

APRIL 20, 2009

MADISON METROPOLITAN SCHOOL DISTRICT



West Dayton St. Madison, Wisconsin 53703-1995 608.663-1607 www.mmsd.org

Daniel A. Nerad, Superintendent of Schools

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

DATE: April 9, 2009

RE: Positive Behavior Intervention and Support (PBIS) Implementation in the Middle Schools

The attached report provides information about the PBIS model and referral information from each of the middle schools.

The data for this report comes from both information that has been entered in to Infinite Campus and school based alternate data collection system. Documenting behavior referrals is inconsistent across middle schools both in terms of what is recorded and where it is recorded. This is an issue we will address as we move forward.

Also included in the report is a variety of "tools" recommended for use by the PBIS network and examples of how these tools are being used in the schools.

One of the tools included for each school is the Self-Assessment Survey School Wide System Analysis. Each staff member at an individual school has been given the opportunity to rate if they feel that various systems in their school are in place. A fully implementing school will have scores at 80% or above on all scales. This tool is used to assist schools in future planning, pointing out areas of need as well as strength.

Another tool included is "Tier Analysis". The goal is to have the following percentages represented at an individual school:

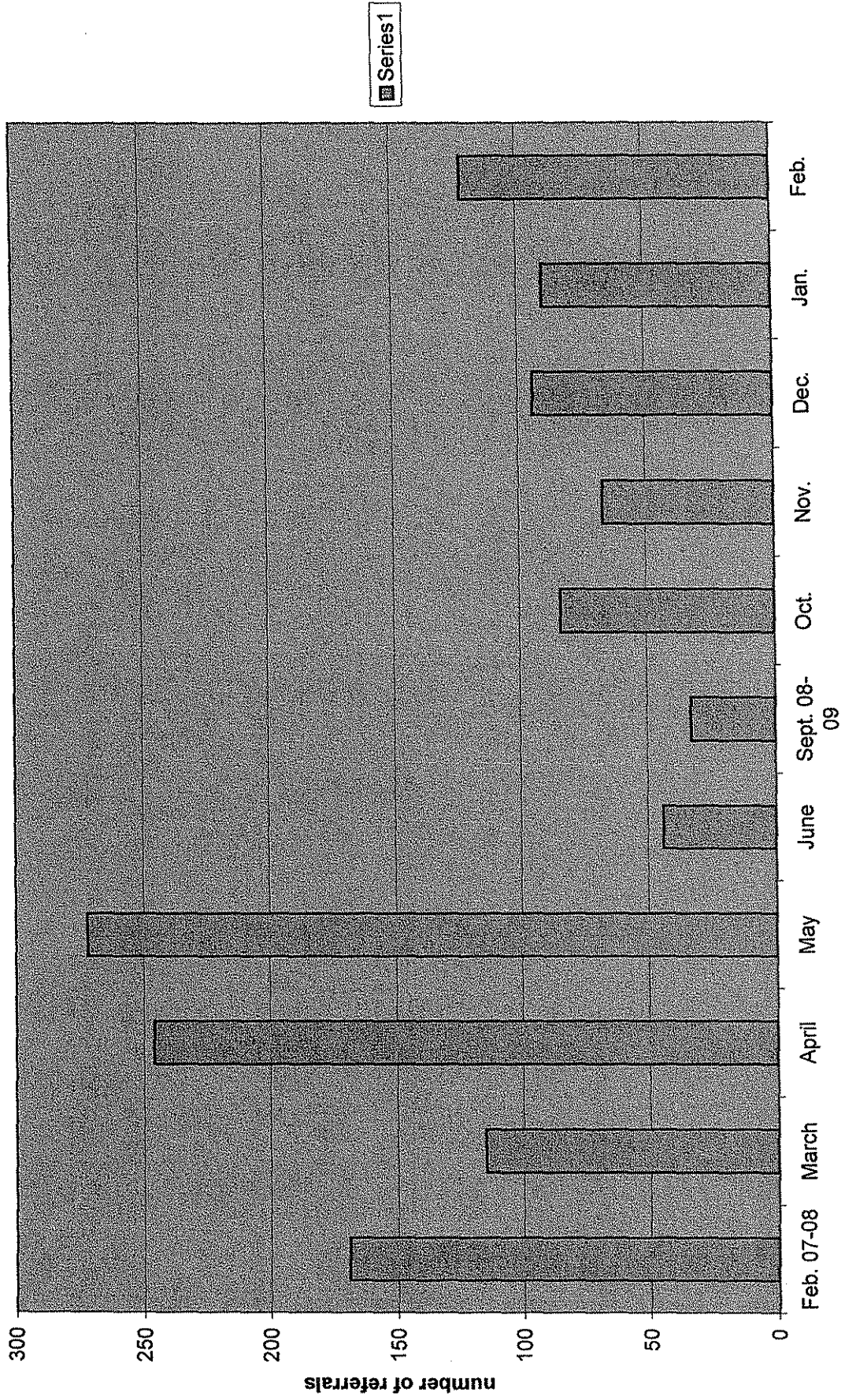
Tier 1 – Universal systems (students receiving 0-1 behavior referral, and needing only universal supports) = **80-90% of students**

Tier 2 – Secondary systems (students receiving 2-5 behavioral referrals and needing some form of secondary intervention) = **5-10% of students**

Tier 3 – Tertiary systems (students receiving 6+ behavioral referrals and needing some form of tertiary intervention) = **1-5 % of students**

As schools reach high fidelity implementation levels at each tier, further training and support is provided at the following tier **next more intensive tier**.

Blackhawk M.S. Behavior Referrals



Attendance

■ Pre-PBIS

- 2007-2008
- Sept. 2-Feb. 13
- 94.3% attendance rate
- 2081 absent days

■ With PBIS

- 2008-2009
 - Sept. 2-Feb. 13
 - 95.07% attendance rate
 - 1939 absent days
-
- 142 fewer absent days

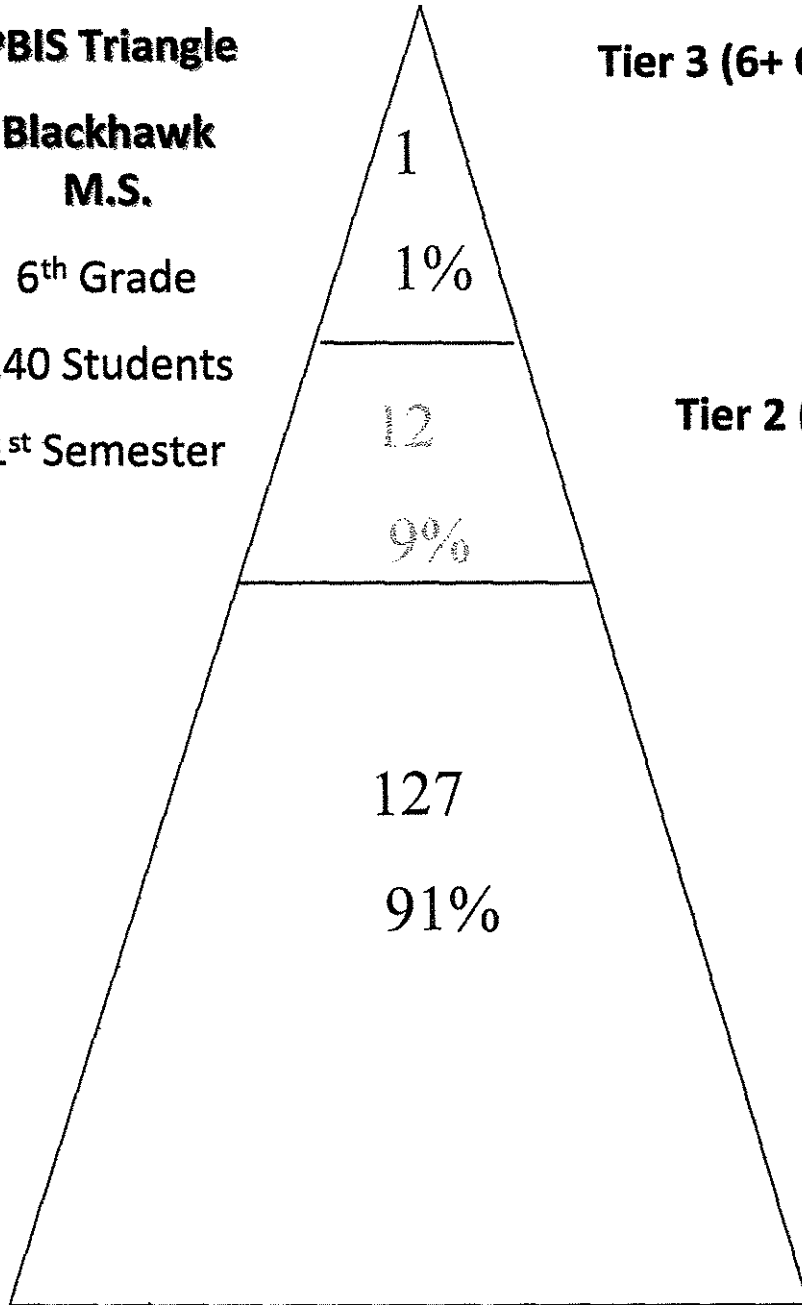
PBIS Triangle

**Blackhawk
M.S.**

6th Grade

140 Students

1st Semester



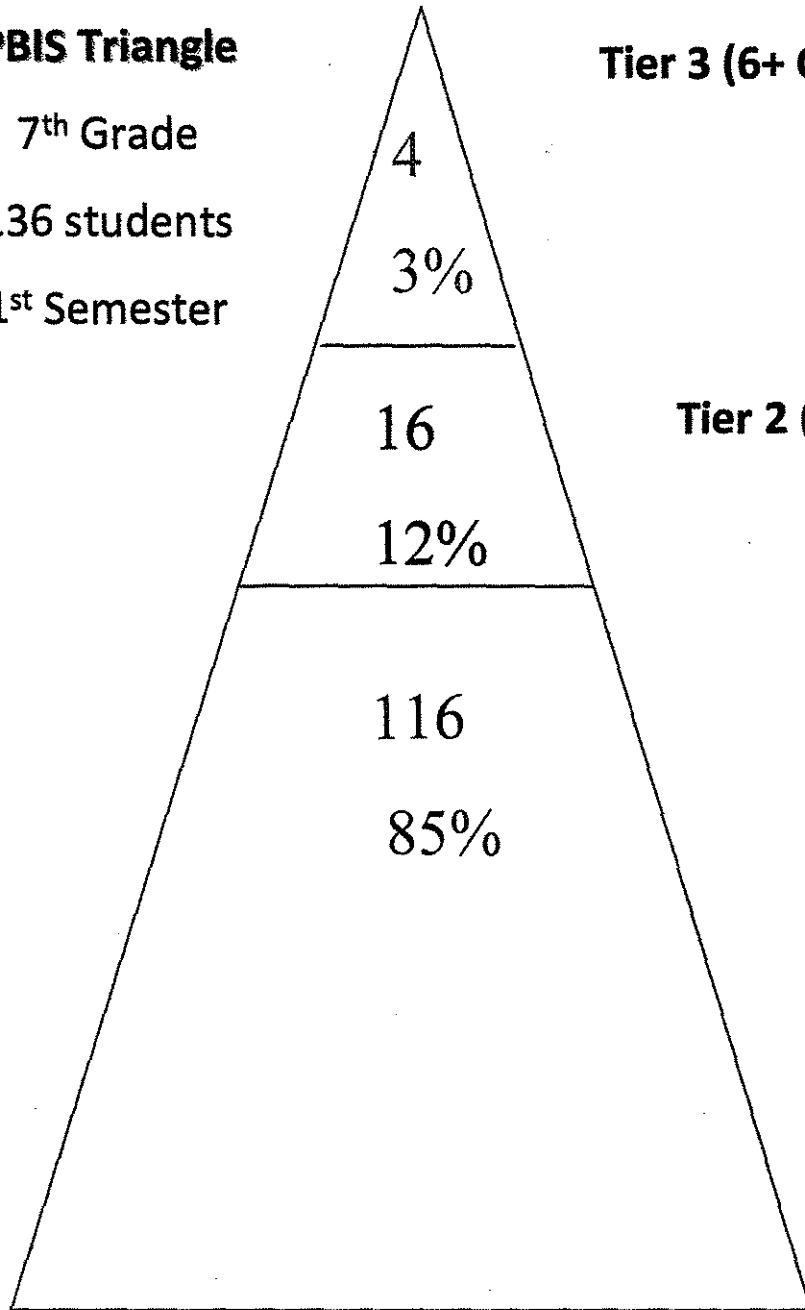
Tier 3 (6+ ODR) 1-5%

Tier 2 (2-5 ODR) 5-10%

Tier 1 (1 ODR) 80-90%

PBIS Triangle

7th Grade
136 students
1st Semester



Tier 3 (6+ ODR) 1-5%

Tier 2 (2-5 ODR) 5-10%

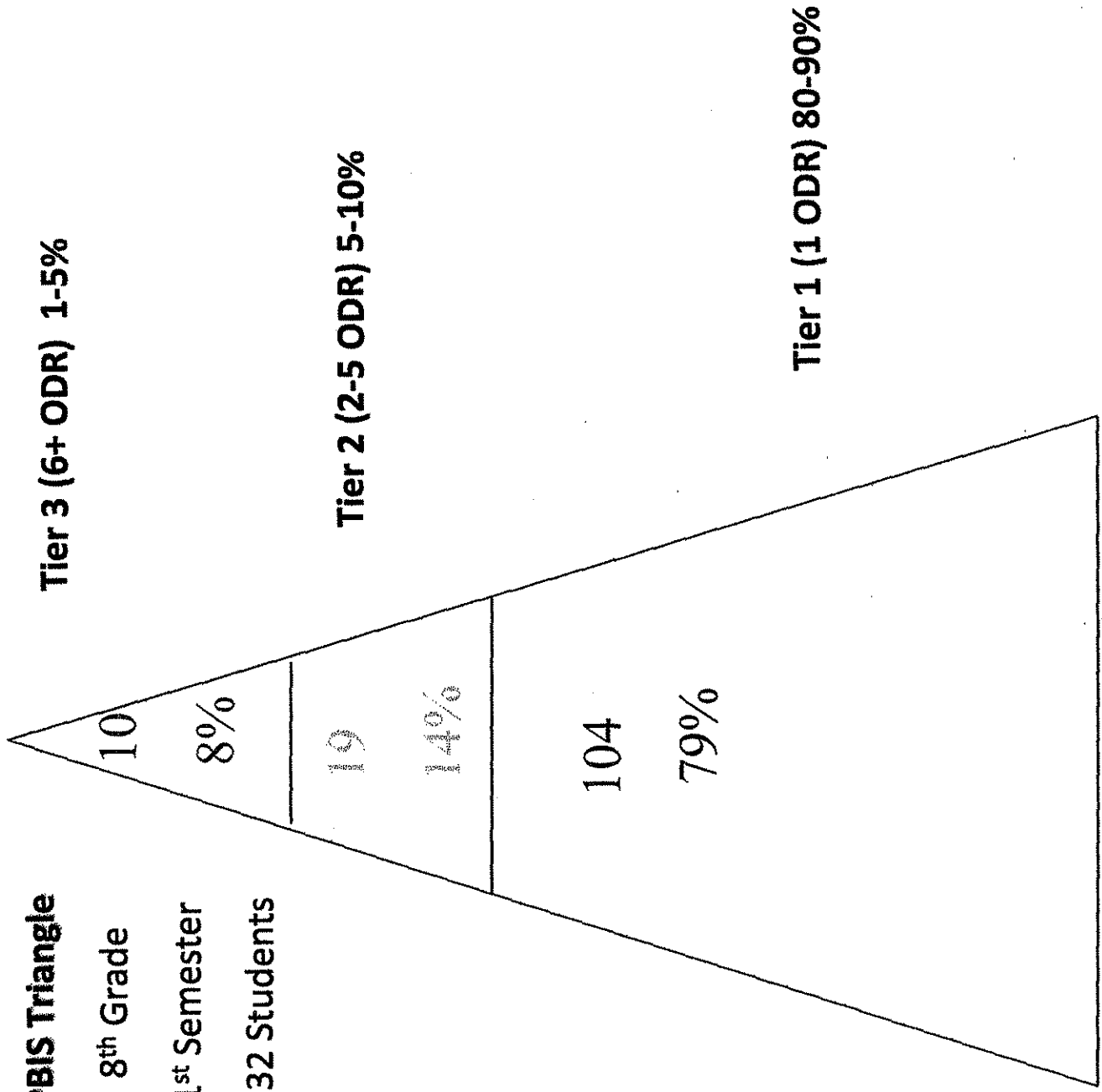
Tier 1 (1 ODR) 80-90%

PBIS Triangle

8th Grade

1st Semester

132 Students



Behavior Education Plan

■ Data

- 13 of our first 21 students (62%) improved GPA
 - 4 of 9 eighth graders (47%) graduated the program
 - Special Education Assistants CICO in a.m. and p.m.
 - Data entered by PBIS Coach and grade level teacher
 - Plan for 2009-2010 includes SEA entering data
 - Data discussed during team meetings
 - Support Services CNC in a.m. and p.m.
-

COST/BENEFIT ANALYSIS WORKSHEET

Enter info below

School name	Black Hawk Middle School
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Number of referrals for last year	1152
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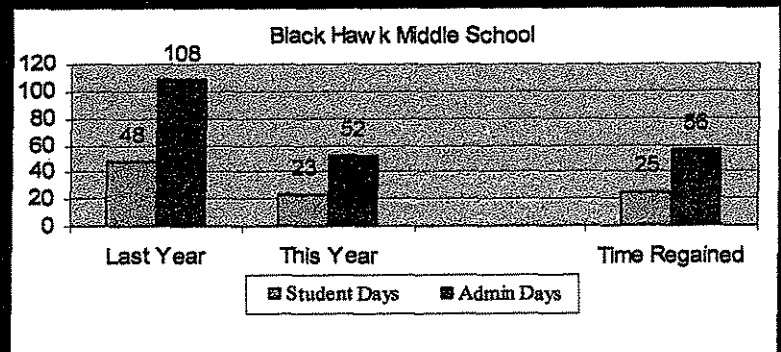
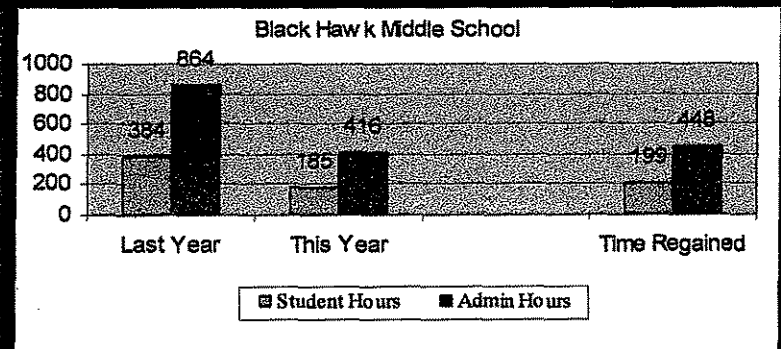
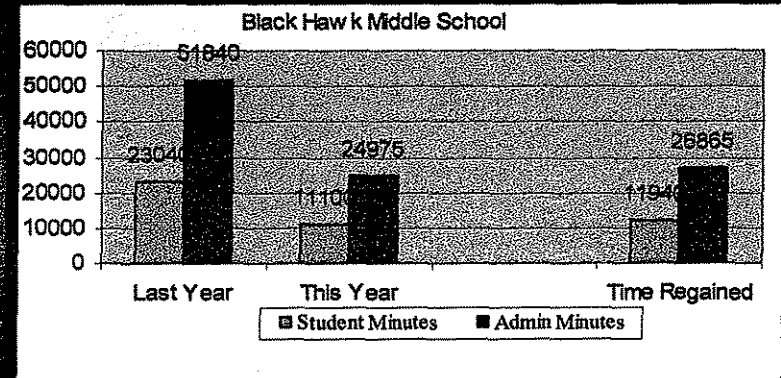
Number of referrals for this year	555
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Average # of minutes student is out of class due to referral	20
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Average # of minutes administrator needs to	45
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Time Regained

	Student	Administrator
Minutes	11940	26865
Hours	199	448
Days	25	56

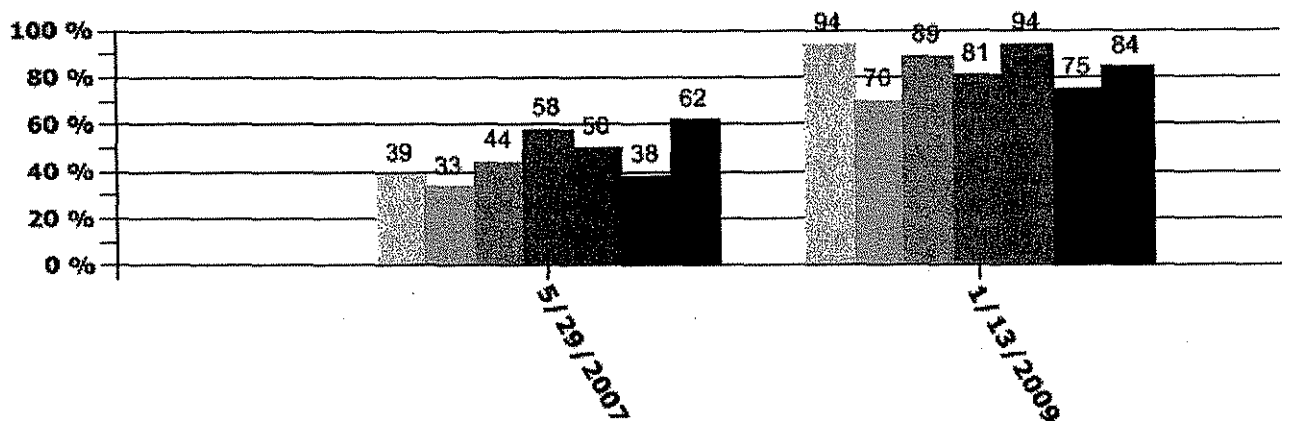


Worksheet courtesy of
PBIS Maryland

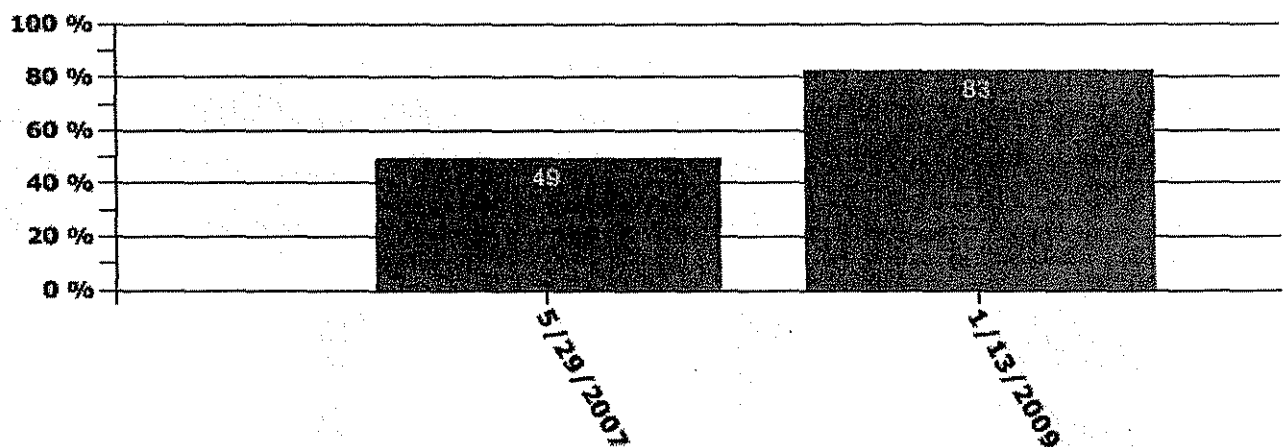
Positive Behavior Supports Survey

Self-Assessment Survey Schoolwide System Analysis

Black Hawk Middle School Schoolwide System Analysis

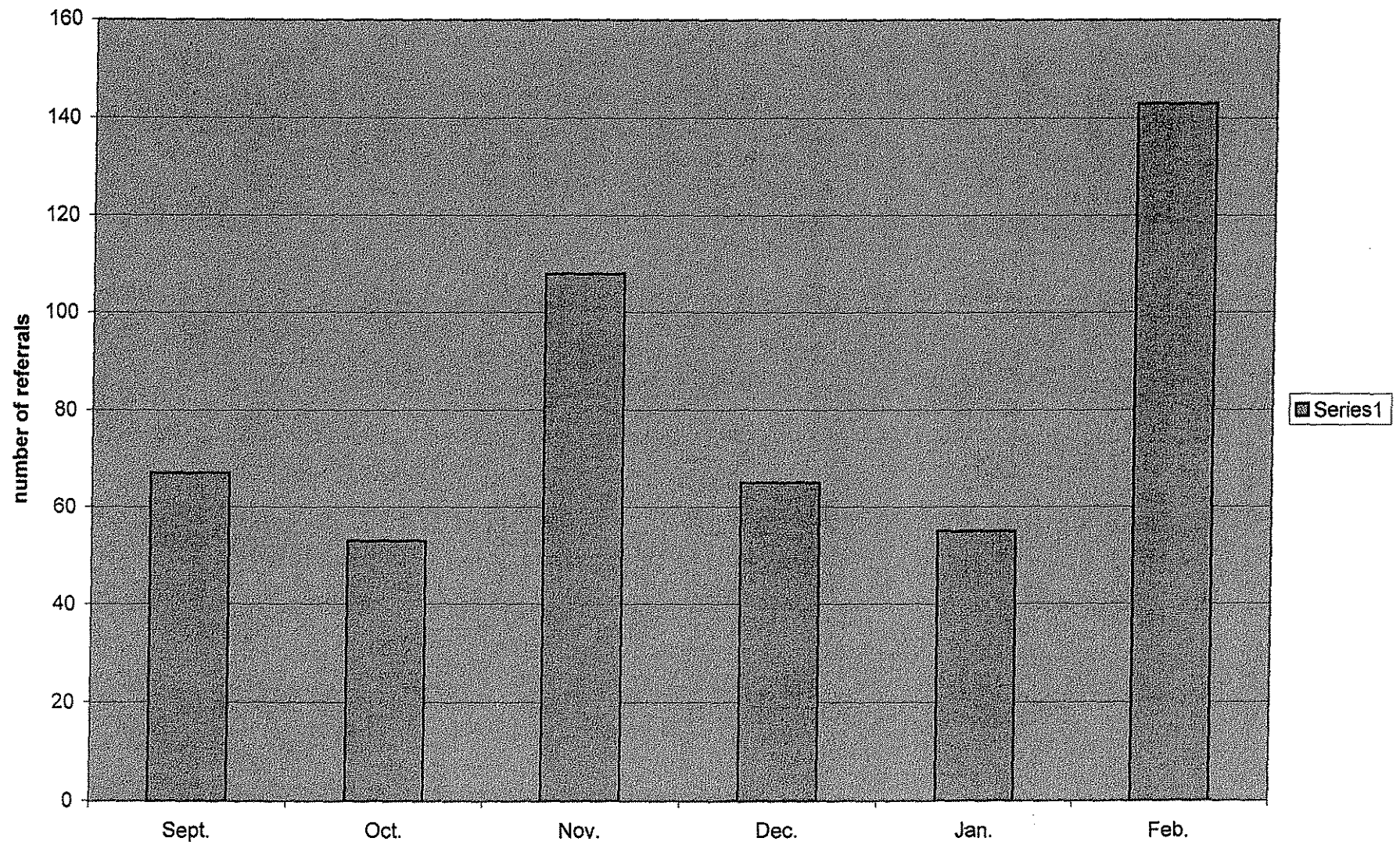


Expectations Defined Reward System Monitoring District Support/Management
 Expectations Taught Violations System Management



Implementation Average

Cherokee M.S. Behavior Referrals



Cherokee Middle School

The number of incidents resulting in a full class period or more removal from class

-increased from the first qtr. 07 – 08 to first qtr. 08-09 by 136.

The number of incidents resulting in a 10 minute or less removal from class

-increased from the first qtr. 07 – 08 to first qtr. 08-09 by 76.

The number of incidents resulting in a full class period or more removal from class

-decreased from the second qtr. 07 – 08 to second qtr. 08-09 by 130.

The number of incidents resulting in a 10 minute or less removal from class

- decreased from the second qtr. 07 – 08 to second qtr. 08-09 by 224.

Secondary Intervention Mentor Program

Twenty mentees and 15 mentors are involved in the two-year old program.

Mentees are students who are

- a) not EEN
- b) have been referred to our Above the Line Room frequently (the measure is subjective)
- c) have been recommended by academic staff.

Mentors meet once monthly.

Topics of discussion have included a)

- a) the role of mentor,
- b) discussion starters to use with mentees,
- c) struggles and successes,
- d) deeper training in the PBIS approach.

Mentors and mentees have met twice this year for social time: Board games, talk, food.

Mentors receive weekly updates on mentees' behavior; progress.

Mentors receive periodic updates on mentees' academic progress.

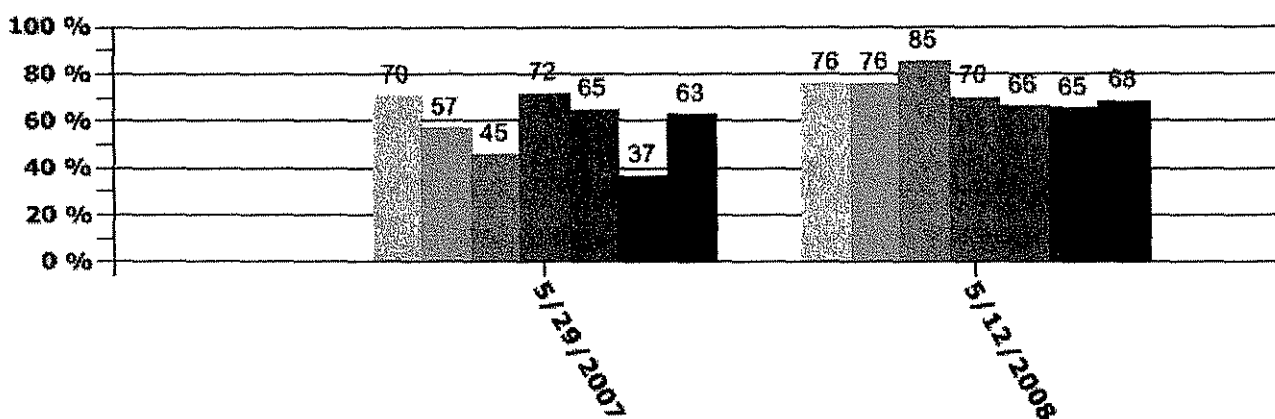
Mentors are included in parent conferences with academic staff and principals.

Mentors meet with mentees at a variety of times and engage in a variety of activities (e.i., lunch, walks, games, sports, clubs, etc.).

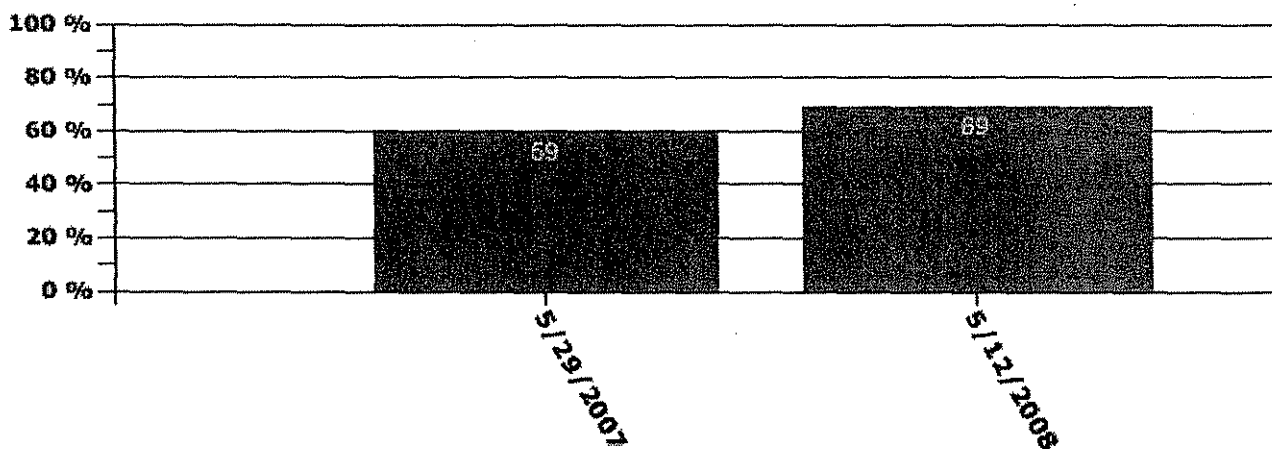
Positive Behavior Supports Survey

Self-Assessment Survey Schoolwide System Analysis

Cherokee Heights Middle School Schoolwide System Analysis

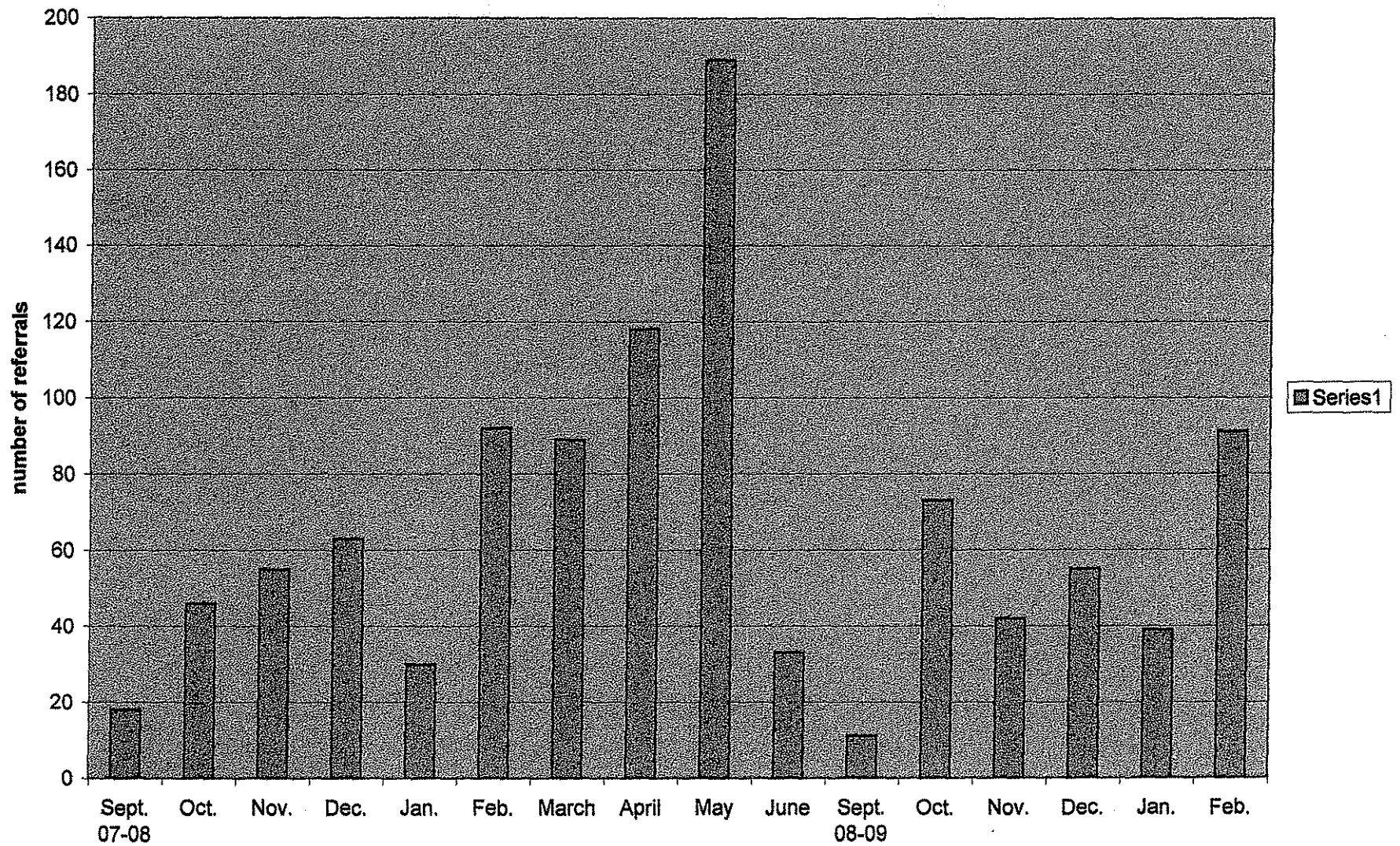


Expectations Defined Reward System Monitoring District Support
 Expectations Taught Violations System Management



Implementation Average

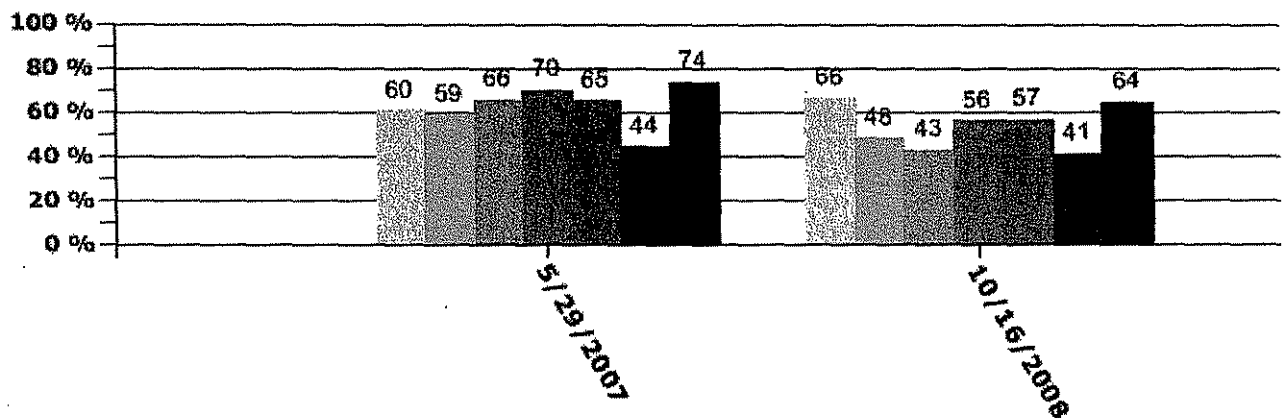
Hamilton M.S. Behavior Referrals



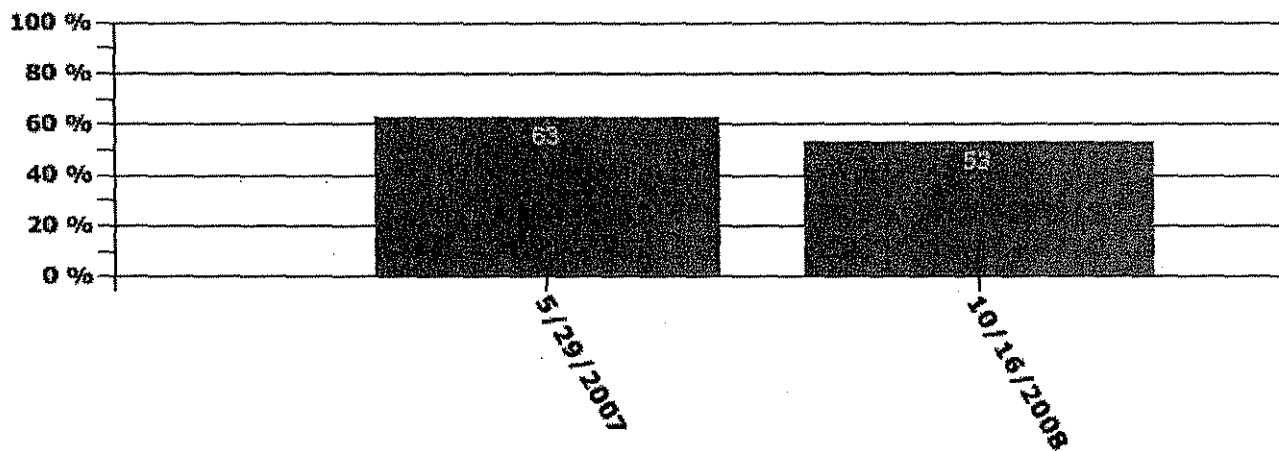
Positive Behavior Supports Survey

Self-Assessment Survey Schoolwide System Analysis

Hamilton Middle School Schoolwide System Analysis

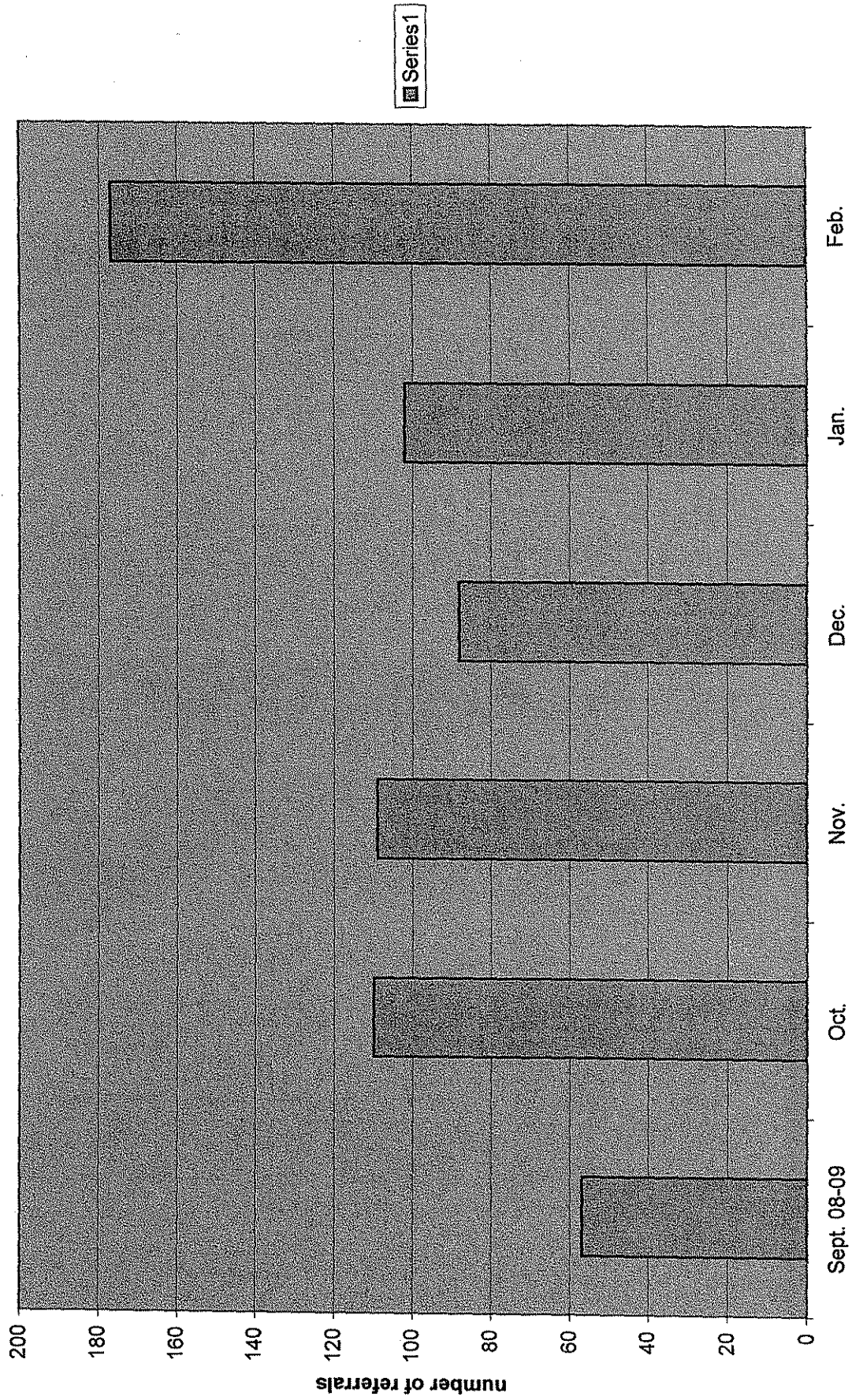


Expectations Defined Reward System Monitoring District Support
 Expectations Taught Violations System Management



Implementation Average

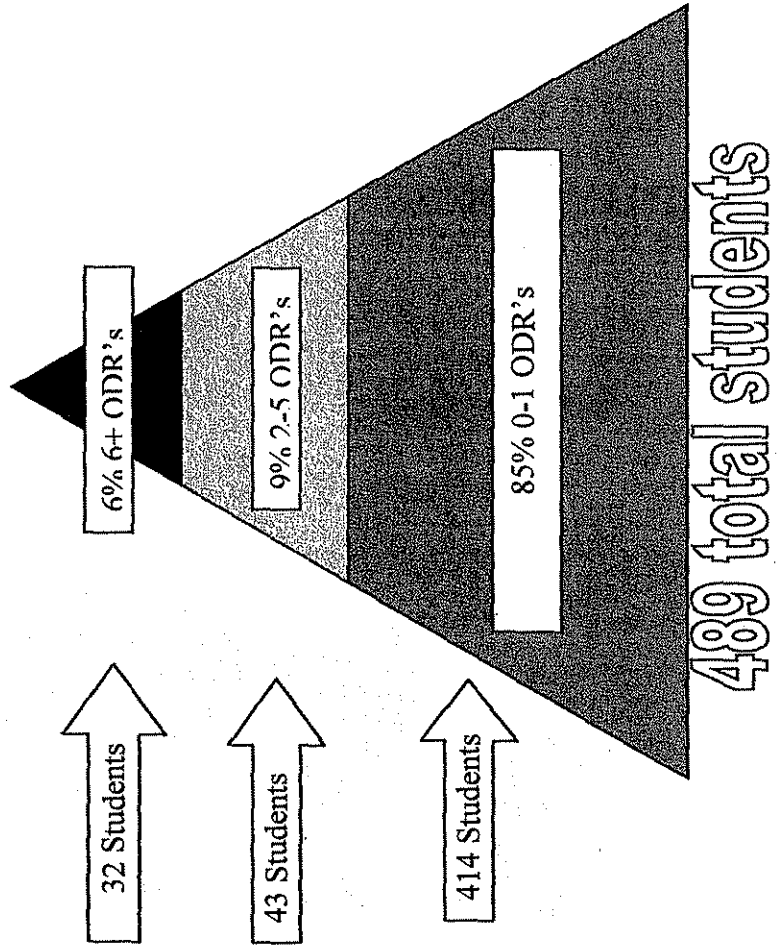
Jefferson M.S. Behavior Referrals



Jefferson MS

PBS Triangle

September '08 - February '09

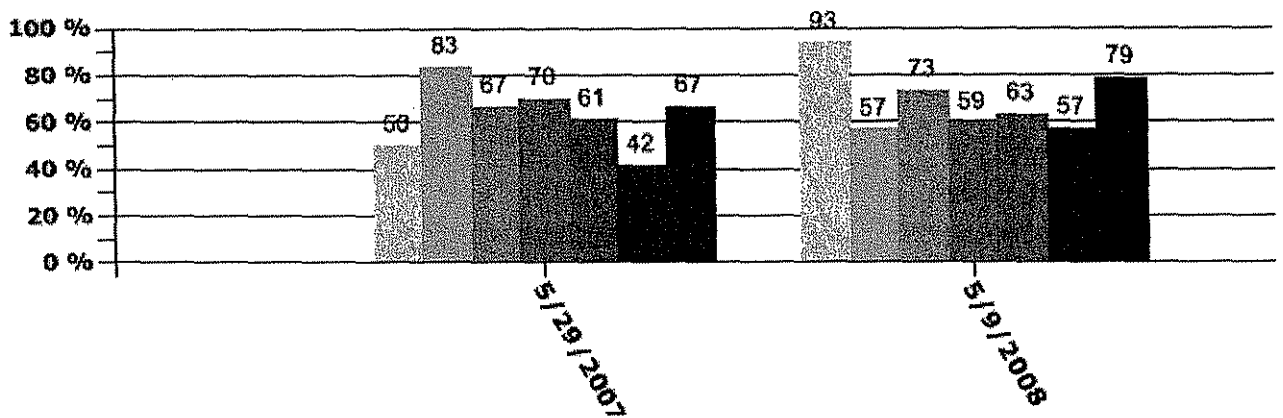


Positive Behavior Supports

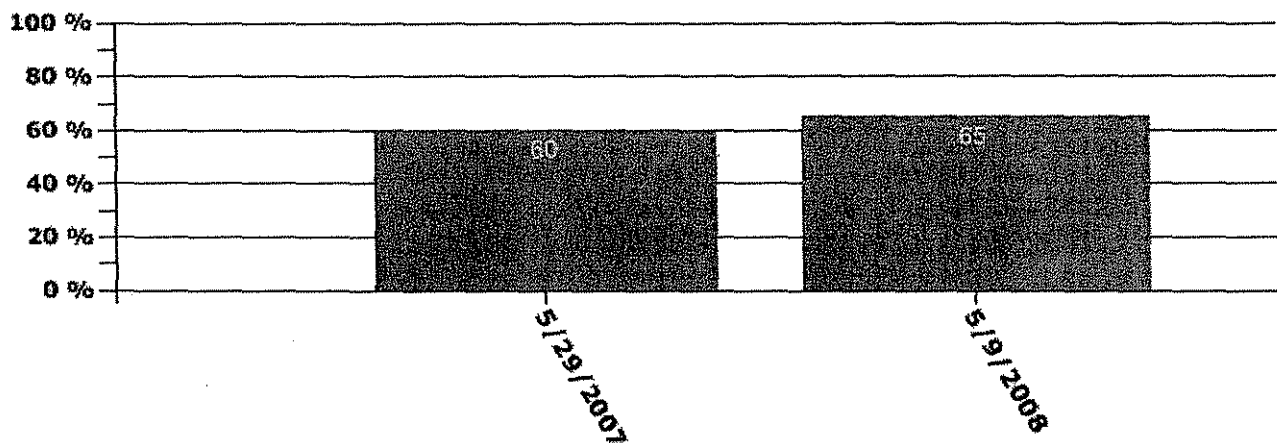
Survey

Self-Assessment Survey Schoolwide System Analysis

Jefferson Middle School Schoolwide System Analysis

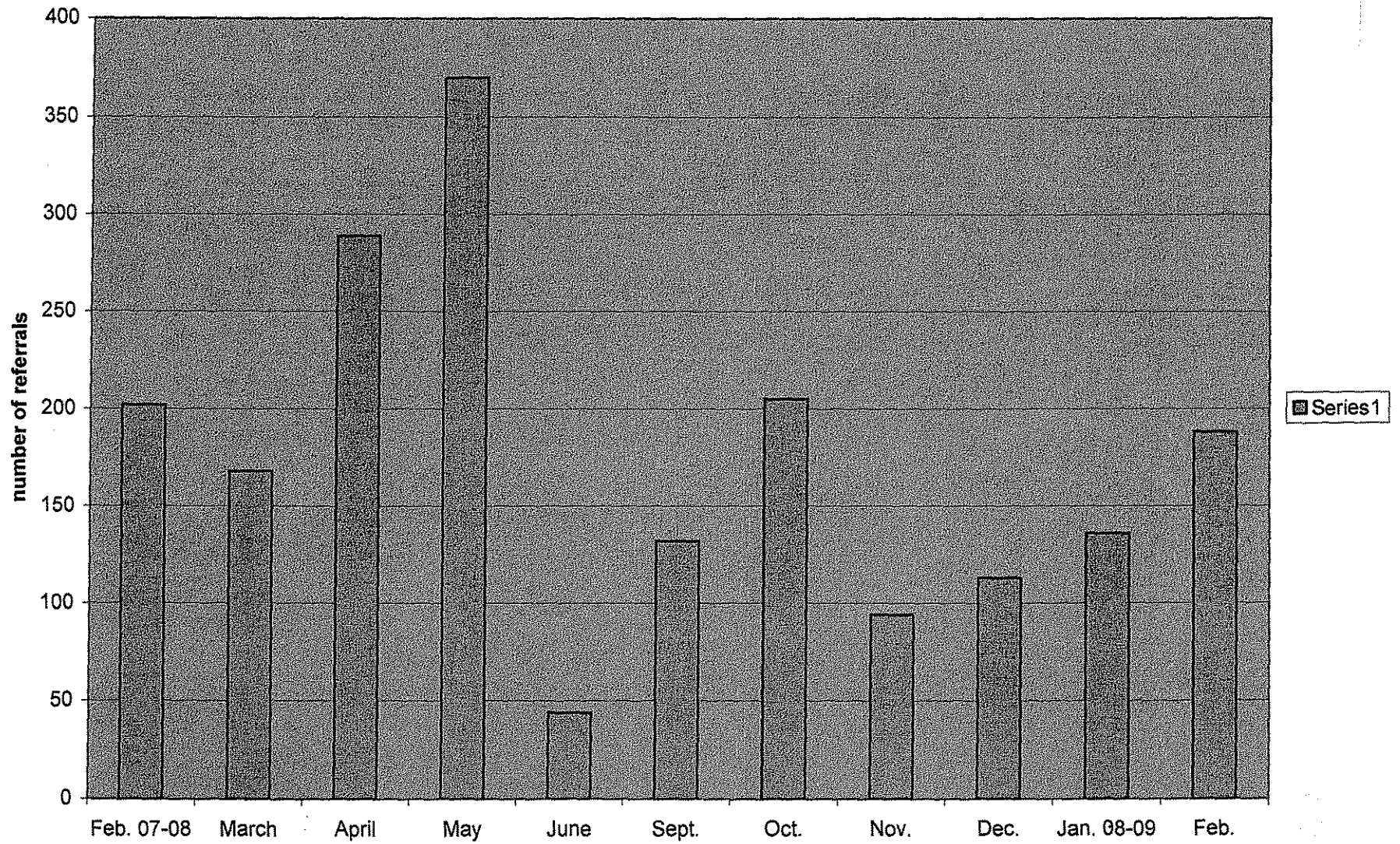


Expectations Defined Reward System Monitoring District Support
 Expectations Taught Violations System Management



Implementation Average

O Keeffe M.S. Behavior Referrals



O'Keeffe Middle School
Behavioral Tier Analysis

Spring 2007-2008

Tier Three
Six or more Referrals
56 Students 12%

Tier Two
Two to Five Referrals
69 Students 15%

Tier One
Zero to One Referral
344 Students 73%

Total Students served
2007-2008 469

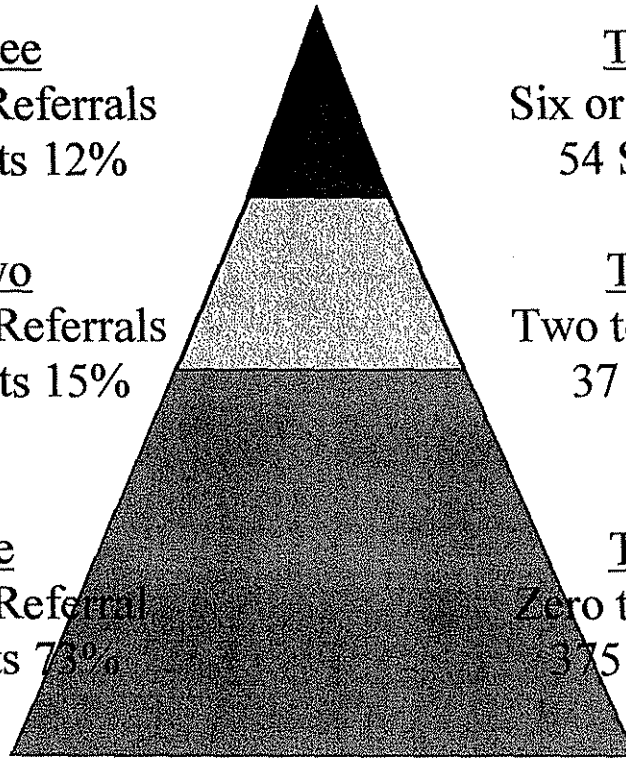
Fall 2008-2009

Tier Three
Six or more Referrals
54 Students 11%

Tier Two
Two to Five Referrals
37 Students 8%

Tier One
Zero to One Referral
375 Students 81%

Total Students served
2008-2009 466



Georgia O'Keeffe Middle School Behavior Skill Monitoring

Referrals prior to Cool Tool	Cool Tool Topic	Cool Tool Teaching Dates	Referrals after Cool Tool	Percent Reduction or Increase in Referrals
	Introduce Behavior Matrix (Every Day)	9/1/08-9/10/08		
May 2008 - 370 Referrals	On Time/With Materials/Ready to Learn. (Two lessons per week)	9/15/08-10/8/08	September 212 Referrals	43% decrease
	What does "On Time" mean in each class?			
	What materials are necessary in each class?			
	Organization as part of being ready to learn.			
	Attitude as a part of being ready to learn.			
	What does "Ready to Learn" look like, sound like, and feel like?			
September 138 Referrals	"Yes We Can" - Be part of the world we want to live in. (one lesson per week)	10/9/08-11/5/08	November -103 Referrals	26% decrease
	Personal Responsibility			
	Change has come to O'Keeffe			
	Ally vs Bully			
	Student Activism - Survey			
October 119 events coded 204 - Insubordination	Continue "Yes We Can"	11/8/08-12/10/08	December 60 events coded 204 Insubordination	50% decrease
	What Can I do? How can I help?			
	Characteristics of a successful leader			
November - 62 events coded 204 - Insubordination	Positive Language in the Classroom	12/10/08-2/4/09	February - 94 events coded 204 - Insubordination	49% Increase
	Inside Voices			
	Win-Win Decisions			
	Disagreeing Respectfully			
136 Referrals	Cut Me Some Slack	2/5/09-3/4/09		
	Recognizing Frustration/Giving Personal Space			
	Do One Good Deed Today			
	Pay It Forward			

COST/BENEFIT ANALYSIS WORKSHEET

Enter info below

School name O'Keeffe Middle School

Number of referrals for last year 1074

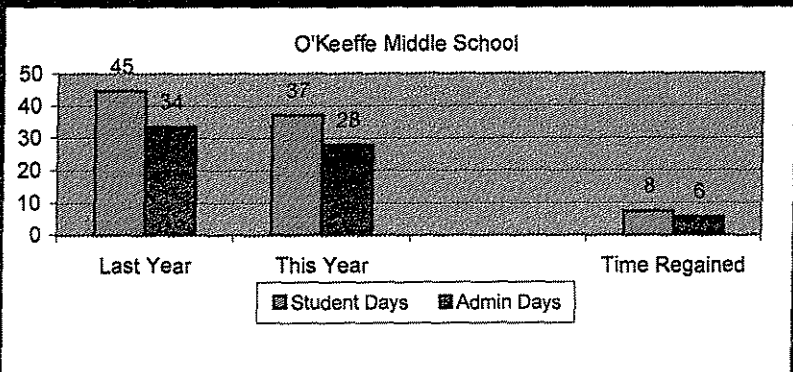
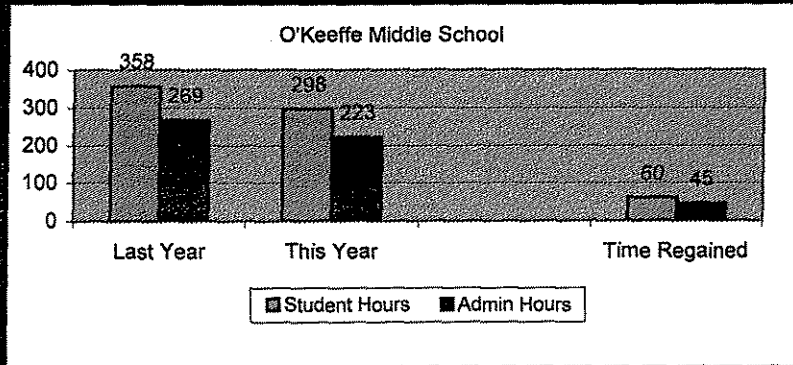
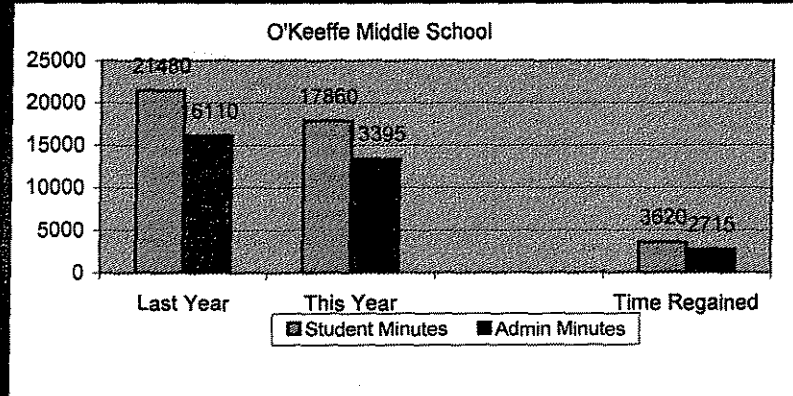
Number of referrals for this year 893

Average # of minutes student is out of class due to referral 20

Average # of minutes administrator needs to 15

Time Regained

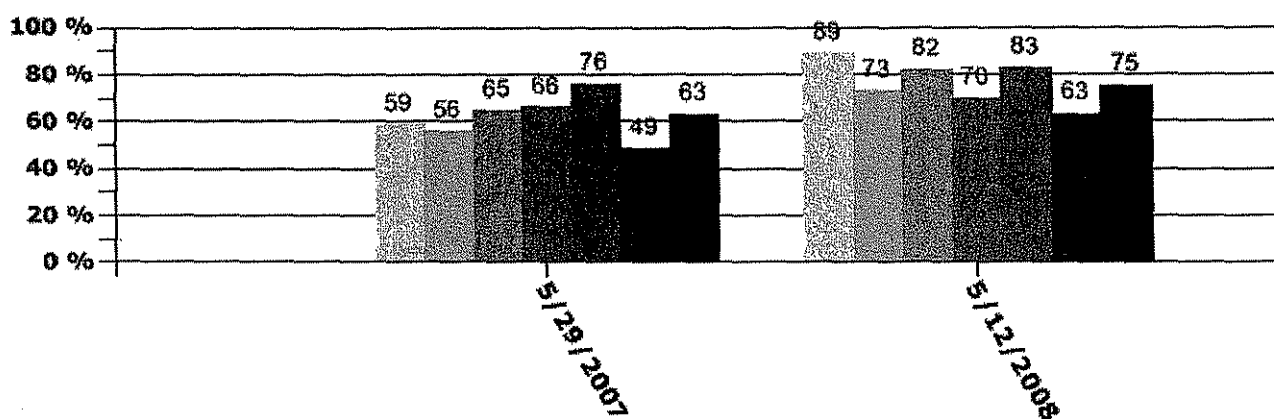
	Student	Administrator
Minutes	3620	2715
Hours	60	45
Days	8	6



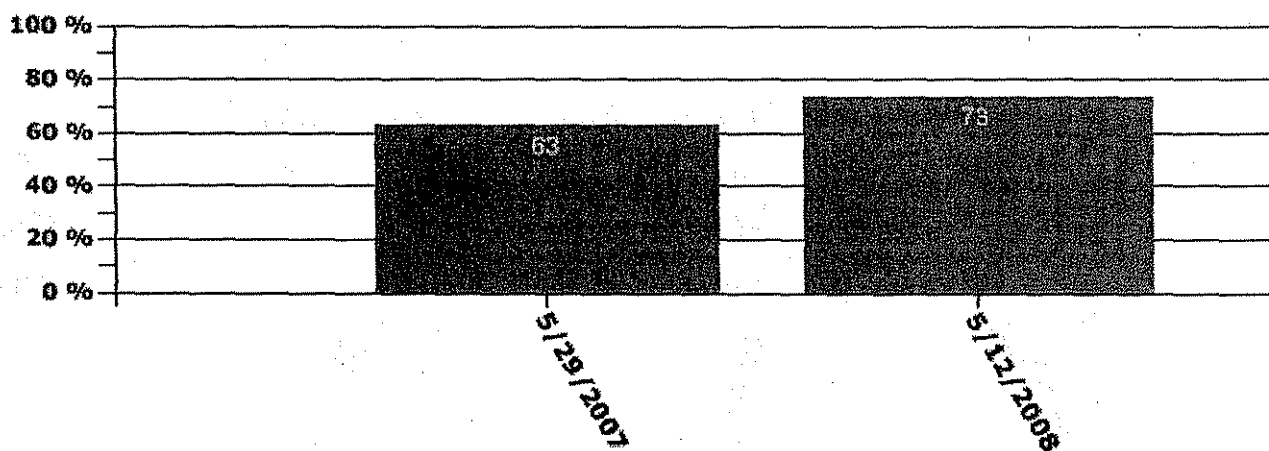
Positive Behavior Supports Survey

Self-Assessment Survey Schoolwide System Analysis

O'keeffe Middle School Schoolwide System Analysis

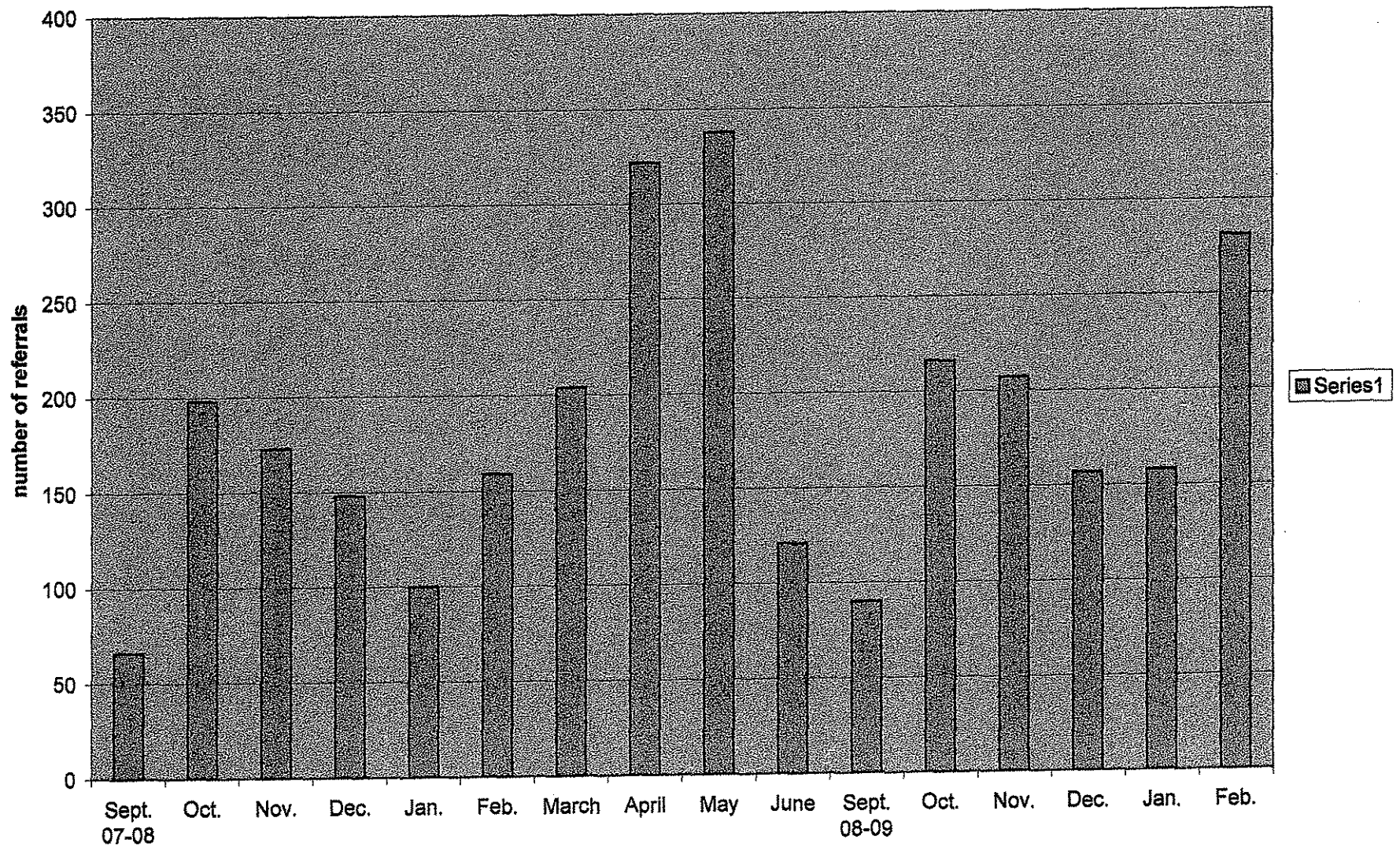


Expectations Defined Reward System Monitoring District Support/Management
 Expectations Taught Violations System Management



Implementation Average

Sennett M.S. Behavior Referral



Cool Tool

Lesson # 31 - EXTENTION

Universal Expectation: Resolve Conflicts Peacefully

Name of Skill: Be an Ally. Report offenders. Safety Over Silence!!

Location: Hallway, Bathroom, Bus, Cafeteria, Classroom

Purpose/ Importance:

- Keeps school safe
- It is the right thing to do.

Teaching Examples:

1. You are on the bus on your way to school, when you over hear three students taunting and bullying one of your classmates. You don't feel comfortable standing up and saying something to them, but immediately when you walk into school you tell Ms. Lodholtz.
2. You are in the gym locker room changing after class, when your good friend pulls out a pocket knife to show you from her pocket. You know that now that you have seen she has it, you will be in just as much trouble as she is, if she gets caught. You convince her to go with you to Ms. Farrar-Simpson at the end of class and tell her about the knife.
3. You are in the bathroom stall when you over hear two students talking about what they are writing on the wall. When you come out to wash your hands, you see who they are. On your way back to class you walk by the S.O.S. box and write down what you heard and saw. You don't sign your name.

2. Kid Activities/ Role-Plays:

1. Discuss and brainstorm what obstacles get in the way of reporting a situation to an adult (i.e. snitching – negative peer attention).
2. Roll-play the steps of going to a trusted adult and reporting a concern.
3. Roll-play going to the S.O.S. box and reporting a concern.
4. Discuss other ways to report a concern (i.e. tell a parent at home)

Reinforcement Activities:

1. Compliment students directly for choosing safety over silence.
2. Award Rising Stars to students who demonstrate safety over silence.
3. Give SOS survey to students in your class.

Extension:

1. Teaching Point

You are remembering the cool tool from last week about reporting safety issues to an adult. In the past week you have witnessed a few incidents that you could have reported, but didn't because you don't want to be a snitch.

S.O.S. Survey

-

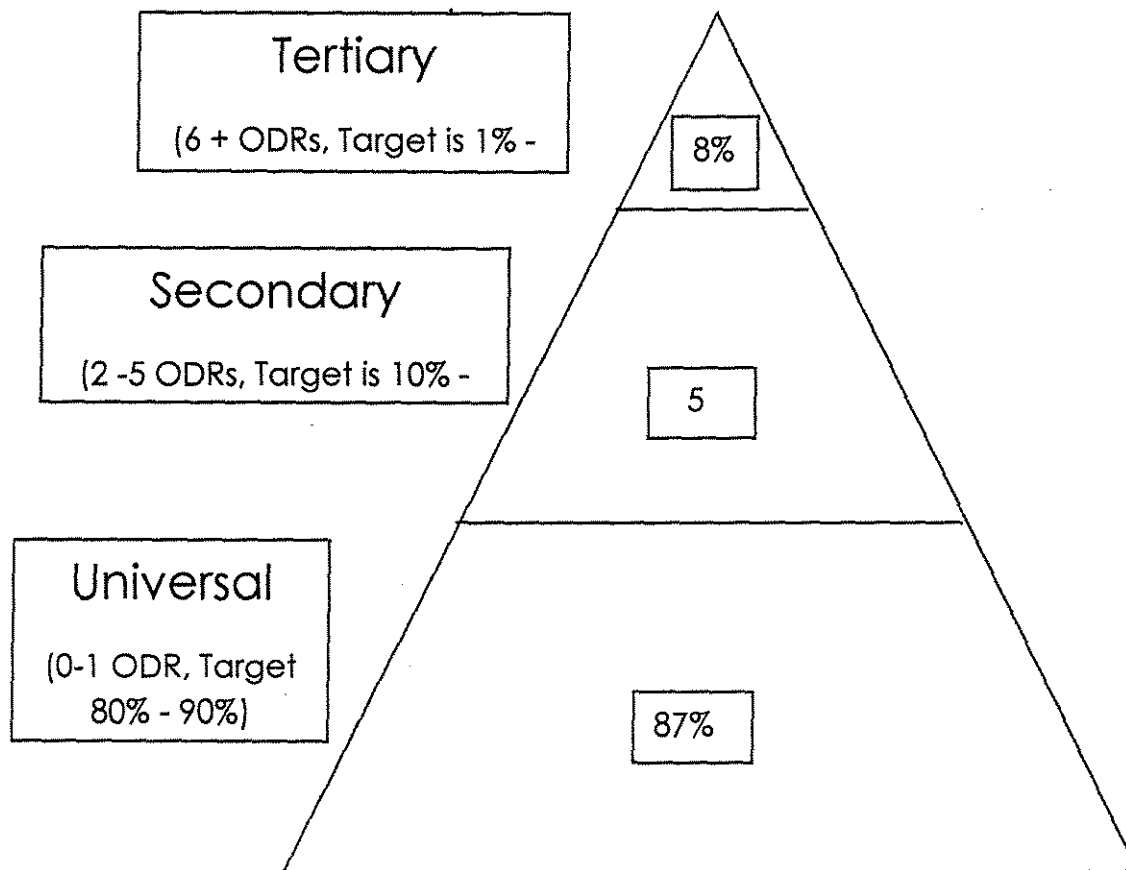
1. **T F** I know what S.O.S. means.
2. **T F** I know where to get a harassment form.
3. **T F** I have used a harassment form.
4. **T F** I know where the S.O. S. box is.
5. **T F** I have used the S.O.S. box.
6. **T F** There are at least 2 adults that I trust at school.
7. **T F** I know who at **least 2** of the following people: Ms. Farrar-Simpson, Ms. Fayen, Ms. Rhoades, Mr. Zipper, Ms. Tomlinson.
8. **T F** I know an adult that I could report a concern to and trust that it would remain anonymous.
9. **T F** I have reported safety concerns to adults at Sennett in the past.
10. **T F** When I have reported a concern to an adult at Sennett, it was handled well.

S.O.S. Survey Results

S.O.S. Cool Tools taught 3/4/09 – 3/11/09

Question	True Responses	False Responses	Percent of True Responses
I know what S.O.S. means	452	41	92%
I know where to get a harassment form	396	96	80%
I have used a harassment form	133	357	27%
I know where the S.O.S. box is	363	129	74%
I have used the S.O.S. box	27	463	6%
There are at least 2 adults that I trust at school	419	72	85%
I know at least 2 of the following people: Ms. Farrar-Simpson, Ms. Fayen, Ms. Rhoades, Mr. Zipper, Ms. Tomlinson	431	61	88%
I know an adult that I could report a concern to and trust that it would remain anonymous	414	77	84%
I have reported safety concerns to adults at Sennett in the past	155	333	32%
When I have reported a concern to an adult at Sennett, it was handled well	242	216	53%

PBIS Systems



2006 – 2007 Sennett (Data as of Jan. 25, 2008)

600 Total Students

86 Students with 1 ODR

33 Students with 2 ODR's

33 Students with 3-5 ODR's

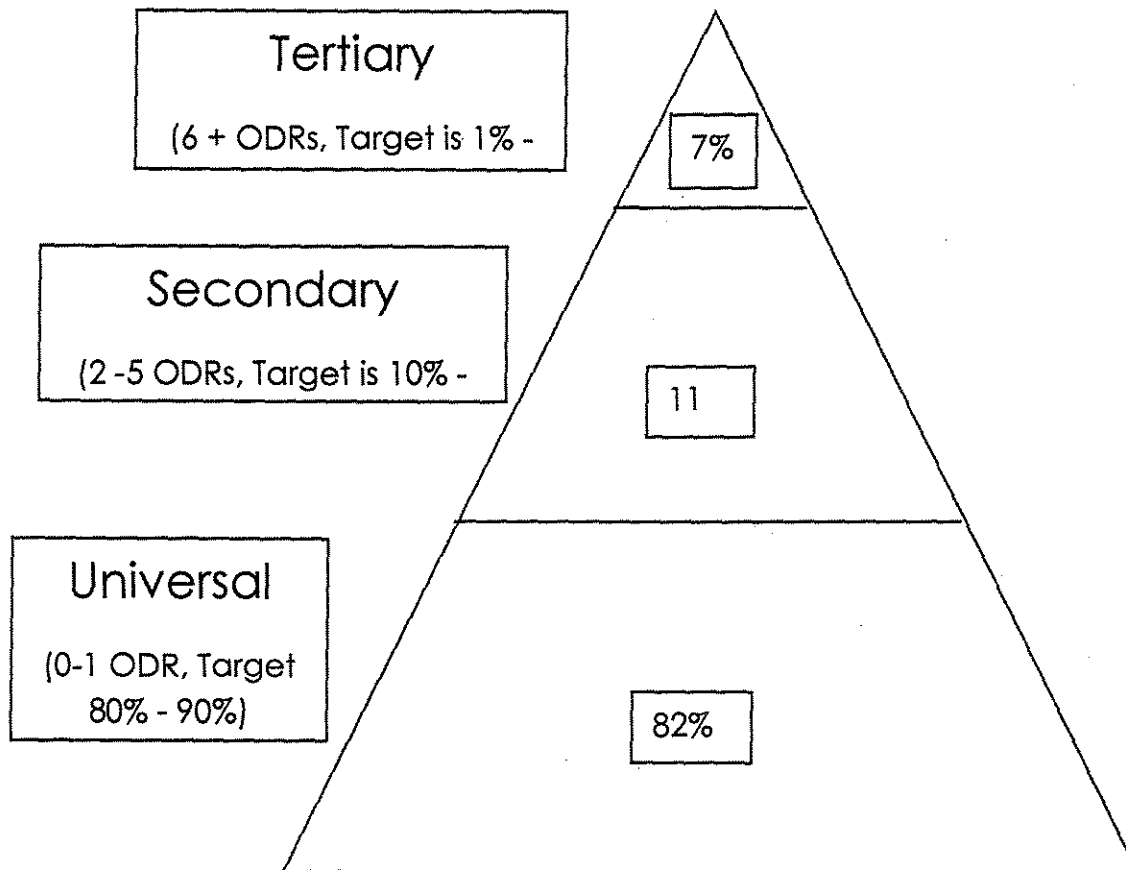
48 Students with 6 + ODR's

	1ODR	2ODRs	3-5ODRs
<u>6+ODRs</u>			
House 1	18	3	4
8			
House 2	13	9	5
8			
House 3	13	7	7
7			
House 4	15	6	6

*ODR = Office Discipline Referral

* RS = Raw Score

PBIS Systems



2008 – 2009 Sennett (Data as of Jan. 23, 2009)

640 Total Students

70 Students with 1 ODR

25 Students with 2 ODR's

44 Students with 3-5 ODR's

45 Students with 6 + ODR's

	1ODR	2ODRs	3-5ODRs
6+ODRs			
House 1	11	1	8
4			
House 2	12	4	9
15			
House 3	6	9	6
8			
House 4	12	3	10

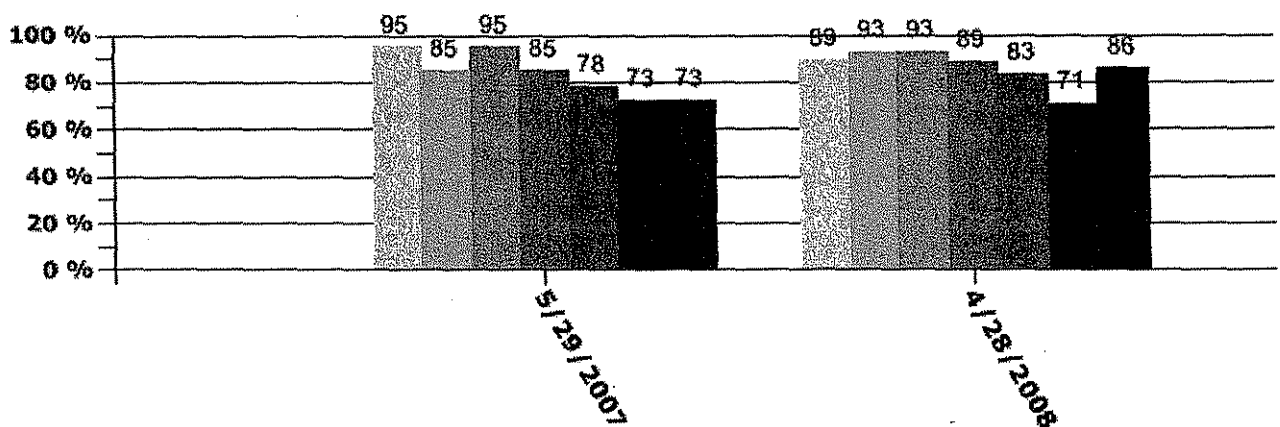
*ODR = Office Discipline Referral

*Raw Score

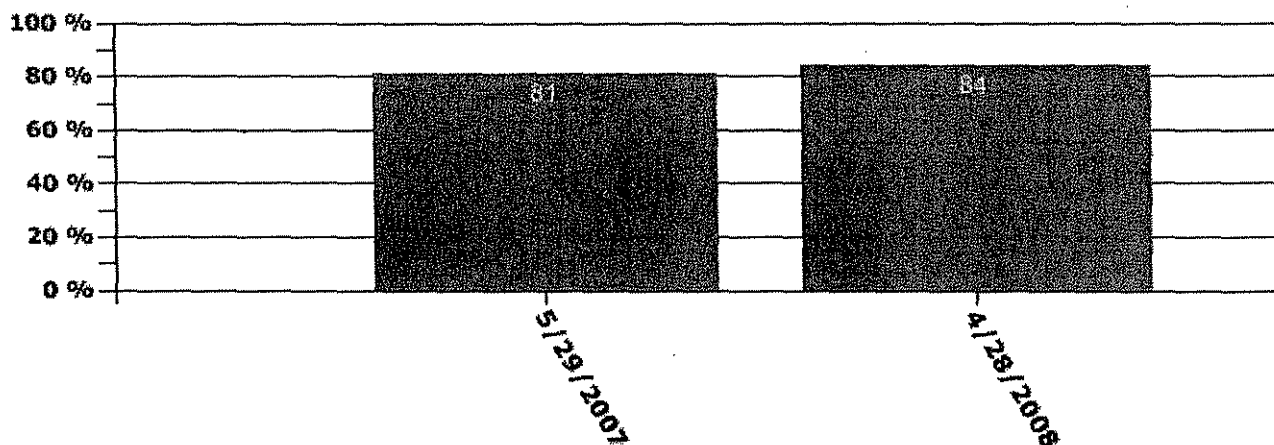
Positive Behavior Supports Survey

Self-Assessment Survey Schoolwide System Analysis

Sennett Middle School Schoolwide System Analysis

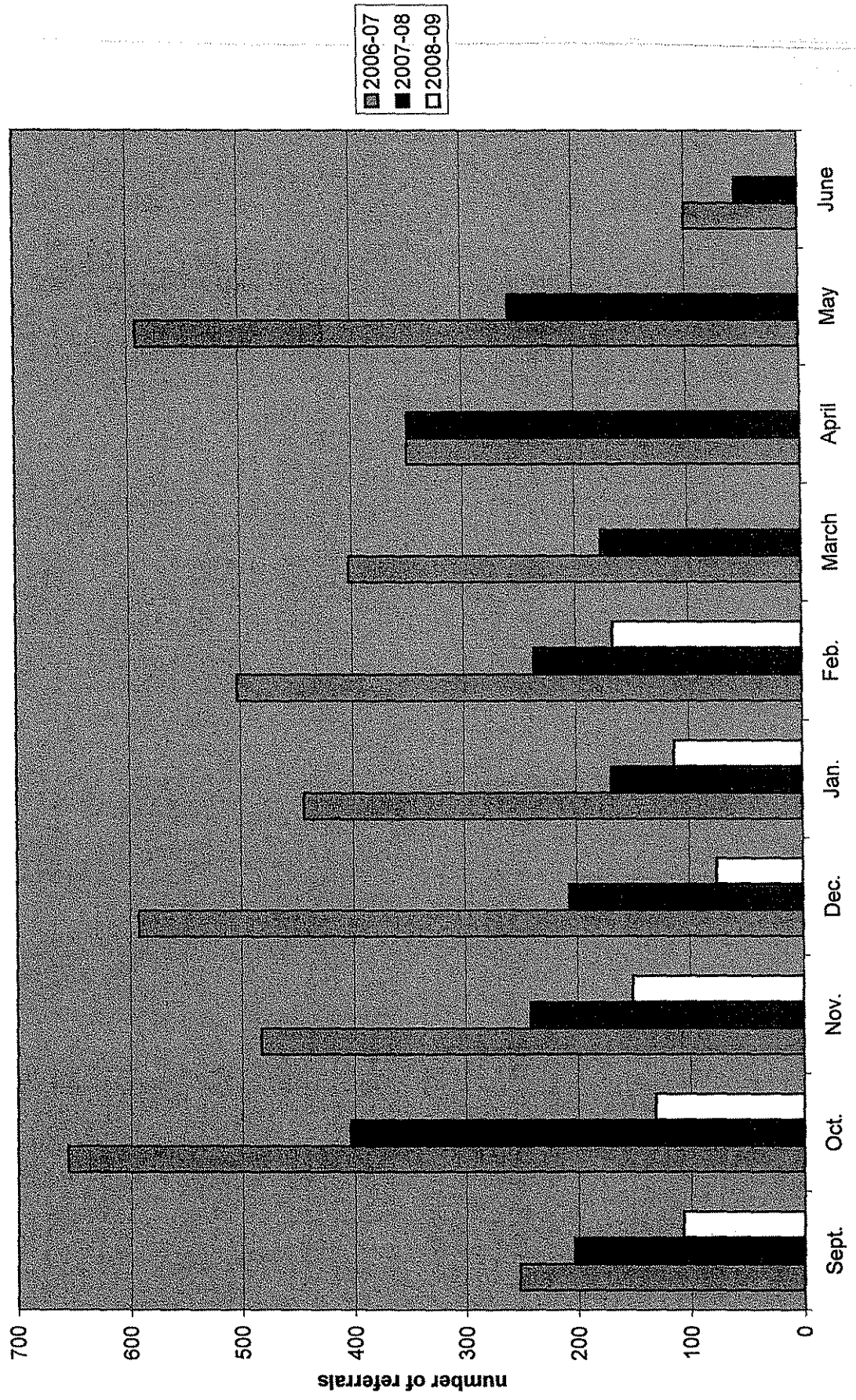


Expectations Defined Reward System Monitoring District Support
 Expectations Taught Violations System Management



Implementation Average

Sherman M.S. Behavior Referrals



Sherman Middle School
Behavioral Tier Analysis

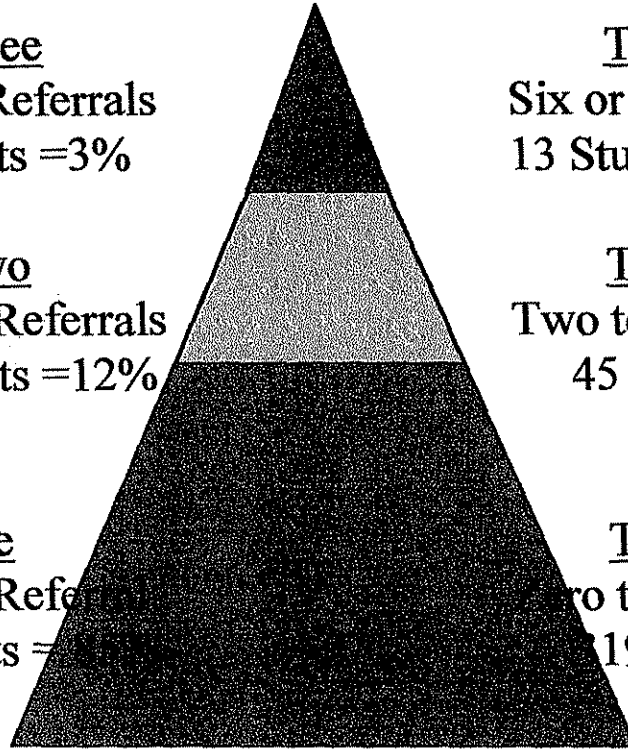
First Quarter -08-09

Second Quarter 08-09

Tier Three
Six or more Referrals
12 Students = 3%

Tier Two
Two to Five Referrals
44 Students = 12%

Tier One
Zero to One Referrals
321 Students = 85%



Tier Three
Six or more Referrals
13 Students = 4%

Tier Two
Two to Five Referrals
45 Students = 11%

Tier One
Zero to One Referrals
319 Students = 85%

Sherman Middle School
PBS Cost Benefit Analysis (3/23/09)

Referrals from 2006-07	Referrals from 2007-08	Ave. minutes regained for students	Ave. admin. Minutes regained
4627	2303	23240	11620

48 days for students gained back
24 days for administrator gained back

Referrals from 2007-08	Referrals from 2008-09	Ave. minutes regained for students	Ave. admin. Minutes regained
2303	745	15580	7790

32 days for students gained back
16 days for administrator gained back

Two years difference

Referrals from 2006-07	Referrals from 2008-09	Ave. minutes regained for students	Ave. admin. Minutes regained
4627	745	38820	19410

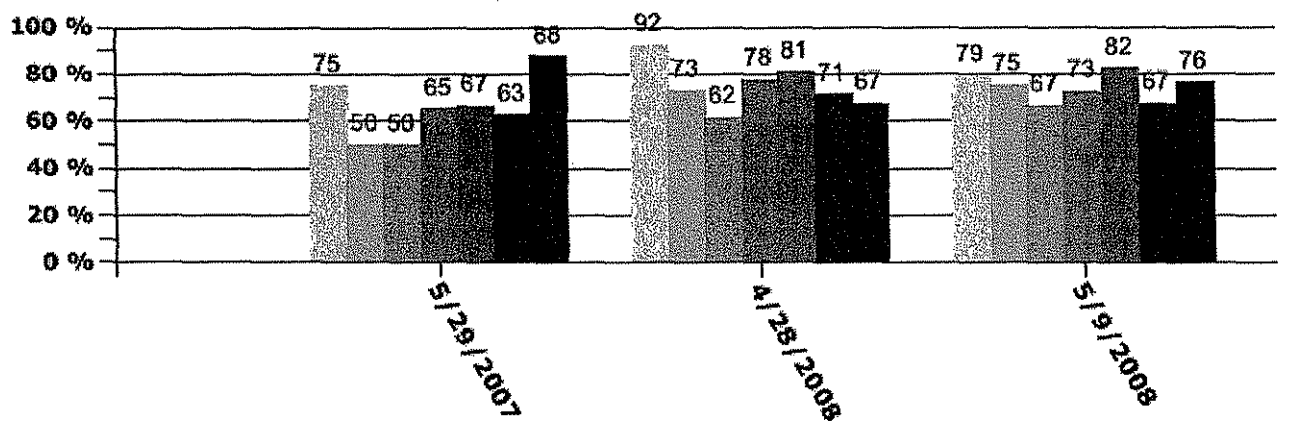
80 days gained back for students
40 days gained back for administrator

Positive Behavior Supports

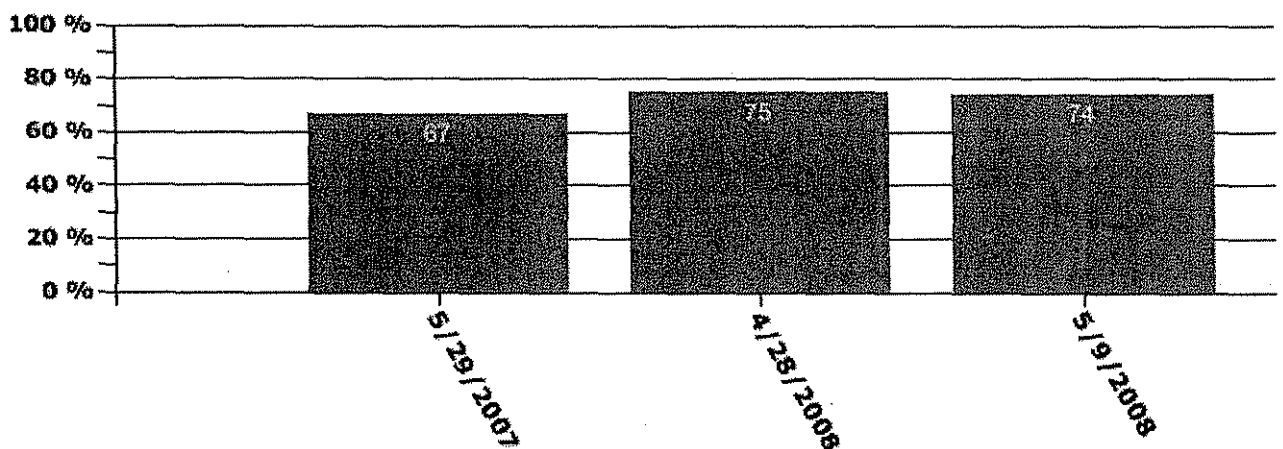
Survey

Self-Assessment Survey Schoolwide System Analysis

Sherman Middle School Schoolwide System Analysis

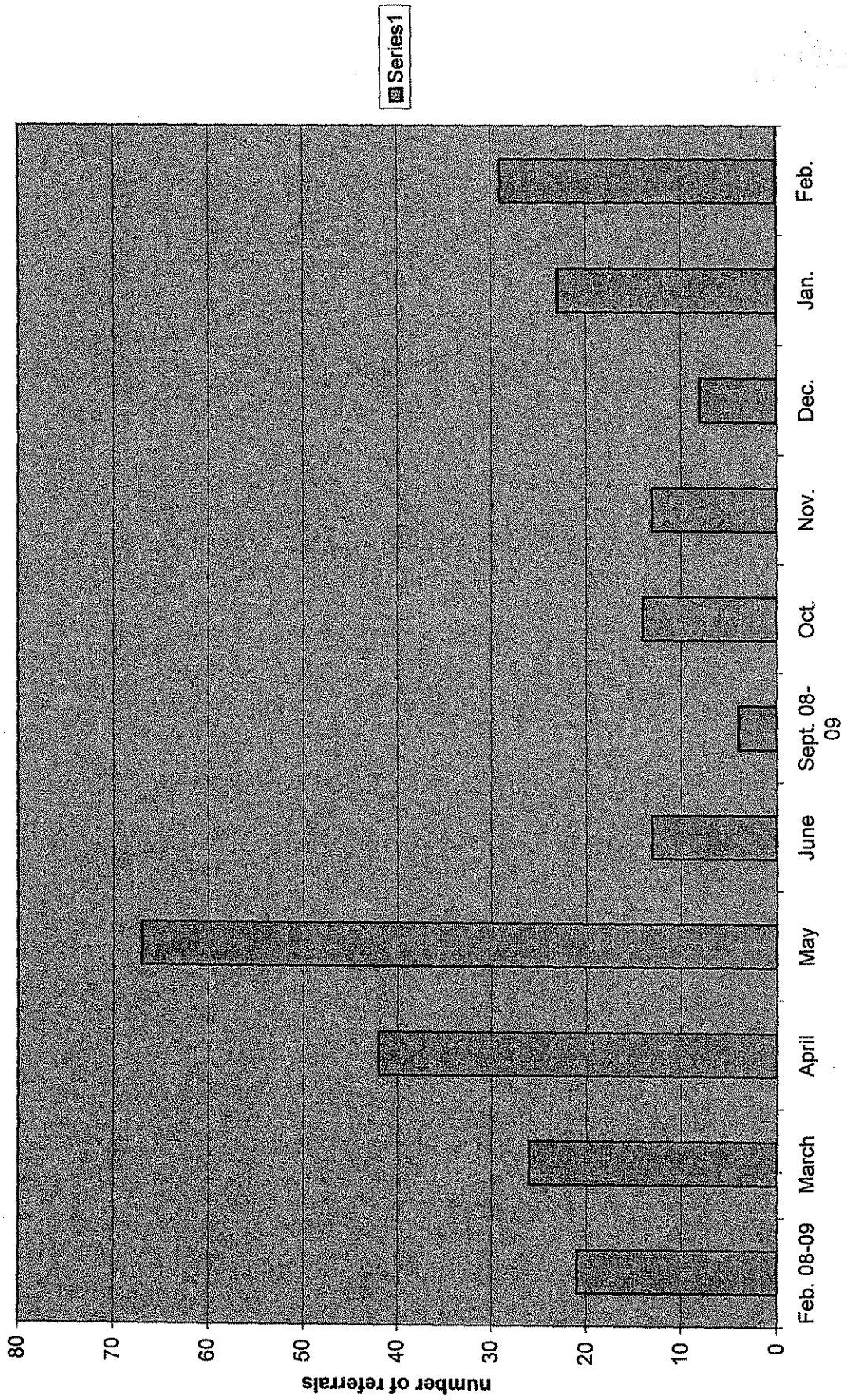


Expectations Defined Reward System Monitoring District Support
 Expectations Taught Violations System Management



Implementation Average

Spring Harbor M.S. Behavior Referrals

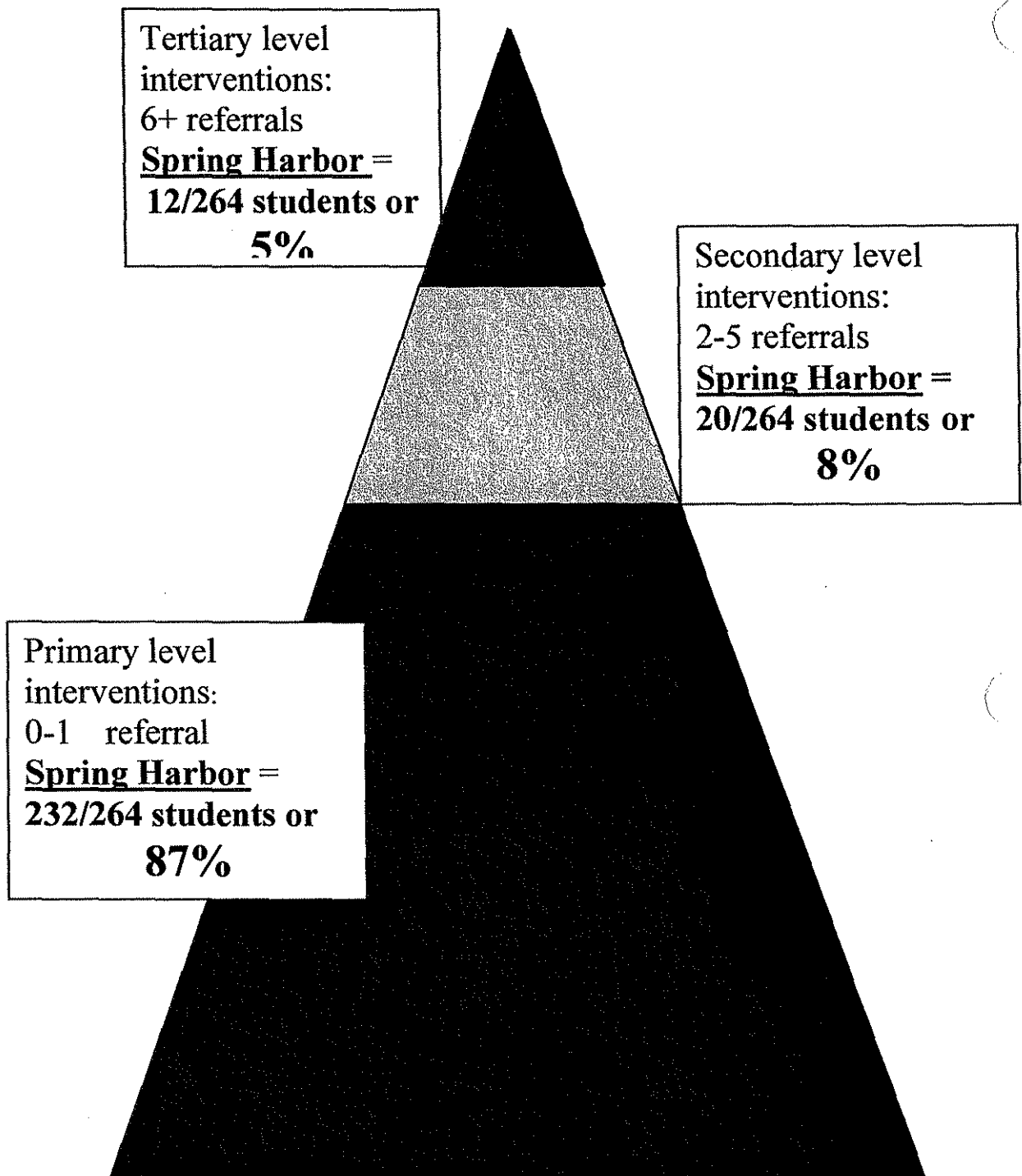


Spring Harbor Middle School

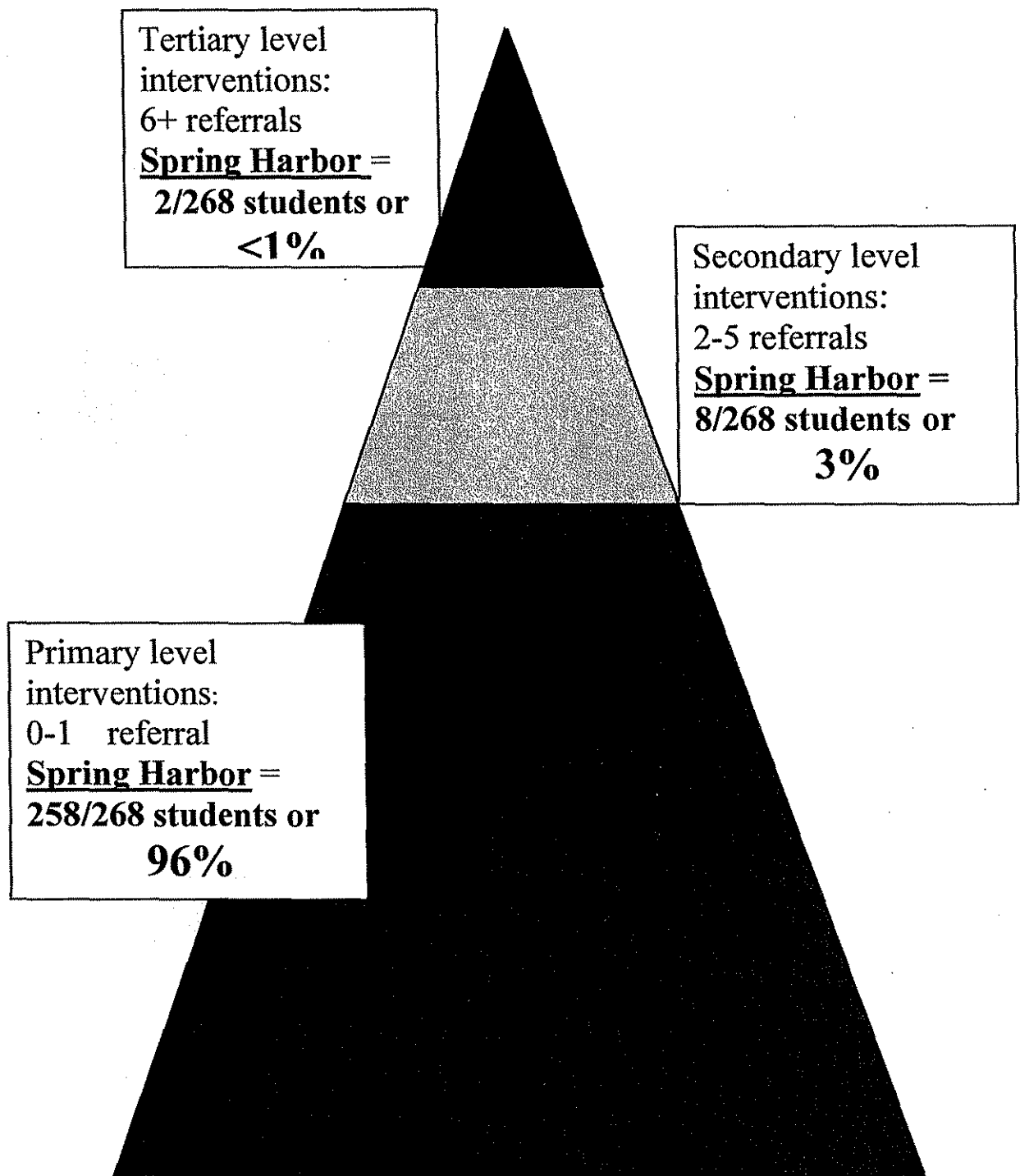
Behavioral Skill Monitoring

Tardies

Date	# Students	# Tardies
<u>Pre-teaching</u> 9-10-08 to 10-3-08	93	206
<u>Teaching/Acknowledging</u> 10-6-08 to 10-29-08	53	89
<u>Post-teaching</u> 11-3-08 to 11-26-08	74	133



Spring Harbor Middle School
2007-2008
Semester 2



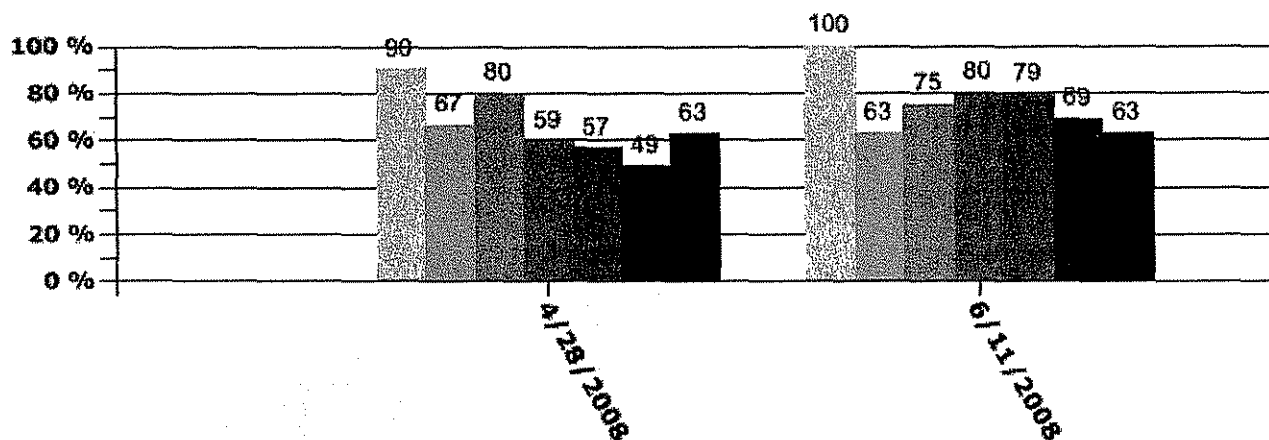
Spring Harbor Middle School
2008-2009
Semester 1

Positive Behavior Supports

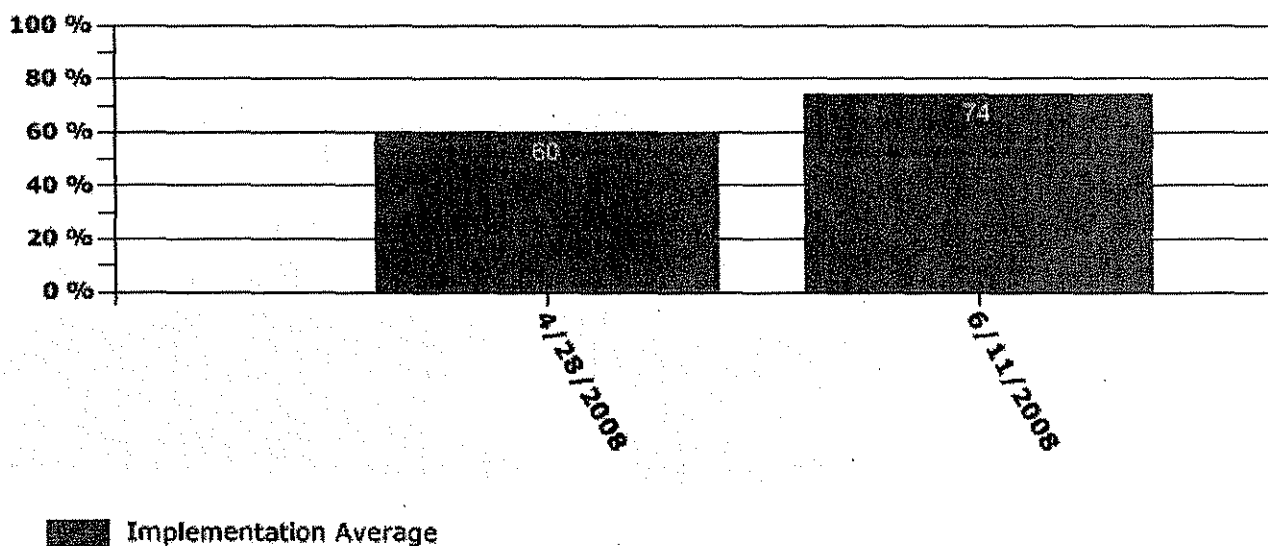
Survey

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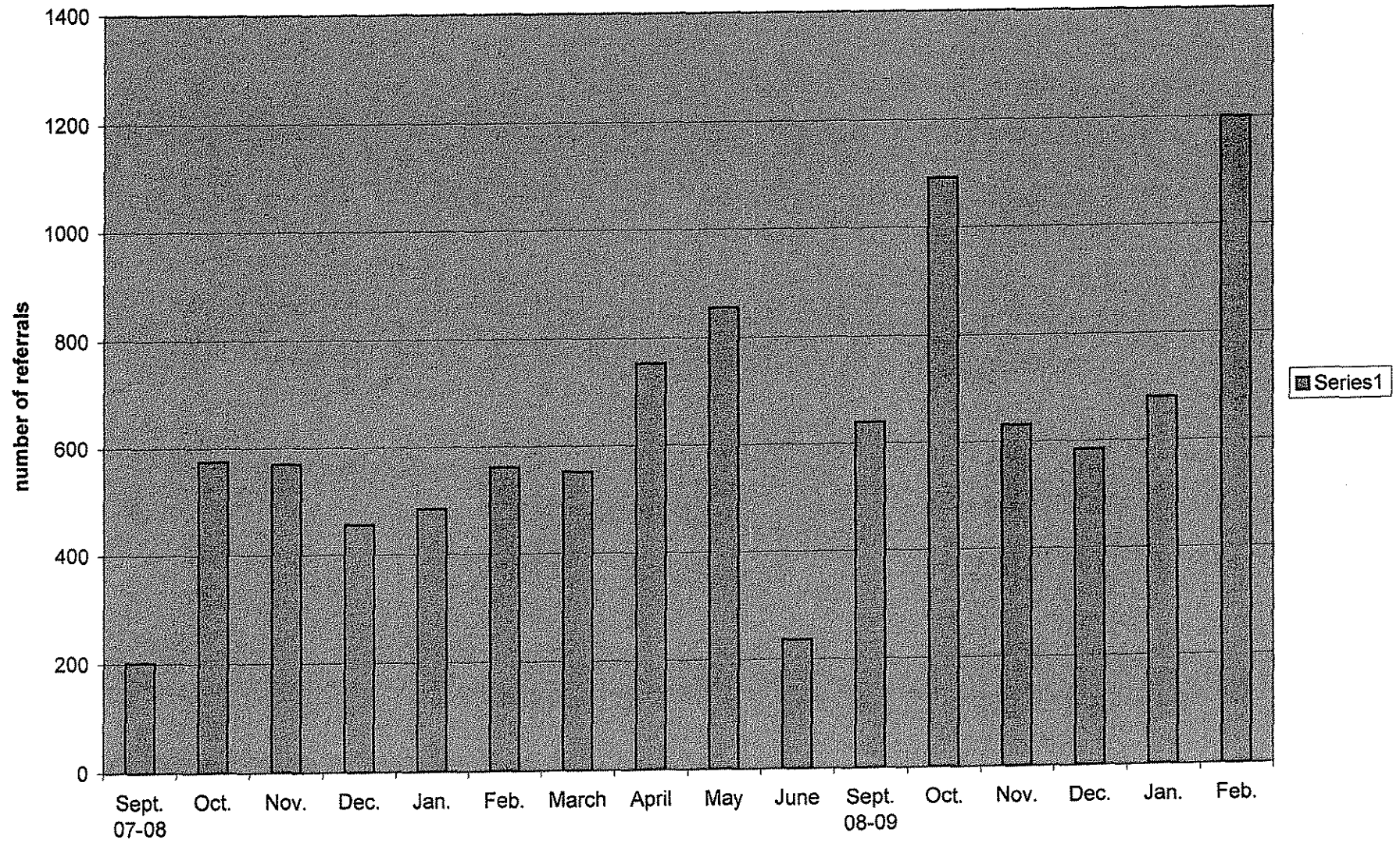
Spring Harbor Middle School Schoolwide System Analysis



Expectations Defined Reward System Monitoring District Support
 Expectations Taught Violations System Management



Toki M.S. Behavior Referrals



Illinois PBIS Network
Tertiary Demo Document: Draft 08/08

Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

School Name:

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with Individ. Features (e.g. CnC)		Brief Function-based Interventions		Complex/Multiple-life -domain FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July	0	0	0	0	0	0	0	0	0	0	0	0
August	0	0	0	0	0	0	0	0	0	0	0	0
September	3	3	0	0	2	2	0	0	0	0	0	0
October	13	6	0	0	8	6	0	0	0	0	0	0
November	13	8	12	6	10	8	0	0	0	0	0	0
December	15	7	12	6	12	8	0	0	0	0	0	0
January	22	10	12	6	20	12	2	2	0	0	6	6
February	25	12	6	6	25	15	2	2	6	5	6	6
March	24	15	8	7	20	15	3	2	6	4	6	4
April	16	9	8	7	25	17	0	0	6	4	6	4
May												
June												

Definition of response (Please list below how your school defines 'response' at each of the six levels of intervention):

Responding to Check-in Check-out (CICO): Student completes and fills in sheet. Student behavioral improvement (points) with CICO

Responding to Social/Academic Instructional Groups: Student attends and participates. Reduced office referrals

Responding to Simple Tier 2 Interventions with Individual Features (Check-N-Connect, etc.): Reduced office referrals

Responding to Brief Function-based Interventions: Slight change equals reduced out of classroom time

Responding to a Complex/Multiple-life -domain FBA/BIP: Reduced suspensions, Increased attendance, Reduced Office referrals

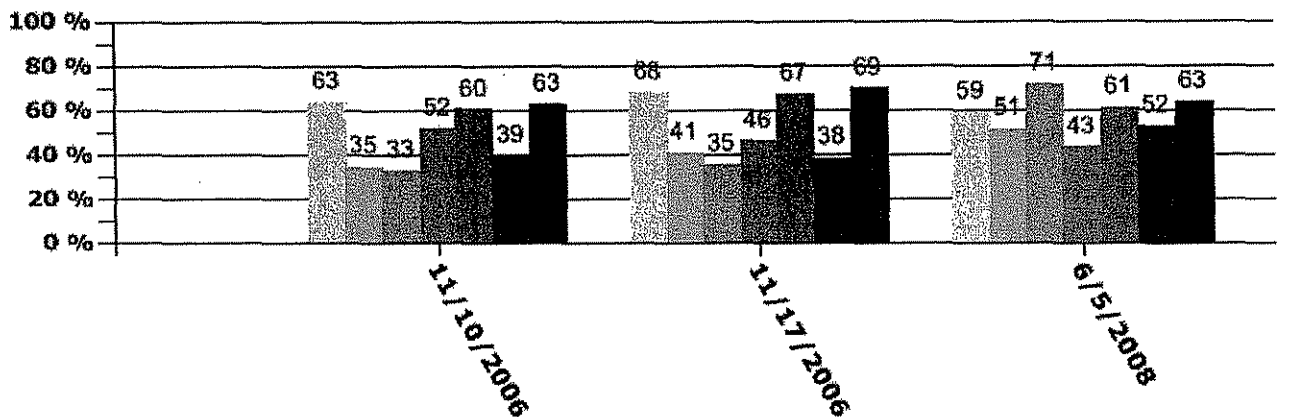
Responding to Wraparound Support: Reduced suspensions, Increased attendance, Reduced Office referrals Improved grades

Positive Behavior Supports

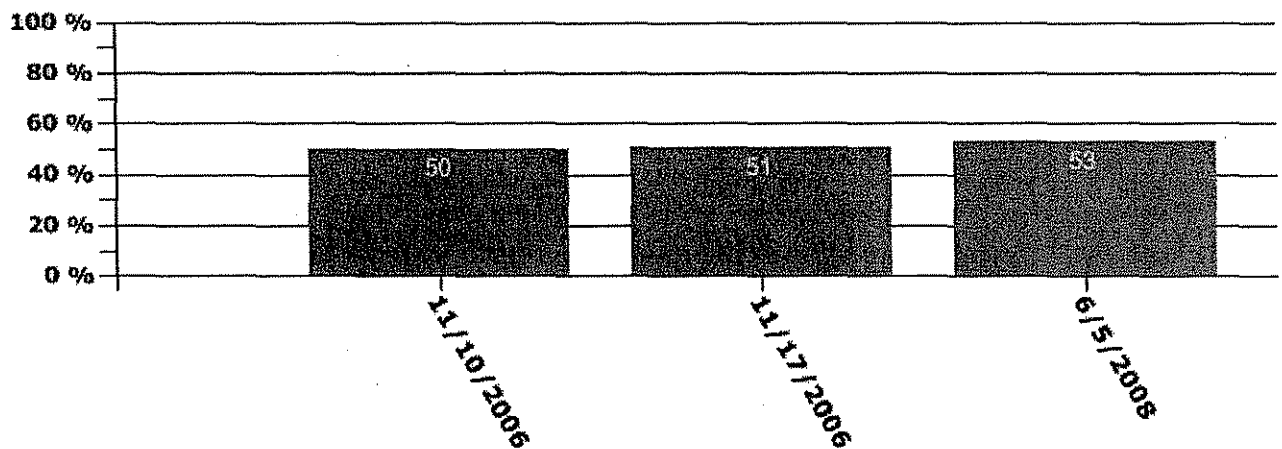
Survey

Self-Assessment Survey Schoolwide System Analysis

Toki Middle School Schoolwide System Analysis

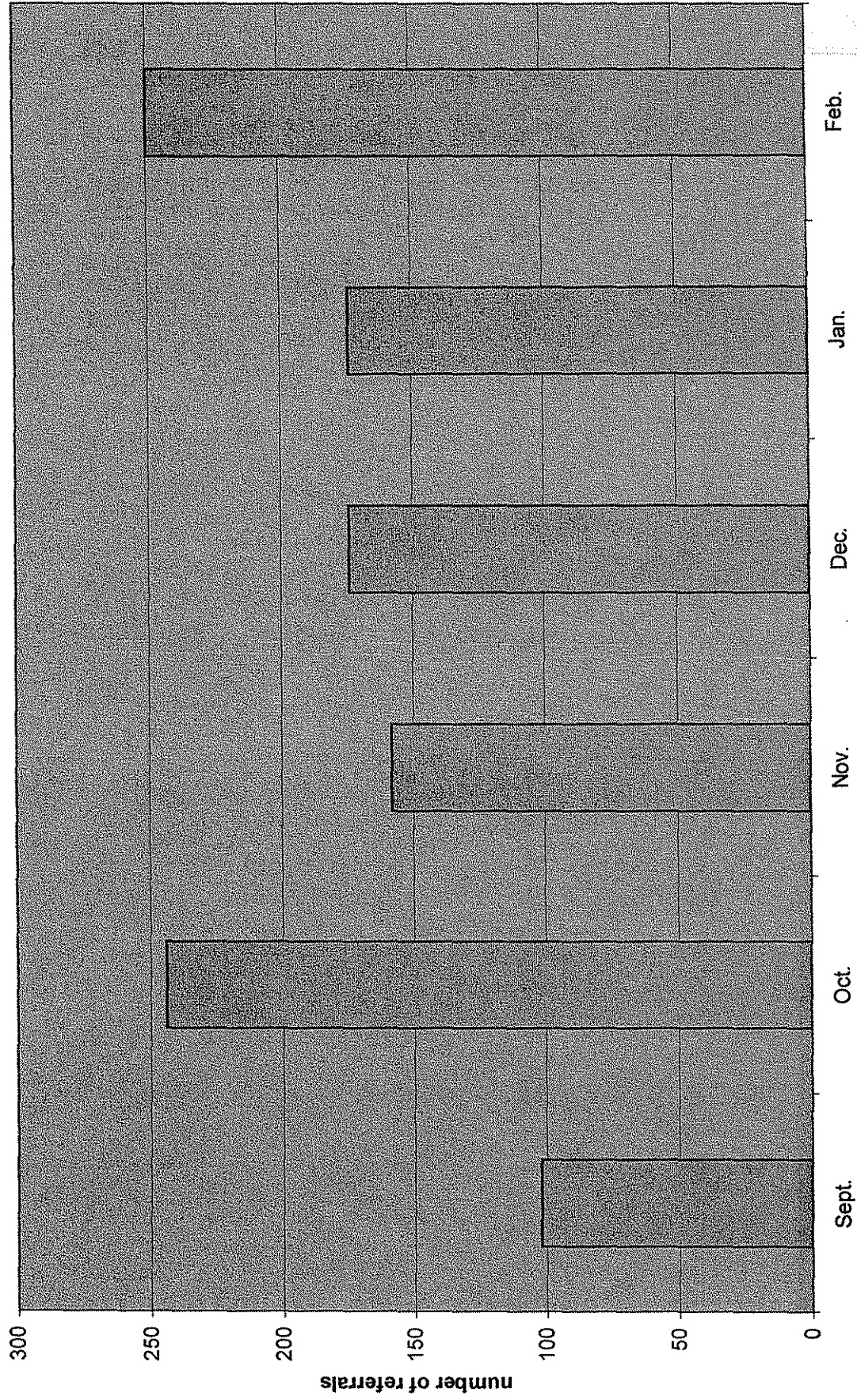


Expectations Defined Reward System Monitoring District Support
 Expectations Taught Violations System Management



Implementation Average

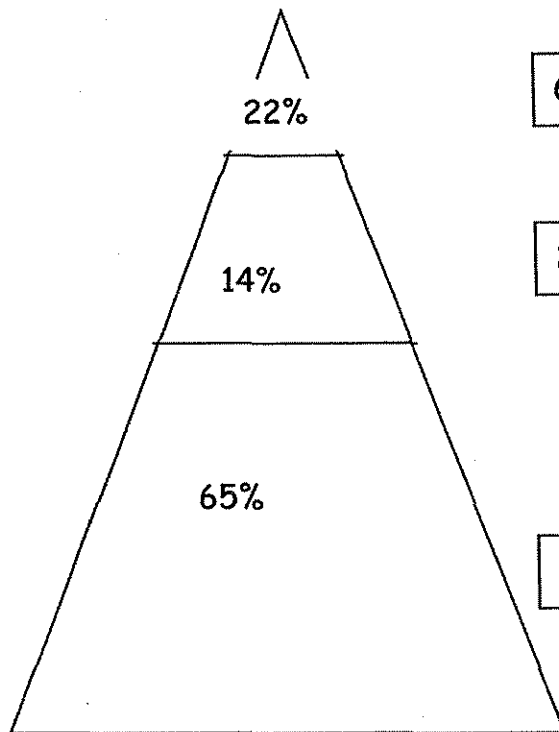
Whitehorse M.S. Behavior Referrals



Whitehorse Office Discipline Referral Data

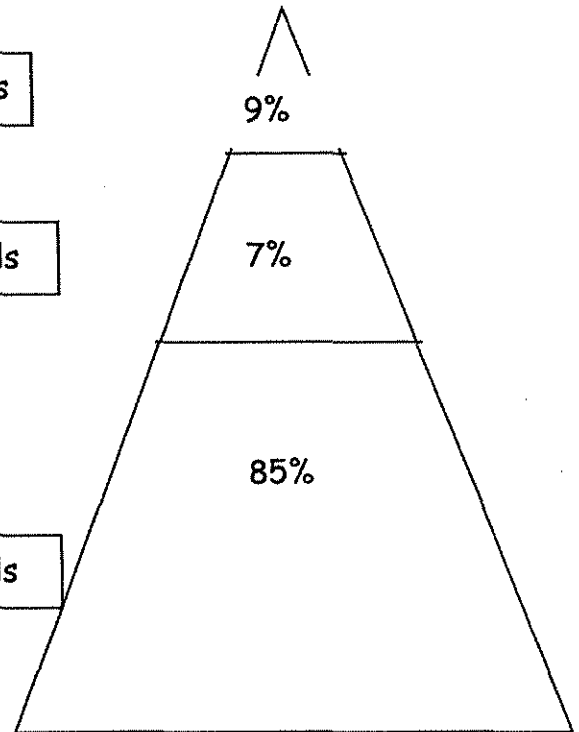
2007-2008

Entire School Year Data



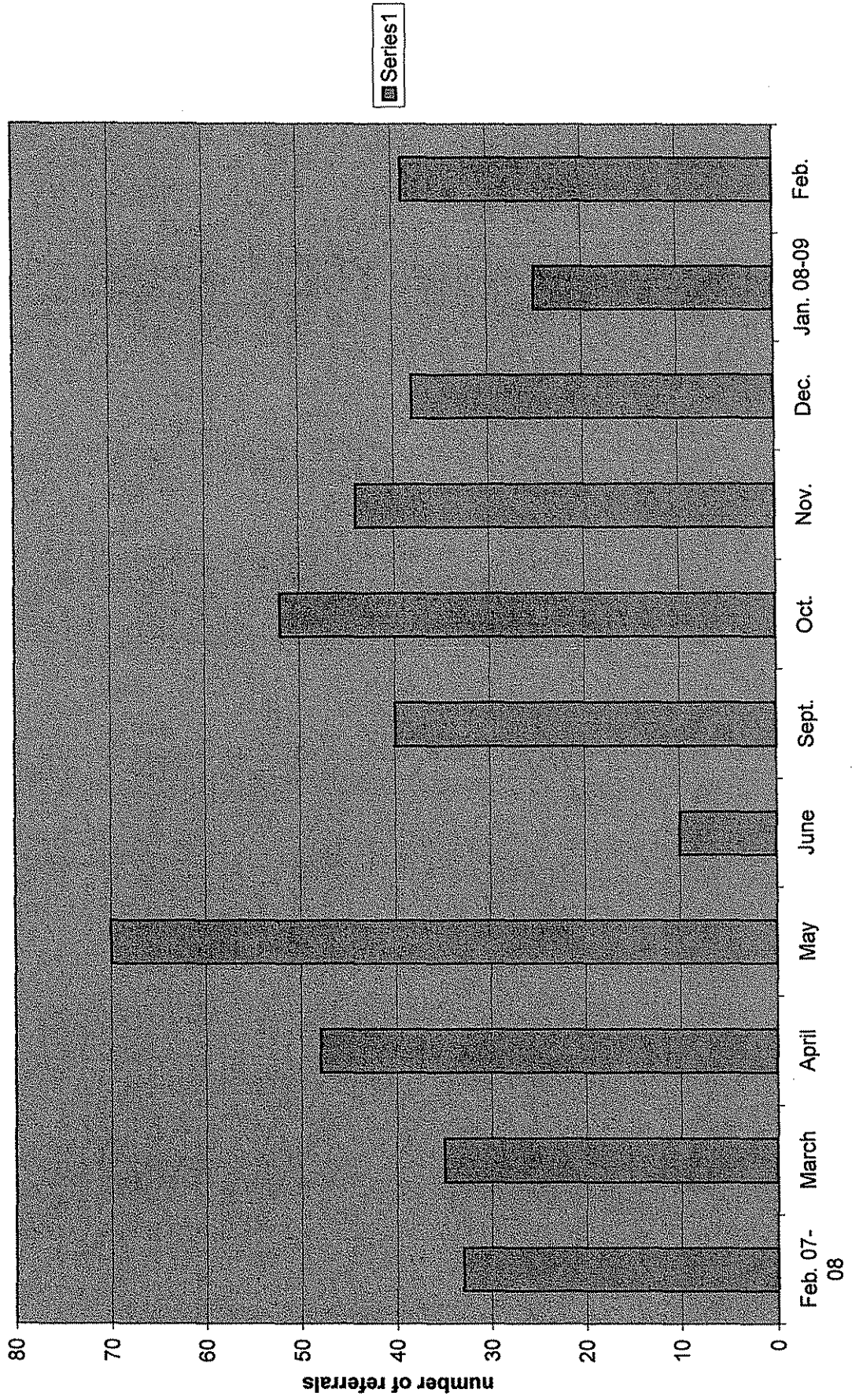
2008-2009

Quarter 1 & 2



Whitehorse OD Referrals		
	2007-2008	2008-2009
6+	94	45
2-5	61	33
0-1	285	402

Wright M.S. Behavior Referrals

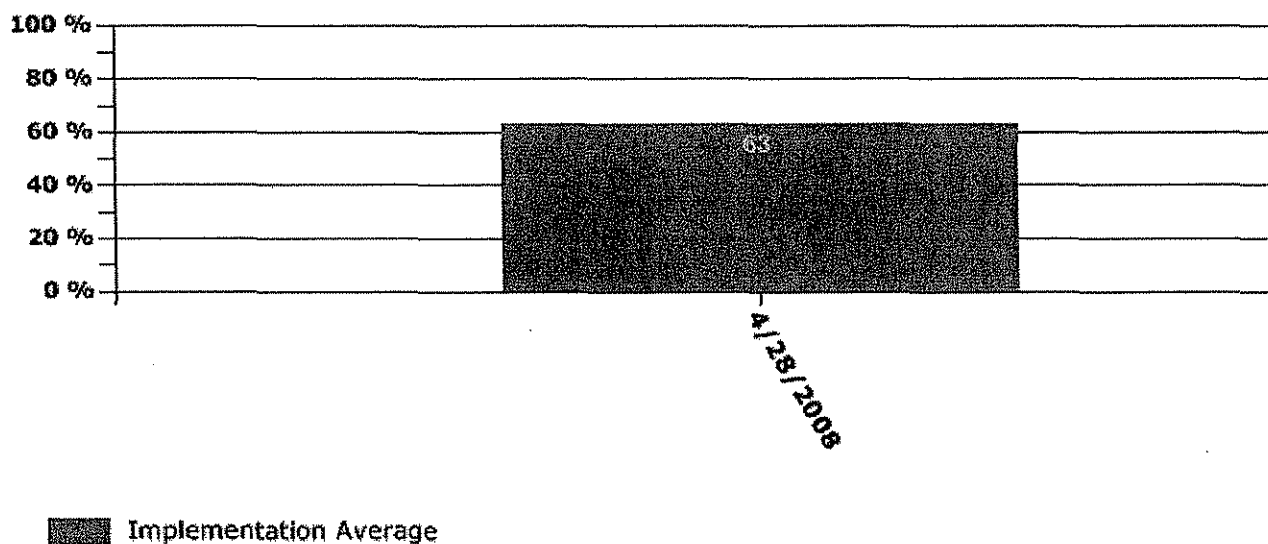
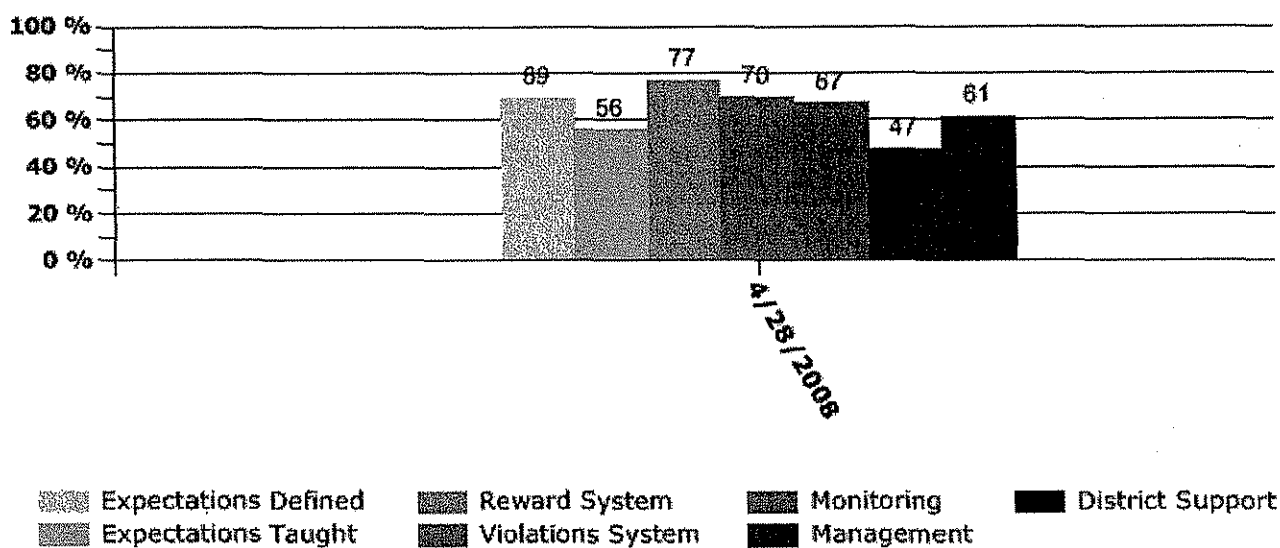


Positive Behavior Supports

Survey

Self-Assessment Survey Schoolwide System Analysis

James Wright Middle School Schoolwide System Analysis



1992

1992

1992

1992

1992

