

PBIS in Maryland

pbismaryland.org

Overview of PBIS Maryland

Maryland’s Positive Behavioral Interventions and Supports (PBIS) Initiative is a collaboration of the Maryland State Department of Education (MSDE), Sheppard Pratt Health System, and the Johns Hopkins Bloomberg School of Public Health. In Maryland, this partnership, known as PBIS Maryland, is responsible for providing training and technical assistance to the local school systems with the implementation and management of PBIS. Each of the 24 local school systems is a partner in the PBIS Maryland Initiative and provides leadership and coaching to support participating schools within its jurisdiction. In addition, ongoing technical assistance has been consistently provided to Maryland through the National Technical Assistance Center for PBIS. The implementation of PBIS is built upon the public health model of three-tiered prevention. Attention is focused on creating and sustaining primary (school-wide), secondary (targeted/small group), and tertiary (individual) systems of support that improve the outcomes for all children by reducing problem behaviors and making schools more effective, efficient, and positive work environments for both students and staff.

The three-tiered public health prevention logic model entails the following:

- At the primary level, universal interventions are implemented which target ALL students. These interventions are projected to positively impact approximately 80-90% of students.
- At the secondary level, targeted interventions are implemented for those students who are “non-responders” to the universal strategies. These interventions are projected to be effective with approximately 10-20% of students.
- At the tertiary level, intensive interventions are implemented, targeting individual students for whom neither the universal nor targeted strategies provide adequate support. These interventions are projected to impact approximately 1-5% of students.

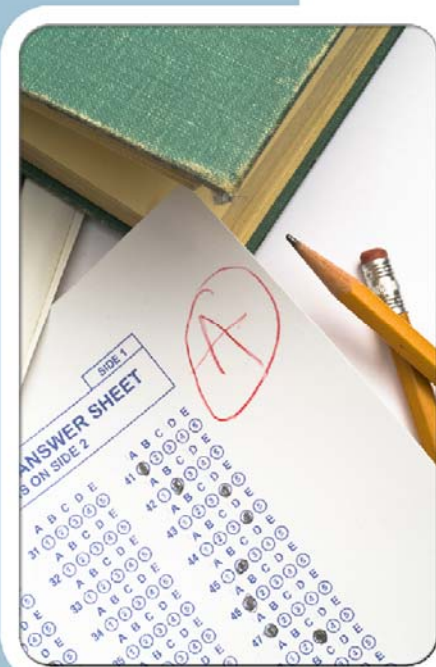
In Maryland, the emphasis since 1999 has been on training schools in universal, school-wide PBIS. At that level, a safer and more effective school environment and improved school climate are achieved. At the universal level, a trained team implements systems that support students and staff in each school building. Schools begin their implementation of PBIS by establishing a set of 3-5 positive behavioral expectations, which are consistent for all classroom and non-classroom settings; further defining these expectations in the context of each setting; teaching them to students in each setting; and acknowledging and reinforcing

students’ success when those expectations are met. MSDE strongly recommends that PBIS incorporate character education.

The PBIS team relies on data that are collected and analyzed on a regular basis to identify behaviors or issues which need to be addressed in the school. Once an issue is identified, the team utilizes an evidence-based strategy to intervene; monitors the implementation and effectiveness of the strategy through ongoing data analysis; and modifies strategies based on the data. In addition, school staff and administrators recommit to the range of behaviors that should be managed in the classroom setting and those that should be referred to the office, and develop an appropriate range of responses for those behaviors which require consequence.

In This Issue

Overview of PBIS Maryland.....	1
Tiered Instructional and PBIS Framework	2
Working to Improve Student Outcomes	3
Meeting In The Yellow Zone.....	4
PBIS Maryland’s 2008 Recognition Program	5
Howard County Public Schools “Pillar II” Model	6
Preventing Behavior Problems on the Bus.....	7
PBIS National Perspective	8
Addressing Classroom Management through PBIS	8
Linking PBIS with Character Education.....	9
Key Findings from Project Target.....	10
Overview of the PBISplus Project	11
PBIS Maryland Management Team.....	12



(Continued on page 2)

Overview of PBIS Maryland continued

This effort establishes a consistent, predictable environment for students of all ages. Implementation in Maryland demonstrates significant decreases in both office discipline referrals and suspensions, as a result of this consistent approach to expectations and discipline in each school. Since 1999, the PBIS Maryland Partnership has hosted an annual New Team Training Institute for school teams committed to implementing school-wide PBIS. Local school systems also host a number of annual local and regional Training Institutes. As of 2008, 650 Maryland schools have been trained in PBIS and

574 of these schools are actively implementing PBIS. Therefore, approximately 46% of the schools in Maryland have been trained in PBIS, and 88% of all trained schools are actively implementing PBIS. Furthermore, over 380 Behavioral Coaches (e.g., school psychologists, pupil personnel workers, counselors) have been trained to provide technical assistance to schools implementing PBIS. It is anticipated that PBIS Maryland will continue to train new teams in school-wide PBIS and will begin to provide training in targeted interventions for schools with universal, school-wide PBIS systems already in place.

Maryland's Tiered Instructional and Positive Behavioral Interventions and Supports (PBIS) Framework

Academic Systems

Behavioral Systems

Intensive, Individually Designed Interventions

- Address individual needs of student
- Assessment-based
- High Intensity

Targeted, Group Interventions

- Small, needs-based groups for at risk students who do not respond to universal strategies
- High efficiency
- Rapid response

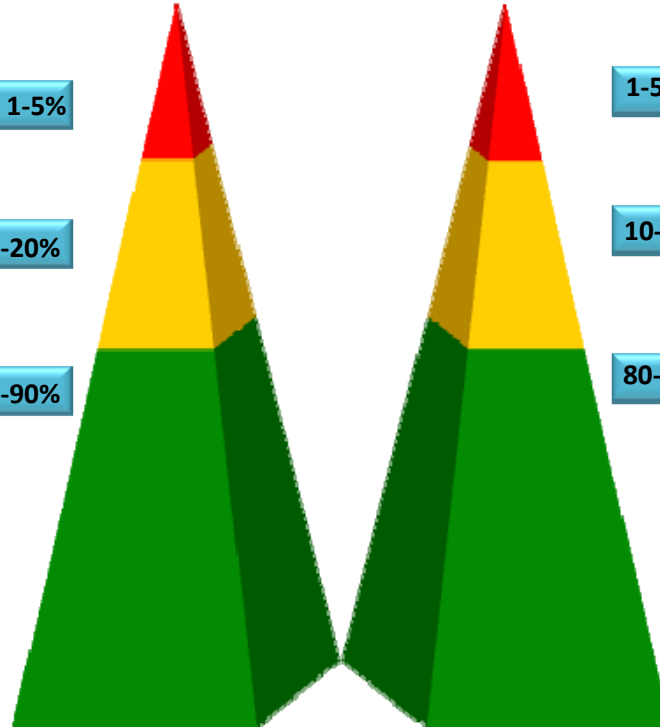
Core Curriculum and Differentiated Instruction

- All students
- Preventive, proactive
- School-wide or classroom systems for ALL students

← 1-5%

← 10-20%

← 80-90%



→ 1-5%

→ 10-20%

→ 80-90%

Intensive, Individually Designed Interventions

- Strategies to address needs of individual students with intensive needs
- Function-based assessments
- Intense, durable strategies

Targeted, Group Interventions

- Small, needs-based groups for at-risk students who do not respond to universal strategies
- High efficiency/ Rapid response
- Function-based logic

Core Curriculum and Universal Interventions

- All settings, all students
- Preventive, proactive
- School-wide or classroom systems for ALL students and staff

Working to Improve Student Outcomes in Anne Arundel County Public Schools

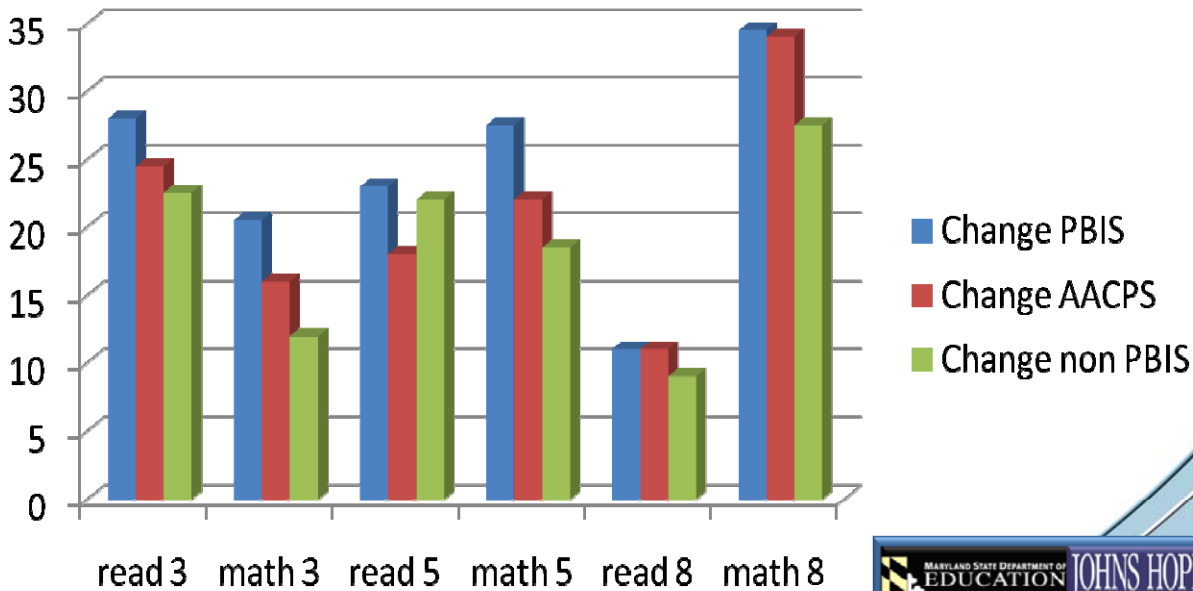
Anne Arundel County Public Schools (AACPS) schools achieved great success with the PBIS program in several key areas. AACPS PBIS elementary schools were successful in lowering office discipline referral rates. For example, PBIS elementary schools in AACPS using the School-Wide Information System (SWIS) reported problem behaviors at a lower rate than the national average, which is .34 office discipline referrals per day per 100 students. AACPS' elementary referral rate was .15, which is less than half the national average. Similarly, AACPS' middle school referral rate was .64, which is about 1/3 lower than the national average, and the AACPS' high school referral rate was .65, which is 1/3 lower than the national average. AACPS PBIS schools also reduced incidences of negative behavior patterns, reduced disproportionality with regards to discipline, and increased the level of academic achievement (as measured by both test scores and classroom achievement).

AACPS PBIS schools have shown decreased disproportional representation in referrals compared to non-PBIS schools in all discipline sanctions. Using the risk-ratio formula, similar to the calculations MSDE performs for special education disproportional representation, all but one of the AACPS PBIS elementary schools did not show disproportional representation with regard to discipline referrals compared to non-PBIS schools. All PBIS elementary schools demonstrated significantly lower risk ratios than non-PBIS Schools.

PBIS schools in AACPS have also experienced improvements in academic achievement. Comparison over a five year period (2003-2008) of AACPS schools implementing PBIS and non-PBIS AACPS schools shows that the PBIS schools in AACPS have a higher percentage of students who achieved in the Advanced and Proficient ranges on the Maryland School Assessment (MSA) for reading and math in 3rd, 5th, and 8th grades (see Figure below). By lowering problem behavior and referral rates and increasing the level of academic achievement, PBIS has created a more positive and healthier school environment that is benefiting students and staff. PBIS will continue to benefit students in the future by making AACPS schools a safe and successful place to learn and interact.

Figure Caption. The change scores (i.e., increase in percentage of children scoring in the Advanced and Proficient ranges on the Maryland School Assessment (MSA) between 2003 and 2008) for AACPS PBIS schools, as compared to the MSA change scores for all AACPS schools and the non-PBIS AACPS schools.

Change in MSA 03-08: PBIS, District, Non-PBIS ANNE ARUNDEL COUNTY PUBLIC SCHOOLS



“Meeting in the Yellow Zone”: Connecting PBIS and School-Based Mental Health Through the Student Support Team *Baltimore County Public Schools*

Maryland continues to look for ways to connect Positive Behavior Interventions and Supports (PBIS) with improvement of the social and emotional environment within schools. This supports the ultimate goal of maximizing academic achievement for all students.

Recently, the Center for School Mental Health of the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry, hosted the 13th Annual Conference on Advancing School Mental Health in Phoenix, Arizona. Dr. Joan Ledvina Parr, School Psychologist and PBIS Facilitator for Baltimore County Schools; William Flook, Supervisor of Psychological Services with Baltimore County Public Schools; and Carl Fornoff, Assistant Director, Department of Community Resources, Villa Maria Continuum, presented a three-tiered framework for implementing behavioral and academic interventions for all students in Baltimore County Public Schools (BCPS). Dr. Margaret Grady Kidder, Coordinator of Psychological Services and the PBIS Coordinator for Baltimore County Schools, was a co-author of the presentation but was unable to attend the conference. The connections among school-wide PBIS, Student Support Teams (SST), and school-based mental health services by community partners were highlighted.

Consistent with its *Blueprint for Progress* and the *Master Plan*, BCPS has implemented universal academic interventions through a core curriculum that is aligned with state and national standards. For a number of years, BCPS has engaged in universal, or green zone, positive behavior planning efforts to provide safe and orderly learning environments and support student achievement in 171 schools, centers,

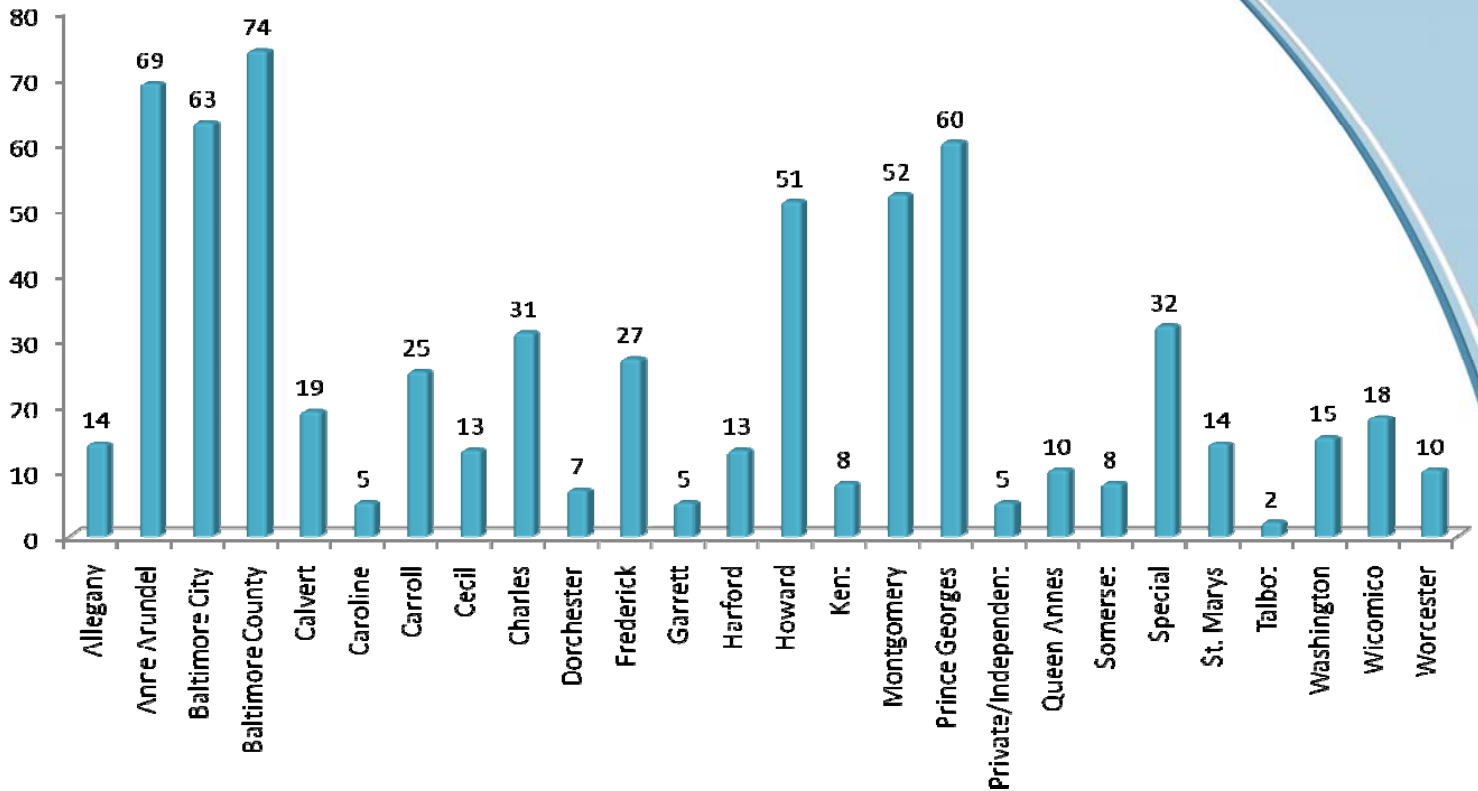
and programs. Underlying these goals is the concept that behavioral competence supports academic progress for all students, including at-risk students and students with more intensive needs. School-wide PBIS is currently being implemented in 72 BCPS schools, centers, and programs. These programs were reviewed in terms of history, training, critical features, and coaching. BCPS data were presented with regard to implementation, discipline, and achievement of the schools, centers, and programs implementing school-wide PBIS.

At the targeted intervention, or yellow zone, level, presenters described the Student Support Team (SST), an interdisciplinary, general education, problem-solving team that makes use of a response to intervention framework to address complex academic and behavioral issues for groups of students or individual students in specific school settings. Presenters described how the SST uses data-based decision making to review all available student data, implement behavioral and academic interventions, and revise interventions on the basis of student progress monitoring. This included the use of a universal data system to develop and track Student Support Plans and other SST/504 forms. Connections between school-wide teams, such as the PBIS team, grade level teacher meetings, and special education IEP teams, were outlined.

At the yellow and red zone levels, the presenters elaborated on how the SST serves as a partner with local Department of Social Services and community mental health providers to provide school-based mental health services to students who are at-risk or demonstrating more intensive behavioral and academic needs in six schools. The role of the SST in identifying mental health needs of students and families, coordinating services, and monitoring outcomes related to educational performance was outlined. Examples of the community mental health partnership with specific schools were also discussed.



Maryland Schools Trained in PBIS by School System



PBIS Maryland Recognizes 252 Schools for Success with PBIS

Each year, the PBIS Maryland Initiative recognizes a group of schools that have demonstrated high quality implementation of PBIS and achieved positive outcomes through the use of PBIS. In the summer of 2008, 252 Maryland schools received awards through the PBIS Maryland Recognition Program, which included 126 Exemplar Awards, 71 Banner Awards, and 55 Green Ribbon Awards. The criteria for all of the 2007/2008 recognition awards included timely submission of both core evaluation measures (e.g., Implementation

Phases Inventory) and an application which included a narrative providing a detailed description of the school's implementation of the critical elements of school-wide PBIS. A Recognized School is one that has met the specific criteria and has demonstrated innovative, creative, and functional ways of implementing and sustaining PBIS. Specific characteristics of PBIS Recognized Schools include such criteria as (1) Utilization of data-based decisions to better serve the students and staff; (2) Creative and engaging acknowledgement/reward systems; (3) Inclusiveness of PBIS throughout the school; (4) Collaboration with the community; (5) Orientation of new students throughout the school year; and (6) Integrating PBIS into daily

activities across all available teaching opportunities. Additionally, depending on the level of recognition, each school had to achieve a minimum score on measures of the core features of PBIS as indicated by the School Wide Evaluation Tool (SET) and the Benchmarks of Quality (BOQ). The Green Ribbon schools each received a green ribbon, the Banner schools each received a green banner, and the Exemplar schools each received a green banner and a plaque at recognition ceremonies conducted during the Summer 2008 PBIS Regional Returning Team Training Events.



Howard County Public School System's "Pillar II" Behavioral Support System

The Howard County Public School System (HCPSS) has implemented a behavioral support system, within the Positive Behavioral Interventions and Supports (PBIS) framework known as "Pillar II" Pillar II follows the public health logic model of three-tiered prevention, and thus includes universal, secondary and tertiary interventions. It has had great success since its inception.

The universal aspect of Pillar II is focused on Professional Development, and provides workshops to educate professionals to encourage a constant dialogue. Monthly meetings are held for 30 school-based programs.

The secondary aspects of Pillar II include programs focused on improving student behavior: PBIS, Developmental Assets programs, Character Education programs, and Alternative Programs are some of these initiatives. School-based coaches are an integral part of these programs, as is the

"Triangle +1 Team," which is comprised of the school's Director of Student Services, a Behavioral Specialist, a Facilitator for Psychologists, and a Principal on Special Assignment. The Triangle (+1) Team is part of the HCPSS Leadership Team, which also includes PBIS principals, coaches, central office staff, and community agencies. Finally, the Maryland PBIS Leadership Team is the overarching collaboration for each of these teams.

The tertiary aspects of Pillar II involve the Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) processes, a suicide intervention initiative, and a threat management process. BIPs are required for most students who are referred to Homewood Center, which is an alternative learning environment for those students who have been identified as having behavioral, emotional, or social issues. The FBA/BIP process is used for students who have not responded to secondary prevention efforts. This process entails designing an intervention plan for a positive replacement behavior. School social workers with alternative education programs, such as

Homewood Center, are trained in suicide prevention and intervention. After a statement of self-harm, a psychologist, counselor, and/or social worker conducts an interview with the at-risk student, informs an administrator, contacts the student's parents, and continues to do follow-up.

The success of Pillar II can be seen in the latest HCPSS Student Referral Data: 92% of HCPSS students had 1 or fewer referrals in the 2006-07 school year, 5% of students had 2-6 referrals, and only 3% of students had 6 or more referrals. Referrals and suspensions declined from the 2003-04 school year to the 2006-07 school year in all HCPSS schools. Both referrals and suspensions appear to be continuing this downward trend into the 2007-08 school year. Furthermore, since the implementation of PBIS in HCPSS schools, Maryland School Assessment MSA reading scores have increased in grades 3, 5, and 8, and math scores have also increased at all three grade levels.



Preventing Behavior Problems on the Bus through PBIS

Eastern Elementary School in Washington County, MD, serves kindergarten through fifth grade students, with a total enrollment of 613. It began to implement PBIS in 2001. The school has scores on the School-wide Evaluation Tool (SET) in the 90's and Implementation Phases Inventory (IPI) that suggest the school is in the Maintenance Phase, meaning that it has had success with PBIS over the past seven years, despite a history of frequent administration and faculty change.

Eastern Elementary has embedded PBIS school-wide systems and practices into the school's culture and has, over the past several years, been able to focus attention on specific problem areas. Office discipline referrals (ODRs) for inappropriate bus behavior had been problematic for several years when the PBIS Team decided to create an action plan around this need. Baseline data for the 2006-2007 school year indicated 36% of all ODRs (190 referrals) were bus behavior-related referrals.

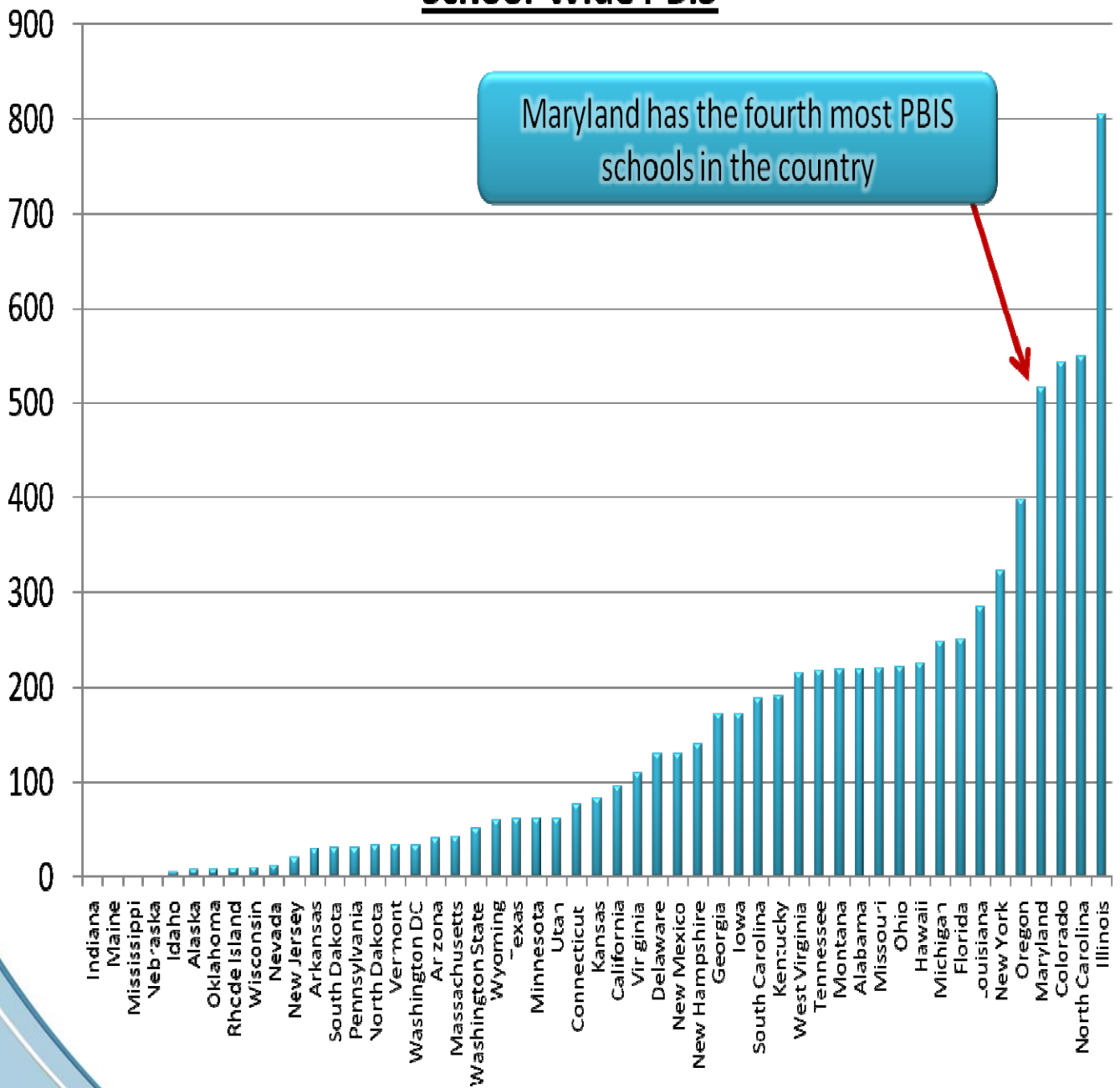
Over the course of two years, Eastern Elementary implemented systems and practices which were strategically designed to reduce bus referrals. Specific lesson plans were developed to teach appropriate bus behavior and were delivered in context on a "demonstration bus." To engage all stakeholders, systems such as a periodic review of PBIS programming with bus drivers at the beginning of each academic year, daily communication with bus drivers when

student infractions were reported, implementation of a "Bus Alert" form to send home to parents, periodic administration "bus-ride-alongs," and collaboration with the Department of Transportation to alter bus arrangements for some special needs students were implemented. Additionally, teachers are informed in advance of the start of the school day if a student in their class had difficulties on the morning bus ride so staff can be pro-active in planning for that student's transition to the classroom setting.

Practices to support positive student behavior are addressed as well. Bus drivers are empowered to reward appropriate behavior with bus-specific "gotchas". After one referral, students are required to go through a Bus Safety Training Program, which is held during one of the recess periods. Police resource officers visit "red zone" bus stops and provide additional instruction in safety requirements. Finally, for some buses, assigned seating is implemented. After two years of intervention planning and implementation, data suggests that bus behavior has improved overall. Bus ODRs for the 2007-2008 school year totaled 127, a 33% reduction from the previous school year's data.



7,500 Schools Across 44 States Implementing School-Wide PBIS



Linking PBIS with Character Education

A group of Maryland educators have developed a new character education book, *Character Education by Design: A Blueprint for Successful District and School Initiatives*. The book includes various district and school principles, one of which addresses the link between character education and PBIS:

Principle #13: "The positive behavior initiative incorporates character education."

Strategies:

- 1. Encourage each school's administrative team to ensure that the positive behavior initiative team and character education team, if they are separate, are working together toward the development of ethically and socially competent individuals.
- 2. On the district level, make sure that schools understand that the establishment of consistent practices designed to build respect and responsibility is necessary, but not sufficient, to provide a comprehensive character education initiative.

For example, as school PBIS teams identify their school's behavioral expectations, they can work collaboratively with their character education teams to identify comprehensive, ambitious expectations that promote school-wide discipline, self-discipline, as well as ethical, social and emotional development. Many schools use their identified pillars for character education as some (or all) of the school's 3 to 5 positive behavioral expectations. PBIS provides a structure to operationally define the expectations for self-discipline, and ethical, social and emotional development. PBIS also provides a framework through which positive behaviors are taught in context and students are provided with opportunities to practice these behaviors. Finally, the behaviors need to be actively monitored and data collected to determine the outcomes achieved through the initiative. This is part of ongoing efforts within MSDE to align prevention programs including PBIS, character education, mental and emotional health, bullying prevention, counseling and student services, service learning and substance abuse prevention. For more ideas, see the book, *Character Education by Design*.

Addressing Classroom Management through PBIS in Prince George's County Public Schools

Prince George's County Public Schools (PGCPS) hosted its biannual PBIS Team Planning Day on Saturday, October 4, 2008 at Central High School in Capitol Heights, Maryland. This session provided an opportunity for all PGCPS schools that are currently implementing the PBIS model to exchange ideas, plan their positive initiatives for the current school

year, and learn strategies to continue to make data-based decisions concerning school climate. Also, during this session, representatives from the 48 Prince George's PBIS trained schools were presented with an overview of the CHAMPS program, which is a proactive classroom management tool designed to help teachers clarify the behavioral expectations initially defined through PBIS. This session was the first of two, which are held each year within Prince George's County in an effort to provide ongoing support for schools that have been trained in and are currently implementing PBIS.

Summary of Key Findings from Project Target



Background and rationale for Project Target:

Project Target was a collaborative effort between the Maryland State Department of Education, Sheppard Pratt Health System, Johns Hopkins Bloomberg School of Public Health, and local school systems that was developed to evaluate the effects of Positive Behavioral Interventions and Supports (PBIS) in Maryland elementary schools. This project was supported by grants from the Centers for Disease Control and Prevention and the National Institute of Mental Health awarded to Dr. Philip Leaf at Johns Hopkins.

Participation in Project Target: Thirty-seven elementary schools across five Maryland school systems (Allegany, Anne Arundel, Baltimore County, Charles, and Washington) volunteered to participate in Project Target. Twenty-one of these schools were randomly assigned to the PBIS implementation condition (PBIS schools) and sixteen were assigned to the comparison condition (Focus schools), thereby agreeing not to receive training or implement PBIS during the project.

Data collected: Data were collected annually from all schools on PBIS implementation fidelity, organizational health, school climate, students' behavior, and academic performance. Over the course of 5 project years (2002-2007), information was collected on 29,427 students and 3,563 staff from all 37 schools.

Main findings to date:

- All 21 schools trained in PBIS implemented the model with high fidelity within four years of initial training. These data suggest that the procedures developed for implementation of PBIS in Maryland have resulted in as good, if not better, implementation than the procedures proposed by the program developers.

- The PBIS schools reported a significant reduction in both the percentage of students with a major or minor office disciplinary referral (ODR) event and the overall rate of major and minor ODR events
- The schools trained in PBIS reported a significant reduction in the rates of suspensions, whereas the suspension rate in Focus schools remained relatively unchanged during the 5-year project.
- Students in PBIS schools were less likely than students in Focus schools to be rated by their teacher as needing additional services such as counseling for inappropriate behavior problems and social skills.
- There was a positive trend with regard to school-level cumulative improvements in the percentage of students performing in the proficient and advanced ranges on the MSA over the course of the Project. Although schools in both conditions experienced an increase in the percentage of students scoring in the proficient or advanced ranges in reading and math, the PBIS schools tended to outpace the Focus schools. However, this effect did not reach statistical significance.
- Staff at PBIS schools reported a significant increase in the school's overall organizational health, academic emphasis, affiliation among staff members, and the school's ability to obtain resources to support students. The schools with lower baseline levels of organizational health tended to improve the most through PBIS.

Overview of The PBIS*plus* Project

Background and rationale for PBIS*plus*: The state-wide Maryland Positive Behavioral Interventions and Supports (PBIS) initiative has been successful in reducing office disciplinary referrals through the implementation of the school-wide universal components of PBIS; however, there remains a need for supports for students who are not responding adequately to the universal PBIS model. Thus, the PBIS*plus* Project was collaboratively developed by Johns Hopkins University, the Maryland State Department of Education, and Sheppard Pratt Health System to meet these needs. Support for this project comes through a grant from the U.S. Department of Education's Institute of Education Sciences awarded to Drs. Philip Leaf and Catherine Bradshaw of Johns Hopkins.

Overall goal of PBIS*plus*: The PBIS*plus* Project intends to improve the outcomes of children in Maryland elementary schools that are currently implementing school-wide PBIS. The overall goal is to determine if providing enhanced training, support, and on-site technical assistance to the collaborative problem-solving teams (e.g., Student Support Teams) at schools already implementing PBIS will enhance the quality of behavior support plans and interventions for those students not responding adequately to the universal PBIS model. The professional development, support, and technical assistance provided to the schools is intended to both improve academic achievement and result in fewer students requiring special education services, receiving office disciplinary referrals, and having behavioral problems in the classroom.

Participation in PBIS*plus*: There are 45 elementary schools from Anne Arundel, Baltimore, Carroll, Charles, Howard, and Prince George's Counties participating in the three-year project. All participating schools had previously been trained

in PBIS and expressed a need for additional supports or services for "yellow" and "red" zone students (i.e., those students who are not responding adequately to the universal PBIS program).

Data collected: Information is being collected from the schools about the supports provided to students not responding to the universal PBIS model. School staff complete a survey on their schools' organizational characteristics and a brief behavior checklist on student outcomes. Information is collected from the schools in the fall of their first year in the project and annually in the spring for a total of three years.

Timeline for PBIS*plus*: Participating schools were randomly assigned to either the *Plus* condition or the school-wide PBIS condition. Schools in the "*Plus*" condition received initial training and receive on-site technical assistance through a PBIS*plus* Project Liaison for three years. Schools randomized to the "*School-wide PBIS*" condition continue to engage in the state-wide PBIS initiative, receive an annual honorarium, and are eligible for training in the PBIS*plus* model at the end of the project.



PBIS Maryland State Management Team

NAME	E-MAIL	AGENCY	PHONE
Andrea Alexander	aalexander@msde.state.md.us	MSDE	410.767.0318
Susan Barrett	sbarrett@pbismaryland.org	SPHS	410.274.9835
Brian Bartels	bbartels@msde.state.md.us	MSDE	410.767.0294
Jerry Bloom	jbloom@pbismaryland.org	SPHS	443.386.2158
Catherine Bradshaw	cbradsha@jhsph.edu	JHU	410.502.2587
Shanda Crowder	scrowder@msde.state.md.us	MSDE	410.767.0736
Phil Leaf	pleaf@jhsph.edu	JHU	410.955.3962
Milt McKenna	mmckenna@msde.state.md.us	MSDE	410.767.0304
Richard Scott	rscott@msde.state.md.us	MSDE	410.767.0288

PBIS Maryland is a collaboration between the Maryland State Department of Education, Sheppard Pratt Health System, Johns Hopkins University, and the 24 Maryland Local School Systems

Dr. Nancy S. Grasmick, *Maryland State Superintendent of Schools*

Dr. Steve Sharfstein, *President and CEO of Sheppard Pratt Health System*

Dr. William R. Brody, *President of Johns Hopkins University*

Martin O'Malley, *Governor*

For more information on PBIS see
PBISmaryland.org