Operational, now what? Sustaining high quality methods of PBIS implementation.

Dr. Oatanisha R. Dawson  
Glynn County Schools, odawson@glynn.k12.ga.us

April Kilroy  
Glynn County Schools, akilroy@glynn.k12.ga.us

Amy Yacobacci  
Glynn County Schools, ayacobacci@glynn.k12.ga.us

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OPERATIONAL, NOW WHAT?
Sustaining high quality methods of PBIS implementation

Presented By:
Oatanisha R. Dawson, EdD.
April Kilroy, EdS.
Amy Yacobacci, EdS.
WHO WE ARE

• Years in Education
  • Collectively 65+ years in education
  • 35+ years in Leadership
  • 5 years as PBIS schools

• Location of Schools
  • GDY – inner city (pop. 560)
  • Glyn – inner city (pop 715)
  • SME – Rural (pop 792)
  • SSE – Suburban (pop 544)

• GCSS District Data
  • 2 HS, 4 MS, 10 ES, 1 Alternative, 1 Pre-K Center
  • 13,000+ students in GCSS
Write the following cities on a post-it note.

New York
Denali
Jekyll Island
Find a **new** travel partner for each of the cities listed. Write his/her name beside the city.

**Amy’s Post-it**
- New York - April
- Denali - Lewis
- Jekyll Island - Phil

**April’s Post-it**
- New York - Amy
- Denali - April
- Jekyll Island - John
PBIS is...
PBIS IMPLEMENTATION
AKA MTSS, SWPBS, MTSS-B, MTBF, RTI-B

Framework for enhancing adoption & implementation of a Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for ALL students
Why?

- Positive School climate where students are academically and socially successful.
- Maintains a common language throughout.
- Help students build relationships and connections to school.
- To deter/decline the school-prison pipeline.
- Improve the community / state / world in which we live.

There is a simple answer, but just not an easy answer. (Reagan)
<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Benchmarks of Quality</th>
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<tbody>
<tr>
<td><strong>PBS Team</strong></td>
<td>1. Team has administrative support</td>
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<td>2. Team has regular meetings with stakeholders</td>
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<td>3. Team has established clear goals and purpose</td>
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<td><strong>Faculty Commitment</strong></td>
<td>4. Faculty are aware of behavior problems across campus through regular data collection</td>
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<td>5. Faculty is involved in the development of behavior plans</td>
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<td>6. Faculty is aware of the school’s behavior needs</td>
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<td><strong>Effective Procedures for Dealing with Discipline</strong></td>
<td>7. Discipline process described in narrative format or depicted in graphic format</td>
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<td>8. Discipline process includes documentation procedures</td>
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<td>9. Discipline referral form includes information useful in decision making</td>
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<td>10. Problem behaviors are defined</td>
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<td>11. Major/minor behaviors are clearly differentiated</td>
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<td>12. Suggested array of appropriate responses to major (office-managed) problem behaviors</td>
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<td><strong>Data Entry &amp; Analysis Plan Established</strong></td>
<td>13. Data system is used to collect and analyze ODR data</td>
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<td>14. Additional data are collected (attendance, grades, faculty attendance, surveys) and</td>
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**10 Critical Elements**

**51 Benchmarks**
FOCUS ON NINE BOQS

DATA ENTRY & ANALYSIS PLAN ESTABLISHED

13. Data system is used to collect and analyze ODR data
14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team
15. Data analyzed by team at least monthly
16. Data shared with team and faculty monthly (minimum)
FOCUS ON NINE BOQS

REWARD/ RECOGNITION PROGRAM ESTABLISHED
23. A variety of methods are used to reward students
24. **Rewards** are linked to expectations and rules
25. **Rewards** are varied to maintain student interest
26. Ratios of acknowledgement to corrections are high

IMPLEMENTATION PLAN
41. Plans for involving families /community are developed & implemented
MYTH 1

“We can’t make students want to learn or learn to behave.”

“Positive behavior should be intrinsic.”

“I should not have to teach behavior.”
STRATEGIES TO ACKNOWLEDGE STUDENTS AND GATHER FEEDBACK
MYTH 1

“WE CAN’T MAKE STUDENTS WANT TO LEARN OR LEARN TO BEHAVE.”
“POSITIVE BEHAVIOR SHOULD BE INTRINSIC.”
“I DON’T TEACH BEHAVIOR.”

- Action Plans developed based on data = Data Driven Decision making (DDDM) (BOQ 13, 14, 15, 16)
- Lesson Plans written to be sure that they were Culturally relevant, valid, knowledgeable staff (BOQ 23, 25)
- Books on Social Behavior – to teach, re-teach appropriate behavior and the learning of social cues (BOQ 24)
- Class Dojo (BOQ 25, 41)
  - Better/immediate data collection, streamline PD, deeper student engagement
• Reaching the 20% or less that are not responding to PBIS
• Individual program to assist student in meeting behavioral goals
• Tied to their Tier III and IV SST plans
• Individual acknowledgement that meets the needs of the student
REPLACING / ESTABLISHING HABITS

CUE
- Remove competing cue
- Add desired cue

HABIT
- Teach acceptable alternative
- Teach desired alternative

Acknowledge
- Remove acknowledgement for old habit
- Add acknowledgement for new habit
## Office Discipline Referrals

As of April 25, 2013

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Percent of Students WITHOUT Office Discipline Referrals
Elementary Schools
Did you like earning Soarbucks?

Answered: 100  Skipped: 0

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<th>Responses</th>
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Do you think Soarbucks helped behavior?

Answered: 100  Skipped: 0

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# PBIS WALK-THROUGH SUMMARY DATA

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Total: 49/65, 65/65, 57/65, 63/65, 38/65
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## PBIS WALK-THROUGH SUMMARY DATA

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<th># of teachers - viewed discipline data</th>
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<td><strong>69/70</strong></td>
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<td><strong>61/70</strong></td>
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</table>
MYTH 1 - “WE CAN’T MAKE STUDENTS WANT TO LEARN OR LEARN TO BEHAVE....”

• We can create environments to increase the likelihood that students will learn and behave.

• Acknowledgements are included as 1 of 10 critical elements.

• There is little evidence that positive incentives/rewards has negative effects on achievement/behavior.
**MYTH 2**

“The teachers that are PBIS trained or serve on the committee are the PBIS experts/team.”

“Only 80% of faculty buy-in is needed for effective PBIS implementation.”

“Achieving operational status will be difficult, but after that it will be easy to maintain systems.”
STRATEGIES TO PROMOTE AND SUPPORT FACULTY

Jekyll Island
Equip teacher with alternatives to consequences or instructional responses to inappropriate behavior (BOQ 23, 24, 25, 26, 41)

- Proximity Control
- Signal, non-verbal cue
- Ignore, attend to other students
- Re-direct
- Provide choice
- Student conference, role-play or practice
- Praise, positive affirmations
- Teach reward system
- Use reward system consistently and with fidelity
STRATEGIES FOR ACKNOWLEDGEMENTS/INCENTIVES

• Classroom recognition
• Acknowledgements for classroom behavior in key locations (BOQ 23, 24, 25, 26, 41)
REMEMBER:
Teach and Re-teach expectations using the language of matrix
OUTCOMES
OUTCOMES

✔ PBIS TEAM Member Retention
✔ School’s plans for teaching new students and teachers SWPBS
✔ Capacity building
### PBIS Walk-Through Summary Data

<table>
<thead>
<tr>
<th># of Teachers Viewed Discipline Data</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
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</tr>
<tr>
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<td>0</td>
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<td>GLYN</td>
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<td>5</td>
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</tr>
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<td>2</td>
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<td>RMS</td>
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<p>| Total                               | 38/65 | 62/70 | 61/70 |</p>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tr>
<td>Total Number of Days Absent</td>
<td>998</td>
<td>978</td>
<td>907</td>
<td>899</td>
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RESEARCH TO SUPPORT STRATEGIES

• Continually match universal interventions with student needs.
• Continually connect classroom expectations with SW expectations.
• Continually explore, try and adopt interventions.
MYTH 3

“PBIS is for *school use* only.”

“Non-faculty/building personnel will not understand PBIS.”
STRATEGIES TO ENGAGE/INVOLVE STAKEHOLDERS

DENALI
MYTH 3 (BOQ 41)

- PBIS in school council (Agenda & Minutes) PTA (Matrix visible, Share about PBIS at school & home)
- Parent University – (Specific workshop/session to share PBIS)
- Mentor Programs (Agenda & Mentor handbook)
<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>KITCHEN</th>
<th>LIVING</th>
<th>BATHROOM</th>
<th>OUTSIDE</th>
<th>BEDROOM</th>
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<tr>
<td>Determination</td>
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<tr>
<td>Excellence</td>
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## MENTOR PROGRAMS & PBIS

<table>
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<tr>
<th>School's Mentor Survey</th>
<th>SME</th>
<th>RMS</th>
<th>OPE</th>
<th>GREER</th>
<th>GDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Do you currently have a Mentoring Program at your school that utilizes mentors from the community?</td>
<td>YES</td>
<td>Develop</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>2) If yes, about how many mentors do you currently have?</td>
<td>5</td>
<td>2</td>
<td>21</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3) If yes, have your mentors received an overview of PBIS at your school?</td>
<td>YES</td>
<td>Some-what</td>
<td>S.O.A.R., our behavior expectations, is incorporated into our mentor program nameJ. In addition, some of our mentors are former teachers, who are well aware of SOAR. Last year we .. recruited and advertised for mentors (see attached article). We also hosted a “Welcome Breakfast for Mentors”, which was a training and question/answer session for our mentors.</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>School’s Mentor Survey</td>
<td>SME</td>
<td>RMS</td>
<td>OPE</td>
<td>GREER</td>
<td>GDY</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>4) have you shared PBIS information with any community stakeholders? If yes, please explain how.</strong></td>
<td>Yes. PBIS information is housed on our school website. In addition, an overview has been shared with the SME school council.</td>
<td>We try to share PBIS information with stakeholders through one calls and email blasts but nothing specific to our PIE or community members.</td>
<td>PBIS information has been shared at our parent academies, is on our website, and is also highlighted at our monthly spirit rallies, which are well attended by our community stakeholders.</td>
<td>Yes, mainly via the web page as well as the posters hanging in the building.</td>
<td>Yes. 1) PBIS matrix is visible in the front lobby... 2) school council meetings: PBIS data is reviewed 3) PTA nights parents here the language of our schools matrix as well as being reminded that we emphasize positive behavior and praise.</td>
</tr>
</tbody>
</table>
MYTH 3

Use Technology such as Class DOJO with Parents
How Are We Doing?

- Rate your overall visit today.
- Rate your interaction with the staff.
There must be a partnership with students, families, and the community.

Community’s voice must be heard, recorded and used to inform the continuum of trial & exploration of interventions.

Linking families with school’s data-based decision making processes & interventions is evidence of being culturally responsive and extending school and family ties.

(Leverson, Smith, & McIntosh, 2015)
APPRECIATION FOR CONTRIBUTIONS FROM...

• George Sugai, Ph.D.
  • University of Connecticut
  • OSEP Center on Positive Behavioral Interventions & Supports

• Tim Lewis, Ph.D.
  • University of Missouri
  • OSEP Center on Positive Behavioral Interventions & Supports
OPERATIONAL, NOW WHAT?
Sustaining high quality methods of PBIS implementation
Presented By:

Oatanisha R. Dawson, EdD
odawson@glynn.k12.ga.us

April Kilroy, EdS
akilroy@glynn.k12.ga.us

Amy Yacobacci, EdS
ayacobacci@glynn.k12.ga.us