



PBIS POST

Wisconsin PBIS Network

September 2010

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Response to Intervention: Where does PBIS fit?

Response to Intervention (RtI) provides a common framework for implementing both social and academic behavior supports. RtI has been described as an approach for establishing and redesigning teaching and learning environments so that they can be effective, efficient, relevant and durable for all students, families, and educators (Sugai, 2007). Although most RtI implementation efforts have focused on academic curriculum and instructional practices, applications of the RtI Framework also are represented in the implementation of School-wide Positive Behavior Supports (SWPBS) practices and systems (Sugai et. al., 2000). PBIS is a School-wide Positive Behavior Support system. Research shows us that:

- Effective school-wide and classroom-wide behavior support is linked to increased academic engagement.
- Improved academic engagement with effective instruction is linked to improved academic outcomes.
- The systems needed to implement effective academic supports and effective behavior supports are very similar. (Horner, 2010)

RtI is a framework and logic for organizing and increasing the efficiency with which evidence-based practices are selected, organized, integrated, implemented, and adapted for academics or behavior.

Because Wisconsin is focusing on helping schools improve their learning environments to be effective, efficient, relevant, and durable for all students, families, and educators, the Wisconsin PBIS Network is part of the Wisconsin RtI Center. One of the WI RtI Center's main foci is to provide technical assistance, training, and resources for the integration of academic and behavioral RtI Systems. The WI PBIS Network provides technical assistance, trainings, and resources for schools who have chosen to implement PBIS as their School-wide Positive Behavioral Support system. The WI RtI Center, which includes the WI PBIS Network, is striving to help

schools become more effective and efficient, so that all students benefit.

For more information on the integration of PBIS and RtI

<http://www.usviosep.org/PDF/suminst09/GSugai/Sugai%202009r%20SWPBS%20RtI%20May%2025%202009.pdf>

Role of State PBIS Network

The Wisconsin PBIS Network works with each of the CESAs to coordinate trainings and continued support to assist school districts throughout the state in implementing and sustaining PBIS. Justyn Poulos, the Wisconsin PBIS Network Coordinator, is working tirelessly with the CESAs, the CESA Statewide Network, and DPI to create policies and procedures to ensure that PBIS is accessible to all schools statewide. Nicole Beier, the Coordinator of Statewide PBIS Evaluation and Research, is working to develop an evaluation plan for schools to follow when implementing PBIS, tools for schools to use to collect discipline data for PBIS decision making, and collecting data from PBIS implementation statewide to examine the effect that PBIS is having on Wisconsin schools. Justyn and Nicole's administrative assistant is Cari Schindel. Cari works in the CESA 8 office in Gillett.

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Welcome to the new Regional Technical Assistance Coordinators!

The Wisconsin PBIS Network has also hired 5 Regional Technical Assistance Coordinators. These coordinators will be working closely with each of the CESAs in their region, as well as with schools and districts who are currently implementing PBIS or investigating beginning PBIS training. Please feel free to contact the Regional Technical Assistance Coordinator in your region if you are interested in implementing PBIS in your school or you need assistance with your PBIS implementation. Introductions from each of the Regional Coordinators appear below.

North Region (CESAs 8, 9, 12)

Greetings,

My name is Dave Kunelius and I am very excited to be one of the new Wisconsin PBIS Regional Technical Assistance Coordinators. I will be supporting PBIS efforts for the Northern Region, which includes CESAs 8, 9, & 12. While this is a new role for me, I have been supporting the use of positive behavior interventions and supports across the state for the last 13 years as a behavioral specialist.

I have been involved in the fields of Education, Behavior Supports, and Special Education Leadership for over 15 years. I am a licensed educator in Secondary Education-English and PK-12 Special Education-EBD and as an Educational Administrator in the areas of Principalship, Special Education, and Pupil Services. I have taught as a classroom teacher and most recently have been supporting teachers, families, community caregivers and students as a behavioral specialist. During this time, I have provided behavior consultation, staff training, and school improvement services for schools, districts, co-ops and state agencies. As an Educational Consultant/Behavioral Specialist, I have been intensively trained in the areas of Positive Behavioral Interventions and Supports, Functional Behavior Assessment, Behavior Intervention Planning, Crisis Intervention, Social Skills Instruction and Groups, Wraparound, Classroom Management and Differentiated Instruction. In addition to my role as PBIS Coordinator, I am also a local Special Education Director for two Districts and a WI PBIS trainer. My wife Lisa and I live in the Minocqua area with our four children where she is employed as a local school psychologist. In our "free" time, we enjoy being involved in community organizations that support youth, travel, family activities and enjoying the beautiful Northern WI outdoors.

I look forward to providing technical assistance and resources to the region! Please feel free to contact me if you have any questions or if I may be of support in any way!

Sincerely,
Dave Kunelius, M.S.E., M.A.E.
PO Box 449

Tomahawk, WI 54487
715-612-3027
kuneliusd@wisconsinPBISnetwork.org

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East Region (CESAs 6, 7)

Greetings,

I would like to introduce myself as the new Wisconsin PBIS Regional Technical Assistance Coordinator to the east region, which includes CESAs 6 & 7. While this is a new role for me within this region, many of you are already familiar with me as the REACH Center Coordinator for the REACH Northeast Central region (CESAs 6, 7 & 8). I am very excited about this new position as it is one more way that I can support CESAs, districts, schools, staff and most importantly, students, in responsive systems and practices that are evidence-based.

As many of you know, I am also a licensed school psychologist and served in that capacity for 15 years before coming to work as a CESA consultant in 2006. I worked in Iowa from 2000-2005 using Problem Solving and Response to Intervention models before coming back to work in Wisconsin. My areas of expertise lie in problem-solving, data-based decision-making, academic & behavioral Response to Intervention, progress monitoring, resource mapping, evidence-based practices and Professional Learning Communities. As a way to keep me connected to issues related to students who struggle, I also serve as a regional representative for the Wisconsin School Psychology Association (WSPA).

I look forward to providing technical assistance and resources to the region and have already begun meeting with CESA teams to plan the most efficient and effective use of my services. Please do not hesitate to contact me with any questions regarding Positive Behavioral Interventions & Supports, whether it is for general information, awareness, readiness, coaching needs or data support. I would be delighted to connect you with the resources that are right for you.

Sincerely,
Michelle Polzin, M.S.E.
595 Baeten Rd.
Green Bay, WI 54304
920-617-5645
polzinm@wisconsinPBISnetwork.org

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South Region (CESAs 2, 3, 5)

Hello Everyone,

I would like to introduce myself as the new Wisconsin PBIS Regional Technical Assistance Coordinator for CESAs 2, 3, and 5. I bring to the position 22 years of experience in the field of education. I have taught in EBD, and multi-categorical classrooms at all grade levels and teamed with general education teachers to provide services for special needs students in inclusive settings. My PBIS experience includes internal and external coaching, wraparound and complex FBA/BIP work with individual students and their teams, and training school teams at Universal, Secondary and Tertiary Tiers.

I am excited and eager to get started with the job of facilitating the implementation of PBIS in Wisconsin schools. I look forward to working with each of you.

Working for Wisconsin's kids,
Rachel Saladis
545 W. Dayton St.
Madison, WI 53703
608-697-7539
saladizr@wisconsinPBISnetwork.org

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West Region (CESAs 4, 10, 11)

Hello Everyone,

I would like to introduce myself as the new Wisconsin PBIS Regional Technical Assistance Coordinator for CESAs 4, 10, and 11. I bring to the position 37 years of experience in the field of education. I have taught in EBD, LD,

and multi-categorical classrooms at all grade levels and teamed with general education teachers to provide services for special needs students in inclusive settings. For the past two years I have been providing special education instructional support and working with teachers and administrators in the Altoona School District to implement school improvement initiatives such as PBIS, REACH, and Core Program Review.

I am excited and eager to get started with the job of facilitating the implementation of PBIS in Wisconsin schools. I look forward to working with each of you.

Working for Wisconsin's kids,
Linda Stead
2725 Pearl Dr.
Eau Claire, WI 54703
608-697-7549
steadl@wisconsinPBISnetwork.org

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Southeast Region (CESA 1)

I am thrilled to be the PBIS Regional Technical Assistance Coordinator for the CESA #1 region!

I have worked with children of all ages, from birth through young adults, with and without disabilities. I recently retired from the School District of Menomonee Falls where I was the Director of Pupil Services. Prior to that, I served as an IEP team coordinator, EBD teacher, birth to three supervisor and taught high school English. I have also provided a great deal of staff development trainings for regular and special education staff, and have taught special education preparation courses at the university level.

My favorite students have always been those with behavioral difficulties. I adore helping students understand their behaviors, the messages their behaviors send and how they can improve their behavioral skills and functioning. What I value most about PBIS is that it is a framework for all students at all grade levels that can help create positive school cultures.

I look forward to working with you. At the moment the best way to reach me is at grossackeretm@wisconsinPBISnetwork.org.

Marlene Gross-Ackeret
N25 W23131 Paul Rd.
Suite 100
Pewaukee, WI 53072
608-697-8826
grossackeretm@wisconsinPBISnetwork.org

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5 most common PBIS misrules

1. "I got trained as a coach, I'm done"

The goal of coaches in PBIS implementation is to lead the team and provide continuous technical assistance to the school(s) coached. Coaching is not designed to be an exercise of getting certified, but a process of professional development to lead teams.

Goals of the internal coach include:

1. Ensure that PBIS is implemented with integrity in their building
2. Maintain regular communication with school administration and universal, secondary, and tertiary team members
3. Know the research and practices related to school-wide behavioral support, including applied behavioral analysis, data collection dissemination, and data analysis

Goals of the external coach include:

1. Expand and sustain implementation of PBIS in assigned buildings



2. Assess training needs and connect with regional technical assistance coordinator
3. Support research for PBIS and provide Technical Assistance (support through questions, identification of key components, accessing resources) to PBIS teams
4. Collaborate with existing resources to connect families, students, service organizations, and schools to student and family needs

2. We don't need PBIS coaches...

Joyce and Showers (2002) found that when training is by lecture only, there is virtually no carry-over to classroom application. When lecture is coupled with demonstration and practice, the transference to the classroom is approximately 5%. When lecture, demonstration, and practice are paired with coaching, classroom application jumps to 95%.

3. Universal supports are for students without behavior problems only. My school needs tier 2 and tier 3 training immediately.

Having strong universal processes in place for ALL students has been shown to reduce the need for additional interventions later for students demonstrating problem behaviors. Further, having consistent school-wide behavioral expectations taught and used creates an environment for transference of skills for the students who do receive additional behavioral supports.

4. PBIS can be implemented without staff buy-in.

Buy-in from staff and administrators are a continuous process throughout the implementation of a systems change model. Much of the reported challenges of schools in their implementation can be traced back to the buy-in of students and staff. It is important that staff members are informed of what PBIS is prior to training and implementation, and that all staff is continuously kept informed with data.

5. I can just start PBIS in my school now, and figure out a system for collecting data later.

Data, systems, and practices are the 3 interrelated elements in PBIS that lead to positive outcomes. The data element in PBIS is multi-faceted. Data is used to evaluate the fidelity with which PBIS is implemented in the school. We can't expect PBIS to lead to valuable outcomes in school climate and decreases in discipline problems if PBIS is not implemented with fidelity. Similarly, data is used to look at changes in school climate and discipline patterns in schools. Data is also used to inform decision making in PBIS schools. One of the core tenets of PBIS is making the smallest change that will have the largest impact in schools. Before this can be done, PBIS teams must learn everything they can about what the problems in their schools are. They should know information like where and when are problem behaviors most likely to take place? What problem behaviors are we most likely to see? Are we having a lot of problem behaviors? How many students are exhibiting problem behaviors? With this data, PBIS teams know exactly what the problem is and they can spend time developing and implementing creative solutions to the problem, rather than just admiring the problem.

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State Update and Success

Hold on to your hats! PBIS in Wisconsin has really taken off! Over 100 PBIS

trainings were held in Wisconsin between July 2009 and June 2010. Between July 2009 and July 2010, the number of Wisconsin schools that have attended Tier 1/Universal PBIS Team Trainings skyrocketed from 98 to 473! 325 of the 473 (68.7%!) trained schools have completed at least one fidelity tool (TIC, BOQ, SAS) on PBS Surveys and are considered to be "implementing PBIS". Better still, 82 of the 473 (17.3%!) trained schools are implementing PBIS with fidelity (80%+ on a TIC, 70%+ on a BOQ, 80%+ Implementation Average on a SAS, or 80+/80+ on a SET on PBS Surveys)!



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Evaluation Plan

Here we are at the beginning of a new school year! I'm sure that many of you have already had your PBIS kick-offs for the year and are now moving into discipline data collection (remember, if you need tools for collecting your discipline data, please contact Nicole Beier at beiern@wisconsinPBISnetwork.org) and the routine of monthly PBIS Team Meetings to review that data and make decisions based on it. For those of you who have not yet achieved 70% on the Benchmarks of Quality fidelity tool, your teams should also be completing quarterly Team Implementation Checklists and the Action Plan that goes along with them. This will help your team to find your PBIS implementation strengths (remember to celebrate your successes!) and the areas you could work to improve (remember, look for the smallest/easiest changes you could make that would have the biggest impact!). The beginning of the school year is also a good time to have all staff in your building complete the Self-Assessment Survey. This tool is key for making sure that staff outside of your PBIS Team realize all of the hard work that you are doing!

The Benchmarks of Quality, Team Implementation Checklist, and Self-Assessment Survey can all be found at www.pbssurveys.org. If your school or district has not yet set up a Coordinator account for that site, please email Nicole Beier at beiern@wisconsinPBISnetwork.org.

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SWIS Facilitator Training

The Wisconsin PBIS Network will be hosting a SWIS Facilitator training on **Nov 1, 2, 3 at Edgewood College-Deming Way Campus, 1255 Deming Way, Madison** (Please Note: This is a different address than the main campus). Registration deadline is **October 1, 2010** or as soon as the class is full.

The following information is from the www.swis.org website (<http://www.swis.org/index.php?page=steps>) regarding what is a SWIS facilitator, who should become a SWIS facilitator, etc.

The University of Oregon is in the process of posting the training to their website. Cari Schindel will be taking care of registration. You can contact Cari at info@wisconsinpbisnetwork.org (920-855-2114 Ext. 247) if you would like to register for this training or for more information.

Scheduled Facilitator Trainings

To facilitate the use of SWIS in schools nationwide, University of Oregon faculty and their collaborators conduct trainings for SWIS Facilitators. A facilitator functions as intermediary between the University of Oregon and the local school district, and is responsible for training school personnel and administrators in the adoption and use of SWIS.

The University of Oregon is pleased to announce the next SWIS Facilitator training opportunities. Please be aware that space is limited and most trainings fill up before registration closes. Please register as early as possible to assure your training slot is reserved.

Purpose

Please read [Who Should Be a SWIS Facilitator](#).

This training is intended to prepare 'facilitators' to a) use SWIS, and b) help schools in their district prepare for and use SWIS. A data-based decision-making model is presented. Information generated by SWIS is embedded in decision-making. The three day training focuses on using SWIS, teaching others to use SWIS, working with schools to prepare for SWIS compatibility, and working with teams/coaches to apply a data-based decision-making model.

Cost

Training fee: \$350 US per person.

The training fee is non-refundable. If you are unable to attend the training that you registered for and have already paid, you may apply the fee to another person in your district that is able to attend. If no one is available to attend the current training, the fee may be applied to a future training.

Participants are responsible for arranging and paying for their lodging and travel.

Time

Facilitator trainings begin at 8:30am on the first day of training and end at 12:00pm (Noon) on the last day of training. Please schedule your travel accordingly.

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District Leadership Summit Participation

The Wisconsin PBIS Network will be hosting 2 District Summits in November. The summits will be offered on

- **November 4, 2010, 8:30 am – 3:30 pm** at Edgewood College-Deming Campus, 1255 Deming Way, Madison (Please Note: This is a different address than the main campus).
- **November 8, 2010 8:30 am – 3:30 pm** at Comfort Suites, 1951 Bond St,

Green Bay.

Please read the following criteria and build a District Leadership Team. If you have questions about forming a team or functionality of the team, please contact the Wisconsin PBIS Network at info@wisconsinPBISnetwork.org.

After forming a team, you can register for this event by contacting the Wisconsin PBIS Network at info@wisconsinPBISnetwork.org or by calling (920) 855-2114 ext. 247. When you contact us please include the **District Name** and the **Name, email, and Position** for each member of your District Leadership Team.

Who should participate on the District Leadership Summit Team? Teams of 6-8 people should be formed and **should include:**

- District Administrators (Superintendent, Assistant Superintendent, Special Education Director)
- Building Administrators
- Secondary/Tertiary District Coaches
- School Board member
- Parent Representative
- Teacher or Union Representative
- Internal and External Coaches

What will be taught?

- Teams will capture the current status of PBIS implementation
- Plan for sustainability and integration of PBIS with related school improvement initiatives
- Develop district implementation strategies
- Integrate data-based decision-making and outcome-based practices throughout district structures
- Ensure efficient use of resources and coordination with related initiatives
- Share strategies for expanding and sustaining implementation and other districts' teams
- Create future vision

What should I bring? The following district-wide data:

- Suspension/expulsions, Office Discipline Referrals, Detentions
- Attendance data
- Academic data including State testing scores
- Special education referral rates, Educational Environment rates
- Dropout rates and Graduation rates
- Office Discipline Referral Data with Ethnicity percentages and referrals to alternative schools

This event will be paid for by the Wisconsin PBIS Network and will include lunch; however you must register with the Wisconsin PBIS Network at info@wisconsinPBISnetwork.org or (920)855-2114 ext. 247.

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