

Implementing District-Wide Positive Behavior Supports Abington School District

Ms. Judy Bomze, Director of Pupil Services
Ms. Carla Greene, Principal Overlook Elementary
Dr. Mark Pellico, Supervisor of Pupil Services
Dr. Lorraine Trollinger, Principal Abington Junior High

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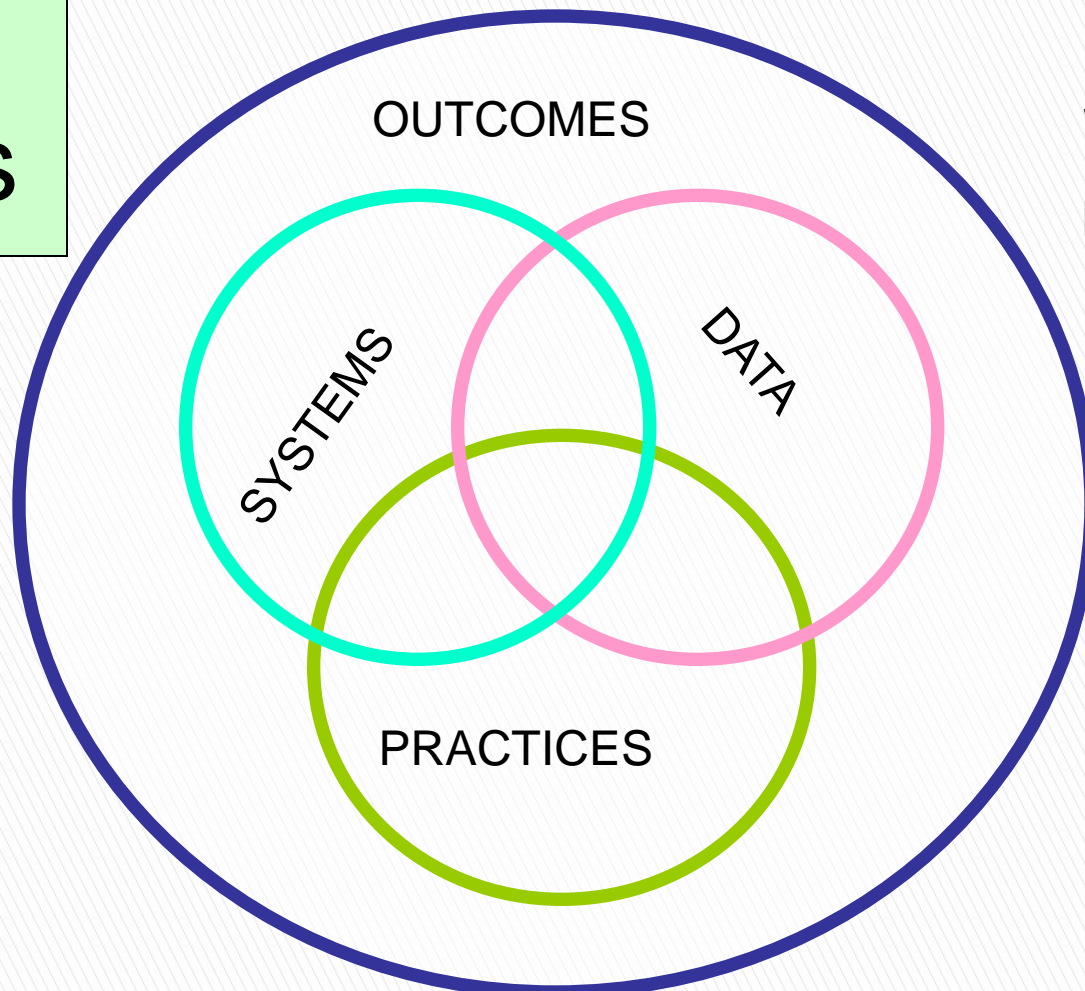
Abington School District: District-Wide Positive Behavior Support

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Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior

**IMPLEMENTATION
INTEGRITY &
ACCOUNTABILITY**

**TEACHING &
ENCOURAGING**

**CONTINUUM OF
EVIDENCE-BASED
INTERVENTIONS**

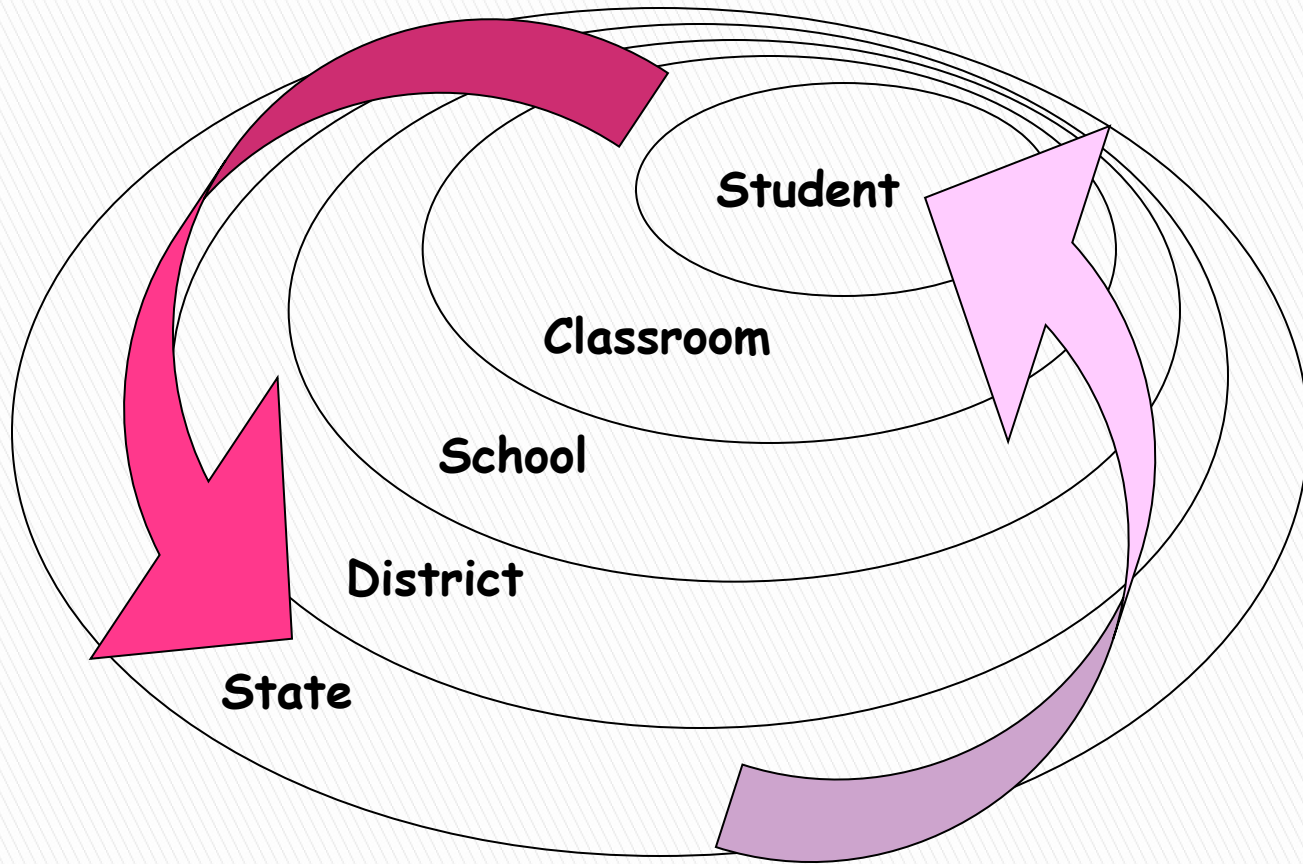
**DATA-BASED
DECISION MAKING
& PROBLEM
SOLVING**

SWPBS

PREVENTION

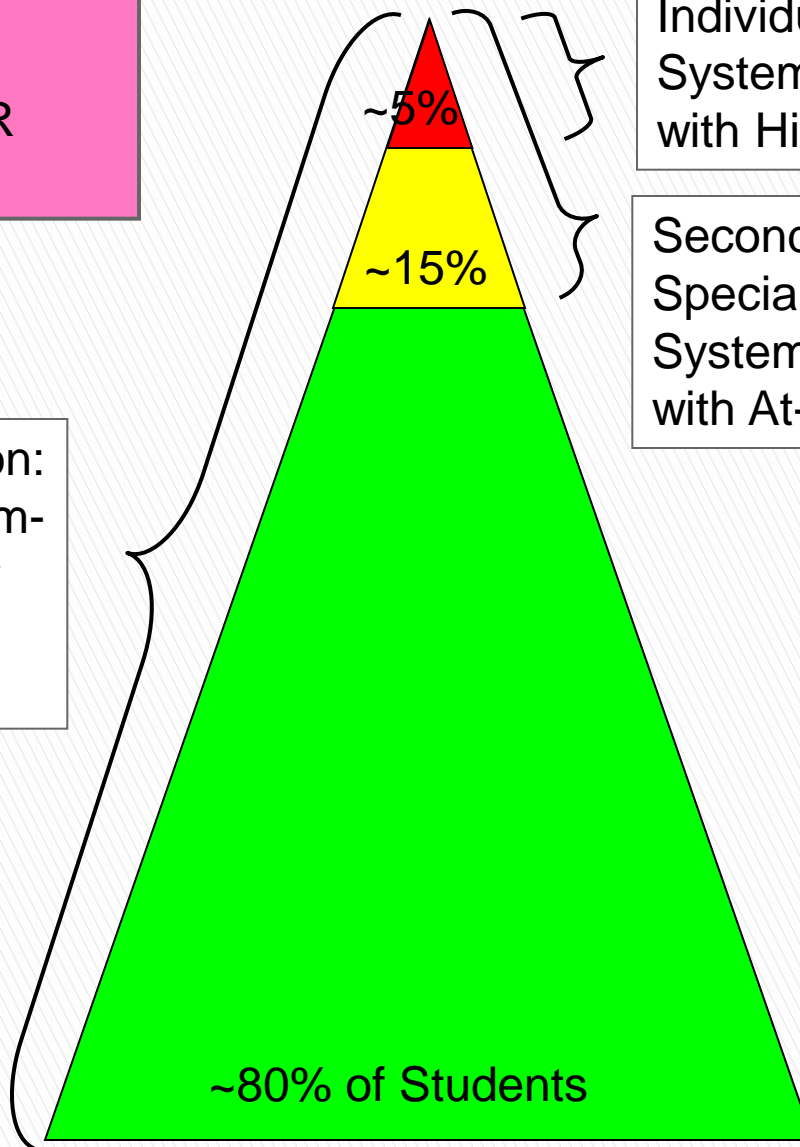
**CONTINUOUS
PROGRESS
MONITORING**

Implementation Levels



**CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT**

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

FOUNDATION for DISTRICT WIDE POSITIVE BEHAVIOR SUPPORT

- ▶ District Strategic Plan
 - Chapter 12 - Student Services
 - Action Plans
 - Use of data

- ▶ Superintendent's Committee
 - Action Plans
 - Report to Board of School Directors


PATTAN Technical Support and Training



DISTRICT SUPPORT for SWPBS

- ▶ External coaches
- ▶ District SWIS Facilitator
- ▶ District-Wide Leadership/Taskforce Team
- ▶ District initiatives
- ▶ District surveys
- ▶ SBBH Grant

EXTERNAL COACHES

- ▶ Liaison between school teams & district/state leadership team
 - ▶ In-district consultants for school based teams
 - ▶ Local resource for data-based decision making
 - ▶ Facilitate ongoing staff training
- 

DISTRICT DATA FACILITATOR

- ▶ SWIS
- ▶ “Homegrown” data collection system
- ▶ Software package
- ▶ Tier 2 and Tier 3 progress monitoring data

DISTRICT WIDE SCHOOL CLIMATE COMMITTEE

▶ *Members*

- Representatives from SWPBS core team from each school
- Parents
- Students

▶ *Logistics*

- Meet quarterly
- Meet at a central location
- Meet after school hours
- Complete curriculum projects

DISTRICT WIDE SCHOOL CLIMATE COMMITTEE FUNCTIONS

- **Coordination**
 - **Communication**
 - **Training**
 - **Evaluation/Data**
 - **Resources**
- 


OFFER VISION AND DEVELOPMENT PLAN

- ▶ Providing Vision
 - Painting big picture & teaching schools how the Tiers of PBS fit together & build on each other
 - Establish clear commitments required for school participation

- ▶ Organize trainings & meetings
 - Provide frequent reminders of meetings

- ▶ Progressive development of programs
 - Provide pointers for getting staff buy-in
 - Catering to differing needs of schools
 - Elementary v. Middle School v. High Schools

FOSTERING BUY-IN & SUPPORT

- ▶ Make PBS visible thru frequent updates and communication w/ staff
 - ▶ Seek feedback from all staff
 - ▶ Administrative support and participation is essential
 - ▶ Build in incentives for staff participation
 - ▶ Start with focus on prominent area of concern among staff
- 


ASSESSMENT & DATA COLLECTION

- ▶ Only collect data that you are going to use & share with schools
 - Monitor SWIS data
 - School-wide Evaluation Tool (SET)
 - Benchmark of Quality (BOQ)
 - Team Implementation Checklists (TIC)
 - End of Year Interview
 - PBS Survey – Self-Assessment and School Safety Surveys
 - Tier 2 and Tier 3 Progress Monitoring (CISS)

Tools

- ▶ PBS Profile Report
- ▶ SWPBS meeting agenda/minutes form
 - Used to guide teams through meeting process & using data
- ▶ FBA/BSP forms and supports
- ▶ Progress update worksheets
- ▶ Make materials accessible and available
 - Provide on-line, on disk/cd, and paper copies

CENTRAL STAFF ROLE

- ▶ Our role is to make things as easy as possible for SWPBS implementation
 - ▶ The quicker, easier, and more convenient we can make it, the more likely they are to do it
 - ▶ The clearer the connection between SWPBS and district policies, the better
- 

Team Sharing & Communication between Schools & District

District Leadership meetings

- Team Leaders & district PBS Coordinator
 - Accountability – turn in progress updates & materials
 - Share needs/concerns – training & resources
 - Teams share ideas

PBS Showcase – Make success visible!!!

- Schools show off hard work & share ideas
- Share successes with District administrators and school board

Actively Promote Continuing Development of PBS Systems

Continuing Development

- Classroom support systems
- Active Supervision training
- Targeted Group Intervention
- Link with Community Resources & Programs
- Second Step implementation
- Merging roles of counselors into PBS
- Connecting PBS efforts (particularly function-based intervention) with pre-referral team (SST, CST, etc.)

Plan for Transitions between School Years

- ▶ Probably the most challenging time for schools in sustaining PBS
- ▶ Kicking off PBS in the first weeks of school is important
- ▶ Support and coach teams to be prepared for the first week of school
 - Get principals and team leaders thinking about next fall in the spring
 - Use training time in the spring for teams to prepare for the upcoming school year
 - Check-in with principals & SW PBS Team Leader before teachers get to school
 - Provide strategic support for schools that are struggling or with new principals coming in

SWPBS at Overlook

Ms. Carla Greene, Principal

"GIVE ME FIVE!"

Eyes on speaker

Hands in lap

Ears listening

Feet still

Mouth closed



Overlook EXPECTATIONS



I will respect others.

I will be responsible for me.

I will cooperate with others.

I will be kind to others.

I will be honest with other and myself.

I will always do my best.



Restroom Expectations

RESTROOM EXPECTATIONS

I will respect others.

- ▶ **Listen** to any adult in charge.
- ▶ **Keep** hands and feet to self.
- ▶ **Stay** in one's "personal space."
- ▶ **Respect** privacy.

I will be responsible for me.

- ▶ **Use** time wisely.
- ▶ **Place** paper towels in waste basket.
- ▶ **Take** care of school property.
- ▶ **Leave** doors unlocked when not in use.
- ▶ **Walk** when entering and exiting.

I will cooperate with others.

- ▶ **Wait** patiently for your turn.

I will be kind to others.

- ▶ **Keep** hands and feet to self.

I will be honest with others and myself.

- ▶ **Admit** when you're wrong.
- ▶ **Tell** the truth always.

Hallways, Stairs, Arrival, Dismissal

HALLWAYS, STAIRS, ARRIVAL, and DISMISSAL EXPECTATIONS

I will respect others.

- ▶ **Listen** to any adult in charge.
- ▶ **Walk** silently.
- ▶ **Keep** hands and feet off others and walls.
- ▶ **Face** the front of the line.

I will be responsible for me.

- ▶ **Take** the correct route to your destination.
- ▶ **Go** where you are told.
- ▶ **Observe** silent passage.

I will cooperate with others.

- ▶ **Stay** with your line.
- ▶ **Stay** to right side on stairs and in hallways.
- ▶ **Follow** the school rules.

I will be kind to others.

- ▶ **Keep** hands and feet to self.
- ▶ **Stay** with your line.
- ▶ **Use** appropriate language.

I will be honest with others and myself.

- ▶ **Admit** when you're wrong.
- ▶ **Tell** the truth always.

Classroom Expectations

I will respect others.

- ▶ Listen to any adult in charge.
- ▶ Keep hands and feet to self.
- ▶ Listen & keep eyes on speaker.
- ▶ Stay in one's "personal space."
- ▶ Ask first before taking.
- ▶ Accept others' ideas and opinions.

I will be responsible for me.

- ▶ Complete assigned class work.
- ▶ Clean up own area.
- ▶ Take care of personal/school property
- ▶ Return materials when asked. (homework, library books, permission slips, etc.)
- ▶ Follow directions.
- ▶ Take home what you're expected to.
- ▶ Leave home what you don't need in school.
- ▶ Use time wisely.
- ▶ Respond quickly to give me 5 signal
- ▶ Gum chewing is not allowed anywhere.

I will cooperate with others.

- Raise hand and wait to be called on.
- Wait patiently for your turn.
- Share materials.
- Work as a team.
- Resolve conflicts peacefully

I will be kind to others.

- Say only nice things to others.
- Use appropriate language.
- Include everyone.
- Be helpful to others.
- Be sensitive to others' feelings.

I will be honest with others and myself.

- Admit when you're wrong.
- Return things that belong to others.
- Tell the truth always.

Rewards

Think First Tickets

School Store



Gold Card Night

Raffle

Open Gym

Staff Modeling of Behaviors

Mentor Program

Extra Duty Clubs

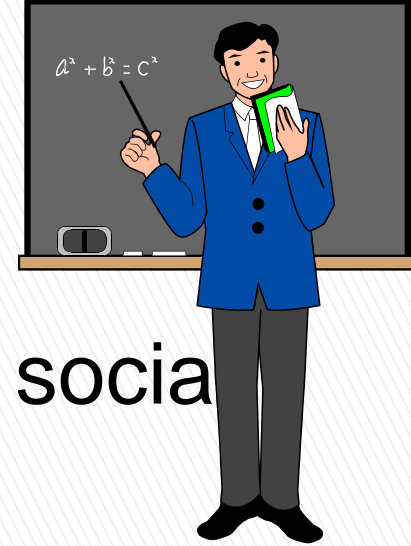
Special Events

Classroom Meetings

Stop and Think Process

- ▶ Decrease their immediate and often impulsive and emotion reactions to situations.
- ▶ Evaluate social situations more objectively.
- ▶ Identify good and bad choices and their respective outcomes and consequences.
- ▶ Choose specific social skills in an effective manner.
- ▶ Reinforce themselves when they have been successful.

Five Step Teaching Process



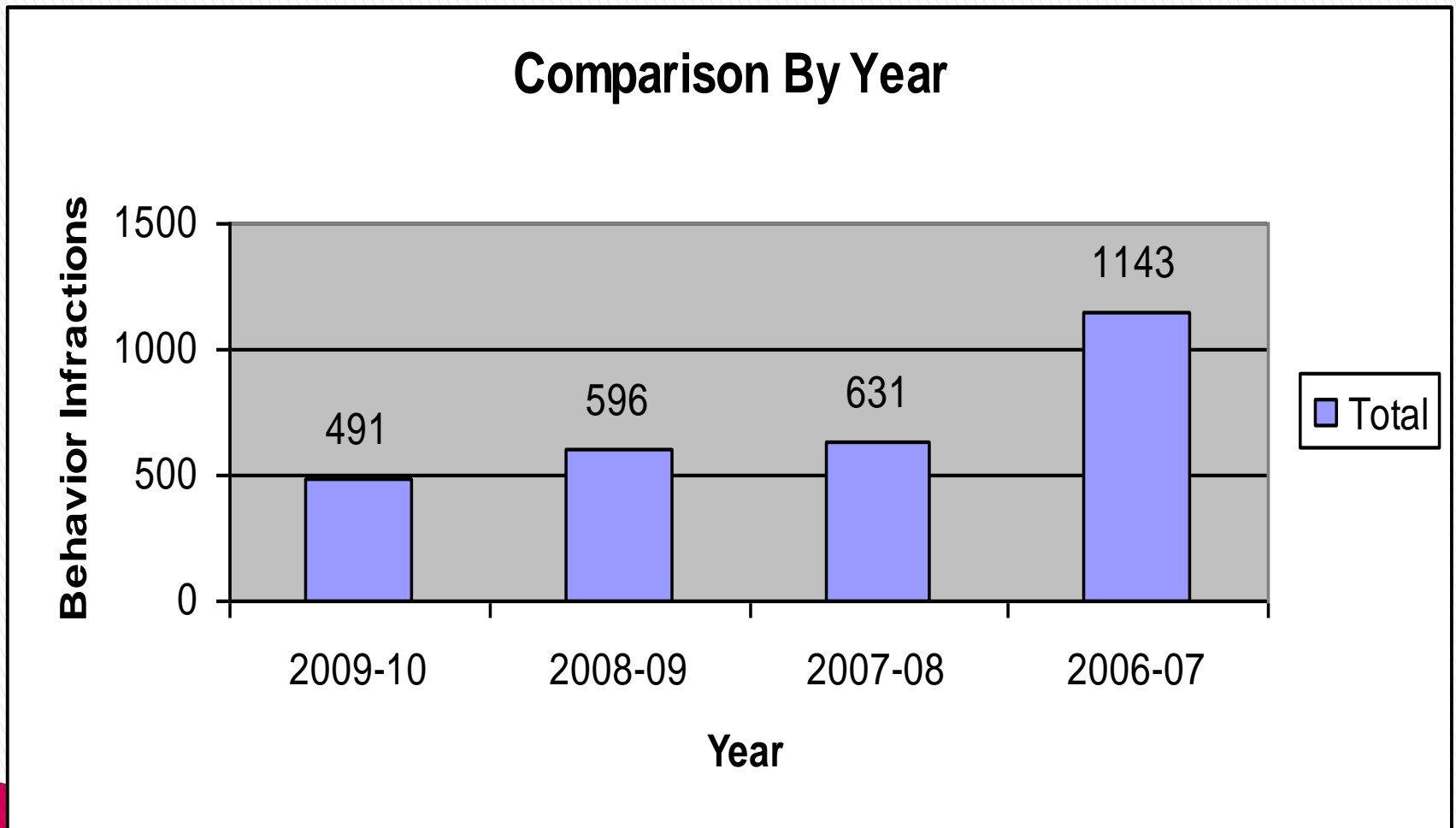
1. Teaching the steps of the desired social skill.
2. Modeling the steps and the social skills
3. Role Playing and providing practice
4. Giving Performance Feedback to students
5. Apply, use and reinforce the skills

A note on Teachable Moments

The Three Types of Teachable Moments

- 1) When students have successfully demonstrated an appropriate social skill.
- 2) When students have made a “Bad Choice” by demonstrating an inappropriate social skill.
- 3) When students are faced with a problem or situation that can be solved by choosing and using the appropriate social skill.

Behavior Infractions



Student Survey Sample Size

▶ K-----0

▶ 1st-----25

▶ 2nd-----53

▶ 3rd-----26

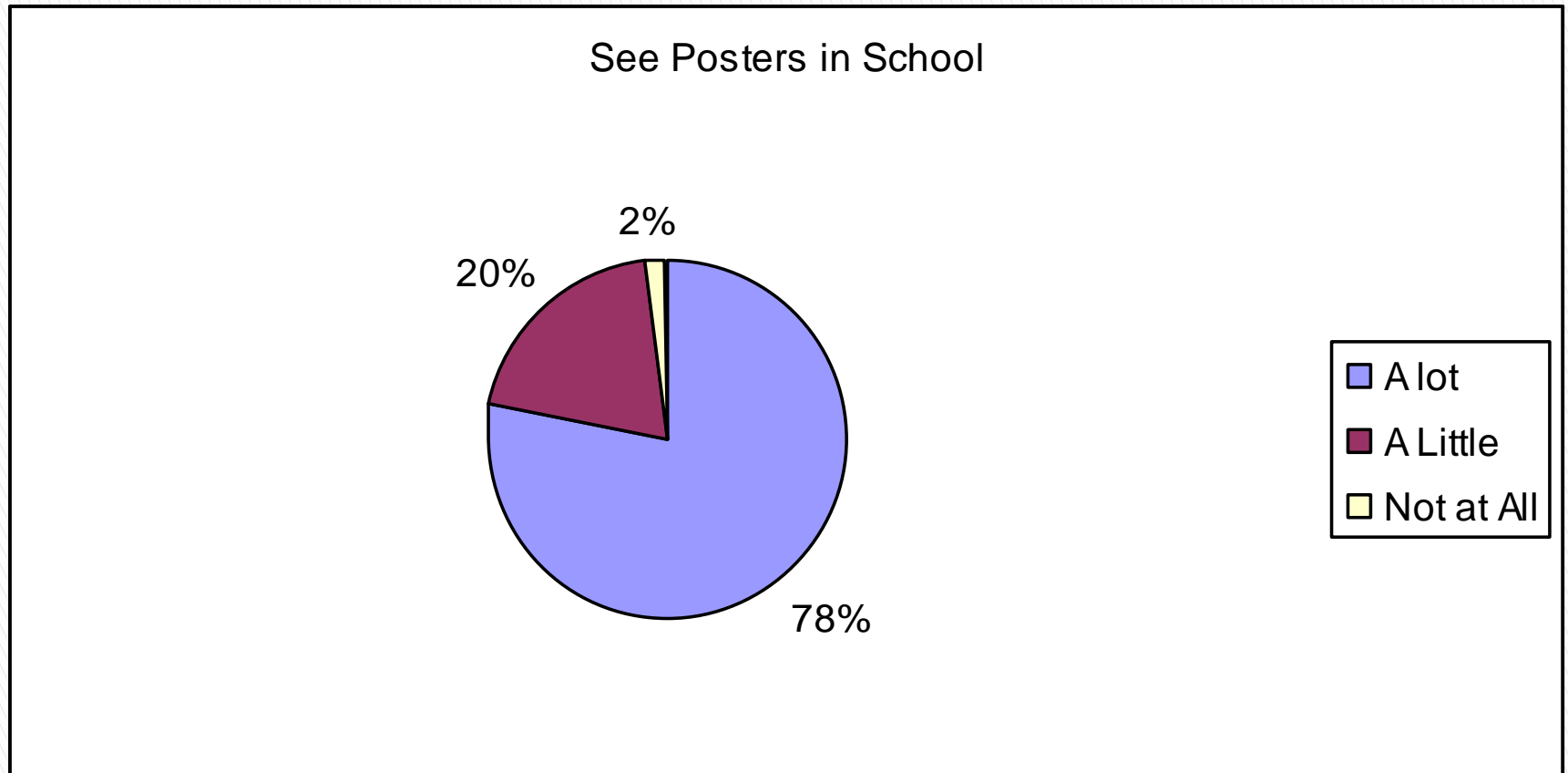
▶ 4th-----37

▶ 5th-----44

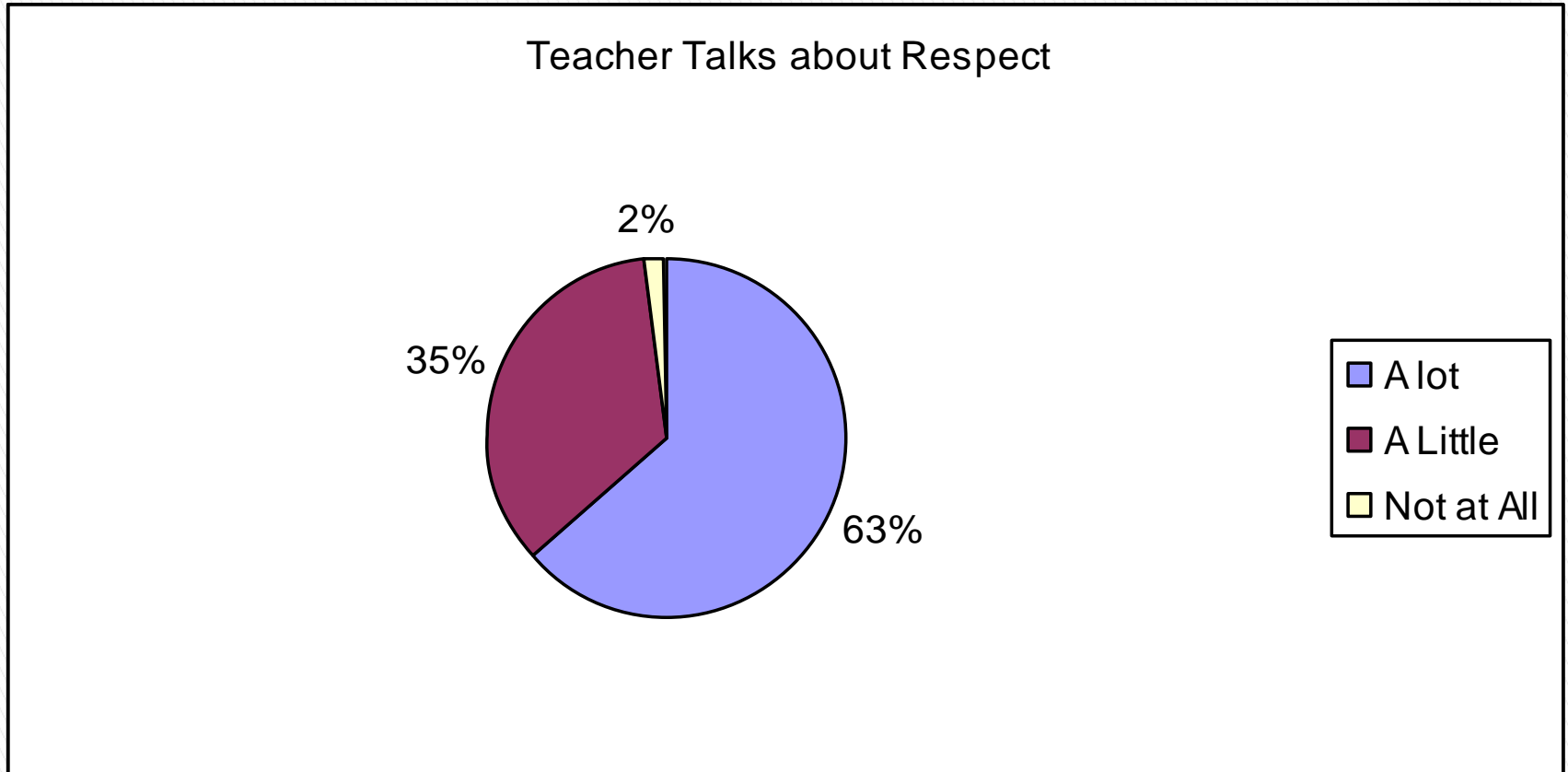
▶ 6th-----33

▶ Total---218

I See the Posters in School



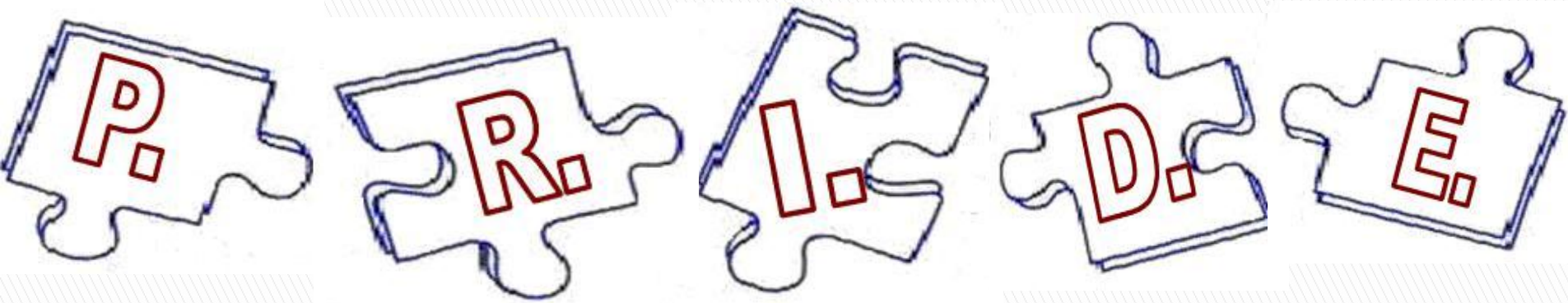
My Teacher Talks about Respect



SWPBS at Abington Junior High School

Dr. Lorraine Trollinger, Principal

Get
connected
to



P.R.I.D.E.

Clearly Defined

Expectations – spelled out
in student language in all
areas and taught using
teacher-directed lesson
plans.


P.R.I.D.E.

- ▶ **Personal Responsibility**
- ▶ **Respect**
- ▶ **Integrity**
- ▶ **Dependability**
- ▶ **Excellence**

P.R.I.D.E. Core Team

- ❑ Facilitate all Tier 1 activities
- ❑ Manage and present behavior data
- ❑ Collaborate with teachers and counselors
- ❑ Develop Behavior Training Days
- ❑ Lead committee to make data-driven decisions
- ❑ Professional Development
- ❑ Develop and Provide Student and Faculty Incentive Programs
- ❑ Meet on a weekly basis

Why Acknowledge Positive Behavior?

- AJHS staff wants students to behave positively.
 - Research says that acknowledging positive behavior will increase positive behavior.
 - Better behavior translates to more time in the classrooms = Increased student academic success.
 - We want to connect with our students
 - Students like to hear when they have done a good job...don't you?
 - Positive praise builds connections and connections = Increased student achievement.
- 

P.R.I.D.E.

• Student Incentives

- **Partners in P.R.I.D.E.**
- ❖ Students receive blue PIP slips for behavior based on the P.R.I.D.E. matrix
- ❖ Student brings the PIP slip to the P.R.I.D.E. station located in the center stairway
- ❖ Student completes PIP book, fills out postcard, and randomly chooses a number to place on the PIP board
- ❖ When 10 student names are in a row (down, across, diagonally), the winners are announced
- ❖ Students win a lunch with a friend.





P.R.I.D.E.

Faculty Incentives

Partners in P.R.I.D.E.

- ❖ The faculty member signs the blue PIP slip
- ❖ When the ten student winners are named, the blue PIP slips are used for a teacher raffle
- ❖ Winning faculty member receives a gift card



P.R.I.D.E.

Student Incentives

P.R.I.D.E. Raffles

- ❖ Small raffle tickets are given to students to recognize certain behaviors
- ❖ Administrators announce these behaviors 2 to 3 times a week (arriving to class on-time, having an assignment book, wearing the school ID, etc.)
- ❖ Students write their names and the name of the teacher on the raffle
- ❖ The teacher puts the raffles in the appropriate raffle bin – according to grade
- ❖ Student winners receive a gift card

P.R.I.D.E.

Faculty Incentives

P.R.I.D.E. Raffles

- ❖ Student also writes faculty member's name on the raffle ticket
- ❖ Raffle drawing occurs every two weeks – on Friday
- ❖ Faculty member wins the P.R.I.D.E. parking space – one per grade

P.R.I.D.E.

Student Incentives

Marking Period Events

- ❖ Events held at the end of each marking period to reward students for good behavior:
 - ❖ The “P.R.I.D.E.” is Right
 - ❖ The Match Game
 - ❖ The Dating Game
 - ❖ Relay Races
 - ❖ Field Day
- ❖ All students complete a raffle for a chance to win the “major prize” (Wii, Ipod Touch, Video Recorder, etc.)
- ❖ All students have the opportunity to participate in the games for smaller prizes
- ❖ Students must have P.R.I.D.E. status to attend







P.R.I.D.E.

Faculty Incentives

P.R.I.D.E. Teacher of the Month

- ❖ At Department Chair meeting – each department chair nominates a person of P.R.I.D.E. from his/her department
- ❖ At following faculty meeting – the principal reads all of the nominations to the faculty
- ❖ A winner is randomly chosen
- ❖ Winner receives a certificate, P.R.I.D.E. parking space for one month, and a crystal P.R.I.D.E. trophy



P.R.I.D.E.

Student Incentives

YOU TAKE THE CAKE!

- ❖ Guidance counselors choose 1 student from each Neighborhood/Small Learning Community and three 9th graders to be recognized by the principal
- ❖ The principal calls the students to the main office.
- ❖ The student receives a certificate – YOU TAKE THE CAKE and a cupcake, their name is printed in the daily bulletin praise for being a student who demonstrated P.R.I.D.E. qualities

P.R.I.D.E.

Student Incentives

Principal's P.R.I.D.E. Prize Patrol

- ❖ Principal randomly calls a classroom
- ❖ The principal asks if the students all: arrived on-time, have an assignment book, or have their ID's
- ❖ If all students in the class "passed", a student goes to the principal's office to pick up treats for the class

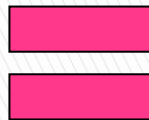
Data Collection

- Data is collected on a monthly basis
- Data is reviewed according to the referrals
- The information is shared with the faculty
 - Faculty meetings
 - P.R.I.D.E. Progress – marking period newsletter
- Areas of concern are then targeted by using information gathered about problem behaviors and location in the school
- Goals are set for the following school year

School Wide
Recognition




School Wide *Consequences*

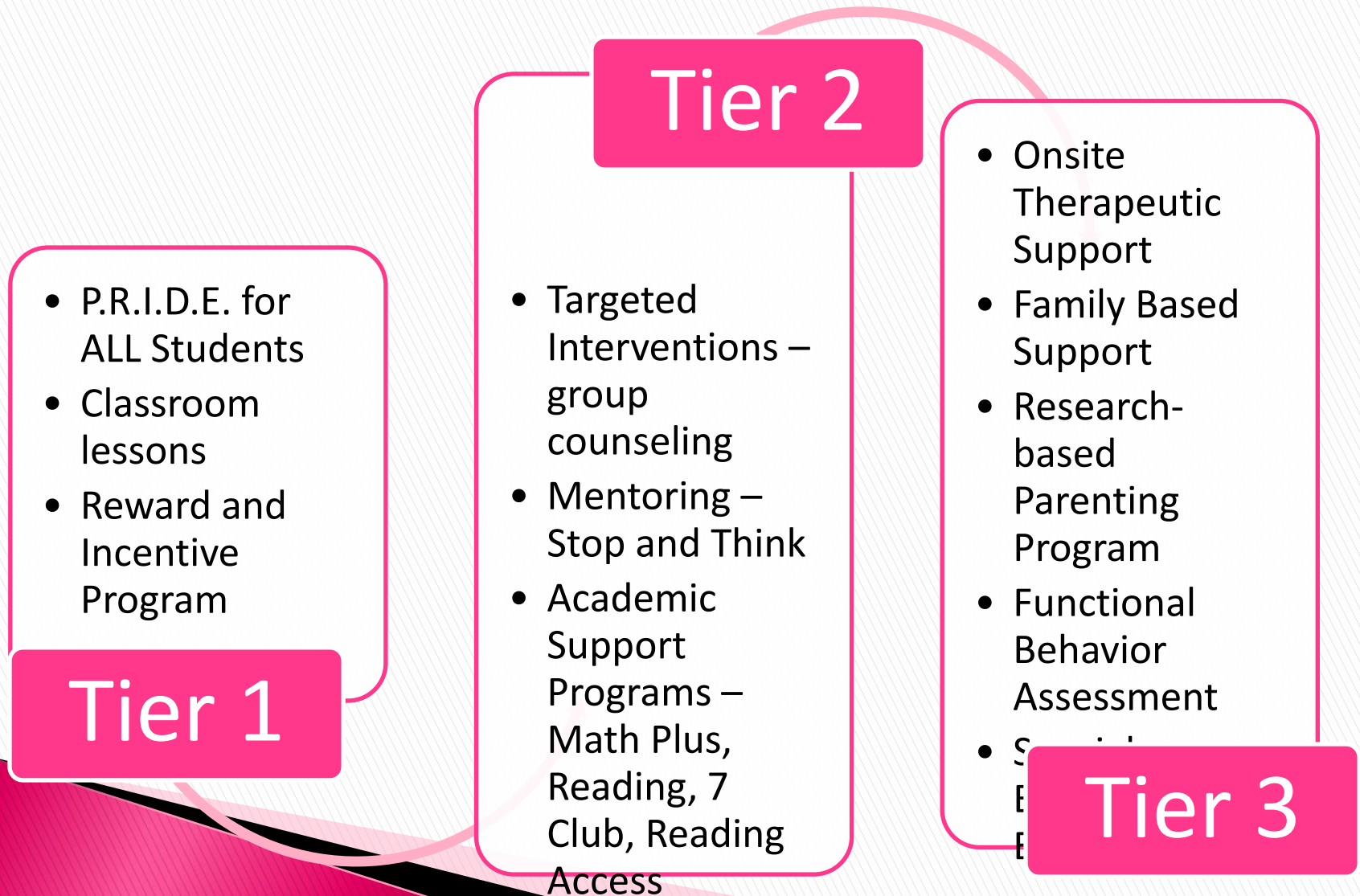


POSITIVE SCHOOL BEHAVIOR

OUTCOMES

- Increase positive behavior of students
 - Increase social connectedness between staff/students, staff/parents, students/students
 - Improve school culture – content staff, students and parents
 - Increase academic achievement
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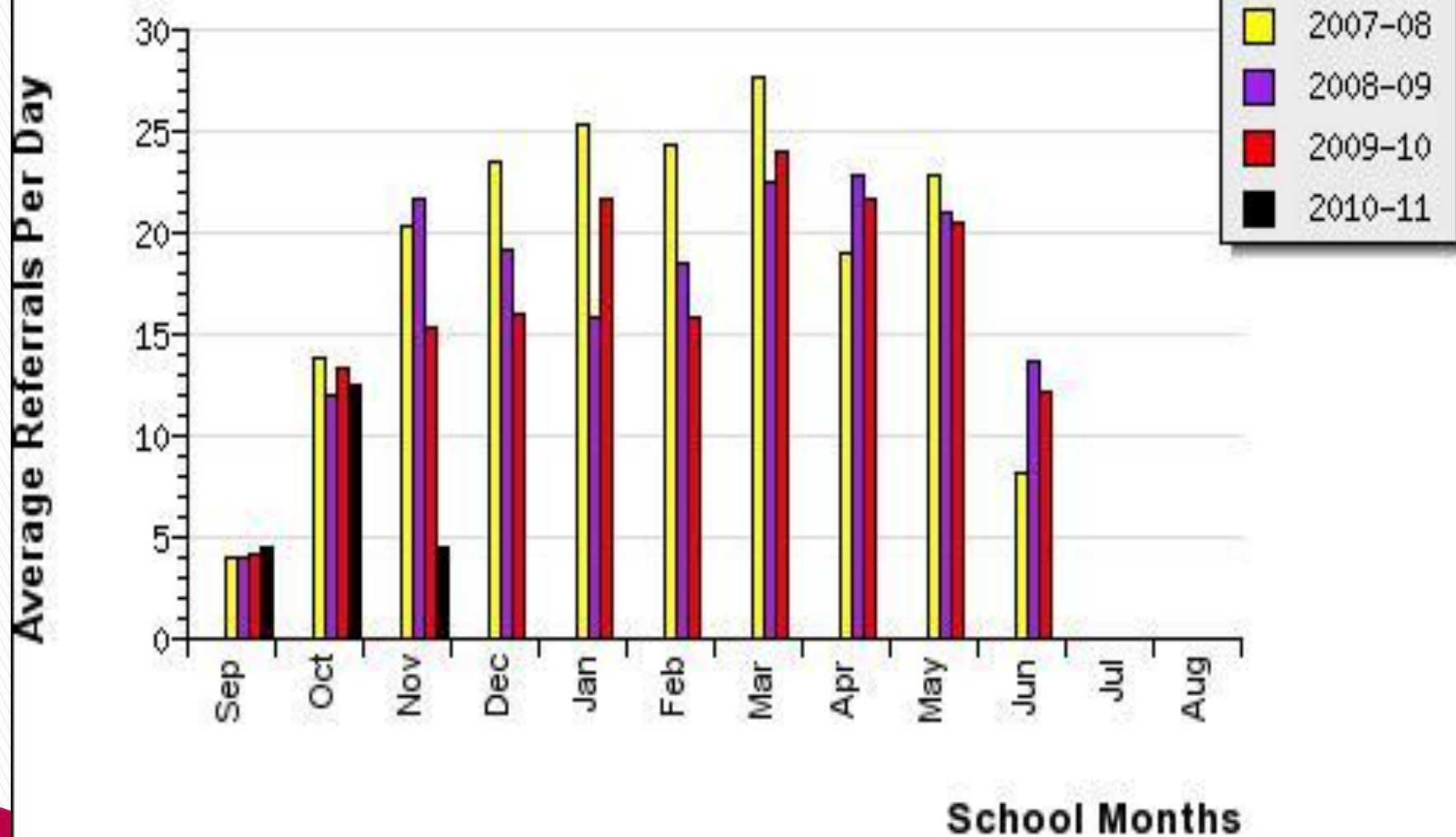
Behavioral Support: A Three-Tiered Model



2009-2010 School wide Behavior Goals

- 1. Reduce # unserved teacher detentions**
- 2. Reduce # of referrals for African American students**
- 3. Reduce # unknown behaviors**
- 4. Reduce # 8th grade referrals**
- 5. Reduce # referrals during PSSA Month**
- 6. Increase communication among all parties with regards to discipline & behavior support**

Average Referrals Per Day Per Month



Referrals by Problem Behavior

Problem Behavior	% Frequency 2009	% Change from 2008
Other behavior	25%	-8%
Disrespect	24%	-21%
Disruption	15%	66%
Tardy	10%	13%
Skipping	8%	-13%
Fighting	6%	-180%
Bullying	4%	15%
Unknown	0%	-100%

RESOURCES

CONTACT INFORMATION

- ▶ Judy Bomze – 215-881-2548
judybomze@abington.k12.pa.us
- ▶ Mark Pellico – 215-881-2552
markpellico@abington.k12.pa.us
- ▶ Carla Greene – 215-657-0857 –
carlagreene@abington.k12.pa.us
- ▶ Lorraine Trollinger- 215-884-4700 ext. 2201
lorrainetrollinger@abington.k12.pa.us