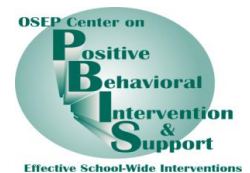


District Leadership Teams an avenue for providing District Support



MU Center for SW-PBS
College of Education
University of Missouri



Outcomes

- Describe features of District-wide implementation of Missouri Schoolwide Positive Behavior Support (MO SW-PBS)
- Discuss benefits of implementing District Leadership Teams





SCHOOL-TO-PRISON PIPELINE

Today's Students Experience...

Prison-Like Environments

- SURVEILLANCE CAMERAS
- SCHOOL AND LOCAL POLICE ON CAMPUS
- STRIP SEARCHES
- POLICE DOGS
- METAL DETECTORS
- ARMED GUARDS
- PHYSICALLY UNINVITING BUILDINGS

Under Investment

- CUTBACKS ON COUNSELORS, SOCIAL WORKERS AND MENTAL HEALTH RESOURCES
- UNDERFUNDED AND UNDER-RESOURCED SCHOOLS

Pressures & Uncertainty

- SCHOOL CLOSURES
- PRIVATIZATION
- HIGH-STAKES TESTING PRESSURES ON STUDENTS, TEACHERS AND ADMINISTRATORS
- IMPLICIT AND EXPLICIT BIAS

Harsh School Discipline

- OUT-OF-SCHOOL SUSPENSIONS
- EXPULSIONS
- TRANSFERS TO ALTERNATIVE SCHOOLS
- ZERO TOLERANCE POLICIES

Youth of color, LGBTQ students, and students with disabilities are punished **more often and more harshly** than their peers for the same misbehavior.

Out-of-School Suspensions

OVER **3,000,000** students receive an out-of-school suspension annually.

A NUMBER THAT HAS BEEN RISING FOR DECADES.

SUSPENSIONS, RACE & DISABILITY

Likelihood of Being Suspended at Least Once

WHITE	1 / 20
LATINO	1 / 14
NATIVE AMER.	1 / 13
BLACK	1 / 6
BLACK WITH DISABILITY	1 / 4

STUDENTS HAVE ACTUALLY BEEN SUSPENDED FOR...

- Talking about a Hello Kitty bubble gun
- Hugging a friend
- Chewing a Pop Tart into the shape of a gun

School Arrests

OVER **70%** of students involved in school-related arrested or referred to law enforcement are Hispanic or African-American.

OVER **67%** of school arrests in Florida are for minor misdemeanor charges.

STUDENTS HAVE ACTUALLY BEEN ARRESTED FOR...

- Kindergartener throwing a temper tantrum
- Scribbling on a desk
- Sneaking into school for a senior prank
- Playing the *Fresh Prince* theme song on a cellphone
- Science experiment gone wrong

HARSH DISCIPLINE POLICIES =

- No Trust in Adults
- No College or Career
- No Safer Schools

Just **ONE** out-of-school suspension in the 9th grade **DOUBLES** a student's risk of dropping out before graduation.

BOOKS NOT BARS

EDUCATION NOT INCARCERATION

PUSHOUT? PUSH BACK

How can School Districts Divert the School-to-Prison Pipeline?

- Increase the use of positive behavior interventions and supports.
- Track the total number of disciplinary actions that push students out of the classroom
- Define infractions and prescribed responses in the student code of conduct to ensure fairness.
- Train teachers on the use of positive behavior supports for at-risk students.

How Bad Is the School-to-Prison Pipeline? By Carla Amurao, 2013

School-wide Positive Behavior Support

- School-wide PBS is:
 - A multi-tiered framework for establishing the social culture and behavioral supports needed for a school to achieve behavioral and academic outcomes for all students.
- Evidence-based features of SW-PBS
 - 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 intervention supports.
 - Implementation of the systems that support effective practices

UNITED STATES DEPARTMENT OF JUSTICE
UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES
UNITED STATES DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
UNITED STATES DEPARTMENT OF EDUCATION

October 7, 2015

Dear Colleague:

A growing and compelling body of research demonstrates that chronic absence from school—typically defined as any reason, excused or unexcused^[1]—is a primary cause of low academic achievement and a powerful predictor of school.^[2] With an estimated five to seven and a half million students chronically absent each year,^[3] chronic absence undermines our collective efforts to improve education and life outcomes among our youth.

Today, we, the leaders of the U.S. Departments of Education (ED), Health and Human Services (HHS), Housing and Urban Development (HUD), and Justice, announce our long-term commitment to building capacity across the Federal government to support States and local education agencies in eliminating chronic absenteeism. We also call upon States and local education, health, housing, and justice agency stakeholders, to join forces and commit to creating or enhancing coordinated, cross-sector systems for identifying and supporting students who are, or are at risk of becoming, chronically absent, with the goal of reducing chronic absenteeism by at least 10 percent each year, beginning in 2016.

In order to support communities in addressing and eliminating barriers to students' daily attendance at school and meaningful learning, we have released of *Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism*, which is available at <http://www2.ed.gov/about/initiatives/ed/chronicabsenteeism/index.html>. This Toolkit will provide community stakeholders with a variety of strategies that all young people are in school every day and benefitting from coordinated systems of support. Further, to achieve our goal of reducing chronic absenteeism by at least 10 percent per year, we ask that leaders of State and local education, health, housing, and justice systems work immediately and collaboratively to take the following action steps:

Action Step 1: Generate and act on absenteeism data. Prioritize the development of early warning systems to identify students who are, or are at risk of becoming, chronically absent before they miss enough school that it is difficult to catch up. Such systems should be shared—in a manner consistent with applicable State law and the Family Educational Rights and Privacy Act—with school districts and other key public and private organizations to ensure coordinated systems of support.

Action Step 2: Create and deploy positive messages and measures. Focus on developing positive messages and implementing supportive engagement strategies. For instance, these strategies may include mentoring, coaching, and other strategies that create positive school climates through approaches such as Positive Behavior Interventions and Supports^[5] to improve student attendance and engagement in school. Punitive messages and measures are often ineffective and can lead to disproportionate suspension and referrals of students and families to law enforcement.^[6]

Action Step 3: Focus communities on addressing chronic absenteeism. Launch local initiatives to address chronic absenteeism, including awareness among families and youth. Prioritize training within communities and conduct analyses of local absenteeism trends. Implement research and evidence-based strategies and programs—such as *Check & Connect*^[7]—that effectively engage and support students who are, or are at risk of becoming, chronically absent.

Action Step 4: Ensure responsibility across sectors. Regularly communicate that chronic absenteeism is a problem that affects the whole community, not just those students who are chronically absent and their families. Drive and evaluate cross-sector performance, at least in part, based on that principle. Education, health, housing, and justice system leaders should work together to ensure shared accountability within and across sectors to successfully address the local, underlying causes of chronic absenteeism.

As a nation, we must acknowledge that frequent absences from school can be devastating to a child's future. For example, children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade.^[8] Students who cannot read at grade level by the end of third grade

Action Step 2: Create and deploy positive messages and measures. For instance, these strategies may include mentoring, counseling, and **creating safe and supportive school climates through approaches such as Positive Behavior Interventions and Supports^[5]** to improve students' attendance at, connection to, and success in school...

Action Step 3: Focus communities on addressing chronic absenteeism. ... **Implement research and evidence-based strategies and programs—such as *Check & Connect*^[7]**—that effectively engage and support students who are, or are at risk of becoming, chronically absent.

So You Decide.... What Should We Invest In





Stop the Madness and Invest in the Future

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, durable, & scalable for all students

(Zins & Ponti, 1990)

The fundamental purpose of SW-PBS is to make schools more **effective** and **equitable** learning environments.



The diagram consists of four overlapping circles arranged in a horizontal line. From left to right: a green circle labeled 'Predictable', a light blue circle labeled 'Consistent', a green circle labeled 'Positive', and a light blue circle labeled 'Safe'. The circles overlap in a chain-like fashion, with 'Predictable' overlapping 'Consistent', 'Consistent' overlapping 'Positive', and 'Positive' overlapping 'Safe'.

Predictable

Consistent

Positive

Safe

A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

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

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

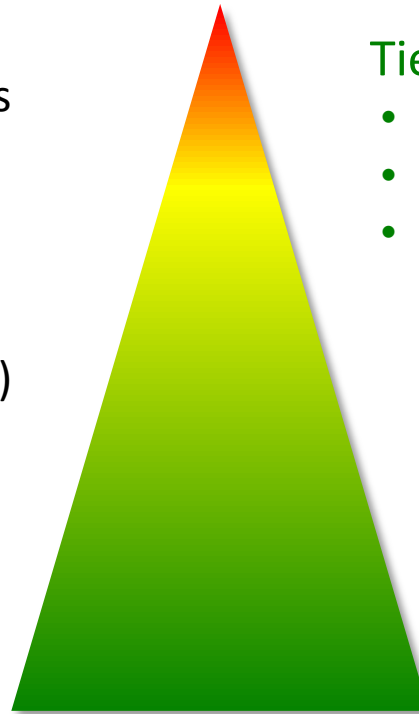
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

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

Tier One

- All settings, all students
- Preventive, proactive

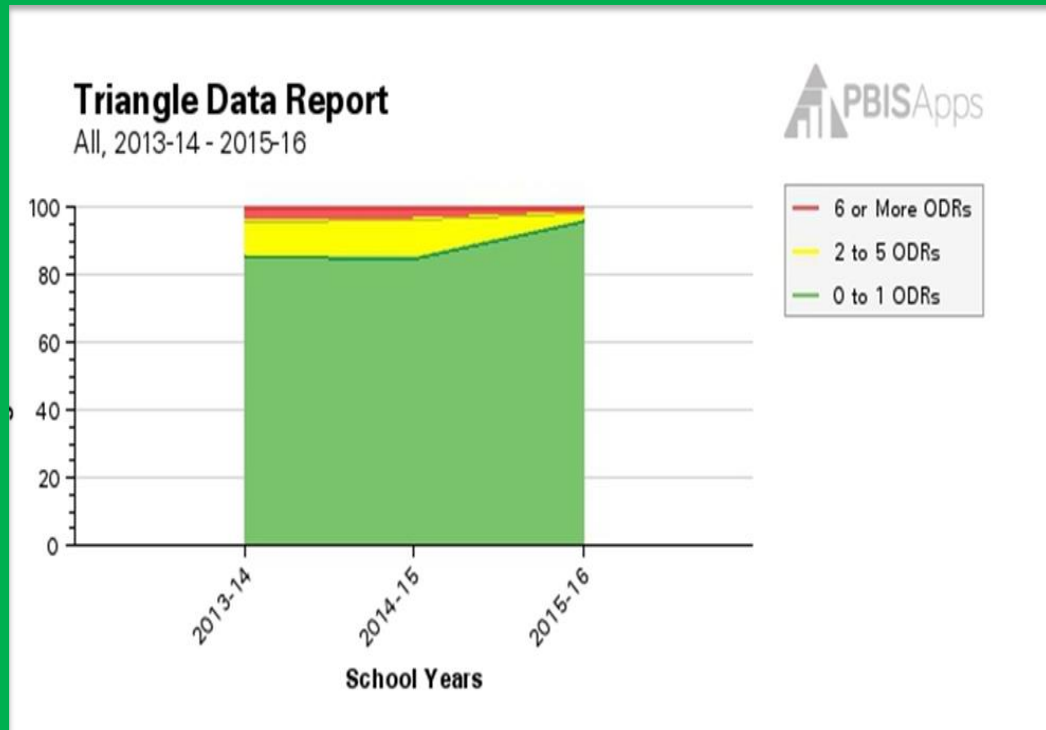


Proven Results

- Reduction in problem behavior
- Increased academic performance
- Increased attendance
- Improved perception of safety
- Reduction in bullying behaviors
- Improved organizational efficiency
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved Social Emotional competence



Improving Academic & Behavioral Success



What District Level Brings to the Table

- Resources and Technical Assistance can be utilized more efficiently
- Staff Professional Development Time required
- Districtwide Policies
- Increased Accountability
- Decision Making Streamlined
- Network of Support
- Acknowledgement of school efforts



• Latham, 1988

Features of a Districtwide Approach

1. Establish a Districtwide SW-PBS Leadership Team
2. Designate a District Level SW-PBS Coordinator
3. Superintendent Endorsement
4. District Level Behavioral Support
5. Promote Action Planning at the School Level
6. Adopt a Districtwide Data Management System
7. District Level 3 to 5 year Action Plan

Sugai & Horner, 2001

Challenge

SPEED BUMP

By Dave Coverly



Guiding Principals to Districtwide Approach

1. Do Less Better
2. Think Small
3. Define Measureable Outcomes
4. Invest in Research validated practices



Sugai & Horner, 2001

Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/et c
<i>Attendance Committee</i>					
<i>Character Education</i>					
<i>Safety Committee</i>					
<i>School Spirit Committee</i>					
<i>Discipline Committee</i>					
<i>DARE Committee</i>					
<i>SW-PBS Leadership Team</i>					

Sample Teaming Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve character	All students	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High/at-risk drug users	Don	
SW-PBS Leadership Team	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

Prioritize

The typical school operates 14 different initiatives concurrently, and typically they are implemented with poor quality.

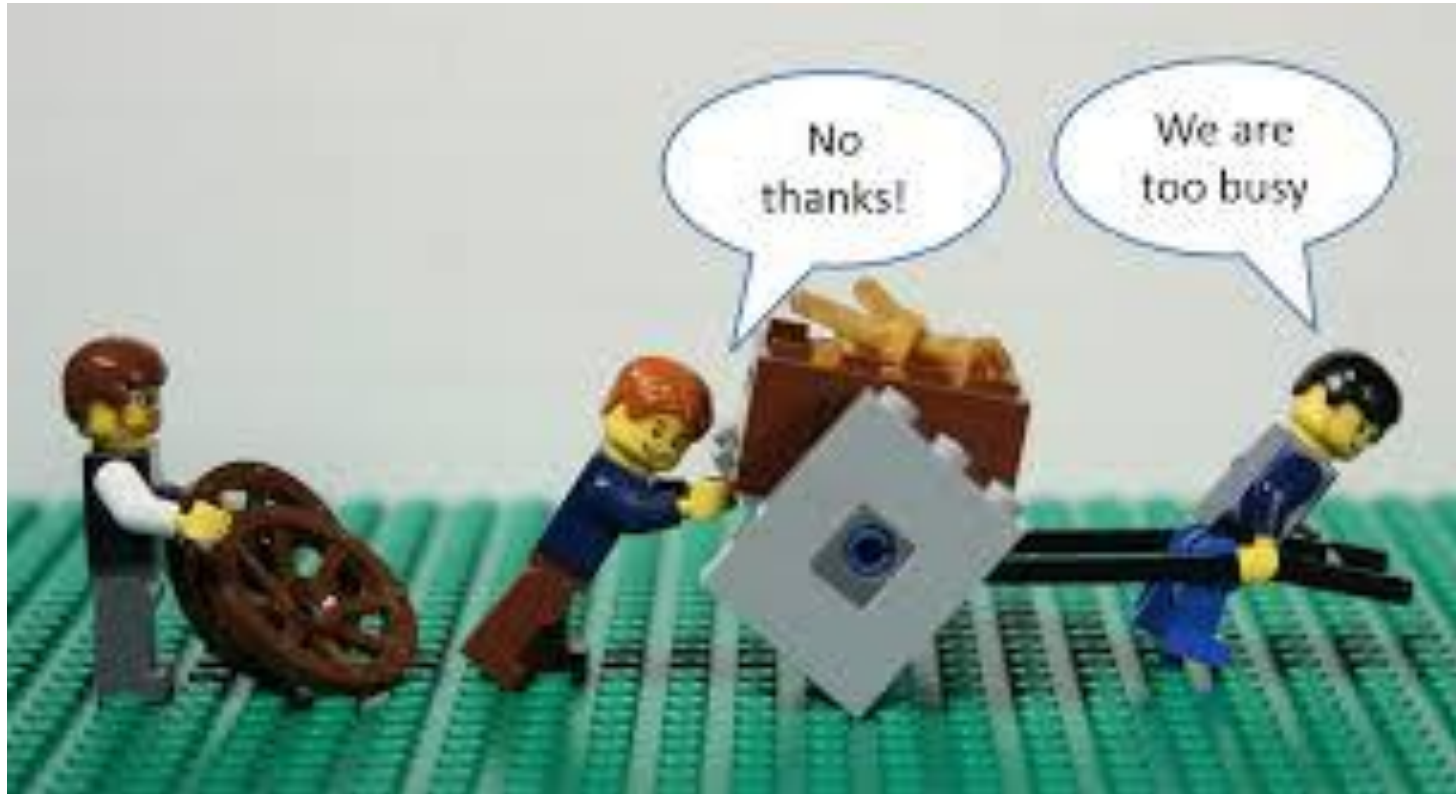
Gottfredson, Gottfredson,
Czeh, Cantor, Crosse &
Hantman, 2000





MO SW-PBS

Efficient Systems of Support



Think Small



When competing initiatives have a common goals

- Consider Braiding(combine) common initiatives into a unified implementation effort for staff.
 - Look at what practices you already do to achieve the target goal:
 - Never stop doing what already works
 - Always look for the smallest change that will produce the largest effect
 - Never add something new without defining what you will STOP doing to create the needed resources

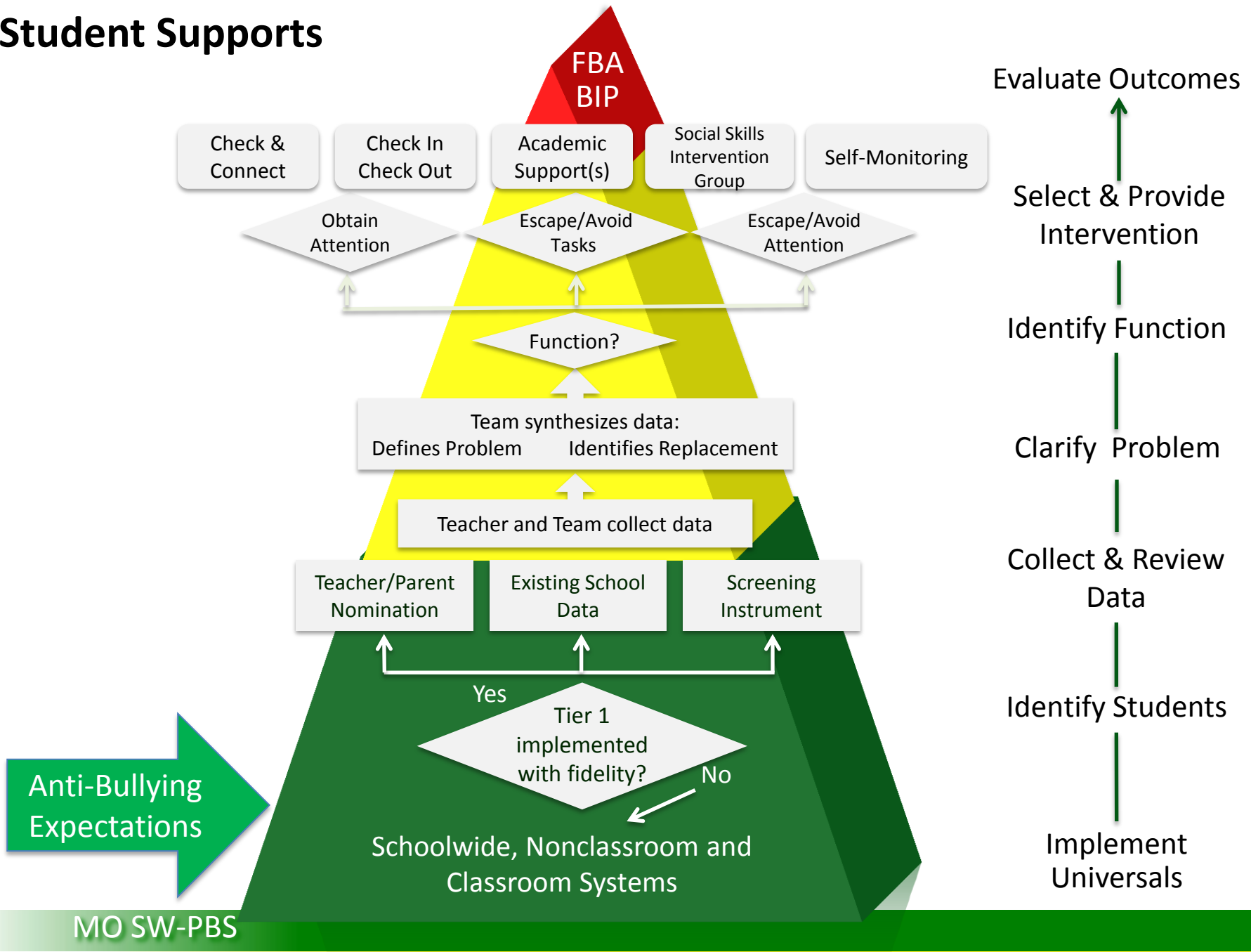


Example:

Adding Bully-Proofing to SW-PBS

- Context:
 - You have just invested two years in building SW-PBS in your district/schools, and the school board or legislature mandates (and provides funding) for you to adopt ‘Anti-Bullying’ as a new initiative in your school/district.
 - What do you do?
 - Examine your District Goals to determine if Anti-Bullying ties to the current goals.
 - Examine Discipline Data to determine if there is a need.

Student Supports



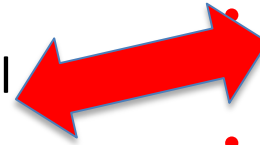
Compare: Goals, Practices, Systems

Anti-Bullying

- Goal: Reduce bullying
- Practices:
 - Define and teach school-wide expectations
 - Teach bully alternative social skills
 - Establish consequences for bullying
 - Teach victim and bystander to remove rewards for bullying

SW-PBS

- Goal: Improve social and academic success
- Practices:
 - Define and teach school-wide Expectations
 - Reward appropriate behavior
 - Consistent consequences
 - Use of data
 - Continuum of interventions



Compare: Goals, Practices, Systems

Anti-Bullying Systems

- Staff training
- ?

SW-PBS Systems

- Administrator role
- Team structure and training
- Data system
- Coaching

The Challenge

Compare: Goals, Practices, Systems

- **SW-PBS**

Define a competing initiative you already had in place when you considered adoption of SW-PBS, and how to adapt SW-PBS to fit with the existing initiative

- **Character Education**
- **Trauma Awareness**
- **Substance Abuse Prevention**
- **Drop out prevention**
- **Violence free zone**
- **Diversity celebration**

Guiding Principals to Districtwide Approach

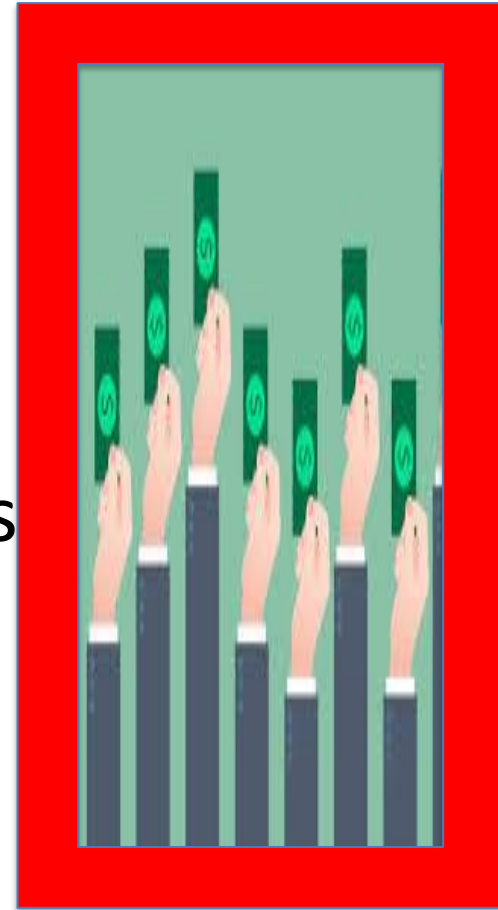
- ✓ Do Less Better
- ✓ Think Small
- Define Measureable Outcomes
- Invest in Research validated practices



Sugai & Horner, 2001

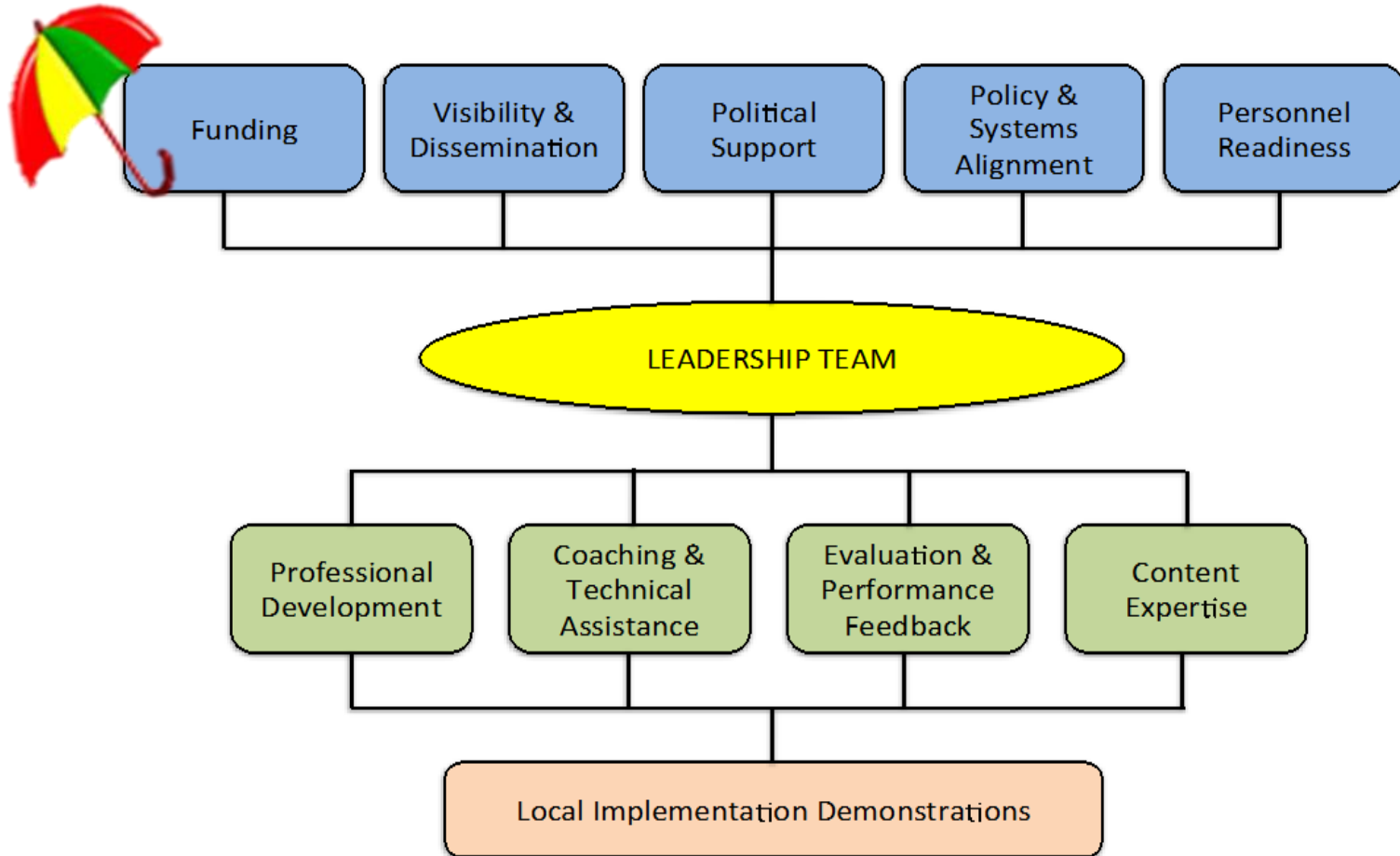
Guiding Principals to Districtwide Approach

- ✓ Do Less Better
- ✓ Think Small
- ✓ Define Measureable Outcomes
- Invest in Research validated practices



Sugai & Horner, 2001

Components of Successful Districtwide SW-PBS



Implementers Blueprint

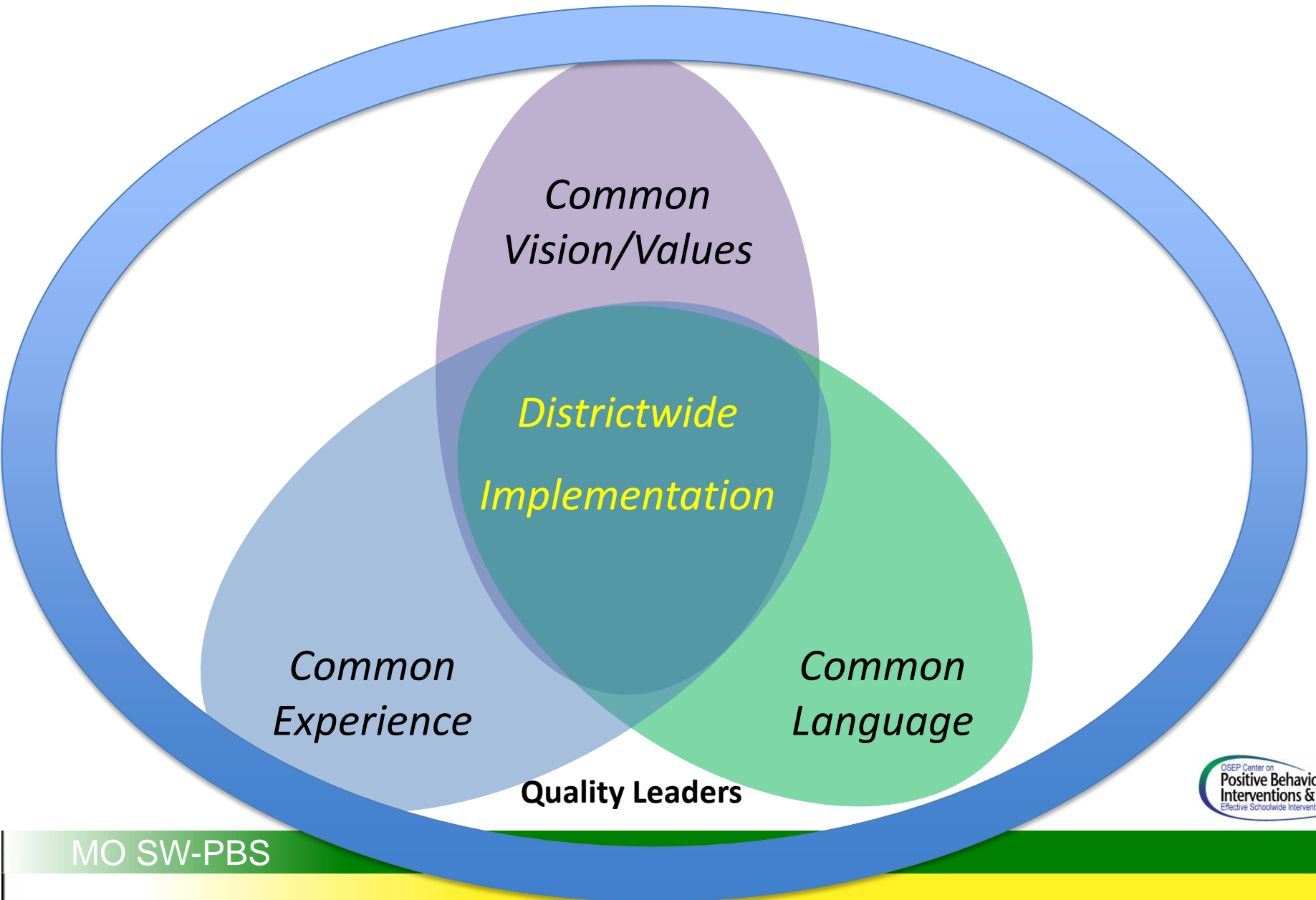


www.pbis.org/blueprint/implementation-blueprint

District Leadership Team Benefits

- Allows for training that is common to all educators and support personnel within the district
- Provides opportunities for administrators to proactively plan together regarding a district-wide approach
- Enlists the support of community organizations and interest groups
- Supports the establishments of a district-level data base to monitor and analyze discipline data
- Provides time for coordinated and collaborative professional development opportunities
- Supports a more coordinated and cohesive analysis of the connections among academic, social behavioral, medical, legal and societal factors affecting or influencing school district progress.
- Encourages a developmental approach to teaching appropriate behavioral and social skills.

Capacity Development



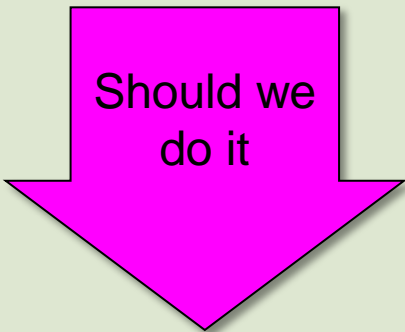
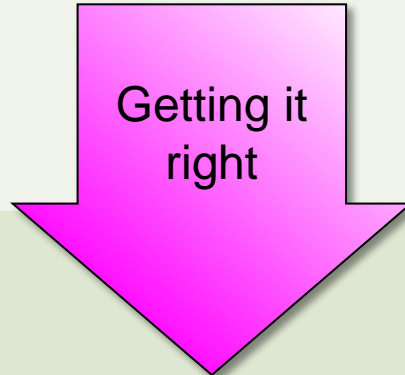
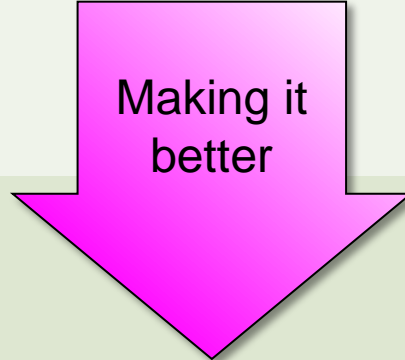
Leadership Team Member Considerations

- District administration
- School administration
- District PBIS trainers
- Instruction and Curriculum
- Safe and Drug Free Schools
- Special Education
- School Psychology and Counseling
- Title or other related initiatives
- Student Health
- Parents and family members
- Students
- School-wide Discipline
- Dropout Prevention
- Character Education
- Alternative Programming
- Data or Information Management
- Multiculturalism and Affirmative Action



Stages of Implementation

Steve Goodman

Focus	Stage	Description
 Should we do it	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
 Getting it right	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
 Making it better	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

District Self-Assessment

PBIS Implementation Self-Assessment and Action Planning

Individuals Completing Self-Assessment	Current Date	
	Next Date	
Level of Implementation Being Considered <input type="checkbox"/> State-wide <input type="checkbox"/> Region/County/District-wide <input type="checkbox"/> School-wide <input type="checkbox"/> Other _____	Status IP = In place (>80%) PP = Partial in place (50-80%) NP = Not in place (<50%)	

STATUS	LEADERSHIP TEAM	ACTIONS
P PP NP	1. Leadership Team has authority to address multi-school (district) and/or multi-district (region, state) implementation (e.g., policy, professional development, evaluation, scheduling, funding).	
P PP NP	2. Leadership Team has representation from the appropriate range of stakeholders from the local community (e.g., special education, general education, families, mental health, administration, higher education, professional development, evaluation and	

District Action Plan

_____ School District
SW-PBS District Level Action Plan

Critical Issue:		Measureable Objective(s):						
Component	Action Steps	Resources Needed	How will this be Communicated? To whom?	Who is responsible?	Evaluation Measure/ Evidence	When will this task be completed?	REVIEW STATUS A=Achieved & Maintain I= In progress N= Not achieved	
							Semester 1	Semester 2
Leadership								
Funding								
Visibility								

Implementation with Fidelity

An effective intervention is one thing.

Implementation of an effective intervention is a very different thing.



Fixsen, Blasé, Horner, Sugai; 2008

Data Tells the Story



Astounding Results

Past (2005-2006)

- 2,458 discipline referrals
- 96 out of school suspensions
- 415 in-school suspensions
- 175 Saturday detentions

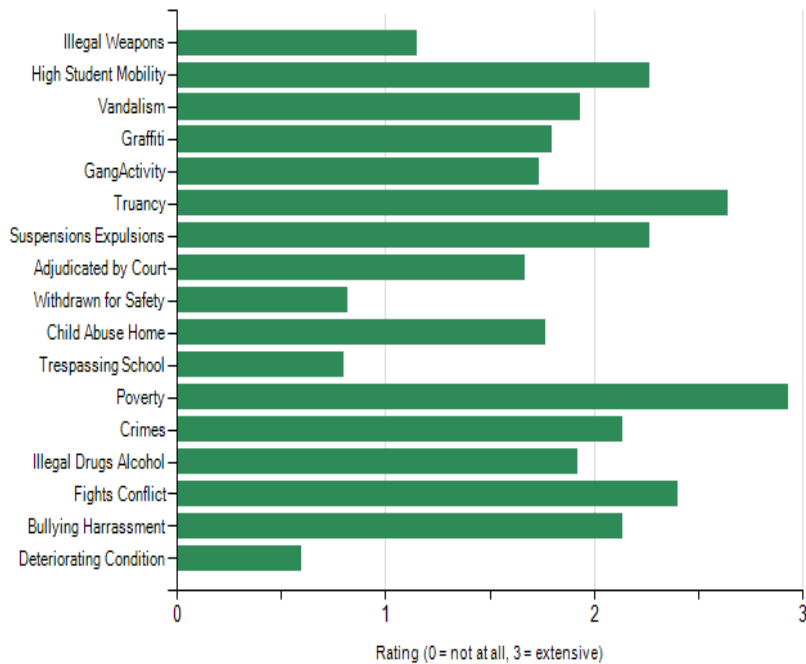
Present (2015-2016)

- 201 discipline referrals
- 25 out of school suspensions
- 136 in-school suspensions
- 6 Saturday detentions
- Attendance is at 96.1%; the highest it has been since starting SW-PBS.

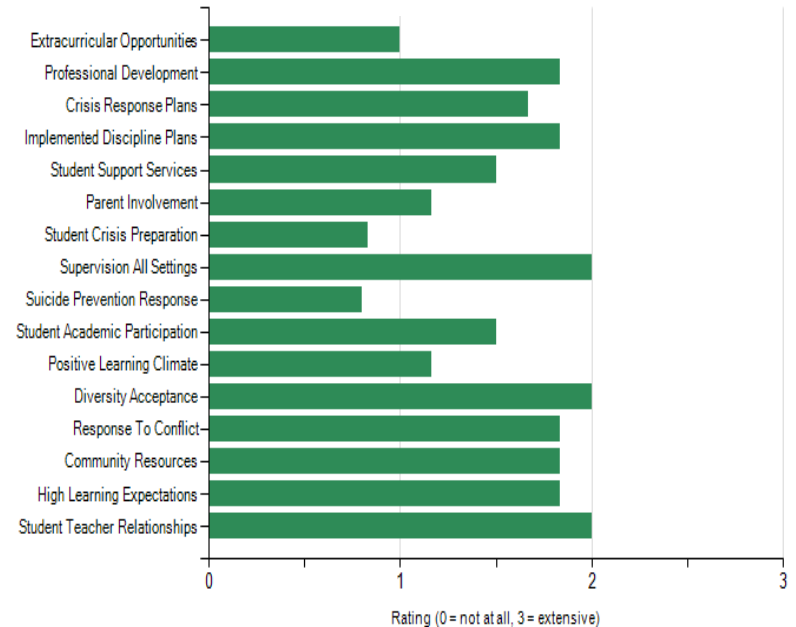
School Safety Survey Results

Districtwide Commonalities

Risk Factors



Protective Factors



District Leadership Teams



Lessons Learned

- Integrate and Braid Initiatives by
 - Focusing first on outcomes
 - Implementing practices not programs.
- Achieve fidelity through comprehensive implementation
 - Provide instruction on content
 - Provide opportunities for demonstration
 - Provide opportunities for practice
 - Provide coaching in performance context.
- Utilize Data for
 - Continuous regeneration
 - Review of fidelity and outcome
- Implement policies that will support effective practice.
- Stability in Leadership
 - Hiring Staff with SW-PBS Experience



Summary



- District administrators are essential for organizational change
- Invest in initiatives that will be implemented with high fidelity and maintained for at least 5 years.
- Invest in district capacity for high fidelity implementation of a small number of core initiatives.
- Focus on clarity, consistency, cohesiveness

Reflection Question: How could SW-PBS District-Level adoption benefit your District?



Table Group Discussion:

- Identify 3-4 ways SW-PBS could benefit your district work
- Choose one person to share with whole group

Next Steps for your District

Given your district's structure, what will your next steps be to determine if district-level adoption is best path?

Schedule a meeting with your Regional SW-PBS Consultant to discuss building capacity within your district.



Additional Resources

State of Missouri

<http://pbissmissouri.org>

National PBIS

<http://www.pbis.org>

What questions do you need answered?



Consultant Contact Information:

kwesthoff@edplus.org