



PBIS POST

Wisconsin PBIS Network

March 2011

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Learning about the Benchmarks of Quality

The time has come for all trained PBIS schools in Wisconsin to use the Benchmarks of Quality fidelity tool for the 2010-11 school year. The OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports recommends that each PBIS school completes this tool annually in the months of March, April, or May.

What is the Benchmarks of Quality?

- The Benchmarks of Quality is a Schoolwide (Tier 1) PBIS fidelity tool that allows school teams to review their progress toward implementing critical elements of PBIS that are presented during training.

Why should my school take the Benchmarks of Quality?

- The Benchmarks of Quality provides PBIS coaches and teams with very clear information about areas of strength and weakness in their implementation efforts. The BOQ includes instructions and a form for finding areas of strength to celebrate and areas of relative weakness to action plan around.
- The Benchmarks of Quality is a tool that Coaches and Teams use to assess their own implementation. The ability to critically and accurately self-assess is an important skill for any PBIS Team to have.
- The OSEP Technical Assistance Center on PBIS recommends that states use BOQ scores to determine school readiness for Tier 2 training. An overall score of 70% on a BOQ is one of the indicators of readiness for Tier 2 training.
- Once your school achieves 70% on the Spring BOQ you no longer need to take Fall and Winter Team Implementation Checklists unless you feel like your Schoolwide PBIS System needs some refreshing.

Who completes the Benchmarks of Quality?

- The Internal Coach and all individuals on the Tier 1 PBIS Team complete the BOQ.

How long does it take to complete the Benchmarks of Quality?

- Internal Coaches can learn to use the Benchmarks of Quality in less than 20 minutes by accessing a [BOQ webinar](#) on the Wisconsin PBIS Network website.
- Once trained, Internal Coaches will spend about 1 hour completing the BOQ.
- Tier 1 PBIS Team members only need about 10 minutes to complete the BOQ.

Where can I go if I need assistance completing the Benchmarks of Quality or have additional questions?

- Please feel free to contact your [Regional Technical Assistance Coordinator](#) if you have questions or need assistance.
- If your district does not currently have a Local Coordinator for the PBS Surveys website that can enter your BOQ results and access reports, please contact [Nicole Beier](#).

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Wisconsin PBIS Network School Recognition Program

The Wisconsin PBIS Network is happy to announce a new recognition program being put in place for PBIS schools throughout Wisconsin. The purpose of the School Recognition program is to identify schools that exemplify best practices in the implementation of PBIS systems. Schools that are recognized this year will be implementing the critical elements of Tier 1 PBIS with fidelity (as measured by the BOQ) and will be utilizing data within a problem solving framework in order to improve the outcomes of students. Schools recognized will receive a banner and a letter to their Superintendent, public acknowledgement at the 2011 PBIS Summer Leadership Conference on August 16, and recognition on the [Wisconsin PBIS Network website](#). The Recognition Application will be made available on the Wisconsin PBIS Network website by April 8. The Application will be one of the scrolling banners on the homepage and it will also be available on each of the PBIS in Action pages of the website. Applications will be due by May 6 and recognized schools will be notified in the first week of June. Good luck everyone - show us what you have done with PBIS and what PBIS has done in your school!

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District Summit

The Wisconsin PBIS Network is sponsoring an upcoming District Summit. At this District Summit, district teams will capture the current status of PBIS implementation and plan for sustainability and integration of PBIS with related school improvement initiatives. In addition, teams will develop district implementation strategies and ensure efficient use of resources and coordination with related initiatives. Finally, district teams will develop district implementation strategies and share strategies for expanding and sustaining implementation with other teams from other districts.

District teams that attend should have 6-8 members including District Administrators (Superintendent, Assistant Superintendent, Special Education Director), Building Administrators, Secondary/Tertiary District coaches, School Board Member, Parent Representative, Teacher or Union Representative, and Internal and External Coaches.

Attendance at this District Summit is free. The District Summit will be held April 5, 2011 at the Kalahari Resort



& Convention Center in Wisconsin Dells.

To register or for more information, please contact your [Regional Technical Assistance Coordinator](#).

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External Coaches Forum

The Wisconsin PBIS Network is also sponsoring an External Coaches Forum. Participants who attend this Forum will leave with:

- Increased understanding of the roles and goals of external coaches
- Increased fluency around the core components of PBIS
- Improved understanding of linking PBIS to Academic RtI and the School Improvement Plan
- Knowledge of Benchmarks of Quality timelines and procedures
- Practice creating Action Plans using Benchmarks of Quality results

Time will also be allotted for structured networking/sharing and exploration of resources available for coaches.

Attendance at this External Coaches Forum will cost \$50.

The External Coaches Forum will be held April 6, 2011 at the Kalahari Resort & Convention Center in Wisconsin Dells.

More information on this Forum can be found in this [flyer](#). For more information or to register, please contact [Cari Schindel](#).

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PBIS Success Stories



We would like to take a moment to say thank you to everyone one that helped us to fill this section of our newsletter! We had a great response to our request for PBIS Success Stories which we are able to share with all of you. For future editions of the PBIS Post we need more stories written by schools implementing PBIS. The stories need not be long - just a short description (with data) of a problem area, what was done about it, and what the outcome was. This can be anything from a reduction in the number of office discipline referrals, to a reduction in suspensions/expulsions, or even an improvement in school climate. Celebrating success should be a staple in PBIS team meetings and we would love to have some stories to share with

everyone in our newsletter! Please submit stories to the Wisconsin PBIS Network at schindelc@wisconsinPBISnetwork.org.

Franklin Middle School Green Bay

Communicating Change

With over half of our data year under our belts, our team has learned a lot from our mistakes; however, there is one thing that we knew we must get right from the start – strong communication! We have done this through our use of a bi-weekly newsletter to all staff at Franklin. This newsletter is the key to communicating change, knowing that the word change scares everyone. It is because of this clear communication that we are already seeing amazing data results. 3/29/2011 10:23 AM

On November 24, 2010, all staff received this [newsletter](#) which outlined our first major school-wide reward initiative. Although we had used the newsletter numerous times before, this time we were using it to outline an entire plan to reinforce the R in ROARS (our acronym for our school expectations) – Responsibility during the month of December.

The newsletter was a communication vehicle that, when handed out in a timely format, allowed all of our staff to understand their individual role. All students at Franklin Middle School carry an agenda with them every day. Teachers can stamp student agendas for various reasons. During StampIT! in December, the teachers stamped various hours for various reasons during the month, focusing on ID, agenda, and materials. If the student achieved a particular stamp total by the end of the month, they could attend a school-wide movie. In the end, over 50.3% of our population attended the movie and were fired up for the next big PBIS challenge.

In direct correlation, we pulled our numbers for tardiness from our absence system. We found a dramatic decrease in tardiness from November to December, unlike previous months. Here is the data:

September - 1748 Tardies
October - 1546 Tardies
November - 1426 Tardies
December - 1197 Tardies

The communication through the newsletter was an integral part of the success of the December StampIt! initiative. In fact, 85% of the staff surveyed stated that they agreed or strongly agreed that the planning was well-prepared. This communication tool has led to much success in our building as it gives the teacher, substitute, and/or visitor a clear vision of the current PBIS activities and their role in the future of PBIS within Franklin.

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Brown Deer Middle School **Brown Deer**

The Brown Deer School District is a K-12 public school district comprised of three schools located on one campus. Dean Elementary School houses four-year-old Kindergarten through 4th grade; Brown Deer Middle School, houses grades 5 through 8; and Brown Deer High School houses grades 9 through 12. The District's total enrollment is approximately 1800 students. The Village of Brown Deer, with approximately 13,000 residents, is located on the northernmost end of Milwaukee County. Boasting one of the most diverse populations in Wisconsin, Brown Deer is home to families representing a variety of racial, ethnic, and socio-economic backgrounds.

Brown Deer Middle School began implementing Positive Interventions and Supports (PBIS) during the 2009-2010 school year with the leadership and guidance of Dr. Marirose Lucey, Principal, Mr. Ellis Turrentine, Assistant Principal & PBIS Internal Coach, and Mrs. Donna Okray, School Counselor & PBIS Internal Coach. Brown Deer Middle School completed Tier One training during the 2009-2010 and 2010-2011 school years. BDMS continues to work on Tier One fidelity and will begin training staff on Tier Two throughout the 2010-2011 & 2011-2012 school years. We have a strong PBIS committee comprised of 20 staff members (not all 20 staff members were on our core PBIS Team that attended training) that are taking responsibility for the implementation and leadership of the BDMS PBIS initiative. Recently, we grouped our PBIS committee into the following PBIS sub-groups: of 8

- Communication – Design a BDMS PBIS webpage, newsletters, and PBIS family connections
- Data Collection – Analyze ODRs which guide our decision making process
- Rewards/Incentives – Organize activities or programs to highlight the “positives” that are taking place at BDMS – Maintains the Falcon Feathers
- Cool Tools – Maintain and update our Cool Tool resources and remind staff of the Cool Tool Theme of the Week.

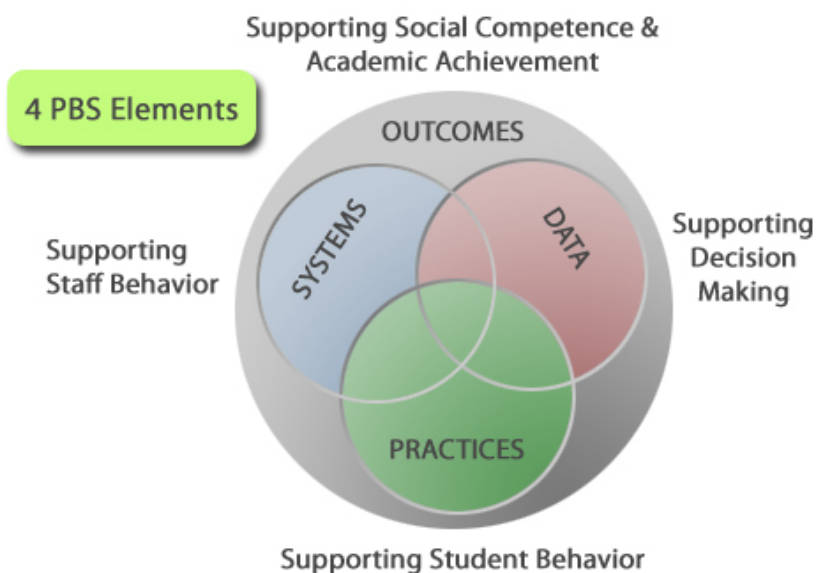
BDMS has established Universal (Tier 1) procedures, policies, and decision-making processes that consider school-wide and classroom systems and successes. We have implemented the following practices and strategies to support our foundation of BDMS PBIS:

- Brown Deer Middle School “Falcon Four” Behavior Matrix
 - Be Respectful
 - Be Responsible
 - Be Ready
 - Be Safe
- Created an “Above the Line” Behavior System (Corwin Kronenberg).
- BDMS PBIS Response Flow Chart which illustrates Classroom Managed (Minors) vs. Office Managed (Majors).
- Social Emotional Learning through Second Step Lessons (classroom guidance/teacher taught-varies per grade level).
- Cool Tool Theme of the Week taught during intervention period to support social emotional learning and behavioral expectations.
- “Falcon Feathers” are used by staff members to reward positive student behavior throughout the week. On Fridays, a drawing is held and “Falcon Feather” acknowledgements are made over the announcements and student positive behavior is rewarded with a small prize.
- “Student of the Month” acknowledgment system for the entire school. Students are selected by staff members for demonstrating “Falcon Four” Behaviors and/or strong academic accomplishments and growth. Students of the Month go to McDonalds for lunch with Mr. Ellis Turrentine, Assistant Principal and Mr. David Miller, School Counselor.

Because of the PBIS systems and practices that we have put in place at Brown Deer Middle School we have seen incredible reductions in our Office Discipline Referrals. In the 2009-10 school year, 268 students received at least one Office Discipline Referral, and 1,683 Office Discipline Referrals were recorded. The 2010-11 school year is well under way and so far only 144 students have received at least one Office Discipline Referral, and only 477 Office Discipline Referrals have been recorded. Overall, to date we have seen a reduction of 124 students receiving Office Discipline Referrals and 1,206 fewer Office Discipline Referrals than last school year. We look forward to our continued implementation of PBIS at Brown Deer Middle School!



We recently held a "Falcon Four" T-Shirt Contest. Students were given the challenge of designing a Falcon Four t-shirt to represent the school-wide logo for the BDMS PBIS "Falcon Four" Behavior Matrix. The t-shirt design winner was 6th grader Amir Robertson. Amir is pictured with members of the NJHS Student Leadership Team - Jaclyn Hongsermeier (grade 8), Gabrielle Johnson (grade 7), Todd Beadle (grade 7), and Maurice Lucre' (grade 8).



Importance of Data Systems

The Wisconsin PBIS Network recently looked at Team Implementation Checklist (TIC) and Self-Assessment Survey (SAS) data from Wisconsin schools that are implementing PBIS. The Information System Subscale on the TIC (Discipline data are gathered, summarized, and reported at least quarterly to whole faculty and Discipline data are available to the Team at least monthly in a form and depth needed for problem solving) and Item 11 on the SAS (Data on problem behavior patterns are collected and summarized within an ongoing system) were specifically highlighted in these analyses because of the importance of data systems to the

PBIS process.

It was found that only 10% of schools that do not use SWIS with consistently low scores on these components (over at least 2 surveys) were implementing PBIS with fidelity. On the other hand, 54% of non-SWIS schools with high scores on these components were implementing PBIS with fidelity. The data are clearly showing that having a data system that collects and summarizes discipline data is an integral component for successful implementation of PBIS.

The data were also examined for schools that use SWIS. It was found that 23% of SWIS schools with consistently low scores on the data sections of the TIC and SAS were implementing PBIS with fidelity. On the other hand, 53% of SWIS scores with high scores on these components were implementing PBIS with fidelity. The data are showing here that SWIS does help, but just having SWIS is not enough for a school to reach

fidelity in PBIS implementation. Collecting and summarizing discipline data is important, but discipline data must also be used for problem solving and making data-based decisions in the school, and it must be shared with the whole faculty.

To learn more about SWIS, please visit www.SWIS.org. Also feel free to login to the demo version of SWIS from that site to explore all that SWIS has to offer. If you are interested in getting SWIS in your school, please contact a [SWIS facilitator](#).

If your school is not interested in SWIS, other tools for collecting and summarizing discipline data can be found on the [Wisconsin PBIS Network website](#). If you have any questions about collecting and summarizing discipline data information in your school or about making data-based decisions or need assistance, please contact your [Regional Technical Assistance Coordinator](#) or [Nicole Beier](#).

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Wisconsin RtI Center Website

The Wisconsin RtI Center has launched its website, which features Response to Intervention (RtI) tools and information for Educators, Administrators, and Parents & Families. We designed this site to provide information for districts, schools, teams, parents, and families.

For information about Wisconsin's vision for RtI, see <http://www.wisconsinrticenter.org/educators/understanding-rti-a-systems-view.html>. For information about how some schools in the state are progressing on their journey toward implementing RtI, see <http://www.wisconsinrticenter.org/educators/rti-in-action.html>.

The event calendar can be found at <http://www.wisconsinrticenter.org/event/calendar.html>. To have an event listed on the calendar, please contact us at information@wisconsinrticenter.org for an Event Request Form. The website will be changing and growing over the next few months. If you would like to see something on the website that isn't there already, please contact us at information@wisconsinrticenter.org. We welcome your feedback.

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Additional PBIS Resources:

While we hope you are using and benefiting from the Wisconsin PBIS Network website (www.wisconsinPBISNetwork.org), we would also like to share some additional PBIS related websites that we think may be of benefit to you:

The National PBIS TA Center website: <http://www.pbis.org/>

This site contains many resources, powerpoints, videos, and blueprints for implementation, evaluation, and professional development.

The National PBIS TA Center Ning site: <http://pbistacenter.ning.com/>

This site is available for people to post questions, start discussions, post tools, videos, etc.

PBIS Cool Tool Videos: www.pbisvideos.com

This site is a collection of PBIS videos created by schools across the country for teaching behavioral expectations. Feel free to post your videos to this site as well.

Florida PBIS Website: <http://flpbs.fmhi.usf.edu/>

The Coaches Corner on the Florida website has great resources for effective teams.

Maryland PBIS Website: <http://pbismaryland.org/>

Maryland's website has great school example resources as well as a cost/benefit worksheet that calculates

estimated time saved by preventing behavioral problems in schools.

CESA 7 PBIS Website: <http://www.cesa7.org/pbis/index.asp>

The CESA 7 website lists great cool tools, low and no cost reinforcers, and classroom resources.

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