

*PBIS Implementation Blueprint and Systems Coaching*

<b>Components</b> <i>(FLPBS Project)</i>	<b>PBIS Implementation Blueprint and Systems Coaching</b>			
	<b>District Leadership Team</b>	<b>District Coordinators/ External Coaching &amp; TA</b>	<b>School-Based Leadership Team</b>	<b>Community Stakeholders</b>
<b>1. Interpersonal Communication</b> <b>a. Collaborative Process</b> <b>b. Communication Skills</b>	<ul style="list-style-type: none"> <li>Establishes and maintains a positive, collaborative relationship with DLT</li> <li>Assists DLT in establishing a vision for PBIS implementation and supports across the district</li> <li>Supports DLT in maintaining focus and delivering a consistent message regarding PBIS over time</li> <li>Assists DLT in establishing and maintaining positive, collaborative relationships with SBLTs</li> <li>Encourages collaboration between the DLT and community support systems (i.e., education, family, mental health, juvenile justice, medical, etc.).</li> <li>Uses of stakeholder perception data to inform effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Promotes DLT vision for PBIS across the district</li> <li>Assists SBLTs in maintaining focus and delivering a consistent message regarding PBIS</li> <li>Models active listening and effective interpersonal communication skills</li> <li>Builds DLT and SBLT capacity for engaging in effective interpersonal communications</li> <li>Engages in regular and timely communications that are responsive to SLBT needs</li> <li>Supports the use of stakeholder perception data to inform effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Promotes district vision for PBIS implementation at the school-level</li> <li>Engages in regular, timely and reciprocal communication between SBLT, staff and stakeholders to share and ensure district-level PBIS vision (i.e., policy, procedures, etc.)</li> <li>Models active listening and effective communication skills to staff and stakeholders</li> <li>Supports staff and stakeholders to engage in effective communications</li> <li>Ensures multiple communication opportunities and activities responsive to stakeholder needs</li> <li>Uses stakeholder perception data to inform effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Engages in collaborative communication among multiple community support systems regarding PBIS implementation (i.e., school, family, mental health, juvenile justice, medical, etc.)</li> <li>Supports multiple communication opportunities and activities responsive to community needs</li> <li>Ensures PBIS activities &amp; accomplishments are shared within the community</li> <li>Uses stakeholder perception data to inform effective communication skills</li> </ul>

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<p><b>2. Data-Based Problem-Solving Skills</b></p>	<ul style="list-style-type: none"> <li>• Models and supports the use of a structured problem-solving process to address barriers and determine resources for PBIS implementation</li> <li>• Authorizes MIS as an active DLT participant</li> <li>• Ensures district-level and SBLTs access to an effective, efficient data system</li> <li>• Models the use of data to link activities and to enhance practices &amp; system supports</li> <li>• Ensures the use of data for monitoring student outcomes</li> <li>• Emphasizes the use of data to make decisions to improve the selection, adoption, and durability of practices</li> <li>• Uses outcome and implementation fidelity data at the district-level to guide decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Models/teaches the use of a structured problem-solving process with SBLTs</li> <li>• Ensures the use of an effective data system at the school-level</li> <li>• Assists SBLTs with identifying data sources to address barriers to PBIS implementation and achieve identified goals/outcomes</li> <li>• Supports the use of data within the problem solving process to guide the selection, adoption, and durability of practices via action plan development</li> <li>• Ensures on-going data collection, review and analysis to address continuous changes and best use of resources</li> <li>• Supports SBLT in the development of strategic plans based on and informed by data.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in a structured problem-solving process to support PBIS implementation fidelity</li> <li>• Accesses (input and retrieval) data system regularly</li> <li>• Uses data within the P/S process to guide action planning and strategy selection to achieve PBIS goals/ outcomes.</li> <li>• Ensures on-going data collection, review and analysis to:               <ul style="list-style-type: none"> <li>○ Enhance student outcomes across tiers</li> <li>○ Address continuous changes and best use of resources</li> </ul> </li> <li>• Uses data to determine community needs and resources for ongoing meaningful connection with community</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in problem solving with the community to determine community needs and resources for ongoing meaningful connection with the community</li> <li>• Shares school-based and community data with stakeholders to foster communication about PBIS implementation</li> <li>• Data collected from community stakeholders informs effective problem-solving efforts</li> </ul>

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<p><b>3. Team-Based Problem-Solving Facilitation</b></p>	<ul style="list-style-type: none"> <li>Establishes a cohesive, integrated, &amp; representative group of individuals who lead district-level systems change and PBIS implementation</li> <li>Engages in a structured problem solving process</li> <li>Supports decisions through consensus</li> <li>Adheres to a predetermined agenda</li> <li>Engages in a collaborative, strategic, action planning to ensure PBIS fidelity of implementation, including the development of action items/activities to be completed by due dates</li> <li>Ensures community stakeholder participation</li> </ul>	<ul style="list-style-type: none"> <li>Helps establish and sustain knowledgeable, &amp; fluent capacity at the school-level for problem-solving</li> <li>Builds/supports school environments where team-based problem solving skills are expected, taught, &amp; reinforced</li> <li>Ensures teaming structures are in place at the district and school-levels to support ongoing leadership development, implementation, and evaluation</li> <li>Supports community stakeholder participation on SBLTs</li> </ul>	<ul style="list-style-type: none"> <li>Develops and maintains a cohesive, integrated, &amp; representative group of individuals who lead school-based systems change and PBIS implementation</li> <li>Engages in a structured problem solving process</li> <li>Supports decision-making through consensus</li> <li>Adheres to a predetermined agenda</li> <li>Engages in collaborative action planning to ensure PBIS implementation, including the development of action items/activities to be completed by due dates</li> <li>Ensures community stakeholder participation</li> </ul>	<ul style="list-style-type: none"> <li>Community stakeholders participate, as applicable, in planning and problem-solving around PBIS implementation</li> <li>Builds/supports community capacity for participating as active members on district and school-based problem-solving teams</li> </ul>

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<p><b>4. Content Knowledge Dissemination</b></p>	<ul style="list-style-type: none"> <li>• Establishes a clear understanding of procedural fluency for PBIS implementation</li> <li>• Develops/supports expertise at the district:               <ul style="list-style-type: none"> <li>○ MTSS</li> <li>○ Systems Change</li> <li>○ PBIS</li> </ul> </li> <li>• Ensures/supports implementation integrity of PBIS across tiers via:               <ul style="list-style-type: none"> <li>○ Training</li> <li>○ Coaching</li> <li>○ Evaluation</li> </ul> </li> <li>• Develops/supports behavioral expertise as foundational for effective PBIS implementation:               <ul style="list-style-type: none"> <li>○ Behavior theory/analysis</li> <li>○ Proactive school-wide discipline</li> <li>○ Effective classroom management</li> <li>○ Function based behavior intervention planning and support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Helps build district and school-level expertise for:               <ul style="list-style-type: none"> <li>○ MTSS</li> <li>○ Systems Change</li> <li>○ PBIS</li> </ul> </li> <li>• Assists in building school-based capacity for PBIS implementation integrity across tiers via:               <ul style="list-style-type: none"> <li>○ Training</li> <li>○ Coaching</li> <li>○ Evaluation</li> </ul> </li> <li>• Ensures district and school-based staff (interventionists, coaches, trainers) are highly knowledgeable in content, fluency, and experience to support PBIS implementation:               <ul style="list-style-type: none"> <li>○ Behavior theory/analysis</li> <li>○ Proactive school-wide discipline</li> <li>○ Classroom behavior management</li> <li>○ Function based behavior intervention planning and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establishes PBIS implementation integrity at the school</li> <li>• Develops and maintains content knowledge, fluency, and experience to support implementation efforts               <ul style="list-style-type: none"> <li>○ MTSS</li> <li>○ Behavioral theory/analysis</li> <li>○ Proactive school-wide discipline</li> <li>○ Classroom behavior management</li> <li>○ Function based behavior intervention planning and support</li> <li>○ Direct social skills instruction</li> <li>○ Principles of reinforcement</li> </ul> </li> <li>• Develops an integrated and sequenced behavior curriculum:               <ul style="list-style-type: none"> <li>○ Core curriculum provided for all students</li> <li>○ Modification and/or</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assists families and community members in developing a working understanding of PBIS               <ul style="list-style-type: none"> <li>○ Core curriculum</li> <li>○ Discipline policy and procedures</li> <li>○ Classroom behavior supports</li> <li>○ Reinforcement system/activities</li> </ul> </li> </ul>

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<p><b>4. Content Knowledge Dissemination</b></p>	<ul style="list-style-type: none"> <li>○ Direct social skills instruction</li> <li>○ Principles of reinforcement</li> <li>• Ensures/supports specialized behavioral expertise for FBA/BIP development, implementation, and evaluation</li> <li>• Establishes organizational leadership, &amp; implementation resources essential for effective PBIS implementation across tiers</li> </ul>	<p>support</p> <ul style="list-style-type: none"> <li>○ Direct social skills instruction</li> <li>○ Principles of reinforcement</li> <li>• Assists in developing specialized behavioral expertise for FBA/BIP development, implementation, and evaluation across the district</li> <li>• Ensures/supports school-based expertise and fluency with process &amp; organizational strategies that support &amp; enhance the use of evidence-based behavioral practices</li> </ul>	<p>additional supports in addition to core for students identified as nonresponsive</p> <ul style="list-style-type: none"> <li>○ Specialized, intensive curriculum developed for students nonresponsive to the modified core</li> <li>• Ensures/supports specialized behavioral expertise for FBA/BIP development, implementation, and evaluation</li> </ul>	
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<p><b>5. Leadership Facilitation and Support</b></p>	<ul style="list-style-type: none"> <li>• Assists/supports DLT in developing a mission, purpose, and goals that are embraced by the majority of members and serve as the basis for decision making and action planning</li> <li>• Aides DLT in developing a vision for PBIS to guide</li> </ul>	<ul style="list-style-type: none"> <li>• Helps build personnel &amp; other resources for facilitating, assisting, maintaining, &amp; adapting PBIS implementation efforts for both initial training &amp; on-going implementation support</li> <li>• Helps DLT maintain focus on school-level</li> </ul>	<ul style="list-style-type: none"> <li>• Builds and maintains capacity of SBLT members for effective PBIS implementation</li> <li>• Articulates a clear PBIS vision for staff and community stakeholders</li> <li>• Creates and maintains effective stakeholder relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Builds capacity to support PBIS implementation across community stakeholders</li> </ul>

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	<ul style="list-style-type: none"> <li>actions and operations</li> <li>• Supports DLT with establishing PBIS visibility across the district and community</li> <li>• Guides/supports DLT with engaging in informative, effective, efficient, and relevant interactions and activities</li> </ul>	<ul style="list-style-type: none"> <li>implementation efforts and student outcomes</li> <li>• Supports SBLTs’ capacity for building and sustaining PBIS efforts at the school level.</li> </ul>		
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<b>6. Professional Development</b> <b>a. Training</b> <b>b. Technical Assistance</b>	<ul style="list-style-type: none"> <li>• Identifies and adopts evidence-based training curriculum &amp; PD practices to support PBIS implementation</li> <li>• Develops a plan for continuous regeneration and updating of coaching and training capacity</li> <li>• Develops/maintains coaching network that establishes &amp; sustains PBIS</li> <li>• Identifies and establishes coaching roles/responsibilities for internal and external coaching facilitators</li> <li>• Provides resources to</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures district resources and supports to build and maintain behavioral expectations and supports for all students and staff</li> <li>• Ensures district investment and supports for training to build capacity to develop and sustain PBIS practices</li> <li>• Facilitates coaching network established/supported by DLT and provides regular opportunities for PD</li> <li>• Develops and implements training</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and adopts evidence-based training curriculum &amp; PD practices</li> <li>• Establishes PD to build local training capacity to build and sustain SWPBS practices</li> <li>• Develops and maintains a plan for continuous regeneration and updating of training capacity</li> <li>• Supports/ensures coaching facilitators engage in coaching network supports with regular opportunities for PD</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in collaborative efforts with community agencies to support students and families and provide necessary resources</li> </ul>

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	maintain and support coaching & facilitation expertise through monthly meetings with emerging school teams & at least quarterly meetings with established teams	action plan		
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<b>7. Systems Coaching Evaluation</b>	<ul style="list-style-type: none"> <li>Establishes and supports systematic assessment of strengths and needs, and continuous self-improvement action planning</li> <li>Develops procedures &amp; supports for system level evaluation</li> <li>Develops and disseminates an annual report of PBIS implementation integrity and student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Ensures specific programmatic and staff development needs and objectives are evaluated regularly across the district</li> <li>Ensures/supports regular PBIS evaluations are completed (PIC, BoQ, Walk-throughs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Engages in evaluation processes for assessing:                             <ul style="list-style-type: none"> <li>PBIS implementation efforts (BoQ, PIC)</li> <li>Student behavioral outcomes (ODRs, ISS, OSS, attendance, etc.)</li> </ul> </li> <li>At least quarterly dissemination of evaluation data and acknowledgement of student outcomes and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>