

WELCOME DE-PBS CADRE

Wednesday, October 14, 2015

TEAM SUPPORT – HOW DO WE MAKE IT WORK?

- ✘ The promotion of positive behavior supports and your SW-PBS team's initiatives takes dedicated time and resources.
- ✘ Let's share ideas for finding both in the school...
 1. What are the school day hours?
 2. During the day, when are your Tier 1 teams meeting?
 3. How do your team members get acknowledged for their work?



DE-PBS PHASE RECOGNITION

2014- 15 PHASE 1 RECIPIENTS

School District	School Name
Appoquinimink School District	Townsend Elementary
Brandywine School District	Forwood Elementary
Cape Henlopen School District	H. O. Brittingham Elementary Rehoboth Elementary
Capital School District	Fairview Elementary
Christina School District	Shue-Medill Middle
Milford School District	Morris Early Childhood Center
Red Clay School District	Highlands Elementary

2014-15 PHASE 2 RECIPIENTS

School District	School Name
Appoquinimink School District	Olive B. Loss Elementary Redding Middle Silver Lake Elementary
Brandywine School District	Carrcroft Elementary Maple Lane Elementary
Cape Henlopen School District	Milton Elementary
Capital School District	Dover High School East Dover Elementary South Dover Elementary

2014-15 PHASE 2 RECIPIENTS

School District	School Name
Christina School District	Brader Elementary Leasure Elementary McVey Elementary Wilson Elementary Keene Elementary
Colonial School District	Eisenberg Elementary
Lake Forest School District	Lake Forest East Elementary Lake Forest North Elementary Lake Forest South Elementary W. T. Chipman Middle
Milford School District	Lulu Ross Elementary
Red Clay School District	Richardson Park Elementary

2014-15 PHASE 3 RECIPIENTS

School District	School Name
Appoquinimink School District	Brick Mill Elementary Bunker Hill Elementary
Brandywine School District	Brandywine Community School
Cape Henlopen School District	Shields Elementary
Capital School District	Hartly Elementary
Christina School District	Gallagher Elementary Marshall Elementary
Red Clay School District	Stanton Middle

PUBLIC NOTICES

- ✖ Letters to district superintendents and board presidents,
- ✖ DDOE governors report,
- ✖ Website posting

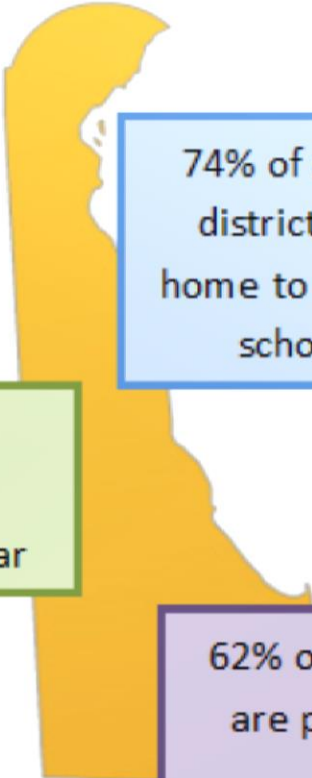


15-16 SY PHASE RECOGNITION REMINDERS

- ✘ Distribution typically in January/February
- ✘ Application entails end of the year program reflection
- ✘ Recognition reflects CURRENT year effort; schools maintaining or advancing levels should apply yearly
- ✘ Process should be a team effort
- ✘ Application review - May



DE-PBS PROFESSIONAL DEVELOPMENT CALENDAR

A yellow silhouette of the state of Delaware is centered on a white background. Three colored rectangular callout boxes are positioned around the map: a light green box on the left, a light blue box in the upper right, and a light purple box in the lower right. The entire graphic is enclosed in a thick orange border.

DE-PBS trainings
brought in 713
participants this year

74% of school
districts are
home to DE-PBS
schools

62% of Delaware schools
are part of the DE-PBS
Project

SUMMER SCHOOL-WIDE PBS TEAMS

New Schools –

- ✗ Red Clay:
- ✗ Cooke Elementary
- ✗ Skyline Middle
- ✗ Brandywine:
- ✗ Mt. Pleasant High School
- ✗ Milford:
Milford Central Academy

Revamping Schools –

- ✗ Red Clay:
- ✗ Baltz Elementary
- ✗ Al DuPont Middle
- ✗ Brandywine:
- ✗ PS DuPont Middle
- ✗ Colonial:
- ✗ Wallin School

SOCIALLY SAVVY EMOTIONALLY EQUIPPED

- ✖ Presented by Jill Kuzma
 - + Speech-Language Pathologist; Social-Emotional Skill Teacher
- ✖ What is Social Cognition?
- ✖ How can Social Cognitive Deficits impact students?
- ✖ Resources to Teach Social/Emotional skills

REGISTRATION & SUBSTITUTE PROCESS

- ✖ Invitation & reminder distributed to DE-PBS identified administrators, team leaders, and district coaches
- ✖ Registration update prior to closing sent to district coaches
- ✖ Attendance summary to coaches following PD event
- ✖ The Department of Education will provide substitute reimbursement for registered participants.
- ✖ PFA or IV needs to be completed within 30 days after the training. Please send completed PFA or IV electronically to Beth Draper (beth.draper@doe.k12.de.us)

SCHOOL-WIDE PBS – 1 DAY WORKSHOP

- ✖ Originally scheduled for 9/15/15
- ✖ Low Registration
- ✖ Reschedule timeframe

PREVENT TEACH REINFORCE

- ✖ Part I:
 - + September 22, 2015
- ✖ Part II:
 - + April 6, 2016
- ✖ The Prevent-Teach-Reinforce (PTR) model is a Tier 3 behavior intervention process. Participants will learn the 4-step, teacher/team driven model as well as how to identify the critical components that enhance the success of Tier 3 interventions.

FUTURE EVENT

- ✖ Delaware Inclusion Conference
- ✖ March 16, 2016
- ✖ PBS Strand: Classroom Management
- ✖ Early Childhood Strand: PTR





Save the Date!

2015 Delaware Positive Behavior Support Conference
October 29, 2015 8:30am-3:30pm
DelTech, Room 727, Dover, DE

*Learn how to
manage and infuse
schoolwide,
targeted,
&
individualized
interventions into your
Multi-Tiered System of
Support (MTSS) framework.*

Keynote Guest: Dr. George Sugai



Co-director of the National Center on PBIS

*Also featuring: Delaware educators making positive changes
in their schools & districts to promote positive behavior and academic success.*

**Please register through PDMS (course 24224/section 40448) or by
contacting the DE-PBS Project (jcaruso@udel.edu) by 10/15/15.**

DE-PBS CONFERENCE

- ✘ **Date:** Thursday, October 29, 2015 (8:30-3:30)
- ✘ **Location:** DelTech (Dover Campus) – Room 727
- ✘ The focus of this conference is on using a multi-tiered system of support (MTSS) framework to manage and infuse Positive Behavior Supports, as well as additional initiatives, into the school-wide system.
- ✘ Keynote guest: Dr. George Sugai, Co-director of the National Center on Positive Behavioral Interventions and Supports

PRESENTATION TOPICS

- ✖ District-wide School Climate Vision
- ✖ Tier 1: Growth Mindset & PBS
- ✖ Tier 2 Interventions: PEERS, Character Climb
- ✖ Tier 3: Prevent Teach Reinforce & Teacher Perspective



TARGETED TEAM TRAINING

- ✖ November 17, 2015
- ✖ This workshop is aimed at Tier 2 problem-solving team members, including administrators, who would like to extend their current Tier 2 programming for students by establishing a sound system.
- ❖ *Follow-up session on January 27, 2016 (9-3:30)*

SCHOOL-WIDE PBS TRAINING DAY 3

Correcting Problem Behavior and Developing Self-Discipline

- ✖ Thursday, December 3
- ✖ Summer 2015 teams
- ✖ Others: reflect on Key Features Evaluation results
- ✖ The focus of this workshop is on systems to support correction of problem behaviors and developing self-discipline as part of the SWPBS framework.



School Climate &
Student Success

**SCHOOL CLIMATE & STUDENT SUCCESS
GRANT**

SCSS GRANT

× Component 1: Expanded Evidence-Based PD and Data Integration Tools

- + All existing DE-PBS LEAs and schools
- + Any new LEAs and/or schools that start DE-PBS over the course of the grant

× Component 2: Increased Quantity and Quality of Existing TA

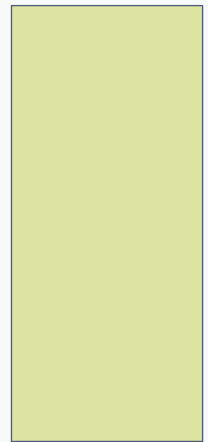
- + 3 priority LEAs, and particularly 9 *focus schools*, identified as having the greatest needs
 - × Red Clay
 - × Brandywine
 - × Capital

SCSS MODULE GOALS

- ✘ To provide coaches, school leadership teams, and LEA and SEA staff with materials & resources that can be used in the training of school staff and in the provision of TA.
- ✘ To support schools to improve School Climate scores as they are reported to the school (total, grade level, subgroups) by providing background information, research/evidence-based strategies, and supporting a plan of action (school-wide/classroom level)
 - + Most content will focus on proactive strategies
 - + Consider sharing disclaimer to explain intent and limits of material being shared.

STUDENT-STUDENT RELATIONSHIPS

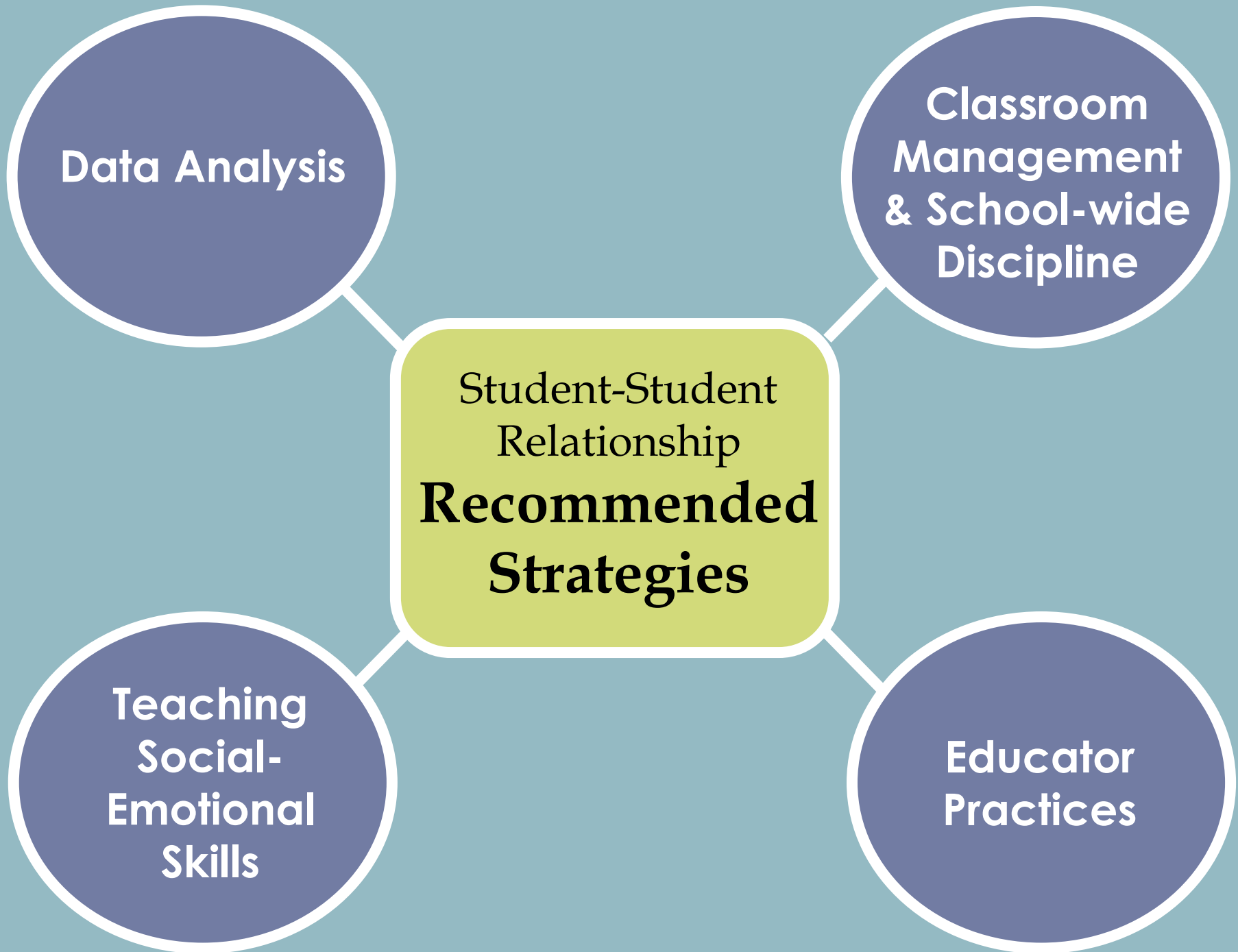
RESEARCH AND RECOMMENDED INTERVENTIONS



School Climate & Student Success – Extension Module

OVERVIEW

- Background to Student-Student Relationships:
 - What are Student-Student Relationships?
 - Why are Student-Student Relationships important?
 - What are the contributing factors to Student-Student Relationships?
- Recommended Strategies:
 - What strategies can you use to promote Student-Student Relationships in your classroom and/or school?
 - What practical strategies/interventions will you plan to implement? What are your next steps?



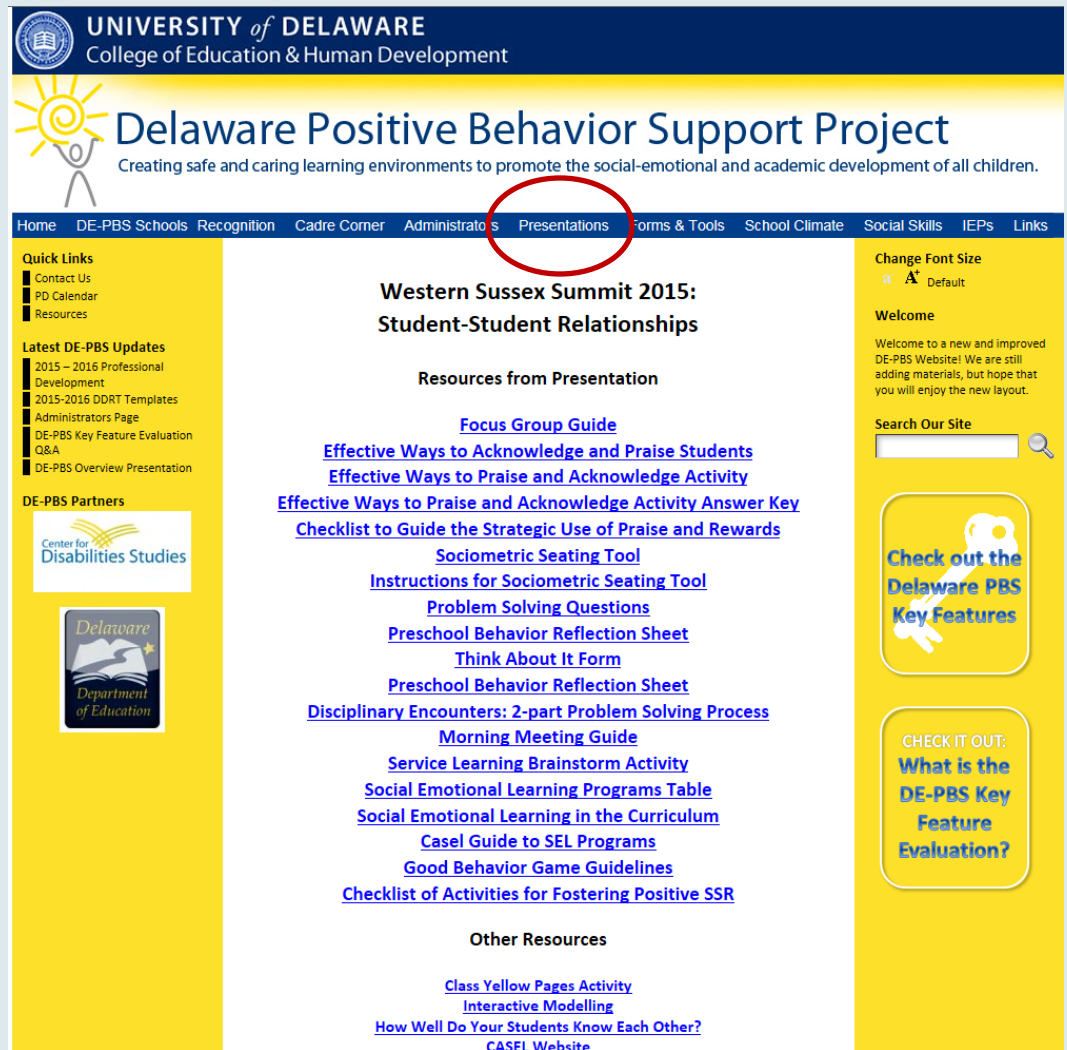
CHECKLIST OF ACTIVITIES FOSTERING POSITIVE STUDENT-STUDENT RELATIONSHIPS

Questions to think about:

- What are the strategies my classroom and/or school are currently doing that help foster student-student relationships?
- What are the areas for improvement at my school? In my classroom?
- What is one strategy or intervention I would like to try in my classroom/school next week?
- What are my next steps to start improving student-student relationships at my school?
 - What kinds of conversation need to be had and with whom?
 - What data needs to be collected?
 - What will the timeframe be?
 - What resources will I need?

RESOURCES ON WEBSITE

- Go to the DE-PBS Website:
Delawarepbs.org
- Click on
“Presentations” tab
and then on
“Western Sussex
Summit 2015”





UNIVERSITY of DELAWARE
College of Education & Human Development

Delaware Positive Behavior Support Project
Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

Home DE-PBS Schools Recognition Cadre Corner Administrators **Presentations** Forms & Tools School Climate Social Skills IEPs Links

Quick Links
■ Contact Us
■ PD Calendar
■ Resources

Latest DE-PBS Updates
■ 2015 – 2016 Professional Development
■ 2015-2016 DDRT Templates
■ Administrators Page
■ DE-PBS Key Feature Evaluation Q&A
■ DE-PBS Overview Presentation

DE-PBS Partners



**Western Sussex Summit 2015:
Student-Student Relationships**

Resources from Presentation

[Focus Group Guide](#)
[Effective Ways to Acknowledge and Praise Students](#)
[Effective Ways to Praise and Acknowledge Activity](#)
[Effective Ways to Praise and Acknowledge Activity Answer Key](#)
[Checklist to Guide the Strategic Use of Praise and Rewards](#)
[Sociometric Seating Tool](#)
[Instructions for Sociometric Seating Tool](#)
[Problem Solving Questions](#)
[Preschool Behavior Reflection Sheet](#)
[Think About It Form](#)
[Preschool Behavior Reflection Sheet](#)
[Disciplinary Encounters: 2-part Problem Solving Process](#)
[Morning Meeting Guide](#)
[Service Learning Brainstorm Activity](#)
[Social Emotional Learning Programs Table](#)
[Social Emotional Learning in the Curriculum](#)
[Casel Guide to SEL Programs](#)
[Good Behavior Game Guidelines](#)
[Checklist of Activities for Fostering Positive SSR](#)

Other Resources
[Class Yellow Pages Activity](#)
[Interactive Modelling](#)
[How Well Do Your Students Know Each Other?](#)
CASEL Website

Change Font Size
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Welcome
Welcome to a new and improved DE-PBS Website! We are still adding materials, but hope that you will enjoy the new layout.

Search Our Site

Check out the Delaware PBS Key Features

**CHECK IT OUT:
What is the DE-PBS Key Feature Evaluation?**

HOW TO SHARE AND ISSUES TO THINK ABOUT

- What format do you think would be most useful?
 - Webinar or powerpoint for in person use?
- Would you do activities as part of presentation?
- Would you want to show your school climate data as part of presentation or pre-activity?
- One version with both elementary and secondary examples?
- How much background does your staff need?
- What are the key points to prioritize?
- Need for administrative and district buy-in for the time needed to foster positive relationships
- Include strategies for building into academics
- Need for overall classroom management

SUPPORT FOR STUDENTS EXPOSED TO TRAUMA (SSET)

- ✘ Evidence-based intervention focused on managing the distress that results from exposure to trauma
- ✘ School-based intervention designed to be implemented by school counselors, school psychologists or teachers
- ✘ 10 lesson curriculum for groups of 8-10 students
- ✘ Skill-building techniques to reduce current problems with anxiety, worry, depressed mood, and impulsive behavior

<http://ssetprogram.org>



Support for Students
Exposed to Trauma



DE-PBS RELATED DATA

DE SCHOOL CLIMATE SURVEY

2012 TO 2015 LONGITUDINAL DATA STUDY:

- ✗ Changes in students' perceptions of school climate (measured by the *Delaware School Climate Scale-Student*) were examined.
 - + Beginning with scores in the spring of 2012 and ending with scores in the winter/spring of 2015
- ✗ Changes in school-wide scores were examined
 - + The average scores across individual students in each school building
- ✗ Scores were examined for each of the 8 subscales of the *Delaware School Climate Scale-Student* and for the total score (score across the 8 subscales).

GUIDING QUESTIONS

- ✖ Did students' perceptions of school climate improve from 2012 to 2015 in elementary, middle, and high schools?
- ✖ If so, were improvements found across all eight aspects of school climate measured by the Delaware School Climate Scale-Student?

RESULTS

- ✖ On the total score for school climate, students' perceptions were quite favorable
 - + Especially in elementary schools
- ✖ Students' perceptions improved significantly from 2012 to 2015
 - + Improvements were greatest in middle and high schools

RESULTS

- ✖ For the 8 subscales, students tended to view Respect for Diversity, Clarity of Expectations, and Teacher-Student Relationships most favorably
- ✖ School-Wide Bullying and Student-Student Relationships tended to be viewed as most problematic
- ✖ Across elementary, middle, and high schools, scores improved significantly on 5 of the 8 subscales
 - + Teacher-Student Relationships, Student-Student Relationships, Fairness of Rules, Student Engagement, and Clarity of Expectations

CONCLUDING/ADDITIONAL COMMENTS

- ✖ Overall, the results are very favorable
 - + Improvements in student-student relationships may be most impressive, especially since this is an area that tended to be viewed unfavorably by students over the years

- ✖ School safety and bullying have been priorities for improvement in recent years, but these two areas improved the least, if at all, as viewed by students
 - + However, it is important to note that school-wide bullying, and not safety, was viewed as a major problem

DELAWARE SCHOOL CLIMATE SURVEY

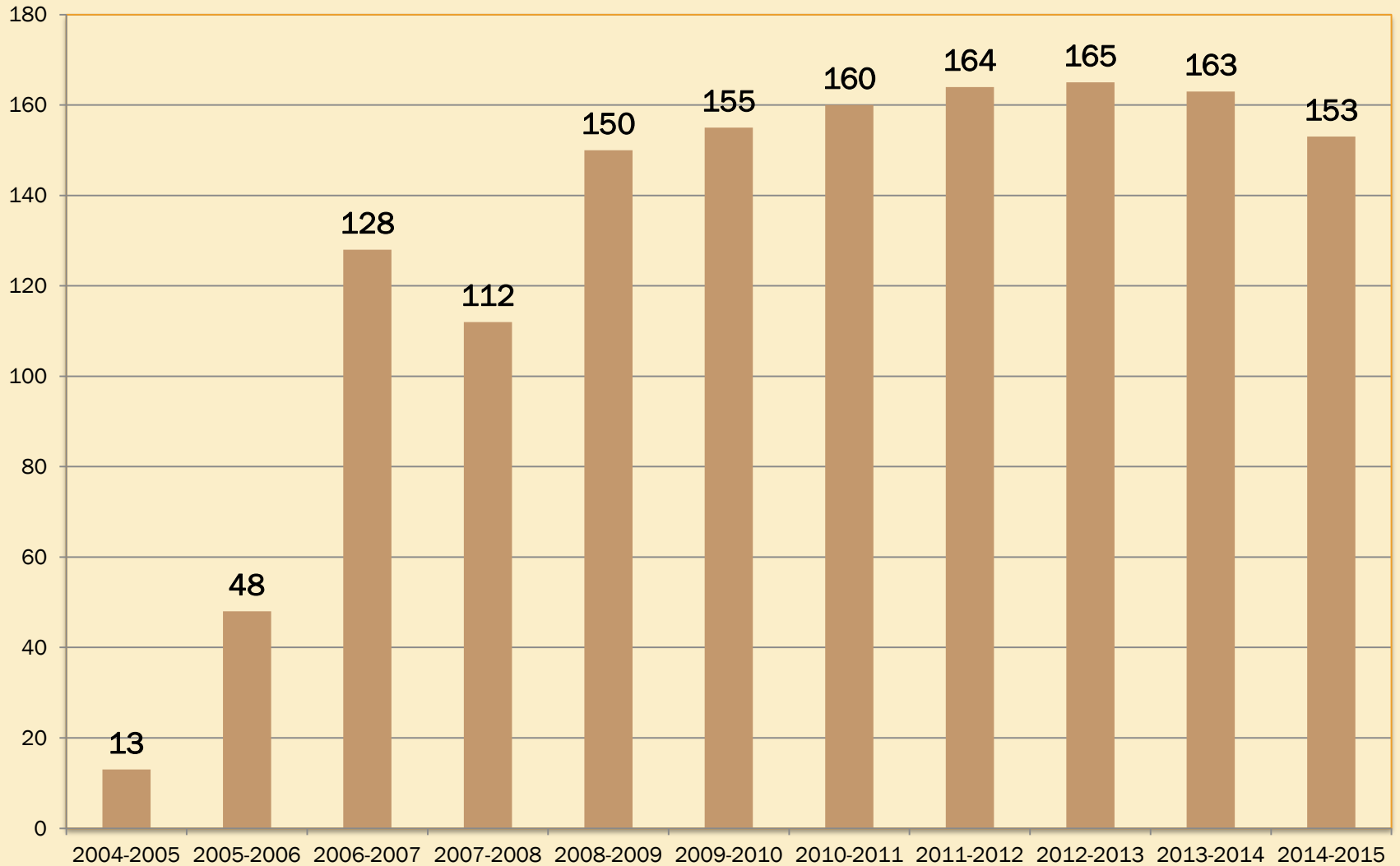
**67% of Delaware public schools
participated in the 2014-15
school climate survey!**

**15 school districts
enrolled in the
survey—9 had 100%
school participation.**

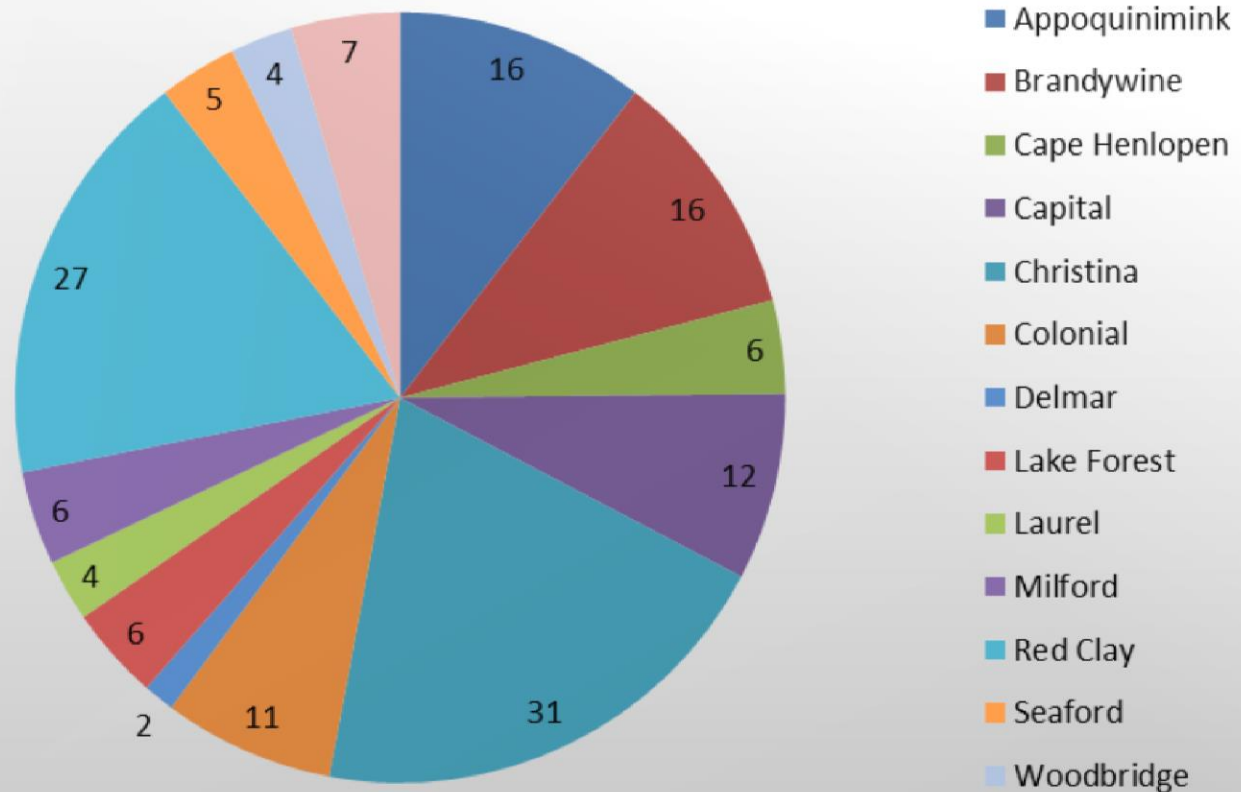


**69% of DE-PBS schools
participated in the survey!**

DE School Climate Survey Participation



School Climate Participation 2014-15



SCHOOL CLIMATE SURVEY 2015-2016

Timeline

- ✖ Enrollment: open through 11/6/15
- ✖ Survey window:
 - + Staff: 11/16/15 - 12/18/15
 - + Student and Home: 1/11/16 - 3/4/16
- ✖ Results: May 2016
- ✖ Workshop May 10th

Logistics

- ✖ Student, Staff, Home Versions
- ✖ Paper & Online Options
 - + Home ONLINE
- ✖ Survey Contact per school

DSCS 2015-2016 – WHAT'S NEW?

- ✖ DSCS Updates
 - ✖ SEL items
 - ✖ ELL items
-
- ✖ District Report feedback discussion

STUDENT - SEL/SELF-DISCIPLINE SKILLS

Responsible Decision-making/Responsibility

1. I blame others when I'm in trouble.
5. I feel responsible for how I act.
9. I am good at deciding right from wrong.

Understanding how others think and feel/Social Awareness

2. I think about how others feel.
6. I care about how others feel.
10. What others think is important to me.

Self-management of emotions and behavior

3. I can control how I behave.
7. I think before I act.
11. I am good at waiting for what I want.

Relationship skills

4. I am good at solving conflicts with others.
8. I get along well with others.
12. I have one or more close friends.

DISTRICT LEVEL DSCS REPORTS

Structure:

- ✗ Currently, schools are listed in ABC order on reports.
 - + Would it be helpful to organize by grade level served (elementary, middle, high)?

Type of data:

- ✗ Currently summary of standard scores and average item scores per school are reported.
 - + Would it be helpful to have an average item district total overall and per subscale?
 - + Would you like to see average item total scores per grade level served (elementary, middle, high)?

Other:

- + What type of data points do you often share/present within district?
- + What questions would you like to easily be able to answer when looking at your district's schools as a whole?

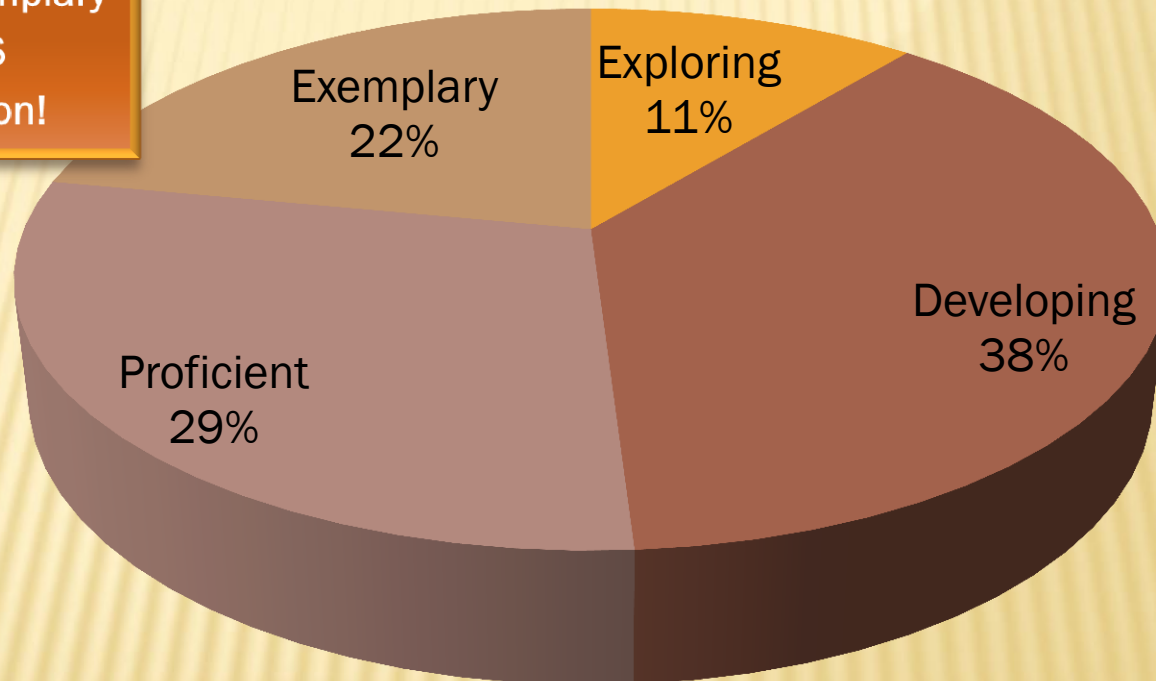
DDRT & DASNPBS

- ✖ Discipline Data Reporting Tool (DDRT)
 - + Template available on website
 - + Submission 2x per year
- ✖ DE Assessment of Strengths and Needs
 - + 10 question survey per implementation area
 - + Staff perspective on program strength/weakness for use in planning

DE-PBS KEY FEATURE EVALUATION

51% of schools
evaluated received a
Proficient or Exemplary
level of PBS
implementation!

% of Schools by Level



KEY FEATURE EVALUATION PROCESS

- ✖ On-site Evaluation (approx. 3-4 hours)
- ✖ Sources of Information:
 - + Interviews with administrator, DE-PBS team leader, teachers/staff, students
 - + Review of documents
 - + Schoolwide observations

DE-PBS Key Feature Evaluation Structure	
SW PBS Tier 1: Program Development & Evaluation	Prevention: Implementing SW & CR Systems
Correcting Problem Behavior	Developing Self Discipline

LEVELS OF IMPLEMENTATION

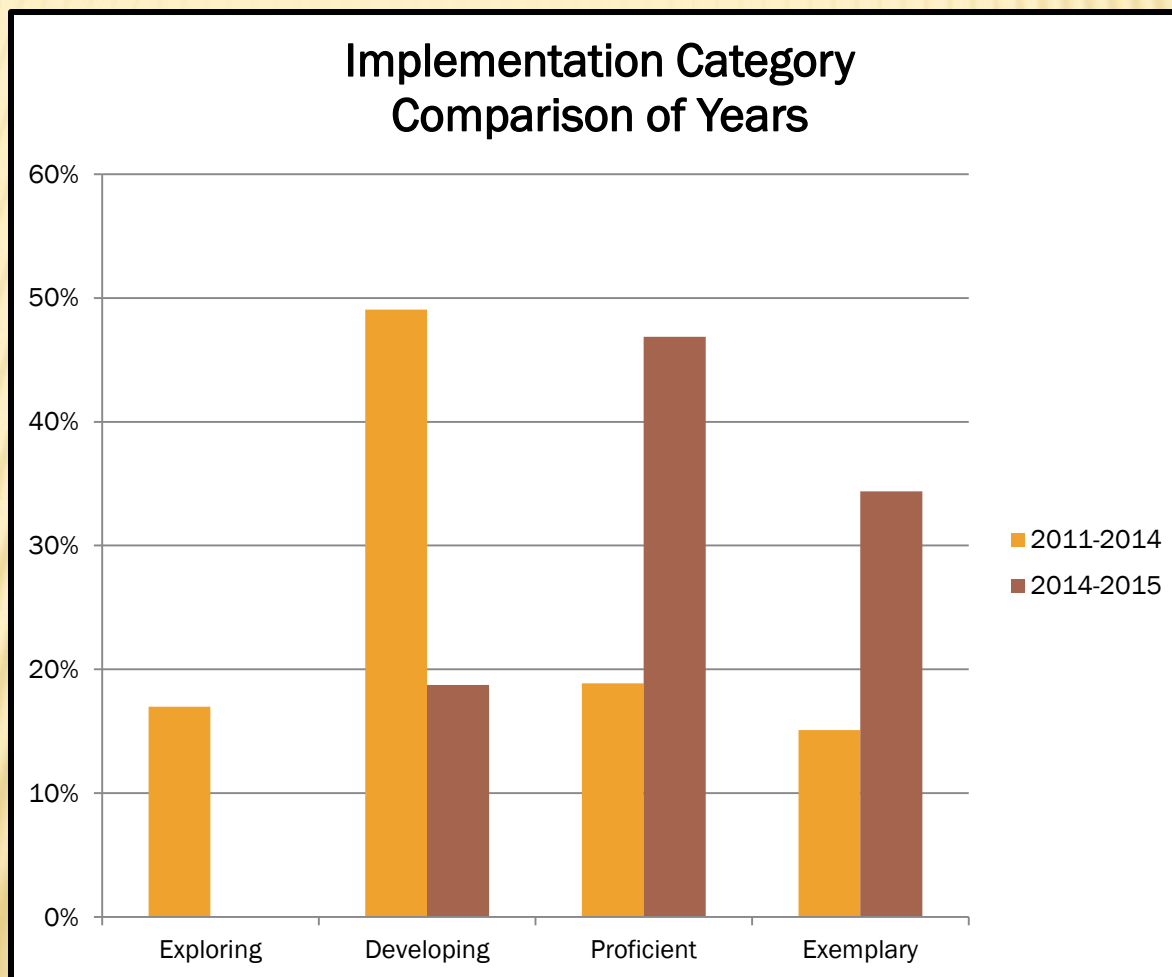
- ✕ **Exploration:**
 - + Few elements of implementation
- ✕ **Developing:**
 - + Early phase of implementation; some elements adequately in place
- ✕ **Proficient:**
 - + Elements in place and implemented
- ✕ **Exemplary:**
 - + Implementation shows evidence of innovation and sustainability

IMPLEMENTATION LEVEL INFORMATION DISTRIBUTION & SUPPORT

- ✖ DE-PBS Key Feature Evaluation Scoring Summary
 - + Overall summary & criteria
 - + Per section criteria
- ✖ Narrative report distribution

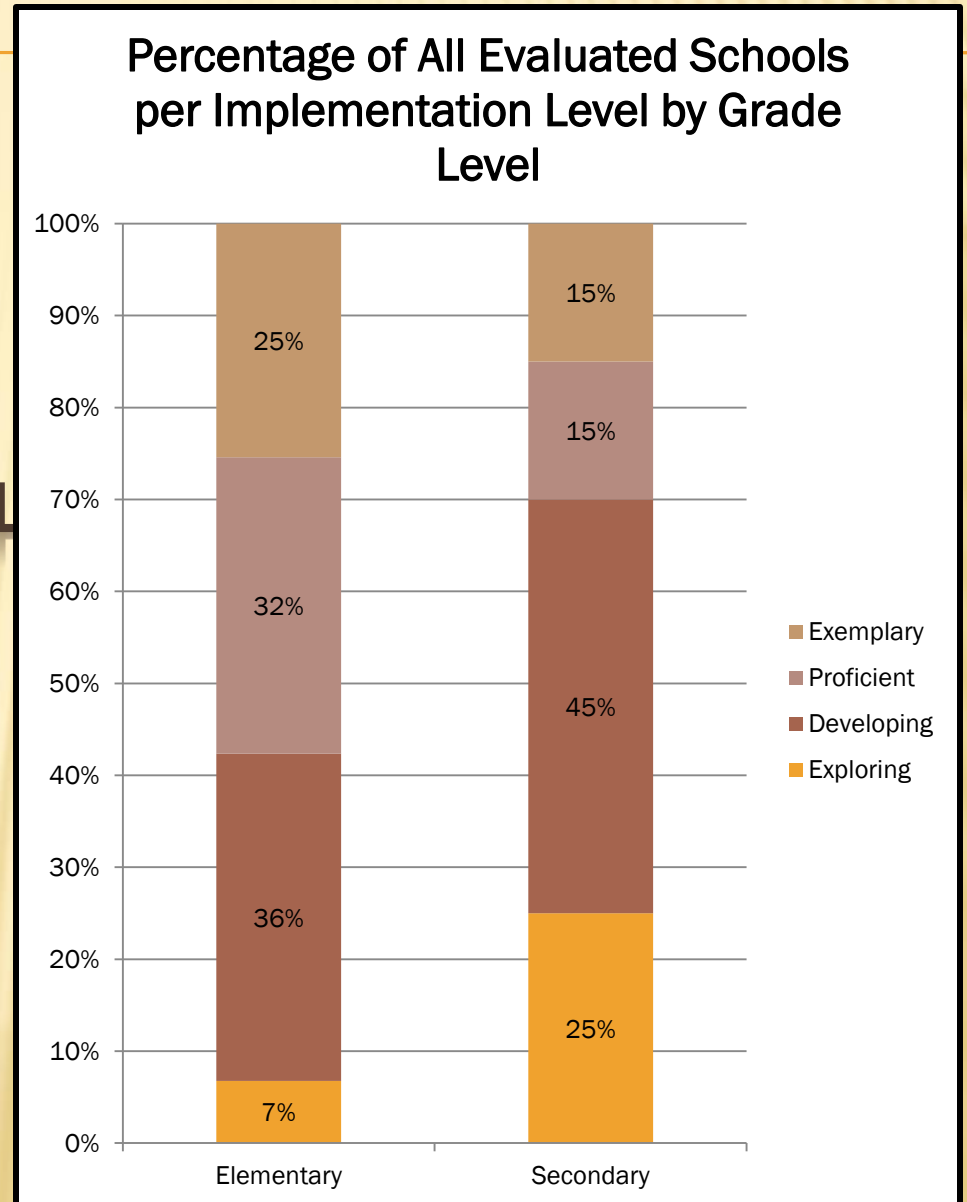
Level	Description
Exploration:	Few elements of implementation
Developing:	Early phase of implementation; some elements adequately in place
Proficient:	Elements in place and implemented
Exemplary:	Implementation shows evidence of innovation and sustainability

PERCENTAGE OF SCHOOLS BY IMPLEMENTATION LEVEL



PERCENTAGE OF SCHOOLS BY IMPLEMENTATION LEVEL

ELEMENTARY VS. SECONDARY



2015-16 KFE SCHOOL VISITS

- ✖ New KFEs

- + Next cohort of schools not yet evaluated with KFE
- + Draft of schools has been shared with coaches

- ✖ Re-evaluations available by request for recognition

DE-PBS KEY FEATURE STATUS TRACKER

- ✖ Purpose: To support teams to assess implementation in four main program categories & plan next steps
- ✖ Broken into four evaluation sections
 - + *SWPBS Tier 1, Prevention, Correcting Problem Behaviors, and Developing Self-Discipline*
- ✖ Tracker includes:
 - + **Key program components** for each section
 - ✖ Teams can use these to assess their program and identify areas to modify or build upon
 - + **Action plan** to develop steps towards improving or modifying program components
- ✖ Can be used for ongoing monitoring

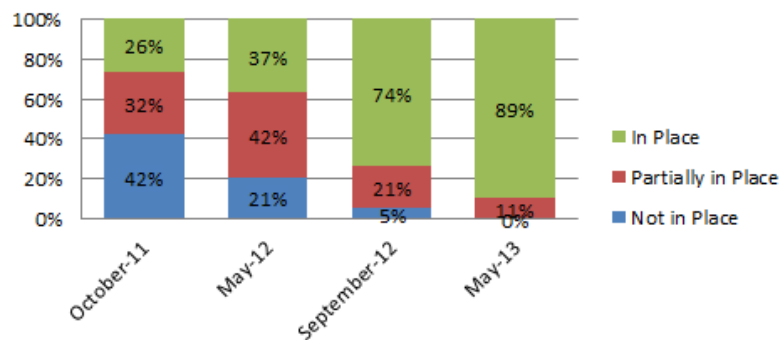
KEY FEATURE STATUS TRACKER

Checklist #1: School-wide PBS Tier 1: Program Development and Evaluation

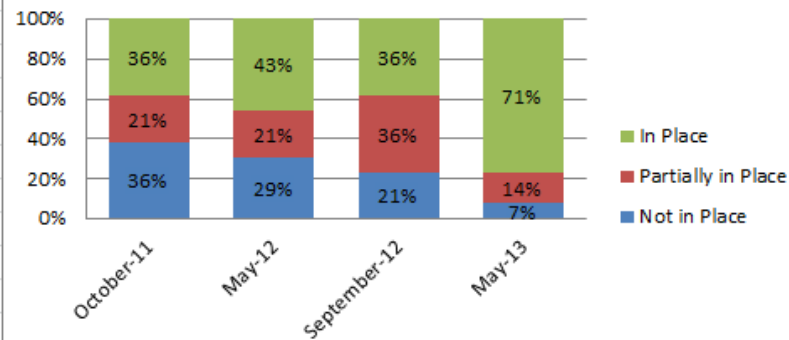
		Status: In Place, Partially in Place, Not in Place	
		Date:	
		(MM/DD/YY)	
Data	Status:		
1. Behavior referrals are entered into the school's electronic system within a week.	Status:		
2. School participates in "DE School Climate Survey": Staff, Student, Home (w/in past year). This data is used by team to plan in planning and evaluating the PBS program.	Status:		

DE-PBS Key Feature Status Tracker

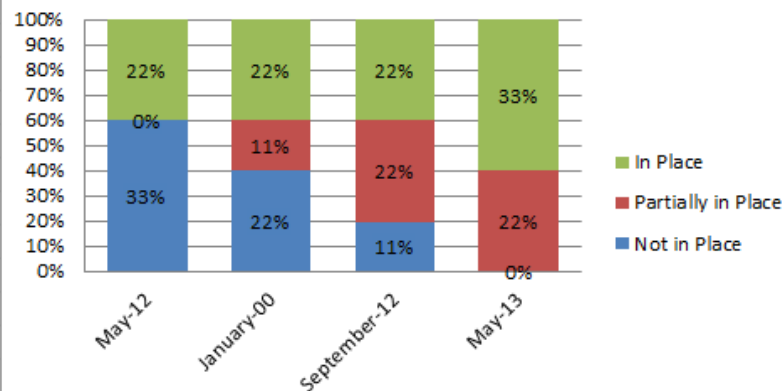
School-wide PBS Tier 1: Program Development and Evaluation



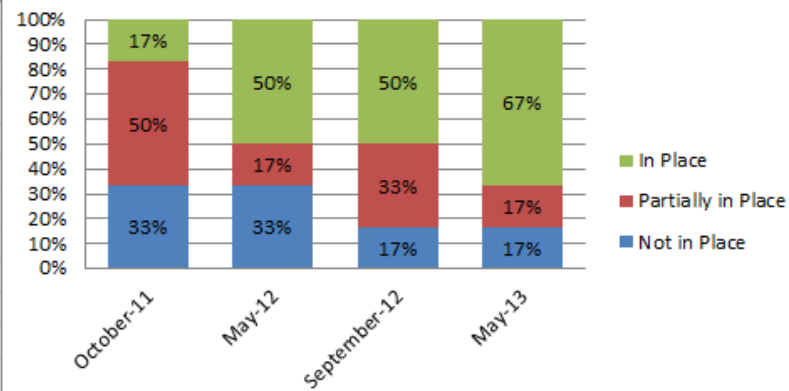
Prevention: Implementing School-wide & Classroom Systems



Correcting Behavior Problems



Developing Self-Discipline



Page 1

KEY FEATURE EVALUATION REVIEW GUIDE

- ✘ Tool to be used after receiving evaluation feedback
- ✘ Review noted strengths for each evaluation section
 - + Identify strategies for maintaining strengths and develop an action plan
- ✘ Review noted recommendations for each section
 - + Prioritize recommendations and develop an action plan
- ✘ This tool supports continued implementation planning



School Climate & Student Success

**PLEASE MARK & PROTECT YOUR
CALENDARS
FOR DE-PBS CADRE MEETINGS ON...**

Tuesday, January 12, 2016

Tuesday, April 12, 2016