



AISD Positive Behavior Support (PBS)

Organizing Campuses for Effort

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<http://www.ausd.net/academic/ssspbs/contact.html>



Overarching Goal of PBS



To build and expand a safe, civil, and productive learning environment through district plans, processes and systems that promote safe and disciplined schools

<http://www.ausd.net/academic/ssspbs/contact.html>



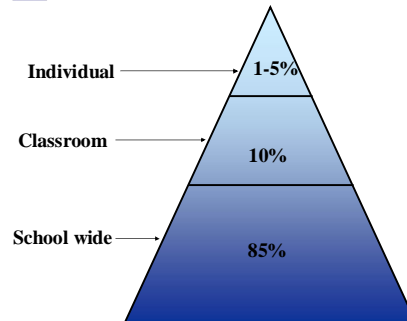
What is PBS

- A way to produce a safe, civil and productive learning environment
- A philosophical framework in which all educational decisions are made
- A systemic approach to change the system for changing the outcome
- A process, not a program that is individualized for each campus

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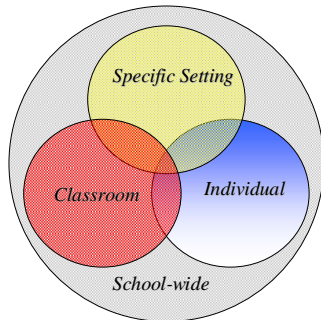
Levels of PBS



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PBS Approach



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Top Reasons For Considering PBS

Academic Achievement

- Disproportionality in disciplinary removals (mirrors the achievement gap)
- Over identification in some populations for Special Education services
- Decrease in academic achievement due to removal of students from instruction.
- Increase in dropout rates

Monetary Considerations

- Alternative education placements/ JJAEP (2 million/\$13,000)
- Security and law enforcement (6 million+)
- Loss of ADA (\$750,000+)

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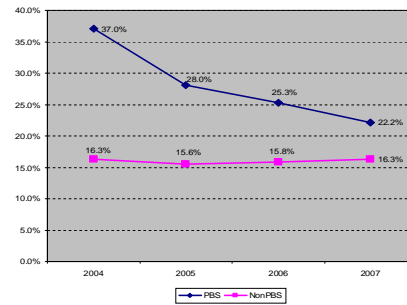
- Loss of Instructional Time

Instructional Time Lost Daily	Instructional Time Lost Weekly	Instructional Time Lost Annually
30 minutes	2.5 hours	90 hours
15 minutes	1.25 hours	44 hours
5 minutes	0.4 hours	14 hours

<http://www.austinisd.org/academic/ssspbs/contact1.phtml>



What PBS Data Shows



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	2007-2008		2008-2009	
	Rate	Risk*	Rate	Risk*
District	1.19%	3.2	1.11%	3.4
PBS	1.09%	2.5	0.09%	2.3
Non-PBS	1.29%	4.3	1.37%	5.1

Source: SASI Discipline Data for PEIMS, 2008-2009 data are DRAFT
*Risk-likelihood of stated disciplinary action compared to ones peers



PBS—Campuses Self Select

School Year

- 2003-04
- 2004-05
- 2005-06
- 2006-07
- 2007-08
- 2008-09
- 2009-10

Campuses

- 3
- 17
- 28
- 42
- 60
- 62
- 81



Other PBS Outcomes

- Improved student satisfaction
- Improved faculty/staff satisfaction
- Improved administrator perceptions of school safety
- Effective behavioral systems melded with effective instruction resulting in improved academic gains

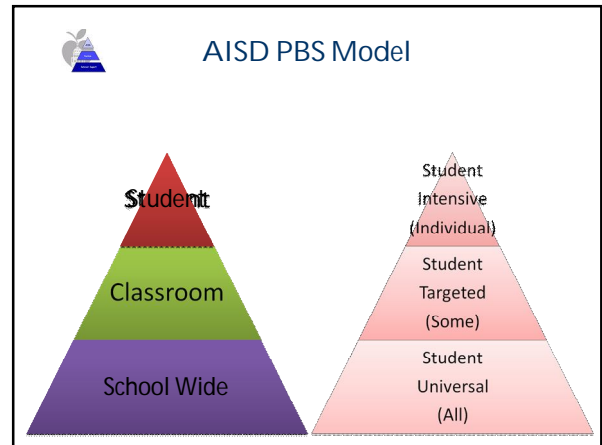
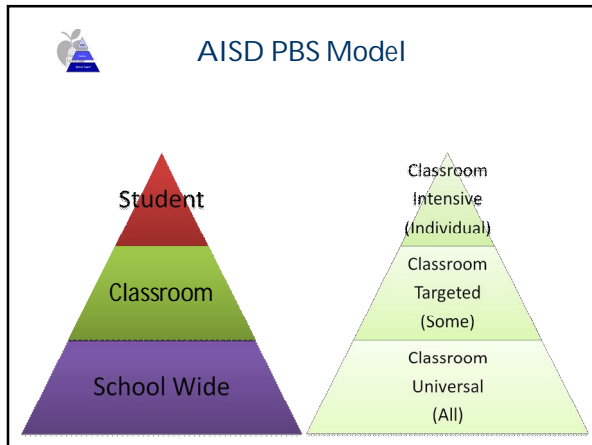
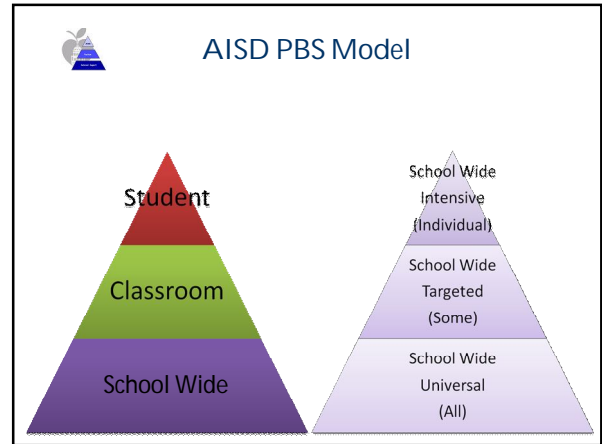
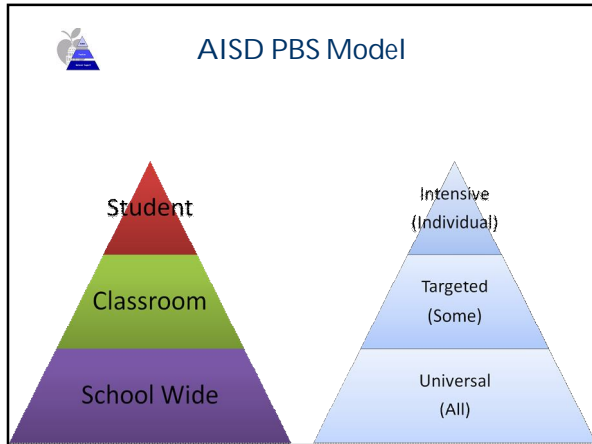
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How Does PBS Work

- A Coordinator and a team of PBS Program Specialists (*external coaches*) provide support to campuses as they implement the ongoing PBS process
- The external coaches work with the PBS team to guide, facilitate, and train administrators, staff, students, and parents on strategies to improve school climate and achievement

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PBS Staff Structures → ↓	School Wide Focus Group	Classroom Focus Group	Student Focus Group
Zone 1 Team	Coach 1	Coach 2	Coach 3
Zone 2 Team	Coach 4	Coach 5	Coach 6
Zone 3 Team	Coach 7	Coach 8	Coach 9
Zone 4 Team	Coach 10	Coach 11	Coach 12
Zone 5 Team	Coach 13	Coach 14	Coach 15

AISD PBS Model

Tools	Processes	Products
<ul style="list-style-type: none"> -Readiness Checklist -Campus Assessment Planning Tool (CAPT) -Campus Binder -Team Meeting Agendas -Consultation Request Form -Common Area Observations -Classroom Observation Forms -Student Behavior Observation Form -Tool Kit -CAPT - Activity Status -Benchmark Tool -Training Evaluation (Needs Assessment) -District Assessment and Planning Tool (DAPT) -Coaching Logs -Youth Services Mapping -GIS Mapping 	<ul style="list-style-type: none"> -Readiness Protocol -Data Collection Protocols -Common Area Observations -Classroom Observations -Student Behavior Observations -Action Research -Data Driven Decision Making -District level staff development for campus teams -Biweekly District PBS Staff Meetings -CAPT - Activity Status Planning Sessions -Clarity assessment and evaluation of implementation -Evaluation Plan -Monthly meetings between Assistant Superintendent and PBS coordinator -Assistant Superintendent meets with Associate Superintendents -Assistant Superintendent meets with Cabinet 	<ul style="list-style-type: none"> -Logic Model -Roles and Responsibilities -Readiness Checklist -Campus Binder -Toolkit -Training Evaluation Reports -Campus Level Report -District Level Report -Successes, Concerns, Recommendations Summary -Youth Services Mapping -GIS Mapping



Lessons Learned:

- Fidelity Up Front
- Initial Spike in Discipline Referral Rate
- Administrative Authentic Engagement
- Campus Buy-In 80% +
- PBS Staff: Champions
- External Support: Communication



Schools need both case-oriented and resource-oriented teams to address student behavior, learning, and emotional problems. Case-oriented teams focus on specific individuals and discrete services to address barriers to learning. Resource-oriented teams focus on all students and the resources, programs, and systems to address barriers to learning and promote healthy development.

(Aldeman & Taylor 2006, UCLA Center for Mental Health in Schools)



The general condition of school-based mental health services in this country is such that communities seeking to increase utilization of these services will encounter a wealth of available information. However, they will find no comprehensive blueprint that integrates advocacy, empirical support, and the community capacity for implementation.

School-Based Mental Health: An Empirical Guide for Decision-Makers
Albert J. Duchnowski, Ph.D.
The Research and Training Center for Children's Mental Health
University of South Florida



From the AISD ACCESS grant proposal:

“What we have is nothing less than the transformation of school and community systems to address the social, behavioral and emotional needs of our city’s children and youth.”

Youth Services Mapping (YSM) and Positive Behavior Support (PBS)



Case-Oriented Team

Focuses on specific individuals and discrete services to address barriers to learning.

- Child Study Team
- Student Study Team
- Student Success Team
- Student Assistance Team
- Teacher Assistance Team
- IEP Team

Resource-Oriented Team

Focuses on all student and the resources, programs, and systems to address barriers to learning & promote healthy development.

- Learning Supports Resource Team
- Resource Coordinating Team
- Resource Coordinating Council
- School Support Team



The Austin Independent School District is fortunate to have a wealth of dedicated and well qualified student support staff who work tirelessly to improve the lives of our children.

We have approximately:

- 199 School Counselors
- 21 School to Community Liaisons (Social Workers)
- 77 Parent Support Specialists
- 24 Dropout Prevention Specialists
- 40 CIS Program Managers
- 15 PBS District Coaches
- 13 Advance Specialists
- 113 School Nurses
- Behavioral Specialists for regular and special education



Impact and PBS Collaboration:

To ensure fluent and cohesive support that is data driven and governed by best practices for students at risk or or currently exhibiting social, emotional, and/or behavioral challenges.