Administrative Support for PBIS

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Geoff Colvin, 2007

"Researchers have concluded that when a principal is not solidly behind school improvement plans, the process is likely to stumble and dissipate. Some staff may expend considerable energy initially but lose heart when the principal does not support the process at critical steps."

What does a principal actually do to provide administrative support for the PBIS Team?
Geoff Colvin

0 Make public statements of support and follow through

0 Support the team members

    0 Personally thank them for serving on the Team

    0 Be sensitive to their workload

    0 Reserve time on staff meeting agendas

    0 Provide support when the Team needs blocks of time to work e.g., substitute teachers, meeting space, etc.

0 Support team meetings

    0 Attend most meetings. If the assistant principal is the administrative representative, the principal should still attend meetings intermittently.

Colvin

0 Provide public and private recognition to faculty and PBIS Team members.

0 Be a spokesperson for the project with key school groups, district and parent organizations (e.g., Board of Education). Involve Team members in these presentations.

Colvin

O Monitor Implementation

   O "The principal must follow through to see that all staff are implementing the agreed upon procedures. Staff need to know that their cooperation is expected, implementation will be monitored, and, if there is a problem, efforts will be made to find a solution."

Colvin

O Review the data on a regular basis.

O Ensure sustainability as new initiatives are undertaken.

O Remember that substantial change takes time – remind staff of this.

George Sugai & Robert Horner
Lead, don't drive: Build capacity

0 Effective administrators make everyone else around them more effective than they would otherwise be.
  0 If you "do it all" you will be less likely to have an impact, and the impact you have will be less likely to sustain.
0 Give your team vision, time, training, resources, and clearly defined outcome measures.
  0 Rotate chair of meetings
  0 Operate with an agenda, and minutes
  0 Review data at every meeting

Sugai & Horner
Sustainable Implementation

0 Establish the policies, systems, tools and documentation:

0 To make implementation easier in subsequent years

0 To make implementation a continuous process of adaptation and improvement

0 To make implementation process driven, not person dependent.

0 Schedule of activities

0 Regular assessment and adaptation

0 School Handbook

  0 Lesson plans
  0 Teaching Schedule
  0 Student/Faculty Evaluation

Additional Suggestions

0 Let students hear you promote PBIS. Use the language of PBIS. Refer to your school as a PBIS school.

0 Provide daily reminders of expectations over the P.A. system and positively acknowledge classes, groups, and individuals demonstrating good behavior.

0 Make sure the PBIS Team gets new members every year and that the chairpersons are rotated periodically.

0 Promote PBIS with parents. Incorporate it into newsletters, parent meetings, on your website, etc.

0 Build it into you budget.

Additional Suggestions for Administrators

0 Be well versed in your school's PBIS plan and outcome data.

0 Use staff survey data effectively. Let staff know that their feedback is valued and that it will be used to improve your school's PBIS plan.

0 Do brief PBIS walkthroughs (daily/weekly) in classrooms and non-classroom areas. Based on your observations, provide teachers and staff supervising in those areas with specific feedback on their implementation of PBIS practices.

District-wide Collaboration

0 Collaborate with other administrators and schools in your district. Share information and ideas. Work together to develop a common vision for PBIS in your district.

0 Develop a district-wide PBIS Leadership Team

Reference

Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams. Thousand Oaks, CA: Corwin Press

What are the components for successful district implementation?

http://www.pbis.org/school/district-level

0 There are four components for successful implementation:

0 (a) a Leadership Team to actively coordinate implementation efforts;

0 (b) an organizational umbrella composed of adequate funding, broad visibility, and consistent political support;

0 (c) a foundation for sustained and broad-scale implementation established through a cadre of individuals who can provide coaching support for local implementation, a small group of individuals who can train teams on the practices and processes of school-wide PBIS, and a system for on-going evaluation; and

0 (d) a small group of demonstration schools that documents the viability of the approach within the local fiscal, political and social climate of the state/district

Possible Functions of a District Leadership Team

- ✓ District level review of PBIS data and interventions
  - ✓ Provide feedback to school teams
  - ✓ Create consistency of reporting between schools
  - ✓ Look for "hotspots" district-wide
  - ✓ Be data-driven
- ✓ Plan for alignment between culture and climate initiatives
  - ✓ Clarity of communication with staff
- ✓ Review and align district discipline policies and procedures with PBIS practices including alternatives to suspension

Possible Functions of a District Leadership Team

- ✓ Development of district-wide practices related to:
  - ✓ Alternatives to suspension
  - ✓ Disproportionality
  - ✓ Tier 3 wrap-around processes
  - ✓ School-Justice Partnership
- ✓ Alignment of PBIS and MTSS
- ✓ Create a district plan for sustainable professional development related to PBIS
  - ✓ Classroom management
  - ✓ Tier 2 interventions
  - ✓ Oversee training materials to be utilized district-wide.
  - ✓ Maintain a PBIS website
- ✓ Ensure long-term funding for PBIS
- ✓ Provide communication to Superintendent, Board of Education, and Community

Who should be on a DLT?

➢ Central Office
  ➢ Instruction/Curriculum Leadership
  ➢ Special Education Leadership
➢ Grade Level Administrative Leadership
➢ Teachers
➢ Related Support Services
➢ Culture & Climate
➢ Data/Technology