

Rocking the Blueprint Drivers:
Leveraging the Executive Functions to Sustain PBIS Implementation

16th Annual Conference on Positive Behavior Supports, Association for Positive Behavior Support

John Beach, Principal, Princeton Intermediate School
Janet Christensen, Educational Specialist, Minnesota Department of Education
Megan Gruis, Coaching, Data and Evaluation Coordinator, Metro Regional Educational Cooperative Service Unit
Clay Keller, Educational Specialist, Minnesota Department of Education
Eric Kloos, Assistant Director, Minnesota Department of Education


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Overview

- PBIS in Minnesota
- Evolution of Minnesota’s implementation efforts
- Examples of leveraging and supporting executive drivers
 - A sustaining school
 - Training and coaching capacity
 - Political support
 - Policy
 - Funding
 - Systems alignment
 - Workforce capacity


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Takeaways

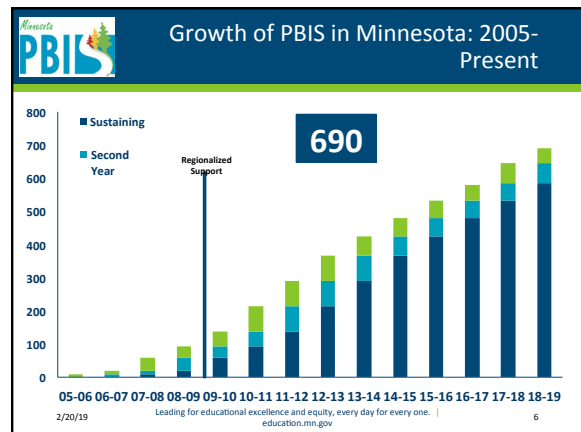
- Role of implementation blueprints for establishing the infrastructure and engaging stakeholders to pursue common PBIS outcomes
- Changing nature of implementation blueprints over time as PBIS implementation stages change
- Reciprocal relationship between executive drivers and PBIS implementation
 - Drivers support implementation
 - Implementation strengthens and enhances the drivers
- Common sources of data—e.g., the TFI—serve multiple goals of implementation—e.g., for a school, district, region, and the state—at the same time

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PBIS in Minnesota

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Statewide Effort Data: Cohorts 1-14 (2005-2020)

- 234 districts/charters
- 690 schools
- 33.3% of the state's schools
- 335,598 students impacted by SW-PBIS
- 38.9% of the state's students

District Implementation of SW-PBIS in Minnesota Cohort 1-14

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Samples of PBIS Sustainability in Minnesota

- 1 year after training
 - 86% of the Cohort 11 schools (49/57) completed a TFI
 - 69% was the average TFI
- In 2017-18
 - 53% of Cohort trained schools (339/641 schools in Cohorts 1-13) completed a fidelity measure
 - 69 non-Cohort trained schools completed a TFI

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Statewide Outcomes: Student Office Discipline Referrals

- Schools' behavioral support is more efficient if the need for support beyond the universal level is minimized
- Data indicate that schools are meeting or exceeding these

Region	0 to 1 ODR	2 to 5 ODRs	6 or more ODRs
Statewide (N=227)	88%	8%	5%
Metro (N=106)	89%	7%	4%
North (N=43)	82%	10%	7%
South (N=59)	91%	6%	3%

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Statewide Outcomes: Disciplinary Incidents State Rates per 100 Students

Year	General Education	Special Education	All Students
2011	4.7	8.2	28.6
2012	4.7	8.2	28.6
2013	3.8	6.5	22.5
2014	3.5	6.1	21.1
2015	3.2	5.8	21
2016	3.8	6.4	21.5
2017	3.7	6.1	19.6

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Evolution of Minnesota's PBIS Implementation Efforts

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National PBIS Center's Implementation Blueprint

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Differences in Minnesota's Blueprints Over Time

<p>• THEN (2006-07)</p> <ul style="list-style-type: none"> • More activity-based • Like a to-do list • Outcomes more focused on the drivers • Leadership staff less differentiated for contributions 	<p>• NOW (2018-19)</p> <ul style="list-style-type: none"> • More outcome-based • Outcomes focused on student benefits • Leadership staff more specialized <ul style="list-style-type: none"> • "What can I do to contribute to the outcomes?"
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IMPLEMENTATION FEATURE	OUTCOMES AND TASKS, 2006-07 PBIS ACTION PLAN	5 YEAR GOALS FOR PLANNING, 2011-16
TRAINING CAPACITY	<ul style="list-style-type: none"> • Train trainers for 07-08 <ul style="list-style-type: none"> • Contact with George Sugai to support training • Identify potential trainers • Make arrangement, materials, schedule • Secondary interventions <ul style="list-style-type: none"> • Design training • Pilot training • Model for implementing • Identify trainers 	<ul style="list-style-type: none"> • Develop and continue to support a sufficient number of trainers to meet the needs of regional and sub-regional training for school teams • Institutes of Higher Education providing PBIS as part of preparation programs for all teachers and administrators and for staff providing related service and PBIS is maintained as re-licensure requirement

Buckets and Their Outcomes in Blueprint 3

- Buckets for Professional Development and Technical Assistance → Student Outcomes
 - New schools
 - Reconnecting schools
 - Sustaining schools
 - Advanced tiers
 - Districts/Cooperatives
- Buckets for Capacity Development → PBIS Efforts → Student Outcomes
 - Training capacity
 - External coaching and School-Wide Information System (SWIS) capacity

2/20/19 Educator preparation program capacity

Examples of Leveraging and Supporting Executive Drivers

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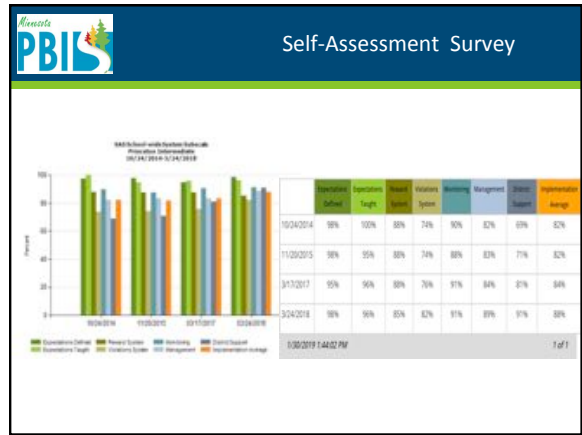
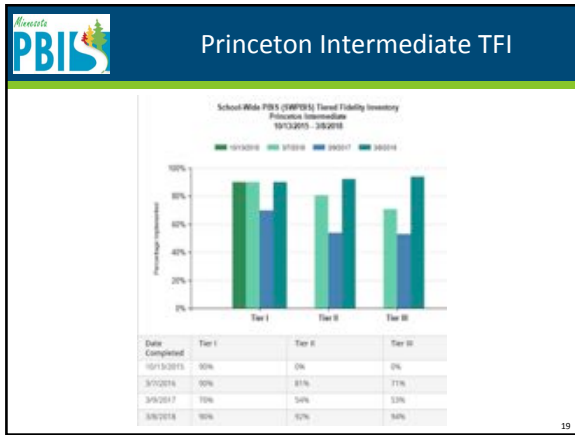
Sustaining Schools Bucket in Blueprint 3

BUCKET	GOALS	INPUTS	OUTPUTS	STUDENT OUTCOMES
Sustaining schools <ul style="list-style-type: none"> ▫ Trained to implement Tier 1 PBIS and met ▫ Met Tier 1 PBIS fidelity after assessing for at least 	<p>Schools will:</p> <ul style="list-style-type: none"> ▫ Sustain fidelity annually without regional support, and with or without district support, ▫ Support the social, emotional & behavioral needs of all of their students, with at least 80% demonstrating benefit from Tier 1 PBIS alone (as measured by X). 	<p>Sustainability meetings with a predictable scope and sequence or based on prioritized data, Annual PBIS Summer Institute, and</p> <p>Recognition of Exemplar Schools and Districts/Coops meeting both fidelity/capacity and student outcomes (both 'applying' and 'not yet applying')</p>	<p>Schools will:</p> <p>Meet fidelity with regional and/or district/coop implementation supports during training. Sustain fidelity annually without regional support, and with or without district support after training. Increase in number of Exemplar Schools and Districts/Coops (both applying and</p>	<p>Beyond regional implementation supports, schools demonstrate that more than 80% of students benefit from schoolwide PBIS at fidelity without targeted or intensive supports, as measured by X (ODR rates, suspension rates, attendance rates etc).</p>

Princeton Intermediate School

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Processing SAS Data With Staff

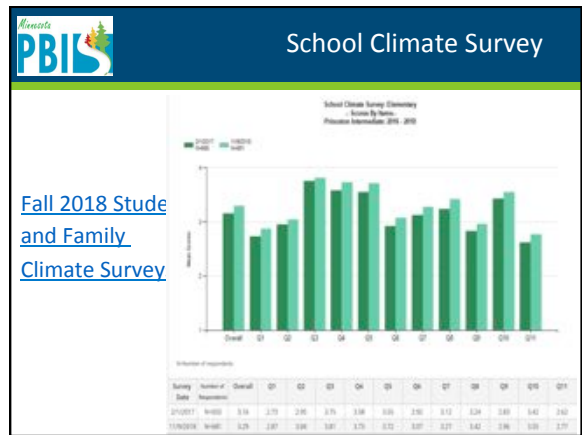
School Year	Number of Requests	Date Completed
2017-18	47	10/24/2018

Current Status	Feature	Implementation Priority
In-Plan	Period	High
91%	2/8	2/8
92%	3/9	4/6
71%	20/4	2/6
44%	34/4	2/6
85%	20/4	1/6
55%	20/4	2/6
74%	20/4	2/6
53%	20/4	2/6
95%	10/4	2/6
80%	10/4	2/6

Processing SAS Data with Staff

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Family Survey

School Climate Survey - Family - December 2018	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
1. Teachers at my student's school have high expectations for achievement.	84	42	1	1	1
2. Teachers at my student's school work hard to make sure that students do well.	84	34	1	1	1
3. Teachers at my student's school provide students resources for all subjects.	82	32	1	1	1
4. My student's school sets clear rules for behavior.	103	24	0	0	0
5. My student's school sets clear rules for academics.	88	34	1	1	1
6. My student's school sets clear rules for safety.	72	41	1	1	1
7. Behavior rules are consistently enforced at my student's school.	82	37	0	0	0
8. Behavior rules and procedures at my student's school are fair.	82	34	0	1	1
9. My student's school is accessible to all parents.	75	46	0	2	1
10. My student is properly recognized for good behavior.	87	44	1	2	1
11. Home conditions making it difficult for my student's school.	107	19	0	1	1
12. Staff at my student's school communicate well with parents.	90	41	0	1	1
13. Home conditions making it difficult for my student's school.	108	19	0	1	1
14. All students are treated fairly at my student's school.	78	45	0	1	1
15. Teachers at my student's school treat all students with respect.	88	39	0	1	1
16. My student's school building is well-maintained.	88	34	0	1	1
17. My student's school's communication is up to date and in good order.	101	29	0	1	1
18. Teachers at my student's school have clear classroom rules and expectations.	70	49	0	1	1
19. My student's school has a clear vision for the future.	109	1	0	0	1
20. My student's school has a clear vision for the future.	84	31	0	1	1

Princeton Intermediate Sustainability Efforts

Social and Emotional Learning School-wide

Digital Lesson Plans - [Let Tiger Pride be your Guide in the Cafeteria](#)

Use of [Video](#) to support teaching of School-wide expectations

[Live Daily Announcements on YouTube](#)

[Good News Staff Shout-out](#)

[Good News Call of the Day](#)

[Tiger Pride Weekly Report](#)

Using the [TFI Action Plan Template](#)

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Training and Coaching Capacity: Use of Blueprint Drivers

Metro Regional Implementation Project

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Building Training Capacity: Competency Drivers

- Individualized training for schools based on school need
- Onboarding of new administrators
- Hybrid Tier I training model for districts
- Sustainability Training
- Classroom Management Training
- PBIS and SEL Training
- Administrator Training
- Tier II Training and CICO Training
- Cohort Training Model
 - 2 - years, 9 days of training; Tier I focused
- Trainers assigned to content that fits their expertise area
- Local examples embedded through content
- Opportunity for collaboration amongst teams, administrators, and coaches

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Building Training Capacity: Organizational and Leadership Drivers

- Coordinator with consistency in organization
- Lead Trainer with district leadership experience and systems perspective
- Collaboration and continuity with MDE
- Visibility at workshops and conferences, institutions of higher education, professional organizations
- Working strategically with districts and charters
- Finding and maintaining specialized trainers
- Application and selection process
- Statewide Training workgroup
- Statewide Trainer's Day to develop trainers
- Reflective dialogue on team progress
- TFI data and participant survey data to inform changes

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Building Coaching Capacity: Competency Drivers

- One-on-one coaching
 - Individualized training on the coach role
 - Pre and post teaching of training content
 - Guided technical assistance around data, systems, and practices
 - School and district level
- Specialized coaching of district and school teams
- Coaches Connect on targeted PBIS practices
- Complete District Capacity Assessment (DCA) with district teams
- Site visits to all schools in cohort training
- Remote coaching with fidelity and outcome data
- Completion of Team Coaching Tool
- Cohort coaches attend 3 coach trainings per year
- External coach trains coaches during cohort training
- Provided yearly calendar with Tips and Events
- Monthly Coaching Newsletters
- Pre and post training reminders

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Building Coaching Capacity: Organizational and Leadership Drivers

- Individualized data reports
- Use of school/team specific data to guide coaching supports
- Use of Team Coaching Tool data
- Strategic planning with DCA results
- Coaching content from practical application to skill based competencies
- Increasing the capacity for external coaches and SWIS Facilitation
- Statewide Coaching Workgroup
- Coaching topics based on training, TFI Scores, and reported needs
- Coach meetings on school-sites
- Technical assistance to teams and coaches

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Political Support—Policy: PBIS Defined in Minnesota Statute 122A.627

2/20/19 <https://www.revisor.mn.gov/statutes/122A.627> Leading for educational excellence and equity, every day for every one. | education.mn.gov 30

Political Support—Funding: PBIS Competitive State Grant Program

- Minnesota Laws of 2016 authorized a onetime appropriation of \$2,750,000 to MDE in 2017 for implementation of schoolwide PBIS in schools and districts
- \$2,000,000 was set aside for the PBIS Competitive State Grant Program
- 68 districts received grants from \$2,050 to \$160,000 to support efforts in 347 schools
 - Average grant per school was \$5,111
 - 55.9% of the schools had received PBIS cohort training
 - 44.1% had NOT received PBIS cohort training

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Many Schools Assessed Their PBIS Fidelity

Percentage Of District Grantee Schools Assessing PBIS Fidelity In FY17

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Average Fidelity Scores Were Good

TFI Tier 1 Averages of District Grantee Schools in FY17: DISAGGREGATED BY TRAINING

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Takeaways from the PBIS Grants

- The funding incentivized slightly what was naturally occurring
 - Providing an opportunity for schools to implement improvement steps they might not have been able to otherwise
 - The collection of data
- The funding both supported PBIS in the state and important lessons
 - Schools out of training CAN assess PBIS fidelity
 - Schools that have not been trained ARE able to assess PBIS fidelity

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Systems Alignment: School-Linked Mental Health

- School-based mental health services reach children in typical, every-day environments. The natural, non-stigmatizing location offers an early and effective environment for intervention.
- These school-connected clinical mental health treatments include interventions that

improve identification of mental health issues for children and youth	Increase accessibility for children and youth who are uninsured or	Improve clinical and functional outcomes for children and youth with a mental health diagnosis
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Partnering with the Minnesota Division of Human Services School-Linked Mental Health Grants

- One of the five grant project outcomes
 - “Develop and strengthen partnerships between mental health providers and host school districts and increase the number of school districts who have both a School-Linked Mental Health (SLMH) and Positive Behavioral Interventions and Supports (PBIS) Framework.”
- Two funded systems—SLMH and PBIS—have become increasingly aligned over the years
- Numbers from the current SLMH grant
 - 1,221 schools served by SLMH grantees; 37% (456) are PBIS buildings
 - 66% of all cohort-trained PBIS schools are served by an SLMH grantee

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A Study of SLMH and PBIS Alignment

A project to study SLMH and PBIS alignment in a sample of schools

- Staff FTE of 1.0 or more in the school
- Geographic location
- Student age
- Type of program
- Review of Give and Get
- Tier 2 and 3 scores if needed

- Cohort-trained and out of training for at least a year
- Fidelity, measured within the last year, at or above benchmark

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Workforce Capacity: An Educator Preparation Program Bucket in Blueprint 3

BUCKET	GOALS	INPUTS	OUTPUTS	CAPACITY
Educator preparation programs without PBIS competencies in licensure standards:	Educator preparation programs will: Connect with schools and districts that implement PBIS, the Regional Implementation Project in their area, and PBIS Minnesota. Increase coverage of PBIS competencies. Contain at least one faculty member who has expertise in PBIS. Provide at least one faculty member who contributes to PBIS efforts at the state, regional, district/coop, or school level. Produce graduates who	General education teacher, educational administration, and related services professional preparation programs in Minnesota universities. Educator preparation agencies and organizations, e.g., Professional Educator Licensing and Standards Board, Minnesota Board of School Administrators, Minnesota Association of Colleges for Teacher Education, Minnesota Association for Supervision and Curriculum	PBISMN will: Identify PBIS standards in current educator licensure requirements. Generate PBIS standards to include in revisions of licensure requirements. Collaborate with educator preparation agencies and organizations to increase requirements for PBIS knowledge and skills in preparation programs. Provide opportunities for PBIS-trained preparation program faculty to support PBIS	Licensure requirements for PBIS knowledge and skills are increased. Preparation programs increase the teaching, development, and assessment of PBIS knowledge and skills in preparation programs. Preparation program faculty increase the support they provide at the state, regional, district/coop, and school levels. There is an increase in preparation program graduates who are initially competent in PBIS.

PBIS Capacity in Minnesota's Educator Preparation Programs: The Vision

- Preparation programs will
 - Increase coverage of PBIS competencies
 - Connect with schools and districts that implement PBIS, the Regional Implementation Project in their area, and Minnesota PBIS
 - Contain at least one faculty member with PBIS expertise
 - Provide at least one faculty member who contributes to Minnesota PBIS efforts
 - Produce graduates who are competent beginners in PBIS knowledge and skills and with a PBIS disposition who can
 - Support schools already implementing PBIS
 - Serve as catalysts to advocate for the use of PBIS in schools that are not using it

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Applying a Continuum Logic to Support PBIS in Educator Preparation Programs

- MAKING IT HAPPEN (Tier)**
 - Seeking commitment
 - Collaborative work with partners to implement
- HELPING IT HAPPEN (Tier)**
 - Seeking buy-in
 - Connections between schools and districts
 - Targeted work
- LETTING IT HAPPEN**
 - Providing awareness and opportunity
 - Materials available
 - Workshops provided

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PBIS Capacity at Universities in the Metro Region

IHES	EXPERTISE AT IHE	ABS PROGRAM	SCHOOL PSYCH PROGRAM	BCBA PROGRAM	RECEIVED PBIS TRAINING	AT PBIS SESSIONS	ASKED FOR PRESENTATIONS/SUPPORT
Augsburg College		X				SI18	One class in Spring 2019
Bethel University		X				SI17	
Capella University							
Concordia University, St. Paul	Sue Starks					SI17	
Crown College							
Hamline University		X				SI17	
Metropolitan State University		X					
North Central University							
St. Catherine University						MACTE17	SI17

Minnesota PBIS Ambassador Schools Program

- Goals**
 - Strengthen the knowledge and skills of graduates of Minnesota's educator preparation programs regarding classroom management and PBIS
 - Increase the coverage of classroom management and PBIS in the state's educator preparation programs
 - Foster cooperation and collaboration between educator preparation programs and schools and districts that implement PBIS well
- The program identified 11 Minnesota PBIS Ambassador Schools for the 2018-19 school year and is supporting them to provide presentations on PBIS and its use in preparation programs around the state

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Minnesota PBIS Closing Thoughts

- The importance of implementation science to explore, install, implement, and sustain and scale-up PBIS in Minnesota throughout the last 14 years
- The changing nature of Blueprints 1, 2, and 3 to engage stakeholders where they were in the ways that were needed at the times to pursue the common goal
- The difficulties for stakeholders to change themselves as the Blueprints changed, moving from the comfort of “this is what I do” to the catalyzing, and potentially challenging, “this is what I need to do now”

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Minnesota PBIS DEPARTMENT OF EDUCATION

Thank You!

John Beach - john.beach@isd477.org
 Clay Keller - clay.keller@state.mn.us
 Megan Gruis - pbis.megan@gmail.com - @CoachGruis
 Janet Christensen - janet.christensen@state.mn.us
 Eric Kloos - eric.kloos@state.mn.us

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