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)

<table>
<thead>
<tr>
<th></th>
<th>1000 Referrals/ yr</th>
<th>2000 Referrals/ yr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrator Time</strong></td>
<td>500 Hours</td>
<td>1000 Hours</td>
</tr>
<tr>
<td><strong>Teacher Time</strong></td>
<td>250 Hours</td>
<td>500 Hours</td>
</tr>
<tr>
<td><strong>Student Time</strong></td>
<td>750 Hours</td>
<td>1500 Hours</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1500 Hours LOST!</strong></td>
<td><strong>3000 Hours LOST!</strong></td>
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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.
“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 1 - 5%
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions 5 - 10%
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions 80 - 90%
- All settings, all students
- Preventive, proactive
Academic Systems

1-5%
Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

5-10%
Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

80-90%
Universal Interventions
- All settings, all students
- Preventive, proactive
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
- Developing a System for Teaching Appropriate Behavior
- Developing a School-Wide Reward System

**Day 3**
- 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?

Office Referrals per Day per Month

Last year

School Months

Ave Referrals per Day

Sept  Oct  Nov  Dec  Jan  Feb  Mar  Apr  May  Jun
Referrals per Student

Number of Referrals per Student

Students
Case Examples
Elementary Example

Administrative Change Between Years 1 and 2
Elementary School Example

- **Average # of referrals per day per month**
  - Baseline 01-02: 4.38
  - 1st Year 02-03: 1.33
  - 2nd Year 03-04: 1.8
  - 3rd 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

Began tracking and targeting dress code behaviors and infractions

Referrals

SESIR Incidents

- 2001-2002
- 2002-2003
- 2003-2004
- 2004-2005

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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
  • 1st Year 02-03: 9.01
  • 2nd Year 03-04: 6.18
  • 3rd 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

Did not fully implement 1st semester due to hurricanes
High School Example 1

- **Average # of referrals per day per month**
  - Baseline 02-03: 47.78
  - 1st Year 03-04: 14.45
  - 2nd Year 04-05: 28.88
    - Did not focus on SWPBS 1st 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
  - 1st 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
  - 1st Year 03-04: 63 incidents
- **Dropout Rate**
  - Baseline 01-02: 4.1
  - Baseline 02-03: 2.2
  - 1st Year 03-04: 2.1
- **213 student and 106 administration days regained!**
Center School Example

**Graph: Average Referrals Per Day Per Month**

- **New Administrator** discovered that 3 students were creating 75% of ODRs.
Center School Example

• Average # of referrals per day per month
  • Baseline 01-02: 5.85
  • 1st Year 02-03: 5.22
  • 2nd Year 03-04: 5.03
  • 3rd 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

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