Project Director Consortia Conference

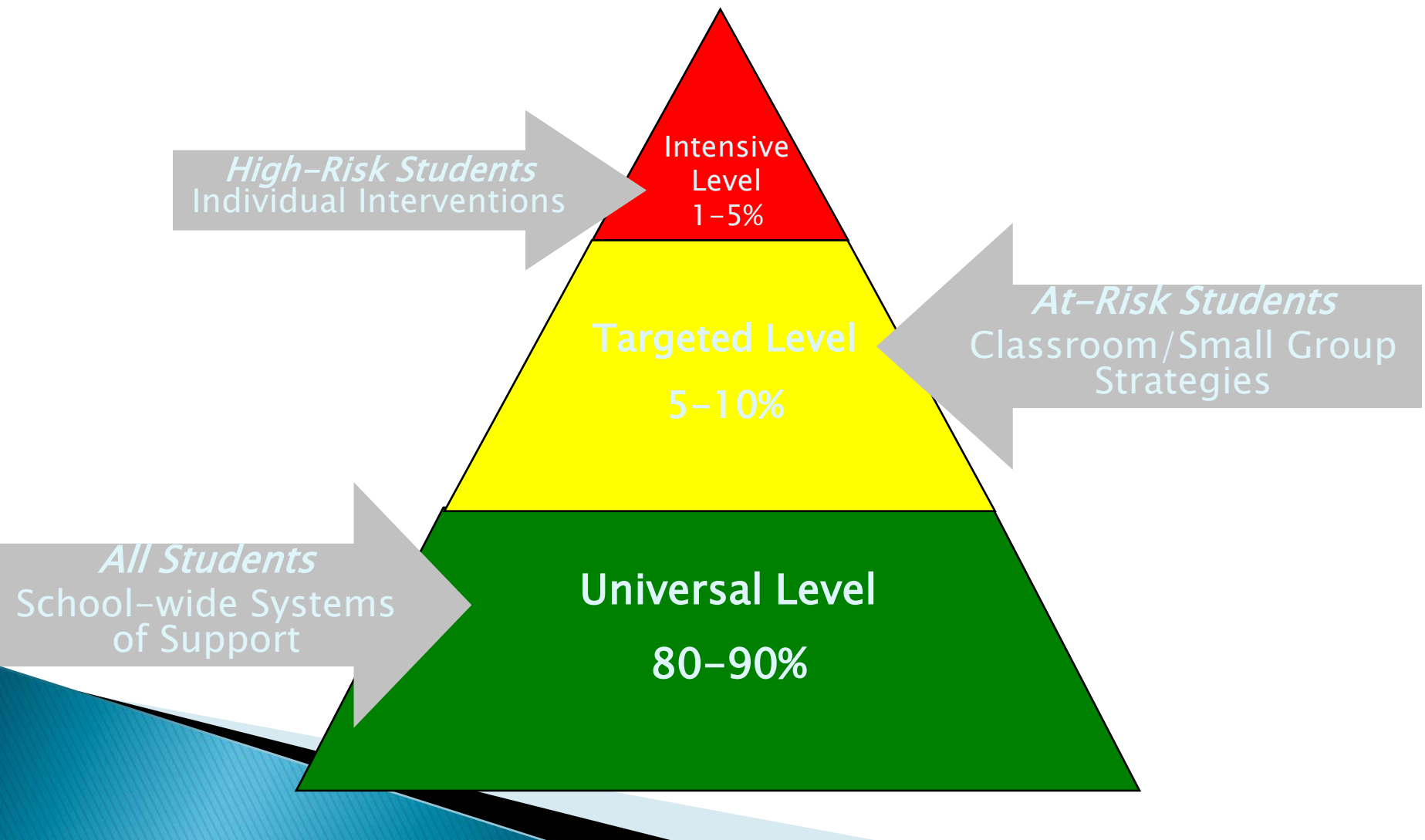# Implementation of Positive Behavioral Interventions and Supports (PBIS)

DeAna Byrd, PD, St. Clair, AL

Paula Van Every, PD, Jackson, MS

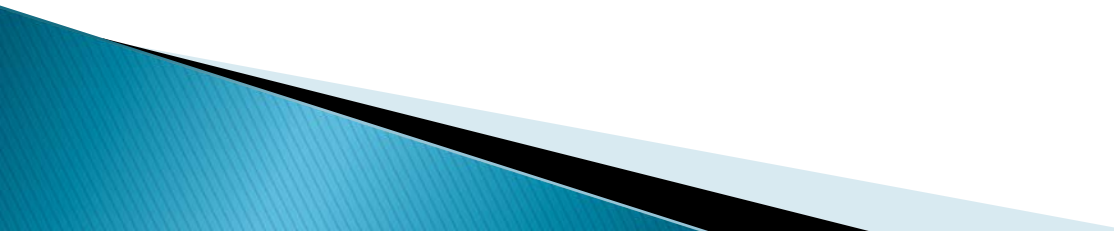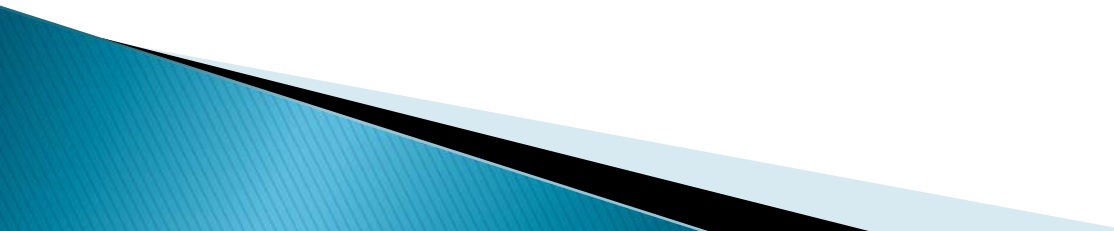Sandy Keenan, TAS/AIR Team Lead/NCMHPYVP

MODEL OF POSITIVE BEHAVIORAL SUPPORTS

What SW-PBS is...

▸ Evidenced based practices imbedded in a systems change process

▸ A prevention continuum

▸ A framework for organizing mental health supports and services

▸ Not only "school-wide" but in churches, and community

Critical Features of SW-PBS ....

- Team driven process

- Instruction of behaviors/social skills

- Data-based decision-making

- Instruction linked to evaluation

- Defines social culture of the school

Designing School–Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity

1-5%

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•Individual Students
•Assessment-based
•Intense, durable procedures

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

5-10%

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•Individual or Group

Universal Interventions
•All students
•Preventive, proactive

80-90%

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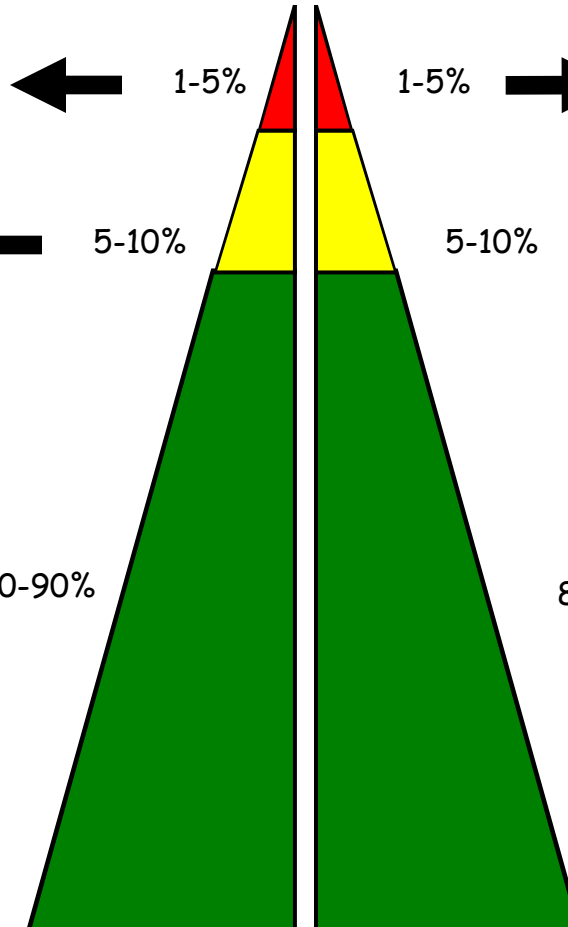- High Intensity

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Values and commitment to
What is necessary to teach
Child to read……

Is there a value and
Commitment to do what is
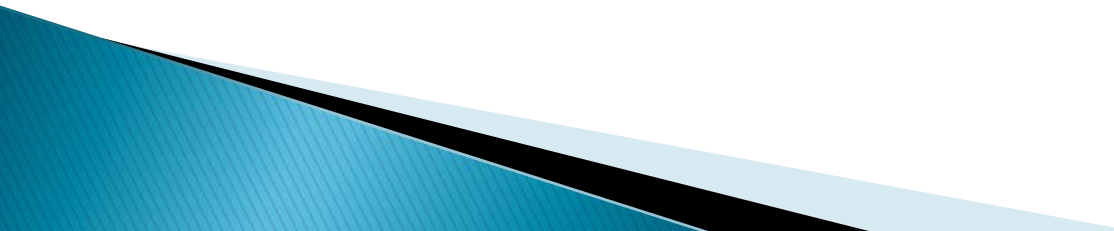Needed to have child in school
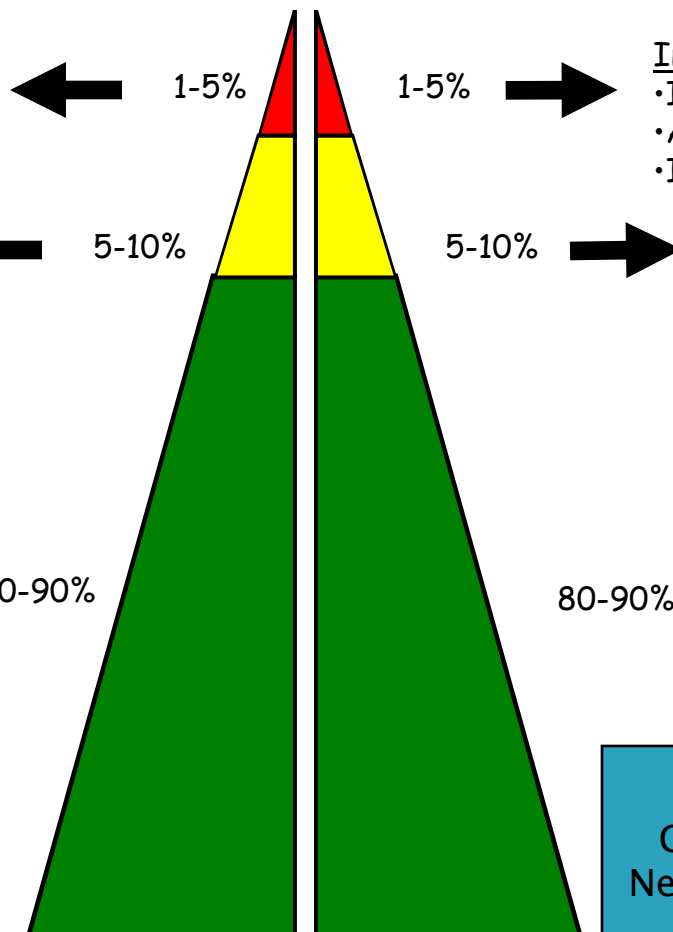
Current Implementation

School-wide Positive Behavior Support

National Center is tracking Over 8,000 schools in 44 states:

- Team
- Coach
- Curriculum emphasizing prevention, teaching, behavioral function
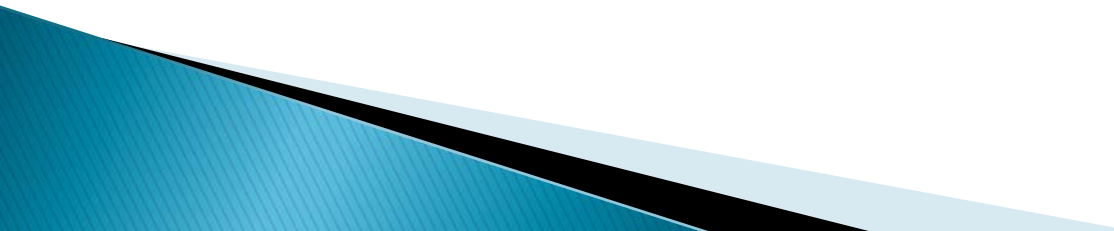- On-going data collection and use of data for active decision-making

"School-wide Positive Behavior Support"

SW-PBS is a whole-school approach to discipline that includes a broad range of systemic & individualized strategies for achieving social & learning outcomes while preventing problem behavior with all students.
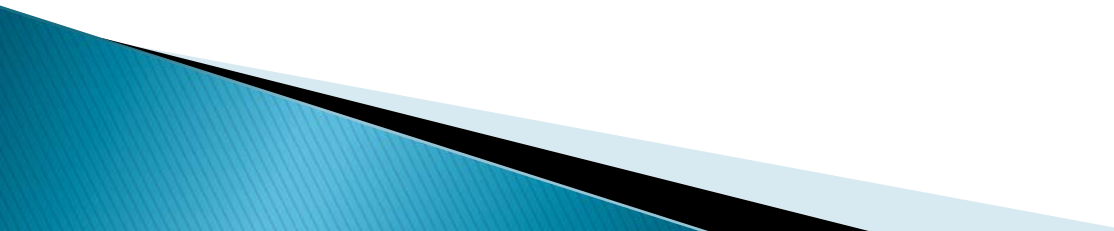
The Focus is on:

- ✓ School as unit of implementation
- ✓ Connecting social & academic achievement
- ✓ Team-based leadership
- ✓ Investments in capacity building
- ✓ Conceptually sound guiding principles
- ✓ Sustainability of effective practices
- ✓ Data-based decision-making

Implementation emphasizes:

- ✓ Team-based planning & problem solving
- ✓ Instructional approach
- ✓ Active administrator support/participation
- ✓ Long-term action planning
- ✓ Staff commitment
- ✓ On-going professional development

Instructional Approach

▶ Focus on teaching social behavior like academic skills (direct instruction)

▶ Emphasis on teaching & encouraging pro-social behavior that competes with development & displays of rule-violating behavior

▶ Ensure effective instructional practices are consistently used school-wide

PBIS Emphasizes *Prevention* at Each Level

▶ **Universal Level**
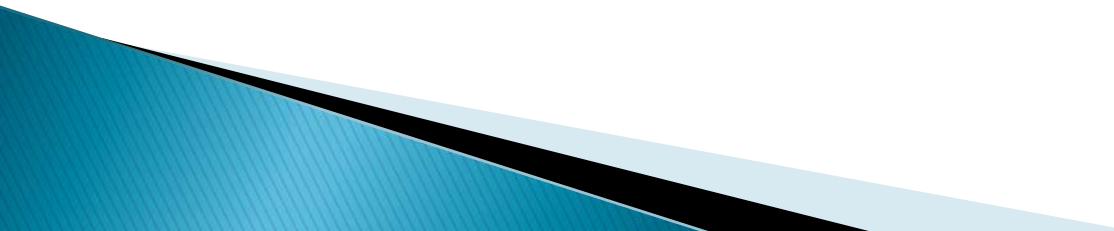 ➤ GOAL: To reduce new cases of problem behavior and/or academic failure

▶ **Targeted Level**
  ➤ GOAL: To reduce current cases of problem behavior and/or academic failure

▶ **Intensive/Wraparound Level**
  ➤ GOAL: To reduce complications, intensity, severity of students with chronic problem behavior and/or academic failure

PBIS

- Aligns schools with System of Care values and reform efforts such as RTI (Response to Intervention)
- Changes the lens through which we view our students and their families –
    "Strengths and Needs"
- Creates a school culture and climate where all staff take responsibility for supporting positive student behavior

PBIS

- Supports all other school-based efforts
  - to raise standards of achievement
  - engage families
  - provide effective early identification   and
    intervention
  - support data-based decision-making
  - provide **meaningful** accountability relative
    to student progress toward improved
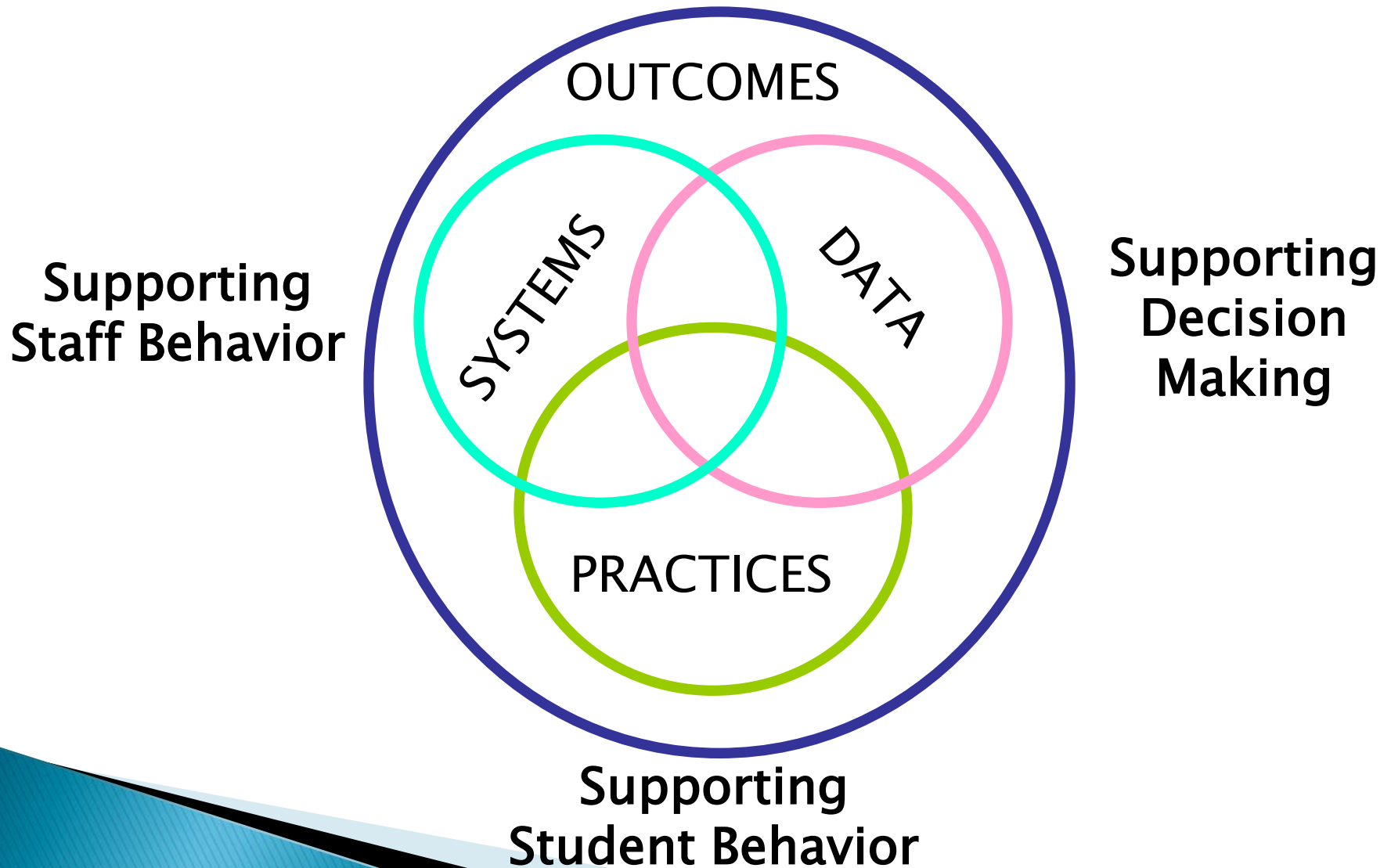   social/emotional development

What Does the Research on PBIS Tell Us?

◦ Increases in instructional time lost to behavioral interferences

◦ Increases in opportunities for academic engagement and academic achievement

◦ Increases prosocial behavior

◦ Enhances school climate for students and adults

◦ Increases the willingness and ability of teachers to work with students with more complex behavior needs

Adapted from Sugai and Horner, 2000
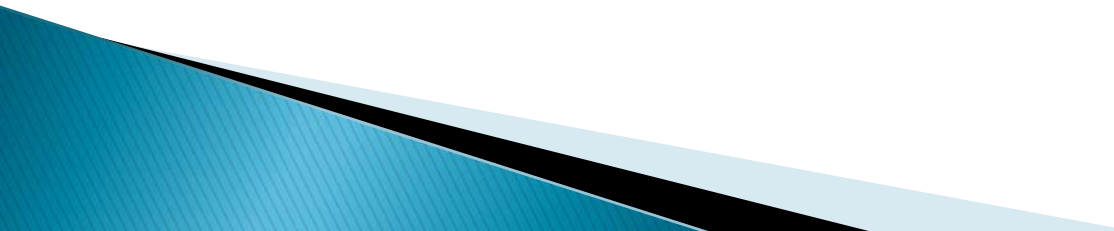
Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior
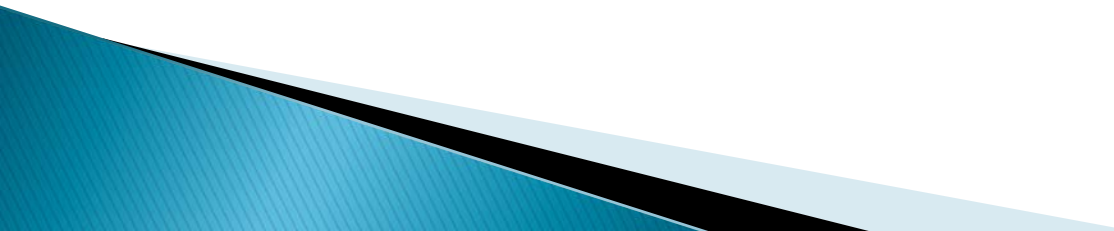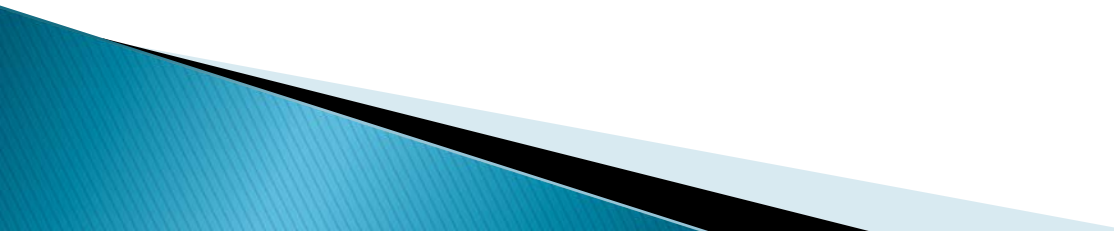
General Approach to School-wide Data

- # referrals per day per month
- # referrals by student
- # referrals by location
- #/kinds of problem behaviors
- # problem behaviors by time of day

Lessons Learned: Start-up Process

- Look at options in your state , such as Dept of Educ or other school districts that are implementing
  ◦ Are state PBIS trainers available?
  ◦ Can you school attend state training already planned?
  ◦ Which phases of training are being provided?
- Choose a trainer/consultant with "best-fit"
  ◦ Experience w/ large southern/urban SD/diversity
- Develop training schedule
  ◦ Work with SD administration to develop training schedule
  ◦ Need continual contact with SD admin. to plan training
  ◦ Training is by school and/or full district

Lessons Learned: Start-up Process

- ## Develop training
  - Work with consultant to determine who should attend training
  - Plan training phases
  - Train fidelity coaches – use SWs to provide coaching support to school staff
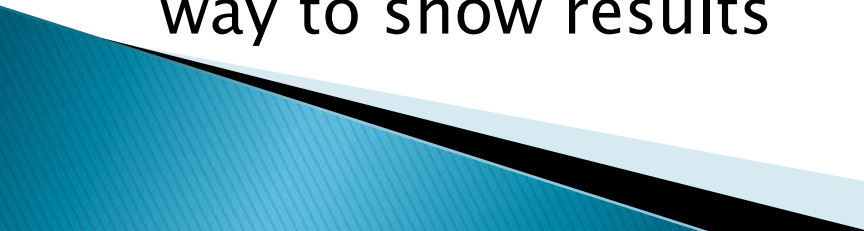 - Principals assign faculty/staff to participate in training

Lessons Learned: Implementation

- **Plan Roll-Out Process over several years**:
  - Year 1 – Piloted in MS & Alt. School, discipline data = most need
  - Year 2 – Add 1st cohort of elementary
  - Year 3 – 2nd cohort of elementary
  - Year 4 – High schools
- **School Teams** – principals select team = administrator, counselor, teacher from each grade level, school social worker
- **Fidelity Coaches Trained** = Social Workers
- **School Site Leaders** – chair school PBIS meetings to share info., attend monthly meetings with PD & Lead SW
- **Training Phases**: Phase I Oct '09, Phase II April '10, Phase III Aug '10, ES Cohort Phased in August '10
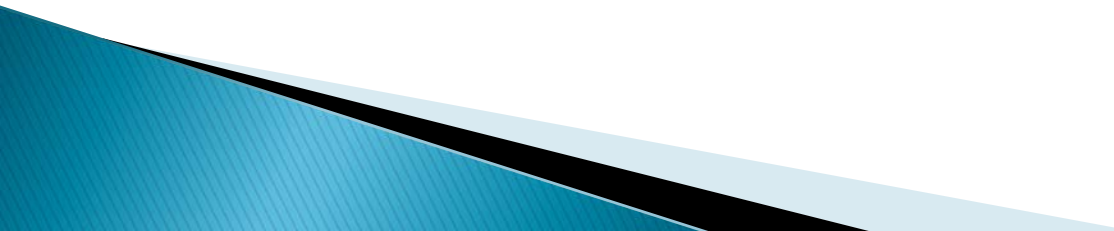
Lessons Learned: Implementation

- 1 school began after initial PBIS training , principal liked the program, did not want to wait for other schools
- 3 schools to begin after training in Fall '10
- School teams = principal, assist. prin., counselor, Gen Ed/Spec. Ed teacher, MH counselor, 1 school has a parent
- Coach/Facilitator – Principals will decide, if no input, no buy-in , no program
- Slow to implement – waiting on State Dept. Of Ed to schedule and provide training

Lessons Learned – Pilot PBIS in few school's 1ˢᵗ vs Full Roll-Out?

- Need to plan strategies to address PBIS roll out
    - 1/3 of schools implemented correctly and are seeing results
    - 1/3 of schools dragging along, trying to keep in program
    - 1/3 of schools moving slowly, accomplishing tasks, not as quickly or efficiently as needed
- 1 Strategy to address issue: Adopting SWIS to keep cleaner data
- 1 school partially implemented PBIS, focused on the "all" sector, no data collection specific to PBIS, no way to show results

Lessons Learned: Connect With Parents

- Parent on the core committee
- Have strong support from local parent advocacy groups, e.g. Parents for Public Schools
- Parent on the PBIS team
- Work with PTO
- School newsletters, parent homework from PBIS lessons
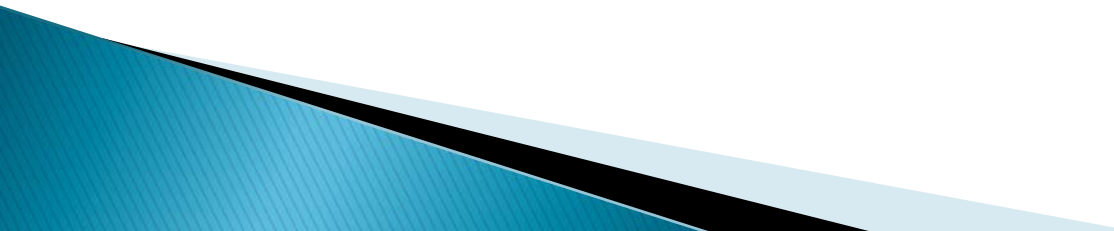
Lessons Learned: Buy-In from Principals & Teachers

- Schools with positive, can-do approaches = buy-in
- Schools with dictatorial leadership styles = problems
- 1 school has "opposites day"
  - students/teachers exchange places, students are administrators and teachers for a day, students' practice/shadow the person prior to event
- Monthly EBI committee meetings – ideas to improve
- 1 school selected a student for each PBIS tier to serve on core committee to set expectations & choose rewards
- Included students and/or parents in baseline surveys

Lessons Learned: Buy-In from Principals & Teachers

- Faculty buy-in based on data from initial training
- 1 principal buy-in and began implementation, his teachers have buy-in due to the appearance of improvement
- 1 school became focused on other EBIs & PBIS took a back seat
- 1 school liked PBIS, wants to see another school successful 1st
- HS is not interested in PBIS, more difficult to obtain buy in from faculty, hope to reignite with team training in Fall '10

Lessons Learned: Fidelity

- SWs use quarterly implementation checklists and the SET tool to evaluate fidelity
- To use SWIS to provide another fidelity check in terms of data entry and management
- PD's monthly meetings with school site leaders – use a checklist of activities for self-assessment

Lessons Learned: What worked and what has not?

- No buy-in from beginning – market PBIS examples ....
  - "Meet the Consultant" breakfast discussions for top administrators
  - External push from advocacy groups – MS JJ Project, state PBIS organization, and Parents for Public Schools
  - Weekend retreats for Principals – Consultant provide summer Leadership training – how to use PBIS to change school climate
  - Use 1 top level administrator who "gets it" as speaker/promoter
  - Mistake calling the SWs "coaches" – preferred term "facilitator"
  - SWs as consultant helped "sell" PBIS as SW initiative
  - CEU's for all is helpful
- Need to develop a PBIS coordinator position to manage this massive task

Lessons Learned: What worked and what has not?

- Plan a principal meeting prior to PBIS training to explain purpose
- Once you start PBIS, stay on top of it, don't lose focus, foster relationship with state dept. trainer
- Begin PBIS implementation immediately after initial training in order to have complete buy-in
- Pilot fully in one school to promote successful implementation
- Use 1 principal with buy-in to advocate and speak on outcomes from pilot program to obtain buy-in from other principals