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

*FL RtI State Transformation Team, Dec. 2009*
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
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/RtI:B Support Structure

PBS Project Contact

District Coordinator

PBS Coach
(External/Internal)

PBS Team
(School Administrator/Team Leader)

Faculty and Staff
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

OSEP Technical Assistance Center on PBIS
• 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
- Website: http://flpbs.fmhi.usf.edu