



Tier 2 Behavior Interventions with PBIS

Jacque' Scott

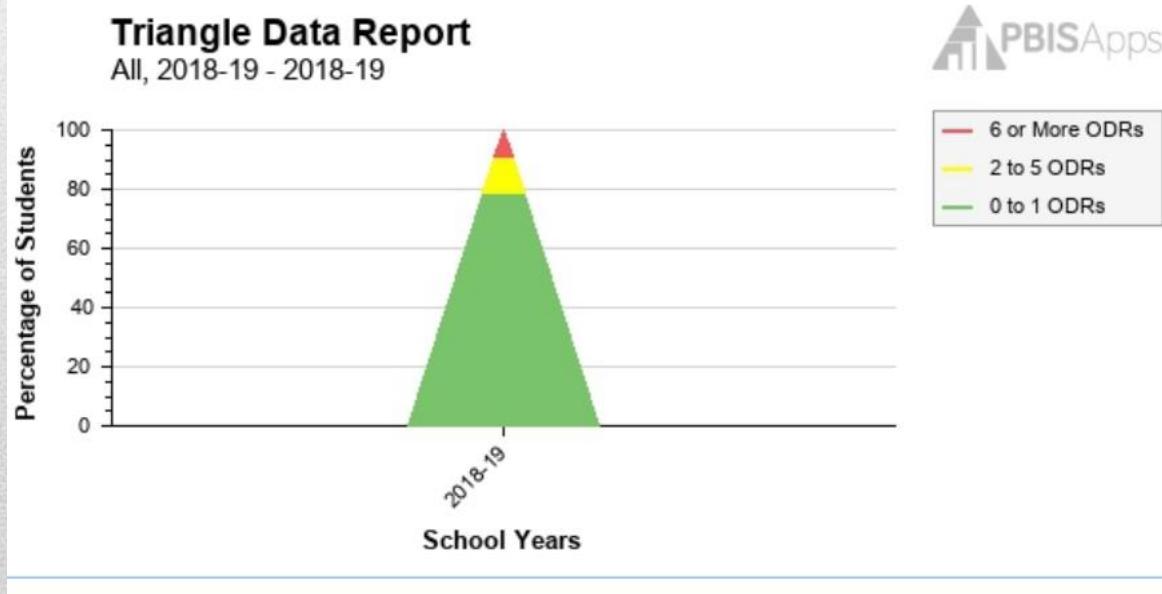
Identification of Need

**Data Analysis
and SMART Goal**

Data Review



Data Analysis of SWIS data from 2018-2019 shows that there was a need for major referrals to decrease. Aligned with the School's Student Improvement Plan, the goal for General Ray Davis Middle School was to have these referrals decrease by at least 3 percent in order to improve student achievement.



Minor and Majors for G RDMS for the 2018-2019 school year

- Overall, Students were receiving numerous referrals for In-School and Out-of-School suspension for various infractions. This time out of the academic classroom setting negatively affected the achievement of these students. After numerous data drill downs, the same students were having discipline issues in numerous areas, times of the day, and with different teachers.

High Priority Issue Identified

- Kim Kammerer, 8th grade Assistant Principal
- Kimberly Dyer, 6th grade Assistant Principal
- Connie Vazquez , Math Connections/SWIS data analyst
- Diana Larsen, School Records/School PBIS coordinator
- Dana Stone, 6th grade Social Studies teacher
- Anne Stinson, 6th grade Social Studies teacher

Team Members

SMART Goal



Decrease the number of sixth grade minor and major level referrals by 3% from October to May through the implementation of Character Ed and student management professional development on a monthly rotation which would impact student achievement .



EDUCATIONAL SETTING

Rockdale County Public Schools

General Ray Davis Middle School

District Overview

RCPS 2019- 2020



Student Attendance and Enrollment

Total enrollment

16,555

Currently enrolled students



Special Ed

12.60%

% enrolled students



LEP (All EL)

4.42%

% enrolled students



Student Discipline

Suspended Students

13%

% enrolled students



Daily attendance

96.33%

Currently enrolled students



Chronic Absents

20.68%

% enrolled students



Talented and Gifted

12%

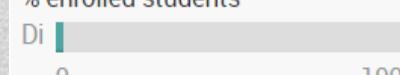
% enrolled students



Disciplinary events

2.40%

% enrolled students



RCPS 2019- 2020

	Number of Students	Percent*
Total Enrollment	16,555	-
Am Indian or Alaskan Native	32	0.19%
Asian	224	1.35%
Black	11,203	67.67%
Hawaiian/Pacific Islander	56	0.34%
Hispanic	2,767	16.71%
Multi-Racial	625	3.78%
White	1,647	9.95%
Special Ed	2,086	12.60%
LEP	732	4.42%
Economically Disadvantaged	11,816	71.37%
Male	8,339	50.37%
Female	8,216	49.63%

District Demographics

School Overview

GRDMS 2019-2020

Student Attendance and Enrollment

Total enrollment

1,109

Currently enrolled students



Special Ed

9.92%

% enrolled students



LEP (All EL)

0.09%

% enrolled students



Daily attendance

97.56%

Currently enrolled students



Chronic Absents

11.18%

% enrolled students



Talented and Gifted

24%

% enrolled students



Student Discipline

Suspended Students

14%

% enrolled students



Disciplinary events

3.07%

% enrolled students



School Overview



GRDMS 2019-2020

Student Discipline

All Grades

Suspended Students

14%

% enrolled students



Disciplinary events

3.07%

% enrolled students



Student Discipline

6th Grade

Suspended Students

17%

% enrolled students



Disciplinary events

2.33%

% enrolled students



GRDMS 2019-2020

	Number of Students	Percent*
Total Enrollment	1,109	-
Am Indian or Alaskan Native	2	0.18%
Asian	10	0.90%
Black	766	69.07%
Hawaiian/Pacific Islander	5	0.45%
Hispanic	86	7.75%
Multi-Racial	51	4.60%
White	189	17.04%
Special Ed	110	9.92%
LEP	1	0.09%
Economically Disadvantaged	618	55.73%
Male	497	44.82%
Female	612	55.18%

School Demographics

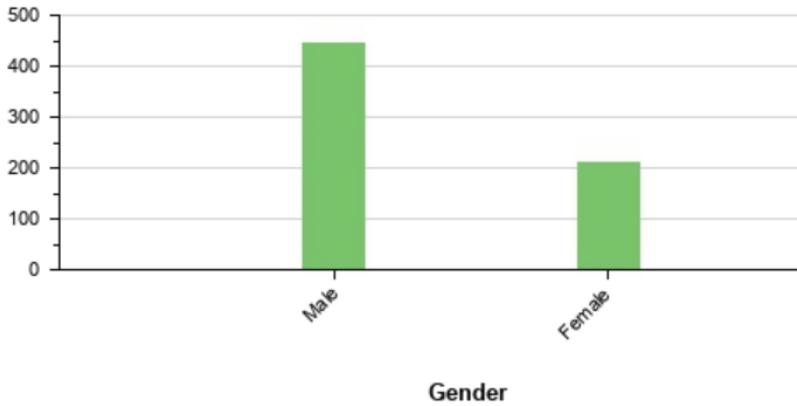
Educational Setting

GRDMS 2019-2020

Referrals by Gender

Drill Down

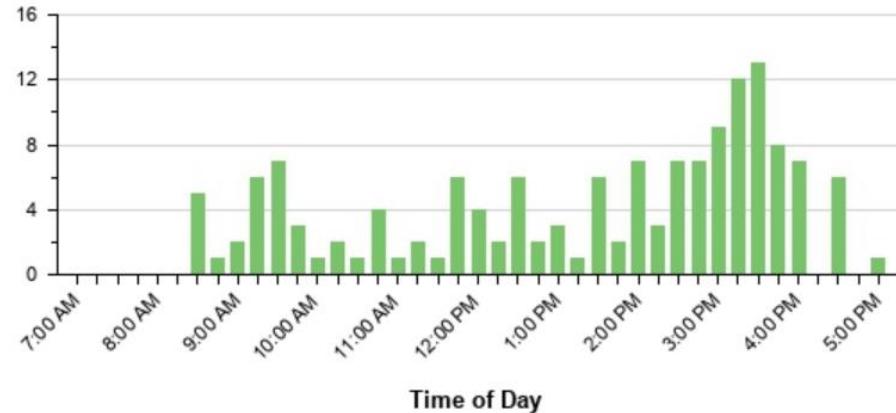
Referrals



Referrals by Time of Day

Drill Down

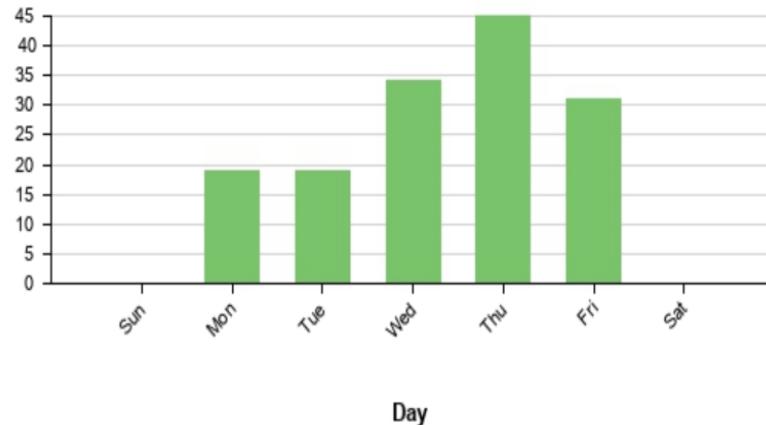
Referrals



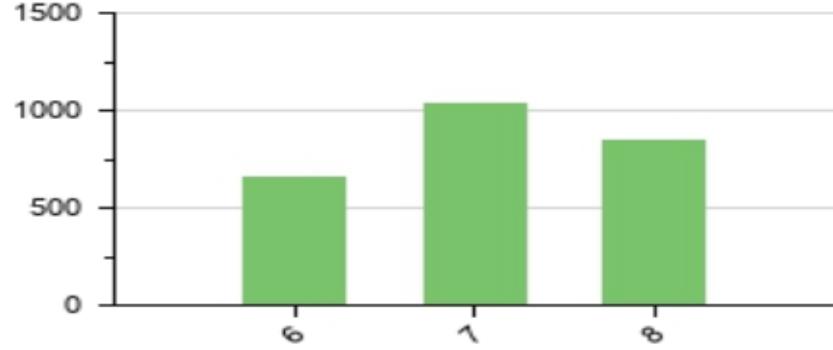
Referrals by Day of Week

Drill Down

Referrals



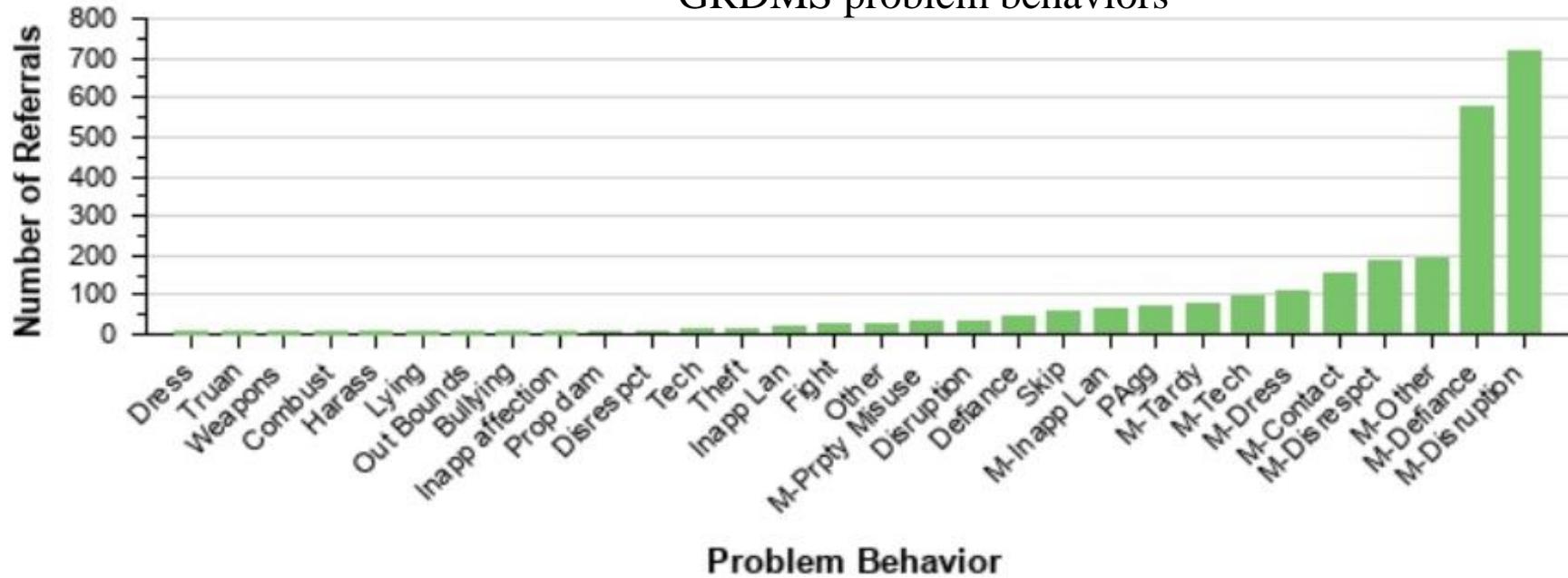
Referrals By Grade



Referrals by Problem Behavior

All, Jul 1, 2019 - May 12, 2020

GRDMS problem behaviors

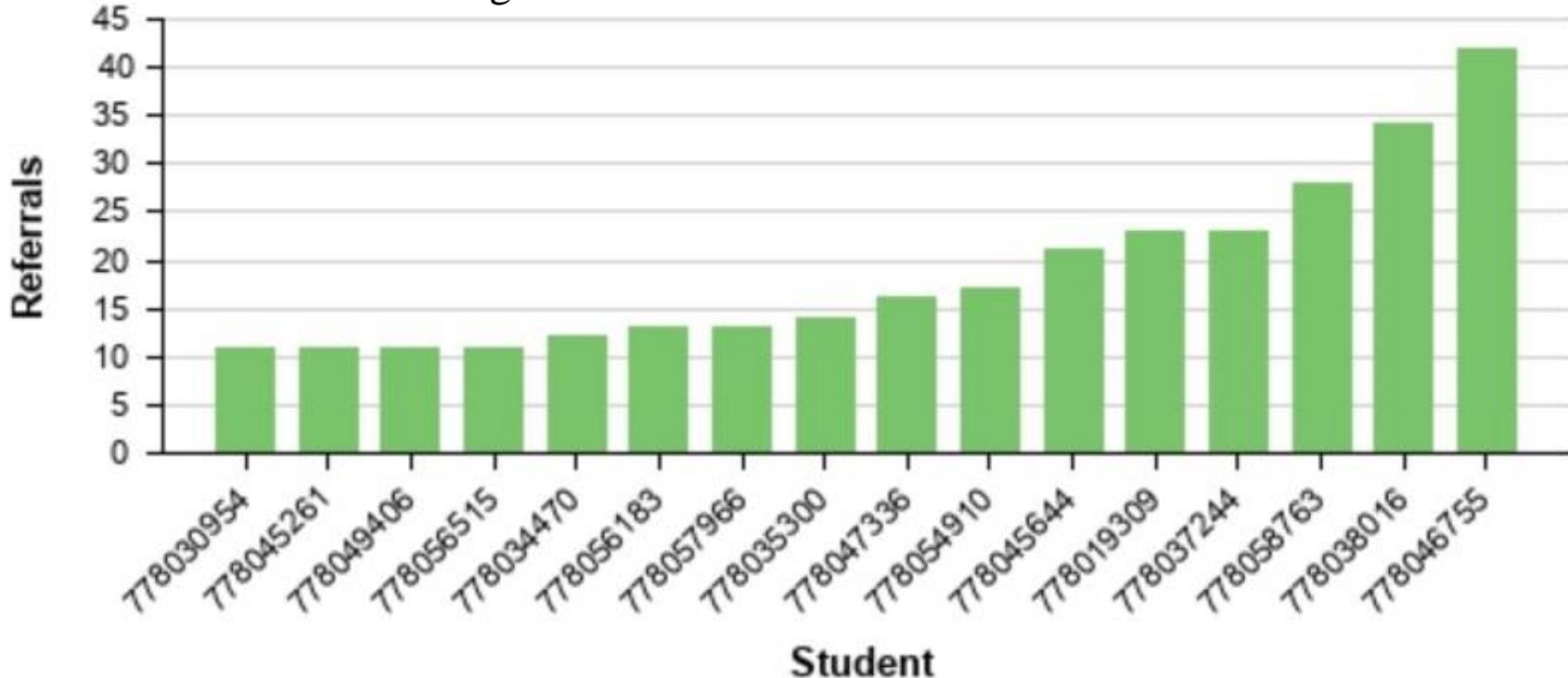


Target Group Demographics

Referrals by Student

Drill Down

6th grade students with more than 10 referrals



Target Group Demographics



ANTICIPATED BARRIERS AND ASSUMPTIONS

Anticipated Barriers



- Consistent Implementation of PBIS
 - Use of strategies
 - Use of Interventions
- Consistent PLC for Faculty and Students
 - Teacher Buy-In
 - Student Buy-In
 - Use of SWIS to document infractions
 - Misuse of Minor vs Major classifications for infractions

Overall, the faculty at GRDMS had numerous concerns about the implementation of PBIS and its overall effectiveness. This concern made the task of implementing effective PBIS strategies difficult which increased the need for Professional Learning concerning PBIS and SWIS. The Teachers needed to be instructed on how to use both platforms properly- one to increase positive reinforcement and the other to document planned and data proven strategies for intervening with behaviors.



Assumptions



The team assumed that teachers would use planned and data proven strategies once provided as well as participate in the PBIS rewards system simultaneously.

The team also assumed that the students who were selected to participate in the weekly intervention would actively attend as well as use the character education strategies to decrease further discipline issues.



ROOT CAUSE ANALYSES

Five Why's



Why should teachers use SWIS to document minor and major referrals?

Why are only some teachers following the SWIS behavior matrix consistently?

Why are only some teachers using PBIS strategies with students consistently?

Why are interventions and strategies not reviewed with teachers and students consistently?

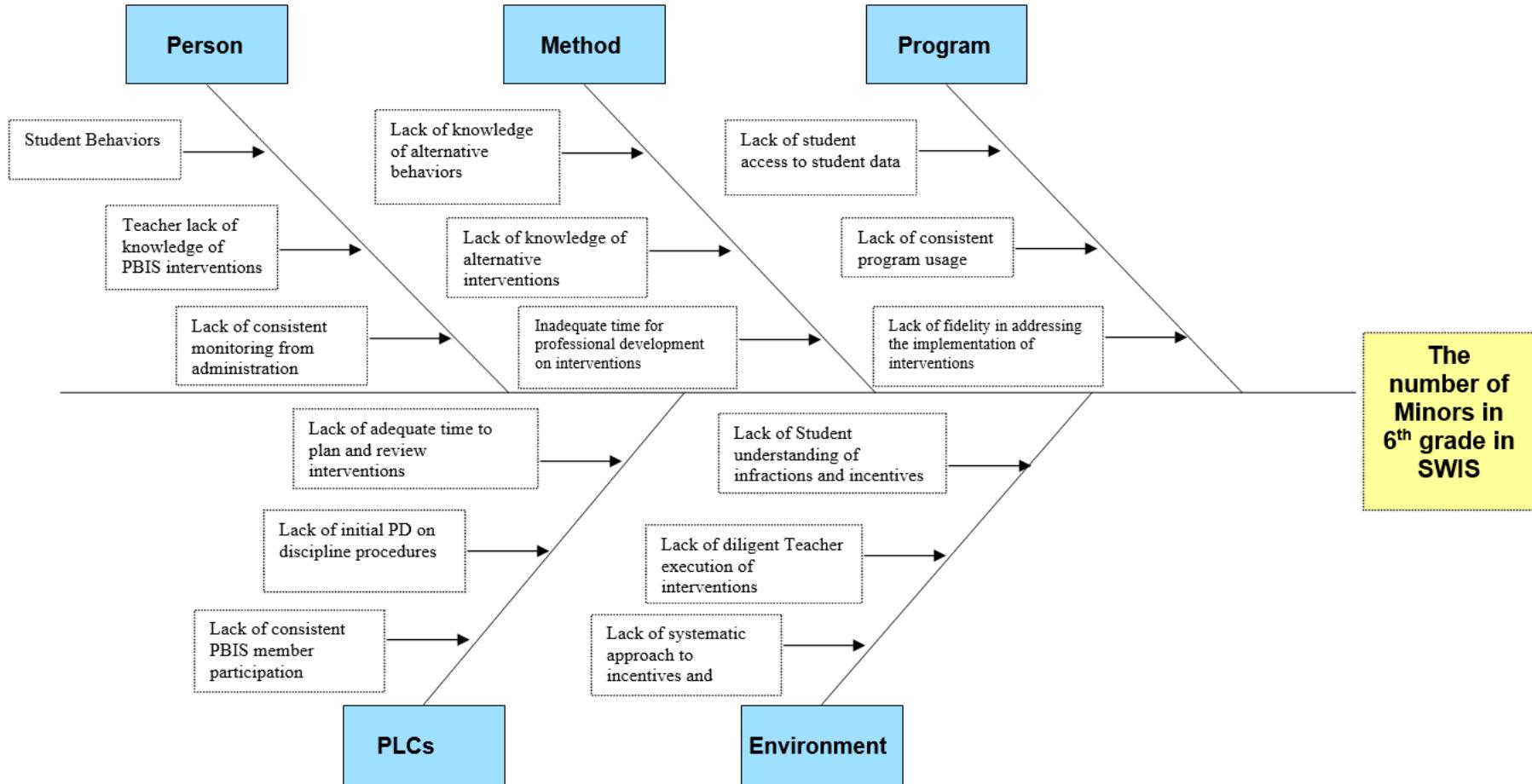
Why are there a specific set of students who are having difficulty with behavior?

Five Why's



The initial problem was derived from the School Improvement plan and was shown to be an area of concern. From there, the team decided that faculty full participation should be targeted as well as determine how the top 10-15% were determined. After that was concluded, the team then began to decide how to reach those students and faculty members.

Fishbone



Fishbone



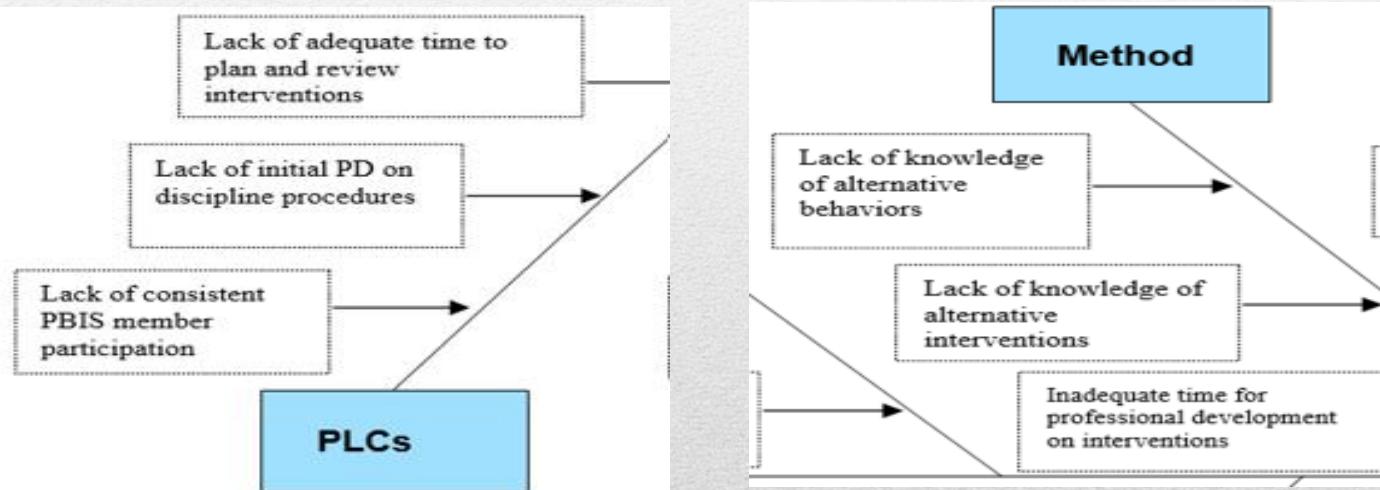
It became apparent that there would many issues that would arise when trying to determine why the discipline had increased and the need for it to decrease as well as factors that would determine how the execution of the plan would end.



Comparison of Root Cause Results



Why are interventions and strategies not reviewed with teachers and students consistently?



The common factor throughout the entire Fishbone exercise was that the faculty lacked knowledge in various areas that directly affected the enactment of using PBIS and SWIS correctly and consistently. The 5 Why's exercise determined that there was not a consistent method of reviewing factors of both PBIS and SWIS to help both the faculty and student body understand its implementation.

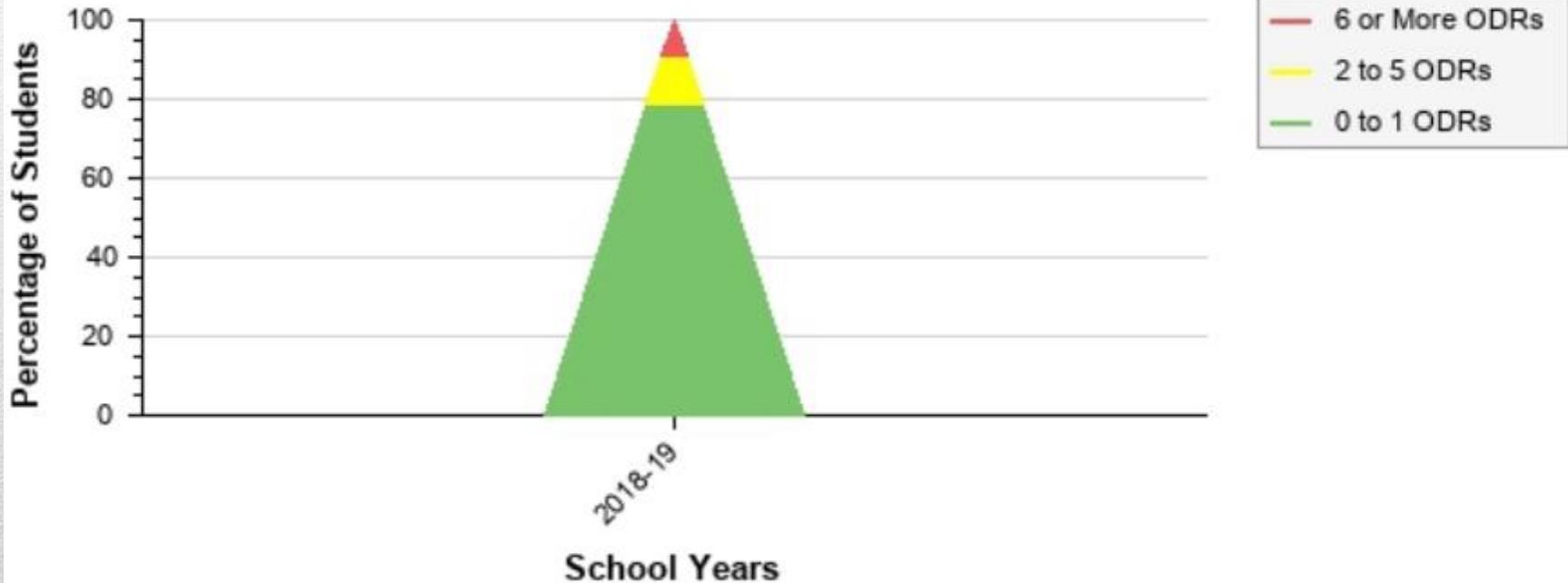
Verification of Cause(s)



Triangle Data Report

All, 2018-19 - 2018-19

All students' breakdown by Tiers





LITERATURE REVIEW

The Need for PBIS & SWIS

Programs like SWPBIS require that **Teachers have the same rigor that is required for academics** with that of behavior in students. Students are more likely to engage in learning and less apt to engage in negative behaviors when the school environments is predictable, consistent, positive, and safe (Bruhn, Hirsch, Gorsh, & Hannan, 2014).



Schools that implement behavioral programs like these typically see a **decrease with exclusionary discipline action** overall (Afacan & Wilkerson, 2019).

Literature Review: Educational Significance

Unfortunately, staff are often not provided with adequate support that enables them to implement behavioral interventions with high fidelity, resulting in poor student outcomes. Using a multiple baseline design across three student–staff dyads to examine the effects of a treatment package(Interventions) consisting of (a) **self-monitoring fidelity**, (b) collecting data on problem behavior, (c) entering these data into SWIS, and (d) **reviewing these data weekly** (Pinkelman & Horner, 2018).

Research suggests that Teachers are the most valuable resource in a school setting. **The SWIS system is an ideal tool that can be very useful in assisting in getting answers as to when, where, and why ODR's are being given.** Only then, can teachers guide students in the right direction for more positive behavior (Hawkins, 2018).

Literature Review: Educational Significance

Concerns with SWPBIS for Teachers



While understanding the reasons for negative student behaviors, having an appropriate and corrective approach to **handling the misbehaviors are the challenges for the adults**. As adults involved in the school setting, there needs to be accountability and reliability that adults and staff are on board with the PBIS framework and approach to handling negative behaviors (Peters, 2019).

Literature Review: Educational Significance

Character Education

If moral character education is to be formally and optimally integrated into the classroom, then **much is required in the preparation of the teachers** who are the architects of these learning environments. (Lapsley, Holter, & Narvaez, 2013).



This calls for teachers to fully commit to the execution of the character ed program as they would with any other initiative conducive to learning.

Literature Review: Educational Significance



Since teachers play such a crucial role in the socialization of their students, they must modify their curriculum to meet the needs of their students and facilitate students' moral growth. **Educators must be proactive in teaching good character**, especially with all of the challenges and negative influences that our youth face today. (Graff, 2012).

Literature Review: Educational Significance



- Students who participate in Character Ed are **less likely to become discipline problems when coupled with PBIS**. Also,
- Including Parents in the Character Ed curriculum is beneficial to the effectiveness of the program (Ferrera,2019) .
- Tier 2 students begin to show positive behaviors when involved with character education development from teachers.Tier 1, 2, and 3 **students require adapted and responsive interventions based on behaviors exhibited**. This suggests that all students are not given the same responses under Tier 1(Simonsen & Sugai, 2013).

Research-Based Interventions



- In order for PBIS to work efficiently, Teachers must commit to the entire process and consistently model and expect the desired behaviors from students (Palmer & Noltmeyer, 2019)
- Teachers are required to be prepared in order to perform character education through professional development (Peters, 2019).
- **Teachers having the opportunity to review SWIS data weekly and consistently** (Pinkelman & Horner, 2018).

Research-Based Interventions



Research shows that success with using SWIS data to coincide with interventions by reaching students according their proper tier can improve the negative behaviors as well as deter them from being chronic.

This will help improve the deterioration of problem behaviors and it should **encourage teaching and reinforcement of social expectations and behaviors** across all environments for all students and by all staff

Reflection on the Literature



Research shows that these root causes can negatively impact success by creating conditions that are prevalent with behavior concerns that impede learning as well as cause students to reach disciplinary consequences that can be detrimental to their future.

Without professional development, **teachers miss opportunities to engage students and create different pathways that encourage desired behaviors conducive to learning.**

Reflection on the Literature



Research shows that the following interventions have been proven to work in schools like ours:

- Character Education
- Professional Development on PBIS and SWIS for teachers
- Class Observations for consistent implementation of SWIS interventions

Reflection on the Literature



ACTION PLAN

Character Education:

Students would attend Character Education classes every Wednesday for 45 mins during their connection time to review various topics concerning student behavior, consequences, and making positive choices.

LESSON
**MAKING DECISIONS—
BIG AND SMALL**

AGENDA

- Starter
- Map Decisions
- Big Decisions
- Due Dates
- Conclusion
- Questions for Assessment

Objectives

- Students will recognize that the importance of a decision is determined by its consequences.
- Students will identify factors that influence the decisions they make.
- Students will recognize and use their power to make decisions—even when the decisions are difficult.

Materials Needed

LESSON 1: KNOWING YOUR FEELINGS

91 **MODULE ONE: COMMUNICATION**

Starter (3 minutes)

Begin this lesson by presenting the class with the following riddle:

A man and his son are in a car accident. They are taken to a hospital where the man is kept in the intensive care unit. As his son is visiting his father, the doctor, the man's son, and says, "I can't operate on my boy. He's my son!" How can this be?

Tell students that you will discuss the riddle at the end of class, so they have the entire class period to think about it. Say, "You may have heard what I said when I told you the riddle, but good listening means both hearing and understanding. Today we're going to find out what it takes to listen well."

Part I: Message Relay (15 minutes)

Purpose: Students recognize that listening involves more than hearing, and that good listening skills are important.

- STUDENTS' PREPARE FOR THE ACTIVITY.**
Divide the class into groups of six. Select one volunteer from each group to join you at the front of the room.
Explain to everyone that you are going to give the volunteers a message. They will then go back to their groups and whisper that message to one other student.

LESSON 2: EXPRESSING YOUR FEELINGS **CORRECTLY**

103 **MODULE ONE: COMMUNICATION**

LESSON EXTENSIONS

Extension: Addressing Multiple Learning Styles

Quote: "The difference between the right word and the almost-right word is the difference between lightning and the lightning bug." —Mark Twain, author of *The Adventures of Tom Sawyer*

Activity: Have students play a game with other word pairs that are near-misses and create illustrations of both the "right" and the "almost-right" word.

Extension: Writing in Your Journal

Activity: Have students write about a time when someone else's words hurt them.

Have the class role play similar incidents and suggest better ways of communicating.

Extension: Using Technology

Activity: Have students read the slang dictionary at <https://www.verywordy.com/a-teens-slang-dictionary-2610.html>. As a class, generate a list of slang terms and their definitions to add to this dictionary.

Lesson 3
Understanding the Feelings of Others



Interventions Selected

Professional Development for Teachers:

Creates an opportunity for teachers to increase their pedagogical skills regarding interventions for students exhibiting behaviors that requires further attention.

Increased Knowledge, Administrative support, Duration, Fostering coherence, and Timing are all components that create a successful profession development.

Student Observation Form		Page 5
Summary		
Areas of Strength		
Barrier to Success		
Possible Suggestions/Strategies		
Signed Acknowledgment		
Student Observation Form		
Page 2		
Activity Description		
<input type="checkbox"/> Whole Class <input type="checkbox"/> Small Teacher-Led Group <input type="checkbox"/> Partner/Group Work		
<input type="checkbox"/> Free Play <input type="checkbox"/> Centers <input type="checkbox"/> Independent Work <input type="checkbox"/> Other		
Briefly describe the observed activity.		
<input type="checkbox"/> Structured <input type="checkbox"/> Unstructured <input type="checkbox"/> Transition		
Classroom Behavior		
Check All That Apply		
Classroom Routines		
<input type="checkbox"/> Needs support following standard classroom routines		
<input type="checkbox"/> Observable self-advocacy (asks for help, etc.)		
<input type="checkbox"/> Difficulty following novel directions when given		
Classroom Feedback		
<input type="checkbox"/> Respond to positive feedback		
<input type="checkbox"/> Respond to whole-class behavior system		
<input type="checkbox"/> Becomes upset when given a correction or re-direction		
Reason for Observation		
Briefly describe the reason for the student observation (Include relevant issue from the teacher and specific observations, if applicable)		

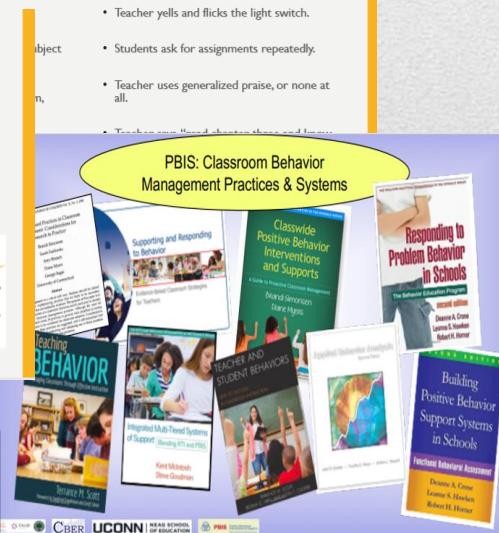


INEFFECTIVE MANAGEMENT

- Teacher yells and flicks the light switch.
- Students ask for assignments repeatedly.
- Teacher uses generalized praise, or none at all.

RCPS & PBIS INTERVENTIONS THAT WORK

- Proximity
- Reflection/ Refocus
- Signal/ Non-Verbal Cue
- Eye Contact
- Redirection
- Validating their feeling
- Public Praise, Private Punishment
- Support for Procedure/ Routine
- Re-teach/Error Correction
- Modeling Appropriate Behavior
- Differential Reinforcement
- Provide Choice
- Student Conferences
- Parent Contact
- Actively Listen



Interventions Selected

Plan, Do, Check, Act



What:

Character Education

Who:

Action Research Team (Stone and Stinson)

Monitored:

Weekly; every Wednesday

Feedback:

Students would receive feedback in small groups conducted by Social Studies Department



SWIS Implementation:

Through constant data drills of student behaviors, Teachers use SWIS to document their proposed interventions, parent contact and perceived motivation for negative behaviors.



Interventions Selected

Plan, Do, Check, Act



What:

PD on PBIS and SWIS interventions for Teachers

Who:

Action Research Team (Larsen and Vazquez)

Monitored:

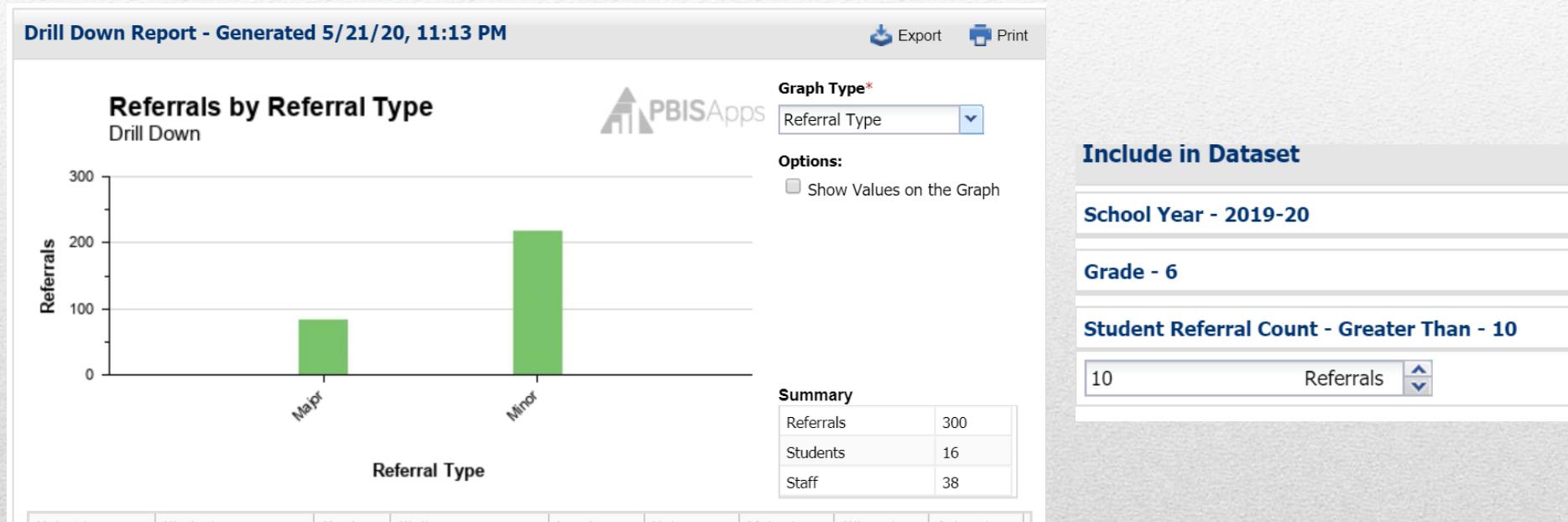
Bi-Monthly and as needed

Feedback:

Classroom observations required feedback within the week of the observation
PD feedback was reviewed within meeting



Initial implementation success was monitored by weekly reviews of SWIS data for the top 10% of students receiving referrals. The target for success was seeing a constant decrease in minor/major referrals within the SWIS database.



Leading Data

Plan, Do, Check, Act



What:

SWIS Drill Down

Who:

Action Research Team (Vazquez and Mrs. Dyer)

Monitored:

Weekly; every Sunday

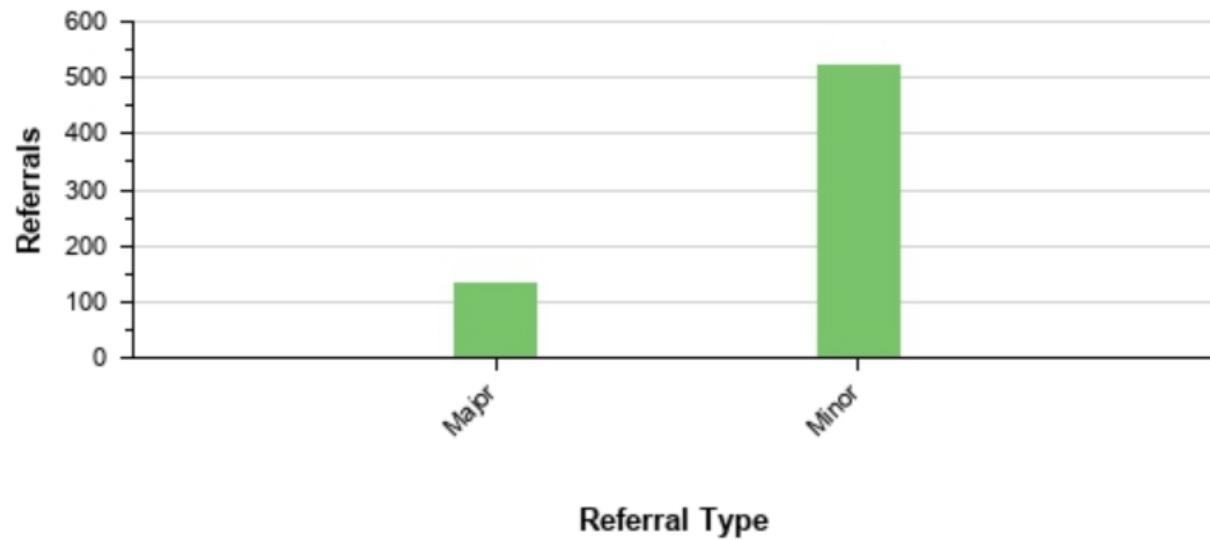
Feedback:

Monthly at PBIS Tier 1 Meeting

6th grade Minor & Major Referral 2019-2020



Referrals by Referral Type Drill Down



Graph Type*

Referral Type ▼

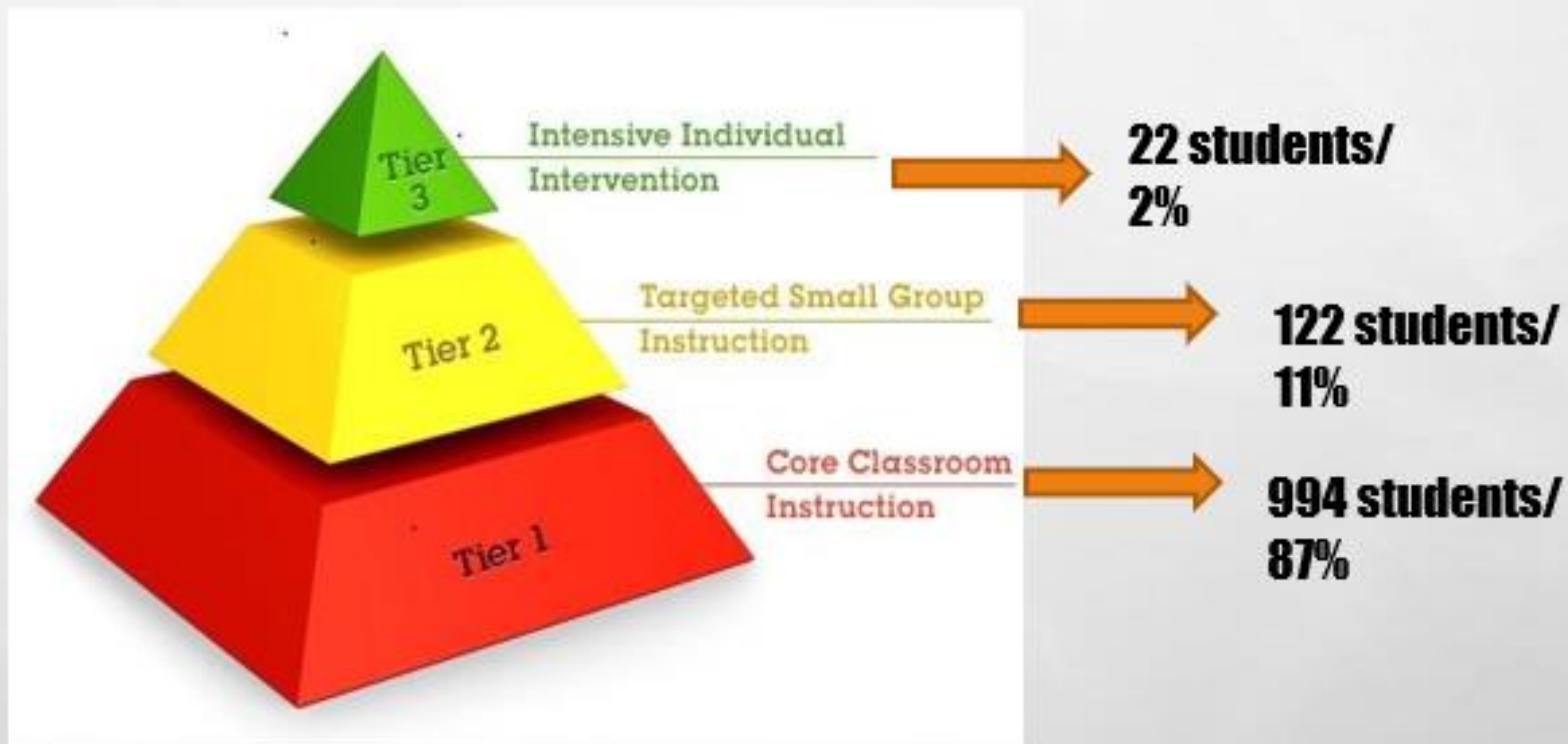
Options:

Show Values on the Graph

Summary

Referrals	655
Students	133
Staff	47

Results of the Monitoring Process



Results of the Monitoring Process

- Character Ed material change
 - Milwaukee Social Academy Instructional Group Curriculum to Overcoming Obstacles Curriculum
 - Student reflection added to curriculum
- Employing Observations of classrooms
 - SWIS drill down data suggested the need for additional support for teachers
 - Interventions and Positive Reinforcement strategies were provided after observation for teacher

Revisions to the Plan



DATA COLLECTION, ANALYSIS, AND INTERPRETATION

Overall Results



Period A - Incident Date	8/1/2018	5/31/2019	
<hr/>			
Pd. A: # of ODRs			
# of Referrals	370		
# of student offenders	154		
<hr/>			
Pd. A: Top 3 Problem Behaviors			
Event Name			
01.5 - Cause disruption by violence,force,threat - 1	89		
05.1 - Fighting - 1	71		
01.1 - Disruption/Interference/Block Entrance -1	16		
<hr/>			

Period B - Incident Date	8/1/2019	3/19/2020	
<hr/>			
Pd. B: # of ODRs			
# of Referrals	283		
# of student offenders	146		
<hr/>			
Pd. B: Top 3 Problem Behaviors			
Event Name			
01.5 - Cause disruption by violence,force,threat - 1	56		
05.1 - Fighting - 1	45		
16.0 - Misbehavior on bus - 1	28		
<hr/>			

Results by Subpopulations

2018-2019 school year

Grade	Frequency	Proportion
6	350	20.64%
7	1092	64.39%
8	254	14.98%
Totals:	1,696	100%

2019-2020 school year

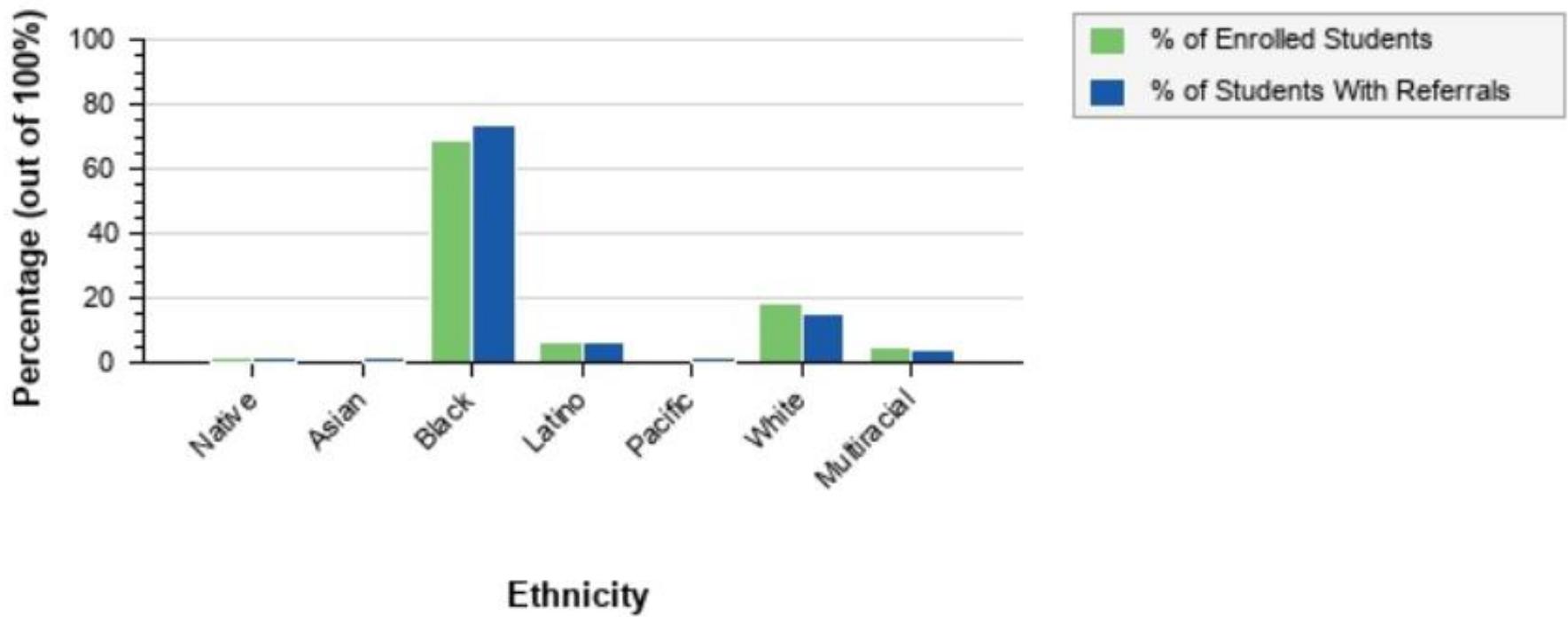
Grade	Frequency	Proportion
6	655	25.81%
7	1033	40.70%
8	850	33.49%
Totals:	2,538	100%

Results by Subpopulations



Students With Referrals By Ethnicity

All, 2019-20





SUMMARY OF RESULTS AND CONCLUSIONS

Summary of Outcome



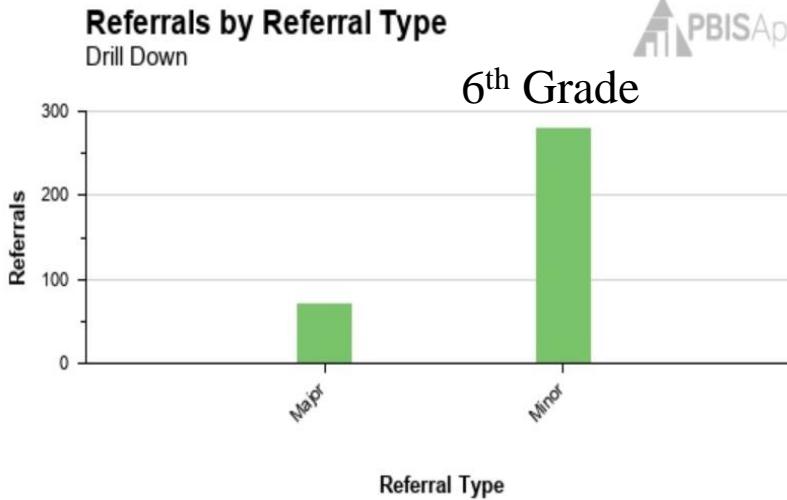
After reviewing the Data, it was apparent the outcome was somewhat skewed. The amount of teachers that were imputing information in SWIS data from last year to this year has increased dramatically. Due to this, the information provided for this school year was highly inflated which has skewed the data significantly.

The sixth grade did show a decline in referrals in comparison to all other grade levels, however the implementation of character ed is not known to be the source as there was a significant increase of teacher usage and referrals recorded in SWIS.

Due to COVID-19, the continuation of analyzing data was not possible.

Unexpected Results

8/1/18- 5/31/19

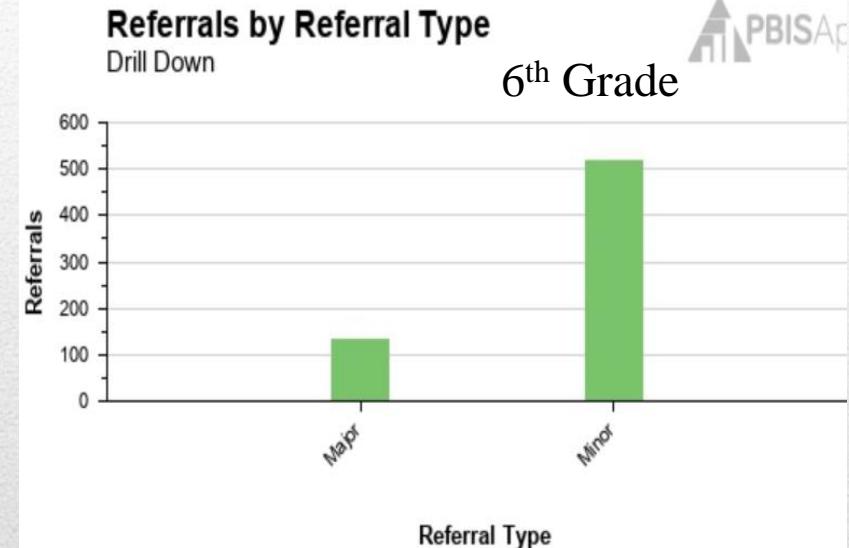


Summary

Referrals	350
Students	108
Staff	28

67% increase in staff members using SWIS data

8/1/19- 3/31/20



Summary

Referrals	650
Students	133
Staff	47

85% increase in referral documentation by staff





- It is best to check discipline data frequently. The data shows which students need interventions as well as which teachers need strategies to help students change behaviors.
- Collaboration is necessary to see the plan through.
- Creating a platform for timely Feedback for Teachers can help adjust PD to better empower the teacher to provide interventions.

Lessons Learned



- Fully implement Tier 2 for PBIS throughout the entire school in 2020-2021 school year.
- Create various intervention plans for students who show the need for support with behavior based on Tier 2 and 3.
- Give teachers access to SWIS data so they are able to review this data and see what interventions are working and which are unsuccessful. This should be done on a weekly basis.

Next Steps

Questions?

