

The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 2: District Leadership in PBIS

RTI  **arkansas**



Arkansas State Personnel Development Grant

Focus Area: District Leadership

Title of Training:



Module 2: District Leadership in PBIS

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are “homework assignments” (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Training Description:

This training module has been developed to highlight the importance and advantage of having leadership for PBIS at the district level. It outlines the responsibilities of the team, as well as roles and responsibilities of the team members and coach.

Training Sections:

Section 1 – The PBIS District Team (Slides 3 - 11) pgs. 5 – 19

Section 2 – The PBIS District Coach (Slides 12 - 20) pgs. 20 – 31

Training Materials/Equipment Needed:**PowerPoint for Module 2: District Leadership in PBIS**

- Equipment to project the PowerPoint
 - Laptop computer
 - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
 - Projector
 - Speakers, if needed
 - Microphone(s), if needed
 - Required connecting cables, extension cords, etc.
 - “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
 - It may take a minute for video to load. Be patient.
 - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
 - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:

Physical and/or electronic copies of

- District team membership template and example (pgs. 13 - 15)
- Year-at-a-Glance form, pg. 26 (download here – click on Yearly Planning Tools: <http://cce.astate.edu/pbis/pbis-leadership-teams/>)



Activities in this Training:

- Who would be good district team members? (pg. 12)
 - Distribute district team membership template (pg. 13)
 - Either project or distribute copies of the example (pgs. 14 - 15)
- Year-at-a-Glance Activity (pg. 25)
 - Distribute Year-at-a-Glance template (pg. 26)

Essential Questions:

These essential questions will be addressed in this training module:

- What are the district team roles and responsibilities?
- Who should be on the district team?
- What are the advantages of having district-wide support for schools implementing PBIS?
- What are the roles of the district coordinator and/or coach?

Trainer Tips:

- It is highly recommended that schools implement PBIS as a district, because they will have more support – coaching, TA, resources, etc. – and will therefore be more likely to be successful and sustain it long term.
- As schools move into Tiers II and III, it is especially valuable to have district involvement, because most schools just don't have all of the resources they need, and it's expensive to bring in trainers, etc. Districts can invest in personnel that can provide support across multiple schools.

Training Section One


The PBIS District Team

Slides 3 - 11


Goals

Participants will understand

- The responsibilities of the district PBIS team
- Who should be district team members
- The roles of district team members





District Leadership in PBIS



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Images in this module were obtained at google.com/images unless otherwise specified.



Slide #1

[District Leadership in PBIS]

Trainer Notes:

- In this module, we will take trainees through the roles and responsibilities of coaches, administrators, local school teams, and district teams.

RTI Arkansas

The Context For The Team

- District plans & systems
- Oversight of implementation
- Shared responsibility
 - Not a single person effort
 - Leader

Arkansas Early Childhood | PBIS Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement University of Arkansas

Slide #2

[The Context For The Team]


Trainer Notes:

- PBIS has to fit into district plans, initiatives, systems, and structures. There has to be district oversight for how PBIS is initiated, implemented, and sustained. Needs to be team-oriented, but led by champion with some authority and backing.

The PBIS District Team






Slide #3 [The PBIS District Team]



District Leadership Team Focus

- Drive district assessment & action planning process
 - Decide on differentiation of expectations
 - Decide on differentiation of implementation timeline
- Increase capacity in four areas:
 1. Training
 2. Evaluation
 3. Coordination
 4. Coaching



Slide #4

[District Leadership Team Focus]

Trainer Notes:

- Having leadership and support from the district provides the best chance at implementation with fidelity and getting buy-in from stakeholders. Coordinating regular evaluation ensures that schools get necessary resources and training. Districts can make decisions about what the expectations and implementation timelines are for schools in the district. Through regular evaluation, the district can report successes they've had and create action plans to address areas in need. Reporting successes to stakeholders will help secure sustained funding and political support, and these, in turn, along with visibility, will help create better buy-in at school and in the community.

Who Should Be On The District Team?

Personnel whose responsibilities are:

- Prevention of problem behavior
- Development and maintenance of positive behavior
- Management and evaluation of resources



Slide #5

[Who Should Be On The District Team?]

Trainer Notes:

- The district team needs to have people with expertise in behavior and behavior management. It is also advantageous to have someone skilled at data management and evaluation.

Examples Of Team Members

- District/school administration
- District PBIS trainers
- Instruction/curriculum
- Special education
- School psychology/school counseling
- Title/other related initiatives
- Character education
- Data management
- Cultural competency




Slide #6

[Examples Of Team Members]


Trainer Notes:

- The team doesn't need to include all the examples listed here, but these are the types of individuals that make the team well rounded.





Example Of District Leadership Team

- Director of student services
- Director of special education
- Assistant superintendent for curriculum
- Director of secondary education
- Director of elementary education
- Professional development coordinator
- Building principals from elementary and secondary schools
- Classroom teacher
- School psychologist coordinator
- School counselor
- University researcher



Columbia Public Schools, Columbia MO

Slide #7

[Example Of District Leadership Team]

Trainer Notes:

- This is an example of a district team in Missouri. Notice that this list includes people with expertise in behavior, but also people who can make things happen, and people who can provide good input for planning. (From presentation - Scaling Up: Lessons Learned in the Implementation of School-wide Positive Behavior Supports, by Tim Lewis.)



ACTIVITY

Who would be good district team members?

Have attendees take a few minutes to begin listing potential members for the district PBIS team. The template on the next page (pg. 13) will help attendees find appropriate people, and there is an example of a completed form on the following pages (pgs. 14 - 15).

PBIS DISTRICT TEAM MEMBERSHIP

Below are suggestions for representation on the PBIS District Team. All team members will provide input and participate in action planning and decision making. One non-administrative person will be designated as the District Coordinator, and depending on the size of the district, there may also be a District Coach, or multiple Coaches.

Area of Representation	Name of Team Member	Role on Team	Responsibilities
District Administration			
School Administration			
Instruction & Curriculum			
Special Education			
School Psychology/Counseling			
Title or other Initiative(s)			
Data/Information Mgmt			
Cultural Competency			
Schoolwide Discipline			
Alternative Programming			
Student Health			
Character Education			
Safe and Drug Free Schools			
Parents/Family Members			
Students			
Dropout Prevention			
PBIS Trainer(s)			

ABC SCHOOL DISTRICT TEAM MEMBERSHIP

example

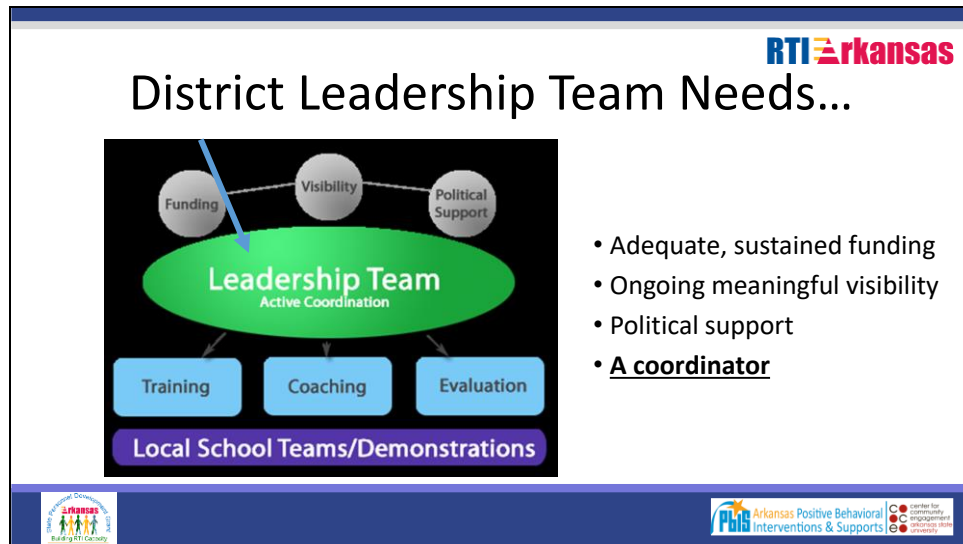
±

Area of Representation	Name of Team Member	Role on Team	Responsibilities
District Administration	Christy B	Active team member	Allocate Resources and Funding; Procure/provide visibility and political support for PBIS
School Administration	Dovie B, Hallie J	Active team member	Represent all building administrators at district meetings; communicate with all administrators about resource allocation and current district PBIS Action Plan.
Instruction & Curriculum	Tamara W	District Coach	Attend school PBIS meetings; attends PBIS trainings; works with other district coaches to develop annual reports. Provides mentoring, guidance, assistance to building coaches and teams. Backup Tier I trainer.
Special Education	Ali V	District Coach	Attend school PBIS meetings; attends PBIS trainings; works with other district coaches to develop annual reports. Provides mentoring, guidance, assistance to building coaches and teams.
School Psychology/Counseling	David S	District Coordinator	Facilitates communication between district and schools; coordinates district-wide assessment
Title or other Initiative(s)	Anne M	Active team member	Provide any news or updates on initiative status.
Data/Information Mgmt	Becky H	Data Manager	Monitors/assesses district-wide data such as discipline data, assessment data, attendance, graduation, etc. Brings data to team meetings. Back-up trainer/technical assistance for data systems.
Cultural Competency	Ken D	Active team member	Provide any news on policy concerning cultural issues; provide training or technical assistance to schools.
Schoolwide Discipline	LeeAnne K	District Coach	Attend school PBIS meetings; attends PBIS trainings; works with other district coaches to develop annual

ABC SCHOOL DISTRICT TEAM MEMBERSHIP

example

				reports. Provides mentoring, guidance, assistance to building coaches and teams.
Alternative Programming	Linda L		Active team member	Provide any news or updates concerning alternative programming in the district.
Student Health	Andrew D		Active team member	Provide updates, input on student health issues/data.
Character Education	George W		Active team member; trainer	Provide training, technical assistance, support on character education program in the district; provide updates on progress of programs.
Parents/Family Members	Scott K, Marissa B		Active team members	Represent parents/families from the district; coordinate/communicate with parents rep's/PTOs, etc. in the district; provide updates from events such as PTO meetings, celebrations, open houses, etc.
Students	Luke A, Allison F		Active team members	Represent students in the district; coordinate/communicate with student representatives at district schools; provide student perspective in action planning.
Dropout Prevention	Stephanie H		Active team members	Provide updates on dropout data and progress with programs targeting dropout prevention.
PBIS Trainer(s)	Patti H (Tier I), Paula M (Tiers II and III)		PBIS Trainers; Data System Trainers	Provide training and technical assistance on PBIS and Data Systems.




Slide #8

[District Leadership Team Needs...]




Trainer Notes:

- This graphic shows both the needs of the district leadership team (three bubbles at top) as well as its functions (see arrows going to three boxes below). Having a coordinator to liaise among district and building teams will better ensure that appropriate training, coaching, and evaluation are happening as needed. We will talk about district COACHES later, but for now we are talking about the importance of having a coordinator. In some districts, the coordinator may also be the coach, but in larger districts, the coaching job(s) would be too overwhelming for one person to be able to do both jobs well. The basis for this figure comes from the PBIS Implementation Blueprint, which can be downloaded here: <https://www.pbis.org/resource/evaluation-blueprint-for-pbis>. In the original blueprint figure, the “Leadership Team” could be state, region, district, or any other situation, but the process works the same.



Functions Of The PBIS District Coordinator

<ul style="list-style-type: none"> • Chair district PBIS team <ul style="list-style-type: none"> • Utilize effective teaming meeting process • Coordinate <ul style="list-style-type: none"> • Funding, political support, & visibility • Data & evaluation • District training & professional development • With other initiatives • Communicate current research 	<ul style="list-style-type: none"> • Manage <ul style="list-style-type: none"> • District implementation plan • Budget • Provide TA <ul style="list-style-type: none"> • Host district-wide meetings • Visit implementing schools • Work with coaches, trainers, teams • Assist coaches/teams with data analysis
---	--

Slide #9

[Functions Of The PBIS District Coordinator]

Trainer Notes:

- The district coordinator is the district leader and “expert” on PBIS. (The above functions are all in relation to PBIS.) Like we discussed in the last slide, there will also be a coach or multiple coaches on the district team, but these are the things that the coordinator will be doing. We will be discussing district coaches later in the presentation.

District Team Responsibilities

- Make student behavior top priority
- Conduct self-assessments
- Develop three to five year action plan
- Plan regular meetings
- Lead data-based decision making
- Secure stable funding
- Establish visibility
- Build training capacity
- Develop coaching network
- Evaluate PBIS efforts

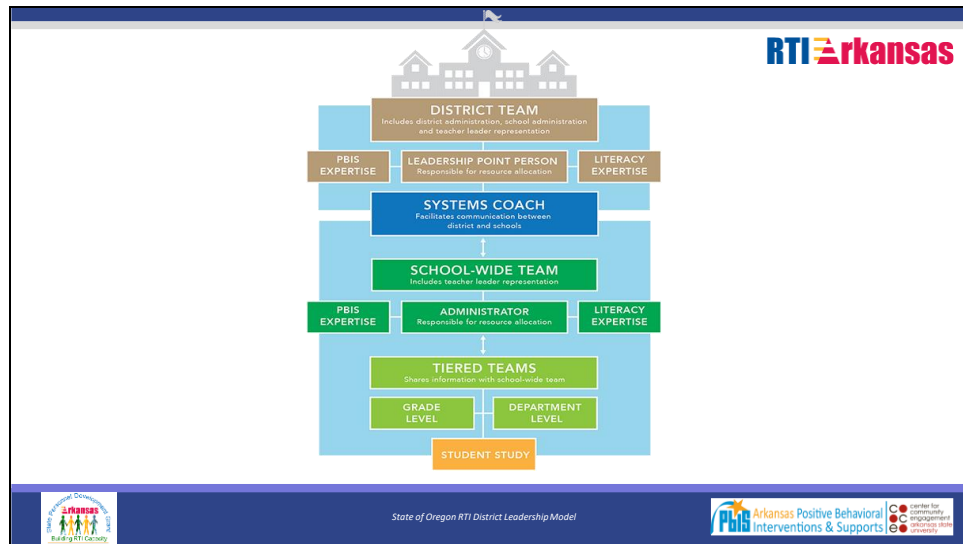


Slide #10

[District Team Responsibilities]

Trainer Notes:

- This is a summary of the district team's responsibilities.



Slide #11

[Illustration of District Streamlining PBIS]

Trainer Notes:

- This is a good illustration of how a district might streamline things with PBIS and RTI. Note that the “Leadership Point Person” could be the district coordinator that we talked about, and the systems coach could be one person, or many, depending on the size of the district. For very small districts, the coordinator could serve in both roles.

Training Section Two

The PBIS District Coach

Slides 12 - 20

Goals

Participants will understand

- The qualifications of the district PBIS coach
- The responsibilities of the district PBIS coach
- Four areas of capacity building that district coaches will oversee

The PBIS District Coach



Slide #12

[The PBIS District Coach]

Trainer Notes:

- As we have discussed before, there will be a district coordinator role, as well as a district coaching role. In small districts, the district coordinator could serve two roles – both coordinator and district coach (e.g., Brookland School District), but with large districts, there will need to be coaches, and each will work with a designated number of schools in the district.

Basic Qualifications Of District Coaches

- **Fluency** with data systems, tools and analysis, and data-based decision making
- **Knowledge** of evidence-based classroom management & instruction
- **Skill** with progress monitoring and communication
- **Experience** training with...
 - PBIS.
 - school improvement.
 - student diversity.
 - developing and facilitating staff development activities.



Slide #13

[Basic Qualifications Of District Coaches]

Trainer Notes:

- District coaches will be helping building teams and coaches to gain fluency and expertise in all these areas.

Responsibilities Of District Coaches

Oversee district...

1. Training
2. Evaluation
3. Coordination
4. Coaching



Slide #14

[Responsibilities Of District Coaches]

Trainer Notes:

- These four will be broken down in the next four slides.

RTI Arkansas

1. Training

- Build capacity within the district
 - Skills
 - Knowledge
- Develop training calendar

Arkansas Building RTI Capacity | PBIS Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement at the University of Arkansas

Slide #15
[1. Training]

Trainer Notes:

- District coaches are tasked with meeting the training needs of the schools they are coaching. They must make sure school teams and coaches are building fluency with PBIS philosophy and practices.

School: _____ School Year: _____

Arkansas

ABC School District: PBIS YEAR-AT-A-GLANCE

	Team Meeting Dates (monthly)	Staff PBIS Overview/ Kick-off	Tiered Fidelity Inventory - TFI	Self-Assessment Survey - SAS annually	Kick-off for staff, students & families	Data Sharing Meetings w/faculty & staff (Quarterly)	Booster Trainings Staff & Students	Conduct Staff & Student Surveys	Celebrations/ Intermittent Acknowledge
AUGUST		Yellow			Blue Arrow				
SEPTEMBER					Yellow		Blue Arrow		
OCTOBER							Yellow		
NOVEMBER									
DECEMBER									
JANUARY		Yellow					Yellow		
FEBRUARY									
MARCH							Yellow		
APRIL									
MAY									
JUNE		Yellow							
JULY									

Arkansas Positive Behavioral Interventions & Supports

Arkansas Positive Behavioral Interventions & Supports

center for community engagement university of arkansas

Slide #16
[ABC School District Yearly Schedule]

Trainer Notes:

- This is an example of a yearly schedule for PBIS. The boxes in yellow are suggestions for some items. This matrix will help district teams plan dates for schools in the district to give assessments and will help coaches plan to attend meetings and other important events. It will also serve as a prompt for district teams to follow up with schools after kick-offs and other trainings and review assessments so that they can plan to provide the appropriate support to schools in the district.



ACTIVITY

Have district representatives use the Year-at-a-Glance form to begin thinking about their upcoming school year and how they might schedule/plan/coordinate various events throughout the district. The form will give the districts an idea of what needs to happen to implement PBIS successfully district-wide. (Form is shown on next slide, but you can download here: <http://cce.astate.edu/pbis/pbis-leadership-teams/> then click on yearly planning tools.)

School: _____

School Year: _____

ABC School District: PBIS YEAR-AT-A-GLANCE

	Team Meeting Dates (monthly)	Staff PBIS Overview/ Kick-off	Tiered Fidelity Inventory - TFI	Self-Assessment Survey - SAS annually	Kick-off for staff, students & families	Data Sharing Meetings w/faculty & staff (Quarterly)	Booster Trainings Staff & Students	Conduct Staff & Student Surveys	Celebrations/ Intermittent Acknowledge
AUGUST									
SEPTEMBER									
OCTOBER									
NOVEMBER									
DECEMBER									
JANUARY									
FEBRUARY									
MARCH									
APRIL									
MAY									
JUNE									
JULY									

2. Evaluation

- Conducts needs assessments of schools
- Assists schools in completing fidelity assessments
 - Examples might include the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI).

Slide #17
[2. Evaluation]

Trainer Notes:

- In order to provide the appropriate support and training, district coaches depend on regular assessments to understand schools' needs. District coaches will also be responsible for conducting fidelity assessments throughout the year such as the Self-Assessment Survey (SAS) annually and the Tiered Fidelity Inventory (TFI). The TFI has become the most complete tool for assessing how fully and well schools are implementing PBIS, so it is important that coaches ensure that schools know how to use, and are using, this tool.

3. Coordination


- District leadership team meetings
- Building team facilitator meetings
- Quarterly team meetings
- Develop communication systems in layers across district

Slide #18
[3. Coordination]




Trainer Notes:

- The district coach coordinates meetings within the district (e.g. meetings with building coaches, meetings of the district team), and attends building team meetings. It is also the district coach's responsibility to ensure that information about PBIS is communicated across the district and in the community.

Sample District PBIS Year-at-a-Glance Guide



Month	EVALUATION	TRAINING	TECHNICAL ASSISTANCE	MEETINGS
July	<ul style="list-style-type: none"> ▫ Review district academic, discipline and special education data and district action plan ▫ Review competed SAS with Tier 1 Team during Training 	<ul style="list-style-type: none"> ▫ Review District Training Plan ▫ Organize district for trainings/conferences 		<ul style="list-style-type: none"> ▫ Schedule dates and topics for District Leadership Team meetings ▫ Schedule dates and topics for meeting with District Administrator for positive behavior support ▫ Schedule dates and topics for Building-based Coaches meetings (see Building-based Coaches Network Meeting Topics)
August	<ul style="list-style-type: none"> ▫ Update school list and contact info (principal, building and district coach, superintendent, SPED director) & send updated list to SWPBIS ▫ Prompt schools to become familiar with Student GPS ▫ Remind schools to input school data (enrollment, ethnicity, # of days per month, etc.) into Student GPS & look for system updates 	<ul style="list-style-type: none"> ▫ Participate in district and building school kick off trainings 	<ul style="list-style-type: none"> ▫ Provide TA to Universal Teams: <ul style="list-style-type: none"> • School-wide data • Yearly team meeting schedule • Communicating with staff • Orienting new team members • Kick-off events & follow-up evaluations • Annual teaching & acknowledgement plans • Schedule of celebrations based on action plan 	<p>Ongoing:</p> <ul style="list-style-type: none"> ▫ Prepare agenda & materials for District Leadership Team meeting ▫ Prepare agenda & materials for meeting with District Administrator for positive behavior support ▫ Prepare agenda & materials for Building-based Coaches meeting

Slide #19

[Sample District PBIS Year-at-a-Glance Guide]

Trainer Notes:

- This is a snapshot of a Year-at-a-Glance example for district coordinators and coaches. Point out a few items that coaches and coordinators may want to do before the school year begins. A full example of an entire year’s worth of plans is in the accompanying handbook.

4. Coaching

- Technical assistance at team meetings
 - Assists PBIS teams in developing training and coaching plans
 - Monitors implementation of plans
- Develops coaching service delivery plans

Slide #20
[4. Coaching]

Trainer Notes:

- We will talk in more depth about coaching in a module dedicated to coaching, but the main points here are that coaches assist teams in learning and honing their skills at conducting team meetings and using data for decision making and progress monitoring. Coaches won't be conducting the meetings, but rather are there to guide the team in the right direction and help them build fluency with skills.

Summary Of District Leadership

- **Focus of district team:** drive district assessment & action planning process; increase capacity in training, evaluation, coordination, & coaching
- **Team should include** members skilled in prevention of problem behavior, development & maintenance of positive behavior, and management & evaluation of resources.
- **Team needs** adequate, sustained funding; ongoing meaningful visibility; political support; coordinator



Slide #21

[Summary Of District Leadership]

Discussion Questions:

The following questions will help districts start thinking about their next steps and how they will build capacity for PBIS in the district. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. Who will make up your team?
 - a. Who will be your coordinator or liaison with schools?
 - b. Who will be the district coach?
 - c. Do you have backup staff that can fill in or replace members that aren't able to fulfill their roles on the team?
2. How will you build coaching and training capacity within the district?
3. How will you coordinate fidelity assessments within the district? How will you use the data you collect from assessments?
4. How will you provide sustained funding for PBIS in the district?
5. In what ways can you provide political support for PBIS in the district?

Resources:

The following links contain some great resources for coaches.

- Midwest PBIS Website – Coach Resources:
<http://www.midwestpbis.org/coaches/resources>
 - The Midwest website has everything from news and politics involving PBIS, to podcasts on all sorts of PBIS topics.
- Wisconsin PBIS Website – Coach Resources:
<https://www.wisconsinrticenter.org/resources/>
 - The Wisconsin website has an abundance of resources also: annual reports, data reports, research papers, school examples, and a lot more.
- Roseburg Public Schools, Oregon – Presentation about the PBIS district team:
<http://www.roseburg.k12.or.us/depts/ss/pbs/documents/whatisapbisleadershipteam.pdf>
 - The Oregon School District presentation is a good example of how a district outlined their district PBIS team’s responsibilities and member roles.

Next Module:

The suggested next module is Module 3: Creating a PBIS School Leadership Team. This module will help individual schools in the district develop their leadership teams.