Education is the most powerful weapon which you can use to change the world.

Nelson Mandela
Goals

- To celebrate this year’s accomplishments
- To assess supports needed for next year and to plan for sustainability
- To identify interventions to meet your school’s needs
Agenda

- Introductions
- Reflections
- Analyze your data
  - SET, BoQ, discipline data, informal surveys, etc.
- Overview of targeted interventions for Tier 1 & 2
- Lunch
- Break-out sessions
- Action planning
Materials

- Blue Folder
  - Agenda
  - PowerPoint handout
  - Action Planning Guide
  - Targeted Intervention Sheet
  - Assessing Targeted Interventions Form
  - Action Plan for Implementing Targeted-group Interventions
  - Stages of Team Development
  - Strategies for Effective Behavior Management

- Envelope
  - Results from the SET, BOQ, StarWeb data system
  - One form to record names, PID #s for compensation
  - Flashdrive (“Cartoon Stick”)

- Flashdrive
  - Materials for Universal Systems, Tier 2, Tier 3
  - Returning Team Training
  - Break-out Sessions

- PBS Pads

- Classroom Management Book
Welcome to PBS: A Year in Review

Terry Scott

Cindy Anderson

Team Check-up

Spring Forum
Welcome to PBS: A Year in Review

Videos

Celebrations

JDC BBQ

In celebration of
Respecting Ourselves, Each Other and Property
Join us for good food, games and fun!

Date: Wednesday, June 17th, 2009
Time: 11:00 a.m. - 2:00 p.m.

"To get somewhere you have never been, you have to do something you have never done!"

http://animoto.com/play/0mlq3NSbZdsNU1VKyCf0qQ
Welcome to PBS: A Year in Review

School Climate Survey Responses from School Administrators of PBS Schools in Loudoun County Public Schools (n=22)

- **BEFORE Implementing PBS**
  - My school promotes common expectations and teaches appropriate student behaviors.
  - The school climate for staff and students is positive.
  - The learning environment is free of undesirable student behaviors.
  - Students exhibit socially-desirable behaviors.
  - Students are motivated for learning.
  - Our school has strategies to decrease problem behaviors.

- **AFTER Implementing PBS**
  - The school climate for staff and students is positive.
  - The learning environment is free of undesirable student behaviors.
  - Students exhibit socially-desirable behaviors.
  - Students are motivated for learning.
  - Our school has strategies to decrease problem behaviors.

Ratings (1 - Strongly Disagree to 5 - Strongly Agree)
Satisfaction Level of School Administrators for Improving Student Behavior in Targeted Areas of the School (n=22)

Ratings (1 - Least to 5 - Most)

BEFORE Implementing PBS  AFTER Implementing PBS

- Cafeteria
- Hallways
- Playground
- Bathrooms
- Common Areas
- Office Referrals using Check-In Check-Out
- Locker Area
- Buses
- Physical Education
- Using Data for Behavior Interventions
- On-Time to School
Schoolwide Evaluation Tool Scores

Schools

SET Scores

SET scores 2007
SET scores 2008
SET scores 2009
REFLECTIONS

2008 – 2009 School Year
Questions to Consider...

- What are the three top concerns in your school?
- Have you conducted an activity to survey the top three concerns in your school setting?
- How did you share it?
- What was the outcome?
- Did their concerns match with the most frequent reasons for office referrals?
- If not, where is the disconnect?
- How does this relate to buy-in?
Reflection Questions

- Does your mission statement align with your PBS expectations?

- Do your PBS expectations align with your mission & vision statements in your SIP?

- Do you have an SIP? Have you developed your Vision Statement? Have you developed your Mission Statement?
Reflections Questions: Team

- Do you have representation?
- Does everyone participate?
- Do meetings run efficiently?

Remember: Forming, Storming, Norming, Performing
Reflection Questions

1. > 80% support from staff?

2. What did or did not work to get faculty buy-in?

3. What does your team need to do to get more faculty input on the critical elements?

4. How does your team share data with the faculty?

5. What strategies might help you get greater faculty buy-in?
Reflection Questions: Definitions

1. Are all terms on your discipline referral defined?

2. Did you get faculty input on the definitions?

3. Do you need to review and revise any definitions of problem behavior? If yes, which ones?
Does the staff at your school consistently fill out the form correctly?

- If “No”, provide some suggestions for ways to retrain the staff
Reflection Questions: Referral Forms

- Does your school use a minor or classroom behavior tracking form?
  - If "Yes":
    - are staff consistently using the form?
    - are staff correctly using the form?
  - If you answered “No”:
    - What are some suggestions for retraining your staff on using the minor form?
Reflection Questions: Referral Process

1. Do you have a coherent discipline referral process with procedures for handling minor, major and crisis situations?

2. Has the discipline referral process been reviewed with all faculty this school year?

3. Are all faculty following the current discipline referral process? Explain why or why not.

4. If faculty are not following the process what do you think needs to be done so that all faculty are following it? Do you think the team needs to review and revise the process? If yes, what suggestions do you have to make it better?
Reflection Questions: Data Decisions

- Evaluate progress toward school-wide goals
- Identify new hot spots
- Identify “at risk” students
Reflection Questions: Data Decisions

1. Has your PBS team been reviewing other sources of data on a regular basis?
   - If “yes”, what types of decisions have the data informed?
   - If “no”, how might the data inform decision-making?

2. What trends are apparent in your data (both strengths and weaknesses)?

3. What objective and measurable goals could be set for school improvement based on these data?
   - Example, increase percentage of students feeling safe from 72% to 80% by 2009/2010 school year

4. What additional information could be used or collected to better understand these data?

5. How are you (or could you) sharing these data with school staff, parents, and students?
Reflection Questions: Acknowledgement Program

Is the current Acknowledgement System:

- Easy to incorporate into daily activities?
- Portable enough so teachers can recognize students who are not in their classes?
- Only allowing for rewards to be delivered contingent on desired behaviors?
- Refraining from threatening the loss of rewards?
- Allowing for all students to be eligible to earn rewards throughout the day everyday?
- Using an array of rewards to maintain student interest?
Reflection Questions (continued)

- What are the strengths of the Acknowledgement System?
- What areas need to be improved? What are some suggestions that you have to improve the system?
- Does the current system have an opportunity for teachers and staff to earn rewards?
5 Love Languages
Gary Chapman, PhD

- Quality time
- Words of affirmation
- Acts of service
- Gifts
- Physical touch
Looking at Last Year’s Data...

... to plan for next year
Activity
1. Identify, based on your data, where you need to focus your efforts next year.

2. Specify **needed programs or interventions** for successful implementation.

3. Identify systems already in place to address the needs of students in each tier at your school.
Remember

Common misperception is that these strategies will “fix” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff are often involved in the intervention – Important to stress that these interventions will require high level of involvement among ALL staff within the school building
When do we move to Small Group/Targeted Interventions?

• When universals not sufficient to impact behavior

• When data shows that students display chronic patterns

• When concerns arise regarding students’ academic or social behavior
What is the benefit of secondary interventions?

- Support students starting to act out (not engaged in dangerous or severely disruptive behavior)
- Support students with problem behavior across day and settings
- Prevent future problem behavior
- Screening and identification
“Treat every behavior problem like an academic problem.”

Pat Quinn
Academic problems often precede behavior problems

Behavior problems often precede academic problems

It is the chicken and the egg!
What improves behavior in the classroom?

• Active engagement
• Opportunities to respond
• Differentiated instruction
Learning Community Expectations

• Enter classroom quietly and prepared.
• Follow directions.
• Begin work promptly + stay on task + work until done.
• Listen while others speak.
• Signal to speak.
• Use respectful language.
• Keep hands, feet, and objects to yourself.
Social Skill Lessons . . .

• Teach students the behavioral skills needed to be successful in the school environment.
### Types of Social Skills

<table>
<thead>
<tr>
<th>Survival Skills</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening</td>
<td>• Sharing</td>
</tr>
<tr>
<td>• Following directions</td>
<td>• Asking for permission</td>
</tr>
<tr>
<td>• Ignoring distractions</td>
<td>• Joining and activity</td>
</tr>
<tr>
<td>• Using “nice talk”</td>
<td>• How to wait your turn</td>
</tr>
<tr>
<td>• Rewarding yourself</td>
<td>• Waiting for adult attention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Solving Skills</th>
<th>Conflict Resolution Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asking for help</td>
<td>• Dealing with teasing</td>
</tr>
<tr>
<td>• Accepting consequences</td>
<td>• Dealing with anger</td>
</tr>
<tr>
<td>• Setting a goal</td>
<td>• Dealing with peer pressure</td>
</tr>
<tr>
<td>• Deciding what to do</td>
<td>• Dealing with fear</td>
</tr>
<tr>
<td>• Avoiding trouble</td>
<td>• Dealing with losing</td>
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</tbody>
</table>
Check-in Check-out

CICO is a type of secondary prevention strategy that targets students at-risk for problem behavior (5-15% of the student population). Secondary prevention strategies like CICO work best for students who do not respond to universal, school-wide interventions and do not engage in dangerous or extremely disruptive behavior.

(Crone, Horner, & Hawkins, 2004)
Check-in Check-out

• Voluntary for students

• Clearly defined goals and expectations

• Instruction on behavior expectations and appropriate social skills

• Daily check-in and check-out with positive adult mentor

• Increased acknowledgement

• Increased home-school communication

• Progress monitoring  

(Tobin & Sugai, 2005)
Student Recommended for CICO

CICO is Implemented

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

Bi-weekly CICO Team Meeting to Assess Student Progress

CICO Coordinator Summarizes Data For Decision Making

Revise Program

Exit Program

Check-in, Check-out Process
<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Your Personal Best</th>
<th>Teacher initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Keep hands, feet, and objects to self</td>
<td>Use kind words and actions</td>
<td>Follow directions</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
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<tr>
<td>Recess</td>
<td>0 1 2</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Class</td>
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</tbody>
</table>

Total Points = 50

Today ___________%
Goal ___________%
Why does CICO Work?

• For students
  o Applied in all school locations
  o Acknowledgement for appropriate behavior
  o Correct behavior prompted throughout the day
  o School and home support
  o Attention from adults & peers
  o Program is organized to morph into self-monitoring

• For Schools
  o Minimal time and effort from teachers
  o Easily modified to meet needs of multiple students
  o Data-based decision-making
Monitoring CICO

• Identified CICO Team
  o Identifies students who may benefit
  o Coordinates implementation
  o Reviews student progress
  o Makes modifications as needed

• Data for decision making
  o Team must have access to data
  o Team reviews data at least bi-monthly
Monitoring Outcomes

- Percent of possible points earned
- Teacher-completed summaries
- Direct observations
Data Management

• Summarize points across days
  o Manually
  o Electronically

• Graph data for easy presentation
Daily Data Used for Decision Making

Ryan's BEP Performance
2000-2001

<table>
<thead>
<tr>
<th>Date</th>
<th>Percentage of Points</th>
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<tbody>
<tr>
<td>03/07</td>
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<tr>
<td>03/08</td>
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<td>03/09</td>
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<tr>
<td>03/13</td>
<td></td>
</tr>
<tr>
<td>03/14</td>
<td></td>
</tr>
</tbody>
</table>
Daily Data Used for Decision Making

Rachelle's BEP Performance 2000-2001

Percentage of Points

Date

02/05 02/08 02/13 02/20 02/23
Removing Components of CICO

- Gradually decrease checks during the day (keep check in and out)
- Remove check out
- Remove parent feedback
- Remove check in
- Monitor behavior throughout
Break-out Sessions

- Making Data Work for You
- Understanding Behavior: The Key to Problem Prevention
- PBS in the Classroom
  - Elementary
  - Secondary (one session)
- Maintaining the Momentum with your Faculty (one session)
- ERASE Problem Behavior
- Check-in, Check-out: One School’s Story
Acknowledgements

• George Sugai, University of Connecticut
• Rob Horner, Anne Todd, Amy Kauffman-Campbell, Jessica Swain-Bradley, University of Oregon
• Susan Barrett, PBIS Maryland
• Tim Lewis, University of Missouri
• T-TAC Effective Schoolwide Discipline Initiative
Resources

- LCPS PBS website
  - www.loudoun.k12.va.us to Pupil Services

- National PBS website
  - www.pbis.org

- Cathy Shwaery, Behavior Support Coordinator
  - 571 – 252 – 1572
  - Cathy.Shwaery@loudoun.k12.va.us