

Using School-wide EBP's to Bolster School Climate

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School Experiences Which Contribute to a Healthy School Climate and Academic Achievement

Protection

- 🍎 Connection
- 🍎 Safety
- 🍎 Positive Relationships With Adults And Peers
- 🍎 Caring Interactions
- 🍎 Academic Challenges
- 🍎 Academic Support
- 🍎 Academic Engagement
- 🍎 Positive Role Modeling
- 🍎 Social Emotional Learning
- 🍎 Positive Behavioral Supports
- 🍎 Access to Needed Services And Supports





School Experiences Which Contribute to Poor School Climate and Low Academic Achievement

Risk



- 🍎 Lack of connection
- 🍎 Danger
- 🍎 Teasing, Bullying, Gangs
- 🍎 Negative Relationships With Adults And Peers
- 🍎 Uncaring interactions
- 🍎 Low expectations
- 🍎 Academic disengagement
- 🍎 Academic frustration
- 🍎 Poor role models
- 🍎 School-driven Mobility
- 🍎 Reactive punitive approaches to discipline





Benefits of Improved School Climate

- 🍎 Improved test scores
- 🍎 Improved graduation rates
- 🍎 Improved school safety
- 🍎 Improved student attendance
- 🍎 Reduced drop-out rate
- 🍎 Improved working environment (student-teacher and peer relationships)
- 🍎 Higher rates of teacher satisfaction



Second Step: Use of School Wide Evidence Based Intervention

Impact on School Climate

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First Steps

- 🍎 Chose 2 programs from the federal list and gave schools a choice (Second Step or Olweus)
- 🍎 Focused on teacher-friendly curriculum
- 🍎 District level administrative support
- 🍎 Clear expectations going in
- 🍎 Established relationships with principals





Implementation

- Purchased Second Step kits for all teachers
- Provided training for school staff
- Ongoing support for implementation
 - Booster Trainings
 - Classroom Visits
 - Support materials (posters, Family Guide to Second Step, Lesson tracking forms, fidelity checklists, books, etc.)
 - Meetings with the principals to maintain relationships and fidelity



Sustainability

- 🍎 Conducted a 2-day Training of Trainers
- 🍎 Provide ongoing support to the trainers
- 🍎 Send relevant resources to the principals and trainers
- 🍎 Help schools see the link between Second Step and other interventions (ex: PBIS)



Lessons Learned

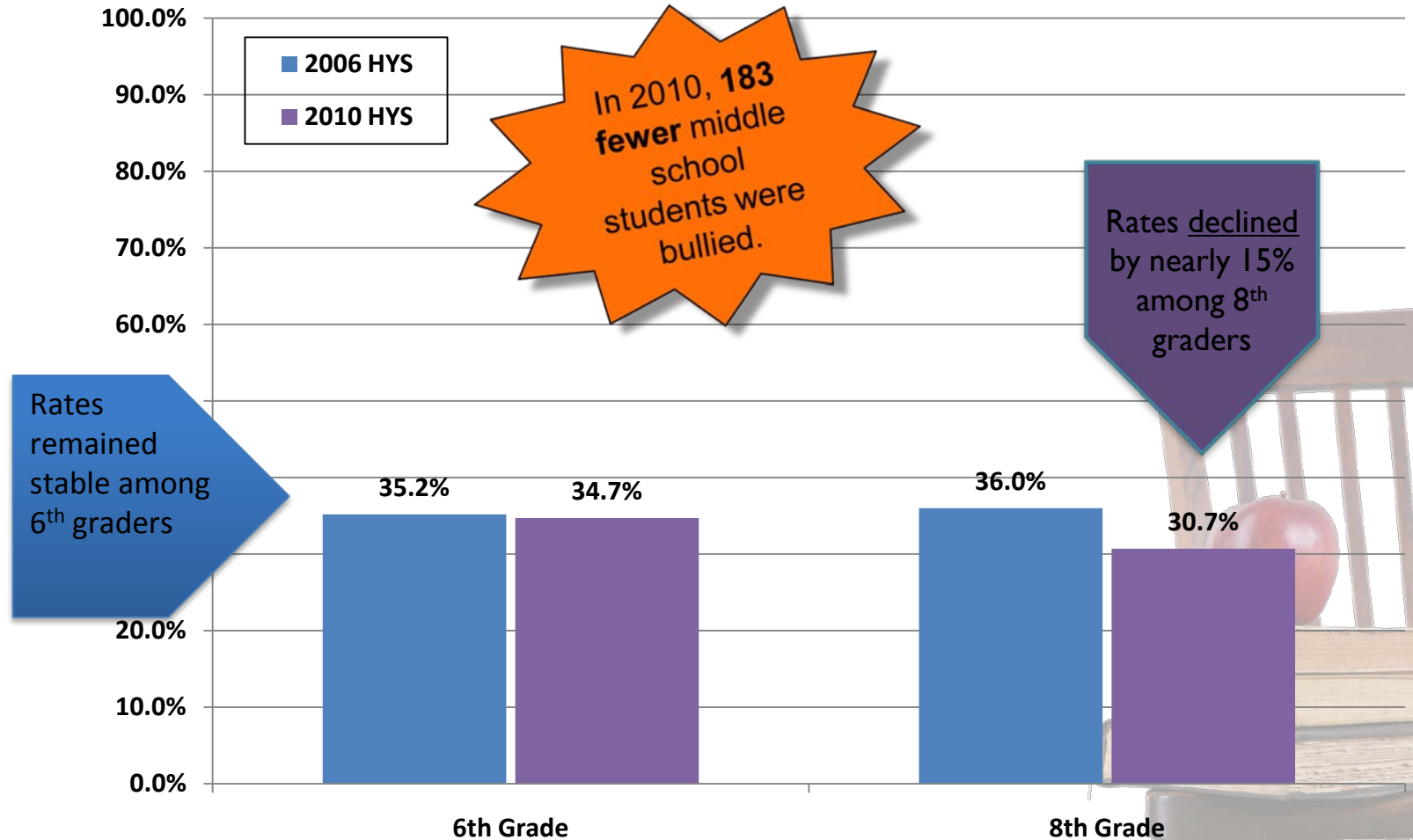
- 🍎 Importance of training and ongoing support
- 🍎 Relationships with principals was key!
- 🍎 Share successes at staff meetings
- 🍎 Build allies in the staff within buildings



BULLYING PAST 30-DAYS

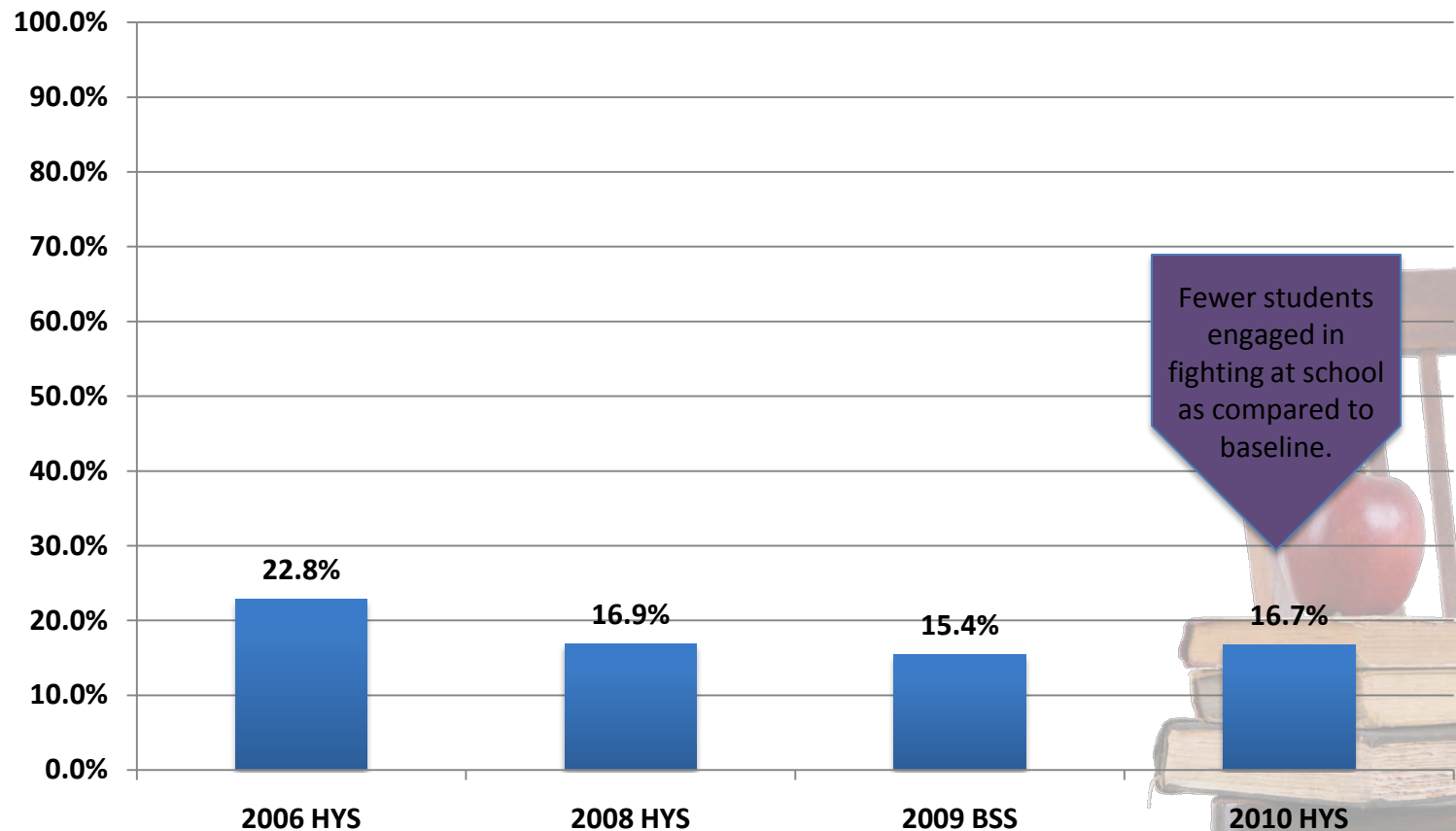
Bullying (Past 30 Days)

% of students who report being bullied one or more times

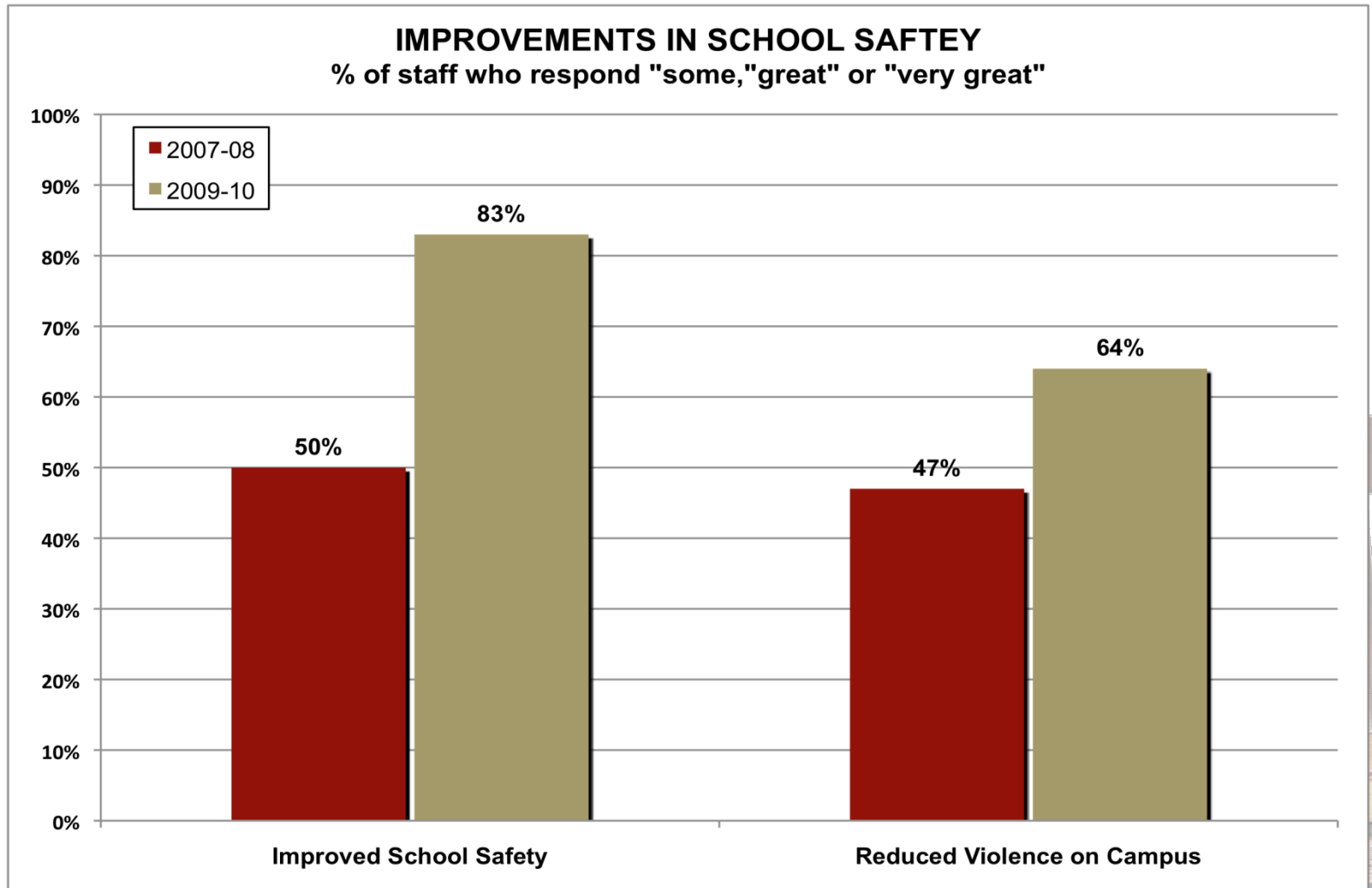


FIGHTING AT SCHOOL

Fighting at School: 8th Grade (Past 12 months)
% of students who report being in a physical fight at school



SCHOOL SAFETY



Source: 2007-2008 & 2009-2010 NET School-Level Survey

• Questions?



Safe Schools Healthy Students Grant

**Kershaw County School District
South Carolina**

PBIS Implementation

Kevin Rhodes, Project Director



Grant Goals for student behavior:

Need and Gaps: Kershaw County School District's universal prevention strategy Positive Behavior Intervention and Support (PBIS) initiative was only in 5 of our 11.

Goals: Expand, evaluate & sustain a district wide continuum of evidence-based behavioral, social & emotional supports to improve student behavior & academic performance & promote pro-social behavior.

Objective: By May 2013, decrease the number of disciplinary violations by 15% in targeted schools.

Programs and Services: KCSD will work to provide PBIS training to faculty teams from the six (6) targeted elementary schools to expand the PBIS initiative.

Partner's Role: KCSD will work to obtain additional training to expand PBIS program to all elementary schools.

Outcome: Fewer number of disciplinary violations among students at elementary and middle schools implementing positive behavioral interventions and supports.

How outcomes are measured: 1) District- and school-level discipline and attendance reports from the district's Student Information (SASI) system and Power Schools.
2) PBIS quarterly reports.



What is PBIS?

- 🍎 **PBIS** is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
- 🍎 PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy.
- 🍎 PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students.
- 🍎 PBIS supports the success of ALL students.



What does PBIS have to do with school discipline and classroom management?

- 🍎 Effective classroom management and preventive school discipline are essential for supporting teaching and learning.
- 🍎 PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.



How did Kershaw County implement PBIS?

- In 2010, the SSHS grant funded six elementary schools that were not using PBIS.
- An independent contractor was hired to conduct Year 1 PBIS training over 3 days.
- 24 teachers and 6 administrators then took the PBIS information back to their schools, assembled their teams, and began the initial process for implementation.
- School teams meet monthly to track their progress, monitor their discipline, and make changes when necessary.
- A district PBIS Leadership Team was organized to assist and oversee all elementary schools, ensure fidelity, and share best practices.



How did Kershaw County implement PBIS?

- A District PBIS coordinator was appointed to assist school teams, organize surveys, track school discipline data, bring school leads together 3 times a year to share information and discuss concerns, and plan additional trainings.
- Some schools were more aggressive with the year one implementation, while others implemented in small steps. We expect all elementary schools to be at full implementation for the 2011-12 school year.
- Schools with more administrative support have achieved far better results.



What Outcomes are Associated with Implementation of PBIS?

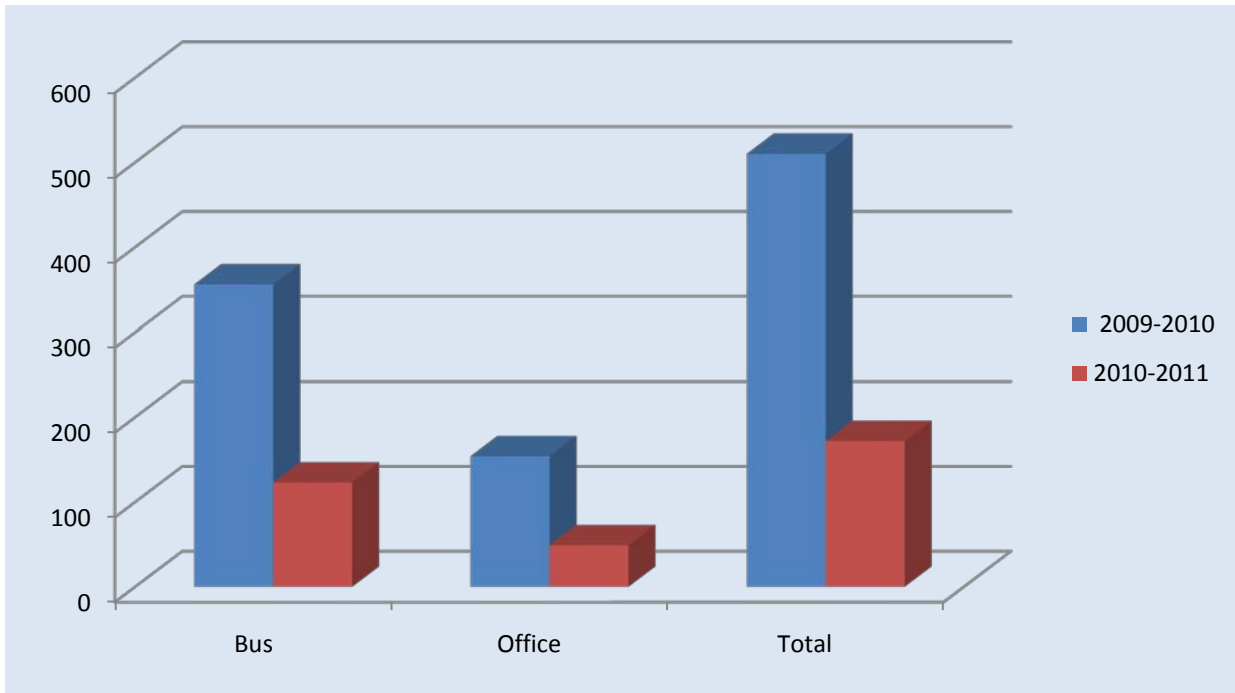
Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- 🍎 Less reactive, aversive, dangerous, and exclusionary
- 🍎 More engaging, responsive, preventive, and productive
- 🍎 Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior)
- 🍎 Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- 🍎 Most importantly, maximize academic engagement and achievement for all students.



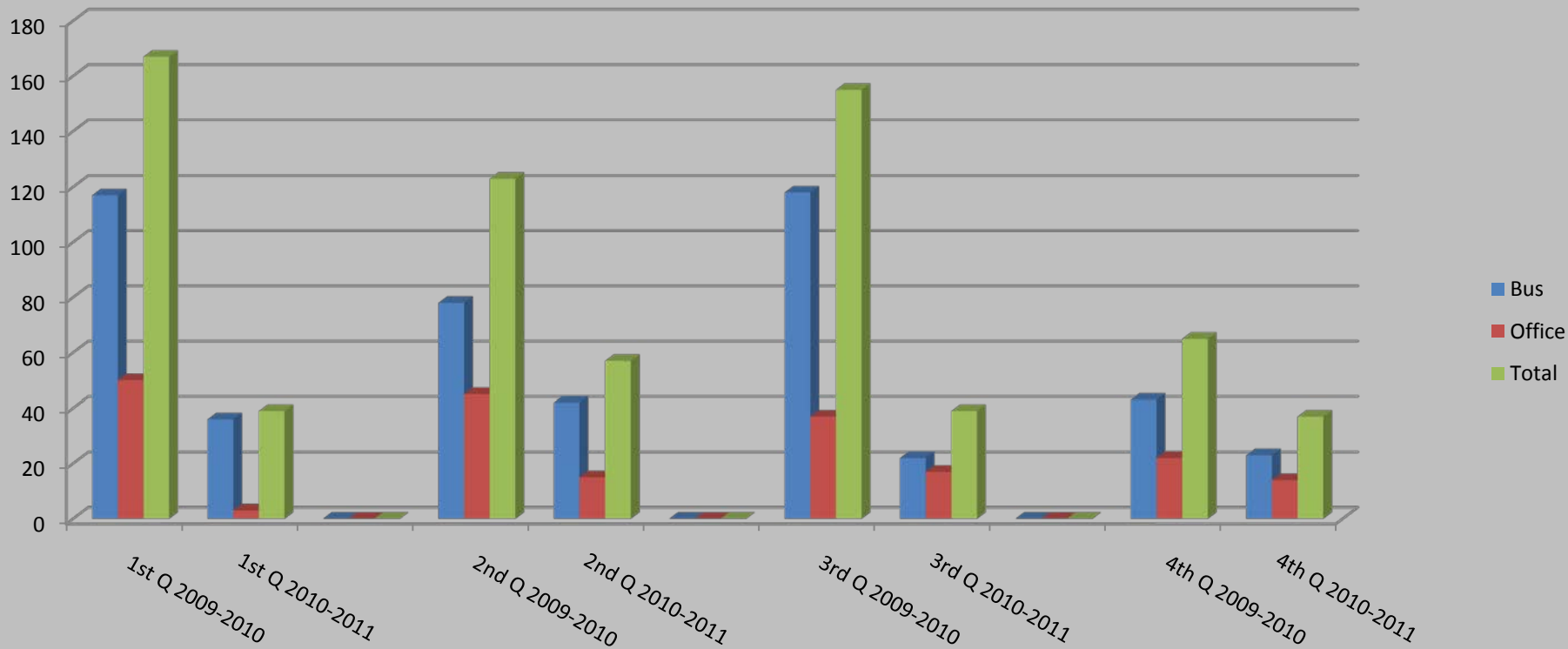
DISCIPLINE DATA COMPARISON

	2009- 2010	2010- 2011
Bus	356	123
Office	154	49
Total	510	172



Doby's Mill Elem. DISCIPLINE COMPARISON 2009-2010 AND 2010-2011

1st Quarter Discipline		2nd Quarter Discipline		3rd Quarter Discipline		4th Quarter Discipline					
1st Q 2009- 2010	1st Q 2010 2011	2nd Q 2009- 2010	2nd Q 2010- 2011	3rd Q 2009- 2010	3rd Q 2010- 2011	4th Q 2009- 2010	4th Q 2010- 2011				
Bus	117	36	Bus	78	42	Bus	118	22	Bus	43	23
Office	50	3	Office	45	15	Office	37	17	Office	22	14
Total	167	39	Total	123	57	Total	155	39	Total	65	37



Evidence that PBIS works:

Two schools in our district were awarded state recognition for PBIS from the State Department of Education:

- Wateree Elementary received the Exemplar Award recognition for school implementing PBIS for 3+ years.
- Doby's Mill Elementary received the Ribbon Award recognition for year 1 PBIS schools.



Future Plans

This summer we are conducting an in-district training review for year one schools. This training, conducted by our Exemplar Awarded school team lead, will strengthen the school teams and address questions and problems teams have faced with initial implementation.

Plans are being made for Tier 2 district training, in 2012.





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