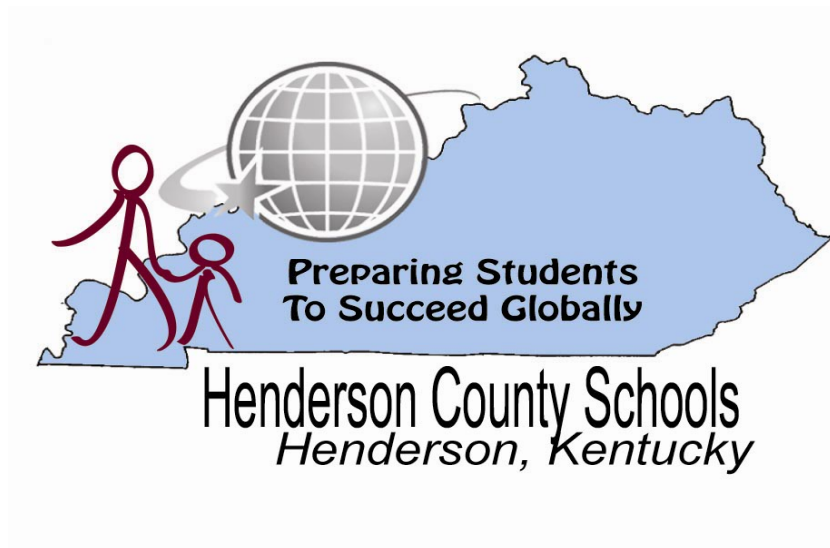


Surviving The Implementation Of District Wide Positive Behavioral Supports In Schools

Presented at the 7th International Conference on Positive
Behavior Support in St. Louis, MO
March 25th, 2010



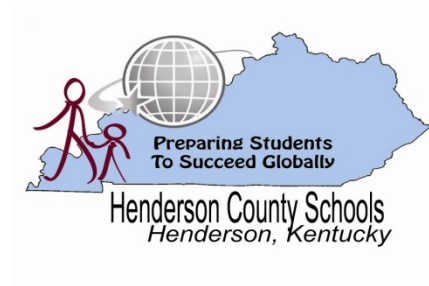
Presenters:

Jamie Like, Service Coordinator/Mental Health Consultant
Phone: 270-831-8769
E-mail: Jamie.Like@henderson.kyschools.us

Dan Dowell, School Psychologist
Phone: 270-831-5100
E-mail: Daniel.Dowell@henderson.kyschools.us

Keegan O'Daniel, Director of Transportation
Phone: 270-831-5120
E-mail: Keegan.O'Daniel@henderson.kyschools.us

Quick Facts About Our District



Mission Statement

The Mission of the Henderson County Schools is to prepare and educate each student to be successful in a diverse, global society.

Vision Statement

Preparing Students to Succeed Globally

2009-2010 District Profile

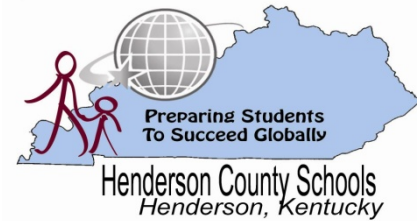
Enrollment 6,895

51% Free and Reduced Lunch
85% White
10% African American
2% Asian
<1% Hispanic
14% Disability
2% Other

8 Elementary Schools Grades Pre-K - 5
2 Middle Schools Grades 6 - 8
1 High School Grades 9 - 12
1 Alternative High School
1 Alternative Learning Center

Total Operating Budget \$68,428,726
General Fund Operating Budget \$50,473,697
State & Federal Grants \$8,315,215
Capital Outlay \$1,753,760
Building Fund \$2,537,789
Child Nutrition Fund \$5,348,265
Transportation buses cover 5,796 miles daily.

A Chronology of Henderson County School District's Journey in Implementing PBS



- 2006/2007 School Year- 3 schools (Henderson County High School, South Middle School and Bendgate Elementary) in the district receive Universal/Primary Team training through Kentucky Center for Instructional Discipline to help implement PBS (Positive Behavior Supports) in each school to deal with increasing numbers of discipline issues
- October 2007-District Discipline Committee formed to look at RTI 's pyramid of interventions and PBS as a strategy to deal with increasing discipline issues throughout the District
- May 2008-District agrees to implement PBS through KYCID for entire school district and names a District Coordinator
- June 2008-District names a District Coach and District SWIS Facilitator and has them trained.
- July 2008-Nine remaining schools in the district begin Universal/Primary Team Training through KYCID after forming their schools KYCID Teams
- August 2008-District develops and implements use of SWIS compatible Discipline Notice form
- November 2008-District agrees to become District Demo Site for KYCID
- December 2008-All schools in the district have been trained in entering SWIS data and are able to extrapolate data to chart PBS progress in schools
- January 2009-Four schools within the District went through the Benchmarks of Quality Training with KYCID after having completed at least 80% implementation within their schools
- February 2009-All schools in the District have completed all 4 days of Universal/Primary Team Training through KYCID

- February 2009-District Transportation Leadership Team receives Bus Driver PBS training through KYCID
- March 2009-District Coordinator and District Coach/SWIS Facilitator scheduled to attend 6th International Conference on Positive Behavior Support In Jacksonville, FLA
- April 2009-Transportation Department develops newsletter with dedicated space to Positive Behavior Supports and begins developing bus expectations to be taught district wide in fall
- April 2009-All school in district have Coaches go through Benchmarks of Quality Training through KYCID
- June 2009-District KYCID Team members present at First Annual Kentucky PBIS Network Conference
- June 2009-District Team members take online Parent Engagement Course entitled, “The Missing Piece of the Proficiency Puzzle” offered through KYCID and the Center for Parent Leadership
- July 2009-All school in the district complete the Booster training through KYCID
- August 2009-Bus drivers throughout the district partner with teachers to teach district wide bus expectations to students. Transportation all implements PBS program with students riding buses
- September/October 2009-Eight school in the district go through the first Tier II training which involves implementing the Check & Connect program
- October 2009-Henderson County Schools District Improvement Plan includes action plan items that were developed by District KYCID team members who participated in the Parent Engagement online course in the summer
- December 2009-Henderson County Schools developed written district wide guidelines & procedures for our behavior based intervention tiers

KYCID (Kentucky Center for Instructional Discipline) and the History of School-wide Behavior Support in Kentucky



In the mid 1990's, the Kentucky Department of Education committed to address student behavior from a different perspective. A Behavior Task Force was established consisting of educational administrators, teachers, support staff from state and local levels, colleagues from collaborating agencies and parent advocacy organizations. This task force determined that three areas should be addressed: 1) establish a cadre of behavior consultants to provide expert support to address challenging individual student behavior; 2) develop a web page focused on providing information and support; and 3) develop model programs in schools to address effective behavior management for all students in a school-wide manner. Currently, all three approaches are still in operation. The behavior cadre is currently undergoing reorganization to update how it will support schools with students who have significant behavior challenges. The Behavior Home Page (www.state.ky.us/agencies/behave/homepage.html) is a highly used web site devoted to increasing understanding of effective practices. The Model Schools project has evolved from a 10 school pilot to the current Kentucky Center for Instructional Discipline (KYCID).

Initially, ten schools participated in the Model Schools Project. These schools submitted an application and were selected to participate in a three-year grant process. The project used *Foundations* by Randy Sprick, Mickey Garrison et al. as the program to guide the process. There were ten coaches for the schools who later were to form the training group for the subsequent KIDS Project. Drs. Sprick and Garrison based much of their work on the Effective Schools Research compiled by the Northwest Regional Laboratory. The National Technical Assistance Center on Positive Behavioral Interventions and Support (www.pbis.org) at the University of Oregon has also based much of their work on the same body of information.

The Kentucky Instructional Discipline in Schools (KIDS) project was an expansion of the initial effort to fifty schools. Both projects had coaches and were lead by trainers with periodic professional development opportunities over extended periods of time. The goal was to provide support at all three levels of the multi-tiered primary, secondary and tertiary triangle. The reality was a great deal of activity and focus upon primary intervention and less at each of the two other levels. Schools made significant improvements in their approach to student behavior. Dramatic drops in office referrals, suspension and expulsion rates were common among schools. Teachers reported higher levels of confidence in addressing student behavior. There were concerns expressed over several issues such as: collection of effective and meaningful data, sustainability of the

process over time, cost of the methods of training and rate of expansion into more schools. As a result, a third project was initiated to try a different approach considering some of the experiences of the previous efforts.

The Instructional Discipline Pilot Project (IDPP) began in 2003 with 31 schools. A main focus was to utilize information and materials from both the Safe and Civil Schools approach and the Positive Behavioral Interventions in Schools approach. Greater emphasis on data collection and analysis was a key aspect of the IDPP, as was keeping the reality of sustainability in mind, expanding beyond the primary intervention level and greater involvement of agency partners. The IDPP was completed in 2004-05, and many of the schools who participated in that project are currently involved with KYCID at various levels.

Since KYCID opened in July, 2004, over 200 schools have been trained in the process of tier 1/universal implementation. KYCID schools have been highly successful in reducing office discipline referrals and in-school and out-of-school suspensions. Schools report a healthier climate that is more conducive to student learning. Data collected at the school, district, and state levels demonstrates the power and effectiveness of PBIS. Many KYCID schools are now beginning to develop tier 2/secondary interventions; tier 3/tertiary level training will begin this fall.

Henderson County Schools initially came on board with KYCID during the 2006/2007 school year when three schools in the district went through the initial Universal/Primary Team training offered through KYCID. In July 2008, the nine remaining schools in the district completed the Universal/Primary Team training as well. In November 2008, the district entered into an agreement with KYCID to become a District Demonstration Site for the state and as of October 2009, eight schools within the district had gone through the first Tier II training which involved training each school's designated teams on how to implement the Check & Connect Program, which is a research based Tier II intervention strategy.



The **School-Wide Information System (SWIS)** is a web-based software system for collecting and summarizing office discipline referrals in schools. The system was developed by University of Oregon faculty in collaboration with elementary, middle (junior high) and high school personnel. The purpose of SWIS is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline.

SWIS was developed to be an efficient, reliable and confidential strategy for managing office-discipline referral information. SWIS can be used for:

- a. Internal decision making as schools improve their discipline practices.
- b. Support plan design with individual students and their families.
- c. Reporting to district, state and federal agencies about school outcomes.
- d. As a method of collecting aggregated data across schools.

SWIS database is housed on a secure and dedicated server at the University of Oregon, and is managed by system administrators employed by the Positive Behavioral Interventions and Supports Technical Assistance Center projects at the University.

Once a SWIS account is set up, the school staff enters office discipline referrals into a protected, web-space. The data may be summarized to provide information about individual students, groups of students, or the entire student body over any specified time period. Both numerical printouts, and graphs (histograms) are created for use in decision-making. While SWIS is flexible and can be adapted to the needs of individual schools, the major uses involve monitoring:

- a. The number of office discipline referrals per month.
- b. The type of problem behaviors leading to office referrals.
- c. The locations of problem behavior events.
- d. The problem behavior events by time of day.
- e. The students contributing to office discipline referrals.

The system uses a menu-based data entry process that makes data entry and report generation easy and efficient.

For more information regarding SWIS, please visit their website at www.swis.org

Henderson County School's Collaborative Partners Group



In July of 2002, Henderson County Schools invited a number of community providers of health, human, mental health and social services together to provide them with an opportunity to see a presentation about a unique collaborative effort between a school district in eastern Kentucky and that district's community mental health provider. This collaborative effort involved the school district establishing an agreement with their region's community mental health provider to make outside mental health related services available to their students on site at school.

Some of Henderson County School's staff had the opportunity to see a presentation about this collaborative effort at a conference several months earlier and embraced the idea of finding ways to collaborate more with community partners to address the non academic needs of students, thus freeing teachers up to teach and removing roadblocks to students being able to be successful in the academic setting. That initial meeting in July of 2002 was the springboard for the formation of what is now commonly known as the Collaborative Partners group.

Today, the membership of the Collaborative Partners group encompasses a number of school related staff as well as a broad range of providers of health services, mental health services, social and other human services, youth serving organizations, agencies addressing food, housing and other family sustaining services, representatives from both Family and Juvenile Courts, as well a host of other community agencies.

Ongoing, the group meets once every two months to educate themselves about the programs and services that are available in our area to address the address the unique, multi-faceted needs of kids and families in our community. This is done primarily through inviting speakers to come and address a wide range of topics.

One of the many topics that have been explored by the Collaborative Partners group is the implementation of Positive Behavior Supports in our schools throughout the district and our being a KYCID (Kentucky Center for Instructional Discipline) District Demonstration site.

As we worked as a school district to develop a system of tiered interventions to address the complex behavioral concerns of students having difficulty responding to Universal Positive Behavioral Supports, we quickly realized that referrals we routinely made to

some of our service provider members of the Collaborative Partners Group represent a significant part of our higher tiered strategies. As a result, referrals to those providers have been included in our written district document which outlines our identified Tier I, Tier II and Tier III intervention strategies.

Henderson County Schools
Response to Intervention/Kentucky System of Interventions
Behavior – Grades K-8
District Guidelines Quick Facts Sheet

Component	District Requirement
Tier Structure	3 Tier Model: Tier I = Universal positive behavior practices Tier II = Targeted positive behavior practices Tier III = Intensive positive behavior practices
Criteria for Tiers II/III	Student demonstrates at least three of the following: <ul style="list-style-type: none"> • A minimum of three disciplinary referrals per grading/marketing period • A minimum of three unexcused absences per semester • Medical/clinical diagnosis of emotional-behavioral disorder • Failing a subject or repeated failure to complete/turn in assignments • One or more instances of physical aggression • Teacher/staff report of recurring disruptive and/or defiant behavior across multiple school settings
Progress Monitoring for Tiers II/III	Individualized plan/goal(s) developed for each student. Tier II frequency of progress monitoring: Minimum one time per week. Tier III frequency of progress monitoring: Minimum one time per day.
Student Progress Criteria for Dismissal from Tiers II and III	Determined by school behavior support team based on individual student progress.
Criteria for Referral for MDT evaluation	Minimum of ten weeks of progress monitoring data demonstrates failure to make adequate progress. Student must have received some Tier III services.
RTI Committee Structure	Behavior support team of school staff members who meet regularly (i.e., at least monthly) to identify students for intervention services, manage student movement between tiers, and document student progress. (Existing committee, such as Student/Staff Support Team, KYCID Team, or RTI (academic) Team, can serve this function).