Creating the Pathways for Positive Academic and Social Outcomes for ALL

Maryland Safe and Supportive Schools

Susan Barrett
sbarrett@pbismaryland.org

A Collaborative Effort of the
Maryland State Department of Education (MSDE),
Sheppard Pratt Health System, and
Johns Hopkins University
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Goals for Today

Implementation Science
Leadership Role
Actions for Change
Outcomes
Establishing the Conditions for Learning

SSS Model

Engagement
- Relationships
- Respect for Diversity
- School Participation

Safety
- Emotional Safety
- Physical Safety
- Substance Use

Environment
- Physical Environment
- Academic Environment
- Wellness
- Disciplinary Environment
A matter of Public Health

Equal Priority for…

• Academic press
• Social emotional behavior health,
• Academic “core” behaviors (problem solving, study skills, organizational skills etc)
Big Ideas

• Implementation is not a single event
• A mission-oriented process involving multiple decisions, actions, and corrections—Continuous Improvement/Regeneration
• Uses stages to make the process of change doable
• Anchored to tiered framework
• Always connected to strategic plan
Three Tiered Model of Student Supports

These students get these tiers of support in order to meet benchmarks.

The goal of the tiers is student success, not labeling.
What is School-wide Positive Behavior Support?

- **School-wide PBIS is:**
  - is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

- **Evidence-based features of SW-PBIS**
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation (Systems that support effective practices)
On school reform...

Kauffman states, "...attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for students. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers." (1993, p. 7).
Do we live in a punishing work environment?

How do we create systems that support staff?
Leaders...“Call to Action”

How do we ensure that all students have access to effective practices that are implemented with fidelity and sustained over time?

**2 key components for School Improvement:

1. Professional Development – Nurture the growth and development of our staff!!!
   
   *Focus on skill development and support of individual educators*

2. Organization Capacity-Learn and be adaptive
   
   *Focus on strong collaborative work cultures*
System Change

“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation”

(R. Elmore, 2002)
Core Features

- **INTEGRATED APPROACH** School Leadership promotes equal priority to academic press, social emotional behavior health, and academic behaviors (problem solving, study skills, organizational skills etc)
- **FEW MEASURABLE GOALS** School Leadership team has few clear measurable goals that are feasible, important and relevant.
- **PROFESSIONAL DATA CULTURE** School Leadership invites regular feedback and organizes routines for data based decision making and communication to school community.
- **ORGANIZATIONAL HEALTH** School Leadership promotes organizational health by nurturing the development and growth of teaching staff and including diverse partners (family, community, mental health etc)
- **PERSONALIZATION OF SOCIAL AND ACADEMIC LEARNING** School Leadership promote personalized learning connections through variety of extra-curricular activities and relational support for all students
- **ENGAGEMENT** School Leadership seeks input, involvement and feedback across school community
## Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Plus Coaching/Admin Support Data Feedback</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002
implementation science is universal
(like physics, chemistry)

all human services (and beyond)
  – shared experience & learning
  – rapidly advance implementation best
    practices, science, and public policy
Students cannot benefit from interventions they do not experience.
Lesson 1

What is known is generally not what is adopted

Implementation Gap

• There are not clear pathways to implementation

• What is adopted often is not used with fidelity and good effect

• What is implemented disappears over time and with staff turnover
Lesson 2

Excellent evidence for what does not work

• Implementation by edict/ accountability by itself does not work

• Implementation by “following the money” by itself does not work

• Implementation without changing supporting roles and functions does not work

Paul Nutt (2002). Why Decisions Fail
Lesson 3: Two Sides of the Same Coin
“What” AND “How”

To successfully implement and sustain the use of any intervention, framework, practice, or program you need to understand:

The WHAT - The “it”. What is the intervention, framework, practice or program (e.g. Character Ed, Check and Connect, CBITS, Bully Prevention)

AND

The HOW - Effective implementation and sustainability frameworks (e.g. strategies to change and maintain behavior of adults)
What Works – The Implementation Equation

Effective Interventions The “WHAT”

Effective Implementation The “HOW”

Positive Outcomes for Consumers
In Other Words...

- We organize our resources
  - Multi-Tier model

- So kids get help early
  - Actions based on outcomes (data!), not procedures

- We do stuff that’s likely to work
  - Evidence-Based interventions

- And make sure they’re successful
  - Progress monitoring
  - Problem-Solving process
  - Increasing levels of intensity
The “Organizers” for Implementation

• Tiered Logic
• Problem Solving Logic
• Phases of Implementation
• Team Role and Function
Three Tiered Model of Student Supports

These students get these tiers of support in order to meet benchmarks.

The goal of the tiers is student success, not labeling.
Creating the Conditions for Learning

Promotion of social emotional wellbeing, social competence, physical safety, free from bully behavior, prevention of substance use
Promotion of school engagement, family involvement and culture of inclusion and equity
Promotion of safe, supportive school environment

Systems Supporting Staff Behavior
- Solution Focused Team Approach
- Administrator Support participation
- Community of Practice (Skill development and performance feedback)
- Consensus and collaboration across community, student, families
- Communication and Dissemination process

Data Supporting Decision Making
- School improvement goal progress - CAG
- Climate Survey
- Office Discipline Referrals, Suspension
- Academic progress
- Attendance, truancy
- Direct Observation
- Process tools (fidelity)

Practices Supporting Student Behavior
- Define behaviors, expectations, and rules
- Teach, model, and acknowledge behaviors, expectations, and rules
- Consistent, instructional response to behavior errors
- Personalized learning connections through extra-curricular events and relational support for all students
Valued Outcome: _______________________

Step 1: What does the data say?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Step 2: What is the goal?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Step 3: What will we do to support student behavior?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Step 4: What will we do to support staff?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it</td>
<td>Exploration/Preparation Activities</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Getting it right</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct baseline data, develop plan.</td>
</tr>
<tr>
<td>Making it better</td>
<td>Initial Implementation</td>
<td>Roll-out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td></td>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Sustainability/Continuous Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>
Expanding the SWPBS Implementation Blueprint

www.pbis.org

State Leadership Team-Cabinet Level “Implementers” – State/District/Local

Training

Systems Coach

Evaluation

Content Expertise

Family and Community Implementation Demonstrations
Entering the Transformation Zone

What data point do you want to change?

- Increased attendance
- Graduation rate
- Healthy students (physical and mental health)
- Nurturing caring and supportive environments
- Closing the Global Gap
Implementation Cascade: “PRESS and SUPPORT”
Building Capacity and Sustainability

- State Leadership Team
- State Implementation Team
- Local Implementation Team
- District Coach Coordinators
- Coaches
- Team Leaders
- Systems Planning Teams

Problem Solving Teams, Department/Grade Level Teams, Staff, Student, Family/Community
What have we learned?

- Leadership
- Professional Data Culture
- Buy In
- Skill Development and Support
  - Activity based training
  - Coach to guide implementation with fidelity
  - Performance feedback
5 Actions for Change

#1. Resource Mapping

- Invest in small number of practices that have the biggest impact
- Use data to guide decision
- Use data to build the case
- Use data to celebrate
TIER I: Core, Universal

GOAL: 100% of students achieve at high levels

Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How do we respond when some students don’t learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum.
TIER II: Supplemental, Targeted

Tier II

For approx. 20% of students
Core + Supplemental

...to achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?
Tier III: Intensive, Individualized

For Approx 5% of Students

Core

+ Supplemental

+ Intensive Individual Instruction

...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
Types of Coaching

- **Coaching for Individual Change:**
  focus on skill development, support and performance feedback (content specific: academic, behavior)

- **Coaching for Team/Group Change:**
  focus on collaboration and facilitation, group dynamics

- **Coaching for Systems Change:**
  focus on organizational change
Roles of the School Climate Specialist

Organizational/Systems Change OR The Development of Effective, Productive, Collaborative Systems that create optimal Conditions for Learning

Support to Leadership

Skill Coach for Practitioners

Systems Change Coach (Facilitator/Communicator)
Edit the following visit and task information as necessary:

<table>
<thead>
<tr>
<th>Visit Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visit Log ID:</strong></td>
</tr>
<tr>
<td><strong>Visit Date:</strong></td>
</tr>
<tr>
<td><strong>Duration of Visit (hours):</strong></td>
</tr>
<tr>
<td><strong>School:</strong></td>
</tr>
<tr>
<td><strong>Climate Specialist:</strong></td>
</tr>
<tr>
<td><strong>Intervention:</strong></td>
</tr>
<tr>
<td><strong>Work linked to SIP (Y/N):</strong></td>
</tr>
<tr>
<td><strong>Work linked to SW expectations (Y/N):</strong></td>
</tr>
<tr>
<td><strong>Comments (65K char max):</strong></td>
</tr>
</tbody>
</table>

List of Tasks:

<table>
<thead>
<tr>
<th>Task Category</th>
<th>Task Subcategory</th>
<th>Group Coached</th>
<th>Percentage Of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Type</td>
<td>(optional) Individual Role:</td>
<td>(optional) Type of Group:</td>
<td>50 %</td>
</tr>
</tbody>
</table>
Coaching: Total Hours For Each Group Over All Visits

- Community/parents: 4.25 hours
- Individual: 531.33 hours
- Small Group: 776.875 hours
- Students: 20.25 hours
- Whole Faculty: 82.5 hours
Hours Spent On Each Type Of Coaching Over All Visits

- Classroom support: 31.1 hours
- Data coach: 55.5 hours
- Delegating: 16.725 hours
- Participating/supporting: 642.35 hours
- Resource provider: 349.4 hours
- Teaching/Transfer of new skill set: 320.13 hours
3. Invest in Teaming Structure

- Working Smarter
- Support for Adults
- Process and Procedure: Action Planning Form
- Necessary Conversations: Tracking Tool
<table>
<thead>
<tr>
<th>Workgroup/Committee/Team</th>
<th>Outcome/Link to SIP</th>
<th>Who do we serve? What is the ticket in?</th>
<th>Names of Staff</th>
<th>Non-negotiable District Mandate?</th>
<th>How do we measure impact?</th>
<th>Overlap? Modify?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>students</td>
<td>Junebug, Leo, Tom</td>
<td>yes</td>
<td>Attendance records</td>
<td>Yes-fold to SW PBS</td>
<td></td>
</tr>
<tr>
<td>SW PBS Team</td>
<td>Students staff</td>
<td>Ben, Tom, Lou</td>
<td>no</td>
<td>Office Referrals</td>
<td>Yes-continue</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Students staff</td>
<td>Toni, Barb, Tom</td>
<td>no</td>
<td>Office Referrals</td>
<td>Yes-fold into SW PBS</td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>students</td>
<td>Tom</td>
<td>no</td>
<td>No</td>
<td>Yes-fold into SW PBS</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>students</td>
<td>Tom, Lou</td>
<td>no</td>
<td>Office Referrals</td>
<td>Yes-fold into SW PBS</td>
<td></td>
</tr>
<tr>
<td>Student Support Team/Problem Solving Team</td>
<td>students</td>
<td>Steve, Sue, Jon, Tom</td>
<td>yes</td>
<td>Discipline, DIBELS, FACTS…</td>
<td>No-continue</td>
<td></td>
</tr>
<tr>
<td>School Improvement 1, 2, 3</td>
<td>1, 2, 3</td>
<td>Bill, Jon</td>
<td>yes</td>
<td>All of the above</td>
<td>Yes-fold into SW PBS</td>
<td></td>
</tr>
</tbody>
</table>
Youth has 2 Major ODRs
Youth has 1 Suspension
Youth experiences more than ? minutes out of instruction
Youth misses more than ? days unexcused absences
Youth drops GPA by more than ??
Youth – benchmark testing- McIntosh
Youth- incomplete class work/homework
Attendance (look at predictors for drop-out and school completion)
Eligibility Data for school activities (athletics, band, chorus, clubs)
Admin Referral
Teacher/Staff Referral
Family Referral
Other:

Decision Rules for Access to Advanced Tiers
(and decision rules for prevention-if we can predict the trajectories, then we can prevent it from happening)
What are the necessary conversations?

Secondary Systems Planning ‘conversation’

- Monitors effectiveness of CICO, Social Academic Instructional Group, Mentoring, and Brief FBA/BIP supports
- Review data in aggregate to make decisions on improvements to the interventions themselves
- Students are NOT discussed

Problem Solving Team (‘conversation’)

- Develops & monitors plans for one student at a time
- Every school has this type of meeting
- Teachers and family are typically invited
Tier 2/3 Tracking Tool

- Structured to follow 6 levels/types of interventions from Secondary through Tertiary
- Increases accountability
  - Schools have to count # of kids in interventions
  - Data-based decision-rules are necessary (Identify, Progress-monitor, Exit)
  - Must define ‘response’ to each intervention type/level
  - Shows % of kids who responded to each intervention
- .....the tool assesses the success rate, or effectiveness of the interventions themselves
- Connects each level of intervention to the next level
### Data-based Decision-rules for defining “response to intervention”:
Please list below your data-based decision-rule to determine student ‘response’ for each intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

**CICO:** Earning 80% of points on average per day per week

**Ben’s Group:** First two weeks: 70% or more per day per week, Weeks 3-10: 80% or more points per week on Ben’s Card

**Anger Management Training:** 80% or more points per day per week on AMT Card
4. Embrace the “SWITCH”

“Before”
- 5 absences- scary note home
- 7 absences- Resource Officer Visit

“After” –Prevention/Relationship
- LOWER Threshold
  - 2 absences- “Secret Mentor” (2 BY 10)
    - 2 minutes for 10 days – PREVENTION
  - What amount of info would you get?
  - How could you use it to alter environment or change staff behavior?
Level 1- Student starts CICO- goal established- Leadership Skill Training 101 (basic Social Skills- data determines which skill to focus on)

Level 2- Student Mentor Group- fade to 2/day “co-leads” morning and afternoon time with staff) Leadership Skill Training 200

Level 3- Student Ambassador Group- responsible for providing school tours to visitors, serves as actor in video library for SW lesson plans (takes social skills 100, 200 classes and stars in skits)
During school year 2010-2011, “NEST Time” was implemented instead of the previous 4 lunch periods.

NEST is a one hour lunch period for all students and staff. Students choose where and when they will eat lunch. Teachers have a duty for one half of NEST time and have a duty-free lunch for the other half.

Students can go to a quiet room and do their homework. They can get extra tutoring to improve their GPA. They can practice for HSAs, have their hair and nails done in the cosmetology salon, they can join one of the 86 clubs – there’s something for everyone, from Comic Book Club to Gardening to Yard Games to Sports Reporting! Students check in with teachers and are tracked with the “NEST Tracker” so that teachers, guidance and administrators can track where students are choosing to spend their time. This data is compared to assessment scores to identify students who need extra help but may not be taking advantage of tutoring sessions.

NEST stands for:
- N – Nourishment (Food! Lunch!)
- E – Extracurriculars and clubs
- S – Socialization while Studying
- T – Tutoring
5. Invest in a Multi-tiered Approach
### Teaching Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>SETTING</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Others</td>
<td></td>
<td>Normal voice volume. Walk to physical space.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Property</td>
<td></td>
<td>Invite people who are alone to join in your conversation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1. Expectations
- Be on task. Give your best effort. Be prepared.
- Share equipment. Include others.
- Practice good table manners
- Whisper. Return books.
- Invite people who are alone to join in your conversation.

#### 2. Natural Context (Locations)
- Invite people who are alone to join in your conversation.

#### 3. Rules or Specific Behaviors
- Be kind.
- Hands/feet to self.
- Help/share with others.
- Use normal voice volume.
- Walk to right.
- Share equipment.
- Include others.
- Use appropriate applause.
- Use a quiet voice.
- Stay in your seat.
- Recycle.
- Clean up after self.
- Pick up litter.
- Maintain physical space.
- Use equipment properly.
- Put litter in garbage can.
- Replace trays & utensils.
- Clean up eating area.
- Push in chairs. Treat books carefully.
- Pick up. Treat chairs carefully.
- Wipe your feet.
2. Another option is to add a column to define expectations for what students can do when they see disrespectful behavior in any setting (See next slide)

PBIS research* demonstrates that the most effective expectations to teach can follow the 3-step model of:

- STOP
- WALK
- TALK

* "Bully Prevention in Positive Behavior Support” By Scott Ross, Rob Horner, Brianna Stiller
### Teaching Matrix

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>INCORPORATE BULLY PREVENTION / INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>All Settings</td>
</tr>
<tr>
<td><strong>Achieving &amp; Organized</strong></td>
<td>Be on task</td>
</tr>
</tbody>
</table>

### 1. Expectations

**Respect**
- Be kind.
- Treat books carefully.
- Use a quiet voice.
- Stay in your seat.
- Whisper.

**Achieving & Organized**
- Be prepared.
- Use normal volume.
- Walk to the right.
- Include others.
- Use equipment properly.

**Responsible**
- Be respectful.
- Help/share with others.
- Help/share with others.
- Share equipment.
- Include others.

### 2. Natural Context (Locations)

<table>
<thead>
<tr>
<th>Location</th>
<th>If you see Disrespect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library/Computer</td>
<td><strong>STOP:</strong> Interrupt &amp; model respect, rather than watch or join in</td>
</tr>
<tr>
<td>Assembly</td>
<td><strong>WALK:</strong> Invite people who are being disrespected to to join you and move away.</td>
</tr>
<tr>
<td>Bus</td>
<td><strong>Stop:</strong> Interrupt, Say “that’s not ok.” <strong>Walk:</strong> Walk away <strong>Talk:</strong> REPORT to an adult</td>
</tr>
</tbody>
</table>

### 3. Rules or Specific Behaviors

- Be on task.
- Give your best effort.
- Be prepared.
- Walk.
- Have a plan.
- Study, read, compute.
- Sit in one spot.
- Watch for your stop.
- Recycle.
- Clean up after self.
- Pick up litter.
- Maintain physical space.
- Use equipment properly.
- Put litter in garbage can.
- Push in chairs.
- Treat books carefully.
- Pick up. Treat chairs carefully.
- Wipe your feet.
Tier 1: Universal Interventions

- Self Assessments: Family Engagement Checklist, Surveys
- Skill Building Series Guest Speaker (Topics Vary - Survey Families)
- Newsletter, Resource Library, “Shout Outs”
- Volunteer Opportunities (DOGS- Dads of Great Students)
- Teacher Conferences- Goal Setting, Family Vision, Strengths Discovery
- Family Fun Nights throughout the year
- School Handbook (Description, Teaching Matrix – promote common language between school and home)

Tier 2: Targeted Group Interventions

- Support Groups (Military Families, Newcomer Group)
- Skill Building Sessions (Academic and Behavior)

Tier 3: Intensive, Individual Interventions

- Family Liaison-matched with family, needs matched with community resources
- Individual Skill Building Sessions-
Charger Expectations
Life Long Learning
Honor & Respect
Success & Life Skills

1st quarter

2nd quarter

3rd quarter

4th quarter

Math

Literacy

Behavioral Support
Social/Emotional

Leadership

Continue 2nd quarter skills class

Pick up 2nd skills class

Graduate to Leadership

Peer Ambassador
PBIS training associated with significant improvements in staff members’ report of school climate / organizational health

- Significant impacts on:
  - Principal leadership, collegial relationships, academic emphasis, recourse influence, institutional integrity, and overall OHI
  - Schools starting with lower levels of OHI tended to take longer to reach high fidelity SW-PBIS implementation, but improved the most

(Bradshaw, et al., SPQ, 2008; Bradshaw et al. *Prevention Science*, 2009)
Brief Summary of Impacts of SW-PBIS on Student Outcomes

- Significant reduction in *school-level suspensions* among the PBIS schools
- Students in PBIS schools were 32% less likely to receive an *office discipline referral*
- A positive effect for school-level *MSA academic performance* was observed (Bradshaw et al., *JPBI*, 2010)
- Teacher-rated behavior problems
  - Rejection & bullying (Waasdorp, Bradshaw, & Leaf, in press)
  - Service use (e.g., counseling, special education referral, office referrals)
  - Concentration problems, aggressive/disruptive behavior, prosocial behavior, emotion regulation (Bradshaw et al., in preparation)

Some indication that the intervention effects are strongest the earlier students are exposed to SW-PBIS
Effects of PBIS on ‘At-Risk’ Students

• Those students who were considered ‘at-risk’ at baseline (according to teacher-ratings) performed better in SW-PBIS schools than control schools
  – Relative to at-risk students in comparison schools, at-risk students in SW-PBIS schools were less likely to
    • be sent to the principals office
    • receive counseling for problem behaviors
    • receive counseling for social skill deficits
    • be referred to special education

(Bradshaw et al., in preparation)
# Cost-Benefit Analysis

## COST/BENEFIT ANALYSIS WORKSHEET

Enter info below

<table>
<thead>
<tr>
<th>School name</th>
<th>Robert Moton Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of referrals November 2005</td>
<td>132</td>
</tr>
<tr>
<td>Number of referrals April 2006</td>
<td>61</td>
</tr>
<tr>
<td>Average # of minutes student is out of class due to referral</td>
<td>22</td>
</tr>
<tr>
<td>Average # of minutes staff need to process referral</td>
<td>5</td>
</tr>
</tbody>
</table>

**Graphs:**
- **Bar Graph 1:**
  - Last Year: 2640
  - This Year: 1220
  - Time Regained: 355

- **Bar Graph 2:**
  - Last Year: 6
  - This Year: 3

**Table:**

<table>
<thead>
<tr>
<th>Time Regained</th>
<th>Last Year</th>
<th>This Year</th>
<th>Time Regained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>660</td>
<td>305</td>
<td>355</td>
</tr>
<tr>
<td></td>
<td>1220</td>
<td>1420</td>
<td></td>
</tr>
</tbody>
</table>

**Average # of referrals:**
- April 2006: 61
- November 2005: 132

**Average # of minutes staff need to process referral:**
- 5
PBIS HS with Fidelity vs State Avg Freshman Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>PBIS HS n=19</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3.00%</td>
<td>5.00%</td>
</tr>
<tr>
<td>2011</td>
<td>4.00%</td>
<td>6.00%</td>
</tr>
</tbody>
</table>

Percent of Change and Rate in AFGR 2010 vs 2011

- PBIS HS n=19
- State
African American Students

PBIS HS w/Fidelity vs State
African American AFGR

State Increase 1.7%

Average Increase for PBIS Schools 10.69%

- 2009-10
- 2010-11
What kind of school do you want your school to be?

MDS3 Climate Survey

Date: March 1st-May 15th

Complete the MDS3 Climate Survey.

It only takes a few minutes and is anonymous.

This survey will help us better understand how staff, students and parents perceive your school and to develop ways to help improve school climate.

The MDS3 Initiative is sponsored by the Maryland State Department of Education to measure and improve school climate in high schools throughout Maryland.