Florida’s Positive Behavior Support Project believes that School-wide Positive Behavior Support (SWPBS) offers an effective, research-based process that can significantly impact school safety, school climate and student behavior. This is particularly important in light of a recent Quality Counts 2004 Report on No Child Left Behind that indicated that Florida schools earned an “A” in the area of accountability and measurement but only a “C” in the area of school climate. This low score was based on the “percentage of 8th grade students in schools where a school official reports that absence, tardiness and classroom misbehavior are not problems or are minor problems.” Absences rated a 64%, tardiness a 70% and classroom misbehavior a 54%. The score for classroom misbehavior would seem to indicate that school officials in Florida identify that classroom misbehavior is a MAJOR problem in 46% of all schools serving 8th grade students!

For this reason, Florida’s Positive Behavior Support Project is excited about the State’s overwhelming response to SWPBS. To date, over 100 schools have applied to participate in district level training this summer. In all, over 600 school personnel are likely to receive SWPBS training this summer.

In order for the district to continue to support the PBS schools throughout the year, our district PBS leadership team found it imperative to meet on a monthly basis to assess the current status of our PBS schools. Status reports are presented to the school board at regular intervals.

In summary, the PBS project initiative in our county has been so successful that we plan to increase the number of participating schools next year by two to three hundred percent.

Robert J. O’Neill
PBS Coordinator
St. Lucie County, Florida

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When Pinellas County Schools implemented School Choice this year, the average time students traveled on a school bus increased to 51 minutes per day and many students were required to switch buses. Some steps included: attending the First Annual PBS International Conference, piloting ideas on subgrouped buses, attending training and classes on PBS, and participating as an active team member with a school team that attended the school-wide training. These steps led to the development of countywide bus expectations and rules as indicated on the matrix below to build awareness of what is expected on the bus for both the students and the adult. Posters were designed with this matrix, taught throughout the district, and posted on buses, at schools, and in the bus driver lounges.

### Evaluating Your Success

Evaluating your school-wide program will help you identify successes and areas for improvement. Evaluation doesn’t have to be an overwhelming task. Simply use the information you currently collect and the tools that we have developed (see italicized text) and your team will be on their way.

How do we know if the program is working?

- Would you think PBS increases student motivation?
- What do you think the biggest barrier is to successful implementation?
- What are your expectations for the upcoming school year?

### Additional Resources

To provide better assistance to our schools we have several new resources that will help support the PBS program at your school. The first is the PBS website (http://pbs.fmhli.usf.edu). Please check the website regularly for new updates. You are also able to access our PBS Program and evaluate your school-wide program through our website (http://pbs.fmhli.usf.edu). This manual explains the process and essential components that a school needs to have in place in order to effectively implement School-wide PBS. This manual is an excellent tool for any new team members you may have added since your initial training, or as a reference guide for anyone involved in the process.

In addition, for those schools that are fully implementing School-wide PBS, we have added a variety of new trainings that are designed to specifically target the classroom and at-risk student population. Your coach or technical assistance provider can help determine if your school should participate in these trainings.

We are looking forward to supporting more schools in the upcoming year and hope the additional resources and supports are helpful.

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### Getting Parents Involved

Parents and family members play a critical part in any Positive Behavior Support (PBS) process. Parents know their children better than anyone and the information they can bring to the PBS team is invaluable. The success of the Positive Behavior Support process is dependent upon participation by a team of individuals that bring to the team unique expertise and perspectives. Whenever possible, families should be added as regular members of your school PBS teams. Sharing information with all families is equally important to the success of your school PBS process. As a result of your declining parent involvement is a critical issue for schools across the state. Although we would never get to persuade everyone to participate, here are some suggestions for other school that may be helpful:

1. Add parents as regular members of your school’s PBS team. Those parents can then have input on school-wide interventions, fundraising efforts, and related activities. Involved parents can help spread the information to their classes and friends.
2. Instruct your staff members to include parent information on the end of the year Team Process Evaluation.
3. Include an instructional component for parents in their weekly school newsletters. Include, in parent friendly terms, an overview of the school’s behavior expectations and how PBS is implemented in the school. Share handouts and flyers with parents at an open house night. Outline behavior expectations by teacher and school-wide expectations and reinforcing the school-wide expectations. For instance, on report card pick-up day you could have parents report to their child’s homeroom class. Before the teacher reads the report card to the parent(s), they will watch a 10 minute video that the PBS team and several students put together outlining the behavior expectations, reward and consequence system.
4. Whenever possible include parents in the PBS planning process. Invite them to participate in team planning meetings and help plan whole school events.
5. Establish a feedback system that the parents can use to communicate concerns. This can be done through a feedback form, phone calls, or emails.

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### Coaches Training

New and returning coaches are all encouraged to attend training on Friday, April 16th, 2004 at the University of South Florida. This will be the only scheduled coaches’ training day this year. For new coaches, it is imperative that you attend prior to your 3-day school-wide team training. You will be introduced to the School-wide Positive Behavior Support process and given details regarding your role as a coach and team facilitator. All returning coaches will receive crucial information on assessing PBS at your school. You will be introduced to an array of new-equipment and resources and be given some important information about the PBS process and we will discuss the opportunities for you, as a coach, to become a PBS trainer for your district. All attending coaches will receive information on evaluating your school-wide PBS process and we will discuss the opportunities for you, as a coach, to become a PBS trainer for your district. We will keep you posted as to the progress of this initiative and look forward to training more schools this summer!