Developing and Implementing Positive Behavioral Self-Management Systems:

Discipline, Behavior Management, Self-Management, and School Safety Strategies and Approaches

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Project ACHIEVE Website:
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What is Project ACHIEVE?

Project ACHIEVE is:

A district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students.
Project ACHIEVE

An Evidence-Based National Model Prevention Program through the
U.S. Department of Health & Human Service’s Substance Abuse and Mental Health Services Administration (SAMHSA)

and

U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP)

What does the Project emphasize?

A school effectiveness or school improvement process that uses an effective whole-school design process to:

- Maximize Students’ Academic Achievement
- Create Safe School Environments and Positive School Climates
- Build Effective Teaching and Problem Solving Teams that Speed Successful Interventions to Challenging Students
- Increase and Sustain Effective Classroom Instruction
- Increase and Sustain Strong Parent Involvement
- Develop and Implement Effective Strategic Plans
- Organize Building Committees and Student Learning Clusters
- Develop Effective Data Management Systems for Outcome Evaluations
<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>1998-2001</td>
<td>Project ACHIEVE: Demonstrating the impact of a comprehensive school reform process to improve the academic and social progress of disabled, at-risk, and underachieving students. U.S. Department of Education, Office of Special Education Programs, $450,000</td>
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<td>1999-2002</td>
<td>Training school psychologists for comprehensive prevention and intervention services: Addressing the academic and behavioral needs of high poverty children at-risk for or with high-incidence disabilities. U.S. Department of Education, Office of Special Education Programs, $600,000</td>
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Who’s Involved:
Fifteen Years of Implementation

- Arkansas Department of Education—State Improvement Grant
- Florida State Department of Education—Grant to University of South Florida School Psychology Program
- Alaska State Department of Education
- Cobb County School District (GA)
- Montgomery County Public Schools (MD)
- Dallas Independent School District (TX)—Hotchkiss and Lakewood Elementary
- Katy (TX) Independent School District—Hutsell and Sundown Elementary
- Little Rock School District (AR)—Carver Magnet and Mitchell Elementary
- Polk County School District (FL)—Jesse Keen Elementary, plus 6 additional schools
- Hillsborough County Schools (FL)—Cleveland Elementary, plus 6 additional schools
- Baltimore City School District (14 schools)
- Ft. Knox Department of Defense Schools District
- Training in over 1,500 schools nationwide

 Desired Goals and Outcomes of a Positive Behavioral Support Program

1. Significant reductions in discipline problems to the school office.
2. Significant reductions in suspensions and expulsions.
3. Increased academic engaged time for students.
4. Increased consistency in discipline approaches by staff across the classrooms and building.
5. Significant increase in teachers reporting their confidence in dealing with students behavior problems.
6. Improved critical thinking, reasoning, and problem-solving skills by students.
7. Parent support and involvement in student self-management.
The Ultimate Educational Goal

TO:

Maximize ALL Students’ Academic Achievement and Social-Emotional/Behavioral Development

“Building Strong Schools to Strengthen Student Outcomes”

Strategic Planning and Organizational Development

Problem Solving, Teaming, and Consultation Processes

Parent Training, Support, and Outreach

Effective School, Schooling, and Professional Development

Academic Instruction linked to Academic Interventions and Achievement

Behavioral Instruction linked to Behavioral Interventions and Self-Management

Data Management, Evaluation, and Accountability
The Interdependency between Academics and Behavior

Academic Success
Do students act out due to academic frustration?

Behavioral Success
Do students have less academic success when they do not have certain behavioral skills?

Functional Assessment and Data-Based Problem Solving
Helps us to tell the difference.

Students Succeed Because of Their Instructional Environments

Teacher-Instructional Factors:
Are teachers well-matched to their students and curricula?

Curricular Factors:
Are curricula well-matched to students and teachers?

Student Factors:
Are students prepared and "programmed" for success?
BUT. . . When Students Don’t Succeed:

- Service delivery uses a “Problem-solving, Consultation, Intervention” mode of operation.
- Interventions focus on changing behaviors, not treating diagnostic labels, categories, or conditions.
- Intervention follows a “Response-to-Intervention” prevention-focused model.
- Interventions are delivered in the Setting of Origin, or—if strategically needed—in the LRE using the Most Preventative Intervention.

Project ACHIEVE’s Positive Behavioral Self-Management System (PBSS)

Self-Management

District → Capacity
School/Staff → Autonomy
Students → Independence
Organizational Model for Project ACHIEVE’s Positive Behavioral Self-Management System (PBSS)

Evidence-based Implementation Blueprint and Process
Organizational and Motivational Readiness
Parent & Community Resources and Outreach
Physical and Operational Characteristics of the School

Prerequisites Before Implementing a School-wide Positive Behavioral Self-Management System

* Organizational and Motivational Readiness
* Resource and Asset Mapping/SWOT Analyses
* Aligning Committee Structure to Effective School Components
* Committee-Focused Data Analysis and Planning
* Committees Drafting Respective Sections of the School Improvement Plan
* Initial Special Situation Analyses and Interventions
* Year-End Articulation Strategies
Building-Level Committee Infrastructure

School Improvement Team

Curriculum and Instruction Committee

Grade- and Building-Level SPRINT Team

School Safety and Student Discipline Committee

Parent Involvement/Community Outreach Committee

Professional Development/Effective Instruction Committee

The School Discipline Committee

1. Grade-Level Social Skills Leaders

   Monthly Meetings
   Social Skills Calendar and Monthly Schedule
   Consistent Implementation of Stop & Think Skills and Skill Scripts

2. Building-Level Discipline/School Climate Committee

   Committee Membership and Rotation
   Monthly Meetings
   Social Skill Monitoring and Booster Sessions
   Grade and Building-wide Implementation and Integrity
   Special Situation Analyses
   Formative and Summative Evaluation and Intervention
   Building-wide Reinforcement and Celebrations
A Blueprint for Committee Meetings During the School Year -1

APRIL: Choose New Committee Members, New Committee Chair/Secretary.

APRIL-JUNE: Hold at least three meetings with the Out-going and In-coming Committee membership to plan New School Year Transition; One focused on Summative Evaluation of Goals and Outcomes

AUGUST PRE-PLANNING: First Committee Meeting of New Year

SEPTEMBER-OCTOBER: Monthly meetings

A Blueprint for Committee Meetings During the School Year -2

NOVEMBER: Goal-focused Formative Evaluation and Planning Meeting for next four months activities

DECEMBER-JANUARY: Monthly meetings

FEBRUARY: Committee drafts School Improvement Plan (SIP) Committee Goals, Objectives, Needed Resources, and Need Funding for NEXT YEAR’s SIP for Submission to School Improvement Team

MARCH: Goal-focused Formative Evaluation and Planning Meeting for next three months
Project ACHIEVE’s Positive Behavioral Self-Management System (PBSS) Blueprint

Skill
Accountability
Consistency
Special Situation Analyses
Crisis Prevention, Intervention, and Response
Community and Family Outreach

Prevention → Strategic Intervention

Intensive Need/Crisis Management

PBSS Primary Prevention

Positive School and Classroom Climates
Effective Classroom Instruction
Effective Instructional Grouping
Effective Classroom Management
Student Instruction in “Zones of Success”
Social Skill Instruction and Use
Well-Designed and Implemented Accountability Systems
Consistency
Student Modifications & Accommodations
Early Intervention
## The Core” of the Positive Behavioral Self-Management System

### Skill
- **The Stop & Think Social Skills**
  - Interpersonal, Problem-Solving, and Conflict Resolution Skills
  - Classroom/Building Routines

### Accountability
- **The Behavioral Matrix**
  - Grade-Level Classroom Expectations
  - Building and Common Area Expectations
  - The Educative Time-Out Process

### Consistency
- Skills, Accountability, Staff, Students, Parents

### Special Situations
- Setting and Student
ACCOUNTABILITY: . . . in a Positive Behavioral Self-Management System (PBSS)

Need: A Grade- and Student-Level Accountability Matrix that—

* Identifies specific behavioral expectations of students in classroom and school settings
* Encourages positive responses, incentives, and rewards for students when they make good choices
* Identifies specific inappropriate student behaviors along a continuum from annoying to dangerous
* Connects meaningful negative or corrective responses, consequences, and needed interventions to this continuum

Developing the School-Wide Behavioral Matrix

Grade _____

**Expected, Prosocial Behaviors**

**Inappropriate, Challenging Behaviors**

- Level I: Annoying Behavior
- Level II: Disruptive/Interfering Behavior
- Level III: Persistent/Antisocial Behavior ***
- Level IV: Severe/Dangerous Behavior ***

**Positive Responses, Incentives, Rewards**

**Corrective Responses**

**Consequences plus Interventions**

**Administrative Response plus Wrap-around Intervention***

*** Functional Assessment/Strategic Intervention Here
Sample Expectations for the Common Areas of a School

**Hallway**
- Eyes forward
- Hands by your side
- Mouth quiet
- Walking to the right
- Watching your space

**Bathroom**
- Enter/Walk on the left
- One at a time at a stall or urinal/Flush once when done
- Mouth quiet
- Keep your space/
  - Respect others' privacy
- Wash your hands/One towel...in the trash

Sample Expectations for the Common Areas of a School

**Bus**
- Walk on the bus and to the first open seat...starting in the back
- Always sitting, Eyes forward, Hands in your space
- Inside voice, One-seat talking, Positive talk
- Exit only when bus in stopped

**Cafeteria**
- Enter/Walk on the right
- Eyes forward, Hands by your side, Mouth quiet, Space
- Always walking, Positive talking, Six-inch voices, Always Good Choices
- Food on your tray or in your mouth
- Raise hand for help
- Table clean, Throw away your own trash
### Sample Expectations for the Common Areas of a School

#### Playground
- Walk to stay, Run to play
- Stay in designated places; Use your equipment or game rules
- Watch your space
- Six-foot voices
- Play fair; Have fun; Solve disagreements calmly
- Be a good winner and good loser
- Find an adult when help is needed
- Listen and Follow adult requests promptly
- Line up promptly at the signal

#### Assemblies
- Walk in; Good line; Sit in your designated area
- Eyes forward, Hands by your side, Mouth quiet, Space
- Listen, Watch, and Learn
- Raise your hand (mouth closed) to ask questions, get help, or participate
- Positive comments; Clap for or Thank your program leader
- Good line, Walk out, Keep your space

### Ridpath Primary Behavior Matrix-
Grades 1 and 2

#### Positive School Behaviors-
- Demonstrating good listening
- Following directions quickly and the first time
- Focusing on/Completing work in a timely way
- Waiting to be called on to speak
- Using appropriate tone, volume, pitch of voice
- Talking with others positively and supportively
- Accepting consequences quickly and appropriately
- Apologizing appropriately
- Treating personal, school and other’s property with respect
- Asking adults for help to solve serious problems or stay safe
- Being kind to others
- Cooperating and Sharing with others
- Treating others with dignity and respect
- Taking responsibility for your actions and statements
- Telling the truth
- Dealing appropriately with peer pressure

#### School-wide Incentives for Positive Behaviors-
- Praise or compliments
- Positive phone calls or notes home
- Positive notes on papers
- Special recognition in school or classroom newsletters
- WOW awards
- Positive visit to the Principal
- Positive postcards home
- Opportunities to help Hugs, “high fives,” applause, pats on the Back
### Ridpath Primary Behavior Matrix - Grades 1 and 2

#### Inappropriate Behaviors - Level 1
- Passive off-task behavior
- Not listening/Not paying attention
- Talking out of turn/ Shouting out/ Making noises
- Rocking, tilting, falling out of seat
- Not following directions
- Talking to neighbors without permission/Distracting others
- Poor attitude/ rudeness/ inappropriate tone or volume of voice
- Teasing or Tattling

#### Corrective Responses - Level 1
(Organized along a Continuum)
- Teacher visual, non-verbal, or physical prompt
- Teacher proximity
- Teacher redirect
- Teacher warning
- Teacher “Stop & Think” prompt
- Move student to another seat in the class
- Student apologizes to teacher/ class
- Loss of recess time
- Student needs to write an action plan
- Teacher ends activity for the student - student watches others complete tasks
- Note sent home

#### Inappropriate Behaviors - Level II
- Continued or more intense Level I Behaviors
- Not following directions/ Passive or active defiance
- Continued talking/socializing with peers
- Staring at peer/ Bullying/Threatening other students
- Distracting Others/ Hands in other’s area/ Pushing or Poking others
- Not telling the truth
- Taking other’s property
- Continued talking out/Shouting out
- Cheating

#### Consequences - Level II
- Move the student to another seat in the classroom
- Loss of privileges
- Loss of recess time
- Student needs to model the appropriate behavior
- Teacher ends activity for the student - student watches others complete activity
- Letter home to parent
- Phone call home
- Student/Teacher Conference
- Time out-- Level I or II
## Ridpath Primary Behavior Matrix - Grades 1 and 2

<table>
<thead>
<tr>
<th>Inappropriate Behavior - Level III</th>
<th>Consequences - Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued or more intense Level II Behaviors</td>
<td>Send to office</td>
</tr>
<tr>
<td>Not following directions</td>
<td>Loss of recess</td>
</tr>
<tr>
<td>Significant defiance/Arguing with teacher</td>
<td>Student writes action plan with Principal or Counselor</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Community Service/Student pays for or replaces damaged items</td>
</tr>
<tr>
<td>Bullying/Verbally or Physically threatening</td>
<td>Student writes letter to parent</td>
</tr>
<tr>
<td>Stealing</td>
<td>Detention/Time out in Office</td>
</tr>
<tr>
<td>Lying</td>
<td>Phone contact with parent</td>
</tr>
<tr>
<td>Harassment</td>
<td>Parent/Student/Teacher/Principal/Counselor Conference</td>
</tr>
<tr>
<td>Throwing things/ Dangerous behavior</td>
<td>In-school suspension</td>
</tr>
<tr>
<td>Spitting</td>
<td>Out-of-school suspension</td>
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<tr>
<td>Destroying school property</td>
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## The Core” of the Positive Behavioral Self-Management System

- **Skill**
- **Accountability**
- **Consistency**
- **Special Situations**
The Goal of an Evidence-Based Social Skills Program

TO:

- Teach Children Interpersonal, Problem-Solving, and Conflict Resolution Skills
- That facilitate their Social-Emotional/Behavioral Development, and
- Help them develop Self-Management Skills

SOCIAL SKILLS: . . . in a Positive Behavioral Self-Management System (PBSS)

Critical Components of the Stop & Think Social Skills Program

** Universal cognitive scripts that teach and condition behavior.

** A Universal teaching process that results in student learning, mastery, and self-management.
The Universal Stop & Think Social Skills Language

1. ______, you need to Stop and Think.
2. Are you going to make a Good Choice or a Bad Choice?
   You need to make a Good Choice.
3. What are your (Good) choices or steps?
   [Use the Specific “SKILL SCRIPT” Here]
4. Alright, let me see you “Just Do It!”
5. Great Job! Tell yourself that you did a great job!

Following Directions:

1. Listen to the direction— (Get into the Listening position).
2. Ask a Question if needed or if you don’t understand.
3. Repeat . . . the Direction out loud or to yourself.
4. Get ready . . . to Follow the Direction . . . and . . .
The Teaching Process:

Academic vs. Social Skills

- Teach
- Demonstrate
- Practice
- Monitor
- Apply
- Teach
- Model
- Role Play
- Performance Feedback
- Transfer of Training

Skills Taught Using the Stop & Think Social Skill Process

- Classroom/Building Routines
- Social Skills
- Academic Support Skills
- Academic Skills
The Core” of the Positive Behavioral Self-Management System

Skill

Accountability

Consistency

Special Situations

Examples of the Types of Consistency/Inconsistency

Consistency/Inconsistency:

- Across Expectations and Skill Scripts
- Across Time, Settings, and Situations
- Across Staff, Students, and Circumstances
- Across Incentives and Consequences
Infusing Skills Instruction into Effective Classroom Management: Identification and Implementation of Behavioral Expectations and Skill Outcomes

- Expectations
- Behaviors
- Instruction (To Mastery)
- Prompt/Advanced Organizers
- Reinforce or Correct
- Maintain Consistency

The Core” of the Positive Behavioral Self-Management System

- Skill
- Accountability
- Consistency
- Special Situations
Protocol for a School-Based, Special Situations Analysis

Setting-Specific Special Situation: Examples: Cafeteria, Hallways, Recess, Buses

Analysis:
I. Student Characteristics, Issues, and Factors
II. Teacher/Staff Characteristics, Issues, and Factors
III. Incentives and Consequences
IV. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
V. Resources

Protocol for a School-Based, Special Situations Analysis

Peer-Specific Special Situation: Examples: Teasing, Taunting, Bullying, Harassment, Fighting

Analysis:
I. Student Characteristics: Do the Individual Students have the skills?
II. Peer Group Characteristics: What does the peer group contribute to the situation?
   Is the peer group willing to become part of the solution?
   Does the peer group have the skills?
III. Teacher/Staff Characteristics, Issues, and Factors
IV. Incentives and Consequences
V. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
VI. Resources/Resource Allocation and Deployment
The SPRINT Process:
Data-Based, Functional Assessment
Linked to Strategic Intervention

SPRINT:  School, Prevention, Review, and Intervention Team

The Strategic Problem Solving Process
The Difference between Students’ Mastery of Functional Behavioral Skills as Contrasted with the Expected Mastery—based on Developmental and Normative “Standards” at their Chronological Age.

Many behavioral gaps result in the need to:

- Increase or establish new behaviors
- Decrease or eliminate inappropriate behaviors
- Learn attention & engagement skills
- Learn social, self-management & self-control skills
- Address externalizing behavior (anger, acting out, aggression)
- Address internalizing behavior (anxiety, withdrawal, depression)
- Increase motivation
- Learn/Increase Peer engagement & management skills

Defining the Behavioral Gap

They are:

- **ORGANIZED** along a Flexible Continuum that is Anchored by Effective (General Education) Classroom Instruction
- **LINKED** to the Functional Assessment of “The Gap” and are Evidence-based
- **ATTENTIVE** to: Social Validity, Acceptability, Treatment Integrity, Shared Benefits, Generalization
- Strategically **ORGANIZED and IMPLEMENTED** through a Written Academic/Behavioral Intervention Plan
- Continuously (Formatively) and Responsively (Summatively) **EVALUATED**
PBSS Secondary Prevention/Strategic Intervention Programs

Peer/Adult Mentoring Programs
Peer/Adult Mediation Programs

Strategic Behavioral Interventions
(Behavioral Matrix Intensity II and III)
[Response Cost, Positive Practice/Restitutional
Overcorrection, Group Contingencies,
Cognitive-Behavioral Strategies, etc.]

Small Group Social Skills/Socialization Training
Anger-/Emotion/-Self- Control Training
Attention-Control Training

Special Situation Groups: Ex. Divorce, Loss,
PTSD, Self-Concept

PBSS Tertiary Prevention: Intensive
Needs/Crisis Management Programs

Individual Counseling/Behavior Therapy
(Behavioral Matrix Intensity III and IV)
[Relaxation Therapy, Desensitization,
Cognitive-Behavioral Strategies, etc.]

School-Based Mental Health Services

Intensive Wrap-Around/
Continuum of Care Programming
## The PBSS Prototypical Training Schedule

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>Stop &amp; Think Social Skills: Building-Wide</td>
<td>Data-based/Functional Assessment and Problem-Solving:</td>
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<tr>
<td>Building-Wide Time-Out: Building-Wide</td>
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<tr>
<td>Data-based/Functional Assessment and Problem-Solving: SPRINT Team</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td><strong>Year 2</strong></td>
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</tr>
<tr>
<td>Building-Wide:</td>
<td>Behavioral (Tier 2) Interventions</td>
</tr>
<tr>
<td>Literacy (Tier 2) Interventions</td>
<td>Behavioral/Ecological Assessment</td>
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<tr>
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<tr>
<td>SPRINT Team:</td>
<td></td>
</tr>
<tr>
<td>Behavioral (Tier 2/3) Interventions</td>
<td>Literacy (Tier 3) Interventions</td>
</tr>
</tbody>
</table>
The PBSS Prototypical Training Schedule

**FALL**  
Year 3  
Booster Sessions  
Strategic Interventions  
(At-Risk/Get Go Students)  
---- Leadership/Consultation Training ----  
----- Crisis Response Training -----  

**SPRING**  
Booster Sessions  
Strategic Interventions  
(At-Risk/Get Go Students)  

--- Green Acres Elementary School ---
Cobb County, Georgia

- High Priority School
- ~ 850 Enrollment
- 17% Caucasian
- 46% African American
- 30% Latino
- 49% Mobility Rate
- 79% F/R Lunch
- Implementation began in 1999-2000
IN COBB COUNTRY, GEORGIA:

Bryant-Primary School observed a 45% decline in out of school suspensions one year after implementing Stop & Think.

The following year, OSS rates decreased an additional 52%.

One year prior to implementing Stop & Think, Brown Elementary reported 125 discipline referrals to the office.

2 years later, Brown reported only 33 office referrals.
1 year prior to implementing Stop & Think, Green Acres reported 168 bus discipline referrals.

2 years after implementing Stop & Think, they reported only 38 bus discipline referrals.

2 years prior to implementing Stop & Think, 103 students at Green Acres were suspended outside of school.

2 years after implementing Stop & Think, 6 students were suspended outside of school.

Jesse Keen Elementary School
Lakeland, Florida

- Special education referrals decreased 61%
- Special education placements decreased 57%
- Overall discipline referrals to the office decreased 16%
- School-based discipline referrals to the office decreased 10%
- School bus discipline referrals to the office decreased 26%
Jesse Keen Elementary School
Lakeland, Florida

- Out-of-school suspensions decreased 29%
- Grade retentions decreased 47%
- The percent of students scoring at or above the 50th percentile on the CTBS achievement test increased 14% in Reading, 11% in Math, and 14% in Language.

SOCIAL SKILLS TRAINING
Outcomes of Training and Classroom-Based Implementation

At Cleveland Elementary School (Tampa, FL), a Chapter 1 school with 97% of its students receiving a federally-supported lunch and a Project ACHIEVE school, averaging the first five years of Project data:

- Proportion of Special Education referrals: 4.4 students per 100
- Proportion of Special Education placements: 2.6 students per 100
- Proportion of Overall discipline referrals to the office: 34.2 students per 100
- Proportion of Unduplicated discipline referrals to the office: 16.5 students per 100
- Proportion of In-School Suspensions: 16.4 students per 100
- Proportion of In-School Suspensions- Unduplicated: 10.4 students per 100
- Proportion of Out-of-School Suspensions: 4.2 students per 100
- Proportion of Out-of-School Suspensions- Unduplicated: 3.0 students per 100
- Proportion of Grade Retentions: 4.4 students per 100
SOCIAL SKILLS TRAINING
Outcomes of Training and Classroom-Based Implementation

Cleveland Elementary School (Tampa, FL) data (Continued):

- Average Reading SAT: 39th%tile for the Full Project Cohort students (from 1995-96 on) compared to 27th%tile of the Partial Project Cohort students taught and tested prior to that year.

- Average Math SAT: 49th%tile for the Full Project Cohort students (from 1995-96 on) compared to 34th%tile of the Partial Project Cohort students taught and tested prior to that year.

- Average Language CTBS: 36th%tile for the Full Project Cohort students (from 1995-96 on) compared to 32nd%tile of the Partial Project Cohort students taught and tested prior to that year.

- Florida Writes Test (4th graders): 87% of the students passed in the 1997-98 school year.

Montgomery County, MD
Special Education Referrals

1999-2002
Out of School Suspensions

1999-2002

Germantown ES
Poolesville ES
Resnik ES

Do not follow where the path may lead. . .

Go instead where there is no path and leave a trail.
Positive Behavior Supports in MCPS

February 26, 2007

Matthew J. Kamins
Montgomery County Public Schools (MD)
Supervisor of Psychological Services

MCPS
Board of Education Academic Priorities

• Organize and optimize resources for improved academic results

• Align rigorous curriculum delivery of instruction with assessment for continuous improvement of student achievement

• Develop, expand, and deliver a literacy-based pre-kindergarten through Grade 2 initiative

• Use student, staff, school, and system performance data to monitor and improve student achievement

• Foster and sustain systems that support and improve employee effectiveness, in partnership with MCPS employee organizations

• Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement
MCPS Strategic Plan
Ensure Success for Every Student

School System Goals - Identifies specific expectations for student achievement and describes methods to foster that achievement and remove barriers to learning

• Goal - Provide an Effective Instructional Program - Sets high standards for curriculum, instruction, and assessment

• Goal - Strengthen Productive Partnerships for Education - Supports the participation and collaboration of all segments of the community to promote student success

• Goal - Create a Positive Work Environment in a Self-Renewing Organization - Provides for the development of a strong, effective staff through improved employee recruitment, evaluation, training, and support

• Goal - Provide High-quality Business Services that Are Essential to the Educational Success of Students - Establishes high expectations for all business functions essential to the smooth operation of the school system

MCPS Strategic Plan Strategies

• Close monitoring of student data to know what is working for individual students or groups of students

• Adapting instruction and services to provide for acceleration or remediation as necessary

• Continuous evaluation of programs to monitor their effectiveness

• Maintaining a strong staff through a Professional Growth System that provides for regular performance evaluations, supports for staff, and opportunities for ongoing professional development

• Ample opportunities for parent and community feedback
MCPS “Framework for Improving Teaching and Learning”

Four Essential Questions:

– What do students need to know and be able to do?
– How will we know that they have learned it?
– What will we do when they haven’t learned it?
– What will we do when they already know it?

MCPS Framework for Improving Teaching and Learning

Six Key Elements:

• Professional Learning Communities
• Expectations
• Planning
• Curriculum
• Instruction
• Evidence of Student Learning
Continuous School Improvement
Baldridge in Education Initiative

- Establish a vision, supported by all stakeholders
- Adopt an organizational-wide approach to school improvement
- Provide time for collaboration
- Plan and develop strategic plan based on needs & goals
- Develop processes to achieve goals
- Assess, monitor and analyze plan/results
- Improved processes based on evaluations (PDSA)

Prevention/Intervention
(from the Public Health School Service Model)

- Intensive Intervention: Evidence-based interventions that are comprehensive, coordinated, interagency supported, culturally competent, family focused, of high quality, and sustain help
- Early Intervention: Provide proven structured and targeted remedial academic & mental/emotional support to students placed at-risk
- Primary Prevention(School-wide): Promote academic & mental/emotional wellness for all students through: family involvement, positive school climate, social skills, teacher training, individualized instruction, team consultation, collaborative problem solving

Evaluate Effects

Positive Behavior Supports
- One Size Doesn’t Fit All -

• PBS
  – PBIS
  – PBSS - Behavior Matrices
  – Special Situation Analysis
  – CBMI
• KIDS FIRST ALLIANCE - KFA
• Stop & Think
• Second Step
• Bullying Abatement
• Gang Task Force
• Collaborative Action Process (CAP)

CAP
Collaborative Action Process

CAP is a problem-solving approach that addresses learning and behavior challenges for individuals or groups of students and helps identify school-wide barriers to success.
CAP is a guide that helps:

- Identify and objectively define problems
- Analyze factors contributing to the problem
- Intervene in a fair and consistent way, and
- Obligates us to monitor, measure and evaluate intervention effectiveness

Many factors affect learning...

- Curriculum
- Instruction
- Classroom Environment
- Family and Community
- Student
CAP Principles & Core Beliefs

- All students can learn and when they are not learning we must find out why.

- Learning is a unique interaction between the student and the instructional environment.

- Assessment must include the student and the instructional environment.

- CAP is needs-based rather than eligibility driven.

- Teacher participation is essential.

- Problem solving and intervention planning occur across a continuum.

CAP “The Process”

Using a step-by-step Collaborative Problem Solving Process
The CAP Problem Solving Steps Include:

- Problem Identification
- Problem Analysis
- Intervention Planning and Implementation
- Monitoring and Evaluation

CAP is NOT a Brainstorming Model:

- Problem Identification
- Intervention Planning and Implementation
**Problem Identification**

**School**
- What is the school’s test/academic/report card data showing you?
- Is there a pattern of retention with your students?
- What are the trends in your behavioral referrals/suspections?

**Team/Individual**
- What does/do the student(s) know?
- What do we expect the student(s) to know and be able to do?
- When, where, and how are problems occurring?
- What is/are the student’s history of learning and behaving?

**Problem Analysis**

- Why is the problem occurring?
- What factors are contributing to the problem?
- Are there places and times when the child is doing well?
- What is maintaining the problem?
Where to Intervene: The Fish or the Water?

Adapted from: Beth Doll, University of Colorado

Intervention Planning

• What will address the reasons we found for the problem?
• What changes need to be made and where?
• What support is needed to help the child?
• What will tell us it’s working?
Monitoring and Evaluation

- Are we doing what we said we would do?
- Are we moving in the right direction?
- What are our next steps?
- Is there more we need to do?