



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

Rachel Freeman, Ph.D.  
University of Kansas  
[www.pbskansas.org/schoolwide](http://www.pbskansas.org/schoolwide)

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### Purpose of Today's Presentation

- Introduction to community building
- How to build activities within district and school leadership teams
- Strategies for conducting a self assessment and action plan

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### Assumptions about Community Planning in SWPBS

- Increase effectiveness of school-wide PBS
- Many problems at school reflect larger community issues
- Effective support for students receiving individualized plans
- Building community means creating a larger network of collaborators

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

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### Use SWPBS Planning Processes for Community Building

- 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

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### Community Development

- Identify unique strengths of your community
- Connect community services with schools
- Create better service integration for children
- Identify gaps in supports and services
- Collaboratively address issues that impact both school and larger community

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## Community Development Characteristics

### Asset-based:

- Team understands what exists right now in the community,
- Abilities/resources of residents, associations, institutions

### Internally Focused:

- Team does not rely on outside experts

### Relationship Driven:

- Local people work hard to connect
- Communication with others is the key to success

Kretzman & McKnight (1993)

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## 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?"*

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## 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

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## Consider New Team Dynamics

- 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))

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## Expanding the Leadership Team Vision

- Think about the culture of the existing team
- How will you bring new community members in or expand the vision of the team process
  - Spend time introducing new members
  - Being sensitive to new dynamics of the group
  - Separate meetings and events dedicated to community

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## Sensitivity to Different Experiences: Focus on Vision and Mission

- Make sure everyone who attends knows the purpose of the meetings
- Review of SWPBS may need to occur at each meeting
- Summarize major actions and accomplishments
- Activities that “break the ice” can help ensure everyone actively participates

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### Identify the Community Vision

- What are the values that bring your team together?
- What is the current vision statement for the leadership team?
- How will you use this vision to unite new members?

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### Which Community Members Currently Attend Your:

District Leadership Team?  
School Leadership Team?  
What is Your Team Vision?

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### Describe Key Concepts to Community Members

Describe major concepts of school-wide PBS  
and how they may relate in other  
community settings and in the home



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### Ways to Active Community Participation

- Meet with community members prior to team meetings
- Create newsletters, introductory packets, and pair team members up to go through materials prior to the meeting
- Check for understanding during meetings
- Link SWPBS concepts to broader community topics

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### 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*

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### Native Alaskan Community Values

#### Example of Cup'ik Values

- Help other people
- Respect other people's belongings
- Respect the animals you catch for food
- Remember what you are taught and told

#### Saint Lawrence Island Yup'ik Values

- Give service to others
- Gather wisdom and knowledge

Oleksa, M. (2005). *Another culture/ Another world*. Association of Alaska School Boards

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## Native Alaskan Community Values

### Aleut Values

- Take care of the land
- Take care of the sea/ocean
- Take care of the water
- Be kind to other people

### Southeast Traditional Tribal Values

- Hold each other up
- Live in peace and harmony
- Respect for nature and property

Oleksa, M. (2005). *Another culture/ Another world*. Association of Alaska School Boards

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## 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

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## 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

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## Good Meeting Behaviors

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

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## 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

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## Areas of Assessment

- People within the community
- Informal organizations
- Formal organizations
- Major activities or events within the community

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**Major Institutions**

- Political
- Economic
- Kinship (family)
- Education
- Churches
- Associations

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**Informal Organizations**

- Youth sports leagues
- Bowling leagues
- Neighborhood groups
- Religious and spiritual groups
- Political groups
- Boys and girls clubs
- Community celebrations and events

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**Major Methods for Dissemination of Information**

- Newspapers
- Newsletters
- City website
- Search internet for important online resources in the community

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**Focus Assessment on Areas of Community Interest**

- Interview key community leaders to find out what priorities are considered critical in the community
- Consider how these priorities relate to SWPBS
- Search out resources that might meet community & SWPBS goals

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

**General Google Searches**

- Community Mapping
- Community Assessment
- Local Community Resources

**Northwest Regional Education Lab**

<http://www.nwrel.org>  
(Search for Community Mapping)

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**What Sources of Reliable Data are Available in your Community?**

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## PBS Assessment Tool: Oregon School Safety Survey

[www.pbis.org](http://www.pbis.org)  
[www.pbssurveys.org](http://www.pbssurveys.org)

Go to Online Library  
Click on the Tools Section

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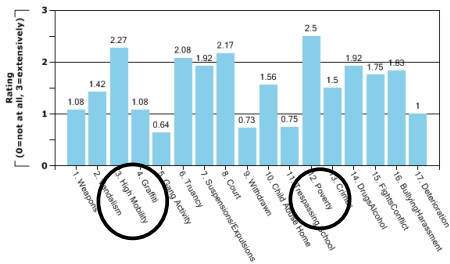
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## Kansas High School Example: School Safety Survey Risk Factors

Risk Factor Item Summary Statistics for 2006-07




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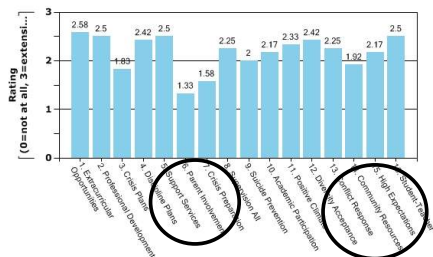
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## Kansas High School Example: School Safety Survey Protection Factors

Protection Factor Item Summary Statistics for 2006-07




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## Working Together in Groups to Gather Information

- Create opportunities to record information together
- Structure brainstorming based on the numbers of people attending
- Summarize information and organize for action planning

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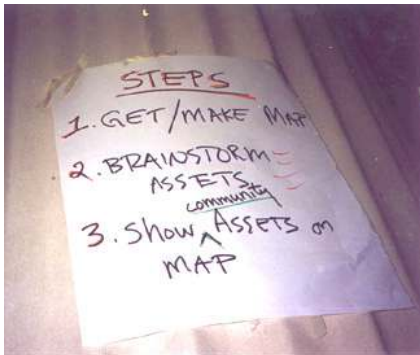
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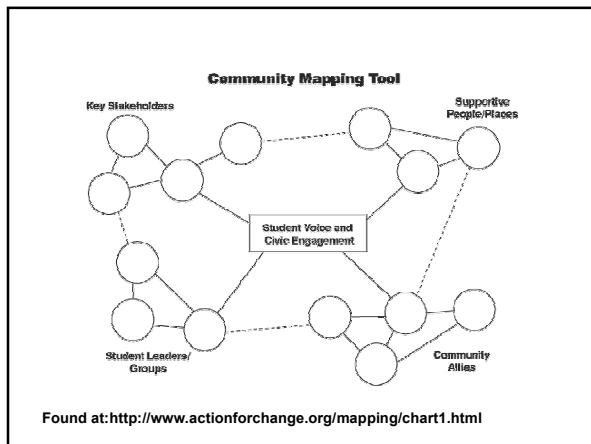
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### Create a Community Action Plan

- 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

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### Mental Health and SWPBS

Bazelon Center Documents

- <http://www.bazelon.org/newsroom/2006/6-7-6-WayToGo.html>
- [Bazelon Center's Checklist for Advocates](#)

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### 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

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### 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

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### 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

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### Implementation Examples

- Links for high school students with local businesses for transition to the workforce
- Possible spaces made available 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

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### 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

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### Evaluating Community-building Efforts

- Number individuals attending leadership meetings representing important community settings
- Increased representation on the leadership team
- Special events dedicated to community building
  - Community Forums
- Information disseminated
  - Website
  - Newsletter articles
- Number of Goals and objectives met

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### Modifying the EBS Team Checklist for Community Planning

[community mapping worksheet final draft 7-11-08 ATH v5.pdf](#)

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## Evaluating Community-building Efforts

- Locations in the community where PBS expectations are taught,
- Amount of donations made by community members,
- New services provided
  - Substance abuse programs introduced in schools,
  - Community mentoring and tutoring systems,
- Increase in after school activities and events,
- Awareness presentations presented to key community members,
- Number of articles, website, and other materials disseminated

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## Evaluating Community-building Efforts

- Changes in policies that result in improved service coordination,
  - Satisfaction surveys of children and family and human service professionals indicating improved communication and supports,
  - Outcome data for children receiving intensive individualized positive behavior support plans.
- Larger long-term impact
  - SWPBS evaluation data
  - Community stats

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## Creating a SWPBS Community Logic Model

<http://www.uwex.edu/ces/pdand/index.html>

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## Internet Searches

### 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>

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## 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)

### Mapping the Assets of Your Community

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

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Find this presentation at  
[www.pbskansas.org/schoolwide](http://www.pbskansas.org/schoolwide)

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## Networking on APBS.ORG

- Learn more about what other states are doing to build interagency collaboration
- Connect with other districts with similar interests
- Change how the APBS Conference is organized
- Member's Open House Coming Soon!

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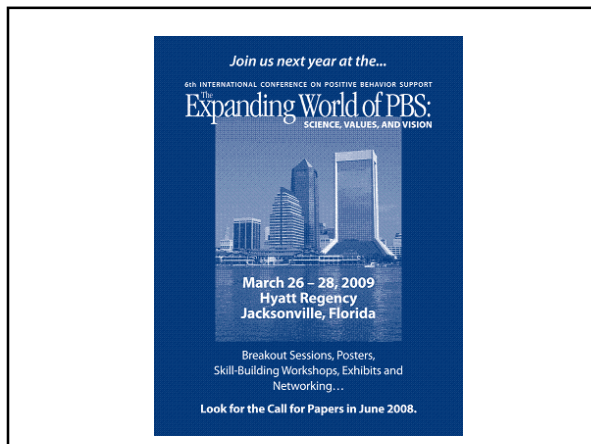
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