

Framework

PaTTAN 2011 PDE Conference

Implementing District-Wide Positive Behavior Supports

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DIANE: The exhibit hall opened today. It's going to be open until 6:00. And there's a reception in there from 4:00 until 5:00 where there will be some snacks and, most importantly, a cash bar. The exhibit hall is also open tomorrow from 8:00 until 2:30. You have in your folder a blue page that reminds you about the networking breakfasts that are happening tomorrow at 7:30, and I think that's all I have for those papers. I'm really honored to introduce this impressive group of folks that we have sitting in front of you today.

I and one of my colleagues, Donna Salkin, have been fortunate enough to be working with these folks on their School-Wide Positive Behavior Support initiative. You may or may not know that Abington School District is one of a handful of districts across the state that has committed to district-wide implementation of School-Wide. They have a district-level School-Wide Positive Behavior Support team with support from the superintendent and all the way down the line.

So the folks that are here today are some of the key players in that accomplishment, and I want to just take a minute to introduce them. Judy Bomze, who's sitting to my right, serves as the director of pupil services in Abington School District. She has participated in various district initiatives as have her colleagues, including Education Mentoring Program, Peer Mediation, Opportunities to Learn, the Delaware Valley Minority Student Achievement Consortium, and, of course, implementation of School-Wide Positive Behavior Supports.

Judy currently co-chairs the superintendent's committee on school climate and healthy student development, and that is the committee that School-Wide falls under. Next to her is Dr. Mark Pellico, who's the supervisor of pupil services in Abington School District, and he's been in that position since 2007. Dr. Pellico has significant expertise in educational psychology and counseling. He also has participated in many of the same district initiatives that Judy has.

Mark has a, plays a really important role in the district in that he is the district coach for implementation for School-Wide Positive Behavior Supports. Mark has been trained as a School-Wide information system facilitator and provides training to SWIS users in the school district. Next is Lorraine Trollinger, who is the principal of Abington Junior High School, and she's been in that role since 2007 as well. Lorraine has led various school and district improvement initiatives.

She currently co-chairs the superintendent's Committee on Data Warehouse Development. 2007 was a big year in Abington. It was the year that they first received

a school-wide positive, a school-based behavioral health grant that was provided to the junior high and also to one of their elementary schools, Overlook Elementary. From that time on, under Dr. Trollinger's leadership, they are doing full implementation of School-Wide, and as we all know, that's not an easy task.

There was one person who wasn't able to be with us today, but you're going to hear from her through a video, so I just want to tell you a little bit about Carla Greene, who's the principal of Overlook Elementary School. Under Mrs. Greene's administration, Overlook was selected to be one of the seven pilot schools for RTII state implementation and serves as a model school for the state. There are probably many of you in the school who have visited Overlook Elementary School at this point.

Her school was recently taped for a program for educational impact, and we're going to see a little bit of that clip today. There is so much more to tell you about these people, but we only have an hour. So I'm going to let them get started, and I'm going to first ask Mark to come over. Thank you.

DR. PELLICO: Thank you, Diane. Good afternoon, everyone.

ALL: Good afternoon.

DR. PELLICO: I have to tell you that over the weekend, Donna Salkin, who is one of the key organizers of the conference, sent us an e-mail, which included, you've got 216 people signed up. So Judy's initial response was, oh, my God, this must be a typo. So we e-mailed back, and she said, yes, you're right, it's 217, so, which was true, a true story. Happy to be here and extra happy to be here after driving here last night. Not the best strategic decision I've made in my professional career, but I got here.

I have no idea if I parked in a parking space. You know, I saw cars. I parked last night. We're going to start off with Judy and I doing an overview of district-wide implementation, and then we're going to go into Overlook, and then the junior high school. And I have great hopes for technology. Hey, so far, so good. Just as an overview, not sure how many people, how many people here have PBS going on in one or more of their schools? Okay. Thank you. Wasn't 100% sure how many would have some background, so I'm going to do a very quick PBS background.

As you can see on this slide, Positive Behavior Support is the implementation, hopefully, with fidelity, best practices. It's a combination of developing those school and district systems with professional development with the support of the administration in developing those systems where you can then develop the best practices for positive student behavior. And with the consistent feedback of data, everything has to be data-driven so that in the end, you have positive, more positive outcomes. This and a few other slides is on the PBS.org website, decision-making, supports behavior, supporting staff behavior, and a couple of the circles aren't full. I don't know.

To implement Positive Behavior Support with integrity, you are developing practices within a consistent system of student teaching and reinforcement with the eventual goal of being, going from a school or district where instead of being reactive to problems, instead of potentially being somewhat exclusionary with a pretty much completely negative discipline program to hopefully being more engaging with the student body, more consistent in your expectations and, therefore, have both students

and faculty more productive and having students most assuredly receiving the supports they need and receiving those supports in the least restrictive environment.

I think this is a pretty cool graphic. The organization of expectations for students really happens at multiple levels as you can see by the cool graphic. What we're talking about is at each level assuring that we have clear, measurable goals and expectations for positive student behavior. And we're also looking at, of course, system support at each level. And, as Diane noted, the school district has been very lucky to have PBE support our various PBS efforts through the Behavioral Health Grant for now in its fourth year.

So we went from strategically working with two schools to be able, to implementing a lot of supports throughout all of our schools. What would a presentation be without the triangle? You know you've seen this. You've seen the triangle, whether it's positive behavior support presentation or an artsy II presentation. And as everyone's aware, what the triangle represents is, of course, the strategic implementation of supports for students school-wide where approximately 80% of your students should have a nice, positive response to school-wide supports and reinforcement for positive behavior.

But at the same time, of course, there are those students that need additional supports. So based on the data you're receiving, you're implementing strategic Tier 2 level supports with, you know, examples depending on what the particular needs of the students may be. They might be everything from a referral to student assistance, mentoring programs, check-in, checkout. For those of you that have had additional PBS training as a Tier 2 support, that's the standardized attention and support for those students who need that extra attention and support.

And, of course, at Tier 3, those students that may have the most significant needs who need really very specific, individualized programs and supports implemented. So that is my as-quick-as-possible review of Positive Behavior Support. Here comes Judy.

MS. BOMZE: Okay. Mark has now provided for you a, an overview of Positive Behavior Support. I'm going to really talk about the nitty-gritty about the district and what we did to bring PBS to the district. Let me tell you a little bit about our district. We're neighboring Philadelphia. We're a suburban district right outside of Philadelphia. We're one of the largest school districts in Montgomery County, third largest. We have one of the largest junior high or middle schools in the state with over 1,700 students in the one school.

We also have one senior high school and seven elementaries, total of nine schools. We maintain a relatively low percentage of special education students in our district, 11.6%. I think that's one of the lowest ones in the state, 8% may be the lowest one. We rely heavily on regular education supports. We have response to instruction intervention in all of our elementary schools. We educate the students to the extent possible within the district boundaries. We follow least restrictive environment very closely.

We've opened 11 autistic support classes within the district. We've also, through the introduction of Positive Behavior Supports, have been able to reduce the number of students we've identified as emotionally disturbed by two percentage points over the

past few years. Our percentage of low-income students is 17.4% as you can see on the slide, but the percentage within the elementary schools, the seven elementary schools that we have, ranges from 7% to 34%. So there's a wide range that filters into this very large junior high school, which is why what has been accomplished, one of the reasons why what has been accomplished at the junior high is so impressive.

Positive Behavior Support came to the district initially in 2006. I went to a presentation in Philadelphia by Lucille Eber. I don't know if any of you were there, but it was a while back. And she talked about the three-tiered model of Positive Behavior Support and the barriers to learning.

And after that presentation, it was an intriguing model having known the triangle so well through RTI, that we began with the introduction of the, when we were fortunate enough to get the SBBH Grant the first year, we began with that introduction of Positive Behavior Support by cohorts, and we began with Overlook and the junior high school. Those were our, that was our first cohorts back in 2007. Since then, we've trained almost all the schools.

We have one elementary school that is close to 1,000 students that this year is going, they've administered surveys, and they're going through the training this year. We hope that they will, so that our schools range from about being in the second year of implementation to being in the fourth year of implementation of Positive Behavior Support. Each of our nine schools, as you can see, whoops, I didn't even realize that happened. Okay. Each of our nine schools have different acronyms to promote their programs, Positive Behavior Support.

It's generally the rules or the goals of the school, so it's really unique for each school. And I don't know if you can see that, but one school, the junior high is PRIDE, Copper Beach is CARES, Roslyn is ROCKETS. They all have acronyms that really focus on their rules. Over the next few slides, okay, there we go. Over the next few slides, I'm going to share with you some of the activities, the specific activities we did that helped to bring PBS to the district. It's important to note the effort that we went to to involve all the community, all members of the community.

Through the development of our strategic plan in 2008, we identified the need for continuity of services to students throughout the district. Each school was doing different things, but there was no real big umbrella and continuity between the schools. So through that, we identified the need for a district-level team. And actually I'm going to read you one of the statements from our Chapter 12 Student Services portion of the strategic plan.

Create a district-wide school climate committee to assess the health and mental health needs of the school community and coordinate the delivery of an array of services that includes prevention, early intervention, and crisis response. The assessment and intervention plans developed are based on data and interventions that are research-based. You can see that that very much follows Positive Behavior Support.

Another activity we had was the creation, as Diane had mentioned, of a superintendent's committee on school climate and healthy student development, and that was furthering focusing on the goals of that strategic plan and implementing a school district committee, expanding our mentoring efforts, expanding parent

engagement, and communication across the community. We also wanted to organize a parent ambassador group that would welcome new families into the school district.

The last thing and probably one of the most important aspects that really helped us to get positive behavior support across the district was the involvement of PaTTAN. And Diane and Donna were in our school district, especially the first year, very often. They spent days, weeks training not only the core teams and the staff, but central staff as well as you heard Diane mention that Mark is an external coach for the district.

Once we realized that we wanted Positive Behavior Support across the district, we recognized that there was going to be a need for district support for Positive Behavior Support. So as we said, Mark was trained as an external coach, and he was also trained as a SWIS facilitator. SWIS is School-Wide Information Systems, which is one of the discipline referral systems we use, not the only one.

That one is used in, I believe, five of our schools. So he does the training and the technical support for all of the schools using SWIS. And that was a real plus. We also realized that the, externally the coach needed to help analyze and set up the surveys for the schools. We've been fortunate, as was mentioned, to obtain grant funding through the SBBH Grant over the past several years.

So that has provided funds for some of the training and the incentives. But once PBS was in the school, we were able to maintain and sustain the efforts with district funding. And the PTOs have been very supportive in supplying the incentives that, we do school-based incentives. Another way that we have been able to sustain some of the Tier 3 activities is that we partnered with county behavioral and mental health agencies in order to provide intensive mental health support students to Tier 3 students who qualify both in school and at home.

And that was through Family Focus Solution-Based Services, or FFSBS. The external coach responsibilities is very important. They act as the liaison between the Positive Behavior Support network facilitators, which is PaTTAN and the school district. The district external coach also supports the schools throughout the year, as I said, in setting up some surveys and doing some of the grunt work. The external coach is also the in-district consultant for school-based teams and helps to facilitate ongoing staff training.

It's most beneficial to have the external coach as somebody who's centrally based. Data is a very important part of PBS as I'm sure you all know. And that's why it's fortunate we have Mark being trained on SWIS, but we also don't only use SWIS. You don't have to just use SWIS even though it's probably one of the better ones. We also have our homegrown one through our student information system.

It is good planning, if you're going to have a school district PBS team or school climate team, to have the members of the team be the internal coaches from the schools, so the representatives who really know what's going on in the schools. And also it's important to include parents and students, which is what we did. The quarterly meetings we've found have been sufficient. We have just begun this process, but we believe the quarterly meetings are not unbearable in terms of time restrictions for people, and also to have the meetings centrally based and after school.

Major role of the district-level committee is communication. That's communication between the schools, so they have an opportunity to share what they're doing in each of the schools, communication between the PBS school teams and the

district, so that the district knows what's going on, communication with the community, and also communication with parents. Another key role is identifying professional activities, professional development activities that may be needed, and also ensure that the practices are being followed with fidelity, which includes the PBS surveys and the data reviews.

The district team helps to build district capacity and identify potential funding sources and resources also. Some of the things we've learned from PBS is that School-Wide Positive Behavior Support as a proactive approach to discipline is far less time and resource-intensive than reactive discipline. Of course, there are barriers that we have found, and they exist in many forms. Administrators may be hesitant to bring new initiatives into their schools. Staff may feel that they're already overwhelmed.

Staff and administrators may feel that they're already doing positive behavior support, but when you get to the nitty-gritty and fill out some of these surveys that PBS has, you can really identify areas that are not really School-Wide Positive Behavior Support. When starting PBS, we were told to commit to three to five years of implementation. The district team also helps to establish a vision and develop a plan. Schools are now accustomed to using the tiered-level approach to student services through RTI and also through PBS. Mark and I chair the district team, and we're centrally based.

A great deal of what we do is to try to relieve some of the perceived burden of introducing something new that may be a change. And that includes analyzing the data, even setting up the surveys, doing some of that hands-on work. We also work on securing funds that help with the initiative. And as having a broader perspective and sitting centrally based, we can identify common areas or problems that exist, some of which you've heard. I'm sure you know PBS is not a canned program. It's not a curriculum.

It's more of a framework under which any new program you want to bring into the district can be structured. And PBS will look at a program or has you look at a program and ask four basic questions. The first question would be, what behaviors are problematic in your school. And how, number two, how is this program you want to bring on board going to address these behaviors? What is it going to teach the students? What replacement behaviors is it going to teach the student? How do we know that everybody's going to do it? Is it realistic?

And then lastly, of course, is how do you know it's working, and does it have a way to measure what the progress? To that end, we wanted to bring Olweus Bullying Prevention Program into the district. So when we considered bringing this into the district, we looked at using the cohort model again. Because as you know, if one principal hears from another principal how successful something is, they're more likely to want to bring it to their school. So we met with the schools that have been doing PBS for the longest, the junior high end, Overlook, to begin Olweus in those two schools.

And the Olweus model really fit well into Positive Behavior Support because of the different components. You have a school-wide component, a classroom-level component, and an individual component. And also there's class meetings, and that was an opportunity to discuss the rules and discuss rules to be reviewed and discussed in the classroom. And there's also surveys administered that can evaluate the success of that program.

Currently we're in our second cohort of training, and we have five of our nine schools have been trained on School-Wide Positive Behavior Support, on Olweus Bullying Prevention Program. Olweus also has a core team and Positive Behavior Support also has a core team, and it's pretty much the same members, students, parents, staff, including, and also aids, you know, cafeteria aids, custodians, support staff as well. So now Mark is going to talk a little bit more about the district committees.

DR. PELLICO: Thank you. Three quick observations. One, if you heard Dr. Wagner's keynote today, and he talked about those skills, competencies most significant for our students. A couple of them were communication and collaboration. Boy, that's a lot of what we're talking about. So if you're implementing PBS school-wide or district-wide, you're using the best communication skills and the best collaboration skills you have in order to effectively initiate and implement the program. Two, we have a poster out in the lobby.

If you go and check out the poster, you will find candy all over the place as a little bit of an acknowledgement of visiting the poster. Based on the honor system, if you pick up a piece of candy, well, what you need to do first is give us a positive rating for this presentation, and if you do that, you can go over to our poster and pick up a piece of candy. Lastly, implementing this district-wide, my analogy for today, it's like a horse race. We've got nine horses. We have some horses who are running really fast and enjoying what they're doing and doing a wonderful job.

We have some horses that are in the race, and they're moving forward, eh, they're moving forward. Other horses that, you know, aren't too sure they want to run. But we have everybody out of the gate. I can at least say here in front of everybody, all the horses out of the gate. Obviously, they're not really in competition with each other, but they're all working forward, which is why we come to fostering buy-in and support. That is necessary work at every single level with the teachers, with the parents in the community.

And the key, obviously, is once you begin implementing it, you need to give that feedback. You need to have a PBS report as a little portion of every faculty meeting. It needs to be something that is discussed to whatever length at PTO and PTA meetings. It needs to be discussed at a central administration level when you sit down with your superintendants and principals and, obviously, when applicable, the school board needs to get some feedback with how things are going as well.

So buy-in and support is really based on that back-and-forth communication about the wonderful things that are happening. There are various tools in assessing the fidelity of implementing PBS. If you're doing it, you're aware of some tools that are used on a yearly basis or quarterly basis, information that is gathered via PBS surveys. A lot of it is basically self-report, self-evaluation. There are, of course, evaluation tools, like the school-wide evaluation tool, the SET, which involves having PaTTAN-trained people come in and do some interviews and, you know, check out how things are going from an external perspective, which is incredibly vital.

So if you're doing PBS in any level, you're also building in a lot of really, I think, good tools for program review and also for goal setting. On the upper right is a picture of two students cooperating at Copper Beach Elementary School. That's actually, you

may not be able to see it, but what they're holding is Copper Beach Elementary School. It's a cute little, you know, we have some nice websites.

Again, there are those additional tools with regard to not only program evaluation but also for training as well. One of the things you're buying into, of course, is the wonderful technical support we receive from, it's either PaTTAN or PaTTAN, I'm not going to take a vote, because I don't know about you, but I hear it one way or the other. It could go either way. But that technical support is ongoing and, you know, absolutely vital. As noted by Judy, the central staff role is extremely important in having the PBS district-wide.

And, again, it's not, I mean, this is, at least as far as Abington's concerned, I know other districts are implementing district-wide, we have nine different schools, so it's really, a lot of it is really about the collaboration. It's really about learning from each other, it's about being clear about what the goals are from the school board and central staff on down. It's not really about everybody doing the same thing.

That's not going to work for you. You really are going to find yourself developing a process that's really very specific to the needs of your building. Team sharing and communication, again, as Judy noted, we're talking about, at the district level, making sure all stakeholders are part of the process. I mean, they're part of the process at the school level. It becomes even more important to become part of the process at the district level as well. And to tell you the truth, if someone, you know, if a parent said, can I be on a committee? Sure, why not?

Same thing with students, you know, we have representatives not only from the faculty, but we have specific representatives that are from the faculty and representing our teachers' association as well. So everybody's got a stake. Again, same thing with our support staff, facilities staff, transportation staff.

One of the most fun things to do as you're implementing at the school level, because you're implementing rules everywhere the kids are, is working with the transportation staff. And I got to tell you, bus drivers love knowing what the rules are and being clear with their students what the expectations are and being able to acknowledge kids that are doing what they should be doing on the bus and knowing what to do if someone's not doing what they should be doing on the bus.

So, you know, as far as our transportation staff, our support staff, as you know, they're often in those locations where sometimes you tend to have the most challenges, the playground, the cafeteria. Although, my favorite is spending time with school teams developing rules for the bathroom. You know, some of you may have already done that. It's really kind of fascinating trying to operationalize bathroom rules, but it's definitely feasible. And, again, district-wide, it's very important to continue to support the individual schools.

Again, as noted, it's not something you set up, and then it works perfectly. Life isn't like that. It's really about continuing to fine tune as you, you know, get information back about the students, as you get discipline information back, other sorts of grades, attendance, etc. It's an ongoing process. And at the district level, that ability to both collaborate and strategically look for the appropriate not only personnel supports, but financial supports, is absolutely vital as is using the district-wide team to provide support as you go transition from year to year.

The additional benefit there is, which has already happened in our district and will be about to happen, changes in leadership. Sometimes a change in leadership means almost starting from scratch. You know, the new head person comes in, and they want it be their way. And I'm not knocking that, but, you know, there's some level of consistency that's needed. You know, there's a hand up in the back, and my instinct is, is to respond to the hand up, although we're trying to kind of rush through this for question and answer. Do you want to give it a shot? I'm more than happy.

MAN: Just one question. How do you plan for transition when the rules change from one school to the next? In what state of mind is the elementary school with the three R's, and the middle school, where it's PRIDE, is there any instruction to do with that?

DR. PELLICO: Yeah. Absolutely. I mean, we do have from sixth to seventh, as they go from elementary to junior and from ninth to tenth, junior to senior, there's a lot of orientation activities that go into the second half of ninth grade and also the second half of sixth grade. So in addition to what we used to do where like school tours and maybe meet your guidance counselor, we've also infused in that some initial trainings to the students. This is what you're going to be, you know, this is what PRIDE looks like at the junior high.

These will be the expectations for next year. And I think what we found, particularly now as we have almost all of the schools up and running, kids get it. You know, the verbiage may change a little bit, the school rules may change a little bit, but the elementary students that come from schools where, okay, it's CARES, or it's ROCKETS or the various acronyms, when you start talking to them about what PRIDE means at the junior high, they understand the concept. They understand consistent expectations.

They understand that everybody's basically going to be talking the same language. Everyone is going to be providing the opportunity for positive acknowledgments. So it's, you know, we do that as part of our orientation as they go from elementary to secondary. But I think our current experiences that the students are basically already primed for it because they, when someone says to them school-wide expectations, a sixth grader could define that for you specific to their school. But they'll have all the good, correct, general ideas, whichever of our elementary schools they come from. Was that okay?

MAN: Yeah. I'll push my luck and ask one more.

DR. PELLICO: Okay. The answer is the Pittsburgh Steelers. That was easy. I'm sorry, sir . . .

MAN: . . .

DR. PELLICO: Oh, that's okay, that's okay.

MAN: . . . all the students, all of the schools on the same rules or . . .

DR. PELLICO: No, it can't, it's honestly not feasible. I mean, underneath, again, underneath the program acronyms and the expectations, if you asked all of our elementary schools, what are your bathroom rules, I would suspect they'd all say the same thing. But again, you know, you have to really think of this as you're developing a process, not so much a program, and you really have to have it individualized.

We have one of our elementary schools in order to acknowledge positive cafeteria behavior, they identify a class that has really done a great job following the cafeteria rules, and they give out the golden spatula, which they keep in their class for a week, and then it goes to another particular class. You know, that's a nice kind of fine-tune example, and it came right out of some staff at that school. And it's shared with all the other schools district-wide. All the other elementary schools have now heard about the golden spatula.

Some may want to implement it. Some may end up wanting to do the golden fork. I don't know. But everybody basically fine-tunes things. And just to go back a second, because I'm feeling a little time pressure, from Philadelphia, and this is the time of year, every single year where I find myself after six months of being an Eagles fan thinking, okay, well, yeah, I am, you know, I have green blood, but every, this time of year, you know what I have to do? Go from an Eagles fan to a Steelers fan. So I hate to admit that, but, you know, as long as, okay. We're doing Overlook School now. Again, Miss Greene's not here, but we have a video of Miss Greene, and here it is.

[Videotape played]

MS. GREENE: The first case study of a school that has implemented a Positive Behavioral Support system is Overlook Elementary School in Abington, Pennsylvania. I have a million things to tell you about our Positive Behavior Support program, SWIS, our school-wide effective behavioral support here at Overlook Elementary School. It's a great program with many, many components beginning first with our school-wide component.

We have Overlook expectations, the same six expectations throughout the building and in every classroom. And three times a year, we teach those expectations to all of those students through role plays, assemblies, PowerPoint presentations in every classroom, and as a whole school. They're posted throughout the school, and we use common language throughout the school. And we teach them the first day of school, when we come back from holiday break, and also towards the spring when they need to review the rules a little more. And so we use that throughout the school day.

MAN: All right. We're going to review our Overlook expectations, which we review in the beginning of the year and each day. Okay. Nice and loud, please. Chance.

CHANCE: I will cooperate with others.

MAN: Someone raise your hand. Give me an example of what the expectation looks like. Jonah.

JONAH: When me and Tony got into an argument, Mr. Sergio said that we didn't have to be friends, but we have to be nice to each other and cooperate.

MAN: Cooperate during the activity. Jonah had an example that during a math lesson, when we did the grab-it game, when you drop the paper, and you had to grab it, that him and Tony weren't getting along. So Mr. Sergio went over and talked to him with this expectation and said they need to try and cooperate with each other for the activity.

You don't necessarily need to be friends, but you need to cooperate enough to make sure that you're doing what you're supposed to be doing in the classroom. Does that sound right? Good example, Jonah. Okay. Next one. Okay. I will be kind to others. There's tons and tons of examples of how you can do that. Give me an example of how you can be kind to someone. Jane.

JANE: So like if someone like gives you something, you should say thank you or . . .

MAN: Perfect.

JANE: . . . if someone says thank you to you, you say, you're welcome,

MAN: Good. Using good manners. Using good manners is being kind to someone. Tiani.

TIANI: If you're with someone in like a group or something, and you don't like the person, but they're being mean to you anyway, just be kind to them anyway and tell them nicely to stop.

MAN: Okay.

DR. PELLICO: That's just a little taste, but because it's 1:10, I'm going to keep rolling. They're adorable, I'm telling you, you know. The other thing to recognize with regard to Overlook, it also just happens to also be I think our most diverse elementary school, and if you ever want to pay a visit, at the end, you'll see our e-mail addresses, whether the junior high or Overlook. Okay. Oh, you already did that. That's why she's the boss. Okay. Here's Dr. Trollinger.

DR. TROLLINGER: Good afternoon. Many of the things that we do at Abington Junior High School, Overlook also does, so, hopefully, my examples will help you with understanding what they do at Overlook as well. So as was said before, our acronym is PRIDE. PRIDE we ask all of our students to understand the rules. We teach the students the rules at the junior high school on a monthly basis through our department meetings and also through our homerooms once a week during homeroom.

We do not teach the rules on a quarterly basis or three times a year as they stated at Overlook. We do it on a monthly basis. And there you go. Our rules are based on personal responsibility, respect, integrity, dependability, and excellence. So at Abington Junior High School, our PRIDE team, our PRIDE core team consists of a

variety of people. We manage the student behavior data, which we use for SWIS. We collaborate with the teachers and the counselors.

We develop behavior-training days for professional development to teach the teachers what we expect students to know and be able to do as far as their behavior, and also help them with giving the teaching tools, the lessons to provide, the lessons to the students. We also provide through our PRIDE core team all of the incentives for our students and our teachers.

And today what I'm going to be showing you is our incentive program and, hopefully, that will help you with your program as well. Our PRIDE core team, we meet on a weekly basis, and it is part of our bell schedule. We do not meet before or after school. As principal of the school, I found it was very important for the PRIDE core team to meet during the day.

Also, I am part of our PRIDE core team, and I really firmly believe that the success of our initiative at Abington Junior High School is because the administration is 100% behind this program. So I do put to you that at your school, if you do not have your principal or an assistant principal involved in your planning team, your core team, whatever that might be, that you really try to reach out to your administration to have them be part of that program.

Okay. So why do we care about School-Wide Positive Behavior Support? As you know, what we figured was that if students are displaying positive behavior, they are no longer in the office getting referrals, taking time out of the educational process, and spending all of that time in the office. My first year at Abington Junior High School, I was really taken back by the numbers of students that were spending time in the office areas waiting to see the assistant principals, the principal, etc., just waiting and waiting to be seen.

And I see heads shaking in the audience because you've seen this picture yourselves. Over the course of the last several years, we've seen a dramatic decrease in the amount of students that are seen on a daily basis in the office. It's a joy to be in my building now. The majority of students are in the classroom where they belong, and that is evidenced through the fact that we made AYP for the first time at Abington Junior High School in a long time, and that's a big success for us because we are a diverse community. Thank you.

And it also was a struggle, as the principal, to get the teachers to understand that if we can get the behavior in control and having the students understand why it's important for them to be making positive, appropriate choices, there will be a shift in the school culture, which will then transfer to the closing of the achievement gap and excellent achievement by students. So that's what this is all about. As you can see, better behavior translates, as I said, into more time in the classroom and increased student achievement.

And another reason that this has really been great is that it gives us an opportunity to really connect with our students and form a relationship. One of the best things as part of being principal, part of our PRIDE core team is the fact that when I walk through the hallways, I actually get hugs from junior high school students, and I would never think that I would get that, but they do. They say, high Doctor T., they give me high-fives, they give me little hugs. They know me by name.

And the reason they do that, as you see, is I am a big part of our incentive program. So they see me as the principal of the school, not as just its disciplinarian and the person that lays down the law, but also the person who's fun, who gives away prizes, who gives the high-fives to the kids for doing what they're supposed to do. So it's become a really positive place for all the administrators and the teachers with kids in forming that relationship.

And also we understand that providing positive praise builds connections, and connections increase student achievement. So here we go to the incentives. All right. So this is quite a program that we have through trial and error developed at Abington Junior High School, and we feel right now it's a well-oiled machine. It's taken several years to really get this incentive program down. And I do want to say that the incentives that you provide at the junior high school level and also the high school level are very different than the incentives that you would provide at the elementary school level.

If Ms. Greene was here, she would be talking about giving away small kinds of trinkets. They have an evening where they call it gold card night, where kids come and they play games in the gym, basketball, movies, DJs, things like that. What we realized at the junior high school level is that does not work. Kids do, they're not really into coming in after school to watch a movie because we tried that or after school for a dance or something like that.

They have other competing things that they need to do, so we found that that was really not an incentive. But these are incentives for our kids. First of all, we have Partners in PRIDE. We stole, I take from places that, and ideas that I think are going to work for our school. We received this idea through PaTTAN, who got this information from other schools. The Principals' 100-, or, 200-Club, excuse me. Raise your hand if you've heard the Principals' 200-Club. Okay.

So certainly we tweaked this to work for the junior high school. But what happens is that students receive our blue principal PRIDE tickets, and they receive them through their teachers. Every teacher is given a blue ticket every week by one of our secretaries in all of the boxes. So we have 150 teachers.

We also have approximately 50 ancillary staff, so we've about 200 adults that are able to give out these blue tickets. When they see a student demonstrating one of our PRIDE behaviors, they will give that student one of these blue tickets. During the homeroom period, the students will go to our main stairwell area, and they will give their blue ticket to one of our faculty members who are collecting them. The faculty member then has the student pick a bingo chip that has a number on it, and then the student puts a post-it note up on the board with their name and the number.

They're also given a postcard that's sent home to their parent acknowledging the fact that they were applauded for a positive behavior. And then once, the row at each grade level either goes from, we started with ten across horizontally, vertically, or diagonally, those students in that row would be able to have a pizza party, hoagie, some sort of lunch with a friend. So at first we were getting 20 students per grade level when the board went.

Because at the ninth grade level, the board, the board I'm going to call it, the board was not turning over as rapidly as it was at the seventh grade level, we've had to tweak that. So at the ninth grade level, when the board goes at five, we reward the students. So you can see, I can't spend a lot of time going into all of the reasons for

that, but as you're working through your incentive program, you're going to have to make adjustments based on the time that you're able to give those incentives. It needs to be pretty rapid when you give those incentives.

So that's one of the larger incentives that we've got. And there you go, there's an example of some guys' pizza lunch. We also have faculty incentives. We started faculty incentives two years ago because we needed to get more teacher buy-in as far as giving out these different kinds of slips. So if a teacher gives a blue PRIDE slip to a student, those blue PRIDE slips are then put into a larger bucket. And then at the faculty meeting on a monthly basis, I draw those blue tickets. And each teacher at the grade level that gave one of those blue tickets is able to get a prize at the faculty meeting, and we give away \$25 gift cards of their choice to some place.

And you'll see as I go through this, we're talking about money, so I can answer questions about that, about where we find our funding. And there is one of our teachers with his gift card. All right. We also have some other student incentives. We have small raffle tickets that we give out several times a week. These are called PRIDE, small PRIDE tickets.

What I do is several times during the week, I will get on the PA system, and I will say, all teachers please distribute the small tickets to students who are on time for class second period. Or I'll say, all teachers, please distribute the tickets to students who have all their materials. All teachers, please distribute tickets to all students who have their homework books. And it depends on what I call out. It's based on the targeted behavior that we're working on.

So what students will do then is they bring those tickets down to their assistant principals, they deposit them into a bucket, and then on a weekly basis, we do a drawing. Those students receive, again, \$10 gift cards, so there's one per grade level. And then, here's the big incentive for the teacher. They receive three of them, seventh, eighth, and ninth grade receive parking spots at the front of our school. Huge incentive, because we have a massive parking lot, and we do not have assigned parking spaces. So that's a big incentive for them to distribute those.

So I talked about that. Okay. So on a larger scale, so we have these smaller incentives, but then on a larger scale, we have quarterly incentives, and there is a huge system that goes behind this. And again, I don't have time to get into it, but I'd be happy to spend some time afterward talking to anybody who's interested. We have quarterly events by grade level in which the students who have maintained their PRIDE status are able to go to these events. These events are during the school day. As I stated before, what we found was after-school events at the junior high level you do not get the buy-in.

So we have worked with our faculty. They really appreciate these activities, and they bring their students. So all the students that are able to participate are able to go to these activities. And as you can see, here are some ideas of the things that we do. We run three different assemblies because my gym is not large enough to house all 1,700 students, so we have an assembly activity for seventh grade, then eighth grade, then ninth grade. We've done them over the course of two days, and we've also done them all back-to-back in the morning.

So some of the things that we've done is the PRIDE is right, which is the Price is Right. And we've given away prizes and that whole game show thing. We've also done

the Match Game, the Dating Game for ninth grade, also relay races and field days at the end of the year. And here's an example of the PRIDE is Right kids here. This is them screaming out, the students screaming out \$2.95, \$3.00. Okay. They, it's really fun. They have a great time. And we had a parent actually make the wheel, excellent. Okay.

And before I go on to some more faculty incentives, and what I want to say about those games is that we really make it important for the students to attend because we give away the big prizes. You have to be in it to win it, so the kinds of things that we give away are, we've given away \$100 Visa gift cards per grade level, so that's \$300. We've given away Wii's, Rock Band, those kinds of things. Again, those are the larger incentives that at that level, you know that the kids really want to win those prizes.

We've also given away \$25 gift cards, \$50 gift cards, but as you can see, you know, giving away a fuzzy pencil or something like that isn't going to cut it at the junior high level. So with more faculty incentives, we do have a faculty of the month that we do, and that, we didn't start it right away because, as you know, some faculty members really think it can create a divide within your faculty if you're saying this person is doing a better job than somebody else, let's say. So what we do is we have our department chairs nominate someone from their department every month.

Each one of those persons is acknowledged. That's approximately ten people per month that are acknowledged. And then I randomly select out of those ten the teacher of the month. The teacher of the month then receives a parking spot for an entire month, again, a big incentive, and a little trophy that they have to share and then pass down the line and a certificate. So there's an example. He didn't get the drink. He got the little, the little trophy.

And then for student incentives, I stole this idea from my child's elementary school. Again, please take anybody's ideas and tweak them to work for your own school. This was to have the counselors be able to give a round of applause to a specific student that they see. The students I call down to my office, and they, it's called you take the cake. And what I do is I give them, I used to give them a cupcake, but this year I changed it, because them carrying around a cupcake for half a day really wasn't a good idea.

So I changed it to, I give them a bag of M&Ms, a really big one or something like that, and they really appreciate it. The students that are recognized are not always your typical A+ student that's, you know, fabulous in everything. They could be a student that the counselor believes has made some real stride somewhere in a particular goal area that they might have. So it can be for any reason. Students are given certificates, obviously, the candy, and their pictures are taken and put on a bulletin board. And also their names are put into the bulletin. And that has been received very, very well by the students. Here's another incentive that I do, and I love this.

This is called the Principal's PRIDE Patrol. What I do is I, quote, unquote, randomly call classrooms. I don't randomly call classrooms. I actually plan it in my calendar which rooms I'm going to call. And I will call one at a certain time. During third period, I will call seventh grade classroom and an eighth grade classroom and a ninth grade classroom. And I'll call that classroom, and I'll say, Mrs. Jones, please let me know if all of your students have their assignment notebooks. This is the principal's PRIDE prize patrol phone call. That's a tongue twister.

And they'll say, they'll say on the phone, they'll say, oh, my gosh, it's Dr. Trollinger, we have to see if we all have our homework books. And they have to have 100% of that, and they will check, and I'll hear them checking with all of the kids. And if they do have 100%, then they send someone down to my office, and I give them, you know, some little bag of mints or licorice or something like that. And if they don't have 100% for whatever of the targeted behavior that I'm looking for, they don't get it. And the reactions are always really amazing.

You wouldn't believe at the junior high school level, for example, at ninth grade, if you get 100%, I hear them screaming, oh, my gosh, we won. They're so excited. I've gotten cards from ninth grade classrooms, little cards that they make, thank you, Dr. Trollinger, for the licorice. So nice. And then for when they don't have them, you hear the whole class saying, oh, you need to remember next time whatever it is. Be on time, have your materials, that kind of thing.

So these little things have made a huge difference in my building, and we've really seen the difference. So I'm going to quick go through data collection. I think I only have a couple minutes, about five minutes, but I really want to show you where we are with our data and give you the numbers. So we collect our data with our SWIS program, that's out of the University of Oregon, and we collect it on a monthly basis.

We're ongoing collecting our referrals and putting it into the data system. But we look at it on a monthly data, monthly meetings through our PRIDE core team meetings, and we, we're very transparent at the junior high school. The faculty is able to see this information. We present it to the faculty so they understand what's going on in the building and how the building's being transformed or the areas that we need to work on as a building.

So school-wide recognition plus school-wide consequences equal positive school behavior. I'm going to flip through. There's an example of all of the Tier 1, Tier 2, Tier 3 supports that we have at the junior high school, very, very similar to other schools that are offering School-Wide Positive Behavior Support systems as well.

The majority of our students, as you know from seeing the triangle before, if your system is working appropriately, the majority of your students will be in the green. And at the junior high school, the majority of our students are in the green. These were our goals for this school year. Just really quickly, you can look through them. I want to get to the data. Okay.

So here's where the rubber meets the road. The data there that you see is from 2007-2008 all the way to, I'm sorry, up until this school year. Some of the main things that you want to see is that the trend the first year we started seeing the data from 2007, 2008, that's the yellow, I believe. It's hard to see from over here. Is that what it is? Okay. That was the first year that we started following our referral system. That was probably the second year of implementation of the program.

And some of the things you want to pay attention to is that in January across the board, there's a spike in behavior. And what we do with this data is that we look at it so we can plan for interventions during the months that we're seeing spikes in behavior. So you can see that from the first and second and third year. Also, if you look at the months of March and April over the courses of the last couple years, something's happening during March and April. What is it, everyone? PSSA. So we use the data to plan for interventions of what we're going to do to try to change that behavior.

So as you can see this year for September and October, and look at January. January was a fantastic month this year. I don't have any rhyme or reason right now why that was, but it was. And I would just say it means, it shows that our program has been working and getting better and better every time. So here's an example of changes in behavior from 2008 to 2009. You can see that from 2008 to 2009, our level of fighting decreased 180%. I didn't have a fight in my school last year until May. It was amazing.

And you know that I freaked out when those kids got in a fight, so we were almost there. We were almost there. We didn't have any fights. And such a, that was disappointing, but there was a huge decrease. The areas that I want to show you in red, the reason they're highlighted was because using data, you can see where your issues are in your building. So, for example, we had a 25% increase in other behavior in 2009. What that meant was we were not tracking our SWIS data appropriately. We weren't inputting it appropriately.

The other behavior was students not doing teacher detentions, and it wasn't being inputted into the system appropriately. So we figured that out with some secretarial help, helping the secretaries do that better, and there should be a shift this year. Also you can see tardies were an issue. They were an issue.

And so this year, we've put some things into place so that hopefully that will be not as high there. And the reason was because teachers were not consistently applying our tardy policies across the board. So this year we've targeted that behavior. We've in-serviced the teachers as a whole. We're really working together to change that. And there's some fabulous resources and some contact information. And at this time, I'll turn it over to Judy.

MS. BOMZE: Okay. Just one important thing I didn't mention, and I appreciate your all staying here. At the very beginning, we have something, we are very fortunate that we have a very supportive Board of School Directors that has helped up to implement this. And our superintendant began as a pupil services staff person. I would be remiss if I didn't tell you all that, because that's something we take for granted sometimes, but that's what made it easy for us. So we're going to hang around here if there are any questions. I know we've gone beyond the time, and Diane has some logistic things for you.

DIANE: No. But Diane has the code. Okay. The code is M as in Michael, J as in Jacob, M as in Michael, and the numbers 6, 6. MJM66. Can we give a quick round of applause to our panel? Thanks, you guys. Okay. Have a great day.