



#BETC2023

Transforming the world of education together

Come back together at BET-C 2023 with colleagues and local and national experts and discover how to align our PK-12 work to best support student achievement and wellness within a multi-tiered framework.

Panel: How the DSFI Helps Sustain PBIS During a Workforce Shortage Crisis

A light blue world map is visible in the background of the top section of the slide.

Adam **LECKIE**, Ed.D. | Jon **BOWEN**, M.A., NCSP, BCBA

Pamela **HARRIS**, M.Ed. | Cynthia **PRICE**, M.A. | Daniel **GULCHAK**, Ph.D.





Panel

- Dr. Adam **Leckie**, Casa Grande ESD
 - Superintendent
- Jon **Bowen**, Paradise Valley USD
 - School Psychologist and Behavior Analyst
- Pamela **Harris**, Phoenix ESD
 - Lead Gifted Teacher, District PBIS Coach
- Cynthia **Price**, Roswell ISD, New Mexico
 - Director of Professional Development, MTSS, SEL
- Dr. Daniel **Gulchak**, KOI Education
 - Certified PBIS Trainer-Leader-Coach



What to Expect



- 5 min. - DSFI overview
- 45 min. - Panel discussion of learning objectives
- 20 min. - Q & A

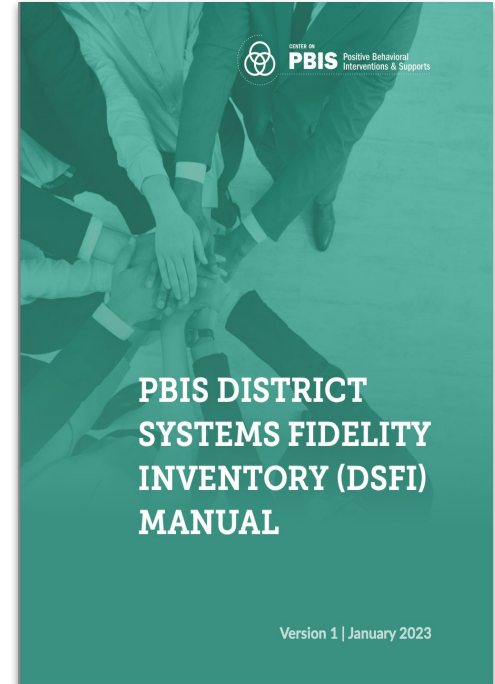




District System Fidelity Inventory

- “The purpose of the District Systems Fidelity Inventory (DSFI) is to provide an efficient instrument that can be used to **guide districts** *exploring or actively implementing a multi-tiered social-emotional-behavioral system of support and practices.*”

- 9 Categories



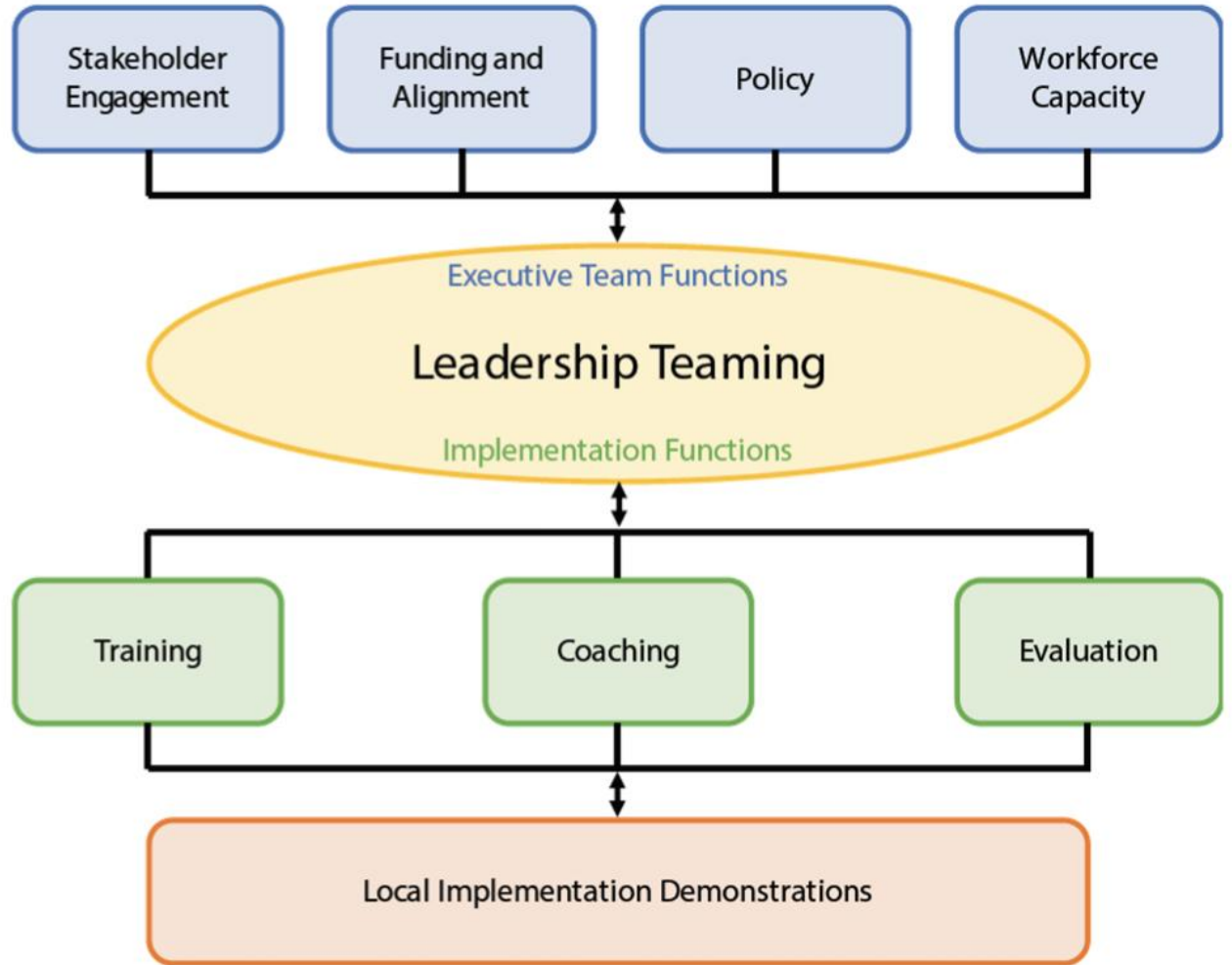
Download from [BET-C.org](https://www.bet-c.org)



DSFI

AKA

the 'PBIS Blueprint'



References

Kittelman, A., Mercer S., McIntosh K., Morris K., & Hatton, H. (2022). Validation of a Measure of District Systems Implementation of Positive Behavioral Interventions and Supports. Remedial and Special Education.

George, H. P., Cox, K. E., Minch, D. & Sandomiersk, T. (2018). District practices associated with successful SWPBIS implementation. Behavioral Disorders, 43, 393– 406.

George, H. P., & Kincaid, D. K. (2008). Building district-level capacity for positive behavior support. Journal of Positive Behavior Interventions, 10, 20–32.

Sugai, G., & Homer, R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. School Psychology Review, 35, 245-259.



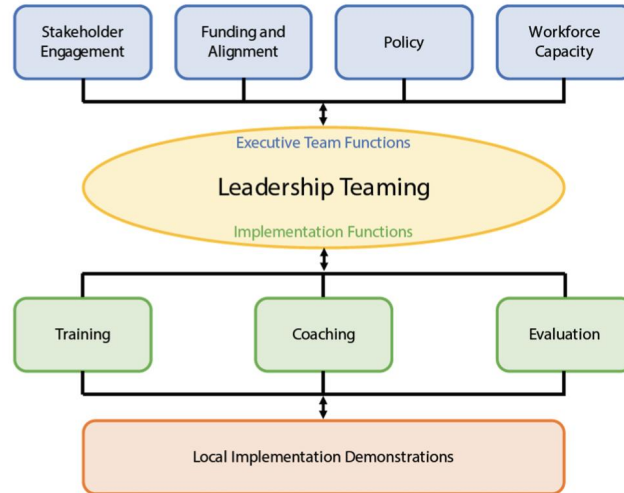
Learning Objectives

1. Identify how the DSFI can be a **roadmap** for sustaining PBIS.
2. Learn **sustainability strategies** used by superintendents and district leaders.
3. Discern key PBIS systems & practices used to support students across **multiple-tiers**.
4. Discover how PBIS/MTSS helps retain a quality school **workforce**.



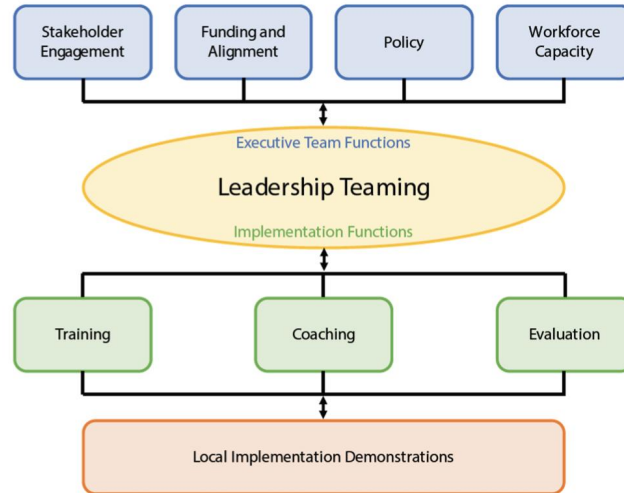


Identify how the DSFI can be a roadmap for sustaining PBIS



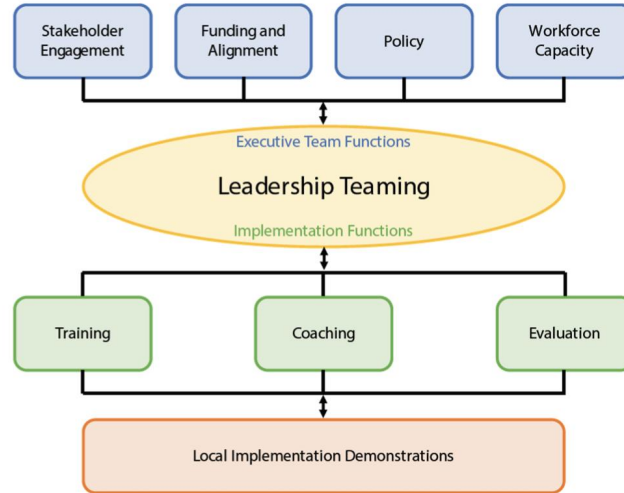


Learn sustainability strategies used by superintendents and district leaders



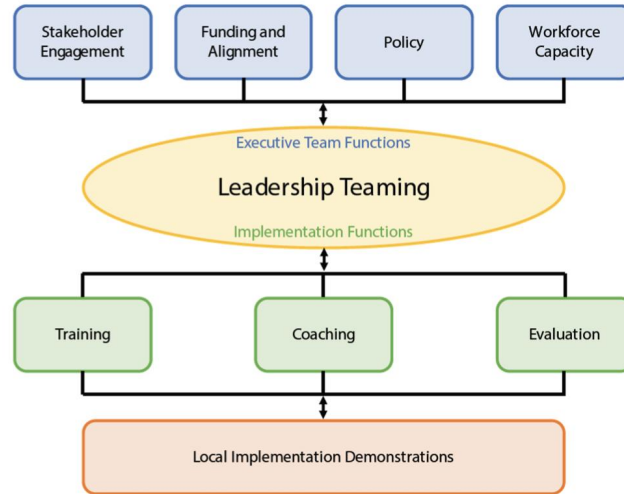


Discern key PBIS systems & practices used to support students across multiple-tiers



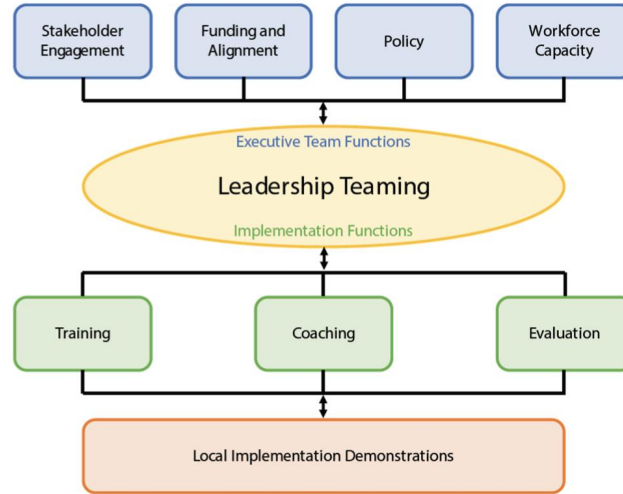


Discover how PBIS/MTSS helps retain a quality school workforce





Q & A



For Further Discussion:

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