



# School-wide Positive Behavior Support

University of South Florida  
2006



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# Florida's PBS Project

## Mission:

- Increasing the capacity of Florida's school districts to address problem behavior using positive behavior support

## What we do...

- Provide training and technical assistance to districts across the state in the development and implementation of positive behavior supports at the school-wide, targeted group, classroom and individual student levels



# What is School-wide Positive Behavior Support?

- The application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.



# Positive Behavior Support...

- Aims to build effective environments in which positive behavior is more effective than problem behavior
- Is a collaborative, assessment-based approach to developing effective interventions for problem behavior
- Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes



# Traditional Discipline versus PBS

## Traditional Discipline:

- Focused on the student's problem behavior
- Goal is to stop undesirable behavior through the use of punishment

## Positive Behavior Support:

- Replaces undesired behavior with a new behavior or skill
- Alters environments
- Teaches appropriate skills
- Rewards appropriate behavior



# Time Cost of a Discipline Referral

(Averaged to 45 minutes per incident)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
<b>Totals</b>	<b>1500 Hours LOST!</b>	<b>3000 Hours LOST!</b>





“If a child doesn’t know how to read, **we teach.**”

“If a child doesn’t know how to swim, **we teach.**”

“If a child doesn’t know how to multiply, **we teach.**”

“If a child doesn’t know how to drive, **we teach.**”

“If a child doesn’t know how to behave, **we...**

**...TEACH? or ...PUNISH?”**

**“Why can’t we finish the last sentence as automatically as we do the others?”**

(Herner, 1998)

# Levels of PBS

*Adapted from Levels and Descriptions of Behavior Support  
(George, Harrower, & Knoster, 2003)*

- **School-wide/Universal** – intended for all students and staff in all settings across campus
- **Classroom** –school-wide expectations for student behavior coupled with pre-planned strategies for classrooms setting
- **Target Group** –addresses behavioral issues of groups of students with similar problem behavior or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)
- **Individual Student** –school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students



# Behavioral Systems

## Intensive, Individual Interventions

- \* Individual Students
- \* Assessment-based
- \* Intense, durable procedures

1- 5%

## Targeted Group Interventions

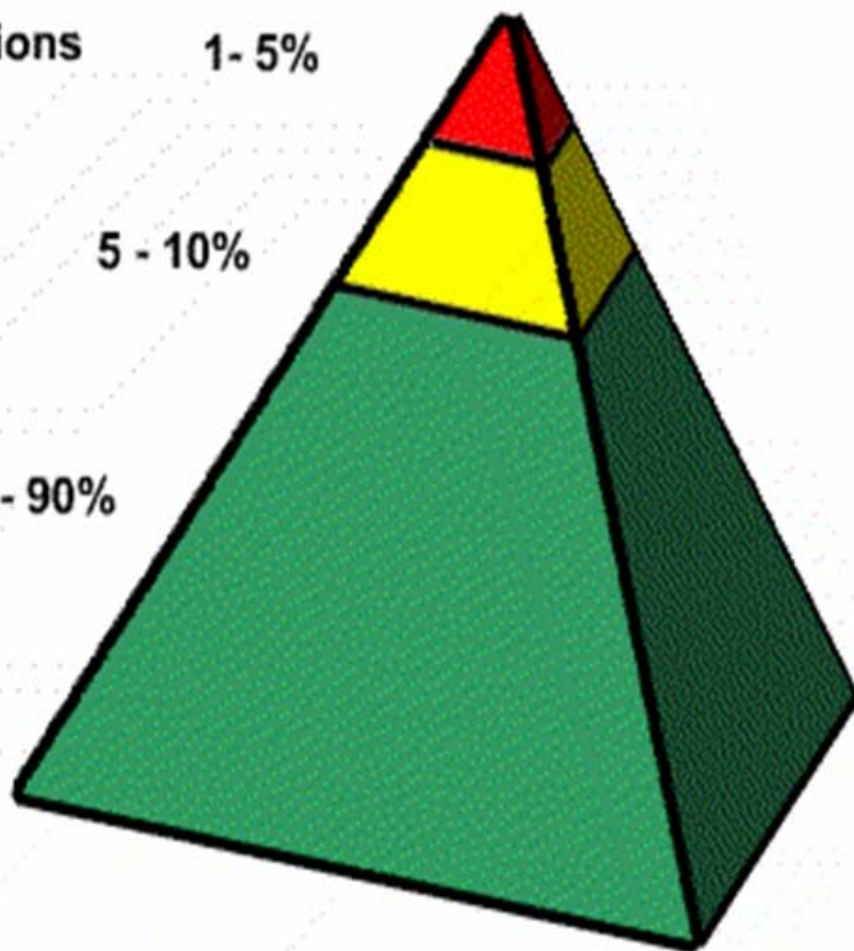
- \* Some students (at-risk)
- \* High efficiency
- \* Rapid response

5 - 10%

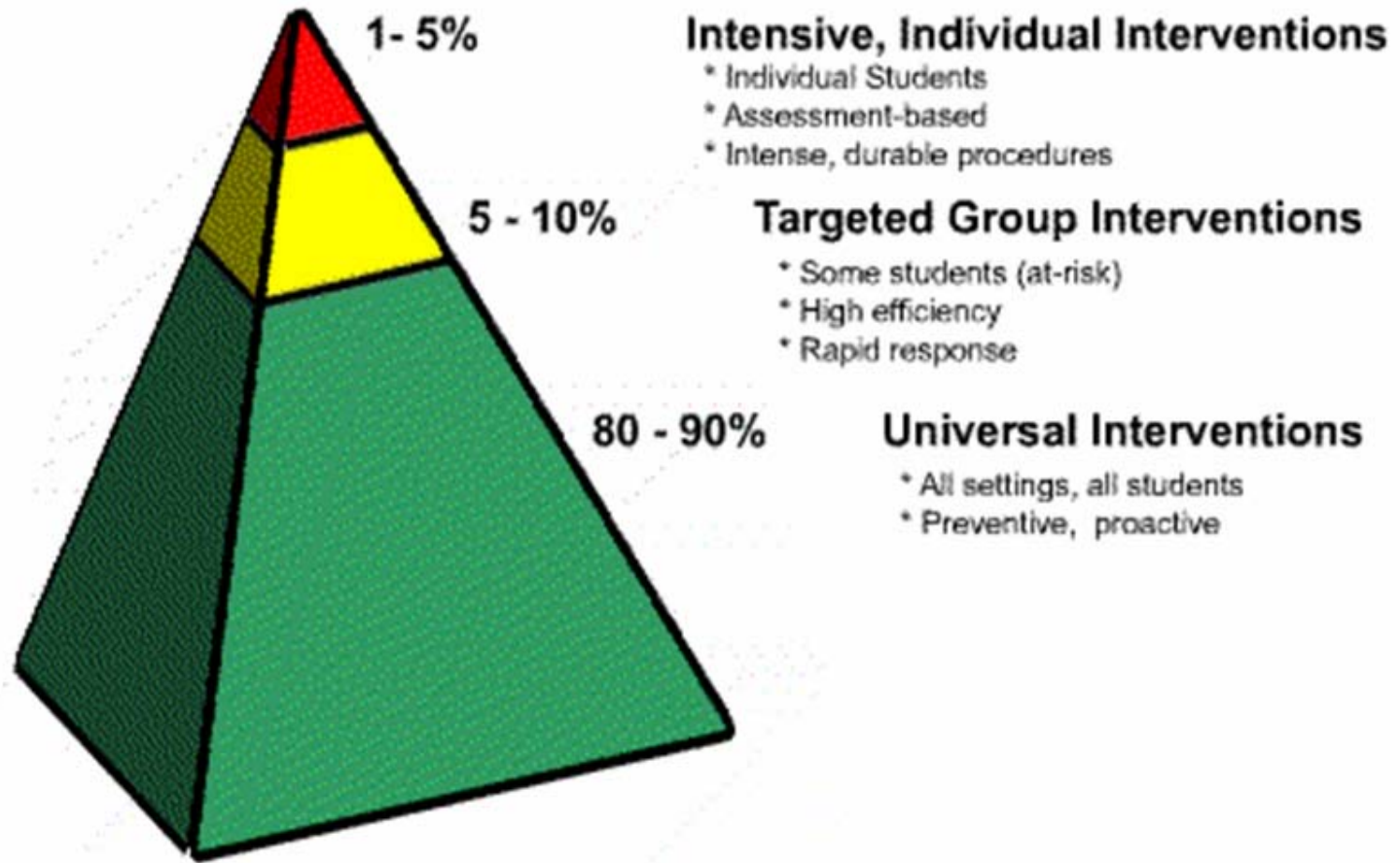
## Universal Interventions

- \* All settings, all students
- \* Preventive, proactive

80 - 90%



# Academic Systems



# Elements of School-wide PBS

- Establish a team/faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms
- Establish expectations & rules
- Develop lesson plans & teach
- Create a reward/incentives program
- Refine consequences
- Monitor, evaluate, and modify



# PBS Team

- **TEAM MEETS AT LEAST MONTHLY TO:**
- Assess the current behavior management practices
- Examine patterns of behavior
- Obtain staff commitment
- Develop a school-wide plan
- Obtain parental participation and input
- Oversee, monitor, and evaluate all planned objectives and activities developed by team



# School-wide PBS 3-day Training

- Consists of lecture, video of actual schools, team activities, and action planning
- FREE OF CHARGE to districts
- 3 schools minimum needed for training to occur in your district; otherwise travel expenses provided for teams to attend out of district training
- Training occurs across 3 consecutive days
- School Administrator required to participate all 3 days
- Stipends provided at \$125/day (must attend all 3 days)
- District Coaches trained to provide additional assistance
- Ongoing technical assistance provided across year
- PBS Project pays first year of SWIS per school (\$200)



# SWPBS 3-day Training Modules

## Day 1

Introduction to School-wide Positive Behavior Support  
Establishing a Foundation for Collaboration and Operation  
Building Faculty Involvement  
Establishing A Data-Based Decision-Making System  
Developing Appropriate Definitions of Problem Behaviors  
Developing Behavior Tracking Forms

## Day 2

Developing a Coherent Office Discipline Referral Process  
Developing Effective Consequences  
Identifying School-Wide Expectations  
Identifying Rules for Unique Settings

## Day 3

Developing a System for Teaching Appropriate Behavior  
Developing a School-Wide Reward System  
Implementing School-wide PBS  
Evaluating the Progress of PBS Efforts  
Establishing a Comprehensive PBS System



# Prior to Training...

- Commitment from District
- Commitment from School Administrator (s)
- District Readiness Checklist
- Training Readiness Checklist for Schools
- Initial Benchmarks of Quality
- New School Profile Information Form
- District discussed funding to support schools
- Discuss possible TRAINING DATES



# School Data using SWIS

## (<http://www.swis.org>)

- The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions.
- **OPTIONAL** with School-wide PBS Training
- Only reports discipline data
- Highly efficient (30-45 sec. per referral)
- Formatted for decision-making (graphs)
- Information is available continuously
- Confidential, secure
- Can be combined with District database
- First year provided FREE of CHARGE (\$200/yr. thereafter)
- Example graphs provided on following slides



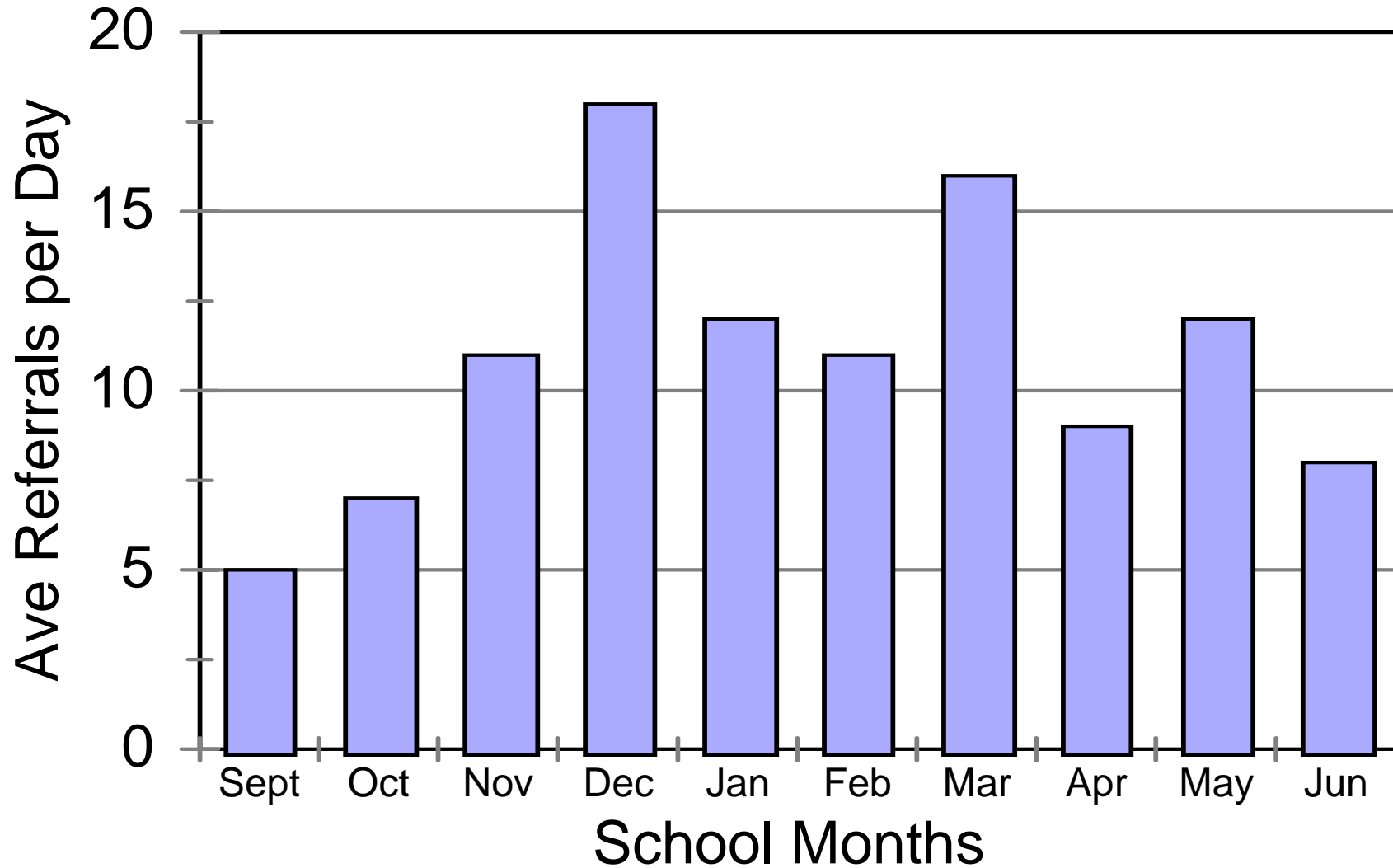
# Critical Questions

- How many referrals are:
  - **per day each month?**
  - based on **location?**
  - based on the **type of behavior?**
  - by **student?**
  - by **time of day?**
  - **repeat offenders?**
  - **originating from ESE?**
- What is the **range of consequences** provided based on the type of behavior exhibited?
- What? Where? When? Who? Why?

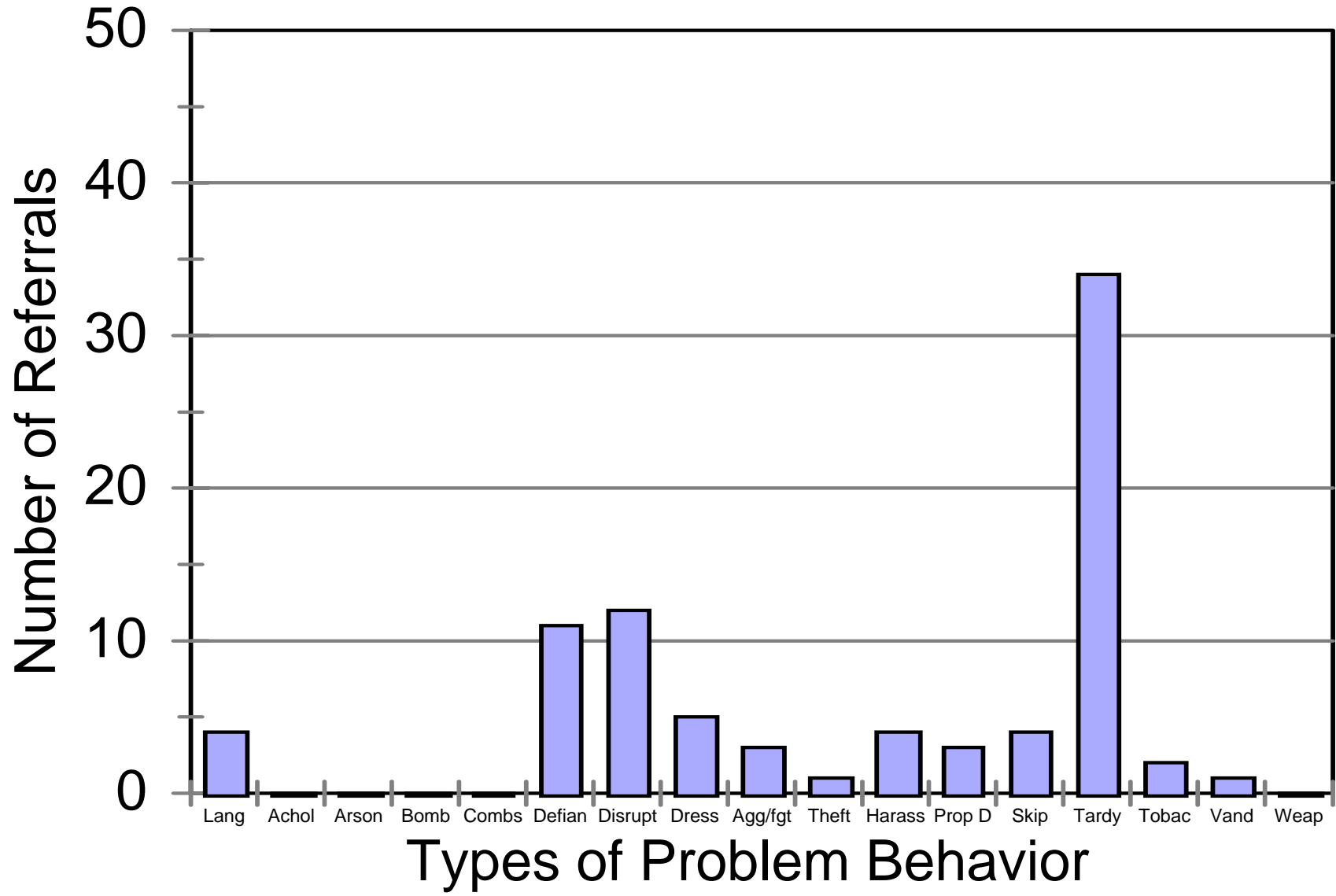


# Office Referrals per Day per Month

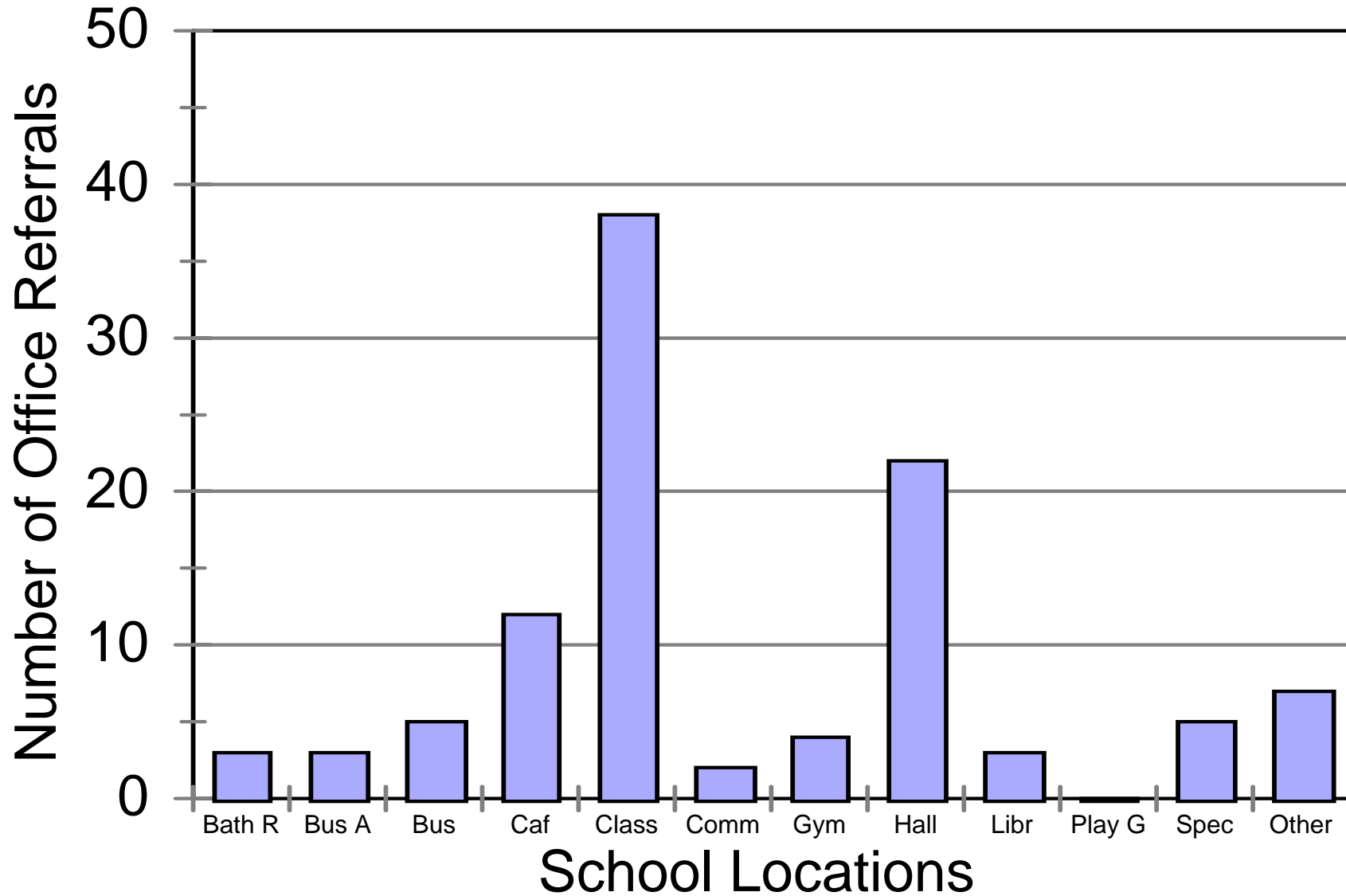
Last year



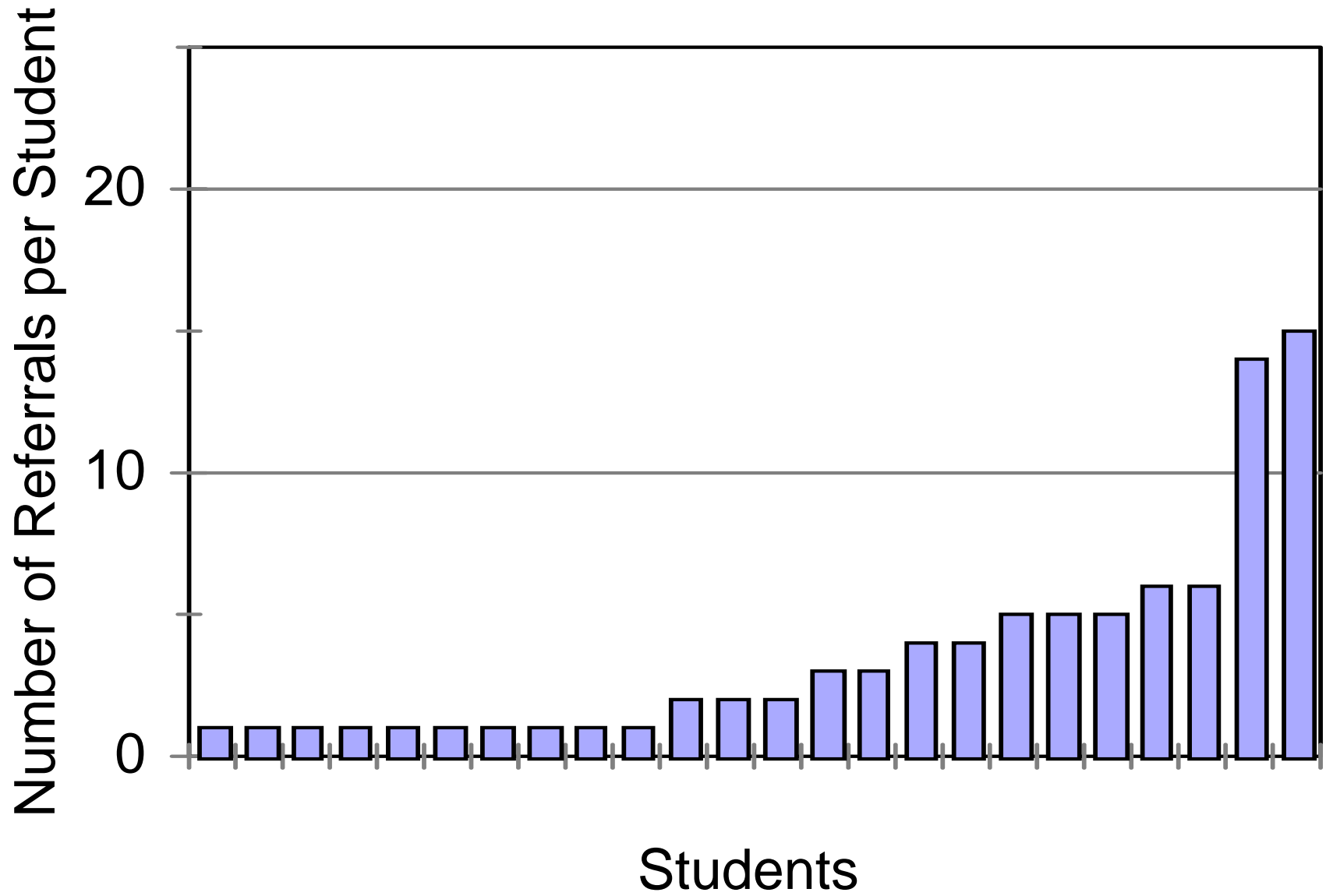
# Referrals per Problem Behavior



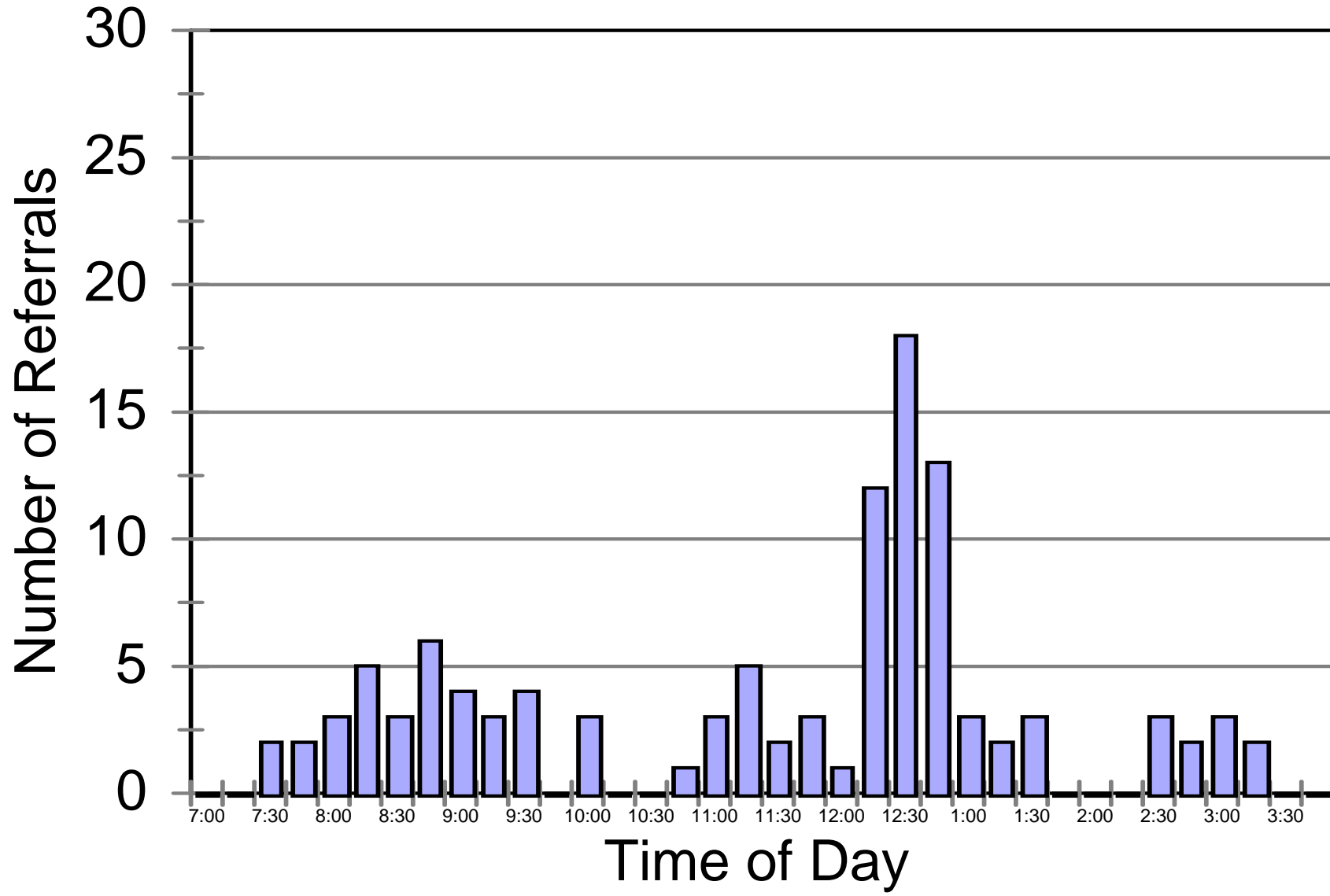
# Referrals by Location



# Referrals per Student



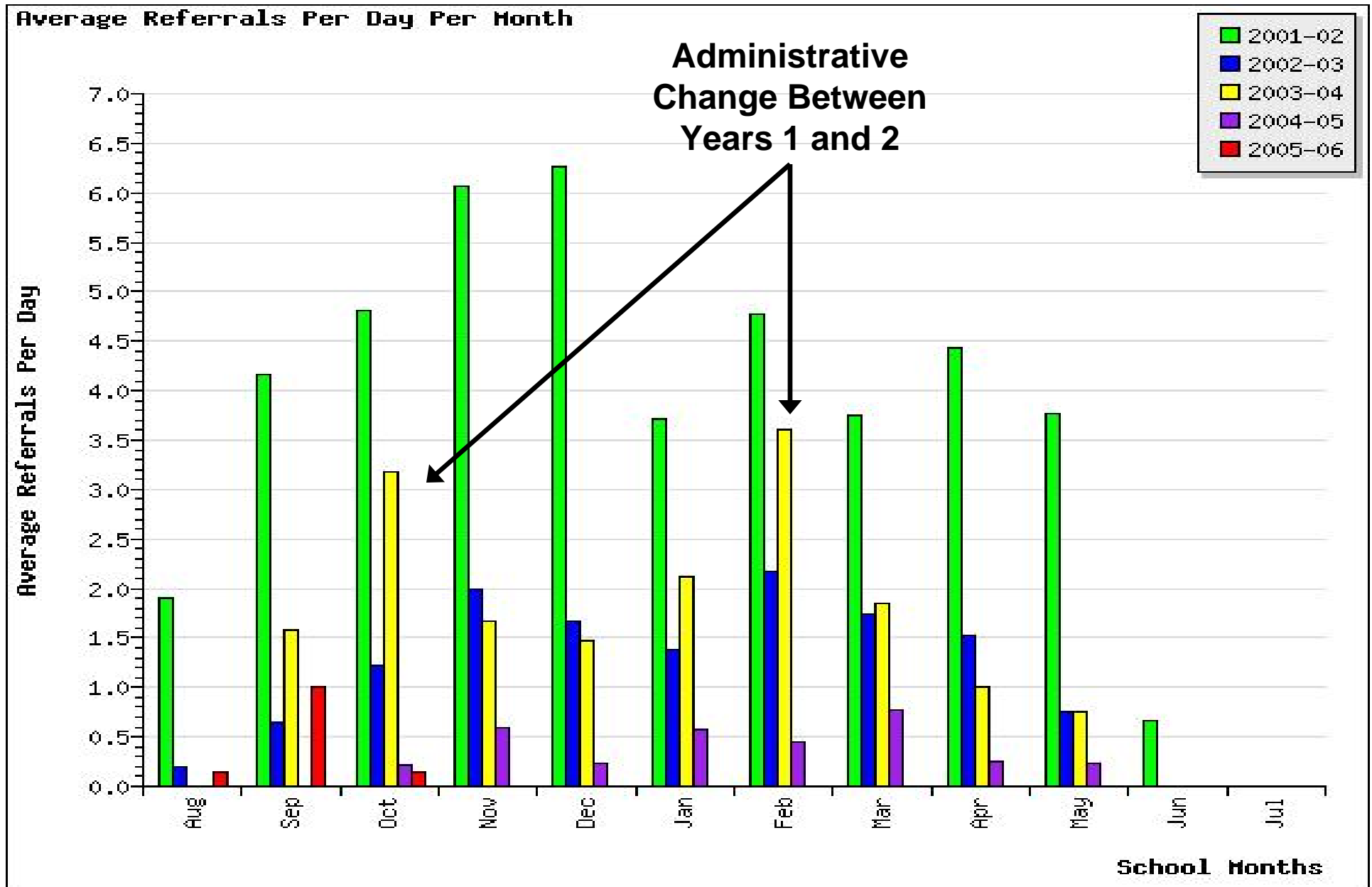
# Referrals by Time of Day



# Case Examples



# Elementary Example

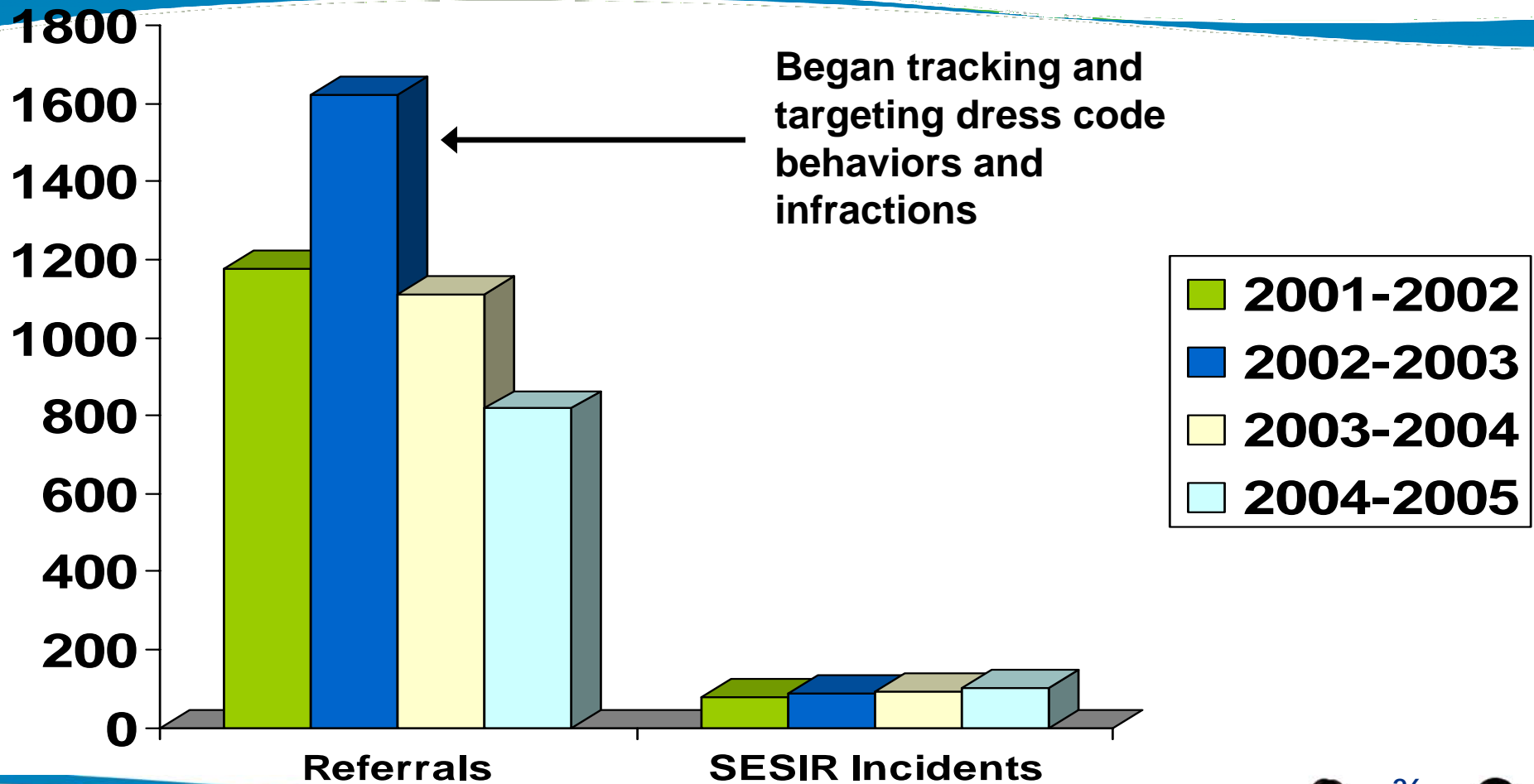


# Elementary School Example

- Average # of referrals per day per month
  - Baseline 01-02: 4.38
  - 1<sup>st</sup> Year 02-03: 1.33
  - 2<sup>nd</sup> Year 03-04: 1.8
  - 3<sup>rd</sup> Year 04-05: 0.36
- Percent Change in Office Discipline Referrals:
  - Between Baseline & Year 1: 70% decrease
  - Between Year 1 & Year 2: 26% increase
  - Between Year 2 & Year 3 80% decrease
  - Between Baseline & Year 3: 92% decrease
  - 45 student and 23 administration days regained!
- Letter Grade: C to B
- Change of Administration Between Years 1&2



# Middle School

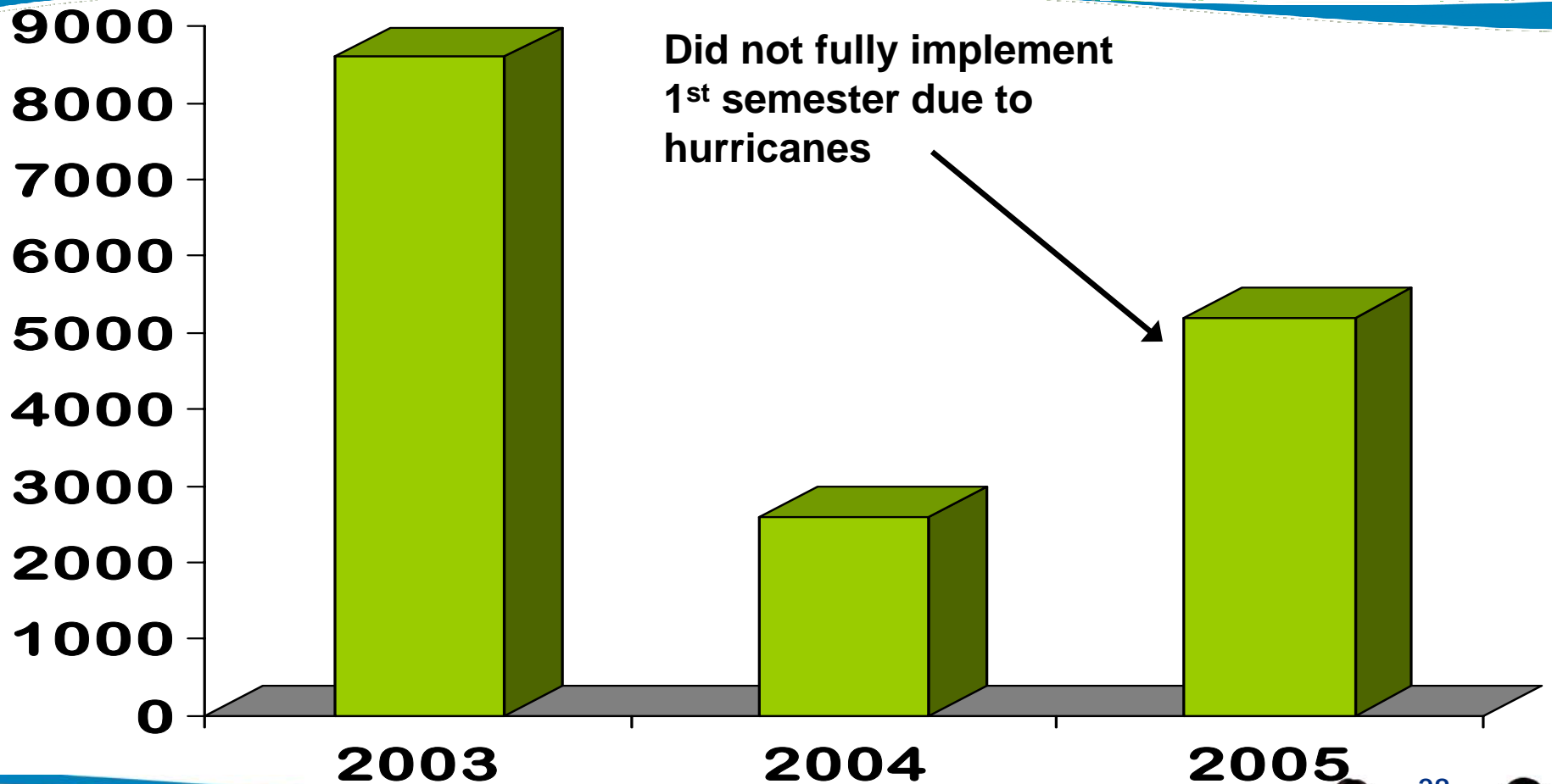


# Middle School Example

- 01-02 Did not track dress code infractions, 02-03 started tracking dress code infractions
- Average # of referrals per day per month
  - Baseline 01-02: 6.53
  - 1<sup>st</sup> Year 02-03: 9.01
  - 2<sup>nd</sup> Year 03-04: 6.18
  - 3<sup>rd</sup> Year 04-05: 4.84
- Percent Change in Office Discipline Referrals:
  - Between Baseline & Year 1: 38% increase
  - Between Year 1 & Year 2: 31% decrease
  - Between Year 2 & Year 3: 22% decrease
  - Between Baseline & Year 3: 26% decrease
  - **19 student and 10 administration days regained!**
- Maintained Letter Grade A



# High School Example 1

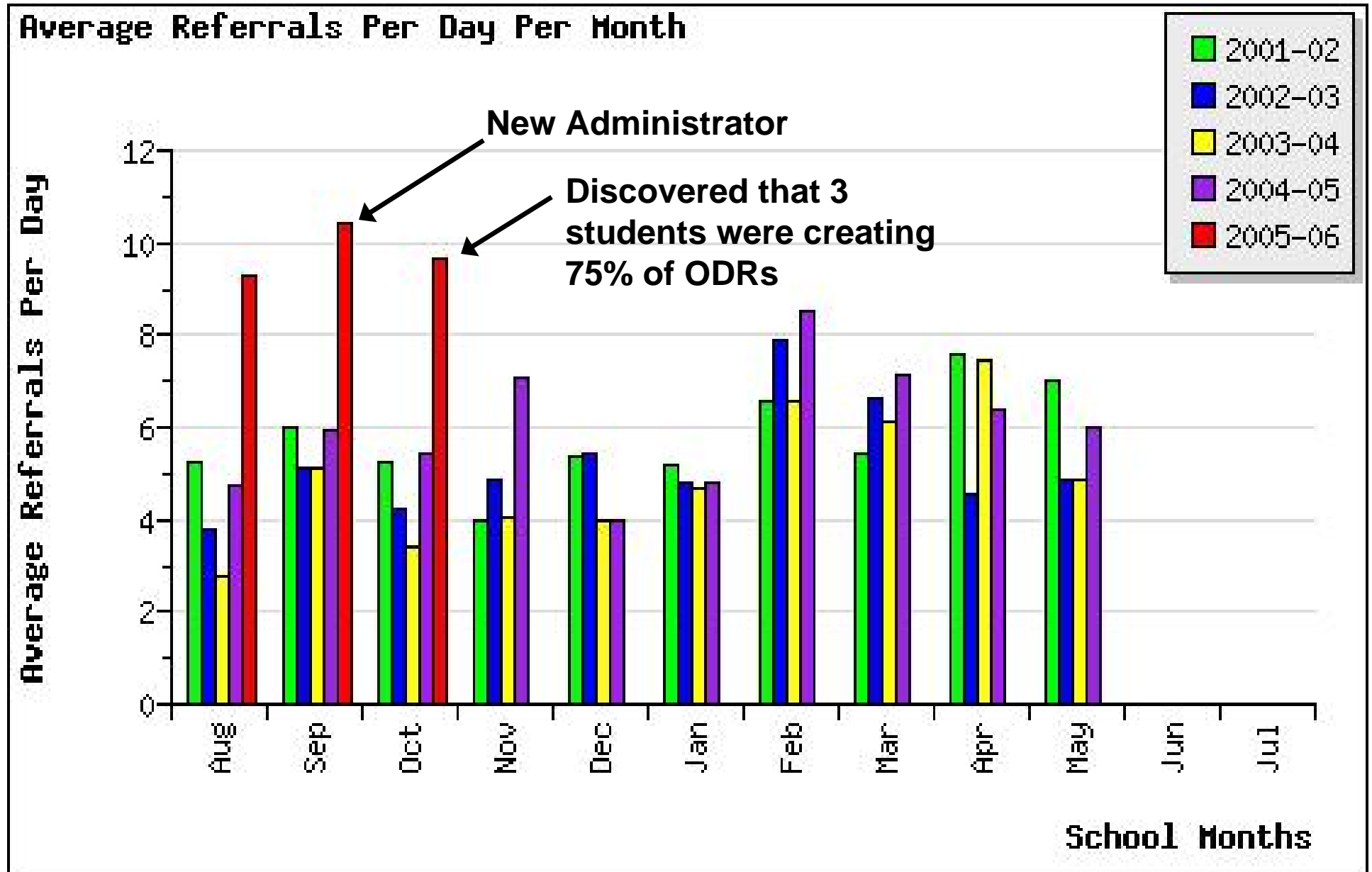


# High School Example 1

- Average # of referrals per day per month
  - Baseline 02-03: 47.78
  - 1<sup>st</sup> Year 03-04: 14.45
  - 2<sup>nd</sup> Year 04-05: 28.88
    - Did not focus on SWPBS 1<sup>st</sup> semester due to hurricanes
- Percent Change in Office Discipline Referrals:
  - Between Baseline & Year 1: 69.8% decrease
  - Between Year 1 & Year 2: 50% increase
  - Between Baseline & Year 2: 40% decrease
- School Environmental Safety Incident Reporting (SESIR):
  - Baseline 01-02: 184 incidents
  - Baseline 02-03: 117 incidents
  - 1<sup>st</sup> Year 03-04: 63 incidents
- Maintained Letter Grade C
- School Environmental Safety Incident Reporting (SESIR):
  - Baseline 01-02: 184 incidents
  - Baseline 02-03: 117 incidents
  - 1<sup>st</sup> Year 03-04: 63 incidents
- Dropout Rate:
  - Baseline 01-02: 4.1
  - Baseline 02-03: 2.2
  - 1<sup>st</sup> Year 03-04: 2.1
- 213 student and 106 administration days regained!



# Center School Example



# Center School Example

- Average # of referrals per day per month
  - Baseline 01-02: 5.85
  - 1<sup>st</sup> Year 02-03: 5.22
  - 2<sup>nd</sup> Year 03-04: 5.03
  - 3<sup>rd</sup> Year 04-05: 6.09
    - 3 students generated over 75% of referrals
    - New Principal after several years
- Percent Change in Office Discipline Referrals:
  - Between Baseline & Year 1: 11% decrease
  - Between Year 1 & Year 2: 4.7% decrease
  - Between Year 2 & Year 3: 17% increase
  - Between Baseline & Year 3 : 4% increase



# Results of School-wide PBS

- When PBS strategies are implemented school-wide, students with and without disabilities benefit by having an environment that is conducive to learning
- All individuals (students, staff, teachers, parents) learn more about their own behavior, learn to work together, and support each other as a community of learners

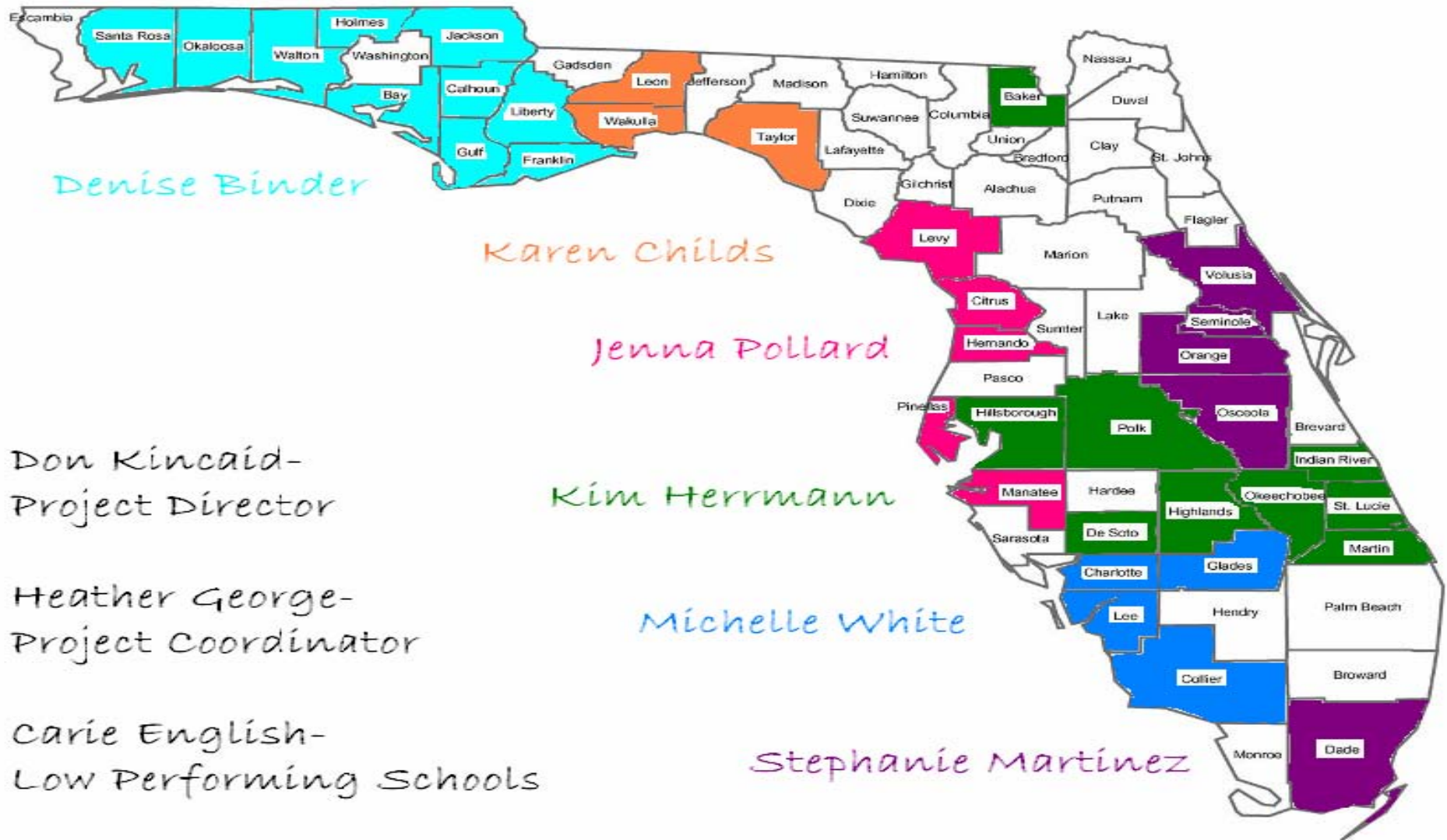


# Why School-wide PBS?

- Over 2000 schools across the country and over 160 in Florida have learned and are implementing SWPBS because...
  - It can be adapted to fit your particular school
  - It can coexist with most other school-wide programs (reading first, character ed, etc.)
  - It is consistent with research-based principles of behavior



# FLorida's Positive Behavior Support Project District Map 2006-2007



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