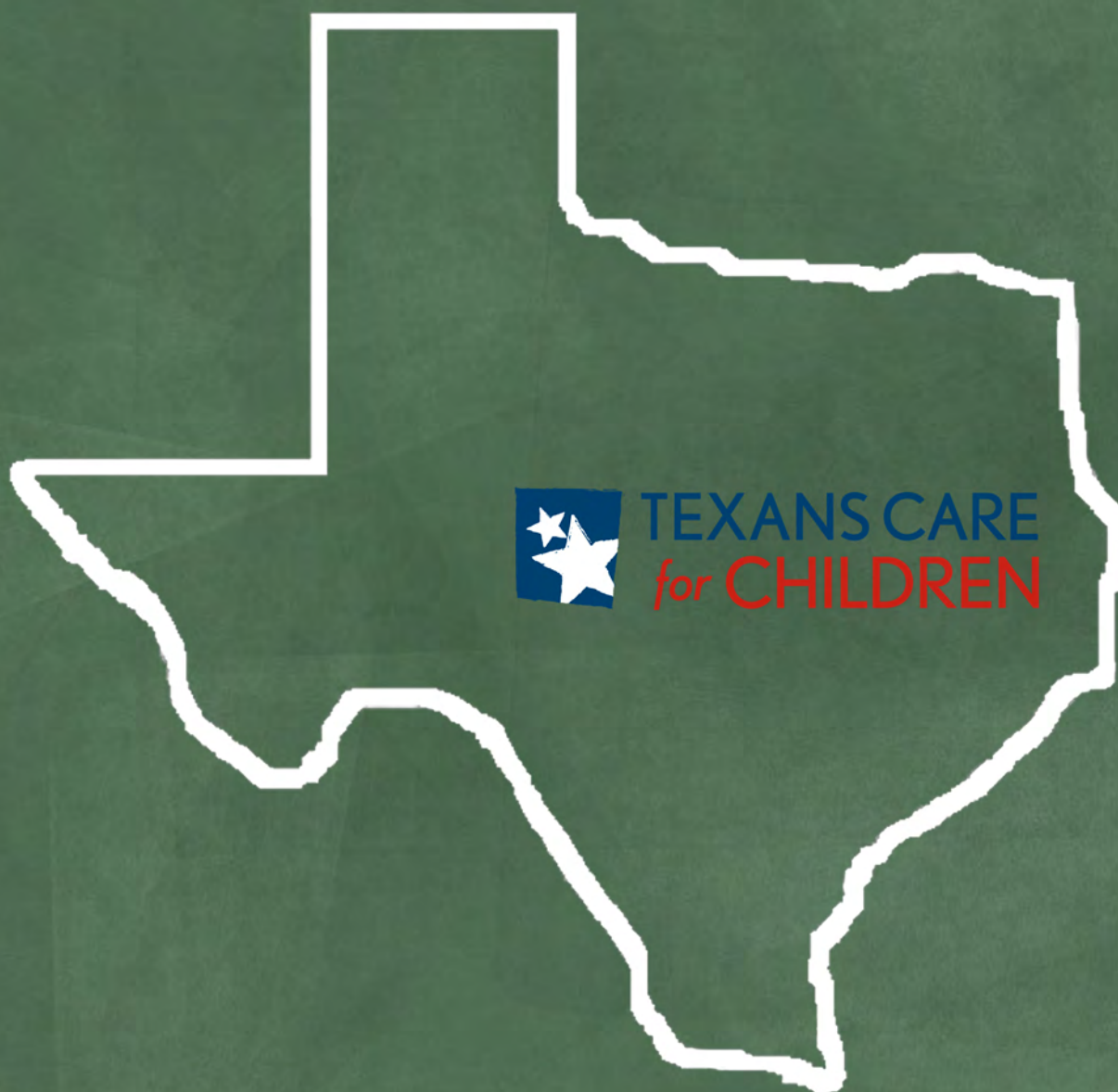# SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS:
A PLAN FOR TEXAS

A REPORT BY TEXANS CARE FOR CHILDREN
SUMMER 2012

TEXANS CARE
for **CHILDREN**

Purpose Statement

The purpose of this report is to provide an initial plan and framework for proactively addressing discipline, conduct, and behavior problems in Texas schools through School-wide Positive Behavioral Interventions and Supports (SW-PBIS). This report was generated by a working group of stakeholders in conjunction with Texas Care for Children that is currently focused on meeting the mental, social, and emotional needs of children and youth attending schools in Texas. This report (a) provides an overview of the need for schools in Texas to adopt proactive disciplinary approaches, (b) describes a proactive approach for meeting this need referred to as SW-PBIS, and (c) provides an initial plan for implementing SW-PBIS in Texas schools. This report is the start of what we hope will be the beginning of a larger and ongoing conversation regarding how schools can support the social, emotional, and behavioral wellbeing of children and youth in Texas.

Why Should Texas Assist Schools Choosing to Implement SW-PBIS?

Texas schools are regularly confronted with student social and behavioral challenges that get in the way of teachers teaching and students learning. Failure to address these behavioral challenges impacts everyone in the school–the students behaving inappropriately who face ineffective or inconsistent interventions, school teachers and administrators who must take time away from educating to address behavior concerns, and even students who do not get in trouble but find their learning compromised from repeated classroom disruptions or because they do not feel safe at school.

Research tells us that students do better in school when they are physically and emotionally well and when they feel safe and supported in school.[1] Most schools offer some range of services to support the mental and behavioral health of children and youth under their supervision. However, strategies are often limited in scope and are not coordinated, leading to both gaps in services and duplication of efforts. Compounding the challenge, teachers feel ill-equipped to address behavior concerns in the classroom. A 2012 national survey of school teachers found that 87% of teachers teach students with behavioral issues and 72% of those say they need more resources to address the behavioral needs of their students.[2]

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[1] ASCD. (2011). Making the Case for Educating the Whole Child.
http://www.wholechildeducation.org/assets/content/WholeChild-MakingTheCase.pdf
[2] Scholastic and the Bill & Melinda Gates Foundation. (2012). *Primary Sources: 2012, America's Teachers on the Teaching Profession.*
U.S.A.: Scholastic, Inc. Retrieved from http://www.scholastic.com/primarysources/pdfs/Gates2012_full.pdf

It is thus not surprising that more than half of Texas teachers and school health staff express an interest in training across a broad range of behavioral health topics.[3]

Too many Texas students are getting pushed out of school into the juvenile justice system.[4] The Council on State Governments' Justice Center released a study in 2011 that looked at all disciplinary referrals in 7th through 12th grade over a six-year time frame in Texas. In "Breaking School Rules" they report that nearly 60% of youth were suspended or expelled at least once during the study period. In sum, the majority of students attending school in Texas will experience some form of suspension or expulsion or significant disciplinary action during their school careers. The study found that students who were removed from the classroom multiple times were more likely to have later involvement in the justice system, be held back a grade, or drop out of school entirely.[5] In addition, students with certain educational disabilities or an emotional disturbance were much more likely to be removed from the classroom for behavior concerns than their peers. This is all the more concerning because studies have established that students with serious mental health concerns already tend to experience high rates of absenteeism and poor social integration, and they are twice as likely as peers without serious mental health concerns to drop out of school.[6]

An evidence-based approach exists that can provide schools with a framework for implementing effective prevention and intervention strategies that can counter these poor educational outcomes through a proactive, whole-school approach to addressing behavior. Some Texas schools are already using this framework with fidelity, but most are not. Without state-level leadership, planning, and coordination, Texas schools receive little support in addressing challenges in adopting and maintaining an effective system for addressing behavior.

What is School-wide Positive Behavioral Interventions and Supports (SW-PBIS)?

School-wide positive behavioral intervention and supports or SW-PBIS, is the systematic use of evidence-based strategies to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.[7] It has also been shown to improve students' concentration and emotional regulation while also reducing aggressive behavior.[8]

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[3] Kutash, K, and A. Duchnowski. (2007) The Role of Mental Health Services in Promoting Safe and Secure Schools. The Hamilton Fish Institute on School and Community Violence and Northwest Regional
[4,5] CSG Justice Center. (2011) Breaking School Rules Report. http://justicecenter.csg.org/resources/juveniles.
[6] Wagner, M. (1995). "Outcomes for youths with Serious Emotional Disturbance in Secondary School and Early Adulthood." Critical Issues for Children and Youths. 5(2)

PBIS helps schools be strategic and thoughtful about student behavior, so all students can succeed. Instead of waiting for children to act out, PBIS makes school a place where behaving appropriately is presented as the norm and behavioral expectations are clearly articulated. When PBIS is implemented school-wide, all children on the campus benefit and consistent expectations are reinforced school-wide. It serves as an alternative to traditional punitive, reactive approaches to discipline and has been shown to lead to dramatic positive outcomes. Schools that implement SW-PBIS improve academic performance, reduce disciplinary problems, increase the sense of safety on campus and increase attendance. Some schools have seen up to a 60% reduction in disciplinary incidents following school-wide implementation of PBIS. When PBIS is implemented school-wide, all children on the campus benefit and consistent expectations are reinforced school-wide. It serves as an alternative to traditional punitive, reactive approaches to discipline and has been shown to lead to dramatic positive outcomes. Schools that implement SW-PBIS improve academic performance, reduce disciplinary problems, increase the sense of safety on campus and increase attendance. Some schools have seen up to a 60% reduction in disciplinary incidents following school-wide implementation of PBIS.[9]

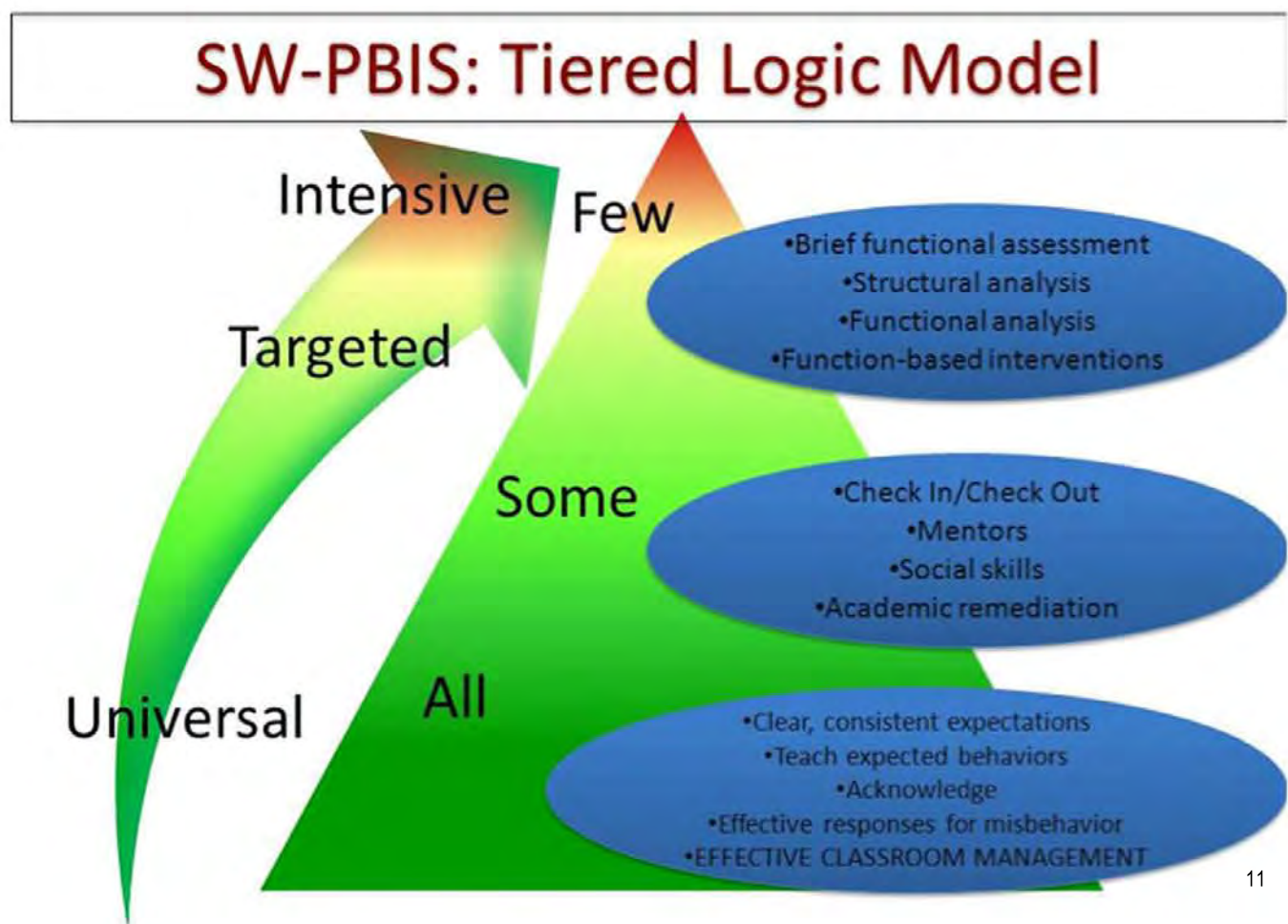| In a school with Positive Behavioral Interventions and Supports . . .	In a school with traditional discipline . . .
Educators take time to demonstrate what is expected of students and make the schools' positive values clear.	Schools might give parents and kids a rulebook and punish children when they violate the rules.
There is attention to and rewards for behaving right.	Problem behavior is more likely to be acknowledged than positive behavior.
Decisions about the best way to reduce problem behavior are based on data that school staff find helpful.	Punishment for behavior is based on a rulebook, not on any research about what works best in redirecting behavior.
Kids with special needs or mental health challenges are identified and worked with in ways that prevent behavior problems from becoming patterns.	Kids with special needs or mental health challenges may not get the help they need to succeed; sometimes they are removed from class altogether.

Source: adapted from Schoolwide Positive Behavior Supports: A Plan for Pennsylvania

[7] Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., and J. Esperanza. (2009). "A Randomized, Wait-List Controlled Effectiveness Trial Assessing School-Wide Positive Behavior Support in Elementary Schools, Journal of Positive Behavior Interventions." *Journal of Positive Behavior Interventions*, Vol. 11, No. 3, 133-144 ; Sprague, J., and R. Horner (2007) "School Wide Positive Behavioral Supports", in *The Handbook of School Violence and School Safety: From Research to Practice*. Shane R. Jimerson & Michael J. Furlong, eds.
[8] Catherine P. Bradshaw, Tracy E. Waasdorp, and Philip J. Leaf. Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. Pediatrics, 2012; DOI: 10.1542/peds.2012-0243
[9] Bazelon Center for Mental Health Law (2009) Fact Sheet: Why States and Communities Should Implement School-Wide Positive Behavior Support Integrated with Mental Health Care. Way to Go — School Success for Children with Mental Health Needs.

SW-PBIS provides a decision-making framework to guide how a school approaches behavior to improve all students' learning. SW-PBIS organizes school resources along three tiers of prevention strategies, as reflected in the diagram below. It provides consistent expectations throughout the school environment, while also calling for individualized interventions. All students receive, and roughly 80% will respond to, the first tier of prevention. On average 15% of students–usually those with some behavioral or mental health challenges–will receive more targeted interventions, while the remaining 5%–those with significant needs–will need and receive more specialized, individual interventions. While each school population will vary some, implementation of SW-PBIS to fidelity over an extended period of time has been proven to reduce the number of youth being referred to special education.[10]

SW-PBIS: Tiered Logic Model

Intensive — Few
- Brief functional assessment
- Structural analysis
- Functional analysis
- Function-based interventions

Targeted

Some
- Check In/Check Out
- Mentors
- Social skills
- Academic remediation

Universal — All
- Clear, consistent expectations
- Teach expected behaviors
- Acknowledge
- Effective responses for misbehavior
- EFFECTIVE CLASSROOM MANAGEMENT

[11]

[10] Cregor, Matt. The building blocks of Positive Behavior. Teaching Tolerance Fall 2008.
http://www.pbis.org/common/cms/documents/Staff/staff%20training%20materials/The%20Building%20Blocks%20of%20Positive%20Behavior%20TT.pdf
[11] Scheuermann, Brenda. Adapted from Positive Behavior Interventions and Supports Presentation to Discover PBIS Summit. July 16, 2012.

At tier one, SW-PBIS consists of the development and implementation of a school-discipline plan that is characterized by the following core features:

1. identification of a small number of behavior expectations;
2. an instructional plan that actively teaches what these expectations look like across classroom routines and non-classroom settings (e.g., playground, cafeteria, before/after school, etc.) that are taught school-wide by all staff to all students;
3. a school-wide acknowledgment system for systematically reinforcing appropriate student behavior;
4. a predictable and consistent disciplinary system for making sure that disciplinary actions are fair and equitable; and
5. a data system and regular process for using data to guide intervention decisions.[12,13,14]

Once these school-wide elements are in place and being implemented with fidelity, additional tier one interventions can be implemented, or schools can move forward to address tier two or tier three levels of intervention. These decisions should be based on individual school needs.

Addressing Specific Concerns with SW-PBIS

1. Addressing school discipline issues

SW-PBIS prevents and addresses school discipline concerns. A SW-PBIS approach assists schools in identifying and implementing effective interventions that help students learn positive social behaviors. This framework provides a natural pathway for schools to provide more intensive or targeted interventions to students who do not respond to primary prevention strategies. The implementation of SW-PBIS prevents problem behaviors by actively enforcing positive alternatives, while also enabling schools to effectively respond to behavioral issues by helping students change problem behaviors rather than pushing students out of the classroom.

[12] Colvin, G., Kame'enui, E. J., & Sugai, G. (1993). School-wide and classroom management: Reconceptualizing the integration and management of students with behavior problems in general education. Education and Treatment of Children, 16, 361-381.
[13] Sugai, G., & Horner, R. H. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. School Psychology Review, 35, 245–259.
[14] Sugai, G., Hagan-Burke, S., & Lewis-Palmer, T. (2004). Schoolwide discipline and instructional classroom management: A systems approach (2nd ed.). In C. Darch & E. Kame'enui (Eds.), Instructional classroom management: A proactive approach to behavior management (pp. 218–248). Upper Saddle River, NJ: Merrill.

2. Addressing the Needs of Students with Mental Health Concerns

PBIS is the intervention recommended both by the U.S. Department of Education and United States Congress for addressing challenging behavior in children with disabilities.[15] Most schools offer some range of services to support student mental and behavioral health, but these strategies are often fragmented and limited in scope. For students who require additional support, SW-PBIS allows for more targeted interventions in group settings or through an individualized plan. Children with mental health challenges have been shown to be more successful in environments that utilize PBIS[16], and by implementing PBIS school-wide, as opposed to limited to a special education setting, children with emotional and behavioral disorders that have not been identified for special education services still benefit.

3. Reducing Student Involvement in the Juvenile Justice System

School disciplinary action increases a student's chances of involvement in the juvenile or criminal justice system.[17] By reducing disciplinary actions in school through SW-PBIS, the number of students ending up in the justice system can be reduced. SW-PBIS provides teachers and school staff and administrators with resources and training to manage students in need of behavioral interventions within the school setting. With SW-PBIS students are supported in learning appropriate behaviors, rather than just punished for being disruptive.

4. Bullying Prevention & Intervention

In 2011, the Texas Legislature passed HB 1942, which focused on the prevention of bullying in schools by requiring schools to adopt policies to prevent and respond to bullying behavior; providing training to school staff, students and parents; and providing assistance to both victims of bullying and students who engage in bullying behavior. Blending bullying prevention with SW-PBIS gives students the tools necessary to increase appropriate responses to bullying incidents, for both victims and bystanders, and to decrease incidents of bullying behavior. When including a bullying prevention component in the implementation of SW-PBIS, a 55-69% reduction in problem behavior has been demonstrated.[18] As part of a larger system of positive behavioral support, bullying prevention is far less resource intensive and far more likely to be implemented over consecutive years.[19]

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[15] U.S. Department of Education. (2000). Applying positive behavioral support in schools: Twenty second Annual Report to Congress on the Implementation of the Individuals with Disability Act.

[16] Way to Go: School Success for Children with Mental Health Care Needs, Bazelon Center for Mental Health Law, 2006.

[17] CSG Justice Center. (2011) Breaking School Rules Report. http://justicecenter.csg.org/resources/juveniles.

[18] [2]Ross, S., & Horner, R., (2009). "Bully prevention in positive behavior support." *Journal of Applied Behavior Analysis*, 42 (4) 747-760

[19] Ross, S., Horner, R., and B. Stiller. Bully Prevention in Positive Behavior Support. Educational and Community Supports. http://www.pbis.org/common/pbisresources/publications/bullyprevention_ES.pdf

What Does SW-PBIS Cost?

There is no "one-size-fits-all" way to implement SW-PBIS. While some schools choose to seek additional funds and some federal funding is available, many schools can implement SW-PBIS for minimal or no additional money by realigning current resources used for behavior or classroom management or continuing to implement programming that is currently successful for the school but within a SW-PBIS framework. Furthermore, resources available within a school's respective Regional Educational Service Center may determine whether a school or district will need to pay for training. Some schools can implement PBIS for as little as a few hundred dollars after initial training is in place – the cost of school materials reminding students of the positive behavior expectations as well as minimal costs for the rewards for reinforcement of positive behavior. Many school districts often find local businesses that are willing to underwrite or donate items in support of school-wide efforts.

School-wide Positive Behavioral Interventions and Supports Guiding Principles for Texas

While supporting legislation that would promote the use of SW-PBIS during the last legislative session, Texans Care along with numerous stakeholders developed a list of 10 guiding principles outlining the key factors in implementing SW-PBIS to fidelity to ensure the best outcomes for youth. These guiding principles stand true today and reflect a common vision for what schools and the state should use to guide them in order to make implementation of PBIS successful.

- Schools should use evidence-based discipline practices that are preventive and proactive rather than reactive and punitive.
- A full continuum of effective and efficient academic and behavior interventions and supports is needed to support students.
- Schools should implement School-wide Positive Behavioral Interventions and Supports (SW-PBIS), an approach proven to reduce student disciplinary referrals, the time teachers and administrators spend on disciplinary action, and overrepresentation of minority and special education students in disciplinary referrals.
- SW-PBIS should be used not just for students in special education or with disabilities, but to support academic achievement, social behavior success, and self-management for all students at all grade levels.
- A SW-PBIS approach should be integrated into planning and practice at the school, district, and state levels.

- Emphasis should be on measurable outcomes, adoption and sustained use of evidence-based practices, data based decision-making models, and a reporting structure to allow continuous improvement.
- A statewide infrastructure needs to be in place to ensure that schools have the support and training they need and the accountability to ensure districts and schools implement SW-PBIS to fidelity.
- For SW-PBIS to be implemented successfully, at least 80% of teachers and administrators need to support the program.
- No one model of SW-PBIS fits all school settings. Individual schools must collaboratively shape SW-PBIS to fit their own unique needs, while following the basic framework in best practices.
- Students respond best to consistency. SW-PBIS training and information should, when possible, be made available to parents and other child-serving populations including local day care centers.

Current SW-PBIS efforts in Texas

In 2008, just 61 schools in Texas reported to the National Technical Assistance Center (See SW-PBIS around the Country) that they were implementing PBIS.[20] During the 2011-2012 school year, the National Technical Assistance Center identified 342 Texas schools (9 preschools, 173 elementary schools, 96 middle schools, 49 high schools, 5 K-8th schools, and 10 other schools) using the national tracking system for implementing SW-PBIS.[21] Because schools are not required to report implementation of SW-PBIS and the schools identified through the national center represent only schools which use the data tracking systems, it is not known how many Texas schools in fact implement SW-PBIS nor whether those who indicate they are implementing the approach are doing so with fidelity to the model.

Sustainability is an added challenge even for schools aware of and interested in the SW-PBIS approach. Some schools that were able to introduce a SW-PBIS approach through grant funding report challenges in sustaining an effective PBIS approach on their own. Similarly, with funding cuts made to public education in the last legislative session, current SW-PBIS initiatives and SW-PBIS staffing supports may be in jeopardy. It is still unclear at this point how these deep cuts are impacting and will continue to impact schools in their efforts to sustain their PBIS initiatives.

[20] Spaulding, S.A., Horner, R.H., May, S.L., & Vincent C.G. (2008) *Evaluation Brief: Implementation of School-wide PBS across the United States.* OSEP Technical Assistance Center on Positive Behavior Intervention and Supports.
[21] Horner, Rob. Keynote presentation at 2012 PBIS Forum, Chicago . October 2012

There are several school districts in Texas committed to implementing SW-PBIS. In a state of 1,235 Independent School Districts, ISD efforts to support positive student behavior vary greatly. The following ISDs are merely snapshots of two ISDs that are implementing SW-PBIS.

San Antonio ISD

San Antonio ISD currently has a district initiative in place to have all schools implementing PBIS. In 2007, five SAISD schools began implementing PBIS. With the adoption of the district initiative, there has been a steady increase, and as of 2012, the district has 84 schools in various phases of implementation throughout the district. Available data from schools implementing SW-PBIS show substantial decreases in disciplinary referrals. Each school choosing to implement PBIS identifies a team to receive training–one administrator, one special education teacher and three general education teachers. The team receives three years of training–one for each tier of implementation.

Clint Independent School District

Clint ISD, just outside of El Paso, has thirteen schools and roughly 10,000 students. The district began its district-wide initiative in 2007 with one elementary campus. Because teacher and staff buy-in are critical components to the success of PBIS, the district initiated its plan by creating a committee of teachers and staff who received training from their local ESC. The committee then met with other teachers and staff to identify concerns that needed to be addressed through the initiative. Similarly, a few students from the campus have received special training in understanding the campus behavioral expectations in order to help teach their peers the expectations. These expectations are reinforced through a reward system. Students earn tickets for positive behavior that can be redeemed in campus stores for prizes.

PBIS and Texas Education Service Centers

The TBS Network was established in 1998[22] and is made up of representatives from each Regional Education Service Center (ESC) and the Texas Education Agency.[23] Out of legislation from the 77th legislative session in 2001 came the Texas Behavior Support Initiative and a requirement[24] that schools receive training in Positive Behavior Supports for students with disabilities in special education classrooms. The Texas Behavior Support Initiative and leadership for the TBS Network are both housed within the Region 4 ESC.

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[22] Grafenreed, Clynita. Email to Eileen Garcia. November 21, 2012.
[23] "Texas Behavior Support." http://www.txbehaviorsupport.org/default.aspx?name=about.us Accessed Nov. 22, 2012.
[24] Texas Administrative Code. RULE §89.1053

According to Clynita Grafenreed, Education Specialist with Region 4 and the TBS Lead, "The goal of the Texas Behavior Support (TBS) Network is to create a Positive Behavior Support System for students with disabilities, as well as all students attending Texas public schools. Although the original focus of TBS was to support the behavior needs of students with disabilities, it quickly became evident in examining the newly expanding PBIS model that in order to address the needs of children in special education you had to implement prevention interventions for all students. Therefore, the TBS Network adopted PBIS as its philosophical foundation and supports all three tiers of the model including school-wide and classroom."[25]

There are challenges to implementing this vision for statewide, school-wide PBIS with current resources. ESCs are required to offer Texas schools training or technical assistance on using PBIS with students with disabilities, and they do so with the support of federal funding. However, availability of resources varies widely across regions. Often, supports are offered only to schools seeking out and paying for the services. According to the TBS web site, "Each ESC is responsible for determining the level of support available to schools/districts in their region as well as the criteria to participate in their PBIS project activities." Many service centers simply do not have the capacity to fully support implementation of SW-PBIS and therefore some ESCs must charge schools and districts for their services and provide them only upon request.

Additionally, under the leadership of the Region 4 ESC, the Texas Collaborative for Emotional Development In Schools (TxCEDS) was established in 2006. Numerous stakeholders across the state came together to develop this integrated model for academics and social and emotional learning. This model incorporated various aspects of SW-PBIS. With a lack of resources, the project did not have wide implementation. However, two pilot schools in Texas–Roosevelt Elementary in Lubbock and Lamar High School in Houston–are following the TxCEDS model with success. (For more information about the TxCEDS model, visit www.txceds.org.)

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[25] Grafenreed, Clynita. Email to Eileen Garcia. November 29, 2012.

PBIS and the Texas Juvenile Justice Department

State law mandates that PBIS be used in the educational settings of state-run, secure juvenile justice facilities. To implement PBIS, the agency created a state leadership team that includes consultants from higher education. At the initial stages of implementation, staff from facilities also participated on local leadership teams to develop common behavioral expectations and determine which behavioral skills would be taught to students.

Initial findings show that PBIS within TJJD facilities has been effective in reducing negative incidents, as well as in increasing education outcomes.[26] (For more information on PBIS in TJJD facilities, see the2012 report: http://www.tjjd.texas.gov/publications/reports/PBISLegislativeReport2012-12.pdf)

SW-PBIS around the Country

It is estimated that there are roughly 18,000 schools implementing SW-PBIS across the country–up from 7,300 in September, 2007.[27,28] Some of these schools implement their programs in isolation, while others are part of school district, state, or regional networks of support.

National Technical Assistance

Within the Department of Education, the Office of Special Education Programs houses a National Technical Assistance Center on PBIS. Originally focused on PBIS for students with disabilities, the Center now leads a network of experts supporting school-wide implementation of PBIS. These staff, called resource agents, support collaboration among states and conduct research. Additionally, resource agents are available to states for assessment of implementation, leadership team facilitation, technical assistance, and development of training and evaluation modules and tools. Each agent is provided a limited budget to help cover their travel costs and time for assisting schools. If those resources have already been expended within a budget period, a school district or state requesting assistance may be required to cover costs.

There are many states across the country with a statewide infrastructure in place to support schools implementing PBIS. The states on the following pages represent a snapshot of a few of these states.

[26] Texas Juvenile Justice Department. Effectiveness of Positive Behavioral Interventions and Supports, A Report to the Texas Legislature. December 2012. http://www.tjjd.texas.gov/publications/reports/PBISLegislativeReport2012-12.pdf
[27] Office of Special Education Programs, National Technical Assistance Center on PBIS website. www.pbis.org Accessed on December 14, 2012.
[28] Horner, Rob and Sugai, George. Presentation: School-wide PBIS Building Sustainable Systems. http://www.pbis.org/common/pbisresources/presentations/HornerSWPBS.pdf

Florida

As of February 2012, 78% of Florida's school districts are implementing PBIS at the Tier One level or higher. A leadership team, based out of the University of South Florida provides coaching and training to school and district leadership teams as well as guides teams through understanding their data and evaluating success. Before school teams can receive first tier training, a full team must be identified and in place, and all must agree to participate in the training and have completed a checklist acknowledging the school is ready for PBIS implementation. Much of their training takes place through webinars.
For more information: http://flpbs.fmhi.usf.edu/

Illinois

The Illinois PBIS program began in February 2005. To date 84% of schools are implementing PBIS at some level with 47% of those schools achieving fidelity at any tier. Training to achieve Tier 1 is made available through reading material, video and conferences. Illinois PBIS is run by a statewide leadership team. It is broken down into three regions, North, South and Central. Each region has technical assistance directors, technical assistance coordinators and district leadership teams. Each district has a district leadership team made up of a PBIS administrator (recommended to be the Superintendent) and also preferably the director of special education and one or more principals. It is recommended that the membership include parents, teachers, paraprofessionals and at least one social worker or psychologist. The district leadership team agrees to meet quarterly. Each district must appoint a district PBIS coordinator, external coaches and district Tier 2/3 coaches. External coaches contact principals of schools intending to implement PBIS and help with attaining readiness. Each school must have an internal coach. External and internal coaches meet quarterly. Coaches in Illinois had a total of 147 meetings with a total of 1,852 participants during the 2011-12 school year.
For more information: http://www.pbisillinois.org/

Kentucky

Kentucky began implementing its initiative in 2001. As of January 2010, 37 districts have made district-wide commitments. Kentucky requires district-wide commitment as they believe the program is more effective with that level of commitment, rather than through individual school participation. KYPBIS has a state leadership team and three regions of implementation: East, West and Central. Coordinators for each of these areas support district leadership teams. District leadership teams are comprised of a district coordinator and district coaches. Each school forms a Universal Tier1 PBIS Leadership Team, which consist of an Administrator (preferably the principal or vice principal), a PBIS school coach (usually school psychologist, guidance counselor or special education teacher), regular education teachers, special area teacher (e.g. music, art), family resource coordinator, other staff, and parents.

District and school level coaches meet regularly. Coaches attend no more than two training days per year. Tier 1 training is a team-based training that consists of four full days. There are also online webinars and training materials available online. District readiness and school readiness checklists are also available online. Within three months of Tier 1 implementation, a Tier 2 team is formed and within six to twelve months a Tier 3 team is formed.
For more information: http://www.kycid.org/

Maryland

Through a collaboration among the local mental health system, Department of Education and Johns Hopkins University, Maryland started supporting schools implementing PBIS in 1999. For the most part, today, all school districts within the state are implementing SW-PBIS at some level with the support of the state leadership team that includes nearly 100 coaches, who are each assigned three to five schools. Coaches work closely with the school leadership, but also meet regularly with other coaches to share ideas and successes.
For more information: http://www.pbismaryland.org/

Missouri

Missouri began initiating PBIS in the 2000-01 school year. As of 2012-13, Missouri reports over 700 schools implementing PBIS. Training for coaches and teams are provided through a summer training institute and a series of state and regional workshops. A workbook for Tier 1 implementation is also available for download on the Missouri PBIS website. PBIS is overseen by the Missouri Department of Education, which guides a state team, under which is organized district teams and school teams. Staff from the University of Missouri PBS Center work with designated school district personnel to train them coaches for their school districts.
For more information: http://pbismissouri.org/

New York

New York State PBIS began implementation in May of 2010. They offer web-based resources and provide professional development and technical assistance to Regional Special Education Technical Assistance Support Center specialists. These specialists in turn supportdistricts in implementing PBIS.

The PBIS statewide leadership team in New York is made up of stakeholders from various agencies, some school districts (including the largest five districts), and parents of students with disabilities. There are ten regions of implementation.
For more information: http://nyspbis.org/

Additional information regarding states implementing statewide PBIS supports can be found on the National Technical Supports Center's web site: www.pbis.org

SCHOOL-WIDE PBIS
TEXAS IMPLEMENTATION PLAN

Discover PBIS Summit:
Identifying How Texas Can Help Schools Promote Success through SW-PBIS

In July 2012, with support from the Hogg Foundation for Mental Health, Texans Care for Children brought together key stakeholders to inform the development of a state plan that would provide a roadmap of how Texas can promote the use of SW-PBIS in schools across the state and how it can support schools choosing to implement this proven approach.

Goals of the summit were to identify:
- Barriers to successful implementation of SW-PBIS to fidelity at the local level
- Resources needed by schools to implement SW-PBIS to fidelity
- Resources available to assist schools in implementing SW-PBIS to fidelity
- State infrastructure needs to promote and support SW-PBIS
- Opportunities to realign existing resources to address resource gaps

Invited stakeholders included representatives from:
- Texas Education Agency
- University research and technical assistance partners
- State health, mental health, and juvenile justice agencies
- School administration
- Regional Education Service Centers (including Texas Behavior Support Initiative leadership)
- School districts
- Parents
- Professional Teaching and School Administration Associations
- Advocacy organizations

Over two days, participants–each of whom were experts from a range of disciplines related to supporting the mental, social, emotional, and behavioral needs of children and youth in Texas–reviewed and shared ongoing efforts and challenges. During the two days, the group began to identify the key elements needed to create a truly statewide effort and framework that would support Texas schools. Understanding the scarcity of current resources and that mandating already highly challenged school districts would be ineffective, the focus was on means of engaging in systems-change efforts that would support schools in addressing the behavioral needs of the children and youth they serve.

A Road Map for Empowering Texas Schools and Supporting Texas Kids:
Development of a School Wide-PBIS Texas Implementation Plan

The key elements and points of information included in the report and plan were identified during the summit. Texans Care shared the findings from the summit with both summit participants and the invited stakeholders who were unable to attend. Additional stakeholders identified by participants as being key in understanding the full impact of a statewide plan and the landscape of educational environments in Texas were also asked to provide input. Following the summit, Texans Care worked with an advisory group and summit participants to compile data and findings and publish this report and the following implementation plan. The initial iteration was provided for input, and subsequent surveying provided additional elements of information. The draft compilation, including all these elements, was then sent again to stakeholders for input. The major components of the implementation plan include:

- A summary of the strengths and challenges Texas has in expanding the use of SW-PBIS in schools across the state;
- Policy recommendations on how the state can promote and support the use of SW-PBIS among schools that choose to implement the proven approach; and
- Recommendations on leveraging existing state, local, and national resources to support the implementation of SW-PBIS.

Stakeholders at the summit identified a significant number of strengths and resources in Texas for supporting and promoting the state-wide implementation of SW-PBIS; however, at the same time the challenges stakeholders identified are often working in direct contrast with many of the strengths. With support from state leadership, resources and strengths could be realigned and coordinated to begin supporting and promoting SW-PBIS in schools across the state.

Looking at the strengths and challenges as well as the vision identified as the ideal to support students and schools, summit participants identified a common definition of PBIS, goals, and next steps to get Texas moving forward to truly support all students' mental and behavioral health, while providing schools resources to manage classrooms and keep students in school learning.

Goal 1. Increasing Awareness of
School-Wide PBIS

As a first order need, stakeholders determined that continued growth of SW-PBIS efforts and support for needed infrastructure would only be possible if there was an increase in awareness and understanding of SW-PBIS. Summit participants voiced a consistent challenge in the area of building awareness of the concept of SW-PBIS: varying usage of the term. The group determined an immediate need for a standard definition for SW-PBIS. From stakeholder input at the summit, Texans Care for Children drafted the following definition:

> *SW-PBIS consists of a school- and system-wide commitment to establish, teach, and reinforce positive behaviors and redirect behavioral errors, through use of applied behavioral analysis and student-centered planning in order to achieve behavioral, social, and academic success within a continuum of tiered interventions.*

Obj. 1. Build State-Level Awareness

PBIS has been identified by the Texas Legislature as a useful tool to promote the success of students. However, the evidence-based framework has been statutorily identified and promoted or required only for students with disabilities in Special Education–through TBS–and in state-run secure juvenile justice facilities, not on a school-wide basis that would benefit all Texas students. Proposals for scaling up PBIS to include school-wide implementation have been considered by the Texas legislature to differing extents over multiple sessions. Most recently, during the 2011 Legislative Session a number of SW-PBIS champions were identified. And, recently, there have been several state-level inter-agency councils and boards such as the Texas Council on Children and Families and the Supreme Court of Texas Permanent Judicial Commission for Children, Youth and Families that have shown increased support for promoting the use SW-PBIS. However, there is still a strong need to continue educating stakeholders on the importance of addressing the behavioral and academic needs of students simultaneously.

Policy Recommendation: Bring additional attention to school wide PBIS by including reference to it in statute and exploring opportunities for linking SW-PBIS to incentives. NOTE: The group felt strongly that SW-PBIS should not be mandated in statute for fear it would undermine fidelity in implementation.

Next Steps: Educate legislators and identify leaders to support increased use of SW-PBIS. Engage a coalition of diverse stakeholders including advocates, experts and representatives from schools and districts implementing to fidelity PBIS as well as schools working to implement but who need additional supports.

Obj. 2. Build Local Awareness of School-Wide PBIS

Because PBIS training is required for use with students with disabilities, there should be teachers and staff in every school in the state who understand or are aware of PBIS; however, most are not implementing school-wide PBIS to support all students, and they misunderstand PBIS to be a model only applicable within the special education classroom. In schools not implementing PBIS school-wide, outside of the special education classroom it is often an unknown concept. Increased education and awareness is needed to make clear the benefits and availability of school-wide PBIS and the fact that when PBIS is not being implemented school-wide, all students are not benefiting and that special education students are not getting the full benefits as they meet different expectations within different environments and among different school personnel within the same campus.

Policy Recommendation: Increase understanding of student behavioral health at the local level by including behavioral health and PBIS training in undergraduate and graduate students' Education degree programs at Texas universities.
> Next Steps: Assemble a stakeholder group of higher education representatives to launch a campaign to influence universities to change curriculum to include behavioral health and/or PBIS.

Obj. 3. Build a rationale at the state level for integrating academics and positive discipline

Summit participants expressed that the strong focus on testing and discipline at the state and local level deflects attention from supporting students' behavioral health needs. SW-PBIS allows for schools to integrate approaches to addressing behavioral and academic needs of students while getting better results in terms of improved test scores, as well as reduced disciplinary referrals and teacher time spent on discipline. In particular, a lack of understanding at the campus level of the causes and best ways to identify and address the behavioral concerns of students was acknowledged as a hindrance for creating buy-in for SW-PBIS as well as implementation to fidelity.

Policy Recommendation: Encouragement at the state level of schools integrating academic efforts with behavior support efforts through the use of SW-PBIS. Through statutory acknowledgement of and promotion of SW-PBIS, as well as incentives and increased support of implementation, training, and resources, teachers and administrators can become aware of successes of addressing student behavioral concerns and learn how to best integrate behavioral supports into their academic day most efficiently. With increased understanding, behavioral health can be fully integrated into the school day.

Goal 2. Develop an infrastructure to lead a statewide effort to implement SW-PBIS

There are a number of SW-PBIS experts based out of Texas universities and ESCs supporting schools implementing PBIS, but right now many of these experts and institutions are working in silos to support a small number of individual schools or districts through training, data analysis and implementation supports. Some of these experts, in attendance at the Summit, acknowledge with a state-wide implementation plan their resources could be coordinated to support more robust training and implementation across Texas.

Obj. 1. Develop a Leadership Team for Coordinating SW-PBIS efforts

There was strong consensus that there is a need to develop a state-level leadership team for coordinating SW-PBIS efforts, an approach taken by most other states that have brought SW-PBIS statewide. One feature of implementing SW-PBIS at a state level is a visible leadership team that is involved in coordinating SW-PBIS efforts. Based on a model developed by a team of education researchers, the leadership team would be responsible for (a) identifying funding, (b) providing visibility and gaining buy-in with relevant groups (c) providing political support and regular communication with stakeholders (Boards of Education, parent groups, the state legislature, etc.), and (e) directing policy. This team would also help in coordination of (a) training, (b) coaching, (c) evaluation, and (d) providing behavioral expertise to support local and district demonstrations and implementations of SW-PBIS.[29]

Figure 2. Logic Model of Leadership Team Responsibilities and Functions (Sugai et al. 2010)

30
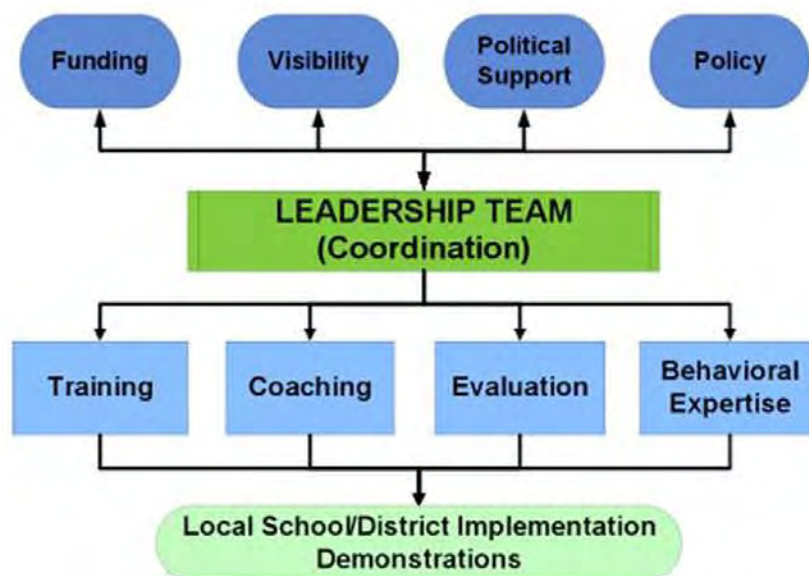
As discussed in the Current SW-PBIS efforts in Texas section of this report, the Region 4 ESC currently leads the Texas Behavior Support network to support other ESCs in their work on SW-PBIS. However, we would be remiss if we did not note and underscore that numerous stakeholders expressed repeatedly the importance of the development of a broad leadership team that has representation from the ESCs but also is inclusive of a broad array of stakeholders and service providers. Additionally, many stakeholders indicated that leadership for implementation might best be served by an entity with less political pressure and administrative hurdles and more funding flexibility than the ESCs or any division of state government. Thus, with added consideration too for the limited staffing and funding of the ESCs, we suggest the responsibility of leading the state SW-PBIS implementation effort be separate from the ESCs.

The goal is to establish collaborative agreements and working relationships with ESCs as well as other stakeholders and experts to implement SW-PBIS. The ESC expertise and intimate knowledge of schools in regions across the state is invaluable, and it will be important to have representatives from the ESCs on any leadership team and/or advisory group.

Policy Recommendation: Develop a leadership team to lead efforts to realign resources and guide development of the state network for assisting schools in implementing SW-PBIS.

Next Steps:
- Identify stakeholders who should be represented on a state leadership team and who could provide organizational leadership.
- Seek legislative champions for development of the state leadership team.

[29,30] Sugai, G., Horner, R.H., Algozzine, R., Barrett, S., Lewis, T., Anderson, C., Bradley, R., Choi, J. H., Dunlap, G., Eber, L., George, H., Kincaid, D., McCart, A., Nelson, M., Newcomer, L., Putnam, R., Riffel, L., Rovins, M., Sailor, W., Simonsen, B. (2010). *School-wide positive behavior support: Implementers' blueprint and self-assessment.* Eugene, OR: University of Oregon.

Goal 3. Building the Support Structure to Allow for Local SW-PBIS Implementation

Obj 1. Identify personnel around the state who may be able to support local implementation of SW-PBIS

One of the challenges identified by stakeholders in rolling out any statewide effort is the sheer size of Texas, as well as the geographic and culture differences among schools and districts, which can impede any efforts at uniformity and also bring into question the effectiveness of a uniform approach. However, PBIS is a program intended to be implemented in a way that best meets the needs of individual schools and the students within the school. By ensuring that the state leadership team is made up of individuals who represent and understand the diversity of the state and by creating regional leadership teams supporting schools of all sizes, a common framework could be implemented that allows for individual variances to accommodate community needs. With a statewide network in place, information sharing among similar schools regarding best practices and new ideas will be more easily facilitated. With PBIS expertise scattered throughout the state in universities, community colleges, and Educational Services Centers, stakeholders have identified many individuals who have the expertise that would be needed on regional leadership teams. Once established, the leadership team should focus on developing goals and objectives around the following five areas:

1. Building training capacity, including the identification of training materials, curricula, and practices related to SW-PBIS. In some cases, these materials have already been developed, or can be modified to meet the needs of children and youth in Texas. The materials should represent best practice in the content and implementation of SW-PBIS.

2. Building coaching capacity, including the development of a coaching network. A state the size of Texas is too big and the need too great for individual school consultation and direct services. A coaching network must be established using both internal and external coaching models to support implementation efforts.

3. Building state-level evaluation capacity. The building of evaluation capacity involves identifying the extent to which school teams are implementing SW-PBIS (e.g., fidelity of implementation), what student outcomes are being impacted (e.g., suspensions, expulsions, grades, test scores, etc.), and the degree to which action plan items are being implemented by the state leadership team.

4. Building state-level behavioral expertise in systems change. This should include identifying multiple leadership team members who are expert in SW-PBIS training, coaching, and evaluation.

5. Building or identifying district-level model demonstrations of SW-PBIS. These schools should regularly use data to be implementing SW-PBIS with fidelity as demonstrated by nationally recognized fidelity measures.

Next Step: Develop workgroups to begin identifying current capacity, as well as planning regarding the leadership team's goals and objectives.

Obj 2. Identify funding streams that could be used to support state-level coordination and local-level implementation of SW-PBIS

An additional identified challenge with implementation at the local level is a lack of financial resources dedicated to SW-PBIS efforts. As identified earlier in the report, the costs of implementing SW-PBIS can be minimal or can include trainers and mentor/coaches at the school or district level. With education budget cuts at the state level, some schools and districts with district-wide PBIS scaled back their PBIS efforts. To increase sustainability of current initiatives and foster statewide expansion, state-level efforts should be made to realign state resources to support this best practice framework, while also making available to schools and districts technical assistance in realigning their local programming investments. Because many schools are spending money on different programs and classroom management tools, it is important for them to understand how the resources can be realigned to support PBIS while using the PBIS framework to continue implementing programming that is effective in their schools.

Next Steps:
- Identify state barriers that limit district and school flexibility to realign local resources.
- Identify opportunities to provide district-level guidance on coordinating and realigning resources within which there is already flexibility.

Obj. 3. Identify areas in which SW-PBIS can be integrated with current mental health, juvenile justice, and other initiatives already in place at the local and state level to support social and emotional skills and learning within the context of a multi-tier model of prevention.

Next Steps:
- Determine if there are components and tools of the Texas Social Emotional Wellness Model that could support local roll-out of PBIS efforts across the state.
  - o Identify which standards for social-emotional learning included in the Texas Social Emotional Wellness Model should be part of the local implementation framework.
  - o Identify regional experts able to serve as trainers or coach/mentors.
- Develop a SW-PBIS training endorsed by the advisory team.
  - o Develop a SW-PBIS train-the-trainer workshop endorsed by the advisory team.
  - o Reach out to potential regional champions who could serve as regional leadership teams under the guidance of the state team.

Goal 4. Developing Data Collection Systems for Implementation, Evaluation, and Promotion of SW-PBIS

A necessary component of implementing SW-PBIS is data collection and analysis to better understand when and how implementation of SW-PBIS is successful and where focus should be redirected in schools. A thorough data collection system can help schools better understand when and where continued behavioral problems occur on a campus-wide or student-by-student basis. However, most schools do not have access to the baseline data necessary when starting implementation, because it is not required to be collected by the state. Schools choosing to implement school-wide PBIS can, for a fee, have access to a data collection system at the national level, SWIS, created for the implementation of SW-PBIS. (For more information on SWIS see www.swis.org). If the state had an efficient data system, when schools choose to implement SW-PBIS they would have baseline data to begin and be better prepared to understand when and where PBIS is and is not working as they begin implementation.

For evaluating the effectiveness and fidelity of implementation at all phases, a website, www.pbisassessment.org, is available to schools implementing PBIS. The website provides tools for assessing a school's current disciplinary practices, effectiveness in initial implementation of PBIS, continued fidelity to the PBIS model, and effective implementation of all three tiers. Without a preliminary data set to determine effectiveness of current practices, initial assessments may not be feasible.

A robust data collection system and quality assessments can also provide strong encouragement to schools and districts, as well as create the necessary buy-in among teachers and staff to implement SW-PBIS. Longitudinal data showing the successes–disciplinary, testing, attendance, etc.–of schools and districts implementing SW-PBIS in comparison to similar data at their own school can go a long way in encouraging the use of this program to supports teachers and students. The availability of this information capturing student success has potential to encourage continued buy-in on multiple levels–from families, teachers, and administrators, to local superintendents, state agency leaders, and the Legislature.

Policy Recommendation: Develop a statewide data collection system to be used by schools to implement SW-PBIS as well as to promote the success of schools using PBIS.
> **Next Steps:** Organize a work group to:
>   • Outline the types of data schools need to collect and use to facilitate data-based decision making and robust evaluation based on current school data collection and national resources such as www.swis.org and www.pbisassessment.org
>   • Determine what state policy requirements for data collection should be modified to accommodate a statewide structure of SW-PBIS
>   • Identify potential school incentives for modifying recording data systems
>   • Identify data-based decision-making training resources

Where We Go From Here

The next steps for statewide roll-out of a SW-PBIS initiative were identified through this process. From here stakeholders who share in this common vision for statewide student success must join together in taking ownership of the plan and implementation. Texans Care for Children has disseminated the plan and surveyed our state experts for their interest in taking leadership positions in each of the key areas for which next steps were identified. A subsequent convening to be held in the summer of 2013 will allow stakeholders who have participated in the creation of this plan to come together and share progress made since our initial convening.

- Children receive support they need to achieve their educational goals
- Reports of disproportionate school disciplinary actions and high rates of disciplinary referrals in Texas schools – like the Breaking School Rules report no longer exist

FUNDING/POLICY

- Sustainable and integrated funding – identify a consistent funding mechanism that is less vulnerable to state budget/funding cuts
- Get federal or foundation grants to help build sustainability
- Consistent policies across state agencies that are adequately funded and given reasonable timelines for implementation and evaluation
- Partnership of departments, universities, district coordinators, coaches, services, state agencies, parents, etc. to form a statewide leadership team to run the system – maybe have the team answer to a singular person
- Have a uniform (consistent) group sit outside the state agency
- Overall vision has to be the way we do business – cannot be a program that changes with a new boss
- TXCEDs gets moved to general education and is embraced by the community
- Link to Council on Children and Families – embraced by one entity with all of TX state agencies – include the agencies in the training process

DATA (VISIBILITY & POLITICAL SUPPORT)

- Data to really address disproportionality – greater emphasis on culture and tolerance – cultural responsive PBIS
- Include user friendly data-base systems with charts – meaningful visual data – data that is beneficial to residential settings; Stake-holders and public have access to data on how schools are implementing (data comes from state level)
- Identify effective ways to share information across time and agencies when necessary – continuous data system
- Change the evaluation systems for schools, so evaluations are based on success for all children in area not just ones they choose to retain
- Data collection system for recording that is easily accessed, make data/information available to schools, state policymakers
- Have data showing cost benefit analysis to help make better decisions
- Have a data system that is available statewide that is continuous for any student and across agencies
- Training on how to disaggregate the data and correctly interpret

- Training on how to disaggregate the data and correctly interpret
- Link to Council on Children and Families – embraced by one entity with all of TX state agencies – include the agencies in the training process
- All teachers and administrators understand the basic principles of behavior, include training of substitutes
- Integrate ABA and teacher certification – need to add to teacher appraisal system (PDAS) – extend into all campus personnel; build collaborative relationship with professional associations; 21 century skills – incorporating universal design for learning; Different levels of expertise maybe sufficient for different levels of need.
- Under pinning in the school board training and awareness of PBIS in school board; Also awareness in the local school health advisory council (backup parent group)
- Incorporate PBIS into all educational certifications – including SRO training
- Schools in TX embrace and implement the 6 components in learning supports framework that addresses family supports, transitions, process over other agencies, crisis prevention and intervention, enhanced strategies for learning, community outreach
- Community wide education program for parents – help parents recognize child's behavior/needs
- Broad spectrum diversity training
- Get agencies to understand how schools run and all speak the same language – one common language
- Integrate School health and PBIS framework together - coordinate school health program
- Incorporate social and emotional learning into the framework – RTI/PBIS
- Support for transitions not just for students, but for parents
- State curriculum has core standards for social and emotional learning outside of health/physical education
- Build awareness of social and emotional as top priority for investing into the schools; do not separate physical health from mental health
- Remove term "educational need" from educator's vocabulary
- Make ISS more responsible for social skills – make universal throughout the district
- Do not just limit to ISS, add to OSS, etc. – rewrite conduct to a more proactive model – one common definition of behavior – operationalized
- Expand social learning to high school and middle school
- Coordinating inside and outside school with bully prevention, PBIS, social and emotional development, system of care;
- Seeing behavioral challenges as behavioral mistakes/errors rather than criminal behavior – anyone who works with children embrace by PBIS philosophy

- Promote alternatives to automatic DAEP referrals when children return to community – educate the districts in the use and purpose of the DAEP
- "If emotions are churning they can't be learning"
- Revisit laws about DAEP and its purpose and function and how it can be used in schools
- Look at alternatives available within the school system as oppose to outside to address behavioral issues – identify what we really use the SROs for
- System to specifically implement tier 3, specifically with community supports for tier 3 (systems of care approach)
- Tier 1 needs to be firmly in place in order for tier 2 or 3 to be effective – "Work your tier 1 like you do not have a tier 2 or tier 3"

TECHNICAL ASSISTANCE

- Every school in Texas has access to resources needed to implement PBIS with Fidelity
- Multiple School Districts to access/fund specialized school with the goal to reintegrate students
- Schools have access to technical assistance for non-responders
- All children have access to effective behavioral support across all settings
- Support for the sub-populations
- Give children a true due process
- TXCEDs gets moved to general education & embraced by community
- District more open to school psychologist – extend use of them
- Focus on starting with children as early as we can through early childhood intervention (e.g., Head Start, early childhood settings, etc.)
- Dedicated coaching positions at district and campus level
- Move beyond the scope of schools to residential – day care, juvenile justice, child care, etc.
- Counselors 250:1 ratio, small class size for teachers, emphasis on rigorous academics instead of testing; Have counselors that actually counsel

Texas's Strengths and Challenges

STRENGTHS TEXAS ALREADY HAS	CHALLENGES TEXAS FACES
- Evidence based research - Universities and ESCs are ready functional and provide training - Experts within universities on PBIS and implementation science - TXCED Toolkits and model - Special Education Legislation through TBSI that requires a core team to be trained in PBIS on each campus - Strong representation in the state - Several inter-agency councils and boards that show support for PBIS - PBIS promoted by both mental health and juvenile justice advocates - Many advocacy groups, policy groups, and legislatures that have heard of PBIS and know the language – low level awareness among different groups - Resource agent - Model campuses - Schools can get Training and support through ESCs - Sustain precedence of legislative mandate for PBIS within the juvenile justice system - Resources for children with challenging behaviors and children who have not responded	- Funding - Buy-in - Staff turnover - Buy-in for funding - Infrastructure - Geographic differences - Size - Lack of awareness that PBIS is beyond special education - Attitudes - Disciplinary system – ticketing/punishing model - Accountability - Different initiatives - Lack of coordination between the initiatives - Decentralization and local control - Competing priorities (i.e. test driven & test results vs. individual child) - Class size & student to counselor ratios, and support staff to student ratios - Availability of specialized services and community resources - Not identifying children as special education - Lack of high qualified coaches and trainers - Not enough school psychologists - Lack of baseline data - Lack of access to data - Lack of efficient data system – does not spit out a graph - No data-based decision making - Putting one more thing on the instructors - Focus on testing - Lack of foundational behavioral knowledge at campus level - Lack of understanding about merging Academics and Behavior - Legislators not listening - PBIS housed in special education

5 YEAR GOALS

FUNDING STRATEGIES

- Funding strategies established and sustainable
    - o **3 yrs**: Expand funding to other sources
        1. **1yr**: Develop a funding plan/ identify seed money for developing a state plan
            - Next Step: Identify what funding is needed
            - What resources do we already have that are supporting components of PBIS?
- Better alignment of resources
    - o **3 yrs**: Provide guidance to districts on better coordinating and aligning resources; and identify state barriers that limit district/and schools and flexibility to align local resources. -- roadmap for schools and districts to coordinate and realign
        1. Workgroup to identify resources at the school level that can be realigned
            - Next step: form work group

VISIBILITY & POLITICAL SUPPORT → POLICY

- Standards in place for social and emotional learning
    - o **3 yrs:** Articulate the PBIS model for Texas
            - Next Step: Identify components and tools of the Texas social emotional wellness model and identify the components and tools that could be a part of the PBIS model
            - Establish PBIS Definition for TX – common elements, core features, with stake-holders input to develop an agreed upon plan that is implemented across the state, distribute draft definition to summit participants and stakeholders
- Build awareness and understanding of PBIS
- Have legislative champions to support schools implementing PBIS. Including Awareness and understanding of PBIS in the majority of legislature as a valuable model
    - o **3 yrs**: Educate legislators on the success and importance of SW PBIS
        1. Education to be done by a coalition of diverse stakeholders including advocates, experts, school representatives from districts implementing to fidelity, etc.
- Building relationships with agencies, universities, and conferences to develop a partnership
            - Next Step: Identify task force that can identify the resources at various conferences, agencies, and universities

- Build professional buy-in across other diverse groups
- Increase collaboration with other community services beyond schools
- Disseminate information to different groups/services including building parent engagement
    1. **1 yr**: Develop white paper for legislators and school boards (include core components and elements)
    2. Powerpoint presentations, flyers, and links are figured out for website
        - Next Step: Secure white paper developed by B. Scheuermann
        - Identify the main contact and message
        - Identify the process to link PowerPoints and flyers on Tx network website
        - Develop flyer and PowerPoint presentations and download to website (NOTE: standard last slide always has the link for TX network website), also identify the links to be housed by the website (C. Grafenreed)
        - Determine who is going to send out the PowerPoint and links for the web site
        - Develop mini-work group to pull information from other regions
- Restructure DAEPs to reduce/eliminate discretionary removals, establish SWPBIS plans in order to build an effective continuum of supports for students

TRAINING
- Set-up and scale-up model systems
    - o **3 yrs**: Develop or identify a statewide training curriculum for all stake-holders and establish levels of training
        - Train the trainer
            - o Potentially targeting the ESCs for serving as train the trainers
        - Trainees (tiered)
        - Ongoing training modules for maintenance/continued fidelity
        - Next steps: Identify potential trainers and choose training
            - o Identify training workgroup

COACHING
- **5 yrs**: Coaching network is statewide
    - o **3 yrs**: Establish coaching network
    - o Next steps: Workgroup established

- Increase the number of schools trained and implementing with fidelity
- Recognition program established
- Model/exemplar districts acting as "teaching hospitals"
    - o **3 yrs**: Model schools are reporting their tracked indicators of success
        1. **1 yr**: Model schools have been identified
        2. Next steps: Contact ESCs about BoQ data
            - **1 yr**: Identify list of various conferences
            - Identify the resources at the various universities
            - Identify what campuses in the state are already using PBIS

Appendix B - Discovering Possibilities Summit Participants

Advocacy Organizations:
Courtenay Brem
Brandy Dede
Kathryn Freeman
Eileen Garcia
Anna Lipton Galbraith
Lauren Rose
Josette Saxton
Michael Tucker

Foundation:
Meagan Longley

Education Service Centers:
Albert Felts
Clynita Grafenreed

School Districts implementing PBIS:
Karen Bayer
Cheryl Roitsch

Educational Consultants:
Donna Black
Stacy Morgan

National PBIS Technical Assistance:
Heather George

Texas Education Agency:
Barbara Kaatz

Dept. of State Health Services:
Laurie Anderson
Angela Hobbs-Lopez
Anita Wheeler

Dept. of Family and Protective Services:
Erica Brewington

Texas Juvenile Justice Dept.:
Michael Turner
Amy Lopez

School Professional Associations:
Jan Friese
Kirsten Hund

Higher Education:
Mack Burke
Brenda Scheuermann
Molly Lopez
Shanna Hagan-Burke

Texas Families:
Angela Charette

Appendix B - Discovering Possibilities Summit Participants

Advocacy Organizations:
Texans Care for Children
Texas Appleseed
EveryChild, Inc

Foundation:
Hogg Foundation for Mental Health

Education Service Centers:
Region 13
Region 4

School Districts implementing PBIS:
Lubbock ISD
El Campo-Louise-Rice SE Coop

State Agencies:
Texas Education Agency
Department of State Health Services
Department of Family and Protective Services
Texas Juvenile Justice Department

Other:
Educational Consultants
National PBIS Technical Assistance
Texas Families

School Professional Associations:
Texas Counseling Association
Texas Elementary Principals and Supervisors Association

Higher Education:
Texas A&M University
Texas State University
University of Texas

Appendix C – Comments from Stakeholders regarding Statewide Leadership

The comments below were submitted through a survey after the Discover PBIS Summit.

Respondent 1:

Concerns have been expressed in the area of "Political Support and Visibility" and the push towards using the current Texas Behavior Support Network and the ESCs as the primary means of information dissemination, training and process/product development. As I do not work for an ESC or a University, but work closely with members of both entities -- I feel I have a somewhat objective point of view in this area and would like to voice some concerns about the current direction I feel the committee moving in using the current TBSN. …

ESCs are revenue generating entities. Although they have some public funding, they mostly rely on the sales of their products and services to maintain their organization. This can create a bias in decision-making as ESCs primary goal will always have to be to make money for their particular ESC, potentially conflicting with the goal of implementing state-wide alignment of implementation of PBIS or fully collaborating with other ESCs, universities or other organizations across the state.

…Thanks for the opportunity to express this information.

Respondent 2:

I have SIGNIFICANT concerns about relying on ESC Region IV to host a website, provide resources, and in general, lead this effort. I think the folks at Region IV are well-intentioned, but make no mistake: the service centers are a business. How will that over-arching goal jive with OUR goal of widespread (and largely free) dissemination of materials, technical assistance, etc?

Second, although they have the TBSI leadership function, Region IV is still viewed as regional by the other service centers, and by most districts outside of the Houston area.

By the way, these comments are true about any of the ESCs… I think a better model is the one we conceptualized in the last legislative session, perhaps housed at a university. or TEA, with an advisory board of stakeholders.