



Return on Investment: One District's Blueprint for Scaling-Up and Monitoring PBIS

Presented by:

Mary Beth Gustafson, Ed.D, Pocono Mountain School District

Deanna Moerer LSW, Youth Advocate Program (YAP)

Greg Llewellyn, Ed.S, PaTTAN

James Palmiero, Ed.D, PaTTAN

May 23, 2012

Objectives for Presentation

- The learner will be able to describe how a fiscally challenged school district worked to scale-up PBIS system-wide.
- The learner will be able to describe a blueprint by which to identify return on investment in PBIS, based on the model established by Pocono Mountain School District.
- The learner will be able to translate the return on investment blueprint to that of their own local context.

Objective 1

The learner will be able to describe how a fiscally challenged school district worked to scale-up PBIS system-wide.

Pocono Mountain School District Demographics

- Total Enrollment** - 10,196 – decrease of 567 students from 2010-11
- Special Education** - 1,998 (21%) – average increase is 100 students per year from 2006-07
- Free/Reduced Lunch** - 49.1%
- Homeless** - 82 students (increase from 9 in 2009-10)
- Transience Rate** - 24% of students will stay in district K-12

Pocono Mountain School District Demographics

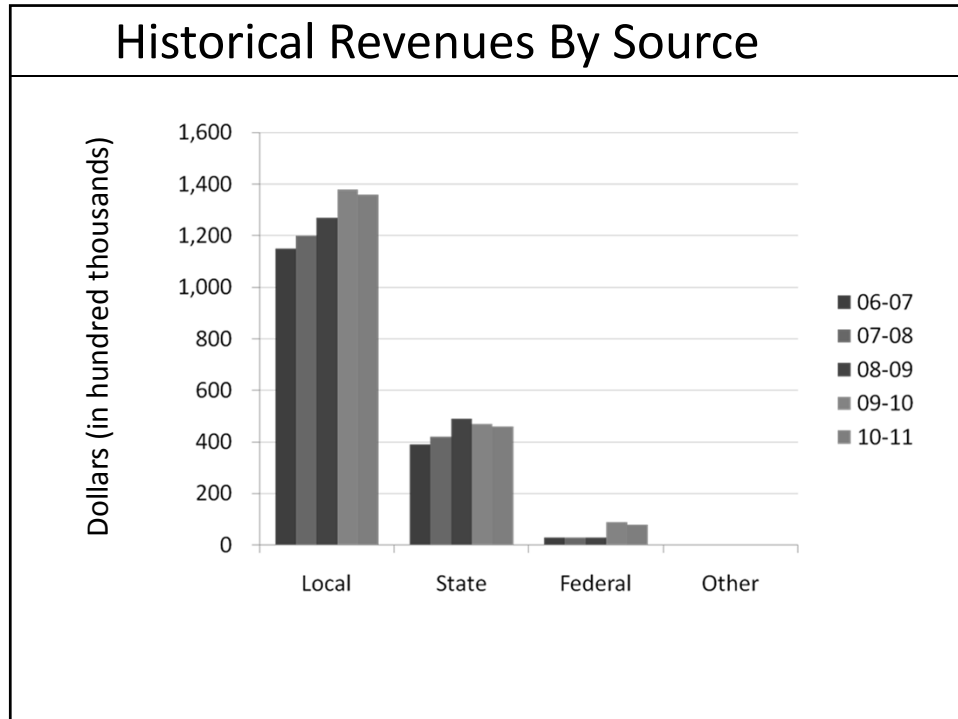
Diversity of Student Body

- **White** – 53.5%
- **African American** – 23.8%
- **Hispanic** – 21.3%
- **English as a Second Language** – 400 students

Transfer Students with Special Needs

December 31, 2011 to Present- 198

- **Foster** – 35 – increase from 8 in 2010-11
- **Partial Hospitalization** – 16
- **Alternative Educational Placement** – 32
- **Return from Court Ordered Placement** - 10



Why did we decide on PBIS?

- Increasing high risk student behavior
- Increasing awareness for school based behavioral health beginning in 2005-06
- Ongoing relationships with technical assistance provider and interagency support / Youth Advocate Program (YAP)

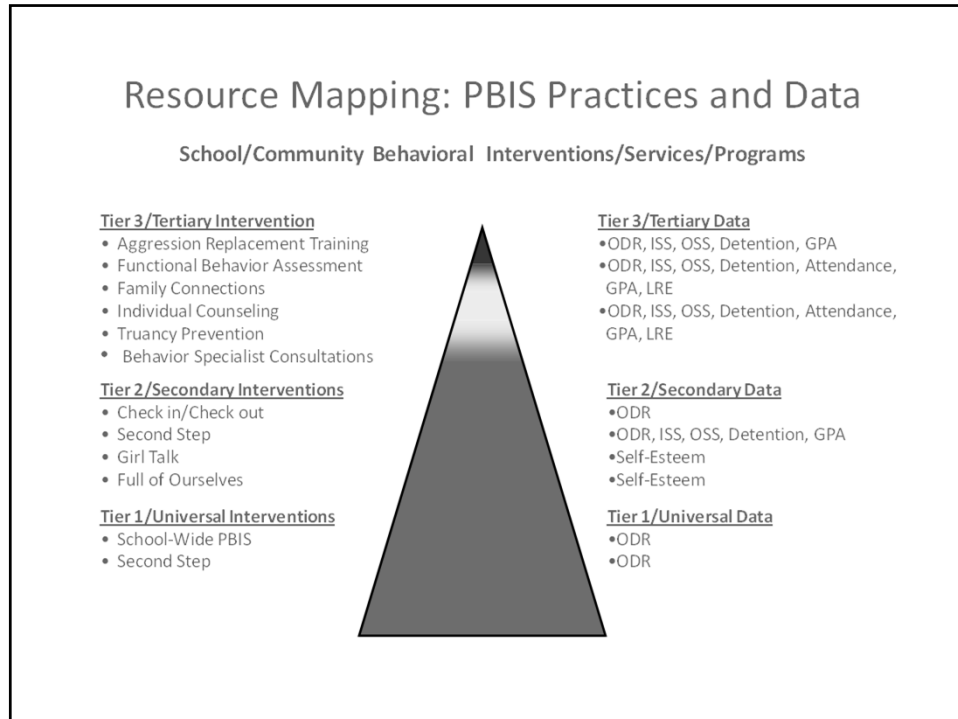
Grant Opportunity

PA Department of Education School-Based Behavioral/Mental Health Performance Grant:

- Create a model program to address the behavioral/mental health needs of students in grades K-12
- Partner with an outside mental health agency – i.e. Youth Advocate Program (YAP)
- Create a three tiered behavior support system
- Grant recipient for five years

Objective 2

The learner will be able to describe a blueprint by which to identify return on investment in PBIS based on the model established by Pocono Mountain School District.



Why did we create a blueprint for Return on Investment?

- Multi-year grant awardee
- Use funds to scale up PBIS, especially at Tier 3
- SBBH grant funding ended
- Identify return on investment for purposes of sustainability
- Identify programmatic impact on students and fiscal impact on the District

Building the Team

Key Stakeholders

- **District Central Office** – (considerations included demographics, challenges, fiscal constraints, etc.)
- **Technical Assistance Perspective** – (fidelity of implementation of PBIS)
- **Service Provider Perspective** – (YAP, mental health support and student outcomes)
- **Other School Building-Based Personnel** –
 - provided building implementation and student outcome data
 - included the perspective of principals, guidance counselors, and school psychologist

Developing the Blueprint

Phase I - Discovery

- Student stories
- Annual grant data analysis provided the focus for student outcomes
- Potential cost saving benefit

A Student Story: Becca

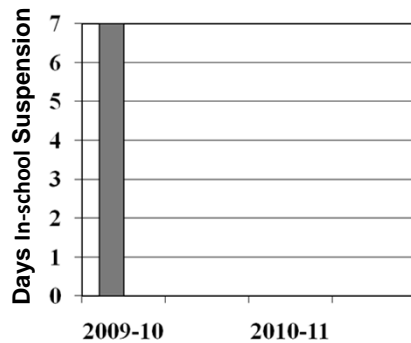
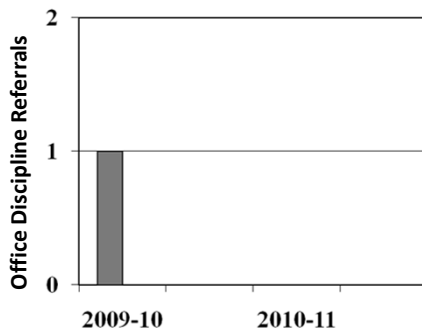
2009-2010

- Attendance rate 45%
- GPA 78%
- 1 ODR, 7 OSS
- 1 close friend
- Youth group

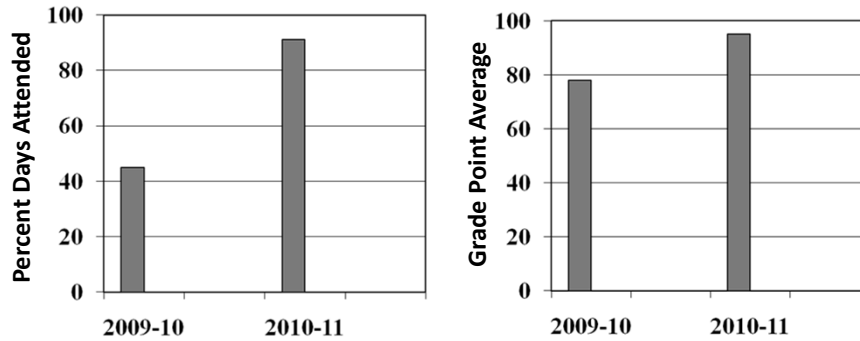
2010-2011

- Attendance rate 91%
- GPA 95%
- No ODR / No OSS
- 8 close friends
- Drama Club, Talent Show, Youth Group, sleepovers, parties, movies, typical teenage activities

A Student Story: Becca



A Student Story: Becca



Developing the Blueprint

Phase 2: Focusing on Out-of-District Placements (ODP)

- Identified number of students who were in ODP
- Identified students who were at high risk for ODP
- Improved the transition process while students were in ODP
- Identified cost of ODP as well as return on investment

Financial Benefit

Cost Benefit

- Annual Tier III Budget \$134,000 (3 clinicians supporting 100 students)
- \$134,000 divided by 100 students= \$1,340 per student
- \$1,340 divided by 180 school days= \$7.44

\$7.44 per student per day

vs.

\$90.00 per student per day

PBIS scale-up resulted in 146 students returning school district placement

Cost Benefit

2009-2010

17 students who were at risk of ODP could have cost PMSD - \$275,400

Tier 3 Costs for supporting 100 students - \$134,000

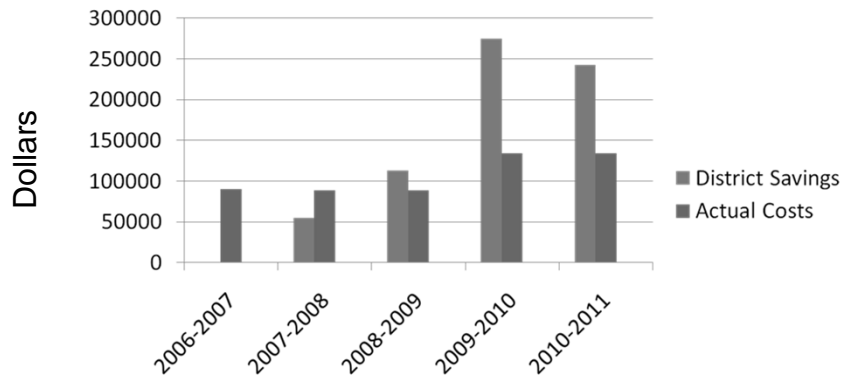
2010-2011

15 students who were at risk of ODP could have cost PMSD - \$243,000

Tier 3 Costs for supporting 100 students - \$134,000

If you maintain 8 high risk students in district placements, you cover the costs of Tier 3 supports and can provide services to approximately 90 additional students at no added cost.

Out of District Tuition vs. Tier III Cost



Students Returning to Pocono Mountain School District

2010 - 2011 - 348 students were in ODP

2011 - 2012 - 154 students are currently in ODP & 48 in cyber charter and district alternative education program

Difference - 194 additional students are receiving academic and behavior support in district

Transportation Costs

Calculation of Cost

Miles per day X cost per mile X # of days + employee salary
 240 X \$2.00 X 180 + (6 x \$40,000)

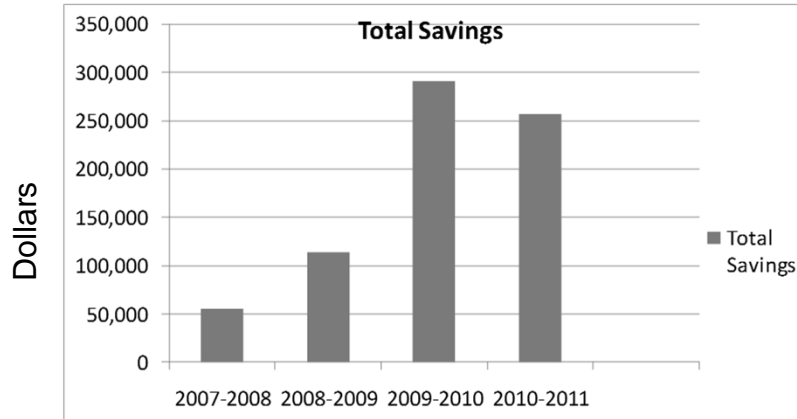
Transportation cost for 348 students = \$326,400

Cost per student = \$938

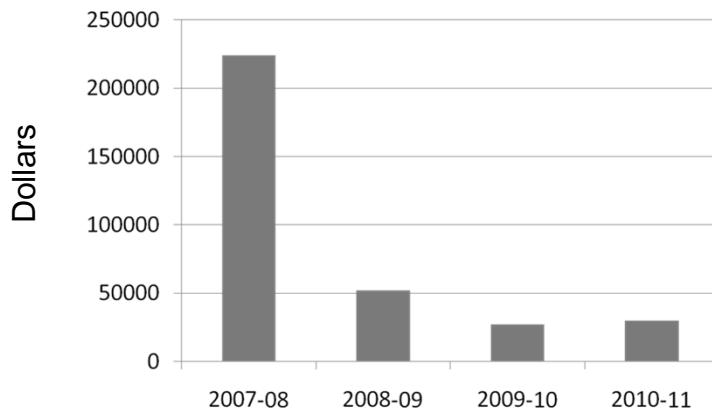
2011-2012 Cost Saving

146 students x \$938 = \$136,948

Out of District Placement Tuition & Transportation Cost Saving

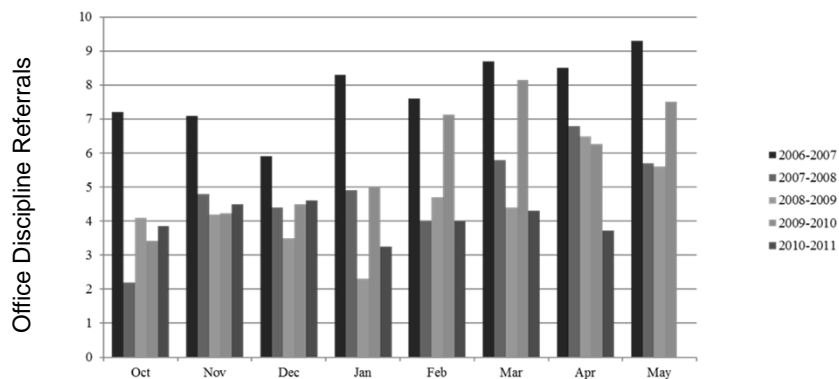


Compensatory Education Costs



Program Benefit

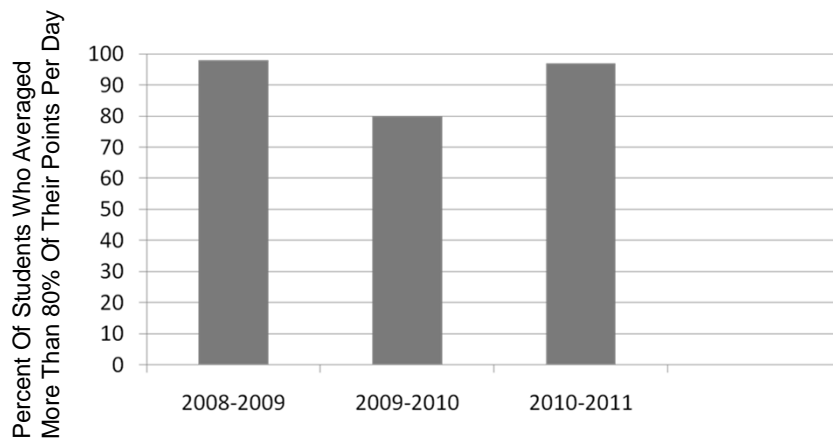
1 School: Office Discipline Referrals



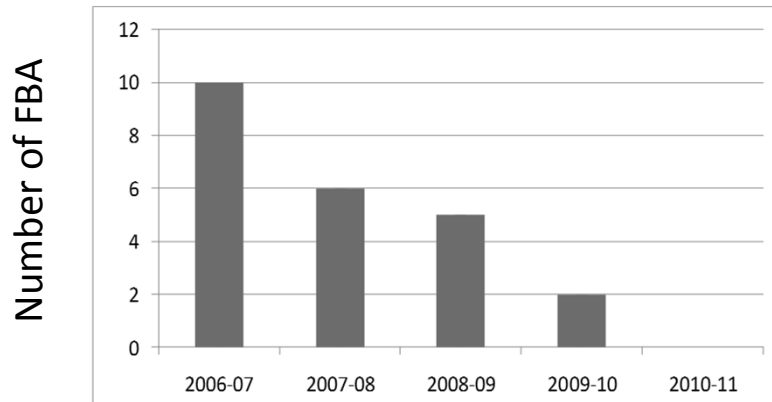
Instructional Time Recovered 2008-2009

	Student	Administrator
Minutes	8620	4310
Hours	144	72
Days	18	9

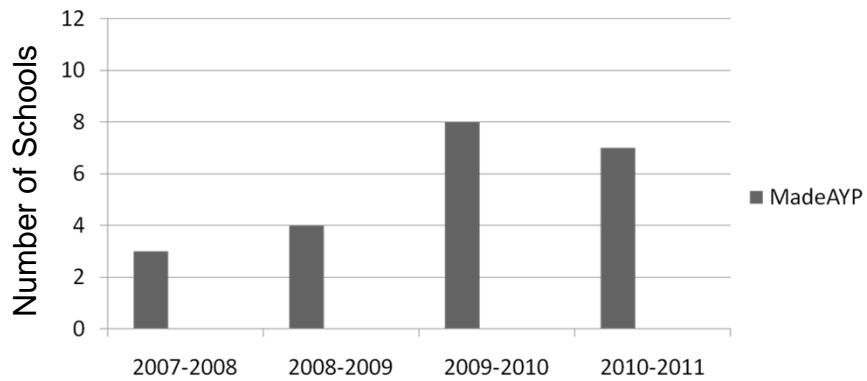
Check-In/Check-Out Data 3 Years



Need for Administering Functional Behavior Assessment



Number of Schools Made AYP



Objective 3

The learner will be able to translate the return on investment blueprint to that of their own local context.

What Do You Need?

Knowledge about...

- Research validated practices
- Data collection procedures

Leadership that ...

- Supports implementation
- Focuses on student outcomes

Professional Development that...

- Builds on previous work
- Focuses on student outcomes

Resource Mapping: PBIS Practices and Data

School/Community Behavioral Interventions/Services/Programs

Tier 3/Tertiary Intervention

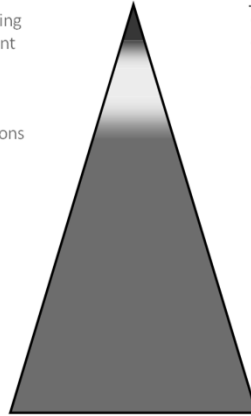
- Aggression Replacement Training
- Functional Behavior Assessment
- Family Connections
- Individual Counseling
- Truancy Prevention
- Behavior Specialist Consultations

Tier 2/Secondary Interventions

- Check in/Check out
- Second Step
- Girl Talk
- Full of Ourselves

Tier 1/Universal Interventions

- School-Wide PBIS
- Second Step



Tier 3/Tertiary Data

- ODR, ISS, OSS, Detention, GPA
- ODR, ISS, OSS, Detention, Attendance, GPA, LRE
- ODR, ISS, OSS, Detention, Attendance, GPA, LRE

Tier 2/Secondary Data

- ODR
- ODR, ISS, OSS, Detention, GPA
- Self-Esteem
- Self-Esteem

Tier 1/Universal Data

- ODR
- ODR

Resource Mapping: Practices and Data

School/Community Behavioral Interventions/Services/Programs

Tier 3/Tertiary Interventions

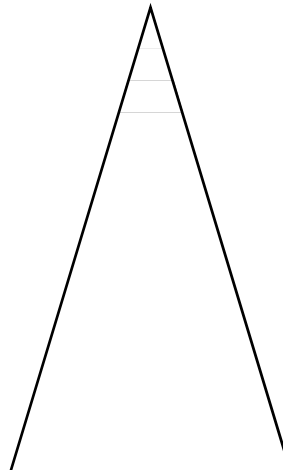
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Tier 2/Secondary Interventions

- _____
- _____
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- _____
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Tier 1/Universal Interventions

- _____
- _____
- _____
- _____
- _____
- _____



Tier 3/Tertiary Data

- _____
- _____
- _____

Tier 2/Secondary Data

- _____
- _____
- _____
- _____
- _____
- _____

Tier 1/Universal Data

- _____
- _____
- _____
- _____
- _____

Tier 3 Behavior Supports

- Aggression Replacement Training
- Family Connections
- Community Links
- Individual Counseling
- Truancy Prevention
- Functional Behavior Assessment
- Behavior Specialist Consultations

Intensive Individual Therapy

- Cognitive, Solution Focused, Reality Based Therapy
- Mentoring
- Consulting
- Crisis Planning

Intensive Group Therapy

- Aggression Replacement Training
- Full of Ourselves/Girl Talk
- Keeping Your Cool
- Cool Cat
- Coping Cat
- Taking Action for Depression
- I Can Problem Solve
- Second Step
- Skillstreaming
- Student Bodies (Eating Disorders)

FAMILY CHECK-UP

- Enables the therapist to partner with parents on a daily, weekly, monthly basis in school and/or home on a continuous basis.
- Bridges any gaps, creates a positive relationship, increases a positive home/school connection, and engages the parents in the process of their child's road to mental wellness.
- Identifies barriers interfering with the child's education and helps parents create and implement behavior support plans in the home.
- Provides a vehicle to inform parents of the child's progress in all areas.

Community Links

- Mental Health and Mental Retardation (MHMR)
- Provider 50
- Multisystemic Therapy
- Psychiatric Outpatient
- Family Outpatient Counseling
- YMCA
- Libraries
- Salvation Army
- Medical Assistance

TRUANCY PROGRAM

- ***School Refusal Assessment Scale (SRAS)***: an evidenced-based scale that identifies the function of a student's behavior that causes truancy.
- ***Bio/psycho/social***: identifies the barriers that are affecting the child's ability to attend school.

A significant percentage of truancy occurs when there is an undiagnosed mental health concern such as anxiety (school phobias/panic disorders), depression, paranoia , etc.

Transition Treatment Planning

Provide continuity of care:

- Transition student in/out of district in timely manner.
- Aide in securing services to build a resilient child/family.
- Transfer learned coping skills back to district/staff.

- 2008-2009 - Attendance rates increased by 19% (based on 3 students).
- 2009-2010 - Attendance rates increased from a baseline of 41% to 85% (based on 5 students).

Truant Students who received
support and services through
Project One-to-Won

Contact Information

Marybeth Gustafson mgustafson@pmsd.org

Deanna Moerer dmoerer@yapinc.org

James Palmiero jpalmiero@pattan.net

Greg Llewellyn glllewellyn@pattan.net