Universal PBIS:
Buy-In & Fidelity

- Primary Prevention: School- and Classroom-wide Systems for All Students, Staff, and Settings
- Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
- Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

STUDENT OUTCOME AND PREVENTION MODEL FOR SCHOOLS

- ~80% of Students
- ~15%
- ~5%

Student Outcome and Prevention Model for Schools

Probability Equation

A + B = P

1. What are the predictable failures?
2. What can we do to prevent failure?
3. How will we maintain consistency?
4. How will we know if it’s working?

Underlying Principles of 3-Tiered Prevention Models

- 4 Components: What are the predictable failures? What can we do to prevent failure? How will we maintain consistency? How will we know if it’s working?

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Fidelity = Teaming + Process + Evaluation

TEAMING

Proportion of 3rd Graders who meet or exceed state reading standards (ISAT) in Illinois schools 02-03:

- t = 9.20; df = 27 p < .0001

Fidelity!
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Systemic Organization, Structure, and Buy-In

1. Be representative of staff and have active administrative involvement and support
2. Gather baseline information about school climate and issues
3. Present PBS to school stakeholders (staff, faculty, parents, etc.)
4. Achieve agreement to move forward among critical mass of school (80% rule of thumb)
5. Insure the availability of funds and resources to support the process

Develop an Implementation Team

• Big Idea
  - A team from within the school takes the lead in introducing school-wide support systems to their school.
• Tasks
  - Representative of stakeholders in school
  - Get support of an administrator
  - Meet and plan PBS implementation
  - Set goals and timelines

Establish and Maintain Team

• A team exists to improve behavior support systems.
• The team is representative and includes an administrator
• The team has a scheduled meeting time
  - Every other week? Monthly?
• The team has efficient internal process
  - Agenda
  - Minutes
• Team has culture of care
Characterize Your School

• Tasks
  – Determine what information you will use to characterize your school (what will you do?)
  – What times, places, behaviors, or conditions do staff report as problems?
  – What times, places, behaviors, or conditions does data report as problems?
  – What other key information do you need to characterize your school?

General Ed. vs. EBD Students by Number of Discipline Referrals

* General education students account for 71% of behavior referrals

<table>
<thead>
<tr>
<th>Number of Discipline Referrals</th>
<th>EBD Students</th>
<th>General Ed. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>51</td>
<td>20</td>
</tr>
</tbody>
</table>

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**PBS Involvement**

Remember:

- PBS involves all of us
  - we decide what our focus will be
  - we decide how we will monitor
  - we decide what our goals are
  - we decide what we’ll do to get there
  - we evaluate our progress
  - we decide whether to keep going or change

**Obtain 80% Staff Consensus**

A “YES” vote means that I agree to:

- Provide input in determining what our school’s problems 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 school-wide decisions, regardless of my feelings for any particular decision
- Commit to positive behavior support systems for a full year - allowing performance toward our goal to determine future plans
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Prevention Strategies

- **Rules**
  - agreed upon by team - willing/able to enforce
  - posted, brief, positively stated
- **Routines**
  - avoid problem contexts, times, groupings, etc.
  - consistent
- **Physical Arrangements**
  - clear physical boundaries
  - supervision of all areas

Predictable Problems Summary

<table>
<thead>
<tr>
<th>Lunchroom</th>
<th>Who</th>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>At arrival/daytime</td>
<td>All</td>
<td>Running, yelling, pushing, running, poor manners, no clean-up, food</td>
<td>Slow transitions cause back-ups. Table to lunch rush disconnect. Lunchroom aid.</td>
</tr>
<tr>
<td>During lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field</th>
<th>Who</th>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Free Time</td>
<td>Boys, older</td>
<td>Fighting, smoking, rock throwing, snowballs</td>
<td>Insufficient supervision, no clear boundaries</td>
</tr>
</tbody>
</table>

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Key features of data systems that work

- The data are accurate
- The data are very easy to collect (1% of staff time)
- Data are used for decision-making
  - The data must be available when decisions need to be made (weekly?)
  - Difference between data needs at a school building versus data needs for a district
  - The people who collect the data must see the information used for decision-making.

Portable Referral Form

Woodlawn Elementary School Report/Referral Form

<table>
<thead>
<tr>
<th>Time</th>
<th>Date</th>
<th>Grade</th>
<th>Incident</th>
<th>Teacher Name</th>
<th>Parent Contact</th>
<th>Referral Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Grade</th>
<th>Teacher Comments</th>
<th>Parent Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Responses

- Lesson plan
- Behavior plan
- Social skill
- Parent involvement
-介入 plan

Administrative Responses

- Referral Plan
- Progress Report
- Conference
- Referral

Comments

Administrative Signature

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Who?

- 28 Sts w/ 3 or less ODRs
- 10 Sts w/ 3-6 ODRs
- 5 Sts w/ 7+ office referrals
- 10 Sts w/ 5-6 ODRs
- 27 Sts w/ 3 or less ODRs

What?

Referrals per Prob Behavior

- Numbers of referrals for different types of problem behavior.

When?

Referrals by Time of Day

- Numbers of referrals by time of day.

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Where?

Referrals by Location

Record-Keeping & Decision Making

1. Plan for weekly/monthly feedback to staff about status of school-wide discipline

2. Establish decision rules for evaluating effectiveness of strategies and processes school-wide, in specific settings, and for individual students

3. Tasks
   ✓ Evaluate progress toward school-wide goals
   ✓ Identify new hot spots
   ✓ Identify "at risk" students

Elementary Schoolposts the monthly data on the mailroom door so staff can look for patterns and changes.

- Notice they post POSITIVES and ODR data.
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Office Referrals per Day per Month
This year (Middle)

Office Referrals per Day per Month
Last Year and This Year

Office Referrals per Day per Month
Last Year and This Year

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Office Referrals per Day per Month
Last Year and This Year

Is action needed?

The University of Louisville
Doctoral Program In Behavior Disorders

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