PBS Politics of PBIS

The baseline assumption in this training is that PBS has a dual focus of providing support for what is in student's best educational interests and tools for staff to manage the culture of the school. To be effective with implementing PBS this dual focus requires tremendous external support, a high degree of group agreements, consistent staff behavior, as well as the skillful management of the intellectual, emotional, and physical energy of all staff.

This session will address political factors associated with the implementation of PBS. Politics, for this training, is defined as "the interaction of people regarding their thinking, beliefs, experiences, and emotions". Managed effectively this staff interaction or energy can be harnessed toward school wide staff goals and if managed ineffectively this energy can sabotage the PBS efforts of the school staff.

The session will address political dynamics of PBS conceptualizes, implementers, coaches, and school staff including administrators, teachers, and classified. The interventions include process consulting and mindfulness.

<u>Talking Points</u>

- Who is audience? Anyone and everyone.

- Self Directed learner and 70% triangle

- How many people have experienced "politics" within school or PBIS Team?

  100 % agreement? Why not discussed?

- I apologize if I offend anyone …likely everyone and in particular behaviorists .Defined "offend"…morality

- Behaviorism and research best practice is <u>essential</u> for effectively implementing PBS but it is not <u>sufficient</u> to describe all "reality"

- Beyond behaviorism is the humanity of people and humanity is played out in the personal experience (politics) of people

- Politics applies to all relationships in that how we talk to others about their behavior it is a moral issue

- So what is "politics"….Secretary "I know it when I see it"

  "the interaction of people regarding their thinking, beliefs, experiences, and emotions"

- Fidelity of PBS implementation is directly related to politics

- CBAM

- What does Politics look like?..lets look at some possibilities..or what can be called "The Elephant in the Room"..here are some partial examples…the supply is endless. There is no judgment on my part. I assume everyone does the best they can with the information they have available to them.

  - NCLB…political campaign phrase turned into public policy…What is intention of NCLB? Election or best interests of children?

  - Oregon State Superintendent of Public instruction …elected position and all decisions must be made with that in mind

- Salute to behaviorist… PBS conceptulizers who are looking for data to complete a study , to print a book, to get tenure, to be recognized, to earn their PhD but lack real time experience of the classroom and are unrealistic about what they are asking school staff to do. “ I want” from conceptualizers …Process Consultation…”we want”

- Capacity building

- On a district level superintendents must maintain approval of lay school boards which can cause decision making to be about maintaining job and not about what’s in the best interest of children

- On a building level administrators are faced with tremendous tasks that are complicated and often there are personnel issues that drain off energy and undermined larger educational initiatives…so goes the principal … so goes the school.

- Within a school staff there may be individuals that have their own personal issues and some that are incompetent. These staff can undermine initiatives and the moral of the school staff

- We charge classified staff with some of the most difficult students and provide them the least amount of training. Are they set up?

- Preservice training did not prepare me for academic discrepancies, poverty, and classroom management..why? Conceptulaizers teach what they conceptualized…not what is.

- Law & order group ..”Old school”..Externaling that students are being will full and defiant…making choice. Students are no more at “fault” than the staffs are for student condition.

- Responsibility for versus responsibility to

- 2 screens on each child…

- Education about teaching or learning

- High Risk Student externalizing authority, responsibility, and source, of self worth. School staff personalizing the data when asked to solve problems they do not have access to the source of. Mindsight book

- Teachers worrying about what next year’s teachers will think about their teaching

- Within a PBIS team there may be discord and professional disagreements, some of which surface and others that not and they sabotage the teams efforts

- Within the PBS framework a team can most easily work toward implementation of the universals and agreements on common areas. Attempting to bring PBS in the classroom is not so easily

- Data collection fidelity (SWIS) is the data accurate?

  Implemented as the staff cannot and will not monitor the peers’ efforts

- PBS has a better chance to be effective if principals are empowered to be able to “elect” to provide appropriate supervision and evaluation.

- Turn to someone and share your own experience of politics

Conclusion

- We engage in politics because we perceive we need to even if it is a violation of some understood or implied agreement
- Rhetorical Questions

  - What is intent of NCLB?

  - What are the personal circumstances of staff affecting outcomes of PBS?

  - What is full staff perception of PBS ?

  - What is the staff buy in to PBS?

  - Do the staffs own the problem?

  - Is the school ren in the best interests of students?

- **Question**… PBS Principle …regardless of how we got here…what is it going to take to make it work?

    - **Answer**…Mindfulness and process consultation

    - **Mindfulness**…present…descriptive…non interpretative…monitoring expectations for outcome

    - **Noble purpose**…we have a moral and ethical responsibility to every child that cones to school. For some school may be their last best chance

    - **Adler** … "we all struggle with assuming responsibility for ourselves"

    - **PBIS Process Consultation**