



SWPBS: Universal Level Administrator Training

Stephanie Martinez, Ed.S.
Michelle White, M.A., BCBA

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This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



What is School-Wide Positive Behavior Support?

- The application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures



Core Principles of PBS

- Team process
- Facilitated leadership
- School and district action planning
- Data-based decision-making
- Flexibility with fidelity of implementation
- Working smarter, not harder
- Emphasizing prevention, teaching and effective consequences



Positive Behavior Support...

- Aims to build **effective environments** in which positive behavior is more effective than problem behavior
- Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior
- Emphasizes the use of **preventative, teaching, and reinforcement-based** strategies to achieve meaningful and durable behavior and lifestyle outcomes



Tiered Model of School Supports & the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports.

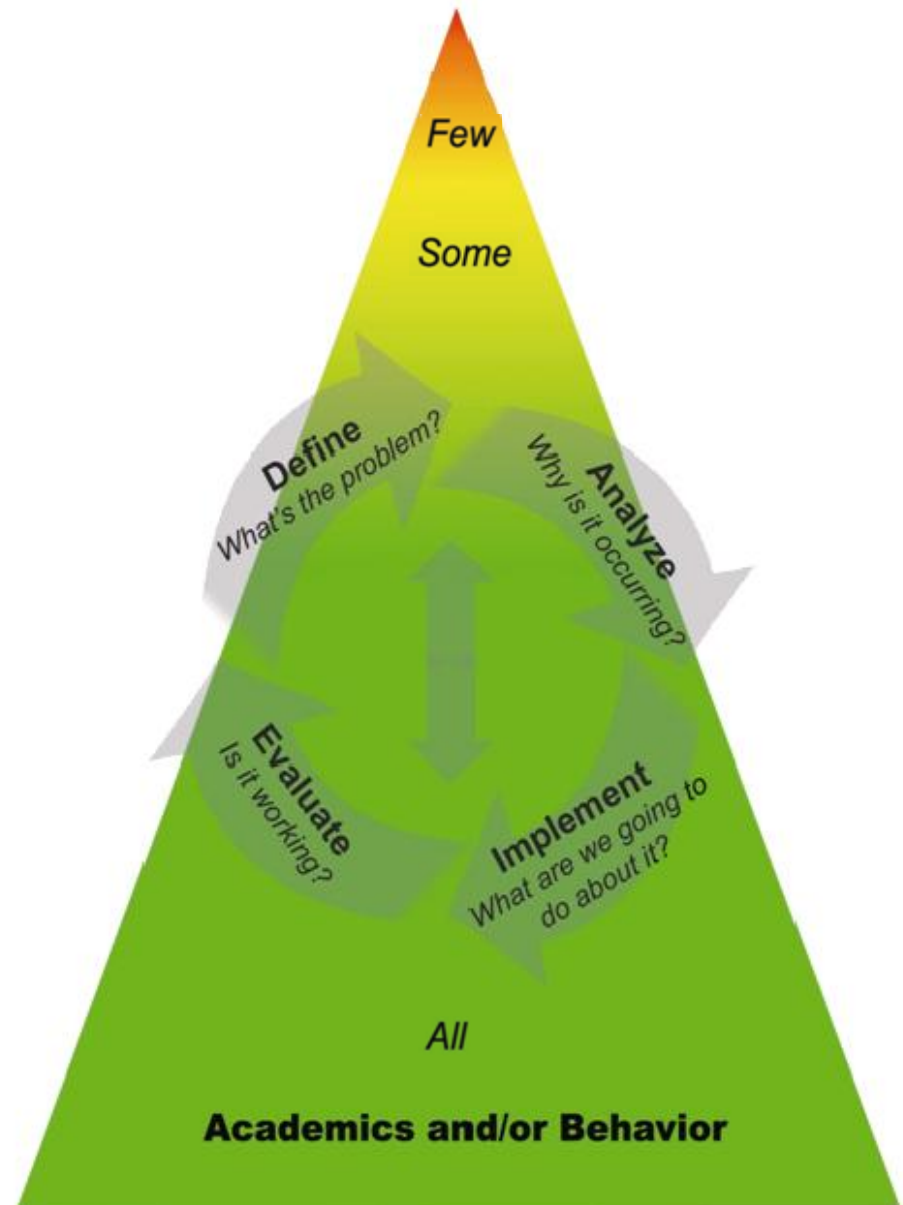
The most intense (increased time, narrowed focus reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

General academic and behavior instruction and support provided to all students in all settings.



Why do we need to do administrator training?

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Why We Do Administrator Trainings

- Research results indicated the importance of administrators in the process
- Many administrators move from school to school
- New administrators need to understand process and buy-in
- Many trained administrators need a “refresher” about their role
- Administrators sell it to other administrators



How We Do Administrator Trainings

- Retrain existing school administrators after 1 year of implementation
- Add prospective administrators into training
- Exceptional administrators are encouraged to share their experiences
- Provide an overview of the process
- Concentrate on the administrator's role



Difference Between New and Experienced Administrators

- New administrators need:
 - Answers to their questions
 - Benefits to students
 - What are their core responsibilities
- Experienced administrators need:
 - Refresher on roles in core components
 - Problem-solving areas where they struggle
 - Preparation for Tiers 2 and 3



Training New Administrators



Isn't the “traditional” approach to discipline working?



Traditional Discipline versus PBS

Traditional Discipline:

- Goal is to stop undesirable behavior through the use of punishment
- Focuses on the student's problem behavior

Positive Behavior Support:

- Replaces undesired behavior with a new behavior or skill
- Alters environments
- Teaches appropriate skills
- Rewards appropriate behavior



How is it working?

- In one school year, 13-year-old Jason received 87 ODR's
- An intermediate/senior high school with 880 students reported over 5,100 office discipline referrals in one academic year
- A middle school principal must teach classes when teachers are absent because substitute teachers refuse to work in the school
- A middle school counselor spends nearly 15% of his day "counseling" staff members who feel helpless and defenseless in their classrooms because of a lack of discipline and support



What about your current experience?

Are there fewer behavior problems than 10 years ago?

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State Level Outcomes



But really, will this work in my type of school?



Number of Schools Trained State-wide

As of August 2009 – Annual Report update



6	Pre-K schools
375	Elementary schools
156	Middle schools
72	High schools
55	Alternative/Center schools
56	Other (e.g. K-8)

720 TOTAL SCHOOLS



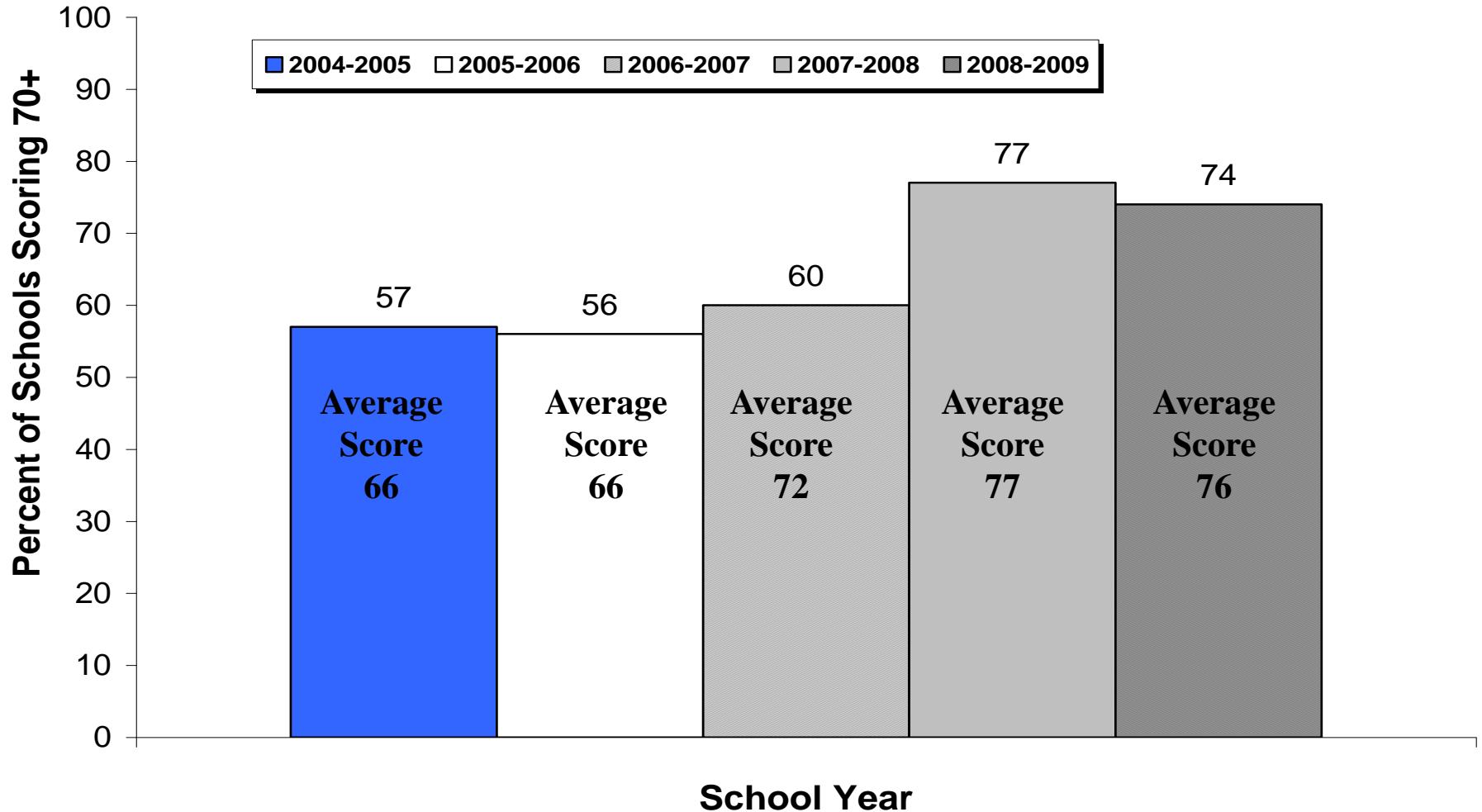
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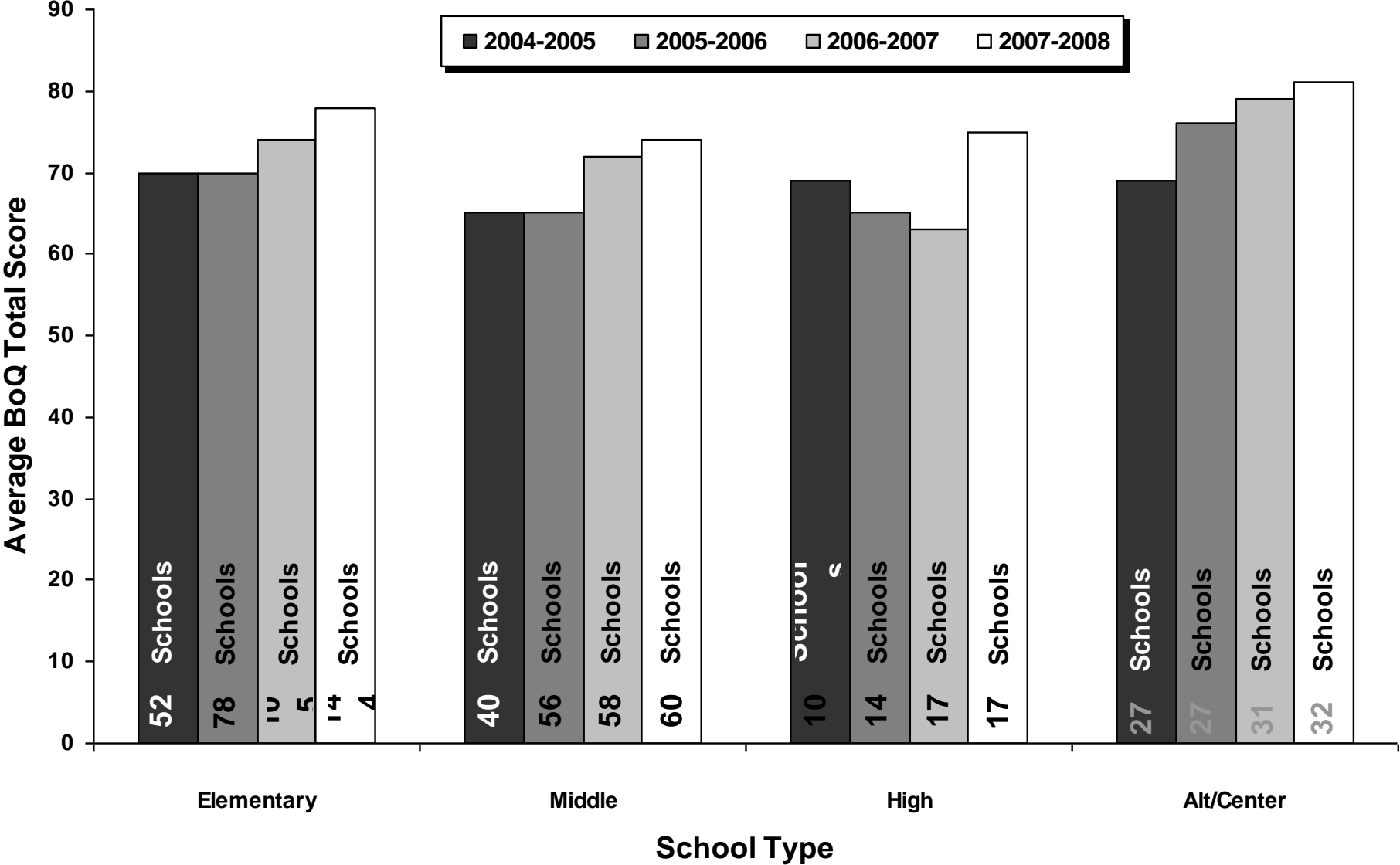
**Are schools able to do this process
with fidelity given everything else
we are required to do?**



High Implementing Florida PBS Schools (Scoring 70 or Above on BoQ)



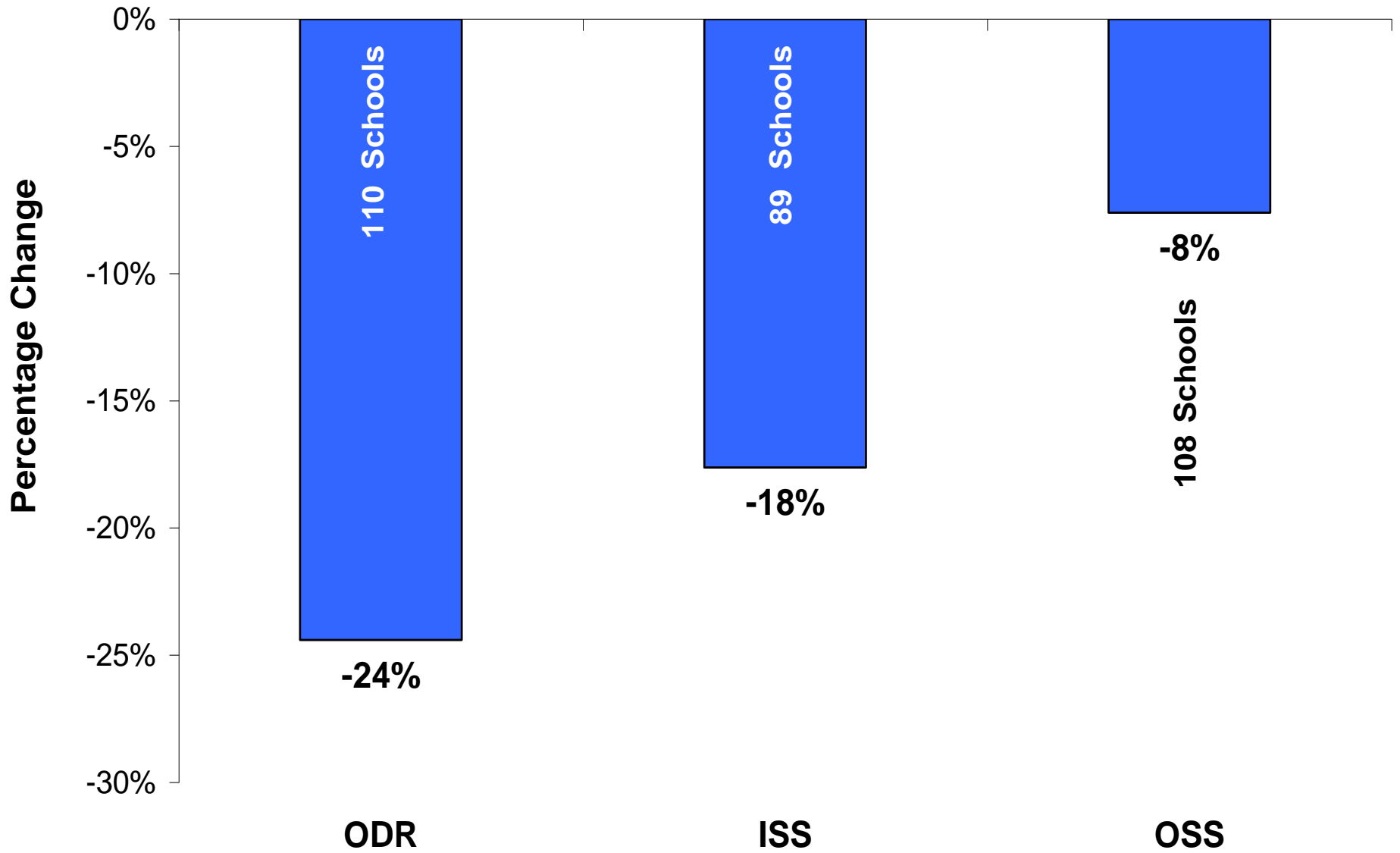
BoQ Totals by School Type Across Years



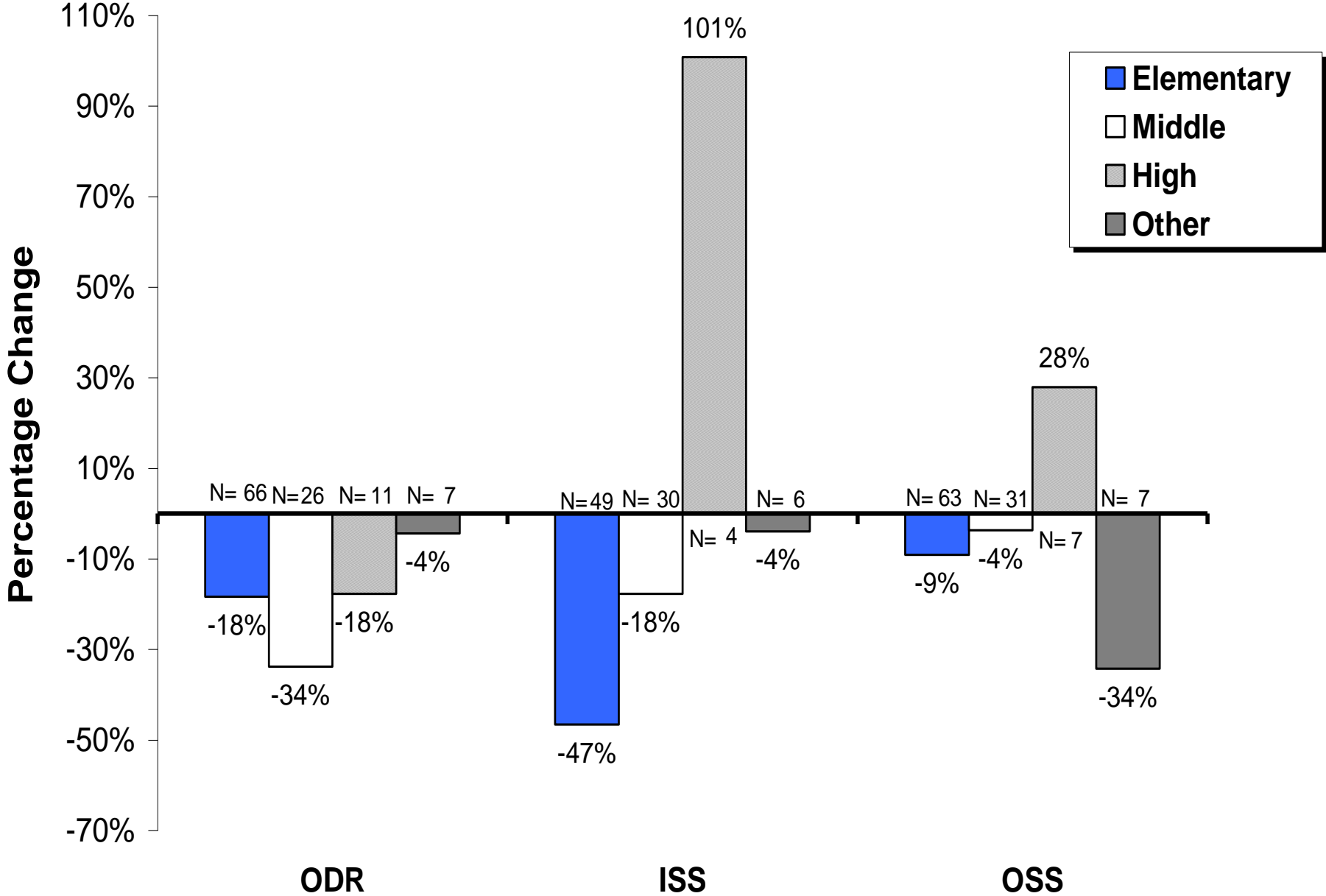
What kinds of outcomes are schools experiencing with PBS?



Percentage Change in Discipline Outcome Between Baseline and Year 1



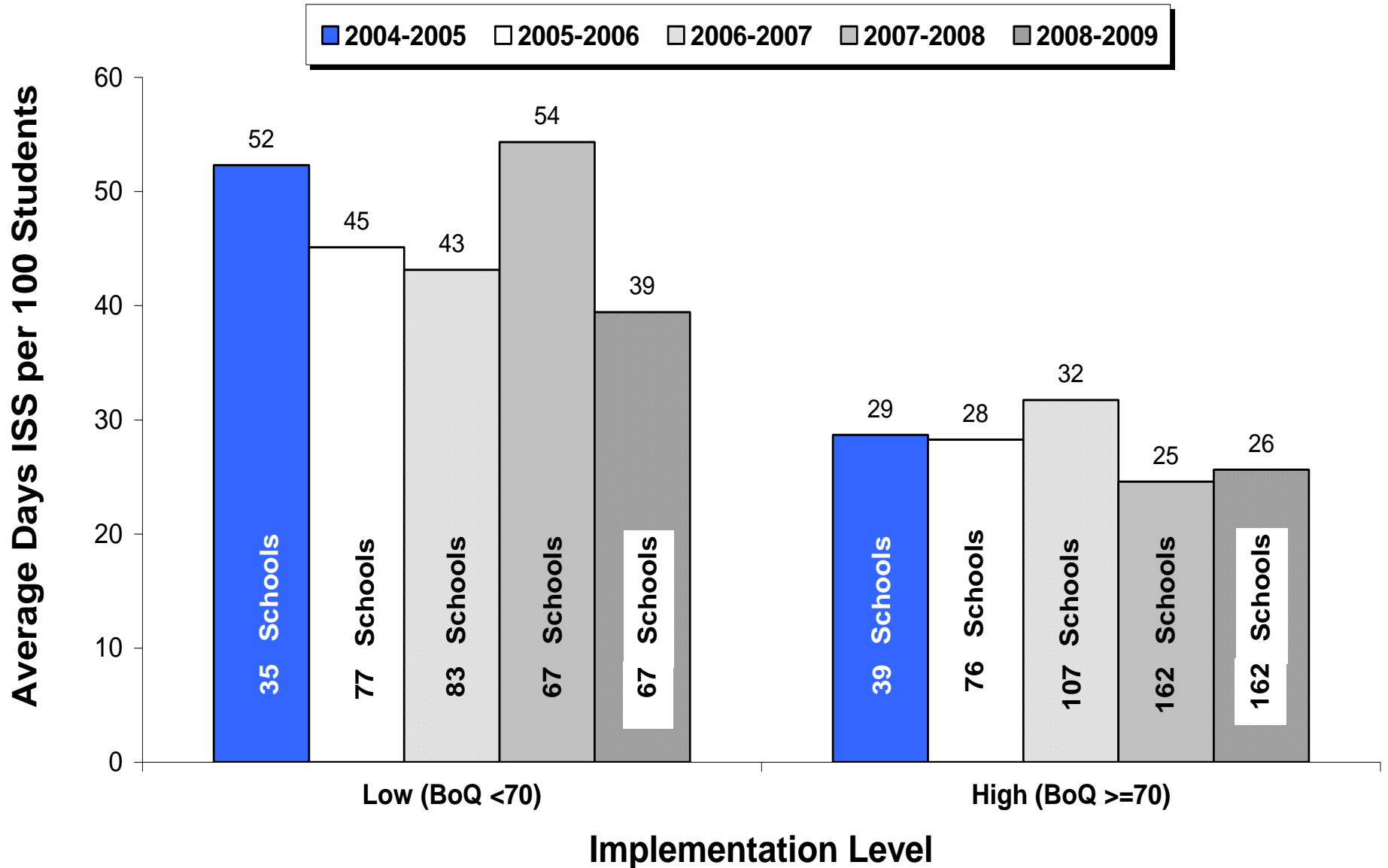
% Change in ODR, ISS, OSS Rates per 100 Students After 1yr Implementation (by School Type)



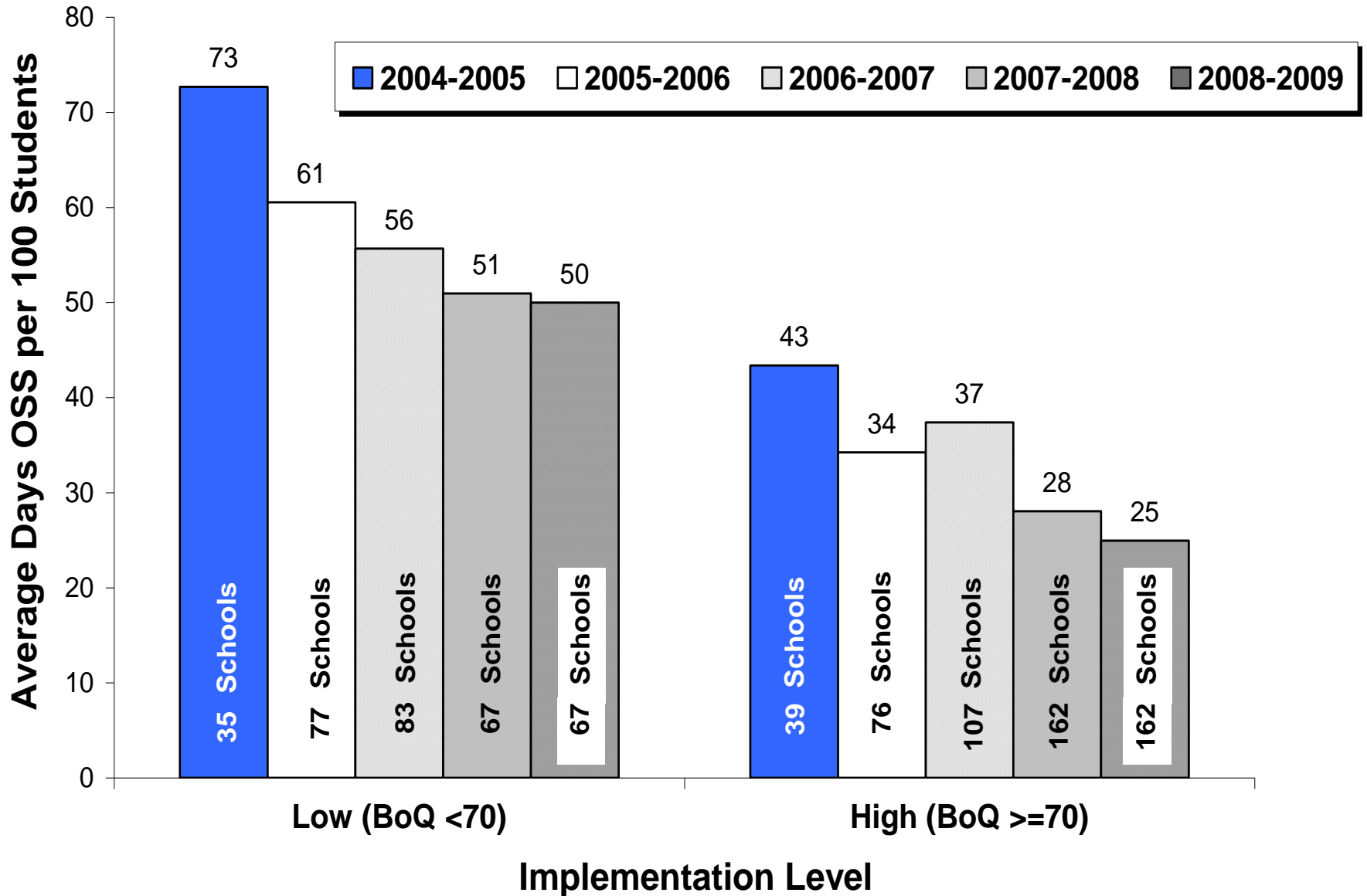
Is there a difference between schools that implement with fidelity and those that do not?



ISS Rates by Implementation Level Across School Years



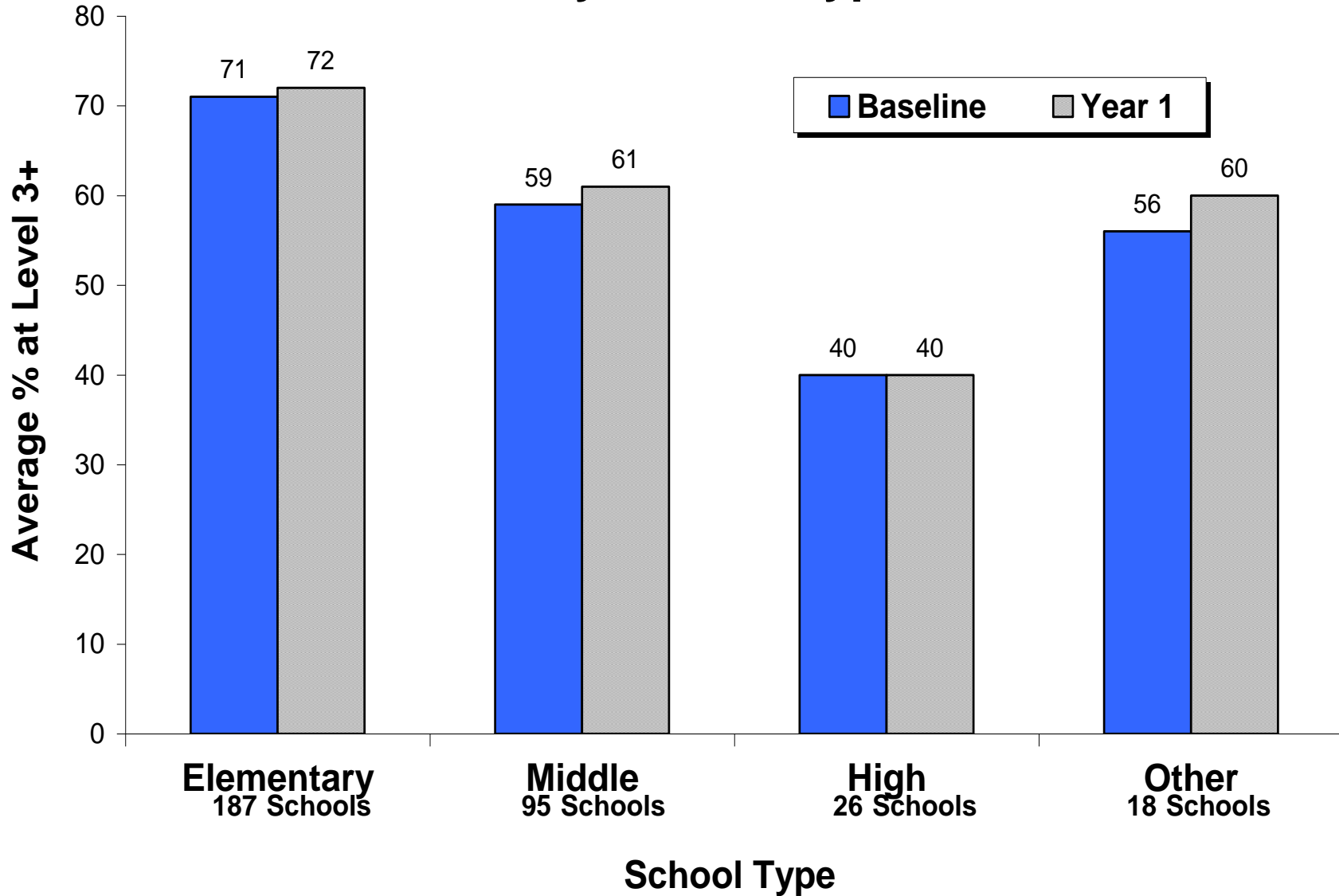
OSS Rates by Implementation Level Across School Years



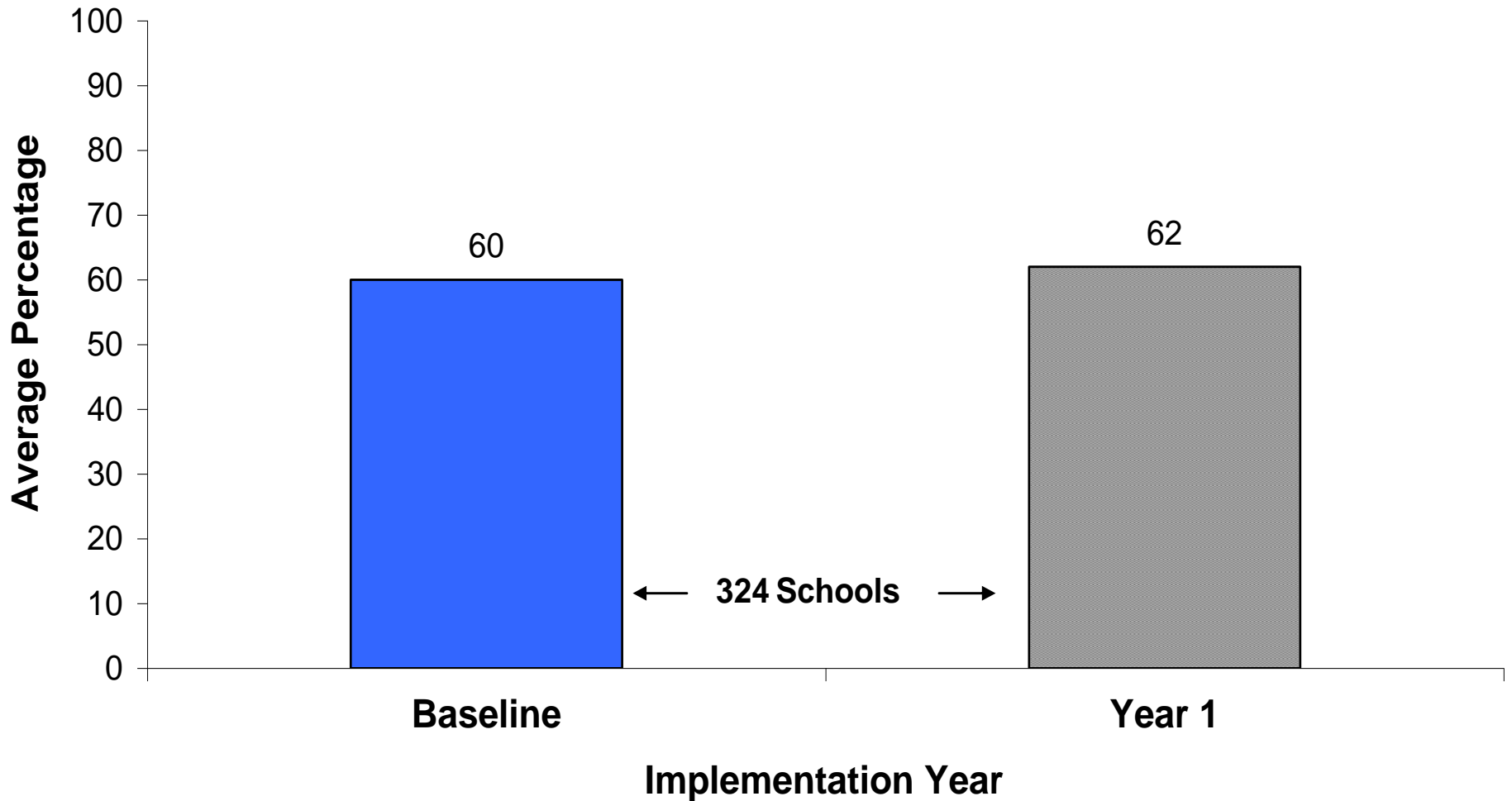
How can we afford to spend time on behavior when we have so many academic demands?



Average % at FCAT Reading Level 3+ by School Type



Avg of Lowest 25% of Students w/Reading Gains Before and After PBS Implementation



Show me some examples of outcomes for schools.

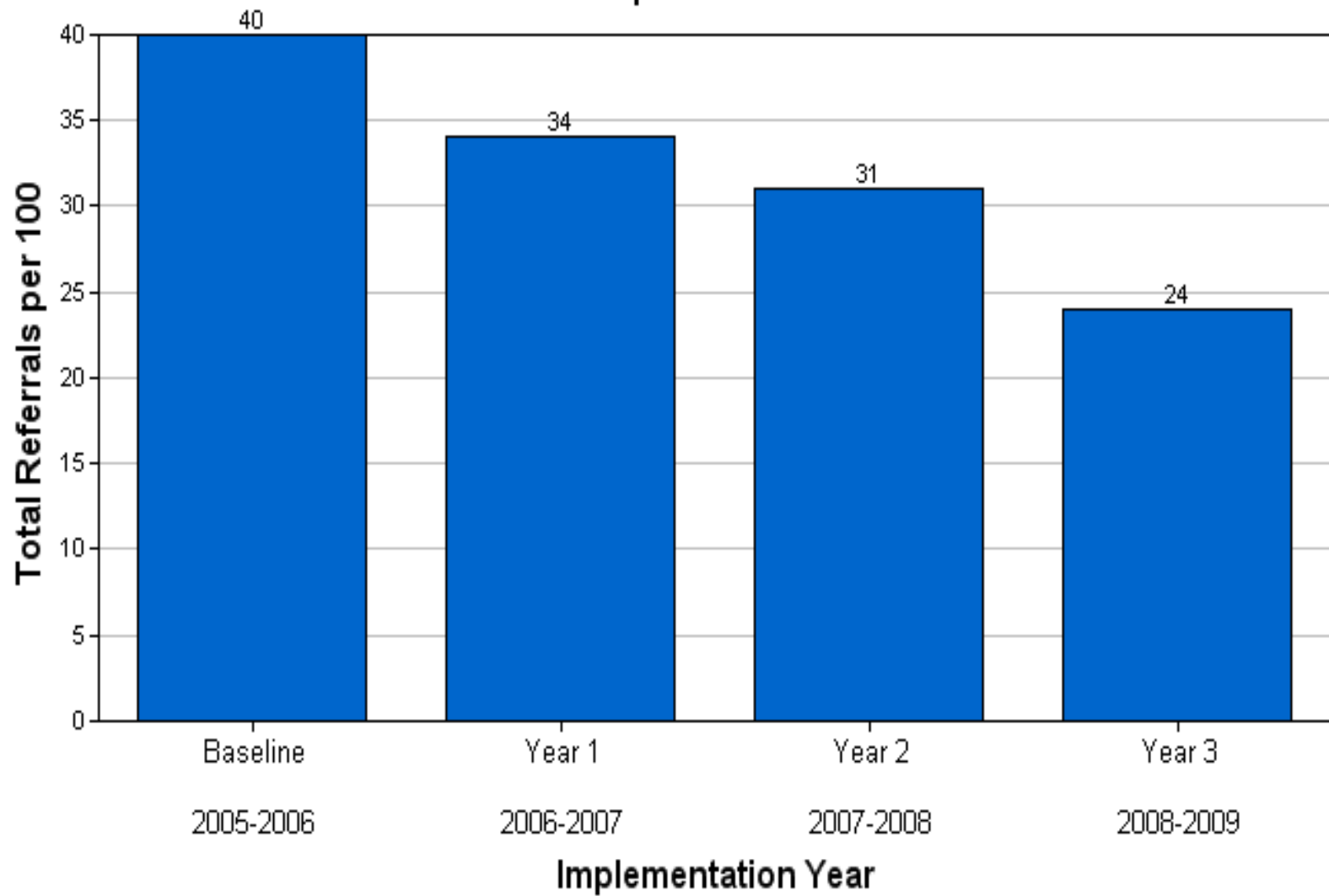


School Level Outcomes



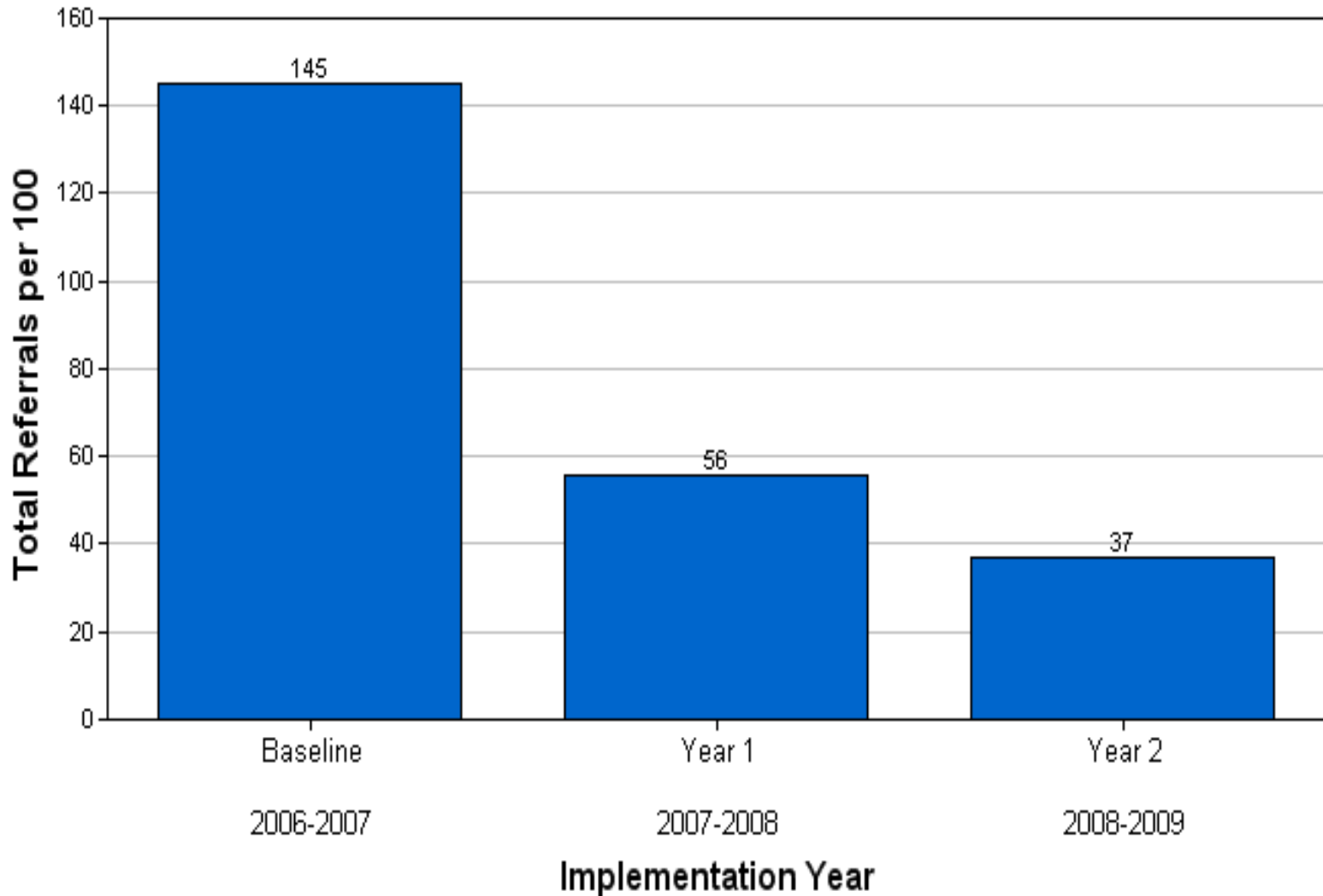
Elementary School

Referrals per 100 Students



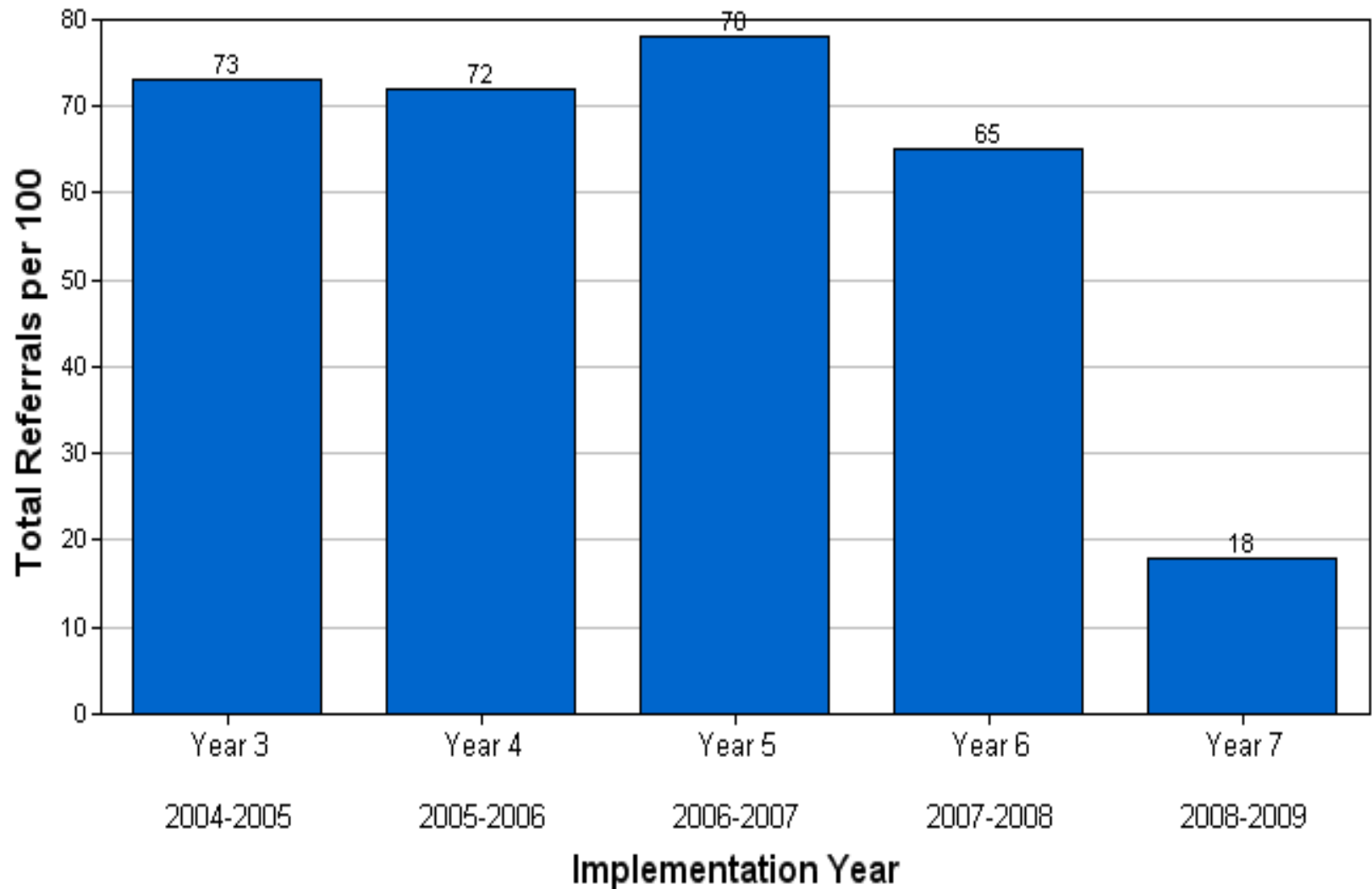
Middle School

Referrals per 100 Students



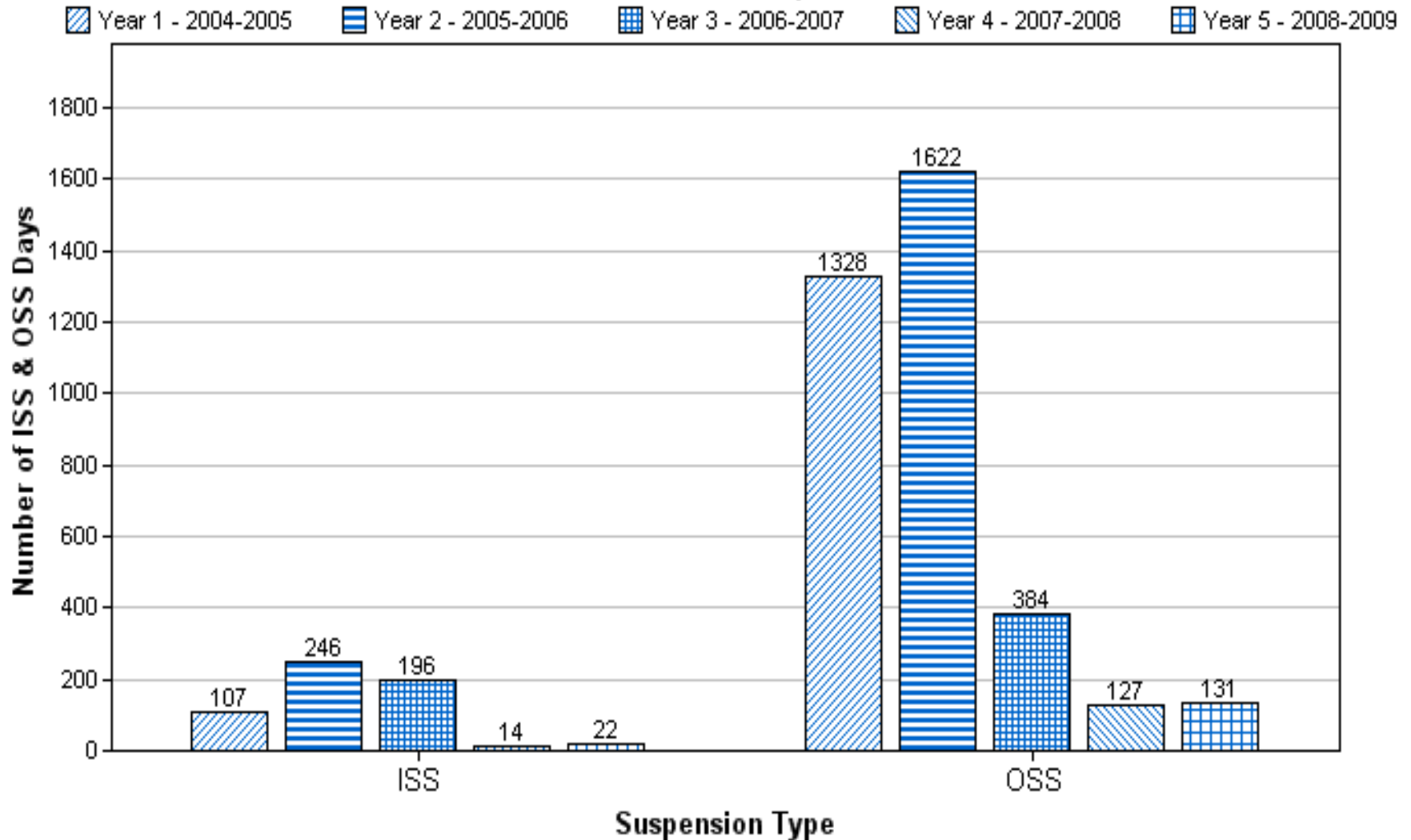
High School

Referrals per 100 Students



Alternative School

ISS & OSS Over Years of Implementation



But where can I find the time to do this PBS Process?



Time Cost of a Discipline Referral

(45 minutes per incident)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
Totals	1500 Hours LOST!	3000 Hours LOST!

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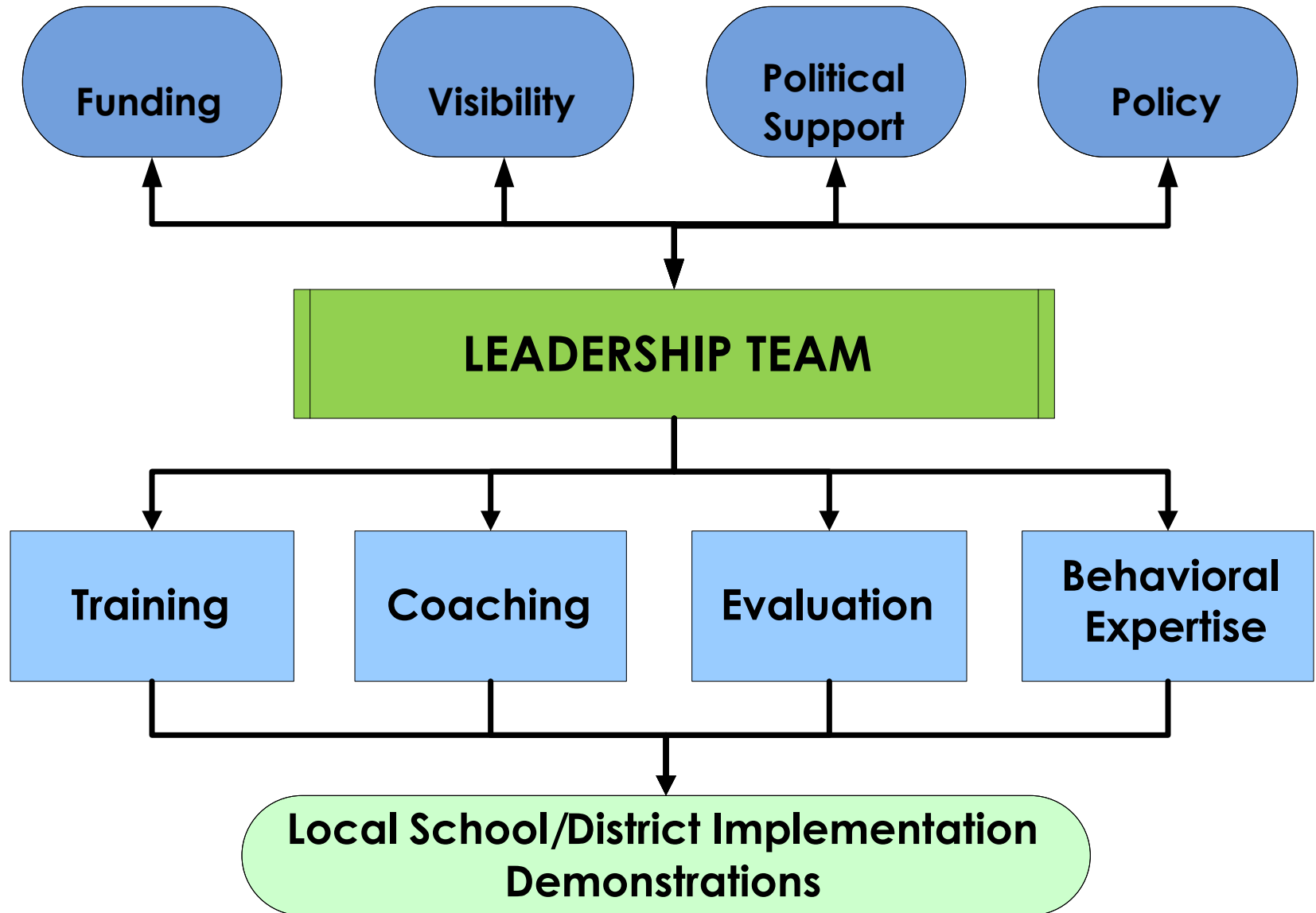
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What has to be established at the district level to make this process work?



PBS: RtIB Systems Implementation Logic



District FLPBS:RtIB Leadership Team

- Attends annual planning meeting
- Identifies and evaluates school/district based Coaches
- Identifies specific schools who will receive SWPBS Training
- Coordinates with FLPBS:RtIB Project on the 3-day School-Wide training
- Provides support for Coaches and School Teams implementing PBS
 - Funding
 - Visibility
- Monitors progress of School Teams by reviewing discipline and academic data and PBS Evaluation Tools



PBS District Coordinators Are Expected to Manage...

- Requests from the FLPBS Project
- District Leadership Team process
- Funding
- Visibility/political support in their district
- Training schedules
- Development of PBS Coaches
- PBS schools' data and evaluations
- Model School Award process



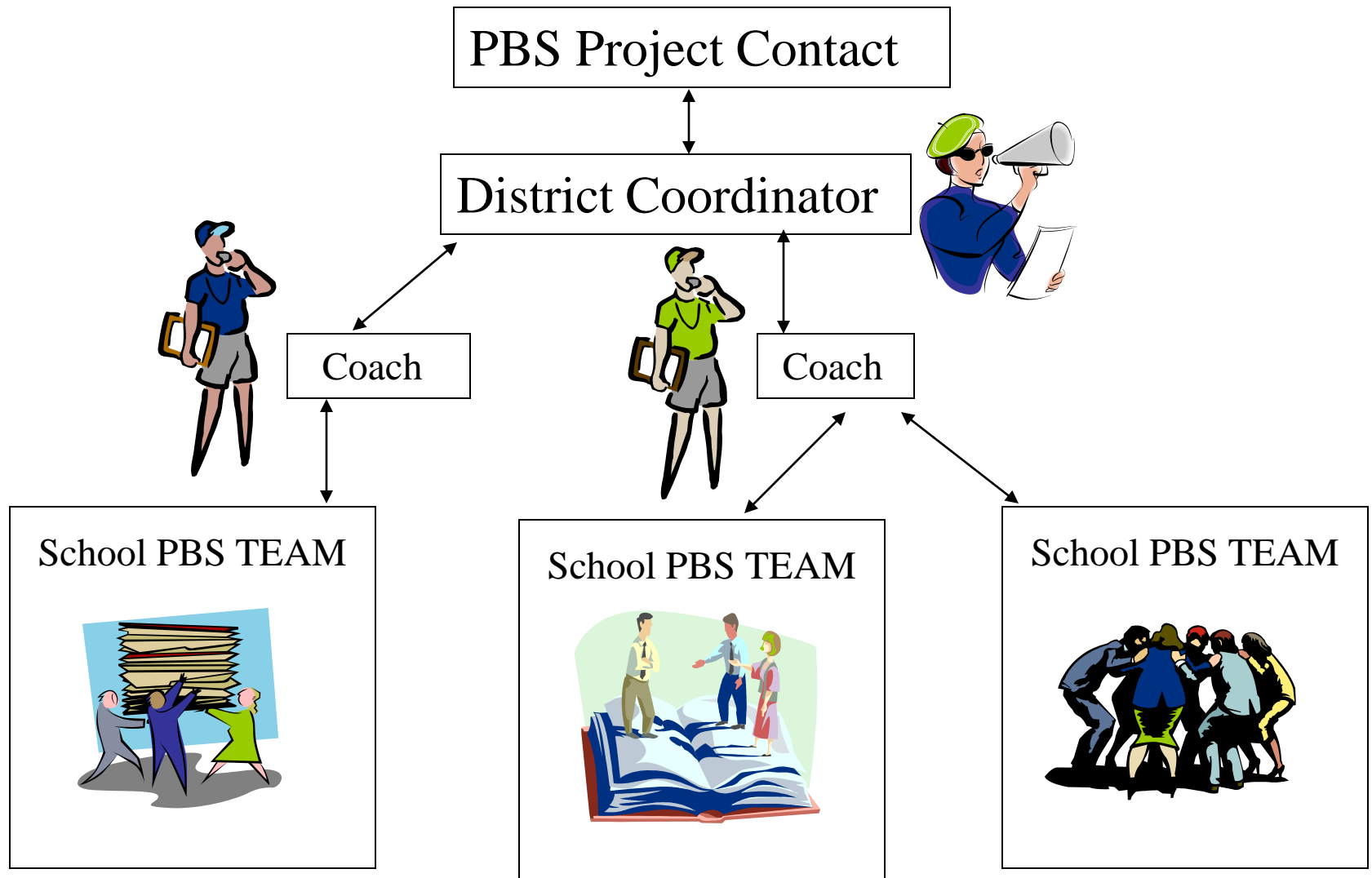
Coaches'

Roles and Responsibilities

- District-level or School-based person
 - Education specialist, school psychologist, social worker, behavior specialist, etc.
 - Should not be a classroom teacher
 - Their position provides them the freedom to move across schools
- Has the skills necessary to effectively facilitate teams throughout the process
- Attends training with their respective school-based teams and yearly Coaches' Training
- Reports to the District Coordinator/attends monthly meetings
- Collects Mid-Year and End-Year Reports



Contact Flow Chart



What will be required of me and my staff if we do PBS?

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What's Involved: Implementation (Immediate needs)

- Schools need time for planning/preparation
- District should provide for a way of monitoring implementation (FTE)
- Coaches will need time for collaboration, problem-solving, professional development
 - Monthly district-level (regional?) Coaches' meetings
- Schools will need limited funding
 - SIP, IDEA, Titles I-IV, Safe Schools, Dropout Prev., Professional Development, SEDNET, Community partners



What Does the PBS:RtI Behavior Training Include?



What's Involved: Training

- **3 day training for Tier 1**
 - PBS team members, Coach, DC only
- **Additional On-line Modules for Coaches' Training**
 - PBS Coach only
- **Additional Meetings for District Coordinators**
 - DC only
- **1 day Booster training/work day**
 - Beneficial for most schools
 - Need for individualized district-level trainings may be identified down the road



Training Modules

- Day 1**
- Introduction to School-wide Positive Behavior Support
 - Establishing a Foundation for Collaboration and Operation
 - Building Faculty Involvement
 - Establishing A Data-Based Decision-Making System
 - Developing Appropriate Definitions of Problem Behaviors
 - Developing Behavior Tracking Forms
- Day 2**
- Developing a Coherent Office Discipline Referral Process
 - Developing Effective Consequences
 - Identifying School-Wide Expectations
 - Identifying Rules for Unique Settings
 - Developing a System for Teaching Appropriate Behavior
- Day 3**
- Developing a School-Wide Reward System
 - Implementing School-wide PBS
 - Evaluating the Progress of PBS Efforts
 - Establishing a Comprehensive PBS System



School Readiness Checklist

- School-wide discipline on SIP
- Diverse PBS Team
- Principal/AP attends all training
- Principal commitment
- Team meets at least once a month
- Awareness presentation to faculty
- PBS Coach identified
- Funding identified



Funding

Where?

- School Improvement Plan
- Title 6 Funds
- PTA/PTO

What for?

- Training needs
- Reinforcers
- Copies (posters, teacher handbook)
- Database

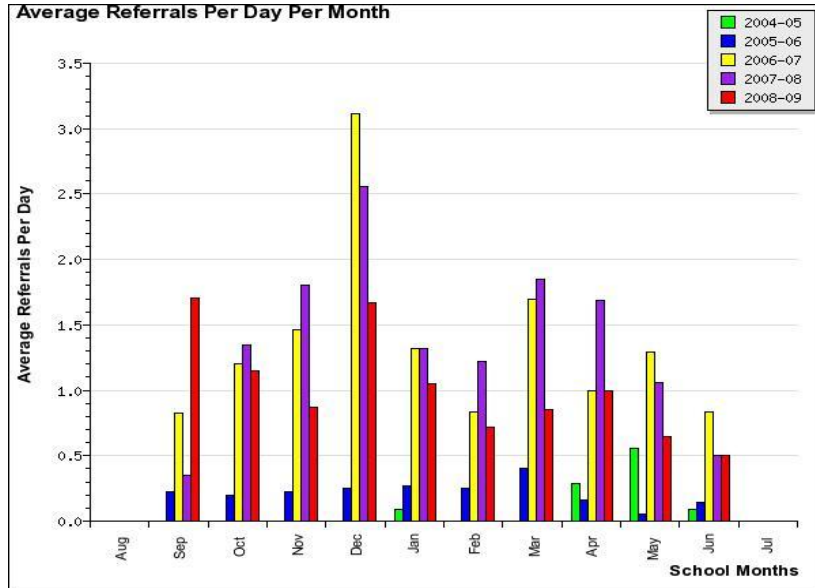


Evaluation

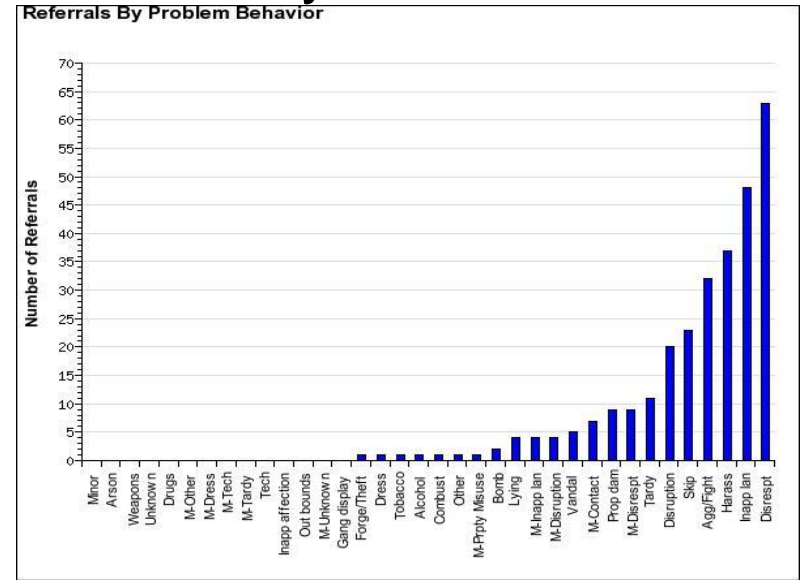
- Data on each school's implementation
- Data on academic and behavioral change
- Graphic format available for data-based decision-making



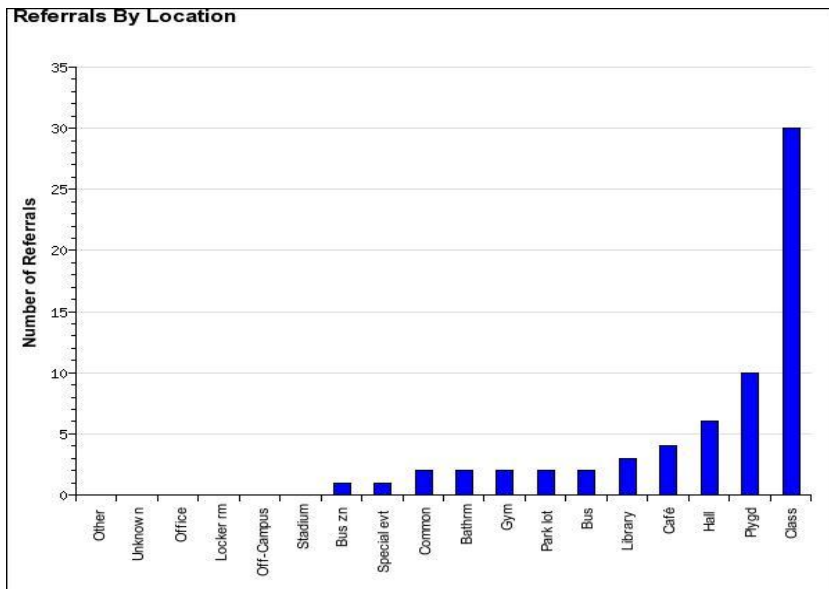
Referrals per Day per Month



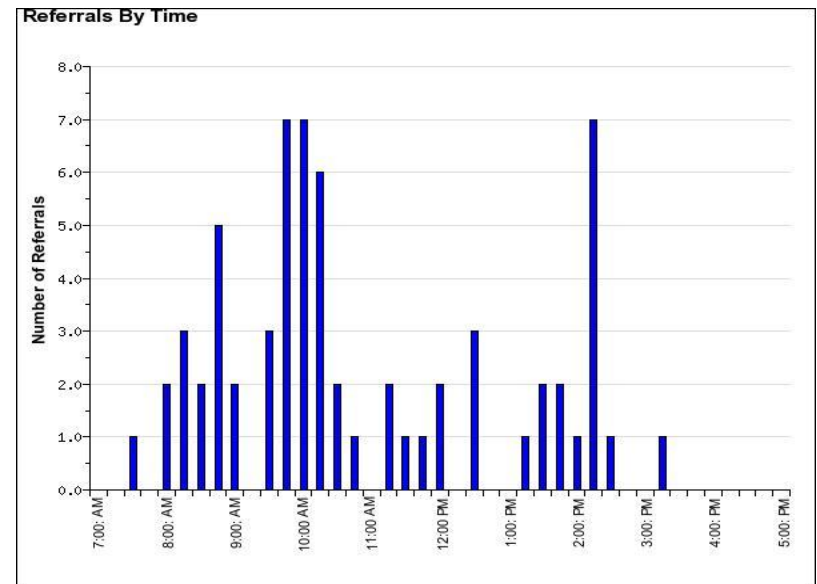
Referrals by Problem Behavior



Referrals by Location



Referrals by Time of Day



Booster for Experienced Administrators



Establishing a Foundation for Collaboration



Why is Administrative Support so Important?

- Principals and assistants **set the tone** for the school.
- If **buy-in** from principals and APs is not there, there is no reason to continue.
- Administrative support is identified as the **most important variable** (besides team functioning) that results in positive outcomes
- So, administrators need to **plan** how they can most effectively support their SWPBS efforts.



Administrator Responsibilities:

PBS Team Process

- ALL administrators are encouraged to **participate** in the process
- Administrator should **play an active, visible role** in the school-wide PBS change process
- Administrators should **actively communicate** their commitment to the process
- Administrator should be familiar with school's current **data and reporting system**
- Have one administrator consistently **attend team meetings**



School-Based PBS Team

- School Advisory Council must be committed to school-wide PBS and actively participate
- PBS team should remain small (3-8 participants)
- Consider representatives that include: administration, general education teachers, special education teachers, guidance, specials teachers, parents...



Team Roles and Responsibilities

- Assess the current behavior management practices
- Examine patterns of behavior
- Obtain and Maintain staff commitment
- Develop a school-wide plan
- Obtain parental participation and input



Team Roles and Responsibilities

- Develop the school-wide PBS action plan
- Monitor behavior data
- Hold regular team meetings (at least monthly)
- Evaluate progress
- Report outcomes to Coach/Facilitator & District Coordinator
- Oversee, monitor, and evaluate all planned objectives and activities developed by team



Team Roles and Responsibilities

Team Leader - starts the meeting, reviews the purpose of the meeting, facilitates the meeting by keeping the team focused on each step

Recorder - responsible for transcribing the team's responses on flip chart paper, transparency, or team agenda/minutes form

Timekeeper- responsible for monitoring the amount of time available to discuss the case and keeps the team aware of time limits by giving "warnings" (i.e., "10 minutes left")

Data Specialist- trained in entering and accessing data from the SWIS or your school's current data system

Behavior Specialist- competent with behavioral principles and assists in analyzing data

Coach/Facilitator- district-level (external) or school-based (internal) individual that facilitates the team through the process, becomes the school's main contact



Coaches' Roles & Responsibilities

- Are familiar with the school-wide process
- Facilitate teams throughout the process (i.e. ensure critical elements are in place)
- Attend all trainings/meetings with their respective school-based teams
- Are active and involved team members
- Are the main contact person for the school-based team



Administrator Responsibilities:

Team Identification

- Getting initial **commitment** from School Advisory Council
- Selecting **appropriate team members** (roles, skills and number)
- Selecting members representing **diversity** of campus
- Consider role of **core and peripheral team**



Team Meetings

- During initial planning, teams may need to meet more often
- Team should meet at least once a month to:
 - Analyze existing data
 - Make changes to the existing database
 - Problem-solve solutions to critical issues
 - Begin to outline actions for the development of a plan



Administrator Responsibilities:

Meeting Success

- Remind staff of the significant **impact and ultimate success**
- Identify how to **free staff time** for participation on the PBS Team
- Clearly **schedule meeting** dates and times
- **Attend** meetings
- **Support team decisions**
- **Problem solve** solutions to barriers
- Promote **open and free discussion** of ideas



Administrator Responsibilities: Getting Started

- **Investigate** current programs/committees in place
- **Realign committees** to more effectively address behavioral concerns
- Identify **current procedures and policies** in place
- **Be willing to change** to more effectively address behavioral issues



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Building Faculty Involvement



Decreasing Problem Behaviors

- Staff commitment is essential
- Faculty and staff are critical stakeholders
- 80% buy-in should be maintained
- 3-5 year process



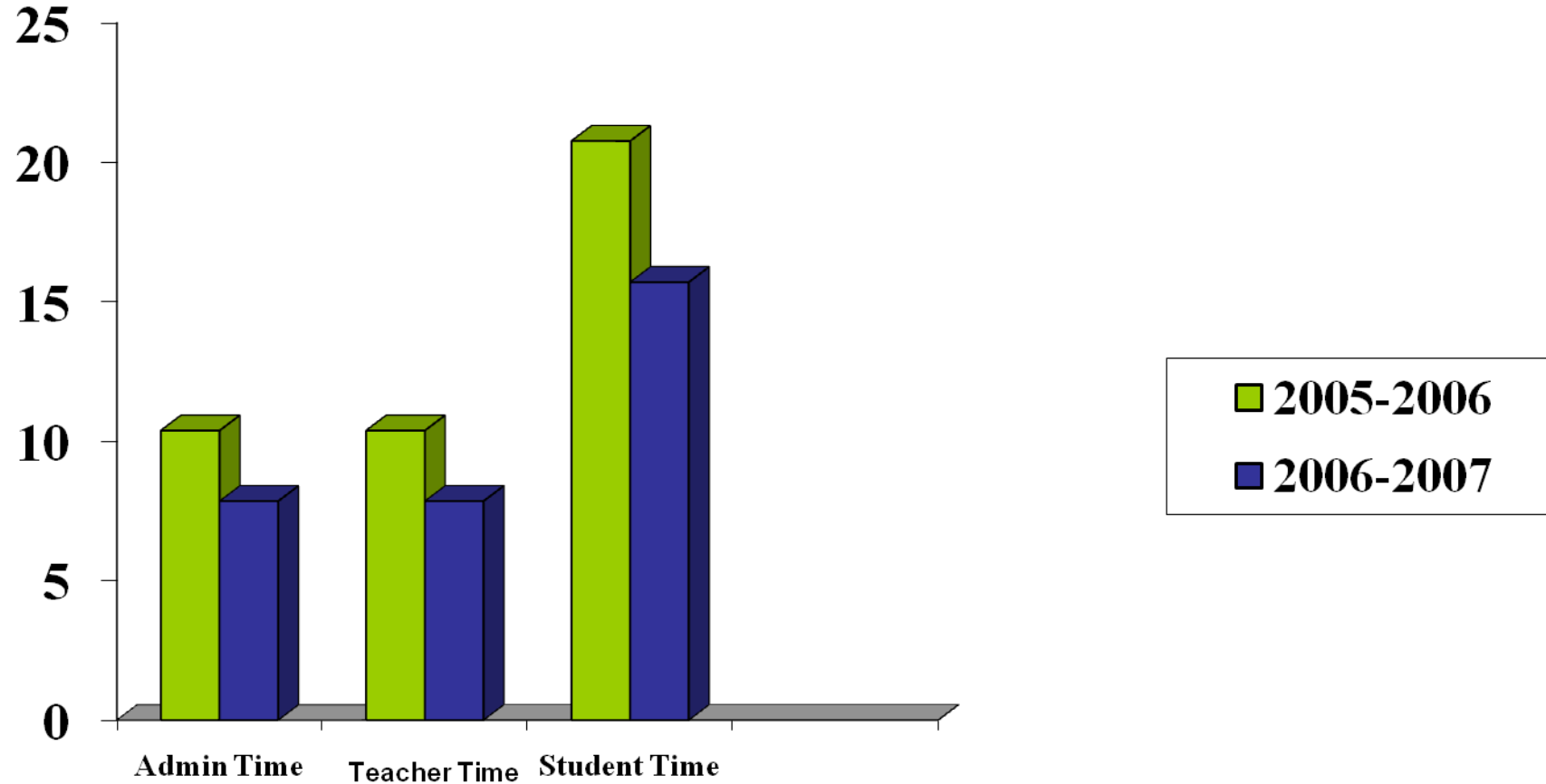
How to Use Data to Obtain Faculty Buy-in

- Share visuals (graphs) with faculty on a regular basis
- The visuals are a powerful tool:
 - To let staff know the extra work they are doing is paying off
 - To show specific areas that may need a more intense focus
- Emphasize the “Team” process



Instructional Days Lost

(August-March)



Challenges

- Reasons for making change are **not perceived as compelling enough**
- Staff feel a **lack of ownership** in the process
- Insufficient modeling from leadership
- Staff **lack a clear vision** of how the changes will impact them personally
- **Insufficient system of support**



Administrator Responsibilities: Getting Buy-In

- **Emphasize benefits**
 - Conservation of time/effort
 - Alignment of processes/goals
 - Greater professional accountability
- **Practice PBS** with staff and faculty!
- **Acknowledge staff** for participating in PBS.
- **Expect, respect, and respond to resistance** (encourage questions and discussion)
- **Clarify** how changes align with other initiatives



Administrator Responsibilities: Getting Buy-In

- **Emphasize** clear and imminent **consequences for not changing**
- **Get buy-in**, formally and informally, **throughout**
- **Provide team with time** to get faculty feedback and to train faculty
- **Make PBS Visible**: emails, announcements, newsletters, marquee, website, etc.
- Make **PBS a permanent agenda item** at faculty meetings



Identifying School-Wide Expectations



School-Wide Expectations

- A list of specific, positively stated behaviors that is desired of all faculty and students
- Also referred to as concepts
- These expectations should be in line with the school's mission statement and should be taught to all faculty, students, and families



When Identifying Expectations

Consider existing data summaries

- Discipline
- Academic

Identify common goals

- Mission Statement
- Other School-based Programs

Identify characteristics of an ideal student



Sebastian Elementary School
Sea Turtles are
TURTLE RIFFIC

 **A** ct Safely

 **B** e Responsible

 **C** are for self,
others, and the
environment

Administrative Responsibilities: School-Wide Expectations

- Lead the school through processes to **identify expectations** that reflect the uniqueness of your school
- Assist team in identifying needs for reducing challenging behavior (**use the data**)
- Support the team in developing **unique ways to increase awareness** through public displays



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Identifying Rules for Unique Settings



Rules for Unique Settings

- Specific skills you want students to exhibit and the procedures you want students to follow in specific settings



Identifying Rules

- Identify those specific areas of the school where problems behaviors occur
- For each specific area and school-wide expectation, select 3 to 5 rules



Establishing & Maintaining Ownership of Expectations and Rules

- Shared ownership in development
 - Identify current rules to determine what is important to staff
 - Allow staff to develop personalized set of classroom rules (provided they follow guidelines and are aligned to expectations)
- Notify and plan for feedback from all stakeholders (staff, administration, parents, students)



Administrative Responsibilities:

Rules for Specific Settings

- Use the school's data to **identify the areas of need**
- Assist with **aligning rules with expectations**
- Remain **positive**
- **Support teachers** to develop individual classroom rules consistent with school expectations



Developing a System for Teaching Appropriate Behavior



Why Develop a System for Teaching Behavior?

We can **no longer assume**:

- Students know the expectations/rules and appropriate ways to behave
- Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling



Why Develop a System for Teaching Behavior?

We **must assume**:

- Students will require different curricula, instructional modalities, etc... to learn appropriate behavior
- We need to teach expectations/rules and appropriate behaviors as effectively as we teach academic skills



How Do We Teach Behavior?

- Introductory Events
 - Teaching school to expectations and rules
- On-going Direct Instruction
 - Specially designed lessons, character education
- Embedding in Other Curriculum
- Booster Trainings
- Keeping it Out There
 - Visual Displays – posters, agenda covers
 - Daily announcements



Administrative Responsibilities:

Teaching Appropriate Behavior

- Assist the team with developing **effective ways to teach** appropriate behavior
- Provide leadership that promotes the idea that teaching of behavior requires the **same commitment** to excellence as teaching of academic skills
 - Encourage teachers to incorporate expectations into their lesson plans



Administrative Responsibilities: Teaching Appropriate Behavior

- **Participate** in the teaching of staff and students
- Provide **time for teachers to teach** the expectations and rules at the **beginning** of the year and **boosters** throughout the year
- Give faculty time to either **develop a book of lesson plans or research buying a curriculum**
 - Assist team into seeing what the district already has



Establishing a Data-Based Decision-Making System

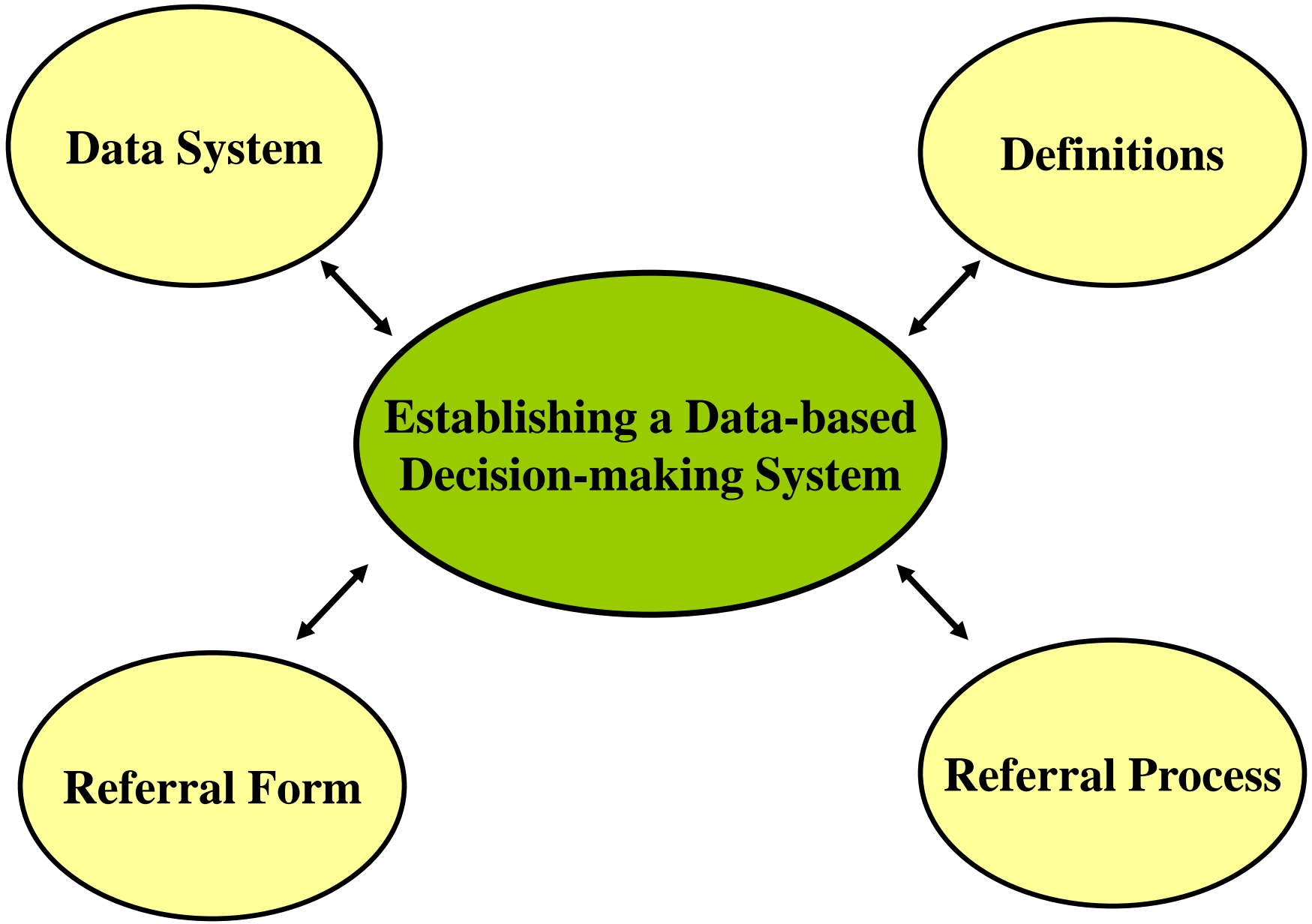
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Data-based Decision-making

- Prior to making changes within the school environment, it is important to know what needs to be changed
- Information about what is going on has to be accurate and useful for identifying problems
- Analyze problems so that interventions can be effective and efficient



What Data to Collect?

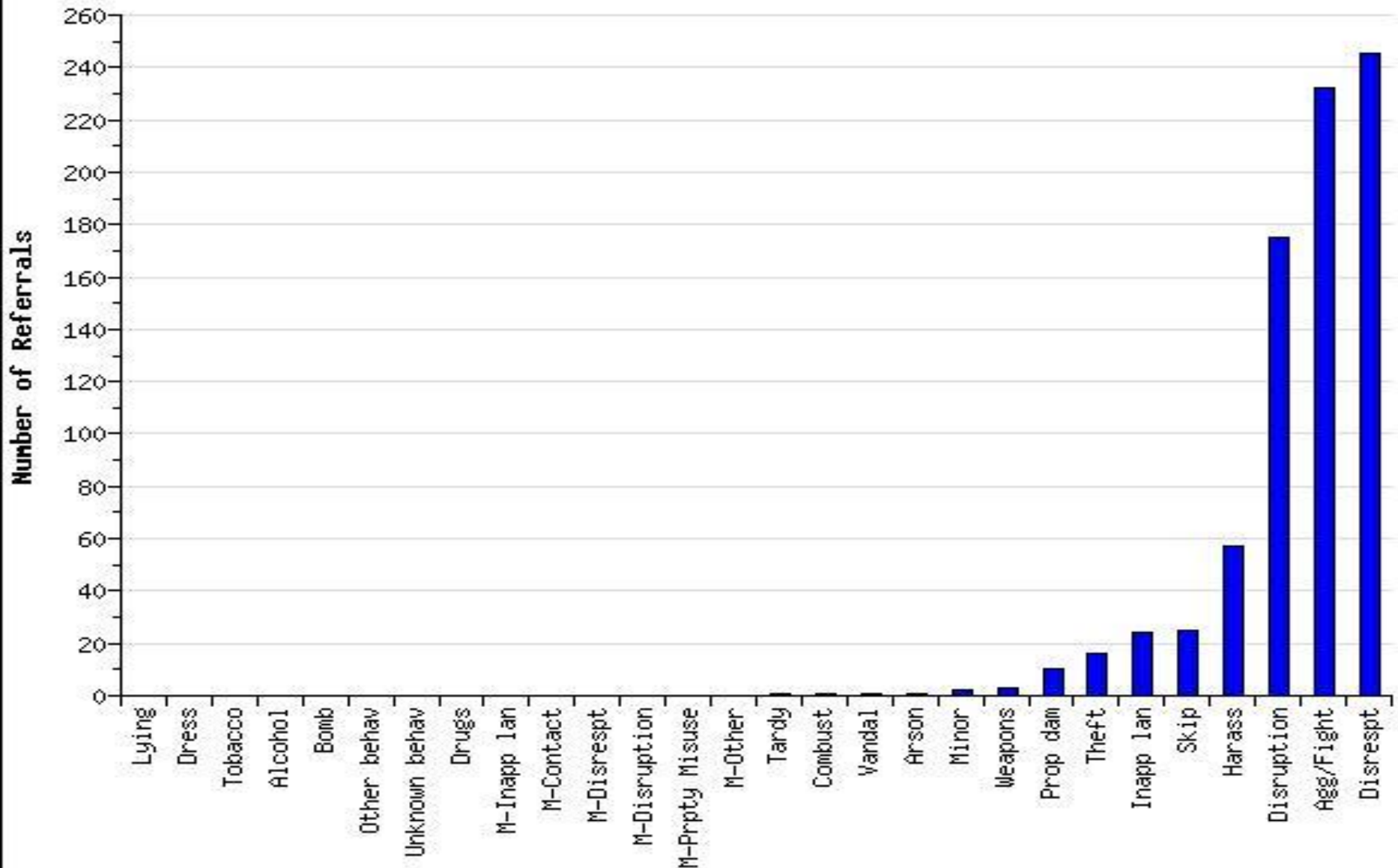
Use what you have

- Office discipline referrals/detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs



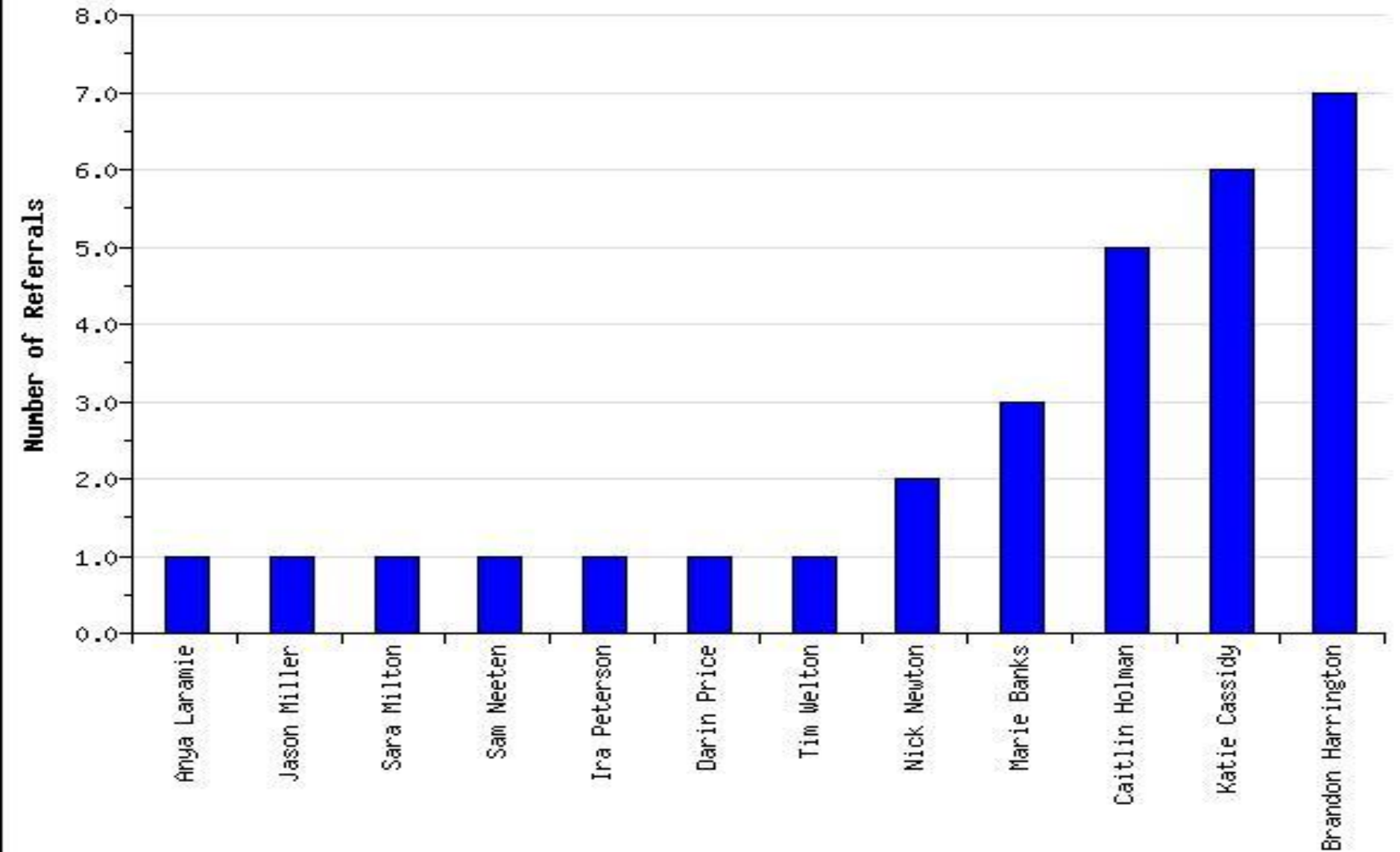
Referrals by Problem Behavior

Referrals By Problem Behavior



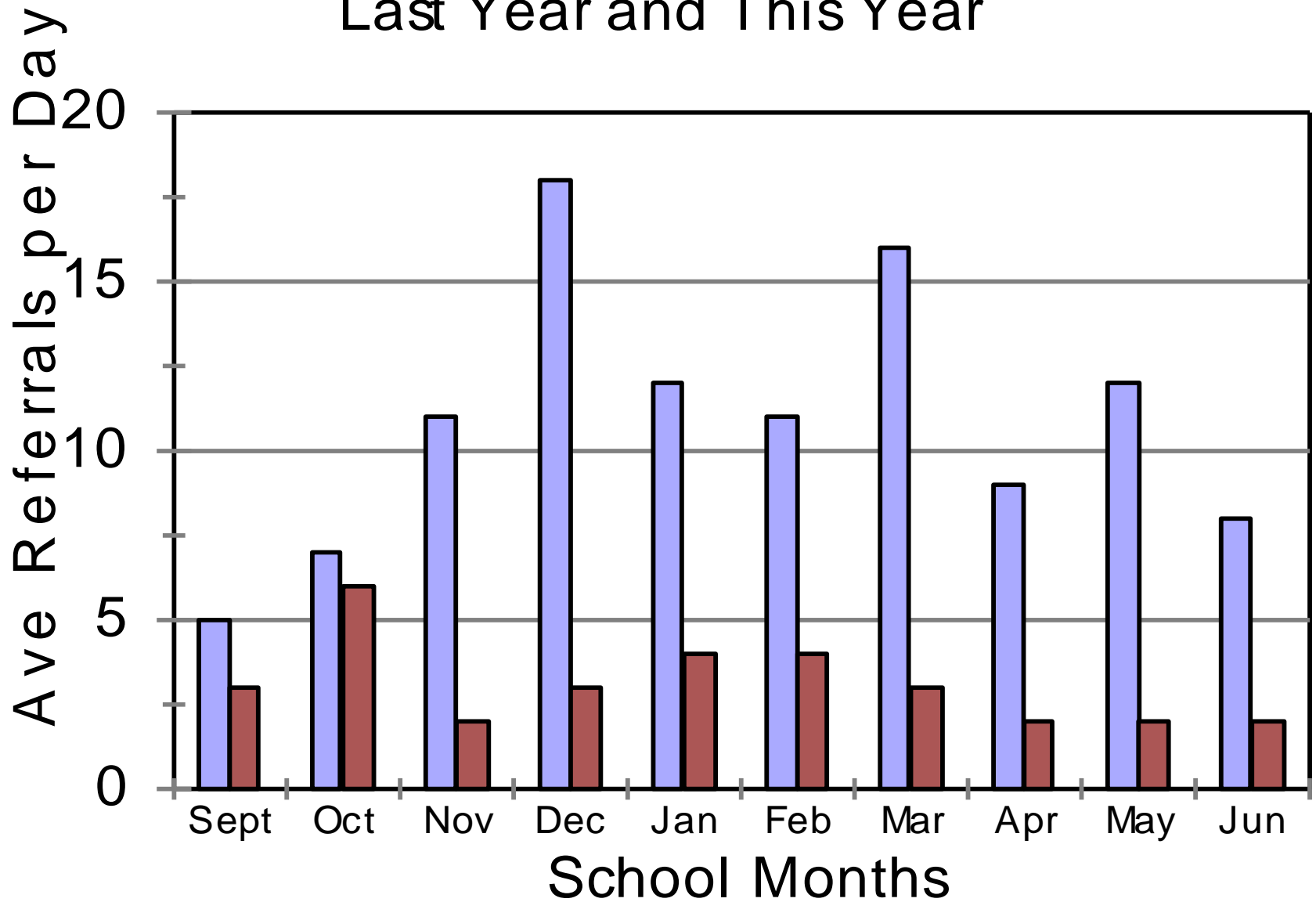
Referrals by Student

Referrals By Student



Office Referrals per Day per Month

Last Year and This Year



When to Analyze Data

- When information is entered daily, it is easier for schools to analyze the data and make school-wide interventions based on the results
- If the data are analyzed frequently, then the team can begin the problem-solving process and make data-based decisions



Data System Self-check

- The information collected allow the school team to understand when, where, who, why, and what of problem behaviors
- The data are gathered continuously- every day, throughout the day
- The data should be an embedded part of the school cycle; not something “extra”
- The people who collect and summarize the data see that they are used for decision-making



Data System Self-check

- The data are used for decision-making
- The data are very easy to collect (1% of staff time)
- The data are accurate and valid
- The data should be summarized prior to meetings of decision-makers (e.g., weekly)
- The data are available when decisions need to be made
- Different data needs are identified for a school building versus a school district



Administrator Responsibilities: Data System

- **Use the self check** to determine whether the data system gives you what you need when you need it?
- **Allocate resource** to enter data and produce data reports
- Learn to **analyze** school-wide behavioral data
- **Share data** with staff frequently (at least 8 times per school year)
- **Celebrate successes** with staff based on your data



Developing Appropriate Definitions for Problem Behavior

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Appropriate Definitions of Problem Behaviors

- What one teacher may consider disrespectful, may not be disrespectful to another teacher. For that reason, problem behaviors must be operationally defined.
- Once behaviors are defined, all faculty, staff, administration, students and families will need to be trained on the definitions.



Administrator Responsibilities:

Definitions of Problem Behaviors

- **Support the team** in developing or revising definitions
- **Provide time** for team to get feedback from faculty on definitions
- Be **actively involved** in the teaching of the new definitions to faculty and staff



Developing Behavior Tracking Forms



Administrator Responsibilities:

Developing ODR Forms

- Be willing to **revise forms** to make them **meaningful**
- Be willing to **revise forms** to make them **easier to use**
- Plan with team how to address **major, minor and crisis reporting**
- Participate in **training staff/faculty** on how to complete the form
- Plan how to **address inaccuracies or incomplete forms** submitted



Developing a Coherent Office Discipline Referral Process

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The Completed Office Discipline Referral Process

- Contains definitions of: **major** discipline incidents, **minor** discipline incidents, **crisis** incidents, a **continuum** of discipline procedures
- Can be summarized in a narrative or graphic form
- Is presented to all staff for approval
- Is trained to all staff



Administrator Responsibilities: Developing a Referral Process

- **Evaluate** the **referral process** to see if it is working
- **Revise the process** as necessary with the team
- Present the process to staff/faculty for **buy-in**
- **Train staff** in how to use the process
- **Reinforce** accuracy in the process
- **Address inaccuracies** quickly and effectively



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Developing Effective Consequences

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Why Aren't Traditional Approaches Effective?

- Not aligned with:
 - School-wide expectations
 - Clearly defined rules
 - A system for teaching expectations and rules
 - A system for rewarding appropriate behaviors



The Absence of a School-wide Plan May Lead to:

- Inconsistent administration of consequences
- Exclusionary practices that encourage further misbehavior through escape
- Disproportionate amounts of staff time and attention to inappropriate behaviors
- Miscommunication among staff, administration, students, and parents
- Over reliance on punishment of problem behaviors



Why isn't Traditional Working for Some Students?

Not related to the function of the behavior!

- If a student tries to avoid a task by disrupting and the teacher sends him to the office or to time out, then...
 - the behavior has served it's function
 - the task has been avoided, and
 - the student will see no need to change



PBS can Address Students Who:

- Prefer exclusionary consequences to completing a particular task
- Have more fun when they misbehave than when they follow school rules
- Want adult attention and have found that misbehaving is a quick way to get it
- Have not learned the expected behaviors



When Developing Consequences...

- Clearly identify where various behaviors will be managed (classroom vs. office referral)
- Develop an array of responses to problem behaviors
- Include opportunities in the array of consequences for students to learn and/or practice more acceptable behaviors



Continuum of Discipline Procedures

Defined

- A hierarchy of discipline procedures for given rule violations

Purpose

- To align the consequences with the rule violation. The same consequence should not follow all rule violations occurring on campus. Therefore, a hierarchy from least to most severe consequences should be aligned with rule violations that are deemed as least to most severe in nature.



When Developing Consequences...

Develop a system for notifying:

- staff involved with the discipline of a particular student
- parents to avoid inconsistencies
- students and reminding them of their responsibilities with regard to consequences if the intervention will not be administered immediately



When Developing Consequences...

- The system should not rely entirely on the student's ability and/or willingness to inform parents of problems
- AVOID long delays between the notification of misbehavior and the implementation of a disciplinary action
- **Example:** Detention scheduled one week later



When Developing Consequences...

- Establish minimum disciplinary actions for each behavior that requires an office referral
- Notify staff, students, and parents that administrators may extend disciplinary actions beyond the minimum if the behavior is excessive
- Refrain from establishing a policy of revoking previously earned rewards



When Developing Consequences...

- Establish re-entry procedures for staff and students to follow when a student returns to class
- Align data collection procedures with the school-wide discipline plan
- Develop documentation processes that facilitate the analysis of problems at all levels



Administrative Responsibilities: Effective Consequences

- Provide **opportunities** for staff, families, and students to **contribute ideas**
- **Align plans for consequences** with other components of the school-wide plan
- **Train** all staff and administrators in procedures to maintain **consistency**
- **Do not reinforce** the problem behavior
- **Spend less time** on problem behavior than on positive behavior



Administrative Responsibilities:

Effective Consequences

- **Notify all parents** of the new discipline procedures prior to implementation
- Plan lessons to **inform students** of the discipline policies and procedures
- **Identify where** behaviors are to be **managed**
- Expand the array of responses to **include learning opportunities**, not just punishment



Administrative Responsibilities: Effective Consequences

- Clearly **match the level of consequence** with the level of offense...**CONSISTENTLY**
- **Communicate with staff** about actions taken
- Work with the PBS team to come up with **alternatives to ISS & OSS**
- Work with team to develop an **array of interventions** teachers can use in their **classroom** & provide time to train staff



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Developing a School-Wide Reward System

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Why Develop a School-Wide Reward System?

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming disciplinary measures



Reward System Guidelines

- Keep it simple
- Provide staff with opportunities to recognize students in common areas who are not in their classes
- Include information and encouraging messages on daily announcements
- Rewards should target all students



Guidelines

- Reward frequently in the beginning
- Reward contingent on desired behavior
- Refrain from threatening the loss of rewards as a strategy for motivating desired behaviors
- Refrain from taking earned items or activities away from a student
- Students should be eligible to earn rewards throughout the day contingent upon appropriate behavior



Challenges

- Remaining focused on the positive
- Providing meaningful rewards
- Maintaining consistency with all staff
- Tracking your reward system



Solutions

- Keep ratios of reinforcement to correction high (4:1)
- Involve students on your team to help with meaningful rewards
- Provide reward system trainings to staff annually and plan for booster trainings as needed
- Develop data-based system for monitoring and documenting appropriate behaviors



Reward System Self-Check

- Clearly defined criteria for earning rewards
- Portable for use in multiple settings
- Flexible enough to meet the needs of diverse students
- Contingent access to rewards
- Supportive of and aligned with the data collection system



Reward System Self-Check

- Varied to maintain student interest
- Supportive of behavioral and academic success
- Meaningful back-up reinforcers
- Age-appropriate
- Plan for encouraging and monitoring staff use of reward system



Reward System Self-Check

- Hierarchical: Small increments of success are recognized with small rewards
- Opportunities for naturally occurring reinforcement in multiple settings are promoted
- The system is simple to use



Administrative Responsibilities: Developing a Reward System

- Use the reward system **self-check** to evaluate your approach
- **Cheerlead and encourage!**
- **Teach and gently correct** for errors (staff and students)
- Make certain that rewards are for **behaviors** that **reflect your school expectations and rules**



Administrative Responsibilities: Developing a Reward System

- **Vary** the reward frequently
- Pursue **outside community support/partnerships**
- **Encourage all staff** (including cafeteria workers, custodians, etc) to reward kids
- **REWARD STAFF** (following referral process, teaching expectations, rewarding kids, etc)



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Implementing School-Wide PBS

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Using an Action Plan

- Organizes/records your SW PBS process
- Keep a record of what has been completed
- Keep a record of what needs to be addressed
- Critical Elements guides the process



School-Wide PBS: Specific Action Plan

PART A Tier 1/Universal PBS: Specific Action Plan

Critical Element	Step 1: What is the problem/issue/task to be addressed?	To-Do List	Persons Responsible	Follow-Up or Completion Date
PBS Team	Regular meetings are not established EXAMPLE	1. ID meeting time & date	Team	4/22
		2. Schedule subs	Principal	5/1
		3. Confirm with team members	Team Leader	5/1
		4.		
		5.		
		6.		
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		1.		
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		3.		
		4.		
		5.		
		6.		

Critical Elements

- Establish a team/collaboration
- Faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms/definitions
- Establish expectations & rules
- Develop lesson plans & teach
- Create a reward system
- Classroom Systems
- Monitor, evaluate, and modify



Training the Staff

- When should training occur?
- Who should attend?
- How long should it last?
- Who should conduct the training?



Faculty/Staff Orientation & Training

- Overview of SW PBS & obtain buy-in (1 hour)
- Basic Principles of Behavior (1 hour)
- Referral process, definitions of behavior, referral forms, using data to make decisions (2-3 hours)
- Expectations, Rules, Lesson Plans (1-2 hours)
- Reward System, Effective Consequences (1-2 hours)



Introducing SWPBS to Students

- Intro to Expectations (1 hour)
- Intro to Rules (1-5 hours)
- Reward System (1 hour)



Introducing PBS to Families

- What to communicate to families?
 - The “big picture” – purpose of school-wide plan
 - Expectations – how they can be demonstrated in non-school settings
 - Reinforcements & consequences
 - Plan for on-going updates of behavior data
 - How they can get involved in the school-wide plan



Introducing PBS to Families

- Methods of communication:
 - Written - letters, newsletters, marquees
 - Face-to-Face - school and/or community training event
 - Other - hold message, video demonstrations



Sample Master Implementation Plan

- The sample plan includes:
 - Teacher trainings
 - Teaching students
 - Administering rewards
 - Booster training sessions



Administrative Responsibilities: Implementation

- **Allocate time** and resources to ensure that **training** of staff, students, parents, etc. occurs
 - Schedule PBS team meetings and trainings in advance and place on the master calendar
- Realize that **implementation is a multi-year process** with lots of barriers and successes



Administrative Responsibilities: Implementation

- Be willing to “**get in the trenches**” with your team and your staff
- **Seek support** if there are barriers that your best efforts cannot overcome



Evaluating the Progress of PBS Efforts

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Evaluating School-Wide System

- Survey of students and staff
- Random questioning
 - At least 80% of students can state school's expected rules
- Observations
- Checklists



Areas of Evaluation

- PBS Team
 - Functioning/Effectiveness
- PBS Elements
 - The SW Plan
 - Implementation
- Outcomes
 - Discipline & Academic Data
 - Staff, Student, and Parent Perceptions



Evaluating

- The Team
 - *Team Meeting Evaluation*
 - *Team Process Survey*
- Fidelity
 - *Benchmarks of Quality (BoQ)*
 - *School-wide Evaluation Tool (SET)*
 - *PBS Implementation Checklist (PIC)*



Evaluating

- The Plan
 - *Staff Satisfaction Surveys*
 - *School Climate Surveys*
- Outcome Data Summaries
 - Office Discipline Referrals (SWIS data)
 - Suspensions (in-school & out-of-school)
 - Attendance
 - Academic Achievement

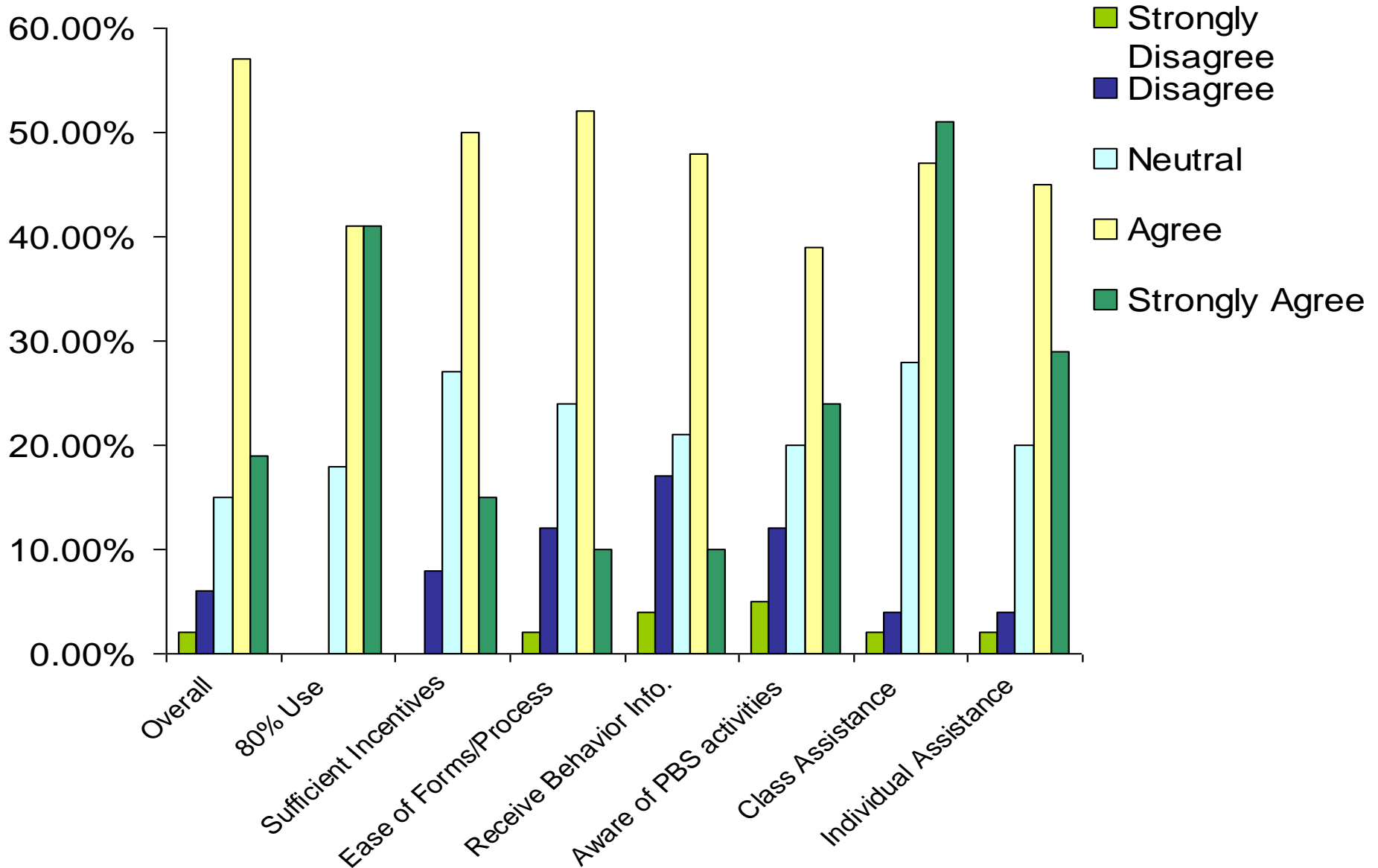


Using Evaluation Results

- **Improve and expand *PBS***
 - Implement *PBS* at other levels (classroom, targeted group, and individual)
 - Support the acquisition of additional resources for further school improvement
 - Share with other schools/districts
 - Identify and celebrate successes
 - Identify areas that need improvement



Staff Satisfaction Results



Using Staff Feedback

CONCERNS about PBS:	CHANGES to PBS:
Rewards too juvenile for intermediate students (3)	<ul style="list-style-type: none">• Reinforcer inventory will be given out to 3rd-5th grades and suggested items purchased to include in the market• Add more seasonal activities (ex. movie day, kickball game day, etc)
Need more faculty involvement/never felt entire school was part of the team (2)	<ul style="list-style-type: none">• Faculty/PBS team Communication liaison established• E-mail to send input on a daily basis...no longer have to wait until surveyed• Channels of communication established (ex. PBS reps at primary/intermediate articulation meetings, instructional council, etc)

Administrative Responsibilities:

Evaluating the PBS Process

- Assuring that the team has access to the data to make decisions
- Providing feedback to staff based on the outcomes of the data collection/evaluation
- Use combined results to identify ways improve the PBS program and process
 - Benchmarks - program elements
 - Staff feedback - issues of relative importance
 - Team process – effectiveness/efficiency
- Establish new Action Plan for coming year



Establishing a Comprehensive PBS System

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Congratulations! What's Next?

- After successfully establishing school-wide behavior support you may find:
 - Individual students who continue to exhibit significant behavior problems
 - A group of students with similar behavior issues
 - A particular classroom experiencing behavior problems with a number of students



Levels of PBS

- Tier I ✓
- **Classroom**
- Tier II
- Tier III

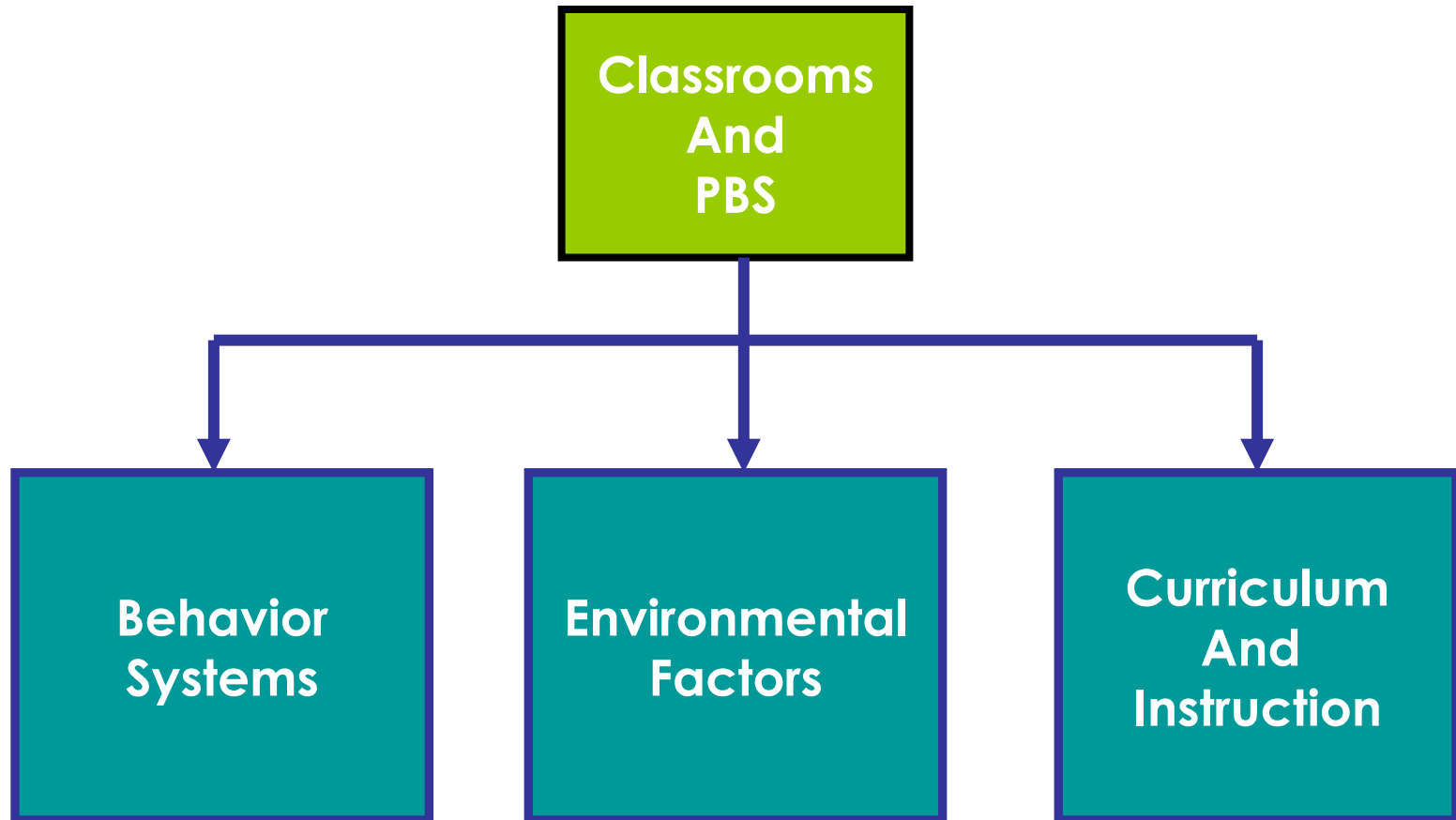


Classroom-Based Indicators

- Disruptive behaviors
 - Interfere with teaching/learning
 - Occur more than once per hour
- More than 2-3 students off-task at one time
- More than 10% students' have incomplete assignments
- Students need constant reminders to follow classroom rules



Positive Behavior Support: Classroom Systems



Positive Behavior Support and Classroom Management

- Decrease in problem behavior = increase in academic time
- Preventative approach to addressing problem behavior
- Should result in greater academic success



Administrative Responsibilities: PBS in the Classroom

- Be aware of teacher's classroom management systems (rules, consequences, etc.)
- Maintain communication between front office & teachers
 - Inform teacher of consequences issued
 - Plan for student re-entry to classroom
- Support & provide resources for classroom management
- Allow time for problem solving & PD
- Encourage communication between school & home
 - Consistency across environments

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Levels of PBS

- Tier I ✓
- Classroom ✓
- **Tier II**
- Tier III



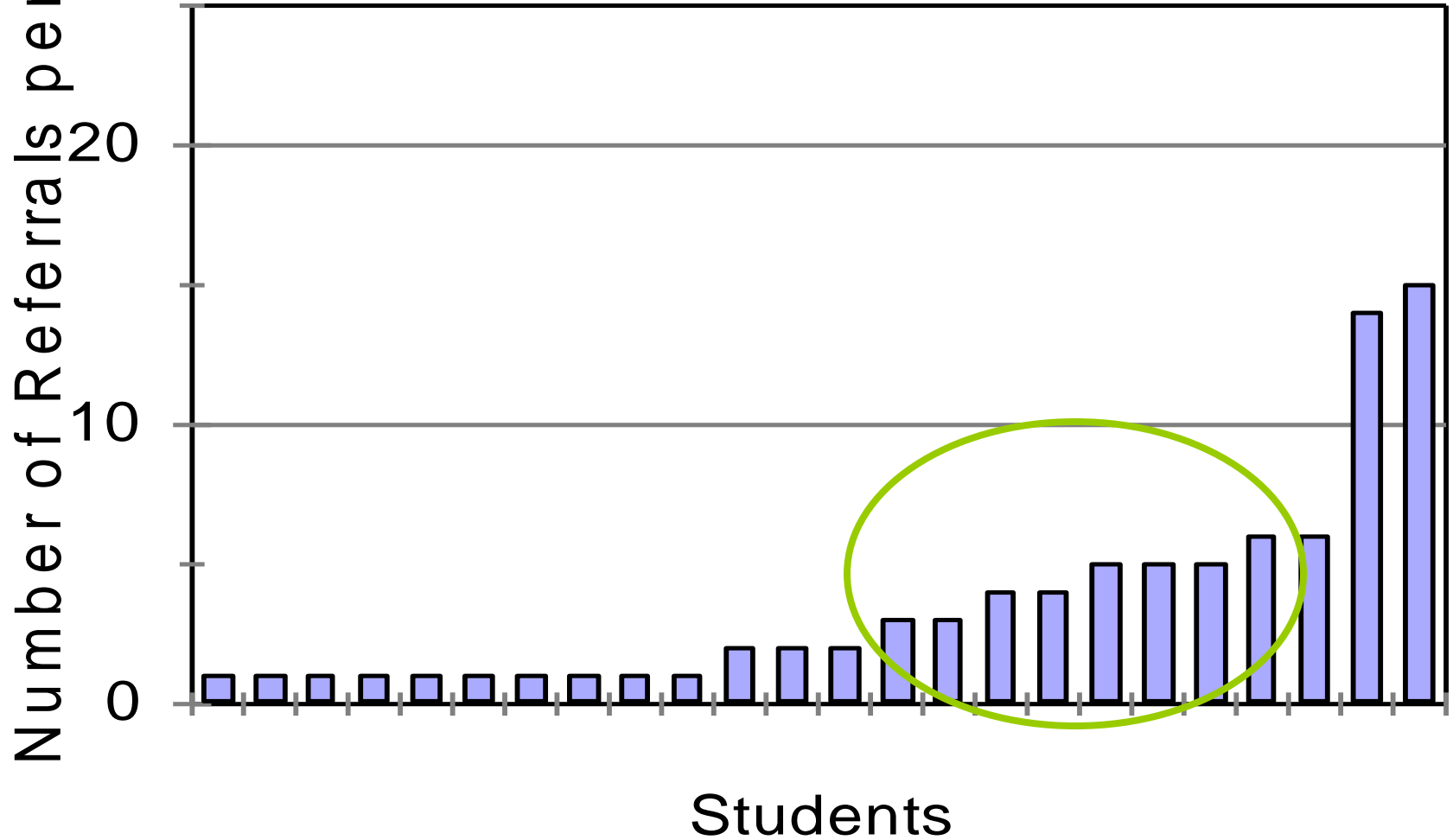
What is the “Middle Part” of the Triangle?

- ~15% of students
- Multiple referrals
- Multiple settings
- At-risk for developing more severe/chronic patterns of problem behaviors



Targeted Group Planning

Referrals per Student



What Behaviors May Identify At-Risk Students:

- Disruptive
- Talks out
- Unprepared
- Talks back to teacher
- Uses inappropriate language
- Tardy
- Defiant
- Refuses to do work
- Difficulty taking turns
- Refuses to share
- Out of seat
- Aggressive
- **Not** dangerous or violent
- May have low academic achievement



Characteristics of Support

- Preventative, educative, functional
- Data-based
- Empirically-valid
- Collaborative
- Connected to established school-wide, classroom, and individual support programs



Approaches to Intervention

- Behavior Education Program (BEP)
- Verbal De-escalation Training
- Conflict Resolution Training
- Social Skills Training
- Anger Management Training



Administrative Responsibilities:

Tier 2

- Identify Tier 2 resources and training as needed
 - Adequate resources/available continuously/easily accessible
 - Cost effective/require minimal time from teachers
 - Make staff/faculty aware of interventions and role
- Identification and prioritizing of students in need (multiple methods)
- Data system and data-based decision-making time
 - Compare same age peers- Is there a behavior problem?
- Process in place to inform students & parents
- Time for planning, implementation & progress monitoring

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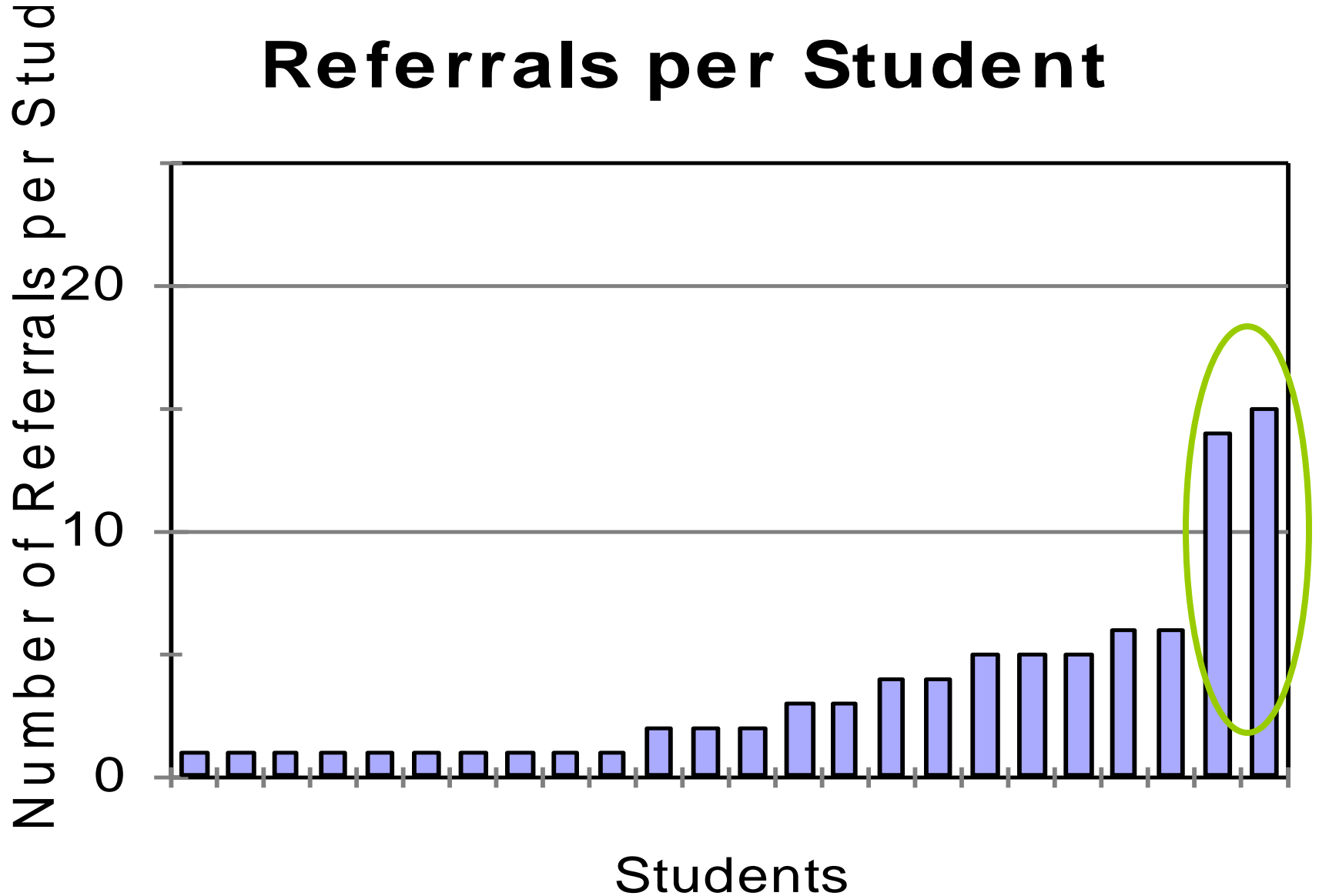
Levels of PBS

- Tier I ✓
- Classroom ✓
- Tier II ✓
- **Tier III**



Individual Student Planning

Referrals per Student



Facilitator's Guide: Positive Behavioral Support

Step 1: Identifying goals of intervention

Step 2: Gathering information

Step 3: Developing hypotheses

Step 4: Designing behavioral support plans

Step 5: Implementing, monitoring, and
evaluating outcomes



Administrative Responsibilities:

Tier 3

- Identify Tier 3 resources and training as needed
 - Ensure infrastructure in place w/quality reviews
 - Collaborative consultation (MDT & knowledge)
- Identification and prioritizing of students in need
- Data system w/meaningful data & data-based decision-making time
- Time for planning, implementation & progress monitoring
- Willingness to try “out of the box”, evidence-based interventions

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Contact Information and Resources

FLPBS:RtIB Project

Website: <http://flpbs.fmhi.usf.edu>

Stephanie Martinez smartinez@fmhi.usf.edu

- Phone: (813) 974-6230
- Fax: (813) 974-6115

Michelle White mwhite@fmhi.usf.edu

- Phone: (239) 691-6099
- Fax: (239) 242-0765

OSEP Center on PBIS

- Website: <http://www.pbis.org>

