PBIS

Wenatchee Public Schools Board of Directors
June 11, 2018

PBIS Leadership Team

The WSD PBIS Leadership Team exists to monitor and **support implementation** at all schools and to **enable the long-term sustainability of PBIS.**

- Data informs our work.
- Differentiated support builds upon each schools' unique strengths and opportunities.
- **Success is celebrated and obstacles are confronted with honesty, optimism, and compassion.**
- Tier 1 fidelity at the school-wide and classroom level is required for a successful MTSS (Multi-Tiered System of Supports).

PBIS Leadership Team

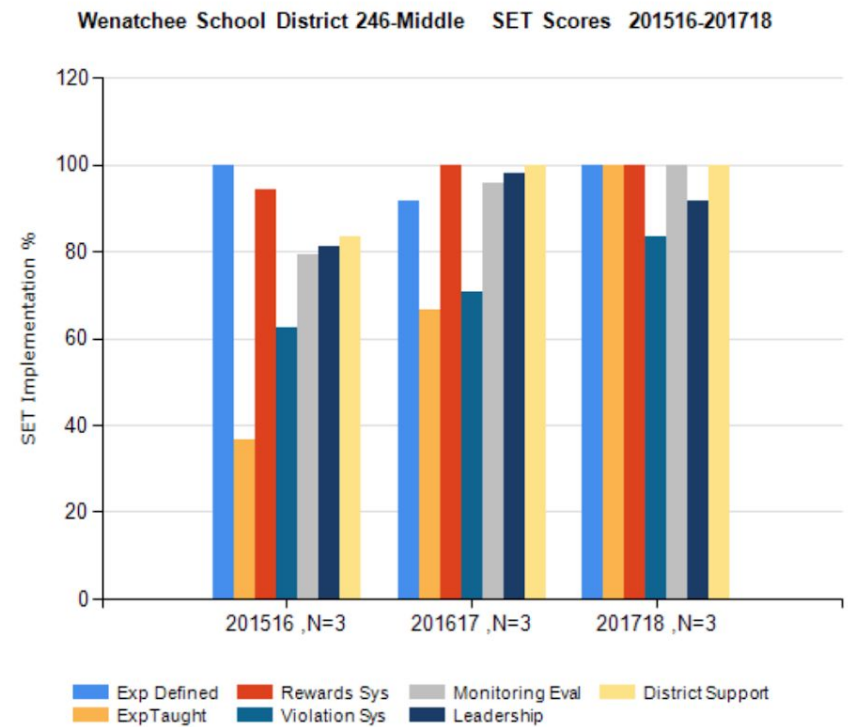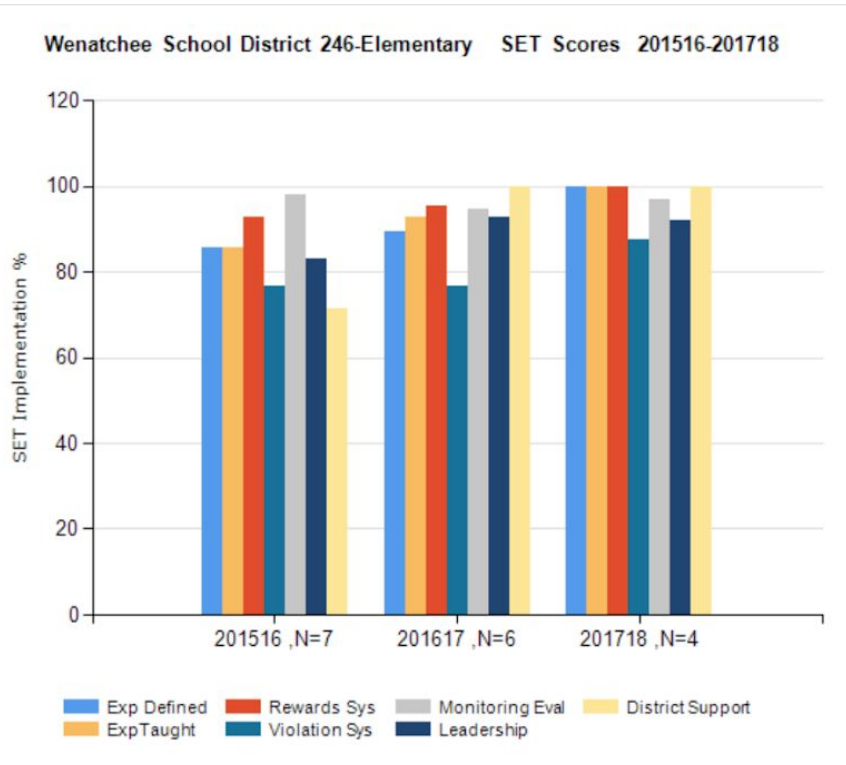Barriers and Facilitators of Implementation

Data:

- SET
- SWIS
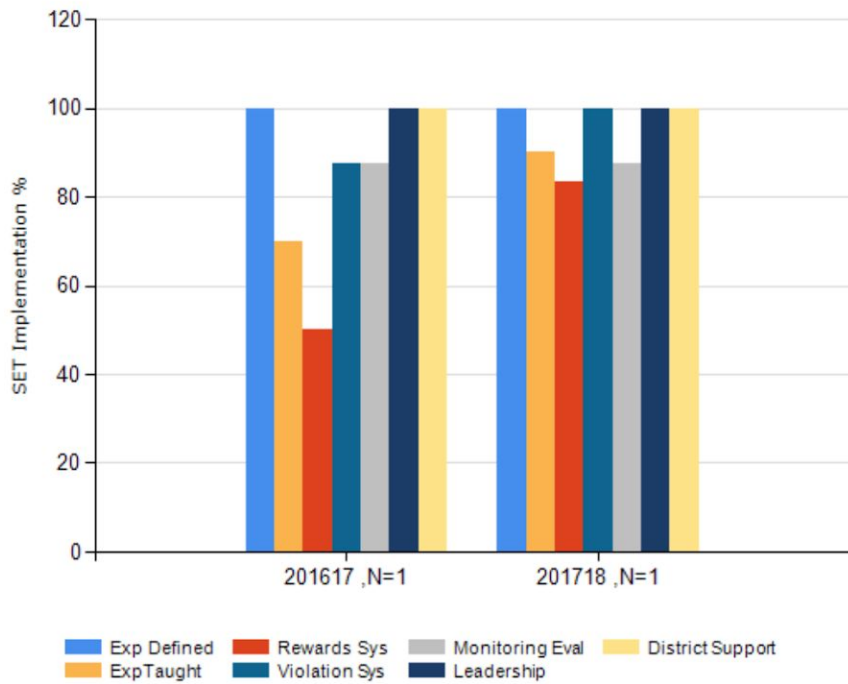- Staff Perceptions of Behavior & Discipline (SPBD)

Connections

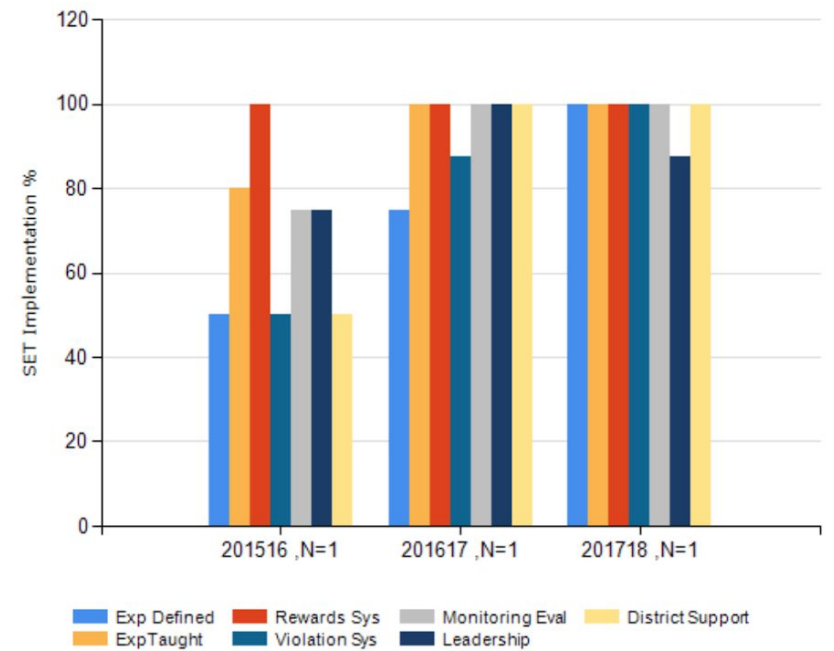Professional Development

School-Wide Evaluation Tool (SET)

School-Wide Evaluation Tool (SET)

Outcome Data: SWIS

Major Office Referrals

SPBD - Perceptual Data

Facilitator - A strength that can be used as a building block.

Barrier - A possible impediment that requires further investigation.

Wenatchee School District SPBD Core Item Summary			
SPBD Item	**Questions to Consider**	**Facilitator**	**Barrier**
Teaching & Acknowledging Expectations			
I don't have time to teach the schoolwide behavioral expectations.	Do staff prioritize teaching social, emotional, and behavioral expectations?	10	
Schoolwide behavior supports may work in other schools, but I doubt it will work in ours.	Do staff believe SWPBS is a good fit for their students?		
We should not have to teach students how to behave at school.	Do staff feel that teaching behavior is their responsibility?	12	
I resent being asked to do one more thing.	Do staff feel overwhelmed or a lack of control?		1
I feel that rewarding students is the same as bribing them.	Do staff disagree with the use of rewards?		
Systemic Resources, Supports and Climate			
The climate at this school is positive.	Do staff believe the climate is supportive?		
I have trust in my administrator's ability to lead us through change.	Do staff feel supported by administrators?	9	
Overall, I am satisfied with my job.	Do staff feel a sense of professional satisfaction?		
I believe our school has (or will have) the necessary resources to support schoolwide positive behavior support.	Will there be a long-term allocation of adequate resources to support SWPBS?		1
Schoolwide behavior support is likely to be yet another fad that comes and goes in this school.	Is there a history of initiatives that come and go in this school?	8	
Philosophical Views of Behavior and Discipline			
When problem behaviors occur, we need to get tougher.	Do staff have an over-reliance on punishment?		8
The students at this school need to be held more responsible for their own behavior.	What does it mean to hold students more responsible for behavior?		8
Parents in the community don't seem to care about how their children behave at school.	Is there a sound partnership with families in the community?	5	5
I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.	Do staff believe acknowledging students for meeting expectations lowers standards?		6
If students are not disciplined at home, they are not likely to accept any discipline at school.	Do staff believe behavior can be changed at any age?	3	7
Systemic Cohesiveness and Openness to Change			
The staff at this school tends to resist change with concerns such as "We don't do it that way here."	Do staff tend to resist change?		
This school has successfully implemented change efforts in the past.	Is there a history of failed past change efforts in this school?	3	1
My colleagues and I share a common philosophy for behavior and discipline.	Do staff feel as if they are on the same page –a sense shared vision?	7	1
I suspect that my colleagues will not (or are not) consistently implementing the agreed upon schoolwide behavior plan.	Do staff feel as if others will not implement and they will be alone in their efforts?	3	5

SPBD - Possible Next Steps

Ensure specificity of expectations for students

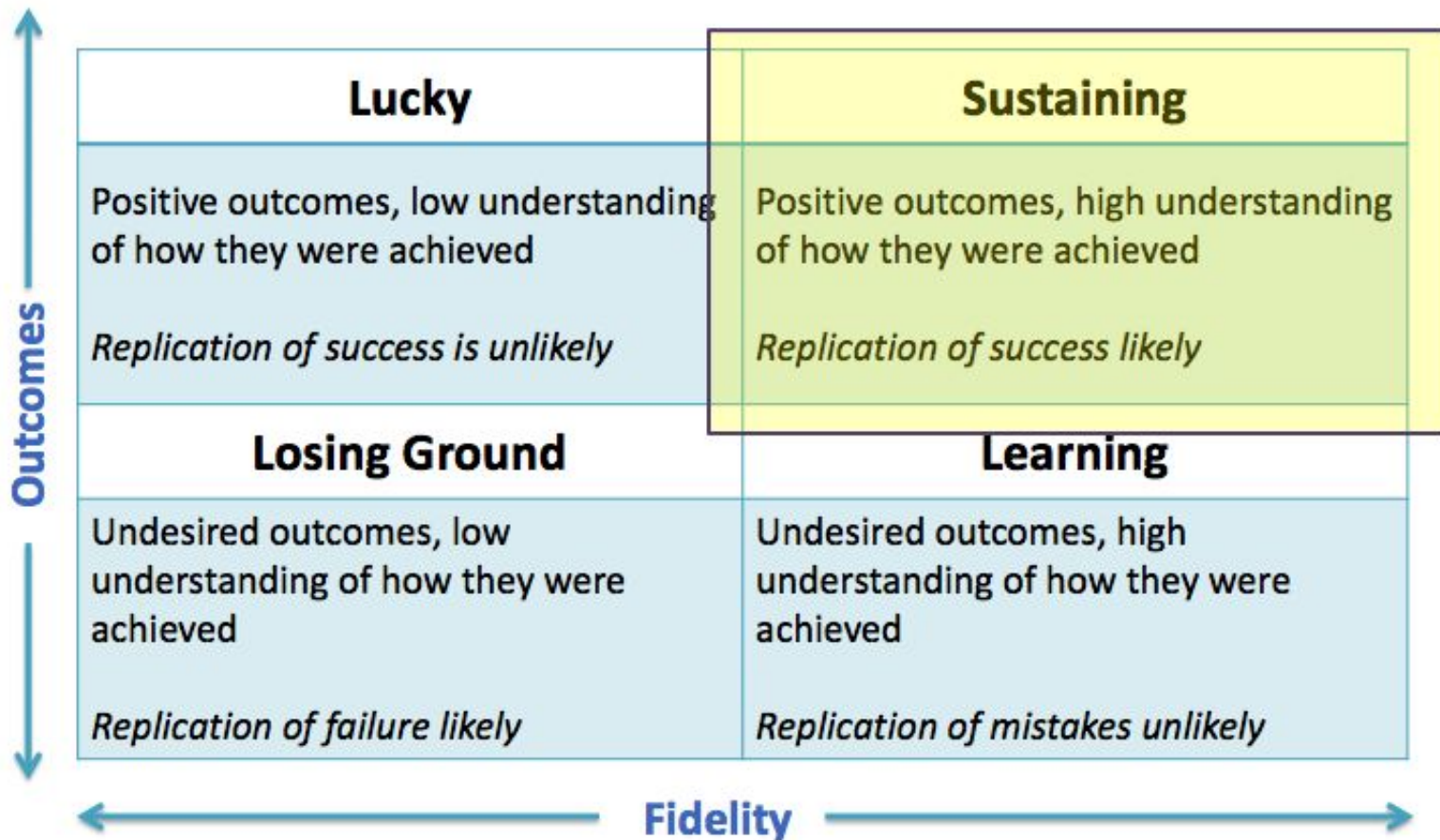Clarify/refine current system of behavioral interventions

Focus on Fidelity - Totems, Taboos, & Repetitive Interactions

Facilitated discussions:

- Effectiveness of Punishment
- What does *holding students accountable* mean?
- Reward vs Reinforcement

Frequently & Effectively Communicate the Why, the Vision, and Data

Connecting Outcomes & Fidelity

	Lucky	**Sustaining**
Outcomes	Positive outcomes, low understanding of how they were achieved *Replication of success is unlikely*	Positive outcomes, high understanding of how they were achieved *Replication of success likely*
	Losing Ground	**Learning**
	Undesired outcomes, low understanding of how they were achieved *Replication of failure likely*	Undesired outcomes, high understanding of how they were achieved *Replication of mistakes unlikely*

Fidelity

PBIS Leadership Team

Barriers and Enablers of Implementation

Data:

- TIC/SET
- SWIS
- Staff Perceptions of Behavior & Discipline

Connections

Professional Development

Next Steps

Classroom Tier 1 Fidelity

Tiered Fidelity Inventory (TFI)

PD

SEL & PBIS

Supporting Implementation