PBIS Implementation
In a Large Urban District

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PBIS Overview and Framework
PBIS is.....

• A proactive systems approach to establishing behavioral supports.

• Evidence and research based practices.

• Response to Intervention model. A three-tiered system of support.
PBIS is....

A framework for establishing the social culture and behavioral supports needed for a school to achieve behavioral and academic outcomes for all students.
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT: What is meant by “layering” interventions?

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%
Positive Behavior Systems
A Response to Intervention (RtI) Behavior Model

Behavior Systems

**Tier 3/Tertiary Interventions (1-5%)**
- Individual Students
- Assessment-based
- High Intensity

**Tier 2/Secondary Interventions (5-15%)**
- Some Students (at-risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

**Tier 1/Universal Interventions (80-90%)**
- All Students
- Preventive, Proactive

Behavior Supports

**Tier 3/Tertiary Supports**
- Referral to Community Resources for Enhanced Services for Children and Families (PreK-12)
- Complex Functional Behavioral Assessment/Behavior Intervention Plan (Complex FBA/BIP) (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data

**Tier 2/Secondary Supports**
- Brief Functional Behavioral Assessment/Behavior Intervention Plan (Brief FBA/BIP) (PreK-12)
- Simple Interventions with Individual Features/Mentoring (PreK-12)
- Social Academic Instructional Groups (SAIG) (PreK-12)
- Check-In/Check-out (CICO) (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data

**Tier 1/Universal Supports**
- School-wide Behavior Expectations (PreK-12)
- Explicit Instruction of Behavior in all Settings (PreK-12)
- School-wide Acknowledgement Systems (PreK-12)
- Safe & Civil Schools START on Time – Safe Transitions and Reduced Tardies to Class (9-12)
- Systemic Supervision of all Common Areas (PreK-12)
- Clear Consequences & Violation Procedures (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data

Developed in Partnership with Erie 1 BOCES

8.24.12
BUFFALO PUBLIC SCHOOLS

POSITIVE BEHAVIOR SYSTEMS

RANDY SPRICK'S
safe & civil
SCHOOLS
Practical Solutions, Positive Results!

=
Tier 1/Universal

- All students/building wide
- Lessons on behavior
- Classroom management
- School-Wide Expectations
- Acknowledgement System
- Kick-offs
- Celebrations
- Data
- Corrections
Defining School-wide Behavior Expectations

PBIS @ School 30

“R2 P2”
Be Respectful • Be Responsible
Be Prepared • Be Positive

<table>
<thead>
<tr>
<th>R2 P2</th>
<th>Classroom</th>
<th>Hall</th>
<th>Bathroom</th>
<th>Cafeteria</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>• Use appropriate language</td>
<td>• Stay in single file line</td>
<td>• Respect others privacy</td>
<td>• Use good manners</td>
<td>• Follow adult direction</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• Follow directions and classroom routines</td>
<td>• Keep hands &amp; feet off chair</td>
<td>• Keep hands &amp; feet off chair</td>
<td>• Clean up after yourself</td>
<td>• Use appropriate language</td>
</tr>
<tr>
<td>Be Prepared</td>
<td>• Complete all assignments</td>
<td>• Go directly where asked</td>
<td>• Report problem to an adult</td>
<td>• Report problems to an adult</td>
<td>• Use voice level 2 when using good will</td>
</tr>
<tr>
<td>Be Positive</td>
<td>• Be kind to others</td>
<td>• Sit directly to where you need to be</td>
<td>• Promptly return to class</td>
<td>• Be prepared to leave with class when it is your turn</td>
<td>• Be at bus stop on time</td>
</tr>
</tbody>
</table>

INTERNATIONAL SCHOOL STUDENTS ARE
RESPECTFUL
ALWAYS SAFE
RESPECTIBLE
EXCELLENT
Teaching RARE Expectations
Reinforcing Positive Behavior
Dr. Antonia Pantoja School #18 Teaching Behavior in Common Areas
Reinforcement/Acknowledgement System
Tier 2
- Some
- Targeted Interventions
  Check In Check Out
  Social Academic
  Instructional Groups
  Brief Functional Behavior
  Assessment/Behavior
  Intervention
- Systematic/data driven

Tier 3
- Few
- Individualized
  Interventions
  Complex Functional
  Behavior
  Assessment/Behavior
  Intervention Plan
  Wrap-around/mental
  health
- Special education
Progress Monitoring

- Student Outcome Data
  - Suspensions, Office Discipline Referrals, Attendance
  - Student outcomes tracking tools (Spreadsheet and Tier 2/3 Intervention Tracking Tool)
    - Daily Progress Report cards

Data is used to progress monitor students to:
- enter interventions
- layer interventions
- exit students from interventions
- to monitor the effectiveness of interventions themselves
Hillery Park Elementary #27

DAILY PROGRESS REPORT: GRADES 4, 5 & 6

NAME: ___________________________ DATE: ______________________

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student’s achievement for the following goals:

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ELA Block 1</th>
<th>ELA Block 2</th>
<th>Math</th>
<th>SS/Science</th>
<th>Special Area</th>
<th>Transitions</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Ready</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

TOTAL POINTS: 6 /6 /6 /6 /6 /6 /6 /6

TEACHER INITIALS

Daily Goal: 80% of total points = 34/42

Daily Score: /42

Teacher Comments: Please state briefly any behaviors or achievements that demonstrate the student’s progress:
Example Daily Progress Report

NAME:______________________  DATE:__________________

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student’s achievement to the following goals.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

Total Points

Teacher Initials

Adapted from Grant Middle School STAR CLUB

Adapted from Responding to Problem Behavior in Schools: The Behavior Education Program by Crone, Horner, and Hawken
Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student’s achievement to the following goals.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Use your words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use deep breathing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Keep arm’s distance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use #2 voice level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when upset</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Ask for breaks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-monitor with DPR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Grant Middle School STAR CLUB

Responding to Problem Behavior in Schools: The Behavior Education Program by Crone, Horner, and Hawken
3-Tiered System of Support

Necessary Conversations (Teams)

Universal Team
- Plans SW & Class-wide supports

Secondary Systems Team
- Uses Process data; determines overall intervention effectiveness

Problem Solving Team
- Standing team; uses FBA/BIP process for one youth at a time

Tertiary Systems Team
- Uses Process data; determines overall intervention effectiveness

Universal Support
- CICO
- SAIG
- Brief FBA/BIP

Brief FBA/BIP
- Complex FBA/BIP
- WRAP

Sept. 1, 2009
District Structuring

- Creation of Tier 1 Teams
  Representative of building
  Internal Coach
- Creation of Tier 2 and 3 Teams
  Student Support Teams
  Connection with special education department
  RtI
- District PBIS Coordinators and partnering with BOCES
  Training, coaching, evaluation, planning, building district capacity (attendance at national conferences)
Professional Development

- Tier 1
  - **Team Training** (3-4 days per year)
    New training based on current research and best practice, and sharing of examples of implementation between teams, reviewing school-wide data, developing actions plans, blending of district initiatives
  - **High School Randy Sprick’s Safe and Civil Schools Curriculum**
  - **Classroom Management** (SIG, building capacity)
  - **Tier 1 Internal Coaches**
    Training focused on leadership skills, team building, problem solving, motivation and encouragement
Professional Development

Tier 2 and 3 (with SST’s/Special Education Dept)

- Kimberli Breen, Technical Assistance Director, Illinois PBIS Network
- Training for SST’s on interventions and systems
- Development of tools (FBA/BIP forms)
- Technical Assistance webinars
- Building capacity – webinars and training
- Professional development FBA BIP for special education teachers
Coaching

- Partnering with BOCES
- 5 coaches, 37 elementary schools and 17 high schools
- Attend Tier 1 and Tier 2 Systems meetings
- Provide Technical Assistance for Problem Solving meetings/development of BIP’s
- Provide consultation to building principals
- Developed and maintain website as a resource
  www.buffaloschools.org/EducationalServices.cfm?subpage=57659
Coordination/Collaboration/Innovation

- Mental Emotional Behavioral Health Committee
  - Coordinated Health Model
  - Multiple stakeholders, mental health agencies
  - Utilize PBIS three-tiered framework for district-wide planning and provision of mental health services

- Restorative Practices
  - In Code of Conduct
  - Working with International Institute on Restorative Practices
Coordination/Collaboration/Innovation

- **MTSS**
  - Blending and coordinating academic and behavioral RtI
- **PBIS Behavior Specialists**
  - Working with classroom teachers to support behavior in the classroom
- **PBIS Implementation Team**
  - External coaches plan coaching and training
- **Advisory**
Barriers and Challenges

- Access to staff/buy-in
  - Difficult to get teachers and administrators
    - SIG grants and webinars
    - Creating videos for use in common planning/grade level meetings

- Data systems
  - Tracking, inputting, and maintaining data
    - New data system
Barriers and Challenges

- **Funds**
  - Incentives and meeting/planning time
    - Fundraising
    - Building level budgeting
    - Building duties, creative planning

- **District Level Leadership**
  - Changes in leadership and limited accountability
    - Reduction of suspensions goals on School Improvement Plans
    - Code of Conduct
Process Data

- Benchmarks of Quality (BOQ)
- Benchmarks of Advanced Tiers (BAT)
  www.pbisapps.org
- End of Year report
  - By schools
  - By district
Benchmarks of Quality Subscale
South Park High School

Percent Implemented

PBIS Team  Faculty Commitment  Discipline Procedures  Data Analysis  Expectations Developed  Reward Program  Lesson Plans  Implementation Plan  Classroom Plan  Evaluation

4/29/2014
Trend 2012-2013: Tier 3 - FBA/BIP Implementation Improvement for Elementary Schools

Evaluation Question: Is the Function Based Assessment / Behavior Improvement Plan (FBA/BIP) process improving?

- **Improved**: 56%
- **Needs Support**: 18%
- **No Data**: 26%
2012-2013 Trending

Tier 3: FBA/BIP Implementation Improvement for High Schools

Evaluation Question: Is the Function Based Assessment / Behavior Improvement Plan (FBA/BIP) process improving?

- Improved
- Needs Support
- No Data

Percentage of Schools

Level of Improvement

- 35%
- 35%
- 30%
District Outcome Data

Based on a comparison of the 2011 Youth Risk Behavior Survey (YRBS) data with the 2013 YRBS data from high schools, students report:

- a decrease in carrying weapons (including on school property)
- a decrease in experiencing bullying on school property
- a decrease in engaging in physical fights.
District Outcome Data

September-June Short-Term Suspensions 4 Year Decreasing Trend (YTD)

Buffalo Public Schools
Short-Term Suspensions

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>12,916</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11,935</td>
</tr>
<tr>
<td>2012-2013</td>
<td>10,651</td>
</tr>
<tr>
<td>2013-2014</td>
<td>8,293</td>
</tr>
</tbody>
</table>
Evaluation Question: Is the implementation of PBIS achieving the desired outcomes?

![Graph showing outcomes]

- Attendance Increased: 90%
- Short TermSuspensions Decreased: 59%
- Long Term Suspensions Decreased: 41%
- Office Discipline Referrals Decreased: 77%
Evaluation Question: Is the implementation of PBIS achieving the desired outcomes?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Increased</td>
<td>71%</td>
</tr>
<tr>
<td>Short Term Suspensions Decreased</td>
<td>53%</td>
</tr>
<tr>
<td>Long Term Suspensions Decreased</td>
<td>41%</td>
</tr>
<tr>
<td>Office Discipline Referrals</td>
<td>75%</td>
</tr>
</tbody>
</table>
Data Consultation: Year 1

Extended School Day/School Violence Prevention Data 2010-2011

School Name: SAMPLE
School Enrollment: 652
Phase of Implementation: 2 (Emerging)
SET Score: 91%

COMPARISON of eSIS and SWIS Data Entry

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>eSIS</th>
<th>SWIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Enrolled</td>
<td>652</td>
<td>467</td>
</tr>
<tr>
<td>Number of ODRs</td>
<td>529</td>
<td>1880</td>
</tr>
<tr>
<td>Minors (SWIS)</td>
<td>--</td>
<td>244</td>
</tr>
<tr>
<td>Number of Suspensions*</td>
<td>477</td>
<td>481</td>
</tr>
</tbody>
</table>

*Number of Suspensions in eSIS includes all short-term and long-term suspensions. Number of Suspensions in SWIS includes out-of-school suspensions and expulsions. In-school suspensions are also tracked in SWIS, but are included in this total.

Summary of eSIS and SWIS Data Entry:
- More ODRs are being entered into SWIS than into eSIS.
- SWIS data entry appears to be complete.
- Under-enrollment of students in SWIS system makes SWIS graphs inaccurate.

CHECK-IN/CHECK-OUT (CICO) Analysis
- 50 students were enrolled in CICO within the SWIS system at some point during the 2010-2011 academic year.

Actions as a RESULT of ODRs

The Figure below shows the administrative actions resulting from ODRs according to the ODRs entered into the SWIS system. This graph includes resulting actions from both ODRs and Minors entered into SWIS.

- Expulsion
- Suspension
- Warning or Removal from Class
- Parent Contact
- Counselor Referral or Meeting
- Other or Unknown

- The school uses a varied approach in response to ODRs.
Number of Suspensions per Student

- Pair 1: 0.20
- Pair 2: 0.38
- Pair 3: 0.53
- Pair 4: 0.33
- Pair 5: 0.49
- Pair 6: 0.43
- Pair 7: 0.36
- Pair 8: 1.05
Data Consultation: Year 3

Two Research Questions:
1. To what extent do schools with high implementation of Tier II have better outcomes than schools with low implementation of Tier II?
2. At high implementing schools, to what extent do students who participate in Tier II interventions have better outcomes than similar students who do not participate in Tier II interventions?
# Data Consultation: Year 4

Table 2: Percent Responses to Unintentional Injuries and Violence Statements, by Survey

<table>
<thead>
<tr>
<th>Indicator</th>
<th>New York 2011*</th>
<th>Buffalo Public Schools 2011</th>
<th>Buffalo Public Schools 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never wore a bicycle helmet (among students who had ridden a bicycle during the 12 months before the survey)</td>
<td>83.6%</td>
<td>90.2%</td>
<td>86.3%</td>
</tr>
<tr>
<td>Rarely or never wore a seat belt (when riding in a car driven by someone else)</td>
<td>7.7%*</td>
<td>11.9%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Rode with a driver who had been drinking alcohol one or more times (in a car or other vehicle during the 30 days before the survey)</td>
<td>24.1%*</td>
<td>20.1%</td>
<td>17.6% (-)</td>
</tr>
<tr>
<td>Drove when drinking alcohol one or more times (in a car or other vehicle during the 30 days before the survey)</td>
<td>5.4%</td>
<td>4.1%</td>
<td>-</td>
</tr>
<tr>
<td>Texted or e-mailed one or more times while driving (in a car or other vehicle during the 30 days before the survey)</td>
<td>-</td>
<td>-</td>
<td>22.0%</td>
</tr>
<tr>
<td>Carried a weapon on at least 1 day (for example, a gun, knife, or club during the 30 days before the survey)</td>
<td>12.6%</td>
<td>12.5%</td>
<td>10.3% (-)</td>
</tr>
<tr>
<td>Carried a gun on at least 1 day (during the 30 days before the survey)</td>
<td>4.5%</td>
<td>3.8%</td>
<td>3.2% (-)</td>
</tr>
</tbody>
</table>
Accolades

- Article in Principal Leadership, November 2012 – Two Principals Using PBIS to Improve Culture
- The District’s leadership team presented about the district’s efforts at the 2011 PBIS National Leadership Forum.
- Individual schools have also been recognized for their work by Randy Sprick Ph.D., Director and Lead Trainer for Safe and Civil Schools, at the 2011 International Conference on Positive Behavior Support.
From Safe and Civil Schools website

Average Tardies per Day

- Baseline: 820
- Week 1: 51
- Week 2: 47
- Week 3: 40
- Week 4: 24
- Week 5: 23
- Week 6: 32
- Week 7: 27
- Week 8: 12
- Week 9: 22
Contact Us

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