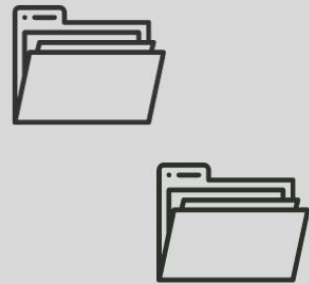# PBIS 2.0 Project Deliverables

PD Training

CLICK HERE

Job Aids

CLICK HERE

Resource Hubs

CLICK HERE

Training Surveys

CLICK HERE

Data Tracking

CLICK HERE

Reflection

CLICK HERE

Michaela Mabe
Fall 2023

PBIS 2.0 Final Practicum Project and Reflection

Practicum Video Summary Link

https://www.loom.com/share/43c3bcda0ec046749ef0283c95c8b318?sid=bfbcdc7f-88d5-4bf8-a17c-f05bd72aac5c

Project Executive Summary

Description of Organization

The district and school that I worked with for the practicum are in an urban city and a Title 1 school. The district requires the school buildings within the district to use a system called PBIS (Positive Behavioral Interventions and Supports) to help connect non-academic learning, supports, interventions, structures, and practices that create the conditions for joyful and adventurous learning environments. It incorporates essential classroom and school management elements with social-emotional learning for all, family and community engagement, and wraparound supports. The district also focuses on strategies for all students that should be positive, predictable, and restorative rather than punitive or punishing, which is where the PBIS Framework kicks in.

The school currently attempts to incorporate different aspects of PBIS and implements a resource called PBIS Rewards to log points for students, link the parents so they can see the student's data, generate reports on the school's referral and positive behavior data, and has the ability to create referrals for student behavior. While this system has been in place for the last 5 years, there hasn't been a substantial shift in student referral, in-school suspension, suspension, and detention data and there hasn't been a large percentage of teachers implementing the PBIS Rewards App with fidelity.

Project Purpose

The practicum project I completed was working with the PBIS Committee at my school to create professional development presentations and job aids to help clarify different parts of PBIS and the PBIS Rewards App for the teachers in the school building to improve student behavior school-wide. The committee consisted of the school principal and classroom teachers. We worked collaboratively on some of the information needed for the committee but my plan is to create the training and job aids for the classroom teachers. We created materials with the committee and I created and sent out surveys to classroom teachers to evaluate the training and job aids and look at the data from the PBIS Rewards System to see if the training and job aids affected the classroom teachers positively in terms of student behavior and referrals.

I worked and participated in meetings for this committee over the summer and we completed data meetings in the fall to follow up. Some of the deliverables that were created for the practicum project included an interactive presentation to be implemented with the school staff, resources to help the teachers utilize the PBIS system throughout the school year, and resources for data meetings and reflections to monitor how the resources and professional development were useful to the school.

Project Goals/Deliverables

Project Goal: To analyze the current state of utilizing the PBIS model and the PBIS Rewards App in the school, possible barriers to implementation this school year, and planning for a change in the current system to improve it for all stakeholders involved.

- Develop a training presentation for school staff about the different parts of the PBIS with inquiry activities utilizing different technology
  - PBIS Committee Training Presentation (Google Slides)
- Develop job aids for different components of PBIS
  - At least 5 different job aids for different components of PBIS created with Google Slides, Google Docs, and Canva
- Co-present the training with members of the PBIS Committee
  - Meeting Agenda for Day #1 ad Day #2
- Create a post-training survey right after the training, and 2 weeks after training to evaluate the training presentation and job aids
  - 2 different Google Form surveys are sent out to staff and the results from the survey
- Create a hub of resources for educators to access training and job aids
  - Google Drive Folder sent to FDRA staff members
- Create a hub for the PBIS Committee to post their content, input data, and anything else they need to input during the school year
  - Google Drive folder with subfolders sent to the PBIS Committee members
- Create a data tracking spreadsheet and materials to evaluate how the educators are using the PBIS Rewards App
  - Google Sheets with information on different criteria to evaluate staff and how they use PBIS Rewards and if the amount of referrals has changed since using the system
- Create a reflection on how the training and creation of the job aids went and how to improve the process next school year
  - Google Docs reflection with myself and the PBIS Committee to help streamline the process of creating the information needed for the next school year if the members of the committee changes

Project Process

June	August
PBIS Team Summer Agenda	PBIS Back to School Professional Development
PBIS Team Calendar	PBIS Resource Sheet
PBIS School Action Plan	PBIS Implementation Plan
June PBIS Committee Meetings	PBIS Blitz Lessons and Schedule
July	PBIS Data Meeting Agendas/Calendar
PBIS Tiered Action Plan	**September**

PBIS MTSS Triangle	PBIS Data Team Meeting #1
PBIS PD Outline/Agenda	PBIS Data Team Meeting #2
July PBIS Committee Meetings	PBIS PD Program Evaluation (Survey and Data Collection)

Instructional Design Models

To complete this project, I used a few different instructional design models. The key model I used to guide the practicum project was the Dick and Carey Instructional Design Model I used this model because it encompassed all of the parts of learning that can help the school staff learn how to use the PBIS Rewards App. It is a systematic model used to help design and develop a piece of instruction and works well for projects in an educational setting. This model also worked well because it helped me break down and chunk the main goal of using PBIS Rewards into its different components to help the school staff. By using this model, I could identify the instructional goals, analyze the learners and any barriers, develop materials, resources, and training for the staff, and evaluate the materials.

Project Reflection

Key Learning

Throughout my practicum experience, the key takeaways I learned were the importance of pre-planning and assessing where we are before we begin the project, delegating tasks giving very explicit instructions about what I expect from a team, and focusing on what I can control in a project.

Pre-planning and focusing on assessment is important at the beginning of any project because it helps the ID get an idea of the scope and expectations of the project. This was also important during my practicum experience because there was a lot of miscommunication and disconnect between the team so we needed to come up with a plan of realistically where we were starting and a plan of change to understand what we needed to do to meet the goals of the committee. It was difficult for our principal to hear the realistic current state of PBIS in our school building and how that was affecting the school culture but it established a starting point and helped us start the project honestly and all on the same page.

Another key learning point during the practicum for me was delegating tasks and being very explicit in the expectations I had for each member of the team. Delegating tasks isn't new for me but it was difficult during this project because I was the newest teacher and the youngest member of the committee so the members didn't always take my voice and directions into account to complete assignments. I also learned how stagnant a team can get if there isn't someone taking charge and leading the group. I attended some meetings with the committee where all I did was listen to the members vent about the current state of the system rather than start creating materials to solve the problems. During the meeting, I was taking notes and creating resources and materials which helped me but didn't always result in very productive meetings as a team.

Focusing on the aspects of the project that I could control was another great lesson from the practicum. There were some aspects of the project that I had no control over, especially aspects that needed to be handled by the administration teachers, or parents. While this is a

hard lesson I feel it was important to learn during this part of my education. With this project being my practicum, I feel like I needed to take over and excel at every aspect of the committee and shouldn't need help when completing tasks. This was not true at all and even though the project didn't go 100% as planned, I am still proud of everything myself and the team have created and I am excited to see how it will help improve the PBIS system and school culture over time.

Key Challenges

Some of the main challenges I encountered during my practicum project were the number of personalities and voices that needed to be taken into account, managing the people on the committee, and making sure that they knew the expectations and were able to complete what was asked of them, some scope creep, and adapting while there were things going on that I couldn't control.

During any project, you have to connect and communicate with different people with very different work ethics, communication styles, and personalities. This is a potential challenge in any project I have worked on and will work on in instructional design. The main challenge in this project was working with people who were so different at times. Some of the team members were content sitting and watching instead of being more active participants. With those members, I needed to give them more explicit expectations of what I needed them to do and give support if they needed it. There were some team members who had a hard time communicating and responding to feedback in a timely manner. For this, I created a very explicit timeline and multiple ways to follow up. A benefit of being in the classroom is I have experience dealing with a lot of different personalities and communication styles but this was a challenge throughout the practicum experience.

Another challenge I encountered during the practicum was adapting to constant changes to our schedules and different deliverables. Specifically during the practicum, we were given a specific timeline and schedule to present the materials we spent all summer working on. The schedule the day of changed and just kept changing to the point we didn't even get to present all of the materials we created and it wasn't as interactive of a presentation as we planned on having. This was very disappointing for myself and the rest of the team because we created the presentation with the original schedule in mind and practiced the presentation twice for the administration with the timeline we were told we would have. The rest of the committee and I had to adapt on our feet and minutes before we were supposed to present. We also had to take our parts of the presentation that were interactive and would have helped improve staff engagement and retention of the material we were teaching them.

A challenge that occurred after the presentation and at the beginning of the school year was actually implementing and sticking to the lofty goals the administration had for the committee. One of the goals at the beginning of the school year was to create and send out parent letters to explain the PBIS system and make it easier for the parents to sign up for the app. Because of administration and budget issues, we didn't get access to the system on time and weren't able to access the QR codes we needed to get the parents signed up during our Back to School Bash. We also were planning on creating opportunities for our students who were excelling and showing model behavior in the school, but because of budgetary reasons, we can only plan and implement no-cost incentives. Our administration also set a goal to have discipline assemblies and classes with high-risk students to help curb their behavior and help build relationships with them. Our principal didn't communicate this to the other administrators and it ended up not happening even though in theory it was a good idea.

Project Improvement Reflection

This project provided a lot of opportunities to see what could go well and what I could improve on if given the opportunity to re-do this project. First off, I would begin the project with a very explicit timeline and require all of the committee members to commit to that timeline so that way we have everyone we need at every meeting so we can get our goals accomplished and there would be less confusion among the members. This could be done verbally but I would make some sort of contract between the members making sure we are all on board.

Second, I would discuss the goals and deliverables of the project with all of the stakeholders and make sure that we didn't have scope creep and were able to create and present everything with the time we had. I would also make sure our resources and budget were communicated at the very beginning. This is important because then we as a committee would know what we are working with to create materials, events, and our presentation. The main resource we needed to be consistent throughout the project was time. We needed to have a guaranteed time and space to complete our whole presentation that was non-negotiable so we could get all of the information we had out.

Third, I would communicate more with the staff members in the school building before starting the project. We had some data going in but something we didn't expect was the pushback we got from some of the staff members because they didn't trust the model or think that it could even work with our students. I feel like if they had the space and time to be heard and validated with their concerns when we did the presentation we would have more staff buy-in. We did collect this data during the presentation, but it would have helped us as a committee and them if we were able to get this data before we created the presentation.

Instructional Design Skills Reflection

Some of the instructional design skills that I was able to improve from working on this practicum were organization, communication, and analysis. I was intentional about starting and staying organized while working on all of the components of this project. I did this by setting up a Google Drive so that all of the committee members could add and view resources and so that we had a place to access it as needed. My communication skills improved as a part of completing this project because I had to communicate with people who had varied communication styles and I had to learn to be very explicit when explaining concepts and expectations. This is a skill that I already thought I had a pretty good hold on before completing this project but I was able to learn and practice how to be a better communicator. A lot of analysis went into starting and completing this project. I was able to do this with the committee and I also had a chance to practice this because I took EDCI 528 about Human Performance Technology in which I was able to create a vision of change and a plan of change for the PBIS Committee and my practicum project. This helped me because I was able to analyze and take a deep dive into the components of this project.

Some of the instructional design skills I could improve on are project management and learner-centered design. With this project, I felt like I dropped the ball on project management because technically my principal was the head of the project. While this was the case, I was in a majority of the team meetings and created a lot of materials and the final presentation. I needed to improve on managing a team of people and being more confident in my ability to lead a team of other educators who were older and had more experience in education. I felt like I was too passive in a lot of the practicum experience and need to work on being more confident in any setting. I also was more focused on creating a final product that the principal was happy with

since she was the primary stakeholder and was less focused on the staff whom we created the presentation for. It included all of the necessary components but I felt like I needed to take into account the reality of the classroom and that these suggestions for solutions were not an end all be all. Being in the classroom and knowing the limited resources we have like time, money, and even access to the parents can make implementing PBIS in the classroom difficult. I feel like identifying the barriers we all encounter daily could have helped the staff feel more understood and been more receptive to trying some of the solutions we were trying to give them.