Laying the Foundation of Positive Behaviour for Learning: Leadership, School Practices and Support Systems

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www.pbis.org
Big Ideas

• Understand interaction between behavior and the teaching environment (*Functional Relationship*)
• Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
• Create environments to support the use of pro-social behaviors
  1. School-wide
  2. Classroom
  3. Individual student
Essential Features at the School Level

- Teams of educators within the school (Principal)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
- Focus on a continuum of evidence-based behavioral supports
- Acknowledge student mastery of social skills
  - Positive Feedback
- Focus on increasing the contextual fit between problem context and what we know works
- Focus on establishing school environments that support long term success of effective practices {3-5 years}
Do Principals Make a Difference?
(Richter, Lewis & Hager, 2012)

• All staff rate principals leadership with respect to managing behavior as important

• Statistically significant differences between SW-PBS and non-SW-PBS schools on staffs’ perceptions of:
  – Principals involvement related to behavior management
  – Overall effectiveness of behavior supports
  – Job satisfaction
Positive Behavior Support

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Student Behavior
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
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
# Benton Elementary School

<table>
<thead>
<tr>
<th>I am...</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
</table>
| **Safe** | • Keep bodies calm in line  
• Report any problems  
• Ask permission to leave any setting | • Maintain personal space | • Walk  
• Stay to the right on stairs  
• Banisters are for hands | • Walk  
• Push in chairs  
• Place trash in trash can | • Wash hands with soap and water  
• Keep water in the sink  
• One person per stall | • Use equipment for intended purpose  
• Wood chips are for the ground  
• Participate in school approved games only  
• Stay in approved areas  
• Keep body to self | • Walk  
• Enter and exit gym in an orderly manner |
| **Respectful** | • Treat others the way you want to be treated  
• Be an active listener  
• Follow adult direction(s)  
• Use polite language  
• Help keep the school orderly | • Be honest  
• Take care of yourself | • Walk quietly so others can continue learning | • Eat only your food  
• Use a peaceful voice | • Allow for privacy of others  
• Clean up after self | • Line up at first signal  
• Invite others who want to join in  
• Enter and exit building peacefully  
• Share materials  
• Use polite language | • Be an active listener  
• Applaud appropriately to show appreciation |
| **A Learner** | • Be an active participant  
• Give full effort  
• Be a team player  
• Do your job | • Be a risk taker  
• Be prepared  
• Make good choices | • Return to class promptly | • Use proper manners  
• Leave when adult excuses | • Follow bathroom procedures  
• Return to class promptly | • Be a problem solver  
• Learn new games and activities | • Raise your hand to share  
• Keep comments and questions on topic |
# RAH – at Adams City High School

*(Respect – Achievement – Honor)*

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass</td>
<td>Put trash in cans, push in your chair, be courteous to all staff and students</td>
<td>Keep area clean, put trash in cans, be mindful of others’ personal space, flush toilet</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Do your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings, monitor time to get to class</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
</tr>
<tr>
<td><strong>Honor</strong></td>
<td>Do your own work; tell the truth</td>
<td>Be considerate of yours and others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>
Tier II (small group)

• Efficient and effective way to identify at-risk students
  – Screen
  – Data decision rules

• Informal assessment process to match intervention to student need & function of problem behavior
  – 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
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• School-wide Positive Behavior Support: Implementers’ Blueprint and Self-Assessment
• Evaluation Blueprint for School-Wide Positive Behavior Support
• Blueprint for School-wide Positive Behavior Support Training and Professional Development
Key Across Blueprints

• Think about “function” of team members and support personnel vs. traditional role
  – What expertise do we currently have?
  – What additional skill sets do we need?

• Focus on “key features” of process vs. examples
  – Steps to get to outcomes
  – How to embed in existing resources
  – “Repurpose” resources when necessary
Key Across Blueprints

• Target data/data collection strategies that will serve several functions
  – Student
    • What supports do students need?
    • Are behaviors improving?
  – Staff
    • What supports do staff need?
  – System
    • Are there break-downs (fidelity) in implementation?
    • Guide resource allocation - District/ School
    • Visibility / Political support
Key Across Blueprint

• Follow basic logic, but use resources and tools to accomplish what you would like to achieve
• Continue to self-evaluate
• Continue to “check in” with key stakeholders
  – Parents
  – School Board
  – Staff
School-wide Positive Behavior Support: Implementers’ Blueprint and Self-Assessment
Key Features

• Teams (District / School)
  – District = Funding / Support to Schools
  – School = Address student challenges / Support staff

• Problem Solving Strategy
  – Data-Practice-System

• Cultural & Contextual Fit
Blueprint for School-wide Positive Behavior Support Training and Professional Development
District Initiative

District Coordinator / Trainer

PBS Coaches/Trainers

School Teams
Most Training
Guskey (1986, 2000)

• Nearly every major work on the topic of staff development has emphasized the failings of these efforts.

• Majority of staff development fail to consider two factors: "What motivates teachers to engage in staff development, and the process by which change in teachers typically takes place" (p. 6).

• Considerations:
  – Change is a slow, difficult, gradual process;
  – Teachers need to receive regular feedback on student learning outcomes; and
  – Continued support and follow-up are necessary after initial training.
Blueprint Logic - Training

• Assess and map training to school team “readiness”
• Training targets focus on specific steps in building a continuum of behavioral supports
• All training should be outcome based with measurable goals (along with tool to measure)
• Trainers must master and demonstrate competency on essential features
Most Technical Assistance

• Relies on expert model
• Case by case
• Contingent upon funding streams and/or student eligibility
• Often poor fit within an instructional model
Rethinking 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
Blueprint Logic – Technical Assistance

- Key competencies and skill sets of TA providers provided
- Basic logic of SW-PBS problem solving adhered to across all related activities (data-practices –systems)
- Tools and measures to assist in process
- School Team(s) are target of all TA
### Figure Three - Core Content Foci Across the SWPBS Continuum

<table>
<thead>
<tr>
<th>Phase of Implementation</th>
<th>Tier</th>
<th>Content Knowledge</th>
<th>Supporting Materials / Tools</th>
<th>Team Outcomes</th>
</tr>
</thead>
</table>
| Exploration             | Core SW-PBS Components of training: Readiness | • Definition of SW-PBS (data, practice, systems)  
• Rationale a) general b) current issues at school/dist c) anticipated outcomes  
• Implementation Blueprint features  
• School/District examples  
• Commitments / “Costs”  
• State/Region Initiative  
• Next steps | Planning Phase Checklist  
Background readings  
Implementation Blueprint | Role and responsibilities of District a) leadership team, b) integrated resources allocation, c) PD plan with dates, d) information systems linked to assessment/evaluation plan e) 3-5 year commitment  
Role and responsibilities of school team a) 80% buy-in among staff, b) school team composition, c) information system plan, d) integrated resource allocation, e) PD plan  
Role and responsibilities of State/Region Initiative a) contact point, b) on-line information, c) 3-5 year commitment, d) integrated resource allocation |
Coaching within SWPBS Implementation

• Defining the Role
  • Internal vs External
• Selecting Coaches
• Training and support for coaches
• Assessing Impact
Outcomes of Coaching

- Fluency with trained skills
- Adaptation of trained concepts/skills to local contexts and challenges
  - And new challenges that arise
- Rapid redirection from miss-applications
- Increased fidelity of overall implementation
- Improved sustainability
  - Most often due to ability to increase coaching intensity at critical points in time.
# Coach Competencies

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<tr>
<th>Competency Level</th>
<th>Data</th>
<th>Practices</th>
<th>Systems</th>
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</table>
| **Level One (Coaches):**  
  - Fluency @ Universal level  
  - Lead teams through process (Direct) | Multiple data collection systems  
  - Problem solving with Data | School-wide PBS essential features  
  - Effective Instruction  
  - Classroom management  
  - Rules to inform adoption of practices  
  - Model school examples  
  - Basics of ABA  
  - PBS responses to problem behavior | Meetings / Team roles  
  - Communication within building  
  - Consultation  
  - Targeted technical assistance  
  - Task analyze team generated universal practices for implementation  
  - Codify practices into policy |
| **Level Two (Coaches/Trainers):**  
  - Established effective school site(s)  
  - Fluency at Small group and Individual student level  
  - Work with school team chair (Indirect)  
  - Train teams in universals | Research data collection tools (e.g., SET)  
  - Direct observation data at individual student level | Advance ABA  
  - Functional Behavioral Assessment  
  - Social Skill instruction | Systematic (data-based) student identification for small group/individual supports  
  - Create/support student support team or process  
  - Task analyze team generated small group/individual practices for implementation  
  - Adapting universal systems to support generalization of small group/individual plans  
  - Consult with other agencies/parents  
  - Codify practices into policy |
| **Level Three (Coordinator):**  
  - Work with multiple schools  
  - Train teams universal – individual level  
  - Train coaches  
  - Establish district-wide system | Evaluation of district-wide efforts  
  - Data – decision rules to identify needed supports within/across schools  
  - Link school needs (data-based) to district professional development | Effective professional development / training skills  
  - Map district policy to essential features of PBS | Leadership team roles / meetings  
  - Communication across district  
  - Resource bank (“experts” & materials)  
  - Codify practices into policy |
Evaluation Blueprint for School-wide Positive Behavior Support
The Logic Model for Evaluation

Plan

Context

Perform

Input

Fidelity

Compare

Measure

School-wide Positive Behavior Support
1. Determine what questions you want to answer

**Examples**

- Can we predict problems/success?
  - When/where/who?
- Possible “function” of problem behavior?
- Who needs targeted or intensive academic supports?
- What environmental changes/supports are needed?
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2. Determine what data will help to answer questions

• Existing data set(s)
• Current data collection
• Additional / new data

• Confidence in accuracy?
• Complete picture?
## Data-based Decision Making Worksheet

|--------------|-------------------------|----------------------------|----------------------|-------------|
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3. Determine the simplest way to get data

- Agreement on definitions
- Standard forms / process
- Frequency of collection
- Target “Multi-purpose” data/use

*Train ALL staff on use & provide on-going TA*
### Data-based Decision Making Worksheet

|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
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4. Put system in place to collect data

- Build on existing systems
- Add components over time
- Central entry point
  - Electronic
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5. Analyze data to answer questions

- Trends
- Instruction & supports in place/not in-place
- Pre/post “big outcomes”
- Comparisons (norm / local)
  - Relative growth
  - Absolute growth
### Data-based Decision Making Worksheet

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Tools To Assist

• Identify Progress Monitoring Tool
  – Tier I
    • Team Implementation Checklist
    • Benchmarks of Quality
    • School-wide Evaluation Tool
    • School Assessment Survey
    • SWIS
  – Tier II/III
    • CICO Progress Monitoring Tool
    • Benchmark for Advance Tiers (BAT)
# Fidelity Tools Sample Schedule

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<td>Sum</td>
<td>Fall</td>
<td>Win</td>
<td>Spr</td>
<td>Pre</td>
<td>Sum</td>
<td>Fall</td>
</tr>
</tbody>
</table>
Conclusion

• District Leadership Team / Building Team / Grade Level Team / Individual Staff:
  – DATA
  – PRACTICES
  – SYSTEM

• Parallel process that:
  – Supports above process
  – Supports educators at all levels