



AUSTIN INDEPENDENT SCHOOL DISTRICT

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Department of Positive Behavior Support

# Team Systems

TRAINING MANUAL FOR

# **How to Create and Sustain an Effective PBS Team**

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# The Campus PBS Team

## Why is a campus PBS team important?

Establishing the campus PBS team is the first and most important activity to complete prior to initiating PBS activities. PBS is most successful when efforts are individualized and tailored for each individual campus. To best understand the needs of every campus, it is imperative that campus PBS priorities and actions are determined by campus staff and administration. Having a PBS team ensures that staff members take ownership of their PBS efforts.

## What is the function of a campus PBS team?

A PBS team reviews and analyzes data, decides priorities for implementation and trains other members of the staff and school on PBS interventions and strategies. The PBS team also works with a district PBS specialist (external coach) to coordinate, action plan and implement PBS strategies at the school-wide, classroom and individual student level. The PBS team also communicates information about PBS activities and progress with the rest of the campus staff.

## What are the components of a campus PBS team?

The PBS team typically consists of 8-10 staff members. An administrator is also an integral part of the team. Staff members representing different grade levels, departments and stakeholder groups constitute the PBS team. A team member functions as an internal coach and is responsible for coordinating PBS team meetings, coordinating data collection efforts and for communicating with the external coach.

## How to set up a campus PBS team

Once a campus decides to implement PBS, the principal (or another administrator) needs to develop the campus team by selecting 8-10 volunteers. Every PBS team's mission should focus on four major areas: 1) improving school/student performance; 2) tying all efforts to the benefits for students; 3) never changing things that are working, and; 4) always making the smallest change that will have the biggest impact on the students/school. A critical goal is ensuring that school discipline is one of three top areas of improvement for the school.



# Characteristics of an Effective PBS Team

- The campus team has representation or a liaison from all stakeholder groups.
- Team members have clearly defined roles and responsibilities.
- Team members meet regularly at scheduled times.
- Team meetings are organized, efficient and have a clear agenda.
- Team meetings are focused on collaborative problem solving.
- Team members regularly share information about PBS progress and activities with staff & stakeholders.
- The team uses data-based decision making processes to decide PBS priorities.

## Skill Set for PBS Team Members

- Team members have an understanding of the theoretical framework behind PBS.
- Team members understand the goals of the PBS team and are active participants in the PBS team process.
- Team members serve as models of campus PBS implementation and help to support structures and procedures.
- Team members are committed to the concept that working together cooperatively leads to increased and improved output.
- Team members have the ability to deliver positive reinforcement on a regular basis.
- Team members are willing to take initiative and to communicate.
- Team members feel comfortable sharing opinions with others on the team.



# Campus PBS Team Structure

## Campus Team Representation

Membership is representative of a variety of building “constituencies” such as grade levels, departments, special areas, specialists, administrator, parents, students (or student advisory group). The active participation and support of the administrator (ideally the principal) is NECESSARY. Principal (or assistant principal) must commit to attending meetings regularly in order to:

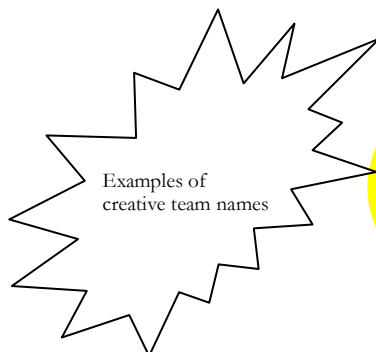
- Ensure that the team understands PBS implementation is a priority
- Allocate resources as needed
- Give permission and leadership to implementing changes



*How do I know my PBS team is well represented?*

The first step is to know and identify all relevant stakeholders on your campus. You can then see which groups are not represented in your current team’s composition. Sometimes, it is not possible to have all groups represented. So, it is important that you identify enough opportunities to communicate information to all underrepresented groups so they are aware of ongoing PBS activities (e.g. faculty or staff meetings, assemblies, newsletters, etc.).

Sample List of Stakeholders	
<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents, PTA</li> <li>• Grade Level Teams</li> <li>• Departments</li> <li>• Special Education Team</li> <li>• ESL/Bilingual Team</li> <li>• Classified - TAs, Custodians, Clerical, Bus Drivers</li> <li>• Hall monitors, Cafeteria Workers</li> </ul>	<ul style="list-style-type: none"> <li>• Dropout Specialist(s)</li> <li>• Nurses</li> <li>• After School Programs</li> <li>• CAC</li> <li>• Administrators</li> <li>• Counselors</li> <li>• Instructional Specialists</li> <li>• Substitutes</li> <li>• School Resource Officer</li> </ul>



**SOAR Core** – Self-Control, Organization, Attitude, Responsibility ( Walnut Creek ES )

**Small’s PAWS** – Prepare yourself, Accept responsibility, Work toward excellence, Seek help when needed. (Clint Small MS)

**Quail Squad** – Quails are: Safe, Responsible, Respectful (Woodridge ES)



Campus Assessment and Planning Tool

DOCUMENT (Pg. 1)

PLAN (Pg. 2)

**Campus Organization (Please Identify all stakeholders- i.e parent groups, academic departments, grade level team etc.)**

Who are campus stakeholders?	When do the stakeholder groups meet?	How can PBS access these groups?

**Current PBS Team Organization (Please identify all PBS team representatives)**

Team Role	Representative's Name	Stakeholder Groups represented

**Campus Organization - Ensure all campus stakeholders are invited to participate in PBS**

Activity Status		Action Item(s)	Who is responsible?	What is the deadline?
All stakeholders are identified	Sep-Nov	Yes		
		No		
	Dec-Feb	Yes		
		No		
	Mar-May	Yes		
		No		
All stakeholders are represented	Sep-Nov	Yes		
		No		
	Dec-Feb	Yes		
		No		
	Mar-May	Yes		
		No		

AI SD P BS B e n c h m a r k T o o l

EVALUATE (Pg.1)

Team Systems Area					
	Item	Rating	Criteria	CAPT Page	Notes
Understanding	1. Campus team represents all appropriate stakeholders	4	Team represents <u>all</u> stakeholders <u>and</u> underrepresented populations are identified <u>and</u> there is a communication system between stakeholders	Pg 1 & 2 <i>Campus Organization</i>	
		3	Team represents <u>most</u> stakeholders <u>and</u> underrepresented populations are identified by campus team & external coach		
		2	Team represents <u>some</u> stakeholders <u>but</u> underrepresented populations are not identified by campus team & external coach	<i>PBS Team Organization</i>	
		1	Campus has a PBS team <u>but</u> not all stakeholders are represented		
		0	Campus does not have a team		

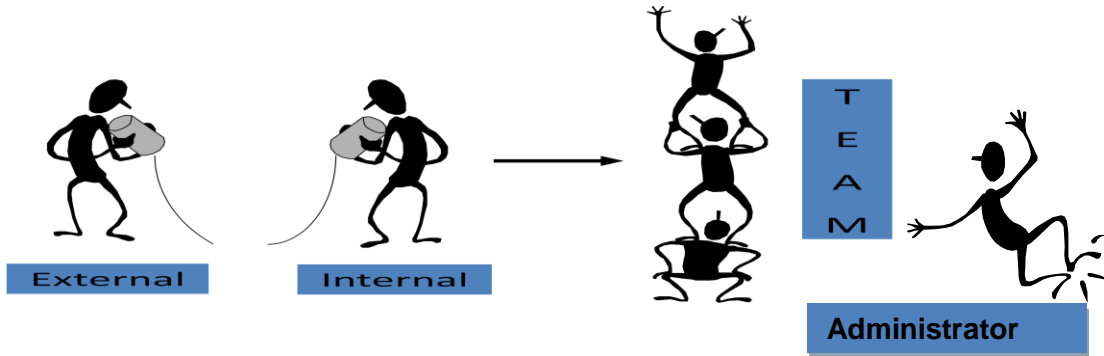


## AISD PBS TEAM SYSTEMS

## Campus Team Member Roles and Responsibilities

The major responsibilities of a PBS team include: (1) developing and carrying out PBS action plan, (2) monitoring and analyzing data, (3) holding regular team meetings (at least monthly), (4) maintaining communication with staff, district administrators, external coach and, (5) evaluating progress. Each member of the team fulfills a specific role on the PBS team. All members need to have an understanding of which skills sets are best suited to fill specific roles and responsibilities. There are three critical roles on the PBS team.

- Campus Administrator
- PBS Internal Coach
- PBS External Coach



**Administrator-** As the campus leader, the first goal is to obtain support from all staff members in order to solicit interest in PBS. As campus leadership, it is the administrator's responsibility to lead campus PBS efforts by emphasizing behavior support systems as one of the campus goals, and actively participating in and supporting in PBS team efforts (e.g., providing extra planning time, release from some duties, adding PBS to staff meeting agendas, providing time to train the staff and students in PBS, and assist in obtaining any resources or funding that the team may need to support PBS initiatives on campus).

**PBS External Coach-** Each campus has access to three district external coaches. Each coach is a specialist in behavior support at the school-wide, classroom, and individual student level. The external coach functions as the coordinator for a campus and coordinates training on the PBS model, campus data collection activities, and on various topics addressing school-wide, classroom and student behavior issues. The school-wide external coach develops and provides access to resources on guidelines for success, behavioral expectations, lesson plans for teaching expectations and intervention/incentive systems. The classroom external coach develops, consults and provides access to resources on how to adapt guidelines for success to classroom settings, and provides coaching support to individual teachers. The student level external coach develops, consults and provides access to resources on behavior issues with individual students, and identifies relevant campus and community resources for individual student support.

**PBS Internal Coach-** This person is the first point of contact for the external coach. The internal coach coordinates the logistics of scheduling and conducting PBS team meetings, and data collection efforts, promotes implementation on the team action plans, and supports the team to stay on track and remain positive.

**Additional Team Roles-** In addition to the internal coach, campus team members may assume other specific roles, depending on campus need. Having members assume specific roles within the team ensures efficiency and clear delineation of responsibilities regarding team tasks. Often, the PBS team members serve on more than one committee on a campus in addition to their regular staff duties. Having team members assume different roles and responsibilities ensures an equitable distribution of workload and allows the team to successfully progress on their action steps. Of these, stakeholder representatives are key to the success of having an effective PBS team.

Sample PBS Team Roles and Functions	
• Keeper of the stuff	• Keeps all relevant PBS documentation (e.g. meeting minutes, training documents, campus PBS binder)
• Data Person	• Collect data from multiple sources monthly and share with the team
• Trained Observer(s)	• Conduct common area and multiple classroom observations
• Timekeeper	• Keeps team meeting and agenda items on schedule
• Stakeholder Representative*	• Report input from stakeholder group and communicate information about campus PBS plan and efforts
• Recorder	• Takes and distributes minutes at meetings to entire staff
• IMPACT Liaison*	• Provides updates regarding IMPACT referrals
• CAPT Person	• Updates the CAPT at/after every team meeting

\*It is recommended that stakeholder representatives and IMPACT Liaison are identified on every campus since these roles influence PBS benchmark ratings.



*How do I know which team roles are relevant for my campus?*

The first step is to self assess what the team requires to function effectively. For example, if the staff member trained in district data systems is not part of the PBS team, there is a need to designate a team member as the data person to ensure that the PBS team still has access to district data in order to make implementation decisions. It may be possible for a single team member to assume multiple roles to promote efficiency. For example, the recorder may also be the timekeeper during team meetings. Another way to identify what roles are required is by understanding skill sets required of the various roles and assessing whether current team members in designated roles have the necessary skill set.

Role	Preferred Skill Set
Internal Coach	<ul style="list-style-type: none"> <li>• Good communicator</li> <li>• Positive and able to bring people together</li> <li>• Can look at differing points of view and create a common ground, sees the big picture</li> </ul>
Keeper of the Stuff	<ul style="list-style-type: none"> <li>• Organized, able to get information from several sources</li> </ul>
Data Person	<ul style="list-style-type: none"> <li>• Able and willing to be trained in SASI and DEEDS information systems</li> <li>• Can identify trends with numbers from various sources</li> </ul>
Trained Observer(s)	<ul style="list-style-type: none"> <li>• Objective</li> <li>• Able to write detailed and specific observations</li> <li>• Willing to write both positive and negative results</li> <li>• Has time during school day or access to a substitute</li> </ul>
Timekeeper	<ul style="list-style-type: none"> <li>• Punctual</li> <li>• Willing to gently redirect peers</li> </ul>
Stakeholder Representative	<ul style="list-style-type: none"> <li>• Can act as a liaison between the two groups.</li> <li>• Can relay concerns and decisions to their represented stakeholders</li> <li>• Can solicit input from multiple members of the group</li> <li>• Able to advocate for PBS with stakeholder group</li> </ul>
Recorder	<ul style="list-style-type: none"> <li>• Good written communicator</li> <li>• Able to summarize lengthy discussions into succinct words</li> <li>• Can track and document decisions the group makes</li> </ul>
IMPACT Liaison	<ul style="list-style-type: none"> <li>• Able to communicate and share information between groups</li> </ul>
CAPT Person	<ul style="list-style-type: none"> <li>• Able to use Microsoft Excel</li> <li>• Can keep or solicit information for the group</li> </ul>



TOOLS FOR TEAM ROLES

Campus Assessment and Planning Tool

DOCUMENT (Pg. 1)

Campus Organization (Please Identify all stakeholders- i.e parent groups, academic departments, grade level team etc.)		
Who are campus stakeholders?	When do the stakeholder groups meet?	How can PBS access these groups?

PLAN (Pg. 2)

PBS Team Organization - Ensure campus has fully functioning PBS team					
Activity Status			Action Item(s)	Who is responsible?	What is the deadline?
All team roles are filled	Sep-Nov	Yes			
		No			
	Dec-Feb	Yes			
		No			
	Mar-May	Yes			
		No			
All team roles are clearly defined	Sep-Nov	Yes			
		No			
	Dec-Feb	Yes			
		No			
	Mar-May	Yes			
		No			
Team has administrative support	Sep-Nov	Yes			
		No			
	Dec-Feb	Yes			
		No			
	Mar-May	Yes			
		No			

AI SD P BS Benchmark Tool

EVALUATE (Pg.1)

	Item	Rating	Criteria	CAPT Page	Notes
Understanding	2.Campus team has clearly defined roles	4	All roles on the PBS campus team are filled <u>and</u> team members have clearly defined roles	Pg 1 & 2 Campus Organization	
		3	Most roles on the PBS campus team are filled <u>and</u> team members have clearly defined roles		
		2	Some roles on the PBS campus team are filled <u>and</u> team members have clearly defined roles	PBS Team Organization	
		0	Roles are not filled on the campus team or team members do have clearly defined roles		



# Campus PBS Team Process

## Campus Team Meetings

Once the team has been formed, members should pick a time that is mutually convenient and then meet regularly. It is essential to have regularly scheduled meetings to build momentum and maintain progress. Agendas should be created for each meeting and minutes from previous meetings should be reviewed as an initial agenda item. Using the whole team to develop and monitor implementation of the plan is key to its success. In addition to having regular team meetings, it is important that the meetings are conducted efficiently and effectively using the following guidelines:

- Schedule regular meeting days and times
- Set group norms
- Begin and end on time
- Set agendas with action items and clearly defined assignments
- Use data sources to set agenda and action items
- Update the relevant sections of the CAPT



*How often and how long should my PBS team meet?*

The frequency of campus team meetings is dictated by your campus PBS needs and availability of team members. Ideally, the PBS team should meet at least once a month. Typically, team meetings last for approximately one hour, depending on team agenda and priorities.

Examples of Group Norms

- Make sure that each member is recognized for attending the meeting, arriving on time, and contributing accordingly
- Start and end on time
- Be present by having no side conversations
- Conduct discussions and disagreements by showing respect
- Reflect future tasks, timelines, and team members in your meeting minutes



# Team Meeting Agenda

The key to conducting effective and efficient team meetings is to ensure that there is a clear and detailed agenda to drive team meetings. It is a good idea to email team members some days ahead of time to gather relevant agenda items. Typically it is the internal coach who ensures that there is an agenda for every team meeting. It is recommended that the internal coach send the external coach the agenda ahead of time, so the external coach can come prepared to the meeting. At every team meeting, there should be a dedicated time for data review, and to review action items from previous meetings, and update the CAPT. The team members should end every meeting by reminding representatives to communicate with their stakeholders and by ensuring that there is a plan to distribute team meeting minutes to staff. Beyond the strategies listed above, other recommendations are to: 1) look for and celebrate successes; 2) conduct a brief review of what was accomplished since last meeting with progress reported on each task; and 3) develop a set of action plan steps to be accomplished by the next meeting. For some ideas on brainstorming protocols refer to Appendix E.

## Sample Case Study

*The PBS internal coach at Marvelous Middle School begins by reviewing the minutes and agenda from the previous meeting. She sees that the team had set an action item to collect data on how well reward systems in the common areas were functioning. At the last meeting, team members agreed to do informal observations of reward system usage in the common areas. Because data review is a standing agenda item, she plans to discuss their observations at that time. The next agenda item will be a discussion of how to tweak the systems so that they are more effective. She also plans to create a progress monitoring plan that will include a timeline and more data collection so that the team can track the effectiveness of the changes. The meeting will conclude by updating the CAPT and a reminder for the members to take the changes back to their stakeholders.*

### SAMPLE TEAM MEETING TEMPLATE

Campus Name: Marvelous Middle School

Time: 7.00 to 8.00 Date: 1/5/2010

Were minutes from the previous meeting distributed?  Yes  No  N/A

Facilitator: Jane Smith Recorder: Kyle Johnson

Participants: Hunt, Thomas, Green, Jones, Perez

Next Meeting time and date: 7.00 am, 1/12/2010

Agenda items	Action/Result	Next Steps	By whom and when?
1. Check-in (5 minutes)			
2. Data review (15 minutes)			
3. Common Area Reward system check (20 minutes)			
4. Progress monitoring plan (10 minutes)			
5. Update CAPT (5 minutes)			
6. Stakeholder communication reminder (5 minutes)			



TOOLS FOR PBS TEAM MEETINGS

PBS Team Meetings: (Please enter the date and duration of each meeting -- i.e. 8/9/10, 3:30 - 4:30)					
September-November		December-February		March-May	
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
<b>Time:</b>		<b>Time:</b>		<b>Time:</b>	
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
<b>Time:</b>		<b>Time:</b>		<b>Time:</b>	

PBS Team Meetings - Ensure fidelity to the AISD PBS model through regular team meetings.						
Activity Status			Action Item(s)	Who is responsible?	What is the deadline?	
Team meets at least once a month	Sep-Nov	Yes				
		No				
	Dec-Feb	Yes				
		No				
	Mar-May	Yes				
		No				
CAPT is updated at every team meeting	Sep-Nov	Yes				
		No				
	Dec-Feb	Yes				
		No				
	Mar-May	Yes				
		No				
Meetings are organized using the team meeting agenda.	Sep-Nov	Yes				
		No				
	Dec-Feb	Yes				
		No				
	Mar-May	Yes				
		No				



AI SD P BS B e n c h m a r k T o o l

EVALUATE (Pg.1)

Team Systems Area					
	Item	Rating	Criteria	CAPT Page	Notes
Managing	4. Campus team schedules PBS team meetings	4	Campus PBS team meets <u>at least once a month</u>	Pg 3 and 4 <i>PBS Team Meetings</i> <i>Campus Staff Meetings</i>	
		3	Campus PBS team meets <u>more than once every quarter</u>		
		2	Campus PBS team meets <u>at least once every quarter</u>		
		0	Campus PBS team does not meet		
	5. Team meeting minutes/agendas are developed regularly	4	Agendas/minutes are developed for every team meeting	Pg 3 and 4 <i>PBS Team Meetings</i> <i>Campus Staff Meetings</i>	
		2	Agendas/minutes are developed for some team meetings		
		0	Agendas/minutes are not developed for any team meetings		
	6. CAPT is used as a planning tool	4	CAPT is regularly updated by a designated team member and is used to set agendas and action planning priorities for every PBS team meeting	Pg 3 and 4 <i>PBS Team Meetings</i> <i>Campus Staff Meetings</i> <i>Note: relevant sections only</i>	
		3	CAPT is updated by a designated team member and is used to set agendas and action planning priorities at most PBS team meetings		
		2	CAPT is completed and updated by a designated campus team member but is not used to set action planning priorities		
		1	CAPT is sometimes completed and updated by a designated campus team member		
		0	CAPT is not used by the campus team		



## Campus PBS Team Dynamics

As teams form and function, they will go through a cycle of development that involves four phases: forming, storming, norming and performing. Teams will often move fluidly through the four stages, but may become stalled in one, or regress to a previous stage. It is important for teams to be aware of which phase of development they are in at any given time.

**Forming-** First stage of team development. During this stage, team members become acquainted with each other and set goals and objectives. As the team is created or gains new members, group members will try to avoid conflict and will be focused on establishing routines.

**Storming-** Second stage of team development. As team members get to know one another, they become more comfortable with expressing their opinions as the team begins to move forward with their goals. In this stage conflict will emerge naturally. Team members should view this conflict as constructive. This type of conflict serves a purpose in that it helps to clarify the situation to all of the team members. The storming stage is a time for team members to openly acknowledge and confront, rather than ignore, the conflict. It is important that team members feel free to communicate any feelings, positive or negative. Suppressing any diverse feelings only hampers further development of the team.

**Norming-** Third stage in which cooperation emerges. Conflict has been acknowledged and dealt with, and each member respects others’ viewpoints. Team members now are ready to get involved with teaching each other and giving needed support. They have learned to appreciate the fact that feedback is a necessary element of teamwork. Team members adjust their behavior to create a more fluid working environment by agreeing on expectations, values, methods and tools.

**Performing-** Fourth stage in which team members are able to work together productively. With the team’s goals clearly in mind, team members actively pursue the final objective. Teams at this level of development are at a high level of functioning and members are interdependent. They are autonomous and are able to problem-solve and resolve conflict easily

Stage	Theme	Task Outcome	Relationship Outcome
Forming	Awareness	Commitment	Acceptance
Storming	Conflict	Clarification	Belonging
Norming	Cooperation	Involvement	Supportive
Performing	Productivity	Achievement	Pride



### *What can I do to improve my team’s morale?*

Team building activities can help create a solid foundation for teams that are forming and can also help facilitate better communication for teams that are in the storming process. Some key times of year to do team building are before or after breaks. The beginning of a year is an important time to conduct some form of “get to know you” team building. In addition, it is helpful to include team building activities during more stressful times of year in order to help boost morale. After the team has done this and it has proved effective, it is helpful for the team to lead the entire staff in team building activities.



Sample Team Building Modules and Activities	
<ul style="list-style-type: none"> <li>Starbucks</li> </ul>	<ul style="list-style-type: none"> <li>Starbucks is a customer service model applicable to the school setting.</li> </ul>
<ul style="list-style-type: none"> <li>True Colors</li> </ul>	<ul style="list-style-type: none"> <li>True Colors® is a personality identification model for people of all ages that improves communication and enhances teamwork through recognition of a person’s true character. (<a href="http://truecolors.org/whatistruecolors.html">http://truecolors.org/whatistruecolors.html</a>)</li> </ul>
<ul style="list-style-type: none"> <li>Fish Philosophy</li> </ul>	<ul style="list-style-type: none"> <li>Based on a business model from a Seattle fish market, Fish works to incorporate fun and positive attitudes into the school setting.</li> </ul>
<ul style="list-style-type: none"> <li>Medicine Wheel</li> </ul>	<ul style="list-style-type: none"> <li>The objective is for participants to gain a deeper understanding of their personality style especially as it pertains to serving and working in a team setting.</li> </ul>

These trainings and training materials are available from the PBS department. Please contact your external coach for details.



- ✓ Use other resources to ease up time constraints.
- ✓ Keep consistent team meeting times.
- ✓ Additional in-service training, PBS binder of materials.
- ✓ Highlight successes & acknowledge accomplishments in staff meetings.
- ✓ Model PBS, how to.
- ✓ Provide access to community resources/free stuff.
- ✓ Provide regular reminders.
- ✓ Positive verbal reinforcement.
- ✓ Schedule meetings on calendar.
- ✓ Celebrate with Thank You notes.
- ✓ Focus on the positives of PBS.
- ✓ Provide input/feedback to staff.
- ✓ Recognize staff who consistently use PBS.
- ✓ Share data with staff.

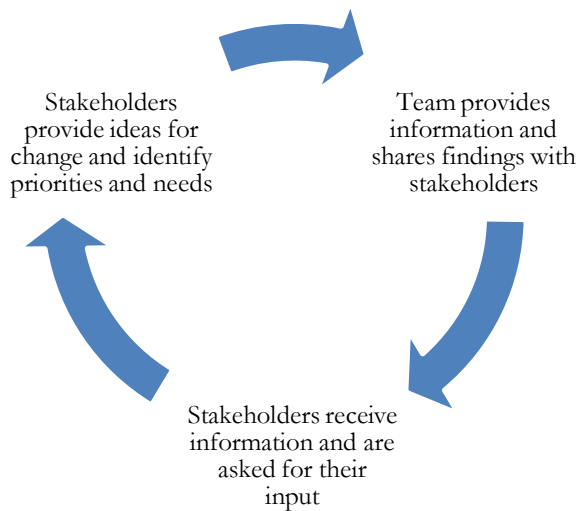


Chapter  
4

# Campus PBS Team Responsibilities

## Sharing Information about PBS

A central challenge for the PBS team is to lead PBS efforts while not getting too far ahead of the staff and the community as a whole. Engagement means more than simply sharing information. Rather, it is the process of consistent two-way dialogue where all stakeholders are given the opportunity to influence a product, approach or process. This means that the team must cycle back regularly to share information and gather reactions and suggestions from staff, administrators, parents and, in some cases, students.

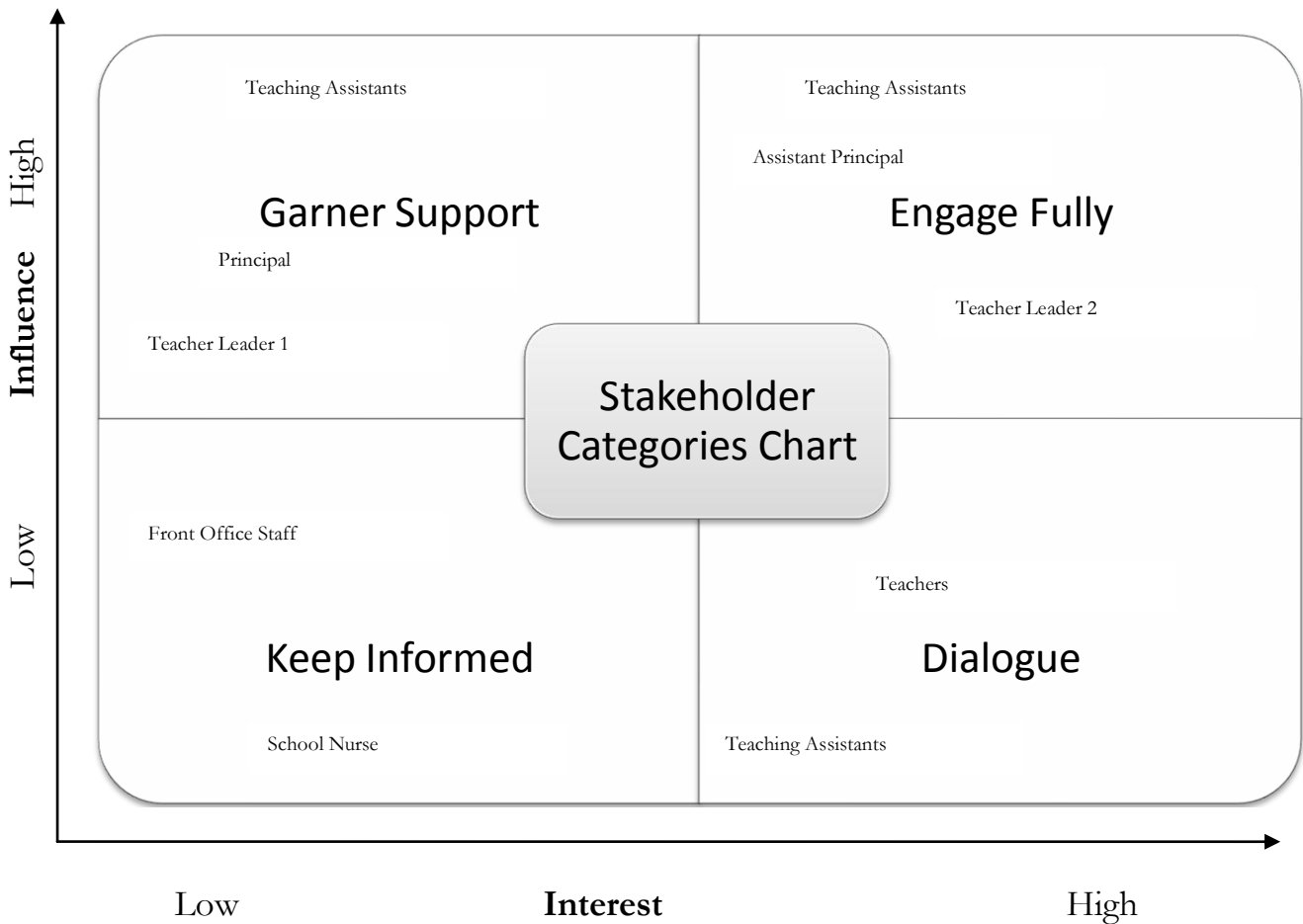


*How can I effectively share information with my stakeholders?*

**Identifying Your Stakeholders-**The first step in your stakeholder analysis is to brainstorm who your stakeholders are (See page 3 for sample list). As part of this, think of all the people who are affected by your work, who have influence or power over it, or have an interest in its successful or unsuccessful conclusion. Remember that although stakeholders may be both organizations and people, ultimately you can only communicate with individual people. Make sure that you identify the correct individual stakeholders within a stakeholder organization.

**Categorize Your Stakeholders-** You may now have a long list of people and organizations that are affected by your work. Some of these may have the influence either to block or advance it. Some may be interested in what you are doing, others may not care. Map out your stakeholders on a Stakeholder Categories Chart seen below.





For example, your principal is likely to have high power and influence over your projects and high interest. Your colleague may have high interest in the work, but may not have any influence over it. Someone's position on the grid helps you plan your communication with them:

- Engage Fully - Influence, interested people: these are the people you must fully engage with, and make the greatest efforts to satisfy.
- Garner Support - High influence, less interested people: put enough work in with these people to garner their support, but not so much that they become bored with your message.
- Dialogue - Low influence, interested people: keep these people adequately informed, and talk to them to ensure that no major issues are arising. These people can often be very helpful with the detail of your project.
- Keep Informed - Low influence, less interested people: again, inform them of your work, but do not bore them with excessive communication.

**Understanding your Key Stakeholders-** You now need to know more about your key stakeholders. You need to know how they are likely to feel about and react to your work. You also need to know how best to engage them in your project and how best to communicate with them.

Key questions that can help you understand your stakeholders are:

- What interest do they have in the outcome of your work? Is it positive or negative?
- What motivates them most of all?
- What information do they want from you?



**AI SD PBS TEAM SYSTEMS**

- How do they want to receive information from you? What is the best way of communicating your message to them?
- What is their current opinion of your work? Is it based on good information?
- Who influences their opinions generally, and who influences their opinion of you? Do some of these influencers therefore become important stakeholders in their own right?
- If they are not likely to be positive, what will win them around to support your project?
- If you don't think you will be able to win them around, how will you manage their opposition?
- Who else might be influenced by their opinions? Do these people become stakeholders in their own right?

A very good way of answering these questions is to talk to your stakeholders directly – people are often quite open about their views, and asking people's opinions is often the first step in building a successful relationship with them.

You can summarize the understanding you have gained on the Stakeholder Categories Chart so that you can easily see which stakeholders are expected to be blockers or critics, and which stakeholders are likely to be advocates and supporters of your work. One way of doing this is by color coding: showing advocates and supporters in green, blockers and critics in red, and others who are neutral in orange. After you summarize the understanding you have gained from the Stakeholder Categories Chart, you can use the information to complete the Stakeholder Communication Chart. This will help you determine what message to communicate with each group and the best way to communicate that message.

Stakeholder Name	Communications Approach (from Stakeholder Communication Grid)	Key Interests and Issues	Actions Desired (if any)	Messages Needed	Action and Communication
Teachers	Dialogue	Keeping students safe	Walking students to buses at dismissal	-This is the new route for dismissal, and your roles/duties -Share map of new routes	PBS team will communicate at staff meetings
Teaching Assistants	Dialogue	Keeping students safe	Walking special needs students to buses at dismissal	-This is the new route for dismissal, and your roles/duties -Share map of new routes	PBS representative will share with TAs face-to-face
Front Office Staff	Keep Informed	Inform parents Inform substitutes	-Answering phone calls -Establish procedure for informing	-There is a new bus dismissal procedure -share map of new routes	Email
School Nurse	Keep Informed	Keeping students safe	None	There is a new bus dismissal procedure	Email
Teacher Leader 1	Garner Support	Keeping students safe	Same as teachers	New bus dismissal procedure will keep students safe and speed the process	PBS team will communicate at staff meetings
Teacher Leader 2	Engage Fully	Keeping students safe	Monitoring student dismissal from back of bus line	New bus dismissal procedure will keep students safe and speed the process	PBS team will communicate at staff meetings
Principal	Garner Support	-Keeping students safe -Efficient dismissal	None	New bus dismissal procedure will keep students safe and speed the process	On PBS team – no communication needed
Assistant Principal	Engage Fully	Keeping students safe	Monitoring student dismissal from front of bus line	New bus dismissal procedure will keep students safe and speed the process	Principal will communicate face-to-face



Sample Communication Opportunities	
Speaking/Listening	Reading/Writing
<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Assemblies</li> <li>• Professional Development</li> <li>• 1:1 Conversations</li> <li>• Meetings                             <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ PLC</li> <li>○ Team</li> <li>○ Department</li> <li>○ Leadership Team</li> <li>○ Administrative Team</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter</li> <li>• Meeting minutes</li> <li>• Notes/Reminders</li> <li>• Morale Boosters</li> <li>• Data Reports</li> <li>• Memos</li> <li>• Articles/Books</li> <li>• Intervention Tools</li> </ul>

## Consensus Building

Consensus involves multiple parties with multiple interests. It is a process of collaborative problem solving searching for solutions that work for everyone. Consensus is based on compromise and common ground. Consensus is not voting; it is not coming to a unanimous decision. All participants have a direct voice and veto power and are able to support the outcome. The benefits include the following items: increases participation; strengthens relationships; validates all participants; more feasible solutions; allow stakeholders to stay in control of the outcome.

When to Use Consensus Building
<ul style="list-style-type: none"> <li>• When there are unclear expectations among team members</li> <li>• Several team members have a vested interest</li> <li>• Disparity of power or expertise exists between team members</li> <li>• Different perspectives have created adversarial relationships</li> <li>• Existing problem solving processes are not working or are making the situation worse</li> </ul>

Steps to build consensus:

1. Identify focus –
  - a. What is the major issue/concern?
  - b. Do not completely flesh out the concern at this point.
2. Identify participants –
  - a. Who are the stakeholders and interested parties?
  - b. Who are the primary and secondary stakeholders?
  - c. Will everyone participate in all meetings? Do some groups just want to be informed?
3. Process design –
  - a. Who is the facilitator? Is the facilitator neutral or also a participant?
  - b. What is the agenda?
  - c. What are the ground rules?



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4. Discussion –
  - a. Identify all of the issues.
  - b. Look through multiple frames, through different perspectives.
  - c. Use brainstorming strategies.
  - d. Will the discussion be recorded? How?
5. Generate solutions –
  - a. Generate a variety of options using brainstorming strategies.
  - b. Examine benefits and barriers of each solution.
  - c. Don't get locked into limited alternatives; if there is an argument between solution A and B, then try to find solution C that will satisfy everyone.
6. Decision making –
  - a. Use consensus facilitation strategies such as Fist to Five or Thumb Up, Thumb Down, Thumb Sideways.
  - b. What are the general feelings of the groups?
  - c. Consider the interests of holdouts carefully, do they need more information?
7. Approval –
  - a. Agree to accept a decision.
  - b. Take responsibility for implementation – roles and actions of different groups and individuals.
  - c. Time period – when stakeholders be informed? When will implementation start?
8. Implementation –
  - a. Monitor agreement and implementation.
  - b. Ensure compliance among members and stakeholders.
  - c. Re-convene to solve problems and address concerns.



Sample Consensus Building Strategies		
<p><b>Fist to Five</b> <i>(Ideal for smaller groups with diverse opinions about a topic.)</i></p>	<p>For each proposed solution, each member raises a fist, 1 finger, 2 fingers, 3 fingers, 4 fingers or 5 fingers.</p>	<p><u>A fist:</u> I absolutely cannot support this solution and will not support it.  <u>1 finger:</u> I do not agree with this solution.  <u>2 fingers:</u> I do not agree with this solution; however I will support it.  <u>3 fingers:</u> I feel neutrally about this solution, and I will support it.  <u>4 fingers:</u> I support this solution.  <u>5 fingers:</u> I fully support this solution.</p>
<p><b>Thumb Up-Down-Sideways</b> <i>(Ideal for larger groups)</i></p>	<p>For each proposed solution, each member raises a thumb-up, a thumb-sideways, or a thumb-down.</p>	<p><u>Thumbs-down:</u> I do not agree with this solution and will not support it.  <u>Thumbs-up sideways:</u> I disagree with or feel neutral about this solution; however, I will support it.  <u>Thumbs-up:</u> I fully support this solution.</p>
<p><b>Head Nod</b> <i>(Ideal when people are in agreement with a proposed solution or if it is a low priority decision that needs to be made.)</i></p>	<p>For each proposed solution, each member indicates their willingness to support the proposed solution by nodding or shaking their head.</p>	

*This is a ladder for reaching consensus that can help you understand what consensus really sounds like. It moves from the clearest statement of consensus to the statement identifying most concern about the process:*

“I agree wholeheartedly with the decision.  
 “I am satisfied that the entire group accepted this decision.”  
 “I find the decision to be acceptable.”  
 “I can live with the decision.”  
 “I do not totally agree, but I will not block the decision and will support it.”  
 “I do not agree with the decision and would like to block the decision being accepted.”  
 “I believe there is no unity in this group. We have not reached consensus.”



DOCUMENT (Pg. 9)

Information Sharing and Training Provided: (Please update as information is shared with stakeholders or when trainings are provided.)				
	Date	Topic	Audience	Format
Aug-Dec				

PLAN (Pg. 10)

Information Sharing - Ensure PBS relevant information is communicated regularly to all stakeholders.						
Activity Status				Action Item(s)	Who is responsible?	What is the deadline?
PBS team identifies opportunities for training	Sep-Nov		Yes			
			No			
	Dec-Feb		Yes			
			No			
	Mar-May		Yes			
			No			
Training / materials are available to orient new staff members to PBS	Sep-Nov		Yes			
			No			
	Dec-Feb		Yes			
			No			
	Mar-May		Yes			
			No			
PBS relevant information is available in the staff and student handbook.	Sep-Nov		Yes			
			No			
	Dec-Feb		Yes			
			No			
	Mar-May		Yes			
			No			

For documentation of all stakeholders on your campus, you can complete page 1 of the CAPT.



AI SD P BS Benchmark Tool

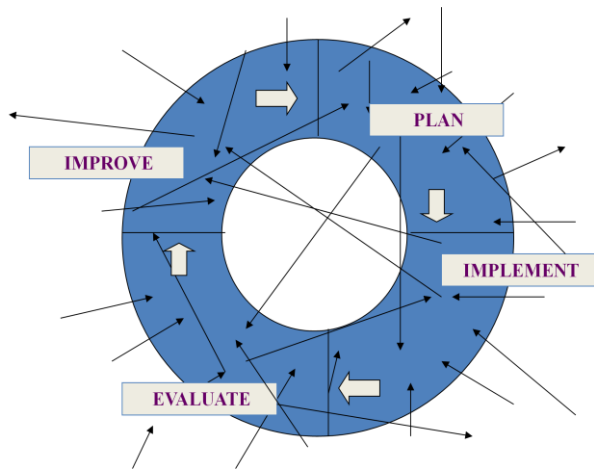
EVALUATE (Pg.2)

Team Systems Area					
	Item	Rating	Criteria	CAPT Page	Notes
Collaborating	9.Campus team shares PBS relevant information with stakeholders	4	Campus team has shared relevant PBS information with campus staff, parents and students more than once this quarter	Pg 9 and 10 <i>Information Sharing and Training Provided</i>	
		3	Campus team has shared relevant PBS information with campus staff, parents and students at least once this quarter		
		2	PBS information is communicated to at least one stakeholder group at least once this quarter		
		0	PBS information is not communicated to relevant stakeholders		
	10.There is a plan to train staff on PBS	4	Campus team has materials to orient new staff members to PBS process, protocols and staff and student handbook contains PBS relevant information	Pg 9 and 10 <i>Information Sharing and Training Provided</i>	
		2	Campus team has some materials to orient new staff members to PBS process and protocols, other than staff and student handbook		
0		Campus team does not have materials to orient stakeholders to PBS process and protocols, staff and student handbook does not contain PBS relevant information			

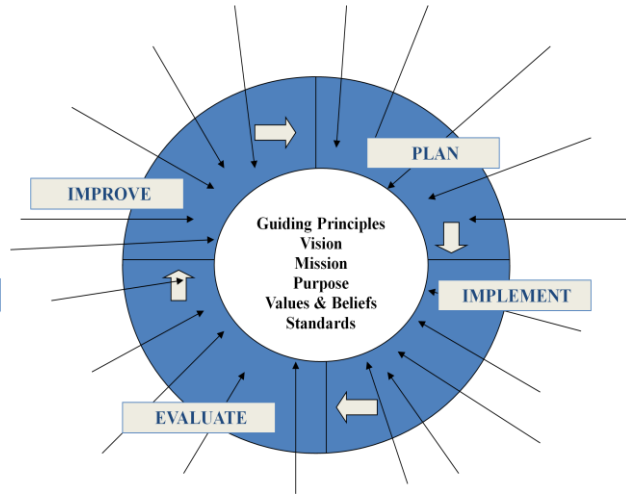


# Data-based Decision Making

Since PBS needs and priorities are individualized for every campus, it is important your PBS efforts are suitably focused to address these needs. Data are a valuable tool for identifying needs and guiding implementation.



Too often, schools find themselves in the above cycle-working hard with little result

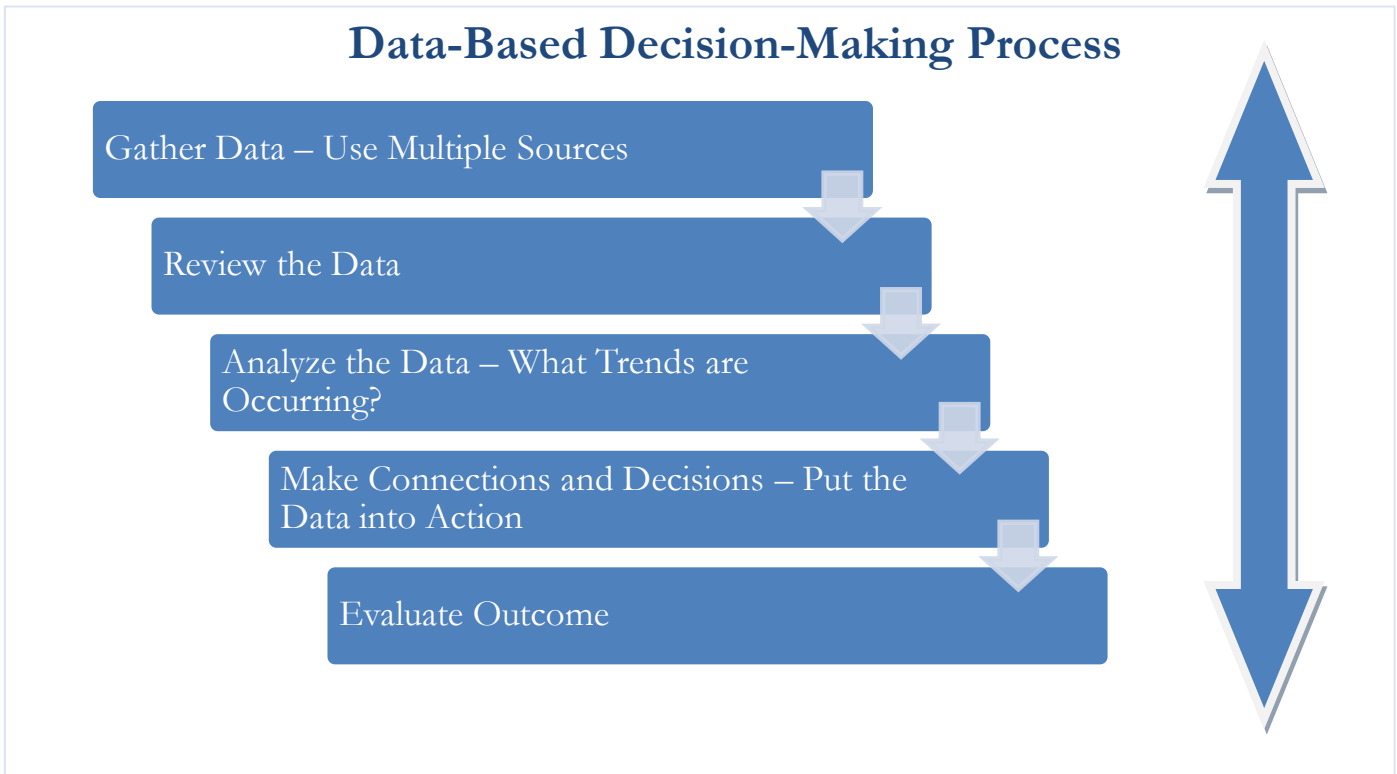


Using data can focus the school's improvement efforts so everyone is working together for maximum results

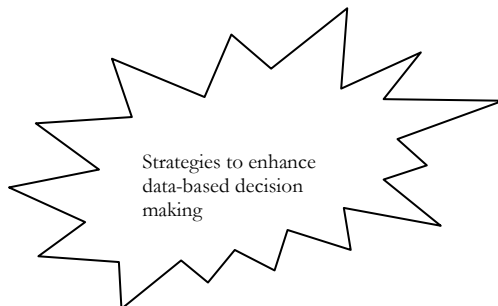
Data-based decision making is a process integral to PBS and is used to make decisions in an objective, systematic and consistent manner using data from multiple sources. Data can be formal such as discipline data entered in DEEDS or informal such as staff anecdotal information. Data should be reviewed any time the PBS team wants to set a goal, progress monitor goals or check status of PBS systems. Ideally data should be reviewed at least once a month.

Purpose of Reviewing Data	
<ul style="list-style-type: none"> <li>• Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• To identify areas of concern with which PBS can help</li> </ul>
<ul style="list-style-type: none"> <li>• Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor how you are moving towards your currently identified goals</li> </ul>
<ul style="list-style-type: none"> <li>• Systems checking</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure all four PBS systems (team systems, school-wide systems, classroom systems, and student systems) are functioning as intended</li> </ul>





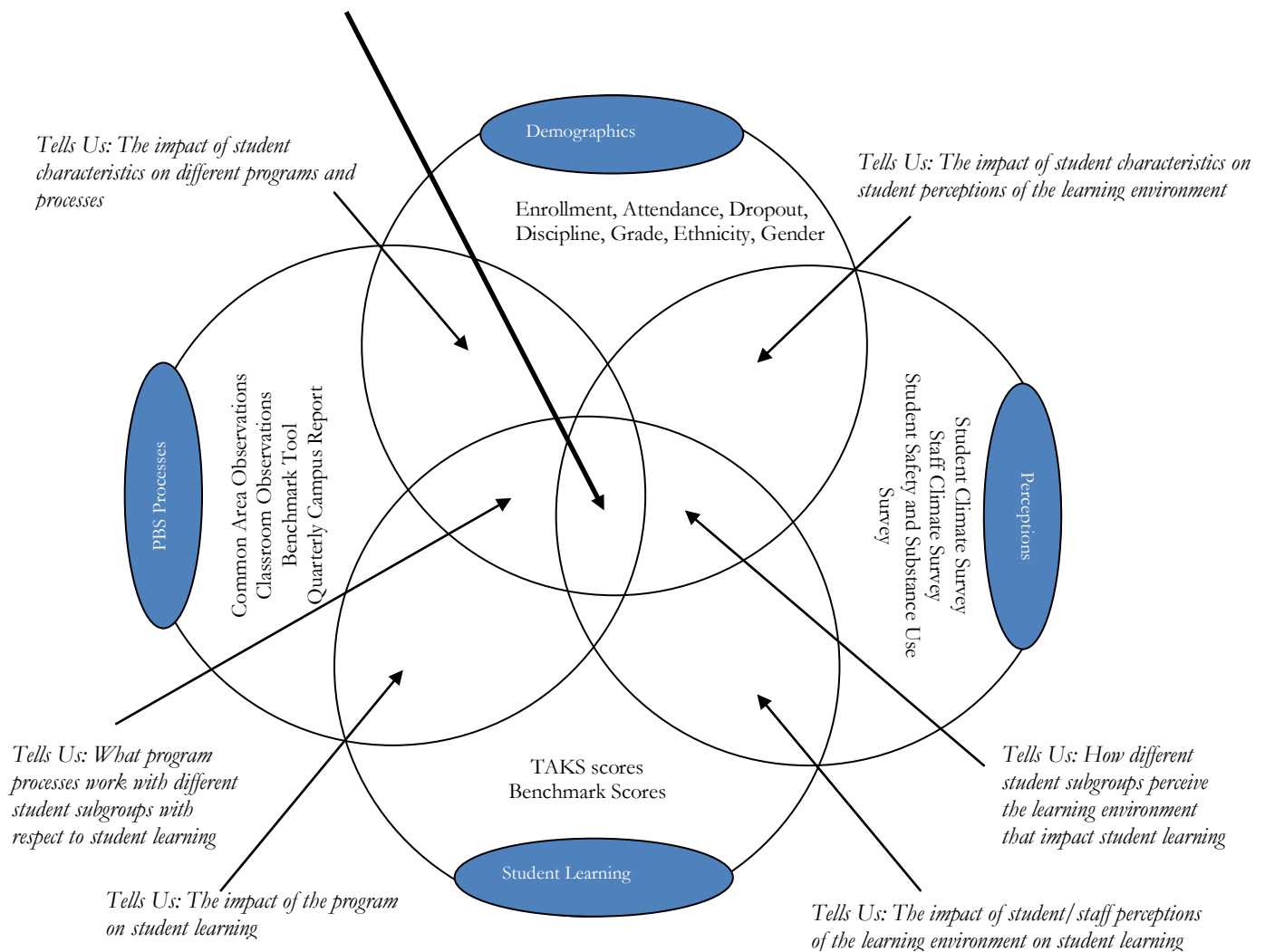
List of Relevant Data Sources	
District Data Sources	PBS Data Sources
Discipline Data- DEEDS, SASI, summary discipline reports (dashboards, 12 week summaries)	Common Area Observation Form
Academic Data -Benchmark data, TAKS scores	Multiple Classroom Observation Form
Attendance and Dropout Records	Individual Classroom Observation Form
Special Education Referrals	Student Behavior Observation Forms
Staff and Student Climate Survey reports	AI SD PBS Benchmark Tool
Substance Use and Safety Survey reports (Secondary only)	Quarterly PBS Campus Reports



- ✓ Know how to access all relevant data sources.
- ✓ Ensure a team member has access to discipline data (in addition to the external coach).
- ✓ Ensure a designated team member brings data for review to every team meeting.
- ✓ Complete training so that designated team members can pull referral data and/or complete PBS observations.



*Allows for prediction of actions/processes/programs that best meet the learning needs of all students*



**How can I look for trends in my data?**

Typically, the starting point is to look at your campus discipline data patterns to identify trends. These trends can be further clarified when looking at other sources of data such as observations or staff and student reports. The next step is to explore reasons why these trends are prevalent on your campus.

**Key items to consider when reviewing data:**

1. Identify all relevant data sources from the CAPT (page 12).
2. Ensure every team meeting has an allocated time for data review (for goal setting identification, for progress monitoring, for systems checking).
3. Ensure more than one data source is reviewed to gain multiple perspectives and address multiple purposes.
4. Identify data trends and patterns:
  - o Look at discipline data by location, time, gender, ethnicity, etc.
  - o Are certain students receiving a high number of referrals?
  - o Does the campus have a low score on adult-student interactions in their observation data?



**AI SD PBS TEAM SYSTEMS**

5. Record identified issues and data trends in the CAPT.
6. Ensure data trends are shared with staff and entire team.
7. Use data to check whether campus progress is aligned with identified goals, whether there is a need to reevaluate campus priorities, or to celebrate successes (e.g. campus report is an excellent resource to do this).

Data	Trends to Consider	Other Data to Consider	Questions to Consider
Referral Comparisons by Month, Year	<ul style="list-style-type: none"> <li>• Are referrals higher for a particular month?</li> <li>• Have referrals increased or decreased compared to previous year(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Substance Use and Safety Survey</li> <li>• Climate Survey</li> <li>• PBS Benchmark Scores</li> </ul>	<ul style="list-style-type: none"> <li>• Are certain months associated with high referrals? What can be done during those months to boost PBS?</li> </ul>
Referrals by Location	<ul style="list-style-type: none"> <li>• Are majority of the referrals from a particular location?</li> </ul>	<ul style="list-style-type: none"> <li>• Common Area Observations</li> <li>• Multiple Classroom Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Is there adequate adult supervision in identified locations?</li> <li>• Are effective classroom management structures in place?</li> </ul>
Referrals by Student Groups (Ethnicity, Grade)	<ul style="list-style-type: none"> <li>• Are majority of the referrals from a particular grade or for a specific ethnic group?</li> </ul>	<ul style="list-style-type: none"> <li>• Student Climate Surveys</li> <li>• Academic data</li> </ul>	<ul style="list-style-type: none"> <li>• What are some reasons why one sub-group may have higher rates than another?</li> </ul>
Referrals by Staff	<ul style="list-style-type: none"> <li>• Are particular staff members responsible for majority of the referrals?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff turnover rates</li> </ul>	<ul style="list-style-type: none"> <li>• If yes, are the referrals for particular types of misbehavior? Or for the same students?</li> <li>• What staff intervention is required?</li> </ul>
Referrals by Time	<ul style="list-style-type: none"> <li>• Are majority of the referrals from a particular time period?</li> </ul>		<ul style="list-style-type: none"> <li>• What are some reasons why some time periods have high referrals?</li> </ul>
Referrals by Behavior Type	<ul style="list-style-type: none"> <li>• Are majority of the referrals for particular offense types?</li> </ul>		<ul style="list-style-type: none"> <li>• What is the underlying function of commonly occurring offenses?</li> <li>• Are particular offenses related to other school safety issues? (e.g. gang activity)</li> </ul>

*Sample Case Study*

*Marvelous Middle School has identified active supervision in hallways as one of their PBS goals for this year. This was based on discipline data that indicated that 40% of the common area referrals were coming from the hallway. Furthermore, common area observation data indicated an insufficient number of adults supervising students in the hallway. The PBS team has allocated every last Thursday from 3.30-4.30 as their scheduled PBS meeting time. On their agenda, the first 15 minutes are allocated towards data review. This includes reviewing referral data to investigate how many referrals have occurred in the hallway this month. A designated team member pulls discipline data from SASI for this meeting. A trained team member collects information on number of supervising adults in the hallway using common area observation form and shares results with the team. In reviewing the data, the team members noticed that the number of supervising adults has increased in all hallways except 6<sup>th</sup> grade hallway. The 6<sup>th</sup> grade representative volunteers to share ideas generated by the PBS team on how to increase the number of staff in the hallways with her colleagues in the 6<sup>th</sup> grade wing. In addition, while reviewing data the PBS team also notices that the number of physical aggression incidents towards students has increased. Team members explored possible reasons for this trend and decided to continue to monitor this trend.*



TOOLS FOR DATA-BASED DECISION-MAKING

DOCUMENT (Pg. 11)

Data Sources Reviewed: (Place a "X" next to each data source used.)			
	August-November	December-February	March-May
District Data Sources	Discipline Data	Discipline Data	Discipline Data
	Attendance Data	Attendance Data	Attendance Data
	Climate Survey	Climate Survey	Climate Survey
	Substance Use & Safety Survey	Substance Use & Safety Survey	Substance Use & Safety Survey
	Other:	Other:	Other:
PBS Data Sources	Common Area Obs	Common Area Obs	Common Area Obs
	Multiple Classroom Obs	Multiple Classroom Obs	Multiple Classroom Obs
	Coaching Request	Coaching Request	Coaching Request
	Student Behavior Observation	Student Behavior Observation	Student Behavior Observation
	PBS Benchmark	PBS Benchmark	PBS Benchmark

Data Trends Considered: (Place a "X" next to each data source used.)			
	August-November	December-February	March-May
	By Problem Behavior	By Problem Behavior	By Problem Behavior
	By Student	By Student	By Student
	By Referring Adult	By Referring Adult	By Referring Adult
	By Location	By Location	By Location
	By Time	By Time	By Time
	By Grade Level	By Grade Level	By Grade Level
	Trend Across Years	Trend Across Years	Trend Across Years

PLAN (Pg. 12)

Data Sources Reviewed - Ensure data is used to drive the decision making process						
Activity Status			Action Item(s)	Who is responsible?	What is the deadline?	
PBS team reviews data at meetings.	Sep-Nov	Yes				
		No				
	Dec-Feb	Yes				
		No				
	Mar-May	Yes				
		No				
PBS team reviews multiple sources of data to address concerns.	Sep-Nov	Yes				
		No				
	Dec-Feb	Yes				
		No				
	Mar-May	Yes				
		No				



Campus Assessment and Planning Tool

PLAN (Pg. 12)

Data Trends Considered - Ensure the team is proactively addressing problems					
Activity Status			Action Item(s)	Who is responsible?	What is the deadline?
PBS team identifies data trends	Sep-Nov	Yes			
		No			
	Dec-Feb	Yes			
		No			
	Mar-May	Yes			
		No			
PBS team addresses issues causing data trends.	Sep-Nov	Yes			
		No			
	Dec-Feb	Yes			
		No			
	Mar-May	Yes			
		No			
PBS team addresses what staff and team can do to address data trends	Sep-Nov	Yes			
		No			
	Dec-Feb	Yes			
		No			
	Mar-May	Yes			
		No			

IMPACTING USING PBS

AI SD P B S B e n c h m a r k T o o l

EVALUATE (Pg.2)

Team Systems Area					
Item	Rating	Criteria	CAPT Page	Notes	
7. Campus staff are trained in accessing SASI/DEEDS	4	Designated PBS representatives are trained in and access SASI/DEEDS regularly to prepare discipline data for team meetings	Pg 5 and 6 <i>Capacity For Data Management</i>		
	3	Designated PBS representatives are trained in <u>and</u> access SASI/DEEDS regularly			
	2	Designated PBS representatives are trained in SASI/DEEDS <u>and</u> external coach prepares discipline data for team meetings			
	1	There is a schedule/plan to train designated PBS representative in SASI/DEEDS <u>and</u> external coach prepares discipline data for team meetings			
	0	No PBS representative is trained to access SASI/DEEDS or data are not prepared for campus team meetings			
11. Campus team reviews multiple data sources to determine need for intervention	4	Campus team access data and review multiple data sources and determine priorities at least once a month	Page 11 and 12 <i>Data Sources Reviewed</i> <i>Data Trends Considered</i>		
	3	Campus team and external coach review multiple data sources and determine need for intervention, at least once every quarter			
	2	Campus team and external coach review at least one data sources and determine priorities, at least once every quarter			
	1	Campus team and external coach reviews data at least once every quarter			
	0	Campus team does not review data			



# Appendix A

## Values of High Performing Teams

- ✓ Share common purpose/goals
- ✓ Build relationships for trust and respect
- ✓ Balance task and process
- ✓ Plan thoroughly before acting
- ✓ Involve members in clear problem-solving & decision making procedures
- ✓ Respect and understand each others' differences
- ✓ Value synergism and interdependence
- ✓ Emphasize and support team goals
- ✓ Reward individual performance that supports the team
- ✓ Communicate effectively
- ✓ Practice effective dialogue instead of debate
- ✓ Identify and resolve group conflict
- ✓ Vary levels and intensity of work
- ✓ Maintain a balance between work and home
- ✓ Critique the way members work as a team, regularly and consistently
- ✓ Practice continuous improvement



# Appendix B

## Sample Team Meeting Agendas

### PBS Team Meeting Agenda

Time: \_\_:\_\_ - \_\_:\_\_

Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Recorder: \_\_\_\_\_

Participants: \_\_\_\_\_

Next Meeting Time, Date, Recorder, and Location:

Previous minutes distributed? Yes \_\_ No \_\_

Agenda Items (with times)	Action Items	Next Steps	By whom and when?
CAPT updated?	Yes __ No __		
Data source used?			



PBS Team Meeting Agenda

Time: \_\_:\_\_ - \_\_:\_\_

Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Recorder: \_\_\_\_\_

Participants: \_\_\_\_\_

Next Meeting Time, Date, Recorder, and Location: \_\_\_\_\_

Previous minutes distributed? Yes \_\_\_ No \_\_\_

**Agenda Items & Times:**

**Action Items & Person(s) Responsible:**

**Next Steps:**

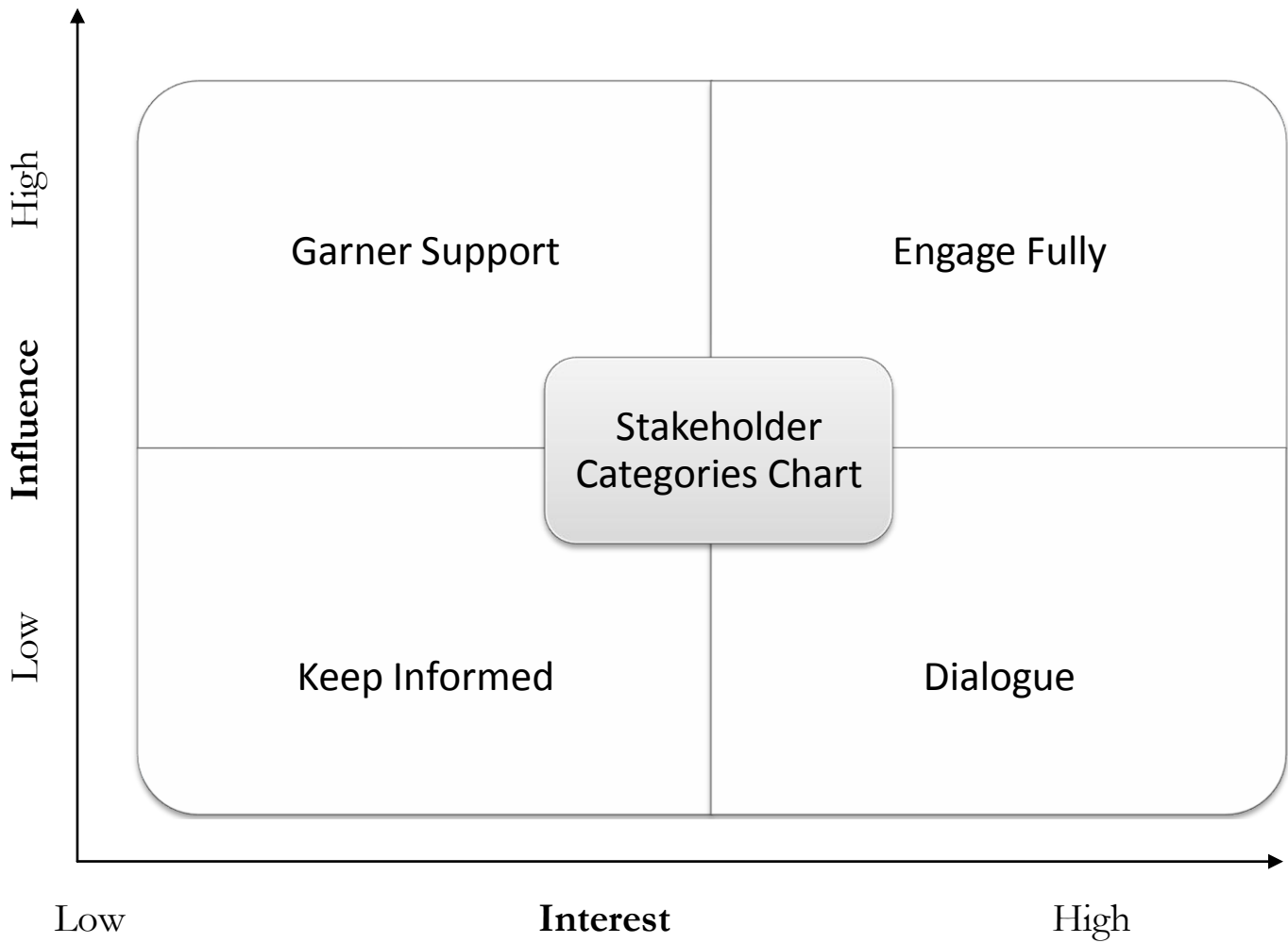
**CAPT update?** Yes \_\_\_ No \_\_\_

**Data source used?** \_\_\_\_\_



# Appendix C

## Sample Stakeholder Categories Chart



adapted from Mind Tools, [www.mindtools.com](http://www.mindtools.com)



# Appendix D

## Stakeholder Communication Sample Worksheet

Stakeholder Name	Communications Approach (from Stakeholder Communication Grid)	Key Interests and Issues	Actions Desired (if any)	Messages Needed	Action and Communication



# Directions for Completing the Stakeholder Communication Worksheet

Using the table, work through the planning exercise using the steps below:

**1. Update the Worksheet with Stakeholder Communication Grid Information:**

Based on the Stakeholder Communications Grid you created in your stakeholder analysis, enter the stakeholders' names, their influence and interest in your job or project, and your current assessment of where they stand with respect to it.

**2. Plan Your Approach to Stakeholder Management:**

The amount of time you should allocate to Stakeholder Management depends on the size and difficulty of your projects and goals, the time you have available for communication, and the amount of help you need to achieve the results you want.

Think through the help you need, the amount of time that will be taken to manage this and the time you will need for communication. Help with the project could include advice and expert input, reviews of material to increase quality, implementation, etc.

**3. Think Through What You Want from Each Stakeholder:**

Next, work through your list of stakeholders thinking through the levels of support you want from them and the roles you would like them to play (if any). Think through the actions you would like them to perform. Write this information down in the 'Actions Desired' columns.

**4. Identify the Messages You Need to Convey:**

Next, identify the messages that you need to convey to your stakeholders to persuade them to support you and engage with your projects or goals. Typical messages will show the benefits to students, teachers, and/or the school.

**5. Identify Actions and Communications:**

Finally, work out what you need to do to win and manage the support of these stakeholders. With the time and resource you have available, identify how you will manage the communication to and the input from your stakeholders. See the list of potential communication strategies to help you plan.

Focusing on the high-influence/high-interest stakeholders first and the low-interest/low-influence stakeholders last, devise a practical plan that communicates with people as effectively as possible and that communicates the right amount of information in a way that neither under nor over-communicates.

Think through what you need to do to keep your best supporters engaged and on-board. Work out how to win over or neutralize the opposition of skeptics. Where you need the active support of people who are not currently interested in what you are doing, think about how you can engage them and raise their level of interest.

Also, consider how what you are doing will affect your stakeholders. Where appropriate, let people know as early as possible of any difficult issues that may arise, and discuss with them how you can minimize or manage any impact.

**Tip:**  
It is usually a good idea to manage people's expectations about likely problems as early as possible. This gives them time to think through how to manage issues, and preserves your reputation for reliability.

Once you have prepared your Stakeholder Plan, all you need to do is to implement it. As with all plans, it will be easier to implement if you break it down into a series of small, achievable steps and action these one-by-one.



# Appendix E

## Brainstorming Protocols

Brainstorming is a method for tapping the resources of the entire group. Through brainstorming, a group strives for quantity of ideas, not necessarily refined quality. To ensure that happens, the facilitator asks participants at the beginning to refrain from evaluating or criticizing ideas when they are announced.

### Results Meeting Protocol

**Time:** 30 minutes

**Supplies:** paper, pens, pencils, computer

**Preparation:** Distribute paper and writing utensils

**Directions:**

1. Identify the topic.
2. Ask each participant to silently write as many issues, concerns, and problems for that topic as they can. Allow five minutes of thinking/writing time.
3. Identify a timekeeper and a recorder for the remainder of the protocol.
4. Remind participants to refrain from evaluating or criticizing ideas when they are announced.
5. In sequence, each participant shares (in 30 seconds or less) one idea aloud with the group. Participants may pass if they have no new ideas to share. The recorder adds each idea to a running list. Allow 10 minutes for sharing (or shorter if the several participants are passing on each round).
6. When time has elapsed or all ideas have been shared, the recorder reads back all of the items on the list. Participants take note of items that need clarification or further discussion.
7. Discuss/clarify items as needed.

### Cardstorming Protocol

**Time:** 30 minutes

**Supplies:** Sticky notes, pens, chart paper, marking pen

**Preparation:** Post chart paper on a wall where it can be seen clearly by all participants. Distribute sticky notes and writing tools.

**Directions:**

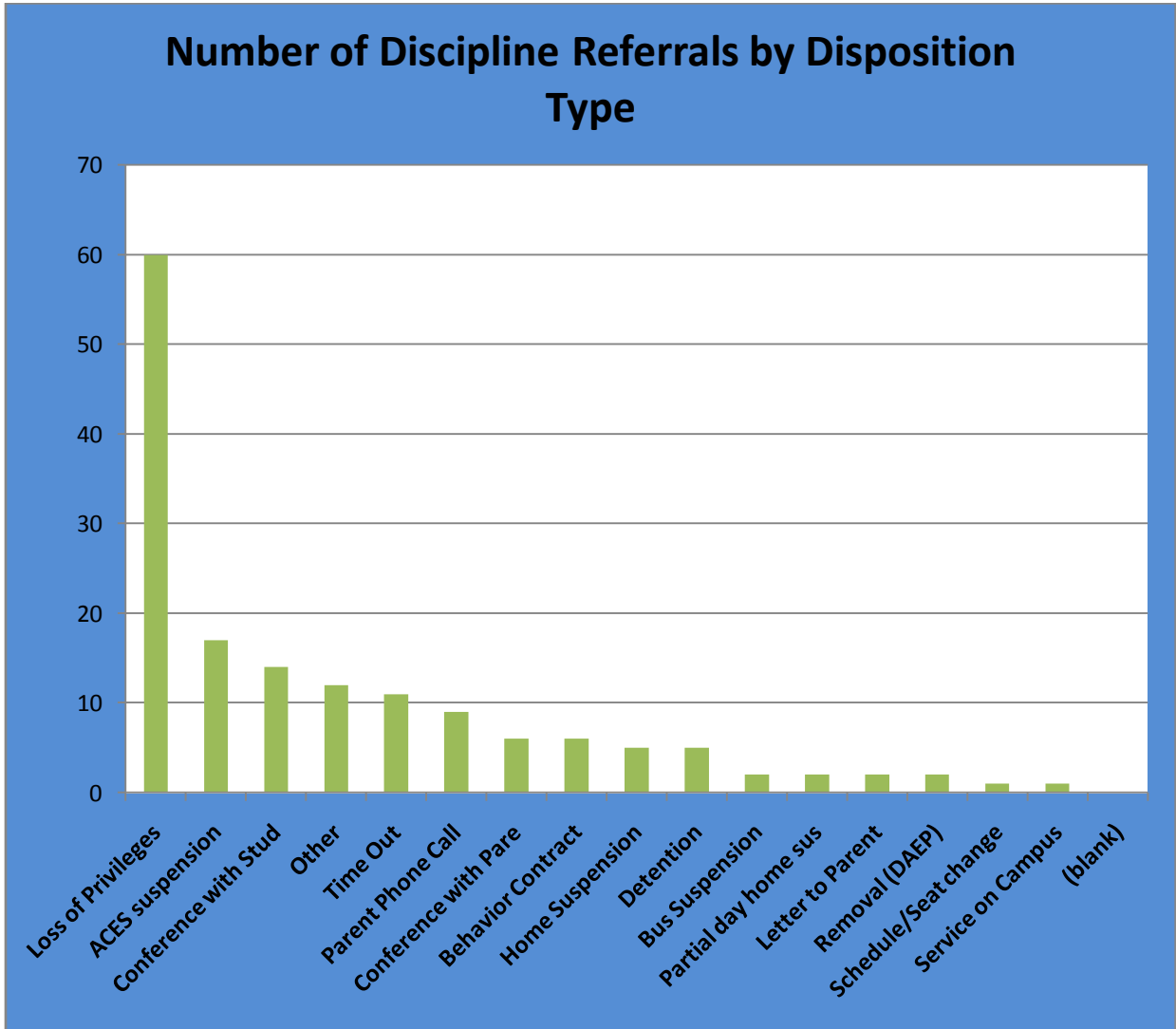
1. Identify the topic. Write the topic on chart paper or a whiteboard at the front of the room.
2. Ask each participant to silently write as many issues, concerns, and problems for that topic as they can, using a separate sticky note for each idea. Allow five minutes of thinking/writing time.
3. In sequence, each participant shares one idea aloud with the group. Write each issue, concern, or problem on the chart paper.



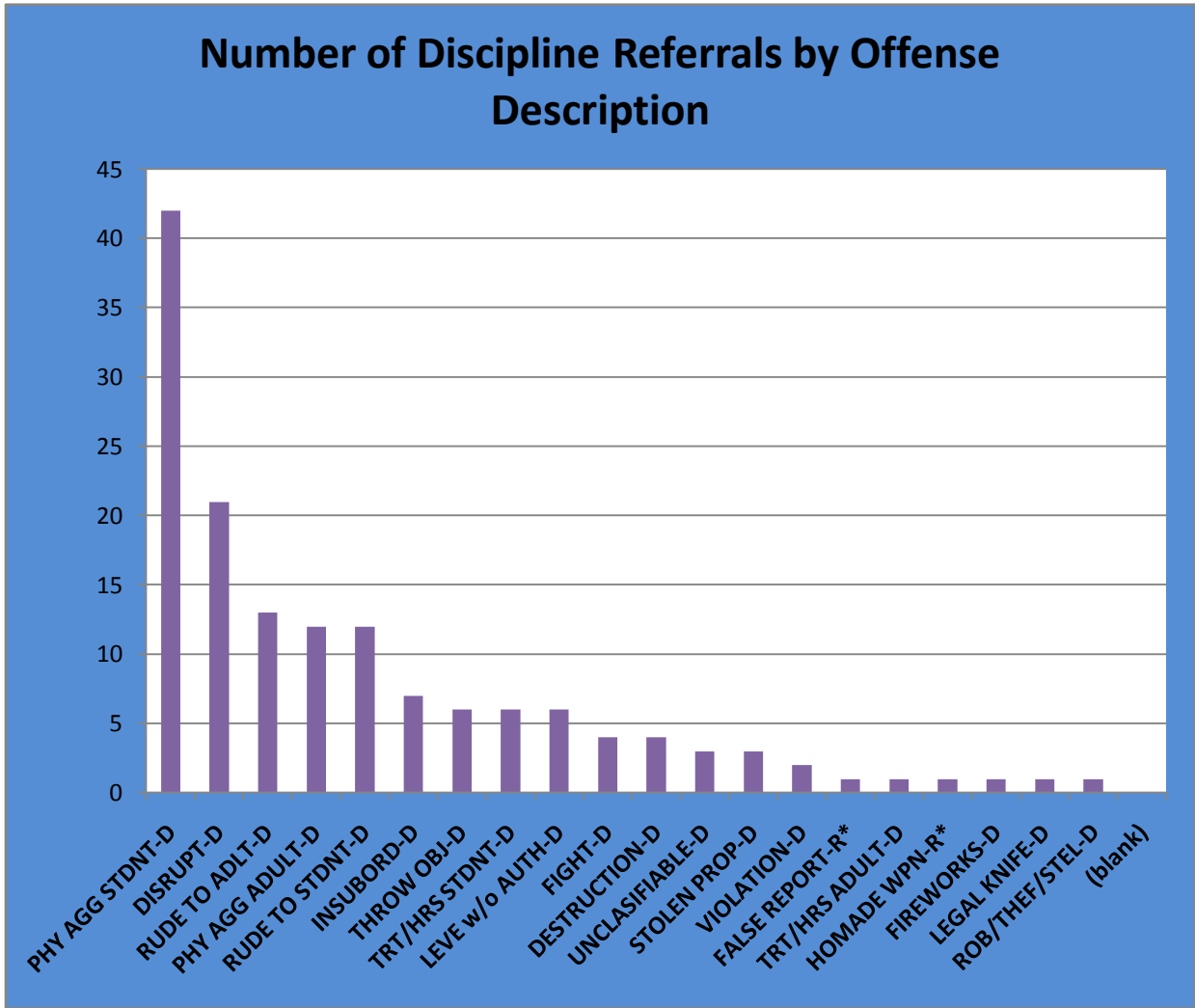


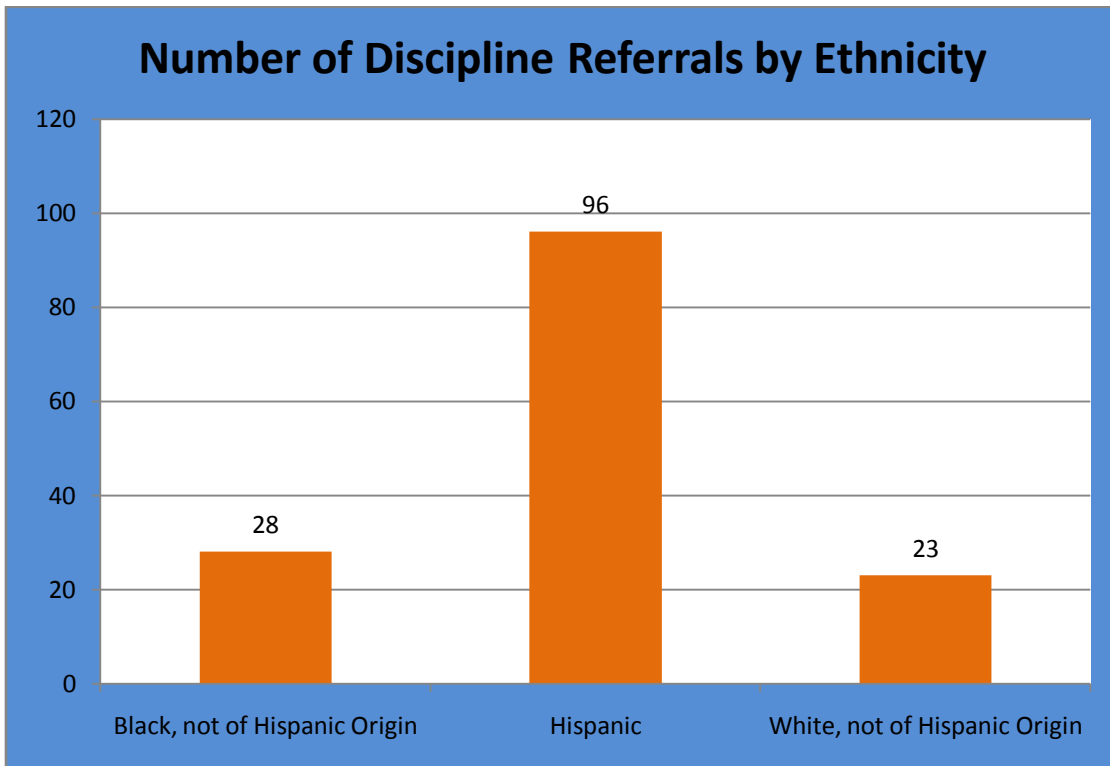
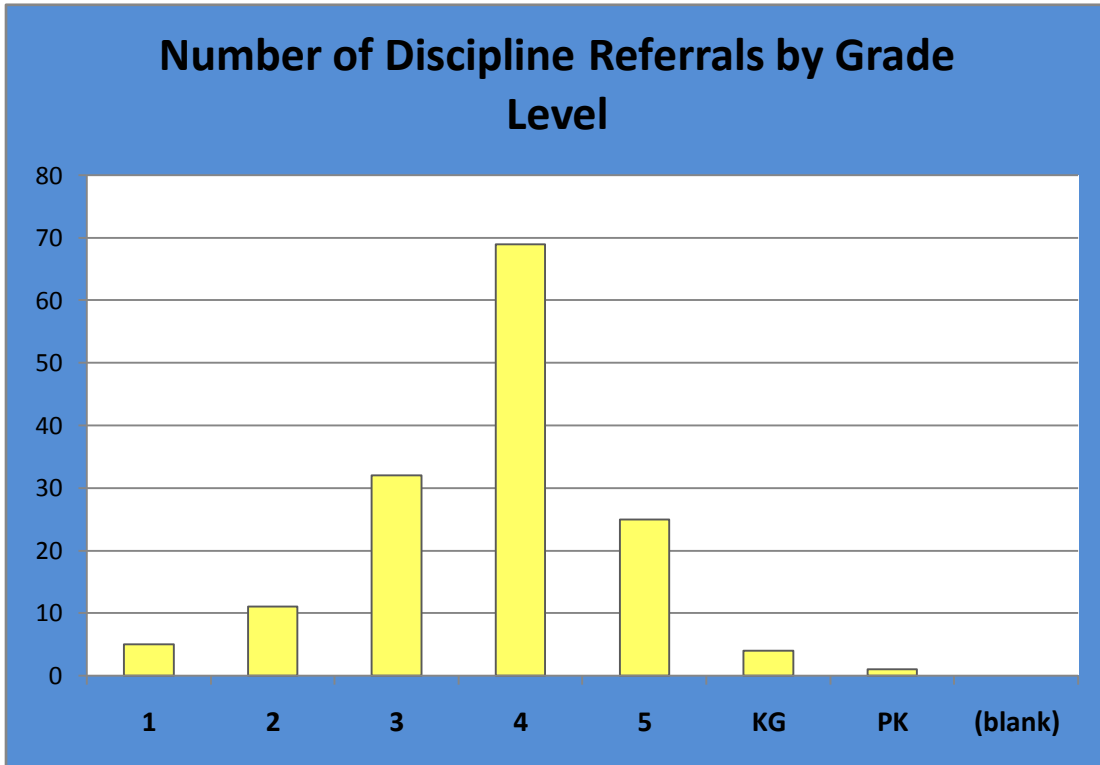
# Appendix F

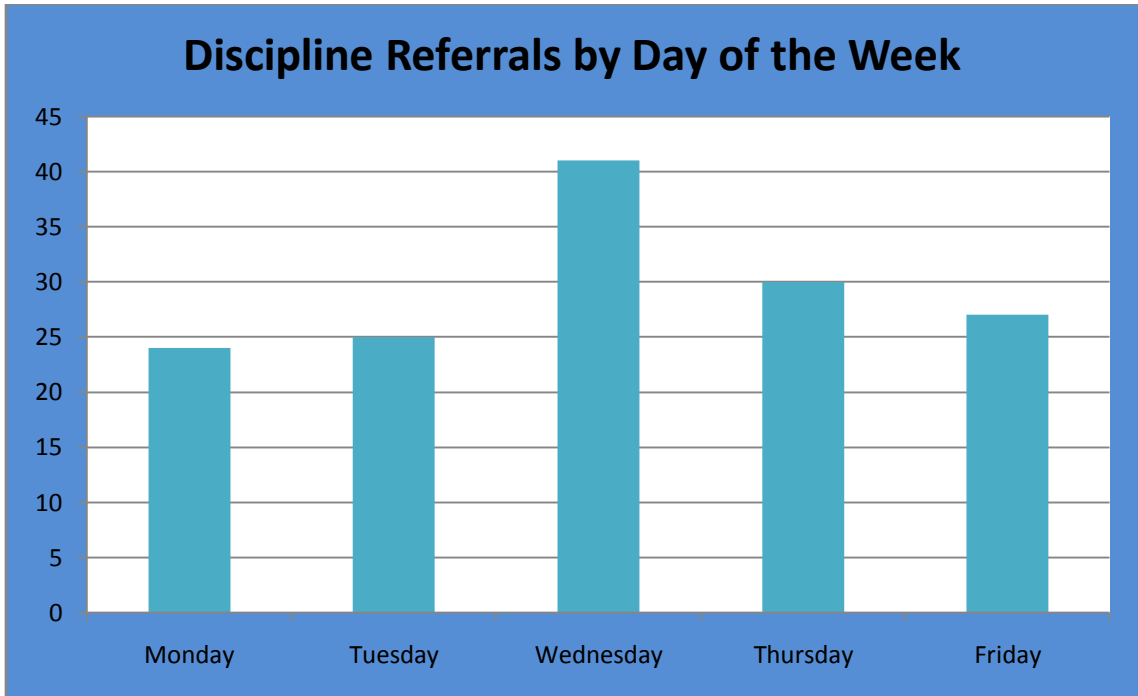
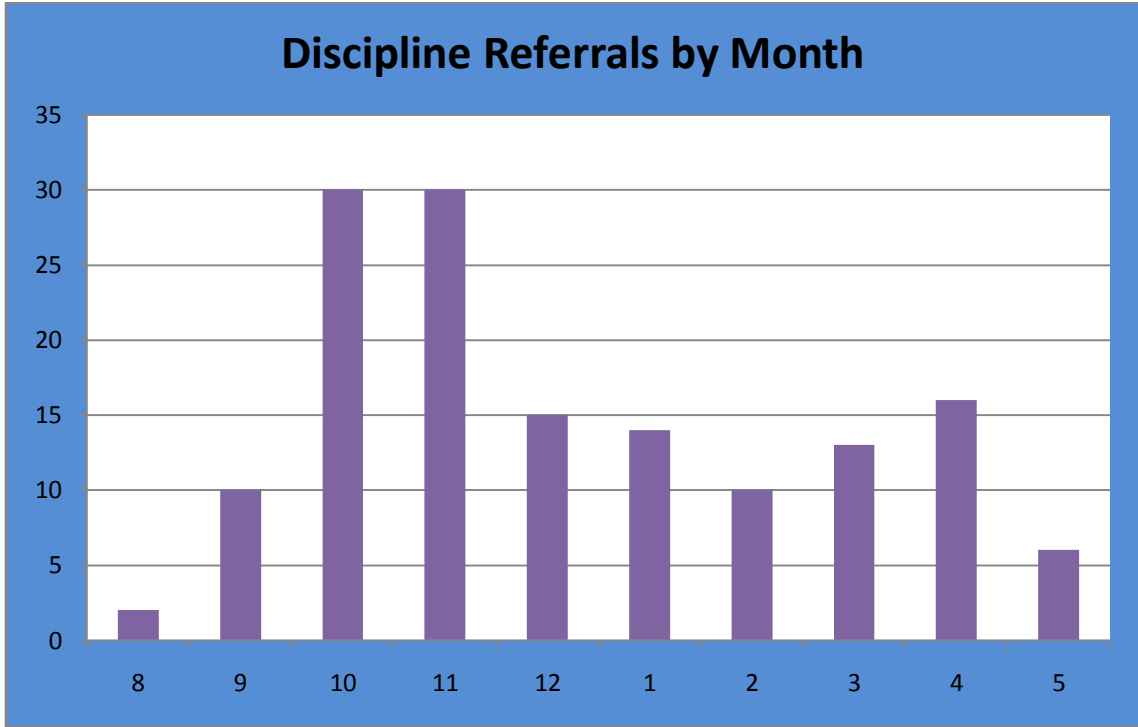
## Sample Dataset











# Appendix G

## List of District Data Reports and How to Access Them

Data Source	How to Access
Discipline Data Reports	
12 weeks report	Available from your principal, PBS coordinator, Dr. Andri Lyons
6 weeks dashboards	Available from your principal, PBS coordinator
Access web reports	<a href="https://access.austinisd.org/">https://access.austinisd.org/</a> . Log in under staff, using your login and password.
Campus Survey Reports	
Staff Climate Survey	<a href="http://www.austinisd.org/inside/accountability/evaluation/survey_reports.phtml">http://www.austinisd.org/inside/accountability/evaluation/survey_reports.phtml</a>
Student Climate Survey	
Substance Use and Safety Survey	
PBS Reports	
Common Area Observation Report	Available from your external coach
Multiple Classroom Observation Report	Available from your external coach
Quarterly Campus Reports	Available from your external coach and on the AISD intranet
Quarterly Implementation Reports by school level	Available from your external coach and on the AISD intranet
Annual District report	<a href="http://www.austinisd.org/inside/accountability/evaluation/reports.phtml">http://www.austinisd.org/inside/accountability/evaluation/reports.phtml</a>



# Talking Points

## How to Create and Sustain an Effective PBS Team Overview

### Why is a campus PBS team important?

Establishing the campus PBS team is the first and most important activity to complete prior to initiating PBS activities. PBS is most successful when efforts are individualized and tailored for each individual campus. To best understand the needs of every campus, it is imperative that campus PBS priorities and actions are determined by campus staff and administration. Having a PBS team ensures that staff members take ownership of their PBS efforts.

### PBS Team Understanding (Team Structures)

- Team Member Roles/Responsibilities include:
  - Serving as a representative for a specific stakeholder group
  - Fulfilling a specific role on the team
  - Understanding which skill sets are best suited to fill specific roles/responsibilities
  - Serving as models of campus PBS implementation
  - Helping to support structures and procedures
  - Understanding of theoretical framework behind PBS
  - Participating actively in the PBS team process by attending meetings, developing campus materials and following through on all team decisions
  - Attending meetings regularly (especially administrative representative)
  - Planning to transition new team members into specific roles

### PBS Team Managing (Team Processes)

- Effective PBS Team Meetings include:
  - Scheduling regular meeting days and times
  - Beginning and ending on time
  - Creating agendas with action items and clearly defined assignments
  - Including an update of the CAPT as a standing agenda item
  - Allotting time for each agenda item
  - Ensuring minutes are kept and distributed to the staff
  - Using data sources to set agenda and action items
  - Setting group norms
  - Reviewing action items from the previous meeting
  - Reminding team members to communicate information with relevant stakeholders
- Team Building includes:
  - Understanding a model of group development that involves four phases: forming, storming, norming and performing
  - Being aware of which phase of development the team is in at any given time
  - Utilizing team building activities to create a solid foundation for teams that are forming and to help facilitate better communication for teams that are in the storming process



**PBS Team Collaborating (Team Responsibilities)**

- Communicating with Campus Stakeholders includes:
  - Identifying campus stakeholders
  - Understanding the most effective way to communicate PBS information with campus stakeholders
  - Communicating general PBS information throughout the year
  - Communicating project specific PBS information as needed
  - Increasing the efficacy and success of PBS campus initiatives
  - Building on communication systems currently used on campus
  
- Consensus Building includes:
  - Working with multiple parties with multiple interests
  - Problem solving collaboratively, searching for solutions that work for everyone.
  - Compromising and finding common ground
  - Addressing situations when there are unclear expectations; several parties have a vested interest; there is a disparity of power or expertise between the stakeholders; different perspectives have created adversarial relationships; existing problem solving processes are not working or are making the situation worse
  - Equalizing power over a group of people -- all participants have a direct voice and veto power, all parties are able to support the outcome.
  - Increasing participation -- strengthening relationships, validating all participants, finding more feasible solutions
  - Allowing stakeholders to stay in control of the outcome

**PBS Team Impacting (Team Responsibilities)**

- Data –based Decision Making includes:
  - Making decisions in an objective, systematic and consistent manner, using data from multiple sources
  - Reviewing formal data, such as discipline data entered in SASI, or informal data, such as staff anecdotal information
  - Individualizing PBS needs and priorities for every campus
  - Focusing your PBS efforts to address prioritized needs -- using data can refine this focus
  - Reviewing data any time the PBS team wants to set a *goal, progress monitor goals or check status of PBS systems*
  - Reviewing data at least once a month
  - Utilizing a systematic process – 1. Review data on a regular basis to set goals, progress monitor and/or check systems; 2. Address data trends and develop action steps; 3. Progress monitor, evaluate, maintain, and/or refine



# AI SD P BS Benchmark Tool- Team Systems

As you examine the areas of evaluation in the campus benchmark tool consider the following to determine how to score each area 1) **Who** is performing the task; 2) At **what level** is the task being performed; 3) How **often** is the task occurring; and 4) **What follow-up** to the task occurs.

To complete this instrument, circle the rating category that is most appropriate for the item. You can also fill out the final rating for each item in the 'score' column. On occasion, you may utilize data other than that listed in the 'source' column to score particular items. Please list information about the data/evidence that you used in the 'notes' section of that item.

4= Advanced, 3= Intermediate, 2= Beginning, 1=Planning/Training, 0= No Action, N/A= Not Applicable

Campus Name: \_\_\_\_\_ External Coach: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

Team Systems Area					
	Item	Rating	Criteria	CAPT Page	Notes
Understanding	1. Campus team represents all appropriate stakeholders	4	Team represents <u>all</u> stakeholders <u>and</u> underrepresented populations are identified and there is a communication system between stakeholders	Pg 1 and 2 <i>Campus Organization</i>	
		3	Team represents <u>most</u> stakeholders <u>and</u> underrepresented populations are identified by campus team & external coach		
		2	Team represents <u>some</u> stakeholders <u>but</u> underrepresented populations are not identified by campus team & external coach	<i>PBS Team Organization</i>	
		1	Campus has a PBS team <u>but</u> not all stakeholders are represented		
		0	Campus does not have a team		
	2. Campus team has clearly defined roles	4	<u>All</u> roles on the PBS campus team are filled <u>and</u> team members have clearly defined roles	Pg 1 and 2 <i>Campus Organization</i>	
		3	<u>Most</u> roles on the PBS campus team are filled <u>and</u> team members have clearly defined roles		
		2	<u>Some</u> roles on the PBS campus team are filled <u>and</u> team members have clearly defined roles	<i>PBS Team Organization</i>	
		0	Roles are not filled on the campus team or team members do not have clearly defined roles		
	3. Campus has administrative support	4	An administrator attends <u>all</u> team meetings (when possible) <u>and</u> plays an active role in the PBS process	Pg 2	
		3	An administrator plays <u>an active</u> role in the PBS process <u>but</u> does not attend team meetings	<i>PBS Team Organization</i>	
		2	An administrator plays a <u>somewhat active</u> role in the PBS process		
0		An administrator <u>does not</u> attend team meetings and <u>does not</u> play an active role in the PBS process			
Managing	4. Campus team schedules PBS team meetings	4	Campus PBS team meets <u>at least once a month</u>	Pg 3 and 4 <i>PBS Team Meetings</i>	
		3	Campus PBS team meets <u>more than once every quarter</u>	<i>Campus Staff Meetings</i>	
		2	Campus PBS team meets <u>at least once every quarter</u>		
		0	Campus PBS team does not meet		
	5. Team meeting minutes/agendas are developed regularly	4	Agendas/minutes are developed for every team meeting	Pg 3 and 4 <i>PBS Team Meetings</i>	
		2	Agendas/minutes are developed for some team meetings	<i>Campus Staff Meetings</i>	
		0	Agendas/minutes are not developed for any team meetings		



**A I S D P B S T E A M S Y S T E M S**

<b>Team Systems Area</b>					
	<b>Item</b>	<b>Rating</b>	<b>Criteria</b>	<b>CAPT Page</b>	<b>Notes</b>
	6. CAPT is used as a planning tool	4	CAPT is regularly updated by a designated team member and is used to set agendas and action planning priorities for every PBS team meeting	Pg 3 and 4 <i>PBS Team Meetings</i> <i>Campus Staff Meetings</i> <u>Note:</u> <i>relevant sections only</i>	
		3	CAPT is updated by a designated team member and is used to set agendas and action planning priorities at most PBS team meetings		
		2	CAPT is completed and updated by a designated campus team member but is not used to set action planning priorities		
		1	CAPT is sometimes completed and updated by a designated campus team member		
		0	CAPT is not used by the campus team		
	7. Campus staff are trained in accessing SASI/DEEDS	4	Designated PBS representatives are trained in and access SASI/DEEDS regularly to prepare discipline data for team meetings	Pg 5 and 6 <i>Capacity For Data Management</i>	
		3	Designated PBS representatives are trained in <u>and</u> access SASI/DEEDS regularly		
		2	Designated PBS representatives are trained in SASI/DEEDS <u>and</u> external coach prepares discipline data for team meetings		
		1	There is a schedule/plan to train designated PBS representative in SASI/DEEDS <u>and</u> external coach prepares discipline data for team meetings		
		0	No PBS representative is trained to access SASI/DEEDS or data are not prepared for campus team meetings		
<b>Collaborating</b>	8. Campus team identifies, plans and schedules training needs	4	Campus team and external coach has completed more than one training based on data review and campus priorities	Pg 7, 8 and 9,10 <i>Resource Identification</i>  <i>Information Sharing and Training Provided</i>	
		3	Campus team and external coach has completed at least one training based on data review and campus priorities		
		2	External coach has identified training needs based on data review and campus priorities		
		1	External coach plans and conducts specific training sessions along with the PBS campus team (not necessarily based on CAPT priorities or PBS needs)		
		0	Campus team does not identify training needs		
	9. Campus team shares PBS relevant information with stakeholders	4	Campus team has shared relevant PBS information with campus staff, parents and students more than once this quarter	Pg 9 and 10 <i>Information Sharing and Training Provided</i>	
		3	Campus team has shared relevant PBS information with campus staff, parents and students at least once this quarter		
		2	PBS information is communicated to at least one stakeholder group at least once this quarter		
		0	PBS information is not communicated to relevant stakeholders		
	10. There is a plan to train staff on PBS	4	Campus team has materials to orient new staff members to PBS process, protocols and staff and student handbook contains PBS relevant information	Pg 9 and 10 <i>Information Sharing and Training Provided</i>	
		2	Campus team has some materials to orient new staff members to PBS process and protocols, other than staff and student handbook		
		0	Campus team does not have materials to orient stakeholders to PBS process and protocols, staff and student handbook does not contain PBS relevant information		
	11. Campus team reviews multiple data sources to determine need for intervention	4	Campus team access data and review multiple data sources and determine priorities at least once a month	Page 11 and 12 <i>Data Sources Reviewed</i> <i>Data Trends Considered</i>	
		3	Campus team and external coach review multiple data sources and determine need for intervention, at least once every quarter		
		2	Campus team and external coach review at least one data sources and determine priorities, at least once every quarter		
1		Campus team and external coach reviews data at least once every quarter			
0		Campus team does not review data			



