Welcome

PBL: WELLBEING, LEADERSHIP AND ENGAGEMENT

Dubbo – 16 July 2014

Homebush – 18 July 2014

PBL wiki: http://pblsupport.pbworks.com
Conference Expectations

Be respectful
- Silence mobile phones
- Return on time after breaks

Participate
- Keep an open mind
- Ask questions

Be safe
- Tuck belonging out of the way
- Follow the evacuation plan

Be safe
Housekeeping

- Toilets
- Evacuation Plan
- Lucky Door Prizes
- Seminars
- Catering
Welcome- Dubbo

Welcome to Country

Yvonne Hill, Wiradjuri woman

Aboriginal Education and Engagement Officer
Public Schools NSW

Opening remarks

Bob Aston
Director, Educational Services
Public Schools NSW
Welcome- Homebush

Acknowledgement of Country

Corey Matthews
St Marys Senior High School

Opening remarks

Diane Dunn
R/Executive Director
Public Schools NSW
### State-wide Statistics

<table>
<thead>
<tr>
<th>Director Educational Services</th>
<th>PBL Trained in Public Schools NSW</th>
<th>Not Trained in PBL in Public Schools NSW</th>
<th>Grand Total in Public Schools NSW</th>
<th>% Trained in Public Schools NSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Aston</td>
<td>209</td>
<td>366</td>
<td>575</td>
<td>36%</td>
</tr>
<tr>
<td>Lynne Irvine</td>
<td>151</td>
<td>355</td>
<td>506</td>
<td>30%</td>
</tr>
<tr>
<td>Jason Miezis</td>
<td>294</td>
<td>207</td>
<td>501</td>
<td>59%</td>
</tr>
<tr>
<td>Robyn O'Neill</td>
<td>211</td>
<td>393</td>
<td>604</td>
<td>35%</td>
</tr>
<tr>
<td>Connected Communities</td>
<td>12</td>
<td>5</td>
<td>17</td>
<td>71%</td>
</tr>
<tr>
<td>Other - Bradfield College</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>877</td>
<td>1327</td>
<td>2204</td>
<td>40%</td>
</tr>
</tbody>
</table>

40% of public schools in NSW have completed initial training to implement PBL.
Welcome

Professor Tim Lewis
and
Dr Barbara Mitchell

University of Missouri
Promoting Social and Emotional Wellbeing Through Positive Behaviour for Learning

Tim Lewis, Ph.D.
University of Missouri

OSEP Center on Positive Behavioral Intervention & Supports
www.pbis.org
Starting Point....

• Educators cannot “make” students learn or behave

• Educators can create environments to increase the likelihood students learn and behave

• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
School-wide Positive Behavior Support

• Problem solving framework
• Systematic implementation of evidence-based practices
• Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful
SW-Positive Behavior Support

Supporting Staff Behavior

Supporting Student Behavior

Social Competence & Academic Achievement

Supporting Decision Making

PRACTICES

SYSTEMS

DATA

OUTCOMES

Supporting Student Behavior

SW-Positive Behavior Support

Supporting Staff Behavior

Social Competence & Academic Achievement

Supporting Decision Making
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Essential Features at the School Level

• Teams of educators within the school (administrator)
• Data-based decision making
• Instructional Focus
  – Teach & Practice
• Acknowledge student mastery of social skills
  – Positive Feedback
• Readiness across Tiers (universals always a priority)
• Access to on-going Technical Assistance
Universal School-Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement
Tier II (small group)

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum – must link to universal school-wide PBS system
**Tier III (individualized support)**

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – **must link to universal school-wide PBS system**
Building an Environment to Support Behavior...

Study Basics

- **Subject:**
  - Seven years old
  - Identified with EBD and ADHD

- **Setting**
  - General education 2\textsuperscript{nd} grade classroom with 19 other students
  - One licensed teacher and one student teacher

- **Concern**
  - Student exhibits high rates of off-task
  - Student shouts out answers and questions and comments at high rates and often inappropriate
“Function of Behavior”

• Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  – Function identified as **Attention**
  – Significant antecedents: **multiple step direction and group settings**
  – Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection
“Environment Assessment”

Significant variables:
• clarity of expectations & directions
• consistency of expectations
• accessibility of class schedules
• lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)
Taking the PBS/PBL Problem Solving Process to Scale
The Challenge of Public Education

• Promoting academic excellence
• Enculturation of future citizens to be socially responsible

With everyone who walks through the door regardless of prior academic & social learning history
Key To Success

**Build parallel systemic processes**

- Provide school teams with a process to address the presenting challenge (e.g., problem behavior, drop out, learning to read)
- Develop a parallel process for districts/states to support school implementation and continue to expand with integrity (*Blue Prints*)
Phases of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability
Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

• Best evidence documents what doesn’t work:
  – Information dissemination alone
  – Training by itself
Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

What does work

– Long term, multi-level approaches
– Skills-based training
– Practice-based coaching
– Practioner performance-feedback
– Program evaluation
– Facilitative administrative practices
Meaningful PD Outcomes

A Model of the Process of Teacher Change

Guskey, 1986
“Sure—but can you make him drink?”
Peer Coaching

Stichter, Lewis and colleagues
Purpose & Design

• 2 schools – one high SES, one low SES
• 4 teacher “cool tools” on instructional talk, prompts, feedback, and wait time
• Implemented school-wide; provided a tip sheet and mini in-service on each, weekly email reminders from administrators
• Each cool tool 4 weeks long - cumulative
Mapping SW-PBS / PBL to All School Priorities
CPS District Leadership Team

- Director of Student Services
- Director of Special Education
- Assistant Superintendent for Curriculum
- Director of Secondary Education
- Director of Elementary Education
- Professional Development Coordinator
- Building Principals from elementary and secondary schools
- Classroom teacher
- School Psychologist Coordinator
- Guidance Counselor
District Leadership Team Meetings

Quarterly
• Present data on progress toward goals
• Action plan item updates and additions

Annually
• Conduct leadership team evaluation
• Revisit action plans
• Reports to key stakeholders
Key District Activities

- Professional development for **ALL** district personnel
- Monthly “**Building Level Coach**” meetings
- On-site technical assistance to school **teams**
- Material development and dissemination
- **Formative evaluation** of progress (multiple data points)
- Reports to district leadership and school board
- **Connection** between district SW-PBS initiative with larger District Improvement Plan
# CPS District Action Plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Tasks</th>
<th>Evaluation Measure</th>
<th>Timeline</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| 2. Provide Professional Development | 1. Conduct monthly coaches workshops                                 | 1) log of CPS PBS professional development  
2) coaches self assessment          | 1) annually in June  
2) semi-annually                  | CPS PBS facilitators               |
|                              | 2. Conduct team workshops four times per year                         | 1) log of CPS PBS professional development  
2) Team Check-up  
3) Team products (e.g., matrix, lesson plans)  
4) Team process integrity checks (i.e., action plans, agenda and mtg notes)  
5) Office referrals (SWIS)  
6) PD evaluations | 1) annually in June  
2) December, May  
3) December, May  
4) Monthly  
5) Monthly  
6) Monthly                  | CPS PBS facilitators               |
|                              | 3. Conduct PBS Awareness workshops to building personnel (all employees in districts) | 1) log of CPS PBS professional development                                      | 1) annually in June                  | CPS PBS facilitators               |
|                              | 5. Provide Technical Assistance to schools                            | 1) district school wide PBS reporting checklist                                     | 1) annually in June                  | CPS PBS facilitators               |
|                              | 7. Meet with district academic coordinators to discuss connect points | 1) copies of meeting minutes and action steps                                        | TBD                                | CPS PBS facilitators; Academic coordinators |

CPS District Action Plan
Alignment of Missouri State Improvement Plan, CPS District Improvement Plan and SW-PBS

<table>
<thead>
<tr>
<th>MSIP Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>District PBS Action Plan</th>
<th>School-wide PBS Implementation</th>
</tr>
</thead>
</table>
|           | Reduce drop out rate to 4% or less | 1. Building plan will include:  
Step 1: monitor data on students who are likely to drop out.  
Step 2: professional development  
2. District develop programs regarding drugs and violence  
Step 1: identify needs  
Step 2: student activities, supports and education | Goal 2: tasks 1, 2, 4, 5 & 6  
Goal 3: tasks 1, 3 & 4 | Goal 2: tasks 1, 2, 5, & 6  
Goal 3: tasks 1, 3 & 4 | **Practices** | **Systems** | **Data** |
Missouri School-wide PBS
The Challenge

• Increase student performance by 2020

• Strategic Goals
  – All Missouri children will enter kindergarten prepared to be successful in school
  – All Missouri student will graduate college and career ready
  – Missouri will prepare, develop and support effective educators
The Challenge

• Missouri Public Schools
  – Districts – 524
  – Schools – 2400
  – Teachers – 70,000
  – Students – 900,000
  – Students with IEP – 115,000
Partnership

- University of Missouri Center School-wide Positive Behavior Support
- OSEP Center for Positive Behavioral Interventions and Supports
- Department of Elementary and Secondary Education
- Regional Professional Development Centers
Missouri RPDCs

1. Southeast - Cape Girardeau
2. Heart of Missouri - Columbia
3. Kansas City
4. Northeast/Truman - Kirksville
5. Northwest - Maryville
6. South Central - Rolla
7. Southwest - Springfield
8. St. Louis
9. Central - Warrensburg
10. Missouri Western - St. Joseph

Boundary Exceptions
- A school district can choose any RPDC to receive services from.
- State supervisors are assigned to the RPDC in their respective regions.
- A school district operating with an existing accountability plan remains with the RPDC that signed off on the plan.
- A school district currently developing an accountability plan will be served by the center aligned with these boundaries.
- Others to be determined.

Official DESE Approval: 9/10
MO SWPBS Training Plan

TRAINING PHASES

EXPLORATION AND ADOPTION PHASE
  Decision to Participate

  TIER ONE • PREPARATION PHASE
  Implementation with All Staff

  TIER ONE • EMERGING PHASE
  Implementation with All Staff and Students

  TIER TWO • LEVEL ONE
  Implementation of One Small Group Intervention

  TIER TWO • LEVEL TWO
  Implementation of Second Small Group Intervention

  TIER TWO • LEVEL THREE
  Implementation of Multiple Small Group Interventions

  TIER THREE
  Implementation of Individualized FBAs/BIPs
Missouri Counties with Schools Implementing Schoolwide Positive Behavior Support 2011 - 2012

- Counties with at least one school participating in MO SW-PBS
2008-2013 Students with F/R Lunch, by SW-PBS Status

- **Non-PBS**: Includes inactive SW-PBS Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-PBS</th>
<th>SW-PBS</th>
<th>Missouri</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>37.96</td>
<td>44.79</td>
<td>38.97</td>
</tr>
<tr>
<td>2009</td>
<td>39.33</td>
<td>46.79</td>
<td>40.48</td>
</tr>
<tr>
<td>2010</td>
<td>42.04</td>
<td>50.94</td>
<td>43.93</td>
</tr>
<tr>
<td>2011</td>
<td>41.72</td>
<td>53.41</td>
<td>45.00</td>
</tr>
<tr>
<td>2012</td>
<td>42.83</td>
<td>55.09</td>
<td>46.76</td>
</tr>
<tr>
<td>2013</td>
<td>42.84</td>
<td>56.22</td>
<td>47.13</td>
</tr>
</tbody>
</table>
SW-PBS/PBL Outcomes
Parramatta High School

Suspensions 2005-2013

- Long Suspension
- Short Suspension
- Total Suspensions
Parramatta High School

Student Attendance
• Began the PBL journey in 2009

• Respectful, Safe, Participation, Quality are the expectations that underpin PBL implementation at Baradine CS.

• Term 2, 2014 completing Advanced Tiers training
Attendance trends

K-6

7-12
High School Outcomes....

• Triton High School
  – 48% Free and reduced lunch
  – 59% reduction in suspension
  – Halved the drop out rate

• Mountain View High School
  – 30% free and reduced lunch
  – 30% reduction in ODR
  – Last to first in achievement in district
Group Cost Benefit

Office Referral  Reduction Across

12 PBIS schools = 5,606
If one Office Referral=15 minutes of administrator time, then 5,606 x 15=
84,090 minutes
1401.15 hours or

233 days
of administrator time recovered and reinvested.
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!!!!!
Randomized Controlled Trials Examining SW-PBS

- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- Improvements in Social –Emotional outcomes
- Reductions in teacher’s reports of bullying behavior
Field Primary School
Field Primary School

• High Diversity
  – School has 290 students; 50% minority; 20% English Language Learners; 13% special education

• Instructional leader turnover

• Poverty
  – 79% of students qualify for free and reduced lunches

• Highly transient population
Field Primary School

+ Teachers and Staff committed to the increasing academic and social success of all students
+ A committed Principal who supported faculty in their efforts to change the way the taught to improve children’s lives
Field Primary School

• Academic Standing
  – *Annual Yearly Progress* (AYP)

• 5% of all students scored proficient in 2005, according to the Missouri Assessment Program.

  Breakdown by group:
  – 0% African American
  – 18% Caucasian
  – 0% Students with disabilities
  – 0% English Language Learners
  – 7% Free/Reduced Priced Lunch
Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

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

Universal Interventions
- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

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

Universal Interventions
- All settings, all students
- Preventive, proactive
Field Primary School

• Literacy
  • In 2004–05, 44% students required intensive support for reading and writing

• Social Behavior
  • In 2003-04 Averaging 10.4 discipline referrals per day
### Positive Behavior Supports

#### Eugene Field Elementary

**Tiger Traits**

<table>
<thead>
<tr>
<th>All Settings &amp; Locations</th>
<th>Arrival &amp; Dismissal</th>
<th>Hallways</th>
<th>Restrooms</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Field Trips &amp; Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Respond to Tiger P.A.W.S.</td>
<td>- Listen attentively to announcements.</td>
<td>- Follow walk zones.</td>
<td>- Take turns.</td>
<td>- Raise your hand for help.</td>
<td>- Include all who want to play.</td>
<td>- Listen attentively.</td>
</tr>
<tr>
<td>- Enter, exit, and travel by walking quietly in single file.</td>
<td>- Care for your personal belongings.</td>
<td>- Use stairs appropriately.</td>
<td>- Respect the privacy of others.</td>
<td>- Eat only your own food.</td>
<td>- Use equipment appropriately.</td>
<td>- When seated, sit on bottom and face forward.</td>
</tr>
<tr>
<td>- Use people-pleasing language and behavior.</td>
<td>- Observe Tiger Stops.</td>
<td>- Talk only to those at your table using an inside voice.</td>
<td>- Problem solve conflicts using the Peace Path.</td>
<td>- Talk only to those at your table using an inside voice.</td>
<td>- Accept skill differences.</td>
<td>- Respond and show appreciation appropriately.</td>
</tr>
</tbody>
</table>

**Respectful**

- Follow adult directions the first time.
- Keep hands, feet, and body to self.
- Clean up after yourself.
- Ask permission to leave your assigned area.
- Obey the safety patrol and use crosswalks and sidewalks.
- Report to assigned area in circle drive and stay there until picked up.
- Go immediately to destination upon arrival or dismissal.
- Carry a pass when alone.
- When moving in a class, remain in line order.
- Immediately report problems to nearest adult.
- Wash hands with soap and water.
- Flush toilets/urinals.
- Return to your class or class line order promptly.
- Hold your tray with two hands.
- Obtain everything needed to eat before sitting down.
- Stay in designated areas.
- Follow the school game rules.
- When the signal sounds line up immediately in line order.
- Collect and return the playground equipment.

**Responsible**

- Follow adult directions the first time.
- Keep hands, feet, and body to self.
- Clean up after yourself.
- Ask permission to leave your assigned area.
- Obey the safety patrol and use crosswalks and sidewalks.
- Report to assigned area in circle drive and stay there until picked up.
- Go immediately to destination upon arrival or dismissal.
- Carry a pass when alone.
- When moving in a class, remain in line order.
- Immediately report problems to nearest adult.
- Wash hands with soap and water.
- Flush toilets/urinals.
- Return to your class or class line order promptly.
- Hold your tray with two hands.
- Obtain everything needed to eat before sitting down.
- Stay in designated areas.
- Follow the school game rules.
- When the signal sounds line up immediately in line order.
- Collect and return the playground equipment.

**Field Trips & Assemblies**

- Listen attentively.
- When seated, sit on bottom and face forward.
- Respond and show appreciation appropriately.
Impact

From 10.4 per day

Average Referrals Per Day Per Month

- 2003–04
- 2004–05
- 2005–06
- 2006–07
- 2007–08

Average Referrals Per Day

School Months

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul
Field Primary Literacy Data 04-05

2004-2005
<table>
<thead>
<tr>
<th>Tier</th>
<th>Structure</th>
<th>Core Reading</th>
<th>Intervention Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>90 min, 5 days</td>
<td>45 min, 4 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>week with:</td>
<td>week, with:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(5th day individual focus)</td>
</tr>
</tbody>
</table>

**Tier III**

Intensive Intervention

- Classroom Teacher
- Reading specialists, Sp Ed, ELL, Sp. Lang,
- K-2 SRA Reading Mastery
- 3-5 Wilson Reading Systems

**Tier II**

Strategic Intervention

- Classroom Teacher
- Reading Mastery or Soar to Success

**Tier I**

DIBELS benchmark

- Classroom Teacher
- Enrichment based on themes of core program
<table>
<thead>
<tr>
<th>Grade</th>
<th>Core</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>9:00-10:30</td>
<td>12:25-12:55</td>
</tr>
<tr>
<td>1st</td>
<td>9:00-10:30</td>
<td>11:30-12:15</td>
</tr>
<tr>
<td>2</td>
<td>10:00-11:30</td>
<td>9:15-10:00</td>
</tr>
<tr>
<td>3</td>
<td>11:00-12:30</td>
<td>10:15-11:00</td>
</tr>
<tr>
<td>4</td>
<td>1:45-3:15</td>
<td>1:00-1:45</td>
</tr>
<tr>
<td>5</td>
<td>1:00-2:30</td>
<td>2:15-3:00</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark</td>
<td>Progress Monitoring</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Tier III</td>
<td>Fall, Winter &amp; Spring</td>
<td>Every Other Week</td>
</tr>
<tr>
<td>Tier II</td>
<td>Fall, Winter &amp; Spring</td>
<td>Every Other Week</td>
</tr>
<tr>
<td>Tier I</td>
<td>Fall, Winter &amp; Spring</td>
<td>Once a month</td>
</tr>
</tbody>
</table>

Also utilize as needed:
- Developmental Reading Assessment (DRA & DRA-2)
- Scholastic Reading Inventory (SRI)
- District Writing Assessments
Dynamic Indicators of Basic Early Literacy Skills
Progress Monitoring Graphs

Legend
- Target Bar
- Target Goal
- Benchmark Assessment
- Progress Monitoring Assessment
- Score Above Graph Bounds
- Score At or Above Aimline
- Score Below Aimline
- Consider Adjusting Intervention

Nonsense Word Fluency

<table>
<thead>
<tr>
<th>Month</th>
<th>Benchmark Scores</th>
<th>Progress Monitoring Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>59</td>
<td>30</td>
</tr>
<tr>
<td>October</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>November</td>
<td>59</td>
<td>50</td>
</tr>
<tr>
<td>December</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>January</td>
<td>59</td>
<td>50</td>
</tr>
<tr>
<td>February</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>March</td>
<td>59</td>
<td>50</td>
</tr>
<tr>
<td>April</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>May</td>
<td>59</td>
<td>50</td>
</tr>
<tr>
<td>June</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>
"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling
Business Expert
Conclusion

• **Schools are important & good!**
  – Regular, predictable, positive learning & teaching environments
  – Positive adult & peer models
  – Predictable and positive feedback
  – Academic & social behavior development & success
"Go for it, Sidney! You’ve got it! You’ve got it! Good hands! Don’t choke!"
HAVE YOU LICKED YOUR KIDS TODAY?