PBIS: Implementing, Sustaining and Innovating Across the Continuum of Behavioral Supports

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Traditional Discipline versus PBS

**Traditional Discipline:**
- Undesirable behavior is expected to stop through the use of punishment
  - Waits for the problem behavior to happen
  - Appropriate alternative behavior may or may not be addressed
  - May actually reinforce the problem behavior
  - Removes students with frequent problems

**Positive Behavior Support:**
- Undesirable behavior is reduced by:
  - Altering environments to prevent common problems
  - Teaching appropriate skills
  - Rewarding appropriate behavior
  - Systematically using data to identify appropriate supports for students

http://video.google.com/videoplay?docid=6759620933099471522#docid=8162268194632523354
Why should I invest in PBIS?

- Why wouldn’t you? Why not?
- It’s research based
- Creates an environment conducive to learning
- Everyone learns more about their own behavior
- It is collaborative, assessment-based, emphasizes proactive, educative, and reinforcement-based strategies
- Promotes environments in which positive behavior is more effective than problem behavior
- Because it’s best practice and makes sense!
Schools adopting SWPBIS by year

16,233 Schools Adopting School-wide PBIS

http://www.youtube.com/watch?v=f32P-FLrNdY
Schools use SWPBIS (Aug, 2011)

11 states with over 500 schools
4 states with over 1000 schools
Proportion of Schools Implementing SWPBIS by State (Aug, 2011)

Texas
52/67 districts = 78% of Florida’s school districts!
February, 2012
Number of Schools Trained in Tier 1
(April 8, 2012)

7 Pre-K schools
734 Elementary schools
258 Middle schools
173 High schools
81 Alt/Center schools
73 Other (e.g. K-8)

1326 TOTAL SCHOOLS
Tier 1 BoQ Critical Elements

- PBS Team
- Faculty Commitment
- Effective Procedures for Dealing with Discipline
- Data Entry and Analysis Established
- Expectations and Rules Developed
- Reward/recognition Program Established
- Lesson Plans for Teaching Expectations/rules
- Implementation Plan
- Classroom
- Evaluation

(BOQ; Kincaid, Childs, & George, 2005; 2010)
Continuum of Services

- Universal PBS
- Classroom-Level PBS
- Classroom Consultation
- Check-In/Check-Out (CICO)
- Brief Mentoring
- Simple FBA/BIP
- Comprehensive FBA/BIP
- Wraparound

Monitoring the progress and outcomes of all students

Monitoring the progress and outcomes of the system
**TIER I: Core, Universal**

**GOAL:** 100% of students achieve at high levels

**Tier I:** Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

**Tier I:** Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

**Tier I:** Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How you we respond when some students don’t learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum.
TIER II: Supplemental, Targeted

Tier II

For approx. 20% of students

Core +

Supplemental

...to achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?
TIER III: Intensive, Individualized

Tier III
For Approx 5% of Students

Core +
Supplemental +

Intensive Individual Instruction
...to achieve benchmarks

1. Where is the students performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
The integration/combination of the two:

- are critical for school success
- utilize the three tiered prevention model
- incorporate a team approach at school level, grade level, and individual level
- share the critical feature of data-based decision making
- produce larger gains in literacy skills than the reading-only model

(Stewart, Benner, Martella, & Marchand-Martella, 2007)
PBS provides the framework for RtI B

It’s about more than just problem behavior

- Behavioral data system & school-wide procedures facilitate effective data-based decision making for RtI
- The Tier 1 system supports “academic enhancers,” and productive citizenship

Tier 1 PBS establishes the core curriculum for behavior & provides the structure for advanced supports
RTI Continuum of Support for ALL

Universal > Targeted > Intensive

Label behavior...not people
Response to Instruction/Intervention (RtI): The Foundation

RtI is the practice of:

1. providing **high-quality instruction/intervention** matched to student needs and
2. using **learning rate** over time and **level of performance** to
3. make **important educational decisions** to guide instruction
Avoiding Myths…

RtI IS:
• A process designed to maximize student achievement
• A method to deliver effective interventions earlier and efficiently
• Focused on outcomes
• About student progress

RtI IS NOT:
• A way to delay services to students
• A way to avoid special education placement
• A hoop to jump through to ensure special education placement
An Essential *Shift* in Thinking

The central question is *not*:  
“What about the students is causing the performance discrepancy?”

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else.

Ken Howell
“Response to Intervention” (RTI) . . .

a way of screening children, early in their schooling, that can help schools and educators identify those who may not be responding to instruction – and thus may be at risk for school failure. The technique allows schools, on a school-wide basis, to provide any student more intensive support – and monitor their progress – than may be typically available in every classroom.

Alexa Posny, Assistant Secretary, OSERS
RtI/PBS Critical Components

1. Research-based, Scientifically Validated Interventions
2. Multi-tier Models of Support
3. Effective, Informative, Responsive Assessments
4. Effective Use of Problem-Solving Process
5. On-going Progress Monitoring
6. An Integrated Data System

MTSS provides a common language and understanding
Definition of “Fidelity”

1. strict observance of promises, duties, etc.
2. loyalty
3. conjugal faithfulness
4. adherence to fact or detail
5. accuracy, exactness


Synonyms: loyalty, precision, faithfulness, rigor, meticulousness
Antonyms: disloyalty
Fidelity of Implementation

HOW DO YOU KNOW?

• Are you addressing ALL of the critical elements of PBIS or just some? Are you implementing them with fidelity?

• Are you implementing with as much “gusto” as you did at the beginning of the year? Or as you did your first year of implementation?

• Are all teachers participating?

• Do you have a lot of new team members and/or teachers? Are there some misunderstandings about what PBIS is?
Florida Tier 1 PBS: RtI/IB Fidelity of Implementation

Percent of Schools Scoring 70+ on BoQ

<table>
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<tr>
<th>School Year</th>
<th>Avg BoQ Score</th>
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<td>2008-2009</td>
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<td>2009-2010</td>
<td>69</td>
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<tr>
<td>2010-2011</td>
<td>71</td>
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Higher-Implementing Schools experienced an average of 23% fewer ODRs/100 students over the last 7 years.
Higher-Implementing Schools experienced an average of 50% fewer OSS Days/100 students.
Indicates that focusing on behavior does not impede student performance but in fact, may help maintain or increase it!
Florida's Model Schools

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<tr>
<th>School Year</th>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
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<td>2010-2011</td>
<td>44</td>
<td>27</td>
<td>50</td>
<td>121</td>
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Percentage of Florida's Schools Reaching Model Status

2004-2005: 18%
2005-2006: 20%
2006-2007: 25%
2007-2008: 32%
2008-2009: 32%
2009-2010: 25%
2010-2011: 14%
Stages of Implementation

1. Exploration/Adoption
   - Development Commitment

2. Installation
   - Establish Leadership Teams, Set Up Data Systems

3. Initial Implementation
   - Provide Significant Support to Implementers

4. Full Implementation
   - Embedding within Standard Practice

5. Innovation and Sustainability
   - Improvements: Increase Efficiency and Effectiveness

Where are you?

Should we do it?

Doing it right

Doing it better
PBS: RtIB Systems Implementation Logic

LEADERSHIP TEAM

Funding
Visibility
Political Support
Policy

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations

(OSEP TA Center on PBIS, 2009)
PBS District Coordinators Are Expected to Manage...

- Requests from State, District or Schools
- District Leadership Team process
- Funding
- Visibility/political support in their district
- Training schedules
- Development of PBS Coaches/Facilitators
- Participating schools’ data and evaluations
- Model School Award process
Principal’s Role

- Maintaining standards regarding which innovations their school would employ,
- Making a public statement of support once the faculty selected an innovation,
- Establishing a representative leadership team to lead the process of implementing the innovation,
- Supporting the team members to have the time and resources to accomplish the task,
- Guiding rather than dictating decision-making,
- Taking a leadership role to model and reinforce implementing the innovation with fidelity,
- Regularly attending and participating in team meetings,
- Providing recognition to faculty and the team for their hard work,
- Serving as the spokesperson to community stakeholders about the worth and importance of the innovations, and
- Establishing objective means to monitor and provide feedback to all staff about the effect of the innovation.

(Colvin & Sprick, 1999)
What is Coaching?

• A set of activities that provide facilitative support to build the capacity of school-based leadership teams to implement Multi-Tiered Systems of Support (MTSS) to enhance student outcomes.

• Specific skills sets necessary to facilitate change across the tiers of support.

• An essential element for the successful implementation of RtIB efforts.
Coaching is **not necessarily a person**

- One person *may not* possess all the skill sets necessary to support a school-based team across all tiers of supports

- *Several people*, with the appropriate skill sets, may need to be identified to support the school-based leadership and RtI'B teams

- One team member may be designated as the coaching facilitator or ‘**point person**’ who secures the assistance of others based on skill sets
Coaching Activities

Examples:

- Facilitate effective **teaming and collaborative action planning**
- Ensure **fidelity of implementation** using the PBS action plan
- **Communication link** between district, school-based administration, faculty/staff, parents and community
- Provide **expertise** on behavior, PBS, RtI, data analysis
- Facilitate **structured problem-solving** during team meetings
- Assist with **data reporting**, progress monitoring and evaluation
- Assist with **Model School** application process
What’s Involved: Implementation (immediate needs)

• Schools need time for planning/preparation
• District should provide for a way of monitoring implementation (FTE)
• Coaches will need time for collaboration, problem-solving, professional development
  – Monthly district-level (regional?) Coaches’ meetings
• Schools will need limited funding
  – SIP, IDEA, Titles I-IV, Safe Schools, Dropout Prev., Professional Development, Community partners
PBS Team

✓ Broad representation
✓ Administrative support
✓ Meets regularly – at least monthly
✓ Established a clear mission or purpose
Tasks of the SWPBS Team

- Assess the current status of behavior management practice
- Examine patterns of behavior
- Develop a school-wide plan
- Obtain staff commitment
- Obtain parental participation and input
- Oversee, monitor, and evaluate all planned objectives and activities developed

OVERALL, THE MAIN SOURCE OF COMMUNICATION!
The hazards of leadership.
Meeting Checklist

- Agenda is distributed in advance
- **Items have specific time limits**
- Meeting starts & ends on time – no exceptions
- Team leader moves team through the agenda
- Team leader keeps team on-topic
- **EVERY** team member contributes to discussion
- **EVERY** team member volunteers for action plan items
- Team addresses conflict constructively
- Team rules by obtaining consensus
- New Action Plan items generated & added to existing plan

http://flpbs.fmhi.usf.edu/pdfs/Team%20Meeting%20Checklist%209.7.10.pdf
Goals for PBS Team

- Identify initiatives in place that address: the entire campus, groups of students, at-risk or individual students
- Determine data used to identify students in need of targeted/Tier 2 group interventions
- Determine curricula that will address needs
- Develop a plan for implementing on campus
  - Include evaluation of system and progress monitoring of student outcomes
- Embed within existing SWPBS Plan on campus
Campus Teaming Models

RtI Leadership Team
- Coordinates all tiers for academic and behavior
- Subcommittees handle time-consuming tasks

Academic vs. Behavior
- Two separate teams coordinate tiers

Multiple Teams
- Tier 1 Behavior Team & Tier 1 Academic Team
- Advanced Tiers team
  - One combined team for both Tiers 2 and 3
  - Two separate teams - one for Tier 2, one for Tier 3
  - Two separate teams - one team coordinates interventions for Tiers 2 and 3, one team monitors data
Tier 1
Academic Tasks

Tier 2
Academic Tasks

Tier 2
Behavior Tasks

Tier 3
Academic Tasks

Tier 3
Behavior Tasks

Tier 1
Behavior Tasks

Academic & Behavior Issues
Tier 1
Tier 2
Tier 3

RtI Leadership Team
Tier 1 Academic

Tier 1 Behavior

Tiers 2 & 3 Behavior and Academics
Use a Team Planning Process

• **Planning Alternative Tomorrows with Hope (PATH)** is a way for diverse people who share a common need to align their...
  
  – School’s vision, purposes, and goals
  – Understanding of a situation and its possibilities for hopeful action
  – Actions for change, mutual support, personal and team development, and learning
**First Steps**

1. Discipline committee meet monthly, and develop a plan.
2. Data system in place, report back to staff.
3. Teachers share effective classroom management techniques.
4. Clear referral process, communication, consistency, feedback.
5. Support staff are trained and participating.
6. 20% decrease of total number of referrals.
7. Friday training rule for assistants.
8. Support system of rewards in place for positive behavior.
9. Effective set of consequences when dealing with challenging behaviors.
10. Increase instructional time.

**GOALS**

1. Pride: Safe
2. Respectful students, teachers, and staff
3. Consistency
4. Greater self-esteem
5. Community of learners
6. Increase parent involvement
7. Fun!!!
8. Motivated students
9. Climate of caring
10. Good manners
11. Cooperation
12. Community respect
13. Self-respect
14. Enjoy
15. High Expectations

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<table>
<thead>
<tr>
<th>HISTORY</th>
<th>NOW!!</th>
<th>STRENGTHS</th>
<th>BARRIERS</th>
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<tbody>
<tr>
<td>Tough kids</td>
<td>Most requested school</td>
<td>Cooperation</td>
<td>Parent involvement</td>
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<tr>
<td>Tolerance</td>
<td>Discipline plan in place</td>
<td>Commitment</td>
<td>Language/</td>
</tr>
<tr>
<td>Reputation for SED</td>
<td>8 rules-refine!!!</td>
<td>Good reputation in the</td>
<td>communication</td>
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<tr>
<td>Population</td>
<td>No consistency</td>
<td>Talented staff</td>
<td>Time for</td>
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<tr>
<td>Cultural diversity</td>
<td>Negative behaviors are being reinforced</td>
<td>Invested in children</td>
<td>meetings,</td>
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<tr>
<td>Service oriented</td>
<td>Good crisis system in place</td>
<td>Dedicated</td>
<td>trainings, etc.</td>
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<tr>
<td>Expanding to prove</td>
<td>Resources &amp; Training</td>
<td>Fun place for kids</td>
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<tr>
<td>Itself</td>
<td>Parent Ed.- Good link for school</td>
<td>Staff has a positive</td>
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<tr>
<td>Location</td>
<td>Strong curriculum base</td>
<td>attitude</td>
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<tr>
<td>Supportive administration</td>
<td>Cooperative</td>
<td>Supportive of each other</td>
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<tr>
<td>Strong curriculum base</td>
<td>Discipline consistent with behavior plan</td>
<td>Strong academic focus</td>
<td></td>
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<tr>
<td>Base</td>
<td>Kids like being at school</td>
<td>Supportive resources,</td>
<td></td>
</tr>
<tr>
<td>Cooperative</td>
<td>Tough population</td>
<td>Parent Ed., Life skills</td>
<td></td>
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<tr>
<td>Discipline</td>
<td>Access to guidance is limited</td>
<td>Counselor</td>
<td></td>
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<tr>
<td>inconsistent with</td>
<td>Slow referral process</td>
<td>Specials program are</td>
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<td>behavior plan</td>
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<td>well recognized in the</td>
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<td></td>
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<td>county</td>
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<td>Motivated</td>
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<td>Great after school</td>
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<td></td>
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<td>program</td>
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### District Action Planning Team Members:
Attended: Robin J. Morrison, Isabel Toyos, Martine Phanord, Tony Valido, Opal Duren, Gaye Kofsky, Barbara Cicilia, Jesus Aviles, Gina Mora, Carmen Diaz
Not in attendance: Tanya Care-Henderson, Annette Barrett, Charles Ochipa, Rona Brandell, Julio Ventura, Janelle Bermudez, Suzy Schumer, and Monica Rivera
Faculty Commitment

✓ All are aware of behavior problems on campus
  ✓ Regular data sharing
✓ Involved in establishing and reviewing goals
✓ Feedback obtained throughout year using the existing database
  ✓ Conduct staff surveys
✓ Develop an “election” process for activities
✓ Use a “comments” or “suggestions” box or bulletin board
Outcome Data: End Year Reports

HORACE O'BRYANT MIDDLE SCHOOL
Referrals Per 100 Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Referrals Per 100</th>
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<td>2007-2008</td>
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<td>2008-2009</td>
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<td>2009-2010</td>
<td>81</td>
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<tr>
<td>2010-2011</td>
<td>54</td>
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Baseline      Year 1    Year 2    Year 3
Implementation Year
### Behavior Rating Scale

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<th>Date</th>
<th>8 or more times</th>
<th>6-7 times</th>
<th>4-5 times</th>
<th>2-3 times</th>
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<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Date</th>
<th>55% or more</th>
<th>40-55%</th>
<th>25-40%</th>
<th>10-25%</th>
<th>0-10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requesting Attention/Assistance</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Does the teacher perceive the problem as decreasing?**

80% or greater decrease in rating of “hitting”
GOOD MORNING, TEACHER

Illustration by Jim Borgman. Reprinted with permission from King Enterprises Syndicated.
Re-Frame “At Risk”

- Are our kids well prepared?
- Are they excelling?
- On track to succeed…college and career ready?…in global economy?
- Are we fostering excellence (climate of safety, engagement…relationships/mentoring)
  - Don’t assume staff know how to mentor kids…
  - Every student should be connected with an adult in the building (secret mentor- expectation is all staff participate)
Identify Common Values

• With this frame we want to help the team identify their dream for the future, including all the ideas, values, and things that are important to them in developing an ideal school.

• List anything that is important for the team to realize the kind of school they desire.

http://www.youtube.com/watch?v=47rQkTPWW2I

THE DREAM

Everyone maintains high standards for academic achievement

Respect for all types of diversity

Everyone feels safe

Everyone belongs

Everyone has friends

Everyone is successful

This product was developed by Florida’s Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
Effective Procedures for Dealing with Discipline

✓ Process described in narrative/graphic format
✓ Process includes documentation procedures
✓ ODR form contains information useful for decision making
✓ Behaviors defined
✓ Major and minor behaviors clearly identified and understood
✓ Suggested array of appropriate responses to minor and major behaviors
Observe Problem Behavior

Warning/Conference with Student

Is behavior office managed?

No

Use Classroom Consequence

Complete Minor Incident Report

Does student have 3 MIR slips for the same behavior in the same quarter

Write the student a REFERRAL to the main office

Yes

Write referral to office

Administrator determines consequence

Administrator follows through on consequence

Administrator provides teacher feedback

**SIDE BAR on Minor Incident Reports**

- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)
Appropriate Definitions of Problem Behaviors

- What one teacher may consider disrespectful, may not be disrespectful to another teacher

- Therefore, problem behaviors must be operationally defined

- Once behaviors are defined, all faculty, staff, administration, students and families will need to be trained on the definitions
Office Discipline Referral Forms

- Make sure to answer the following questions when formatting the ODR Form: **Who, Why, What, When, Where**

- Clarity on the referral form takes the guess work out of the data entry person’s job

- Data will be more reliable and accurate as judgement calls are minimized
Develop a Hierarchy of Consequences

- The more students know the rules and consequences for misbehavior and are aware that the rules in a school are applied fairly under a “system of laws,” the less victimization and disorder is present in the school (Mayer & Leone, 1995)

- Essential to develop a “system of laws” and communicate it to the stakeholders
Data Entry and Analysis Established

✓ Data system to collect/analyze ODR data
  ✓ www.swis.org
✓ Additional data collected
✓ Data entered weekly (minimum)
✓ Data analyzed monthly (minimum)
✓ Data shared with team monthly (minimum)
Data-Based Indicator

Location

Number of Office Referrals

- Unknown
- Office
- Common
- Bus Area
- Special Event
- Other
- Gym
- Library
- On Bus
- Cafeteria
- Bathroom
- Parking Lot
- Hall
- Playground
- Classroom

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Data-Based Indicator

Number of Office Referrals

Teacher
Data-Based Classroom Indicators

- Address classroom systems if...
  - Majority of referrals come from classrooms (e.g., more than 50% of referrals)
  - More than 40% of referrals come from less than 10% of the classrooms
  - Not all teachers are writing referrals
Targeted Group Interventions

For high- and at-risk students:

– These students represent less than 25% of school enrollment

– They account for over 50% of behavioral incidents

– They consume significant amounts of time and resources

~5%

~15%

~ 80% of Students
Data-Based Indicator

Number of Office Referrals

Student

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Data-Based Indicator

Type of Behavior

Number of Office Referrals

- Defiance
- Disrupt
- Dress
- Fight
- Harass
- Language
- Skip
- Tardy
- Vandal
- Weapons

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Individual Student Planning

Referrals per Student

Number of Referrals per Student

Students
Expectations and Rules Developed

- 3-5 positively stated behavior expectations posted
- Expectations apply to both students and staff
- Rules developed and posted for specific settings
- Rules are linked to expectations
- Feedback obtained in development
School-wide Expectations: Why are they necessary?

- Much of human behavior is learned, comes under the control of environmental factors, and can be changed (Sugai et al., 1999)

Identifying desired behaviors provides:
- A positive focus for change
- A unified set of clearly defined behaviors
- A framework for developing instructional components and environmental supports
POSITIVE BEHAVIOR SUPPORT

RESPECTFUL

RESPONSIBLE

RESOURCEFUL
Setting-Specific Rules Facilitate:

- Uniform instruction across multiple programs and settings within the school
- Communication among staff members
- Assessment of student behaviors
- Communication with parents
- Curriculum design
- Legal, ethical, and professional accountability
OFFICE RULES

Wait quietly until you are acknowledged
Ask questions respectfully
Inside voices only
Thank the person for helping you

T. S. Morris Elementary School
Home of the Mighty Marlins

BATHROOM RULES

Flush the toilet
Save the area clean
Use a quiet voice
Sanitize your hands
Help conserve supplies

T. S. Morris Elementary School
Home of the Mighty Marlins
# MLK Middle School’s Matrix

<table>
<thead>
<tr>
<th></th>
<th>Hall</th>
<th>Cafeteria</th>
<th>Gym</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be safe</strong></td>
<td>Walk to right</td>
<td>Keep food &amp; drink off the floor</td>
<td>Use equipment with supervision</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, &amp; objects to self</td>
<td>Walk</td>
<td>Use equipment as instructed</td>
</tr>
<tr>
<td><strong>Be prepared</strong></td>
<td>Have planner signed</td>
<td>Have lunch money ready</td>
<td>Be dressed out &amp; in place on time</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Know what you want to order</td>
<td>Be ready to repeat instructions when asked</td>
</tr>
<tr>
<td><strong>Be respectful</strong></td>
<td>Use an inside voice</td>
<td>Take your place in line</td>
<td>Stop &amp; listen when the whistle blows</td>
</tr>
<tr>
<td></td>
<td>Put trash in the garbage cans</td>
<td>Clean your area of the table</td>
<td>Follow game rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Encourage others</td>
</tr>
</tbody>
</table>
Reward/Recognition Program Established

- System established and implemented consistently across campus
- Variety of methods to reward students
- Linked to expectations
- Variety offered to maintain student interest
- Includes opportunities for naturally occurring reinforcement
- Ratios of reinforcement to corrections high
- Student involved in development
- Incentives for faculty/staff

Thelma Smiley Morris Elementary

"GOTCHA" Ticket

Mighty Marlins

Always S.W.I.M. Upstream!!

11-12
Guidelines for Providing Rewards

When

• Immediately after the target behavior occurs (expectation)
• Frequently after teaching an expectation
• In problem locations or situations

Avoid

• Long delays between the display of positive behavior and reward
• Only quarterly or semester events
  • Use as part of the reward hierarchy

General

• Students should always be eligible to earn a reward
• ‘No’ parties should not be used in isolation
  • tardies, referrals, dress code violations, etc.
• Some students may need shorter time intervals between rewards
Reward System Guidelines

• Teach
  • What behaviors will earn rewards
  • How and when to reward
    • Behaviors to reward, priority locations

• Offer a variety
• Establish a hierarchy
• Survey students and families for ideas
• Make it as easy as possible
• Use and share data
  • Decrease in problem behaviors
  • Increased participation in reward events
Lesson Plans for Teaching Expectations/Rules

✓ Behavioral curriculum includes concept and skill level instruction
✓ Examples and non-examples included
✓ Variety of teaching strategies included
✓ Embedded within subject areas
✓ All involved in development and delivery
✓ Include families and community
What the Staff Need to Know:

- The “big picture” – your team purpose
- Lesson plans to teach expectations and rules
- How and when to teach expectations and administer rewards
- The process for handling problem behaviors
- Schedules for training and rewarding activities
What Students Need to Be Taught

- Expectations
- Rules for specific settings
- Discipline process across campus
- Consequences for rule violations
- Reward system
- Where and how feedback will be provided on the behaviors across campus
Implementation Plan

✓ Develop, schedule, and deliver plans to teach staff:
  ✓ discipline and data system
  ✓ lesson plans for students

✓ Schedule/plans for teaching students developed
✓ Booster sessions for students and staff
✓ Plan for rewards/incentives
✓ Plan for new students/staff
✓ Plan to involve families and community
Expectations & behavioral skills are taught & recognized in natural context
Classroom

- **Rules** defined for each SW **expectation** & posted
- **Routines and procedures** are explicitly identified
- Expected **behavior** routines are **taught**
- Immediate and specific **behavior praise** used
- **Acknowledgement** of students demonstrating expected behaviors
- Procedures exist for **tracking** behavior problems
- **Range of consequences/interventions**
Ineffective instruction and poorly structured environments may set the stage for poor student outcomes.
CLASSROOM RULES

S - Show Respect
W - Work and Play Safely
I - Involved in Learning
M - Make Good Choices

T. S. Morris Elementary School
Home of the Mighty Marlin
Evaluation

✓ Students/staff surveyed
✓ All know expectations/rules
✓ Staff use discipline system/documentation appropriately
✓ Staff use reward system appropriately
✓ Outcomes documented and used to evaluate PBS Plans
Outcome Data: End Year Reports

INDIAN HILLS SECONDARY (ALTERNATIVE/CENTER)
Benchmark of Quality Score per Critical Element Category

Percentage of Possible Points Scored

Critical Element Category

PBS Team, Faculty Commitment, Effective Procedures, Data Entry Plan, Expectations, Reward Program, Lesson Plans, Implementation Plan, Crisis Plan, Evaluation, TOTAL SCORE
Staff Satisfaction Results

Are staff satisfied with PBS process?

Majority of responses in Agree or Strongly agree category.
In Summary...The Process for School-wide PBS Includes:

✓ A committed team leading all PBS efforts
✓ Method for identifying current problems (data)
✓ Procedures for discouraging violations of school-wide expectations/rules
✓ Positively stated behavior expectations/rules
✓ Procedures for encouraging expected behaviors
✓ Lesson plans to teach expectations/rules
✓ Method of monitoring implementation and effectiveness
Positive Behavioral Interventions & Supports

- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior

DIAGRAM:
- SYSTEMS
- DATA
- PRACTICES

Intersections:
- Supporting Staff Behavior
- Supporting Student Behavior
- Supporting Decision Making
SYSTEM CHANGE
TOP 10 LESSONS LEARNED
10. Get honest about issues or concerns in your building

- Administrator is key!! Establish a kind of “haven”- place that individuals can get feel safe about reporting concerns, supported by school community and empowered to be a part of the decision making process- “Community of Practice”

- Tools: Self Assessment, Fidelity Checks, ODRs, climate surveys, satisfaction surveys

- Provide data summaries within a week of return – decide best approach to deliver feedback
Transparency with data

Protected time to work with faculty

Protected team planning time

Shared participation

Demonstrate Mutual Respect for people and ideas

Assume best intentions

Schedule PBIS Time on School Calendar

Honor agreements for meeting

Seek first to understand...then to be understood

Each person has equal voice

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Predictable work environments are places where employees:

• Know what is expected
• Have materials & equipment to do job correctly
• Receive recognition each week for good work
• Have supervisor who cares & pays attention
• Receive encouragement to contribute & improve
• Can identify person at work who is “best friend”
• Feels mission of organization makes them feel like their jobs are important
• See people around them committed to doing good job
• Feel like they are learning new things
• Have opportunity to do the job well

*(Buckingham & Coffman 2002, Gallup)*
Predictions of shortages of 2 million educators over the next decade...

Data in the U.S. indicate about

- 15% of new teachers leave in the first year,
- 30% within three years and
- 40-50% within the first five years.

(Smith and Ingersoll, 2003)
Kauffman states, “Attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for students. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers.” (1993, p. 7).

In other words: “If you starve the teachers, they will eat the children.”
Do Principals Make a Difference?

- All staff rate principals leadership with respect to managing behavior as important.
- Statistically significant differences between SWPBS and non-SWPBS schools on staffs perceptions of:
  - Principals involvement related to behavior management
  - Overall effectiveness of behavior supports
  - Job satisfaction
9. Performance Feedback is King

CLOSE TO HOME

John McPherson

OK, SHE'S TRYING TO TELL ME SOMETHING HERE. I WAS SUPPOSED TO DO SOMETHING... THINK, DAVE! THINK!

The Galsteins were experiencing some serious communication problems.

3-27
• Teachers typically receive little training in classroom management.

• Teachers demonstrated behavior change only once they received performance feedback – more research is needed! (Begeny & Martens, 2006; Markow, Moessner, & Horowitz, 2006)

• Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974).
## Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation/ Lecture</strong></td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus Demonstration</strong></td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus Practice</strong></td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Plus Coaching/ Admin Support Data Feedback</strong></td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

(Joyce & Showers, 2002)
Performance Feedback in the Classroom

- How will staff get skills?
- How will staff get feedback?
- Develop Training Calendar of PD-orientation, annual staff development days, staff meetings
- Develop Access for Teacher Support- Request for Assistance
- Communication to Staff Support “Team”
- Can District/Admin deliver Time and Resources?
8. Know the purpose of your discipline data process

- Establish A Coherent Process for Discipline
  - Behavior definitions
  - Minor vs. Major
  - Written procedures for staff
  - Flow chart showing process
  - Office referral form (includes possible motivation)
    - Other tracking forms
  - Time during staff meetings to get agreement, learn about process and follow through all year!!
"You'll find Classroom Discipline in Three Easy Lessons in fiction."
7. Develop marketing plan

- Renew commitment-
  - how will you keep it novel/new and a priority in school and community?
- Continue to make it a priority
  - admin crucial
  - needs to continue to be a top school improvement goal
  - always with the design that as it becomes standard practice it will be easier each year-

Why It’s Prudent
Paradigm Shifts we’re seeing...

- We’ve noticed a gradual change in focus from:
  - Aggressive disrespect to an appreciation of manners, respect and excellence.
  - “Us against them” to shared, thoughtful collaborative relationships between students and staff.
  - Emphasis on teaching to an emphasis on learning.
  - “Do what I say” to “understand why it is important for you to do this.”
  - “It’s someone else’s fault” to assumption of responsibility.
Group Cost Benefit

Office Referral Reduction

Across 12 PBIS Schools = 5,606

If students miss 45 minutes of instruction for each Office Referral, 5,606 X 45 = 252,270 minutes
4204.50 hours or

700 days

of instructional time recovered!!!!!

http://www.youtube.com/watch?v=WDz3-c-yZMg
6. Stick to the Problem-Solving Process

Define the Problem
Defining Problem/Directly Measuring Behavior

Evaluate
Response to Intervention (RtI)

Problem Analysis
Validating Problem
Identify Variables that Contribute to Problem
Develop Plan

Implement Plan
Implement As Intended, Progress Monitor, Modify as Necessary

http://www.youtube.com/watch?v=HSj0Ce_A3w4
Tiered Model of School Supports and the Problem-Solving Process

**Intensive, Individualized Supports**
- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress
- If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

**Targeted, Supplemental Supports**
- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working
- If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving

**Core, Universal Supports**
- Research-based, high-quality, general education instruction and support
- Screening and benchmark assessments for all students
- Assessments occur for all students
- Data collection continues to inform instruction
- If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem-solving
5. Multi Tiered Framework is innovation neutral

- Lessons learned are applicable to any innovation
- Language is neutral
- Training morphed into activity based
  - Resource Mapping
  - Gap Analysis
Response to Intervention for Behavior

Changing the triangle:
Think of the lava as children moving across the continuum

Intensive
Supplemental
Primary/Universal
4. Learn from Early Warning Response

<table>
<thead>
<tr>
<th>Early Warning Indicators</th>
<th>Course Performance in Core Subjects</th>
<th>GPA</th>
<th>Credits</th>
<th>FCAT/Concordance Scores</th>
<th>Attendance</th>
<th>Office Discipline Referrals</th>
<th>Additional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Track</td>
<td>Meeting all graduation requirements 2.5 or more</td>
<td>Meeting credit graduation requirement for grad plan year</td>
<td>Level 3 or Above or concordant scores within the same school year</td>
<td>4% or less absences per quarter or semester</td>
<td>3 or less Level 1 and/or minor referrals</td>
<td>Disengagement, No extra curricular involvement, Substance Abuse, High Mobility, Mental health issues, Free/Reduced lunch, Foster/group home, Transient/Homeless, Parent unemployment, Student employment, Changes in behavior/appearance, More recent traumatic event, Missed guidance appointments, No show for yearbook picture</td>
<td></td>
</tr>
<tr>
<td>At-Risk for Off Track</td>
<td>Lacking 1 graduation requirement 2.0 to 2.49</td>
<td>Behind 1 Credits</td>
<td>Level 2 on FCAT</td>
<td>5% or more absences per quarter or semester</td>
<td>4 or less Level 1 and/or minor referrals Level II ODRs per semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-Track</td>
<td>Lacking 2 graduation requirements Failing 1-3 classes</td>
<td>Less than 2.0</td>
<td>Behind 3 credits</td>
<td>Not passed both sections of 10th grade FCAT or retakes No concordant scores</td>
<td>10% absences per quarter or semester</td>
<td>5 or more Level I and/or Level II ODRs per semester</td>
<td></td>
</tr>
<tr>
<td>Highly Off-Track</td>
<td>Lacking 2 or more graduation requirements Currently failing 3 or more classes</td>
<td>Less than or equal to 1.5</td>
<td>Behind 4 or more credits</td>
<td>Not passed 10th grade FCAT or retakes No concordant scores</td>
<td>15% or more absences per quarter or semester</td>
<td>5 or more Level II ODRs for fighting/profanity/disruption per semester</td>
<td></td>
</tr>
<tr>
<td>Extremely Off-Track</td>
<td>Meeting no graduation requirements 2-3 Years Behind</td>
<td>Less than or equal to 1.0</td>
<td>Not meeting cohort graduation plan</td>
<td>Not passed 10th grade FCAT or retakes No concordant scores</td>
<td>20% or more absences per quarter or semester</td>
<td>Established pattern of severe behavior Level II &amp; III ODRs</td>
<td></td>
</tr>
</tbody>
</table>
3. Rethink Technical Assistance

• Moving from a case by case expert model to building expertise in the school
• Focus of all TA is on teaching the school team to solve problems or address challenges for themselves
• Shift from providing answers to asking questions
• Shift from developing plans to prompting plan development
• Shift from being viewed as the expert to being viewed as a facilitator
• Will not replace need for specialist, re-focus all to building capacity
Coaching Skill Sets

1. Teaming
2. Action Plan Development and Implementation
3. Communication

Facilitation Skills

1. Problem Identification
2. Problem Analysis
3. Intervention Design
4. Evaluation

Coaching
A set of activities...

Collaborative Problem-Solving Skills

1. Positive Behavior Support
2. Response to Intervention
3. Basic Behavior Principles
4. Data and Progress Monitoring

Content Knowledge Skills

1. Problem Identification
2. Problem Analysis
3. Intervention Design
4. Evaluation

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2. Behavior and Academics

![Diagram showing the relationship between behavior, academics, school improvement, positive behavior support, response to intervention, and successful student outcomes.](image)
Cycle of Academic and Behavioral Failure: Aggressive Response (McIntosh, 2008)

Teacher

Student engages in problem behavior

Teacher removes academic task or removes student

Student escapes academic task

Academic skills do not improve

So, which is it… Academic problems lead to behavior problems? or Behavior problems lead to academic problems? Not sure… Probably a combination of both
1. Embrace the “SWITCH”

• “Before”
  – 5 absences- scary note home
  – 7 absences- Resource Officer Visit

• “After” –Prevention/Relationship
• LOWER Threshold
  – 2 absences- “Secret Mentor” (2 BY 10)
    • 2 minutes for 10 days – PREVENTION
  – What amount of info would you get?
  – How could you use it to alter environment or change staff behavior?
Leadership Lessons from Dancing Guy

http://www.youtube.com/watch?v=fW8amMCVAJQ
Reflection on your learning

1. What is consistent with what I already know?
2. What new information am I processing?
3. What changes are making me uncomfortable?
4. What beliefs will I have to release in order to overcome my discomfort?
5. What new behaviors will I have to learn/adopt to feel successful using PBIS?
6. What are three new things I learned in this session?
7. What supports do I think the staff that I work with need to understand PBIS?
8. Who do I want to partner with in my organization to fully understand implications of PBIS for ALL students?
9. What questions will I need answered to increase my comfort level with fully understanding PBIS?
Some Resources


Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders
http://flpbs.fmhi.usf.edu

What's New?
- May 2012 Online Chat
  - 4/26/2012 12:12 PM
- April 2012 Online Chat
  - 3/22/2012 8:44 AM
- DOE Final Report 2010-2011
  - 2/24/2012 8:48 AM

Web Training
- Using Adobe Connect Modules
- Online Modules:
  - General Information
  - District Coordinators
  - Tier 1 New Team Member Training
  - Coaches
  - Tier 1
  - Tier 2
  - Tier 3
  - Classroom

School-Wide and Response to Intervention for Behavior Videos Now Available

Implementing a Multi-Tiered System of Support for Behavior: A Practical Guide (535K PDF)

Florida's Positive Behavior Support Project on Facebook

Like 181
What is SWPBIS?
Click here for a summary of the SWPBIS.

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.


Play the Video to Watch Basic SWPBS Features

Continuum of School-Wide Instructional & Positive Behavior Support

Tertiary Prevention:
• Specialized
• Individualized
• Systems for Students with High Risk

Secondary Prevention:
• Specialized Group
• Systems for Students with At-Risk Behavior

PBIS.org provides SWPBS video films in streaming and download formats. Please visit our video page.
Welcome to the Association for Positive Behavior Support (APBS) Website.

APBS is an international organization dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors. The Association is made up of a very diverse group of individuals. Our members include:

- Professionals and practitioners
- Family members and guardians
- Self advocates and consumers
- Researchers and university students
- Policy makers and advocacy rights professionals
- Administrators, managers and trainers

Positive behavior support is now being implemented in a variety of places including schools, early childhood, mental health, and child welfare settings, and in organizations that provide services to adults with developmental disabilities. Individuals of all ages can benefit from positive behavior support from the very young to old age. To learn more about positive behavior support, select the button below that best fits the community that you represent.
The University of South Florida's College of Behavioral and Community Sciences offers a fully online Graduate Certificate in Positive Behavior Support. This certificate program offers an evidence-based approach to resolving challenging and supporting prosocial behavior in children and youth within schools and early education settings.

The core certificate courses includes: 1) Intensive Individualized Positive Behavior Support (PBS), 2) Consultation and Collaboration, and either 3) Addressing Challenging Behaviors in Young Children or 4) School-Wide Positive Behavior Support (9 hours of required courses). Students choose an additional two elective courses (6 hours of electives), which might include the fourth core course, behavioral health or children's mental health courses, an independent study course, or other relevant electives.

The certificate will benefit students by equipping them with necessary skills to provide systemic applications of PBS. The applications vary from understanding consultation at the individual level in the home and community, with young children in preschool settings, and/or school-age children within classrooms and schools. The mental and behavioral health electives or other relevant courses round out the certificate.

Course Requirements (15 Credit Hours)

This fully online graduate certificate consists of three core courses, and two elective courses for a total of 15 credit hours. Students also may choose to take a fourth core class as an elective. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students to remain in good standing.

Required courses (9 credit hours)
- MHS 6410 - Intensive Individ. Positive Behavior Suppt (3)
- MHS 6900 - Consultation & Collaboration (3)
- MHS 6608 - School-Wide Positive Behavior Support (3) OR
- MHS 6605 - Addressing Behavior Challenges in Young Children (3)

Elective courses (6 credit hours)
Choose two from the following:
- MHS 6640 - Mental Health Informatics (3)
- PHC 6240 - Cultural Competency in Child, Ment. Health (3)
- MHS 6540 - Family-Centered Interventions (3)
- PHC 6543 - Found. in Behavioral Health Sys (3)
- MHS 6901 - Internship in Mental Health (1-4)
- Other relevant electives

The FCIC faculty recommend beginning with MHS6410 for those with little to no PBS background.

http://pbs.cbcs.usf.edu/
National Events

SWPBS Implementers’ Forum
• Chicago, IL: October 18-19, 2012
• www.pbis.org

APBS International Conference
• San Diego, CA: March 28-30, 2013
• www.apbs.org
Florida’s Positive Behavior Support Project

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National Website: www.pbis.org
APBS: www.apbs.org