
Guidelines for Success

1. What are the school-wide Guidelines for Success?

Guidelines for success and goals for students are as follows:

The Paul B Stephens school-wide behavior plan is designed to meet the needs of most students across all subgroups.

PBS uses the STAR program for a school wide plan. The STAR program is as follows:

STAR Expectations/Rules:

S - Safety First

Follow Safety Procedures: Walk Don't Run, Keep your Hands, Feet, and Objects to Yourself, Push your Chair under Table when Leaving Seat

T- Tell Others Your Needs and Wants

Advocate (Speak Up) for Yourself: Raise your Hand to Talk or Ask Questions, Use Nice Word, Use Good Manners

A – Accept Responsibility: Enter Room Quietly, Follow Directions 1st time

Stay on TaskThe Paul B Stephens Behavior Plan strives to provide structure that insists on the best behavioral programming in an

environment that provides for the care, welfare, safety and security of its staff and students.

R – Respect Yourself and Others: Use Good Manners, Raise your Hand to Speak or Leave your Seat, Keep Your Hands, Feet, and Objects to Yourself

Paul B Stephens has instituted the Incredible 5 Point Scale in most classrooms and in all common areas.

The Paul B Stephens Behavior Plan strives to provide structure that insists on the best behavioral programming in an environment that provides for the care, welfare, safety and security of its staff and students.

2. Where are common area expectations posted?

Behavioral expectations are posted in common areas and include visual cues as well as "5 Point Scale" indicators. Classroom expectations are posted by individual instructors in the form of written expectations with pictorial cues. Incredible 5 Point Scale signs are posted in the main hall, at each bus station, during dismissal as well as in classrooms.

3. How are common area expectations communicated?

Common area expectations are communicated through signage in common areas as well as verbal review by individual teachers.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

Classroom rules and expectations align to the STAR Program and the Incredible 5 Point Scale and are posted in each classroom.

Goal 1

Present Level of Performance

Data from the 14/15 school year will be used as baseline in two areas; 1- implementation of behavior monitoring curricula in classrooms 2- reporting of problem student behavior:

1 - Percentage of teachers utilizing one of three prescribed behavior monitoring curricula on a daily basis (Superflex, Classroom DOJO and Brainworks). Current level - 50%

2 - Number of behavior ABR's (referrals), restraint and secure seclusion incidents, school wide.

Current levels: ABR's - 2,486; Restraint - 72; Seclusion - 79

Expected Level of Performance

1. Increase implementation of the behavior monitoring curricula, on a daily basis, to 75% of the classrooms.

2. Reduce the number of ABRs written, by 25%, to 1,865. Reduce the use of restraints by 25% to 54, and secure seclusion by 25% to 60.

GAP

1. Seven additional classes need to implement the behavior monitoring curricula to reach the expected level of performance.

2. To meet expectations, a reduction of 621 ABRs, 18 restraints and 19 secure seclusion need to occur.

1. What problem have you identified?

Not all students have the tools to self-monitor their own behavior. Three curricula, Superflex, Classroom DOJO and Brainworks, are being utilized to enhance students' ability to monitor their own behavior.

Due to the severity of the disabilities of the students in our PVE classrooms, there is no expectation that they will participate in the student self monitoring curricula. Data will be based on participation of 21 out of 28 classrooms for the 15/16 school year and 20 out of 26 classroom for the 14/15 school year. This does not preclude the use of the curricula in the PVE classrooms.

1. Per a survey conducted in December 2014, 8 out of 16 respondents were using at least one of three prescribed behavior monitoring curricula (Superflex, Classroom DOJO or Brainworks) on a daily basis in their classrooms. 8 out of 16 respondents were using the curricula either sporadically or never.

2. What is your Desired Outcome/Measureable Goal?

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Paul B. Stephens ESE Center

10/8/2015

1. An additional seven teachers need to implement one, or more, behavior monitoring curricula in their classroom.
2. ABRs, restraint and secure seclusion reports will decrease by 25% school-wide

3. What are possible reasons that your goal has not yet been reached (barriers)?

Per the December 2014 survey, communicated barriers to utilizing Suoerflex, Classroom DOJO and Brainworks include: scheduling constraints, student inability to understand the concepts, classroom behaviors, schedule, staff coverage, interest and need for additional training. In addition, six teachers are new, or returning to Paul B Stephens and may need training in the curricula.

3a. What is the most valid and alterable barrier (your priority)?

Teacher awareness, training and implementation.

3b. How do you know that this is the right barrier to address (validation)?

Implementation of the curricula is dependent upon teachers' having appropriate training and tools. Changes in student behavior should be a result of increased use of the behavior modification curricula.

Goal 1

4. How will this problem be solved?

Identifying teachers not utilizing the available curricula.

**Implementation Steps
(Including professional development)**

Questionnaire to teachers not using curricula.

Person(s) Responsible

David Shields

Timeline / By When?

Sept. 30, 2015

Initiated:

Ongoing:

Pending:

Completed:

Identifying reasons curricula is not being utilized as prescribed.

**Implementation Steps
(Including professional development)**

Questionnaire to teachers no using curricula

Person(s) Responsible

David Shields

Timeline / By When?

Sept. 30, 2015

Initiated:

Ongoing:

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Pending:
Completed:

Provide appropriate training.

**Implementation Steps
(Including professional development)**

Schedule training

Person(s) Responsible

Randi Latzke

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Teacher mentoring

**Implementation Steps
(Including professional development)**

Pair teachers not using the curricula with those currently using it.

Person(s) Responsible

Randi Latzke

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

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Goal 1

5. Data collection and management

Total count of student ABRs - compare to similar time from from prior year.

**Implementation Steps
(Including professional development)**

ABR database will be assessed to determine number of referrals

Person(s) Responsible

David Shields

Timeline / By When?

Data collected per grading period

Initiated:

Ongoing:

Pending:

Completed:

Total count of Restraint and Secure Seclusion incidents reported - compare to similar time from prior year.

**Implementation Steps
(Including professional development)**

FDOE database will be assessed to determine number of reports

Person(s) Responsible

David Shields

Timeline / By When?

Data collected per grading period

Initiated:

Ongoing:

Pending:

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Completed:

Goal 1

6. Support Plan

Training

Teacher mentoring

Common planning time to meet

Implementation Steps

(Including professional development)

Set up training

Person(s) Responsible

5 point-scale

Melanie Wagner

DoJo-Mary Martiin

Brainworks -Vera Sherameta

Timeline / By When?

1st semester

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

Administrative walk through

**Implementation Steps
(Including professional development)**

Ongoing, scheduled and random class observations already in place.

Person(s) Responsible

Gail Cox
Randi Latzke

Timeline / By When?

Ongoing

Initiated:
Ongoing:
Pending:
Completed:

Administrative review of lesson plans and posted daily schedules

**Implementation Steps
(Including professional development)**

Processes already in place as regular administrative duties.

Person(s) Responsible

Gail Cox
Randi Latzke

Timeline / By When?

Ongoing

Initiated:

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Ongoing:
Pending:
Completed:

Support and Monitoring of accurate use of interventions

**Implementation Steps
(Including professional development)**

Therapists will consult with assigned classroom teachers.

Person(s) Responsible

OT and PT therapists

Timeline / By When?

Ongoing

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

Present Level of Performance

During the 14/15 school year, 72 physical restraints were used.

Expected Level of Performance

Decrease the frequency of physical restraints by 25% to no more than 54 during the 15/16 school year.

GAP

Expected levels of performance represent a decrease of 18 restraints.

1. What problem have you identified?

Reduce the frequency of student behaviors dangerous enough to result in physical restraints. Florida DOE Restraint and Seclusion Incidents database was accessed to determine frequency of the use of physical restraints.

2. What is your Desired Outcome/Measureable Goal?

Reduce the frequency of physical restraints by 25% to no more than 54 during the 15/16 school year.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Student cognitive levels and varying disabilities inhibit their ability to effectively communicate their anxieties and/or control impulsive behaviors.

69% of restraints during 14/15 school year were used on students with autism. There is a need for increased staff awareness of the unique characteristics of students with autism and for developing alternative approaches to dealing with students with autism who are in crisis.

Calming areas too crowded and cluttered to promote a decrease in anxiety for students in crisis.

Classrooms are not all set up to maximize success and decrease distress levels for students with autism.

3a. What is the most valid and alterable barrier (your priority)?

Increasing staff awareness of the unique characteristics of students with autism and modifying the environment to promote calming before student behaviors reach a level in which they are a danger to themselves or others.

3b. How do you know that this is the right barrier to address (validation)?

Staff awareness and modification of the environment are factors we are able to affect. We are not able to change student cognitive and physical disabilities.

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Goal 2

4. How will this problem be solved?

Crisis intervention training for staff who work with students with autism.

Implementation Steps (Including professional development)

Provide Nonviolent Crisis Intervention training designed to address the needs of staff working with students with autism.

Provide follow up with training attendees

Person(s) Responsible

Gail Cox

Timeline / By When?

December 2015

Initiated: 8/11/2015

Ongoing: Y

Pending:

Completed:

Reinforce the need to structure ASD classrooms in the TEACCH model.

Implementation Steps (Including professional development)

Provide refresher training on the TEACCH classroom model.

Person(s) Responsible

Randi Litzke

Timeline / By When?

December 2015

Initiated:

Ongoing:

Pending:

Completed:

Restructure Behavior Specialists' Suite to promote calming for students in crisis.

Implementation Steps (Including professional development)

Rearrange furniture and reduce clutter in the behavior suite. Provide common interventions prescribed in FBAs ("First/Then" cards, timers, break cards)

Person(s) Responsible

David Shields

Timeline / By When?

November 2015

Initiated: 8/12/2015

Ongoing:

Pending:

Completed:

Promoting a sensory diet into students daily routine

Implementation Steps (Including professional development)

Training

Person(s) Responsible

Therapist

Timeline / By When?

November 2015

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

5. Data collection and management

Florida DOE Restraint Seclusion Incidents database

**Implementation Steps
(Including professional development)**

Access the database and compare prior year's data to current year's data.

Person(s) Responsible

David Shields

Timeline / By When?

January 29, 2016

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

Debrief with behavior staff, and other staff involved, after any incident involving the use of a restraint.

**Implementation Steps
(Including professional development)**

Provide a standard form to aid in performing and documenting each debriefing.

Person(s) Responsible

David Shields

Timeline / By When?

August 28, 2015

Initiated: 8/26/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Administrative monitoring and review of environmental changes.

**Implementation Steps
(Including professional development)**

Classroom walk throughs.

Review of changes to Behavior Specialists' suite with brainstorming session to determine additional changes which may increase effectiveness.

Person(s) Responsible

Gail Cox

Randi Litzke

Timeline / By When?

November 2015

Initiated:

Ongoing:

Pending:

Completed:

Team review of any restraint utilized.

**Implementation Steps
(Including professional development)**

Person(s) Responsible

David Shields

Timeline / By When?

August 28, 2015

Initiated:

Ongoing: Y

Pending:

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Completed:

Goal 3

Present Level of Performance

ABRs (school based referral system):

Total ABRs = 2486,

Earned by black students= 328

Restraints:

Total restraints = 72

Restraints on black students= 4

Expected Level of Performance

ABRs = 348

Restraints = 10

GAP

ABRs = -20

Restraints = -6

1. The identified problem for Goal 3 is:

Percentage of total ABRs written on black students will be consistent with the percentage of black students in the total student population.

Percentage of total restraints used with black students will be consistent with the percentage of black students in the total student population.

2. What is your Desired Outcome/Measureable Goal?

Black students make up a total of 14% of the total student population. Black students should earn a total of 348 ABRs and 10 restraint incidents for the behavior to be considered commensurate with the behavior of their non-black peers.

3. What are possible reasons that your goal has not yet been reached (barriers)?

The goal has been reached, and exceeded. During the 2014/2015 school year, black students earned 13% of the total ABRs and were involved in 6% of the total restraint incidents.

3a. What is the most valid and alterable barrier (your priority)?

N/A

3b. How do you know that this is the right barrier to address (validation)?

N/A

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Goal 3

4. How will this problem be solved?

N/A

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

5. Data collection and management

N/A

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

6. Support Plan

N/A

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

7. Fidelity Plan

N/A

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

School-wide reward strategies include recognition of Behavior Student of the Month for the elementary, middle and high school levels.

A game room is available for whole class or individual student use based upon teacher behavior criteria.

Additional school-wide reward strategies will be developed during the school year based on a survey of the students who have the ability to respond to such a survey. Additional activities may include earning lunch with an administrator, or preferred adult or a special interactive game or activity with a preferred peer. Other possible rewards will be included based on student input and a brainstorming session with staff.

2. Describe the procedure/practice used.

The behavior team meets and evaluates students' success at school based on improved or consistently appropriate behavior. A certificates are produced and presented at the monthly school assembly. Parents and caregivers are notified in advance and invited to attend the monthly reward ceremony. Additional rewards and recognition are built into each classroom behavior plan.

The game room is established and includes multiple electronic and arcade games, multiple player board games and activities, coloring and puzzle activities as well as two computers. Teachers sign up for regular weekly times to use the room, establish and convey criteria for earning the privilege to their students. Behavior staff ensures that the room and equipment are in working order.

After the brainstorming session, a survey will be developed and distributed to each teacher to administer in the method most appropriate to their students abilities to respond. Results will be compiled and a menu of additional rewards, with criteria, will be developed and shared with each class.

3. How, when, where, and by whom will strategies be implemented?

Behavior specialist team meets one week prior to the monthly award ceremony to select the three recipients. The specialist who works with the students' class makes parent contact. School secretary prints the certificates and one of the behavior specialists presents it at the ceremony and shares the reasons each student was chosen.

At the beginning of each semester, individual teachers establish criteria appropriate for their own class. At the same time, they also sign up for their desired time on a master schedule.

David shields will initiate the brainstorming session and develop the survey before September 18, 2015. Once the surveys have been returned, David Shields will compile the results and develop the "Menu". The Menu will be distributed before November 9, 2015.

4. Explain how documented strategies are evidence-based and aligned to data?

The use of the game room can be considered a group-oriented reinforcement earned on individual contingencies. The contingencies are based on behavioral criteria which can be tracked using ABR data.

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The reward menu is a contract between the student and staff which specifies appropriate behavior and provides a motivating reinforcer. Behavior specified in the reward menu can be tracked using ABR data.

Alignment of Classroom Management Systems With The School-Wide Behavior Plan

1. What STOIC-based classroom management system is implemented in your school?

Along with Superflex, Classroom DOJO and Brainworks, the Incredible 5 Point Scale is being implemented throughout the school, both in the classroom and in common areas. All the above curricula provide structure in the environment and set clear expectations for student behavior, which are clearly communicated to the students. Staff and student self-observation are integral aspects of the curricula as a means of providing feedback for both positive support as well as teacher and self-correction.

2. How do you know that your classroom management system is research based?

Social Thinking Publishing, publisher of the Superflex curriculum, cite multiple research articles which demonstrate the evidence based concepts for Superflex at the following link:

<http://www.socialthinking.com/Research/How%20You%20Can%20Help/Superflex>

PCSB offers training on these classroom management systems.

3. How is your classroom management system aligned to data?

Classroom DOJO and Brainworks are computer based curricula which automatically collect behavior data when used correctly. Restraint and ABR data is collected daily on all students and can be used to demonstrate the impact which the classroom management systems are having on student success at the individual student level and school-wide.

4. What specific outcomes are expected as a result of your classroom management system?

Effective use of the self-monitoring/regulating curricula will result in increased time engaged in classroom activities and a reduction in behavior referrals and physical restraints.