Positive Behavior Support Implementer’s Forum

On July 25th 2003, Florida’s Positive Behavior Support Project hosted the First Annual School-wide Positive Behavior Support Implementer’s Forum. The Forum, held at the University of South Florida, was a great opportunity for educators implementing School-wide Positive Behavior Support (PBS) across the state of Florida to come together to network and share ideas. There were 109 implementers representing 12 elementary schools, 13 middle schools, 4 high schools, and 7 center or alternative schools.

The forum began with a Keynote Address given by Don Kincaid, Director of the Positive Behavior Support Project, and Lee Clark, Program Specialist from the Florida Department of Education. After a brief overview by the PBS Project Staff, the participants were divided into Focus Groups. The Focus Groups represented four types of schools: elementary, middle, high, and center/alternative. Each Focus Group included a mixture of schools that were entering their second year of implementation along with those schools just beginning the implementation process. Groups discussed successes and barriers in the development and implementation of school-wide PBS at their school. Further discussion topics included: specific processes developed at their school sites, components of the team process, implementing reward systems and outcomes teams have observed as a result of implementing PBS.

The information collected from the focus groups is being summarized and will be available later in the year.

Mission of Florida’s Positive Behavior Support:
Increasing the capacity of Florida’s educators, families and support organizations to address problem behaviors using Positive Behavior Support.

Inside this issue:
- Director’s Note
- Individual PBS: A Parent Perspective
- Tips for Teachers: Relevant Social Skills for Students Who Defy Teachers
- School-wide Positive Behavior Support Outcomes
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- Positive Behavior Support Implementer’s Forum

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Florida’s PBS Project trained 28 schools in School-wide Positive Behavior Support in 2002. During 2003, we have trained an additional 46 schools. In total, we now have trained 74 schools across 17 districts. Of the schools implementing School-wide PBS in Florida, there are 8 centers, 6 alternative/discipline, 27 elementary, 22 middle, and 11 high schools. We are very excited at the ever-increasing interest from schools across our state! Look at some of the results from our schools that began school-wide implementation during the 2002-2003 school year:

Discipline
99% of first year schools had a decrease in discipline and reported a more positive school climate

School Grades
48% of schools increased their school grade by at least one grade level
84% of the schools increased or maintained their letter grade

Individual PBS: A Parent Perspective

Defiant behavior is defined as challenging or refusing to comply with a specific command or rule (Webster, 1994). Students who do not comply with teacher requests, do not follow directions, or do not complete assigned tasks are often labeled as defiant or non-compliant. Many children come to school lacking appropriate and specific social skills needed to function in a school environment. In this series of eight booklets, the authors address proactive methods of dealing with very specific classroom behavior issues. In the booklet entitled “How to Deal with Students Who Challenge and Defy Authority,” the authors discuss these defiant behaviors as skill deficits and provide proactive instructional activities to aid in the introduction of these skills in a classroom setting. It is emphasized throughout the series that teachers should not be “behavior suppressors” but instead become “behavior builders”.

Listed below are 12 relevant interaction skills discussed in this booklet, derived from the work of Dowd and Tierney (1992), West and Young (1994), and Young and West (1995). The authors selected these 12 pandemic skills because they are the most common problems for which students get referred to the office. In the booklet, these 12 skills are operationally defined and are accompanied by several intensive instructional activities.

- How to Follow Instructions
- How to Get Teacher’s Attention
- How to Accept “No” for an Answer
- How to Accept Feedback
- How to Disagree Appropriately
- How to Make a Request
- How to Make a Decision
- How to Resist Peer Pressure
- How to Negotiate
- How to Respond to Testing
- How to Deal with an Accusation
- How to Apologize

If you would like more suggestions/ideas or would like to share your ideas, feel free to contact Stephanie Martinez at smartinez@fmhi.usf.edu

Tips for Teachers: Relevant Social Skills for Students Who Defy Teachers

(Adapted from the “How to Improve Classroom Behavior Series” By S. Peterson, L. Peterson, and L. Lacy (2003))

How To Get The Teacher’s Attention

1. Look at the teacher.
2. Raise your hand (if the teacher’s back is to you, say his/her name one time with a pleasant tone of voice). 
3. Wait for acknowledgement by the teacher.
4. Say your statement using a pleasant voice tone.

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