Establishing and Revisiting
Buy-in for PBIS

Is Your Staff on Board?

Allison Olivo & Valerie Vandlen

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Acknowledgments

- Missouri PBIS
- The PBIS Team Handbook (2014) by Beth Baker and Char Ryan
- 7 Steps for Developing a Proactive Schoolwide Discipline Plan (2007) by Geoff Colvin
- K. Brigid Flannery
Group Expectations

Be responsible
• Attend to the “Come back together” signal
• Active participation…Please ask questions

Be Respectful
• Please allow others to listen
  • Please silence cell phones
  • Please limit sidebar conversations
• Share “air time”
• Please refrain from email and Internet browsing

Be Safe
• Take care of your own needs
Purpose and Intended Outcomes

- Understand the purpose of obtaining and maintaining staff buy-in
- Learn from implementers experiences with buy-in
- Explore strategies to build readiness and buy-in for beginning or continuing the work of PBIS in your building/district/ISD
- Develop action steps to assess and enhance buy-in back in your building
Activity 1

Stand Up if You Work in Schools That:

• Have never implemented PBIS
• Are currently installing or implementing PBIS
• Have had to “restart” PBIS after implementation failures
• Have been implementing for 6 months or less
• Employ staff that have been resistant to implementing PBIS
What is Your Compelling Why?

- Discipline issues
- Ongoing complaints from community or parents
- Poor academic performance and problem behavior

- High rates of staff turnover
- Desire for consistency
- Low staff morale
- Word-of-mouth reports of positive results in other schools/districts

Colvin, 2007
Role of Leadership

• The Compelling Why is a great start to obtaining staff buy-in, but we need to plan for maintaining commitment

• This cannot be accomplished without district and school-level leadership support
  • District-level Compelling Why
  • Consistent communication and seeking input
  • Creating visibility
  • Securing funding for training and implementation supports
  • District structure ensures continuity and sustainability
Activity 2

- Read through the scenarios on the “PBIS Leadership Scenarios” handout
- With a partner, identify some benefits to each approach and the potential barriers to each approach
Steps Toward Gaining Staff Buy-in

• Involve staff from the beginning
• Create and maintain ongoing communication
• Build trust
• Regularly acknowledge all staff
• Provide visible leadership support
• Celebrate successes regularly
Importance of Readiness Activities

• Communicates the “why” of the work
• Helps staff understand the foundational principles of the work
• Allows staff to preview some of the tasks they will be engaging in
• Increases staff knowledge and skills
Contextual Influences at Secondary

- Size
- Culture
- Developmental Age

Flannery, Frank & Kato (2012)
Secondary PBIS Implementation

“The more complex structure of the high school (more people, more departments, and larger campuses) and the typical absence of involvement of all students and faculty in the implementation of the initiative can make this process slower.”

Flannery, Frank & Kato (2012)
Suggestions for Secondary

• Take time to develop strategies for working together school-wide
• Maintain a cycle of continuous communication and consensus building
• Consider extra-curricular commitments for leadership team members
• Involve students
Quick Check: Do You Have Staff Commitment?

Please complete the following survey question and return to Teri Keusch's mailbox by 4:00pm Tuesday.

I know and understand Westwood is learning about Positive Behavior Interventions and Supports and I support this initiative: [X] yes [ ] no

Handwritten comment: 11/14 = 79% 
Handwritten comment: Our comm. plan must include ALL staff & we need more of it.
Activity 3

• Think about your own building’s readiness
• Share with a partner at your table:
  • What has your building done around readiness so far, or what did you do when you began installing PBIS?
  • How were you able to initially secure staff commitment?
  • How do you know?
“Buy-in is not a single event but an ongoing process.”
Maintaining Staff Buy-In: Communication

• Ongoing status updates
• Next steps for the team
• Share data regularly – fidelity data and impact on student outcomes
• Solicit and provide impact statements from students, staff, and families
Activity 4

- Take 30 seconds to write down as many ways as you can think of that you could communicate with staff in your building
Maintaining Buy-in: Staff Involvement

• Provide time and opportunity to work with staff to increase knowledge and skills
• Seek input for development of procedures and products
• Provide additional opportunities for feedback as products are being finalized
• Use consensus decision-making whenever possible
Non-Examples of Staff Involvement

- Team completes the matrix and shares it out with staff at a meeting
- Administration reports that the school is doing PBIS without seeking input
- Team shares a monthly update at staff meetings, but there is not enough time for seeking feedback on the work happening
- Staff input is sought once a year at Fall PD
Maintaining Staff Buy-In: Priority & Visibility

• Talk about PBIS regularly
• Include PBIS as a standing agenda item at all staff meetings and PLCs
• Prioritize the use of data and include staff in the decisions being made based on that data
• Respond to staff concerns quickly and efficiently
• Develop a strong staff acknowledgement system
Understanding Resistance

Uncertainty is a powerful trigger for anxiety

Anxiety may lead to avoidance

Lack of information and understanding can lead to a negative outlook

Resistance is a natural human response to uncertainty

PBIS Team Handbook
Dealing with Resistance to Change

• Teachers and staff must see what is expected and believe the changes will make a difference
• Stakeholders must be involved in decision-making
• Respect the expertise of the staff
• Several types of support are needed
• Understand and improve upon potentially poor prior experiences with change
Managing Resistance

• Invest time!

• Focus efforts on building skills and knowledge around key components (e.g., practice opportunities with acknowledgement)

• Help staff understand how their jobs will be more effective and efficient

• Don’t wait until you have 100% buy-in

• Provide enough supports so that it becomes easy for them to implement
Activity 5

• Think about the individuals in your building that have struggled with adopting PBIS practices

• Answer the following questions with your table:
  • How do the previous slides give you insight into what might have caused the resistance?
  • In what ways might you “manage” future resistance in order to influence change?
Gaining Buy-in at Northwest Community Schools

Nicole Tokar
Northwest Community Schools

- Enrollment: 3450 (Class B)
- Schools:
  - Northwest High School 9-12
  - Northwest Alternative Education 7-12
  - Northwest Kidder Middle School 6-8
  - Northwest Elementary School 3-5
  - Northwest Early Elementary PreK-2
School Leadership Teams

- Selecting Team Members
  - Administration
  - School improvement person
  - Counselor
  - Department representatives
  - Coach/Trainer
  - Special education

- Since the team was strong, they took over easily

- Provided feedback on their products

- Attended kick-offs
Communication

- Team Drive – you could monitor the progress
  - District Leadership Team Drive
  - Trainers / Coaches Team Drive
  - Each Building School Leadership Team Drive
Additional Communication

- Facebook /Twitter /Seminar
- Calendar invites
- Attended meetings
- CC: on emails always
- Student communication – results of expectations
Creating District Consistency

• Each school started the work at the same time
• Trainers and coaches were able to connect and discuss successes and barriers
• Separate elementary and secondary trainings
• No school was left behind
• Each time a grade level moves up to the next building, students are familiar with structure
• Alternative education
Compelling “Why” at Secondary

• Increase academic time
• Using example of expecting performance but no practice involved (concert, play, sports)
• Code-switching (friend’s house)
• Transition from building to building (MS to HS)
Staff Presentations

- Each meeting had a specific focus based on the Big Ideas of PBIS
- Used the MIBLSI content to build the presentation
- Used relevant examples based on the secondary school
- “Next Steps”
How to Ensure Staff Buy-In

1. Collecting their feedback
2. Showing them the data/results
3. Showing them the final product (posting)
4. All staff – not just teachers
5. Fun – PBIS Bloopers

Did not move on until the previous product was complete or almost complete!
Strategies for Gathering Feedback

• Each staff meeting, the staff would always come back to the same group with the same SLT leader (e.g., cafeteria group, hallway group)
• They were able to focus and see that common area through to the end
• Didn’t always start from scratch; gave a framework to provide feedback
• The staff was able to see the end product at the next meeting
Building Staff Skills

• Staff helped create lessons in their “common area”
• Leadership Team member taught lesson (demonstrated to staff)
• Practiced with students
• Weekly ticket reminders
• Being intentional – using expectation words
Contact Information

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Buy-In at Bridgeport High School

Lindsay Diaz
Bridgeport High School Demographics

• Racial Breakdown
  • Black – 63%
  • White – 18%
  • Hispanic – 15%
  • Multi-Racial – 4%
• 99% Free and Reduced Lunch
2014-15 School Year

• New Superintendent
• Priority List
• Deficit
• Enrollment – 557 Students
• Referrals - 1099
Why Me?

- 3rd Year Teacher
- Easy choice – No sub required
- Main concern: How could I get people to listen to me and take my directives?
Developing a Team

• Be Strategic
  • Subs can be hard to find
  • Look for experience
  • Keep friends close, enemies closer
Getting Buy-In

- Administrator Support
  - Time
  - Trust
  - Commitment

- Staff
  - Time
  - Trust
  - Commitment
Making Time for PBIS

• After school PLC 1 time a month until Kick-off (1.5 hours each)
  • Personal meetings with those who missed
• Constant staff meeting agenda item after Kick-off
Collaboration

• In order to have buy-in, you HAVE to get staff input!
  • Matrix
  • Problem Behavior Descriptions
  • Lessons for Kick-off
  • Incentive Ideas (no money)
  • Referral Forms
  • Survey Administration
Let PBIS Speak for Itself

- Pre-PBIS (2014-15)
  - Enrollment: 557
  - Referrals: 1099

- Pre-Kickoff Year (2015-16)
  - Enrollment: 562
  - Referrals: 555

- 1st Year PBIS (2016-17)
  - Enrollment: 600
  - Referrals: 507

- Current Year (2017-18)
  - Enrollment: 619
  - Referrals: 180
Current Referral Data

Average Referrals Per Day Per Month
Major, 2017-18

School Months

- Aug
- Sep
- Oct
- Nov
- Dec
- Jan
- Feb
- Mar
- Apr
- May
- Jun
- Jul

Average Referrals Per Day
- 75th Percentile
- Median Score
- 25th Percentile

Data values for each month:
- Aug: 0.74
- Sep: 1.68
- Oct: 1.68
- Nov: 2.05
- Dec: 1.64
- Jan: 1.43
- Feb: 1.42
- Mar: 0.59
- Apr: 0
- May: 0
- Jun: 0
- Jul: 0
Important Notes

- Know your staff like you know your students
- Not everyone will buy in initially
- Never stop trying
- Each year, buy-in needs to be re-established
Any Questions??

Contact Information:
Lindsay Diaz
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Buy-In Strategies
<table>
<thead>
<tr>
<th>Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review the assigned activity with your group</td>
</tr>
<tr>
<td>• Create a brief summary of your assigned activity using the considerations on the last page of your handouts, including:</td>
</tr>
<tr>
<td>• Benefits of the activity</td>
</tr>
<tr>
<td>• Resources needed to complete it</td>
</tr>
<tr>
<td>• Possible adaptations</td>
</tr>
<tr>
<td>• When prompted, share your activity summary with the rest of your table</td>
</tr>
</tbody>
</table>
Activity 7

• Choose one activity from the session today (or an idea from your “Bright Ideas” handout) that you can adapt for use in your own school
  • Behavior Science Introduction
  • Rethinking Discipline
  • Defining Mission Statements
  • Creating an Effective and Diverse Team

• What are your next steps to take this activity back to your school? Share them with a partner.

Be prepared to share out
THANK YOU