

PBIS

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS



WELCOME TO THE NEW AGE OF PBIS

Center for Community Engagement
Office of Behavioral Research & Evaluation
PBIS Resource Center



Anne
Becky
Christy
David



Do YOU like getting incentives or rewards?

**What are some ways we (adults) get
acknowledged or rewarded?**

REWARDS
POINTS



REWARD
FOR HIGH
PERFORMANCE



PRINCIPAL'S SURVEY QUESTIONS:

Q: What are the top 2 concerns or needs at your school for which you would like help/assistance from ASU's College of Education?

- Common Core
- Teacher Excellence Support System (TESS)
- Student behavior problems (classroom management, PBIS, etc)

*58 respondents



WHAT ARE CRITICAL NEEDS OF TEACHERS?

- instructional skills
- classroom management

Source - (2006 Needs Survey Of Pre-k Through 12th Grade Teachers (2334 responses) – report can be found here: </ed/schools/coalition/teacher-needs.aspx>)

ESSENTIALS OF CLASSROOM MANAGEMENT

- Emphasize **clear** student **expectations** for behavior
- Promote active learning and **student involvement**
- Identify behaviors that are needed to reach the goals of the learning activities

-Tom Kratochwill, PhD, University of Wisconsin; American Psychological Association, Classroom Management, Teachers Modules

CLASSROOM MANAGEMENT STRATEGIES

It's very important that **classroom practices** are in place and **consistent!**

- Classroom expectations/rules clearly defined
- Procedures/routines clearly defined
- Strategies to acknowledge appropriate behavior
- Strategies to respond to inappropriate behavior
- Active supervision
- Multiple opportunities to respond (academic engagement)
- Instruction based on student need



Classroom Management Practice (<i>self-assessment</i>)	Rating
1. <i>I have arranged my classroom to minimize crowding and distraction</i>	Yes No
2. <i>I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</i>	Yes No
3. <i>I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</i>	Yes No
4. <i>I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</i>	Yes No
5. <i>I provided each student with multiple opportunities to respond and participate during instruction.</i>	Yes No
<i>Continued</i>	

6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes	No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes	No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes	No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes	No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes	No
Overall classroom management score: 10-8 “yes” = “Super” “Improvement Needed”	7-5 “yes” = “So-So” <5 “yes” =	
	# Yes____	

The **focus** cannot just be on student behavior-
it also has to be on **adult behavior**



POSITIVE ADULT BEHAVIORS=POSITIVE STUDENT BEHAVIORS

- Build positive relationships
- Give students encouragement
- Engage students – academically, socially
- Recognize students for positive behaviors



THAT IS...

You need PBIS!



WHAT IS PBIS?

WHY IS IT IMPORTANT?



**PBIS is a *framework* for
improving school climate by
changing behavior**

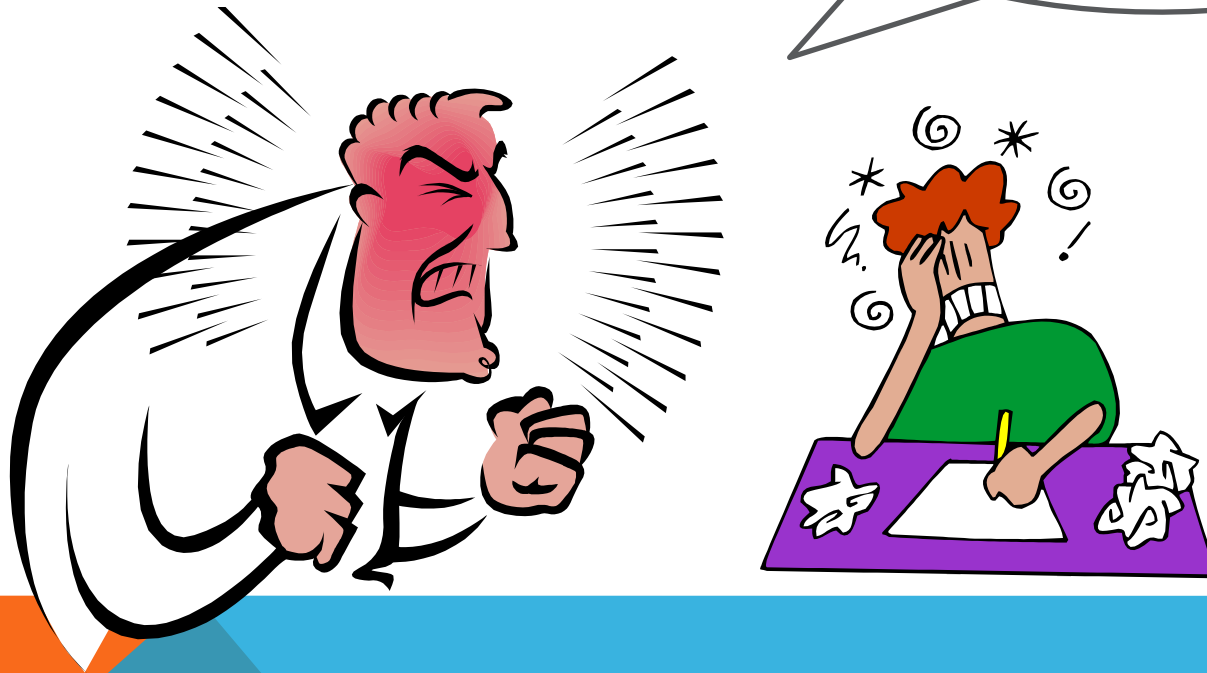


THIS IS WHAT HAPPENS IN SCHOOLS:

- ***“You want my attention, Becky? I’ll show you attention,...let’s take a walk down to the office & have a little chat with the Principal.”***
- ***“Anne, you skipped 2 school days, so we’re going to suspend you for 2 more.”***
- ***“Becky, I’m taking your book away because you obviously aren’t ready to learn.”***

WHAT DO WE USUALLY DO?

We get tougher and harsher....



Xliurt laiteihalsih
bioasriiblair heilaib
yiearl!!!!



DISADVANTAGES OF GETTING TOUGHER

- Fosters environments of **control**
- Triggers & reinforces **antisocial** behavior
- Shifts accountability **away** from school
- **Devalues** child-adult relationship
- **Weakens** relationship between academic & social behavior programming

SO WHAT HAPPENS WHEN WE GET TOUGHER??

We get tougher....

It doesn't work.

We get tougher....

It doesn't work.

We get tougher.....



FRUSTRATION!!!



INSTEAD OF GETTING HARSHER, A BETTER WAY IS TO
PREVENT!!!

Teach and acknowledge

*Start by teaching, monitoring, and rewarding
what's right ...before increasing punishment
for what's wrong.*

PREVENT!!! PREVENT!!! PREVENT!!!



THIS IS PBIS!!!

Developing Expectations

Teaching Behavior

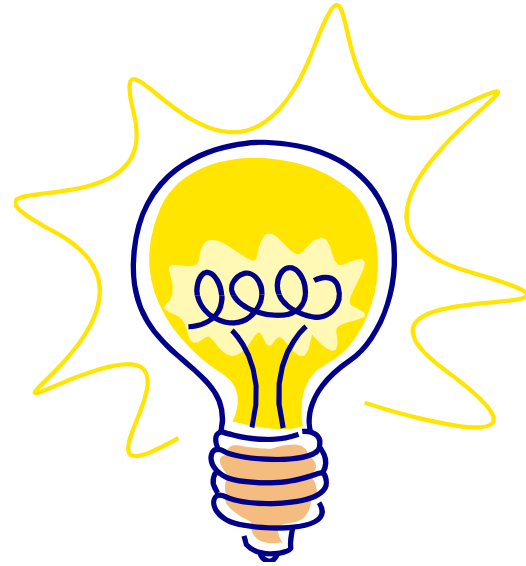
Modeling Behavior

Being Proactive

Providing Predictable Responses

Developing Common, Consistent Practices and Routines

Involving All Teachers/Staff/Administrators/Personnel

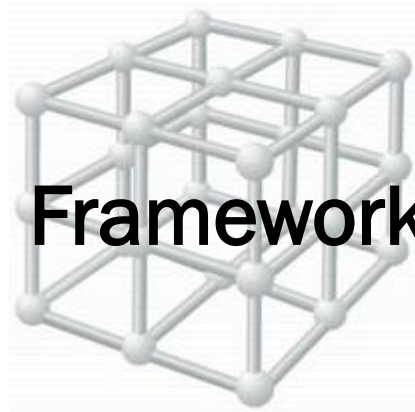


TERMINOLOGY

PBIS = PBS

PBIS = SW-PBS

PBIS = PW-PBS



PBIS VS. OTHER PROGRAMS

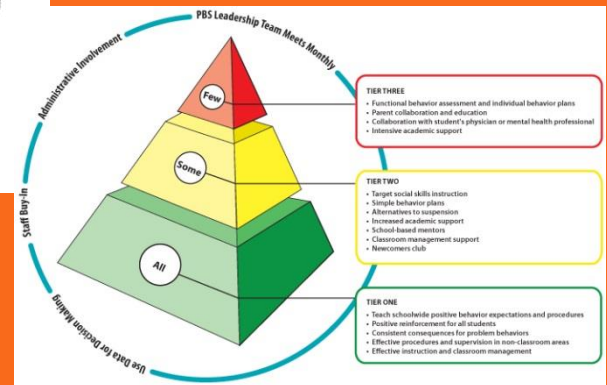
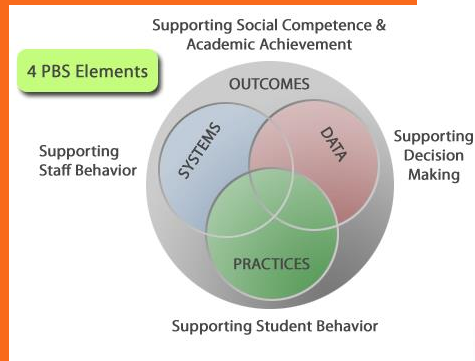
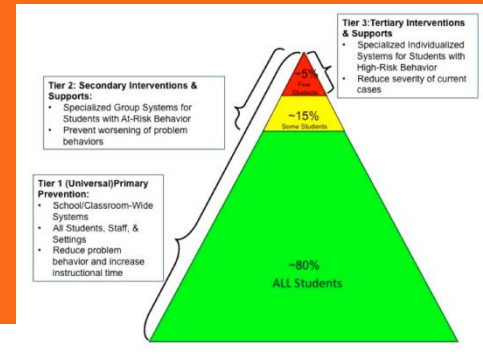
- Wording in IDEA =
Positive Behavioral Interventions and Supports
OR
Positive Behavior Supports
- Some programs use principles *similar* to PBIS
 - Curriculum vs. PBIS *Framework*
 - Costs for materials vs. ‘free’ PBIS blueprint

PBIS: WHAT ARE THE BENEFITS?

- Better student behavior
- Prevention of problem behavior
- More instructional time
- Better school climate

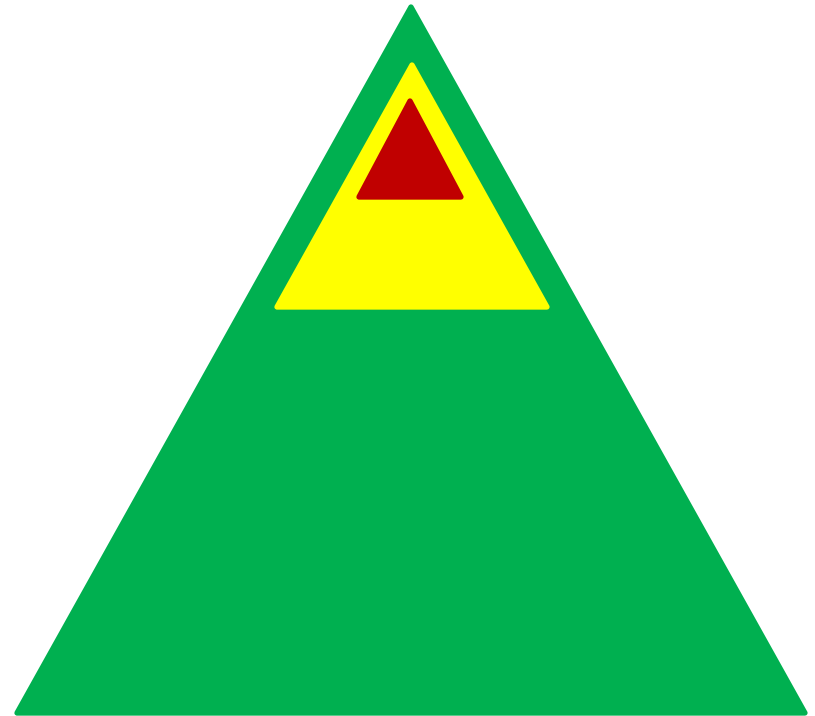


THE PBIS MODEL



PBIS IS A 3-TIERED MODEL

1. **UNIVERSAL TIER:**
Prevention: For ALL students, ALL staff, in ALL settings (100% of students)
2. **SECONDARY TIER:** For SOME students – small group interventions (5-15% of students)
3. **TERTIARY TIER:** For FEW students – individualized interventions (1-5% of students)



PBIS ORGANIZES THE **SCHOOL ENVIRONMENT**

- How things are done (**Systems**)
- How staff interact with students (**Practices**)
- How decisions are made (**Data**)

**...to ensure the sustained use of
best practices school-wide.**

KEY COMPONENTS OF PBIS

Representative, school-wide **team**

Clear, well-defined **expectations** and rules

Consistent **enforcement** of rules

Consistent **reinforcement** of appropriate behavior

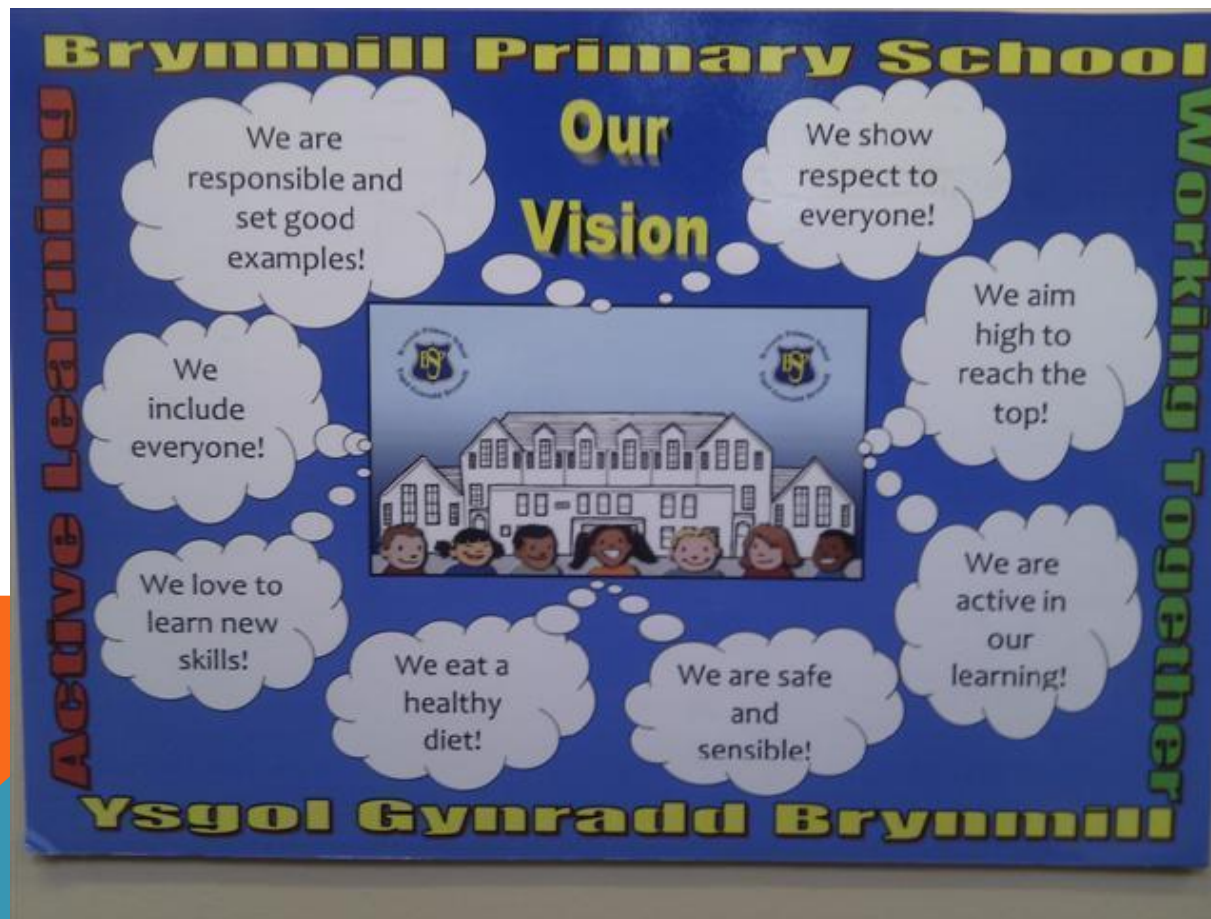
Regular examination of **data**

Regular **evaluation** of progress and school

SO WHERE DOES A SCHOOL START?

What is your **vision** of your school community?

What behavior would you like to see regularly?



BEHAVIORAL EXPECTATIONS

What behaviors do you want to see?

CHOOSING YOUR EXPECTATIONS

What do you want from your students?

Choose 3-5 *expectations*

Use **data** to see what the problems are





- For example, if there are a lot of office referrals for harassment, **Be Respectful** may be a good choice.





PARLIER JR. HIGH SCHOOL

"Show us your PAWS"

-  **P**ositive Attitude
-  **A**ct Responsibly
-  **W**ork Towards Academic Success
-  **S**afety First

Parlier Jr. High
Parlier, CA

MIDDLE SCHOOL EXAMPLE

Bearcats
never **L.O.S.E.** when they

Respect **L**earning

Respect **O**thers

Respect **S**elf

Respect **E**nvironment



ELEMENTARY EXAMPLES

Valley View
Elementary



BE RESPECTFUL

BE SAFE

BE RESPONSIBLE

Expectations for Meaux Elementary

Positive Attitude

Always Respectful

Take Responsibility

Safety First



Cecil Picard @ Maurice Elementary,
Vermilion Parish, LA

DEFINING EXPECTATIONS

Keep it simple....

**Describe what each
expectation 'looks
like' in each setting**

DEFINING EXPECTATIONS

Develop 'rules' based on school-wide expectations:

- State **positively**
- Use **common** and **few** words
- Show what the behavior **"looks like"**

Be Respectful on the Playground

1. Take turns.
2. Use kind words and actions.
3. Line up quickly and quietly.

Valley View Elementary Matrix of School Wide Expectations

Be a Blazer!	Classroom & Everywhere	Hallway	Playground	Restrooms	Cafeteria	Bus	Assembly	Arrival & Dismissal
Be Respectful 	1-Listen and follow directions. 2-Know the listening position (Keep hands still and eyes on the speaker.)	1- Walk in the traveling position (Hands to the side or behind. Mouth closed.) 2-Walk on the 3 rd block to the right.	1-Take turns. 2-Use kind words and actions. 3-Line up quickly and quietly.	1-Respect others' privacy. 2-Knock before entering. 3-Use quiet voices.	1-Use inside voices. 2-Smile & Wave 3-Listen and respond politely to adult directions. 4-Eat your own food.	1-Listen to the driver. 2-Talk in a quiet voice to your neighbor.	1-Listen and sit quietly. 2-Use appropriate applause. 3-Use audience manners. 4-Sit with back to back, bottom to bottom, and feet on the floor.	1-Walk. 2-Listen and follow directions.
Be Safe 	1-Raise your hand. 2-Use materials and equipment the correct way.	1-Walk safely in the traveling position. . 2-Have an adult open outside doors when necessary.	1-Listen to and follow directions from adult on duty. 2-Keep your hands, feet, and objects to yourself. 3-Watch out for others.	1-Keep water in the sink. 2- Wash hands with soap. 3- Throw away all trash.	1-Walk. 2-Sit on your bottom facing your tray. 3-Eat first, talk last.	1-Sit in seat with back to back and bottom to bottom. 2-Walk while loading or unloading bus.	1-Enter and exit quietly. 2-Walk safely in the traveling position.	1-Stay on the sidewalk at all times. 2-Go to assigned area. 3-Wait to be dismissed.
Be Responsible 	1-Be prepared for class. 2-Show your best effort. 3-Be honest. 4- Be a good friend.	1-Stay together as a class. 2-Give others room to walk. 3-Keep hands and feet to yourself.	1-Use equipment properly. 2-Dress appropriately for the weather. 3-Ask permission before leaving the playground.	1-Be quick and quiet. 2-Use bathroom at appropriate times. 3-Flush toilet. 4- Keep area clean. 5-Report any problems to an adult.	1-Clean your eating area before leaving. 2- Raise your hand for help. 3-Get all things your first time through the line.	1-Be ready to load and unload. 2-Stay seated until the bus stops.	1-Sit in your assigned area and be attentive. 2-Follow adult directions. 3-Participate and enjoy the assembly.	1-Be on time.

BROOKLAND MIDDLE SCHOOL BEHAVIOR MATRIX

Expectations	Arrival/ Dismissal	Hallways	Bathroom	Recess	Assemblies	Bus	Classroom	Cafeteria	Activity Classes
Respect Learning	*Use kind words *Obey all adults	*Use quiet voices	*Be quick	*Listen for whistle *Ask permission to go back inside the building for any reason	*Listen to speaker	*Obey the bus driver *Obey the bus rules	*Listen to your teacher *Do neat work *Follow directions respectfully *Be prepared	*Practice good table manners	*Be on time *Have supplies *Follow all directions
Respect Others	*Keep hands and feet to self *Use appropriate voice level	*Keep hands and feet to self	*Flush *Respect privacy *Be quiet	*Play fair *Share *Include others *Play safe	*Use your own space *Keep hands and feet to self	*Keep hands and feet to self *Use a quiet voice	*Raise hand *Use appropriate voice level *Be ready	*Use appropriate voice level *Sit in one spot *Practice good table manners	*Follow teacher rules for each class
Respect Self	*Sit in one spot *Go where you belong	*Walk in traveling position *Walk on the right side of the hall	*Wash and dry hands	*Walk to the playground *Dress for the weather	*Walk in traveling position to and from assembly	*Sit in your assigned seat *Look forward during the bus ride	*Walk *Be honest *Keep your hands and feet to self *Try your best	*Stay seated until dismissed *Hold tray with both hands	*Follow teacher rules for each class
Respect Environment	*Pick up all personal belongings	*Keep hands and feet to self	*Keep bathroom clean	*Use playground equipment properly *What's on the ground stays on the ground	*Keep area around you clean	*Keep all trash from falling on floor	*Keep 4 on the floor *Put trash in the trash can	*Put trash in trash can	*Keep area around you clean *Put trash in trash can



Ms. Beaudette's Classroom Expectations

	Be Safe	Be Respectful	Be Responsible
Room Transitions	<ul style="list-style-type: none">• Walk in the classroom• Keep your body in your space	<ul style="list-style-type: none">• Use quiet voices• Use kind words	<ul style="list-style-type: none">• Be where you need to be working
Teacher Led Instruction	<ul style="list-style-type: none">• Keep your body in your space	<ul style="list-style-type: none">• Listen to the teacher and others	<ul style="list-style-type: none">• Follow directions
Cooperative Work	<ul style="list-style-type: none">• Keep your body in your space	<ul style="list-style-type: none">• Listen to others• Be open to other's answers and opinions	<ul style="list-style-type: none">• Follow directions• Be on task• Everyone participates• Leave the area clean and orderly
Independent Work	<ul style="list-style-type: none">• Keep your body in your space	<ul style="list-style-type: none">• Use quiet voices if you need to talk about your assigned work.	<ul style="list-style-type: none">• Be on task• Complete assigned work to the best of your ability• Leave the area clean and orderly
Class Discussion	<ul style="list-style-type: none">• Keep your body in your space	<ul style="list-style-type: none">• Listen to others• Raise your hand and wait for permission to speak	<ul style="list-style-type: none">• Stay on topic
Lining-up for Transitions	<ul style="list-style-type: none">• Keep your body in your space	<ul style="list-style-type: none">• Silent Voices• Listen	<ul style="list-style-type: none">• Face forward• Follow directions
Locker Area	<ul style="list-style-type: none">• Keep your body in your space• Walk	<ul style="list-style-type: none">• Use quiet/silent voices• Respect others' belongings	<ul style="list-style-type: none">• Leave your area clean and orderly



Art Classroom Expectations

I shine like a Hoover Star because... I am a caring, courageous, honest, respectful, and responsible citizen.

	Carpet Time/Instructional Time	Table /Work Time Expectations	Clean Up Expectations	Line Up Expectations
Respect	Voice at a "0" level for attendance and instructions.	Do your personal best on all of your art work.	Start clean up right away when clean up is called.	In line, a "0" voice level is the expectation.
Responsibility	Raise your hand and wait to be called on if you have a question or comment.	Work hard during the entire work session.	Carefully clean up all of the supplies you used.	Be ready for the hall, eyes forward, hands to your side.
Caring	Hands and feet to self, sitting criss-cross.	Share supplies with others at your table.	Help a friend out if you are cleaned up early.	Be kind and considerate to others around you in line.
Honesty	Be complimentary and honest with yourself and others.	Stay on task without being reminded.	Do your share of the clean up for your table.	Walk to the line, also give others personal space in line.
Courage	Be an active and positive participant in our discussions.	Do the right thing.	Put all supplies back in the proper place.	Walk all the way back to your classroom quietly-set an example for others.

TEACHING BEHAVIOR

Just like teaching academics

The word discipline means to impart knowledge and skill – to teach.

WHY SHOULD YOU TEACH BEHAVIOR?

How do you WANT children to behave in your classroom?

Don't you want children to treat things and people with respect?

Don't you want children to be safe on the playground?

Don't you want children to flush? Or wash their hands??

????



DON'T STUDENTS ALREADY KNOW HOW TO BEHAVE?

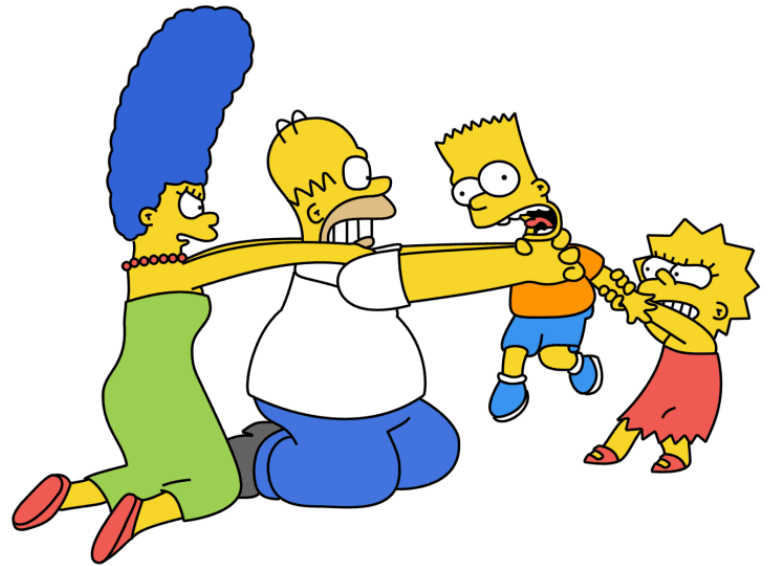
Every child shows up at school with a different story.

Discipline is different in each family!

- Harsh
- Lax
- Inconsistent
- Culturally driven

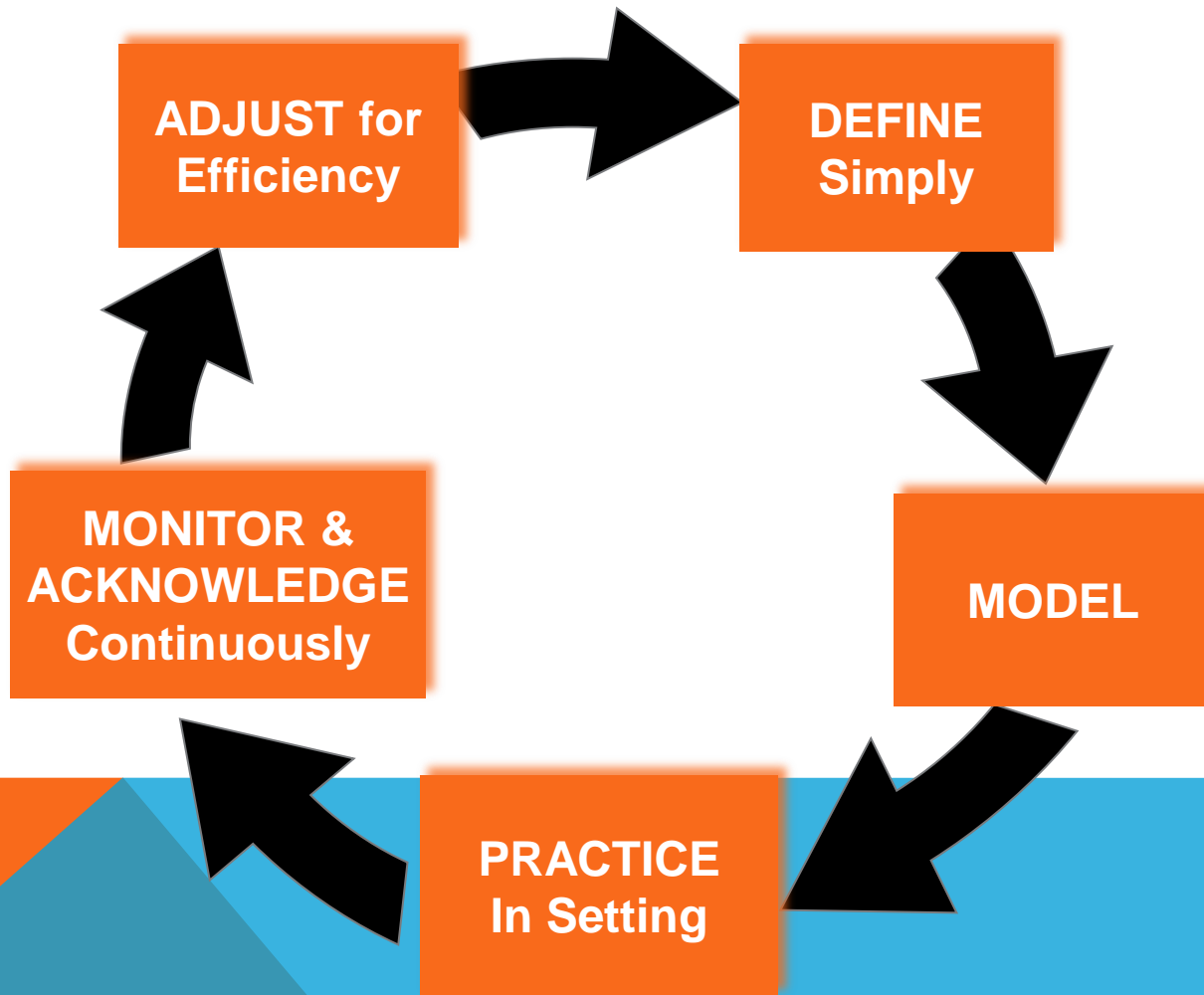
Other considerations:

- Lack of parent supervision
- Splitting time between households
- Living with grandparents, foster parents, etc.

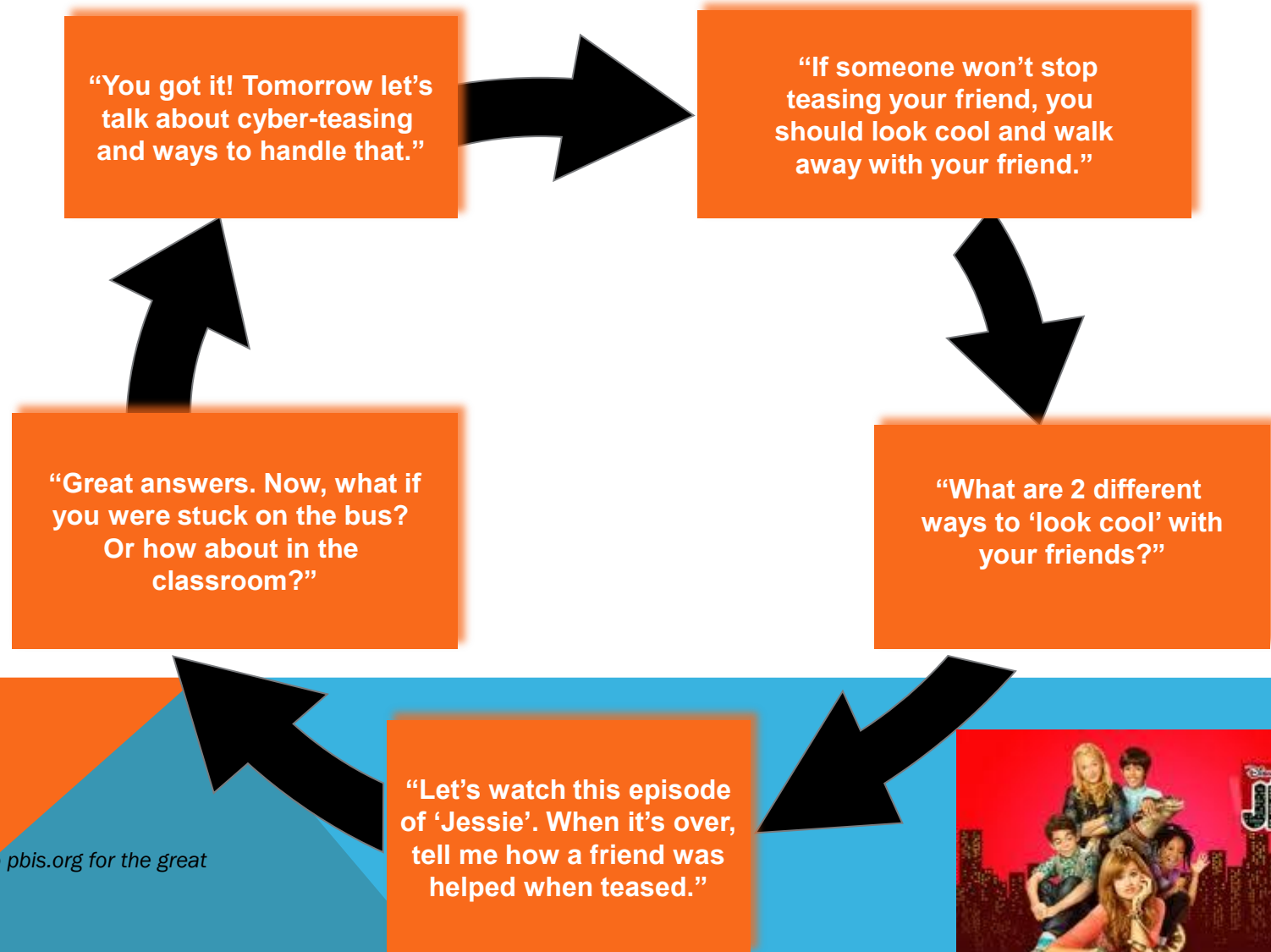




TEACH BEHAVIOR LIKE YOU TEACH ACADEMICS



EXAMPLE: TEACHING SOCIAL BEHAVIORS



Thank you to pbis.org for the great example!!!

BEHAVIOR LESSONS

- **Align** to school-wide (or classroom) expectations
- Adults **demonstrate** skill
 - *Can demonstrate both inappropriate and appropriate behavior*
- Students role play or **practice** skill
- Adults provide **feedback**
- **Acknowledge** appropriate behavior

Elementary School Behavior Lesson Plan Example

Area: CAFETERIA

Wedgewood
Elementary
School
Florissant, MO

I Am Respectful

Teaching Examples

Example: Sam really wants to get chicken nuggets. He knows he ordered a sub so he takes that.

Non Example: Judy continues to talk when the teacher has asked for her attention.

Example: When the principal asks for the students to lower their voices, Mrs. B's class does so right away.

Kid Activity

1. Role-play standing in line, moving to tables and table manners.
2. Review table basics.
3. Practice saying polite words to the cafeteria workers.

After the Lesson (During the Day)

1. Compare / contrast eating and table manners at home vs school vs restaurant.
2. Refer to body basics as important ways to show respect.
3. Practice handling difficult situations.

A VIDEO EXAMPLE

Victory School – Milwaukee Public Schools

http://www.youtube.com/watch?v=HO-M_QpiG5o

(3:18 – 3:54)



MILWAUKEE
PUBLIC SCHOOLS

School-wide expectations:

Be Responsible

Be Respectful

Be Safe

Be There, Be Ready



ACKNOWLEDGEMENTS

Reinforce appropriate behavior

**Catch students
'being good'**



REINFORCE THE GOOD!

Why acknowledge desired behavior?

What happens over the long term with reinforced behavior?

Change from continuous (all the time) to partial or intermittent (some of the time) reinforcement

BENEFITS OF ACKNOWLEDGEMENTS

- Encourage others – positive peer pressure
- Compete with problem behaviors
- May be the only bright spot in student's day!!





HOW TO GIVE AN ACKNOWLEDGEMENT

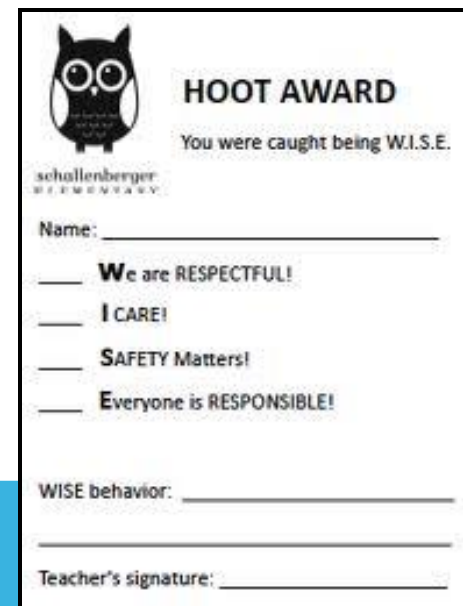
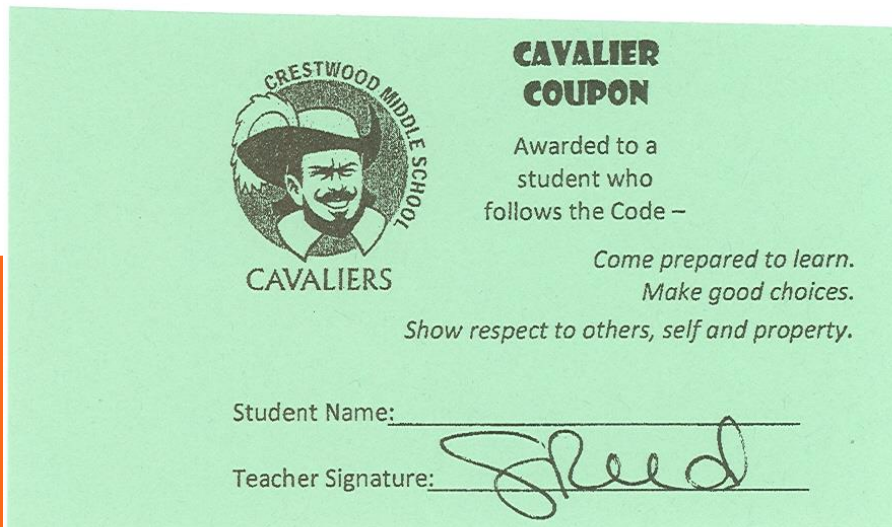
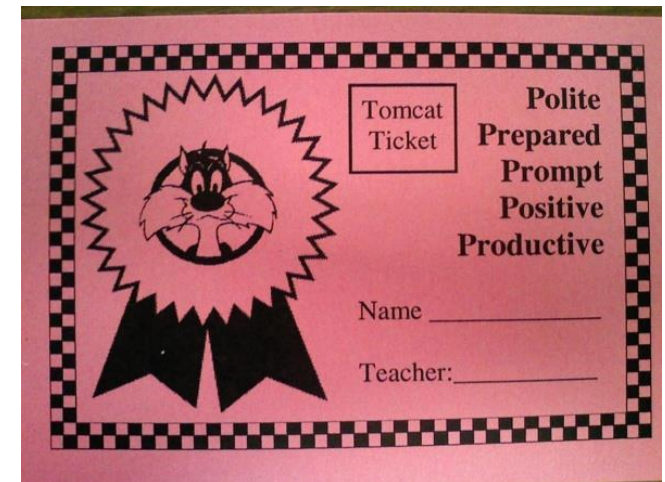
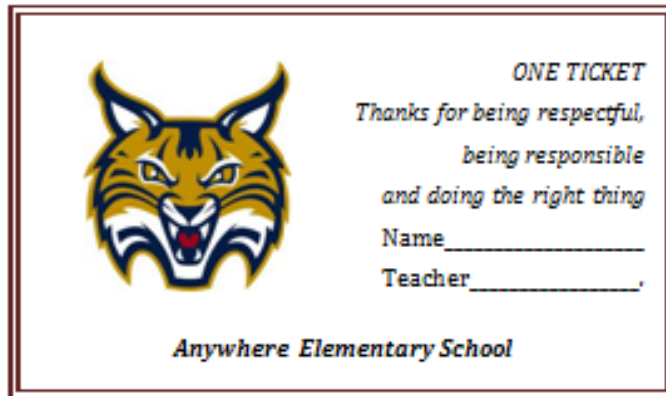
What to do:

Step 1: Acknowledge specific behavior


Step 2: Tie back to school-wide expectations

Example: Nice job sitting in your seat when the bell rang. Way to be there, be ready.

EXAMPLES OF 'GOTCHAS'



























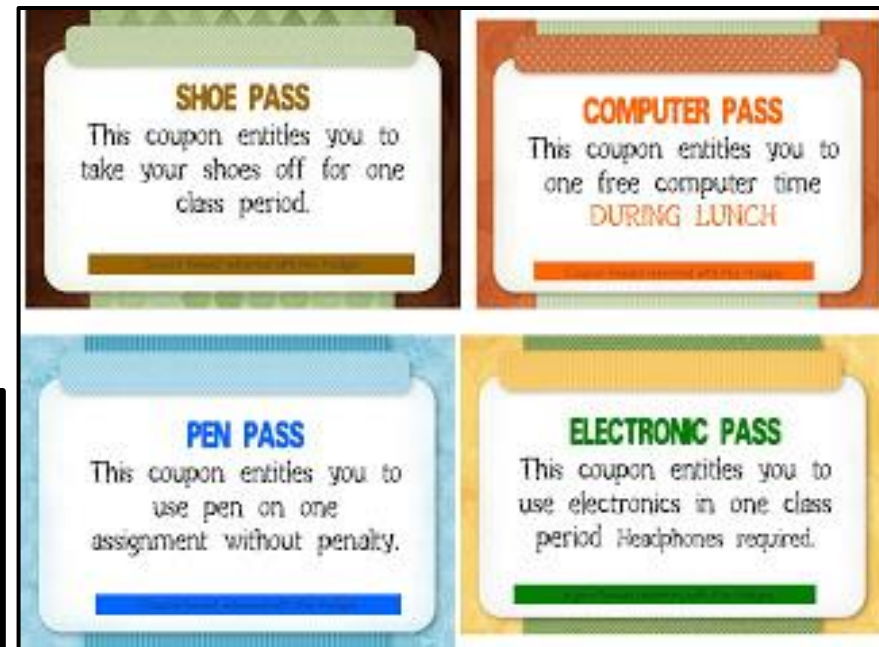
Oxendine Elementary PBIS Rewards

Show and Tell Bring something in that you just love and share it with the class. (Must fit in your book sack)  Cost 3 Brave Bucks	Friendly Lunch Pick a friend from another class to eat lunch with on Friday.  Cost 10 Brave Bucks	Dibs on Computer Time Get to use the computer first when you finish your work.  Cost 10 Brave Bucks	Cool Cat in a Hat Wear your favorite hat.  Cost 8 Brave Bucks	Swip-Swap Trade seats with a friend for the day.  Cost 8 Brave Bucks
Fluffy Friend Bring your favorite stuffed animal to school to sit on your desk for the day.  Cost 6 Brave Bucks	Homework Pass Buy a homework pass to use for one night of free homework.  Cost 9 Brave Bucks	Teacher Assistant Earn the right to be the teacher assistant for one day.  Cost 15 Brave Bucks	Free Time Buy a pass for 15 minutes of extra recess time or free time in the classroom.  Cost 10 Brave Bucks	Leader Be first in the lunch line.  Cost 4 Brave Bucks
Free Ice Cream  Cost 20 Brave Bucks	Read to the Class Read a Book to the Class.  Cost 15 Brave Bucks	Be a Tutor Be a tutor in another class for thirty minutes.  Cost 5 Brave Bucks	PLAY A BOARD GAME  Cost 3 Brave Bucks	Treasure Box Students can get one thing from the treasure box.  Level 1 prize Cost 6 Brave Bucks

IDEAS FOR INCENTIVES

MORE CHOICES

 Use a pen for a day 	 Pick a game at recess that everyone plays including the teacher 
 WEAR A MEDAL FOR A DAY 	 Use teacher's chair for a day 
 HOMEWORK PASS 	 Line leader 
 Sit with a buddy pass 	 Technology 
 USE A PILLOW FOR READING 	 Show and Tell 
 NO SHOES PASS 	 POSITIVE NOTE TO PARENTS 



CLASSROOM REINFORCEMENTS

- Individual rewards



- Group rewards



- **BASED ON EXPECTATIONS!**



OTHER SCHOOL INCENTIVES

CELEBRATIONS

Why celebrate?

- Feel sense of accomplishment
- Increase sense of community



Types of School-wide Celebrations

- Short-term goals (monthly, quarterly)
- Long-term goals
 - Example
 - If there are 25% less office referrals than last year, whole school gets special assembly.
- Grade level challenges

LOCAL CELEBRATION EXAMPLES



Nettleton Middle School –
pre-Benchmark celebration



Nettleton Jr. High –
pre-Benchmark assembly



Nettleton Intermediate Center
– sock hop; prepare for
Benchmarks

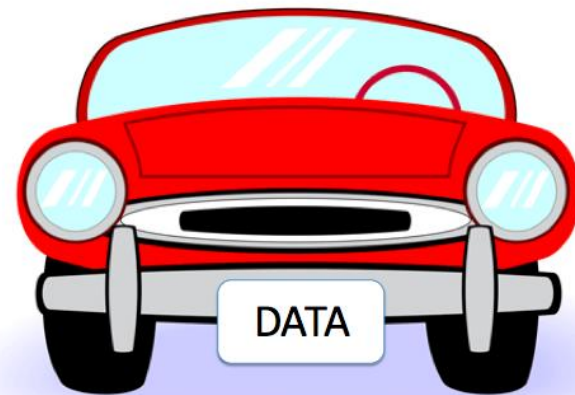
CLASSROOM CELEBRATIONS IDEAS

- Special shirt day
- Board games in class
- Free time for drawing
- Change seats for a day
- Art/craft/origami time
- Comic book/magazine reading
- Music in classroom
- Pajama Day
- Special guest reads to class/teaches a short lesson
- Lunch with special guest
- Have class out of doors
- Computer time
- Bring a stuffed animal day (must be able to fit in book bag)



DATA-BASED DECISION MAKING

Action planning



WHAT ARE DATA?

What are data?

- Pieces of information

Intimidating?

- No reason 😊
- Sometimes numbers, sometimes not



SOME SCHOOL DATA SOURCES

- Office Discipline Referrals (ODRs)
 - Current
 - Over Time
- Attendance
- School profile – population statistics
- In-School and Out-of-School Suspensions
- Staff Surveys, Teacher Reports



What else??



WHY SHOULD YOU USE DATA?

- Tell you what's happening behaviorally school-wide (or in the classroom)
- Set baseline
- Identify need
- Tell you what you need to do
- Tell you if what you're doing is working



WHAT DATA DO YOU NEED?

- What problem behavior?
- How often?
- Where?
- When?
- Who?
- Why sustaining?



Problem Solving Method

Defining the Problem:

"Is there a problem?"

"What is it?"

"How significant?"



Analyzing the Problem:

"Why is it happening?"



Determining What to Do:

"What shall we do about it?"



Implementing the Plan with Fidelity:

"Are you doing what you said you would do? How do you know?"



Evaluating Progress:

"Did the plan work?"

"What needs to happen next?"



DETERMINE WHAT TO DO

- Do you need to gather more information?
- Can you change environment or routines?
- What kind of intervention can you design?
 - Behavior lesson plans
 - Incentive plan
 - Collect data and see how it's working



Intervention planning for
individual students

Source – www.pbis.org

ERASE

Problem Behavior

Explain-

- What is the problem?

Reason-

- What is he/she getting out of it or getting away from?

Appropriate-

- What do you want him/her to do instead?

Support-

- How can you help?

Evaluate-

- How will you know if it works?

THE PBIS TEAM

DRIVING THE IMPLEMENTATION PROCESS



TEAM DRIVEN

- Providing leadership
- Long-term sustainability as people come and go
- Problem-solving process – need diverse expertise and input
- Avoid putting burden on 1 person



THE PBIS TEAM

Representative of the school

- Administrator
- Representative group of teachers
- Person with behavioral expertise
- Support staff
- Family member



THIS IS WHAT YOU SHOULD HAVE LEARNED TODAY!

WHAT YOU CAN TAKE WITH YOU TO YOUR SCHOOL



EFFECTIVE CLASSROOM MANAGEMENT

- Develop expectations
- Define expectations
- Teach expectations
- Model expectations
- Reinforce expectations
- Monitor expectations

WHAT DO YOU NEED TO DO?

- Develop positive relationships
- Encourage students
- Engage students – academically, socially
- Use positive reinforcement

DATA DATA DATA!!!!!!

- See what's happening
- Identify need
- Decide what actions to take
- See if your plan is working

EFFECTIVE TEACHERS

‘Effective teachers understand and are able to apply strategies to help students increase achievement. ... They know how to develop a positive climate in the classroom in order to make it a stimulating learning environment.’

-National Council for Accreditation of Teacher Education (NCATE), What Makes a Teacher Effective?

MAIN MESSAGE

*Successful schools are
linked to positive student
behavior in a positive
school environment.*

PBIS VIDEO: CREATING THE CULTURE

The full video can be found at

http://www.pbis.org/swpbs_videos/pbs_video-creating_the_culture.aspx



SOME VIDEO LESSON PLAN EXAMPLES (CLIPS)

You can find lots of great full length videos at

<http://vimeo.com/groups/pbisvideos/>

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Accessed at <http://pbis.org/schoolwide.htm>*



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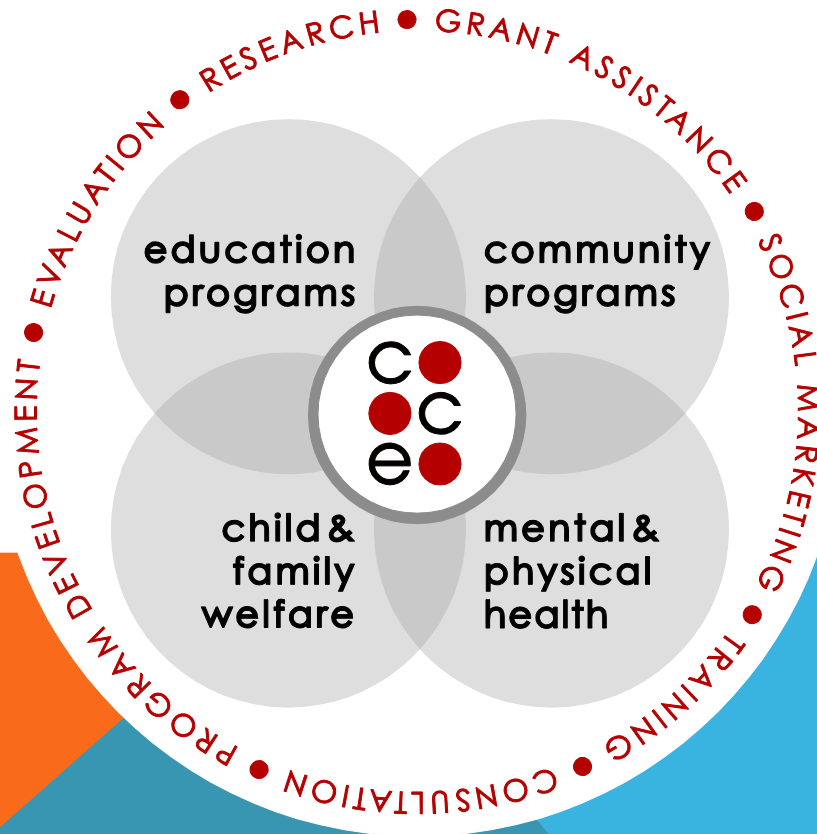
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