



***Developing and Implementing  
Positive Behavioral  
Self-Management Systems:***

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

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**Structuring Schools for Success:**

**Establishing Building-Wide Positive Behavioral Support Systems  
and Prevention/Intervention Teams to Meet the Needs of All Students**  
*The DVD Series Guidebook*

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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

## Grant Funding: OSEP and Beyond...

- **1990-1993** Pre-service training in school psychology: The curricular and behavioral consultation initiative. U.S. Department of Education, Office of Special Education Programs, \$233,280.
- **1992-1996** A full-service school training initiative: Preparing school psychologists to integrate home, school, and community services for special education students. U.S. Department of Education, Office of Special Education Programs, \$427,340.
- **1992-1996** The Florida Institute for School Reform and integrated service delivery. Florida Department of Education, \$665,000.
- **1994-1999** Meeting the needs of minorities with disabilities and the children of poverty: Preparing school psychologists for home-school collaborative efforts that enhance children's academic and social competence. U. S. Department of Education, Office of Special Education Programs, \$598,395.
- **1994-1996** Project ACHIEVE: An empirical evaluation of an educational reform and instructional program for at-risk and disadvantaged elementary school children. U.S. Department of Education: Office of Educational Research, \$89,851.

## Grant Funding: OSEP and Beyond...

- **1995-1997** Decreasing Youth Violence: Creating "Stop & Think" Neighborhoods and Communities via Home-School-and-Community Partnerships and a Multimedia Social Skills Prevention and Intervention Program. Metropolitan Life Foundation Positive Choices: Youth Anti-Violence Initiatives. \$100,000.
- **1997-1999** Preparing School Psychologists for Curriculum-Based Assessment and Curriculum-Based Measurement: Facilitating Problem-Solving Services for At-Risk Students U. S. Department of Education, Office of Special Education Programs, \$447,063
- **1998-2001** 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
- **1999-2002** 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

## 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

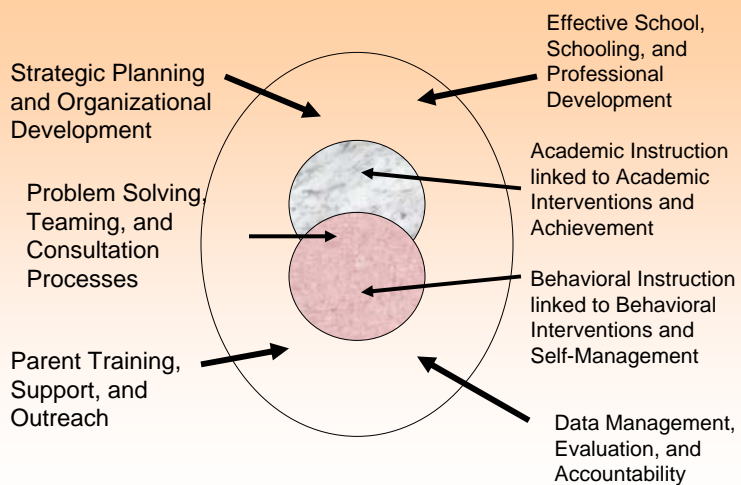
1. Significant reductions in discipline problems to the school office.
2. Significant reductions in suspensions and expulsions.
3. Increased academic engaged time for students.
4. Increased consistency in discipline approaches by staff across the classrooms and building.
5. Significant increase in teachers 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

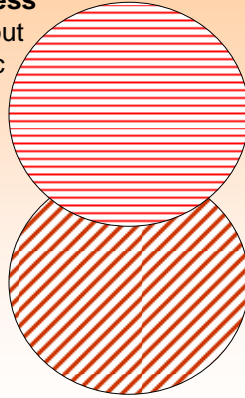
## “Building Strong Schools to Strengthen Student Outcomes”



# 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?

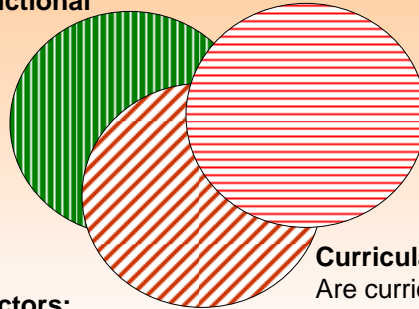
## Functional Assessment and Data-Based Problem Solving

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?



## Student Factors:

Are students prepared and "programmed" for success?

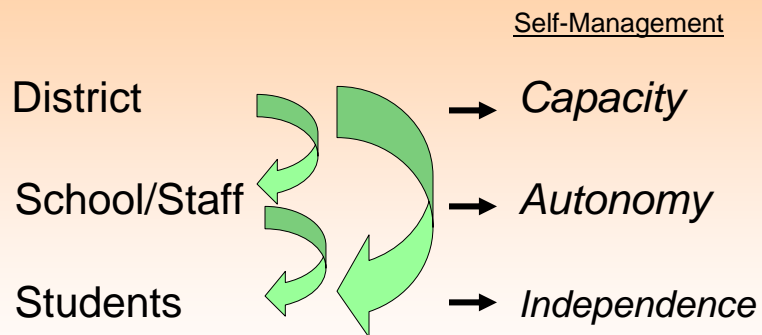
## Curricular Factors:

Are curricula well-matched to students and teachers?

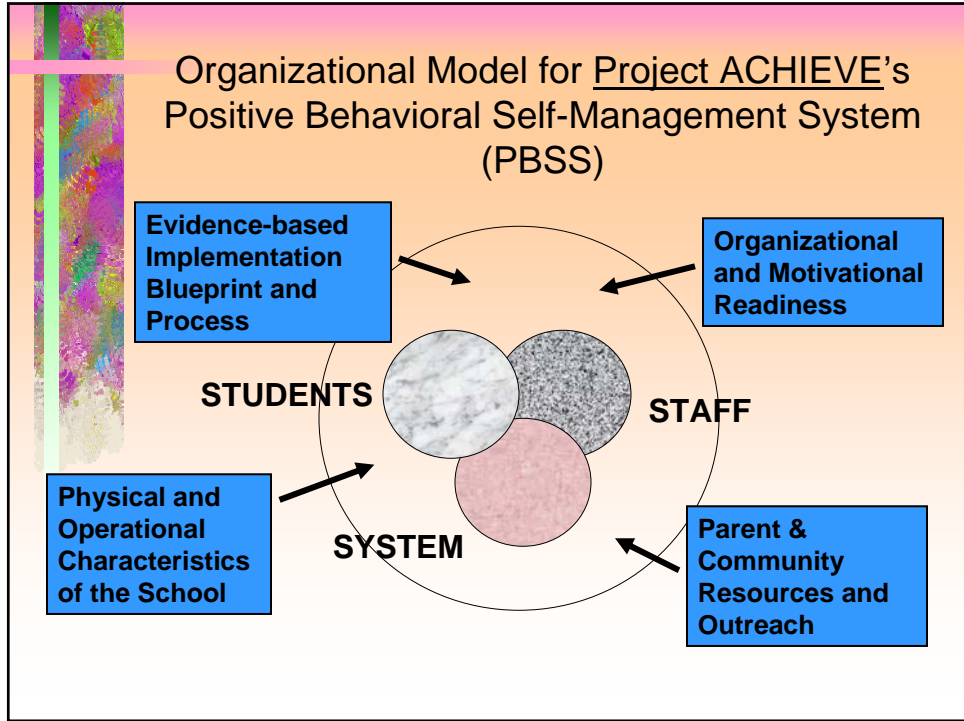
## **BUT. . . When Students Don't Succeed:**

- ✓ 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)**

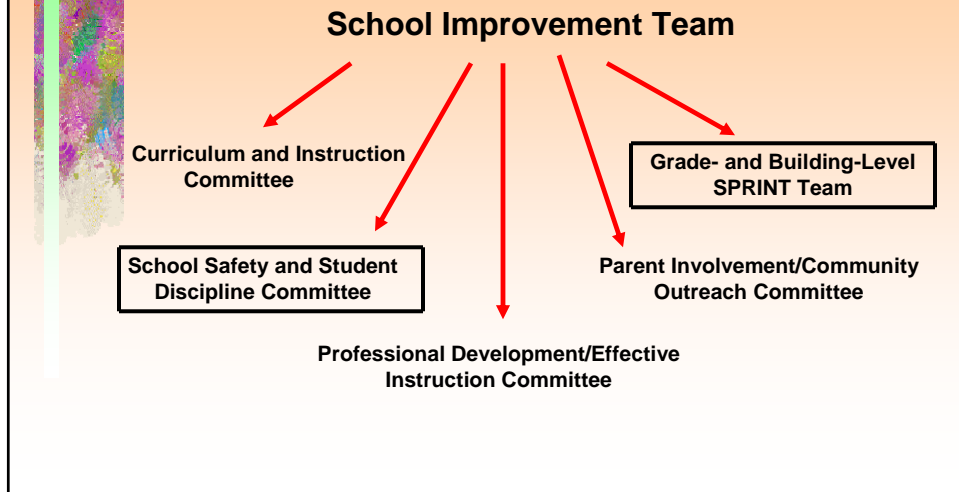






- ### Prerequisites Before Implementing a School-wide Positive Behavioral Self-Management System
- \* Organizational and Motivational Readiness
  - \* Resource and Asset Mapping/SWOT Analyses
  - \* Aligning Committee Structure to Effective School Components
  - \* Committee-Focused Data Analysis and Planning
  - \* Committees Drafting Respective Sections of the School Improvement Plan
  - \* Initial Special Situation Analyses and Interventions
  - \* Year-End Articulation Strategies

# Building-Level Committee Infrastructure



## 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



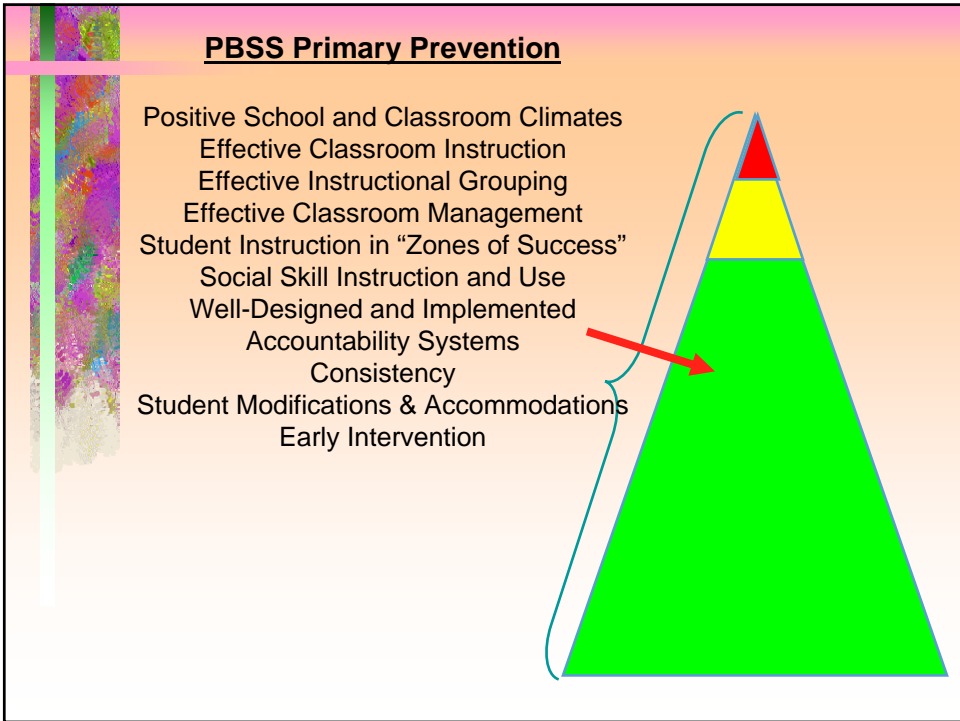
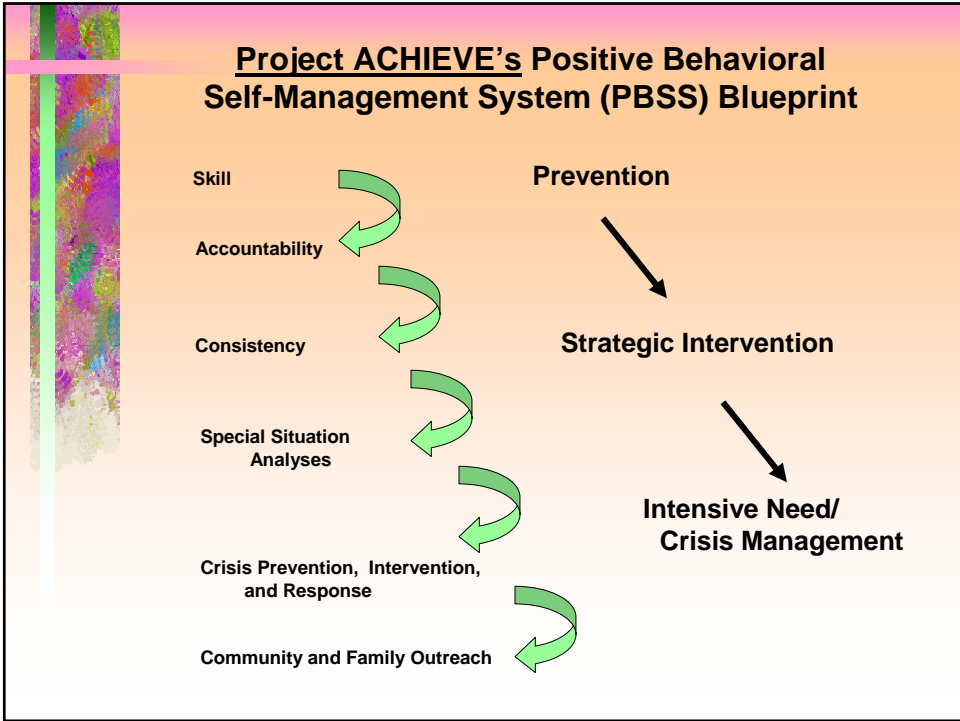
## A Blueprint for Committee Meetings During the School Year -2

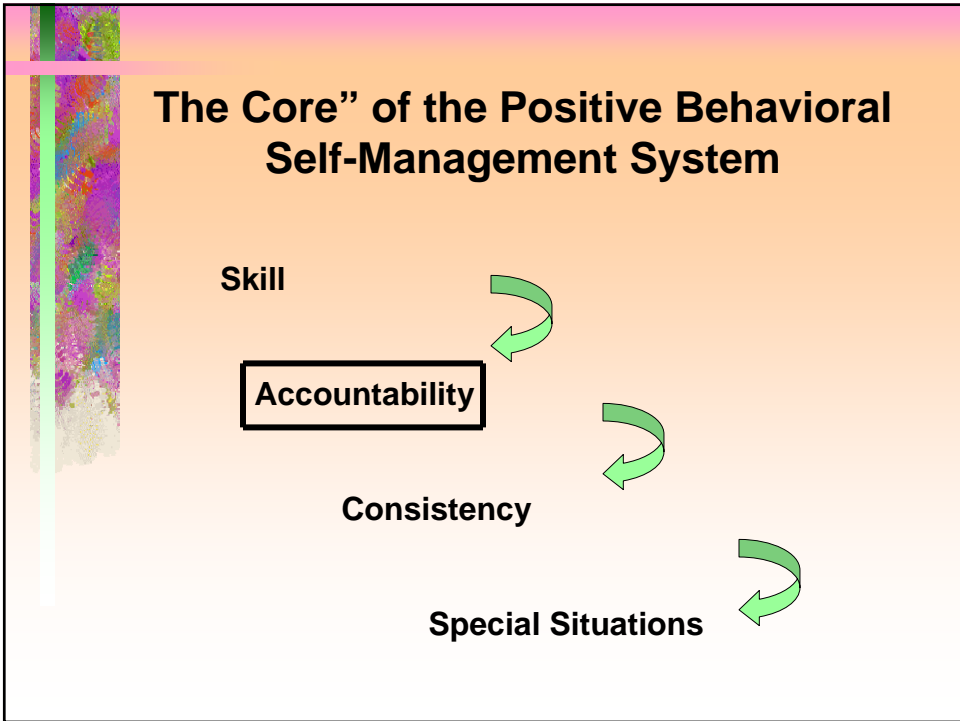
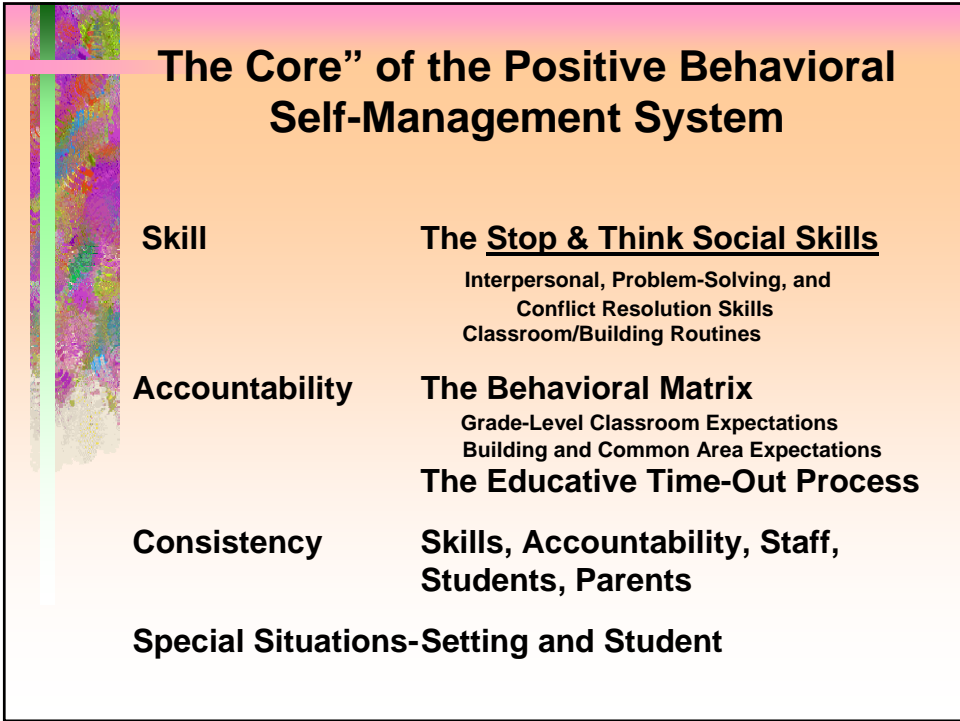
NOVEMBER: Goal-focused Formative Evaluation and Planning Meeting for next four months activities

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





## 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



Positive Responses,  
Incentives, Rewards

Inappropriate, Challenging Behaviors



Corrective Responses

Level I: Annoying Behavior

Level II: Disruptive/Interfering Behavior

Level III: Persistent/Antisocial Behavior \*\*\*

Level IV: Severe/Dangerous Behavior \*\*\*

Corrective Responses plus  
Consequences

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

## Ridpath Primary Behavior Matrix- Grades 1 and 2

### 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

### Inappropriate Behavior- Level III

#### Continued or more intense Level II Behaviors

Not following directions  
 Significant defiance/Arguing with teacher  
 Inappropriate language  
 Bullying/Verbally or Physically  
 threatening  
 Stealing  
 Lying  
 Harassment  
 Throwing things/ Dangerous behavior  
 Spitting  
 Destroying school property

### Consequences- Level III

Send to office  
 Loss of recess  
 Student writes action plan with Principal  
 or Counselor  
 Community Service/Student pays for or  
 replaces damaged items  
 Student writes letter to parent  
 Detention/ Time out in Office  
 Phone contact with parent  
 Parent/Student/Teacher/Principal/  
 Counselor Conference  
 In-school suspension  
 Out-of-school suspension

## 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       | → | • Teach                |
| • Demonstrate | → | • Model                |
| • Practice    | → | • Role Play            |
| • Monitor     | → | • Performance Feedback |
| • Apply       | → | • 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:

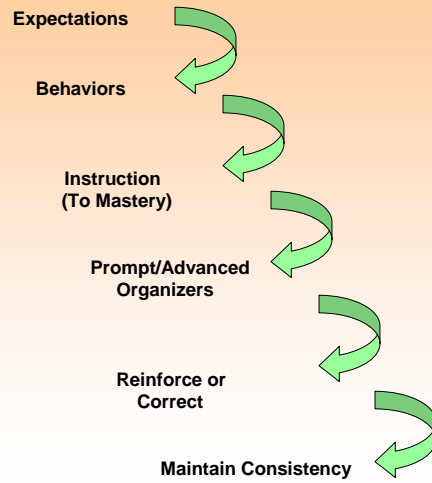
Across Expectations and Skill Scripts

Across Time, Settings, and Situations

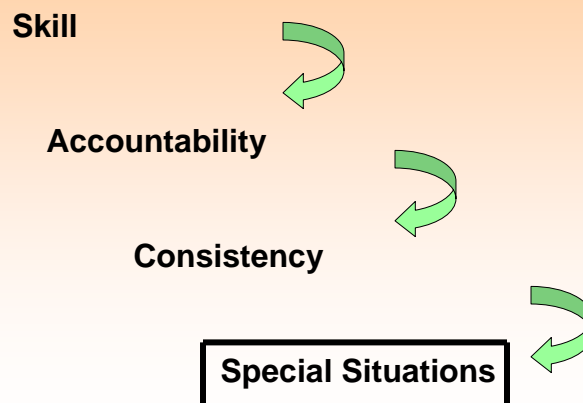
Across Staff, Students, and Circumstances

Across Incentives and Consequences

## Infusing Skills Instruction into Effective Classroom Management: Identification and Implementation of Behavioral Expectations and Skill Outcomes



## The Core” of the Positive Behavioral Self-Management System



## 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

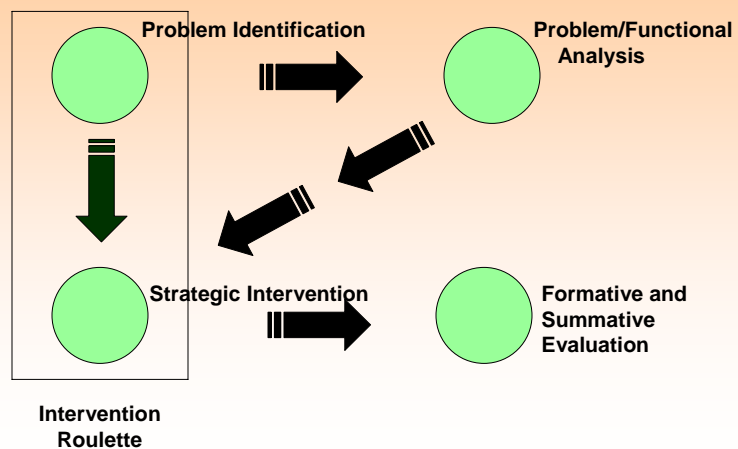


## The SPRINT Process:

Data-Based, Functional Assessment  
Linked to Strategic Intervention

**SPRINT:**     School  
                  Prevention,  
                  Review, and  
                  INtervention  
                  Team

## The Strategic Problem Solving Process



## Defining the Behavioral Gap

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.

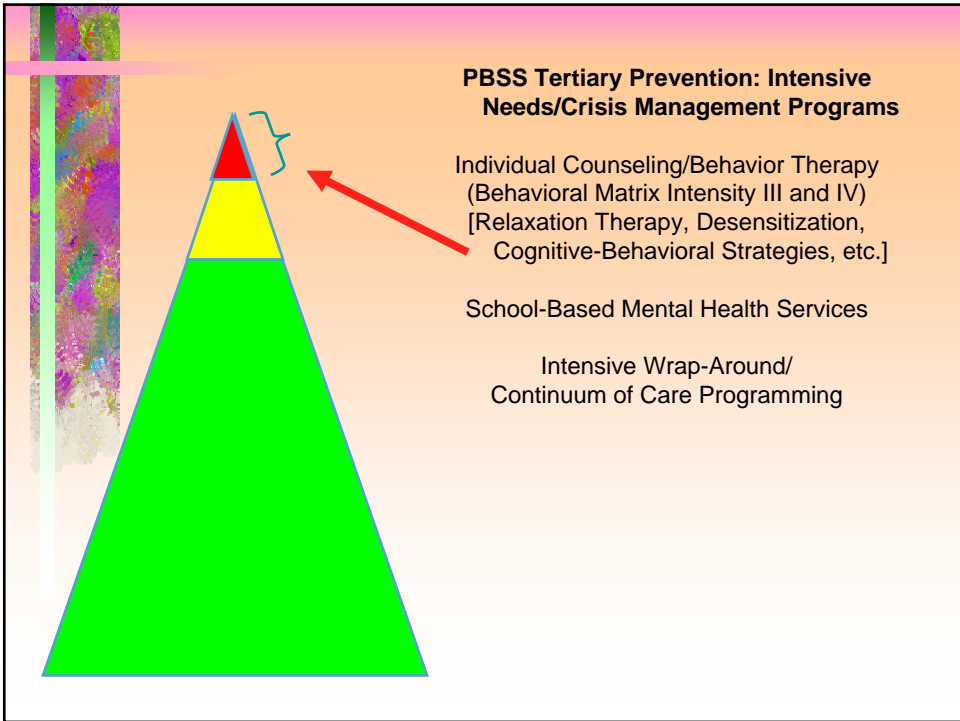
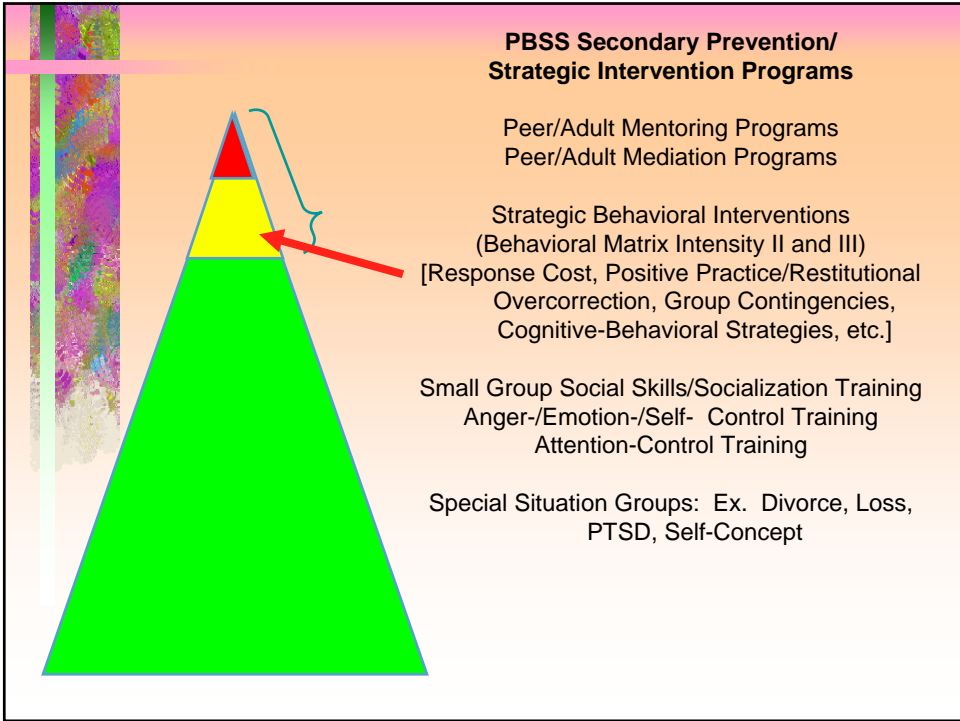
Many behavioral gaps result in the need to:

- 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

## Characteristics of Effective Interventions within the SPRINT Process

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



**The PBSS Prototypical Training Schedule**

	<u>FALL</u>	<u>SPRING</u>
<b>Year 1</b>	<p>Stop &amp; Think Social Skills: Building-Wide</p> <p>Building-Wide Time-Out: Building-Wide</p> <p>Data-based/Functional Assessment and Problem-Solving: SPRINT Team</p>	<p>Data-based/Functional Assessment and Problem-Solving:</p>

**The PBSS Prototypical Training Schedule**

	<u>FALL</u>	<u>SPRING</u>
<b>Year 2</b>	<p><u>Building-Wide:</u></p> <p>Literacy (Tier 2) Interventions Behavioral/Ecological Assessment</p> <p><u>SPRINT Team:</u></p> <p>Behavioral (Tier 2/3) Interventions</p>	<p>Behavioral (Tier 2) Interventions</p> <p>Literacy (Tier 3) Interventions</p>

## The PBSS Prototypical Training Schedule

### FALL

### SPRING

#### Year 3

Booster Sessions

Booster Sessions

Strategic Interventions  
(At-Risk/Get Go Students)

Strategic Interventions  
(At-Risk/Get Go Students)

---- Leadership/Consultation Training ----

----- Crisis Response Training -----

## Green Acres Elementary School Cobb County, Georgia

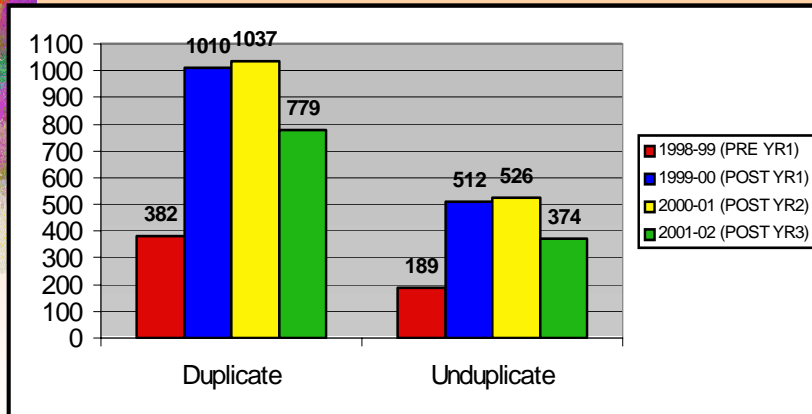
Green Acres Elementary



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

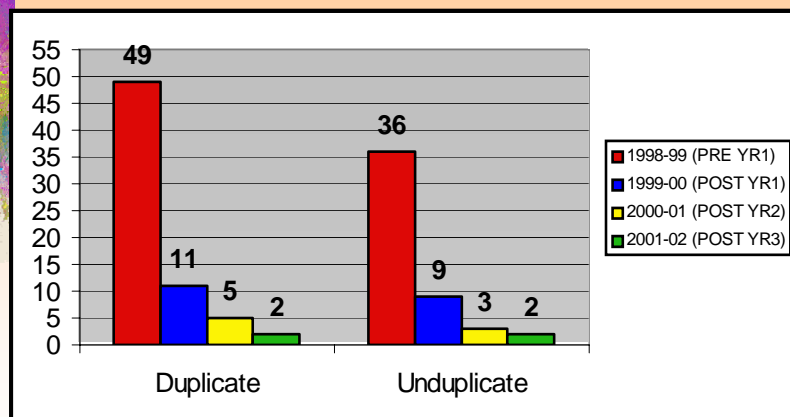
## Green Acres

### Discipline Referrals to Office/OR

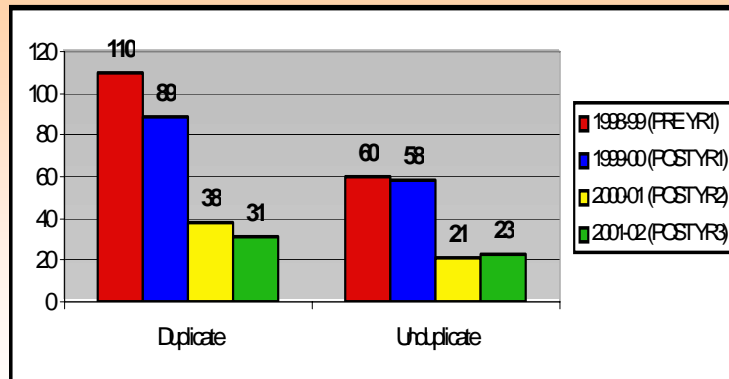


## Green Acres

### Out of School Suspensions



## Green Acres Bus Discipline Referrals



### 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 50<sup>th</sup> 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  |

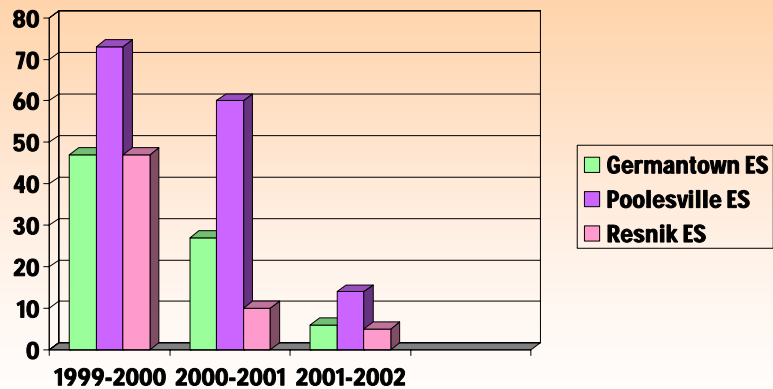
## SOCIAL SKILLS TRAINING Outcomes of Training and Classroom-Based Implementation

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

- Average Reading SAT: 39<sup>th</sup>tile for the Full Project Cohort students (from 1995-96 on) compared to 27<sup>th</sup>tile of the Partial Project Cohort students taught and tested prior to that year.
  
- Average Math SAT: 49<sup>th</sup>tile for the Full Project Cohort students (from 1995-96 on) compared to 34<sup>th</sup>tile of the Partial Project Cohort students taught and tested prior to that year.
  
- Average Language CTBS: 36<sup>th</sup>tile for the Full Project Cohort students (from 1995-96 on) compared to 32<sup>nd</sup>tile of the Partial Project Cohort students taught and tested prior to that year.
  
- Florida Writes Test (4<sup>th</sup> graders): 87% of the students passed in the 1997-98 school year.

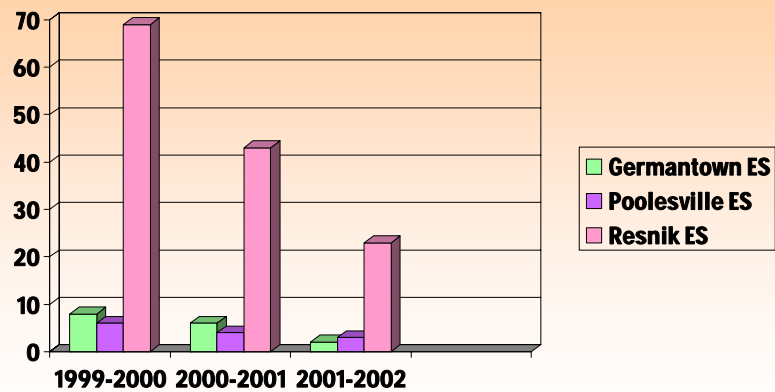
## Montgomery County, MD Special Education Referrals

1999-2002



## Out of School Suspensions

1999-2002



Do not follow where the path may lead. . .

Go instead where there is no path  
and leave a trail.



# Positive Behavior Supports in MCPS

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## 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

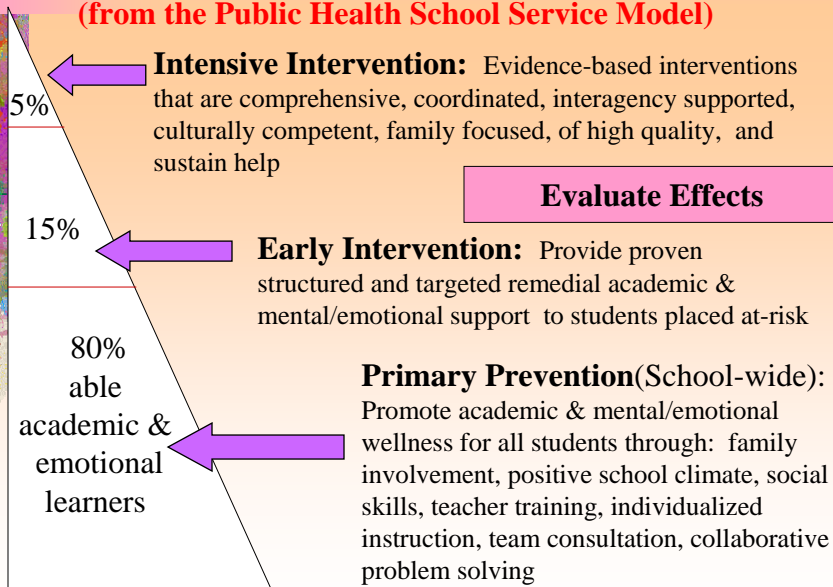
Six Key Elements:

- Professional Learning Communities
- Expectations
- Planning
- Curriculum
- Instruction
- Evidence of Student Learning

## Continuous School Improvement Baldrige 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)



Adapted from: Dwyer, K. & Osher, D. (2000) *Safeguarding Our Children: An Action Guide*. Washington DC: U.S. Departments of Education and Justice, American Institutes for Research. (page 3)



## 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/suspensions?

### 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?