

AISD PBS is housed within the department of Student Support Services under Dr. Sally Rothenberg. PBS in AISD is funded via local funds and the ACCESS initiative under Dr. Brenda Hummel.

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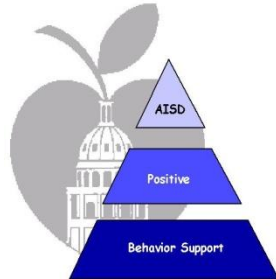
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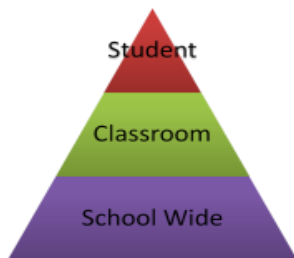
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The Austin ISD Positive Behavior Support Model

What is Positive Behavior Support (PBS)?

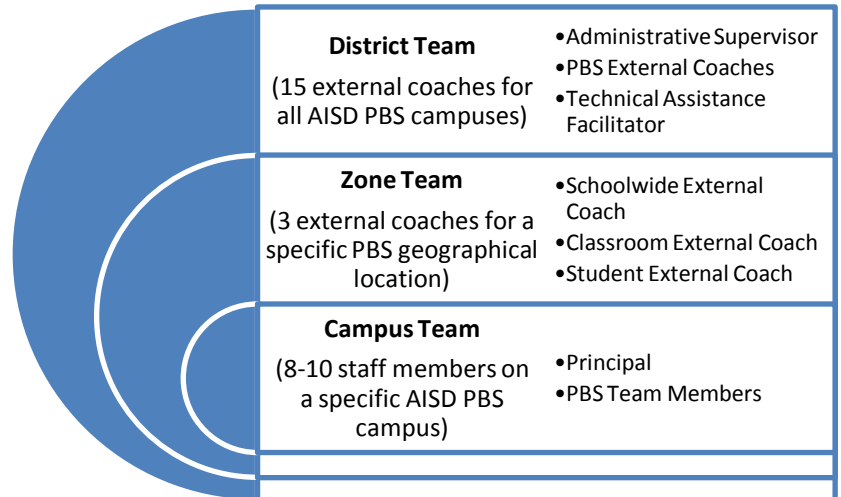
PBS is a preventative and proactive process of developing, implementing and maintaining systems that create a positive climate conducive to student learning and school safety. Campus staff and families working together provide a continuum of support for all learners across school-wide, classroom, and student systems. Within each system exists a menu of interventions that address needs of the following tiered groups: most students (80-85%), some students (10-15%), or individual students (2-5%).



PBS focuses on a team-based approach to teaching appropriate behavior to all students by 1) establishing school rules and behavioral expectations; 2) recognizing and rewarding students and adults for expected behavior; 3) training staff and families.

How is PBS implemented and structured?

All AISD campuses are distributed across five geographical PBS zones. Each zone consists of approximately 15 campuses and is assigned a 3-person external coaching team. Each external coach specializes in either school-wide PBS processes, PBS classroom practices, or "top-of-the triangle" students who need intensive support. One coach serves as the primary coordinator for the campus administration and the PBS team, coordinating efforts and services based on data indicating school needs. This model allows schools to access multiple sets of expertise.



Data-based Decision Making for AISD PBS within a three-month cycle

The Campus Assessment Planning Tool (CAPT) serves as the primary tool through which PBS implementation decisions are made.

-First, the campus PBS team collaboratively completes the action planning pages of the CAPT.

-Second, the external and internal coach completes the activity status pages of the CAPT to indicate progress on all the action items.

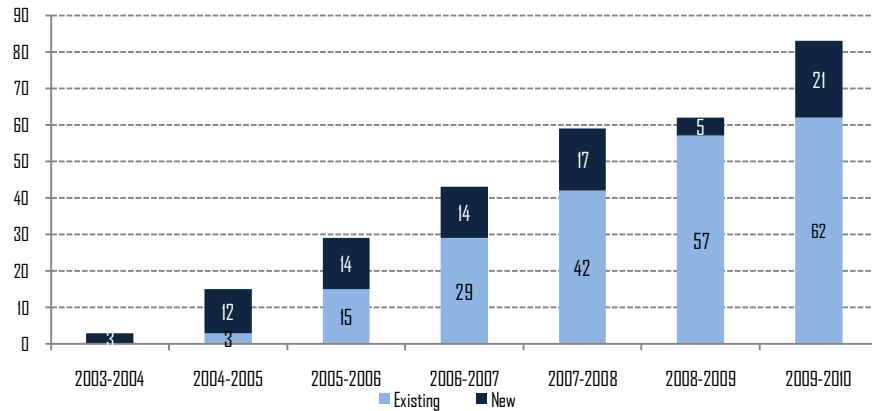
- Next, the external coach uses the Activity Status in conjunction with the CAPT to complete the AISD PBS Benchmark Tool.

- Finally, data from the above sources are summarized in a detailed campus report that the PBS team uses to set priorities and goals for the next cycle.

- Using this process, the team generates specific action steps that identify resources needed, persons responsible and intended timelines.

How Many AISD Schools are Implementing PBS?

PBS implementation began in Spring 2004 with three pilot schools in the district. Over subsequent years, implementation has grown to its current capacity of 83 campuses who have chosen to be PBS campuses. Of these, 21 new campuses completed the readiness process and began implementation in 2009-2010. This means that nearly 75% of AISD schools implement PBS and is approaching the district goal of 100% implementation by 2011.



Evidence Showing What AISD has Achieved with PBS
Reducing the Amount of Instructional Time Lost

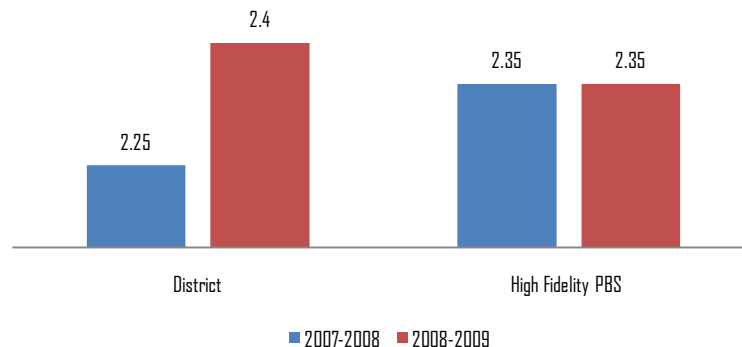
PBS implementation shows immediate effects on student discipline and classroom management. Fewer discipline referrals result in fewer opportunities for students to be removed for instruction.

Discipline Indicator	Instructional Time Lost	Change* in number of discipline incidents	Instructional Time Gained
Suspensions at the elementary level	45 mins-3 days	-123	92.5-2952 hours
Suspensions at the secondary level	45/90 mins-3 days	-701	525 or 1,051- 14,721 hours

*Suspensions can range from a minimum of 1 class period (45 minutes for elementary, 45 minutes or 90 minutes for secondary) to a maximum of three days. *Based on differences in referrals between 2007-2008 and 2008-2009.*

Discipline Disproportionality for African American Students

Discipline disproportionality in this context refers to the likelihood of African American students being removed from instruction for discipline related issues, compared to all other students. In AISD, the discipline disproportionality ratio increased for the district in 2008-2009, when compared to 2007-2008. The disproportionality ratios for high fidelity PBS schools remained the same over the last two years.



You can find these and other findings in the 2008-2009 PBS evaluation report at austinisd.org/inside/accountability/evaluation/reports.phtml

“Students will live up to our expectations. Students will live down to our expectations.”

- Unknown

RESOURCE PICKS

The following websites provide general information on the PBS model, implementation strategies, and national PBS initiatives

www.pbis.org

www.apbs.org

Elementary School- Kocurek ES



Understanding PBS: *The "What?" of PBS*

Lesson plans for teaching the common area and classroom observations were developed by the PBS team. These lessons are taught at the beginning of the year and again after the winter break. Teachers are free to re-teach the expectations as needed throughout the year.

Managing PBS: *The "How, When, Where?" of PBS*

Members of the PBS team participate in data collection. They were trained by their external coach in using the AISD PBS forms and are able to own the data by being an active participant in its collection.

Collaborating for PBS: *The "Who?" of PBS*

The PBS team presents at each Kocurek staff meeting. They are able to share information related to the team's plans, data collected, and next steps.

Impacting using PBS: *The "Why?" of PBS*

The PBS team reviews multiple sources of data to make informed decisions. They review discipline data, attendance data, common area observations, and multiple classroom observations. This informed decision making ensures the PBS team and the campus are working effectively.

Refining PBS: *The "What Next?" of PBS*

A goal has been set for the spring semester using multiple data sources. The PBS team is focusing its efforts on an area of need as demonstrated by data. They are developing a plan that includes implementation and monitoring to ensure success.

Secondary School- Reagan HS



Reagan Raiders Rock...
Ready
Responsible
Respectful

Understanding PBS: *The "What?" of PBS*

Schoolwide PBS assemblies focused on positive and specific expectations are conducted throughout the year.

Staff participate in regular professional development within Small Learning Communities centered on PBS.

Managing PBS: *The "How, When, Where?" of PBS*

The staff created a one-page summary document of schoolwide expectations for students and adults to be used as a quick reference.

Collaborating for PBS: *The "Who?" of PBS*

The campus hosted brown bag breakfasts at which classroom management strategies were shared. Students created a video of PBS expectations that was shown to all students and adults.

Impacting using PBS: *The "Why?" of PBS*

Scaffolding Classroom Management strategies were shared with new teachers and their mentors.

Staff and students completed surveys that the PBS team used to create action steps.

Refining PBS: *The "What Next?" of PBS*

Advocacy teachers regularly analyze student data (attendance, behavior, and academic).

A "photographic journey" has been created as a means of sharing best PBS practices among classrooms.

UPCOMING EVENTS

- District wide training on Team systems. Contact your zone representatives for details.
- Association for Positive Behavior Support's Annual International Conference, March 2010
- First Annual AISD Positive Behavior Support District Conference, December 2010

Q: Will PBS look the same for every campus?

A: Yes and no. The overarching goal of PBS is to create safe, civil and productive environments in all schools. To this end, the model includes systems and processes that are consistent across campuses and ensure district wide implementation fidelity. Every campus uses data to identify their needs and priorities in order to achieve this goal. The district team then tailors services to address these needs, using the AISD PBS model.

Q: How do I begin the PBS process on my campus?

A: If a campus is interested in implementing PBS, the principal contacts the PBS coordinator. The district coordinator and a campus external coach visit the campus to conduct an awareness presentation. After the campus has time to dialogue internally, the campus staff indicates their level of interest in implementing PBS through a formal campus vote.

Q: How do we ensure campus buy-in?

A: In order to determine initial buy-in, a minimum of 80% of the campus staff has to vote that they want to implement PBS at their school. To sustain the buy-in, the campus creates a PBS team comprised of representative stakeholder groups. Data and input through the representatives ensures participation in all PBS decisions. PBS decisions and information are communicated to stakeholder groups throughout the year.

PBS Tip

The key to sustaining PBS campus buy-in is by utilizing multiple methods of communication with stakeholder groups



For more information, you can contact Jane Nethercut at jane.nethercut@austinisd.org

<http://www.austinisd.org/academics/sss/pbs/>



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