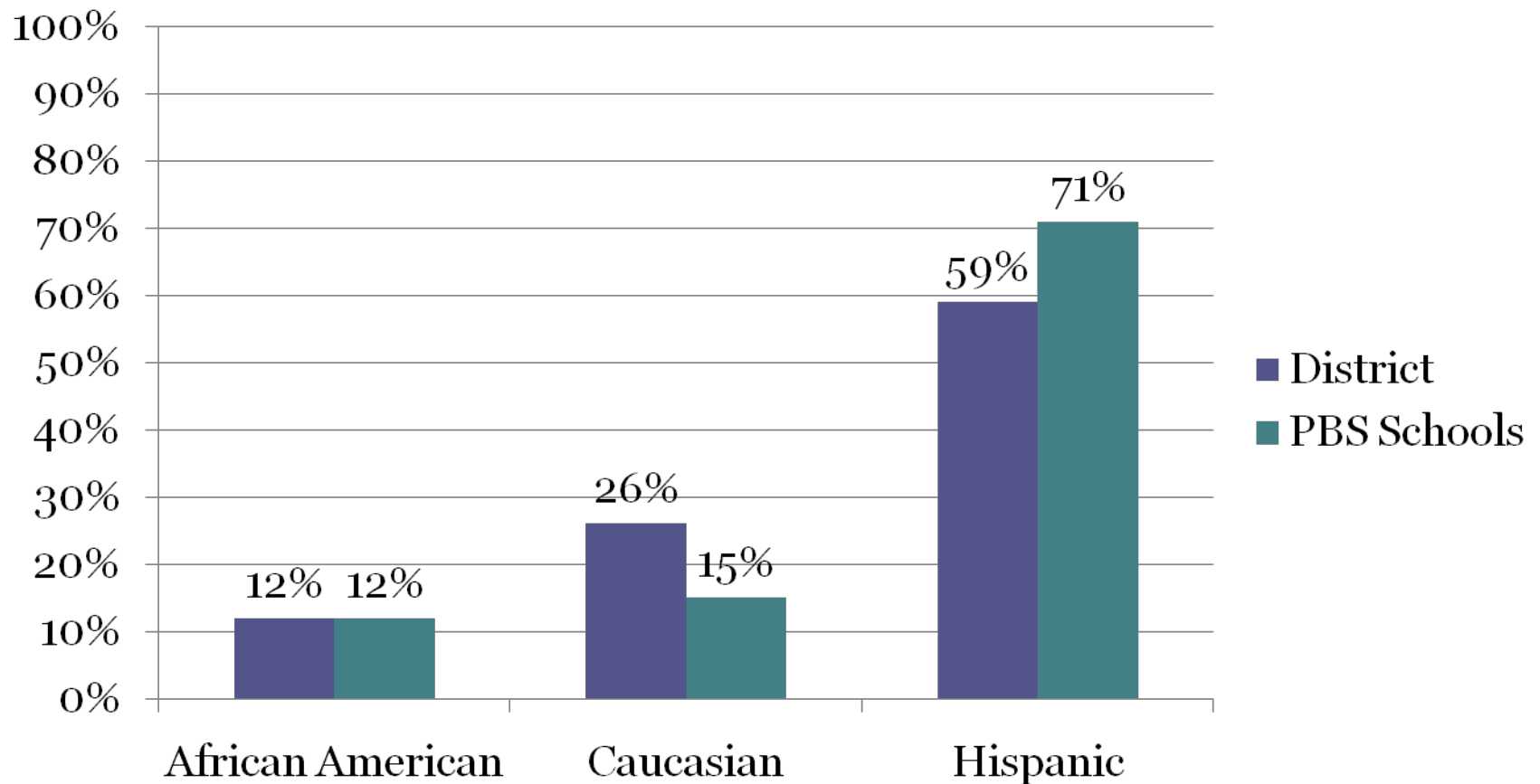# Using Positive Behavior Support to Create Systems Change

Brenda Hummel, Ph. D.
Director—ACCESS
Austin Community Collaboration
to Enhance Student Success
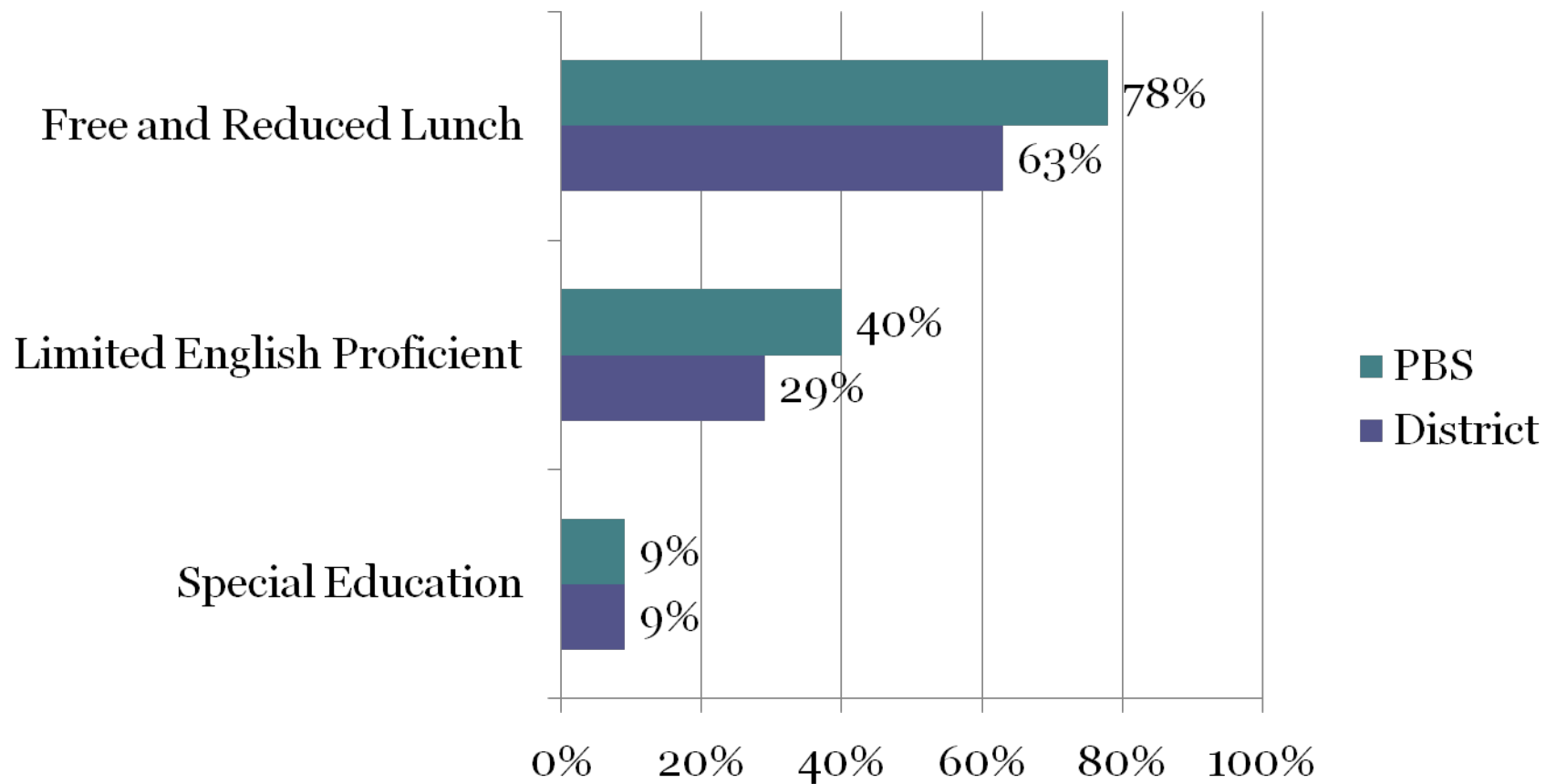*(SS/HS)*

Austin Independent School District
Austin, TX

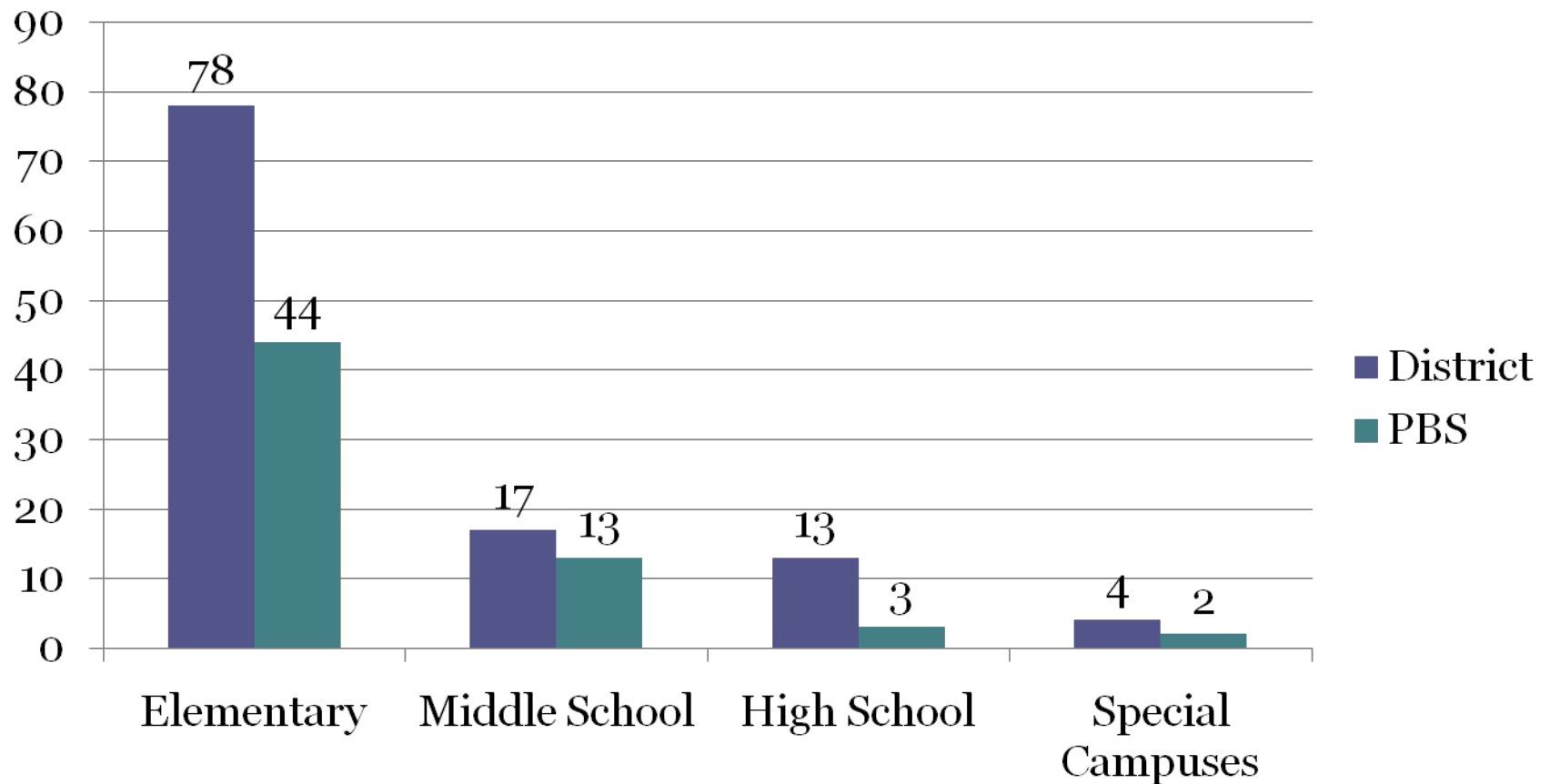*SS/HS Directors' Consortia Meeting*
August 2009

District Demographics

District Demographics

District Demographics

African-American Students Removed For Discretionary Reasons,
1st 24-weeks of 2007-08 and 2008-09

	2007-2008		2008-2009	
	Rate	Risk*	Rate	Risk*
District	1.19%	3.2	1.11%	3.4
PBS	1.09%	2.5	0.90%	2.3
Non-PBS	1.29%	4.3	1.37%	5.1

Source: SASI Discipline Data for PEIMS, 2008-2009 data are DRAFT

*Risk=likelihood of stated disciplinary action compared to one's peers

PBS—Campuses Self Select

School Year
- 2003-04
- 2004-05
- 2005-06
- 2006-07
- 2007-08
- 2008-09
- 2009-10

Campuses
- 3
- 17
- 28
- 42
- 60
- 62
- 77

ACCESS Structure

Staffing for Success!

- AISD PBS Specialist salary range: full year counselor salary
- Three part interview process: 30 minute written prompt, 15 minute Power point presentation on self-selected focus (intensive, targeted, universal), twelve interview questions
- 15 specialists plus 1 coordinator serve 76 schools (4 teachers, 1 special education specialist, 2 instruction specialist, 3 assistant principals, 2 behavior specialists, 3 social workers, 1 counselor)

Austin ISD Training Conference

- For AISD Staff—Visitors are welcome!
- December 1-3, 2009
- Intensive Level (Individual Student)
- Classroom Level (Targeted)
- School Wide (Universal)
- Evaluation Tools

Lessons Learned:

- Fidelity Up Front

- Initial Spike in Discipline Referral Rate

- Administrative <u>Authentic</u> Engagement

- Campus Buy-In 80% +

- PBS Staff: Champions

- External Support: Communication

Tools to Support Implementation

Campus	Data Management	Team Capacity	Referral Procedures	Information Sharing	Resource Identification	Scheduling	School wide Systems	Overall
A	🟢	🟡	🟢	🟢	🟡	🟡	🟢	🟢
B	🟡	🟡	🟢	🟢	🟢	🟢	🟢	🟡
C	🟡	🟡	🟡	🟡	🟡	🟢	🟡	🟡
D	🟡	🟡	🟡	🟡	🔴	🟢	🟡	🟡
E	🟡	🟡	🟢	🟡	🔴	🟡	🟡	🟡
F	🟡	🟡	🟡	🟡	🟡	🟡	🟡	🟡
G	🟡	🟡	🟡	🟢	🟡	🟢	🟡	🟡
H	🟡	🟡	🟢	🟡	🟡	🔴	🟡	🟡
I	🟡	🟡	🟡	🟡	🔴	🟢	🟡	🟡
J	🔴	🟡	🟡	🟡	🔴	🟡	🟡	🟡
K	🔴	🟡	🟡	🟡	🟡	🔴	🟡	🟡
L	🟡	🔴	🟡	🔴	🔴	🟡	🔴	🔴

Campus Name: _____	Status	Semester Completed
Entire staff (including the PBS team) participated in an awareness presentation on PBS	☐ Yes ☐ No	☐ Fall ☐ Spring
Eighty percent of faculty, staff, and administration support implementation of PBS	☐ Yes ☐ No	☐ Fall ☐ Spring
A campus improvement plan exists that includes school-wide discipline (i.e. behavior, school safety, school climate) as one of the top school goals	☐ Yes ☐ No	☐ Fall ☐ Spring
School has allocated/secured funding from their local funding (BTO) to support their school-wide initiatives	☐ Yes ☐ No	☐ Fall ☐ Spring
Principal commits to the PBS process and is aware that PBS is a 3-5 year process that requires on-going training across the continuum of behavior support and/or revisions of school's PBS Plan	☐ Yes ☐ No	☐ Fall ☐ Spring
Principal who is responsible for making discipline decisions is an active participant on PBS Team and agrees to attend all levels of PBS Training across the continuum of behavior support	☐ Yes ☐ No	☐ Fall ☐ Spring
Principal commits to identifying 3-5 guidelines for success on campus	☐ Yes ☐ No	☐ Fall ☐ Spring
Principal commits to having a liaison between the PBS and IMPACT teams	☐ Yes ☐ No	☐ Fall ☐ Spring
Principal commits to provide release time for team members to attend district trainings up to 3 times a year	☐ Yes ☐ No	☐ Fall ☐ Spring
Principal commits to having all discipline referral data entered into SASI	☐ Yes ☐ No	☐ Fall ☐ Spring
All common areas have behavior expectations for students and adults defined and agreed upon by all staff	☐ Yes ☐ No	☐ Fall ☐ Spring
Campus PBS team is committed to collecting data to monitor PBS implementation including: • Campus Assessment and Planning Template (CAPT) • Common Area Observation Form • Classroom Observation Form • Student Behavioral Observation Form • PBS Administrator Survey • PBS Staff Climate Survey	☐ Yes ☐ Yes ☐ Yes ☐ Yes ☐ Yes ☐ Yes	☐ Fall ☐ Spring ☐ Fall ☐ Spring ☐ Fall ☐ Spring ☐ Fall ☐ Spring ☐ Fall ☐ Spring ☐ Fall ☐ Spring
Campus PBS team is committed to training on: Common Area Observation Form Classroom Observation Form Behavioral Observation Form	☐ Yes ☐ Yes ☐ Yes	When:
PBS District Team Commitment		
PBS coordinator will provide a summary report about campus status at the end of the year	☐ Yes ☐ No	☐ Fall ☐ Spring
PBS District Team will provide a schedule of district-wide trainings to support campus PBS needs	☐ Yes ☐ No	☐ Fall ☐ Spring
PBS District Team will provide a PBS toolkit	☐ Yes ☐ No	☐ Fall ☐ Spring
External coach will provide quarterly reports on the status of implementation for your campus	☐ Yes ☐ No	☐ Fall ☐ Spring
External coach will provide a minimum of 4 hours weekly on-campus support	☐ Yes ☐ No	☐ Fall ☐ Spring

Principal's Signature: _____   Date: _____

PBS Coordinator Signature: _____   Date : _____

	Understanding PBS	**Managing PBS**	**Collaborating for PBS**	**Impacting by PBS**	**Refining PBS**
	What?	*How? When? Where?*	*Who?*	*Why?*	*What next?*
Check what is most true of you right now **Check all boxes that apply**	❑ I have a very limited knowledge of PBS ❑ At this time I am not interested in learning about PBS ❑ I want to know how to use PBS on my campus ❑ I want to know what time, effort, and/or resources will be required to implement PBS ❑ I want to know how PBS is better than what we have right now ❑ I want to know how my campus is supposed to change as a result of PBS	❑ I want to know if I have enough time to manage PBS activities ❑ I want to know how PBS responsibilities conflict with my current responsibilities ❑ I want to know who will make the decisions in this new system ❑ I want to know how I can manage all the PBS requirements ❑ I want to know how I can blend PBS with our academic priorities ❑ I want to know how my campus role will change because of PBS	❑ I want to know how to work with other staff to maximize efforts for PBS ❑ I want to know how to implement strategies on how to reach consensus ❑ I want to know how to familiarize staff and students with the progress of PBS ❑ I want to know how other campuses are implementing PBS	❑ I want to know how PBS affects students ❑ I want to know how students feel about PBS ❑ I want to know how to evaluate PBS's impact on students ❑ I want to know how to excite my students and peers about their part in PBS	❑ I want to know how to integrate other strategies with PBS ❑ I want to know how to modify the use of PBS based on experiences of students/ staff ❑ I want to know how to modify the use of PBS based on my campus data ❑ I want to know how to supplement or enhance current PBS efforts
List specific things you want to know in each area					
Was today's training helpful in addressing each area?	❑ Extremely Helpful ❑ Very Helpful ❑ Somewhat Helpful ❑ Not At All Helpful	❑ Extremely Helpful ❑ Very Helpful ❑ Somewhat Helpful ❑ Not At All Helpful	❑ Extremely Helpful ❑ Very Helpful ❑ Somewhat Helpful ❑ Not At All Helpful	❑ Extremely Helpful ❑ Very Helpful ❑ Somewhat Helpful ❑ Not At All Helpful	❑ Extremely Helpful ❑ Very Helpful ❑ Somewhat Helpful ❑ Not At All Helpful

What additional comments, suggestions, or questions do you have for the presenters?

SUMMARY SHEET (Optional)

Scale	Item	Advanced	Intermediate	Beginning	Planning	No Action
Data Management Capacity	Campus review multiple data sources to determine needs for universal intervention	4	3	2	1	0
	Campus review multiple data sources to determine needs for targeted/ intensive intervention	4	3	2	1	0
	Campus uses the Classroom Observation Form as a screening tool to identify individual needs	4	3	2	1	0
	CAPT is updated at every team meeting	4	3	2	1	0
	Behavioral observations are conducted prior to development of behavior support plans	4	3	2	1	0
Team Capacity	External coach trains campus staff to conduct required common area observations	4	3	2	1	0
	External coach trains campus staff to conduct required classroom observations	4	3	2	1	0
	External coach trains campus staff to conduct behavioral observations	4	3	2	1	0
	Campus makes available training/dissemination of toolkit resources	4	3	2	1	0
	Campus team has clearly defined roles	4	3	2	1	0
	Campus team has appropriate representation	4	3	2	1	0
	Campus team has administrative support	4	3	2	1	0
Referral Procedures	Consultation Request forms are always completed prior to conducting observations	4		2		0
	Campus uses standardized district referral form (DEEDS)	4		2		0
	Discipline referrals indicate clear distinction between office managed and classroom managed behaviors	4		2		0
	Consultation requests are made using the Decision Tree	4		2		0
Information Sharing	Data from classroom/student observations are shared with relevant campus personnel	4		2		0
	Campus team orients new staff members to PBS process and protocols	4		2		0
	All students are informed about PBS	4		2		0
	Parents, community members are informed about PBS	4		2		0
Resource Identification	CAPT lists universal, targeted, and intensive interventions that are on campus	4	3	2	1	0
	Campus binder is regularly updated	4	3	2	1	0
	Toolkit is regularly updated	4	3	2	1	0
Scheduling	Campus team review reports/data at team meeting	4		2		0
	Team meeting minutes/agendas are developed regularly	4		2		0
	Campus staff receive minutes/updates of team meetings	4		2		0
	External coach receive minutes/updates of team meetings	4		2		0
School-wide systems	Campus has established & posted guidelines for success	4		2		0
	Campus has established and posted student and adult expectations in common areas	4	3	2	1	0
	Campus team develops lesson plans and schedules for teaching expectations, guidelines for success	4	3	2	1	0
	Campus establishes a reinforcement system for expected student behaviors	4	3	2	1	0
	Campus establishes a reinforcement system for expected adult behaviors	4	3	2	1	0
	Campus establishes a spectrum of interventions for problem behaviors	4	3	2	1	0
	Staff handbook contains PBS relevant information	4				0
	Student handbook contains PBS relevant information	4				0
	PBS team assists in translating guidelines for success to classroom settings	4		2	1	0
	PBS team assists in translating universal reinforcement/ intervention system to classroom settings	4		2	1	0
	Campus Improvement Plan lists safety and improving behavior support in their top 3 goals	4				0

AGENDA FOR PRIORITY ITEMS

Identify high priority items (not more than 2) from the status checklist you completed on the previous pages. You may not have priority items for every activity or may include activities that are in place but need to be improved. Describe proposed action steps for these high priority items including what needs to be done, who can do it and by when.

Quarter: ☐ June-August ☐ September-November ☐ December-February ☐ March-May

Team Capacity	Action Steps

Campus Capacity For Data Management	Action Steps

Referral Procedures For Services	Action Steps

School-wide Expectations	Action Steps

Data Review Procedures	Action Steps

Campus PBS Binder	Action Steps

PBS Consultation Request Form- STUDENT Assistance

Please complete and submit to the drop-box located in the _____.

Student name:_____   Grade:_____

Referring Teacher:_____   Date:_____

Signature of Administrator,
Counselor, or Impact Leader (required):_____   Date:_____

Please briefly explain reason for consultation:

What are the behavioral goals/expectations for the student?

What interventions have been conducted?

What consequences have been tried?

Below for internal use only

Date form received:_____   By Whom:_____

Date of initial consultation:_____   Date of initial observation:_____

Follow-up:

IMPLEMENTATION LEVEL OF PBS ACTIVITIES
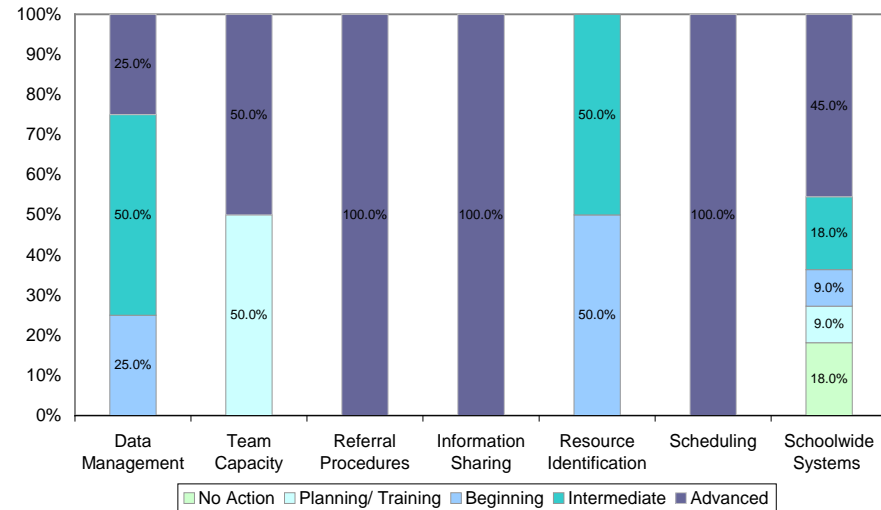
Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of *activities* that are in each level of implementation within the seven *implementation areas*.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	• Train staff in active supervision
Managing PBS	
Collaborating for PBS	
Impacting through PBS	• Share data trends regularly with the IMPACT Team • Align expectations to classroom settings • Align reinforcement systems to classroom settings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five *phases of PBS implementation*

Successes	Evidence
Second quarter Benchmarks of Quality Completed District PBS Trainings Scaffolding Classroom Management Skills Trainings	Campuses are using the CAPT to focus their PBS implementation and are using the data from the BoQ's to set priorities for the next quarter. Evaluation forms rated the trainings as being "very helpful" and comments indicated that the staff had listened to their suggestions for improvements. Attendance at District/campus trainings, # of requests for additional trainings for groups such as substitute teachers, evaluation of trainings by participants
Challenges/Concerns Competing Agendas for Professional Development and campus support/improvement initiatives Release Time and Funding for Substitutes for PBS Team Training Struggles With Fidelity to the Model (Especially at High School Level) in Administrative Leadership/Participation	**Recommendations** Integrate professional development using a campus plan. Do not bring in speakers at the last minute. Make sure all campus support/improvement initiatives work together toward a common goal. Work with PBS schools to set aside funding for two team trainings per year. Make principals accountable by making this part of their yearly evaluation.

Figure 1. Pattern of PBS Implementation at Elementary Schools

	No Action	Planning/Beginning	Advanced/Intermediate
Data management capacity	2.6%	82.1%	15.4%
Team capacity	2.6%	92.3%	5.1%
Referral procedures		43.6%	56.4%
Information sharing		48.7%	51.3%
Resource identification	8.3%	61.1%	30.6%
Scheduling	5.3%	57.9%	36.8%
School wide systems		74.4%	25.6%
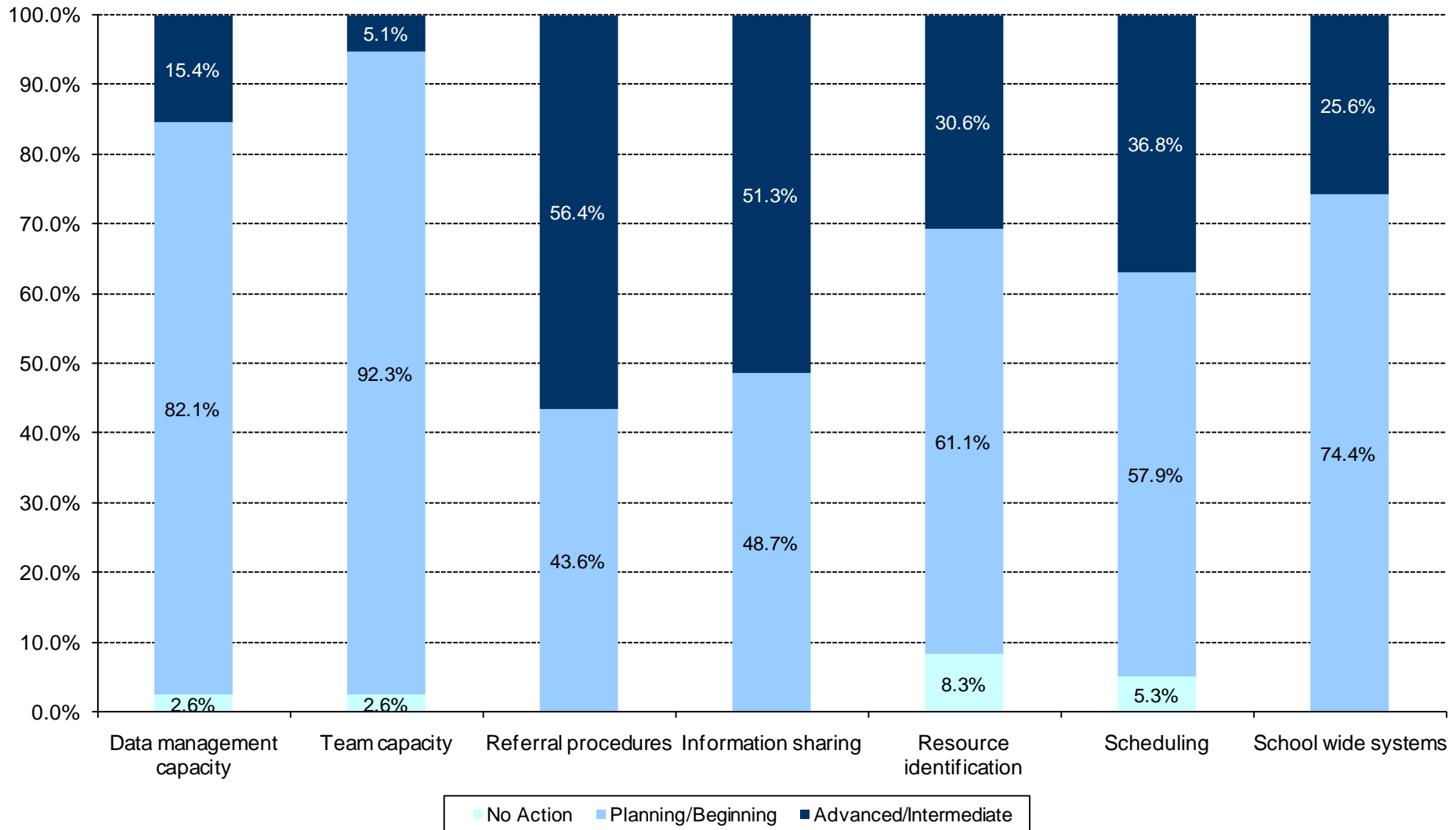
PBS Logic Model at the School-wide Level

Input (What we invest)	Activities (What we do)	Outputs (What we see)	Outcomes (What we expect)
•District invests time, money, and resources to implement the AISD PBS model •District leadership makes it a priority that all campuses are active participants •District uses the coach-trainer approach to disseminate information about PBS model and activities •Steps at each implementation level of the model are identified, defined, and established	1a. PBS efforts by district personnel 1b. PBS efforts by school personnel 2a. Develop campus capacity to utilize school-wide level resources 3a. Develop the school-wide level toolkit 3b. Disseminate information about school-wide level resources including curricula/programs 4a. Build systems to collect, analyze, and prioritize data at each campus 4b. Develop capacity of campus teams to collect, analyze, and review data for guiding implementation 5a. Develop a process for guiding implementation at each campus 5b. Conduct status updates for involved stakeholders 6a. Establish and sustain guidelines for success, behavioral expectations, and systems for addressing expected and unexpected behaviors 6b. Develop procedures for handling emergencies at each campus	1. Support is present at the school and district level 2. Campus personnel are trained on school-wide level resources 3. District coaches provide resources on specific programs and curricula for school-wide intervention 4. Data are utilized to implement, monitor, and share information about school-wide interventions 5. School-wide activities are systematically planned and managed 6. School wide behavior support systems are established at each campus	•School staff and students know, understand and utilize PBS principles •District has the capacity to train, monitor, improve, and evaluate PBS activities at the school-wide level •Participating campuses have the capacity, resources and protocols to implement the PBS model at the school-wide levels •Staff define and provide appropriate consequences for problem behaviors •Staff define and provide appropriate reinforcers for positive behaviors •There is a change in reported student behavior (ODRs, suspensions, referrals) •Students achieve their academic potential •There is improved student attendance rate at participating schools •Faculty, staff, students, parents are satisfied that implementation is worth the time, effort and in their best interests

Comments, Questions. . .

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www.austinisd.org/inside/accountability/evaluation

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