



# School-Wide Positive Behavior Support *Response to Intervention for Behavior* Faculty Overview



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

- What is PBS
  - Mission and Goals
- PBS is RtI:B
- PBS Structure
  - District, School Administration, Coach, Team, Staff
  - Critical components and implementation
- PBS Challenges
- Staff Input and Surveys



# Florida's PBS Project

## Mission:

- To increase the capacity of Florida's school districts to address problem behavior using Positive Behavior Support within a Response to Intervention framework

## What does Florida's PBS project provide:

- Training and technical assistance to Florida's school districts in the development and implementation of positive behavior supports at Tiers 1, 2, and 3.



# Positive Behavior Support

- Aims to **build effective environments** in which positive behavior is more effective than problem behavior
- Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior
- Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes



# Positive Behavior Support

## Goals of PBS:

- Build effective, positive school environments
- Enhance school climate and safety
- Prevent problem behaviors from occurring
- Teach and reinforce appropriate behaviors
- Increase instructional time and academic performance
- Enhance teacher capacity to effectively address problem behavior
- Create meaningful and durable behavior and lifestyle outcomes



# Traditional Discipline versus PBS

## Traditional Discipline:

- Goal:
  - Stop undesirable behavior through punishment
- Focus:
  - The student is the problem

## Positive Behavior Support:

- Goal:
  - Alter the environment
  - Replace problem behavior with appropriate behavior
  - Teach new skills
  - Reward demonstration of appropriate behavior



# PBS and RtI:B

## Core Principles of PBS

- Multi-tiered levels of support
- Team process
- Builds effective environments
- Evidence-based interventions
- Effective problem-solving
- Data-based decision-making
- Progress monitoring
- Fidelity of implementation

## RtI:B Critical Components

- Multi-tiered levels of support
- Evidence-based instruction and interventions
- Effective problem-solving
- Data-based decision making
- Progress monitoring
- Fidelity of implementation



# School-Wide PBS/RtI:B

## Why Implement PBS/RtI:B:

- It is aligned with the core components of RtI (Response to Intervention)
- It can be adapted to fit your school
- It coexists with most other school-wide programs (Reading First, Character Education, etc.)
- It is consistent with research-based Principles of Behavior



# Tiered Model of School Supports & the Problem-Solving Process

## ACADEMIC and BEHAVIOR SYSTEMS

### **Tier 3: Intensive, Individualized Interventions & Supports**

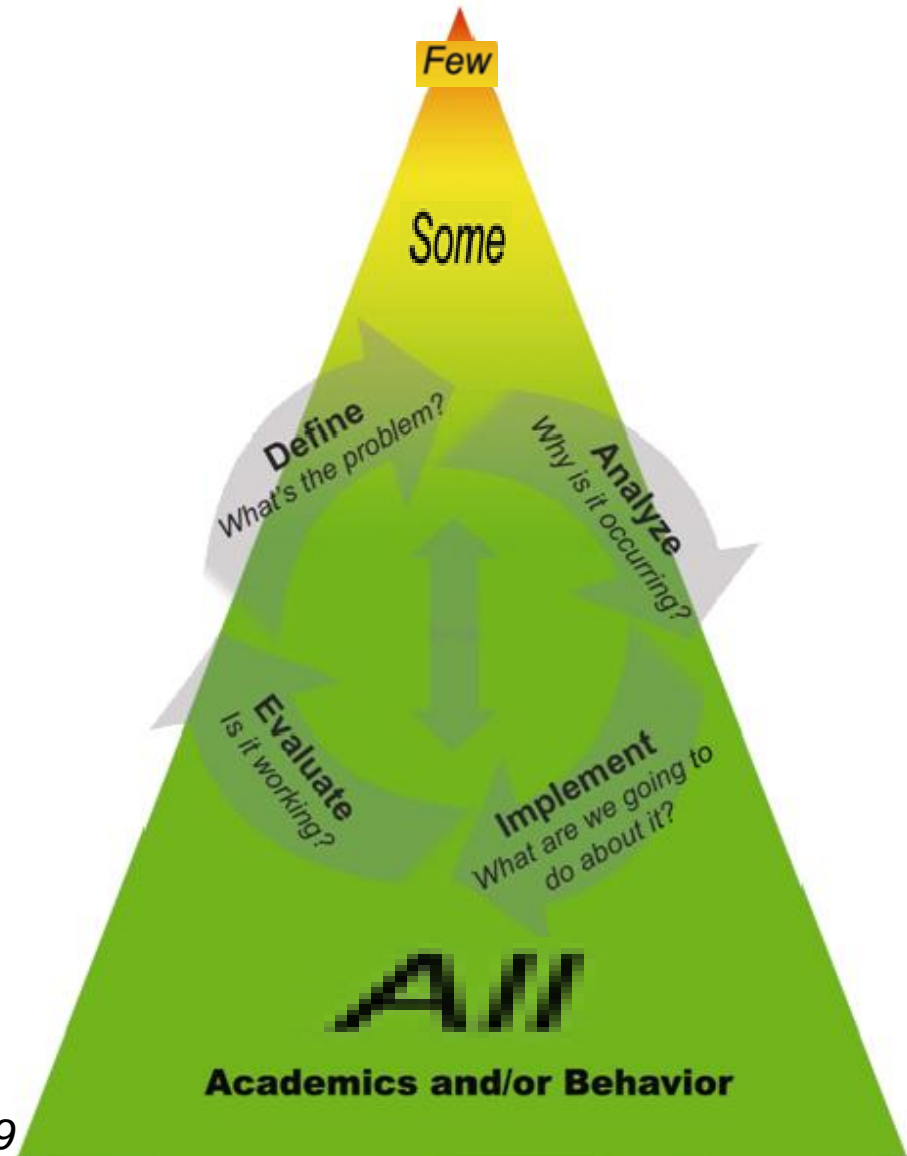
The most intense instruction and intervention based on individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

### **Tier 2: Targeted, Supplemental Interventions & Supports**

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

### **Tier 1: Core, Universal Instruction & Supports**

General academic and behavior instruction and support provided to all students in all settings.



# Tiers of PBS

**Tier 3 – (Intensive, Individualized)** Processes and procedures reflect school-wide expectations coupled with team-based strategies to address problematic behaviors of individual students

**Tier 2 – (Targeted, Supplemental)** Processes and procedures address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention, escape)

**Tier 1 & 2 – (Classroom)** Processes and procedures reflect school-wide expectations coupled with pre-planned strategies applied within classrooms

**Tier 1 – (Universal, Core)** Procedures and processes support behavior intended for all students, staff, across all settings



# Positive Behavior Support

- A 3-5 year process for comprehensive systems change to occur
  - District and Administrator support essential
  - Effective, stable PBS team
  - Philosophical change for staff
  - Faculty commitment and buy-in
  - Input and feedback
- Utilizes data-based decision-making



# Keys to the Success of PBS/RtI:B

- Effective, committed district leadership and support
- Effective PBS team and committed Administrator
- Faculty commitment and buy-in
- Fidelity of implementation and evidence-based practices
  - Tier 1 - Universal (all students, times, locations)
  - Tier 2 - Targeted (students at-risk)
  - Tier 3 - Intensive (individualized for severe behaviors)
- On-going data collection for data-based decision-making
- Progress monitoring and evaluation
- Contextual fit with school culture and school improvement plan

12



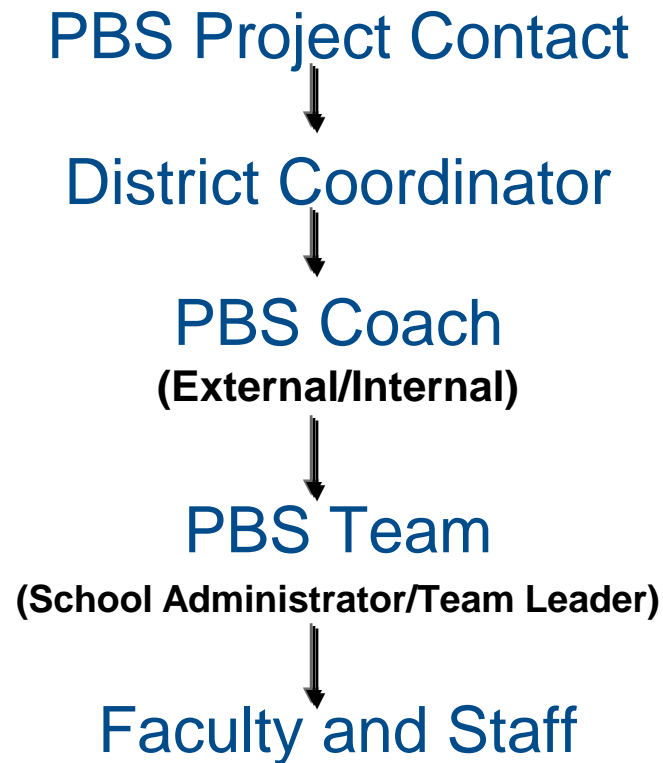
This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

# Critical Elements of School-wide PBS

- PBS Team and administrative support
- Expectations & Rules – Core Curriculum of Tier 1 PBS
- Reward/Recognition system
- Teaching expectations, rules and consequences
- Effective discipline process, procedures and consequences
- Faculty commitment
- Implementation fidelity
- Classroom PBS systems
- Data entry, analysis and effective problem-solving (RtI)
- Evaluation and progress monitoring



# PBS/Rtl:B Support Structure



# PBS Tier 1 Coach

- District or School-based staff
  - Education specialist, school psychologist, social worker, behavior analyst/specialist
  - Usually not a classroom teacher
- Facilitates the teaming process at the school level
- Attends:
  - trainings with their school-based team
  - monthly PBS Team meetings
  - monthly Coaches' meetings with the District Coordinator
  - other trainings and professional development, as needed
- Reports to District Coordinator
- Completes Mid-Year and End-Year PBS reports



# School-Based PBS Team

- 6-8 Members:
  - Administrator, Gen Ed teachers, Special Ed teachers, Guidance, behavior 'expert', paraprofessionals, parents & students
- Develops, implements, and evaluates the school's PBS plan with input from faculty and staff
- Monitors behavior data
- Develops interventions
- Monitors PBS progress
- Maintains communication with faculty and staff
- Meets monthly to review action plan



# What Does PBS 'Look Like'?

- Staff will develop and implement school-wide **Expectations & Rules**
- Students and staff will be **taught** the expectations and rules
- A **Reward System** will be developed and taught to students and staff to encourage and model appropriate behavior
- A consistent **Discipline Referral Process** will be developed and implemented
- **Effective Consequences** will be developed and used to discourage inappropriate behavior.
- **Data** will be used to track progress and identify target areas for intervention



# Tier 1: School-Wide Core Curriculum

## School-Wide Expectations and Rules

- Essential part of the school's culture and language
- Apply to all staff, students and settings across campus
- Are taught like the academic core curriculum
- Are reinforced/rewarded when exhibited as academic accomplishments are rewarded

## Core Curriculum Goals:

- Prevent problem behavior
- Promote appropriate behavior
- Increase instructional time
- Enhance school safety
- Build a positive school culture



# PBS/RtI:B Challenges

- Philosophical change regarding behavior
- Shift in how staff respond to student behaviors
- Acquisition of new skills by students and staff
- Need for good data collection and evaluation systems
- Implementation fidelity
- No established benchmarks or decision rules for behavior



# Questions to Explore

- Is there an active, effective school-wide behavior management program in place on campus?
- Do the faculty and staff provide a high rate of positive responses and feedback to the students? (4:1 positives to negatives)
- Does the school have a high number of office discipline referrals?
- Is there a comprehensive consequence system in place?
- Are the consequences based on the school rules?
- Are the consequences delivered consistently across staff and students?
- Does the staff anticipate problems and intervene proactively?
- Is dealing with problem behavior taking away from instructional time?



# Sample Staff Survey

- Do you believe your school would benefit from PBS?
- Would you like to see office discipline referrals decrease?
- Are you open to change in order to reach your school's goals for academic and behavioral success?
- Are you committed to learning new strategies to address problem behavior?
- Would you actively support and participant in the implementation of School-Wide PBS on your campus?



# Additional Resources

## Florida's Positive Behavior Support Project

- <http://flpbs@fmhi.usf.edu>

## Association of Positive Behavior Support

- [www.apbs.org](http://www.apbs.org)

## OSEP Technical Assistance Center on PBIS

- [www.pbis.org](http://www.pbis.org)



# PBS Project Contact

Heather P. George, Ph.D.

Co-PI and Co-Director, Florida's Positive Behavior Support Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- Email: [flpbs@usf.edu](mailto:flpbs@usf.edu)
- Website: <http://flpbs.fmhi.usf.edu>

