

## Positive Behavior Interventions and Supports (PBIS) Consortium State Plan

PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, and Act 1225, Juvenile Justice Reform Act (R.S. 17:252), which advocates the use of positive behavior interventions and supports and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options. Its primary purpose is to increase the amount of instructional time for all students, particularly those with challenging behaviors by building the capacity of LEA's and schools to use a data-driven approach that is educationally oriented, emphasizes proactive practices, and are effective with promoting social-behavioral competence of staff and students.

The specific goal of PBIS is to replace the use of reactive, punitive, and exclusionary consequences (e.g. detention/suspension/expulsion) measures with proactive, preventative, and educative processes that will reduce the need for disciplinary measures. The Louisiana Department of Education's PBIS project is embedded in the State Performance Plan (SPP) for special education (Indicator 4A and 4B) as the initiative the state is funding to reduce the excessive (discrepancy) removal of special education students, including the excessive removal by race and ethnicity (disproportionality). Moreover, virtually all systems are satisfying the IDEA and BESE Model Master Discipline Plan requirements that schools implement a positive behavioral approach by participating in the consortiums. With the revision of [LA R.S. 17:252](#), and the passage of [Act 136 of the 2010 Regular Session](#), the consortiums throughout the state are also conducting training in classroom management.

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Multi-tiered systems of support are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements:

- Operationally defined and valued outcomes,
- Behavioral and biomedical science,
- Research-validated practices, and
- Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

When schools or community settings implement PBIS, the result is documentation of more desirable child or youth behaviors and safer learning environments where students are able to achieve increased learning.

## Louisiana Department of Education Implementation Plan

The vision of the LDOE PBIS plan is as follows:

All communities and schools work together to ensure healthy and safe living and learning environments for children and youth. All stakeholders work toward a unified, sustainable local system that supports school and community implementation of PBIS. Data is systematically collected, analyzed and used to guide and plan for effective changes that lead to positive social emotional and academic development.

### Goals

The more immediate goals of the LDOE PBIS Implementation Plan are as follows:

1. Create local systems that support and sustain implementation of PBIS in school and community settings.
2. Create awareness and shared language for addressing the behavioral needs of children and youth.
3. Create school environments where appropriate behavior is shaped through teaching, modeling, practice, and positive feedback.
4. Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.
5. Develop a statewide system of professional development (including trainers and coaches) to support the implementation of PBIS.

**Expected outcomes for PBIS schools/school systems:** As schools and school systems implement systems and strategies of PBIS, they are expected to attain both immediate and long-term outcomes.

**Immediate Outcomes:** Those things that are expected to result soon after PBIS is implemented and continue to be evident as PBIS is sustained over time.

An increase in:

- Appropriate behavior as defined by schoolwide PBIS expectations,
- Student achievement,
- Parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment,
- Feelings of safety and positive environments in schools as measured by the school climate survey;
- Use of data in making programmatic decisions; and
- Involvement of community members

**Long-term Outcomes:** Those effects that are expected over time as PBIS is implemented in many schools and communities. These effects are more difficult to show a direct causal relationship and yet PBIS is expected to play a contributing role.

- An increase in the graduation rates.
- An increase in positive behaviors exhibited by students in the community.
- A decrease in the number of students assigned to alternative schools, alternative programs, *and* the juvenile justice system due to behavior issues.

## Plan of Action

### LDOE Commitment

The LDOE is responsible for providing funds to the Regional PBIS Consortia to facilitate and support the statewide implementation of PBIS. These funds are used by the PBIS facilitators in each region to provide quality professional development and technical assistance to the LEAs and to support the fidelity of PBIS implementation in LEAs and schools. The LDOE PBIS contacts are responsible for providing technical support to the regional consortia, identifying needed data and developing a database to capture the data submitted by the schools and LEAs. The LDOE and regional PBIS facilitators use the data for planning and to further the development of PBIS. The LDOE is responsible for sharing the [statewide discipline data](#) with constituents as requested.

**Available Amount and Funding Source:** LDOE provides Individuals with Disabilities Education Act (IDEA Part B) allocations to eight local education agencies (LEAs) to serve as fiscal agents for their respective regional PBIS consortia. Funding will be allocated as non-competitive awards to eight (8) regional PBIS Consortia with each receiving \$53,125.00.

**Eligible Recipients:** [Eight \(8\) Regional PBIS Consortia](#)

**Population Eligible to be Served:** Teachers, students, and staff grades Pre-K through 12<sup>th</sup> grade, administrators, system contacts, parents, PBIS System Coordinators and team members.

**Allowable Services by Funded Consortia:** The LDOE provides funds to the eight regional PBIS Consortia to support and enhance the implementation of PBIS in the schools.

The PBIS funds may be used for the following:

- Trainings
- Presenters
- Stipends/Sub Pay
- Training Materials
- Travel within the state/region

## Consortium Commitment

The emphasis of the Consortia is to ensure that all systems within its geographic area are trained on the 3 PBIS tiers with fidelity. Each Consortium is expected to develop a Plan of Action and to ensure the plan addresses all schools within its area that have identified PBIS as its positive behavioral approach.

Trainings conducted shall include:

- Minimum of 1 of each of the following:
  - Universal Team training
  - Secondary Interventions for At-Risk students
  - Tertiary Interventions for At-Risk and identified (504/SPED) students
- Data Based Decision Making
- Classroom Management training addressing the provisions of Act 136 of 2010
- FBA (Functional Behavior Assessment) and BIP (Behavior Intervention Plan) trainings
- Fidelity to PBIS Implementation

The Regional Consortium may also provide training that supports positive behavior practices in the schools after all required training has been scheduled for the region. Training may include, but are not limited to: Youth Mental Health First Aid, Adverse Childhood Experiences (ACE), Trauma Informed Practices, etc.

The eight Regional PBIS Facilitators are also responsible for the following:

- Collect, organize, and submit school and system data for inclusion in state reports;
- Submit [quarterly reports](#) to LDOE as indicated in the data collection matrix (table 1). Quarterly reports shall contain:
  - (1) Types of training conducted, and
  - (2) Attendance by LEA.
- The annual report will include fidelity data collected from the LEAs in the region. All reports should be submitted no later than 15 days after the quarter has ended in the spreadsheet provided by the LDOE; and
- Meet periodically (in person and/or virtually) with the LDOE staff to plan, evaluate, and make improvements to PBIS plans.

## School System Commitments

- Assign/Identify administrative support and coordination at the school system level;
- Establish and support a PBIS System Coordinator position at the system level;
- Ensure the PBIS school system coordinator function is assigned and supported fiscally. (See page six for more information about the Coach function);
- Ensure requested data are collected and submitted; and

- Ensure administrative support at all levels of the school system (e.g. school board, superintendent, principal).

### **School Commitments**

- Participating schools will make the implementation of PBIS with fidelity a school improvement goal until the program is fully implemented and self-sustaining;
- Establish a school-based PBIS team with a strong administrative presence and active support for PBIS implementation and program sustainability;
- All school staff will be involved in supporting the behavioral development of children and youth within the school;
- The school level team will attend at least one training per year to learn how to be a supportive structure within their school as well as learn new strategies which will benefit students' at all three levels;
- The school level team will meet at least monthly to plan and support school staff and the strategies being implemented;
- School level teams will ensure that all school data, including evaluation data, are collected and submitted in a timely manner;
- School level teams analyze data and utilize the findings to guide staff in the implementation of PBIS;
- School teams will analyze and use data in a robust way to guide the design and implementation of behavioral supports, especially at the targeted and intensive levels;
- Each participating school will work with a PBIS System Coordinator who will provide leadership to the school level team as well as the rest of the school staff; and
- Each school will conduct Tiered Fidelity Inventory to determine the level of implementation and identify areas for continued growth.

### **School System Coordinator Commitments/Role**

The purpose of establishing a state-wide network of behavior support school system coordinators is to create a core group of highly skilled school professionals who have:

- Knowledge of the PBIS systems and practices,
- Ability to attend quarterly regional meetings;
- Ability to attend trainings at the school system level as appropriate;
- Capacity to provide PBIS technical assistance; and
- Capacity to support teams in their efforts to implement PBIS practices and systems.

To be considered a School System Coordinator, the professional should:

- Be employed by the school system with the intent to implement or expand PBIS during the school year;

- Have an agreement with the school system to serve as a School System Coordinator;
- Agree to provide coaching support for schools;
- Be capable of working with each school team leader to provide technical assistance in maintaining necessary records and progress reports to implement and support PBIS;
- Be willing to work with community-based agencies and services; and
- Be capable of providing and/or facilitating ongoing follow-up activities as identified and needed by the school team.

Individuals being considered as School System Coordinator should have the following experiences and skills:

- Ability to conduct small group training sessions with adults;
- Familiarity with typical classroom structures, operation, policies etc.;
- Familiarity with general behavior and instructional management and curriculum;
- History of consistent follow-through with tasks;
- Experiences with individuals or groups from a variety of backgrounds (e.g. parents, students, agency representatives, community members, educators);
- Ability to facilitate team meetings;
- Basic to intermediate computer skills; and
- Provide support to schools to conduct Tiered Fidelity Inventory.

More specific School System Coordinator functions include:

- Providing support to the PBIS Leadership Team meetings and subcommittees.
- Ensuring the collection, organization, and submission of school evaluation data for inclusion in a state-wide report.
- Serving as a resource or mentor to schools interested in PBIS, as available.
- Providing training on PBIS, as appropriate.

## **School System and School Teams**

Training is designed for coaches and school leadership teams. School leadership team membership should include:

- School principal or key administrator in charge of discipline for larger schools,
- General education teacher, and
- Special education teacher with expertise in the area of behavior.

Other team members should include:

- Professional School Counselor, school psychologist, or school social worker,
- Support staff (e.g., paraprofessionals, cafeteria, bus, library, or office staff, and parent(s)).
- Student(s) (Required for High School; Consider student participation for other levels of schools).

School System coordinator and school leadership team members are expected to ensure that PBIS information is **shared with all school staff**. Team training will be designed to include the following areas:

- Features of the PBIS approach;
- Practices and systems essential to implementing PBIS;
- Components and operations of school-wide discipline systems;
- Ways to collect and analyze data;
- Evaluation of fidelity of implementation of school wide PBIS;
- Strategies for involving parents and other community partners;
- Strategies for addressing more intense needs of students with behavioral issues and concerns; and
- Strategies for sustaining school-wide implementation over time.

### **Evaluation**

Data collected by the State, School System, and School Teams will drive the decision-making process and assist in the continued development of PBIS. Whenever possible the LDOE will use data currently collected to inform stakeholders of the progress of those schools and systems that have implemented PBIS.

The Foundational Skills staff will work with the PBIS Regional Consortium Facilitators that will utilize data collected for either school or state use to eliminate undue burden on the participating schools. The LDOE will collect and publish relevant discipline data to the LDOE website annually. The state, school system and school teams will use the data to demonstrate effectiveness and/or make revisions and adjustments to the appropriate plans.

LDOE will collect and analyze data from participating regions, at least annually, to demonstrate the effectiveness of this initiative. Data analysis will drive adjustments or revisions to plans as needed. The evaluation plan will focus on four critical questions:

1. To what degree are schools implementing the three levels of School-wide PBIS with fidelity?
2. What changes in behavior are evident where PBIS is implemented?
3. What changes in academic performance are evident where PBIS is implemented?
4. Have schools created/maintained positive learning environments since implementing PBIS?

Table 1 provides an overview of the evaluation process, including the data to be collected, the data sources and those responsible for the data collection.

**Table 1  
Evaluation Data Collection Matrix**

<b>Evaluation Question</b>	<b>Data Needed</b>	<b>Data Source</b>	<b>Person Responsible</b>	<b>When</b>
To what degree are schools implementing school-wide PBIS?	Information about the schools use of PBIS	<ul style="list-style-type: none"> <li>Tiered Fidelity Inventory</li> </ul>	School Team School System Coordinator Consortium Facilitator	May-End of School Year
What changes in behavior are evident where PBIS is being implemented?	Behavior data	<ul style="list-style-type: none"> <li>Office Referrals</li> <li>Suspension/expulsion data (in and out of school)</li> <li>Attendance</li> <li>Referrals for special education evaluation or alternative setting</li> <li>Discrepant and disproportionality data (Indicator 4A and 4B)</li> </ul>	School Team  School System Team  LDOE	On-going  Annually- July
What changes in academic performance are evident where PBIS is being implemented?	English Reading and Math Performance	<ul style="list-style-type: none"> <li>State Assessment Results</li> <li>School System assessment results</li> </ul>	LDOE	Annually- July (after assessment results have been released)



<p>To what degree do students, families, and school staff perceive the school to be safe and PBIS helpful?</p>	<p>School Safety Environment</p>	<ul style="list-style-type: none"> <li>School Climate Survey</li> </ul>	<p>School Team</p>	<p>May -End of Year</p>
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