**Tier 1 PBIS Content Guide: Faculty Commitment**

*“A new initiative without staff support is like dough without yeast: Work as you might, you’ll never get it to rise to success.”* *(Whitaker, 2008)*

**What is Buy-In?**

Accepting an idea or a goal and making it part of your everyday frame of reference. (Kautt, G.G., 2011)

**Benchmarks of Quality**

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| **4** | **Faculty are aware of behavior problems across campus through regular data sharing** |
| *Data regarding school-wide behavior are shared with faculty monthly (min. of 8 times per year).* |
| **5** | **Faculty are involved in establishing & reviewing goals** |
| *Most faculty participate in establishing PBIS goals (i.e. surveys) on at least an annual basis.* |
| **6** | **Faculty feedback is obtained throughout the year** |
| *Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBIS process (via staff surveys, voting process, suggestion box, etc.) Nothing is implemented without the majority of faculty approval.* |

**Keys to Initial Staff Buy-In**

* Administrative support and modeling from leadership
* Clear vision of how changes will impact people personally
* Emphasize the benefits and compelling reasons for change
* Ensure ownership
* Teach and reward

**Factors to Consider with Staff Buy-In**

* Maintaining 80% buy-in; getting new staff on board
* 3-5 years for full implementation; not a one shot deal
* Include all staff at all stages
* Utilize the problem solving process
* Philosophical shift, so expect some resistance

**Strategies for Dealing with Resistance to Change** (Knight, 2009)

* Teachers must believe the changes will make a difference
* Faculty & staff must see what is expected & believe it will work
* Stakeholders must be involved in the decision-making
* Respect the expertise of the staff
* Understand and improve upon potentially poor prior experiences with change

**Securing Staff Buy-In**

The following strategies have been identified for securing & maintaining staff buy-in:

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| **Communicating a sense of urgency** | **Opportunities for new learning** | **Opportunities for input & feedback** | **Obtain official commitment** |

**Communicating a Sense of Urgency**

In order to communicate a sense of urgency, each campus should use their discipline data, often referred to as the Big 5.

|  |  |
| --- | --- |
| **WHEN** | ODR’s per day per month |
| **WHEN** | ODR’s by time of day |
| **WHERE** | ODR’s by location |
| **WHY** | ODR’s by reason/type |
| **WHO** | ODR’s by student |

**Other Types of Discipline Data to Consider:**

* Loss of instructional time due to In School Suspension, Out of School Suspension
* Equity Profile Data
* *By race*
* *By classification: Special Education, General Education*

**Team Discussion**

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| --- |
| How could sharing behavioral outcome data be beneficial in establishing buy-in with staff? |
|  |

**Provide Opportunities for New Learning**

**Create Informed Decision Makers!**

Provide multiple opportunities for staff to build fluency on the critical elements of Tier 1 PBIS:

* Formal presentations/staff development
* Study groups or book studies
* Sharing articles/readings
* Sharing & discussion opportunities

**Team Discussion**

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| --- |
| What types of strategies to facilitate new learning would be most productive & practical at your school? |
|  |

**Opportunities for Input and Feedback**

**Providing Input & Feedback**

Throughout your planning process, you will have to ensure opportunities for input from faculty & staff. For example, once opportunities for learning about the critical element Expectations & Rules has taken place, how will the team solicit feedback?

* Climate Survey
* Perception of Behavior and Discipline Survey
* Survey monkey
* Ballot
* Polling

**ED School Climate Surveys (EDSCLS)**

[**https://safesupportivelearning.ed.gov/edscls**](https://safesupportivelearning.ed.gov/edscls)

* The EDSCLS web-based administration platform includes a suite of school climate surveys for middle and high school students, instructional staff, non-instructional staff, and parents/guardians.
* The EDSCLS [**can be** **downloaded free of charge**](https://safesupportivelearning.ed.gov/edscls/administration)**.**
* The platform processes data and provides user-friendly reports in real-time.
* Education agencies administering the survey can store the data locally on their own data systems. The U.S. Department of Education will not have access to the data.

EDSCLS surveys measure:

|  |  |
| --- | --- |
| **Engagement** | * Cultural & linguistic competence
* Relationships
* School participation
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| **Relationships** | * Emotional safety
* Physical safety
* Bullying/cyberbullying
* Substance abuse
* Emergency readiness/management
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| **School Participation** | * Physical environment
* Instructional environment
* Physical health
* Mental health
* Discipline
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**Staff Perceptions of Behavior & Discipline Survey (SPBD)**

[**http://spbdsupport.com/**](http://spbdsupport.com/)

* Staff survey that provides information to help school teams implement Tier 1 PBIS.
* Helps schools understand staff beliefs about behavior & discipline, including their beliefs about schoolwide expectations, school climate, and supports and resources.
* Free of charge and includes a detailed report upon completion of survey

Based on research about staff supports for implementing School-wide PBIS, the SPBD assess staff perceptions and beliefs in five domains:

|  |  |
| --- | --- |
| **Domain 1:** | Teaching & Acknowledging Expectations |
| **Domain 2:** | Systemic Resources, Supports & Climate |
| **Domain 3:** | Implementing Integrity |
| **Domain 4:** | Philosophical views of Behavior & Discipline |
| **Domain 5:** | System Cohesiveness & Openness to Change |

In addition, the SPBD measures four areas that are critical to the successful implementation of SWPBS, including knowledge, training, support or buy-in, and communication.

Last, open-ended questions are used to allow staff to voice their concerns about SWPBIS, as well as their views of the strengths and needs of the school.

**Obtain Official Commitment**

* This is an important step in staff buy-in and commitment, as an agreement/contract are tangible/visual representations of a campus’s common language, vision and values.
* An agreement or contract are ways for staff to show support. These may include the school’s philosophy (vision/mission), beliefs and agreements that bond the staff to their schoolwide discipline work. It provides a place for staff to sign, indicating their commitment.

(Adapted fromMissouri PBIS Tier 1 Team Training)

**Indicators of Buy-In & Commitment**

These criterion, when in place, are indicative of a campus that has reached a degree of staff/faculty buy-in that ensures sustainability.

When 80% of the staff are able to:

* State the definition of PBIS
* State the purpose of the campus PBIS Team
* State the School-Wide PBIS Expectations

When 80% of the staff do:

* Actively supervise in a non-classroom setting
* Agree to support SWPBIS action plans
* Have more positive daily interactions with students than negative
* Have opportunities to be recognized for their SWPBIS efforts.