

Positive Behavior Interventions and Supports in South Dakota



Part A- 2009-2010 PBIS Data Report

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PBIS Data Report 2009-2010

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The purpose of this report is to compile and analyze data as a tool to judge the effectiveness of Positive Behavior Interventions and Supports in South Dakota in 2009-2010.

The report is not an evaluation of state-level PBIS staff, individual schools, superintendents, principals, classroom teachers, or other staff in districts implementing PBIS.

It is important to note that it is difficult to draw definitive conclusions based on data from one year.

The data, findings, and conclusions included in this report should be considered part of a broader data collection and analysis process.

Additional data, conversations, observations and understanding of PBIS processes are important to guide planning and operations for PBIS in South Dakota in 2010 and beyond.

The data included in this report was collected by:

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Special thanks to the educators in the 13 districts/43 schools for participating in the on-line PBIS Survey. The perception data gathered was useful to the analysis of PBIS practices in South Dakota.

Thank you to Ashley Kirkegaard, SDSM&T math major, for her assistance in developing data charts and graphs and to Becky Fish, TIE support staff.

Note: School districts and state-level PBIS staff provided information for this report. If reporting errors or omissions are noted, please send corrections to Colby Christensen at cchristensen@tie.net.

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- Teachers' Survey Responses
- Teachers' Survey List
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- PBIS Survey Status (Note sent to Superintendents on May 3, 2010 to encourage participation.)

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- PBIS Coach List
- PBIS Team Member List
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Part C: Artifacts and Evidence (Separate Binder)

Tab 1: Data Collection Process and Planning

- November 3, 2009
- January 21/25, 2010 Agenda and Meeting Notes
- PBIS Data Collection Process/Evidence Matrix
- February 3, 2010
- February 11, 2010
- April 6, 2010 Survey Review Meeting

Tab 2: SD Administrative Rule 24:05:27:01:02

Tab 3: Florida Forms used by SD PBIS

- School-wide Benchmarks of Quality Scoring Form/Scoring Guide
- PBIS Team Meeting Notes
- PBIS Implementation Checklist for Schools

Tab 4: Documents Studied as Part of Data Collection Planning

- Annual Report 2008-2009 - Florida PBS
- Applying PBS and Functional Behavior Assessments in Schools, Sugai, Horner, et.al.
- School-wide PBS Evaluation Template, Horner, Sugai, et.al.
- Evaluation Blueprint for Positive Behavior Support, Algozzine, Horner, et.a.

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- NDTAC Issue Brief, Brock and Quinn
- Prevention Research and IDEA Discipline Provisions
- RtI and PBS: Brothers/Sisters, Sandomiersk, Kincaid, Algozzine
- Is School-wide Positive Behavior Support an Evidence-Based Practice?
- Key Policy Letter to Chief State School Officers

Tab 5: SD PBIS Published Information

- SPED Advisory Panel Meeting Minutes – June 2006
- Fall SPED Newsletter – September 2006
- SPED Programs Newsletter – September 2007

Tab 6: Professional Development Provider Vitas

- Don Kincaid
- Stephanie Martinez

Tab 7: Other Evidence and Artifacts

- University Letter template – SD DOE
- Data Retreat Preparation Packet – SD DOE

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Tab 2: Alternatives to Suspension/Functional Behavior Assessment

Tab 3: Cohorts of Schools

Tab 4: Functional Behavior Assessment/Behavior Intervention Plan form

Tab 5: Trainer Certificates (No longer posted)

Tab 6: SD PBIS State Plan June 2006

Tab 7: Materials from September 8-11, 2008 Heather Robbins Behavior Training

- a) Classroom Behavior
- b) Example
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- a) Behavior Observation Cards
- b) FBA BIP for Special Education ppt
- c) Self-Assessment Form.pdf
- d) Admin role in PBS.pdf
- e) PBIS/AT-risk supports.pdf
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- g) Classroom management checklist-R.pdf
- h) High School Lesson Plans.pdf
- i) PBS Bus ideas.pdf

Tab 10: Training Materials (Source: Rebecca Cain)

1. Tier 1 PBIS Training Manual

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Sections of the South Dakota State PBIS Plan – 2006 Edition

Finding and conclusions for each section of the SD State PBIS Plan are contained within the body of the data report. Those sections are:

Evaluation as outlined in the SD State PBIS Plan

- Data collected by the State, District and School Teams will drive the decision-making process and assist in the continued development of PBIS.
- Whenever possible the SD DOE will use data currently collected to inform stakeholders of the progress of those schools and districts that have implemented PBIS.
- The SD DOE Federal Programs and Special Education Units will work with the Data Unit to develop a PBIS data collection plan for participating districts/schools and will utilize data already collected for either school or state use to eliminate undue burden on the participating schools.
- The SD DOE will collect and analyze relevant PBIS data annually.
- The state, district and school teams will use the data to demonstrate effectiveness and/or make revisions and adjustments to the appropriate plans.
- The PBIS State Leadership Team will collect and analyze data from participating schools and publish the summary of findings, at least annually, to demonstrate the effectiveness of this initiative.
- Data analysis will drive adjustments or revisions to plans as needed.
- The evaluation plan will focus on five critical questions.

Five Critical Evaluation Questions

1. (a) To what degree are schools implementing School-wide PBIS and (b) to what degree are PBIS components in place?
2. What changes in behavior are evident where PBIS is implemented?
3. What changes in academic performance are evident where PBIS is implemented?
4. Have schools created/maintained positive learning environments since implementing PBIS? (Safe school evaluation forms may be used.)
5. Do students, families, teachers, administrators, other school staffs perceive PBIS as feasible and helpful?

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PBIS Goals

The *more immediate goals* of the SD PBIS Implementation Plan are as follows:

1. Create local systems that support and sustain implementation of PBIS in school and community settings.
2. Create awareness and shared language for addressing the social/behavioral needs of children and youth.
3. Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.
4. Develop a statewide system of professional development (including trainers and coaches) to support the implementation of PBIS.
5. Incorporate PBIS within coursework offered through institutions of higher education.
6. Attain political recognition and support.

Expected outcomes for PBIS schools/districts - Immediate and long-term:

Immediate Outcomes – those things that are expected to result soon after PBIS is implemented and continue to be evident as PBIS is sustained over time.

Immediate Outcomes: An increase in:

1. Appropriate behavior
2. Student achievement
3. Parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment
4. Feelings of safety and positive environments in schools
5. Involved community partners
6. Use of data in making programmatic decisions

Long-term outcomes – those effects that are expected over time as PBIS is implemented in many schools and communities. These effects are more difficult to show a direct causal relationship and yet PBIS is expected to play a contributing role.

Long-term outcomes:

1. An increase in the graduation rates across South Dakota.
2. A decrease in the number of students placed in out of district placements due to behavior issues.
3. An increase in the positive behaviors exhibited by students in the community.
4. An increase in the number of functional systems of support in communities.

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Plan of Action

SD Department of Education Commitment

SD DOE Commitments

1. Funding for training to include:
 - Trainer fees and travel
 - Training facility or rental
 - Costs associated with building the state's capacity for assuming and maintaining on-going professional development.
2. Assigning the role of PBIS coordinator as a major responsibility of up to one FTE.
3. Paying annual fees and training costs for schools that choose to use SWIS, for a minimum of three years.
4. Providing grants of \$2,000 to \$5,000 to local districts to help off-set some of the implementation costs. Grant amounts will be determined based on the number of participating schools within a district and travel distance required to attend training events.
5. Collecting data to evaluate and demonstrate the benefit of PBIS. Data will be used for reporting to a variety of constituents including OSEP through the State Performance Plan, local schools, the school board, and the public.

District Commitments

1. Assign/identify administrative support and coordination at the district level.
2. Support district coordinator participation in training with school teams.
3. Ensure the coach function is assigned and supported fiscally.
4. Ensure requested evaluation data are collected and submitted.
5. Ensure administrative support at all levels of the district (i.e., school board, superintendent, principal, etc.)

School Commitments

1. Participating schools will make PBIS one of the top three school improvement goals until the program is fully implemented and self sustaining.
2. Administration will demonstrate 100% buy-in for PBIS implementation and program sustainability.
3. At least 80% of all school staff will demonstrate buy-in and support for program sustainability.
4. All school staff will be involved in supporting the behavioral or social/emotional development of children and youth within the school.
5. The school level team will (a) attend at least two trainings per year (b) to learn how to be a supportive structure within their school as well as (c) learn new strategies which will benefit students at all three levels.
6. The school level team will meet at least two times per month to plan and support school staff and the strategies being implemented.

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7. School staff will ensure that evaluation data are collected and submitted in a timely manner.
8. The school level team will analyze the data and utilize the findings to guide staff in the implementation of PBIS.
9. Each participating school will work with a PBIS Coach who will provide leadership to the school level team as well as the rest of the school staff.

Coach Commitments/Role

The purpose of establishing a state-wide network of behavior support coaches is to create a core group of highly skilled school professionals who have:

1. Fluency with PBIS systems and practices
2. Capacity to deliver a high level of PBIS technical assistance
3. Capacity to support teams in their efforts to implement PBIS practices and systems

To be considered a coach, the professional should:

1. Be employed or contracted for service by the district that is sending a school team with the intent to implement or expand PBIS during the following school year
2. Agree to attend all trainings with the team
3. Have an agreement with the district to serve as a coach
4. Agree to provide coaching support for one to three schools
5. Be capable of working with each school team leader to provide technical assistance in maintaining necessary records and progress reports to implement and support PBIS
6. Be willing to work with community based agencies and services
7. Be capable of providing and/or facilitating ongoing follow-up activities as identified and needed by the school team

Individuals being considered as Coaches should have the following experiences and skills:

1. Ability to conduct small group training sessions with adults
2. Familiarity with typical classroom structures, operation, policies etc.
3. Familiarity with general behavior and instructional management and curriculum
4. History of consistent follow-through with tasks
5. Experiences with individuals or groups from diverse backgrounds (e.g. parents, students, agency representatives, community members, educators)
6. Ability to facilitate team meetings
7. Basic to intermediate computer skills

More specific coach functions include:

1. Providing support to the PBIS Leadership Team meetings and subcommittees
2. Ensuring the collection, organization, and submission of evaluation data from schools at appropriate times for inclusion in the state-wide report
3. Serving as a resource or mentor to schools interested in PBIS, as available
4. Providing training on PBIS, as appropriate

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District and School Selection

Each year announcement letters and applications will be sent to each District Superintendent with copies to the Special Education Directors and School Principals.

Districts that have identified behavior as a primary goal for improvement will identify schools where behavior is an issue and there is commitment to address this issue. If a district or school is unsure and would like more information about PBIS, arrangements can be made to provide such information. When the school staff has reviewed and agreed to the commitments, the application should be completed and submitted.

At a minimum, the **application will include** the following:

1. Assurances that commitments are in place including fiscal resources;
2. A description of the need or the rationale for participation;
3. School name and contact information,
4. Sign off page to include: Superintendent, School Board President, Administrative Coordinator, Principals of schools that will be participating; and
5. Demographic information (school size, population).

The timeline for applications:

1. On-going – awareness presentations and activities
2. March – Letter of invitation sent to School Superintendents
3. Mid-April – Applications received and reviewed by State Leadership Team
4. May – Acceptance letter sent to schools selected for participation

Training Plan

A set training curriculum will be provided to all participating school teams that will include the following components:

1. Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes;
2. Effective disciplinary principles and practices;
3. Data-based decision making and evaluation of instructional strategies and curriculum components; and
4. Application of research-validated instruction and behavior management practices.

Training provided by the SD Department of Education will include the following:

Year One to mean the first year a school participates in the project:

- One day orientation for assigned coaches
- One three-day training for school teams that includes practice and action planning
- One day of coaches training

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Year Two to mean the second year of a school's implementation cycle:

1. Booster training designed specifically from data on progress as determined by the completion of the Benchmarks of Quality.
2. Follow-up with coaches.

Year Three and on-going

1. Implementers forum designed for schools to showcase what is happening and to share and learn from each other
2. Training on secondary and tertiary applications

Cadre of In-state PBIS Trainers

One of South Dakota's priorities is to become a state that can self sustain the PBIS initiative. In order for this to be possible, we are looking for people to become in-state trainers. Steps to becoming an in-state trainer:

Year One

- Observe during the first training (July 25-27) provided by out-of-state trainer Don Kincaid.
- Work with a team as a coach or collaborate with a team's coach for the first year.
- Attend up to two meetings a month with the team (some phone or DDN use is permitted).
- Attend monthly coaches meetings (some phone or DDN use is permitted).

Year Two

- During the second year, work collaboratively with Don Kincaid at the second cohort of schools initial training by presenting the material. Don will provide mentoring and feedback throughout the time.
- Certification may be given at the completion of the second year's training if all requirements are met. At this time, you will be able to work with the Department of Education in setting up contracts for training schools accepted through the PBIS application process.

District and School Teams

The District Coordinator will participate with school teams in at least one full cycle of training. This ensures that there is district understanding and support for implementation and sustainability at the school level. Training is designed for school leadership teams. School leadership team membership **must** include

- School principal or key administrator in charge of discipline for larger schools
- General education teacher
- Special education teacher with expertise in area of behavior.

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Other team members **might** include:

- Counselor
- School psychologist
- School social worker
- Support staff (e.g., paraprofessionals, cafeteria, bus, library, or office staff)
- Parent(s)

School leadership team members are expected, in turn, to ensure that the information is shared with all school staff. Team training will be designed to include the following areas:

- Features of the PBIS approach
- Practices and systems essential to implementing PBIS
- Components and operations of school-wide discipline systems
- Ways to collect and analyze data
- Strategies for involving parents and other community partners
- Strategies for addressing more intense needs of students with behavioral issues and concerns
- Strategies for sustaining school-wide implementation over time

Coaches

Coaches will attend all training events with their assigned school team. In addition, coaches will receive an additional 1/2 to full day of training with a focus on enhancing in-depth skills and knowledge in the following areas:

- Features of the PBIS approach,
- Practices and systems of the PBIS approach,
- Components and operations of school-wide discipline systems,
- Fundamental classroom and behavior management strategies,
- Ways to collect and analyze data for decision making,
- Approaches to strategies problem solving and decision making,
- Effective high intensity assessment and intervention strategies for students with severe problem behavior,
- Methods of professional development and in-service training, and
- Strategies for providing technical assistance and on-going training/support.

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General Recommendations

Data was collected for each section of the state plan. Findings and recommendations for each of those sections are contained in the body of this report. There are, however, some general recommendations that may be of use to the PBIS state leadership team.

It is important to acknowledge that **Rebecca Cain, SD PBIS Coordinator, has done an admirable job of leading PBIS since 2006.**

While a great deal has been accomplished under the current PBIS structure, it is recommended that the PBIS leadership team reconvene and review the PBIS State Plan and consider revisions to increase leadership at the state level, technical assistance and professional development at the regional level, and implementation with fidelity at the district and school level.

Excellent resources are available for study. An recommended resource for study would be *School-wide PBS Evaluation Template, Horner, Sugai, et.al.* See Part C; Tab 4.

Source: <http://www.ncpublicschools.org/docs/positivebehavior/data/evaluation/template.pdf>

Recommendation 1: Increase the number of schools participating in the PBIS Initiative

There are 152 school districts in South Dakota. Only 13 districts are involved with the SD PBIS Initiative. Twenty-two superintendents in non-PBIS districts in SD were asked if they had plans to implement a behavioral program in their schools; 75% said they had no plans to implement at the elementary and middle school level; 81% said they had no plans to implement at the high school level.

Efforts should be made to increase the number of districts and schools involved with PBIS. A safe, positive, and effective learning environment is a worthy goal school districts.

Research demonstrates that PBIS is beneficial and should be encouraged in SD schools. According to PBIS.org, *Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.* Source: http://www.pbis.org/school/tertiary_level/default.aspx

A US Department of Education publication titled, *Prevention Research & the IDEA Discipline Provisions: A Guide for School Administrators*, states that according to data supported evidence:

- Schools implementing systemic strategies of problem behavior prevention report reductions in office discipline referrals of 20-60%.
- Schools implementing systematic strategies of problem behavior prevention report improved access to academic engaged time and improved academic performance.
- The success rate for interventions based on a prior functional assessment is almost twice that obtained when this type of assessment is not conducted.

Source: <http://www2.ed.gov/offices/OSERS/OSEP/Products/adminbeh.web.pdf>

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Ms. Cain indicated that some districts report they are implementing a behavioral program based on PBIS principles but are not part of the SD PBIS initiative. There may be a point in time when districts throughout the state could be polled regarding individualized PBIS efforts.

Recommendation 2: Increase leadership at the state-level

Consideration could be given to the leadership structure of SD's PBIS initiative.

There are currently 13 districts/43 schools at various stages of implementing PBIS. Rebecca Cain is able to dedicate only a portion of her time to the PBIS initiative. It is a significant challenge for one individual, with multiple responsibilities, to provide sufficient leadership, technical support, to respond to calls for assistance or facilitate growth of the program. While three state-certified PBIS trainers assist with training, their role in assisting at the district and school level is not well defined.

Alicia Schoenhard, SD DOE, SD's RtI coordinator, co-presents at conferences and meetings with Ms. Cain. Time and other duties do not allow her to assist substantially in planning PBIS activities or technical support to districts implementing PBIS. Since RtI and PBIS are symbiotic programs, it is essential that RtI and PBIS state-level staff collaborate and pool resources.

SD DOE submitted a State Personnel Development Grant (SPDG). If that grant is approved and if funding is available to support PBIS efforts, some consideration might be given to the following possible leadership solutions:

- SD DOE could continue to provide PBIS leadership but contract with a SD LEA to assist with planning, technical support and professional development. An example would be the RtI contract through Three Rivers Educational Cooperative. State-level staff provides leadership while Three Rivers' RtI staff provides technical assistance, support and professional development to school district personnel. The RtI staff pays particular attention to assisting schools implement RtI with a high level of fidelity. Perhaps similar arrangements could be made to strengthen leadership and provide technical assistance for the SD PBIS initiative.
- The PBIS trainers/professional development team could have a more defined technical assistance role with each trainer having additional time to support districts within their region. A current challenge is that two of the three designated trainers are full-time staff in LEAs. It is not clear how those individuals have time to devote to PBIS activities in districts other than their own.
- Rebecca Cain or another designee could be allocated more time to devote to PBIS leadership.
- Additional SD DOE personnel could be assigned to assist with PBIS.

Recommendation 3: Explore combining RtI and PBIS as a single initiative

RtI and PBIS could be combined initiatives. The RtI team and the PBIS team could be expanded to cover added responsibilities. The team, under the leadership of SD DOE staff, would be responsible for providing technical assistance and PD to districts implementing PBIS.

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The National Center on Response to Intervention states that *Positive Behavioral Interventions and Supports (PBIS) fits nicely under the RtI umbrella*. There may be an advantage to combining efforts of those initiatives in SD. State-level staff already co-present at conferences and provide mutual assistance when possible.

Discussions could take place among the stakeholder groups about the commonalities and differences of the two initiatives and how to combine efforts. Michigan and Arkansas may serve as models for integration. Information from those states is included in the appendix.

For additional information, go to: Michigan: <http://miblsi.cenmi.org/Home.aspx>; Arkansas: <http://www.projectachieve.info/home.html>. Note: Only three districts currently combine RtI and PBIS – Lennox (K-5), Plankinton (K-3) and West Central (K-5).

Recommendation 4: Update SD PBIS State Plan

It is recommended that SD DOE reconvene the PBIS Leadership Team to review and revise the **South Dakota Positive Behavioral Interventions and Supports State Plan** published in June 2006. The 2006 document contains dated information. The State PBIS Plan is a critical document since it guides processes, procedures and activities necessary to implement PBIS with fidelity. Link: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

An initiative as meaningful, significant and far reaching as PBIS requires sustained effort, focused leadership, and planned activities.

It is also important that SD DOE and school districts continue to gather and analyze data for programmatic discussions and decisions to guide PBIS implementation in SD schools. Data should be collected and analyzed to determine fidelity of practice at all levels. Pertinent questions to be considered might include:

- To what degree is SD DOE successful in providing leadership and technical assistance?
- To what degree is the district successful at providing guidance and leadership in implementation with fidelity?
- To what degree is the school successful in implementing PBIS components with fidelity?
- To what degree are parents involved and supportive of PBIS?
- To what degree are community leaders involved and supportive of PBIS in the schools and communities?
- To what degree does PBIS impact the development and sustainability of positive behaviors in children and youth at home, in the school, and in the community?

Recommendation 5: Review and revise application for participation

It is recommended that state-level staff review on an annual basis the **Application for Participation** to ensure the application (1) is compatible with the revised State Plan and (2) contains a listing and explanation of major components and activities needed to implement PBIS with fidelity. Link: <http://doe.sd.gov/oess/specialed/forms/pdf/PBIS/APPLICATIONTOSEND1.pdf>

Recommendation 6: Schools should recommit to implementation with fidelity each year

It is recommended that school districts that have been part of the PBIS initiative have a recommitment process at the beginning of each project year. Newly applying districts must

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answer six application questions, provide lists of all team members, file a letter of assurance/commitment from team members agreeing to actively participate in team responsibilities, and provide a signed commitment from the superintendent and building principals to comply with all project requirements. Continuing projects should recommitment to implementation with fidelity.

Additional recommendation(s):

- The PBIS on-line survey responses from superintendents, principals and teachers are included in Part B of this report. The data contained in the surveys should be analyzed, discussed and utilized by state-level personnel to plan activities for the 2010-2011 school year and beyond.
- PBIS is an initiative for all children and youth; therefore, professional development should be provided to all SD DOE staff so they can be familiar with and supportive of PBIS in school districts.
- PBIS is an initiative conducted through OESS but is an all school/all student initiative. Joint discussion, planning and collaboration among staff from OESS, OATQ, OCCTE and others may be helpful to the effort to engage additional schools in the PBIS initiative.
- Student behavior data is important and should be included as a crucial component during district data retreats. Excellent data retreat materials are provided by the SD Department of Education. One such document is the Data Retreat Preparation Packet found on the SD DOE website at:
<http://doe.sd.gov/oess/title/1Abasic/documents/Data%20Retreat%20Preparation%20Packet%202009.pdf>
- The effect of PBIS implementation on students, staff, parents and community would be a worthwhile study for individuals pursuing masters or doctoral level education degrees in South Dakota universities. Such studies could be discussed with department of education leaders when meeting to discuss the SD PBIS initiative.
- School districts could be encouraged to post up-to-date information about PBIS on their school websites.
- Peer to peer discussions/presentations: As part of the SD PBIS three-year training plan, PBIS districts are asked to participate in an implementer's forum during PBIS trainings. The forum is designed to showcase what is happening with PBIS in their schools. It is an opportunity to share and learn with others. That approach could be expanded to other venues. Superintendent to superintendent, principal to principal, and teacher to teacher discussions about the benefits and challenges of implementing PBIS are of significant value. SD DOE could encourage educators to participate in PBIS discussions/showcases at conferences such as the Indian Education Summit, Teacher Leadership Conference, Annual Parent Conference, Systems Change, TIE Conference and conferences sponsored by South Dakota's educators' organizations: ASBSD, SASD, SDASSP, SDAESP, SD Counselor Association, and the SD Council of Administrators of Special Education.

Positive Behavior Interventions and Supports (PBIS) Defined:

Note: School-wide Positive Behavior Interventions and Supports (SWPBIS), Positive Behavior Supports (PBS) and Positive Behavior Interventions and Supports (PBIS) appear to be interchangeable terms. While there may be some differences, programs using those acronyms share common elements, processes, and procedures. **South Dakota uses the term Positive Behavior Interventions and Supports (PBIS.)**

US Department of Education:

The US Department of Education (USDE), Office of Special Education Programs (OSEP) uses the term *school-wide positive behavioral interventions and supports* (SWPBIS).

USDE established the Technical Assistance Center (TAC) on Positive Behavioral Interventions and Supports. Information about the OSEP TAC is found at: <http://www.pbis.org/>

The purpose of TAC is to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

School-Wide PBIS (SWPBIS) is defined by the OSEP TAC as follows:

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, SWPBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. Source: http://www.pbis.org/school/what_is_swpbs.aspx

The National Association of School Psychologists:

NASP uses the term Positive Behavioral Support (PBS). According to that organization, PBS is defined as follows:

Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change.

PBS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors.

Blending behavioral science, empirically validated procedures, durable systems change and an emphasis on socially important outcomes, PBS always involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact.

Source: http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

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The Association for Positive Behavior Support:

APBS uses the term Positive Behavior Support (PBS). According to that organization, PBS is defined as follows:

Positive Behavior Support (PBS) is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment. Positive behavior support combines:

- *valued outcomes;*
- *behavioral and biomedical science;*
- *validated procedures; and*
- *systems change to enhance quality of life and reduce problem behaviors*

Source: http://www.apbs.org/new_apbs/genIntro.aspx

National Association of State Directors of Special Education:

NASDSE uses the term Positive Behavior Interventions and Supports (PBIS). According to NASDSE's **inForum: In Depth Policy Analysis (February, 2007)**—*An analysis of a critical issue in special education*, PBIS is defined as follows:

PBIS is a behaviorally based systems approach designed to enhance the capacity of schools and communities to employ research-based practices in contexts where teaching and learning take place. Emphasis is placed on creating and sustaining primary (school-wide), secondary (classroom or small group) and tertiary (individual) systems of support that improve outcomes for all students by making problem behavior less effective and desired behavior more functional. It states that the PBIS Center describes the following components of successful statewide PBIS implementation:

- *a leadership team that actively coordinates implementation efforts;*
- *an organizational umbrella with adequate funding, broad visibility and consistent political support;*
- *a foundation for sustained and broad-scale implementation established through (1) a cadre of individuals who can provide coaching support for local implementation, (2) a small group of individuals who can train teams on the practices and processes of schoolwide PBIS, and (3) a system for ongoing evaluation; and*
- *a small group of demonstration schools that documents the viability of the approach within the local fiscal, political and social climate of the state.*

Source: <http://www.projectforum.org/docs/StatewideBehaviorInitiatives.pdf>

State Departments of Education:

Various definitions of SWPBS, PBS or PBIS can be found by going to state departments of education websites.

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South Dakota Department of Education:

PBIS is defined by the South Dakota Department of Education as follows:

Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings. (See www.pbis.org for more detailed information about PBIS.)

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements: (1) operationally defined and valued outcomes, (2) behavioral and biomedical science, (3) research-validated practices, and (4) systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning.

Source: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

South Dakota utilizes many PBIS documents that were developed by Florida’s Positive Behavior Support Project to guide the processes and procedures of PBIS implementation.

Florida's Positive Behavior Support (PBS) Project:

Note: A comprehensive definition of PBS is found on the Florida's Positive Behavior Support (PBS) Project website. This website is of significance because South Dakota’s PBIS project utilizes, with permission, many resources developed by Florida’s project. Don Kincaid, the director of the Florida project, is the PBIS Technical Assistance Center (TAC) partner for South Dakota and has been one of SD’s professional development providers.

The use of various acronyms is significant enough that the Florida's Positive Behavior Support (PBS) Project addresses the acronym issue in the FAQ section of their website:

What is the Difference between PBS, PBIS, and EBS?

PBS is the same as PBIS and EBS. PBIS stands for Positive Behavioral Interventions and Strategies and EBS stand for Effective Behavior Supports and both are alternative terms used to identify PBS. These terms can be used interchangeably, yet most states tend to favor the terms PBS or PBIS.

Source: <http://flpbs.fmhi.usf.edu/pdfs/FAQs%20final%20revision%2011%2018%2005.pdf>

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PBS is defined by the Florida Department of Education as follows:

Positive Behavior Support (PBS) gives people a new way to think about behavior. PBS is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

Source: http://flpbs.fmhi.usf.edu/whatispbs_def.asp

Michigan Department of Education:

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

Source: http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Nebraska Department of Education:

NPBiS is a major advance in school-wide discipline. By providing proactive strategies for defining, teaching, and supporting appropriate student behaviors, positive school environments are created. Instead of using a patchwork of individual behavioral management plans, NPBiS emphasizes a continuum of positive behavior support for all students and is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms).

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Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Source: http://www.npbis.org/Program_Info.aspx

Washington Office of Superintendent of Public Instruction:

The Washington PBIS Network (WaPBIS) defines PBIS as follows:

Positive Behavior Interventions & Supports (PBIS) has been referred to as those systems and individualized supports and interventions that help people enhance and improve their productive social behavior while reducing any problematic behavior they may use. In the past decade, major advances have been seen in community settings, particularly in public schools, as providers and consumers implement PBIS systems and strategies.

At the Washington PBIS Network, we are primarily focusing on improving school environments as educators implement Schoolwide Positive Behavior Interventions & Supports (SPBIS). SPBIS implementation in schools focuses on three levels or tiers of intervention, which include:

- *Tier 1: Universal Interventions*
- *Tier 2: Targeted Group Interventions*
- *Tier 3: Intensive, Individualized Interventions*

Different states may use slightly different labels for these tiers, but conceptually, the idea is that differing student behavior requires differing approaches that are efficient and effective in schools. The three tiered triangle is now a commonly used figure for the SPBIS model.

The SPBIS approach concentrates on essential features and data based decision-making in schools. Schools apply essential features in SPBIS by establishing clear social expectations and then teaching, modeling, and reinforcing behaviors that match the expectations across all school settings. Behavioral data on social skill use and on problematic behavior are used to guide improvements in SPBIS across the school. Sustained use of essential SPBIS features has been found to enhance the social and academic outcomes of students. Source: <http://wapbis.org/pbis>

Oregon Department of Education:

PBIS is defined by the Oregon Department of Education as follows:

Positive Behavioral Interventions and Supports (PBIS) is intended to design systemic behavior support systems which will allow students to focus on instruction and be successful in school. "...[PBIS] can be described as a data-driven, team-based framework or approach for establishing a continuum of effective behavioral practices and systems that (a) prevents the development or worsening of problem behavior and (b) encourages the teaching and reinforcement of prosocial expectations and behavior across all environments for all students by all staff (Sugai, Simonsen, & Horner, 2008)."

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It is of interest to note the Oregon Department of Education definition of PBIS was previously titled *PBS* in literature and documents. Dianna Carrizales, Director of Monitoring, Systems, and Outcomes, Oregon Department of Education, Office of Student Learning and Partnerships, issued the following memo regarding using the term *PBIS* instead of *PBS*.

Note the reason for the change in terminology is because PBS is the common acronym for Public Broadcasting System in Oregon and across the nation.

To: Special Ed Directors, Superintendents and Principals
From: Office of Student Learning and Partnerships, Oregon Department of Education
RE: Important Change in Terminology PBS now PBIS

The Oregon Department of Education has been notified of a request from the Public Broadcasting Service (PBS) to immediately remove any printed references to the tiered model of behavioral support, referred to as “Positive Behavior Supports” and abbreviated as the acronym “PBS”. Effective immediately the Department was advised to refer to our tiered model of behavioral support in all cases as “Positive Behavioral Interventions and Supports” which will be abbreviated as “PBIS”.

At this time the Department is taking measures to ensure that all posted and printed references referred to as “Positive Behavior Supports” and abbreviated as “PBS” are instead referred to as “Positive Behavioral Interventions and Supports” which will be abbreviated as “PBIS”. We will no longer be using the term PBS in reference to this model. Changes to current and active web postings and documentation are anticipated to be complete by June 11 2010. Some prior and archived news announcements may still reflect this language.

Changes will apply to any references to “PBS” that refer to:

- Positive Behavior Supports
- Positive Behavioral Supports
- Positive Behavior Systems
- Positive Behavior Support Systems
- Or other similar variations

If your district or program is working within this model you are urged to be aware of this request from Public Broadcasting Service and where necessary, make this important change.

When appropriate for searches and in practice on the ODE website, these terms henceforth will be changed to: “Positive Behavioral Interventions and Supports” and will be abbreviated as “PBIS”, except when the reference is a legitimate reference to PBS in which case the appropriate search term will be—the Public Broadcasting Service.

For more information contact: Dianna.Carrizales@state.or.us

Source: <http://www.ohsa.net/>

Last Updated on Wednesday, 09 June 2010 13:11

Since PBS is the common acronym for *Public Broadcasting System* in Oregon and across the nation, this action may be a precursor for changes in the use of positive behavior terminology nationwide.

PBIS Historical Information:

Foundation of Positive Behavior Model

A search of literature makes it clear that PBIS is the result of many years of research in behavioral science. The Journal of Positive Behavior Interventions (Winter, 2002), contains an article titled *Positive Behavior Support: Evolution of an Applied Science*, which discusses the evolution of positive behavior support:

Positive behavior support (PBS) is an applied science that uses educational and systems change methods (environmental redesign) to enhance quality of life and minimize problem behavior. PBS initially evolved within the field of developmental disabilities and emerged from three major sources: (a) applied behavior analysis, (b) the normalization/inclusion movement, and (c) person-centered values.

Applied behavior analysis is the systematic extension of the principles of operant psychology to problems and issues of social importance (Baer, Wolf, & Risley, 1968). Were it not for the past 35 years of research in applied behavior analysis, PBS could not have come into existence. Applied behavior analysis has made two major contributions to PBS. First, it has provided one element of a conceptual framework relevant to behavior change. Second, and equally important, it has provided a number of assessment and intervention strategies.

PBS is indebted to applied behavior analysis for the notion of the three-term contingency (stimulus-response reinforcing consequence), the concepts of setting event and establishing operations, and the notions of stimulus control, generalization, and maintenance (Chance, 1998; Miltenberger, 1997). These and other concepts have served as a critical springboard for the elaboration and development of PBS.

Source: http://www.beachcenter.org/Research/FullArticles/PDF/PBS16_PBS%20Evolution.pdf

Many sources of information indicate that PBS and PBIS is a result of research performed by individuals at the University of Oregon. Information about research leading to PBS is found on the *Safe and Civil Schools* website in a document titled, *Positive Behavior Support (PBS) — A Discussion*. That document states: *PBS as a construct is not new. It has roots in psychology via the theory of applied behavior analysis, but it has progressed from special education settings to general education [for an interesting historical view see B.F. Skinner's Technology of Teaching published in 1968.*

By the early 1970s, a few teachers working with students with behavioral challenges started using applied behavior analysis methods in their classrooms—restructuring systems, consistently reinforcing positive behavior, and teaching students how to act appropriately.

Beginning his career in education at that time, Randy Sprick had the good fortune to work with and learn from several of those teachers. By the late 1970s, pursuing a Ph.D. in Education at the University of Oregon, he integrated what he learned from them with his study of behavior analysis and, in 1981, he published these ideas in his seminal work, The Solution Book. The success of this initial volume triggered another book, Discipline in the Secondary Classroom

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(1985), and a more comprehensive schoolwide program, Foundations (1992). Since then, Dr. Sprick's theories, and those of the other researchers working in this area, have evolved.

The website goes on to describe the evolution of PBIS as follows:

Positive Behavioral Interventions and Strategies (PBIS) is a specific schoolwide program that uses PBS. In the late 1990s, George Sugai and Rob Horner, researchers from the University of Oregon, developed the Effective Behavior Supports (EBS) program, which has since come to be known as Positive Behavioral Interventions and Strategies (PBIS).

Source: <http://www.safeandcivilschools.com/research/papers/pbs.php>

An article by Drs. Sugai, Horner and others, titled, *Applying Positive Behavior Support and Functional Behavioral Assessments in Schools*, states:

PBS was developed initially as an alternative to aversive interventions used with students with significant disabilities who engaged in extreme forms of self-injury and aggression (Durand & Carr, 1985; Meyer & Evans, 1989). More recently, the technology has been applied successfully with a wide range of students, in a wide range of contexts (Carr et al., 1999; Horner, Albin, Sprague, & Todd, 1999), and extended from an intervention approach for individual students to an intervention approach for entire schools (Colvin, Kame'enui, & Sugai, 1993; Colvin, Sugai, Good, & Lee, 1997; Lewis, Colvin, & Sugai, in press; Lewis, Sugai, & Colvin, 1998; Taylor-Greene et al., 1997; Todd, Horner, Sugai, & Sprague, 1999).

Positive behavior support (PBS) and functional behavioral assessment (FBA) are two significant concepts of the 1997 amendments to the Individuals with Disabilities Education Act.

These two concepts are not new, but they are important for improving the quality of efforts to educate children and youth with disabilities.

An important message is that positive behavioral interventions and supports involve the whole school, and successful implementation emphasizes the identification, adoption, and sustained use of effective policies, systems, data-based decision making, and practices.

On June 4, 1997, amendments to the Individuals with Disabilities Education Act (IDEA) became law (P.L. 105-17). These amendments introduced several new concepts, two of which are particularly important to the education of children whose behaviors violate school codes of conduct or are outside personal or interpersonal norms of acceptable social behavior: (a) positive behavior support (PBS) and (b) functional behavioral assessment (FBA). Section 614 (d)(3)(B)(i) of P.L. 105-17 states that "in the case of a child whose behavior impedes his or her learning or that of others, the child's IEP [Individualized Education Program] team must consider, when appropriate, strategies, including positive behavioral intervention strategies and supports, to address that behavior." Section 615 (k)(1)(B)(i) of the law states, "If the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior." In addition, "If the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior" (Section 615(k) (1)(B)(ii)).

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PBS and FBA are not new. However, in the context of IDEA, they represent an important effort to improve the quality of behavioral interventions and behavior support planning. As schools organize to meet these requirements and to build their capacity to meet the behavioral needs of all students, especially students with disabilities, attention must be given to the definitions, features, and uses of PBS and FBA.

Source: http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1031&context=gse_fac

The Michigan Department of Education, in a document titled, School-wide Positive Interventions and Supports, Implementation Guide, 2010, says this about the origins of PBIS:

Since its inception more than 13 years ago at the University of Oregon, Positive Behavioral Interventions & Supports (PBIS) has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. PBIS is now implemented in thousands of schools across the country.

Source: http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Overview of PBS in the US Department of Education

Positive behavior and support was codified as part of the Federal IDEA Act of 1997-Individuals with Disabilities Education Act. According to IDEA '97:

PBS is the recommended form of intervention for dealing with challenging behavior in children with disabilities. Failure to implement IDEA, due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policy makers and school personnel, is unacceptable. Students should not be excluded from school based solely upon inappropriate social behavior. Appropriate services can readily address and modify many of these behaviors, leading to more positive outcomes than simple punishment.

Source: NASP Fact Sheet - http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

The 1997 amendments to IDEA introduced the requirement that individualized education program (IEP) teams consider the use of *positive behavioral interventions and supports*, and other strategies, to address the behavior of a child with disabilities whose behavior impedes the child's learning or that of others.

In response, the Office of Special Education Programs (OSEP) funded the Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS Center I) in 1998 to assist state educational agencies (SEAs) and local educational agencies (LEAs) address this new statutory requirement.

A framework was developed for implementing school-wide and program-wide positive behavioral supports (PBS). The framework consisted of the following three levels of interventions: primary, secondary, and tertiary. Primary interventions are system-wide strategies that support the appropriate behavior of all students in a school or program. Secondary interventions are targeted interventions for students at-risk for behavioral problems. Tertiary interventions are the most intensive and consist of individualized interventions for students exhibiting more serious behavioral problems.

Source: USDE: <http://www2.ed.gov/legislation/FedRegister/announcements/2008-3/073008b.html>

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The second iteration of the PBIS Center (PBIS Center II), funded in 2003, continued the work of PBIS Center I and strengthened the evidence base for implementing primary, secondary, and tertiary interventions in schools and programs by evaluating, documenting, and disseminating information on the implementation of PBS components, identified during PBIS Center I, in a variety of demonstration sites. PBIS Center II also continued to identify and further develop school and program components needed for successful implementation of PBS, including among others, systems that support training and coaching for staff supporting the implementation of PBS and collecting and using data to scale-up and sustain PBS. In addition, PBIS Center II provided TA to SEAs and LEAs to develop their capacity to implement and sustain these components in schools or programs.

Over the past six years, the U.S. Department of Education's Office of Special Education Programs (OSEP) has invested in technical assistance to states and districts choosing to implement SW-PBS. Over 2900 schools across 34 states are now implementing or in the process of adopting SW-PBS. Implementation is occurring primarily in elementary and middle schools, but the approach is now being adapted, applied, and studied in over 200 high schools.

Source: www.pbis.org

The U.S. Department of Education, Office of Special Education Programs funds the National Technical Assistance Center on Positive Behavioral Interventions and Support.

Support and recognition for PBIS appears to be stable at the federal level. The current administration is in the process of reviewing educational priorities and funding, including PBIS.

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) is a collaboration between the U.S. Department of Education and 11 technical assistance units across the United States. The TAC is directed by Drs. George Sugai (University of Connecticut), Rob Horner (University of Oregon), and Tim Lewis (University of Missouri). The TAC builds from a ten year history of defining, implementing and evaluating PBIS across more than 9000 schools in forty states.

The logic for the TAC is based on (a) documented need for improving the social behavior of students in U.S. schools, (b) demonstrated success of PBIS to improve both student social behavior and academic performance, (c) demonstrated effectiveness of PBIS as a practical technology that can be implemented at socially important scales by actual implementers, (d) the value of school-wide behavior support systems on the education of children with disabilities, and (e) a current need to extend PBIS practices to a broader range of students, schools, and contexts.

The TAC (a) provides the technical assistance to encourage large-scale implementation of PBIS; (b) provides the organizational models, demonstrations, dissemination, and evaluation tools needed to implement PBIS with greater depth and fidelity across an extended array of contexts; and (c) extends the lessons learned from PBIS implementation to the broader agenda of educational reform. Source: www.pbis.org.

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Overview of PBIS in South Dakota:

South Dakota Legislative Response to IDEA 1997 in 2000

The South Dakota Department of Education responded to the Federal IDEA Act of 1997-Individuals with Disabilities Education Act, which recommended PBS as a form of intervention for dealing with challenging behavior in children with disabilities. Effective May 22, 2000, the SD State legislature passed an administrative rule supporting positive behavioral interventions and supports for special education students.

24:05:27:01.02. Development, review, and revision of individualized education program.

In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:

(1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;

Source: 26 SDR 150, effective May 22, 2000; 32 SDR 41, effective September 11, 2005; 33 SDR 236, effective July 5, 2007. General Authority: SDCL 13-37-1.1. Law Implemented: SDCL 13-37-1.1

The complete text of this South Dakota Legislature Administrative Rule is found at:
<http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:05:27:01.02>

2005 State SPED Performance Plan

In 2005, the *State SPED Performance Plan* included the following provision:

Beginning in October 2005 and continuing through 2011, special education program staff will conduct professional development on the use of positive behavioral interventions and supports for all districts/schools showing significant discrepancies in rates of suspensions or expulsions of children with disabilities. (See page 30 of FFY 2005-2010 State Performance Plan for Special Education)

Source: <http://doe.sd.gov/oess/specialed/SPP/pdfs/SPP2007.2008.pdf>

The South Dakota Positive Behavioral Interventions and Supports State Plan – 2005 -2006

In 2005, the SD Department of Education convened a leadership team to develop a plan to introduce Positive Behavior Interventions and Supports (PBIS) in South Dakota. The South Dakota Positive Behavioral Interventions and Supports State Plan (page two) gives the following historical information:

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The PBIS Leadership Team began conceptualizing this plan in April 2006 and has provided advice and input concerning the best approach for implementing PBIS across SD. The SD PBIS Leadership Team is comprised of members who represent Mental Health, Head Start, ESAs, School Psychologists, Division of Developmental Disabilities, Special Education Directors, Higher Education, Parents, and the Department of Corrections.

The primary purpose and role of the SD PBIS Leadership Team is to serve as advisors. In this role, members review products and provide input, review evaluation data, analyze data, raise critical questions and suggestions for improvement, make connections with policy makers to generate support as needed, and to generate political and public support by sharing information with representative groups.

The SD PBIS Leadership Team members in 2005 included:

- Deb Zebill, Assistant Director, Northeast Educational Cooperative, Hayti, SD
- Ted Williams, Director, South Dakota Development Center, Redfield, SD
- Deb Lucas, School Improvement Coordinator, Todd County School District, Mission, SD
- Mary Etrheim, Garretson Elementary, Garretson, SD
- Ursula Garrett, Assistant Professor, Department of Education, Dakota State University, Madison, SD
- Nate Anderson, Parent, South Dakota Parent Connection
- Donna Jensen, Smee School District, Wakpala, SD
- Kristi Bunkers, Director of Juvenile Community Corrections, SD Dept. of Corrections, Pierre, SD
- Janet Claymore-Ross, Executive Director, Prairie Lakes Education Coop, Madison, SD
- Patricia Whitehorse, SPED Director, Wagner Community School, Wagner, SD
- KD Munson, Program Specialist, SD Department of Developmental Disabilities, Pierre, SD

The plan developed by the team, in cooperation with the SD Department of Education, is titled, *Positive Behavior Interventions and Supports (PBIS) in South Dakota*, and was published in June 2006. On page three of the document, part of the Plan of Action states:

As a result of reviewing data for the State Performance Plan and listening to district requests for technical assistance and training, South Dakota's Special Education Programs recognized the need for a state wide behavior initiative and is committed to supporting local implementation of PBIS.

Source: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

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Rebecca Cain reported the leadership team has changed since 2005. The following individuals have served on the team beginning in 2006:

- Cara Fonder, Crisis Counselor, SD Department of Health and Human Services, Division of Developmental Disabilities, Pierre, SD
- Deb Lucas, Todd County School District, Mission, SD
- Donna Jensen, Director of Special Education, Summit School District, Summit, SD
- Ellen Helgeson, Superintendent, Summit School District, Summit, SD
- Nate Anderson, Parent, South Dakota Parent Connection, Sioux Falls, SD
- Rhonda Zinter, Assistant Director, Northeast Educational Services Cooperative, Hayti, SD
- Ruth Fodness, School Psychologist/PBIS Trainer/independent behavioral specialist, Castlewood, SD
- Tom Strange, Lewis and Clark Behavioral Health Service, Yankton, SD
- Greg Boris, EdD, SD Voices for Children, senior policy & program specialist, Sioux Falls, SD
- Ursula Garrett, Assistant Professor, Department of Education, Dakota State University, Madison, SD

The National Association of State Directors of Special Education Nationwide Study - 2006

In 2006, the National Association of State Directors of Special Education's Project Forum conducted a nationwide study on state implemented statewide behavior initiatives (SBI). SBI is defined as any formal, state education agency-level policy or plan intended to build the capacity of a state or non-state jurisdiction to provide behavioral support to schools.

This study was done as part of NASDSE's cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP). The study, published in February 2007 in the publication, *inForum – An analysis of a critical issue in special education*, included a brief survey of states as well as an in-depth analysis of SBIs in six states.

In response to that survey, the SD DOE reported that ***there was no state-implemented behavioral initiative in South Dakota at that time, but implementation of PBIS was scheduled to begin during the 2006-2007 school year.***

Source: www.projectforum.org/docs/StatewideBehaviorInitiatives.pdf

PBIS Activities in South Dakota in 2006-2007

As indicated in the NASDSE study, South Dakota began PBIS implementation activities during the 2006-2007 school year. While there was no application for participation in PBIS during that year, SD DOE began the process of identifying districts in need of assistance.

Based on the 2005-2011 *State SPED Performance Plan* and in compliance with IDEA '97, *if a district/school had a significant discrepancy rate of suspension and expulsion among SPED students, the SD DOE would provide training in PBIS to personnel within that school/district.*

Source: <http://doe.sd.gov/oess/specialed/SPP/pdfs/SPP2007.2008.pdf>

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According to the minutes of the South Dakota Department of Education Special Education Advisory Panel Meeting held June 26 and 27, 2006 in Pierre, SD, Rebecca Cain reported on Indicator # 4 -Suspension / Expulsion (*Indicator 4: Rates of suspension and expulsion: A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.*)

Minutes of the meeting state the following: “SEP contacted districts that were flagged for having high numbers of suspended and expelled students. These districts have been invited to listen to the team of educators from Dunseith, ND Positive Behavioral Intervention and Supports (PBIS) presentation in Pierre.” Source:

<http://doe.sd.gov/oess/specialed/news/Advisory/docs/meeting%20minutes/AdvisoryPanelMinutes6.26.06.pdf>

Dunseith School District’s website says the following: "The Dragon Way" is a school-wide Positive Behavior Support program intended to assist the school in its efforts to improve school climate and academic outcomes for all students. The Dunseith Public School has chosen three school-wide expectation, they are... "Take care of yourself, others and your environment"

Source: http://www.dunseith.k12.nd.us/the_dragon_way.htm

Additionally, in the winter of 2006, the SD Department of Education contracted with Heather Robbins, Heather’s Behavior Support Services, Inc, certified PBIS trainer from New Mexico, to provide the professional development in the implementation of PBIS. Invitations to participate were extended to select school districts throughout SD.

OSEP SD Contacts

During 2007, South Dakota continued to develop PBIS as the statewide behavior initiative. According to the **OSEP Technical Assistance Center on PBIS**, South Dakota joined the nationwide PBIS network. The following individuals are listed on that website as SD PBIS personnel:

SD PBIS Personnel As Listed on TAC Website

- **PBIS TA Center Partner :**
Don Kincaid, Ed.D, University of South Florida
kincaid@fmhi.usf.edu
- **SD State PBIS Coordinator:**
Rebecca Cain, State of South Dakota, DOE Special Education Programs
rebecca.cain@state.sd.us
- **South Dakota SWIS Facilitators:**
 - Jane Azure (BIA), Eagle Butte, SD
 - Ramona Bonnin (BIA), Pine Ridge, SD
 - Peggy Gallipo (BIA), Eagle Butte, SD
 - Ursula Garrett, Sioux Falls, SD

Source: http://www.pbis.org/links/pbis_network/south_dakota.aspx

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Note: Ms. Cain indicated that Don Kincaid has provided assistance to SD DOE during the development of the SD PBIS initiative. Dr. Kincaid and others from the Florida PBS project have traveled to SD to provide training. The SWIS facilitators listed have provided limited training for personnel in SD PBIS schools. SD has contracted with other SWIS certified trainers to provide professional development for districts using that data collection system. SWIS training is currently available on-line, which makes training more accessible to educators throughout South Dakota

SD PBIS Trainers and Training

Trainer Certification – 2007

A document was posted on the SD DOE website under PBIS, titled South Dakota In-State Positive Behavioral Interventions and Supports; Trainer Certification. Since the process of becoming a trainer was changed during the current year, the document has been removed from the SD DOE website.

The PBIS trainer certification document stated, *“One of South Dakota’s priorities is to become a state that can self sustain the PBIS Initiative. In order for this to be possible, SD DOE is looking for people to become in-state trainers.*

The document listed steps to becoming an in-state trainer including, 1) attending training with Don Kincaid, 2) work with a team as a coach or collaborate with at team’s coach for the first year, 3) attend up to two meetings a month, 4) attend monthly coaches meetings, 5) work collaboratively with Don Kincaid at the second cohort of schools by presenting material.

Rebecca Cain provided information about four individuals who are considered certified SD PBIS trainers. Those four state-designated PBIS trainers, under the direction of Ms. Cain, work with the PBIS coaches and other school personnel in schools thorough-out South Dakota. According to Ms. Cain, district PBIS coaches submit the monthly meeting reports and Benchmarks of Quality reports. The data from those reports are analyzed and used by the PBIS trainers to plan and deliver professional development or technical assistance to school district personnel.

The SD PBIS trainers are:

- Pat Hubert, Education Specialist EDEC/ESA 2, Sioux Falls, SD
- Ruth Fodness, School Psychologist, Castlewood, SD, Independent contractor
- Kari Oyen, School Psychologist, Lennox School District, Lennox, SD
- Jody Jackson, 4th Grade Teacher, Todd County School District, Mission, SD
(Note: Ms. Jackson is no longer serving as a PBIS trainer.)

PBIS Training in 2007-2008

South Dakota selected the first cohort of PBIS schools in 2007. The first school team trainings were scheduled for July 25-27, 2007 in Sioux Falls, SD.

In 2007, SD DOE contracted with Dr. Don Kincaid, Director of Florida’s Positive Behavior Support Project at the University of South Florida. Dr. Kincaid is also the PBIS TA Center Partner assigned to support SD’s PBIS implementation efforts.

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Dr. Kincaid and Dr. Stephanie Martinez also provided professional development training during the second year of the SD PBIS initiative in July and October 2007 and January 2008.

- (July 2007) *School-Wide Positive Behavior Support Systems*. Sioux Falls, SD
- (October 2007) *PBS Coaches' Training*, Sioux Falls, SD
- (January 2008) *PBS Coaches' Training*, Sioux Falls, SD

PBIS Trainings in 2008-2009

SD DOE contracted with Heather Robbins, Certified PBS Trainer, to provide professional development on PBIS practices and procedures in September 2008 and April 2009. Materials from Ms. Robbins trainings are posted on the SD DOE website under PBIS at <http://doe.sd.gov/oess/specialed/forms/index.asp>

Other PBIS Trainings 2008- 2009

A web search of PBIS trainings in South Dakota provided the following information about state-wide trainings in 2009:

ESA 2 announced that their 2009 training schedule includes workshops such as Positive Behavior Interventions and Support (PBIS.)

SD DOE contracted with Dr. Stephanie Martinez, University of South Florida, College of Behavioral & Community Sciences, Department of Child & Family Studies, to provide the PBIS training.

- (January 2008) *PBS Coaches' Training*, Sioux Falls, SD
- (June 2008) *School-Wide Positive Behavior Support Systems*, Co presented with Dr. Don Kincaid, Sioux Falls, SD
- (October 2008) *School-Wide Information Systems (SWIS)*, Viborg Public Schools, Viborg, SD
- (October 2008) *PBS Coaches' Training*, Sioux Falls, SD

Note: Information about Dr. Kincaid, Dr. Martinez, and Ms. Robbins are included in the appendix of this document. Professional vitas for Dr. Kincaid and Dr. Martinez are included in a separate binder titled, **2010 PBIS Data Report, Part C – Artifacts and Evidence.**

PBIS Trainings in 2009-2010

The State PBIS Plan outlines trainings to be provided each year. During 2009-2010, those trainings would have included the following:

- **Year One training for 6 districts/17 schools**
 1. One day orientation for assigned coaches
 2. One three-day training for school teams that includes practice and action planning
 3. One day of coaches training
- **Year Two for 4 districts/10 schools:**
 1. Booster training designed specifically from data on progress as determined by the completion of the Benchmarks of Quality.
 2. Follow-up with coaches.

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- **Year Three and on-going training for 6 districts/16 schools**
 1. Implementers forum designed for schools to showcase what is happening and to share and learn from each other
 2. Training on secondary and tertiary applications

Ms. Cain said the following PBIS trainings were offered in South Dakota:

- (February 2009) *PBIS Coaches' Training*, Sioux Falls, SD
- (June 2009) *School-Wide Positive Behavior Support Systems*, Sioux Falls, SD
- (June 29-July 1) PBIS Tier 1 Training, Sioux Falls, SD
- (July 2) Booster Training for School Teams, Sioux Falls, SD
- (August 2009). *School-Wide Information Systems (SWIS)*, Todd County, SD

Ms. Cain indicated that starting in 2009-2010; South Dakota PBIS trainers were used to provide professional development. A copy of the ***Tier 1 Training Curriculum*** is included in a separate binder titled, **2010 PBIS Data Report, Part D - SD DOE Documents**. Contact Rebecca Cain for additional information about trainings offered in 2009-2010; trainers, training curriculum, attendee lists, and training feedback.

South Dakota's Application for Participating in PBIS

The application process began in the spring of 2007. The SD Department of Education published the following application process for implementing PBIS in districts and schools:

Each year announcement letters and applications will be sent to each District Superintendent with copies to the Special Education Directors and School Principals. The timeline for applications is as follows:

- *On-going – awareness presentations and activities*
- *March – Letter of invitation sent to School Superintendents*
- *Mid-April – Applications received and reviewed by State Leadership Team*
- *May – Acceptance letter sent to schools selected for participation*
- *June or July – 3 day PBIS Professional Development training; Sioux Falls*

Districts file their application for participation in PBIS in mid-April. Schools are notified of selection by May of each year. All districts/buildings selected are awarded a one-time start-up grant of \$2300 per school building, which comes from Part B money. With that funding amount, SD DOE estimates 20 new schools could be added per year. Participating districts can apply to add school buildings during the application window.

Source: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

PBIS Cohort Districts

Thirteen school districts and forty-three school buildings comprise SD's PBIS Cohorts. The first year (2006-2007) was by invitation. Beginning in 2007-2008, school districts applied to be part of the SD PBIS Initiative. A listing of those cohort districts/schools follows:

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2006-2007 Cohort

The SD Department of Education, Office of Special Services and Support invited schools to participate in PBIS during the 2006-2007 school year. Heather Robbins, certified PBIS trainer, provided an overview of PBIS and discussed the implementation processes with districts personnel. SD DOE offered technical assistance to districts to begin implementation.

The following districts accepted the invitation to attend PBIS training as Cohort 1 schools:

- Smee School District, Wakpala, SD
- Todd County School District, Rosebud Elementary, Mission, SD
- Wagner School District, Wagner, SD

Following training, Rosebud Elementary began planning for the implementation of PBIS. Smee began implementation of select elements, but determined staff did not have sufficient time thus postponed implementation until a later date. Wagner determined PBIS would not meet their needs and withdrew from the cohort.

2007-2008 Cohort:

Cohort schools participated in training in the summer of 2007, and began implementation during the 2007-2008 school year.

Andes Central School District 11-1 (Lake Andes)

- Andes Central Elementary (K-6)

Lennox School District 41-4 (Lennox)

- Lennox Elementary (K-5)
- Chancellor Elementary (K-5)
- Worthing Elementary (K-5)
- Lennox Middle School (6-8)

Sisseton School District 54-2 (Sisseton)

- Westside Elementary School (K-5)
- Sisseton Middle School (6-8)
- Sisseton High School (9-12)

Todd County School District 66-1 (Mission)

- North Elementary (K-3)
- South Elementary (4-5)
- He Dog Elementary (K-8)
- Todd County Middle School (6-8)
- Todd County High School (9-12)

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West Central School District 49-7 (Hartford)

- Hartford Elementary (K-5)
- Humboldt Elementary (K-5)
- West Central Middle School (6-8)

2008-2009 Cohort:

Canton School District 41-1 (Canton)

- Canton Middle School (6-8)
- Canton High School (9-12)

Waverly School District 14-4 (Waverly)

- South Shore Elementary (K-6)
- Waverly Elementary (K-6)
- Waverly Jr. High (7-8)
- Waverly High School (9-12)

Todd County School District 66-1 (Mission)

- Spring Creek Elementary (K-8) (St. Francis)

Viborg School District 60-5 (Viborg)

- Viborg Elementary (K-6)
- Viborg Jr. High (7-8)
- Viborg High School (9-12)

Castlewood School District 28-1: After attending professional development; school leadership determined their student issues did not require the structure provided by PBIS, thus withdrew from the cohort.)

2009-2010 Cohort:

Gayville-Volin School District 63-1 (Gayville)

- Gayville-Volin Elementary (K-5)
- Gayville-Volin Middle School (6-8)
- Gayville-Volin High School (9-12)

Huron School District 02-1 (Huron)

- Buchanan Elementary (K-5)
- Madison Elementary (K-5)

Mitchell School District 17-2 (Mitchell)

- Gertie Belle Rogers Elementary (K-5)
- Longfellow Elementary (K-5)

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Plankinton School District

- Plankinton Elementary (K-6)
- Plankinton Jr. High (7-8)
- Plankinton High School (9-12)

Smee School District 15-3 (Wakpala)

- Wakpala Elementary (K-8)
- Wakpala High School (9-12)

Todd County School District 66-1 (Mission)

- Todd County Intervention Center
- Klein Elementary (K-8)
- Lakeview Elementary (K-8)
- Littleburg Elementary (K-8)
- O’Kreek Elementary (K-8)

Basis for Data Collection for 2009-2010 Data Report

The evaluation plan for South Dakota’s PBIS project is clearly described on page 8 of the *South Dakota Positive Behavioral Interventions and Supports State Plan*, June 2006 Edition. The plan states: Source: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

Data collected by the State, District and School Teams will drive the decision-making process and assist in the continued development of PBIS. Whenever possible the SD DOE will use data currently collected to inform stakeholders of the progress of those schools and districts that have implemented PBIS.

The SD DOE Federal Programs and Special Education Units will work with the Data Unit to develop a PBIS data collection plan for participating districts/schools that will utilize data already collected for either school or state use to eliminate undue burden on the participating schools. The SD DOE will collect and analyze relevant PBIS data annually. The state, district and school teams will use the data to demonstrate effectiveness and/or make revisions and adjustments to the appropriate plans.

The PBIS State Leadership Team will collect and analyze data from participating schools and publish the summary of findings, at least annually, to demonstrate the effectiveness of this initiative. Data analysis will drive adjustments or revisions to plans as needed. The evaluation plan will focus on five critical questions:

- 1. To what degree are schools implementing School-wide PBIS? To what degree are PBIS components in place?*
- 2. What changes in behavior are evident where PBIS is implemented?*
- 3. What changes in academic performance are evident where PBIS is implemented?*
- 4. Have schools created/maintained positive learning environments since implementing PBIS? (Safe school evaluation forms may be used.)*
- 5. Do students, families, teachers, administrators, other school staffs perceive PBIS as feasible and helpful?*

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Data Collection Process:

In the fall of 2009, SD DOE contracted with Technology and Innovation in Education (TIE) to prepare a 2009-2010 PBIS data report. Micky Wienk and Colby Christensen, education specialists with TIE were assigned to the SD PBIS data report project.

It was agreed that TIE would gather evidence and artifacts documenting PBIS activities in South Dakota, develop and conduct an on-line survey of superintendents, principals, and teachers from participating schools, collect and analyze perception data, and prepare a data report to be delivered to South Dakota's PBIS State-Leadership Team.

Data from the report and other data sources will inform the PBIS leadership team of progress being made in schools, demonstrate the effectiveness of SD's PBIS project, and assist the team in determining needed adjustments or revisions to the SD PBIS plan. The data report and other pertinent information will be shared with various stakeholder groups to inform them of the progress made by schools and districts implementing PBIS.

During meetings with Rebecca Cain, SD PBIS coordinator, it was decided that data would be collected to form the basis for findings and recommendations. It was determined that evidence, artifacts, and data would be collected on each section of the SD Positive Behavioral Interventions and Supports State Plan, June 2006 Edition. Those sections are found on the following pages of the **SD PBIS Plan, 2006 Edition:**

- *Evaluation Plan (pg 8)*
 - *Five Critical Questions*
- *The immediate goals of the SD PBIS Implementation Plan (pg 2)*
- *Expected outcomes for PBIS schools/districts (pg 3)*
 - *Immediate Outcomes*
 - *Long-term*
- *SD Department of Education Commitment (pg 3)*
- *District Commitments (pg 4)*
- *School Commitments (pg 4)*
- *Coach Commitments/Role (pg 4)*
- *District and School Selection (pg 5)*
- *Training Plan (pg 6)*
 - *District and School Teams*
 - *Coaches*

Source: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>, include:

In preparation for the data collection and analysis work, Ms Wienk and Mr. Christensen, studied various PBIS documents (see listing in index), met with Ms.Cain in person and electronically, and studied and discussed PBIS elements and components. The information about PBIS from South Dakota and national documents was used to develop the on-line surveys for teachers and administrators.

The data report, survey responses, evidence, and artifacts will serve as a basis for discussion, analysis, and planning among state-level PBIS staff and stakeholder groups.

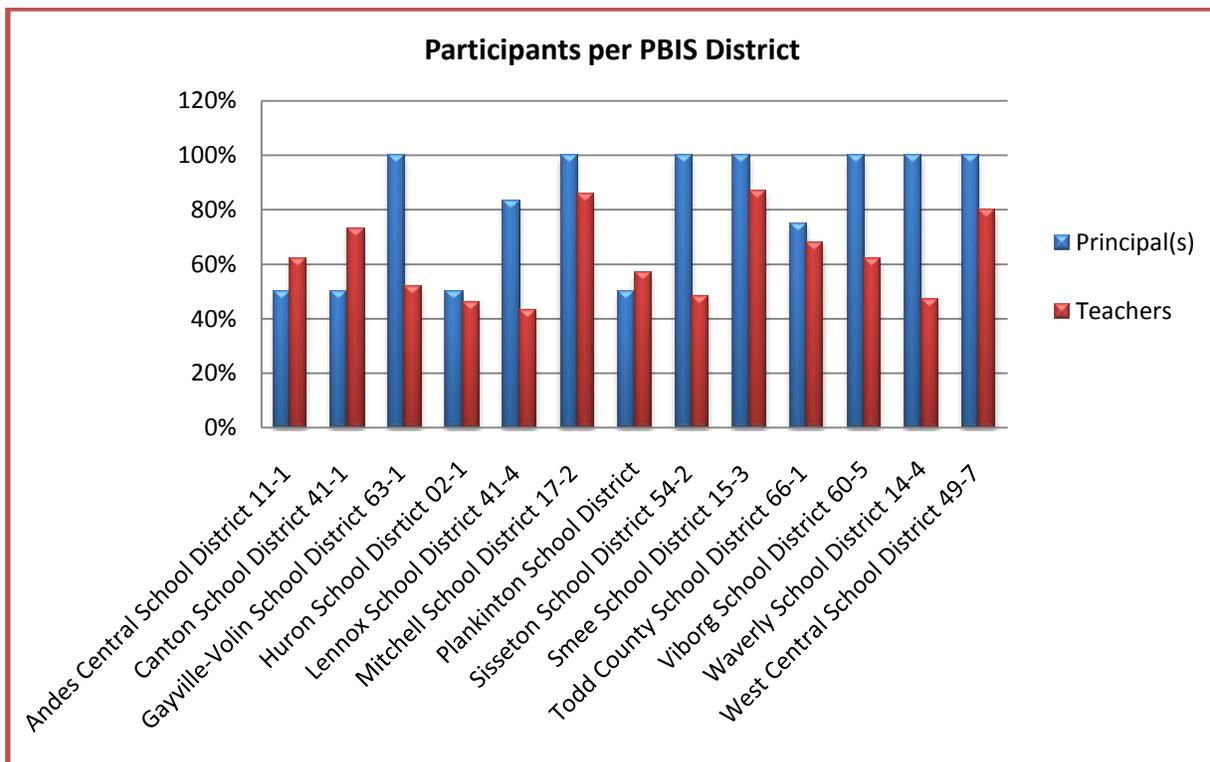
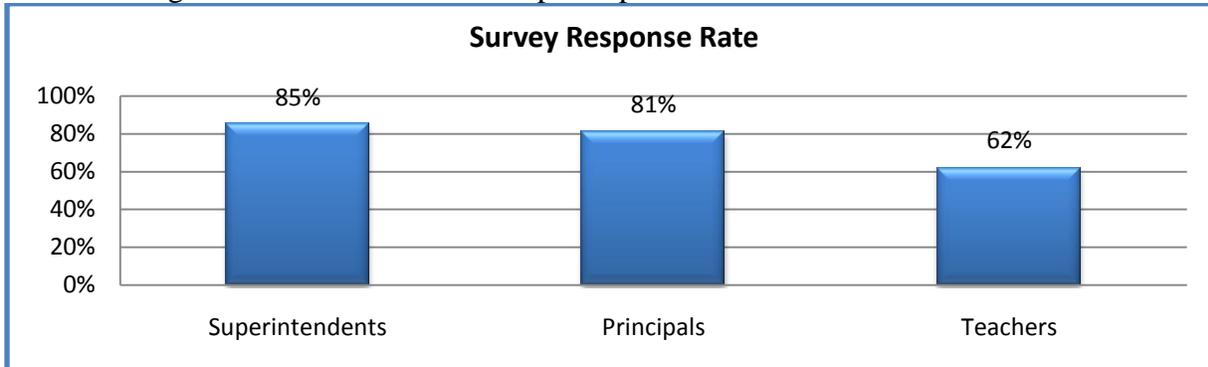
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Survey Response Rate

Teachers, principals and superintendents in all PBIS districts/schools were invited to take an on-line survey regarding PBIS processes, procedures and practices. The surveys were sent to:

- 13 superintendents, 11 responded
- 42 principals, 34 responded
- 897 teachers, 554 responded

The following two charts reflect levels of participation:



Findings and Recommendations:

Note: Several sections of the SD PBIS Plan have similar features. In an effort to assure data was collected and analyzed for each section, some repetition of data was necessary.

Five Critical Questions:

The vision statement in the SD PBIS Plan states: *Across South Dakota, communities and schools work together to ensure healthy and safe living and learning environments for children and youth. All stakeholders work toward a unified, sustainable local system that supports school and community implementation of PBIS. Data is systematically collected, analyzed and used to guide and plan for effective changes that lead to positive social, emotional, and academic development.*

To that end, *South Dakota's Positive Behavioral Interventions and Supports State Plan*, June 2006 edition, identified five evaluation questions; which are termed five critical questions. Data related to those five questions follow:

Critical Question 1 has two parts:

- (a) To what degree are schools implementing school-wide PBIS?
- (b) To what degree are PBIS components in place?

Finding: Critical Question 1(a)-To what degree are schools implementing school-wide PBIS?

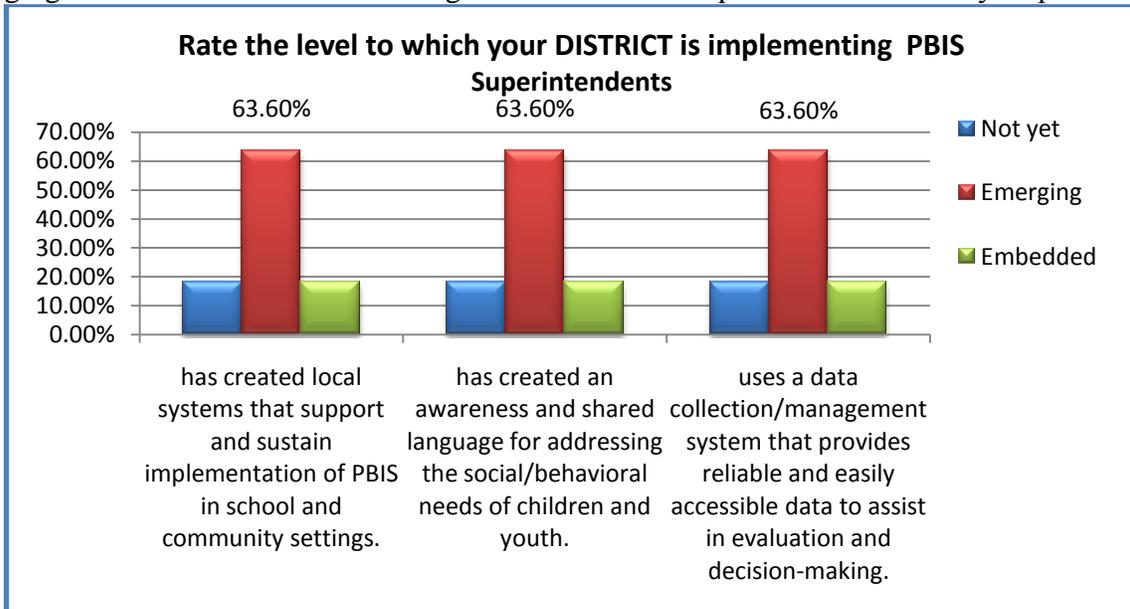
There is not enough data available to draw conclusions about the degree to which schools are implementing school-wide PBIS.

The SD PBIS Implementation Plan, found on page 3 of the SD PBIS State Plan, states that the more immediate implementation goals for schools is to: 1) create local systems that support and sustain implementation of PBIS in school and community settings, 2) create awareness and shared language for addressing the social/behavioral needs of children and youth, 3) use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.

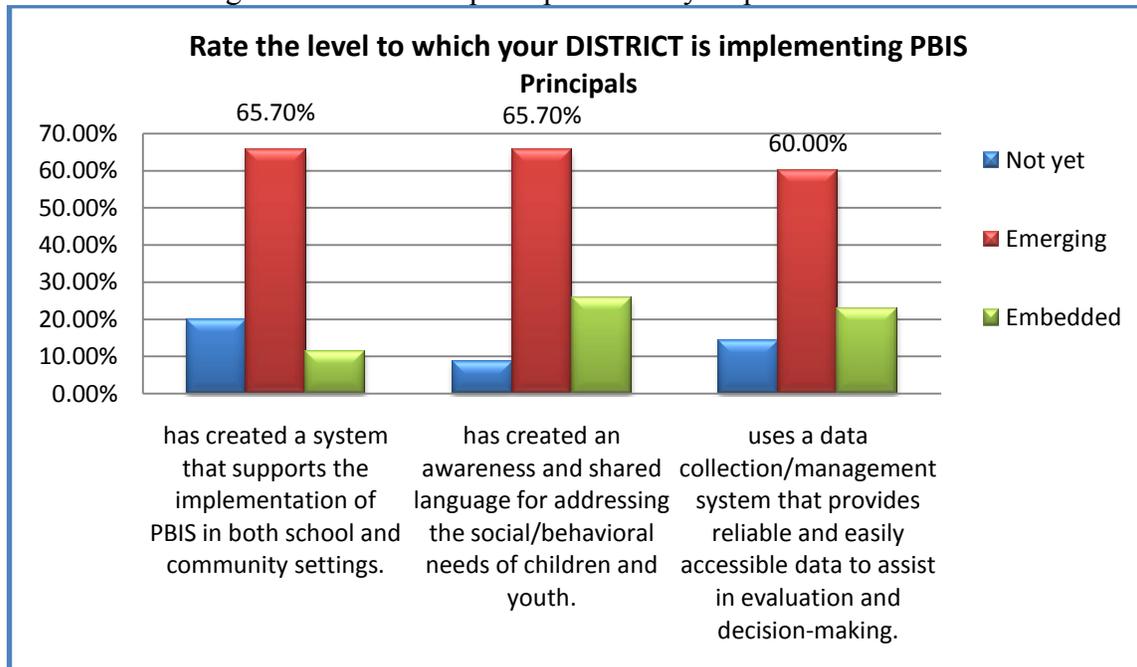
The on-line PBIS survey collected perception data from superintendents, principals, and teachers related to part (a) of Critical Question 1. Using the above three implementation goals as criteria, Superintendent question 7; Principal question 14, and Teacher question 14 asked the group to rate the level to which your district is implementing PBIS. Answers included: Don't know, Not yet, Emerging, and Embedded.

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Superintendents: Nearly 64% of superintendents surveyed believe implementation of PBIS is emerging in their district. The following chart reflects the superintendents' survey responses:

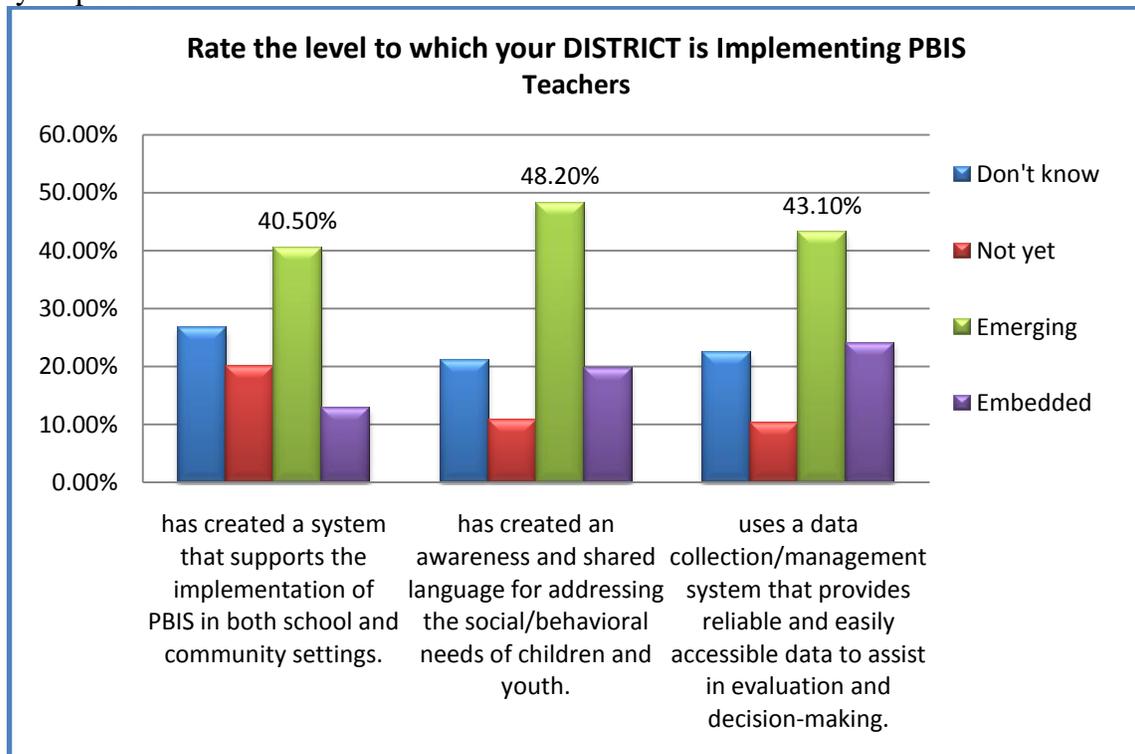


Principals: Over 60% of school principals believe implementation of PBIS is emerging in their district. The following chart reflects the principals' survey responses:



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Teachers: While a number of teachers answered don't know and not yet, more than 40% believe implementation of PBIS is emerging in their district. The following chart reflects the teachers' survey responses:



It is important to note that validation of perception data would require the analysis of data from other sources. Rebecca Cain, SD PBIS Coordinator, stated that data related to implementation efforts is collected from three main data sources: (1) School-wide Benchmarks of Quality report (2) monthly meeting notes and (3) office referral data.

Valuable data is contained in the documents listed above but are not part of this report. Contact Rebecca Cain for more information.

(1) School-wide Benchmark of Quality Report (2 x per school year)

The Benchmark of Quality is to be completed by the school's PBIS coach and submitted via paper copy twice a year to Rebecca Cain. The School-wide Benchmarks of Quality Scoring Form and Scoring Guide were developed by Florida's Positive Behavior and Support Project (FPBSP), University of South Florida. Coaches in South Dakota schools are asked to use Florida's BoQ form to gather and report information about the following PBS elements:

1. PBS team
2. faculty commitment
3. effective procedures for dealing with discipline
4. data entry and analysis plan established
5. expectations and rules developed

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6. reward/recognition program established
7. lesson plans for teaching expectations/rule
8. implementation plan
9. crisis plan
10. evaluation
11. classroom systems

The scoring guide and reporting form developed by Florida's Positive Behavior Support Project and are included in the appendix of this report. The *Benchmark of Quality Report* form and Scoring Guide can be accessed at:

- <http://www.pbis.org/common/pbisresources/tools/BenchmarksScoringForm2005.pdf>
- http://www.pbis.org/common/pbisresources/tools/Benchmarks_Scoring_Guide2005.pdf

(2) Monthly PBIS Team Meeting Notes (9 x per school year)

Ms. Cain said the following about the monthly meeting notes: *Beginning with the 2008-2009 project year, each school's PBIS team was to hold a monthly PBIS team meeting to discuss PBIS implementation concerns, student behavioral issues, and interventions related to students in their school. PBIS coaches were provided with a template titled **PBIS team meeting notes**. Beginning with the 2009-2010 project year, notes taken during those monthly meetings were to be completed by the PBIS coach and submitted electronically to Ms. Cain on a monthly basis. The report is due nine times during the school year, traditionally September through May.*

A copy of that PBIS team meeting notes template is included in the appendix of this report.

The information to be collected during the monthly meeting includes: school name, date, length of meeting, coach's name, team members present, team members absent, data looked at, good things that have happened, and date, time, and location of next meeting.

Questions to be answered on the reporting form: 1) Did we accomplish what we needed to over the last month? 2) Who needs to do what during the next month? 3) What do we need to share with the rest of the school? 4) When and where will we share this info? 5) What information do we need to bring to the next meeting? 6) What information do we need from the state/trainers?

Ms. Cain reported that she maintains a file of those notes for review and analysis. She also stated that if a district or school does not submit required reports when due, a reminder is sent to the appropriate district contact. Many schools comply with this requirement; some do not.

The report is important because it contains data and information used by state-level personnel for planning technical assistance and professional development. Professional development training is tailored to meet the needs of districts and schools based on the data contained in the Benchmark of Quality report and monthly team meeting notes.

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(3) Office Referral Data (1 x per school year)

Ms. Cain reported that all school districts collect and report office referral data via S.D. Infinite Campus and some districts also use the School-wide Information System (SWIS). The student data collected at each district is confidential.

The Evaluation Data Collection Matrix included in the PBIS Application form calls for the PBIS school team to collect data on a daily basis. The data sources are office referrals, suspension/expulsion data, both in-school and out of school, attendance and referrals for special education evaluation or alternative setting.

The PBIS school team is directed to submit that data to the State Leadership Team via Rebecca Cain in April of each year; reported by month (August – April). It is not clear what reporting form is used. For additional information about office referral data, contact Ms. Cain.

Other Data Sources

Rebecca Cain, SD PBIS Coordinator, indicated that student and school data is provided during district SPED compliance visits. During those visits, PBIS components and degree of implementation are discussed in PBIS schools.

All schools are visited on a five year schedule. Additionally, each district files a yearly SPED report. If information in the report triggers SPED compliance concerns, that school is scheduled for a visit during the next fiscal year. Discipline reports for students on IEPs are important sources of data. In cases where schools are out of compliance, OESS offers assistance in developing a behavioral program as per the Administrative Rule 24:05:27:01.02: *In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior*

Other student data related to behavioral issues are collected by SD DOE each year and could be used to determine the degree to which participating schools are implementing school-wide PBIS. For more information, please contact Rebecca Cain.

Recommendation: Critical Question 1(a) To what degree are schools implementing School-wide PBIS?

PBIS is a complex process. In order to judge the *degree* to which a school is implementing school-wide PBIS, it is essential to analyze Critical Question part (b), which states: *To what degree are PBIS components in place?* Schools would need to report information regarding implementation of each PBIS component to Rebecca Cain in the three reports discussed in the findings section for this question.

All participating districts/schools should comply with the requirement to submit data using the three data sources on a timely basis. Those reports provide state-level personnel with important information about implementation successes and challenges.

The Benchmark of Quality Reports (2x per year) and the monthly PBIS team meeting notes should continue to be read, analyzed and summarized for important data. That data should continue to be compiled and analyzed to determine what technical support and professional development is needed locally and statewide.

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Office referral data (based on student behavior) should be reported to Ms. Cain on a periodic basis in order to determine impacts of implementation and the focus of technical assistance or professional development needed to assist with implementation among administrators, staff, parents and community.

The Benchmark of Quality Report and Scoring Guide used by South Dakota schools are taken, with permission, directly from the Florida PBS Project. It may be worthwhile for SD DOE, with permission from the Florida PBS Project and with proper credit given, to adapt for SD's use, the Benchmark of Quality report, scoring guide and other data collection documents. Such adaptation, using a SD PBIS symbol, may give additional clarity and build credibility, significance and recognition of the SD PBIS Initiative.

School personnel increasingly turn to the SD DOE website to access program information, documents, forms, and links to educational programs. Maintaining a current and easily accessible PBIS website through SD DOE may increase awareness and use of PBIS information and materials.

Finding: Critical Question 1(b): To what degree are PBIS components in place?

SD PBIS evaluation question 1(b) asks "*To what degree are PBIS components in place in schools?*" Not enough data is available to make a determination about the degree to which PBIS components are in place in schools.

As with Critical Question 1(a), data related to Critical Question 1(b) is collected from three main sources: 1) School-wide Benchmarks of Quality report (2) monthly meeting notes, and 3) office referral data.

It is important to note that the data collection team was not clear what was meant by the term "*PBIS components*" in critical question 1(b). A search of literature and SD PBIS initiative documents did not include a listing of PBIS components. Therefore, there may be a lack of a shared understanding among SD school personnel about what is meant by the term "*PBIS components.*"

In the introduction statement about PBIS on page one of the *South Dakota Positive Behavioral Interventions and Supports State Plan*, June 2006; it says that PBIS is the integration of four elements:

1. operationally defined and valued outcomes
2. behavioral and biomedical science
3. research-validated practices
4. systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors

No other reference is made to PBIS components or elements in the State Plan. There is no reference to PBIS Components in the Evaluation Data Collection Matrix (Table 1, page 8 of the state plan).

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An identified data source in the Evaluation Data Collection Matrix is a *Team Implementation Checklist*, which may include PBIS components, but no corresponding checklist exists in SD PBIS documents published on the SD DOE website or provided to the evaluation team by Ms. Cain.

In a search of Florida's PBS Project website, there is a PBS Implementation Checklist for Schools, but that is not referenced in the SD literature. That checklist is included in the appendix of this report. Source:

<http://flpbs.fmhi.usf.edu/childs/PIC%20-%20PBS%20Implementation%20Checklist%20for%20Schools%200708.pdf>

It may be assumed that SD school personnel who participate in PBIS professional development training gain an understanding of the PBIS components that serve as the basis of critical question 1(b) To what degree are PBIS components in place?

Search for listing of PBIS components

To determine what PBIS components to include in the on-line survey, a web search was done to find a listing of common elements. A web search of PBIS literature provides several sources listing basic components of PBIS.

Florida's PBS Project and the Technical Assistance Center on Positive Behavioral Interventions and Supports established by the Office of Special Education Programs, US Department of Education was also searched for information about basic components.

PBIS Technical Assistance Center

According to the US Department of Education, Office of Special Education Programs, Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), the basic components of PBIS are the following:

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting, events, and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. **Intervene early.** It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. **Use of a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.

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4. **Use research-based, scientifically validated interventions to the extent available.** No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

Source: http://www.pbis.org/school/primary_level/default.aspx

Florida's PBS Project

Florida's PBS website identifies core components of School-wide PBS:

- Discipline data are used to help track progress and identify areas to target for intervention
- Consistent discipline referral processes and procedures exist throughout the school
- Use of school-wide expectations and rules in specific settings to teach students appropriate behavior
- A reward system to encourage appropriate behavior
- Effective consequences to discourage inappropriate behavior

Source: <http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/The%20Coaches/Frequently%20Asked%20Questions.pdf>

The website's *Frequently Asked Questions* section explains that PBS is a process so the above components look different in every school because PBS is a *process* that is individualized to meet the specific needs of each school. That process is always changing to meet these specific needs of the school. Source: http://www.pbis.org/common/pbisresources/publications/C_FAQs_final.pdf

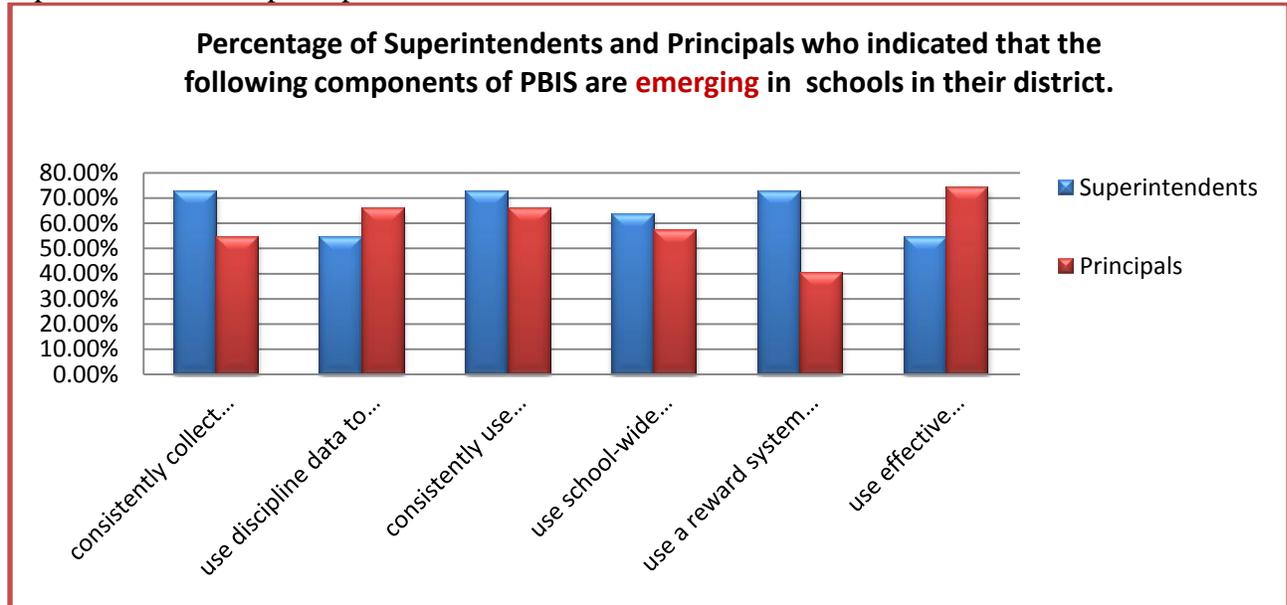
PBIS Data Report 2009-2010

PBIS Components used in on-line survey

Several PBIS initiatives included components similar to those listed by Florida's PBS initiative. It was decided to utilize the following list when preparing the on-line survey questions about implementation of PBIS **components** at the district, school and classroom level in South Dakota schools:

1. consistently collect discipline data
2. use discipline data to track progress and identify areas in need of intervention
3. consistently use discipline referral processes and procedures throughout the school
4. use school-wide expectations and rules to teach students appropriate behavior
5. use a reward system to encourage appropriate behavior
6. use effective consequences to discourage inappropriate behavior

Using the above listing, administrators were asked to rate the levels to which schools in their district were implementing PBIS. The highest percentage answered that implementation of the above components was **emerging**. The following chart reflects the survey responses from superintendents and principals:

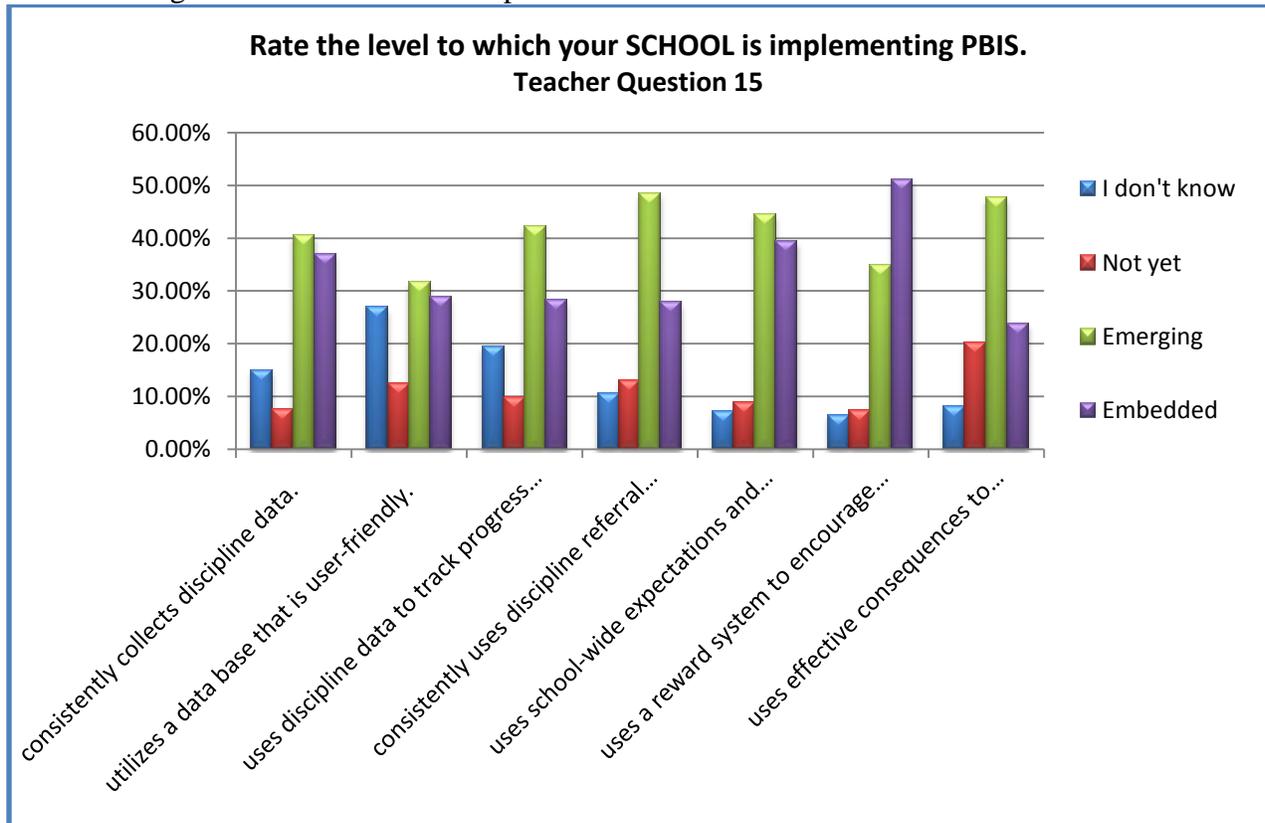


Teachers were asked the question using the same six PBIS components with one additional component (#2):

1. consistently collects discipline data
2. *utilizes a data base that is user-friendly*
3. uses discipline data to track progress and identify areas in need of intervention
4. consistently uses discipline referral processes and procedures throughout the school
5. uses school-wide expectations and rules to teach students appropriate behavior
6. uses a reward system to encourage appropriate behavior
7. uses effective consequences to discourage inappropriate behavior

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The following chart reflects teacher responses:



Survey responses from superintendents, principals, and teachers are included in a separate binder titled, **2010 PBIS Data Report, Part B - 2009-2010 Survey Responses.**

Length of time implementing PBIS

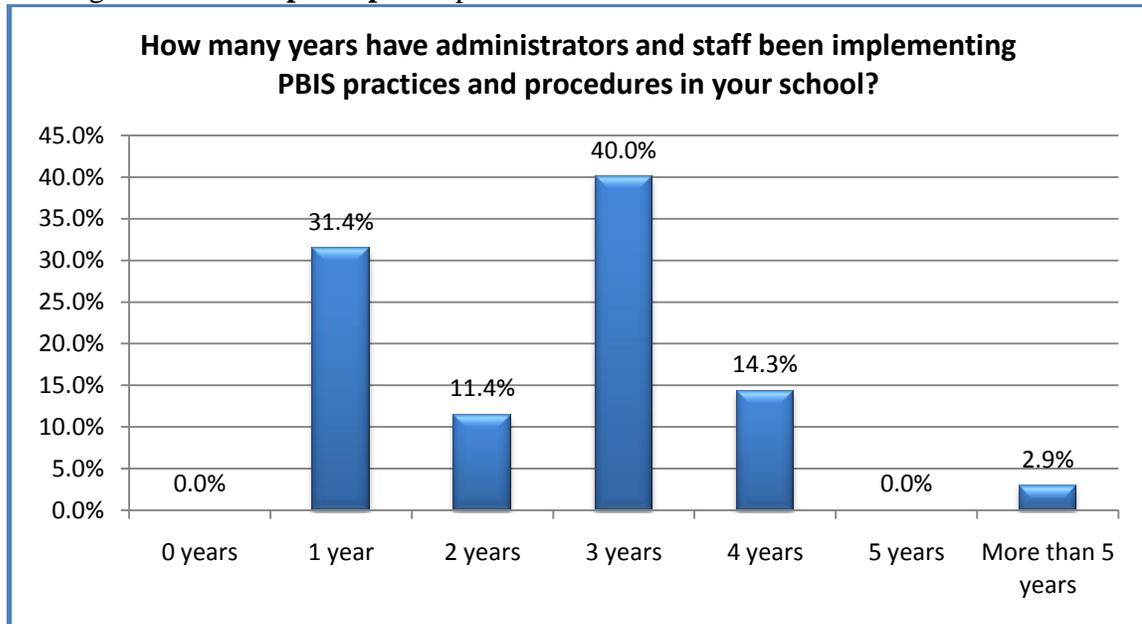
Data related to Critical Question 1 is the length of time school personnel have been in the process of implementing PBIS. It is of interest to note the difference in perception among principals and teachers regarding years of implementation.

Over 40% of principals' survey responses indicate implementation has been ongoing for 3 years, which perhaps supports the principals' perception data regarding implementation status.

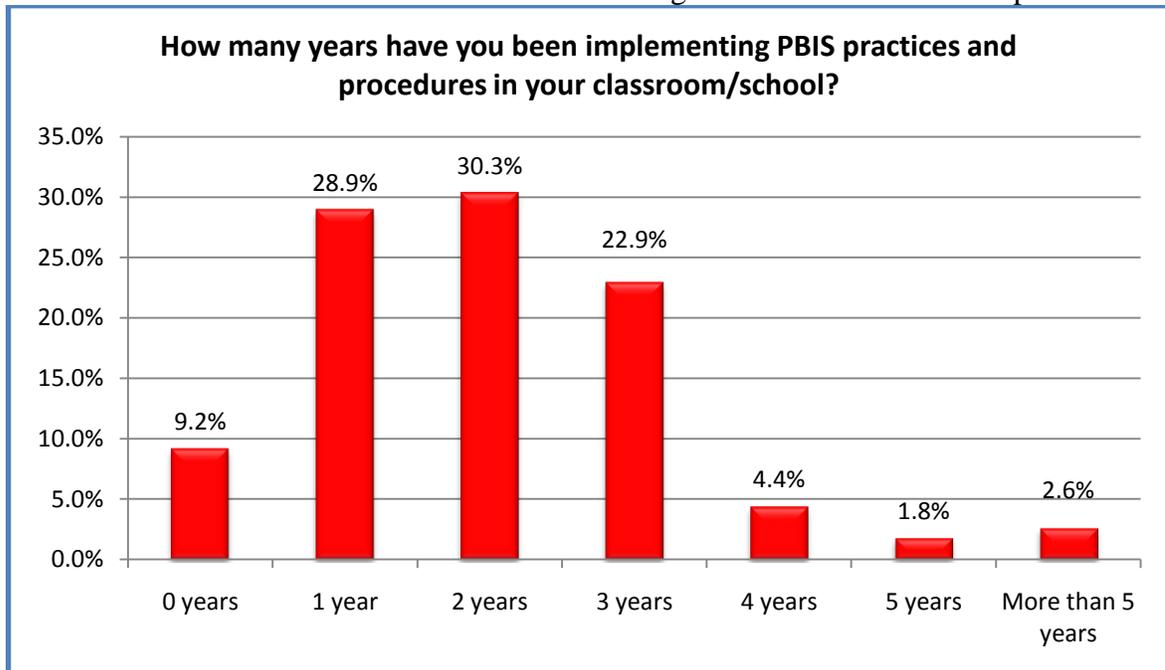
Since teacher's responses reflected fewer years of implementation, the data may indicate some schools conducted a year of leadership activities prior to school-wide activities during which teachers were involved.

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Perception about the length of implementation is reflected in the charts that follow:
The following chart reflects **principal** responses:



Teachers were also asked to indicate how long they have been implementing PBIS practices and procedures in their classrooms/schools. The following chart reflects **teacher** responses:



PBIS Data Report 2009-2010

Additional information about Critical Question 1(b) To what degree are PBIS components in place?

Note: In subsequent discussions with Rebecca Cain, she explained that while there is no listing of PBIS components in the State PBIS Plan or other South Dakota documents, it is understood that the components are found on the School-wide *Benchmarks of Quality (BoQ) Scoring form* developed by the Florida PBS project. That form is completed by the school's PBIS coach and submitted to Ms. Cain two times a year. That document is included in a separate binder titled, **2010 PBIS Data Report, Part C – Artifacts and Evidence**.

The BoQ form included the following *critical elements* that Ms. Cain identified as South Dakota's PBIS *components* referenced in Critical Question 1(b).

1. PBS team
2. Faculty commitment
3. Effective procedures for dealing with discipline
4. Data entry and analysis plan established
5. Expectations and rules developed
6. Reward/recognition program established
7. Lesson plans for teaching expectations/rules
8. Implementation plan
9. Crisis plan
10. Evaluation

Ms. Cain indicated the components identified and used in the on-line survey were mostly compatible with the spirit of SD's PBIS initiative. One component included in the survey, however, was not compatible. That component was #6: *uses effective consequences to discourage inappropriate behavior*. Ms. Cain explained that consequences are not an explicit part of the statewide plan. Inappropriate behavior is addressed through the tertiary levels of PBIS.

Recommendation: Critical Question 1(b): To what degree are PBIS components in place?

The PBIS State Leadership Team should make revisions to the June 2006 edition of the South Dakota PBIS State Plan. If revisions are made, attention should be paid to the PBIS components and data collection processes used to determine if components are being implemented with fidelity. Florida's *Benchmarks of Quality scoring form* should be adapted, with permission, to reflect SD PBIS plan. The PBIS components could be listed, defined, and posted on the SD DOE website to provide school personnel, parents, and other interested parties a greater understanding of PBIS in South Dakota.

Ms. Cain indicated that a revision to the State Plan would be welcome since South Dakota's PBIS initiative has evolved beyond the plan as developed in 2006. Ms. Cain indicated that the PBIS Trainers and state-level staff develop processes, procedures and materials as needed. While flexibility and creativity may be necessary to operations, there needs to be an established plan to assure fidelity of practice.

Finding: Critical Question 2: What changes in behavior are evident where PBIS is implemented?

Not enough data is available to make a determination about changes in student behavior as a result of PBIS implementation at the school level. All school districts collect and record office referral data via Infinite Campus. Some districts also record office referral data via SWIS. Information about those data collection systems follow:

- Infinite Campus - a K-12 data collection system via a secure website sponsored by the State of South Dakota and the SD Department of Education. Infinite Campus literature states that Campus Behavior tracks and reports information about specific student behavioral events, positive or negative, that occur during school or at offsite events. Have prompt, fair, and equitable resolutions by involving appropriate staff, parents, and external parties and eliminating manual referral paperwork.
- SWIS - The School-Wide Information System. SWIS literature states that SWIS is a web-based information system designed to help school personnel use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are an efficient system for gathering information, a web-based computer application for data entry and report generation, and a practical process for using information for decision making.

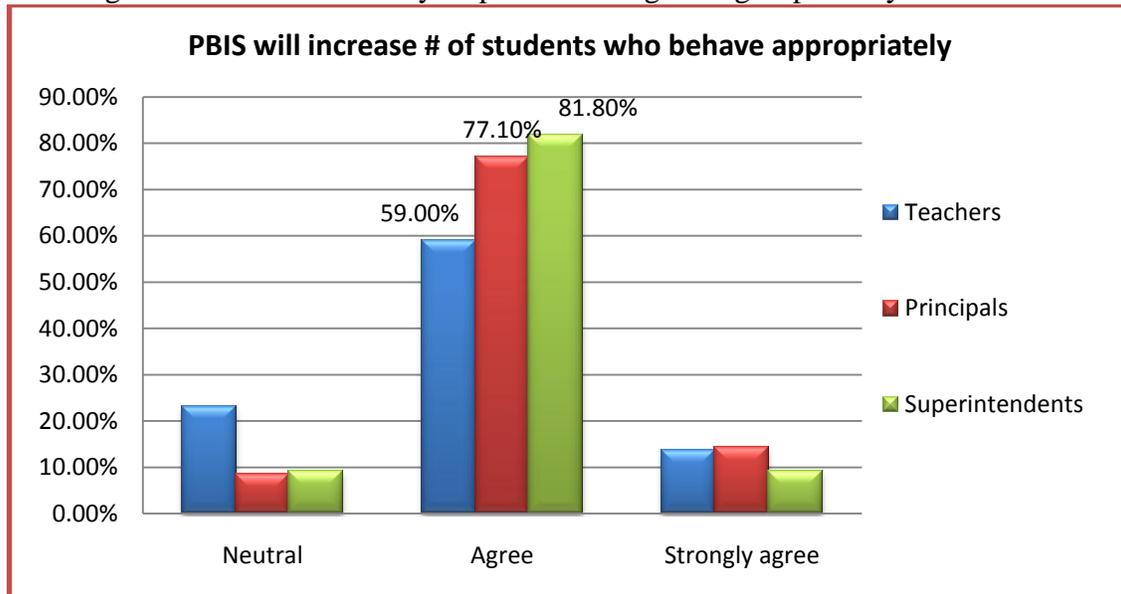
Schools utilize data from student referral reports to determine how PBIS implementation efforts are impacting student behavior. That data is to be collected and analyzed by district personnel and reported to state-level PBIS personnel. Student behavioral data reports contain valuable information about changes in behavior related to PBIS but are not part of this data report. Contact Rebecca Cain for more information.

No survey question was asked that directly gauges how school staff feel regarding changes in behavior where PBIS is implemented. Superintendents, building principals, and teachers were asked to respond to the following statement: *“I believe implementing PBIS with fidelity will increase the number of students who behave appropriately.”*

Response choices were: strongly disagree, disagree, neutral, agree, and strongly agree. Educators participating in the survey indicate they agree that PBIS **will increase the number of students who behave appropriately**. It should be noted that teachers have a lower level of confidence that PBIS will increase positive behaviors.

PBIS Data Report 2009-2010

The following chart reflects the survey responses among each group surveyed:



Recommendation: Critical Question 2: What changes in behavior are evident where PBIS is implemented?

Student behavioral data is critical to the analysis of how PBIS is impacting student behavior. School district personnel should have a uniform method of collecting student behavior data, generating useable reports that are shared with the PBIS team and all staff, and be used for making programmatic decisions that impact changes in behavior. A major purpose of the data is to make programmatic decisions that will facilitate an increase in positive student behavior. Data collection, analysis, and use are key components of implementation with fidelity.

Data should continue to be collected and analyzed at the school and state-level. State-wide comparisons could be made in student behavioral data in non-PBIS schools and schools implementing PBIS.

School-level data should be reported to state-level staff. A specific reporting template regarding changes in behavior could be developed for consistency of reporting. On-line survey questions should be developed to collect perception data related to Critical Question 2.

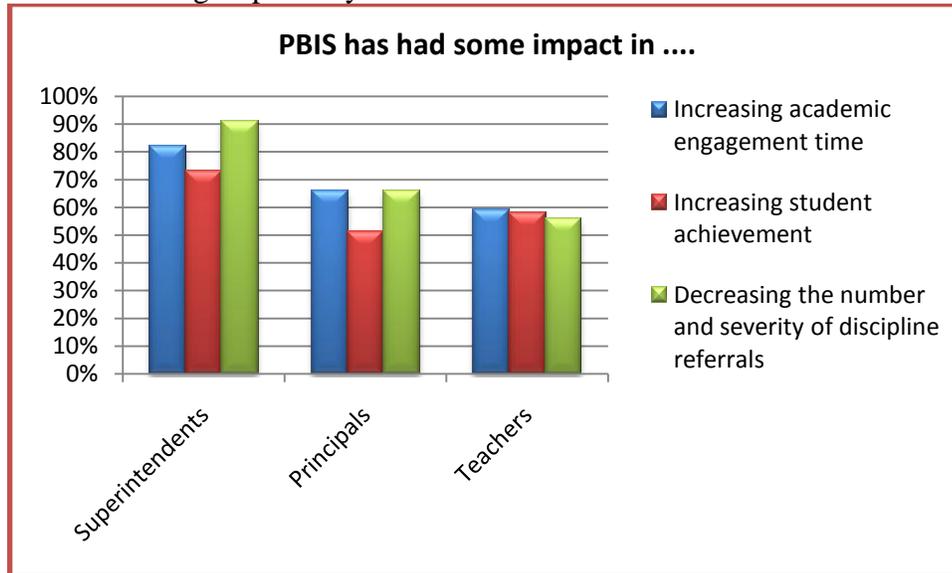
Finding: Critical question 3: What changes in academic performance are evident where PBIS is implemented?

Not enough data is available to make a determination about changes in student academic performance as a result of PBIS implementation at the school level.

No survey question was asked that directly gauges how school staff feels regarding changes in academic performance where PBIS is implemented. Superintendents, building principals, and teachers were asked to rate the impact PBIS was having on classrooms. The survey choices were 1) Insufficient data, 2) No impact, 3) Some Impact, and 4) Significant Impact

PBIS Data Report 2009-2010

The highest percentage of participants in each survey group indicated that PBIS is having **some impact** in increasing academic engagement time, increasing student achievement and decreasing the number and severity of discipline referrals. **It is worth noting that nearly 60% of teachers believe PBIS is having some impact in the classroom.** The following chart reflects the survey responses from each group surveyed:



Recommendation Critical Question 3: What changes in academic performance are evident where PBIS is implemented?

It may be difficult to make a direct link between changes in academic performance and any behavioral program. It is important, however, to gather and report data and note any changes that occur after PBIS is in place.

To determine a direct link between increased academic performance and PBIS implementation would require a data analysis of pre and post treatment achievement data. SD DOE could study student achievement data from state-level assessments such as Dakota STEP, student discipline data collected through Infinite Campus, graduation rates, and other academic performance data. Data collected at the state-level could be utilized to construct a comparative study of PBIS and non-PBIS schools.

School districts could study pre and post academic achievement utilizing local student achievement data such as data collected through DIBELS, Achievement Series, student work, report cards, ACT scores, or other locally generated data. Information about changes in academic performance could be reported to state-level personnel.

A template for reporting changes in academic performance could be developed and used for consistency in reporting among project schools across the state. On-line survey questions should be developed to collect perception data related to changes in academic performance.

Finding: Critical Question 4: Have schools created/maintained positive learning environments since implementing PBIS? (Safe school evaluation forms may be used.)

Not enough data is available to make a determination about the creation or maintenance of positive learning environments since implementing PBIS implementation at the school level.

Rebecca Cain reports that the safe school evaluation forms referenced in the question were developed by the Florida PBS project and are not longer used, therefore no longer pertinent to question 4.

Ms. Cain reports that schools report positive learning environment data as part of the Benchmarks of Quality reports, which continue to be collected and used to evaluate the creation and maintenance of positive learning environments in cohort districts/schools. Other data gathered by schools is included in the Coordinated School Health Reports (<http://doe.sd.gov/oess/schoolhealth/index.asp>) and Safe and Drug Free Schools Reports. Some districts collect local data via school district generated surveys or other collection methods.

It should be noted that a significant premise of PBIS is that students are free to learn in a safe and positive environment. Research supports that premise. Based on Dr. Robert Marzano's meta-analysis of 35 years of research on effective schools, a safe and orderly school environment is among the top five school factors influencing student achievement. Those factors are: 1. Guaranteed and Viable Curriculum, 2. Challenging Goals and Effective Feedback, 3. Parent and Community Involvement, **4. Safe and Orderly Environment**, and 5. Collegiality and Professionalism.

Dr. Marzano states in his book, *What Works in Schools, Translating Research into Action*, pg. 53, "if teachers and students do not feel safe, they will not have the necessary psychological energy for teaching and learning. Many studies have singled out a safe and orderly environment as critical to academic achievement. This has been noted at the federal level. For example, Goals 2000: Educate America Act (National Education Goals Panel, 1994) stated that by the year 2000, every school 'will offer a disciplined environment conducive to learning.' (p.13.)"

The creation and maintenance of a positive learning environment was recognized as critical at the federal-level with the passage of The Safe and Drug-Free Schools and Communities Act (SDFSCA) (Title IV, Part A of the ESEA), a critical part of President Bush's national effort to ensure academic success for all students. Effective July 1, 2002, the SDFSCA State Grants (Subpart 1) program authorizes a variety of activities designed to prevent school violence and youth drug use, and to help schools and communities create safe, disciplined, and drug-free environments that support student academic achievement. Source:

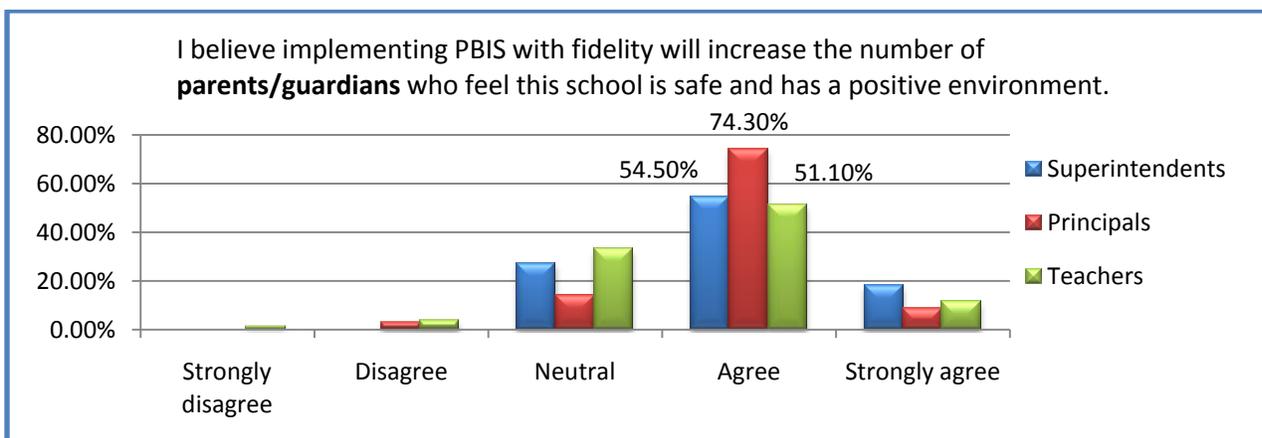
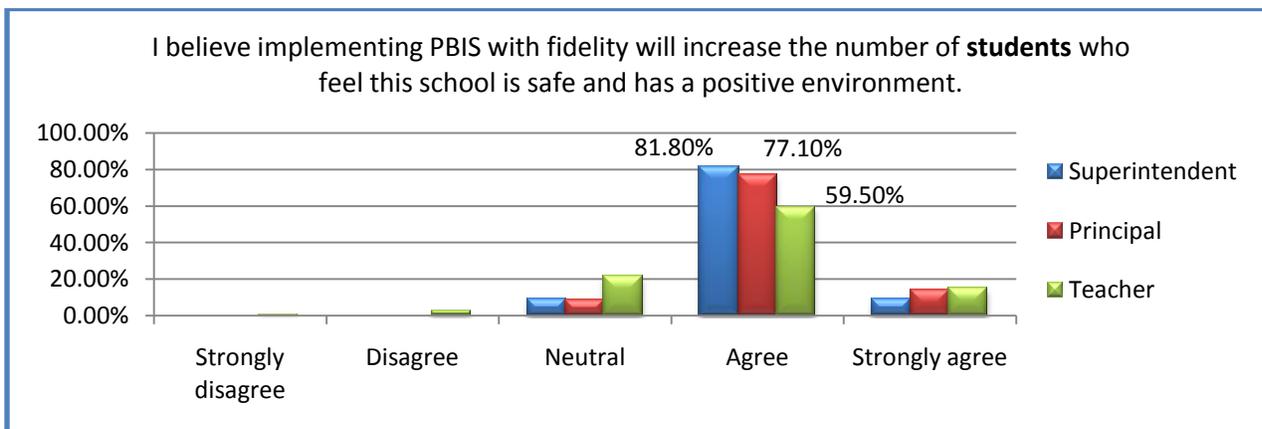
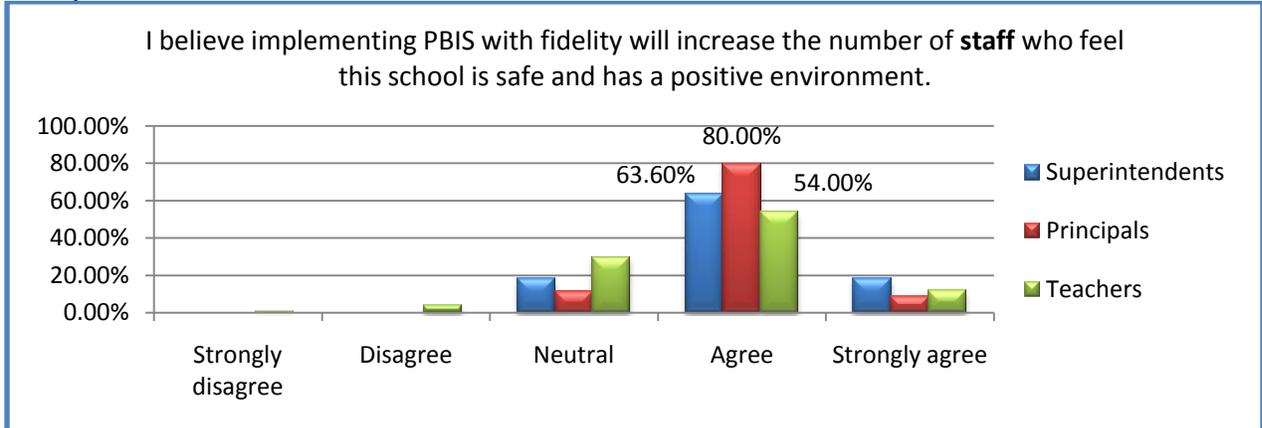
<http://doe.sd.gov/ofm/grants/LEAapp/docs/Title%20IV-safe%20&%20Drug%20Free%20Guidance.pdf>

Research indicates that implementing PBIS with fidelity will assist in providing the safe and positive environment necessary for academic performance.

No survey question was asked that directly gauges how school staff feels about the creation/maintenance of positive learning environments as a result of PBIS. Administrators and teachers were asked to indicate to what extent they believe the implementation of PBIS will increase the number of people who feel the school is safe and has a positive environment.

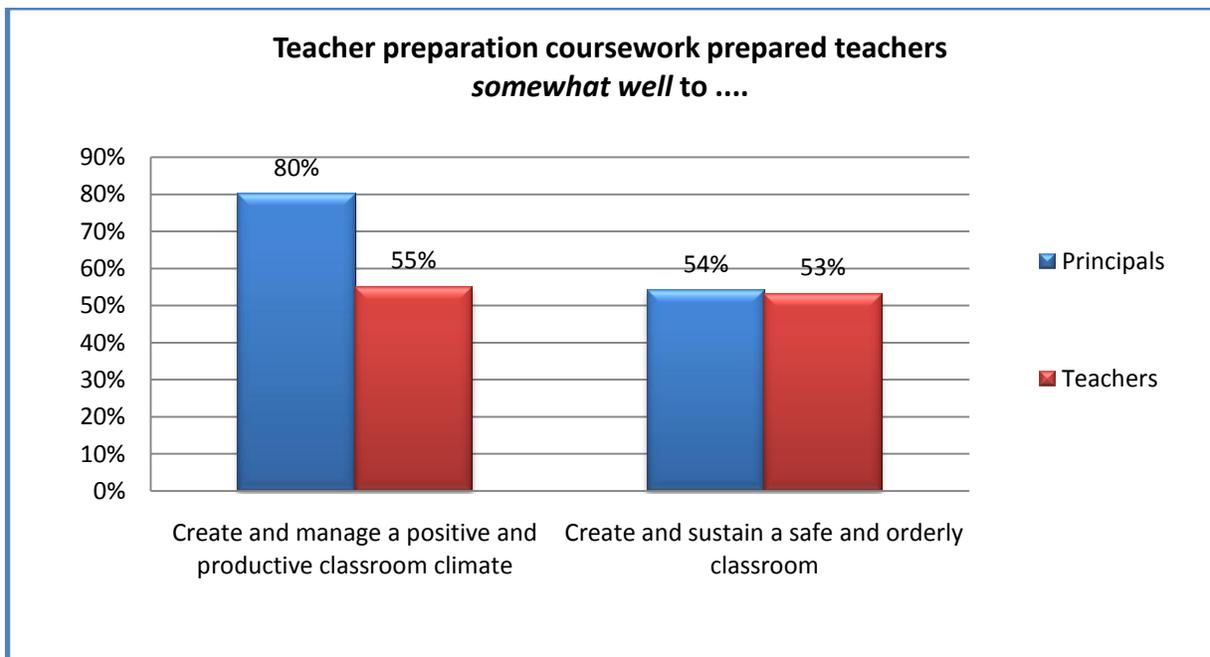
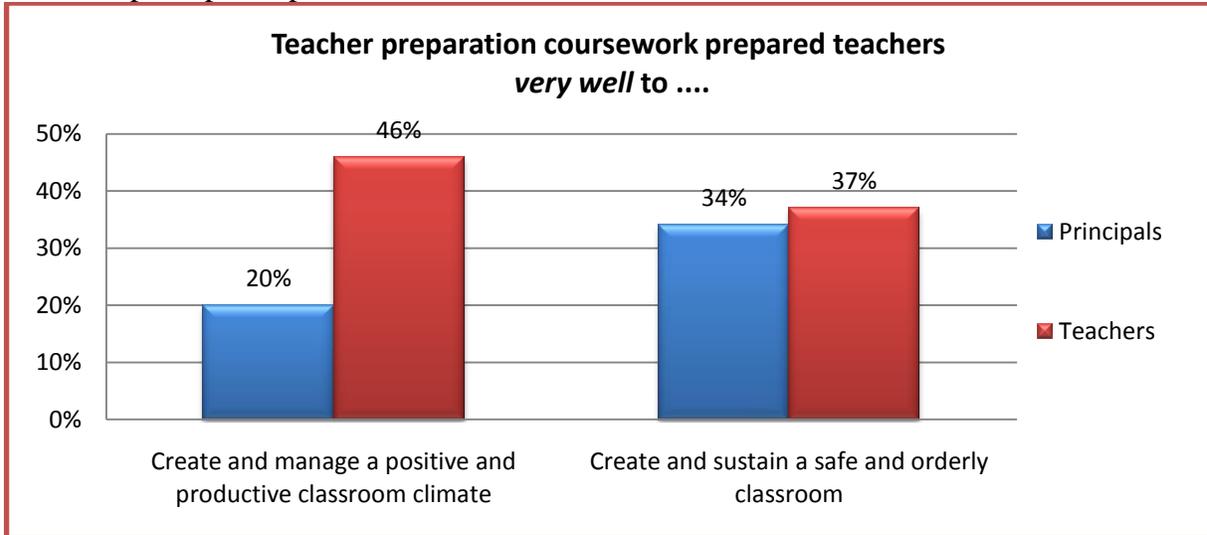
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The highest percentage of those surveyed agree that implementing PBIS with fidelity will increase the number of **staff, students, and parents/guardians** who feel their school is safe and has a positive environment. The following charts reflect the survey responses from each group surveyed:



PBIS Data Report 2009-2010

Principals and teachers were also asked the extent to which educational coursework prepared teachers for creating and managing a positive, productive, and safe and orderly classroom climate. (See Principal Question 6 and Teacher Question 7.) While a percentage of teachers believe educational coursework at the university-level prepared them *very well*; a larger percentage believes educational coursework prepared them *somewhat well*. Nonetheless, it is clear that educators value professional development in classroom management. PBIS is designed to provide teachers with classroom management guidance and interventions. The following charts reflect teacher and principal responses:



PBIS Data Report 2009-2010

Recommendation: Critical Question 4: Have schools created/maintained positive learning environments since implementing PBIS? (Safe school evaluation forms may be used.)

Since the safe school evaluation form was developed for Florida's PBS project and is no longer in use, that reference should be omitted from Critical Question 4.

Data should continue to be collected and analyzed regarding the creation and maintenance of positive learning environments.

The State PBIS Plan says: *The SD DOE Federal Programs and Special Education Units will work with the Data Unit to develop a PBIS data collection plan for participating districts/schools that will utilize data already collected for either school or state use to eliminate undue burden on the participating schools.* It may be that relevant behavioral data is collected and published in documents such as the *Youth Risk Behavior Survey and Safe and Drug Free Data Report*. State-wide comparisons could be made in student behavioral data in PBIS and non-PBIS schools.

School-level data relevant to positive learning environments should be reported to state-level staff. A specific reporting template regarding changes in behavior could be developed for consistency of reporting. On-line survey questions should be developed to collect perception data related to the creation and maintenance of positive learning environments.

An important question, related to Question 4, is the creation and maintenance of school as being a safe and orderly environment. Safety and well-being of students on school property, at school events, and in the community at large is an essential component of any to positive behavioral program. The SD PBIS Plan could place additional emphasis on the creation and maintenance of a safe and an orderly school environment.

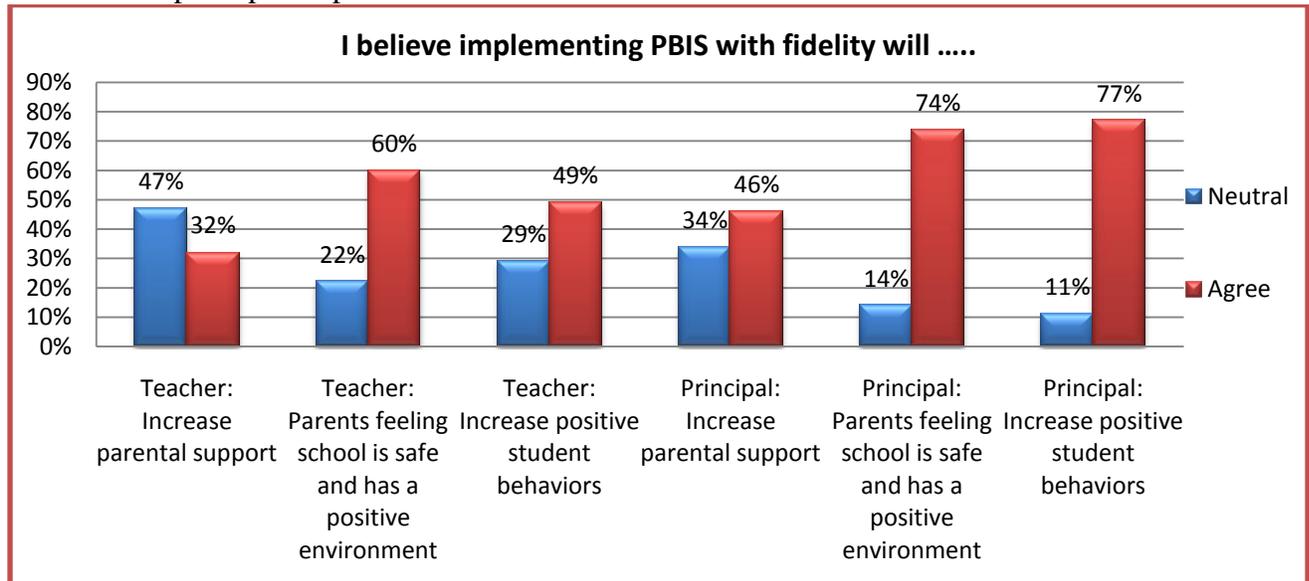
Finding: Critical Question 5: Do students, families, teachers, administrators, other school staffs perceive PBIS as feasible and helpful?

Not enough data is available to make a determination about how students, families, teachers, administrators, and other school staff perceive PBIS as feasible. Students and families were not surveyed for this report. Support staff (office, lunch room, custodial, bus, or other staff) was not surveyed. No survey question was asked that directly gauges how administrators or teachers feel about PBIS being feasible and helpful.

Since this question relates in part to increasing support from parents/guardians and feelings that school is a safe and positive environment, principals and teachers were asked to indicate to what extent they believe that implementing PBIS with fidelity would increase positive student behaviors and the number of parents/guardians who feel school is safe and has a positive environment.

PBIS Data Report 2009-2010

Teacher and principal responses are reflected in the chart below:



Ms. Cain indicated schools do collect and report data related to Critical Question 5 via the monthly PBIS team meeting reports and interview data from some schools. That data is not included in this report. Contact Rebecca Cain for more information.

Recommendation: Critical Question 5: Do students, families, teachers, administrators, other school staffs perceive PBIS as feasible and helpful?

Data should continue to be collected at the school and state-level regarding whether school staff and others perceive PBIS as feasible and helpful. That data should be analyzed to determine what steps to take to increase the levels of understanding about PBIS processes and procedures. Research indicates that fidelity of implementation makes a positive impact on student behavior. An increasing awareness of positive change will impact how PBIS is perceived among the groups listed in Question 5.

A yearly survey should continue to be conducted for school staff including superintendents, principals, teachers, paraprofessionals, and all support staff. All school district employees who interact with students are important to fidelity of practice and should be included in a survey designed to gauge perception of PBIS feasibility and effectiveness.

Information about how parents and students perceive PBIS could be collected either via a survey or interviews. Ms. Cain indicated she would like to add an interview/walk-through feature to on-site data collection. The interviews/walk-through data would be collected by the PBIS trainers assigned to schools. They would use an interview/walk-through template such as one designed by the New Jersey PBS Project. A walk-through template is included in appendix of this report. Other resources for district self-assessment for New Jersey schools are found at: <http://www.njpbs.org/index.htm>

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The SD Department of Education, Office of Educational Services and Support, has developed a parent survey which is distributed to parents by local SPED staff. That survey data is submitted to SD DOE. The possibility of including questions about PBIS components on that survey instrument could be discussed with OESS staff.

End of Findings and Recommendations on Five Critical Questions

Immediate goals of PBIS:

The South Dakota PBIS Plan, 2006 edition, established six immediate goals of PBIS. PBIS **Goals 1-3** are district-level goals; PBIS **Goals 4-6** are state-level goals.

PBIS Goal 1: Create local systems that support and sustain implementation of PBIS in school and community settings. (School district responsibility)

Finding: Not enough data is available to make a determination about the creation of local systems that support and sustain implementation of PBIS in the cohort school or community setting.

During discussions with Rebecca Cain, SD PBIS Coordinator, Ms. Cain indicated that information about local systems of support are included in the Benchmark of Quality report submitted twice a year and the district monthly meeting notes submitted monthly. Ms. Cain indicated the data from those reports are summarized in a yearly status report for PBIS. That data is not included in this report.

Each district has a designated PBIS coach who has received coaching training. The district coach is charged with helping create local systems and sustain the effort in the district. In addition to the Benchmark Quality Report, school-level data is collected by district PBIS coaches. It is not clear what data coaches collect or how it is recorded or utilized.

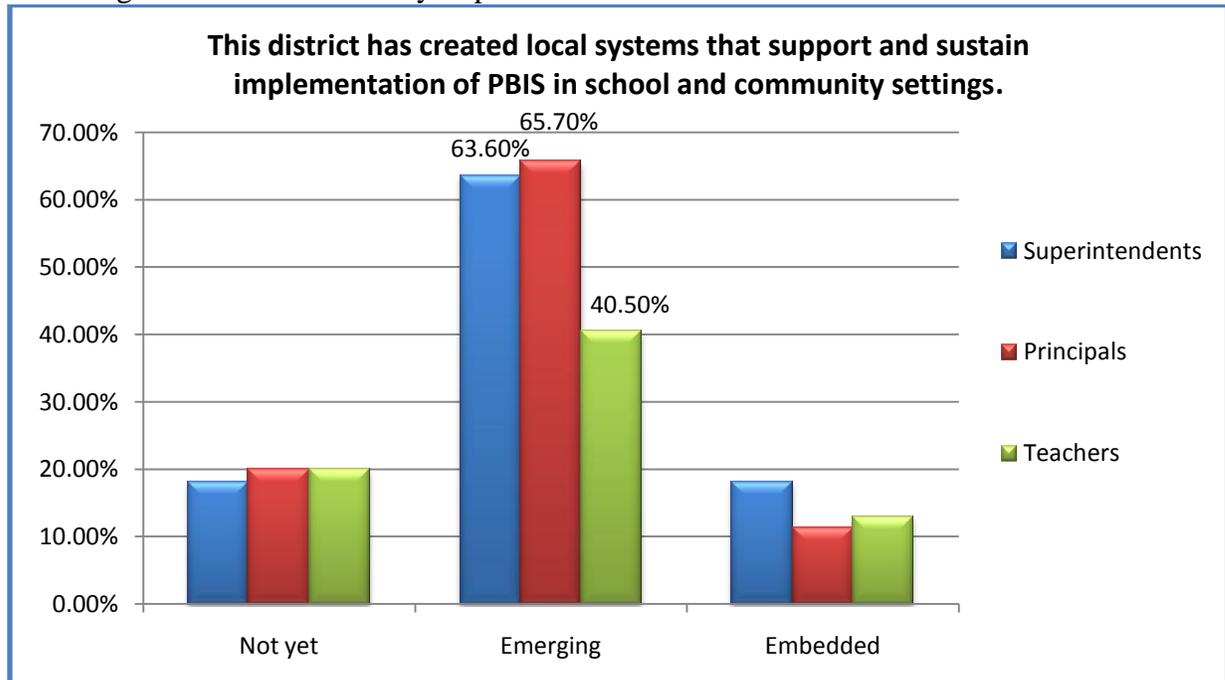
Rebecca Cain, SD PBIS coordinator, and the four state PBIS trainers meet with the district coaches each October and February. During those meetings, coaches receive additional training on the implementation and guidance of PBIS at the district-level.

For additional information about local efforts to create systems that support and sustain implementation of PBIS in the school and community system, contact Ms. Cain.

Administrators and teachers were asked to indicate to what extent they believe their districts are implementing PBIS and have created local systems that support and sustain implementation of PBIS in school and community settings.

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The following chart reflects the survey responses:



Recommendation: PBIS Goal 1: Create local systems that support and sustain implementation of PBIS in school and community settings

Data should continue to be collected at the school and state-level regarding local systems of support. The district PBIS coach is charged with helping districts/schools create local systems and sustain the effort in the district. It is essential someone with administrative level authority support that effort. During a discussion with Ms. Cain, it was clarified that it is recommended that the school principal and/or psychologist provide critical support to the district PBIS coach(es) as local systems of support are created and sustained.

PBIS Goal 2: Create awareness and shared language for addressing the social/behavioral needs of children and youth. (School district responsibility)

Finding: Not enough data is available to make a determination about the extent to which districts/schools created an awareness of and shared language for addressing the social/behavioral needs of children and youth.

Rebecca Cain, SD PBIS Coordinator, indicated that each participating district sends a team to a state-offered PBIS training. An initial activity during that meeting each district develops a planning matrix that outlines how PBIS will look in their district.

A decision is made regarding major and minor behaviors, what are acceptable and unacceptable classroom behaviors vs. school behavior, and how a school will deal with behaviors on a consistent basis in classrooms, in hallways, on school grounds, at school events, on buses, or at other school-related locations and activities.

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Part of the plan is the development of consistent language or terminology used to describe acceptable and unacceptable behaviors. The shared language is developed by team and shared with all staff and students. It is recommended that there are three to five general, overall expectations.

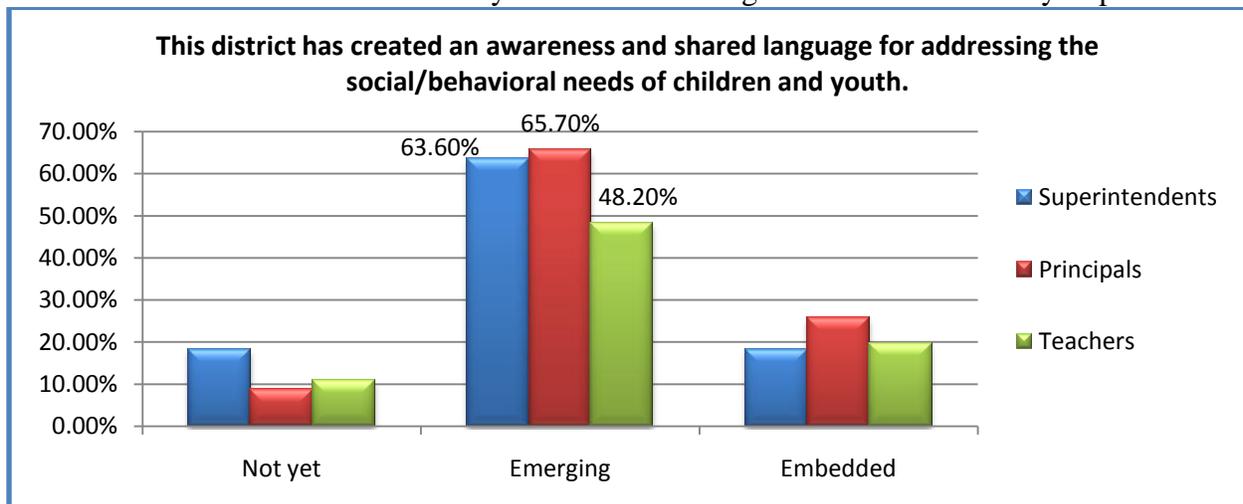
Planning will include teaching expectations to students. Students will be taught the expected behaviors and the expectations will be modeled and reinforced by all staff. Students who comply will receive an agreed upon reward. Student expectations will be enforced by all staff in all settings.

The district PBIS plan is communicated to all school district staff by the trained PBIS teams during an in-school workshop of at least two hours in duration. It is important the plan is supported by all administrators, teachers, and support staff in the school.

Students, parents and community members will be informed about the PBIS plan, acceptable and unacceptable behaviors and how the district will deal with behaviors on a consistent basis.

Each district's PBIS plan is on file with Ms. Cain but those plans are not part of this report.

Administrators and teachers were asked to indicate to what extent they believe their districts are implementing PBIS, and have created awareness and shared language for addressing the social/behavioral needs of children and youth. The following chart reflects the survey responses.



Recommendation: PBIS Goal 2: Create awareness and shared language for addressing the social/behavioral needs of children and youth.

Each district should continue to review and refine the district PBIS plan. That plan should be reported to Ms. Cain and should be shared with all district staff in advance of the school year. It is essential that all staff understand and support the district plan for implementation with fidelity. It is essential that there is an understanding of the shared language and consistent enforcement of the district behavioral norms. Those norms should be communicated with students and proper and frequent modeling and guidance should occur.

Each district could develop information about the district PBIS plan and post it on the school district website for easy access for parents, families and the community.

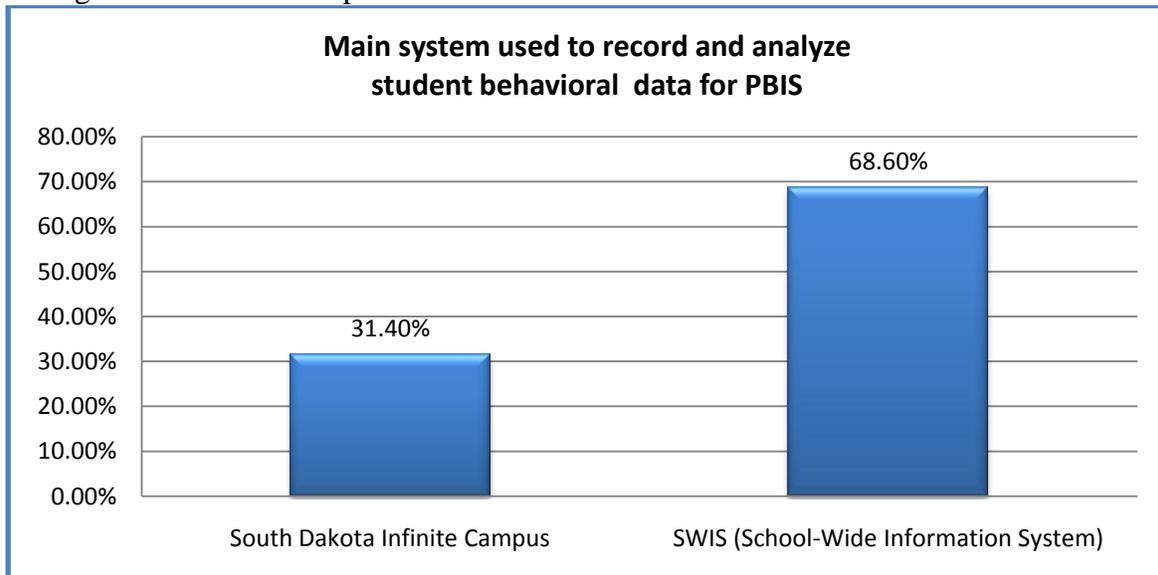
PBIS Data Report 2009-2010

PBIS Goal 3: *Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.* (School district responsibility)

Finding: Not enough data is available to make a determination about the extent to which districts use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.

All SD public schools are required to enter behavioral and other student-related data on SD Infinite Campus. Districts have the opportunity to use either SWIS or SD Infinite Campus for PBIS behavioral data. SWIS (School-wide Information System) cost \$250 per year. SD DOE pays that subscription for the first three years a district/school is part of the SD PBIS project. SWIS provides easy to use behavioral data; it is more difficult for schools to harvest behavioral data from Infinite Campus. Districts that choose not to use SWIS indicate that it is burdensome to enter behavioral data into two separate systems.

School principals were asked the following question on the on-line survey: Which is the Main data system used by your district to record and analyze student behavioral data for PBIS? The following chart reflects the responses:



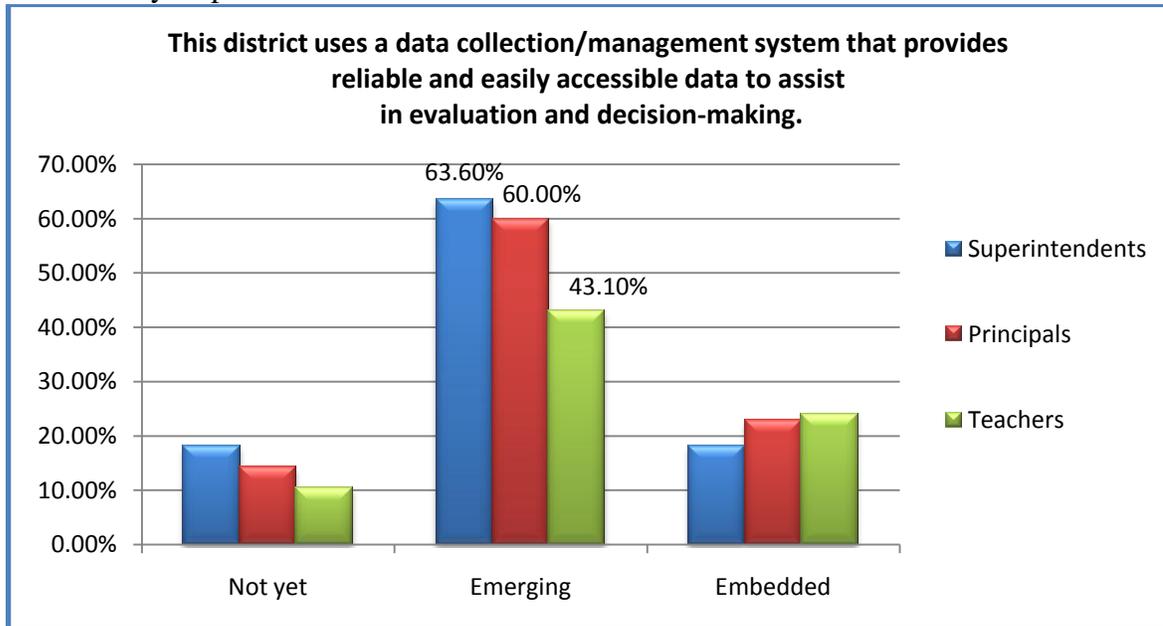
The individual or individuals entering data into the SWIS system must be trained by a SWIS certified trainer. Three people in the district/school have access to the SWIS account. Data entered into SWIS is considered to be confidential so schools guard the passwords.

Schools are asked to submit a monthly office referral report to Ms. Cain. That report can be generated through SWIS. If the district is not using SWIS, a narrative report is sent to Ms. Cain including of what type of behaviors are noted. Not all school districts comply with this requirement. Data from those monthly reports are not part of this data report. Contact Ms. Cain for additional information about the monthly office referral reports.

PBIS Data Report 2009-2010

The purpose of collecting and recording student behavioral data is for school personnel to analyze and use the data to improve fidelity of practice. A survey question was designed to collect data regarding the use of data to assist in evaluation and decision making.

Administrators and teachers were asked to indicate to what extent they believe their districts are implementing PBIS, and using a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making. The following chart reflects the survey responses:



Recommendation: PBIS Goal 3: Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.

Ms. Cain reports that schools will continue to be encouraged to use SWIS since it is an excellent way to see various data reports which assist in the evaluation of student behaviors and use of data to make decisions about PBIS implementation and to identify students who need additional behavioral support.

All districts should comply with the request to submit the office referral report due in April of each year to Ms. Cain. A reporting template could be developed for use by schools not using SWIS to assure consistency in reporting from all cohort districts.

SD DOE could use the data from the office referral reports to plan and deliver additional support to PBIS cohort schools.

PBIS Data Report 2009-2010

PBIS Goal 4: Develop a statewide system of professional development (including trainers and coaches) to support the implementation of PBIS. (SD DOE responsibility)

Finding: PBIS Goal has been achieved, at least in part. Ms. Cain reports that a statewide system of professional development has been developed. DOE currently contracts with three in-state trainers and there are one or more PBIS coaches in each district. Contact Ms. Cain for additional data about South Dakota's statewide system of professional development designed to support the implementation of PBIS.

SD DOE initially contracted with four individuals to provide PD and support to PBIS districts. Pat Hubert, Ruth Fodness, Kari Oyen continue in that capacity. Jody Jackson is no longer serving as one of the in-state PBIS trainers.

While the State PBIS Plan designates how individuals become PBIS trainers, there is no information included in this report regarding the training those individuals received to earn the designation of state designated PBIS Trainers.

The State PBIS Plan states that *SD DOE will provide initial and follow-up training to PBIS cohort districts.* Several trainings have been offered since the beginning of the PBIS initiative. Those trainings are earlier in this report. There is no data in this report regarding who participated in the SD PBIS trainings and how that training was implemented within the district.

Additional information about PBIS trainings offered state-wide is available from Rebecca Cain. Ms. Cain reported that the PD information, participant lists and evaluations/feedback are on file at the SD DOE.

SD DOE contracted with Don Kincaid, who directs the Florida Positive Behavior Support Project at the University of South Florida, Tampa, FL, and Heather Robbins, Heather's Positive Behavior, Inc, Kirtland, NM, to provide training to district PBIS teams.

Ms. Robbins training materials, listed below, are posted on the SD DOE website.

Heather Robbins Trainings April 2009

- Behavior Observation Cards
- FBA BIP for Special Education ppt
- Self-Assessment Form.pdf
- Admin role in PBS.pdf
- PBIS/AT-risk supports.pdf
- Behavioral expectations 5-03.pdf
- Classroom management checklist-R.pdf
- High School Lesson Plans.pdf
- PBS bus ideas.pdf

Tier 1 Positive Behavior Support Team Training was offered to cohort schools in 2009-2010. The in-state PBIS Training Team (Ruth Fodness, Pat Hubert, Kari A. Oyen, and Rebecca Cain) provided the 2009-2010 training.

PBIS Data Report 2009-2010

Participants were provided with a binder titled, *PBIS Training Manual*. That manual is available during training only therefore is not available on SD's DOE website. The *PBIS Tier 1 Training Manual* includes the following materials:

PowerPoint Presentations

- Introduction to Positive Behavior Support
 1. Initial Benchmarks of Quality
- Introduction to the Problem-Solving Process
- Teaming
- Developing Expectations and Rules
- Developing a System for Teaching Appropriate Behavior
- Developing a School-Wide Reward System
- Effective Discipline Procedures
 1. Definitions
 2. Office Discipline Referral Forms
 3. Developing a Coherent Office Discipline Referral Process
 4. Developing Effective Responses to Problem Behavior
- Extending SWPBS into Classroom Systems
- Implementing Tier 1 PBS
- Evaluation
- Practicing the Problem-Solving Process
- What to do After the Training

Benchmark of Quality Scoring Form

- Initial School-wide Benchmarks of Quality: Scoring Form

Activities:

- Characteristics of an Ideal Student
- Student Expectations
- Using Data to Identify Rules
- Rules by Setting Matrix
- Sample Lesson Plan for Expectations
- Sample Lesson Plans for Rules
- Reward System Ideas
- Defining Problem Behaviors
- Categorizing Behaviors
- Effective Referral Form
- Referral Process
- Interventions Worksheet
- Classroom Tracking Form

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- Getting Faculty Buy-in
- Rolling out PBS
- Secundario Middle School (problem identification and goal statement practice)
- Hypotheses and Prediction Statements
- Creating a Book for Products (Template for drafting district action plan and critical parts of school-wide PBIS process)

Action Planning

- Action Planning Guide Cover Sheet
- Specific Action Plan
 1. PBS Team
 2. Faculty Commitment
 3. Effective Discipline Procedure
 4. Data Entry and Analysis Plan
 5. Expectations and Rules Developed
 6. Rewards/Recognition Program Established
 7. Lesson Plans for Teaching Expectations/Rules Developed
 8. Implementation Plan
 9. Crisis Plan
 10. Evaluation
 11. Classroom PBS
 12. Blank Action Plan

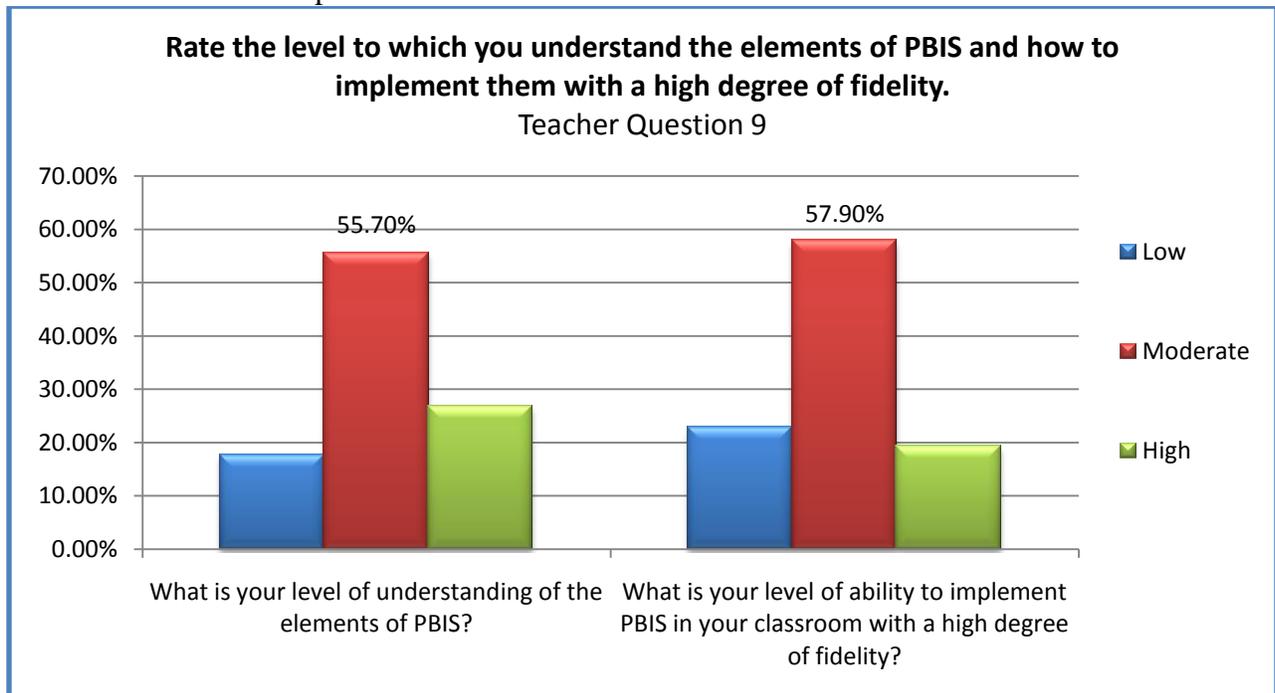
Miscellaneous:

- RtI Triangle
- Working Smarter
- Team Member Roles and Responsibilities
- Coaches' Roles and Responsibilities
- Tier 1 PBS Team Meeting: Database Helpful Hints
- PBS Team Meeting Agenda/Minutes
- PBS Team Meeting Evaluation
- Principles of Behavior ABC Activity
- Basic Principles of Behavior Quiz
- Intrinsic and Extrinsic Reinforcement
- SWIS Referral Form Definitions
- SESIR -SWIS Conversion Sheet (**S**chool **E**nvironmental **S**afety **I**ncident **R**eport)
- SWIS-SESIR Incident Definitions
- Example A & B: Office Discipline Referral Forms
- Example C & D: Student Discipline Reports
- Discipline Flow Chart – Sample A & B
- Classroom Infraction Report

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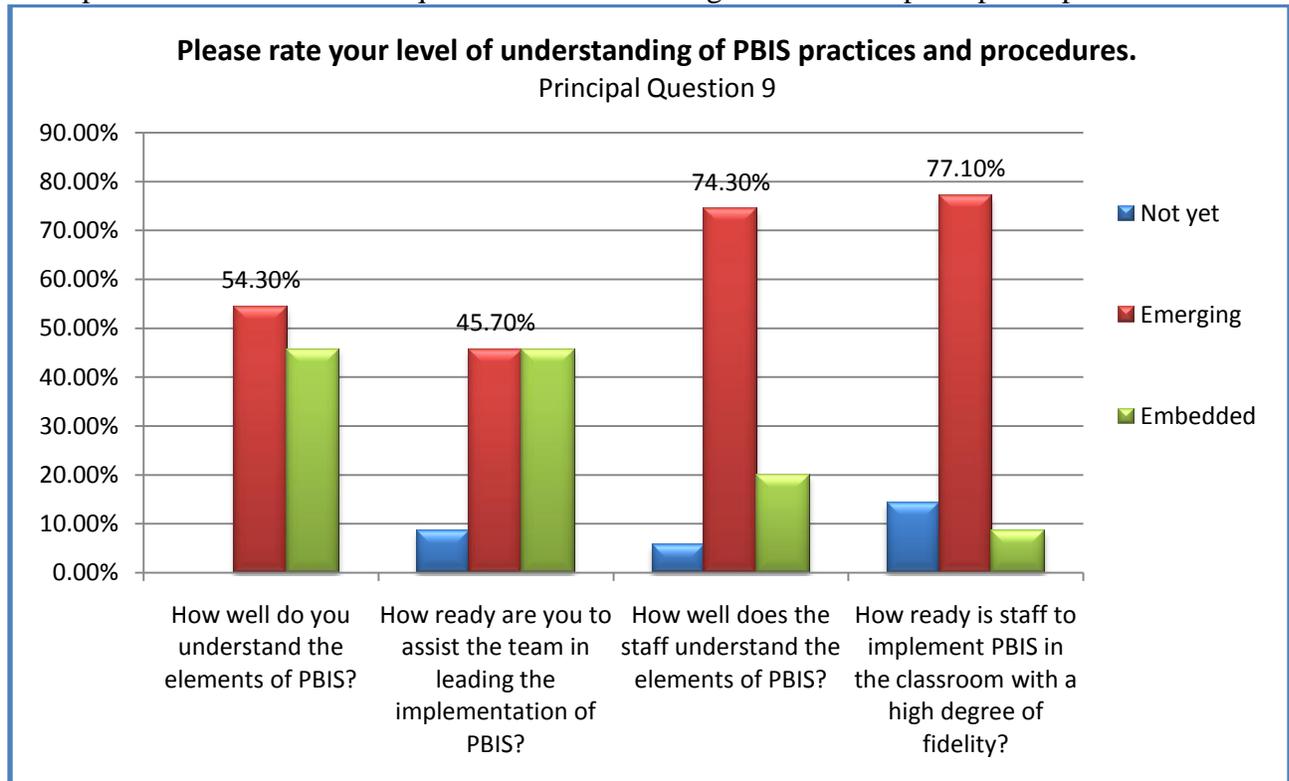
- Classroom Behavior Tracking Forms
- School PATH
- School Dream
- Parent Introduction to PBS Letter
- Parent/Child Test your Knowledge
- Sample Teacher Training Agenda
- Sample PBS Implementation Schedules

In order to determine the extent to which professional development has impacted staff understanding of PBIS and how to implement with fidelity, the on-line survey asked teachers and administrators to rate levels of understanding of PBIS practices and procedures. The following chart reflects teacher responses:



PBIS Data Report 2009-2010

Principals were asked a similar question. The following chart reflects principal responses:

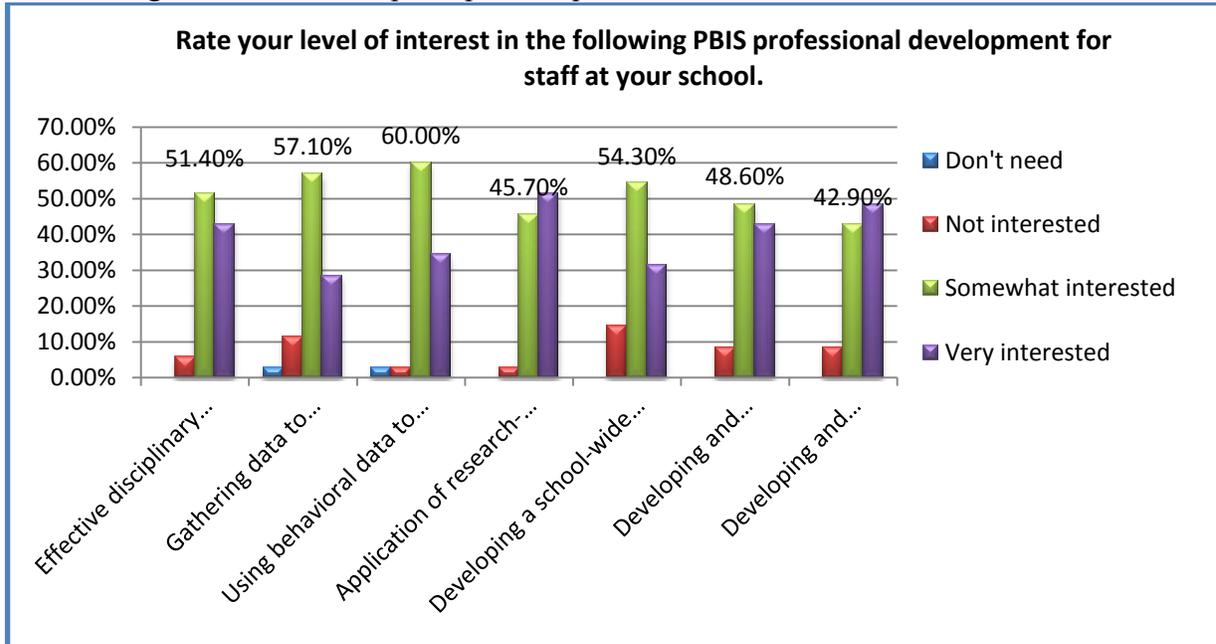


Principals and teachers were also asked to indicate their level of interest in receiving PBIS professional development on the components of PBIS for staff at their schools. The answer choices included:

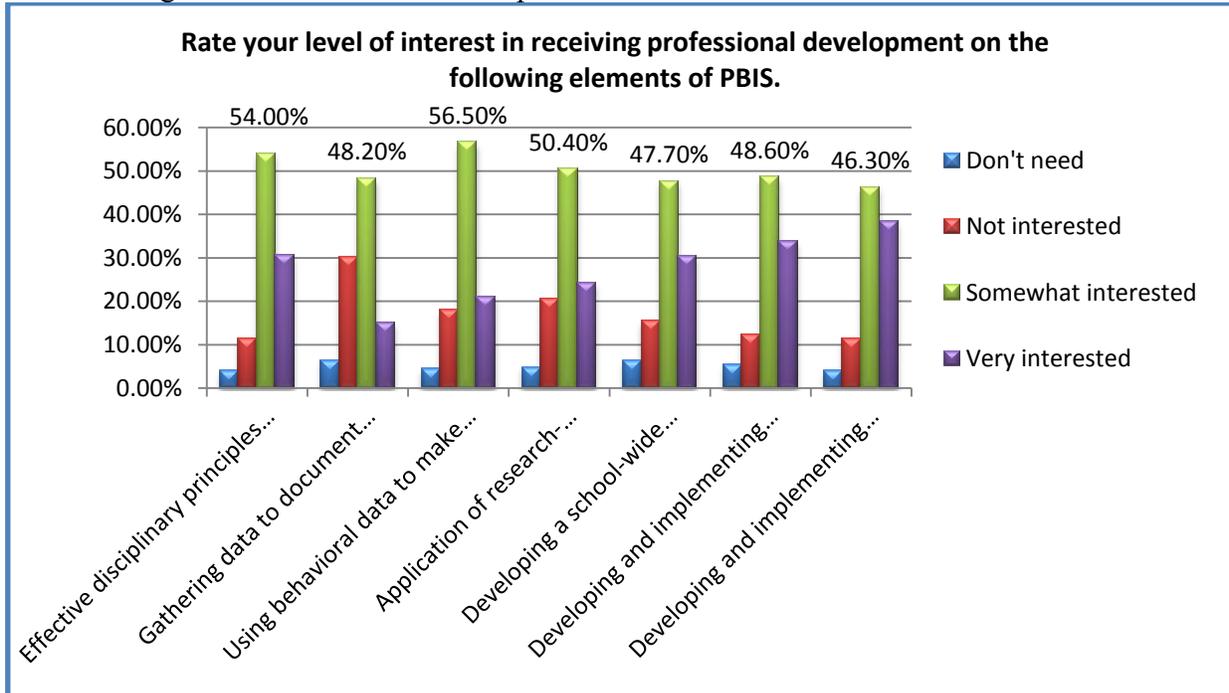
1. Effective disciplinary principles and practices
2. Gathering data to document and analyze inappropriate behaviors in the classroom
3. Using behavioral data to make instructional, curricular and disciplinary decisions
4. Application of research-validated instruction and behavior management practices
5. Developing a school-wide system for teaching and rewarding appropriate behavior
6. Developing and implementing effective school-wide discipline procedures
7. Developing and implementing consistent responses to problem behaviors throughout the school system

PBIS Data Report 2009-2010

The following chart reflects the principals' responses:



The following chart reflects teachers' responses:



PBIS Data Report 2009-2010

Recommendation: PBIS Goal 4: Develop a statewide system of professional development (including trainers and coaches) to support the implementation of PBIS

Initial and ongoing professional development is crucial to the implementation of PBIS with fidelity. The survey indicates varying degrees of interest in professional development on the key components of PBIS. It is critical that professional development be continued and that systems are in place to assure all staff receives the training necessary to understand and assist in the consistent and sustained application of PBIS process and procedures.

Additionally, staff changes at all levels create challenges to the efficient flow of PBIS information and understanding. A system of professional development needs to be created at the local-level and supported at the state-level to provide professional development to incoming staff.

PBIS Goal 5: Incorporate PBIS with coursework offered through institutions of higher education. (SD DOE responsibility)

Finding: Not enough data is available to make a determination about the extent to which SD DOE has impacted the incorporation of PBIS with coursework offered through institution of higher education. Ms. Cain has sent letters to the departments of education at all South Dakota universities offering to discuss PBIS with upper level students majoring in education. No university responded to the invitation.

A copy of the letter template is included in a separate binder titled, **2010 PBIS Data Report, Part C - Artifacts and Evidence.**

A question on the on-line survey asked teachers to indicate the extent to which their educational coursework prepared them in specific areas of classroom management. The answer choices included:

1. Developing and sustaining positive relationships with students
2. Creating and managing a positive, productive classroom climate
3. Creating and sustaining a safe and orderly classroom
4. Developing positive discipline plans
5. Establishing and enforcing classroom rules and procedures
6. Establishing and using consequences
7. Managing student behavior
8. Dealing with misbehaviors
9. Managing instructional time
10. Developing regular classroom routines
11. Managing administrative tasks, transitions and interruptions
12. Setting up and managing classroom space

Teachers indicated the two areas in which they felt **most prepared** was in

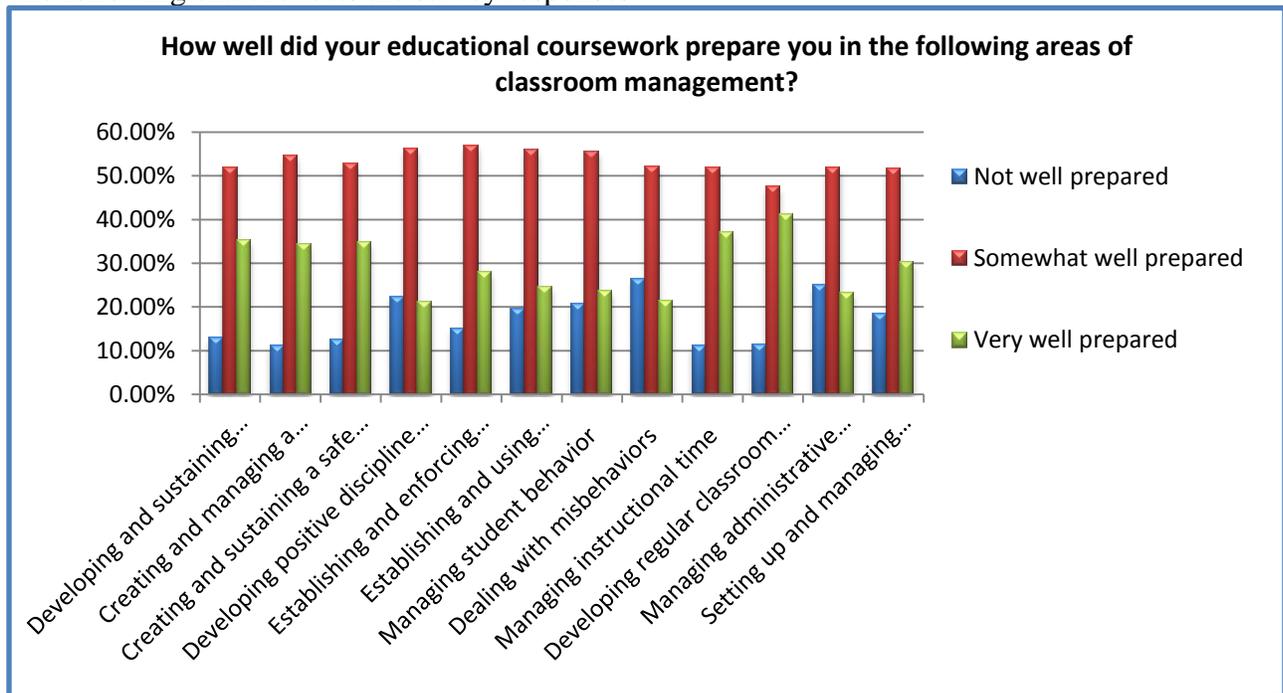
1. developing regular classroom routines
2. managing instructional time

Teachers also indicated the two areas in which they **felt least** prepared were

1. dealing with misbehaviors
2. managing administrative tasks, transitions and interruptions

PBIS Data Report 2009-2010

The following chart reflects the survey responses:



Recommendation: PBIS Goal 5: Incorporate PBIS with coursework offered through institutions of higher education.

South Dakota DOE and state-level PBIS staff should continue to communicate with the departments of education at South Dakota institutions of higher education. The SD Board of Regents could consider recommending the addition of PBIS information to teaching curriculum within teacher education coursework.

It would be beneficial to upper level students majoring in education to be knowledgeable about the components of PBIS how those components are delivered with fidelity. Such knowledge would provide graduating students with an understanding of behavioral interventions and supports and would provide a firm foundation for classroom management.

It may be beneficial to reference data from the PBIS survey when meeting with university personnel.

PBIS Goal 6: Attain PBIS political recognition and support.

There are several levels of political recognition and support: federal, DOE/state, school district and community level. Attaining political recognition and support for PBIS in South Dakota is important for state-wide implementation, systemic change, and long-term sustainability. Planning and action steps would be necessary to work toward the attainment of political recognition and support at each level.

PBIS Data Report 2009-2010

Finding:

Not enough data is available to make a determination about the extent to which SD DOE has impacted political recognition and support of PBIS in South Dakota.

Support and recognition for PBS appears to be stable at the federal level. The current administration is in the process of reviewing education priorities and funding.

Federal level recognition and support: Positive behavior and support is part of the Federal IDEA Act of 1997- Individuals with Disabilities Education Act

According to IDEA '97, PBS is the recommended form of intervention for dealing with challenging behavior in children with disabilities. Failure to implement IDEA, due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policy makers and school personnel, is unacceptable. Students should *not* be excluded from school based solely upon inappropriate social behavior. Appropriate services can readily address and modify many of these behaviors, leading to more positive outcomes than simple punishment.

(Source: NASP Fact Sheet - http://www.nasponline.org/resources/factsheets/pbs_fs.aspx)

State level legislative support:

While there is no evidence of continued support or a high level of understanding about South Dakota's PBIS plan, legislation was passed supporting positive behavioral interventions and supports for special education students.

South Dakota Legislature Administrative Rules:

<http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:05:27:01.02>

24:05:27:01.02. Development, review, and revision of individualized education program.

In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:

(1) In the case of a student whose behavior impedes his or her learning or that of others, **consider the use of positive behavioral interventions and supports** and other strategies to address that behavior;

Source: 26 SDR 150, effective May 22, 2000; 32 SDR 41, effective September 11, 2005; 33 SDR 236, effective July 5, 2007.

General Authority: SDCL 13-37-1.1.

Law Implemented: SDCL 13-37-1.1

PBIS Data Report 2009-2010

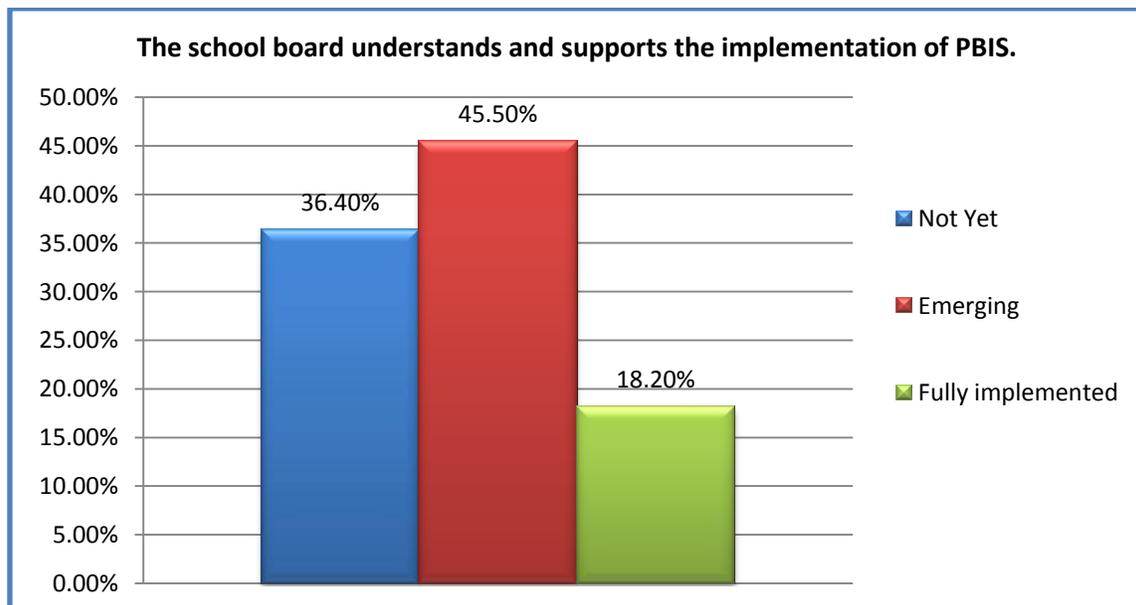
SD Department of Education support:

Individuals from the Department of Education have provided information to various stakeholder groups. There is no evidence to support a high level of knowledge about PBIS among SD DOE leaders or staff members other than personnel within the Office of Educational Services and Support. Funding necessary to support state-wide implementation of PBIS is an important consideration. Resistance among some departments may be anticipated especially if decisions impact the way funding is distributed among state-supported projects.

District and community recognition and support:

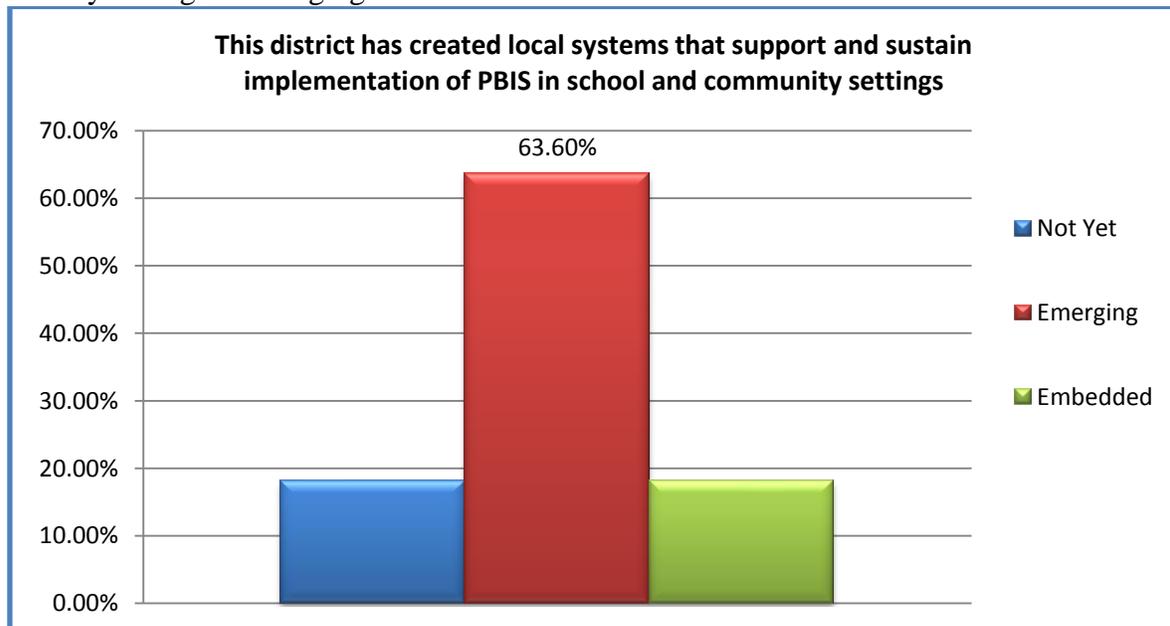
It is the responsibility of the local PBIS district/school level teams to keep district personnel informed about PBIS process and practices. It is important that building principals be part of the team or well-informed about team activities. It is critical that lines of communication be developed and maintained with the district superintendent. The superintendent should provide information to the school board and key community-level leaders. PBIS information shared with all entities by school-level teams should be with the support and agreement of the district superintendent.

Survey responses from superintendents indicate that school board understanding and support of PBIS is emerging.



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Nearly 64% of superintendents feel the creation of local systems of support in school and community settings is emerging.



Recommendation: PBIS Goal 6: Attain PBIS political recognition and support.

In order to impact political support at the legislative level, a plan of action would need to be developed within the Department of Education and shared with DOE department heads and staff. Legislators could be contacted, information could be provided at committee meetings, and legislation could be drafted. If necessary, potential funding sources could be explored.

Personnel changes at all levels create challenges to the understanding and support of PBIS. Plans could be developed to make sure new leaders at the state and district-level are informed and supportive.

State and district level staff could be directed to the PBIS Technical Assistance Center (www.pbis.org) for valuable information about increasing community support. **Information from that website follows:**

Positive Behavior Support and Community

Community support is vital to the sustainability of Positive Behavioral Interventions and Supports. Local resources such as: 1) political support, 2) business investment, and 3) media coverage are crucial to self-sustaining capacity building within each district.

PBIS Data Report 2009-2010

Political Support

Education is a vital cog to any community. Quality education creates high caliber employees, college students, supporters, and consumers. The support of PBIS by any community's political leaders ensures the continued ability of the school to decrease office discipline referrals; which gives educators a classroom atmosphere where learning is the number one activity.



As the graphic above indicates, political supports is one the three key components to ensure district leadership teams have the support necessary to train, coach, and evaluate the local schools for continued success.

How does a school achieve political support for Sw-PBIS? Invite politicians to school events. Have student PBIS team leaders walk the politician around the school pointing out the 3-5 behavioral expectations, the matrix of behavioral teaching examples, the gotcha program, and discuss how each behavior was taught to the entire school. Have the students talk about what a difference Sw-PBIS has meant to them.

Keeping politicians informed assists with legislation like the "Positive Behavior for Effective Schools Act" in the US Senate (S.2111), which is companion legislation to H.R.3407. **S.2111 Title:** A bill to amend the Elementary and Secondary Education Act of 1965 to allow State educational agencies, local educational agencies, and schools to increase implementation of early intervention services, particularly school-wide positive behavior supports.

Business Investment

Business support can provide the impetus for parental involvement and political support by bestowing schools with recognition in many ways. Here are a few ideas utilized by some current Sw-PBIS schools:

- Celebration night at a local restaurant for all students who received 35 gotchas in a month. Students bring in gotcha tickets and family receives one entree free. (A gotcha is a ticket for caught being good.)
- Grocery store chooses one student per week from gotcha drawing to serve as an apprentice on Saturday at the grocery store.

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- Car oil change company gives out letters for the school to send out to exemplar students giving the parents 15% off their next oil change.
- Art fair night hosted by local restaurants who serve samples of their food to visitors. The highlighted artists are students who earned a certain number of gotchas in a given period.
- Discount cards donated by restaurants, book stores, discount stores, grocery stores, etc. earned for receiving a predetermined number of gotchas.
- Teacher supply store, discount store, and book store discounts or gift certificates for educator motivation prizes for giving out the most gotcha tickets.

How can schools procure business support? Invite business owners to visit the schools, visit the Rotary Club and talk about success stories in the schools, invite businesses to the Sw-PBIS stakeholder group, and when visiting the business mention the program and ask for support.

Media Coverage

Positive media coverage can assist political, parental, business and community support. A press release template is available in Microsoft Word and can be used to notify newspapers, television, and radio stations for coverage of Sw-PBIS events. Make media coverage a responsibility of one of the PBIS leadership team members. Local media stations have fax lines available for press releases.

Source: <http://www.pbis.org/community/default.aspx>

End of Findings and Recommendations for Immediate Goals

PBIS Outcomes

The SD PBIS State Plan states on page 3, “*As schools and districts implement systems and strategies of PBIS, they are expected to attain both immediate and long-term outcomes.*” A listing of immediate and long-term outcomes follows:

Immediate Outcomes – those things that are expected to result soon after PBIS is implemented and continue to be evident as PBIS is sustained over time. An increase in:

- Immediate Outcome 1: Appropriate behavior
- Immediate Outcome 2: Student achievement
- Immediate Outcome 3: Parent/guardian satisfaction and positive reports about their child’s school as reflecting a safe environment
- Immediate Outcome 4: Feelings of safety and positive environments in schools
- Immediate Outcome 5: Involved community partners
- Immediate Outcome 6: Use of data in making programmatic decisions

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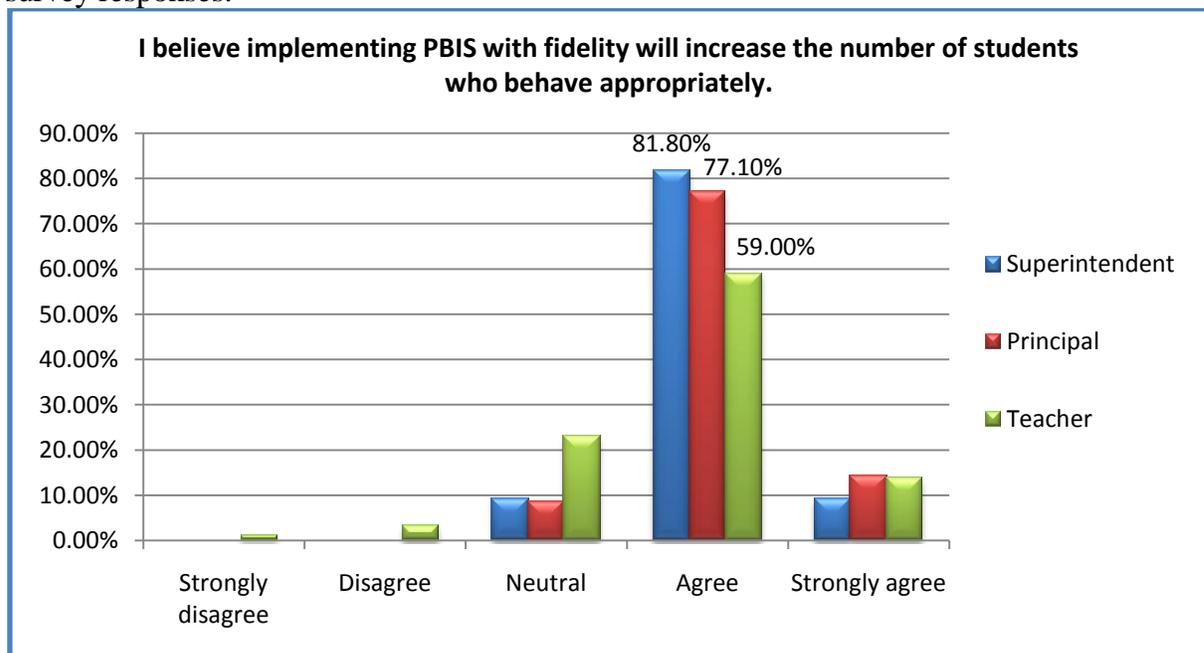
Long-term Outcomes – those effects that are expected over time as PBIS is implemented in many schools and communities. These effects are more difficult to show a direct causal relationship and yet PBIS is expected to play a contributing role.

- Long-term Outcome 1: An increase in the graduation rates across South Dakota
- Long-term Outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues
- Long-term Outcome 3: An increase in the positive behaviors exhibited by students in the community
- Long-term Outcome 4: An increase in the number of functional systems of support* in communities

Data related to the immediate outcomes at the district and school-level follow:

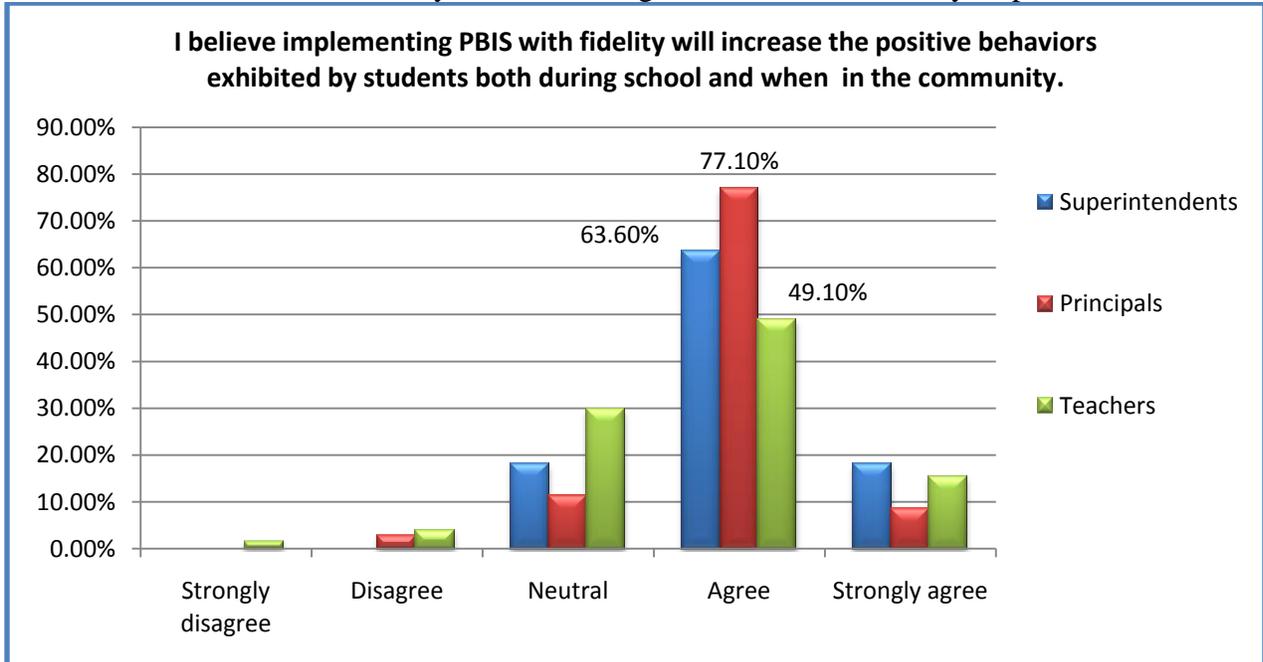
Immediate Outcome 1: An increase in appropriate *student* behavior (For related data, see Critical Question 2: What changes in behavior are evident where PBIS is implemented?)

Finding: While there is insufficient data to draw a definitive conclusion, administrators and teachers believe that implementation of PBIS **will increase** the number of students who behave appropriately during school and when in the community. The following charts reflect the survey responses:



PBIS Data Report 2009-2010

Administrators and teachers were also asked to indicate to what extent they believe the implementation of PBIS will increase the positive behaviors exhibited by students both during school and when in the community. The following chart reflects the survey responses:



Recommendation: Immediate Outcome 1: An increase in appropriate *student* behavior

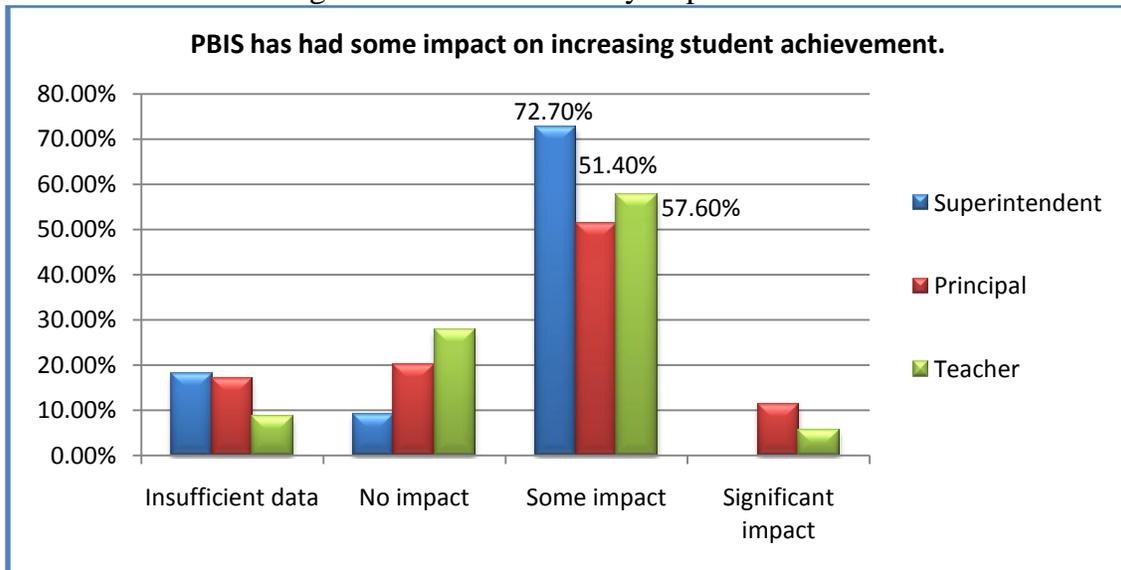
Data should continue to be collected and analyzed at the school and state-level. State-wide comparisons could be made in student behavioral data in those schools implementing PBIS and those schools that are not.

School-level data should be reported to state-level staff. A template for reporting increases in appropriate student behaviors could be developed and used for consistency in reporting among project schools across the state. On-line survey questions should be developed to collect perception data related to changes in appropriate student behaviors at the school-level.

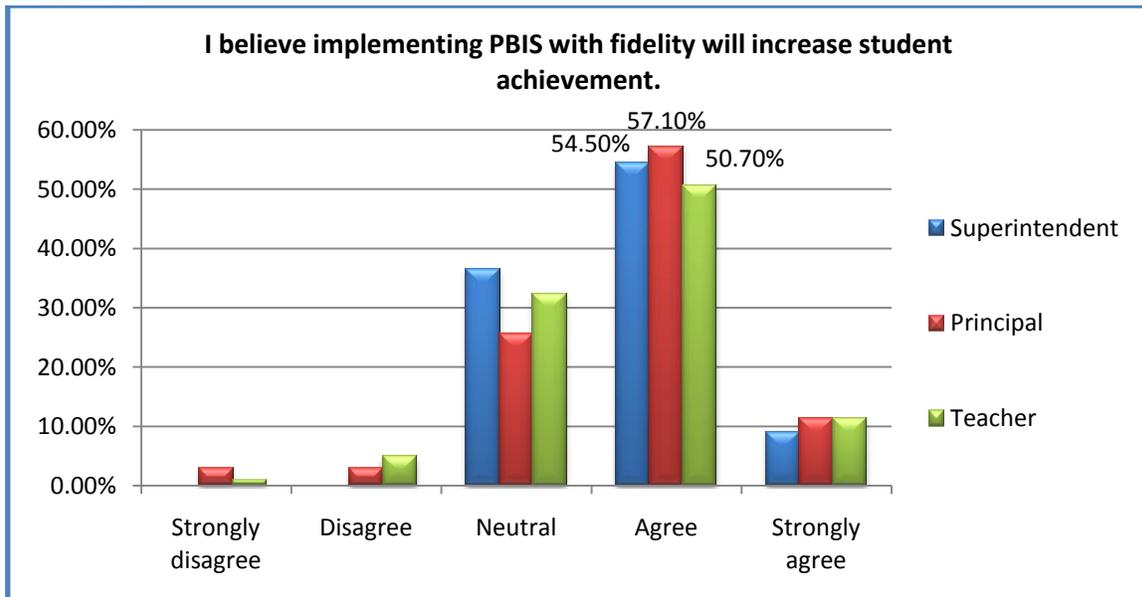
PBIS Data Report 2009-2010

Immediate Outcome 2: An increase in student achievement (For related data, see Critical Question 3: What changes in academic performance are evident where PBIS is implemented?)

Finding: While there is insufficient data to draw a definitive conclusion, administrators and teachers indicate that implementation of PBIS **has had some impact** on increasing student achievement. The following charts reflect the survey responses:



Those surveyed also agree implementing PBIS with fidelity **will continue to increase student achievement.**



PBIS Data Report 2009-2010

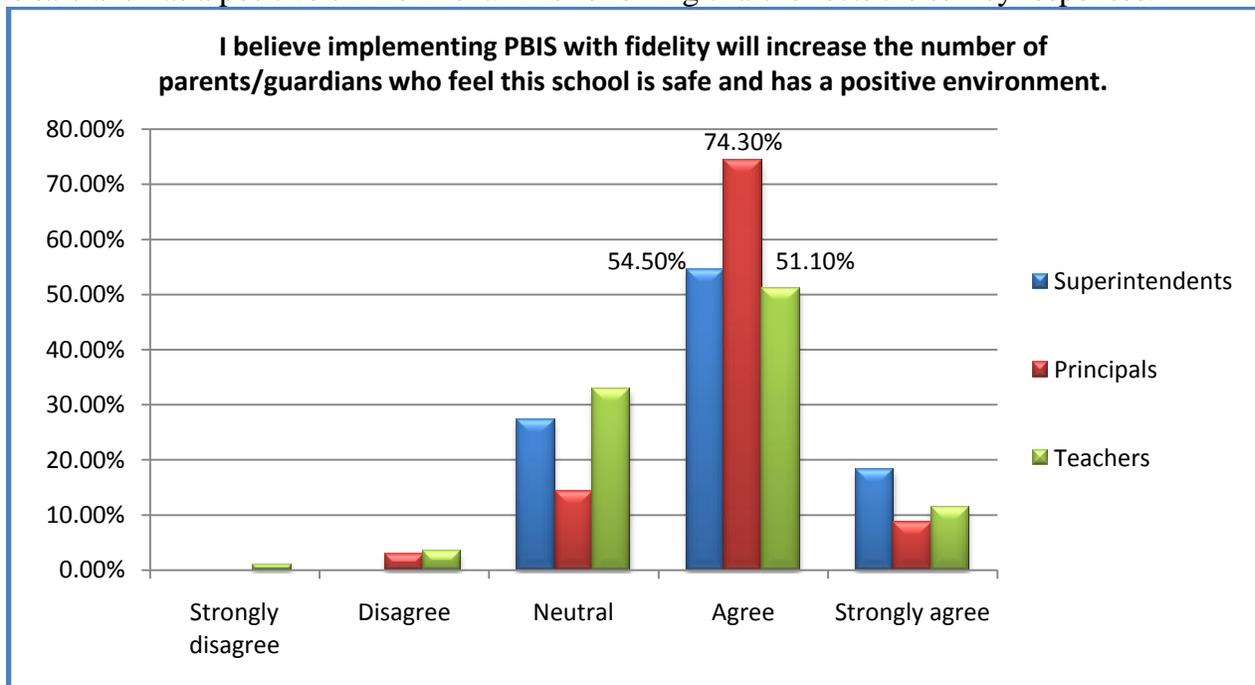
Recommendation: Immediate Outcome 2: An increase in student achievement

It may be difficult to make a direct link between changes in academic achievement and any behavioral program. It is important, however, to gather and analyze data to determine what, if any, changes occur after PBIS is in place.

A template to report changes in academic performance could be developed for consistency of reporting. Fidelity of practice should be noted and reported. On-line survey questions should be developed to collect perception data related to changes in academic performance.

Immediate Outcome 3: An increase in parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment. (For related data, see Critical Question 3: "Do families perceive PBIS as feasible and helpful" and Critical Question 4: "Have schools create/maintained positive learning environments since implementing PBIS?")

Finding: No data was collected from parents/guardians to gauge whether they feel their child's school reflects a safe environment. None of the critical evaluation questions specifically speaks to school being a safe environment. Critical Question 3 asks: "Have schools created and maintained positive learning environments?" Administrator and teacher data indicate agreement that PBIS will increase the number of parents/guardians who feel their child's school is safe and has a positive environment. The following chart reflects the survey responses:



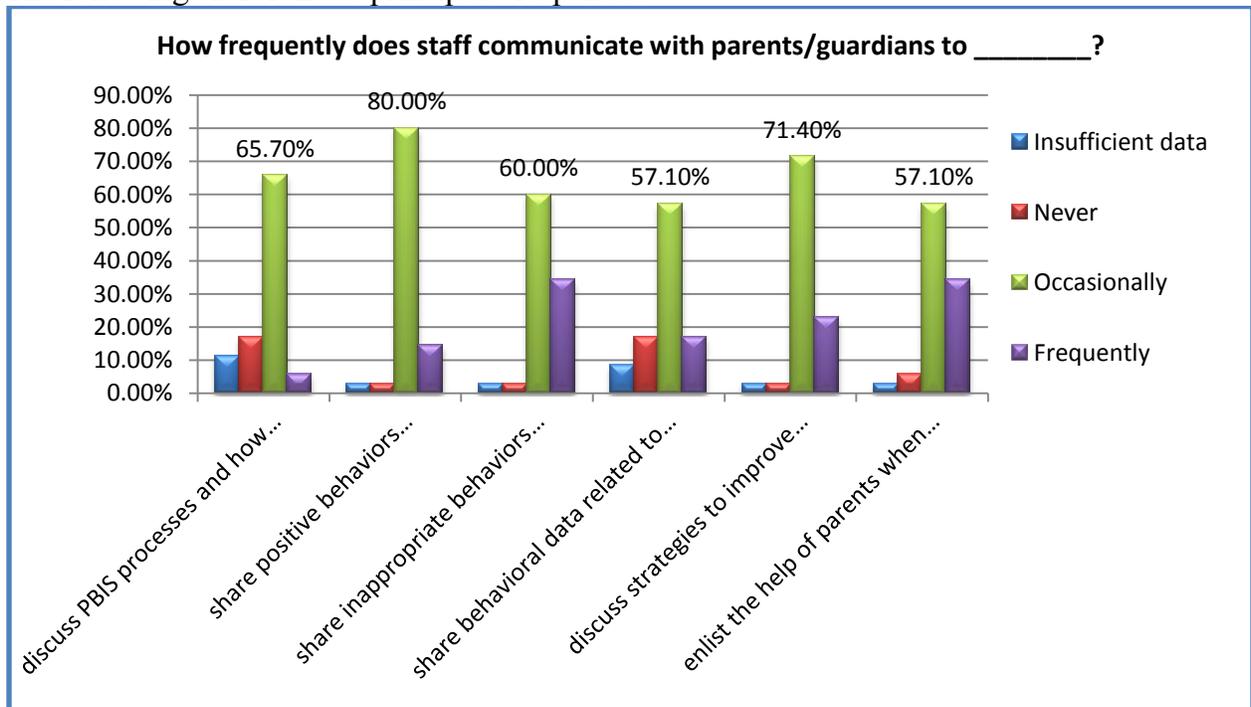
PBIS Data Report 2009-2010

Ms. Cain indicated that PBIS teams prepare parent communication plans while at PBIS trainings. It is the district's responsibility to utilize those plans and maintain communication with parents/families. Ms. Cain indicated that districts will be asked for information about parent/family communications on the reporting forms already in use.

Principals and teachers were surveyed regarding the frequency of communication with parents/guardians about:

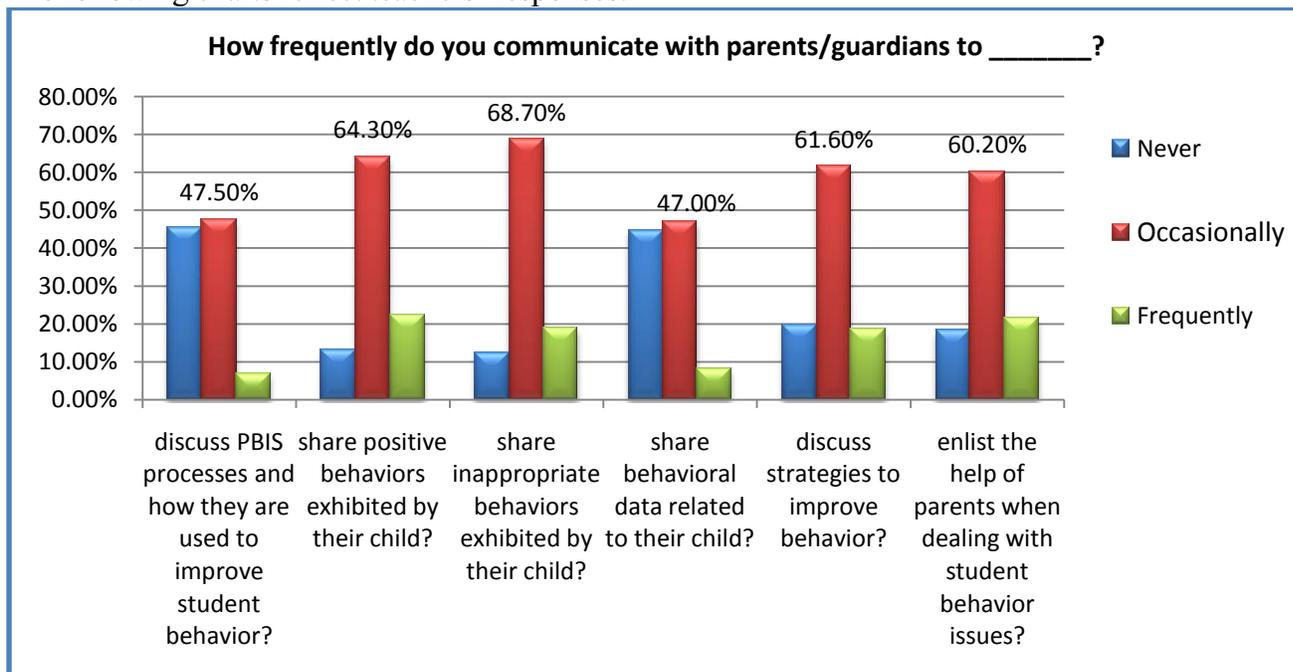
1. PBIS process and how they are used to improve student behavior
2. Share positive behaviors exhibited by their child
3. Share inappropriate behaviors exhibited by their child
4. Share behavioral data related to their child
5. Discuss strategies to improve behavior
6. Enlist the help of parents when dealing with student behavior issues

The following chart reflects principals' responses:



PBIS Data Report 2009-2010

The following charts reflect teachers' responses:



Recommendation: Immediate Outcome 3: An increase in parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment

The district PBIS team should revisit parent/family communication plans and implement them. Administrative level staff should be responsible for assuring review, revision and implementation of the communication plans. Records should be maintained and data collected and analyzed regarding parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment.

School-level data should be reported to state-level staff. A specific template to report parent/guardian satisfaction should be developed for consistency of reporting. Fidelity of practice should be noted and reported. On-line survey questions should be developed to collect perception data related to parent/guardian satisfaction with safe school environment.

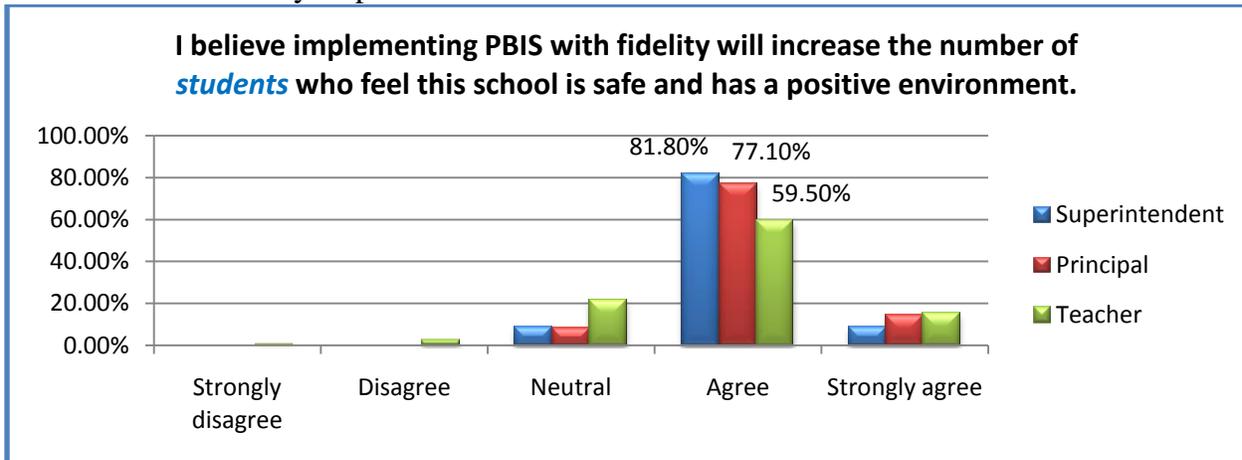
School districts should poll parents/guardians regarding satisfaction and positive reports about their child's school as being a safe environment.

On a statewide basis, there is some coordination with SD Parent Connection regarding SPED students and parent/family information. There may be an advantage to having the SD State Parent Resource Network involved in disseminating information about the SD PBIS initiative.

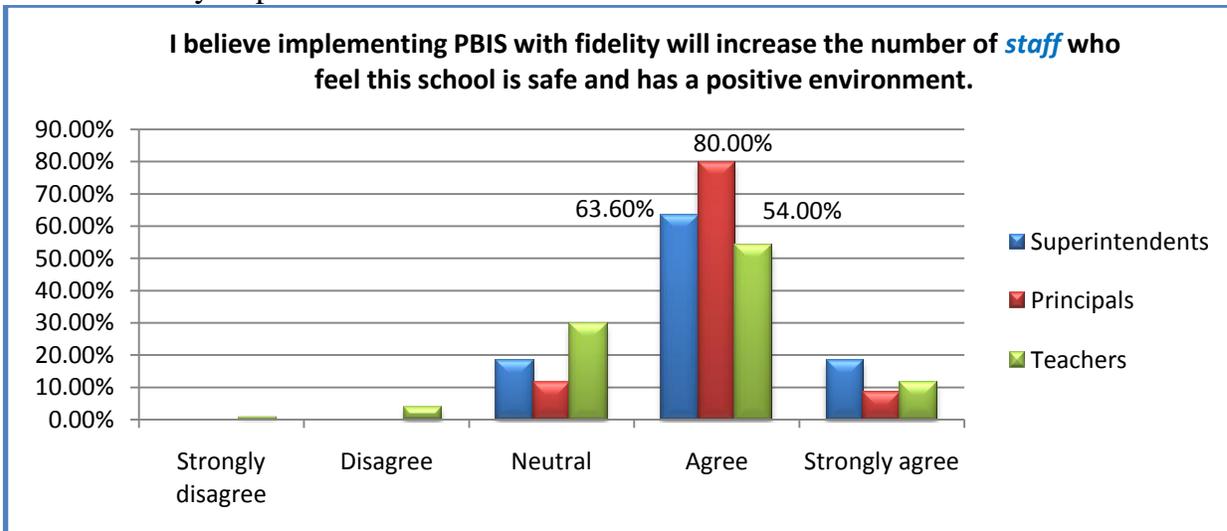
PBIS Data Report 2009-2010

Immediate Outcome 4: An increase in feelings of safety and positive environments in schools (For related data, see Critical Question 4: *Have schools create/maintained positive learning environments since implementing PBIS?*)

Finding: Nationally, school staff, parents and students are concerned about safety and positive environments in school. There is insufficient data to draw a conclusion about an increase in feelings of safety and positive environments in PBIS schools. No data was collected from students or parents to gauge whether they feel their school is safe and has a positive environment. Administrators and teachers were asked whether PBIS would increase the number of students who feel their school is safe and has a positive environment. The following charts reflect the survey responses:



Administrators and teachers were also asked whether PBIS would increase the number of teachers who feel their school is safe and has a positive environment. The following charts reflect the survey responses:



PBIS Data Report 2009-2010

Recommendation: Immediate Outcome 4: An increase in feelings of safety and positive environments in schools

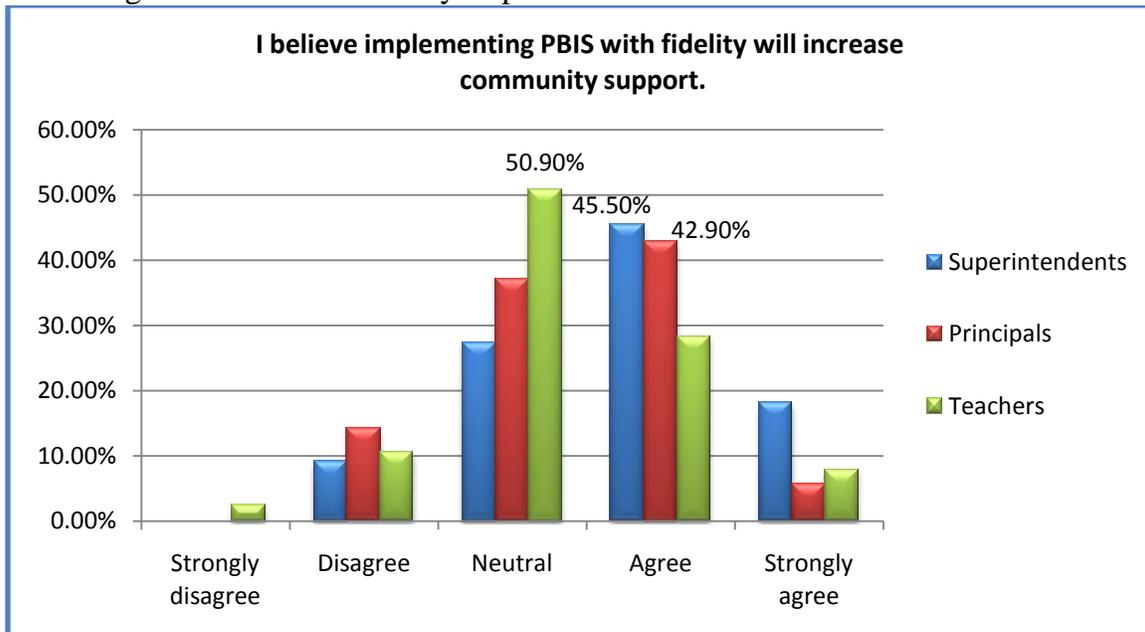
As with other related outcomes, school-level data should be collected, analyzed and used for programmatic decisions. School and district-level data should be reported to state-level staff. A specific template to report feelings of safety and positive environments in schools should be developed for consistency of reporting. Fidelity of practice should be noted and reported. On-line survey questions should be developed to collect perception data related to an increase in feelings of safety and positive environments in schools.

School districts should poll students and parents/guardians regarding feelings of safety and positive environments in schools.

Immediate Outcome 5: An increase in involved community partners

Finding: There is insufficient data to draw conclusion about attainment of this long-term outcome. While a number of administrators and teachers indicate agreement that implementation of PBIS will increase community support, a significant number are neutral, perhaps indicating ambivalence about the possible attainment of this outcome. (For related data, see PBIS Goal 1: *Create local systems that support and sustain implementation of PBIS in school and community settings.*)

The following chart reflects the survey responses:



PBIS Data Report 2009-2010

Recommendation: Immediate Outcome 5: An increase in involved community partners

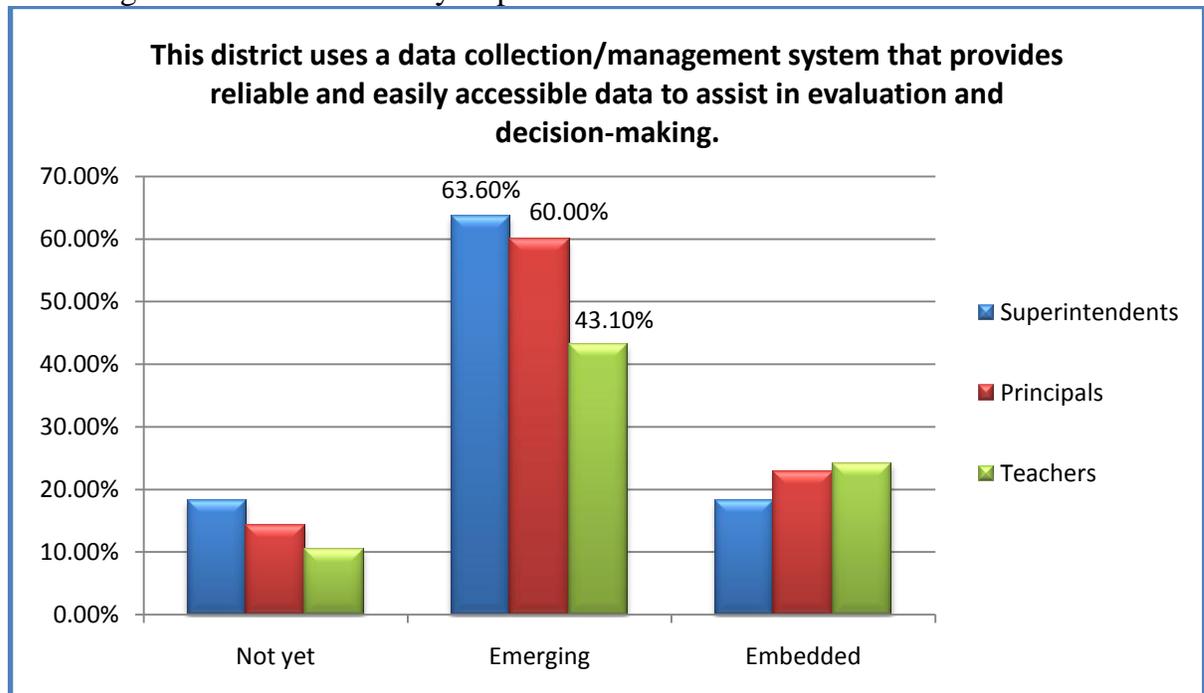
Understanding and support from parents, school staff, and community leaders is key to sustained PBIS. A worthy goal of any PBIS initiative is to have students internalize positive behaviors and use those behaviors beyond the walls of home and school.

To get quality data, school districts could survey community leaders regarding their understanding and support of PBIS. The locally-collected data could be used to determine local initiatives to increase community support. State-level guidance could be provided to PBIS teams as they plan efforts to gain community support. For information about increasing community support, go to PBIS Technical Assistance Center at <http://www.pbis.org/community/default.aspx> (Reference PBIS Goal 6: *Attain PBIS political recognition and support*, for additional information.)

Immediate Outcome 6: An increase in the use of data in making programmatic decisions (For related data, see PBIS Goal 3: *Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.*)

Finding: There is insufficient data to draw conclusion about attainment of this immediate outcome. While most staff indicates the use of a reliable data collection/management system is emerging, there is not enough data to indicate the extent to which data is used to evaluate and make programmatic decisions. Administrators and teachers were asked to indicate the extent to which they believed the district uses a data collection/management system to evaluate and make decisions.

The following chart reflects the survey responses:



PBIS Data Report 2009-2010

Recommendation: Immediate Outcome 6: An increase in the use of data in making programmatic decisions

Some district personnel report that entering student behavioral data into two separate systems is burdensome. South Dakota school districts are required to enter student behavioral data into SD Infinite Campus, but report that data is not easily accessible to schools.

South Dakota DOE recommends and will pay a three-year subscription to SWIS. SWIS is a program designed by the University of Oregon specifically for the collection of behavioral data for evaluation and decision-making purposes. Schools should give additional consideration to utilizing SWIS.

PBIS teams should make a concerted effort to use student behavioral data to make programmatic decisions on a regular, planned basis. The fidelity of this practice should be reported to state-level staff. A specific template to report those practices should be developed. Fidelity of practice should be noted and reported. On-line survey questions should be developed to collect perception data related the use of data in making programmatic decisions.

End of Immediate Outcome Findings and Recommendations

Long-term Outcomes:

The state PBIS plan specifically states, *Long-term Outcomes are those effects that are expected over time as PBIS is implemented in many schools and communities.*

The state plan acknowledges *these effects are more difficult to show a direct causal relationship and yet PBIS is expected to play a contributing role,* therefore it is important for SD DOE and local districts collect data related to the long-term outcomes. The long-term outcomes are inter-related to actions at several levels – state, district, school, families/home, and communities.

SD DOE has been working with school districts on the implementation of PBIS for four years. There is insufficient data to draw conclusions the impact of PBIS about the attainment of long-term outcomes.

Data related to Long-term Outcomes:

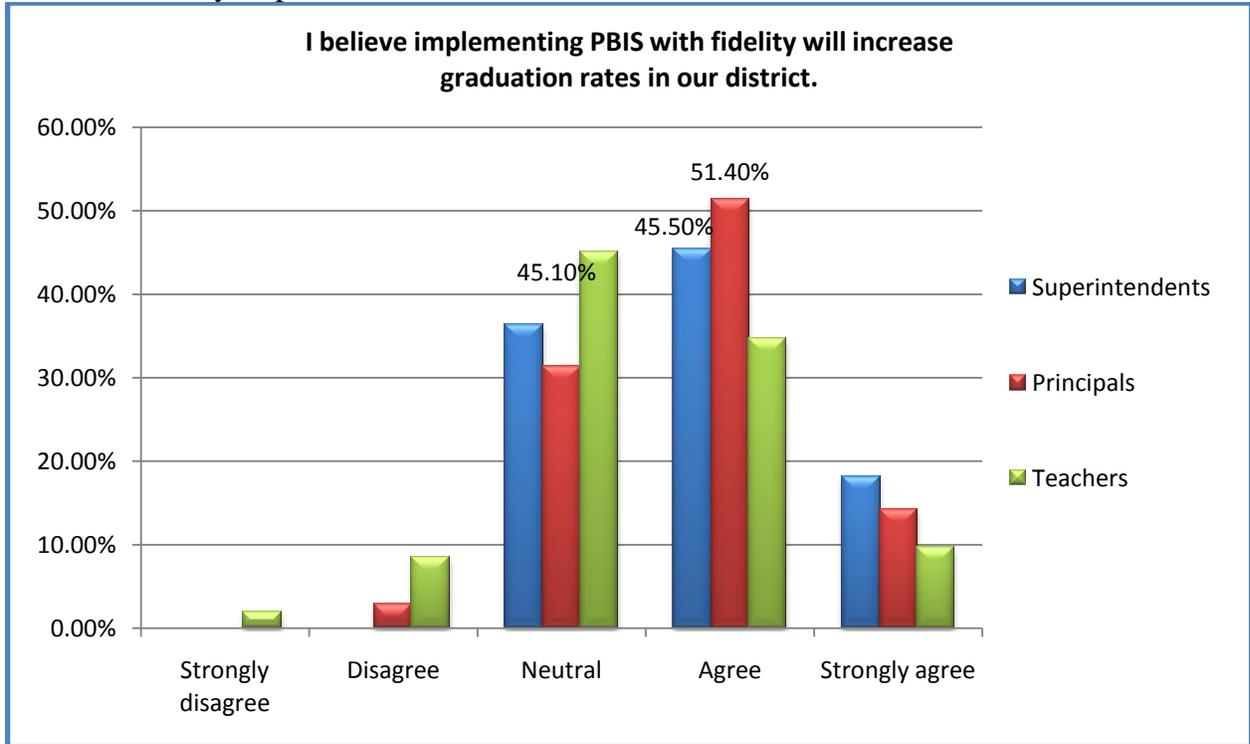
Long-term (Statewide) Outcome 1: An increase in the graduation rates across South Dakota.

Note: PBIS processes and procedures at the school-level may impact graduation rates, but the long-term goal of **increasing graduation rates across SD is a state-level goal** rather than a district-level goal.

Finding: There is insufficient data to draw conclusion about attainment of this long-term outcome. Making a determination about attainment of this goal is beyond the scope of this report.

PBIS Data Report 2009-2010

Administrators and teachers were asked to indicate to what extent they believed the implementation of PBIS would increase graduation rates in the district. The following chart reflects the survey responses.



Data to determine the extent to which PBIS would increase graduation rates across South Dakota is important but would require a well-designed study. There are many variables that would need to be considered when drawing comparisons about an increase in graduation rates among PBIS schools, non-PBIS schools and schools implementing other types of behavioral programs (such as Dakota Character). Other factors impacting such a study would be fidelity of practice, a comparison of graduation rates over time (pre-PBIS and post-PBIS,) the change in mandatory attendance from 16 to 18 years of age; and graduation rates for sub-categories.

SD DOE currently provides Dropout Prevention Training and collects data in the SD DOE Dropout Prevention Survey. Other data is collected by SD DOE that could be used to study the link between PBIS and an increase in graduation rates in South Dakota.

Graduation Rates in South Dakota

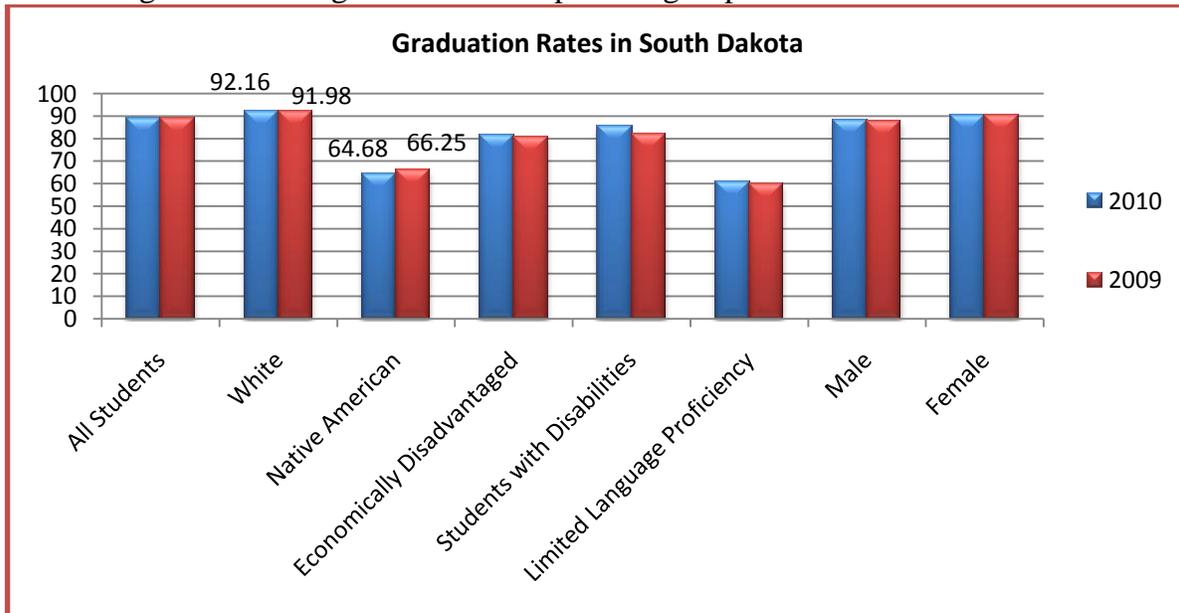
According to the August 2009 edition of *SD Education Online*, South Dakota's graduation rate for 2009 was 89 percent, up slightly from 88 percent in 2008.

Source: <http://doe.sd.gov/educationonline/2009/August/printable.asp>

South Dakota graduation rates per sub-group for 2009 and 2010 are found at <https://nclb.ddncampus.net/nclb/portal/portal.xsl?&extractID=12>

PBIS Data Report 2009-2010

The following chart shows graduation rates per sub-group for 2009 and 2010:



Recommendation: Long-term (Statewide) Outcome 1: An increase in the graduation rates across South Dakota.

South Dakota DOE and local school districts should continue to collect and share data about graduation rates. Survey results indicate that many staff believes PBIS will positively impact graduation rates at the district level. A connection between PBIS and a continued increase in graduation rates could be considered during future statewide studies.

Long-term Outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues

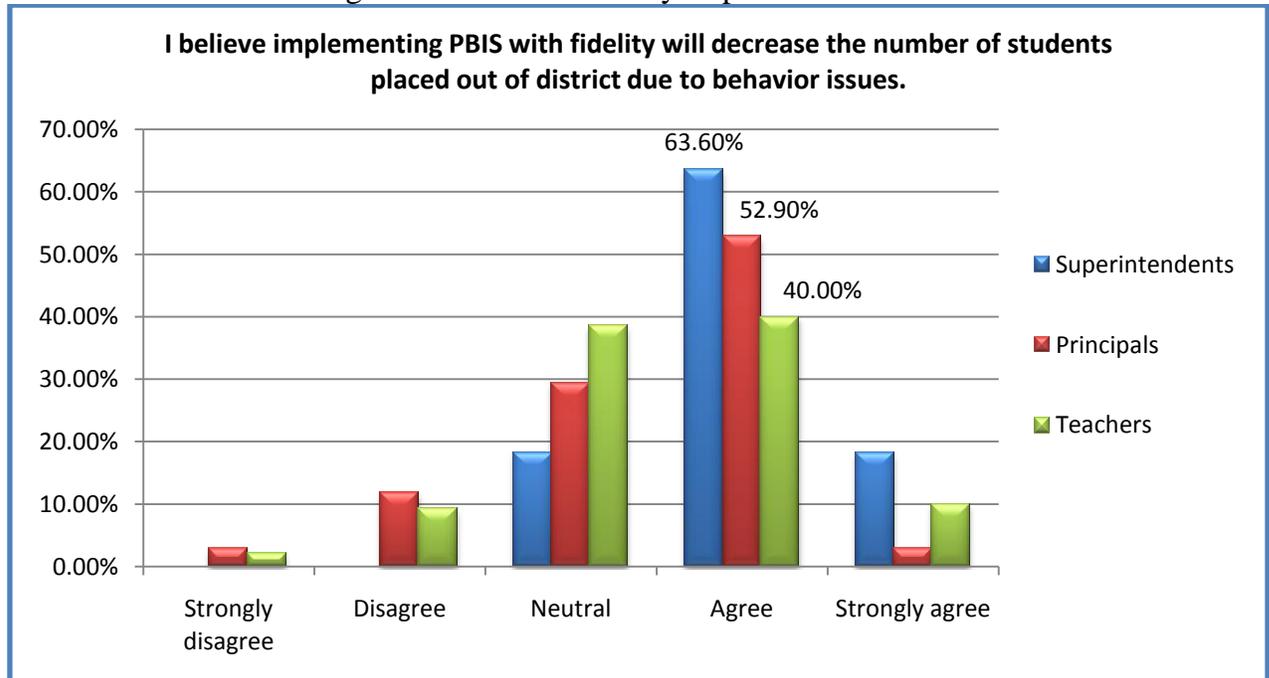
Note: Decreasing the number of students placed in out-of-district placements due to behavior is both a district and state-level outcome. Behavioral issues resulting in out-of-district placement may not be a problem in all districts; but it is an important state-wide issue.

Finding: There is insufficient data to draw conclusion about attainment of this long-term outcome.

It would take a well designed, long-term study to determine whether or not implementing PBIS with a high level of fidelity will decrease the number of students placed out of district due to behavioral issues.

PBIS Data Report 2009-2010

Administrators and teachers were asked to indicate to what extent they believed the implementation of PBIS would decrease the number of students placed out of district due to behavior issues. The following chart reflects the survey responses:



Note: There is no clear definition of the term “out of district placements due to behavioral issues” in the SD PBIS literature. It is not clear if this long-term outcome includes other types of disciplinary action such as expulsion, suspension (in-school and out-of-school), detention, and/or suspension from one or more classrooms for a period of time. While PBIS is a school-wide K-12 initiative, planning, guidance, technical assistance and professional development is provided by the SD DOE Office of Educational Services and Support, SPED Programs. The following disciplinary definitions are found on the OESS website:

Long-Term Suspension and Expulsion for Students with Disabilities School Year 2007-2008

The Individuals with Disabilities Education Act Amendments of 2004, under §300.145, requires the State education agency to examine data to determine if significant discrepancies are occurring in the rate of long-term suspension and expulsion of children with disabilities (1) among local education agencies in the State; or (2) **compared to such rates for nondisabled children within such agencies.**

If such discrepancies are occurring, the State educational agency reviews, and if appropriate, revises (or requires the affected State or local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards, to ensure that such policies, procedures, and practices comply with IDEA 2004.

PBIS Data Report 2009-2010

To assist the South Dakota Special Education Programs in meeting these requirements, districts are asked to submit data on the suspension/expulsion of **students with disabilities** with information relative to school year 2007-2008. (Ms. Cain reported that no comparative data is collected by the state for non-SPED students.)

Definitions: *Long-Term Suspension and Expulsion for Students with Disabilities*

- ARSD 24:07:01:01.(1) “Expulsion”, the action of the school board that terminates a pupil’s membership in school for not more than 12 consecutive months.
- ARSD 24:07:01:01.(2) “Long-Term suspension”, the exclusion of a pupil by the superintendent or school board from a class or classes or from school for more than 10 but not more than 90 school days.
- Disciplinary Removal – Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to self or others.
- Expulsion – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
- In-School Suspension – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
- Interim Alternative Educational Setting – An appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.
- Out-of-School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

PBIS Data Report 2009-2010

- Removal by a Hearing Officer – Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer’s determination that maintaining the child’s current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
- Unilateral Removal – Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student’s placement.

Source: *Long-Term Suspension and Expulsion for Students with Disabilities School Year 2007-2008* - <http://doe.sd.gov/oess/specialed/SPP/pdfs/Directionsforonlinesuspensiondata2006-2007.pdf>

Additionally, SPED regulations include specific requirements/procedures for out of district placement for SPED students. Source: <http://doe.sd.gov/oess/specialed/prosafe/placementalternative.asp>

The State education agency is required to examine data to determine if significant discrepancies are occurring in the rate of long-term suspension and expulsion of children with disabilities (1) among local education agencies in the State; or (2) compared to such rates for nondisabled children within such agencies. Therefore, pertinent data may be available for use during PBIS data analyses to determine progress toward Long-term (District) Outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues

For questions regarding suspension/expulsion data, please contact Becky Cain, Special Education Programs At 605- 280-3568 or via email at Rebecca.Cain@state.sd.us

Recommendation: Long-term Outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues

There is insufficient data to draw conclusion about attainment of this long-term outcome. The PBIS state-level team could provide more clarity regarding what is meant by out of district placements due to behavior issues. Also, it is not understood if *long-term outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues* is meant to be a district-level outcome or a state-wide outcome.

Significant amounts of data about student counts are collected via Infinite Campus and other sources and stored in South Dakota’s Student Information Management System (SIMS). Information about data collection is distributed to districts via the SIMS Newsletter. Data collection related to Long-term Outcome 2 and other outcomes is explained in the following SIMS newsletters:

PBIS Data Report 2009-2010

SIMS Newsletter, November 2009 Edition

Child count is an unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) on December 1st of each year.

Out of District Placements

A student placed out of district needs to be entered into Infinite Campus by the facility or district that they are attending. If your district is paying for the placement then the enrollment status should be P: Tuition Paid by District or C: Contracting Student. The student will then show on the Resident District's child count. Source: <http://doe.sd.gov/ofm/sims/documents/November09.pdf>

SIMS Newsletter, May 2010 Edition

Exit/Withdrawal Codes

To ensure accuracy and comparability of our exit data, please review the codes below. If a student has exited your school, be sure to give them a status end date and assign the appropriate exit code. If you have any questions regarding the definition of any of the below types please contact our office. Source: http://doe.sd.gov/ofm/sims/documents/SIMS_May2010.pdf

The circumstances under which the student exited from membership in an educational institution based on the following codes:

- 01 Student was expelled
- 02 Student discontinued education – dropout* (see below definition of a dropout).
- Students leaving school to pursue a GED must be reported as drops.
- 03 Student transferred to another accredited school or district in the state (student data file must include a request for transcript)
- 04 Student graduated (student has attained the credits needed to obtain a regular diploma)
- 05 Student died
- 06 Student transferred to an institution (correctional facilities, mental hospitals, etc)
- 07 Student reached maximum age for receipt of special ed services (21)
- 08 Student transferred out of state (student data file must include a request for transcript)
- 09 Colony student who completed grade 8 (student has been excused from public school attendance, SDCL 13-27-1.1)
- 10 Student retained
- 11 Student continues
- 12 Persistently Dangerous Transfer
- 13 School Improvement Transfer
- 14 Home School Transfer
- 15 Suspended

The SD PBIS Plan states that the SD DOE Federal Programs and Special Education Units will work with the *Data Unit* to develop a PBIS data collection plan for participating districts/schools will *utilize data already collected for either school or state use to eliminate undue burden on the participating schools.*

The data stored in SIMS could be collected and analyzed for inclusion in a PBIS data report.

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Comparisons could be made across all SD districts; those implementing PBIS, those not implementing PBIS, those implementing other behavioral initiatives (such as Dakota Character.) Data related to non-SPED and SPED students could be compared to determine trends related to a decrease in the number of students placed in out of district placements due to behavior issues.

State level surveys and reports such as Coordinated School Health, Safe and Drug Free Schools, the annual survey of parents of SPED students or other state-level data collection instruments might provide data useful to an analysis of PBIS impacts on student behavior.

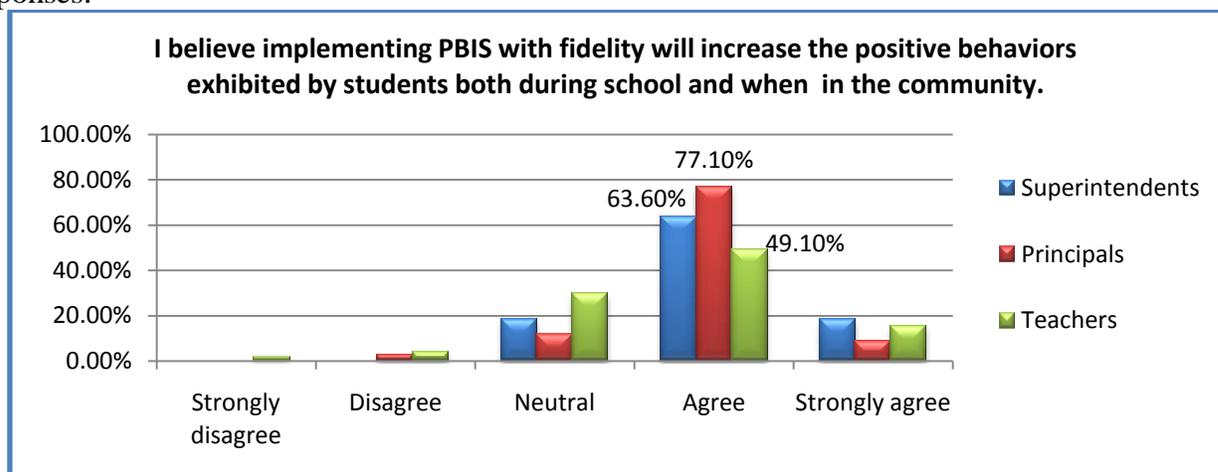
In keeping with the state plan, data already collected should be considered. Survey titles and other data collection methods could be listed and discussed by the state-level team. A determination could be made regarding whether data already collected by the state might contain data pertinent to PBIS. Data from identified data sources could be compiled and analyzed to determine student behavior trends in PBIS and non-PBIS districts.

Long-term (Community) Outcome 3: An increase in the positive behaviors exhibited by students in the community (For additional data, see the following information related to Critical Question 2: *What changes in behavior are evident where PBIS is implemented?* PBIS Goal 2: *Create awareness and shared language for addressing the social/behavioral needs of children and youth.* Immediate Outcome 5: *An increase in involved community partners.*)

Finding:

There is insufficient data to draw conclusion about attainment of this long-term outcome. Data about student behaviors within communities is the responsibility of local districts and schools. PBIS district teams plan community outreach activities. Those plans are shared with school staff, parents, students, and community members.

Administrators and teachers were asked to indicate to what extent they believed the implementation of PBIS would increase the positive behaviors exhibited by students both during school and when in the community. Most of the survey respondents indicate agreement that PBIS will positively impact student behavior. The following chart reflects the survey responses:



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Recommendation: Long-term (Community) Outcome 3: An increase in the positive behaviors exhibited by students in the community

Additional data could be collected from districts that indicate successes and challenges associated with extending positive behaviors by students into community settings.

Long-term (Community) Outcome 4: An increase in the number of functional systems of support in communities

Finding:

There is no data in this report regarding an increase in the number of *functional systems of support in communities*. There is no clarity regarding what this term means. When doing research of literature, a great deal of attention is paid to functional behavioral assessments, while no reference has been found to *functional systems of support* in communities.

When queried, Rebecca Cain reported that a functional system of support is understood to mean the school's connection to other organizations within the community (hospital, counseling services, law enforcement, etc.) There is, however, nothing in the South Dakota documents that makes that clarification.

The OESP Technical Assistance Center for PBIS says the following about community support: **Positive Behavior Support and Community:** *Community Support is vital to the sustainability of Positive Behavioral Interventions and Supports. Local resources such as: 1) political support, 2) business investment, and 3) media coverage are crucial to self-sustaining capacity building within each district.* Source: <http://www.pbis.org/community/default.aspx>

Another reference to community support is found in OSEP's document titled, *School-wide Positive Behavior Support, Implementers' Blueprint and Self-Assessment,*

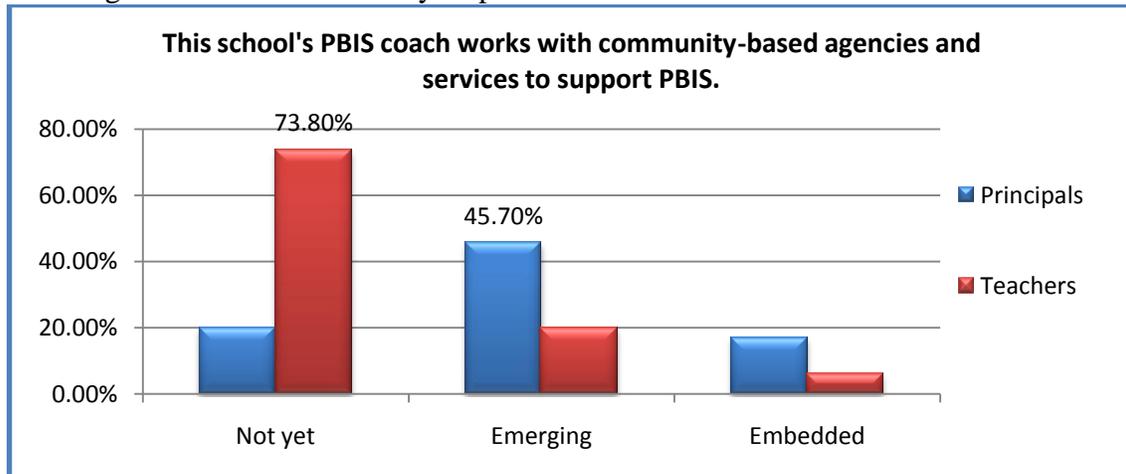
To shift from a reactive and aversive approach to managing problem behavior to one that is preventive and positive, schools must increase collaboration among multiple community support systems (i.e., education, juvenile justice, community mental health, family, and medical).

Source: OSEP Center on Positive Behavioral Interventions and Supports, 2004
<http://www.osepideasthatwork.org/toolkit/pdf/SchoolwideBehaviorSupport.pdf>

One of the PBIS coaching responsibilities is to work with community-based agencies and services. Principals and teachers were asked to indicate to what extent the district's PBIS coach works with community-based agencies and services to support PBIS.

PBIS Data Report 2009-2010

The following chart reflects the survey responses:



Recommendation: Long-term (Community) Outcome 4: An increase in the number of functional systems of support* in communities

There should be clarity in the SD PBIS State Plan regarding what is meant by functional systems of support in communities. Ms. Cain reports that a functional system of support is understood to mean the school's connection to other organizations with the community (hospital, counseling services, law enforcement, etc.) That information should be included in the SD PBIS documents.

Community understanding and support is an important element of PBIS. Districts could continue to collect and report data to Rebecca Cain regarding steps being taken, progress being made and challenges related to community understanding and support in the areas of 1) political support, 2) business investment, and 3) media coverage. All facets of community life could profit from the success of schools in developing PBIS. A close relationship among community systems such as law enforcement, juvenile justice, and other systems serving the welfare of children, youth, and families could benefit from supportive activities with school districts.

End of Long-term Support Findings and Recommendations

SD PBIS Plan of Action:

The Plan of Action is found on pages 3-5 of *The SD Positive Behavior Interventions and Supports State Plan*. The plan outlines commitments to be met by the SD Department of Education, by school districts, by school buildings, and by PBIS coaches. The State Plan is available on-line at <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

PBIS Data Report 2009-2010

SD Department of Education Commitments

As stated in the state plan for PBIS: *As a result of reviewing data for the State Performance Plan and listening to district requests for technical assistance and training, South Dakota's Special Education Programs recognized the need for a state wide behavior initiative and is committed to supporting local implementation of PBIS. To this end the SD DOE commits to the following:*

1. *Funding for training to include trainer fees and travel, training facility or rental, and costs associated with building the state's capacity for assuming and maintain on-going professional development.*
2. *Assigning the role of PBIS coordinator as a major responsibility of up to one FTE.*
3. *Paying annual fees and training costs for schools that choose to use SWIS for a minimum of three years.*
4. *Providing grants of \$2000 to \$5000 to local districts to help off-set some of the implementation costs. Grant amounts will be determined based on the number of participating schools within a district and travel distance required to attend training events.*
5. *Collect data to evaluate and demonstrate the benefit of PBIS.*
6. *Data will be used for reporting to a variety of constituents including OSEP through the State Performance Plan, local schools, the school board and the public.*

SD DOE Commitment 1: Funding for training to include:

- Trainer fees and travel
- Training facility or rental
- Costs associated with building the state's capacity for assuming and maintaining on-going professional development

Finding: Commitment achieved.

SD DOE has contracted with professionals to provide training to cohort district each year, beginning with the 2006-2007 school year. Teams from cohort schools are invited to participate and SD DOE has assumed the cost of trainer fees and travel, rental and associated costs of the facility.

Rebecca Cain reports that SD DOE has covered all funding for trainer fees and travel, facility rentals, and costs associated with building the state's capacity for assuming and maintaining on-going professional development. A cadre of three in-state trainers has been developed and those individuals are under contract with SD DOE to provide the majority of state-wide PBIS professional development.

Recommendation: SD DOE Commitment 1: Funding for training

Should funding be available, SD DOE should continue to fund PBIS training throughout South Dakota. Professional development is necessary for new schools, new personnel and current schools and personnel as they improve fidelity of practice.

If the State PBIS plan is revised, there could be additional clarity regarding what is meant by *building the state's capacity for assuming and maintaining on-going professional development.*

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SD DOE Commitment 2: Assigning the role of PBIS coordinator as a major responsibility of up to one FTE.

Finding: Commitment partially achieved.

SD DOE has partially achieved this commitment in that DOE designated Rebecca Cain, DOE Education Specialist, as coordinator for SD's Positive Behavioral Interventions and Supports initiative. While **Ms. Cain has done an admirable job of leading the PBIS effort** in SD, an initiative of this significance requires considerable time, effort and commitment. The task is enormous.

As most SD DOE personnel, Ms. Cain has several job duties including Comprehensive System of Personnel Development, SIG Coordinator, and Disproportionality. She estimates she is able to devote less than ¼ of her time to PBIS coordination activities, therefore, SD has not fully achieved the commitment of "assigning the role of PBIS coordinator as a **MAJOR** responsibility of up to one FTE."

Alica Schoenhard, SD DOE Education Specialist is RtI Coordinator. In that role, Ms. Schoenhard provides some assistance to the PBIS project. Since PBIS and RtI are interrelated projects, she provides support in planning, data analysis, and co-presentations with Ms. Cain to various stakeholder groups.

Ms. Schoenhard's other job duties include: Advisory Panel for Children with Disabilities, Interagency Contracts, Personnel Record Form and Highly Qualified Staff, and Response to Intervention.

Recommendation: SD DOE Commitment 2: Assigning the role of PBIS coordinator as a major responsibility of up to one FTE

It is important to acknowledge that Rebecca Cain has done an admirable job of leading PBIS since 2006.

There are currently 13 districts/43 schools at various stages of implementing PBIS. It is a significant challenge for one individual, with multiple responsibilities, to provide sufficient leadership, technical support, to respond to calls for assistance or facilitate growth of the program. While support is provided by three state-certified PBIS trainers, their role is not well defined.

Alicia Schoenhard, SD DOE, is SD's RtI coordinator. Ms. Schoenhard co-presents at conferences and meetings with Ms. Cain. Time and other duties do not allow her to assist substantially in planning or technical support to districts implementing PBIS. Since RtI and PBIS are symbiotic programs, it is essential that RtI and PBIS state-level staff collaborate and pool resources.

If PBIS funding is sufficient, consideration should be given to the structure of SD's PBIS initiative. Some possible solutions include:

- SD DOE could continue to provide PBIS leadership but contract with a SD LEA to assist with planning, technical support and professional development. (An example would be the RtI contract through Three Rivers Educational Cooperative.) RtI

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personnel assist DOE staff provide RtI technical support to school districts. Perhaps similar arrangements could be made to assist in the development and support of PBIS in SD school districts.

- The efforts of RtI and PBIS could be combined. The RtI team and the PBIS team could be expanded to cover added responsibilities. The team, under the guidance of SD DOE staff, would be responsible for providing technical assistance and PD to districts implementing PBIS.
- The PBIS trainers/professional development team could have a more defined technical assistance role with each person having additional time to support districts within their region. A current challenge is that two of the three designated trainers are full-time staff in LEAs. It is not clear how those individuals have time to devote to PBIS activities in districts other than their own.
- Rebecca Cain or another designee could be allocated more time to devote to PBIS leadership.
- Additional SD DOE personnel could be assigned to assist with PBIS.

SD DOE Commitment 3: Paying annual fees and training costs for schools that choose to use SWIS for a minimum of three years (SWIS - *School-Wide Information System* - a web-based software system for collecting and summarizing office discipline referrals in schools) (For additional data, see PBIS Goal 3: *Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making* and Immediate Outcome 6: *An increase in the use of data in making programmatic decisions.*)

Finding: Commitment achieved

Rebecca Cain reported that SD DOE is committed to paying the SWIS annual fees for three years and SWIS training costs for all districts/schools that are participating in the SD PBIS initiative.

Districts have the **option** of subscribing to SWIS but are not required to do so. All South Dakota school districts **must** enter student data, including behavioral data, into SD Infinite Campus. Some districts find it burdensome to enter behavior data into two different data systems thus choose not to subscribe to SWIS.

According to the SWIS website, schools using SWIS sign a license agreement with the University of Oregon that includes an annual fee of \$250 per school per academic year.

Ms. Cain reported that three school district personnel are trained in every district to use SWIS. It is not clear how much the training costs or if that is part of the subscription fee. (It is unclear if the cost of the SWIS subscription and training is a direct payment to SWIS, if the cost is part of PBIS grant funding to districts, or if the cost is reimbursed to the district by SD DOE.)

The SWIS website states, “*Schools gain access to SWIS through a SWIS Facilitator. A SWIS Facilitator is a person who has been trained by University of Oregon personnel to assist schools in building information systems, and providing the on-site training for SWIS use.*”

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Information about the SWIS trainings (district personnel receiving training, when the training was provided, and who the trainers were) is not part of this report. Contact Rebecca Cain for information about SWIS training in South Dakota.

Four individuals are listed on the OESP Technical Assistance Center website as being certified SWIS facilitators for SD. Those individuals are Jane Azure (BIA), Eagle Butte, SD, Ramona Bonnin (BIA), Pine Ridge, SD, Peggy Gallipo (BIA), Eagle Butte, SD, and Ursula Garrett, Sioux Falls, SD. The SWIS website states the following about SWIS facilitators:

A SWIS Facilitator provides on-site training for up to three school district staff. SWIS facilitators are individuals employed by the state/district/region to provide assistance to schools. Most SWIS Facilitators allocate only a portion of their FTE (e.g. .10-.50) to the tasks associated with SWIS facilitation. SWIS Facilitators are trained during a three-day training workshop delivered by Certified SWIS Facilitator Trainers

Source: http://www.pbis.org/links/pbis_network/south_dakota.aspx and <http://www.swis.org/index.php?page=usersFacilitatorList;cid=840;sid=42>

Ms. Cain reports that of the 13 districts/43 schools implementing PBIS, **four districts/sixteen schools are using SWIS**. If those numbers are current figures, SD DOE would pay approximately \$4000 in 2009-2010 for schools to subscribe to SWIS.

The districts and schools Ms. Cain reported as subscribing to SWIS are listed below.

Districts/Schools subscribing to SWIS:

Todd County School District has 13 schools implementing PBIS; six subscribe to SWIS
• North Elementary
• South Elementary
• He Dog Elementary
• Rosebud Elementary
• Todd County Middle School
• Todd County High School
Sisseton School District has three schools implementing PBIS; all subscribe to SWIS
• Westside Elementary
• Sisseton Middle School
• Sisseton High School
Lennox School District has four schools implementing PBIS; all subscribe to SWIS
• Lennox Elementary
• Chancellor Elementary
• Worthing Elementary
• Lennox Middle Schools
West Central School District has three schools implementing PBIS; all subscribe to SWIS
• Hartford Elementary
• Humboldt Elementary
• West Central Middle School

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Ms. Cain also reported that Canton Middle and High School had subscribed but she was unsure of their status. She also reported that Huron School District was in the process of subscribing for two schools – Buchanan Elementary and Madison Elementary.

Recommendation:

It may be of value to collect data regarding district-level personnel who have received SWIS training and other district-level information about the on-going use of SWIS.

While it is understandable why school district personnel may find it burdensome to enter data into two systems, it may be advisable to encourage PBIS districts to utilize SWIS. As stated earlier, school district personnel indicate it is difficult to gain access to student behavior reports from SD Infinite Campus. SWIS is designed to provide effective and efficient reporting for use at the local level.

SWIS was developed by the University of Oregon faculty specifically for positive behavior systems so may provide districts and SD DOE with more clear and concise data reports upon which to analyze data and make programmatic decisions.

The SWIS website states the following:

The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The system was developed by University of Oregon faculty in collaboration with elementary, middle (junior high) and high school personnel.

The purpose of SWIS is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline. SWIS was developed to be an efficient, reliable and confidential strategy for managing office-discipline referral information. SWIS can be used for:

- a. Internal decision making as schools improve their discipline practices.*
- b. Support plan design with individual students and their families.*
- c. Reporting to district, state and federal agencies about school outcomes.*
- d. As a method of collecting aggregated data across schools.*

Source: <http://www.swis.org/>

Note: Sixty-nine percent of school district personnel self reported use of SWIS as part of the on-line survey. The schools listed in the chart on the previous page reflect a 37% use of SWIS by schools. This discrepancy could warrant additional research.

SD DOE Commitment 4: Providing grants of \$2,000 to \$5,000 to local districts to help off-set some of the implementation costs.

Grant amounts will be determined based on the number of participating schools within a district and travel distance required to attend training events.

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Finding: Commitment achieved.

Ms. Cain reported that all schools participating in the SD PBIS initiative received financial support from SD DOE. The average grant amount for participating in the first year's training was reported to be \$2300. The district also received \$150 per team member that attending booster training. The funding was to offset implementation costs and costs associated with team attendance at state-offered PBIS training. Contact Ms. Cain for other data related to PBIS funding provided to districts.

Recommendation: SD DOE Commitment 4: Providing grants of \$2,000 to \$5,000 to local districts

If funding is available, SD DOE should continue current levels or increase levels of funding to off-set implementation costs. When implemented with fidelity, the PBIS initiative can have significant and sustained impacts on student behavior. Professional development and technical support is important. Lack of funding may deter activities necessary to implement PBIS with fidelity.

SD DOE Commitment 5: Collecting data to evaluate and demonstrate the benefit of PBIS. Data will be used for reporting to a variety of constituents including OSEP through the State Performance Plan, local schools, the school board, and the public.

Note: The State PBIS Plan states that data will be collected to do the following:

1. Evaluate the benefit of PBIS
2. Demonstrate the benefit of PBIS
3. Use for reporting to a variety of constituents
 - Data will be used for reporting to a variety of constituents including OSEP through the State Performance Plan, local schools, the school board, and the public.
4. DOE will collect graduation and dropout rates, suspension and expulsion data.
5. A data report will be compiled and will be provided to various constituent and stakeholder groups including state and local boards of education, legislative committees, school district administrators and boards of education.
6. The report will be posted on the DOE website.
7. The information from the report will be included the state performance plan that is submitted to the US Department of Education on an annual basis.

Finding: Commitment partially attained. Data has been collected and is being collected by Ms. Cain since the inception of SD's PBIS initiative via the Benchmark of Quality Report submitted 2 times a year and the PBIS team meeting notes submitted monthly. Ms. Cain maintains those records and provides information to SD DOE personnel and stakeholder groups. That data is not included in this report. Contact Ms. Cain for additional information about data collected.

This data report will serve as part of the on-going process for the collection and evaluation of data to demonstrate the benefit of PBIS.

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SD DOE has collected graduation and dropout rates, suspension and expulsion data, as well as other behavioral data. That data has been used during programmatic discussions about PBIS. Contact Ms. Cain for additional information about data collected and disseminated prior to and during this reporting year.

This data report will be presented to SD DOE personnel and can be used as a data source for reporting to a variety of constituents including OSEP through the State Performance Plan, provided to constituents and stakeholder groups, will be posted on the DOE website, and made available to the US Department of Education.

Recommendation: SD DOE Commitment 5: The Department of Education will collect data to evaluate and demonstrate the benefit of PBIS.

The collection of data utilizing a variety of sources, such as the on-line survey of school district staff, and the development of an annual data report should continue. Data collected should be analyzed and used for programmatic decisions.

An annual PBIS data report should be developed for use by SD DOE for analysis, discussion, programmatic decisions and for inclusion in other reports submitted by SD DOE to the US Department of Education and other entities.

End of SD DOE Commitment Findings and Recommendations

District Commitments:

Thirteen (13) School districts participate in the SD PBIS Initiative as cohort districts. Personnel from all districts participated in the on-line survey. Those districts are:

- Andes Central School District 11-1
- Canton School District 41-1
- Gayville-Volin School District 63-1
- Huron School District 02-1
- Lennox School District 41-4
- Mitchell School District 17-
- Plankinton School District
- Sisseton School District 54-2
- Smee School District 15-3
- Todd County School District 66-1
- Viborg School District 60-5
- Waverly School District 14-4
- West Central School District 49-7

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District Commitment 1: Assign/identify administrative support and coordination at the district level

Finding: There is insufficient data to draw conclusions about attainment of this district commitment. There is no listing of who in each district is assigned or identified as the PBIS coordinator at the district level. That information may be contained in reports or personnel listing maintained by Rebecca Cain.

Recommendation: District Commitment 1: Assign/identify administrative support and coordination at the district level.

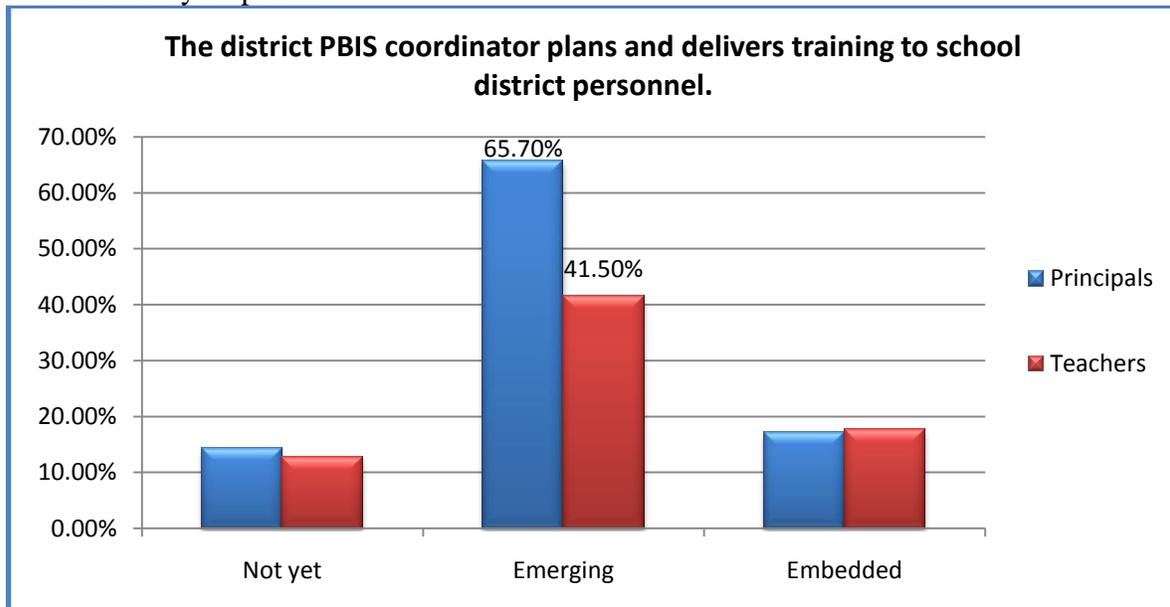
Implementation of PBIS with fidelity requires training, planning, data analysis, team meetings, and coordination. It is crucial that administrative-level staff either fill that position or actively support the individual assigned to coordinate PBIS at the district level.

District Commitment 2: Support district coordinator participation in training with school teams

Finding: There is insufficient data to draw conclusion about attainment of this district commitment.

There is no listing of district coordinators or documentation of their participation in training with school teams in this data report. That information may be maintained by Rebecca Cain.

Principals and teachers were asked to rate the level to which the district PBIS coordinators plan and deliver training to school district personnel. While the evaluation team does not have district coordinator data or documentation, it is clear from survey responses that school district personnel identify someone within their district as the PBIS coordinator. The following chart reflects the survey responses:



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Recommendation: District Commitment 2: Support district coordinator participation in training with school teams

There should be more clarity regarding what is meant by “*Support district coordinator participation in training with school teams.*” School districts should identify district coordinators and provide documentation that they support district coordinator participation in training with school teams. That documentation should be provided to the state PBIS coordinator.

It may be useful to develop a data base so state level staff would know who is designated as district level PBIS staff. This listing may assist in notifying district personnel who may be interested in state-professional development.

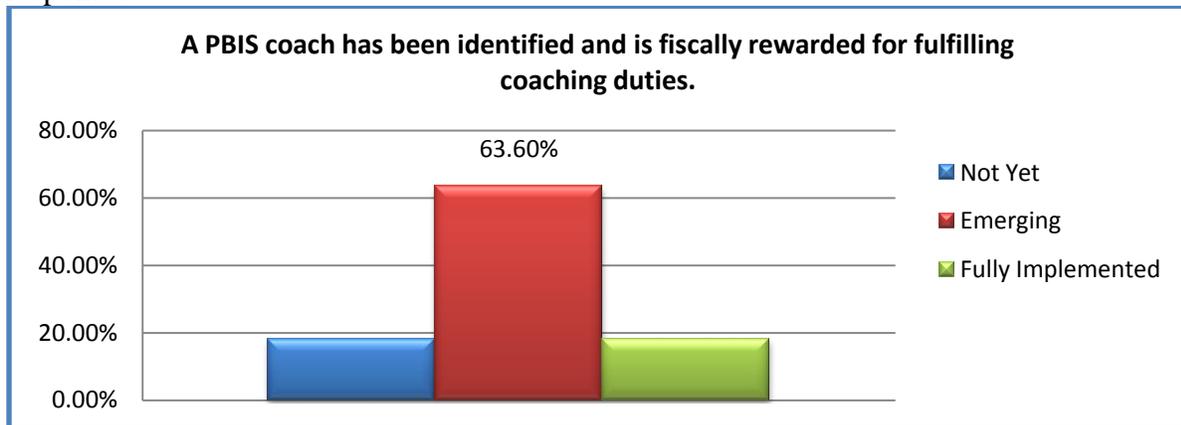
District Commitment 3: Ensure the coach function is assigned and supported fiscally

Finding: There is not enough data to determine if District Commitment 3 has been fully met in all participating districts.

Eight- two individuals identified themselves as coaches; one or more for all school districts. There is limited data in this report indicating the level of understanding coaches may have regarding their function and if districts fiscally support the position of PBIS coach.

Superintendents were asked if a PBIS coach had been identified for their district and if that person is fiscally rewarded for fulfilling those duties

Superintendents were asked to indicate whether a PBIS coach has been identified and is fiscally rewarded for fulfilling coaching duties. The following chart reflects the survey responses:



Recommendation: District Commitment 3: Ensure the coach function is assigned and supported fiscally

Schools should continue to identify and fiscally reward individuals selected to serve as PBIS coaches. SD DOE should collect data related to this commitment, including the coach’s name, school, e-mail address, staff responsibilities, training attained, and fiscal support for each district.

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District Commitment 4: Ensure requested evaluation data are collected and submitted

Finding: There is not enough data to determine if evaluation data are collected and submitted. It is not clear what is meant by “requested evaluation data” that is to be collected and submitted by school districts. Likewise, it is not clear to whom and by when and the method of reporting data. Rebecca Cain, state PBIS coordinator, reported that several pieces of data are collected as part of the monthly reports and benchmarks of quality reports.

Recommendation: District Commitment 4: Ensure requested evaluation data are collected and submitted

It is recommended that state-level leadership design a reporting template to be used by all districts, and that a reporting timetable be established. It should be clear to all districts who should file the report, when it is due, and to whom it should be submitted. Timely submission should be tracked and reminders should be sent to districts that have not submitted the reports.

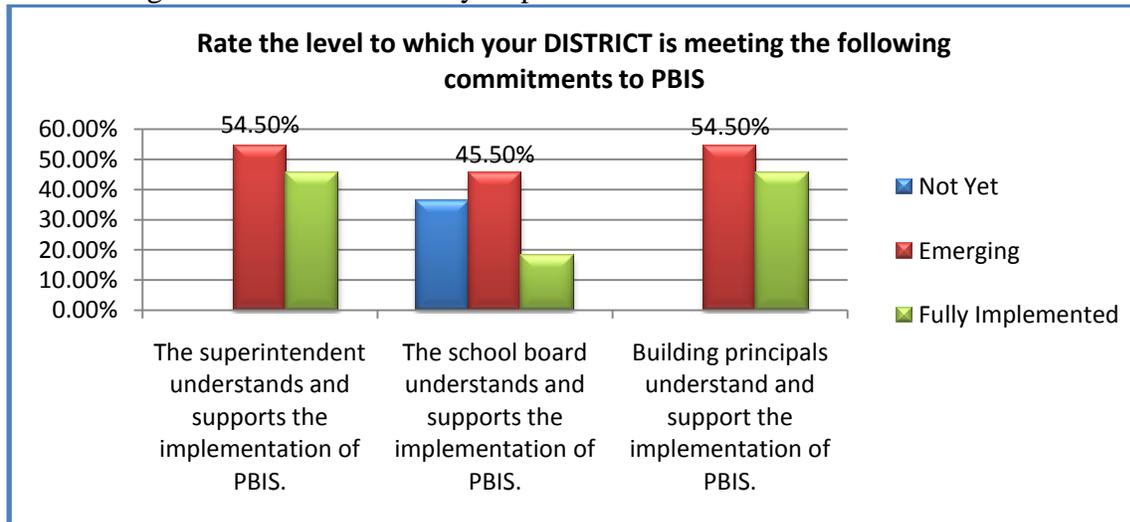
Since programmatic decisions are based on data collected, state-level personnel should analyze data that is submitted and respond to districts with appropriate technical assistance and professional development.

District Commitment 5: Ensure administrative support at all levels of the district (i.e., school board, superintendent, principal, etc.)

Finding: There is evidence that Rebecca Cain, state PBIS coordinator, and Alicia Schoenhard, state RtI coordinator, present information about PBIS and RtI at various administrator and school board conferences and events. Additionally, professional development about PBIS has been provided to administrators in various settings. Survey data indicate that administrative support at all levels (school board, superintendent, and principal) is emerging. Superintendents were asked to indicate to what extent they believed their districts are meeting the specified commitments to PBIS.

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The following chart reflects the survey responses:



Recommendation: District Commitment 5: Ensure administrative support at all levels of the district

It is recommended that the South Dakota DOE continue to provide professional development to administrators and school boards about all elements of PBIS. PBIS planning and communication should continue at the local level to ensure and enhance administrative support of PBIS among school board members, superintendents, and principals.

End of District Commitment Findings and Recommendations

School Commitments

In 2009-2010, the following forty-three (43) school buildings agreed to the school commitments as outlined in the SD PBIS Initiative:

1. Andes Central Elementary (K-6)
2. Canton Middle School (6-8)
3. Canton High School (9-12)
4. Gayville-Volin Elementary (K-5)
5. Gayville-Volin Middle School (6-8)
6. Gayville-Volin High School (9-12)
7. Huron Buchanan Elementary (K-5)
8. Huron Madison Elementary (K-5)
9. Lennox Elementary (K-5)
10. Lennox Chancellor Elementary (K-5)
11. Lennox Worthing Elementary (K-5)
12. Lennox Middle School (6-8)
13. Mitchell Gertie Belle Rogers Elementary (K-5)

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14. Mitchell Longfellow Elementary (K-5)
15. Plankinton Elementary (K-6)
16. Plankinton Jr. High (7-8)
17. Plankinton High School (9-12)
18. Sisseton Westside Elementary School (K-5)
19. Sisseton Middle School (6-8)
20. Sisseton High School (9-12)
21. Smee Wakpala Elementary (K-8)
22. Smee Wakpala High School (9-12)
23. Todd County He Dog Elementary (K-8)
24. Todd County High School (9-12)
25. Todd County Intervention Center
26. Todd County Klein Elementary (K-8)
27. Todd County Lakeview Elementary (K-8)
28. Todd County Littleburg Elementary (K-8)
29. Todd County O’Kreek Elementary (K-8)
30. Todd County Middle School (6-8)
31. Todd County North Elementary (K-3)
32. Todd County South Elementary (4-5)
33. Todd County Spring Creek Elementary (K-8)
34. Viborg Elementary (K-6)
35. Viborg Jr. High (7-8)
36. Viborg High School (9-12)
37. Waverly Elementary (K-6)
38. Waverly Jr. High (7-8)
39. Waverly South Shore Elementary (K-6)
40. Waverly High School (9-12)
41. West Central Hartford Elementary (K-5)
42. West Central Humboldt Elementary (K-5)
43. West Central Middle School (6-8)

School Commitment 1: Participating schools **will make PBIS one of the top three school improvement goals** until the program is fully-implemented and self-sustaining.

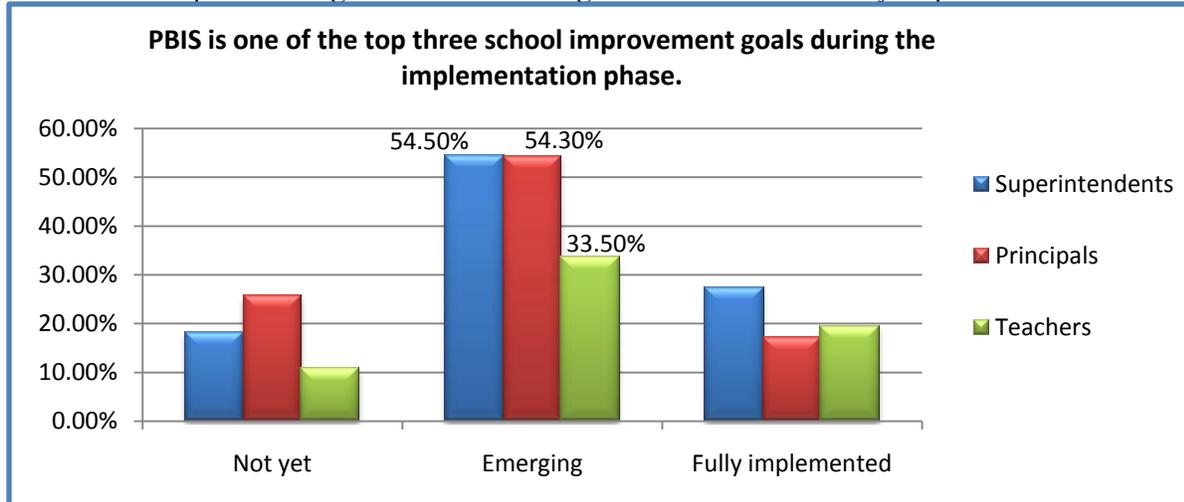
Finding: There is limited data in this report indicating attainment of School Commitment 1 (will make PBIS one of the top three school improvement goals).

Data related to school improvement goals could be located at the local level, in school improvement plans reported to the SD DOE, and in PBIS documents submitted to Rebecca Cain. Those documents are not included in this report.

Additionally, as part of the PBIS application process, a letter of commitment is drafted and signed by the superintendent and building principals. The first commitment states that behavior management/social skills development is identified as one of the three primary goals

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within the district. Those letters are on file with Rebecca Cain, SD DOE. Administrators and teachers were asked to indicate if they believed that the implementation of PBIS is one of the top three school improvement goals. The following chart reflects the survey responses:



Recommendation: School Commitment 1: Participating schools will make PBIS one of the top three school improvement goals until the program is fully-implemented and self-sustaining.

Making PBIS one of the top three school improvement goals is an important element to district-wide commitment to PBIS. SD DOE could continue to stress this during training and technical support. Districts should continue to commit to making PBIS one of the top three school improvement goals. School staff at all levels should be aware of and support actions taken to attain the district's school improvement and PBIS goals.

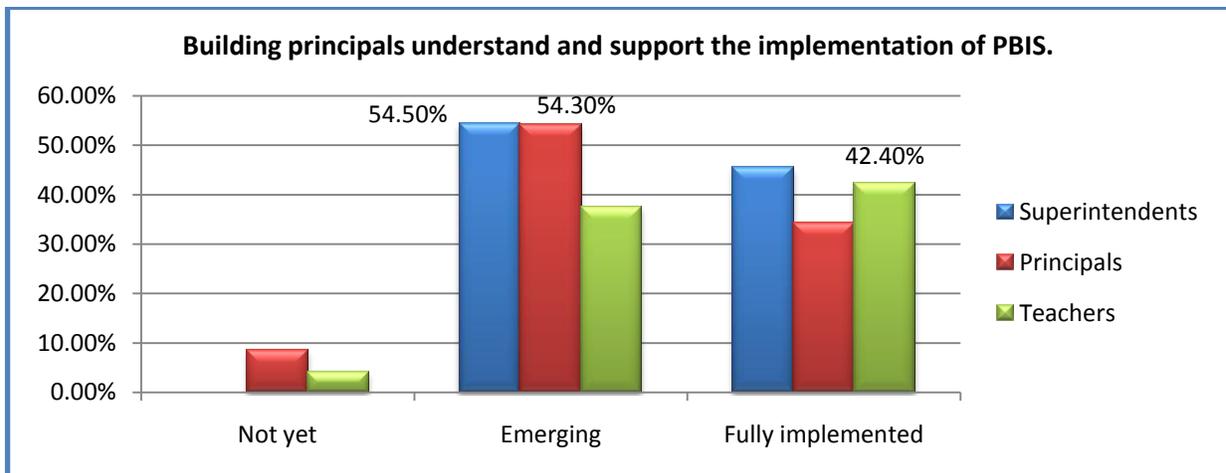
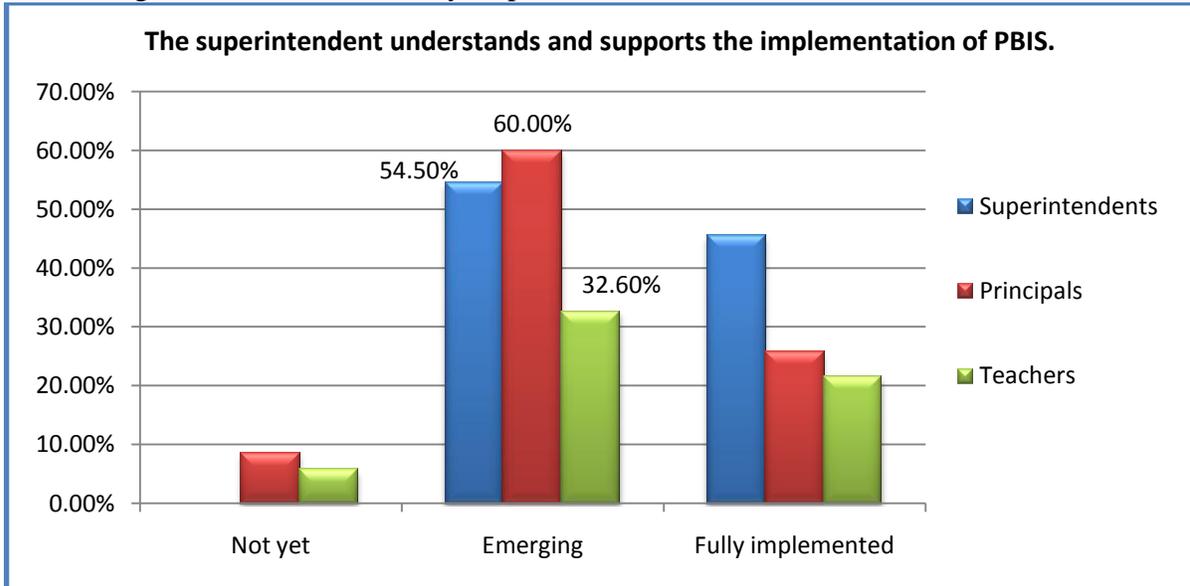
School Commitment 2: Administration will demonstrate 100% buy-in for PBIS implementation and program sustainability.

Finding: There is insufficient data to draw conclusion about attainment of this school commitment.

There is a lack of clarity in what is meant by "Administrators will **demonstrate 100% buy-in** for PBIS implementation and program sustainability." Survey data does indicate, however, that administrators understand and support PBIS implementation. Administrators and teachers were asked to indicate to what extent they believed the superintendents and principals understand and support the implementation of PBIS.

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The following charts reflect the survey responses:



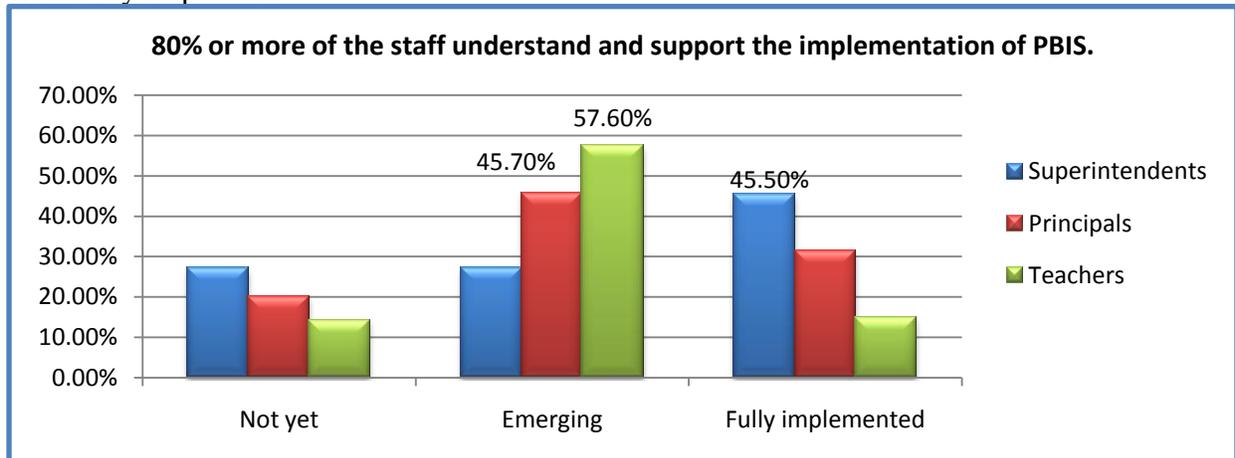
Recommendation: School Commitment 2: Administration will demonstrate 100% buy-in for PBIS implementation and program sustainability.

Administrative understanding and support of PBIS is critical to program implementation and sustainability. Additional clarity should be provided regarding what is meant by “100% buy-in, how that is demonstrated, and how attainment will be determined. Data should continue to be collected and submitted to Rebecca Cain, state PBIS coordinator.

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School Commitment 3: At least 80% of all school staff will demonstrate buy-in and support for program sustainability.

Finding: There is a lack of clarity in what is meant by “all school staff” and how staff would demonstrate buy-in and support program sustainability. Survey data does indicate, however, that teacher understanding and support of PBIS implementation is emerging. Administrators and teachers were asked to indicate to what extent they believe that at least 80% of all school staff demonstrates buy-in and support for program sustainability. The following chart reflects the survey responses:



Recommendation: School Commitment 3: At least 80% of all school staff will demonstrate buy-in and support for program sustainability.

Staff understanding and support is critical to the implementation and sustainability of PBIS. Additional clarity should be provided regarding how staff buy-in and support for program sustainability would be demonstrated. Data should continue to be collected and submitted to Rebecca Cain, state PBIS coordinator.

School Commitment 4: All school staff will be involved in supporting the behavioral or social/emotional development of children and youth within the school. (For related data, reference PBIS Goal 2: *Create awareness and shared language for addressing the social/behavioral needs of children and youth.*)

Finding: School Commitment 4: All school staff will be involved in supporting the behavioral or social/emotional development of children and youth within the school. There is limited data regarding which school staff is involved in PBIS and how they support the behavioral or social/emotional development of children and youth within the school. There is a lack of clarity regarding what is meant by “all school staff.” PBIS literature suggests that “all staff” includes administrators, teachers, and all support staff (i.e. office staff, custodians, bus drivers, and food service personnel).

Additional clarity should be provided regarding support is demonstrated, and how attainment of this goal will be determined.

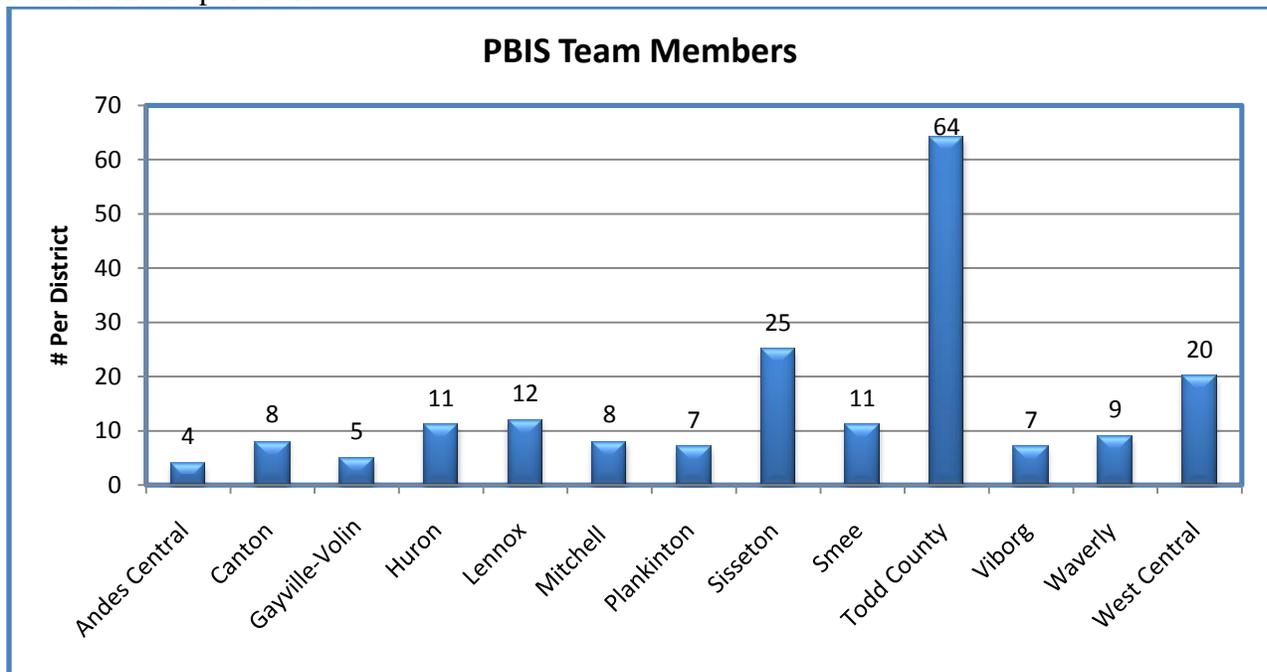
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Recommendation: School Commitment 4: All school staff will be involved in supporting the behavioral or social/emotional development of children and youth within the school. Support of all school staff is critical to the implementation and sustainability of PBIS. Districts should make a determination about what is meant by “**all school staff.**” Schools should have clarity regarding how staff will demonstrate support of the behavioral or social/emotional development of children and youth within the school. Data should continue to be collected and submitted to Rebecca Cain, state PBIS coordinator.

School Commitment 5: The school level team (a) will attend at least two trainings per year to (b) learn how to be a supportive structure within their school, as well as (c) learn new strategies, which will benefit students at all three levels?

Finding: This school commitment is partially attained. Since a listing of PBIS team members per district was not provided, there is not enough data to determine full attainment of this goal. It is important to note; however, that one hundred ninety-one (191) teachers self-reported themselves as members of a PBIS teams that assists with implementation by answering teacher survey question #22. That question asked, “If you are a member of the PBIS team.”

Additionally, fifty-one percent (51%) of principals surveyed indicated that they participate in the PBIS team meetings. The following chart reflects the number of self-reported PBIS team members per district:



There is limited data included in this report regarding (a) attendance at trainings; (b) supportive structures within schools; and (c) the learning of new strategies to benefit students at all three (tertiary) levels.

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5 (a) The school level team will attend at least **two trainings per year**.

There is no data included in this report regarding which district PBIS team members attended at least two trainings per year. Forty-four percent (44%) of teachers who identified themselves as being members of the PBIS team indicated that they participate in PBIS trainings. There is no clarity what is meant by “two trainings per year.” There is also no clarity regarding who is to attend the trainings or who provides those trainings.

The South Dakota PBIS State Plan speaks to a training plan, which can be found at: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf> .

The training plan (page six) states that: *A set training curriculum will be provided to all participating school teams that will include the following components:*

1. Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes;
2. Effective disciplinary principles and practices;
3. Data-based decision making and evaluation of instructional strategies and curriculum components; and
4. Application of research-validated instruction and behavior management practices.

The South Dakota PBIS State plan also outlines a three-year training plan, as indicated below:

Year One (the first year a school participates in the project):

- One three-day training for school teams that includes practice and action planning

Year Two (the second year of a school’s implementation cycle):

- Booster training designed specifically from data on progress as determined by the completion of the Benchmarks of Quality.

Year Three (and on-going):

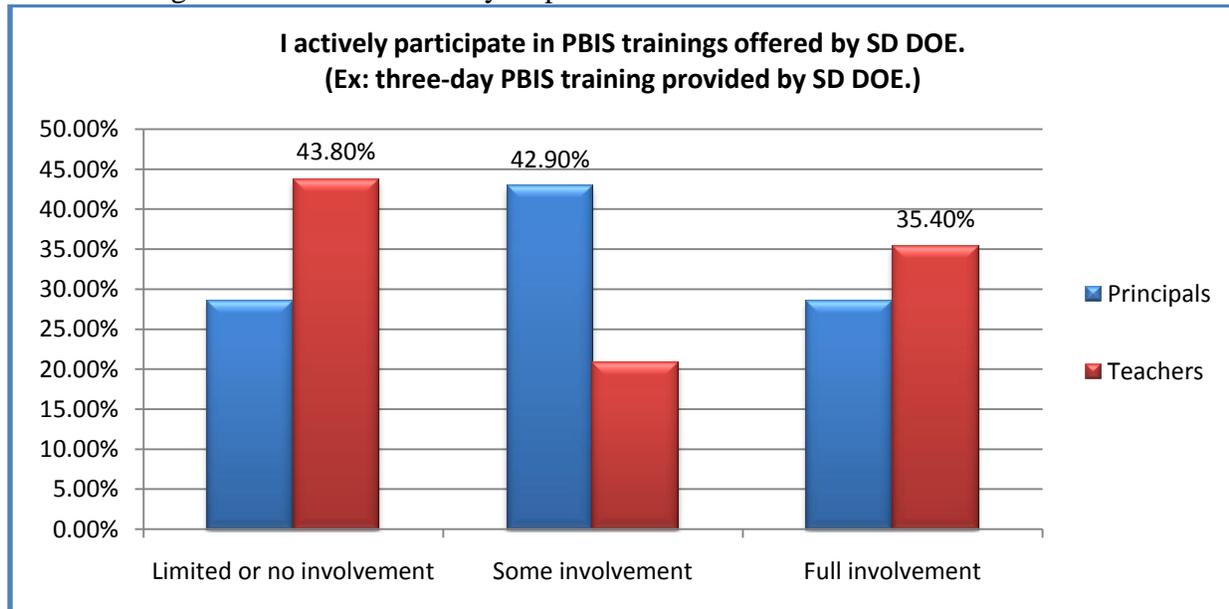
- Implementers forum designed for schools to showcase what is happening and to share and learn from each other
- Training on secondary and tertiary applications

While there is some question about what PBIS training is required, the survey data indicates that some district staff believe they are participating in state-provided PBIS trainings.

Principals and teachers were asked to indicate to what extent they actively participate in PBIS trainings offered by the SD DOE.

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The following chart reflects the survey responses:



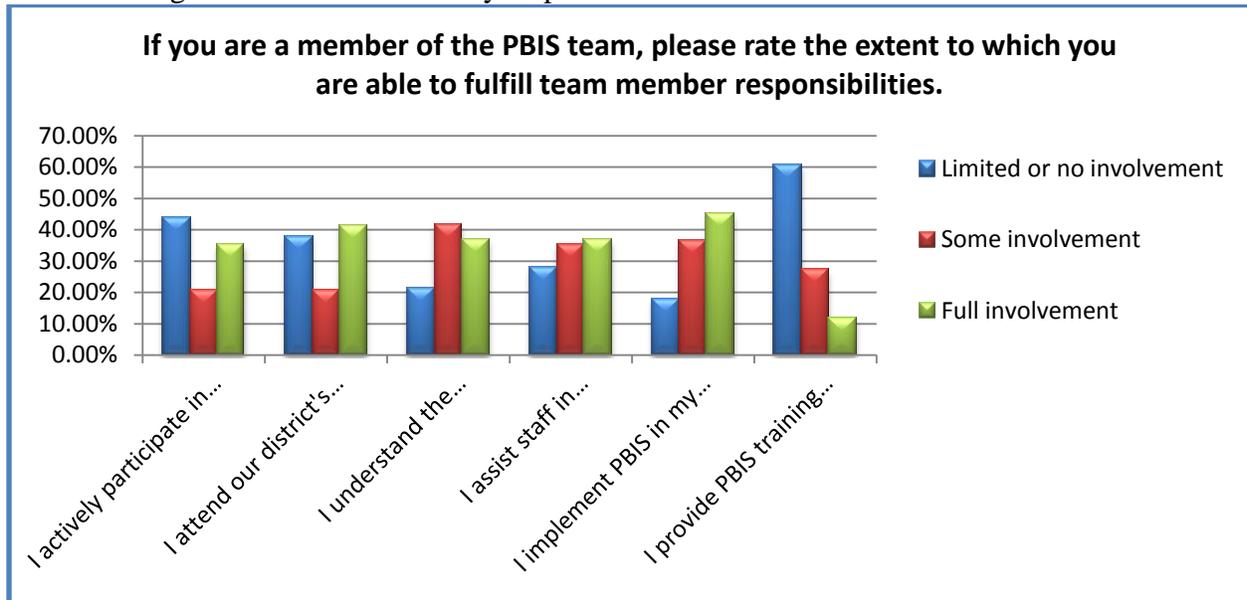
5(b) PBIS team members should learn how to be a supportive structure within their school and **5(c)** learn new strategies, which will benefit students at all three levels. It is not clear what is meant by “learn how to be a supportive structure within their school.” The curriculum material included in the binder titled “*Tier 1 Positive Behavior Support Team Training 2009-2010*,” provides information about team member roles and responsibilities; however, there is no specific information about (b) how to be a supportive structure within their school or (c) the learning of new strategies which will benefit students at all three levels.

While there is some question about (b) supportive structures and (c) learning of new strategies, those who identify themselves as PBIS team members believe they are fulfilling to some degree their assigned role as PBIS team members. They were asked to rate the extent to which they were able to fulfill the following responsibilities:

1. I actively participate in PBIS trainings (Ex: three-day PBIS team training provided by SD DOE).
2. I attend our district's monthly PBIS team meetings.
3. I understand the elements of PBIS and how to implement them with a high degree of fidelity.
4. I assist staff in implementing the PBIS model in my school.
5. I implement PBIS in my school.
6. I provide PBIS training for peers and parents.

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The following chart reflects the survey responses:



Recommendation: School Commitment 5: The school level team (a) will attend at least two trainings per year to (b) learn how to be a supportive structure within their school, as well as (c) learn new strategies, which will benefit students at all three levels?

SD DOE should continue to offer trainings to school level teams to provide processes and procedures for supporting PBIS implementation within the district. Learning and sharing strategies that benefit students at all three tertiary levels is an important facet of PBIS. SD DOE leadership could provide more technical support to PBIS teams as they assist schools implement PBIS with a high level of fidelity.

As the PBIS leadership team considers revisions to the state plan, some questions that could be considered include: When and how are PBIS school-level team members selected? Since the school commitment states that the school level team will attend at least two trainings per year, when and how will trainings be provided and what will be included in the curriculum? How are team members notified about state-level training? How does the district provide training for school-level team members who are unable to attend at least two trainings per year?

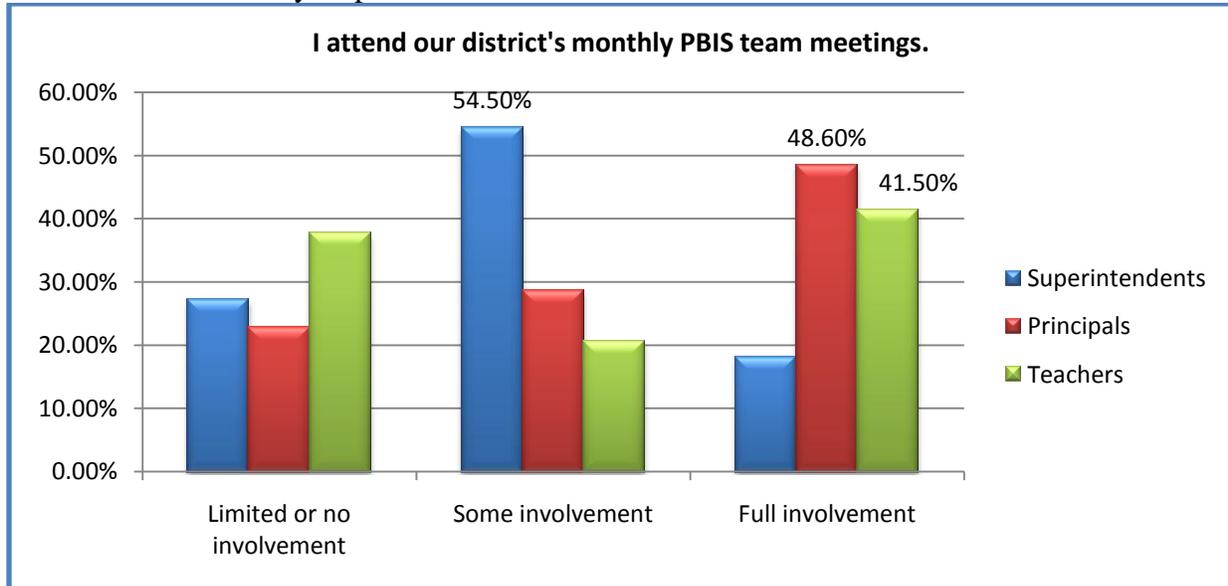
School Commitment 6: The school-level team will meet at least two times per month to plan and support school staff and the strategies being implemented.

Finding: School Commitment 6: The school-level team will meet at least two times per month to plan and support school staff and the strategies being implemented.

Not enough data is available to make a determination about whether school-level teams meet two times per month to plan and support school staff and the strategies being implemented. Ms. Cain indicated that schools do collect and report data to her via **monthly** PBIS team meeting reports. Contact Rebecca Cain for more information.

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While no specific information about team meetings are included in this report, district staff report that they do attend **monthly** meetings. Administrators and teachers were asked to indicate to what extent they attend the district's monthly PBIS team meetings. The following chart reflects the survey responses:



Recommendation: The school-level team should continue to meet at least two times per month to plan and support school staff and the strategies being implemented. Agendas and meeting outcomes should be developed to make meetings meaningful. Data should be used to make programmatic decisions at the local-level. Data from these meetings should continue to be reported to Ms. Cain via the monthly PBIS team meeting reports. SD DOE should continue to utilize school data to make state-level programmatic decisions.

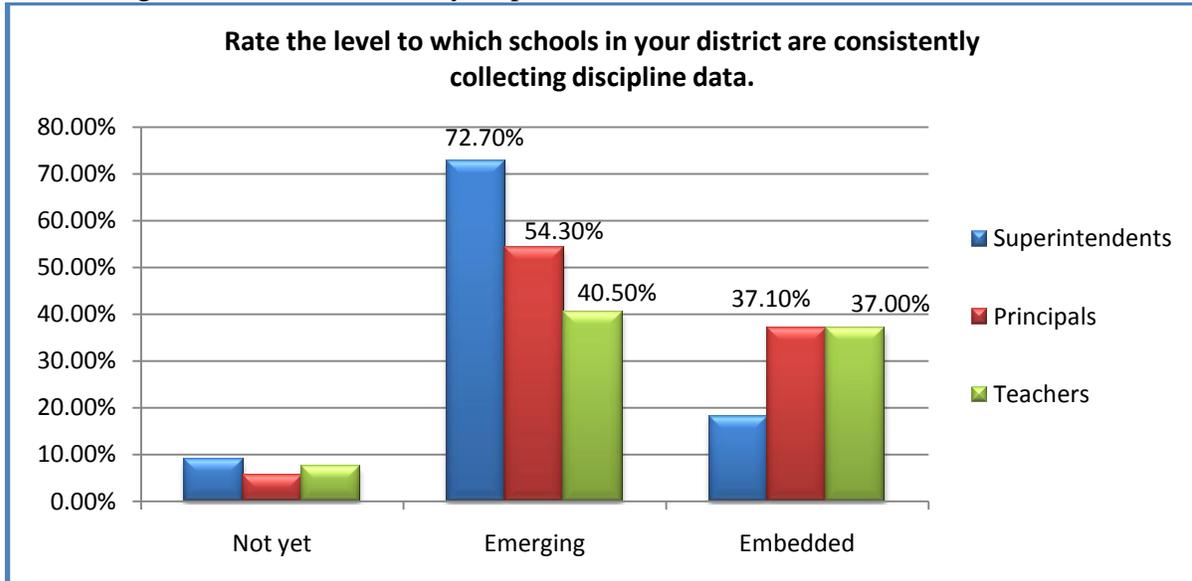
School Commitment 7: School staff will ensure that evaluation data are collected and submitted in a timely manner.

Finding: Not enough data is available to make a determination about School Commitment #7. There is a lack of clarity in what is meant by “school staff,” how, when, and to whom the data is reported. While no specific information about the collection and submission of evaluation data is included in this report, district staff indicate discipline data is collected.

Administrators and teachers were asked to indicate to what extent they believe schools in their district are consistently collecting discipline data.

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The following chart reflects the survey responses:



Recommendation: School Commitment 7: School staff will ensure that evaluation data are collected and submitted in a timely manner.

There is lack of clarity in what is meant by “school staff,” “evaluation data,” and “timely manner.” South Dakota DOE could provide more clarity to school districts about the process of collecting and reporting data.

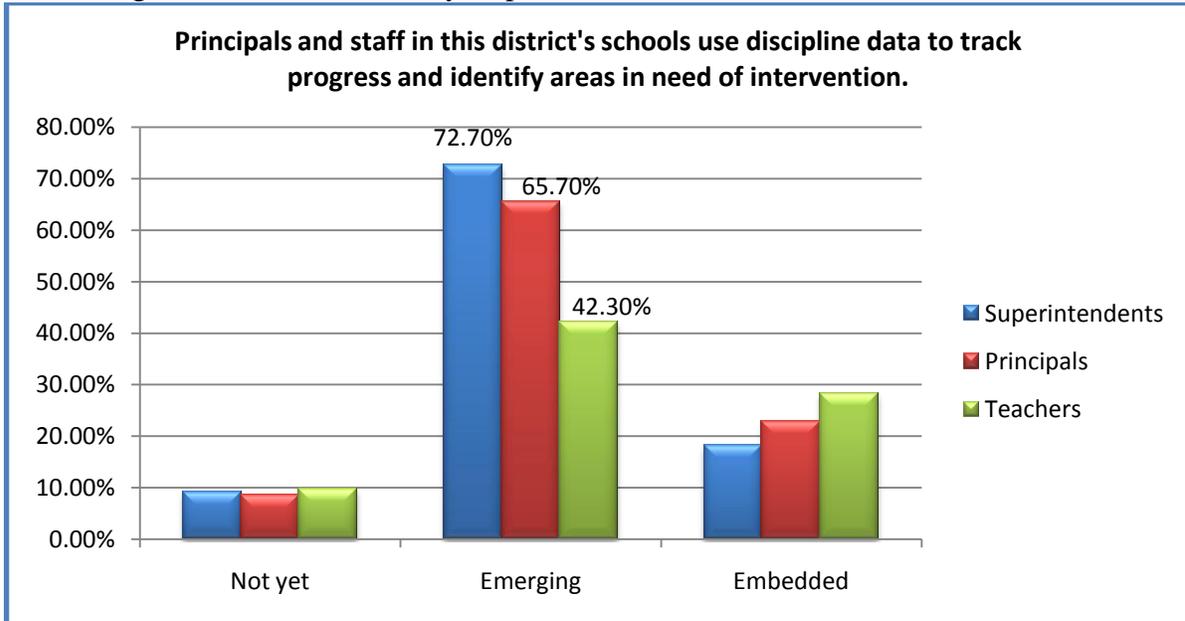
School Commitment 8: The school level team will analyze the data and utilize the findings to guide staff in the implementation of PBIS.

Finding: There is not enough data to determine attainment of School Commitment 8. While the extent to which school-level teams analyze behavior and other data to guide staff in the implementation of PBIS is not known, all districts appear to have teams in place. Reference School Commitment #5. Additionally, administrators and teachers were asked questions about collecting, analyzing, and utilizing data to guide implementation of PBIS.

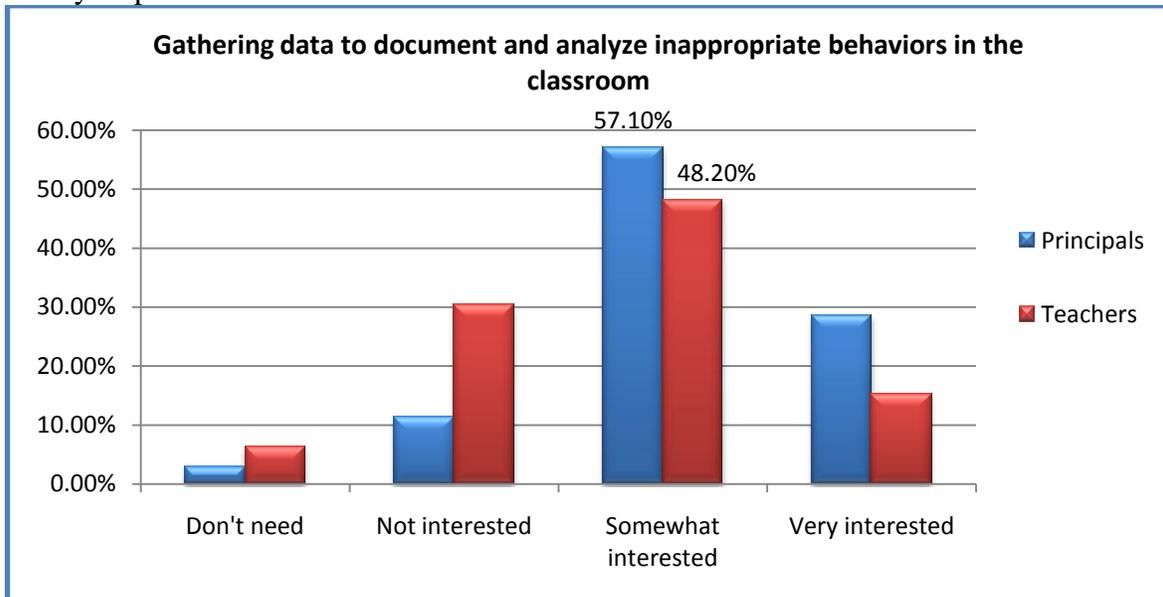
Administrators and teachers were asked to indicate to what extent they believe that principals and staff in the district’s schools use discipline data to track progress and identify areas in need of intervention.

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The following chart reflects the survey responses:



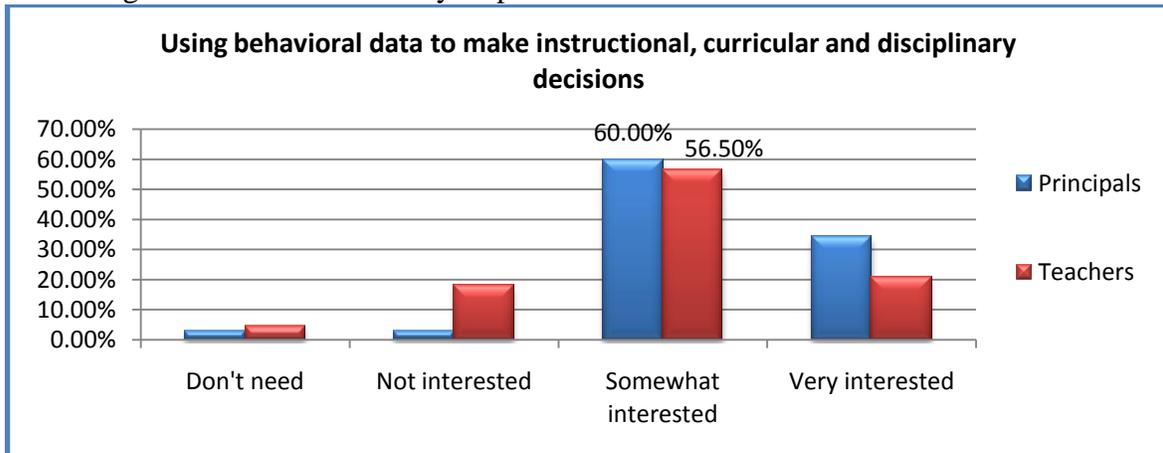
Principals and teachers were asked to indicate to what extent they are interested in gathering data to document and analyze inappropriate behaviors in the classroom. The following chart reflects the survey responses:



Principals and teachers were asked to indicate to what extent they are interested in using behavioral data to make instructional, curricular and disciplinary decisions.

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The following chart reflects the survey responses:



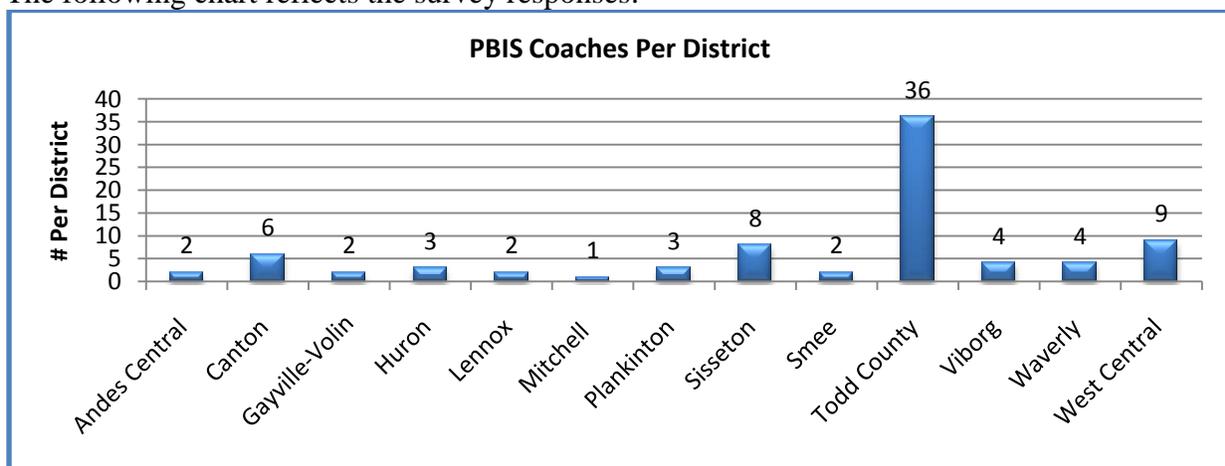
Recommendation: School Commitment 8: The school level team will analyze the data and utilize the findings to guide staff in the implementation of PBIS.

The school-level teams should continue to analyze the data and utilize the findings to guide staff in the implementation of PBIS.

School Commitment 9: Each participating school will work with a PBIS Coach who will provide leadership to the school level team as well as the rest of the school staff.

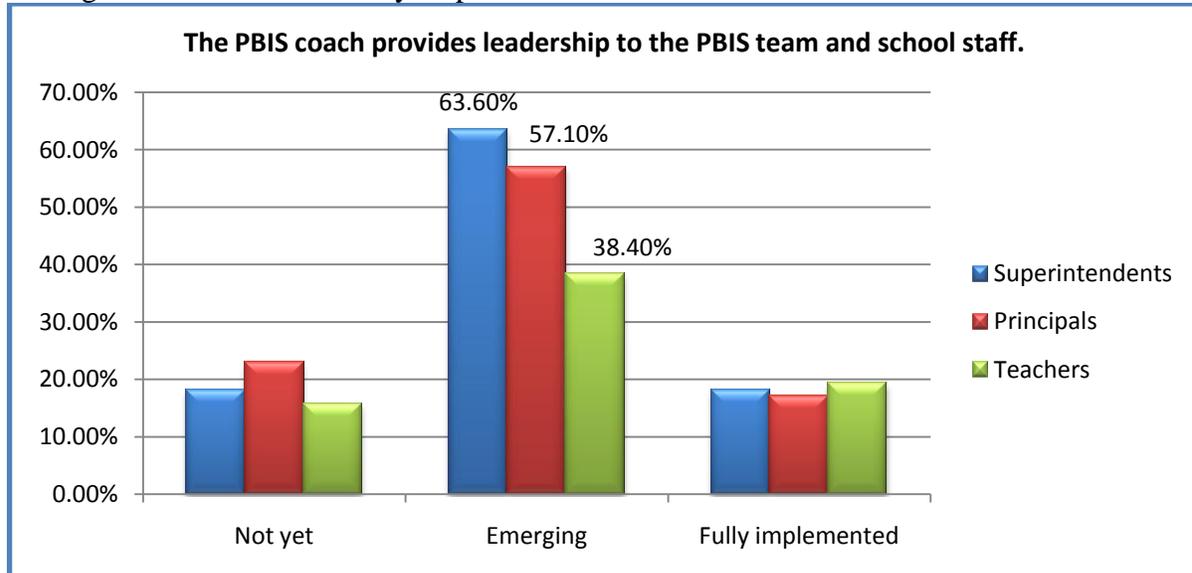
Finding: There is limited data in this report related to attainment of School Commitment 9: While it is not known if each participating school works with a PBIS Coach who provides leadership, it appears that every cohort district has one or more individuals who identify themselves as PBIS coaches. While taking the on-line PBIS survey, school district staff was asked to answer PBIS coach specific questions **IF** they served as a coach in their school.

Eighty-two (82) individuals identified themselves as PBIS coaches for their district/school. The following chart reflects the survey responses:



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Additionally, administrators and teachers were asked questions about leadership provided by the PBIS coach. Administrators and teachers were asked to indicate to what extent they believe that the PBIS coach provides leadership to the PBIS team and school staff. The following chart reflects the survey responses:



Recommendation: School Commitment 9: Each participating school will work with a PBIS Coach who will provide leadership to the school level team as well as the rest of the school staff.

Each participating school should continue to identify, train, and provide administrative support to the coach whose responsibility is to provide leadership to the school-level team, as well as the rest of the school staff.

The district should report to SD DOE the name of all district and school-level coaches. PBIS state leadership should maintain a data base of PBIS coaches in order to maintain a system of communication and technical assistance that may be needed.

End of School Commitment Findings and Recommendations

Coach Commitments/Role

The state PBIS plan states that “*the purpose of establishing a state-wide network of **behavior support coaches** is to create a core group of highly skilled school professionals who commit to the following:*”

- **Coach Commitment 1:** Fluency with PBIS systems and practices
- **Coach Commitment 2:** Capacity to deliver a high level of PBIS technical assistance
- **Coach Commitment 3:** Capacity to support teams in their efforts to implement PBIS practices and systems

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Training of the coaches is outlined in the **Training Plan** portion of the state plan:

During **Year 1** of a school's involvement in the SD PBIS initiative, coaches receive four days of PBIS training - One day orientation for assigned coaches, one three-day training for school teams that includes practice and action planning, coaches are part of the team, and one day of training specifically for coaches.

During **Year Two**, to mean the second year of a school's implementation cycle, coaches receive two days of training - one day as part of the PBIS team and one day of follow-up training specifically for coaches.

SD's State PBIS plan also states, "*to be considered a coach, the professional should:*

- Be employed or contracted for service by the district that is sending a school team with the intent to implement or expand PBIS during the following school year
- Agree to attend all trainings with the team
- Have an agreement with the district to serve as a coach
- Agree to provide coaching support for one to three schools
- Be capable of working with each school team leader to provide technical assistance in maintaining necessary records and progress reports to implement and support PBIS
- Be willing to work with community based agencies and services
- Be capable of providing and/or facilitating ongoing follow-up activities as identified and needed by the school team

The plan lists the following skills and experiences necessary for individuals being considered as coaches:

- Ability to conduct small group training sessions with adults
- Familiarity with typical classroom structures, operation, policies etc.
- Familiarity with general behavior and instructional management and curriculum
- History of consistent follow-through with tasks
- Experiences with individuals or groups from diverse backgrounds (e.g. parents, students, agency representatives, community members, educators)
- Ability to facilitate team meetings
- Basic to intermediate computer skills

More specific coach functions include:

- Providing support to the PBS Leadership Team meetings and subcommittees
- Ensuring the collection, organization, and submission of evaluation data from schools at appropriate times for inclusion in the state-wide report
- Serving as a resource or mentor to schools interested in PBIS, as available
- Providing training on PBS, as appropriate

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The state plan also speaks to required training for coaches. It states that, “*Coaches will attend all training events with their assigned school team. In addition, coaches will receive an additional 1/2 to full day of training with a focus on enhancing in-depth skills and knowledge in the following areas:*”

- Features of the PBIS approach,
- Practices and systems of the PBIS approach,
- Components and operations of school-wide discipline systems,
- Fundamental classroom and behavior management strategies,
- Ways to collect and analyze data for decision making,
- Approaches to strategies problem solving and decision making,
- Effective high intensity assessment and intervention strategies for students with severe problem behavior,
- Methods of professional development and in-service training, and
- Strategies for providing technical assistance and on-going training/support.

Finding: There is not enough data to determine attainment of the coaching commitments, coach training provided, or the selection of district-level coaches based on professional attributes or recommended experiences and skills. There is also not enough data regarding the establishment of a state-wide network of behavior support coaches or other factors outlined in the coaching commitment.

There is not enough data to determine the extent to which coaches are trained and how that training translates into district-level action. When asked on an on-line survey if they had attending PBIS trainings with the district/school team, 35% said not yet, 34% said that element was emerging, and 31% said it was an embedded element.

Rebecca Cain reports that PBIS coaches training is offered in the summer (July), fall (October) and spring (February). No information about the training curriculum is contained in this report. Contact Ms. Cain for additional information about the coaching commitment and training provided.

In order to gather perception data from PBIS coaches, teachers were asked the following question on the on-line survey: Each district has identified staff to serve as official PBIS coach(es.) **If you are a PBIS in your district or school, please rate the level to which you are able to fulfill your function as a PBIS coach.** If you are not a coach, please go to the next question. Those who identified themselves as coaches were asked to rate the level to which they were able to fulfill coaching commitments.

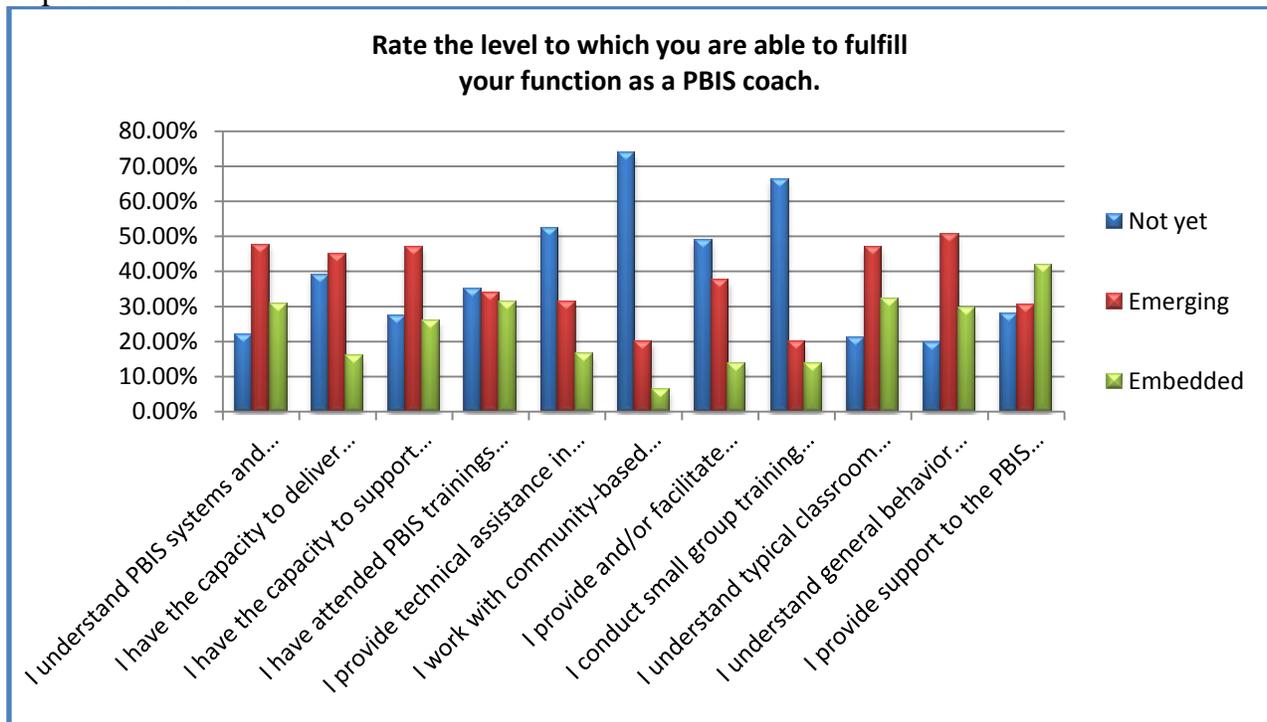
Eighty two (82) teachers representing all PBIS districts identified themselves as PBIS coaches. Coaches could answer, *Not yet, Emerging or Embedded*, in relation to elements as identified in the coaching commitments/role.

- I understand PBIS systems and practices
- I have the capacity to deliver PBIS technical assistance.
- I have the capacity to support PBIS teams in their efforts to implement PBIS with fidelity.
- I have attended PBIES trainings with the district/school team

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- I provide technical assistance in maintaining behavioral records, progress reports and data analysis.
- I work with community-based agencies and services to support PBIS.
- I provide and/or facilitate ongoing follow-up activities as identified and needed by the school team.
- I conduct small group training sessions to staff and members of the community.
- I understand typical classroom structures, operation, and policies.
- I understand general behavior and instructional management and curriculum.
- I provide support to the PBIS team.

The following chart displays the perception PBIS coaches have of their ability to fulfill their responsibilities:



Recommendation: Coaching Commitments: The **behavior support coaches** have an extensive list of necessary skills, experiences, and district responsibilities. For fidelity of practice, it is important that each district formally identify PBIS coaches and provide those individuals with training, time and support to fulfill the requirements of the position.

The state-level PBIS team should collect the names of all staff filling the role of PBIS coach and verify participation in recommended training. In order to build a state-wide cadre of behavior support coaches, it is important that SD DOE provide focused professional development and necessary technical assistance and support to help them build experience and skills.

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Data should be collected at the state-level to determine successes and challenges coaches face in helping schools implement PBIS with fidelity. During next year's data collection process, a specific coach's survey could be developed. That data could be analyzed and discussed in order to make programmatic decisions about PBIS professional development and technical assistance needed for coaching with fidelity.

District and School Selection

The selection process for districts and schools is outlined in the SD PBIS State Plan.

Each year announcement letters and applications will be sent to each District Superintendent with copies to the Special Education Directors and School Principals.

Districts that have identified behavior as a primary goal for improvement will identify schools where behavior is an issue and there is commitment to address this issue.

If a district or school is unsure and would like more information about PBIS, arrangements can be made to provide such information.

When the school staff has reviewed and agreed to the commitments, the application should be completed and submitted. At a minimum, the application will include the following:

1. Assurances that commitments are in place including fiscal resources;
2. A description of the need or the rationale for participation;
3. School name and contact information,
4. Sign off page to include: Superintendent, School Board President, Administrative Coordinator, Principals of schools that will be participating; and
5. Demographic information (school size, population).

The timeline for applications will be as follows:

- On-going – awareness presentations and activities
- March – Letter of invitation sent to School Superintendents
- Mid-April – Applications received and reviewed by State Leadership Team
- May – Acceptance letter sent to schools selected for participation

Finding: Commitment achieved.

The application process began in the spring of 2007 for involvement in PBIS beginning with training in the summer of 2007. Ms. Cain reports that some schools are invited to participate because of SPED non-compliance issues but that most districts follow the published application process. Ms. Cain state that all schools that complete the application are accepted as a PBIS cohort district. See complete listing earlier in this report.

Districts file their application for participation in PBIS in mid-April. Schools are notified of selection by May of each year. All districts/buildings selected are awarded a one-time start-up grant of \$2300 per school building, which comes from Part B money. With that funding amount, SD DOE estimates 20 new schools could be added per year. Participating districts can apply to add school buildings during the application window. The districts/schools selected to participate

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per school year are listed below. Each district listed continues as part of the on-going PBIS process. Those selected in 2007 continue as a PBIS cohort through the current date.

Recommendation: District and school selection

The state leadership team should review and update the application and selection process. Additional effort should be made to increase participation in the SD PBIS initiative.

Training Plan (Year 1, Year 2, Year 3 and on-going)

The PBIS State Plan states, “A set training curriculum will be provided to all participating school teams that will include the following components”:

- Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes;
- Effective disciplinary principles and practices;
- Data-based decision making and evaluation of instructional strategies and curriculum components; and
- Application of research-validated instruction and behavior management practices.

Finding: Training Plan: There is limited data in this report indicating SD DOE’s attainment of the goal of providing yearly PBIS training to cohort districts.

South Dakota has contracted with out-of-state trainers, specifically Don Kincaid, Ed.D, who directs the Florida Positive Behavior Support Project at the University of South Florida, Tampa, FL, and Heather Robbins, Heather’s Positive Behavior, Inc, Kirtland, NM to provide training during yearly PBIS trainings held in July of each year.

Ms. Cain reported that the certified state-level PBIS trainers also assist in providing professional development to school district personnel.

For additional information about state-sponsored PBIS training, contact Rebecca Cain.

Cadre of In-State PBIS Trainers

The SD PBIS State plan states, “One of South Dakota’s priorities is to become a state that can self sustain the PBIS initiative. In order for this to be possible, we are looking for people to become in-state trainers. The following are steps to becoming an in-state trainer.”

Year One

- Observe during the first training (July 25-27) provided by out-of-state trainer Don Kincaid.
- Work with a team as a coach or collaborate with a team’s coach for the first year.
- Attend up to two meetings a month with the team (some phone or DDN use is permitted).
- Attend monthly coaches meetings (some phone or DDN use is permitted)

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Year Two

- During the second year, work collaboratively with Don Kincaid at the second cohort of schools initial training by presenting the material. Don will provide mentoring and feedback throughout the time.
- Certification may be given at the completion of the second year's training if all requirements are met. At this time, you will be able to work with the Department of Education in setting up contracts for training schools accepted through the PBIS application process.

Finding: There is limited data in this report related to SD's goal to develop a cadre of in-state PBIS Trainers. Rebecca Cain identified four individuals designated as PBIS trainers. Those individuals are:

- **Ruth Fodness**, PsyS, NCSP
Fodness Consulting Services, Castlewood, South Dakota
 - **Pat Hubert**, ESA 2, School Improvement and Technology Specialist
East Dakota Educational Cooperative, Sioux Falls, SD
 - **Kari A. Oyen**, Ed.S. NCSP
District-Wide School Psychologist
Lennox School District, Lennox, SD
 - **Jody Jackson**, 4th Grade Teacher, Rosebud Elementary
Todd County School District, Mission, SD
- Note:** Ms. Jackson is no longer serving as a PBIS Trainer

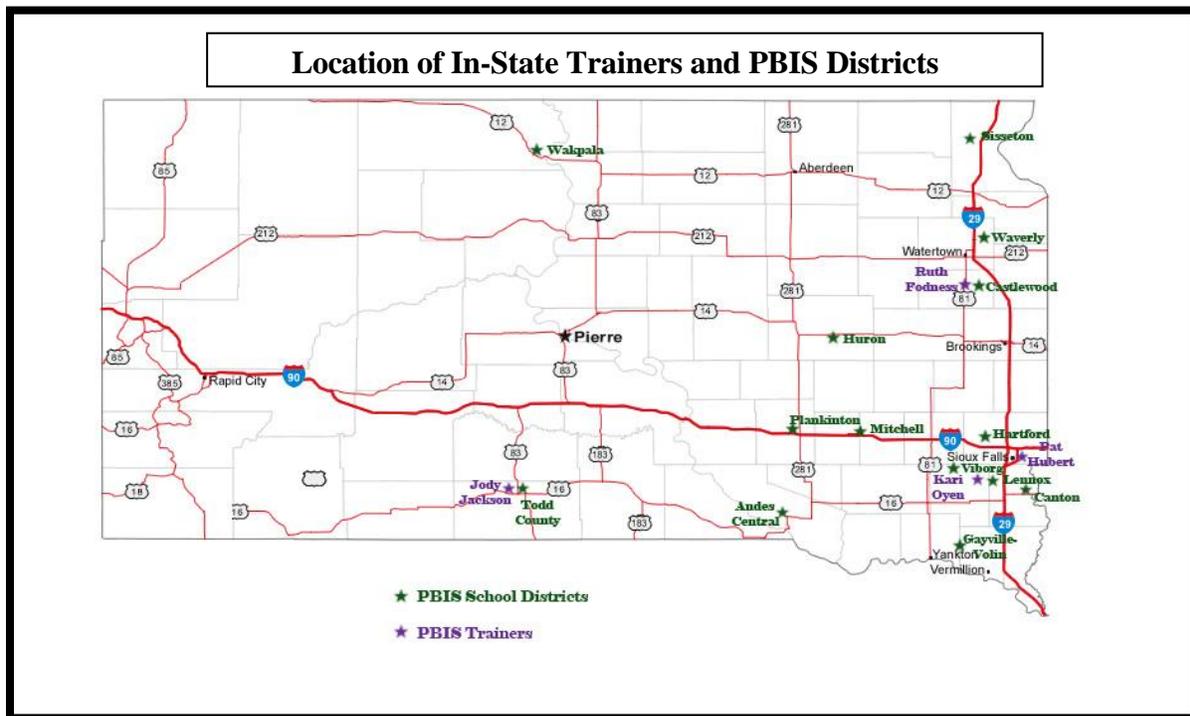
While data is not included in this report, SD DOE has clearly defined steps to become an in-state trainer. The individuals listed above have experience and credentials establishing they are highly qualified educators.

Contact Rebecca Cain for information regarding duties the trainers fulfill for SD DOE, what technical assistance and/or what trainings they provide to districts. She has on file the list of monthly coaching meetings, agenda, attendance records sign-in sheets and other data that may be collected by the in-state trainers.

The map that follows shows the location of the in-state trainers in relation to the 13 PBIS districts. This report does not include information about how the trainers serve schools. Two of the trainers are full time employees of school districts, which may make it difficult for them to be available to district staff during the course of the school day. The other trainers may have more flexibility to work with district staff during the school day.

Ms. Cain reported that SD is planning to increase the number of instate trainers. SD DOE will contact potential trainers to check for interest and availability.

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Recommendation: Cadre of In-State PBIS Trainers

If state funding is sufficient, SD DOE could continue to select and train a cadre of in-state trainers. Their roles and responsibilities could be clearly defined. Data could be collected regarding services they provide to districts and the impact those services have on fidelity of implementation.

District and School Teams

South Dakota's PBIS State plan speaks to district and school PBIS teams. It states, *"The District Coordinator will participate with school teams in at least one full cycle of training. This ensures that there is district understanding and support for implementation and sustainability at the school level. Training is designed for school leadership teams."*

*School leadership team membership **must** include*

- School principal or key administrator in charge of discipline for larger schools,
- General education teacher, and
- Special education teacher with expertise in area of behavior.

*Other team members **might** include:*

- Counselor
- School psychologist
- School social worker
- Support staff (e.g., paraprofessionals, cafeteria, bus, library, or office staff)
- Parent(s)

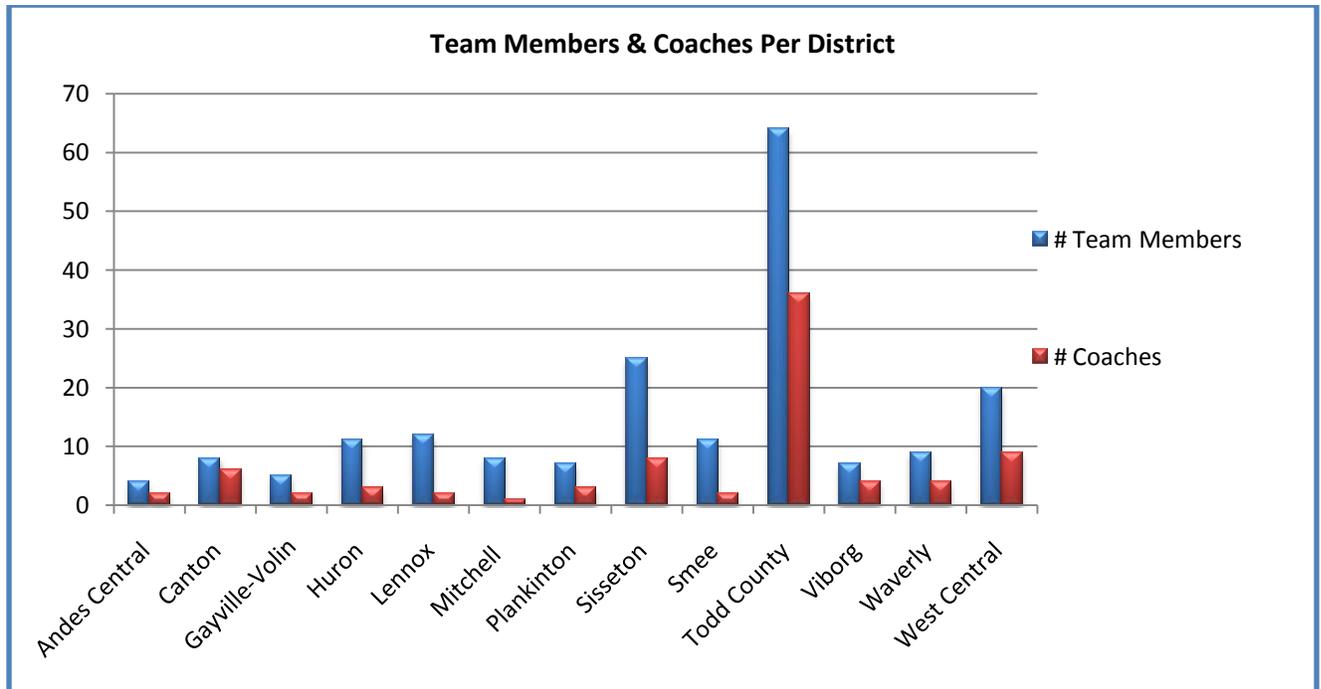
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The plan also states that, “School leadership team members are expected, in turn, to ensure that the information is shared with all school staff. Team training will be designed to include the following areas:”

- Features of the PBIS approach
- Practices and systems essential to implementing PBIS
- Components and operations of school-wide discipline systems
- Ways to collect and analyze data
- Strategies for involving parents and other community partners
- Strategies for addressing more intense needs of students with behavioral issues and concerns
- Strategies for sustaining school-wide implementation over time

Finding: There is no data included in this report regarding district coordinators or their participation in one full cycle of training. For more information about district coordinators, please contact Ms. Cain.

There is limited data in this report related to PBIS team composition, or the development and workings of PBIS teams at the district or school level. It appears that all districts have operational school-level PBIS teams composed of teachers. Fifty-one percent (51%) of principals surveyed also indicate that they participate in the PBIS team meetings. Data was collected via an on-line survey. Of those who responded to the on-line PBIS survey, the following numbers identified themselves as district PBIS coaches and members of the district PBIS team:



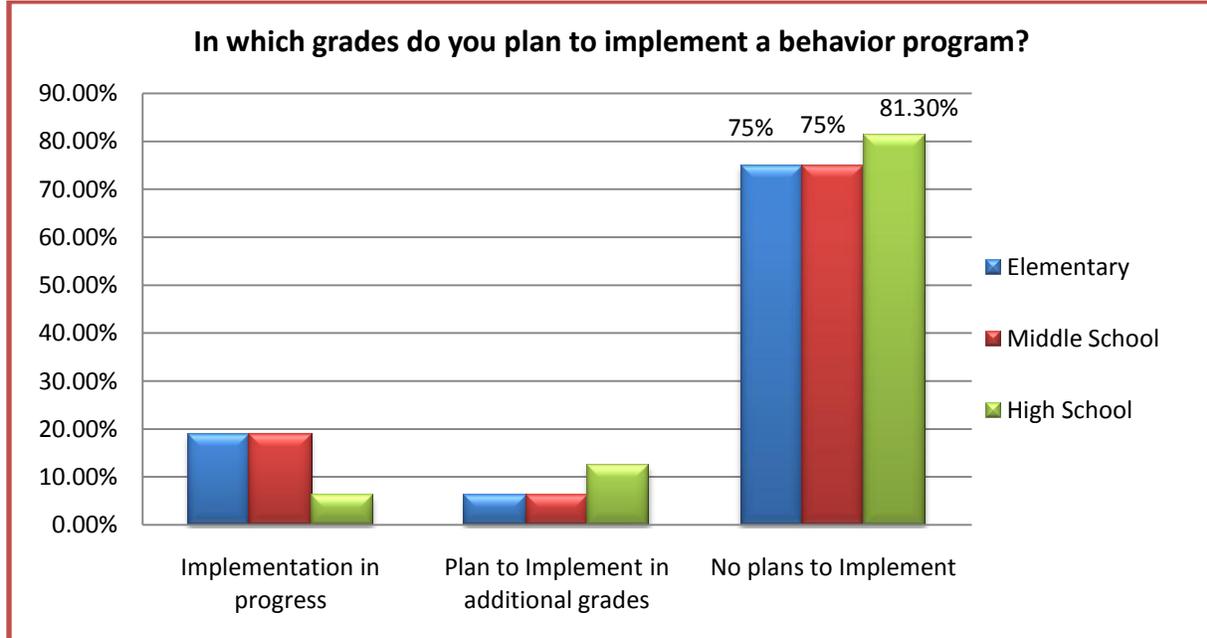
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Recommendation: Each district should continue to identify an individual to serve as the district PBIS coordinator. The state-level PBIS coordinator should maintain a database listing district coordinators, in order to ensure that they have received one full cycle of training. South Dakota's PBIS State plan speaks to district and school PBIS teams. Likewise, the statewide PBIS coordinator should maintain a database of school leadership team members and ensure that those individuals have received the appropriate team trainings. Data should be collected to determine if the leadership team members are sharing information with all school staff.

End of Findings and Recommendations

Related Data from 2009-2010 Response to Intervention Data Report

Superintendents in 22 districts/54 schools implementing Response to Intervention were asked if they planned to implement a behavior program in schools in the future. The following chart reflects the answers:



Recommendation:

The National Center on Response to Intervention states that *Positive Behavioral Interventions and Supports (PBIS) fits nicely under the RtI umbrella*. There may be an advantage to combining efforts of those initiatives in SD. State-level staff already co-present at conferences and provide assistance when possible. Discussions could take place among the stakeholder groups about the commonalities and differences of the two initiatives and how to combine efforts.

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Arkansas and Michigan serve as examples of states that have combined PBIS and RtI. Additional information about Arkansas's *Project Achieve* and Michigan's *MiBLSi Project* is included in the appendix.

Several scholarly articles are available via a web search on combining PBIS and RtI initiatives at the state and school-level. Task force members from RtI and PBIS could read and discuss the articles and determine what action, if any, should be undertaken to combine efforts.

Three articles that may be of interest:

- *Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters from Different Misters?* Therese Sandomierski, Don Kincaid, University of South Florida; Bob Algozzine, University of North Carolina at Charlotte
http://admin.esc14.net/webs/lenora/upload/pbs_schoolwide_articles.pdf
- *Integrating Academic and Behavior Supports Within an RtI Framework, Part1-4* by Hank Bohanon, Ph.D., Steve Goodman, Ph.D., and Kent McIntosh, Ph.D.
<http://www.rtinetwork.org/learn/behavior>
- University of Maryland School of Medicine, Center for School Mental Health Analysis and Action, Issue Brief, June 11, 2007, School-based Early Intervening Services, An Opportunity to Improve the Well-being of our Nation's Youth,
<http://csmh.umaryland.edu/resources/CSMH/briefs/SchoolBasedEarlyInterveningServicesBrief.pdf>

End of PBIS Data Report

Appendix

PBIS Out-of-State Trainers

Donald Kincaid, Ed.D. Professor and Assistant Program Director, Applied Research and Educational Support, University of South Florida.

Brief Biography

Don Kincaid directs the Florida Positive Behavior Support Project at the University of South Florida. He also directs USF's participation in the OSEP Positive Behavioral Supports and Interventions Center, a partnership of Universities and agencies across the country. He Co-directs the Florida Center for Inclusive Communities, a University Center for Excellence in Developmental Disabilities. He also directs an Institute for Education Science grant for supporting students with severe problem behaviors. His professional interests include the areas of person-centered planning, positive behavior support, disabilities, and school and systems change.

Don came to the PBS Project from West Virginia University where he served as the Deputy Director of the University Affiliated Center for Developmental Disabilities for 10 years. While in West Virginia, Don directed a number of state and federal PBS Projects including the Life Quilters Project, the Tri-State Consortium for PBS, the Regional Collaborative for PBS, the Lifespan PBS Project, the School-Based PBS Project and the Crisis Intervention Network.

Key Publications

- Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior
- Support Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters with Different Misters?

Stephanie Martinez, EdS, Technical Assistance Specialist, Applied Research and Educational Support, University of South Florida.

Brief Biography

Stephanie Martinez currently serves as a Technical Assistance Specialist with Florida's PBS Project and has been working with the Project since 2003. In her current position with the FL-PBS Project she has had the opportunity to work with large, urban school districts as well as smaller districts. She currently maintains the on on-line training modules. Prior to coming to the project she worked as a Special Education Teacher and a Placement Specialist. She has completed her Specialist Degree in Educational Leadership. Her current research interests include implementation of school-wide PBS in urban schools and schools that are having difficulty meeting state and national standards.

Journal Article: Martinez, S. (2009). A system gone berserk, zero tolerance policies: How are they really impacting our schools? *Preventing School Failure*, 53(3), 153-158.

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Heather Robbins MA. Ed., Heather's Behavior Support Services, Kirtland, NM 87417

Brief Biography

- 1985-1993 Served as a special education teacher at the San Antonio Children's Center, a psychiatric hospital for students with emotional and behavioral disorders. Worked 3 years with elementary students, 4 years with high school students.
- 1993-1997 Worked as an itinerant special education teacher for Northern Navajo Agency at 3 small schools.
- 1997-2000 Taught a self-contained class for students with emotional and behavioral disorders that served all 8 BIA schools in Northern Navajo Agency.
- 2000- June 2006 Served as a Behavior Specialist for Northern Navajo Agency, developing Functional Behavioral Assessments and Behavior Intervention Plans and assisting with the development of PBIS in the schools. Connected with Jeff Sprague at University of Oregon Institute on Violence and Destructive Behavior (IVDB). Trained schools bureau-wide in PBIS via an agreement between Northern Navajo Agency and IVDB from 2003- 2006. Conducted school-wide and agency team trainings and provided technical assistance for IVDB one week a month.
- June 2006- Present Consulting in PBIS

Examples of PBIS/RtI Joint Projects

- **Michigan: Integrated Behavior and Learning Support Initiative**

MiBLSi is funded by the Michigan Department of Education (MDE). In spring 2003, Macomb ISD, Ottawa Area ISD, and Kalamazoo RESA were chosen to create MiBLSi under the direction of the Office of Special Education and Early Intervention Services.

MiBLSi is a school improvement model consistent with Michigan's School Improvement Framework and developed from the scientific research base of Applied Behavior Analysis, the findings of the National Reading Panel report, and the National Research Council.

"In a Response to Intervention model, all students are screened and monitored for specific educational outcomes and those needing additional assistance are given targeted intervention that is monitored systematically using scientifically based data recording procedures"(Brown-Chidsey & Steege, 2005). As an RtI model, MiBLSi supports schoolwide implementation of Positive Behavioral Interventions and Support (PBIS) and reading intervention. School based leadership teams utilize a data-driven, problem-solving process to help all students become better readers with appropriate social skills.

MiBLSi facilitates regional collaboration between ISDs and LEAs to build local capacity; providing ongoing support, training, coaching, and technical assistance. This collaboration sustains schoolwide support systems and improves student outcomes.

Why focus on reading and behavior? Research states that improving social behavior of students results in more minutes spent in academic instruction (Putnam, Handler, O'Leary-Zonarich, 2003). Data from MiBLSi schools confirms that as disruptive

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behavior decreases, schools are free to address instructional needs, resulting in increased reading achievement. MiBLSi promotes prevention and early intervention with students struggling in reading and/or behavior issues. (Source: <http://miblsi.cenmi.org/Home.aspx>)

- **Arkansas: Project Achieve**

The Arkansas Department of Education (Special Education Unit) received a five-year federal grant from the U.S. Office of Special Education Programs (OSEP) beginning in 2003 to implement a state-wide school improvement process focusing on at-risk and underachieving students, and those students with disabilities. Project ACHIEVE was explicitly written into this grant, and its state-wide implementation is under the direction of Dr. Howard M. Knoff.

Project ACHIEVE is an innovative school reform and school effectiveness program that has been implemented in schools and school districts across the country since 1990. Project ACHIEVE's ultimate goal is to help design and implement effective school and schooling processes to maximize the academic and social/emotional/behavioral progress and achievement of all students. Project ACHIEVE has also helped schools to implement effective and efficient problem-solving and strategic intervention processes for students with academic and behavioral difficulties, while improving the staff's professional development and effective instruction interactions, and increasing the quality of parent (and community) involvement and engagement.

In all, Project ACHIEVE helps schools, communities, and families to develop, strengthen, reinforce, and solidify children and adolescents' resilience, protective, and effective self-management skills such that they are more able to resist unhealthy and maladaptive behavior patterns. (Source: <http://www.projectachieve.info/home.html>)

Links and Websites

US Department of Education Publications:

- **Prevention Research & the IDEA Discipline Provisions: A Guide for School Administrators:** <http://www2.ed.gov/offices/OSERS/OSEP/Products/adminbeh.web.pdf>

PBIS Resource Links <http://www.pbis.org/links/default.aspx>

- Positive Behavioral Support Project of the University of South Florida Facilitator Guide (<http://www.apbs.org/files/PBSwhole.pdf>)
- School-wide Information System (SWIS), (<http://www.swis.org>)
- Understanding Problem Behavior: An Interactive Tutorial, To order Behavior Intervention Planning: Using the Functional Behavioral Assessment Data by Terry M. Scott, Ph.D., Carl J. Liaupsin, Ph.D., C. Michael Nelson, Ed.D., (<http://uacoe.arizona.edu/pbis>)
- Florida's Positive Behavior Support Project, (<http://flpbs.fmhi.usf.edu>)

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Positive Behavior Support Websites

- Arizona Positive Behavior Support, (<http://www.pbisaz.org>)
- Association for Positive Behavior Support, (<http://apbs.org>)
- Beach Center on Families and Disability, (<http://www.beachcenter.org/>)
- The National Center on Education Disability and Juvenile Justice, (<http://www.edjj.org>)
- Florida's Positive Behavior Support Project, (<http://flpbs.fmhi.usf.edu/>)
- Kansas Institute for Positive Behavior Support, (<http://www.kipbs.org>)
- Institute on Violence and Destructive Behavior, (<http://darkwing.uoregon.edu/~ivdb/>)
- Online Academy Positive Behavior Support, (<http://www.uappbs.lsi.ku.edu>)
- University of North Carolina at Charlotte Behavior and Reading Improvement Center, (<http://education.uncc.edu/bric/>)

Resources by PBIS Partners

University of Oregon

- Rob Horner, College of Education, University of Oregon, Education and Community Supports, (<http://www.uoecs.org/>)
- Institute for the Development of Educational Achievement, (<http://idea.uoregon.edu/>)
- Institute on Violence and Destructive Behavior, (<http://darkwing.uoregon.edu/~ivdb/>)
- Behavior Research and Training, (<http://brt.uoregon.edu/>)

University of Connecticut

- George Sugai, Center for Behavioral Education & Research, (<http://www.cber.org>)

University of Kansas

- Wayne Sailor, Rachel Freeman, Nikki Wolf, Amy McCart, Hoon Choi, Laura Riffel Beach Center on Families and Disabilities, (<http://www.beachcenter.org/>)
- University of Kansas, Department of Special Education (<http://www.soe.ku.edu/sped/>)
Kansas Institute for Positive Behavior Support, (<http://www.kipbs.org>)

University of Kentucky

- Mike Nelson, Department of Special Education and Rehabilitation, (<http://serc.gws.uky.edu/>)
- The Behavior Home Page, (<http://www.state.ky.us/agencies/behave/homepage.html>)
- Kentucky Department of Education, (<http://www.kde.state.ky.us/>)
- The National Center on Education Disability and Juvenile Justice, (<http://www.edjj.org>)

University of South Florida

- Glen Dunlap, Don Kincaid, TA Center on Social Emotional Intervention, (<http://www.challengingbehavior.org>)
- Center for Autism and Related Disabilities (CARD), (<http://card-usf.fmhi.usf.edu/>)

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University of Florida

- Terry Scott, Terry Scott's Home Page at the University of Florida, (<http://www.coe.ufl.edu/Faculty/Scott/terrys/tscott.html>)

University of North Carolina-Charlotte

- Robert Algozzine, North Carolina State Improvement Project , (<http://www.NCSIP.org>)

University of Missouri

- Tim Lewis. Missouri PBIS, (<http://pbissmissouri.org/>)

Illinois Positive Behavior Support Network

- Lucille Eber (www.pbisillinois.org)

Mountain Plains Regional Resource Center

- Carol Massanari, (<http://www.usu.edu/mprrc/>)

Sheppard Pratt Health System

- Susan Barrett, Burt Lohnes, (<http://www.sheppardpratt.org/>)

Maryland's PBIS website

- (<http://www.pbismaryland.org>)

The May Institute

- Bob Putnam, The May Institute, (http://www.mayinstitute.org/childrens_services/pbis.asp)

New Bazelon Center for Mental Health Law Road Map (9-26-06)

The Bazelon Center has a new document available related to positive behavior support. As stated on their website (<http://www.bazelon.org>), this document and a companion folder include six fact sheets are titled *Way to Go: School Success for Children with Mental Health Care Needs*.

Together they document how states and school districts have successfully combined school-wide positive behavior support with effective mental health services to foster a school environment that is conducive to learning and improves children's lives.

<http://www.bazelon.org/newsroom/2006/6-7-6-WayToGo.html>

Implementation Examples

- MiBLSi (Michigan's Integrated Behavior and Learning Support Initiative) (<http://www.cenmi.org/miblsi/Home.aspx>)
- Partnerships for EdExcellence (<http://web.utk.edu/~edex/default.html>)
- Illinois State Board of Education Emotional and Behavioral Disabilities/Positive Behavior Interventions and Supports Network (www.pbisillinois.org)
- Maryland's PBIS website (<http://www.pbismaryland.org>)



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- New Hampshire Center for Effective Behavioral Interventions and Supports (<http://www.nhcebis.seresc.net>)
- Public Schools of North Carolina (<http://www.ncpublicschools.org/ec/behavioral/>)
- Florida's Positive Behavior Support Project Newsletter (http://flpbs.fmhi.usf.edu/resources_newsletter.asp)

Other Resource Links

- Center on Social and Emotional Foundations of Early Learning (<http://www.vanderbilt.edu/csefel/>)
- National Center on Response to Intervention (<http://www.rti4success.org>)
- RtI Action Network (<http://www.rtinetwork.org>)
- Council on Exceptional Children
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

Links to Related Reports

- South Dakota Youth Risk Behavior Survey Trend Report 1991-2005:
http://doe.sd.gov/oess/schoolhealth/yrbs/docs/YRBS_Report111907.pdf
- Youth Risk Behavior Survey Report South Dakota 2009
http://doe.sd.gov/oess/schoolhealth/yrbs/docs/YRBS_complete.pdf
- CDC-Youth Online-Youth YRBS Survey South Dakota, 2009
<http://apps.nccd.cdc.gov/YouthOnline/App/Results.aspx?LID=SD>

Documents Studied as Part of Data Collection Planning

- Annual Report 2008-2009 - Florida PBS
<http://flpbs.fmhi.usf.edu/pdfs/DOE%20Final%20Report%201.08.10.pdf>
- Applying PBS and Functional Behavior Assessments in Schools, Sugai, Horner, et.al.
http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1031&context=gse_fac
- School-wide PBS Evaluation Template, Horner, Sugai, et.al.
www.pbis.org/common
- Evaluation Blueprint for Positive Behavior Support, Algozzine, Horner, et.a.
<http://www.ncpublicschools.org/docs/positivebehavior/data/evaluation/template.pdf>
- NDTAC Issue Brief, Brock and Quinn
<http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200601a.asp>
- Prevention Research and IDEA Discipline Provisions-OSEP
<http://www2.ed.gov/offices/OSERS/OSEP/Products/adminbeh.web.pdf>
- RtI and PBS: Brothers/Sisters, Sandomiersk, Kincaid, Algozzine
<http://flpbs.fmhi.usf.edu/FLPBS%20and%20RtI%20article.pdf>

PBIS Data Report 2009-2010

Sample PBIS Walkthrough Template

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBIS is evident. It will allow the observer to provide feedback to the PBIS team and administration. Walkthrough is to be completed by a PBIS State Leadership Team Member, State PBIS Trainer, or State PBIS Coordinator.

Observer: _____ School: _____ Date: _____

Visibility

Indicate where **Expectation Posters** are visible:

Hallways Main Office Classrooms Cafeteria
Media Center Gym/Playground Computer Lab Other: _____

Based upon the school's data, record the most problematic areas on campus in the spaces below. Then indicate whether **Rules Posters** are visible in the areas by circling Yes or No under each setting listed.

_____ _____ _____ _____
Yes/No Yes/No Yes/No Yes/No

Classrooms (Visit 5 classrooms from a variety of classes/grades)

Visit 5 classrooms to determine if **Rules Posters** are visible. *Indicate how many classrooms had visible Rules Posters.* 1 2 3 4 5

Students (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the Expectations. *Indicate how many students are able to tell you all the expectations.* 1 2 3 4 5

Staff (Ask 5 staff members the following questions)

Do you have a school-wide team to address behavior/discipline across campus? *Indicate how many staff know about the team.* 1 2 3 4 5

Can you name the School-wide Expectations? *Indicate how many staff are able to tell you all the expectations.* 1 2 3 4 5

Have you taught the School-wide Expectations? *Indicate how many staff report teaching all the expectations.* 1 2 3 4 5

Have you seen the school's discipline data this year? *Indicate how many staff report seeing the data.* 1 2 3 4 5

Additional Comments:

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Evaluation Data Collection Matrix

Evaluation Question	Data Needed	Data Source	Person(s) Responsible	When
To what degree are schools implementing School-wide PBS?	Information about the schools use of PBS	<ul style="list-style-type: none"> • Florida Benchmarks of Quality Checklist • Team implementation checklist 	School Teams and Coaches School Team	Annually
What changes in behavior are evident where PBIS is being implemented?	Behavior Data	<ul style="list-style-type: none"> • Office referrals (as collected using SWIS) • Suspension/expulsion data, both in-school and out-of-school suspension • Attendance • Referrals for special education evaluation or alternative setting 	School Team	<p>The school will collect data on an ongoing, daily basis.</p> <p>The school will submit data to the State Leadership Team.</p>
What changes in academic performance are evident where SPBS is being implemented?	Reading and Math Performance	<ul style="list-style-type: none"> • State assessment results • District assessment results (if different from State) 	Management Team School Team	Annually
To what degree do students, families, and school staff perceive the school to be safe and PBIS as helpful?	School Safety Environment	<ul style="list-style-type: none"> • School Safety Survey • Additional questions if needed 	School Team	Annually