

Positive Behavioral Interventions and Supports (PBIS)

New York State's
Structure of Support
March 2015 – Board of Regents Meeting



PBIS is....

- a **framework** for developing school-wide, group and individual interventions.
- a data-based **systems approach** to preventing problem behavior.
- for **all** students and individualized to the unique features of a school.

Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

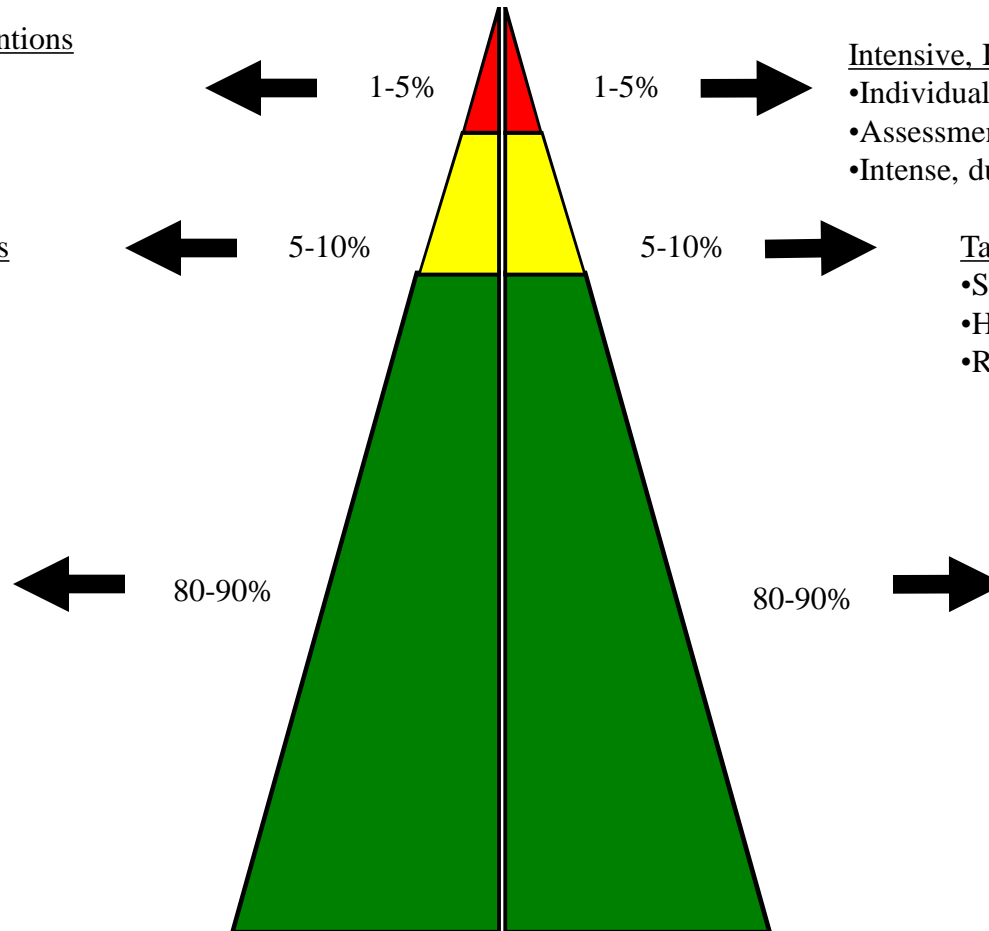
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



What does PBIS look like in a school?

- **>80% of students** can tell you what is expected of them & can give behavioral examples because they have been taught, actively supervised, practiced, & acknowledged.
- **Positive** adult-to-student interactions **exceed** negative.
- **Administrators** are active participants.
- **Data & team-based** action planning drive implementation.
- **Function-based behavior support** is a foundation for addressing problem behavior.
- **Full continuum of behavior support** is available to all students.

NYSED funded technical assistance



Regional Special Education
Technical Assistance and
Support Centers (RSE-TASC)
Behavior Specialists



State Technical Assistance
Center

Video clip

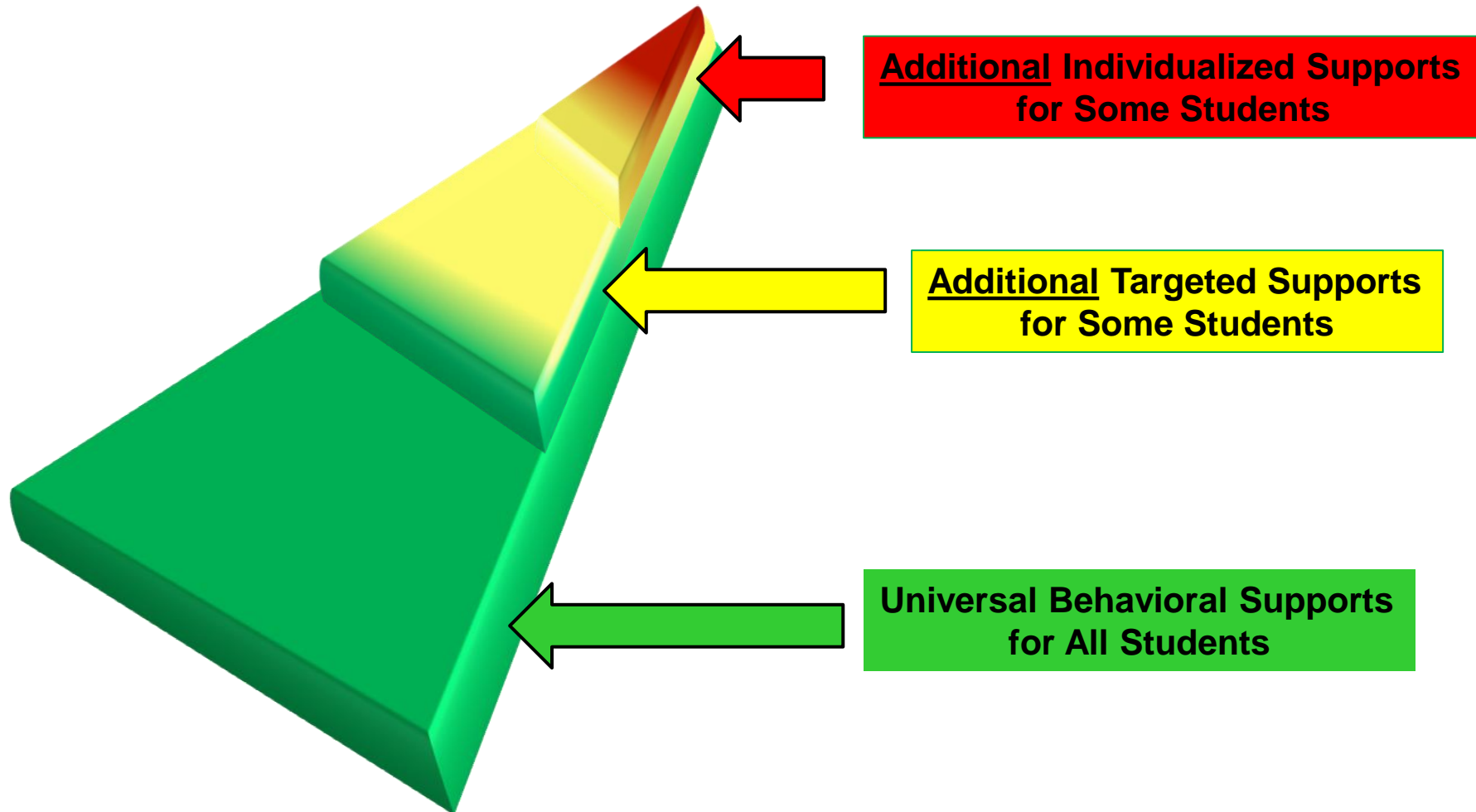
- Jamal Doggett, Principal of Longfellow Elementary School in Mount Vernon.
- School is supported by the RSE-TASC Behavior Specialist in Lower Hudson Valley Region
- Principal Speaks About PBIS:
<http://youtu.be/EJoma2POHJw>

Kevin Quinn – NYS PBIS TAC

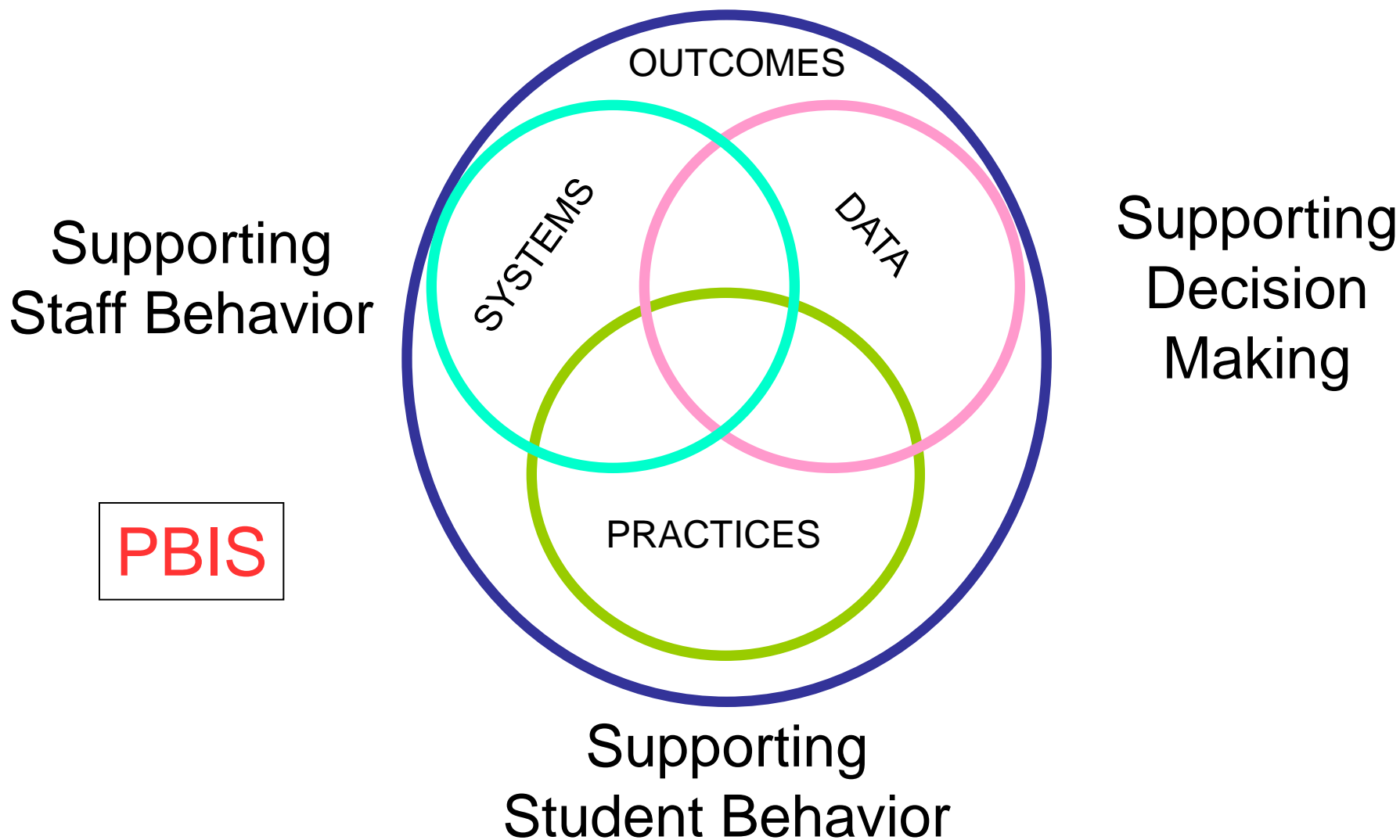


Layering Supports for a Cumulative Effect

A Systems Perspective

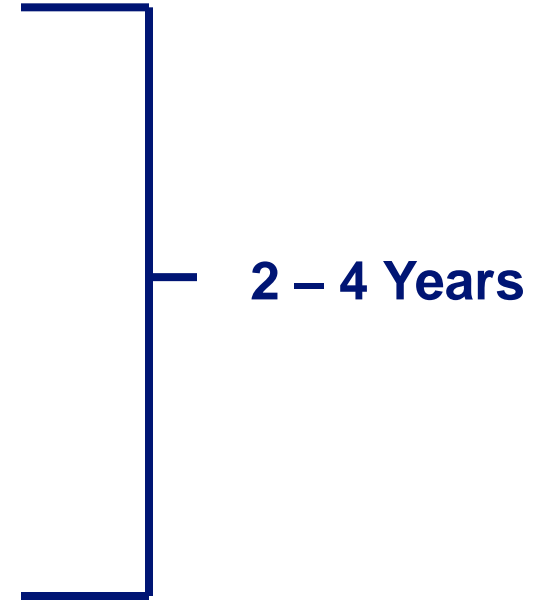


Social Competence & Academic Achievement



Stages of Implementation

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**



- **Innovation**
- **Sustainability**

A set of specified activities designed to put into practice an activity or program of known dimensions

- Fixsen, et al., 2005

Training Outcomes Related to Training Components

	<u>Training Outcomes</u>		
Training Components	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

PBIS at P.S. 41
The Gun Hill Road School
Bronx, NY

Mrs. Erika Tobia - Principal

PBIS at P.S. 41

The Gun Hill Road School

Tier 3

Promise Zone
FBA/BIP ♦ Data
Intensive Family Engagement
Referral to Special Ed

Tier 2

Check-In Check-Out ♦ CICO Club ♦ At-Risk Guidance ♦ Data

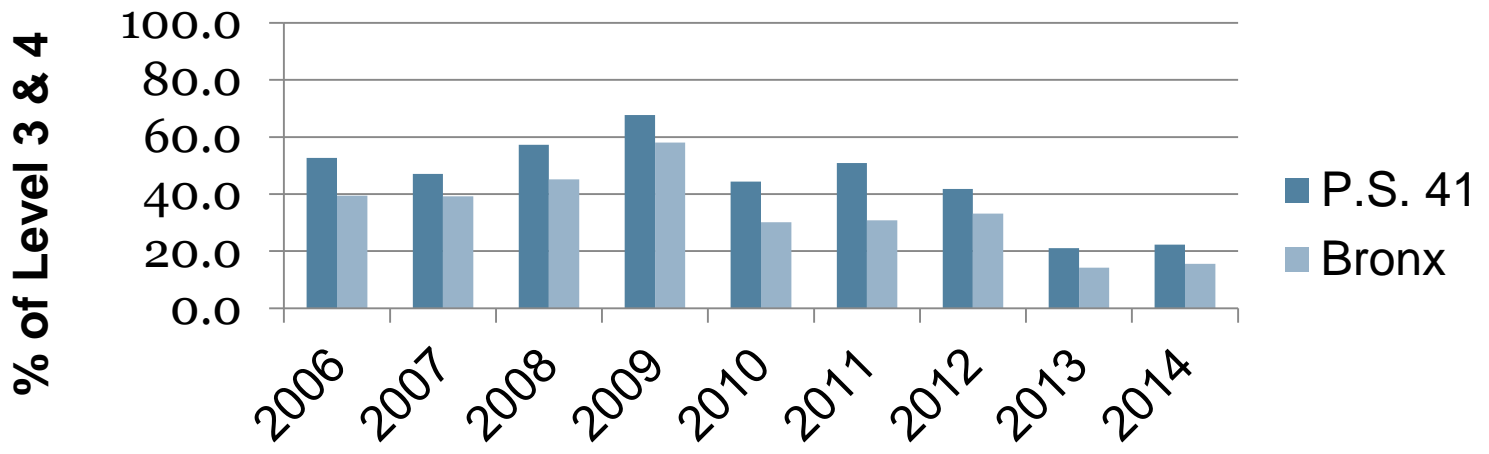
Tier 1

Principal commitment to PBIS ♦ Explicit teaching of behavior
Parent engagement (partnership with ParentCorps) ♦ Data
Staff Buy-In ♦ Positive acknowledgment for ALL students & staff
Acknowledgment activities to foster positive relationships

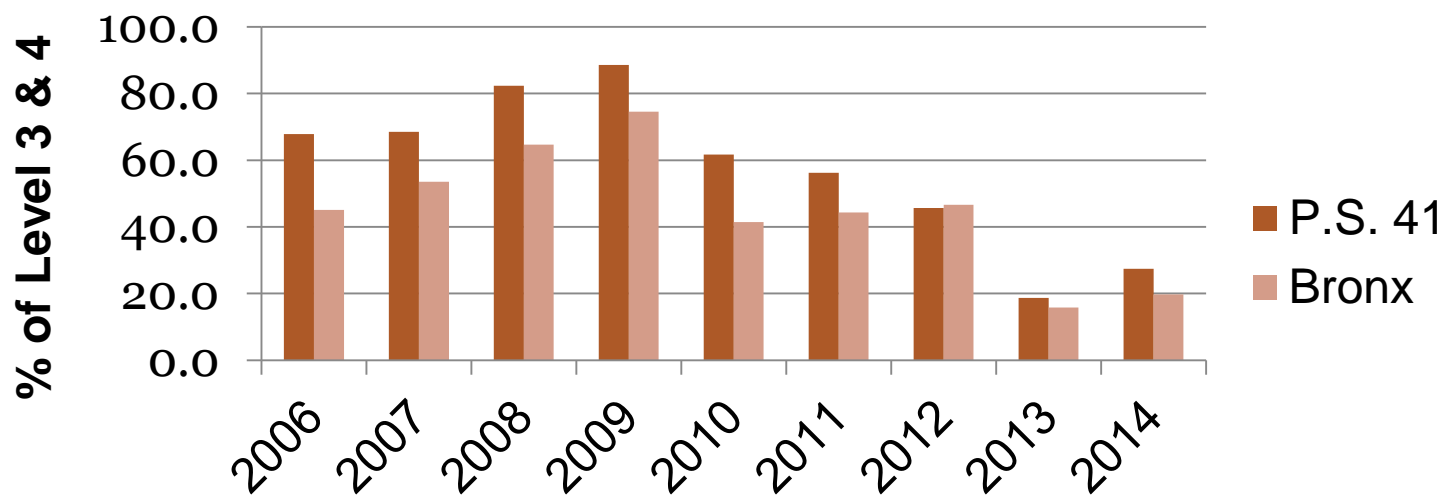
PBIS at P.S. 41

The Gun Hill Road School

NYS ELA Scores 2006 - 2014



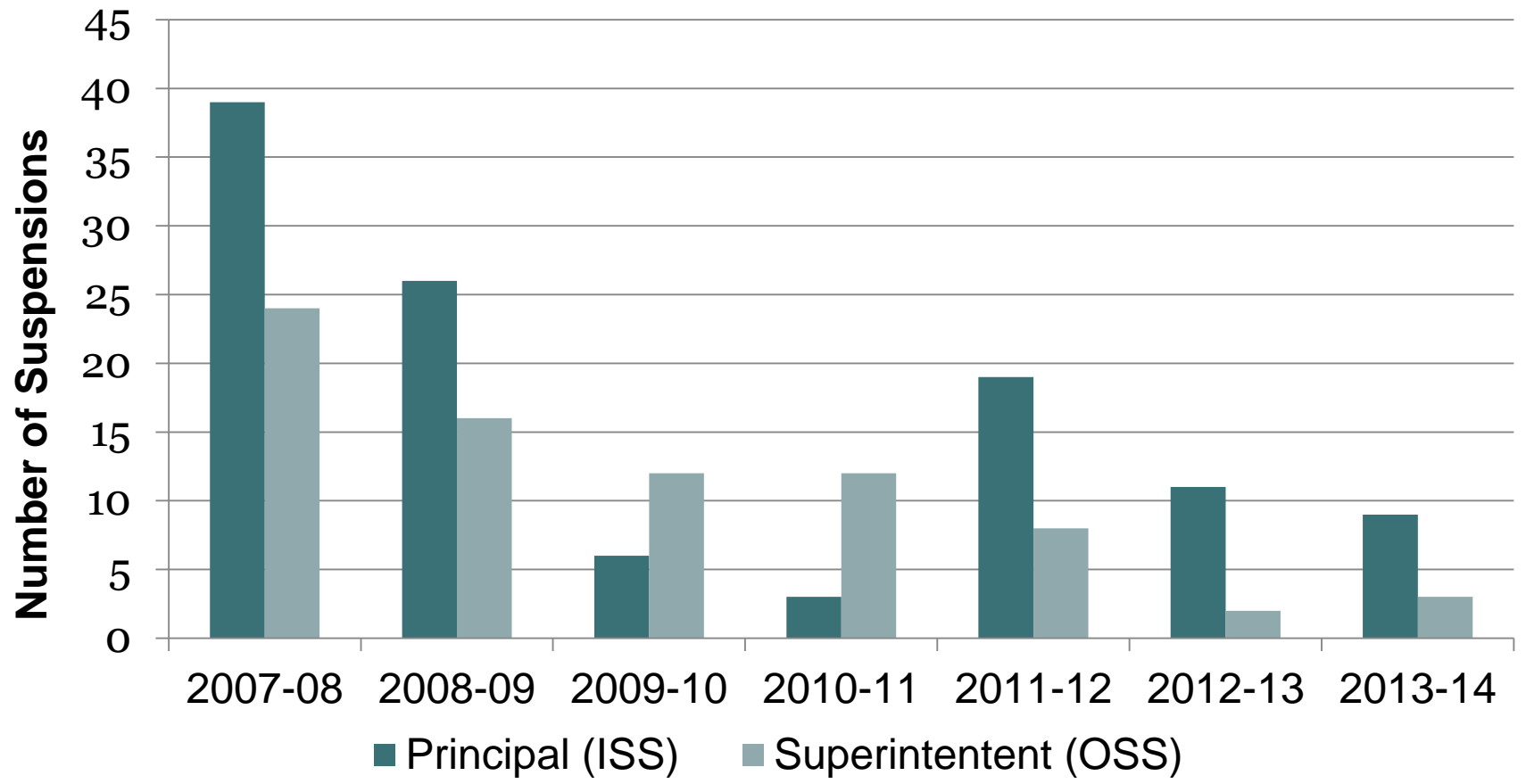
NYS Math Scores 2006 - 2014



PBIS at P.S. 41

The Gun Hill Road School

Suspensions 2007 - 2014



PBIS at H.T. Wiley Intermediate School Watertown, NY

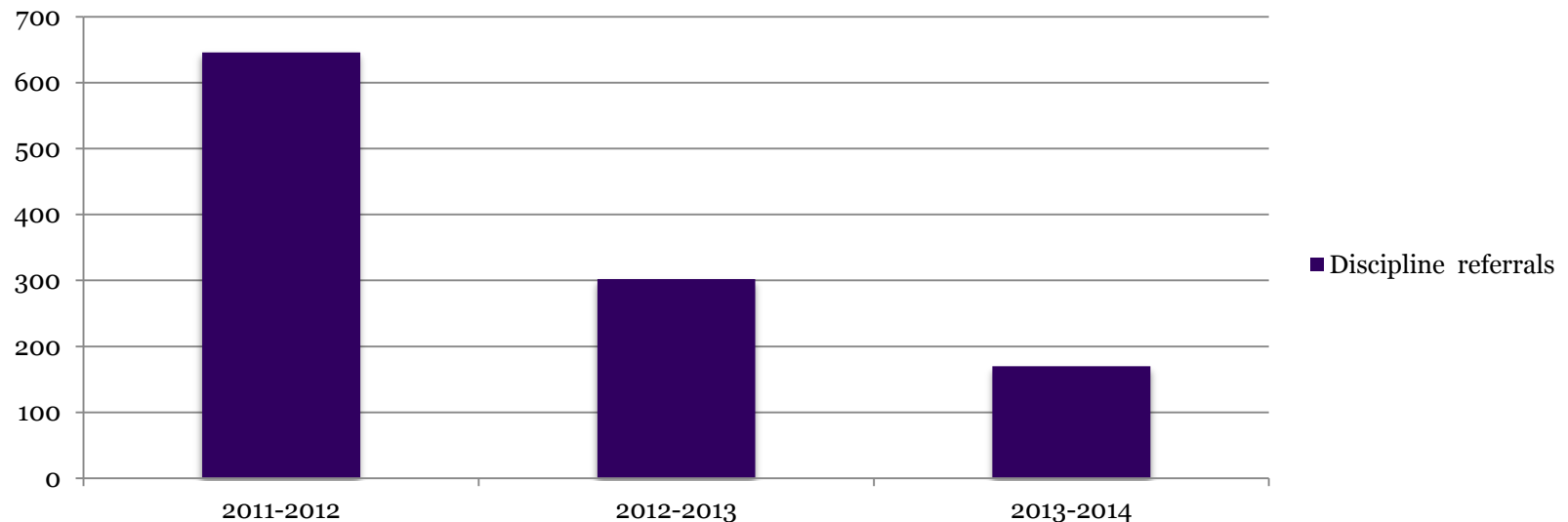
Mrs. Patti LaBarr- Principal

HT Wiley Intermediate School Watertown City School District



How did discipline referrals drop from 646 referrals in 2011-2012 to 170 referrals in 2013- 2014?

Discipline referrals



HT Wiley Intermediate School Watertown City School District



Spring 2012

- PBIS team created and trained by RSE- TASC Behavior Specialist

School Year 12-13

- PBIS team reviewed all student management procedures
- Staff trained on Tier I procedures and policies
- PBIS team tracked discipline data & found areas that need improvement

School Year 13-14

- PBIS team refined strategies & reviewed data
- Bus drivers trained on PBIS to increase consistency
- Fidelity of implementation monitored & staff was trained on Tier II

School Year 14-15

- Full implementation of Tier I & II
- Refining strategies in Tier I & II based on data
- Tier III training planned for summer 2015

HT Wiley Intermediate School Watertown City School District



“The PBIS framework has provided the student and staff an opportunity to establish an educational renaissance based on teamwork, tolerance, and respect.”

- Superintendent - Terry Fralick

“Implementation of PBIS has created a positive climate for students to focus on academics and remove barriers to learning.”

-Assistant Superintendent - Mary-Margaret Zehr

“When you walk into Wiley, you know PBIS is at the heart of all their decisions. You can see it on the faces of the students and hear it in the voices of staff. It’s a climate where students feel they belong...”

-RSE - TASC Regional Behavioral Specialist- Tracy Largett

“This bus run would not be a success without those Golden Tickets...they’re a lifesaver.”

-Wiley Bus Driver

“Children know that it doesn’t matter whose classroom they happen to be in....the expectations don’t change.”

- Music teacher - Laurie Faunce

PBIS at Hawthorne Cedar Knolls The Little School

Hawthorne, NY

Mr. Ray Raefski- Principal



STARS

- S** Stay in Class
- T** Total Work Completed
- A** Appropriate Behavior
- R** Respectful Language
- S** Stay in Assigned Area



How many points can I earn?

Up to **5 points per period** for meeting each of the STARS expectations.

That's up to 40 points per day and 200 points per week.

STARS Points & Status

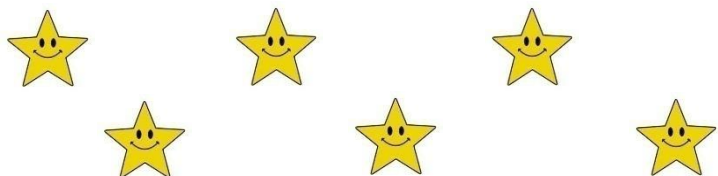
SUPER STAR (200-185 points)

ALL STAR (184-170 points)

SHOOTING STAR (169-155 points)

Honorable Mention – You're almost there!

Rising Star (154- 140 points)



29 OUT OF 44 LITTLE SCHOOL STUDENTS EARNED STARS STATUS FOR THE WEEK OF 2/23/15 – 2/27/15 = 66%

Total	Status
200	Superstar
200	Superstar
199	Superstar
197	Superstar
196	Superstar
188	Superstar
187	Superstar
186	Superstar
186	Superstar
185	Superstar
181	All Star
180	All Star
179	All Star
177	All Star
168	Shooting Star
164	Shooting Star
161	Shooting Star
160	Shooting Star
156	Shooting Star
155	Shooting Star
155	Shooting Star
155	Shooting Star
152	Rising Star
152	Rising Star
151	Rising Star
150	Rising Star
148	Rising Star
145	Rising Star
140	Rising Star

Positive Interventions *versus*
Consequence Based Interventions

HAWTHORNE CEDAR KNOLLS
LITTLE SCHOOL SUSPENSION RATE

2013-2014 = **58**

2014-2015 = **2**

