

Minnesota Principals Academy - Action Learning Project

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Implementation of School Wide PBIS

An evaluation of the implementation of school wide PBIS

Abstract

This Action Learning Project used multiple methods and frameworks to evaluate the implementation of school wide PBIS in a school with a high free and reduced lunch and English Language Learners population. PBIS is a framework for providing behavioral supports and interventions that enhance students' academics and social outcomes. Implementing a school wide PBIS framework required all staff to be invested and involved in creating a system of support. The PBIS team needed to create a prevention oriented way to help all staff members improve their implementation of positive reinforcement practices and maximize academic and social behavior outcomes for students. This project evaluated the commitment of staff in implementing school wide PBIS and the overall reduction of classroom behaviors from SWIS data, PBIS Tiered Fidelity survey and PBIS commitment survey.

The evaluation concluded that staff were committed to implementing PBIS school wide and felt that various frameworks were already being implemented in classrooms. Staff, students and parents reported that the changes in school wide expectations were useful and positive because all stakeholders knew the expectations and frameworks. Finally, the changes brought forth by school wide expectations reduced our number of suspensions for the school year.

Vision: To provide positive behavioral interventions for all students.

Background/Context: Teachers are all trained and currently use Responsive Classroom. Two years ago PBIS was introduced to staff and how it correlates with Responsive Classroom. Demographics of the student body of 524 students: 73.4% FRL; 67% Students of Color; 11.4% SPED; 40.9% ELL.

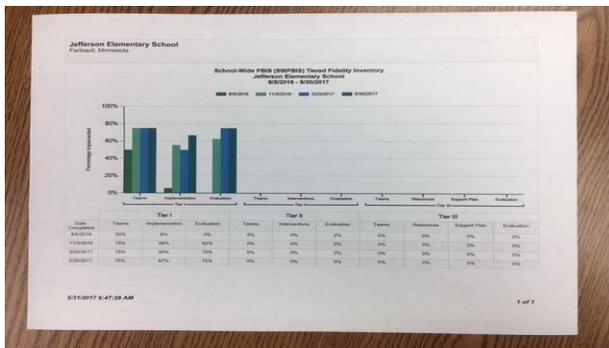
Why a change? Behavior expectations were inconsistent throughout the building and office referrals were high. Students with behaviors were spending too much time out of their classroom

and missing out on core academics. PBIS is the establishment of a continuum of behavior support practices and systems (Sugai & Horner, 2009) that are unified with procedures for continuous progress monitoring, team based decision making rules and procedures, and monitoring of implementation fidelity.

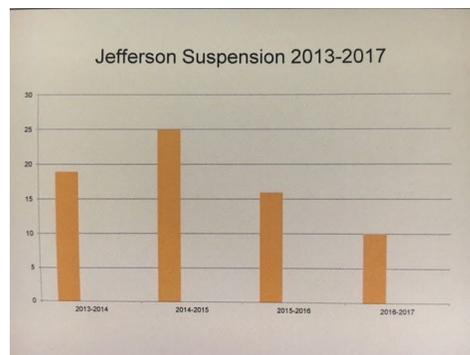
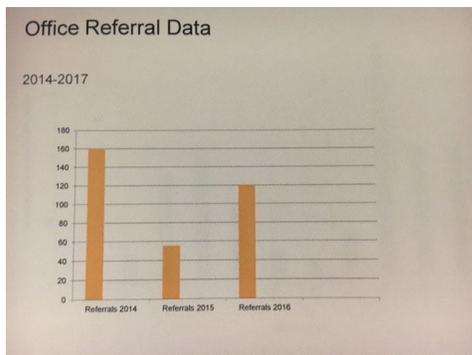
What we did: As a result of viewing the discipline data and reading literature on PBIS we wrote a grant and developed a PBIS team. The PBIS team then attended trainings and created a school wide behavior expectation matrix, a mission statement, school wide positive reward matrix, all school celebrations, staff recognition, student of the week, student council and a building pledge. The entire staff was trained on PBIS and were able to provide input on the matrix, mission statement and building pledge. Staff also completed PBIS Action and Commitment Tool (PBIS-ACT) survey.

What we found out:

1. Staff implementation of positive interventions continued to grow.



2. Suspensions decreased while office referrals increased due to more thorough data.



Implications for practice:

1. Positive Behavior Interventions Began to Change Behavior
 - a. Expectations were consistent throughout the building.
 - b. Data was used to monitor and adjust practices
 - c. Students were in the classroom for core instruction for more amounts of time
2. Building Climate Began to Change
 - a. All staff were invested in the implementation.
 - b. Celebrated the positive happenings in our school
 - c. Celebrated staff and students
3. Next step will be creating a classroom matrix of expectations