

**Integrating PBS into Continuous
School Improvement Processes:
Organizational Planning and
Effective Implementation**

Howard M. Knoff, Ph.D.

**Director, Arkansas State Improvement Grant
Director, Project ACHIEVE**

**E-mail: knoffprojectachieve@earthlink.net
Project ACHIEVE Website: www.projectachieve.info
501-312-1484**

**Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Director, AR State Improvement Grant**

**49 Woodberry Road
Little Rock, AR 72212**

**E-mail: knoffprojectachieve@earthlink.net
Phone: 501-312-1484**

**Websites: www.projectachieve.info
www.arstateimprovementgrant.com**

In this Presentation. We will discuss

- The Research-based Components of Effective Schools
- The Research-based Components of the Positive Academic Supports and Services (PASS) Model
- The Evidence-based Components of the Positive Behavioral Self-Management System (PBSS)
- The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)
- How the PRAISE Facilitates Strategic Planning, School Improvement, and School Success

What is Project ACHIEVE?

Project ACHIEVE is:

A district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students



Project ACHIEVE

An Evidence-Based National Model Prevention Program through the

**U.S. Department of Health & Human Service's
Substance Abuse and Mental Health Services
Administration (SAMHSA)**

and

**U.S. Department of Justice's Office of Juvenile Justice
and Delinquency Prevention (OJJDP)**



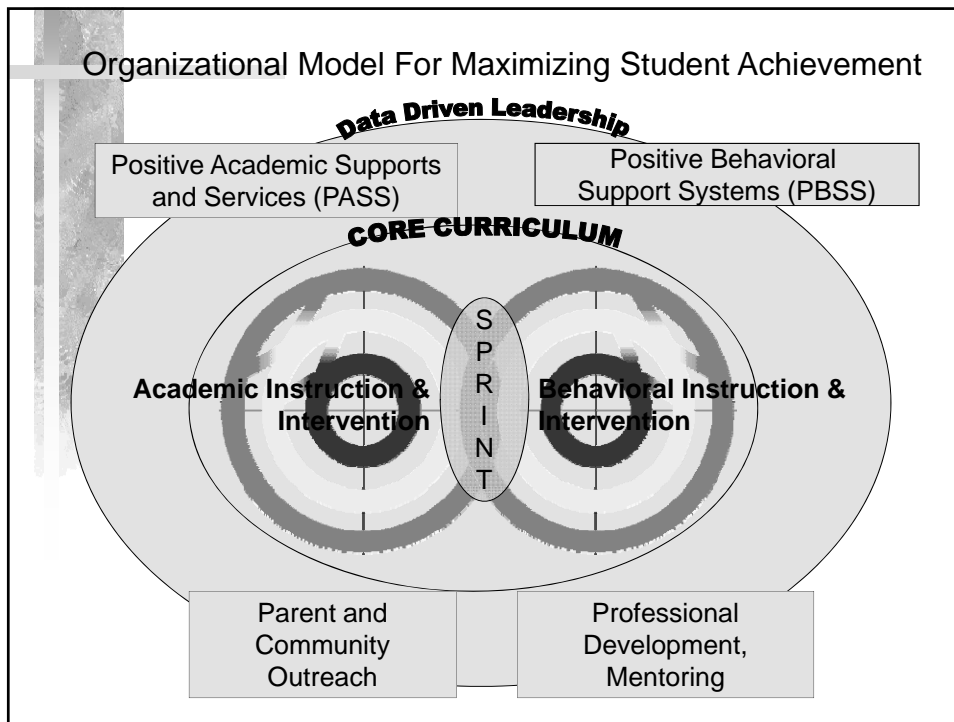
Who's Involved (Since 1990): Twenty Years of Implementation

- Arkansas Department of Education—State Improvement Grant
- Florida State Department of Education
- Alaska State Department of Education

- Cobb County School District (GA)
- Montgomery County Public Schools (MD)
- Dallas Independent School District (TX)
- Katy (TX) Independent School District
- Little Rock School District (AR)
- Polk County School District (FL)
- Hillsborough County Schools (FL)
- Baltimore City School District/Baltimore County School District
- Ft. Knox Department of Defense Schools District
- Shelby County Schools, Sidney, OH
- Turtle Mountain, Belcourt, ND
- Arapahoe School, Wind River Reservation, Arapahoe (Riverton), WY
- Kenaitze Tribe, Soldotna, Alaska
- Whiteriver Apache Tribe, Whiteriver, Arizona
- Mescalero Apache School, Mescalero, New Mexico

- Training in over 1,500 schools nationwide



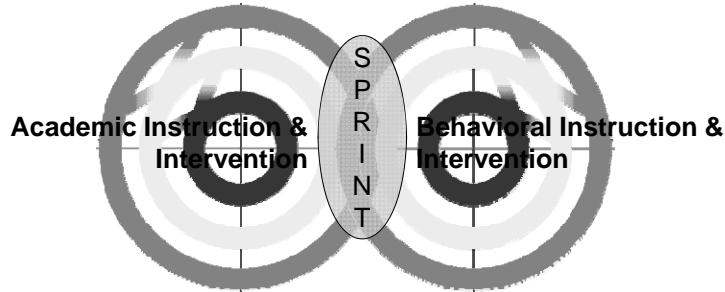


The Scientifically-Based Components of Effective Schools

Effective schools use effective Whole-school Design and Strategic Planning/ Implementation Processes that:

- Maximize Students' Academic Achievement
- Create Safe School Environments and Positive School Climates
- Build Effective Teaching and Problem Solving Teams that
 - Speed Successful Interventions to Challenging Students
- Increase and Sustain Effective Classroom Instruction
- Increase and Sustain Strong Parent Involvement
- Develop and Implement Effective Strategic Plans
- Organize Building Committees and Student Learning Clusters
- Develop Effective Data Management Systems for Outcome Evaluations

The Interdependency between Academics and Behavior

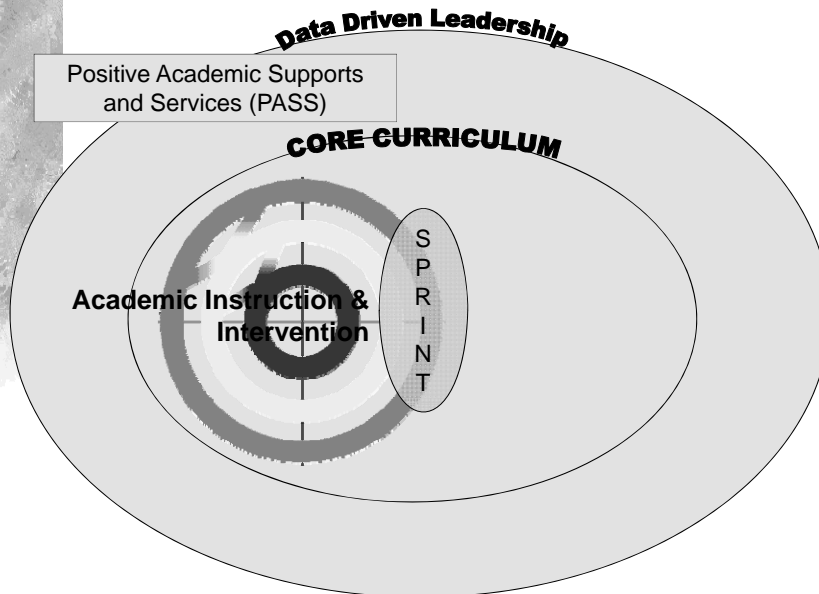


Academic Success
Do students act out due to academic frustration?

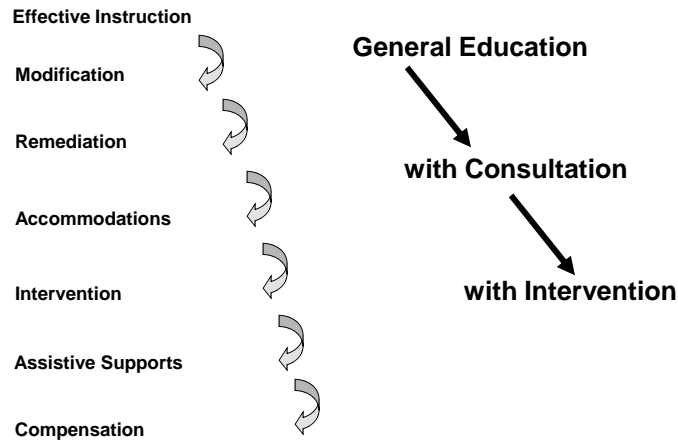
Functional Assessment and Data-Based Problem Solving
Helps us to tell the difference.

Behavioral Success
Do students have less academic success when they do not have certain behavioral skills?

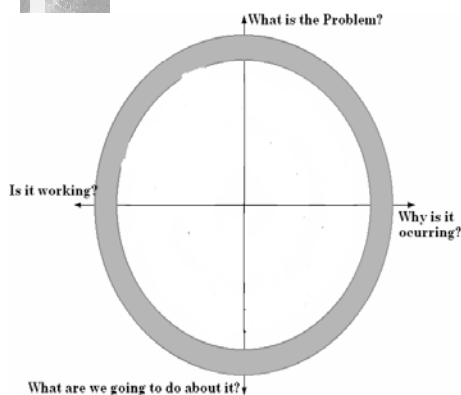
Organizational Model For Maximizing Student Achievement



Positive Academic Supports and Services (PASS): A Continuum of Educational Services that Facilitate Students' Academic Achievement and Success



Prevention Services for All Students



Positive School and Classroom
Climates

Effective Classroom Instruction

Effective Instructional Grouping

Effective Classroom Management

Student Instruction in "Zones of
Success"

Social Skill Instruction and Use

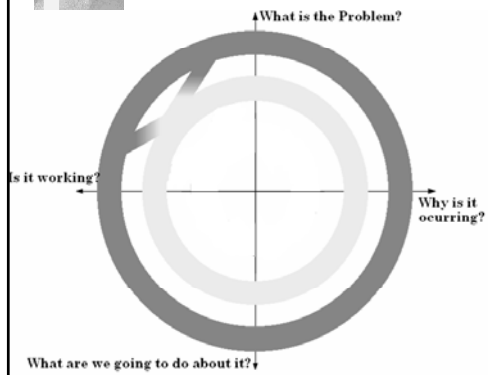
Well-Designed and Implemented
Accountability Systems

Consistency

Student Modifications &
Accommodations

Early Intervention

Strategic Intervention Services for Some Students-Academics



Peer/Adult Assisted Learning
Computer-Assisted Learning

Strategic Academic Interventions

Programmatic or Curricular
Interventions

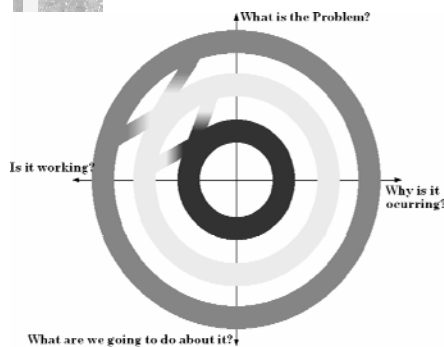
Specific or Focused Intervention

Supplemental Interventions

Intensive or Catch-Up Interventions

Alternative Curriculum or
Replacement Interventions

Intensive Need Services for Few Students--Academics



Peer/Adult Assisted Learning
Computer-Assisted Learning

Intensive Academic Interventions

Programmatic or Curricular
Interventions

Specific or Focused Intervention

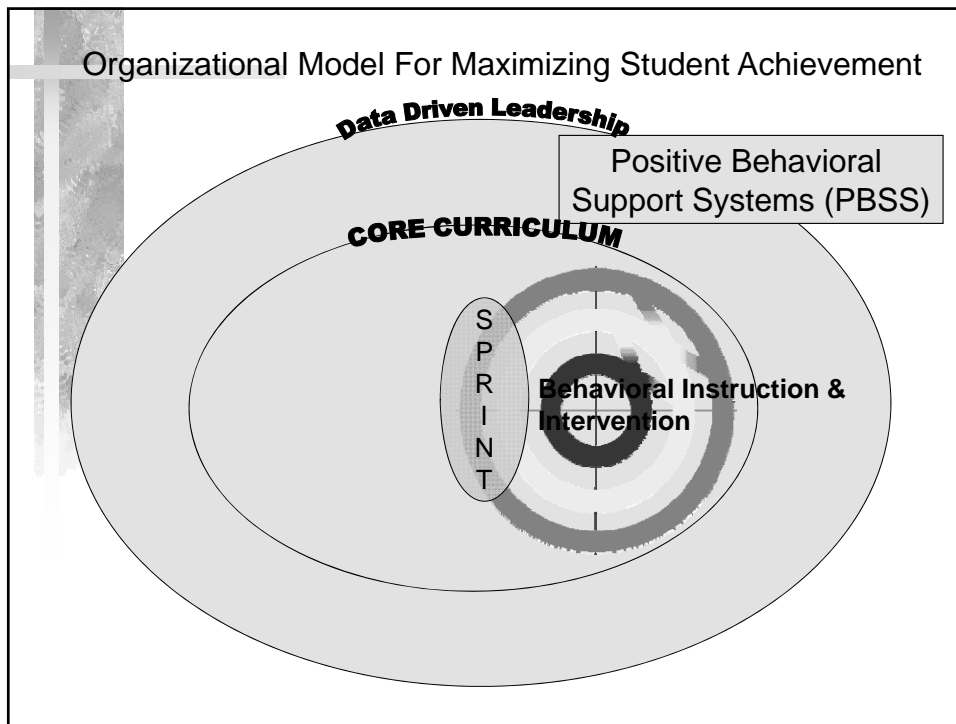
Supplemental Interventions

Intensive or Catch-Up Interventions

Alternative Curriculum or
Replacement Interventions

With Assistive and Compensatory
Supports

Organizational Model For Maximizing Student Achievement



Positive Behavioral Support Systems (PBSS)

Are:

Systemic, school-wide approaches that are explicitly integrated into a school's strategic planning and school improvement process. . . that

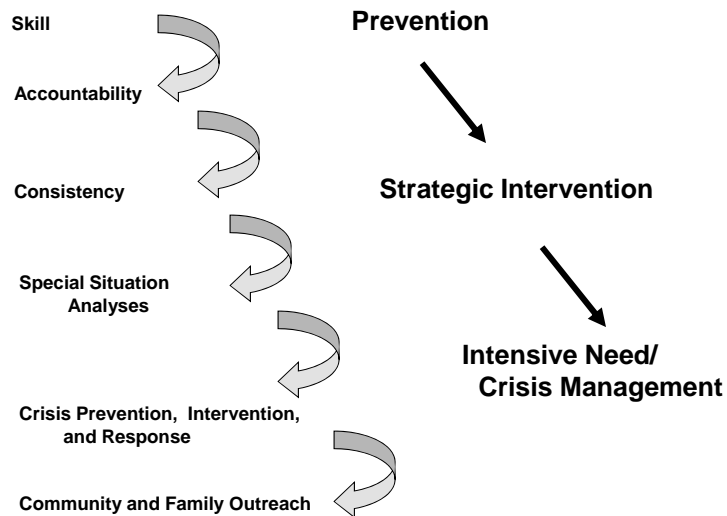
- (a) Create and sustain positive classroom climates and safe school settings;**
- (b) Facilitate the social, emotional, and behavior development and needs of all students;**
- (c) Increase students' interpersonal, social problem-solving, and conflict resolution skills over time; and**
- (d) Help to maximize students' academic engagement while supporting the entire learning process.**

Positive Behavioral Support Systems (PBSS)

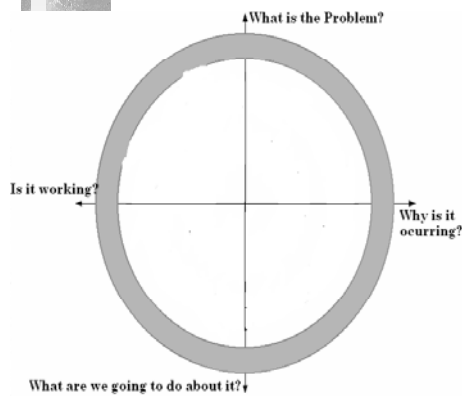
Positive Behavioral Support Systems include:

- (e) The strategic interventions and intensive services (including school-based mental health services) needed by students who do not respond to whole-school, preventative approaches;
- (f) Crisis prevention, intervention, and response; and
- (g) Community and Family outreach, involvement, and participation.

Project ACHIEVE's Positive Behavioral Self-Management System (PBSS) Blueprint

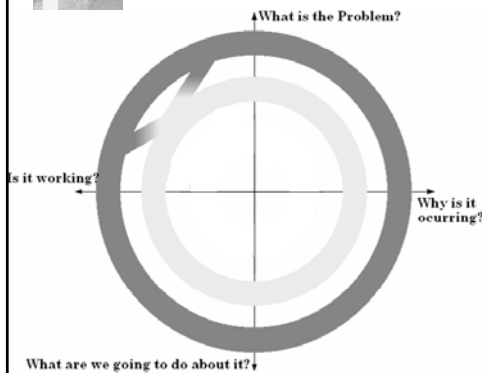


Tier 1: Prevention Services for All Students



Positive School and Classroom Climates
 Effective Classroom Instruction
 Effective Instructional Grouping
 Effective Classroom Management
 Student Instruction in “Zones of Success”
 Social Skill Instruction and Use
 Well-Designed and Implemented Accountability Systems
 Consistency
 Student Modifications & Accommodations
 Early Intervention

Tier 2: Strategic Intervention Services for Some Students



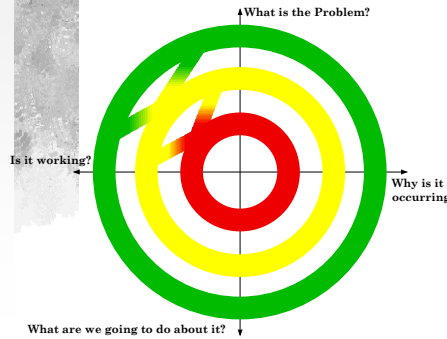
Peer/Adult Mentoring Programs
 Peer/Adult Mediation Programs

Strategic Behavioral Interventions
 (Behavioral Matrix Intensity II and III)
 [Response Cost, Positive Practice/
 Restititional Overcorrection, Group Contingencies, Cognitive-Behavioral Strategies, etc.]

Small Group Social Skills/
 Socialization Training
 Anger-/Emotion-/Self-Control Training
 Attention-Control Training

Special Situation Groups: Ex.
 Divorce, Loss, PTSD, Self-Concept

Tier 3: Crisis Management/Intensive Need Services



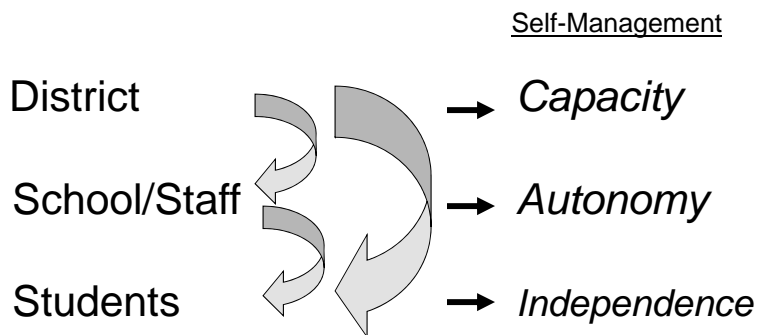
Individual Counseling/Behavior Therapy
(Behavioral Matrix Intensity III and IV)

[Relaxation Therapy, Desensitization, Cognitive-Behavioral Strategies, etc.]

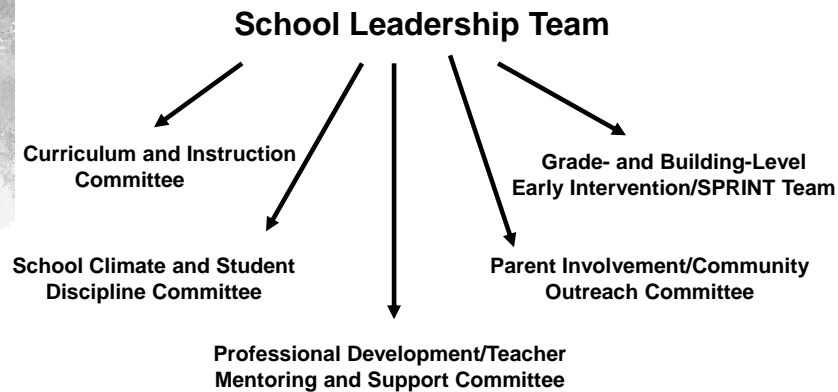
School-Based Mental Health Services

Intensive Wrap-Around/Continuum of Care Programming

Project ACHIEVE's Positive Behavioral Self-Management System (PBSS)



Building-Level Committee Infrastructure



Every School-Level Committee has

- ✓ Annual Goals, Outcomes, and Evaluation Processes connected to the School Improvement Plan, and Reporting Responsibilities to the School Leadership Team
- ✓ Quarterly Formative Evaluations with Opportunities for Mid-Course Corrections
- ✓ Annual Summative Evaluations with Strategic Transitioning to the next school year or School Improvement Plan focus

Every School-Level Committee. has a

- ✓ Chair or Co-Chairs
 - ✓ Recorder
 - ✓ Timekeeper
 - ✓ Scribe
 - ✓ Process Observer
 - ✓ Rotating Grade-level (and School-level) Representation
-
- An Agenda
 - A Parking Lot or Issue Bin
 - Minutes (Eventually posted on the School's Shared Drive)

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- **Purpose**
- **Development**
- **Use/Application**
- **Results**



Integrating Needs Assessments and Strategic Planning with Evaluation and Formative/Summative Assessment

- System - Cross-school, District, Parents/Families, Community
- School - All Instructional, Support, and Administration Staff and Committees
- Staff - Individual, Grade-level, Cross-Grade level
- Students - Academic/Behavioral Outcomes

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)

- Implementation Area 1: Establishing & Sustaining School Commitment
- Implementation Area 2: Establish & Maintain School-level Committees, Teams, & Supports
- Implementation Area 3: Self-Assessment, Evaluation, Accountability

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- Implementation Area 4: Establishing/Maintaining School-wide Behavioral Skills and Expectations
- Implementation Area 5: Effective Instruction, Early Intervention, and Strategic and Intensive Intervention Services
- Implementation Area 6: School Outreach and Celebrations

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

To complete the PRAIISE, School Leadership Teams:

- Read and complete each Standard one at a time (Some Standards have multiple parts)
- Look at the Status column, determine the level of implementation (Sustained, Achieved, In Progress, Not Begun), and evaluate the school's current status.
- Score and Discuss outcomes in each Implementation Area
- Determine "Next Strategic Planning and Implementation" steps as a function of the time of the year

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)

Rating Scale:

<u>S</u> ustained, <u>A</u> chieved	<u>I</u> n Progress, <u>N</u> ot Begun
S = Administrator's support is fully integrated into all administrative, strategic planning, professional development, instructional, and supervisory activities.	I = Administrator has agreed to participate, and is demonstrating beginning levels of support.
A = Administrator is consistently and continuously demonstrating support.	N = Administrator will not make or does not demonstrate commitment.

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)

Rating Scale:

<u>S</u> ustained, <u>A</u> chieved	<u>I</u> n Progress, <u>N</u> ot Begun
S = Activity has been achieved consistently across a three-year period.	I = Activity is being planned or is occurring on less than a quarterly basis.
A = Activity achieved as stated.	N = Activity is not occurring.

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

➤ Implementation Area 1: Establishing & Sustaining School Commitment

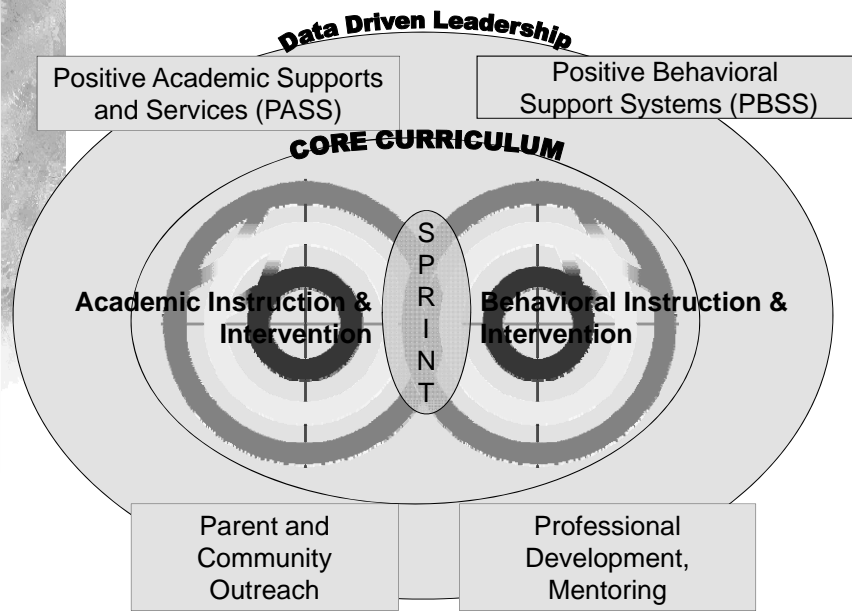
Standard 1: Administrative Support

Standard 2: Faculty/Staff Support

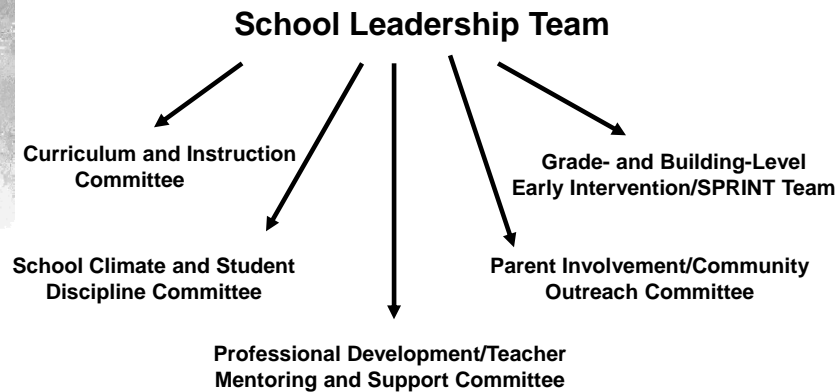
Standard 3: School Improvement Plan/
Project ACHIEVE Integration

Standard 4: Mission Statement

Organizational Model For Maximizing Student Achievement



Building-Level Committee Infrastructure



Developing School Improvement Plans (SIPs)

Essential Priorities . . . Then Goals/Components

Priority 1	Strategic Planning and Organizational Development
Priority 2	Effective School, Schooling, and Professional Development
Priority 3	Academic Instruction linked to Academic Interventions and Achievement
Priority 4	Behavioral Instruction linked to Behavioral Interventions and Self-Management
Priority 5	Problem Solving, Teaming, and Consultation Processes
Priority 6	Parent & Community Training, Support, and Outreach
Priority 7	Data Management, Evaluation, and Accountability

The Characteristics of an Effective Mission Statement

- ❖ Specifies the reason(s) for the school's existence and the target populations and/or beneficiaries of that existence
- ❖ Specifies the programs and/or instructional activities that define the school's existence and the scope and nature of those programs

The Characteristics of an Effective Mission Statement

- ❖ Specifies the outcomes of the school's programs and describes what the target populations will look like when the school has accomplished its goals
- ❖ Guides the development of the school's general and specific objectives, timelines, and activities; and acts as a compass for the week to week, day to day, and hour to hour interactions of all staff, students, and significant others

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

- **Implementation Area 2:** Establish & Maintain School-level Committees, Teams, & Supports

Standard 5: School Committee Structure

Standard 6: School Committee Operation

Standard 7: Structure and Scheduling of the School Leadership Team/School Improvement Committee

Standard 8: School Resource Directory

The School Leadership Team

This Team is primarily responsible for overseeing the planning and implementation of the school's strategic planning process and annual plan, for many site-based management and fiscal decisions, and for the evaluation of those building, staff, and student outcomes connected to the SIP.

Along with the Administration, the Committee Chairs from all of the other school-level committees form the core of this team. Beyond this, if not present, other SLT committee members could include a representational sample of teachers, pupil personnel staff, support staff, parent and/or community leaders, and sometimes students.

It is significant to note that the School Leadership Team is the superordinate committee under which all other committees are organized and/or responsible.

Finding Consultants

- Every staff person is a potential consultant for someone else
- Schools need to systematically identify every staff person's skills
- Staff need to use the skills of every staff member



IDENTIFYING CLASSROOM-BASED AND SCHOOL-BASED CONSULTANTS: THE PROFESSIONAL RESOURCE SURVEY

Staff person's name
Current staff/grade level position
Primary grade level of students seen
Educational degree(s)
Specialty area of degree(s)
**Special certifications held, special training or
workshops completed**
**Special areas of educational expertise for
students**
Favorite learning or fun activities with students
**Special in/out-of-school talents, hobbies, or
activities**

IDENTIFYING CLASSROOM-BASED AND SCHOOL-BASED CONSULTANTS: THE PROFESSIONAL RESOURCE SURVEY

Specialty Areas to Survey:

Literacy—Phonemic Awareness, Sound-Symbol Association/Phonics,
Decoding/Fluency, Vocabulary, Comprehension

Mathematics—Numeration, Calculation, Application

Language Arts

Science, Social Studies, Technology

Increasing or Establishing New Behaviors

Decreasing or Eliminating Inappropriate Behaviors

Teaching Attention and Engagement Skills

Teaching Social, Self-Management, and Self-Control Skills

Addressing Externalizing Behavior (Anger, Acting Out, Aggression)

Addressing Internalizing Behavior (Anxiety, Withdrawal, Depression)

Increasing Student Motivation

Peer Engagement and Management Skills

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

➤ Implementation Area 3: Self-Assessment, Evaluation, Accountability

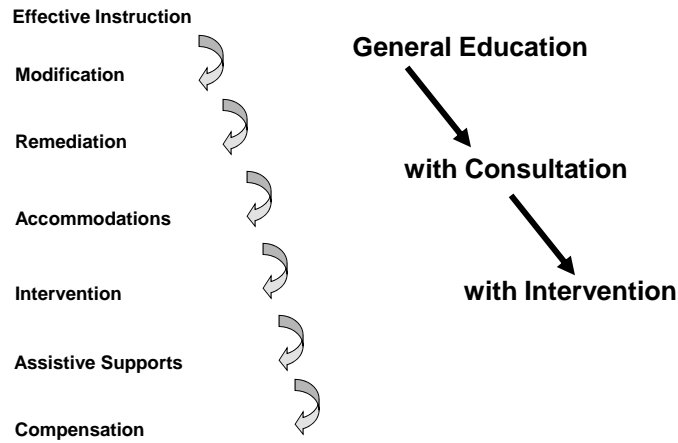
Standard 9: Use of Data by the Administration & School
Leadership/Improvement Team

Standard 10: Use of Data by School-Level Committees

Standard 11: School/District Scope and Sequence Alignment
with State Benchmark/ Proficiency Standards

Standard 12: Teacher Use of the Student Academic Progress
and Mastery System

**Positive Academic Supports and Services (PASS):
A Continuum of Educational Services
that Facilitate Students' Academic
Achievement and Success**



**What Determines Success within
the Instructional Environment ???**

Teacher-Instructional Factors:

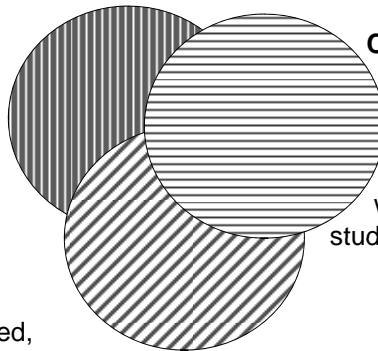
Are teachers demonstrating effective teaching behaviors and strategies?

Curricular Factors:

Are evidence- or research-based curricula being used, and are they well-matched to students and teachers?

Student Factors:

Are students prepared, expected, motivated, and set-up to learn?



Critical Elements in Successful Instructional Environments

Curriculum

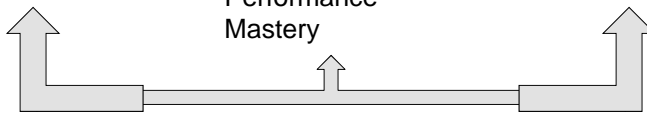
Curriculum Alignment/
Total Instructional Alignment (TIA)

Instruction

Differentiated Lesson Development, Delivery, and Evaluation/Setting, Communicating, and Evaluating Measurable Criteria for Student Skill or Performance Mastery

Students

Readiness, Motivation, Preparation, Engagement, Self-Management



Evaluating Instructional Environments

Curriculum

Classroom Walk-Throughs:
Academic Behavior



Instruction

Students

Progress Monitoring:
Student Class Grade-level School

Quarterly Student Progress Data Meetings



Initial Strategies to Improve Student Outcomes in the Instructional Environment

Curriculum

Curricular Modification:

Scope
Depth
Breadth
Complexity

Instruction

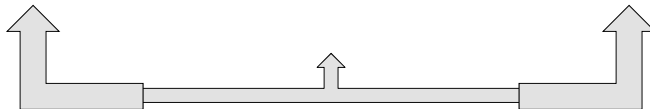
Instructional Accommodation:

Presentation
Equipment and Materials
Response Setting
Timing/Scheduling

Students

Knowledge, Skill, or Application Remediation:

Skill or Knowledge Gaps
Motivational Gaps
Self-Management/ Interpersonal Gaps



The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

➤ Implementation Area 3: Self-Assessment, Evaluation, Accountability

Standard 13: ADDRESS System Implemented

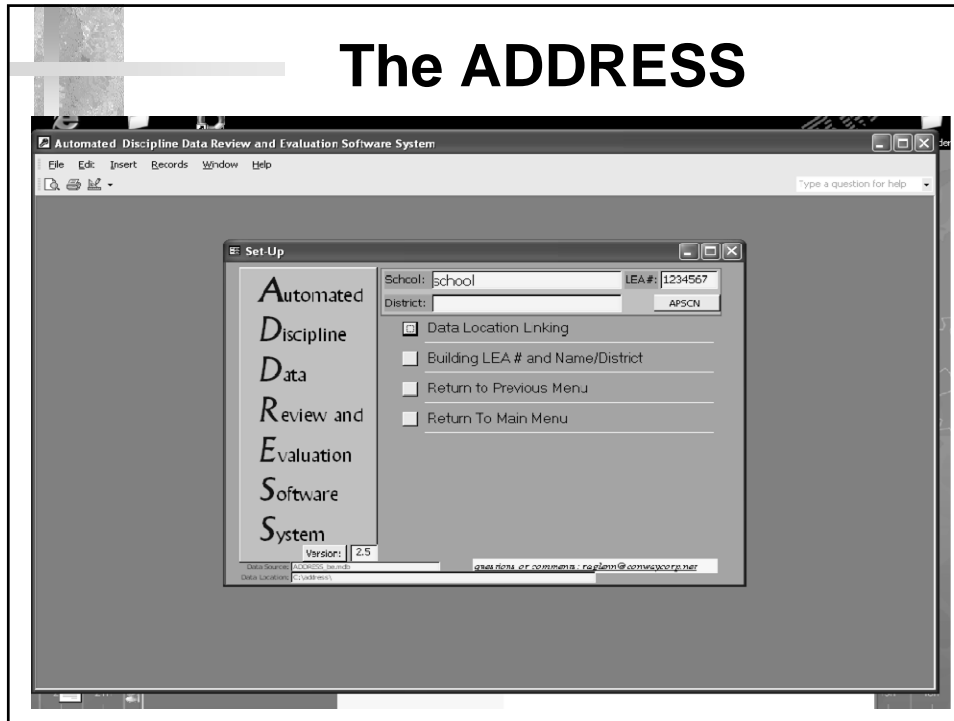
Standard 14: ADDRESS Data/Analyses used for Grade- and School-level Problem Solving

Standard 15: Use of Staff Interaction/ Cohesiveness and Effective Discipline scales

Standard 16: Completion/Use of School/Staff Needs Assessment (SWOT)

Standard 17: Annual Year-End Articulation Activities

The ADDRESS



The Scale of Staff Interactions and School Cohesion

- Scale 1: Staff Understanding of the School's Mission and Expectations
- Scale 2: Staff Collaboration and Cohesion
- Scale 3: Effective Staff Practices and Interactions

The Scale of Effective School Discipline and Safety

- Scale 1: Teachers' Effective Classroom Management Skills
- Scale 2: Teachers' Positive Behavioral Interactions and Respect
- Scale 3: Holding Students Accountable for their Behavior: Administration and Staff
- Scale 4: Teachers' Contribution to a Positive School Climate
- Scale 5: School Safety and Security: Staff, Students, and School Grounds

SWOT (Strengths, Weaknesses, Opportunities, Threats) and RESOURCE ANALYSIS

Identifying the Resources of a School:

- ❖ Money
- ❖ Facilities and Physical Plant
- ❖ Materials and Activities
- ❖ Time
- ❖ People
- ❖ Technology
- ❖ Creativity and Hard Work

Articulation. . .

Refers to the planned and systematic transfer of system, staff, and student information, interventions, and other “lessons learned” across school years, and teachers, grade level teams, administrators, and schools.



The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)

➤ **Implementation Area 4:** Establishing/Maintaining School-wide Behavioral Skills and Expectations

Standard 18: Behavioral Matrix Development, Implementation, and Evaluation

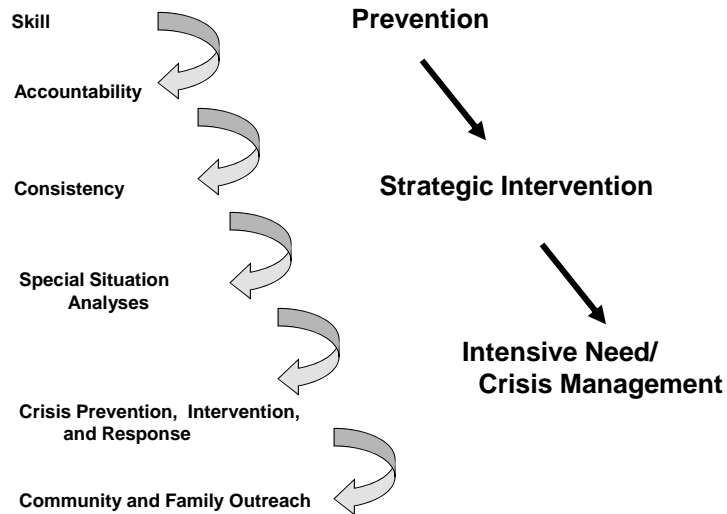
Standard 19: Stop & Think Social Skills Program Preparation, Implementation, and Evaluation

Standard 20: The Educative Time-Out Process Preparation, Implementation, and Evaluation

Standard 21: Special Situation Analyses

Standard 22: Crisis Intervention

Project ACHIEVE's Positive Behavioral Self-Management System (PBSS) Blueprint



The Goal of an Evidence-Based Social Skills Program

TO:

- ❖ Teach Children Interpersonal, Problem-Solving, and Conflict Resolution Skills
- ❖ That facilitate their Social-Emotional/ Behavioral Development, and
- ❖ Help them develop Self-Management Skills

The Stop & Think Social Skills Program

Four Developmental Levels:

preK-Grade 1/Grades 2-3/Grades 4-5/
Grades 6-8

- ❖ Sensitive to Children's Developmental and Maturational Differences
- ❖ Teach Behaviors and not Constructs of Behavior
- ❖ Teach through Behavioral Instruction and Practice and not "Talk, Pray, and Hope"

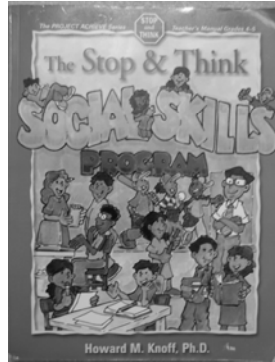
SOCIAL SKILLS:

**. . . in a Positive Behavioral
Self- Management System (PBSS)**

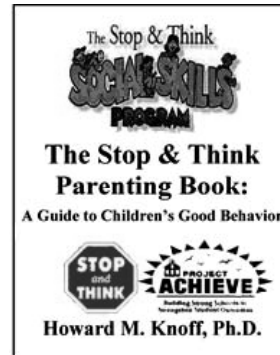
Critical Components of the Stop & Think Social Skills Program

- ** A Universal language that helps to condition behavior.
- ** A Universal teaching process that results in student learning, mastery, and self-management.

Stop & Think Social Skills Program



Sopris West Publishers
800-547-6747
Website: www.sopriswest.com



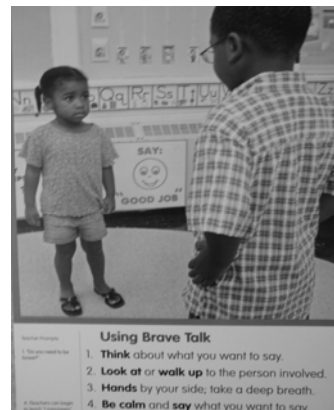
Project ACHIEVE Press
501-312-1484
Website: www.projectachieve.info

Preschool to Early Elementary School Stop & Think Social Skills

SUPPORT MATERIALS:

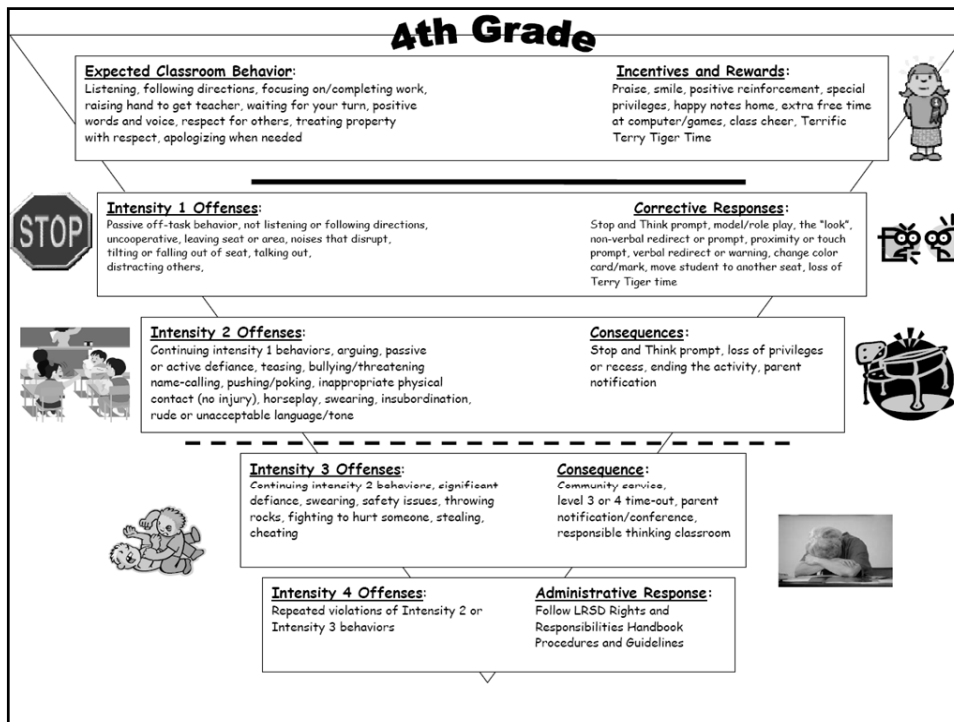


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Using Brave Talk

1. Think about what you want to say.
2. Look at or walk up to the person involved.
3. Hands by your side, take a deep breath.
4. Be calm and say what you want to say.



Types of "Special Situations"

Setting:
Common Areas of the School: Hallways, Bathrooms, Buses, Cafeteria, Playgrounds, Auditorium, Meeting Spaces

Student Groups:
Teasing, Taunting, Bullying, Harassment, and Physical Aggression/Fighting

Individual Students:
Student-specific life circumstances that need a degree of stabilization (coping skills) in order for the student to be responsive to other interventions

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

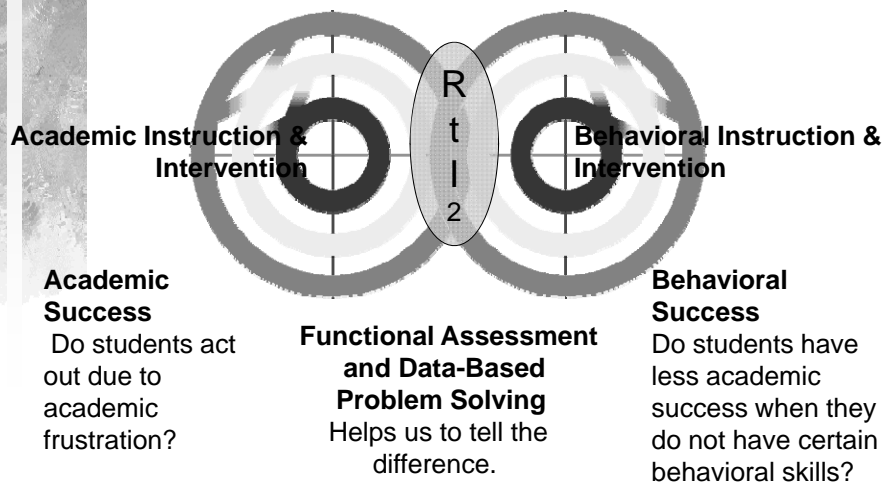
- **Implementation Area 5:** Effective Instruction, Early Intervention, and Strategic and Intensive Intervention Services

Standard 23: Staff skilled in Effective Instruction, Early Intervention, and Strategic and Intensive Interventions

Standard 24: School Prevention, Review, and Intervention Team (SPRINT) Functioning and Evaluation

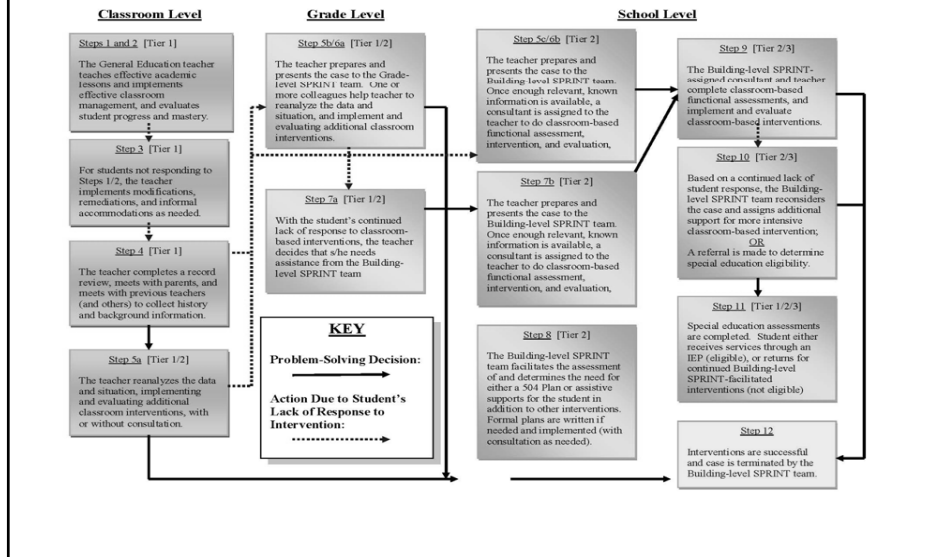
Standard 25: SPRINT: School-wide Use of the Data-based Problem Solving and Intervention Process

Academic and Behavioral Instruction and Intervention at the Prevention, Strategic Intervention, and Intensive Need Levels



The SPRINT Early Intervention/Response-to-Instruction and Intervention Procedural Chart

A Blueprint for RtI Decisions and Implementation in the Schools Using Data-based Problem Solving



The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)

➤ Implementation Area 5: Effective Instruction, Early Intervention, and Strategic and Intensive Intervention Services

Standard 26: Trained staff, consultants, and resources available for Academic Interventions

Standard 27: Trained staff, consultants, and resources available for social-emotional and/or Behavioral Interventions

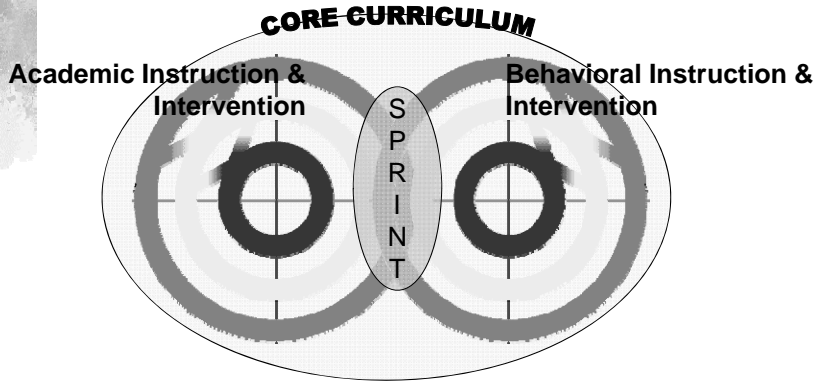
Standard 28: Professional Development

(Rtl)2: Prevention, Strategic Intervention, and Intensive Need Services

Data Driven Leadership

Positive Academic Supports and Services (PASS)

Positive Behavioral Support Systems (PBSS)



The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAISE)

- Implementation Area 6: School Outreach and Celebrations

Standard 29: Community and Parent Outreach

Standard 30: School Celebrations

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

Evaluation and Feedback:

1. <u>Analysis of Six Implementation Areas</u>	Ratings and Sub-Ratings	Comments
2. <u>Analysis of Thirty Standards</u>	Ratings and Sub-Ratings	Comments
3. Completion of <u>APPRAISE</u> (Action Plan for Project ACHIEVE Implementation Success and Evaluation)		

The Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE)

SUMMARY of SCHOOL'S IMPLEMENTATION STATUS

Planning and Preparation Stage	[0 to 29 points]
Initial and Consultant- or Facilitator-driven Implementation Stage	[30 to 59 points]
Staff- and Project ACHIEVE-Blueprint-driven Implementation Stage	[60 to 89 points]
Staff- and Strategic/School Improvement Plan Implementation Stage	[90 to 105 points]
Sustained, Systemic, Institutionalized Implementation Stage	[106 to 120 points]

Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Director, AR State Improvement Grant

49 Woodberry Road
Little Rock, AR 72212

E-mail: knoffprojectachieve@earthlink.net
Phone: 501-312-1484

Websites: www.projectachieve.info
www.arstateimprovementgrant.com

For More Information About the:

Project ACHIEVE E-Documents

Contact: Dr. Howard Knoff
knoffprojectachieve@earthlink.net

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