



Help! Tier 1 Isn't Working



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.



Agenda

- Taking a Step Back and Refocus
- Outcome Data
 - Guiding Questions
 - Tools/Resources to Address Concerns
- Fidelity of Implementation
 - Guiding Questions
 - Tools/Resources to Address Concerns



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Taking a Step Back and Refocus

- If you are seeing an increase in ODRs, ISS, OSS, it is time to take a step back, examine what is really going on, and refocus!
- We will provide you with some guiding questions to assist you in determining what is happening and additional resources to address them.



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Guiding Questions: Data Entry & Analysis

- What's the metric?
 - Differences in student population
 - Differences in time periods
 - OSS, ISS: total # of *incidents* vs. total # of days
- Are the data recorded accurately?
 - Previous years vs. current year
 - Are the data up-to-date?



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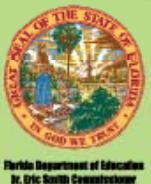


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Suggestions: Data Entry & Analysis

- Move beyond “total referrals”
 - Use PBSES data (per 100 students)
 - Make sure you’re comparing the same time frames
 - Referrals per day per month, first quarter, etc.
 - Look at total # of **days** of OSS and ISS
 - Impact on academics, sensitivity to change
- Talk to Data Entry Clerk to determine accuracy of data entry, referral forms
 - Consider refresher training for staff, sending corrected forms back, sending incorrect/incomplete forms back



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Guiding Questions: Referral Process

- Have there been changes to the referral process?
 - School vs. District Level
 - Consider impact of new initiatives
 - Student Code of Conduct
 - Minors vs. Majors



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Suggestions: Referral Process

- Highlight changes to discipline process/policies
 - Would this increase rates or decrease rates?
 - *Not all increases are negative*
- Identify areas of overlap between initiatives
 - Common goals, subject matter, procedures
 - Use your **School-Wide Expectations**: Bullying Prevention, Character Education, Citizenship



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Suggestions:

Minor Referral Process

- Minor process: Avoid 3 strikes and you're out
 - How is this different than what was done in the past?
 - Examine the minor-to-major ratio
 - Consider the information collected on the form
 - Is the minor process truly being used for **problem solving** and **preventing** inappropriate behavior, or is it used as a process to document incidents so a student can be sent to the office?
 - Consider staff use of form
 - Model, teach & reward staff for appropriate use



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Guiding Questions: Staff use of Referral Process

- Do all faculty understand discipline policies, procedures, and referral process?
 - How do you know?
- Do they use the process according to guidelines?
 - How do you know?
 - Is this true for **a few** teachers or **many** teachers?



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Suggestions:

Staff use of Referral Process

- Present an example of a behavior incident, and have your faculty work through the steps that should be taken to address it.
- Pull a few of last year's referrals, and have your staff identify what they would do differently this year.
- Reward your staff for following procedures
- Encourage your staff to report success stories



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Guiding Questions: Disaggregating your Data

- Are there certain groups of students getting most of ODR, OSS, ISS?
 - Investigate grade levels, AYP groups, “frequent flyers”
- Is there a small portion of the faculty responsible for writing most of the ODRs?



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Suggestions:

Disaggregating your Data

- If certain groups of students are getting most ODR, OSS, ISS:
 - Have they been taught the expectations, rules, and received a reward? Verify by teacher & by setting.
 - What kinds of strategies are being used by their classroom teachers to help them?
 - Prevent, **Teach**, Reward
 - If they have had access to tier 1, are they in need of tier 2 supports?
 - If they receive Tier 2 supports are they responding positively?
How do you know?



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Suggestions: Referrals by Staff

- If there is a small portion of the faculty responsible for writing the ODRs:
 - If it is an administrator, are they writing them on behalf of faculty? Revise this process.
 - Have you looked closer at the teachers' classrooms?
 - Do they have a tough group of students or a group of students who should not be in the same class?
 - What supports do they need? Are they being provided?
 - Classroom Consultation Guide:
http://flpbs.fmhi.usf.edu/resources_classroom.asp



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Suggestions:

Referrals are Spread-Out

- If lots of students account for most ODR, OSS, ISS:
 - **Teach**: Increase the frequency of lessons, include role-playing with specific skills in specific settings, include student voice in lesson plans, give lesson plans to your staff
 - Have an independent person do a **walkthrough**
 - Visibility of the expectations and rules
 - Students knowledge of expectations
 - Staff knowledge of PBS
 - **Student Reward Survey**: Are the rewards motivating? Are all students accessing them? Are they **frequent** enough?



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Guiding Questions:

ODR, OSS, ISS

- Is there consistency across administrators for delivering consequences?
- Do the consequences reward inappropriate behavior?
- What interventions are teachers putting in place prior to referring student to office?
- Are staff using the reward system according to school-wide guidelines?



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Suggestions:

ODR, OSS, ISS

- Professional Development for Teachers
 - Classroom Strategies
 - Classroom PBS Plans
 - Classroom Consultation Guide
 - Teachers model strategies for their peers
- Administrators
 - Are all administrators on the PBS team? Invite all to attend a meeting reviewing discipline policies and procedures
- Use PBIS with your staff



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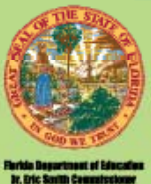
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Guiding Questions: Fidelity of Implementation

HOW DO YOU KNOW?

- Are you addressing ALL of the critical elements of PBS or just some? Are you implementing them with fidelity?
- Are you implementing with as much “gusto” as you did at the beginning of the year? Or you did your first year of implementation?
- Are all teachers participating?
- Do you have a lot of new team members and/or teachers? Are there some misunderstandings about what PBS is?



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Suggestions: Fidelity of Implementation

- Review your results of the most recent evaluation (Mid-Year PIC or End-Year BoQ) and review & revise your action plan based on areas that scored low
 - Complete a BoQ even though it's not end of year
 - Need ideas/tools/resources
 - Website: http://flpbs.fmhi.usf.edu/resources_schoolwide.asp
 - Watch previously recorded online chats
 - Talk to DC, other schools in county
- Can the team have a booster training?
 - Review the online Tier 1 mini-modules
http://flpbs.fmhi.usf.edu/requestservices_onlinemodules.asp



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Suggestions: Fidelity of Implementation

- Can the team get a full day of planning?
- Staff Knowledge
 - Complete a *Tier 1 PBS Walkthrough*
 - Survey Staff
 - Open invitation for upcoming team meeting
 - Invite them to review the online mini-modules
http://flpbs.fmhi.usf.edu/requestservices_onlinemodules.asp
 - Invite them to participate in one of the online chats
 - Share data, including BoQ or PIC



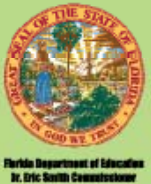
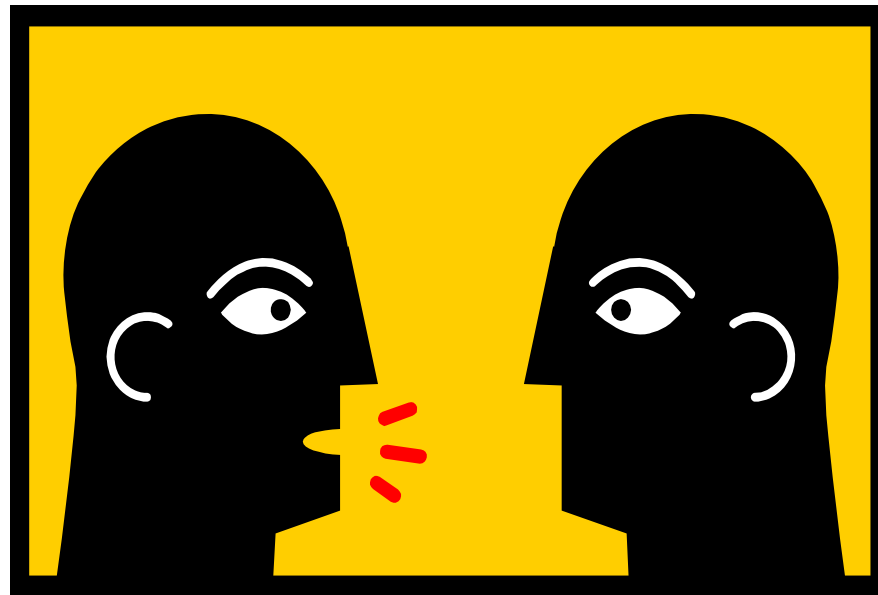
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Open Chat



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Join Us Again!

Next Chat:

Tuesday, May 10th

2:30-3:30 EST

Topic TBD

Ideas for May's topic? Please type them in!



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PBS:RtIB Contact Information & Resources

FL - PBS Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbs@fmhi.usf.edu
- Website: <http://flpbs.fmhi.usf.edu>

OSEP Center on PBIS

- Website: <http://www.pbis.org>



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