



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Acting Commissioner

May 6, 2011

TO: Director of Special Education or
Administrator of a Charter School

FROM: Barbara Gantwerk, Assistant Commissioner
Division of Student Services

SUBJECT: Orientation to Positive Behavior Support in Schools (PBSIS) Initiative
for Administrators: June 10, 2011

The New Jersey Department of Education, Office of Special Education Programs (NJOSPE) is extending a training and technical assistance opportunity in the area of Positive Behavioral Supports (PBSIS) to districts or charter schools who have students with disabilities and challenging behavior within general education settings. The district or charter school must be committed to building capacity to include students with disabilities in general education programs and settings.

This orientation will describe the three tiers of PBSIS and how your district/school(s) can apply for two years of training and technical assistance in PBSIS beginning in October 2011 and continuing through June 2013. Because principals play a key role in the implementation of this practice, the **principal of the designated school is required to attend** the PBSIS orientation session in order for his/her building to be considered for this initiative. Additionally, the designated school must serve both special and general education students.

Positive Behavior Support in Schools is a data driven, tiered system of positive behavior support to include students with disabilities and challenging behavior within general education settings. Based on a national model of positive behavior support, the NJOSPE, in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities-UMDNJ, Robert Wood Johnson Medical School has supported PBSIS in schools across New Jersey. PBSIS is designed to build capacity for the inclusion of students with disabilities and challenging behavior within general education settings by creating school-wide positive learning environments for all students and specific interventions for students with more intensive needs.

The PBSIS three tiered model includes:

- Tier 1: Universal Interventions teach and reinforce a consistent set of behavioral expectations for all students, staff and settings;
- Tier 2: Secondary Interventions provide small group and individual interventions for students with repeated behavior problems; and
- Tier 3: Individual Interventions provide assessment driven, individualized interventions for students with disabilities who have the most intensive needs.

NJOSEP will support participating schools during the first year through reimbursement of substitute costs to enable teachers to attend regional PBSIS trainings and in-district meetings. In addition, during the second year, NJOSEP will provide a reimbursement contract to support schools with costs associated with the implementation of PBSIS.

Attached are the brochure and registration form for *Positive Behavior Support in Schools (PBSIS): 2011 Orientation for District and School Administrators*. The orientation will occur on Friday, June 10 at the Learning Resource Center- Central (LRC-C) in Trenton. You can select either a morning or an afternoon session on the June 10, 2011 orientation date. The morning session will be held from 9:30 a.m. – 11:30 a.m. The afternoon session will be held from 1:00 p.m. – 3:00 p.m.

Please complete the registration form by June 8, 2011 and return by mail or fax to:

Ann Marie McVay, Administrative Assistant
The Boggs Center
35 George Street
PO Box 2688
New Brunswick, NJ 08903
(Fax) (732) 235-9330

If you have any questions regarding the administrator orientation session, please contact Perkie Cannon at (973) 631-6345 ext. 115 or perkie.cannon@doe.state.nj.us.

Attachments

c: Melanie O'Dea
Peggy McDonald
Executive County Superintendents
County Supervisor of Child Study
District Superintendents

New Jersey

Positive Behavior Support in Schools



New directions in school success

An Orientation for District and School Administrators to Positive Behavior Supports in Schools (PBSIS)

Currently, the PBSIS Initiative is enrolling a new cohort of schools. This exciting opportunity will provide school personnel with training and technical assistance to implement a three tiered model of positive behavioral support. Schools will be selected based on an application process and require building principals attend the orientation.

June 10, 2011

9:30 a.m. – 11:30 a.m. or 1:00 p.m. - 3:00 p.m.

**Learning Resource Center – Central
New Jersey Department of Education
200 Riverview Plaza, 1st Floor
Trenton, N.J.**

Introduction

Research suggests that schools with a positive social climate are associated with fewer occurrences of conduct problems and better student performance outcomes (e.g., achievement and attendance). Affirming positive behavior, teaching social skills, involving students at all levels of the school, equipping teachers with the skills to meet the needs of diverse learners, coordinating programs, and using multi-setting interventions are all examples of recommended practices for promoting a positive school climate. While a positive school climate benefits all students, students with disabilities particularly benefit when school environments are positive, welcoming, and supportive of individual needs. Students with disabilities included in general education programs with appropriate supports are less likely to develop conduct problems and more likely to have positive social outcomes. A growing body of evidence affirms that positive school climate is associated with better school outcomes for all students, including students with disabilities. School personnel have increasingly expressed an interest in implementing evidence-based practices that promote positive school climate and encourage socially responsible behaviors.

To support the capacity of schools to promote the inclusion of students with disabilities and challenging behaviors in general education programs and settings, the New Jersey Department of Education, Office of Special Education Programs in collaboration with The Elizabeth M. Boggs Center – University of Medicine and Dentistry has been implementing a training and technical assistance initiative called Positive Behavior Support in Schools (PBSIS). The PBSIS State Training Team provides training and technical assistance for schools to implement a multi-tiered intervention model known as school-wide positive behavior support. The three tiered school-wide positive behavior support intervention model includes:

- **Tier 1: Universal Interventions** that promote a positive school climate by teaching and reinforcing a consistent set of behavioral expectations for all students, staff, and settings school-wide;
- **Tier 2: Secondary Interventions** that provide function-based interventions through small group and individually tailored strategies for students with repeated behavior problems; and
- **Tier 3: Individualized Interventions** that use a function-based problem solving process to conduct assessment and design individualized support plans for students with disabilities who have the most intensive needs.

Participation in the PBSIS training initiative is designed to result in 5 key outcomes:

1. Improvements in overall building climate;
2. Reduction in office discipline referrals and suspensions for students, including students with disabilities, school-wide;
3. Reduction in the number of students, including students with disabilities, who receive repeated office discipline referrals;
4. Reduction in the number of students referred for special education services; and
5. Increase in the number of students with disabilities and challenging behaviors who are successful in general education settings.

Tier 1: Universal Interventions

Purpose: To create positive, respectful, and responsive learning environments for all students, including students with disabilities, by developing consistency across staff and settings regarding (a) the stated expectations for student behavior, (b) staff response to occurrences of unwanted behaviors, (c) staff response to occurrences of desired student behavior, and (d) staff response to discipline infractions. As a systems level preventative intervention, Universal Interventions work for approximately 80-90% of students in the school building and most often result in decreases in office conduct referrals. Universal Interventions also serve as an important foundation for students with disabilities to successfully achieve behavioral expectations.

Indicators that a school would benefit from Universal Interventions include:

- A high daily average of office conduct referrals are occurring;
- A large proportion of students get one or two office conduct referrals (OCRs) over the course of the school year;
- A large number of behavior problems occur in non-classroom areas (e.g., cafeteria or hallways);
- A significant number of office conduct referrals are written for behaviors that should be handled through classroom management strategies; and/or
- A pattern of disproportionate representation of minority students in office conduct referrals is occurring.

Key activities include:

- Form a building level team;
- Participate in training and technical assistance;
- Conduct a self assessment of building climate;
- Establish and teach school-wide behavioral expectations;
- Establish a consistent office conduct referral system;
- Monitor and analyze office conduct referrals to identify patterns and potential interventions; and
- Establish a school-wide student and staff recognition system.

Tier 2: Secondary Interventions

Purpose: To intervene early with students, including students with disabilities, who are beginning to display patterns of chronic behavior problems to prevent the need for more restrictive responses (e.g., referral to special education, suspension, alternative school placement). A variety of function-based intervention options (e.g., check-in systems, social skill training, mentoring, instructional accommodations,) are available at the secondary tier to address the underlying cause(s) of chronic behavior problems and to emphasize the development of social and self regulatory skills that will promote success across school settings.

Indicators that a school would benefit from Secondary Interventions include:

- A small number of students account for a significant proportion of office conduct referrals;
- A significant number of students are being referred to special education for behavioral reasons; and/or
- Patterns of disproportionate representation of minority students are occurring in conduct and special education referrals.

Key activities include:

- Designate a Secondary Intervention team (i.e., often this is the Intervention and Referral Service (I&RS) committee) who will complete the following: participates in a three-day training on function-based screening and intervention practices for students with repeated behavior problems;
- Establish a function-based screening process using the tools and practices learned through the training; and
- Establish a range of intervention options that address the behavioral needs of students demonstrating a pattern of repeated behavior issues.

Tier 3: Individualized Interventions for Students with Intensive Needs

Purpose: To ensure that students with disabilities are successful in general education settings, intensive individualized behavior support plans may be needed. Intensive interventions are based on a thorough assessment of the behavior and utilize combinations of intervention approaches that emphasize (a) prevention, (b) instruction, (c) reinforcement, and (d) quick diffusion of problem behavior.

Indicators that a school would benefit from Individualized Interventions include:

- Students with disabilities are in self contained classes or at risk of placement in self contained classes because of behavior reasons;
- Students with disabilities are in out of district placements or at risk for out of district placements because of behavior reasons; and/or
- Staff members are concerned about including students within general education settings because of behavior reasons.

Key activities include:

- Participate in three-day training on Functional Behavioral Assessment and Behavior Intervention Plans;
- Conduct Functional Behavioral Assessments;
- Design Behavior Intervention Plans that use combinations of strategies; and
- Use a team-based planning process that includes child study team members, parents, teachers (both general and special education), paraprofessionals, and other staff as relevant.

Orientation to PBSIS Initiative: Information

Training and technical assistance will be available regionally for schools who participate in the PBSIS initiative during the 2011-2012 and 2012-2013 school years. Training and technical assistance will be provided by the Elizabeth M. Boggs Center through a collaboration with the New Jersey Department of Education, Office of Special Education Programs as part of the Department's ongoing commitment to building the capacity of New Jersey schools to use evidence-based behavior support practices to promote the inclusion of students with disabilities in general education programs and settings.

To learn more about receiving training and technical assistance through the PBSIS initiative please join us for either a morning or afternoon session on Friday June 10, 2011 from 9:30 a.m. – 11:30 a.m. or 1:00 p.m. - 3:00 p.m., at the Learning Resource Center-Central, New Jersey Department of Education, Trenton, New Jersey. An introduction to the training and technical assistance resources available to schools will be described.

To participate in this session, please complete and return the enclosed registration form. **Because the building principal plays a key role in the implementation of this practice, a principal must attend the June 10, 2011 orientation session in order for the application of his/her school to be considered for participation in the 2011 new cohort of schools.**

For questions, please contact Sharon Lohrmann, PhD., The Boggs Center, UMDNJ at sharon.lohrmann@umdnj.edu or 732-235-9306 or Perkie Cannon, NJ Department of Education, perkie.cannon@doe.state.nj.us or 973-631-6345 ext. 115.

Visit www.njpbs.org New Jersey's web source for resources and information about Positive Behavior Support

Positive Behavior Support in Schools (PBSIS): 2011 Orientation for District and School Administrators

Date: June 10, 2011

Location : Learning Resource Center-Central
200 Riverview Plaza
1st Floor
Trenton, New Jersey 08611

Directions: <http://www.nj.gov/education/lrc/dir2lrcc.pdf>

Please Select One Time:

_____ 9:30 a.m. -11:30 a.m. OR

_____ 1:00 p.m. - 3:00 p.m.

Audience: Directors of Special Services and Principals* (principal attendance is required)

Registrants

School District: _____

Name	Title	Email	Work Phone	Evening Phone for Cancellation
	Director of Special Services			
	Building Principal School: _____			
	Building Principal School: _____			

If special assistance is required (e.g., interpreter for the hearing impaired), please provide your request within two weeks of the orientation session.

We will not be able to provide breakfast or snacks, but please feel free to bring your own refreshments.

Please return this form via mail or fax by June 8, 2011 to:

AnnMarie McVay, Administrative Assistant
The Boggs Center
335 George St., PO Box 2688
New Brunswick, NJ 08903

732-235-9330 fax
732-235-9324 work number