



# Using Community Action Planning to Support School-wide Positive Behavior Support

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# Purpose of Today's Presentation

- Introduction to community assessment and action planning
- Tools used to assess family involvement
- State-wide PBS planning processes

# Assumptions about Community Planning in SWPBS

- Increase effectiveness of school-wide PBS
- Many problems at school reflect larger community issues
- Support students who need more individualized support
- Building community means creating a larger network of collaborators
- Change is expected
  - Funding streams
  - State leaders
  - Exemplary organizations

“The solution to many societal problems require that we learn how to mobilize groups and organizations to take action.”

Tony Biglan

# Use the Planning Processes for Community Planning

- Strengths based model
- Create a vision and build consensus
- Use strong team processes
- Conduct a community self assessment
- Create a planning team that represents your community
- Create an action plan
- Meet on a regular basis
- Use data for decision making

# Community Building Activities

- Relationship-driven
- Careful attention to different viewpoints, values, and language
- Facilitator of meetings must hold cultural uniqueness of individuals collectively
  - Always define acronyms
  - Encourage questions to ensure understanding

***“Strong communities value and use the skills that residents possess.”***

(Lionel Beaulieu

[http://srdc.msstate.edu/publications/227/227\\_asset\\_mapping.pdf](http://srdc.msstate.edu/publications/227/227_asset_mapping.pdf))

# Community Assessment

- Identify unique strengths of your community
- Assess awareness of stakeholders to school strengths and needs
- Create better service integration for children
- Identify gaps in supports and services
- Collaboratively address issues that impact both school and larger community

# Focus on Assets and Strengths

- Create strong action-oriented meetings
- Use data for decision making
- Set the stage for a positive focus
  - Ground rules to avoid dwelling on negatives
  - Bring tools to build connections
  - Build on existing strengths
- Evaluate positive outcomes and celebrate

# Common Barriers

- Assuming people know the jargon you are using
- Failing to attend to everyone's agenda for attending meetings
  - *“They don't need me, I don't have anything to offer”*
  - *“This is about schools and I can't see why I am even here”*
  - *“I have other meetings to attend, why is this one important?”*

# Sensitivity to Different Experiences: Focus on Vision and Mission

- Make sure everyone who attends knows the purpose of the meetings
- Reviews at each meeting
- Summarize major actions and accomplishments Introductions are really essential
- Activities that “break the ice” can help ensure everyone actively participates

# Good Meeting Behaviors

- Develop vision and mission of group
- Prepare agenda, keep meeting minutes
- Set dates for meetings for the year
- Create “ground rules” with the team

# Good Meeting Behaviors

- Focus on building positive interactions
- Meet in settings that aren't distracting
- Use data for decision making
- Establish team roles

# Identify Team Roles and Responsibilities

- **Coach**- facilitates meetings, reviews past meeting minutes, keeps focus of group on agenda
- **Record Keeper** - writes down the actions and activities
- **Timekeeper**- before meeting gets consensus on time to be spent on each topic, monitors time for each topic, and gives warnings when time is running out (i.e., “we have 5 minutes left”)
- **Data Entry Person**- trained to enter and access office referral data and brings the data to the meetings
- **Behavior Specialist**- a person who has received training in individual positive behavior support
- **District Coordinator**- district-level individual who coordinates SWPBS efforts

# Setting the Stage for Community

- Encourage everyone to feel free to ask questions about jargon words
- Use flip chart paper to write them down during initial meetings
- Create a glossary of terms together
- Hand out at all meetings
- Start all community meetings with a review of main goals and progress

# Describe Key Concepts to Community Members

## Example

- School-wide expectations help a group of people to focus on what social behaviors are valued in the school
- Teaching children what respect means in the hallway, in class, in the lunchroom is important
- Specific examples are taught to children in each setting
- Adults are important role models for positive behaviors
- These strategies are used in business too →

# Toyota Service Department

- *We will treat you with **respect***
- *We will be **responsible** for ourselves & you*
- *We will do our **best***
- ***Safety** is our primary goal*

# Areas of Assessment

- People within the community
- Informal organizations
- Formal organizations
- Major activities or events within the community
- Larger community circles
  - Create a parameter for inner circle of community
  - Discuss how to map outer circles

# Create an Inventory of Local Informal Organizations

- Newspapers, newsletters, and other directories
- Contact local institutions
  - Parks and recreation
  - Churches
  - Library
  - School Faculty and staff
- Get in touch with individuals in the community who are very involved in various public services
- Search the internet

# **What Information is Available on the Internet to Assist in Community Planning?**

## **General Google Searches**

Community Mapping

Community Assessment

## **Northwest Regional Education Lab**

<http://www.nwrel.org>

(Search for Community Mapping)

# Focus Assessment on Areas of Community Interest

- Search out resources that might meet community goals
- Work together to identify projects that stakeholders are interested in developing

## **Example from Jack Story:**

Blueprints Model Programs Midwestern Prevention Project (MPP)

<http://www.colorado.edu/cspv/blueprints/model/programs/MPP.html>

# PBS Assessment Tool: Oregon School Safety Survey

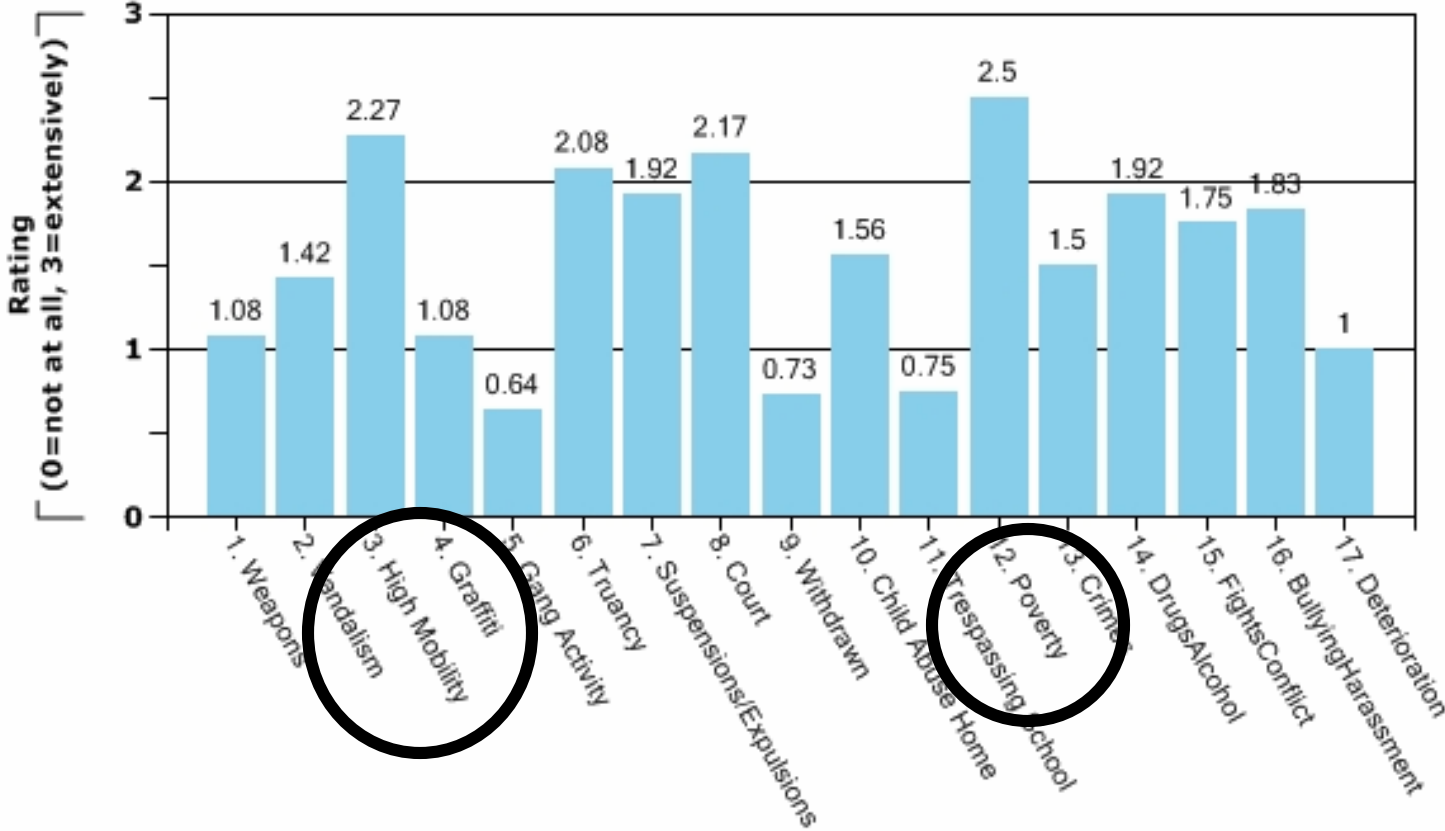
[www.swis.org](http://www.swis.org)

Go to Online Library

Click on the Tools Section

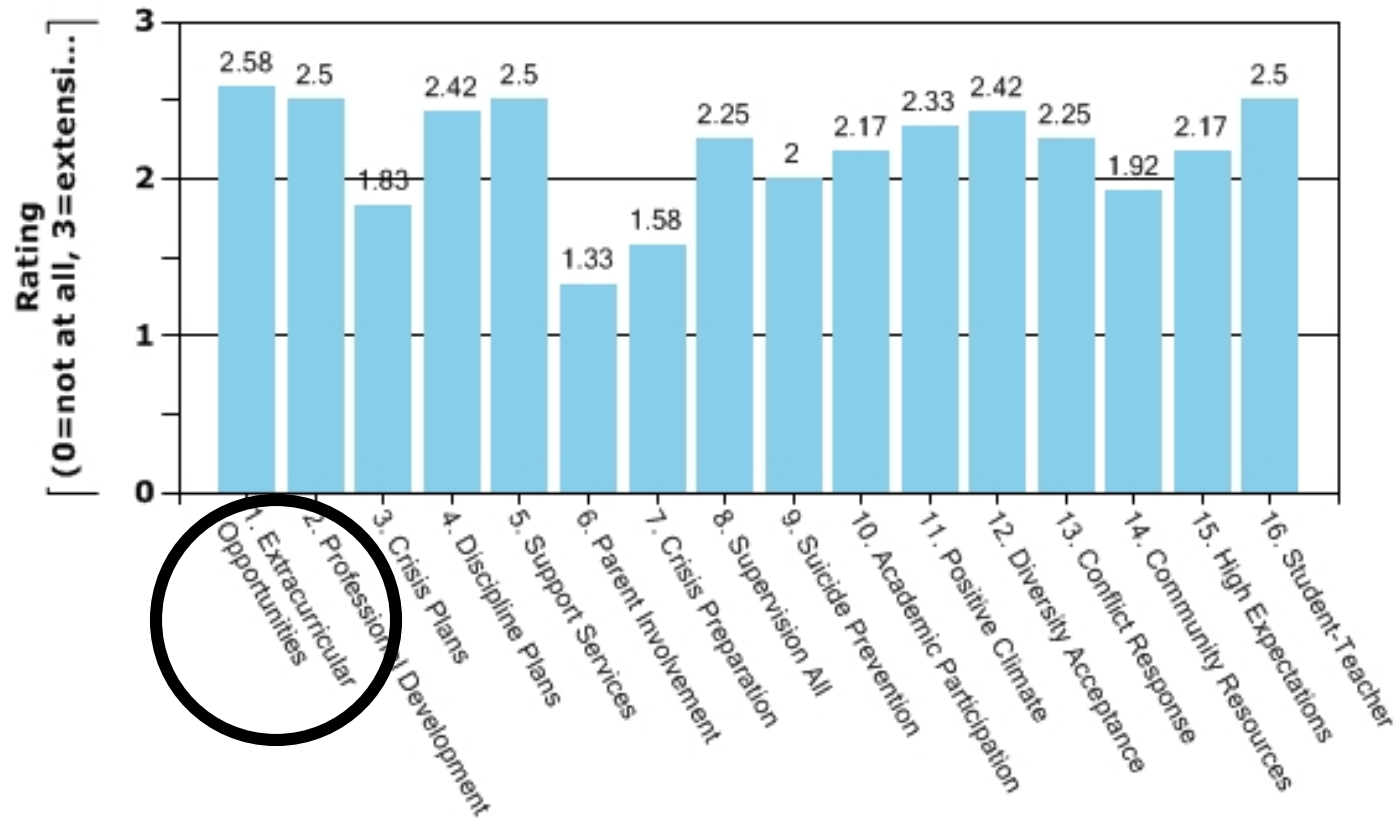
# Kansas High School Example: School Safety Survey Risk Factors

Risk Factor Item Summary Statistics for 2006-07



# Kansas High School Example: School Safety Survey Protection Factors

Protection Factor Item Summary Statistics for 2006-07



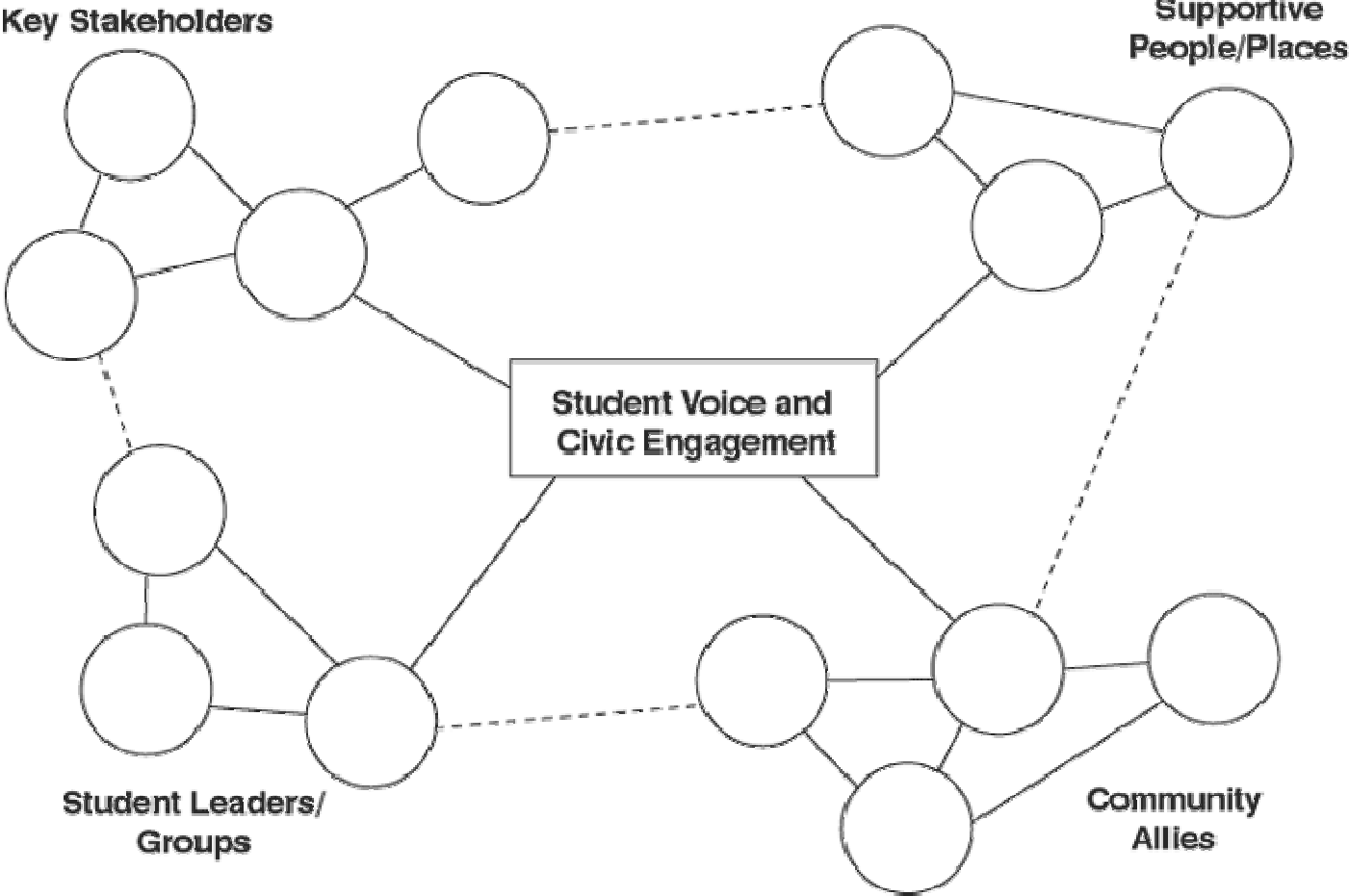
## STEPS

1. GET / MAKE MAP

2. BRAINSTORM  
ASSETS  
community

3. SHOW ^ ASSETS ON  
MAP

# Community Mapping Tool



Found at: <http://www.actionforchange.org/mapping/chart1.html>

Activity: Review Page 1 of your handout and assess your circles

# Create a Community Action Plan

- Use meeting minutes to track progress
- What specific goals does your community want to accomplish within 2 years?
  - Break down the goals into smaller steps
    - 12 month objectives
    - 6 month objectives
    - Next steps
- Create regular meeting process
- Celebrate successes at each meeting

# Community Forums

- Bring community members together
- Share major SWPBS efforts
- Discuss major concerns community members have
- Brainstorm solutions
- Develop action plans that will connect school and community
- Recruit volunteers and resources for our schools

# Action Planning Examples

- Create newsletters that describe what is happening in the school
- Celebrate with family members in the newsletter by listing children who have been “caught doing the right thing”
- Share data and other stories about progress
- Use your school/district’s website to share information

# Action Planning Examples

- Create helpful packets for families that show how to do PBS at home
- Work with community members to teach expectations in other public settings
  - Library
  - Park
  - Softball
  - Swimming Pool
  - YMCA

# Implementation Examples

- Links for high school students with local businesses for transition to the workforce
- Possible space availability for events
- Mobilize resources for activities that benefit all groups
- Donated items that are businesses are willing to give to schools
- Increase communication for students in transition
  - From alternative settings to community
  - From foster care back into home settings

# Identify Public Settings Where Students Congregate

- Teach community importance of teaching and reinforcing positive behaviors
- Connect with corner store businesses
- Share information within community churches and spiritual centers

# Family Involvement

## Assessment Tools

# Common Barriers to Problem Solving

“Parents will never get involved in our school”

“They will only come if we bring food”

“Our parents don't care about the school”

# Family & School Relationships

- Many parents say that they feel unwelcome or uncomfortable in their children's schools.
- Teachers often feel under attack by parents who are highly involved
- Relationship building is key!

# Family & School Relationships

- Children are more likely to succeed academically and are less likely to engage in violent behavior if their families are involved in their education
- Consistent discipline & supervision are key contributions to the prevention of problem behavior
- Parents who use similar PBS strategies at home increase predictability for their children and create a positive collaborative atmosphere

# Setting the Stage for Success

- Creating awareness of how language creates a context for change
- Brainstorm the strengths of your school, your families, your students then move to action planning
- Post all positive statements and positive goals
- Measure positive gains in family involvement and celebrate

# Family Involvement in SWPBS

- Attend school/district leadership team meetings
- Participate in self assessment process at the school and district level
- Learn how to apply SWPBS strategies at home
- Volunteer activities related to SWPBS
  - Write to organizations to obtain free resources  
<http://www.kipbs.org/freebies2003/>
  - Assist in academic tutoring
  - Participate in implementation efforts

# Helpful Strategies

[http://www.education-world.com/a\\_curr/curr200.shtml](http://www.education-world.com/a_curr/curr200.shtml)

- First contact with parents is a positive one
- Straightforward communication
- Avoid educational "jargon."
- Regular access information about school and classroom
- Ask parents to share their concerns and opinions --- ***address those concerns***
- Accommodate parents' work schedules
- Accommodate language and cultural differences

# Review Family Involvement Strategies in Other States

## **Colorado PBS**

- <http://www.cde.state.co.us/pbs/parentinvolvement.htm>

## **TA Center on Positive Behavioral Interventions and Supports**

- <http://www.pbis.org>

## **New Hampshire PBS**

<http://www.nhcebis.seresc.net/family.php>

## **Maryland**

<http://www.pbismaryland.org/families.htm>

## **Freebies 2003**

- <http://www.kipbs.org/freebies2003/>

Activity: Review page 2 of your handout and write down your thoughts

# Internet Searches Continued

## **Community Toolbox**

<http://ctb.ku.edu/>

## **The Asset-Based Community Development Institute (ABCD)**

<http://www.northwestern.edu/ipr/abcd.html>

## **Mentoring Resources**

<http://www.nwrel.org/learns/resources/mentor/index.html>

# Internet Searches Continued

## **Community Mapping**

<http://www.actionforchange.org/mapping/>

## **Common Ground Community Mapping Project**

<http://www3.telus.net/cground/index.html>

## **Mapping Community Assets Workbook**

[http://www.nwrel.org/ruraled/publications/com\\_mapping.pdf](http://www.nwrel.org/ruraled/publications/com_mapping.pdf)

# National Networking

- Colorado Positive Behavior Support
- <http://www.cde.state.co.us/pbs/>
- Florida's PBS Project
- <http://flpbs.fmhi.usf.edu/>
- Illinois State-wide Technical Assistance Center
- <http://www.pbisillinois.org>
- Kentucky's Behavior Home Page  
<http://www.state.ky.us/agencies/behave/homepage.html>
- Maryland's Positive Behavioral Interventions and Supports Website <http://www.pbismaryland.org/>

# National Resources: Networking

THE  
EXPANDING WORLD OF PBS:  
Science, Values, and Vision

SAVE THE DATE

WHEN: MARCH 27 - 29, 2008

WHERE: CHICAGO, IL



APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

For more information please go to

 [conference.apbs.org](http://conference.apbs.org)

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