



# Implementing SWPBS in High Schools

Don Kincaid



Florida Department of Education  
Dr. Eric Smith, Commissioner



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



# Topics for Discussion

- PBS Overview
- Project Overview
- State Data
- High School Issues
- High School Case Study
- Successful Activities
- Resources



# What is Positive Behavior Support?

- The application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures

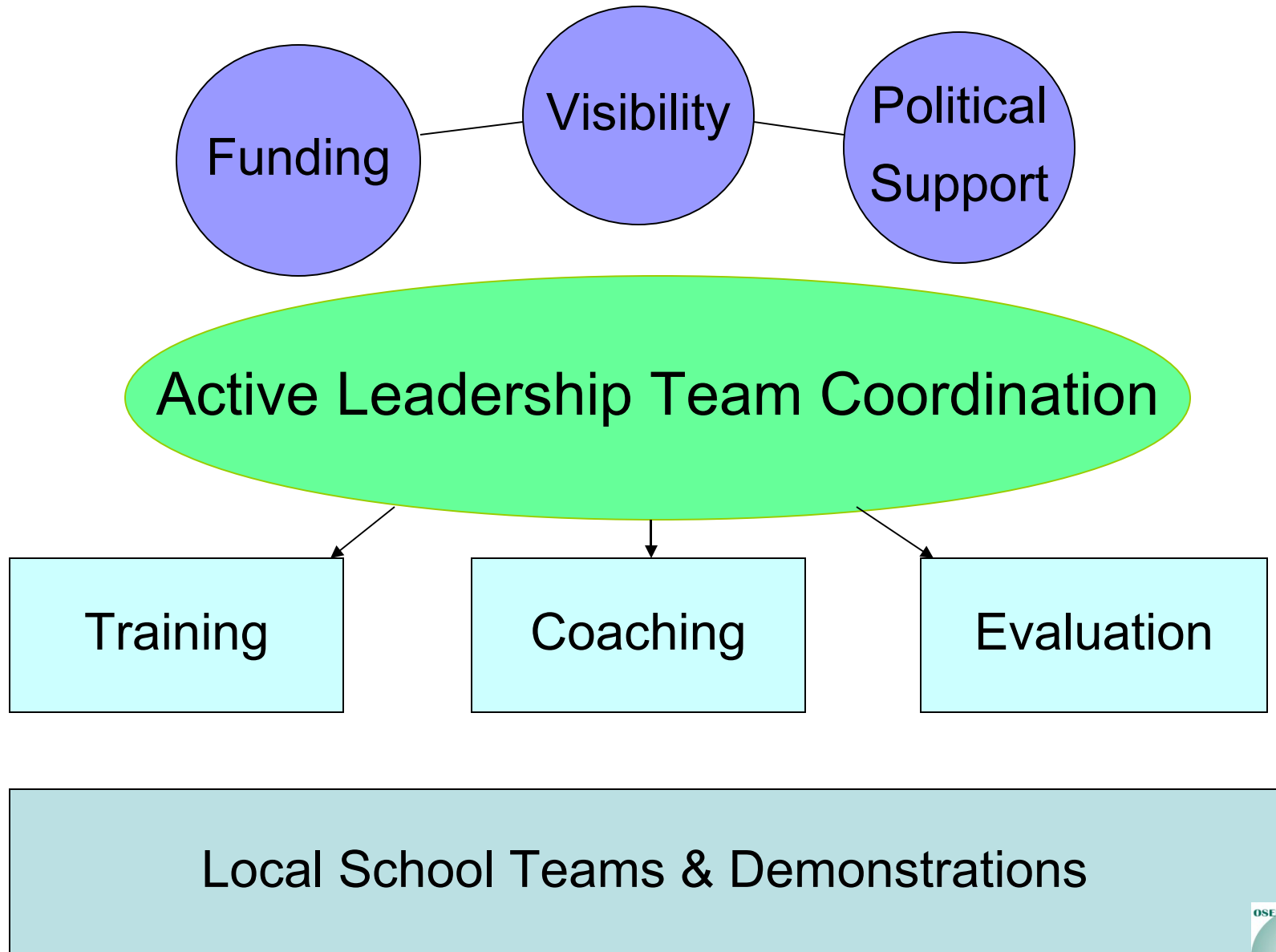


# Positive Behavior Support...

- Aims to **build effective environments** in which positive behavior is more effective than problem behavior
- Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior
- Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes



# PBS Systems Implementation Logic





# Tier 1 PBS Training Modules

## Day 1

Introduction to School-wide Positive Behavior Support  
Establishing a Foundation for Collaboration and Operation  
Building Faculty Involvement  
Establishing A Data-Based Decision-Making System  
Developing Appropriate Definitions of Problem Behaviors  
Developing Behavior Tracking Forms

## Day 2

Developing a Coherent Office Discipline Referral Process  
Developing Effective Consequences  
Identifying School-Wide Expectations  
Identifying Rules for Unique Settings

## Day 3

Developing a System for Teaching Appropriate Behavior  
Developing a School-Wide Reward System  
Implementing School-wide PBS  
Evaluating the Progress of PBS Efforts  
Establishing a Comprehensive PBS System



# Three-Tiered Model of School Supports & the Problem-solving Process

## ACADEMIC SYSTEMS

**Tier 3: Comprehensive & Intensive** *Students who need individualized interventions.*

**Tier 2: Strategic Interventions** *Students who need more support in addition to the core curriculum.*

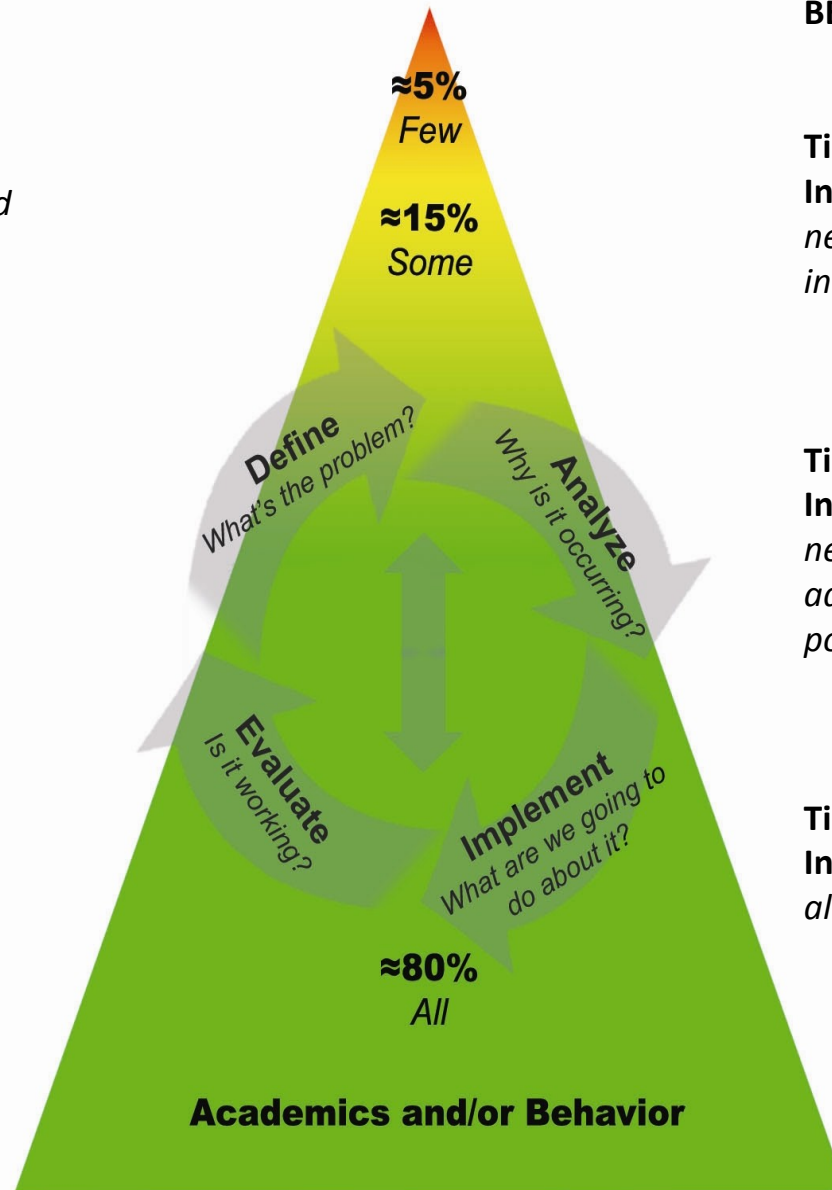
**Tier 1: Core Curriculum** *All students, including students who require curricular enhancements for acceleration.*

## BEHAVIOR SYSTEMS

**Tier 3: Intensive Interventions** *Students who need individualized intervention.*

**Tier 2: Targeted Group Interventions** *Students who need more support in addition to school-wide positive behavior program.*

**Tier 1: Universal Interventions** *All students in all settings.*



the  
by the State  
it Services,  
EA), Part B.

7



**USF**  
UNIVERSITY OF  
SOUTH FLORIDA

This p  
Unive  
of Flo  
throu

# PBS in High Schools



Florida Department of Education  
Dr. Eric Smith, Commissioner



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.





# PBS: How High Schools Differ

## In General

- School size varies
- Teachers see role as teaching behavior and academics
- Targeted behaviors are reflected in office referrals
- Teacher-student relationships are easily formed
- Easier to shape student behavior
- Outcome is educational gradual progress

## In High School

- Larger numbers of students and staff
- Teachers see role as teaching academics
- Targeted behaviors are reflected in attendance, performance, and office referrals
- Impersonal atmosphere
- Expectation of adult behavior
- Outcome is educational mastery and competitive achievement



# Universal Leadership Teams

## In High School

- Facilitate buy-in – may be difficult across grades, learning communities, departments
- Size and distribution of leadership
- Utilize departmental structures
- Account for diverse philosophies of education



# Teaching Expectations

## In High School

- Include students
- Use variety of teaching methods
- Do not rely on role play alone
- Incorporated into instruction
- Can include self-determination components
- Prepare your staff to teach behavior



# Responding to Problem Behavior

## In High School

- Office vs. Class vs. Dean vs. Security must be clear
- Consistency is difficult (teacher and administrator)
- Do not forget tardies- attendance
- Prepare your staff to redirect not confront/combat students



# Classroom Management

## In High School

- Prepare staff
- Discipline with Dignity
- Pre-teach, Teach and Re-teach
- Effective use of humor





# Recognizing Students for Meeting Behavioral Expectations

## In High School

- Rules vary across multiple settings
- Students may contact many more staff on a daily basis
- Behaviors of concern differ (attendance, tardy, etc.)
- Rewards must be valued – HS students do like “hokey” things!
- Do not try to solve academic deficiencies with behavioral rewards



# Enhancing PBS Success in High Schools

15



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



# Strategies

- PBS Plus
  - 1 year planning to build administrator and faculty buy-in prior to receiving training
- One grade level at a time
- Continued and frequent social skills groups across all staff and students
- Internal and external PBS Coaches
- Extended training to accommodate the larger school-based teams
- Administrator stability
- Student participation



# Pre-Training Steps

- Administrator must express buy-in
- Identify volunteers for team
  - May or may not have staff presentation
- Form team
- Team identifies areas to target in upcoming year
  - Buy-in, specific setting, parent support
  - Use data
- Formulate implementation plan



# Small Scale Implementation

- Have an implementation plan
  - Team meetings
  - Weekly, monthly rewards
  - Least amount of work for faculty
- Focus on one setting or behavior
  - Use data to determine starting point
- Small reward component





# Building Staff Buy-In

- Main focus of activities prior to training
- May take a year or longer to obtain 80%
- Ensure involvement of all stakeholders
  - Parents
  - Students



# Getting, Keeping, and Maintaining Staff Buy-In

- Least amount of work for those not on team
- Big bang effect—small focus with largest effect
- Share data and celebrate success
- Reward staff behavior
- Survey staff AND make changes based on survey results



# Student, Parent, & Faculty Input

- What are the top behavior concerns on campus?
- What consequences should be used for problem behavior?
- What expectations and rules should the school focus on?
- What types of rewards should the school use?



# Student and Parent Involvement

- Key stakeholders
- Get input and make changes based on results
- Student buy-in will change faculty behavior
- Parental support will foster relationships between school, students, and faculty
  - Greater support for administrative and faculty decisions



# Team Training

- Throughout year of pre-training, assist team to:
  - Use data
  - Use the problem-solving process
    - Behavior and academics
  - Identify weak system components
  - Learn and use principles of behavior





# Role of TA Provider

- Must build rapport with faculty
  - Spend time on campus observing, listening to faculty concerns
  - Allow faculty to feel as is “their own”
    - Cannot come in and tell what to do
    - Assist them in seeing problems and identifying solutions



# Post-Training

- Cannot withdraw assistance
- Will need greater support than other schools
  - Present at team meetings
  - Assistance in implementing, using data, problem-solving process
- Fade assistance out systematically



# Resources

- Great article on professional development
  - [www.ku-crl.org/archives/pd/partnership.html](http://www.ku-crl.org/archives/pd/partnership.html)
- High Schools and PBS
  - [www.pbis.org/highschool.htm](http://www.pbis.org/highschool.htm)
- Tennessee Examples
  - <http://web.utk.edu/~swpbs/>



# High School References

- Bill and Melinda Gates Foundation reports
  - [www.gatesfoundation.org/nr/downloads/ed/policy.pdf](http://www.gatesfoundation.org/nr/downloads/ed/policy.pdf)
- Joint Center for Poverty Research
  - [www.cpr.maxwell.syr.edu/faculty/smeeding/classes/ppa/](http://www.cpr.maxwell.syr.edu/faculty/smeeding/classes/ppa/)
- Office of the Superintendent of Public Instruction
  - [www.k12.wa.us/research/pubdocs/pdf/9characterfor%20S](http://www.k12.wa.us/research/pubdocs/pdf/9characterfor%20S)



# More High School References

- National Center for Educational Statistics (2003). Violence and crime at school - public school reports.
  - <http://nces.ed.gov/pubs2004/crime03/7.asp?nav=2>
- Office of Vocational and Adult Education, High School Leadership Summit, 2004
  - <http://www.ed.gov/about/offices/list/ovae/pi/hsinit/papers/index>.
- National Governor's Association (2003). Reaching new heights: A Governor's' guide to turning around low-performing schools.

[www.nga.org/cda/files/0803REACHING.PDF](http://www.nga.org/cda/files/0803REACHING.PDF)



# High School Articles

## •HIGH SCHOOL SWPBS IMPLEMENTATION:

•Bohanon, H., Eber, L., Flannery, B., & Fenning, P. (2007). Identifying a roadmap of support for secondary students in school-wide positive behavior support applications. *International Journal of Special Education*, 22(1), 39-59.

## •SECONDARY/CLASSROOM SUPPORTS IN HIGH SCHOOLS:

•Moroz, K., Fenning, P., & Bohanon, (under review) The Effects of guided practice, publicly posted feedback, goal setting, and acknowledgement on classroom tardies in an urban high school implementing school wide positive behavioral supports.

## •HIGH SCHOOL DISCIPLINE POLICIES AND PBS:

•Fenning, P., Golomb, S., Gordon, V., Kelly, M., Scheinfeld, R., Banull, C. et al. (in press). Written discipline policies used by administrators: Do we have sufficient tools of the trade? *Journal of School Violence*.

29



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



# Contact

Don Kincaid

- FL PBS Project: Director
- OSEP TA Center on PBIS: Research Partner

Phone: (813) 974-7684 Fax: (813) 974-6115

Email: [kincaid@fmhi.usf.edu](mailto:kincaid@fmhi.usf.edu)

State Website: <http://flpbs.fmhi.usf.edu>

National Website: [www.pbis.org](http://www.pbis.org)

