

Positive Behavioral Interventions & Supports

Board Work Session – 10/28/2024

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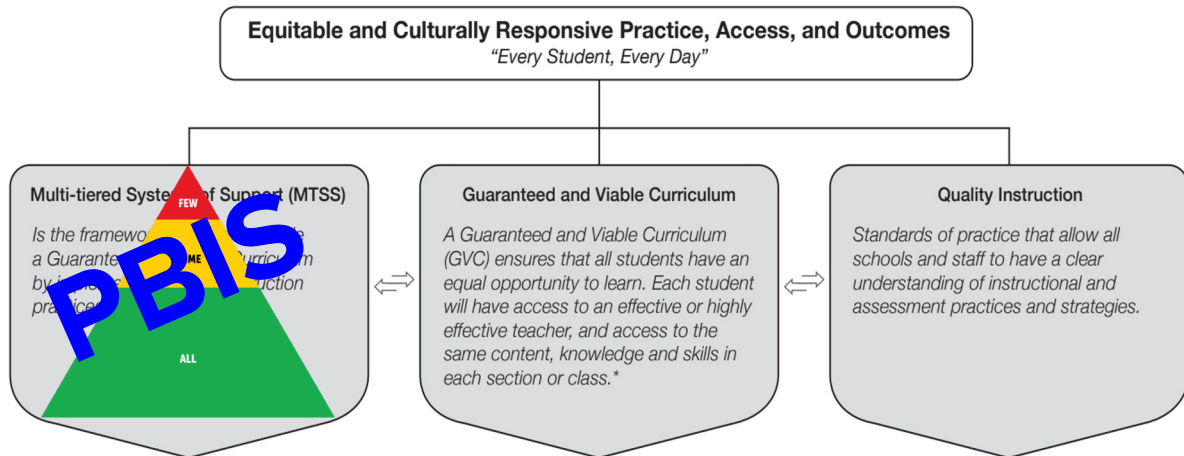
Intended Outcomes

- Provide a basic understanding of the practices used when implementing School-Wide PBIS
- Learn how PBIS practices can improve school culture and academic achievement
- Discuss the additional strategic investments that enhance student supports in Springfield schools



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Instruction Department Focus Areas and PBIS



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“MTSS is an evidence-based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being.”

Sprague & Swain-Bradway, 2020

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Positive Behavioral Interventions and Supports (PBIS)

An evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate.



PBIS History – Oregon and Nationally

1980s – Research Conducted by UO researchers

1998 – PBIS Technical Assistance Center established by UO professors Rob Horner and George Sugai. Funding provided through USDOE (OSEP and OESE)

2013 – TA Center Partnership with Springfield

2023 – Funded for the the next 5-years – Over \$21 million

Currently – Implemented in over 25,000 schools across all 50 states, and internationally (400+ schools in Japan).

PBIS History – Springfield

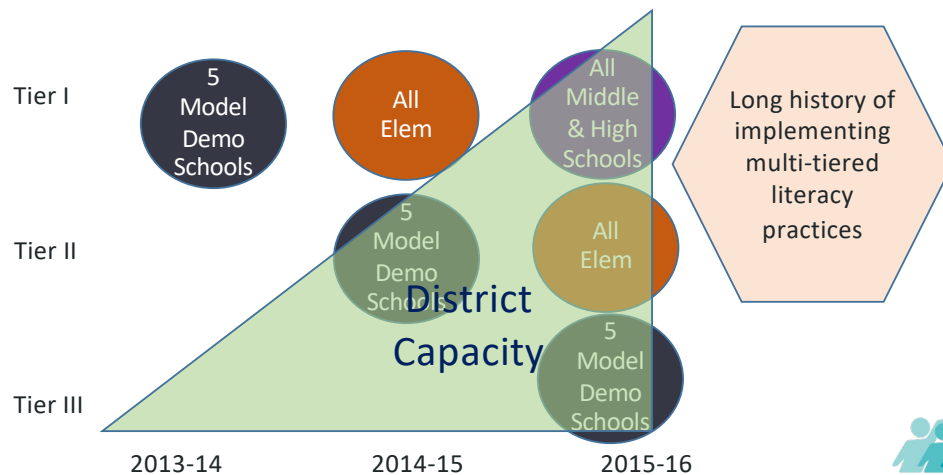
Two broad goals targeted for achievement between 2013 and 2018

1. To document five “**Model Demonstration**” schools implementing PBIS at all three tiers with high fidelity and documented benefit for students.
2. To establish the capacity of SPS to implement and sustain PBIS across all schools in the district



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PBIS Implementation - Springfield



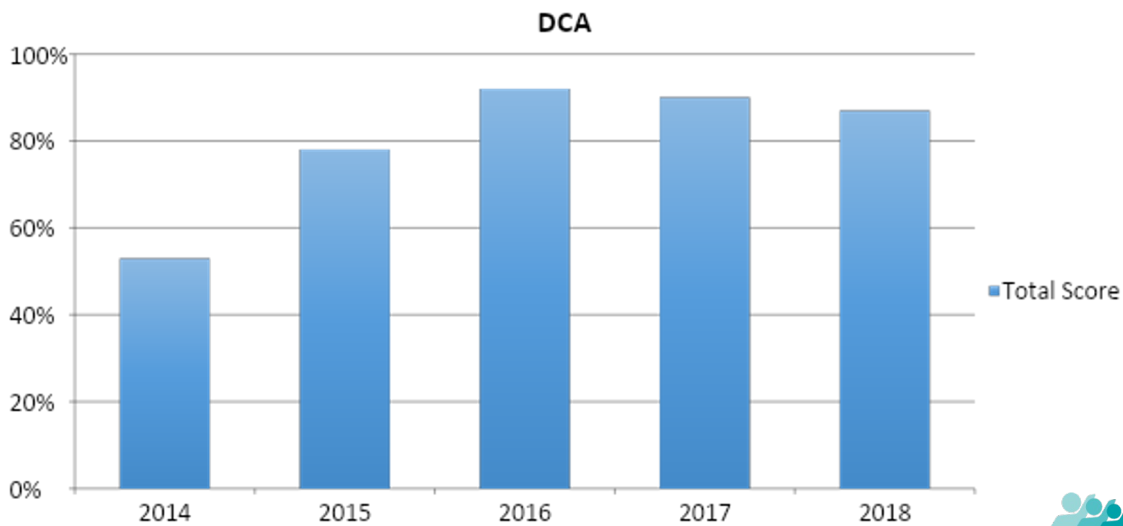
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	13-14	14-15	15-16	16-17	17-18	18-19
Yellow Cohort 5 schools	Train	Sustain				
		Train	Sustain			
			Train	Sustain		
Blue Cohort 3 schools		Train	Sustain			
		Train	Implement	Sustain		
				Train	Sustain	
Red Cohort 3 schools		Train	Sustain	ATI-UP		
			Train	Sustain		
					Train	
Purple Cohort 4 schools			Train	Sustain		
				Train	Sustain	Intro Tier 3
Green Cohort High Schools			Train	Train	Sustain	
						Train
Systems Of Support	3 Coaches = .3 FTE	Add FTE 1.0 FTE (5 total)	Add FTE = 1.5 FTE	1.5 FTE	Add FTE = 2.5 FTE	1.5
	District Leadership Team Planning and Coordinating Efforts					



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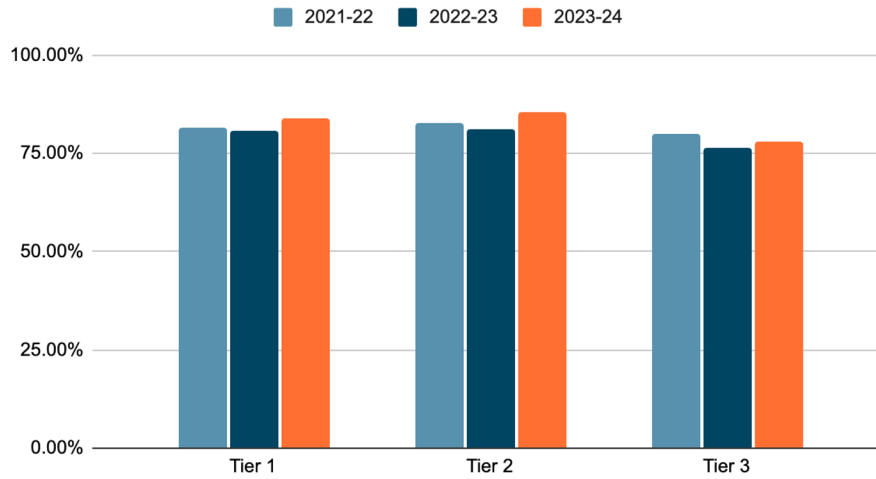
Scaling up and Sustaining Implementation of PBIS



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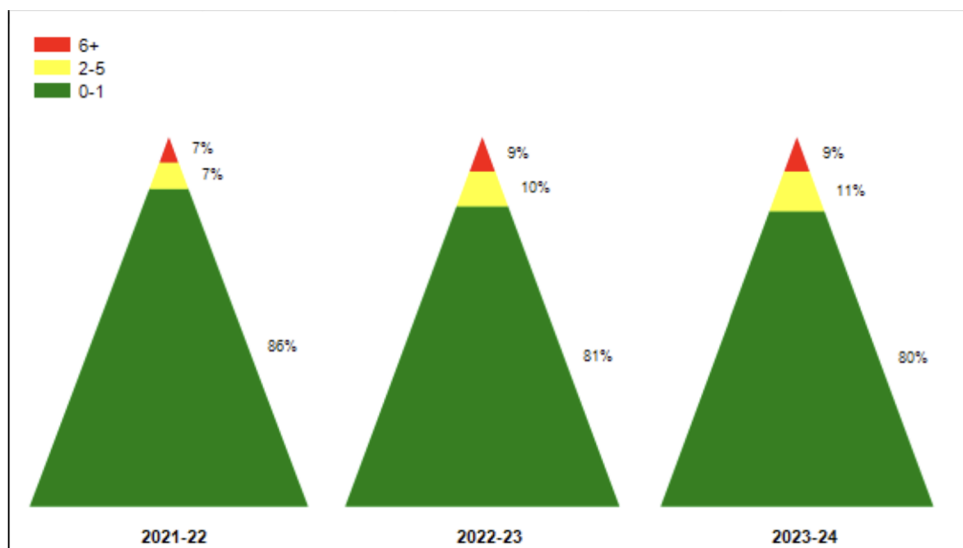
Ten years later...

Tiered Fidelity Inventory



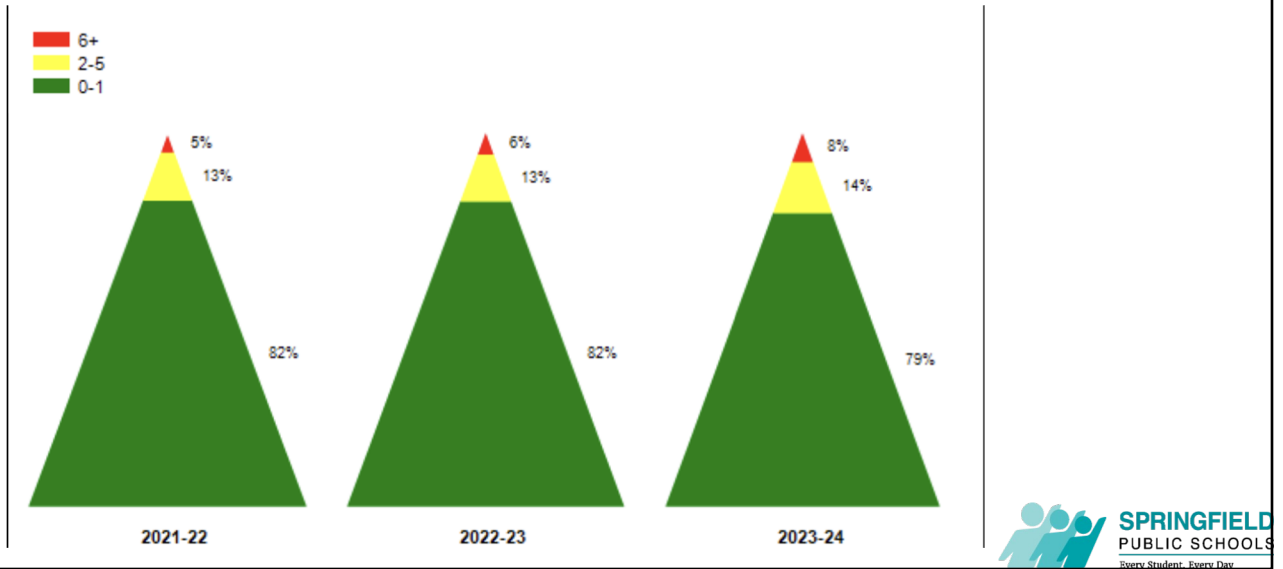
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Outcome Data - Elementary



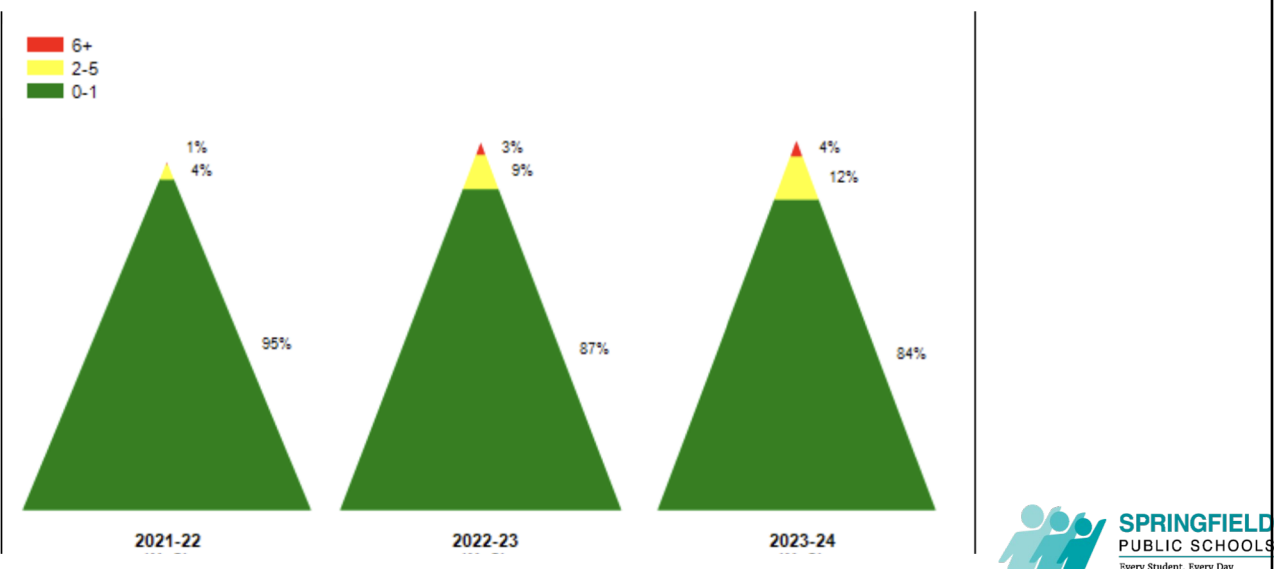
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Outcome Data - Middle



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Outcome Data - High



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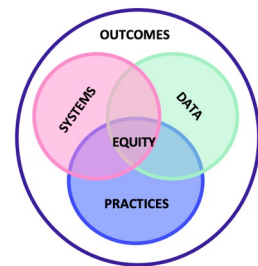
Discussion and Questions



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PBIS Overview and Implementation

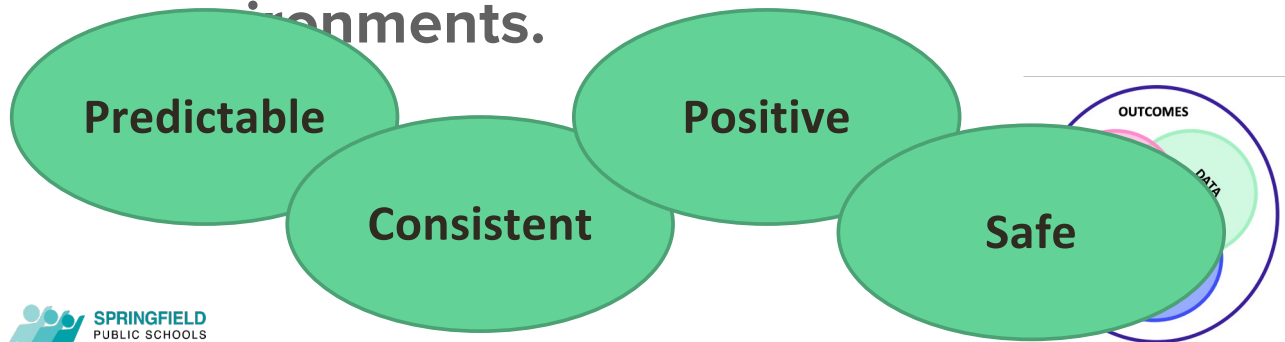
- Why PBIS?
- What are the critical components of PBIS?
- What are the Tiers of support?
- What does PBIS look like in SPS Schools?



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Why PBIS?

The fundamental purpose of SWPBIS is to make schools more effective learning environments.



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PBIS is a Way we Organize!

- Classrooms
- Schools
- Districts



To **PREVENT** social behavior problems with positive relationships, direct instruction of expectations, acknowledgement, data teaming, and more.

And to **RESPOND** to social behavior problems with practices that are instructive, positive, dignified.

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PBIS is Environmental Redesign

- Behavior support is the redesign of environments, not the redesign of individuals
- We change **STUDENT** behavior by changing **ADULT** behavior
- Interventions = changes in staff procedures & practices
- Positive Behavior Support plans define changes in the *adult behavior* of those who will implement the plan!



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What PBIS is NOT



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PBIS is NOT

- A tracking system
- Posters on the wall
- Tickets alone
- Shaming, harming, demerits, buddy rooms (isolation, removal from intended instructional environment)
- A way to reproduce or reinforce the dominant culture
- Something we “do” for special education
- Dictated by teachers /administrators

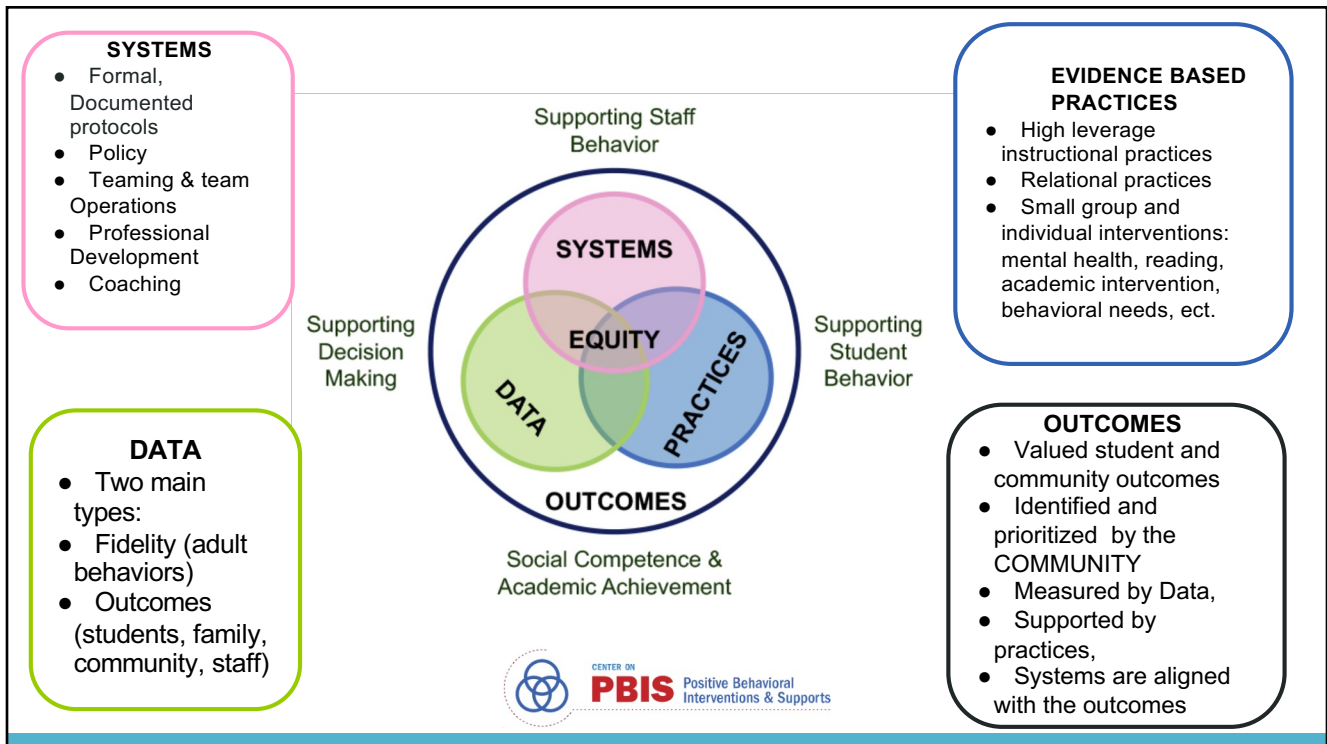


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PBIS Main Components



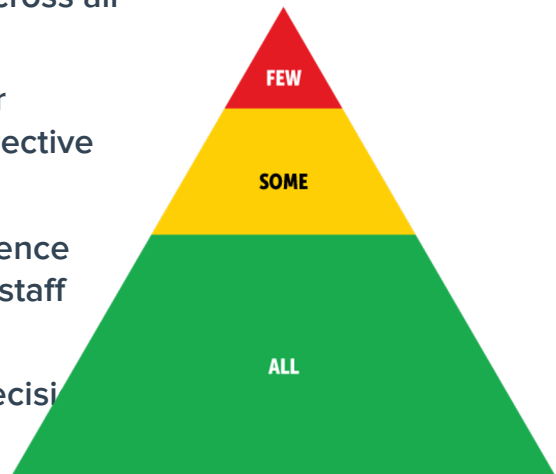
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Critical Features

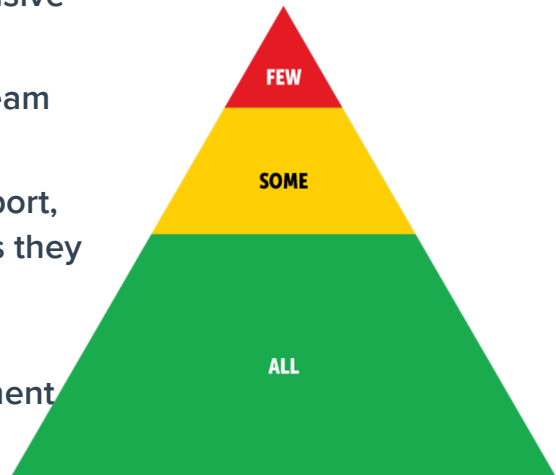
- Establish and teach expected behavior across all school settings
- Recognize and acknowledge students for meeting expectations (4:1 positive to corrective ratio)
- Establish a clear and consistent consequence system for addressing behavioral errors (staff managed vs office managed behaviors)
- Ongoing collection and use of data for decision making



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PBIS is a Team Sport!

- PBIS is active, alive, dynamic, and responsive - not static
- Requires regular team meetings with a team that represents ALL school staff
- Teams engage in ongoing planning, support, and decision making to address needs as they arise
- At each Tier, teams use data patterns to generate plans to support staff to implement better practices

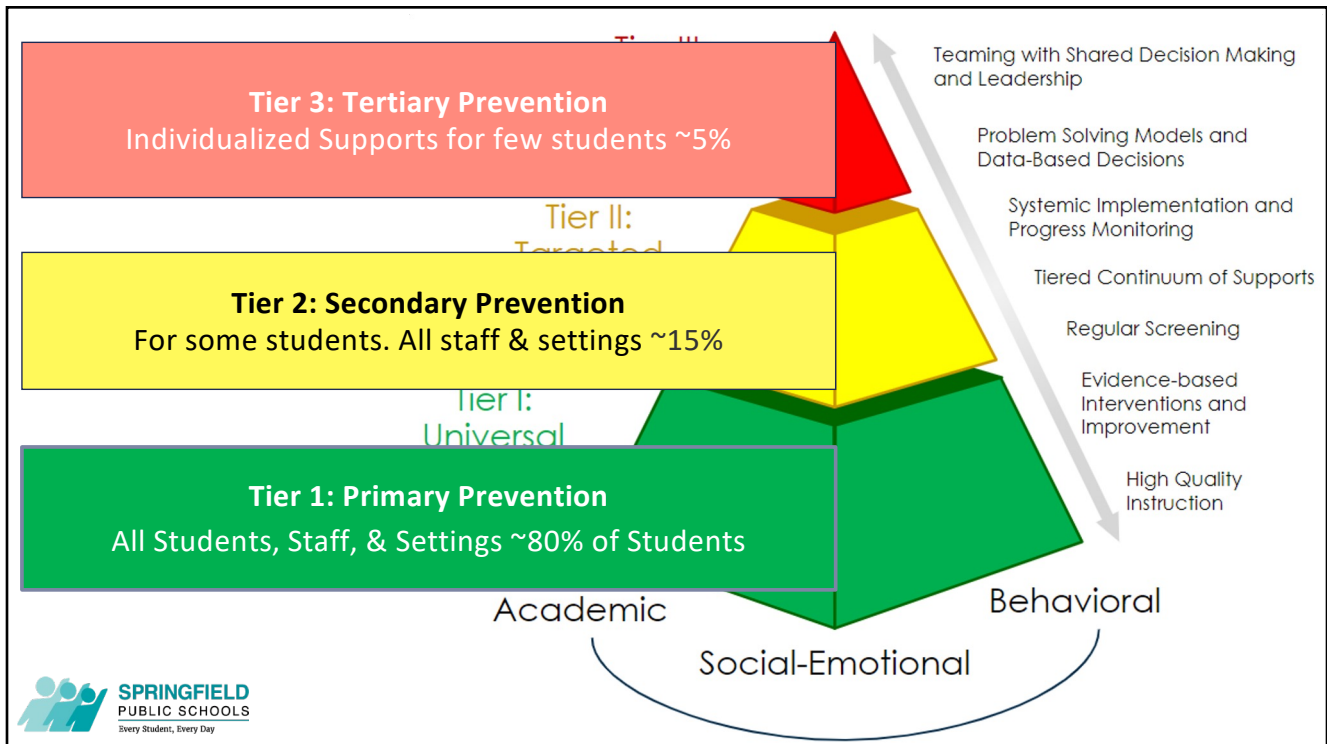


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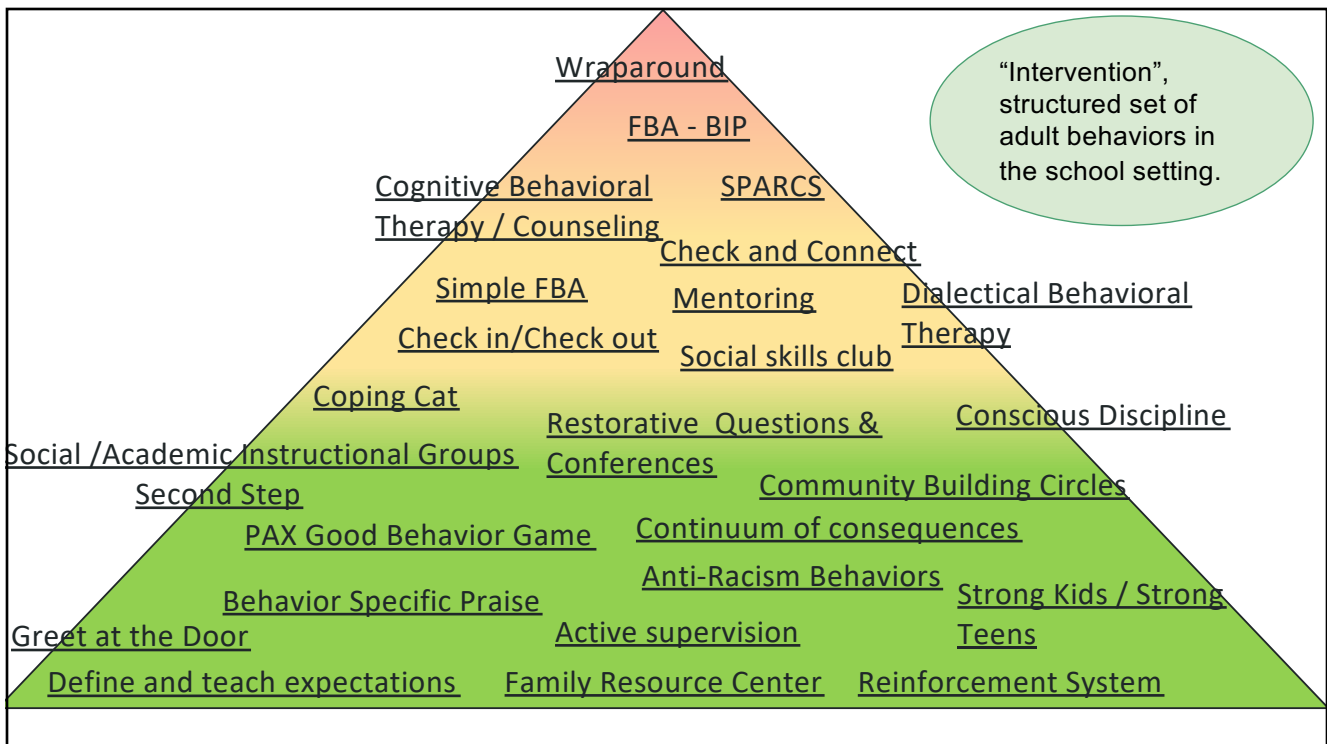
PBIS Tiers of Support



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Benefits of PBIS Implementation



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What are the benefits of implementation?

Impact on Schools...

- Improvements in academic engagement & achievement.
- Reductions in major disciplinary infractions.
- Improvements in perceptions of school climate.
- Reductions in aggressive behavior.
- Improvements in emotional regulation.



Source:
NWPBIS:
"Introduction to SWPBIS"



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What are the benefits of implementation?

The School-wide PBIS Framework Centers Equity...

- reduces the use of out-of-school disciplinary practices like suspensions and expulsions.
- reduces the disproportionate use of suspension and expulsion with students of color, students with disabilities, and other historically underserved students.

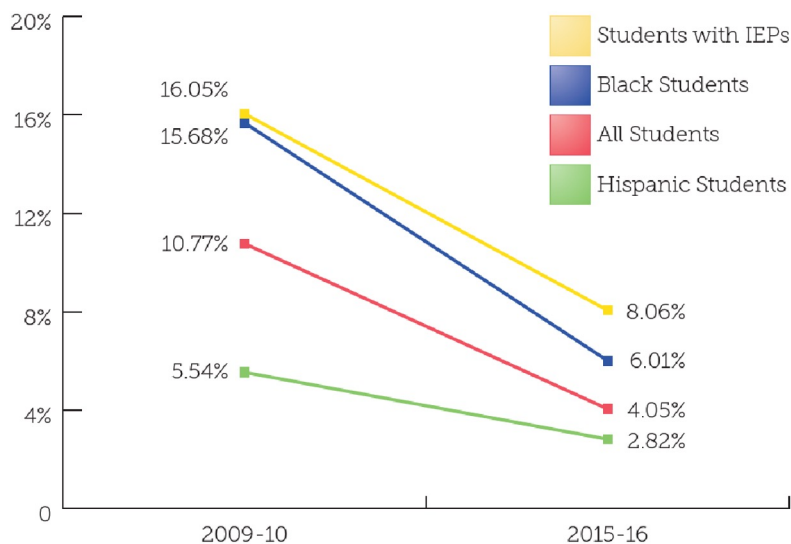
Source:
NWPBIS:
"Equity Statement"



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Effects of PBIS on Out of School Suspension

(WI Schools Implementing PBIS; Swain-Bradway et al., 2019)



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What are the benefits of implementation?

- **Students** learn and develop social, emotional, behavioral competencies that support their academic engagement and achievement.
- **Educators** develop strong interpersonal relationships with students by creating positive, predictable, inclusive, and safe environments.

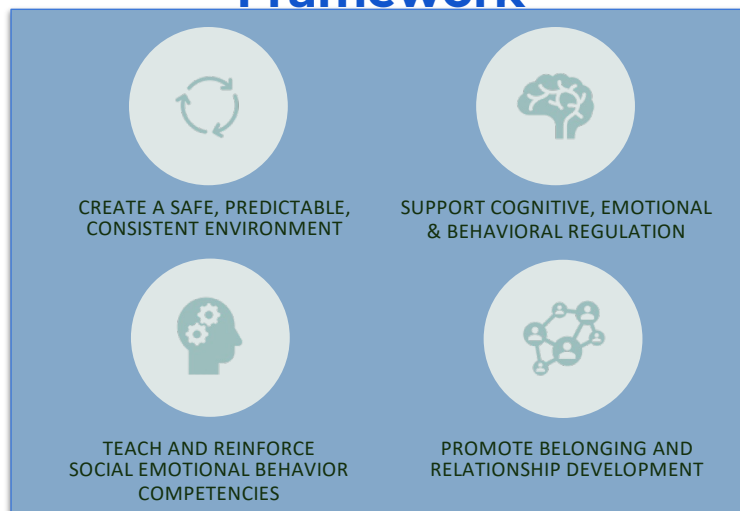


Source:
NWPBIS:
"Introduction to SWPBIS"



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Trauma-Engaged Practices in the PBIS Framework



Source:

ARC: Attachment, Regulation, Competency
NWPBIS: Foundations for MH in MTSS

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When we ADD evidence based practices...

- We use a district led selection process to be sure it aligns with vision, mission, and action plan
- We ensure we have a fidelity measure for the practice
- We identify intended outcomes and how/when we will measure those
- We make sure we train folks on how to use it



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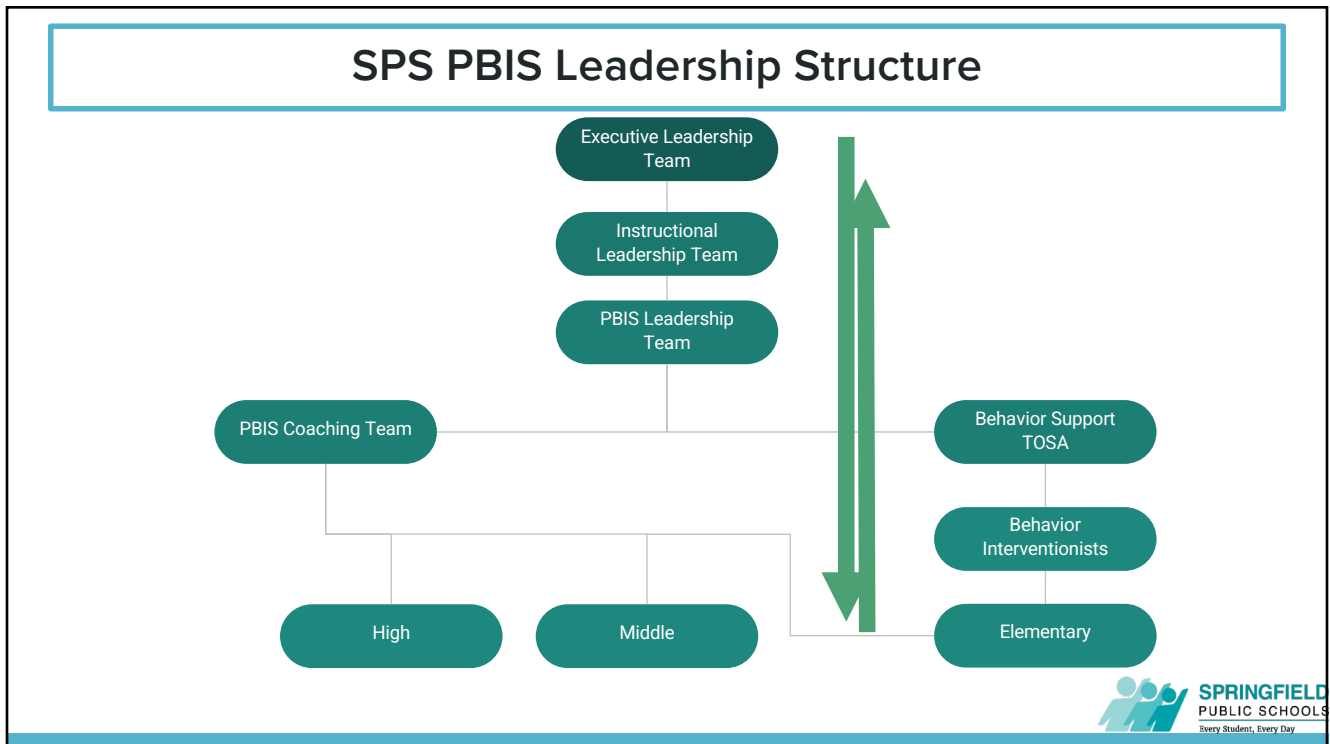



SPS Implementation

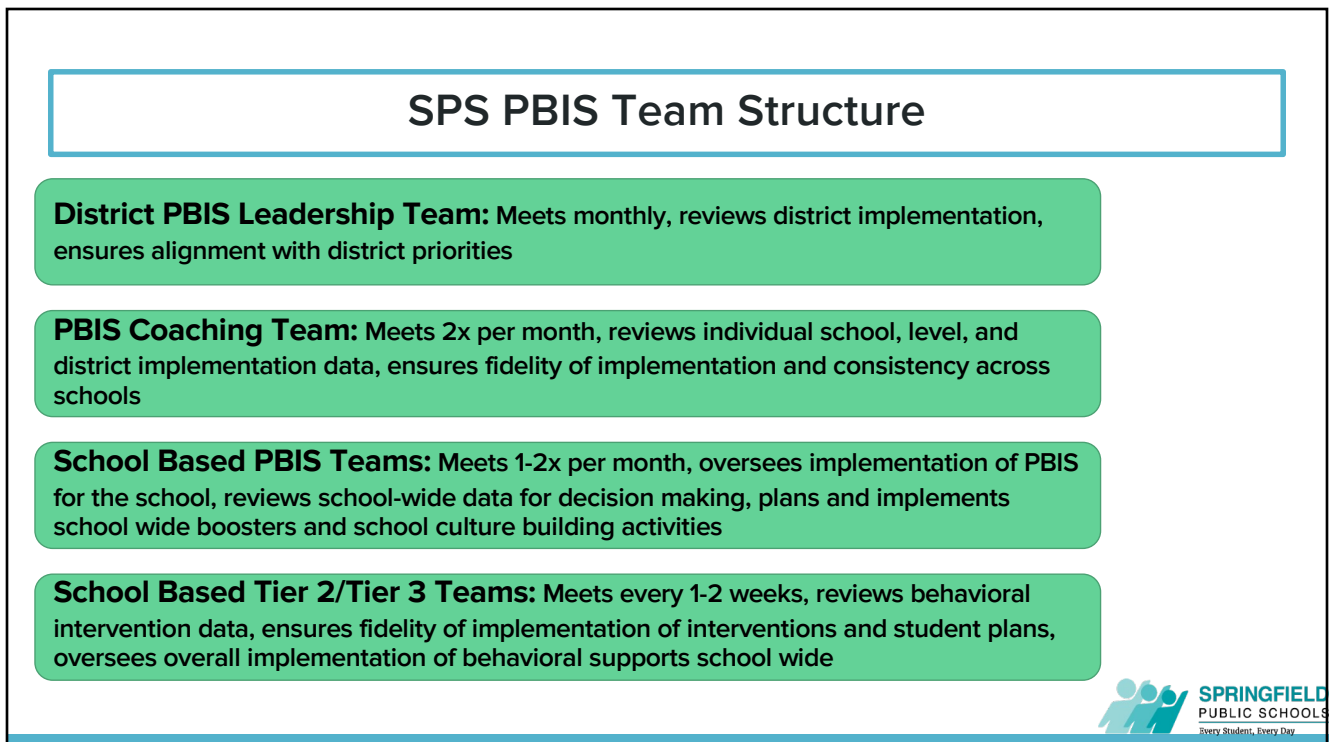





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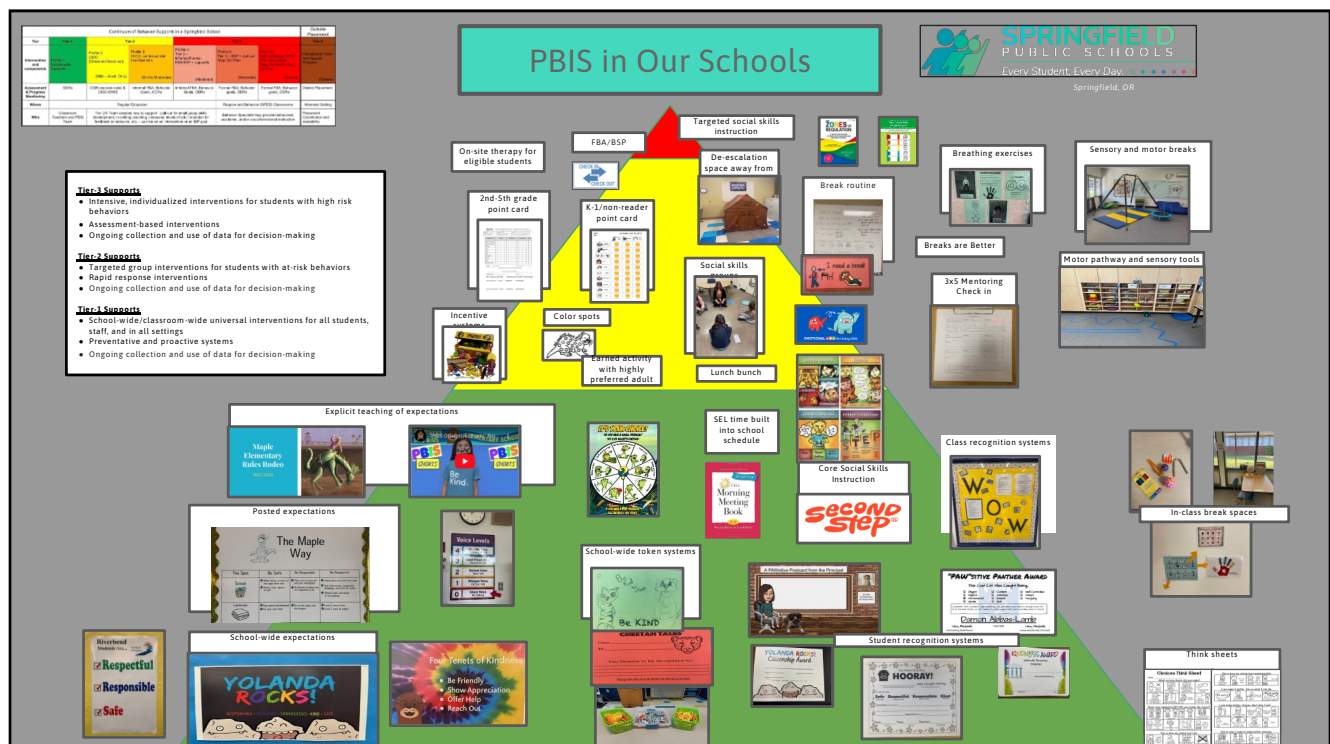
- Administrator
- Data Analyst
- Facilitator
- Minute Taker

- Who: Administrator, CICO Coordinator, Person with behavior knowledge
- When: Analyze Data 2x/Month
- What Data: ISIS-SWIS - individual student behavior data, prior CICO data, health of individual supports program/system

- Who: Representative from Universal Team, Administrator, Person designated to coordinate CICO intervention and data collection
- When: Analyze Data 2x/Month
- What Data: CICO-SWIS, point card data, student referrals, health of tier-2 programs/systems

- Who: Representative Team across grade levels and specialty
- When: Analyze Data at least 1x/Month
- What Data: SWIS, Office Referrals with Problem Statement, health of tier-1 programs/systems

Can be one coordinating team



PBIS Coaches

Elementary						
Subscale	Item	Average Score	Number of Schools Selecting as Action Item	Percentage of Schools	Subscale Average	Overall Percentage by Tier
Teams	1.1 Team Composition	1.83	4/12	33%	1.92	95.8%
	1.2 Team Operating Procedures	2.00	0/12	0%		
Implementation	1.3 Behavioral Expectations	2.00	1/12	8%	1.76	88.1%
	1.4 Teaching Expectations	2.00	4/12	33%		
	1.5 Problem Behavior Definitions	1.58	8/12	67%		
	1.6 Discipline Policies	1.42	7/12	58%		
	1.7 Professional Development	1.83	5/12	42%		
	1.8 Classroom Procedures	1.75	4/12	33%		
	1.9 Feedback and Acknowledgment	2.00	2/12	17%		
	1.10 Faculty Involvement	1.67	3/12	25%		
	1.11 Student/Family/Community Involvement	1.25	7/12	58%		
Evaluation	1.12 Discipline Data	2.00	1/12	8%	1.85	92.7%
	1.13 Data-based Decision Making	2.00	0/12	0%		
	1.14 Fidelity Data	2.00	0/12	0%		
	1.15 Annual Evaluation	1.42	6/12	50%		
					Total Tier 1	92.2%
Teams	2.1 Team Composition	2.00	2/11	18%	1.91	95.5%
	2.2 Team Operating Procedures	1.82	3/11	27%		
	2.3 Screening	1.82	3/11	27%		
	2.4 Request for Assistance	2.00	3/11	27%		
Interventions	2.5 Options for Tier II Interventions	1.86	2/11	18%	1.86	93.2%

Tier Total Percentage

Tier 1	92.2%
Tier 2	89.8%
Tier 3	78.8%

Scale Total Percentage

Teams	93.3%
Implementation	85.0%
Evaluation	80.5%

Every Student, Every Day

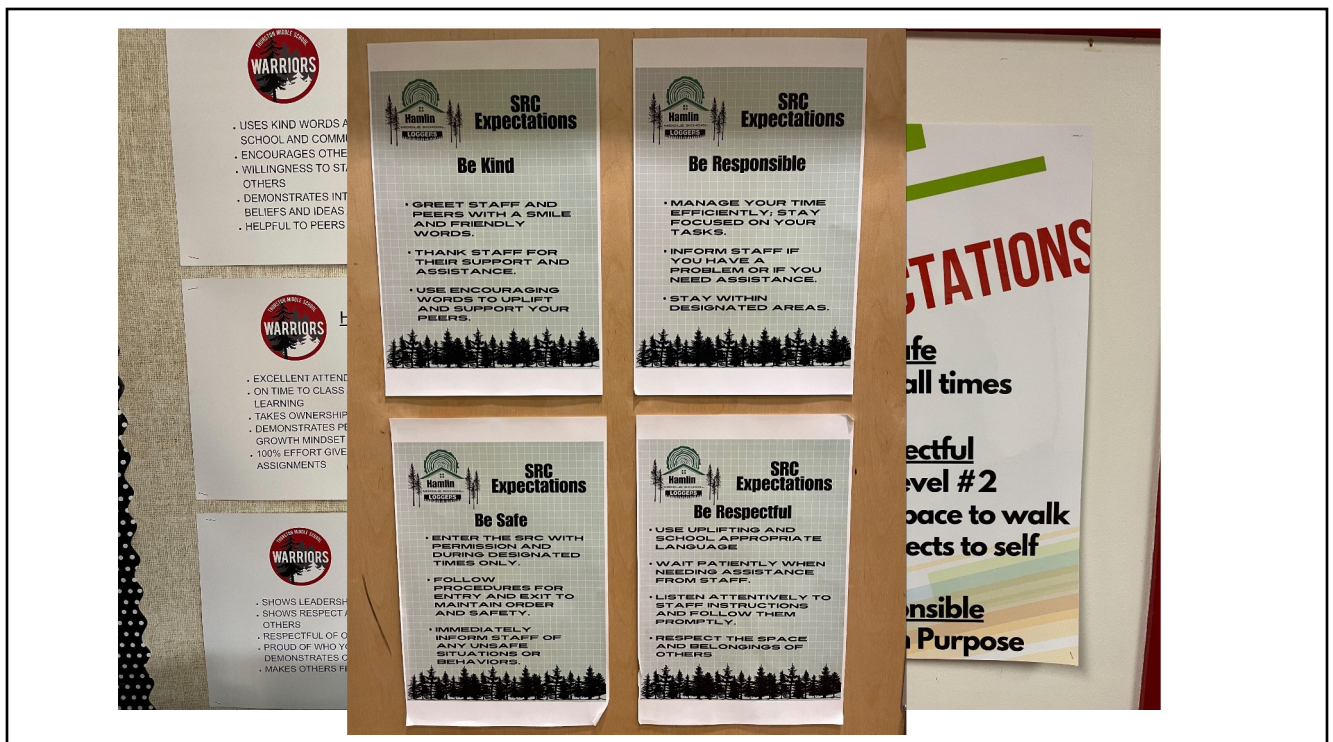
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Tier 1		Tier 2		Tier 3		
Profile 1 Core LA + Disciplinary Literacy		Profile 2 Core LA + intervention	Profile 3 Core LA + Intervention	Profile 4 Core LA + Intervention	Profile 5 Core LA + Intervention	Profile 6 Replacement Core
Time: 45-60 minutes Focus - Grade level standards - Advanced Word Study - Fluency - Vocabulary - Comprehension		Time: 45 minutes (time in intervention) Focus - Vocabulary - Comprehension	Time: 45 minutes (time in intervention) Focus - Fluency - Vocabulary - Comprehension	Time: 45 minutes (time in intervention) Focus - Multisyllabic words - Fluency	Time: 45 minutes (time in intervention) Focus - Basic Decoding - Fluency	Time: 90 minutes Focus - Phonemic Awareness - Decoding Skills - Fluency - Vocabulary - Comprehension
Access to complex text in 955-1155 lexile range		Lexile Ranges Grade 6: 740-1070 Grade 7: 830-1120 Grade 8: 925-1185	Lexile Ranges Grade 6: 520-1010 Grade 7: 740-1070 Grade 8: 830-1120	Instructional level; periodic exposure to "stretch text"	Instructional level; periodic exposure to "stretch text"	Instructional level; periodic exposure to "stretch text"
Assessment - In-program formative assessments - Benchmark easyCBM; SBAC		Assessment - In-program formative assessments - Progress Monitoring with Maze - Benchmark easyCBM; SBAC	Assessment - In-program formative assessments - Fluency graphs - Progress Monitoring options: Maze, Benchmark easyCBM; SBAC	Assessment - In-program formative assessments - Progress Monitoring with PRF - Benchmark easyCBM; SBAC	Assessment - In-program formative assessments - Progress Monitoring with PRF - Benchmark easyCBM; SBAC	Assessment - In-program formative assessments - Progress Monitoring with PRF - Benchmark easyCBM; SBAC
Materials - AmplifyELA (core) - District adopted core enhancement list		Materials - Teacher created - ReadXL - Scholastic Action Magazine	Materials - Profile 2 options + Six Minute Solution	Materials - REWARDS - Corrective Reading C - REWARDS Plus	Materials - Corrective Reading, A, B1, B2 - Phonics for Reading	Materials - Corrective Reading + comp/vocabulary instruction - OR Reading Mastery
Group Size N/A		Group size for intervention: 24 maximum		Group size for intervention: 8-12 maximum		5 or fewer
Designed/Evaluated: Core Review Meetings 3x/yr (after screening) Grade level teams		Designed/Evaluated: Data Team Meetings Every 6 weeks (or 3 data points)		Designed/Evaluated: Data Team Meetings Every 6 weeks (or 3 data points)		

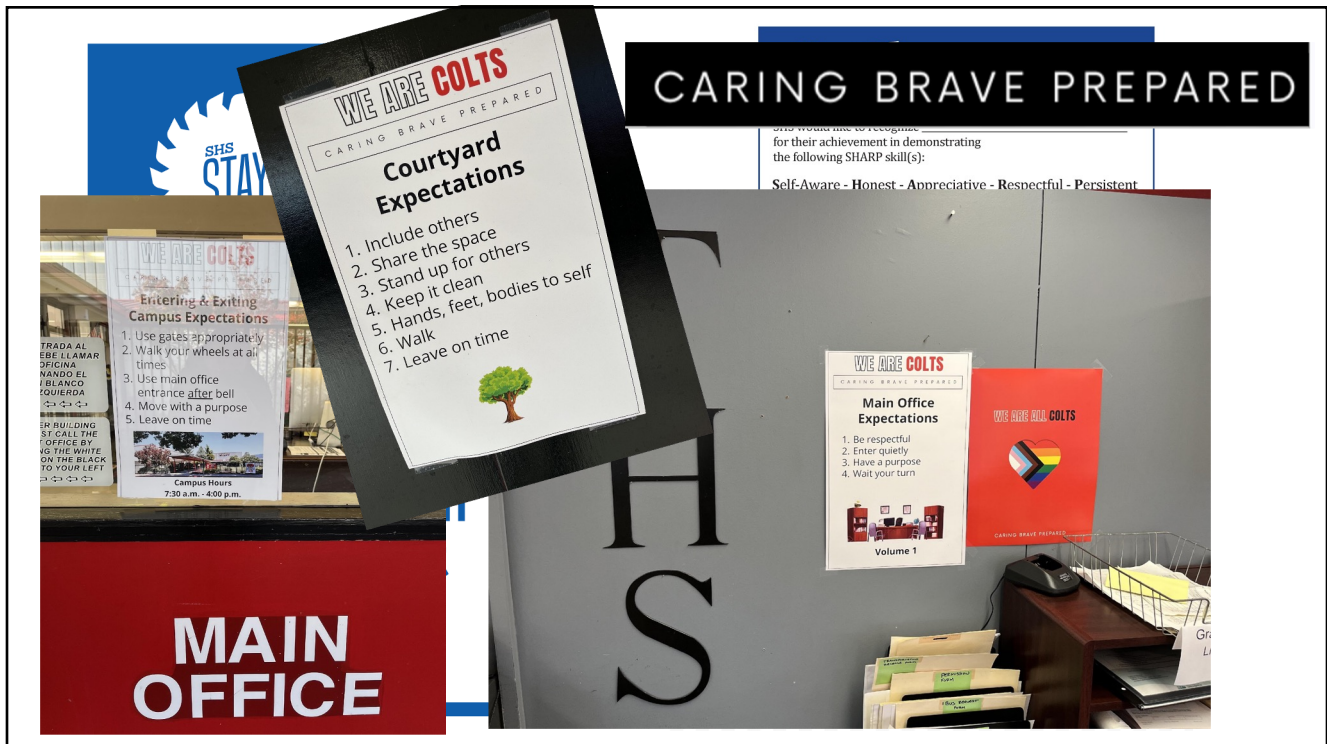
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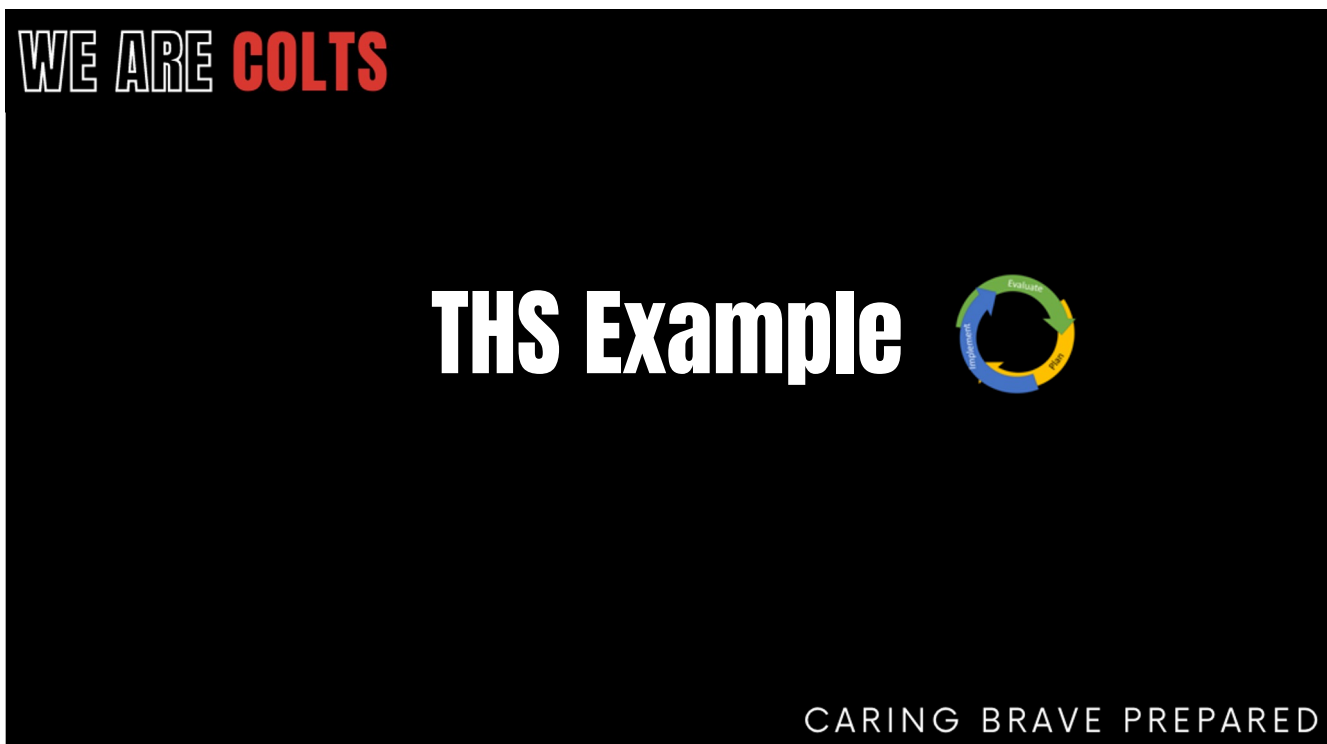
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Target Vision Statements - PBIS Focused

What it will look like for **STUDENTS:**

Students will have an increased feeling of **BELONGING.**

What it will look like for our **PRACTICE:**

- **PBIS** will sustain a culture of **recognition and celebration** through routine and periodic celebration of students for being caring, brave, and prepared
- Teachers will incorporate regular **relational capacity activities**
- Teachers will implement **greet at the door** schoolwide

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BELONGING Greet at the Door



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BELONGING - Greet at the Door

Best Practices:

- Eye Contact
- Greet by name
- Use a friendly, nonverbal gesture (handshake, high-five, knuckles)
- Words of encouragement, compliment, or question
- Direct to first activity / warm-up



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Ensure: impactful **first 5 minutes** in every class

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BELONGING - Impactful First Five Minutes

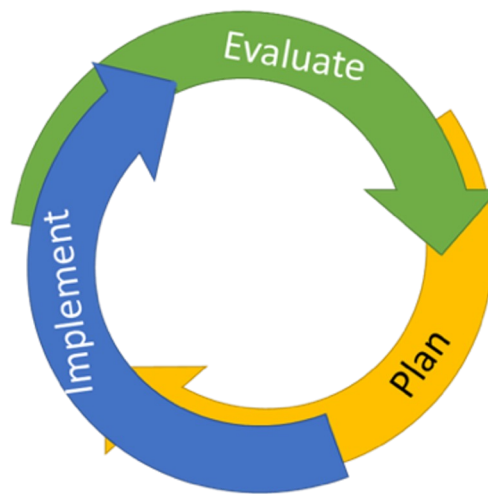
A variety of activities include:

- Begin with something positive
- Ask the right question:
 - *Prediction question*
 - *Review question*
 - *Opinion question*
 - *Appreciations and concerns*
- Take a poll
- Write: *short, accessible, purposeful prompts*
- Sticky note feelings/mental check
- Turn and Talk Opportunities



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Continuous Quality Improvement



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Discussion and Questions



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Strategic Investments - Mental Health Partnerships

Mental health partner for each school

- Center for Family Development, Looking Glass, Options, Riverview Center for Growth, Stronger Oregon
- Financial support for 21 referred students who encountered barriers to accessing services

Helping Out Our Teens in Schools (HOOTS) on-site clinics available weekly at HS

Ophelia's Place

- Class presentations, girls' empowerment groups, staff training



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Strategic Investments - Family Resource

Multi tiered system of support framework

- Tier 1: Welcome and support students and families. Provide building-level support.
- Tier 2: Directly connect students and families with organizations offering support.
- Tier 3: District-facilitated resources for students and families.
 - Fulfilled 83 district care & connection requests in 2023-24

\$2250 per school for basic needs supplies plus generous donations from SEF

Family Resource assistants receive professional learning 1-2x/month

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Discussion and Questions

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**STRENGTHENING TIER 2/
TIER 3 SYSTEMS &
PRACTICES THROUGH
THE USE OF A
DISTRICT BEHAVIOR
INTERVENTIONIST ROLE**

NOAH VAN HORN, MOIRA K. MCKENNA, BILLIE JO RODRIGUEZ, EMILY MINNIS,
KIMBERLY INGRAM, & SHERI CHILDERS

May 2024



**CENTER ON
PBIS** Positive Behavioral
Interventions & Supports

MAY 2024

Strengthening Tier 2/Tier 3 Systems & Practices Through the Use of a District Behavior Interventionist Role

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Purpose

After attempting to reach full implementation of healthy and functioning Tier 1, Tier 2, and Tier 3 behavioral systems at its elementary schools through years of training and coaching, Springfield Public Schools (SPS) found it necessary to strategically invest district resources in its PBIS efforts by targeting Tier 2 and initial Tier 3 systems (i.e., interventions not served via special education). SPS identified a need for a system's focused and district-directed role and created a new Behavior Interventionist position in each elementary school to lead and coordinate Tier 2 and initial Tier 3 support systems. Starting with a pilot school in 2018 and expanding to a district-wide position in 2021, the district-directed Behavior Interventionist role transformed the district's ability to meet the social, emotional, and behavioral needs of its students. This brief first illustrates the importance of initial district planning and on-going, iterative implementation of culturally responsive Tier 1 supports as a critical foundation for Tier 2 and 3 supports. Next, the refinement and operationalization of Tier 2 systems as well as a district continuum of supports are shared as a way to contextualize and use data to identify systems needs. Lastly, we illustrate the importance of targeted district support and resource allocation can improve outcomes.


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Behavior Interventionists

Implement proactive, preventative, and positive supports by providing behavior and social skills instruction and coaching that is responsive to data and students' needs

Continuum of Behavior Supports in PBIS



Tier	Tier-1	Tier-2		Tier 3 – Informal/Formal FBA/BSP + supports	Tier-3	
Intervention and components	Profile 1: School-wide Supports	Profile 2: Standard CICO or Sm. Group Social Skills: (Check-in/Check-out, Breaks are Better, social skills group, etc.)	Profile 3: CICO, Sm Group Social Skills: contextualized modifications (or multiple standard interventions from profile 2)	Profile 4: Tier 3 – Informal/Formal FBA/BSP + supports	Profile 5: Tier 3 – BSP + pull out Step Out Plan	Profile 6: Self-contained SPED (Full and partial) Step Out and/or Step Up Plan
Assessment & Progress Monitoring	ODRs, Attendance, Climate Surveys	ODR decision-rules & CICO-SWIS	Informal FBA: Behavior Goals, ODRs, CICO-SWIS	Informal FBA: Behavior Goals, ODRs	Formal FBA: Behavior goals, ODRs	Formal FBA: Behavior goals, ODRs
Who	Classroom Teachers and PBIS Team	Tier 2/3 Team decides how to support - pull out for small group skills development, in-setting coaching, increased levels of adult attention for feedback on behavior, etc. – can be on an intervention or an IEP goal; typically coordinated by the Behavior Interventionist			Special Education Behavior Specialist may provide behavioral, academic, and/or social/emotional instruction	

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Role of Behavior Interventionist at Elementary Schools

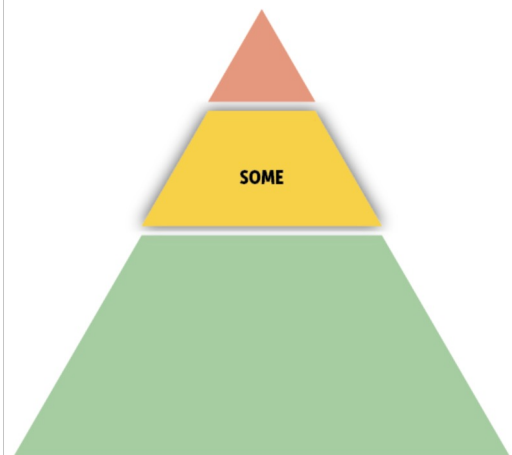
- Member of teams that determine supports that are needed for students and review progress data
- Develop and implement plans that team determined best fit for student
- Train relevant staff on proactive and preventative strategies and on student specific plans
- Provide direct support and instruction to students on targeted behavior skills



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Tier 2 Support

- Practices and systems that enable targeted interventions for students who are not successful with Tier 1 supports alone and are at risk for developing more serious behaviors.
- Multiple data sources are used to identify students' who need an additional layer of support: Teacher input, parent request, student request, and data review.



The PBIS Triangle—The yellow area represents Tier 2 that supports some students. Tier 1 supports are still used with students engaged in Tier 2 supports.



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Selection of Intervention

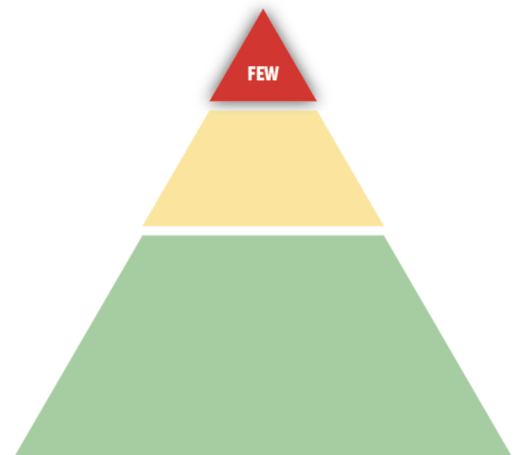
- The school-based Tier 2 team, with support of a PBIS coach, gather and look at relevant information and data.
- Looking at a menu of social behavioral interventions that are ready to implement quickly, the team chooses one that is the best fit for the student's needs and is a functional match.
- Data is collected to monitor student progress and reviewed on a data review cycle to determine if the intervention should be maintained, intensified, or faded.



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Tier 3 Support

- For students that need an additional layer of support to improve academic and behavioral outcomes, more individualized and intensive interventions are used.
- Individual student teams, including teachers, administrators, and family, complete a functional behavior assessment to understand why a student engages in problem behaviors.



The PBIS Triangle—The red area represents Tier 3 that supports a few students. Tiers 1 and 2 supports are still used with students engaged in Tier 3 supports.



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Individualized Plan

- The student team creates a plan that includes strategies that prevent unwanted behavior, teach appropriate behavior, positively reinforce appropriate behavior, reduce rewards for unwanted behavior, and ensure student safety.
- The school-based Tier 3 team meets regularly to look at data that is collected to monitor student progress toward the goals in the student's behavior plan



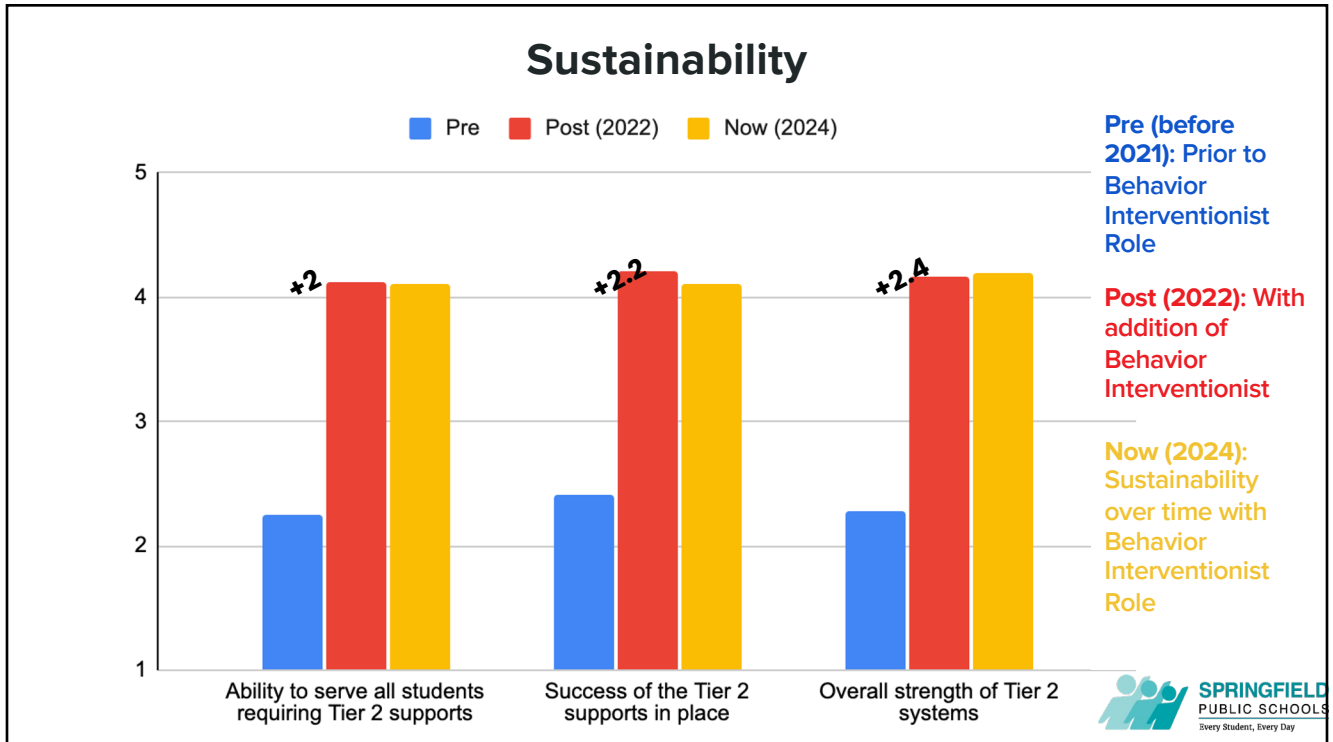
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Training for Behavior Interventionists

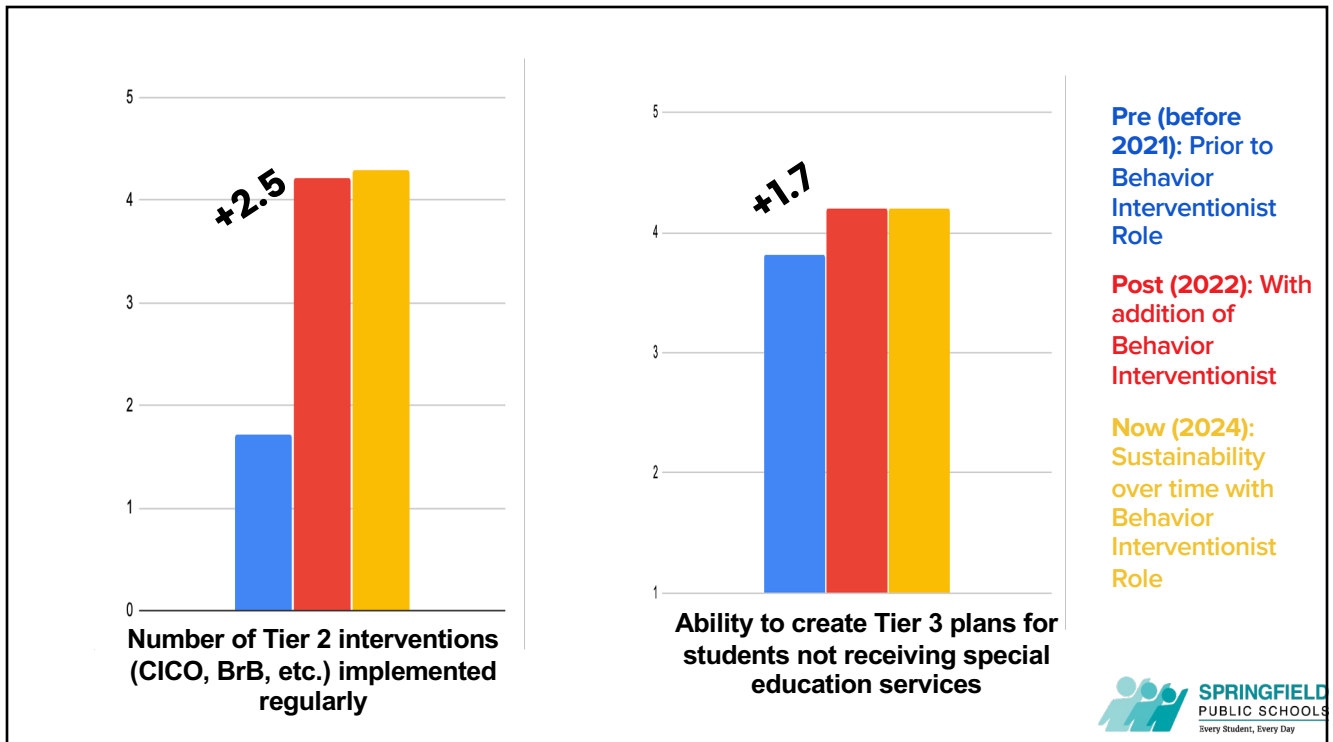
- Facilitated by Behavior Support TOSA
- Job specific training
 - Data collection systems and using data
 - Tier 2 menu of interventions
 - Tier 3 intervention
 - Fidelity of implementation and action items
- Job alike collaboration
 - Making data-based decisions
 - Teaming and running efficient meetings
 - Instructional resources
 - Tier 1 support
- Onboarding new Behavior Interventionists



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Discussion and Questions





TO: School Board Members
FROM: Todd Hamilton, Superintendent
DATE: October 28, 2024
RE: Superintendent Goal Areas 2024-25

Building on previous evaluation feedback, board priorities, and established performance standards, the Board has approved the following Superintendent goals for the 2024-25 school year.

1. Board Development and Relations – *I will partner with SPS Board Members to continue to learn and lead together; cultivate respectful and responsive relationships among board members and with superintendent; and recognize the importance of developing strong leadership that focuses on student learning and success. Together, we will cultivate a collaborative governance model to help us establish healthy practices that keep our work focused on functional systems.*

Key Actions:

- *Provide training on collaborative governance, board roles and responsibilities, and establishing a culture of high expectations for every student.*
- *Enhance board members skills in assessment and data literacy to support making data-informed decisions.*
- *Develop systems to monitor and report on student progress and success.*
- *Implement a superintendent evaluation process that aligns with board policies, agreements, and established best practices.*

2. Communication and Community Relations – *I will partner with our communications team to develop and implement systems to communicate with and engage internal and external stakeholders. I will partner with the board to commit to a shared system for information to flow through the district administrative team to the board and to ensure that each board member has information to make informed decisions.*

Key Actions:

- *Develop a comprehensive communications plan prioritizing transparency and inclusive practices.*
- *Increase engagement with stakeholders through multiple pathways, focusing on connecting with underrepresented groups.*

- *Assess and refine communication strategies and pathways based on feedback.*
- 3. *Equity and Inclusion – We will continue to develop and expand resources, programs, and services to provide safe and inclusive learning and working environments – focused on creating a sense of belonging.*

Key Actions:

- *Provide ongoing training for board members and staff to deepen understanding of diversity, equity, and inclusion principles.*
 - *Develop and expand affinity groups for students and staff, focusing on building community, exploring culture, and sharing feedback.*
 - *Monitor and report on equity outcomes, including disaggregated student data.*
- 4. *Student Success – We will monitor and report progress with SPS Longitudinal Performance Growth Targets.*

Superintendent Evaluation Standards Worksheet

The Targeted Feedback Survey (TFS) is focused on collecting information the board would otherwise not have for the superintendent evaluation process. Additionally, to ensure adequate engagement with the survey the number of questions included must be limited, which requires the board to prioritize the standards.

Step 1: Superintendent Hamilton has already identified Standard 5 Communication and Community Relations as a goal, and we will survey on that standard. Please check up to 2 standards that represent areas where the board will be receiving less information from other parts of the evaluation process.

Step 2: Save or print this document and bring it to the board meeting on Monday when we will have TFS planning session.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

	1. Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
	2. Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
	3. Implements the district's continuous improvement plan and communicates its progress.

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

	1. Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
	2. Makes ethical and legal recommendations to the board.
	3. Models ethical behavior in their own conduct and cultivates ethical behavior in others.

STANDARD 3: INCLUSIVE DISTRICT CULTURE

	1. Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
	2. Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
	3. Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

	1. Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
	2. Implements coordinated systems of support, including coaching and professional development for staff.
	3. Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
	4. Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS (ALREADY SELECTED)

	1. Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
	2. Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
	3. Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school, and community needs.
	4. Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

	1. Implements equitable strategies, processes and systems to recruit, hire, develop and retain high- performing personnel who demonstrate a shared commitment to student success.
	2. Establishes productive relationships with associations while managing labor relations and contracts effectively.
	3. Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
	4. Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

	1. Develops a proposed budget in accordance with board priorities and district direction.
	2. Manages the equitable implementation of district resources aligned with the budget adopted by the board.
	3. Communicates the budget priorities and ensures regular updates on implementation of the budget.

Standard 8 is omitted intentionally because the board has sufficient direct experience with the superintendent's performance around policy, governance, and advocacy making surveying on these topics unnecessary.