Implementing Project ACHIEVE at the School and District Levels:

Positive Behavioral Support System (PBSS) Implementation Fact Sheet

Howard M. Knoff, Ph.D.
Project ACHIEVE School/District Implementation
Positive Behavioral Support System Implementation Fact Sheet

“Building Strong Schools to Strengthen Student Outcomes”

Table of Contents

<table>
<thead>
<tr>
<th>Topic/Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Overview: Project ACHIEVE and its Positive Behavioral Support System</td>
<td>4</td>
</tr>
<tr>
<td>II. Project ACHIEVE’s Positive Behavioral Support System</td>
<td>6</td>
</tr>
<tr>
<td>III. A Step-by-Step Blueprint for Implementing the PBSS Program</td>
<td>11</td>
</tr>
<tr>
<td>IV. Project ACHIEVE’s Positive Behavioral Support System Professional</td>
<td>27</td>
</tr>
<tr>
<td>Development Approach and Resources</td>
<td></td>
</tr>
<tr>
<td>V. Evaluation and Outcomes</td>
<td>29</td>
</tr>
<tr>
<td>VI. References</td>
<td>33</td>
</tr>
<tr>
<td>Appendices</td>
<td>36</td>
</tr>
<tr>
<td>Appendix A: Project ACHIEVE: Brief Overview</td>
<td>37</td>
</tr>
<tr>
<td>Appendix B: Selected Project ACHIEVE Outcomes from 10 Sites from across the</td>
<td>62</td>
</tr>
<tr>
<td>Country</td>
<td></td>
</tr>
<tr>
<td>Appendix C: Three Professional References</td>
<td>72</td>
</tr>
<tr>
<td>Appendix D: Project ACHIEVE Positive Behavioral Support System Implementation</td>
<td>79</td>
</tr>
<tr>
<td>Appendix E: Project ACHIEVE Positive Behavioral Support System Material</td>
<td>102</td>
</tr>
<tr>
<td>Appendix F: Biography/Vita of Project Director</td>
<td>104</td>
</tr>
</tbody>
</table>
Project ACHIEVE School/District Implementation

Positive Behavioral Support System Implementation Fact Sheet

“Building Strong Schools to Strengthen Student Outcomes”

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I. Overview: Project ACHIEVE and its Positive Behavioral Support System

Project ACHIEVE is a comprehensive preschool through high school continuous improvement and school effectiveness program that has been implemented in hundreds of urban, suburban, and rural districts across the country since 1990. Project ACHIEVE was recognized by the U.S. Department of Health & Human Service’s Substance Abuse and Mental Health Services Administration (SAMHSA) as an evidence-based model prevention program in 2000. Its effectiveness has also been recognized by the U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP, 2003); the Collaborative for Academic, Social, Emotional Learning (CASEL, 2002); and other regional and state groups. Project ACHIEVE is now listed on SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP; http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=70), and its implementation blueprints, procedures, and strategies are embedded into its well-defined components that maximize school and district implementation success.

Working with some of the lowest to highest performing schools in some of the poorest to most affluent communities nationwide, Project ACHIEVE’s ultimate goal is to design and implement effective school and schooling processes that maximize the academic and social, emotional, and behavioral progress and achievement of all students. Project ACHIEVE also assists schools to implement effective and efficient problem solving and strategic intervention processes for students with academic and behavioral difficulties, while improving the staff’s
professional development and effective instructional interactions, and increasing the quality and quantity of parent and community involvement and engagement. All of this is done through a strategic planning, capacity building, professional development, and technical assistance process that helps students, staff, schools, and systems to continuously improve and become independent over time. Adapting its evidence-based blueprints to diverse settings, Project ACHIEVE practices have been used in public schools, alternative schools, special education centers, psychiatric and juvenile justice facilities, Head Start and other preschool programs, and specialized charter schools.

Seven interdependent components form the foundation of Project ACHIEVE’s effective school and school improvement process (Knoff & Batsche, 1995; Knoff, Finch, & Carlyon, 2004; www.projectachieve.info):

- **Component 1.** Strategic Planning and Organizational Analysis and Development
- **Component 2.** Problem Solving, Teaming, and Consultation Processes
- **Component 3.** Effective School, Schooling, and Professional Development
- **Component 4.** Academic Instruction and Intervention (Positive Academic Supports and Services—PASS)
- **Component 5.** Behavioral Instruction and Intervention (PBSS)
- **Component 6.** Parent and Community Training, Support, and Outreach
- **Component 7.** Data Management, Evaluation, and Accountability

These components are aligned to the constructs underlying effective school and schooling, and they are described in greater detail in Appendix A.

Since 2003, Project ACHIEVE has been implemented on a statewide basis in Arkansas through the Arkansas Department of Education’s (ADE) State Improvement and State Personnel Development grants (SIG and SPDG, respectively). These grants were awarded to the ADE by the U.S. Office of Special Education Programs (OSEP). Directed by Dr. Howard Knoff, these grants have resulted in Project ACHIEVE being designated the ADE’s primary school improvement process for Priority and Focus schools statewide through its successful ESEA Flexibility application with the U.S. Department of Education. In addition, relevant Project ACHIEVE components represent the Department and state’s official PBIS and RtI approaches.

**Overview of the Appendices.** An overview of Project ACHIEVE and its evidence-based components is provided in Appendix A. Summaries of Project ACHIEVE outcomes in at least ten implementation sites from across the country can be found in Appendix B. Three letters of reference from professionals in different parts of the country who have implemented long-term Project ACHIEVE programs are available in Appendix C. Table D provides a Positive Behavioral Support Implementation Action Plan that is more extensively described below. Table E identifies many of Project ACHIEVE’s Positive Behavioral Support System (PBSS implementation resources. Finally, a biography and short vita describing Dr. Howie Knoff, Project ACHIEVE’s creator and director, can be reviewed in Appendix F.
II. Project ACHIEVE’s Positive Behavioral Support System

Project ACHIEVE’s Positive Behavioral Support System (PBSS) Goals. Many districts and schools are particularly interested in Project ACHIEVE’s school-wide, multi-tiered Positive Behavioral Support System (PBSS).

This is especially true because all schools need to comprehensively address issues of:

- School safety and prevention,
- Positive school culture and classroom climate,
- Classroom discipline and management,
- Student engagement and self-management,
- Teasing and bullying,
- Harassment and physical aggression,
- Office discipline referrals and suspensions/expulsions,
- Disproportionality and effective approaches to replace zero tolerance policies, and
- Preventing and responding to students’ mental health status and needs.

Project ACHIEVE’s multi-tiered Positive Behavioral Support System (PBSS) begins with classroom management and extends to the development of comprehensive school-based mental health systems of services, supports, strategies, and programs. This system involves a whole school approach that includes students, staff, administration, and parents to build and reinforce (a) students’ interpersonal, problem-solving, and conflict resolution skills and interactions; (b) positive, safe, supportive, and consistent school climates and settings; and (c) school and district capacity such that the entire process becomes an inherent part of the system and its ongoing district/school improvement process.

While the ultimate goal of Project ACHIEVE’s PBSS is student social, emotional, and behavioral competency and self-management, there are a number of complementary student, staff, and school goals.

In total, they involve the following:

**Student Goals:**

Student social, emotional, and behavioral competency and self-management as demonstrated by:

- High levels of effective interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills and behaviors by all students;
- High levels of critical thinking, reasoning, and social-emotional application skills and behaviors by all students; and
- High levels of academic engagement and academic achievement for all students.
Staff Goals:

- High levels of effective instruction and classroom management across all teachers and instructional support staff; and
- High levels of teacher knowledge, skill, and confidence relative to analyzing why students are academically and behaviorally underachieving, unresponsive, or unsuccessful, and to implementing strategic or intensive academic or behavioral instruction or intervention to address their needs.

School Goals:

- High levels of the consultative resources and capacity needed to provide functional assessment leading to strategic and intensive instructional and intervention services, supports, strategies, and programs to academically and behaviorally underachieving, unresponsive, or unsuccessful students;
- High levels of parent and community outreach and involvement in areas and activities that support students’ academic and social, emotional, and behavioral learning, mastery, and proficiency;
- High levels of positive school and classroom climate, and low levels of school and classroom discipline problems that disrupt the classroom and/or require office discipline referrals, school suspensions or expulsions, or placements in alternative schools or settings; and
- High levels of student success that result in high school graduation and post-secondary school success.

Project ACHIEVE’s Positive Behavioral Support System (PBSS) Components. There are five critical components in Project ACHIEVE’s PBSS that facilitate school discipline, classroom management, and students’ social, emotional, and behavioral self-management (see the figure below; Knoff, 2012):

- Positive School and Classroom Climate, and Staff and Peer Relationships;
- Explicit Behavioral Expectations in the classrooms and common school areas and Social, Emotional, and Behavioral Skill Instruction;
- Student Motivation and Accountability
- Consistency relative to the implementation of all of the above components; and
- The Application of the above to all school settings and all peer interactions (including those that prevent teasing, taunting, bullying, harassment, hazing, and physical aggression)

These components are briefly described below. The implementation of these components are typically guided by the School Discipline or PBSS Committee comprised of representatives from every grade level and instructional support group in the school, related services and special education personnel, the administration, and selected others.
Social Skills: Implementation and Research. The ultimate goal of a social skills program is to teach the interpersonal, problem-solving, and conflict resolution skills that students need relative to interpersonal, problem-solving, and conflict resolution interactions. In a generic sense, then, students with good social skills are unlikely to engage in inappropriate internalizing or externalizing behaviors. More specific to externalizing behaviors, however, good social skills can help students to (a) prevent, respond to, and/or de-escalate situations that might result in serious levels of aggression and/or violence. Relative to research and practice (Bandura, 1977; Cartledge & Milburn, 1995; Goldstein, 1988; Knoff, 2000; Meichenbaum, 1977), an effective social skills program: (a) is based on a social learning theory model that uses teaching, modeling, role-playing, providing performance feedback, and an active focus on the transfer of training across time, setting, people, places, and circumstances for instruction; (b) uses a core (universal) language that facilitates cognitive behavioral scripting and mediation, and conditions self-control and self-managed behavior; (c) is explicit and developmentally appropriate, yet flexible and adaptive to students’ individual language levels, cultures, maturational levels, and needs; (d) provides a defined, progressive, yet flexible, sequence of social skills that recognizes that some prerequisite skills must be mastered before more complex skills are taught; (e) employs an evidence-based pedagogical approach to instruction that sequences instruction, application, and teachable moments; (f) was designed for implementation by regular classroom teachers as the primary instructors; and (g) has been demonstrated to be acceptable, socially valid, and easily implemented with treatment integrity.
While this component can involve any well-designed, evidence-based social, emotional, and/or behavioral skills program, in the absence of a program, Project ACHIEVE typically uses the evidence-based Stop & Think Social Skills Program which was designed to address all of the above criteria. Organized in four age- and developmentally-sensitive levels (from Preschool through Middle School), this program is ready-made for the proposed PBS initiative. At a primary prevention level, the Stop & Think Social Skills are taught to all students focusing on practical skills that help all students to be successful in most situations and settings. Among these skills are: Listening, Following Directions, Asking for Help, Ignoring Distractions, Dealing with Teasing, Accepting a Consequence, Dealing with an Accusation, Setting a Goal, and Understanding Your Own or Someone Else’s Feelings.

At the secondary and tertiary prevention levels, the Stop & Think Social Skills Program is used more strategically, and it is connected to other needed behavioral interventions, self-control and anger management strategies, and behavior therapy interventions. For example, for situations where there is significant bullying and aggression, the social skills can be organized into strategic skill clusters (a) for aggressive and violent students: Relationship skills (e.g., Asking for Help, Apologizing, Dealing with Peer Pressure), Emotional Control skills (e.g., Understanding your Feelings, Dealing with Anger, Avoiding Trouble), and Consequence/Response skills (e.g., Dealing with Fear, Failure, and Accusations); (b) for victims: Prevention skills (e.g., Avoiding Trouble, Evaluating Yourself), Problem-Solving skills (e.g., Asking for Help, Dealing with Peer Pressure), and Protection skills (e.g., Dealing with Fear, Standing Up for Your Rights, and Walking away from a Fight); and (c) for peer on-lookers or by-standers: Recognition skills (e.g., Understanding your Feelings, Evaluating Yourself), Response skills (e.g., Being a Good Leader, Dealing with Peer Pressure), and Resolution skills (e.g., Problem Solving, Dealing with Consequences).

Accountability: Implementation and Research. Even when students have mastered their social skills, they still need to be motivated to use them. And when the peer group (who says, “Be cool”) competes against teachers and other educators (who say, “Focus on school”), the importance of school-wide accountable approaches is apparent. School accountability processes consist of meaningful incentives and consequences that motivate students to use their prosocial skills. These processes are important because (a) socially skilled students still need motivation to use their skills, (b) some students (called performance deficit students) lack this motivation, and (c) some students are more reinforced by demonstrating or the outcomes of inappropriate behavior than appropriate behavior.

This proposed PBS component helps schools to establish and implement grade-level and building-wide accountability systems that include progressively tiered and developmentally-appropriate and meaningful incentives and consequences that motivate and reinforce students’ appropriate interactions. This is accomplished by creating, formalizing, and implementing a “Behavioral Matrix” that establishes a set of behavioral standards and expectations for all students. Created predominantly by staff and students, this matrix explicitly identifies, for all grade levels, behavioral expectations in the classroom and in other common areas of the school (connected with positive responses, incentives, and rewards), and different “intensities” levels of inappropriate student behavior (connected with negative responses, consequences, and
interventions as needed). Relative to the latter, Intensity I behaviors involve “routine” discipline problems that teachers handle with corrective prompts; Intensity II behaviors involve more challenging behaviors that teachers handle with prompts plus classroom-based consequences; Intensity III behaviors are more serious, usually involving office referrals and strategic intervention; and Intensity IV behaviors are the most serious, generally involving office-based consequences and intensive interventions.

Critically, because the behaviors at each intensity level are agreed upon by staff and taught and communicated to students, student behavior is evaluated against a set of explicit “standards” (rather than individually or capriciously by teachers or administrators), staff responses to both appropriate and inappropriate student behavior is more consistent and expected, and students know, in advance, what will occur for incidents of teasing through physical aggression. All of this facilitates an atmosphere that reinforces student responsibility and self-management.

With the Behavioral Mat as the primary school-wide accountability vehicle, a number of “evidence-based principles” (Kazdin, 2000; Kerr & Nelson, 2002) are fused into staff practice: (a) all students in the school experience five positive interactions (collectively, from adults, peers, or themselves) for every negative interaction; (b) students are largely motivated through positive, proactive, and incentive-oriented means; (c) when consequences are necessary, the mildest possible consequence needed to motivate students’ appropriate behavior is used; (d) consequences, not punishments, are used; (e) when consequences are over, students must still practice the previously-expected prosocial behavior at least three times under simulated conditions; (f) staff differentiate and respond strategically to skill-deficit versus performance-deficit students; and (g) staff recognize that incentives and consequences must remain stable because previous inconsistencies may have strengthened some students’ inappropriate behavior.

All students—at the primary, secondary, and tertiary levels—are held accountable to the Behavioral Matrix. However, as students engage in Intensity III and IV behaviors, the need for functional assessment and strategic intervention becomes more apparent.

Consistency: Implementation and Research. Positive school and classroom settings, the Stop & Think skills, Behavioral Matrix, and other related accountability processes are necessary but not sufficient conditions for effective safe and self-managing schools. Interdependently, staff need to teach, apply, and reinforce their social skills program and the implementation of meaningful incentives and consequences in a consistent manner. Ultimately, this consistency reinforces the importance and need to use prosocial skills, and helps maintain the integrity of the accountability system in the students’ eyes.

Critically, consistency is more of a process than something that teachers explicitly teach (as in skills) or provide (as in incentives and consequences). Thus, the PBSS program addresses skill consistency by evaluating treatment and implementation integrity; accountability consistency through the development and continuous monitoring of the Behavioral Matrix; and staff consistency by establishing and empowering a School Discipline/PBSS Committee, representative of the entire building, and focused on staff communication, collaboration, trust, commitment, and evaluation.
However, consistency also necessarily involves the students, who contribute to a prosocial atmosphere of prevention and communicate a “no-tolerance” attitude for inappropriate peer behavior. Thus, the PBSS helps schools create conscious and explicit values, expectations, norms, procedures, and interactions that prevent or respond to such behaviors as teasing, taunting, bullying, harassment, and aggression. This is best done by involving different student clubs and organizations, along with a school-level “social marketing” approach that is geared toward positive student and staff interactions.

Applications/Special Situations. Two types of “special situations” are used to prevent or address behavioral issues that transcend school settings and/or large groups of students: setting-specific situations for the school, cafeteria, hallways, buses, and other common areas of the school, and student-specific situations for peer-mediated “events” that include teasing, taunting, bullying, harassment, and aggression. In order to develop strategic interventions for these situations, School Discipline/PBSS Committees are taught to functionally analyze the ecology of these situations using the following domains: (a) Student Characteristics, Issues, and Factors; (b) Teacher/Staff Characteristics, Issues, and Factors; (c) Environmental Characteristics, Issues, and Factors such as the physical plant and logistics within the specific setting; (d) Incentives and Consequences; and (e) Resources and Resource Utilization. For student-specific special situations, analyses of Peer Group Characteristics, Issues, and Factors are added. This is needed as many incidents that occur in the common areas of a school are often peer-mediated (e.g., Bosworth, Espelage, & Simon, 1999; Pellegrini, Bartini, & Brooks, 1999; Rigby, 2000), and thus, analyses and interventions necessarily involve the “perpetrators,” the “victims,” the “by-standing” peer group, and school staff. Once again, functional assessment and linked intervention protocols are used throughout this process to maximize accuracy and impact.

III. A Step-by-Step Blueprint for Implementing the PBSS Program

The proposed PBSS program will be implemented in a series of carefully sequenced steps that typically occur over a four-year period. These steps are guided by an implementation Action Plan which is used as part of the initial school improvement needs assessment, and is used later to evaluate implementation integrity. The four-year period can be summarized as follows:

- **Pre-Implementation Planning Year** (Exploration and Installation)
- **Implementation Years 1 and 2** (Installation and Initial Implementation)
- **Implementation Year 2** (Full Implementation)

Below is a description of the major activities during each of these years applying scaling-up and implementation science. These are summarized in the Action Plan also outlined below.
**Pre-Implementation Year 1** [Exploration and Installation]

When the school’s Project ACHIEVE application is accepted and the Plan for Planning process begins, “Pre-Implementation Year 1” has formally begun. The Plan for Planning process results in a formal or informal Action Plan or agreement relative to how the school will make all of the decisions and accomplish all of the specific activities needed so that it can formally begin the multi-tiered PBSS implementation at the beginning of the next school year. Under prototypical circumstances, the application and readiness activities above occur in the Fall, the Pre-Implementation activities proceed from November through July of the next calendar year, and PBSS Year 1 implementation begins in August.

Among the most important Pre-Implementation Year 1 actions are the following:

**PBSS Organizational Readiness and Planning** [Exploration]

1. **Action 1.1:** Formation or Confirmation of the School Discipline/PBSS Committee and the Grade- and Building-level RTI Teams and Structure. The SLT reviews the school’s committee structure, establishing a building-level School Discipline/PBSS Committee and Grade- and Building-level RTI teams if they do not yet exist. The Discipline/PBSS Committee will become responsible for guiding the implementation of the school-wide PBSS process with the PBSS Director. The RTI teams are the early intervention teams that implement the data-based functional assessment problem solving process when students do not academically or behaviorally respond to effective classroom instruction and classroom management.

   During the process above, the following school-level committees should be established or re-confirmed:

   - The Curriculum & Instruction Committee,
   - The School Discipline/ PBSS Committee,
   - The Professional Development/Teacher Mentoring & Support Committee
   - The RTI (called, in some schools, the Child Study Team, Student Support Team, Building Early Intervention Team);
   - The Parent and Community Outreach Committee; and
   - The School Improvement/Leadership Team (SLT).

2. **Action 1.2:** Selection of the School Discipline/PBSS Committee Chair, Recording Secretary, and Members’ Terms of Office. Supported by the administration, a Committee Chair (or Co-Chairs) of the School Discipline/ PBSS Committee is (are) selected. If the PBSS Director is on the school’s staff, s/he will typically be the committee chair. The Committee also selects a Recording Secretary, a monthly meeting time (although the Committee may need to meet more frequently during start-up), and the terms of office for different committee members. [This is done by the other school-level committees.]
3. **Action 1.3: Completion of the Committee Mission, Role, and Function Document.** During the next weeks or months, the School Discipline/PBSS Committee completes its Committee Mission, Role, and Function statement or document. In this document are the Committee’s mission, members, monthly meeting time and place, general and annual goals and objectives, fixed agenda items, and a primary data and information sources. [This same document is developed by all of the school-level committees.]

This process also may begin the school’s review of its existing (including at the district level) policies and practices as related to each committee area. Eventually, the school needs to integrate necessary school and district policies, practices, personnel, resources, waivers, and professional development into its three-year and next-year School Improvement Plan, getting it approved at the district level (see below).

4. **Action 1.4: Completion of a Comprehensive Needs Assessment and Resource Analysis.** With the PBSS Director’s involvement, the School Leadership Team (SLT) completes a (or reviews its existing) needs assessment and resource analysis. The goal of the needs assessment is to identify (a) what is working at high, moderate, low, and non-existent levels relative to students’ academic and social, emotional, and behavioral outcomes; (b) what is needed, at student, staff, school, district, and community levels, to maintain high successes, strengthen moderate successes, and address low and non-existent successes; and (c) how the needs should be prioritized.

5. Complementing the needs assessment is a resource/SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis that is completed at the student, staff, school, district, community, and perhaps, regional/state levels. This analysis identifies existing resources (e.g., personnel, time, money, materials, products, buy-in, professional development, technology, innovation) and their return-on-investment (ROI) relative to time, cost, and effort. When cross-walked with the needs assessment, this analysis specifies the existing supports available to facilitate the PBSS initiative, organizational and resource gaps to close, existing barriers to overcome, and other factors that threaten to undermine the initiative.

6. **Action 1.5: Completion of the Staff Resource Directory.** As part of the resource analysis, the SLT develops a questionnaire and conducts a staff “skill and expertise” analysis to determine the expertise of everyone working full-time or part-time in the school (including, for example, all part-time or consulting related services professionals and/or community/agency professionals or volunteers). On the questionnaire, staff share their specific areas of expertise, for example, relative to (a) curriculum and academic instruction; (b) student behavior and classroom management, (c) technology or special instructional
techniques; (d) student assessment and progress monitoring; (e) strategic or
intensive academic and/or social, emotional, or behavioral instruction or
intervention techniques; and (f) other areas of expertise, including “out-of-
school” talents, hobbies, and interests. The goal of this activity is to identify the
skills and resources that already exist in a school, and to make everyone in the
school aware of the different people who are available to consult with others in
specific areas.

The Survey is often done on-line (or, at least, electronically). The Directory
takes all of the individual surveys from a school and organizes the information
into two sections: (a) for each staff person, arranged by grade or instructional
team level and then, separately, (b) in specific consultation skill areas, where
staff with skills in each specific area are listed. The completed Directory
typically is posted on-line (e.g., on a school’s shared drive), where it, again, is
used (e.g., by the RTI team) to formally or informally identify colleagues who
can assist with student or classroom concerns.

All of this information is published in a “Staff Resource Directory.” This
resource can be posted on the shared drive of the school’s computer system, and
it can be used informally by classroom teachers or more formally as part of the
school’s early intervening and multi-tiered RTI process.

7. Action 1.6: Completion of the Consultant Resource Directory. Beyond the
school, districts should also prepare and publish a Consultant Resource
Directory, describing the specific skills of the instructional specialists or
consultants, related services professionals, special educators, counselors or
behavioral intervention specialists, and others with advanced areas of expertise
who work in schools and/or other settings across the district. This Directory
helps schools find and obtain the expertise and consultative services from other
parts of the district when they lack, for example, specific expertise for a student
with unusual, complex, or intensive assessment, instructional, or intervention
needs.

8. Action 1.7: Completion of the Behavioral Intervention Survey. As the Staff and
Consultant Resource Directories are being creating, participating staff also
should complete an in-depth survey of their expertise across a number of
specific Tier 1 through Tier 3 social, emotional, and behavioral interventions
that might be needed by certain students or in certain situations. The Behavioral
Intervention Survey, for example, describes a number of specific interventions,
and asks respondents to rate their expertise with each intervention along a five
point scale from 5- Expert in Both Consultation and Intervention to 1- No
Knowledge of the Intervention. The results of this Survey are used to identify
both the intervention expertise of specific professionals in the district, and the
intervention gaps that might require systematic professional development for
selected professionals.
9. **Action 1.8: Completion of the Community Resource Directory.** Beyond school and district employees and consultants, the district also should prepare and publish a Community Resource Directory—especially in the areas of social, emotional, and behavioral, or health, mental health, and wellness. The Directory should specify the degrees and certified/board licensed areas of expertise of anyone working in a specific agency, or for any private practitioner or group practice. In addition, the types of student disorders addressed by agency personnel or private practitioners, the psychological orientation(s) used (e.g., cognitive-behavioral, family systems, psychodynamic), and the specific clinical techniques available should be outlined. Finally, the scope of services, populations served, specific qualifying criteria (if any), and indicators of clinical success used should be shared. In this way, schools and districts can make strategic community-based referrals of students and parents when needed. The Directory is particularly important for very involved students who need home-school-community, wrap-around, or continuum/systems of care services.

10. **Action 1.9: Completion of the Scale of Staff Interactions and School Cohesion and Scale of Effective School Discipline and Safety.** In order to evaluate the staff’s perceptions of how well they interact with each other and the administration, and of the existing discipline and behavior management attitudes and interactions across the school, they complete two scales, the 25-item Scale of Staff Interactions and School Cohesion (SSISC) and the 58-item Scale of Effective School Discipline and Safety (SESDS). The results of these scales are shared with the faculty at a meeting so the results can be validated, clarified, and discussed. Activities to address the needs based on the results of the scales and follow-up discussions eventually are written into the PBSS section of the School Improvement Plan.

The SSISC has three scales:
- Scale 1: Staff Understanding of the School’s Mission and Expectations (4 items)
- Scale 2: Staff Collaboration and Cohesion (8 items)
- Scale 3: Effective Staff Practices and Interactions (13 items)

The SESDS has five scales:
- Scale 1: Teachers’ Effective Classroom Management Skills (24 items)
- Scale 2: Students’ Positive Behavioral Interactions and Respect (11 items)
- Scale 3: Holding Students Accountable for their Behavior: Administration and Staff (7 items)
- Scale 4: Teachers’ Contribution to a Positive School Climate (9 items)
- Scale 5: School Safety and Security: Staff, Students, and School Grounds (7 items)
11. **Action 1.10: Development of the Committee Implementation Plans.** Based on the completed Comprehensive Needs Assessment and Resource Analysis, the School Discipline/PBSS Committee revisits and re-writes (as needed) its three-year PBSS implementation plan, and then a one-year plan that is submitted to the SLT for integration into the (next) School Improvement Plan. An Implementation Preparation Plan (if needed) also is written to cover the activities needed prior to Implementation Year 1 (see below).

12. **Action 1.11: Final Review and Alignment of School and District Policies with PBSS Directions.** If needed, the school makes sure that all of its internal policies are consistent with the existing PBSS initiative and its planned directions. The School Discipline/PBSS Committee, SLT, and administration discuss needed additions or changes to school or district policies and procedures—securing them either through the district’s administration or school board, or by receiving a waiver from those that cannot be changed.

13. **Action 1.12: Review and Alignment of School Vision and Mission Statements with PBSS Directions.** Based on all of the results and actions above, the SLT looks at its Vision Statement (if present) and Mission Statement to ensure that they are consistent with the PBSS initiative, making any changes desired or needed.

**Preparation for PBSS Implementation** [Installation]

1. **Action 2.1: Review and Redesign of Existing PBSS Multi-tiered System of Implementation.** The Discipline/PBSS Committee (along with the Curriculum & Instruction Committee and the RTI team) review the programs, strategies, and approaches currently in place in the school that represent the current multi-tiered system of prevention, strategic intervention, and intensive needs/crisis management. This process identifies the strengths, weaknesses, barriers, gaps, and needs that need to be addressed immediately, in the short-term, or in the long-term.

This process may include the completion of the RTI Team and Process Outcomes Survey, accompanied by an analysis that results in the confirmation or re-development of the school’s early intervention/RTI²/RTI process so that students who are not responding, academically or behaviorally, to effective classroom instruction or management receive the strategic or intensive supports, services, strategies, interventions, and/or programs that they need to be successful.

This process may result in a redesign of the school’s comprehensive multi-tiered system which should help facilitate the accomplishment of specific PBSS goals and outcomes.
2. **Action 2.2: Review of the PBSS Data Collection and Management System.** The Discipline/ PBSS Committee reviews the components of the existing PBSS data collection, tracking, analysis, and management resources and tools (e.g., software, data bases, and other computer- or web-based programs), and their efficacy relative to helping the school to enter, organize, summarize, display, track, and evaluate PBSS data and information. Based on the results, the Committee works with the administration, the school/district’s technology personnel, Committee members, and others to design and set-up needed databases and other software/data management systems to close any apparent gaps.

In the absence of a discipline-oriented data management system, the school, with the involvement of the school or district’s Director of Technology, needs to decide whether/how they are going to use/integrate the ADDRESS ([Automated Discipline Data Review and Evaluation Software System](http://www.arstudentsuccess.org)) into their data management system such it can begin to use it to systematically track and analyze office discipline referrals. The school also needs to decide if the ADDRESS Office Referral Form will be used when staff send students to the office for disciplinary reasons.

3. **Action 2.3: Review of the Social, Emotional, Behavioral Instruction System/Process.** As part of Action 2.1 above, the Discipline/PBSS Committee reviews the programs, strategies, and approaches currently in place in the school that focus on teaching students social, emotional, and behavioral skills, and their outcomes. These are cross-referenced to any state and/or district requirements in the areas of health, behavioral or mental health, and wellness. For example, at the secondary level, such requirements often involve topics related to drugs and alcohol, social skills and character education, cultural sensitivity and competence, bullying and sexual harassment, and sexual health and relationships.

As one result of this review, the Committee validates or creates a scaffolded Health, Mental Health, and Wellness scope and sequence or curriculum map that includes the specific social, emotional, and behavioral topics and skills that will be taught across the grade levels in its school. A second result is that the Committee validates the current social, emotional, behavioral curriculum currently being used in the school, or it decides to research and choose a new approach.

4. **Action 2.4: Validation or Selection of a Social, Emotional, Behavioral Curriculum or Instruction Process.** If the Discipline/PBSS Committee decides to pursue a new social, emotional, behavioral skill instruction curriculum, it completes a systematic review and analysis of the evidence-based curricula available, and it chooses the curriculum that best meets it student-focused goals, outcomes, and needs. It then secures the permission and funding so that all of
the necessary implementation materials are purchased and available prior to Implementation Year 1.

In the absence of an existing social skills curriculum, the PBSS program will use the Stop & Think Social Skills Program. Thus, here, the school or district will purchase enough Stop & Think Social Skills Program instructional materials (i.e., complete kits) for the staff at the school. Staff in the school need to read and discuss this book, in grade- or instruction-level teams (or the equivalent), according to a suggested reading schedule as soon as possible and, ideally, prior to the full staff training in Stop & Think implementation (see below).

5. Action 2.5: Development of the Behavioral Accountability Matrix. Guided by the grade-level representatives on the School Discipline/ PBSS Committee, the Behavioral Matrix—a document that codifies the behavioral expectations at the each grade levels in the school, is completed. The Behavioral Matrix is the anchor to the PBSS’s accountability process, and it identifies expected behaviors in the classrooms and common areas of the school—connected with positive responses, incentives, and rewards; and four intensity levels of inappropriate behavior (from annoying behavior through Code of Conduct behavior)—connected with research-based responses that hold students accountable for their inappropriate behavior while reinforcing and motivating future appropriate behavior.

Once the Behavioral Matrices are completed, the School Discipline/PBSS Committee prepares the staff for the implementation “roll-out” of the process across the school, and ensures that support materials and other necessities (e.g., Behavioral Matrix posters for all classrooms) are ready for the roll-out.

6. Action 2.6: Social Skills Preparation by the Staff. Once the social, emotional, behavioral curriculum/materials chosen by the school or district are received, the School Discipline/PBSS Committee coordinates a “book study” whereby the materials are progressively read by everyone in the school, and each “reading assignment” is discussed in small groups. This is an important step that precedes, if it is to occur, the formal in-service training where all staff are trained in how to implement the curriculum or program.

7. Action 2.7: Drafting of the Social Skills Calendar with Classroom and Building Routines. Given the results of the relevant actions above, the School Discipline/PBSS Committee should draft a beginning-of-the-year social skills and student accountability implementation calendar in April or May. This calendar will include the “roll-out” of the Behavioral Matrix/Accountability system on the first day of the new school year (see above), teaching and reinforcing expectations and routines in the common areas of the school and in the classrooms, and teaching the social, emotional, behavioral skills curriculum across the school year.
8. **Action 2.8: Completion of the “Get-Go” and Student Briefing Reports Process.** If ready, the school should complete the “Get-Go” process in April. This end-of-year process involves a review of the academic and behavioral progress of all students, identifying students who need immediate interventions at the beginning of the new school year (“Get-Go” students), and those whose next-year’s teachers need to be briefed as to the instructional and intervention approaches that helped them be successful this year (“At-Risk” students). Related to this activity is the completion of Student Briefing Reports for the students above by their current teachers. These Reports are given to the new teachers receiving these students prior to the beginning of the new school year.

9. **Action 2.9: Special Situations Analysis.** If possible, the School Discipline/PBSS Committee should complete a Special Situation analysis in April of student behavior in the common areas of the school, and relative to teasing, taunting, bullying, harassment, and physical aggression. Based on the results of this analysis, the Committee could complete a focused special situation analysis on one of the areas identified, developing an intervention plan to address the selected area at each beginning of the next school year.

**Implementation Year 1 [Installation and Initial Implementation]**

**Implementation Year 1, Semester 1**

1. **Action 1.1: Initial School Discipline/PBSS Committee Meeting.** During the staff preparation days prior to the new school year, the School Discipline/PBSS Committee should have its first meeting of the year. During this meeting, it should review its annual goals, objectives, outcomes, and activities, as well as the upcoming training and other events that will begin the school-wide PBSS process for the new school year. If needed, group and other processes to help the Committee function effectively will be reviewed, along with any important information based on events during the summer.

2. **Action 1.2: Social Skills Training for the Entire Staff.** During the staff preparation days prior to the new school year, the entire staff participates in a full-day in-service training to learn the building-wide implementation of the chosen social, emotional, behavioral skills program.

   This in-service should be followed-up during the first weeks of school with grade- or instructional-team meetings to allow teachers to develop and practice selected social skill lessons, social skill demonstrations in the classrooms by the primary in-service trainers (with opportunities for all teachers to observe and debrief), and actual social skill lessons by all classroom teachers with appropriate supervision and feedback.
3. **Action 1.3: First Day/Week of School PBSS Activities.** Guided by the grade-level representatives on the School Discipline/PBSS Committee, the school year formally begins and, on the first day(s), the PBSS Accountability/Behavioral Matrix system is rolled-out, emphasizing and teaching the classroom and common school area expectations and behaviors, as well as the system of incentives and consequences. In addition, classroom teachers begin to introduce the social skills curriculum and to teach the initial processes and skills.

4. **Action 1.4: Extended Social Skills and Time-Out Training.** Within the first six weeks of the school year, the entire staff participates in additional in-service training to debrief and extend the building-wide implementation of the social, emotional, behavioral skills program to new and more complex skills and situations. In addition, the staff have an opportunity to discuss the initial implementation of the Behavior Matrix system, and to discuss unexpected or unintended behavioral situations. Finally, especially at the elementary and middle school levels, the staff is trained in a building-wide application of an educative Time-Out process (see which is integrated into the Behavior Matrix and office discipline referral processes).

5. **Action 1.5: School Discipline/PBSS Committee Follow-Up and Support.** Immediately following Action 1.4 above, the PBSS Director and other PBSS consultants should be available to grade-level teams and individual staff with on-site technical assistance across a range of possible areas: demonstrating and videotaping sample social skill lessons in selected classrooms or using specific skills; demonstrating and videotaping sample Time-Out lessons or procedures in selected classrooms or with specific, challenging students; observing and providing feedback to teachers conducting social skill lessons in their classroom; observing and providing feedback to teachers demonstrating the Time-Out process in their classrooms; meeting with grade-level teams to discuss the social skills or Time-Out process or to address specific students’ more challenging behavior; meeting with the building-level School Discipline Team to discuss implementation issues; meeting with the administration to discuss implementation issues; meeting with parent and/or community representatives to discuss building and extended community implementation and wrap-around.

6. **Action 1.6: Initial RTI Team Training.** Concurrent with the PBSS activities above, the Building-level RTI team participates in an in-service on the Data-based Problem-Solving process and begins to practice these skills using a guided “Case Study” approach.
7. **Action 1.7: End-of-Semester Formative Evaluations.** At the end of the semester, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative evaluations on the different facets of the PBSS so that strategic plans and implementation activities/processes can be adapted as needed. This review should especially focus on the social skills training and the Behavioral Matrix process. If needed, modifications to the social skills calendar and to specific behaviors on the Behavioral Matrices can be made at this time.

**Implementation Year 1, Semester 2**

1. **Action 2.1: School-wide RTI Training.** In January, a third school-wide in-service is provided on the Data-based Functional Assessment Problem Solving process that teaches staff how to functionally and behaviorally analyze students who are not responding to the preventive aspects of the PBSS system and/or who are presenting with more resistant or challenging behavior.

2. **Action 2.2: Grade-level RTI Practice.** Once the Action 2.1 training has been completed, grade-level teams meet at least monthly to use and practice the data-based functional assessment problem solving process, applying it to cases involving individual or groups of students presenting with challenging behaviors. These meetings are facilitated by a representative of the Building-level RTI team (e.g., the school psychologist, social worker, school counselor, or special education teacher) so that the problem solving process is used and learned with integrity. This becomes the “Grade-Level RTI” process that becomes a routine part of the monthly grade-level meetings in the school.

3. **Action 2.3: Formal Special Situations Analysis Training for the School Discipline/PBSS Committee.** If it has not yet taken place, the School Discipline/PBSS Committee is formally trained in how to conduct Special Situation analyses and develop Special Situation Intervention Plans based on their results.

4. **Action 2.4: Extended Social, Emotional, Behavioral Intervention Training for Selected Staff.** During the course of this semester (or school year), and based on the results of the Behavioral Intervention Survey (and other tools), selected staff participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention areas. For example, selected members of the School Discipline/PBSS Committee may receive more specialized training in Tier 1 and 2 interventions, while members of the Building-level RTI team may receive more specialized training in Tier 2 and 3 interventions.
5. Action 2.5: End-of-Year Articulation Activities. At the end of the school year, the School Discipline/PBSS Committee, along with all other staff, committees, and administrators, complete the PBSS-relevant articulation activities. At a minimum, this involves the strategic planning, committee-specific, social skills, Behavior Matrix, Get-Go and Student Briefing Report, and professional development planning articulation activities.

6. Action 2.6: End-of-Year Formative Evaluations. At the end of the school year, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative and summative (as relevant) evaluations on the different facets of the PBSS so that new strategic plans and implementation activities/processes can be identified and written into the new School Improvement Plan.

7. Action 2.7: Summer Facilitators’ Institute. During June at the end of Year 1, the PBSS Director (and others) may lead a summer institute for staff who wish to become PBSS Facilitators. During this institute, prospective Facilitators learn how to (a) provide the in-service/professional development training needed in different areas of PBSS implementation, including the RTI data-based functional assessment problem solving process; (b) implement the corresponding building- and classroom-based technical support and consultation follow-up such that the content of the professional development is implemented with integrity; and (c) coordinate the data collection and analysis process such that formative and summative evaluations are completed to validate the impact and success of the activities implemented.

Implementation Year 2 [Installation and Initial Implementation]

During the 2nd Year, the PBSS Blueprint emphasizes “institutionalizing” the consistent, school-wide implementation of the Stop & Think Social Skills, the use of the Behavioral Matrix, and the continued oversight of the entire PBSS process by the School Discipline/PBSS Committee. This “institutionalization” also occurs relative to the RTI process, and the move toward preparing the school to implement more intensive behavioral interventions. The 2nd Year of professional development training and on-site consultation and technical assistance for a school typically proceeds in the following way:

1. Action 1.1: Boosters Sessions for Previously Trained Staff on PBSS Components. During the staff preparation days prior to the new school year, and during the first month of school (as needed), booster in-service, consultation, and technical assistance sessions for all continuing staff occurs in the PBSS’s social skills, Time-Out, data-based problem solving, and other classroom implementation components, skills, and activities.
2. **Action 1.2: Fast-Track Training for All New Staff on PBSS Components.** During the staff preparation days prior to the new school year, and during the first month of school, “fast-track” training for all new staff in the Year 1 PBSS components of occurs. If available, this training is coordinated with the training provided to another school in the district that is beginning its Implementation Year 1 start-up. Regardless, this training includes concurrent mentoring by the PBSS Director, selected Facilitators, the new teacher’s PBSS grade-level representative, and the new teacher’s first-year coach or mentor (if relevant).

3. **Action 1.3: Staff Training on Strategic Behavioral Interventions.** During the staff preparation days prior to the new school year, and during the first month of school, the entire staff participates in a full-day in-service workshop on more strategic, classroom-based behavioral interventions to apply and use with more challenging students who are only partially responding to the building-based social skills and accountability system.

4. **Action 1.4: Strategic Intervention Consultation Follow-up.** During the two to three months following the strategic intervention in-service, on-site technical assistance occurs, using actual student cases, to facilitate the implementation of these interventions for existing challenging students.

5. **Action 1.5: Staff Training on Crisis Prevention, Management, and Response.** During the Winter/Spring, staff receive training, support, and practice in how to prevent and, as needed, respond to different crisis situations. Such situations might include: weather-related disasters, student or staff accidents or deaths, student fights, shootings or other acts of violence on campus, etc. This training also involves briefings on how to handle situations involving home-based physical or sexual abuse, student harassment, student suicide threats, and other life crises. Concurrent with this training is the identification of those contacts or resources within the school, district, and community for each of the situations discussed.

6. **Action 1.6: Parent/Community Outreach Program.** During the Winter/Spring, the School Discipline/PBSS Team should implement (if this has not yet occurred) a PBSS outreach program to parents, community agencies, and other community leaders and constituencies. This outreach could involve training that extends the school’s PBSS, for example, to families, community-based social service and support agencies, day care or after-school care and weekend programs, to the faith community, or to the business community. Or, this outreach might involve a community-wide collaborative effort to extend the PBSS to as many community-based and family settings and circumstances as possible.
7. **Action 1.7: Continued/Extended Social, Emotional, Behavioral Intervention Training for Selected Staff.** During the course of this year, and based on the intervention needs of those challenging students existing or emerging in the school, selected School Discipline/PBSS Committee and RTI team members continue to participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention (Tier 2 and 3) areas.

8. **Action 1.8: End-of-Year Articulation Activities.** At the end of the school year, the School Discipline/PBSS Committee, along with all other staff, committees, and administrators, again complete the PBSS-relevant articulation activities involving, at minimum, the strategic planning, committee-specific, social skills, Behavior Matrix, Get-Go and Student Briefing Report, and professional development planning articulation activities.

9. **Action 1.9: End-of-Year Formative Evaluations.** At the end of the school year, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative and summative evaluations on the different facets of the PBSS so that new strategic plans and implementation activities/processes can be identified and written into the new School Improvement Plan.

10. **Action 1.10: Summer Facilitators’ Institute.** During June at the end of Year 2, a summer institute is held for staff who have spent Implementation Year 2 as PBSS Facilitators. (This could include a second cohort of new Facilitators who are beginning this advanced training.) During this institute, Facilitators receive advanced training and responsibilities, for the coming year, in the wide range of PBSS components and activities.

**Throughout the Year:**

1. Grade-level and School Discipline/PBSS Committee meetings, respectively, are being conducted monthly. At this point (if not before), grade-level teams should be receiving a monthly report that gives them differentiated data as to how many discipline problems were referred to the Principal’s Office the previous month and during that same month for as many previous years as is available. Using these data, the teams can begin to compare and contrast each year’s classes, to track their ongoing progress, and to “reality check” whether certain numbers of disciplinary problems are actually “in line” or higher or lower than expected.

   As before, and using these data, grade-level teams also are using their meeting time to problem solve more complex or resistant individual or group discipline problems. Once again, this problem solving process is guided by the data-based problem-solving process and RTI team personnel.
2. The School Discipline/PBSS Committee, meanwhile, continues to implement, evaluate, and extend their activities in their prescribed areas: helping to develop, implement, and periodically review the classroom-, grade-level, and building-wide accountability; to monitor the data management system; determining the need for additional social skills, time out, or behavioral intervention training for the staff; tracking the use of the Stop & Think process by secretaries, aides, cafeteria workers, and custodians; developing drafts of the building’s Prevention, Intervention, and Crisis Response plans and processes; and extending the Project’s training and implementation into home and community settings.

3. On-site technical assistance continues to build on and institutionalize the PBSS process through the PBSS Trainer and/or Facilitator.

At the end of the school year, the PBSS Director helps the school to evaluate its progress to date and plan for immediate and articulated implementation of PBSS activities and outcomes relative to the beginning of the next school year. This is also done relative to the RTI process as was described in the Year 1 articulation activities above.

**Implementation Year 3  [Full Implementation]**

1. **Action 1.1: Training Selected Staff in Behavioral/Ecological Classroom Observation.** During the staff preparation days prior to the new school year, a select number of staff are trained in behavioral/ecological classroom observation and how to functionally evaluate instructional environments and effective classroom instruction. Practice opportunities then are provided to this group during the first three months of the school year so that these staff are available to provide these services during the last half of the school year.

2. **Action 1.2: Training Intervention and Other Support Staff in Consultation Processes.** During the staff preparation days prior to the new school year, the intervention specialists and other consultants working in the school are trained in consultation processes at the individual colleague, small group, and organizational levels. Practice opportunities then are provided to this group during the first three months of the school year so that these staff can integrate these processes into their day-to-day consultation interactions.

3. **Action 1.3: Continued Staff Training on Strategic Behavioral Interventions.** During the school year, the entire staff continues to participate in professional development activities focusing on more strategic, classroom-based behavioral interventions to apply and use with more challenging students.
4. **Action 1.4: Continued/Extended Social, Emotional, Behavioral Intervention Training for Selected Staff.** During the school year, selected School Discipline/PBSS Committee and RTI team members continue to participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention (Tier 2 and 3) areas.

5. **Action 1.5: Continued Community/Family Outreach and School-based Mental Health.** Analyses of the school’s available intensive (Tier III) social, emotional, and behavioral assessment and intervention resources at the family and community levels continue. This includes formalizing relations with health, mental, and wellness community practitioners, including those involved in school-based and school-linked community mental health services for crisis management and intensive need students and families.

6. **Action 1.6: Summer Facilitators’ Institute.** During June at the end of Year 3, a Facilitators Summit is held to debrief the past school year, provide any additional training and/or mentoring, and to prepare the Facilitators for their fully independent implementation of the PBSS.

**Throughout the Year:**

1. Grade-level and School Discipline/PBSS Committee meetings, respectively, are being conducted monthly. At this point (if not before), grade-level teams should be receiving a monthly report that gives them differentiated data as to how many discipline problems were referred to the Principal’s Office the previous month and during that same month for as many previous years as is available. Using these data, the teams can begin to compare and contrast each year’s classes, to track their ongoing progress, and to “reality check” whether certain numbers of disciplinary problems are actually “in line” or higher or lower than expected.

   As before, and using these data, grade-level teams also are using their meeting time to problem solve more complex or resistant individual or group discipline problems. Once again, this problem solving process is guided by the data-based problem-solving process and RTI team personnel.

2. The School Discipline/PBSS Committee, meanwhile, continues to implement, evaluate, and extend their activities in their prescribed areas: helping to develop, implement, and periodically review the classroom-, grade-level, and building-wide accountability; to monitor the data management system; determining the need for additional social skills, time out, or behavioral intervention training for the staff; tracking the use of the Stop & Think process by secretaries, aides, cafeteria workers, and custodians; developing drafts of the building’s Prevention, Intervention, and Crisis Response plans and processes; and extending the Project’s training and implementation into home and community settings.
3. On-site technical assistance continues to build on and institutionalize the PBSS process through the PBSS Trainer and/or Facilitator.

At the end of the school year, the PBSS Director helps the school to evaluate its progress to date and plan for immediate and articulated implementation of PBSS activities and outcomes relative to the beginning of the next school year. This is also done relative to the RTI process as was described in the Year 1 articulation activities above.

A Positive Behavioral Support System Implementation Action Plan that parallels the description above is available in Appendix D. The Action Plan can be used to plan, execute, and begin to evaluate PBSS implementation.

It is critical to note that this is a blueprint only. As part of the initial and ongoing Needs Assessment, Resource and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, and Strategic Planning, it is determined exactly what components (a) already exist and can be maintained, (b) are needed and should be planned and implemented, and (c) are not needed because the district or school has decided that they are not essential for their specific goals and objectives.

IV. Project ACHIEVE’s Positive Behavioral Support System Professional Development Approach and Resources

Project ACHIEVE’s Professional Development Approach. Briefly, there are three professional development (PD) goals underlying all Project ACHIEVE in-service, consultation, and technical assistance activities. These goals are:

- Information, Knowledge, and Understanding;
- Skill Instruction, Mastery, Application, and Independence; and
- Confidence, Competence, and Student-focused Outcomes.

Given our 30 years of implementing Project ACHIEVE in thousands of schools nationwide, all professional development activities are adapted and tailored to the state, region(s), district(s), or school(s) participating, as well as to the individual history, norms, culture, clientele, and circumstances of every community and/or setting. All professional development (PD) activities are evaluated using protocols that have been field-tested and validated during the ten years of Project ACHIEVE’s federally-funded state-wide implementation in Arkansas—as part of the Arkansas Department of Education’s federally-funded State Personnel Development Grant (SPDG).

In general, Project ACHIEVE’s PD activities involve up to five different approaches or “vehicles.”
PD Vehicle 1. Telephone/Skype Conference Calls and Web-based Instruction and Discussion—Including Archived Webinars. Infused across all on-site PD activities are ongoing, off-site contacts with school staff, administration, committees, and grade-level or instructional teams. These contacts help staff to maintain the momentum needed for sustained Project ACHIEVE implementation, as well as to provide opportunities for questions, clarifications, and applications.

In addition, there are many nationally-delivered webinars archived on the Project ACHIEVE website to support the understanding and implementation of different Project components (http://projectachieve.us/about-project-achieve/webinar-video-archive.html). Many of these webinars are used through a “flipped learning” process. That is, selected staff are expected to watch these webinars on their own, and then come in to a professional development discussion session (or PLC; see below) for further clarification, discussion, and application.

The current group of available webinars includes the following:

- Fast-Tracking the School Improvement Process: Strategic Planning, Administrative Leadership, Staff Collaboration, and Student Success
- Response-to-Instruction and Intervention to Facilitate Effective Classrooms and Successful Students: Integrating Academic and Behavioral Prevention and Intervention
- Response-to-Intervention (RtI) and Behavior: Designing and Implementing Evidence-Based Positive Behavioral Support Systems in Schools and Districts
- Response-to-Intervention (RtI) and Behavior: Organizing Social, Emotional, and Behavioral Interventions along a Three-Tiered Positive Behavioral Support System
- Holding Students Accountable for Appropriate and Inappropriate Behavior: Establishing School-wide Behavioral Standards
- The Stop & Think Social Skills Program: Using Social Skills to Improve Student Engagement, Behavior, and Achievement
- Keeping Common School Areas Safe
- Teasing, Taunting, Bullying, Harassment, and Physical Aggression: Prevention, Strategic Intervention, and Crisis Management
- Why Behaviorally Challenging Students Act Up: The Seven “High-Hit” Reasons and How They Link to Intervention
- The New School Year Starts in April - Systematically Transferring Academic and Behavioral Response-to-Instruction Success

PD Vehicle 2. Book Studies and Professional Learning Communities (PLCs). As appropriate, PLCs and professional development in the form of book studies are used. While the most typical “PLCs” involve school-level committees and grade-level teams, there are times when vertical (cross-grade) PLC activities are instrumental to PBSS implementation.
PD Vehicle 3. In-Service Presentations. A selected number of in-service presentations are provided as part of the Project ACHIEVE implementation. Critically, all PD is differentiated for the elementary versus secondary levels—or for the specific audiences participating. For example, some in-service presentations are for an entire school or district faculty, some for administrators and/or specific school-level committees, and some for related services professionals (counselors, social workers, psychologists, behavioral consultants, or others). On-site demonstration, consultation, or technical assistance follows every in-service (see Vehicle 4 below) so that the skill implementation, application, and independence goals of the professional development process are accomplished.

Relative to in-service-oriented PD, Dr. Knoff has over 30 years of experience in this area, and he has delivered over 5,000 presentations nationally and internationally. Brief descriptions of the in-service presentations that are likely for any Project ACHIEVE initiative are available on request. When planned, Dr. Knoff involves school and district staff in a Training of Facilitators process where selected professionals are trained to deliver future in-services so that organizational capacity and independence is established over time.

PD Vehicle 4. On-Site Demonstration, Consultation, and Technical Assistance. Embedded and extending all of the Professional Development Vehicles above, on-site demonstration, consultation, and technical assistance activities are provided so that the skill implementation, application, and independence goals of the entire professional development process are accomplished. These opportunities are strategically planned and executed, and they are conducted according to evidence-based practices relative to both adult learning and maximizing PD outcomes.

V. Evaluation and Outcomes

During the early stages of Project ACHIEVE planning and at the beginning of its implementation process, decisions are made as to how different goals, objectives, activities, and outcomes are evaluated. In general, Project ACHIEVE designs evaluation approaches in the following five outcome areas:

- Evaluations of School-Level Outcomes
- Evaluations of Staff-Level/Professional Development Outcomes
- Evaluations of Student-Level Outcomes
- Evaluations of Treatment or Implementation Integrity Outcomes
- Evaluations of Project ACHIEVE Satisfaction and Service Outcomes

During the evaluation process, short-term or formative evaluations are conducted to determine student, staff, and school progress toward specific goals. Long-term, end-of-the-year, or summative evaluations are conducted to determine the successful completion of specific goals and what future — or "next-year" — goals are needed. In addition, some evaluations focus on
process—for example, whether an intervention is implemented accurately or for a long enough period of time. Other evaluations focus on products or outcomes — that is, the number of students scoring at "Proficient" or above on their state standards tests, whether discipline referrals to the Principal's Office are decreasing.

Evaluation is crucial to determining the success of a School Improvement Plan and Project ACHIEVE. Project ACHIEVE has designed numerous evaluation surveys, tools, approaches, and data-based systems to facilitate data collection, analysis, and reporting. Project ACHIEVE also helps schools to design and implement longitudinal data collection processes so that they can evaluate and compare outcomes across years and situations.

Possible Evaluation Outcome Targets. Below is a list of different pieces of data and data sources that may be used to evaluate the impact of Project ACHIEVE. Ideally, this information is collected for the two to three years prior to the beginning of Project ACHIEVE activities in a building. This helps to track the trends in the data such that meaningful changes can be clearly recognized when they occur.

It is important to track these data using interactive databases, so that reports—organized by important variables—can be printed and used for problem-solving and/or to provide formative feedback as to the progress of specific Project ACHIEVE components. For this reason, it is recommended that the database used to track Project ACHIEVE data be compatible or even part of the district's software management system (if possible). This may involve district-level programmers who help schools to create the interactive evaluation databases and interfaces needed to effective and efficient evaluation activities.

General Indicators of Project ACHIEVE Success

• Student Outcomes: Discipline Records, Suspension/Expulsion Records, Grade Retention Records, Special Education Referrals, Placements, Decertification (Dismissal) from Special Education, Student Achievement Scores, Student Portfolios, Attendance

• Teacher Outcomes: Frequency of Social Skills Training in Classroom, Evaluation of Integrity of Training, Teacher Referrals to Office, Teacher Satisfaction (Project ACHIEVE Evaluation Form)

• Direct/Indirect: Frequency of Use by Non-Instructional Personnel, Extent to Which Curriculum is Incorporated into Parent Education and Training, Extent to Which Curriculum is Coordinated Between Home and School

• School Outcomes: Discipline, Suspension/Expulsion, Grade Retention Records Teacher Satisfaction Measures School Climate Measures Grade-level and Building Strategic and Annual Outcome Plans
• School Outcomes: School Achievement Scores (e.g., National/Local Percentile Averages, Percent of Students Scoring above the 50th Percentile)
  Teacher Attendance/Student Attendance
  Parent Involvement and Business Partnerships
  Parent/Community Evaluation and Satisfaction Measures

Project ACHIEVE Outcomes. Over a 30 year period, Project ACHIEVE schools have demonstrated impressive results. Indeed, across thousands of schools, positive results have been documented in the following areas:

Student:
  • Academic Achievement
  • Academic Engagement in the Classroom
  • Discipline Referrals to the Principal's Office
  • Suspension/Expulsion
  • Attendance
  • Special Education Referrals/Placements
  • Grade Retention/Promotion
  • High School Graduation (Regular Diploma)
  • Special Education:
    o Least Restrictive Environment Placements
    o AYP
    o Graduation/Drop-Out
    o Due Process Litigation
    o Disproportionality
  • SPRINT/Early Intervention Success (Academic and Behavioral)
  • Independent Learning and Self-Management
  • Self-Efficacy and Evidence of Protective Factors
  • The Behavioral Matrix/School Accountability Forms
  • The Special Situation Analysis Forms
  • The Stop & Think Social Skills Program Implementation, Observation, and Evaluation Forms
  • The SPRINT Team Process and Outcome Survey
  • The SPRINT Consultation Referral Audit
  • The Academic Achievement Audit
  • The Student Articulation Process Forms

School:
  • Positive and Safe School Environments
  • Parent Involvement and Community Support
  • Staff Satisfaction and Collaboration
  • Completion of School Improvement Plan Goals
  • ESEA and IDEA Success
  • Increased Building Capacity—Professional Development Success and Instructional and Intervention Autonomy
Relative to more specific site-based outcomes, Appendix B describes Project ACHIEVE outcomes from the following sites:

- Hotchkiss Elementary School, Dallas, TX
- McDonald Elementary School, Seffner, FL
- Shelby County Educational Service Center, Sidney, OH
- Turtle Mountain Community Schools, Belcourt, ND
- Dutch Broadway Elementary School, Elmont, NY
- Cleveland Elementary School, Tampa, FL
- Baltimore City Schools, Baltimore, MD
- Jesse Keen Elementary School, Lakeland, FL
- NOVA Academy Alternative School, St. Bernard Parish, LA
- The Arkansas Department of Education’s State Improvement Grant, Little Rock, AR

These outcomes are supplemented, in Appendix C, by three recommendations from practitioners who were involved in Project ACHIEVE implementation across multiple sites in their respective school districts, regions, or states. These recommendations are from:

Matthew J. Kamins, School Psychologist
Montgomery County (MD) School District

Sybil Truster, Director of Administrative Services
Shelby County (OH) Educational Service Center

Curtis J. Mearns Ph. D., Program Evaluator
Apex Education, Albuquerque, NM
VI. References


## Appendices

<table>
<thead>
<tr>
<th>Appendix A:</th>
<th>Project ACHIEVE: Brief Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix B:</td>
<td>Selected Project ACHIEVE Outcomes from 10 Sites from across the Country</td>
</tr>
<tr>
<td>Appendix C:</td>
<td>Three Professional References</td>
</tr>
<tr>
<td>Appendix D:</td>
<td>Project ACHIEVE Positive Behavioral Support System Implementation Action Plan</td>
</tr>
<tr>
<td>Appendix E:</td>
<td>Project ACHIEVE Positive Behavioral Support System Material Available</td>
</tr>
<tr>
<td>Appendix F:</td>
<td>Biography/Vita of Project Director</td>
</tr>
</tbody>
</table>
Appendix A

Project ACHIEVE: Brief Overview


Introduction

Project ACHIEVE is a comprehensive preschool through high school continuous improvement and school effectiveness program that has been implemented in hundreds of urban, suburban, and rural districts across the country since 1990. Project ACHIEVE was recognized by the U.S. Department of Health & Human Service’s Substance Abuse and Mental Health Services Administration (SAMHSA) as an evidence-based model prevention program in 2000. Its effectiveness has also been recognized by the U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP, 2003); the Collaborative for Academic, Social, Emotional Learning (CASEL, 2002); and other regional and state groups. Project ACHIEVE is now listed on SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP; http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=70), and its implementation blueprints, procedures, and strategies are the foundation of most of the substantive components of this proposal.

Working with some of the lowest to highest performing schools, and in some of the poorest to most affluent communities nationwide, Project ACHIEVE’s ultimate goal is to design and implement effective school and schooling processes that maximize the academic and social, emotional, and behavioral progress and achievement of all students. Project ACHIEVE also assists schools to implement effective and efficient problem solving and strategic intervention processes for students with academic and behavioral difficulties, while improving the staff’s professional development and effective instructional interactions, and increasing the quality and quantity of parent and community involvement and engagement. All of this is done through a strategic planning, capacity building, professional development, and technical assistance process that helps students, staff, schools, and systems to continuously improve and become independent over time. Adapting its evidence-based blueprints to diverse settings, Project ACHIEVE practices have been used in public schools, alternative schools, special education centers, psychiatric and juvenile justice facilities, Head Start and other preschool programs, and specialized charter schools.

The Components of an Effective School. During the past 30 years, a number of evidence-based effective school models have been developed by individuals such as Robert Marzano, Bill Daggett, Ted Sizer, Larry Lezotte, James Comer, and others. These models share a number of key constructs that create a foundation for any school’s continuous improvement efforts and processes.
These constructs involve a school-wide commitment to:

1. A culture of high and realistic expectations for all students that is supported by a shared mission, vision, values, and goals;
2. Data-driven decision-making that focuses on continuous improvement;
3. Validation, verification, evaluation, and accountability;
4. Articulated and differentiated academic and social, emotional, and behavioral (or health, mental health, and wellness) curricula;
5. Rigorous and relevant instruction delivered through a multi-tiered system of prevention, strategic intervention, and intensive services, supports, strategies, and programs;
6. Personalized learning, resulting in students who are college and career ready;
7. Professional learning communities where cross-disciplinary teaming focuses on effective instruction that results in student learning, mastery, proficiency, and the ability to solve real-world problems;
8. Partnerships that reach out to and actively engage families and community partners;
9. Positive and safe school climates that engage and connect students in sustained, meaningful relationships; and
10. A formal and informal system of shared, multi-leveled leadership.

Beyond these key constructs, these models also have a common core of effective school components. Relative to Project ACHIEVE, seven interdependent components form the foundation of its effective school and school improvement process (Knoff & Batsche, 1995; Knoff, Finch, & Carlyon, 2004; www.projectachieve.info). These components are aligned to the constructs underlying an effective school, and they are described below (see Figure 1).

Component 1. The Strategic Planning and Organizational Analysis and Development Component initially focuses on assessing the organizational climate, administrative style, staff decision-making, and other interprofessional and interpersonal processes in a school. Activities then move into identifying and reinforcing, or establishing and implementing the organizational policies, professional development and instructional practices, and year-round teaming and intervention approaches that support the academic and social, emotional, and behavioral success of all students. The ultimate “products” of this component are School Improvement Plans that help schools build capacity and autonomy; identify, develop, and deploy resources; facilitate communication, collaboration, commitment, and innovation; and sustain student, staff, and system success.
Component 2. The Problem Solving, Teaming, and Consultation Processes Component focuses on the consistent implementation of data-based, functional assessment, problem solving approaches that all staff learn and use (a) when implementing effective academic and behavioral instruction in the classroom, and (b) when addressing students who either are not responding to this instruction or are exhibiting serious academic or behavioral concerns. For the latter students, a multi-tiered “Response-to-Instruction and -Intervention” (RTI²) process is used (Knoff, 2009a; Knoff & Dyer, 2010) that integrates problem solving with consultation and intervention. Rejecting the more “traditional” RTI approach that advocates a universal intervention protocol, this RTI² process emphasizes the importance of linking the data-confirmed reasons why a student is not responding to effective instruction to strategic instructional or intervention approaches. These strategic approaches then are implemented by classroom teachers with consultative support (if needed) from other experts in the school. This RTI² process also recognizes that some students need adapted, differentiated, different, or more intensive instruction to address their needs, while other students need specific, focused, strategic or intensive interventions.

This component also extends problem solving and consultation beyond the classroom level, to grade-level RTI² teams (or instructional teams, at the secondary level) and building-level RTI² teams, respectively. Project ACHIEVE utilizes grade-level RTI² team meetings to encourage collaborative data-based problem solving and collegial consultation among teachers at the same or adjacent grade levels. These meetings are especially effective when, for example, one teacher on a teaching team is not having success with a challenging student in a specific area, while another teacher on the same team knows exactly what to do—based on previous training or experience—and can provide consultation and support.
The building-level RTI\textsuperscript{2} team is staffed with the best academic and behavioral intervention specialists in or available to the school, resulting in more multidisciplinary problem solving and consultation. This team is important because some students are so complex or present such unique or intense challenges that multi- or cross-disciplinary assessment processes and instructional or intervention perspectives are needed to best understand and then address their needs.

Finally, this effective school and schooling component organizes instructional and intervention services, supports, strategies, and programs along a primary (whole-school), secondary (strategic intervention), and tertiary (intensive need or crisis management) continuum to address the academic and behavioral needs of all students—including those who are at-risk, underachieving, unresponsive, or unsuccessful. Critically, the foundation to the entire RTI\textsuperscript{2} process is an effective classroom taught by a highly qualified teacher who uses effective instruction and classroom management techniques. Beyond that, the tiers of the multi-tiered model reflect the intensity of the services and supports needed by students—not where specific interventions are delivered (e.g., inside or outside a general education classroom), or how many students (e.g., all, some, or few) are receiving them (Knoff, Haley, & Gonzales, 2011).

Component 3. The Effective School, Schooling, and Professional Development Component focuses on the evidence-based professional development, clinical supervision, and evaluation practices—at the system, school, staff, classroom, and student levels—that ensure that effective and differentiated instruction and effective and positive behavior management exists in every classroom for every student. This involves creating a culture, and planning and implementing the processes whereby everyone recognizes that professional development occurs, formally and informally, every day for every staff person. With a goal of increasing staff knowledge, enhancing instructional and intervention skills, and reinforcing confidence and independence, the essential processes are research and self-study, professional development and in-service instruction, clinical supervision and collegial consultation, and case study practice and application using peer mentoring and professional learning communities. Functionally, instructional and intervention knowledge is systematically linked to individual through whole-staff skill, confidence, proficiency, and independence through (a) “master classes” with experts who demonstrate specific, targeted skills; (b) guided staff practice that includes planned applications, supervision, and informed feedback; and (c) the transfer of this training into more challenging settings and situations with additional supervision and evaluation. As with the other effective school and schooling components, professional development activities extend beyond those establishing effective classroom practices, to those addressing the coordination and implementation of the tiered RTI\textsuperscript{2} services, supports, strategies, and programs needed by students at more strategic or intensive levels.

Component 4. The Academic Instruction and Intervention (or Positive Academic Supports and Services—PASS) Component focuses on creating an effective “Instructional Environment” in every classroom within a school. The Instructional Environment consists of the interdependent interactions among Teacher-Instructional, Student, and Curricular processes in all classrooms. Expanding briefly, the Instructional Environment involves the integration of (a) the different academic curricula being taught in a classroom, as well as their connection to state
standards and benchmarks, and district scope and sequence objectives (i.e., “What needs to be learned?”); (b) the teachers who are teaching these curricula, and how they organize and execute their classroom instruction (i.e., “Are appropriate instructional and management strategies being used?”); and (c) the students who are engaged in learning, their ability and motivation to master the instructional material, and their response to effective instruction and sound curricula (i.e., “Is each student capable, prepared, motivated, and able to learn, and are they learning?”).

Critically, the data-based, functional assessment, problem solving process and effective school and schooling practices, described earlier, work implicitly within this component. This occurs as the three facets of the Instructional Environment are analyzed proactively to determine how to design and implement the most effective instruction so that the highest numbers of students are academically successful. For those students who are unsuccessful, however, specific characteristics or processes within the three Instructional Environment components are analyzed to determine the reasons, individually or collectively, for their lack of success. Using the data-based, functional assessment, problem solving process, for example, for a student with ongoing difficulties in third grade mathematics, a classroom teacher—independently or with the grade- or building-level RTI team, might

- Analyze the design and organization of the curriculum, its scope and sequence, its materials, and its contribution to the student’s understanding, learning, and progress;
- Evaluate his or her lesson plans, instructional delivery and pace, sensitivity and differentiation with the student, and accuracy in evaluating the student’s understanding and mastery of material and skills over time; and
- Assess the student’s specific mastery of prerequisite skills, understanding of the instructional goals and directions, and progress when more concrete and sequential instruction, positive practice opportunities, or specific guidance and feedback are provided.

Once the reasons for a student’s lack of success are validated, the results are linked to needed instructional or intervention services, supports, strategies, and programs. Here is where Project ACHIEVE’s academic service-delivery blueprint, the Positive Academic Supports and Services (PASS) model, is used (see Figure 2).

The PASS blueprint involves a continuum of academically-focused instructional and intervention supports and services that are strategically implemented, across a multi-tiered system, at different levels of intensity. The foundation to the PASS blueprint is effective and differentiated classroom instruction where teachers use and continuously evaluate (or progress monitor) evidence-based curricular materials and approaches that are matched to students’ learning styles and needs. As noted above, after a reasonable period of instruction, practice, and support, if students still have not mastered academic materials that are presented in effective ways, the data-based, functional assessment, problem solving process is used. Results then are linked to different instructional or intervention approaches that are organized along the PASS continuum as follows:
**The Positive Academic Supports and Services (PASS) Model: A Service Delivery Continuum**

- **Assistive Supports** involve specialized equipment, technologies, medical/physical devices, and other resources that help students, especially those with significant disabilities, to learn and function—for example, physically, behaviorally, academically, and in all areas of communication. Assistive supports can be used anywhere along the PASS continuum.

- **Remediation** involves strategies that teach students specific, usually prerequisite, skills to help them master broader curricular, scope and sequence, or benchmark objectives.

- **Accommodations** change conditions that support student learning—such as the classroom setting or set-up, how and where instruction is presented, the length of instruction, the length or timeframe for assignments, or how students are expected to respond to questions or complete assignments. Accommodations can range from the informal ones implemented by a classroom teacher, to the formal accommodations required by and specified on a 504 Plan (named for the federal statute that covers these services).

- **Modifications** involve changes in curricular content—its scope, depth, breadth, or complexity.

Remediations, accommodations, and modifications typically are implemented in general education classrooms by general education teachers, although they may involve consultations with other colleagues or specialists to facilitate effective implementation. At times, these strategies may be implemented in “pull-out,” “pull-in,” or co-taught instructional skill groups so that larger groups of students with the same needs can be helped. If target students do not
respond to the strategically-chosen approaches within these three areas, or if their needs are more significant or complex, approaches from the next three PASS areas may be needed:

- **Strategic Interventions** focus on changing students’ specific academic skills or strategies, their motivation, or their ability to comprehend, apply, analyze, synthesize, or evaluate academic content and material. Strategic Interventions typically involve multidisciplinary assessments, as well as formal Academic Intervention or Individualized Education plans (AIPs or IEPs).

- **Compensatory Approaches** help students to compensate for disabilities that cannot be changed or overcome (e.g., being deaf, blind, or having physical or central nervous system/neurological disabilities). Often combined with assistive supports, compensatory approaches help students to accomplish learning outcomes, even though they cannot learn or demonstrate specific skills within those outcomes. For example, for students who will never learn to decode sounds and words due to neurological dysfunctions, the compensatory use of audio or web-based instruction and (electronic) books can still help them to access information from text and become knowledgeable and literate. Both assistive supports and compensatory approaches are “positive academic supports” that typically are provided through IEPs.

While there is a sequential nature to the components within the PASS continuum, it is a strategic and fluid—not a lock-step—blueprint. That is, the supports and services are utilized based on students’ needs and the intensity of these needs. For example, if reliable and valid assessments indicate that a student needs immediate accommodations to be successful in the classroom, then there is no need to implement remediations or modifications just to “prove” that they were not successful. In addition, there are times when students will receive different supports or services on the continuum simultaneously. For example, some students will need both modifications and assistive supports in order to be successful. Thus, the supports and services within the PASS are strategically applied to individual students. Moreover, while it is most advantageous to deliver needed supports and services within the general education classroom (i.e., the least restrictive environment), other instructional options could include co-teaching (e.g., by general and special education teachers in a general education classroom), pull-in services (e.g., by instructional support or special education teachers in a general education classroom), short-term pull-out services (e.g., by instructional support teachers focusing on specific academic skills and outcomes), or more intensive pull-out services (e.g., by instructional support or special education teachers). These staff and setting decisions are based on the intensity of students’ skill-specific needs, their response to previous instructional or intervention supports and services, and the level of instructional or intervention expertise needed. Ultimately, the goal of this Project ACHIEVE component, and the PASS model, is to provide students with early, intensive, and successful supports and services that are identified through the problem solving process, and implemented with integrity and needed intensity.
Component 5. The Behavioral Instruction and Intervention (PBS) Component focuses on implementing a comprehensive positive behavioral support and positive behavioral supports system within a school. Using Project ACHIEVE’s evidence-based Positive Behavioral Support/Positive behavioral supports System (PBS), this whole school approach involves helping (a) students learn, master, and apply interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills and interactions; (b) staff to create positive, safe, supportive, and consistent classroom climates and school settings that hold students accountable for their behavior; (c) schools to implement the strategic and intensive behavioral instruction or intervention needed to address students with non-responsive, resistant, challenging, or extreme behavior; and (d) communities to reinforce these goals in home and other community settings. Like the Academic Instruction and Intervention (PASS) component, this component and the PBS system are dependent on and implemented primarily in the Instructional Environment. Moreover, when students do not respond to effective social, emotional, and behavioral instruction, the data-based, functional assessment, problem solving process is used at the student, classroom, grade, and building levels (the latter two through the early intervention SPRINT—School Prevention, Review, and Intervention Teams—our name for New Jersey’s Child Study Teams) to determine why the situation is occurring and what instructional and/or intervention approaches are needed.

Ultimately, the primary goals of the PBS system are students who are socially competent and skilled in self-management, staff who can competently, confidently, and independently teach social skills and implement effective classroom management strategies; and schools that can respond to students’ strategic and intensive social, emotional, and behavioral needs. Thus, the “Self-Management” in Positive Behavioral Self-Management occurs at three levels: student, staff, and school. The evidence-based PBS system blueprint is described more extensively later in this appendix.

Component 6. The Parent and Community Training, Support, and Outreach Component focuses on increasing the involvement of all parents, but especially the involvement of parents of at-risk, underachieving, and chronically non-performing students (Raffaele & Knoff, 1999). Unfortunately, parents in these latter three groups tend to be less involved in and supportive of the school and schooling process, and thus, parent involvement often discriminates achieving from underachieving students (Christensen, Rounds, & Franklin, 1992; Dunst, Trivette, & Johanson, 1994). Relative to the community, many schools do not use, and often are unaware of, the expertise and resources available to them. In addition, there are times when community agencies (e.g., after school programs) are providing services that schools could use to reinforce or extend their instructional, intervention, or other support activities. Finally, for students with significant, 24/7 academic or behavioral/mental health challenges, the need to coordinate and integrate school and community-based professionals and their services, supports, strategies, or programs is essential to the integrity of these approaches and the success of the students.
Among the parent and community activities that effective schools could demonstrate in this component are:

- Conducting needs assessments to look at the current and desired status of parent involvement and home-school-community collaboration, and then designing and executing plans that meet identified needs;

- Organizing building staff around collaboration and community outreach, and establishing a school-level committee to specifically focus on more formal initiatives;

- Creating parent drop-in centers to help parents see the school as a community resource for information and life-long learning, increase their positive relationships and comfort levels with school staff, and encourage their participation in school activities;

- Training parent mentors who then can share information with other parents about the school’s academic and social, emotional, and behavioral programs, and teach them how to support their children and adolescents at home relative to study skills, homework, academic proficiency, and social-behavioral success;

- Completing community resource surveys resulting in resource directories that identify important organizations, agencies, and professional programs, and important professionals with their specific skills and areas of educational, health and mental health, and related expertise; and

- Reaching out to these community resources, formally and informally, to establish the communication, collaboration, and coordination that is especially needed relative to integrating services for at-risk, underachieving, and challenging students.

Component 7. The Data Management, Evaluation, and Accountability Component focuses on actively evaluating, formatively and summatively, the status and progress of students’ academic and behavioral mastery of information and skills, as well as the processes and activities that support the other instructional, staff, and service components (see above) of an effective school. Part of this process involves collecting formative and summative data to validate the impact of a school’s strategic planning and school improvement efforts; its professional development and capacity-building efforts; its selection, preparation, and implementation of academic and behavioral curricula and instruction; and its problem solving, consultation, and multi-tiered RTI² services and supports for students not making appropriate academic or behavioral progress.

Another part of this process involves evaluating the interpersonal and inter-professional success of a school’s shared leadership and committee and team processes, as well as the contributions of administrative, related services, and instructional support personnel to system, staff, and student success. Relative to interpersonal and inter-professional relationships, evaluations should consider “staff to staff, staff to parent and community, staff to student, and student and student” interactions. All of these interactions collectively contribute to the climate and functioning of a school.
The PBS System: Student Competency and Self-Management Defined

The ultimate goal of a PBS system is student social, emotional, and behavioral competency and self-management. While competency and self-management look different across the age span because of genetic, biological, and developmental factors, they are collectively defined as a child or adolescent’s ability to:

- Be socially, emotionally, and behaviorally aware of themselves and others;
- Demonstrate successful social, emotional, and behavioral interactions and skills; and
- Effectively control their own emotions, so that appropriate proactive and/or prosocial behavior independently occurs.

Critically, competency and self-management exist along a continuum from social-emotional competency and self-management (i.e., how students feel) to cognitive-behavioral competency and self-management (i.e., what they think and then what they do). Using this cognitive-behavioral perspective, students’ positive feelings, thoughts, beliefs, and attributions represent the cognitive goals and outcomes of a PBS system. Students’ positive interpersonal, social problem solving, conflict prevention and resolution, and social-emotional coping skills—both in their classrooms and in the common areas of a school—represent the behavioral goals and outcomes of a PBS system.

More specifically, on a social level, skills that are important to self-management include those that contribute to effective (a) listening, engagement, and responding; (b) communication and collaboration; (c) social problem-solving and group process; and (d) conflict prevention and resolution. On an emotional level, important self-management skills include (a) the awareness of one’s own and others’ feelings, (b) the ability to manage or control those feelings and other emotions, as well as the ability (c) to use coping skills to minimize the emotional effects of previous situations, and (d) to demonstrate appropriate behavior even under conditions of emotionality. Finally, on a behavioral level, important self-management skills include those that help students to demonstrate appropriate behavior in the classroom and across the common areas of the school, and to be actively engaged in their own learning—whether in the classroom or on a more independent level.

The Underlying Science and Six Components of the Evidence-based PBS System Blueprint

Many states, districts, and schools have been implementing school-wide positive behavioral support/positive behavioral support systems using a number of available models for well over 15 years (e.g., PBSS, Project ACHIEVE, Safe and Civil Schools, Fred Jones, William Glasser, CAPBS). In most cases, these models have adopted three-tiered RTI\(^2\) approaches that focus on prevention, strategic intervention, and intensive need/crisis management services. Project ACHIEVE’s Positive Behavioral Support/Positive behavioral supports System (Knoff, 2009b) provides an evidence-based blueprint comprised of six functional components that organizes the behavioral side of the effective school and schooling process (see, again, Figure 1). Similar to the PASS, the PBS system is a continuum that begins with positive and effective classroom
management, and continues with social, emotional, and/or behavioral instructional or intervention services, supports, strategies, and programs that occur at different levels of intensity depending on student need. Before describing the six PBS system components, it is critical to emphasize that they exist within the context of ten scientific principles of behavior that directly relate to the ultimate goal of a PBS system—students’ social, emotional, and behavioral competency and self-management. The ten scientific principles (Knoff, 2009b) are:

1. **We need to teach the social, emotional, and behavioral skills, and the classroom and building routines that we expect students to demonstrate.**

   To accomplish this, students need to learn how to maintain physiological and cognitive self-control—that is, control over their physical/biochemical levels of emotionality, and their thoughts, beliefs, attitudes, expectations, and attributions. Concurrently, students need to learn the steps or “scripts” required to demonstrate specific skills, and the associated behaviors such that the skills are exhibited. This instruction is most successful when specific skills are explicitly taught and modeled by the teacher, behaviorally practiced (through role-plays) by students along with explicit teacher feedback, and transferred (or applied) and infused into real-life situations.

2. **When teaching social, emotional, and behavioral skills, we need to recognize that social and behavioral skills often occur under “conditions of emotionality,” and that students need to be taught emotional control skills.**

   Our definition of skill mastery is that “Skills are mastered when a student can independently demonstrate these skills even under conditions of emotionality.” Students learn how to respond successfully to emotional conditions when they are taught how to control their emotions—physiologically, cognitively, and affectively, and when the instruction includes simulations of these conditions, under supervision, so that students can successfully practice controlling their emotions and demonstrating appropriate behavior. Over time, this “emotional control and coping” instruction and the positive practice repetitions increase the probability that students will successfully use and demonstrate their skills when real emotional situations occur.

3. **Many social, emotional, and behavioral skills are never fully mastered during childhood or adolescence, although the expectations for these skills increase over time. Thus, skill instruction must be ongoing and include instruction that teaches students to independently “transfer the training” across people, settings, situations, and conditions.**

   While students’ potential for mastery and self-management increases, developmentally and maturationally over time, skill instruction must be ongoing and continual. Relative to instruction, we need to continually give students guided learning opportunities to practice and apply their social, emotional, and behavioral skills—with different people, in different settings and situations, and under varying conditions. These “transfer of training” opportunities, once again, increase the probability that students will more independently use and apply these skills successfully in actual situations.
4. For preschool through early elementary school students, “mastered” skills still need to be explicitly and externally prompted in order to be demonstrated. Middle elementary school students and beyond can self-prompt and independently demonstrate most mastered skills, but they still may need explicit and external prompts when under “conditions of emotionality.”

When preschool through early elementary school students have “mastered” specific social, emotional, and behavioral skills, adults still typically need to prompt or cue these skills before they will occur. That is, while the students have mastered these skills, they are not yet able to self-manage them. This is like having a software program already downloaded onto a computer, but still needing to physically “mouse-click” it to activate it. Thus, after an adult prompt, these students’ demonstrate their skill mastery by: (a) responding to the social, emotional, or behavioral prompt (b) within a reasonable amount of time, (c) for longer and longer periods of time without the need for additional prompting.

When middle elementary school students (and beyond) have mastered specific social, emotional, and behavioral skills, they more independently recognize social, situational, or setting-specific cues; they self-prompt, guide, and demonstrate specific, needed skills; and they monitor, evaluate, and reinforce themselves for appropriate behavior or successful results. This is like having a virus protection program running continually on a computer so that when a virus tries to attack, the software automatically responds and disarms the threat.

Under conditions of emotionality, however, older elementary through middle school students (and beyond) still may need an adult to prompt a previously learned skill. This is because students at these age levels have not mastered emotional control skills at a level of automaticity, and still need external support in these self-management areas.

5. Even when social, emotional, or behavioral skills have been mastered, students still need to be motivated to use these skills, and they need to be held accountable for their behavior. Ultimately, self-accountability is the highest level of social competency and self-management.

Students need to be motivated to learn new skills and, thereafter, to demonstrate these skills after mastering them. Some students need to be motivated to replace inappropriate with appropriate behavior. The foundations to motivation are incentives and consequences. Incentives are positive or reinforcing responses or experiences (e.g., positive statements or feedback, points or rewards, extra time or fun activities) that students value, want, or enjoy. Consequences are negative or aversive responses or experiences (e.g., negative feedback or calls home, the loss of points or opportunities to earn rewards, loss of free time or community service) that students do not want or enjoy, and that they try to avoid. Incentives and consequences can be tangible, time- or activity-oriented, or provided (or lost) in a form (e.g., points or chips) that can be exchanged for something else. They can be (a) delivered verbally, nonverbally, or socially; (b) provided immediately or through different reinforcement schedules; and (c) given on an individual or group basis. They also can be extrinsic—coming from another person or from the environment, or intrinsic—coming from the student him or herself.
When students have not learned and mastered specific skills, they are said to have a “Skill Deficit” in that area. The only “intervention” for skill deficit students is instruction. The only question is, “Where, when, how, how often, at what level of intensity, and who will do the needed skill instruction with the student(s)?” Students who have mastered specific skills, but choose not to demonstrate them, are called “Performance Deficit” students. While the specific reasons for their refusal should be determined through a functional assessment process, any intervention for these students must include one or more motivational and/or accountability strategies.

Incentives best motivate Performance Deficit students to decrease and eliminate their inappropriate behavior, and to establish and/or increase their appropriate behavior. At the same time, some Performance Deficit students are motivated to change their behavior only due to the consequences that may occur, or that they have experienced in the past and want to avoid in the future. When used and effective, consequences do two things—they communicate that the student has behaved inappropriately, and they motivate the student to discontinue future inappropriate behavior and replace it with appropriate behavior. However, consequences do not change behavior by themselves; they create the conditions for change.

When the change process is working, Performance Deficit students recognize and acknowledge their inappropriate behavior, and accept the resulting consequences. However, Performance Deficit students must also be held accountable for correcting their inappropriate behavior (e.g., by apologizing, cleaning or repairing an affected area, or completing community service activities), and they still must practice or demonstrate the expected, appropriate behavior—even if after the fact. Thus, Performance Deficit students are held accountable for both their inappropriate behavior and their choice to not behave appropriately.

6. **Social, emotional, and behavioral skills need to be taught, learned, and mastered first in order for incentives and consequences to motivate future appropriate and independent behavior.**

Clearly, if a student has never learned and mastered a skill, no amount of motivation (i.e., incentives or consequences) is going to “teach” it to him or her. While motivation may enhance a student’s desire to learn, effective instruction is the only thing that facilitates learning.

By way of analogy, if a student has not mastered the academic skills evaluated on a series of exams, all of the failing grades (the consequence for not learning) will not teach the student those skills. Similarly, if a student does not have the emotional skill of controlling his anger in class, all of the disciplinary referrals to the office (again, the consequence) will not change this behavior. In fact, the only way to change this situation is to teach the student how to maintain emotional self-control, or how to demonstrate specific conflict prevention or resolution skills when he is beginning to get angry.
When rewards are offered to students contingent on demonstrating skills or behaviors that they cannot do, an emotional and/or behavioral response typically results. Emotionally, the students may attempt to demonstrate the skill, fail, and become frustrated—because they realize there is no hope for success. Behaviorally, the students will not attempt the skill for the same reason. Both scenarios may result in student distrust, anger, or withdrawal from with the person who offered a reward that was unattainable.

7. **Incentive and consequences must be meaningful to the students, and they need to be strong enough to motivate students even when competing incentives and consequences are present.** An effective accountability system in a school or classroom has both incentives and consequences available, as some students are motivated to receive incentives and others are motivated to avoid consequences.

When developing school-wide student accountability systems, the expected behaviors should be clear and behaviorally described. In addition, the system should specify the incentives for appropriate behavior, and progressive levels of consequences to match different intensity levels of inappropriate behavior. While they may differ due to students’ developmental and maturational differences, incentives and consequences must be meaningful to students, and “powerful” enough to motivate appropriate behavior. If the incentives and consequences in a school-wide accountability system are meaningful to the staff but not the students, the motivational system will fail.

In addition, we need to recognize that there are competing incentives and consequences in students’ lives. For example, in the face of negative peer pressure, a student’s compliance with a teacher’s incentives may result in a strong consequence from the peer group (e.g., taunting or rejection). When “competing” against each other, unless a teacher’s motivational system is stronger than that of the peers, a student is likely to respond to the peers.

Finally, we need to understand that incentives and consequences are contextual. Once again, effective incentives and consequences simply increase the probability that a student will make good choices or demonstrate the appropriate social, emotional, or behavioral skills that they have learned. There are few 100% guarantees.

8. **The “intensity” of a consequence should match the intensity of the offense.** In addition, the most meaningful and powerful consequences are matched to each student and situation. The goal is to use the “mildest” consequence needed to motivate the quickest, largest, and most lasting change of student behavior.

When using consequences across different students, teachers need to know their students well enough such that they choose the consequence that has the most meaning and potential impact on each student. Relative to impact, the consequence that motivates the quickest, largest, and longest lasting change toward appropriate behavior should be chosen, recognizing that some students will receive different consequences even for the same inappropriate behavior.
In general, the mildest consequence needed to motivate a change of behavior should be used. If a “major consequence” is used to respond to a “minor offense,” then students may become angry at the inequity, refuse to accept responsibility and change their future behavior, and/or require the same intensity level of consequence in order to respond in the future. Thus, a school’s accountability system should have a continuum of consequences and responses that are matched to different intensities of inappropriate behavior—from annoying to disruptive to antisocial to dangerous. As noted earlier, students will need to understand that, while consequences are chosen to match the intensity of the offense, different students may receive different consequences at times.

9. If consequences are used and once they are finished, students are held accountable for both their inappropriate and their (absent) appropriate behavior. Thus, they need to correct their inappropriate behavior, and practice or demonstrate the absent or expected appropriate behavior. When consequences are needed, this combination of consequences, restitution, and positive practice is the formula that holds students accountable and responsible for appropriate behavior.

For Performance Deficit students especially, accountability must accompany motivation. That is, students who demonstrate inappropriate behavior still must demonstrate the appropriate behavior—even if after the fact. Our “mantra” here is, “If you consequate, you must educate.” Thus, if students demonstrate an inappropriate behavior, there should be a consequence. As noted earlier, after the consequence is over, students should correct or remediate their inappropriate behavior (e.g., by apologizing, cleaning or repairing an affected area, or completing community service activities). They also need to return to the setting where the “offense” originally occurred, and practice or demonstrate the appropriate behavior at least three times.

Naturally, the positive practice requirement should be done at times that are convenient for the teacher and others involved, but it should involve—as much as possible—the individuals (especially the adults) who were present for the original offense. Even if somewhat artificial, the goal here is to hold students accountable for appropriate behavior in specific settings with the people who typically are present in those settings. The positive practice also increases the probability that students will demonstrate appropriate behavior in the future because (a) they are motivated to avoid the positive practice requirement, and/or (b) the practice has taught or strengthened the appropriate behavior or choice.

10. Consistency, along with skill instruction, motivation, and accountability, are necessary, interdependent scientific components of student competency and self-management. While largely a process, consistency must be embedded within all of the other scientific principles and practices above.

Consistency, when setting social, emotional, and behavioral expectations, teaching competency and self-management skills, motivating and responding to students’ use of these skills, and holding them accountable when inappropriate behavior occurs is essential to PBS system student, staff, and school outcomes (see Figure 3). Inconsistency weakens the instructional and motivational process, and it undermines adults’ ability to hold students
accountable. This often results in students who have not learned and mastered needed social, emotional, and behavioral skills, and students who choose to demonstrate (continued) inappropriate behavior. Consistency is needed on an individual student level, as well as across students, staff, settings, circumstances, and situations.

Relative to student competency and self-management, these scientific principles emphasize the importance of teaching, prompting, positively reinforcing, and helping students to internalize appropriate social, emotional, and behavioral skills. Relative to inappropriate behavior, these principles emphasize the importance of communicating and differentially responding to the intensity or severity of the behavior; holding students accountable for both inappropriate and expected, appropriate behavior; and taking actions that decrease or eliminate future inappropriate behavior and increase future appropriate behavior. Thus, when inappropriate behavior occurs, the goal is to positively change students’ future behavior—not simply to punish or deliver consequences. As noted, these scientific principles are embedded in the seven goals and the six components of the PBS system process.

Figure 3. Source: Project ACHIEVE Press, 2009.
The Primary Goals of a School-wide PBS system Process. While the ultimate goal of a PBS system is student social, emotional, and behavioral competency and self-management, there are a number of complementary student, staff, and school goals. In total, they involve the following:

**Student Goals:**
Student social, emotional, and behavioral competency and self-management as demonstrated by:

- High levels of effective interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills and behaviors by all students;
- High levels of critical thinking, reasoning, and social-emotional application skills and behaviors by all students; and
- High levels of academic engagement and academic achievement for all students.

**Staff Goals:**
- High levels of effective instruction and classroom management across all teachers and instructional support staff; and
- High levels of teacher knowledge, skill, and confidence relative to analyzing why students are academically and behaviorally underachieving, unresponsive, or unsuccessful, and to implementing strategic or intensive academic or behavioral instruction or intervention to address their needs.

**School Goals:**
- High levels of the consultative resources and capacity needed to provide functional assessment leading to strategic and intensive instructional and intervention services, supports, strategies, and programs to academically and behaviorally underachieving, unresponsive, or unsuccessful students;
- High levels of parent and community outreach and involvement in areas and activities that support students’ academic and social, emotional, and behavioral learning, mastery, and proficiency;
- High levels of positive school and classroom climate, and low levels of school and classroom discipline problems that disrupt the classroom and/or require office discipline referrals, school suspensions or expulsions, or placements in alternative schools or settings; and
- High levels of student success that result in high school graduation and post-secondary school success.

**The Six PBS System Components.** In order to accomplish these goals, Project ACHIEVE’s evidence-based PBS system blueprint is described and used to organize the remainder of this book. The six components involve: (a) Social, Emotional, and Behavioral Skills Instruction for all students; (b) building-wide Motivation and Accountability processes; (c) staff and administrative Consistency; (d) “Special Situation” processes that focus on student behavior in
the common areas of a school and teasing, taunting, bullying, harassment, hazing, and physical aggression; (e) school-based Crisis Intervention and Response Strategies; and (f) Community and Parent Outreach activities (see Figure 4 below).

**Teaching Social, Emotional, and Behavioral Skills.** The ultimate goal of a social skills program is to teach the interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills that students need to become competent in these areas of their lives. In school and classroom settings, students with good social skills get along with teachers and peers, pay attention and cooperate with others, and demonstrate effective academic and social engagement and interactions. From a teaching perspective, social skills instruction involves the same steps as academic instruction. That is, students are taught the steps and behaviors that help them to prepare for and then behave in prosocial ways. Included in the teaching process are transfer of training activities and simulations to help students learn how to demonstrate their skills under conditions of emotionality.

![The Positive Behavioral Self-Management (PBSS) Blueprint](image)

**Figure 4.** Source: Project ACHIEVE Press, 2009.

For students who do not demonstrate appropriate social skill behavior after effective instruction, the data-based, functional assessment, problem solving process is needed to determine why that is occurring. Some of these students, for example, might need more intensive or smaller group social skills instruction. Others might need more assistance in how to transfer their social skills training to actual situations. Still others might need more strategic or intensive emotional- or self-control training to teach them how to demonstrate their social skills under these conditions.
Accountability. Even when students have mastered their social skills, they still need to be motivated to use them. Indeed, when the peer group (that says, “Be cool”) competes against teachers and other educators (who say, “Focus on school”), the importance of school-wide accountability approaches is apparent. School accountability processes consist of meaningful incentives and consequences that motivate students to use their prosocial skills. These processes are important because (a) students with good social skills still need to be motivated to use their skills, (b) some (Performance Deficit) students lack this motivation, and (c) some students respond in situation-specific ways—making good choices when alone with adults, but inappropriate choices when pressured by peers.

One way to establish a school-wide behavioral accountability system is to develop a “Behavioral Matrix” (Knoff, 2007). Created predominantly by staff and students, this matrix explicitly identifies, for all grade levels, behavioral expectations in the classroom and in other common areas of the school (connected with positive responses, incentives, and rewards), and different “intensities” or levels of inappropriate student behavior (connected with corrective responses, consequences, and interventions as needed). Relative to the latter, Intensity I behaviors involve annoying behaviors that teachers handle with corrective prompts; Intensity II behaviors involve more challenging, disruptive behaviors that teachers handle with prompts plus classroom-based consequences; Intensity III behaviors are more serious persistent or antisocial behaviors that usually involve office discipline referrals followed by strategic intervention; and Intensity IV behaviors are the most serious “Code of Conduct” problems that generally involve office-based consequences, school suspensions, and then, intensive interventions.

Because the behaviors at each intensity level are agreed upon by staff and taught and communicated to students, their behavior is evaluated against a set of explicit “behavioral standards.” Moreover, when staff responses to both appropriate and inappropriate student behavior are consistent and predictable, students know how staff will respond in different situations, and that they will be held accountable for their behavior. All of this facilitates a climate that reinforces student responsibility and self-management.

When students do not respond to the skill instruction and behavioral accountability system over time or to a significant degree, and/or when they engage in persistent or significant Intensity III or IV behaviors, the need for functional assessment and strategic intervention becomes more apparent.

Consistency. While social skills instruction and school-wide accountability processes are necessary, a focus on consistency still is needed for student self-management and positive behavioral support success. Critically, consistency is more of a process than something that teachers explicitly teach (as in skills) or provide (as in incentives and consequences). Thus, the PBS system addresses skill consistency by evaluating the integrity of the social skills program’s implementation in the classrooms and across the school; accountability consistency through the development and continuous monitoring of the Behavioral Matrix; and staff consistency by establishing staff processes that encourages positive staff communication, commitment, trust, collaboration, and celebration.
Consistency, however, also necessarily involves the students, who need to contribute to and sustain a prosocial atmosphere of prevention and communicate a “no-tolerance” attitude for inappropriate peer behavior. Thus, the PBS system helps schools create conscious and explicit values, expectations, norms, procedures, and interactions that prevent or respond to such behaviors as teasing, taunting, bullying, harassment, hazing, and aggression. This is best done by involving different student clubs and organizations, along with a school-level “social marketing” approach that is geared toward positive student and staff interactions.

**Special Situations.** Two types of “special situations” are incorporated into the PBS system to prevent or respond to situations and circumstances that most often occur at the peer group and school levels: Setting-specific situations that occur in the common areas of the school (i.e., the hallways, bathrooms, buses, playground, cafeteria, or gathering areas); and Student-specific situations that include teasing, taunting, bullying, harassment, hazing, and physical aggression incidents (often involving “antagonists,” “victims,” and active or passive peer “bystanders”). In order to develop strategic interventions for these situations, the School Discipline Committee (see Chapter 3) is taught to functionally analyze the ecology and dynamics of these special situations using the following domains: (a) Student Characteristics, Issues, and Factors; (b) Teacher/Staff Characteristics, Issues, and Factors; (c) Environmental Characteristics, Issues, and Factors such as the physical plant and logistics within the specific setting; (d) Incentives and Consequences; and (e) Resources and Resource Utilization. For Student-specific special situations, analyses of Peer Group Characteristics, Issues, and Factors are added. This is needed because many teasing through physical aggression incidents occur in the common areas of a school, and they are often influenced, explicitly or implicitly, by peer bystanders (e.g., Bosworth, Espelage, & Simon, 1999; Pellegrini, Bartini, & Brooks, 1999; Rigby, 2000). Once again, the results of these ecological, data-based assessments are linked to specific interventions to maximize problem solutions and resolutions.

**Crisis Intervention and Response.** This area involves an initial needs assessment of a school staff’s ability to implement procedures to stop and stabilize situations during a crisis, and then to address the security and social, emotional, and behavioral needs of students, staff, parents, and others after and in response to the crisis (e.g., Dwyer & Osher, 2000; Dwyer, Osher, & Warger, 1998). In the former area, schools and staff need to be prepared to address or de-escalate a wide variety of potential crisis situations as they are occurring (e.g., extreme weather conditions, racial harassment, gang fights, a faculty member’s death, a hostage event). In the latter area, crisis response supports and strategies are needed to address procedural, wellness, and mental health needs in the aftermath of the crisis (i.e., one hour, six hours, 24 hours, three days, one week, and one month after the event). These supports and services include the interventions needed by those directly and indirectly affected by the crisis so that they can reconcile and resolve their involvement, experiences, and/or reactions on social, emotional, or behavioral levels. They also include the preventative and strategic interventions needed, for example, when crisis anniversary dates or other situations trigger emotional memories or reactions.
Community and Parent Training and Outreach. Finally, this component focuses on increasing the involvement of community partners and the school’s parents, as relevant, in all of the areas described above. Specific to community involvement, schools need to identify and use the expertise and resources available (e.g., from medical, social service, governmental, law enforcement, and other community agencies; along with businesses, the faith community, and local or regional foundations) to reinforce and support their discipline, behavior management, and school safety programs. In a more direct way, parents especially need to be involved in the development and implementation of their school’s social skills program, its school-wide accountability system, and the special situation components within its PBS system initiative. In this way, parents and school staff can collectively give students explicit and consistent messages to reinforce their social and behavioral responsibilities, and the fact that they will be held accountable for both appropriate and inappropriate behavior. Beyond this, school, community, and parent partnerships are critically important when behaviorally challenging students exist. Here, parent involvement is essential to the development and implementation of a coordinated treatment or intervention program, while community resources are often integral to the depth, breadth, and success of the identified program.

The Three Tiers within the PBS system Blueprint

When students do not respond to the preventative strategies within the six domains above, data-based functional assessments are conducted and linked to strategic social, emotional, or behavioral instruction or intervention approaches. These approaches are designed to address the underlying reasons for the problems, and to prepare staff for effective and consistent implementation (Kerr & Nelson, 2010; Sprick & Garrison, 2008). These interventions may focus, for example, on the specific problems exhibited by a student (e.g., not completing homework, noncompliance, swearing, threatening others). Alternatively, they may focus on specific teacher behaviors, actions, or reactions that are triggering or inadvertently reinforcing inappropriate student behavior or are not prompting and reinforcing appropriate student behavior. More specifically, this may involve teachers who are not providing advanced organizers or appropriate behavioral feedback to one or more students, or teachers who are reinforcing inappropriate behavior through attention or inconsistent disciplinary practices.

To address the needs of non-responding, negatively responding, or inappropriately responding students, schools need staff who have skills in behavioral observation, data collection and analysis, consultation, intervention, and evaluation. Relative to students with strategic and intensive needs, a multi-tiered instructional or intervention continuum, that varies in intensity or needed specialization, is needed and will be developed for the NPSs as part of the district-level support for positive behavioral supports (see Figures 5 through 7 below).
Prevention Services for All Students

- Positive School and Classroom Climates
- Effective Classroom Instruction
- Effective Instructional Grouping
- Effective Classroom Management
- Student Instruction in “Zones of Success”
- Social Skill Instruction and Use
- Well-Designed and Implemented Accountability Systems
- Consistency
- Student Modifications & Accommodations
- Early Intervention

Figure 5. Source: Project ACHIEVE Press, 2009.

Tier 2: Strategic Intervention Services for Some Students

- Peer/Adult Mentoring Programs
- Peer/Adult Mediation Programs
- Strategic Skill Instruction
- Small Group Social Skills/Socialization Training
- Anger/Emotion/Self-Control Training
- Attention-Control Training
- Strategic Behavioral Interventions (Behavioral Matrix Intensity II and III)
  - [Response Cost, Positive Practice/Restitutional Overcorrection, Group Contingencies, Cognitive-Behavioral Strategies, etc.]
- Strategic Special Situation Interventions
  - Self-Concept, Divorce, Loss, Teasing/Bullying, PTSD Groups/Interventions

Figure 6. Source: Project ACHIEVE Press, 2009.
Tier 3: Crisis Management/Intensive Need Services

Individual Counseling/Behavior Therapy/Cognitive-Behavioral Therapy/Psychotherapy
Progressive Muscle Relaxation Therapy, Thought Stopping, Systematic Desensitization, Cognitive-Control Strategies, Aggression Replacement Therapy
School-Based or School-Linked Mental Health Services
Intensive Wrap-Around/Continuum of Care Programming

Figure 7. Source: Project ACHIEVE Press, 2009.

References


Appendix B

Selected Project ACHIEVE Outcomes from Across the Country

Hotchkiss Elementary School, Dallas, TX

The counselor from Hotchkiss Elementary School (Dallas Independent School District, TX) called on March 10, 1995 to inform me that “I was coming to work with their school.” Hotchkiss was an inner city predominantly Hispanic kindergarten through sixth grade school with 80% of its 900 students receiving federal free lunch support. Opening for the first time in August, 1994 with a completely new staff, the school had experienced over 4,500 office discipline referrals that year.

On April 1, 1995, we began a ten-year partnership that systematically implemented the Project ACHIEVE PBSS blueprint. Within less than a year, most of the Positive Behavioral Support System (PBSS) was implemented or in progress. Over the next decade, the staff continued to adapt the PBSS to the needs of the students, school, and community—and they built their capacity to the degree that Project ACHIEVE activities were largely implemented independently and with the needed integrity and intensity.

Among the documented outcomes were the following:

- Total discipline referrals to the principal’s office dropped from 56.1 referrals per 100 students during the baseline year prior to Project implementation, to 13.0 referrals per 100 students for first two years of the Project (less than one referral per school day over an entire year), to 3.0 referrals per 100 students during the last three years of implementation (less than one referral per week over the school year)

- The number of grade retentions was 2.0 retentions per 100 students during the baseline year, 2.5 students per 100 students for the first two years of Project implementation, and 3.6 retentions per 100 students for the next three years

- Special education placements were 1.9 placements per 100 students for the baseline year versus an average of 2.8 placements per 100 students for the first two years of the Project versus an average of 3.0 placements per 100 students during the last three years of the Project

- On the Texas State Proficiency Test (TAAS) Reading section, taken by Hotchkiss’ third through sixth graders, 68.7% of the students passed their respective test during the baseline year, 67.6% passed the test during the next two years, and 81.7% passed during the next three years through the 2000 school year

- On the TAAS Math section, again taken by the school’s third through sixth graders, 55.1% of the students passed their respective test during the baseline year, 65.1% passed the test during the next two years, and 78.6% passed during the next three years

- On the TAAS Writing test, taken only by the school’s fourth graders, 80.5% passed the test during the baseline year, 77.6% passed the test during the next two years, and 90.9% passed during the next three years through the 2000 school year
**McDonald Elementary School, Seffner, FL**

McDonald Elementary School is in the Hillsborough County School District (Tampa, FL), the tenth largest school district in the country. In 1998, we gave the School Leadership Team (SLT) and the entire school staff an overview of the three-year Positive Behavioral Support System (PBSS) blueprint as part of our entry process. As we continued to work with the SLT and staff, we proceeded through a multi-faceted organizational and motivational analysis as to the readiness of the school for PBSS implementation. One aspect of the motivational analysis involves a formal vote by the staff to reflect their commitment to the three (or more) year process. A typical benchmark for readiness is a minimum 80% vote in favor.

Throughout the readiness process, a small, vocal number of staff expressed concerns about (their resistance to) the initiative. When the vote was taken in late April, 83% of the staff voted in favor of the PBSS initiative, but the vocal negative staff were among those who dissented—the only counselor in the building, the school’s union representative, and one of the special education teachers.

In the follow-up SLT meeting in May, I expressed my concerns about the motivational readiness of the building—given the dissenting staff and their formal and informal influence in the school. I recommended that we spend additional time to build the school’s readiness and motivation, but the Team was not interested as the school year was ending, and this would delay the first year of PBSS implementation in August. According to the Principal, “I can handle the dissenters and bring them on-board.”

Against my better judgment, we began formal implementation in August. By the middle of the school year, it was apparent that the initiative was being undermined by the dissenters, and that more dissenters had been brought “on-board.” By the end of the year, the initiative was discontinued with no expectation that it could be resurrected by working again with the staff to rebuild the commitment needed.

**Shelby County Educational Service Center, Sidney, OH**

Shelby County (OH) is located in a largely agricultural section of Western Ohio with a population of approximately 48,000 individuals. Its Project ACHIEVE PBSS activities began in October, 2006 at a three-day PBSS retreat sponsored by the Shelby County Educational Service Center (SCESC). From that retreat, the Sidney City, Fairlawn, and Hardin-Houston school districts, and the County’s alternative school, the Cooperative Learning Center, made a multi-year PBSS commitment.

The beginning of this commitment involved establishing, in each participating school, a School Leadership Team and a School Discipline/PBSS Committee to go along with the state-required Student Assistance (Early Intervention and Problem Solving) Team. These teams stayed together for the first four years of the initiative, receiving intensive professional development and on-site consultation and technical assistance. Under the leadership of the SCESC, four annual retreats were held for these teams each January—giving them an opportunity to solidify their collaborative efforts (both within and across districts), and to strengthen their capacity for more independent PBSS implementation.
When compared with baseline data, the schools reported the following outcomes over the first three years of implementation: (a) a 57% decrease in office discipline referrals, (b) a 47% decrease in grade retentions, and (c) a 57% decrease in placements of at-risk students into special education classrooms. Other improvements included increases in different ratings of positive school climate, teacher effectiveness relative to classroom-based interventions, and student behavior at home.

On the strength of these results, the SCESC was awarded a three-year federal counseling grant from the U.S. Department of Education in 2009 to expand Project ACHIEVE to all eight districts within the County.

Turtle Mountain Community Schools, Belcourt, ND

In 2003, a multi-year consultation with the Turtle Mountain Community Schools in Belcourt (ND) began with a focus on helping the district to implement a school-wide PBSS across its elementary, middle, and high schools, along with an early intervention/response-to-intervention system. During the initial walk-through of the high school, a number of ninth grade faculty cornered me in the hallway, and shared that the ninth graders were “disorganized, unruly, out-of-control, and unable to manage their own behavior” during the first month or more of each new school year.

A walk-through of the middle school revealed a well-organized school that had virtually no office discipline referrals. Upon further observation and review, it became apparent that all of the students were escorted or supervised in all areas of the school, during every class bell and transition. Thus, for 180 school days times three years, the students’ behavior was managed; and the faculty (rather than the students) were held accountable for student behavior. Moreover, the students were not taught self-management skills, nor were they given opportunities to positively practice and be reinforced for these skills.

Clearly, the low number of Office Discipline Referrals at this middle school was more reflective of the faculty’s than the students’ behavior. More importantly, the failure to teach and hold the students accountable for their self-management skills in middle school negatively impacted their ability to transition effectively to the high school, and it resulted in a loss of academic time and instruction during first month(s) of their freshman years.

Dutch Broadway Elementary School, Elmont, NY

Dutch Broadway Elementary School is located within a suburban Long Island school district just over the Brooklyn line near New York City. Educating just over 1,000 pre-kindergarten through Grade 6 students, 10% of the students receive special education services, and 33% receive federally-funded meals due to their low socio-economic status. With a high number of discipline problems in the upper grades and increasing incidents of threats, fights, and other serious offenses, Dutch Broadway began its partnership with Project ACHIEVE after receiving a state-funded Safe Schools grant in 2000.
Under the leadership of its school psychologist and mental health team, Dutch Broadway implemented Project ACHIEVE’s PBSS, focusing heavily on the Stop & Think Social Skills Program. More specifically and in collaboration with their classroom teachers, Stop & Think lessons were written during the first three years of the initiative. These lessons were taught on a weekly basis at every grade level, and students with social, emotional, and behavioral challenges were provided additional instruction in intensive small group or individual social skills “counseling” groups.

While Project ACHIEVE continues to be implemented at Dutch Broadway Elementary School, data were collected as part of the grant report after the 2000-2001 and 2001-2002 school years (see Kilian, Fish, & Maniago, 2006). The evaluation tools included (a) classroom behavioral checklists, completed by teachers and focusing on the students' social skills, inappropriate behavior and noncompliance with class and school rules, and serious disciplinary offenses; (b) student, teacher, paraprofessional, and parent surveys; (c) office discipline referrals and subsequent consequences, including suspensions; and (d) standardized test scores. A demographically-matched Comparison School within the district also was used to evaluate the impact of Project ACHIEVE’s PBSS.

Among the behavioral results during first two years of implementation were the following:

1. Consistent decreases in undesirable behaviors occurred across all grades in both classroom and non-classroom settings. For example, bullying behavior decreased by 2,200% in Grade 3, 94.7% in Grade 4, as much as 78.6% in Grade 5, and 82.4% in Grade 6. In the 18 negative student behavior areas tracked, decreased incident rates were noted in 14 of 18 areas in Grade 3 through Grade 5.
2. Students at all grade levels improved considerably in the behaviors evaluated within the Social Skills category.
3. Discipline referrals to the Principal's Office decreased 58% (from 101 during 2000-2001 to 42 during 2001-2002).

Among the academic results during first two years of implementation (using the New York State Grade 4 English/Language Arts Test) were the following:

1. 19% of the Dutch Broadway students scored at the highest level of the test (scores of 692 to 800) compared with 16% of the Comparison School students
2. 46% of the Dutch Broadway students scored at the next level of the test (scores of 645 to 691) compared with 38% of the Comparison School students
3. 32% of the Dutch Broadway students scored at the next level of the test (scores of 603 to 644) compared with 23% of the Comparison School students
4. Only 2% of the Dutch Broadway students scored at the lowest level of the test (scores of 455 to 602) compared with 22% of the Comparison School students
Cleveland Elementary School, Tampa, FL

Project ACHIEVE’s partnership with Cleveland Elementary School (Tampa, FL) began during the 1993-94 school year. Demographically, during five years of on-site implementation, Cleveland Elementary’s enrollment averaged 500 students per year with an approximate racial make-up of 20% Caucasian, 62% African-American, 17% Hispanic, and less than 1% other minority students. Cleveland Elementary also had an average mobility rate of new and withdrawn students of 66%, and a poverty level that encompassed 97% of its student body.

At the time of implementation, Cleveland Elementary drew its students from a neighborhood of public housing complexes in one of the most dangerous sections of Tampa. In fact, it was in this area where a series of serious racial disturbances occurred in 1987. Given this background and the need to reach out to parents and other stakeholders in the community, Project ACHIEVE was awarded a Metropolitan Life Foundation Positive Choices: Youth Anti-Violence Initiatives grant in 1995 to create “Stop & Think” neighborhoods and communities. Working with parents, the leadership councils from the local public housing complexes, the business community, and other agencies and support groups, a safe community/safe school partnership was created to benefit all of the students attending Cleveland Elementary.

Recognizing that school reform often takes up to five years to accomplish, the outcome data from the initiative were analyzed by clustering the first five years (1993-1998) of Project ACHIEVE implementation together, and then comparing them to the last two years (1998-2000) of continued implementation.

Among the notable result were the following:

Behavioral Outcomes

- Total discipline referrals to the Principal’s Office dropped from an average of 45.0 referrals per 100 students for the two years prior to Project implementation, to 34.5 referrals per 100 students for the next five years (approximately one referral per school day over an entire year), to 21.3 referrals per 100 students for the last two years (approximately one referral every two school days over the year).

- In-School Suspensions dropped from an average of 21.0 suspensions per 100 students for the two years prior to Project implementation to 16.4 suspensions per 100 students for the next five years to 11.0 suspensions per 100 students for the last two years.

- Out-of-School Suspensions dropped from an average of 5.9 suspensions per 100 students for the two years prior to Project implementation to 4.3 suspensions per 100 students for the next five years to 1.8 suspensions per 100 students for the last two years.
Academic Outcomes

- Grade 2 through 5 students taking the Scholastic Aptitude Test (SAT-8) Reading section between 1993 and 1995 scored, on average, at the 22nd percentile; the Grade 2 through 5 students taking the SAT-9 from 1995-1999 had a median percentile rank at the 43rd percentile—indicating significant academic improvements.
- Grade 2 through 5 students taking the same test during the 1999-2000 school year also had a median percentile rank at the 43rd percentile—thus, sustaining these academic increases.
- In math, students taking the SAT-8 between 1993 and 1995 scored, on average, at the 29th percentile; the students taking the SAT-9 from 1995-1999 had a median percentile rank at the 51st percentile; and the students taking the same test during 1999-2000 had a median percentile rank at the 52nd percentile—the latter two cohorts both scoring above the national average, and significantly higher than the 1993-1995 cohort.

Special Education Outcomes

- Special education placements averaged 2.5 placements per 100 students for the first five years versus 1.6 placements per 100 students for the next two years.

Baltimore City Schools, Baltimore, MD

On April 20, 1999, I was in Baltimore, MD working with the Baltimore City Schools as part of a three-year, three-city federal Dissemination grant from the U.S. Department of Education’s Office of Special Education Programs awarded to Project ACHIEVE in 1998. On that day, two high school seniors killed twelve students, one teacher, and themselves at Columbine High School in Littleton, CO—setting off a wave of concern in every community that “anything can happen at any time and any place.”

Once news of the shootings became public, a school psychologist employed by the school district and I immediately notified the Superintendent’s Office that we were available to assist. Specifically, we recommended that the Superintendent hold a news conference as soon as possible to assure his community that his schools and students were safe, and to inform them of how such acts could be prevented in Baltimore.

At 10 o’clock the next day, the Superintendent and I participated in a Press Conference where we addressed the local media to deliver our message. While Baltimore is no stranger to violence, we felt that our quick response to the devastating events at Columbine were necessary, stabilizing, and helpful to the climate of the schools during a difficult and emotional time.
**Jesse Keen Elementary School, Lakeland, FL**

Project ACHIEVE was conceived and first implemented at Jesse Keen Elementary School during the 1990-1991 school year as part of a partnership with the Polk County School District. Jesse Keen was a full-service school, a Chapter I school-wide school, and it established and staffed a Parent Drop-In Center that provided parent training and outreach services during the 1990s. Supported over ten years through six U.S. Department of Education, Office of Special Education Program grants, Jesse Keen’s staff received training in every component of Project ACHIEVE largely over a five-year period of time.

Located in an inner-city warehouse district, Jesse Keen’s enrollment was fairly stable during the 10 years of on-site Project ACHIEVE implementation. During this time, the school’s enrollment averaged 650 students, approximately 60% of whom were Caucasian, 30% African-American, and 10% from other minority backgrounds. Jesse Keen’s mobility rate of new and withdrawn students also averaged 72%, and 87% of the student body received federally-funded meals due to family poverty.

While the Project ACHIEVE partnership resulted in many significant outcomes in the school climate, staff development, student discipline and behavior management, academic achievement and intervention, and parent involvement areas (Knoff & Batsche, 1995), the results below are due most to the data-based problem solving process discussed in this chapter and instituted during the very first year of the Project. Analyzing and averaging outcome data across ten years of implementation and using 1989-1990 data as a baseline, the most significant results were

- A drop in the number of special education referrals from 10 referrals per 100 students in the school to an average of 3.9 referrals per 100 students (a 61% decrease) over ten years.

- Special education referrals averaged 3.68 referrals per 100 students for the first five years of the Project (1990-1995) and increased only slightly to 4.10 referrals per 100 students during the next five years (1995-2000).

- A decrease in special education placements from 6 placements per 100 students during the baseline year to an average of 2.6 placements per 100 students (a 57% decrease) over ten years.

- Special education placements averaged 2.52 placements per 100 students for the first five years of the Project and 2.73 placements per 100 students for the next five years.

- A 16% decrease in the number of office discipline referrals for students with disabilities from 73 referrals per 100 students to an average of 61 referrals per 100 students.

- Grade retentions decreased from 6 retentions per 100 students to an average of 3.6 retentions per 100 students over the ten-year implementation period (a 47% decrease).
NOVA Academy Alternative School, St. Bernard Parish, LA

Project ACHIEVE began its relationship with the New Opportunities and Values for Achievement (NOVA) Academy in April, 2002 when three of its support staff attended a four day national Project ACHIEVE Training of Trainers sponsored by the U. S. Department of Health & Human Service’s Center for Substance Abuse Prevention. NOVA Academy was the middle and high school level alternative school for the St. Bernard Parish School District, a largely poor and rural school system to the east of New Orleans, directly on the Gulf of Mexico near the Mississippi River. Project ACHIEVE training with the NOVA staff began on-site in July, 2002, and continued through August, 2009.

Project ACHIEVE was implemented at NOVA to improve the school's school-wide discipline and positive behavioral support system and interventions. Especially important to this effort was the school-wide implementation of the Stop & Think Social Skills Program, the enhancement of the school’s accountability of incentives and consequences, and the reinforcement of staff consistency relative to student and other personal and professional interactions. Unfortunately, Hurricane Katrina devastated St. Bernard Parish and its school system in September of 2005. NOVA was closed for a number of years after the Hurricane Katrina disaster.

While discipline referrals to the Director decreased and attendance increased significantly during Project ACHIEVE’s involvement in the school, the results below focus on the staff’s perceptions of NOVA’s improved discipline, behavior management, and school safety. This is especially important because alternative school staff must feel safe within their school, and confident that the school can address the intervention and crisis management needs of their students in order for them to provide the full benefits of the school’s program to their students.

Staff Perceptions of School Climate/Behavior Management

NOVA staff completed the 58-item Scale of Effective School Discipline and Safety before Project ACHIEVE began its implementation, and then again after most of the program had been implemented.

Results from the five factors of this scale indicated the following:

1. Staff believed that teachers' skills remained largely stable from pre-test to post-test as reflected on the Teacher's Effective Classroom Management factor. Staff ratings on this factor averaged 2.80 (on a 5-point scale) at pre-test, and 2.91 at post-test.
2. Staff believed that students' behavior significantly improved from pre-test to post-test as reflected on the Students' Positive Interactions and Respect factor. Staff ratings on this factor averaged 3.93 (on a 5-point scale) at pre-test, and 1.75 at post-test.
3. Staff believed that administrators and staff improved from pre-test to post-test in the area reflected on the Holding Students Accountable for their Behavior: Administration and Staff factor. Staff ratings on this factor averaged 3.18 (on a 5-point scale) at pre-test, and 2.72 at post-test.
4. Staff believed that their contributions to a positive school climate remained largely stable from pre-test to post-test as reflected on the factor of the same name. Staff ratings on this factor averaged 2.62 (on a 5-point scale) at pre-test, and 2.83 at post-test.
5. Staff believed that school safety got somewhat safer from pre-test to post-test as reflected on the School Safety and Security: Staff, Students, and School Grounds factor. Staff ratings on this factor averaged 2.81 (on a 5-point scale) at pre-test, and 2.56 at post-test.
Staff Perceptions of Improvements in School Climate/Behavior Management

On the Scale of Effective School Discipline and Safety, NOVA staff rated the following items as significantly improved from pre-test to post-test:

- It is safe to work in this school after students are dismissed.
- This school is a safe and secure place to work during the normal school day.
- Students are frequently rewarded or praised by faculty and staff for following school rules.
- Administrators support teachers in dealing with student discipline matters.
- Students are taught the school rules.
- Administrators enforce the student rules consistently and equitably.
- Teachers have high and reasonable behavioral expectations of their students.
- Teachers at this school are:
  ... relaxed
  ... innovative
  ... open to change
  ... optimistic
- Teachers at this school willingly accept responsibility for every student in the building.
- Teachers at this school are willing to give the student peer group some responsibility for monitoring its own members.
- Teachers at this school use data (academic or behavioral) to make decisions about students.
- Teachers at this school involve students in identifying and selecting appropriate incentives and reinforcements for acceptable behavior.

The Arkansas Department of Education’s State Improvement Grant, Little Rock, AR

On October 1, 2003, the Arkansas Department of Education, Special Education Unit (ADE-SEU) began implementing a five-year $1.6 million per year State Improvement Grant (SIG) awarded to it from the U.S. Department of Education, Office of Special Education Programs. The overall purpose of the Arkansas State Improvement Grant (SIG) was to enhance student outcomes by improving their literacy, social-behavioral, and self-management skills through the implementation of:

1. Research-based literacy instruction strategies and interventions for at-risk, underachieving, and unsuccessful elementary through high school students (Goal 1);

2. School-wide discipline, behavior management, and school safety (Positive Behavioral Support) strategies and interventions, at the elementary school levels, for all students—but, especially, those demonstrating significant behavioral and/or mental health challenges (Goal 2); and

3. Effective recruitment, professional development, and retention strategies so that every school in Arkansas has fully qualified staff capable of using research-based strategies to teach students across the general education through special education continuum (Goal 3).
SIG Goal 2 focused on implementing Positive Behavioral Support Systems (PBSS) using the Project ACHIEVE blueprint in schools and districts across Arkansas, as well as piloting school-based mental health partnerships between select school and community mental health center grantees over a four year period. Some of the state-wide outcomes included the following:

- District Leadership Teams (DLT) from 95 Arkansas school districts attended a series of five PBSS trainings on different facets of Project ACHIEVE’s PBSS and Response-to-Instruction and Intervention (SPRINT) approaches. Each DLT included a district-level administrator, elementary school principal, general and special education teachers, and at least one related services professional.

- A cadre of 110 school psychologists and counselors from across the state were parallel-trained in the same PBSS/RtI² content areas.

- By the end of the SIG, 40 schools representing 26 school districts were involved in the on-site implementation of the three-year PBSS process. These schools receive intensive training in all facets of Project ACHIEVE’s PBSS and RtI²/SPRINT approaches, as well as ongoing on-site consultation and technical assistance from SIG staff. For example, during SIG Year 4, 78 on-site consultations occurred with PBSS schools, along with periodic conference calls, e-mail consultations, and off-site meetings.

Many of the evaluation tools and articulation processes outlined in this chapter were developed or refined during the SIG. Annual evaluation reports were submitted to OSEP, and the final PBSS report documented successes in the areas of: strategic planning and organizational development, staff interactions and school climate, behavior management and school safety, student discipline and self-management, and classroom engagement and academic achievement.
Appendix C

Three Professional References

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Program Evaluator  
Apex Education  
8300 Carmel Ave. NE  
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curt@apexeducation.org  
505-828-0082  
505-550-1527
January 29, 2014

Matthew J. Kamins, School Psychologist
12518 Littleton Street
Silver Spring, MD 20906

To whom it may concern:

This letter is intended to provide you with information regarding the excellence of Project ACHIEVE, and the skill and knowledge of Dr. Howie Knoff.

As you probably know based on promotional material, Project ACHIEVE is a comprehensive school support and improvement model that integrates problem solving, team building, functional assessment, behavior supports and interventions, instructional consultation, and family and staff input. It is evidence-and research-based, and data and outcome driven. The model aligns with the best practices embedded in Response to Intervention approaches and Professional Learning Communities literature.

What cannot be learned from reading promotional material is that Project ACHIEVE delivers what it promotes. Working in line with the ACHIEVE blueprint, the Kids First Alliance (Montgomery County Public Schools’ Safe Schools/Healthy Students grant initiative) created collaborative problem solving practices, social skills approaches, positive behavior supports, behavior matrices, and grade level and building level team structures. Where the blueprint was implemented with integrity, our results included fewer inappropriate referrals to special education, accurate behavioral interventions, improved instructional outcomes, and the development of collaborative culture.

Critical to success is buy-in from school based and central office administration (providing the time and resources to ensure successful roll-out and follow-through), and engaging staff in ongoing professional development for teachers that is practical, supportive, functional, and directly related to how teachers teach and students learn. Dr. Knoff and his ACHIEVE colleagues are very skilled at providing shoulder-to-shoulder professional development that is timely, job-embedded, practical, time-sensitive, consistent, and measurable.

School improvement practices take time—time being the currency of the school house. Thus, districts must only choose to implement those practices that are worth the expense of the time invested. When provided with adequate resources (training time, fiscal resources, and availability to staff)—thus, ensuring the integrity of initial implementation and sustained practice, Project ACHIEVE results have no peer.
As a result of the ACHIEVE model, administrators and support staff (student services and special education) expand traditional roles and become critical consultants partnering with teachers and sharing the burden of problem identification, analysis, intervention planning, intervention implementation, progress monitoring, and program evaluation.

More critically, through Project ACHIEVE, school climate and culture changes positively, students demonstrate and model effective social skills, behavior improves, and academic achievement is realized.

It is without hesitation that I recommend Project ACHIEVE to your district. If I can be of further assistance please feel free to contact me.

*Matthew J. Kamins, NCSP*

Montgomery County Public Schools (MCPS) School Psychologist
(Former MCPS Supervisor of Psychological Services & Director of KIDS FIRST ALLIANCE)
January, 29, 2014

Dear Colleague,

I am pleased to write this letter of reference and experience for Dr. Howard (Howie) Knoff and the Project ACHIEVE work that he is doing nationwide. I have worked with Dr. Knoff as the Director of Administrative Services for the Shelby County area schools. I am responsible for supporting the diverse, sometimes challenged schools across our county to help them maximize the academic and social, emotional, and behavioral outcomes for all students. I have worked continuously with Dr. Knoff since 2004—hosting him on-site in our schools as recently as this past September (2012).

For eight Ohio school districts in Shelby County and the Shelby County Educational Service Center, Dr. Howard Knoff, the national director of Project ACHIEVE, has successfully designed a blueprint to build a school-wide structure that creates a positive behavioral support system in which effective classroom management has resulted in proven student success.

Since 2004, Dr. Knoff has worked with our school districts through aligned professional development, individual teacher and administrator consultation, and technical assistance through distance learning and archived webinars and Project ACHIEVE’s richly diverse web pages. Dr. Knoff, through his evidence-based Project ACHIEVE model and 30 years of experience in diverse settings, cultures, and organizational circumstances, has provided the tools that enabled our school districts to create positive school environments. His Positive Behavioral Support activities have revolutionized the concept of working with youth and reacting to discipline issues.

Through his work and the collective effort of Shelby County’s skilled educators, school discipline referrals in Shelby County have decreased as much as 75%, and school climate, academic engagement, and academic outcomes have been enhanced. As he has continued to work with us in 2012, our schools can attend more to Project ACHIEVE focus on at-risk student’s academic growth in math and reading—because many disciplinary and mental health issues are being addressed. Our trend data continue to show growth in both areas.

The Project ACHIEVE model has been adopted by teachers, administrators, and staff in Shelby County schools since 2004, and with Dr. Knoff’s support, Shelby County received a Federal Elementary and Secondary School Counseling Program grant that has allowed us to hire, train, and support counselors in our schools since 2009. Educators--and parents--have witnessed results that have improved students’ social, emotional, and behavioral self-management resulting in a direct impact on student achievement.
Dr. Howie Knoff is considered one of the key guiding educational forces in our county. His books, including his recent *Classroom Discipline and Behavior Management*, are on the shelves of Shelby County counselors and administrators, and read or discussed continually. He is a leading resource for our educators—and, ultimately, our students.

**Sybil Truster**

Sybil Truster  
Director of Administrative Services  
Shelby County Educational Service Center

129 East Court Street

Sidney, Ohio 45365  
Phone: 937-498-1354  
Fax: 937-498-4850  
Cell: 937-205-1313
January 29, 2014

To whom it may concern,

I have been a program evaluator on three projects with Dr. Howard M Knoff. As you know, he promotes a whole school reform system based on Positive Behavioral Support Services. His Positive ACHIEVE system functions like no other program I have evaluated. While many programs selected and implemented in a top down fashion have difficulty winning teacher buy-in, Project ACHIEVE began with a classroom management feature that won quick support from teachers. They quickly saw their lives would be easier if they had better student behavior. Every step following that was easy to build buy-in for because they knew the results would be practical and possible.

Teachers asked for training on behavior intervention teams, where Project ACHIEVE manages the 5% of students who don't respond sufficiently to the regular program. This training lead to questions about academically challenged student, so teachers asked for training on student assistance teams (called the SPRINT process in Project ACHIEVE). The key point is that teachers asked for the training. There was no top down imposition (although the grant had planned for and funded the trainings in advance).

Another feature is Dr. Knoff's progressive approach to changing teacher behaviors in the classroom. His trainings begin with a theoretical description of the pedagogy. In a completely different setting, Dr. Knoff models the new teacher behaviors using role play activities. In an additional training activity, Dr. Knoff asks teachers to "bring real cases" to try their new skills on. Finally, Dr. Knoff observed and facilitated actual team functioning in a fourth setting. This progression produced highly functional skills among teachers that they began to use on a daily basis.

Dr. Knoff provides all of this training in a flexible framework rather than a script. I have seen him morph his methods to suit the local context many times. His framework is functionally based, which means that as long as the function is met, the method can match the function.
I highly recommend Dr. Knoff’s team work approach to any school that plans for sufficient professional development to get the new teacher behaviors into the classroom. The most striking outcome was observing how teachers felt empowered to be the professionals they wish to be.

Best Regards,
Curtis J. Mearns Ph. D.
curt@apexeducation.org
505-550-1527
# Appendix D

## Positive Behavioral Support System (PBSS) Implementation Action Plan

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Date of Completion:</th>
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<tr>
<td>District:</td>
<td>Grade Levels in School:</td>
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<tr>
<th>NAME</th>
<th>POSITION IN SCHOOL</th>
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<tr>
<td></td>
<td>Action Plan Completed by:</td>
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<td>(Specify Grade level/ School Position)</td>
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## INSTRUCTIONS

This Action Plan was designed to help your school determine its status, goals, activities, and outcomes, over time, relative to the implementation of Positive Behavioral Support System (PBSS) activities. This Action Plan should be completed by the Task Force charged with planning and implementing a school’s PBSS, the School Leadership Team, the already-existing PBSS/School Discipline Committee, and/or another group of school staff who are in charge of planning PBSS activities in their school.

At times, members of the planning team may need to interview other colleagues in the school, review relevant documents, or conduct actual observations to determine the status of one or more items. While this is a working document, the best time to complete this Action Plan is before a school submits its annual School Improvement Plan (this Action Plan should become part of that plan) and the proposed budget to fund that Plan to the district and/or the school board for approval.
## Information Regarding Current School-Level Committees Relevant to PBSS Implementation

### School Improvement Team Members:

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<th>NAME</th>
<th>POSITION IN SCHOOL</th>
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(Co-)Chair(s):

**Other Members:**

( Specify Grade level/School Position)

### PBSS/Discipline Team Members:

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<th>NAME</th>
<th>POSITION IN SCHOOL</th>
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(Co-)Chair(s):

**Other Members:**

( Specify Grade level/School Position)
**RtI Team** (SAT, BIT, TAT, or equivalent) **Members**

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<th>NAME</th>
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*(Co-)Chair(s):*

**Other Members:**

( Specify Grade level/School Position)
## Preparation for PBSS Implementation

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<tr>
<th>IMPLEMENTATION ACTION</th>
<th>ACTIVITIES/OUTCOMES AND DATES/TIMELINES</th>
<th>PEOPLE RESPONSIBLE/RESOURCES NEEDED</th>
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<tbody>
<tr>
<td>The Discipline/PBSS Committee reviews the programs, strategies, and approaches currently in place in the school that represent the current multi-tiered system of prevention, strategic intervention, and intensive needs/crisis management. This process identifies the strengths, weaknesses, barriers, gaps, and needs that should be addressed immediately, in the short-term, or in the long-term. This process may result in a redesign of the multi-tiered system to facilitate the accomplishment of specific PBSS goals and outcomes.</td>
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<tr>
<td>Action 2.2: Review of the PBSS Data Collection and Management System.</td>
<td>The Discipline/PBSS Committee reviews the components of the existing PBSS data collection, tracking, analysis, and management resources and tools (e.g., software, data bases, and other computer- or web-based programs), and their efficacy relative to helping the school to enter, organize, summarize, display, track, and evaluate PBSS data and information. Based on the results, the Committee works with the administration, the school/district’s technology personnel, and Committee members and others to design and set-up the needed data-bases and other software/data management systems to close any apparent gaps.</td>
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<td>Action 2.3: Review of the Social, Emotional, Behavioral Instruction System/ Process.</td>
<td>As part of Action 2.1 above, the Discipline/PBSS Committee reviews the programs, strategies, and approaches currently in place in the school that focus on teaching students social, emotional, and behavioral skills, and their outcomes. These are cross-referenced to any state and/or district requirements in the areas of health, behavioral or mental health, and wellness. For example, at the secondary level, such requirements often involve topics related to drugs and alcohol, social skills and character education, cultural sensitivity and competence, bullying and sexual harassment, and sexual health and relationships.</td>
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<tr>
<td><strong>Action 2.3: Review of the Social, Emotional, Behavioral Instruction System/ Process.</strong> (Continued)</td>
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<td>As one result of this review, the Committee validates or creates a scaffolded Health, Mental Health, and Wellness scope and sequence or curriculum map that includes the specific social, emotional, and behavioral topics and skills that will be taught across the grade levels in its school. A second result is that the Committee validates the current social, emotional, behavioral curriculum currently being used in the school, or it decides to research and choose a new approach.</td>
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<td><strong>Action 2.4: Validation or Selection of a Social, Emotional, Behavioral Curriculum or Instruction Process.</strong></td>
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<td>If the Discipline/PBSS Committee decides to pursue a new social, emotional, behavioral skill instruction curriculum, it completes a systematic review and analysis of the evidence-based curricula available, and it chooses the curriculum that best meets its student-focused goals, outcomes, and needs. It then secures the permission and funding so that all of the necessary implementation materials are purchased and available prior to Implementation Year 1.</td>
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### Preparation for PBSS Implementation

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<tr>
<td><strong>Action 2.5: Development of the Behavioral Accountability Matrix.</strong> Guided by the grade-level representatives on the School Discipline/PBSS Committee, the Behavioral Matrix—a document that codifies the behavioral expectations at each grade levels in the school, is completed. The Behavioral Matrix is the anchor to the PBSS’s accountability process, and it identifies expected behaviors in the classrooms and common areas of the school—connected with positive responses, incentives, and rewards; and four intensity levels of inappropriate behavior (from annoying behavior through Code of Conduct offenses)—connected with research-based responses that hold students accountable for their inappropriate behavior while reinforcing and motivating future appropriate behavior. Once the Behavioral Matrices are completed, the School Discipline/PBSS Committee prepares the staff for the implementation “roll-out” of the process across the school, and ensures that support materials and other necessities (e.g., Behavioral Matrix posters for all classrooms) are ready for the roll-out.</td>
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## Preparation for PBSS Implementation

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<tr>
<td><strong>Action 2.6: Social Skills Preparation by the Staff.</strong></td>
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<td>Once the social, emotional, behavioral curriculum/materials chosen by the school or district are received (see Action 2.4), the School Discipline/PBSS Committee coordinates a “book study” whereby the materials are progressively read by everyone in the school, and each “reading assignment” is discussed in small groups. This is an important step that precedes, if it is to occur, the formal in-service training where all staff are trained in how to implement the curriculum or program.</td>
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<td><strong>Action 2.7: Drafting of the Social Skills Calendar with Classroom and Building Routines.</strong></td>
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<td>Given the results of Actions 3.4, 3.5, and 3.6 above, the School Discipline/PBSS Committee should draft a beginning-of-the-year social skills and student accountability implementation calendar in April or May. This calendar will include the “roll-out” of the Behavioral Matrix/Accountability system on the first day of the new school year, teaching and reinforcing expectations and routines in the common areas of the school and in the classrooms, and teaching the social, emotional, behavioral skills curriculum across the school year.</td>
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<td>Action 2.8: Completion of the “Get-Go” and Student Briefing Reports Process.</td>
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<td>If ready, the school should complete the “Get-Go” process in April. This end-of-year process involves a review of the academic and behavioral progress of all students, identifying students who need immediate interventions at the beginning of the new school year (“Get-Go” students), and those whose next-year’s teachers need to be briefed as to the instructional and intervention approaches that helped them be successful this year (“At-Risk” students). Related to this activity is the completion of Student Briefing Reports for the students above by their current teachers. These Reports are given to the new teachers receiving these students prior to the beginning of the new school year.</td>
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<td>Action 2.9: Special Situations Analysis.</td>
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<td>If possible, the School Discipline/PBSS Committee should complete a Special Situation analysis in April of student behavior in the common areas of the school, and relative to teasing, taunting, bullying, harassment, hazing, and physical aggression. Based on the results of this analysis, the Committee could complete a focused special situation analysis on one of the areas identified, developing an intervention plan to address the selected area at each beginning of the next school year.</td>
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**Implementation Year 1, Semester 1**

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<tr>
<td><strong>Action 1.1: Initial School Discipline/PBSS Committee Meeting.</strong></td>
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<td>During the staff preparation days prior to the new school year, the School Discipline/PBSS Committee should have its first meeting of the year. During this meeting, it should review its annual goals, objectives, outcomes, and activities, as well as the upcoming training and other events that will begin the school-wide PBSS process for the new school year. If needed, group and other processes to help the Committee function effectively will be reviewed, along with any important information based on events during the summer.</td>
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<tr>
<td><strong>Action 1.2: Social Skills Training for the Entire Staff.</strong></td>
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<tr>
<td>During the staff preparation days prior to the new school year, the entire staff participates in a full-day in-service training to learn the building-wide implementation of the chosen social, emotional, behavioral skills program. This in-service should be followed-up during the first weeks of school (a) with grade- or instructional-team meetings to allow teachers to develop and practice selected social skill lessons, (b) with observations of social skill demonstrations in the classrooms by the primary in-service trainers (with opportunities to debrief these experiences), and (c) with the implementation of real social skill lessons by all classroom teachers with appropriate supervision and feedback.</td>
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## PBSS Implementation: Year 1, Semester 1

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<tr>
<th>IMPLEMENTATION ACTION</th>
<th>ACTIVITIES/OUTCOMES AND DATES/TIMELINES</th>
<th>PEOPLE RESPONSIBLE/ RESOURCES NEEDED</th>
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<tbody>
<tr>
<td><strong>Action 1.3: First Day/Week of School PBSS Activities.</strong></td>
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<tr>
<td>Guided by the grade-level representatives on the School Discipline/PBSS Committee, the school year formally begins and, on the first day(s), the PBSS Accountability/Behavioral Matrix system is rolled-out, emphasizing and teaching the classroom and common school area expectations and behaviors, as well as the system of incentives and consequences. In addition, classroom teachers begin to introduce the social skills curriculum and to teach the initial processes and skills.</td>
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<tr>
<td><strong>Action 1.4: Extended Social Skills and Time-Out Training.</strong></td>
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<tr>
<td>Within the first six weeks of the school year, the entire staff participates in additional in-service training to debrief and extend the building-wide implementation of the social, emotional, behavioral skills program to new and more complex skills and situations. In addition, the staff have an opportunity to discuss the initial implementation of the Behavioral Matrix system, and unexpected or unintended behavioral situations. Finally, especially at the elementary and middle school levels, the staff is trained in a building-wide application of an educative Time-Out process which is integrated into the Behavioral Matrix and office discipline referral processes.</td>
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<td>IMPLEMENTATION ACTION</td>
<td>ACTIVITIES/OUTCOMES AND DATES/TIMELINES</td>
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<tr>
<td>Action 1.5: School Discipline/PBSS Committee Follow-Up and Support.</td>
<td>Immediately following Action 1.4 above, the PBSS Director and other PBSS consultants should be available to grade-level teams and individual staff with on-site technical assistance across a range of possible areas: demonstrating and videotaping sample social skill lessons in selected classrooms or using specific skills; demonstrating and videotaping sample Time-Out lessons or procedures in selected classrooms or with specific, challenging students; observing and providing feedback to teachers conducting social skill lessons in their classroom; observing and providing feedback to teachers demonstrating the Time-Out process in their classrooms; meeting with grade-level teams to discuss the social skills or Time-Out process or to address specific students’ more challenging behavior; meeting with the building-level School Discipline Team to discuss implementation issues; meeting with the administration to discuss implementation issues; meeting with parent and/or community representatives to discuss building and extended community implementation and wrap-around.</td>
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<tr>
<td>Action 1.6: Initial RTI Team Training.</td>
<td>Concurrent with the PBSS activities above, the Building-level RTI team participates in an in-service on the Data-based Problem-Solving process and begins to practice these skills using a guided “Case Study” approach.</td>
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**PBSS Implementation: Year 1, Semester 1**

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<tr>
<th>IMPLEMENTATION ACTION</th>
<th>ACTIVITIES/OUTCOMES AND DATES/TIMELINES</th>
<th>PEOPLE RESPONSIBLE/ RESOURCES NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1.7: End-of-Semester Formative Evaluations.</td>
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</table>

At the end of the semester, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative evaluations on the different facets of the PBSS so that strategic plans and implementation activities/processes can be adapted as needed. This review should especially focus on the social skills training and the Behavioral Matrix process. If needed, modifications to the social skills calendar and to specific behaviors on the Behavioral Matrices can be made at this time.

**Notes:**
### Implementation Year 1, Semester 2

#### PBSS Implementation: Year 1, Semester 2

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<tr>
<th>IMPLEMENTATION ACTION</th>
<th>ACTIVITIES/OUTCOMES AND DATES/TIMELINES</th>
<th>PEOPLE RESPONSIBLE/RESOURCES NEEDED</th>
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<tbody>
<tr>
<td>Action 2.1: School-wide RTI Training.</td>
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<tr>
<td>In January, a third school-wide in-service is provided on the Data-based Functional Assessment Problem Solving process that teaches staff how to functionally and behaviorally analyze students who are not responding to the preventive aspects of the PBSS system and/or who are presenting with more resistant or challenging behavior.</td>
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<tr>
<td>Action 2.2: Grade-level RTI Practice.</td>
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<tr>
<td>Once the Action 2.1 training has been completed, grade-level teams meet at least monthly to use and practice the data-based functional assessment problem solving process applying it to cases involving individual or groups of students presenting with challenging behaviors. These meetings are facilitated by a representative of the Building-level RTI team (e.g., the school psychologist, social worker, school counselor, or special education teacher) so that the problem solving process is practiced and used with integrity. This becomes the “Grade-Level RTI” process that becomes a routine part of the monthly grade-level meetings in the school.</td>
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## PBSS Implementation: Year 1, Semester 2

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<thead>
<tr>
<th>IMPLEMENTATION ACTION</th>
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<tbody>
<tr>
<td><strong>Action 2.3:</strong> Formal Special Situations Analysis Training for the School Discipline/PBSS Committee.</td>
</tr>
<tr>
<td>If it has not yet taken place, the School Discipline/PBSS Committee is formally trained in how to conduct Special Situation analyses and develop Special Situation Intervention Plans based on their results.</td>
</tr>
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</table>

| **Action 2.4:** Extended Social, Emotional, Behavioral Intervention Training for Selected Staff. |
| During the course of this semester (or school year), and based on the results of the Behavioral Intervention Survey (and other tools), selected staff participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention areas. For example, selected members of the School Discipline/PBSS Committee may receive more specialized training in Tier 1 and 2 interventions while members of the Building-level RTI team may receive more specialized training in Tier 2 and 3 interventions. |

<p>| <strong>Action 2.5:</strong> End-of-Year Articulation Activities. |
| At the end of the school year, the School Discipline/PBSS Committee, along with all other staff, committees, and administrators, complete the PBSS-relevant articulation activities. At a minimum, this involves the strategic planning, committee, social skills, Behavioral Matrix, Get-Go and Student Briefing Report, and professional development planning articulation activities. |</p>
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<tr>
<th>IMPLEMENTATION ACTION</th>
<th>ACTIVITIES/OUTCOMES AND DATES/TIMELINES</th>
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<tbody>
<tr>
<td><strong>Action 2.6: End-of-Year Formative Evaluations.</strong></td>
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<tr>
<td>At the end of the school year, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative and summative (as relevant) evaluations on the different facets of the PBSS so that new strategic plans and implementation activities/processes can be identified and written into the new School Improvement Plan.</td>
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<tr>
<td><strong>Action 2.7: Summer Facilitators’ Institute.</strong></td>
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<tr>
<td>During June at the end of Year 1, the PBSS Director (and others) may lead a summer institute for staff who wish to become PBSS Facilitators. During this institute, prospective Facilitators learn how to (a) provide the in-service/professional development training needed in different areas of PBSS implementation, including the RTI data-based functional assessment problem solving process; (b) implement the corresponding building- and classroom-based technical support and consultation follow-up such that the content of the professional development is implemented with integrity; and (c) coordinate the data collection and analysis process such that formative and summative evaluations are completed to validate the impact and success of the activities implemented.</td>
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## Implementation Year 2

### PBSS Implementation: Year 2

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<tr>
<th>IMPLEMENTATION ACTION</th>
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<tbody>
<tr>
<td><strong>Action 1.1: Boosters Sessions for Previously Trained Staff on PBSS Components.</strong></td>
<td>During the staff preparation days prior to the new school year, and during the first month of school (as needed), booster in-service, consultation, and technical assistance sessions for all continuing staff occurs in the PBSS’s social skills, Time-Out, data-based problem solving, and other classroom implementation components, skills, and activities.</td>
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<tr>
<td><strong>Action 1.2: Fast-Track Training for All New Staff on PBSS Components.</strong></td>
<td>During the staff preparation days prior to the new school year, and during the first month of school, “fast-track” training for all new staff in the Year 1 PBSS components occurs. If available, this training is coordinated with the training provided to another PBSS school in the district that is beginning its Implementation Year 1 start-up. Regardless, this training includes concurrent mentoring by the PBSS Director, selected Facilitators, the School Discipline/PBSS Team representative at the new teacher’s grade-level, and the new teacher’s first-year coach or mentor (if relevant).</td>
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<tr>
<td>IMPLEMENTATION ACTION</td>
<td>ACTIVITIES/OUTCOMES AND DATES/TIMELINES</td>
<td>PEOPLE RESPONSIBLE/RESOURCES NEEDED</td>
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<tr>
<td><strong>Action 1.3: Staff Training on Strategic Behavioral Interventions.</strong></td>
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<tr>
<td>During the staff preparation days prior to the new school year, and during the first month of school, the entire staff participates in a full-day in-service workshop on the more strategic, classroom-based behavioral interventions that can be applied and used with more challenging students who are only partially responding to the building-based social skills and accountability system.</td>
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<tr>
<td><strong>Action 1.4: Strategic Intervention Consultation Follow-up.</strong></td>
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<tr>
<td>During the two to three months following the strategic intervention in-service in Action 1.3, on-site technical assistance is provided using actual student cases to facilitate the implementation of these interventions for existing challenging students.</td>
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<tr>
<td><strong>Action 1.5: Staff Training on Crisis Prevention, Management, and Response.</strong></td>
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<tr>
<td>During the Winter/Spring, staff receive training, support, and practice in how to prevent and, as needed, respond to different crisis situations. Such situations might include: weather-related disasters, student or staff accidents or deaths, student fights, shootings or other acts of violence on campus, etc. This training also involves briefings on how to handle situations involving home-based physical or sexual abuse, student harassment, student suicide threats, and other life crises. Concurrent with this training is the identification of those contacts or resources within the school, district, and community for each of the situations discussed.</td>
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**PBSS Implementation: Year 2**

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<tr>
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<tbody>
<tr>
<td><strong>Action 1.6: Parent/Community Outreach Program.</strong></td>
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<tr>
<td>During the Winter/Spring, the School Discipline/PBSS Team should implement (if this has not yet occurred) a PBSS outreach program to parents, community agencies, and other community leaders and constituencies. This outreach could involve training that extends the school’s PBSS, for example, to families, community-based social service and support agencies, day care or after-school care and weekend programs, to the faith community, or to the business community. Alternatively, this outreach might involve a community-wide collaborative effort to extend the PBSS to as many community-based and family settings and circumstances as possible.</td>
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<tr>
<td><strong>Action 1.7: Continued/Extended Social, Emotional, Behavioral Intervention Training for Selected Staff.</strong></td>
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<tr>
<td>During the course of this year, and based on the intervention needs of the challenging students who exist or are emerging in the school, selected School Discipline/PBSS Committee and RTI team members continue to participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention (Tier 2 and 3) areas.</td>
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<tr>
<td>Action 1.8: End-of-Year Articulation Activities.</td>
<td>At the end of the school year, the School Discipline/PBSS Committee, along with all other staff, committees, and administrators, again complete the PBSS-relevant articulation activities involving, at minimum, the strategic planning, committee, social skills, Behavioral Matrix, Get-Go and Student Briefing Report, and professional development articulation activities.</td>
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<tr>
<td>Action 1.9: End-of-Year Formative Evaluations.</td>
<td>At the end of the school year, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative and summative evaluations on the different facets of the PBSS so that new strategic plans and implementation activities/processes can be identified and written into the new School Improvement Plan.</td>
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<tr>
<td>Action 1.10: Summer Facilitators’ Institute.</td>
<td>During June at the end of Year 2, a summer institute is held for staff who have spent Implementation Year 2 as PBSS Facilitators. (This could include a second cohort of new Facilitators who are beginning this advanced training.) During this institute, Facilitators receive advanced training and responsibilities, for the coming year, in the wide range of PBSS components and activities.</td>
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## Implementation Year 3

### PBSS Implementation: Year 3

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<tr>
<th>IMPLEMENTATION ACTION</th>
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<th>PEOPLE RESPONSIBLE/RESOURCES NEEDED</th>
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<tbody>
<tr>
<td>Action 1.1: Training Selected Staff in Behavioral/Ecological Classroom Observation.</td>
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<tr>
<td>During the staff preparation days prior to the new school year, a select number of</td>
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<tr>
<td>staff are trained in behavioral/ecological classroom observation and how to functionally</td>
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<td>evaluate instructional environments and effective classroom instruction. Practice</td>
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<tr>
<td>opportunities then are provided to this group during the first three months of the</td>
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<td>school year so that these staff are available to provide these services during the</td>
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<tr>
<td>last half of the school year.</td>
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<tr>
<td>Action 1.2: Training Intervention and Other Support Staff in Consultation Processes.</td>
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<tr>
<td>During the staff preparation days prior to the new school year, the intervention</td>
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<tr>
<td>specialists and other consultants working in the school are trained in consultation</td>
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<td>processes at the individual colleague, small group, and organizational levels.</td>
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<tr>
<td>Practice opportunities then are provided to this group during the first three months</td>
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<td>of the school year so that these staff can integrate these processes into their day-to-</td>
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<td>day consultation interactions.</td>
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<td>IMPLEMENTATION ACTION</td>
<td>ACTIVITIES/OUTCOMES AND DATES/TIMELINES</td>
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<tr>
<td>Action 1.3:  Continued Staff Training on Strategic Behavioral Interventions.</td>
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<tr>
<td>During the school year, the entire staff continues to participate in professional development activities focusing on the strategic, classroom-based behavioral interventions that can be applied and used with more challenging students.</td>
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<tr>
<td>Action 1.4: Continued/Extended Social, Emotional, Behavioral Intervention Training for Selected Staff.</td>
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<tr>
<td>During the school year, selected School Discipline/PBSS Committee and RTI team members continue to participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention (Tier 2 and 3) areas.</td>
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<tr>
<td>Action 1.5: Continued Community/Family Outreach and School-based Mental Health.</td>
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<tr>
<td>Analyses of the school’s available intensive (Tier III) social, emotional, and behavioral assessment and intervention resources at the family and community levels continue. This includes formalizing relations with health, mental, and wellness community practitioners, including those involved in school-based and school-linked community mental health services for crisis management and intensive need students and families.</td>
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## PBSS Implementation: Year 3

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<tr>
<td>Action 1.6: Summer Facilitators’ Institute.</td>
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During June at the end of Year 3, a Facilitators Summit is held to debrief the past school year, provide any additional training and/or mentoring, and to prepare the Facilitators for their fully independent implementation of the PBSS.

### Additional Notes:


## Appendix E

### Project ACHIEVE Positive Behavioral Support System Material Available

<table>
<thead>
<tr>
<th>Support Materials Described</th>
<th>Unit Cost</th>
<th>Total Cost (Assuming 50 Staff School Building)</th>
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<tbody>
<tr>
<td>This book provides the theory and practice foundation of Project ACHIEVE’s Positive Behavioral Support System, along with a step-by-step implementation discussion of each component.</td>
<td></td>
<td>TOTAL: $700.00</td>
</tr>
<tr>
<td><strong>Knoff, H.M. (2002). The Stop &amp; Think Social Skills Program -- Classroom Packages</strong></td>
<td>$200 per Classroom Kit</td>
<td>For all Classroom Teachers, and Administrators, Counselors, Others (50 people) plus Additional Support Materials</td>
</tr>
<tr>
<td>Published/Ordered from Cambium/Sopris Learning, Longmont, CO (<a href="http://www.soprislearning.com">www.soprislearning.com</a> or 800-547-6747)</td>
<td>Additional Stop &amp; Think Support Materials for the building: $500.00</td>
<td>TOTAL: $10,500</td>
</tr>
<tr>
<td>The Stop &amp; Think Social Skills Program is an evidence-based social skills program with four levels: preK- Grade 1, Grades 2/3, Grades 4/5, Grades: Middle/High School. At each level, 20 practical, classroom-based social skills are taught, along with important classroom and building routines. The social skill instruction facilitates students’ social, emotional, and behavioral self-management.</td>
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<tr>
<td><strong>The Stop &amp; Think Social Skills Music CD and Preschool to Grade 1 Skills Posters</strong></td>
<td>$60/set</td>
<td>For all Preschool through Grade 1 Classroom Teachers (12 people)</td>
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<tr>
<td>From the Core Knowledge Foundation (<a href="http://www.coreknowledge.org">www.coreknowledge.org</a>)</td>
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<td>TOTAL: $600.00</td>
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<tr>
<td>This music CD consists of children’s songs that directly teach the steps to 15 Stop &amp; Think social skills. The posters have the skill steps on one side, and the lyrics to the songs on the other.</td>
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<tr>
<td>Support Materials Described</td>
<td>Unit Cost</td>
<td>Total Cost (Assuming 50 Staff School Building)</td>
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<tr>
<td><strong>The Stop &amp; Think Parent Book: A Guide to Children’s Good Behavior— A Parent Training manual with an accompanying 75-minute Training DVD for parents.</strong></td>
<td>$59.95 plus $6.95 shipping/handling</td>
<td>For the counselors, other mental health professionals, and parent educators in a school (6 people)</td>
</tr>
<tr>
<td>Ordered from Project ACHIEVE Press through <a href="http://www.projectachieve.info">www.projectachieve.info</a></td>
<td></td>
<td>TOTAL:  $400.00</td>
</tr>
<tr>
<td>This parent training manual (and DVD) provides step-by-step guidance as to how parents can teach their children Stop &amp; Think social skills for use at home. This manual is typically used also by school-based mental health practitioners who are working—formally or informally—with parents in these areas. By extending the Stop &amp; Think training to the home, it strengthens the impact of the training and use of the skills by students in the school.</td>
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<tr>
<td><strong>Four Project ACHIEVE Electronic Books on (a) how to teach the Stop &amp; Think Classroom and School Building Routines, how to develop Grade-Level Behavioral Matrices, the Educative Time-Out Process, and how to conduct Special Situation Analyses of the Common School Areas and Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression.</strong></td>
<td>Site License Cost for all:  $600.00</td>
<td>Site License Cost for all:  $600.00</td>
</tr>
<tr>
<td>Ordered from Project ACHIEVE Press through <a href="http://www.projectachieve.info">www.projectachieve.info</a></td>
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<tr>
<td>These Electronic Books are delivered as a pdf that can be downloaded on a school’s shared drive. The Site License permits unlimited copying of the documents within the school and (only) by school staff members. The E-books cover essential information needed to fully implement the school-wide PBSS process.</td>
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Appendix F

Brief Biography/Vita: Dr. Howard M. Knoff

Howard M. Knoff, Ph.D. is the creator and Director of Project ACHIEVE. After 22 years as a university professor, he is now a full-time national consultant, author, and presenter; and he has been the Director of the State Improvement/Personnel Development Grant for the Arkansas Department of Education—Special Education Unit for the past seven years. Formerly a Professor of School Psychology at the University of South Florida (Tampa, FL) for 18 years and Director of its School Psychology Program for 12 years, Dr. Knoff was also the creator and Director of the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy at USF.

As Director of Project ACHIEVE, a nationally-known school effectiveness/improvement program that has been designated a National Model Prevention Program by the U. S. Department of Health & Human Service’s Substance Abuse and Mental Health Services Administration (SAMHSA), Dr. Knoff has trained over 1,500 schools or school districts over a 25-year career.

As Director of the second Arkansas State Improvement/Personnel Development Grant (SIG/SPDG), now a five-year $1 million per year grant from the U.S. Department of Education, Office of Special Education Programs, he helps to oversee the primary SPDG goals of: statewide implementation of Project ACHIEVE’s Positive Behavioral Self-Management approach; literacy and mathematics interventions for at-risk, underachieving, and students with disabilities; Response-to-Instruction and Intervention, Closing the Achievement Gap, and technical assistance to schools/districts in School Improvement status; and special education and related service personnel recruitment, training, and retention.

Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Dr. Knoff is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, Response-to-Intervention, and professional issues. He has authored or co-authored 17 books, published over 75 articles and book chapters, and delivered over 500 papers and workshops nationally—including the Stop & Think Social Skills Program (Preschool through Middle School editions) and the Stop & Think Parent Book: A Guide to Children’s Good Behavior both through Cambium Learning/Sopris West Publishers.
Among his recent books are the following:


Dr. Knoff has a long history of working with schools, districts, and community and state agencies and organizations. For example, he has consulted with a number of state departments of education, the Department of Defense Dependents School District during Desert Storm in 1991, and the Southern Poverty Law Center. He has also served as an expert witness in federal court five times, in addition to working on many other state and local cases—largely for legal advocacy firms who are representing special education and other students in need. Specific to
school safety issues, Dr. Knoff was on the writing team that helped produce *Early Warning, Timely Response: A Guide to Safe Schools*, the document commissioned by the President that was sent to every school in the country in the Fall of 1998; and he participated in a review capacity on the follow-up document, *Safeguarding our Children: An Action Guide*.

A recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division for early career contributions in 1990, and over $18 million in external grants during his career, Dr. Knoff is a Fellow of the American Psychological Association (School Psychology Division), a Nationally Certified School Psychologist, a Licensed Psychologist in Arkansas, and he has been trained in both crisis intervention and mediation processes. Frequently interviewed in all areas of the media, Dr. Knoff has been on the NBC Nightly News, numerous television and radio talk shows, and he was highlighted on an ABC News' *20/20* program on "Being Teased, Taunted, and Bullied." Finally, Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents more than 25,000 school psychologists nationwide.

Dr. Knoff is constantly sought after for his expertise in a wide variety of school, psychological, and other professional issues.

**Short Vita**

**Howard Marc Knoff, Ph.D.**

Director, State Personnel Development Grant  
Arkansas Department of Education, Special Education Unit

Director, Project ACHIEVE  
National Consultant, Author, Lecturer

NCSP—Nationally Certified School Psychologist  
Licensed Psychologist (Arkansas; formerly in New York and Florida)  
Certified School Psychologist (formerly in New York and Massachusetts)

**Academic Degrees**

Ph.D.  Syracuse University, Syracuse, New York (School Psychology)  
Ed.S.  Syracuse University, Syracuse, New York (School Psychology)  
M.S.  Syracuse University (School Psychology)  
A.B.  Bowdoin College, Brunswick, Maine (Psychology/Biology)
Professional Experience

10/09 to present  Director, State Personnel Development Grant
10/03 to 9/09  Director, State Improvement Grant
Arkansas Department of Education, Special Education Unit
Little Rock, AR

Responsible for all administrative, financial, and implementation aspects of a five-year $1.0 million per year State Personnel Development Grant received from the U.S. Department of Education, Office of Special Education Programs, as a follow-up to a seven-year $1.7 million per year State Improvement Grant (2003-2009). The current grant’s primary goal is to facilitate the systemic change and improvement of services and supports to all students in schools in Improvement status across Arkansas—so that high levels of these students demonstrate consistent academic and social, emotional, and behavioral proficiency—especially on state benchmark and high-stakes proficiency tests. The grant also targets districts that are not attaining high levels of effective services and outcomes for students with disabilities. All of this is done by focusing on school leadership, strategic planning, and organizational development; math and literacy instruction and intervention; social, emotional, and behavioral instruction and intervention; and data-based problem solving and Response-to-Intervention services. In addition, the grant has major initiatives in the areas of professional development, parent training and outreach, school-based mental health systems and services, and capacity-building so that the state can continue all of these activities after its completion.

8/90 to present  Director of Project ACHIEVE  Website: www.projectachieve.info

Project ACHIEVE is a research-proven national school improvement/school reform project that has been designated a national model prevention program through the U.S. Department of Health & Human Services’ Substance Abuse and Mental Health Services Administration (SAMHSA), and that serves at-risk and underachieving students, their schools, and their families. Working intensively with school staffs and parents through a multi-year professional development and intervention process, Project ACHIEVE has been responsible for (a) significant increases in student achievement and social development, staff skills and positive school climates, and parental involvement and rapport; and (b) significant decreases in student violence and disciplinary problems, school suspensions and grade retentions, special education referrals and placements, and in the related personal and financial costs that these situations incur.

8/92 to 7/03:  Professor of School Psychology, University of South Florida

Faculty member in the Department of Psychological and Social Foundations (School Psychology Program) teaching graduate-level courses in Organizational Change, Supervision Processes, Professional Issues in School Psychology, Personality Assessment, and Internship/Practicum Supervision; along with research in the areas of organizational change and strategic planning, school reform, social skills and school safety, and consultation; along with service to the field and community.
8/87 to 12/98  Director, School Psychology Program, University of South Florida

Responsible for overseeing all facets of the Ph.D. and Ed.S. School Psychology program including program admissions, accreditation, strategic planning, financial aid, and internship opportunities.

During this period, the Program became one of the top programs in the nation with over 100 graduates, received over $8 million in Federal and State grants, provided over $300,000 in tuition support per year to its 60 full-time graduate students, and recruited six faculty including two Past Presidents of the National Association of School Psychologists. The Program also received two successive approvals of its Ed.S. and Ph.D. programs through NCATE during this time period, and submitted its APA accreditation application for doctoral approval.

8/87 to 8/92  Associate Professor of School Psychology, University of South Florida
8/85 to 8/87  Assistant Professor of School Psychology, University of South Florida
9/81 to 8/85  Assistant Professor of School Psychology, SUNY-Albany
9/79 to 7/81  School Psychologist, Lenox, Massachusetts

Awards

Fellow, American Psychological Association (1989)
President, National Association of School Psychologists (1989-1990)
  President-Elect (1988-1989); Past-President (1990-1991)
Lightner Witmer Award from the Division of School Psychology, American Psychological
  Association for Early Career Contributions to School Psychology  (August, 1989)
The Dean's Distinguished Service Award in Recognition of Commitment to Excellence in School
  Psychology as Scholar, Practitioner, Leader, and Mentor, University of South Florida (April, 1990)
National Association of School Psychologist's Distinguished Service Award (March, 1991)
Florida Association of Student Services Administrators Outstanding Educator Award (October, 1993)

Awards:  For Project ACHIEVE--

Recipient of the 2003 Administrator’s Award for School-Based Mental Health Programs by the
  Substance Abuse and Mental Health Services Administration in the U. S. Department of Health &

Designated as a Model National Program by the Office of Juvenile Justice and Delinquency Prevention
Awards:  For Project ACHIEVE (Continued)--

Designated as a Model National Program by the Collaborative for Academic, Social, Emotional

Designated as a Model National Program by the Substance Abuse and Mental Health Services
  Administration/Center for Substance Abuse Prevention in the U. S. Department of Health &

Designated as a “Best and Promising Practices Program” by the Western Center for the Application of
  Preventive Technologies in association with the Oregon Office of Alcohol and Drug Abuse
  Programs.  Salem, OR, September, 2000.
Highlighted at the 1999 Improving America’s Schools Conference “Creating Safe Schools and Healthy Students Institute.” Sponsored by the U. S. Department of Education, Tampa, FL, October, 1999.

Highlighted at the Safe and Effective Schools for ALL Children: What Works! A National Teleconference. Sponsored by the U. S. Departments of Education and Justice (Office of Juvenile Justice and Delinquency Prevention), and the Center for Effective Collaboration and Practice at the American Institutes for Research, Washington, D. C., September, 1999.


Identified as an effective school reform program by the Center for Effective Collaboration and Practice of the American Institutes for Research, Washington, D. C., January, 1997.


One of five programs across the country funded by the Metropolitan Life Foundation's Positive Choices: Youth Anti-Violence Initiatives program in the Fall of 1995 for $100,000.

Received Honorable Mention in the Coalition on Educational Initiatives' and USA TODAY's Community Solutions for Education national awards program, May, 1995.

Designated as the best Model Student Services Program in Florida by the State Department of Education in its “Promising Programs and Practices” competition for 1994-1998.

Current Professional Association Memberships

National Association of School Psychologists

Sample/Recent Publications


Sample/Recent Publications (Continued)


Knoff, H. M. (2001). The Stop & Think Social Skills Program (Preschool – Grade 1, Grades 2/3, Grades 4/5, Middle School 6-8). Longmont, CO: Sopris West.


National/Significant Grants Received

The Arkansas Personnel Development Grant: Leadership, Literacy and Mathematics, Positive Behavioral Supports, and Data-based Problem solving for Schools in Improvement status. (with Marcia Harding). Five-year grant funded by the U.S. Department of Education, Office of Special Education Programs for $5,000,000. (2009-2014).


A full-service school training initiative: Preparing school psychologists to integrate home, school, and community services for special education students. (with Dr. George M. Batsche). Four-year grant funded by the U.S. Department of Education, Office of Special Education Programs for $427,340. (1992-1996).


Meeting the needs of minorities with disabilities and the children of poverty: Preparing school psychologists for home-school collaborative efforts that enhance children's academic and social competence. (with Dr. George M. Batsche). Five-year grant funded by the U.S. Department of Education, Office of Special Education Programs for $598,395. (1994-1999).


Training school psychologists for comprehensive prevention and intervention services: Addressing the academic and behavioral needs of high poverty children at-risk for or with high-incidence disabilities. Three year Pre-Service Training grant funded by the U.S. Department of Education, Office of Special Education programs for $600,000 (1999-2002).