
Positive Behavior Interventions and Supports: State-Level Intervention and Research Support

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**“PBIS has made our campus
a different place for teachers
and students.”**

High School Teacher (28 yrs. experience)

“We would not have survived post-Katrina had it not been for our PBIS program.”

K-8 principal (34 yrs. experience)

“There is no way we would be without PBIS in our schools.”

3 elementary principals (45 yrs. combined experience)

“PBIS has transformed our campus.”

Secondary assistant principal (21 yrs. experience)

Research

- **Published studies**
 - For the most part are “ok”
 - Lack comprehensiveness and focus on ODRs only
- **Program Evaluation**
 - The School-wide Evaluation Tool (SET) and Benchmarks of Quality (BoQ) are not enough.
 - ISS/OSS is a must.
 - Top 10

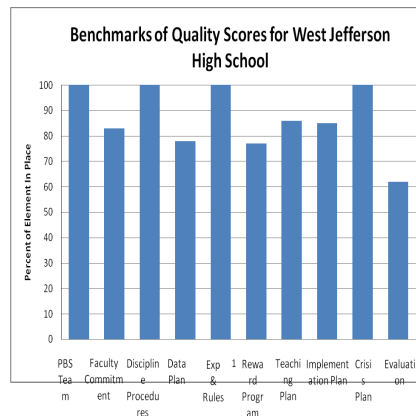
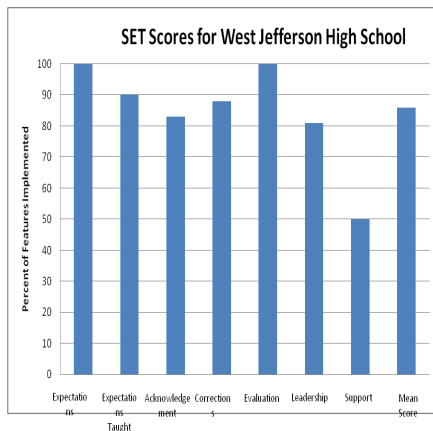
SET

■ Evaluation Criteria

- 1) not targeted/started (0-50%)
- 2) in the planning phase (50-80%)
- 3) in the implementation/maintenance phase (80% or above) of SWPBS.

- 7 areas of implementation assessed:

An example...



Why the need for a change in approaches?

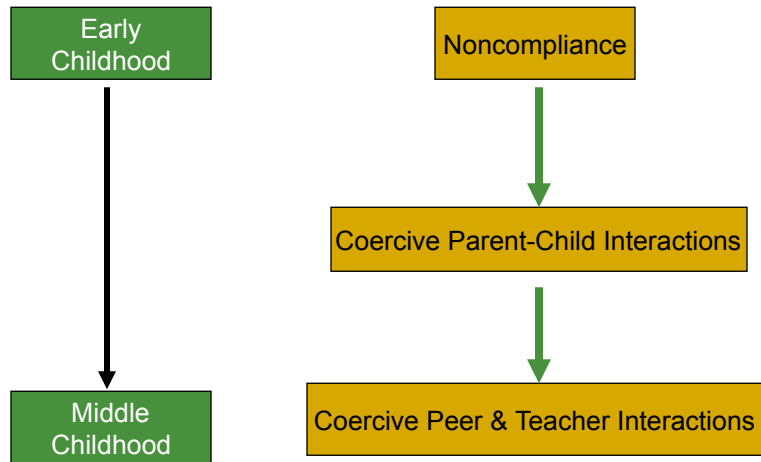
- The effects of punitive approaches have been less than stellar
 - Takes far more energy for educators to implement systems that have as their foundations punitive responses
 - Burnout of staff is higher under such systems (just ask our assistant principals)
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Why the need for a change in approaches?

- The failure of “zero tolerance” policies
 - The practices of suspensions and expulsions are not effective (*if such practices worked wouldn't we be doing less of them?*)
 - School discipline/student behavior continue to rank in top three concerns (Gallup, 2006)
 - These exclusion approaches do not contribute to AYP, dropout prevention, inclusion, student retention or faculty job satisfaction.
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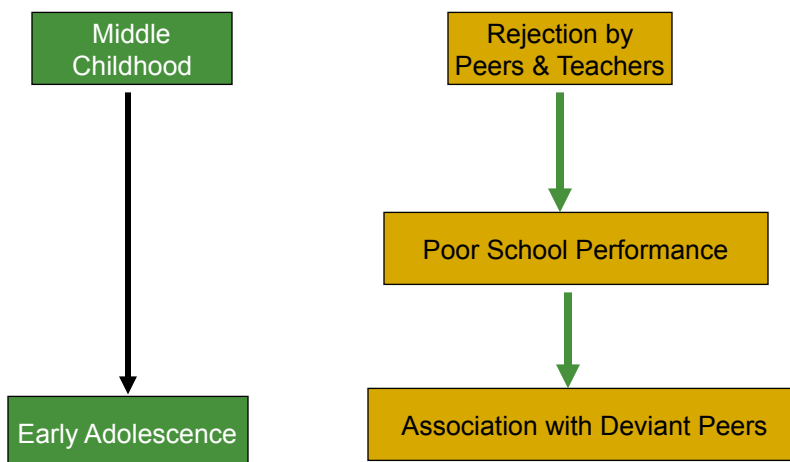
Developmental Course of Delinquency

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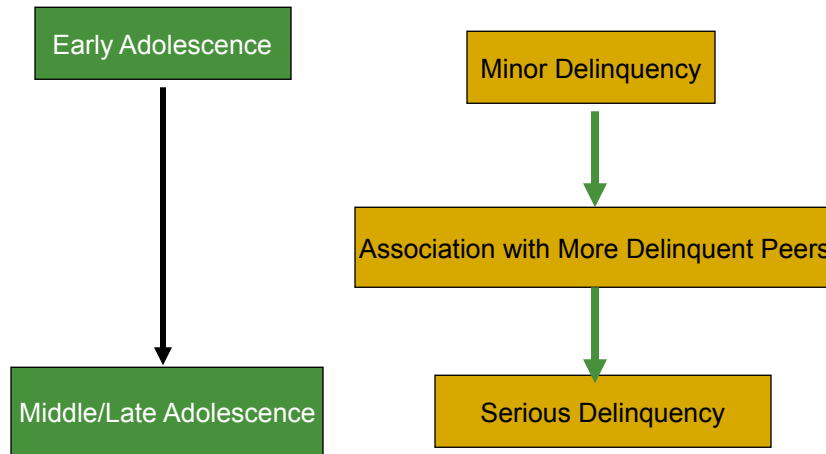
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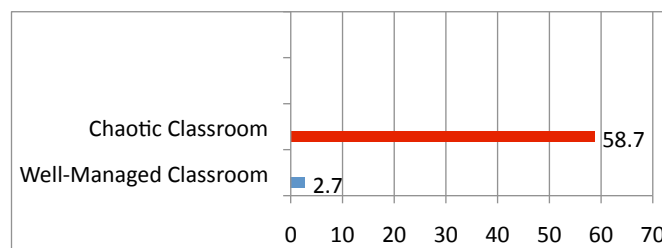
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What are the odds?

- Baltimore Longitudinal Data on Top 25% Aggressive First-Grade Boys: Risk of Being Highly Aggressive in Middle School (Kellam, Ling, Merisca, Brown, & Jalongo, 1998)



Time Spent in Discipline

■ Discipline Referral:

- Administrator: 10 minutes
- Student: 20 minutes of lost instruction

■ Suspension:

- Administrator: 45 minutes
- Student: up to 6 hours of lost instruction

- Scott, T. M., & Barrett, S. B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. *Journal of Positive Behavior Interventions*, 6, 21-27.

An Example

■ Olmi Middle

- 500 kids
- 1000 write ups
- 100 suspensions



- 10,000 Administrator minutes (write ups)
 - 25.6 days
- 20,000 student minutes
 - 51.2 days
- 4500 Administrator minutes (suspensions)
 - 11.6 days
- 600 student hours
 - 92 days

**37.2 Total
Administrator
Days**

**143.2 Total
Student
Instructional Days**

Scott and Barrett, 2004

	Baseline Year	Year 1	Year 2
Discipline Referrals	608	108	46
Student Suspensions	77	32	22
Administrator Time Saved (Days)		10.4	11.7
Student Instructional Time Saved (Days)		72.7	86.2
Monetary Savings		\$9,106.92	\$10,667.74

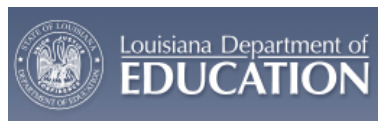
Where are the supports in PBIS?

- 1 ODR = Planning appt scheduled by student with referring teacher (mediation)
- 2 ODRs = Above + Attend 1 group meeting with School Psychologist & appropriate personnel (given monthly) for all students with 2+ ODRs re: behavioral expectations (re-instruction)
- 3 ODRs = Above + "Check-in/Check-out" Am/Pm daily meetings with student-chosen staff member (pre-correction)
- 4 ODRs = Above + "Check & Connect" weekly 1 hour mentoring with assigned staff member (Connection to School)
- 5 ODRs = Above + "Yellow Zone" group remedial behavior class - 2x weekly during student's lunch/supervisory period. Must attend 8 sessions with 0 ODRs to exit. Notification letter home and to athletic coaches. No extracurricular activities (sports activity participation decided by coach), extra privileges, free period until exit.
- 6+ ODRs = Above + 2 additional sessions "Yellow Zone" class.

Slide content courtesy of Lisa Hammel

State-Level Intervention

Jefferson Parish Corrective Action for Students with Emotional Disturbance



Mediated Settlement Agreement

- Louisiana Department of Education
- Jefferson Parish School System
- Southern Poverty Law Center
- Southern Disability Law Center



Brief Review:

■ Major Issues:

- Flawed FBA/BSP Process
- Lack of Adequate Related/Support Services
- Lack of a Data Tracking System
- Most Restrictive Environment Settings
- Lack of Intervention Efforts for Students with ED
- Rate of Students with ED 2.5 Times the State Average
- Poorly Functioning SBLC Process

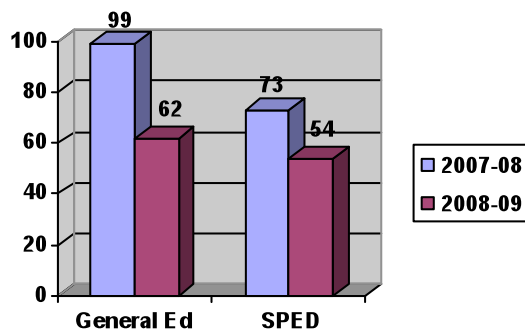
Key Elements of the CAP

- School-Wide Positive Behavior Interventions and Supports
- Response-to-Intervention Model (FBA/BSP Process)
- Enhancing intervention support services to general and SPED students
- LRE
- Compensatory Education Services for Elementary and Secondary Students
- Data/Services Tracking System

Where JPPSS is today...

- Infinite Campus (Data/Services Tracking)
- SWPBS (74 of 88 schools “demonstration” sites)
- Increases in related/support services
- Decreases in ISS/OSS
- Improvements in LRE
- ABIT Process
- Emphasis on Intervention/Supports

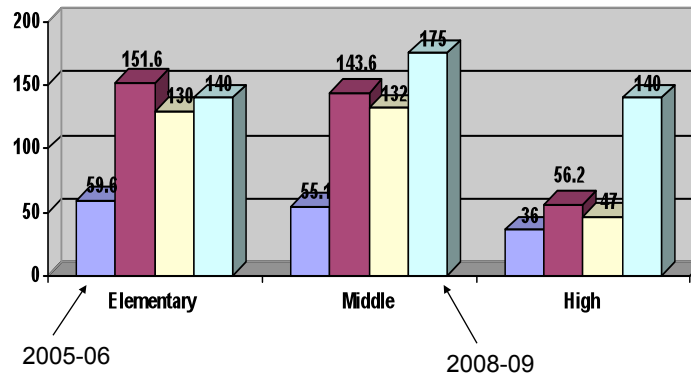
Other CAP Effects...Police Incident Reports



General Education: **37%** decrease over previous year.

SPED: **26%** decrease over previous year.

Availability of Related/Support Services to JPPSS Students with ED for August 2006, December 2007, October 2008, and May 2009:



More than 10 days suspended

- **2005-06** **235**
- **2006-07** **123**
- **2007-08** **21**
- **2008-09** **13***
- *Mean number of days over 10: **2.3**

JPPSS Suspensions

ISS	2005-06	2006-07	2007-08	Change
SPED	20.85%	19.37%	13.6%	-35%
GEN	16.6%	14.22%		-14.3%
OSS	2005-06	2006-07	2007-08	Change
SPED	34.11%	24.39%	16.6%	-51%
GEN	20.15%	15.34%		-34%

Additional JPPSS Suspension Data:

<i>Change in ISS and OSS data over same period 2007/08 to 2009/10 (stable population)</i>	Elementary	Middle	High
General Education	ISS: +2.8%	ISS: -20.7%	ISS: -13%
	OSS: -26.9%	OSS: -29.1%	OSS: -31.4%
Students with ED	ISS: -88.6%	ISS: -34.7%	ISS: -24.8%
	OSS: -42.9%	OSS: -52.3%	OSS: -40.3%