**The Ohio School Psychologists Association**

*"Putting Pieces Together For Ohio Students"*

OSPA — Ohio School Psychologists Association

# Implementing
# School-wide Positive Behavioral
# Interventions and Supports (PBIS)

Tier I

Rob Horner, Ph.D.
University of Oregon
www.pbis.org

# Goals

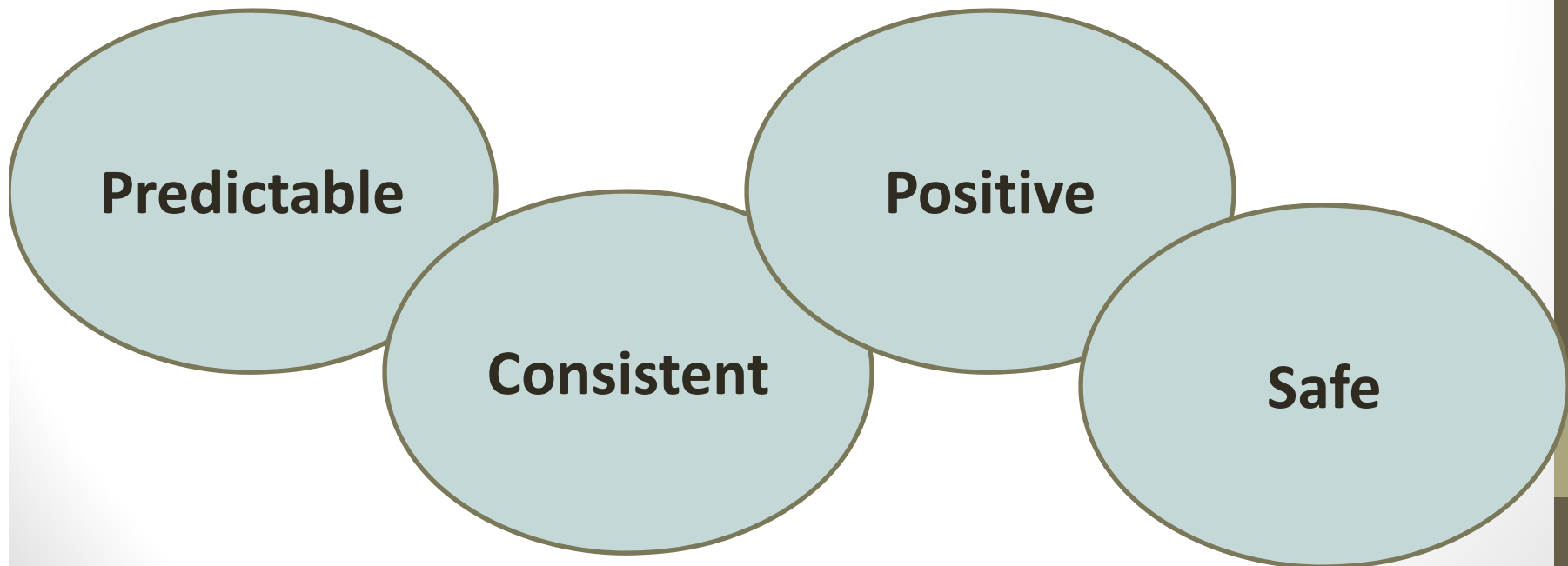*School-wide PBIS:  Why, What, How*

Define the rationale for implementation of PBIS

Define the core features of PBIS

Define the process for implementing PBIS

# Why SWPBIS?

- **The fundamental purpose of SWPBIS is to make schools more <span style="color:red">effective</span> and <span style="color:red">equitable</span> learning environments.**

**Predictable**

**Consistent**

**Positive**

**Safe**

# Six Basic Recommendations for Implementing PBIS

- Never stop doing what already works

- Always look for the smallest change that will produce the largest effect
  - Avoid defining a large number of goals
  - Do a small number of things well

- Do not add something new without also defining what you will stop doing to make the addition possible.

# Six Basic Recommendations for Implementing PBIS

- Collect and **use data** for decision-making

- **Focus on "core features"** and <u>adapt</u> the strategies/practices used to achieve those features so they "fit" your school community, culture, context.
  - Families
  - Students
  - Faculty
  - Fiscal-political structure

- Establish **policy clarity** before investing in implementation: Readiness counts.
  - Administrative support
  - 80% of faculty
  - Three year commitment
  - Social behavior is part of mission

# Michigan State Board of Education Positive Behavior Support Policy

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age. The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment. A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions, always with the emphasis on a positive approach to building skills. The individual strengths of the student lead to an improved learning environment. Students are offered a positive school culture that teaches appropriate behaviors in response to inappropriate behavior or a violation of codes of student conduct. In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.
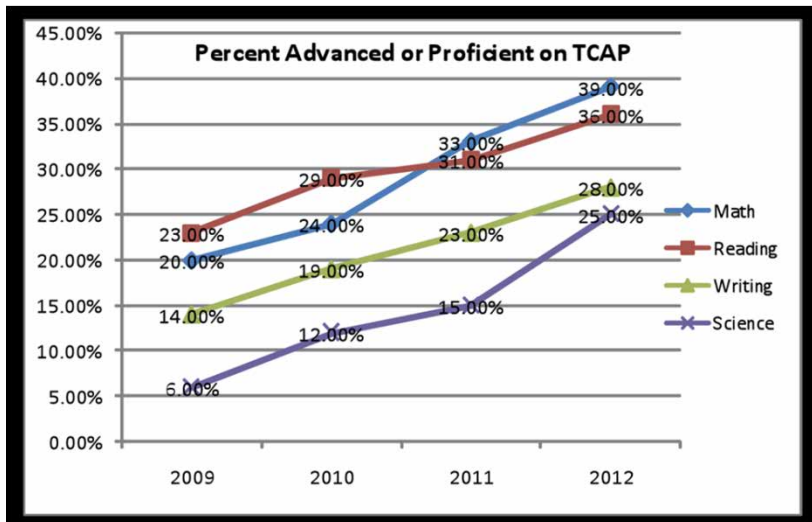
**…it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.**

Adopted September 12, 2006

# Main Messages

- PBIS is a foundation for the next generation of education.



**Effective** (academic, behavior)

**Equitable** (all students succeed)

**Efficient** (time, cost)

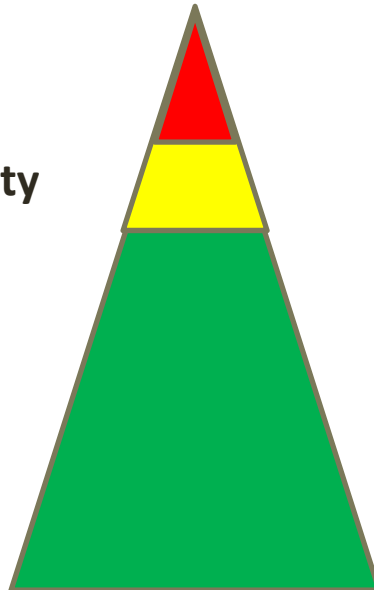# What is School-wide Positive Behavior Intervention and Support (PBIS)?

- ## School-wide PBIS is:
  - A **multi-tiered framework** for establishing the **social culture** and behavioral supports needed for a school to achieve behavioral and academic outcomes for all students.

- ## Evidence-based features of SWPBIS
  - 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 intervention supports.
  - Implementation of the systems that support effective practices

# Establishing a Social Culture
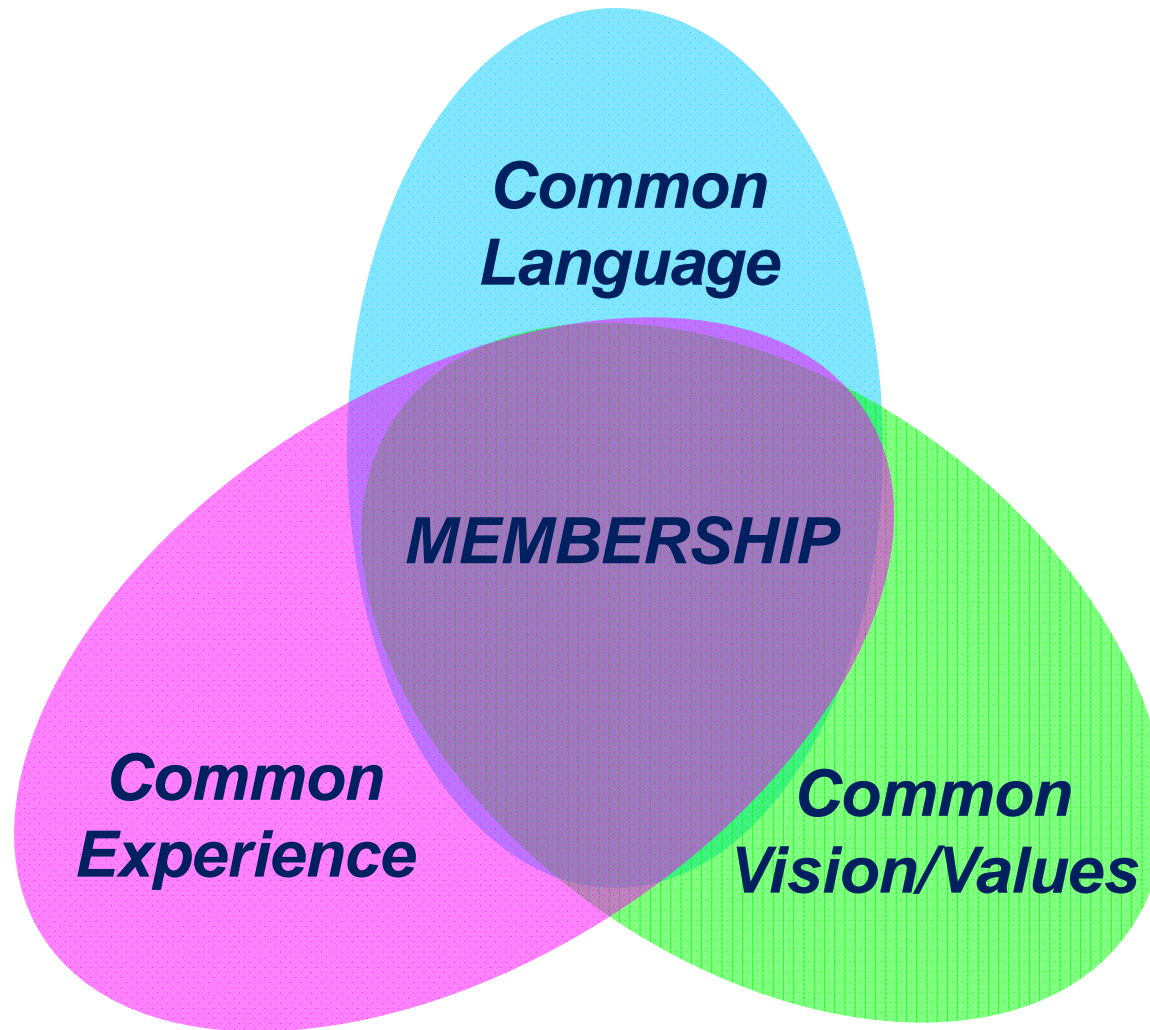
# School-wide Positive Behavioral Interventions and Supports (SWPBIS)

- The **social culture** of a school matters.

- A continuum of supports that begins with the **whole school** and extends to intensive, wraparound support for individual students and their families.

- Effective practices with the **systems** needed for high fidelity and sustainability

- **Multiple tiers** of intensity

SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

~5%

~15%
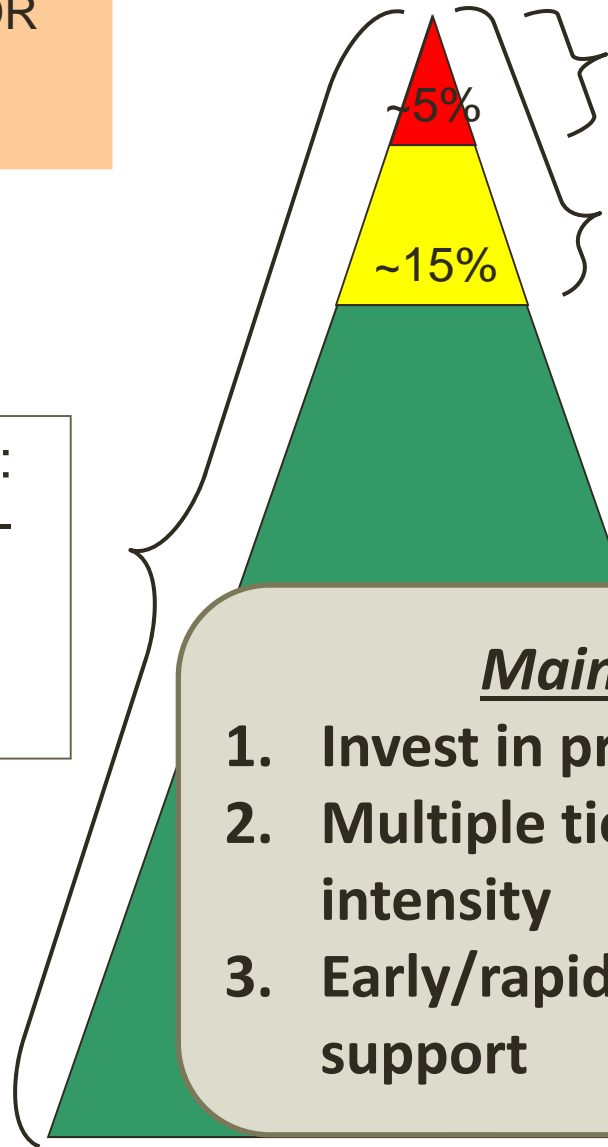
Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

*Main Ideas:*

1. **Invest in prevention first**
2. **Multiple tiers of support intensity**
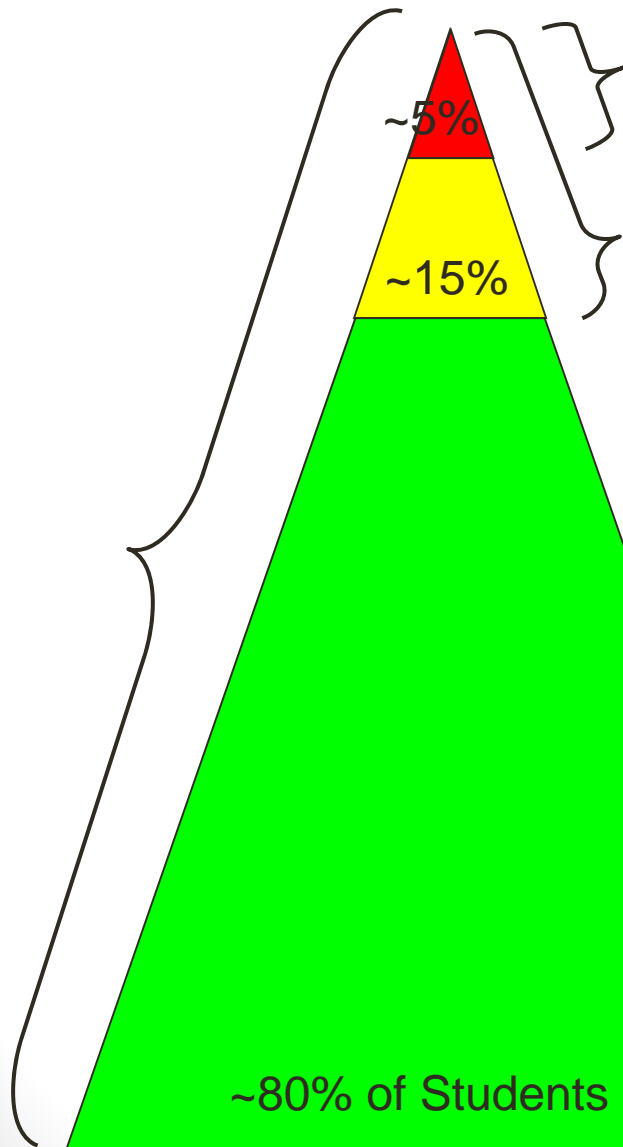3. **Early/rapid access to support**

Remember that the multiple tiers of support refer to our **SUPPORT** not Students.

Avoid creating a new disability labeling system.
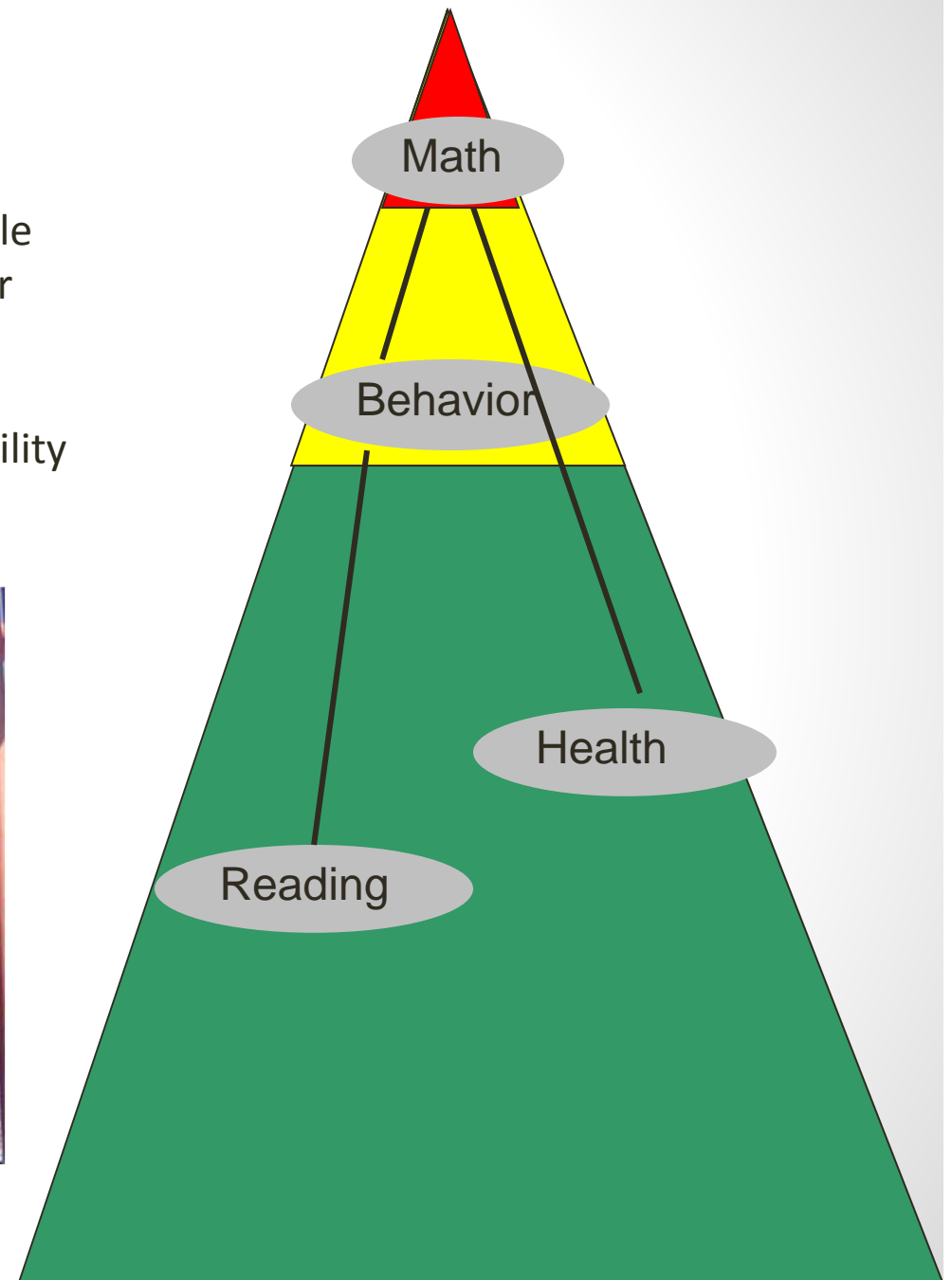
ESTABLISHING CONTINUUM of SWPBS

**TERTIARY PREVENTION**

- 
- 
- 
- 
- 

**SECONDARY PREVENTION**

- 
- 
- 
- 
- 

**PRIMARY PREVENTION**

- 
- 
- 
- 
- 
- 

~5%

~15%

~80% of Students

# Experimental Research on SWPBIS

Bradshaw, C.P., Ko...                                    ...wide Positive Behavioral
    Interventi...                                        ...9-115
Bradshaw, C.P., K...                                     ...entions and
    Supports...
Bradshaw, C. P.,                                         ...d
    Supports                                             ...al of
    Positive
Bradshaw, C.P.,                                          ...al
    Interve...                                           ...nt of
    Childre...
Bradshaw, C.,                                            ...d behavior
    proble...
Horner, R., Su...                                        ...ed
    effect...                                            ...or
    Interv...
Horner, R. H...                                          ...Focus on
    Exce...
Ross, S. W.,
    Journ...
Waasdorp, T.,
    Supports...
    Pediatric Adole...
Bradshaw, Pas, Goldweber, Rosenberg, & Lea...
Freeman, J., Simonsen, B., McCoach D.B., Sugai, G., Lombardi, A., & Hor...  ...nool-wide
    Positive Behavior Interventions and Supports on Academic, Attendance, and Behavior Outco... ...chools.

**SWPBIS Experimentally Related to:**

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduction in **bullying behaviors**
6. Improved **organizational efficiency**
7. Reduction in **staff turnover**
8. Increased perception of **teacher efficacy**
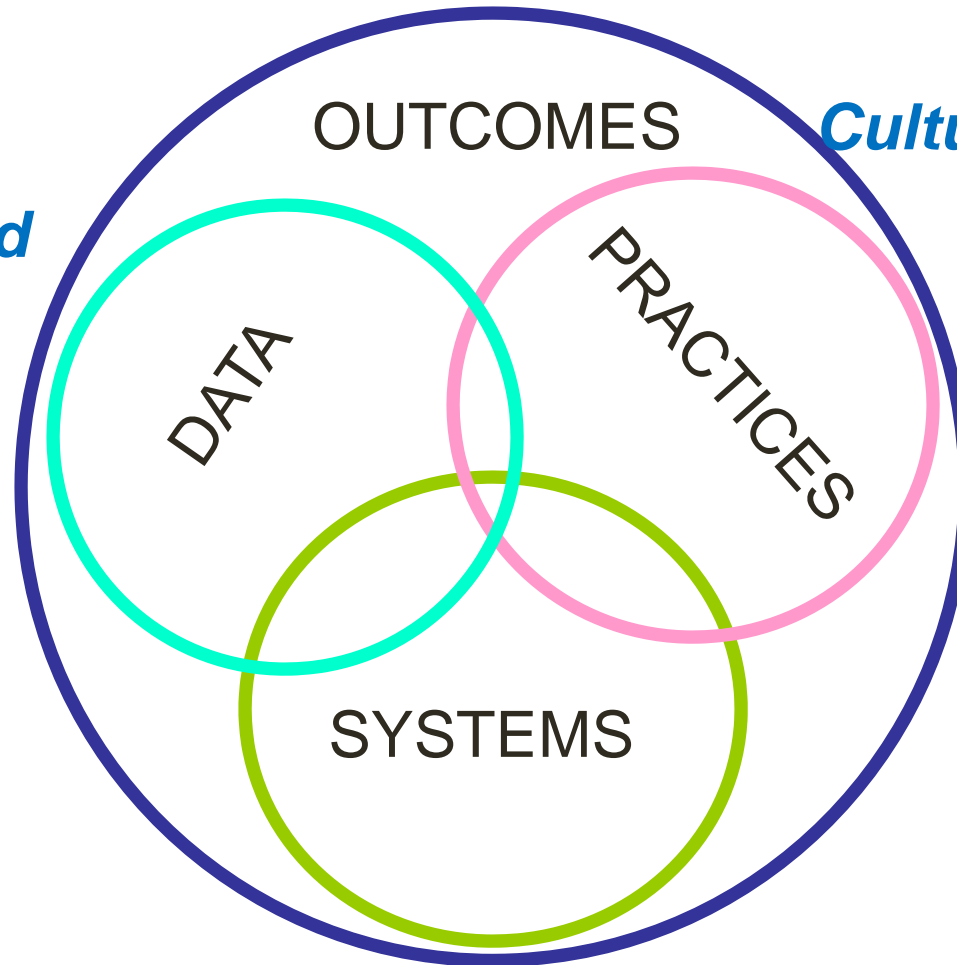9. Improved **Social Emotional competence**

School-wide PBIS

*Culturally Equitable* Academic & Social Competence

*Culturally Valid* Decision Making

*Culturally Relevant* Support for Student Behavior

**Culturally Knowledgeable** Staff Behavior

OUTCOMES

DATA

PRACTICES

SYSTEMS

## Outcomes

- School-wide behavior expectation
- Class-wide Behavior expectations and routines
- Academic Success
- Social Emotional Competence

## Practices

- School-wide Instruction on Expectations
- Class-wide Instruction on Routines
- Active Supervision
- Effective Recognition
- Corrective Consequences
- Function-based Support

## Systems

- Team-based
- Supportive Leadership
- Selection, Training, Coaching
- Multi-tiered Support
- Policies and funding

## Data

- Universal Screening
- Progress Monitoring
- Implementation Fidelity

# Lesson: Importance of Efficiency

- **Focus on "efficiency" of practices**
  - Time
  - Money
  - Expertise of personnel
  - Match with existing organizations/ systems.

- 1. Efficiency for adoption
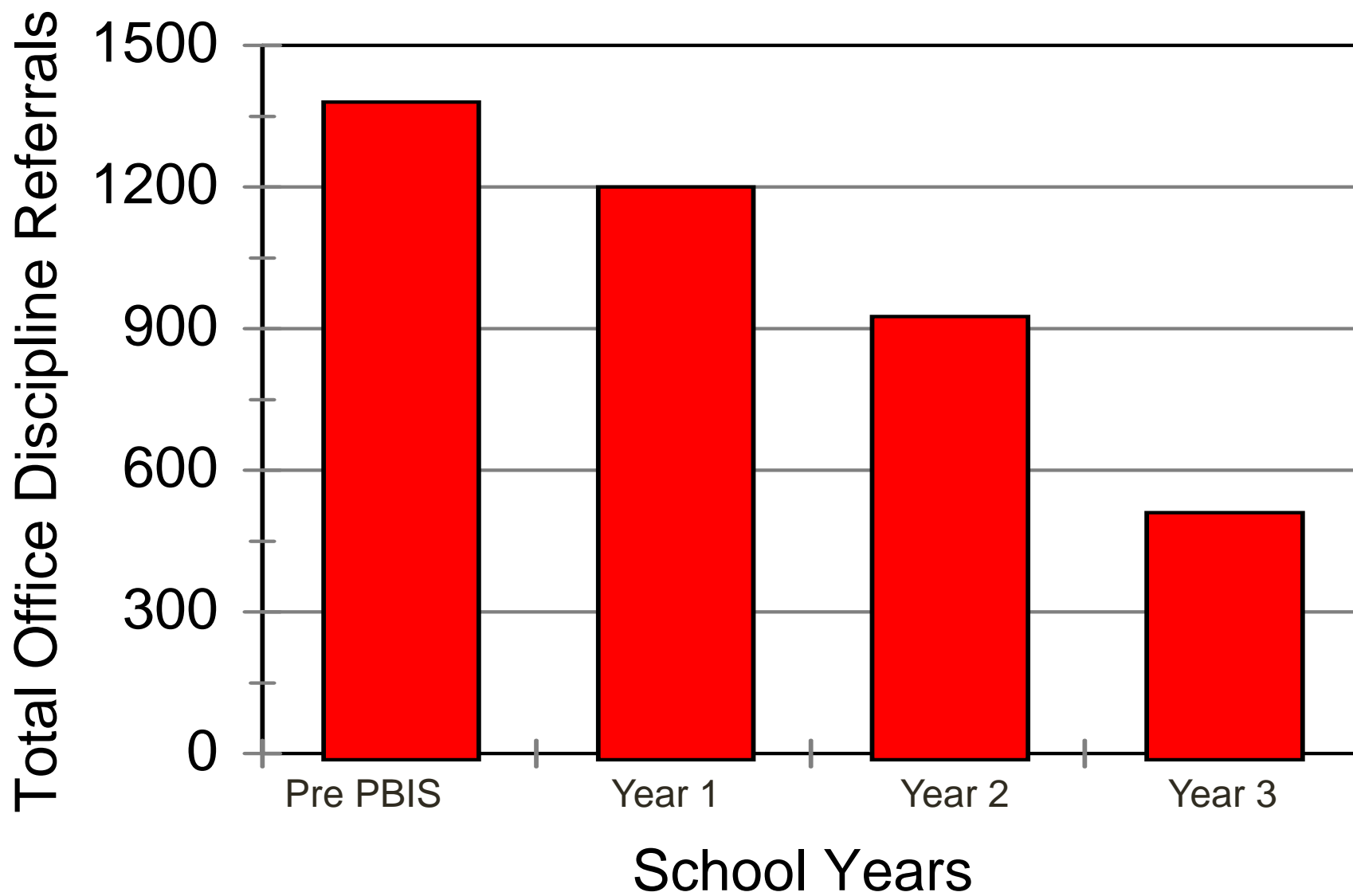
- 2. Efficiency for sustained performance
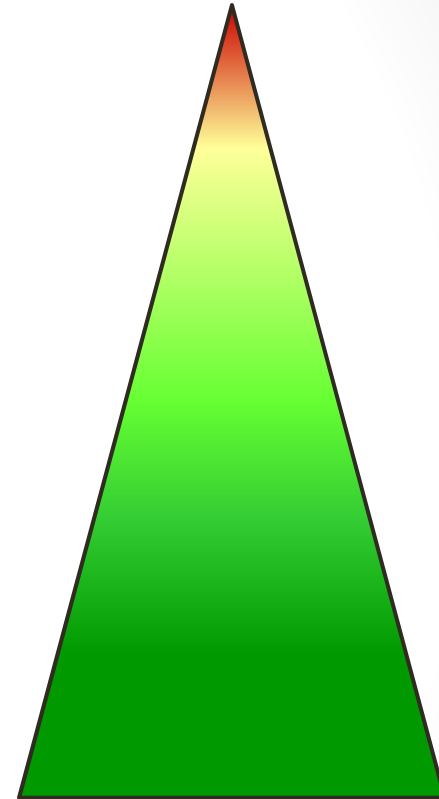
NOTE:
Differences in Efficiency across Multiple
Tiers of Support

# Time / Cost of a Discipline Referral

(Avg. 45 minutes per incident for student 30 min for Admin 15 min for Teacher)

|  | 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** | **3000 Hours** |

# Kennedy Middle School

**Total Office Discipline Referrals** (y-axis)

1500
1200
900
600
300
0

Pre PBIS — Year 1 — Year 2 — Year 3

**School Years**

# What does a <u>reduction</u> of 850 office referrals and 25 suspensions mean?                Kennedy Middle School

- <u style="color:red">Savings in Administrative time</u>
  - ODR = 15 min
  - Suspension = 45 min

- 13,875 minutes
- 231 hours

- <u style="color:red">Savings in Student Instructional time</u>
  - ODR = 45 min
  - Suspension = 216 min

- 43,650 minutes
- 728 hours

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- **29, 8-hour days**

- **121, 6-hour school days**

# The Efficacy of Training School Personnel to Build Behavioral Interventions from Functional Behavioral Assessment Information

Loman, S., Horner, R. H. (2014). Examining the efficacy of a basic functional behavioral assessment training package for school personnel. *Journal of Positive Behavior Interventions.* 16 (1) 18-30.

Kathleen Strickland-Cohen

Robert H. Horner

In press, *Journal of Positive Behavior Interventions*

*Pre/Post-Test Results: Assessment of BSP Knowledge*

| Participant | Pre Test | Post Test | Percent Change |
| --- | --- | --- | --- |
| 1 | 63% (A) | 96% (B) | +33% |
| 2 | 67% (A) | 84% (B) | +17% |
| 3 | 69% (A) | 94% (B) | +25% |
| 4 | 65% (A) | 86% (B) | +21% |
| 5 | 60% (A) | 88% (B) | +28% |
| 6 | 63% (A) | 90% (B) | +27% |
| 7 | 43% (A) | 82% (B) | +39% |
| 8 | 61% (B) | 92% (A) | +31% |
| 9 | 63% (B) | 82% (A) | +19% |
| 10 | 45% (B) | 80% (A) | +35% |
| 11 | 67% (B) | 90% (A) | +23% |
| 12 | 61% (B) | 86% (A) | +25% |
| 13 | 80% (B) | 94% (A) | +14% |
| Mean | 62% | 88% | +26% |

Baseline     Implementation of Function-based  BSP

**Fidelity of BSP**

**Prob Beh**

100
75
50
25
0

Sebastian

- ■ Off-task
- ▲ Talk outs
- ✳ Implementation Fidelity

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  2  21  2  2  2  25  2  27

100
75
50
25
0

Bailey

- ■ Off-task
- ▲ Int w/ PB
- ✳ Implementation Fidelity

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  2  21  2  2  2  25  2  27

% 10 sec intervals

100
75
50
25
0

Micah

- ■ Int with PB
- ✳ Implementation Fidelity

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  2  2  2  2  25  2  27

100
75
50
25
0

Charlie

- ■ Int with PB
- ✳ Implementation Fidelity

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  2  21  2  2  2  25  2  27

100
75
50
25
0

Gareth

- ■ Int with PB
- ✳ Implementation Fidelity

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  2  21  2  2  2  25  2  27

Sessions

Non-concurrent Multiple Baseline

Fidelity/ Problem Behavior

Strickland-Cohen & Horner

# Current Research

- School-wide PBIS is "evidence-based"
  - Reduction in problem behavior
  - Increases in academic outcomes
    - Horner et al., 2009
    - Bradshaw et al., 2006; in press

- Behavioral and Academic gains are linked
    - Amanda Sanford, 2006
    - Jorge Preciado, 2006
    - Kent McIntosh

- School-wide PBIS has benefits for teachers and staff as well as students.
    - Ross, Endrulat & Horner, in press
- Sustaining School-wide PBIS efforts
    - Jennifer Doolittle, 2006

Number of Schools Implementing SWPBIS since 2000
January, 2014

19,960
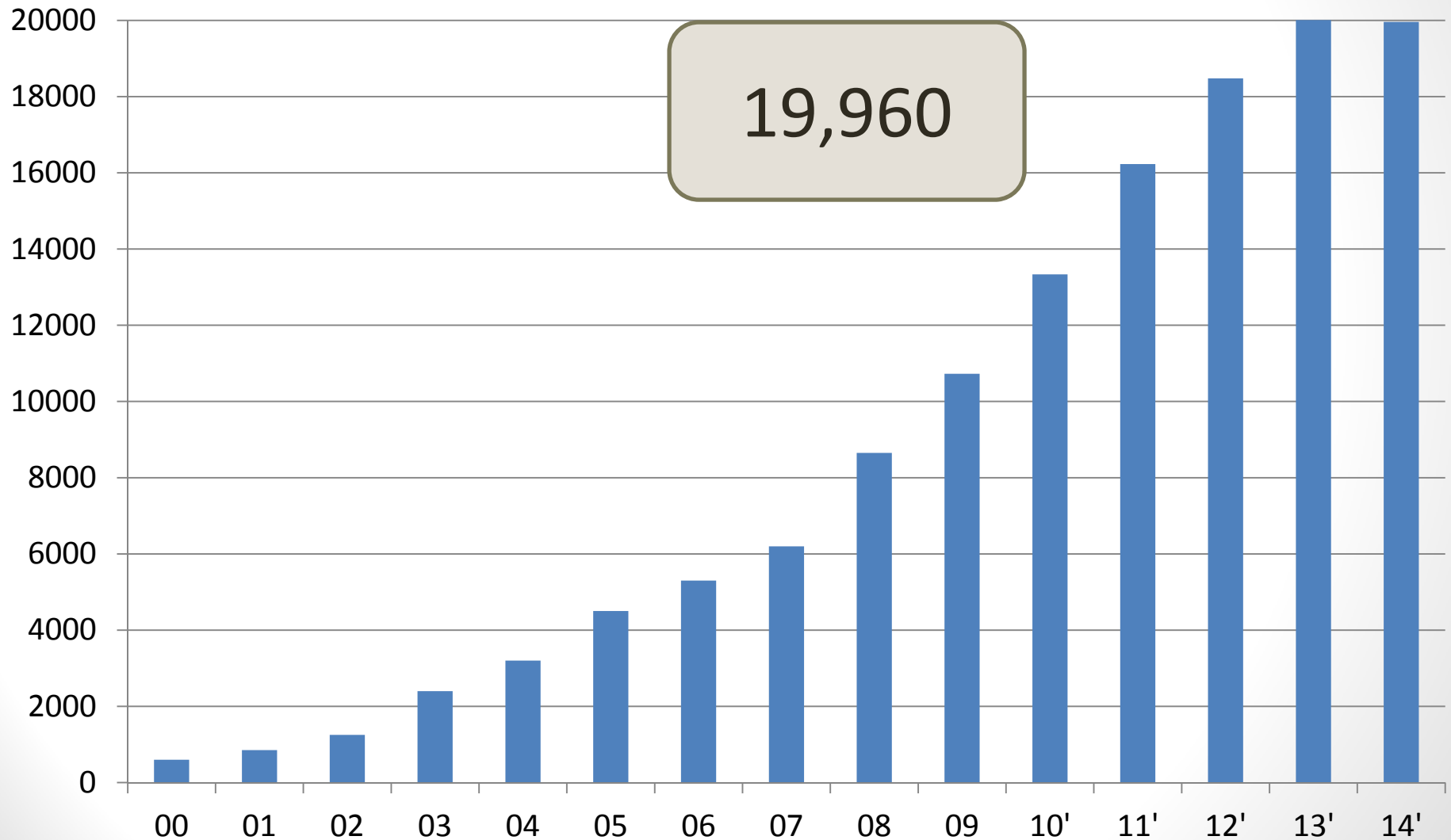
Number of Schools Implementation SWPBIS (Tier I) by State
January 2014

14 States with more than 500 schools

Ohio
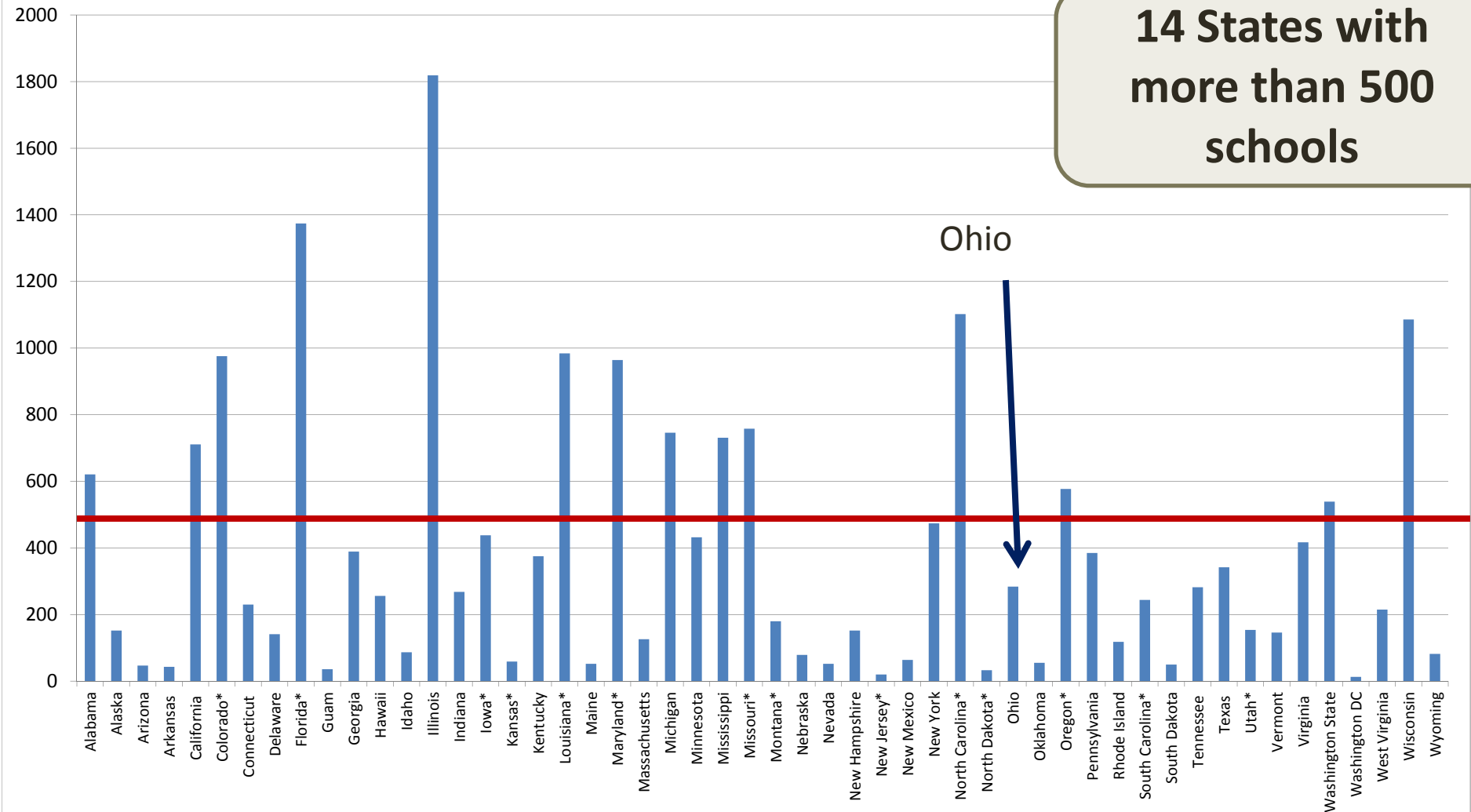
# Proportion of Schools Implementing SWPBIS by State
## January, 2014

Ohio
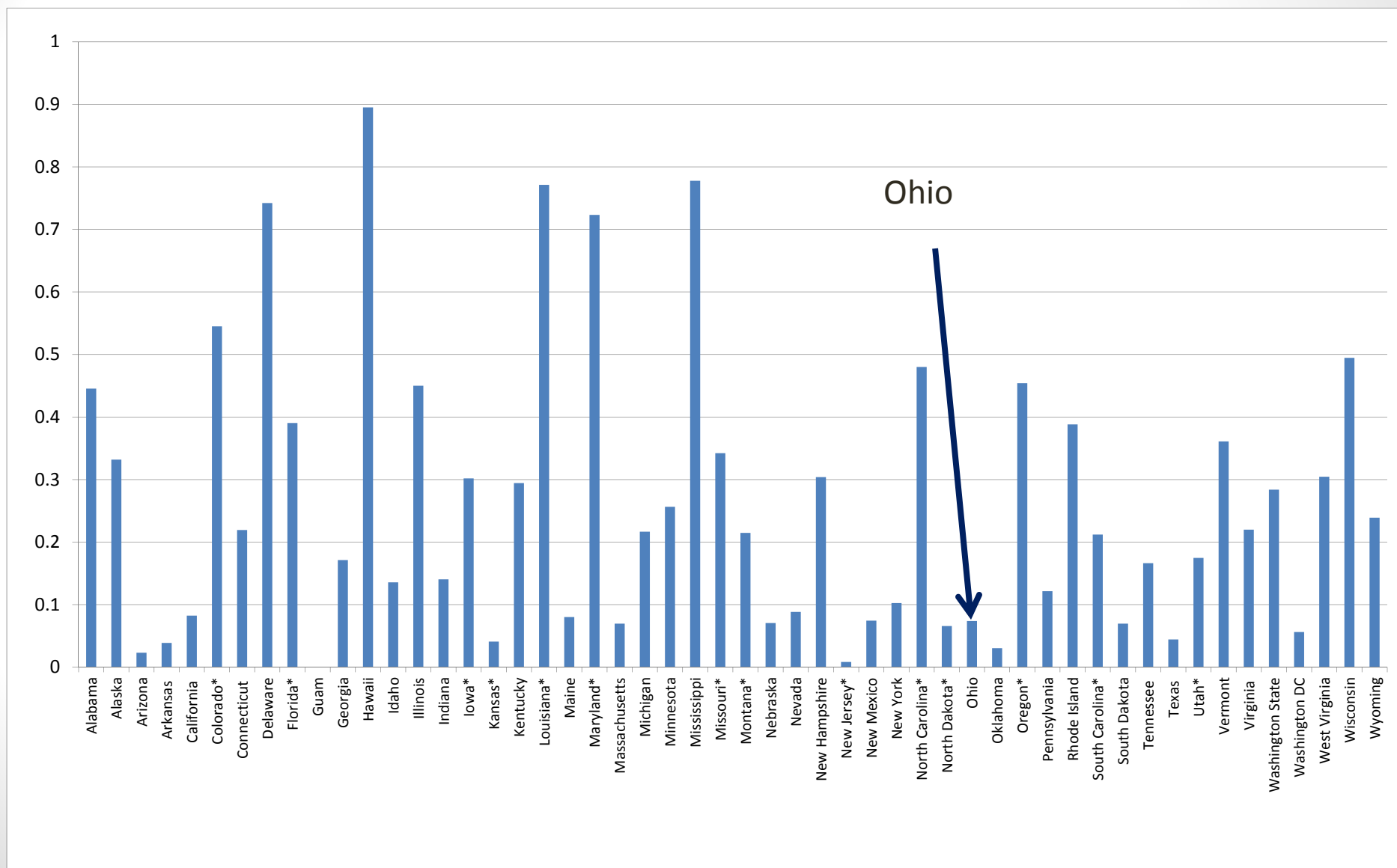
Number of PBIS schools (Green) Implementing, (Red) measuring fidelity and (Blue) at Tier I fidelity by state
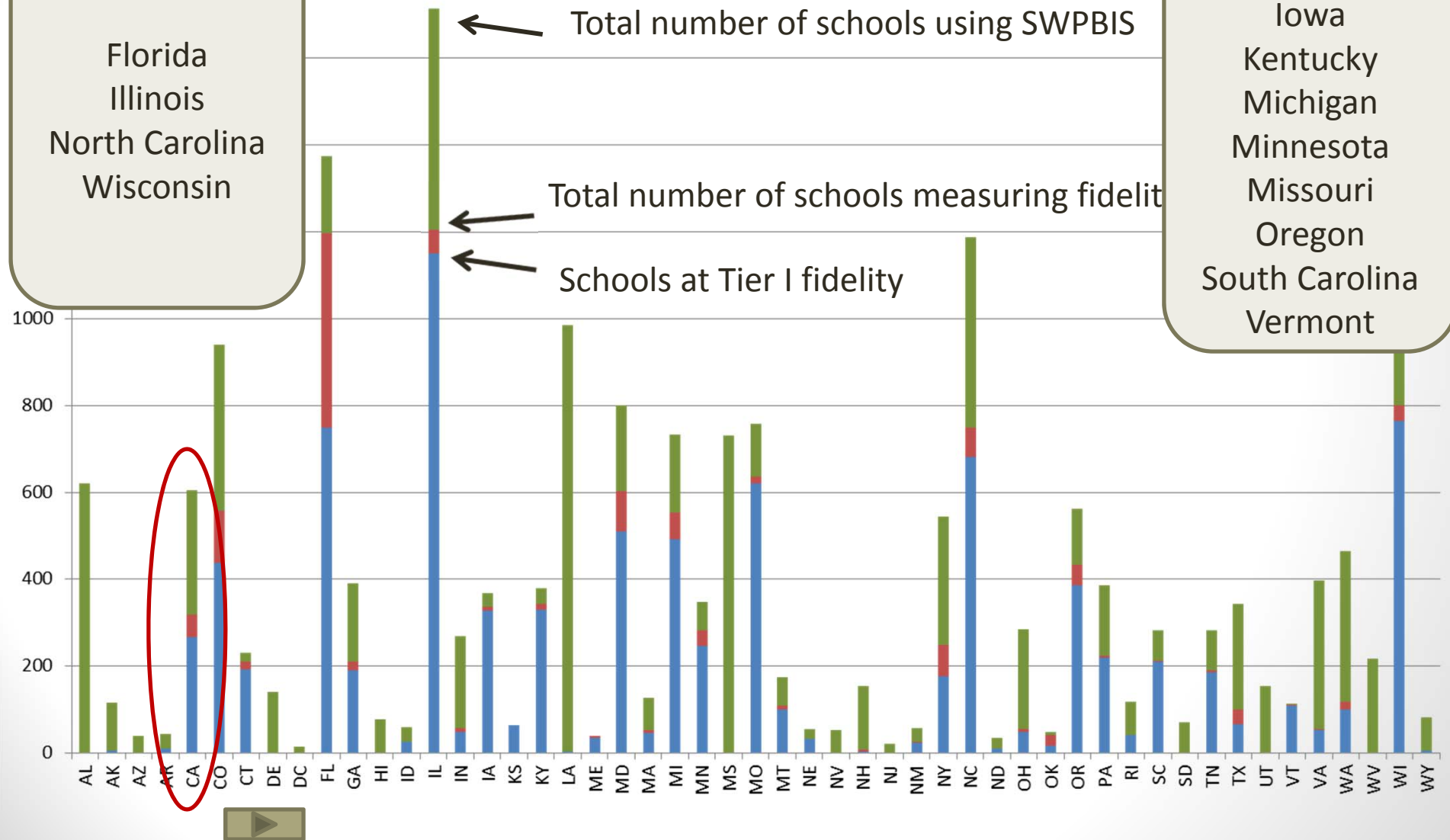
# HOW IS SWPBIS Implemented?

- **Nine Implementation Steps**
  - Build commitment
  - Establish implementation team
  - Self-Assess for local adaptation of SWPBS
  - Define and teach expectations
  - Establish system for recognizing positive behavior
  - Establish consequences for problem behavior
  - Establish classroom management structure
  - Consider bully prevention additions
  - Collect and use data for decision-making
  - Establish Tier II and Tier III function-based support for students with more severe support needs.
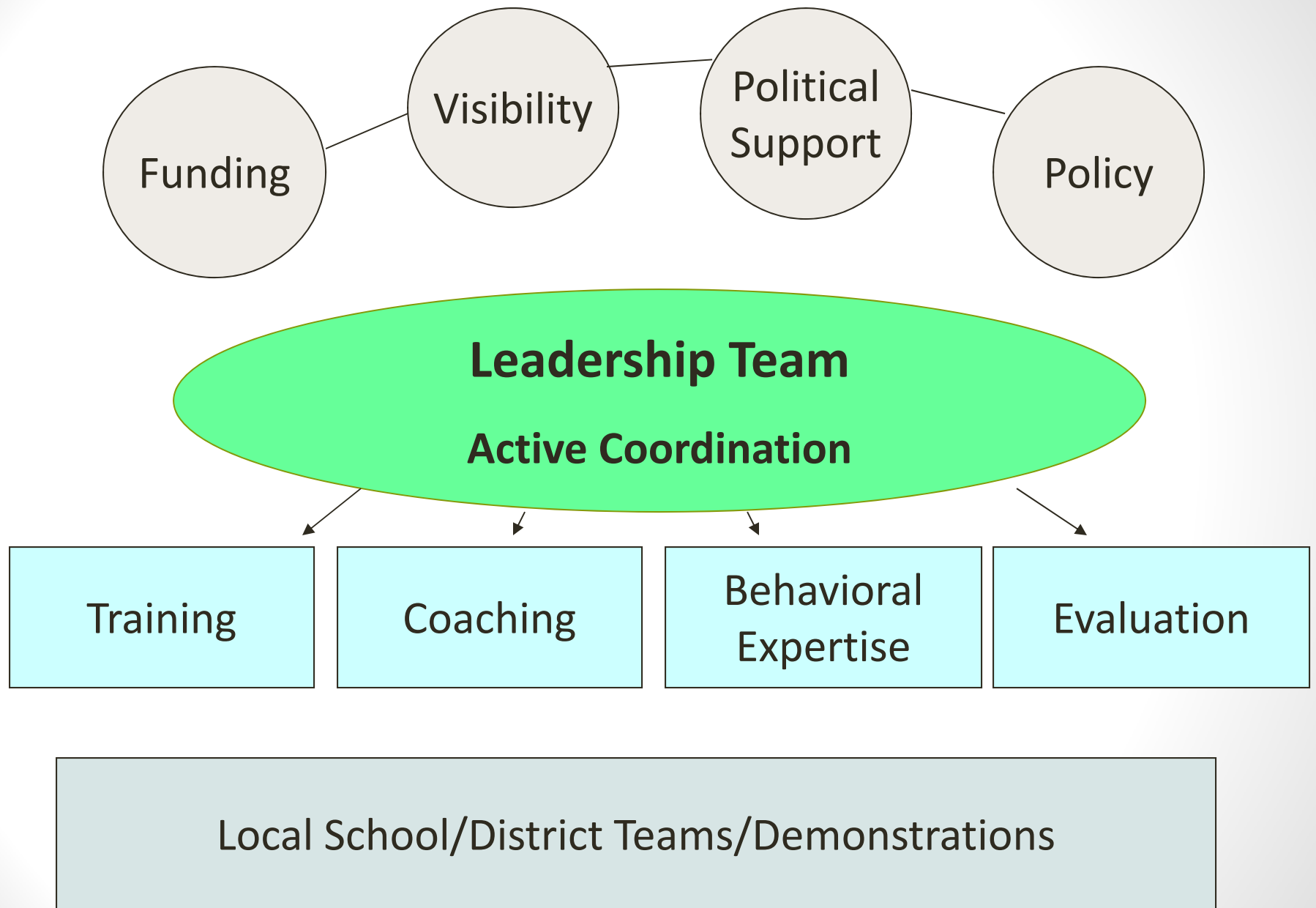
# Implementation Stages

**Implementation occurs in stages:**

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation**
- **Sustainability**

**2 – 3 Years**
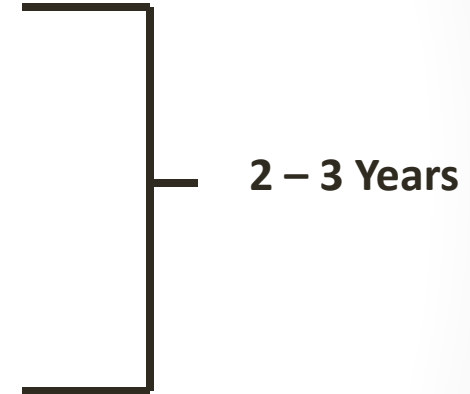
Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

# Stages of Implementation

Steve Goodman

| Focus | Stage | Description |
|---|---|---|
| Should we do it! | Exploration/ Adoption | Decision regarding commitment to adopting the program/practices and supporting successful implementation. |
| Work to do it right! | Installation | Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan. |
| | Initial Implementation | Try out the practices, work out details, learn and improve before expanding to other contexts. |
| Work to do it better! | Full Implementation | Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation. |
| | Continuous Improvement/ Regeneration | Make it easier, more efficient. Embed within current practices. |

# System Alignment

- Never stop doing what is already working
- Always look for the smallest change that produces the largest benefit
- **To align multiple initiatives**
  - Start with outcomes and outcome measures
  - Define core features
    - Separate core features from targeted strategies
    - Separate core features from large theory/philosophy
  - Combine initiatives with common outcomes
  - Rank initiatives with different outcomes
  - Select core features that are evidence-based
  - Implement core features with "strategy flexibility"
  - Measure fidelity as well as outcome
  - Expect alignment at the point/level in a system where the budgets for competing initiatives come together (not lower).

Integrated Option

Core

Outcomes

# 1.1 Team Composition

| | | Scoring Criteria |
|---|---|---|
| **Feature** | **Data** | |
| **1.1 Team Composition**: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs | • Sc org ch • Tie me | |

*Main Idea:* Teams need people with multiple skills and perspectives to implement PBIS well.

*Quick Self-Assessment*

1. Coordinator
2. Behavioral expertise
3. Admin authority
4. Coaching expertise available
5. Knowledge about academic/behavior outcomes
6. Knowledge about school operations
7. Family/ student perspective included

V 2.0
6

# 1.2 Team Operating Procedures

| Feature | Data Sources | Scoring Criteria |
| --- | --- | --- |
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.2 Team Operating Procedures**:<br>Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | • Tier I team meeting agendas and minutes<br>• Tier I meeting roles descriptions<br>• Tier I action plan | 0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan<br><br>1= Tier I team has at least 2 but not all 4 features<br><br>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |

**Main Idea:** Specific features are necessary to ensure meetings are effective for action planning and tracking progress.

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# Team-Initiated Problem Solving

## Meeting Foundations

- Clear purpose and authority

- Efficient Process
  - Start, Stop, Schedule
  - Before/ During/ After
  - Respectful, Diligent

- Defined Roles
  - Facilitator
  - Minute Taker
  - Data Analyst
  - Active Member

- Electronic Meeting Minutes

## Effective Problem Solving

- Define problem with precision
  - What, when, where, who, why, & how often

- Build functional solutions
  - Prevent, teach, reward, consequences, safety, data  use

- Build Action Plan for implementation

## Effective Action Planning and Follow up

- Use action planning
  - Who did what by when?

- Collect data on if we implemented as well as if it worked

- Follow up and adapt

# Consideration

- Universal Screening is an important element of PBIS only when a school has established Tier II and Tier III supports

- The primary purpose of Universal Screening is to identify students in need of more intensive academic and/or behavior support early in the school year.
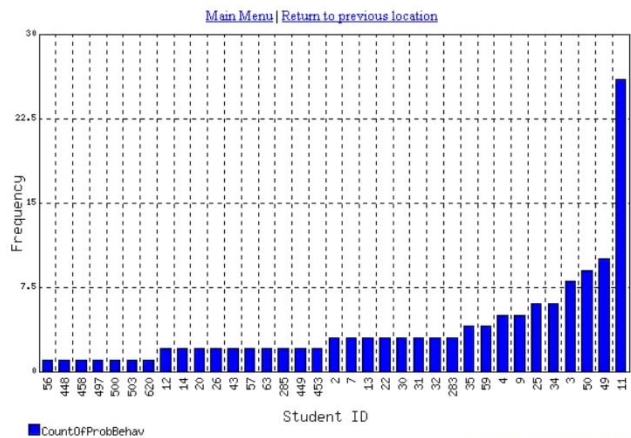
# Linking RTI and PBS

- 2. Universal Screening
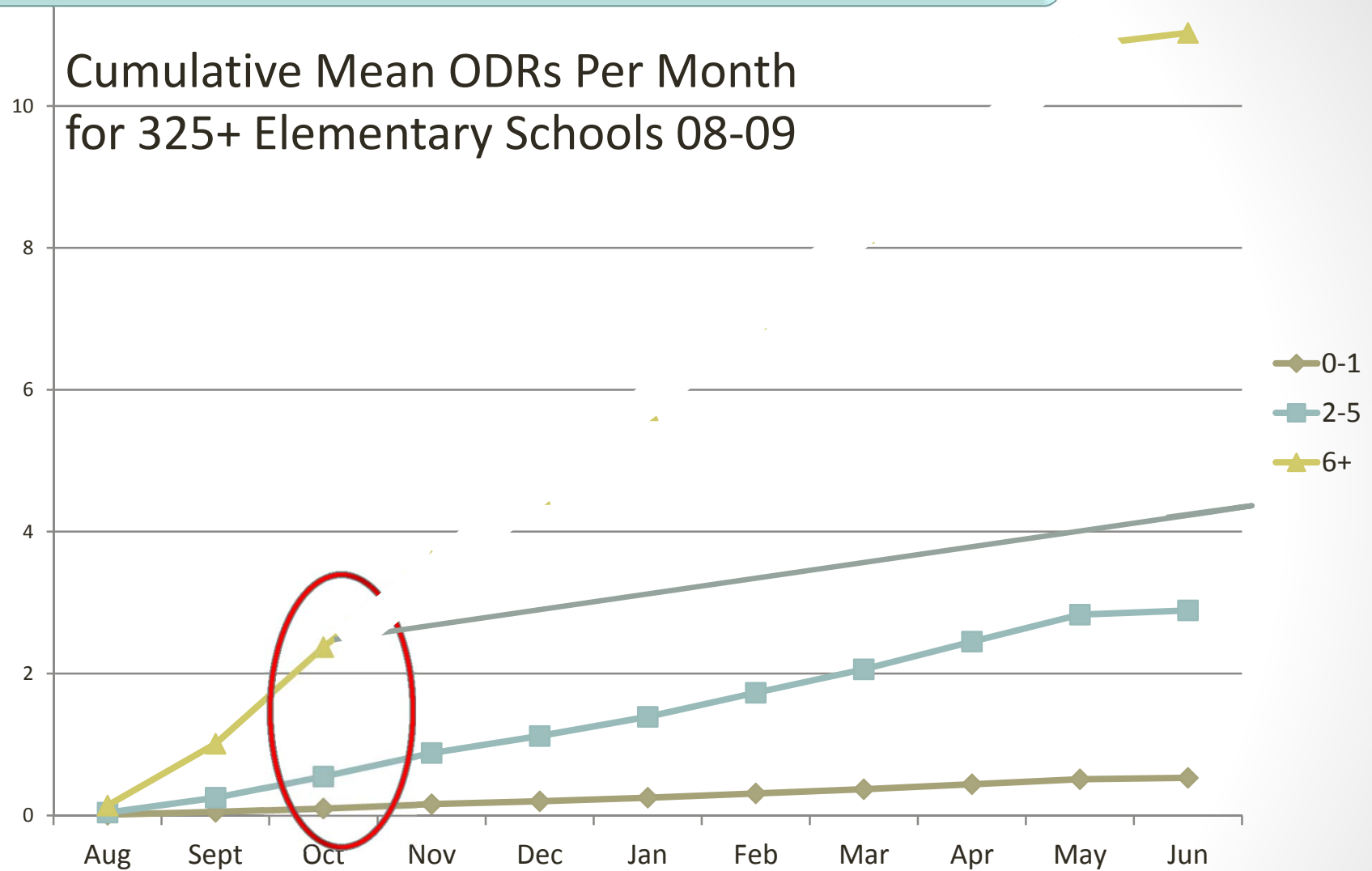


- Collect information on all students at least twice a year

- Use data for decision-making
  - 2 or more ODRs

- SSBD is used in Illinois
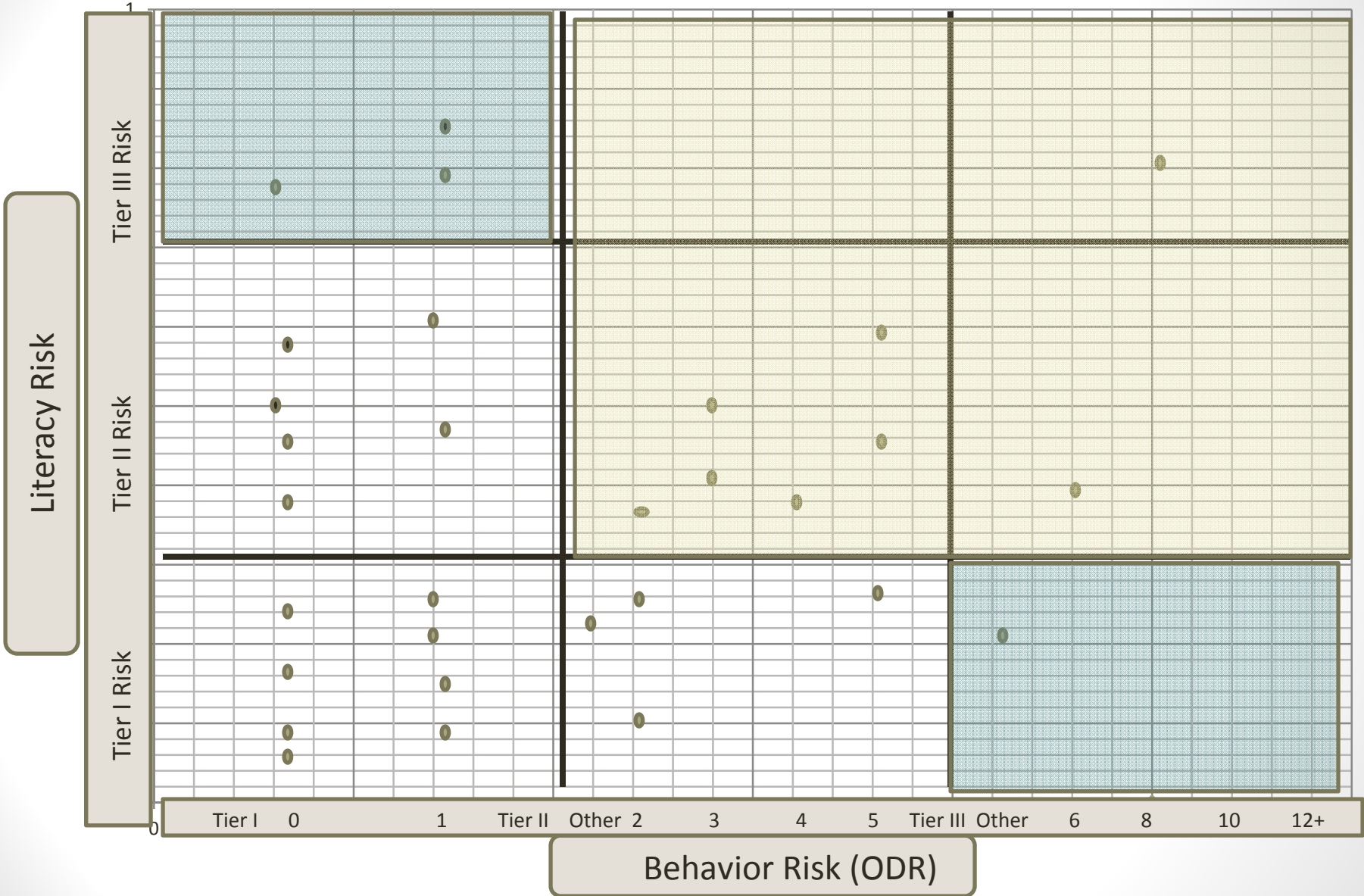
# Team Activity

- Do we have the right people on the team?

- Do we have the authority to implement PBIS?

- Do we have a schedule for team meetings for the remainder of the year?... If not build it.

- Do we have a process for conducting both academic (3 times) and behavioral (2 times) "universal screening"?
    - Oct-Nov          review ODR patterns / ask teachers
    - Feb-Mar          review ODR patterns/ ask teachers

# 1.3 Behavioral Expectations

| Feature | Data Sources | Scoring Criteria |
| --- | --- | --- |
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.3 Behavioral Expectations**: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. | • Staff handbook<br>• Student handbook<br>• Walk through reports | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number<br><br>1 = Behavioral expectations identified but may not include a matrix or be posted<br><br>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) |

**Main Idea:** Having school-wide, positive expectations is among the best ways to establish a positive social culture.

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# Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations

- Short statements

- Positive Statements (what to do, not what to avoid doing)

- Memorable

- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

# 1.4 Teaching Expectations

| Feature | Data Sources | Scoring Criteria |
| --- | --- | --- |
| | | **0 = Not implemented**<br>**1 = Partially implemented**<br>**2 = Fully implemented** |
| **1.4 Teaching Expectations**: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | • Professional development calendar<br>• Lesson plans<br>• Walk through reports<br>• Teaching Matrix | 0 = Expected behaviors are not taught<br><br>1 = Expected behaviors are taught informally or inconsistently<br><br>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings |

**Main Idea:** Behavioral expectations need to be taught to all students in order to be effective.

# Teach Behavioral Expectations

- Transform broad school-wide Expectations into specific, observable behaviors.
  - Use the Expectations by Settings Matrix

- Teach in the actual settings where behaviors are to occur

- Teach (a) the words, and (b) the actions.

- Teach "When" as well as "How" to behave

- Build a social culture that is predictable, and focused on student success.

# Teaching Behavioral Expectations

**Define the Expectation(s):**

**Provide a Rationale:**

**Teach the Critical Discrimination:**

     Demonstrate Appropriate Behavior

     Demonstrate Unacceptable Behavior

     Practice telling the difference with multiple examples

**If there is a "signal" teach the signal (when should the appropriate behavior occur?)**

**Teach for fluency (practice)?**

**Reinforcement.**

**How will this skill be maintained?**

# Curriculum Matrix

|  | Location 1 | Location 2 | Location 3 | Location 4 | Location 5 | Location 6 |
|---|---|---|---|---|---|---|
| **Expectation 1** |  |  |  |  |  |  |
| **Expectation 2** |  |  |  |  |  |  |
| **Expectation 3** |  |  |  |  |  |  |
| **Expectation 4** |  |  |  |  |  |  |
| **Expectation 5** |  |  |  |  |  |  |

# North Hill Behavior Matrix

| Expectations | All School | Lunch | Playground | Hallway | Bathroom | Cyberspace Commmunication with for North Hill Students |
|---|---|---|---|---|---|---|
| Respectful | • Kind words <br>• Level 2 voice <br>• Follow adult direction <br>• Respect school property <br>• Be kind | • Respect other's space <br>• Please & Thank you <br>• Use Level 2 voice <br>• Good manners | • Hands & feet to self <br>• Share <br>• Encourage others <br>• Kind words | • Level 1 voices thru halls <br>• Zero voices thru pods <br>• Hand to self | Wash hands <br>Flush <br>Allow privacy <br>Quiet voice | Use electronic communication with care <br>Choose words carefully that show respect for others <br>Don't use words and actions that may be hurtful or intimidating |
| Responsible | • Make good choices <br>• Recycle <br>• Be on time <br>• Be prepared <br>• Be positive | • Eat your own food <br>• Stay seated <br>• Clean your space <br>• Wait to be excused <br>• Fuel your body | • Dress for the weather <br>• Line up when bell rings using walking feet | • Have a Hall Pass Walk <br>• Stay to right <br>• Follow posted pod expectations | • Put trash in garbage <br>• Use assigned restroom | • Only say or do something in cyberspace via the computer, phone, or text that you would not say or do in person <br>• Only use and respond as your own identity <br>• School personnel, parents, <br>• Use problem solving skills to work out conflicts |
| Safe | • Report unsafe behavior <br>• Report & refuse bullying | • Stop & listen at adult signal | • Listen to adults <br>• Play safely <br>• Use equipment correctly <br>• Report unsafe behavior | • Stay with your class Take One stair at a time | • No Loitering | • Report online threats/harassment/intimidation/ fighting or to an adult <br>• Use cyberspace as a fun & efficient way to talk and communicate <br>• Report any communications that concern the safety and well being of another person |

# Teaching Matrix

| | | SETTING | | | | | |
|---|---|---|---|---|---|---|---|
| | | All Settings | Hallways | Playground | Cafeteria | Assembly | Bus |
| **Expectations** | Respect Ourselves | Be on task. Give your best eff... | | ...plan. | ...at all your food. Select healthy foods. | Study, read, compute. | ...for... |
| | Respect Others | Ha... to self. Help/share with others. | Use normal voice volume. Walk to right. | Play safe. Include others. Share equipment. | Practice ...d table... | Whisper. Return books. | Listen/watch. Use appropriate applause. | Use a qu... voice. Stay in your seat. |
| | Respect Property | Recycle. Clean up after self. | Pick up... | ...ys a... utensils. Clean up eating area. | Push in chairs. Treat books carefully. | Pick up. Treat chairs appropriately. | Wipe your feet. Sit appropriately. |

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

# Teaching Matrix Activity
## (Identify cells that you would change)

|  | Classroom | Lunchroom | Bus | Hallway | Assembly |
|---|---|---|---|---|---|
| Respect Others | No food in class | Eat your own food | Stay in your seat | No harassment No violence | Arrive on time to speaker |
| Respect Environment & Property | Recycle paper | Return trays | Keep feet on floor | Do not litter | Leave the auditorium as clean as you find it. |
| Respect Yourself | Do your best | Wash your hands | Be at stop on time | Use your words | No hats No gum |
| Respect Learning | Have materials ready | Eat balanced diet | Go directly from bus to class | Go directly to class | Discuss topics in class w/ others |

# Activity: Teaching Matrix

- List your expectations and your locations on the Teaching matrix

- Select one location in the school

- Define how you would teach the expectations in that location.
  - Present "words"…expectations
  - Present rationale, and definitional rule
  - Present positive examples
  - Present negative (non) examples
  - Provide an activity in which all students practice

# Activity

- Define the schedule/process for teaching behavioral expectations in Fall 2014.

  - What teams (include all the faculty/staff)
  - What locations
  - What training materials
  - How will you assess if students have learned the expectations?
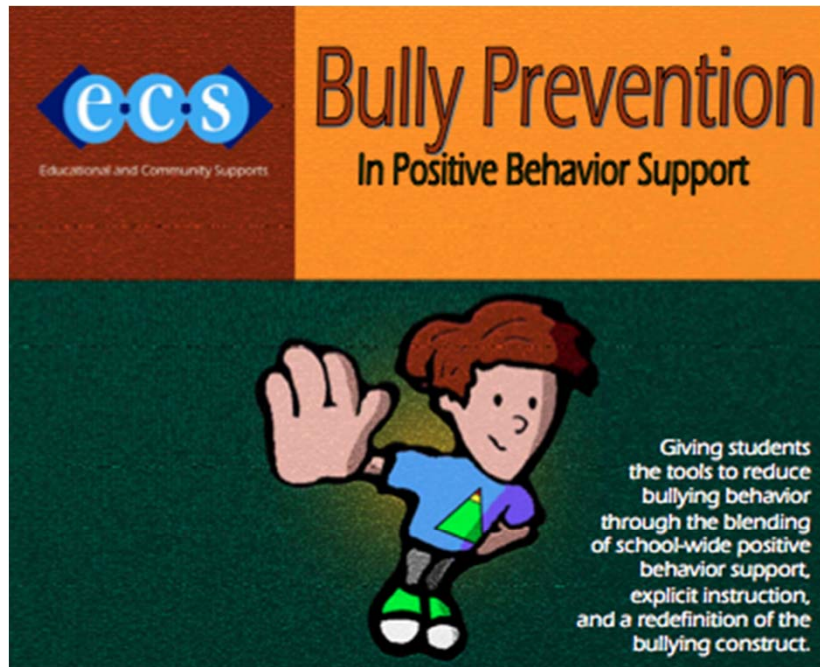
# School-Wide Positive Behavior Support

**Tertiary Prevention**:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

~5%

**Secondary Prevention**:
Specialized Group
Systems for Students with
At-Risk Behavior

~15%

**Primary Prevention**:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings
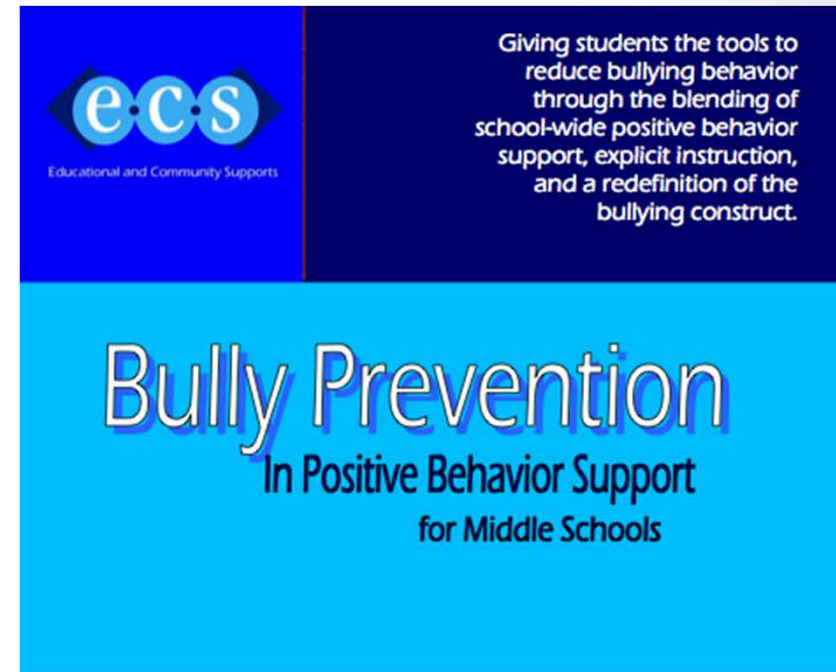
~80% of Students
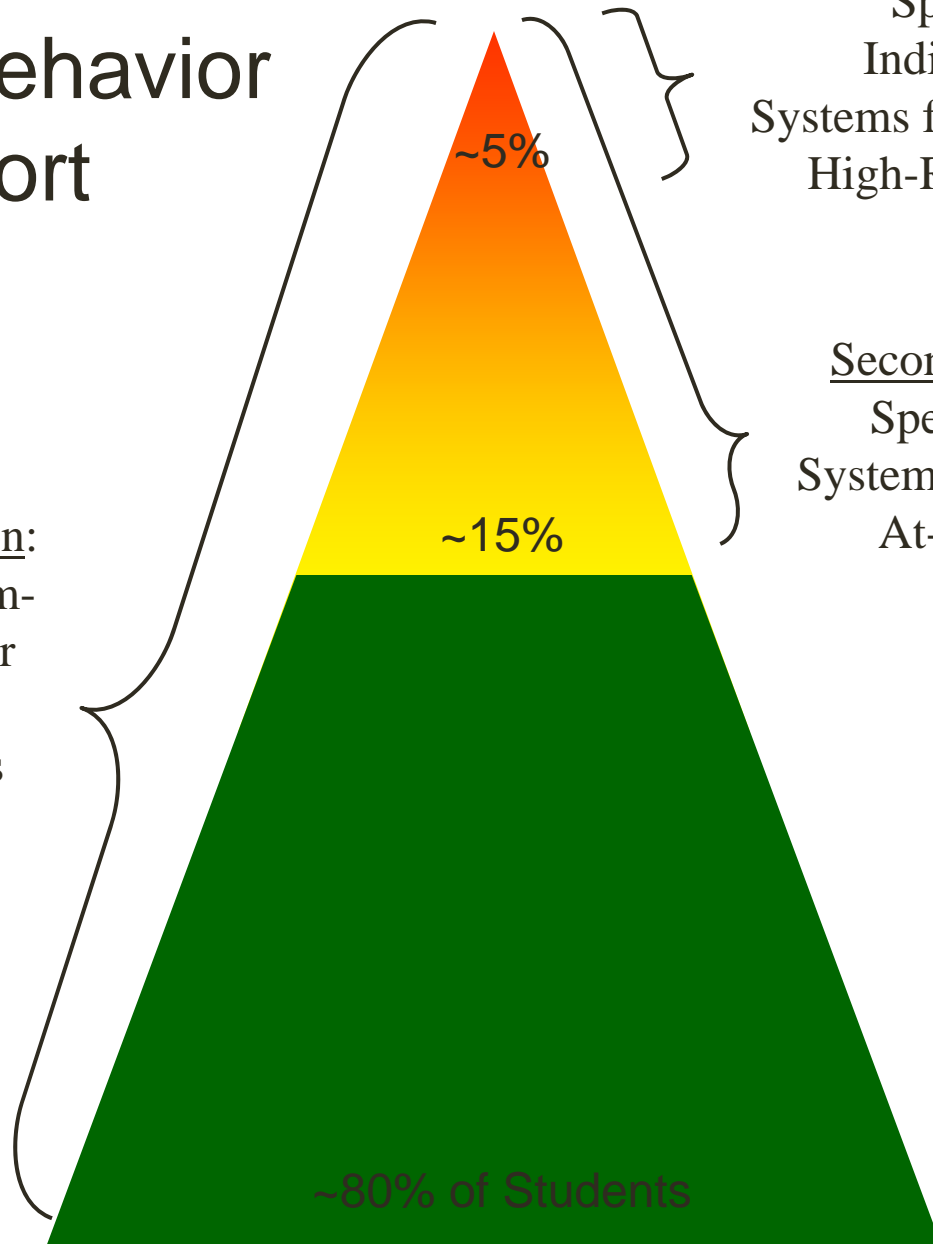
# Implications for **Bully Prevention**

- Build on school-wide social culture
    - Do not add a NEW program to what you already do
    - All students know what "respect" means

- Avoid deviancy training:  (do NOT teach bullying)

- Teach a school-wide signal for "stop"

- Teach all students what to do if asked to "stop"

www.pbis.org

Available at
www.pbis.org

# Teach a *Three-Step Skill* that can be used in all places at all times. Keep it simple.
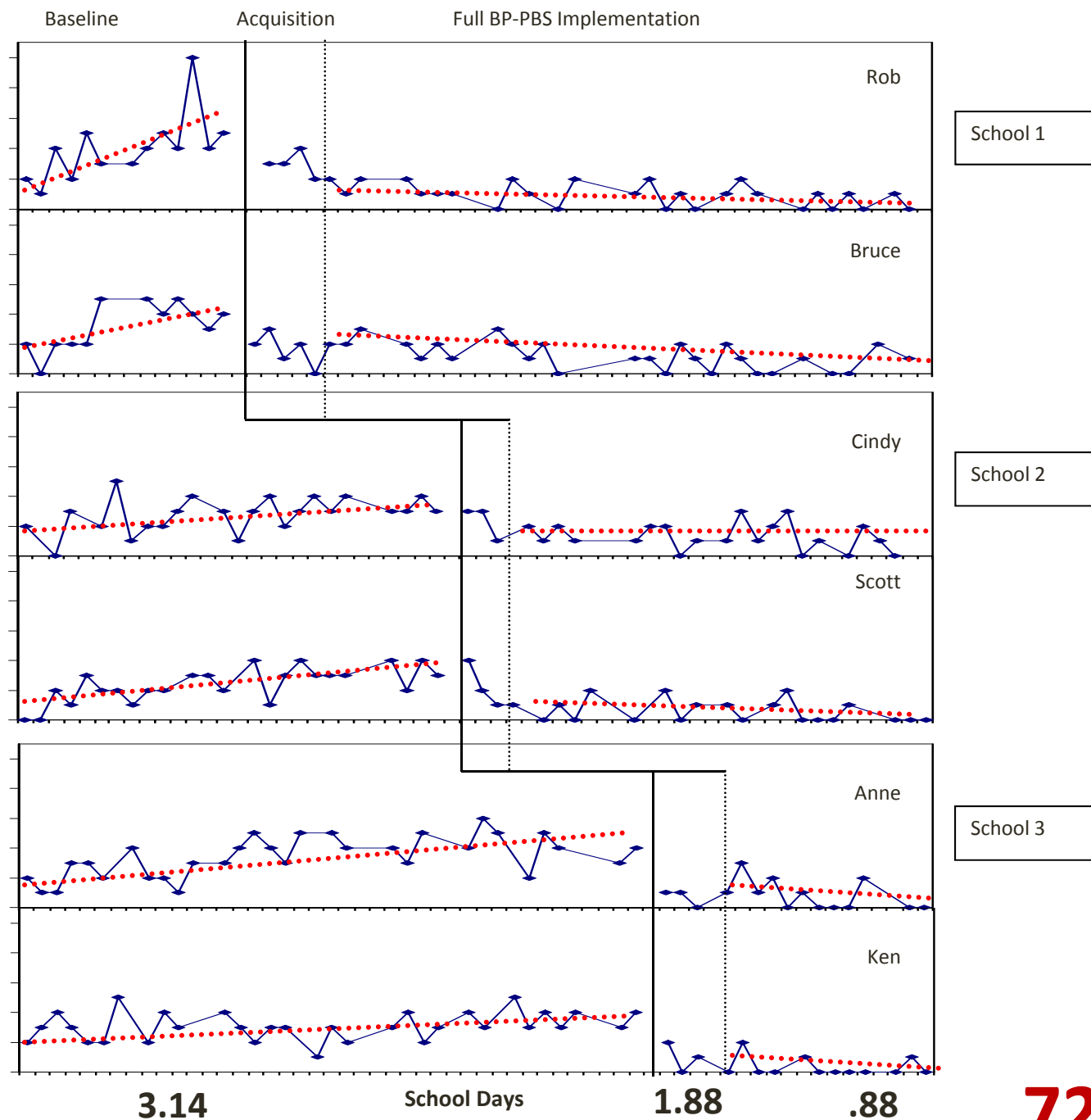
> **If you encounter behavior that is NOT respectful**

**Stop -------- Walk -------- Talk**
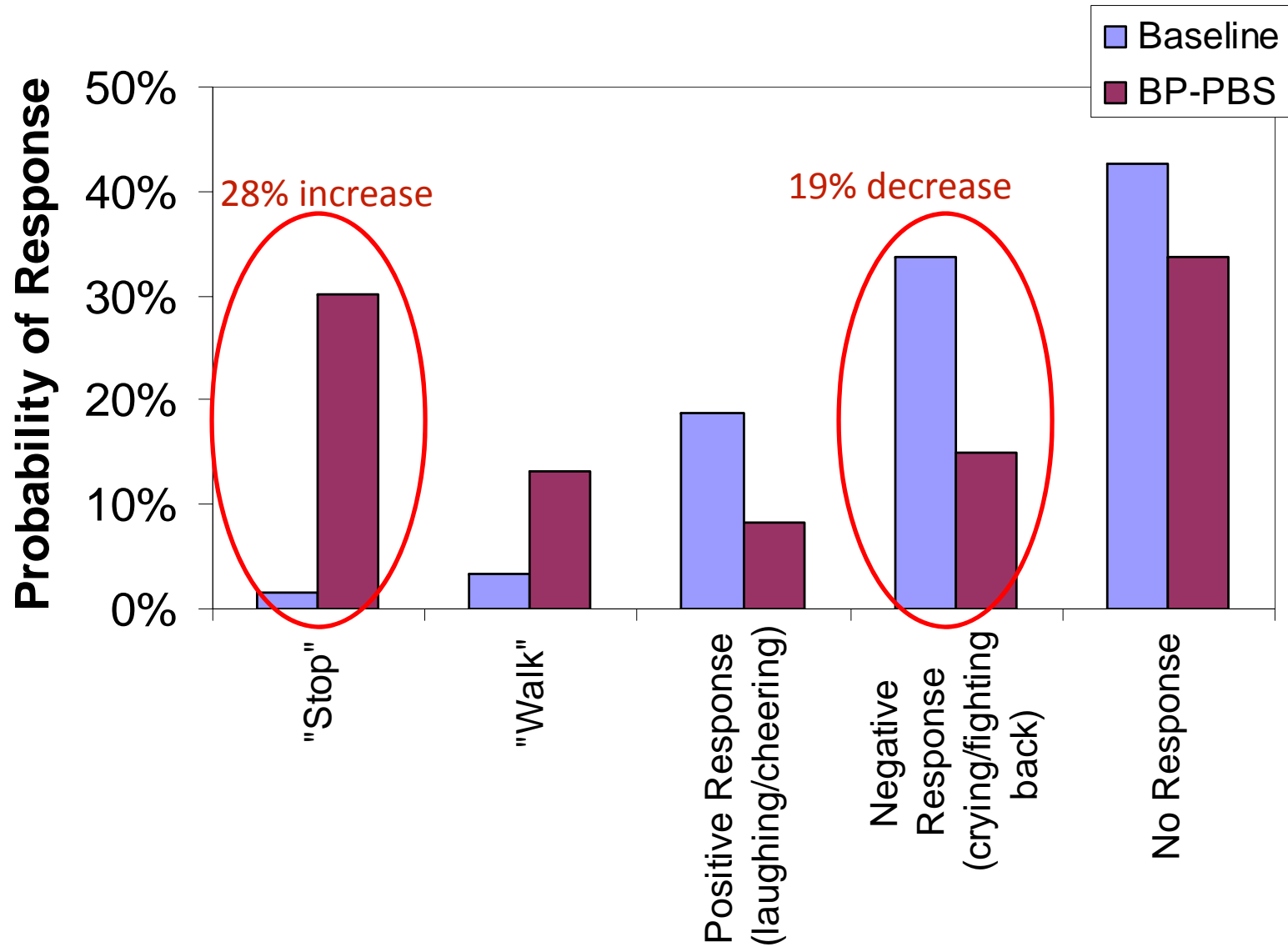
Say and Show "STOP" → Walk Away → Talk to an Adult

Baseline  Acquisition  Full BP-PBS Implementation

Rob

School 1

Bruce

Cindy

School 2

Scott

Anne

School 3

Ken

Number of Incidents of Bullying Behavior

3.14  School Days  1.88  .88

**72%**

**Conditional Probabilities of Victim Responses to Problem Behavior**

Probability of Response

50%
40%
30%
20%
10%
0%

28% increase

19% decrease

Baseline
BP-PBS

"Stop"
"Walk"
Positive Response (laughing/cheering)
Negative Response (crying/fighting back)
No Response

Conditional Probabilities of Bystander Responses to Problem Behavior
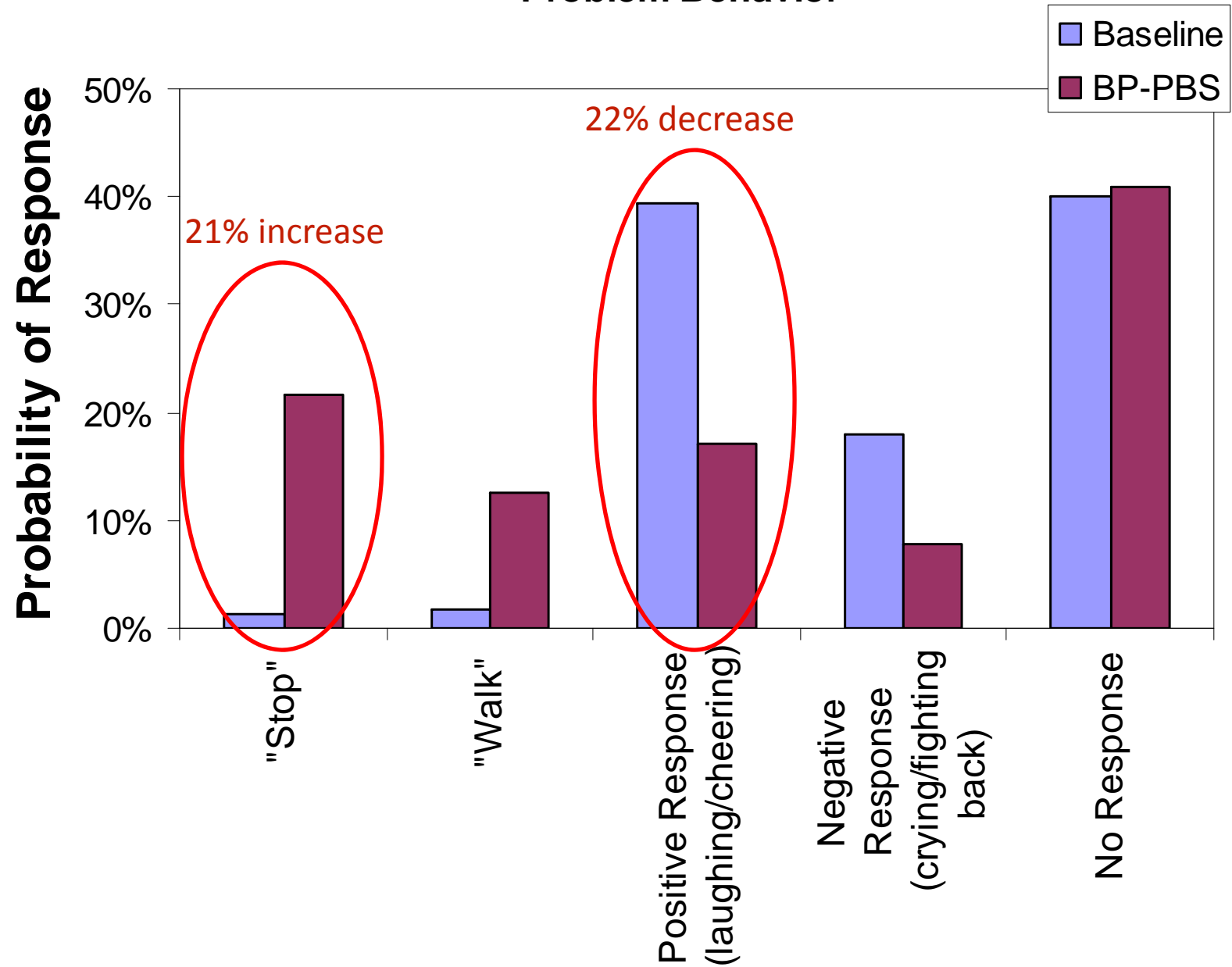
# 1.5 Problem Behavior Definitions

| Feature | Data Sources | Scoring Criteria |
|---|---|---|
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.5 Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. | • Staff handbook<br>• Student handbook<br>• School policy<br>• Flowchart | 0 = No clear definitions exist and procedures to manage problems are not clearly documented<br><br>1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems<br><br>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families |

**Main Idea:** Operational definitions of problem behavior and consistent processes for responding to problem behavior improve the "predictability" of social expectations in the school. *Focus on reducing reward for problem behavior.*

SWIS
Behavior
Codes

www.swis.
org

| Major Problem Behavior | Definition |
|---|---|
| Bullying (Bullying) | The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. |
| Defiance/ Insubordination/ Non-Compliance (Defiance) | Student engages in refusal to follow directions or talks back. |
| Disrespect (Disrespct) | Student delivers socially rude or dismissive messages to adults or students. |
| Disruption (Disruption) | Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. |
| Dress Code Violation (Dress) | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. |
| Fighting (Fight) | Student is involved in mutual participation in an incident involving physical violence. |
| Forgery/ Theft/Plagiarism (Theft) | Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own. |
| Gang Affiliation Display (Gang Display) | Student uses gesture, dress, and/or speech to display affiliation with a gang. |
| Harassment (Harass) | The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. |

# Consequence Systems

- Policy and Logic

- Problem behavior definitions

- Discipline referral form

- Guidelines for responding to problem behavior
  - Is there a common rule for when to send a student to the office?
  - Are there "levels" of response/ Flow chart of actions?

- Data system
  - Regular reporting to full faculty
  - Active use of data for decision-making by those who collect the data.

# Logic

- Use negative consequences to:
  - ***Teach what you want***:
    - "this is not an example of being respectful"
  - ***Interrupt negative behavioral chains***
    - " don't let a small problem escalate"
  - ***Sustain instruction for everyone else***
    - One student's problem behavior should not interfere with the education of others
  - ***Minimize likelihood that problem behavior is inadvertently rewarded.***
    - Minimize peer attention
    - Minimize adult attention
    - Minimize escape from demands/tasks
    - Minimize access to tangible rewards.

# Six Elements of a School Discipline System

| 1. Policy and Logic |
|:---:|

2. Problem Behavior Definitions

3. Discipline Referral Form

4. Guidelines for responding to problem behavior

5. Data System

6. Decision-making Process

# 1.6 Discipline Policies

| Feature | Data Sources | Scoring Criteria |
| --- | --- | --- |
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.6 Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. | • Discipline policy<br>• Student handbook<br>• Code of conduct<br>• Administrator interview | 0 = Documents contain only reactive and punitive consequences<br><br>1 = Documentation includes and emphasizes proactive approaches<br><br>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use |

**Main Idea:** Preventative and positive approaches to discipline are the most effective.

V 2.0 b

# Predictability and Reason

- Students know what to expect from adults

- Adults know what to expect from each other

- Adults have authority to use common sense and professional judgment.

# 1. Discipline Policy

- Purposes of Discipline Policy
  - ➤ *Promote positive behavior and reduce problem behavior*
  - ➤ *Comply with federal and state law*
  - ➤ *Coordinate behavior support efforts*
  - ➤ *Ensure safe and effective environments*
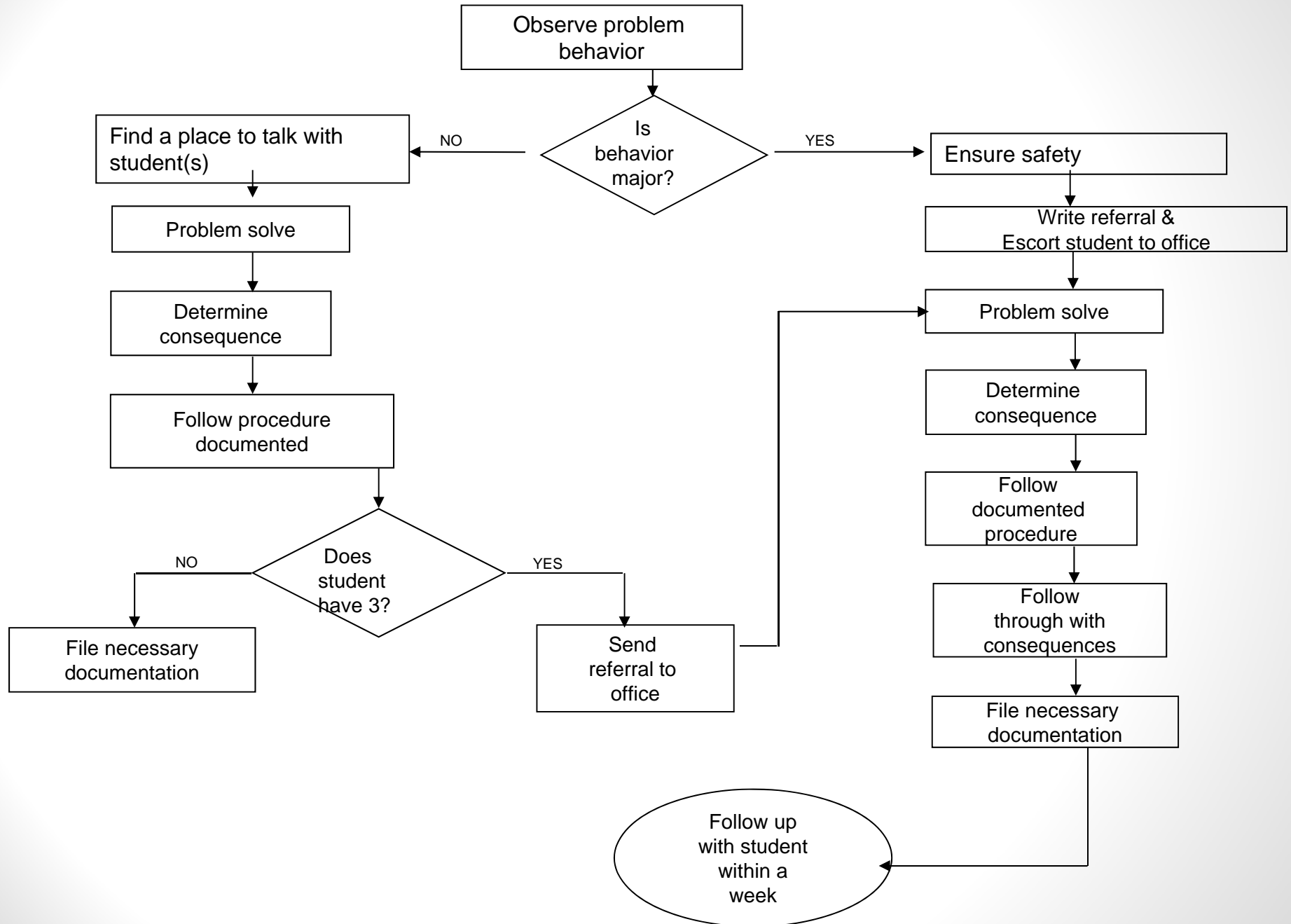  - ➤ *Get students access to needed supports*

# Discipline Policy

- Critical Elements
  - *Define purpose*
  - *Define roles*
  - *Define process for addressing problem behavior*
  - *Define consequence options*
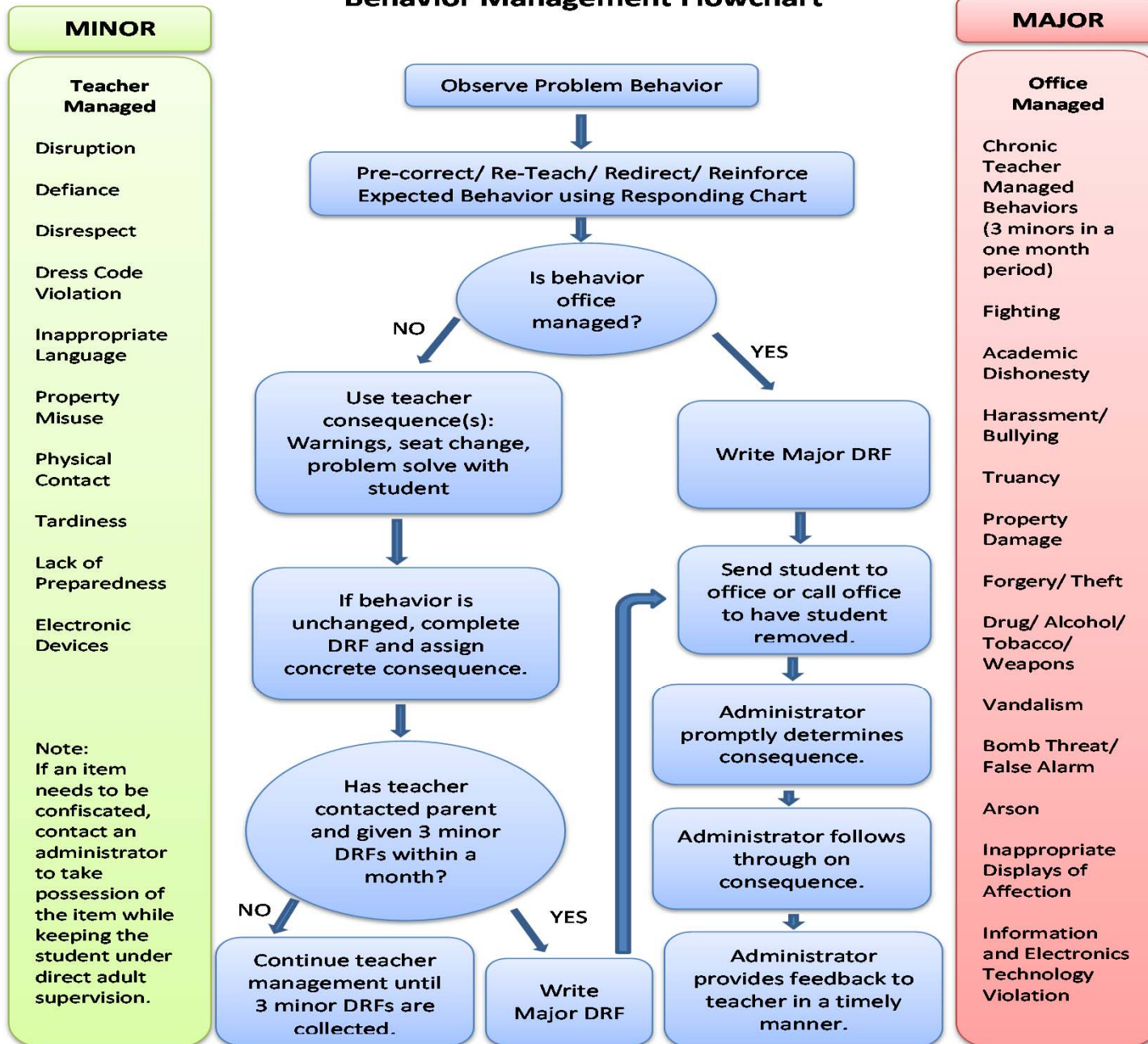  - *Define data collection expectations*

Be especially clear about what is managed in class by teacher versus what is sent to office.

e.g. " Any behavior that places a student (self or others) at risk (emotionally or physically), violates a major expectation (e.g. theft) or interferes with the educational opportunities of other students is grounds for an office discipline referral"

# General Procedure for Dealing with Problem Behaviors

# Wilson Elementary School
# Behavior Management Flowchart

## MINOR

**Teacher Managed**

Disruption

Defiance

Disrespect

Dress Code Violation

Inappropriate Language

Property Misuse

Physical Contact

Tardiness

Lack of Preparedness

Electronic Devices

Note:
If an item needs to be confiscated, contact an administrator to take possession of the item while keeping the student under direct adult supervision.

## MAJOR

**Office Managed**

Chronic Teacher Managed Behaviors (3 minors in a one month period)

Fighting

Academic Dishonesty

Harassment/ Bullying

Truancy

Property Damage

Forgery/ Theft

Drug/ Alcohol/ Tobacco/ Weapons

Vandalism

Bomb Threat/ False Alarm

Arson

Inappropriate Displays of Affection

Information and Electronics Technology Violation

---

**Observe Problem Behavior**

↓

**Pre-correct/ Re-Teach/ Redirect/ Reinforce Expected Behavior using Responding Chart**

↓

**Is behavior office managed?**

NO →

**Use teacher consequence(s): Warnings, seat change, problem solve with student**

↓

**If behavior is unchanged, complete DRF and assign concrete consequence.**

↓

**Has teacher contacted parent and given 3 minor DRFs within a month?**

NO ↓
**Continue teacher management until 3 minor DRFs are collected.**

YES ↓
**Write Major DRF**

YES →

**Write Major DRF**

↓

**Send student to office or call office to have student removed.**

↓

**Administrator promptly determines consequence.**

↓

**Administrator follows through on consequence.**

↓

**Administrator provides feedback to teacher in a timely manner.**

# Your Task

- Determine if a formal discipline policy exists.  If needed, what steps are needed to have one developed?

- Build a plan for developing a one-page flow chart defining expectations for teacher-managed versus office managed behavioral incidents.

# 1.7 Professional Development

| Feature | Data Sources | Scoring Criteria |
|---|---|---|
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.7 Professional Development:** A written process is used for orienting all faculty/staff on Tier I SWPBIS practices, including (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | • Professional development calendar<br>• Staff handbook | 0 = No process for teaching staff is in place<br><br>1 = Process is informal/unwritten, not part of professional development calendar and/or does not include all staff or all 4 core Tier I practices<br><br>2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices |

**Main Idea:** The key to PBIS implementation is staff consistency. All staff need to be informed and aware of goals, process, measures.

V 2.0 b

# Professional Development

- What is plan for introducing PBIS to all faculty this coming year?
  - Faculty meeting
  - Time to s
  - Time to l
  - Time to e
  - Time to es

- What is plan                                                    ty and staff?

Build a PBIS Notebook

1. Policies
2. Teaching plans
3. Discipline system

Make it easer to do PBIS in Year 2

# 1.8 Classroom Procedures

| Feature | Data Sources | Scoring Criteria |
|---|---|---|
| | | **0 = Not implemented**<br>**1 = Partially implemented**<br>**2 = Fully implemented** |
| **1.8 Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within **classrooms** and consistent with school-wide systems. | • Staff handbook<br>• Walk through reports<br>• Progress monitoring<br>• Individual classroom data | 0 = Classrooms are not formally implementing Tier I<br><br>1 = Classrooms are informally implementing Tier I but no formal system exists<br><br>2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations |

**Main Idea:** PBIS expectations and consequences need to be integrated into the classroom systems.  This improves consistency in behavior support practices across adults.

V 2.0 b

# In Well Managed Classrooms Students:

**Wehby, Symons, & Shores (1995)**

- Follow a predictable schedule

- Engage in high rates of academic engagement

- Experience high rates of academic achievement

- Respond with high rates of compliance

- Follow a schedule with high rates of student managed behavior

- Use problem solving structures

- Follow smooth and efficient transitions

# In Classrooms that were Ineffective Wehby, Symons, & Shores (1995)

- Less than half of student hand raises or correct academic responses were acknowledged by teachers

- About 26 "to do" statements per hour

- Less than 2 praise statements per hour

- 64% of "to do" statements were social in nature

- Most academic work consisted of independent seatwork

- Inconsistent distribution of teacher attention

- Compliance to a command generally resulted in the delivery of another command

# 1. Behavioral Expectations Invest in Appropriate Behavior

- Define and teach 3-5 expectations for your classroom early in year.

    - Positively stated expectations
    - Easy to remember
    - Posted in the classroom
    - Consistent with School-wide rules/expectations
    - Taught Directly
        - Positive and negative examples
    - Examples:
        - Be safe, Be responsible, Be respectful
        - Respect others, Respect property, Respect self

# 2. Establish a Predictable Environment

- Define and teach classroom routines
  - How to enter class and begin to work
  - How to predict the schedule for the day
  - What to do if you do not have materials
  - What to do if you need help
  - What to do if you need to go to the bathroom
  - What to do if you are handing in late material
  - What to do if someone is bothering you.
  - Signals for moving through different activities.
    - "Show me you are listening"
  - How to determine if you are doing well in class

- Establish a signal for obtaining class attention

- Teach effective transitions.

# Designing Classroom Routines

| Routine | School-wide Expectations | Signal |
|---------|--------------------------|--------|
| Entering Class | Walk in, sit down, start work | Instruction on board |
| Obtaining class attention | Orient to teacher, be quiet | ? |
| Getting Help during seat work | ? | ? |

# Activity: 12 min
# Identify Routines

- What are 3 routines common across classrooms in your school?

- Complete the classroom routines matrix for your classroom
  - ➤ *(or a classroom you know well)*

- What is a PROCESS you might use with your faculty to define and share effective examples?

# 7. Ensure Academic Success: Match Curriculum to Student Skills

- Failure as a discriminative stimulus for problem behavior.
  - ➢ *70% success rate.*
  - ➢ *Young learners versus experienced learners*
  - ➢ *How can we teach with success and still teach the required curriculum?*

- Monitor and adapt
  - ➢ *Maintain instructional objective, but adjust the curriculum/instruction*
  - ➢ *The art of curricular adaptation (strategies)*

- Have fun

Amanda

Avoidance Video

# Activity: Classroom Self-Assess

- Assume you are the faculty for the whole school.
  - *Independently rate your own classroom*
    - If you do not have a classroom rate the classroom you know best.

  - *Produce a "Mean" for the school by taking the mean of your classrooms.*

  - *Identify the one element of the self-assessment that would make the biggest difference. Identify one action to be completed within the next three months of school that would improve that element.*

# 1.9 Feedback and Acknowledgement

| Feature | Data Sources | Scoring Criteria |
|---|---|---|
| | | **0 = Not implemented**<br>**1 = Partially implemented**<br>**2 = Fully implemented** |
| **1.9 Feedback and Acknowledgement:** At least 80% of a sample of staff (interview at least 10% of staff or at least 5% for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide ex... se... (c... stu... stu... | • [Walk through with 10% of staff and at least 10 students](#) | 0 = Student behavior is not formally acknowledged<br><br>1 = Student behavior is formally acknowledged but system is used by <80% of staff and/or received by <80% of students<br><br>2 = Student behavior is formally acknowledged by at least 80% of staff and received by at least 80% of students in a system with all 4 components |

**Main Idea:** Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.

V 2.0 b

# On-going Reward of Appropriate Behavior

- Every faculty and staff member acknowledges appropriate behavior.
  - **5 to 1 ratio** of positive to negative contacts

- System that makes acknowledgement easy and simple for students and staff.

- Design rewards to meet needs of "at-risk" students.

- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
  - Beginning of class recognition
  - Raffles
  - Open gym
  - Social acknowledgement

# Are Rewards Dangerous?

- "...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward.  Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

  ○ Judy Cameron, 2002

  ◦ Cameron, 2002
  ◦ Cameron & Pierce, 1994, 2002
  ◦ Cameron, Banko & Pierce, 2001

- **"The undermining effect of extrinsic reward on intrinsic motivation remains unproven"**

  • Steven Reiss, 2005

  Use of rewards in

  Education

  ▶

- **Akin-Little, K. A., Eckert, T. L., Lovett, B. J., & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practices. School Psychology Review, 33, 344-362**

# "What the Worlds Greatest Managers Do Differently"

-- Buckingham & Coffman 2002, Gallup

**Interviews with 1 million workers, 80,000 managers, in 400 companies.**

- <u>Create working environments where employees</u>:
  - 1. Know what is expected
  - 2. Have the materials and equipment to do the job correctly
  - 3. Receive recognition each week for good work.
  - 4. Have a supervisor who cares, and pays attention
  - 5. Receive encouragement to contribute and improve
  - 6. Can identify a person at work who is a "best friend."
  - 7. Feel the mission of the organization makes them feel like their jobs are important
  - 8. See the people around them committed to doing a good job
  - 9. Feel like they are learning new things (getting better)
  - 10. Have the opportunity to do their job well.

# Activity

- How do we acknowledge the social behavior of students?

  - 1. Individual students
    - System to allows individual rewards to benefit many
  - 2. Groups/Classrooms
  - 3. Whole school

# 1.10 Student/Family/Community Involvement

| Feature | Data Sources | Scoring Criteria |
| --- | --- | --- |
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.10 Student/Family/Community Involvement:** Stakeholders (faculty, families, and students) provide input on universal foundations (e.g., expectations, consequences, and acknowledgements at least every 12 months). | • Surveys<br>• Voting results from parent/family meeting<br>• Team meeting minutes | 0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations<br><br>1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders<br><br>2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months |

**Main Idea:** Schools need active engagement of students, families and faculty to be successful.

V 2.0 b

Students    Families    School

Academic Engagement

# Families

☐ Partnership with families

☐ What three things could most families do that would make the biggest positive impact on student educational success?

☐ Options
  ■ Show interest
    ■ (ask how the day went)
  ■ Help with homework
    ■ (time, place, support, knowing)
  ■ Communication with school
    ■ (events, needs, what is working, and what is not working)

## Families

**Team Activity:**

How can your school engage families:

1) What are 1-3 reasonable things families can do that would make a difference?

2) What would be the best way to share this information with families? How would we know if we had been successful?

## Academic Engagement

# 1.11 Discipline Data

| Feature | Data Sources | Scoring Criteria |
|---|---|---|
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.11 Discipline Data:** Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. | • School policy<br>• Team meeting minutes<br>• Student outcome data | 0 = No centralized data system with ongoing decision making exists<br><br>1 = Data system exists but does not allow instantaneous access to full set of graphed reports<br><br>2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student |

**Main Idea:** Teams need the right information in the right form at the right time to make effective decisions.

V 2.0
b

# Core SWIS Reports
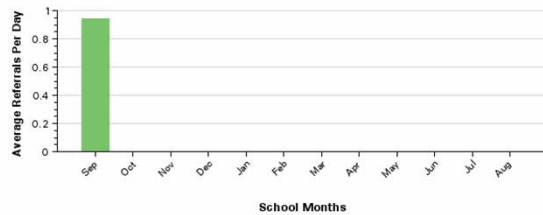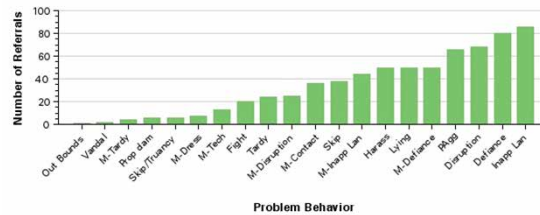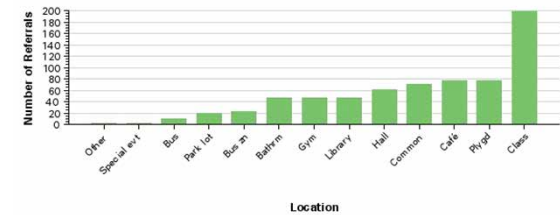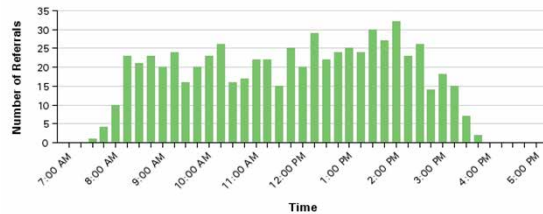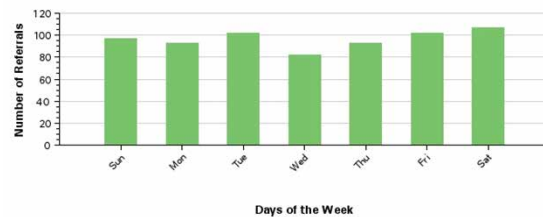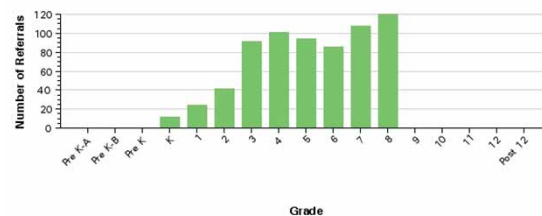
# 1.12 Data-Based Decision Making

| Feature | Data Sources | Scoring Criteria |
|---|---|---|
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.12 Data-based Decision Making:** Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making. | • Data decision making for non-responders<br>• Staff professional development calendar<br>• Staff handbook<br>• Team meeting minutes | 0 = No process/protocol exists or data are reviewed but not used<br><br>1 = Data reviewed and used for decision making, but less than monthly<br><br>2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports |

**Main Idea:** Teams need the right information in the right form at the right time to make effective decisions.

V 2.0 b

**Team-Initiated Problem Solving (TIPS II) Model**

What, Who, When, Where, and Why?

Identify Problem with Precision

How do we want the problem to change?

What next?

Make Summative Evaluation Decision

Identify Goal for Change

Collect and Use Data

Has the problem been solved?

Monitor Impact of Solution and Compare against Goal

Identify Solution and Create Implementation Plan with Contextual Fit

Implement Solution with High Integrity

What are we going to do to bring about desired change?

Did we implement with fidelity?

**Meeting Foundations**

Newton et al., 20
Effects of TIPS Training on **T**

Findings

Teams can improve quickly

Use of data is critical both for initial problem solving and on-going adaptation

| | | |
|---|---|---|
| 100 | | |
| 90 | | |
| 80 | | |
| 70 | | |
| 60 | | |
| 50 | | |
| 40 | | |
| 30 | | |
| 20 | | |
| 10 | | |
| 0 | | |

Pre TIPS                    Post TIPS/Exp
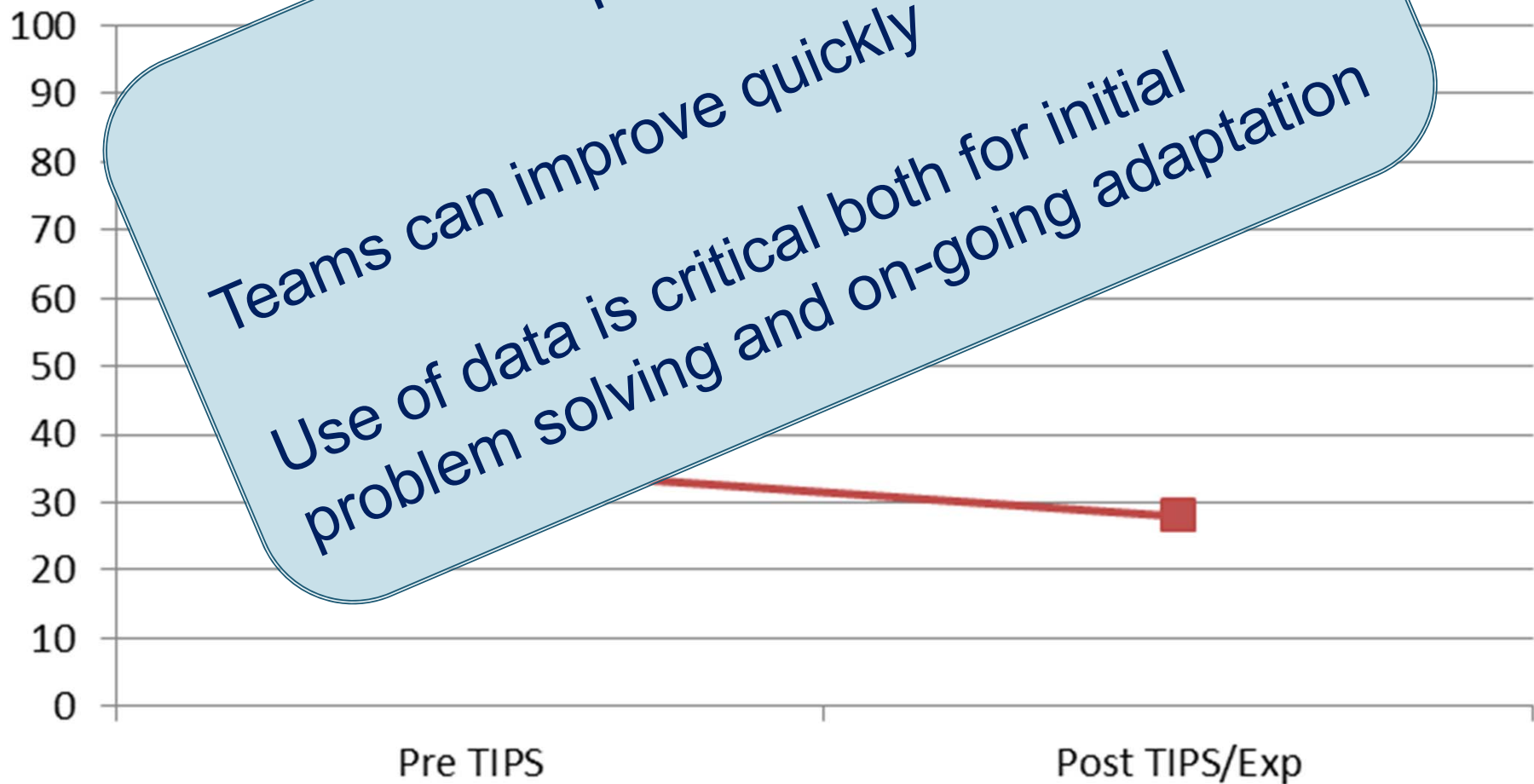
# 1.13 Fidelity Data

| Feature | Data Sources | Scoring Criteria |
|---|---|---|
| | | **0 = Not implemented**<br>**1 = Partially implemented**<br>**2 = Fully implemented** |
| **1.13 Fidelity Data:** Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. | • School policy<br>• Staff handbook<br>• School newsletters<br>• School website | 0 = No Tier I PBIS fidelity data collected<br><br>1 = Tier I PBIS fidelity collected informally and/or less often than annually<br><br>2 = Tier I PBIS fidelity data collected and used for decision making annually |

**Main Idea:** Measuring fidelity is essential for maintaining high-criterion use of PBIS. Any Tier I fidelity measure is acceptable. Completing this inventory meets the criterion for a "2" score.

# PBIS Tiered Fidelity Inventory: Summary reports
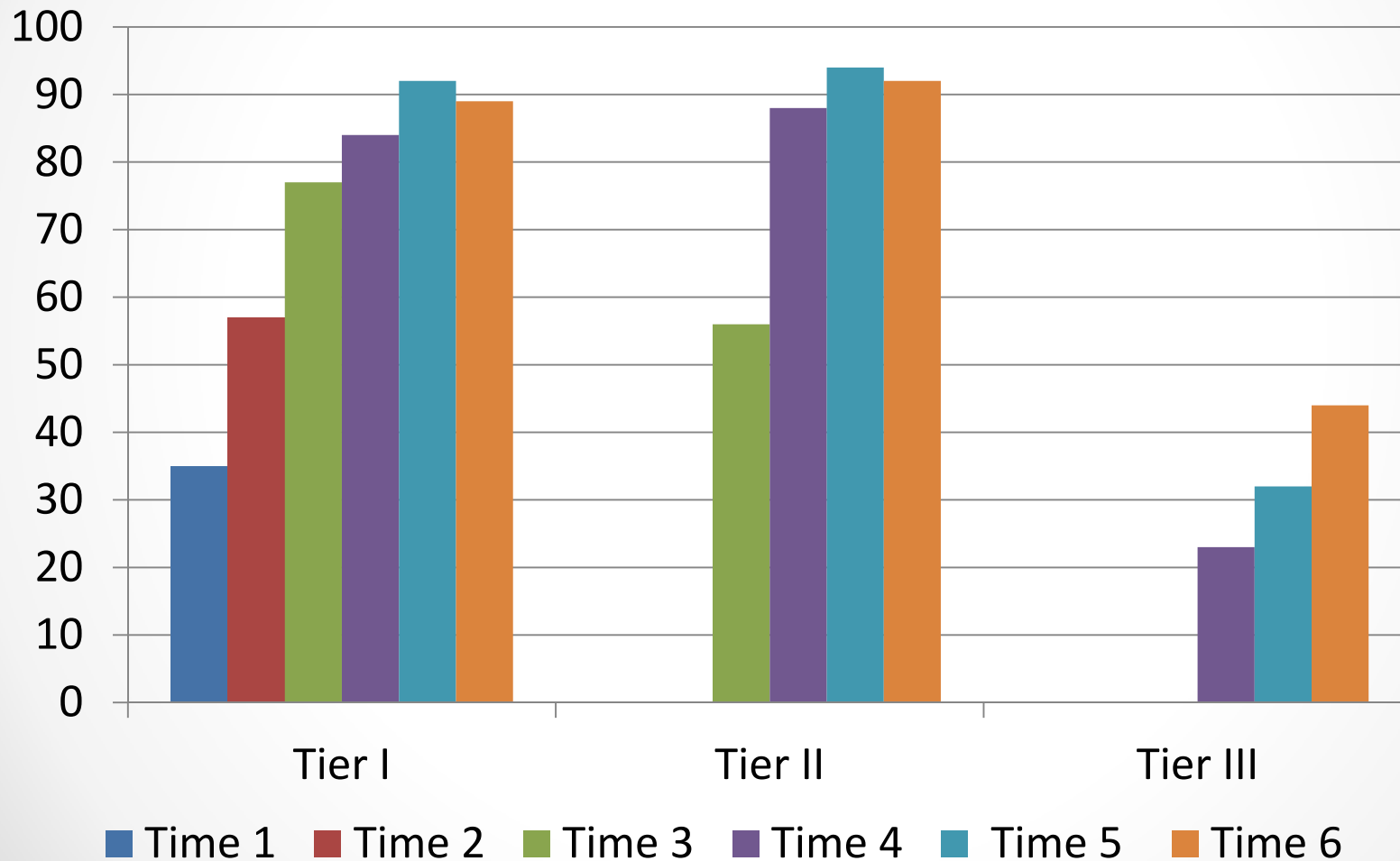
Middle Schools



Oak Grove Elementary SD - TIC Implementation
Sep 201213-201314

MIddle
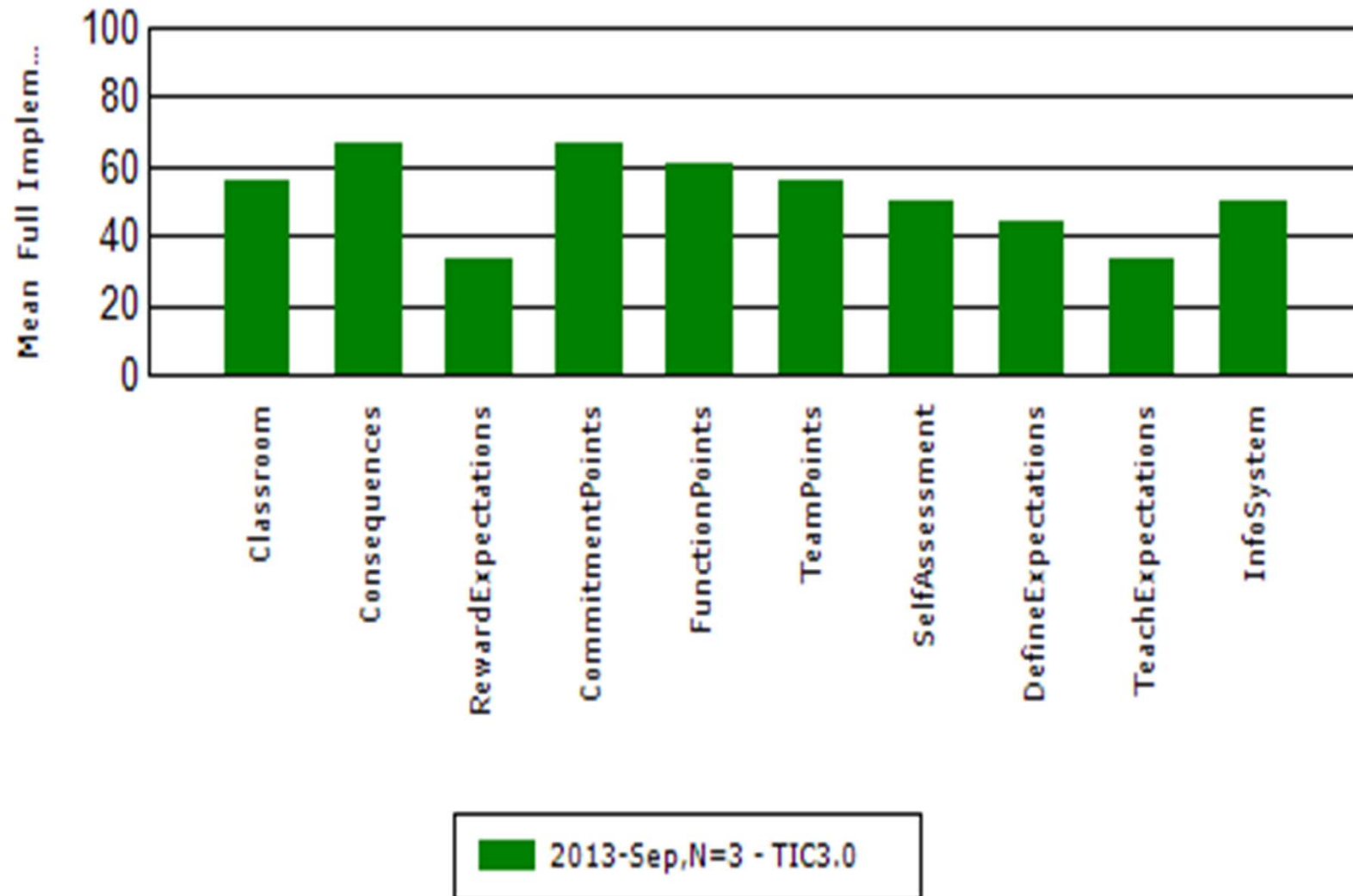


Oak Grove Elementary SD - TIC Implementation
Oct 201213-201314
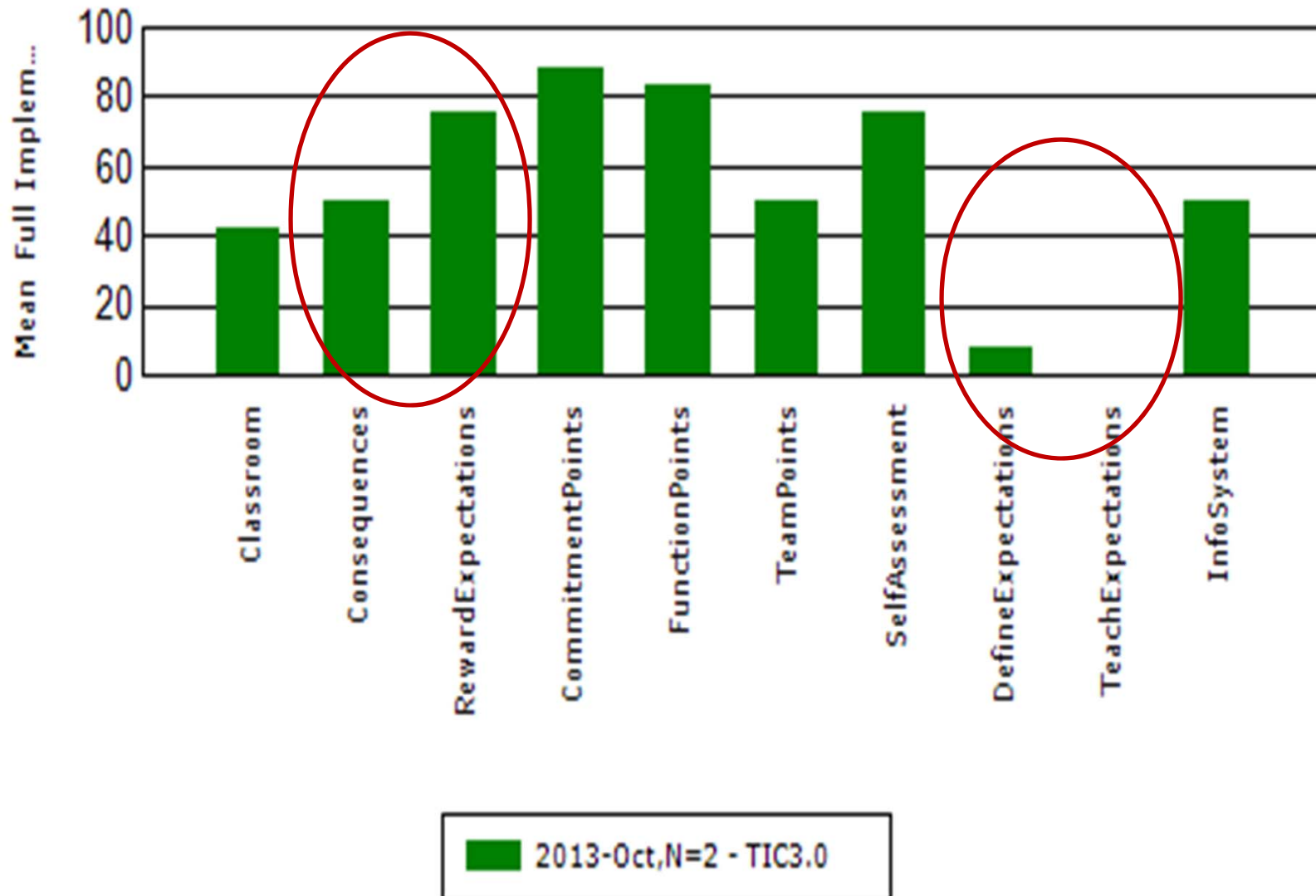
TIC Implementation
Jan 200809-201011

Mean Full Implem...

Legend:
- 2010-Jan,N=4 - TIC3.0 (green)
- 2011-Jan,N=9 - TIC3.0 (blue)

Categories: Classroom, Consequences, RewardExpectations, CommitmentPoints, TeamPoints, SelfAssessment, DefineExpectations, TeachExpectations, InfoSystem, FunctionPoints
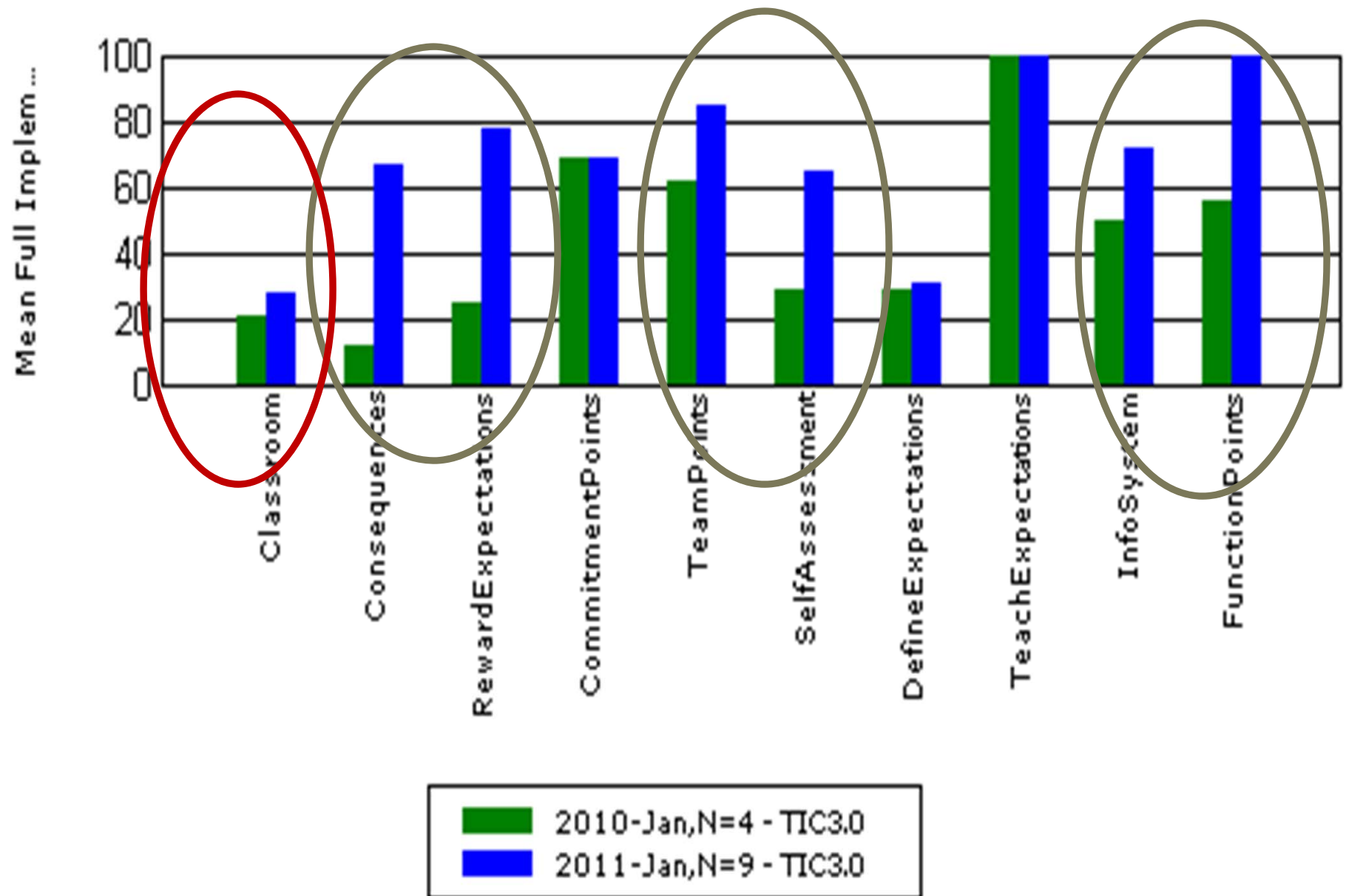
# Example: *PBIS Tiered Fidelity Inventory*

Tier III: Intensive Systems

Tier II: Targeted Systems

Tier I: Universal Systems
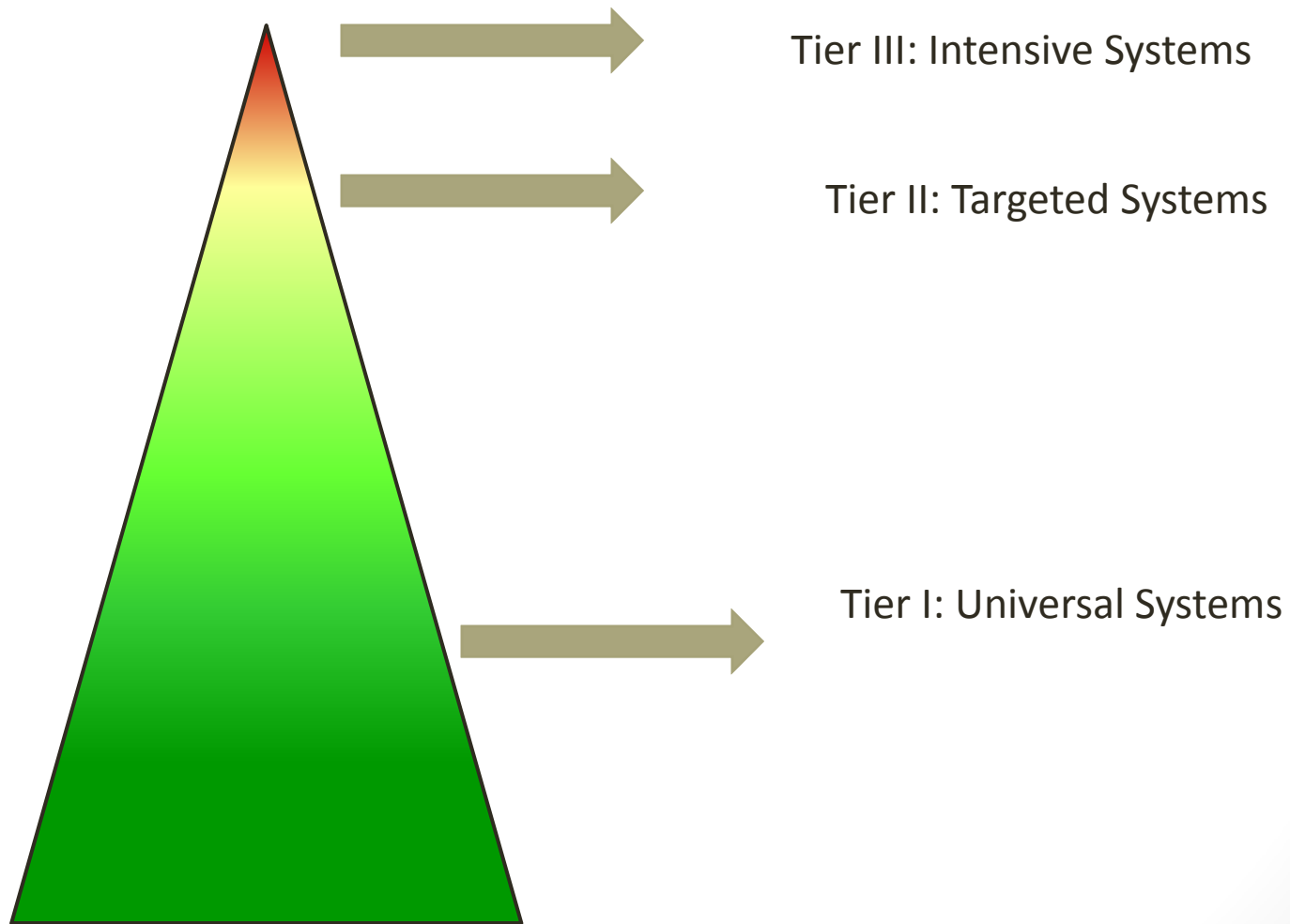
School-Wide PBIS (SWPBIS) Implementation Inventory
Elementary School
1/15/2014
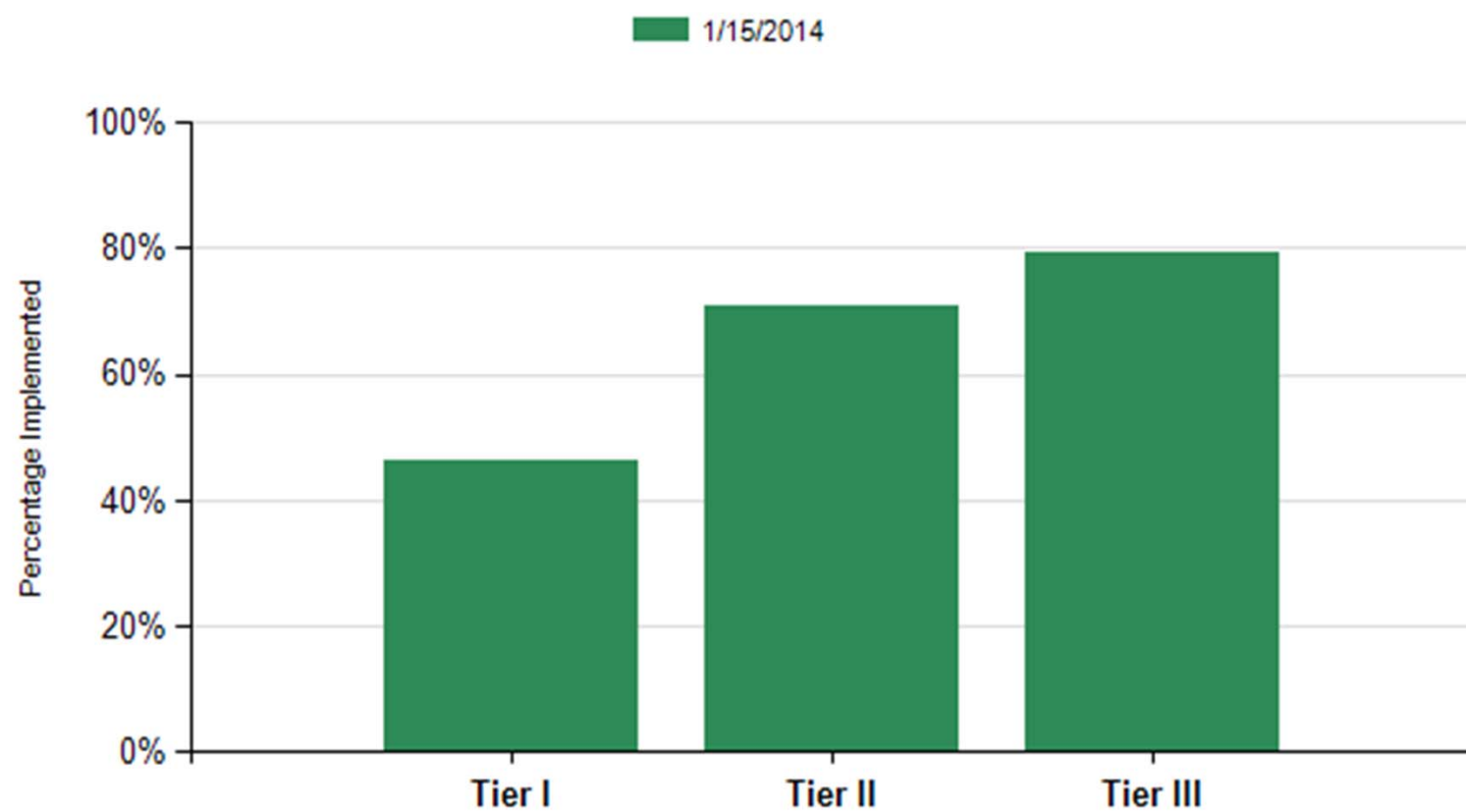
School-Wide PBIS (SWPBIS) Implementation Inventory
Elementary School
1/15/2014
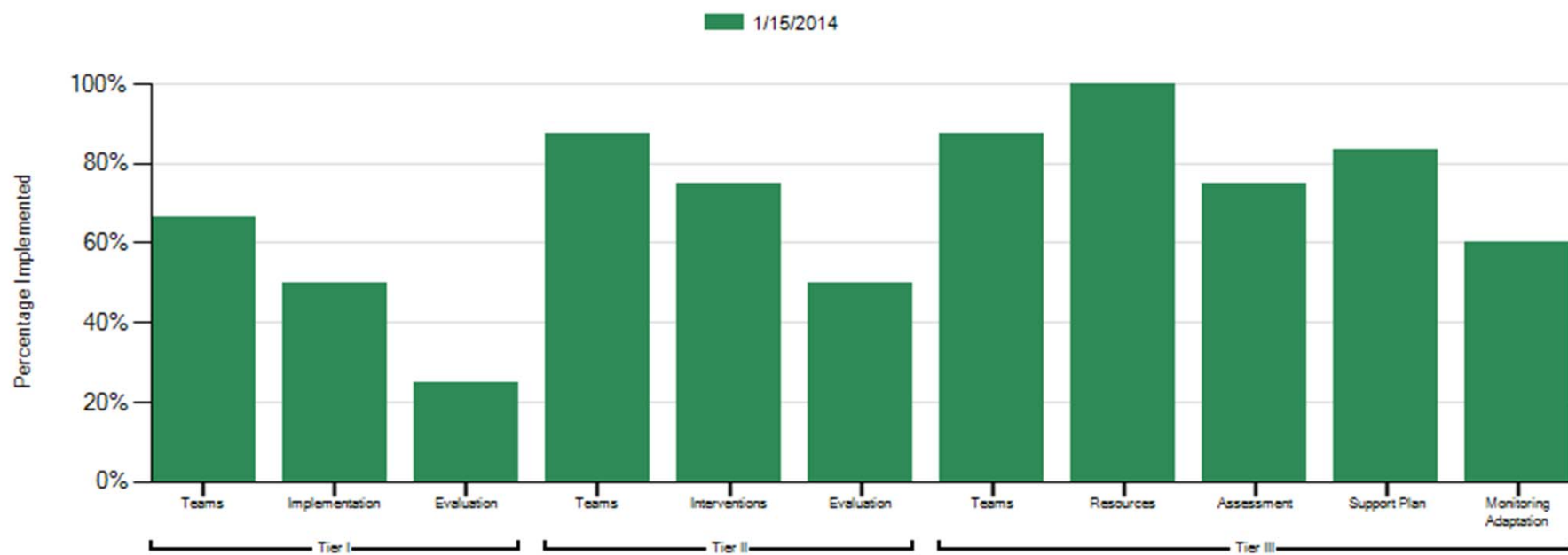
Sarah Pinkelman
2014

**Is there a functional relation between introduction of daily measures of BSP fidelity and impact (via the Individual Student Information System: ISIS), and change in (a) the fidelity of BSP implementation and (b) student behavior?**
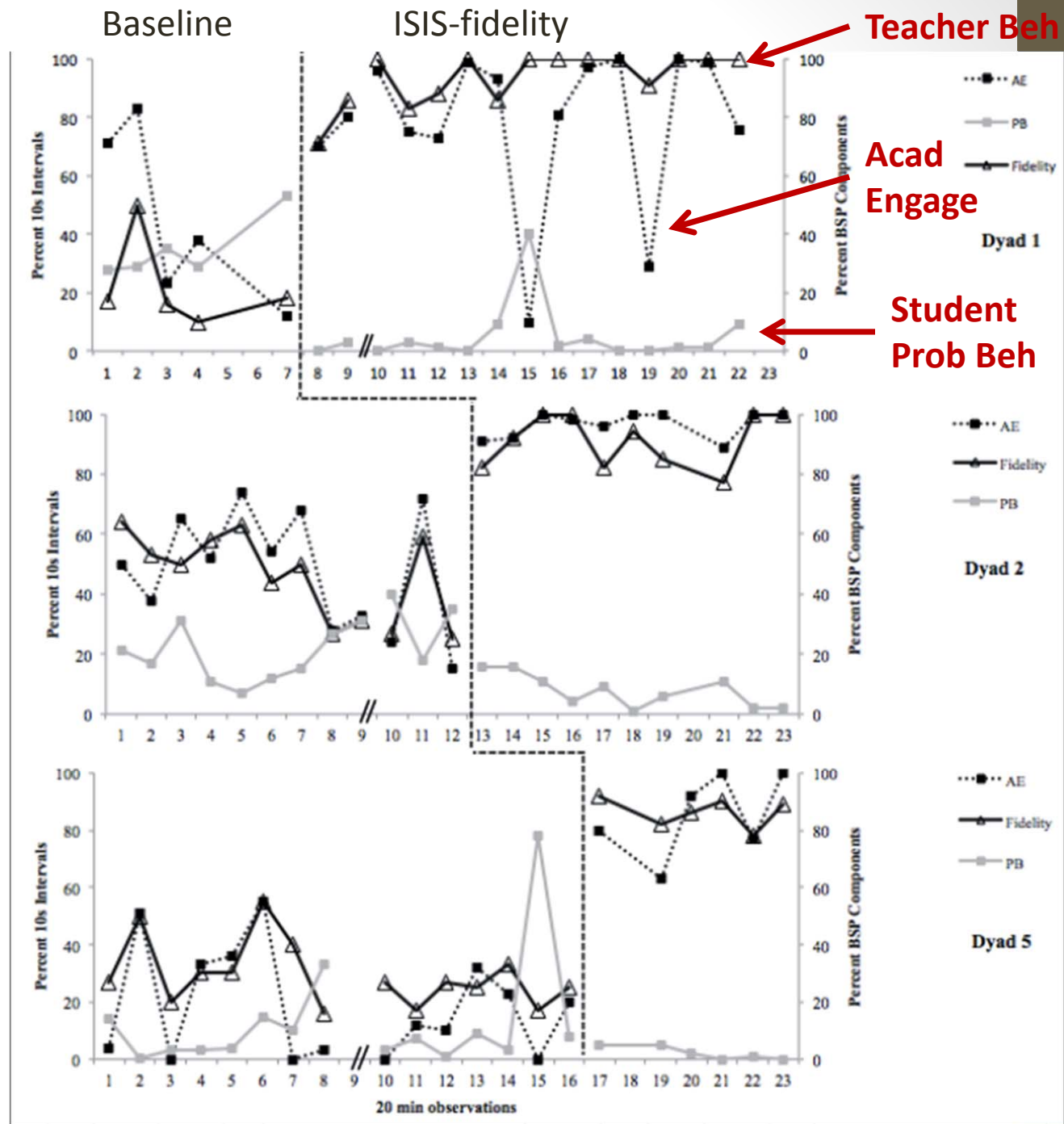
# 1.14 Annual Evaluation

| Feature | Data Sources | Scoring Criteria |
| --- | --- | --- |
| | | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented |
| **1.14 Annual Evaluation:** Tier I planning team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. | • Staff and student surveys<br>• Tier I handbook<br>• Fidelity tools<br>• School policy<br>• Student outcomes<br>• District reports<br>• School newsletters | 0 = No evaluation takes place or evaluation occurs without data<br><br>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders<br><br>2 = Evaluation conducted at least annually, and outcomes (including academic) shared with stakeholders, with clear alterations in process based on evaluation |

**Main Idea:** Implementation of the core components of PBIS is more likely if the Tier I team both self-assesses implementation status at least annually AND reports their status to relevant stakeholders (i.e., school community, school board, etc.)

V 2.0
b

# Activity: Using Data

- Do we have an efficient system for collecting the data we need?
  - Office discipline referrals per day per month
  - Disaggregation by grade, gender, ethnicity, time, behavior.
  - More detailed data for students at greater risk.

- Do we use the data to make decisions, and improve the quality of our learning environment?
  - Data reviewed regularly
  - Data used by teams to build solutions.

# *North Carolina*
# *Positive Behavior Interventions & Support Initiative*

February 2009

Heather R. Reynolds
NC Department of Public Instruction
Bob Algozzine
Behavior and Reading Improvement Center

**http://www.dpi.state.nc.us/positivebehavior/**

# North Carolina
## Positive Behavior Intervention & Support
### Initiative : 2010



Positive Behavioral Support in North Carolina
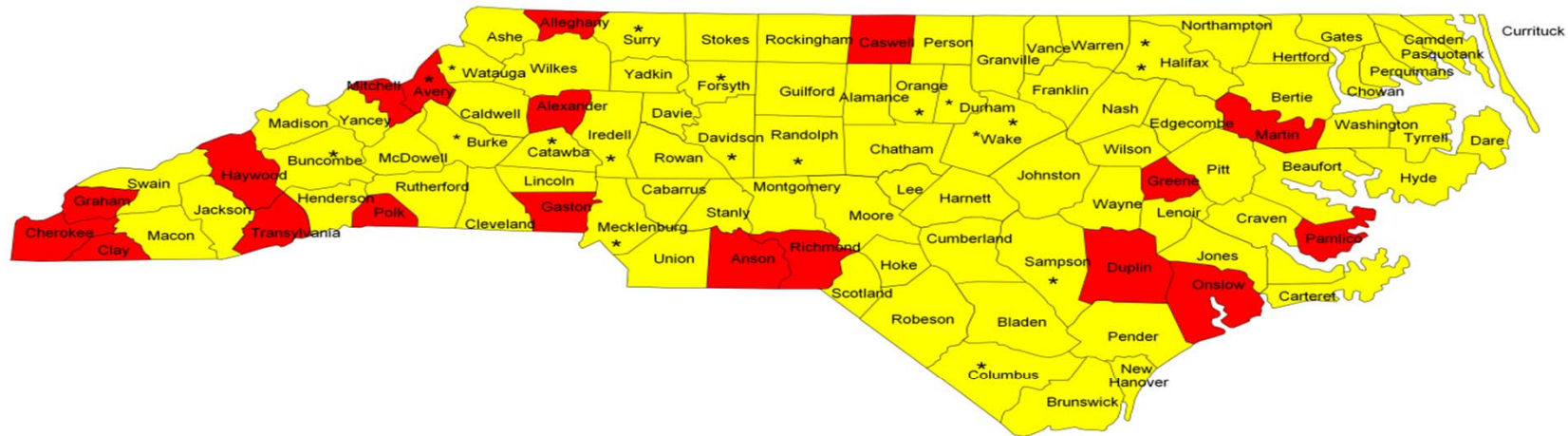
State PBS Coordinator
Heather R Reynolds
Dr. Bob Algozzine

# North Carolina
# Positive Behavior Support Initiative

Dr. Bob Algozzine

Non-PBS Comparison

**Elementary School Office Discipline Referral Risk (Majors and Minors) in North Carolina**

| | 2004-05 (N=21) | 2005-06 (N=35) | 2006-07 (N=66) | 2007-08 (N=110) | 2008-09 (N=143) | Comparison (N=5) |
|---|---|---|---|---|---|---|
| 🟥 6+ ODR | 5 | 3 | 4 | 4 | 3 | 10 |
| 🟨 2-5 ODR | 12 | 9 | 11 | 11 | 9 | 23 |
| 🟩 0-1 ODR | 82 | 88 | 85 | 85 | 88 | 67 |
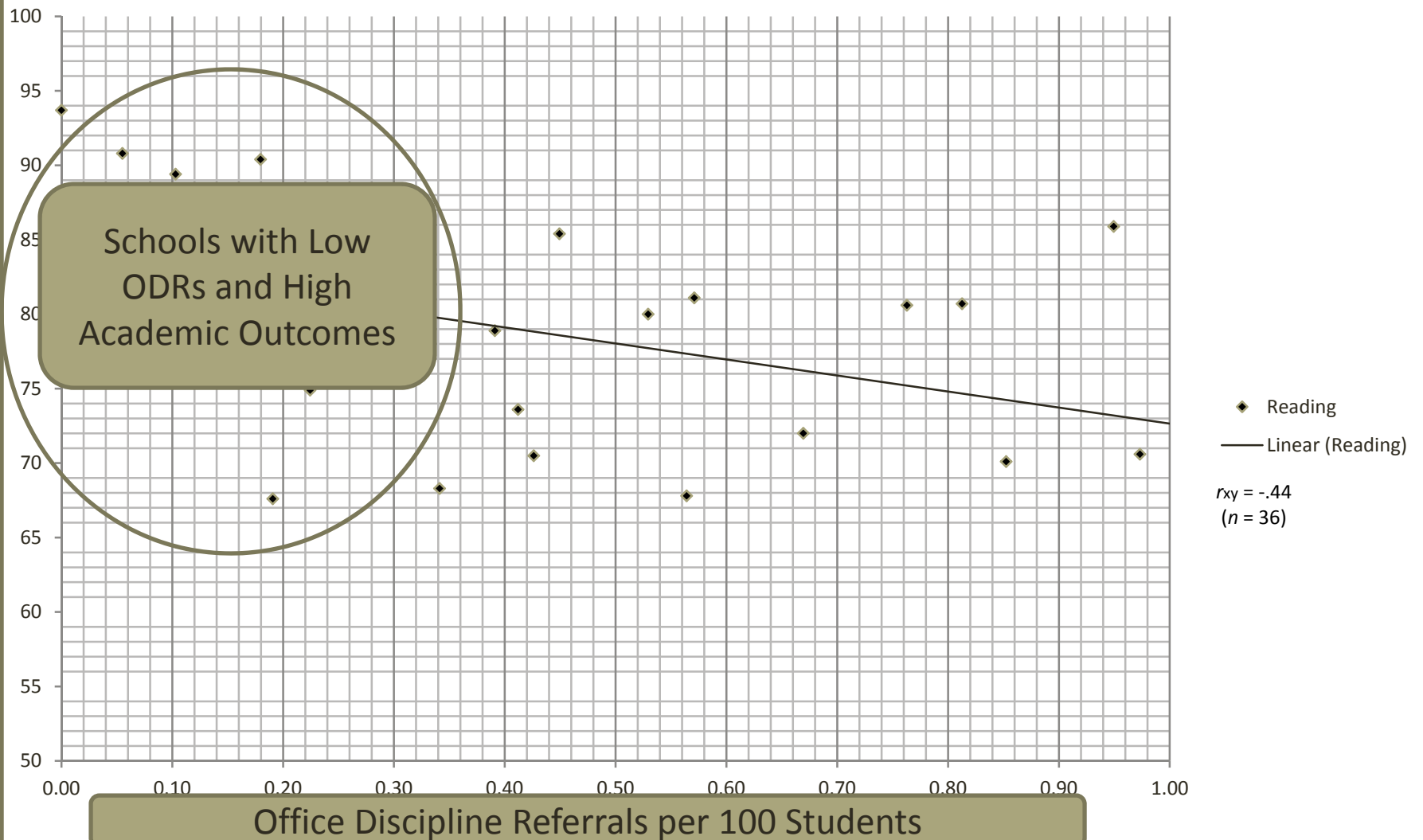
Steve Goodman
sgoodman@oaisd.org
www.cenmi.org/miblsi

# Participating Schools



- ⬟ 2000 Model Demonstration Schools (5)
- ⬟ 2004 Schools (21)
- ⬟ 2005 Schools (31)
- ⬟ 2006 Schools (50)
- ⬟ 2007 Schools (165)
- ⬟ 2008 Schools (95)
- ⬟ 2009 Schools (150*)

Total of 512 schools in collaboration with 45 of 57 ISDs (79%)

The strategies and organization for initial implementation need to change to meet the needs of larger scale implementation.

Average Major Discipline Referral per 100 Students by Cohort
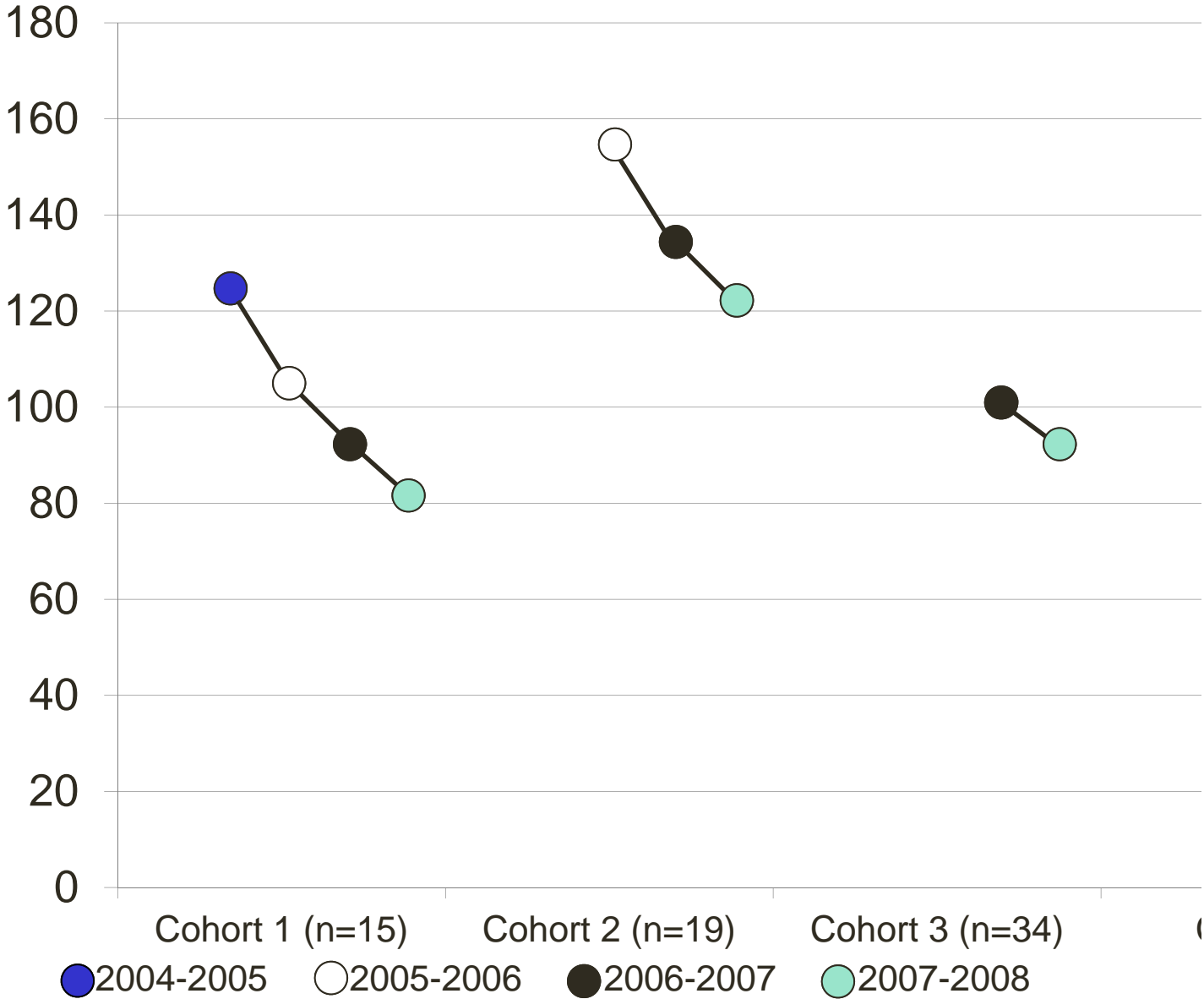
Percent of Students at DIBELS Intensive Level across year by Cohort
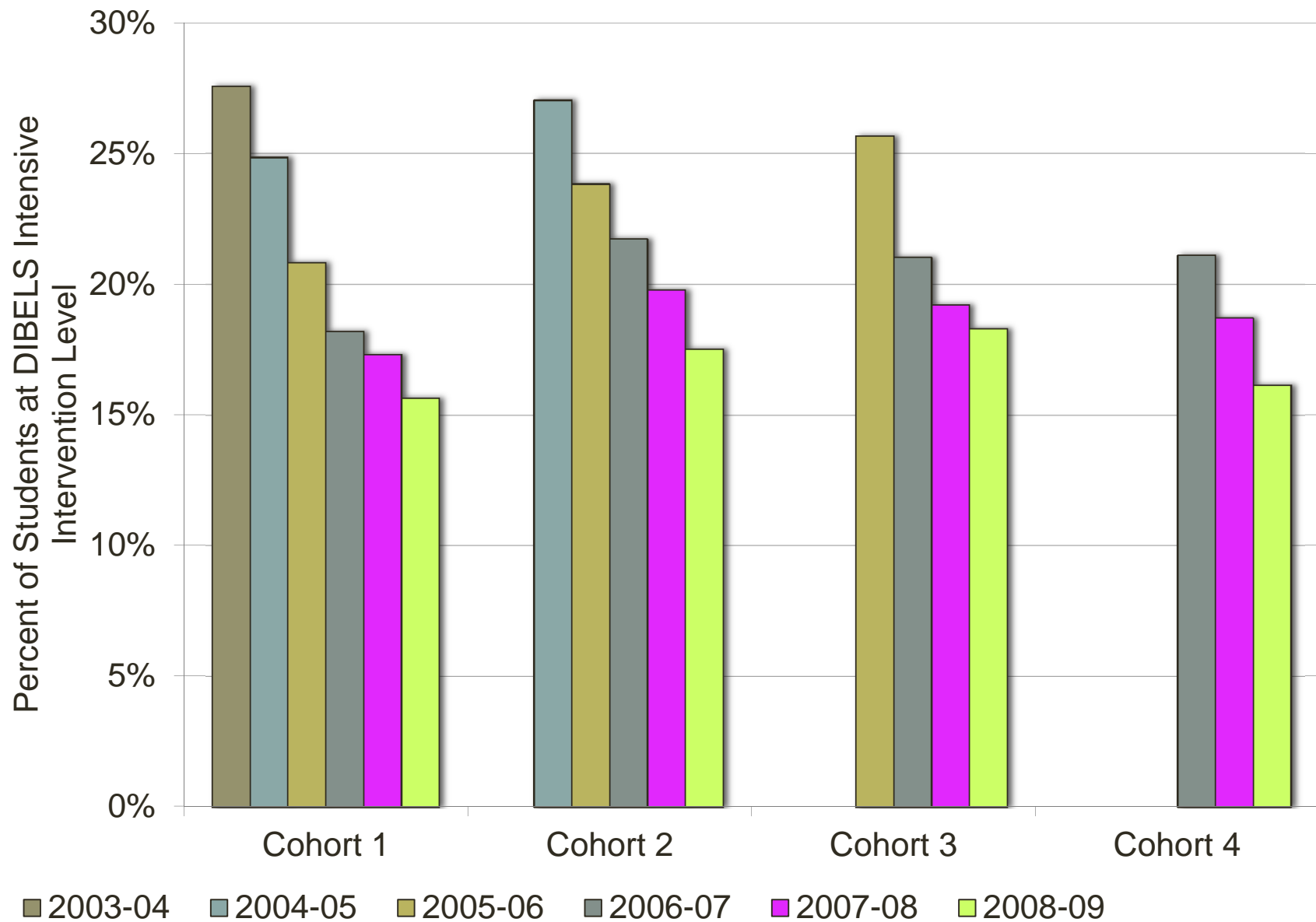
# Participating School Example:
# Fourth Grade Reading MEAP Results
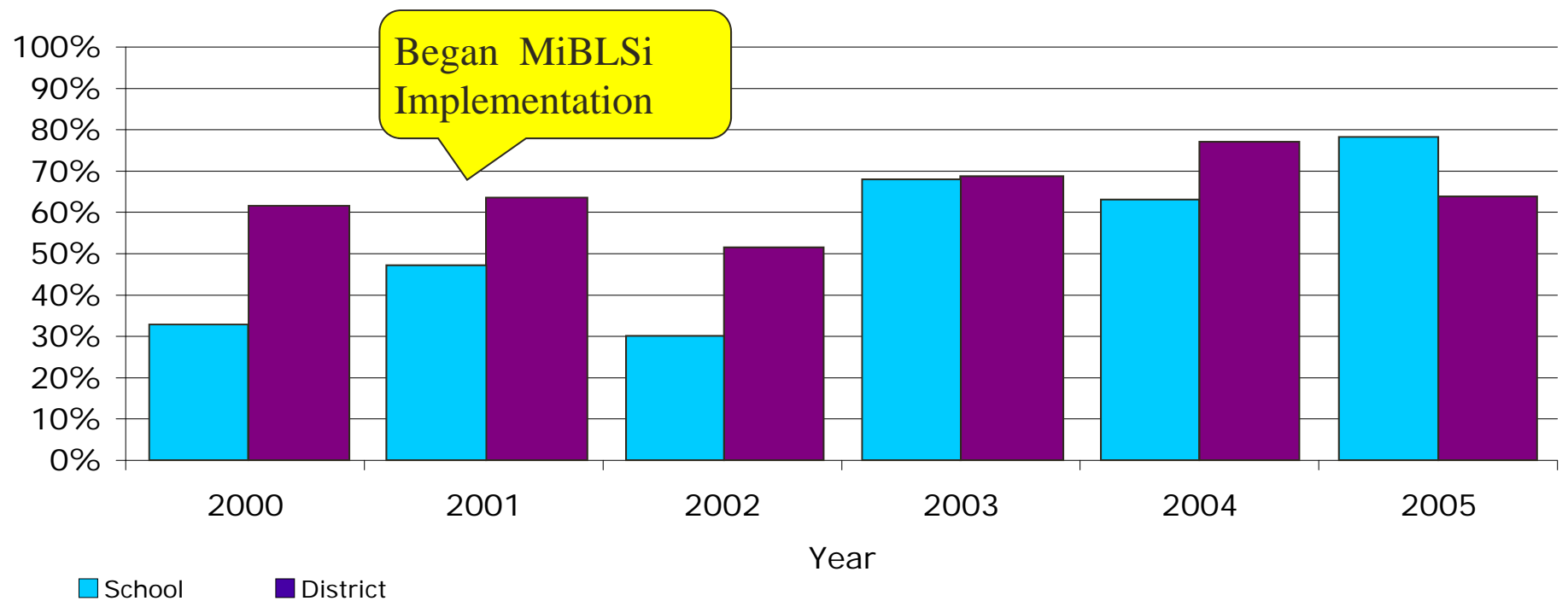
I write to you today as a former Jackson Elementary school student who wishes to convey her fondest of gratitude toward a fantastic school. As I grow older and move from state to state, I never forget my roots and where my future began....

Though I had only attended Jackson for roughly four years during kindergarten, first, second, and third grade, I realize now that those years were just as important as any other and I am proud to say that I was once a Jaguar.

Without further ado, I would like to state that nine years later **I still remember your kindness, your positivity, and most of all the three R's: Respect yourself, Respect others, and Respect property.** Those three lessons have stuck with me throughout the years, from age eight to seventeen, and have bettered me as a human being.

In essence, I simply dropped by to express my thanks, and to reassure the staff of Jackson Elementary that their hard work does not go to waste, and that even the simplest of actions or words can spur on a revolution.

Thank you very much for giving me the opportunity to live my life to its fullest.

Sincerely,

# Main Message

- *Sustained and High Fidelity Implementation of SWPBIS requires active District Support.*
    - *Especially for Tiers II and III*

---------------------------------------------------------------

*Student = unit of impact*

*Schools = unit of intervention*

*District = unit of implementation*