

# PBIS in Maryland Schools

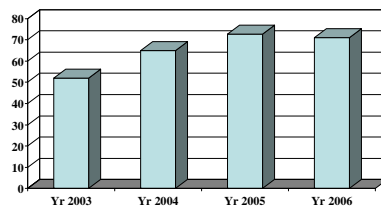
- ▷ **Positive Behavioral Interventions and Supports (PBIS) Maryland** is a collaborative Statewide Behavior Initiative that has been supporting implementation of PBIS in schools across the state for over 8 years.
- ▷ The PBIS Maryland Initiative provides training and technical assistance to promote high fidelity implementation of PBIS and the sustainable implementation of research-supported programs and practices.
- ▷ Maryland schools implementing PBIS have experienced decreases in disruptive behaviors and increases in instructional time.

## Did you know?

### PBIS Supports Academic Achievement:

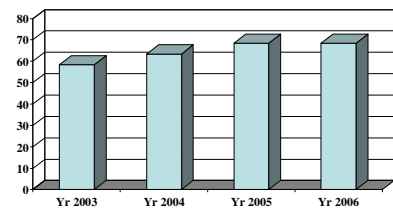
#### PBIS and Maryland School Assessments (MSA) in Baltimore County

Mean % of Third Grade Students Scoring Proficient or Advanced on Reading MSAs



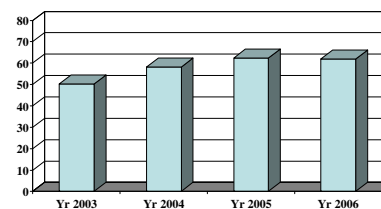
37 % Increase in Third Grade Reading Scores

Mean % of Fifth Grade Students Scoring Proficient or Advanced on Reading MSAs



17 % Increase in Fifth Grade Reading Scores

Mean % of Eighth Grade Students Scoring Proficient or Advanced on Reading MSAs



23 % Increase in Eighth Grade Reading Scores

#### Summary of MSA Results from 2003-2006 for PBIS Schools

	Reading	Math
<u>3<sup>rd</sup> Grade</u>	37 % Increase <small>(29% for all BCPS Schools)</small>	27 % Increase <small>(17% for all BCPS Schools)</small>
<u>5<sup>th</sup> Grade</u>	17 % Increase <small>(14% for all BCPS Schools)</small>	41 % Increase <small>(38% for all BCPS Schools)</small>
<u>8<sup>th</sup> Grade</u>	23 % Increase <small>(17% for all BCPS Schools)</small>	69 % Increase <small>(43% for all BCPS Schools)</small>

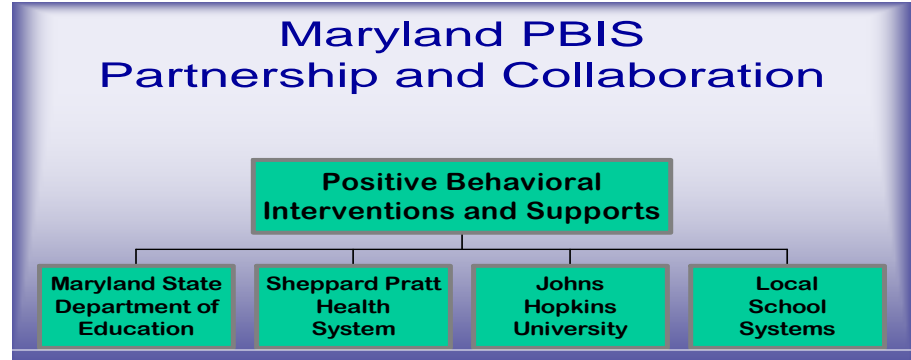
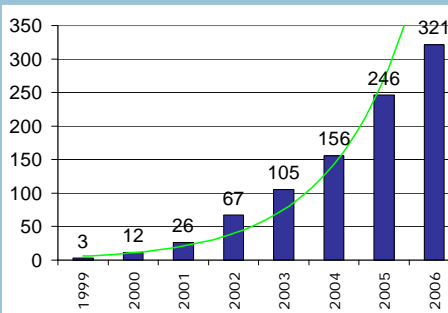
# Overview of the PBIS Maryland Initiative

## Using Data to Inform Decisions

Most Maryland schools implementing PBIS are using a web-based information system, called School-wide Information System (SWIS), to monitor student behavior problems and support data-based decision-making. The purpose of SWIS is to provide school personnel with accurate, timely, and practical information for making decisions about student discipline problems. School personnel collect on-going information about discipline events in their school, and enter this information into a protected, web-based program. SWIS provides visual summaries of this information for use in the design of effective behavior support for individual students, groups of students, or the whole student body. Learn more at [swis.org](http://swis.org).

**Over 95% of PBIS elementary schools in Maryland using SWIS have 80% or more of their students with less than one office discipline referral per**

**PBIS Maryland Schools Using SWIS by Year**

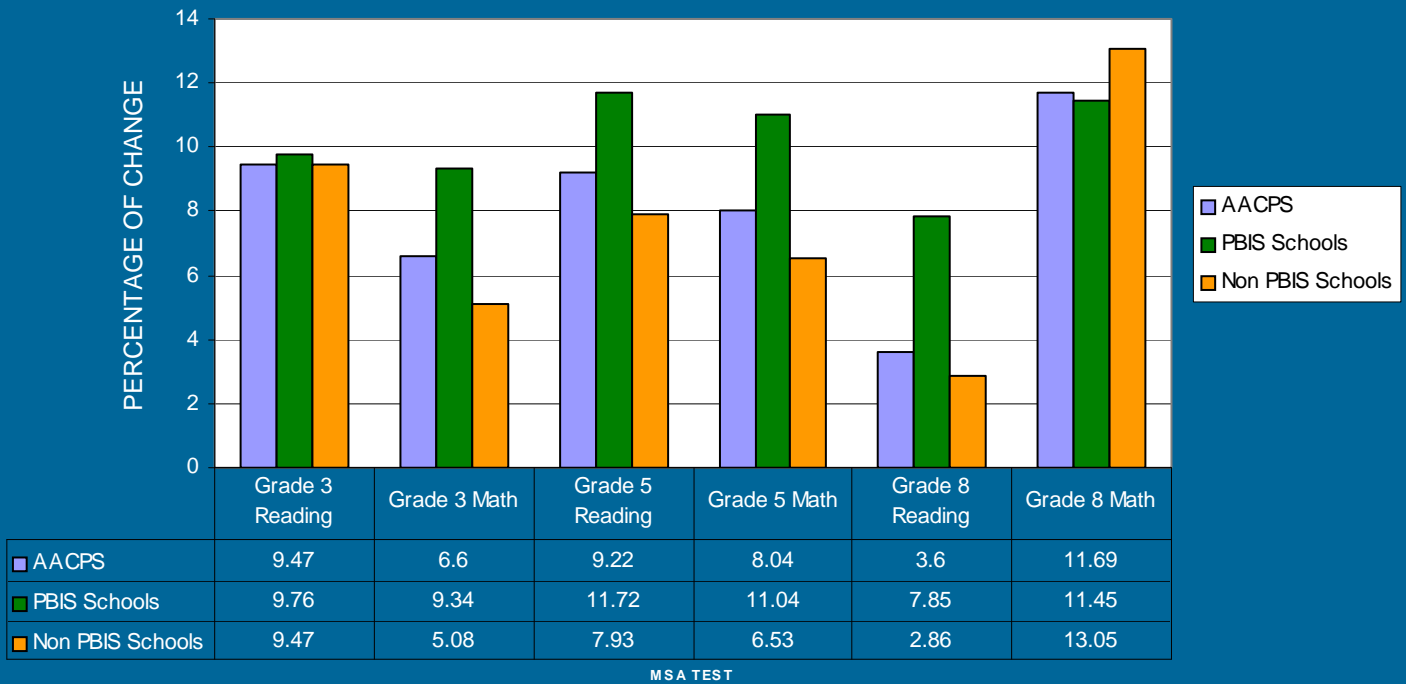


### MARYLAND'S POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) INITIATIVE

Maryland is a National Exemplar for the successful implementation of PBIS. Since 1999, 465 schools have received initial training in the implementation of school-wide PBIS, which represents over 33% of the public schools in the state. It is anticipated that by 2010, PBIS will be successfully implemented in approximately 50% of Maryland's schools. The National Technical Assistance Center on PBIS ([www.pbis.org](http://www.pbis.org)), which was established by the Office of Special Education Programs of the US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices, has provided significant assistance and support to Maryland. Sheppard Pratt Health System, located in Towson, Maryland, is one of the implementing partners with the National PBIS Center, thereby providing Maryland with easy access to nationally recognized experts and assistance in the implementation of PBIS.

The PBIS Maryland consortium consists of 3 partners: Maryland State Department of Education (MSDE), Sheppard Pratt Health System, and Johns Hopkins Center for the Prevention of Youth Violence. MSDE provides the equivalent of 2.5 staff who are responsible for PBIS statewide, as well as grant funding to support the training and technical assistance offered to the Local School Systems (LSS). Representatives from each partnering agency comprise the PBIS Maryland State Management Team which is responsible for the ongoing planning, development, implementation, and evaluation of Maryland's PBIS Initiative. All of Maryland's 24 LSS are working in partnership with the PBIS State Management Team as active participants on the PBIS Leadership Team. The PBIS Leadership Team meets monthly to define local needs for system advocacy, training, and other technical assistance, to provide continuous feedback to the PBIS Maryland State Management Team, and to ensure that PBIS Maryland's resources are used in an efficient and effective manner. The PBIS Maryland consortium created and supports a web-site through which significant support, technical assistance, and data-collection are accomplished. Since March 2006 the web-site has received over 2.5 million hits.

# The Effects of PBIS on Academics in Anne Arundel County



Project Target is a five-year collaborative project of MSDE, local school systems, Sheppard Pratt Health System, and the Johns Hopkins University's Center for the Prevention of Youth Violence to evaluate the effects of PBIS in Maryland schools. The study is being implemented

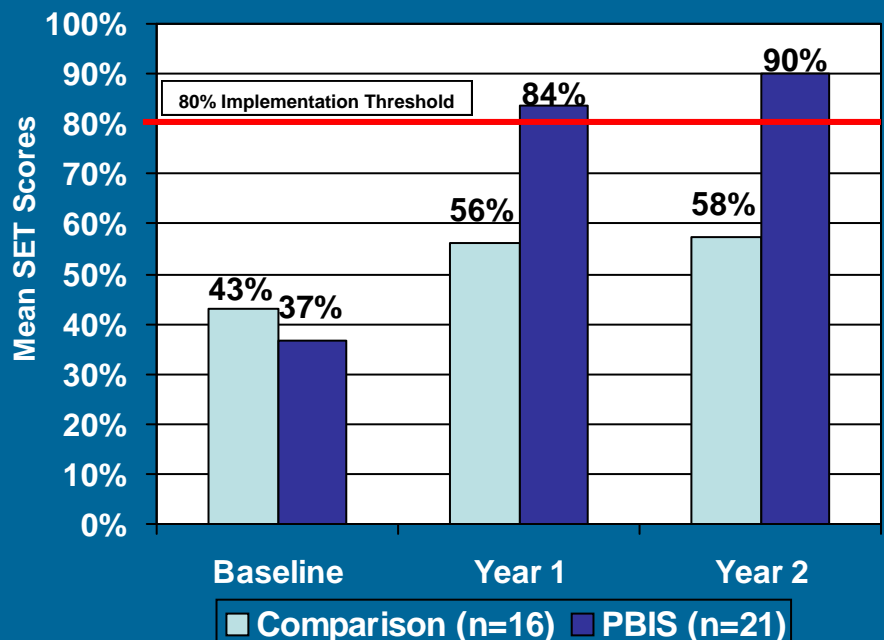
in collaboration with five school systems: Allegany County, Anne Arundel County, Baltimore County, Charles County, and Washington County. Thirty-seven elementary schools are participating in the project, of which 21 schools are implementing PBIS and 16 are implementing standard educational practices. This project will provide local school systems and the State with the information necessary to determine the actual benefits obtained by PBIS when compared with other efforts being undertaken by local schools. The project involves monitoring student behavior and obtaining reports directly from staff and students regarding their perceptions of school climate.

**Preliminary Findings from Project Target Indicate:**

- Schools trained in PBIS implemented the program with high fidelity within the first 3 years.
- Schools trained in PBIS maintained high implementation fidelity for the duration of the project.
- PBIS schools experienced reductions in suspensions and office referrals.
- Staff in PBIS schools reported a significant increase in the schools' organizational health.

Funding for Project Target comes from grants to Dr. Philip Leaf and the Johns Hopkins Center for the Prevention of Youth Violence from the National Institute of Mental Health (R01 MH067948) and the Centers for Disease Control and Prevention (RA49/CCR318627).

## Mean Score on the School-Wide Evaluation Tool (SET) for the 37 Project Target Schools at Baseline, and One and Two Years after Initial Training in PBIS



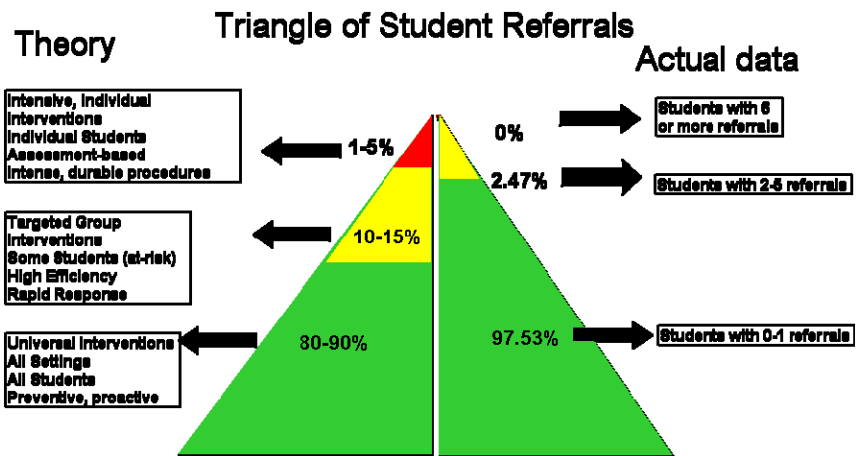
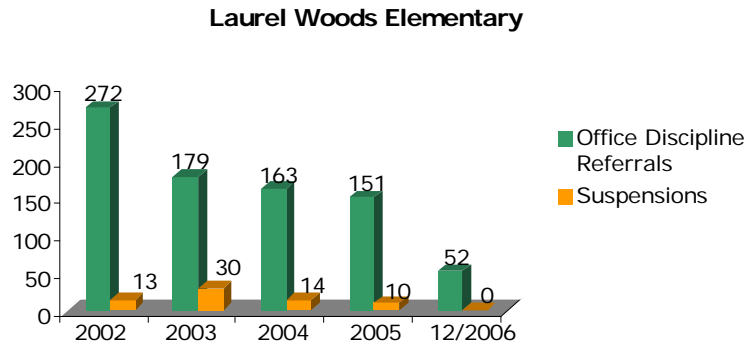
# PBIS Maryland Summer Institute Promotes High Fidelity Implementation of PBIS



# Reductions in Suspensions and Office Referrals in PBIS Schools

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Data from Laurel Woods Elementary in Howard County



Laurel Woods MSA- Mathematics

Grade 3 Advanced/Proficient	African American	Hispanic
2002-03	48.2	50.0
2005-06	74.3	60.0

Laurel Woods MSA- Reading

Grade 3 Advanced/Proficient	African American	Hispanic
2002-03	48.2	64.3
2005-06	80.0	73.3

## Reflections from a PBIS Principal

J.P. Ryon Elementary School in Charles County has been involved with PBIS for the past five years. During that time we have made significant progress in incorporating positive behavior techniques throughout the school environment. We have evolved from school wide celebrations every ten days, to less frequent celebrations and eventually to earning “Cardinal Cash” to buy rewards from a treasure box at lunch each day. This year we have moved past the extrinsic rewards and began the school year by brainstorming what we could offer the students that would be more intrinsic in nature. The staff decided on allowing the students to use their earned Cardinal Cash to “buy” special rewards of their own choosing. So far we have had a variety requests including such things as announcing birthdays during the daily announcements, lunch with a favorite staff member, greeting students as they come in the door each morning and taking attendance on the bus. Each student determines what they would like to do by filling out a request form and their request is fulfilled typically within several days.

Another big change this year was the incorporation of club days. There are ten available club choices for K-2 students and ten choices for 3-5 students. On early dismissal days each month the students attend their club for the morning. Clubs such as Legos, Science Experiments, Cooking, Book Club, Photography, Computer, and Gardening are offered with staff members responsible for lesson plans and incorporating school spirit activities in their planning. Overall, this program has been a great success with the students as well as the staff. ***SWIS data show a 43% reduction in Office Discipline Referrals from last year and a 57% reduction in Office Discipline Referrals related to Physical Conflicts.*** Everyone is involved in the PBIS program and the building has a distinct feeling of activity and learning. The students eagerly look forward to club days and there has never been an office referral on these days. Club days have become the core of our positive behavior program.

John Hanson Middle School



**Patriots**

John Hanson Middle School (JHMS) also recently expanded their PBIS program and created a stronger sense of community by organizing the whole school population into “colonies”. The colonies at JHMS consist of towns with teachers as mayors and administrators as governors. The colonies are Independence, Liberty, Freedom, and Justice. Students were randomly assigned to colonies, allowing students to meet, mix, and cooperate with students in other grade levels. The colonies, through team-building activities, created their own flags and mottos.

Review of the school’s office discipline referral (ODR) data show a 32% decrease in ODRs from last year and a 27% decrease in ODRs related to Disrespect and Defiance. Students express a stronger sense of belonging and continue to generate a positive attitude towards school.

# Behavior Education Program (BEP) at Indian Head Elementary

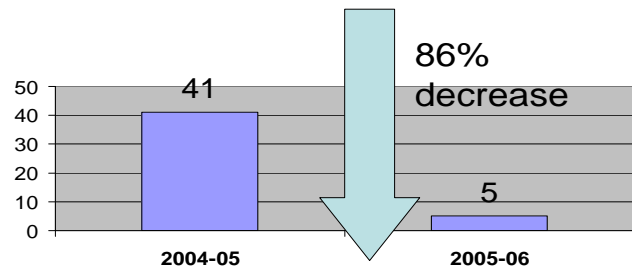
## TARGETED GROUP

The BEP (Crone, Horner & Hawken, 2001) is a school based program for providing daily support and monitoring for students who are at risk for developing serious or chronic problem behavior. Students who fail to respond to school-wide approaches and who acquire several disciplinary referrals per year may benefit from a targeted group intervention like BEP. It is based on a daily check in/check-out system that provide the student with immediate feedback on his or her behavior and increased positive adult attention.

Indian Head Elementary has successfully established this program. Once the universal system was in place, the team quickly established a targeted BEP team that included members of their Student Support Team as well as administrators and PBIS Leadership Team.

They designated 2 BEP Coordinators who implement, train and monitor student progress. With active administrative support and involvement, BEP is having a positive impact with students and staff at Indian Head Elementary.

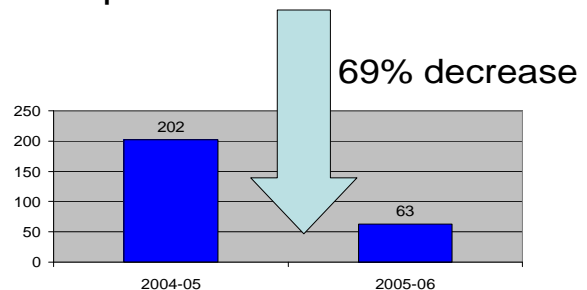
Out of School Suspensions September- November



75% Decrease In Number of Physical Contacts

89% decrease in number of incidents of Bullying and Harassment

Total Referrals by Year September-November



## DATES TO REMEMBER

July 9: New Coaches Training, Turf Valley Resort and Conference Center  
 July 10 & 11: New Elementary Team Training, Turf Valley Resort and Conference Center  
 July 11 & 12: New Secondary Team Training, Turf Valley Resort and Conference Center

### Returning Team Training Events

July 16 & 17: Central Region I (Baltimore County, Baltimore City and Harford County)  
 July 17 & 18: Eastern Shore Region  
 July 18 & 19: Western Region  
 July 19 & 20: Central Region II (Anne Arundel, Howard, Montgomery, Prince George's)  
 August 1 & 2: Southern Maryland Region

**Visit [pbismaryland.org](http://pbismaryland.org) for details**

## Maryland State Management Team

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PBIS in 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

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*Dr. William R. Brody, President of Johns Hopkins University*  
*Martin O'Malley, Governor of the State of Maryland*