



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

**TFI 1.10: Faculty Involvement**

**TFI 1.11: Student, Family, Community Involvement**

Produced by the Technical Assistance Partnership for Behavior

*Updated 8/15/2023*

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

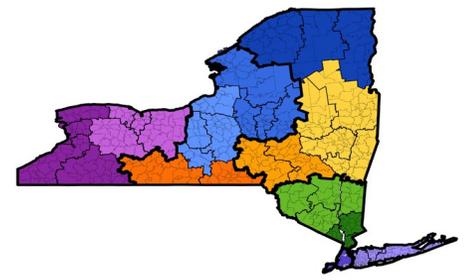


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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Today's Facilitators

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
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BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Agenda



# Welcome & Inclusion

Please introduce yourself in the chat box

- Name
- Position
- Educational Organization



# Training Norms

- Find a quiet place to participate
- Participate to the best of your ability
- Use the chat box for questions and comments
- Take care of your personal needs
- Begin and end on time
- Give equal regard to each participant

# Slide Marker Icons

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# Professional Learning Roadmap

TFI Sub-Scale #	Team Components
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale #	Implementation Components
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
<b>TFI 1.10</b>	<b>Faculty Involvement</b>
<b>TFI 1.11</b>	<b>Student/Family/Community Involvement</b>

TFI Sub-Scale #	Evaluation Components
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

# TFI 1.10 Purpose & Outcomes

## Purpose:

Prepare and plan for involving all stakeholders in decision-making and implementation



## Outcomes:

**1.10 Faculty Involvement:** Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

**1.11 Student/Family/Community Involvement:** Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

# Definition

Open and honest communication is established among stakeholders to secure buy-in and commitment to change.

# Faculty Involvement Involves at least 80% buy-in

Collectively, staff will:

- identify focus
- identify ways to monitor progress
- identify goals
- Identify ways to evaluate outcomes
- Identify how to engage resistant staff

# Rationale



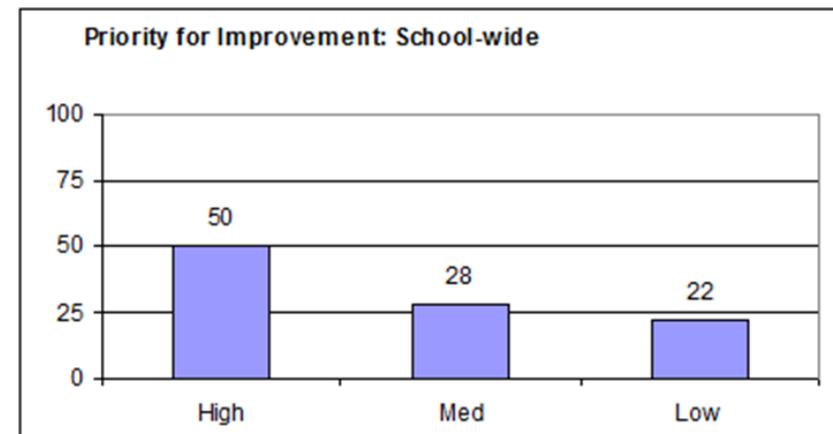
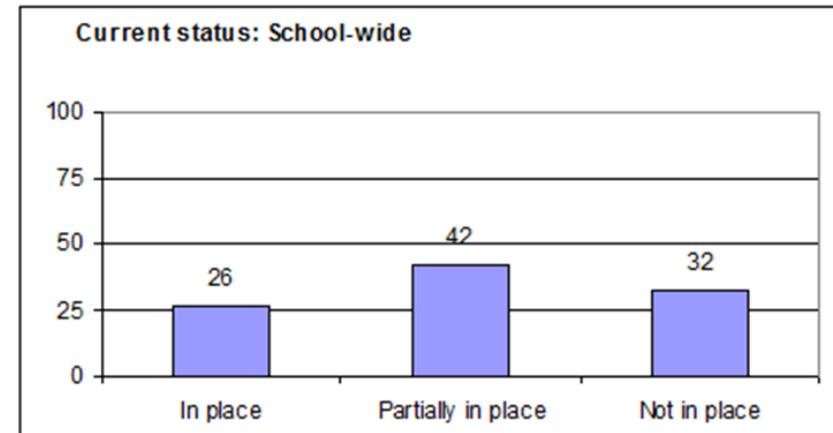
*...and implementation of PBIS involves all faculty and staff*

# What data will you share?



## Self-Assessment Survey (SAS)

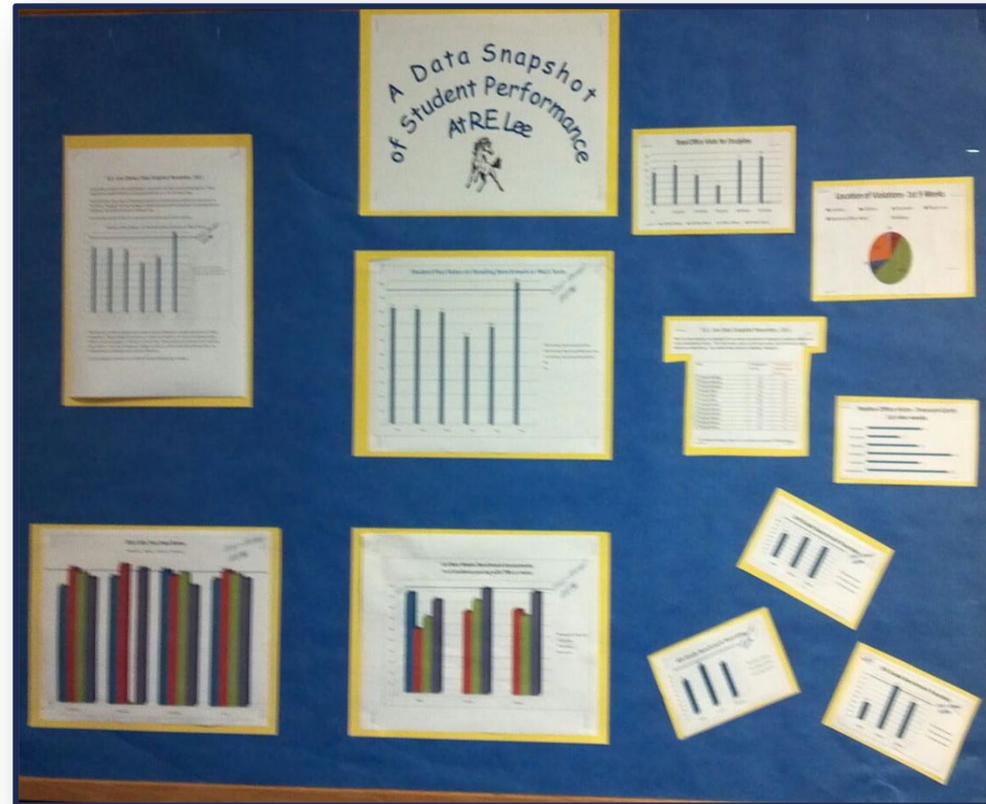
- Self-Assessment Survey?
- Informal surveys?
- TFI results?
- Climate Surveys?
- Discipline Data?
- Cost Benefit Analysis



# How and when will you share data?



- Share visuals with staff monthly
- What's working?
- What needs more focus?
- Emphasize staff involvement



# Input and Feedback: Communication and Feedback Loops

- Grade level/core/department meetings
- Vertical team meetings
- Staff/Faculty Meetings
- Google Docs, SharePoint, or other virtual sharing mechanisms
- Newsletters
- Professional development days
- Communities of Learners (shared learning)

# Communication System



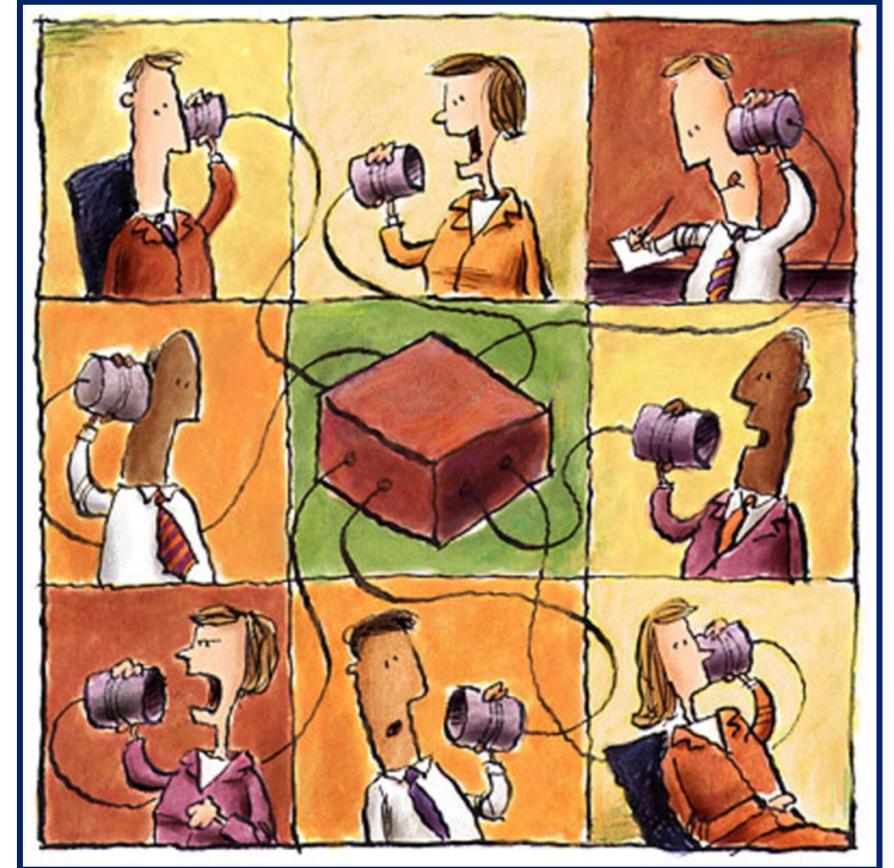
How will you engage staff in the implementation of PBIS?

**Workbook: TFI 1.10, 1.11 Activity 1a**



# Input and Feedback: Create a Communication System

1. Sharing on-going information
2. Presenting data
3. Obtaining feedback from stakeholders
4. Reviewing goals and action plans



# Communication System - Activity



## Directions:

1. Starting with the facilitator, and moving clockwise, each person share out a time/opportunity your school could share important school data/PBIS information.
  - (Think about what structure you have in place now and “outside” the box thinking of what may be opportunities you haven’t explored yet)
2. Recorder, document the team’s discussions.
3. Communicator, share out after the activity.



Workbook : 43 Activity 1b: Communication System

# **TFI 1.11: Student, Family, Community Involvement**

Core Content: Definition, Rationale & Examples

# Approach

**“No matter what the demographics, students are more likely to earn higher grades and test scores, attend school regularly, have better social skills, graduate and go on to post-secondary education when schools and families partner”**

Karen Mapp, Family Involvement Equals Student Success No Matter Background. August 10, 2006

Dual Capacity-Building Framework for Family-School Partnerships,  
USDOE download

# Outcome...

- *Students, families, and community members provide input on universal foundations (e.g., expectations, consequences, acknowledgements) on an ongoing basis*
- *Families feel that their histories, interests, and experiences are embedded and visible throughout the school community*

# Families and Students

- Encourage families to share information with the school about culture, background, children's talents and needs
- Participate in neighborhood meetings to help families understand schools and to help schools understand families (Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools)
- Plan for data-informed decisions through feedback from families and students (e.g. formal and informal surveys, focus groups)
- Student engagement and leadership opportunities (e.g., student PBIS team, clubs)

# Family Kick Off

- Letter to families
- PBIS overview
- Explanation of school expectations
- Explanation of acknowledgement system
- Brochure
- Back to school activities

(Didier, J. & Udry, V 2007 Unity West Elementary)

# Community Identity

How is the school viewed through the eyes of the community?



# Communities

Local resources are crucial:

- Political Support
- Business Investment
- Media Coverage
- Alumni

# Posters



# Community-wide PBIS Implementation

## Who is involved?

Community-wide Leadership team:

- Village hall
- Police Department
- Park District
- Community Center
- Parents
- Library
- Schools/District
- Chamber of Commerce

# Community-wide PBIS Process

- Monthly Community-wide Leadership Team mtgs.
- Monthly Community-wide Coaches meetings
- Annual assessment of implementation
- Family/Community Forum(s)
- On-going training (new summer staff at pool/park etc.)
- Picnic and other community events

# Examples of Business Investment

Celebration night at a local restaurant for all students who received 35 gotchas in a month. Students bring in gotcha tickets and family receives one free entrée.

Teacher supply store, discount store, and bookstore discounts or gift certificates for educator motivation prizes for giving out the most gotcha tickets.

# Plan for Stakeholder Input



Universal Foundations and Stakeholders ↘	Expectations and Rules (Teaching Matrices)	Initial and on-going instruction on expectations	Acknowledgment Program	Discipline (problem behavior definitions, policies, procedures)
Students				
Families				
Communities				

Workbook: TFI 1.10. 1.11 Activity 2

# TFI 1.10: Faculty Involvement & TFI 1.11: Student, Family & Community Involvement

## ACTION PLANNING

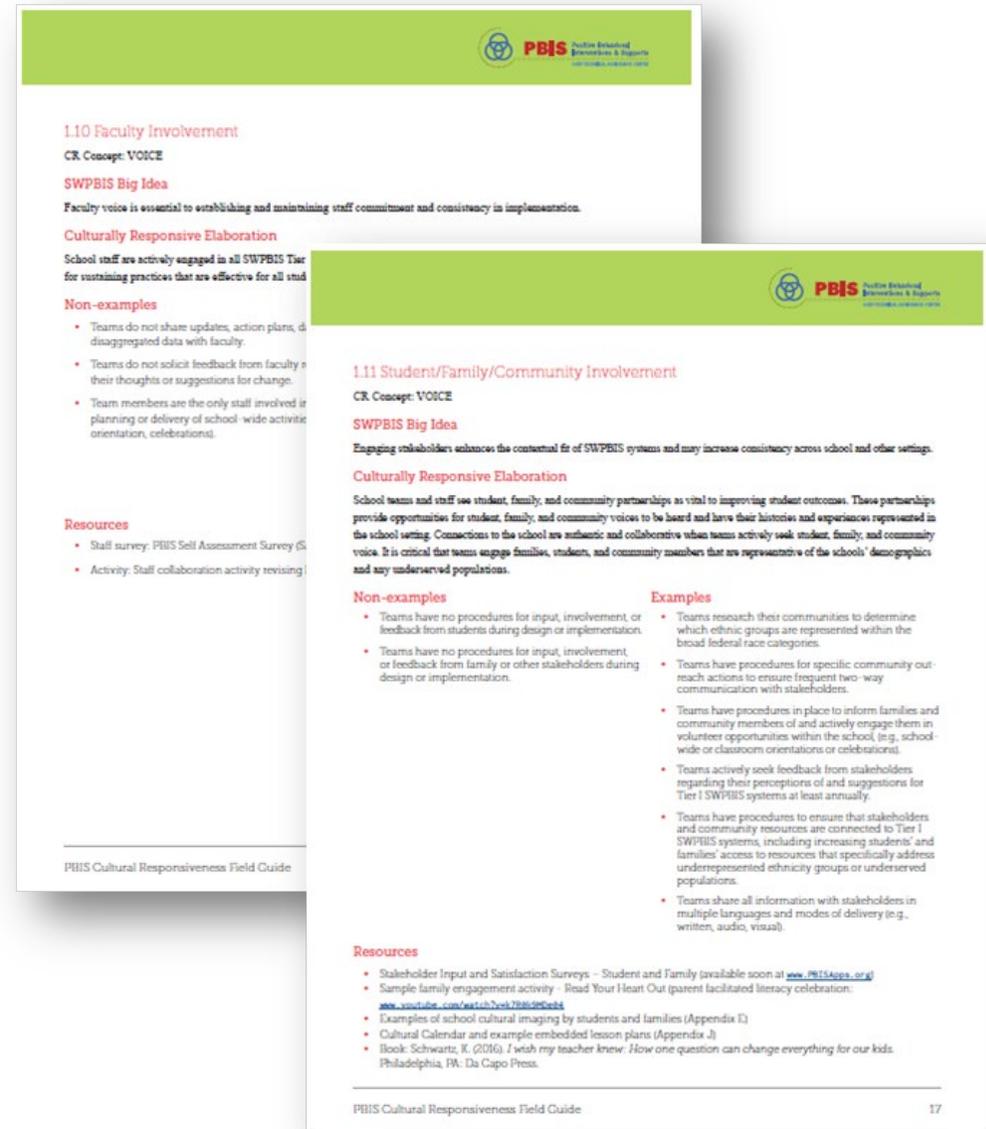
1. Add action items to Action plan
2. Plan for PD
3. Add to your Staff Presentation PPT



# PBIS Cultural Responsiveness Field Guide

## Task: 1.10 Faculty Involvement & 1.11 Student / Family / Community Involvement

**Team:** Use this companion guide throughout the action planning process for each TFI feature to ensure that your PBIS system is culturally responsive.



# Action Items and Planning



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item <i>(Not In Place; Partially; Fully In Place -&gt;)</i>	NI	PI	FI
1.10	School-Wide behavioral data is shared with faculty regularly			
1.10	Faculty involved in establishing and reviewing goals			
1.10	Faculty feedback is obtained throughout the year			
1.11	Plans for assessing students' and families' perceptions of school climate (including disciplinary practices) annually			
1.10, 1.11	Data informs decisions (e.g., staff surveys, fidelity assessments, climate surveys, etc.). Disaggregate data by race, ethnicity and classroom			
1.10, 1.11	Surveys are developed with dates to administer to staff, students, and families in multiple languages			

# Questions?





THANK YOU!

# Appreciation is given for the contributions to this Professional Learning

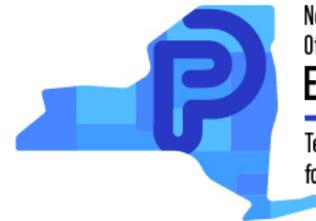




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