

**Director’s Note...**

The State of PBS

The growth of positive behavior support across the country and in Florida is amazing! There are over 2000 schools implementing School-wide PBS across the country, and Florida has trained 161 schools in the past three years. Florida has doubled the number of schools trained every year, with many of our schools being recognized across Florida and around the country as model schools. Last year, the PBS Project initiated an evaluation process to assist schools with measuring the degree to which they were implementing the School-wide PBS process. We are pleased to say that dozens of our schools are scoring high on these evaluations. The evaluation instruments, the School-wide Evaluation Tool and the Benchmark of Quality for SWPBS, will form the foundation of our statewide assessment of outcomes and will be used to identify “model” schools during the 2004-2005 school year. Several Florida schools already are performing at the level of a “model” school. Be sure to check our website in the future to learn more about these schools.

Not only have we seen a growth in the number of schools implementing PBS, but we also have seen an increase in the capacity and commitment to PBS at the district level. Currently, we have 25 districts that have collaborated with the PBS project in providing training and support to their schools. As a result of the activities aimed at the district level over the past year, we should have a district coordinator/contact, trained coaches, and a district action plan for all districts that have made a commitment to increasing the number of schools implementing SWPBS. Many districts are creatively and effectively planning how to increase and support the number of schools implementing PBS. Several districts plan to have from 50% to 100% of all the schools in the district trained in the next few years.

The PBS Project is committed to continuing to address the growing need for training and technical assistance at the district level by developing an array of flexible and effective training and technical assistance approaches. During this school year, the PBS Project is likely to make much greater use of web-based, video, CD-ROM and distance learning approaches to better meet the needs of schools and districts. Watch for new developments in our newsletter and on our website.

**Mission of Florida’s Positive Behavior Support**

Increasing the capacity of Florida’s school districts to address problem behaviors using Positive Behavior Support.

**Inside this issue:**

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director’s Note</td>
</tr>
<tr>
<td>Tracking Minor Behaviors</td>
</tr>
<tr>
<td>In the Spotlight: Osceola County</td>
</tr>
<tr>
<td>Getting Started After Training</td>
</tr>
<tr>
<td>Summer Activities</td>
</tr>
<tr>
<td>APBS Conference</td>
</tr>
</tbody>
</table>

**Positive Outlook**

**Announcing...**

*The Second International Conference on Positive Behavior Support*

March 10-12, 2005

*The Expanding World of PBS: Science, Values, & Vision*

For more information contact:
Tim Knoster at 570-389-4081
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Featuring over 50 exciting presentations on methods, aspects, issues and research in Positive Behavior Support.

Will include skill-building workshops on school-wide positive behavior support, measuring outcomes, applications in schools, early intervention, among other topics.

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**Sponsored By:** The Association for Positive Behavior Support and The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) with co-sponsorship from the OSEP Center on Evidence-based Practice: Young Children with Challenging Behavior.

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“Minors” are behaviors that are staff/teacher-managed rather than office-managed, such as gum chewing and out of seat behavior. These behaviors often take up considerable amounts of teacher time that could be better spent on instruction. In an attempt to gain back lost instructional time, teachers may inappropriately refer students to the office who engage in minor behaviors. This “quick-fix” does not resolve the problem behavior in the long term. By focusing on changing these behaviors, you are on your way to developing a comprehensive School-wide PBS Plan.

Using a tracking form to record inappropriate behaviors is the first step in identifying patterns and devising effective interventions. These forms were traditionally used as documentation to inform parents that an inappropriate behavior had taken place. From a PBS perspective, the tracking forms, typically referred to as “minor forms” or “classroom observation forms”, are used to help teachers identify patterns of behavior and plan in determining interventions that will be most effective for that student. Only repetitive behaviors are tracked; there is no need to stop and record every occurrence of inappropriate behavior in your classroom.

When using a minor form, schools are encouraged to include procedures to support teachers experiencing difficulty in altering ongoing inappropriate student behavior. Many schools have procedures whereby an intervention team or administrator is notified after three or more interventions have taken place and there is a need to assist the teacher in his/her attempts to remediate the problem. Teachers are not penalized for the support they receive. Instead, teachers’ data can be shared with support personnel to assist in quick identification of effective interventions. Supports are provided to promote the use of procedures to support teachers experiencing difficulty in altering ongoing inappropriate student behavior, resulting in an overall change in behavior.

Sending a student to the office does not result in behavior change and may actually serve to maintain and even increase it! While an occasional trip to the principal’s office may work for a student who has not developed the behaviors yet, if the behavior is ongoing then changing the behavior will require ongoing preventative behavior management. This plan will not only keep students on task and prevent further escalation, and increase our teaching time by effectively reinforcing our students’ appropriate behavior.

Remember, the goal of the minor form is to collect data that is necessary to identify effective ways of changing inappropriate behavior before it results in an office discipline referral. What changes are you willing to make to your current practices in order to create change in your classroom and therefore, in your school?

Positive Behavior Support in their schools. Consequently, three additional schools were trained this summer. These new schools are feeder schools allowing students to be introduced to School-wide PBS in the elementary setting before transferring to high school. This was an exciting summer for Florida’s PBS Project. We trained 20 different school districts on School-wide Positive Behavior Support. In total, 89 school teams received training. The districts enacting School-wide PBS this summer included:

- Bay
- Dade
- Indian River
- Orange
- Santa Rosa
- Calhoun
- Glades
- Jackson
- Ocala
- Seminole
- Charlotte
- Highlands
- Lee
- Pinellas
- St. Lucie
- Collier
- Holmes
- Okaloosa
- Polk
- Taylor

We look forward to assisting the coaches and teams throughout this coming school year with the development and implementation of School-wide Positive Behavior Support.

Along with the School-wide PBS trainings, the Project held the 2nd Annual School-wide Implementer’s Forum in July. This year the Forum was held at one of our most successful implementer sites, the Osceola School District in Orlando. Seventy people who have been implementing school-wide PBS for at least one year were in attendance. The participants represented 30 school districts. Your school was not able to attend, or if you are entering your first year of implementation, look for information about the 3rd Annual Implementer’s Forum to be held next year. 2005.

One of our goals for the Forum was to get information that would help you to plan for the upcoming school year and train that school districts and school-based PBS teams. We divided up into small groups during both morning and afternoon sessions. The morning groups went through a formal process to identify barriers to and supports for implementation of School-wide PBS.

In the afternoon, we provided participants the opportunity to meet in groups based on service level (elementary, middle, high, & districts). These groups addressed six critical areas, sharing strategies they have used and problems they have experienced. These critical areas originated from focus groups at last year’s Implementer’s Forum, Coaches’ training, and district level work groups. The areas addressed and samples of the strategies shared are below:

- Faculty Buy-in – orient new teachers with mentors; use multiple formats
- Administrative Support – use a cost/benefit analysis of staff/administrator time
- Philosophical Differences – share successful results, include dissenter on the team
- Effective Staff Training – use staff surveys to direct teacher-led training
- Effective Student Training – use student ambassadors; seize “teachable” moments
- Effective Reward Systems – strategic use of reinforcers to address problems

Florida’s PBS Project is using the outcomes realized from both of these processes to plan our activities and training for the coming year.

A complete list of strategies identified in the Implementer’s Forum discussions will be available on our web site soon.