



PBIS POST

Wisconsin PBIS Network

May 2010

Welcome to the second edition of the PBIS Post! In this edition we will celebrate some PBIS successes, provide informational updates on areas that the Wisconsin PBIS Network has been working on, and announce some job openings and upcoming trainings, including the August Coaches Training in Stevens Point. We hope you find this edition interesting and informative!

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PBS Surveys

If you have been to a Tier 1/Universal PBIS Team training you have probably already heard about the website www.pbssurveys.org. At that site you can access the Self-Assessment Survey, Team Implementation Checklist, Benchmarks of Quality, School-wide Evaluation Tool, and School Safety Survey. Completion of these surveys serves two very important purposes. First, it lets us, the Wisconsin PBIS Network, know that your school has not only attended training, but has started on the journey of PBIS implementation, which includes data collection and analysis. Second, it lets you know if you are implementing PBIS with fidelity, and if not, it provides the data to create an action plan so that you will soon be implementing PBIS with fidelity.



The Self-Assessment Survey is taken prior to PBIS implementation, and then annually after that, by all adults who have contact with the students in a school. The Team Implementation Checklist is taken approximately quarterly by the PBIS team. This is the tool to use for creating an action plan for PBIS implementation. The Benchmarks of Quality is taken once a year, preferably in the Spring by the PBIS team. The School-wide Evaluation Tool is conducted by a trained External Evaluator at some PBIS schools in the state. Finally, the School Safety Survey can be taken annually to look for improvements in safety within your school.

If your school or district has attended Tier 1/Universal Team training, but you have not obtained access to the PBS Surveys website, please contact Nicole Beier at beiern@wisconsinPBISnetwork.org and ask for a Local Coordinator Information Form.

Outcome Data Collection Tools

Some Office Discipline Referral collection tools have been created to be used by PBIS schools in Wisconsin. Specifically, 3 Excel workbooks have been created that we would like some feedback on. First, there is a Wisconsin Data Collection tool. In this tool, all Office Discipline Referrals (ODRs) are entered into an Excel spreadsheet and once the data is entered, graphs on the other sheets in the workbook are populated with the

data, creating the Big 5 Reports (Average Referrals per Day per Month, ODRs by Location, ODRs by Problem Behavior, ODRs by Student, and ODRs by Time).

The second tool is for schools that already enter their ODR data into a School Information System that creates reports of aggregate information that can be entered into an Excel workbook. For example, you would need to enter how many ODRs were given at each time (to the nearest quarter hour), at each location, and for each problem behavior. The graphs on the other sheets in the workbook would be populated as you enter the data, and these graphs could be easily printed for PBIS Team meetings. This workbook creates 4 of the Big 5 Reports, but does not create the ODRs by Student graph.

Finally, there is a tool for schools that already have a system for entering ODR data and for creating the graphs that are necessary for data-based decision making at PBIS Team meetings. This tool will be used for collecting data that will be necessary for the Annual Report that the Wisconsin PBIS Network will be putting together each Summer. Thus, we will be requesting that all PBIS Schools complete this tool at the end of each school year. If your school already has a system for collecting ODR data, completing this form should take only 10-15 minutes. The form will ask you how many ODRs were given, how many days, instances, and students received In-School and Out-of-School Suspensions, and Expulsions. Finally, the form will ask you how many students received 0-1, 2-5, and 6 or more Office Discipline Referrals.

If your school is willing to pilot-test any of these tools and provide us with feedback, please contact Nicole Beier at beiern@wisconsinPBISnetwork.org.



Funding Options

Although the cost for implementing PBIS in schools is relatively small, we frequently get questions about how schools can pay for PBIS. Here are some funding options that you may find useful.

Coordinated Early Intervention Dollars

ARRA Funds

www.pbis.org/arra/default.aspx

ATODA Funds

Grant Funding Options

School Grants

http://www.k12grants.org/grant_opps.htm

Federal Safe and Drug Free School Grants

www2.ed.gov/programs/dvpformula/guidance.doc

Alliant Energy

http://www.alliantenergy.com/wcm/groups/wcm_internet/@int/documents/contentpage/012195.pdf

Spunk Fund Educational Grants

http://www.olweus.org/public/funding_032210.page#spunk

Meyer Foundation Educational Grants

<http://www.meyerfoundation.org/resources/1427>

Attorney General's Children Exposed to Violence Demonstration Program: Phase I

<http://www.grants.gov/search/search.do?mode=VIEW&oppId=53374>

Home Depot Foundation

<http://www.homedepotfoundation.org/grants.html>

Tiger Woods Foundation
<http://web.tigerwoodsfoundation.org/programs/grants/index>

Best Buy
http://www.bestbuy-communityrelations.com/local_donations.htm

Wal-Mart
<http://walmartstores.com/CommunityGiving/203.aspx>

Jordan Fundamentals Grant Program
<http://www.nike.com/jumpman23/features/fundamentals/about.html>

Additional Funding Options:

Barnes and Noble
http://www.barnesandnobleinc.com/our_company/sponsorship/sponsorship_local/donations_local.html

If you are aware of other funding sources, please email them to poulosj@wisconsinPBISnetwork.org to be shared with the PBIS community.

Job Opportunities

The Wisconsin PBIS Network is currently hiring 5 Regional Technical Assistance Coordinators for the 2010-2011 school year. Information about these jobs can be found at: <http://www.cesajobs.org/job18.cfm>

2010 PBIS Coaches Training

Registration is now open for the Wisconsin PBIS Network Coaches Training which will be held August 17-18 at the Ramada in Stevens Point. This training will feature national PBIS leaders and will focus on skill development for coaches and administrators at all three tiers of PBIS. Registration information is available at: www.wisconsinPBISnetwork.org



If you are interested in attending the Training of Trainer day on August 19th, please apply by May 26. Information regarding this training and a link to the application can be found at www.wisconsinPBISnetwork.org

Upcoming Tier 1 Administrative Overviews

The Tier 1 Administrative Overview is the first step for any school or district looking to implement PBIS. This full day overview session is for district leadership teams interested in the why, what, and how of implementing School-wide Positive Behavior Interventions and Supports (SWPBIS). The overview will describe the rationale, model, and explanation of the step-by-step implementation of all three tiers of SWPBIS and the steps for getting started, including district commitments necessary for implementing this systems model.

There will be a Tier 1 Administrative Overview at CESA 10 (Chippewa Falls) on May 10, 2010. For more information on this overview, please call 715-720-2053 or email vwaters@cesa10.k12.wi.us. There will also be a Tier 1 Administrative Overview at CESA 1 (Brookfield) on May 13, 2010. For more information on this overview, please call 262-787-9549 or email workshops@cesa1.k12.wi.us.

Upcoming Tier 1 Team Trainings

For schools that have already participated in a Tier 1 Administrative Overview there are two Tier 1 Team Trainings coming up soon. CESA 9 (Tomahawk) will be having a Tier 1 Team Training June 16-17, 2010. For more information on this training, please email dkunelius2@cesa9.k12.wi.us. The Appleton School District will

also be having a Tier 1 Team Training June 22-23, 2010. For more information on this training, please email mulrygary@aasd.k12.wi.us.

Upcoming Tier 2/Tier 3 Administrative Overviews

Rationale: District and school-level leaders need to have a complete understanding of what the PBIS Tier 2 and Tier 3 systems, data, and practices entail so they can provide the necessary guidance to school staff as they move through the Tier 2 and Tier 3 training and implementation. Repositioning of personnel to coach and facilitate specific PBIS Tier 2 and Tier 3 components will be needed and administrators need to be aware of needed roles/functions for Tier 2/3 implementation so they can anticipate needs and plan accordingly.

Description: This one-day course provides an administrative overview of the system structures and commitments needed for effective implementation of Tier 2/3 of school-wide PBIS, including a description of the Tier 2/3 practices, data tools, and fidelity measures. This course is designed to assist administrators and leaders in preparing their staff for advanced training and implementation of secondary and tertiary systems. Emphasis is on the continuum of support across a three-tiered system, highlighting data tools and behavioral interventions for groups of students and individuals who require more than universal interventions to succeed.

Who should participate: Administrators (at both district and school levels including special education leaders, principals, etc), PBIS coaches, specialized services personnel such as social workers and school psychologists, and others typically in lead roles with students with higher level social/emotional needs.

Schools who will be starting Tier 2 training should attend an upcoming Tier 2/Tier 3 Administrative Overview. There will be a FREE Tier 2/Tier 3 Administrative Overview in Madison on August 10, 2010. For more information on this overview, please email pertzborn@cesa2.k12.wi.us. There will also be a FREE Tier 2/Tier 3 Administrative Overview in Chippewa Falls on August 11, 2010. For more information on this overview, please email vwaters@cesa10.k12.wi.us.

Success Story - Roosevelt Elementary School - Wauwatosa, WI

Roosevelt Elementary School in the Wauwatosa School District began implementing PBIS strategies in September 2009. After reviewing our data on referrals and problem behavior from the previous school year, we decided to target school rules and hall and bathroom behavior as our first system to review. Problems in years past include disrespect, loud, and obnoxious behavior in the halls and leaving paper towels on the bathroom floors.

We formed a committee to come up with some simple school rules for everyone to follow. We made big posters and hung them around school. The next step was to have a kick-off assembly in September. The assembly focused on the school rules and character education. We thought character education would tie into our theme of respect. Students in fourth grade role-played various incidents and the whole school participated in solving the problems.

Then we decided on character education pillars for each month. Each month would be a different pillar and our school counselor will go into each classroom and teach classroom developmental guidance lessons on the pillar. This way we are taking a pro-active approach working on problem behaviors before they arise.

The final step was to come up with a compliments campaign. Each classroom has a stack of compliment pages and an envelope. Students recognize other students for utilizing the pillar of the month. For example, "I caught you being FAIR." Each week envelopes are picked up and the compliments are read over the lunch hours.

Our school has seen great success as evidenced by the significant decrease in discipline referrals and problems in our hallways and bathrooms. PBIS has led Roosevelt Elementary to review their data in order to improve their systems.

Washington Middle School - Green Bay Area Public Schools

Washington Middle School staff decided that changes needed to be made. With a student population in which 75% were on free and reduced lunches, the data spoke loudly. The principal, Amy Bindas, brought forth the idea of PBIS to the staff. Then, in the spring of 2009, the staff responded positively and the Universal Team was created. After attending Universal Team training, the Universal Team put in a lot of time and effort in order to implement PBIS at the beginning of the 2009/2010 school year.

After analyzing the data, the needs of the students became apparent. It was decided that we would use the first one and a half days of school to teach all of our students the behavioral expectations. The team created "Cool Tools" (lessons) to cover expected behaviors in the cafeteria, hallways, auditorium, bathroom, and the outside of our building. These "Cool Tools" were taught in specific locations around the school, with each group of students rotating through all of the stations. We also provided the students with a fashion show to emphasize appropriate apparel as one of the Cool Tool stations.

In order to reinforce the positive behaviors, an acknowledgment schedule was created using Rocket stamps as the indicators. Acknowledgments were given just about every week. The "reinforcers" included things such as raffle tickets for drawings, front of the lunch line passes, Café Bucks, movie day admittance, free school dance tickets, WMS Star photos, and many more.

Since the beginning of the school year, we have let our data guide us. We revised our school referral form to indicate a "documentation only" side and "office use" side. Though this has increased the data that we are collecting, we have noted that in comparing first semester data from 2008 to 2009, WMS has seen a decrease in the number of referrals by 12.3%. Our hallway referrals have dropped 47% and the number of suspensions have dropped 33%. Our students have gained more instructional time, as is indicated by the tables below.

Although implementation has been a lot of work for our school and a lot of getting used to the new Washington Way, we have seen a growth in citizenship and character in our students. We are proud that they have risen to the high standards we have set for them. Our school continues to be a showcase of our students living out our motto of **Watch Me Succeed**.

Instructional Time Regained After PBIS Implementation Due to Fewer Referrals

	Hours	Days
Student	124.7	20.8
Teacher	31.2	4.2
Administrator	62.3	8.3

Instructional Time Regained After PBIS Implementation Due to Fewer Suspensions

	Hours	Days
Student	780.0	130.0
Teacher	10.8	1.4
Administrator	43.3	5.8

Hamilton High School - Milwaukee Public Schools

Students Making PBIS Happen at Hamilton HS!

Hamilton High School has a PBIS Student Advisory Group. The group has 35 members who have volunteered to meet on a monthly basis and to serve as student advisors for PBIS.

This group provides student feedback about how PBIS is working at Hamilton. They offer their perspective about the behavioral expectations taught in the classrooms and also make suggestions for the type of acknowledgements and rewards that high school students like to receive. Their input has been most valuable as Hamilton High School defines PBIS in its school.

This year these dedicated students have promoted PBIS throughout the school by writing announcements, assisting with school-wide celebrations and sponsoring fundraising activities for PBIS. They are currently working on a school-wide PBIS Carnival that will take place on June 4th. The Student Advisory Group has been the important student voice for PBIS here at Hamilton. Way to step up, Hamilton PBIS Student Advisory Group!



Submit your Success Stories!

The Wisconsin PBIS Network would like to showcase exemplary PBIS schools in future editions of the PBIS Post. If you have a success story that you would like to share, please send it to Nicole Beier at beiern@wisconsinPBISnetwork.org. Be sure to highlight your use of data in identifying areas in need of improvement and also to demonstrate your success. You may see your story in a future Wisconsin PBIS Network newsletter!

Note: If you are having trouble viewing this email, please try using a different internet browser such as Mozilla Firefox, or viewing it online at <http://app.e2ma.net/campaign/1405352.b6b5d24def9e24550a3bc3f1040e3cf8>

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