

JAMES PALMIERO: Hello, my name is James Palmiero. I'm the director of PaTTAN Pittsburgh, and we're glad to be able to provide this video introduction to school-wide positive behavior support.

Pennsylvania's community of practice on school-based behavioral health, in partnership with the Pennsylvania Department of Education and its Bureau of Special Education, is pleased to share with you an overview of school-wide positive behavior interventions and supports. This video primarily features Pennsylvania schools and their efforts to reduce non-academic barriers to student achievement.

NARRATOR: The Pennsylvania Positive Behavior Support Network, or PAPBS for short. The PAPBS network supports both school-aged and early childhood educators in their efforts to implement PBIS in their sites. Early childhood settings are important places in which to begin addressing the reduction of non-academic barriers to student achievement. And as such, the PAPBS network is committed to ensuring that early childhood settings are well positioned to support the inclusion of young children with challenging behaviors.

Moreover, PBIS also assists early childhood and school-aged educators as they build a seamless system of prevention and interventions for children and youth, including students with disabilities. PBIS is not a curriculum. It is a multi-tiered decision-making approach that guides selection, integration, and implementation of the best evidence-based behavioral practices for improving academic and behavior outcomes for all students.

PBIS emphasizes four integrated elements: data for decision-making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices. PBIS is a method by which to design, implement, and evaluate effective classroom, non-classroom, and student-specific behavior support plans. It is a system that helps provide predictable, positive, consistent, and safe environments for all staff and students. PBIS helps educators utilize their resources in order to program more efficiently and effectively. Administrative support is critical to successful implementation of PBIS.

TRACY KRUM: Quite honestly, I don't know how principals do without it anymore. Our primary responsibility is to teach students, to teach students math, reading, writing, science. To get all of that done, I need to have a building that is orderly and ready -- every child needs to be ready to learn. And for that to happen, this is how I'm making it happen. And quite honestly, my test scores I think are a reflection of that, absolutely. And if we're ever going to get to 100%, and we most certainly can get to 100%, you got to do something like this. You will never get to 100% proficient with all the kids if you are not looking at your school-wide positive behavior program. I am convinced of that.

BARBARA DIMARINO: When I looked at the program, it just made sense to me because we teach children academics. Why shouldn't we be teaching them behavior and expectation? I think we've started to focus on the positive, hence positive behavior support. We all have a common language now that we didn't have previously. And I think -- and I've always believed anytime teachers or educators see something happening that's positive, they're going to accept it and they're going to buy into it, and that's what's happened here in Chichester.

JEFFREY FECHER: We have a staff and an administration that comes across to the students as real people. The placing expectations in easily understandable terms takes away the distance of an administrator to a student. So in other words, when a student does not fulfill an expectation and there's a conversation that occurs because of that, everything's clear. It's up front and it's not as if the student feels that it's particularly against them as an individual.

TRACY KRUM: I wanted to bring something that made a difference here in the middle school. I wanted to bring something that the teachers would like, wasn't a lot of work for them, but that recognized positive behavior for the kids. And I brought that with me the first year, and it just was an overwhelming success. It was awesome.

When the program started, it was a core group of teachers who were interested in looking at discipline in the middle school. Teachers are always interested in improving discipline, so it was very easy to get a representative from each grade level, each core area. And I was looking for a support staff person. I was looking for our school psychologist was involved at the time, special ed coordinator was involved, all of the key people.

WENDY WHITESELL: Your whole program needs to look at, how are we all dealing with behavior? And let's all get on the same page, even with a kid who's not in your class. And that was the biggest thing that we had to do, which was to dedicate time and effort into looking at this as a one thing, as opposed to a child with a behavior, a parent with a problem. It was, how are we as a program going to look at this and address it consistently, and support each other as well as supporting the child and the family?

STACIE HALL-HARDY: It has helped tremendously. Coming from a district where I didn't have a system in place like this, it has helped out a lot. I'm able to -- I'm able to have or fulfill a lot of the responsibilities of an instructional leader. Here, it's more positive: high-fives and hugs in the morning, and meet-and-greet and say something sweet every morning to the students. Especially the bus students when they get off the bus. Able to walk around and forming relationships with our students, which is very important to me.

JEFFREY FECHER: It's important for high schools to see what motivates their population of students. It's the -- I think at other levels, you know, whether it's elementary or junior high school, there's other motivating factors. And when you look at -- if you want something in life to be successful, motivation is key to that success. I believe that if you find the right motivation and the right tools to bring about that motivation, then you'll have success in your program.

NARRATOR: Team members dedicate time to problem-solving meetings, where data and practices are reviewed in an effort to make the least amount of change effective for the greatest number of students. PBIS is a team-based process for data analysis, problem-solving, ongoing planning, and monitoring outcomes.

Data are reviewed by team members for implementation fidelity, as well as outcome effectiveness. Qualitative and quantitative data are collected through surveys from staff, students, and parents, as well as office discipline referrals, attendance, and academic scores. Once analyzed, data inform a team on the overall picture of their efforts to reduce and eliminate non-academic barriers to student achievement.

JOSEPH TAGLIAFERRO: Through the data that -- you know, through looking at the information plus the security cameras, we put two things in place. We have color-coded passes now in our building so that the staff who are in the halls or our hall aides or security guards will know where students are coming from or where they're headed to. And it's really shaped how we assign hallways and security guards in our building. It's helped us to identify the cafeteria as a major problem area. And over the past couple of years, we've been able to thin out a lot of the traffic in the halls around the cafeteria during lunchtimes and, you know, during non-lunch periods also.

HEATHER CRONK: And we gather discipline data. We also gather the positive data on how many students turn in the dragon stars and where the discipline happens, but also where the positive happens. So then we can compare the two, we can find out times of the year, which are worse than other times of the year, places in the building that are hotspots that have more discipline than other places. Basically anything that we can gather data on, we do and we analyze that, and then use that to make decisions for the next school year.

As we look at the data, the discipline has dropped greatly almost every year. We've seen a decrease in discipline problems. And in the classrooms, students know the expectations. They know what's expected of them and they behave much better in the classroom. We can handle things in the

classroom and not have to send students out for discipline problems. And since they're in the classroom, they are learning more than ever because they're not having to leave because of discipline problems.

Student achievement has also gone up. Our test scores from PSSAs and other test scores have shown that student achievement has gone up in the last few years too.

NARRATOR: PBIS implementation draws from a wide variety of school and community-based procedures, processes, and evidence-based practices for the purpose of supporting all students and all staff in all settings. Some of these practices include identifying three to five school-wide expected behaviors, developing lesson plans designed to explicitly teach these school-wide expected behaviors, using acknowledgement system for promoting and supporting these expected behaviors, providing academic and social skills training groups, conducting interagency team meetings, and designing consequence systems for those students not following expected behaviors and school rules.

PBIS calls for such practices to be organized into levels of preventative and intervening supports, uses data-based decision rules to both assess and monitor progress, and requires personnel to align program and school-level systems to support these practices. Pennsylvania's community of practice for school-based behavioral health recognizes the importance of using data to guide the work of the PAPBS network in its efforts to scale up PBIS across the commonwealth.

The Bureau of Special Education, through the PaTTAN system, contracts with Indiana University of Pennsylvania to conduct an annual program evaluation of these efforts. These evaluations provide all stakeholders an objective means by which to make data-informed decisions regarding the effectiveness of practices and the outcomes associated with PBIS when implemented with fidelity.

Many behavioral outcomes have been identified from these annual program evaluations. Schools implementing PBIS demonstrated decreases in office discipline referrals and suspensions. Schools that have fully implemented PBIS with support from the PAPBS network for two or more years outperform the state average in the percentage of students at the proficient or advanced levels on the PSSA in reading and mathematics.

Although a direct, causal relationship cannot be established between PSSA achievement rates and the implementation of PBIS, these data indicate that high fidelity PBIS is associated with improvements in academic skills.

KAREN ASHCROFT: When we gather the data and we have the data accumulated, we meet as a team and we go over those things. We look at specific children. I may meet with a particular classroom if there are some classroom issues, talk with them about what the findings were, and also about specific

children. I get more information from them about the children so that I can best support them in their quest to help improve that child's outcomes, but also to improve their classroom. And that's where we really found that we've really been able to hit a lot of the issues are at the classroom level. And that in turn then helps the child, each individual child.

WENDY WHITESELL: And overall, we were able to last year, what we saw on the data, was that we were able to reduce children into tier two and tier three by 73%. So that in itself in the end, to see the data in the beginning, look at it as you go through the year, and try to make some changes, and then see at the end that mostly all those children dropped down out of those tier two and tier three, you know, was pretty -- I think was really what convinced everybody that I don't care if we have any supports to go on with this program or not, we'll make it happen.

KATHY SHERMAN: When I first came to this school, we had 35 behavior plans. I had approximately ten office referrals a day. And we were performing at about a 60% level, 60 to 70% level on the PSSAs. We now have three behavior plans. Last year, we had ten office referrals for the year. Our third and fourth grade students performed in the 90th percentile for math and the 78th percentile for reading. So we've gone up about 10% every year.

LISA TOBIN: I just think the whole climate of the school has changed. I mean, PBS has affected both the staff and the students. I mean, one of the things we even talk about as the core team, changing the way that we interacted with the kids, which you know, it's not just changing the kids. It's changing the staff. And then just the climate of the kids and the way that they interact with one another and the way the staff interacts with the kids, I mean, it has been -- it's an amazing improvement.

MARYJO KACZENSKI: The students are respectful, responsible, and caring, and that shows in their class. If you walk into a classroom here, you'll see them working, they're working together. They're very respectful of each other, of the staff. And the students, their achievement has gone up. I mean, they've done very well.

TRACY KRUM: It's the very first year we put this into place. My discipline for the first 60 days of school, remember, we were counting the detentions. Now I had some data; went down 75% the first 60 days, 75%. I have never seen such a drastic change after especially the dragon star program. The dragon star program, adults started treating kids completely different. Conversations we had, you would hear the conversation about kids in the faculty room, those things. We don't do that anymore. We are constantly talking about why kids behaved the way they do, not just that they do, but why.

We can sit and talk about whether it's behavior or academics. We are always looking at what is the function of the behavior. When there is an issue in one particular teacher's classroom, we can point to the data and say, okay, what's -- and we're not pointing at the teacher. We're pointing at the data. What's going on in the classroom? Well, let's go to the classroom management style. And because we have defined classroom management for everyone, that's real easy to go in and pinpoint problems. Teachers are not having the issues they have anymore.

NARRATOR: For more information on Pennsylvania's School-wide Positive Behavior Interventions and Support Network, please visit www.papbs.org, or the PaTTAN website at www.pattan.net.

DAWN DOMZALSKI: I think the biggest impact is that everything is so positive. The atmosphere is very, very conducive to compliments, and children and faculty saying wonderful things to teach other. We are no more looking for behaviors that are unwanted, and we're focusing on all the behaviors that are very positive. And I think it just is a happier environment to work in.

ROBERTA PUTTERMAN: It's about being positive. I mean, the teachers, rather than looking for the negative, we come in here and we look for the positive. And it makes a lot of difference.

NANCY ALEXANDER: And that's our message to you is that what we do may or may not work for you, so you need to take the framework and adapt it to your school and your student body and your community. And it does involve all those caretakers: the parents, the business leaders, the educators, the district leaders. Everybody has to be involved. And certainly for high school, we feel the students need to be involved too.

STUDENT: Help clean up the lunch.

FEMALE: Why?

STUDENT: Because instead of playing, I thought it'd be better to clean the area. I just wanted to do it because I thought that we could help because she does it every day.

FEMALE: Is that one of your expectations? What are your expectations?

STUDENT: Be responsible, be respectful, and be caring.

STUDENT: I like this school because I like everybody around us that care for us and show respect to us.

STUDENT: A true friend is somebody that will stand by you. A best friend is somebody that might fight with you. But a brother is somebody that will fight with you and make sure he pulls you up just to make sure you stay alive. And honestly, ain't nothing much I can say. I love this guy. [inaudible].

STUDENTS: Ghosts are respectful, responsible, and active participants. Go ghosts!

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