



Florida's Positive Behavior Support Project

School-Wide Positive Behavior Support: Administrator Training

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Why We Do Administrator Trainings

Research results indicated the importance of administrators in the process

Many administrators move from school to school

New administrators needed to understand process and buy-in

Many trained administrators needed a “refresher” about their role

Administrators sell it to other administrators



How We Do Administrator Trainings

Retrain existing school administrators after 1 year of implementation

Add prospective administrators into training

Exceptional administrators are encouraged to share their experiences

Provide an overview of the process

Concentrate on the administrator's role



What About Your Experience?

- Is student behavior improving at your school?
 - If so, why?
 - If not, why not?



Levels of PBS

*Adapted from Levels and Descriptions of Behavior Support
(George, Harrower, & Knoster, 2003)*

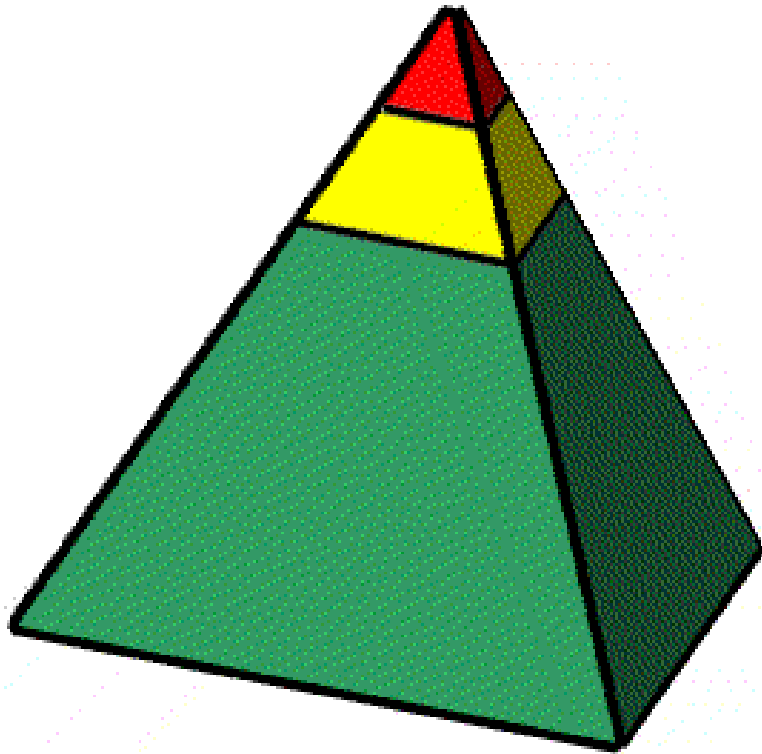
Universal/ Tier 1 – Procedures and processes intended for all students, staff, in specific settings and across campus

Classroom/Tier 1 and 2 – Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms

Supplemental/ Tier 2 – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)

Intensive/ Tier 3 – Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students





Elements of School-Wide PBS

- Establish a team/faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms
- Establish expectations & rules
- Develop lesson plans & teach
- Create a reward/incentives program
- Refine consequences
- Monitor, evaluate, and modify



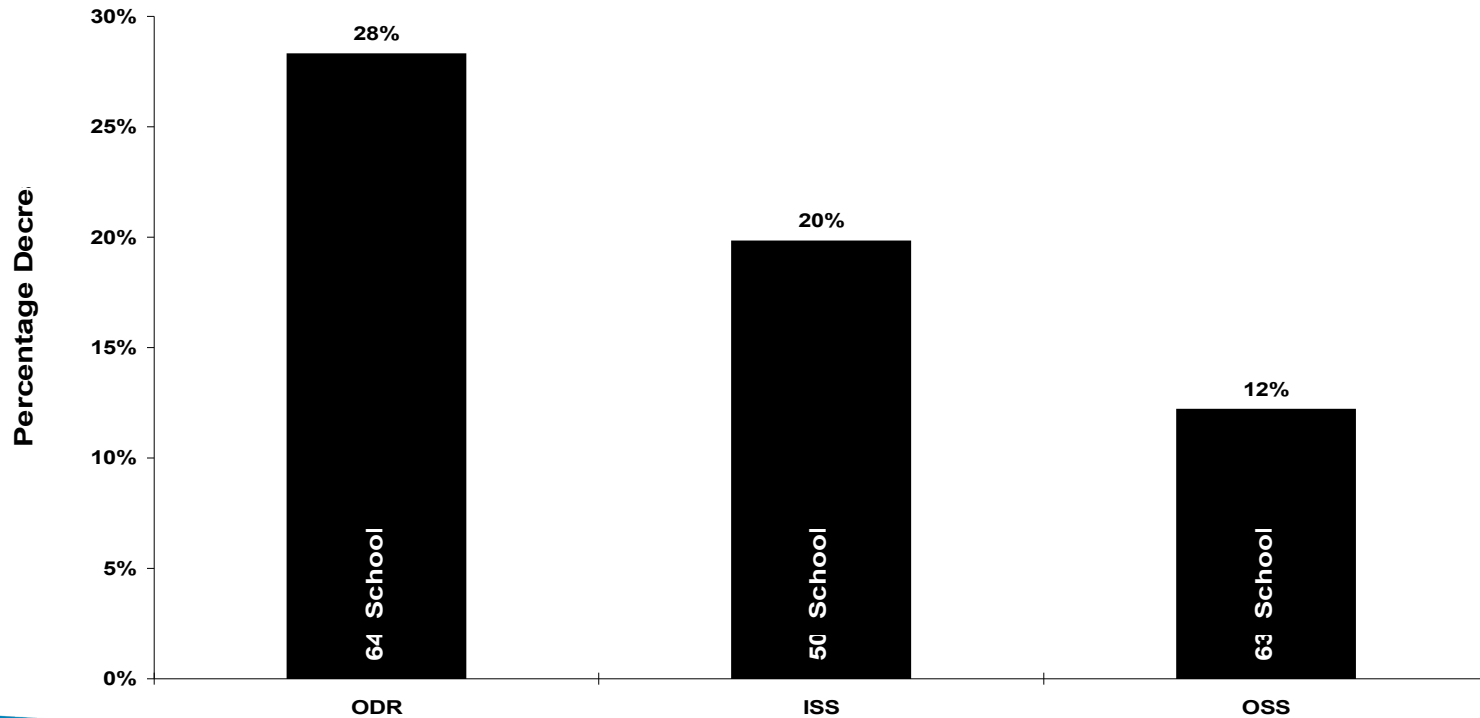
Results of School-Wide PBS

- When PBS strategies are implemented school-wide, students with and without disabilities benefit by having an environment that is conducive to learning
- All individuals (students, staff, teachers, parents) learn more about their own behavior, learn to work together, and support each other as a community of learners



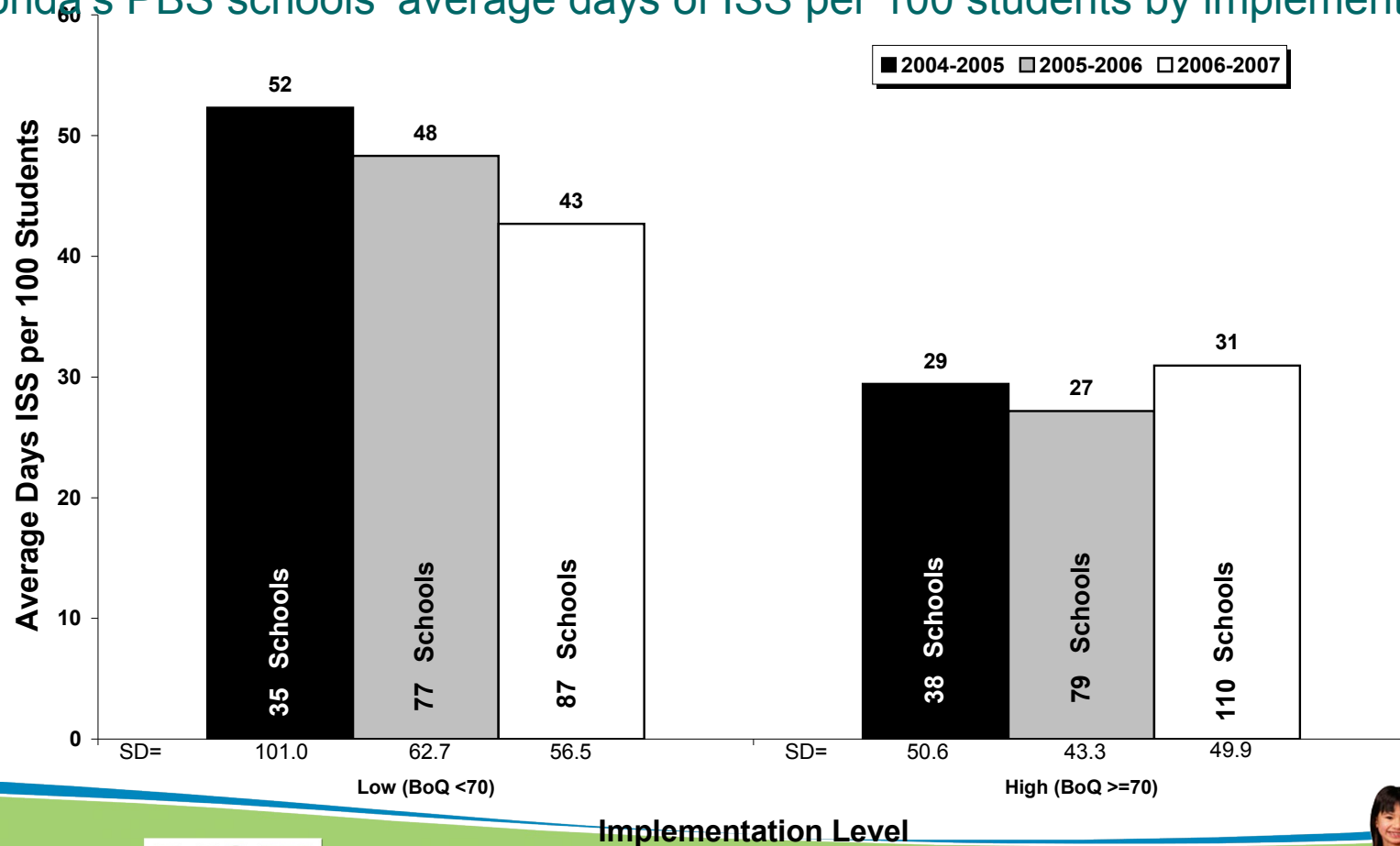
Why is Fidelity of Implementation Important?

Percentage decrease in ODR, ISS and OSS rates per 100 students before and after PBS implementation.



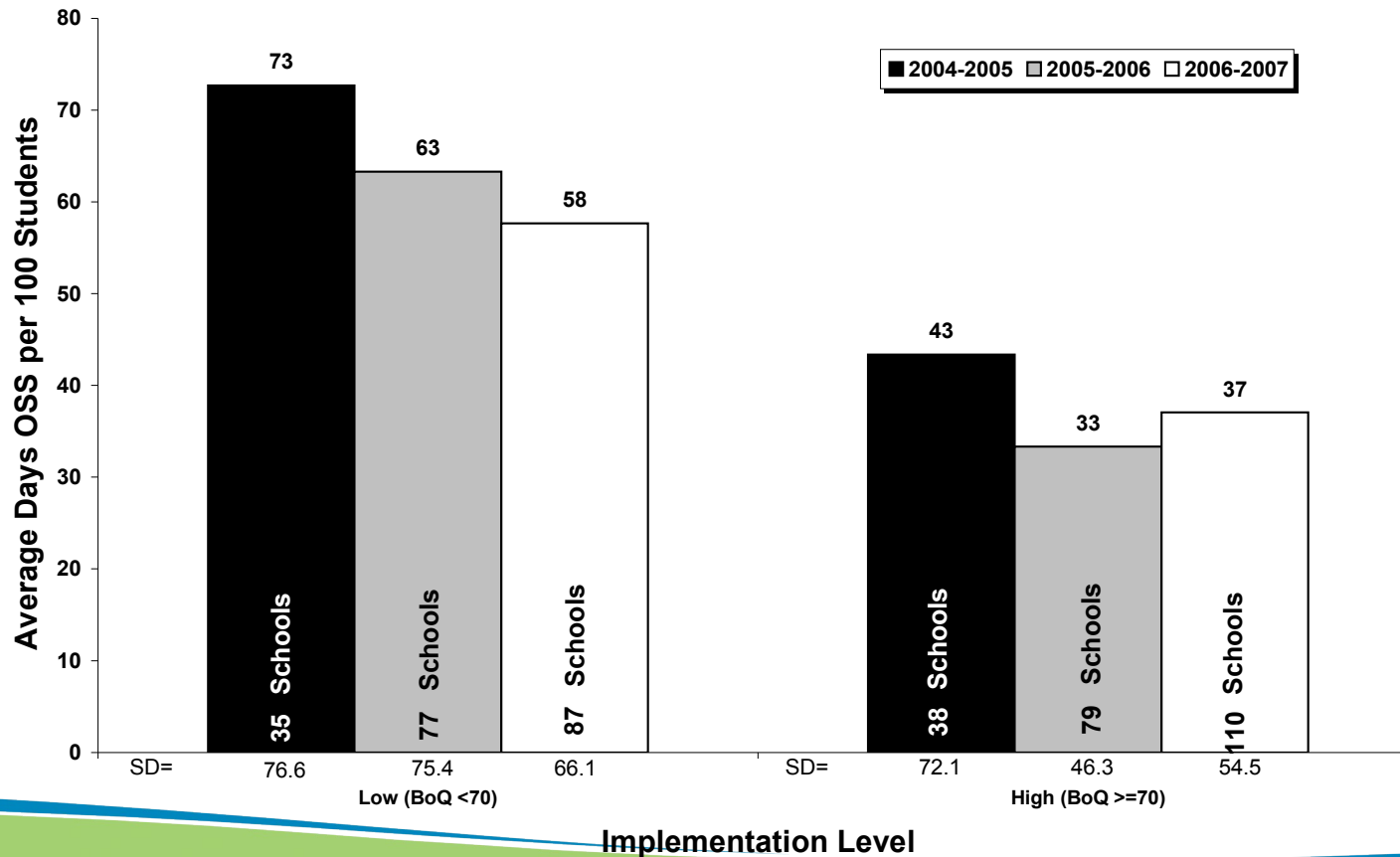
Why is Fidelity of Implementation Important?

Florida's PBS schools' average days of ISS per 100 students by implementation level.



Why is Fidelity of Implementation Important?

Florida's PBS schools' average days of OSS per 100 students by implementation level.



Why is Administrative Support so Important?

- Principals and assistants set the tone for the school.
- If buy-in from principals and APs is not there, there is no reason to continue.
- Administrative support is identified as the most important variable (besides team functioning) that results in positive outcomes
- So, administrators need to plan how they can most effectively support their SWPBS efforts.



Establishing a Foundation for Collaboration and Operation



Objectives

- Understand the importance of collaborative teaming
- Understand the characteristics of effective team collaboration
- Identify critical team roles and responsibilities
- Identify how to support team members to participate on the school-wide PBS team
- Understand how to align PBS and school's mission and improvement plan



Responsibilities of the School-Wide PBS Team

- Assess the current behavior management practices
- Examine patterns of behavior
- Obtain staff commitment
- Develop a school-wide plan
- Obtain parental participation and input
- Oversee, monitor, and evaluate all planned objectives and activities developed by team



Administrator Responsibilities

Team Identification

- Getting initial commitment from School Advisory Council
- Selecting appropriate team members (roles, skills and number)
- Selecting members representing diversity of campus
- Consider role of core and peripheral team



School PBS Team Roles and Responsibilities

- Develop the school-wide PBS action plan
- Monitor behavior data
- Hold regular team meetings (at least monthly)
- Maintain communication with staff and coach
- Evaluate progress
- Report outcomes to Coach/Facilitator & District Coordinator



Administrator Responsibilities

PBS Team Process

- ALL administrators are encouraged to participate in the process
- Administrator should play an active, visible role in the school-wide PBS change process
- Administrators should actively communicate their commitment to the process
- Administrator should be familiar with school's current data and reporting system
- Have one administrator consistently attend team meetings



Administrator Responsibilities

Meeting Success

- Reminds staff of the significant impact and ultimate success
- Identifies how to free staff time for participation on the PBS Team
- Clearly schedule meeting dates and times
- Attends meetings
- Supports actions of the team
- Promotes open and free discussion of ideas



Administrator Responsibilities

Getting Started

- Investigate current programs/committees in place
- Realign committees to more effectively address behavioral concerns
- Identify current procedures and policies in place
- Be willing to change to more effectively address behavioral issues.



Building Faculty Involvement



Objectives

- Understand why staff need to be committed to decreasing problem behaviors and increasing academic behaviors
- Identify four approaches to gain faculty buy-in to the school-wide PBS process
- Develop a plan to get buy-in and build ownership across faculty



Challenges

- Reasons for making changes are not perceived as compelling enough
- Staff feel a lack of ownership in the process
- Insufficient modeling from leadership
- Staff lack a clear vision of how the changes will impact them personally
- Insufficient system of support



Administrator Responsibilities

Getting Buy-In

- **Emphasize benefits**
 - Conservation of time/effort
 - Alignment of processes/goals
 - Greater professional accountability
- **Practice PBS with staff and faculty! Acknowledge staff for participating in PBS.**
- **Expect, respect and respond to resistance (encourage questions and discussion)**
- **Clarify how changes align with other initiatives**



Administrator Responsibilities

Getting Buy-In (continued)

- Emphasize clear and imminent consequences for not changing
- Get buy-in, formally and informally, throughout
- Provide team with time to get faculty feedback and to train faculty
- Make PBS Visible: emails, announcements, newsletters, marquee, website, etc.
- Make PBS a permanent agenda item at faculty meetings



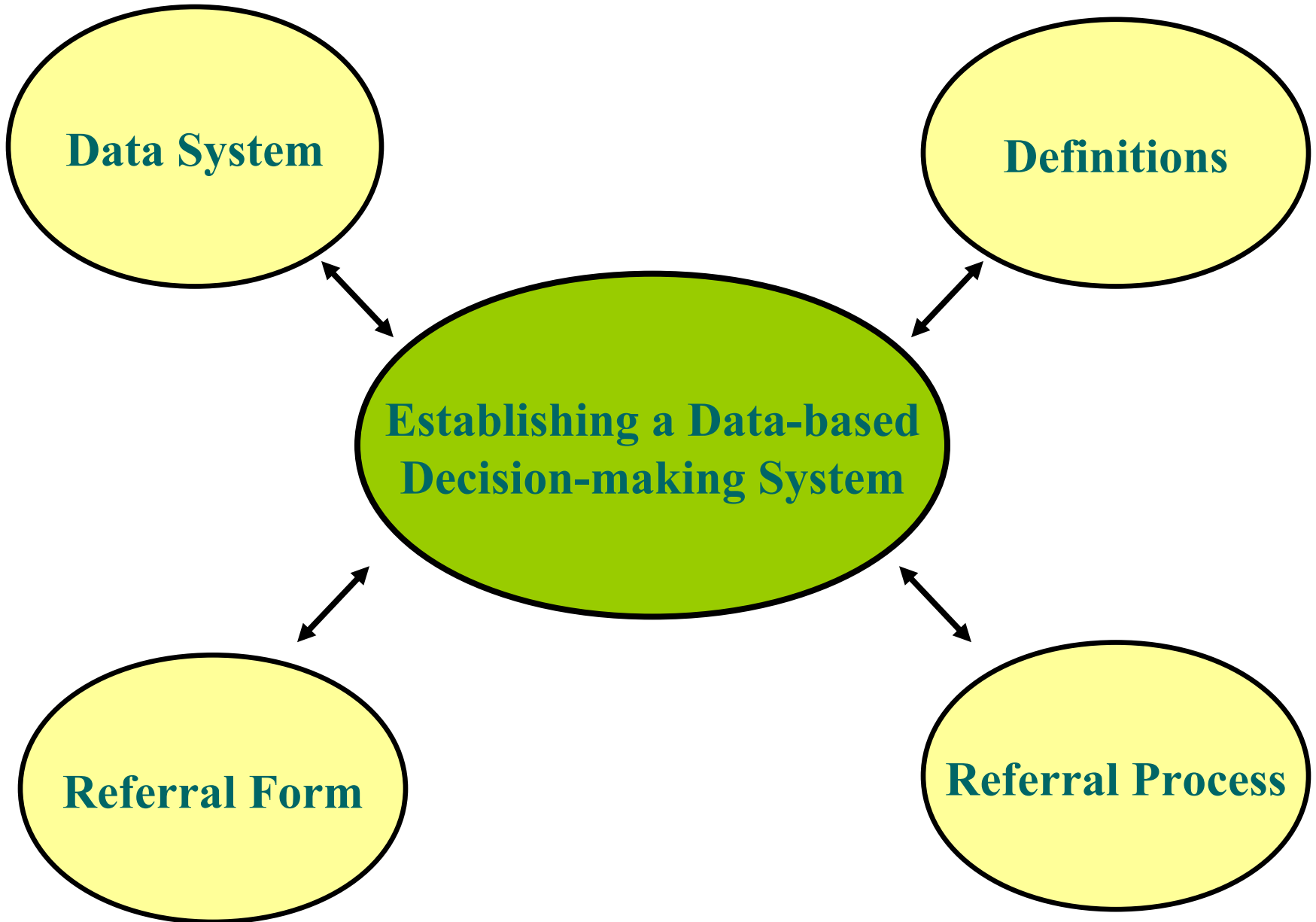
Establishing a Data-based Decision-making System



Objectives

- Understand the rationale for establishing a data-based decision-making system
- Identify types of data to be collected
- Identify characteristics of a useful data system
- Define problem behaviors
- Identify characteristics of a SWIS compatible discipline referral form
- Develop a discipline referral form and process
- Identify behaviors to be managed in office vs. classroom
- Understand how to use data for decision-making





Data System Self-check

- The information collected allow the school team to understand when, where, who, why, and what of problem behaviors
- The data are gathered continuously- every day, throughout the day
- The data should be an embedded part of the school cycle; not something “extra”
- The people who collect and summarize the data see that they are used for decision-making



Data System Self-check

(continued)

- The data are used for decision-making
- The data are very easy to collect (1% of staff time)
- The data are accurate and valid
- The data should be summarized prior to meetings of decision-makers (e.g., weekly)
- The data are available when decisions need to be made
- Different data needs are identified for a school building versus a school district



Administrator Responsibilities

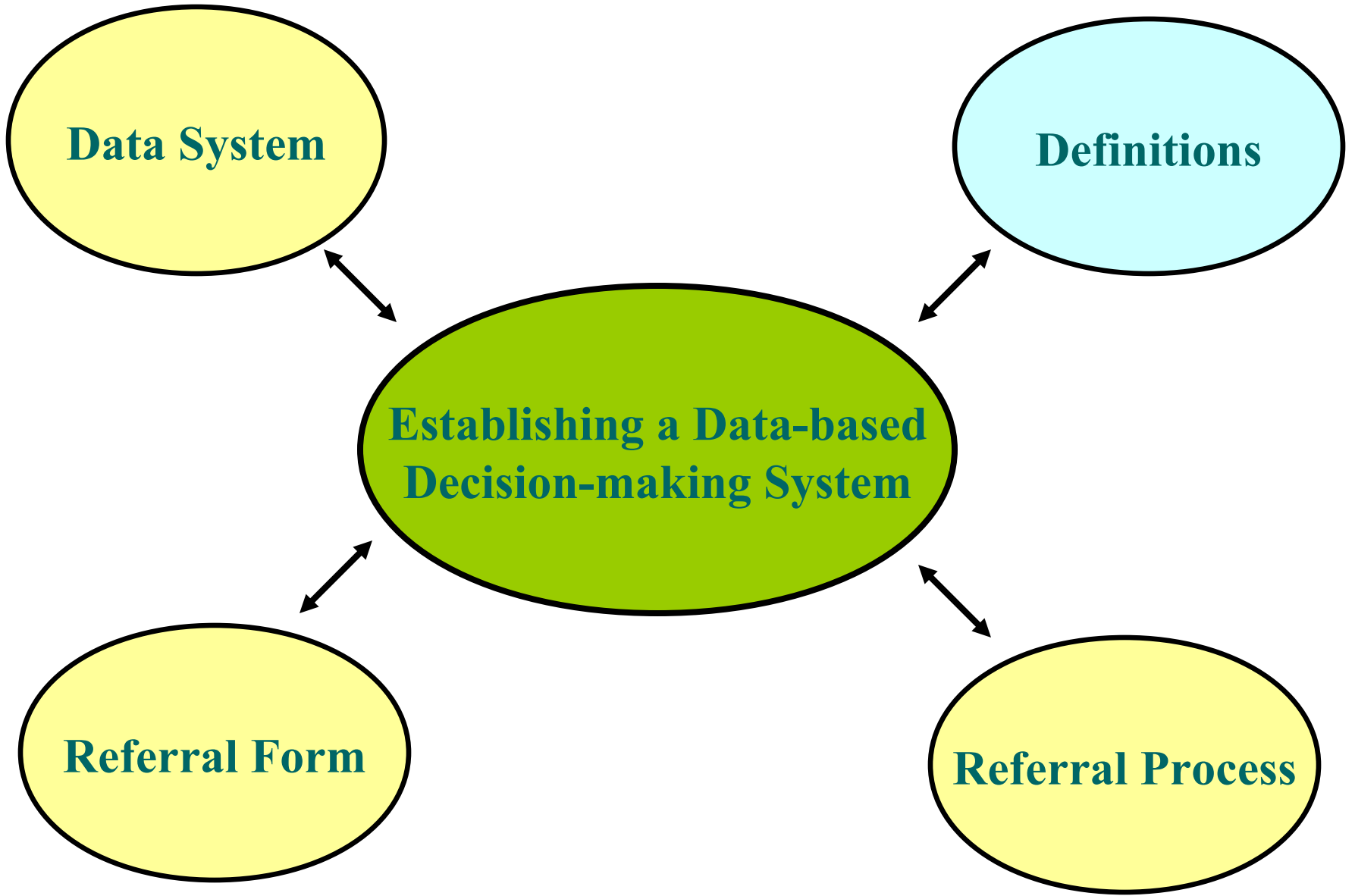
Data System

- Use the self check to determine whether the data system gives you what you need when you need it?
- Allocate resource to enter data and produce data reports
- Learn to analyze school-wide behavioral data
- Share data with staff frequently (at least 8 times per school year)
- Celebrate successes with staff based on your data



Developing Appropriate Definitions of Problem Behaviors





Administrator Responsibilities

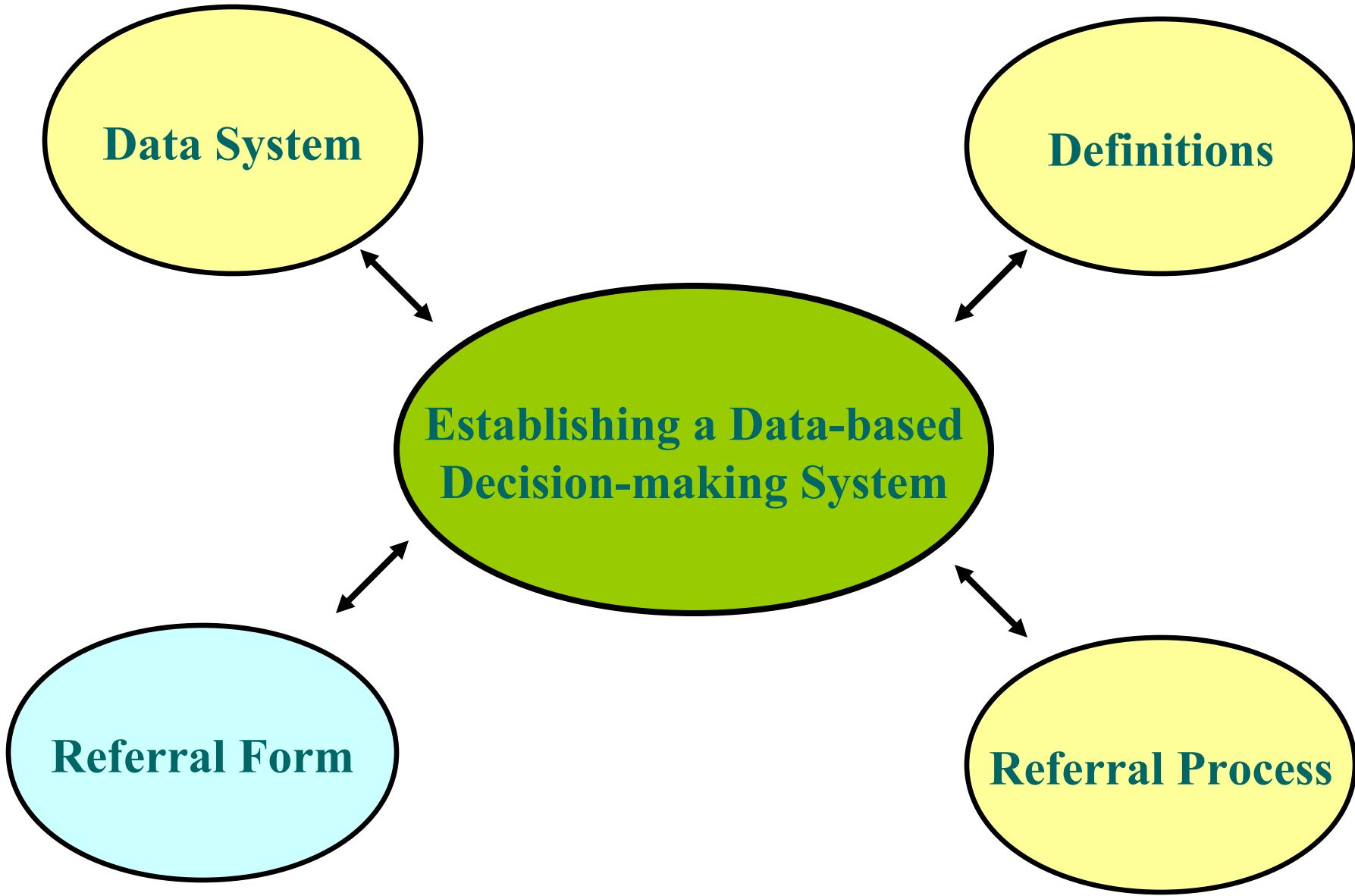
Definitions of Problem Behaviors

- Support the team to develop or revise definitions of problem behaviors to allow for better data collection and analysis
- Provide time to team to get feedback from faculty on definitions the team developed
- Be actively involved in the teaching of the new definitions to faculty and staff



Developing Behavior Tracking Forms





Administrator Responsibilities

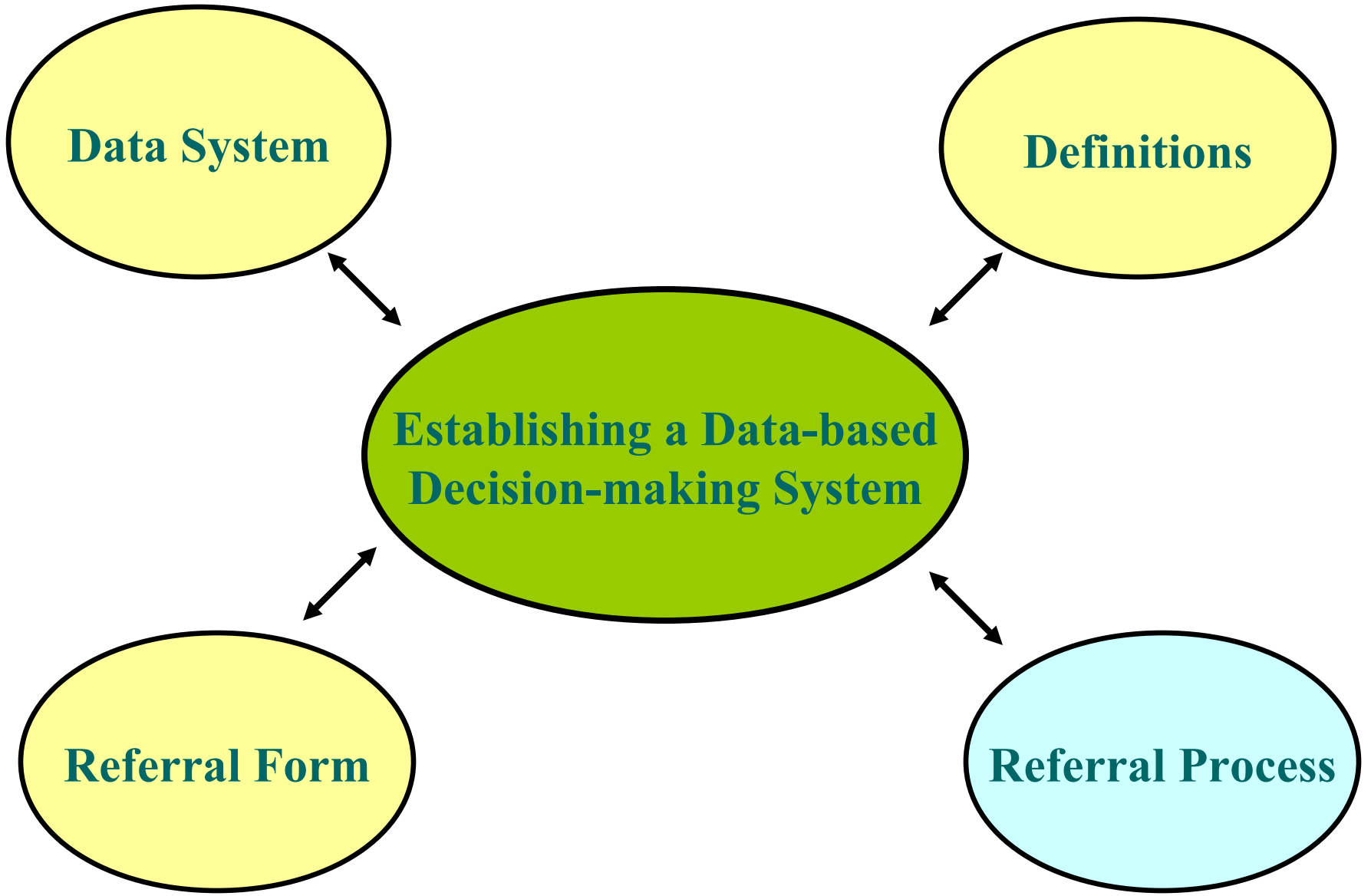
Developing ODR Forms

- Be willing to revise forms to make them useful
- Be willing to revise forms to make them easier to use
- Plan with team how to address major, minor and crisis reporting
- Participate in training staff/faculty on how to complete the form
- Plan how to address inaccuracies or incomplete forms submitted



Developing a Coherent Office Discipline Referral Process





Administrator Responsibilities

Developing a Referral Process

- Evaluate the referral process to see if it is working
- Revise the process as necessary with the team
- Present the process to staff/faculty for buy-in
- Train staff in how to use the process
- Reinforce accuracy in the process
- Address inaccuracies quickly and effectively



Developing Effective Consequences



Objectives

- Understand why traditional consequences may not be effective for many students
- Understand the rationale for developing a continuum of discipline procedures
- Develop a continuum of effective consequences for problem behavior
- Identify effective strategies for maintaining classroom instruction when problem behaviors occur



Continuum of Discipline Procedures

Defined

- A hierarchy of discipline procedures for given rule violations

Purpose

- To align the consequences with the rule violation. The same consequence should not follow all rule violations occurring on campus. Therefore, a hierarchy from least to most severe consequences should be aligned with rule violations that are deemed as least to most severe in nature



SWIS III Administrative Decisions

Referred to as “Determining Consequences”

SWIS III includes the following decisions with appropriate definitions:

- Conference with student
- Individualized instruction
- Loss of privilege
- Other
- Out-of-school suspensions
- Saturday School
- Expulsion
- In-school suspension
- Time out/detention
- Parent contact
- Time in office



Administrative Decisions

- The list does not contain all possible decisions (unique responses to unique situations)
- Each school should arrange the list in a hierarchy from least to most severe



Challenges

- Aligning consequences with other components of the school-wide positive behavior support plan
- Communicating among staff and administration
- Communicating with parents
- Developing a hierarchy of consequences
- Maintaining consistency in delivery of consequences



Administrative Responsibilities

Effective Consequences

- Provide opportunities for staff, families, and students to contribute ideas
- Align plans for consequences with other components of the school-wide plan
- Train all staff and administrators in procedures to maintain *consistency*
- Attend to inadvertent reinforcement of problem behavior
- Spend less time on problem behavior than on positive behavior



Administrative Responsibilities

- **Notify all parents of the new discipline procedures prior to implementation**
- **Plan lessons to inform students of the discipline policies and procedures**
- **Identify where behaviors are to be managed**
- **Expand the array of responses to include learning opportunities, not just punishment**



Administrative Responsibilities (continued)

- Clearly match the level of consequence with the level of offense...**CONSISTENTLY**
- Communicate with staff about actions taken
- Work with the PBS team to come up with alternatives to ISS & OSS
- Work with team to develop an array of interventions teachers can use in their classroom & provide time to train staff



Identifying School-wide Expectations



School-wide Expectations

Definition:

- A list of specific, positively stated behaviors that is desired of all faculty and students
- Also referred to as concepts
- These expectations should be in line with the school's mission statement and should be taught to all faculty, students, and families



Administrative Responsibilities

School-wide Expectations

- Lead the school through processes to identify expectations that reflect the uniqueness of your school
- Support the team in developing unique ways to increase awareness through public displays



Identifying Rules for Unique Settings



Rules for Unique Settings

Definition:

Specific skills you want students to exhibit and the procedures you want students to follow in specific settings



Administrative Responsibilities

Rules for Specific Settings

- Use the school's data to identify the areas of need
- Assist with aligning rules with expectations
- Remain positive
- Support teachers to develop individual classroom rules consistent with school expectations



Developing a System for Teaching Appropriate Behavior



Why Develop a System for Teaching Behavior?

We can **no longer assume**:

- Students know the expectations/rules and appropriate ways to behave
- Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling



Why Develop a System for Teaching Behavior?

We **must assume**:

- Students will require different curricula, instructional modalities, etc... to learn appropriate behavior
- We need to teach expectations/rules and appropriate behaviors as effectively as we teach academic skills



Administrative Responsibilities

Teaching Appropriate Behavior

- Assist the team with developing effective ways to teach appropriate behavior
- Provide leadership that promotes the idea that teaching of behavior requires the same commitment to excellence as teaching of academic skills
 - Encourage teachers to incorporate expectations into their lesson plans



Administrative Responsibilities

Teaching Appropriate Behavior

- Participate in the teaching of staff and students
- Provide time for teacher to teach the expectations and rules at the beginning of the year and boosters throughout the year
- Give faculty time to either develop a book of lesson plans or research buying a curriculum
 - Assist team into seeing what the district already has



Developing a School-wide Reward System



Why Develop a School-wide Reward System?

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming disciplinary measures



Administrative Responsibilities

Developing a Reward System

- Use the reward system self-check to evaluate your approach
- Cheerlead and encourage!
- Teach and gently correct for errors
- Make certain that rewards are for behaviors that reflect your school expectations and rules



Administrative Responsibilities

Developing a Reward System (continued)

- Vary the reward frequently
- Pursue outside community support/partnerships
- Encourage all staff (including cafeteria workers, custodians, etc) to reward kids
- REWARD STAFF (following referral process, teaching expectations, rewarding kids, etc)



Implementing School-wide PBS



School-Wide PBS: Specific Action Plan

Include the development, implementation, and management activities of your plan.
All critical elements should be addressed within your action plan.

Critical Element	Action/Activity	Who is responsible?	When will it be started?	When will it be completed ?	When will we evaluate it?
# ____					
# ____					
# ____					
# ____					

Critical Elements

1. PBS Team established (membership, meeting times, leader, roles, mission)
2. Basic behavioral principles taught/reviewed with staff
3. Faculty commitment is obtained and maintained throughout the school year
4. Existing discipline data system is meaningful, data entered weekly and analysis plan established
5. Discipline referral form compatible with SWIS
6. Behaviors defined & categorized (minor/major)
7. Discipline referral process established and flow chart developed
8. Develop a Crisis Plan integrated into overall safety and PBS plans
9. Consequences hierarchy developed (for classroom & office)
10. Expectations developed (3-5 positively stated)
11. Rules developed for specific settings
12. Lesson plans developed for teaching expectations/rules
13. Reward/recognition program established (what, when, how)
14. Plans developed for training staff and students and involving families and community
15. Implementation plan established (what's going to happen, when, how)
16. Evaluation of PBS activities (How are we doing? What needs to be modified, maintained or terminated?)

Critical Elements

(abbrev.)

- Establish a team/collaboration
- Faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms/definitions
- Establish expectations & rules
- Develop lesson plans & teach
- Create a reward system
- Refine consequences
- Monitor, evaluate, and modify



Administrative Responsibilities

Implementing

- **Allocate time and resources to ensure that training of staff, students, parents, etc. occurs**
 - **Schedule PBS team meetings and trainings in advance and place on the master calendar**
- **Realize that implementation is a multi-year process with lots of barriers and successes**



Administrative Responsibilities

Implementing (continued)

- Be willing to “get in the trenches” with your team and your staff
- Seek support if there are barriers that your best efforts cannot overcome



Evaluating the Progress of PBS Efforts



Administrative Responsibilities

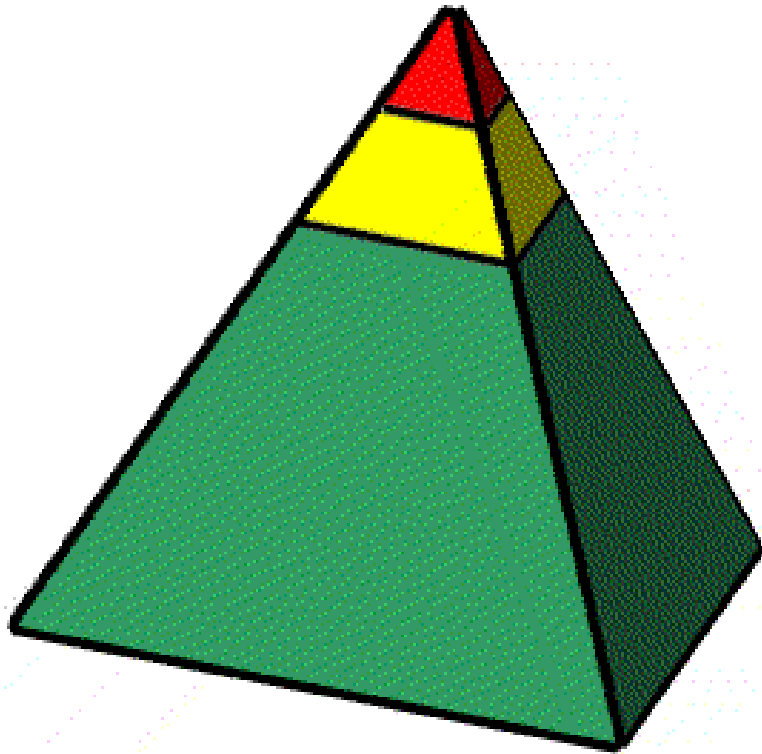
Evaluating the PBS Process

- Assuring that the team has access to the data to make decisions
- Providing feedback to staff based on the outcomes of the data collection/evaluation
- Use combined results to identify ways improve the PBS program and process
 - Benchmarks - program elements
 - Staff feedback - issues of relative importance
 - Team process – effectiveness/efficiency
- Establish new Action Plan for coming year



Establishing a Comprehensive PBS System





Congratulations! What's Next?

- After successfully establishing school-wide behavior support you may find:
 - Individual students who continue to exhibit significant behavior problems
 - A group of students with similar behavior issues
 - A particular classroom experiencing behavior problems with a number of students



Administrative Responsibilities

Developing a Comprehensive PBS System

- Understand the different levels of support (universal, classroom, supplementary, and intensive student) in a comprehensive system
- Support, encourage, and participate with the team in moving into the different levels
- Communicate with District Coordinator on needs for training and support for “next steps” after school-wide is implemented with fidelity



Contact Information and Resources

FL - PBS Project

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OSEP Center on PBIS

- Website: <http://www.pbis.org>

