

PBIS^{plus}:

A Collaborative Evaluation Project 2007-2010

Returning Team Training -Southern Maryland Region
July 1, 2010

Panel Members:

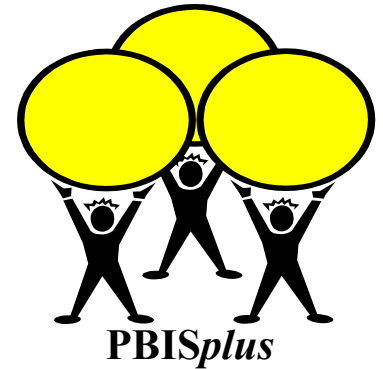
Karen Pell, PhD, *Johns Hopkins Center for the Prevention of Youth Violence*

Toni Melton-Trainor, *Principal, Indian Head Elementary School*

Cindy Panizzi-Williams, *Assistant Principal, C. Paul Barnhart Elementary School*

Carrie Timmons, *Assistant Principal, T.C. Martin Elementary School*

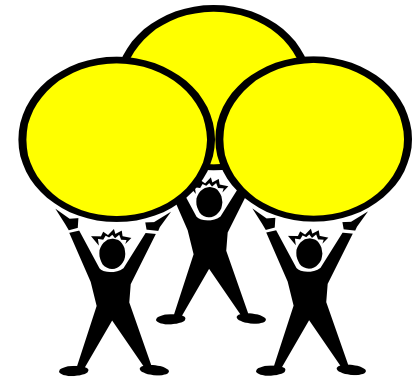
Objectives for Today



- **Overview of *PBISplus***
- **Review of Charles County *PBISplus* schools**
- **Discussion on how to use “lessons learned” to plan actions at your school for children with ‘yellow zone’ behaviors**



PBIS*plus* Project



PBIS*plus*

Sample

45 elementary schools are participating that have:

- High fidelity PBIS
- Need assistance supporting “yellow-zone” students
- Counties

Cohort 1: Anne Arundel, Baltimore County, Charles, & Howard (fall 2007)

Cohort 2: Carroll & Prince Georges (fall 2008)

Design

- 3 year randomized controlled evaluation
- Random assignment to either “SWPBIS” or “Plus” condition
- 16 hours per month in year 1, 8 hours per month years 2 and 3

Model Characteristics

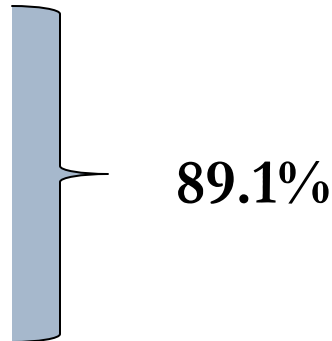
- Use of evidence-based interventions to support yellow-zone students (Check In, Check Out, RIDE, and Tough Kid Toolbox/Toolkit, Classroom Management)
- Emphasizes function-based thinking, data-based decision-making and effective teaming
- Supports culturally appropriate interventions and supports (Double Check)
- PBIS*plus* Liaison provides on-site technical assistance to facilitate the process



C. Paul Barnhart Elementary School

- Total Student Enrollment- 590
- Student to teacher ratio- 25
- FARMS- 65%
- Special Education Students- 6.5%
- Race:

- Caucasian– 10.9%
- African American-
- Hispanic-
- Asian-
- Bi-Racial-
- Native American-



- Student Mobility- 14.7
- Suspension- 0.85 (5 suspensions)
- MSA (all students) Reading 77.9% Math 75.7 %



C. Paul Barnhart Elementary School

- **PBIS – 8 years, 2010 SET 97%**
- **Used PBIS_{plus} in following ways:**
 - **SST meeting attendance to generate range of interventions**
 - **Rewarded teachers who attended SST with complete data**
 - **Teacher training on RIDE and simple data collection**
 - **Classroom observations and interventions for specific children with challenging behaviors**
 - **Promotion of data based decision making by attending grade level meetings to promote how to refer and use school PBIS resources**



T. C. Martin Elementary School

- Total Student Enrollment- 546
- Student to teacher ratio- 24
- FARMS- 14%
- Special Education Students- 10.25%
- Race:
 - Caucasian– 72%
 - African American- 19%
 - Hispanic- 3%
 - Asian- 2%
 - Bi-Racial- 3%
 - Native American- 1%
- Student Mobility- 10% (4.9% entry; 5.1 withdrawal)
- Suspension- 3.3% (18 suspensions)
- MSA (all students) Reading 91.7 % Math 86.7 %



T. C. Martin Elementary School

- **PBIS – 7 years, Exemplar School status, 2010 SET 97%**
- **Used PBIS_{plus} in following ways:**
 - **SST meeting attendance to generate range of interventions**
 - **Teacher training on RIDE and simple data collection**
 - **Grade level meeting exercises on function based thinking**
 - **Classroom observations and interventions for specific children with challenging behaviors**
 - **Parents and PBIS training**
 - **Exploration of grants to fund PBIS**
 - **Generation of brief training tool for adults to communicate most effectively in Check In/Check Out**



Indian Head Elementary School

- **Total Student Enrollment- 392**
- **Student to teacher ratio- 22**
- **FARMS- 53.3%**
- **Special Education Students- 13.4%**
- **Race:**
 - **Caucasian– 28.5%**
 - **African American- 66.4%**
 - **Hispanic- 1.6%**
 - **Asian- 2.7%**
 - **Bi-Racial- Not reported**
 - **Native American- 0.8%**
- **Student Mobility- 4.1% withdrawals; 7.1% entries**
- **Suspension- 0.18% (7 out of school suspensions)**
- **MSA (all grades) Reading 78.7% Math 76.9%**



Indian Head Elementary School

- **PBIS – 6 years, 2010 SET 100%**
- **Used PBIS_{plus} in following ways:**
 - **SST meeting attendance to generate range of interventions**
 - **Teacher training on RIDE**
 - **Classroom observations and interventions for specific children with challenging behaviors**
 - **Double Check three year intervention**
 - **Self Assessment to select topics**
 - **16 Professional Development events on variety of topics**
 - **Voluntary years 1-2; all staff attended year 3**
 - **Used case studies, sample interventions to address classroom cultural competence and sensitivity to decisions about behavior that influence disproportionality of ODRs**



Thoughtful Questions to Guide Discussion

1. **As a school linked to PBIS Plus, what best practices have you adopted/adapted in the last three years? With what success? What challenges?**
2. **Are there any "lessons learned" that you can share about the process of adapting or adopting these best practices?**
3. **What is foremost in your action planning around behavior for school year 2011 based on your experience with PBIS now?**
4. **If you could advise another school about where to start to adapt or adopt PBIS best practices, what advice can you offer?**



Resources:

- **Maryland PBIS website:**

<http://www.pbismaryland.org>

- **National PBIS website:**

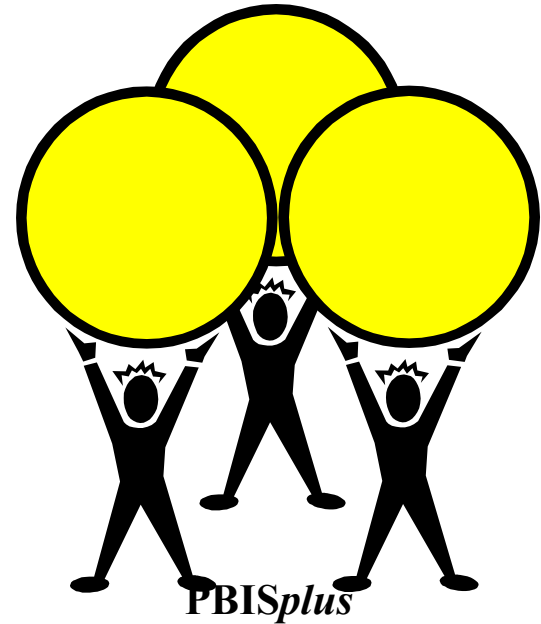
<http://www.pbis.org/main.htm>

- **Maryland PBIS tutorial:**

<http://cte.jhu.edu/courses/pbis>

- **WikEd website:**

[http://wik.ed.uiuc.edu/index.php/PBIS_\(Positive_Behavioral_Interventions_and_Supports\)](http://wik.ed.uiuc.edu/index.php/PBIS_(Positive_Behavioral_Interventions_and_Supports))



PBIS*plus* Resources

Tough Kid Book and Toolbox

Responding to Problem Behavior (BEP/CICO)

Double Check (culture/climate)

RIDE (strategies for effective classroom management of behavior)

Student level Function Based Thinking /

Function Based Behavior Plan

