PBIS

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

INTRODUCTION

Let's get to know each other!

ARKANSAS STATE UNIVERSITY

❖ Center for Community Engagement

❖ Office of Behavioral Research & Evaluation

❖ PBIS Resource Center

Anne, David, Hayley & Kimberley

GOALS FOR TODAY'S PRESENTATION

❖To provide an overview of Positive Behavioral Interventions and Supports

PBIS

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

TESS

A Framework for Teaching: Components of Professional Practice

Domain 2: <u>**The Classroom Environment**</u>

a) Creating an Environment of Respect and Rapport
b) Establishing a Culture for Learning
c) Managing Classroom Procedures
d) Managing **Student Behavior**
e) Organizing Physical Space

ALL SCHOOLS & CLASSROOMS HAVE BEHAVIORAL CHALLENGES

From: Trends in Behavioral Referrals within a School-Wide
Discipline Plan
Rebecca C. Tursell
Internship conducted at Piney Point Elementary, Second Grade
Cooperating teacher: Mrs. Genevieve Pharis

WHAT DO 'YOU' WANT FOR YOUR STUDENTS?

...to achieve both academically and socially?

...to feel safe?

...to feel connected?

...to be respectful?

...to be engaged in their school environment?

"I am confident in my classroom management skills"

Where do you start?

ASSESSMENT

How is your school doing?

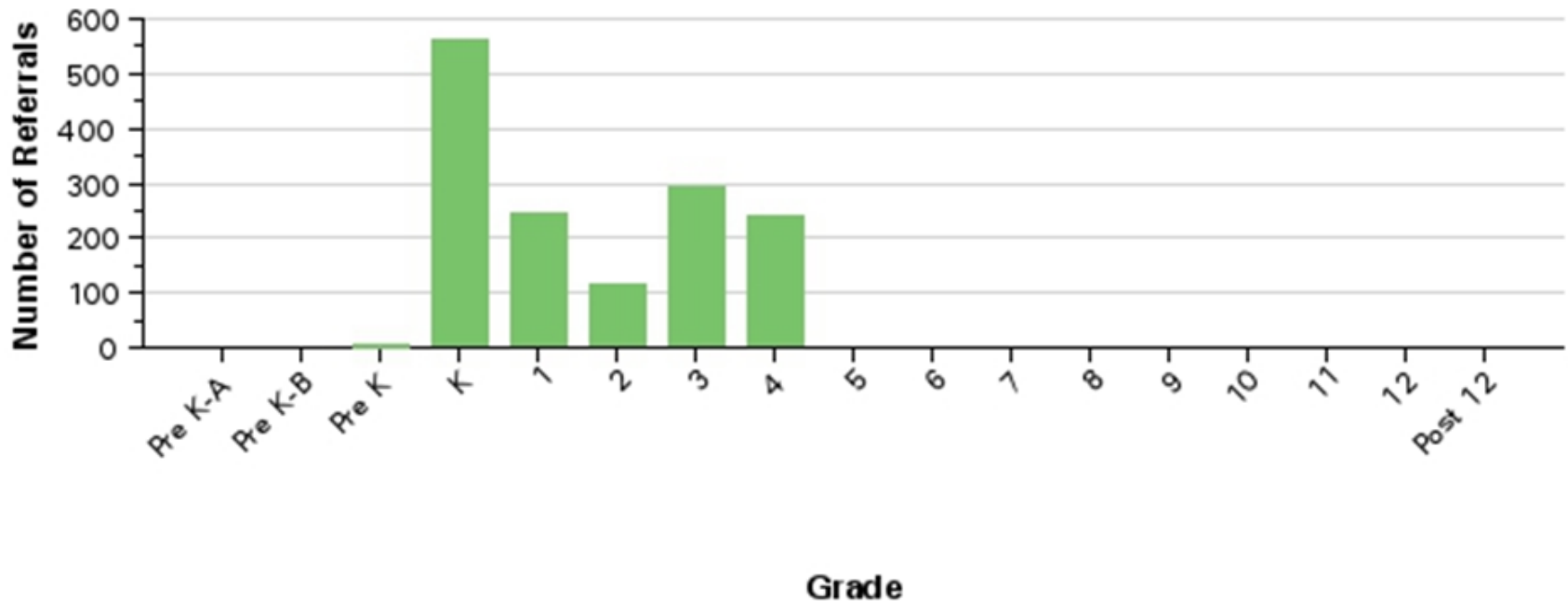# How can you tell how your school is doing?

Use your Data!

(e.g., office discipline referrals)

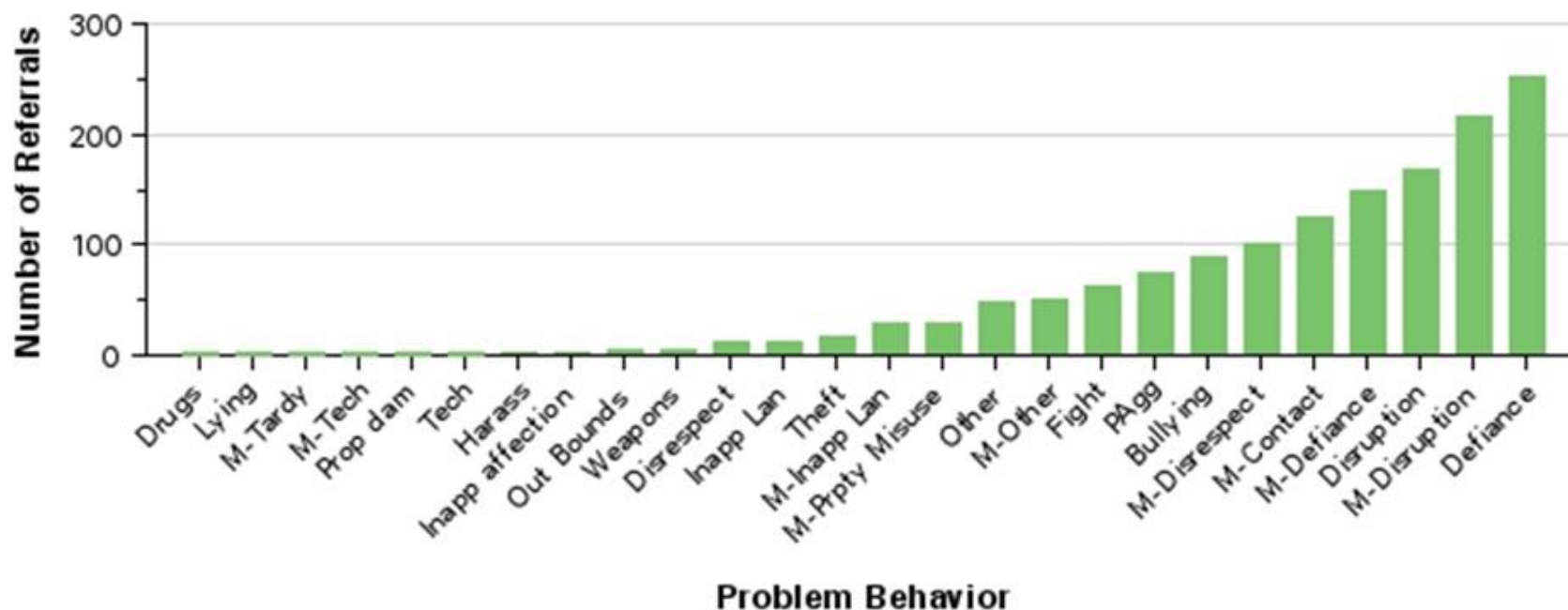# WHO are the students receiving ODRs?

Referrals by Grade
All, Aug 1, 2013 - Jul 17, 2014

WHAT are the students receiving ODRs for?

Referrals by Problem Behavior
All, Aug 1, 2013 - Jul 17, 2014

PBISApps

WHERE are the students receiving ODRs?

Referrals by Location
All, Aug 1, 2013 - Jul 17, 2014

Total of 866 in the **Classroom**,
143 in the cafeteria

Number of Referrals (y-axis: 0 to 900)

Location (x-axis: Park lot, Office, Off-Campus, Comp, Unknown loc, Common, Special evt, Library, Other, Gym, Bus zn, Art, Bathrm, Music rm, Hall, Plygd, Bus, Café, Class)
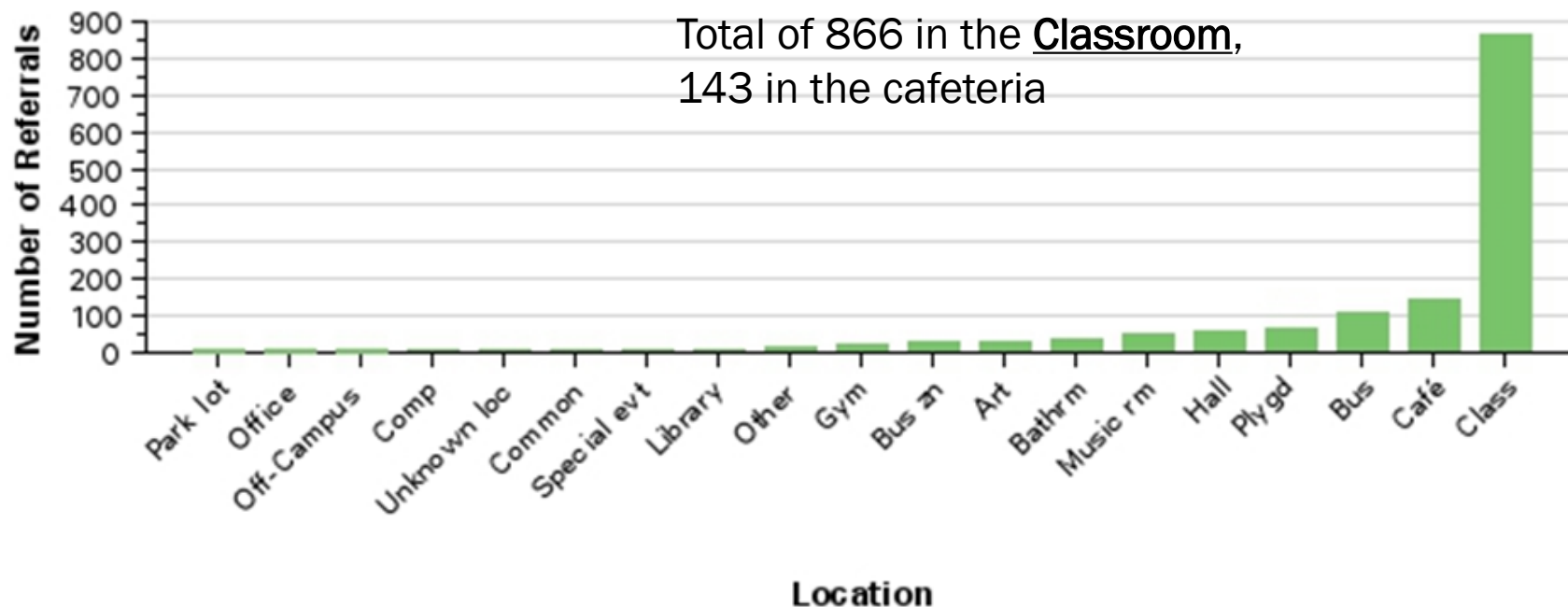
TO UNDERSTAND 'WHAT TO DO'...

...we need to understand 'who'

...we need to understand 'what'

...we need to understand 'where'

and....

...we need to understand Why!

FUNCTIONAL BEHAVIOR ASSESSMENT

❑ Identifying the underlying cause(s) of students behavior

❑ What are the students 'getting' out of misbehavior?

❑ Why were the students defiant & disruptive?

MEET KELLY…

What you see:

Kelly talks almost incessantly. She talks to other students, talks at inappropriate times, makes meaningless comments out loud in class, and purposely gives ridiculous answers to questions. She interrupts during directions, and frequently asks the teacher to repeat what was just said. When Kelly is not talking, she is dropping things, giggling, or making random noises.

New Mexico Public Education Department Technical Assistance Manual: Addressing Student Behavior

What's really going on with Kelly?

What NOT to do for Kelly?

What TO DO for Kelly?

WHAT'S THE EASIEST WAY TO SOLVE BEHAVIOR PROBLEMS?

Prevent misbehavior from becoming a problem

PBIS helps students learn how to REPLACE misbehaviors with

❑ acceptable replacement behaviors

❑ behaviors that serve same function

PREVENT… BY TEACHING

Teach and *acknowledge*

Start by teaching, monitoring, and rewarding

Name: **Brooke Smith** Date: **June 20, 2014**

Math Review

1. What is the mode of 9 2 8 9 2 8 9 9?

~~8~~ *9*

2. What is 47.6 rounded to the nearest number?

~~47~~ *48*

3. Tim stacked 54 books into 9 even piles. How many books did Tim put into each pile?

~~9~~ *6*

4. Evaluate.

$3^2=$ ~~6~~ *9* $5^3=$~~15~~ *125* $4^7=$~~28~~ *16,384*

5. Solve for x.

7x-4x=12   ~~3.5~~ *4*

5. Solve.

4.73	22.2	23.4
+ 5.49 *10.22*	x 2.2	- 17.3 *6.1*
~~9.12~~	~~24.4~~ *48.84*	~~14.1~~

"If a child doesn't know how to read, *we teach*."

"If a child doesn't know how to swim, *we teach*."

"If a child doesn't know how to multiply, *we teach*."

"If a child doesn't know how to drive, *we teach.*"

"If a child doesn't know how to behave, *we...   ...teach?   ...punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

INSTEAD OF CONTINUAL PUNISHMENT....

...Prevent and Teach

PBIS is Proactive
PBIS is Prevention

I think the teachers should know if they can get the classroom behavior under control, the teaching is the easy part and PBIS is a great way to deal with behavior."

Lavonda Newsom: Blytheville

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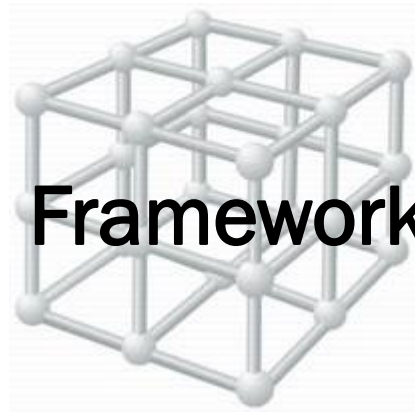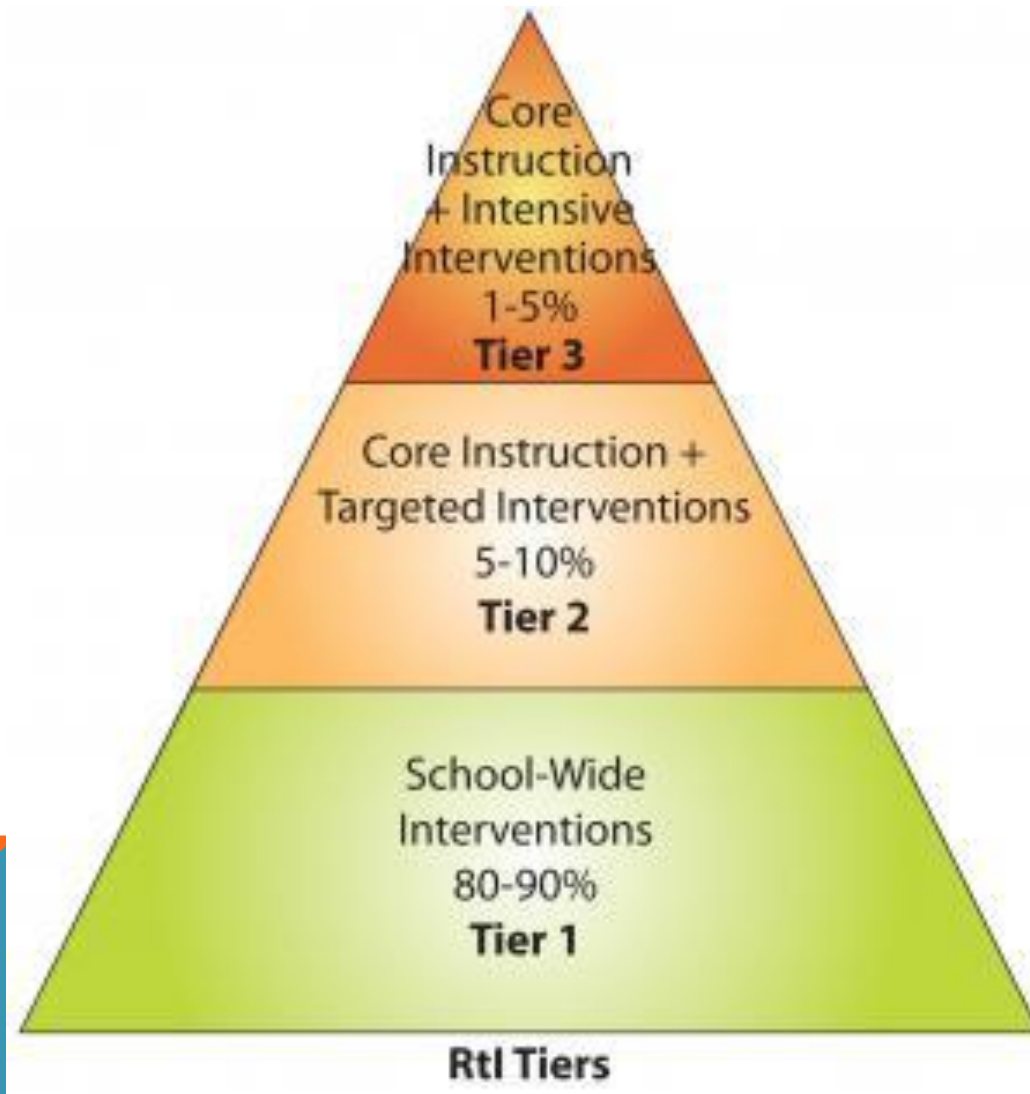
TERMINOLOGY

PBIS = PBS

PBIS = SW-PBS

PBIS = PW-PBS

Framework

PROGRAM

PBSS ≠ PBIS

center for
community
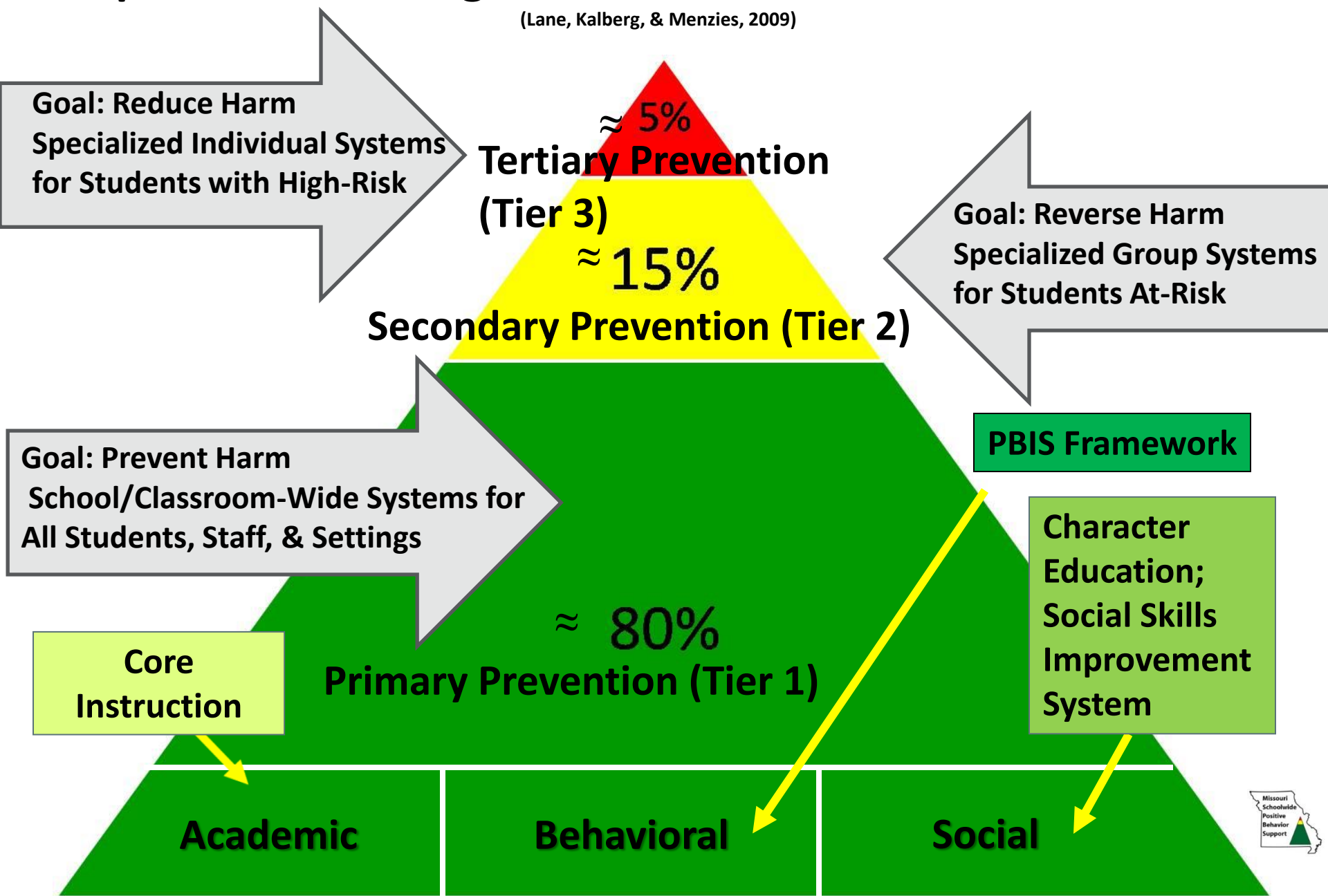engagement
arkansas state
university

"I know the fundamentals of Response to Intervention (RtI)"

Comprehensive, Integrated, Three-Tier Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk

≈ 5%

Tertiary Prevention (Tier 3)

≈ 15%

Secondary Prevention (Tier 2)

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

PBIS Framework

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

Character Education; Social Skills Improvement System

≈ 80%

Core Instruction

Primary Prevention (Tier 1)

Academic

Behavioral

Social

Missouri Schoolwide Positive Behavior Support

Number of Schools Implementing School-Wide PBIS since 2000

-Horner, 2013

19,054
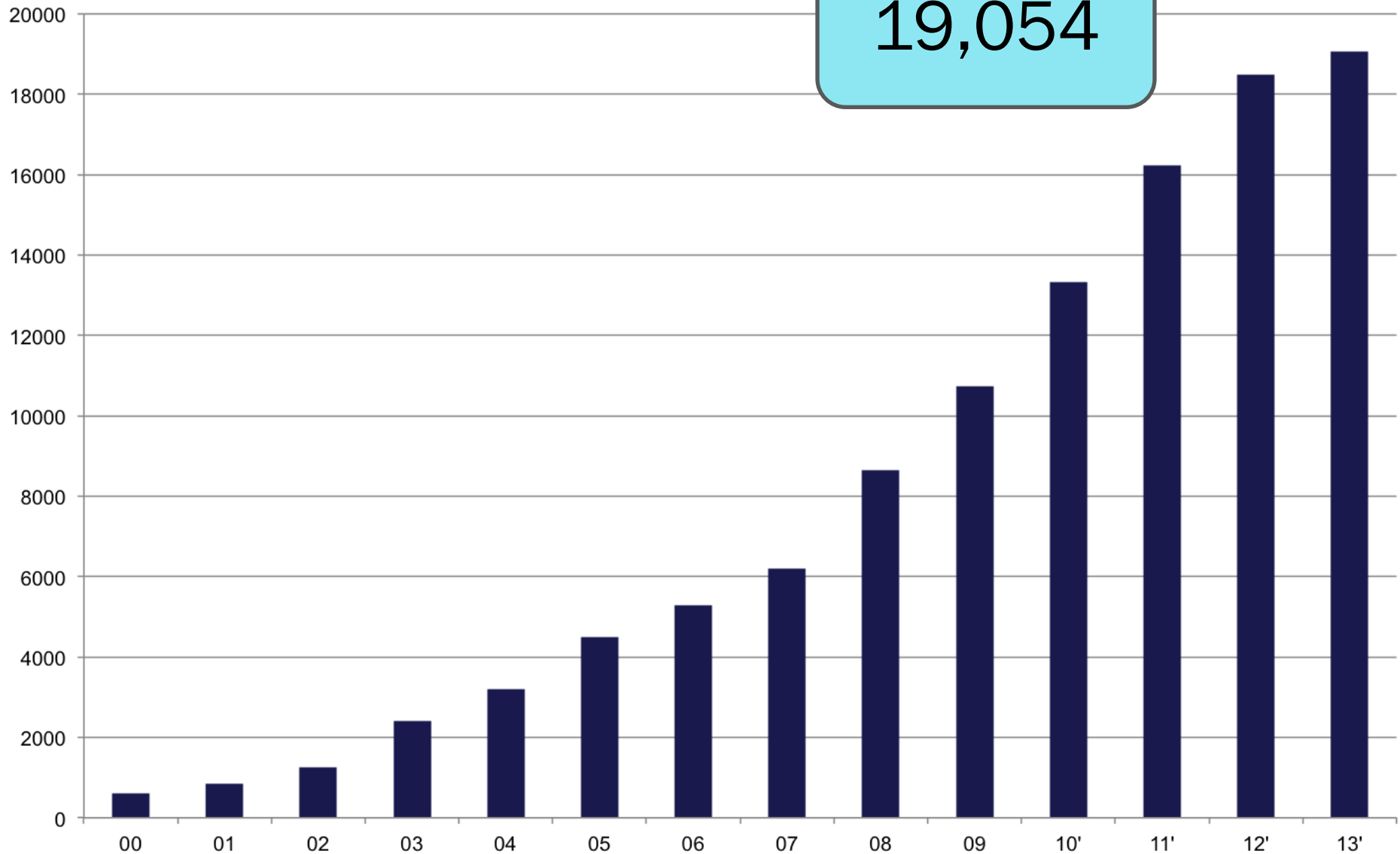
Brookland's PBIS program is the most effective consistent and organized program that I have been a part of in my teaching career."

Lynda Taylor-Brookland Public Schools

WHAT'S IN IT FOR YOU?

- More instructional time

- More time spent on positive interactions with students

- Sanity ☺

- Predictability:
  - Common, consistent practices and routines
  - Common language

- Work together toward a common goal

COST/BENEFIT ANALYSIS WORKSHEET (Example)

Enter info below

School name	Any School
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

Time Regained

	Student	Administrator
Minutes	10800	7200
Hours	180	120
Days	23	15

Courtesy www.pbismaryland.org

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

KEY COMPONENTS OF PBIS

1. Clear expectations and rules
2. <u>Consistent</u> teaching & enforcement of rules
3. <u>Consistent</u> reinforcement of appropriate behavior
4. Regular examination of data
5. Regular evaluation of progress and school

COMPONENT #1: BEHAVIORAL EXPECTATIONS

What behavior do you want to see?

COMPONENT 1:

Start by establishing clear expectations and rules

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.

Common school-wide Expectations

❑ Be Respectful

❑ Be Responsible

❑ Be Safe

What are the expected behaviors at Brookland Middle School?

"**Bearcats never <u>L.O.S.E.</u>**

when they respect

<u>L</u>earning, <u>O</u>thers,

<u>S</u>elf, and <u>E</u>nvironment."

DEFINING EXPECTATIONS

KEEP IT SIMPLE

How will you describe what each expectation 'looks' like' in each setting?

DEFINING EXPECTATIONS

Rules are 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.

BEHAVIORAL MATRIX

Display throughout the school.

KNIGHTLY CODE

	Lunchroom	Bathroom	Recess	Hallway
Be Respectful	·Use Quiet Voices ·Wait for your turn in line	·Voice level 2 or less ·Give privacy ·Put trash in trash can	·Play fair ·Follow rules ·Be careful	·Hold the door for the person behind you ·Profanity is not allowed
Be Responsible	·Clean up after yourself ·Line up ONLY when your table is called	·Flush the toilet ·Report any problems to an adult.	Line up when you hear the bell	·Voice level 0 ·Go directly to your location
Be Safe	·Keep all food to yourself ·Walk ·Stay seated	·Keep water in the sink ·Wash your hands with soap	Stay within the boundaries	·Walk ·Eyes in front ·Pay attention ·Arms folded

COMPONENT #2: IMPLEMENTATION

How do we teach our students our behavioral expectations?

Teach behavior like academic skills… explicitly & deliberately

Behavior lesson plans are core curriculum for social emotional standards.

Thank you to Illinois PBIS Network

COMPONENT #2:

Consistent teaching & enforcement of rules

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
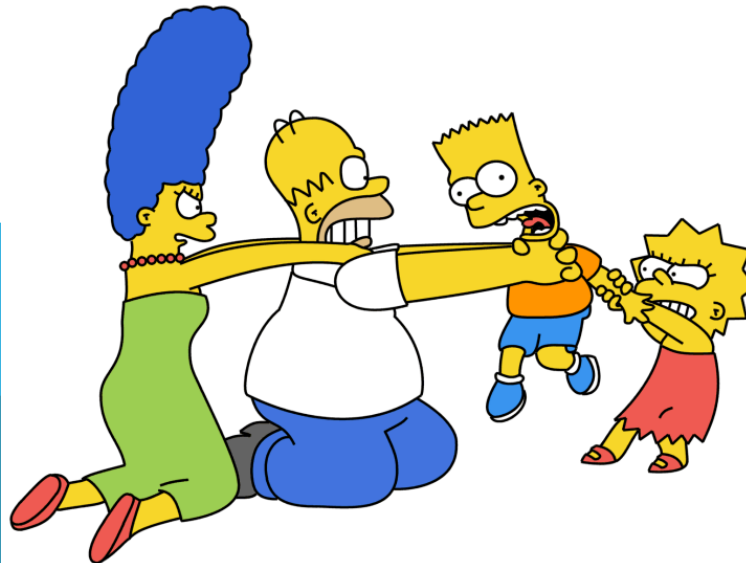
"The most important thing a teacher can do is to teach the 'cool tool' or lesson and not just read it or expect the students to know what you want them to do. I teach the cool tool on Monday and review it every day."

Lavanda Newsom - Blytheville

TEACH BEHAVIOR LIKE ACADEMICS
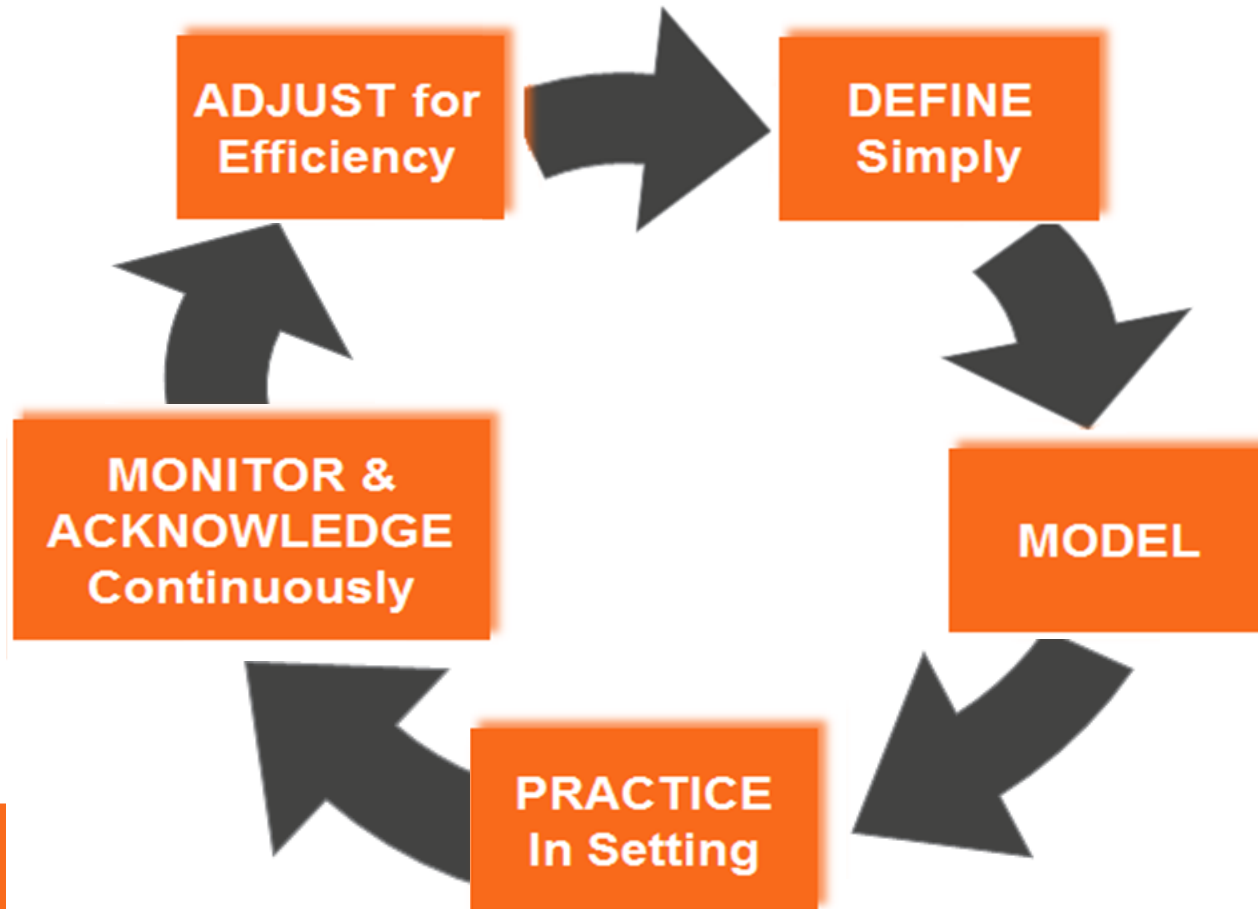
EXAMPLE: BEHAVIOR LESSON PLAN FOR CAFETERIA
(ELEMENTARY)

I Am Safe
Teaching Examples
Example: Darius uses two hands on his tray and looks forward as he moves to his table. Non Example: Alex forgets his straw. He runs back to the utensil tray, pushes his way in, and grabs a new one. Example: Judy accidentally knocks over her milk. She raises her hand to get help to clean it up so no one falls.
Student Activity
1. Walk your students through the lunch room process before the lunch shift starts. 2. Practice washing hands, with soap, to the count of ten, rinse, and dry using one towel. 3. Make a poster to hang in the cafeteria to illustrate a safety skill.
After the Lesson **(During the Day)**
1. Review safety precautions building-wide. 2. Discuss food safety (hygiene, sharing, temperature, etc.)

ARKANSAS POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

REPETITION IS KEY

- <u>Review</u> the Cool Tool daily

- <u>Remind</u> students of expected behaviors often

- Find opportunities to <u>**pre-correct**</u>

EXAMPLE: TEACHING EXPECTATIONS WITH "ROTATION STATIONS"

PBIS Rotation Stations   5th Grade   August 21, 2012   8:15 a.m. – 9:00 a.m.

	Harral	Mason	Reed	Lewis	Graham	McGee
Stop #1	Hallway (5th grade hall)	Dress code (Computer lab)	Bus	Cafeteria	Playground	Restroom
Stop #2	Dress code (Computer lab)	Bus	Cafeteria	Playground	Restroom	Rewards (Auditorium lobby)
Stop #3	Bus	Cafeteria	Playground	Restroom	Rewards (Auditorium lobby)	Auditorium
Stop #4	Cafeteria	Playground	Restroom	Rewards (Auditorium lobby)	Auditorium	Hallway (5th grade hall)
Stop #5	Playground	Restroom	Rewards (Auditorium lobby)	Auditorium	Hallway (5th grade hall)	Dress code (Computer lab)
Stop #6	Restroom	Rewards (Auditorium lobby)	Auditorium	Hallway (5th grade hall)	Dress code (Computer lab)	Bus
Stop #7	Rewards (Auditorium lobby)	Auditorium	Hallway (5th grade hall)	Dress code (Computer lab)	Bus	Cafeteria
Stop #8	Auditorium	Hallway (5th grade hall)	Dress code (Computer lab)	Bus	Cafeteria	Playground

No Activity Classes today.

Homeroom teachers, please plan to spend about 30 minutes teaching expected behaviors for these parts of the Behavior Matrix: **Arrival, Dismissal, Indoor Break, Activity Classes** and **Classroom.**

Celebration assembly in the Auditorium for 5th graders from 9:00 a.m. to 10:00 p.m.

STUDENTS TEACH "BOOSTER" TRAININGS

PLAN YOUR PBIS TRAININGS & BOOSTERS

	Team Meeting Dates		Kick Off	Report Self-Assessment Survey Results	Team Checklist Completed	Faculty Updates Activities/ Data	Booster Training	School Profile Completed	Safety Survey Completed	Celebrations /Intermittent Acknowledge
AUGUST										
SEPTEMBER										
OCTOBER										

Example:

Teaching

expectations at an all-school assembly

District PBIS coordinator for Westside schools Mark Sloan (sitting) performs a funny skit to demonstrate proper toilet etiquette to Westside Elementary School students at a school assembly Tuesday.

Hillary McNerney | The Sun

COMPONENT #3: ACKNOWLEDGEMENTS

REINFORCE THE GOOD

Why do we need to acknowledge students for behaving like the should ?

COMPONENT #3:

Consistent reinforcement of appropriate behavior
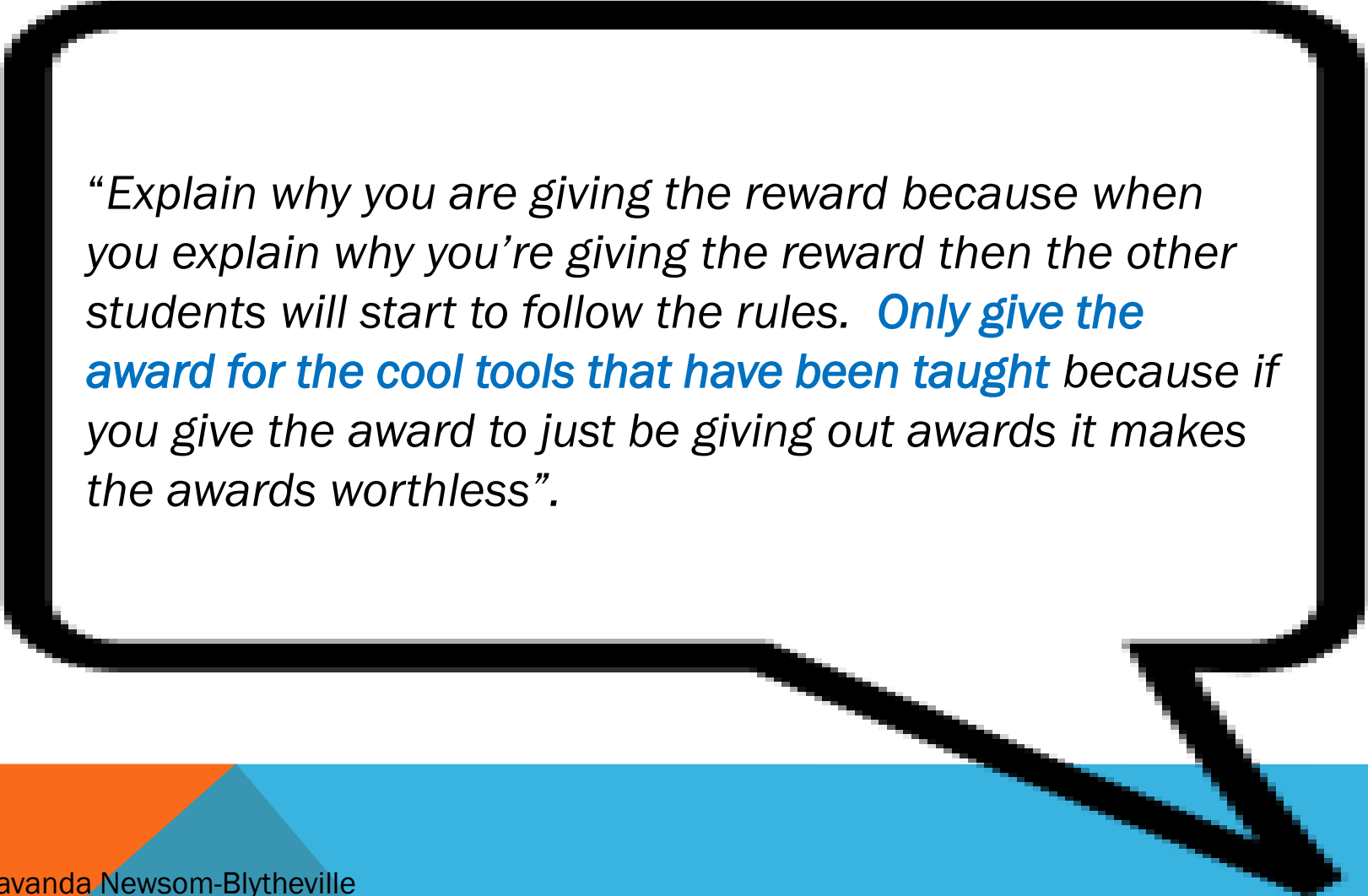
WHY ACKNOWLEDGE DESIRED BEHAVIOR?

- Reinforce the teaching of new behaviors
- Encourage the behaviors we want to occur again in the future
- Positive peer pressure
- May be the only bright spot in student's day!!
- Turn the behavior into a habit!!

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

"Explain why you are giving the reward because when you explain why you're giving the reward then the other students will start to follow the rules. **Only give the award for the cool tools that have been taught** *because if you give the award to just be giving out awards it makes the awards worthless".*

Lavanda Newsom-Blytheville

ACKNOWLEDGEMENTS

What are some ways you get acknowledged or rewarded?

Some ways we get
acknowledged or rewarded

What about a simple
"Thank you"? ☺

"WHAT THE WORLD'S GREATEST MANAGERS DO DIFFERENTLY""

...BUCKINGHAM & COFFMAN 202, GALLUP

Interviews with 1 million workers, 80,000 managers, in 400 companies.

Create working environments where employees:

1. *Know what is expected*
2. Have the materials and equipment to do the job correctly
3. *Receive recognition each week for good work*
4. Have a supervisor who cares, and pays attention
5. *Receive encouragement to contribute and improve*
6. Can identify a person at work who is a "best friend"
7. Feel the mission of the organization makes them feel like their jobs are important
8. See the people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well

To encourage good behavior...we must acknowledge it when we see it!

TICKETS = "TANGIBLE" ACKNOWLEDGEMENTS

LANCASTER PBIS SCHOOL-WIDE ACKNOWLEDGEMENT MATRIX

STUDENTS

Type	What	When	Who
Immediate/High Frequency	**Lancaster Gold Card** will be given out to **individual students**. Once a student receives 10 gold cards they can cash them in for incentive items **Lancaster Blue Cards** will be given out to **classrooms** for exhibiting Safe, Responsible, and Respectful behaviors. Once the classroom receives 10 blue cards, the class will receive a Lancaster Shield to display outside classrooms and classroom will be recognized in the announcements	High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data, and to reinforce desired behaviors Weekly	**Secretary:** Order Gold & Blue Cards, and Lancaster Shields (Red, Yellow, Green, Blue) **PBIS Implementation Team:** Select and order incentive items **All Staff:** Distribute Gold and Blue Cards
Redemption of High Frequency	Students will be able to trade their Lancaster Gold Cards for incentive items at school store	Weekly	**Educational Assistant/Support Staff:** Staff school store **Office Staff:** Generating quarterly class list for student store

HOW TO GIVE AN ACKNOWLEDGEMENT

- Step 1:

Acknowledge *specific expected behavior*

- Step 2:

Tie back to <u>school-wide expectations</u>

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

ROLE PLAY:

Acknowledging expected behaviors ☺

Student Behavior has been Acknowledged.....

...now what do your students do with all those tickets???

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.

200	150	100
Basketball	Yo-yo	Flarp noise putty
Soccer ball	Bouncey ball	Silly Putty
Football		
4-square ball		

75	50
Lunch line pass	5 glow sticks
Admission pass	Juice box
(for school ball game)	Barefoot pass
Bearcat silly bands (set of 5)	

40	20
Lay's Classic chips	Punch ball
Doritos – Nacho Cheese	Grab bag
Doritos – Cool Ranch	
Cheetos	
Sun Chips	
Fritos	
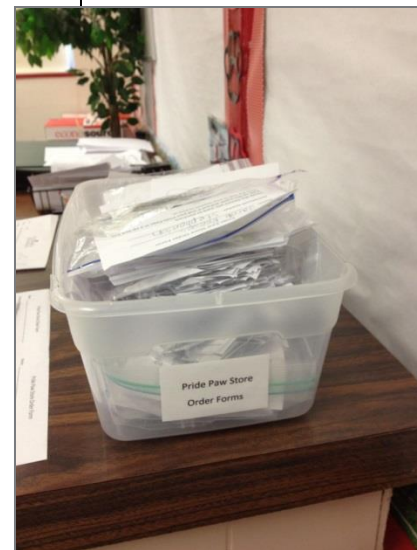
Sometimes the best things in life are

REWARD CHOICES

What's it going to be?

Go to Recess Early		Eat Lunch in the Classroom		Eat Snack in the Classroom		15 Minutes of Free Choice	
No Homework Today		Teacher Does all the Homework		Cup of Hot Chocolate		Music in the Classroom	
Stuffed Animal Day Tomorrow		Pajama Day Tomorrow		Hat Day Tomorrow		Craft Stamps During WOW Tomorrow	
Free 1-Pointer Sticker for Everyone		Walk in the Woods		Gum in the Classroom		Craft Punches During WOW Tomorrow	
SMARTboard Game		Sour Gummy Worm for Everyone		Hershey Kiss for Everyone		Paint During WOW Tomorrow	
15 Minutes of Computer Time		Do the Conga!		Do the Freeze!		Do the Hand Jive!	
Extra Session of Daily 5		New Pencil for Everyone!		New Pen for Everyone!		Show and Tell	
Popcorn!		Pick a Read Aloud Book		Wrist Smelly for Everyone		Bubbles!	

POSITIVE BEHAVIOR ASSEMBLIES

KEEP CALM AND LOVE DATA

COMPONENT #4:
DATA BASED DECISION MAKING

How do you target the behaviors you want to see?

COMPONENT #4:

Regular examination of data

WHAT CAN YOU DO WITH DATA?

- Tell you what's happening behaviorally school-wide (or in the classroom)
- Set baseline
- Identify a 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?
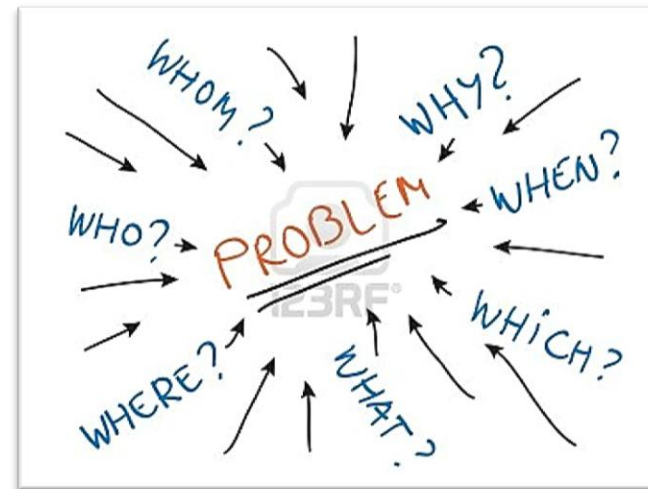
PRECISE PROBLEM STATEMENT (EXAMPLE)

A lot of Physical Aggression is happening in the classroom, mostly among 3rd, 4th, 7th , and 8th graders (and especially males), throughout the school day, with the highest frequency of occurrence on Mondays. The most likely reason for this behavior is to avoid a task.

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?"
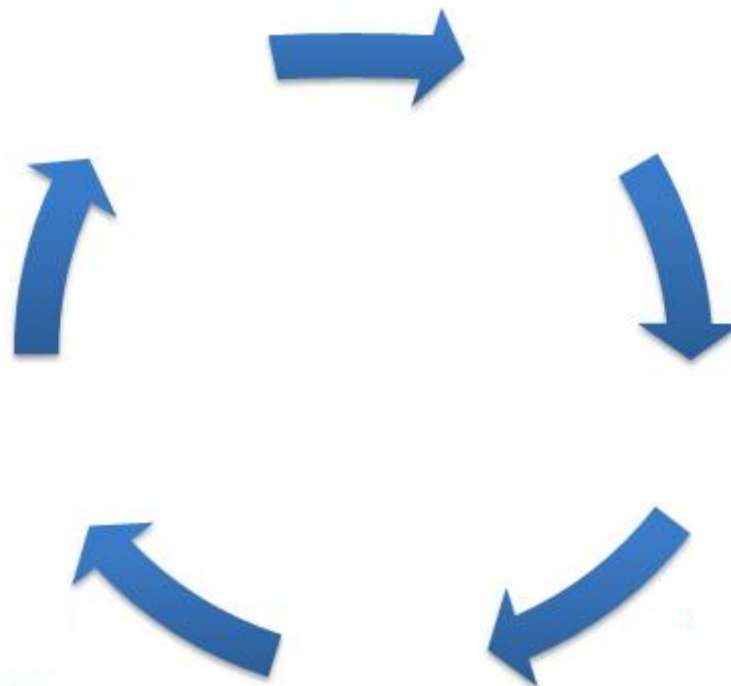
DEVELOPING A PLAN

- **Prevention** – keep it from happening again

- **Extinction** – make the expected behavior more attractive than the problem behavior

- **Recognition** – acknowledge those that follow the expected behavior

- **Consequences** – *consistent* handling of any persistent problem behaviors

- **Data Collection** – is it working?

Example - Problem Solving Action Plan

Precise Problem Statement	Solution Actions	Who?	When?	Goal, Timeline, & Updates
Many students from all grade levels are engaging in disruption, inappropriate language and harassment in cafeteria and hallway during lunch, and the behavior is maintained by peer attention	**Prevention:** Teach behavioral expectations in cafeteria Maintain current lunch schedule, but shift classes to balance numbers	Teachers will take class to cafeteria; Cafeteria staff will teach the expectations Principal to adjust schedule and send to staff	Rotating schedule on November 15 Changes begin on Monday	**Goal:** Reduce cafeteria ODR's by 50% per month (Currently 24 per month average) **Timeline:** Review Data & Update Monthly

PBIS TEAM DEVELOPMENT
DRIVING THE IMPLEMENTATION PROCESS

TEAMWORK
Large ambitious goals usually require that people work together.

It's not magic.....it's planning.

IMPORTANCE OF TEAM-DRIVEN

- **People come and go**
  - long-term **sustainability**
- **Problem-solving process**
  - need diverse expertise and input
- **Avoid 1 person effort**

HANDLING PROBLEM BEHAVIORS

As with any curriculum, there will be a small percentage (5 – 15%) that don't respond well to the Universal level of instruction.

CONSEQUENCES

Who should deal with what behaviors?

➢ Classroom Managed vs. Office Managed

Have a plan!

T-CHART EXAMPLE

Staff Managed Behaviors	Office Managed Behaviors
Minors • Inappropriate Language • Physical Contact • Defiance/Insubordination/Non-Compliance • Disrespect • Disruption • Dress Code • Technology Violation • Property Misuse • Tardy *Consequences are determined by staff*	Majors • 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

MAJOR INFRACTION (OFFICE)

- Directing names to adults or repeated to a student (bullying)
- Making a threat verbally or in writing expressing harm/violence
- Cursing
- Punching, hitting, kicking (fighting)
- Absolute defiance (Refusal to work or take directive)
- Leaving class without permission or in an area not assigned
- Throwing desks, chairs, destroying school property
- Stealing
- Intentionally trying to access inappropriate sites online
- Numerous documented repeated minor behaviors
- Possession of tobacco, alcohol, drugs or paraphernalia
- Possession of weapons

MINOR INFRACTION
(BUDDY ROOM)

- Calling names
- Horseplaying (Does not escalate)
- Not being prepared for class
- Missing homework/work
- Not following directions
- Accidently bumping into another student
- Inappropriate comments or calling names (not a pattern of behavior for that student)
- Spending too much time in restroom
- Kicking a table/chair, breaking pencil/crayons
- Borrowing and just forgetting to return
- Being off task on the computer
- Undocumented, "He's been doing this for a week!"

General Procedure for Dealing with Problem Behaviors

```
                          ┌─────────────────┐
                          │ Observe problem │
                          │    behavior     │
                          └────────┬────────┘
                                   │
                                   ▼
┌──────────────────┐   NO      ◇ Is ◇      YES   ┌──────────────┐
│ Find a place to  │◄──────── behavior ────────►│ Ensure safety│
│ talk with        │          major?            └──────┬───────┘
│ student(s)       │                                   │
└────────┬─────────┘                                   ▼
         │                                   ┌──────────────────┐
         ▼                                   │ Write referral & │
┌──────────────┐                             │ Escort student   │
│ Problem solve│                             │ to office        │
└──────┬───────┘                             └────────┬─────────┘
       │                                              │
       ▼                                              ▼
┌──────────────┐                             ┌──────────────┐
│ Determine    │                             │ Problem solve│
│ consequence  │                             └──────┬───────┘
└──────┬───────┘                                    │
       │                                            ▼
       ▼                                   ┌──────────────┐
┌──────────────┐                           │ Determine    │
│ Follow       │                           │ consequence  │
│ procedure    │                           └──────┬───────┘
│ documented   │                                  │
└──────┬───────┘                                  ▼
       │                                  ┌──────────────┐
       ▼                                  │ Follow       │
 NO   ◇ Does ◇  YES                       │ documented   │
◄──── student ────►                       │ procedure    │
      have 3?                             └──────┬───────┘
                                                 │
                                                 ▼
┌──────────────┐   ┌──────────┐           ┌──────────────┐
│ File         │   │ Send     │           │ Follow       │
│ necessary    │   │ referral │           │ through with │
│ documentation│   │ to office│           │ consequences │
└──────────────┘   └──────────┘           └──────┬───────┘
                                                 │
                                                 ▼
                                          ┌──────────────┐
                                          │ File         │
                                          │ necessary    │
                                          │ documentation│
                                          └──────┬───────┘
                                                 │
                                                 ▼
                                          (  Follow up   )
                                          ( with student )
                                          (  within a    )
                                          (    week      )
```

- Observe problem behavior
- Is behavior major?
  - NO → Find a place to talk with student(s) → Problem solve → Determine consequence → Follow procedure documented → Does student have 3?
    - NO → File necessary documentation
    - YES → Send referral to office
  - YES → Ensure safety → Write referral & Escort student to office → Problem solve → Determine consequence → Follow documented procedure → Follow through with consequences → File necessary documentation → Follow up with student within a week

WHAT IF A STUDENT NEEDS MORE?

Targeted and individualized interventions

USE DATA TO DETERMINE WHICH STUDENTS NEED EXTRA SUPPORTS
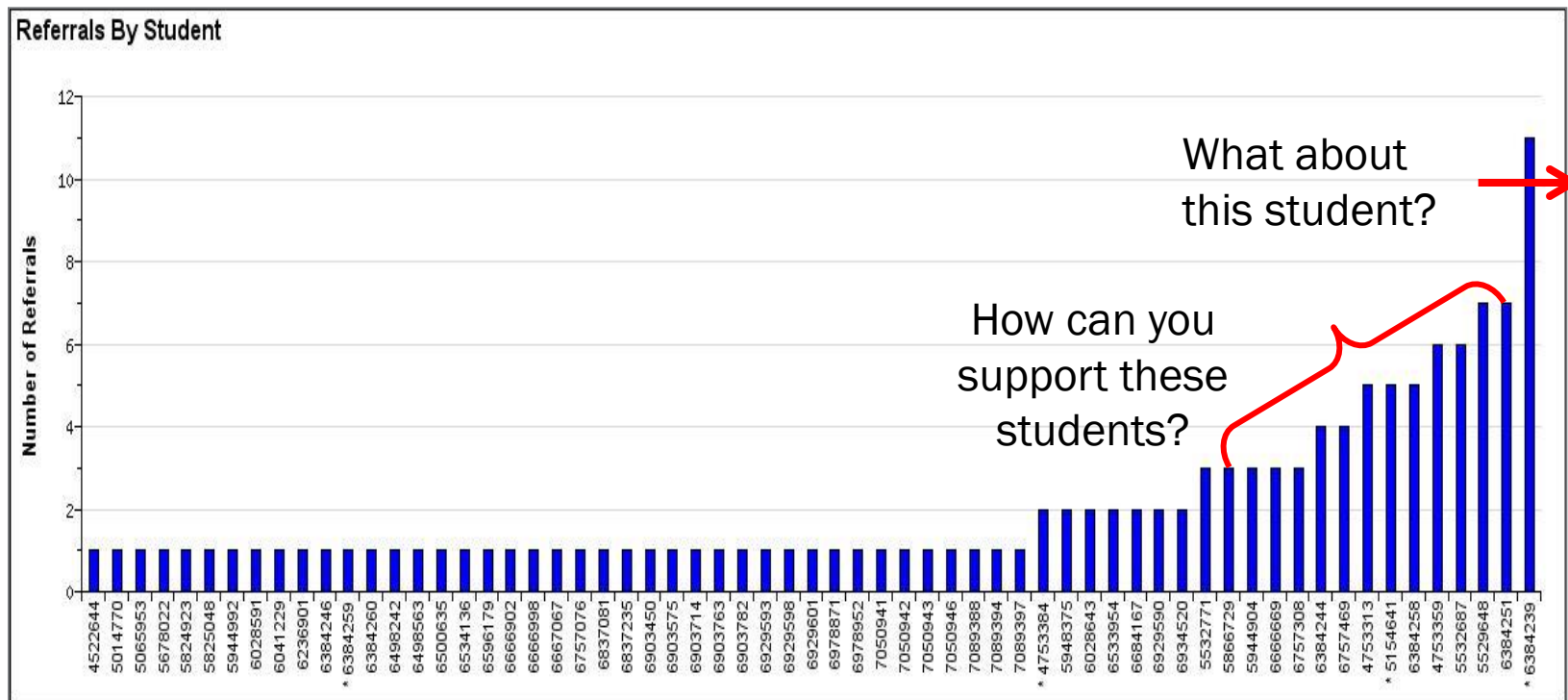
Other data you may want to use:
Attendance, Grades, Benchmarks, etc.

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

Example of a <u>Tier 2</u> Intervention: Check-in Check-out

<u>**ANYWHERE SCHOOL Daily Progress Report**</u>

Name: **SAMPLE**   Date: _____

Teachers: Please indicate student=s 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

COMPONENT #5: EVALUATION & SUSTAINABLITY

Are you implementing with fidelity?

COMPONENT #5:

Regular evaluation of progress and school

OTHER TYPES OF *DECISION MAKING* IN PBIS

- How do you know if your PBIS implementation plan is working?

- Are you doing a good job with all of the elements of PBIS?

PBIS ASSESSMENTS – ONLINE REPORTS

❑ Team Implementation Checklist

❑ Benchmarks of Quality

❑ Self-Assessment Survey

Available online at www.pbisassessment.org

ACKNOWLEDGEMENTS

OUR APPRECIATION TO THE FOLLOWING FOR SHARING RESOURCES ON THE INTERNET:

www.pbisapps.org

www.pbis.org

Illinois PBIS Network: www.pbisillinois.org

Wisconsin PBIS Network: http://www.wisconsinpbisnetwork.org/

Missouri Schoolwide Positive Behavior Support: www.pbismissouri.org

The PBIS Compendium – Special School District, St Louis MO: http://pbiscompendium.ssd.k12.mo.us/

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