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

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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

Supporting Staff Behavior

Supporting Student Behavior

Social Competence, Academic Achievement, and Safety

OUTCOMES

SYSTEMS

Information

PRACTICES

Supporting Decision Making

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
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
Training Provided

School-Wide/Initial (Tier 1)
Boosted/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
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
Percentage of Total Schools Active in Tier 1
PBS: RtI-B (through 2011)

96-100%
76-95%
50-75%
1-49%
0
# Florida Schools' Initial PBS Training

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Schools Receiving Initial Training</th>
</tr>
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<tbody>
<tr>
<td>2001-2002</td>
<td>12</td>
</tr>
<tr>
<td>2002-2003</td>
<td>60</td>
</tr>
<tr>
<td>2003-2004</td>
<td>87</td>
</tr>
<tr>
<td>2004-2005</td>
<td>81</td>
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<tr>
<td>2005-2006</td>
<td>53</td>
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<tr>
<td>2006-2007</td>
<td>83</td>
</tr>
<tr>
<td>2007-2008</td>
<td>120</td>
</tr>
<tr>
<td>2008-2009</td>
<td>220</td>
</tr>
<tr>
<td>2009-2010</td>
<td>309</td>
</tr>
<tr>
<td>2010-2011</td>
<td>148</td>
</tr>
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</table>
Average BoQ Score by Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Average Score</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>66</td>
<td>95</td>
</tr>
<tr>
<td>2005-2006</td>
<td>69</td>
<td>184</td>
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<td>2006-2007</td>
<td>73</td>
<td>223</td>
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<td>2007-2008</td>
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<td>280</td>
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<td>2008-2009</td>
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<td>407</td>
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<tr>
<td>2009-2010</td>
<td>76</td>
<td>595</td>
</tr>
<tr>
<td>2010-2011</td>
<td>77</td>
<td>838</td>
</tr>
</tbody>
</table>
Percentage Change in Discipline Outcomes: Baseline to Year 1

ODR: -13% for 386 Schools
ISS: -18% for 327 Schools
OSS: -6% for 381 Schools
Change in Student Outcomes
After 1yr Implementation (by School Type)

Percentage Change

ODR  ISS  OSS
-11%  -12%  -36%
-20%  -24%  -33%
-15%  -1%   -4%

N=246  N=195  N=235
N=73   N=73   N=79
N=46   N=41   N=45
N=21   N=18   N=22

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

Average per 100 Students

Baseline | Implementation Year | Year 1

- ODRPer100
- ISSPer100
- OSSPer100

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

Average per 100 Students

N=11

- ODRPer100
- ISSPer100
- OSSPer100

Baseline | Year 1 | Year 2 | Year 3
--- | --- | --- | ---

Higher-Implementing Schools experienced an average of 23% fewer ODRs/100 students over the last 7 years.
Higher-Implementing Schools experienced an average of 39% fewer ODRs/100 students over the last 7 years
Higher-Implementing Schools experienced an average of 50% fewer OSS Days/100 students over the last 7 years.
 Indicates that focusing on behavior does not impede student performance but in fact, may help maintain or increase it!
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
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

Collaborative Problem-Solving Skills

- 1. Problem Identification
- 2. Problem Analysis
- 3. Intervention Design
- 4. Evaluation

Facilitation Skills

- 1. Teaming
- 3. Communication

Coaching

A set of activities...

Content Knowledge Skills

- 1. Positive Behavior Support
- 2. Response to Intervention
- 3. Basic Behavior Principles
- 4. Data and Progress Monitoring

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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, RtI, 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:**

The maximum points per expectation in this example is “3”

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Homeroom</td>
<td>1st Block</td>
<td>2nd Block</td>
<td>Lunch</td>
<td>3rd Block</td>
<td>Phys Ed.</td>
<td>Block 4</td>
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<tr>
<td>Be Respectful</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>Be Motivated</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

- **Teacher Comments:**

- **Parent Signature(s) and Comments:**

- **Points Possible:** __63__
- **Points Received:** __49__
- **% of Points:** __78__
- **Goal Achieved?**  
  - Y  
  - N
Average Daily Points by Student (For All Students)

<table>
<thead>
<tr>
<th>Student</th>
<th>Average Daily % of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedric Clark Jr.</td>
<td>65.09</td>
</tr>
<tr>
<td>Denice Melvin Jr.</td>
<td>68.48</td>
</tr>
<tr>
<td>Francis Carino Jr.</td>
<td>71.7</td>
</tr>
<tr>
<td>Rafael Lucas Jr.</td>
<td>71.94</td>
</tr>
</tbody>
</table>
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

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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
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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