

## Blueprints for Success: Building Sustainable School-wide Systems of Behavioral Support

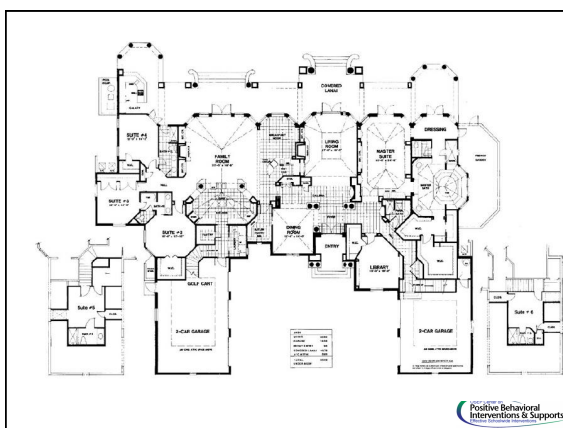
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Behavioral Intervention & Supports  
[www.pbis.org](http://www.pbis.org)



## Advanced Organizer

- This morning = Big Ideas
- During the conference:
  - Refresh what you know
  - Expand on initial implementation
  - Focus on key readiness factors for next step



[pbis.org](http://pbis.org)

- *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment*
- *Evaluation Blueprint for School-Wide Positive Behavior Support*
- *Blueprint for School-wide Positive Behavior Support Training and Professional Development*



### Key Across Blueprints

- Think about “function” of team members and support personnel vs. traditional role
  - What expertise do we currently have?
  - What additional skill sets do we need?
- Focus on “key features” of process vs. examples
  - Steps to get to outcomes
  - How to embed in existing resources
  - “Repurpose” resources when necessary



### Key Across Blueprints

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

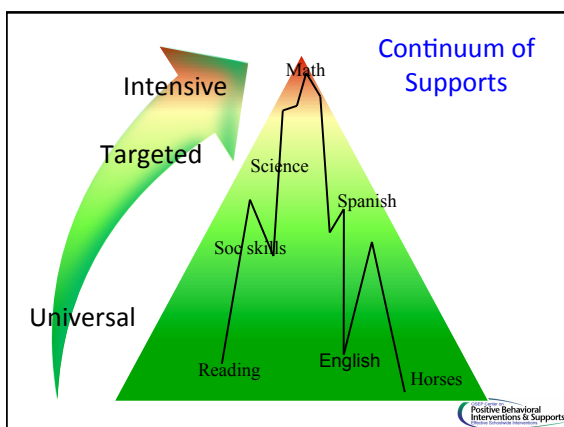
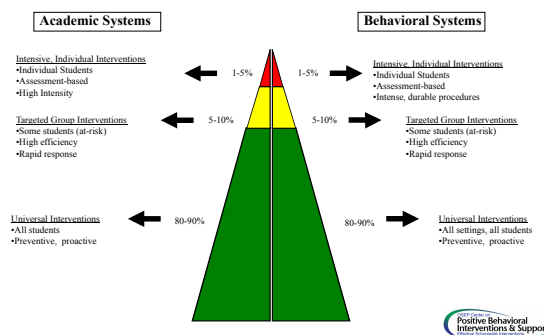


### Key Across Blueprint

- Follow basic logic, but use resources and tools to accomplish what you would like to achieve
- Continue to self-evaluate
- Continue to “check in” with key stake holders
  - Parents
  - School Board
  - Staff



### Designing School-Wide Systems for Student Success



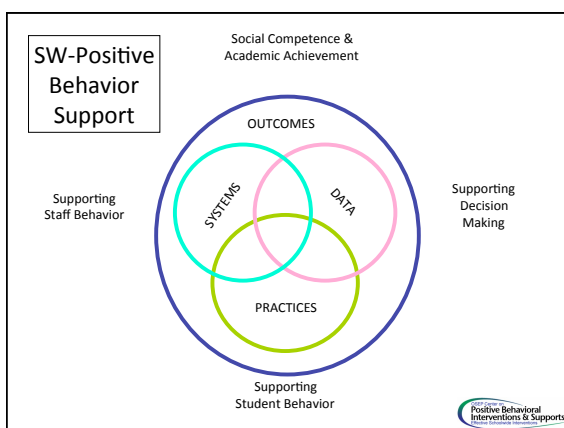
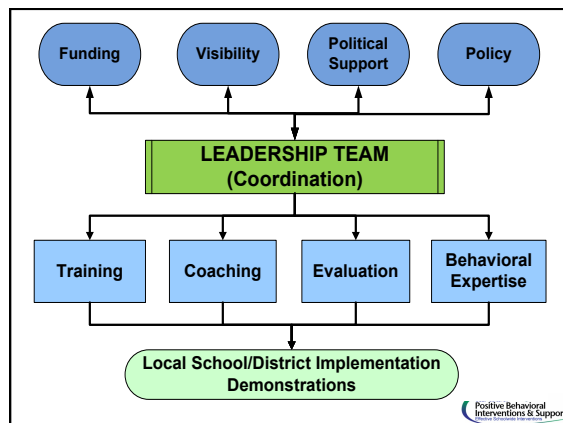
### Laying the Foundation

*School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment*



## Foundation

- School Leadership Teams
- District/Regional Leadership Teams
- Problem Solving Process
  - Data
  - Practices
  - Systems
- Instructional Focus



## SW-PBS Problem Solving Logic

1. Establish Ground Rules
2. Start with Data
3. Match Practices to Data
4. Align Resources to Implement Practices (systems, systems, systems)



## SW-PBS Problem Solving Logic

### 1. Establish Ground Rules

- Nothing sacred / Everything is important
- Not about “philosophy” or “theory”
- Keep focus on outcomes
- Remember, if what we are doing now was meeting the needs of all students we wouldn’t be having the conversation
- Allow for a transition period (*Phase of Implementation*)
  - 2-3 years



## SW-PBS Problem Solving Logic

### 2. Start with Data

- Be prepared for the “examination & explanation”
- Understand that data are simply a “sample” of what is going on
- Data must be contextualized
- Don’t drown in the data
- Assess the integrity of the data (plan to correct)
- Keep the conversation focused on data that are “in your control”
- Be prepared with a draft action plan



## SW-PBS Problem Solving Logic

### 3. Match Practices to Data

- Strategies, curricula, and resources independent of what is currently in place
- Don't limit to what you currently know – outside resources

– *Build your daily schedule around priorities*



## SW-PBS Problem Solving Logic

### 4. Align Resources to Implement Practices

- New roles to reach outcomes will require training and on-going technical assistance (systems)



## Supporting the Foundation

*Blueprint for School-wide Positive Behavior Support Training and Professional Development*



## Professional Development Blueprint

Purpose:

- (a) Identify core components to allow development of local training adaptations,
- (b) Provide tools and measures to verify and evaluate content validity of training,
- (c) Provide tools and measures to guide assessment of implementation integrity,
- (d) Judge the preparedness of professional development providers, and
- (e) Guide development of comprehensive professional development plans at the district, region, and state level.



## Trainers

- Train more folks than you think you need
- Levels of skill development
- Organized around Phases of Implementation
  - Team Member
  - Team Leader
  - Coach
  - Trainer
  - Coach Coordinator
  - Regional/State Coordinator



## Coaching within SWPBS Implementation

- Defining the Role
  - Internal vs External
- Selecting Coaches
- Training and support for coaches
- Assessing Impact



## Outcomes of Coaching

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



## Research Findings on Scaling Up and Sustaining

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
  - Information dissemination alone
  - Training by itself



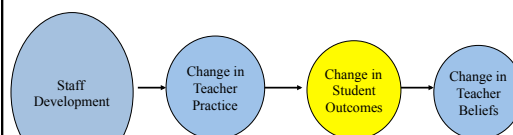
## Research Findings on Scaling Up and Sustaining

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- What does work
  - Long term, multi-level approaches
  - *Skills-based training*
  - *Practice-based coaching*
  - *Practitioner performance-feedback*
  - Program evaluation
  - Facilitative administrative practices
  - Methods for systems intervention



## Meaningful PD Outcomes



A Model of the Process of Teacher Change

Guskey, 1986



## Supporting the Foundation

*Evaluation Blueprint for School-wide  
Positive Behavior Support*



## 1. Determine what questions you want to answer

### Examples

- Can we predict problems/success?
  - When/where/who?
- Possible “function” of problem behavior?
- Who needs targeted or intensive academic supports?
- What environmental changes/supports are needed?



## 2. Determine what data will help to answer questions

- Existing data set(s)
- Current data collection
- Additional / new data
- *Confidence in accuracy?*
- *Complete picture?*



## 3. Determine the simplest way to get data

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

*Train ALL staff on use & provide on-going TA*



## 4. Put system in place to collect data

- Build on existing systems
- Add components over time
- Central entry point
  - Electronic



## 5. Analyze data to answer questions

- Trends
- Instruction & supports in place/not in-place
- Pre/post “big outcomes”
- Comparisons (norm / local)
  - Relative growth
  - Absolute growth



## Tools To Assist

- Identify Progress Monitoring Tool
  - Tier I
    - Team Implementation Checklist
    - Benchmarks of Quality
    - School-wide Evaluation Tool
    - School Assessment Survey
    - SWIS
  - Tier II/III
    - CICO Progress Monitoring Tool
    - Benchmark for Advance Tiers (BAT)
    - Individual Student Systems Evaluation Tool (ISSET)

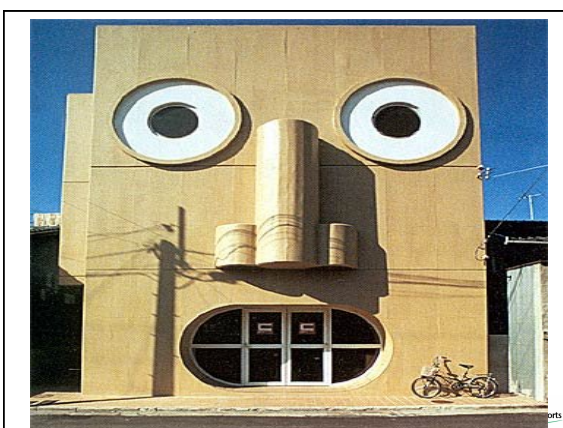
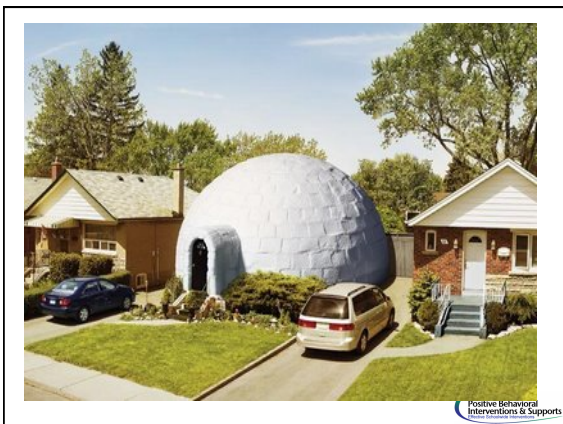


## Pouring the Foundation

- What outcomes?
- Cultural context
- Family engagement
- Community connections







### Family Room (Tier II)

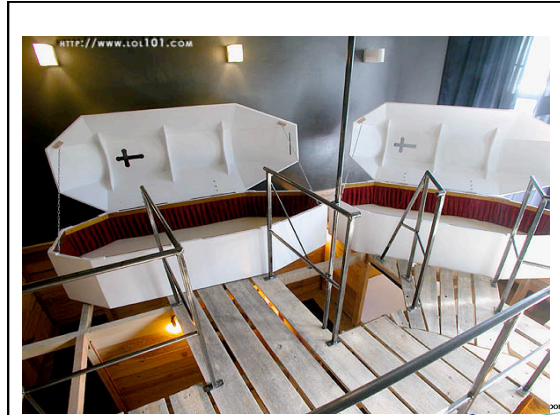
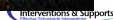
- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum – **must link to universal school-wide PBS system**

Positive Behavioral Interventions & Supports



### Bed Rooms (Tier III)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – **must link to universal school-wide PBS system**



### The Connect Point Across the Continuum and Essential for a Sound House

Classroom Management & Instruction



### The Challenge

- Students spend majority of their school day in the classroom
- Majority of “discipline problems” originate in the classroom and often result in removal from instruction
- **Remaining engaged in instruction essential to student academic and social success**
- “Culture” of education often reinforces ineffective practices and creates barriers to implementing effective practices





## A Peek Into High School Core Classrooms

- 74% of teacher time was coded as “non-teaching”
- Teacher Feedback:
  - Positive 0.16 per hour
  - Correction 0.16 per hour
  - Negative 0.44 per hour
- Opportunities to Respond
  - Group 2.5 per hour
  - Individual 0.4 per hour
- Student Engagement:
  - Active 18%
  - Passive 12%
  - Off Task 14%
  - Down Time 57%



## Setting up the Classroom Environment

### Establishing expectations:

- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?
- ☆ How can I change my instruction to help pupils develop the skills I am trying to teach?

*Bottom line = ask if students have pre-requisite and requisite skills to succeed based on each of the answers – if not, teach and practice*



## Classroom Essentials\*

1. Classroom expectations & rules defined and taught
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised
6. Students are given multiple opportunities to respond (OTR)
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need



## “Learning Errors”

*How are you going to prevent it from happening again?*

1. Minors addressed quickly and quietly/privately
2. School wide procedures for majors are followed
3. Upon “return,” debrief and plan to prevent
  1. What does student need?
  2. What can we do to help?



## “Appropriate” Responses to Learning Errors

- If student removed from learning environment, create opportunities to teach/practice replacement behaviors
- Natural consequences (is it “punishment” from the student’s perspective)
- Changes within and across environments to promote appropriate behavior



## A Classroom Example...



## Study Basics

- Subject:
  - Seven years old
  - Identified with EBD and ADHD
- Setting
  - General education 2<sup>nd</sup> grade classroom with 19 other students
  - One licensed teacher and one student teacher
- Concern
  - Student exhibits high rates of off-task
  - Student shouts out answers and questions and comments at high rates and often inappropriate



## “Function of Behavior”

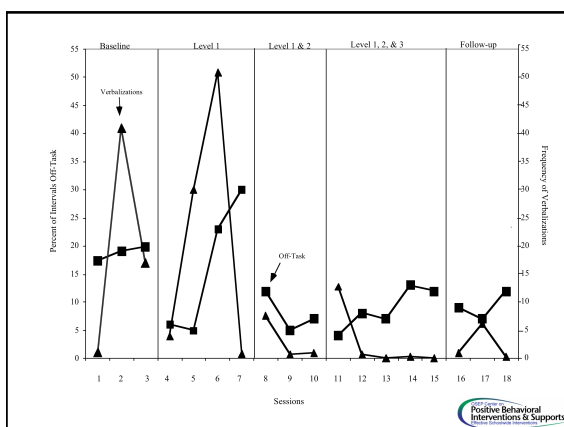
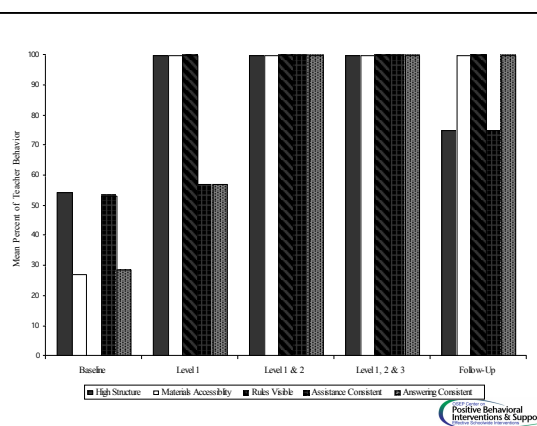
- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  - Function identified as **Attention**
  - Significant antecedents: **multiple step direction and group settings**
  - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection



## “Environment Assessment”

Significant variables:

- clarity of expectations & directions
- consistency of expectations
- accessibility of class schedules
- lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)



## Some Final Thoughts

On Building a Complete Continuum



## Integrating Systems of Support

### Field Primary School



## Field Primary School

- High Diversity
  - School has 290 students; 50% minority; 20% English Language Learners; 13% special education
- Instructional leader turnover
- Poverty
  - 79% of students qualify for free and reduced lunches
- Highly transient population



## Field Primary School

- + Teachers and Staff committed to the increasing academic and social success of all students
- + A committed Principal who supported faculty in their efforts to change the way the taught to improve children's lives

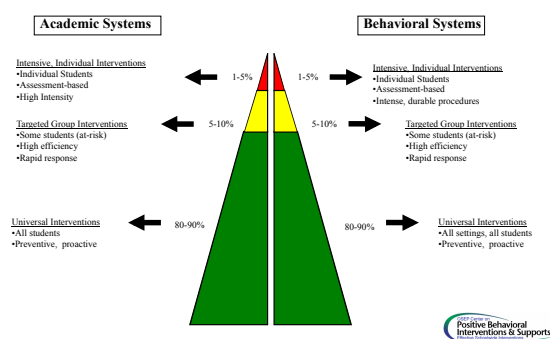


## Field Primary School

- Academic Standing
  - *Annual Yearly Progress* (AYP)
  - 5% of all students scored proficient in 2005, according to the Missouri Assessment Program. Breakdown by group:
    - 0% African American
    - 18% Caucasian
    - 0% Students with disabilities
    - 0% English Language Learners
    - 7% Free/Reduced Priced Lunch



## Designing School-Wide Systems for Student Success



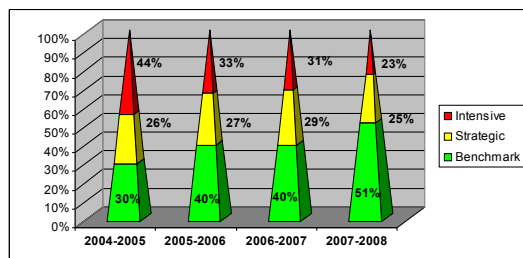
## Field Primary School

- Literacy
  - In 2004–05, **44% students** required intensive support for reading and writing
- Social Behavior
  - In 2003-04 Averaging **10.4 discipline referrals per day**





## Field Literacy Data



Positive Behavioral Interventions & Supports

## Student Voice

- Member of the SW-PBS Team
- Connect points to existing student leadership groups
- Student goal setting & progress monitoring
- Students as exemplars
- *SW-PBS is something we do WITH students not to them*

Positive Behavioral Interventions & Supports

## Montana Student Voice

Survey Statements	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
School is a welcoming and friendly place.	71%	70%	71%	77%	71%	67%	71%	68%	69%	70%	
I feel accepted for who I am at school.	71%	75%	67%	78%	71%	68%	70%	68%	71%	72%	
Teachers make an effort to get to know me.	57%	59%	55%	72%	63%	55%	51%	48%	52%	54%	
I have difficulty fitting in at school.	20%	19%	21%	24%	22%	21%	20%	18%	18%	17%	
Teachers care about my problems and feelings.	51%	49%	53%	69%	58%	49%	43%	42%	44%	47%	
I am proud of my school.	62%	61%	63%	76%	67%	57%	64%	59%	54%	53%	
I am a valued member of my school community.	46%	47%	46%	56%	51%	45%	41%	40%	43%	47%	
I think bullying is a problem at my school.	44%	41%	47%	53%	51%	50%	39%	37%	36%	35%	



Positive Behavioral  
Interventions & Supports

Positive Behavioral Interventions & Supports

## Montana Student Voice

Survey Statements	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
Students respect teachers.	46%	48%	44%	62%	48%	41%	41%	41%	43%	47%	
My parents care about my education.	95%	95%	95%	97%	97%	96%	95%	94%	94%	92%	
I have a teacher who is a positive role model for me.	76%	73%	80%	83%	76%	73%	71%	72%	78%	81%	
Teachers care about me as an individual.	56%	55%	56%	66%	59%	53%	49%	48%	54%	57%	
Teachers care if I am absent from school.	54%	53%	54%	65%	58%	51%	50%	48%	50%	52%	
If I have a problem, I have a teacher with whom I can talk.	56%	53%	58%	65%	58%	53%	49%	50%	55%	60%	
Teachers respect students.	66%	64%	67%	80%	71%	64%	62%	58%	58%	61%	
Students respect each other.	36%	40%	33%	44%	36%	31%	37%	34%	37%	37%	

Positive Behavioral Interventions & Supports