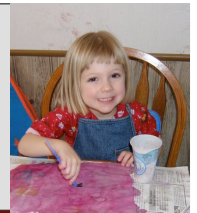# ESD Consultation for School-Wide PBS Implementation

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Introduction

The mission of the Super-Duper Education Service District (SDESD) is to provide consultative and support services to county school districts in order to improve their abilities to meet the educational needs of students. The SDESD focuses on those services which can be most efficiently provided on a regional, cooperative basis rather than through the efforts of its 4 component school districts. The following plan focuses on an effort by the SDESD to provide consultative and support services to XX Elementary School on one of its school improvement goals.

School Characteristics

XX Elementary School is a Kindergarten through second grade school with a population of approximately 360 students. Of the current enrollment, 75% of the students qualify for free or reduced lunch, and the mobility rate is 13.5%. XX Elementary School has a diverse student body: 48% of the students are Latino, 39% are Caucasian, 11% are Native American, and 4% are from other ethnic backgrounds. XX serves 9% of its students in the Special Education Program, 5% in the Life Skills Program, and 35% of the population in the English as a Second Language program. The school houses INSPIRE, a K-2 behavior modification classroom, as well as an Early Childhood Special Education Classroom within its building. All certified and classified staff are highly qualified as defined by the No Child Left Behind Act.

Due to a fairly recent reconfiguration of the elementary schools in Madras, the XX Elementary School staff and student population have changed dramatically over the last several years. At the beginning of the 2008-2009 school year, 10 of the 15 classroom teachers (67%) were new to XX Elementary, and approximately 275 (76%) of the students were new to the building. Every school year, approximately 33% of the students are new to the school as Kindergarten students. Last year, very little PBS training occurred in spite of the high staff and student turnover.

Needs Assessment and School Improvement Goal

XX Elementary conducted a comprehensive needs assessment by administering parent surveys, student surveys, and staff surveys. Significant concerns were generated in 2 areas: 1) Curriculum and Instruction--the need for a new curriculum and adopted intervention programs in math, and 2) School Context and Organization--lack of training and consistency in the implementation of current PBS programs and a lack of information to parents about PBS was noted.

For School Context and Organization, XX Elementary generated the following school improvement goal: "By the end of the 2010 school year, office referrals will decrease 50% as measured by recorded spring 2010 office referrals" (Luiselli et al, 2005; Algozzine et at, Vol III, Issue 1). The SDESD will assist XX Elementary in developing a staff development plan to train all of its staff in PBS implementation.

Options

Option 1: Plan and implement an intensive professional development plan over the course of the 2009-2010 school year for all staff. ESD PBS coach and school PBS team will provide: an intensive all-day, all-staff training during a pre-service day; 1 mid-year all-staff training on a late-start day; and mini-trainings and/or PBS focus topics 1-2 times a month at staff meetings (PBS team only). PBS team will complete PBS surveys (PBS Surveys, 2006) throughout the year to review school-wide systems, and will revise consequences/referral procedures.

Selected: The plan ensures that all staff have a strong understanding of how to consistently implement PBS instructional methods, have consistent behavioral expectations, and have adequate time to review discipline data/plan for ongoing needs (Luiselli et al, 2005). Leaders at XX have confirmed that PBS is the primary target for staff development next year. They feel an intensive PBS staff training plan will best address the needs assessment findings and the school improvement goal of reducing office discipline data (Taylor-Greene et al, 1997).

Option 2: Plan and implement a moderately intensive training plan over the year. The ESD PBS coach and the PBS team will provide: an intensive ½-day training for new staff and a 1 hour refresher session for old staff during a pre-service day; 1 mid-year refresher training on a late-start day; and mini-trainings/ PBS focus topics bimonthly at staff meetings.

Rejected: The training is moderately intensive, but does not involve both new and old staff together in intensive trainings, which does not ensure for consistency of implementation. The plan also does not allow staff to review discipline referral data and to plan for ongoing needs on a consistent enough basis.

Option 3: Plan and implement a simple professional development plan over the course of the school year, where all staff gets a brief PBS training: the school PBS team will provide a 1 hour training for all staff during a pre-service day, and will present PBS focus topics/updates on a quarterly basis at staff meetings.

Rejected: The training is not intensive enough to allow staff to consistently implement PBS, to train on consistent behavior expectations, or to allow adequate time to address any needs that arise throughout the course of the school year.

Option 4: No additional PBS training will be provided over the course of the school year. The PBS team will continue to provide occasional updates at staff meetings, as it did the previous school year.

Rejected: This plan reflects the current PBS program without additional training for staff and students. The plan does not address the school improvement goal, or the concerns raised in the needs assessment.

Year-Long Professional Development Plan

AUGUST		SEPTEMBER	OCTOBER
✓PBS team & ESD PBS coach meet to develop PBS inservice agenda, "opening day" teaching agenda, & finish working on lesson plans; use PBS blueprint to help plan year (Blueprint, 2004). ✓ESD consultant train 3 staff members on SWIS ✓Preservice all-day day training for all staff	*Pre-Service Topics:* ✓PBS overview ✓Review needs assessment ✓Review SET (Sugai et al, 2001) results from last spring ✓Review 3 B's (rules matrix) ✓Review lesson plans & opening day training ✓Review recognition & reinforcement delivery system ✓Review secondary rewards system	✓"Opening Day": teach 3 B's for common areas to all students ✓PBS team meeting: revise ODR form, complete "EBS Team Implementation Checklists (Monthly)" (PBS Surveys, 2006) ✓Staff meeting: review problem areas, focus on a common area for teaching, celebrate! ✓Weekly & Monthly drawings (continue each month all year)	✓PBS team training at ESD; complete "EBS Team Implementation Checklist (Quarterly)" (PBS Surveys, 2006); review & update common consequences guidelines ✓Staff meeting 1: focus area/ mini-training ✓Staff meeting 2: Review September ODR data (time, location, behavior, etc.)
NOVEMBER	DECEMBER	JANUARY	FEBRUARY
✓PBS team meeting ✓Staff meeting: Review ODR data, focus area ✓PBS team reviews "EBS Team Implementation Checklists (Monthly)" (PBS Surveys, 2006) ✓Share updated common consequences guidelines with staff for feedback ✓Poll students for reinforcer ideas	✓PBS team meeting ✓Staff meeting: Review ODR data, focus area, celebrate! ✓PBS team reviews "EBS Team Implementation Checklists (Monthly)" (PBS Surveys, 2006) ✓Finalize common consequences guidelines for January implementation ✓Re-teach of common area rules	✓PBS team meeting ✓Staff meeting: Review ODR data, focus area ✓Review common consequences guidelines with students/parents ✓PBS team training at ESD; "EBS Team Checklist (Qrtrly)" (PBS Surveys, 2006), plan inservice agenda for mid-year training ✓Implement new common consequences guidelines	✓Mid-year all-staff training on late-start Wednesday ✓PBS team meeting ✓Staff meeting: Review ODR data, focus area ✓PBS team reviews "EBS Team Implementation Checklists (Monthly)" (PBS Surveys, 2006) ✓Poll students for reinforcer ideas
MARCH	APRIL	MAY	JUNE
✓PBS team meeting ✓Staff meeting: Review ODR data, focus area ✓PBS team reviews "EBS Team Implementation Checklists (Monthly)" (PBS Surveys, 2006) ✓ESD PBS coach completes the "School-Wide Evaluation Tool" (PBS Surveys, 2006) ✓5 staff members complete "The School Safety Survey" (PBS Surveys, 2006).	✓PBS team training at ESD; complete EBS Team Implement-ation Checklist (Qrtrly), PBS team fills out "School-Wide Benchmarks of Quality Team Member Rating Form" (PBS Surveys, 2006). ✓ESD PBS coach fills out "School-Wide Benchmarks of Quality Form" (PBS Surveys, 2006). ✓Staff meeting: Review ODR data, focus area	✓PBS team meeting ✓Staff meeting: Review ODR data, focus area ✓PBS team reviews "EBS Team Implementation Checklists (Monthly)" (PBS Surveys, 2006) ✓All staff fills out the "EBS: Assessing & Planning Behavior Supports in Schools" (PBS Surveys, 2006). ✓Review rules matrix with all staff: make changes for next year	✓PBS year-end team training at ESD: plan for next year ✓Staff meeting: Review ODR data, focus area, celebrate! ✓Review common consequences guidelines with all staff: make changes for next year as needed ✓Poll students for reinforcer ideas

Projected Outcomes

➢Number of office referrals will go down (Luiselli et al, 2005), (Taylor-Greene et al, 1997).
➢Academic performance will improve as a result of less time spent on discipline/behavior, and more time spent on teaching and learning (Algozzine et at, Vol III, Issue 1); (Luiselli et al, 2005).
➢Teacher satisfaction will improve due to familiarity with the program and improved consistency of implementation, etc. (Taylor-Greene et al, 1997).

Resources and Expenses

Resources

•SDESD pays for ESD PBS regional coach/training	$3500
•Title IIA Funds—Improving Teacher Quality	$4800
•Title IV Funds—Safe & Drug-Free Schools & Communities Act	$1300
•Additional Staff Development Funds	$6120

➢*Note: Not all available professional development funds will go toward PBS training*

TOTAL	$11,220

Expenses

•School-Wide Information System (SWIS) data collection computer program	$250
•Certified substitute pay for quarterly PBS team training	$1350
•Classified substitute pay for quarterly PBS team training	$220
•PBS prizes	$500
TOTAL	$2320

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