

This meeting is being recorded

# PBIS and School Improvement Integration Webinar

Alaska Department of Education and Early Development

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December 10, 2024, 10:00am



# DEED's Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide <b>information, resources, and leadership</b> to support an excellent education for every student every day.

# Agenda

- **PBIS**
- **SI and PBIS Crossover**
- **SI Plan Exemplar**
- **Discussion**

# Introduce Yourself & Choose One to Share

- What show did you binge watch embarrassingly fast?
- If you were the captain of a pirate ship, what would the name of your ship be?
- Have you ever done any extreme sports like skydiving or bungee jumping?
- If you could bring back any fashion trend, what would it be?
- How do you like your eggs?



# PBIS at a Glance

- Began a few years ago targeting CSI schools
- Opt-in
- Funding available
- Now open to all rural schools
- Consulting with larger districts
- Currently 35 schools in 9 districts
- Bringing on at least 1 district (7 schools) in January
- Consulting with Anchorage
- Partnering with NWPBIS



## What is School-wide Positive Behavior Interventions & Supports?

- Schoolwide practices refer to **routines, structures, and strategies** that are agreed upon and **used across the school** throughout the school day.
- Schoolwide practices make it clear that **everyone in the school** community has a role and responsibility in creating a safe and respectful learning environment.

Evidence-based Multi-tired Framework implemented to make schools more effective.

Establishes a social culture and clearly defines behavioral expectations.

Creates a climate to support engagement and improve academic outcomes.

Unique to each school and created as a grass roots program.

Flexibility to customize to Alaska's diverse cultural contexts

Data based decision making to meet site and district needs.

Provides flexibility to implement in schools, homes, and community.

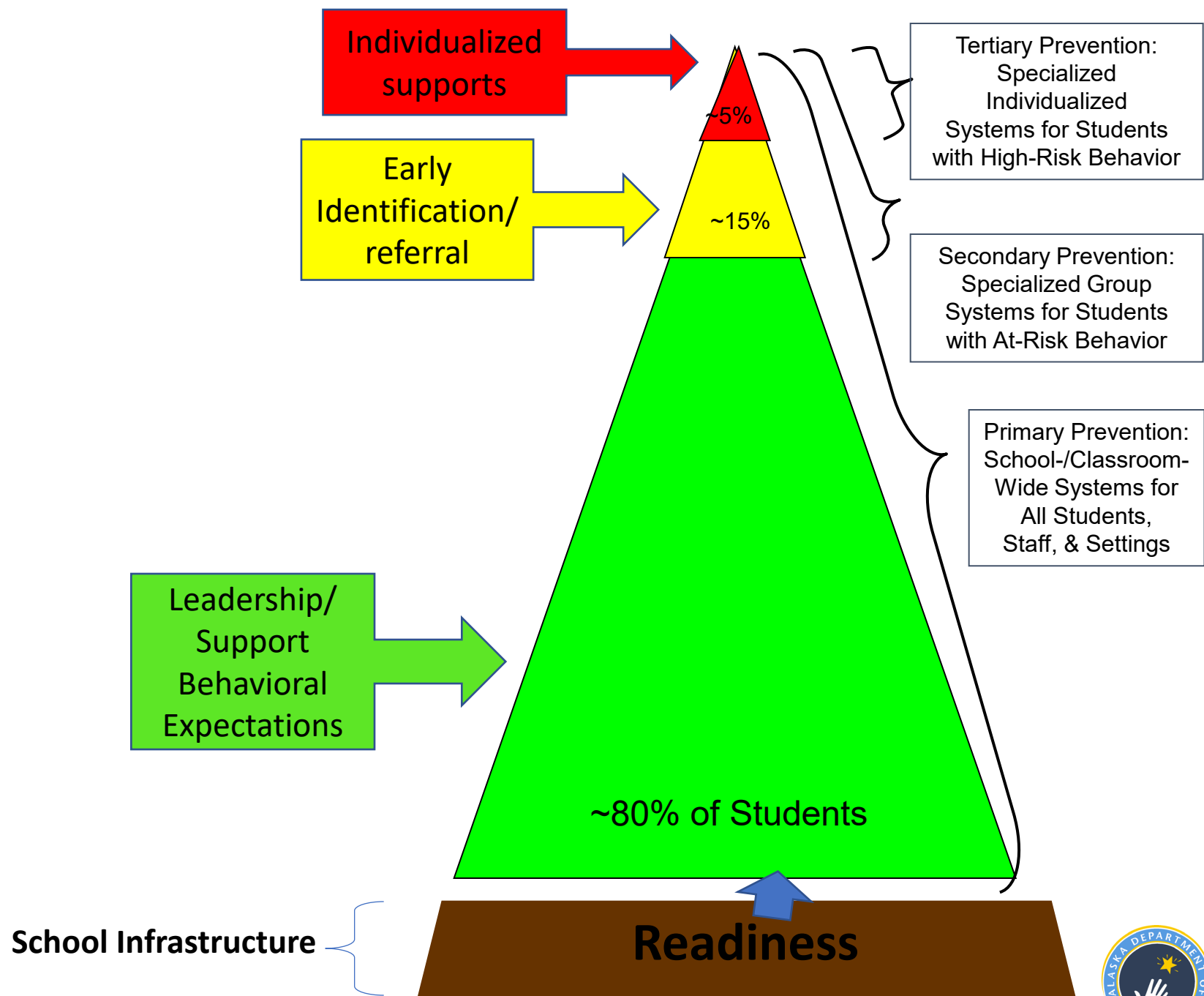
## SW-PBIS is:

# The Tiers

PBIS is an evidence-based three-tiered framework that integrates data, systems and practices.

PBIS works to positively reinforce school-wide expectations and reward students for their efforts.

PBIS supports academic, social, emotional, and behavioral competence of all students.





## AKPBIS & TES Integration

**Step 1:** District and School Infrastructure and Readiness with Educator/Student/Family/Community Involvement (TFI 1.10, 1.11)



**Step 2:** District/ School Commitment to Professional Development on PBIS & Trauma Engaged Schools (TFI 1.7)



**Step 3:** Establish a school-level PBIS leadership team incorporating internal and external coaching (TFI 1.1 & 1.2)



**Step 4:** Create Behavior Expectations & Schoolwide Matrix (TFI 1.3)



**Step 5:** Create Behavior Purpose Statement/Mission incorporating cultural values



**Step 6:** Define Problem Behavior Major and Minor and Review Office Discipline Referral Form (TFI 1.5)



**Step 7:** Procedures for teaching schoolwide/classroom expectations and social, emotional, and behavioral skills (SEB) (TFI 1.4 & 1.8)



**Step 8:** Acknowledging/encouraging expected and appropriate behavior (TFI 1.9)



**Step 9:** Reviewing discipline policies and student handbook for restorative practices (TFI 1.6)



**Step 10:** Ongoing data-based decision making, monitoring and evaluation (TFI 1.12, 1.13, 1.14, 1.15)



Professional Learning



Deconstructing Trauma



Planning and Coordination of Schoolwide Efforts



Policy Considerations



Relationship Building



Self-care



Family Partnership



Cultural Integration and Community Co-creation



Support Services



Schoolwide Practices and Climate



Skill Instruction



# Why Trauma-Engaged Practices?

For students who have experienced trauma, having core safety needs met in a stable and predictable environment can minimize stress reactions.

**This frees students to focus on learning.**



# Transforming Schools: Trauma-Engaged Toolkit

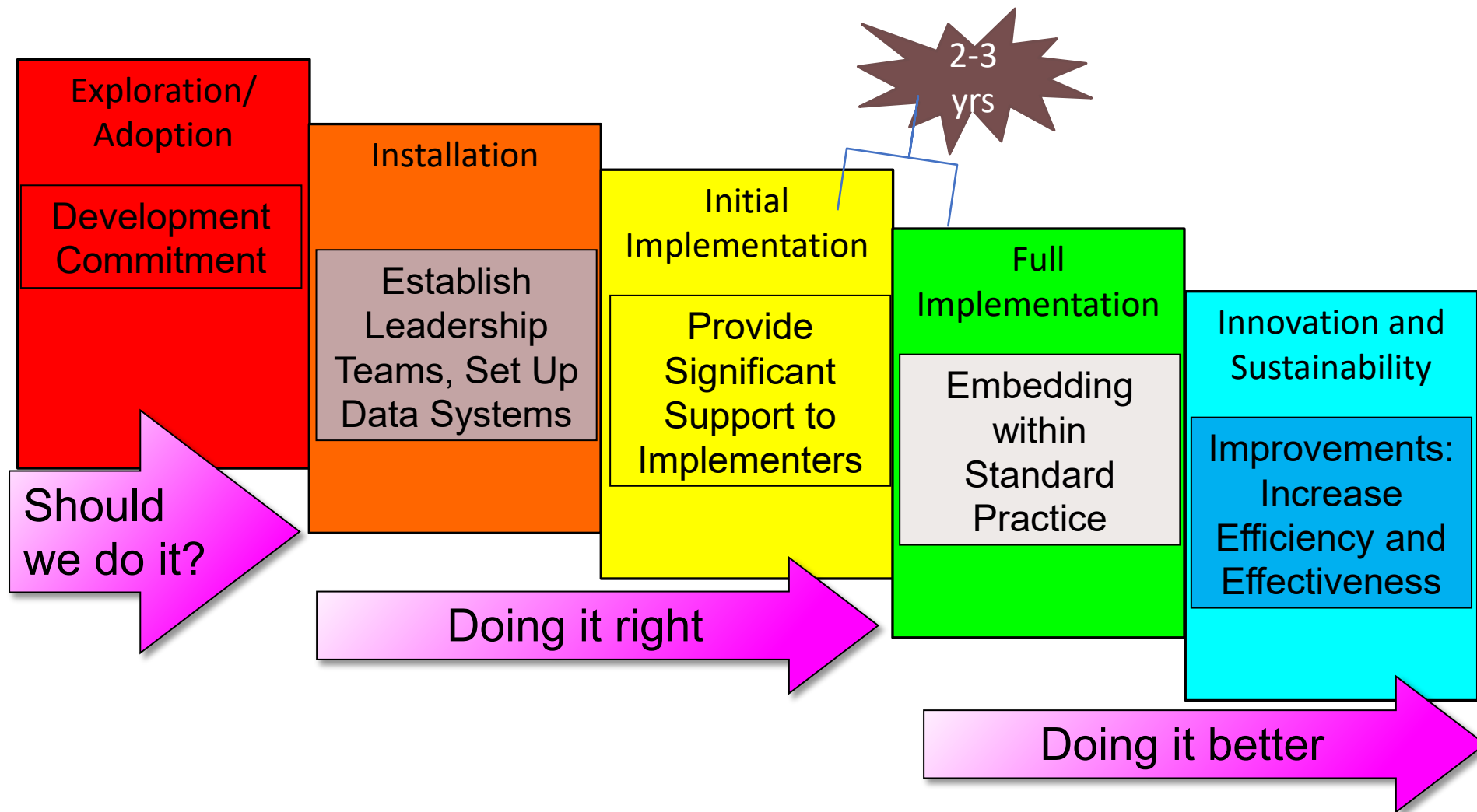
The vision of this toolkit is to help Alaska schools and communities integrate trauma-engaged practices and policies into their everyday activities in order to improve academic outcomes and well-being for all students. Improving student outcomes requires us to support the whole child, and to understand how trauma impacts a child's ability to learn and thrive.

## Trauma-Engaged Schools - Education and Early Development



# Stages of Implementation

Everyone will be going at their own pace



# PBIS Self Assessment Survey (SAS)



# What is the Self Assessment Survey (SAS)?

- SAS is a survey used for both initial and annual assessment of effective behavior support systems (PBIS) in your schools.
- SAS addresses four behavior support systems:
  - School-wide discipline systems
  - Non-classroom management systems (e.g., cafeteria, hallway, playground)
  - Classroom management systems
  - Systems for individual students engaging in chronic problem behaviors

# Who completes the SAS and how often?

- Initially, the entire staff completes the SAS.
- In subsequent years, and as an ongoing assessment and planning tool, it can be completed in several ways:
  - All staff at a staff meeting
  - Individuals from a representative group
  - Team member-led focus group
- Since SAS results are used to inform decisions and design an annual action plan, most schools have staff complete it at the beginning or end of the school year.



# What do we do with the results of the SAS?

- SAS results are used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school
- SAS results are summarized and used for a variety of purposes including:
  - Annual action planning
  - Internal decision making
  - Assessment of change over time
  - Awareness building of staff
  - Team validation



# PBIS Tiered Fidelity Inventory (TFI)



# What is the TFI

- Measures your school's implementation across one, two, or all three tiers, all in one survey.
- The survey is perfect for checking in on your initial PBIS efforts, for creating action plans for improvement, and for monitoring your implementation progress over time.

<https://www.pbisapps.org/products/tfi>

# What Does the TFI Do?

- The TFI is a fidelity measure, which means it gives you the answer to the question: Are we doing what we said we would do?
- There are other fidelity measures you can take, but the TFI is the only survey that lets you measure fidelity across all three PBIS tiers of implementation. That's important.
- Your time is valuable; the surveys you take should make you more efficient. The TFI does that.

# Who completes the TFI?

- This should be done together as a school leadership team
- Check here for a video on conducting the TFI  
<https://www.pbisapps.org/resource/conducting-the-tfi>
- More videos are also found [here](#) 😊

# Why do we do it?

- The most efficient evidence-based survey for answering the question: Are we doing what we said we would do?
- Score progress in one, two, or all three tiers of implementation.
- Enter scores online during your team meeting and get reports immediately after.
- Celebrate changes over time with multi-year reports for total, scale, and subscale scores.

# PBIS Essential Ingredients

- Professional Development
- Data-Based Decisions (SAS, TFI, ODR, etc.)
- Defining Problem Behavior
- Clear and Consistent Behavior Expectations
- Cultural Integration and Community Co-Creation
- High Leverage Practices
- Celebrations
- Review of Policies and Student Handbook

# Why PBIS?

**Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read – through instruction, practice, feedback, and encouragement.**

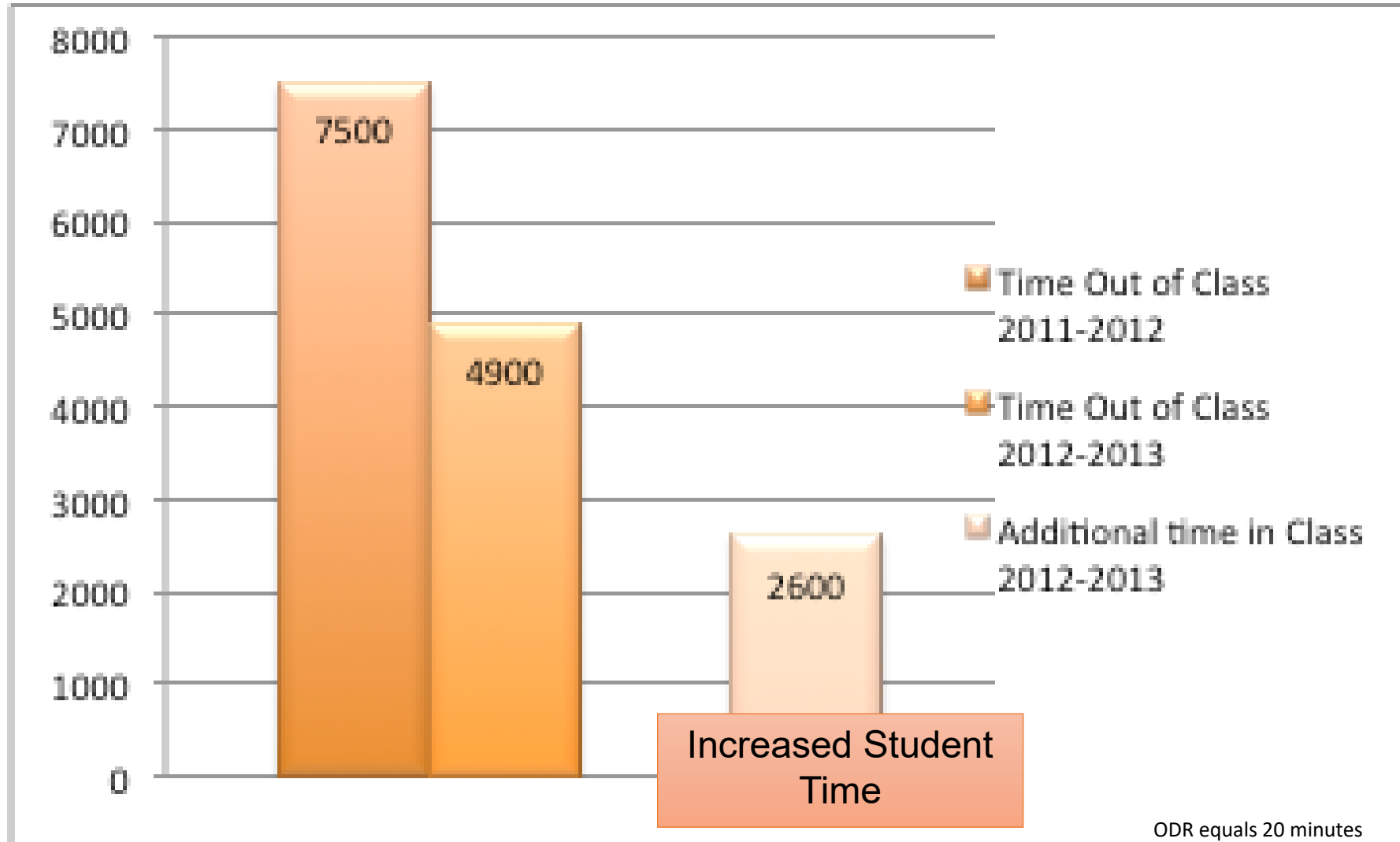
# What Outcomes are Associated with Implementation of SW-PBIS?

Implementation **with integrity and durability** have teaching and learning environments that:

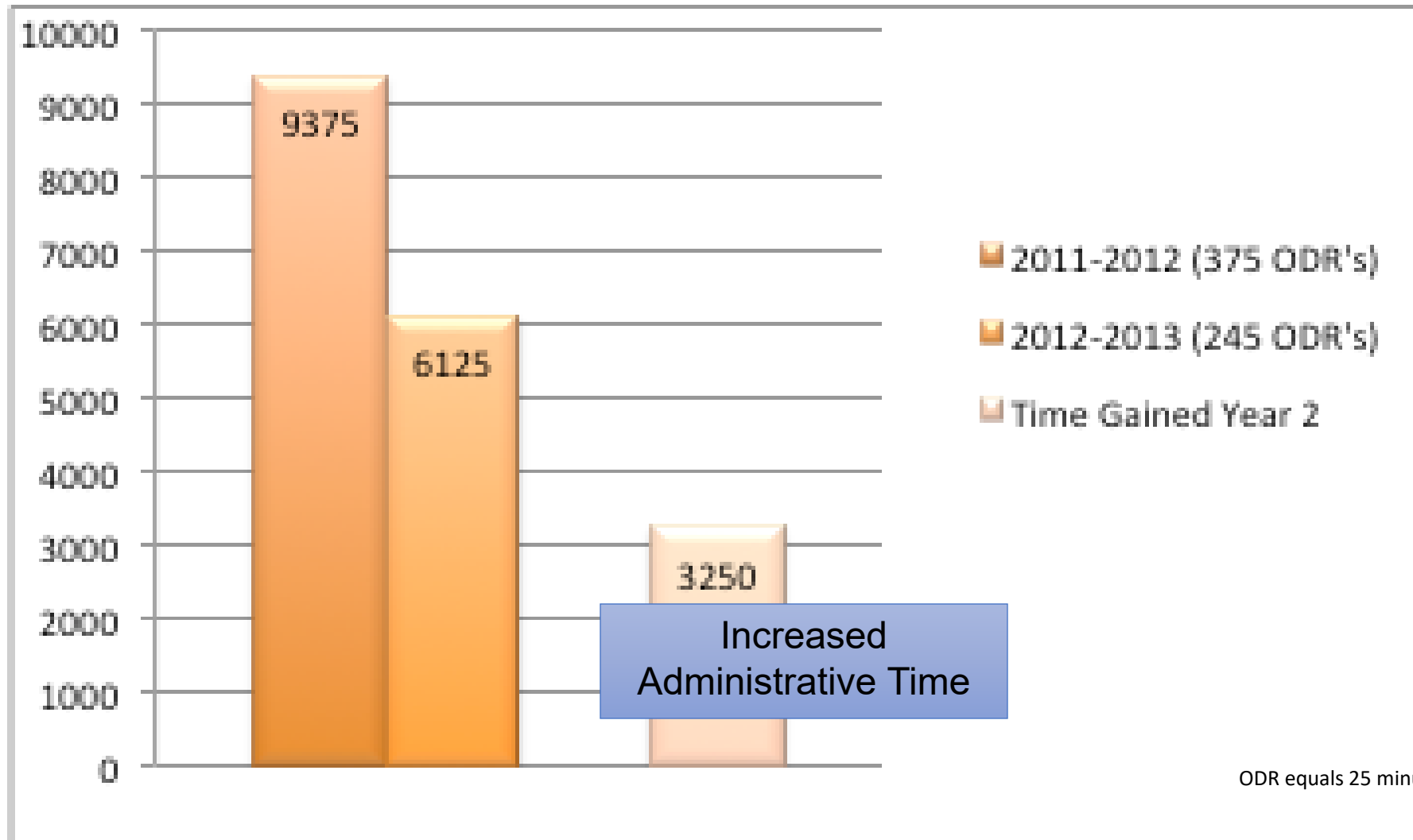
- Are less reactive, aversive, dangerous, and exclusionary
- Are more engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance/tardy, antisocial behavior)
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health)
- Most importantly, maximize academic engagement and achievement for all students



# Increased Student Instructional Time by 6.19 Days



# Increased Administrative time by 7.7 Administrative Days



# PBIS and SI Crossover

- SCLT
  - Combine PBIS and SI efforts into ONE team—PBIS Leadership Team and SCLT
- SIP
  - Incorporate data collection such as SAS and TFI into SIP
  - Goals, Strategies, Milestones, Action Steps could all incorporate PBIS efforts.
- QPMR, Yearly Progress Monitoring
- PBIS Documentation – Submit the following (into Google Drive):
  - Behavior Expectations
  - Behavior Purpose Statement
  - Behavior Matrix
  - Discipline Flow Chart
  - Office Discipline Referral Form (ODR)

# Schools in AK PBIS and School Improvement

- Naknek Elementary
- Chevak
- Old Harbor
- Aniak Jr/Sr High School
- Crow Village Sam School
- George Morgan Sr. H.S.
- Johnnie John Sr. School
- Joseph S. & Olinga Gregory Elementary
- Zackar Levi Elementary
- Kuinerrarmiut Elitnaurviat
- Nome Elementary
- Nome-Beltz Middle/High
- Alak School
- Eben Hopson Middle School
- Fred Ipalook Elementary
- Harold Kaveolook School
- Nuiqsut Trapper School
- Nunamiut School
- Tikigaq School
- Pacific High School
- Naukati School
- Aleknagik School
- Chief Ivan Blunka School
- Manokotak School
- Togiak School
- Twin Hills School
- William "Sonny" Nelson School

# SIP Exemplar with PBIS Focus

## [Link to Exemplar Here](#)

# Goal and Measures

School Name:

ABC School

Date of Plan:

11/6/24

School's Vision:

*ABC Elementary School is a community of students, their families, and educators united in their regard for learning, kindness, and respect for one another.*

School's Mission:

*ABC Elementary School's purpose is to model, teach, and engender a love for learning, discipline for mastery, and respect for self and others.*

**Goal # 1**

*1. All ABC Elementary School students will attend school regularly due to a more welcoming environment and consistent data-based decision making by staff.*

Measures

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1.The percentage of chronically absent students will decrease	PowerSchool Chronic Absence Data	34% of students miss ten days or more	27% of students miss ten days or more	20% of students miss ten days or more	10% of students miss ten days or more
	Suspension Data	5% suspended 2023-2024 School Year	3%	2%	1%
	Attendance Trackers	10% of our teachers are implementing attendance trackers in their classrooms regularly	50% of our teachers are implementing attendance trackers in their classrooms regularly	75% of our teachers are implementing attendance trackers in their classroom regularly	90% of our teachers are implementing attendance trackers in their classroom regularly

# Strategy

**Strategy #** 1.If we implement components of Tier 1 PBIS with fidelity, then teachers will actively teach agreed-upon behavior expectations in their classrooms and use behavior and attendance data to inform classroom practices, and students will have clear messaging on what’s expected at school and will feel more welcome on campus.

**Measures**

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1.School teams use student behavior data to design tier 1 PBIS interventions to support positive behaviors, a welcoming climate, and increase attendance.	PowerSchool Behavior Data	0%	80% of k-8 teachers are progress monitoring all students’ behavior data	85% of k-8 teachers are progress monitoring all students’ behavior data	95% of k-8 teachers are progress monitoring all students’ behavior data
	Lesson Plans w/ high-leverage practices	0%, SW high-leverage practices are undefined	65% of random samples of lesson plans include SW high-leverage practices related to PBIS	75% of random samples of lesson plans include SW high-leverage practices related to PBIS	90% of random samples of lesson plans include SW high-leverage practices related to PBIS
	Tiered Fidelity Inventory T1 Implementation Percentage	2% Implementation of Tier 1 PBIS	30% Implementation of Tier 1 PBIS	60% Implementation of Tier 1 PBIS	90% Implementation of Tier 1 PBIS

# Year 1 Milestones and Actions

Milestone 1. Teachers implement components of Tier 1 behavior interventions school-wide					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Conduct a self-assessment survey and tiered fidelity inventory for the first time. <ol style="list-style-type: none"> <li>Review data as a staff and use conclusions to inform the implementation of tier 1</li> </ol>	SAS and TFI training, completing the survey with staff, review data	September and May, required to submit in January	AK PBIS training and resources, funding	Principal and Lead Teacher	All school staff
2. School and Community Leadership Team examines readiness to implement PBIS and School-Level PBIS team incorporates internal and external coaching (PD) (TFI 1.10, 1.11) (TFI 1.1 & 1.2)	PD on PBIS, data on readiness to implement	October	AK PBIS training, coach, SIG funds or PBIS Funds	Principal and PBIS Coach, Empowerment Specialist	SCLT (School and Community Leadership Team)
3. Create/revise school-wide expectations and the school-wide matrix, and create a behavior purpose statement that incorporates cultural values, defines problem behavior, both major and minor (TFI 1.5) <ol style="list-style-type: none"> <li>Create and Implement a new Office discipline referral form</li> <li>Create a behavior flow chart.</li> </ol>	Updated SW expectations, SW behavior Matrix, ODR form, behavior flowchart	November	AK PBIS training, SIG funds or PBIS Funds	Principal and PBIS Coach, Empowerment Specialist	SCLT, DEED
4. Develop procedures for teaching schoolwide/classroom expectations and social, emotional, and behavioral skills “high-leverage practices”(SEB) (TFI 1.4 & 1.8)	5 to 1 ratio, R+, HLP included in lesson plans, PD	December	AK PBIS training, SIG funds or PBIS funds	Principal and PBIS Coach, Empowerment Specialist	School Staff
5. Acknowledging/encouraging expected and appropriate behavior (TFI 1.9)	Warmer school climate, decreased behavior incidents	May	PBIS Store funded by SIG funds or PBIS funds	Principal and PBIS Coach, Empowerment Specialist	School Staff
6. Collect behavior and attendance data to be reviewed in YR2.	Data to use in future data-dives	May	Extra duty contracts, SIG funds	Secretary, Principal, District Staff	Empowerment Specialist



# Year 2 Milestones and Actions

Milestone 1. Teachers implement new components of Tier 1 behavior interventions school-wide, review data from Y1, adjust course					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
<p>1. Conduct Self Assessment Survey and Tiered Fidelity Inventory, round 2</p> <ol style="list-style-type: none"> <li>Review data as a staff and use conclusions to inform the continued implementation of tier 1</li> </ol>	SAS and TFI training, completing the survey with staff, reviewing data	September and May, required to submit in January, Y2	AK PBIS training and resources, funding	Principal and Lead Teacher	All school staff
<p>2. Reviewing discipline policies and student handbook for restorative practices (TFI 1.6)</p> <ol style="list-style-type: none"> <li>revise the student handbook accordingly</li> </ol>	Revised student handbook, teacher, staff, and student clarity, restorative practices to be implemented	October Y2	SIG funding	Principal, Staff	Empowerment Specialist and PBIS coach
<p><b>3. Revise</b> school-wide expectations and the school-wide matrix, and revise (if needed) a behavior purpose statement that incorporates cultural values, and defines problem behavior, both major and minor (TFI 1.5)</p> <ol style="list-style-type: none"> <li>Review and revise Office Discipline Referral Form and behavior flow chart (if needed)</li> </ol>	Revised SW expectations, SW behavior Matrix, ODR form, and behavior flowchart	November Y2	AK PBIS training, SIG funds	Principal and PBIS Coach, Empowerment Specialist	SCLT, DEED
<p>4. Review behavior and attendance data from Y1</p> <ol style="list-style-type: none"> <li>Adjust data collection methods accordingly to support Y3</li> </ol>	Behavior and Attendance Data Dive #1, influence on tiered support, enhanced data collection methods	Quarterly Y2	Extra duty contracts, SIG funds	Registrar, Principal, District Staff	Empowerment Specialist
<p>5. Begin data-based decision-making meetings monthly</p> <ol style="list-style-type: none"> <li>Adjust data collection methods and tier 1 strategies accordingly</li> </ol>	Staff and data-driven decisions, enhanced data collection methods, tiered support	December Y2	Extra duty contracts, SIG funds	Registrar, Principal, District Staff	Empowerment Specialist
<p>6. Continued: Ensure teachers are trained and implementing High-Leverage Practices in lesson plans and in daily interactions.</p> <ol style="list-style-type: none"> <li>Track positive reinforcement data</li> </ol>	Teacher clarity and autonomy, positive student behavior, and academic outcomes	Quarterly Y2	SIG funding for PD, AK PBIS PD	Principal, instructional coach, PBIS coach	SCLT and Empowerment Specialist

# Year 3 Milestones and Actions

Milestone 3. Teachers implement new components of Tier 1 behavior interventions school-wide, review data from Y2, adjust course

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
<p>1. Conduct Self Assessment Survey and Tiered Fidelity Inventory, round 3</p> <ol style="list-style-type: none"> <li>Review data as a staff and use conclusions to inform the continued implementation of tier 1</li> </ol>	SAS and TFI training, complete the survey with staff, review data	September and May, required to submit in January, Y2	AK PBIS training and resources, funding	Principal and Lead Teacher	All school staff
<p><b>2. Revise</b> school-wide expectations and the school-wide matrix, and revise (if needed) a behavior purpose statement that incorporates cultural values, and defines problem behavior, both major and minor (TFI 1.5)</p> <ol style="list-style-type: none"> <li>Review and revise Office Discipline Referral Form and behavior flow chart (if needed)</li> </ol>	Revised SW expectations, SW behavior Matrix, ODR form, and Behavior flowchart	November Y3	AK PBIS training, SIG funds	Principal and PBIS Coach, Empowerment Specialist	SCLT, DEED
3. Incorporate restorative practices into daily procedures and discipline	PD on restorative practices, positive student behavior, and academic outcomes	November, review quarterly, Y3	AK PBIS training, SIG funds	Principal, instructional coach, PBIS coach	All staff
<p>4. Continued: Ensure teachers are trained and implementing High-Leverage Practices in lesson plans and in daily interactions.</p> <ol style="list-style-type: none"> <li>Track positive reinforcement data</li> </ol>	Teacher clarity and autonomy, positive student behavior, and academic outcomes	Quarterly Y3	SIG funding for PD, AK PBIS PD	Principal, instructional coach, PBIS coach	SCLT and Empowerment Specialist
<p>4. Review behavior and attendance data from Y2</p> <ol style="list-style-type: none"> <li>Adjust data collection methods accordingly to support Y3</li> </ol>	Behavior and Attendance Data Dive #2, influence on tiered support, enhanced data collection methods	Quarterly, Y3	Extra duty contracts, SIG funds	Registrar, Principal, District Staff	Empowerment Specialist
<p>5. Continue data-based decision-making meetings monthly</p> <ol style="list-style-type: none"> <li>Adjust data collection methods and tier 1 strategies accordingly</li> </ol>	Staff and data-driven decisions, enhanced data collection methods, tiered support	Quarterly, Y3	Extra duty contracts, SIG funds	Registrar, Principal, District Staff	Empowerment Specialist

# Budget Talk

## Can I use SI funds for PBIS initiatives? How?

- Anything in the SI budget must be in the SIP
- Professional Development
  - Travel to the Safety and Well-Being Summit
  - Travel to NWPBIS conference
  - Travel to the Alaska Counselor Conference
- School counselors
- Evidence-based social-emotional instruction such as Responsive Classroom's "Fly Five" social-emotional curriculum supplies, CharacterStrong, etc

# Key Vocabulary

**Evidence-based intervention (EBI):** a practice, procedure, program, or policy that has been shown to be effective and improve outcomes. The effects of an EBI are clearly linked to the activities themselves, not to outside events. EBIs are not to be confused with Tier 1-3 / MTSS interventions (though they are related).

## **Evidence-based interventions (EBI) vs Research based intervention:**

An EBI has been rigorously tested through research and proven to be effective. A "research-based intervention" is based on existing research theories and concepts, but may not have undergone the same level of rigorous testing to confirm its effectiveness in a controlled setting.

# Discussion

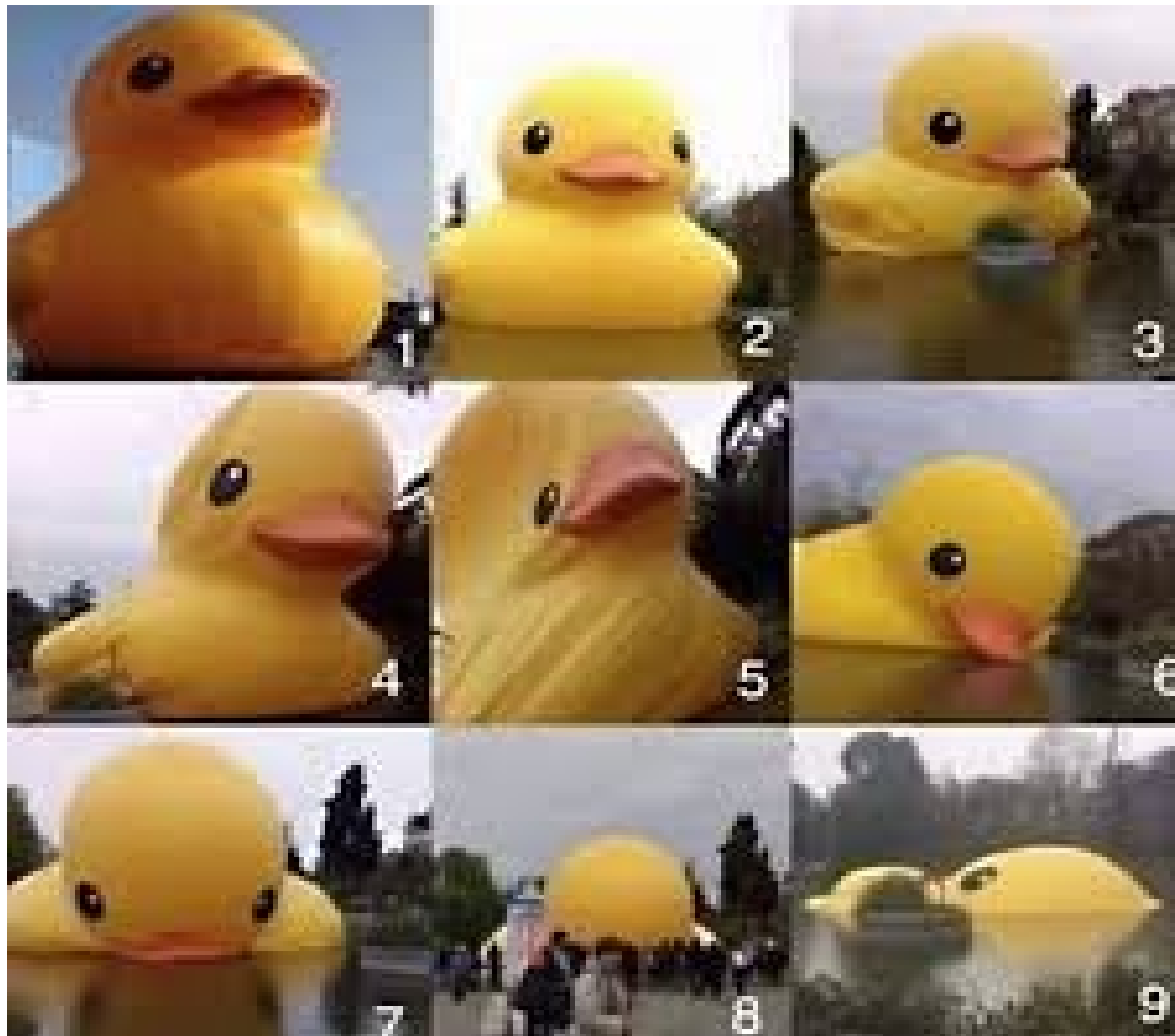
1. Could your plan incorporate your PBIS initiatives in a better way?
2. Have you incorporated PBIS into your SIP plan in a way we haven't explored?
3. What challenges or successes could a school encounter when trying to weave these two initiatives together?

# Questions



# How's it Going??

On a 1-9  
ducky scale,  
tell us how  
you're doing  
...



# Contact Information

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Districts	<ul style="list-style-type: none"> <li>•Annette Island</li> <li>•Ketchikan</li> <li>•Nenana</li> <li>•Pribilof</li> <li>•Skagway</li> </ul>	<ul style="list-style-type: none"> <li>•Anchorage</li> <li>•Bering Strait</li> <li>•Bristol Bay Borough</li> <li>•Chugach</li> <li>•Craig City</li> <li>•Denali Borough</li> <li>•Dillingham</li> <li>•Nome</li> <li>•Southwest Region</li> </ul>	<ul style="list-style-type: none"> <li>•Delta-Greely</li> <li>•Fairbanks</li> <li>•Kashunamiut</li> <li>•Kenai Peninsula Borough</li> <li>•Lower Kuskokwim</li> <li>•Northwest Arctic Borough</li> <li>•Yukon-Koyukuk</li> </ul>	<ul style="list-style-type: none"> <li>•Aleutians East</li> <li>•Copper River</li> <li>•Hydaburg</li> <li>•Iditarod</li> <li>•Juneau</li> <li>•Kuspuk</li> <li>•Lower Yukon</li> <li>•Sitka</li> <li>•Southeast Island</li> </ul>	<ul style="list-style-type: none"> <li>•Alaska Gateway</li> <li>•Galena</li> <li>•Kodiak</li> <li>•Mat-Su</li> <li>•North Slope</li> <li>•Yukon Flats</li> <li>•Yupitit</li> </ul>