



PBIS:

Where Are We NOW?

Where Are We HEADED?

Emily Hill

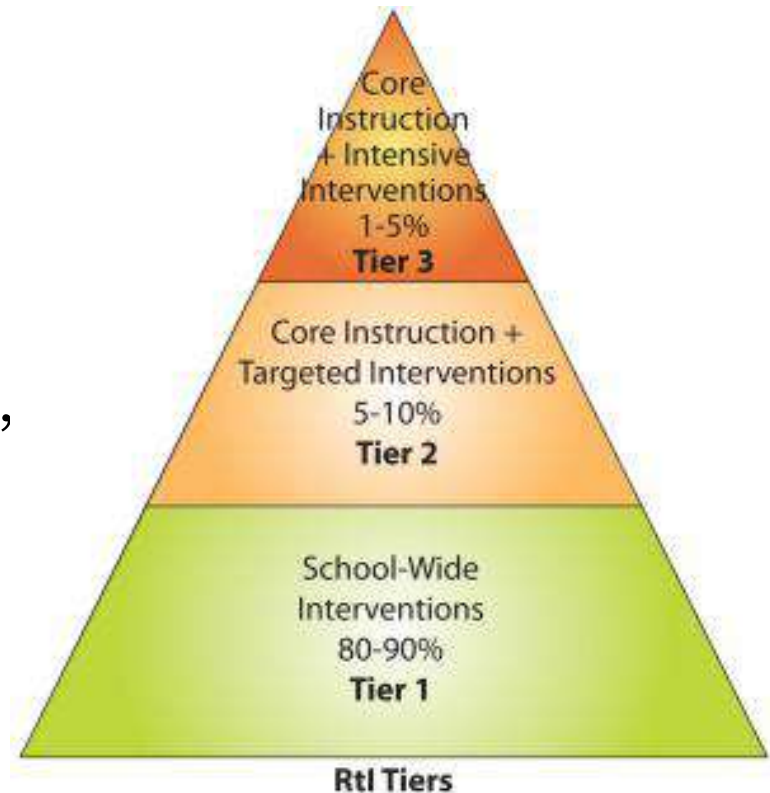
Kelly McCrohan

Edgewood Elementary

PBIS Coaches

Our Need for PBIS

- During the 2009-2010 school year, began collecting behavioral data in the form of major office referrals, also known as blue slips.
- This data collection began in November.
- At the end of the 09-10 school year, we had **418** major office referrals recorded.
- At the end of the 10-11 school year, we had **392** major office referrals recorded.
- The highest number of referrals were as a result of **disrespect** both years.



The Beginning...



- On May 27, 2010, a team from SERC came and evaluated to what extent our school was implementing a school-wide positive behavioral interventions and supports. They did this using the School Evaluation Tool (SET).
- *At the time of the SET, we **had not** introduced the school-wide PBIS program to Edgewood.*
- SERC consultants spoke with staff and students about how well our school defined expectations, taught expectations, rewarded students, responded to situations, monitored students, made decisions, received support from the district, and managed our school's behavior.

Tier I Intervention Overview

- Three years ago we rolled out our Tier I school-wide behavior plan using the universal color system, expectations, eagle charts, and tickets.
- All students earn positive reinforcement for staying on green all day and for above and beyond behavior.
- Positive reinforcement comes in the form of verbal praise, tickets and signatures on students' eagle charts, and ultimately prizes.

CLASSROOM
EXPECTATIONS



We are **Safe**:

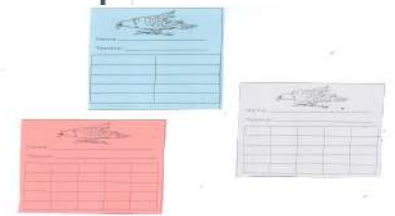
- We keep hands, feet, and objects to ourselves
- We sit properly
- We are neat and organize

We are **Respectful**:

- We listen to others
- We wait our turn
- We use kind words and actions

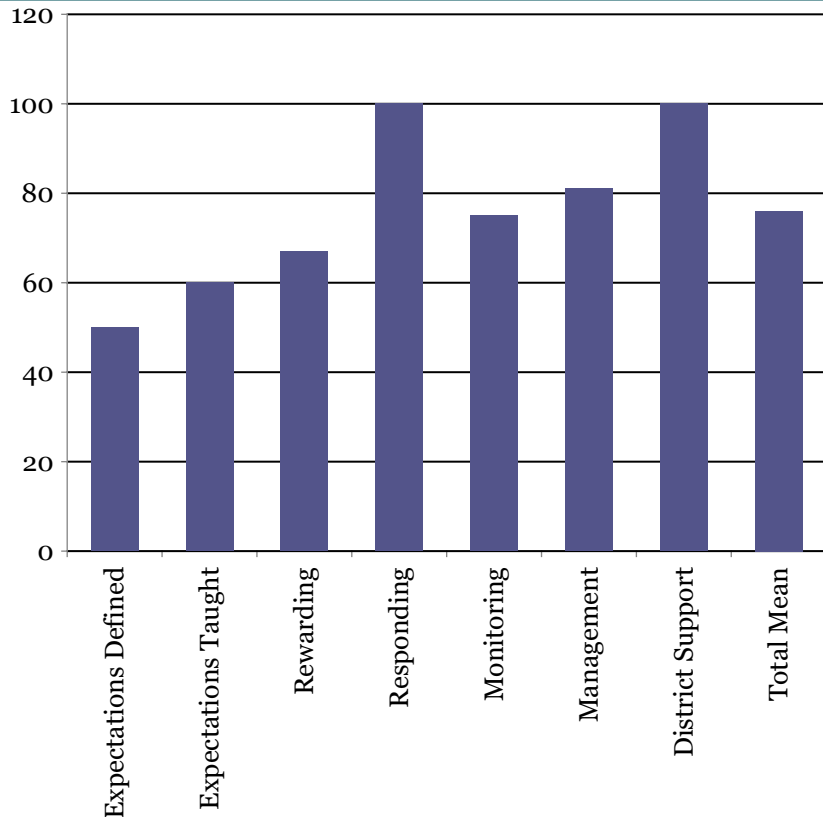
We are **Responsible**:

- We hand in homework on time
- We always try our best



The Results from SET...

SET Data 2009-2010



What does this mean?

- SERC looks for schools to have a score of a 90 in two areas: **Expectations Taught** and **Total Mean**.
- If schools have a **90/90**, they have implemented the program correctly and can become a “model school”.
- At the time, without implementing/rolling out PBIS, we had a score of **60/76**.

SET results from 2010-2011

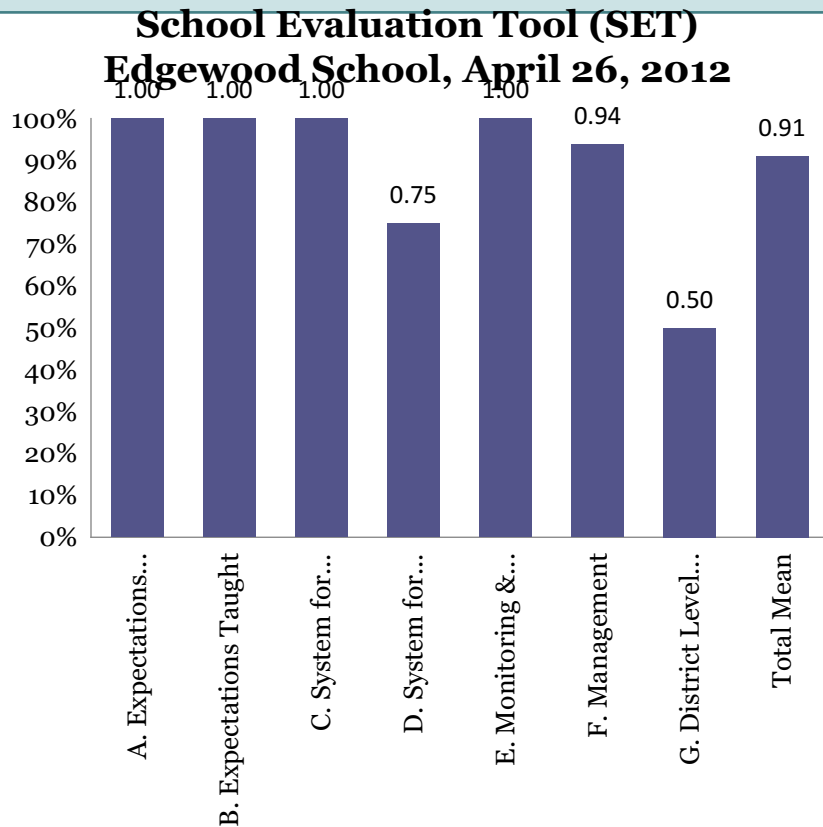
SET Data 2010-2011

What does this mean...

- SERC looks for schools to have a score of a 90 in two areas: **Expectations Taught** and **Total Mean**.
- If schools have a **90/90**, they have implemented the program correctly and can become a “model school”.
- For the 2010-2011 school year we had **90/99**

SET results from 2011-2012

SET Data 2011-2012



What does this mean...

- For the 2011-2012 school year we had
- SERC looks for schools to have a score of a 90 in two areas: **Expectations Taught** and **Total Mean**.
- If schools have a **90/90**, they have implemented the program correctly and can become a “model school”.
- For the 2011-2012 school year we had **100/91**

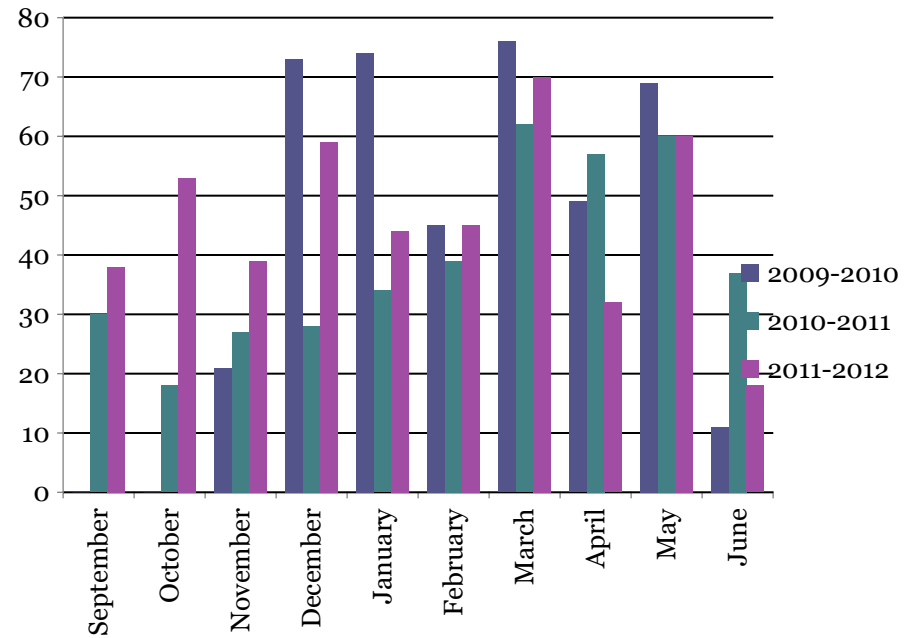
Behavioral Data Comparison

- For the 2011-2012 school year, we collected behavioral data all year long.
- Our numbers are up from **392** referrals to **455** referrals. This is an increase of 63 referrals.

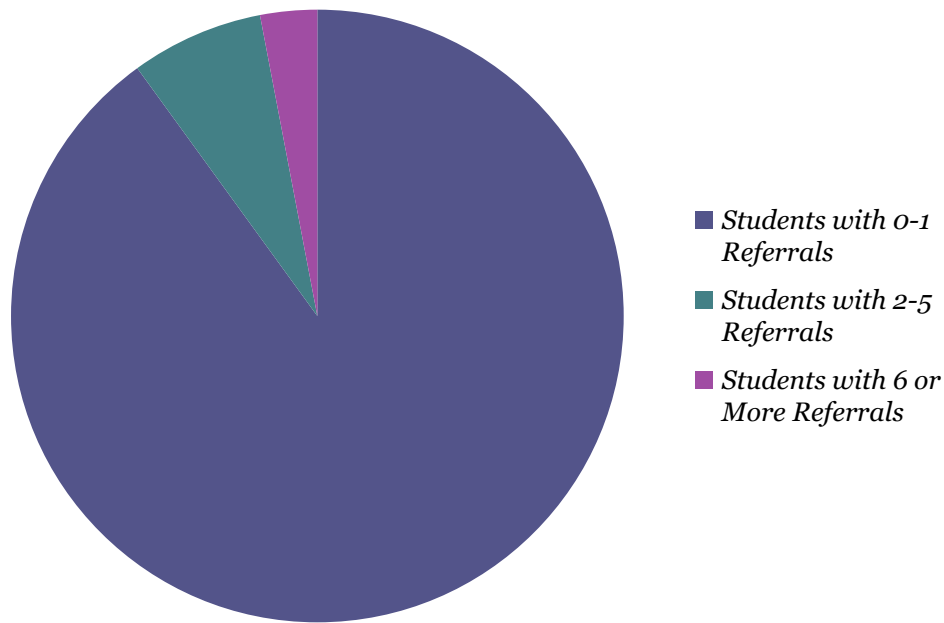
	<i>2009-2010 School Year (November- June)</i>	<i>2010-2011 School Year</i>	<i>2011-2012 School Year</i>
Number of Major Office Referrals	418	392	455

Month by Month Behavioral Data Comparison

Month	2009-2010	2010-2011	2011-2012
September	-	30	37
October	-	18	51
November	21	27	39
December	73	28	59
January	74	34	44
February	45	39	46
March	76	62	69
April	49	57	32
May	69	60	60
June	11	37	18

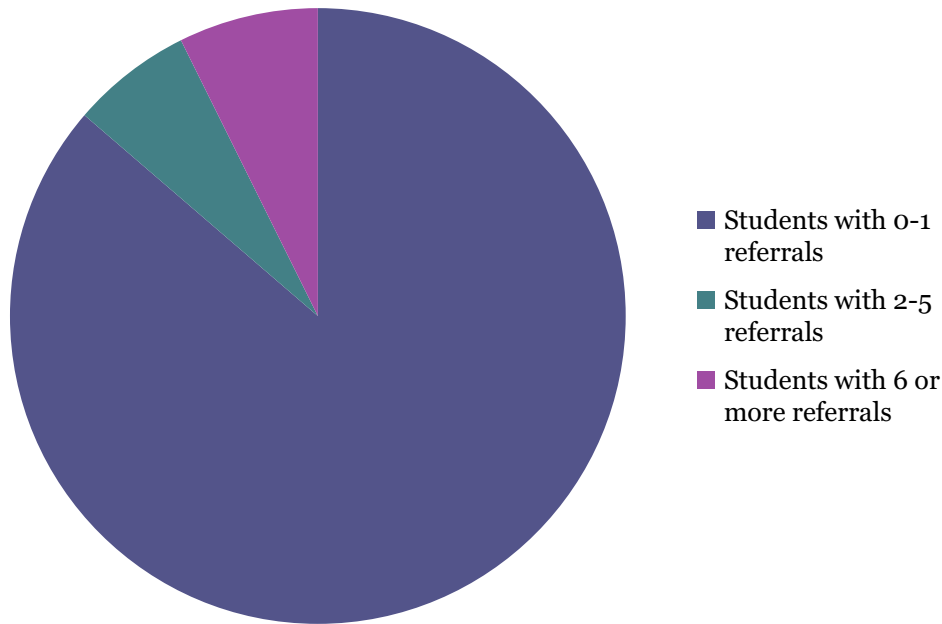


PBIS Triangle Data Report 2010-2011



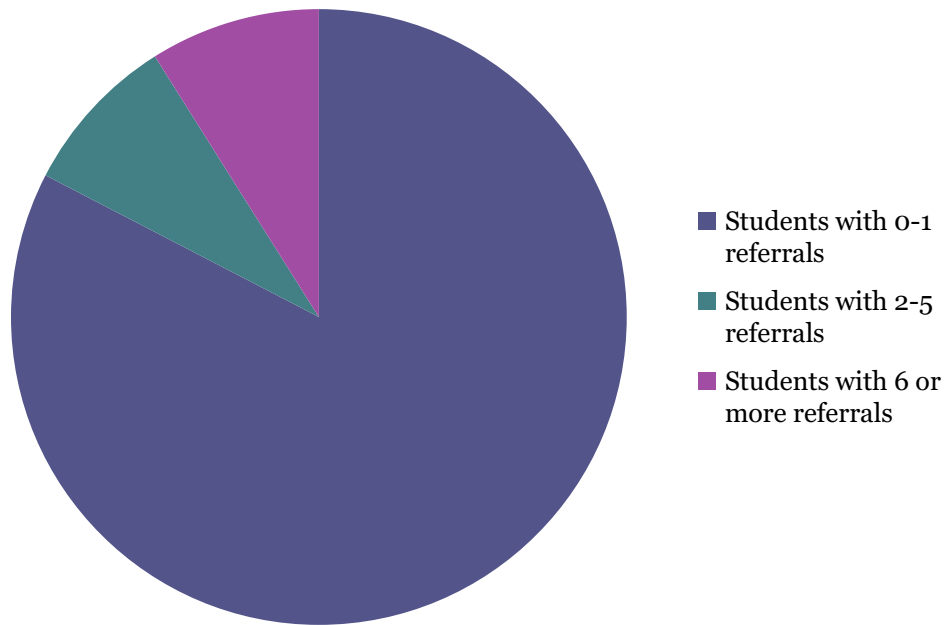
- 88% of our students have 0-1 referrals.
 - 78% of our students have 0 referrals.
- 7% of our students have 2-5 referrals.
- 5% of our students have 6 or more referrals.
 - Of the 3%, 1.75% have more than 9 referrals.

PBIS Triangle Data Report 2011-2012



- 88% of our students have 0-1 referrals.
 - 77.5% of our students have 0 referrals.
- 6% of our students have 2-5 referrals.
- 6% of our students have 6 or more referrals.

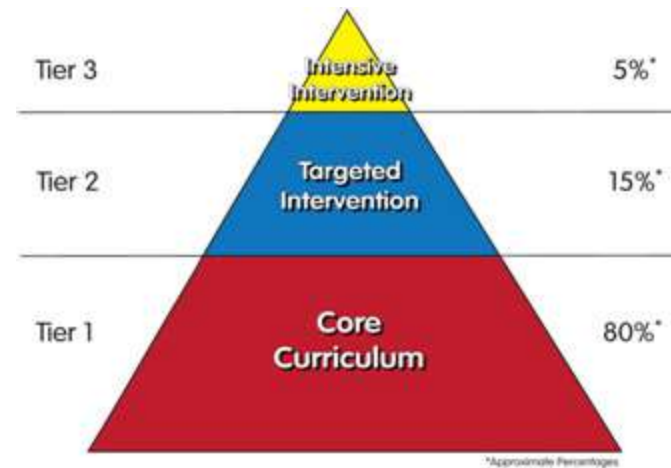
PBIS Triangle Data Report 2012-2013



- 85.5% of our students have 0-1 referrals.
 - 73.25% of our students have 0 referrals.
- 8.5% of our students have 2-5 referrals.
- 6% of our students have 6 or more referrals.

Tier II

- Our Tier I intervention resulted in 85.5% of our students with 0-1 office referrals; this is above expectations of 80% success.
- However, we know that not all of our students have been successful at Tier I; some of their behavioral needs are greater.
- During the 2011-2012 school year, our team rolled out a Tier II program to support the needs of some of these students.
- This program is be called the *High Five Program*, and is modeled after a Check-in-Check-out (CICO) system.



What is the *High-Five Program*?



The *High Five Program* is a means to respond positively to students who need extra support with their behavior. Some students require more instruction and support to self-regulate their behavior and require extra adult support as they learn to do so.

The *High Five Program* provides extra reinforcement and **positive attention** from adults. These adults will be known as our *High Five* mentors. The *High Five Program* also provides for daily communication between a student and his/her teacher and between the mentor and the student's parents. In addition, data is collected to determine whether the program is successful or whether changes need to be made.

The *High Five Program* Allows Students to...

- Check in with a mentor at the beginning of the school day.
- Carry a tracking behavior form (*High Five Chart*).
- Ask their classroom teacher to rate their behavior and provide immediate feedback.
- Check out at the end of each school day with their mentor.
 - Earn a ticket for each day they meet their goal.
- Take their *High Five Chart* home to parents to sign.
- Return the signed *High Five Chart* the next morning.

	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
<i>Be Safe</i>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<i>Be Respectful</i>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<i>Be Responsible</i>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Total Points						
Teacher Initials						

	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
<i>Be Safe</i>	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺
<i>Be Respectful</i>	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺
<i>Be Responsible</i>	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺
Total Points						
Teacher Initials						

Who would make a GOOD Candidate for the High-Five-Program?

- It is important to remember that not all students who have needs above the Tier I program will be good candidates for Tier II.
- Students in the *High Five Program* have the skills to follow our school expectations but need encouragement.
- These students also enjoy adult/peer attention.
- By looking at data, these are the students with 2-5 office referrals (about 7% of our population).



***It is important to note that **NOT ALL** students with behavioral needs above and beyond the school wide program will be High-Five candidates. ***

High Five Data from 2011-2012

- In the 2011-2012 year, we rolled out High-Five Program
- We had 4 dedicated mentors
- 21 students were recommended for the program.
- We received 19 signed permission slips.
- At this time, **37%** of these students were on track to meet grade level expectations in reading.
- During the year we had **10** students graduate from the program.
- We currently have **13** students in the program.
- Presently, **60%** of our students are at or above grade level in reading as measured by grade level expectation.
- **75%** of our students decreased their number of Office Discipline Referrals (ODRs) this year.
- We have new recommendations for the 2012-2013 school year.



Important Notes



- Students, parents, and teachers are required to sign off on participation into the program. Fidelity checks will be done to make sure all members are participating.
- Without full participant buy-in the program cannot be successful.
- Teachers who nominate students for the program **MUST BE** committed to completing their daily charts on an hourly basis with brief feedback during this time.
- Staff and parents are welcome to and can nominate students at any time for the program, but the ultimate decision comes from the PBIS behavior-team.

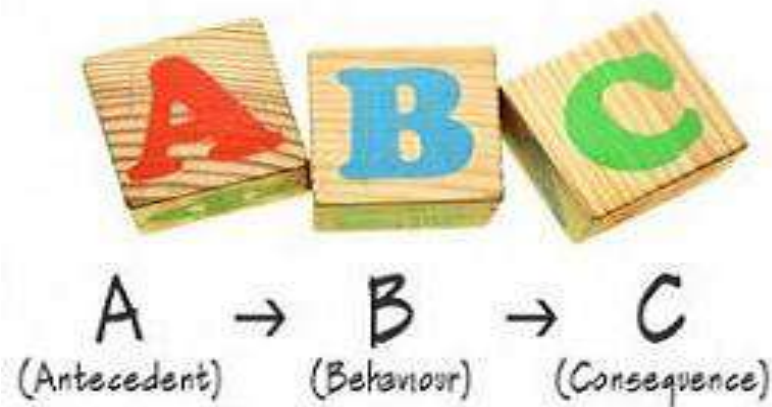
Other Tier II Interventions/Supports at Edgewood School...

- High-Five Program
- Bully Prevention counseling groups
- Lunch Bunch groups
- Literacy Groups
- RSVP Volunteers
- Mentors



Tier III Interventions

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Individualized counseling services
- Special Education Services



Thank You!



- These programs would not have been successful without everyone's participation, enthusiasm, and buy-in.
- The pay-off has been huge, let's keep the programs successful!
- Keep up the hard work and **REMEMBER TO STAY POSITIVE!** 😊