Positive Behavioral Interventions and Supports

Changing Lives

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www.pbiscaltac.org
bullypreventionpbis.org

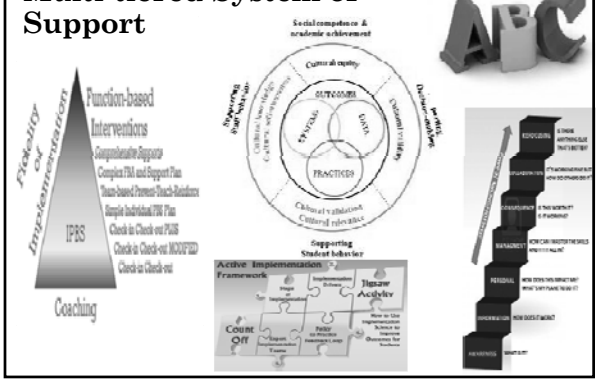
California Technical Assistance Center on Positive Behavioral Interventions and Supports, Inc. (CalTAC-PBIS, Inc.)

Outcomes: Rational / Experiential

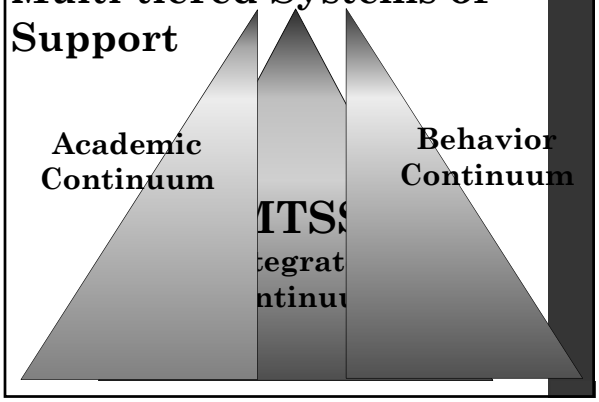
Rational Objective: Develop a deeper understanding of school-wide positive discipline and its effect on students, families and communities.

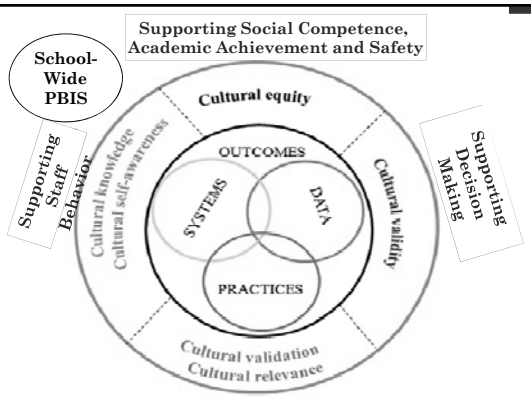
Experiential Objective: Create a sense of urgency and "doability" for implementing a systems change process to create positive pro-social school cultures.

PBIS is an Evidence-based Multi-tiered System of Support



Multi-tiered Systems of Support





Science of Behavior

Antecedent
(PREVENT)

Behavior
(TEACH)

Consequence
(REINFORCE)

has taught us:

- Students are not born with bad behaviors.
- Students do not learn better ways of behaving when only given aversive consequences.
- To learn better ways of behaving, students must be **directly taught** the expected behaviors.
- To retain new behaviors, students must be given **specific positive feedback** and **opportunities to practice in a variety of settings where the behaviors should be used.**

Common myths educators have about correcting misbehaviors

- **Re-teaching appropriate behavior takes more time than punishing misbehavior. Teachers don't have time to teach appropriate behavior.**
- **We must punish misbehavior to provide an example to other students.**
- **Students should admit what they have done wrong so they can accept responsibility for their behavior. Students should apologize for their misbehavior to teach students to be empathetic.**
- **If we get tough early we will prevent future misbehavior.**
- **Zero tolerance policies make our school safer.**
- **Older students should have learned how to behave in school.**

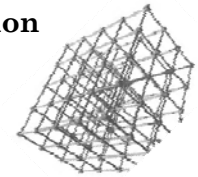
Implementation Science
National Implementation Research Network

Principle Researchers

- Dean Fixsen
- Sandra Naoom
- Karen Blase
- Robert Friedman
- Frances Wallace

2005 University of South Florida

Five Implementation Frameworks



- Framework 1: Usable Interventions
- Framework 2: Implementation Stages
- Framework 3: Implementation Drivers
- Framework 4: Implementation Teams
- Framework 5: Improvement Cycles

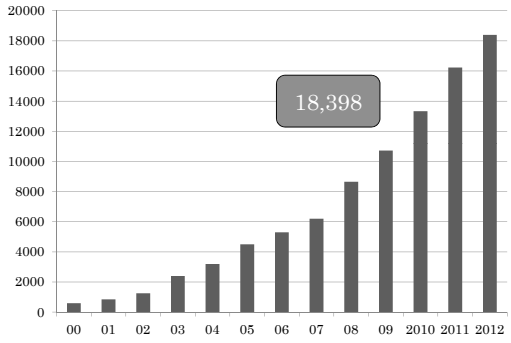
Systems Change

Resisters often have ideas that we might have missed

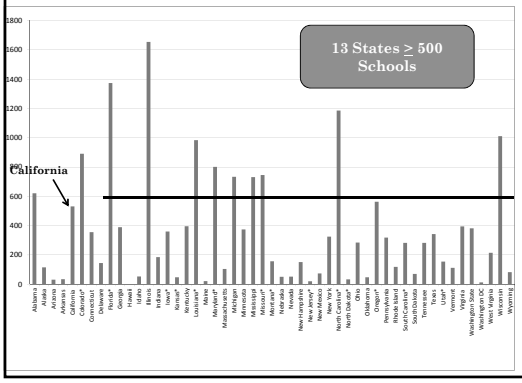
Resisters are crucial to the politics of implementation

"Respect those you wish to silence"
(Heifetz, 1994)

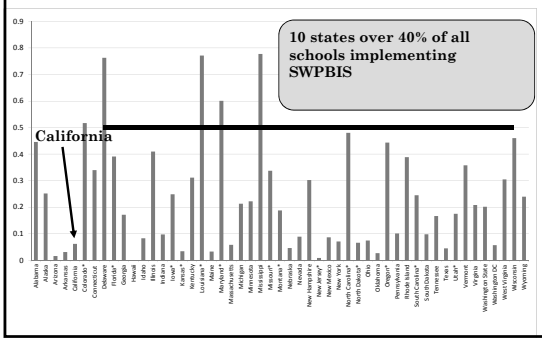
Number of Schools Implementing SWPBIS August 2012

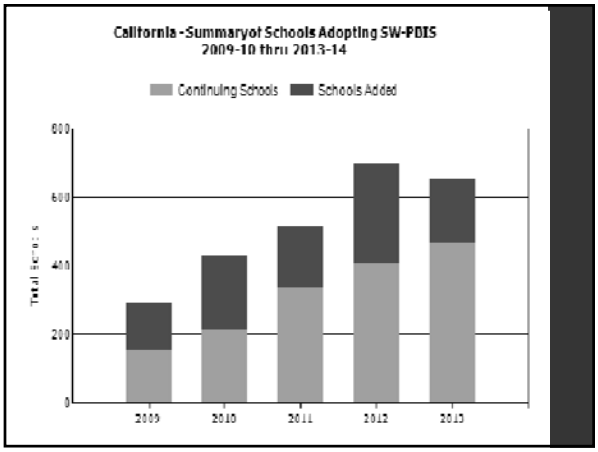


Count of School Implementing SWPBIS by State August, 2012

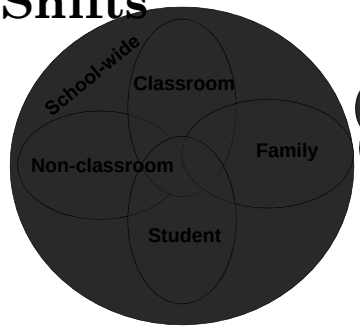


Proportion of Schools Implementing SWPBIS by State
August, 2012

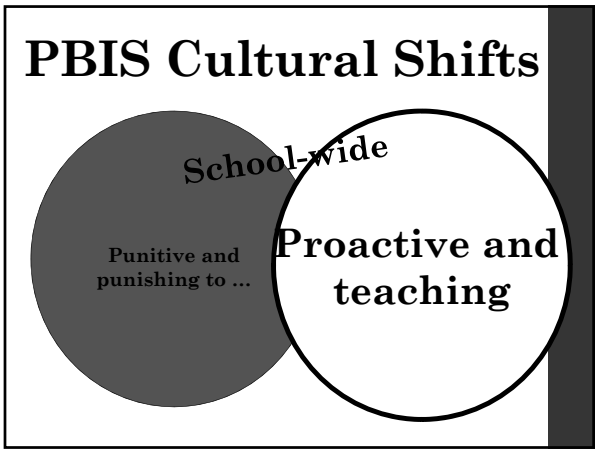


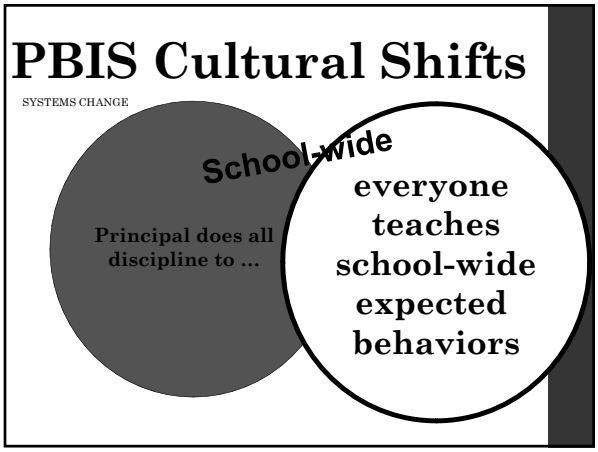


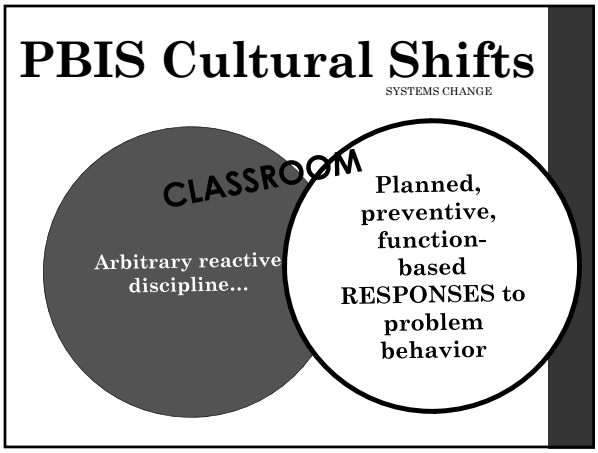
PBIS Cultural Shifts



- Systems Change requires cultural shifts school-wide, in the classroom, with families and students

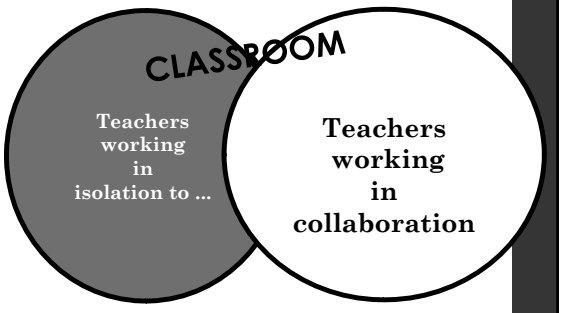

PBIS Cultural Shifts
School-wide
Punitive and punishing to …
Proactive and teaching


PBIS Cultural Shifts
SYSTEMS CHANGE
School-wide
Principal does all discipline to …
everyone teaches school-wide expected behaviors


PBIS Cultural Shifts
SYSTEMS CHANGE
CLASSROOM
Arbitrary reactive discipline…
Planned, preventive, function-based RESPONSES to problem behavior

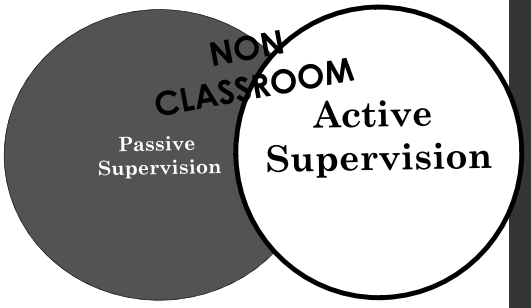
PBIS Cultural Shifts

- SYSTEMS CHANGE



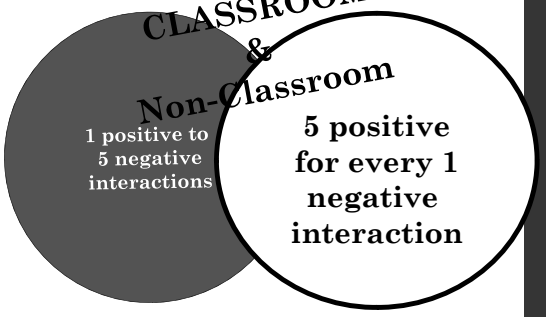
PBIS Cultural Shifts

- SYSTEMIC CHANGE



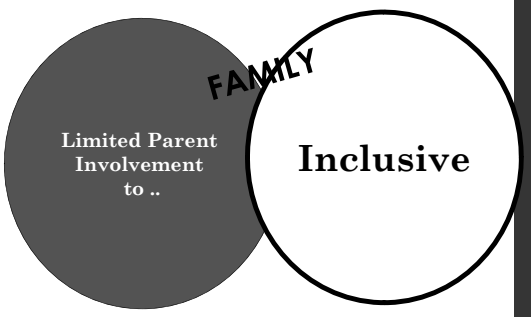
PBIS Cultural Shifts

SYSTEMS CHANGE



PBIS Cultural Shifts

SYSTEMS CHANGE



PBIS Cultural Shifts

SYSTEMS CHANGE

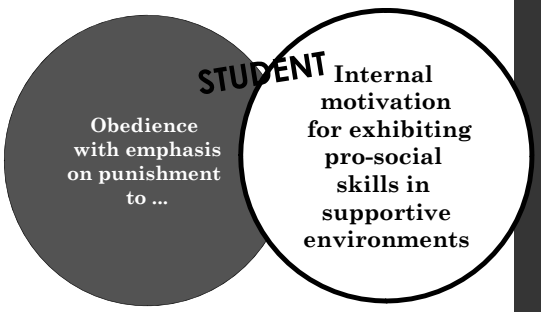
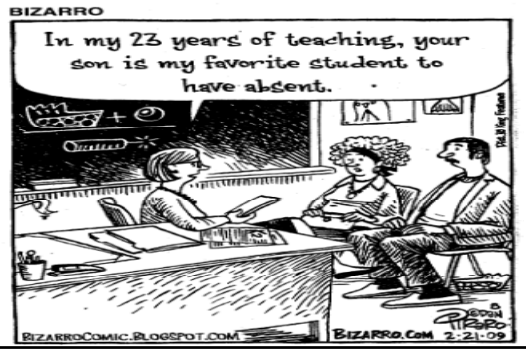


Table Chat

- Think, for a moment, about the cultural shifts that PBIS requires.
- Identify which YOU think will be the:
  - EASIEST and
  - MOST CHALLENGING cultural shift for your staff to make.
- Round robin share with your team.
- Identify THREE action steps you will take to begin to address these shifts.

Need: Establishing the Why here it starts…



…where it often Ends

WHY WE NEED PBIS

- Increases in drop-out rates
- Increases in problem behaviors
  - Attendance
  - Tardies
  - Gang related behaviors
  - Disruption
  - Defiance
  - Physical Aggression
- Increases in school violence
- Increases in suspensions and expulsions
- Decreases in academic achievement
- Decreases in teacher satisfaction
- Decreases in graduation rates
- Decreases in student-teacher relationships
- Decreases in sense of school safety

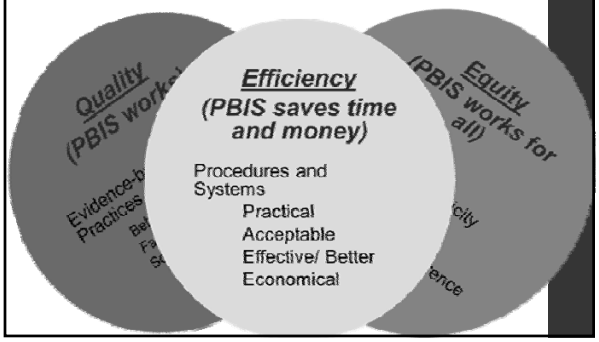
More WHY…

- School Discipline problems are among the most common factors determining staff turn-over and teacher burn-out (Ingersol, 2001)
- High rates of challenging behavior effect
  - Negatively effect the climate
  - Distract both students and teachers from focusing on academic goals (Jimerson, et al, 2000)
- Youth exposed to high rates of violence at school are more likely to…
  - Disengage from school (Bowden and Bowen, 1999)
  - Experience cllinical levels of mental and emotional disorders than are students who experience no or low levels of violence at school (Flannery et al, 2004)

what we know to inform where we typically go!

- Historically, schools have tried to **"control"** students with punishment.
- **Punishment** is a **reactive** strategy
- Reactive strategies require educators to use **negative** and **exclusionary** practices
- Exclusionary practices **remove** students from instruction.
- Reactive practices don't work to **prevent** student misbehavior and often don't work to stop misbehavior and **often escalate** misbehavior
- There is a **relationship** between behavior and academic achievement

Where PBIS goes…



Positive Behavioral Interventions and Supports: a Multi-tiered System of Support

- **Increase Positive, Preventive, and Pro-Active** School-wide cultures, where all students and staff share a **common vision, experience and language**.
- **Increases** in graduation rates, attendance, equity, perception of safety and academic achievement and engagement for **all** students
- **Decreases** in behavior problems, suspensions, expulsions, and staff burnout
- Follow: Evidence-based Practice
  - National Implementation Blueprint
  - National Evaluation Blueprint
  - National Professional Development Blueprint
  - Implementation, Behavioral, Systems Change Science

PBIS Blueprint: District Implementation Teams

- **Purposes:** This district level self-assessment has been designed to serve as a multi-level guide for (a) appraising the status of positive behavior support (PBS) organizational systems, and (b) developing and evaluating SWPBS action plans.

Resources: PBIS Systems, Data, & Practices

- **3-5 year training cycle** building internal capacity for school and district teams
  - Year 1 is School-wide and Classroom-wide PBIS
  - Year 2 is IPBS for targeted group and function based planning
  - Year 3 is IPBS for individual student intervention
- **Coaches Trainings** – staff buy-in; deeper training in the science's
- **Coaches Forums** – Sustainability and Collaboration
- **PBIS Skillbuilders** – on-going professional development
  - Bully Prevention – PBIS Campaign
  - PBIS and Autism Spectrum Disorder
  - Early Learning Years: Socio-emotional Skills for TK, K, 1st/2nd grade classrooms
  - Early Childhood: Pre-school PBIS
  - Intensive PBS
  - SWIS Facilitator Training
- **PBIS Trainer of Trainers** Workshops
- **Summer Institute** addresses current state-wide needs for sustainability

8 Steps to SW-PBIS Implementation in a Multi-tiered System of Support

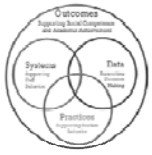
1. Implementation Team: Personalities, Roles, Effective Teams
2. Behavioral Statement of Purpose: Establish the "Why" for buy-in
3. Defined Expected Behaviors: Common Language, Experience, Equity
4. Developed SW-Teaching Matrix: Function-based thinking
5. Developed CW-Teaching Matrix: Evidenced-based practices
6. Established a SW and CW System for Encouraging Expected Behaviors: Build intrinsic vs extrinsic motivation
7. Established a System for Discouraging Misbehavior: Major vs. Minor, common definitions and a discipline process
8. Established a System for Evaluating Important Outcomes: How to use data for decision-making…

Intensive PBS (IPBS)

IPBS Overview:
Science, Logic and Application

IPBS Systems:
Teaming Process
Identification and Selection
Data for Decision-Making Process

IPBS Function-based Practices:
Check-in Check-out Successes and Barriers
Check-in Check-out Procedures and Guidelines
Check-in Check-out MODIFIED
Check-in Check-out PLUS
CICO-SWIS
Team based FBA's-BIP's
Prevent – Teach – Reinforce (PTR)
Wraparound Services
ISIS-SWIS



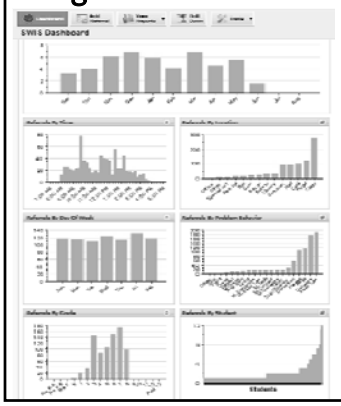
Evidence-Assessment of PBIS Outcomes

Are we achieving the results we would like to see?

Are we implementing the program the way it was intended to get the expected results?

1. Student / Staff / Family / Community Outcomes
2. Fidelity of Implementation

Using SWIS Data to Solve Problems



SWIS Suite

pbisapps.org

SWIS School Wide Information System

- ISIS-SWIS
- CICO-SWIS
- SWIS

PBIS Assessment

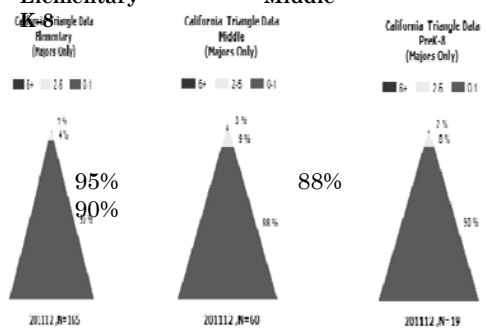
PBIS Evaluation

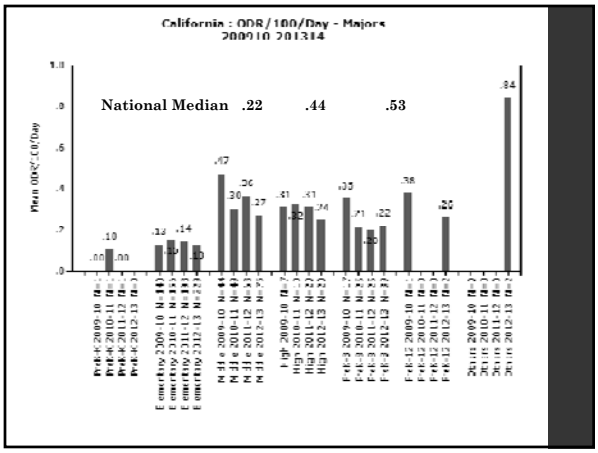
California PBIS Triangle Data (2011-12)

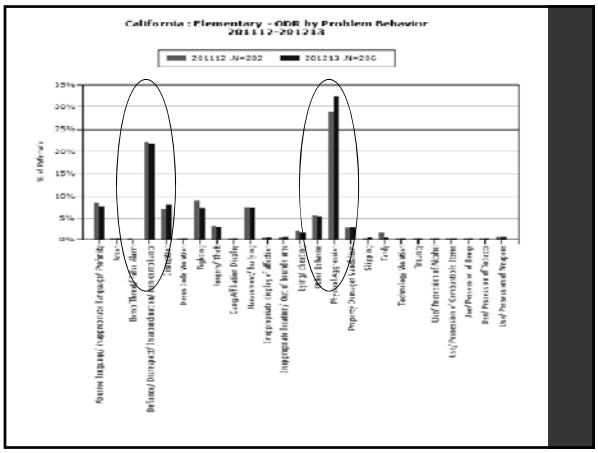
Elementary

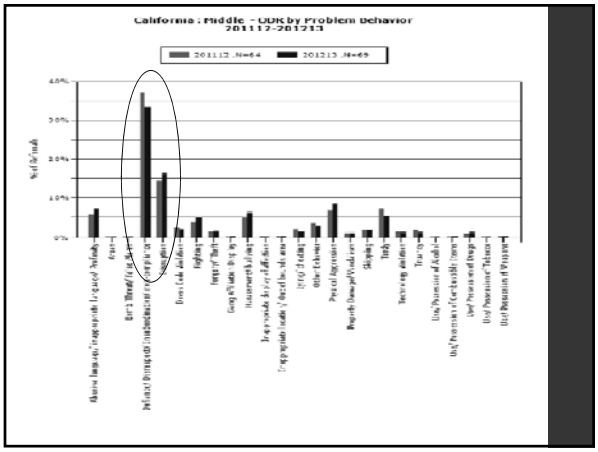
K-8

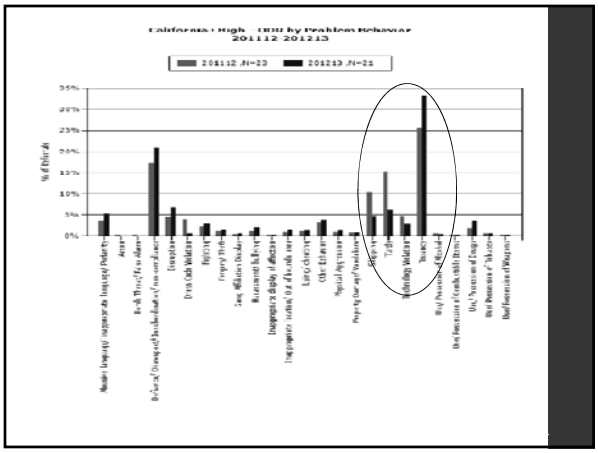
Middle

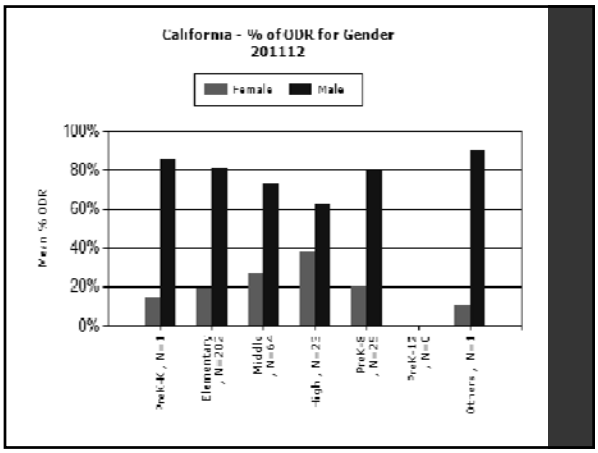


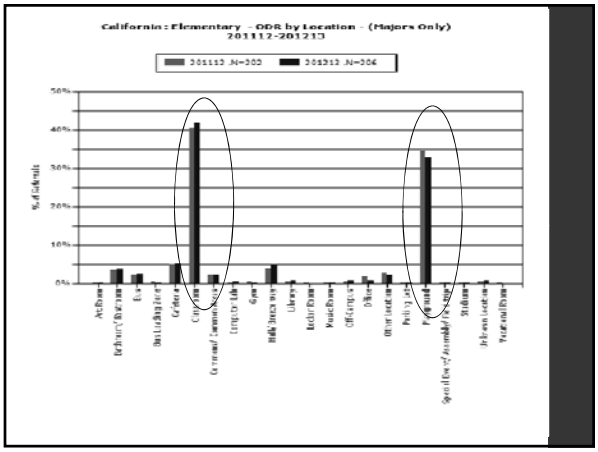


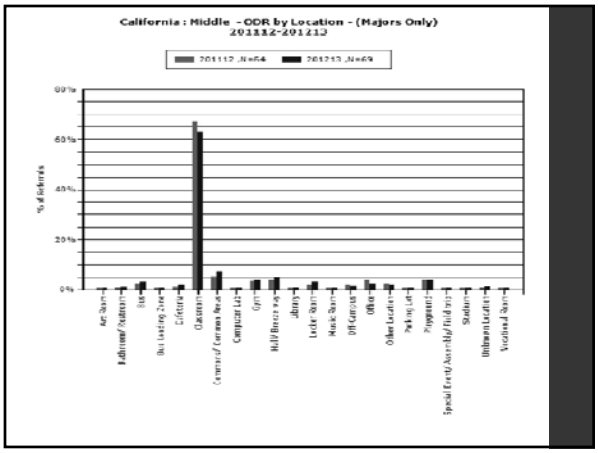

California : Elementary - ODR by Problem Behavior
201112-201213
201112 .N=202
201213 .N=206

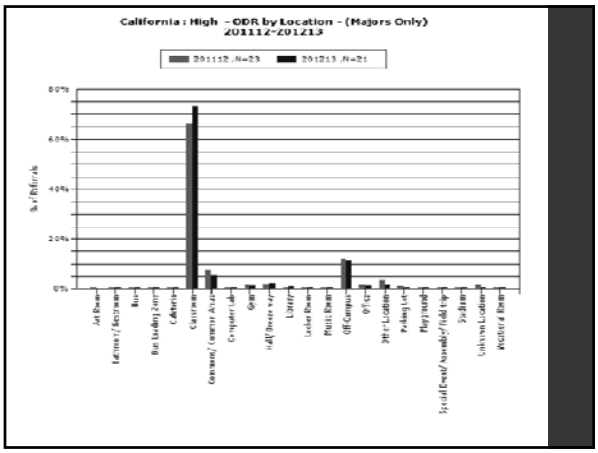

California : Middle - ODR by Problem Behavior
201112-201213
201112 .N=64
201213 .N=69

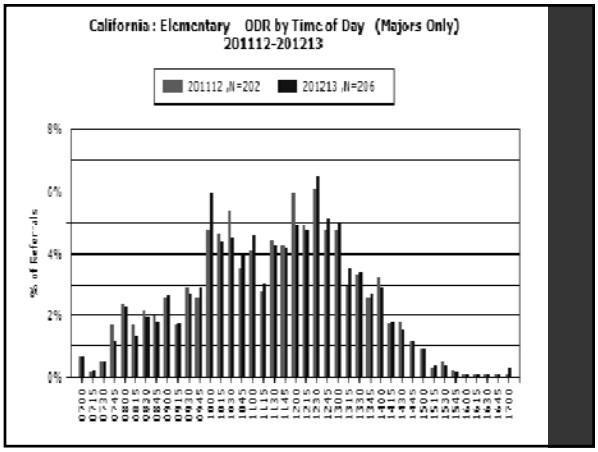

201112 .N=20
201213 .N=21

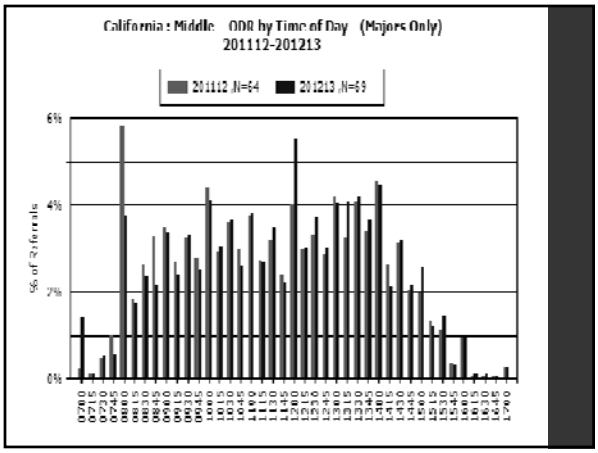

California - % of ODR for Gender
201112
Female
Male
100%
80%
60%
40%
20%
0%
Mean % ODR
Elementary , N=20
Middle , N=6
High , N=2
PreK-8 , N=2
PreK-12 , N=C
Others , N=1

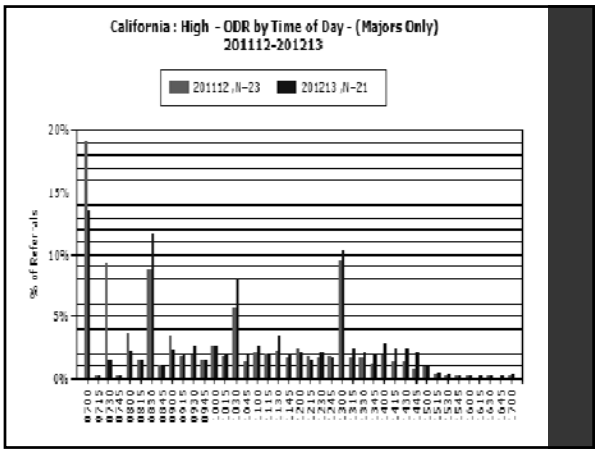

California : Elementary - ODR by Location - (Majors Only)
201112-201213
201112 ,N=202
201213 ,N=204
% of Referrals
Classroom
Playground

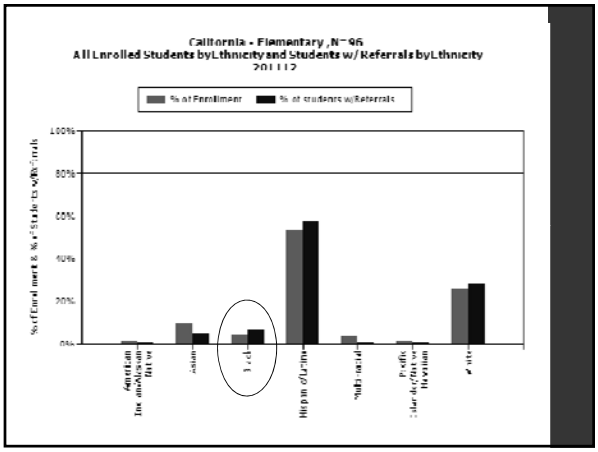

California : Middle - ODR by Location - (Majors Only)
201112-201213
201112 ,N=64
201213 ,N=69
% of Referrals
Classroom
Playground

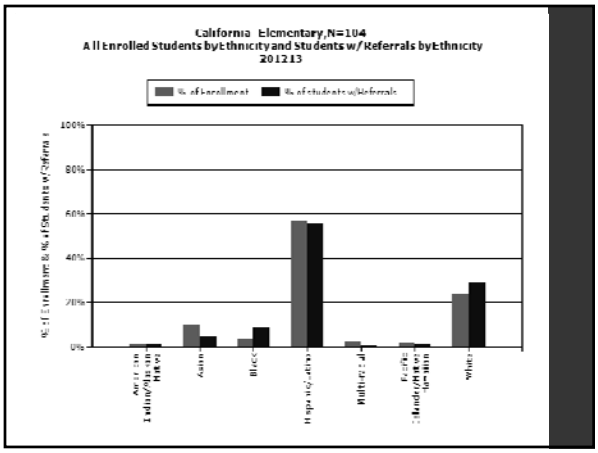

California : High - ODR by Location - (Majors Only)
201112-201213
201112 ,N=23
201213 ,N=21
% of Referrals
80%
60%
40%
20%
0%
Art Room
Bus
Bus Loading Zone
Cafeteria
Classroom
Computer Lab
Gym
Hall/ Breezeway
Library
Locker Room
Music Room
Off-Campus
Office
Other Location
Parking Lot
Playground
Special Event/ Assembly/ Field trip
Stadium
Unknown Location
Weather Room

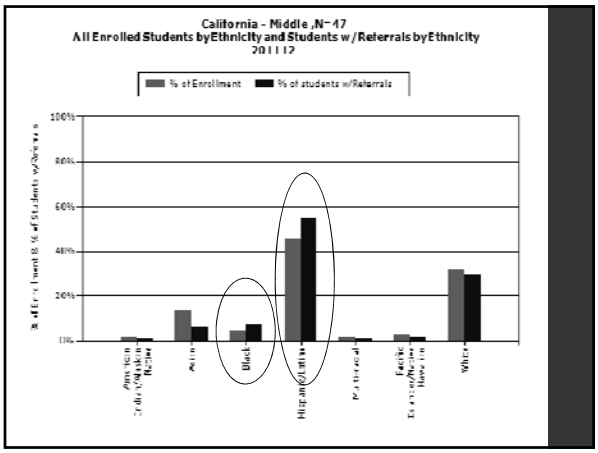

California : Elementary ODR by Time of Day (Majors Only)
201112-201213
201112 ,N=202
201213 ,N=206
% of Referrals
8%
6%
4%
2%
0%

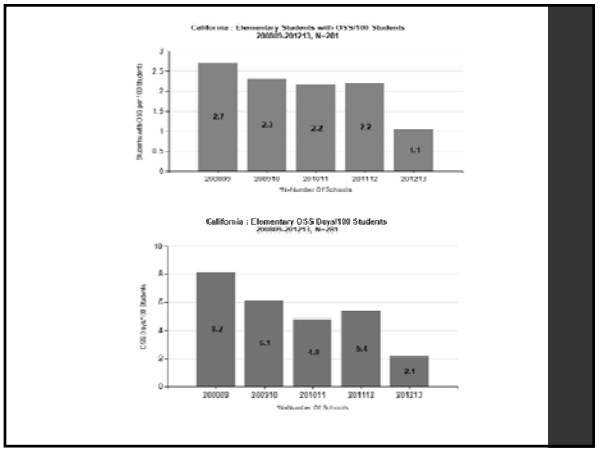

California : Middle ODR by Time of Day (Majors Only)
201112-201213
201112 ,N=64
201213 ,N=69
% of Referrals
6%
4%
2%
0%

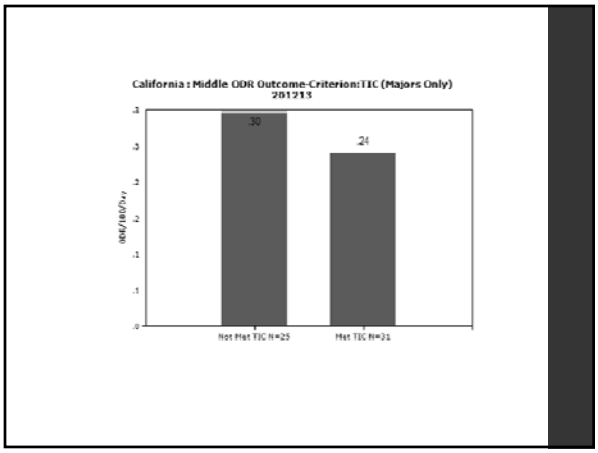

California : High - ODR by Time of Day - (Majors Only)
201112-201213
201112 /N=23
201213 /N=21
% of Referrals
20%
15%
10%
5%
0%

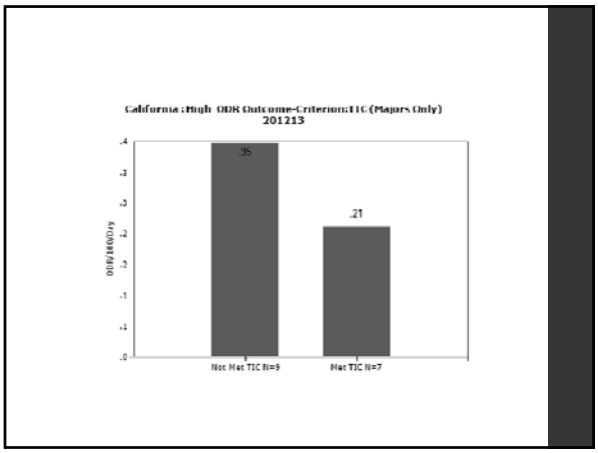

California - Elementary ,N=96
All Enrolled Students by Ethnicity and Students w/ Referrals by Ethnicity
201112
% of Enrollment
% of students w/Referrals
100%
80%
60%
40%
20%
0%


California Elementary,N=104
All Enrolled Students by Ethnicity and Students w/Referrals by Ethnicity
201213
% of Enrollment
% of students w/Referrals
100%
80%
60%
40%
20%
0%


California - Middle ,N=17
All Enrolled Students by Ethnicity and Students w/Referrals by Ethnicity
201112
% of Enrollment
% of students w/Referrals
100%
80%
60%
40%
20%
0%
Black
Hispanic/Latino
White

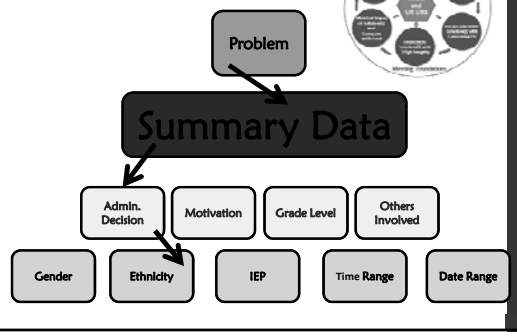

California : Elementary Students with OSS/100 Students
200809-201213, N=281
2.7
2.3
2.2
2.2
1.1
200809
200910
201011
201112
201213
California : Elementary OSS Days/100 Students
8.2
6.1
4.8
5.4
2.1
200809
200910
201011
201112
201213


California : Middle ODR Outcome-Criterion:TIC (Majors Only)
201213
30
24
Not Met TIC N=25
Met TIC N=31



People aren't tired from solving problems – they are tired from solving the same problem over and over.

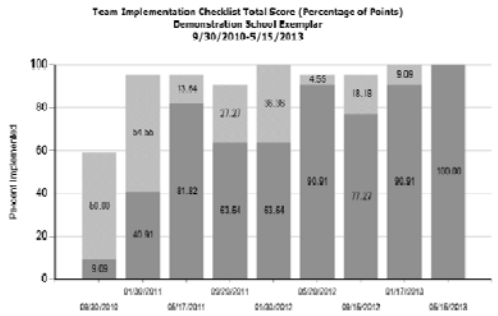
Using School-wide Information System Data to Solve Problems



Team Implementation Checklist Total Score (Percentage of Points)

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Zenith
NCES ID:

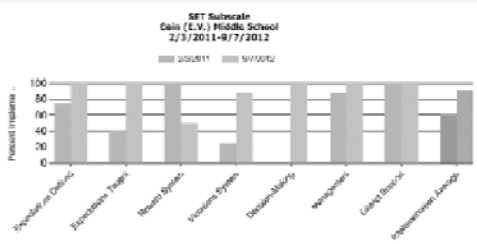


School-Wide Evaluation Tool Subscale

Cain (E.V.) Middle School
NCES ID: 060348000265
Auburn, California

Auburn Union Elementary

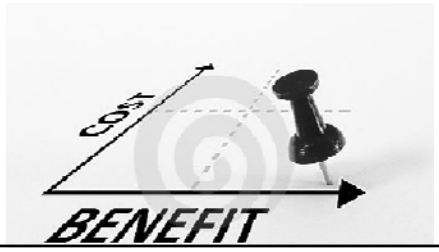
Date Completed: 2/3/2011
Implementation Status: Pre



	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision-Making	Management	District Support	Implementation Average
2/3/2011	75.00%	40.00%	100.00%	25.00%	0.00%	87.50%	100.00%	61.00%
9/7/2012	100.00%	100.00%	50.00%	87.50%	100.00%	100.00%	100.00%	91.00%

PBIS Cost Benefit

Each office Referral = 30 lost instructional/administrator minutes
Increases in Attendance
Increases in Graduation Rates



Questions

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(949) 933-5248

(949) 933-5015