

20th INTERNATIONAL CONFERENCE
ON POSITIVE BEHAVIOR SUPPORT

The
Expanding
World of PBS:

SCIENCE, VALUES, AND VISION

— *Jacksonville, FL* —

**A06 - Panel: How the DSFI Helps Sustain
PBIS During a Workforce Shortage Crisis**

#APBS2023

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.

Daniel **GULCHAK, Ph.D.** | Adam **LECKIE, Ed.D.** | Kent **McINTOSH, Ph.D.**
Corey **MONTAÑO, Ph.D.** | John **SPEER, M.A.**





Panel

- Daniel **Gulchak**, Ph.D., Arizona State U
 - Certified PBIS Trainer-Leader-Coach
- Adam **Leckie**, Ed.D., Casa Grande ESD
 - Superintendent
- Kent **McIntosh**, Ph.D., U of Oregon
 - Co-Director PBIS.org
- Corey **Montaño**, Ph.D., Dysart USD
 - Director of Exceptional Student Services
- John **Speer**, M.A., KOI Education
 - Retired Assist. Superintendent, Certified PBIS TLC



What to Expect



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

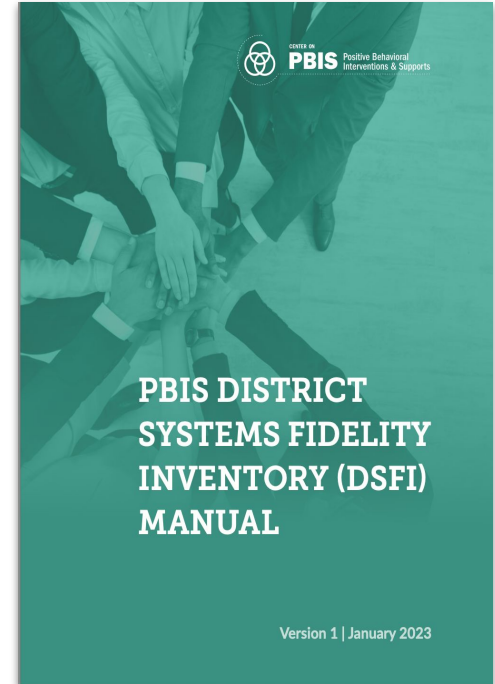




District System Fidelity Inventory

- “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.”

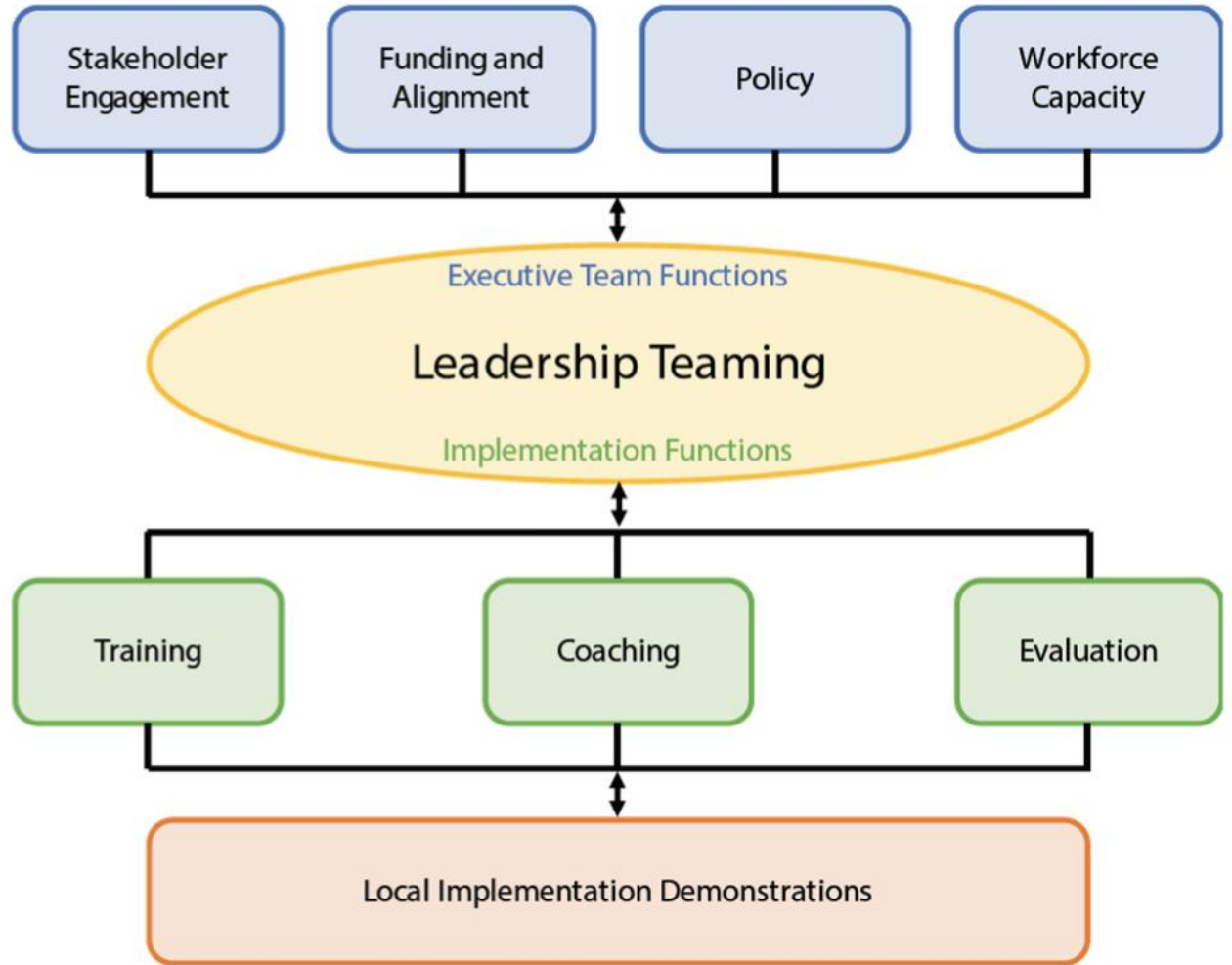
- 9 Categories



DSFI

AKA

the 'PBIS Blueprint'



References

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

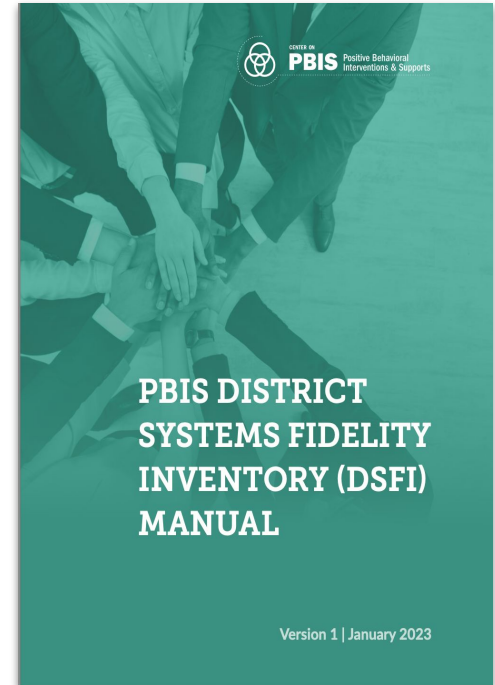
George, H. P., & Kincaid, D. K. (2008). Building district-level capacity for positive behavior support. *Journal of Positive Behavior Interventions*, 10, 20–32.

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



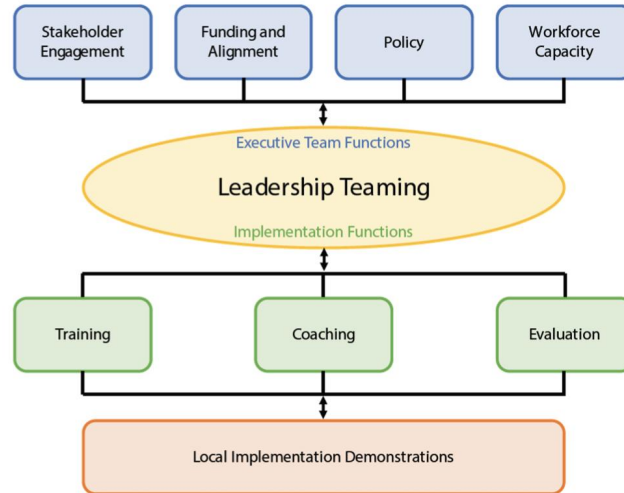
Learning Objectives

1. Identify how the DSFI can be a **roadmap** for sustaining PBIS.
2. Learn **sustainability strategies** used by superintendents in different districts.
3. Discern key PBIS systems & practices used by directors to **support students with IEP's**.
4. Discover the **science** behind the validity of the DSFI.



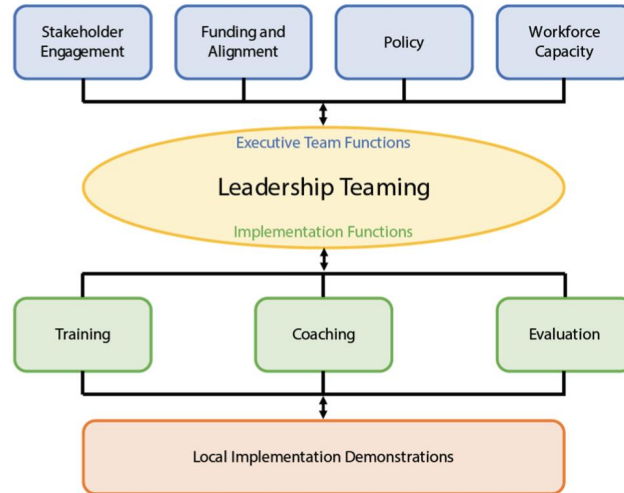


Identify how the DSFI can be a roadmap for sustaining PBIS



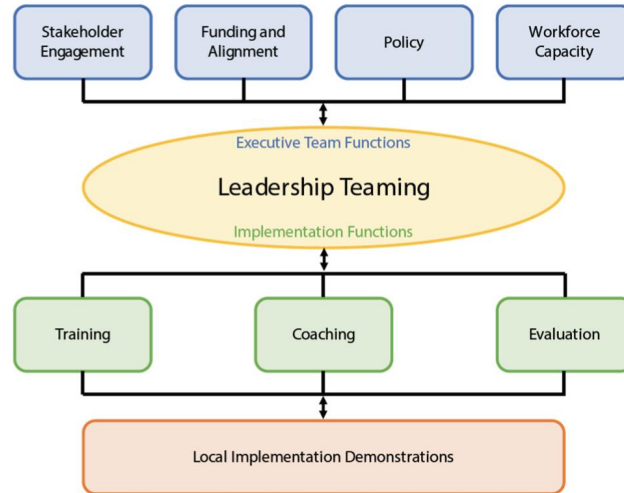


Learn sustainability strategies used by superintendents in different districts



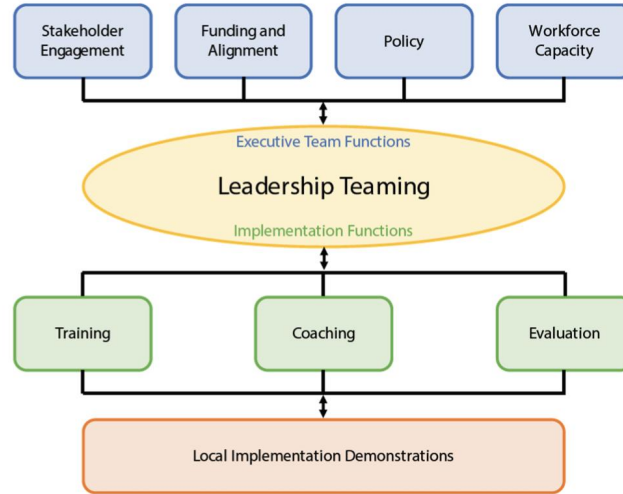


Discern key PBIS systems & practices used by directors to support students with IEP's



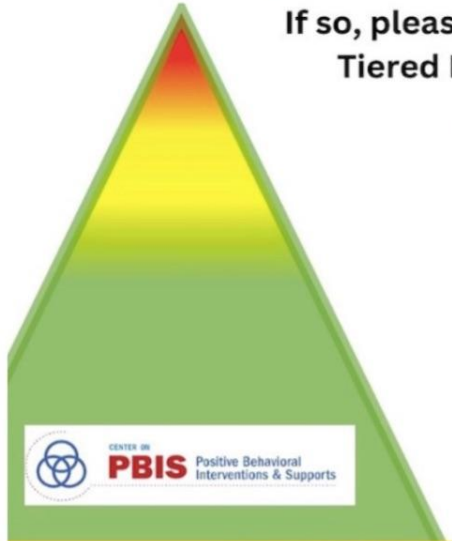


Q & A



Does your school implement PBIS?

If so, please consider supporting the validation of the newly revised Tiered Fidelity Inventory 3.0 by participating in a research study.



You and your team will be asked to:

1. Complete the current TFI 2.1 as usual
2. Within 2 weeks, complete the new TFI 3.0
3. Complete a usability survey

This study should take 3-4 hours of time to complete



**Read on for study details
including FAQs and how to participate!**

This research is being conducted by Dr. Jennifer Freeman (jennifer.freeman@uconn.edu), Associate Professor at UConn's Neag School, Department of Educational Psychology in coordination with the Center on PBIS

Interested in Participating? CLICK HERE FOR MORE INFORMATION

<https://nepbis.org/tfi-3-0-validation-study/>



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

For Further Discussion:

Daniel@KOI-Education.com



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