

# PBIS Implementation

In a Large Urban District

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# PBIS Overview and Framework



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# 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.





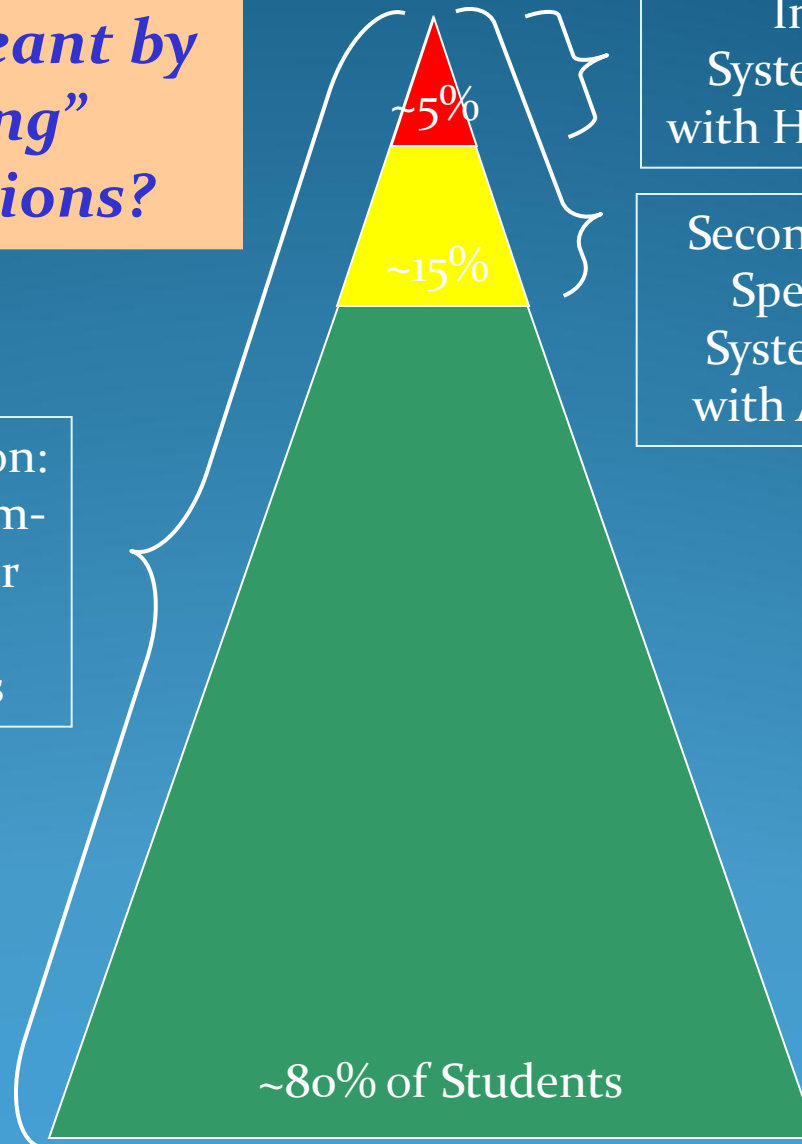
# PBIS is....

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:**

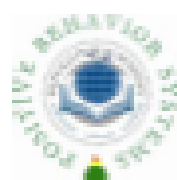
*What is meant by  
“layering”  
interventions?*

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



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

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



# Positive Behavior Systems

## A Response to Intervention (RtI) Behavior Model

### Behavior Systems

#### Tier 3/Tertiary Interventions (1-5%)

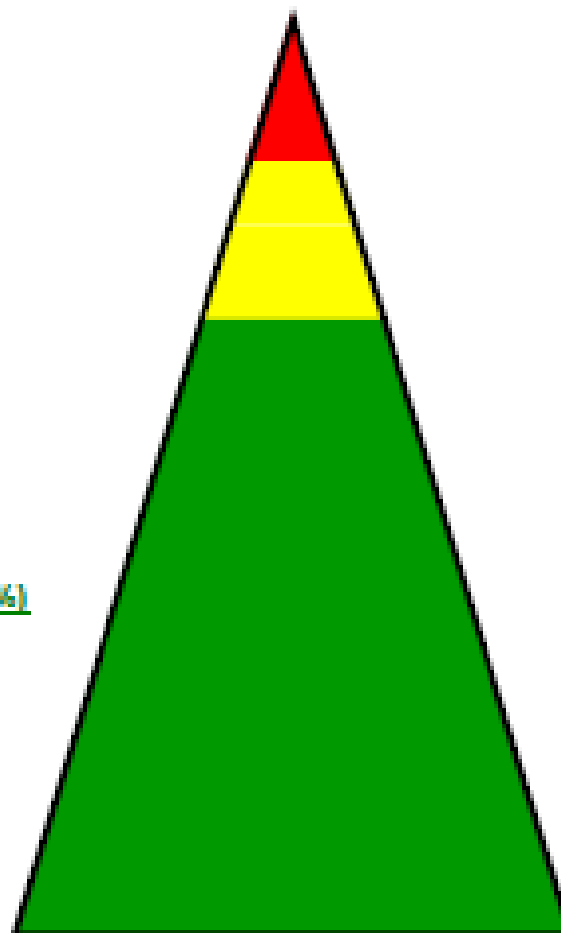
- Individual Students
- Assessment-based
- High Intensity

#### 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

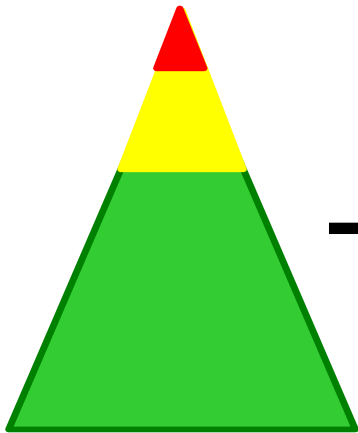
- Brief Functional Behavioral Assessment/Behavior Intervention Plan (Brief FBA/BIP) (PreK-12)
- Simple Interventions with Individual Features/Monitoring (PreK-12)
- Social Academic Instructional Groups (SAIG) (PreK-12)
- Check-in/Check-out (CICO) (PreK-12)
- Establish Data-based Decision Rules
- Student 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

BUFFALO PUBLIC SCHOOLS

# POSITIVE BEHAVIOR SYSTEMS



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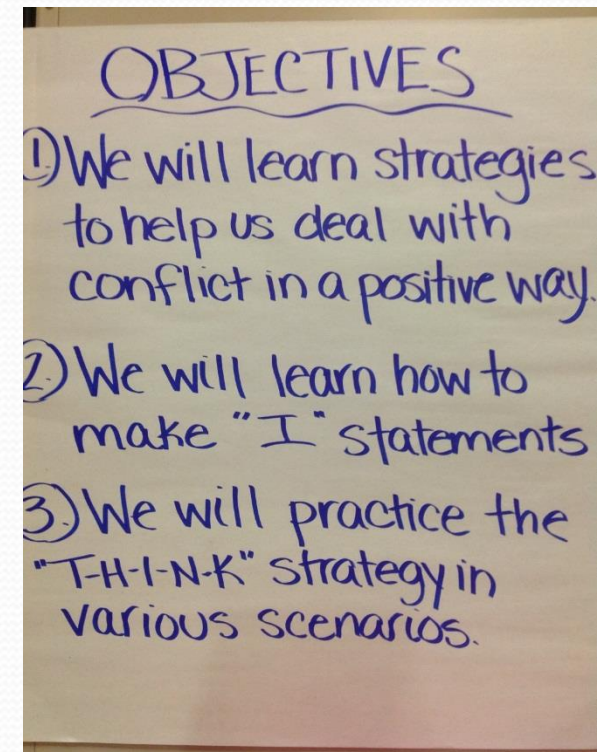
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# Tier 1/Universal

- 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

R2 P2	Classroom	Hall	Bathroom	Cafeteria	Bus
Be Respectful	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Follow adult direction</li> <li>• Work Cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in single file line</li> <li>• Walk on right side</li> <li>• Keep hands &amp; feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others privacy</li> <li>• Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Keep hands, feet &amp; objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Follow adult direction</li> <li>• Use appropriate language</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>• Follow Directions and classroom routines</li> <li>• Do quality work</li> <li>• Complete all work</li> <li>• Accept consequences</li> <li>• Use voice level as directed by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Go directly where you need to be</li> <li>• Keep lockers clean</li> <li>• Do not litter</li> <li>• Do not disturb classrooms</li> <li>• Voice level</li> </ul>	<ul style="list-style-type: none"> <li>• Report problem to an adult</li> <li>• Return to room promptly</li> <li>• Flush toilet</li> <li>• Throw all trash away</li> </ul>	<ul style="list-style-type: none"> <li>• Throw all garbage away</li> <li>• Stay in assigned seat</li> <li>• Report problems to an adult</li> <li>• Follow all rules</li> <li>• Use voice level 0 when lights go out</li> </ul>	<ul style="list-style-type: none"> <li>• Back to back</li> <li>• Seat to seat</li> <li>• Hands &amp; feet to self</li> <li>• Backpack on lap</li> <li>• Use voice level 2</li> </ul>
Be Prepared	<ul style="list-style-type: none"> <li>• Complete all assignments</li> <li>• Come to class with needed materials</li> <li>• Keep desk and supplies organized</li> <li>• Always wear appropriate uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom sign out procedure</li> <li>• Have hall pass</li> <li>• Go directly to where you need to be</li> </ul>	<ul style="list-style-type: none"> <li>• Promptly return to class</li> <li>• Re-enter classroom quietly using voice level 0</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to leave with class when it is your turn using voice level 0</li> <li>• Encourage other to do their best</li> </ul>	<ul style="list-style-type: none"> <li>• Be at bus stop on time</li> <li>• Follow all safety rules at all times</li> </ul>
Be Positive	<ul style="list-style-type: none"> <li>• Always do your best</li> <li>• Encourage others to do their best</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Show self control</li> <li>• Encourage appropriate behavior in others</li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly and kind</li> <li>• Use voice level 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind language</li> </ul>



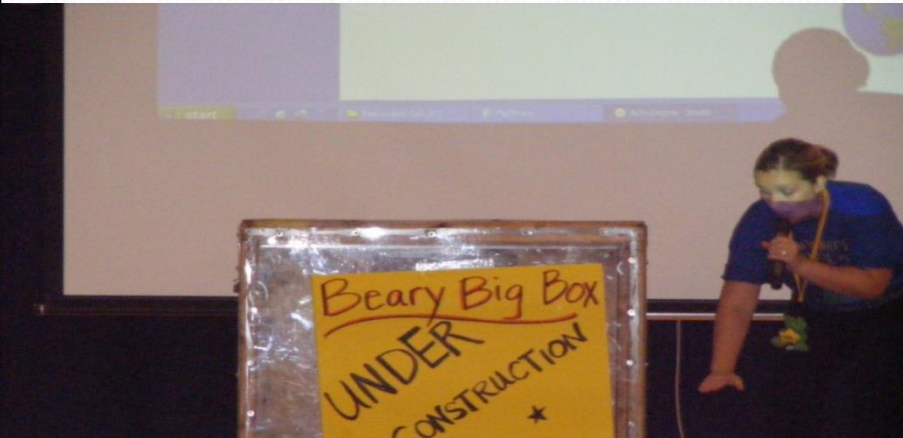


# Teaching RARE Expectations





# 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:

GOALS	ELA Block 1	ELA Block 2	Math	SS/Science	Special Area	Transitions	Lunch
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Ready	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
TOTAL POINTS	/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:

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# 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.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
<b>Be Safe</b>	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Respectful</b>	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b>	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				



# Example Daily Progress Report

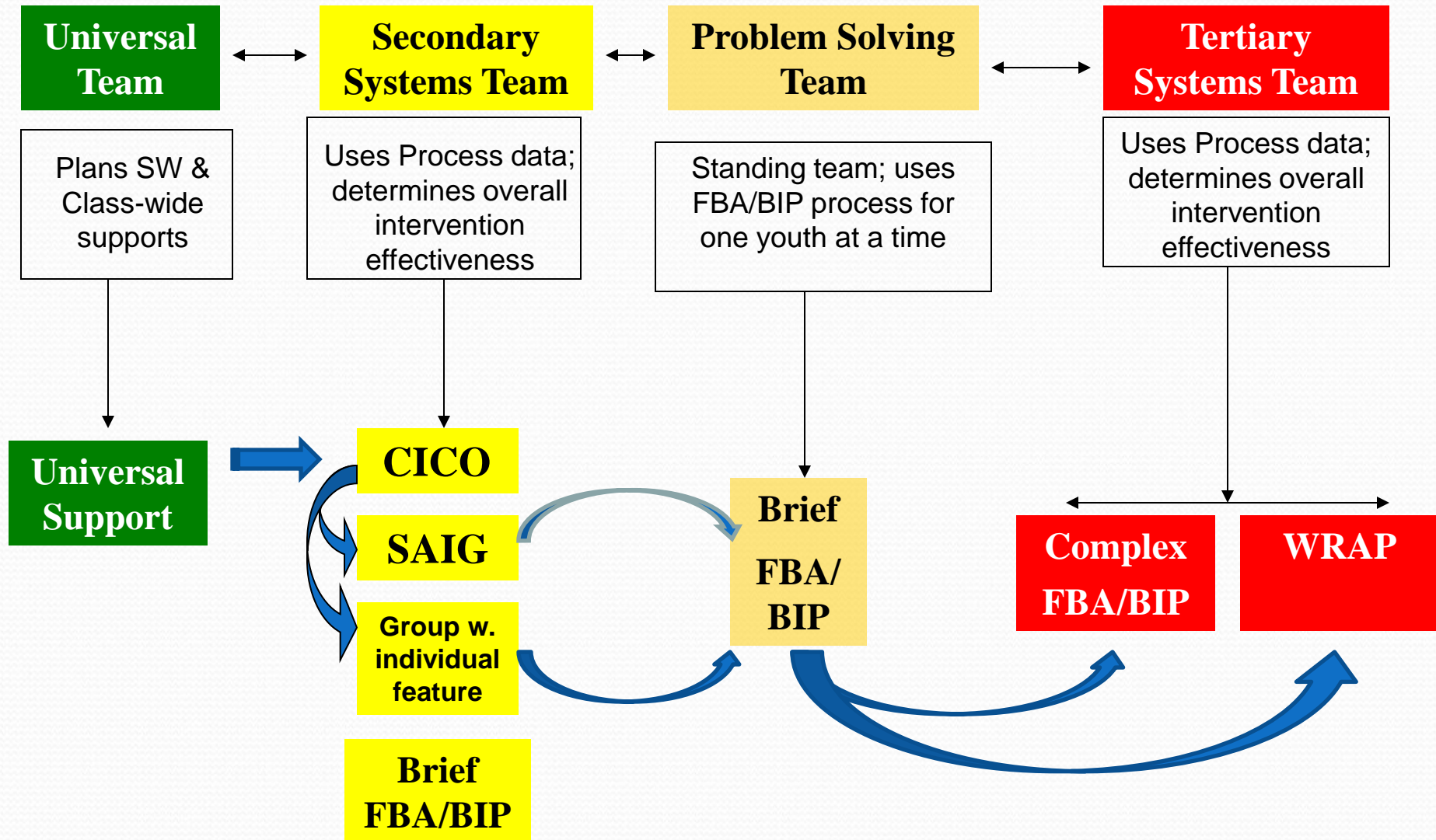
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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

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

# 3-Tiered System of Support

## Necessary Conversations (Teams)





# 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](http://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)

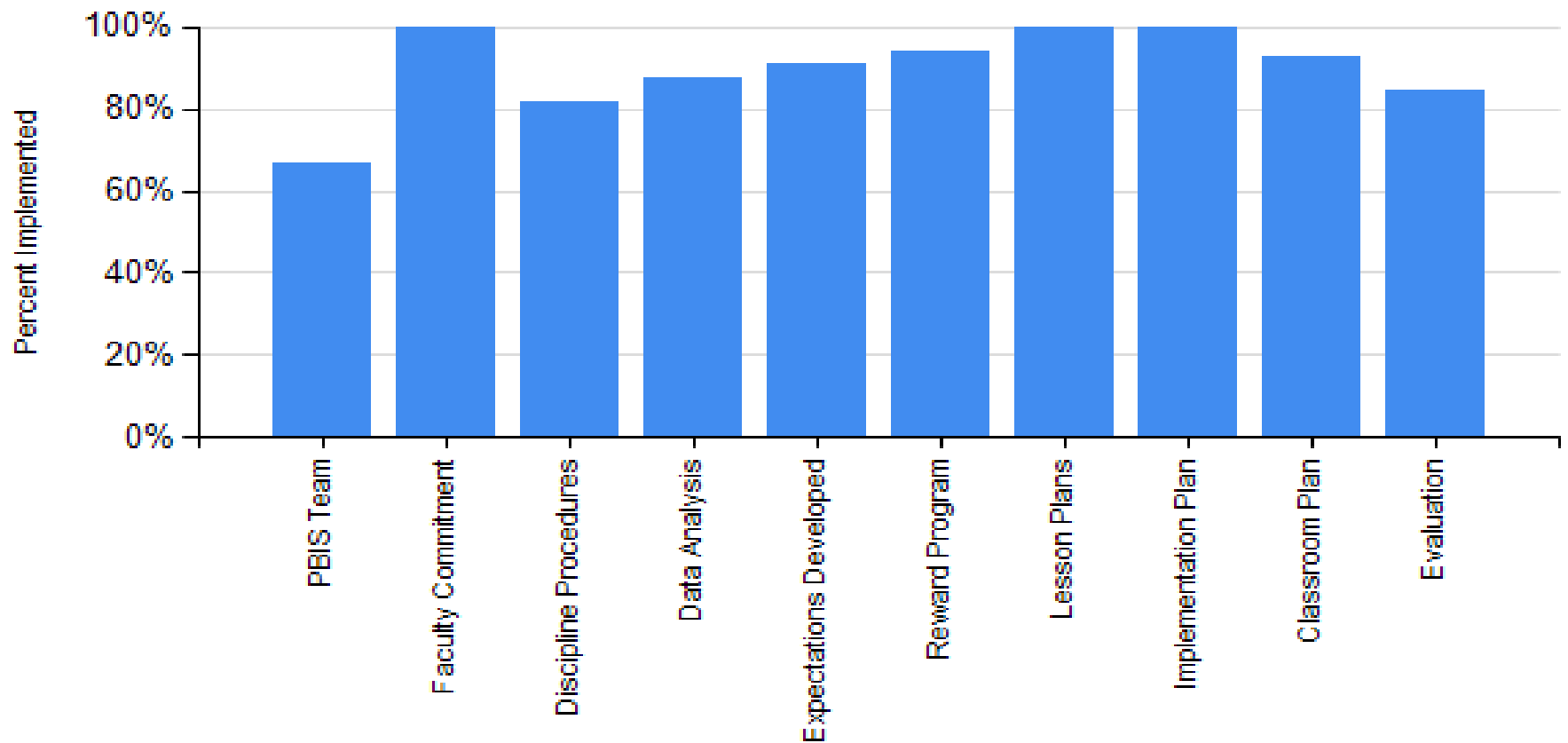
[www.pbisapps.org](http://www.pbisapps.org)

- End of Year report
  - By schools
  - By district



## Benchmarks of Quality Subscale South Park High School

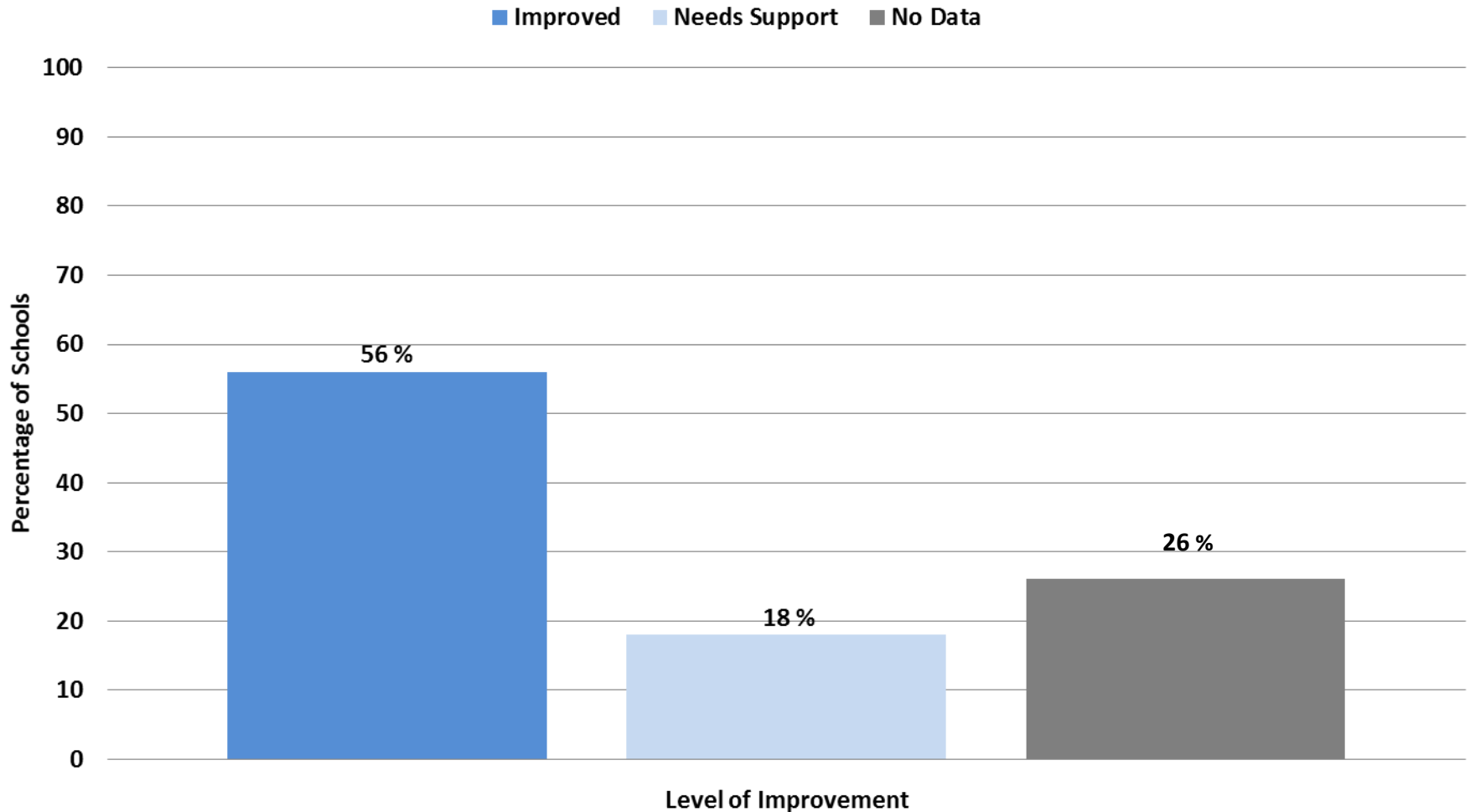
4/29/2014



## 2012-2013 Trending

# Tier 3: FBA/BIP Implementation Improvement for Elementary Schools

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

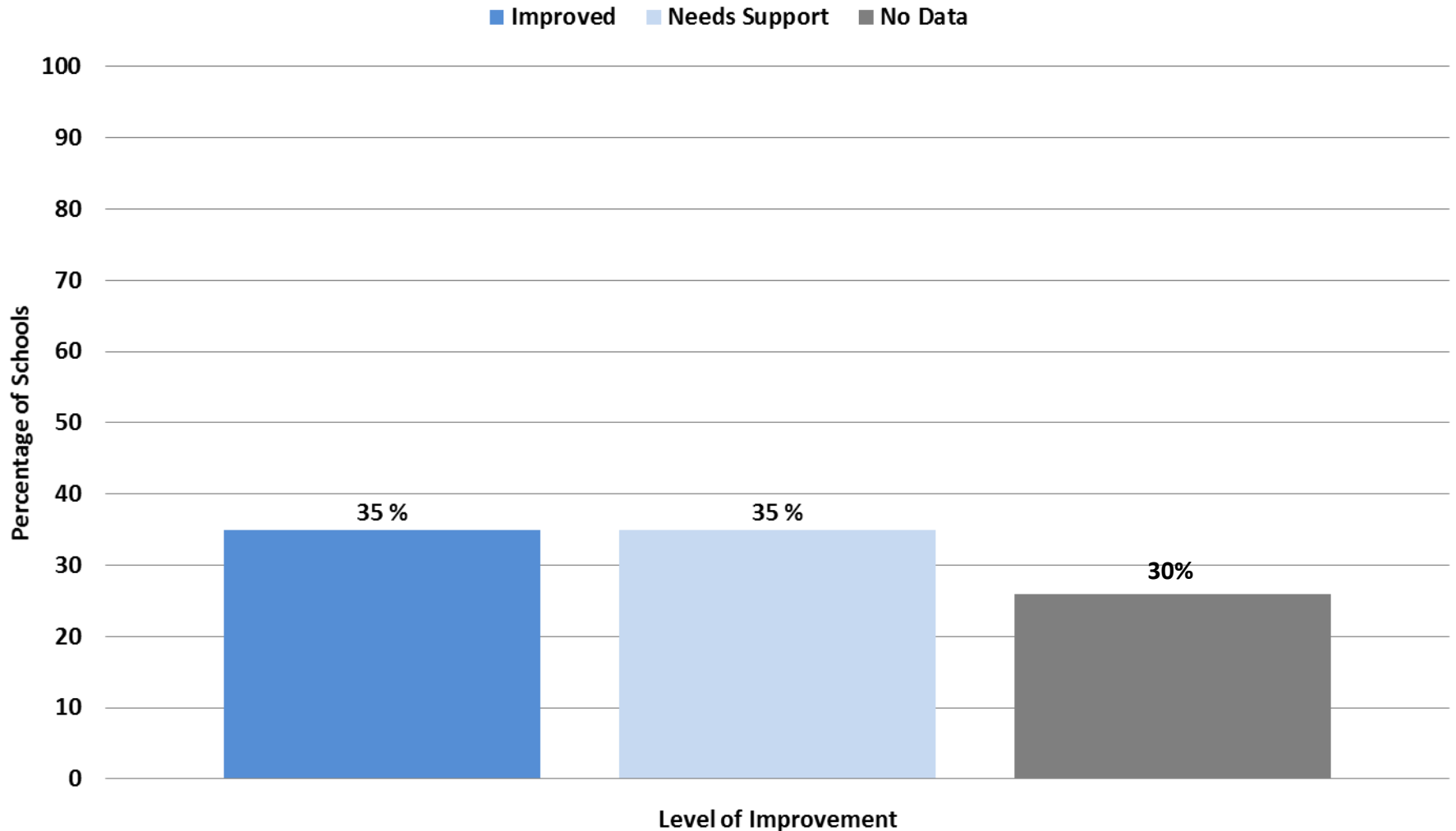




## 2012-2013 Trending

# Tier 3: FBA/BIP Implementation Improvement for High Schools

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



# 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 :

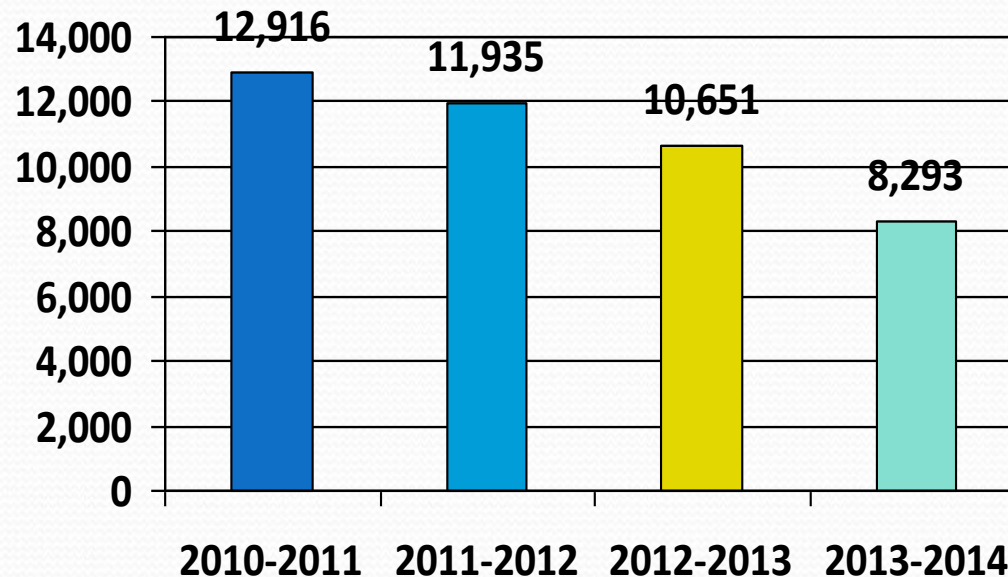
- a decrease in carrying weapons (including on school property)
- a decrease in experiencing bullying on school property
- a decrease in engaging in physical fights.



# District Outcome Data

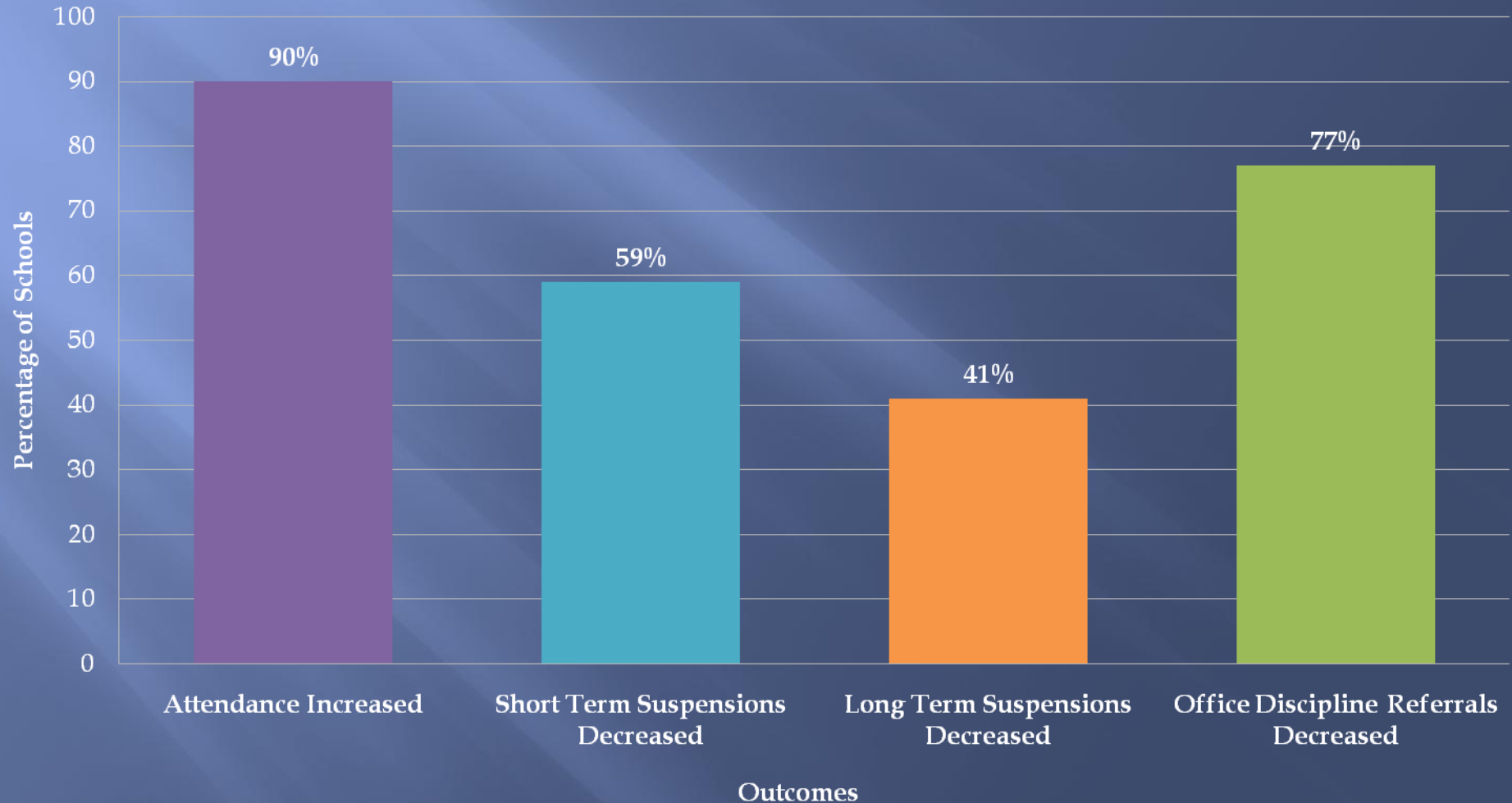
September-June Short-Term Suspensions 4 Year  
Decreasing Trend (YTD)

**Buffalo Public Schools  
Short-Term Suspensions**



# 2012-2013 Trending Student Behavior Outcomes: Elementary Schools

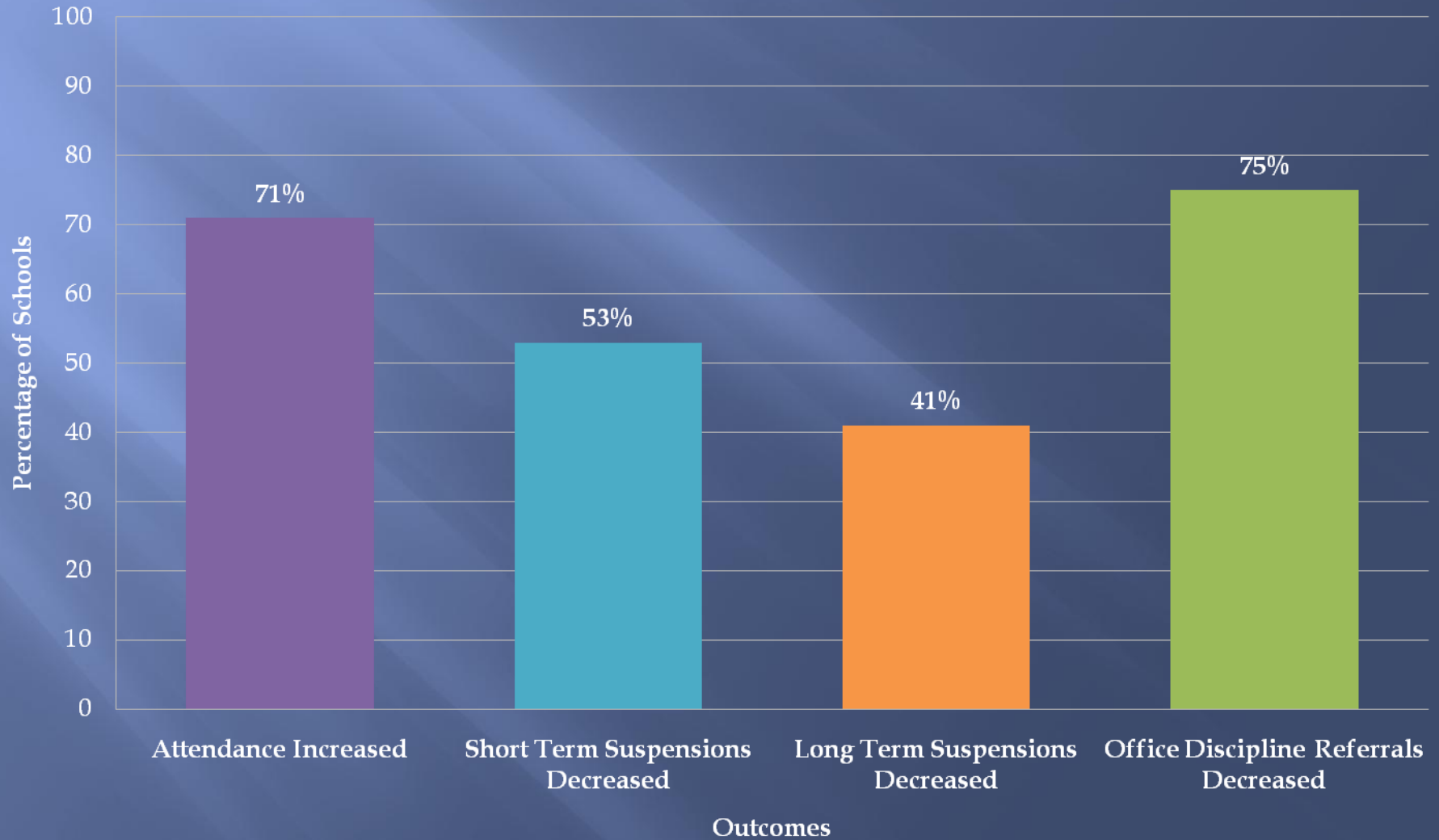
***Evaluation Question: Is the implementation of PBIS achieving the desired outcomes?***





# 2012-2013 Trending Student Behavior Outcomes: High Schools

***Evaluation Question: Is the implementation of PBIS achieving the desired outcomes?***



# 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

Benchmark	eSIS	SWIS
Number of Students Enrolled	652	467
Number of ODRs	529	1880
Minors (SWIS)	--	244
Number of Suspensions*	477	481

\* 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 not 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

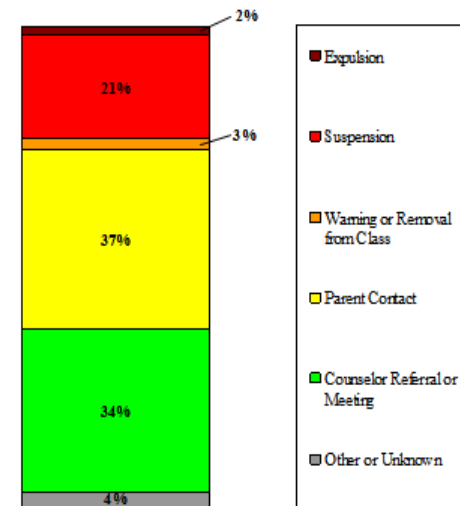
- 50 students were enrolled in CICO within the SWIS system at some point during the 2010-2011 academic year.

Extended School Day/School Violence Prevention Data

2010-2011

## ACTIONS as a RESULT of ODRs

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



- The school uses a varied approach in response to ODRs.

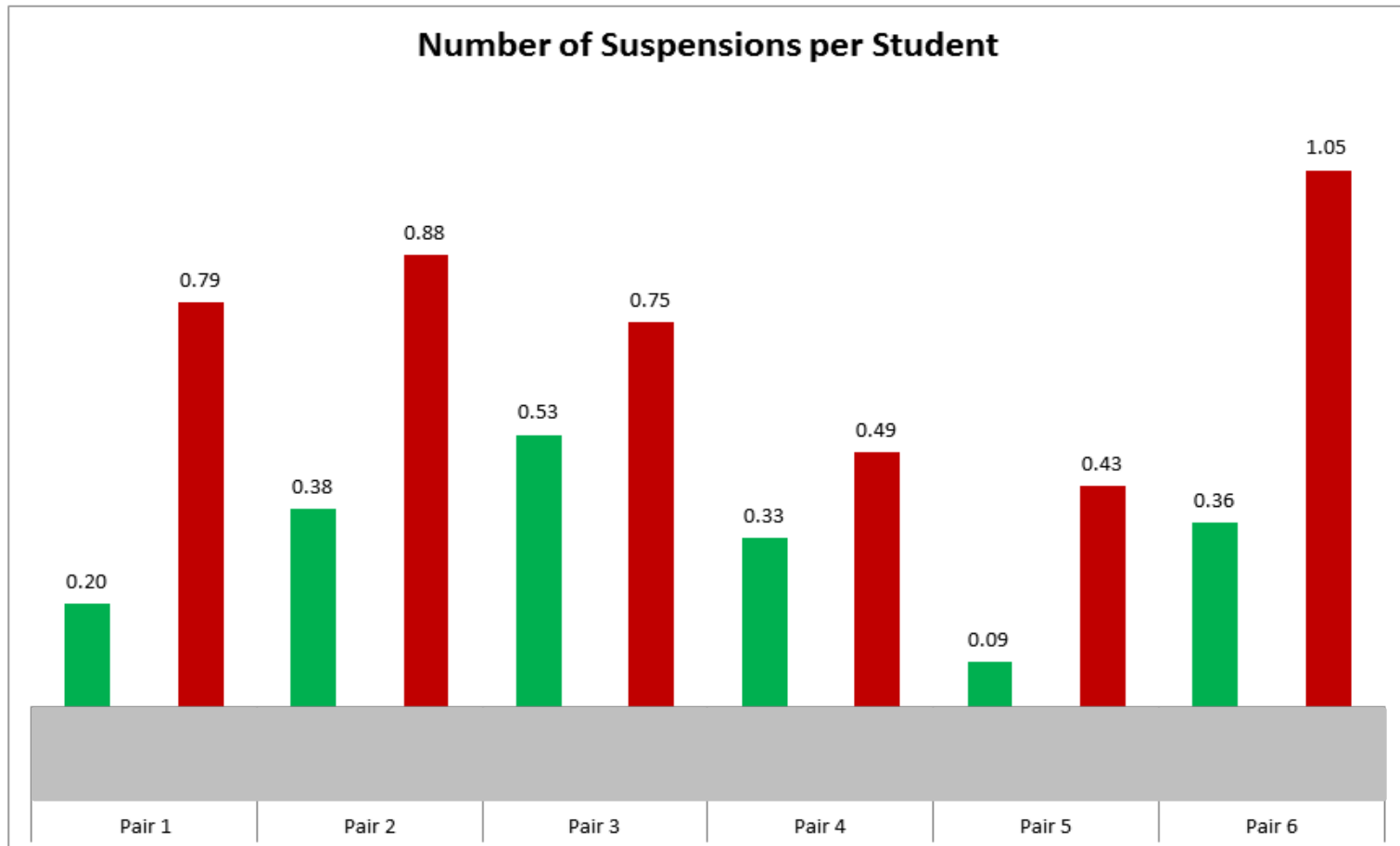


# Data Consultation: Year 2

Buffalo Public Schools, Extended School Day/School Violence Prevention Program

July 2012

**Chart 3**



# 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?

**Buffalo Public Schools**  
CODE OF CONDUCT  
COMMUNITY FOCUS GROUPS  
Summary Report  
2012



# Data Consultation: Year 4

Buffalo Public Schools

High School Youth Risk Behavior Survey Report, 2013

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

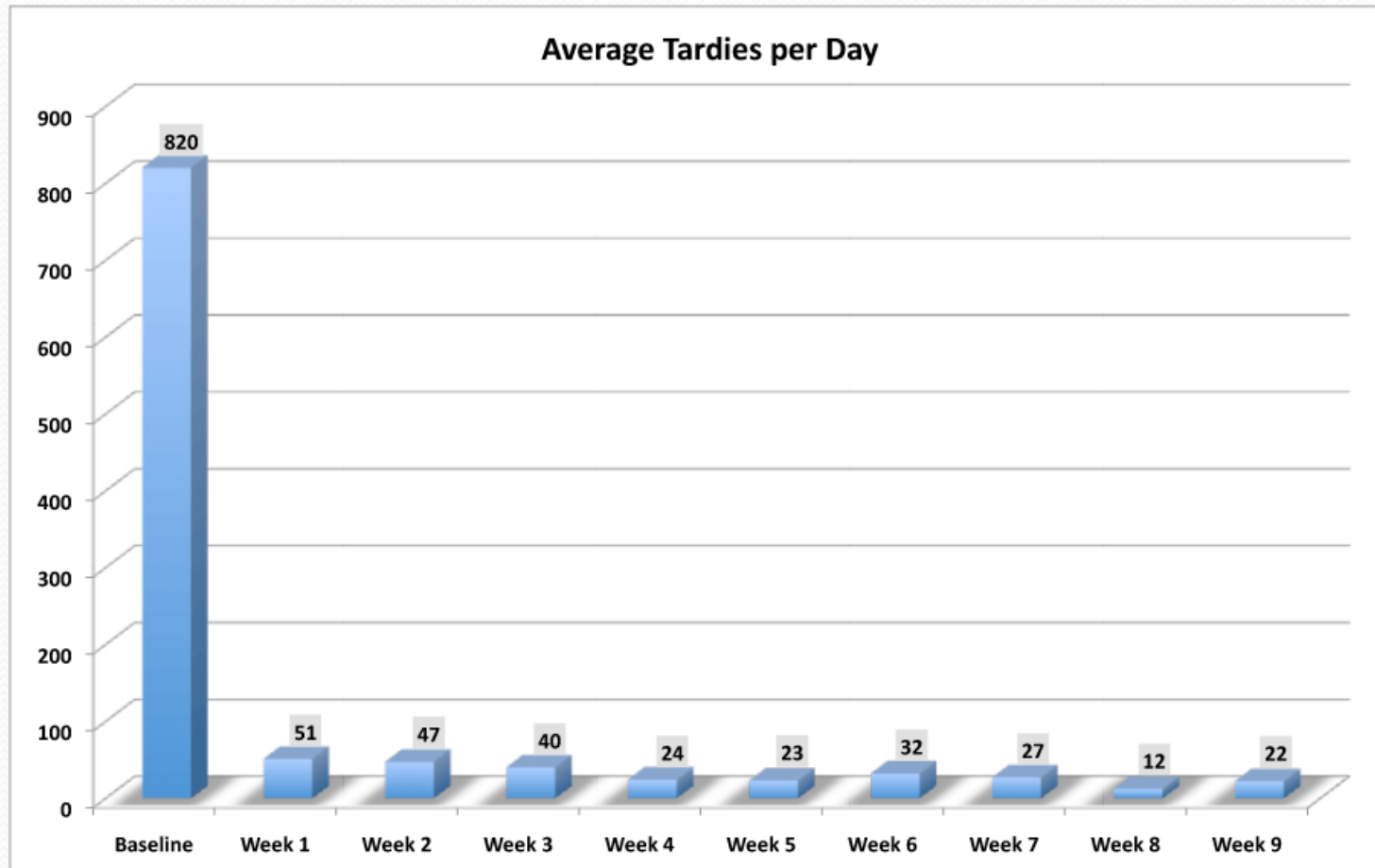
Indicator	New York 2011*	Buffalo Public Schools 2011	Buffalo Public Schools 2013
Rarely or never wore a bicycle helmet (among students who had ridden a bicycle during the 12 months before the survey)	83.6%	90.2%	86.3%
Rarely or never wore a seat belt (when riding in a car driven by someone else)	7.7%*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

# 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



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