundation building to help sustain established PBS efforts. Each of the nine features described in the Blueprint will be outlined, discussed and organized based upon your title (i.e., Administrator, Teacher, Parent). Therefore, if you are a teacher trying to get PBS in your school, then you may benefit most by focusing on the sections entitled, “Teacher.”

Critical Features

The most important activity required for successful implementation and sustainability is the pre-planning efforts undertaken at your school. Without careful attention paid to these planning stages, it is difficult to acquire and sustain long-term change across consecutive school years. These pre-planning efforts include the time and energy taken prior to receiving training in PBS. By being well prepared and implementing these foundational strategies prior to receiving training materials and/or program implementation, these activities will lay the groundwork for successful adoption of behavior change practices and assist in promoting long-term systems

change efforts on your school campus. For purposes of this article, the terms SWPBS and PBS are used interchangeably as research indicates that PBS Training is most effective on environments when initiated at the universal level (i.e., SWPBS).

Feature #1: Leadership Team

Establishing the School Leadership Team, also known as the PBS Team is the first and most important activity to complete prior to initiating PBS activities. The School Leadership Team will provide the vision, leadership, and resources necessary for “going to scale” in your school. This is similar to what a District Leadership Team would be responsible for at the district level (see George & Kincaid, in press). This team should remain small (3-8 members) with representation across administration, general education, special education, guidance, specials/electives, parents, etc. When soliciting members, teams may want to consider a Core Team versus a Peripheral Team. A Core Team consists of the individuals who will be involved in the critical day-to-day operations that will make the PBS Plan run efficiently and effectively on campus (i.e., [reviewing the discipline referral process](#)). This team often meets regularly to review data, activities, and make modifications. The Peripheral Team consists of individuals who are vital participants in developing activities that are essential but do not occur on a regular basis, such as, assisting in developing parent trainings and getting community support. They tend to only meet with the Core Team on a monthly or quarterly basis and provide their support on an “as needed” basis. Schools that are very large and/or have several community partnerships often consist of Core and Peripheral Team Members.

Team Member Roles and Responsibilities

Team Leader - starts the meeting, reviews the purpose of the meeting, facilitates the meeting by keeping the team focused on each step, serves as the team’s main contact

Recorder - takes notes, transcribes the team’s responses on flip chart paper, transparency, etc.

Timekeeper- monitors the amount of time available, keeps the team aware of time limits by giving “warnings” (i.e., “10 minutes left”)

Data Specialist- is trained in entering and accessing data from **SWIS** (*School-Wide Information System*; May Ard, Todd, Horner, Glasgow, Sugai, and Sprague, 2002) data system

Behavior Specialist- competent with behavioral principles and assists in analyzing data

Administrator- actively encourages team efforts, provides planning time, feedback, and support initiatives

Communications – acts as the point person for communication between the team and staff regarding PBS and behavior issues

PBS Coach- district-level (external) or school-based (internal) individual that facilitates the team through the process, becomes the school’s main contact

The major responsibilities for this School Leadership Team include: (1) developing the school-wide PBS action plan, (2) monitoring behavior data, (3) holding regular team meetings (at least monthly), (4) maintaining communication with staff, faculty, additional administrators, Coach, and School Advisory Team (i.e., School Improvement Team), (5) evaluating progress (Lewis & Sugai, 1999), and (6) reporting outcomes to the Coach/Facilitator & District Coordinator.

Team should meet at least once a month to: (Lewis & Sugai, 1999)

- Analyze existing data
- Make changes to the existing database
- Problem-solve solutions to critical issues
- Begin to outline actions for the development of a plan

Schools often undergo a transformation of the School Leadership Team across school years by moving from an Initial Team to an established School Leadership Team. The Initial Team may consist of a few people who are enthusiastic and committed to establishing PBS within their school (e.g., a set of teachers). These individuals have the formidable task of building

awareness and soliciting additional school stakeholders. If a school is committed to “going to scale”, it is recommended that the Initial Leadership Team be expanded to include additional members, most importantly, all school administrator(s). Additional members of the School Leadership Team must have a commitment to the PBS process, a vision for expansion and sustainability across campus, the capacity to make decisions, and the ability to commit resources to SWPBS expansion efforts (e.g., money to support school-wide initiatives, release time for meeting and/or planning, etc.).

Administrators

As the administrator, your first goal is to obtain support from all faculty members at your school in order to solicit interest in PBS. The best way to obtain this initial buy-in from your staff is to provide an overview of the SWPBS process, provide data to show its effectiveness (e.g. your school’s number of office discipline referrals, number of days of OSS and ISS, Cost-Benefit worksheet <http://www.pbismaryland.org/costbenefit.xls>) and to have a reference list of literature supporting PBS available ([SW-PBS Overview](#), [Brief Faculty Intro](#), [Frequently Asked Questions](#), http://abi.ed.asu.edu/basics/Files/Summary_Recent_PBIS_Research_11_23_05.pdf and <http://www.pbis.org/researchLiterature.htm>). In conjunction with an overview presentation, you will want to conduct a brief survey of your staff to determine the overall percent of staff buy-in ([Sample Survey](#)) and solicit volunteers to become part of the PBS Team. In the meantime, you also need to present the same information to your School Improvement Team (SIT) to obtain their support as PBS efforts should be embedded within and across the SIT to restructure the environment to work smarter/better.

Once you have support from both the faculty and the SIT, you will need to develop your SWPBS Leadership Team by selecting 6-8 volunteers. Once team members have been secured,

you will need to begin monthly Leadership Team meetings. At these initial monthly meetings, it is the team's job to begin the planning required for upcoming training (e.g., conduct **staff and student surveys**, summarize discipline data and climate survey results, observe problem areas across campus, collect recent School Improvement Plan and School Mission Statement, and gather relevant materials (e.g., School Code of Conduct, office discipline referral form, lists of classroom rules, faculty handbook, etc.). Florida's PBS Project requires that school-based teams complete an Initial Benchmarks of Quality (Kincaid, Childs & George, 2005; see <http://flpbs.fmhi.usf.edu>) used simply as a baseline measure prior to SWPBS Training. In terms of SWPBS, the results derived may identify areas of achieved success and areas for improvement. Information gathered from this measure assists the team in determining an appropriate action plan for implementing SWPBS. Results are reviewed throughout the training to assist a team in determining the areas of need for appropriate and relevant action planning specific to your school.

Another resource that your school team may utilize is the PBS Implementation and Planning Self-Assessment (CPBIS, 2002; see www.pbis.org). This tool is designed to provide guidance for appraising the status of PBS at your school and developing and evaluating PBS action plans. The team reaches consensus on each item and places a check in the appropriate box. Items indicated with a "partial" or "no" in place are items for the team to highlight and focus improving upon.

Teachers

As a teacher your first step will be to gather information on SWPBS to present to your administration (e.g., [Overview of SWPBS](#), **Frequently Asked Questions**, PBS research literature http://abi.ed.asu.edu/basics/Files/Summary_Recent_PBIS_Research_11_23_05.pdf,

<http://www.pbis.org/researchLiterature.htm>), and this article as a tool to help them understand how to access PBS. Once material is gathered, you will need to schedule time to meet with your school's administration to discuss and generate interest in the PBS process. Data are typically a good way to convince administrators that there is a need for SWPBS, so you may want to suggest completing the Cost-Benefit Worksheet (<http://www.pbismaryland.org/costbenefit.xls>) to display the amount of time lost due to office discipline referrals. If the administration decides to move forward with PBS, be prepared to assist in obtaining faculty buy-in, becoming part of the leadership team and helping complete the planning required for training.

Parents

As a parent, your first step will be to gather information on SWPBS to present to your school's Parent-Teacher Organization (PTO) and/or School Improvement Plan Team (e.g., [Overview of SWPBS](#), [Frequently Asked Questions](#), PBS research literature http://abi.ed.asu.edu/basics/Files/Summary_Recent_PBIS_Research_11_23_05.pdf and <http://www.pbis.org/researchLiterature.htm>). Once you have gathered this material you will need to "get on the agenda" of the next PTO and/or SIT meeting to discuss PBS and generate interest and support. Upon gaining support, you will need to schedule a meeting with the principal and repeat the process. Administration typically shows interest when they can see and understand data. Therefore, provide them with the link to Maryland's Cost-Benefit Worksheet (<http://www.pbismaryland.org/costbenefit.xls>) that shows how much administration, teacher and student's time is lost due to office discipline referrals. At this meeting, it may be a good time to provide the administrator with a copy of this article to assist in moving forward with PBS. If you desire, you can volunteer to become part of the peripheral leadership team.

Feature #2: Coordination

One of the first tasks of the School Leadership Team is to establish a Team Leader to oversee and coordinate the PBS activities on campus. This person can be a dean, behavior specialist, guidance counselor, or teacher, however, it is critical that they want to be the team leader. The characteristics and responsibilities of the Team Leader include: (1) attend all team meetings, (2) schedule monthly meetings and send reminders to team, (3) prepare meeting agenda, email to team members ([Team Meeting Agenda](#)), (4) facilitate PBS Team meeting, (5) support team to stay on track and remain positive, (6) be well respected and (7) be organized with good communication skills (FL PBS Project, 2007).

It is vital that the Team Leader be established prior to the first training on SWPBS or at least identified and participation confirmed on the first day of training. Often, this person is the first point of contact for the PBS Coach and anyone else who may inquire about PBS, in that they solicit involvement from the faculty, staff, and parents. The FLPBS Project provides Team Leader Training to assist this person in fully understanding the role and responsibilities required to sustain the school-based PBS efforts. As the Team Leader becomes more proficient in their role, often times the Coach may fade support to the team over time.

Administrators

Look at the list of individuals selected and identify a potential Team Leader. Meet individually with the identified individual prior to your first team meeting to explain the responsibilities of a Team Leader (see above) in order to determine interest in fulfilling the role. Once the Team Leader has been identified by an administrator, it will be your job to assist the Team Leader in several ways (e.g., providing extra planning time, release from some duties, adding PBS to your faculty meeting agendas, providing time to train the staff and students in

PBS, and assist in obtaining any resources or funding that the team may need to support PBS initiatives on campus).

Teachers

When you talk to the administration about SWPBS you will want to emphasize the team approach and especially the roles and responsibilities of the Team Leader. If you are interested in the position, determine if you can fulfill the responsibilities and if you possess the characteristics of a leader. If the answer is yes, then contact your administrator. However, if you believe that you cannot perform the required duties, then it is critical that you decline if extended the position. You may want to encourage a fellow colleague on campus to fulfill this role. Take time to talk to this person separately to solicit interest in the position.

Parents

Talk to the administration about PBS and make certain to emphasize the team approach, especially the roles and responsibilities of the Team Leader. Emphasize the importance of this role being voluntary. Inquire on what the PTO can do to assist in coordination efforts.

Feature #3: Funding

The School Leadership Team needs to address the issue of funding their PBS initiative for both sustaining and expanding efforts across campus. Funding is needed for a variety of reasons and may include support for: (1) “start-up” monies to kick-off school-wide activities (2) stipends for substitute teachers while team members are meeting or attending training, (3) printing materials (e.g. posters, minor forms), (4) purchasing school-wide incentives, including supplying a school store, and (5) paying for a data entry person, etc.

Some districts are able to provide funds to schools as an additional incentive and assist a school in “boosting” their efforts (George & Kincaid, in press). However, it is important to

prevent complete reliance on external funds in order to develop the infrastructure. External funds can sometimes create a barrier and prevent a school from building an infrastructure to support PBS efforts. Internal funding that can be restructured to support PBS initiatives include but are not limited to: (1) school improvement plan monies, (2) building community partnerships, (3) parent/teacher associations, and (4) ongoing school-wide fundraisers, etc.

Administrators

It will be your responsibility to assist the team in obtaining funds to sustain the PBS efforts on campus. Looking for money at the school level and at the community level are two ways to support this initiative. First, examine your budget to see where you can allocate some funds. Getting SWPBS written into your School Improvement Plan (SIP) and gaining support of the PTO are two additional resources to access on campus. If the team decides to do some fundraising, make sure to follow any district policies and guidelines. Additionally, there are several grant proposals available. Contact your district grants department for further assistance.

The second way to generate funding is to look at community resources available. Most likely your school has already established business partners. Determine how these donations can be used to support SWPBS and if necessary, you may need to solicit additional partners. Florida's PBS Project has developed a list of suggested [funding ideas](#) that is provided to participating schools as a method to locate outside support.

Teachers

Looking for money at the school level and at the community level are two ways to support this initiative. At the school level, get on an agenda for a PTO meeting to discuss how they can help fund SWPBS activities. Also, assist the Leadership Team with fundraising. At the community level, compile a list of local businesses that may be willing to donate (e.g., location

of free teacher stores) and share results with the Leadership Team. Investigate resources available in your district and the requirements to use their services (if any).

Parents

As a parent, there are two ways to assist in obtaining funding for SWPBS. First, at the school, work with the PTO and their fundraising. Second, at the community level, compile a list of local businesses that may be willing to donate. Once complete, solicit participation from the PTO in recruiting community business support and share the results with the Leadership Team. This activity will assist in building team cohesiveness.

Feature #4: Visibility

The purpose of building visibility is to increase awareness of PBS activities, maintain communication across key stakeholders within the school and community, and solicit increased interest in expanding PBS efforts throughout the school and community. Dissemination strategies include: (1) newsletters, (2) presentations at School Board meetings, (3) features on school and district websites, (4) articles in the local newspaper, (5) segments on the local news, (6) presentations at administrators meetings, (7) acknowledgement of recognized staff and students on campus (e.g., Student of the Month), (8) presentations and poster displays of PBS efforts at your school's Open House, (9) informational flyers to be sent home, and (10) explanations at parent/teacher conferences. Any or all of these strategies can be utilized within a school. Team Leaders are encouraged to notify key stakeholders in the school (non-participating administrators, all staff at monthly meetings, etc.) and district (Coach, District Coordinator, supervisors of departments, Superintendent, etc.) of progress and upcoming activities. It is not only necessary to establish the need for PBS at your school but also builds buy-in to enhance sustainability across school years. This can be done using graphs analyzing current discipline

data and sharing results of the staff and climate surveys conducted. In addition to the data presented, include the goals the leadership team has developed in result of analyzing these data. This will help to confirm that there is a purpose to completing the assessments requested and that the information collected is meaningful and used in decision-making on campus.

Administrators

At this time it would be helpful in identifying if there is a lead person in the district (i.e., District Coordinator) who oversees and coordinates the implementation of PBS initiatives. If no designee exists at the district level, then look to identify a statewide initiative or project <http://www.pbis.org/map.htm> in your state for further support. However, if your state does not have a project to oversee PBS initiatives, then dissemination activities are necessary to build stakeholder involvement in hopes of moving towards the formation of a District Leadership Team. In result, this may assist in supporting your school towards receiving PBS Training. When utilizing visibility strategies at the district level (i.e. principal meetings, School Board meetings, committees for safety and discipline), it is important to highlight the outcomes of specific PBS activities as well as the cost/benefits of those outcomes at a school and district level (Sugai et al., 2005). Furthermore, use of these strategies not only builds interest in assisting in school and district level expansion efforts, but may also assist in building an internal support network. At the school level, you will need to advertise SWPBS to faculty and parents. Use of a newsletter or brochure can highlight the activities and outcomes your school hopes to accomplish as well as the actual results achieved once PBS Training is completed. When newsletters are disseminated to community partners and parents, this information can help to build interest for future PBS participation, can assist in networking, and can generate increased buy-in and communication across your school and community stakeholders to promote long-term

sustainability. Additionally, embed SWPBS into existing events on your campus as a method to increase awareness (e.g., web site, faculty meetings, open house, parent nights, etc.)

Teachers

At this time it would be helpful in identifying if there is a lead person in the district (i.e., District Coordinator) who oversees and coordinates the implementation of PBS initiatives. Contact this person to express interest, identify requirements for training participation, request an on-site presentation to solicit school interest, and share the information with your administrator. If no designee exists at the district level, then look to identify a statewide initiative or project <http://www.pbis.org/map.htm> for further support. Additionally, you will want to gather information from other sites implementing SWPBS for your administrator and colleagues. Examples include: www.pbis.org, <http://www.nau.edu/ihd/positive/ovrvw.shtml>, <http://www.cde.state.co.us/pbs/>, <http://flpbs.fmhi.usf.edu>, <http://www.pbisillinois.org/>, <http://www.pbismaryland.org/>, and <http://www.cise.missouri.edu/links/pbs-schools/index.html>. It can be beneficial to introduce this process to your colleagues in small groups such as team or grade level meetings.

Parents

At this time it would be helpful in identifying if there is a lead person in the district (i.e., District Coordinator) who oversees and coordinates the implementation of PBS initiatives. Contact this person to express interest, identify requirements for training participation, request an on-site presentation to solicit school interest, and share the information with your administrator and PTO. If no representative exists, look to identify a statewide initiative or project <http://www.pbis.org/map.htm> for further support. Additionally, you will want to gather information from other sites implementing SWPBS for your administrator, faculty and PTO.

Refer to the links above for further information. Provide awareness presentations at PTO meetings and Open Houses to solicit support.

Feature #5: Political Support

Political support refers to the written or verbal commitment to PBS that is communicated to school administrators, personnel, parents and students. This may occur via public board meetings, written policies, and redistribution of resources. For instance, political support may include the school administrators identifying the improvement of social behavior (i.e., discipline, school improvement, climate, safety, etc.) as one of the key school goals. If the improvement of social behavior is not a high priority, supports for the School Leadership Team, coordination, funding, visibility, political support, training, coaching, demonstrations, and evaluation will be greatly affected and may not sustain long-term (Sugai et al., 2005). Political support may also include building awareness and communication that PBS initiatives contribute significantly toward achieving the goals of other high priority initiatives in a school or district such as No Child Left Behind (NCLB), Reading First, Character Education, and Safe and Healthy Schools. Remember, the more political support that is developed at the district level equates to more support that you will receive for PBS at your school.

Achieving a high level of political support will increase the visibility of PBS activities (George & Kincaid, in press). For example, if you are requesting time at a faculty meeting to increase awareness across campus, the administrator should be able to get PBS on the agenda and show his/her support of the school's PBS efforts. Likewise, the school may be more apt to gain political support through increased school awareness. For example, districts and schools may be reluctant to commit to PBS due to so many initiatives already being in place. High priority initiatives such as Reading First and NCLB may take precedence. If your School

Leadership Team is utilizing visibility strategies to dispel the myth that PBS is a separate initiative and increases school and district awareness that PBS is a process that can enhance other mandated initiatives (thus being a related initiative), the district may be more liable to provide additional supports to your school.

Administrators

You will need to establish political support both at the school and district level. The main goal at your school is to have PBS become part of your School Improvement Plan by demonstrating that SWPBS aligns with your school's mission statement (i.e. addresses safety, discipline, and climate) and other initiatives on campus (i.e. bully prevention, social skills, response to intervention, etc). Providing a visual report of the school's data indicating how PBS can assist in addressing areas of concern on campus can assist in generating support of the SIT, faculty and district. Using a report as described above along with a description of how PBS is aligned and related to other district initiatives will build support at the district level by presenting this information to top district administrators (i.e. area superintendents, student services, ESE, Safe and Drug Free Schools) and district committees regarding discipline. Ultimately, the aim at the district level is for PBS to become a district goal to address SWPBS and continue to support your school in training and ongoing technical assistance for long-term sustainability.

Teachers

First, in order to gain political support, you will need to obtain faculty and staff buy-in. Faculty members understandably reserve enthusiasm of a new initiative due to both the potential for increased responsibilities and a history of failed initiatives across the years on campus. To gain political support from teachers is to dispel any fears by showing how PBS aligns with already existing school initiatives. Once achieved, the goal is to have PBS become part of your

SIT by demonstrating that PBS aligns with the school's Mission Statement (i.e. addresses safety, discipline, and climate) and other related initiatives on campus (i.e. bully prevention, social skills, response to intervention, etc).

Parents

The main goal in gaining political support for a parent is to embed PBS within your school's SIT. The best way to get the support of the SIT is to gather as much information as possible from national and local websites (refer to *Feature #4: Visibility*) and disseminate to team members and your local PTO. Parents can also make phone calls to local reporters (television and newspaper) to highlight some of the positive efforts that are occurring on campus to assist in building momentum, possibly "jump start" district support for a school's desire to proceed with PBS, and build awareness to community partners. A positive effort can be as simple as pulling data together (discipline, climate, satisfaction, etc.), showing the desire to make change, and describing how the school plans to improve campus following PBS Training. Reporters can return to follow-up on the school's activities upon completion of training.

Feature #6: Training Capacity

It is vital that a school identify the team members to attend training, but it is not expected that these members become trainers at a later date. Some of these members may become on-site trainers to new faculty or team members. It is most important that a school identify if there is a funded project in your state or district that coordinates PBS activities and supports PBS trainings. Refer to www.pbis.org for further information. Once a school team has completed PBS Training, additional trainings may become available as your school's needs change across time. Examples include: (1) "booster" training for teams not implementing with high fidelity after one year of implementation, (2) training on the [School-wide Information System](#) (SWIS; May et al.,

2002) or other data-based systems, (3) re-training for a team that may have lost their administrator or majority of their leadership team, (4) secondary level training (i.e., classroom) to address the targeted group and at-risk students, (5) tertiary or individual student level training to address the students in the top 5% of discipline referrals, and (6) overviews for administrators, faculty, and new teams (Refer to <http://flpbs.fmhi.usf.edu> for further resources available for training and training readiness checklists).

To better prepare schools for participation in the initial SWPBS Training, Florida's PBS Project requires each interested school to complete an **Individual School Training Readiness Checklist**. This checklist assesses the school's commitment to training and implementation thus initiating the evaluation process of a school's willingness and capacity to support school-wide PBS efforts. With comprehensive PBS Training that focuses on a systems change approach and requires up to 4 full days of training (at the universal level), it is essential that teams are aware of their commitment prior to investing their time and energy (see *Feature #1: Leadership Team*). Some District Leadership Teams across states have used this form as an application package for training with deadlines for completion. If a school is interested in receiving training on **SWIS**, a web-based data entry and retrieval system, the second page of the checklist can be completed upon the final day of training depending upon the requirements as set forth by your district or state project.

Administrators

If a state or district project exists, it is important to make contact in order to express interest in receiving training and identify any necessary readiness requirements that your Leadership Team will need to complete (**School Readiness Checklist and Commitment** and **Getting Started with PBIS**). You will also need to identify the dates, times, location of the

training as well as coordinate your team member's attendance. If the training takes place during the school year, you will need to guarantee substitutes are provided as needed. In addition, the leadership team will need to complete and submit all requirements specified for training participation as well as gather any pertinent information that will be useful during the training (e.g., Student Code of Conduct, current disciplinary report, faculty handbook, SIT, school's mission statement, list of classroom rules and current initiatives on campus, etc.). Once training is scheduled, confirm one week prior to the date to reconfirm the details for the training. Once training is completed, you will want to initiate a discussion with your state or district contact in how to receive support (i.e., technical assistance) throughout the school year and the availability for additional trainings offered.

If no project in your state or district exists to provide training to your school or a project exists but is ill-equipped due to lack of personnel or experience to conduct the PBS trainings, outside trainers, experts, or consultants should be utilized. Refer to www.pbis.org to identify the PBIS Partner for your state. Lead trainers should be well-versed in the training curriculum, adept at training adult learners, and experienced in the application of PBS across a variety of settings. When you initially contact a consultant, your main goal is to identify the cost and requirements for their services. Depending on the cost of the consultant, investigate whether there are any district dollars to utilize or whether additional schools are interested in participating in training for cost-sharing. At this point, you will want to appoint a liaison to: (1) coordinate the training arrangements with the consultant (i.e. dates, location, times, technology, travel arrangements, materials, etc.) and (2) coordinate communication across additional participating schools. This liaison should be responsible to ensure schools' readiness for training as well as notify key district stakeholders of upcoming training to build visibility and political support.

Leadership teams can initiate data analysis and work to build faculty buy-in prior to receiving training. As stated before, to maximize the training experience, leadership teams may want to consult available readiness checklists to better prepare them for upcoming training ([Individual School Readiness Checklist](#) and [Getting Started with PBIS](#)).

It is important to note that once SWPBS Training is completed, training will continue to be ongoing. It is the administrator's responsibility to provide the Leadership Team the necessary time and resources in order to effectively and efficiently train staff and students on the process developed initially and in booster trainings. Additionally, the administrator needs to continue to work with the leadership team in determining how new staff and students will be taught the SWPBS process on campus.

Teachers

Your primary responsibility in preparing for training is to assist with any pre-training readiness requirements. This could be as simple as reminding fellow Leadership Team members of the upcoming training dates and gathering any pertinent materials needed at the training (e.g., Student Code of Conduct, office discipline referral form, lists of classroom rules, faculty handbook, SIT, current school initiatives, school's mission statement, etc.). If your school contracts with an outside consultant for training, volunteer to coordinate the training logistics (i.e. dates, location, technology, etc.) with the consultant and be the liaison between the consultant and other schools' participating in the training.

Parents

If the school contracts with an outside consultant for training, solicit support from the PTO to assist with the cost of the training. Support to the leadership team can also be provided by securing community businesses in providing food during the training. Parents will also want

to encourage the PTO in assigning a member to participate on the Leadership Team during and following completion of the training.

Feature #7: Coaching Capacity

Coaches are often school personnel who are released of some of their prior responsibilities to facilitate the participating school-based PBS Team through implementation and to attend any district-level (monthly Coaches' Meetings) and/or state-level (annual Coaches' Training) events. A Coach may be a district-level person (external) or a site-based person (internal; e.g., education specialist, school psychologist, social worker, behavior specialist, guidance counselor, etc.). Since Coaches may be required to attend local and state activities that are not occurring at their particular school, it is essential that Coaches are not classroom teachers or administrators. Coaches should be selected based upon their function (what they can do and what is required of them to do), not by their titles (George & Kincaid, in press). The PBS Coaches' primary function is to maintain fidelity of implementation following training and provide continued support to the team.

When identifying a person from your school to serve as a Coach, consider the following characteristics and responsibilities required of a Coach: (1) having the freedom to move across schools, (2) understanding the school-wide PBS process and having some general knowledge of behavioral principles, (3) having the skills necessary to effectively facilitate teams throughout the process (across the school year during team meetings and during activities in trainings), (4) attending any trainings with their respective school-based teams, (5) being a facilitator and member of the school-based team, (6) reporting to the District Coordinator (if available), (7) being the main contact person and liaison for the school-based team, and (8) collecting any team, district or state evaluation data (Florida PBS Project, 2007).

Administrators

If no District Coordinator or state project exists, the administrator needs to identify the process for selecting a Coach for your leadership team. Your role in this process will vary depending on whether your school will have an external or internal Coach. If the district provides the school with an external Coach, determine the person selected and contact this individual to receive support in facilitating the pre-planning meetings on campus. If your school district utilizes internal Coaches, identify someone on your staff for this role (review the characteristics and responsibilities of a Coach in the previous paragraph). The role of an internal Coach should be voluntary and time must be provided to attend any related trainings or meetings to further enhance skill development (as required by the district or state project) as well as complete any necessary evaluation instruments. This internal Coach should be encouraged to work with any outside consultants providing the PBS Training and provided time to meet with Coaches from other participating schools on a monthly basis to network and receive support.

Teachers

Determine whether your school will have an internal or external PBS Coach. Depending on the size of the school, some schools may require more than one Coach (e.g., high schools with small learning communities). Volunteer to take the position of internal Coach if you are interested and fit the characteristics as described above. Otherwise, encourage and nominate others to volunteer for the position that fit the requirements.

Parents

Parents need to be creative in determining how the PTO can support the efficiency of the Coach on the school campus (i.e. volunteer to help during school-wide activities, assist in supervision across campus during team meetings, assist with fundraising to support school-wide

initiatives, etc.). Additionally, schedule a time to meet with the Coach to receive updates on the PBS progress on campus and share this information with the PTO. You may want to invite the Coach to present on current activities and findings at the next PTO meeting. Communication with the Coach can assist the PTO on how they can best support the PBS initiatives on campus.

Feature #8: Demonstrations

A demonstration site is typically an exemplar school implementing PBS with fidelity. Fidelity is defined according to the assessment instrument used and varies across states (e.g., SET 80/80 (Sugai, Lewis-Palmer, Todd & Horner, 2001), BoQ 70 (Kincaid, Childs & George, 2005)). Demonstrations serve as a training resource or model for future and/or struggling teams and reinforce the rationale for continued district expansion and ongoing support (Sugai et al., 2005). Exemplar schools can assist in increasing visibility and political support at a district level while simultaneously providing a visual for what PBS looks like when implemented thus enhancing buy-in at the school level. Interested or struggling schools seek demonstration sites for guidance and new ideas. If your district and/or state do not have identified demonstrations, some states (e.g., Florida, <http://flpbs.fmhi.usf.edu> and Maryland, <http://www.pbismaryland.org/>) have identified their model or exemplar schools which can be contacted directly for further information.

Administrators

Determine if demonstration sites exist within your district and/or state and if so, contact them to schedule a site visit with some of your Leadership Team. Schools must typically meet criteria as established by the state or district project to meet exemplar eligibility. These criteria may assist your leadership team in preparing for what is required to make overall change on your campus as experienced on your site visit. During the site visit, make sure to interview the

school's Leadership Team and request to review their products developed. If no demonstration sites are identified within your district and/or state, consult the websites stated above for further information. Additional sites with sample products include but are not limited to: Missouri, <http://www.cise.missouri.edu/links/pbs-schools/index.html> and Georgia, <http://ebis.valdosta.edu/celebration.htm>.

Teachers

Determine if demonstration sites exist within your district and/or state and if so, contact them to schedule a site visit with some of your Leadership Team. Make sure to notify your administrator of the site visit and encourage them to attend with your team. During the site visit, make sure to interview the school's Leadership Team and request to review their products developed. If no demonstration sites are identified within your district and/or state, consult the websites stated above for further information.

Parents

Determine if demonstration sites exist within your district and/or state and if so, collect the contact information and provide them to your school's administration to schedule a site visit. Volunteer to visit the demonstration site with the leadership team. Make sure to talk with the school staff on activities, review products developed, interview the leadership team on time involved, and ask to speak with their parent representative on the team. Upon return, share the information gathered at your next PTO and SIT meeting. If no demonstration sites are identified within your district and/or state, consult the websites stated above for further information.

Feature #9: Evaluation

Evaluation is essential in determining SWPBS effectiveness. Several instruments are available that measure training effectiveness and satisfaction, technical assistance efforts, team

processes, implementation activities, and student outcomes. (refer to George & Kincaid, in press; or visit <http://flpbs.fmhi.usf.edu> and www.pbis.org) The evaluation process assesses the fidelity of PBS (or evaluates how well we are doing in implementing PBS on campus), provides data on students and other outcomes (e.g., academic, ODRs, in-school and out-of-school suspensions, etc.), determines model/exemplar/demonstration schools/sites, and assists in developing an action plan for problem areas, as well as acknowledging successful areas. Since data provide information on effectiveness (i.e., what is working and not working), it is important that data are collected throughout the school year and disseminated frequently to provide ongoing feedback on the progress of activities thus promoting continued buy-in across campus. This constant feedback (i.e., evaluation) allows for teams to adjust their efforts during the year based upon the information collected.

In summary, evaluation data assist in: (1) gaining an understanding of how the plan is functioning (“Are we really doing what we think we are doing?”), (2) documenting the plan’s effectiveness (“Is what we’re doing working?”), and (3) identifying and examining strengths and weaknesses of the PBS Plan. Combined results derived from various instruments assist in identifying ways to improve the PBS process. These data allow school teams to refocus and establish new action plans for each school year (George & Kincaid, in press).

Administrators

The evaluation process is critical in determining success by assessing whether goals are being met and identifying results to date. Schools are already collecting a tremendous amount of data with or without PBS implementation. The question is whether these data are meaningful to your school and are used to make ongoing decisions on campus. One of the key types of data already collected are your office discipline referrals (ODR). Your first step in evaluation is

determining if your current database system is useful for data-based decision-making. Refer to www.swis.org for guidance in what database systems should have or look like. Additionally, the attendance data, climate surveys, state assessments; DIBELS; in-school and out-of-school suspensions (ISS and OSS) and referrals to special education will provide good baselines prior to completing training in PBS. These baseline rates will allow the Leadership Team to compare across implementation years. By collecting these data in an organized format, this information will also assist in soliciting potential Leadership Team members as well as building faculty buy-in across campus.

Determine what evaluation tools are required by your district or state project (if any) along with the timelines for completion. Once identified, you will need to determine who is responsible to complete the tool (Coach or Team Leader), the process of submission (e.g. on-line, fax, email, mail) and to whom (District Coordinator or state project). In addition, you will want to identify how your school will receive the results of these evaluations from the district or state thus ensuring that the leadership team uses the results to modify your school's PBS Plan. If no district or state project exists, refer to the contracted consultants for evaluation materials or visit www.pbis.org and <http://flpbs.fmhi.usf.edu> for further information. By collecting data and evaluating outcomes, you will be able to improve activities on campus, continue to make overall systems change thus increasing visibility and political support across your campus, district and state.

Teachers

The teacher's role in the evaluation process is to assist with data collection and completion of all evaluation tools. If no evaluation tools are required by your district or state, assist your Leadership Team in identifying tools used by other states as mentioned earlier.

Additionally, you will want to ensure that the Leadership Team uses all the existing data available on campus in order to guide the direction of your PBS Plan and plan for what needs to change on campus.

Parents

The parent's role in the evaluation process is to solicit fellow PTO members in assisting in the completion and collection of data on campus (e.g., climate surveys for parents and students). Once collected, assist in the dissemination of results to the PTO to build awareness, solicit interest in participation, and to maintain communication on the PBS process occurring throughout campus. Provide ideas in how the school can disseminate the results to the students so that they can be aware of what is happening and get involved in making changes on campus (building continued buy-in across all stakeholders). If no district or state team exists, consult the websites mentioned above and assist in gathering material to assist in the evaluation process at your school. It is important to note that schools may be hesitant to share data with parents, particularly if it is unfavorable or does not reflect positively on the administration (data can always be kept confidential when talking about overall ODRs; teams can maintain confidentiality by withholding individual student names). Therefore, it is important to encourage administrators that the PTO is there to support and wants to simultaneously improve the school together. Since administrators are not accustomed to having parents interested in overall school-wide data including assisting in improving the outcomes, provide examples in how the PTO can be of assistance and benefit from this information.

Conclusion

To get Positive Behavior Support in your school, refer to the nine blueprint items as assistance in getting your school ready for training. Schools will need to commit time and

energy in planning, training, and implementation activities in order to see real change occur on campus. In order to preserve the investment made by the Leadership Team, it is imperative that schools prepare well for PBS Training so that the time spent in training is used efficiently in order to produce effective results (i.e., develop a cohesive action plan with school products). The suggestions provided in this article aim to assist administrators, teachers, and parents in how to get PBS in their school. The examples provided are derived from experience of actual schools and persons whom we have worked with in Florida and across the nation.

The school administrator is the most important person in getting PBS and sustaining the changes made in the school as well as the most influential person in the district in getting other schools and administrators interested in PBS. Therefore, as a parent or teacher who has devoted a tremendous amount of time in getting PBS in your school, do not give up! As a teacher, we encourage you to begin to pilot some PBS strategies in your classroom to serve as a model and solicit interest across campus. Invite fellow teachers and administrators to local conferences, your classroom, and to view materials gathered to increase buy-in. As a parent, continue to work with the PTO in building a relationship with administration and gaining their support for PBS. Although it may seem like getting PBS in your school is hard work and it is, the payoff is significant and your school, students, faculty, and parents will benefit in the end. Remember, PBS is not a quick-fix, but a process that requires a team approach. Although time will be needed in the planning and implementation phases of your PBS Plan, sometimes additional time needs to be added in getting the stakeholders to the table and interested and committed to PBS Training. If your school/district has completed pre-planning and is ready for PBS Training, please refer to PBIS Network, <http://www.pbis.org/map.htm> and locate the contact for your state.

References

- Florida's Positive Behavior Support Project. (February 20, 2007). flpbs.fmhi.usf.edu.
- Kincaid, D., Childs, K., & George, H. (2005). *School-wide Benchmarks of Quality*. Child and Family Studies, Division of Applied Research and Educational Supports, University of South Florida, Tampa, Florida.
- Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31(6), 1-24.
- May, S., Ard, W. III., Todd, A.W., Horner, R.H., Glasgow, A., Sugai, G., & Sprague, J.R. (2002). *School-wide Information System*. Educational and Community Supports, University of Oregon, Eugene, Oregon.
- Sugai, G., Horner, R., Sailor, W., Dunlap, G., Eber, L., Lewis, T., Kincaid, D., Scott, T., Barrett, S., Algozzine, B., Putnam, B., Massanari, C., & Nelson, M. (2005). *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment*. Technical Assistance Center on Positive Behavioral Interventions and Supports.
- Sugai, G., Lewis-Palmer, T., Todd, A.W., & Horner, R.H. (2001). *School-wide Evaluation Tool*. Educational and Community Supports, University of Oregon, Eugene, Oregon.