Positive Behavior Support (PBS)

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Goals of all PBS Schools:

To create and sustain a school environment

- That fosters a positive school climate through teacher and student support.
- That encourages appropriate conduct for all students
- In which a set of universal behavior expectations are defined, taught and reinforced.

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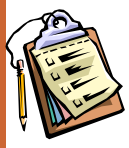
Guilford County Schools



Our Goal Plan is Done: Now what?

Several times a year, your PBS coach sits down with the PBS team at your school and helps to develop a Goal Plan. To develop this plan, they look at all of the data that has been gathered through observations of common areas, SWIS office referrals, and completion of the G-TIC. The Goal Plan is turned in to the district coordinators, and the PBS team breathes a sigh of relief that they met another deadline on time. They check it off of their to-do list and continue on their way. Right?

Actually, the Goal Plan is meant to be so much more than an item on a PBS team's to-do list. In fact, effectively using Goal Planning can radically change the way a PBS team functions.

Ideally, the Goal Planning process begins in much the way it was just described. The PBS team gathers all of the data they have available about how PBS is working in your school. They take a good, hard look at the data—taking notes on things that have worked well and areas that may need some improvement. Then they transform their notes into a list of things that need to be accomplished—including both short term goals (such as replacing a hallway expectations sign that has fallen down) and long term goals (such as sharing PBS data with the staff at each staff meeting). After the team agrees on the things they need to do, they prioritize these items—establishing due dates for each task and assigning tasks to PBS team members or other school staff members.

But the process shouldn't stop there. At every meeting, when the PBS coordinator sets up the agenda, he or she should be looking at the Goal Plan and using items from the Goal Plan on the agenda. The Goal Plan should drive the PBS team's efforts, and it should be a working document—constantly changing to reflect tasks that have been completed and new goals that arise.

PBS Schools in the Spotlight

PBS Trainers and Coaches would like to recognize:

Johnson Street Global Studies for effectively using data at both the universal and targeted levels.

General Greene Elementary for posting all of the names of their PBS drawing winners.

Guilford Middle for starting a student sub-group (the "Guil Team") to advise the PBS team about student perspectives.

Andrews High for using multiple data sources to decide to revisit active supervision.

Alamance Elementary for having to expand their December "student encouragement day" to three days to accommodate all of the students who were successful.

Eastern Guilford High for training all of their staff on effective supervision.

Hairston Middle for kicking off their PBS store where students shop using PROPS dollars.

Northeast Middle for the success of their Star Team for targeted students.

Murphey Elementary for their collaboration with bus drivers in improving bus behavior.

Oak View Elementary for their celebrations at Celebration Station and the Oak View Recreation Center.

Parkview Elementary for creating their own survey for teachers to assess how supervision is going.

Vandalia Elementary for incorporating parents into the PBS process.

PBS Update

For Interested Schools: On March 4 from 8:00-11:30 there is a PBS Orientation session for principals and staff from schools who are interested in implementing PBS in the fall of 2009. If you know staff from interested schools, have them contact Beth Woody at woodye@gcsnc.com.

Check In/Check Out: In addition to the schools who began implementing Targeted interventions this fall, four new schools received training to begin Check In/Check Out on January 27-28. Congratulations to Kiser Middle, Cone Elementary, Gillespie Park Elementary, and Lindley Elementary for getting their Targeted Teams started!

Get SET: Each spring, coaches and trainers make visits to each of the PBS schools to administer the School-wide Evaluation Tool (SET). The SET provides schools with an outsider's perspective on the implementation of many elements of PBS including how well expectations have been defined, whether students have learned the behavioral expectations, the effectiveness of the system for rewarding students for meeting the expectations, the clarity of the system for responding to behavioral violations, and the PBS team's use of data. Results are used to determine whether universal practices are in place and when teams are ready to begin implementing targeted interventions.

Parent Involvement: We are continually looking to our schools for ideas that work to get parents involved in the PBS process. Special thanks to Reedy Fork Elementary for sharing the PBS newsletters they send to their parents! Let us know if you have other ideas for involving parents.

Moving up the Triangle: Targeted Interventions

When a school decides to begin implementing PBS, its newly appointed PBS team members come to their first PBS training with many questions. One of these questions usually starts with something like this: "We have this student who…."

Our trainers' answer is always the same: "Wait. We'll get there." As our PBS schools now know, all schools who participate in the PBS process begin not by intervening with students with the most problematic behavior but by implementing universal practices which affect all students. Through implementing these universal practices, often many students who might otherwise need individual interventions have enough support through universal practices, and they no longer need individualized behavior support.

But when schools implement universal practices, there are always still a few students who require a greater degree of support than universal practices provide. During PBS trainings, our famous three-tiered PBS triangle shows that 80-95% of students can meet behavioral expectations with support of universal practices alone. But what about the 5-20% of students who need more?

The answer begins with the second level of that three tiered triangle: the targeted level. Once a school has universal practices firmly in place with staff and students, it can begin to implement practices that are targeted at groups of students for whom the universal practices do not provide enough support.

Many interventions can serve as interventions for targeted groups of students. The hallmarks of targeted interventions include voluntary participation by students, parent permission for participation, and data monitoring to track progress and aid in decision making. The primary system that the Targeted Teams in Guilford County are currently using is called Check In/Check Out.

Check In/Check Out is a school-based system for providing daily support and monitoring for students. They check in with their Check In/Check Out coordinator each morning and pick up their Daily Progress Report. They have their teachers give them feedback throughout the day by rating their behavior on their Daily Progress Report. Then they Check Out with the Check In/Check Out Coordinator before leaving in the afternoon. Student progress is tracked daily through the SWIS data management system.

Stay tuned to hear more about schools' success with targeted interventions and plans for the final tier of the triangle: the intensive level.

A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove . . . . but the world may be different because I was important in the life of a child.

~Kathy Davis

Don't Forget!

PBS teams should be sharing data with school staff regularly! If you haven't heard about office referrals in your school or about how students are doing with their targeted interventions, ask a PBS team member!