

# Positive Behavior Support

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# Goals for North Carolina Improve Student Outcomes

- Increase parent involvement
- Decrease dropout rate
- Improve academic success
- Reduce suspensions
- Increase graduation rate
- Reduce disproportionate representation in sp. ed.
- Increase numbers of underserved populations in AIG
- Increase highly qualified EC Teachers
- Implement a comprehensive forms management/data collection system

# EC Division Initiatives

- Instructional Consultation
- Response to Intervention
- State Improvement Project
  - Reading/Writing*
  - Positive Behavior Support*
  - Recruitment and Retention of EC Teachers*
  - Early Literacy*
  - Math*
- Extensions to the Standard Course of Study
- Continuous Improvement Monitoring & Plans
- CECAS (Comprehensive Exceptional Children Accountability System)
- **Project Bright IDEA**



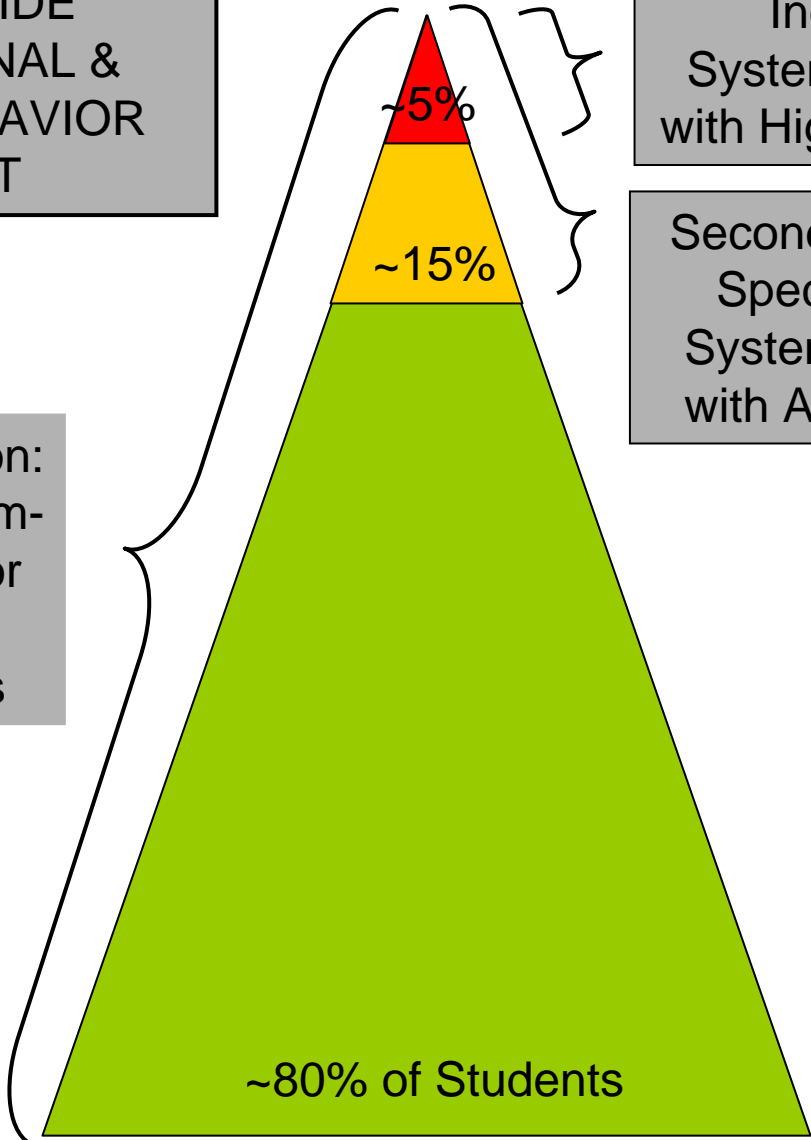
# Positive Behavior Support (PBS)

PBS is a broad range of **systemic & individualized** strategies for achieving important **social & learning outcomes** while preventing problem behavior with **all** students.



CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings



Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior



# School-wide System for All Students

Academic

Behavioral

Intensive, Individual Interventions

- Tutoring
- Academic Remediation Plans

Intensive, Individual Interventions

- Individual Positive Behavior Support Plans

Targeted Group Interventions

- Small group instruction
- Focused academic help sessions

Targeted Group Interventions

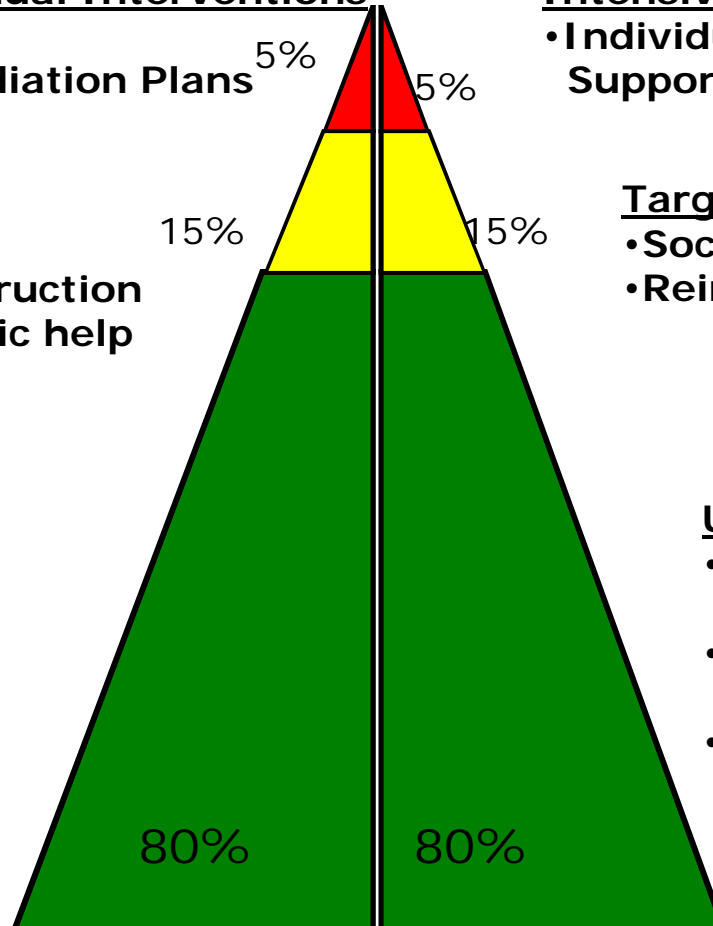
- Social Skills instruction
- Reinforcement of specific skills

Universal Interventions

- Effective instructional practices
- Recognition of academic achievement

Universal Interventions

- School-wide rules and procedures
- Systematic reinforcement procedures
- Recognition of accomplishments



# Whole School Positive Behavior Support

Positively impacts school learning environments

Supports high student performance

Reduces behavioral problems

Increases instructional time for students most at risk for school failure



# Whole School Positive Behavior Support

A systematic approach that establishes and reinforces clear behavioral expectations.

Team-based system involving the entire school staff.

Ownership by teachers, administrators, families, and students.





# Whole School Positive Behavior Support

Proactive and Instructional  
Outcome-based.

Uses the data about the school to guide  
decision making.

Looks at the entire school campus and the  
whole school day.



# Systems Approach

## Process

Helps educate all students, even students with challenging behaviors.

Individualized to each school.

Emphasis on continuous, data-based improvement.

Adopt and sustain the use of effective practices.



# Instructional Approach

Focus on teaching social behavior like academic skills

Emphasis on teaching and encouraging prosocial behavior

Systematically teach and implement behavioral interventions for the most difficult students



# Why Develop a Behavioral Curriculum?

“If a child doesn’t know how to read, ***we teach.***”

“If a child doesn’t know how to swim, ***we teach.***”

“If a child doesn’t know how to multiply, ***we teach.***”

“If a child doesn’t know how to drive, ***we teach.***”

“If a child doesn’t know how to behave, ***we.....  
.....teach? .....punish?***”

“Why can’t we finish the last sentence as automatically as we do the others?”

***John Herner, Counterpoint (1998, p.2)***



# **NC Positive Behavior Support Initiative 2005-06**

59 Traditional LEAs

5 Charter Schools

5 Youth Development Centers

Eastern School of the Deaf

More than 76 PBS trainers in the state



# NC Positive Behavior Support Initiative 2005-06

279 schools in some stage of  
implementation

12% of the schools in the state



# School Systems

Durham Public Schools

Charlotte/Mecklenburg Schools

Gaston County Schools

Pender County Schools

Warren County Schools

Wake County Schools

Nash/Rocky Mount Schools

Brunswick County Schools



# Training for 2005-06 Year

Trainers have agreed to train 89 additional schools in their own LEAs

Trainers have agreed to train 43 additional schools in LEAs that currently do not have trainers.

DPI/EC Division will continue to support PBS training through funds and coordination

Ongoing training and support for the PBS trainers, also





# **PBS Regional Coordinators**

**(State Improvement Grant)**

Hosted by LEAs that already have PBS school to be a demonstration site.

2/3 time coordinating PBS training and efforts in region of the state or for Charter Schools

Plan to target low performing LEAs through State Improvement Grant.



# PBS Implementation

Examples of Behavior Progress:

Pine Valley Elementary, Brunswick County

Incidents in 2003-04 944

Incidents in 2004-05 644

32% decrease



# Another Example

Supply Elementary in Brunswick County:

2000-01 741 office referrals, 203 OSS

2001-02 454 office referrals, 82 OSS

2002-03 391 office referrals, 63 OSS

2003-04 438 office referrals, 95 OSS

2004-05 134 office referrals, 18 OSS



# Durham Public Schools Data

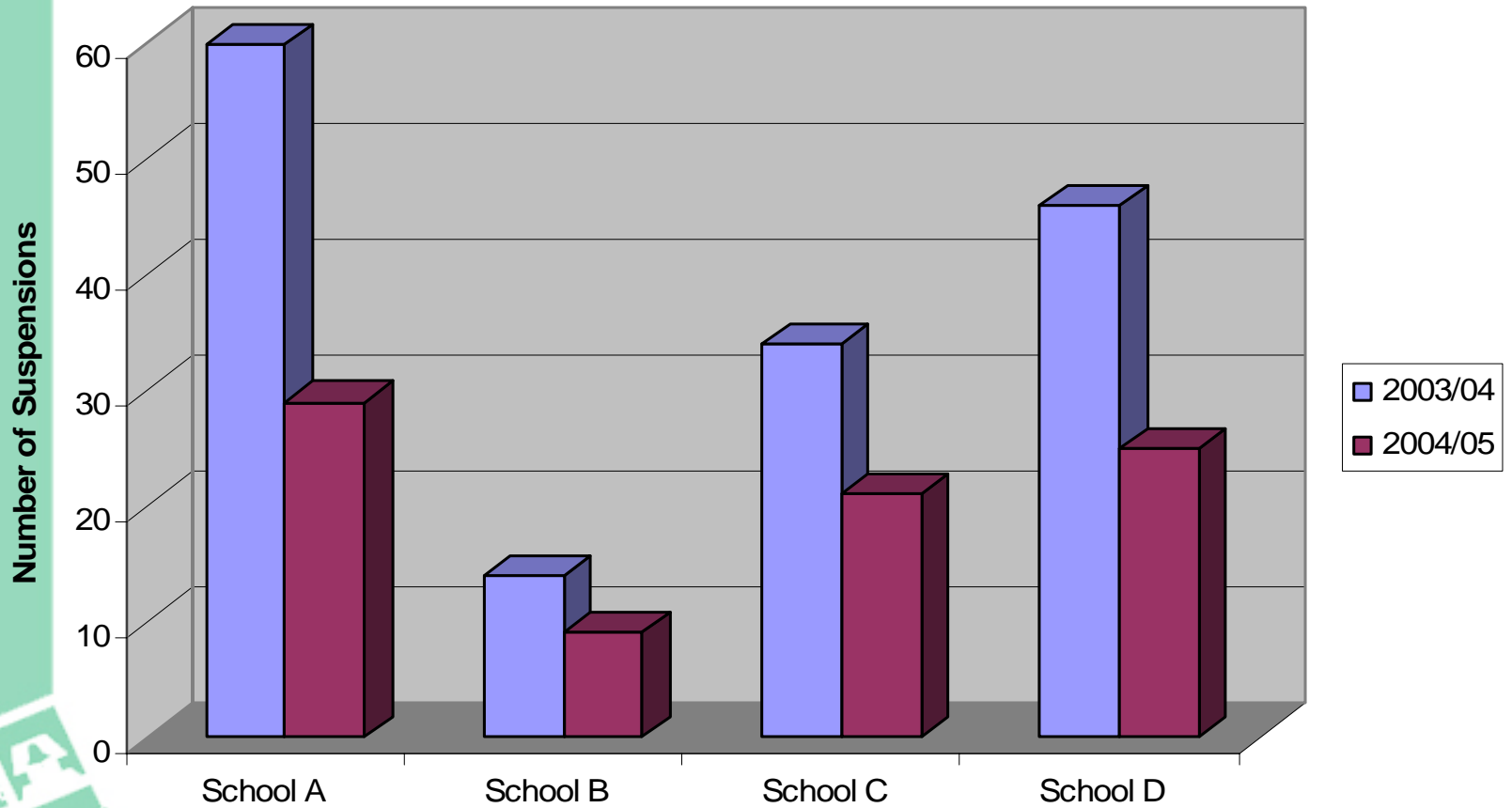
Data compares out of school suspension numbers for 6 DPS schools

- 4 Elementary
- 2 Secondary

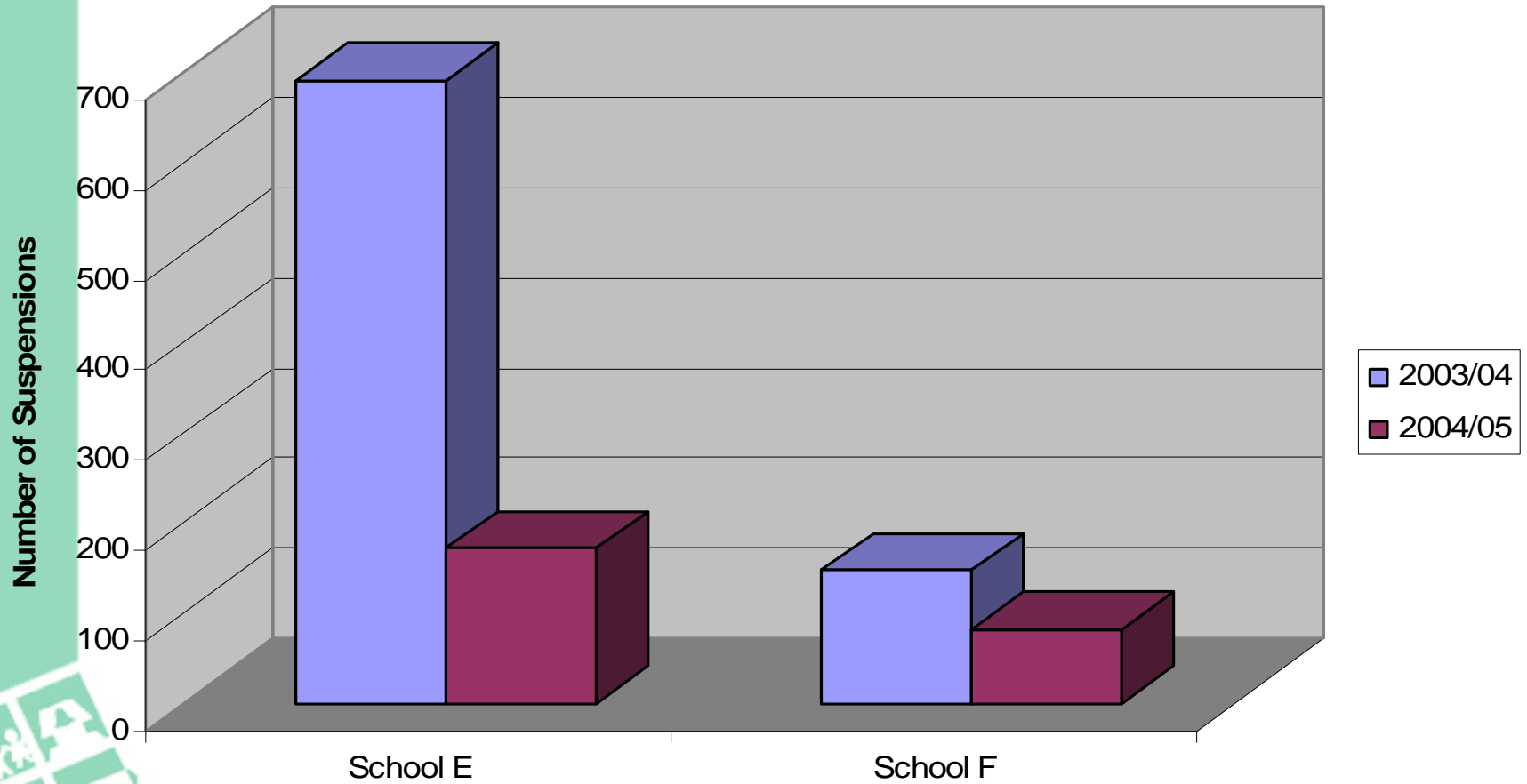
All 6 are schools successfully implementing PBS and meet district criteria for “developed” teams



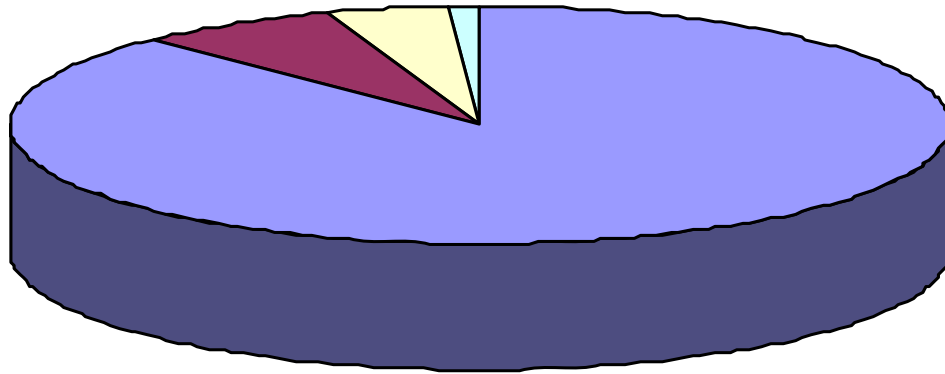
## First Semester Out of School Suspensions by Year (Elementary)



# First Semester Out of School Suspensions by Year (Secondary)



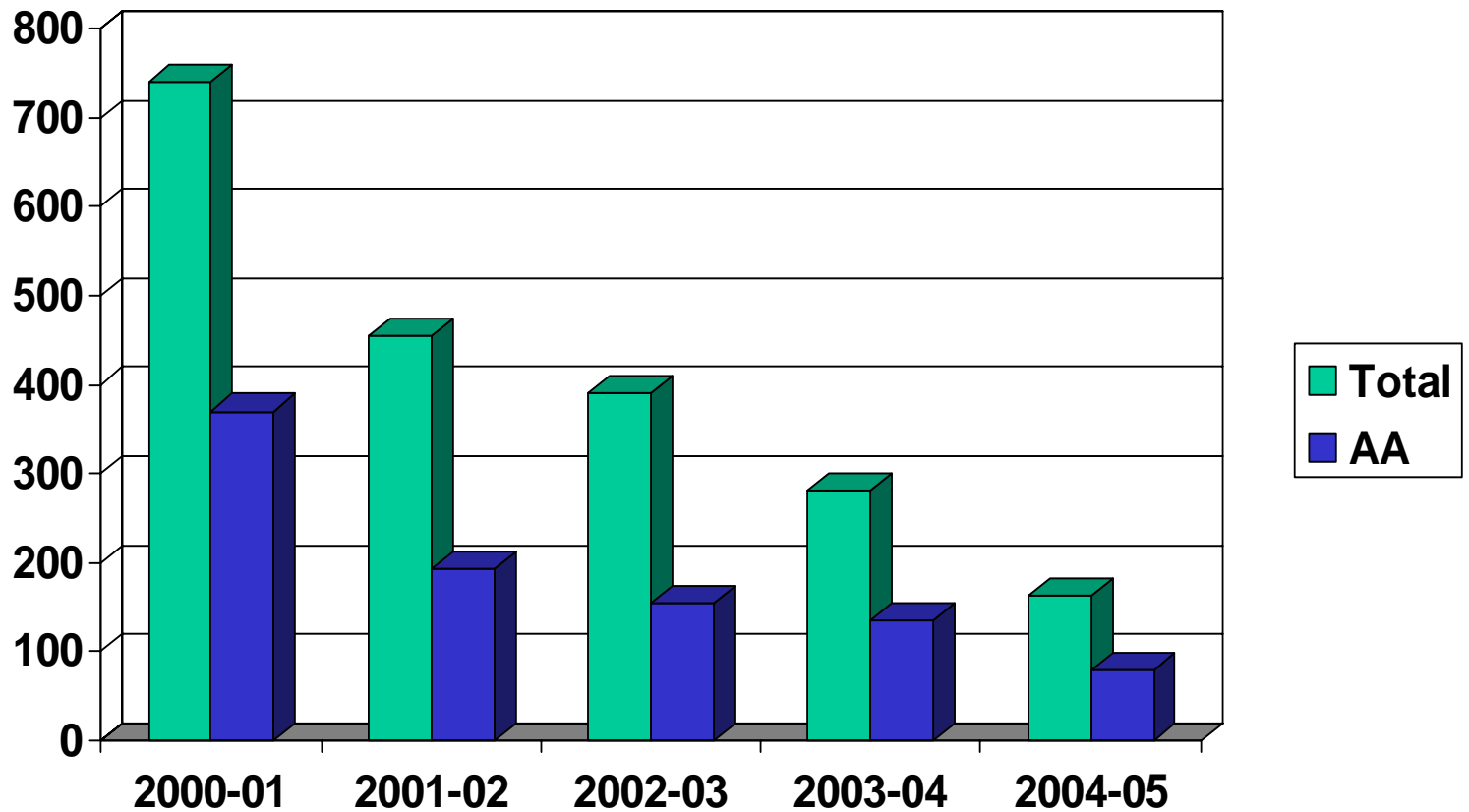
# Gained Instructional Hours by Race



■ African American:	3456
■ Hispanic:	276
■ Caucasian:	156
■ Other (Asian, Native American, Multi Racial):	48



# Supply Elementary School Referrals





# Instructional Time Gained

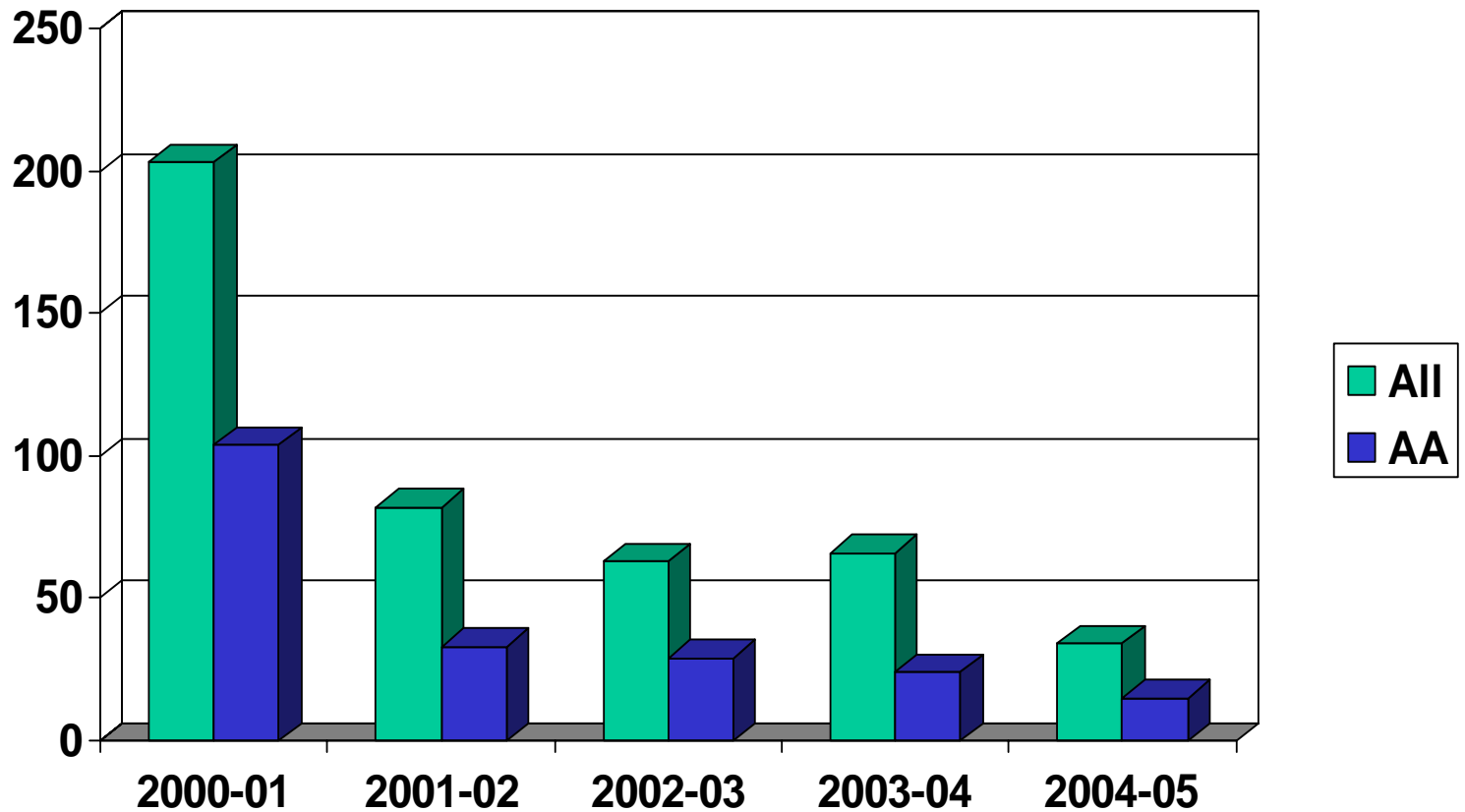
In 2000-01 370 infractions were from African Americans.

In 2004-05 81 infractions were from African Americans.

289 less infractions @ 15 minutes = 4335 minutes or 72.25 hours of additional instructional time



# Supply Elementary School Suspensions



# Instructional Days Gained

105 Suspensions in 2000-2001 of African American students

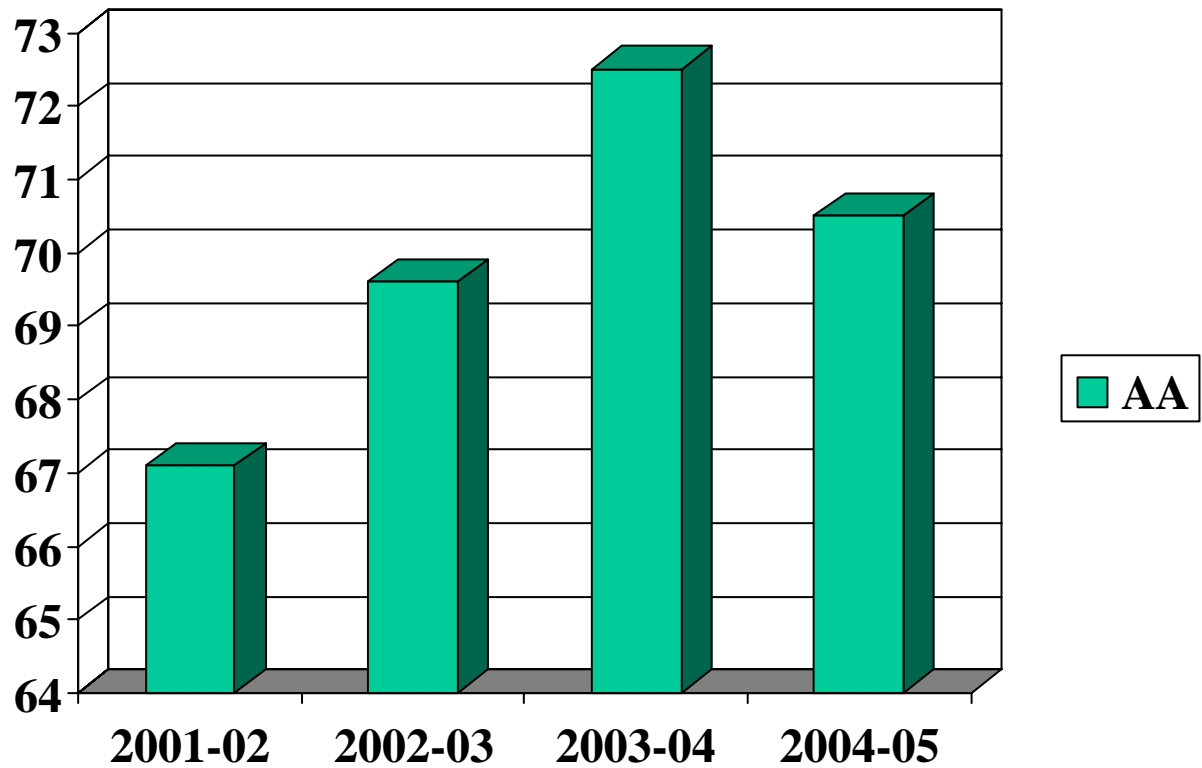
15 Suspensions in 2004-05 of African American students

90 Suspension less

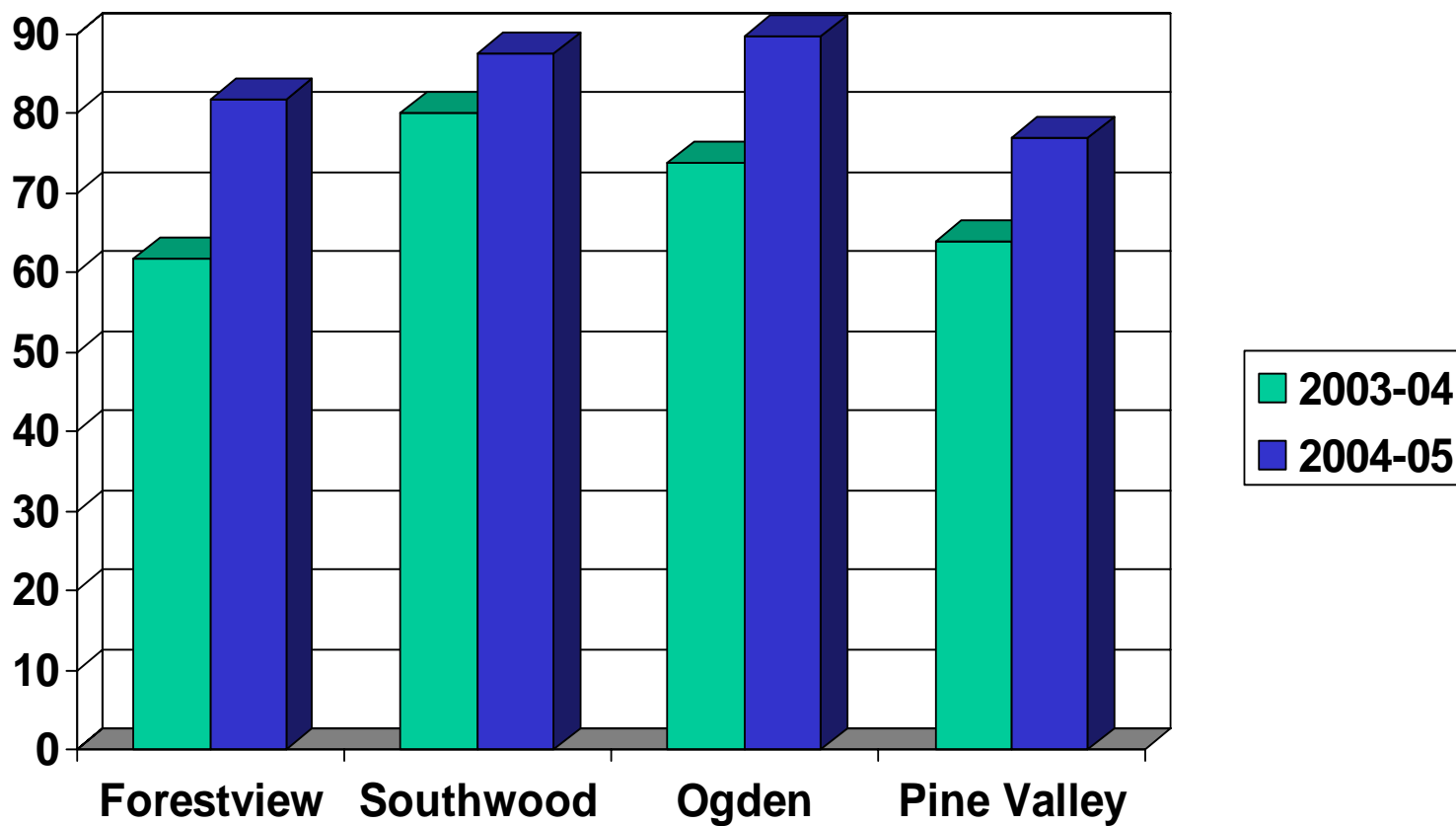
Saving of 90 plus instructional days for students.



# African American Achievement at Supply Elementary



# Schools Showing Increase in Achievement for African Americans



# Changing the Lives of Students and School Staff

**Quotes from a teacher in Durham Public Schools:**

**" It is amazing to me how much high expectations effects everyone; teachers as well as students"**

**"I no longer feel as though I am the tyrant. I am just helping them (students) with their behavior the same way I would if they were struggling academically"**

**A student says, " The one thing I have really learned in your class this year is that my behavior makes a difference in the choices I get to make".**



# Parents, too

"The PBS program has made my son try harder to get caught being good, so he can receive a ticket for good behavior." - Rachel Chandler

"Sarah has become a more positive person herself since our school has started PBS. She enjoys getting 'caught being good' and looks for those behaviors in others around her. The overall climate at the school is friendlier and more positive." - Tamara Presnell



# Scaling Up Positive Behavior Support 2005 and Beyond

Establish PBS LEA/Regional Coordinators (five regions and charter schools)

Request a position to lead NC's PBS Initiative

Continue to provide PBS training statewide

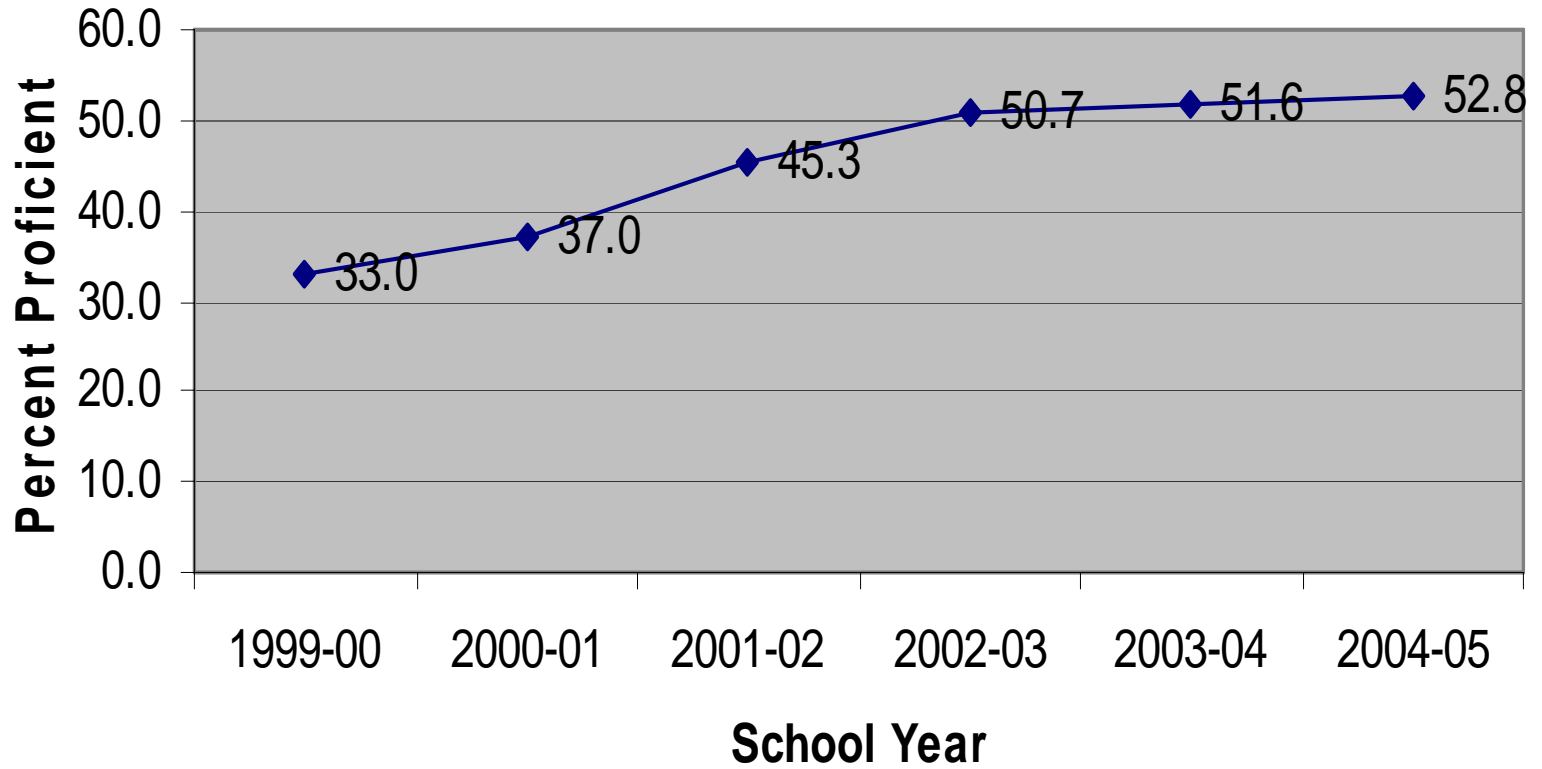
Provide targeted PBS support to low performing LEAs

Establish partnerships with IHEs and PBS schools





## Proficiency of Students with Disabilities



Additional Information: [www.ncpublicschools.org/ec](http://www.ncpublicschools.org/ec)  
[www.ncsip](http://www.ncsip)

**Thank You!**

Questions?

