USING DATA TO ADDRESS THE BEHAVIOR NEEDS IN SCHOOLS

Characteristics of Safe School

- High academic expectations & performance

- High levels of parental & community involvement

- Effective leadership by administrators & teachers

- A few clearly understood & uniformly enforced rules

- Social skills instruction, character education & good citizenship.

- After school – extended day programs

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Worry #1
"Teaching" by Getting Tough

Runyon: *"I hate this f____ing school, & you're a dumbf_____."*

Teacher: *"That is disrespectful language. I'm sending you to the office so you'll learn never to say those words again….starting now!"*

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Immediate & seductive solution*....*
"Get Tough!"

- Clamp down & increase monitoring

- Re-re-re-review rules

- Extend continuum & consistency of consequences

- Establish "bottom line"

...Predictable individual response

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When behavior doesn't improve, we "*Get Tougher!*"

- Zero tolerance policies

- Increased surveillance

- Increased suspension & expulsion

- In-service training by expert

- Alternative programming

…..*Predictable systems response!*

What does the research say?

- Suspension is a strong indicator a student will drop out of school (Achilles, et al, 2007; Cassidy & Jackson, 2005)

- Suspension does not appear to be a deterrent for future misconduct (Achilles, et al, 2007; Anderson & Kincaid, 2005; Costenbader & Markson, 1997; Bacon, 1990)

    - OSS is often used to provide relief to teachers, and doesn't address the issues that led to misbehavior (Morrison & Skiba, 2001)

- Students removed by suspension are often those who need to be in school (academics) (Christle et al., 2004)

- Suspension is most frequently doled out to minority students, low SES and those served by special education (Achilles, et al, 2007)

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School removal

- Loss of instructional time for the students who need it most

- Disenfranchises students from their education

- Research does not support its effectiveness

- Only impacts students who want to be in school

- Sends a message to students that, "You as a person are so bad that you don't even deserve our attention or support."
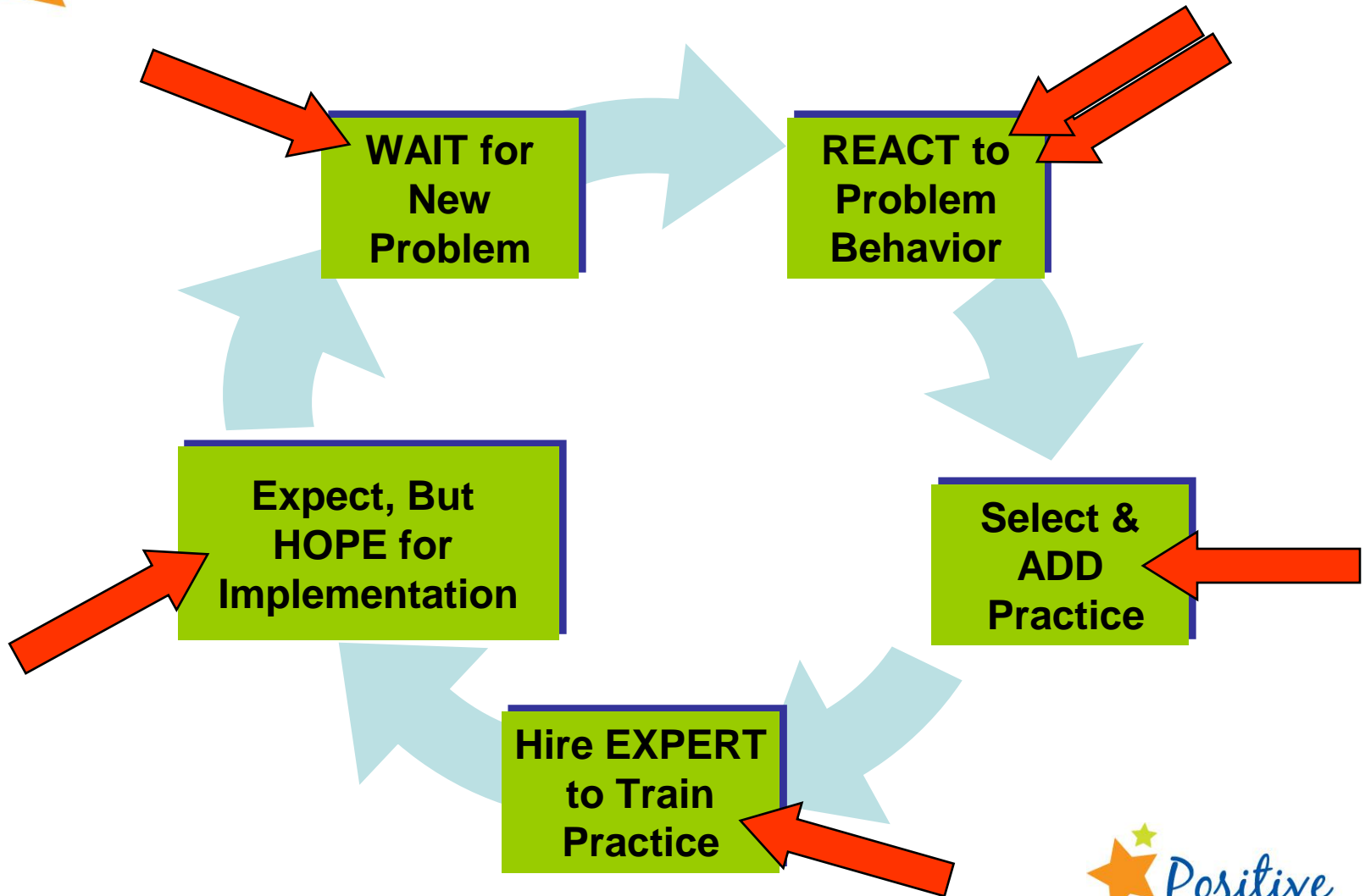
SW-PBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable
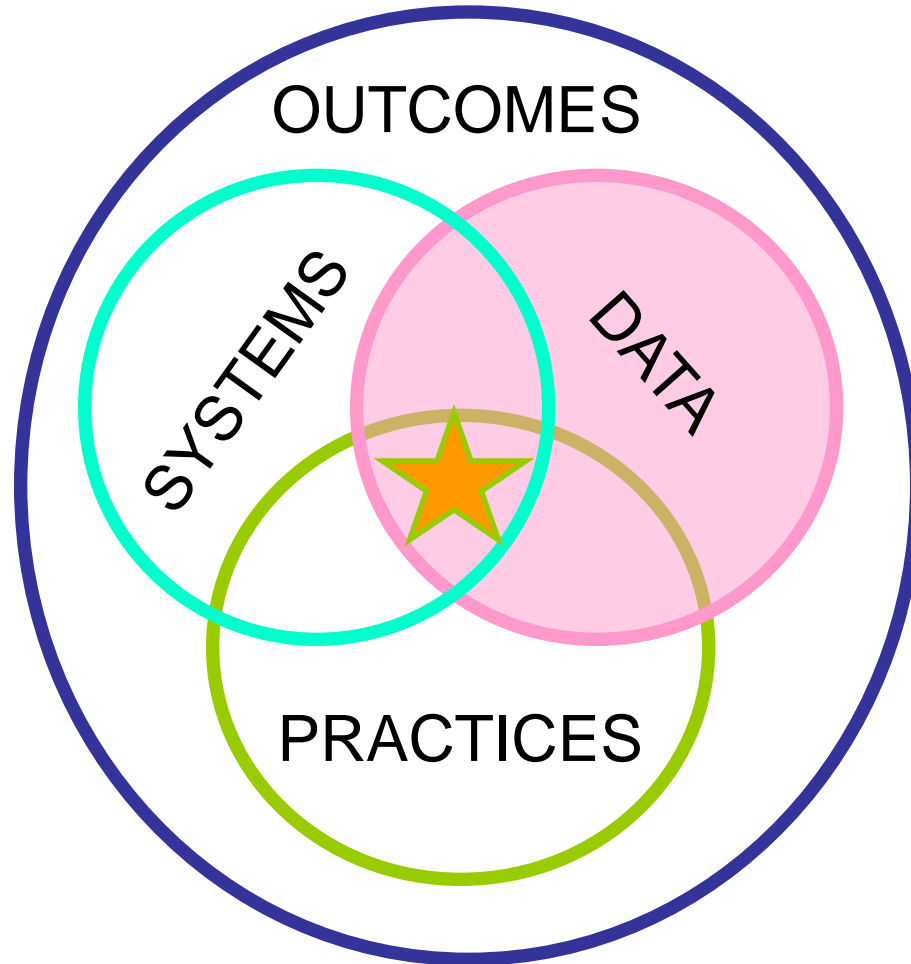
(Zins & Ponti, 1990)

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Worry #2:
"Train & Hope"

WAIT for New Problem

REACT to Problem Behavior

Select & ADD Practice

Hire EXPERT to Train Practice

Expect, But HOPE for Implementation

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Supporting Social Competence &
Academic Achievement

OUTCOMES

Supporting
Staff Behavior

SYSTEMS

DATA

Supporting
Decision
Making

PRACTICES

4 PBS
Elements

Supporting
Student Behavior

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SWPBS & Achievement

STUDENT ACHIEVEMENT

Good Teaching ←→ Behavior Management
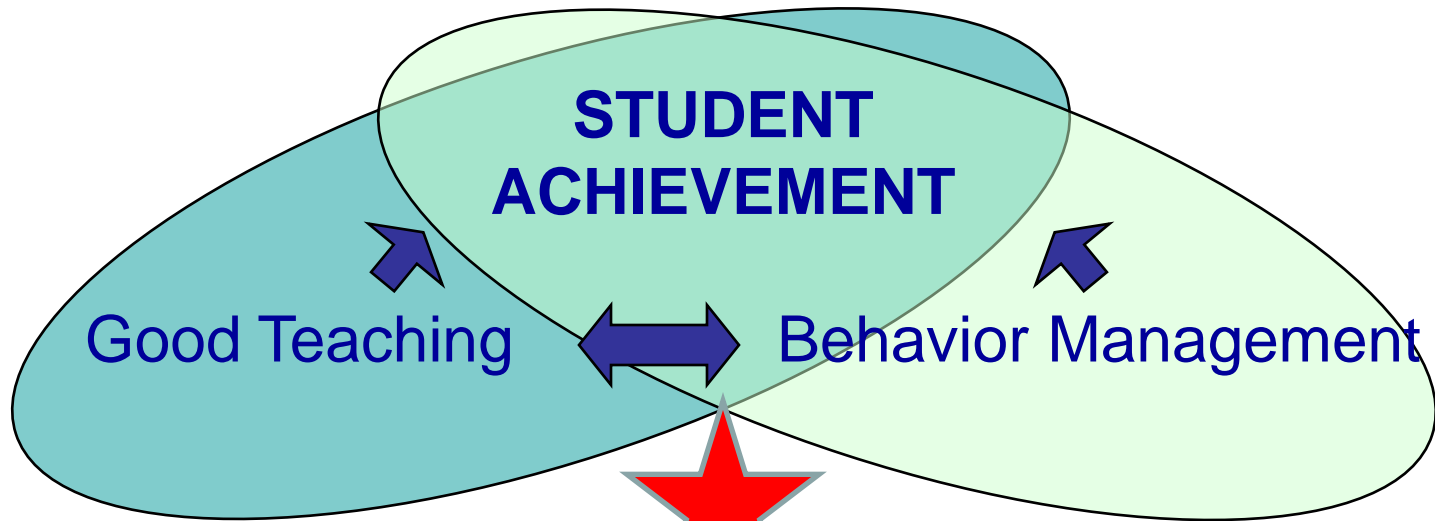
Increasing District & State Competency &Capacity

Investing in Outcomes, Data, Practices, &Systems
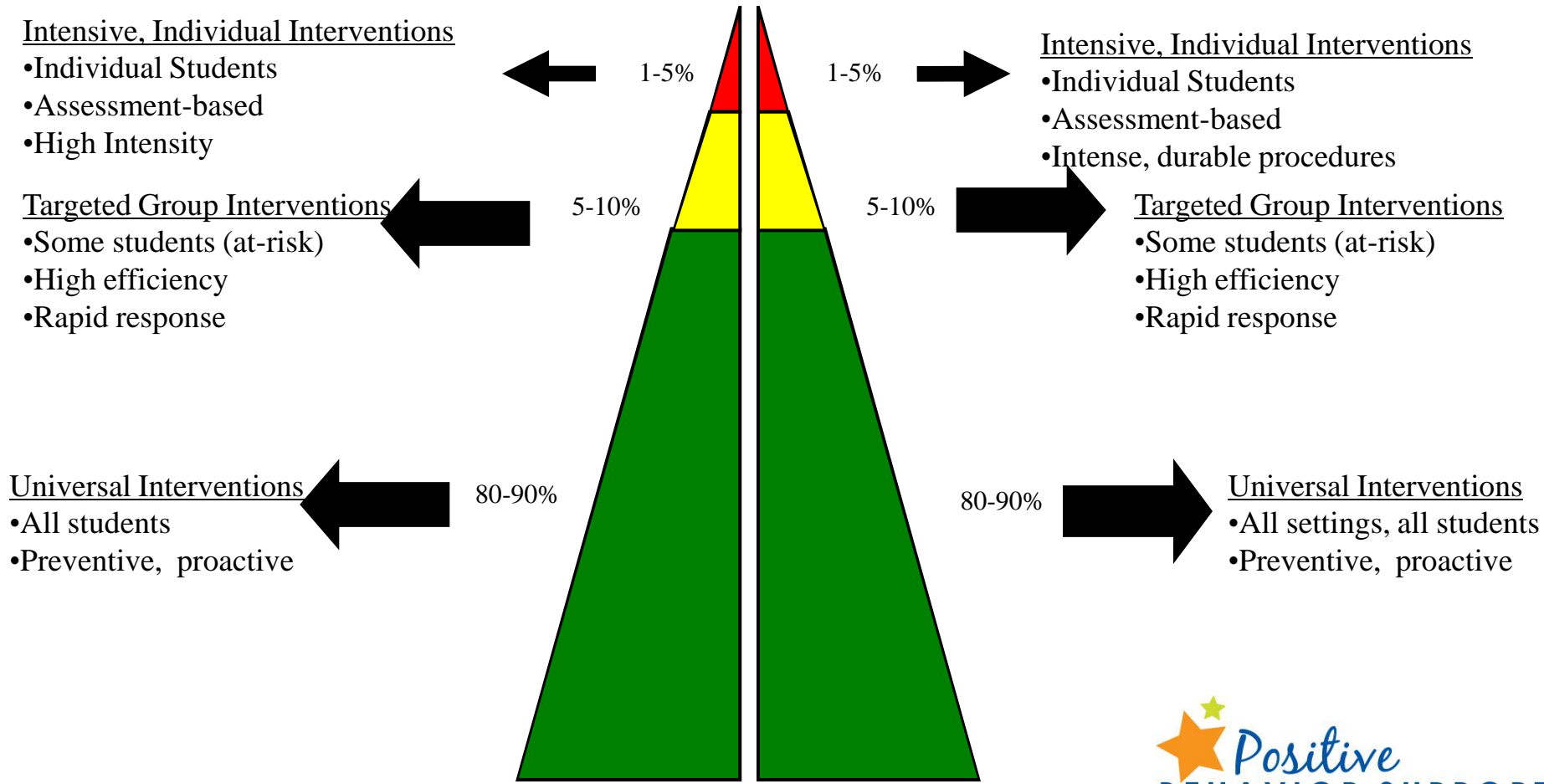
Positive **BEHAVIOR SUPPORT** *of Georgia*
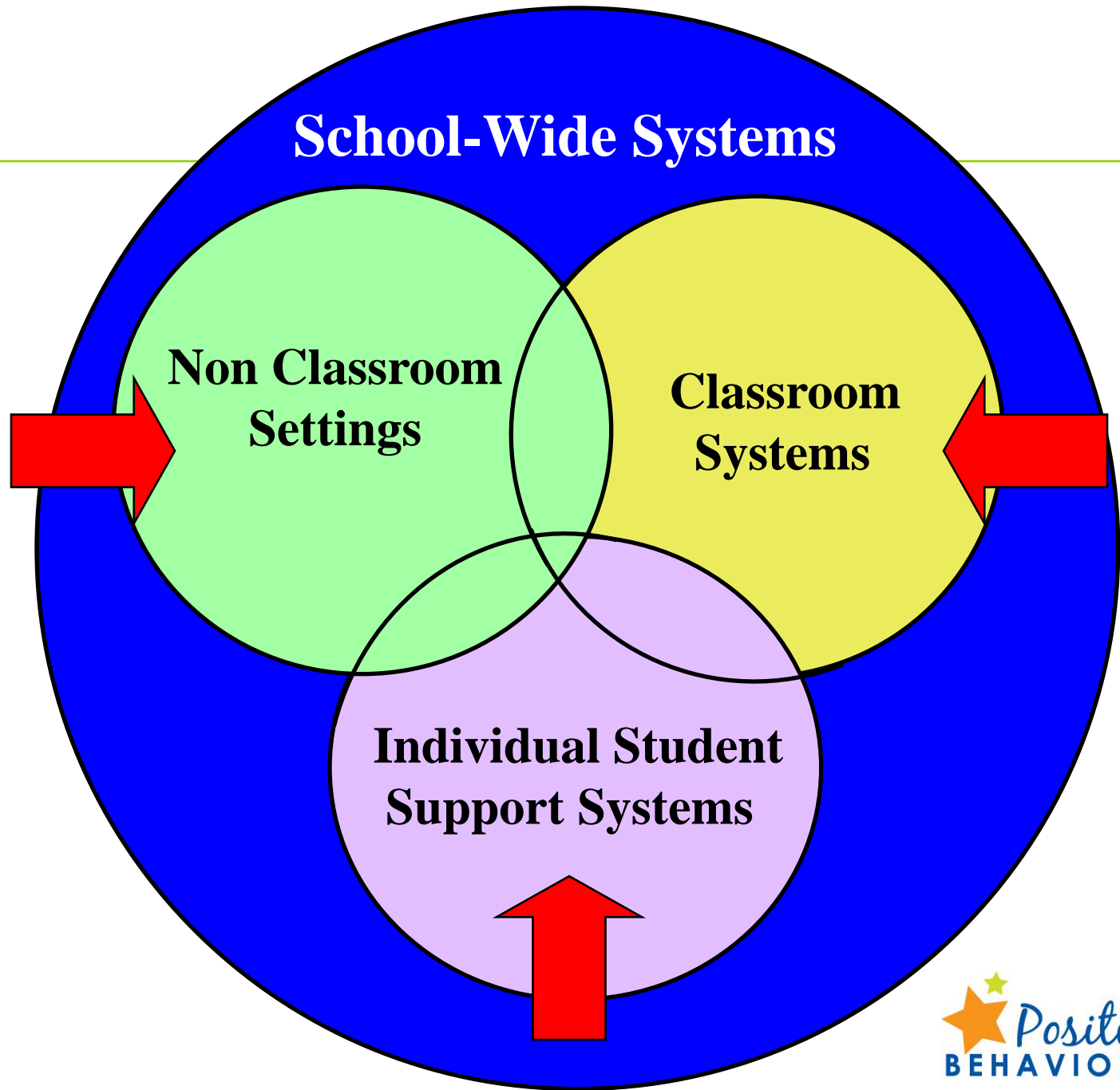
Guiding Principles

- If many students are making same mistake, consider changing system….not students

- Start by teaching, monitoring & rewarding…before increasing punishment

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Designing School-Wide Systems for Student Success

Academic Systems

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

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

Universal Interventions
•All students
•Preventive, proactive

Behavioral Systems

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

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

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

1-5%

5-10%

80-90%

1-5%

5-10%

80-90%

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Impact of School-Wide PBS

School-wide PBS should be effective for 80% of your students

1-5%
6 +

10-15%
(2-5)

80%
(0-1)

A small percentage of students will still need targeted, classroom or individual supports

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IF...	FOCUS ON...
o More than 40% of students receive one or more office referrals o More than 2.5 office referrals per student	School Wide System
o More than 35% of office referrals come from non-classroom settings o More than 15% of students referred from non-classroom settings	Non-Classroom System
o More than 60% of office referrals come from the classroom o 50% or more of office referrals come from less than 10% of classrooms	Classroom Systems
o More than 10-15 students receive 5 or more office referrals	Targeted Group Interventions / Classroom Systems
o Less than 10 students with 10 or more office referrals o Less than 10 students continue rate of referrals after receiving targeted group settings o Small number of students destabilizing overall functioning of school	Individual Student Systems

Implementation Levels

Student

Classroom

School

District

State

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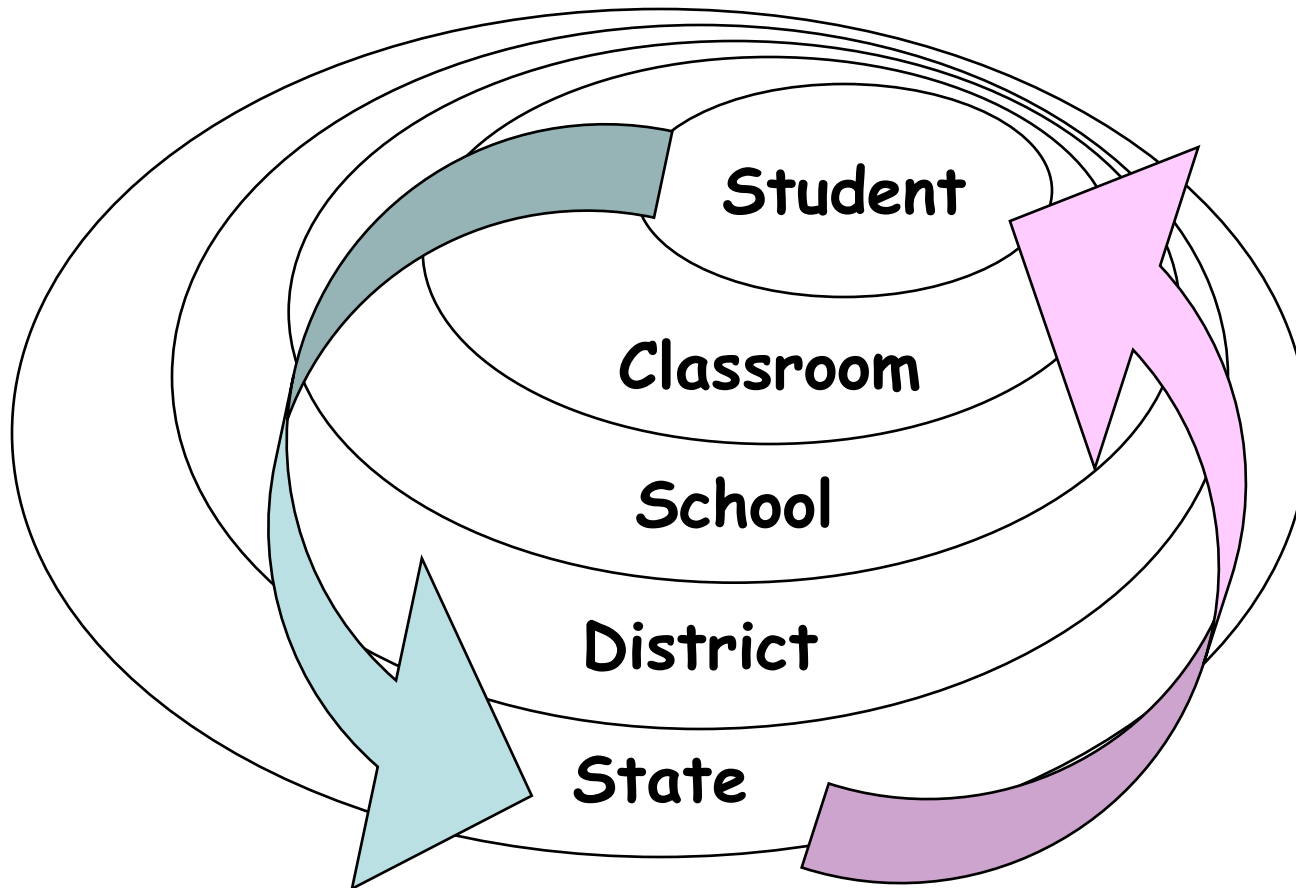
"Establish some discipline related
data baselines linked to
instructional time loss."

How much time is spent on discipline?

4100 referrals x 20 minutes =

82,000 minutes / 60 minutes=
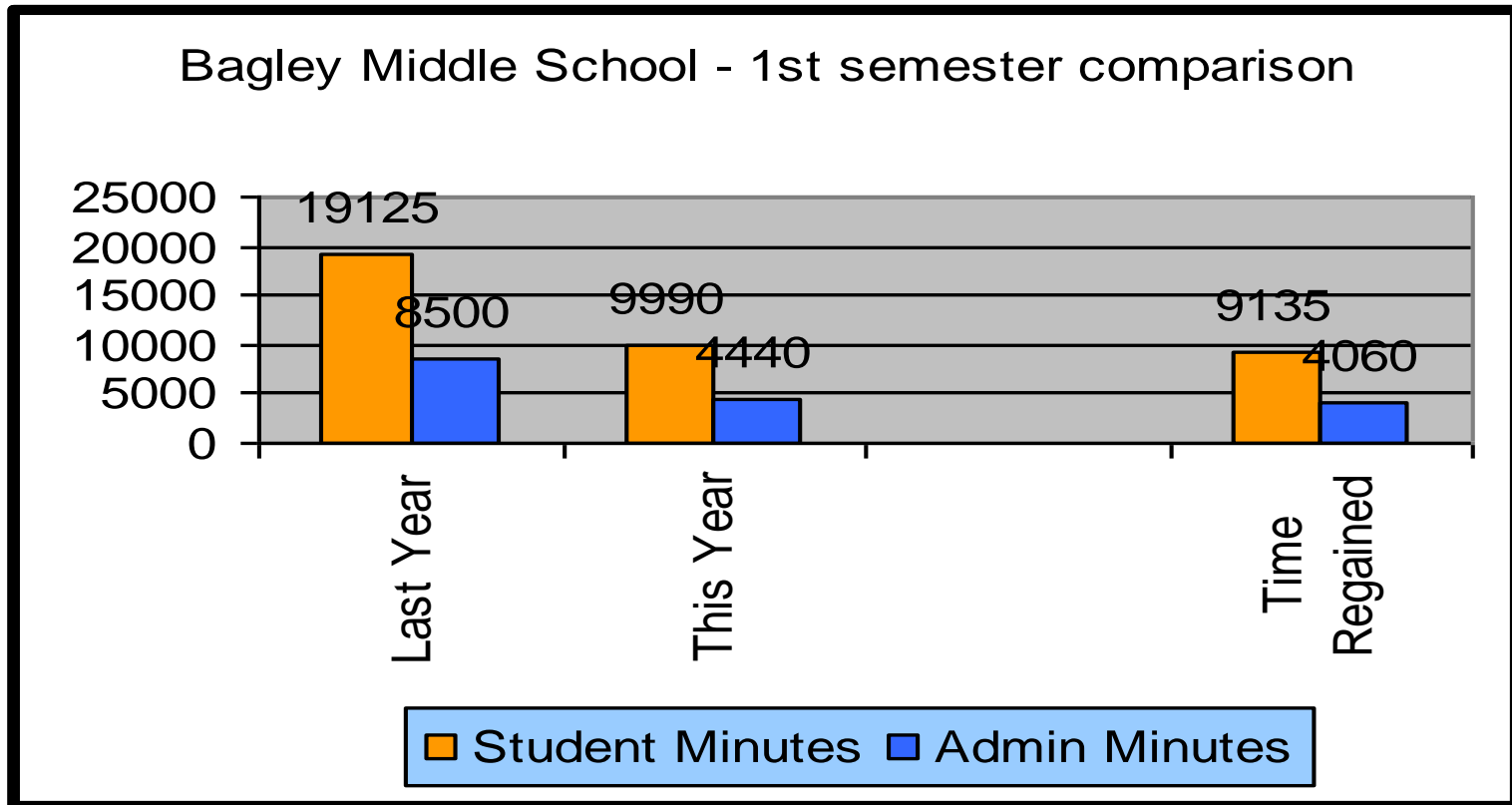
1,366.66 hours / 7 hours=

195.24 days

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Time Cost of a Discipline Referral
(45 minutes per incident)

	1000 Referrals per year
Administrator Time	500 hours
Teacher Time	250 hours
Student Time	750 hours
Totals	1500 hours lost!

Bagley Middle School: 19,125 instructional minutes lost to behavior incidents (ODR's)

Bagley Middle School - 1st semester comparison

	Student Minutes	Admin Minutes
Last Year	19125	8500
This Year	9990	4440
Time Regained	9135	4060

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BAGLEY MIDDLE BENEFIT ANALYSIS

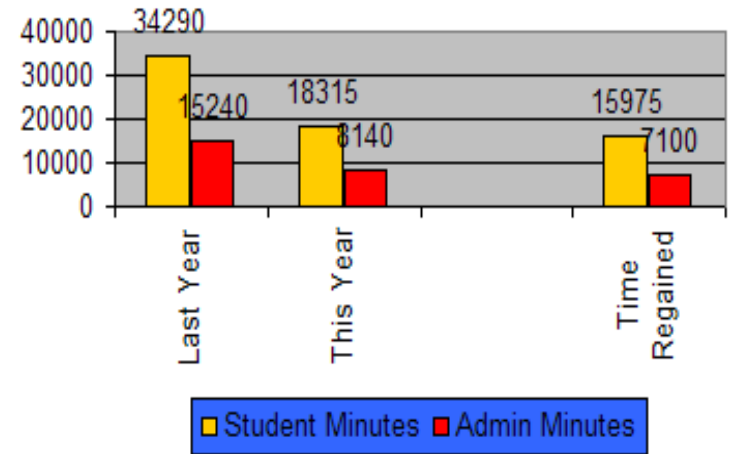| Name of school	Bagley Middle School - 1st semester comparison
Number of referrals for 2007 - 2008	425
Number of referrals for 2008 - 2009	222
Average # of minutes student is out of class due to ODR	45

Time Regained

	Student	Administrator
Minutes	9135	4060
Hours	152	68
Days	19	8

- (+) 9,135 instructional minutes
- (+) 4,060 administrative support minutes

52% Reduction

Bagley Middle School - 1st semester comparison
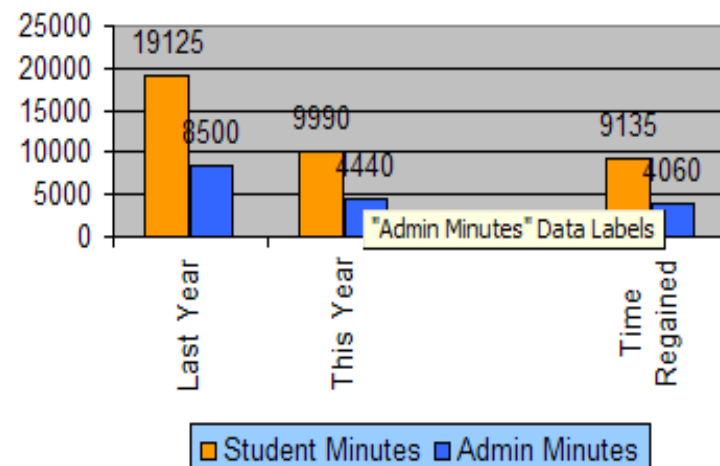
19125
8500
9990
4440
9135
4060

"Admin Minutes" Data Labels

Last Year · This Year · Time Regained

□ Student Minutes □ Admin Minutes

Bagley Middle School - 1st semester comparison

319
142
167
68

Last Year · This Year

□ Student Hours □ Admin Hours
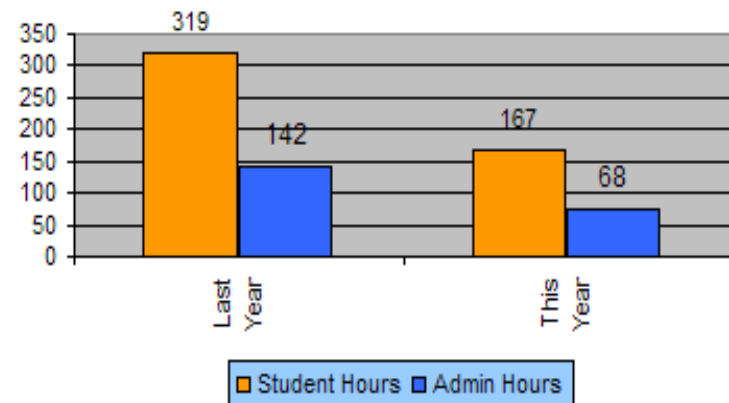
Bagley Middle School - 1st semester comparison

Swainsboro Middle School: 34,290 Instructional minutes lost to behavior incidents (ODR's)

Swainsboro Middle School 1st Semester comparison

Last Year: Student Minutes 34290, Admin Minutes 15240
This Year: Student Minutes 18315, Admin Minutes 8140
Time Regained: Student Minutes 15975, Admin Minutes 7100

Legend: ■ Student Minutes ■ Admin Minutes

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COST/BENEFIT ANALYSIS WORKSHEET

Adapted from PBIS Maryland

Enter data below

Name of school

Swainsboro Middle School 1st Semester comparison

Number of referrals for 2006 - 2007 — 762

Number of referrals for 2007 - 2008 — 407

Average # of minutes student is out of class due to ODR — 45

Time Regained

	Student	Administrator
Minutes	15975	7100
Hours	266	118
Days	33	15

- (+) 15,975 instructional minutes
- (+) 7,100 administrative support minutes

34% Reduction

Swainsboro Middle School 1st Semester comparison

34290 / 15240 / 18315 / 8140 / 15975 / 7100 — Last Year, This Year, Time Regained — Student Minutes / Admin Minutes

Swainsboro Middle School 1st Semester comparison

572 / 305 — Last Year, This Year — Student Hours / Admin Hours

Swainsboro Middle School 1st Semester comparison

http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCPBS

Standards, Instruction and Assessment Special Education Services and Supports
Overseeing the educational program designed to meet the unique needs of students with disabilities.

DIVISIONS
- Communications
- Career, Technical and Agricultural Education
- Curriculum and Instructional Services
- Special Education Services and Support
- Innovative Academic Programs
- Testing

CONTACT INFORMATION
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Staff Contact List

Report Problems with this Page

RELATED INFORMATION
- LEA Consolidated Application

Positive Behavior Support

Positive Behavior Support (PBS) is a general term that refers to the application of positive interventions and system changes to achieve socially important behavior change. It is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

School-wide PBS fits into Georgia's Response to Intervention (RTI): Student Achievement Pyramid of Intervention as a universal approach which focuses attention on the set of social skills/behaviors that all students are expected to display. The curriculum consists of specific school-wide expectations developed at each school which are then taught to students and reinforced in every setting. Progress monitoring by teachers and school based PBS teams guides the application of interventions in a consistent and systematic manner.

For more information on PBS, go to the National Technical Assistance Center for Positive Behavioral Interventions and Supports (PBIS).

Positive Behavior Support Training

PBS Forums are scheduled for all school districts interested in implementing PBS for the 2009-2010 school year. Interested districts may send up to 4 district level representatives to begin the professional learning process for district implementation overview of school-wide PBS and detailed information application process for PBS training, as well as a full explanation of the support the GaDOE will provide to participating districts will be provided in these informational forums at the locations below. For more information click here.
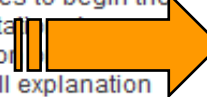
CALENDAR
- February 5, 13, 17, 2009 (Savannah, Perry, Atlanta) - PBS Forums
- March 5, 2009 - Coaches and District Coordinator Webinar via Elluminate Live
- March 26-29, 2009, Jacksonville, FL - International Conference on PBS
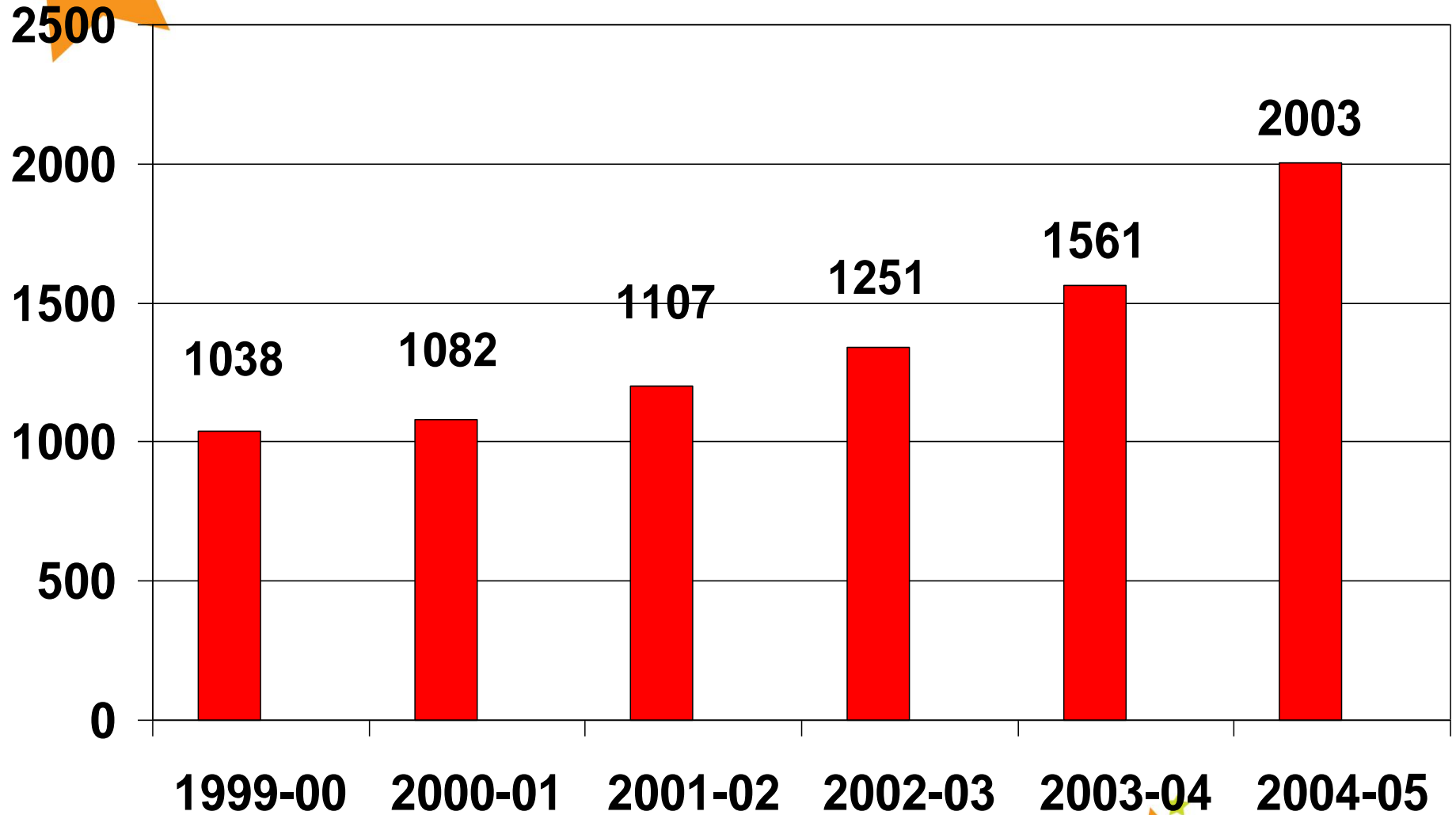- April 16, 2009 - Webinar via Elluminate Live

COACHES RESOURCES
- Coach Contact Form
- Coaches Roles and Responsibilities
- District Coordinator Expectations and Responsibilities
- PBS Team Mtg Eval

RESOURCES
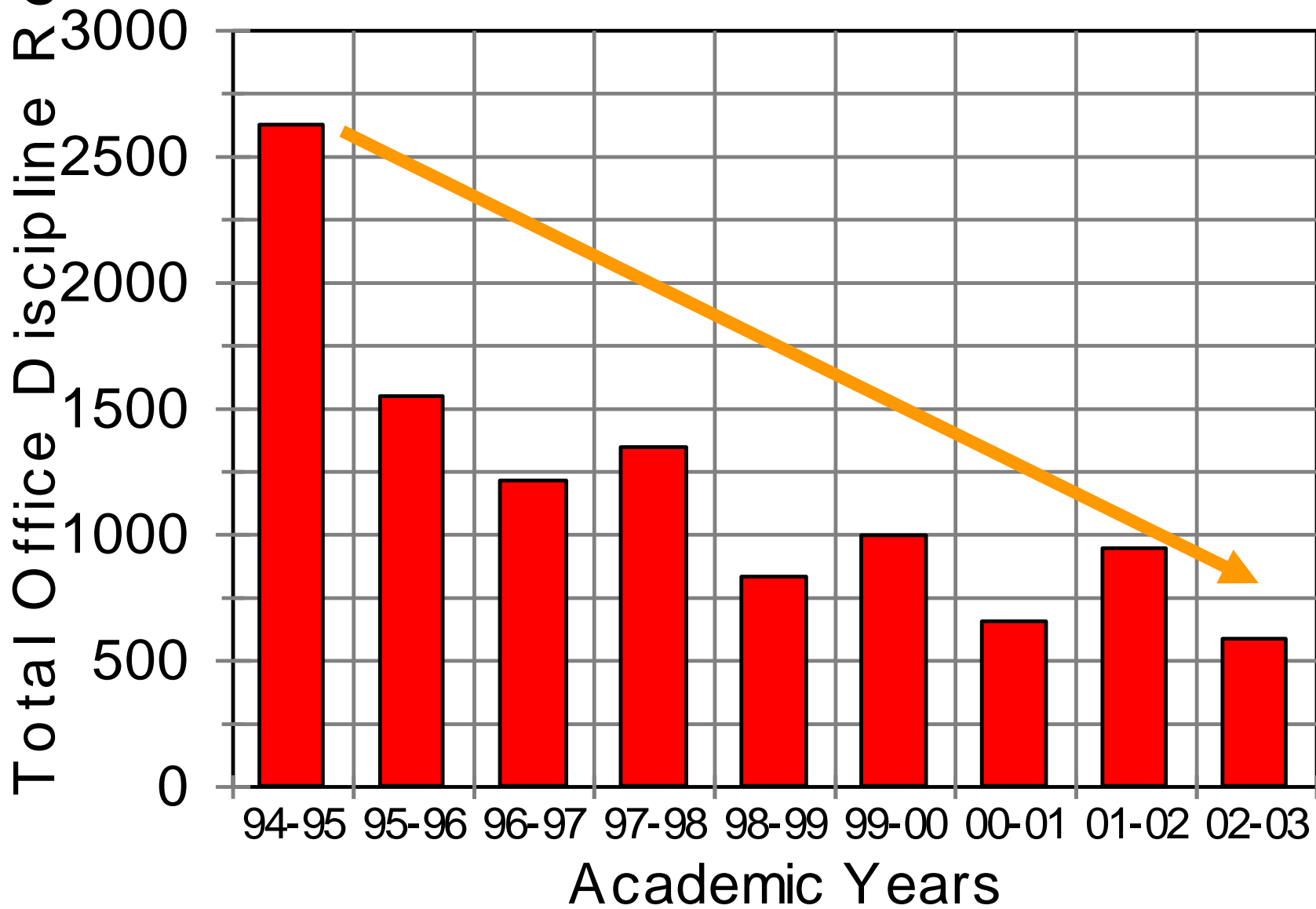- PBS Surveys
- Understanding Behavior: An Interactive Tutorial
- Quick Facts
- How much time do you spend on discipline? (Cost/Benefit Analysis Tool)
- PBS Application packet (Zip File)

Is your school seeing this trend or.....

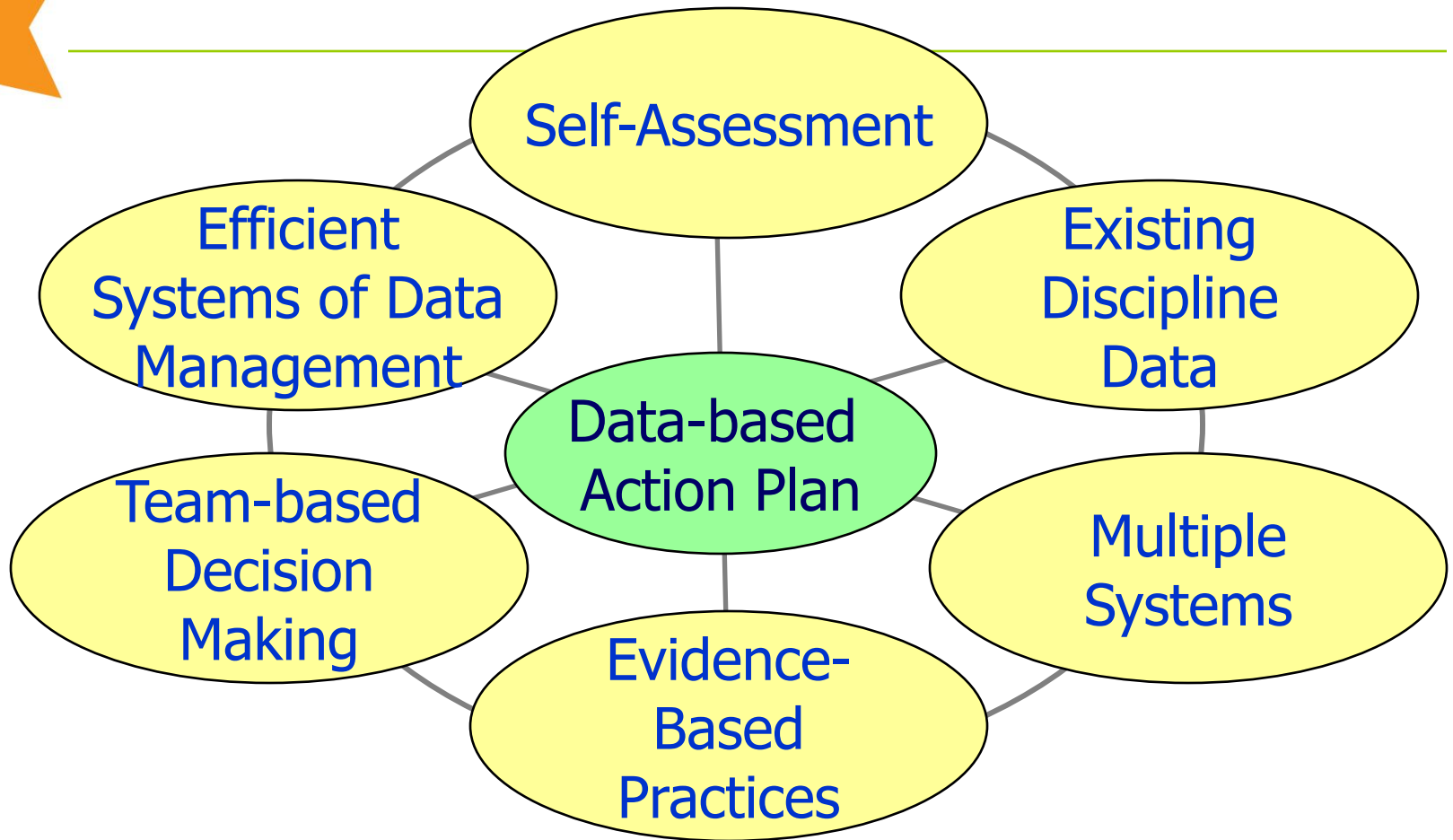Bar chart showing values by school year:
- 1999-00: 1038
- 2000-01: 1082
- 2001-02: 1107
- 2002-03: 1251
- 2003-04: 1561
- 2004-05: 2003

Y-axis: 0, 500, 1000, 1500, 2000, 2500

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FRMS Total Office Discipline Referrals

Total Office Discipline Referrals vs. Academic Years (94-95, 95-96, 96-97, 97-98, 98-99, 99-00, 00-01, 01-02, 02-03)

"Decide continuously with data"

Data Driven Discussions: Stimulus Questions

- What data are we examining on monthly basis?

- What patterns are we seeing in my data?

- How have we responded to these data patterns?

- What challenges & successes have we experienced in our responses?

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Problem? Analyze the Big 5

- **How often?**

- **Who?**

- **What?**

- **Where?**

- **When?**

- **How much?**

If problem,

- What system?

- What intervention?

- What outcome?
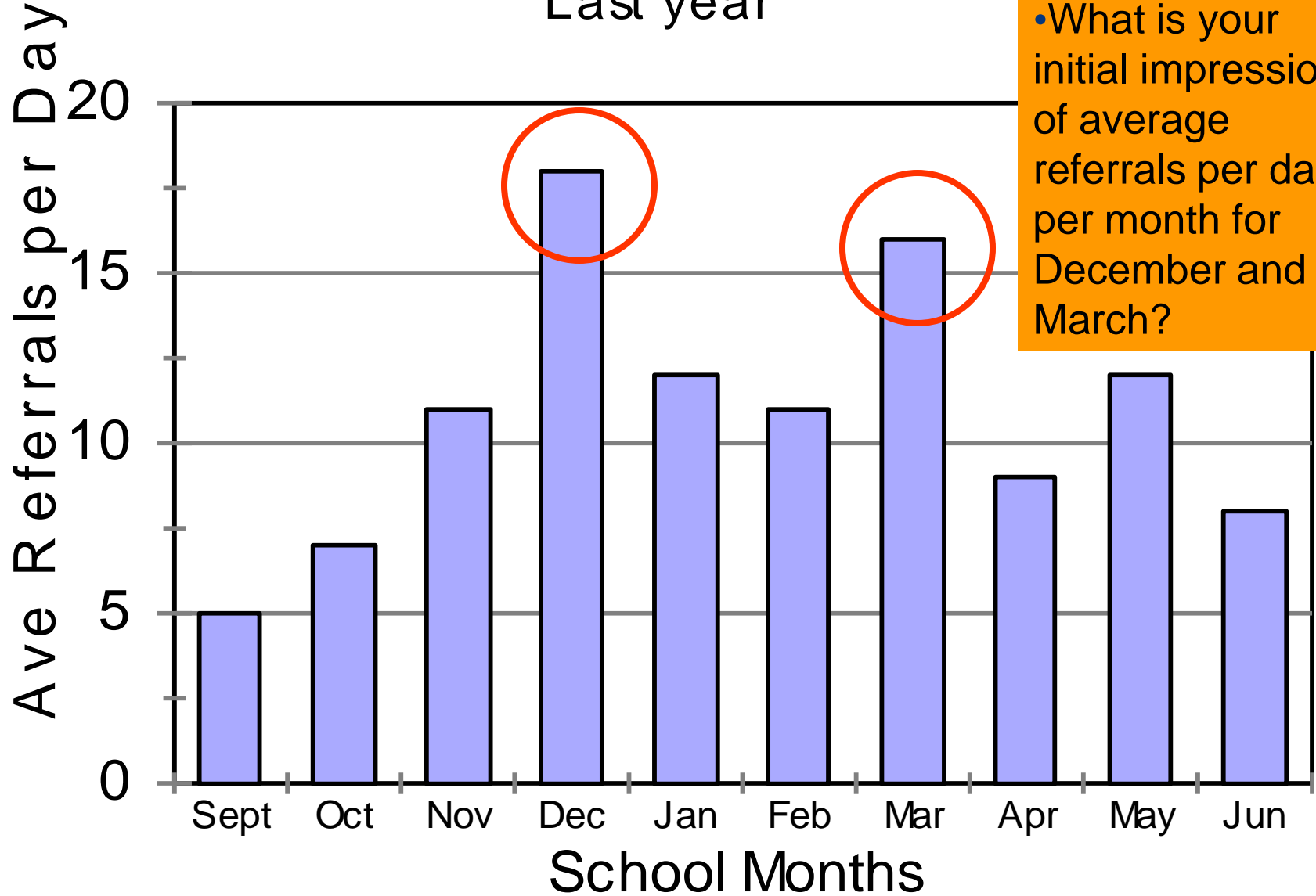
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2 **Referrals per Problem Behavior**
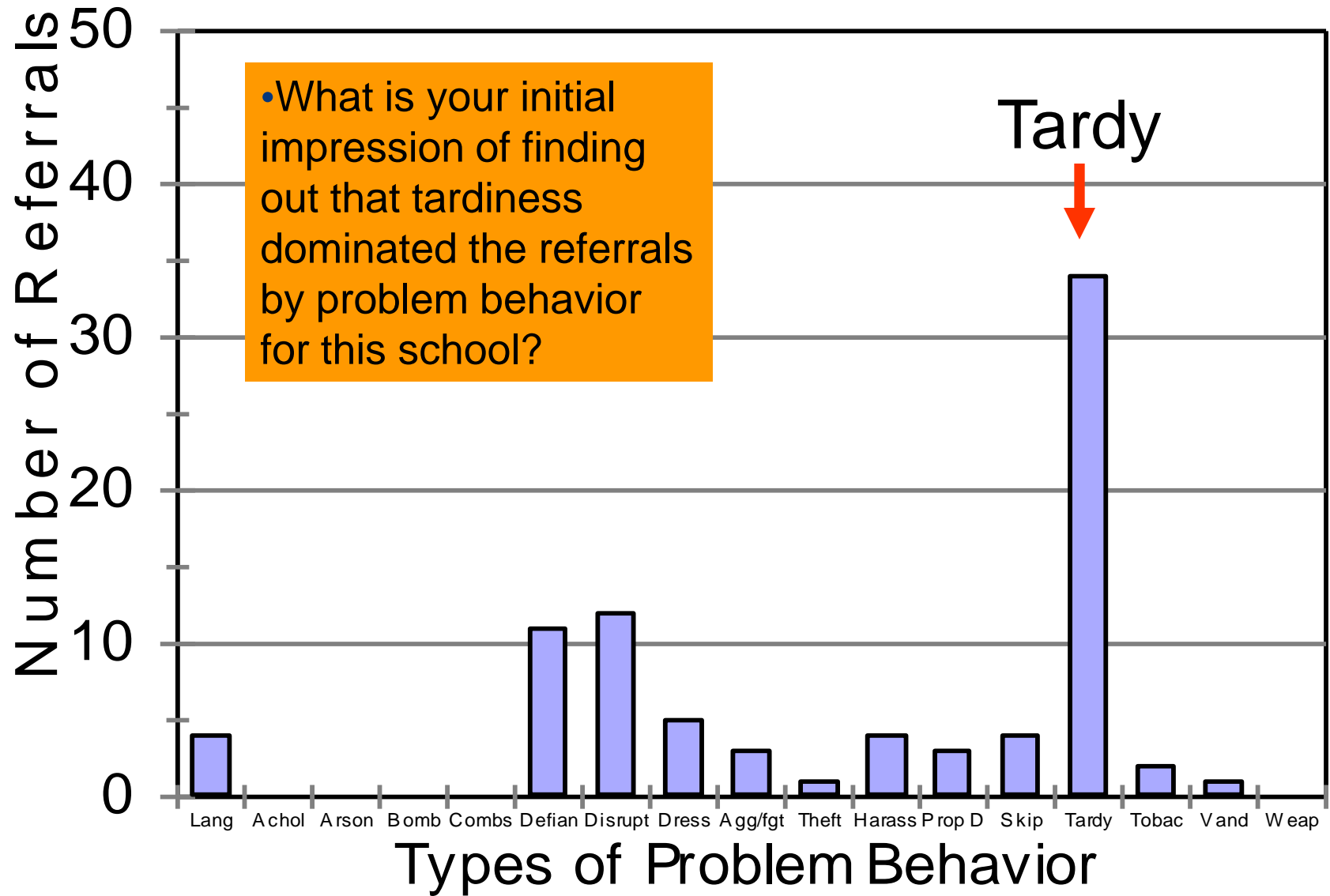
Number of Referrals

- What is your initial impression of finding out that tardiness dominated the referrals by problem behavior for this school?

Tardy

Types of Problem Behavior

3

Referrals by Location

What is your initial impression of classroom and hallway referrals being the most problematic location for this school?
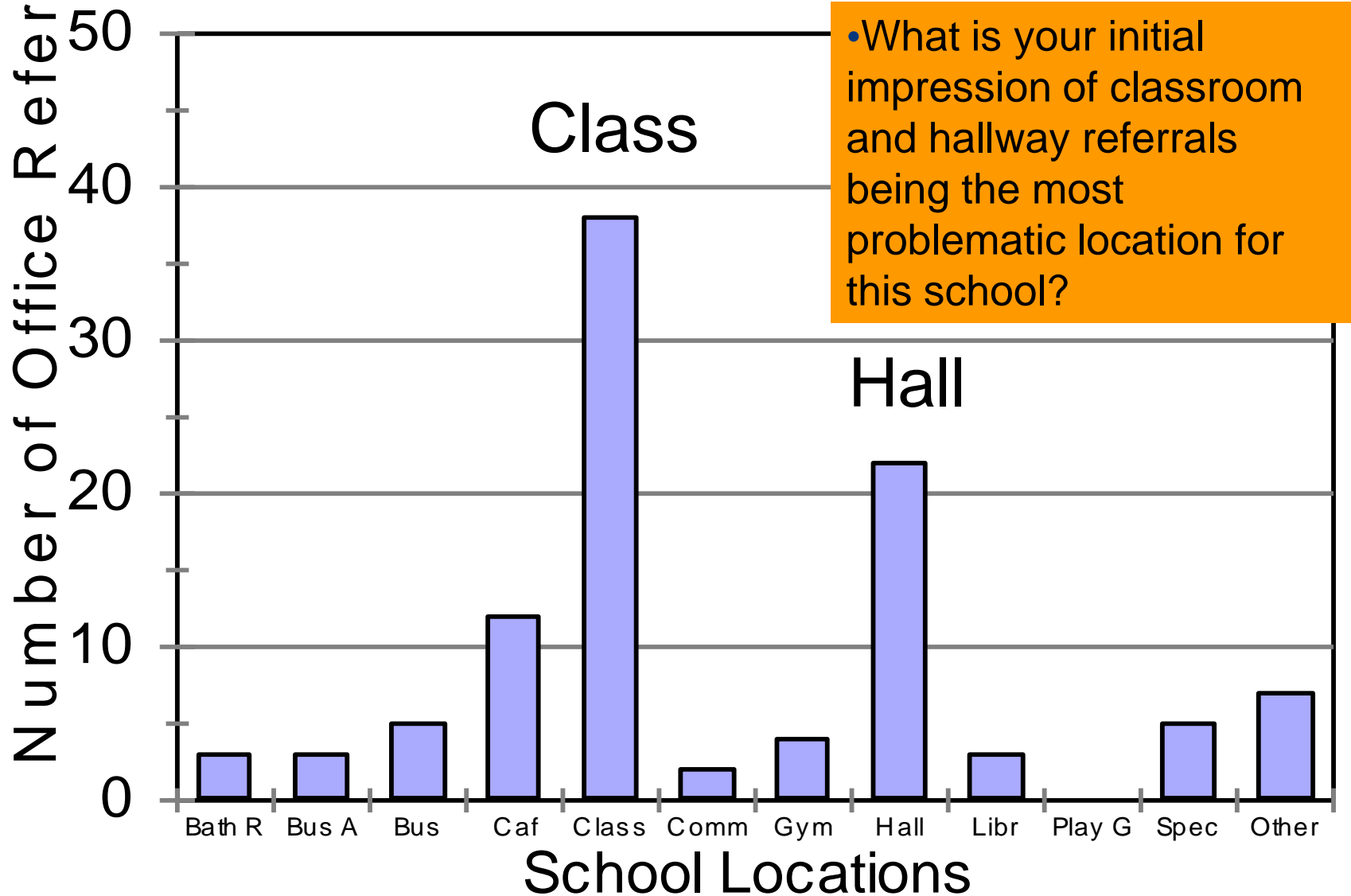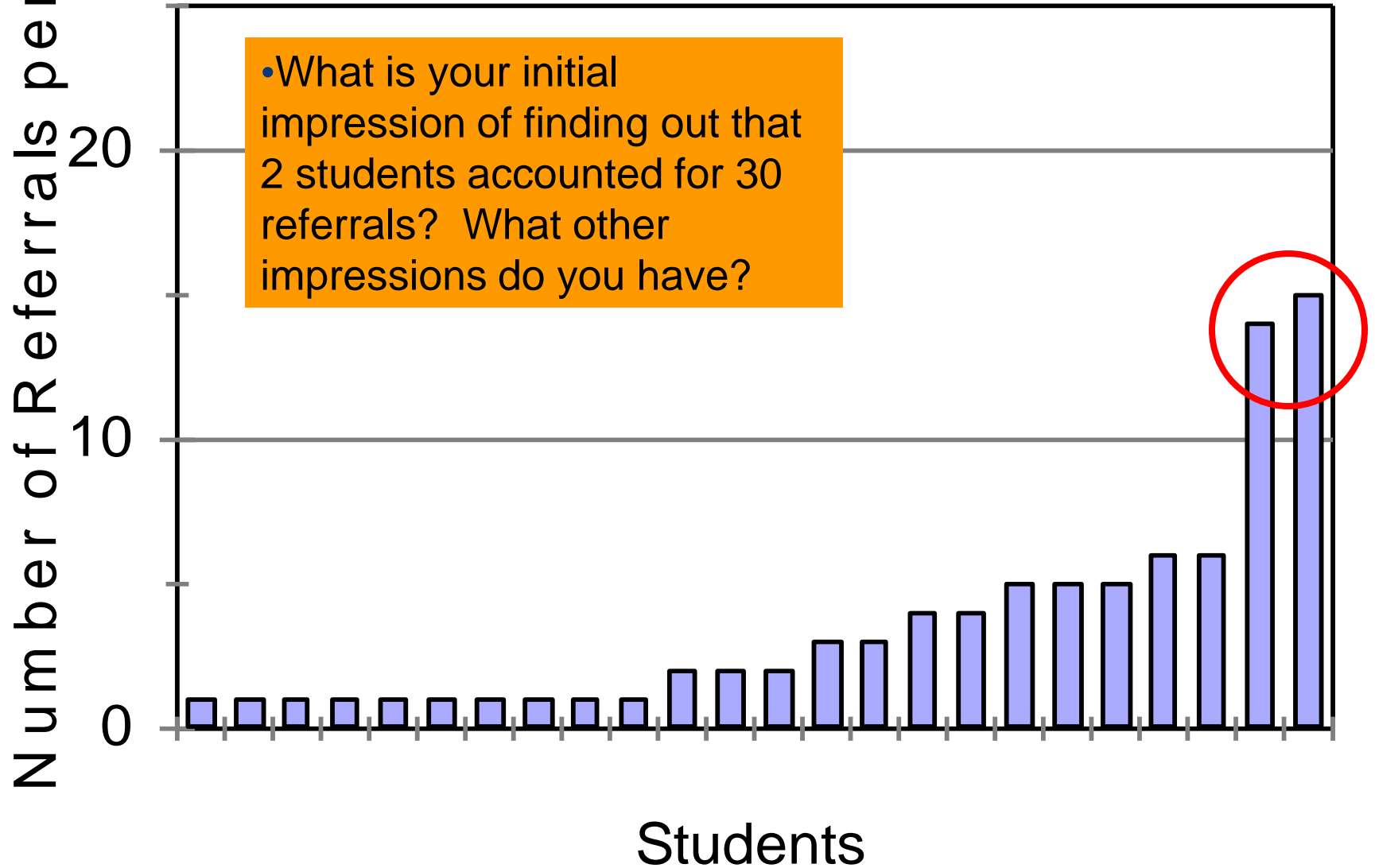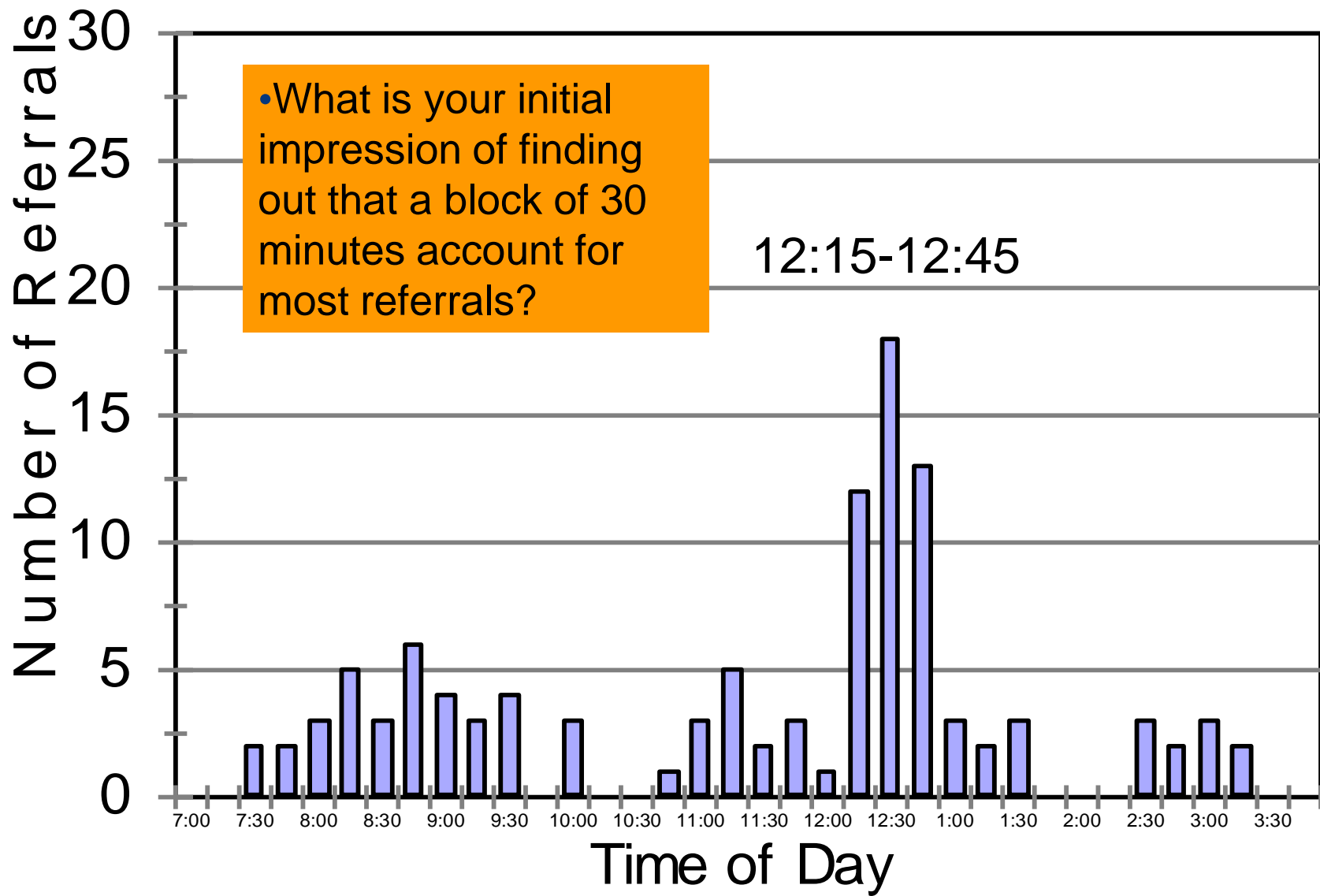
Putting it all together

- What if you discovered that 2 students caused a majority of the problems during the times of 12:15-12:45 in the hallway during the month of December?

- The solution is unlikely a tribunal or seeking extended OSS days, but more focused.

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Dig a little deeper
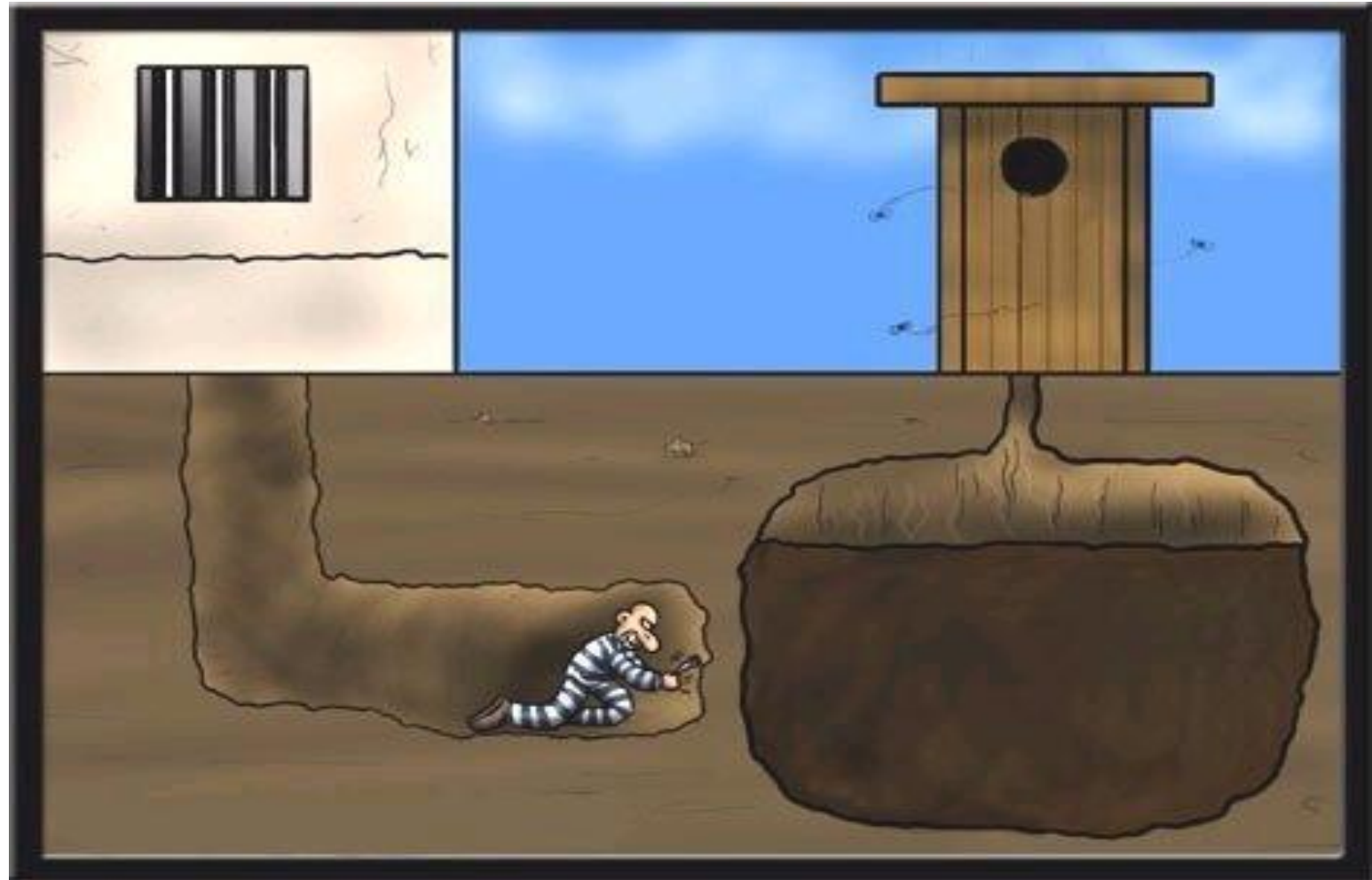
Using Data to Solve Problems

Time of Day
<u>Time of Day</u>

Problem: Recent increase in fights/aggressive behavior.

Potential solution: clamp down on rule violators, bottom line and extend OSS days to violators.

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Time of Day

6th graders returning from Connections-Teachers not on duty

Jan-March 5, 2004

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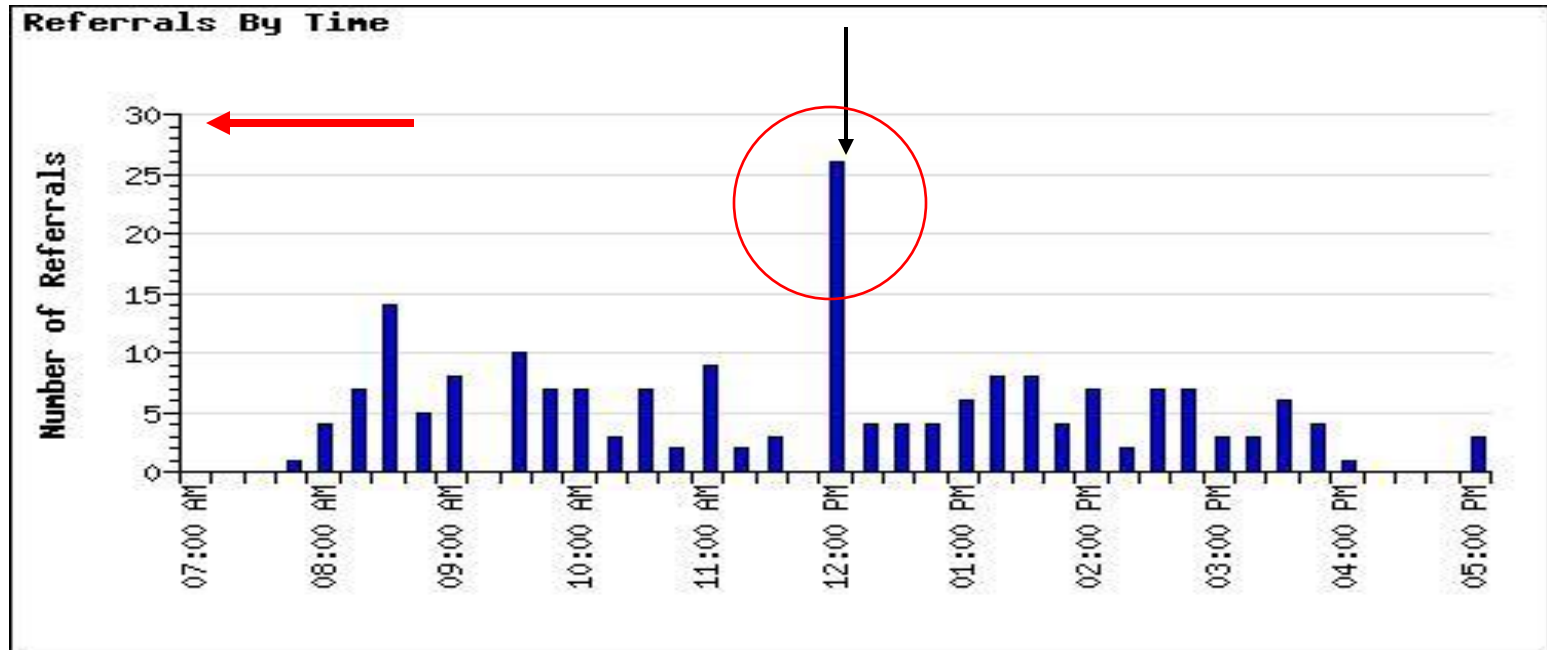
Time of Day

Teachers on duty at 12 noon.
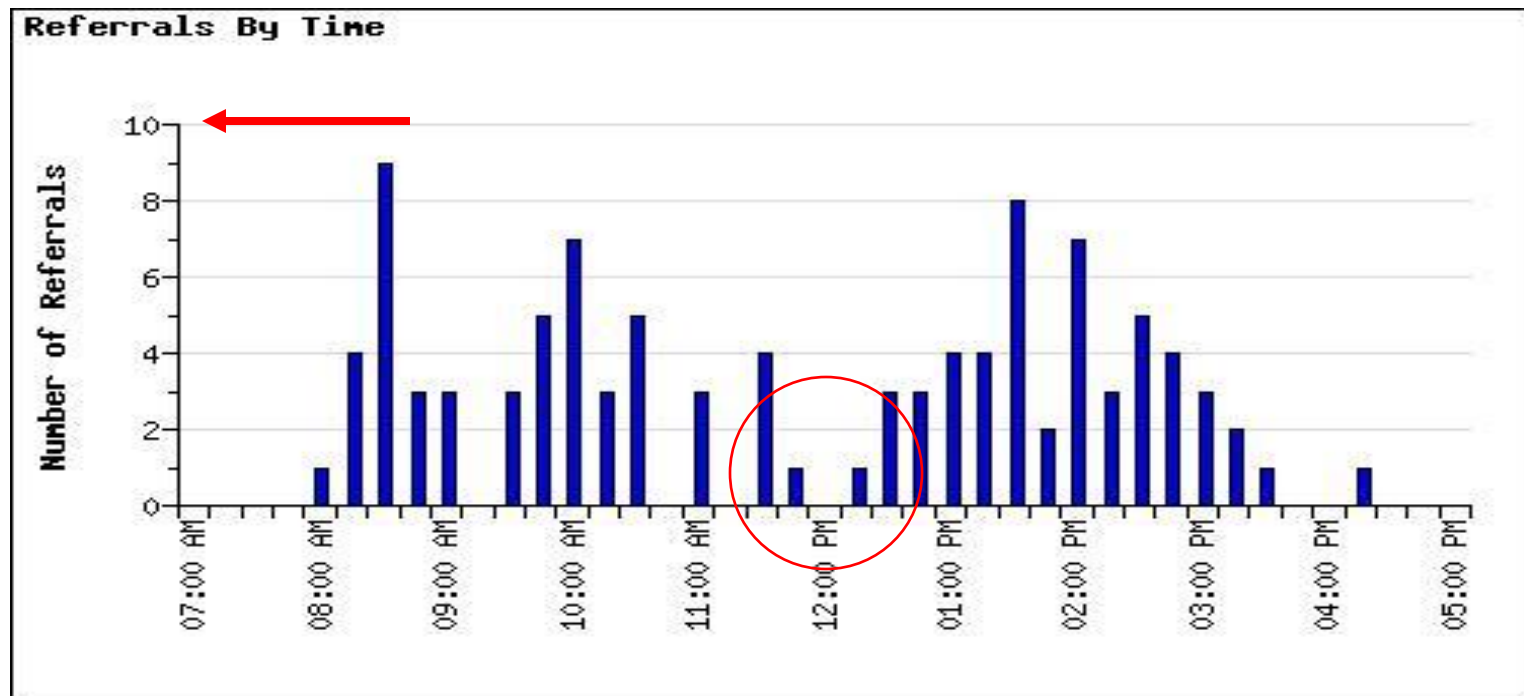
March 6-May 5, 2004

What day causes most referrals?

- One school's data

- Almost 50% of all office referrals occur on Thursday and Friday.

- Monday has the fewest number of weekly referrals.

why?

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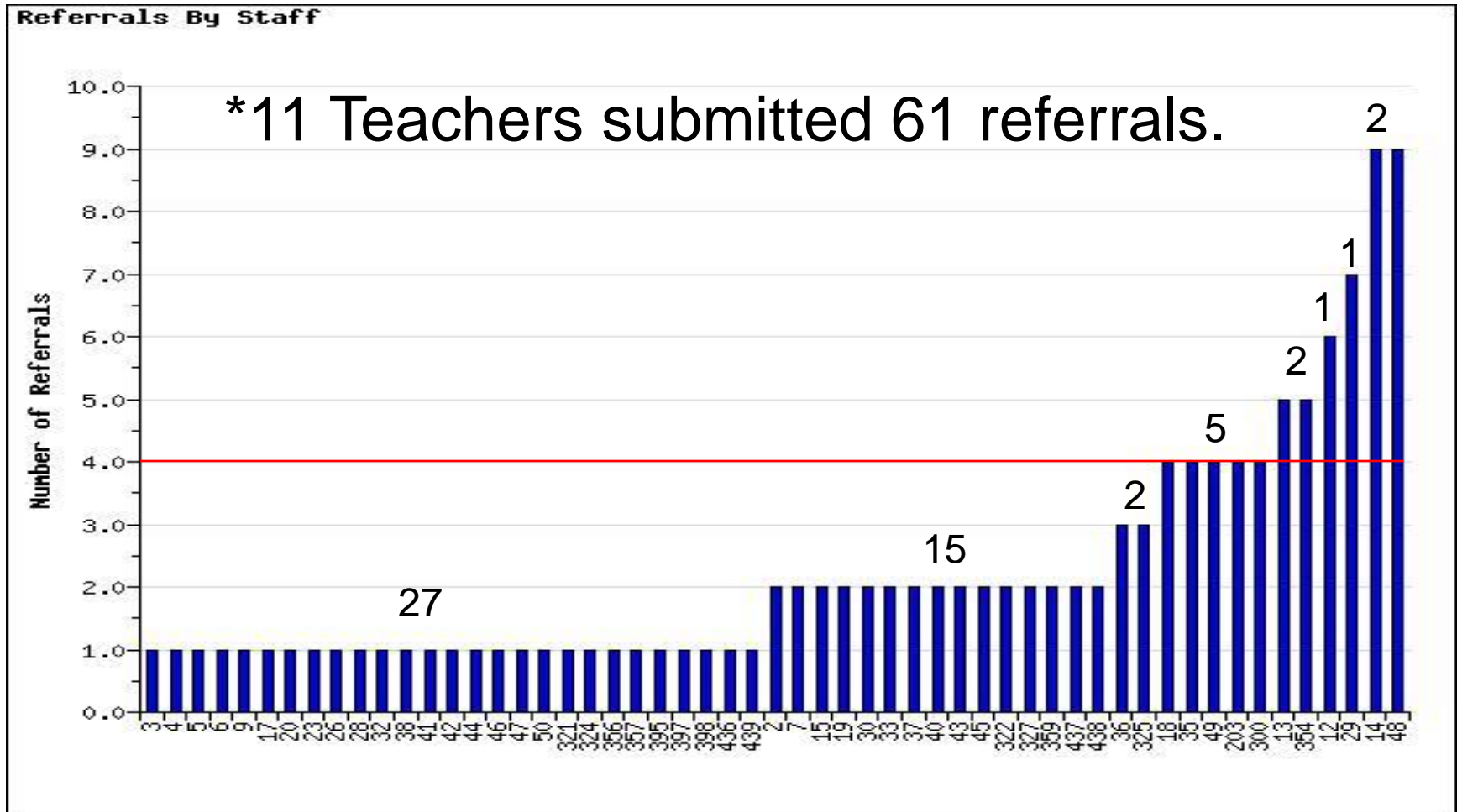
Referrals By Staff

Faculty referrals at one Ga school

The referral highs	The referral lows
*75	*1
*64	*2
*56	*3
*34	*3
*25	*3

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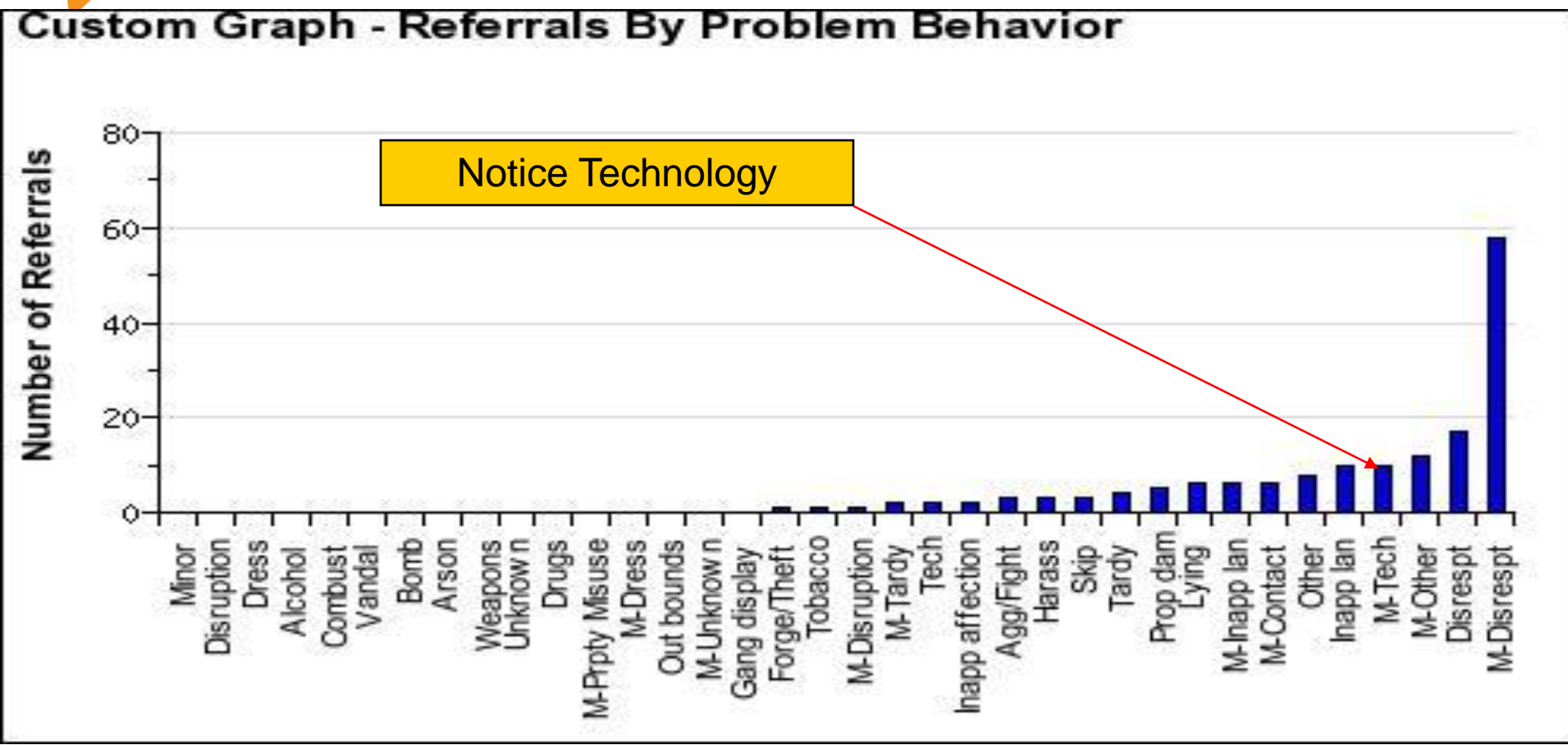
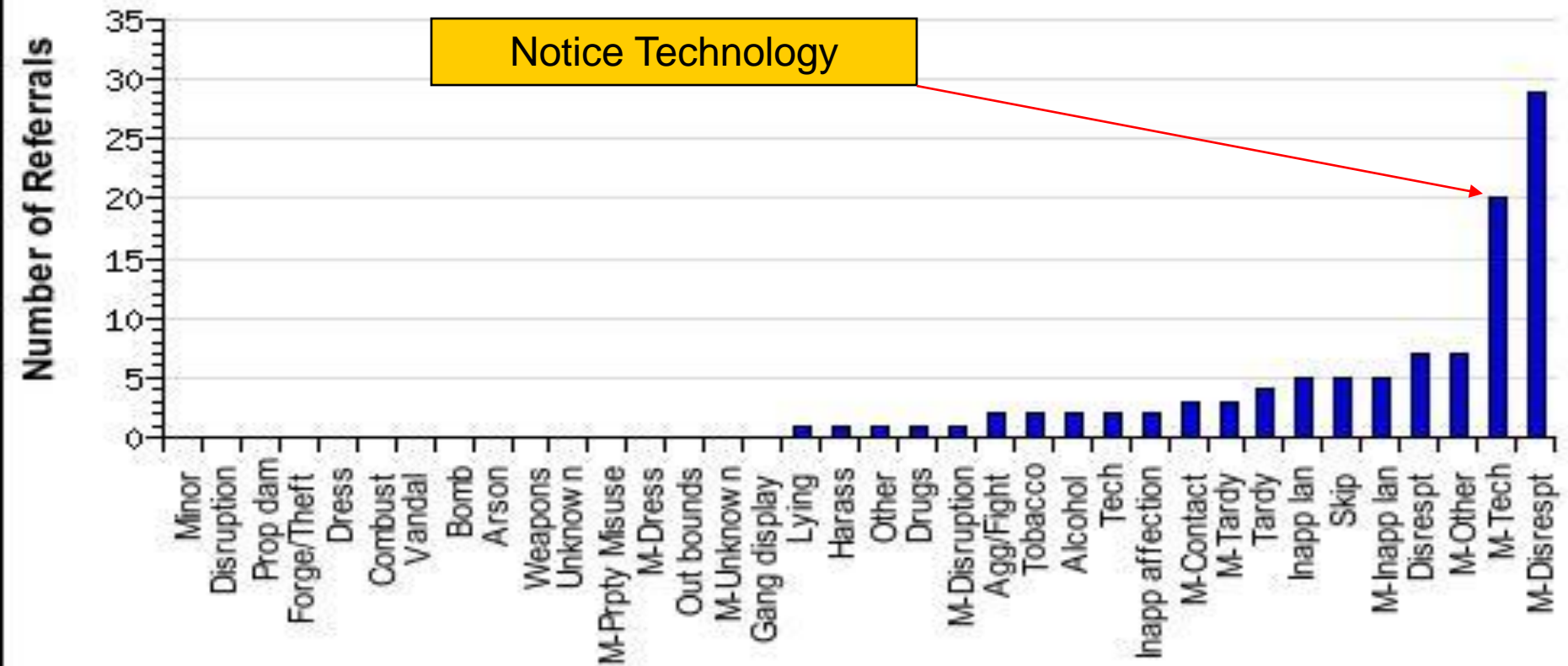# Male Behavior

Female Behavior

Custom Graph - Referrals By Problem Behavior

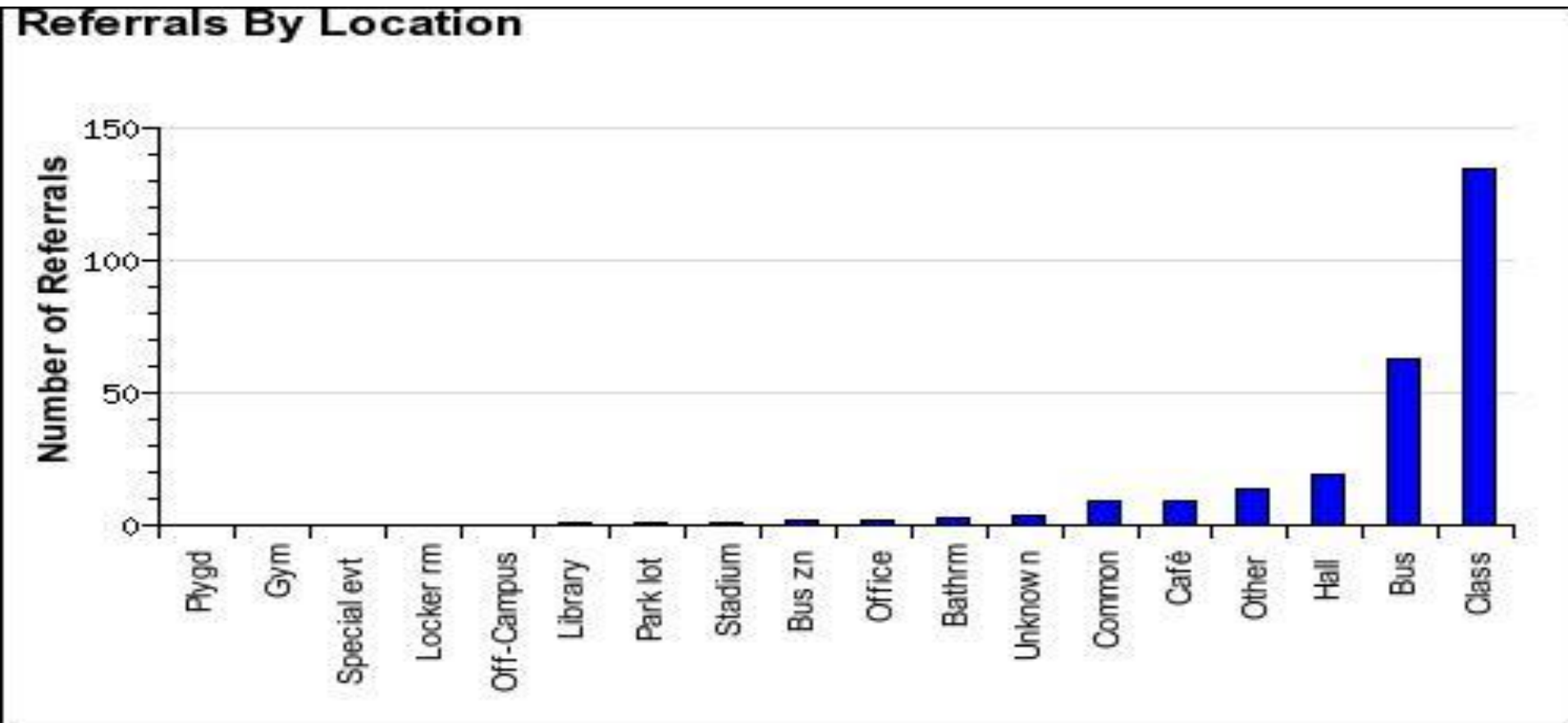Notice Technology

Female Cell Phone Use By Time of Day

All Referrals by Time

Referrals By Time
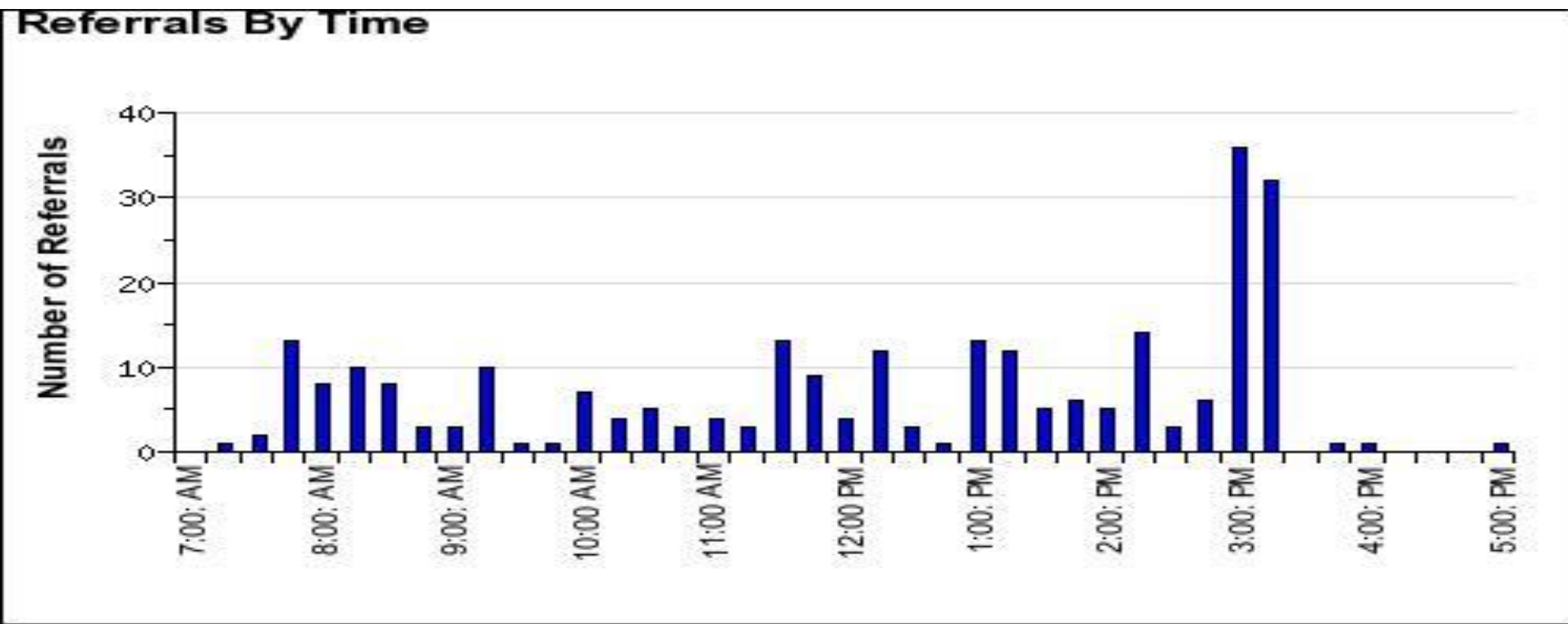
Location of Problem Behavior

Referrals By Location
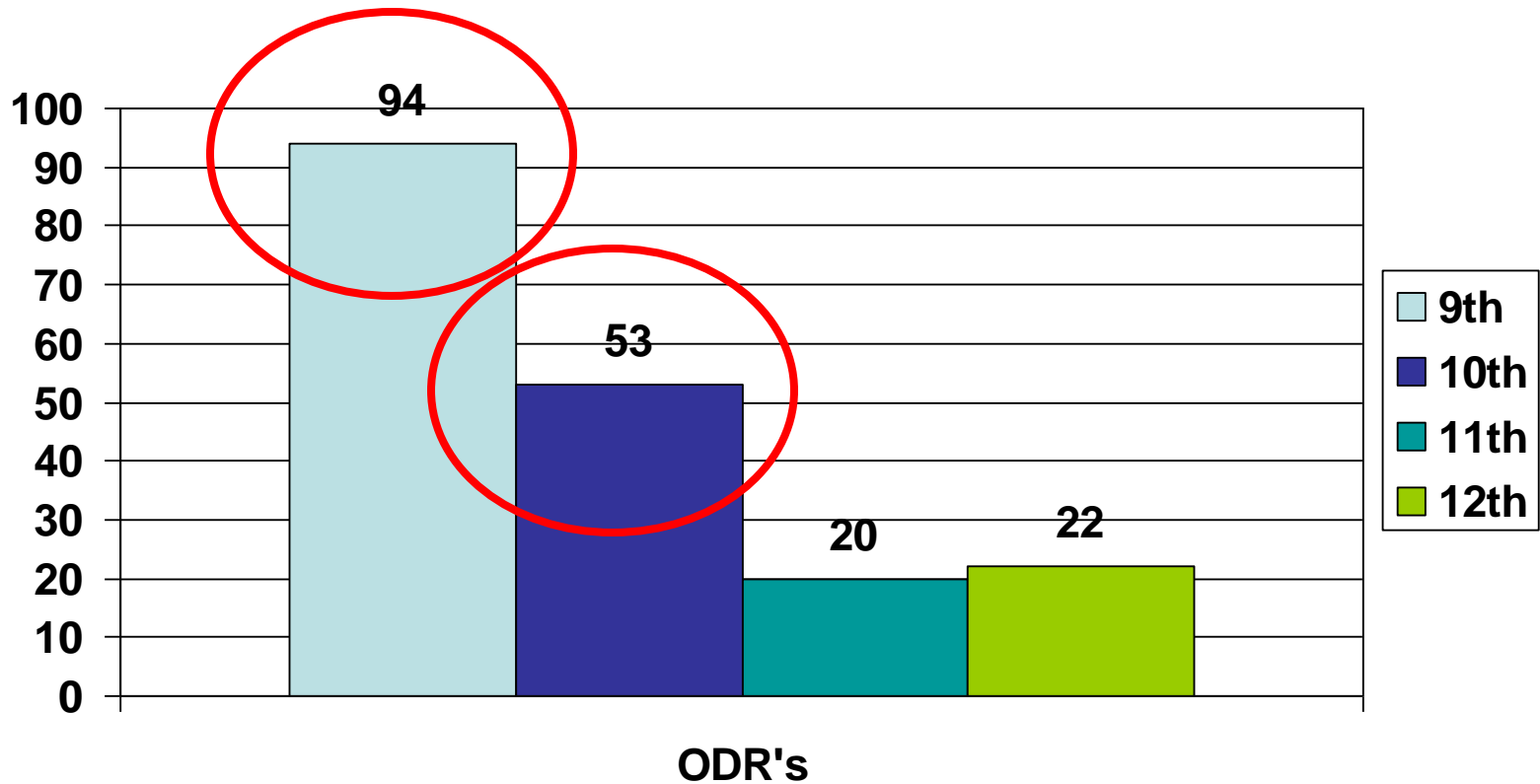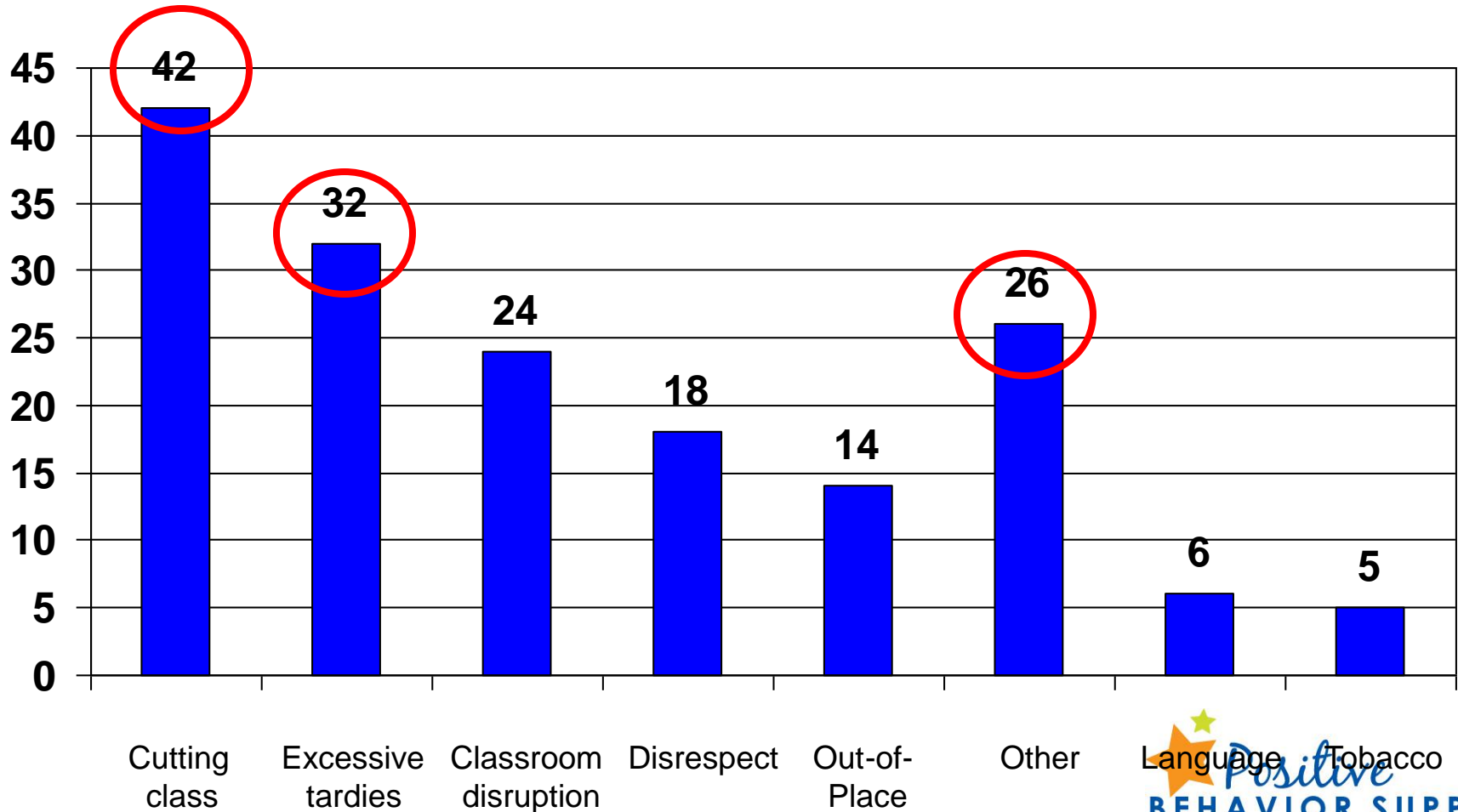
All ODR's by high school grade level

All Grades-Types of behavior

9th Grade-Types of behavior

Category	Value
Cutting class	25
Excessive tardies	15
Classroom disruption	12
Disrespect	10
Out-of-Place	6
Other	12
Language	3

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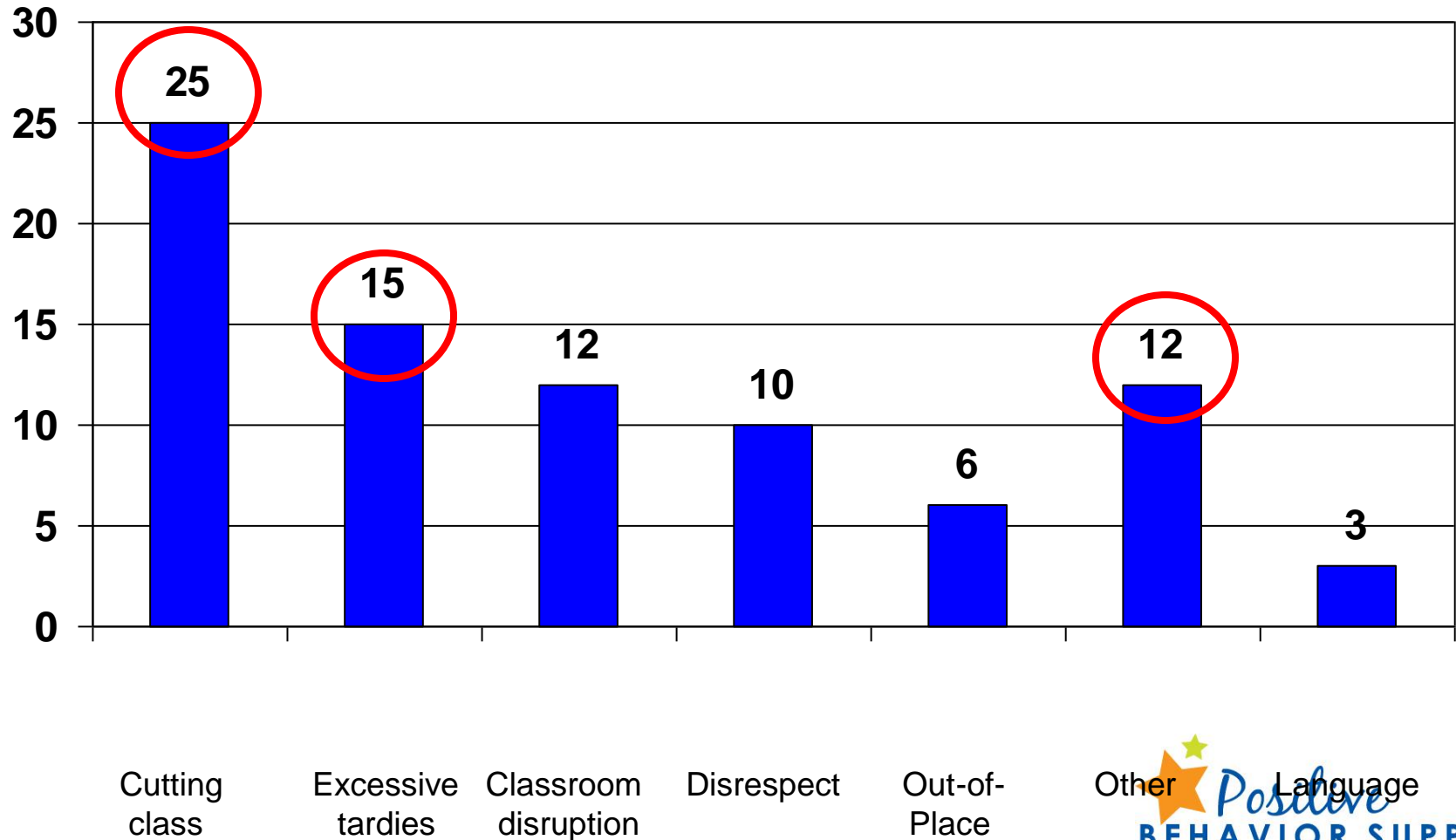
Hours of Instruction Lost (1 month of school)

ODR's by gender

24%

76%

males
females
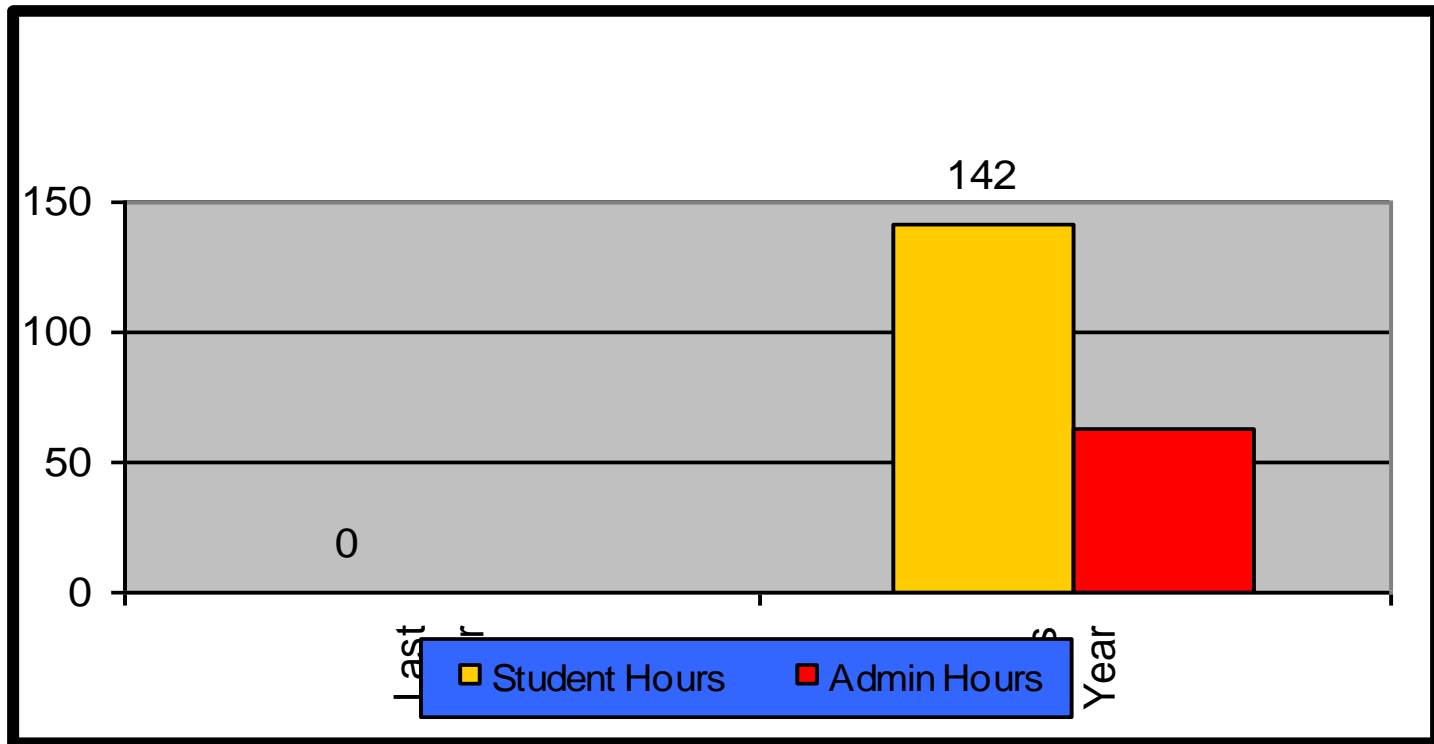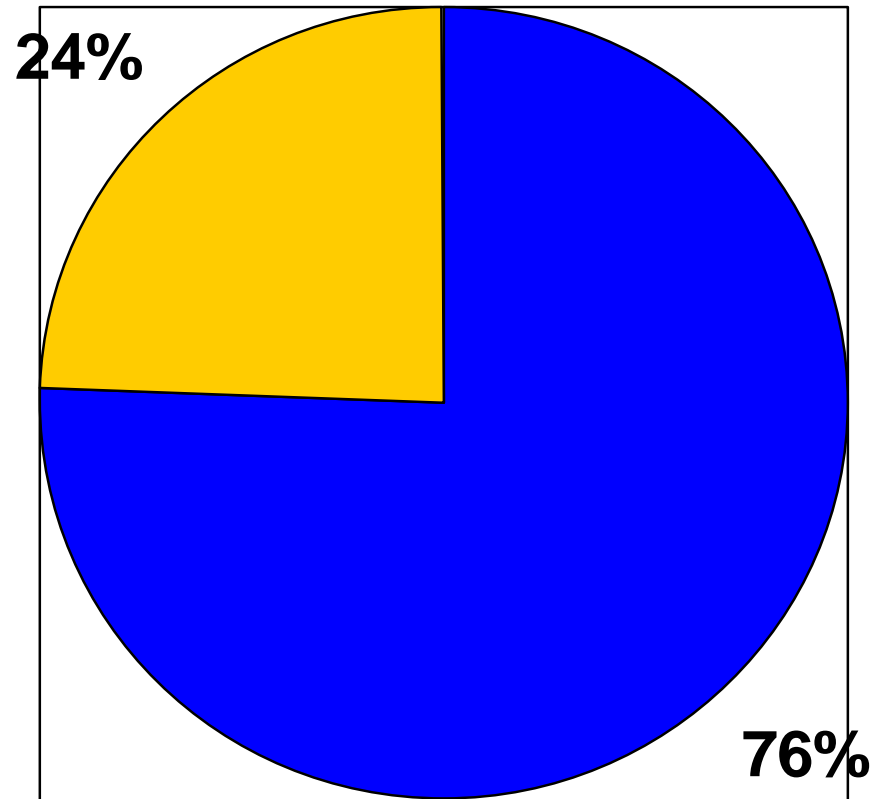
Interesting Facts You Should Know About Boys

•70% of the students who get D's & F's.

•80% of children diagnosed with learning issues are boys.

•80% of high school dropouts are boys.

•Number of boys who said they didn't like school rose 71% from 1980-2001.

•30 years ago 58% of college undergraduates were male.-now 44%.

•8th grade boys are held back 50% more than girls.

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Principal Kelley King
**Douglass Elementary School**
Boulder, Colo.

- School-wide problem: Boys were lagging 10 points behind girls in reading and 14 points in writing.

- Many more boys than girls were being labeled as learning disabled at her school.

- Emphasized more boy-friendly classrooms in the fall of 2004

- Whenever possible, teachers replaced lecture time with **fast-moving lessons** that all kids could enjoy.

- Results: girls scored an average of 106 on state writing tests, while boys got a respectable 101.
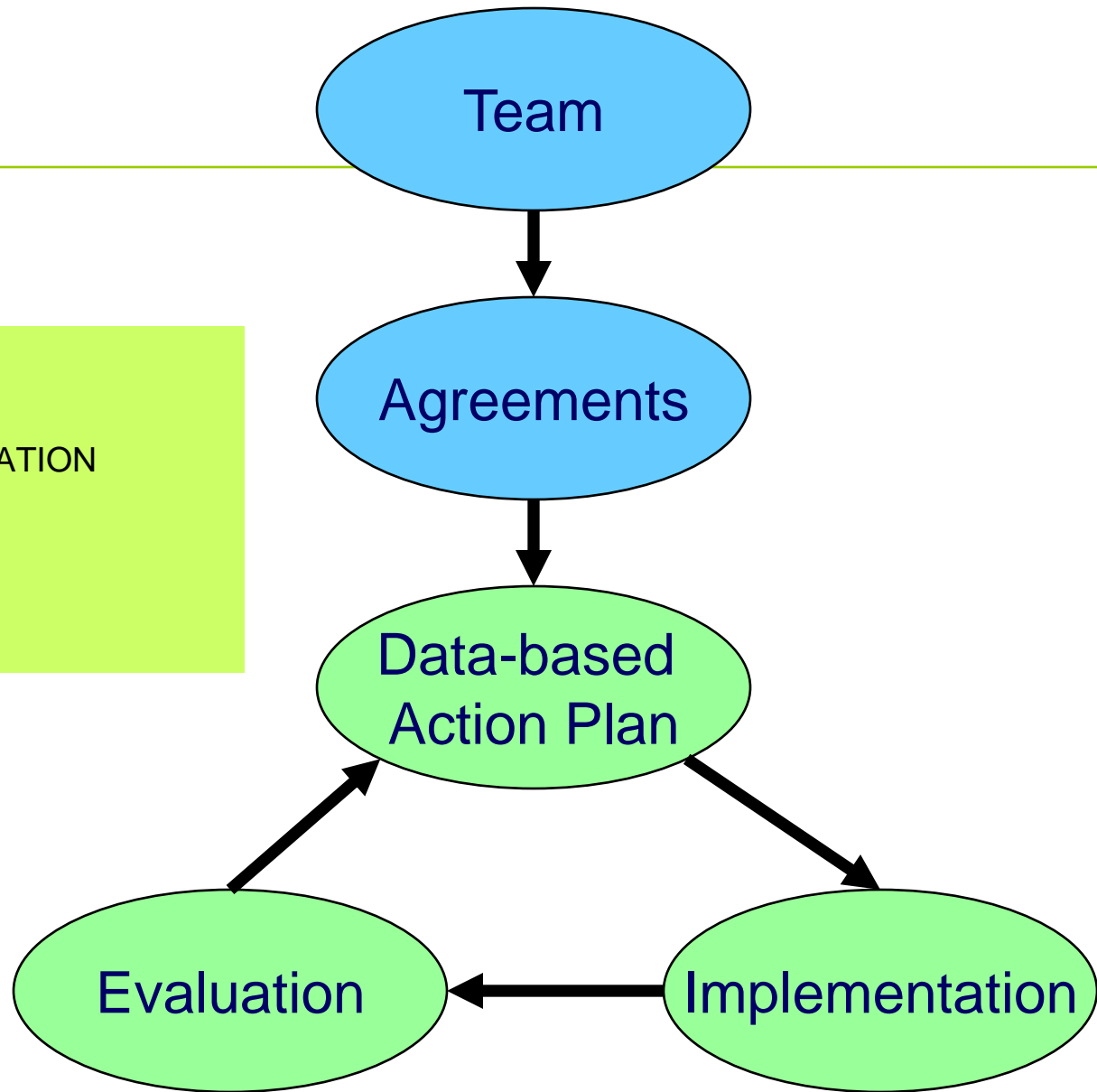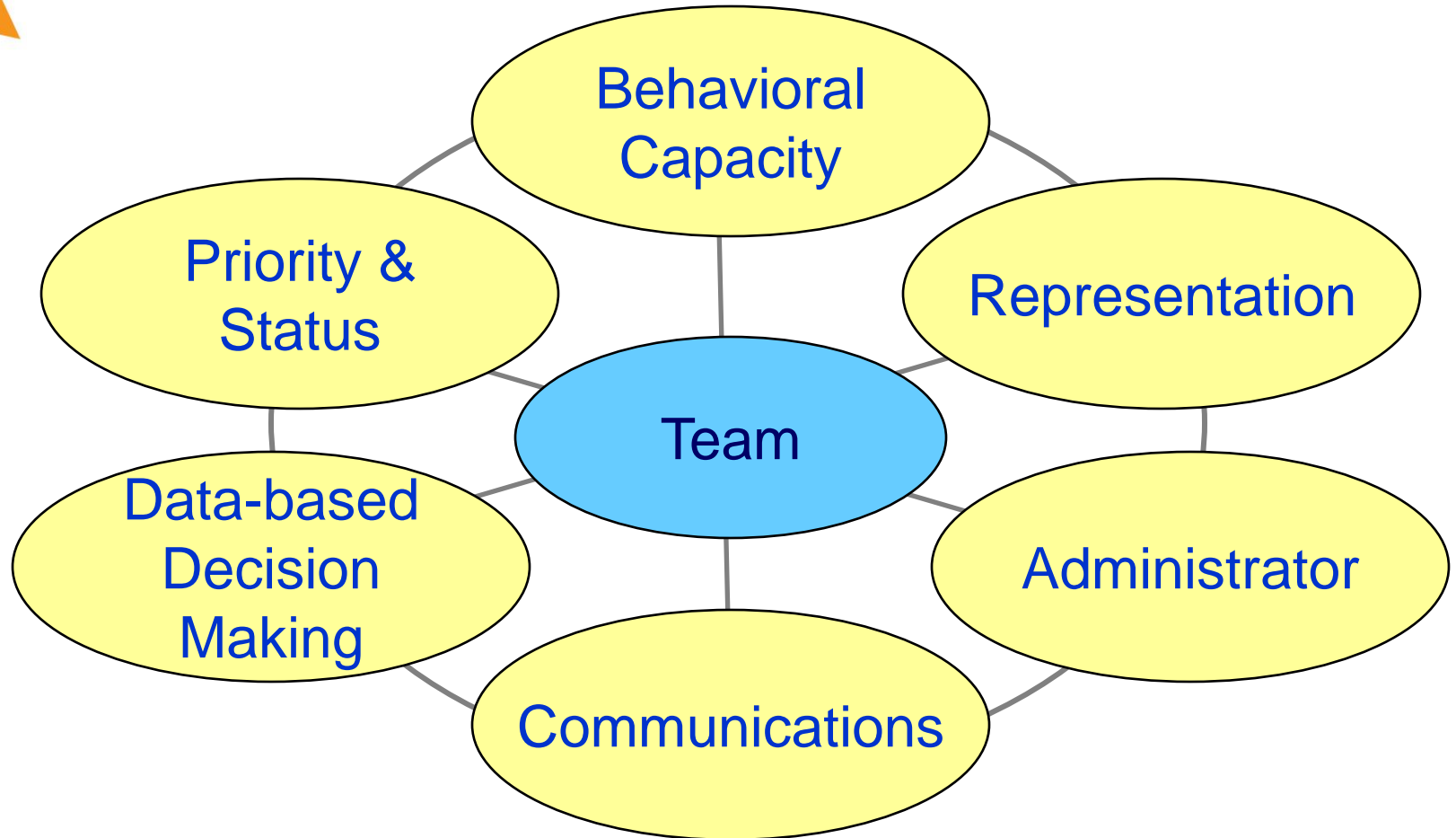
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Team-led Process

Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

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Sample Teaming Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All	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	
EBS Work Group	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

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Guiding principles of effective administrators "maximizing predictability"

1. Put students first

2. Know where you want to go (outcomes)

3. Redesign learning & teaching environments to affect change in adult & student behavior

4. Establish small number of priorities ("add 1, stop 2")

5. Know a little about everything,& know a lot about some things

6. Build capacity of others

7. Invest evidence-based practices but consider local culture/context

8. Prevent & precorrect

9. Actively & frequently acknowledge what you value

10. Stop doing what is ineffective, inefficient, irrelevant

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Contact Information

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- Positive Behavior Support of Georgia

  - Phone: 404-657-9953

  - Email: voconnel@doe.k12.ga.us

  - Website: http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCPBS

- OSEP Center on PBIS

  - Website: http://www.pbis.org