



Booster Session

Broward County RtIB Schools
March 17, 2016
8:30-3:30






A Multi-Tiered System of Supports

This product was developed by the Florida Positive Behavioral Interventions and Supports (PBIS) Center in partnership with the Florida Department of Education and the Florida Center for Inclusive Communities. It is a product of the Florida Center for Inclusive Communities, a center of excellence at the University of South Florida, Bureau of Educational Research and Quality Services. Through special permission under the agreement with the Florida Department of Education, Part 6.


Objectives

- Faculty buy-in
 - Participants will develop plans to ensure staff at their schools have the knowledge, understanding and sufficient resources to implement RtIB practices.
 - Participants will develop plans to collect staff survey data regarding RtIB implementation plans to make improvements to their RtIB system.
- Family and Community Engagement (FACE)
 - Participants will develop consensus for engaging families and community members in their PBIS implementation efforts and will develop specific plans and corresponding materials that align with their goals for family and community engagement in PBIS.
- RtIB data collection/meeting
 - Participants will have an understanding of behavior data needed to hold an effective RtIB meeting. Participants will learn where to collect data from and how to use it in the Meeting Agenda.



Agenda

- 8:30-8:45 Introductions/logistics
- 8:45-9:20: Overview of PBIS and identification of resources/barriers
- 9:20-10:20 Buy-in
- 10:20-10:35: Break
- 10:35-11:30: FACE
- 11:30-12:30: Lunch
- 12:30-2:00: RtIB data collection/meetings
- 2:00-2:15 Break
- 2:15-3:00: Team work time
- 3:00-3:30: 3 min. team presentations/demonstrations of plans and next steps



What are 3 elements of Positive Behavior Support?

- Aims to **build effective environments** in which positive behavior is more effective than problem behavior
- Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior
- Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes



Traditional Discipline versus PBS

- **Traditional Discipline:**
 - Undesirable behavior is expected to stop through the use of punishment
 - Waits for the problem behavior to happen
 - Appropriate alternative behavior may or may not be addressed
 - May actually reinforce the problem behavior
 - Removes students with frequent problems
- **Positive Behavior Support:**
 - Undesirable behavior is reduced by:
 - Systematically using data to identify appropriate supports for students
 - Altering environments to prevent common problems
 - Teaching appropriate skills
 - Rewarding appropriate behavior

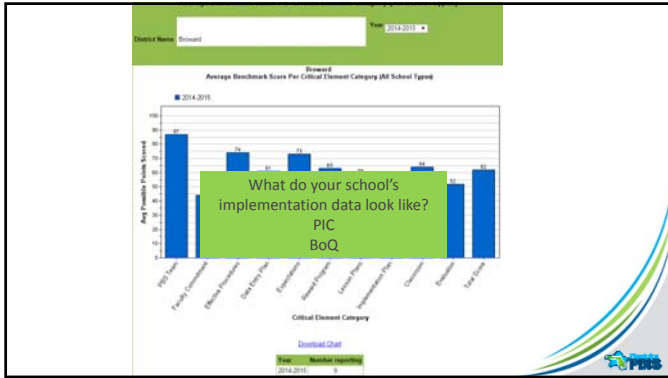


Critical Elements of School-Wide PBS As measured by the Benchmarks of Quality (BoQ)

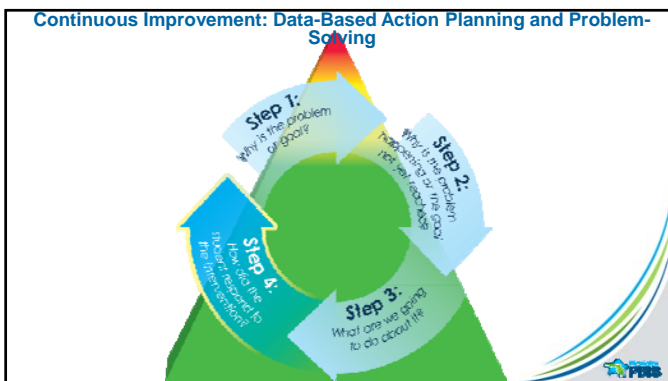
- PBS Team, Administrative Support
- Faculty Commitment, Participation
- Effective Discipline
- Data Entry & Analysis
- Expectations & Rules
- Reward/Recognition Program
- Lesson Plans for Teaching Behavior
- Implementation Planning
- Classroom PBS Systems
- Evaluation

(Kincaid, Childs & George, 2005)









Continuous Improvement: Data-Based Action Planning and Problem-Solving


- Did your school bring your Action / Implementation plan initially developed during the Tier 1 training?
 - Has it been regularly updated during team meetings?
 - If you need a new one...

See Tier 1 Action Plan


What is the problem/need to be addressed?		Who?	When?	Where?	How often?	How long?	How often?	How long?
EXAMPLE	1. Regular meetings are not established	1. Coaching Site & Site	Team	Team	1/2	1/2	1/2	1/2
	2. Coaching site	2. Coaching site	Coaching site	Coaching site	1/2	1/2	1/2	1/2

9:00-9:20: Chart Paper Activity

	A. Faculty buy-in	B. Family & community engagement	C. RtI:B data collection and use during meetings
1. Effective Strategies	1A. What have you done that's been effective at increasing faculty buy-in?	1B. What have you done that's been effective at increasing family & community engagement?	1C. What have you done that's been effective at using Tier 1 RtI:B data to guide team meeting processes?
2. Ineffective strategies/Barriers:	2A. What barriers have you run into?/What's not worked?	2B. What barriers have you run into?/What's not worked?	2C. What barriers have you run into?/What's not worked?
3. Questions/Concerns:	3A. What are your questions?	3B. What are your questions?	3C. What are your questions?





Florida's Positive Behavioral Interventions & Support Project



Faculty and Staff Buy-In

9:20-10:20

- (1) Participants will develop plans to ensure staff at their schools have the knowledge, understanding and sufficient resources to implement RtI:B practices.
- (2) Participants will develop plans to collect staff survey data regarding RtI:B implementation plans to make improvements to their RtI:B system.

A Multi-Tiered System of Supports

Discuss

If implementation is low, do you assume that you do not have faculty buy-in to implement?

- Other reasons for low implementation:
 - Need support to implement
 - Need resources to implement
 - Need a better understanding of how and when to integrate behavioral instruction and support into existing practices

How is your school doing with faculty buy-in?

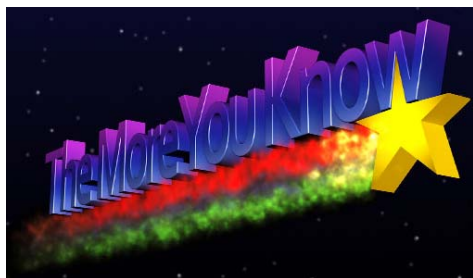
- **BoQ Faculty Buy-In**
 - 4. Faculty are aware of behavior problems across campus through regular data sharing (0-2)
 - 5. Faculty involved in establishing and reviewing goals (0-2)
 - 6. Faculty feedback is obtained throughout the year
- **PIC Faculty Buy-In**
 - 1. School administrators support PBS: active involvement, team participation, funding, etc.
 - 2. Staff support PBS – staff provided overview and reached 80% agreement to implement PBS
 - 23. Families and community members are actively involved in PBS related activities, programs, and/or services
 - 26. Data and feedback from families, staff, and students are used to revise and update the PBS action plan for the school and district - reviewed and revised as needed
 - 28. Morale is sustained among staff and students - staff and student attendance and participation in PBS efforts is high, system in place to recognize staff, family, and community contributions
- **Staff surveys?**

Discuss

1. What have your staff not “bought” into with implementing RtIB at your school?
2. Why have your staff not “bought” into (see what above) at your school?
3. How do you know the why is true? What data do you have to support this?

- Systematically using data to identify appropriate supports for students
- Altering environments to prevent common problems
- Teaching appropriate skills
- Rewarding appropriate behavior
- Aims to build effective environments in which positive behavior is more effective than problem behavior
- Is a collaborative, assessment-based approach to developing effective interventions for problem behavior
- Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes

The reasons staff aren't buying into your RtIB plans and practices will inform your effective buy-in strategies



Philosophical differences in preventing behavior problems

"They should know how to behave by now"

Set clear expectations from principal regarding implementation of RtIB for all (expectations must come with support)

Increase knowledge and understanding of why RtIB works and is effective

Have teachers who are bought into RtIB discuss and talk with those that aren't; schedule observations

- Problem behaviors (behavioral errors) often occur because:
 - Students do not have appropriate skills (skill deficits)
 - Students do not know **when** to use skills (performance deficits)
 - Teachers may respond inconsistently to the same problem behavior (Vavrus & Cole, 2002)
 - Skills are not taught in context
 - Skills are not rewarded and encouraged consistently
- From Harry Wong:
 - To *learn a new behavior*, it needs to be repeated an average of **8 times**
 - To *unlearn* an old behavior and replace it with a new behavior, it must be repeated an average of **28 times**

The behavioral curriculum is separate

Make it easy for teachers to implement (integrate lesson plans)

Help make it relevant for teachers (directly connected to existing academic curricula and goals)

Has the RtIB leadership team worked with your teachers (e.g., grade level PLCs, lead content teachers, etc.) to embed behavioral instruction in academic lessons?

- Resources provided in Tier 1 binder
- Resources on website: http://flpbs.fmhi.usf.edu/resources_classroom_foldersmod.cfm
 - Curriculum File H, I, J
- Identify areas in existing courses, curricula that can be integrated with expectations, rules and social-emotional learning goals

Has the team helped the staff see the connections between standards (speaking and listening standards) and behavioral instruction?


- Small group structures, more hands-on activities among students

Developing the Core Curriculum: Knowing what to integrate

Make it easy for teachers to implement (integrate lesson plans)


Help make it relevant for teachers (directly connected to existing academic curricula and goals)

- Lesson plans from existing curricula
 - Skillstreaming, PREPARE, Second Step, LEAPS, etc...
- Lesson plans online
 - http://fpbs.fmhi.usf.edu/teaching_lesson_plans.asp
 - <http://charactercounts.org/lesson-plans/index.html>
 - Identify how the six pillars align with your school-wide expectations
- Custom lesson plans
 - Behaviors from Activity 1 (Ideal Student)
 - Involve students, parents, community in development
- Make them easy for your staff to use
 - Provide initial lessons, incentives for additional ideas
 - Provide examples of how behavioral lesson plans are integrated into academic lesson planning activities



Some time has not been carved out

- Morning announcements
- Homeroom/first 10 min. of the day
- Integrated into a specials course for a grade level each week and this course rotates
- Introductory events/ Initial roll-out (consider having these as your data indicate there is a need)
 - High profile – school-wide assembly, station rotation
- Formal lesson plans throughout the year
 - According to a set schedule that outlines minimum frequency of lessons
 - Using data (historical trends, faculty feedback (surveys, focus groups), student feedback) to inform schedule
- Integrated into before/after school activities on campus?
 - Athletics? Before/after care providers? Transportation?



Team Activity: Develop Action Plans

1. Create plans ask your staff the questions below:

1. What do you not like about implementing RtIB? <ul style="list-style-type: none"> • Teaching expectations and rules regularly • Using effective prevention strategies and responses to behavior 	2. What do you find challenging about implementing RtIB? <ul style="list-style-type: none"> • Teaching expectations and rules regularly • Using effective prevention strategies and responses to behavior 	3. What do you need from the RtIB leadership team in order to implement RtIB practices? <ul style="list-style-type: none"> • Teaching expectations and rules regularly • Using effective prevention strategies and responses to behavior
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1A. When and how will you share results of the data with your staff?
1B. When and how will you review data collected and adjust RtIB supports?

Team Activity: Develop Action Plans

2. Create plans to implement the following strategies with your staff:
- Compelling reason for change:
 - Share RtIB data with staff regularly
 - Ensure ownership:
 - Get input on school goals and practices for RtIB
 - Obtain and use staff feedback regularly
 - Provide clear vision of how changes will impact staff personally:
 - Ensure staff are provided overview and reach 80% agreement
 - Schedule time to support staff understanding of why RtIB is effective at preventing problem behavior
 - Provide connection to teacher walkthrough success, increased academic engaged time and learning!
 - Model from leadership and reward implementation!
 - Efforts to sustain morale and recognize contributions of staff and students and families are implemented
 - Make it easy for staff to implement
 - Schedule time to integrate behavioral instruction into academic instruction/aligned with standards
 - Schedule time to support staff understanding of why RtIB is effective at preventing problem behavior



Florida's Positive Behavioral Interventions & Support Project





Family and Community Engagement
10:35-11:30

A Multi-Tiered System of Supports

This product was developed by the Florida Positive Behavioral Interventions and Supports Project, a project funded by the State of Florida, Department of Education, in 12 Public Schools, Bureau of Educational Research and Student Services, through federal assistance via the Department of Education's Department 1202001, Title IV.

Family Engagement Defined

Engagement: Collaborative relationships, built upon trust and respect, based upon the idea of shared responsibility for student success. Bi-directional communication, mutual respect and understanding, guided by data-based problem-solving, all contribute to partnerships for the purpose of supporting student learning.




1 min. to silently jot down your answers

In an ideal world, what would it look like to have families and communities engaged in RtIB?


What does it look like? Sound like? What kinds of things to educators and families do together? What do they say to each others? How do they feel about working with each other?

Turn these into your school goals for FACE and get family/community input



How is your school doing with family and community engagement in RtIB?

- How do we know if we have supportive and positive relationships between educators, students and their families?
- What are ways you currently support development of these relationships?
- Existing Data:
 - BoQ
 - 41. Plans for involving families/community are developed and implement.
 - PIC Family/Community Engagement
 - 13. Families have been oriented to PBS
 - 23. Families and community members are actively involved in PBS related activities, programs, and/or services
 - 24. Data and feedback from families, staff, and students are used to make decisions regarding additional training and professional staff development
 - 26. Data and feedback from families, staff, and students are used to revise and update the PBS action plan for the school and district - reviewed and revised as needed
 - 27. Links with the community and other resources have been established to assist with funding and incentives
 - 28. Morale is sustained among staff and students - staff and student attendance and participation in PBS efforts is high, system in place to recognize staff, family, and community contributions
- Family surveys?
- Community input?




Discuss

How has your RtIB Leadership team gathered data from families regarding engagement preferences, needs, perspectives, and communication needs?


- Challenges encountered?
- Lessons learned?
- Who, on your campus, is charged with engaging families and communities that could help the RtIB leadership team with data collection?

If we don't use these data as the basis for our strategies, we are wasting resources

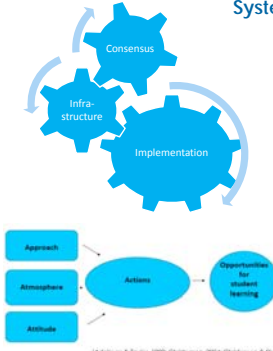


Why engage families?

- Core component to evidence-based practice
- Successful school reform and improvement efforts engage families in the process (Kilgus, Stone, Ureter, & Brown, 1993)
- Family-school partnerships result in improved outcomes for students, families, and teachers (Henderson & Mapp, 2002)
- “Every \$1 invested in parental participation characterized by high-quality, long-lasting family-school relationships offers a possible \$7 return to society” (Reardon & Clemens, 2005)




Systems Change




- Consensus → Approach, Atmosphere, Attitude
 - Vision and leadership for family engagement
 - Buy-in from stakeholders
- Infrastructure → Approach, Atmosphere, Attitude
 - Teaming structures and practices
 - Stakeholder involvement, time, data and evaluation tools for family engagement efforts
 - Strategic plans and resource maps
- Implementation → Actions
 - Positive, proactive, family-educator relationships and communication
 - Strategic connections to student outcomes
 - Home-school support practices

[Alderson & Taylor, 1999; Chellerson, 2004; Chellerson & Shanklin, 2007]



Research	Components of effective FACE align with MTSS
<p>Reidling (2011) Center for Mental Health in Schools at UCLA (2011) Ferguson, Jordan, & Baldwin (2010) Boethel (2004)</p>	<p>Systems approach to ensure efficient use of resources and alignment across levels of the system</p> <ul style="list-style-type: none"> • Bilingual staff deployed to appropriate schools for appropriate amount of time. • Strategic use of community partners that support those schools with the greatest need. • School-level plans and practices that align and support the district's larger model for FACE in MTSS • Professional development opportunities that support educators to implement district expectations for FACE in MTSS.
Epstein, Galindo, & Sheldon (2011)	<p>Leadership</p> <ul style="list-style-type: none"> • Establish as a priority (e.g., family engagement skills) included in hiring and evaluation efforts). • Allocate resources (e.g., staff time in schedule to problem-solve around family engagement). • Ensure alignment with and support for the larger MTSS implementation and evaluation plans (e.g., home visits targeting families implementing Tier 3 interventions at home; home-school communication systems that allow for efficient and effective communication of student progress data to parents).
Epstein, Galindo, & Sheldon (2011)	<p>Teaming and Collaboration</p> <ul style="list-style-type: none"> • Family voice and/or representatives included in schools' larger improvement and problem-solving teams. • Goals, outcomes, plans, and practices are collaboratively developed by families and educators.
Epstein, Galindo, & Sheldon (2011)	<p>Strategic planning guided by implementation and outcome data</p> <ul style="list-style-type: none"> • Data are collected on effectiveness of family engagement strategies and used to inform ongoing changes to family engagement efforts. • Data are collected on the goals and outcomes that are collaboratively identified and developed.
Henderson & Mapp (2002)	<p>Evidence-based strategies</p> <ul style="list-style-type: none"> • Multiple, varied, and diverse strategies are employed by educators to engage families in student learning. <ul style="list-style-type: none"> ◦ Multi-Funds of Knowledge ◦ Sheridan-Cajonito Behavioral Consultation (CBC) ◦ Supporting families' social capital through social networks, connections with community resources, educational opportunities, training, and direct support.
Wells, Bouffard, Bridgall, & Gordon (2009)	<p>Differentiating services based on need</p> <ul style="list-style-type: none"> • Intensive outreach and engagement efforts are initially targeted towards the families of students receiving Tier 2 and Tier 3 supports.
Wells, Bouffard, Bridgall, & Gordon (2009)	
Henderson & Mapp (2002)	
Boethel (2004)	



Family and Community Engagement (FACE) in MTSS

Florida MTSS A Multi-Tiered System of Supports

Six Key Components and Indicators

District Leadership
 Districts must support and promote a consistent approach to the identification, implementation, and monitoring of early and secondary intervention plans and practice within a sustained system of supports.

Data-Based Outcomes
 General outcomes of family and community engagement efforts are identified and measured with data.

Positive Relationships
 Relationships between educators and families are intentionally grown and nurtured recognizing families' needs and cultural differences leading to greater understanding and respect among all involved.

Multi-Dimensional and Multi-Tiered Approach
 When families are not engaged in schoolwide family engagement efforts, they are effectively engaged through additional, more intensive outreach.

Empowering Families
 Educators have increased the skills families need to support their child's educational success in a multi-tiered system of supports.

Collaborative Problem-Solving
 Examples of children receiving Tier II targeted, supplemental and III individualized interventions require one actively engaged in all steps of the 7R process.

Activity:

1. Each team member identify a different component to read (1-2 minutes).
2. Share main idea of component with group (1 min. each; 6 min. total).

Approach, Attitude, Atmosphere


- Shared responsibility
- Relationships
- Empowerment
- Importance
- Communication
- Flexibility
- Healthy and constructive
- Strength-based
- Honoring unique expertise and perspectives
- Welcoming climate and atmosphere for families
- Openness
- Supportive

Actions

- Evaluate current practice
 - Examine what you already do to create partnerships with families, your willingness to include families, and how you ask for their input.
 - How do you inform and teach parents about PBS?
 - How do you get parents involved in PBS?
 - How do you get feedback from parents about PBS?
 - How are your efforts working? For all families?
 - What families are your efforts not working? Why?
 - Survey families & teachers on preferences
 - Align resources available with preferences/needs of families and teachers for partnership efforts


Actions

- No “one” approach
 - There is no “one” action, strategy, or approach that works in *all* situations
 - Must identify multiple formats (newsletters, website, community workshops, at-home activities, etc)
- Outreach and Communication
 - Communication is a key action for reaching out to families.
 - Ask for family input instead of simply just providing parents information
 - Survey; Open door policies; Open discussion nights where parents set the agenda
- Multi-Tiered Approach for Family Engagement



Actions Family Engagement Across the Tiers

- Tier I
 - Are your engagement strategies working for most of your families?
 - Can families demonstrate awareness of school-wide expectations?
- Tier II
 - For those families that need more intensive, individualized outreach and supports, what are your strategies? Are they effective?
 - Are your engagement efforts aligned with the students’ goals?
- Tier III
 - Who are the families that need intensive outreach efforts? What do they need? Are your strategies effective?
 - Are you linking families with community resources that target their child’s areas of need?
 - Are you providing generalization strategies to implement at home?



Multi-Tiered Approach for Family Engagement

Tier 3: Few

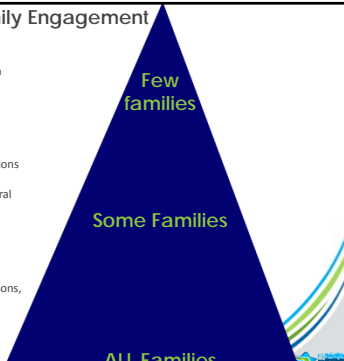
- Linking other families and community resources with these families to create a culture of support
- Home visits to teach Tier 3 intervention supports at home


Tier 2: Some

- Teaching parents strategies to support Tier 2 interventions at home
- Resources (videos, etc.) sent home to support behavioral strategies used at home

Tier 1: ALL

- Access to computers; access to classrooms
- Ensuring family preferences for communication is used to determine tier 1 strategies for sharing expectations, rules and other information about RtIB
 - Data sharing, input on expectations and rules
- Available community resources disseminated and shared with all families





PBS at Home

PBS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H	Make Your bed	Have back lunch keys	Do you have your keys?			Set the table Put dishes	Brush your teeth Put away clothes
HELP OUT	Clothes in hamper						
O	Get up on time	Get cleaned up and ready				Use kind words and "I statements"	Get to bed on time!
OWN YOUR BEHAVIOR						Recognize mistakes and apologize	
M	Try a morning SMILE!			Actfully	Use your napkin		End the day with nice words and thoughts
MANNERS COUNT	Thank parents for helping			Use the napkin			
E							
V							
R							
Y							
D							
A							
Y							

How can this be used differently at tiers 2 and 3 with some families?

Actions: Ideas from Model PBS Schools

- PBS mentioned in monthly parent newsletter
 - Have parents return portion of brochure to provide input
 - Incentives communication with families
- Provide strategies for implementing PBS at home:
 - Newsletter
 - Website- posted videos
- Parent volunteers teach Second Step across grade levels
- Including PBS in SAC and PTA meetings
- Parent workshops (in-person, website, printed documents)
 - Intro to PBS: Bullying Offline and Online: Behavior Suggestions &

Activity: How do you currently engage families?

Integrated Model of Services & Supports

Academic Systems

Tertiary Supports
Providing families with responses to...

Universal Supports
Curriculum Nights
Take Home Science Lab
Online instructional videos

Behavioral Systems

Tertiary Supports
Daily Progress Reports; Monthly Parent Meetings; Point System at Home

Universal Supports
Coffee Talks
PBS Tips School Newsletter
Home Expectations
Online videos demonstrating effective behavior management

These strategies will only work, they will only reach your families, if you've established positive, meaningful and genuine relationships with your families and have used family input to guide the development of these strategies.

Problem Solving Barriers

- What are your barriers for engaging families?
 - Logistics
 - Cultural disconnects between home and school contexts
 - Knowledge and skill



Addressing Barriers: Logistics

- Does your leadership value, model, and emphasize family engagement?
 - Is there time allocated for engagement in the schedule?
 - Is family engagement identified as responsibility of teachers?
 - Are there incentives for staff to collaborate with families outside of regular school hours?
- Do your school-wide plans include family engagement?
- Do you evaluate family engagement efforts?
 - Tools for evaluating family engagement
 - Educator and family beliefs, knowledge and skills, practices: http://floridartl.usf.edu/resources/program_evaluation/ta_manual_revised2013/index.html
 - Family Engagement Innovation Configuration (not true eval)



Addressing Barriers: Cultural Disconnects

- Get student and family perspectives on RtIB expectations, rules, discipline, approach to teaching, etc.
- Explore attitudes, approach, and atmosphere for diversity
 - How might educators better understand families?
 - How might families better understand educators?
- Community outreach and immersion
 - Get to know your families
- Bring families in to share their culture with the class
 - Food, artifacts, pictures
 - Videos
 - Written stories and information that students share




Addressing Barriers: Knowledge and Skills

Classroom Family Engagement Rubric

PART 1: The teacher possesses the beliefs and mindsets to effect


STAGE 0	STAGE 1	STAGE 2
<p>1.1 The teacher values and respects families and sees them as assets in supporting student learning</p> <p>The teacher does not engage families because he or she views families as problems. The teacher believes that engaging families will have no impact, or a negative impact, on student achievement.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> My students' parents are the reason my students are so far behind. Engaging parents won't help my students do better in school. 	<p>The teacher makes some effort to engage families to protect himself or herself from future criticism and prevent problems with families.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> I have to partner with parents to cover my back. If you don't reach out to parents now, you'll have problems with them later. 	<p>The teacher engages families and believes that knowing families better know, understand, and respect their children's learning.</p> <p>Indicator statements for all grade levels:</p> <ul style="list-style-type: none"> To really know my students' families, I have to partner with parents to cover my back. If you don't reach out to parents now, you'll have problems with them later.

http://www.hfrp.org/star/hfrp/storage/fckeditor/File/file/FINE%20Newsletter/Winter2011/FINE-Flamboyan_Rubric.pdf



Addressing Barriers: Knowledge and Skills


- Training needed to increase educators' knowledge & skill for effectively engaging families
 - http://flpbs.fmbi.usf.edu/resources_trainings_and_meetings.cfm
Engaging families in PBS
 - <http://fsp.unl.edu/>
 - https://fsp.unl.edu/future_index.html
 - https://fsp.unl.edu/neseam_index.html
 - http://www.pbis.org/common/pbisresources/training/SFCP_UniversalManual_33009.pdf
 - <http://www.hfrp.org/family-involvement/projects/achieving-excellence-and-innovation-in-family-school-and-community-engagement-webinar-series/>
- Training needed to increase families' knowledge of education and skills for implementing strategies to support their child
 - Give families ideas and ask them to give input on training content
 - Attendance at training: Transportation, child-care (tutoring), food



<http://www.hfrp.org/family-involvement/projects/achieving-excellence-and-innovation-in-family-school-and-community-engagement-webinar-series/>

These webinars will occur every other month and will cover the following topics:

- [Webinar 1: Transforming Schools Through Family, School, and Community Engagement](#)
- [Webinar 2: A New Day: Family, School, and Community Engagement in Education Reform](#)
- [Webinar 3: Data Driven: Making Student and School Data Accessible and Meaningful To Families](#)
- [Webinar 4: The Teacher-Parent Relationship: Using Professional Development to Improve Family and Community Engagement](#)
- [Webinar 5: Building Strategic Partnerships to Foster Community Engagement in Education](#)
- [Webinar 6: Ensuring School Readiness Through Successful Transitions](#)
- [Webinar 7: Successful Transitions to High School: Promoting High School Success and Facilitating College Readiness](#)
- [Webinar 8: Evaluating Family Engagement Strategies: Addressing Measurement Challenges](#)



Resources: Parents & Community

- 28. Recognition for families and community partners
 - Present families with the highest volunteer hours, families with returned surveys, families that have exemplified the expectations in the community with recognition awards at school celebrations where school-wide PBIS efforts are the major focus of the festivities.
 - Offer free advertising on marquee, assignment books, t-shirts, etc.
 - Invite partners to setup booths, food trucks, etc. for additional business
 - Provide media coverage and press releases to local media outlets of community partner support to assist local businesses
 - Raffle school shirts, tickets to events/games, school supplies, etc.



"Mom says thanks for your list -- and here's a list of things you might like to volunteer to do at our house."

Kim Wain, Aida, school, Year 2000
printed by USA WEEKEND at Thursday, April 19, 2007 01:00:11 PM EST FOR




Team Activity: Develop Action Plans

- How and what data will you collect from families?
 - Plans for differentiating data collection for non-readers, non-English speakers, etc.
 - Phone calls? Home visits? Who? When?
- What will you do at tiers 1 to engage families in your RtIB
 - Sharing data with them
 - Getting input from them?
 - How will you engage in 2-way communication?




12:30-2:00

Data-based Problem Solving in a
RtI:B Team Meeting




Who?

A team with mandatory members (Principal, BTU Rep, RtI:B Leader, and Community Representation. Additional members must establish representation of all other stakeholders: support team, students, paraprofessionals, grade level teachers, specials teachers, etc.



When?

It is recommended that the RtI:B team meet monthly to be able to adjust implementation of the school-wide behavior plan quickly in response to student needs. Teams must meet a minimum of 4 times a year and maintain sign-in and minutes of these meetings.



What?

It is the team's responsibility to use the 4 Step Problem Solving Process to review current school-wide behavioral data, to create research-based interventions to address the school's most prominent behavioral needs, and to teach and document these for all stakeholders.

- identifying critical components of tiered behavior support
- identifying systems changes needed to support a 3 tiered system
- developing curriculum and guidelines to assist school personnel in implementing a 3 tiered RtI:B system



Why?

A flexible and responsive Tier 1 School-wide behavior curriculum provides preventative interventions and effective strategies to:

- create consistency with behavior language, behavior expectations, positive reinforcement, and response to inappropriate behaviors
- reduces frequent misbehaviors on the campus
- increases the likelihood of appropriate behaviors
- reinforces and supports staff in implementation
- improves positive school climate and culture

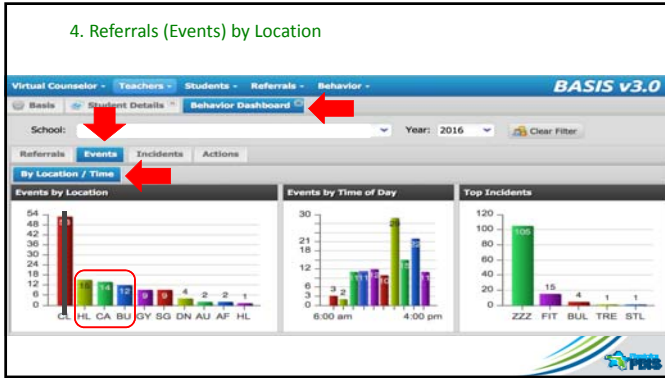


Necessary Data To Make Decisions At Each Tier

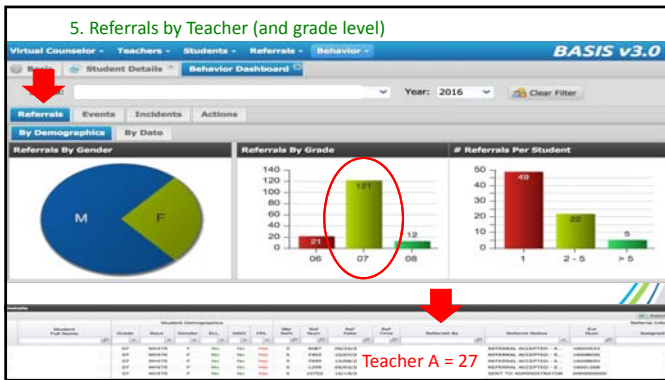
Tier 1: Universal	Tier 2: Targeted	Tier 3: Intensive
Big 5	Big 5	Big 5
Out of school Suspensions (OSS)	Out of school Suspensions (OSS)	Out of school Suspensions (OSS)
In school Suspensions (ISS)	In school Suspensions (ISS)	In school Suspensions (ISS)
Requests for assistance	Requests for assistance	Requests for assistance
Faculty, student, family surveys	Classroom observations	Student observation
School Climate Surveys	Daily progress reports	Behavior rating scales
	Standardized screening tools	FBA forms and processes
		Individualized measures of student outcomes



4. Referrals (Events) by Location



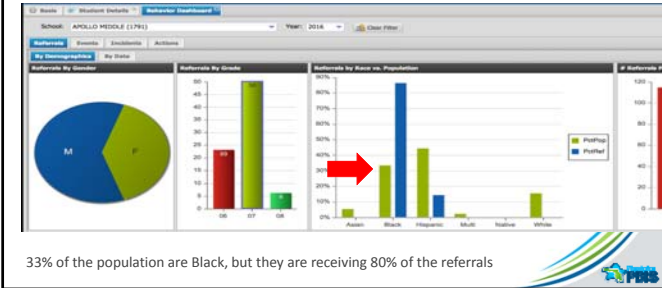
5. Referrals by Teacher (and grade level)



6. Referrals by Action

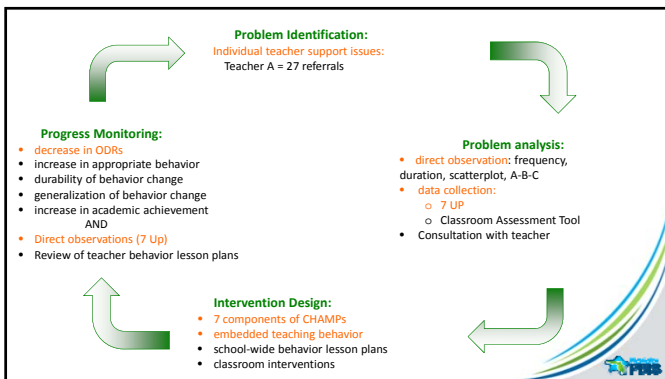


7. Referrals by Disproportionality



So what Problems did we Identify?

1. Core effectiveness seems good. 8 students with > 5 referrals. 1 student with 16 referrals by January.
2. Referrals in Grade 7 are 4 X the number of referrals in any other grade. 121 referrals in Grade 7 (61 written by Admin)
3. Teacher A = 27 referrals (18% of all school referrals)
4. Referrals double in the afternoon
5. Top incidents = Skipping (pivot behavior?) 17
Fighting and Battery 16+14 =30
6. Admin has spent 95 hours disciplining students and making negative phone calls home, NOT developing relationships or focusing on learning
7. 33% of the population (Black students) is receiving 83% of the referrals



Resources

browardprevention.org → Rtl Tab → Rtl:B Tab → Tier 1 Resources
→ Data Entry & Analysis

Contains:

- Data Collection template
- Meeting Agenda template
- Data Analysis Action Plan
- 7 Up
- CAT

Also, state-level
resources available at:
flpbs.fmhi.usf.edu



2:00-2:15 BREAK

2:15-3:00: Group work time

**3:00-3:30: ~each team will
have 3 min. to share plans
developed and next steps**

