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Fall 2017

MIDWEST PBIS NETWORK



Providing quarterly PBIS support!

Coaches' Corner provides resources, tips, and updates for coaches to support your PBIS implementation efforts.

UPCOMING EVENTS

Coaches Forum

October 12
SASED Administrative Center
2900 Ogden Ave
Lisle, IL 60532
\$50 per person

This one day event will give coaches and other leaders (i.e. administrators) the opportunity to network and learn from one another. The day will include a *large group opening*, *three breakout sessions* which will allow participants to choose topics of interest, and a *closing networking activity*! Visit [Coaches Forum](#) page for more information and to register!



Fall Institute in Springfield

October 24-26

1 and 2 days training opportunities on following topics:

- Tier I
- Tier II
- Wraparound
- Classroom Management
- Trauma within PBIS Framework

Visit our [Fall Institute](#) web page to learn more and register!

Reduced Rate Accommodations:

For a *reduced rate*, ask for the Midwest PBIS Room Block.

State House Inn
101 E. Adams St.
Springfield, IL 62701
217-528-5100

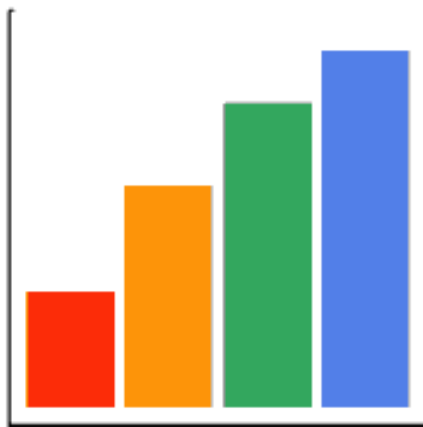
Coaches Network Meetings

Free opportunity to join other coaches in your area to network, hear updates, and gain deeper understanding of implementing PBIS with fidelity.

Find a location and register on our [Coaches Network Meeting](#) web page.

TECHNICAL ASSISTANCE TOPIC

Data-Based Decision-Making



Using data to make decisions is a key component in PBIS implementation. A few things to consider with data:

Precise problem statements - Do your teams develop solutions from precise problem statements? Using data to define the *what*, *where*, *who*, *when*, and *why* of the problem allows teams to develop comprehensive and effective solutions. Your data system should allow you to develop this precision statement. The [SWIS Drill Down Worksheet](#) provides an example of how to develop a precise problem statement and a comprehensive solution that is applicable even if you are not a SWIS user.

Sharing data leads to sustainability - Schools that sustain PBIS implementation share data with their staff. How and how often are you sharing data with your staff? [Learn more](#) about sharing data for sustainability.

October catch - Did you know that we can predict students who will have 6 or more referrals by October? [Read more](#) and consider setting your decision rules to identify supports for students early!

We want to hear from you!!

- Share your improved outcomes from PBIS implementation.
- Tell us about your creative ways of sharing data with stakeholders.
- Share an individual student success story from early identification.

Share, and your story may end up in a future newsletter, at Coaches Network Meeting, in training materials, or in a conference sessions!

[Share your story!](#)

EVALUATION

Action Planning with the Tiered Fidelity Inventory

Did your team complete the Tiered Fidelity Inventory (TFI) for recognition last year?

Yes. Great! Did you also develop an action plan based on your assessment? Fidelity tools help us to grow in implementation when we use them for action planning. The [Tiered Fidelity Inventory](#) provides an action plan template on pages 25-26, and teams should have an action step for all items not fully in place. Take a moment to consider how you are doing with implementing your action plan.



Did you also know that your team can *complete the TFI multiple times in a school year*? This is recommended for schools who are just beginning to install PBIS or have had some transition.

If you did not complete, now is the time! Complete the TFI to establish your action plan.

Visit the [TFI page](#) on our website to learn more.

SPECIAL TOPIC

Trauma

Trauma has become a very hot topic over the last few years, and it can be challenging to find the time to wade through the materials and make sense of terms like trauma informed, trauma sensitive, trauma educated, and so on. Our goal at Midwest PBIS is to help *synthesize* the information, and support schools to utilize *existing* structures and practices to become trauma sensitive. Come learn more at one of our upcoming [training institutes!](#)

ACEs: One common way to define trauma is by using the term [Adverse Childhood Experiences \(ACEs\)](#). This terminology stems from what some call the "*most famous public health study you have never heard of*", or the ACE study. The study found that the higher the ACE score, the higher the risk of experiencing poor physical and mental health, and negative social consequences later in life.

Impact of trauma on learning: Studies have found that teachers can expect *one-third of students* in their classroom have experienced four or more of these life events. In order for students to learn, their brains must be regulated. Experiencing trauma often impacts brain development, making it difficult to access the cortex, or thinking part of the brain, without ensuring the brain is regulated first. Listen to [Dr. Bruce Perry](#) describe brain development and regulation.

Trauma informed MTSS: Consider what systems and structures are *already* in place in your building. PBIS Tier I practices create a safe, predictable, and consistent environment to support all students, and especially students impacted by trauma! Also assess how your current Tier II and III interventions are trauma informed. After identifying what is in place, you can analyze data to determine need for additional interventions. Read Wisconsin State Superintendent, Tony Evers' brief: [Using PBIS to Help Schools Become More Trauma-Sensitive](#) for more information.

Staff Self-care: Charles Figley says it best, "*there is a cost to caring*". As educators working with students impacted by trauma, you can experience compassion fatigue or secondary trauma. Review these [Self-Care for Educators](#) tips. It is critical that we take care of ourselves so we are able to care of others! You may also want to consider completing the [Professional Quality of Life Scale](#) and encourage staff to do the same. Don't forget an action plan to improve your self-care!

RESOURCES



ACADEMIC
DEVELOPMENT
INSTITUTE

PBISApps has a new space for sharing research in a straight-forward and applicable way for schools. New articles are posted on the second Tuesday of each month. We have highlighted two in Data-Based Decision-Making section of this issue. Continue to [check them out!](#)

Located in Lincoln, Illinois, the mission of [Academic Development Institute](#) is to assist families, schools, and communities with children's academic and personal development. ADI works with families, schools, and communities to help all children become self-directed learners, avid readers, and responsible citizens. ADI is a partner on our Midwest APBS Board. [Learn more](#) about their services.

Currently, ADI is offering free training tools for districts. They have 17 Solid Foundation Academy: Studying at Home kits that are available for **free**. These kits will assist your district in conducting parent workshops. Email LuAnn at LWooten@adi.org for more information.

MEET THE TEAM



Brian Meyer
Director of Operations

Brian brings twenty years of varied educational settings to this work, from general education, higher education, to residential care. He has worked in a leadership capacity for ten years, organizing and directing support to districts implementing PBIS. He currently leads the development of Bullying Prevention, Tier I, and Classroom Management for the Midwest PBIS Network. Brian's logistical thinking keeps us grounded and his witty personality keeps us all on our toes!



Sheri Luecking
Director of Programming

Sheri is a committed school social worker with nearly thirty years of experience. She has served in a leadership capacity to support districts in implementing PBIS for twelve years. Sheri leads Midwest PBIS Network in development of Tier II and Tier III. Sheri is passionate about wraparound!

Sheri's big heart and need for efficiency make us a stronger team!



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