



School-wide Positive Behavior Support (SWPBS): Working Together to Implement Systems Change Across Schools, Districts, and States

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Florida Department of Education
Dr. Eric Smith, Commissioner



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



What is School-wide Positive Behavior Support?

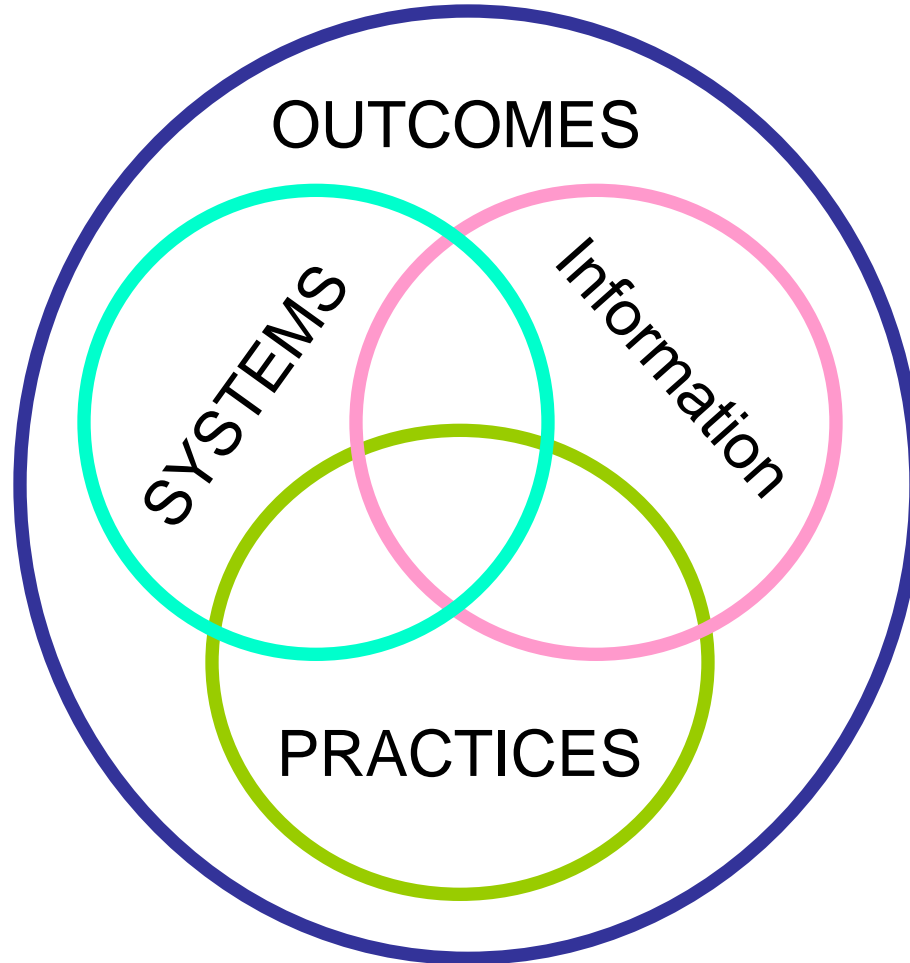
The application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.



Positive
Behavior
Support

Social Competence,
Academic Achievement, and Safety

Supporting
Staff Behavior

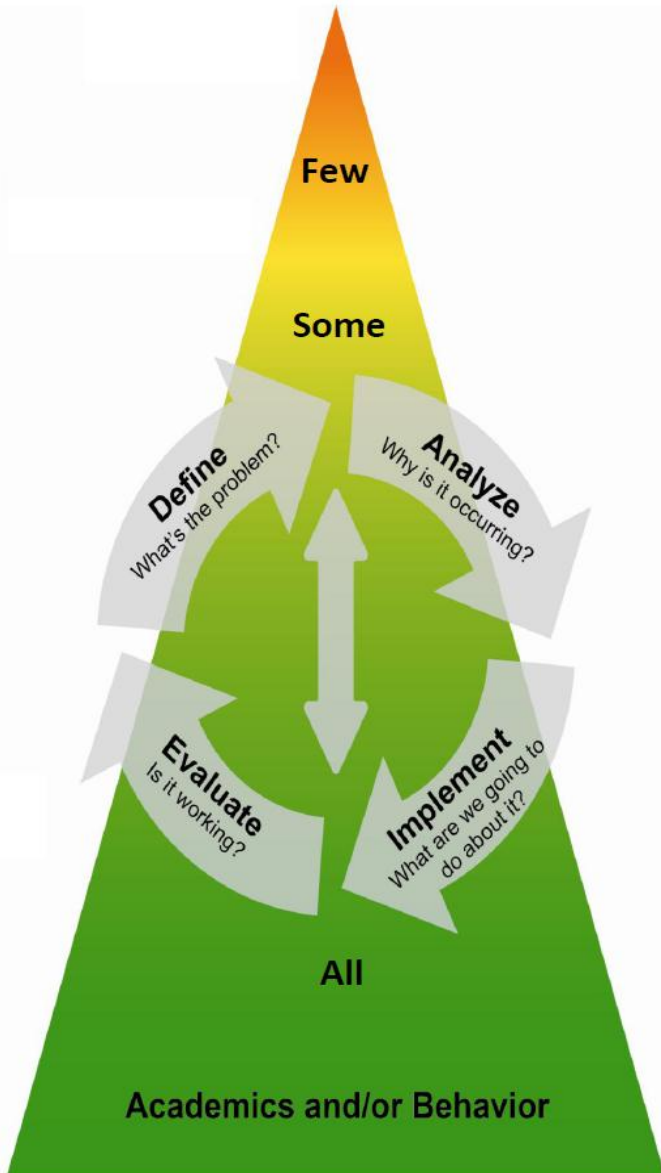


Supporting
Decision
Making

Supporting
Student Behavior

Center for Positive Behavior Interventions and Supports (2002)

Tiered Model of School Supports and the Problem-Solving Process



Intensive, Individualized Supports

- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress
- If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving



Targeted, Supplemental Supports

- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working
- If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving



Core, Universal Supports

- Research-based, high-quality, general education instruction and support
- Screening and benchmark assessments for all students
- Assessments occur for all students
- Data collection continues to inform instruction
- If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem-solving

How Do Schools Typically Respond?

Reactive/Consequence Strategies

- Office referral, detention, suspensions, etc.
- Consequences will not teach the “right way”
- Consequences may actually reinforce the behavior of concern

Restrictive and segregated settings

Individual counseling and therapy

Implement packaged programs



Levels of PBS

Adapted from Levels and Descriptions of Behavior Support
(George, Harrower, & Knoster, 2003)

Tier 3/Individual, Intensive – Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students

Tier 2/Supplemental – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)

Tier 1 & 2/Classroom – Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms

Tier 1/Universal – Procedures and processes intended for all students, staff, in specific settings and across campus



Universal PBS Components

Overview of process

Establishing a foundation for collaboration

Building faculty involvement

Training team and staff on basic behavioral principles

Establishing a data-based decision making system

Develop operational definitions of problem behaviors

Develop office discipline referral (ODR) form

Develop a coherent ODR process

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Universal PBS Components

- Develop effective consequences
- Identify general expectations
- Identify rules for unique settings
- Teach expectations and rules
- Develop a school-wide reward/ reinforcement system
- Develop timeline for implementation
- Evaluating the progress
- Establishing a comprehensive system



Tier 1 Training Process

Consists of lecture, video of Florida's implementing schools, team activities, and action planning

FREE OF CHARGE to districts who have participating in initial action planning process

Occurs across 3 consecutive days

School Administrator required to participate all 3 days

District Coaches/Facilitators trained to provide additional assistance

Ongoing technical assistance provided across year

Schools must complete, submit and be approved by DC and FLPBS Project before attending training



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Training Provided

School-Wide/Initial (Tier 1)

Booster/Refresher or Retraining (Tier 1)

- Online modules available

Classroom (Tiers 1 & 2)

- Online module available

Targeted Group (Tier 2)

- Online modules available

District Coordinator Meeting

- Online formats quarterly

Individual Student (Tier 3)

- District Level Planning Required

New Team Member Tier 1 Training

- online

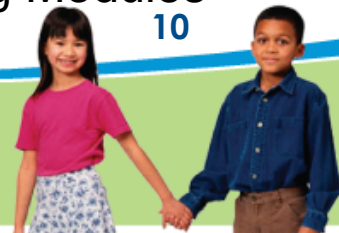
Principal/Administrator Training

SWIS/Data Trainings

Coaches' Training

- Coaches' 101 Online
- Monthly DC Meeting Modules available online

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State Level Outcomes



Number of Schools Trained in Tier 1

(April 8, 2012)



- 7 Pre-K schools
- 734 Elementary schools
- 258 Middle schools
- 173 High schools
- 81 Alt/Center schools
- 73 Other (e.g. K-8)

1326 TOTAL SCHOOLS



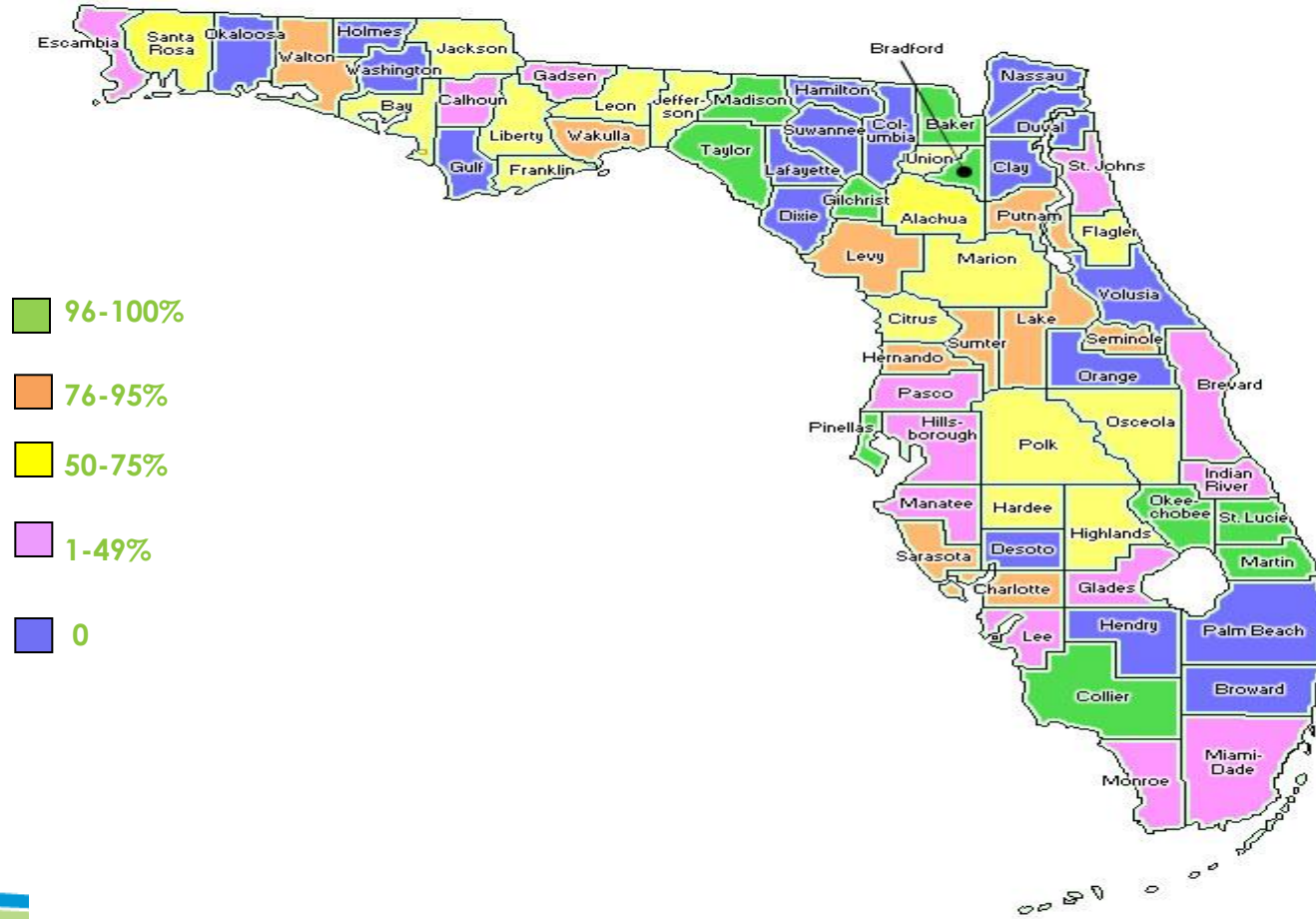
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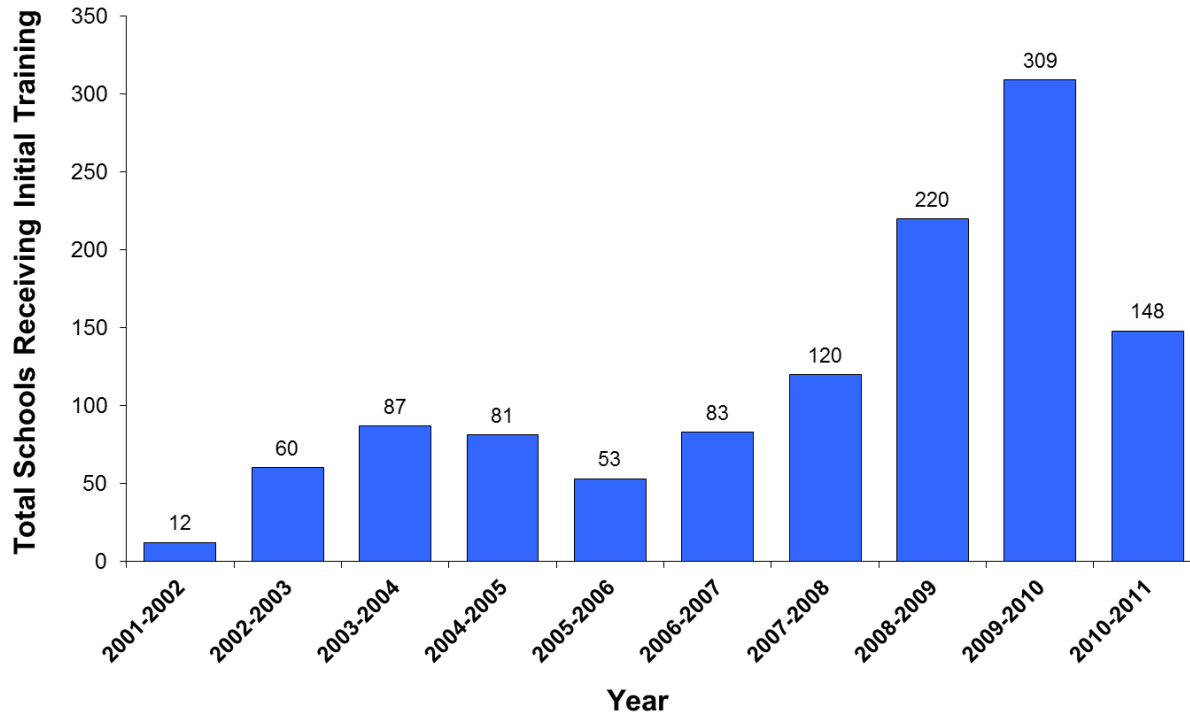
Percentage of Total Schools Active in Tier 1 PBS:RtIB (through 2011)



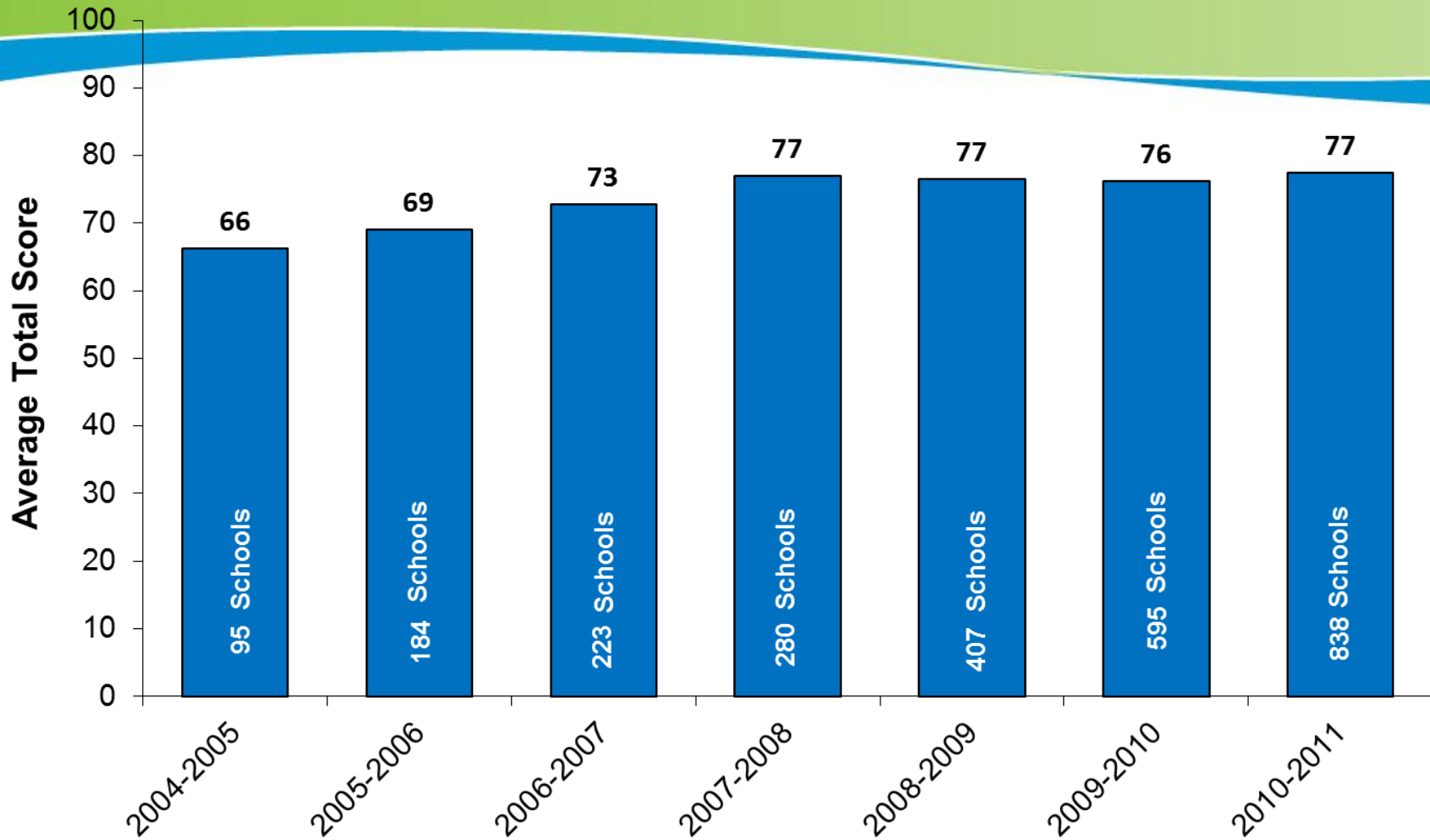
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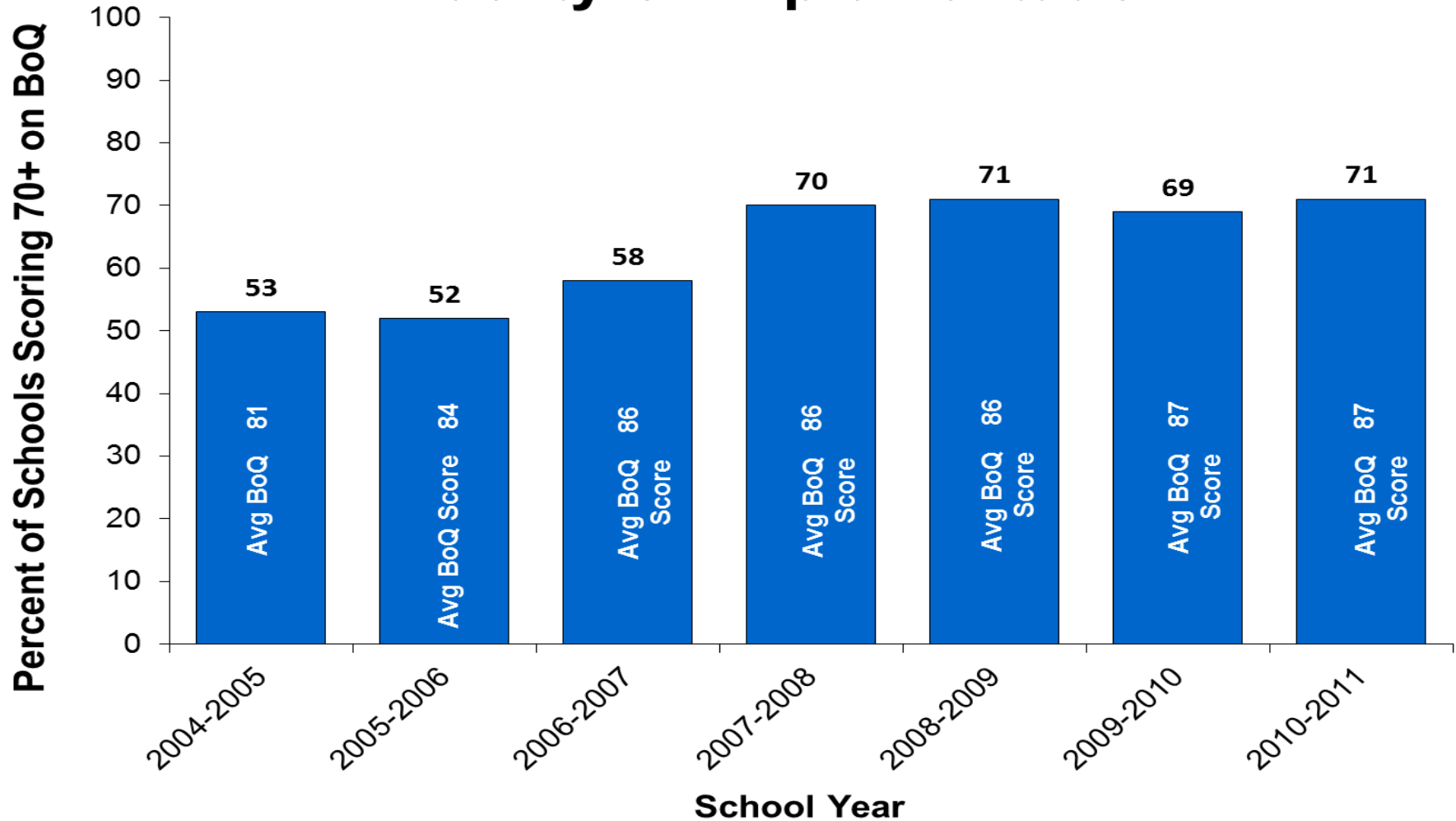
Florida Schools' Initial PBS Training



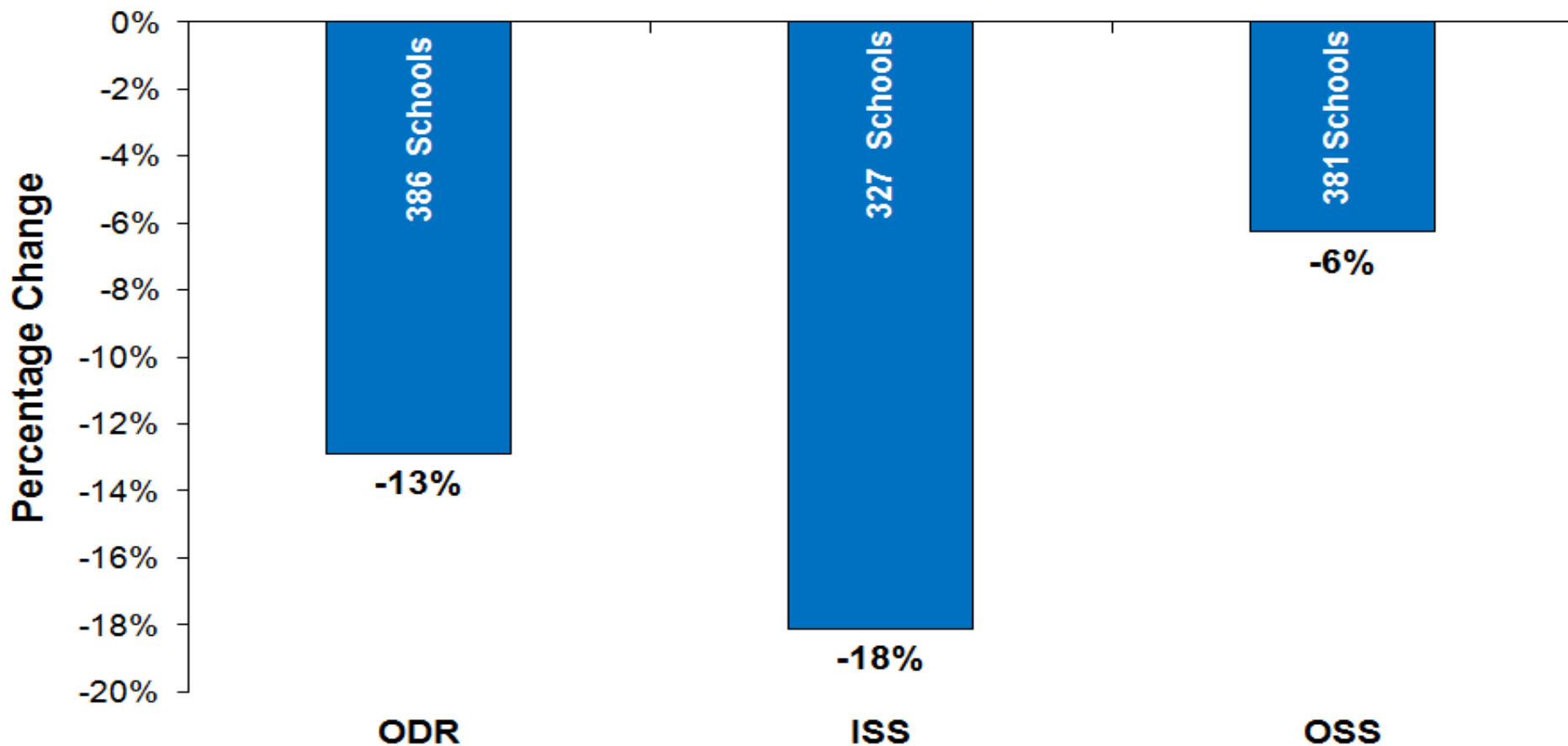
Average BoQ Score by Academic Year



Florida Tier 1 PBS:RtIB Fidelity of Implementation

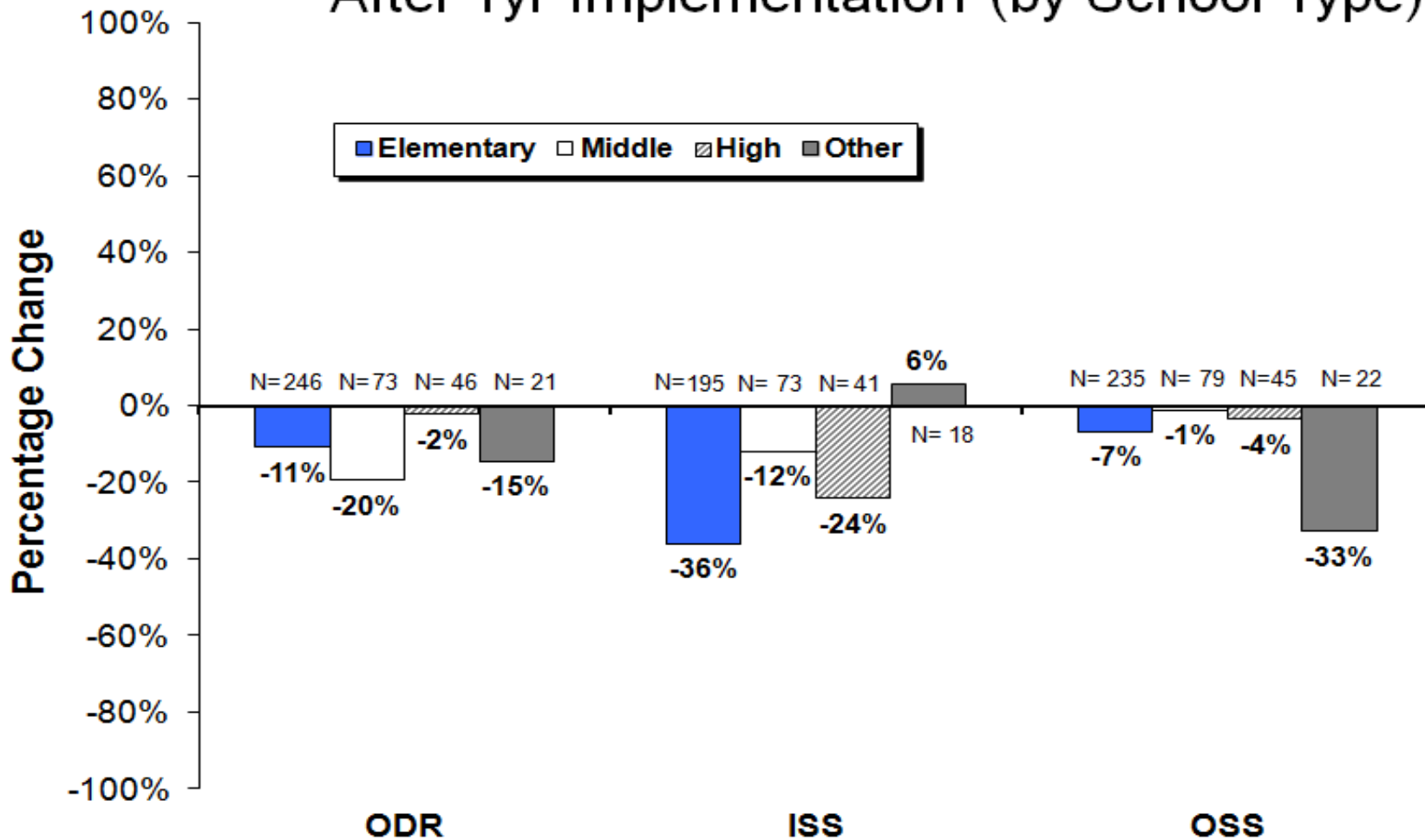


Percentage Change in Discipline Outcomes: Baseline to Year 1



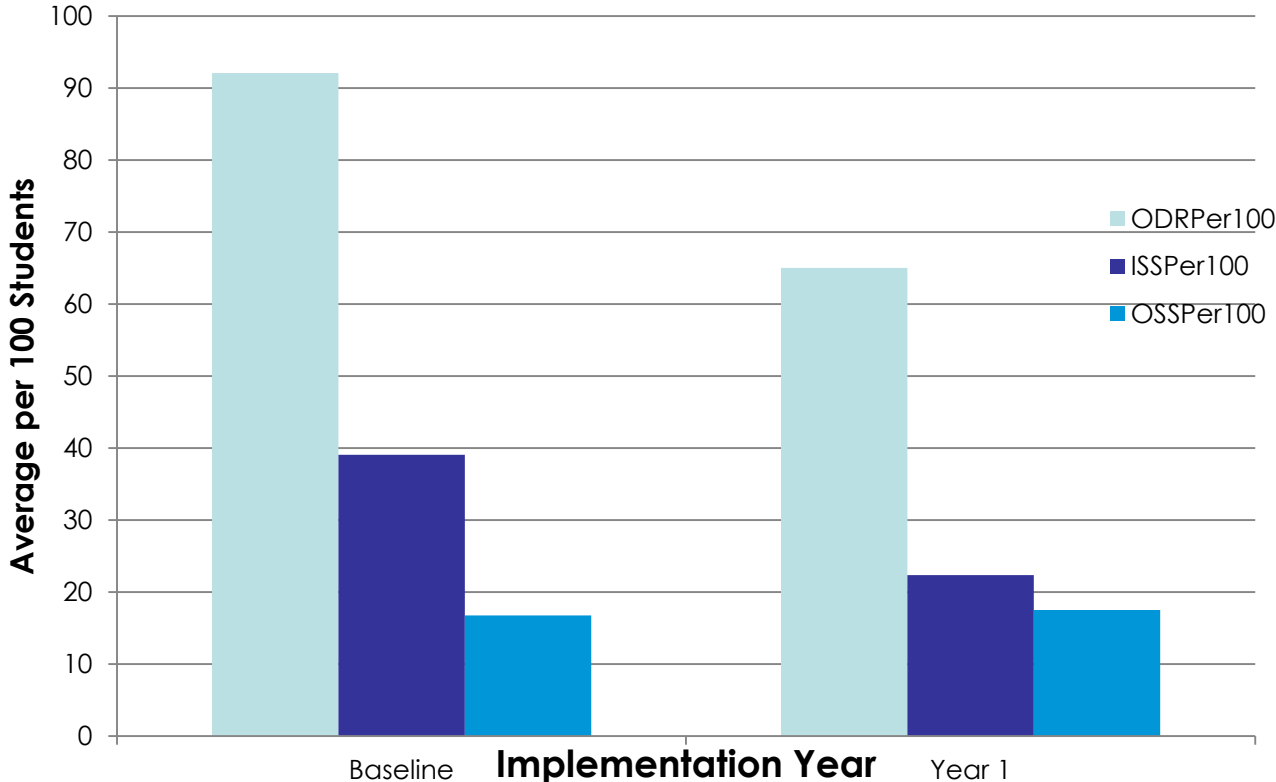
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Change in Student Outcomes After 1yr Implementation (by School Type)



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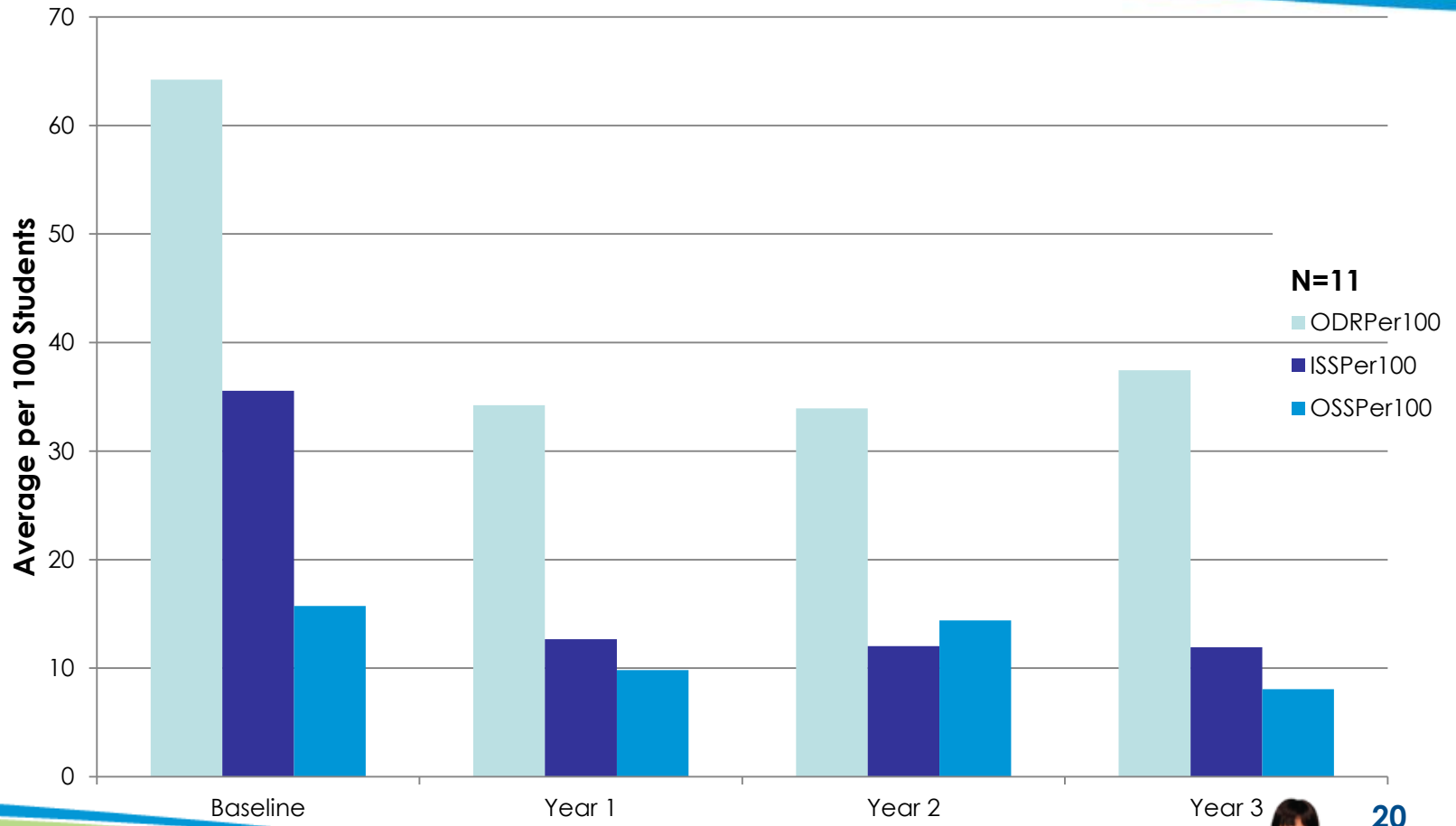
Collier: ODR, ISS, OSS rates w/ Baseline and Year 1 Outcome Data



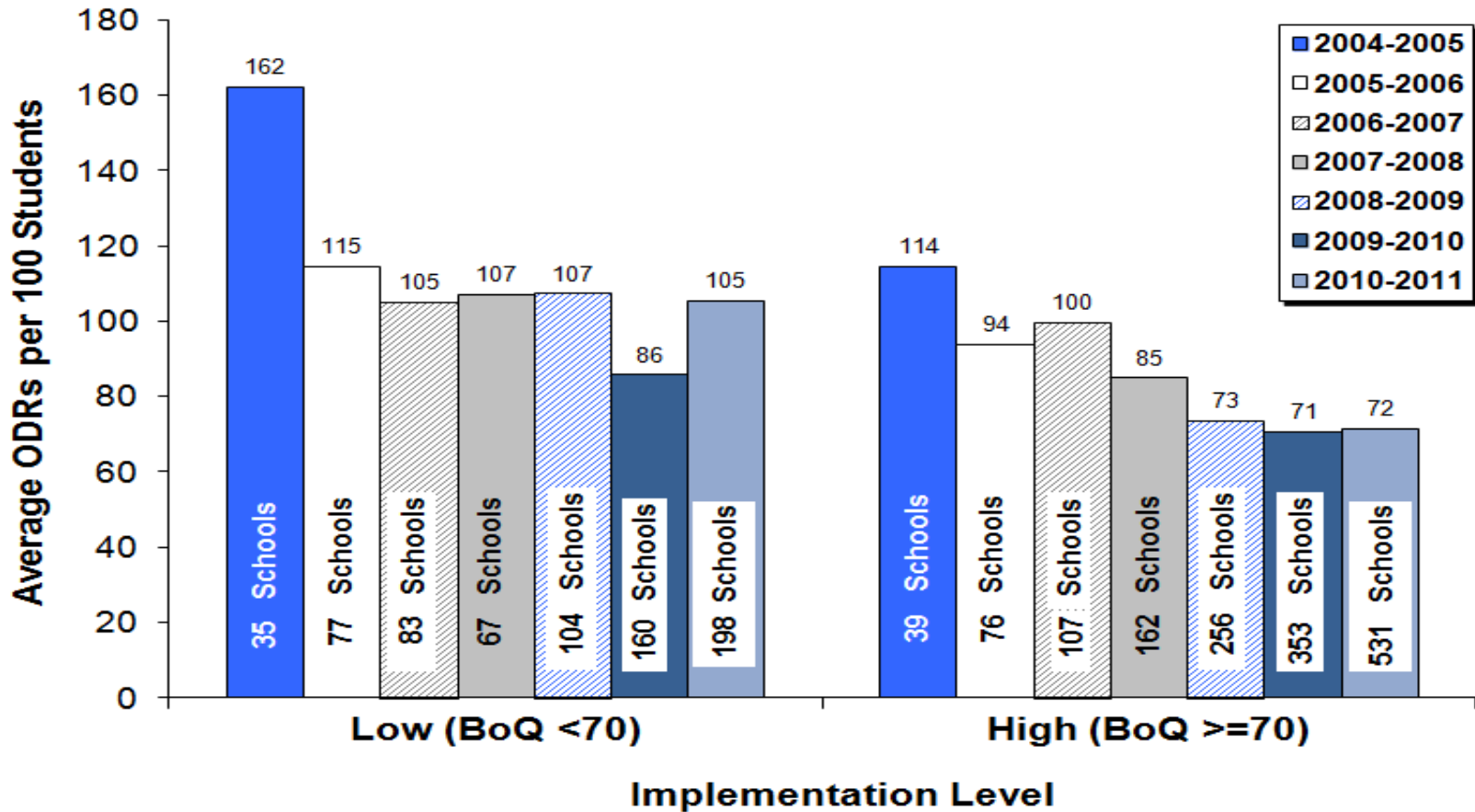
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Collier: ODR, ISS, OSS rates w/ Baseline and Year 1, 2,3 Outcome Data



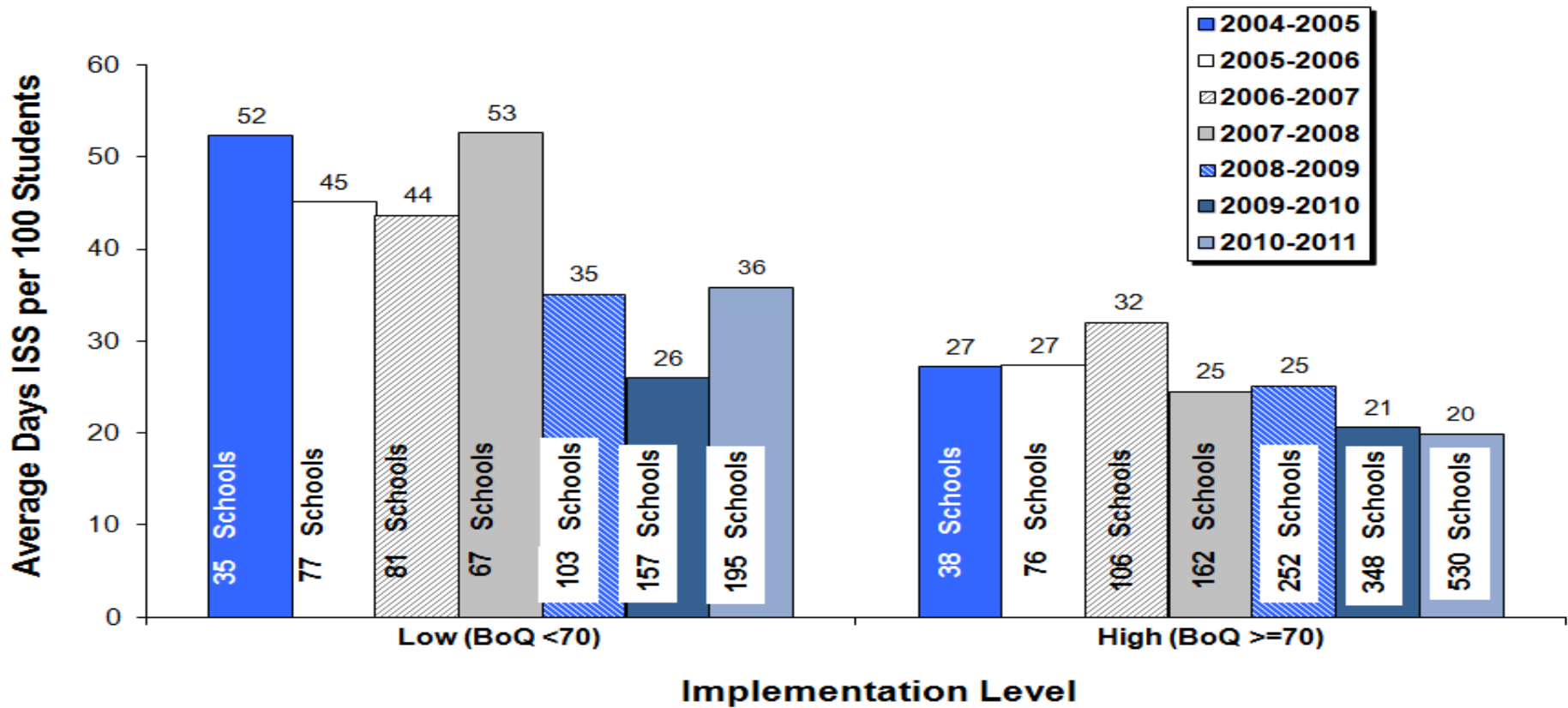
ODR Rates by Implementation Level Across Years



Higher-Implementing Schools experienced an average of 23% fewer ODRs/100 students over the last 7 years



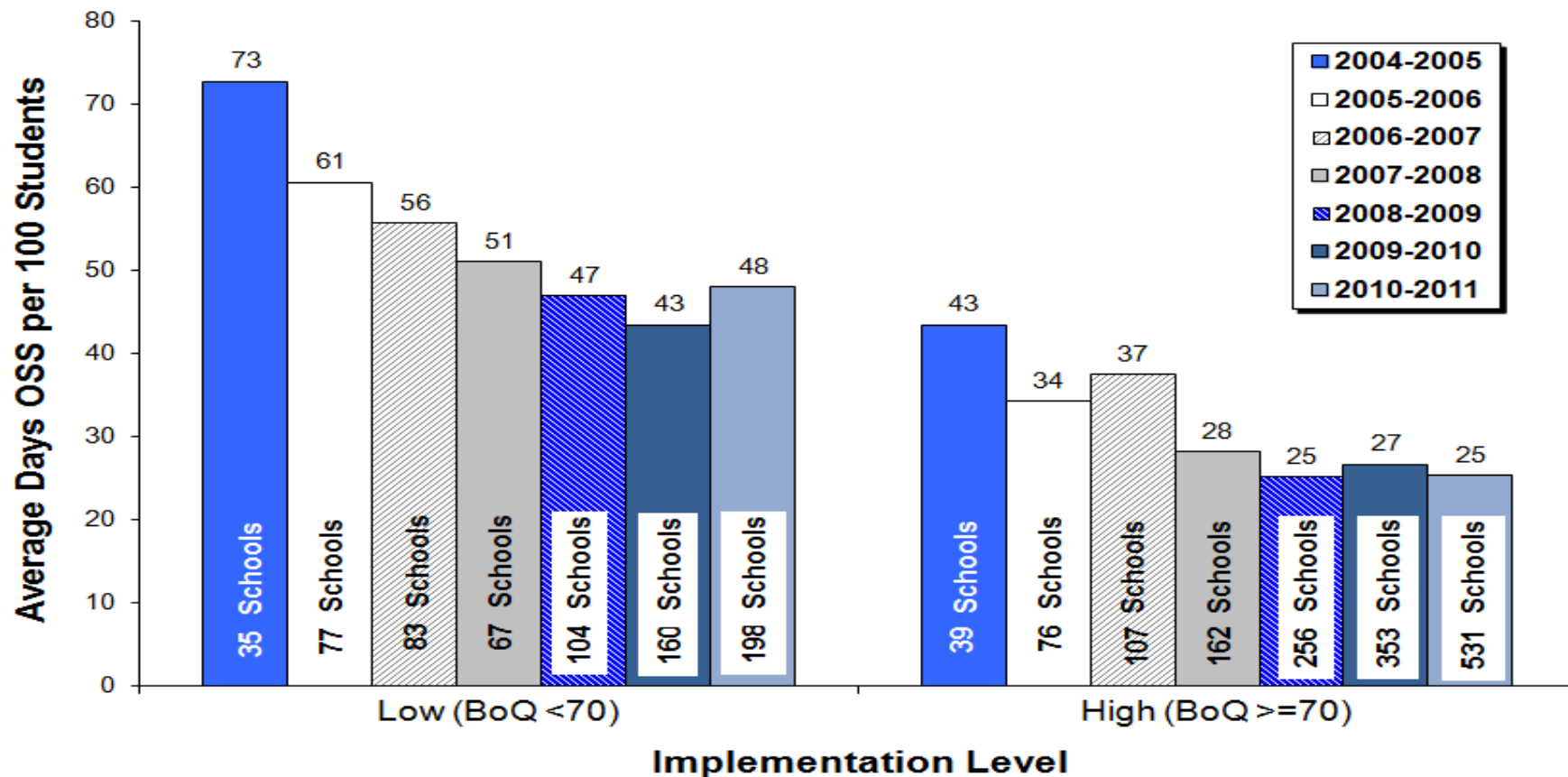
ISS Rates by Implementation Level Across School Years



Higher-Implementing Schools experienced an average of 39% fewer ODRs/100 students over the last 7 years



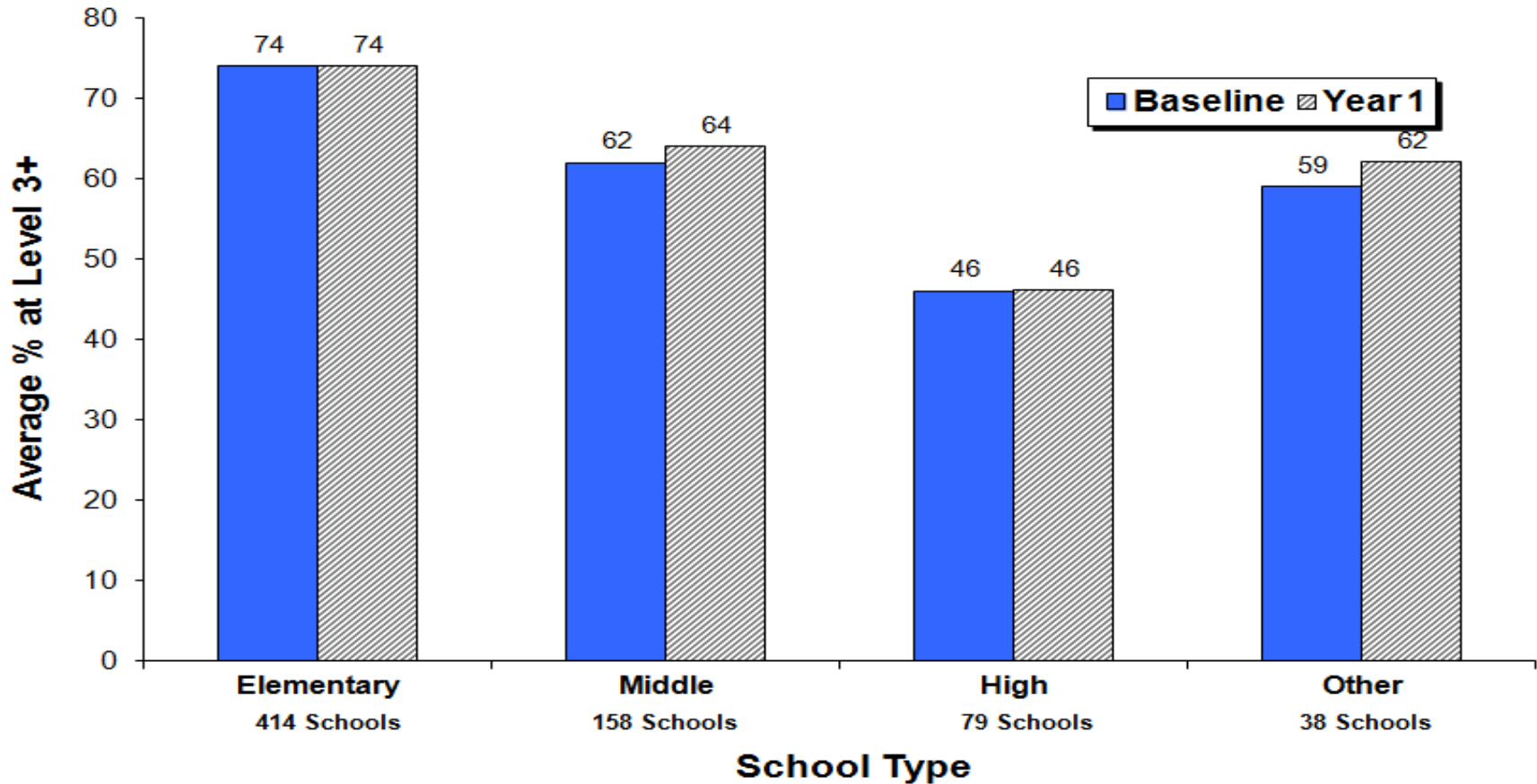
OSS Rates by Implementation Level Across School Years



Higher-Implementing Schools experienced an average of 50% fewer OSS Days/100 students over the last 7 years



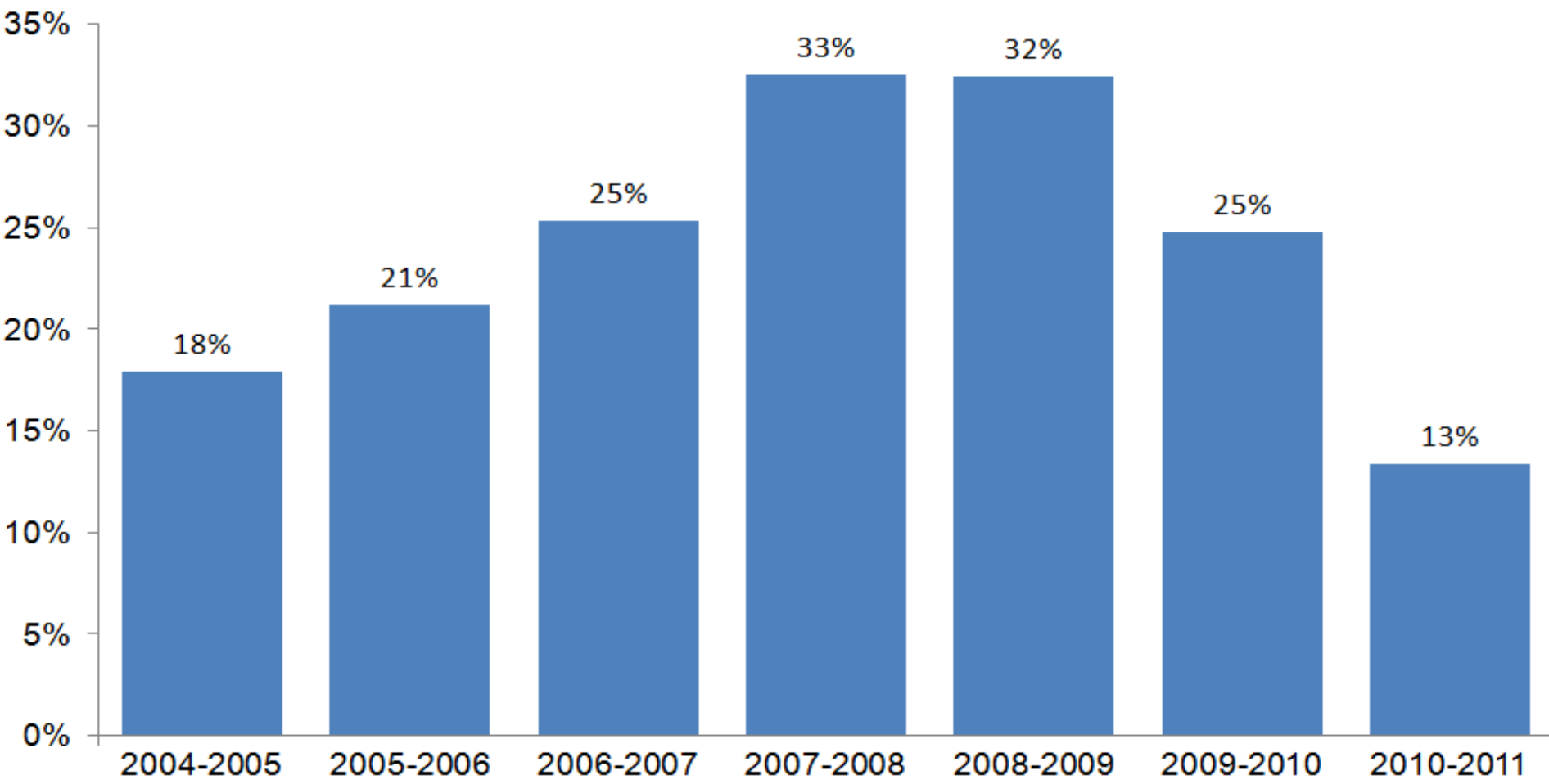
Average % at FCAT Reading Level 3+ by School Type



Indicates that focusing on behavior does not impede student performance but in fact, may help maintain or increase it!



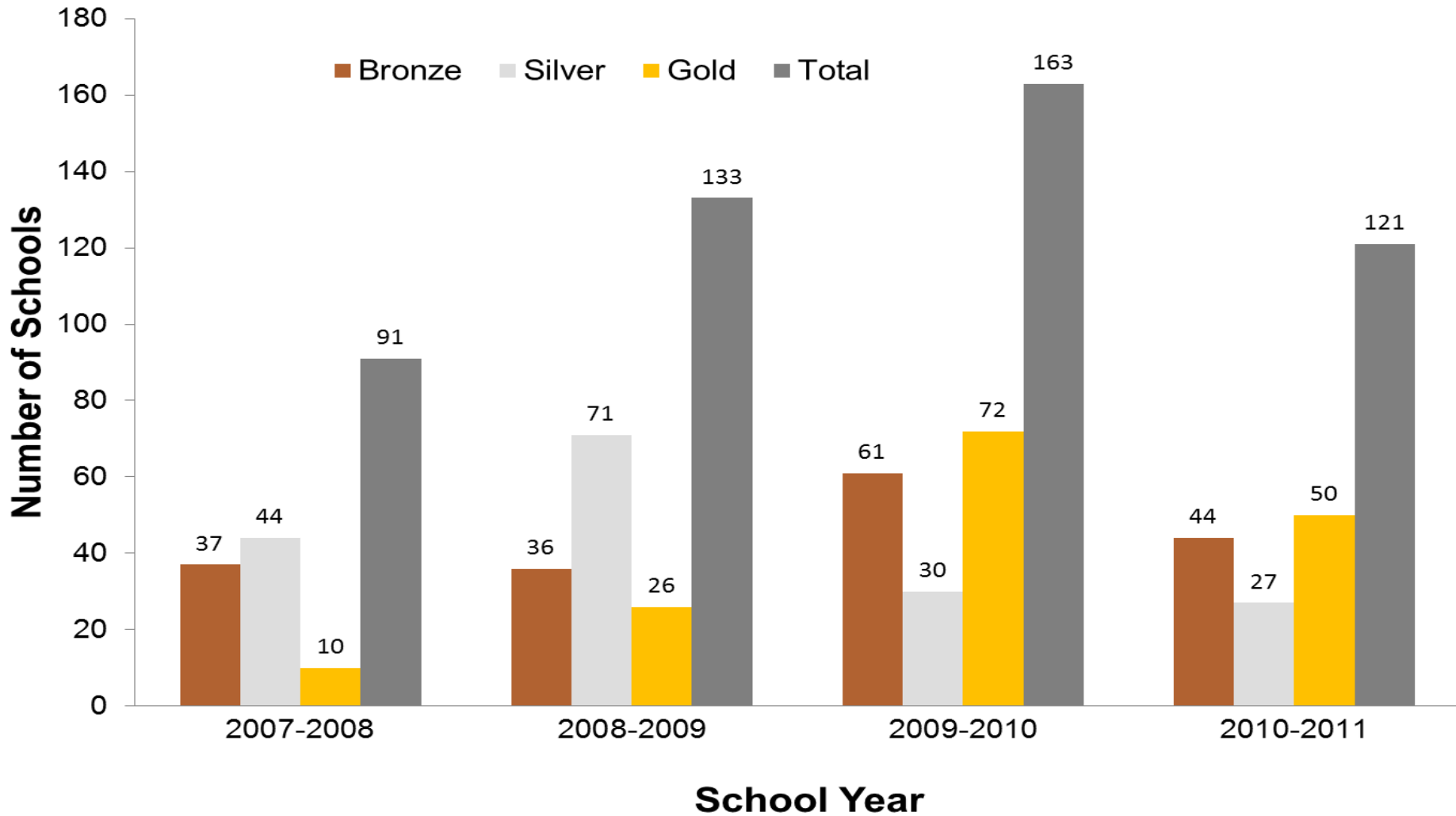
Percentage of Florida's Schools Reaching Model Status



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Florida's Model Schools



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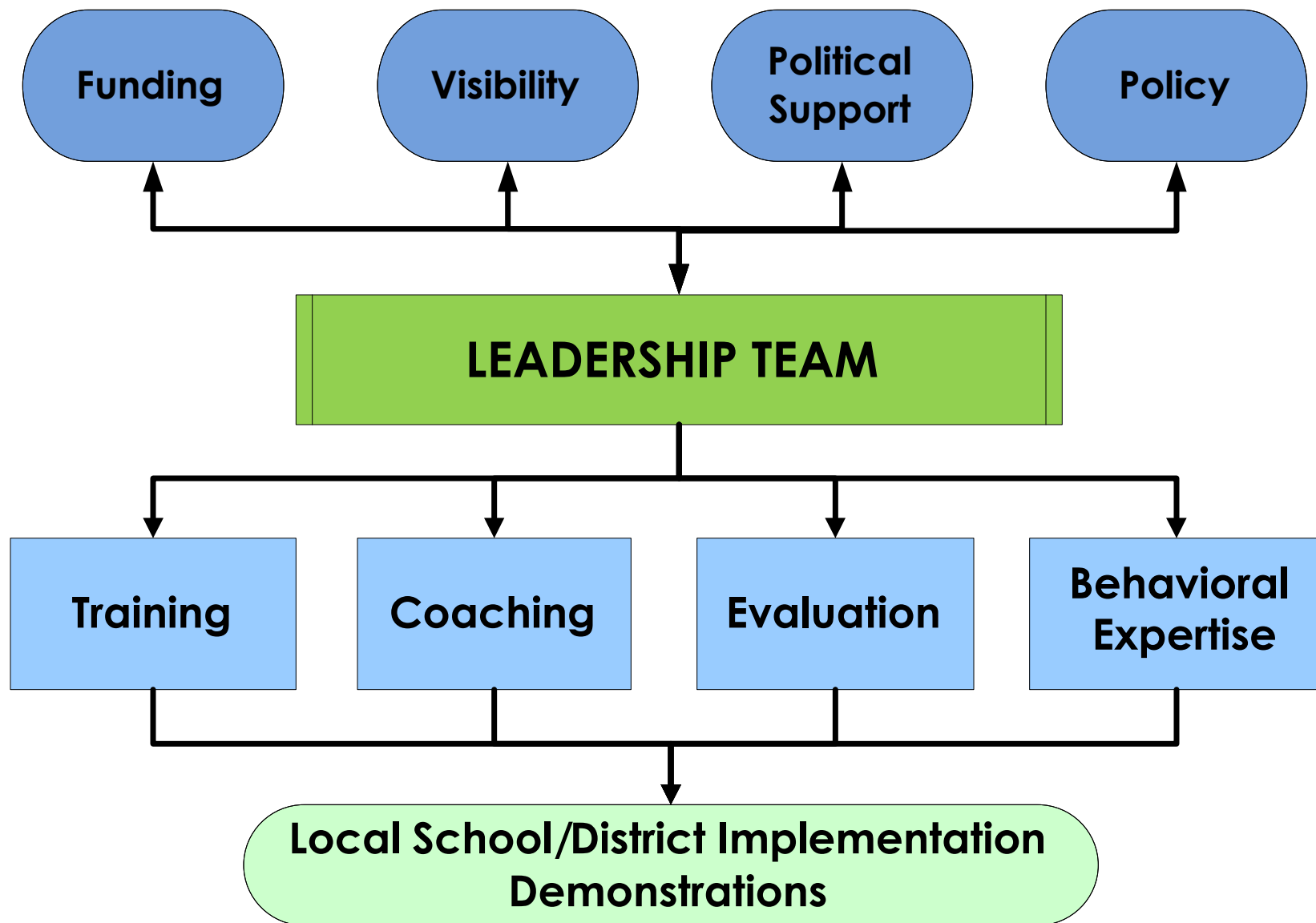


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PBS: RtIB Systems Implementation Logic



What's Involved: Implementation

(immediate needs)

Schools need time for planning/preparation

District should provide for a way of monitoring implementation (FTE)

Coaches will need time for collaboration, problem-solving, professional development

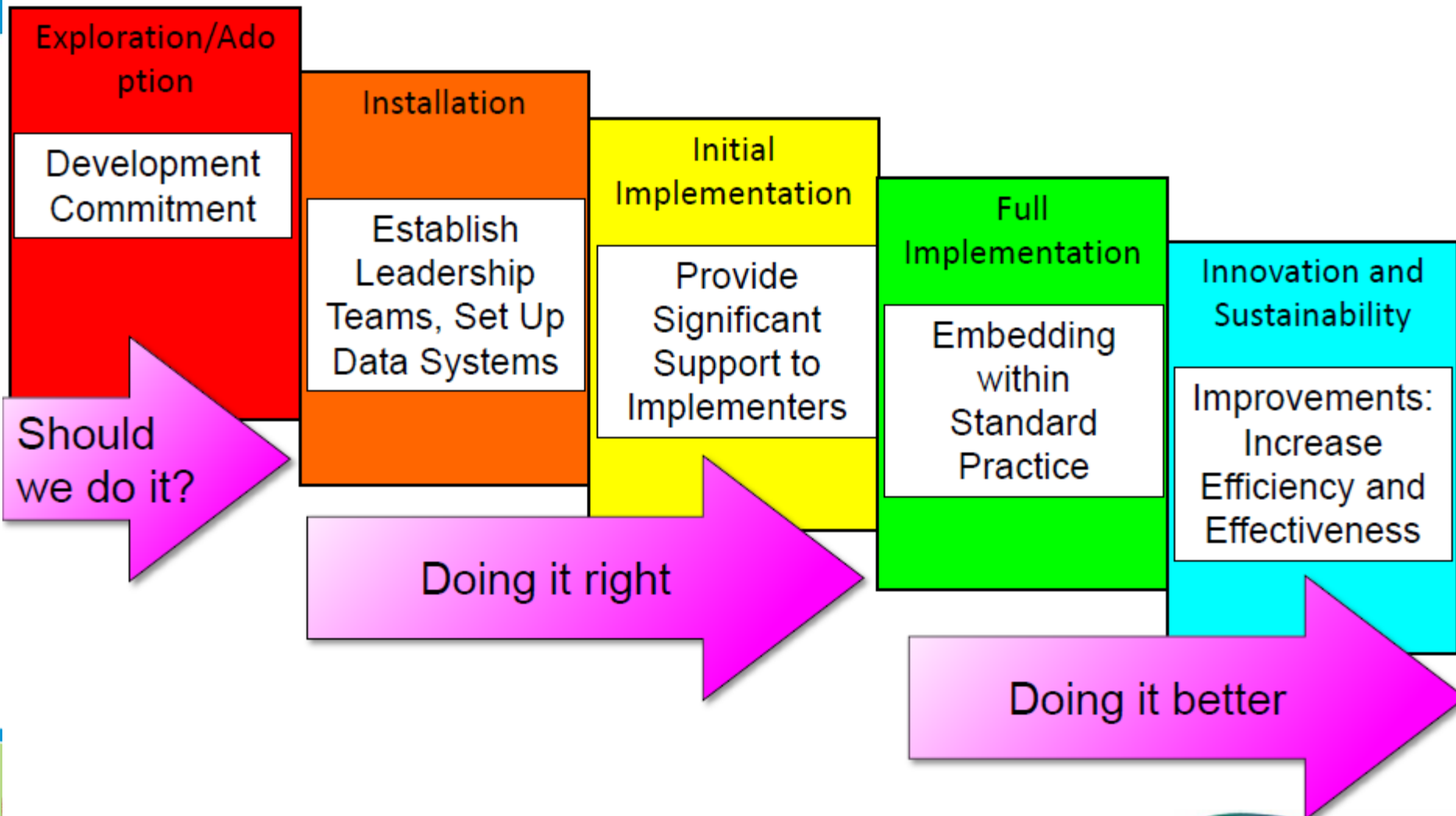
- Monthly district-level (regional?) Coaches' meetings

Schools will need limited funding

- SIP, IDEA, Titles I-IV, Safe Schools, Dropout Prev., Professional Development, SEDNET, Community partners



Stages of Implementation

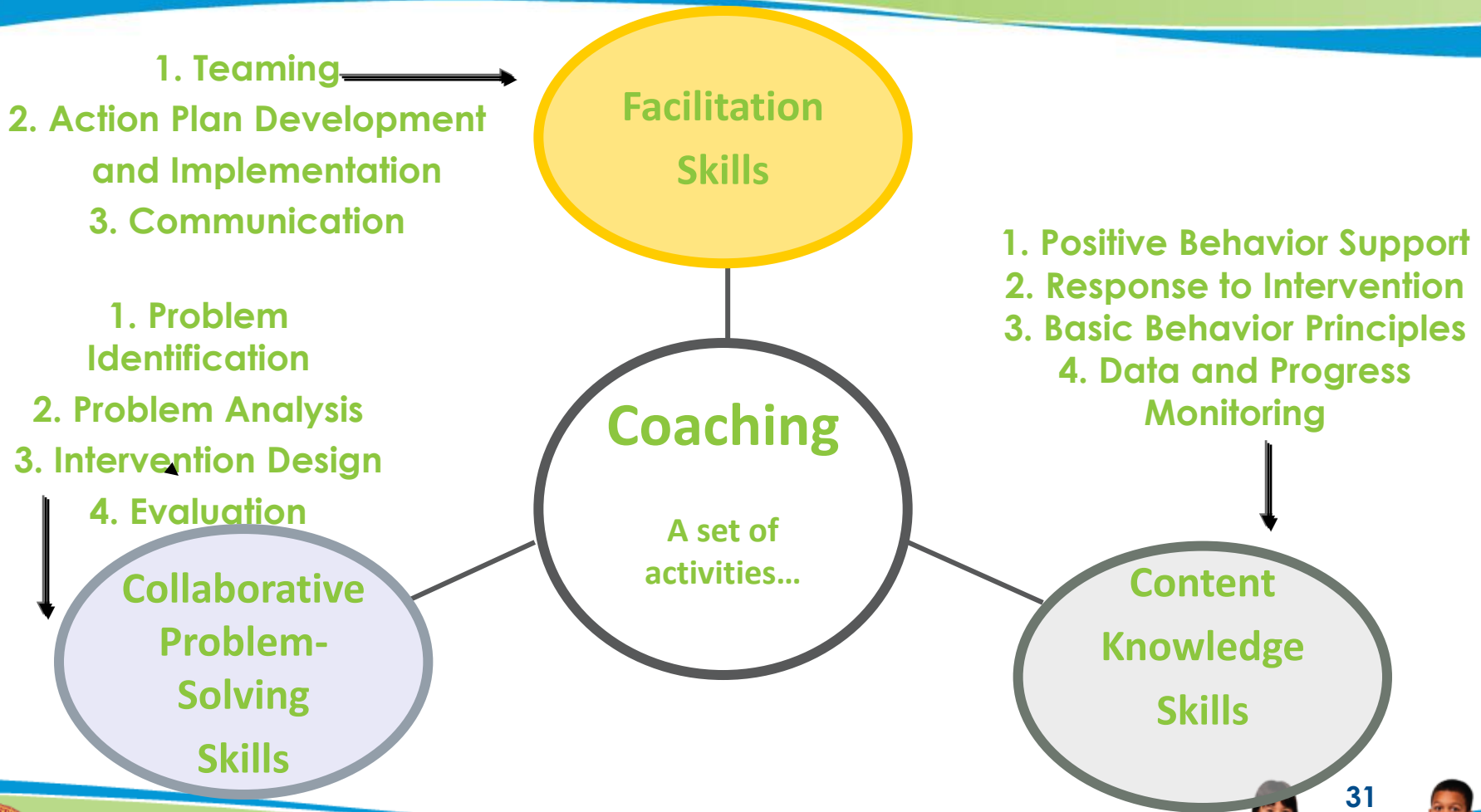


PBS District Coordinators Are Expected to Manage...

- Requests from the FLPBS:RtIB Project
 - District Leadership Team process
 - Funding
 - Visibility/political support in their district
 - Training schedules
 - Development of PBS Coaches/Facilitators
 - Participating schools' data and evaluations
 - Model School Award process
- Refer to DC Roles and Responsibilities*



RtIB - Coaching Skill Sets



Coaching Activities

Examples:

- Facilitate effective **teaming and collaborative action planning**
- Ensure **fidelity of implementation** using the PBS action plan
- **Communication link** between district, school-based administration, faculty/staff, parents and community
- Provide **expertise** on behavior, PBS, Rtl, data analysis
- Facilitate **structured problem-solving** during team meetings
- Assist with **data reporting**, progress monitoring and evaluation
 - PBSES Mid-Year I, Mid-Year II and Year-End reports
- Assist with **Model School** application process



Evaluation: PBSES

- Positive Behavior Support Evaluation System
- Data used for action planning at both district and school levels
- **Mid Year I: Due November 1st**
 - PBS Implementation Checklist (PIC) & School profile/demographics
- **Mid Year II: Due March 1st**
 - PIC, School profile/demographics for those not completed in Mid Year I & Active schools and Coaches' update
- **End Year: Due June 15th**
 - BoQ, BAT, Outcome Data Summary, DC Survey, Tier 1 PBS Walkthrough (if applying for Model School)



What is Tier 2?

- Interventions that **build on** the school-wide behavior support plan (**Tier 1 PBS**)
- The interventions require **minimal** amounts of time and resources, and are designed for **groups** of students.
- The students who receive Tier 2 interventions are those who are not successful with Tier 1 supports – **students who continue to have behavioral challenges in spite of ongoing teaching and rewarding strategies.**



Components of Tier 2

- Tier 2 systems are characterized by:
 - Continuous availability
 - Rapid access (within 3 days)
 - Very low effort (time, skill set) for teachers
 - Builds on the school-wide expectations
 - Implemented by all staff/faculty in the school
 - Flexible intervention based on assessment



Components of Tier 2, cnt'd...

- Match between the function of the problem behavior and the intervention
- Adequate resources for implementation
 - Weekly meetings, plus 10 hours/week
- Appropriate evidence-based interventions with fidelity
- Process for informing students, getting parental involvement, and obtaining agreement to participate
- Continuous monitoring of student behavior for decision making



Activities at Tier 2

- Classroom consultations
- Identifying and prioritizing students for interventions
- “Programmed generalization”
 - Implementing strategies to apply pull-out interventions in the classroom setting
- Measuring intervention integrity
- Daily data collection for individual students
- Bi-Weekly/Weekly data analysis of small groups of students
- Small group interventions



Issues at Tier 2

- Schools use between 4-10 Tier 2 behavior interventions
- Collect **little to no** data on individual student progress
- Collect **even less** data about program implementation fidelity
- Collect **no** programmatic data on program effectiveness



Daily Progress Report
Adapted from Crone, Horner & Hawken (2004)

Name: _____ Date: _____
Intervention Program: _____

Rating Scale: 3 = Good day 2 = Mixed day 1 = Will try harder tomorrow

GOALS:

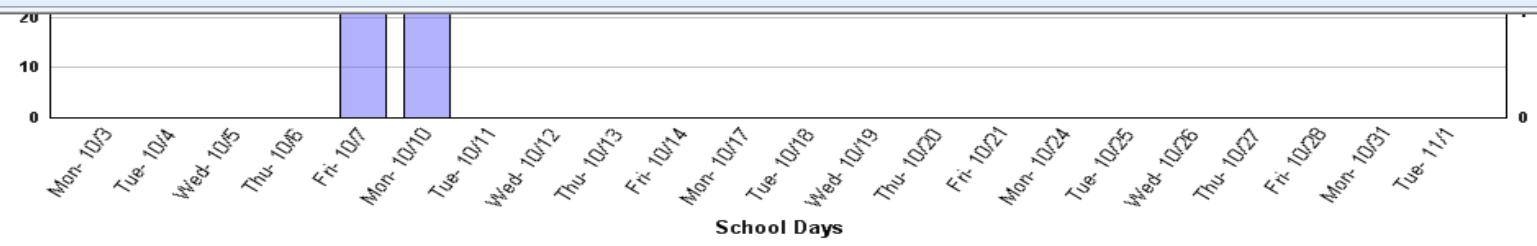
Points Possible: 63
Points Received: 49
% of Points: 78
Goal Achieved? Y N

The maximum points per expectation in this example is "3"

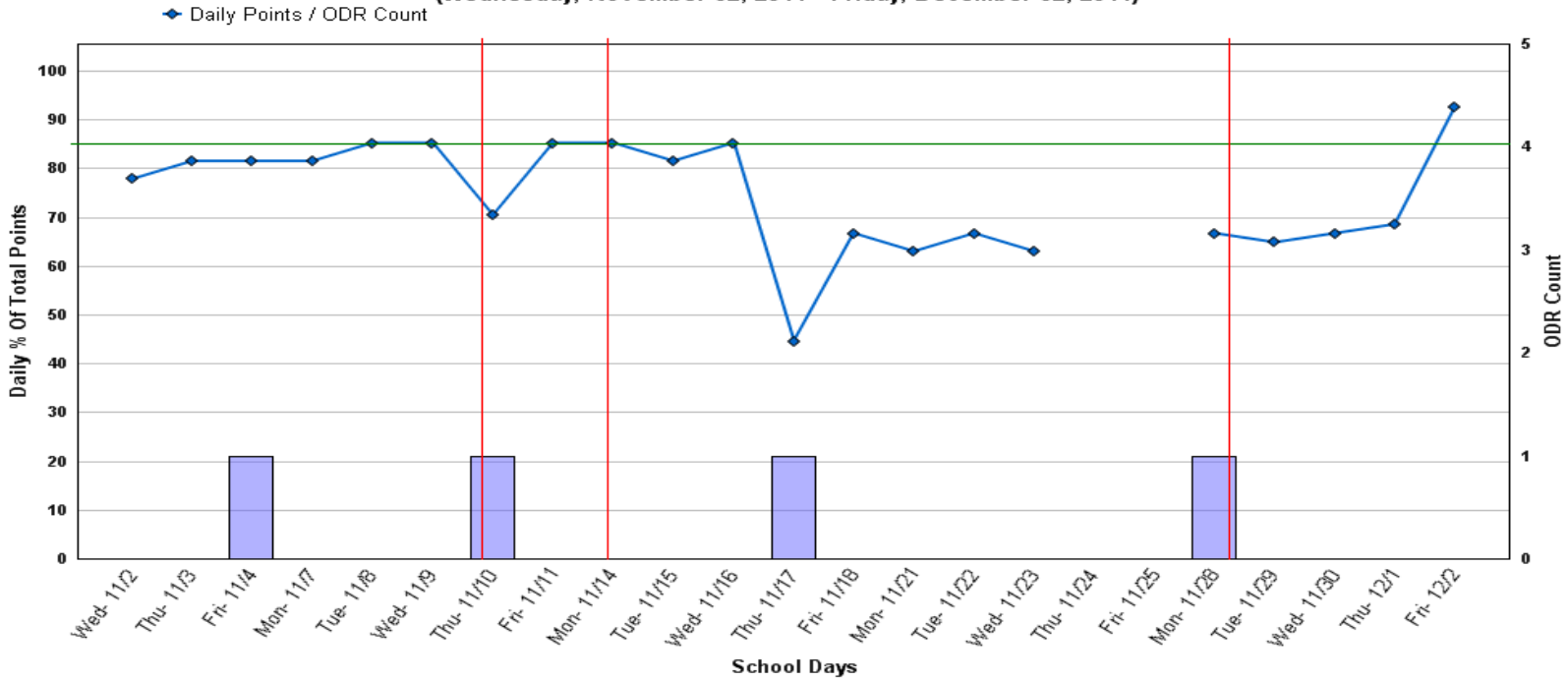
	Period 1 Homeroom	Period 2 1 st Block	Period 3 2 nd Block	Period 4 Lunch	Period 5 3 rd Block	Period 6 Phys Ed.	Period 7 Block 4
Be Respectful	1 (2) 3	1 2 (3)	1 2 (3)	1 2 (3)	1 2 (3)	1 2 (3)	1 2 (3)
Be Responsible	1 (2) 3	1 (2) 3	1 (2) 3	1 2 (3)	1 (2) 3	1 2 (3)	1 (2) 3
Be Motivated	(1) 2 3	1 (2) 3	1 (2) 3	1 2 (3)	(1) 2 3	1 2 (3)	(1) 2 3

Teacher Comments:

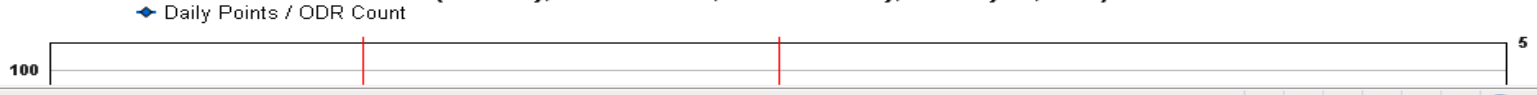
Parent Signature(s) and Comments:



Daily Percent Of Points Earned
 (Wednesday, November 02, 2011 - Friday, December 02, 2011)



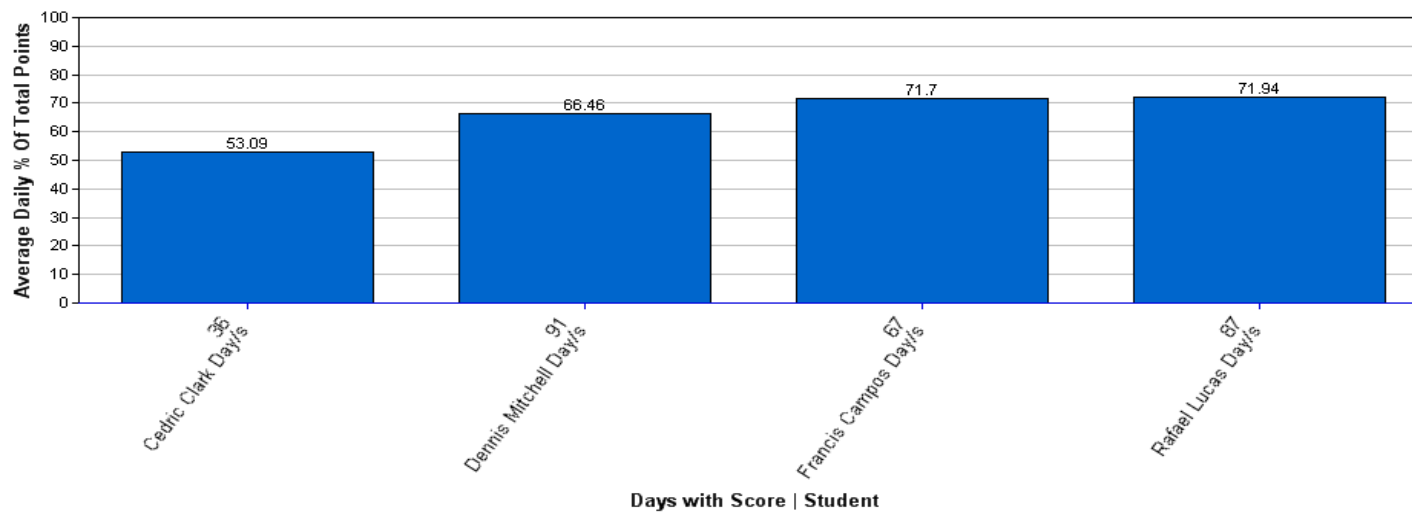
Daily Percent Of Points Earned
 (Saturday, December 03, 2011 - Monday, January 02, 2012)



- Open Link
- Open Link
- Open Link
- Save Target
- Print Target
- Show Picture
- Save Picture
- E-mail Picture
- Print Picture
- Go to My Favorites
- Set as Background
- Cut
- Copy
- Copy Shortcuts
- Paste
- Add to Favorites
- Append Link
- Append to Favorites
- Convert Link
- Convert to Text
- Send to OneNote
- Properties

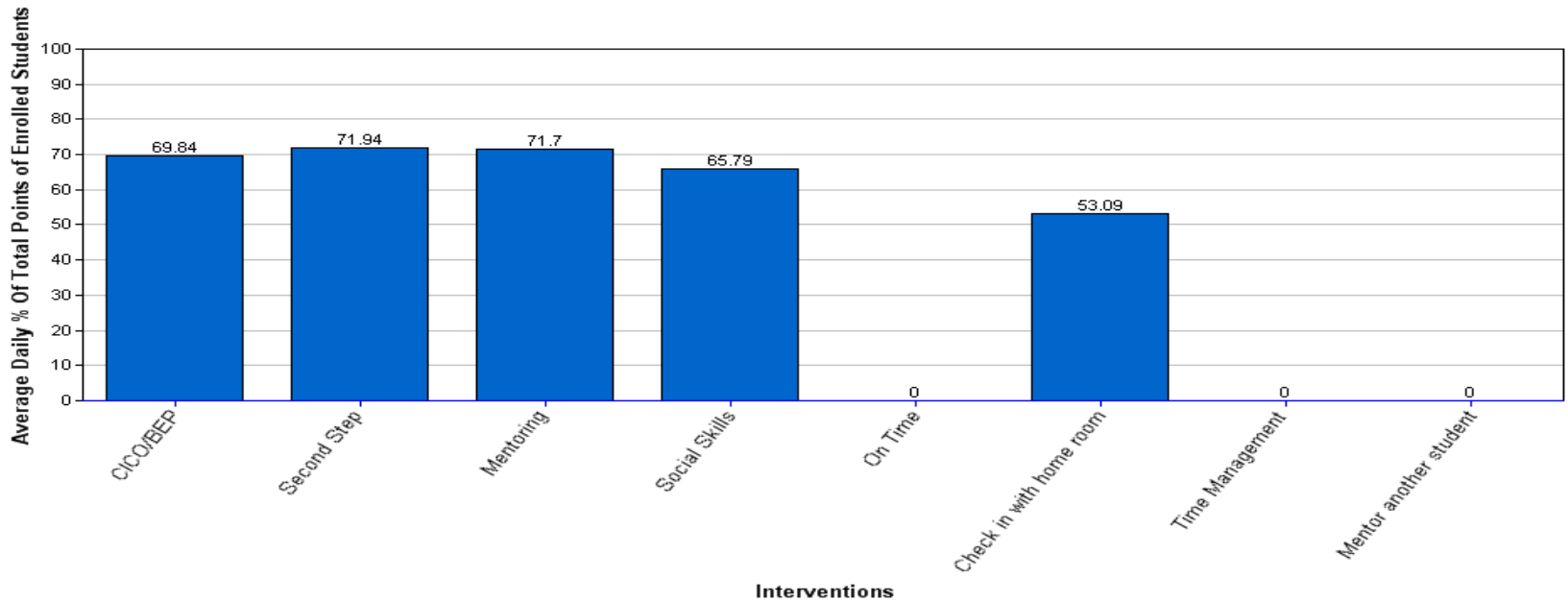
Dataland SuperSchool - Dataland **Current School Year: 2011-2012** **User: Test, School** **Role: SchoolAdmin**

Average Daily Points by Student (For All Students)



Dataland SuperSchool - Dataland **Current School Year:** 2011-2012 **User:** Test, School **Role:** SchoolAdmin

Performance by Intervention



Context for Tier 3

FBA/BIP has the largest evidence base

It has been the 'gold' standard for nearly 20 years

We have all experienced the power of individualized PBS

- It was the foundation on which all SWPBS was built

We have lots of skilled practitioners

We know the components that work



What is wrong with Tier 3?

We have not successfully addressed the array of components necessary to produce sustainable and effective support at a classroom level

We have paid little attention to the context and systems issues that are impeding implementation.



Examples of the Problem

Forms vs. function

Paperwork vs. implementation

General vs. specific

Training vs. coaching

Group vs. individualized

Team vs. expert model



Goal at Tier 3

Purposes:

- Provide district support in improving and implementing advanced tiers at systemic level
 - Ensure district has multi-tiered continuum of support
 - Assist district in determining current Tier 3 strengths and needs
 - Developing collaborative district action plan for implementing Tier 3 supports



Tier 3 Technical Assistance

Purposes:

- Provide district support in improving and implementing advanced tiers at systemic level
 - Ensure district has multi-tiered continuum of support
 - Assist district in determining current Tier 3 strengths and needs
 - Developing collaborative district action plan for implementing Tier 3 supports



Tier 3 Technical Assistance

Evaluate current Tier 3 process

- Interview with Tier 3 District Leadership Team
 - Current Tier 3 process described
- Submission of 10 recently completed FBAs/BIPs
 - Product evaluated based on inclusion of critical components



Tier 3 Technical Assistance

After reviewing evaluation summary, district leadership team develops action plan

- Collaborative process
- All team members participate
- Consensus achieved
 - Long-term goal (3-5 years)
 - Prioritized areas of focus (e.g., data-tracking, coherent & fluent process, training)
 - Short term goals for each focus area
 - Outcomes and measures for each short-term goal
 - Specific action steps including people responsible, time-line, & status



Final Points

PBS in Florida is an application of large scale educational systems change

FLPBS Project is respected for quality of data and expertise in problem-solving

Systems change requires analysis of more complex and extended variables

Process is slow but effective

Since only a few states have been where we are, we are “piloting” what works and doesn’t work



Contact Information

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