



# Illinois P·B·I·S Network

the Positive Behavior Interventions & Supports component of the IL Statewide TA Center (IS-TAC)

*An Illinois State Board of Education funded initiative promoting effective practices for the good of all children*

## Getting Started with PBIS

### Step 1: District Readiness and Commitments

- a. District administrative overview and introductory conversation with a PBIS Technical Assistance Director (TAD) or Coordinator. This conversation should include district Superintendent, Assistant Superintendent, Special Education Director and relevant building principals. The conversation will cover district level coordination, building level coaching, IL PBIS Network training and technical assistance, district/building commitments, team development, etc.
- b. A District Leadership Team supports PBIS efforts in terms of coordination, training capacity, funding, visibility, political support, coaching capacity, demonstrations and evaluation. The District Leadership Team will commit to quarterly meetings.
- c. The district will assign FTE to district coordinating responsibility. FTE should equal .2 per five implementing schools.
- d. The district will commit participation in training by building level teams that will include three days of training at each of the three levels of PBIS (9 days total) within 12-24 months.
- e. Each school will commit to providing behavioral and academic supports to students at the universal, secondary and tertiary levels as identified.
- f. The District will commit to support PBIS in its schools for a minimum of five years.

### Step 2: District-level Planning

- a. The district coordinator, coach(s) and other members of the district leadership team will meet with the IL PBIS Network Coordinator to develop a yearly implementation plan using the PBIS District Blueprint.
- b. District school(s) will be identified for direct training and implementation. Additional schools will be identified as part of a long-term implementation plan.
- c. A competent building-level Internal Coach will be identified to support and facilitate implementation efforts at all three levels (Universal, secondary, tertiary).

Coaches should be a universal team member, have some behavioral competence and must participate in coaches trainings throughout the year.

### **Step 3: Initial Implementation**

- a. The buildings will establish a representative team to participate in universal training. The teams should minimally include a building administrator, special and general education teachers, grade level representation, social worker or psychologist, support staff and parent. Each building's universal team will meet twice monthly following training to implement action plan.
- b. Each building will use School-Wide Information System (SWIS) or a like system to collect and analyze discipline data. This data will be used at all universal team meetings for problem-solving and action planning.
- c. A school staff member will be designated to enter discipline data into SWIS or a comparable system on a daily basis.
- d. The district coordinator will work with each building and/or PBIS Coordinator to complete, use, and submit requested system tools and data. This includes: discipline data, Team Implementation Checklist, Phases of Implementation, School Profile, School-wide Evaluation Tool (SET), LRE data and Self-Assessment Surveys.
- e. Building administrators will facilitate sharing of PBIS activities and data on a monthly basis through staff meetings, staff newsletter, etc.
- f. Each building will align the function of a secondary level team to develop function-based interventions for students as identified. This team is typically a Problem-Solving Team, SAT, TAT, RTI, SAP or like team. The team will utilize individual student data and develop group or individual function-based interventions. This team will meet weekly or bi-weekly.
- g. The personnel designated to support students with complex emotional/behavioral needs in the building (i.e. social worker, counselor, school psychologist, behavior specialist, Special education staff, an administrator, etc) will review the current structures/processes in place for these students as well as data used to monitor success of these students/programs. These tertiary level leaders will participate in tertiary level training and follow-up implementation to ensure an effective tertiary level system is developing for students with the most significant needs.

7.18.06

## **What Does Effective PBIS Implementation Look Like at the School Building Level?**

- Building administrator actively supports PBIS implementation. This includes participating in trainings with each team, attending team meetings, allowing the team to meet and sharing PBIS activities and data with staff, families and the community.
- The building has a universal team that is representative of the staff (regular and special education, grade level, support staff, parent) and meets at least twice monthly.
- The school has established school-wide expectations that are posted throughout the school.
- There is a system in place for teaching expected behaviors. This includes both formal and informal teaching strategies.
- There is a system in place for acknowledging expected behaviors. This includes both tangible and social methods of acknowledgement.
- The building collects and analyzes discipline referral and academic data on an on-going basis.
- The team uses academic and discipline data at each meeting for problem-solving and developing school-wide strategies.
- There is a clear understanding of classroom and office-managed behaviors.
- There is a clear process for dealing with problem behaviors.
- There is a team in place that meets regularly to address students in need of secondary and tertiary level behavioral and academic needs. The team uses individual student data to develop function-based behavior intervention plans.
- There is ongoing planning among specialized staff and building/district leaders to review effectiveness data for systems that support students with complex needs across home school and community.
- Designated/trained personnel lead teams through implementation of individualized behavior support plans and comprehensive wraparound plans for students with complex needs who require all 3 levels of PBIS.

7.18.06