Leadership within SW-PBS: Following the Blueprints for Success

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University of Missouri

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The Beginning – Background Info.

- School used a universal screening instrument in October of 2012.
- Results indicated that 32.3% of students were in the at-risk or high-risk range.
- Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.

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Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices
  - Expectations & Rules
  - Procedures & Routines
  - Encouraging Expected Behavior
  - Discouraging Inappropriate Behavior
  - Active Supervision
  - Opportunities to Respond
- Based on data, team identified 1 practice to improve upon.

Initial ratio of positive specific feedback to correctives: ***1.85:1***

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Professional Development Process & Data

October 2012 – Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1

March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1

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End of Year Outcomes

- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.
- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.
- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.

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Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – must link to universal school-wide PBS system

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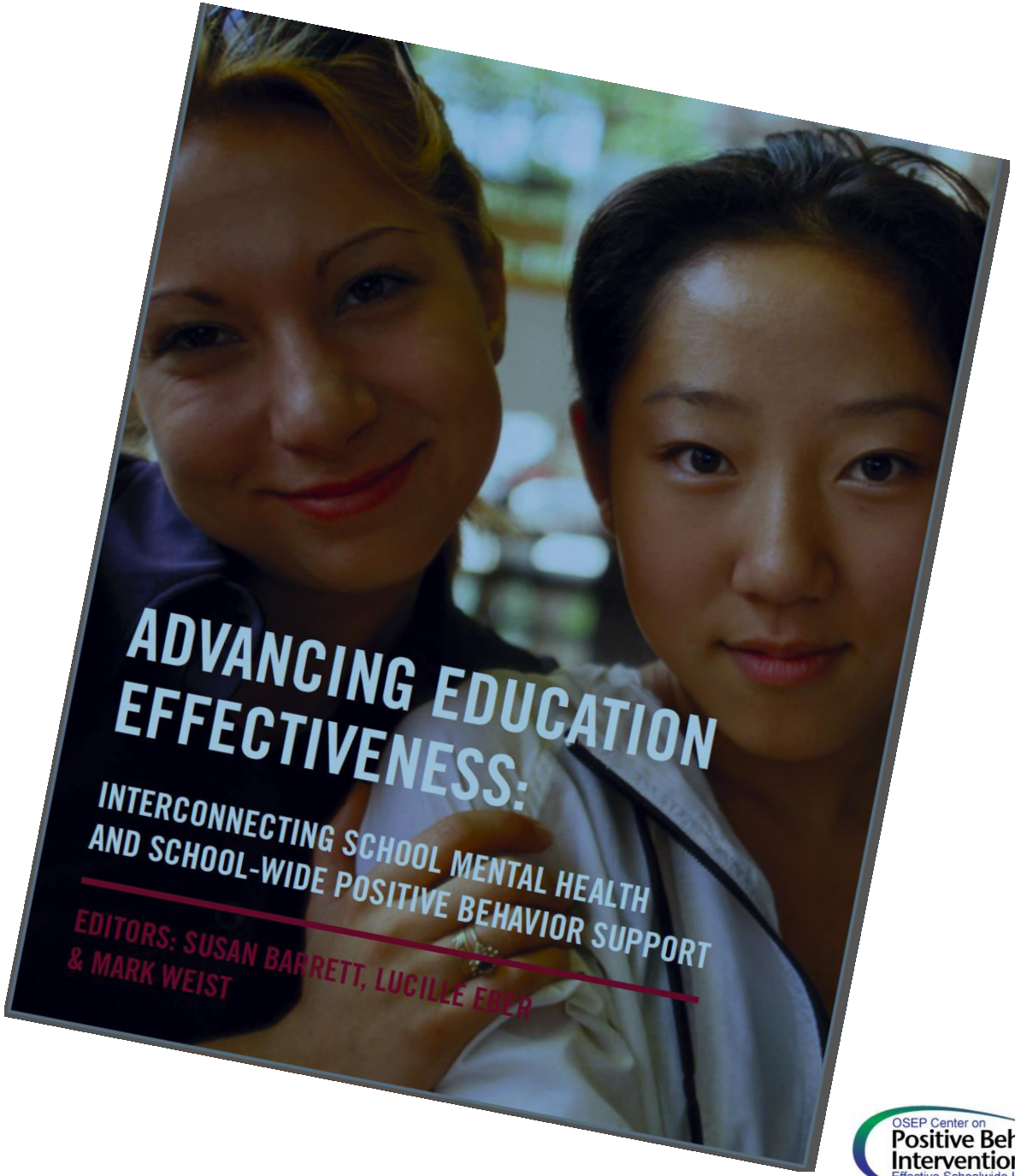
Connections to Mental Health and Community Agencies



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Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts

edited by
Mark D. Weist
S. Andrew Garbacz
Kathleen Lynne Lane
Don Kincaid

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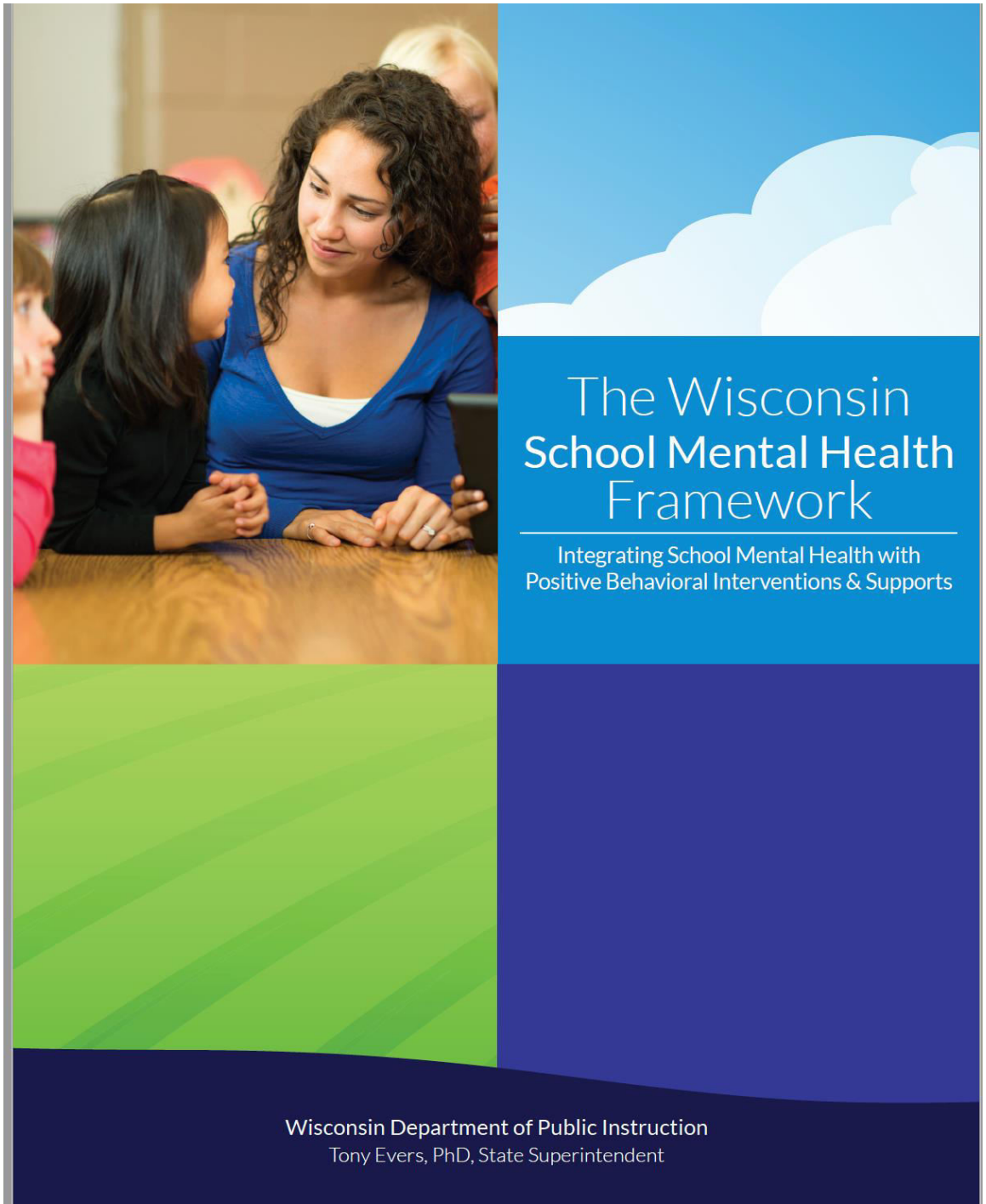

https://dpi.wi.gov/sspw/mental-health/framework

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RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions & aggressive behavior
- Improvement in concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

Bradshaw, C.P., K ...ltering school climate through school-wide Positive Behaviora ...d effectiveness trial. *Prevention Science, 1*

Bradshaw, C. P Behavio *Psychol*

Bradshaw, C. Interv eleme

Bradshaw, C beha *Adv*

Bradshaw Pos ran

Bradsha a ...ons

Goldwe ...aviors ...gy.

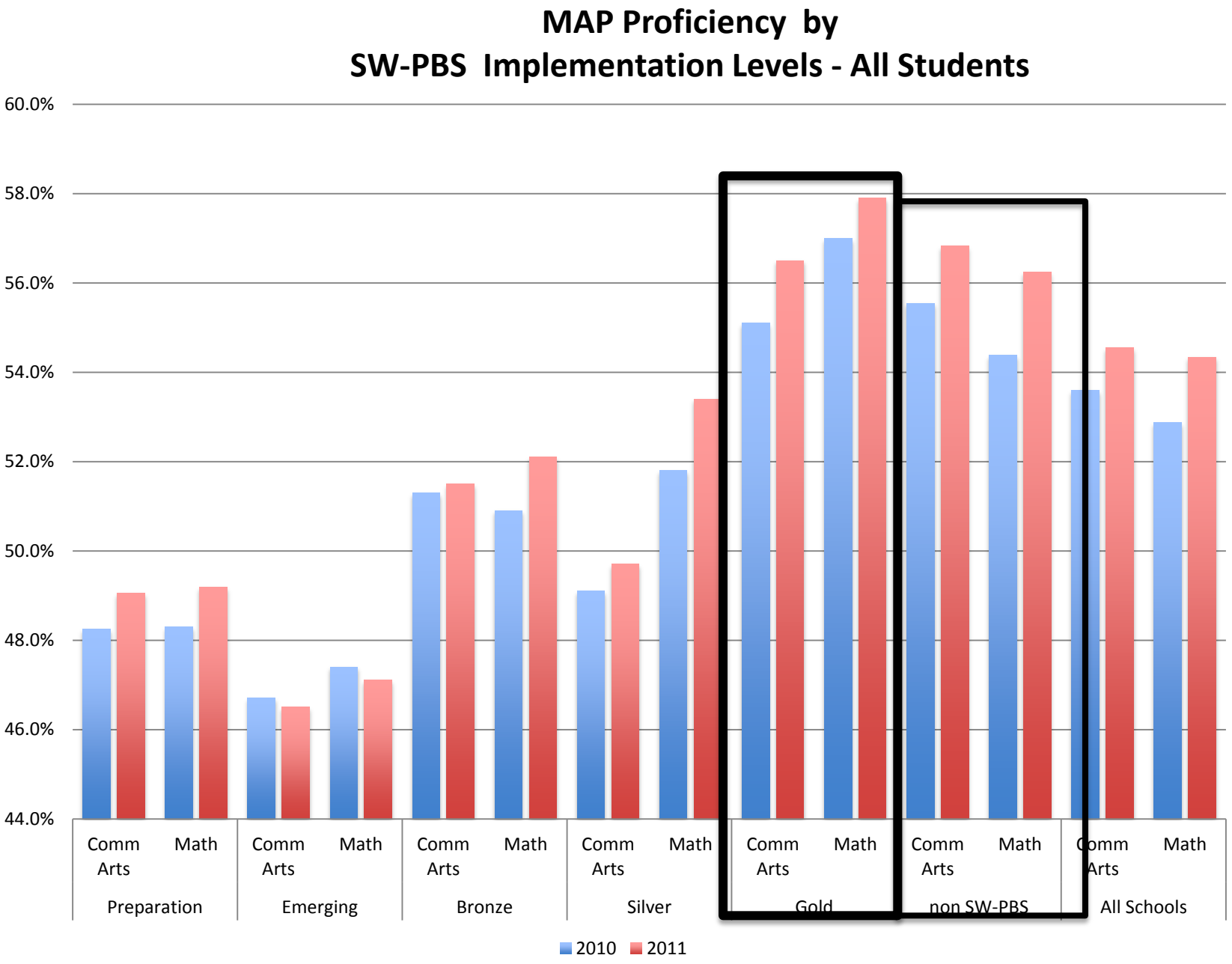
Horne ...ait-list ...ournal

Horner, R. H., Sugai, ...behavior support. *Focus on Exceptiona...*

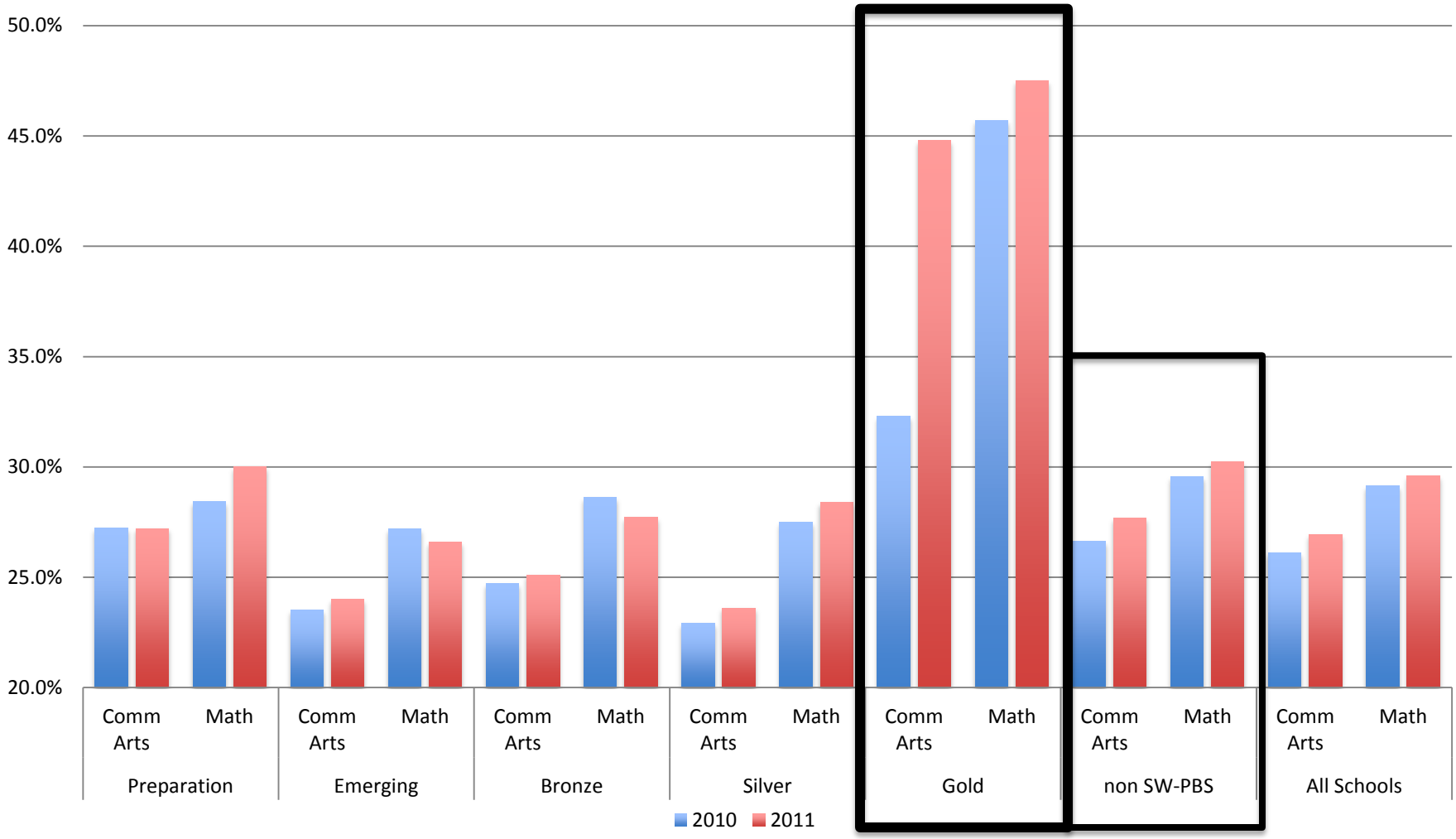
Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). ...havioral Interventions and Supports (SWPBIS) on bullying and peer ... ...led controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine, 116*(2), 149-156

KYPBIS Raising Young People in positive learning environments

Kentucky Positive Behavioral Interventions & Supports Effective Schoolwide Interventions


MAP Proficiency by
SW-PBS Implementation Levels - All Students
60.0%
58.0%
56.0%
54.0%
52.0%
50.0%
48.0%
46.0%
44.0%
Comm Arts
Math
Preparation
Emerging
Bronze
Silver
Gold
non SW-PBS
All Schools
2010
2011

MAP Proficiency by SW-PBS Implementation Levels - IEP Students



Additional Impact of School-Wide PBS: Students on IEPs

- Schools implementing SW-PBS with fidelity have a lower mean percentage of students with IEPs
- Students with IEPs attending schools participating in SW-PBS have a higher average attendance rate
- On average, more students with disabilities spend 80% or more of their educational day in inclusive settings in schools participating in SW-PBS

Blueprints

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PBIS Positive Behavioral Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

What's New & Upcoming Events

List of new postings and current information about PBIS events.

Find new postings and events ›

Behavior Related Policy

Information for PBIS related policies. Government announcements and documents are listed.

Find policy information for PBIS ›

School Climate Transformation

Current information about PBIS for School Clim Transformation Grant awardees.

Find more information ›

Blueprints / Briefs / Tools

Documents and tools to support implementation, professional development, and evaluation of PBIS.

Find guidance for implementation ›

State / District Resources

urrent information about state and district mplementation of PBIS.

Find more information ›

Videos for Training

Videos from conference presentations, celebrat and other training/dissemination events.

Find a video ›

Snapshots of PBIS in Action

Current news and other information about ongoing PBIS implementation.

Read about PBIS in actions ›

Presentations

Slides, handouts, and other materials from local, state, and national conferences and training events.

Find a presentation ›

Getting PBIS in my School

Contact information for assistance implementi in your state, district, or school.

Find a state coordinator ›

Key Across Blueprints

- Think about "function" of team members and support personnel vs. traditional roles
  - What expertise do we currently have?
  - What additional skill sets do we need?
- Focus on "key features" of process vs. examples
  - Steps to get to outcomes
  - How to embed in existing resources
  - "Repurpose" resources when necessary

Key Across Blueprints

- Target data/data collection strategies that will serve several functions
  - Student
    - What supports do students need?
    - Are behaviors improving?
  - Staff
    - What supports do staff need?
  - System
    - Are there break-downs (fidelity) in implementation?
    - Guide resource allocation - District/ School
    - Visibility / Political support

Key Across Blueprint

- Follow basic logic, but use resources and tools to accomplish what you would like to achieve
- Continue to self-evaluate
- Continue to “check in” with key stake holders
  - Parents
  - School Board
  - Staff

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Implementers Blueprint

Essential Features of SW-PBS

District/Region Self-Assessment

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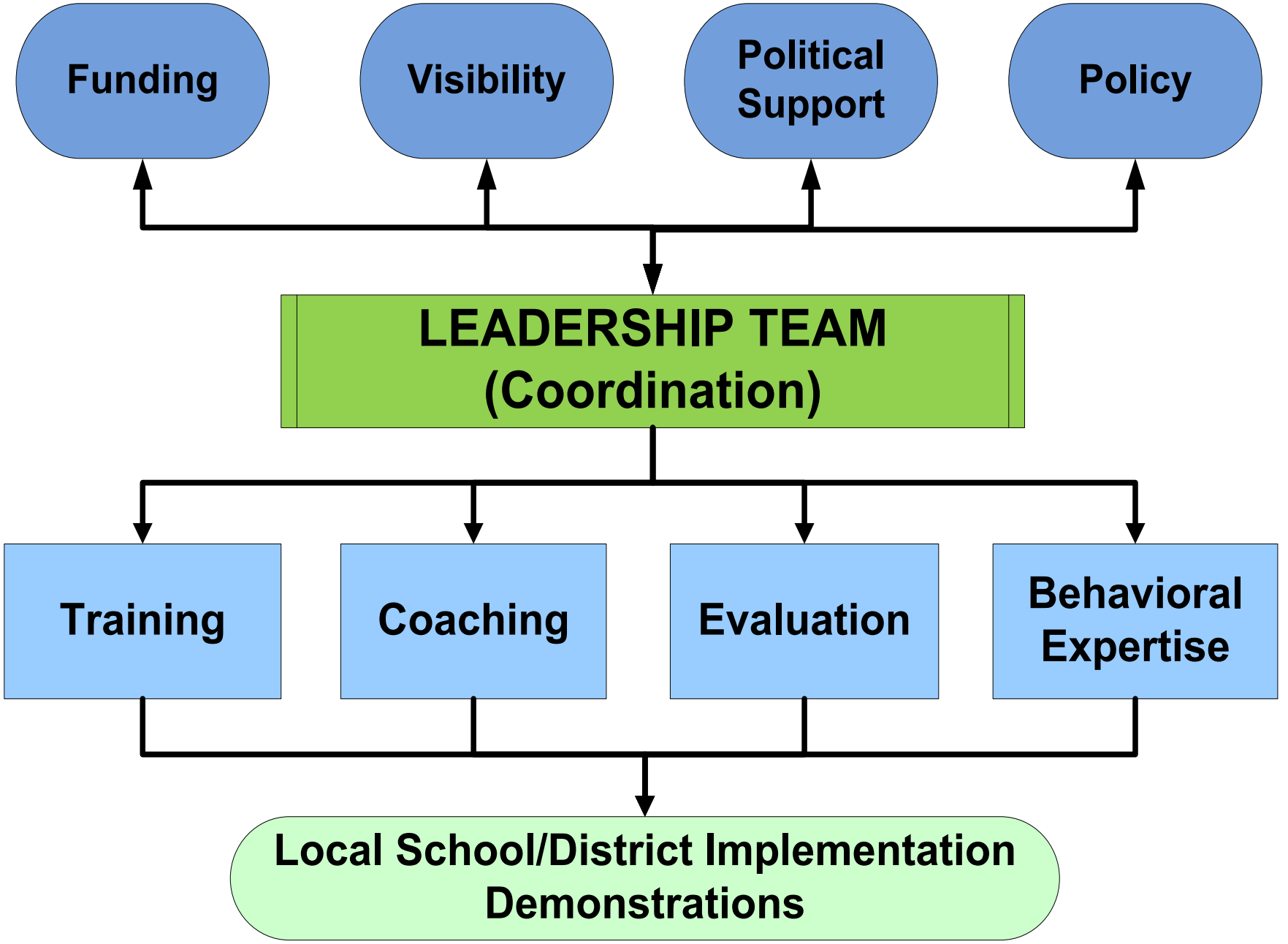
Funding
Visibility
Political Support
Policy
LEADERSHIP TEAM (Coordination)
Training
Coaching
Evaluation
Behavioral Expertise
Local School/District Implementation Demonstrations

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Positive Behavioral Interventions and Supports Implementation Blueprint:

Part 2 - Self-Assessment & Action Planning

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 2017 May 15

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PBIS Implementation Self-Assessment and Action Planning

Individuals Completing Self-Assessment:	**Current Date:**
	Next Date:
Level of Implementation: ☐ State ☐ Region/County ☐District ☐ Other_____	**Status:** **IP** = In Place (>80%) **PP** = Partial in Place (50-80%) **NP** = Not in Place (<50%)

STATUS	LEADERSHIP TEAMING	ACTIONS
IP PP NP	1. Leadership Team has the **authority** to influence the organization (e.g., decision-making for budget, implementation, policy, data systems).	
IP PP NP	2. Leadership Team has **representation** from range of stakeholders with investment in youth outcomes from the local community and individuals with **detailed knowledge** about the current social-emotional-behavioral initiatives (e.g., accountability, administrators, families, general and special education, higher education, mental health, school board and community members, school board attorneys, trade organizations, youth-serving agencies).	
IP PP NP	3. **Leadership Team** includes individuals with behavioral science expertise across the full continuum of behavior support (Tiers I, II, III) to ensure fidelity of implementation of PBIS practices and systems in three domains: **(a) training, (b) coaching, and (c) evaluation**.	

Professional Development Blueprint

Best Practices in Professional Development

Technical Assistance

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Research Findings on Effective Implementation

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
  - Information dissemination alone
  - Training by itself

Research Findings on Effective Implementation

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

What does work

- *Long term, multi-level approaches*
- *Skills-based training*
- *Practice-based coaching*
- *Practioner performance-feedback*
- *Program evaluation*
- *Facilitative administrative practices*

Implementation Stages and Phases of Learning

Systems

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Individual Learning

- Acquisition
- Fluency
- Maintenance & Generalization

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Rethinking Technical Assistance

- Moving from a case by case expert model to building expertise in the school
- Focus of TA is on teaching the school team to solve problems or address challenges for themselves
- However, need for specialist will remain to assist students and teachers

Rethinking Technical Assistance

- Shift from providing answers to asking questions
- Shift from developing plans to prompting plan development
- Shift from being viewed as the expert to being viewed as a facilitator

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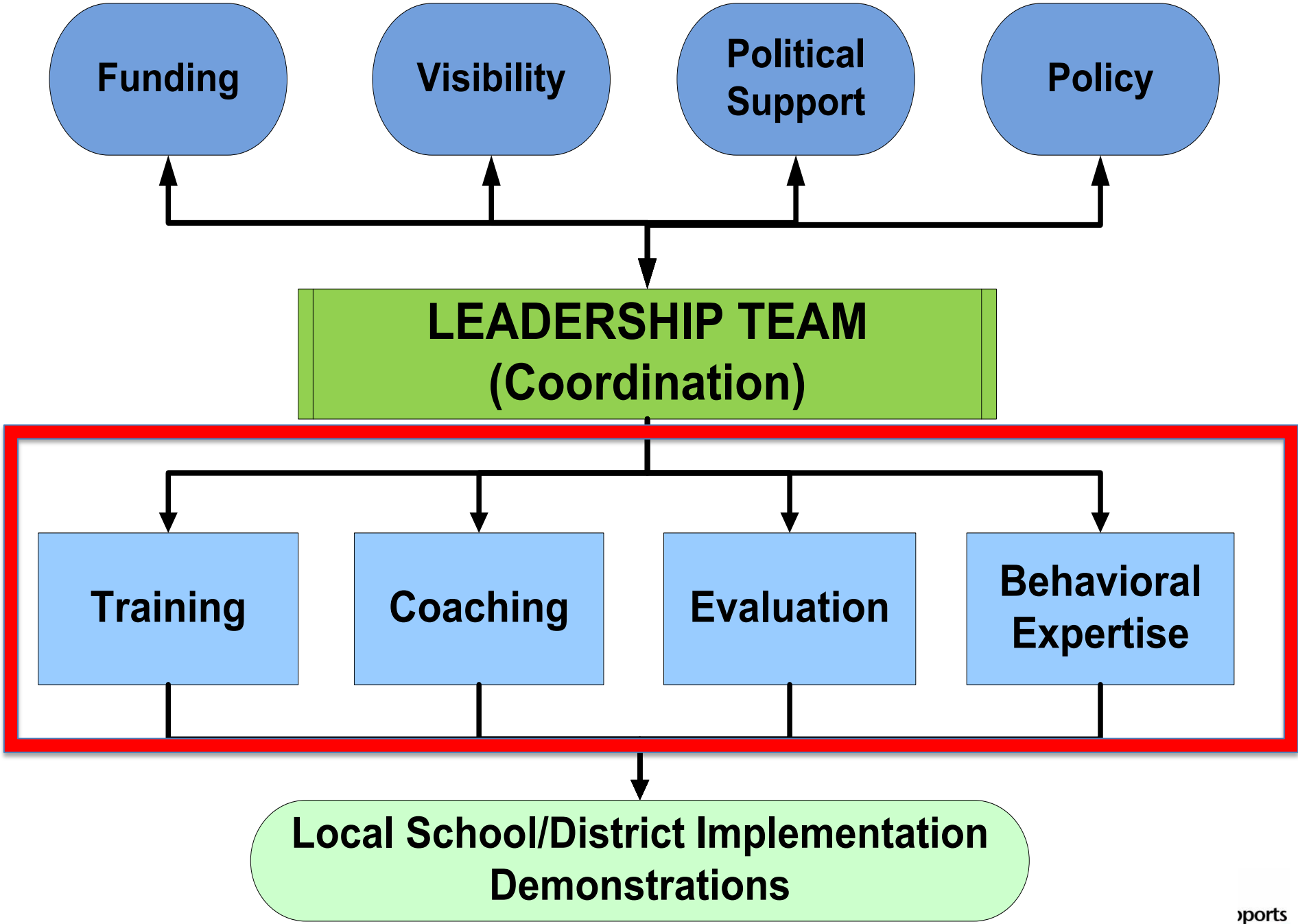
Funding
Visibility
Political Support
Policy
LEADERSHIP TEAM (Coordination)
Training
Coaching
Evaluation
Behavioral Expertise
Local School/District Implementation Demonstrations

Evaluation Blueprint

Data-based Decision Making

PBIS Tools

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Making Data-Based Decisions

Purpose

- Needs Assessment (Where do we start/ how do we maintain)
  - Self Assessment Survey
- Help guide on-going instructional decisions (SWIS)
  - Are we impacting student academic & social behavior
- System Evaluation / Implementation fidelity (TFI)
  - What supports do the staff need

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Self-Assessment Survey (SAS)

Purpose:

- Identifies the perceptions of the status and the priority for improvement of SW-PBS systems:
  - School-wide discipline
  - Non-classroom management
  - Classroom management
  - Individual students engaging in chronic problem behaviors
- Used for building awareness with staff, action planning and decision-making, assessment of change over time, and team validation.

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Schoolwide SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			

Self-Assessment Survey Items

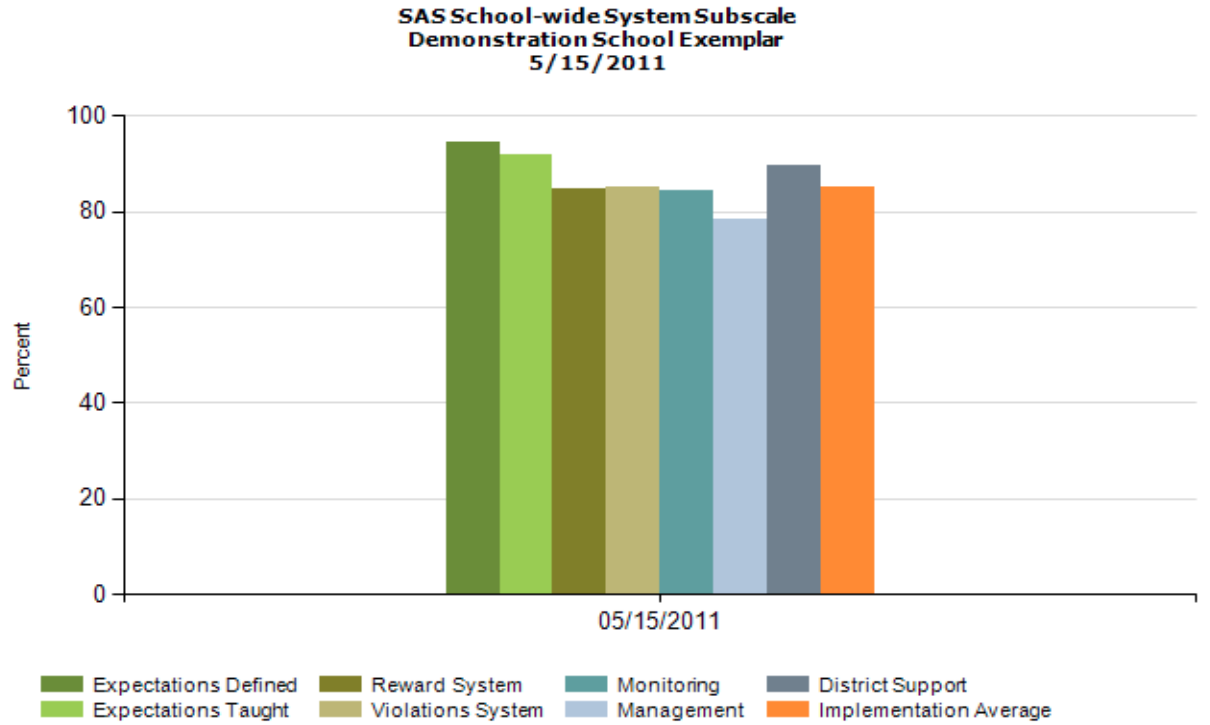
Elementary School NCES

School Year			Number of Responses	Date Completed		
2017-18			26	10/17/2017		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
77 %	23 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	20 %	12 %	68 %
77 %	23 %	0 %	2. Expected student behaviors are taught directly.	25 %	25 %	50 %
52 %	39 %	9 %	3. Expected student behaviors are rewarded regularly.	4 %	35 %	61 %
46 %	54 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	26 %	43 %	30 %
16 %	80 %	4 %	5. Consequences for problem behaviors are defined clearly.	32 %	48 %	20 %
23 %	69 %	8 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	28 %	40 %	32 %
65 %	35 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	20 %	36 %	44 %
92 %	8 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	4 %	24 %	72 %
81 %	19 %	0 %	9. A team exists for behavior support planning & problem solving.	0 %	46 %	54 %
100 %	0 %	0 %	10. School administrator is an active participant on the behavior support team.	8 %	8 %	83 %
22 %	48 %	30 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	23 %	50 %	27 %
20 %	60 %	20 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	25 %	60 %	15 %
50 %	45 %	5 %	13. School has formal strategies for informing families about expected student behaviors at school.	13 %	43 %	43 %
14 %	43 %	43 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	7 %	27 %	67 %
9 %	64 %	27 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	8 %	31 %	62 %
52 %	39 %	9 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	4 %	48 %	48 %
48 %	52 %	0 %	17. The school team has access to on-going training and support from district personnel.	14 %	48 %	38 %
77 %	23 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	15 %	15 %	69 %

SAS School-wide System Subscale

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:



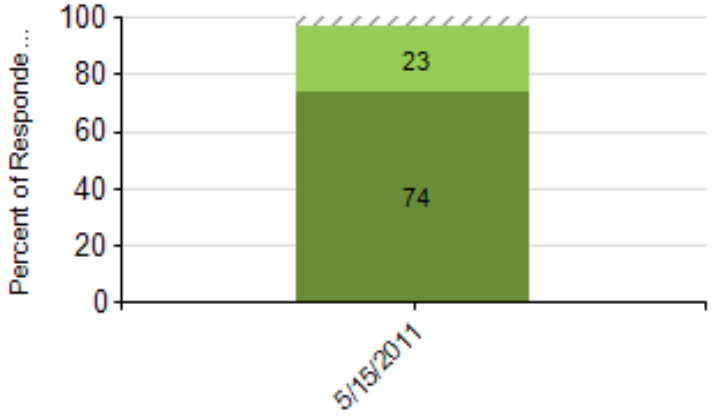
	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
5/15/2011	95%	92%	85%	85%	85%	78%	89%	85%

Self-Assessment Survey Total Score

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

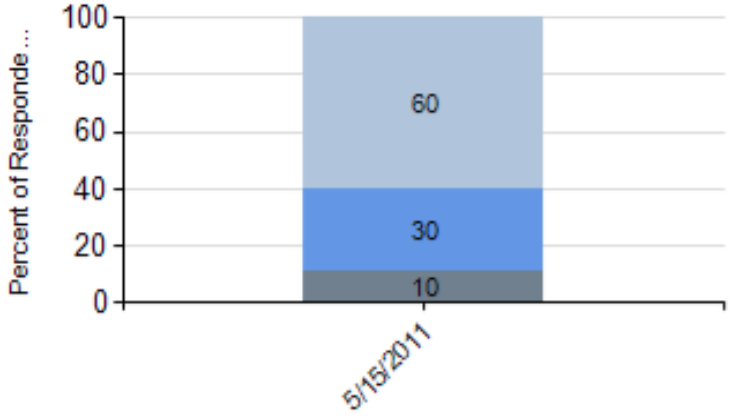
Demonstration District
NCES ID:

School-Wide Current Status
Demonstration School Exemplar
5/15/2011



	5/15/2011
In Place	74%
Partial	23%
Not	3%

School-Wide Improvement Priority
Demonstration School Exemplar
5/15/2011

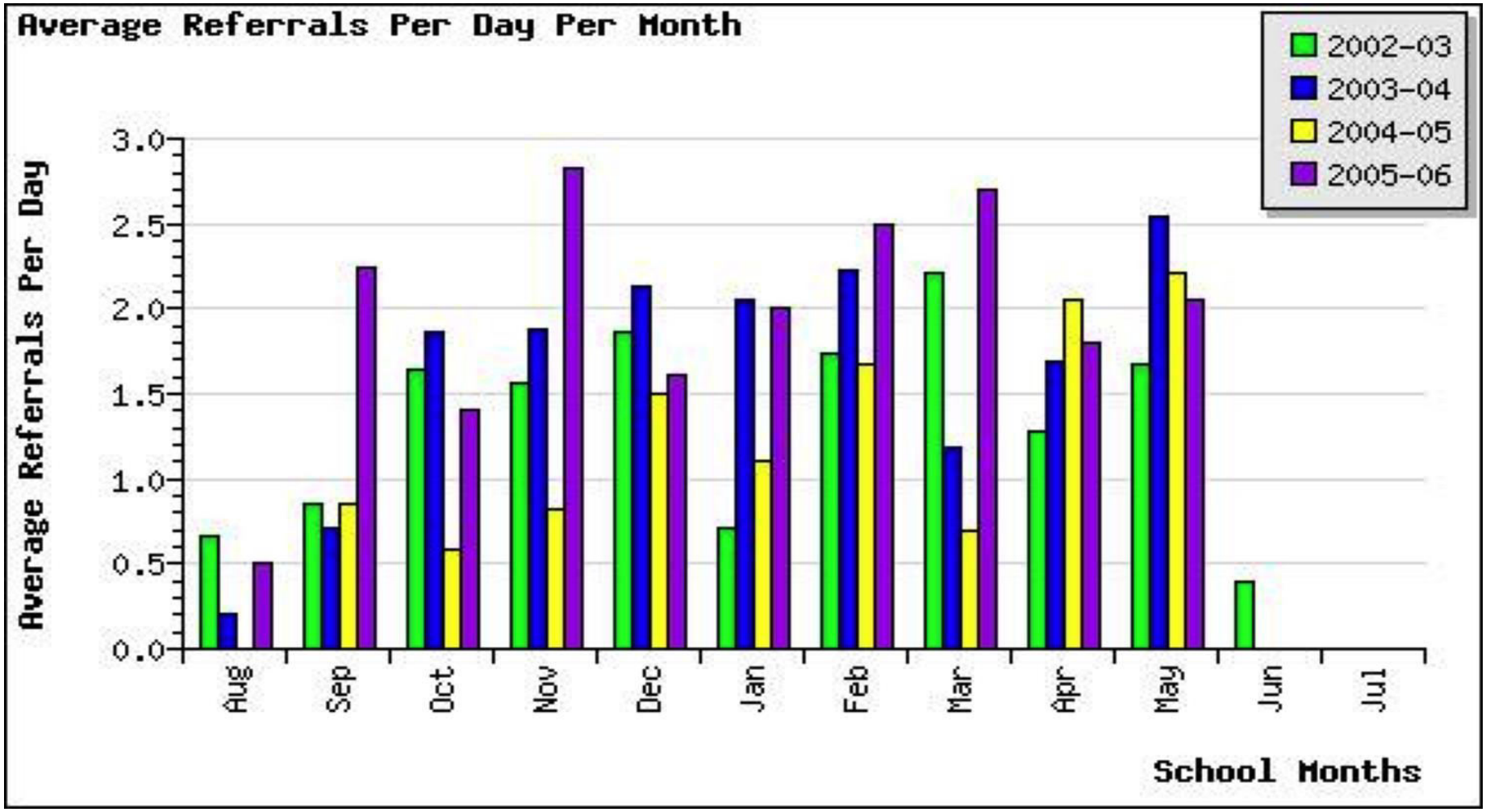


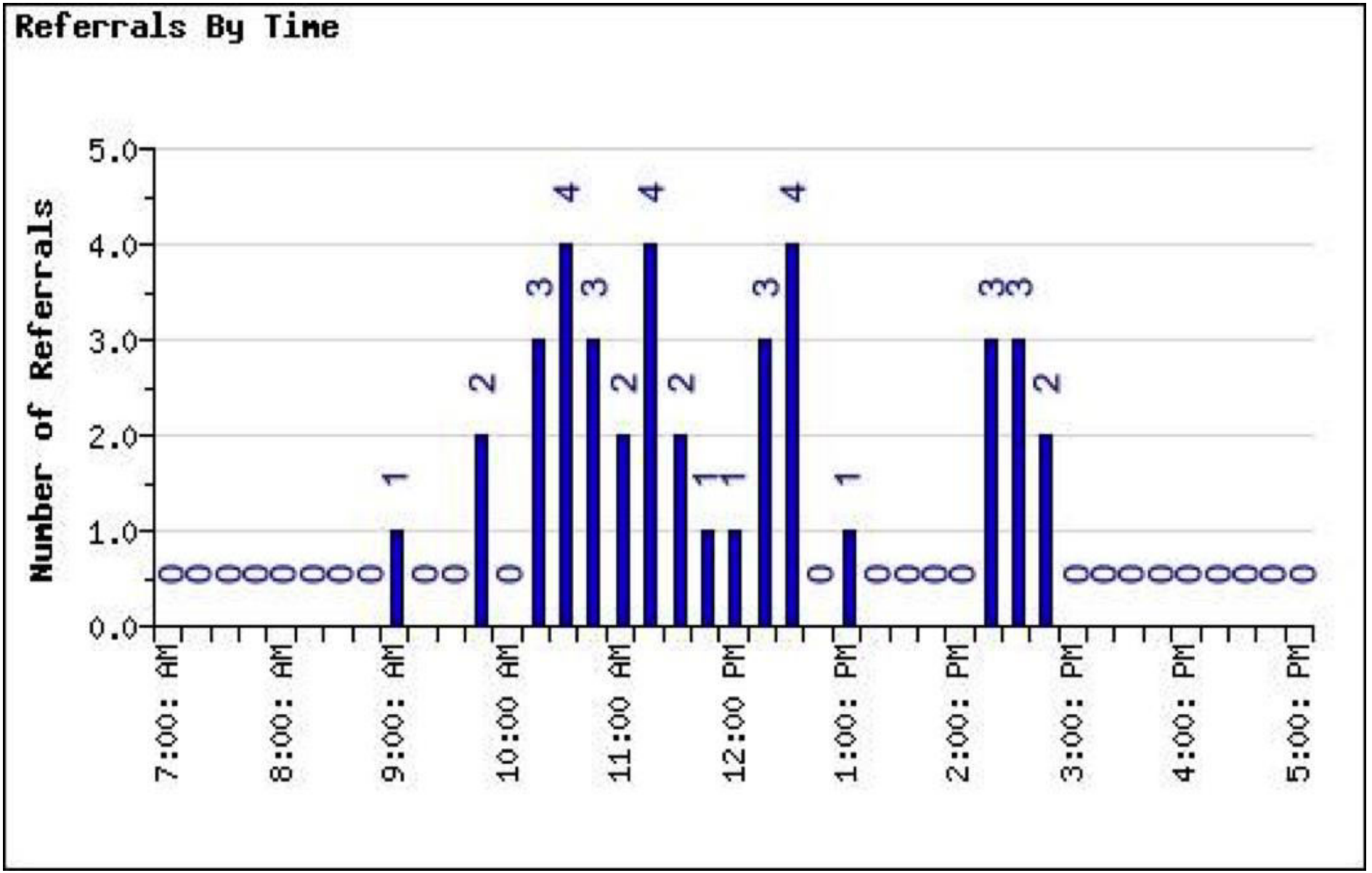
	5/15/2011
High	10%
Medium	30%
Low	60%

On-going data review

- Behavioral Infractions
  - Majors
  - Minors
- Time out of Instruction
- Attendance
- Academic outcomes
- Nurse visits

“Big Five”


Average Referrals Per Day Per Month
2002-03
2003-04
2004-05
2005-06
Average Referrals Per Day
3.0
2.5
2.0
1.5
1.0
0.5
0.0
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Jul
School Months


Referrals By Time
Number of Referrals
5.0
4.0
3.0
2.0
1.0
0.0
0 0 0 0 0 0 0 0 0 1 0 0 2 0 3 4 3 2 4 2 1 1 3 4 0 1 0 0 0 3 3 2 0 0 0 0 0 0 0 0
7:00: AM
8:00: AM
9:00: AM
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11:00 AM
12:00 PM
1:00: PM
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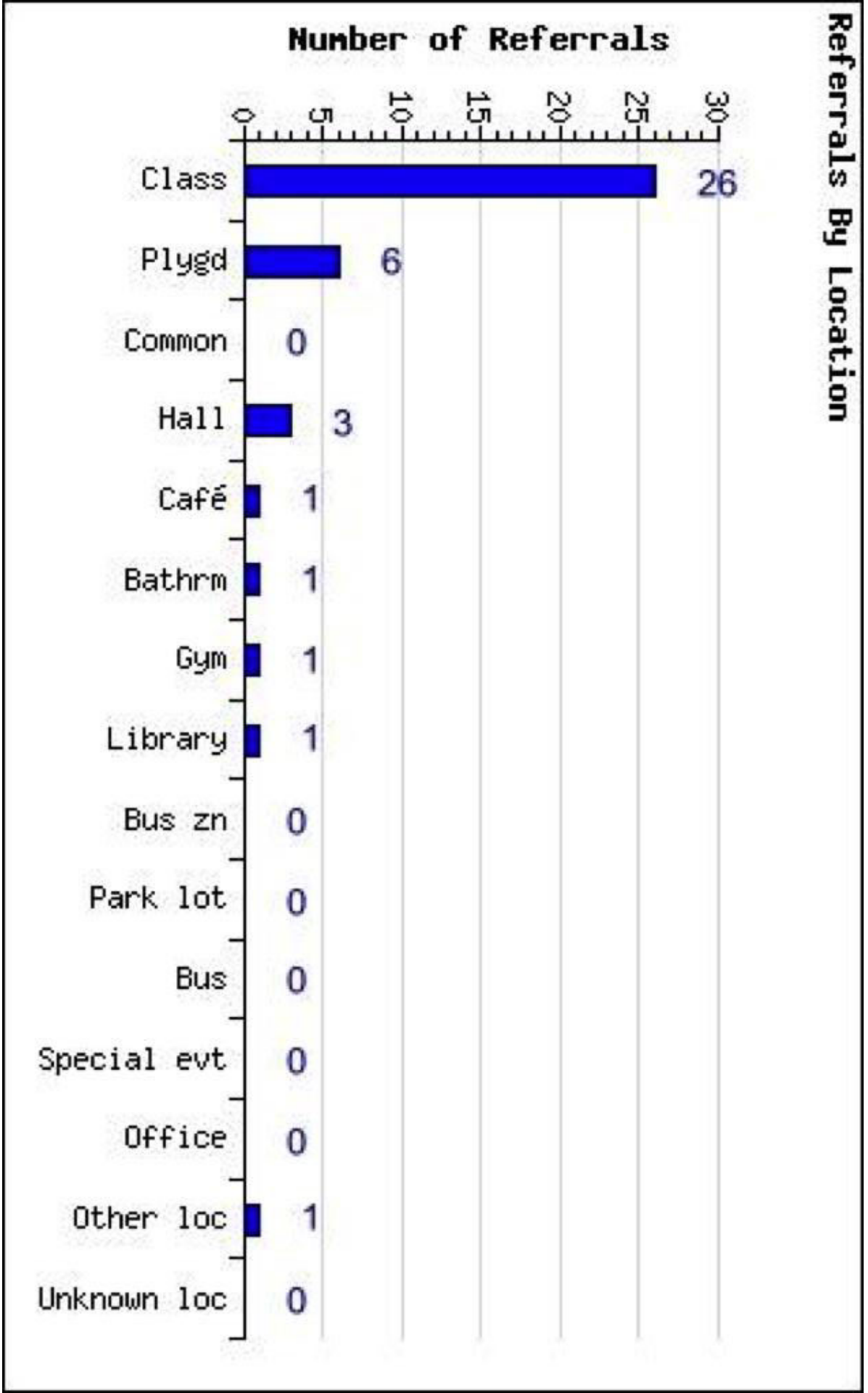
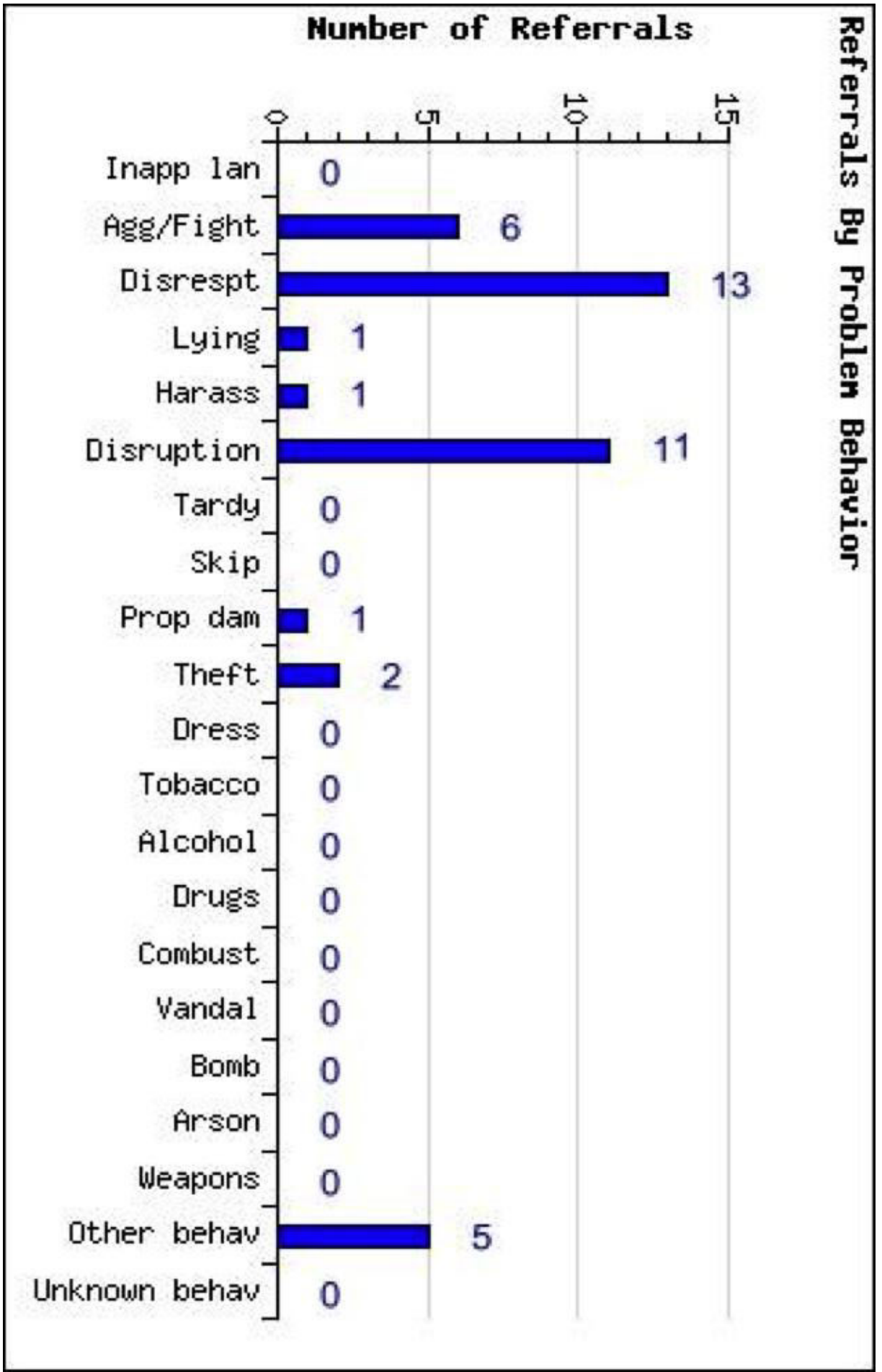
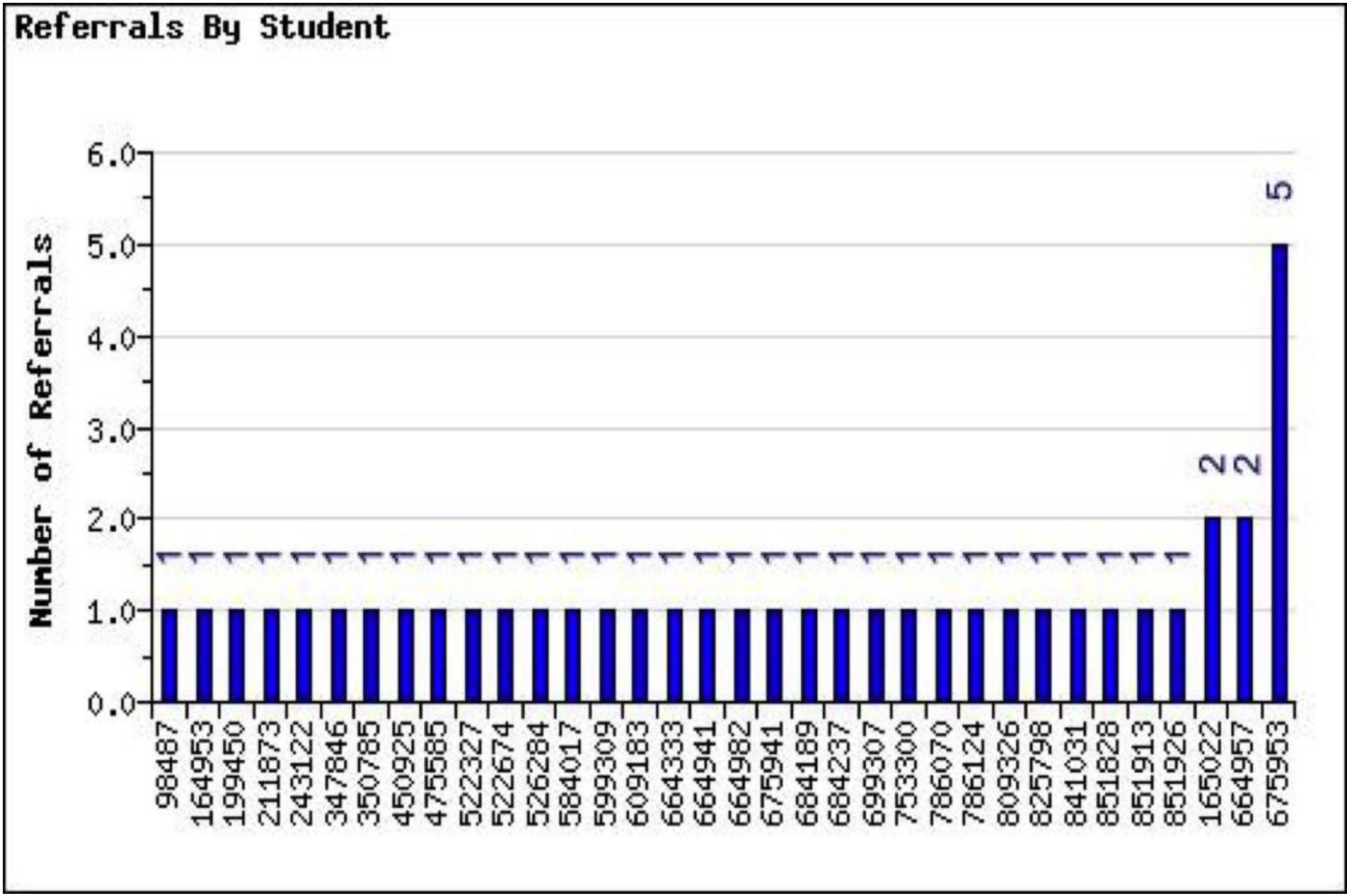
4:00: PM
5:00: PM


Number of Referrals
0
5
10
15
20
25
30
Class
26
Plygd
6
Common
0
Hall
3
Café
1
Bathrm
1
Gym
1
Library
1
Bus zn
0
Park lot
0
Bus
0
Special evt
0
Office
0
Other loc
1
Unknown loc
0
Referrals By Location


Number of Referrals
0
5
10
15
Inapp lan
0
Agg/Fight
6
Disrespt
13
Lying
1
Harass
1
Disruption
11
Tardy
0
Skip
0
Prop dam
1
Theft
2
Dress
0
Tobacco
0
Alcohol
0
Drugs
0
Combust
0
Vandal
0
Bomb
0
Arson
0
Weapons
0
Other behav
5
Unknown behav
0
Referrals By Problem Behavior


Referrals By Student
Number of Referrals
6.0
5.0
4.0
3.0
2.0
1.0
0.0
1
2
2
5
98487
164953
199450
211873
243122
347846
350785
450925
475585
522327
522674
526284
584017
599309
609183
664333
664941
664982
675941
684189
684237
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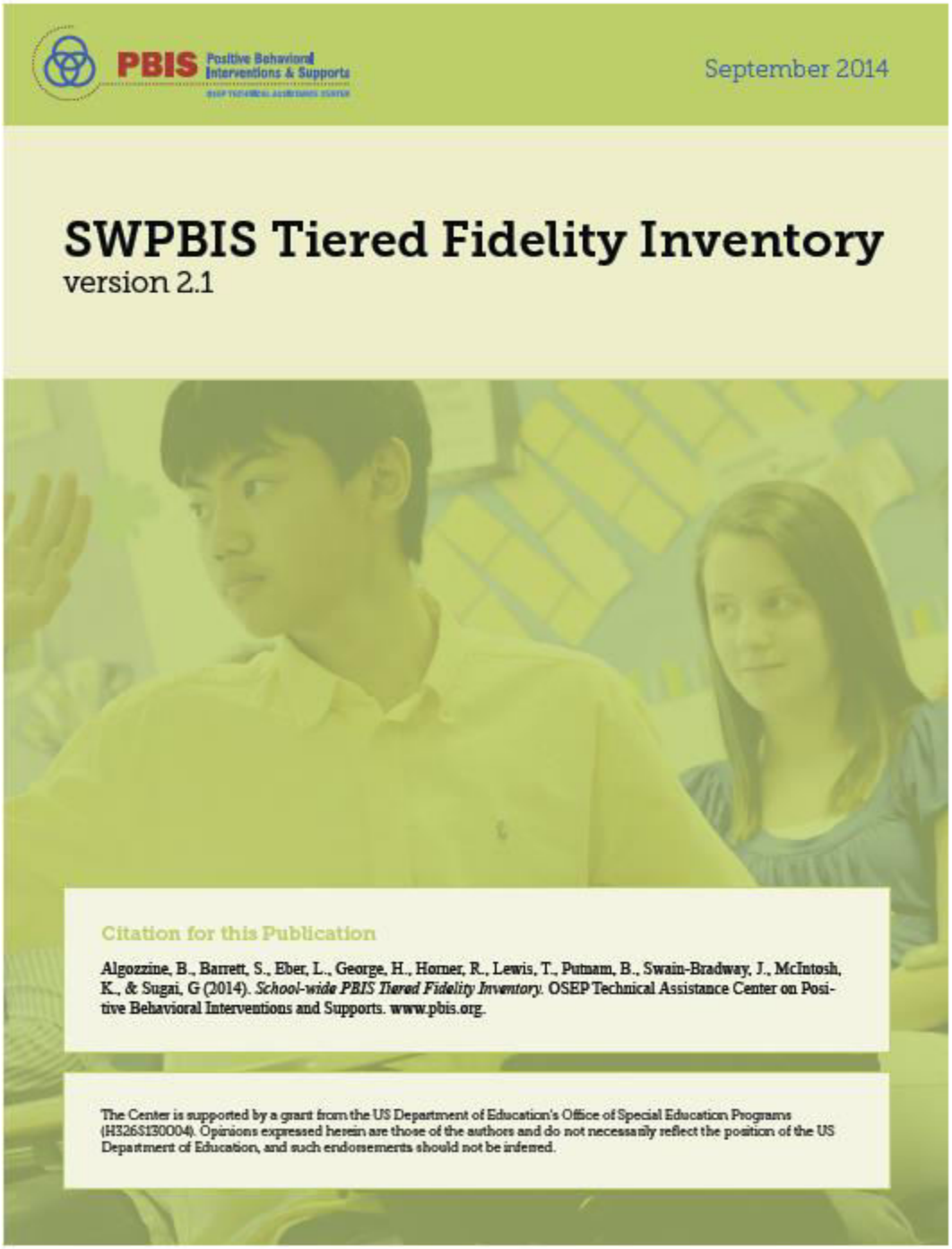
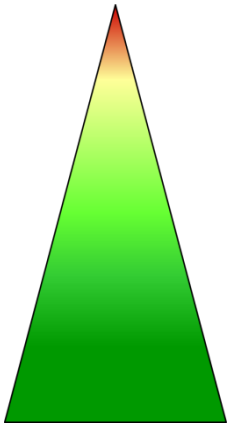
664957
675953





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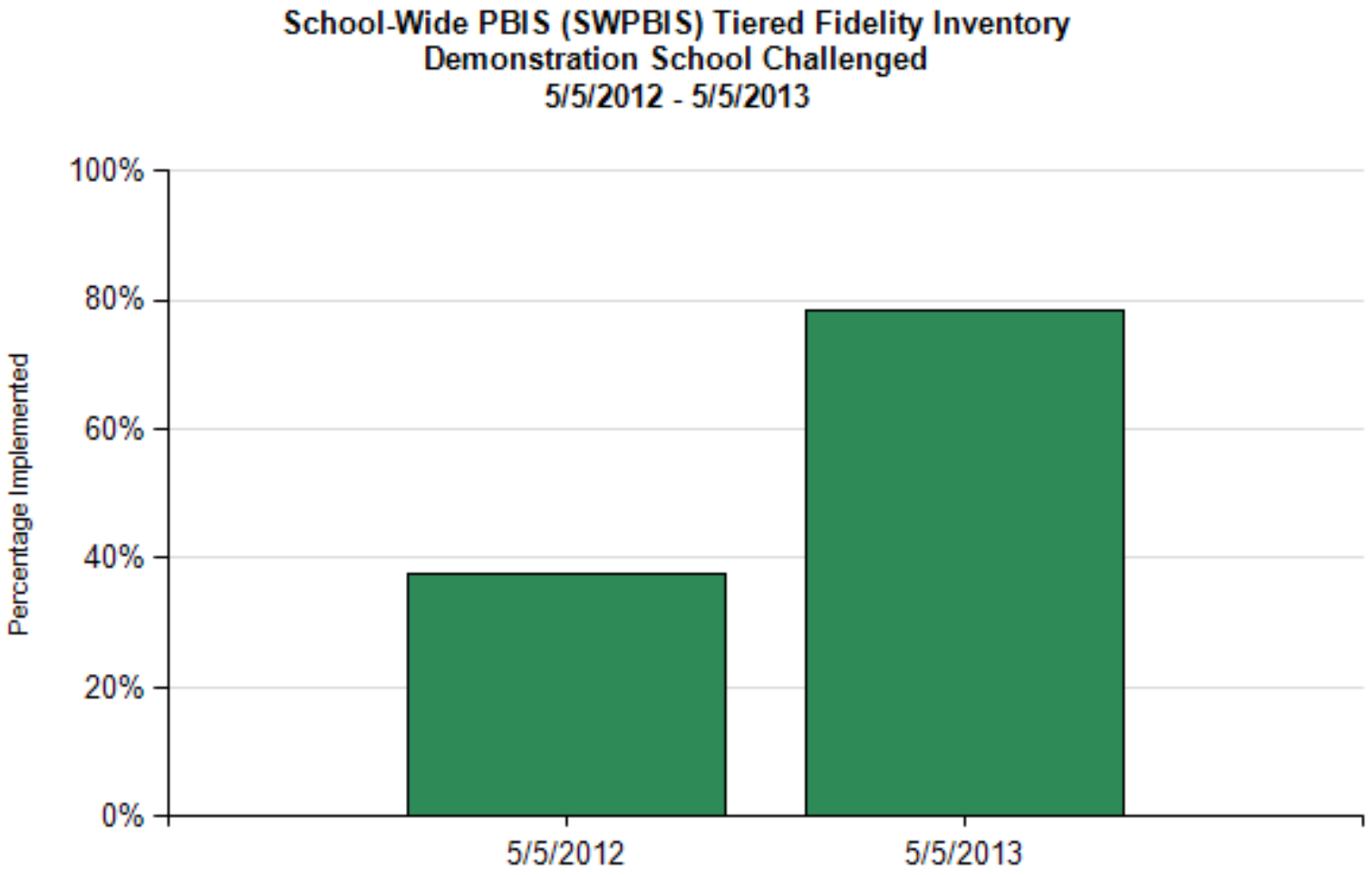
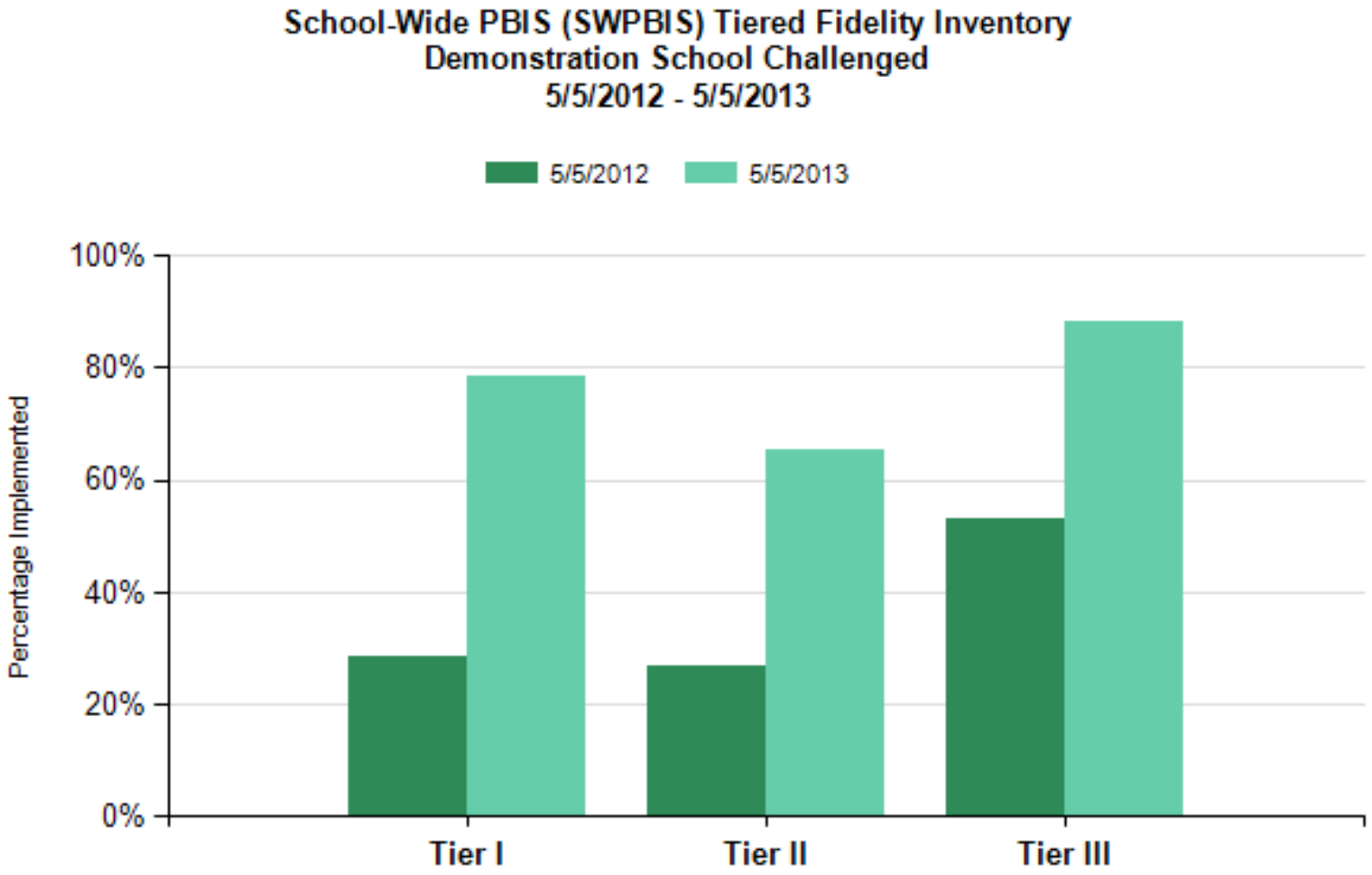
www.pbis.org

www.pbisapps.org

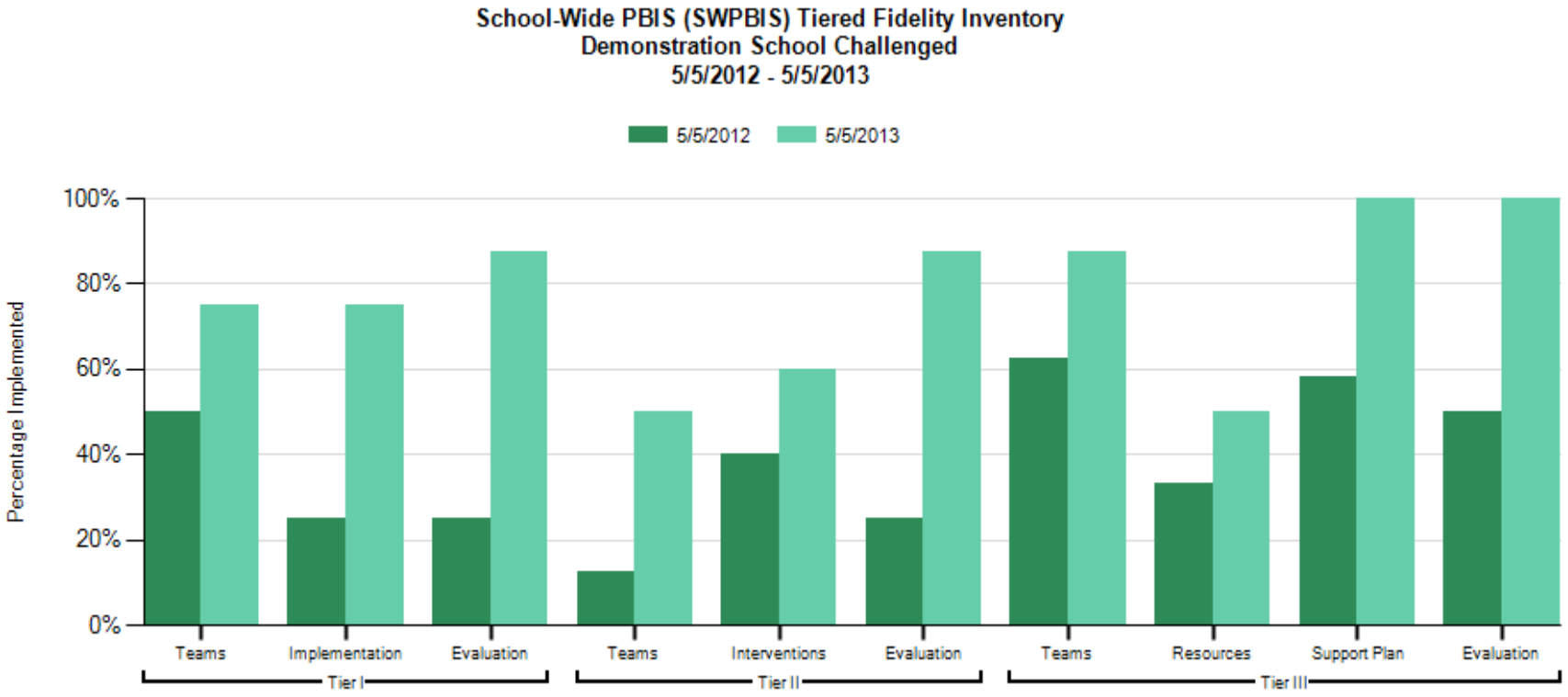
Total score (TFI)



Sub-scale report



Sub-subscale report



Tier I
- Teams
- Implementation
- Evaluation

Tier II
- Teams
- Interventions
- Evaluation

Tier III
- Teams
- Resources
- Assessment
- Support plan
- Monitoring and adaptation

Item Report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Demonstration School Challenged
Zenith, Winnemac

School Year: 2011-12
Date Completed: 5/5/2012 - 5/5/2013

Tier I: Universal SWPBIS Core Features

Teams	5/5/12	5/5/13
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs, and for high schools, (5) student representation.	1	2
2. Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1	1
Feature Total:	**2 of 4**	**3 of 4**

Implementation	5/5/12	5/5/13
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	0	2

District-wide Data Review

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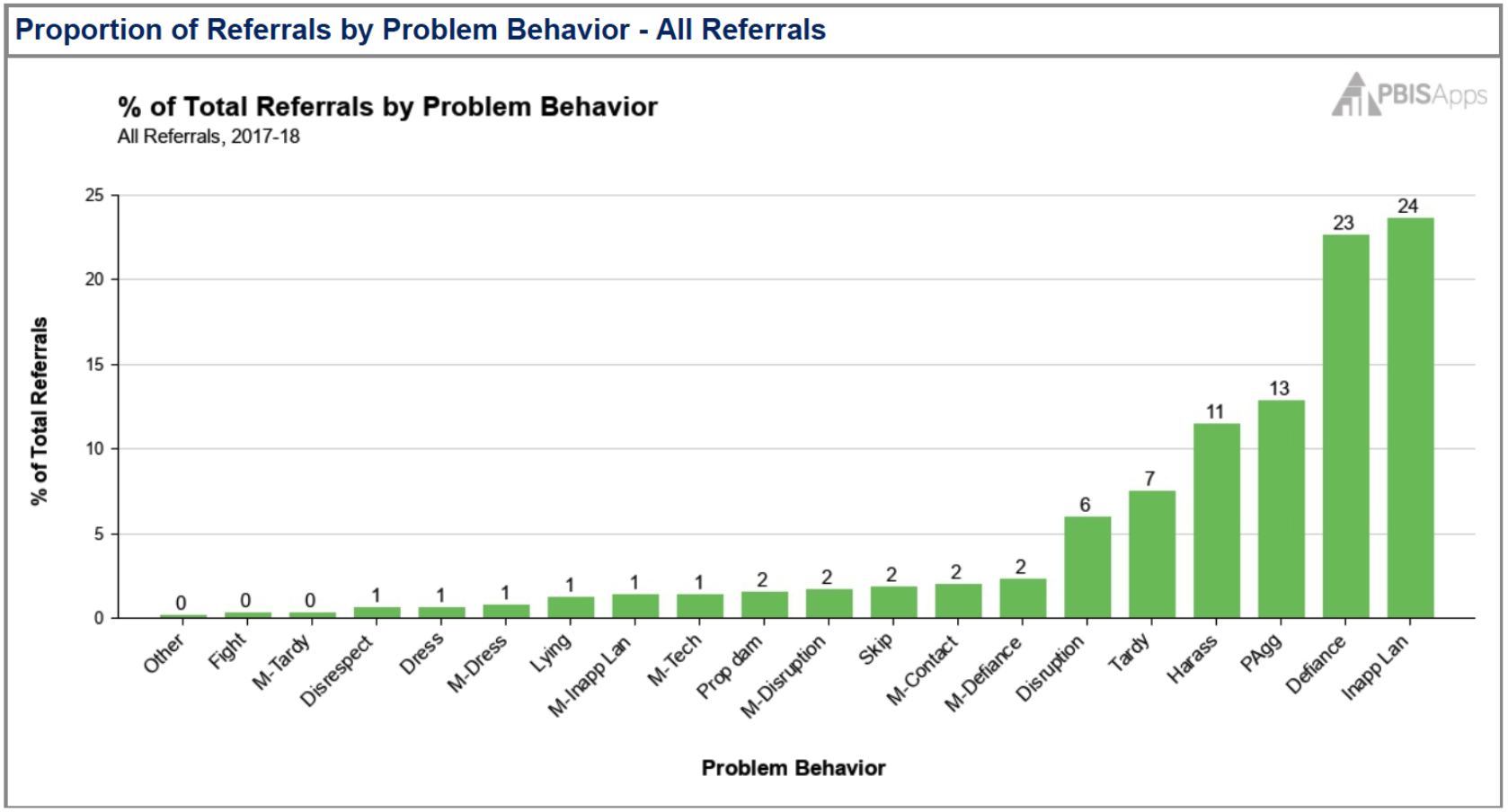
TFI versus SAS

District Level TFI & SAS Data – At a Glance
2017-2018

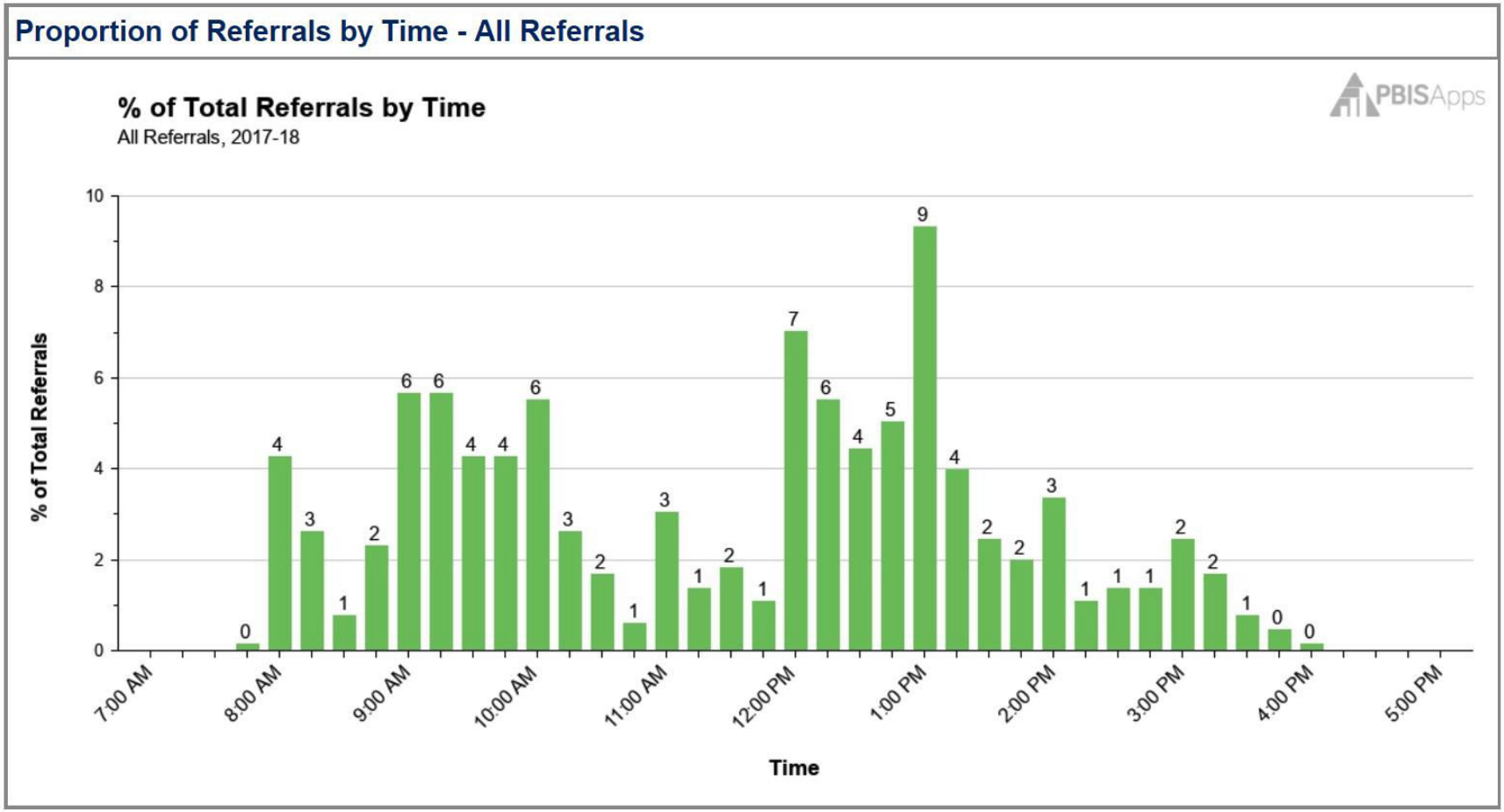
	TFI Total & Scale Scores				SAS System Scores			
	TFI Total	Tier 1	Tier 2	Tier 3	School-wide	Non-classroom	Classroom	Individual
	70%	93%	65%	53%	89%	90%	85%	77%
	66%	80%	69%	50%	55%	51%	61%	46%
	79%	73%	85%	79%	38%	32%	40%	31%
	74%	73%	73%	76%	58%	46%	60%	53%
	53%	90%	50%	24%	57%	58%	54%	44%
	66%	97%	69%	35%	73%	75%	71%	65%
	71%	90%	65%	59%	66%	62%	63%	60%
	72%	83%	62%	71%	62%	62%	61%	61%
	32%	77%	12%	9%	58%	54%	44%	50%
	60%	87%	42%	50%	55%	63%	58%	37%
	47%	57%	38%	44%	63%	47%	58%	48%
	56%	43%	65%	59%	56%	52%	65%	60%
	29%	40%	38%	12%	65%	57%	78%	60%
	72%	87%	69%	62%	76%	76%	83%	85%
	51%	60%	58%	38%	56%	47%	60%	78%
	99%	97%	100%	100%	86%	87%	85%	72%
	79%	97%	69%	71%	78%	87%	70%	75%
	70%	93%	69%	50%	64%	69%	52%	49%
	46%	60%	35%	41%	61%	64%	57%	45%
	80%	100%	69%	71%	86%	89%	89%	78%
	70%	100%	69%	44%	78%	83%	75%	52%
	67%	67%	65%	68%	84%	80%	90%	84%
	43%	50%	46%	35%	54%	57%	58%	55%
	48%	63%	38%	41%	58%	54%	62%	45%
	38%	40%	46%	29%	56%	58%	63%	44%
	57%	67%	50%	53%	59%	58%	58%	44%
	74%	100%	58%	65%	86%	80%	66%	81%
	69%	90%	69%	50%	73%	61%	72%	65%
	59%	70%	46%	59%	60%	57%	61%	56%
	48%	57%	54%	35%	66%	75%	73%	51%
	77%	97%	73%	62%	89%	95%	88%	87%
	57%	53%	54%	62%	59%	59%	54%	55%
	97%	97%	96%	97%	96%	93%	97%	97%
	59%	100%	54%	26%	81%	72%	81%	79%
	58%	47%	58%	68%	68%	63%	62%	50%

Year End Report – Problem Behavior



Additional graphs for “Major Only” and “Minor Only”

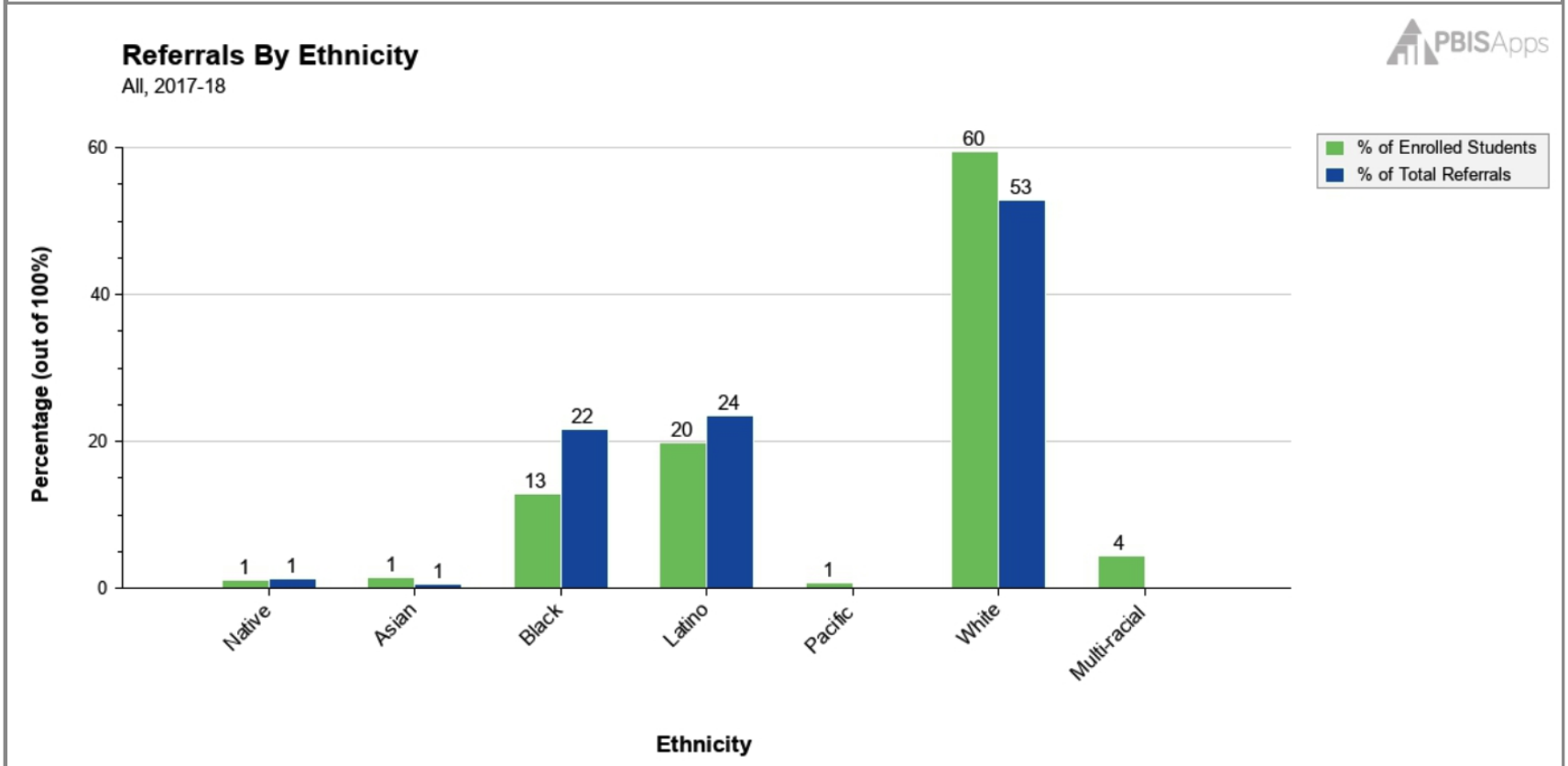
Year End Report – Time of Day



Additional graphs for “Major Only” and “Minor Only”

Year End Report – Ethnicity

Percentage of all enrolled students by ethnicity and percentage of referrals by ethnicity



Year End Report – ISS, OSS, Ex & IEP

Suspension/Expulsion

	Days	Events	Student Contribut…	Days Per 100 Stu…	Events Per 100 S…
In-School Suspension	21.5	23	18	4.27	4.56
Out-of-School Suspension	23.5	14	14	4.66	2.78
Expulsion	0.0	0	0	0.00	0.00

Referral Rates Per 100 Students Per Day

	All Referrals	Major	Minor
All Students	0.7260	0.6551	0.0709
Referrals With IEP's (if student was on an IEP when gi…	0.3093	0.2749	0.0344
Referrals Without IEP's	0.4168	0.3802	0.0366
Students Currently With IEP's	0.3093	0.2749	0.0344
Students Currently Without IEP's	0.4168	0.3802	0.0366

Use the data to…

- Allocate behavioral resources and supports
- Design tools to standardize district processes
- Plan brief targeted professional development
- Follow-up PD with on-set targeted technical assistance

Field Primary School

Data-Practices-Systems

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Field Primary School

- High Diversity
  - School has 290 students; 50% minority; 20% English Language Learners; 13% special education
- Instructional leader turnover
- Poverty
  - 79% of students qualify for free and reduced lunches
- Highly transient population

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Field Primary School

- Teachers and Staff committed to the increasing academic and social success of all students
- A committed Principal who supported faculty in their efforts to change the way the taught to improve children's lives

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Field Primary School

- Academic Standing
  - *Annual Yearly Progress* (AYP)
    - 5% of all students scored proficient in 2005, according to the Missouri Assessment Program. Breakdown by group:
      - 0% African American
      - 18% Caucasian
      - 0% Students with disabilities
      - 0% English Language Learners
      - 7% Free/Reduced Priced Lunch

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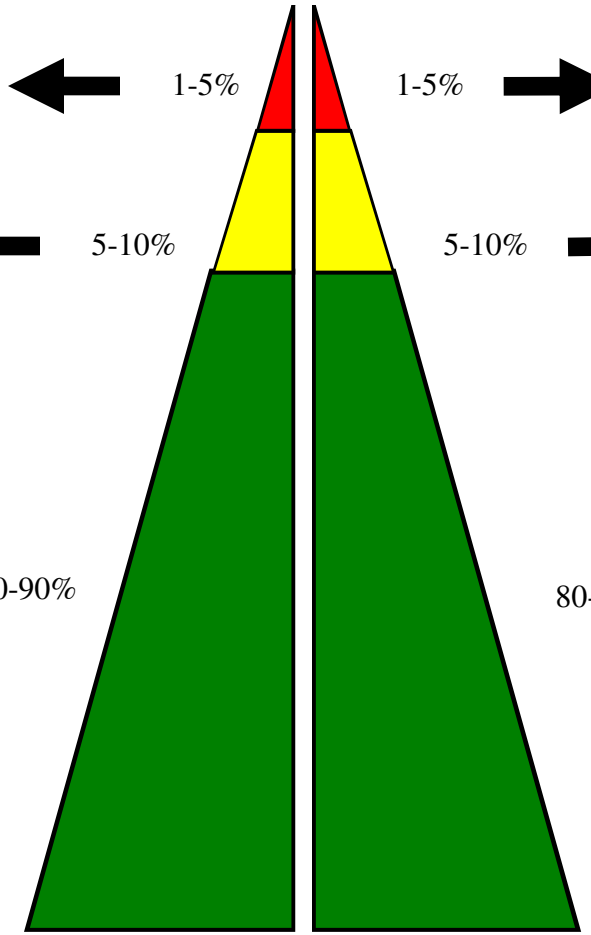
Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



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

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

Universal Interventions
- All students
- Preventive, proactive

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

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

Universal Interventions
- All settings, all students
- Preventive, proactive

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Field Primary School

- Literacy
  - In 2004–05, 44% students required intensive support for reading and writing
- Social Behavior
  - In 2003-04 Averaging 10.4 discipline referrals per day

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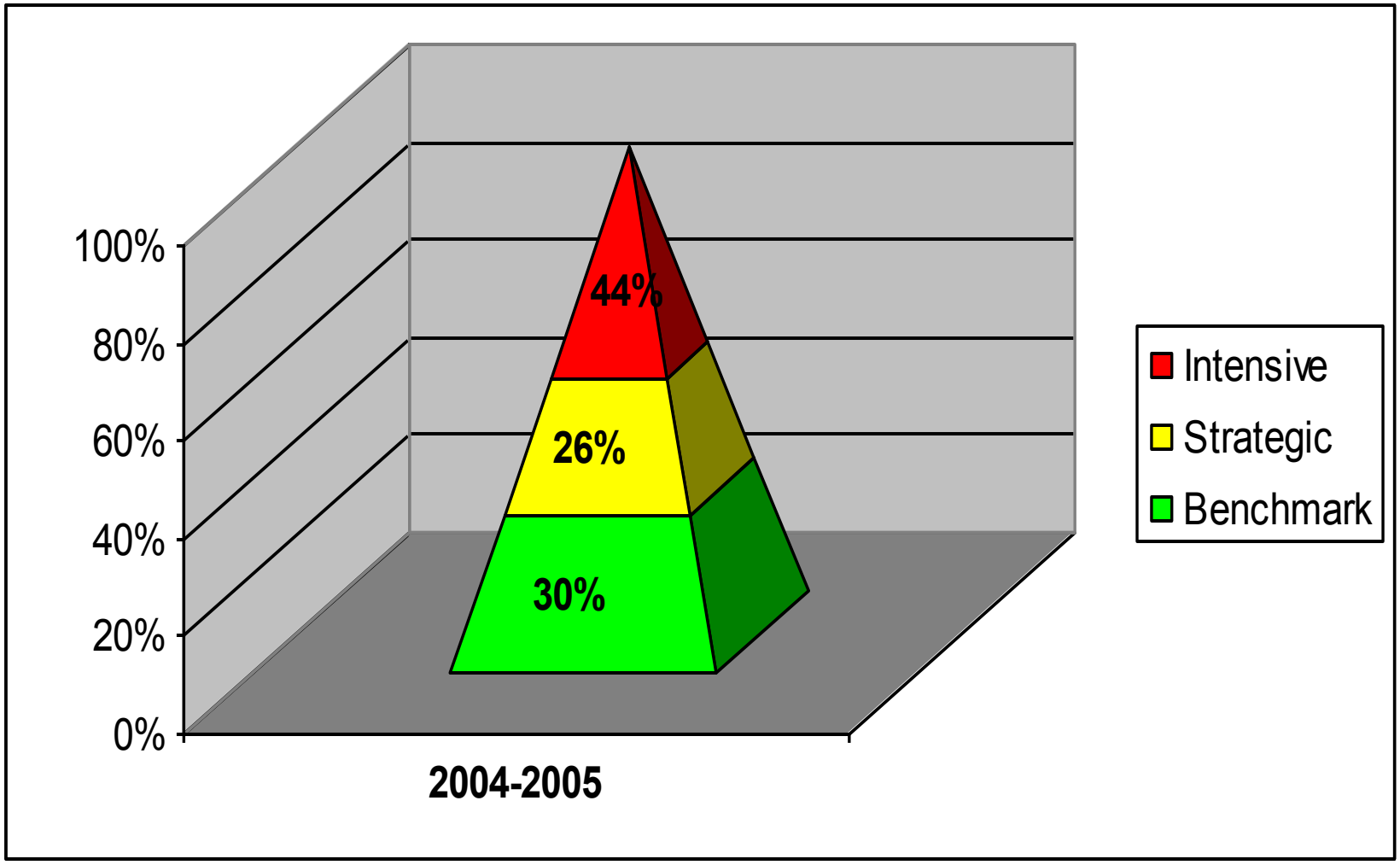
Field Literacy Data 04-05



Structure	Core Reading 90 min, 5 days week with:	Intervention Groups 45 min, 4 days week, with: (5th day individual focus)
Tier III Intensive Intervention	Classroom Teacher	Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery 3-5 Wilson Reading Systems
Tier II Strategic Intervention	Classroom Teacher	Classroom Teacher Reading Mastery or Soar to Success
Tier I DIBELS benchmark	Classroom Teacher	Classroom Teacher Enrichment based on themes of core program

Core Reading and Intervention Schedule

Core		Intervention
K	9:00-10:30	12:25-12:55
1st	9:00-10:30	11:30-12:15
2	10:00-11:30	9:15-10:00
3	11:00-12:30	10:15-11:00
4	1:45-3:15	1:00-1:45
5	1:00-2:30	2:15-3:00

Data Collection	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark	Progress Monitoring
Tier III	Fall, Winter & Spring	Every Other Week
Tier II	Fall, Winter & Spring	Every Other Week
Tier I	Fall, Winter & Spring	Once a month

Also utilize as needed:

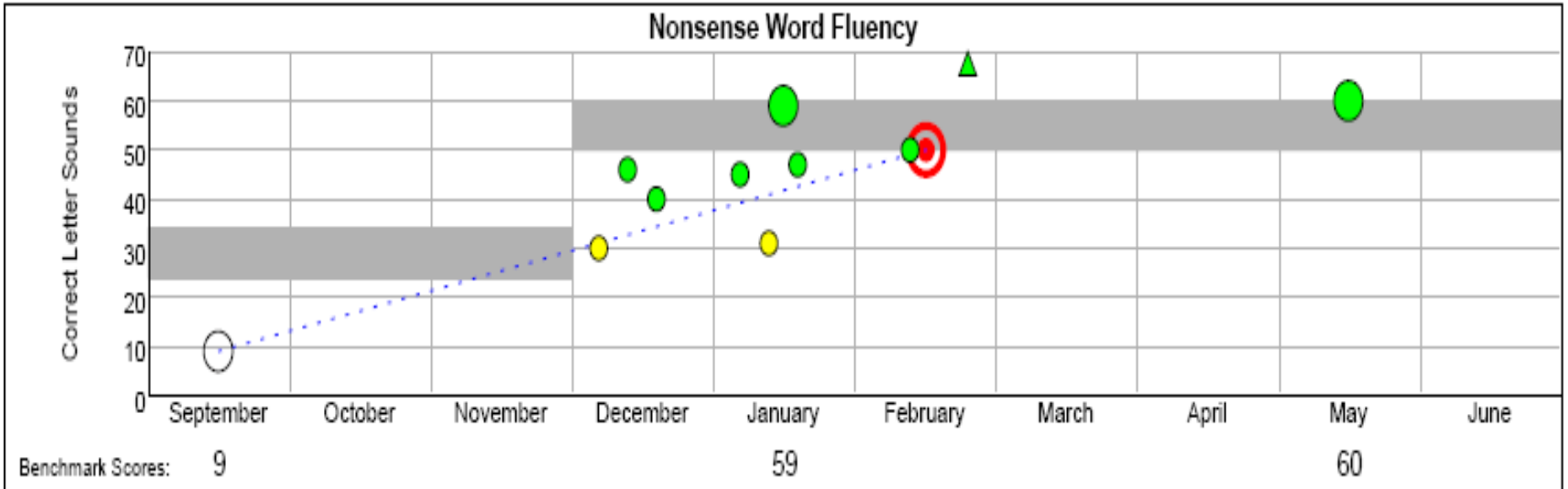
- Developmental Reading Assessment (DRA & DRA-2)
- Scholastic Reading Inventory (SRI)
- District Writing Assessments

Name: [redacted]
ID:
Class: 1st grade, Tier 3, [redacted]
Grade: First
Year: 2005-2006
School: [redacted]tary
District: [redacted]blic Schools

Dynamic Indicators of Basic Early Literacy Skills
Progress Monitoring Graphs

[redacted] Winter Page 1 of 1

Legend
- Target Bar
- Target Goal
- Benchmark Assessment
- Progress Monitoring Assessment
- Aimline
- Score Above Graph Bounds
- Score At or Above Aimline
- Score Below Aimline
- Consider Adjusting Intervention



Progress Monitoring Scores

Week 1	30	45	
Week 2	46	31	50
Week 3	40	47	
Week 4			78

Dynamic Indicators of Basic Early Literacy Skills

First Grade Class Progress Graph

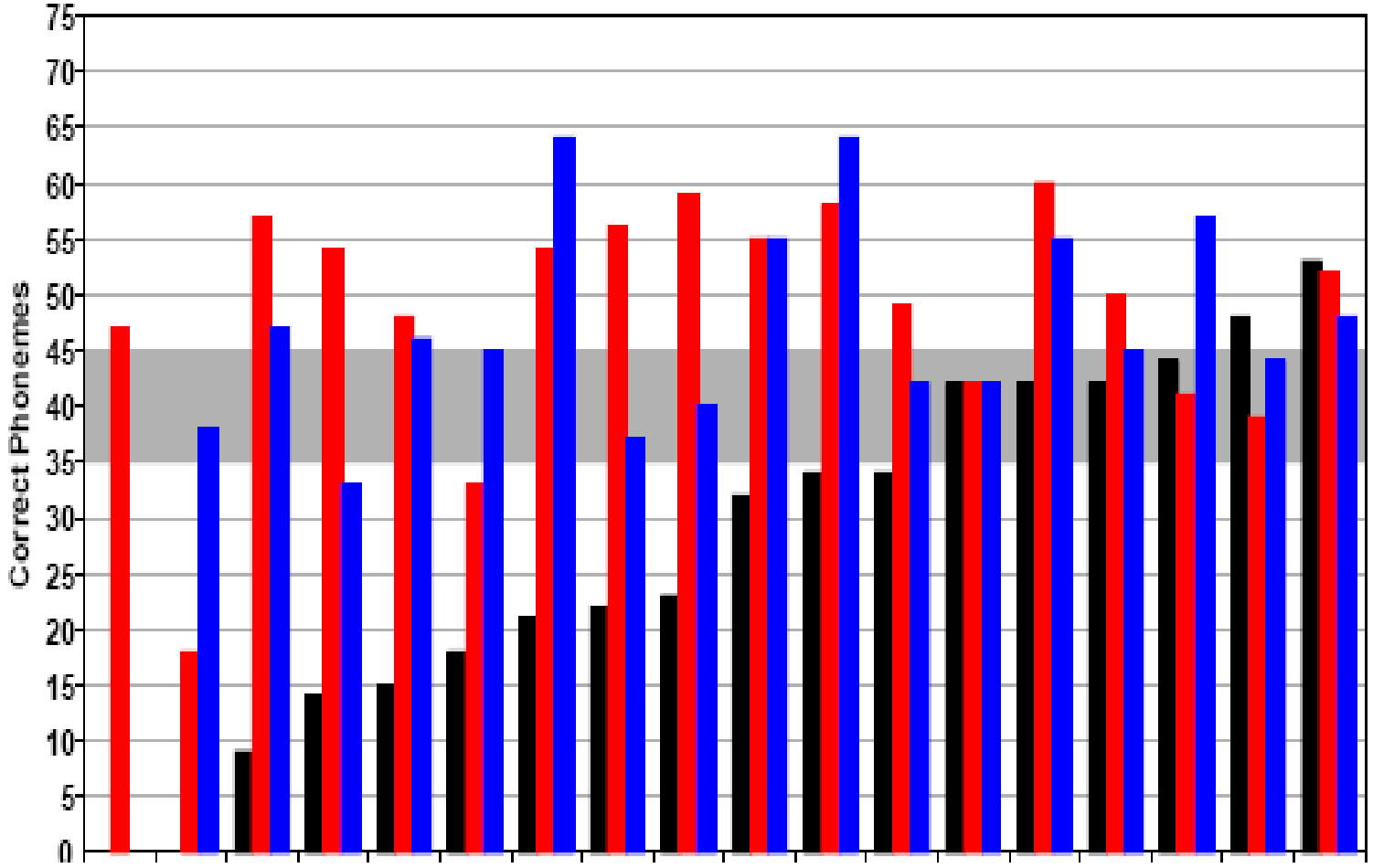
District: [redacted] Schools
School: [redacted]
Date: 2005-2006
Class: [redacted]

Beginning
Middle
End

Score Above Graph Bounds
Score Above Graph Bounds
Score Above Graph Bounds

Benchmark Goal: 35 at the beginning of First Grade

Phoneme Segmentation Fluency

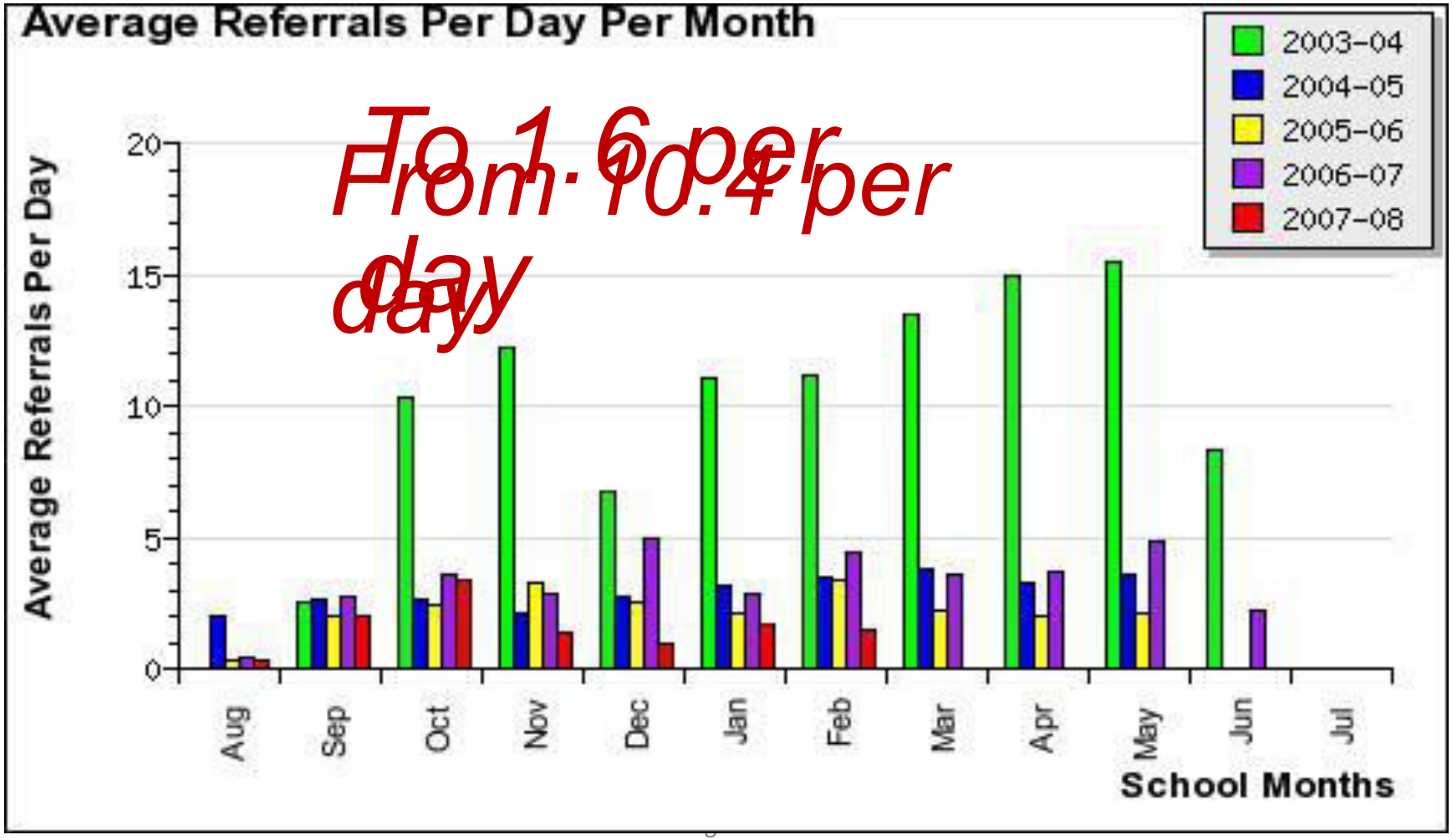


Positive Behavior Supports

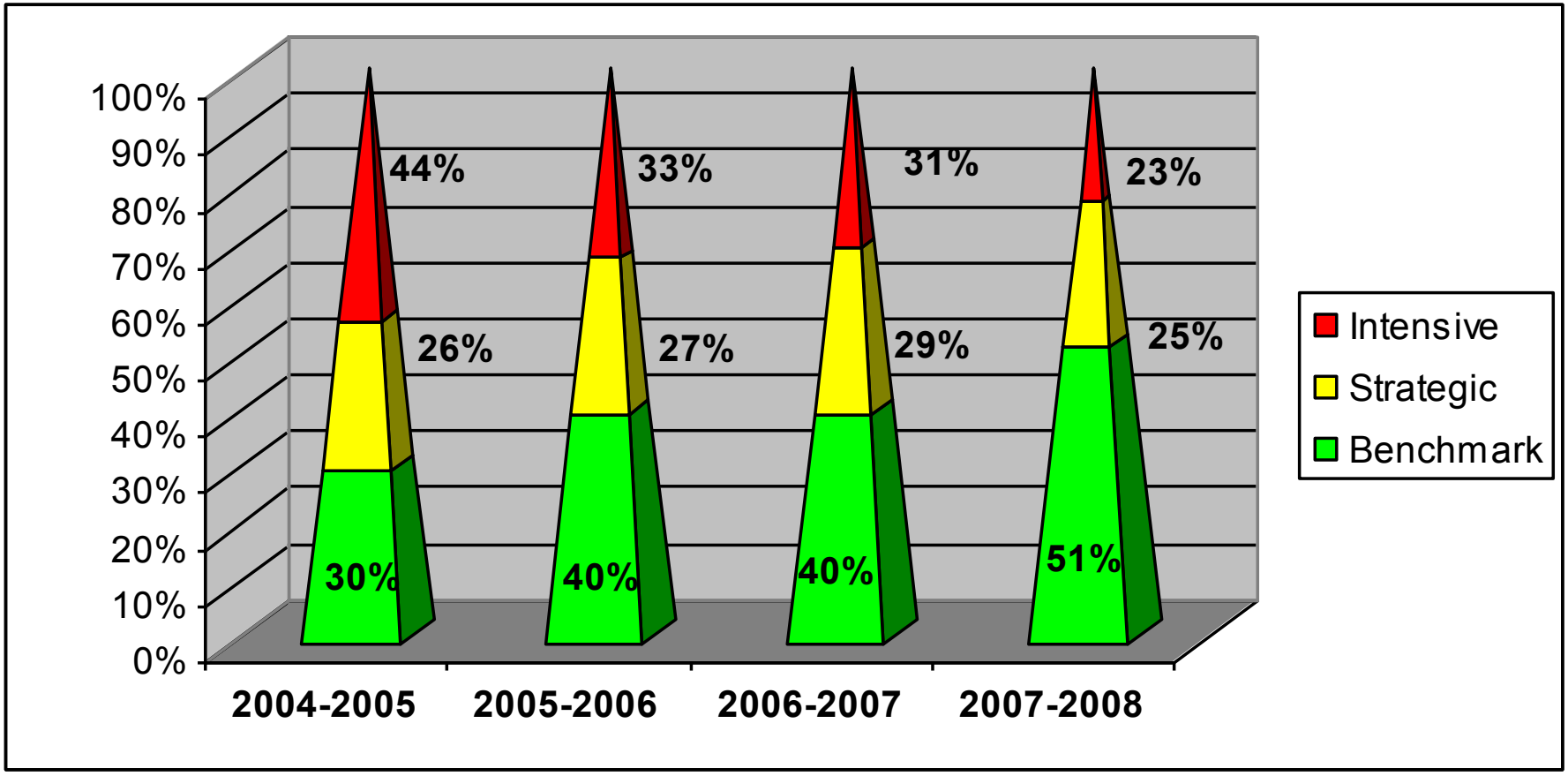
EUGENE FIELD ELEMENTARY
TIGER TRAITS

	All Settings & Locations	Arrival & Dismissal	Hallways	Restrooms	Cafeteria	Playground	Field Trips & Assemblies
RESPECTFUL	-Respond to Tiger P.A.W.S. -Enter, exit, and travel by walking quietly in single file. -Use people pleasing language and behavior.	-Listen attentively to announcements. -Care for your personal belongings.	-Follow walk zones. -Use stairs appropriately. -Observe Tiger Stops.	-Take turns. -Respect the privacy of others.	-Raise your hand for help. -Eat only your own food. -Talk only to those at your table using an inside voice.	-Include all who want to play. -Use equipment appropriately. -Accept skill differences. -Problem solve conflicts using the Peace Path.	-Listen attentively. -When seated, sit on bottom and face forward. -Respond and show appreciation appropriately.
RESPONSIBLE	-Follow adult directions the first time. -Keep hands, feet, and body to self. -Clean up after yourself. -Ask permission to leave your assigned area.	-Obey the safety patrol and use crosswalks and sidewalks. -Report to assigned area in circle drive and stay there until picked up. -Go immediately to destination upon arrival or dismissal.	-Carry a pass when alone. -When moving as a class, remain in line order.	-Immediately report problems to nearest adult. -Wash hands with soap and water. -Flush toilets/urinals. -Return to your class or class line order promptly.	-Hold your tray with two hands. -Obtain everything needed to eat before sitting down.	-Stay in designated areas. -Follow the school game rules. -When the signal sounds line up immediately in line order. -Collect and return the playground equipment.	-Follow site rules. -Be prepared.

Impact


Average Referrals Per Day Per Month
2003-04
2004-05
2005-06
2006-07
2007-08
From 10.4 per day
To 1.6 per day
Average Referrals Per Day
20
15
10
5
0
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Jul
School Months

Field Literacy Data



"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling

Business Expert

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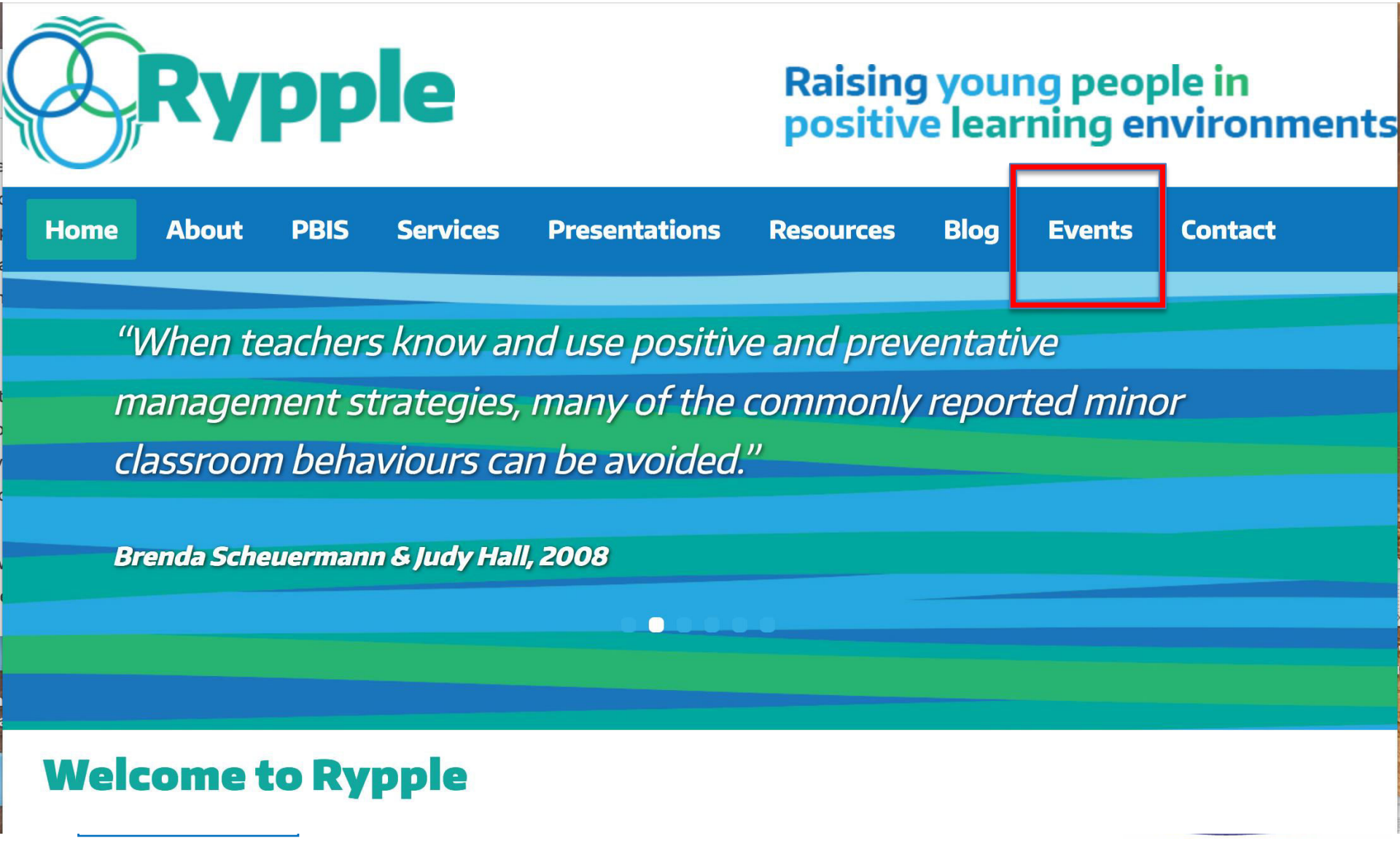

Events

September 1
Busselton Sr. High

Search

PBS Summit in the Southwest – with Southwest PBS Reference Group

Saturday 01/09/2018
8:30 am - 3:30 pm
Busselton Senior High School, Busselton

view event

PBIS.org

View Text-only Version

PBIS Positive Behavioral Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

What's New & Upcoming Events

List of new postings and current information about PBIS events.

Find new postings and events ›

Behavior Related Policy

Information for PBIS related policies. Government announcements and documents are listed.

Find policy information for PBIS ›

School Climate Transformation

Current information about PBIS for School Clim Transformation Grant awardees.

Find more information ›

Blueprints / Briefs / Tools

Documents and tools to support implementation, professional development, and evaluation of PBIS.

Find guidance for implementation ›

State / District Resources

Current information about state and district implementation of PBIS.

Find more information ›

Videos for Training

Videos from conference presentations, celebrat and other training/dissemination events.

Find a video ›

Snapshots of PBIS in Action

Current news and other information about ongoing PBIS implementation.

Read about PBIS in actions ›

Presentations

Slides, handouts, and other materials from local, state, and national conferences and training events.

Find a presentation ›

Getting PBIS in my School

Contact information for assistance implementin in your state, district, or school.

Find a state coordinator ›

PBIS: Celebrating Positive & Safe Learning Environments

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd.
For more information, visit the Upcoming Events page at www.pbis.org in March.

SAVE THE DATE

October 4-5, 2018