Effective Leadership to Support PBIS

Heather Peshak George, Ph.D.
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Goals of Positive Behavior Support
1. Build effective, positive school environments which increases school safety
2. Improve academic and behavioral outcomes for all students
3. Prevent and/or reduce problem behaviors using a collaborative, assessment-based approach for developing effective instruction and interventions
4. Teach and reinforce appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes

Core Principles of PBIS
- Team process with structured problem-solving
- Facilitated leadership
- School, district, and state action planning
- Data-based problem-solving with integrated data system and ongoing progress monitoring of student outcomes and fidelity of implementation
- Flexibility with fidelity of implementation of evidence-based instruction/interventions matched to student needs
- Working smarter, not harder
- Emphasizing prevention, teaching and effective consequences

Multi-Tiered System of Supports

Tier 3: Intensive, Individualized Interventions & Supports
The most intense instruction and intervention based on individual student need, 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 behavioral curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavioral instruction and support provided to all students in all settings.

ACADEMIC and BEHAVIOR SYSTEMS

Tier I
(Universal/Core Features - all)
- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

PURPOSE
Understand how leaders successfully implement PBIS on a campus, support the critical elements in order to achieve the greatest student outcomes, and become familiar with the various types of data to gather and analyze in order to effectively implement interventions across the continuum of supports.
**Effective Leadership to Support PBIS**

**Tier II (small targeted group)**
- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum
  - must link to universal school-wide PBIS system

**Tier III (individualized support)**
- When small group not sufficient
- When problem is intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum
  - must link to universal school-wide PBIS system

**Tier 1 BoQ Critical Elements**
- PBIS Team
- Faculty Commitment
- Effective Procedures for Dealing with Discipline
- Data Entry and Analysis Established
- Expectations and Rules Developed
- Reward/recognition Program Established
- Lesson Plans for Teaching Expectations/rules
- Implementation Plan
- Classroom
- Evaluation  
  (BoQ: Kincaid, Childs, & George, 2010)

**Stages of Implementation**

**Effective leadership evidenced by teams/individuals who:**
- Establish a clear vision for change
- Focus on their school and students
- Create relationships with stakeholders
- Engage in problem solving
- Identify the correct barriers and goals
- Apply appropriate strategies based on school needs
- Evaluate the effectiveness of implemented strategies
- Invest in professional development

(Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)

**AS A LEADERS AT YOUR SCHOOL, HOW WELL ARE YOU SUPPORTING THE CRITICAL ELEMENTS?**

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Tasks of the PBIS Team

- Assess the current status of behavior management practice
- Examine patterns of behavior
- Develop a school-wide plan
- Obtain staff commitment
- Obtain parental participation and input
- Oversee, monitor, and evaluate all planned objectives and activities developed

OVERALL, THE MAIN SOURCE OF COMMUNICATION!

Goals for PBIS Team

- Identify initiatives in place that address: the entire campus, groups of students, at-risk or individual students
- Determine data used to identify students in need of targeted/Tier 2 group interventions
- Determine curricula that will address needs
- Develop a plan for implementing on campus
  - Include evaluation of system and progress monitoring of student outcomes
- Embed within existing SWPBIS Plan on campus

Faculty Commitment

- All are aware of behavior problems on campus
  - Regular data sharing
- Involved in establishing and reviewing goals
- Feedback obtained throughout year using the existing database
  - Conduct staff surveys
  - Develop an “election” process for activities
  - Use a “comments” or “suggestions” box or bulletin board
Outcome Data: End Year Reports

Behavior Rating Scale

Track/Monitor Behavior

Identify Common Values

Effective Procedures for Dealing with Discipline

Everyone maintains high standards for academic achievement

Respect for all types of diversity

Everyone feels safe

Everyone belongs

Everyone has friends

Everyone is successful

Does the teacher perceive the problem as decreasing?

80% or greater decrease in rating of “hitting”

With this frame, we want to help the team identify their dream for the future, including all the ideas, values, and things that are important to them in developing an ideal school.

List anything that is important for the team to realize the kind of school they desire.

http://www.youtube.com/watch?v=47q1PvWWZ

Everyone is successful

Everyone feels safe

Everyone belongs

Everyone has friends

Everyone belongs

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Data Entry and Analysis Established

- Data system to collect/analyze ODR data
  - [ ] www.swis.org
- Additional data collected
- Data entered weekly (minimum)
- Data analyzed monthly (minimum)
- Data shared with team monthly (minimum)

Expectations and Rules Developed

- 3-5 positively stated behavior expectations posted
- Expectations apply to both students and staff
- Rules developed and posted for specific settings
- Rules are linked to expectations
- Feedback obtained in development

Setting-Specific Rules Facilitate:

- Uniform instruction across multiple programs and settings within the school
- Communication among staff members
- Assessment of student behaviors
- Communication with parents
- Curriculum design
- Legal, ethical, and professional accountability
**MLK Middle School’s Matrix**

<table>
<thead>
<tr>
<th></th>
<th>Hall</th>
<th>Cafeteria</th>
<th>Gym</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be safe</strong></td>
<td>Walk to right</td>
<td>Keep food &amp; drink off the floor</td>
<td>Use equipment with supervision</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, &amp; objects to self</td>
<td>Walk</td>
<td>Use equipment as instructed</td>
</tr>
<tr>
<td><strong>Be prepared</strong></td>
<td>Have planner signed</td>
<td>Have lunch money ready</td>
<td>Be dressed out &amp; in place on time</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Know what you want to order</td>
<td>Be ready to repeat instructions when asked</td>
</tr>
<tr>
<td><strong>Be respectful</strong></td>
<td>Use an inside voice</td>
<td>Take your place in line</td>
<td>Stop &amp; listen when the whistle blows</td>
</tr>
<tr>
<td></td>
<td>Put trash in the garbage cans</td>
<td>Clean your area of the table</td>
<td>Follow game rules</td>
</tr>
</tbody>
</table>

**Reward/Recognition Program Established**

- System established and implemented consistently across campus
- Variety of methods to reward students
- Linked to expectations
- Variety offered to maintain student interest
- Includes opportunities for naturally occurring reinforcement
- Ratios of reinforcement to corrections high
- Student involved in development
- Incentives for faculty/staff

**Guidelines for Providing Rewards**

- **When**
  - Immediately after the target behavior occurs (expectation)
  - Frequently after teaching an expectation
  - In problem locations or situations
- **Avoid**
  - Long delays between the display of positive behavior and reward
  - Only quarterly or semester events
  - Use as part of the reward hierarchy
- **General**
  - Students should always be eligible to earn a reward
  - 'No' parties should not be used in isolation
  - Tardies, referrals, dress code violations, etc.
  - Some students may need shorter time intervals between rewards
Lesson Plans for Teaching Expectations/Rules

- Behavioral curriculum includes concept and skill level instruction
- Examples and non-examples included
- Variety of teaching strategies included
- Embedded within subject areas
- All involved in development and delivery
- Include families and community

What the Staff Need to Know:

- The “big picture” – your team purpose
- Lesson plans to teach expectations and rules
- How and when to teach expectations and administer rewards
- The process for handling problem behaviors
- Schedules for training and rewarding activities

What Students Need to Be Taught

- Expectations
- Rules for specific settings
- Discipline process across campus
- Consequences for rule violations
- Reward system
- Where and how feedback will be provided on the behaviors across campus

Implementation Plan

- Develop, schedule, and deliver plans to teach staff:
  - discipline and data system
  - lesson plans for students
- Schedule/plans for teaching students developed
- Booster sessions for students and staff
- Plan for rewards/incentives
- Plan for new students/staff
- Plan to involve families and community

Expectations & behavioral skills are taught & recognized in natural context

- Rules defined for each SW expectation & posted
- Routines and procedures are explicitly identified
- Expected behavior routines are taught
- Immediate and specific behavior praise used
- Acknowledgement of students demonstrating expected behaviors
- Procedures exist for tracking behavior problems
- Range of consequences/interventions

Classroom

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Evaluation

- Students/staff surveyed
- All know expectations/rules
- Staff use discipline system/documentation appropriately
- Staff use reward system appropriately
- Outcomes documented and used to evaluate PBIS Plans

Evaluating Your Data

**Evaluation Process Includes:**
- System to efficiently and effectively collect, record and graph data
- Resources and expertise to review and analyze data
- Monthly review and analysis of discipline and outcome data
- SWPBIS Action Plan updates based on data review and analysis
- Are these steps included in your school’s data evaluation process?

Discipline Data Sources

- Five major data sources:
  - Average referrals/day/month
  - Referrals by: problem behavior, location, time of day, and individual student
- Additional data sources
  - Referrals by motivation or function (get/obtain, escape/avoid)
  - Office-managed vs. classroom-managed referrals
  - ISS/OSS data
  - Does your PBIS team review and analyze your school’s discipline data at each meeting?
  - Does your team use the data to evaluate the PBIS development and implementation process and develop next steps?

Other Data Sources

- Staff, student and/or parent surveys
- Staff and student attendance
- Teacher requests for assistance or school-wide behavioral screening
- Special Education referrals
- Grades and/or standardized test scores
- Fidelity measures
  - Benchmarks of Quality, Team Implementation Checklist, Walkthrough Evaluations
  - SWPBIS Action Plan
- Direct observations
- What are other sources of outcome data?
- Does your PBIS team review other data sources at each meeting and use the data to evaluate progress?

School Questions at Tier 1 (for problem solving)

- How many behavior problems are there?
- When are we having behavior problems?
- Where are we having behavior problems?
- Who is having behavior problems?
- What behavior problems are we experiencing?
What Systems are Problematic?

- Referrals by location?
- Are there specific problem locations?
- Referrals by time of day?
- Are there specific times when problems occur?
- Referrals by problem behavior:
  - What problem behaviors are most common?
- Referrals by staff and/or student?
  - Are there many students receiving referrals or only a small number of students with many referrals?
- Additional Queries/Custom Graphs…
  - Grade level, staff, ethnicity, gender, ESE status, etc…
  - Combinations for specific problem identification

The Core Curriculum Supports all Students

- Are problems occurring all year?
- When should the intensity of Tier 1 PBS activities be increased?

CUSTOM: A.A. 3rd Grade Boys’ Problem Behaviors - Classroom
School Questions

• If your school is implementing Tier 1 PBIS, is there an impact on behavior?
  – Has there been a change in reported student problem behavior?
    • Office discipline referrals
    • Suspensions
    • Expulsions
    • Referrals to special education
  – Has there been a change in
    • Student attendance?
    • Student academic performance?
    • Perceived risk factors and protective factors that affect mental health outcomes?

Tier 1: School Decisions

• Are we making adequate progress on our action plan and implementing components of PBIS?
  – If not, contact your Coach, District Coordinator, and/or State Project Director for assistance

School Questions

• Are the faculty, staff, students, families, and community stakeholders satisfied?
  – Are faculty satisfied that PBIS implementation is worth the time and effort?
  – Are students satisfied that PBIS implementation? Do they see that PBIS is in their best interest?

Tier 1: School Decisions

• Does our team work well together? If not, what are some issues we need to address?
Team Process Evaluation

- (Example – school’s lowest two items)
  18. We acknowledge and confront conflict openly. 3.5
  19. We generate additional solutions or strategies if we disagree with those proposed.

Tier 1: School Decisions

- Does your school have a consistent, stable decreasing trend in office discipline referrals or other behavioral measures?

#### Tier 1: School Decisions

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<th>School Decisions</th>
<th>Example: School’s lowest two items</th>
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<td>Does your school have a score of 70 or higher on the Benchmarks of Quality?</td>
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<td>Does your school have a consistent, stable decreasing trend in office discipline referrals or other behavioral measures?</td>
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**Jones Middle School**

- Referrals per 100 Students
  - Does our school have a stable decrease in ODRs?
  - Concern about increase in last year!

- ISS & OSS per 100 Students
  - Is our school seeing a decrease in ISS and OSS?
  - Data are variable and OSS is increasing significantly.

**Jones Middle School**

- Benchmarks of Quality Score per Critical Element Category
  - Are our Benchmarks scores above 70 and rising?
  - Scores have never been over 70 and dropped 15 points last year.
Tier 1: School Decisions

- Do your staff and students support PBIS as evidenced through surveys?

Staff Satisfaction Results

Are staff satisfied with PBS process?

Majority of responses in Agree or Strongly agree category.

Tier 1: Classroom School Decisions

- What if a majority of ODRs are coming from the classroom setting and many classrooms are referring students with ODRs?

Referrals by Location

Where do most of our ODRs come from?

Over 80% of ODRs are from classroom?

Tier 2: Classroom School Decisions

- What if a number of referrals are coming from just a few classrooms?
Referrals by Grade from 7-8:30 a.m.

Are the referrals from a few or a group of teachers?

All teachers are in the 6th and 7th grade.

Referrals by Teacher

Is there a group of teachers who make most referrals?

Five teachers have 4 or more referrals!

Tier 2: Classroom School Decisions

- What if teacher requests for assistance, referrals to Special Education, and ratings and rankings of students with behavior problems identify individual classrooms that would benefit from technical assistance from the PBIS Team?

- Tier 2: Classroom School Decisions

- Are the referrals from a few or a group of teachers?

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- Are the referrals from a few or a group of teachers?
In Summary... The Process for School-wide PBIS Includes:

- A committed team leading all PBIS efforts
- Method for identifying current problems (data)
- Procedures for discouraging violations of school-wide expectations/rules
- Positively stated behavior expectations/rules
- Procedures for encouraging expected behaviors
- Lesson plans to teach expectations/rules
- Method of monitoring implementation and effectiveness

Start the Movement at Your School!

- Leadership Lessons from Dancing Guy
- http://www.youtube.com/watch?v=fW8am MCVAJQ

Some Resources


Florida Online Resources

- http://pbis.org/
- http://www.pbis.org/online
- http://www.pbis.org/Resources

Questions?

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Questions?
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