

North Carolina Positive Behavior Support Initiative

Evaluation Report

2005-2006

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## Executive Summary

The vision of the North Carolina Positive Behavior Support (PBS) Initiative is that all schools in the state will implement PBS as an effective and proactive process for improving social competence and academic achievement for all students. The initiative's mission is to provide leadership, professional development, resources, and on-going support in order for schools to successfully implement Positive Behavior Support. The effort is part of the North Carolina State Improvement Program funded through IDEA. The message that teachers teach and children learn behavior in schools is spreading throughout the state and its educational programs. Administrators, teachers, and other professionals are identifying effective practices, creating the structures to support them, and using data to guide their decision-making and evaluate their efforts. From the creation of a single Positive Behavioral Support center in the fall of 2000, the North Carolina Positive Behavior Support Initiative included 299 schools in 70 educational units (i.e., schools systems, charter schools, juvenile justice centers) by the end of the 2005-06 school year. An additional 280 new schools have begun Positive Behavior Support module training during the current school year. Schools throughout the state are requesting information about Positive Behavioral Support and how to get involved. In schools implementing PBS, office discipline referrals as well as in-school and out-school suspensions are dropping and administrators and teachers are gaining valuable instructional time. As the Positive Behavioral Support Initiative continues to spread throughout the state, students participate in positive, proactive teaching programs in all aspects of their lives and North Carolina's Positive Behavior Support Initiative is becoming a model of successful statewide implementation for widespread replication, dissemination, and review.

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## North Carolina Positive Behavior Support Initiative

[\[http://www.ncpublicschools.org/positivebehavior/\]](http://www.ncpublicschools.org/positivebehavior/)

### Evaluation Report

In 2003-04, *Bald Creek Elementary School* in Yancey County reported 161 office discipline referrals (ODRs). By the end of 2005-06, ODRs had dropped by 60 percent and in-school suspensions (ISS) had dropped by 72 percent. These changes resulted in gains of 4 days of administrator time.

*Supply Elementary School* in Brunswick County has documented similar outcomes:

- 2000-01 741 office referrals, 203 OSS.
- 2001-02 454 office referrals, 82 OSS, 80.6% with 3's & 4's on EOGs.
- 2002-03 391 office referrals, 63 OSS, 83.7% with 3's & 4's on EOGs.
- 2003-04 281 office referrals, 66 OSS, 83.8% with 3's & 4's on EOGs.
- 2004-05 134 office referrals, 18 OSS, 87.0% with 3's & 4's on EOGs.

In recent years, the number of elementary-aged children referred to the office for discipline in the *Charlotte-Mecklenburg Schools* participating in its PBS Charter decreased by 72 percent in the first quarter, 35% in the second quarter, 23 percent in the third quarter, and 25% in the fourth quarter.

Schools across the state are providing similar data as *North Carolina's Positive Behavior Support Initiative* continues to grow.

[\[http://www.ncpublicschools.org/positivebehavior/data/goodnews/\]](http://www.ncpublicschools.org/positivebehavior/data/goodnews/)

### 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 assessments are central to the system. 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 all 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, each school individualizes its implementation of PBS. The adoption and sustained use of effective leveled-practices is central to PBS and there is a strong emphasis on systematically teaching behavior using effective instructional methodology. There is also support for teaching and encouraging pro-social behavior to small groups of students, 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 part of the standard course of study and includes 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 blend into the PBS plan in individual schools and districts.

*Need for Action*

School discipline data in North Carolina illustrated that a new approach to dealing with behavioral issues was justified throughout the state. For example, long-term suspensions increased by 27% across the 2000-2001 and 2001-2002 school years. Ninth graders received about one-third of all long-term suspensions and black/multi-racial students received over half of the long-term suspensions. Additionally, about 4% of the overall student population received multiple short-term suspensions of varying length. During this time period, the number of students expelled from the traditional LEAs increased by 71%, with ninth grade the most common year for expulsions. 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. Additionally, the performance of suspended students declined as the total number of days spent out of school increased. The over-representation of Black/Multi-racial students in multiple short-term suspensions, long-term suspensions, and expulsions was a significant problem. Clearly there is a need for preventive efforts which help reduce behavior issues in order to raise achievement and close the gap in performance across the diverse groups of students within the state.

Data from other sources also supported the need for systematic action. For example, during the last four 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, and 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. Data guide decision-making with teams using information from the entire school 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 for Positive Behavioral Interventions and Supports (Center) at the University of Oregon 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 implementation of evidence-based practices on a large scale with high durability and effectiveness.

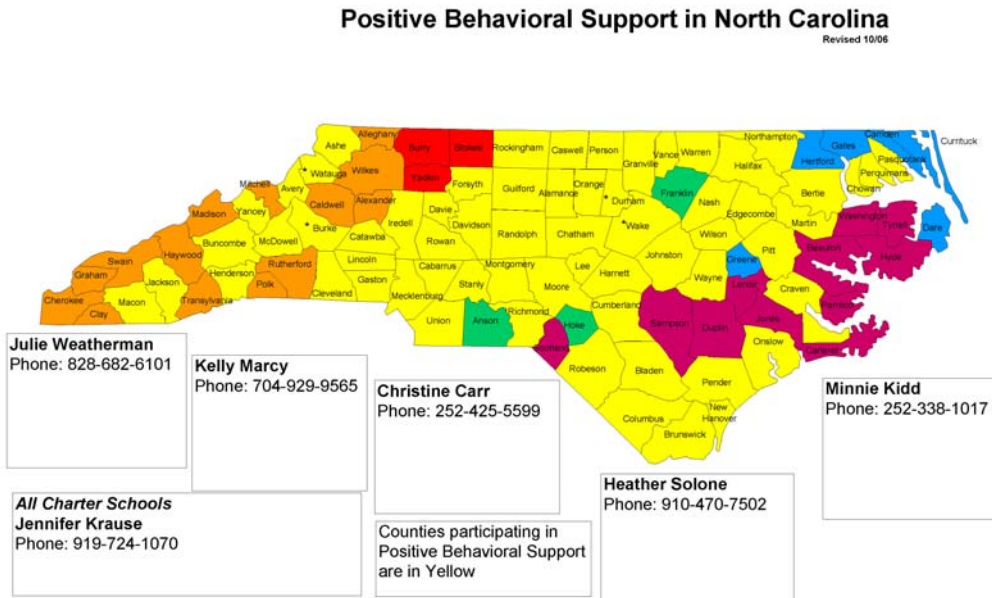
To accomplish its mission, the Center operates as a consortium of researchers, advocates, family members, teacher educators, professional association leaders, and model developers, and receives guidance from an external evaluation team. A network of professionals provides feedback and support for Center-related products and activities, receives and disseminates Center-related resources and information, and participates in Center-sponsored local, state, and national events and activities. Bob Algozzine, Co-Director of the Behavior and Reading Improvement Center at UNC Charlotte is North Carolina's center-affiliated partner and collaborator.

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 (see Figure 1). 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 Positive Behavior Support Programs in North Carolina. During the past year, individuals, schools, and systems receiving support continued to grow with PBS programs implemented in more than half of the counties in the state. Six two-thirds time Positive Behavior Support Regional Coordinators are now hosted by five school systems and one Charter School. The addition of these professionals has greatly increased the capacity to support implementing schools.

North Carolina also has an active Positive Behavior Support Leadership Team which includes state-level and local representation as well as professionals from college and university professional development programs and community agencies. The team has a focused Action Plan and meets regularly to define and refine the work being done in North Carolina's PBS schools. The PBS Regional Coordinators co-lead three subcommittees which are working on coaching and training, evaluation, and visibility and political support. The work of the subcommittees and the PBS

Leadership Team is also greatly expanding North Carolina's capacity to support the schools implementing and .

Figure 1



### *Who Is Receiving Training and Support?*

Positive Behavior Support started as a part of the North Carolina State Improvement Program 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. Steady growth has been evident in schools implementing Positive Behavior Support as a result of the State Improvement Project Program (see Table 1); funding for sustaining and improving the effort has also steadily increased (see Figure 2).

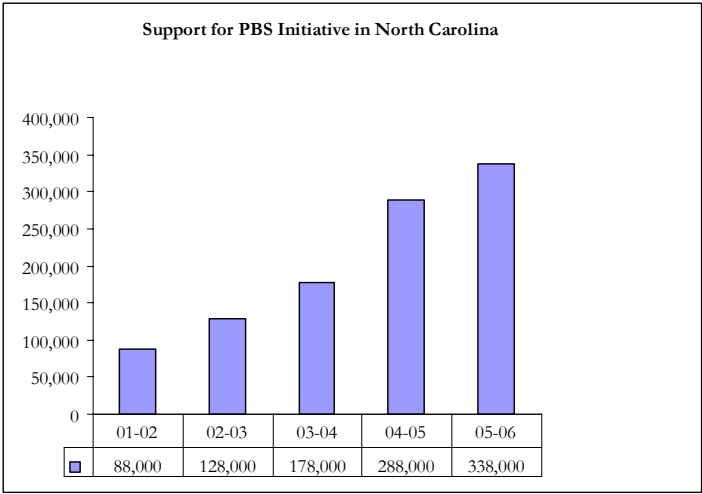
Table 1  
*Growth of Positive Behavior Support in North Carolina*

Program	Schools in LEA	
	05-06	04-05
Eastern NC School for the Deaf	1	NA
Alamance-Burlington	1	NA
Ashe County	1	NA
Asheboro City	7	6
Asheville City	1	NA
Avery County	1	NA
Bertie County	1	1
Bladen County	4	2
Brunswick County	14	2
Burke County	1	NA
Cabarrus County	3	1
Caswell County	1	NA
Catawba County	2	2
Chapel Hill-Carrboro City	2	NA
Charlotte/Mecklenburg	25	18
Chatham County	1	NA
Cleveland County	5	2
Columbus County	2	3
Community Partnership Charter	1	1
Craven County	5	4
Cumberland County	1	NA
Davidson County	2	2
Department of Juvenile Justice	4	NA
Durham County	32	21
Edenton/Chowan	1	NA
Edgecombe County	4	3
Elizabeth City/Pasquotank	10	3
Forsyth County	0	1
Gaston County	18	2
Grandfather Mountain Academy	1	NA
Granville County	4	4
Greene County	1	1
Guilford County	4	NA
Halifax County	1	2
Henderson County	4	3
Iredell-Statesville	6	1
Jackson County	1	1
Johnston County	5	2
Lee County	1	NA
Lincoln County	1	1

(Table continues)

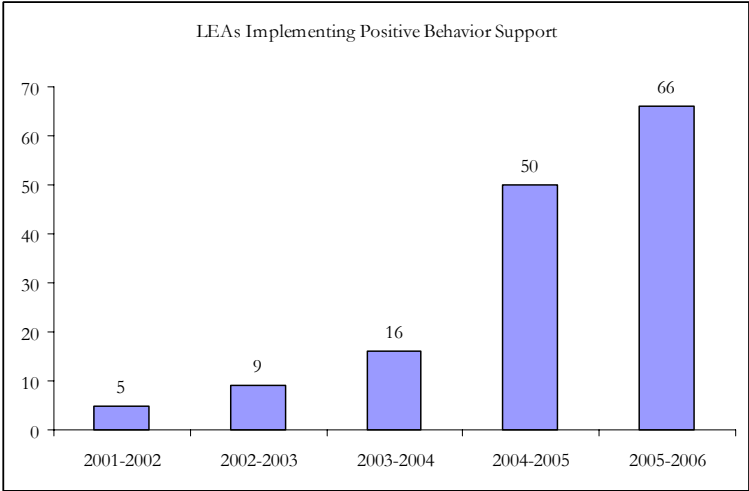
Program	Schools in LEA	
	05-06	04-05
Macon County	1	NA
Martin County	1	1
Maureen Joy Charter	1	NA
McDowell County	1	1
Montgomery County	2	NA
Moore County	4	NA
Nash/Rocky Mount	22	6
New Dimensions	1	NA
New Hanover County	10	10
Northampton	0	4
Onslow County	5	5
Pender County	7	3
Perquimans	4	1
Person County	2	2
Pitt County	1	1
Richmond Count	2	NA
Roanoke Rapids	3	3
Robeson County	3	1
Rockingham County	1	NA
Rowan-Salisbury	2	2
Stanly County	1	NA
Thomasville City	2	1
Union County	2	NA
Vance County	3	1
Wake County	14	NA
Warren County	6	7
Watauga County	2	1
Weldon City	2	2
Whiteville City	4	1
Wilson County	4	4
Winston Salem/Forsyth	3	NA
Yancey County	2	2
Total	299	127

Figure 2



*What schools are receiving implementation support?* North Carolina is now emphasizing PBS training and the development of Regional PBS Coordinator positions and phasing out financial support for individual demonstration sites. Some funding will be used to help low-performing school systems begin the PBS process and to participate in other initiatives. Overall, across the state, the number of LEAs implementing PBS has continued to grow each year (see Figure 3) and the effort is being supported by local school districts as an integral part of their ongoing educational programs.

Figure 3



The benefits of demonstration center development and funding are evident in North Carolina. 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 2005 and at the current time Durham has 32 schools (78%) in some stage of team based PBS programming.

The benefits of district-wide adoption are also evident in North Carolina's efforts to implement PBS as an evidence-based practice for improving social competence and academic achievement for all students. During the 2003-2004 school year, Charlotte-Mecklenburg Schools (CMS) 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 and in 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. District personnel notified principals 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 joined subsequent to initial professional development and implementation efforts. During the recent school year (2005-2006), 17 elementary, 4 middle, and 3 high schools participated. It is expected that 41 additional sites will be added during the 2006-2007 school year bringing the total in CMS to 65 (56%) schools and plans are to implement PBIS district-wide by the 2007-2008 school year. Growth in the number of full-time coaches participating in PBIS schools has accompanied the growth in school implementations (see Table 2).

Table 2

	School Year				
	03-04	04-05	05-06	06-07	07-08
Schools					
Elementary	10	10	17	38	
Middle	5	5	5	19	
High	2	3	3	5	
Alternative				3	
Total	17	18	25	65	
New Schools	17	1	7	41	
Coaches	4	4	11		

*What proportion of school systems is implementing school-wide positive behavior support?* Currently, 66 of 115 traditional LEAs (57%) in North Carolina participate in the PBS initiative and an additional 17 LEAs have begun the process during the 2006-07 school year. Five Charter Schools and 5 Youth Development Centers are actively implementing PBS.

*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 prepare additional persons and school teams in their own and other local education agencies. Trained personnel throughout the state are sharing a consistent set of

professional development materials [<http://www.ncpublicschools.org/ec/behavioral/resources>].

PBS Coordinators are available all regions of the state:

Name	Region	Contact
Minnie Kidd	Northeast	<a href="mailto:mkidd@ecpps.k12.nc.us">mkidd@ecpps.k12.nc.us</a>
Heather Solone	Southeast	<a href="mailto:heather_solone@pender.k12.nc.us">heather_solone@pender.k12.nc.us</a>
Christine Carr	Central	<a href="mailto:carrchrst@aol.com">carrchrst@aol.com</a>
Jennifer Krause	Charter Schools	<a href="mailto:jkrause@joycharter.org">jkrause@joycharter.org</a>
Kelly Marcy	Midwest	<a href="mailto:kmarcy@iss.k12.nc.us">kmarcy@iss.k12.nc.us</a>
Julie Weatherman	West	<a href="mailto:jmweatherman@yancey.nc.net">jmweatherman@yancey.nc.net</a>

*What training events were conducted?* During 2005-06 schools teams and coaches/trainers participated in training in the regions of the Behavioral Support Services Section Consultants and Positive Behavior Support Coordinators. The training consisted of 6 days through out the school year for the teams. During the 2005-06 school year Module 1 was presented 13 times; Module 2, 12 times and Module 3, 12 times. 642 participants completed all three modules. North Carolina has adopted and adapted the PBS modules from Missouri. Trainers will continue to provide this instruction to new schools and coach/trainers in 2006-07. Approximately 65 trainers and coordinators participated in six days of specific training throughout the school year. The Department of Public Instruction contracted with Lori Newcomer from the University of Missouri to provide advanced information about how to coach participating schools and coordinate school system efforts.

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.

*Who participated in the training events?* School teams of five or six plus a school system coach/trainer participated in the training sponsored by the Behavioral Support Services Section and the Positive Behavioral Support Regional Coordinators. For example, in Durham Public Schools, all the elementary and middle schools had participated in some level of training by the end of 2004-05 school year. In CMS, all participating schools have completed the first module, including 34 elementary, 20 middle, 5 high, and 3 special education/alternative schools. Ten elementary, 1 middle, and 1 high school have completed the second module and 4 elementary, 2 middle, and 1 high school have completed all three modules.

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

During the 2005-06 school year, the Positive Behavior Support Regional Coordinators evaluated some of the schools implementing PBS using the School Wide Evaluation Tool (SET) developed by the National Positive Behavior Supports and Interventions Center and widely used in PBS evaluation efforts (<http://www.ncpublicschools.org/positivebehavior/data/evaluation/>).

Critical features of the SET are Expectations Defined, Behavioral Expectations Taught, On-going System for Rewarding Behavioral Expectations, System for Responding to Behavioral Violations, Monitoring and Decision-Making, Management, and District-Level Support. The SET is useful for assessing and evaluating the critical features of school-wide effective behavior support. It provides trend lines of improvement and sustainability over time. Evaluation data are from interviews with the administrators, teachers, other staff, and students and observations in the school. Some of the SETs were for practice using the instrument, some provided information prior to implementation,

and some were for evaluating current implementation. Thirty-five SETS were completed by three of the PBS Regional Coordinators. Of these fourteen had at least 80% on Total Implementation and 80% on Behavioral Expectations Taught. Six of the sixteen schools funded through the School Improvement Project provided a SET in 2005-06. Five of these six schools scored at least 80% on Total Implementation and 80% on Behavioral Expectations Taught.

Schools or programs ( $N=124$ ) also completed and turned in at least one “Level One: Universal Strategies Implementation Checklist” during 2005-06. Many were just beginning implementation so this checklist will provide a base line for future implementation evaluation. About one-third (43 or 35%) of the schools had a score at or above 80% for the questions indicating that they teach the desired behaviors to the students. Another third (41 or 33%) had a score at or above 80% for the questions indicating that they have administrative support and leadership. More than 20 percent (29 or 23%) had a score of 80% on both of important indicators.

In CMS, a team of 2 coaches who do not assess the school for which they are responsible conducts the SET annually. Comparisons from 2004-2005 and 2005-2006 school years for the first cohort of seventeen schools (10 elementary schools, 4 middle schools, and 3 high schools) illustrated the following:

- For elementary schools, 20% growth in overall SET, 26% growth in defining their behavioral expectations, and 34% growth in teaching these expectations.
- For middle schools, 11% growth in the overall score, 27% growth in defining expectations, and 17% growth in reinforcing appropriate behavior.
- For high schools, overall score increased 3%, teaching of expectations increased 30%, and reinforcement of appropriate behavior increased 26%.

*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 (cf. <http://www.ncpublicschools.org/positivebehavior/data/>. Attendance, academic achievement, and school risk factors are also useful impact indicators. Data reflective of improvements in NC schools are summarized below and regularly reported and updated in other resources (cf. <http://www.ncpublicschools.org/positivebehavior/data/goodnews/> and <http://www.ncpublicschools.org/positivebehavior/data/gains/>).

*To what extent has there been a change in reported student problem behavior?* In previous years, several schools provided data on office referrals in their end-of-year reports; stable patterns or reductions were evident in these schools (see Figure 4). Initial rates of Office Discipline Referrals and reductions in them were greater at Supply Elementary School (69%) and Oak Grove (41%) than baselines and changes observed at Wrightsboro, Green Valley, and Oak Grove. Reductions in suspensions were reported for Balfour (11%), McCrary (32%), Supply (47%), Southwood (46%), and Marlow (59%) Elementary Schools; consistently low rates of suspensions were evident across three years of PBS implementation at Bald Creek Elementary School (see Figure 5). Similar improvements in suspensions were evident in six schools that met criteria for “developed” teams in previous years Durham (see Figure 6 and Figure 7). The improvements in behavior observed in PBIS schools were comparable for African American students as well as their peers (see Figure 8 and 9).

Figure 4

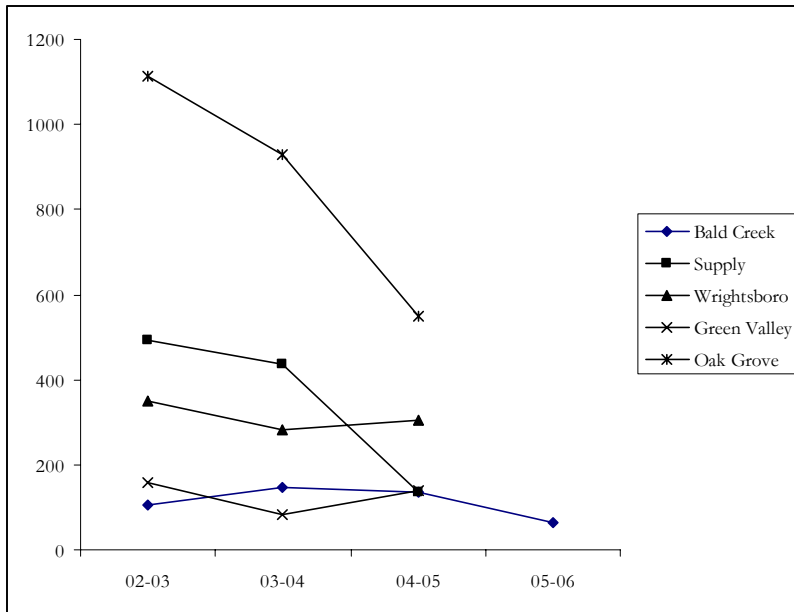


Figure 5

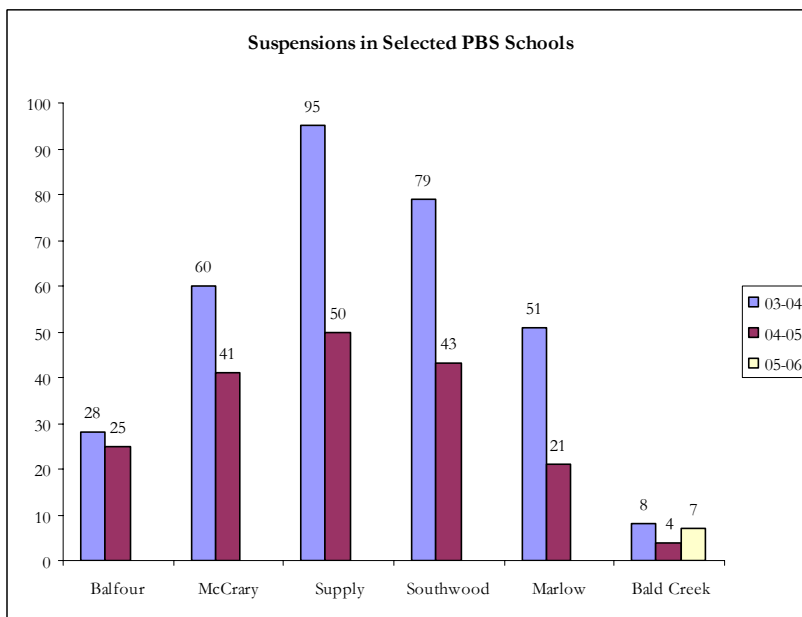


Figure 6

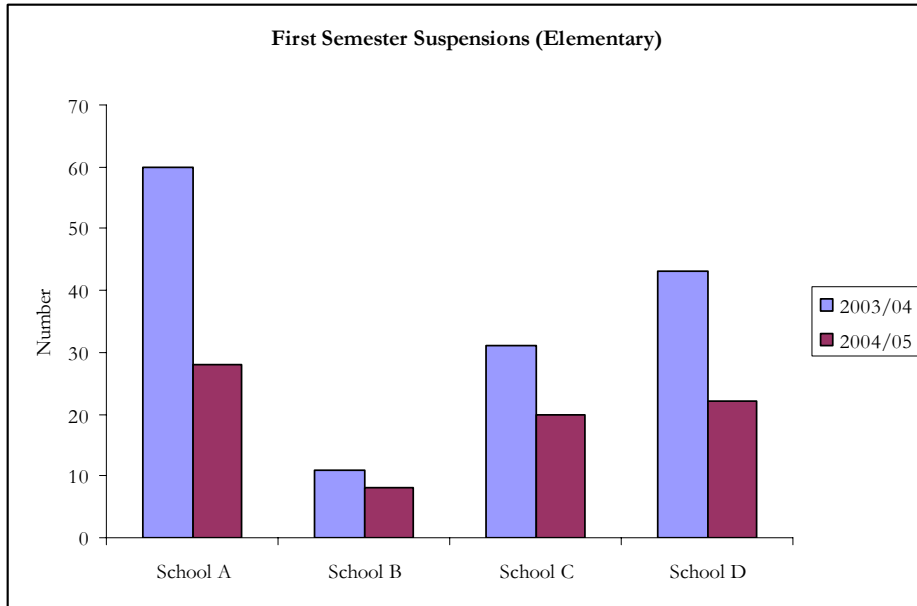


Figure 7

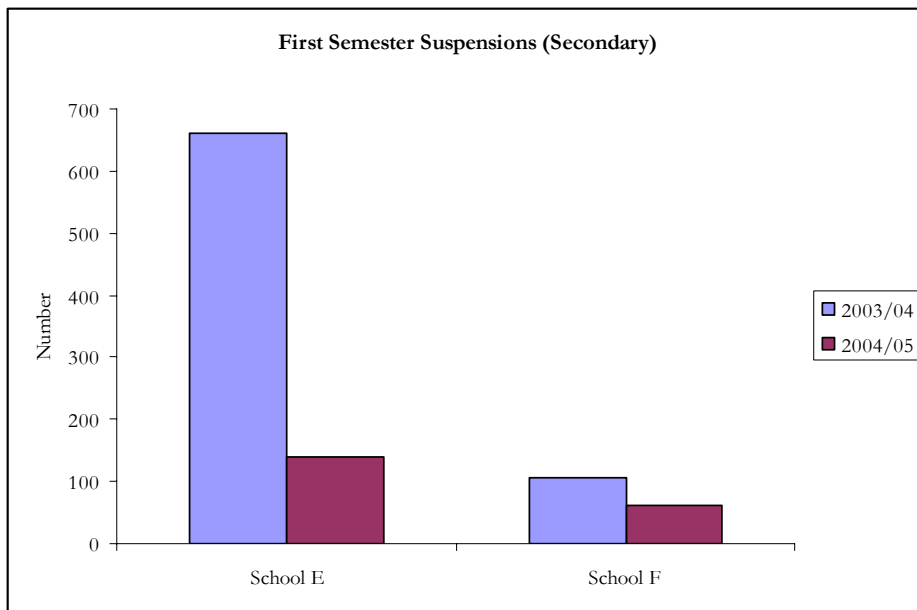


Figure 8

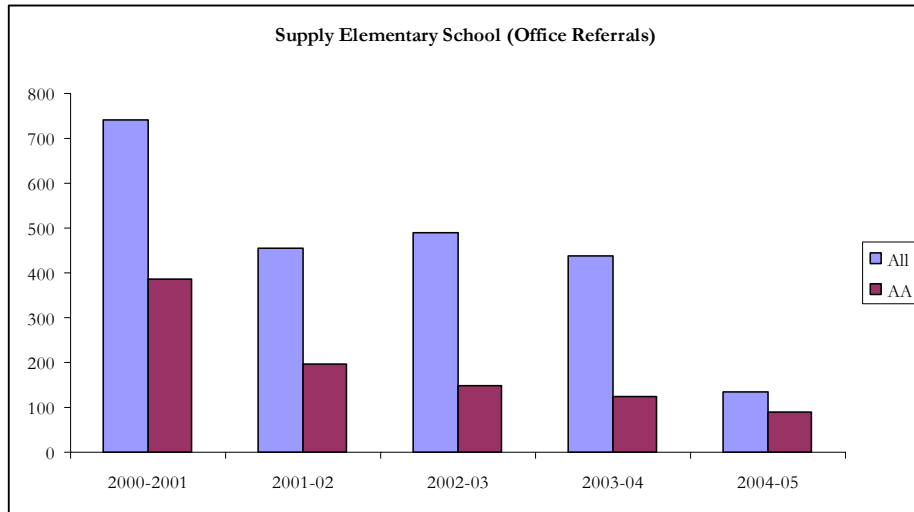
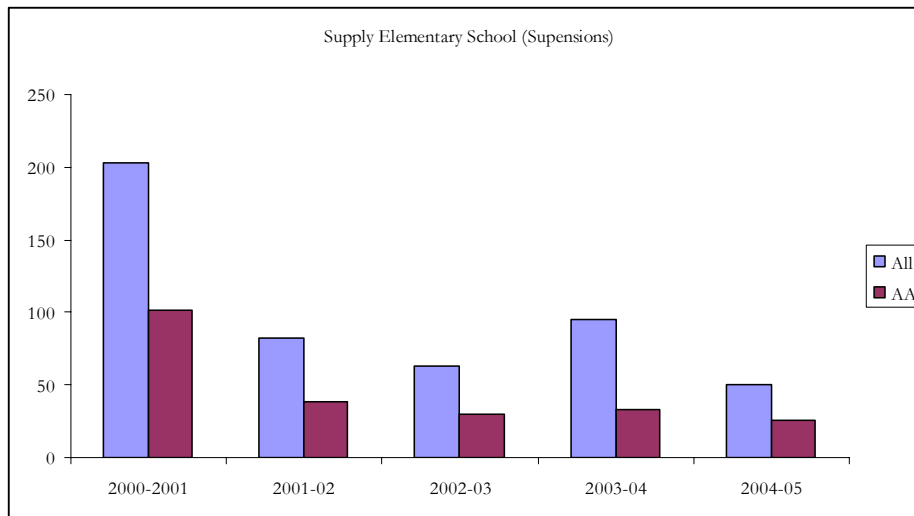
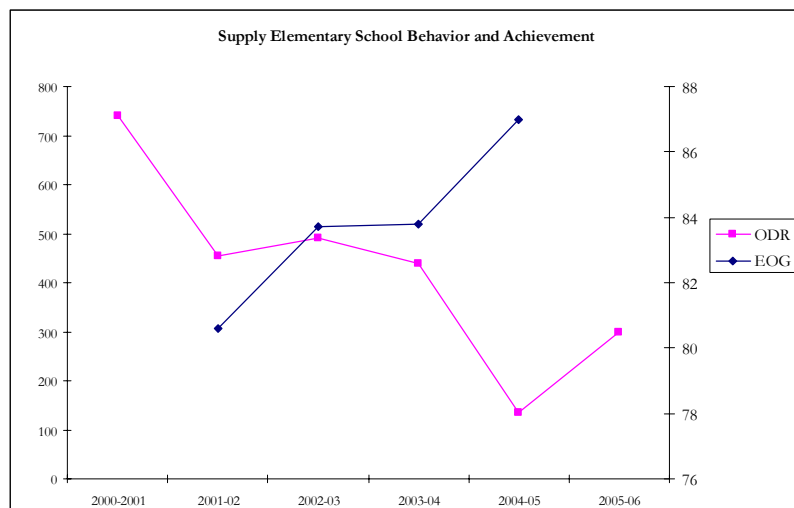


Figure 9



*To what extent has there been a change in academic performance in participating schools?* Data on End-of-Grade achievement and Office Discipline Referrals were available for Supply Elementary School. Overall school achievement scores were generally higher when discipline referrals were lower (see Figure 10). These data reflect covariation between behavior and achievement that may result from factors other than PBIS; however, they do provide interesting trends that should be further investigated at the school, district, and state level of PBIS implementation.

Figure 10



*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?*

With the addition of the Positive Behavior Support Regional Coordinators implementation has increased throughout the state. For example, 296 schools were in some stage of implementation by the end of 2005-06 school year, 280 new schools, including sixteen new school systems receiving training during the 2006-07 school year. The PBS Regional Coordinators work with the trainers/coaches in their regions to coordinate training for new schools and to provide support and assistance to the trainers, as needed. They have regular meetings with the trainers/coaches in their regions and will collect all information about PBS implementation regionally. A full time Positive Behavior Support Consultant has been requested at the Department of Public Instruction.

*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 30 minutes of teacher time and 20 minutes of administrator time for each referral, approximately 22 days of teaching time and 6 days of leadership time were saved in Bryson Elementary School's reduction in

office referrals (see Table 3); similar gains were evident in other PBS schools and greater gains were evident at Oak Grove Elementary School (see Table 4). Similarly, using estimates of 30 minutes of administrator time and 20 minutes of teacher time for each suspension, approximately 15 hours of leadership time and 10 hours of teaching time were saved in Marlow Elementary School's 2004-2005 reduction in suspensions; greater gains were evident in other PBS schools (see Table 4).

Table 3

*Value-Added Impact of PBS at Brunson Elementary School in Forsyth County from Reductions in Office Referrals*

	2004-2005 Before PBS Implementation	2005-2006 After PBS Implementation
Office Referrals	263	156
Administrator Time (20 minutes per referral)	5260 minutes (88 hours/15 days)	3120 (52 hours/9 days)
Teacher Time (30 minutes per referral)	7890 minutes (132 hours/22 days)	4680 (78 hours/13 days)
Suspensions	49	41
Administrator Time (30 minutes per suspension)	1470 minutes (25 hours/4 days)	1230 (21 hours/3 days)
Teacher Time (20 minutes per suspension)	980 minutes (16 hours/3 days)	820 (14 hours/2 days)
Total Time Gained	17 days	

Table 4

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

School	Reduction	Administrator Time Gained	Teacher Time Gained	Instructional Time Gained		
		(minutes)	(minutes)	(minutes)	(hours)	(days)
Supply	53	1060	1590	2650	44	7
Wrightsboro	64	1280	1920	3200	53	9
Green Valley	76	1520	2280	3800	63	11
Brunson	107	2140	3210	5350	89	15
Oak Grove	184	3680	5520	9200	153	26

*Note.* Minutes of administrator time gained based on 20 minutes per referral, minutes of teacher time gained based on 30 minutes per referral, and minutes of instructional time gained represents total gain in administrator time plus teacher time.

Table 5

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

School	Reduction	Administrator Time Gained	Teacher Time Gained	Instructional Time Gained		
		(minutes)	(minutes)	(minutes)	(hours)	(days)
Brunson	8	240	160	400	7	1
Marlow	30	900	600	1500	25	4
Oak Grove	36	1080	720	1800	30	5
Supply	45	1350	900	2250	38	6

*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. Continuous and effective professional development programs that include measurable goals and performance benchmarks for student achievement are the basis for comprehensive change processes. 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. (2005). *School-wide positive behavior support evaluation template*.

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

December 1, 2006, from <http://www.pbis.org/files/Evaluation%20Template%2010-05.doc>

<http://www.ncpublicschools.org/positivebehavior/>

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