



WHAT DO WE WANT FOR OUR STUDENTS?

- To achieve – academically and socially
- To feel safe
- To behave well
- To be engaged/connected
- To have a good school experience!

NATIONAL SURVEY: WHAT DO TEACHERS NEED?

Help with

- instructional skills
- classroom management

Why classroom management?

- concerned about student safety
- want strategies to deal effectively with students' negative, disruptive behaviors

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

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



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?



POSITIVE ADULT BEHAVIORS=POSITIVE STUDENT BEHAVIORS

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



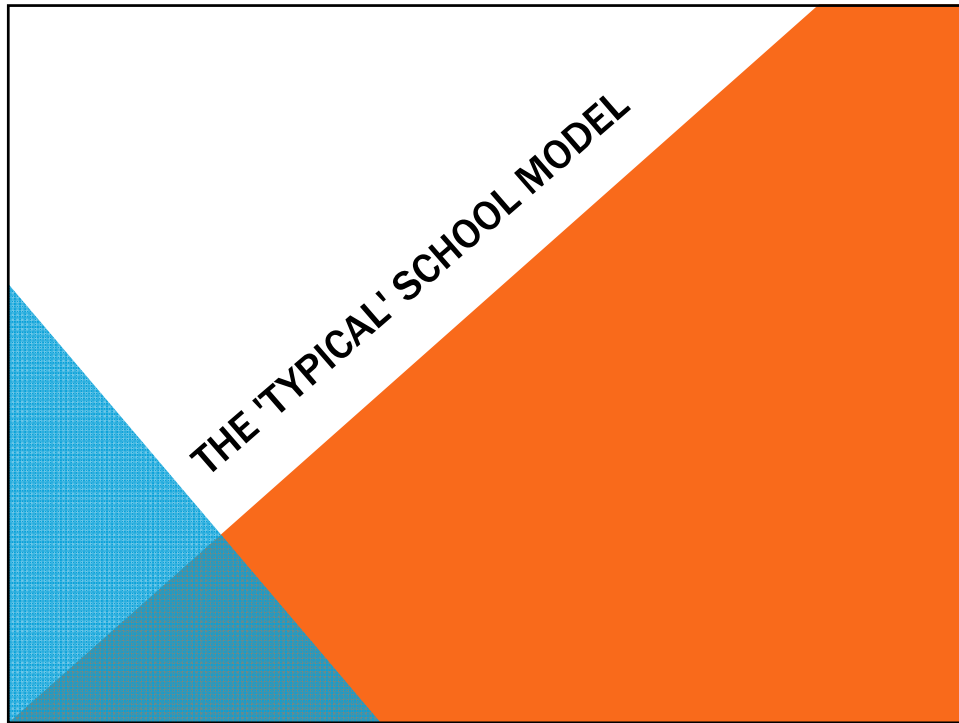
The **focus** cannot just be on student behavior-
it also has to be on **adult behavior**



THAT IS...

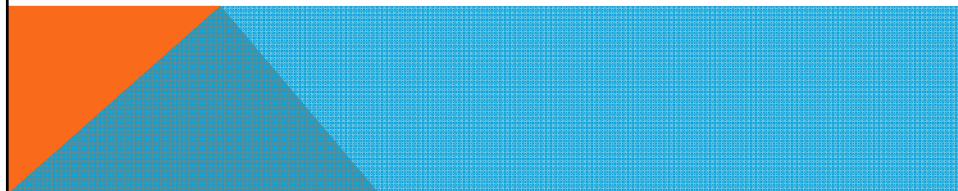
You need PBIS!

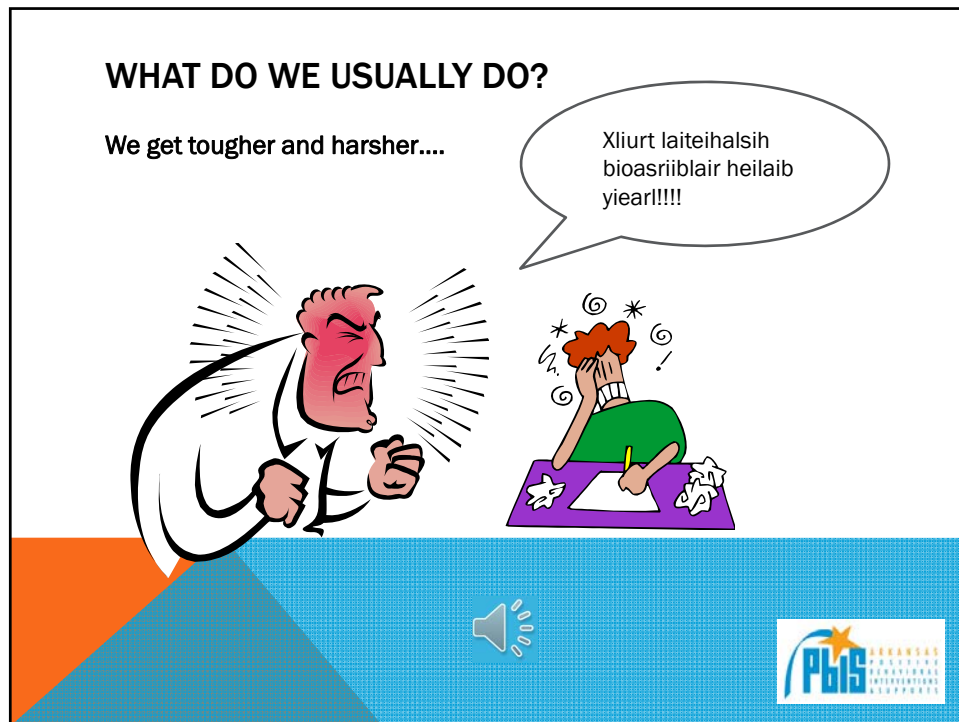




THIS IS WHAT OFTEN HAPPENS WHEN THINGS GET FRUSTRATING:

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





DISADVANTAGES OF GETTING TOUGHER

- Fosters environments of external **control**
(not self control)
- Triggers & reinforces **antisocial** behavior
- **Devalues** child-adult relationship

PBIS ARKANSAS
PROFESSIONAL
BEHAVIORAL
INTERVENTIONS
SUPPORTS

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 PROBLEM BEHAVIOR!!!

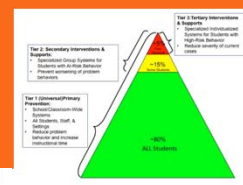
Teach and acknowledge

Start by teaching, monitoring, and rewarding

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



THE PBIS MODEL



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



PBIS ORGANIZES THE **SCHOOL ENVIRONMENT**

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

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



So....how do I start???



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



BROOKLAND MIDDLE PBIS TEAM

Who?

When?



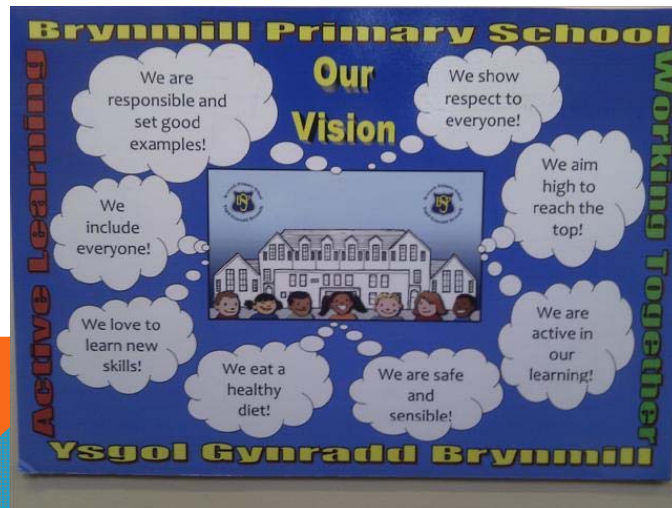
BEHAVIOR EXPECTATIONS
What behaviors do you want to see?



SO WHERE DO YOU START?

What is your vision of your school community?

What behavior would you like to see regularly?



CHOOSING YOUR EXPECTATIONS

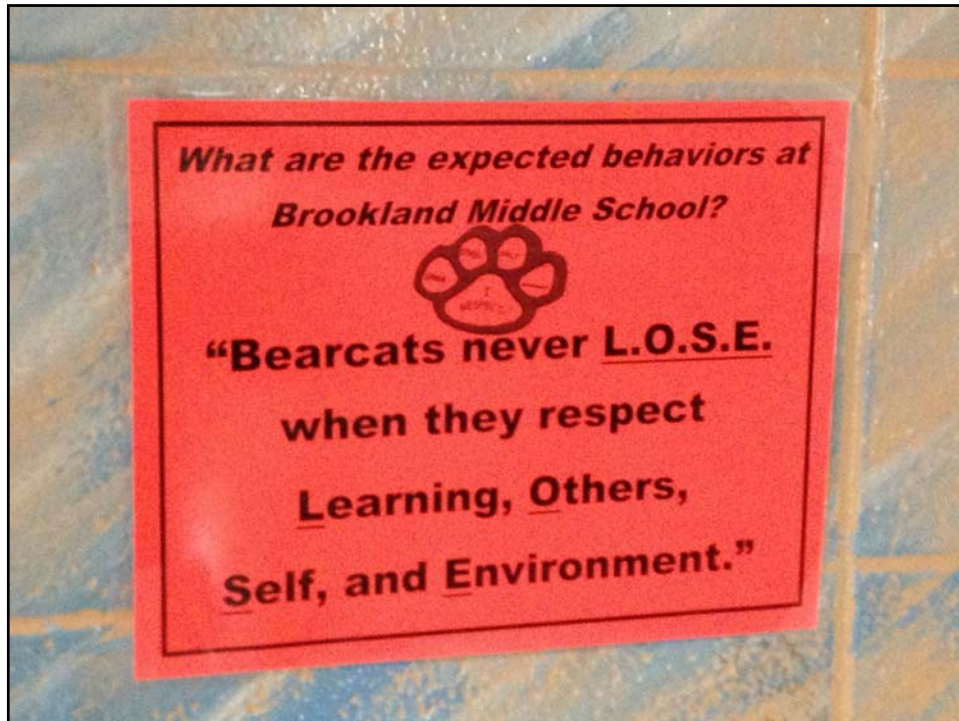
Choose 3-5 expectations




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.








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.



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

RESTROOM

- Be quick.
- Speak quietly.
- Respect privacy of others.
- Use fixtures & supplies appropriately.
- Put only toilet paper in toilet.
- Flush toilet.
- Wash & dry hands.
- Keep restrooms clean.
- Report anything that needs attention to a staff member.





<div>+</div> 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
Line-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

T-CHART EXAMPLE

Staff Managed Behaviors (Minors)	Office Managed Behaviors (Majors)
Minors <ul style="list-style-type: none"> • Inappropriate Language • Physical Contact • Defiance/Insubordination/Non-Compliance • Disrespect • Disruption • Dress Code • Technology Violation • Property Misuse • Tardy <p><i>Consequences are determined by staff</i></p>	Majors <ul style="list-style-type: none"> • Abusive/Inappropriate Language • Fighting • Physical Aggression • Defiance/Insubordination • Harassment/Intimidation • Inappropriate Display of Affection • Vandalism/Property Destruction • Lying/Cheating • Skipping • Technology Violation • Dress Code • Theft • Arson • Weapons • Tobacco • Alcohol/Drugs

TEACHING BEHAVIOR
Just like teaching academics

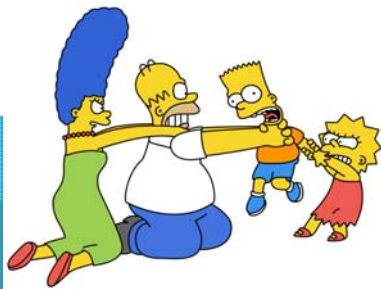
The word discipline means to impart knowledge and skill – to teach.

SHOULDN'T STUDENTS KNOW HOW TO BEHAVE?

Each child shows up at school with a different story.

Discipline is different in each family!

- Harsh
- Lax
- Culturally driven
- Different depending on where they are from day to day



TEACHING BEHAVIOR

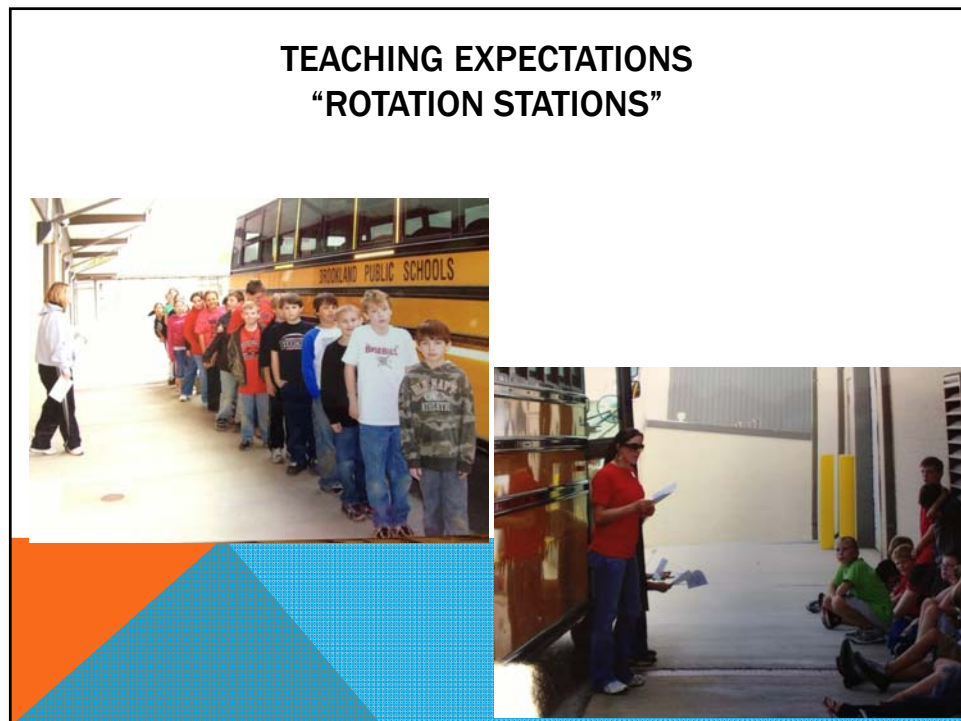
- *Align* to school-wide (or classroom) expectations
- *Demonstrate* skill
- Let students *practice* skill
- Provide *feedback*
- *Acknowledge* appropriate behavior



COST/BENEFIT ANALYSIS WORKSHEET (Example)

Enter info below		Time Regained	
School name	Any School		
		Student	Administrator
		Minutes	7200
		Hours	120
		Days	15
Number of referrals for last year	720		
Number of referrals for this year	360		
Average # of minutes student is out of class due to referral	30		
Average # of minutes administrator needs to process referral	20		

Courtesy www.pbismaryland.org







Cool Tool: "Keeping conversations positive"**School-wide expectation:** Respect others**Location:** everywhere

Purpose of the lesson/why it's important:

1. Saying positive, respectful things to others makes it easier to get along.
2. Saying positive, respectful things to others prevents people from getting into trouble.

Teaching example #1:

You and another kid are joking around, and you tease him about his haircut. You were just teasing, but he took you seriously and got mad. His feelings are hurt, your friendship is damaged, and he reports it to a teacher. Now others think you're mean or possibly a bully.

Activities:

1. Discuss how teasing someone about his/her appearance can be hurtful.
2. Brainstorm ways you can tell someone that the way they're teasing you is offending you, and you want them to stop.
3. Discuss ways the person in the example could make things better between him and the person he teased.

Teaching example #2:

At the lunch table, you and your friends decide to tease a kid by calling him a weird name. It doesn't really mean anything, but it's not his name, and he doesn't think it's funny. Because he's uncomfortable about the situation and he doesn't know what else to do, he laughs about it. Other kids hear you, they see him laughing, and they join in and call him the weird name, too. Days later, people are still calling him this weird name, and it's really upsetting to him.

Activities:

1. Discuss whether or not name-calling should be considered bullying and explain why.
2. Think about a time you or a friend was teased by name-calling, but don't share this out loud. Brainstorm a list of feelings experienced by the person being teased.



DAILY ROUTINE!



PBIS Tip of the Day

Think of people traffic in the hallway like car traffic on the street. Cars drive on the right side of the street. If you walk on the right side of the hall, you won't run into people traveling in the opposite direction. No one wants to have a "wreck" in the hall! Bearcats never lose when they respect others and the environment!

ACKNOWLEDGEMENTS
Reinforce appropriate behavior

**Catch students
'being good'**



WHY ACKNOWLEDGE DESIRED BEHAVIOR?

- Positive peer pressure
- Compete with problem behaviors
- May be the only bright spot in student's day!!

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



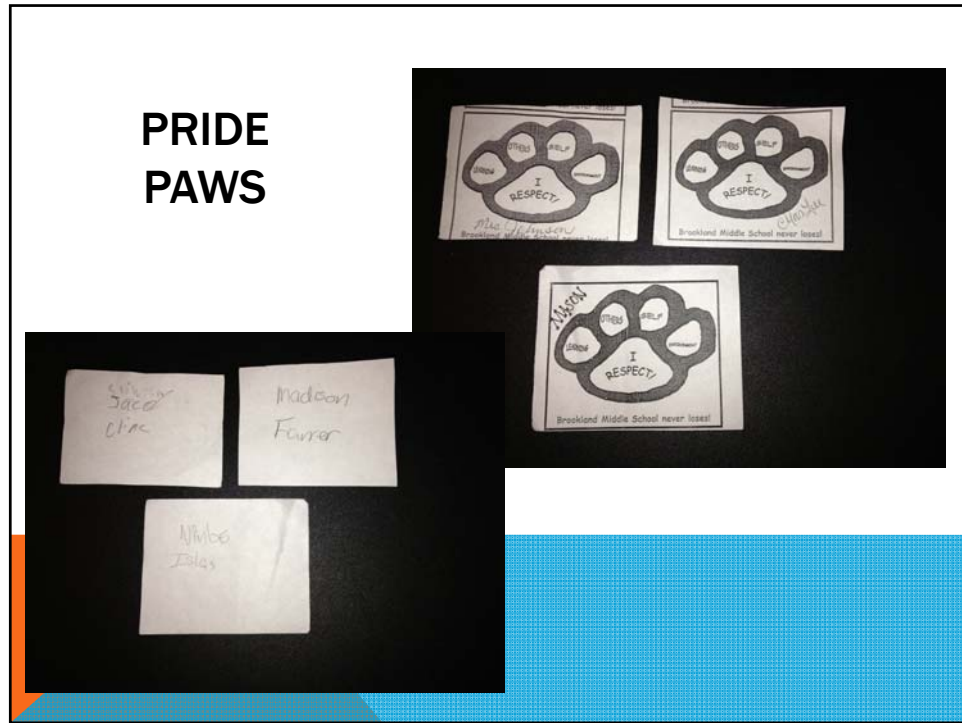
HOW TO GIVE AN ACKNOWLEDGEMENT

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.



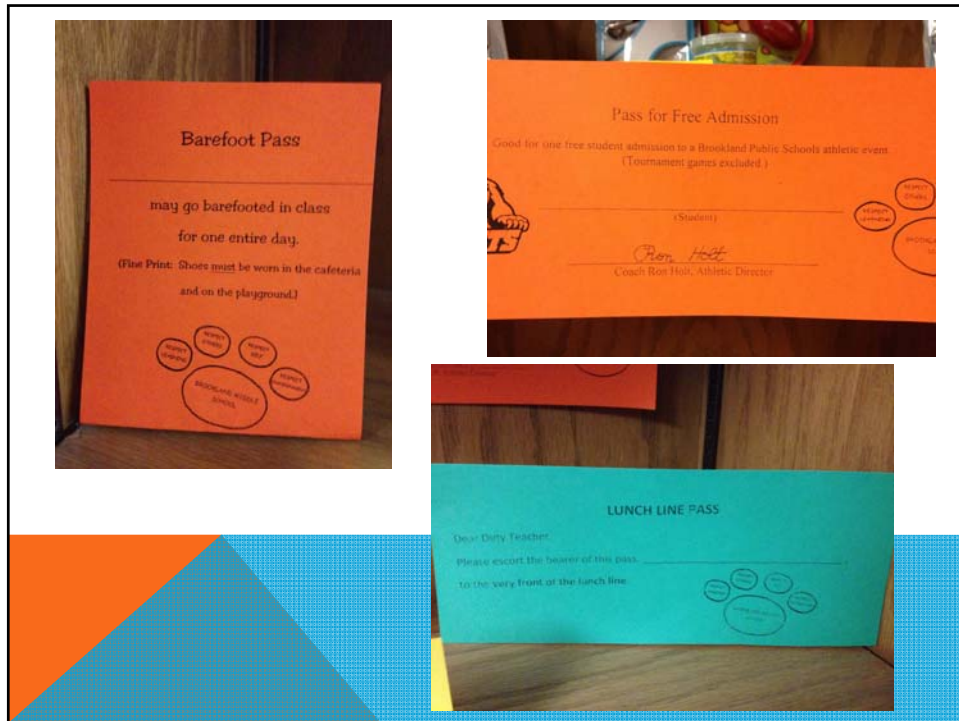
Pride Paw Store Order Form

Name: _____

Homeroom teacher: _____

Circle the item(s) you want to purchase.
Fold up this paper and put it and your Pride Paws in a zip-lock bag.
Give the bag to your teacher to turn in.

<u>200</u>	<u>150</u>	<u>100</u>
Basketball	Yo-yo	Flarp noise putty
Soccer ball	Bouncey ball	Silly Putty
Football		
4-square ball		
<u>75</u>	<u>50</u>	
Lunch line pass	5 glow sticks	
Admission pass (for school ball game)	Juice box	
Bearcat silly bands (set of 5)	Barefoot pass	
<u>40</u>	<u>20</u>	
Lay's Classic chips	Punch ball	
Doritos - Nacho Cheese	Grab bag	
Doritos - Cool Ranch		
Cheetos		
Sun Chips		
Fritos		



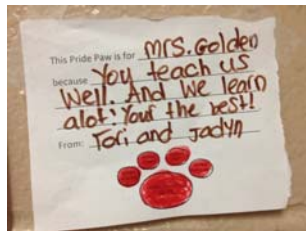
Recess "Sale" Items



WEEKLY ACKNOWLEDGEMENTS FOR NO REFERRALS



“Pride Paws” for Staff!



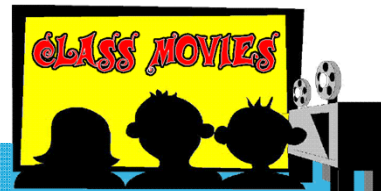
CLASSROOM REINFORCEMENTS

- Individual rewards



- Group rewards

- BASED ON EXPECTATIONS!



Principal's Drop-in Acknowledgements				
Teacher's room	Date	Expectation	Rewarded?	Reward
Example: Mrs. Johnson		Everyone have a pencil?	Yes	Smarties candy



POSITIVE BEHAVIOR ASSEMBLIES



POSITIVE BEHAVIOR ASSEMBLIES



POSITIVE BEHAVIOR ASSEMBLIES



MONTHLY CHALLENGE



QUARTERLY REWARD ACTIVITIES









OTHER SCHOOL INCENTIVES

CELEBRATIONS

Why celebrate?

- Feel sense of accomplishment
- Increase sense of community



PRE-BENCHMARK CELEBRATION EXAMPLES



Nettleton Middle School



Nettleton Intermediate
sock hop



Nettleton Jr. High

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)





WHAT ARE DATA?

What are data?

- Pieces of information

Intimidating?

- No reason ☺
- Sometimes numbers, sometimes not



I  data



SCHOOL DATA

- Office Discipline Referrals (ODRs)
- Attendance
- In-School and Out-of-School Suspensions
- Staff Surveys, Teacher Reports



USE YOUR 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 TO PROBLEM SOLVE?

- 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?"

Evaluating Progress:

"Did the plan work?"

"What needs to happen next?"

Analyzing the Problem:

"Why is it happening?"

"What shall we do about it?"

Implementing the Plan with Fidelity:

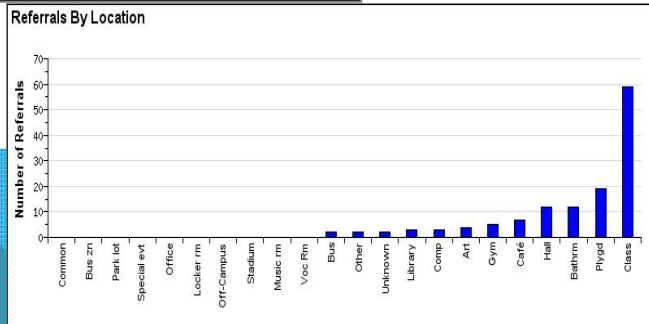
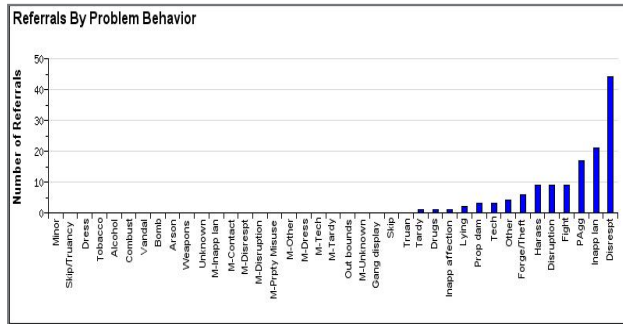
"Are you doing what you said you would do? How do you know?"

Determining What to Do:

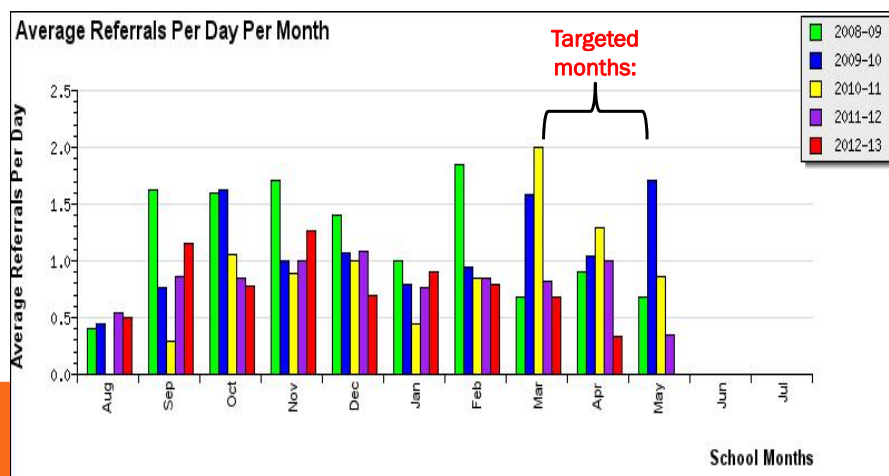
"What shall we do about it?"



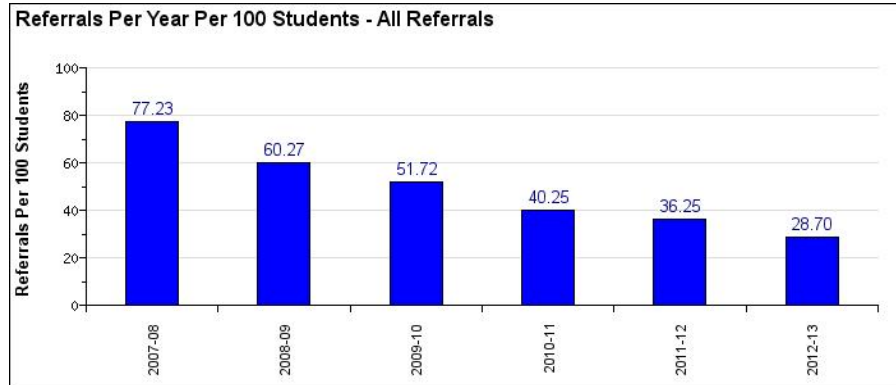
EXAMPLES OF MONTHLY DATA COLLECTED



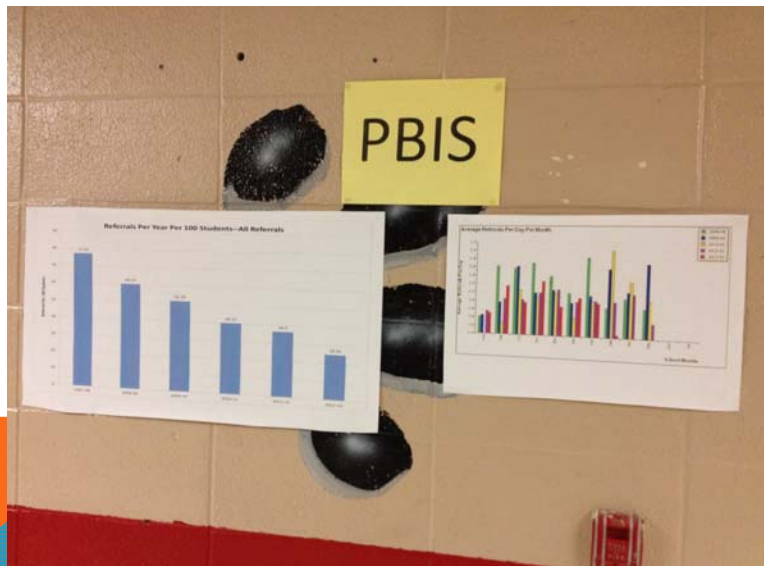
HISTORICAL DATA – LOOK FOR TRENDS



THE BIG PICTURE!!

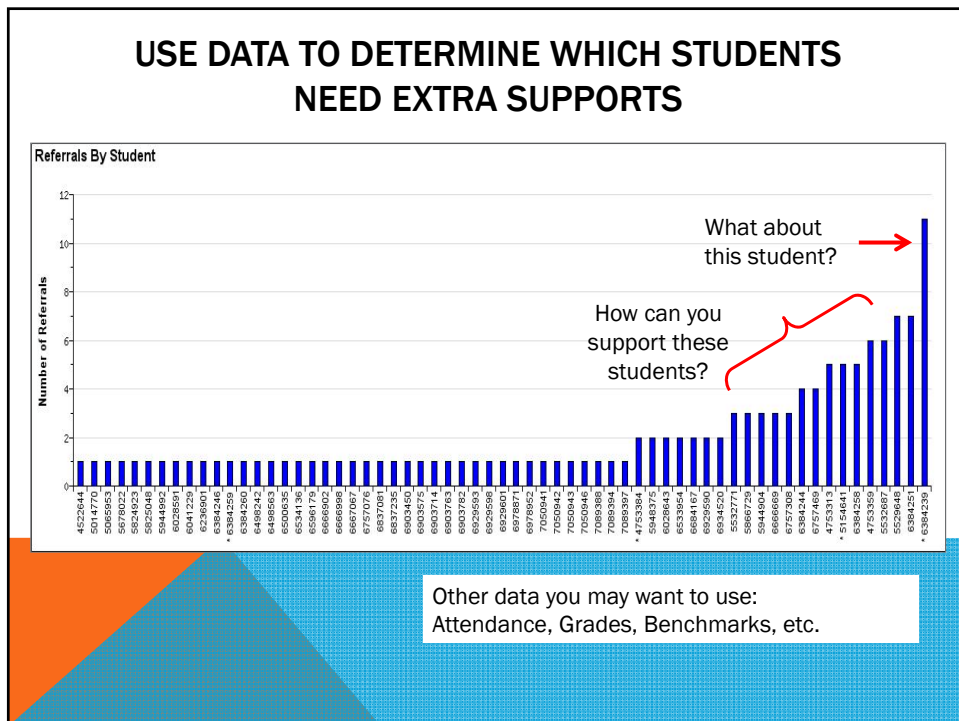


SHARE YOUR DATA!!



WHAT IF A STUDENT NEEDS MORE?

TARGETED AND INDIVIDUALIZED INTERVENTIONS

TIER 2: TARGETED (GROUP) INTERVENTIONS

For students who

- Display ***at-risk*** behaviors
- Are **not responding** to Universal prevention efforts
- **Need extra** teaching, monitoring, and feedback
- Could benefit from extra support **before they are in crisis**

FEATURES OF TARGETED INTERVENTIONS

- Based on school-wide expectations
- Always available – can be implemented quickly
- Can be modified as needed
- Student receives positive, constructive feedback
- Includes school-home communication
- Gives students opportunities to practice new skills

CHECK-IN CHECK-OUT

Brookland Middle School Daily Progress Report

Name: **SAMPLE**

Date: _____

Teachers: Please indicate students achievement for the following goals... 2 = 1 or less "redirects" necessary
 1 = 2 to 3 "redirects" necessary
 0 = 4 or more "redirects" necessary

Expectation	Activity Class	Mrs. Lewis' class	Mrs. Graham's class	Mrs. McGee's class
Respect Learning	2 1 0	2 1 0	2 1 0	2 1 0
Respect Others	2 1 0	2 1 0	2 1 0	2 1 0
Respect Self	2 1 0	2 1 0	2 1 0	2 1 0
Respect Environment	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				
Assignments/Notes (written by student)				

Daily Goal: 26/32(80%)

Daily Score: ____ / 32

Daily Percentage: ____%

(Over)

TIER 3: INDIVIDUALIZED INTERVENTIONS

- For students exhibiting **very *high-risk*** behaviors
- For students with significant histories of **behavioral and/or academic** difficulties
- Specialized and intensive interventions





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



QUOTES FROM ARKANSAS SCHOOLS

"Brookland's PBIS program is the most effective, consistent, and organized program that I have been a part of in my teaching career."

-Lynda Taylor, Literacy Specialist

"PBIS has allowed our school to provide consistency building wide. K-4 grades have the same expectations. Teachers are all aware of the behaviors that should be managed in the classroom and what behaviors are office referral worthy. Consequences for behaviors are consistent as well. Focusing on positive behaviors has brought a fun, energetic atmosphere that is conducive to learning to our school."

-Trumann Cedar Park Elementary PBIS Team

"WMS office referrals were down by 160 between Spring Break 2012 and Spring Break 2013."

"October and February have typically been months with higher office referrals. We targeted these months with behavior competitions and office referrals have gone down in both."

- Kristi Bowen, Westside Middle School PBIS Coach

ACKNOWLEDGEMENTS

Thanks to the following for letting us borrow from them ☺

George Sugai, Ph.D.

*Center on Positive Behavioral Interventions & Supports,
University of Connecticut*

Illinois PBIS Network

*OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>*

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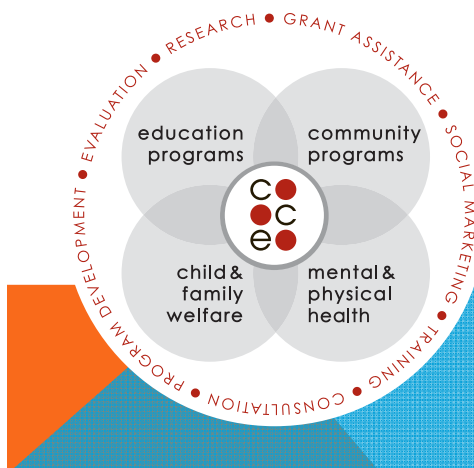
amerten@astate.edu

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cce@astate.edu

PBIS website: <http://cce.astate.edu/pbis>



Office of Behavioral
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Email: cce@astate.edu
obre@astate.edu

Websites:
<http://cce.astate.edu>
<http://cce.astate.edu/pbis/>