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POSITIVE BEHAVIOR SUPPORT IMPLEMENTATION SUMMARY FOR AUGUST–DECEMBER 2008

Positive Behavior Support (PBS) is a framework by which all educational decisions are made in order to produce a safe, civil, and productive learning environment. The goal of PBS is to improve school climate through a range of systemic and individualized strategies that are offered to students and teachers, based on their demonstrated level of need (Sugai et al., 2001). PBS is currently implemented in 62 Austin Independent School District (AISD) campuses (Appendix A) by 14 PBS specialists (external coaches) and is supported by both local funds and the Austin Community Collaboration to Enhance Student Success (ACCESS) grant. This report provides a snapshot of PBS implementation across schools for the reporting quarter of August through December 2008.

HOW PBS IMPLEMENTATION WAS MEASURED

Implementation data were assessed using the PBS Benchmark Tool, which consists of 35 activities grouped in 7 key PBS areas (Table 1). External coaches complete the Benchmark Tool at the end of every 3-month period. Coaches assign one of five implementation levels (no action, planning/training, beginning, intermediate, and advanced) to the 35 activities, based on information campus teams have filled out on their Campus Assessment and Planning Tool (CAPT), and based on their observations of campus activities.

Table 1. PBS Areas of Implementation

PBS area	Function	Sample activity
Data management capacity	To determine how campus teams use data to determine need for intervention	Campus teams review multiple data sources to determine need for universal intervention
Team capacity	To evaluate if campus teams have training, representation, and support to conduct PBS activities	External coach trains campus staff to conduct common area observation
Referral procedures	To evaluate if procedures for requesting behavior support are identified and completed	Consultation Request Forms are always completed prior to conducting observations
Information sharing	To determine if campus teams inform and update campus stakeholders about PBS activities and progress	All students are informed about PBS activities
Resource identification	To determine if campus teams are effectively using PBS-specific resources	CAPT lists universal, targeted, intensive interventions that are on campus
Scheduling	To determine if campus teams systematically schedule and organize PBS activities	External coach receive minutes/updates of team meetings
School-wide systems	To evaluate if campus teams implement universal level PBS activities	Campus has established and posted guidelines for success

Source. AISD PBS Benchmark Tool, Department of Program Evaluation

Individual school implementations are summarized for each level (i.e., all PBS elementary schools, all PBS middle schools, and all PBS high schools). An average area implementation score is calculated to determine which areas have more overall implementation success (Table 2). For all three levels, the highest average implementation score during the August through December 2008 quarter was for the referral procedures area. The lowest average implementation score was for the team capacity area for elementary schools and high schools, and for the resource identification area for middle schools.

Table 2. Average Area Implementation Scores by School Level For the First Quarter in 2008-2009

PBS area	Average score		
	Elementary schools	Middle schools	High schools
Data management capacity	2.22	1.88	1.89
Team capacity	1.83	1.64	1.23
Referral procedures	3.09	2.57	2.67
Information sharing	2.82	2.19	1.75
Resource identification	2.00	1.22	1.67
Scheduling	2.66	2.39	1.67
School-wide systems	2.21	2.08	1.90

Source. AISD PBS Benchmark Tool, administered in November 2008, Department of Program Evaluation
Note. Categories on the Benchmark Tool: 0 = *no action*, 1 = *planning/training*, 2 = *beginning*, 3 = *intermediate*, 4 = *advanced*

KEY FINDINGS FOR PBS IMPLEMENTATION, AUGUST THROUGH DECEMBER 2008

- Most schools were at the planning/beginning implementation stages across most areas and at advanced/intermediate implementation in at least one area.
- A higher percentage of elementary schools indicated effective implementation across areas, as compared with middle and high schools.
- Only two high schools were implementing PBS activities this quarter
- Activities related to resource identification, referral procedures, and team capacity were new processes introduced in Fall 2008 with the full-scale AISD PBS model.
- Campuses were least likely to achieve advanced implementation levels in the data management capacity area and team capacity area.

PBS IMPLEMENTATION PATTERNS AT THE ELEMENTARY SCHOOL LEVEL

Implementation patterns were examined by grouping schools with similar implementation levels within each area (Figure 1). Referral procedures was the PBS area most successfully implemented among all areas this quarter; 56.4% of the schools implemented activities in this area at the intermediate/advanced level. Information sharing also was successfully implemented at more than half of the campuses. A majority of the schools were in the planning or beginning implementation stage in all other PBS areas. A few schools showed no evidence of implementation for activities related to resource identification, scheduling, data management capacity, or team capacity. Tools and processes related to classroom and student observations were newly introduced to campus PBS teams in Fall 2008, so teams were expected to be in the initial stages of implementation in the team capacity area. Many campus teams were still in the process of beginning implementation in the resource identification area because they had received the redesigned PBS binders in late fall from the PBS district team. Activities related to data management, scheduling, and school-wide systems included most of the processes that schools were implementing before they received the revised, expanded AISD model. Implementation levels for these areas indicated that, although schools were familiar with processes in these areas, they were not implementing these activities in a consistent manner.

Figure 1. Percentage of Elementary Schools Implementing PBS by Area for the First Quarter in 2008–2009
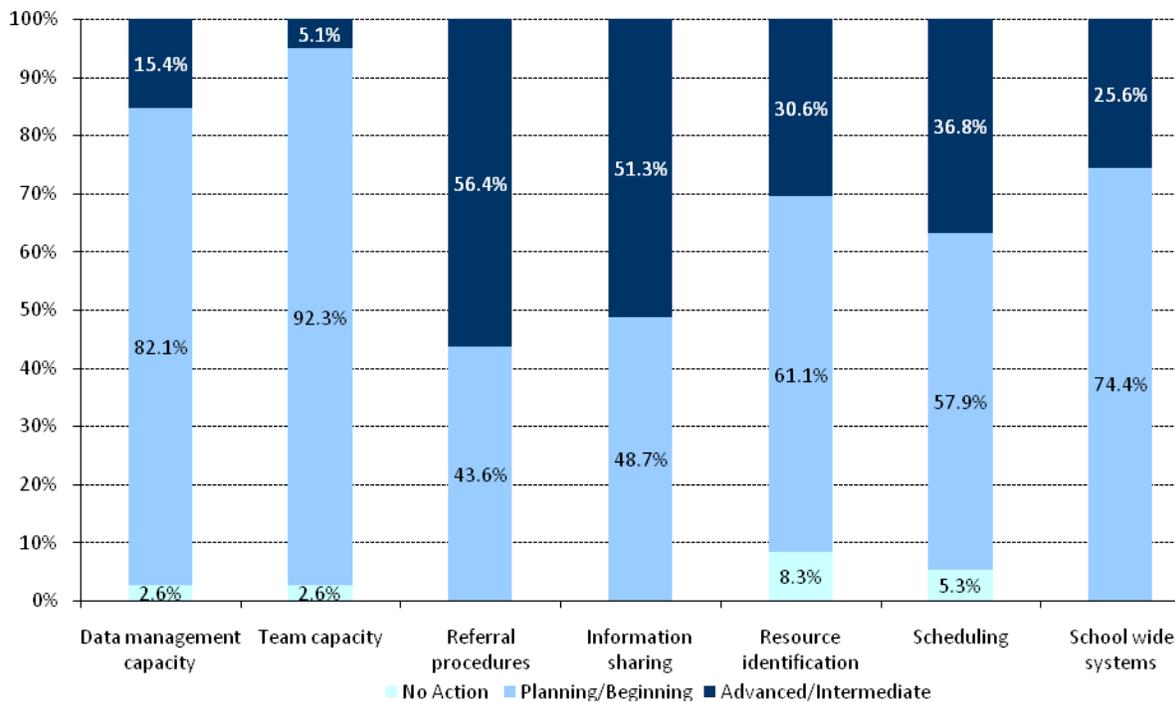
Source. AISD PBS Benchmark Tool, administered in November 2008, Department of Program Evaluation

Note. Thirty-nine of the 44 elementary schools had submitted benchmark data at the time of this report. Allison, Houston, Norman, Pleasant Hill, and Travis Heights elementary schools were not included in this analysis.

Schools most often identified activities in the data management and team capacity areas as their top priorities for next quarter (Table 3), and most schools were implementing these activities at the planning/beginning stages. Furthermore, campus teams already had the infrastructure to conduct these activities. The priorities identified by campuses aligned with their implementation data, indicating that campus teams recognized their limitations and were actively planning to improve implementation efforts in areas that were lacking.

Table 3. Activities Identified as Priorities Across Elementary Schools

Priority	Area	Percentage of campuses identifying priority
Review data at campus team meetings	Data management	56.4
Encourage campus staff to use active supervision	Team capacity	53.8
Share data trends regularly with campus staff	Data management	48.7
Address issues that may have caused data trends	Data management	43.6
Conduct common area observations in fall and spring	Team capacity	41.0
Train staff in active supervision	Team capacity	41.0

Source. Campus Assessment and Planning Tool administered in October 2008, Department of Program Evaluation

Odom had the highest overall implementation score among the elementary schools and was implementing five areas at the intermediate or advanced levels (Table 4). Andrews and Pease had implementation scores at the intermediate or advanced levels for six out of the seven areas. Conversely, Winn and Barrington had implementation scores at the planning/beginning levels for most of their areas. All schools except Winn and Barrington had implementation scores at intermediate or advanced level for at least one area. Typically, for this quarter, schools indicated advanced implementation levels in the referral procedures and information sharing areas. Schools were still in the initial stages of implementation in the areas of resource identification, scheduling, and school-wide systems. Finally, schools indicated the least progress in the data management capacity and team capacity areas. To achieve advanced implementation in the data management capacity and team capacity areas, campus teams are expected to implement activities at the school-wide, targeted, and intensive levels, using self-sustaining processes that can occur without external coach support. Therefore, it is not surprising that majority of the schools were in the initial stages of implementation in these areas.

Table 4. Elementary Schools PBS Implementation Levels, by Area

| Campus	Data management	Team capacity	Referral procedures	Information sharing	Resource identification	Scheduling	School wide systems	Overall
Odom	green	green	green	green	yellow	yellow	green	green
Andrews	green	yellow	green	green	green	green	green	green
Pease	green	yellow	green	green	green	green	green	green
Walnut Creek	yellow	yellow	green	green	green	green	green	green
Wooldridge	yellow	green	yellow	green	green	green	yellow	green
Metz	yellow	yellow	green	green	green	green	green	green
Allan	green	yellow	green	yellow	yellow	yellow	yellow	green
Reilly	green	yellow	green	green	green	yellow	yellow	green
Widen	yellow	yellow	green	green	red	green	yellow	yellow
Blazier	yellow	yellow	yellow	green	yellow	yellow	yellow	yellow
Sanchez	yellow	yellow	yellow	yellow	green	yellow	yellow	yellow
Gullett	yellow	yellow	yellow	green	yellow	green	green	yellow
Maplewood	yellow	yellow	yellow	green	green	yellow	yellow	yellow
Pickle	yellow	yellow	yellow	green	yellow	yellow	yellow	yellow
Brooke	yellow	yellow	green	green	yellow	green	yellow	yellow
Joslin	yellow	yellow	green	green	red	yellow	yellow	yellow
Perez	yellow	yellow	yellow	yellow	yellow	green	yellow	yellow
Kocurek	yellow	yellow	green	yellow	yellow	yellow	yellow	yellow
Patton	yellow	yellow	yellow	green	yellow	yellow	green	yellow
Clayton	yellow	yellow	green	yellow	yellow	yellow	yellow	yellow
Jordan	yellow	yellow	yellow	green	yellow	red	yellow	yellow
Overton	yellow	yellow	yellow	green	yellow	yellow	yellow	yellow
Langford	yellow	yellow	green	yellow	yellow	green	yellow	yellow
Becker	yellow	yellow	yellow	yellow	yellow	green	yellow	yellow
Zavala	yellow	yellow	yellow	green	yellow	yellow	yellow	yellow
Brown	yellow	yellow	green	yellow	yellow	yellow	yellow	yellow
Rodriguez	yellow	yellow	green	green	yellow	yellow	yellow	yellow
Govalle	green	yellow	green	yellow	red	red	yellow	yellow
Palm	yellow	yellow	green	yellow	green	green	yellow	yellow
Oak Hill	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow
Linder	yellow	yellow	green	yellow	red	yellow	yellow	yellow
Ortega	yellow	yellow	green	yellow	yellow	yellow	yellow	yellow
Graham	yellow	yellow	yellow	yellow	yellow	red	yellow	yellow
Hart	yellow	yellow	yellow	yellow	yellow	green	yellow	yellow
Cook	red	yellow	green	yellow	green	yellow	yellow	yellow
Casey	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow
Brentwood	yellow	yellow	green	yellow	yellow	yellow	yellow	yellow
Winn	yellow	yellow	yellow	yellow	red	yellow	yellow	yellow
Barrington	yellow	red	yellow	yellow	red	yellow	yellow	yellow

Source. PBS Benchmark Tool, administered in November 2008, Department of Program Evaluation

Note. Schools are arranged according to their overall average implementation scores. Cells in the column marked *overall* are graded from red to green, indicating lower to higher scores. For all columns, green circles indicate intermediate/advanced implementation level, yellow circles indicate planning/beginning implementation level, and red circles indicate no action. Thirty-nine of the forty-four elementary schools had submitted benchmark data at the time of this report. Allison, Houston, Norman, Pleasant Hill, Travis Heights elementary schools were not included in this analysis.

PBS IMPLEMENTATION PATTERNS AT THE MIDDLE SCHOOL LEVEL

Implementation patterns were examined by grouping schools with similar implementation levels within each area (Figure 2). Scheduling was the PBS area most successfully implemented among all areas this quarter; 41.7% of the schools implemented activities in this area at the intermediate/advanced levels. A majority of the schools were in the planning or beginning implementation stage in all other PBS areas. A few schools showed no evidence of implementation for activities related to data management capacity, team capacity, information sharing, scheduling, or school-wide systems. Almost half (41.7%) of the campuses showed no action in the resource identification area. This number could be explained by the fact that many campus teams were still in the process of beginning implementation in the resource identification area because they had received the redesigned PBS binders in late fall from the PBS district team. In addition, tools and processes related to classroom and student observations were newly introduced to campus PBS teams in Fall 2008, so teams were expected to be in the initial stages of implementation in the team capacity area.

Figure 2. Percentage of Middle Schools Implementing PBS by Area, for the First Quarter in 2008-2009
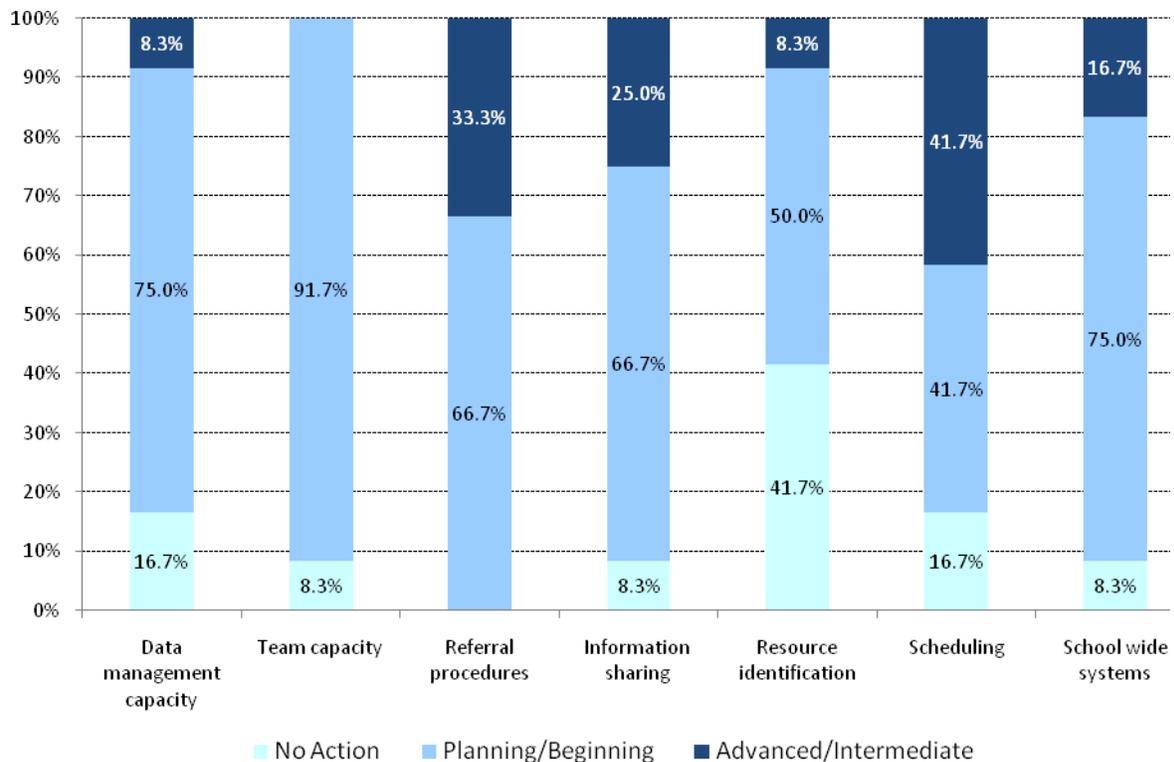
Source. AISD PBS Benchmark Tool administered in November 2008, Department of Program Evaluation
Note. Twelve of the 13 middle schools had submitted benchmark data at the time of this report. Paredes Middle School was not included in this analysis.

Activities related to scheduling and school-wide systems included most of the processes that schools were implementing before the revised, expanded model. Lack of advanced implementation in these familiar areas indicated schools were implementing activities in these areas inconsistently. Most schools identified activities in the school-wide systems and team capacity areas as their top five priorities (Table 5), and most schools were implementing activities in these areas in the beginning/planning stages. These priorities aligned with their implementation data, indicating that campus teams recognized their limitations and were actively planning to improve implementation in areas that were lacking.

Table 5. Activities Identified as Priorities Across Middle Schools

Priority	Area	Percentage of campuses identifying priority
Post expectations for arrival	School-wide systems	58.3
Post expectations for restroom	School-wide systems	58.3
Conduct classroom observations in fall and spring	Team capacity	50.0
Post expectations for dismissal/ cafeteria/hallways	School-wide systems	50.0
Encourage campus staff to use active supervision	Team capacity	50.0

Source. Campus Assessment and Planning Tool administered in October 2008, Department of Program Evaluation

Small had the highest overall implementation score among middle schools and Burnet had the highest number of areas at the intermediate or advanced levels (Table 6). Conversely, Kealing, Pearce, Ann Richards, and Martin demonstrated low implementation scores in all the areas. Eight out of the 12 schools had implementation scores at the intermediate or advanced implementation level in at least one area. Scheduling was the only area in which schools achieved effective implementation before other areas, although implementation varied greatly between individual campuses.

Table 6. Middle Schools PBS Implementation Level, by Area

Campus	Data management	Team capacity	Referral procedures	Information sharing	Resource identification	Scheduling	School wide systems	Overall
Small	green	yellow	green	green	yellow	yellow	green	green
Burnet	yellow	yellow	green	green	green	green	green	yellow
Dobie	yellow	yellow	yellow	yellow	yellow	green	yellow	yellow
Webb	yellow	yellow	yellow	yellow	red	green	yellow	yellow
Fulmore	yellow	yellow	green	yellow	red	yellow	yellow	yellow
Covington	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow
Garcia	yellow	yellow	yellow	green	yellow	green	yellow	yellow
Mendez	yellow	yellow	green	yellow	yellow	red	yellow	yellow
Kealing	yellow	yellow	yellow	yellow	red	green	yellow	yellow
Pearce	red	yellow	yellow	yellow	red	yellow	yellow	yellow
AnnRichards	red	yellow	yellow	yellow	yellow	red	yellow	yellow
Martin	yellow	red	yellow	red	red	yellow	red	red

Source. PBS Benchmark Tool administered in November 2008, Department of Program Evaluation
*Note.* Schools are arranged according to their overall average implementation scores. Cells in the column marked *overall* are graded from red to green, indicating lower to higher scores. For all columns, green circles indicate intermediate/advanced implementation level, yellow circles indicate planning/beginning implementation level, and red circles indicate no action. Twelve of the 13 middle schools had submitted benchmark data at the time of this report. Paredes Middle School was not included in this analysis.

PBS Implementation at the High School Level

As of 2007–2008, five AISD high schools were participating in the district's PBS initiative. However, two of these schools, Johnston (which was reconstituted as Eastside Memorial in Fall 2008) and International, subsequently suspended their PBS implementation. Also, Crockett was in the process of restarting its PBS efforts and planned to begin participating in the data collection in Spring 2009. Therefore, only implementation data from Reagan and Travis were used for this report. Implementation patterns were determined for each high school by calculating the proportion of activities in each area at each implementation level.

For Reagan, implementation scores were at the intermediate/advanced levels in the data management capacity and scheduling areas (Figure 3). Benchmark data indicated that Reagan had the highest percentage of activities in the planning/beginning levels in the referral procedures area, compared to other areas.

Figure 3. Pattern of PBS Implementation at Reagan High School, for the First Quarter in 2008-2009
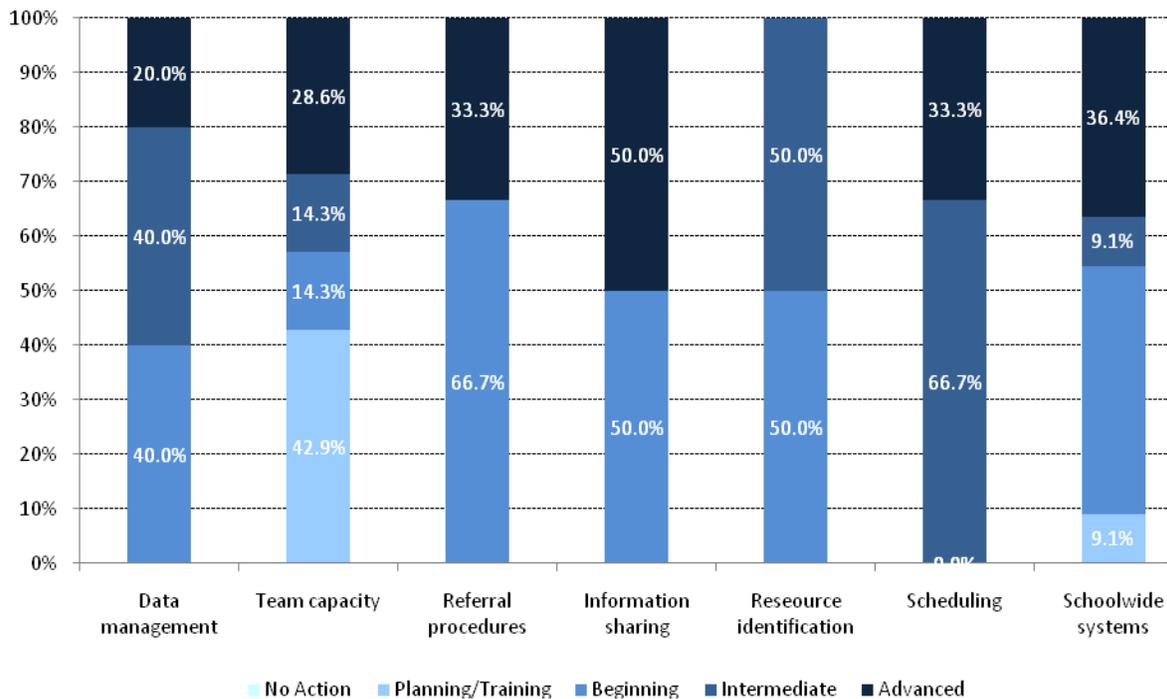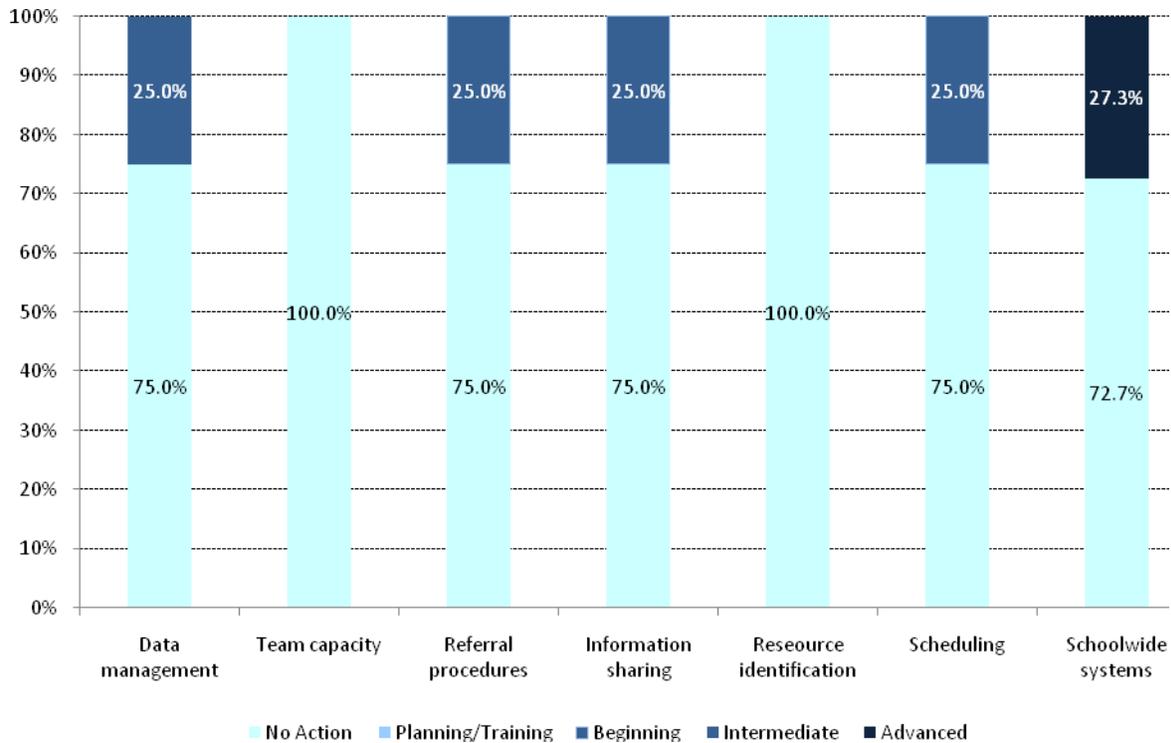

Source. AISD PBS Benchmark Tool administered in November 2008, Department of Program Evaluation

Overall, Reagan showed more implementation progress than did Travis. Some activities related to data management capacity, referral procedures, and school-wide systems were being implemented at the intermediate/advanced level at Travis (Figure 4). Most of the activities related to referral procedures and school-wide systems were in the planning or beginning stages, whereas no evidence was found of implementation for activities related to resource identification or scheduling. The implementation data indicated that PBS had not been a priority at Travis this quarter. At the time of this report, the external coach was involved in planning with campus administrators to

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formulate a plan for PBS implementation at Travis. Together, they formulated an outline for mid-year implementation that should potentially show results in the next reporting quarter.

Figure 4. Pattern of PBS Implementation at Travis High School, for the First Quarter in 2008-2009

Source. AISD PBS Benchmark Tool administered in November 2008, Department of Program Evaluation

Both the high schools had identified activities that were immediate priorities for their campus PBS team. For Reagan, the campus PBS team identified one activity each in the team capacity, school-wide system, and resource identification areas. Benchmark data indicated that some activities in these three areas were in the planning/beginning stages of implementation. Priorities at Travis were mainly centered on setting up a PBS team and completing the CAPT. These priorities matched the initial implementation efforts at Travis, as indicated by the benchmark data.

Table 8. Activities Identified as Priorities for Reagan and Travis High Schools

Campus	Activity	Area
Reagan	Train the full PBS team to conduct common area and classroom observations	Team capacity
	Post signs throughout the school	School-wide systems
	Update the campus PBS binder	Resource identification
Travis	Assemble and meet PBS team	Team capacity
	Update the CAPT	Data management capacity

Source. Campus Assessment and Planning Tool administered in October 2008, Department of Program Evaluation

REFERENCE

Sugai, G., Horner, R. H., Dunlap, G. Hieneman, M., Lewis, T. J., Nelson, C. M., et al. (2001). Applying positive behavioral support and functional behavioral assessment in schools. *Journal of Positive Behavioral Interventions, 2,* 131–143.

APPENDIX A: AISD SCHOOLS IMPLEMENTING PBS, BY YEAR OF INITIAL IMPLEMENTATION

	2004–2005	2005–2006	2006–2007	2007–2008	2008-2009
Elementary schools	1. Allison 2. Andrews 3. Linder 4. Odom 5. Pleasant Hill	1. Barrington 2. Becker 3. Brown 4. Graham 5. Hart 6. Houston 7. Jordan 8. Oak Hill 9. Pickle 10. Walnut Creek 11. Winn	1. Allan 2. Casey 3. Clayton 4. Gullet 5. Norman 6. Palm 7. Patton 8. Perez 9. Reilly 10. Woolridge	1. Blazier 2. Brooke 3. Brentwood 4. Cook 5. Govalle 6. Joslin 7. Langford 8. Ortega 9. Overton 10.Rodriguez 11.Sanchez 12.Travis 13. Zavala	1.Kocurek 2.Maplewood 3.Metz 4.Pease 5.Widen
Middle schools	1. Burnet 2. Fulmore 3. Martin 4. Mendez 5. Paredes 6. Webb	Porter*	1.Small	1. Ann Richards 2. Covington 3. Garcia	
High schools	1. Travis HS	1.Johnston**	1.Crockett 2.International* 3.Reagan	-	
Special campuses		1.Alternative Learning Center		1.Lucy Read	
Total	**12 campuses**	**14 campuses**	**14 campuses**	**17 campuses**	**5 campuses**

Note. Dobie, Kealing, and Pearce were pilot sites in Spring 2004.

* Effective in 2007–2008, Porter closed.

** Johnston (reconstituted as Eastside Memorial) and International suspended their PBS implementation as of 2008–2009.

AISD CAMPUS BENCHMARK TOOL

SUMMARY SHEET (Optional)

Scale	Item	Advanced	Intermediate	Beginning	Planning	No Action
Data Management Capacity	Campus review multiple data sources to determine needs for universal intervention	4	3	2	1	0
	Campus review multiple data sources to determine needs for targeted/ intensive intervention	4	3	2	1	0
	Campus uses the Classroom Observation Form as a screening tool to identify individual needs	4	3	2	1	0
	CAPT is updated at every team meeting	4	3	2	1	0
	Behavioral observations are conducted prior to development of behavior support plans	4	3	2	1	0
Team Capacity	External coach trains campus staff to conduct required common area observations	4	3	2	1	0
	External coach trains campus staff to conduct required classroom observations	4	3	2	1	0
	External coach trains campus staff to conduct behavioral observations	4	3	2	1	0
	Campus makes available training/dissemination of toolkit resources	4	3	2	1	0
	Campus team has clearly defined roles	4	3	2	1	0
	Campus team has appropriate representation	4	3	2	1	0
	Campus team has administrative support	4	3	2	1	0
Referral Procedures	Consultation Request forms are always completed prior to conducting observations	4		2		0
	Campus uses standardized district referral form (DEEDS)	4		2		0
	Discipline referrals indicate clear distinction between office managed and classroom managed behaviors	4		2		0
	Consultation requests are made using the Decision Tree	4		2		0
Information Sharing	Data from classroom/student observations are shared with relevant campus personnel	4		2		0
	Campus team orients new staff members to PBS process and protocols	4		2		0
	All students are informed about PBS	4		2		0
	Parents, community members are informed about PBS	4		2		0
Resource Identification	CAPT lists universal, targeted, and intensive interventions that are on campus	4	3	2	1	0
	Campus binder is regularly updated	4	3	2	1	0
	Toolkit is regularly updated	4	3	2	1	0
Scheduling	Campus team review reports/data at team meeting	4		2		0
	Team meeting minutes/agendas are developed regularly	4		2		0
	Campus staff receive minutes/updates of team meetings	4		2		0
	External coach receive minutes/updates of team meetings	4		2		0
School-wide systems	Campus has established & posted guidelines for success	4		2		0
	Campus has established and posted student and adult expectations in common areas	4	3	2	1	0
	Campus team develops lesson plans and schedules for teaching expectations, guidelines for success	4	3	2	1	0
	Campus establishes a reinforcement system for expected student behaviors	4	3	2	1	0
	Campus establishes a reinforcement system for expected adult behaviors	4	3	2	1	0
	Campus establishes a spectrum of interventions for problem behaviors	4	3	2	1	0
	Staff handbook contains PBS relevant information	4				0
	Student handbook contains PBS relevant information	4				0
	PBS team assists in translating guidelines for success to classroom settings	4		2	1	0
	PBS team assists in translating universal reinforcement/ intervention system to classroom settings	4		2	1	0
	Campus Improvement Plan lists safety and improving behavior support in their top 3 goals	4				0

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