

***Moving PBIS Forward with  
Quality, Equity and Efficiency***

***Buckeye Elementary School  
District***

**Presenters:**

**Dr. Randy Watkins, Assistant Superintendent  
Joni Cesario, Director of Special Programs**

Classroom Systems

Linking Academic and Behavior Supports

Tier I SWPBIS

Tier II and Tier III SWPBIS

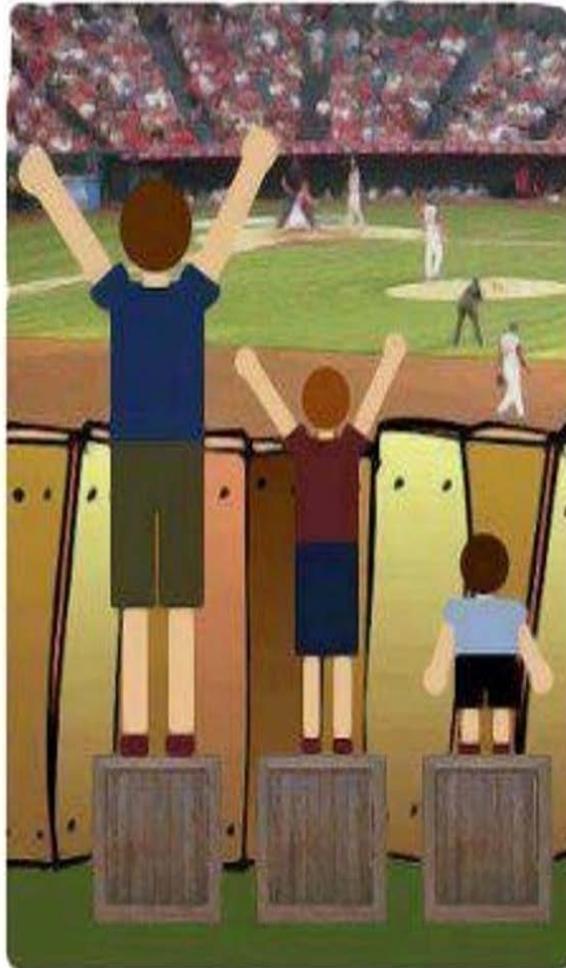
PBIS and Bully Prevention

PBIS and family engagement

Data use: What to collect, how to use it

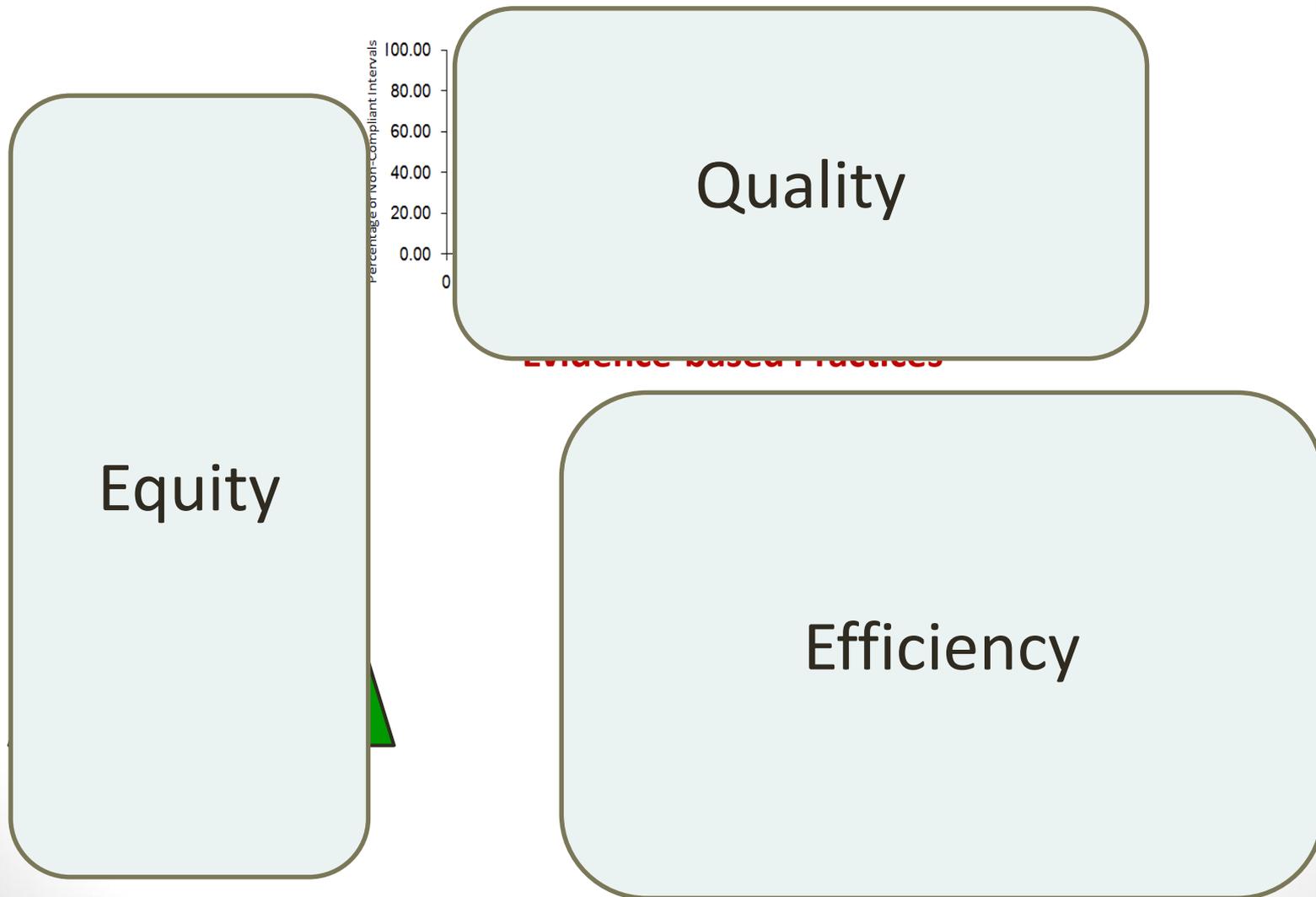
# Welcome! We are glad you joined our session!

While you wait, discuss this image with your table group related to creating equity in schools for all students. Be prepared to share out.



# Themes Affecting Education:

Multi-tiered Systems, Evidence-based Practices, Organizational Systems

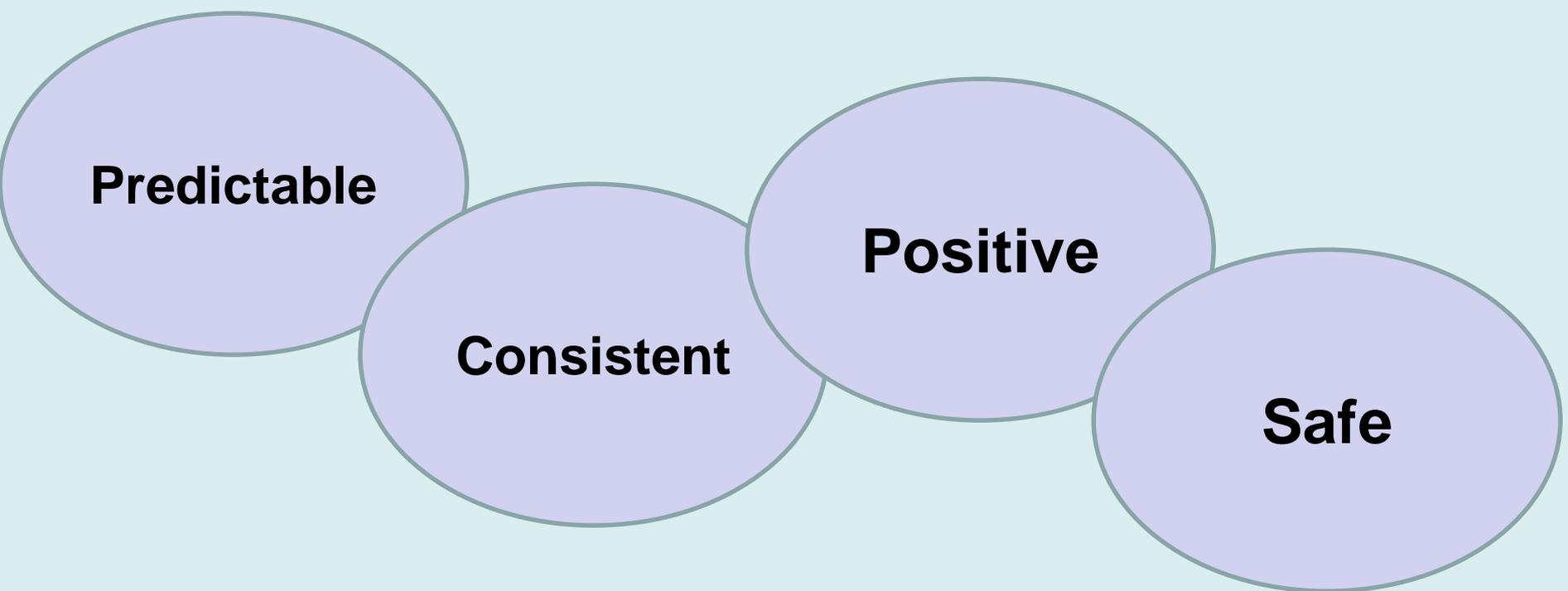


# Evidence-based Practices

- **Evidence-based Practice** versus **Evidence-based Intervention**
- Collection and use of data (fidelity data and impact data)
- -----
- 1. Clearly define **procedures**
- 2. Identify “**for whom**” the intervention is expected to benefit, and “**by whom**” the intervention is expected to be delivered
- 3. Clearly defined **outcomes**
  - If we use this procedure, what can we expect
- 4. **Empirical support**
  - Peer-reviewed research documenting that use of practice is associated with valued outcome

# The Promise of SWPBIS

- **The fundamental purpose of SWPBIS is to make schools more effective learning environments.**



**Predictable**

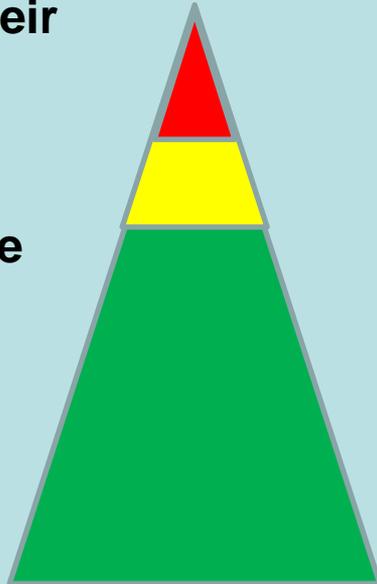
**Consistent**

**Positive**

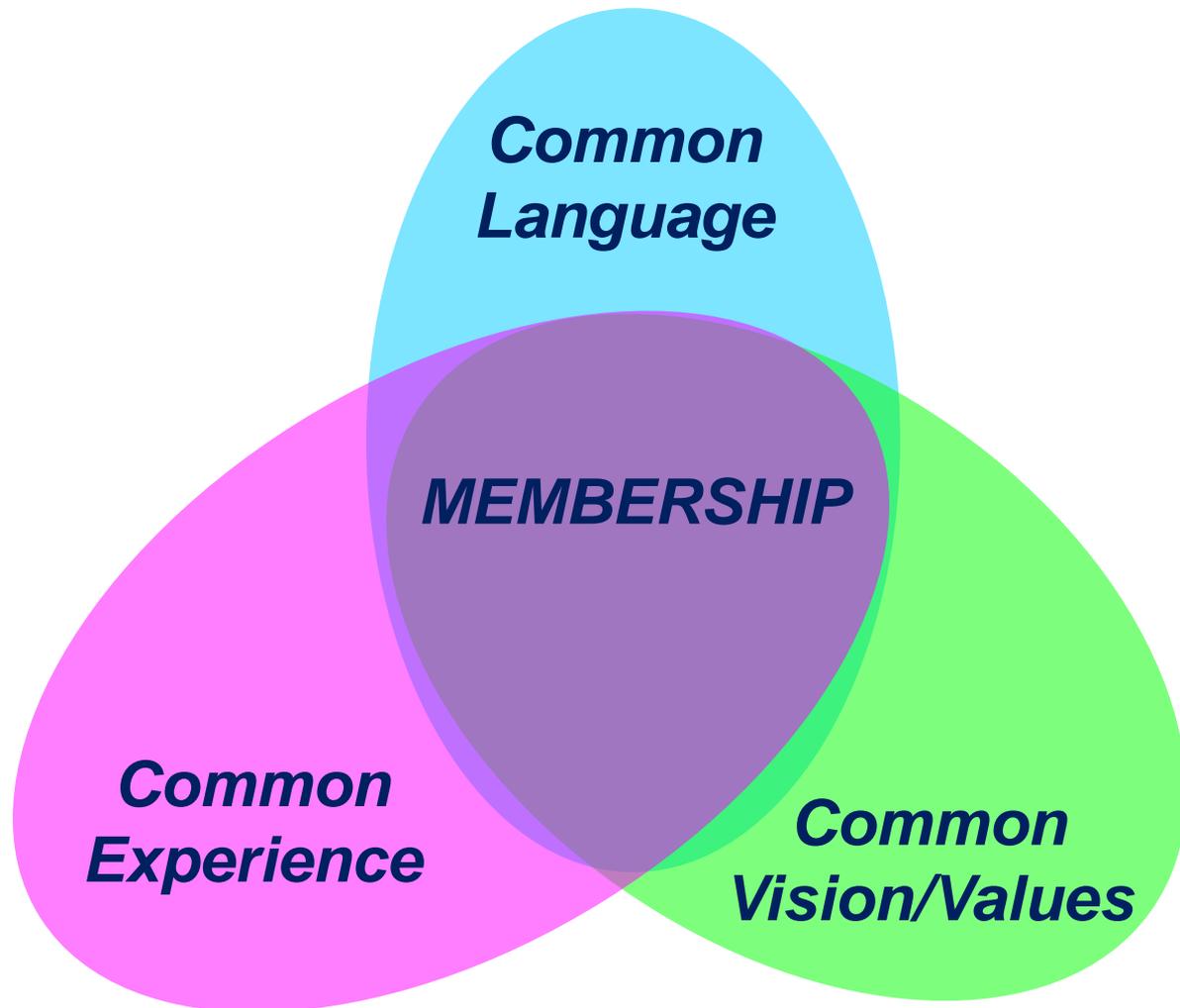
**Safe**

# 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



# Establishing a Social Culture





# A Climate for Academic Success: How School Climate Distinguishes Schools That Are Beating the Achievement Odds (2013)

Adam Voight | Gregory Austin | Thomas Hanson

## Elements of Effective School Climate

- Clear expectations
- Caring relationships
- Meaningful participation
- Perceived school safety
- School connectedness
- Low violence perpetration
- Low violence victimization
- Low harassment and bullying
- Low substance use at school

# Experimental Research on SWPBIS

## 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**

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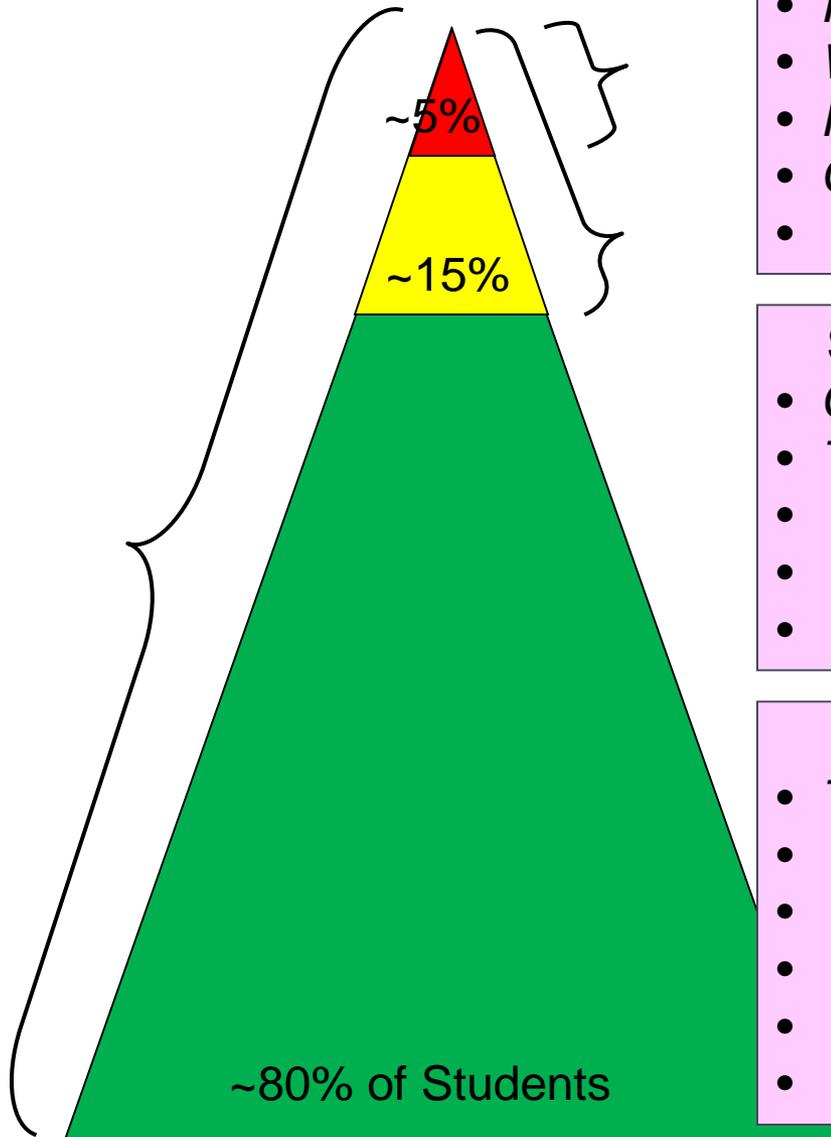
Waasdorp, T., Bradshaw, C.P., & Leaf, P. (2012).  
Supports on Bullying and Peer Rejection. *Journal of  
Pediatric Adolescent Medicine*. 2012;166(2):149-156

Bradshaw, Pas, Goldweber, Rosenberg, & Leaf, 2012

Bradshaw, C., Waasdorp, T., & Leaf P. (in press) Examining the variation in the impact of School-wide Positive Behavioral Interventions and Supports. *Pediatrics*



# ESTABLISHING CONTINUUM of SWPBS



## TERTIARY PREVENTION

- *Function-based support*
- *Wraparound*
- *Person-centered planning*
- *Check and Connect*
- 

## SECONDARY PREVENTION

- *Check in/ Check out*
- *Targeted social skills instruction*
- *Anger Management*
- *Social skills club*
- *First Step to Success*

## PRIMARY PREVENTION

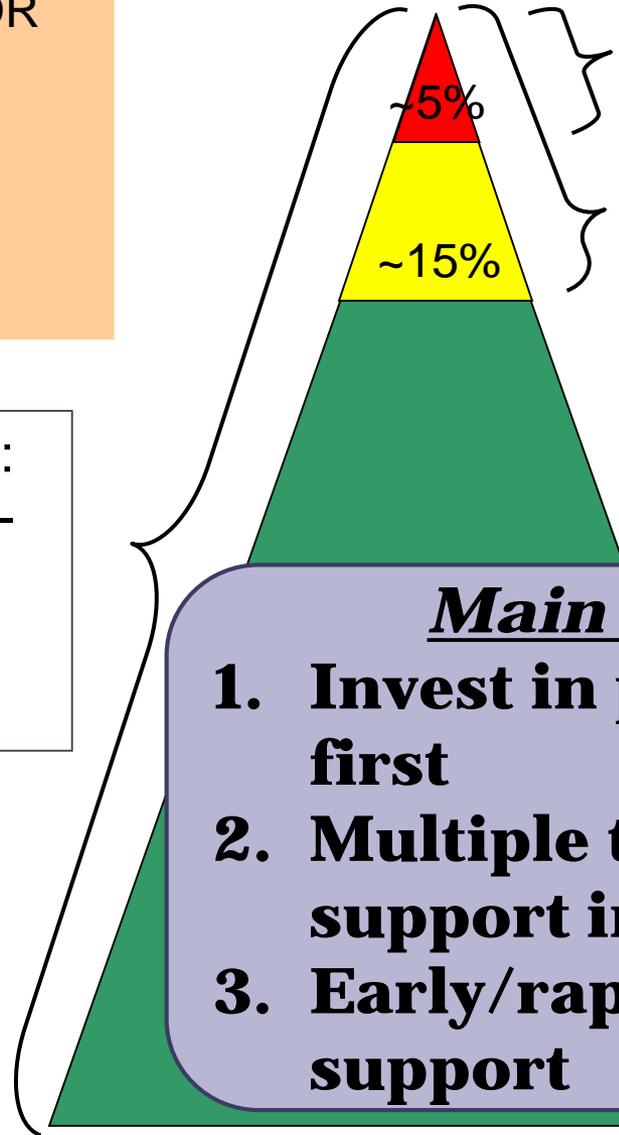
- *Teach SW expectations*
- *Consistent Consequences*
- *Positive reinforcement*
- *Classroom Systems*
- *Parent engagement*
- *Bully Prevention*

SCHOOL-WIDE  
POSITIVE BEHAVIOR  
SUPPORT

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

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

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



***Main Ideas:***

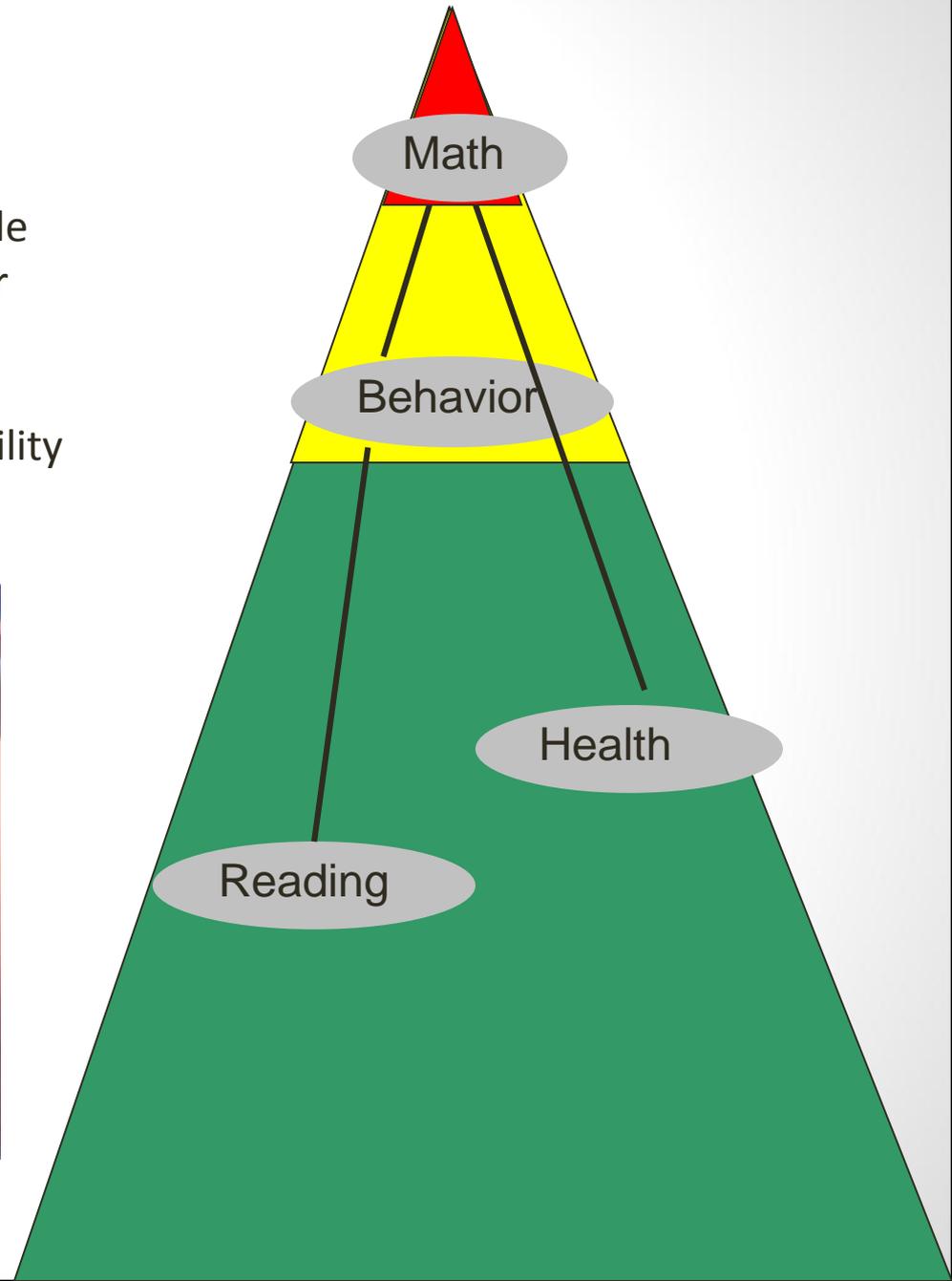
- 1. Invest in prevention first**
- 2. Multiple tiers of support intensity**
- 3. Early/rapid access to support**



# Identifying *Supports*

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

Avoid creating a new disability labeling system.



**Quality, Equity, Efficiency**



**Quality**  
**(PBIS works)**

**Equity**  
**(PBIS works for all)**

**Efficiency**  
**(PBIS saves time  
and money)**

Evidence  
Practi

Procedures and  
Systems

Practical

Acceptable

Effective/ Better

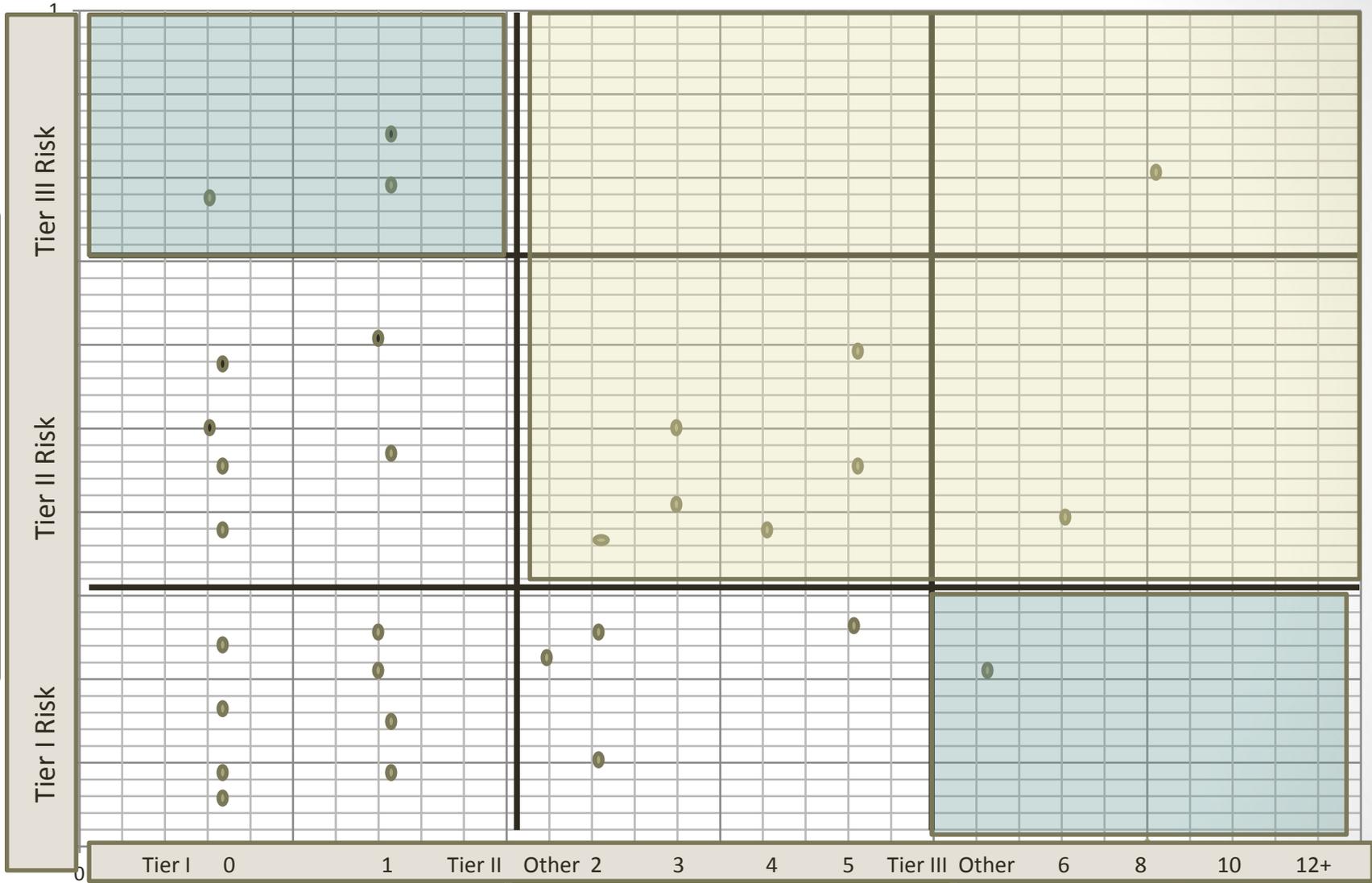
Economical

# Using PBS to Achieve Quality, Equity and Efficiency

- **QUALITY**: Using what works; Linking Academic and Behavior Supports
  - *Valued outcomes*
  - *Commitment to Fidelity Measures*
- **EQUITY**: Making schools work for all
  - *Bully prevention*
  - *Tiered Supports*
- **EFFICIENCY**: Working Smarter; Building implementation science into large scale adoption.
  - *Using teacher and student time better.*



Literacy Risk



Behavior Risk (ODR)

# Culture and Disproportionality

- “**Culture** mediates **school** and mental health **processes** and **outcomes...cultural competence** is frequently recommended as a mechanism for **bridging the cultural disconnect** between teachers, other professionals, schools, students, and families and for **reducing service disparities.**”

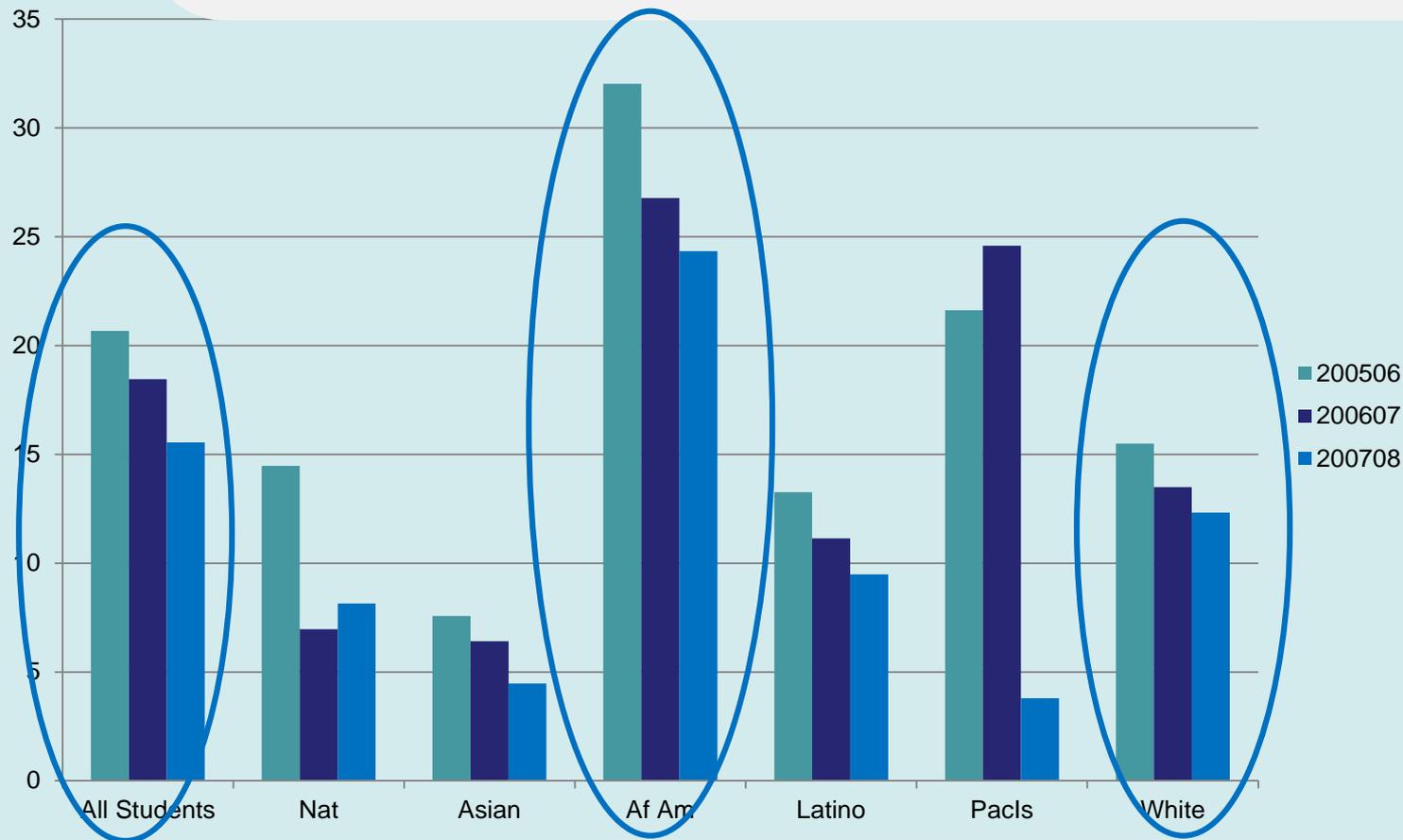
- Source: Osher, D., Cartledge, G., Oswald, D., Sutherland, K.S., Artiles, A.J., & Coutinho, M. (2004)

# Equity

- **Delivering **effective** education to **all** students**
  - Race, ethnicity, socio-economic class, rural (small school), language, cultural preferences.
- **Tier I:**
  - Using practices that are effective
  - Establishing locally referenced social norms
  - Predictability, Consistency, Positive, Safe
- **Tier II and Tier III**
  - Adapt to needs of specific students
  - Differentiated instruction with progress monitoring.

## Main Messages:

1. Reduction in ODRs occurred for all ethnic groups
2. Racial disproportionality remained, just at a lower level of intensity.



From: Vincent, Cartledge, May & Tobin, 2009

# Two Systems for Decision Making

## System 1: *Fast Decisions*

- ❑ *Automatic, snap judgments*
- ❑ *Intuitive, unconscious*
- ❑ *Allows for bias*

## System 2: *Slow Decisions*

- ❑ *Deliberate decisions*
- ❑ *Allows for conscious attention*



# Objective vs. subjective referral categories

## White students referred more for:

- *Smoking*
- *Vandalism*
- *Leaving with out permission*
- *Obscene Language*

## Black students referred more for:

- *Disrespect*
- *Excessive Noise*
- *Threat*
- *Loitering*

- Source: Center for Evaluation and Education Policy, Indiana University (2008)

# Philosophy & Policy

*The improvement of social behavior of all students is a top priority for all of us in BESD because it directly impacts academic achievement for students*

- *Moving from a consequence based system to a positively stated philosophy statement and disciplinary procedures*
  - *Superintendent support, principal input and revision*
  - *Adopting a student handbook that reflects PBIS for the 2013-2014 school year*
  - *Revising student referral form and alignment with the student information system*

A decorative background on the left side of the slide. It features a dark green chalkboard with a white chalkboard eraser and two pieces of pink chalk. There are some white chalk marks on the board, including a large 'A' and some scribbles. The background is dark and textured, resembling a chalkboard.

# A system for discouraging inappropriate behaviors

- Prevention-Teach-Reinforce
- Defining classroom-managed (minor) behaviors vs. office-managed (major) behaviors
- Focus more on corrective consequences rather than punitive consequences
- Remediation and instruction of alternative, desired behavior

# “Minor” vs. “Major” behavior

## Uh-oh (Minor) K-4

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Time: \_\_\_\_\_

Other(s) involved: \_\_\_\_\_

Parent Contact made: \_\_\_\_\_

### Issue of Concern

Minor Problem Behaviors

- inappropriate lang.
- disruption
- property misuse
- non-compliance

### Location

- classroom
- cafeteria
- bathroom
- special event
- playground
- passing area
- arrival/dismissal
- restricted area

### Possible Motivation

- Attention from adult(s)
- Attention from peer(s)
- Don't know
- Avoid work
- Obtain item(s)
- Other \_\_\_\_\_
- Avoid peer(s)
- Avoid adult(s)

What happened? \_\_\_\_\_  
\_\_\_\_\_

What was the student Re-taught? \_\_\_\_\_  
\_\_\_\_\_

### Action Taken:

- lose recess
- parent contact
- conference
- Problem Solving
- follow up agreement
- loss of privilege \_\_\_\_\_

# Consequence Based:

- **Group “A” (Severe) Offenses are:**

- Arson or similar
- Bomb threat
- Hate talk – Hazing, bullying or gang activity
- Physical assault of staff/a student
- Possession, use, sale of drugs or alcohol, or under the influence of any of the above regardless of whether the alcohol or drugs were used prior to entering the school or district’s drug-free zone (including paraphernalia)
- Tobacco (use or possession of)
- Possession of a weapon and/or replicas.
- Threats of violence or abuse towards staff or a student, verbal or written, (ref. ARS 13-2911)
- Sexual misconduct; verbal, written, or otherwise
- Theft of school property or otherwise
- Vandalism/destruction of school property.
- ANY offense that is deemed to be of a SEVERE nature to such a degree that the following consequences would be warranted and/or long term suspension or expulsion.
- ALL Group A offenses will result in out of school suspension up to 10 days, with the possibility of long term suspension, expulsion and/or police notification.

- **Group “B” (Serious) Offenses are:**

- Defiance of authority/Insubordination
- Extortion
- False fire alarm
- Fighting
- Intimidating or verbal abuse of another student
- Possession/Use of dangerous items
- Lying to a staff member, including forgery
- Any offense that is deemed to be of a Serious nature:
  - 1<sup>st</sup> Offense: 1-2 days ARC
  - 2<sup>nd</sup> Offense: 2-3 days ARC
  - 3<sup>rd</sup> Offense: 3-5 days OSS
  - 4<sup>th</sup> Offense: 5-8 days OSS
  - 5<sup>th</sup> Offense: 8-10 days OSS, possible long-term suspension.

- **\*\*Group “C” (Minor 2) Offenses are:**

- Disorderly conduct/behavior in classroom, campus, or school-sponsored activities
- Disrespecting/talking back to an adult
- Violation of reasonable standard of right and wrong (profanity, pushing, spitting, tripping)
- Truancy; ditching
- Possession/Use of disruptive items
- Any offense that is deemed to be of a Minor nature:
  - 1<sup>st</sup> Offense: 1-2 days ASD
  - 2<sup>nd</sup> Offense: 3-5 days ASD
  - 3<sup>rd</sup> Offense: 1-3 days ARC
  - 4<sup>th</sup> Offense: 4-6 days ARC
  - 5<sup>th</sup> Offense: 6-8 days ARC
- **\*\* Discipline shall be assigned by teacher for 1<sup>st</sup> and 2<sup>nd</sup> offenses.**

- **\*\*Group “D” (Minor 1) Offenses are:**

- Violation of reasonable standard of right and wrong: cheating, teasing, name calling
- Loitering
- Dress code violation
- Public display of affection (PDA, hugging, kissing)
- Use of electronic devices on campus
- Riding bicycles, skateboards, scooters, rollerblades, “shoe” skates, etc. on campus
- No agenda
- 1<sup>st</sup> Offense: 1-2 days Lunch Detention
- 2<sup>nd</sup> Offense: 1-2 days ASD
- 3<sup>rd</sup> Offense: 2-3 days ASD
- 4<sup>th</sup> Offense: 1-2 days ARC
- 5<sup>th</sup> Offense: 3-4 days ARC
- **\*\* Discipline shall be assigned by teacher for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> offenses.**

# BESD School Response/Consequence Reference Guide

## Level A: Intervention Plans

Severe Offenses with almost no Administrative Discretion

### Intervention Plans

- Identify crisis intervention plan and procedures
- Identify emergency resources
- Use resources in school, District, and community
- Work as a team, coordinating services
- Collaborate with parent/caregiver(s)

### Examples of School-Related Misconduct

- + Possessing, selling, or furnishing a firearm
- + Possessing and/or brandishing a dangerous object
- + Possession of an explosive or Arson
- + Selling, possession or being under the influence of a controlled substance or paraphernalia
- + Bullying, harassment, sexual harassment
- + Committing or attempting to commit a sexual assault or committing a sexual battery
- + Causing or attempting to cause a serious physical injury to another.
- + Robbery, extortion
- + Threats of Violence or abuse towards students or staff, verbal or written

### Examples of Consequences

- Level A offenses will result in out-of-school suspensions up to 10 days with the possibility of Expulsion and/or police notification
- \*Discipline and consequences may be cumulative in nature

### Examples of School Response

- Conduct investigation, interview all witnesses
- Consult with Student Discipline Proceedings Office
- Report to Law Enforcement
- Conduct parent conference/pre-suspension conference
- Review suspension and expulsion bulletins for specifics regarding mandatory actions
- Review teacher-student-parent interaction history
- Review social adjustment history
- Review Special Education status
- Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)

## Level B: Preventive Plans

Misconduct that Requires a Collaborative Team

### Preventive Plans

- Work as a team, coordinating services
- Collaborate with parent/caregiver(s)
- Develop a school-based mentoring program
- Access school, local district, District, and community resources

### Examples of School-Related Misconduct

- + Fighting
- + Excessive tardiness
- + Engaging in habitual profanity or vulgarity
- + Disrespect/Ongoing defiance
- + Vandalism/Graffiti/Theft
- + Truancy

### Examples of Consequences

- Assign detention, in-school or out-of-school suspension with the possibility of 1-2 days of ARC, up to 8-10 days of OSS and the possibility of long term suspension
- Involve student in the development of individual behavior support plan to change behavior
- Enlist parent participation in a consistent response plan, e.g., daily signed behavior report
- Cleanup/make restitution
- Loss of privileges
- Possible arrest
- \*Discipline and consequences may be cumulative in nature

### Examples of School Response

- Convene an individualized Problem Solving Team
- Parent Conference
- Use debriefing forms to address misconduct
- Refer to community agencies
- Assign campus responsibilities
- Provide conflict resolution training, peer mediation, anger management
- Encourage enrichment activities (after school clubs)
- Assign Alternatives to Suspension, including in-school suspension or detention
- Assign out-of-school suspension
- Report to Law Enforcement

## Level C: Preventive Plans

Misconduct that Requires Classroom Supports

### Preventive Plans

- Reinforce guiding principles
- Identify, teach and reinforce behavioral expectations, rules and social skills
- Actively supervise, monitor and provide feedback on behavior in all areas of the school
- Use firm, fair, corrective, consistent disciplinary techniques
- Identify resources at school, local district, and in the community

### Examples of School-Related Misconduct

- + Classroom disruption, (e.g., speaking out, out of seat).
- + Occasional tardiness
- + Poor team work/incomplete work
- + Teasing, cheating or name calling
- + Inappropriate clothing for school
- + Non-compliance with school rules

### Examples of Consequences

- Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned
- With the student, develop a contract with explicit expectations for behavior and consequences
- Assign student a written apology
- Call parents and alert them about behavior, eliciting their partnership
- Assign a contribution plan (i.e., contributing back to the classroom environment)
- \*Discipline and consequences may be cumulative in nature
- Cumulative infractions range from lunch detention, after school detention, or multiple days of ISS.

### Examples of School Response

- Re-teach group expectations, routines, and strategies, modify grouping patterns
- Use systematic positive reinforcement for students when they act appropriately
- Use mentoring strategies; assign a mentor
- Utilize a daily report card, involving parents and other staff in a partnership of support.
- Utilize peer tutoring/counseling
- Determine the function of the student's behavior and teach replacement behavior

# Philosophy & Policy

- *Moving from a consequence based system to a positively stated philosophy statement and disciplinary procedures*
- Superintendent support, principal input and revision
- Adopting a student handbook that reflects PBIS for the school year
- Revising student referral form and alignment with the student information system

# Components of Culturally Responsive SWPBIS

- **DATA**

- *Disaggregate data by student race/ethnicity*
- *Define the problem in objective, measurable terms*

## **PRACTICES**

- *Identify culturally relevant and validating interventions to help foster student success*
- *Include students and parents in defining what is appropriate and inappropriate behavior*
- *Acknowledge differences between school culture, home culture, youth culture*

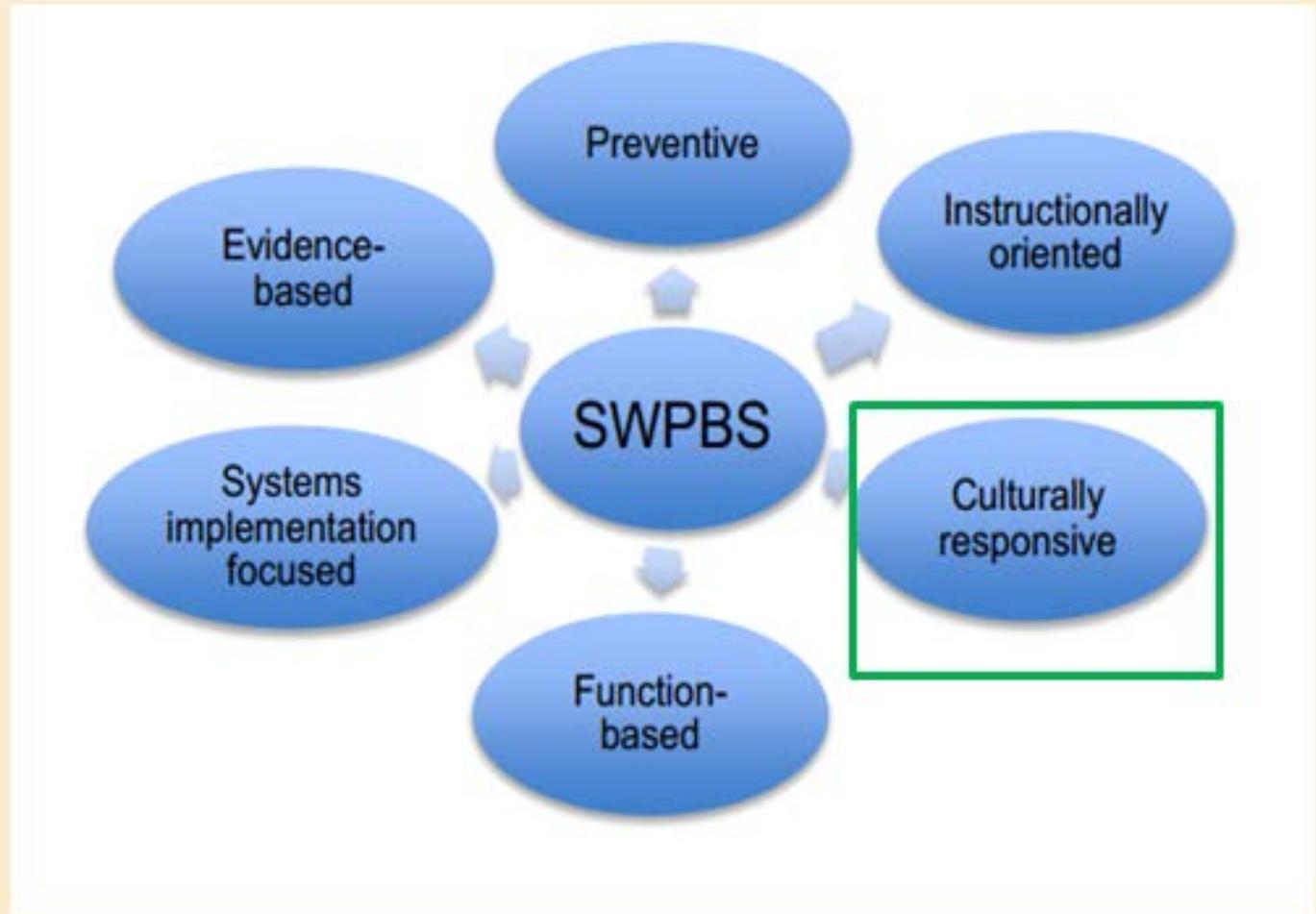
- **SYSTEMS**

- *Share disaggregated data with staff*
- *Encourage staff to problem-solve together*
- *Provide professional development to help generate self-awareness, build knowledge of students' cultures, and gain the skills to work effectively with students from different cultures*

- **OUTCOMES**

- Define measurable outcomes

# Six defining features of SWPBS



Source: Sugai, G., Horner, R.H., Algozzine, R., Barrett, S., Lewis, T., Anderson, C.,...Simonsen, B. (2010).

# How are “race-neutral” policies discriminatory?

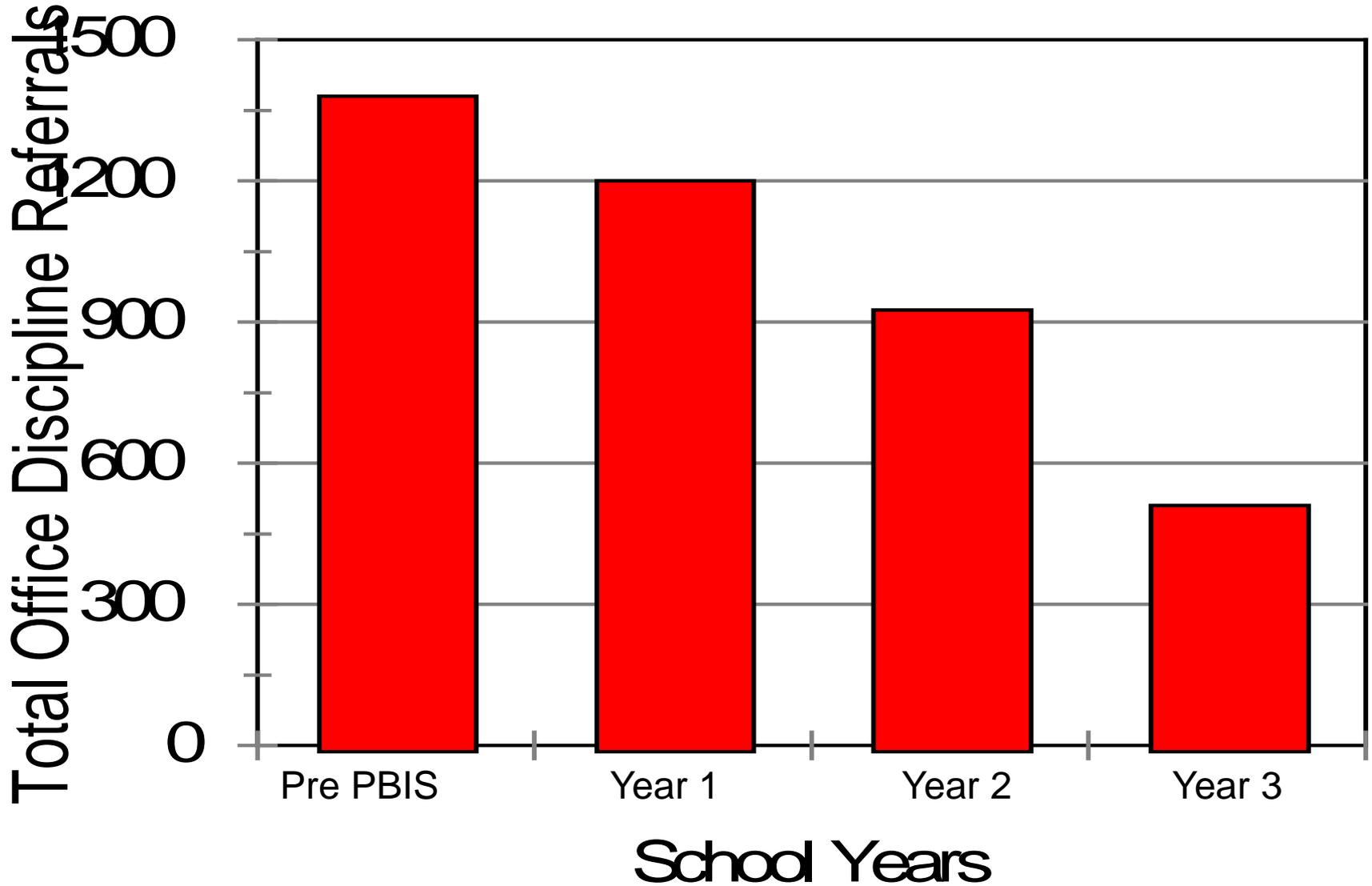
## ■ Regardless of intent...

- Policies such as zero tolerance and three-strikes policies are disproportionately applied to students of color (Losen & Skiba, 2010)
- Suspension, expulsion, and other exclusionary practices have been shown to cause harm (Am. Academy of Pediatrics, 2013)
- This **disproportionate harm** is what makes the policy discriminatory

# Efficiency

- Time, Effort, Money
- -----
- **Prevention is cost-effective**
- **Efficient scaling of SWPBIS requires adjusting HOW implementation is done.**

# Kennedy Middle School



School	PBIS Year '13-'14	# of ISS	# of OSS	Instructional Days Lost (based on a 7 hr day)	School	PBIS Year '14-'15	# of ISS	# of OSS	Instructional Days Lost (based on a 7 hr day)
Bales	1	84	23		Bales	1	89	40	225.5
BES	2	210.5	140.5		BES	2	110	33	250
Inca	3	183	66		Inca	3	221	71	525
Jasinski	3	297	149		Jasinski	3	172	85	415.5
Sundance	1	279	147		Sundance	1	136	42	349
West Park	2	233	98		West Park	2	82	28	110

# What does a reduction of 850 office referrals and 25 suspensions mean?

## Kennedy Middle School

- Savings in Administrative time

- ODR = 15 min
- Suspension = 45 min

- 13,875 minutes
- 231 hours

- Savings in Student Instructional time

- ODR = 45 min
- Suspension = 216 min

- 43,650 minutes
- 728 hours

- 
- 29, 8-hour days

- 121 6-hour school days

# Review and Report School Data

## **Using a school-wide data system to inform:**

- Specific incident
- Time of day
- Location
- Grade
- Ethnicity
- Consequence – ODRs

## ***Using the data to make decisions regarding:***

- Re-teaching
- Creating supports for students



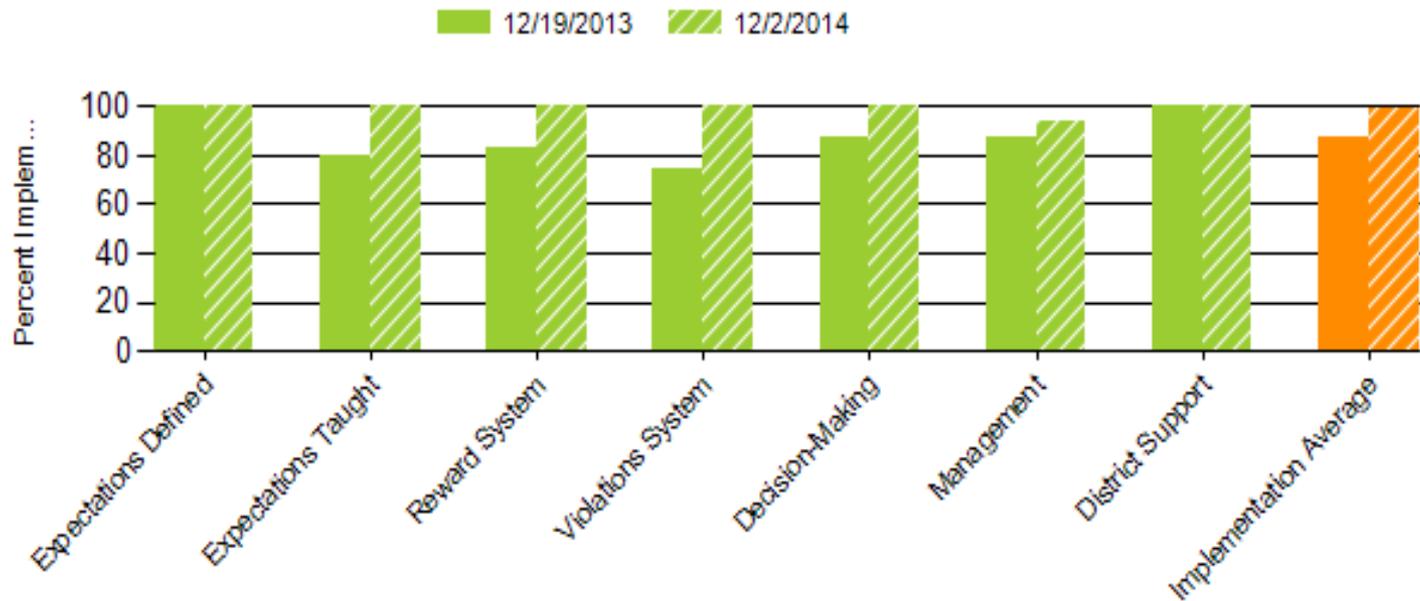
# CR-SWPBIS tool

## Tier 2/3

SYSTEMS	In Place	Partially In Place	Not In Place
Involve all stakeholders in building a communication system that is culturally responsive			
Include student and family voice in the development and implementation of Tier 2 (CICO, SAIG) and Tier 3 (complex FBA/BIP, wraparound) interventions that are culturally responsive			
Provide professional development to problem-solving team (e.g. special educators, school psychologists and counselors, social workers) to build fluency to adapt practices to be culturally responsive			
PRACTICES			
Use evidence-based practices that are effective for use with faculty and students from varied cultural backgrounds			
Individualize language, activities, <u>reinforcers</u> , etc. to be considerate of cultural differences of individual students and family and faculty members			
DATA			
Use individual student data to guide selection, adaptation, implementation, and evaluation of evidence-based practices			
Collect and review individual student data on a formative (e.g., daily, weekly) basis			
Establish data-decision rules that enable early progress evaluation and intervention effectiveness and fidelity			

# School Wide Evaluation Tool for Fidelity – School #1

SET Subscale  
 Steven R. Jasinski Elementary School  
 12/19/2013-12/2/2014



	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision-Making	Management	District Support	Implementation Average
12/19/2013	100.00%	80.00%	83.33%	75.00%	87.50%	87.50%	100.00%	88.00%
12/2/2014	100.00%	100.00%	100.00%	100.00%	100.00%	93.75%	100.00%	99.00%

# Schoolwide Evaluation Tool

## School #2

SET Subscale  
Inca Elementary School  
10/29/2013-1/5/2015



	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision-Making	Management	District Support	Implementation Average
10/29/2013	100.00%	90.00%	100.00%	87.50%	100.00%	75.00%	100.00%	93.00%
1/5/2015	75.00%	90.00%	83.33%	100.00%	87.50%	87.50%	100.00%	89.00%

# Major Challenges at Full Implementation

- **Building Depth**

- Full Implementation of Tier I does not always include full implementation of Tier II and Tier III procedures

- **Building Breadth**

- Documentation with one “exemplar” does not ensure implementation across the full set of classrooms, schools, districts

- **Sustainability**

- Achieving full implementation may be a transient accomplishment without on-going focus on improvement.

# District Team Membership

- School Counselors and School Psychologists have the background in behavioral supports and a vested interest
- Representation/buy-in from each school
  - Flexibility to support building implementation
  - District level leadership
  - Flexibility for the meeting times

# Being Practical

- Implement SWPBIS locally
  - **One Example: Tier II and Tier III behavior support**
    - Identify students in need of more support
    - Conduct assessment (behavioral, academic, social, mental health)
    - Develop an individualized plan
      - Technically sound
      - Contextually appropriate
    - Implement
- How to do this efficiently?

# Building Depth

- **Build on Local Capacity**
  - Invest in building the personnel with the “deep” knowledge as you implement Tier I.
  - Use these more skilled people to establish depth.
  - NOTE: Most Tier I practices may be implemented with minimal challenges to the current system. Most Tier II, Tier III practices require modifications to the current system
- Consider Behavior Support:
  - **Check-in / Check-out**
    - Reallocation of personnel
    - Modification in collaboration with families
    - Use of data for decision-making
  - **Function-based Support**
    - Change in role for District Behavior Specialist
    - Change in role for student/family
    - Change in use and collection of data

# Building Breadth

- **Modify Implementation Process as you Scale Up**
  - The strategies for establishing initial exemplars are seldom the strategies that can be used to scale up.
    - Shift from infrequent **centralized training to distributed, frequent training**
    - Shift from training using **external experts, to training using local talent.**
  - Scaling up requires improved efficiency in implementation.
  - Scaling up requires increased structure (more people doing the training and support requires increased coordination)
    - Hold coaching and training forums
    - Define expectations: **Certify the OUTCOMES of training... do NOT certify trainers.**

# BESD CELEBRATIONS – 6 schools Recognized with State PBIS Award



# B.E.S.D. Meets AMAOs for 2<sup>nd</sup> Year

Meeting Annual Measure of Achievement Objectives for English Language Learners:

- *1. ELLs Making Progress on AZELLA*
- *2. Reclassification of ELLs*
- *3. An Achievement Index (formerly known as adequate yearly progress) for ELL subgroup for Reading and Math*