

ILLINOIS PBIS NETWORK 

The Positive Behavior Interventions & Supports component of the IL Statewide TA Center (ISATC)
an Illinois State Board of Education-funded initiative promoting effective practices for the good of all children

Administrator Role in PBIS Implementation

Wisconsin Coaches Institute
August 19-21, 2009

Sessions L and O

Presented by Marla Dewhirst, IL PBIS Network




In Partnership with OSEP's TA Center on Positive Behavior Support

Co-Director's:
Rob Horner, University of Oregon, and
George Sugai, University of Connecticut

www.pbis.org
www.swis.org




Goals

- Identify key concepts that Administrators use to support implementation of PBIS
- Apply the concepts to your district/school
- Identify short and long term action steps to facilitate implementation and sustainability of improvement efforts




Agenda

Introduction	8:30-8:45/12:30-12:45
Effective Leadership Matters	8:45-9:00/12:45-1:00
Establish Commitment	9:00-9:15/1:00-1:15
Build Capacity	9:15-9:30/1:15-1:30
Invest in Prevention	9:30-9:45/1:30-1:45
Discipline for Student Outcomes	9:45-10:00/1:45-2:00
Break	10:00-10:15/2:00-2:15
Create a Positive Setting	10:15-10:30/2:15-2:30
Develop 3 tiers of support	10:30-10:45/2:30-2:45
Data Based Decision Making	10:45-11:00/2:45-3:00
Begin with Sustainability Process	11:00-11:15/3:00-3:15
Reflect and Plan	11:15-11:30/3:15-3:30

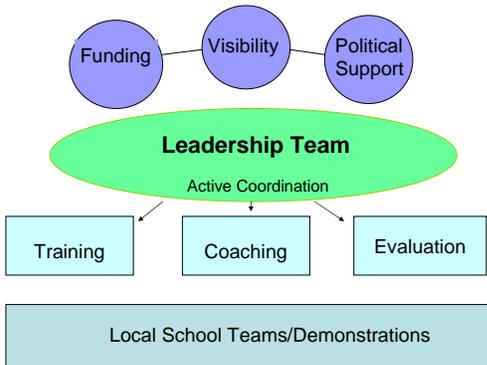


Implementers' Blueprint and Self-Assessment

- OSEP Center on Positive Behavioral Interventions and Supports
 - Describing SWPBS Support: Challenges, Solutions and Features
 - Implementing A Systems Approach to SWPBS
 - PBS Self-Assessment Checklist (pg.41)
 - Read and refer to often
 - Self-Assess quarterly at District Leadership Meetings



Taking it to Scale



“Big Idea”

Goal is to establish **host environments** that support adoption & sustain use of evidence-based practices

(Zins & Ponte, 1990)



Logic for School-wide PBS

- **Schools face a set of difficult challenges today**
 - Multiple expectations (Academic accomplishment, Social competence, Safety)
 - Students arrive at school with widely differing understandings of what is socially acceptable.
 - Traditional “get tough” and “zero tolerance” approaches are insufficient.
- **Individual student interventions**
 - Effective, but can’t meet need
- **School-wide discipline systems**
 - Establish a social culture within which both social and academic success is more likely



What is School-wide Positive Behavior Support?

- **School-wide PBS is:**
 - A systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.
- **Evidence-based features of SW-PBS**
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual intervention supports.
 - Implementation of the systems that support effective practices

data



Triangle



School-wide Systems (All students all settings all times)

Create a positive school culture:

School environment is predictable

1. common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)

School environment is positive

regular recognition for positive behavior

School environment is safe

violent and disruptive behavior is not tolerated

School environment is consistent

adults use similar expectations.



Keys for Establishing SW-PBIS

- Importance of Effective Leadership
- Establish and Sustain Commitment of Faculty
- Use team-based change process
- Implement Evidence-based Practices
 - Universal (all students, all times, all locations)
 - Targeted (efficient interventions for at-risk students)
 - Intensive (individualized interventions for those students with the most intense problem behavior)
- Use on-going data collection for active decision-making
- Establishing sustainable systems/supports
 - School PBIS handbook
 - Job descriptions



Key #1: Effective Leadership Matters

- Gallop poll
 - Buckingham and Coffman, 2002



“What the Worlds Greatest Managers Do Differently”

-- Buckingham & Coffman 2002, Gallup

Interviews with 1 million workers, 80,000 managers, in 400 companies.

- **Create working environments where employees:**
 - 1. Know what is expected
 - 2. Have the materials and equipment to do the job correctly
 - 3. Receive recognition each week for good work.
 - 4. Have a supervisor who cares, and pays attention
 - 5. Receive encouragement to contribute and improve
 - 6. Can identify a person at work who is a “best friend.”
 - 7. Feel the mission of the organization makes them feel like their jobs are important
 - 8. See the people around them committed to doing a good job
 - 9. Feel like they are learning new things (getting better)
 - 10. Have the opportunity to do their job well.




Action Time: 7 Minutes Administrator’s Keys

Reflect and discuss commitment to the process considering the topics below:

- communication
 - Walk the walk – Talk the talk
 - Encouraging faculty
 - Staff meetings for celebration and problem solving around behavioral supports
 - Central Office/Board/Parents/Community are aware of process of behavioral support
- budget
- Time
 - allow for team to meet regularly
 - PBIS Team data reports and activities on staff meeting agendas
 - Coaching is in place at building and district level
- support team’s data based decisions around all staff responsibilities
 - supervision, data collection, teaching behavioral expectations, recognition system, consequence system




Key #2: Establish Commitment by Sharing Data and Collecting Staff Perceptions

- **Focus first on student behavior.**
 - “Are we satisfied with the behavior of students in our school?”
 - Summarize and share student behavior data
- **Focus on evidence-based practices**
 - “Are we doing what research indicates is most helpful and effective for improving student behavior?”
 - Collect staff self-assessment (team checklist, SAS Survey)
- **Build priorities**
 - “Is development of a positive social culture one of the top three priorities of our school?”
 - Do not expect student behavior to change if adult behavior does not change.

Action Time: 7 Minutes

- Reflect on your discipline referral and suspension data. Do the data indicate (a) intervention is needed? (b) celebration is in order?
- Look over the Self-Assessment Survey. Identify how faculty feedback can be used to guide development of “commitment.” How would your faculty score the SAS?



Also at pbsurveys.org
EBS Survey data



Key #3:

Lead Don't Drive: Build Capacity

- Effective administrators make everyone else around them more effective than they would otherwise be.
 - If you “do it all” you will be less likely to have an impact, and the impact you have will be less likely to sustain.
- Give your team vision, time, training, resources, and clearly defined outcome measures.
 - Rotate chair of meetings
 - Operate with an agenda, and minutes
 - Review data at every meeting



Priorities Should Make A Difference In How You Allocate Staff Time

- Don't add new initiatives without identifying what you will stop doing.
 - Use faculty time strategically
- Focus the energy of your faculty
 - No more than three major goals
 - Do the job well
- Two mantras
 - Never stop doing things that work
 - Always look for the smallest change that will have the largest impact.
 - Don't do everything you can think of

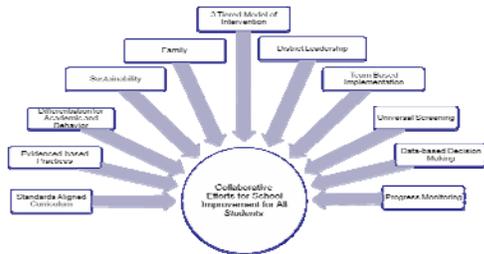


School Improvement Initiatives: Do These Sound Familiar?

- REACH
- Positive Behavioral Interventions and Support
- No Child Left Behind
- School Improvement Processes
- Response to Intervention
- Character Education



Common Core Concepts in School Improvement Initiatives



Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
Attendance Committee					
Character Education	<ol style="list-style-type: none"> 1. Eliminate all initiatives that do NOT have a defined purpose and outcome measure. 2. Combine initiatives that have the same outcome measure and same target group 3. Combine initiatives that have 75% of the same staff 4. Eliminate initiatives that are not tied to School Improvement Goals. 				
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

Action Time: 7 Minutes

- Review the Sample Team Matrix. Identify at least two recommendations you would have for improving the efficiency of staff time in this school.
- Given the guidelines for team organization identify (a) the teams in your school, and (b) the extent to which you believe your school uses faculty/staff time efficiently.



Sample Team Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
Attendance Committee	Increase attendance	% of students attending	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Student behavior?	All students	Marlee, J.S., Ellen	??
Safety Committee	Improve safety		All students	Has not met	??
School Spirit Committee	School spirit		All students	Has not met	
Discipline Committee	Improve behavior	Improve discipline	All students	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Decrease drug use		All students	Don	??
EBS Work Group	Implement 3-tier model	Office referrals, Attendance, Grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

Challenge

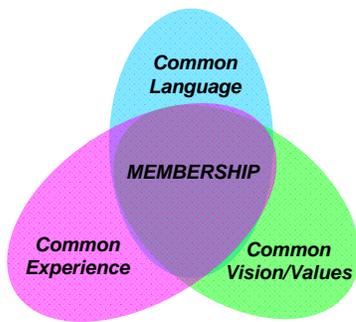


Key #4: Invest in Prevention (Primary/Universal PBIS as a Foundation)

- Proactive Behavior Support for All
 - Common language
 - Common vision for what is acceptable
 - Common experience
- Students must participate in building an positive social culture.
 - Students value an environment that is predictable, positive, consistent, fair, safe.
 - Students will resist an environment that is perceived as punitive, capricious, controlling



Establishing a Social Culture



School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

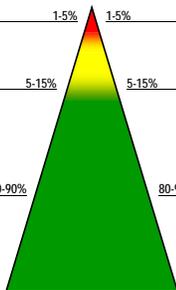
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



©2008 PBIS Network, Revised May 15, 2008
Adapted from "What a School-wide PBIS?"
CSP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/school-wide.htm>

Primary/Universal PBIS “Establish a Positive Social Culture”

- Create a school environment where:
 - Student expectations are **defined**
 - Student expectations are **taught**
 - Student expectations are **acknowledged**
 - Student behavioral errors have immediate and consistent **consequences**
 - Faculty and staff behavior is **positive, predictable and consistent**
 - Data are gathered, summarized and used for decision-making on a regular cycle.



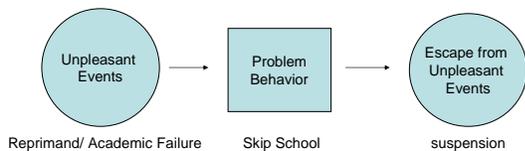
Benefits of Investing in Prevention

- Decrease in Office Discipline Referrals
- Increase in student and staff attendance
- Decrease in referrals to special education
- Increase in effectiveness of targeted and individual intensive interventions
- Increase in student perception of school safety
- Improved academic performance
- Improved faculty/staff retention



Key #5: Avoid the trap of rewarding problem behavior with a consequence that could be a reinforcement.

Escaping something unpleasant is a reward.



“Teaching” by Getting Tough?

- **Administrator:** “Darron you have skipped school three days this week. I have no choice but to suspend you for the next two days.”



Non-examples

- “Rud, go to the office your school work isn’t stupid, & we aren’t puppets of the system.”
- “Phloe, I’m taking your book away because you obviously aren’t ready to learn.”
- “Ben, you want my attention?! I’ll show you attention, ...let’s take a walk down to the office & have a little chat with the Principal.”



Key #6: Create a Positive Setting

- Establish multiple and on-going strategies for acknowledging appropriate behavior.
 - A positive environment is characterized by at least 5 positive interactions for every correction.
 - Link individual acknowledgement to overall benefit of others.
 - Dispel myth that rewards are ineffective or detrimental to student “intrinsic motivation.”
 - Make rewards age and context appropriate

Are Rewards Dangerous?

- "...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

Judy Cameron, 2002

- Cameron, 2002
- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001



Action Time: 5 Minutes

Define a desired behavior and current consequences in your school.

Context and Desired Behavior	Natural Reward	Supplemental Educational Reward
In class/ Be respectful of others by raising hand	Class operates efficiently. Self-perception of being respectful.	Verbal "thank you." Individual points toward class event.

Key #7: Invest in Tiers of Support

- Establish the organizational capacity to support students with need for Tier 2 and Tier 3 Interventions. The three areas of "knowledge" needed by a team.
 - Knowledge about student
 - Knowledge about context
 - Knowledge about behavioral theory
- All educators understand the "function" of behavior.



Tier 1 Core Instruction

All Students Receive:

- District curriculum that is scientifically, research-based and aligned to Illinois Learning Standards
- Curriculum-based measures and assessments for screening, diagnostic and continuous progress monitoring
- Differentiated instruction designed to meet the broad range of their needs



Tier 2 Intervention

Some Students Receive:

- Core curriculum in the large group
- Supplemental interventions in the small group inside the general education classroom or outside of the general education classroom
- Interventions targeted to remediate a specific skill
- Interventions implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to an individualized intervention plan
- Brief function based individual interventions

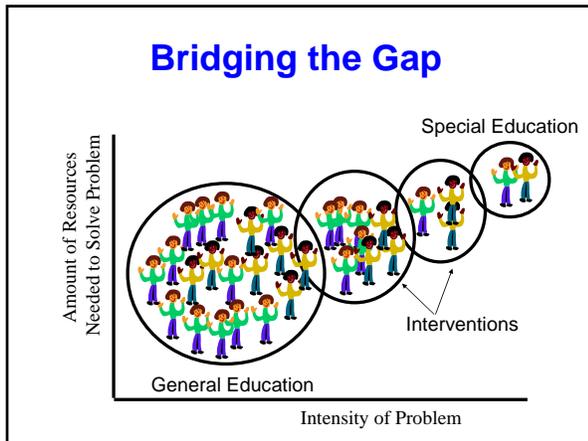


Tier 3 Intervention

Very Few Students Receive:

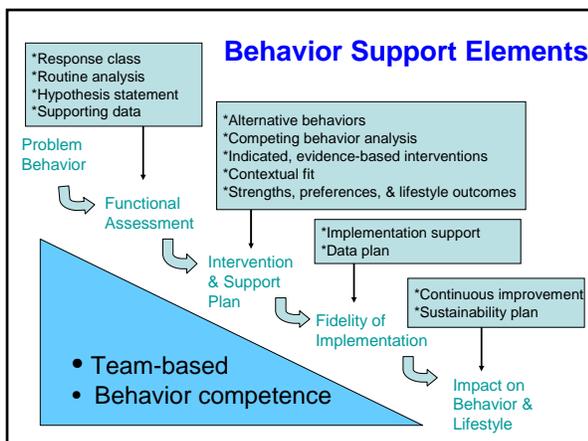
- Comprehensive Individualized Intervention Plan
- Integrated instruction from all three tiers to strengthen the accumulated impact of the interventions and instruction
- Interventions delivered to very small groups of 2-3 students or individual students
- Interventions focused on narrowly defined skill areas identified from the results of frequent progress monitoring
- Interventions implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to an individualized intervention plan



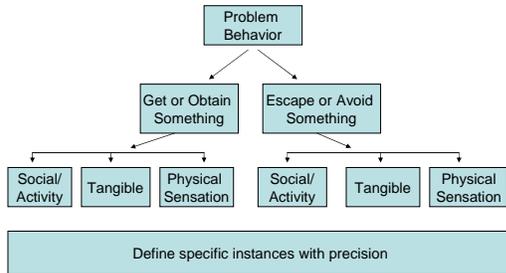


Ensuring Capacity at All 3 Tiers

- Begin assessment and development of secondary and tertiary tiers at start-up of universal
 - Assess resources and current practices (specialized services)
 - Review current outcomes of students with higher level needs
 - Position personnel to guide changes in practice
 - Begin planning and training with select personnel
- All 3 tiers addressed at all district meetings and at every training



“Functions of Behavior”



Action Time: 5 Minutes

- Review “Self-assessment for Individual Student Behavior Support in Schools”
- Identify the features of your school that establish capacity to support students with more severe problem behavior, and identify one action that may improve your capacity.



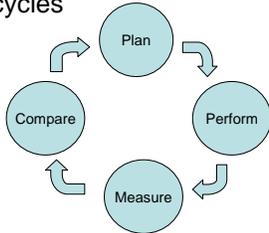
Key #8: Collect and use Data for Active Decision-Making

- Give each team concrete measures that they can use to determine if they are successful.
 - Measure use of practices:
 - Are we doing what we want to be doing?
 - Team Checklist
 - Self Assessment Survey
 - Benchmarks of Quality
 - Measure impact on valued outcomes
 - Office discipline referrals
 - Attendance
 - Suspension/Expulsion rates
 - Student academic achievement



Data Need Not Be A Four-letter Word

- Using data for decision-making versus evaluation
- Decision-cycles
 - Weekly
 - Monthly
 - Annual



Action Time: 5 Minutes

What data sources do you and your team use for regular decision making?

Data Sources	Decisions	Who?
Practices:		
Outcomes:		

Key #9: Sustainable Implementation

- Establish the policies, systems, tools and documentation:
 - To make implementation easier in subsequent years
 - To make implementation a continuous process of adaptation and improvement
 - To make implementation process driven, not person dependent.
 - Schedule of activities
 - Regular assessment and adaptation
 - School Handbook
 - Lesson plans
 - Teaching Schedule
 - Student/Faculty Evaluation



Going to Scale with Effective Systems/Practices

If you invest, do it so it will last 10 years!

1. Implement with high fidelity
2. Must be durable
3. Must be sustained (in place 5 years)
4. Delivered by typical agents
5. Outcome data used to adapt
6. Modify to local setting
7. Establish system



Considerations

- Administrative Leadership is essential for successful implementation of PBIS
- Anticipate, Support, Assess, Adapt
- Change is a slow, difficult, and a gradual process
- Provide regular feedback on student learning outcomes related to implementation
- Continued technical assistance is necessary after initial training through continued professional development and coaching support



Website Resources

- pbis.org
- pbisillinois.org
- swis.org (School wide information system)
- Pbsurveys.org





Reflect and Plan

Specific Action Steps you can take to support implementation of PBIS in your building/District:

- This month
- This year
- Over the next three years