

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago



@PBISForum
#pbisforum

H1 – Tier 1 Part 1 of 3: Understanding the PBIS Framework

Presenter:

Heather Peshak George, PhD - Center on PBIS, University of South Florida

Topic: Schoolwide

Keywords: Tier 1, PBIS Foundations, Action Plan

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



CENTER ON
PBIS

Positive Behavioral
Interventions & Supports

When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Tier 1 Strand Overview

H1 – Understanding the PBIS Framework (Part 1 of 3)

Presenters: Heather Peshak George – Center on PBIS, University of South Florida

H2 – Are We Doing It Yet? Using the New TFI 3.0 to Guide & Enhance Your Tier 1 Implementation (Part 2 of 3)

Presenters: Nicole Peterson & Karen Robbie – University of Connecticut

H3 – Employing a New Professional Learning Model to Serve & Support Students (Part 3 of 3)

Presenters: Betsy Lazega - University of South Florida & Steven Rufe – Clemson University

FD06 – So You Want to Do PBIS? Let's Get this Started!



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Learning Objectives

1. *Understand the evidence base and rationale for building the system to support PBIS (**the Why**)*
2. *Understand the essential elements using multi-tiered logic and the functions of leadership teaming to guide PBIS implementation (**the What**)*
3. *Become familiar with the PBIS Implementation Blueprint and related resources (**the How**)*



2025 National PBIS Leadership Forum October 21-23, 2025

Registration is now open! Join us at the Hilton Chicago for our implementers forum. Learn from sessions and strands that establish and strengthen your PBIS framework, a multi-tiered system of support (MTSS) to improve the social, emotional, and behavioral needs of students to ensure engagement.

[Learn More](#)

PBIS.org

FEATURED RESOURCES

An Introduction to The Interconnected Systems Framework

View the highlights of what will look different when the education and mental health systems are integrated.

Enhancing Social Emotional and Behavioral (SEB) Support: A Practical Guide for Selecting and Implementing SEB Programs within a Positive Behavioral Interventions and Support (PBIS) Framework

IES MTSS-B Trial: Key Takeaways for District and State Leaders

This brief reviews the latest randomized controlled trial (RCT) examining effects of PBIS on a range of student outcomes. We share findings and key takeaways from this new study, in the context of the broader research literature, to guide local educational agency (LEAs) and state educational agencies (SEAs) in their use of MTSS to improve student outcomes.

Integrated Tiered Fidelity Inventory Companion

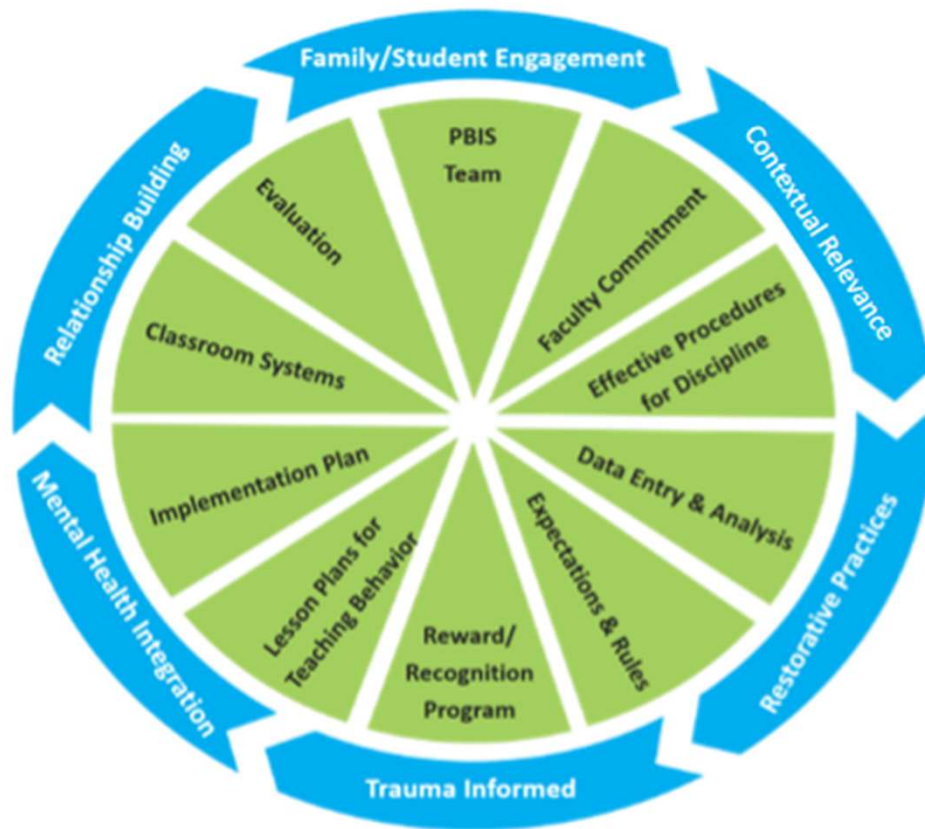
Supporting and Responding to Students'

Why Implement Tier 1 PBIS for Students with

How many of you work primarily...

- as educators or instructional staff with students and their families?
- as school administrators?
- at the district level?
- at the state level?
- with none of the above?





THE WHY



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Outcomes for Schools Implementing PBIS with Fidelity – It works!



PBIS Outcomes – It works!

CENTER IN PBIS Positive Behavioral Interventions & Supports



IS POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) AN EVIDENCE-BASED PRACTICE?

MARÍA PERLA SANTIAGO-ROSARIO, KENT MCINTOSH, SARA IZZARD, DANIA COHEN LUSIGNY, & ELYSE CALHOUN

September 2023

PBIS: An Evidence-Based Framework for Making Schools Safe, Positive, Predictable, and Equitable

To find your PBIS state coordinator, please visit www.pbis.org/about/pbis-state-coordinators

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based multi-tiered system of support (MTSS) framework. PBIS organizes practices supporting students, systems supporting staff, and data supporting decision making to achieve valued and equitable outcomes.

By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, partner with families to make education culturally responsive, and create schools where every student can feel valued, connected to the school community and supported by caring adults.

Why Invest in PBIS?

PBIS improves outcomes for students and educators. Research shows that implementing PBIS:

- Improves achievement, attendance, emotional regulation, and school climate
- Decreases disruptive behavior, bullying and peer exclusion, racial inequities, and substance misuse
- Decreases educator stress and burnout

PBIS saves money according to multiple analyses. In one study, for every \$1 spent on PBIS implementation, there were \$229 savings from reducing school discipline.

How Many Schools Are Implementing PBIS With the Support of the Center?

In the 2022-23 school year, over 17,000 schools in all 50 states were implementing PBIS with guidance from their state leadership teams.



How Do We Get Started With PBIS? For resources, visit the Center for PBIS, please visit www.pbis.org/pbis-getting-started

PBIS Increases Student Engagement and Academic Achievement

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Learn more about PBIS at www.pbis.org/about/pbis

How Does PBIS Increase Student Engagement and Academic Achievement?

When schools implement PBIS in their classrooms, research shows that:

- Classroom Disruption Decreases, Allowing Instruction to Take Place
- Student Academic Engagement Increases
- Student Academic Achievement Increases



PBIS Improves Student & Adult Mental Health and Wellbeing

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Learn more about PBIS at www.pbis.org/about/pbis

How Does PBIS Improve Mental Health Outcomes?

When schools implement PBIS in their classrooms, research shows that:

- Greater Access to Targeted and Intensive Support
- Less Exclusionary Discipline
- Improved Social, Emotional, and Behavioral Skills and Wellbeing



PBIS Supports Students with Disabilities

To find your PBIS state coordinator, please visit www.pbis.org/about/pbis-state-coordinators

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What Are the Effects of PBIS for Students With Disabilities?

When teachers implement PBIS in their classrooms, research shows students with disabilities are:

- More Likely to be Academically Engaged
- More Likely to Engage in Communication and Other Exclusionary Discipline
- More Likely to Improve Social, Emotional, and Behavioral Skills



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Without a Framework



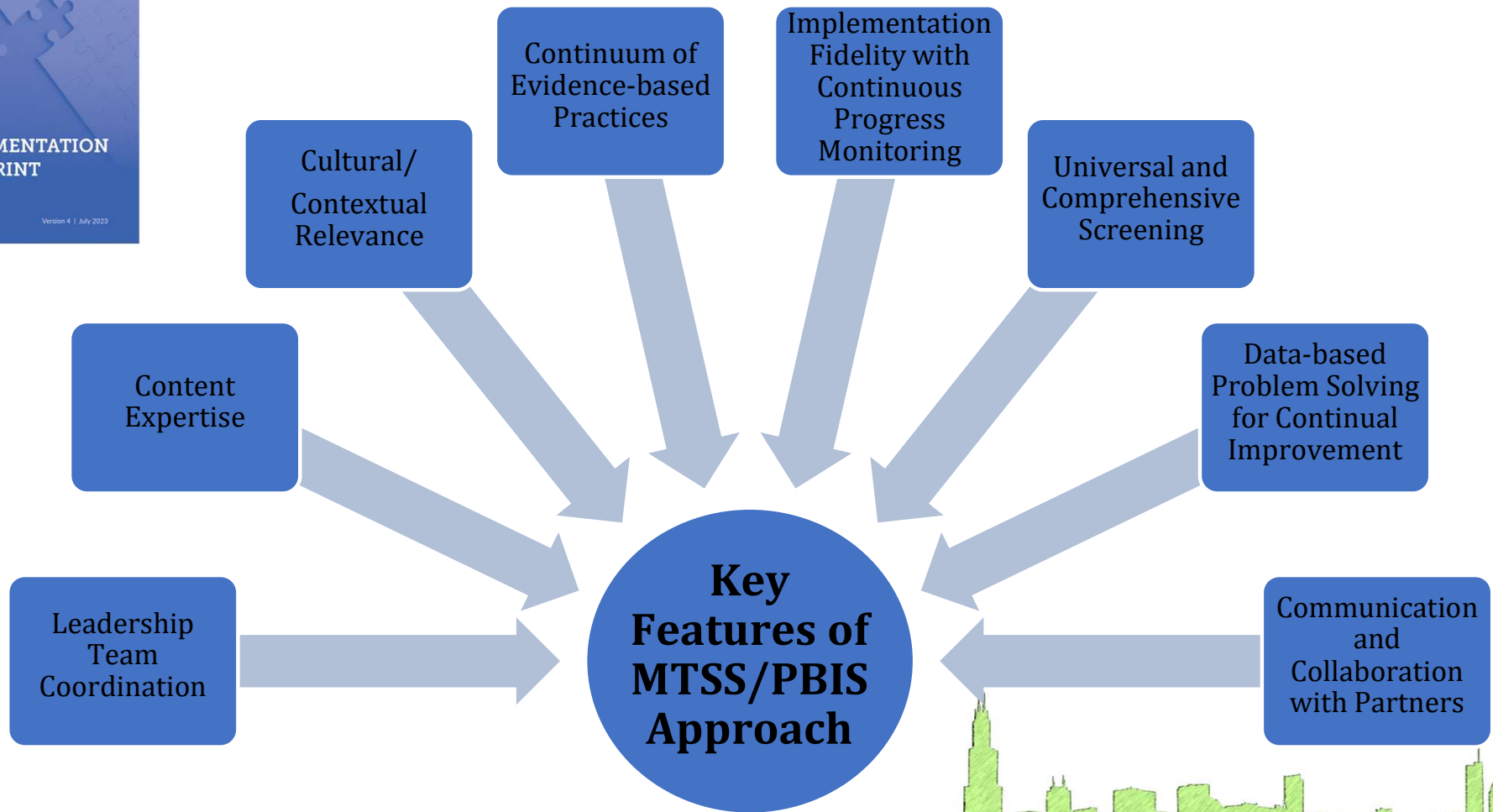
With a Framework



Kincaid, n.d.

THE WHAT

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The diagram features a central oval on the left containing the text 'Creating a Successful School Climate'. To the right of this oval is a large, multi-colored arrow pointing towards a vertical stack of five rectangular boxes. The arrow is composed of several overlapping, semi-transparent colored sections: light green at the top, followed by light blue, pink, purple, and teal at the bottom. Each of the five rectangular boxes is also semi-transparent and colored to match the corresponding section of the arrow. Each box contains a statement about the school environment or instruction, with a specific word underlined in bold. The entire diagram is enclosed within a thick, rounded blue border.

**Creating a
Successful
School Climate**

School environment is **positive**

School environment is **predictable**

School environment is **safe**

School environment is **consistent**

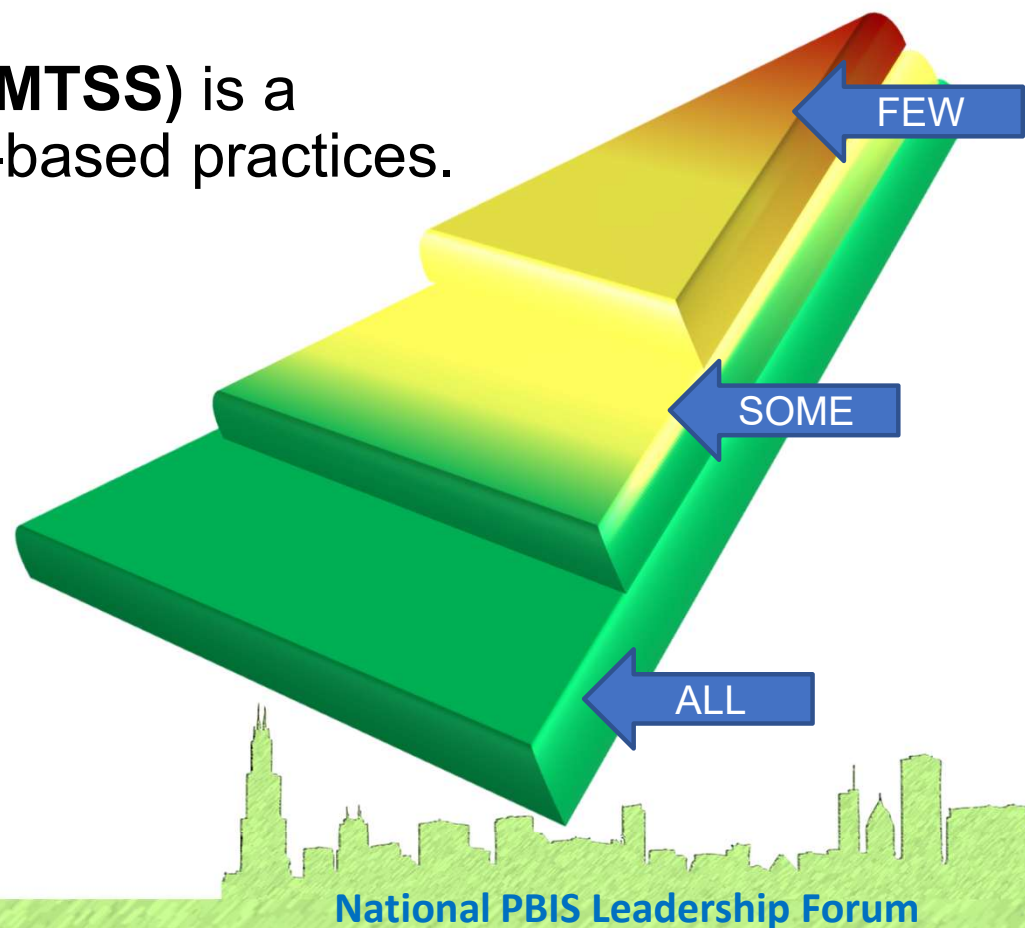
School instruction is **effective**

PBIS as an MTSS for All

Multi-Tiered System of Support (MTSS) is a framework for organizing evidence-based practices.

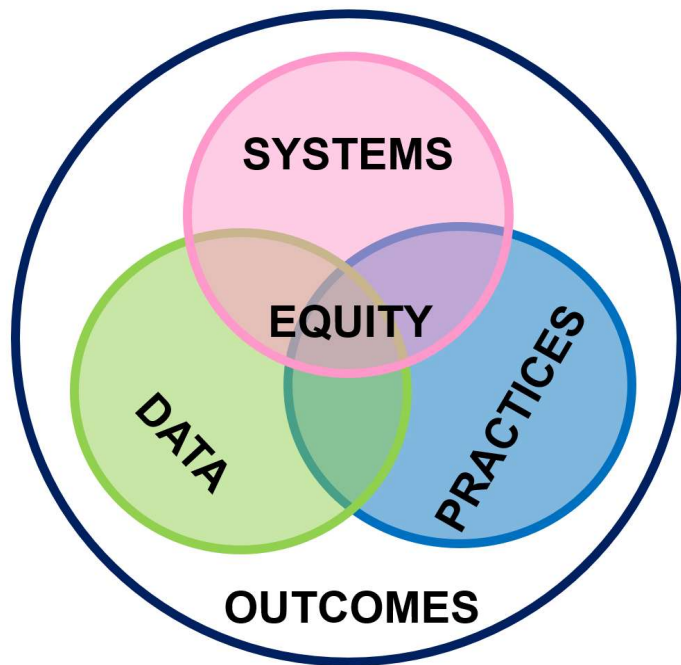
PBIS is a widely implemented and evidence-based **MTSS framework** for supporting students' social, emotional, behavioral, and academic success.

<https://www.pbis.org/pbis/what-is-pbis>



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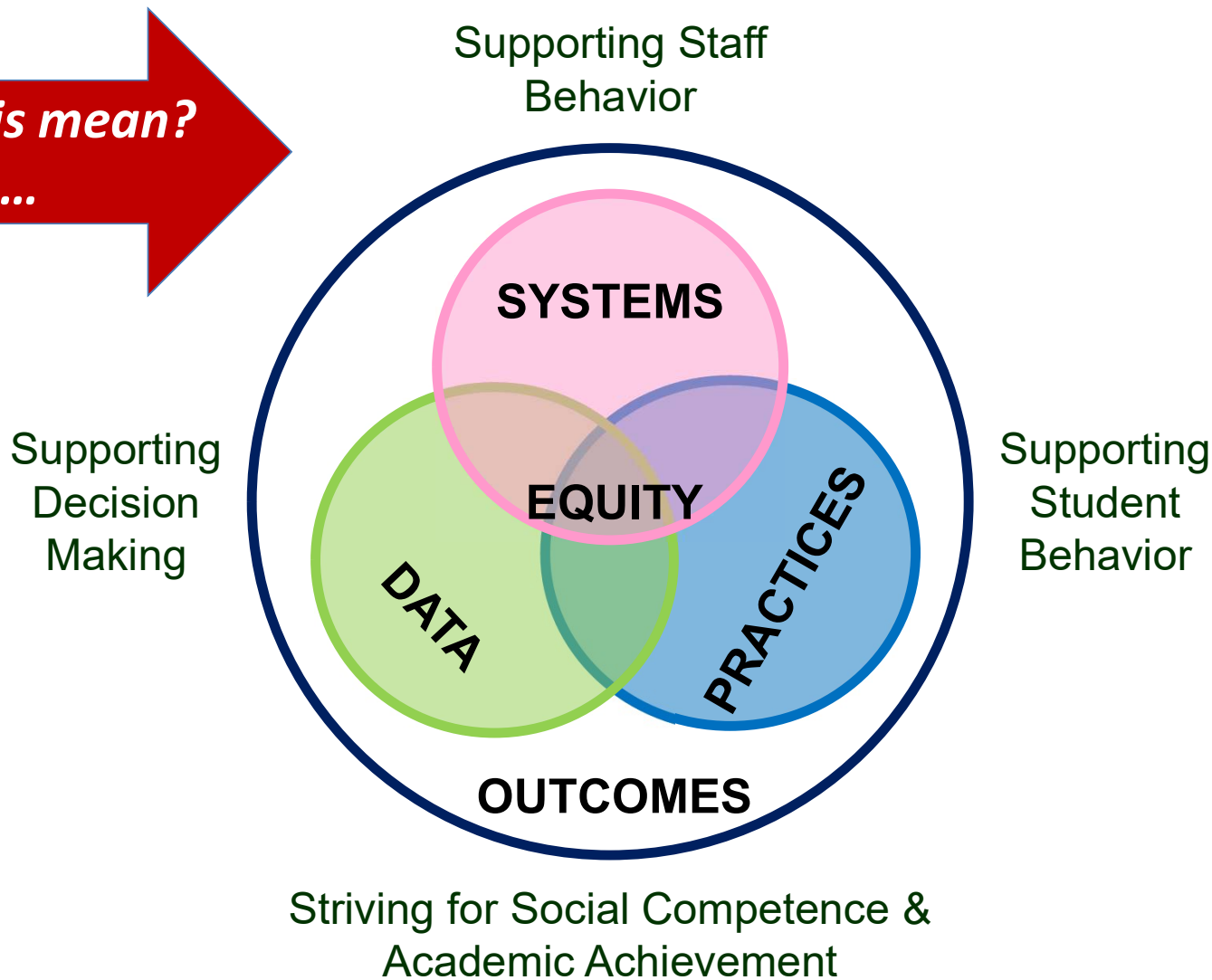
Essential Elements



“PBIS organizes evidence-based and culturally-relevant practices supporting students, systems supporting staff, and data supporting decision making to achieve valued and equitable outcomes.”



***What does this mean?
We are...***

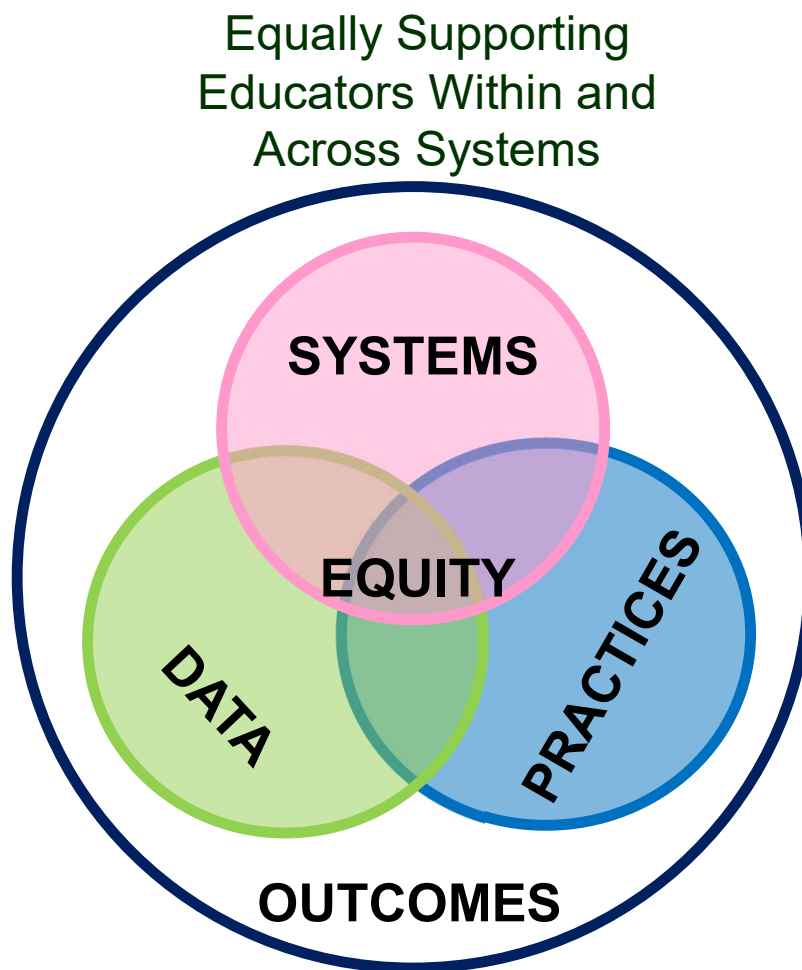


(pp. 22-24)



What does this look like? We are...

Disaggregating All Data by Student Group



Equally Supporting Educators Within and Across Systems

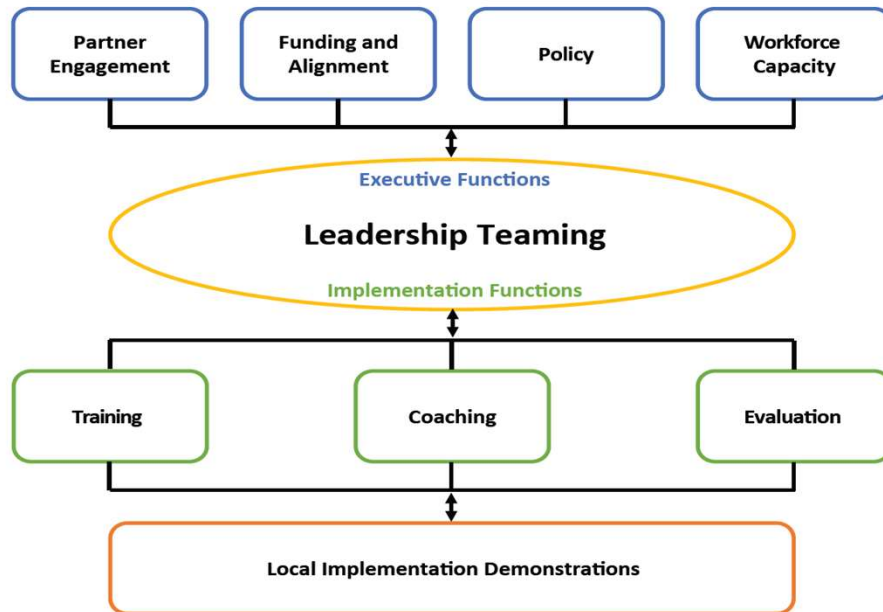
Adapting Practices to Meet Needs and Values

Maintaining High Expectations for Each and Every Student

(pp. 22-24)



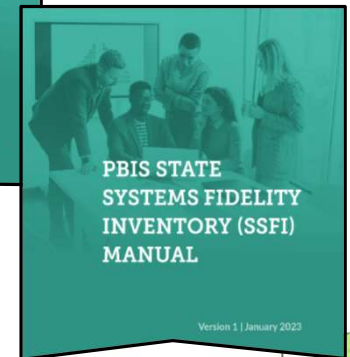
Leadership Teaming to Organize Implementation



Leadership Team is **KEY** regardless of locale:
school, LEA, region, state

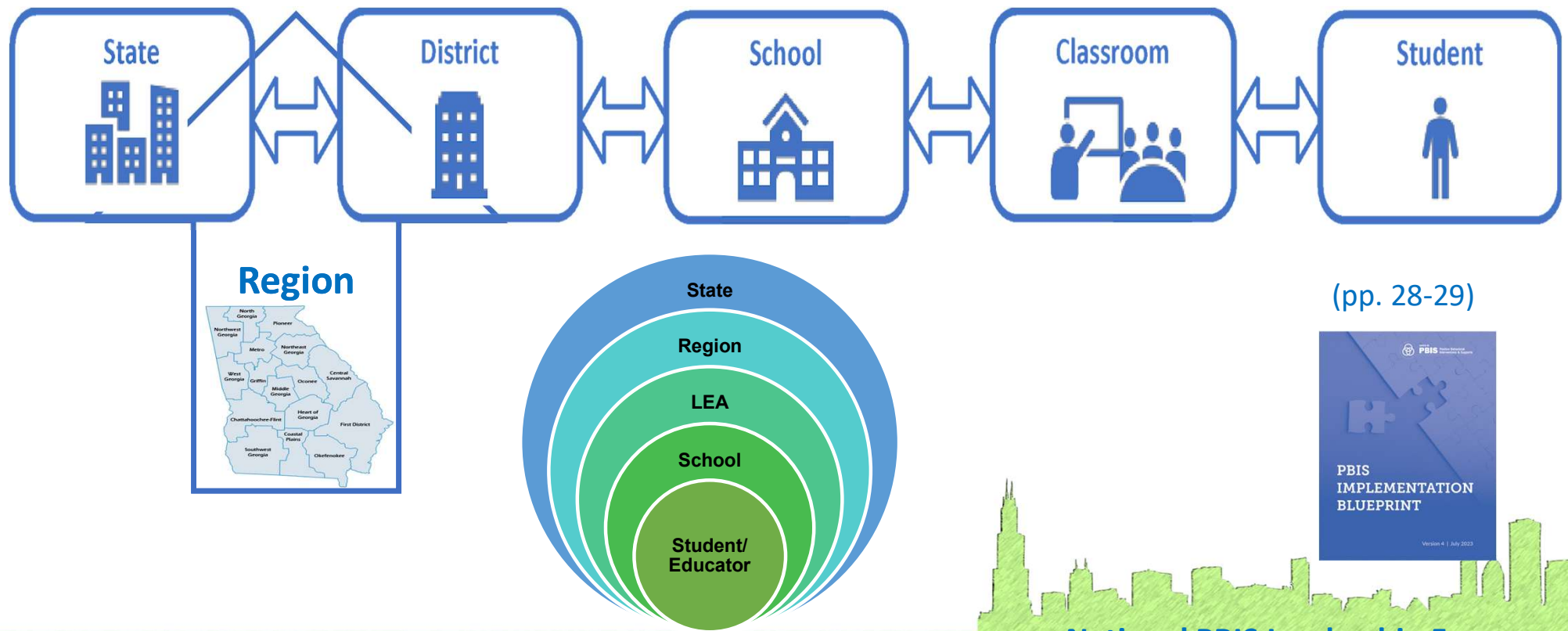


(pp. 30-51)



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PBIS Implementation Cascade: Build Capacity

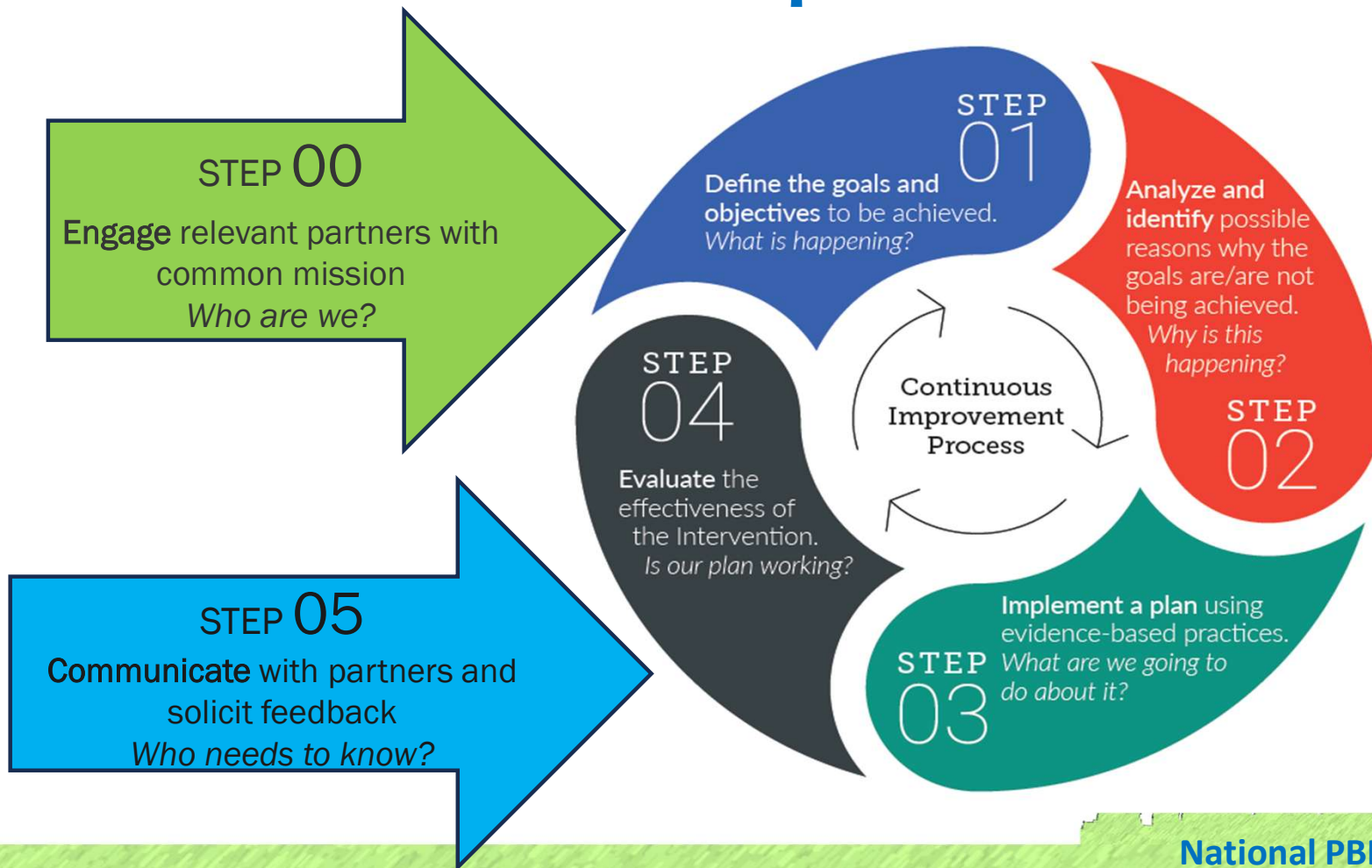


(pp. 28-29)



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Continuous Improvement Process



(pp. 20-21)



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Implementation Logic

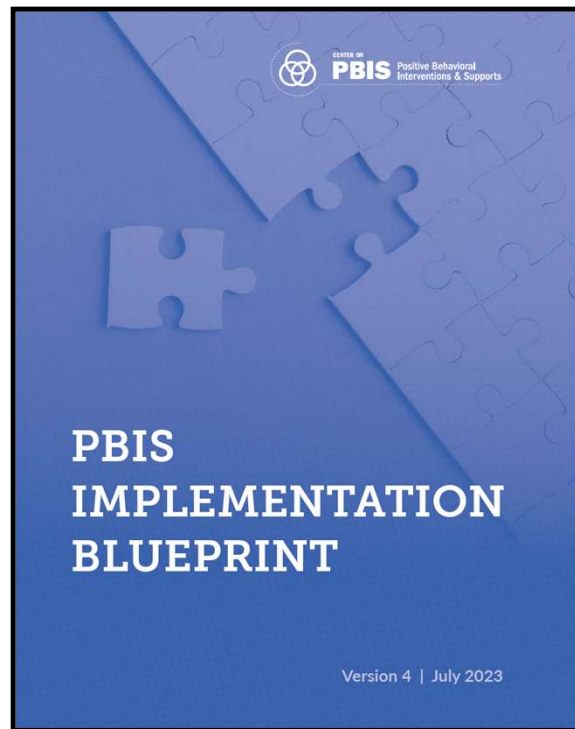


(pp. 52-55)



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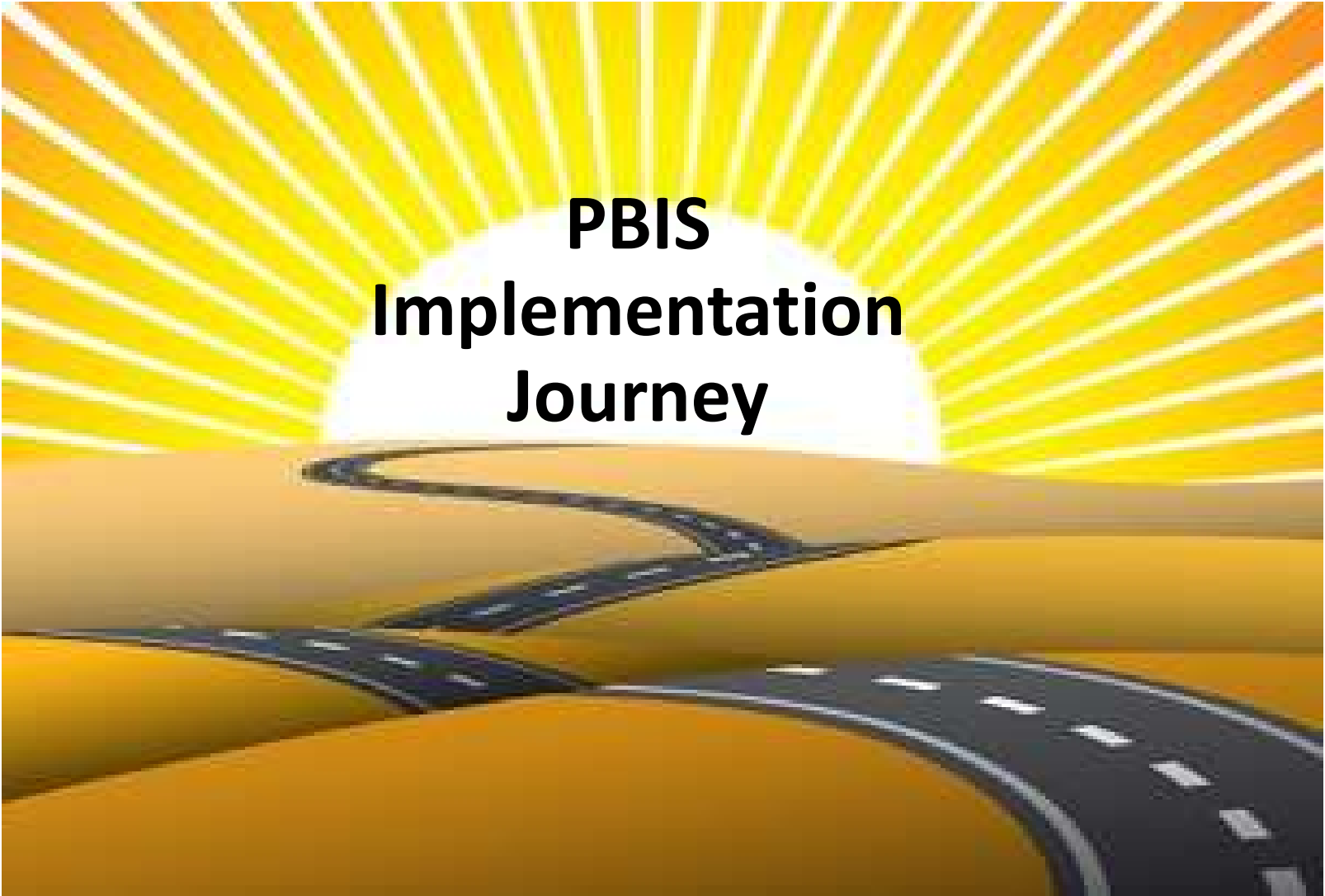
Implementing a Multi-tiered Framework is Challenging



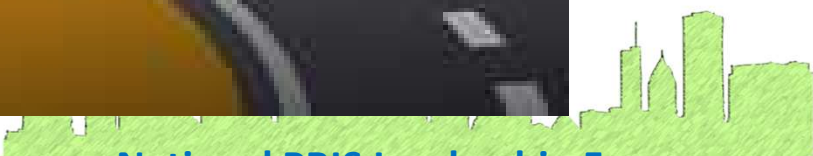
<https://www.pbis.org/resource/pbis-implementation-blueprint>

- Rely on **teams** to guide **systems** implementation
- Use a **continuum of evidence-based practices** to support student needs
- Use **data** to identify strengths, uncover needs, and regularly monitor student progress
- Regularly **check the effectiveness** of selected practices
- **Engage students, families, and community members** to co-create a positive climate with responsive practices
- Develop **content expertise** through coaching and on-going professional development



A graphic featuring a winding road through a hilly landscape under a bright sun with rays. The text "PBIS Implementation Journey" is centered over the sun.

PBIS Implementation Journey

A green silhouette of a city skyline with various building shapes.

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How many of you have...



- started your **first full year** of PBIS implementation?
- been implementing PBIS for **up to 5 years**?
- been implementing PBIS for **up to 10 years**?
- been implementing PBIS for **more than 10 years**?
- been thinking about this journey and want to phone a friend?



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THE HOW



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We Need...

ACTION PLAN



- a **vision** for what we want all our students to become
- a **foundation** established that provides a safe and organized environment that is conducive to learning and supports the adults
- to provide **access** to skill-building opportunities for everyone
- **data** to guide informed problem-solving
- to understand that **well-being** is essential to everyone's success!
- a **diverse team**-based approach that uses an **equity** lens
- to be **willing to do things differently!**



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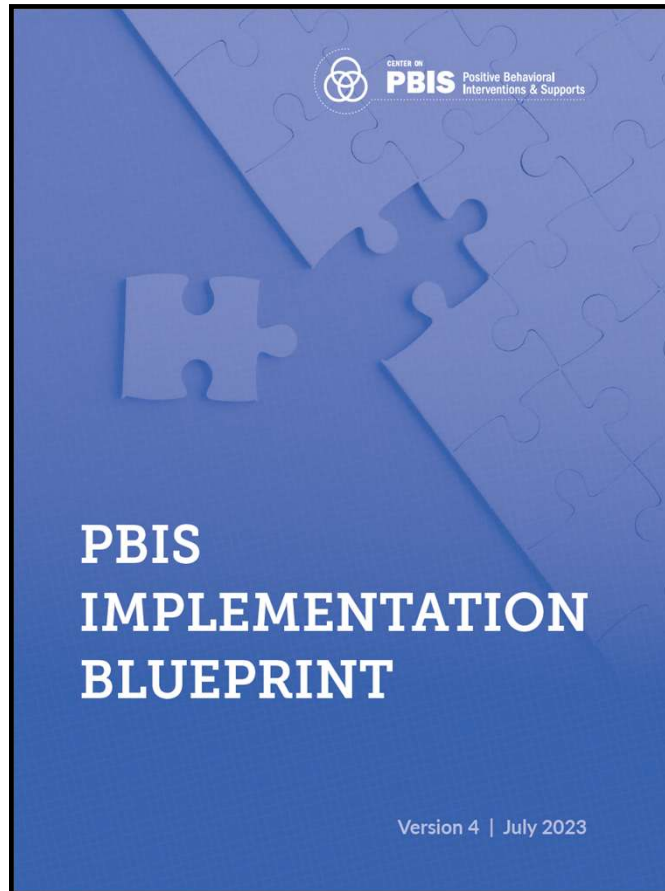


Table 5. Snapshot of Leadership Team Functions Across Implementation Phases

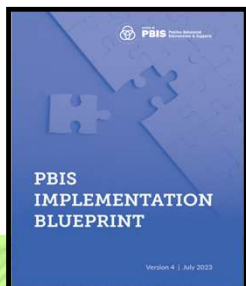
Across state, district and school levels, the goal is to improve capacity to establish, scale up, and sustain the multi-tiered PBIS framework. Leadership teams engage in comprehensive assessment and action planning guided by a common vision. These teams oversee the work by monitoring implementation fidelity and outcomes to support educators in implementing key practices for overall student and adult benefit. Table 3 presents considerations for leadership teams in planning, monitoring, and supporting PBIS implementation across contexts (state, district, school). For details at each level, see school [Tiered Fidelity Inventory](#), District [Systems Fidelity Inventory](#), or State [Systems Fidelity Inventory](#).

Function	Getting Ready	Getting Started	Getting Better
Leadership Training	- Form representative leadership team - Establish team norms - Develop action plan	- Adjust team norms to support implementation - Use data to guide action planning	- Revisit team membership regularly - Enhance authentic participation of diverse voices
Partner Engagement	- Identify and engage relevant partner groups to inform decisions - Establish communication structures	Ensure all groups are included in decisions about selecting, implementing, and evaluating practices, systems, and data	Enhance authentic bi-directional participation and communication with diverse partner groups
Funding & Alignment	- Explore current resources and available funding related to SEB - Identify similar programs & initiatives	Secure funding to support initial implementation (e.g., 3-5 year grant) and work to align with current & new initiatives	Secure and align long-term funding to promote coordinated and sustained implementation
Policy	Develop and revise policies to be consistent with positive, proactive, and equitable implementation of PBIS	Continue to revise policies to be consistent with positive, proactive, and equitable implementation of PBIS	Review and enhance policy, based on data, to meet the needs of the current context
Workforce Capacity	- Assess needs of current personnel - Collect, review, and revise job descriptions and postings to reflect PBIS	- Adjust support based on personnel needs - Continue to revise and update job descriptions and evaluations to reflect PBIS	- Enhance job descriptions and evaluations based on local needs - Partner with pre-service programs
Training	Engage in initial PBIS training with support from external technical assistance providers	- Engage in ongoing PBIS training and plan onboarding for new hires - Develop local training expertise	- Expand and differentiate training opportunities based on local data - Enhance expertise of local trainers
Coaching	Identify and support internal coaches or coordinators to develop expertise in facilitating PBIS efforts	Internal and external coaches provide ongoing support to all educators in universal (Tier 1) coaching approach	- Expand and differentiate coaching to meet the needs of all educators - Enhance expertise of local coaches
Evaluation	Identify evaluation questions, existing data sources, and additional data needed to inform evaluation	Collect and share data to (a) monitor fidelity, outcomes, and acceptability, then (b) adjust implementation as needed	- Continue to adjust data sources to uncover strengths and needs - Expand audiences for sharing data
Local Implementation Demonstrations	- Consider selection criteria for demonstration sites - Identify local demonstrations	Celebrate local demonstrations as exemplars for other sites and identify additional demonstrations	Communicate and expand process for identifying and celebrating a range of local demonstrations

Purpose



- Provides **guidance** to implementers on how to use the evidence-based PBIS framework to support positive school climate and improve student outcomes using a **team-based approach** through a **continuous improvement process** focused on **data-based problem-solving**, **identifying evidence-based practices**, and **building systemic staff supports** to ensure implementation integrity.
 - (a) describes rationale, essential elements, and key functions of leadership team
 - (b) shares resources to assist in building a sustainable PBIS framework
 - culturally and contextually relevant across contexts (organizational levels, locales, geographic regions or territories, and communities)
 - delivered with a high level of implementation fidelity to achieve desired outcomes of partners



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Intended Users

implementers interested in...

- (a) exploring and getting ready to implement PBIS
- (b) getting started with PBIS
- (c) getting better at enhancing, sustaining, and/or scaling (expanding) efforts in educational settings.

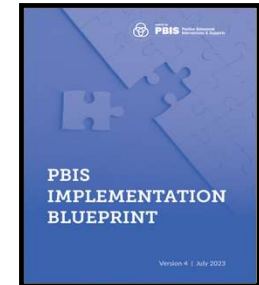
school, district, and state-level educators and administrators, staff developers, educational policy and decision makers, higher education personnel preparation programs, consultants, program evaluators, and researchers

Pathway to Resources



Across **contexts**

- Organizational Levels - *state, district, agency, school*
- Locales - *urban, suburban, rural*
- Geographic Regions or Territories
- Communities



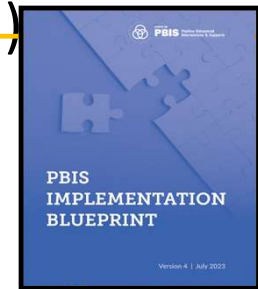
Across a variety of **topics**

- equity, students with disabilities, family, under-resourced settings, mental health and well-being, crisis response/recovery, juvenile justice/alternative ed, classroom



PBIS Implementation Blueprint Sections

- **Section 1** - describes Center background, importance of behavioral health, and how the essential elements of the PBIS framework align with MTSS, problem solving, and implementation science.
- **Section 2** - organized by the key leadership team functions and using implementation logic, describes the activities required to implement a systems approach to PBIS across implementation phase and context with related resources (all hyperlinked)
- **Section 3** – references
- **Section 4** - glossary of terms



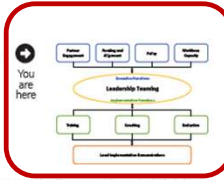


Resources

- [Effective Teaming for Improved Results](#) (video)
- [Tier 1 Coordination and Problem Solving Team Meeting Foundations](#)
- [Data-based Decision Making](#)
- [How School Teams Use Data to Make Effective Decisions: Team-Initiated Problem Solving \(TIPS\)](#)
- [Tiered Decision Guidelines for Social, Behavioral, and Academic Behavior: Guidance for Establishing Data-Based Teams Across the Tiers](#)
- [PBIS Team Implementation Checklist \(TIC 3.1\)](#)
- [Four Key Actions for State Education Agency Teams to Support Implementation of Multi-Tiered Systems of Support](#)

Executive Functions

Leadership teams define, provide resources for, and engage support for PBIS implementation efforts by engaging partners, exploring funding and alignment, establishing policy, and expanding the workforce capacity. The next section describes the executive functions of the leadership team(s), regardless of context.



PARTNER ENGAGEMENT

Partner Engagement

Partners are the individuals who will be affected by or make decisions regarding implementation. For a school, these include all members of the school community - the educators (teachers, staff, bus drivers, non-certified staff), students, families, administrators, and community members (e.g., faith-based organizations, community mental health centers, law enforcement, local business owners). When planning for successful PBIS implementation in an organization, partner engagement is essential to increase the likelihood that PBIS elements are contextually and culturally relevant. Teams promote authentic participation by considering the needs of their partners (e.g., meeting times and locations), sharing the status of implementation, promoting improved outcomes aligned to the shared vision or purpose (i.e., to obtain and retain commitment, seeking their input for improvement, and celebrating any accomplishments), and requesting assistance in problem solving related issues as needed. Equally important is sharing back to partners how teams used the input to change their plans and systems. Active and authentic engagement helps increase awareness of specific needs and impact of current efforts, maintains communication across key partners, and expands continued interest in contextually and culturally relevant PBIS efforts throughout the organization (e.g., school) and community.



Guiding Questions for Identifying Key Partners

Does the potential partner...

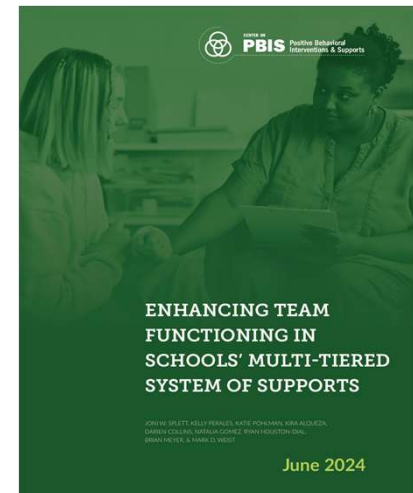
- influence policy for PBIS implementation?
- influence or manage budgets that contribute to PBIS implementation?
- allocate resources to use to implement PBIS?
- provide public and/or visible support through communication that PBIS is a priority?
- collaborate as a partner in supporting PBIS?
- directly or indirectly participate in PBIS?

Resources:

- [Parent Letter](#)
- [Family](#)
- [Center on PBIS Announcements](#)
- [Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports \(PBIS\): Concepts and Strategies for Families and Schools in Key Contexts](#)
- [Addressing Confidentiality while Supporting the Social-Emotional-Behavioral Needs of Students within Schools](#)
- [School Climate Survey Suite](#)
- [How are Schools Using the Parent and Personnel School Climate Surveys?](#)
- [How School Teams Use Data to Make Effective Decisions: Team-Initiated Problem Solving \(TIPS\)](#)
- [Feedback and Input Surveys \(FIS\) Manual](#)
- [Obtaining Partner Feedback to Improve the Middle to High School Transition](#)
- [High School PBIS Implementation: Staff Buy-In](#)

Establish Leadership Team Roles

Role	Before	During	After
Facilitator	- Using previous meeting minutes - Remind team member about action plans and task timelines. - Prepare agenda for next meeting.	- Ask questions that led to buy-in. - Encourage participation. - Ask questions that led to effective solutions. - Acknowledge practice of group agreements. - Ask more questions than answering questions. - Refer to Decision Guidelines.	- Using meeting minutes - Determine who you need to follow up with before the next meeting. - What tasks do you have? - What reports do you expect from the Data Analyst?
Minute Taker	- Review previous meeting minutes and prepare current meeting minutes. - Check last meeting's minutes to create the agenda for the upcoming meeting. - Check in with the facilitator and data analyst to make sure the agenda is appropriate.	- Record decisions in meeting minutes. - Highlight the key points. - Don't hesitate to ask the group for more information to record all the features of the precision statement. - Follow up on any items that are unclear. - Don't worry about typos, you can always go back at the end of the meeting to clean up the notes. - Document precision statements in the minutes (who, what, when, where, why, how).	- Clean up meeting minutes to ensure accuracy and post meeting minutes. - Go back and edit any details for accuracy. - Work with your team to decide if they'd like the meeting minutes emailed out to the group. - Post a PDF of the meeting minutes in a shared and secure folder. - Aim to share the meeting minutes within 24 hours of the meeting. - Sharing the minutes on the same day is best practice.
Data Analyst	- Prepare data summaries used to jump start the decision making from the following sources: - Previous meeting minutes - Intervention and Systems progress and fidelity - Student Intervention progress and fidelity - Data calendar (e.g., screening data available November 1) - Student nomination and Requests for Assistance (check in with the meeting facilitator for these)	- Share a quick summary/synthesis of the data. - Review precision statement for discussion and decision making. - Take back any data queries to gather any additional information needed.	Review action items and complete any assigned tasks.
Administrator	- Check in with facilitator regarding the agenda and anything that needs included. - Ensure accurate and current data entry.	- Make administrative decisions as needed. - Provide encouragement and validation to team's accomplishments and challenges.	- Ensure decisions and assigned action items are completed. - Communicate relevant information to various stakeholder groups (e.g., district leaders and staff, school staff, families and students). - Review assigned tasks and timelines.
Team Member	- Complete any assigned tasks or action items. - Notify facilitator and back up if unable to attend meeting.	- Actively participate and adhere to meeting norms. - Ask questions and seek clarification as needed. - Collaborate on ideas and data-based decision making process.	Review assigned tasks and timelines.



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PBIS Foundational Systems

Universal/Tier 1

- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan

Targeted/Tier 2

- An intervention team with a coordinator
- Behavioral expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance

Intensive/Tier 3

- A multi-disciplinary team
- Behavior support expertise
- Formal fidelity and outcome data are collected

3 tiers does not always equate to 3 teams! Understand the functions required at each tier to determine how to best formulate your team(s).

FUNDING AND ALIGNMENT

Funding & Alignment

Although PBIS is cost effective, some savings are realized over time with decreased ineffective and exclusionary practices such as suspensions and dropout (Swain-Bradway et al., 2017). Stable funding to support the personnel and implementation activities specified in the action plan can be helpful to support initial implementation. For example, funding might be needed to support the time for personnel to coordinate activities, implementers to attend training and planning meetings (e.g., stipends for team members for time that extends beyond their contract or for substitute teachers while team members are meeting or attending training), expertise to provide ongoing technical assistance for implementation (e.g., coaching). Also, additional funding may be necessary for "start-up" monies to kick-off schoolwide activities, purchase technology to assist with data-based decision making, print materials (e.g., expectations posters), provide incentives for schoolwide recognition systems, adopt curricula that supports the PBIS action plan (e.g., social skills curricula), and support additional administrative tasks (e.g., data entry clerk, additional supervision during dismissal). There are often barriers to PBIS implementation that are intertwined with funding, such as restrictions on use, eligibility, limitations on timelines, and additional paperwork. Further, establishing a durable implementation system often requires three to five years.

When considering funding, teams might catalog current programs and practices (i.e., initiatives), and funding sources that have related requirements. Invite

partners with decision making power, interested in the same outcomes, and/or access to funding to engage in PBIS work. To maintain momentum with limited funding, teams might review their goals and identify needs that do not require funding to make it into a reality. For example, consider joining with another initiative that already receives funding or that matches available funds.

When obtaining funding, teams can:

- Consider multiple sources, such as school-based organizations (e.g., parent teacher organizations or PTO), community partners and/or foundations, school fundraisers, school improvement plan monies, and state and/or federal grants when working in collaboration with a district or similar organizational unit.
- Blend support from related initiatives that support climate, SEB, and mental health when allowable (e.g., school safety, Title II, Title IV, special education).
- Secure recurring and sustainable support from general funds or internal sources for sustainability.

Alignment of initiatives is essential for overall efficiency and effectiveness. Accordingly, the PBIS framework can help organize activities to support the achievement of similar goals of other high priority initiatives and streamline an effective evaluation process. To work smarter and not harder, leadership teams should periodically engage in a process of comparing programs, such as resource mapping, to review existing (1) SEB related initiatives or programs, and (2)

members of teams/committees that are supporting these various initiatives (i.e., have a common mission). An annual review of programs allows leadership teams to determine overall effectiveness, relevance, and the level of implementation fidelity across partners. For example, if there are several committees with a common mission, it may be more efficient to combine the committees, thus reducing the frequency of similar meetings. Further, if a committee does not demonstrate outcomes or there are no clear measures to determine impact, it may be best to eliminate this committee and assign the supports elsewhere (e.g., consider streamlining to one team that addresses discipline, climate, and safety). When considering alignment, the team might ask: Within our existing programs, are there any commonalities/differences of the system features? Are many programs or curricula needed to address similar needs? Are all programs

effective for students? Depending on the response, the team might find it more effective to strengthen support with programs that are working and reduce costs by discontinuing unnecessary, duplicative, or ineffective programs. In other words, multiple programs that address the same function may not be necessary; thus, limiting the number of programs may be more effective and efficient in making an impact.

Resources

- [Leveraging Short Term Funding to Build Long Term Capacity](#)
- [Guidance for States on ESSA State Plans: Aligning the School Climate Indicator and SW-PBIS](#)
- [Every Student Succeeds Act: Why School Climate Should Be One of Your Indicators](#)
- [Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts](#)
- [Integrating Social and Emotional Learning into your Schoolwide Positive Behavior Interventions and Supports Framework](#)
- [ISF Initiative Inventory](#)
- [Integrating Trauma-Informed Practices within Your Schoolwide PBIS Framework](#)
- [Embedding Mental Health into SWPBIS ISF Practice Guide](#)
- [The Interconnected Systems Framework 201: When School Mental Health is Integrated within a Multi-tiered System of Support](#)
- [Fact Sheet ISF 301: Installing an Integrated Approach](#)

Aligning Teams and Committees

In an organization, working smarter involves aligning teams and committees that have a common mission by:

- integrating initiatives or programs that have similar goals, activities, and outcomes.
- demonstrating a link for important and desired system level goals, priorities, and needs.
- providing clear evidence of the effectiveness, efficiency, and relevance of activities and their outcomes.
- advocating for the importance of prevention and positive behavior support across initiatives.

COACHING

Coaching is a function (i.e., not a role or position) to support the personnel with using newly learned skills after initial professional development has occurred (Bastable et al., 2020; Freeman et al., 2017). Through the organization of ongoing support, training, and provision of resources, coaching involves facilitation, technical assistance, maintenance, and adaptation of training to the relevant setting (e.g., classroom, school, district). In other words, coaching builds local capacity (i.e., organization is less reliant on outside expertise) and is intended to preserve or enhance the fidelity of implementation across the continuum of support (i.e., tiers) so that implementers are likely to achieve the desired outcomes. Coaching not only supports individual educators, but also supports changes in teaching and learning across systems (e.g., district, state).

Coaching guides implementation and supports teams in problem solving to make PBIS fit the community, context, and culture so that all students benefit. Individuals serving in coaching capacities may be personnel with dedicated time to facilitate leadership team implementation and attend related organizational events (e.g., weekly school leadership team meetings), but still require ongoing professional development to advance skills to effectively coach PBIS implementation, such as attending monthly district coaching meetings and annual state coaching training (George et al., 2018). Therefore, leadership teams should consider individuals based on their expertise, willingness, and function (i.e., what they can do and what is required of them to do), rather than their title

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Coaching

Types of Coaching Structures to Support PBIS Implementation

- **Individuals:** teaching individual personnel the application of specific skills to support use and ensure acceptable implementation through regular feedback.
- **Teams (Groups):** helping a community of practice develop collaboration and facilitation skills, establish team operating procedures, understand group dynamics, and solidify data-driven decision-making processes for continual improvement.
- **Systems:** building organizational capacity to implement PBIS by creating high quality, consistent, sustainable support systems (e.g., policies, resources) so personnel can implement PBIS practices well (i.e., with high fidelity).

(George & Kincaid, 2008) while developing an internal support structure to increase the coaching capacities of individuals.

A commitment to coaching entails dedicated funding (i.e., FTE) to support the schools and personnel with a variety of activities to enhance implementation efforts (Bastable et al., 2020; Freeman et al., 2017; George & Kincaid, 2008) and may be provided by supports external (i.e., outside) or internal (i.e., within or on-site) to the organization. For example, state projects are considered external support to districts, and support school districts to build their internal capacity to provide coaching support to schools. Further, coaching is more effective when teams identify clear coaching roles or what they can and

PBIS Coaching Responsibilities

Regardless of position or title at an organization, the following responsibilities are characteristic of PBIS coaching:

- Build relationships and establish trust using interpersonal communication skills.
- Facilitate and support leadership to implement and sustain PBIS.
- Facilitate effective team-based collaboration and problem-solving process.
- Support data-driven decision making using multiple sources and types of data.
- Disseminate evidence-based content knowledge (e.g., best practices in behavior principles, classroom practices)
- Train and support (i.e., provide technical assistance) use of PBIS implementation with fidelity.
- Evaluate impact of coaching activities on implementation goals and desired staff and student performance outcomes.

cannot do within the context (i.e., what the teams expect). This might include flexibility with use of technical assistance based on need, how local capacity (e.g., training-of-trainers or cross training coaches across initiatives), or on the amount of time available to provide coaching. Evaluation of coaching impact, completion of tasks, and monitoring the fidelity of coaching supports provided ensures a system of continual improvement and builds the system's workforce capacity.

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Finally, coaching activities vary depending on each team's implementation phase (Fixsen et al., 2005; McIntosh et al., 2018). For example, a school leadership team in year one of Tier 1 implementation may need support in facilitating meetings (i.e., defining roles, preparing, and reviewing student discipline data, making data-based decisions) compared to a team in year two of Tier 2 implementation which may need support refining data decision rules for students receiving targeted interventions. Interestingly, research has shown that the coaching activities of running data reports for the school leadership team and modeling PBIS implementation are positively and significantly related to Tier 1 fidelity (Bastable et al., 2020).

Key Practices in Building Capacity

Regardless of context, key practices in building capacity include:

- developing a **network** that builds and sustains PBIS to support implementation of PBIS with an ongoing direct link between training experiences and actual use of the PBIS systems and practices.
- offering **support** to (a) emerging leadership teams at least monthly as these new teams need on-going and more frequent support and (b) established leadership teams at least quarterly to stay connected and prevent implementation drift.
- facilitating **review** of data and action plan enhancement.

Resources

- [Training and Professional Development Blueprint for PBIS](#)
- [Coaching For Competence and Impact - Brief 1: Defining Coaching](#)
- [Coaching For Competence and Impact: Coaching Inventory Discussion Tool](#)
- [District Level Coaching](#)
- [Coaches Self-Assessment](#)

EVALUATION

The third implementation function of leadership teams includes the use of evaluation systems to assess whether the PBIS practices are implemented with fidelity and achieving the desired outcomes. Like the professional development plan (discussed earlier in the [Training](#)), leadership teams benefit from a formal evaluation plan that outlines when evaluation activities occur (e.g., established timelines across the school year), the types of data that will be collected (e.g., fidelity measures such as the Tiered Fidelity Inventory or TFI, school walkthroughs, submission of outcome data), building fluency in the use of the selected measures (e.g., office discipline referrals, TFI) and systems (e.g., [PBISApps](#), [SWIS](#)), and how the data will be shared with partners. As discussed in the earlier [section on Funding and Alignment](#), assessment measures must be considered with the other practices occurring to ensure that partners (e.g., teachers) have the time and space to conduct the assessments in a timely manner that can be used for data review.

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Evaluation

Evaluation Plan Considerations

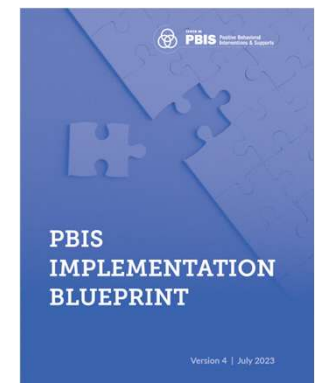
When creating an evaluation plan, a leadership team might consider:

- using a team to lead the assessment and evaluation process.
- developing general and specific evaluation questions that reflect measurable outcomes.
- identifying a range of data sources that answer evaluation questions.
- reviewing existing data and, if needed, collecting additional data to determine what is in place and what might need to be changed or improved.
- developing an action plan that specifies practices that have been shown to be effective in achieving the desired outcomes.
- implementing practices and monitoring progress toward achieving outcomes.



Where are you in the implementation process?

(pp. 52-56)



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Table 5. Snapshot of Leadership Team Functions Across Implementation Phases

Across state, district and school levels, the goal is to improve capacity to establish, scale up, and sustain the multi-tiered PBIS framework. Leadership teams engage in comprehensive assessment and action planning guided by a common vision. These teams oversee the work by monitoring implementation fidelity and outcomes to support educators in implementing key practices for overall student and adult benefit. Table 3 presents considerations for leadership teams in planning, monitoring, and supporting PBIS implementation across contexts (state, district, school). For details at each level, see school [Tiered Fidelity Inventory](#), [District Systems Fidelity Inventory](#), or [State Systems Fidelity Inventory](#).



Function	Getting Ready	Getting Started	Getting Better
Leadership Teaming	- Form representative leadership team - Establish team norms - Develop action plan	- Adjust team norms to support implementation - Use data to guide action planning	- Revisit team membership regularly - Enhance authentic participation of diverse voices
Partner Engagement	- Identify and engage relevant partner groups to inform decisions - Establish communication structures	Ensure all groups are included in decisions about selecting, implementing, and evaluating practices, systems, and data	Enhance authentic bi-directional participation and communication with diverse partner groups
Funding & Alignment	- Explore current resources and available funding related to SEB - Identify similar programs & initiatives	Secure funding to support initial implementation (e.g., 3-5 year grant) and work to align with current & new initiatives	Secure and align long-term funding to promote coordinated and sustained implementation
Policy	Develop and revise policies to be consistent with positive, proactive, and equitable implementation of PBIS	Continue to revise policies to be consistent with positive, proactive, and equitable implementation of PBIS	Review and enhance policy, based on data, to meet the needs of the current context
Workforce Capacity	- Assess needs of current personnel - Collect, review, and revise job descriptions and postings to reflect PBIS	- Adjust support based on personnel needs - Continue to revise and update job descriptions and evaluations to reflect PBIS	- Enhance job descriptions and evaluations based on local needs - Partner with pre-service programs
Training	Engage in initial PBIS training with support from external technical assistance providers	- Engage in ongoing PBIS training and plan onboarding for new hires - Develop local training expertise	- Expand and differentiate training opportunities based on local data - Enhance expertise of local trainers
Coaching	Identify and support internal coaches or coordinators to develop expertise in facilitating PBIS efforts	Internal and external coaches provide ongoing support to all educators in universal (Tier 1) coaching approach	- Expand and differentiate coaching to meet the needs of all educators - Enhance expertise of local coaches
Evaluation	Identify evaluation questions, existing data sources, and additional data needed to inform evaluation	Collect and share data to (a) monitor fidelity, outcomes, and acceptability, then (b) adjust implementation as needed	- Continue to adjust data sources to uncover strengths and needs - Expand audiences for sharing data
Local Implementation Demonstrations	- Consider selection criteria for demonstration sites - Identify local demonstrations	Celebrate local demonstrations as exemplars for other sites and identify additional demonstrations	Communicate and expand process for identifying and celebrating a range of local demonstrations

Develop Goals, Objectives and Action Plan

Culture of Continuous Improvement

5-Year

3-Year

1-Year

VISION
Collaborating for productive members of society.

§ MTSS seamlessly implemented through collaboration w/ a student centered focus with a goal of Student Success.

- Systems of Support for student success

Do the goals align with your **VISION?**

PBIS Positive Behavioral Interventions & Supports				
Action Planning Form				
Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/Family/Community/Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				

Tiered Fidelity Inventory (TFI)

<https://www.pbis.org/resource-type/assessments>

Develop an Implementation Plan

September – October

Data Review	PBIS Planning	Implementation	Family/Community
September			
- Previous year's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom - BoQ & TFI - Results from kick-off events or end-year surveys	- Monthly team meeting (schedule developed in August) - Schedule dates to share behavior data with staff - Determine how SW data will be shared with T2/T3 teams - Plan for teaching expectations & rules, rewards, discipline process to staff & students - Schedule reward events for year - Update Action Plan	- Facility/Staff Review - Expectations/rules with families & community members - Reward system - Discipline Process - Behavior forms	- Introduce/review PBIS with families & community members - PBIS introduction flyers to new families

November – December

Data Review	PBIS Planning	Implementation	Family/Community
November			
- Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom - Students with 1 or more referrals	- Monthly team meeting - Plan refresher based on data & reward event - Coordinate & share data with T2 team for students with 1+ referrals - Complete Mid-Year 1 PIC prior to 11/1 - Update Action Plan	- Progress monitor October strategies - Develop strategies to address any areas of concern based on data and PIC 1 review - Plan for new student/staff orientation - Consider family/student brief survey - Update Action Plan	- Implement strategies - Mid-Year 1 need - New student orientation - Student/faculty data - Share PBIS
December			
- Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom - Custom reports	- Monthly team meeting - Plan motivators to keep staff involved & implementing with fidelity - Plan for re-teaching expectations after winter break - Update Action Plan	- Share PBIS - Share survey results - Implement	

January – February

Data Review	PBIS Planning	Implementation	Family/Community
January			
- Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom - Walk-Through - Custom reports by gender, grade, context, ESE	- Monthly team meeting - Review plan for re-teaching developed in December - Plan strategies based on survey results in December - Update Action Plan	- Reteach expectations/rules to students/staff - Share - Implement based	Share school-wide data and survey results
February			
- Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom - Custom reports	- Monthly team meeting - Plan for spring refresher and reward event - Complete Mid-Year 2 PIC prior to 3/1 - Plan strategies based on custom reports - Update Action Plan	- Hold re - Share - Implement strategy - Complete	

March - April

Data Review	PBIS Planning	Implementation	Family/Community
March			
- Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom - PIC II - Custom reports	- Monthly team meeting - Plan strategies for Florida Standards testing - Plan reward event after standardized testing - Update Action Plan	- Implement strategies for standardized testing - Share PBIS data with staff - Implement reward event	- Share information with families on how to support students during testing - Newsletter article sharing school-wide
April			
- Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom - Custom reports	- Monthly team meeting - Plan for year-end refresher based on data - Develop year-end surveys for staff, students and families - Plan for team membership changes for next year - Update Action Plan		

May - June

Data Review	PBIS Planning	Implementation	Family/Community
May			
Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom	- Monthly team meeting - Begin planning goals/outcomes for next year - Plan for sharing survey results - Review BoQ, TFI - Update Action Plan	- Model school application - Share PBIS data with staff - Share survey results with staff, students and families - Complete BoQ, TFI and End-Year Outcome data	- Newsletter article sharing school-wide data, events, successes, and survey results etc. 'Good New' stories to media
June			
- Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom - BoQ, TFI - Climate, Family, Student Surveys	- Monthly team meeting - Complete end-year evaluations (Outcome Data Summary, BoQ, Equity Profile, etc.) - Plan for next year based on BoQ and TFI results - Update Action Plan	- Hold year-end reward event for students - Year-end rewards for staff - Pre-planning for next school year	Newsletter article sharing school-wide data summary & goals for next year



<https://www.livebinders.com/play/play?id=2278508#anchor>

You Are All Change Agents on this PBIS Implementation Journey!

- The stakes are high - **NO ONE IS EXEMPT!**
- It will be **fulfilling** - do what works and do it well!
- It will be **transformative** – there are no quick fixes, so leverage existing systems and keep plugging away!
- You will experience **unexpected** events that are both **challenging** and **enlightening** – systems change is hard work and plan for adaptations!
- Build a diverse team that is willing to be **adventurous**, communicates well, is **inspiring** to partners, respects differences, and maintains a data-based action plan!
- Acknowledge, celebrate, and **broadcast your impact!**



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