Scaling Up PBIS: Implementation and Integration across the Tiers

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Goals for Today

Introduction to the Implementation Science

Top 10 Practices to Promote, Sustain, and Innovate
What is School-wide Positive Behavior Support?

• **School-wide PBIS is:**
  – IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

• **Evidence-based features of SW-PBIS**
  – Prevention
  – Define and teach positive social expectations
  – Acknowledge positive behavior
  – Arrange consistent consequences for problem behavior
  – On-going collection and use of data for decision-making
  – Continuum of intensive, individual interventions.
  – Administrative leadership – Team-based implementation (Systems that support effective practices)
Defining the PBIS Framework

• **We organize our resources**
  – Multi-Tier Mapping, Gap Analysis

• **So kids get help early**
  – Actions based on outcomes (data!), not procedures

• **We do stuff that’s likely to work**
  – Evidence-Based interventions

• **We provide supports to staff to do it right**
  – Fidelity: Benchmarks of Quality

• **And make sure they’re successful**
  – Coaching and Support
  – Progress monitoring and performance feedback
  – Problem-Solving process
  – Increasing levels of intensity
The “What” and The “How”

The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not.”

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010
Expanding the SWPBS Implementation Blueprint

www.pbis.org

State Leadership Team-Cabinet Level “Implementers” – State/District/Local

- Training
- Coaching
- Evaluation
- Content Expertise

Student, Family and Community Implementation Demonstrations
PBIS Maryland Partnership and Collaboration
Schools Trained in PBIS by Cohort--Cumulative

<table>
<thead>
<tr>
<th>Year</th>
<th>Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>4</td>
</tr>
<tr>
<td>2000</td>
<td>18</td>
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<td>2001</td>
<td>43</td>
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<td>606</td>
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<td>2009</td>
<td>703</td>
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<td>2010</td>
<td>794</td>
</tr>
<tr>
<td>2011</td>
<td>866</td>
</tr>
<tr>
<td>2012</td>
<td>915</td>
</tr>
</tbody>
</table>
“Fidelity of implementation of academic and behavior interventions is documented before measuring effects and assigning worth to them or blaming children for continuing failure. Continuing emphasis and dialogue on the importance of treatment fidelity speaks to the need for documenting the extent to which essential features of effective core instruction are in place and implemented with integrity (cf. Miller, 2010)”

Algozzine, Putnam and Horner 2012
Insights on Learning Disabilities
Keys to Success

• Commitment of leadership at state, district and school levels
• Private, public, & university partnership
• Implementation Standards and Protocols developed and implemented
• INFRASTRUCTURE developed to support state and regional training capacity
• State-wide impact:
  – 915 schools in all 24 systems trained
    • 790 implementing Tier 1/Universal PBIS with fidelity
• PBIS Maryland WEBSITE and DATABASE (www.pbismaryland.org)
• WIKI
Keys to Success (cont)

- Ongoing Technical Assistance-Coaching Capacity (600 trained)
- Ongoing Evaluation/Progress Monitoring
- Evaluation Tools
- Ongoing Data Collection for Decision Making
  - IPI (Implementation Phases Inventory), SETs, SWIS, Benchmarks Of Quality
  - Recognition System: 94% rate of return
- Ongoing expansion of Local School System infrastructure as numbers of schools increase
  - staff designation, coaches for schools, and funding
- Federal grants to support rigorous randomized evaluation activity through JHU
Impacts of SW-PBIS on Student Outcomes

- Significant reduction in *school-level suspensions*
- Students in PBIS schools were 32% less likely to receive an *office discipline referral*
- A positive effect for school-level *academic performance* (Bradshaw et al., *JPBI*, 2010)
- Significant reductions in teacher-rated behavior problems
  - Rejection & bullying (Waasdorp, Bradshaw, & Leaf, 2012)
  - Service use (e.g., counseling, special education referral, office referrals)
  - Reductions in concentration problems and aggressive/disruptive behavior, and improvements in prosocial behavior and emotion regulation (Bradshaw et al., submitted)
    - Some indication that the intervention effects are strongest the earlier students are exposed to SW-PBIS (Bradshaw et al., submitted)
Safe and Supportive Schools

Implementation
“Facilitate MDS3 trainings, “coach” schools on data use and, develop action plans, guide fidelity implementation of Evidence Based Practices. Develop local capacity in schools To better meet the needs of their students based on data”

Research and evaluation
“Develop School Climate Survey, complete data collection, share results and evaluate MDS3 model”

Administration
“Facilitate and manage implementation and disseminate outcomes to stakeholders”
Establish the Conditions for Learning

School Climate

Engagement
- Check and Connect
- Culturally Responsive Teaching
  - Relationships
  - Respect for Diversity
  - School Participation

Safety
- Olweus Bully Prevention
- Botvin Life Skills
  - Emotional Safety
  - Physical Safety
  - Substance Use

Environment
- Check in Check Out
- + Academic Support
- CBITS & Mental Health Awareness
  - Physical Environment
  - Academic Environment
  - Wellness
  - Disciplinary Environment

Kristen Harper, Office of Safe and Healthy Students, United States Department of Education
Menu of Evidence-Based Programs within PBIS Framework

- **Olweus Bullying Prevention Program**
  - (Olweus, 2007)
  - Bullying and school climate
- **Botvin’s Life Skills program**
  - (Botvin et al., 2006)
  - Substance abuse prevention
- **Check-in/Check-Out**
  - (Hawken & Horner, 2003)
  - Mentoring and behavior management
- **Check & Connect**
  - (Anderson et al., 2004)
  - Mentoring and truancy prevention
- **Cognitive Behavioral Intervention for Trauma in Schools**
  - (CBITS; Kataoka et al., 2003)
  - Focused on mental health issues (e.g., anxiety, depression)
1. Organize what you have
2. Examine who uses
3. Evaluate impact
4. Make sure everyone knows
5. Get everyone involved
PBIS Implementation Plan
Valued Outcome: ____________________________

Step 1: What does the data say?
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Step 2: What is the goal?
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Step 3: What will we do to support student behavior?
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Step 4: What will we do to support staff?
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

SYSTEMS – Support Staff Behavior

PRACTICES – Support Student Behavior

DATA + Culture – Supports Decision Making
Using and Expanding the Framework

• Change creates uncertainty and fear
• Struggle always precedes growth

Help foster new mental map- framework leads to having people think in different ways

Tools
• Tools help manage conversation in smaller groups
• Lead to minimizing danger and maximizing reward
• Lead to overwhelming sense of purpose

David Rock
“Top 10” Things I learned along the way

and ...

Ways We Can Promote Sustain and Innovate Over the Next Decade
#1 Equal Priority

- Academic Rigor
- Social Emotional Health/ Mental Wellness/Physical Health
- Organizational Health: Workforce

Socially Significant Outcomes

Adapted from © Fixsen and Blase 2013, Barrett 2013
Leadership and Policy 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
Worry...Getting Outcomes at what expense?

• Do we live in a punishing work environment?

• How do we create systems that support staff?
Need to Know

• “Cultural fit”, “Policy Fit”
• Building on “What works”
• Focus on the Staff
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)
Many Begin, Many Leave
Adelman and Taylor
Preparing All Education Personnel to Address Barriers to Learning and Teaching (2008)

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)
“I learned very little in my undergraduate education program about teaching. Those 8 years I relied more on luck, trial and error, and the competence of my colleagues for my professional development. I relied on the best intentions and earnest efforts, my students didn’t achieve as much as they could have. I knew very little about curriculum, effective teaching, or principles of classroom management beyond what I learned on the job.” (p. 2)
How do you feel like you are supported?

Pre-service: Partner with Local Universities
Professional Small group across departments- helps create close ties
Bowling Team
Administration ensuring time is allocated for PD and support
Wellness Programs for Staff
Yoga
Walking Clubs
2. Performance Feedback is King

- Cost Benefit
- Across Tiers- Indian Head
- Classroom Level
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!!!!!
# Cost-Benefit Analysis

## Cost/Benefit Analysis Worksheet

### Enter info below

<table>
<thead>
<tr>
<th>School name</th>
<th>Robert Moton Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of referrals November 2005</td>
<td>132</td>
</tr>
<tr>
<td>Number of referrals April 2006</td>
<td>61</td>
</tr>
<tr>
<td>Average # of minutes student is out of class due to referral</td>
<td>22</td>
</tr>
<tr>
<td>Average # of minutes staff need to process referral</td>
<td>5</td>
</tr>
</tbody>
</table>

![Graph showing time regained for referral process](image1.png)

- **Last Year**: 660
- **This Year**: 305
- **Time Regained**: 355

- **Last Year**: 2640
- **This Year**: 1220
- **Time Regained**: 1420

![Graph showing referral statistics](image2.png)

- **Last Year**: 6
- **This Year**: 3
- **This Year**: 1
$1$ Trillion!!

It is estimated that if the current drop-out rate can be reduced by just half, it would yield almost 700,000 new graduates a year, and it would be a net benefit to the public of nearly $90$ billion for each year of success, or something close to $1$ trillion after 11 years.
Indian Head Elementary
Charles County

Check in/Check Out
Total Referrals by Year
September-November

- **2004-05**: 202 referrals
- **2005-06**: 63 referrals

69% decrease
Average Referrals
September- November

• Before CICO = 3.5 referrals/day

• After 3 months = 1 referral/day
Referrals by Location

Referrals By Location

Number of Referrals

- Class
- Plygd
- Common
- Hall
- Café
- Bathrm
- Gym
- Library
- Bus
- Park lot
- Special evt
- Office
- Other loc
- Unknown loc

OSEP Center for Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions
Referrals by Student
Referrals by Student

69% decrease
Referrals by Problem Behavior

Referrals By Problem Behavior

Number of Referrals

- Inapp lan
- Agg/Fight
- Disrespt
- Lying
- Harass
- Disruption
- Tardy
- Skip
- Prop dam
- Theft
- Dress
- Tobacco
- Alcohol
- Drugs
- Combust
- Vandal
- Bomb
- Arson
- Weapons
- Other behav
- Unknown behav

Legend:
- Green: 2003-04
- Blue: 2004-05
- Yellow: 2005-06
75% Decrease in Number of Physical Contacts

89% decrease in number of incidents of Bullying and Harassment
Out of School Suspensions
September - November

86% decrease
Cost Benefit

• Referrals decreased by 139
• If administrators spent 15 minutes processing each referral then administrators recovered 285 minutes.
• If students miss 45 minutes of instructional time for each referral, then 6,255 minutes of instruction have been regained.
Cost Benefit

• If administrators spend 3 hours to process each suspension, then administrators have recovered 18 days of time.

• If students miss 6 hours for each suspension, students have recovered 36 days of instruction!!!
3. Develop a Marketing Strategy

“Recognize and Respond”
“I feel like I belong”

20,619 students
6,804 disagree or strongly disagree with this statement
Relationships and Youth Connectedness

ESSENTIAL to children’s well being.

- A sample of 2,022 students (999 boys and 1,023 girls) ages 12-14 years was measured at two time points twelve months apart on school connectedness and mental health symptoms (general functioning, depression, and anxiety symptoms). After adjusting for any prior conditions that could have led to mental health problems, the authors of the study reported stronger than previous evidence of the association with school connectedness and adolescent depressive symptoms and a predictive link between school connectedness to future mental health problems.

- Early studies suggest that there are substantial percentages of violent youth who do not perceive themselves to be liked by classmates and who report loneliness.

(Clin, 2006 Adol Psychology)
Strategy Guide on Fostering School Connectedness: CDC

- Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement.

- Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores, have better school attendance, and stay in school longer.
How will you find kids who feel like they don’t belong?

- Activity/Club/Sports Fair
- Personal Invitation
- Recruit, Recruit, Recruit!!!
- Organize teams to review data, build structure to determine data decision rules
  - School level
  - Student level
- Relationships with Students, Families and Communities
Recognize and Respond

When do we kick it up a notch?  
Would you notice when something was up?  

Family and Community Connections

360 View: Multiple Data Points as Natural Screeners

LOW Threshold!!

– Attendance  
– Office Referral  
– Suspension  
– Instructional Time  
– Tardy  
– HW Completion  
– GPA  
– Credit Accrual
Recognize and Respond

• Ever had someone see a strength or recognize a talent?
• Personal invitation to group/committee?
Hey I’m Robert. I’m 14 no I’m just joking. I’m really 12. Have great time reading this.

My favorite classes:
L.A because I love The word ladder
P.E because I like to play games

My hardest classes:
Math because division and multiplication have a lot of thinking
Social studies because all the writing and highlighting.

Ways to learn best:
Skip some problems and go to next one until I can get it.
Read the question first then read the story.

My plans for the future:
Go to Virginia Tech college.
Be a game designer.
Buy my own house.
Start a basic job before I be a game designer.

I have an IEP because ... I have anger issues I need to control it and not get angry over little things and not get frustrated.
Name: Justin George
Address: 
DOB: 

**My Strengths**
- Advocacy/public speaking
- Enjoy listening to peer advocates
- History
- Reading/computer skills
- Working towards independence
- Passion for what I do at Im Determined and YLF
- Keep trying

**My Interests**
- Amateur Radio and emergency communications groups.
- Weather/skywarn
- Being outside
- Computers
- Social Media
- Kings Dominion/Busch Gardens
- Beach/pool
- Spending time with family

**My Preferences**
- Study with someone
- Write down notes
- Have clear expectations of me
- Allegories
- Minimal distractions.

**My Needs**
- Notes
- Extra time on tests
- Hands on and visual (IE, watching the teachers do an example)
4. Classroom Systems developed alongside Tier 1 implementation

- Benchmarks of Quality includes classroom items
- Classroom rules/routines/arrangements anchored to SW expectations
- Clear delineation of office-managed versus classroom-managed problems
  - Flow Chart
- Clear process for documentation
- Training on effective teaching and behavior support strategies
  - Create climate, allow time for observation and feedback

- Resource: Implementation Snapshots, Teacher Action planner, classroom assessment
Performance Feedback in the Classroom: Building Systems to Support Best Practices 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?
Cool Tools for Teachers
10 minute mini modules for:

• Specific Praise Statements/Action Plan
• Wait Time
• Opportunities to Respond
• Pre-correction
• Active Supervision
• Responding to Inappropriate behavior
Develop System for Cool Tools
to present best practice and encourage teacher engagement and implementation

– Weekly skill and/or feature mini-lessons
– Time for grade level collaboration related to the lesson
– Time and resources for after school work sessions (voluntary)
– Created timelines for implementation of each feature
– Periodic self-assessment for progress monitoring and fidelity check (Buddy system and ecove)
– Planned booster session
Cool Tool: Continuum of Strategies to Encourage Appropriate Behavior (BSPS)

Benchmarks of Quality 25-32

Practice: Behavior Specific Praise Statements (BSPS) Ratio 4:1

Research:
The research supports the use of behavior specific praise statements to:

- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005).
- increase on-task behavior (Fullerton, Conroy, & Correa, 2009).
- decrease problem behavior (Hawkins, & Hefflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Webb, & Copeland, 2000).
- provide increased opportunities for building positive relationships with students.
- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior. Students with the most challenging behavior typically do not receive access to even the average rates of praise that students without challenging behavior receive (Lewis, Hudson, Richter, & Johnson, 2004).

What is it?
A behavior specific praise statement is verbal/written feedback that is descriptive, specific, and delivered contingent upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Hefflin, 2010).

<table>
<thead>
<tr>
<th>Effective Praise</th>
<th>Less Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Excellent job listening and following directions the first time.”</td>
<td>“Good job!”</td>
</tr>
<tr>
<td>“Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.”</td>
<td>“Excellent!”</td>
</tr>
<tr>
<td>“Way to go! You asked for help and followed the steps to complete your math work before the end of class!”</td>
<td>“Well done!”</td>
</tr>
<tr>
<td>“Thank you for being on time this morning, that’s very responsible.”</td>
<td>(Gable, Hester, Rock, &amp; Hughes, 2009)</td>
</tr>
</tbody>
</table>

Practice
1. Develop classroom rules aligned with school-wide expectations.
2. Post and teach classroom rules.
3. Use 2-3 words from the defined classroom rules to formulate BSPS.
4. Deliver BSPS immediately after students demonstrate expected behavior.
5. Use prompts to remind you to use BSPS (e.g., notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction (Conroy & Correa, 2009; Sprick, Knight, Reinke, & McKale, 2006).

Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise.

Note: Deliver in close proximity in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009).

Observation and Feedback

Instructions:
Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progress.

| Date: |
|------------------|-------------|
| Strategy: Positive Feedback Ratio 4:1 | Frequency | Comments |

Specific, positive feedback (BSPS)

Negative feedback

Ratio of specific, positive feedback to negative feedback

Positive : Negative Ratio =

Measureable Goal:
Increasing use of Feedback with Behavior Specific Praise Statements

**COOL TOOL: Feedback with Behavior Specific Praise Statements**

Think of a student behavior you would like to increase in your classroom. Record one behavior specific praise statement you could use.

| Make a prediction: What do you think is your current ratio of specific positive feedback to negative feedback/reprimands? |
| Collect Data: What is your current ratio of specific positive feedback to negative feedback/reprimands? |
| Goal: What goal will you set for yourself? |

<table>
<thead>
<tr>
<th>Negative Feedback</th>
<th>Specific Positive Feedback</th>
<th>Negative Feedback</th>
<th>Specific Positive Feedback</th>
<th>Negative Feedback</th>
</tr>
</thead>
</table>

What steps will you take to reach your goal (refer to Cool Tool for ideas)?

- 
- 
- 
-
5. Student identification process in place at Tier 1

- Decision Rules for getting access to T2/3 supports is in place
- Staff and Families are informed about how to get access to supports
- Request for Assistance in place
- Office referral form includes, name, date, time, location, problem behavior, possible motivation, referring staff, and is used as a screening tool
- **Resource:** Time out of class form, decision rules, student activity list
**Time Out of Class Form**

**Name:** 

**Date:** 

**Time:** 

**Teacher:** 

**Grade:** K 1 2 3 4 5 6 7 8

**Referring Staff:** 

**Location**

- Playground
- Cafeteria
- Bathroom
- Hallway
- Arrival/Dismissal
- Classroom
- Other ______

**Others involved in incident:** None Peers Staff Teacher Substitute

<table>
<thead>
<tr>
<th>Minor Problem Behavior</th>
<th>Major Problem Behavior</th>
<th>Possible Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Abusive language</td>
<td>Obtain peer attention</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Fighting/ Physical</td>
<td>Obtain adult attention</td>
</tr>
<tr>
<td>Defiance</td>
<td>aggression</td>
<td>Obtain items/activities</td>
</tr>
<tr>
<td>Disruption</td>
<td>Defiance/Disrespect</td>
<td>Avoid Peer(s)</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Harassment/Bullying</td>
<td>Avoid Adult</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Dress Code</td>
<td>Add task or activity</td>
</tr>
<tr>
<td>Tardy</td>
<td>Inappropriate Display</td>
<td>Need to know</td>
</tr>
<tr>
<td>Electronic Violation</td>
<td>Electronic Violation</td>
<td></td>
</tr>
<tr>
<td>Other ________________</td>
<td>Lying/ Cheating</td>
<td>Nurse</td>
</tr>
<tr>
<td></td>
<td>Skipping class</td>
<td>School Counselor</td>
</tr>
</tbody>
</table>

**Administrative Decision/Time Out of Class= ____________**

<table>
<thead>
<tr>
<th>Loss of privilege</th>
<th>Individualized instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in office</td>
<td>In-school suspension (____ hours/ days)</td>
</tr>
<tr>
<td>Conference with student</td>
<td>Out of school suspension (_____ days)</td>
</tr>
<tr>
<td>Parent Contact</td>
<td>Other ________________</td>
</tr>
</tbody>
</table>

What activity was the student engaged in when the event or complaint took place?

- Whole group instruction
- Small group instruction
- Individual work
- Working with peers
- Alone
- 1-on-1 instruction
- Interacting with peers
- Other: Please identify below
**Decision Rules for Access to Advanced Tiers**

* (and decision rules for prevention-if we can predict the trajectories, then we can prevent it from happening)

- Youth has 2 Major ODRs
- Youth has 1 Suspension
- Youth experiences more than ? minutes out of instruction
- Youth misses more than ? days unexcused absences
- Youth drops GPA by more than ??
- Youth – benchmark testing- McIntosh
- Youth- incomplete class work/homework
- Attendance (look at predictors for drop-out and school completion)
- Admin Referral
- Teacher/Staff Referral
- Family Referral
- Other:
6. Early Warning Systems used across school levels used to

- Allow teams to examine academic and behavior data in central data base
- demonstrates impact of preventative intervention support on reducing problem behavior and increased instructional time
- early identification of students requiring additional support (McIntosh)
- academic skill level as a risk factor for problem behavior (McIntosh)

- Resource: High School Center/Early Warning Systems
<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 Cs or better in all areas</td>
<td>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 I and/or minor referrals</td>
<td></td>
</tr>
<tr>
<td>At-Risk for Off Track</td>
<td>Lacking 1 graduation requirement</td>
<td>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 I and/or minor referrals Level II ODRs per semester</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>
Extreme Off Track
- Lacking 3 of 3 Graduation requirements
- Behind 2-4 or more Credits
- 2-3 Years Behind
- Additional Factors: Disengagement

Highly Off Track
- Lacking 2 or more graduation requirements
- Behind 2-4 or more Credits
- Currently failing 3 or more classes
- Additional Factors: Attendance and Behaviors

Off Track
- Lacking 2 or more graduation requirements
- Behind 1-3 Credits
- 9th graders identified “at high risk” (3 F’s in 8th grade)
- Additional Factors: Attendance and Behaviors

At Risk for Off Track
- Lacking 1 of 3 Graduation requirements
- Behind 1-2 Credits
- Additional Factors: Behavior, Attendance, etc...

On Track
- Meeting or exceeding all graduation requirements (Credits, FCAT Score, GPA)
- No attendance issues
- No behavior issues
Year Long Warning System

Off Track Attendance
21 or more days absent

Off Track Academics
Failing one or more courses

Off Track Behavior
11 or more referrals

At-Risk Attendance
13 – 20 days absent

At-Risk Academics
1 or more D’s in core courses

At-Risk Behavior
5 to 10 referrals

On Track Attendance
12 or fewer days absent

On Track Academics
Passing all classes with a C or better

On Track Behavior
0 – 4 Referrals
7. Stick to the “Gold Standard”

Coach Role
Rapid redirection from miss-applications

• Practice Profiles
• Implementation Snapshots
## Practice Profiles

- Each critical component is a heading
- Each level of implementation becomes a dimension on the rubric associated with that critical component.

<table>
<thead>
<tr>
<th>Critical Component (non-negotiable)</th>
<th>Define how does this Critical Component contributes to the Outcome?</th>
<th>Ideal “Gold Standard” of the Critical Component</th>
<th>Acceptable Variation of the Critical Component</th>
<th>Unacceptable Variation of the Critical Component</th>
</tr>
</thead>
</table>

*Adapted from work of the Heartland Area Education Agency 11, Iowa*
## Example: Benchmark Of Quality
Teaching Expectations as a Critical Component

<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Ideal Implementation</th>
<th>Acceptable Variation</th>
<th>Unacceptable Variation</th>
<th>Harmful Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Component 1:</strong> Teaching Expectations</td>
<td>✓ A teaching matrix is developed and used that provides specific positive examples for applying the rules. As part of the teaching matrix, the specific examples are linked to the common areas in the school. ✓ General instructional plans for teaching the rules defined are developed and used by staff to teach the expectations to students. The instructional plan includes a definition of the expectation, examples for what the rule is and is not, a monitoring plan, and an instructional, practice, feedback, and booster ✓ Instruction and practice take place in the context</td>
<td>✓ Specific positive examples exist and are displayed in all areas of the school, but are in an alternate pictoral format. ✓ PBIS team has communicated expectations to all students and all staff through role group or grade level meetings</td>
<td>✓ Specific settings Video clips are shared in classrooms ✓ Too much focus on non examples ✓ Expectations are only taught in some but not all areas within school (e.g. taught in classroom but not in cafeteria) ✓ Rules are not posted in the most problematic school areas. ✓ Staff was not involved in providing feedback/input into the development of school-wide expectations and rules.</td>
<td></td>
</tr>
</tbody>
</table>
Implementation Snapshots

• Used in Training, Roll Out
• Supporting Fidelity of Implementation
  – Clearly defined roles for:
    • District Coordinator
    • Coach
    • Administrator
    • Team
    • Student, Family, Community
Faculty/Staff Commitment (Benchmarks of Quality 5-7)

**Benchmarks of Quality (BoQs):**
- Faculty are aware of behavior problems across campus through regular data sharing.
- Faculty are involved in establishing and reviewing goals.
- Team uses self-assessment tool (EBS Survey or BOQ) to get faculty feedback, results are shared with faculty and team uses feedback to write annual action plan.
- Team can use pbs surveys (www.pbssurveys.org)– contact your local point of contact to receive school account number.
- Faculty feedback is obtained throughout year.

**Implementation Products and Outcomes:**
- Staff Surveys and results shared
- Plan developed to secure buy-in to include an introduction presentation.
- Data shared with faculty at least one time/month
- Faculty feedback and input is facilitated throughout implementation.

**Research:**


**What is it?**
Open and honest feedback and communication is established among stakeholders to secure buy in and commitment to change.

**Supporting Implementation:**

**Role of Coach:**
- Work with teams to use staff surveys as needed
- Show team examples of faculty presentations
- Understand cost benefit analysis (time saved for decrease behavior problems)
- Understand how previous efforts have been successful or have failed
- Understand current staff morale, school culture (use recent staff, student, and/or student school culture surveys)
- Keep inquiry at the heart of group facilitation
- Ensure data is utilized during team meetings and shared with staff

**Role of Team:**
- Understand why staff need to be committed to decreasing problem behaviors and increasing academic behaviors
- Identify approaches to gain faculty buy-in to the school-wide PBIS process
- Develop a plan to get buy-in and build ownership across faculty
- Review and use data to facilitate commitment
- Identify strengths and areas of concern
- Use relevant staff surveys and share applicable data with staff
- Enlist peer leaders to gain support (distributive leadership)
- Develop an ongoing plan to facilitate input and feedback from staff
8. 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
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 will 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

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.
Align Expectation Matrix with Bully Prevention/Intervention

Look for ways to incorporate Bully Prevention strategies into your Expectation Matrix

1. You can incorporate specific behaviors to replace disrespectful behaviors that might commonly occur in School-Wide settings.

   • For example, to **prevent** students from being **isolated or excluded** in the cafeteria or playground, add specific expectations for what a student should do if they see someone alone who might wish to be invited to join in.

   • See next slide for an example
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Settings</td>
</tr>
</tbody>
</table>

**1. Expectations**
- Invite people who are alone to join in your conversation.
- Invite those who are alone to join in.

**2. CONTEXT (Locations)**
- Hallways
- Playgrounds
- Cafeteria
- Library/Computer
- Assembly
- Bus

**3. Rules or Specific Behaviors**
Align Expectation Matrix with Bully Prevention/Intervention

2. Another option is to add a column to define expectations for what students can do when they see disrespectful behavior in any setting (See next slide)

PBIS research* demonstrates that the most effective expectations to teach can follow the 3-step model of:

– STOP
– WALK
– TALK

* ”Bully Prevention in Positive Behavior Support”
   By Scott Ross, Rob Horner, Brianna Stiller
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>INCORPORATE BULLY PREVENTION / INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>All Settings</td>
</tr>
<tr>
<td></td>
<td>Be respectful.</td>
</tr>
<tr>
<td><strong>Achieving &amp; Organized</strong></td>
<td>All Settings</td>
</tr>
<tr>
<td></td>
<td>Be on task.</td>
</tr>
<tr>
<td></td>
<td>Give your best effort.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>All Settings</td>
</tr>
<tr>
<td></td>
<td>Recycle.</td>
</tr>
</tbody>
</table>

1. **Expectations**

2. **Context (Locations)**

3. **Rules or Specific Behaviors**

---

**If you see Disrespect**

**STOP:**

Interrupt & model respect, rather than watch or join in.

**WALK:**

Invite people who are being disrespected to join you and move away.

**Stop:**

Interrupt,

Say “that’s not ok.”

**Walk:**

Walk away

Don’t be an audience

**Talk:**

REPORT to an adult

**Stop:**

Interrupt, Say “that’s not ok.”

**Walk:**

Walk away

Don’t be an audience

**Talk:**

REPORT to an adult
Applying the Logic to Families

**Tier 1: Universal Interventions**
- Self Assessments: Family Engagement Checklist, Surveys
- Skill Building Series Guest Speaker (Topics Vary- Survey Families)
- Newsletter, Resource Library, “Shout Outs”
- Volunteer Opportunities (DOGS- Dads of Great Students)
- Teacher Conferences- Goal Setting, Family Vision, Strengths Discovery
- Family Fun Nights throughout the year
- School Handbook (Description, Teaching Matrix- common language between school and home)

**Tier 2: Targeted Group Interventions**
- Support Groups (Military Families, Newcomer Group)
- Skill Building Sessions (Academic and Behavior)

**Tier 3: Intensive, Individual Interventions**
- Family Liaison-matched with family, needs matched with community resources
- Individual Skill Building Sessions-
PBIS and Mental Health

Tier 2: Early Intervention for Some

*Coordinated Systems for Early Detection, Identification, and Response to Mental Health Concerns*

- Systems Planning Team identified to coordinate referral process, decision rules and progress monitor impact of intervention
- Array of services available
- Communication system for staff, families and community
- Early identification of students who may be at risk for mental health concerns due to specific risk factors
- Skill-building at the individual and groups level as well as support groups
- Staff and Family training to support skill development across settings
9. 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
Supporting the Workforce with Coaching

• Knowledge gets transferred to classroom
• Joyce and Showers (2002)
  – Discussion
  – Demonstration
  – Practice and Feedback
  – Coaching- Collaborative work between trainer and teachers applying newly acquired skills

  – ONLY WHEN **COACHING** WAS ADDED DID A SIGNIFICANT TRANSFER OF SKILLS TO THE CLASSROOM OCCUR
Training Methodology/Logic

• Do FOR (modeling) (progress monitor)
• Do WITH (supportive feedback) (progress monitor)
• CHEER on (ongoing feedback to ensure motivation) (progress monitor)
• Provide ongoing professional development and technical assistance as needed through modeling, practice and feedback to personnel (Joyce & Showers, 1981)
Building Coaching Capacity Using Logic for Workforce Development

**Systems**

*Conditions that support skill development for staff*
- Policy and Procedures alignment
- Budget Re-allocation
- Recruitment and Selection of Coaches
- Supervision of Coaching within Organization
- Training Curriculum and Scope and Sequence
  - Access to certification
  - Facilitative Administrator Supports

**Practices/Skills**

*The technical skill set required to achieve fidelity*
- Problem Solving (Team, Classroom, Staff, Student)
  - Team Building/Collaboration
  - Delivering Feedback
  - Behavioral Consultation

**Data**

*Information required to guide skill development process*
- Action Plan with short/long term measurable goals
  - Self Assessment
- Process Measures/Fidelity Checks
- Performance Feedback Measure
- Progress Monitoring Tools
  - Evaluation Tools
  - Student Outcomes
- Data used for continuous regeneration (PEP/PIP)

Occurs at ALL Levels

- State
- Regional
- District
- Building
- Classroom
- Staff
- Student
- Family

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions
Types of Coaching

Coaching for Individual Change:
focus on skill development, support and performance feedback (content specific: academic, behavior)

Coaching for Team/Group Change:
focus on collaboration and facilitation, group dynamics

Coaching for Systems Change:
focus on organizational change
Roles of the Coach

Organizational/Systems Change OR The Development of Effective, Productive, Collaborative Systems that create optimal Conditions for Learning

- Support to Leadership
- Skill Coach for Practitioners
- Systems Change Coach (Facilitator/Communicator)
10. 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?
Making the Switch in High School
N.E.S.T. Time

During school year 2010-2011, “NEST Time” was implemented instead of the previous 4 lunch periods.

NEST is a one hour lunch period for all students and staff. Students choose where and when they will eat lunch. Teachers have a duty for one half of NEST time and have a duty-free lunch for the other half.

Students can go to a quiet room and do their homework. They can get extra tutoring to improve their GPA. They can practice for HSAs, have their hair and nails done in the cosmetology salon, they can join one of the 86 clubs – there’s something for everyone, from Comic Book Club to Gardening to Yard Games to Sports Reporting! Students check in with teachers and are tracked with the “NEST Tracker” so that teachers, guidance and administrators can track where students are choosing to spend their time. This data is compared to assessment scores to identify students who need extra help but may not be taking advantage of tutoring sessions.

NEST stands for:
• N – Nourishment (Food! Lunch!)
• E – Extracurriculars and clubs
• S – Socialization while Studying
• T – Tutoring
Shifting the Thinking

We have not been successful requiring kids to adapt to school.

PBIS when implementing with fidelity, allows us to adapt school to fit the needs of our kids

From “What’s wrong with you to....”
“What happened to you?”

What kind of school do you want your school to be?
Troy 😊
And finally...Leadership Lessons from Dancing Guy