

POSITIVE BEHAVIOR SUPPORT LOGIC MODEL

DRAFT

STUDENT NEEDS

- Behavioral support to be academically successful
- Safe, civil learning environment
- Positive social competencies

SYSTEM/SCHOOL NEEDS

- Academic achievement
- Safe, civil learning environment
- Safe, civil non-classroom environment

PARENT NEEDS

- Student academic success
- Supportive learning environment
- Positive school environment

PHILOSOPHICAL FRAMEWORKS

PBS is based on:

- Continuum of behavior support
- Prevention logic
- Evidence-based practices
- Local context and culture
- Natural implementers
- Science of human behavior
- Systems change and durability

4 Key Goals of PBS

- Social competence and academic achievement
- Positive student behavior
- Positive staff behavior
- Decision-making through CQI process

In District 11, PBS:

- Aligns with the Strategic Plan
- Supports learning and access to learning for all students
- Is the first priority for professional development identified by teachers
- Supports fiscal responsibility by keeping students in school and reducing facility maintenance costs

STAKEHOLDERS

- Students
- Parents
- Teaching staff
- ESP staff
- Bus drivers, food service staff, security staff
- Administrators
- Community-at-large

PROCESSES/INPUTS

Common Direction

- Create District leadership team including members of all stakeholder groups
- Train with CDE and George Sugai
- Create a blueprint for PBS implementation based on CQI process
- Align with RtI initiative

System Support

- PBS pilots at 9 sites
- Ongoing support from 4 PBS coaches
- Ongoing professional development from CDE and District 11
- Formative and summative evaluation

Practices

- Establish leadership team
- Choose 2-3 key areas for improvement
- Create an evidenced-based action plan based on a 3-tiered behavioral intervention system
- Engage parents and community
- Teach and practice evidence-based behavioral technologies
- Increase positive practices/conditions & removed aversives
- Establish environments and routines that support a continuum of PBS
- Continuously monitor and improve

Data

- Conduct initial functional assessment
- Create common referral form: issue, location, motivation, consequences,
- Implement and use SWIS data system
- Use data for decision making and improvement

MEASUREMENT TOOLS

- SWIS - graphs and data
- Common referral forms
- RtI/PBS action plans and progress monitoring
- CSAPs

OUTPUTS

- Leadership Team established
- SWIS data system available
- Schools trained on SWIS
- PBS school teams formed and trained

OUTCOMES

- All pilot schools are able to demonstrate how PBS is a “top three” priority
- All pilot schools have functioning PBS teams
- Decreased percent of students on Crystal Report/ D & F list
- At least 50% of individual students targeted for PBS interventions will meet at least 75% of their behavior goals
- 100% of pilot schools will demonstrate at least a 40% decrease in behavioral problems in public areas (restrooms, playground, cafeteria, bus, hallways)
- Staff, students and parents believe the school climate has improved

Existing Conditions

Philosophical Framework & Stakeholders

Service Delivery System

Measurement and Outcomes