

North Carolina Positive Behavior Support Initiative

Evaluation Report

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Executive Summary

The North Carolina State Improvement Project has facilitated the beginnings of systemic change in dealing with student behavior in the schools of North Carolina. The message that behavior is learned and thus can be taught in schools is spreading throughout the state. Schools are identifying effective practices, creating the structures to support the practices, and using data to guide their decision-making. The creation of a single Positive Behavioral Support center in the fall of 2000 has grown so that currently there are 16 demonstration sites, 10 schools in the second year of implementation from the training initiative, and 93 additional schools that have completed the first two days of training since the beginning of 2004. Schools throughout the state are requesting information about Positive Behavioral Support and how to get involved.

The Behavioral Support Section of the Exceptional Children Division in conjunction with an advisory group which includes representatives from school systems, parents, mental health, Institutions of Higher Education, and consultants from the School Improvement Division of the Department of Public Instruction has developed a six year implementation plan. The primary goals of the plan are to train PBS trainers for any school system in the state, to support the implementing schools and districts, to help schools more effectively involve parents and local agencies, and to affect the curriculum at the teacher preparation level to include information about PBS and effective, proactive behavioral strategies and skills. The advisory group meets regularly and reviews the status of the implementation of the plan.

As a result of the statewide PBS initiative other state agencies have learned about PBS. The Department of Juvenile Justice and Delinquency Prevention has decided to implement PBS in the total program of the five Youth Development Centers (formerly training schools) in North Carolina. The Department of Health and Human Services plans to implement PBS in the total program for the Eastern School for the Deaf. As the Positive Behavioral Support Initiative continues to spread throughout North Carolina, students will participate in positive, proactive teaching programs in all aspects of their lives.

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North Carolina Positive Behavior Support Initiative

Evaluation Report

Oak Grove Elementary School in Durham Public Schools had a decrease of approximately 50% in the number of students suspended and the total number of days of suspension compared to the previous year. In 2000-01 there were 109 students suspended for a total of 149 days. During 2001-02 there were 51 students suspended for a total of 109 days. Oak Grove Elementary School had a decrease of approximately 30% in discipline referrals when compared to the previous year. In 2000-01 there were 993 individual discipline referrals to the office. During 2001-02 there were 702 individual discipline referrals.

Supply Elementary School in Brunswick County had a decrease of approximately 52% in discipline referrals when compared to the previous year. In 2000-01 there were 1051 individual discipline referrals to the office. During 2001-02 there were 549.

Both of these schools implemented school-wide Positive Behavior Support programs in 2001-02.

[<http://www.ncpublicschools.org/ec/behavioral/initiatives/positivebehavior/>]

Context

Beginning in 1997, the State Board of Education developed a statewide accountability system that sets annual performance standards for each school in the state to measure the growth in performance by students. Students in North Carolina have made significant academic gains as reported by the ABC Accountability Program since that time. Rigorous and relevant academic standards and assessment systems have been developed. The No Child Left Behind (NCLB) federal legislation has created a new way to look at academic progress. Schools have begun to use research-based practices to teach students reading, writing and mathematics. In addition NCLB is requiring that states identify “Persistently Dangerous Schools.” Positive Behavior Support (PBS) programs are a way to impact the learning environments in the schools in order to support high student performance and to reduce behavior problems.

Positive Behavior Support is a systems approach or process, not a specific curriculum. The goal is to help educate all students, especially those with challenging behaviors. Because of the emphasis on

continuous, data-based improvement, PBS is individualized at each school. The adoption and sustained use of effective practices is emphasized throughout PBS and there is a strong emphasis on systematically teaching social behavior using effective instructional methodology. There is also support for teaching and encouraging pro-social behavior, as well as systematically teaching and implementing behavior interventions for the most difficult students.

Foundations

According to GS. 115C-105.47, each local board of education has to develop a safe school plan designed to ensure that each school is safe, secure, and orderly, has a climate of respect and appropriate personal conduct for all students and all public school personnel. Parents and representatives of the community are to be included in the development of the plan. Similarly, according to GS 115C-81, each local board of education has to develop and implement character education instruction with input from the local community. This instruction is supposed to be incorporated into the standard course of study and include specific traits named in the legislation. Positive Behavioral Support programs blend nicely with Safe School Plans and Character Education Charters and many of the requirements of these statutes can be incorporated into the PBS plan in individual schools and districts.

Need for Action

Recent school discipline data in North Carolina have illustrated that a new approach to dealing with behavioral issues was needed throughout the state. For example, long-term suspensions increased by 27% between the 2000-2001 and the 2001-2002 school years. Ninth graders received about one-third of all long-term suspensions and over half of the long-term suspension were given to black/multi-racial students. Additionally, about 4% of the overall student population received multiple short-term suspensions of varying length. The number of students expelled from the traditional LEAs increased by 71%. The most common year to be expelled was the ninth grade. In total, out-of-school suspensions in 2001-2002 resulted in over *one million lost* instructional days for North Carolina public school students.

More importantly, students who received one or more out-of-school suspensions were less likely to score at or above grade level on End-of-Grade and End-of-Course achievement test across subject areas. The performance of suspended students on the tests appear to decline as the total number of days spent out of school due to suspension increased. Black/Multi-racial students are greatly over-represented in multiple short-term suspensions, long-term suspensions, and expulsions. Clearly there is a need for preventive efforts which help reduce behavior issues in order to raise achievement and close the achievement gap.

The need for systematic action is also supported by data from other sources. For example, during the last two years the Department of Juvenile Justice and Delinquency Prevention has been completing a risk assessment for adjudicated juveniles at the time of their disposition. They examined the following risk factors – age when first delinquent offense alleged in a complaint, number of undisciplined or delinquent referrals to intake, most serious prior adjudication, prior assaults, runaways, known use of alcohol or drugs in the last 12 months, school behavior problems during the prior 12 months, peer relationships, and parental supervision. More than half (56.1%) of these juveniles reported experiencing school behavior problems and another 24.4% reported moderate school behavior problems during this time period. Behavior “issues” accounted for the greatest risk for the juveniles.

Positive Behavior Support in North Carolina

School-wide positive behavior support is a systematic approach that establishes and reinforces clear expectations for behavior. It is a team-based system involving the entire school staff that requires participation of teachers, administrators, families, and students and a common approach to discipline that is proactive, instructional, and outcome-based. The data about the school are used to guide decision-making with teams using information from the entire school campus and the whole school day.

The need for systematic attention and positive behavior support is compelling and long-standing in most states. PBS programs provide a comprehensive process for teaching socially appropriate behaviors in order to optimize academic achievement for each student. The U. S. Department of Education’s Office of

Special Education Programs has established the National Technical Assistance Center on Positive Behavioral Interventions and Supports (Center) to:

- Identify and enhance knowledge about, and practical demonstration of, school-wide PBS practices, systems and outcomes along the three-tiered continuum (primary, secondary, tertiary); and
- Develop, conduct and evaluate technical assistance and dissemination efforts that allow evidence-based practices to be implemented on a large scale with high durability and effectiveness.

To accomplish its mission, the Center operates as a consortium of researchers, advocates, family members, teacher educators, professional association leaders, and model developers, and receives guidance from an external evaluation team. A network of professionals has been established to provide feedback and support for Center-related products and activities, receive and disseminate Center-related resources and information, and participate in Center-sponsored local, state, and national events and activities.

North Carolina's center-affiliated partner and collaborator is Bob Algozzine, Co-Director of the Behavior and Reading Improvement Center at UNC Charlotte.

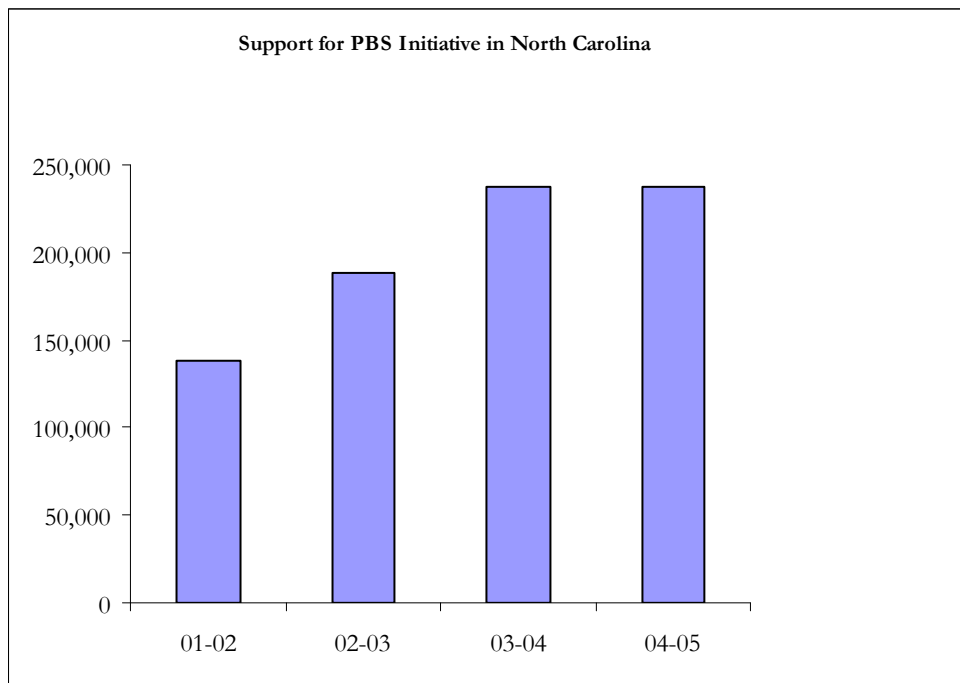
The Behavioral Support Services Section in the Exceptional Children (EC) Division at the North Carolina Department of Public Instruction provides technical assistance and access to project funds to school systems throughout North Carolina. This section specifically assists school systems with developing programs and services for difficult to serve children with disabilities. The Behavioral Support Services Section has taken the lead in implementing Whole School Positive Behavioral Support Programs in North Carolina.

Who Is Receiving Training and Support?

Positive Behavior Support started as a part of the North Carolina State Improvement Program funded through IDEA begun in August, 2000 to include seven reading centers, one mathematics center, and one behavioral support center. The primary purposes of the grant were personnel development and systems change. Oak Grove Elementary School in Durham was selected as the original Positive Behavioral

Support Center in the fall of 2000 and \$88,000 of additional funding was provided in the winter of 2001. Additional funding each year has supported involvement of other schools (see Figure 1). In the 2003-04 school year, the Exceptional Children Division spent an additional \$80,000 to pay for the PBS training initiative. During the current school year, \$106,000 has been allocated for PBS training through the EC Sliver funds.

Figure 1



What schools are receiving implementation support? The goals of the Positive Behavioral Support Center are to: 1) demonstrate the use of a screening procedure to identify emergent risk factors in children, 2) provide in-service training on a school-wide basis aimed at the prevention of emerging behavioral difficulties, 3) use a school-wide proactive approach in the teaching of social and interpersonal skills, 4) establish a three-tier model of prevention activities on a school-wide basis, intervention activities for identified at-risk children, and targeted interventions for seriously involved children, and 5) provide a setting that Durham Public Schools, other interested school systems and institutes of higher education can use as a demonstration site for pre-service and in-service training. Oak Grove Elementary is a 960 student

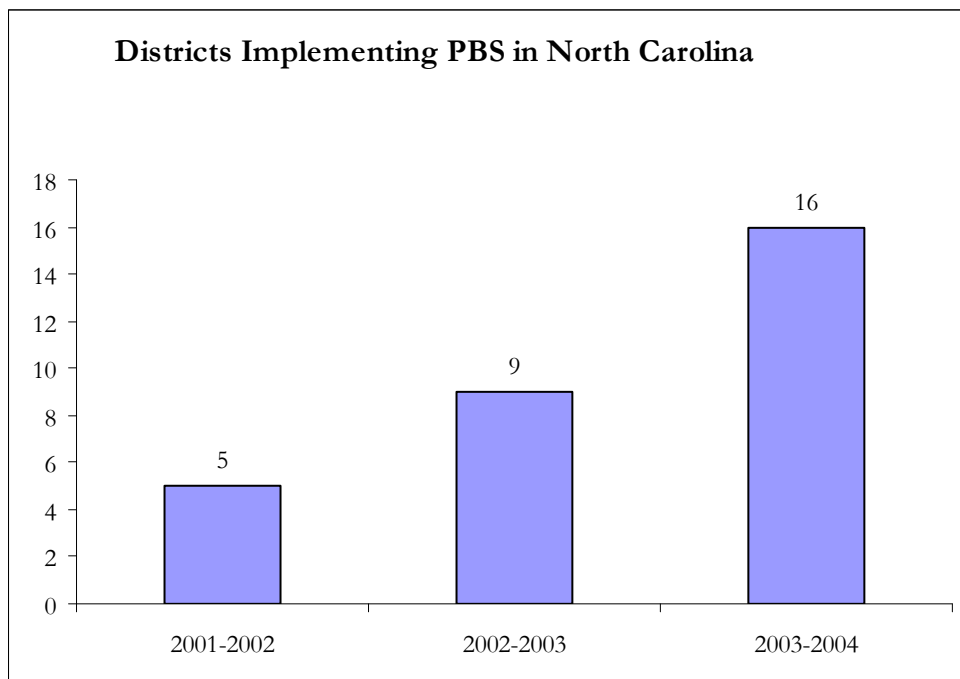
elementary school that sits in a rural/suburban area a few miles outside of the city of Durham. The school is approximately 65% African-American, 25 % White, and 5% Hispanic. Forty per cent of the students receive free or reduced lunch. The school has consistently shown a commitment to proactive measures in serving at-risk children. Positive Behavior Support services target all children in the school, not just those with serious difficulties. Interventions are provided at the primary level (whole school), secondary level (at risk and exhibiting difficulties), and tertiary level (highly involved with multiple or restrictive services). Primary services are delivered to staff in the form of consultation. Secondary services are delivered to parents in the form of workshops and linkage to other community services, and to students in the form of direct services. Tertiary services are delivered to students, parents, and staff in the form of team consultation and assistance with planning for movement along the continuum.

In addition to the original Positive Behavioral Support Center, four Regional Positive Behavioral Support Programs were selected in the winter of 2000, including Supply Elementary School, Brunswick County Schools; Belmont Elementary School, Roanoke Rapids City Schools; Green Valley Elementary School, Watauga County Schools; and, Warlick School, Gaston County Schools. Five more sites were selected in spring, 2002: Burgaw Elementary in Pender County, Phillips Magnet in Edgecombe County, Williamston Middle in Martin County, Southwood Elementary in Davidson County, and McClintock Middle in Charlotte-Mecklenburg Schools. In addition there are some volunteer sites that are participating in the meetings and trainings: West Craven Middle in Craven County, Perquimans County High School in Perquimans County, Elmhurst School in Pitt County, Ball Creek Elementary School in Yancey County, Washington County Union School in Washington County, and Thomasville Primary in Thomasville City Schools.

Sixteen schools have been implementing Positive Behavior Support for at least one year. About two-thirds (68.75%) are elementary schools, 19 percent served junior high and middle school students, and about 6 percent are high schools or alternative schools. Five schools have completed 3 years of

implementation: Oak Grove Elementary School (Durham Public Schools), Supply Elementary School (Brunswick County Schools), Belmont Elementary School (Roanoke Rapids City Schools), Warlick Alternative School (Gaston County Schools), and Green Valley Elementary School (Watauga County Schools). Four schools have completed 2 years of implementation: Burgaw Elementary School (Pender County Schools), Phillips Middle School (Edgecombe County Schools), Southwood Elementary School (Davidson County Schools), and McClintock Middle School (Charlotte/Mecklenburg Schools). Seven schools have completed 1 year of implementation: Perquimans County High School (Perquimans County Schools), Vick Elementary School (Wilson County Schools), Wrightsboro Elementary School (New Hanover County Schools), East McDowell Junior High School (McDowell County Schools), Bald Creek Elementary School (Yancey County Schools), and Balfour Elementary School and McCrary Elementary School (Asheboro City Schools). The growth in implementation of Positive Behavior Support in North Carolina is illustrated in Figure 2:

Figure 2



Eleven (68.75%) of the schools turned in an end-of-year report and some included general office referral and discipline data. All 11 schools have PBS teams in place, have regular Positive Behavior Support meetings, and have at least 80% of the school staff and the teachers participating in implementation.

As a direct result of having the Positive Behavior Support Demonstration Center at Oak Grove Elementary School, Durham Public Schools decided to implement PBS system wide during the 2002-2003 school year. Durham Public Schools hired a coordinator with experience in PBS implementation from another state and redistributed staff in order to identify and train eleven Positive Behavior Support coaches to serve the school system. During the 2003-2004 school year, they provided a variety of support and training both to whole school staffs and individual classrooms. As a result of the Durham Public School PBS program, seven additional schools began implementing whole school PBS during the 2003-04 school year and many other schools expressed interest in participating. Additional training was provided to other school teams during the summer of 2004 and at the current time Durham has 24 schools in some stage of team based PBS programming.

During the 2003-2004 school year, Charlotte Mecklenburg Schools convened a task force (principals, EC teachers, and members of the Safe School, Prevention and Intervention, and Character Education departments) to conduct a review of local standards and systems that support student behavior and to look at current research to identify processes or programs to support schools in:

- reducing the amount of instructional time spent on negative behaviors.
- reducing the number of student suspensions, referrals to EC, and alternative school placements.

Because Positive Behavior Interventions and Support (PBIS) consistently emerged as a powerful evidence-based practice, the task force recommended that CMS pilot it in seventeen schools, 10 elementary schools, 5 middle schools, and 2 high schools. Principals were notified in November 2003 and training started in

February 2004. One middle school, McClintock, was part of the state PBS effort and a third high school was added after initial professional development and implementation efforts were started.

What proportion of schools is implementing school-wide positive behavior support? Fourteen (21%) of the 67 counties in North Carolina are represented in the current PBS initiative. Eleven new schools in 10 new counties participated in 2003-04 as a result of the PBS Training Initiative: Knox Middle School (Rowan-Salisbury Schools), Asbury Alternative School (Lincoln County Schools), Glenn C. Marlow Elementary School (Henderson County Schools), Warren County Middle School (Warren County Schools), Mary Potter Intermediate School (Granville County Schools), Nash Central Middle School (Nash/Rocky Mount Schools), Margaret Hearne Elementary School (Wilson County Schools), Swansboro Middle Schools (Onslow County Schools), Trent Park Elementary School (Craven County Schools), Northhampton High – East (Northhampton County Schools), and Community Partners High School (Charter School in Wake County). Three school systems have started PBS initiatives: Charlotte/Mecklenburg Schools, Durham Public Schools, and Pender County Schools. There are 7 volunteer sites with PBS initiatives in North Carolina: Washington County Union School (Washington County Schools), West Craven Middle School (Craven County Schools), Burns Middle School and Township Three Elementary School (Cleveland County Schools), Thomasville Primary School (Thomasville City Schools), E. K. Powe Elementary School (Durham Public Schools), and Warren County High School (Warren County Schools). Buncombe County Schools also has PBS programs.

What Training and Technical Assistance Has Been Delivered as part of the Implementation Process?

The Exceptional Children Division and the North Carolina State Improvement Project have sponsored a variety of training of trainers activities related to Positive Behavior Support around the state. These individuals are expected to prepare additional persons and school teams in their own and other local education agencies. A consistent set of professional development materials is being shared by trained personnel throughout the state [<http://www.ncpublicschools.org/ec/behavioral/initiatives>].

What training events have been conducted? In their end-of-year reports, nine schools provided information about training and technical assistance. Six (67%) of these schools reported 2 or 3 professional development trainings during the school year, two (22%) schools reported having 5 or 6 training sessions, and one school (11%) reported having 8 trainings. Three schools reported on technical assistance they had provided and the other schools reported on technical assistance they had received.

During 2003-04 11 schools teams and coaches/trainers participated in training from Dr. Tim Lewis of the University of Missouri Center for School-Wide Positive Behavior Support, a collaborator and partner of the National Technical Assistance Center on Positive Behavioral Interventions and Supports. The training consisted of 6 days through out the school year for the teams and four additional days for the trainers. North Carolina has adopted and adapted the PBS modules from Missouri and trainers are providing this instruction to new schools and coach/trainers this school year.

Teams in the pilot schools in the CMS initiative also received large-group professional development from Dr. Lewis and on-going support from the four full-time PBIS coaches. To date, this training has consisted of 2 days of Module I (universal) and one day of Module II (small group and targeted interventions) presentations and additional on-site consultation to facilitate implementation efforts. Between large-group presentations, the PBIS school teams and the PBIS coaches provide professional development for the members of the school staff. Each school staff also receives on-going support for implementation from PBIS Coaches who attend PBIS team meetings, meet with Team Chairs and Administrators, plan and deliver training in conjunction with the school team, and provide technical assistance for each step in the implementation process. The coaches are at each school weekly and help the teams develop goals and plans, analyze SWIS data, promote faculty and student participation, and assess implementation.

Durham Public Schools contracted with Heather George from the University of South Florida Positive Behavior Support Center during the 2003-2004 school year. Heather George trained the coaches

in whole school positive behavioral support as well as in specific strategies for working with tertiary level students. In addition some of the Durham PBS staff participated in the NC sponsored training with the PBS modules.

Who participated in the training events? Trainers providing technical assistance represented a broad range of experience and expertise: Twenty-three (57.5%) were LEA Exceptional Children staff with behavioral expertise, 8 (20%) were LEA regular education staff with behavioral interest, if not expertise, 4 (10%) were consultants from the School Improvement Division at the North Carolina Department of Public Instruction (DPI), and 5 (12.5%) were consultants from the Behavioral Support Section of the Exceptional Children Division at DPI. In CMS, each of the seventeen schools sent a team to the Module I large-group professional development and the Module II session was attended by 11 of the 17 schools.

To What Extent has There Been Change in the Behavior Support Practices Used in Participating Schools?

At least two universal interventions were implemented in all of the schools providing end-of-year reports. In nine of the schools, at least two interventions were implemented for the at-risk or targeted group of students in small groups and at least two interventions were implemented for students with chronic behavioral problems in all of these schools.

Key activities have been achieved or are in progress in all participating schools in CMS. High levels (80-100%) of elementary and middle school implementations were recorded for context (e.g., team roles identified, action plan developed, systems of communication established for staff), input (e.g., PBIS team meeting schedule established, overview, office referral form, and matrix presented to staff), process (e.g., school-wide expectations defined and posted, data monitoring process and system established), and product (e.g., SWIS data analyzed, student discipline data collected) indicators. Similar patterns of implementation were evident in participating high schools, although less consistently across campuses.

To What Extent is There an Impact on Student Behavior?

Office discipline referrals, suspensions, expulsions, and special education referrals are reflective of changes resulting from implementation of positive behavior support systems. Attendance, academic achievement, and school risk factors are also useful impact indicators.

To what extent has there been a change in reported student problem behavior? Four schools provided data on office referrals in their end-of-year reports; reductions were evident in all of these schools (see Figure 3). Overall rates at two of the schools (Vick and Wrightsboro) that had been implementing PBS for one year were higher than at schools that had been implementing for two (Southwood) or three (Green Valley) years. The rate of reduction at Green Valley (48%) was higher than the rate at Wrightsboro (30%), Southwood (27%), or Vick (26%). Reductions in in-school suspensions were reported for Green Valley (70%) and Vick (48%); decreases in out-of-school suspensions at these schools were 19% and 30%, respectively (see Figure 4). A 25% reduction in out-of-school suspensions was also evident at Oak Grove Elementary School.

Figure 3

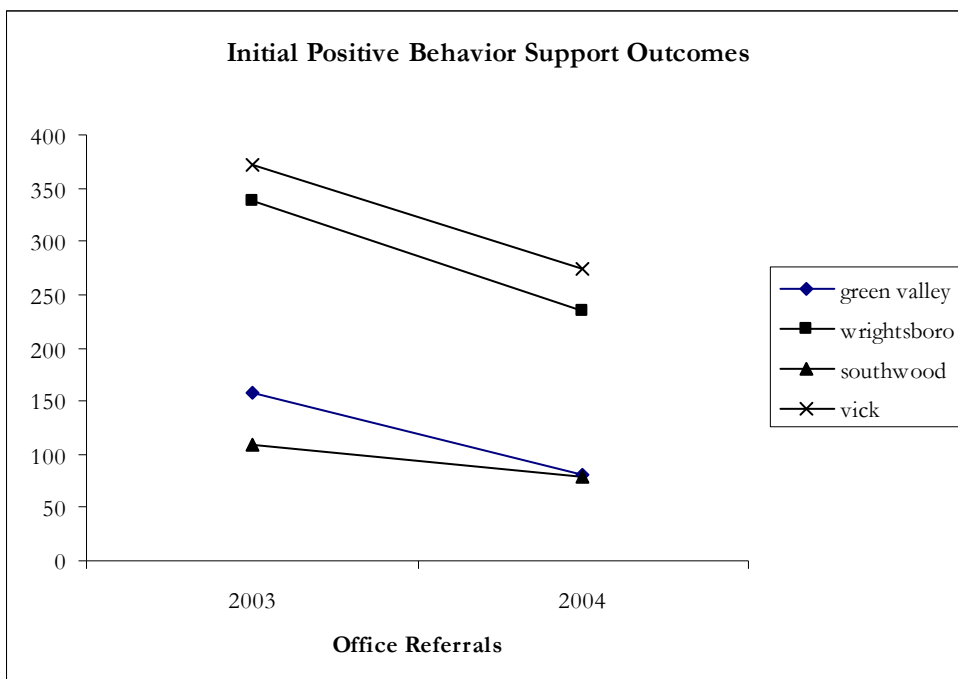
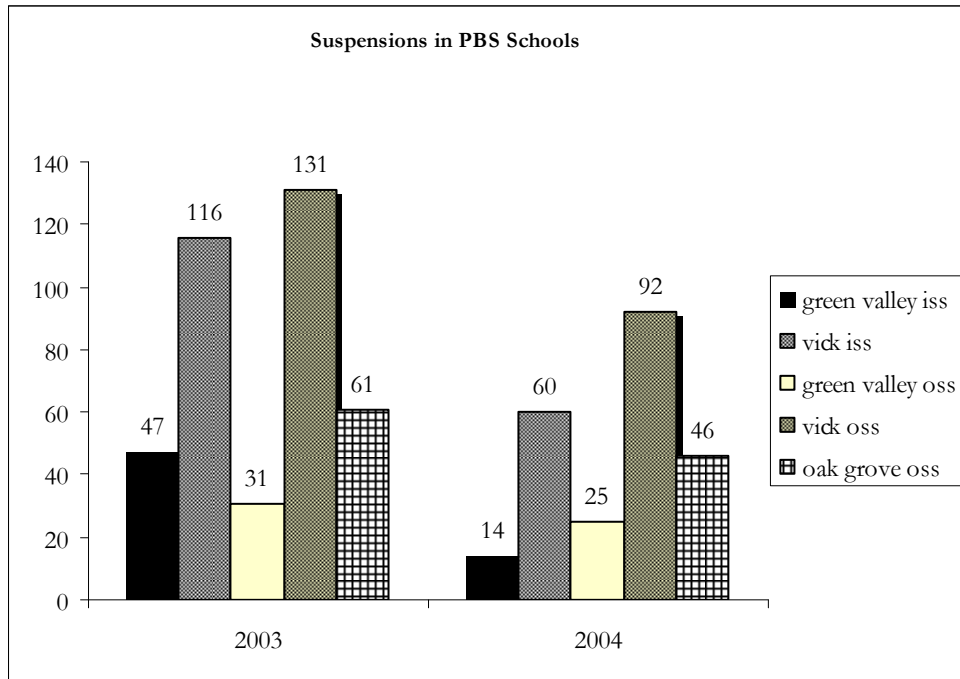


Figure 4



To What Extent has Training and Technical Assistance Resulted in Improved Capacity for the State/Region/District to Sustain School-Wide Positive Behavior Support and to Extend Implementation to Scale?

Schools and trainers/coaches in seventeen new counties have begun the training for implementing Positive Behavior Support in these areas: Cabarrus County Schools, Catawba County Schools, Cleveland County Schools, Iredell/Statesville Schools, Jackson County Schools, Person County Schools, Rowan-Salisbury Schools, Vance County Schools, Winston Salem/Forsyth Schools, New Dimensions Charter School, and Grandfather Mountain Academy. Districts with trainers plan to add 110 new schools in the current school year and a minimum of 16 new trainers will be added to support the North Carolina Positive Behavior Support Initiative.

In Charlotte, two high schools that are part of the “High School Challenge” have begun implementation of PBIS. The 3rd high school, West Charlotte, will be implementing PBIS, beginning in the winter of 2005. The *Charlotte Observer* has taken an interest in the PBIS pilot and will soon publish an article about the efforts of CMS to improve behavior.

To What Extent have Changes in Student Behavior Resulted in Savings in Time Allocated to Problem Behavior?

Changes in student behavior reported by participating schools resulted in important savings in teacher and administrator time. For example, using conservative estimates of 20 minutes of teacher time and 10 minutes of administrator time for each referral, approximately 300 hours of teaching time and 100 hours of leadership time were saved in Green Valley Elementary School's 2003-2004 reduction in office referrals; similar gains were evident in other PBS schools (see Table 1). Similarly, using estimates of 30 minutes of administrator time and 20 minutes of teacher time for each suspension, approximately 100 hours of leadership time and 300 hours of teaching time were saved in Green Valley Elementary School's 2003-2004 reduction in suspensions; similar gains were evident in other PBS schools (see Table 2).

Table 1

Value-Added Impact of PBS in North Carolina from Reductions in Office Referrals

School	Reduction	Office Referrals		
		Administrator Time Gained (minutes)	Teacher Time Gained (minutes)	Instructional Time Gained (minutes)
green valley	76	760	1520	2280
wrightsboro	103	1030	2060	3090
southwood	29	290	580	870
vick	98	980	1960	2940

Note. Minutes of administrator time gained based on 10 minutes per referral, minutes of teacher time gained based on 20 minutes per referral, and minutes of instructional time gained represents total gain in administrator time plus teacher time.

Table 2
Value-Added Impact of PBS in North Carolina from Reductions in Suspensions

In-School Suspensions				
School	Reduction	Administrator Time Gained (minutes)	Teacher Time Gained (minutes)	Instructional Time Gained (minutes)
green valley	33	990	660	1650
vick	56	1680	1120	2800

Out-of-School Suspensions				
School	Reduction	Administrator Time Gained (minutes)	Teacher Time Gained (minutes)	Instructional Time Gained (minutes)
green valley	6	180	120	300
vick	39	1170	780	1950
oak grove	15	450	300	750

Note. Minutes of administrator time gained based on 30 minutes per referral, minutes of teacher time

gained based on 20 minutes per referral, and minutes of instructional time gained represents total gain in administrator time plus teacher time.

What Recommendations are Appropriate for Modifying Implementation or Evaluation?

Best practice suggests that comprehensive models of school reform include stages of change including identifying a solution, mobilizing a process of change, shepherding a program in schools and classrooms, and institutionalizing the effort as a permanent part of the school. Successful reforms employ innovative, research-based strategies and methods to enhance student learning, teaching, and school management, and they incorporate comprehensive designs in school functioning, instruction, assessment, management, and professional development. Comprehensive change processes are grounded in continuous and effective professional development programs, and include measurable goals and

performance benchmarks for student achievement. Making reforms happen in schools requires nurturing student, teacher, and administrator growth and involvement as well as parental involvement encouraging substantial levels of communication and engagement with families. Institutionalizing a comprehensive school reform program requires the coordination of material and human resources guided by data demonstrating positive outcomes that are feasible, acceptable, and real.

The North Carolina Positive Behavior Support Initiative fares well when judged by these criteria. Recommendations for continuing supports, maintaining successful programs, and expanding implementations include the following:

- A comprehensive school reform program employs innovative strategies and proven methods for student learning, effective teaching, and school management that are based on evidence-based research and effective practices that have been replicated successfully in schools with diverse characteristics. *Recommendation: Continue the course established by prior years of successful state-wide implementation and begin to contribute to evidence supporting comprehensive positive behavior support initiatives.*
- A comprehensive school reform program employs a sound design with components for effective school leadership, instruction, assessment, classroom management, and parental involvement aligned with the curriculum, technology, and professional development to enable all students to meet challenging content and performance standards. *Recommendation: Continue the course established by prior years of successful state-wide implementation and expand cadre of local professional development consultants capable of matching program implementation to district and school expectations and standards.*
- A comprehensive school reform program employs high-quality and continual teacher and staff professional development and training. *Recommendation: Encourage closer collaboration among districts and schools implementing positive behavior support and provide opportunities for participation in local, state, and national professional development meetings, workshops, and conferences.*

- A comprehensive school reform program employs measurable goals for student performance tied to a state’s challenging content and student performance standards, as those standards are implemented, and benchmarks for meeting the goals. *Recommendation: Encourage districts and schools implementing positive behavior support to collect, analyze, and report common information reflecting important student outcomes.*
- A comprehensive school reform program employs systems of support within the school for administrators, faculty, and staff—and students. *Recommendation: Establish newsletter or other communication to share successes and inform districts and schools within the state of opportunities created by implementation of positive behavior support programs.*
- A comprehensive school reform program employs systems for meaningful involvement of parents and local community in planning and implementing school improvement activities. *Recommendation: Encourage communities of support to be part of positive behavior support implementations and provide opportunities for responsive districts to share “best practices” at local, state, and regional meetings.*
- A comprehensive reform program employs high-quality external support and assistance from a comprehensive school entity (which may be a university) with experience or expertise in school-wide reform and improvement. *Recommendation: Continue strong and positive collaboration with National Technical Assistance Center on Positive Behavioral Interventions and Supports and contribute to local, state, regional, and national events sponsored, coordinated, or otherwise managed by its partners.*
- A comprehensive school reform program employs a plan for systematically evaluating outcomes and disseminating “lessons learned” so others may benefit. *Recommendation: Encourage use of common data reports, systems and measures (e.g., School Profile, School-Wide Information System, School-Wide Evaluation Tool, Self-Assessments, Effective Behavior Support Survey, School Safety Report) as well as yearly analysis and summary of key indicators of progress.*

- A comprehensive school reform program employs continuous improvement processes and procedures. *Recommendation: Develop ongoing monitoring system to support state-wide positive behavior support implementation.*

Effective school-wide systems of positive behavior support have seven components in common a) an agreed upon and common approach to improving behavior, b) a positive statement of purpose, c) a small number of positively stated expectations for all students and staff, d) procedures for teaching these expectations to students, e) a continuum of procedures for encouraging displays and maintenance of these expectations, f) a continuum of procedures for discouraging displays of rule-violating behavior, and g) procedures for monitoring and evaluation the effectiveness of the discipline system on a regular and frequent basis. North Carolina's Positive Behavior Support Initiative has made considerable progress in "institutionalizing" these components in increasing numbers of schools and school districts. Continuing the course will likely bring increasing benefits in efforts to impact learning environments in schools in order to support high student performance and reduce behavior problems.

Resources

Horner, R., Sugai, G., & Lewis-Palmer, T. (undated). *Evaluation template: School-wide positive behavior support*.

Eugene, OR: University of Oregon, Educational and Community Supports

<http://www.ncpublicschools.org/ec/behavioral/initiatives/positivebehavior/>

<http://www.pbis.org/main.htm>