Assessment and Staff Buy-In: Laconia Middle School

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Acknowledgements

- George Sugai, Rob Horner: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (www.pbis.org)

- NH CEBIS: Howard Muscott, Eric Mann
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  www.nhcebis.seresc.net

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What is School-wide Positive Behavior Support?

The application of evidence-based strategies and systems to assist schools

- to increase academic performance
- increase safety
- decrease problem behavior
- and establish positive school cultures

Why a School-wide Approach?

It reduces challenging student behavior through a proactive, positive, and consistent manner across all school settings
and
Improves academic achievement
and social competence

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2 Minutes

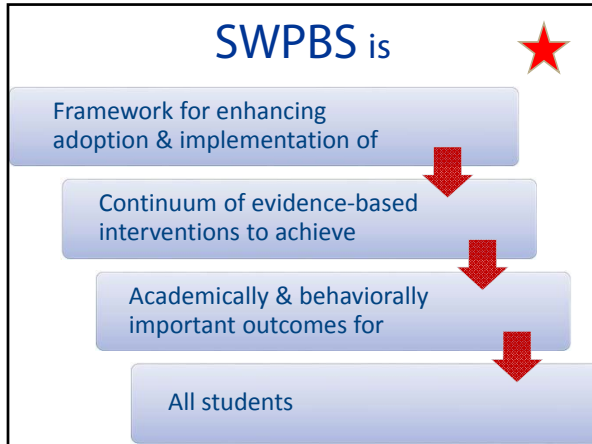With your neighbor, describe some of the current behavioral challenges in your classroom/school…

What have you put in place to address the challenges?

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Starting Point….

- We can't "make" students learn or behave
- We can create environments to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

SWPBS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Why do This?

- Increasingly diverse student population
  - Language, SES,
  - Academic ability (range)
  - Social behaviors
  - Stressors at home / community
- To meet the range of needs, teachers need to:
  - Employ a range of **instructional strategies**
  - Teach **classroom routines** to support higher level thinking skills
  - **Encourage** student behaviors
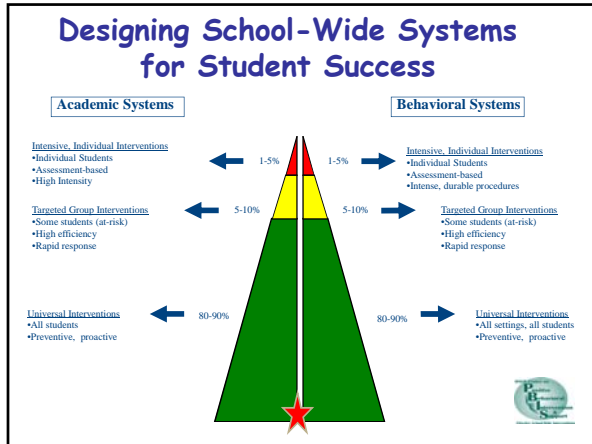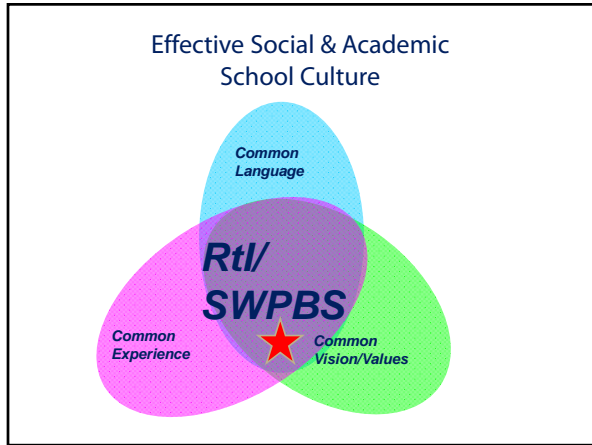 - Pointed toward **self-management**
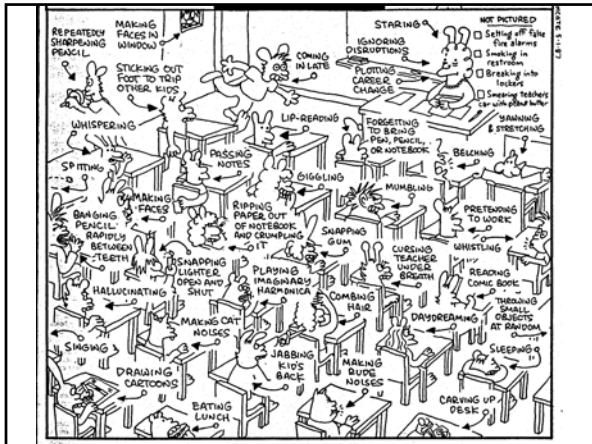
Science of behavior has taught us that students….

- Are NOT born with "bad behaviors"
- Do NOT learn when presented contingent aversive consequences

……..*Do learn better ways of behaving by being taught directly & receiving positive feedback….consider function*

New behaviors are taught and learned when:

- There is a positive relationship between students and staff/teachers
- The expectation is clearly and concisely described
- The behavior is explicitly taught (modeled)
- There is a reinforcement for the desired behavior (and specific feedback)

Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
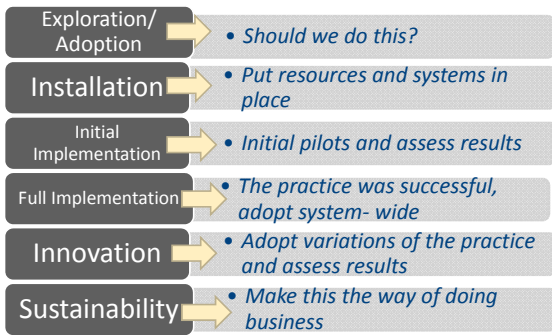•Individual Students
•Assessment-based
•High Intensity

1-5%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

5-10%

Universal Interventions
•All students
•Preventive, proactive

80-90%

Behavioral Systems

1-5%

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures

5-10%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

80-90%

Universal Interventions
•All settings, all students
•Preventive, proactive

Effective Social & Academic School Culture

Common Language

RtI/ SWPBS

Common Experience

Common Vision/Values

Main Messages

STUDENT ACHIEVEMENT

Good Teaching

Behavior Management

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

PBIS involves the entire staff

– you decide what your focus will be

– you decide how you will monitor and evaluate progress

– you decide what your goals are

– you decide what you'll do to get there

– you decide whether to keep going or change

STAGES of IMPLEMENTATION
(Fixsen, Blasé, 2005)

Exploration/ Adoption	• *Should we do this?*
Installation	• *Put resources and systems in place*
Initial Implementation	• *Initial pilots and assess results*
Full Implementation	• *The practice was successful, adopt system- wide*
Innovation	• *Adopt variations of the practice and assess results*
Sustainability	• *Make this the way of doing business*

Obtain 80% Staff Consensus

■ **A "YES" vote means that I agree to:**
  ✓ Provide input in determining what our school's priorities are and what our goals should be

  ✓ Make decisions about rules, expectations, and procedures in the commons areas of the school as a school community

  ✓ Follow through with all schoolwide decisions

  ✓ Commit to positive behavior support systems for a full year - allowing performance toward our goal to determine future plans

Next Steps

Staff ownership & Administrative Support

Team representative of the staff

Self Assessment

Team training

Action Plan

Present to staff and students

"80% Rule"

- Apply triangle to adult behavior!
- Regularly acknowledge staff behavior
- Individualized intervention for nonresponders
  – Administrative responsibility

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ODR Instruc. Benefit
Springfield MS, MD

2001-2002   2277

2002-2003   1322

= 955 42% improvement

= 42,975 min. @ 45 min.

= 716.25 hrs

= 119 days Instruc. time

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"We found some minutes?"

After reducing their office discipline referrals from 400 to 100, middle school students requiring individualized, specialized behavior intervention plans decreased from 35 to 6.

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Surveys and Assessments

- School wide Evaluation Tool (SET)
- Self Assessment Survey (SAS)
- School Climate Surveys
  Measureshttp://wordpress.oet.udel.edu/pbs/school-climate/delaware-school-climate-survey-2013-14/
- School Safety Survey

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Purpose of SET

- Measures fidelity of implemented school-wide behavior support systems
- Conducted annually and use for design & revision of procedures
- Developed to be used for research studies

## Activities for conducting the SET

- Interviews
  - administrator
  - 15 randomly selected students
  - 15 randomly selected staff
  - PBS team members
- Observations
  - school rules posted in 10 locations
  - Crisis procedure posted in 7 locations
- Permanent Product Review
  - school improvement goal, annual plan, implementation plan, referral form, & other written products

Are Schools Implementing School-Wide PBIS? School A
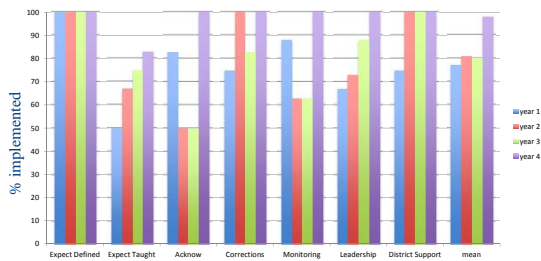
Are Schools Implementing School-Wide PBIS? Mean/ Teaching Subscale Scores

School A: Have we met 80/80?
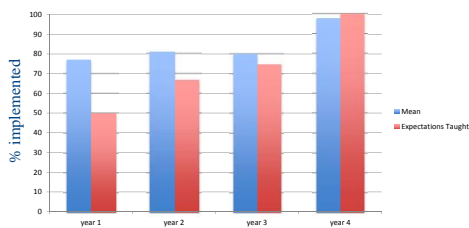
Self-Assessment Survey

- The SAS is an annual, multiple-response survey to help teams identify the staff perception of implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems.

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School Safety Survey

- The SSS is a multiple-response survey taken by a minimum of five educators to help teams determine risk and protective factors for the school. The SSS summary identifies what training and support may be needed related to school safety and violence prevention in the school.

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Why is school climate important?

School Climate is linked to a wide range of academic, behavioral, and socio-emotional outcomes for students:

- Academic achievement
- Student academic, social, and personal attitudes and motives
- Attendance and school avoidance
- Behavior problems, delinquency, victimization
- Emotional well-being

These relationships are RECIPROCAL

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School climate is also linked to outcomes for teachers:

- Less burnout and greater retention in the profession
- Greater implementation fidelity of new curriculum and interventions
- Greater levels of job satisfaction

These relationships are RECIPROCAL

Summary

- Delaware has developed a reliable and valid measure of school climate.
- Scores on the surveys are reliable and related to important outcomes, particularly academic achievement and suspensions/expulsions.
- Improvements continue to be made.

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School-wide PBIS
Laconia Middle School's Journey

Chris Ennis, Principal
Laconia Middle School

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What we've done so far…

- **Spring 2014**
- - Came to consensus on the need for a consistent behavior framework
- - A team of staff explored the idea of PBIS
- - School decided to adopt PBIS
- - Asked for staff input on problematic behaviors at LMS, participated in developing expected behaviors in class, hallway, bus, grounds, events, cafeteria, bathroom.
- **Summer 2014**
- - Established our Universal Team (Tier 1)
- - Came up with our school-wide expectations PRIDE

- **Fall 2014**
- - Introduced PBIS and PRIDE to students on opening day
- - Gathered student input on behavior expectations
- - Began work on behavior matrix
- - Updated data collection system (SWIS)
- - Established problem behavior definitions (majors and minors)
- - Implemented new discipline referral system (and made necessary changes)
- **Winter 2014-15**
- - Finalized behavior matrix
- - Exploring ways to incorporate community mental health into our Tier 1 population
- - Investigating Tier 2 supports we already have in place

Vision & Mission

Vision

It is the vision of the Laconia Middle School PBIS team to ensure success with every student, every day in every way by providing them with a positive learning environment that reinforces appropriate behavior, the development of strong character, personal values and high levels of academic achievement.

Mission

The purpose of the Laconia Middle School PBIS team is to facilitate the effective teaching and learning of positive behavior expectations.

Members of the PBIS Universal Team

- Kathy Francoeur - UNH PBIS consultant
- Chris Ennis - LMS principal
- Jim Corkum - Assistant principal
- Doug Whittum - Director of Guidance services
- Anna Solomon - Alt. Ed. Behavior teacher
- Sue Oehlschlaeger-Hildreth - 7th grade teacher

- Karen Lowell - ISS specialist
- Kate Hohenberger - Phys. Ed. teacher
- Gretchen Preston - Health teacher
- Seth Pingree, Classroom teacher
- Christine Gingerella - Project EXTRA program director
- Randi Rocco - LMS parent
- Mia Rocco - LMS student

Beginnings:

Wordle

Student Behaviors

Areas of Concern

Wordle of Challenges

- Consistency
- Need for clear school wide expectations and rules
- Effective discipline for all
- Increased support in classroom management
- Effective and Efficient Communication

Take Back Laconia Through…

PRIDE

PERSONAL RESPONSIBILITY

RESPECT

INVOLVED

DISCIPLINED
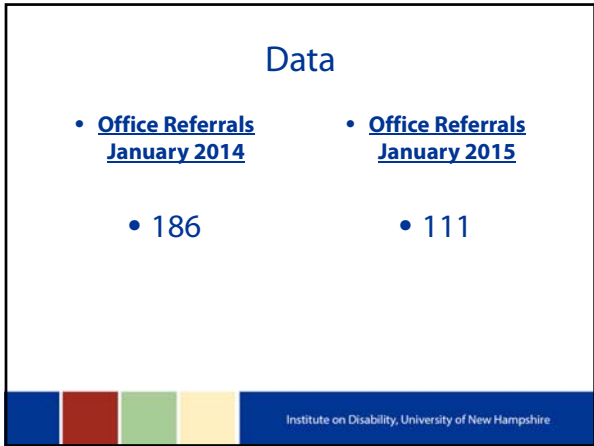
EXCELLENCE

Developing PRIDE matrix

- Professional development days with staff
  - Made posters with areas of concerns in different school locations
  - Reviewed and chose 3-5 most important concerns for each location. (Starred charts)
- Student Assembly
  - Created a list of **PRIDE** behaviors for different locations in school
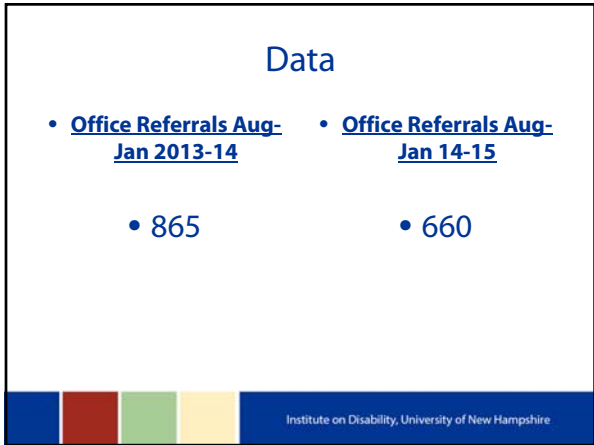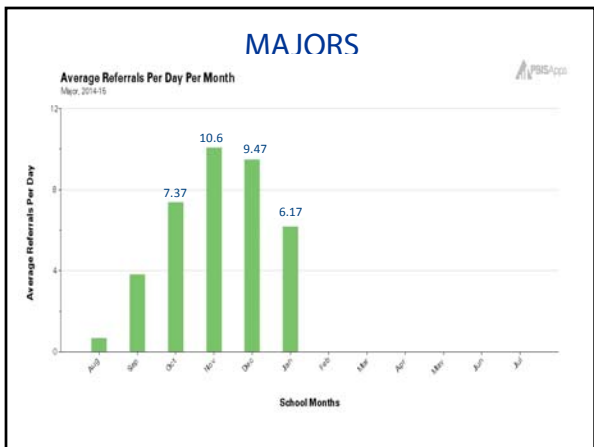
Developing 2-way communication

- Faculty meetings, PLC meetings, team meetings, individual meetings, and in-service time are all important to the continuation toward our vision.
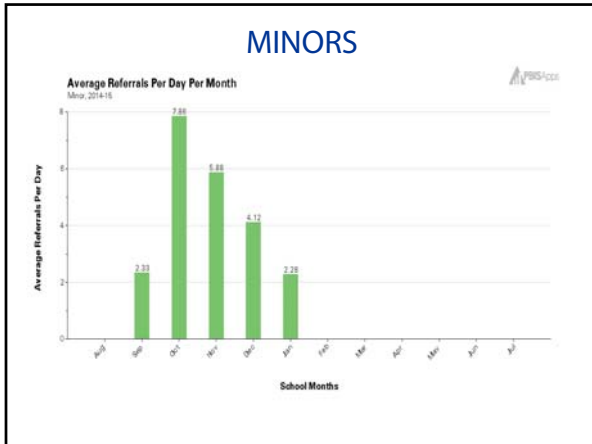- Show the website as a means of communication
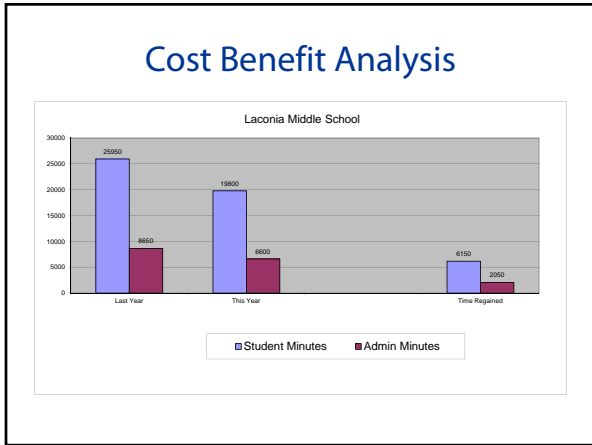
Developing 2-way communication

- Faculty meetings, PLC meetings, team meetings, individual meetings, and in-service time are all important to the continuation toward our vision.
- Show the website as a means of communication

Data

- **Office Referrals January 2014**

  - 186

- **Office Referrals January 2015**

  - 111

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Data

- **Office Referrals Aug-Jan 2013-14**

  - 865

- **Office Referrals Aug-Jan 14-15**

  - 660

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MAJORS

Average Referrals Per Day Per Month
Major, 2014-15

10.6
9.47
7.37
6.17

Average Referrals Per Day

School Months

MINORS

Average Referrals Per Day Per Month
Minor, 2014-15

Cost Benefit Analysis

Laconia Middle School

☐ Student Minutes ■ Admin Minutes

Cost Benefit Analysis

Laconia Middle School

☐ Student Hours ■ Admin Hours

Cost Benefit Analysis

Laconia Middle School

	Last Year	This Year	Time Regained
Student Days	54	41	13
Admin Days	18	14	4

■ Student Days   ■ Admin Days
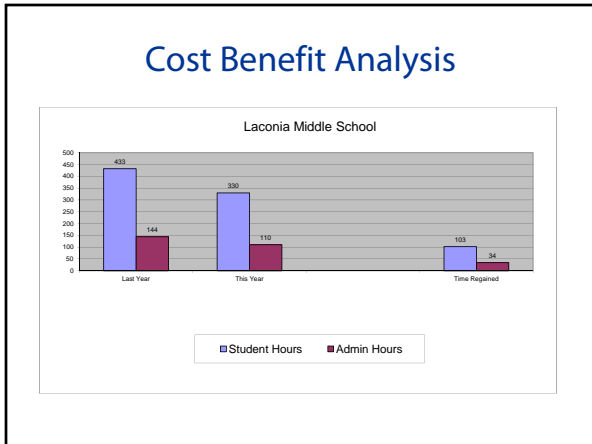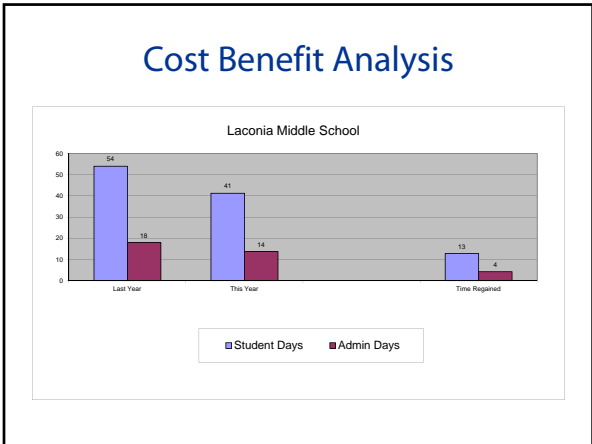

LMS Ah,Ha!

PBIS is not a destination
PBIS is a journey

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For More Information Contact:

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