

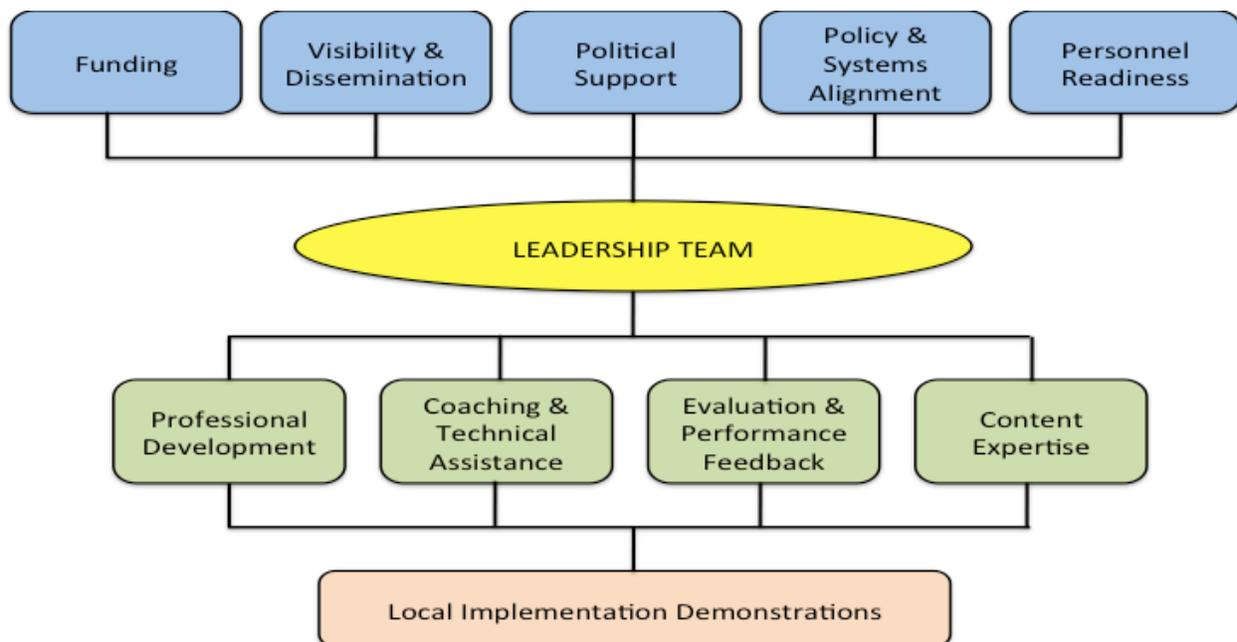
PBIS Forum 15 Practice Brief: State Level PBIS Coordination

Introduction

This document serves as a summary document from the Roundtable Discussion (RDQ session) for the *State Level PBIS Coordination* that took place at the 2015 Positive Behavioral Interventions and Supports Leadership Forum in Rosemont, Illinois. It was developed based on input and discussion from participants currently serving in state-level coordination roles at the RDQ session. Its purpose is to share strategies to effectively coordinate PBIS efforts within and across a state by outlining its function, rationale, and frequently asked questions, and additional resources. The author aims to provide practitioners, leaders, and policy makers with an understanding of the importance of state-level coordination of PBIS efforts and identify some of the tools available to enhance success.

Operational definition and rationale

A PBIS State Coordinator functions as the primary point of contact for the State Leadership Team (i.e., the funders), the Management or Implementation Team (i.e., the workhorses), and the Local Educational Agencies (LEAs). State Coordinators facilitate the development of the State PBIS Action Plan and manage the PBIS activities of stakeholders. These individuals are sometimes referred to as the “air traffic controllers” who simultaneously manage several important tasks related to PBIS within their state such as the figure below.



Because states are structured differently, have several initiatives in place, are varying in their priorities and availability of resources, it is essential that there is a primary person identified to oversee professional development, technical assistance, requests, evaluation of activities, and dissemination efforts that may impact state policies and future funding.

PBIS Forum 15 Practice Brief: State Level PBIS Coordination

Frequently asked questions

Q: Where are most PBIS State Coordinators located?

A: PBIS State Coordinators may reside in state agencies, LEAs, universities, or private agencies. The nature of the funding (i.e., grants, contracts, etc.) may determine where a PBIS State Coordinator is “housed.” The location of a coordinator is not as important as the ability to lead the PBIS efforts in a state (e.g., authority to lead, facilitate PBIS implementation, etc. across the state).

Q: How are PBIS State Coordinators funded?

A: Grants, contracts, and other outside sources of support may be essential for initiating PBIS activities (e.g., professional development, policy-making, practice selection, demonstration, and organizational efficiency), but these are temporary financial supports that may not be durable or sustainable. Implementation of any practice must give priority to improving the effectiveness, efficiency, and relevance of existing resources, policies, procedures, and organizational and leadership structures. Some states have accessed IDEA discretionary dollars and/or state general revenue funds as a foundation. Additional grants and/or contracts then become supplemental resources to the existing foundational funding established in a state.

Q: How do PBIS State Coordinators build their capacity?

A: Building capacity of PBIS State Coordinators includes facilitating professional development and technical assistance including sustained and accurate use of evidence-based practices with ongoing data-based decision-making. Coordinators benefit from a State Leadership Team that guides funding and dissemination that may impact state activities and policies. However, local demonstrations must also be established (at both the school and district level) to impact students directly and oversee ongoing implementation.

Ongoing progress monitoring of activities and dissemination of results is essential in recruiting stakeholders and communicating needs at the local and state levels to sustain and expand efforts. Annual evaluation of state entities overseeing PBIS efforts is essential in maintaining relevancy and identifying needed content and structures of technical assistance or coaching (e.g., webinars, training modules, on-site events, products, etc.) in your state.

Q: How do PBIS State Coordinators collaborate with other initiatives?

A: The *PBIS Implementation Blueprint* emphasizes a multi-tiered support system framework founded in the behavioral and prevention sciences emphasizing: (a) measurable outcomes, (b) evidence-based practices, (c) implementation systems, and (d) data for decision making.

Since PBIS emphasizes a multi-tiered framework, it easily crosswalks with other initiatives. Communication is essential with potential stakeholders in soliciting interest and building awareness of efforts (e.g., prevention of duplicating efforts, enhancing existing activities, extending current funding through focused collaborations, etc.) as well as maintaining and sustaining existing stakeholders. Dissemination activities may include (a) website, (b) newsletters, (c) presentations, and/or (d) scheduled meetings, etc. It is important that PBIS State Coordinators have a vision as to how and why other initiatives may benefit in collaborative activities when constructing a message to

PBIS Forum 15 Practice Brief: State Level PBIS Coordination

disseminate. Discussions that include purpose, population(s) served, outcome(s) achieved, persons responsible and timelines may help identify similarities and differences across initiatives.

Q: Are other states aligning PBIS with other initiatives (e.g., PBIS and MTSS)?

A: Yes, states are realizing that there are existing resources serving the same populations with similar goals and that they can achieve greater outcomes by aligning initiatives. An example of this may be the alignment of PBIS with school mental health and/or RtI for Academics. Given that all initiatives are working towards improving the lives of students for increased success, it makes sense to “work smarter” and collaboratively. States have varying priorities and the entry or exit of an initiative within and across states differs greatly which may direct the terminology of a practice (e.g., MTSS versus PBIS). Some states highlight their alignment activities within their annual state evaluation reports.

The U.S. Department of Education has stated that PBIS generically references “a multi-tiered behavioral framework used to improve the integration and implementation of behavioral practices, data-driven decision making systems, professional development opportunities, school leadership, supportive SEA and LEA policies, and evidence-based instructional strategies.” Understanding the PBIS framework and how it can positively impact other initiatives will assist in those conversations with other leaders in your state.

Additional resources

- *PBIS Implementation Blueprint – Part 1: Foundational and Supporting Information*
<http://www.pbis.org/blueprint/implementation-blueprint>
- *PBIS Implementation Blueprint – Part 2: Self-Assessment and Action Planning*
<http://www.pbis.org/blueprint/implementation-blueprint>
- Contact information for PBIS State Coordinators <http://www.pbis.org/pbis-network>
- *What Does it Cost to Implement School-wide PBIS?* by Horner et al. (Issue 12 – Aug 2012)
<http://www.pbis.org/evaluation/evaluation-briefs>
- *State Evaluation Examples* <http://www.pbis.org/evaluation/evaluation-examples>
- *Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports*
http://www.pbis.org/Common/Cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf