


Florida's Positive Behavior Support Project

School-Wide Positive Behavior Support

University of South Florida



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.


Florida's PBS Project

Mission:

- Increasing the capacity of Florida's school districts to address problem behavior using positive behavior support

What we do...


- Provide training and technical assistance to districts across the state in the development and implementation of positive behavior supports at the school-wide, targeted group, classroom and individual student levels



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What is School-wide Positive Behavior Support?

- The application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.



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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



Traditional Discipline versus PBS

Traditional Discipline:

- Focused on the student's problem behavior
- Goal is to stop undesirable behavior through the use of punishment

Positive Behavior Support:

- Replaces undesired behavior with a new behavior or skill
- Alters environments
- Teaches appropriate skills
- Rewards appropriate behavior



Time Cost of a Discipline Referral

(Averaged to 45 minutes per incident)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
Totals	1500 Hours LOST!	3000 Hours LOST!



“If a child doesn’t know how to read, **we teach.**”
 “If a child doesn’t know how to swim, **we teach.**”
 “If a child doesn’t know how to multiply, **we teach.**”
 “If a child doesn’t know how to drive, **we teach.**”
 “If a child doesn’t know how to behave, **we...**
 ...TEACH? or ...PUNISH?”

“**Why can’t we finish the last sentence as automatically as we do the others?**”

(Herner, 1998)

Levels of PBS

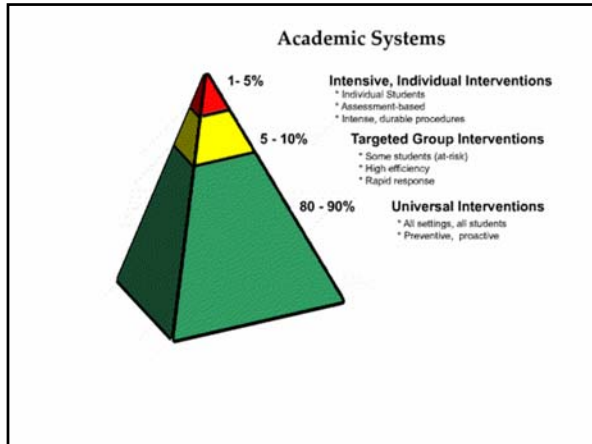
Adapted from Levels and Descriptions of Behavior Support (George, Harrower, & Knoster, 2003)

- **School-wide/Universal** – intended for all students and staff in all settings across campus
- **Classroom** –school-wide expectations for student behavior coupled with pre-planned strategies for classrooms setting
- **Target Group** –addresses behavioral issues of groups of students with similar problem behavior or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)
- **Individual Student** –school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students

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Behavioral Systems

Behavioral System	Percentage	Characteristics
Intensive, Individual Interventions	1 - 5%	<ul style="list-style-type: none"> * Individual Students * Assessment-based * Intense, durable procedures
Targeted Group Interventions	5 - 10%	<ul style="list-style-type: none"> * Some students (at-risk) * High efficiency * Rapid response
Universal Interventions	80 - 90%	<ul style="list-style-type: none"> * All settings, all students * Preventive, proactive



Elements of School-wide PBS

- Establish a team/faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms
- Establish expectations & rules
- Develop lesson plans & teach
- Create a reward/incentives program
- Refine consequences
- Monitor, evaluate, and modify

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PBS Team

- **TEAM MEETS AT LEAST MONTHLY TO:**
- Assess the current behavior management practices
- Examine patterns of behavior
- Obtain staff commitment
- Develop a school-wide plan
- Obtain parental participation and input
- Oversee, monitor, and evaluate all planned objectives and activities developed by team

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School-wide PBS 3-day Training

- Consists of lecture, video of actual schools, team activities, and action planning
- FREE OF CHARGE to districts
- Travel expenses may be reimbursed for districts requiring out-of-district training attendance
- Training occurs across 3 consecutive days
- School Administrator required to participate all 3 days
- ALL Team Members MUST attend ALL 3 days in order to:
 - complete training,
 - be eligible for ongoing technical assistance across school year;
 - receive district stipends (if available)
- District Coaches trained to provide additional assistance



SWPBS 3-day Training Modules

- Introduction to School-wide Positive Behavior Support
Establishing a Foundation for Collaboration and Operation
Building Faculty Involvement
Establishing A Data-Based Decision-Making System
Developing Appropriate Definitions of Problem Behaviors
Developing Behavior Tracking Forms
- Day 1**
- Day 2**
- Developing a Coherent Office Discipline Referral Process
 - Developing Effective Consequences
 - Identifying School-Wide Expectations
 - Identifying Rules for Unique Settings
- Developing a System for Teaching Appropriate Behavior
Developing a School-Wide Reward System
Implementing School-wide PBS
Evaluating the Progress of PBS Efforts
Establishing a Comprehensive PBS System
- Day 3**



Prior to Training...

- ✓ Commitment from District
 - District Readiness Checklist
 - Determine funding to support schools
 - Identify Coordinator & Coaches to support schools
 - Establish data-based decision making system
 - Discuss possible TRAINING DATES
- ✓ Commitment from School Administrator (s)
 - Training Readiness Checklist for Schools
 - Initial Benchmarks of Quality
 - New School Profile Information Form
 - School Commitment Form

School Data using SWIS (<http://www.swis.org>)

- The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions.
- **OPTIONAL** with School-wide PBS Training
- Only reports discipline data
- Highly efficient (30-45 sec. per referral)
- Formatted for decision-making (graphs)
- Information is available continuously
- Confidential, secure
- Can be combined with District database
- SWIS License Agreement is \$250/annually
- SWIS-CICO for Tier 2 behavior tracking available for additional \$50/yr



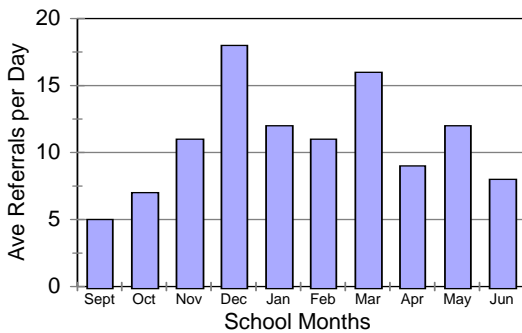
Critical Questions

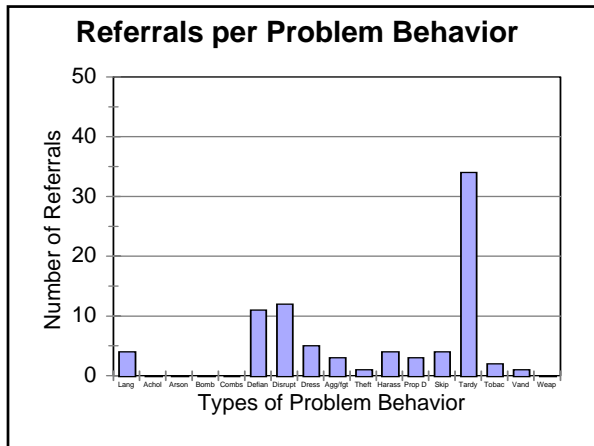
- How many referrals are:
 - **per day each month?**
 - based on **location?**
 - based on the **type of behavior?**
 - by **student?**
 - by **time of day?**
 - **repeat offenders?**
 - **originating from ESE?**
- What is the **range of consequences** provided based on the type of behavior exhibited?
- What? Where? When? Who? Why?

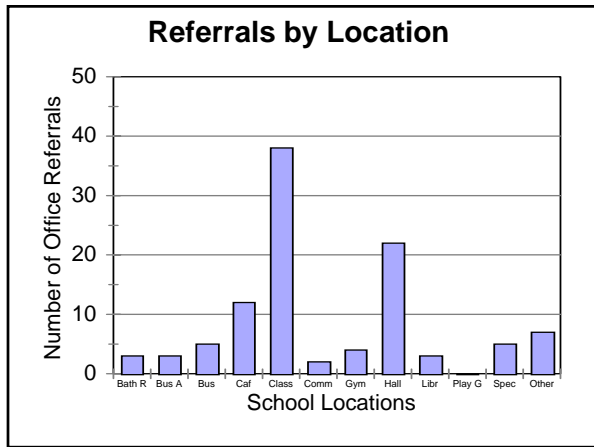


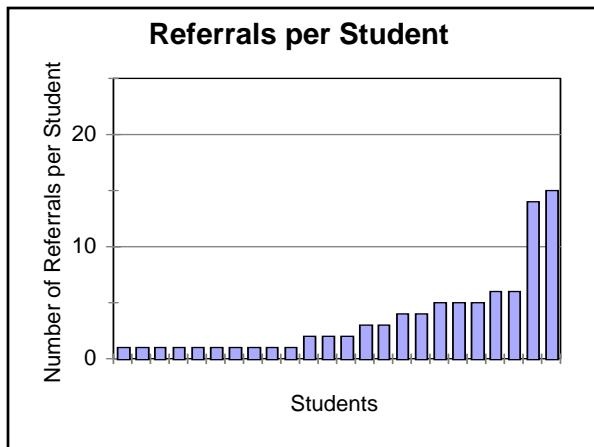
Office Referrals per Day per Month

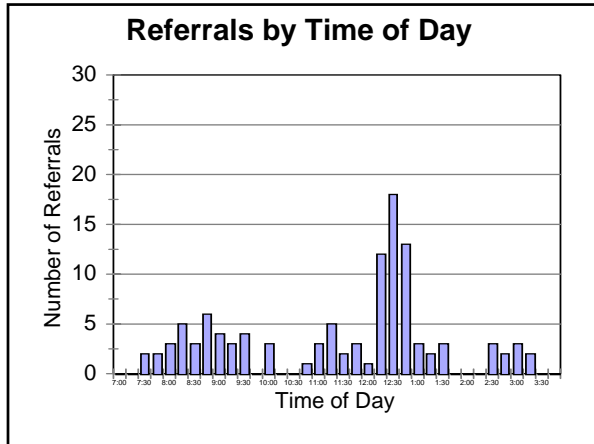
Last year

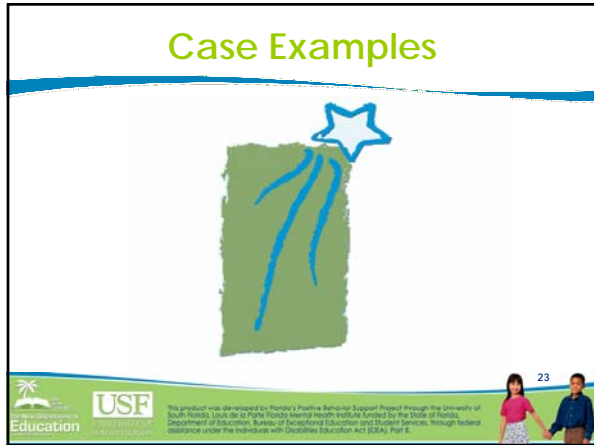


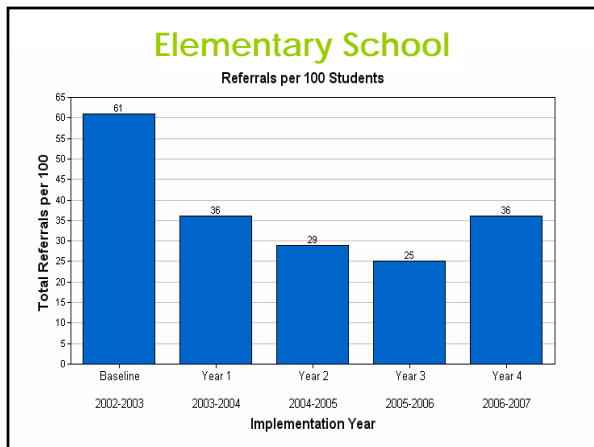












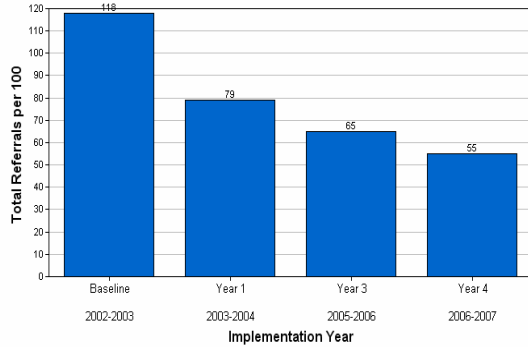
Elementary School

- Reduction in ODRs
 - 41% reduction after 1 year of implementation
 - 59% reduction from baseline after 3 years
- Maintained School Grade (B)
- Assets
 - Use of data to make decisions
 - Administrative support (w/admin turnover)
 - Implementation of Tier 2 intervention
 - Faculty involvement in data and decisions



Middle School

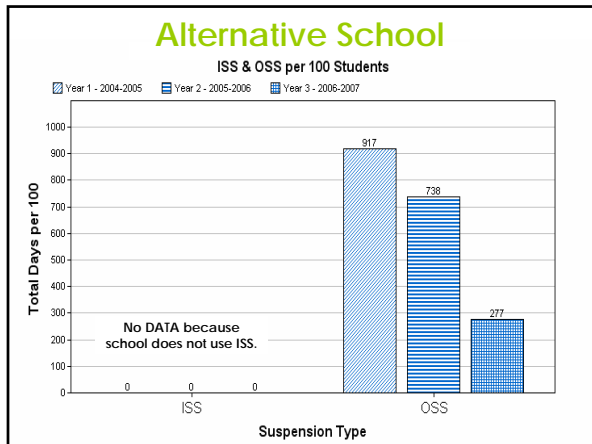
Referrals per 100 Students



Middle School

- Reduction in ODRs
 - 33% reduction after 1 year of implementation
 - Further 20% reduction over next 3 years
- Maintained School Grade (A)
- Assets
 - Focus on faculty (in-service & incentives)
 - Use of data to develop & monitor plans
 - Administrative support



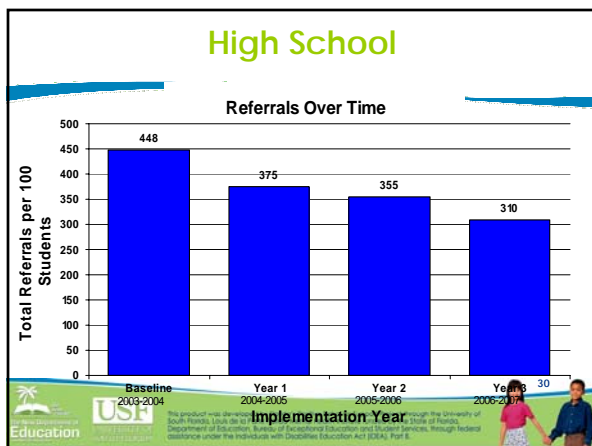


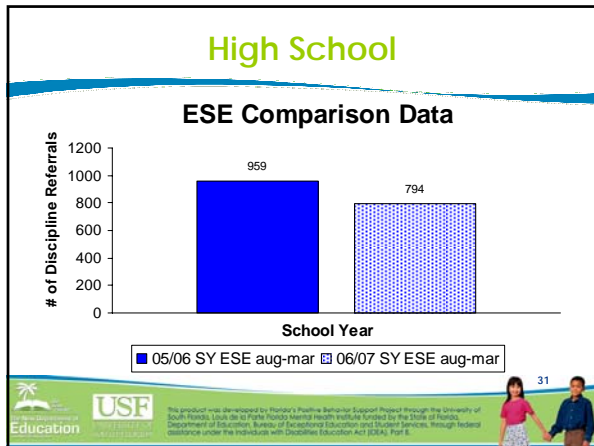
Alternative School

- 42% on IEP/81% FRL
- Reduction in OSS
 - 20% reduction in days of OSS after year 1
 - 70% reduction in days of OSS after year 3
- Assets
 - Philosophy of approach with students shifted
 - Data used for individuals and groups
 - Weekly data shared with staff
 - Fidelity of social skills teaching

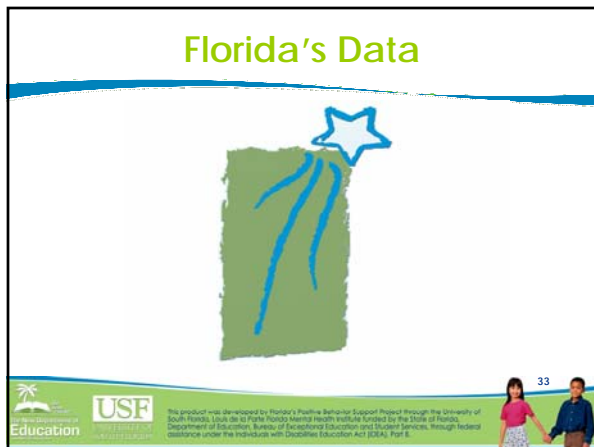
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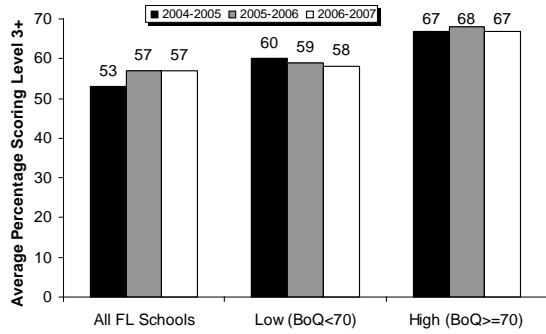


- ## High School
- Reduction in ODRs
 - 18% reduction in ODRs after year 1
 - 30% reduction in ODRs after year 3
 - 17% reduction in ODR's for ESE
 - Maintained School Grade C
 - Assets
 - Strong Admin. leadership, acknowledges faculty
 - PBS club for students
 - Perseverance
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Academic Achievement

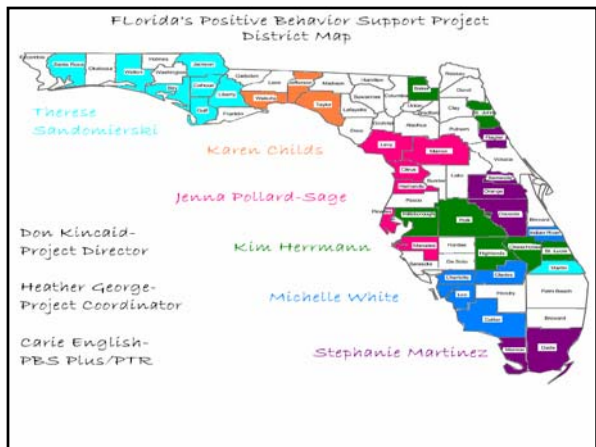
Students at Level 3+ in Reading on Florida's Comprehensive Assessment Test



Why School-wide PBS?

- Over 7000 schools across the country and over 400 in Florida have learned and are implementing SWPBS because...
 - It can be adapted to fit your particular school
 - It can coexist with most other school-wide programs (reading first, character ed, etc.)
 - It is consistent with research-based principles of behavior





Florida's Positive Behavior Support Project

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