PBIS

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

center for community engagement arkansas state university

PbIS

ARKANSAS POSITIVE BEHAVIORAL INTERVENTIONS & 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

"EXPECTATIONS" FOR TODAY ☺

Be Respectful

- Be a good listener

Be Responsible

- Be active! Participate in the discussion and activities!

Be Productive

- Stay on task
- Help others stay on task

GOALS FOR TODAY'S PRESENTATION

❖To provide an overview of **P**ositive **B**ehavioral **I**nterventions and **S**upports

PBIS

(also called PBS and SW-PBS)

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: **The Classroom Environment**

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

HOW DID YOU ANSWER THIS QUESTION?

"I am confident in my classroom management skills"

Confident or not……

…all schools and classrooms have behavioral challenges

What are some of the most common problem behaviors in schools?

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

So how do you *change* student behavior in your school?
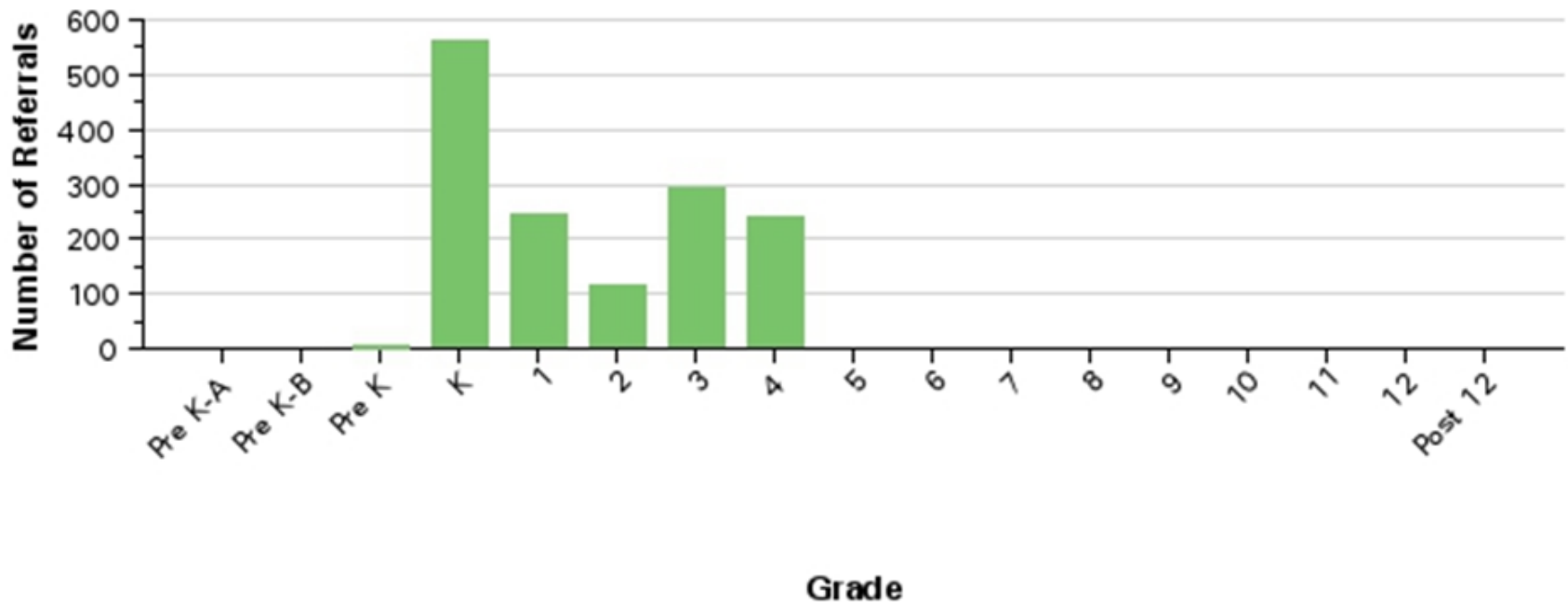
Where do you start?

ASSESSMENT

Start by assessing student behavior in your school
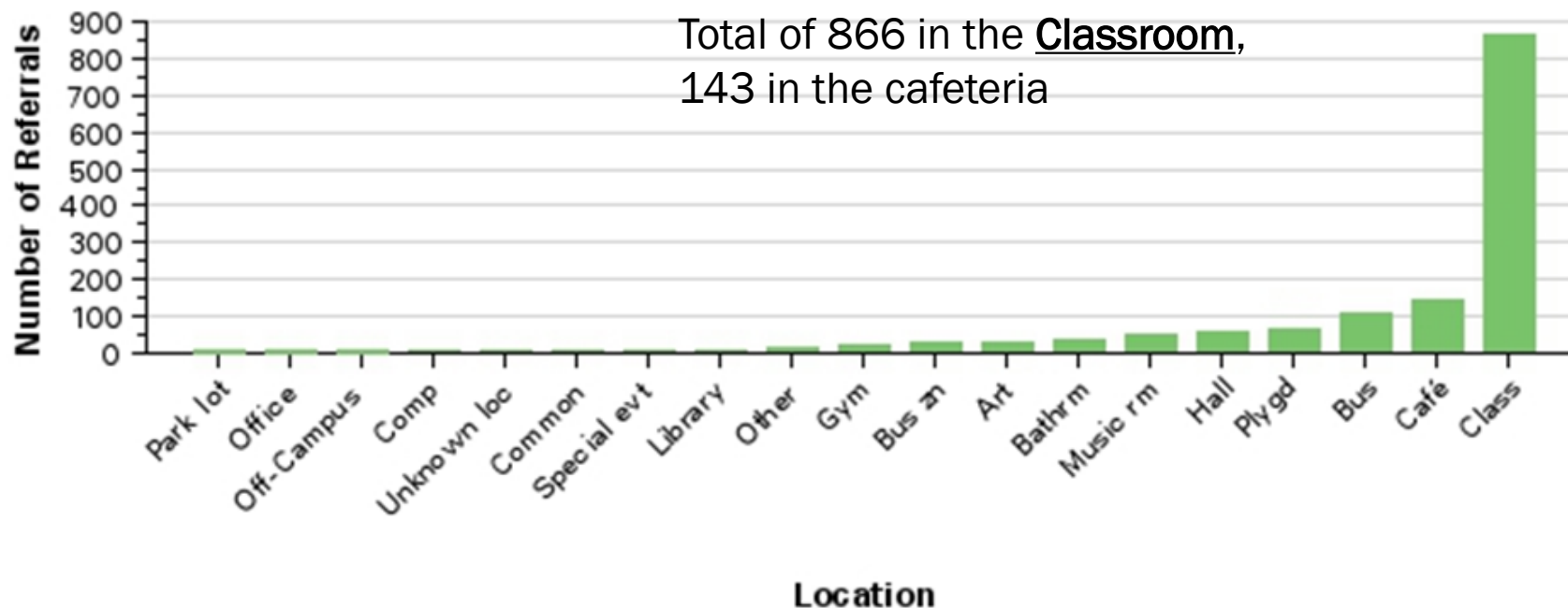
WHO are the students receiving ODRs?

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

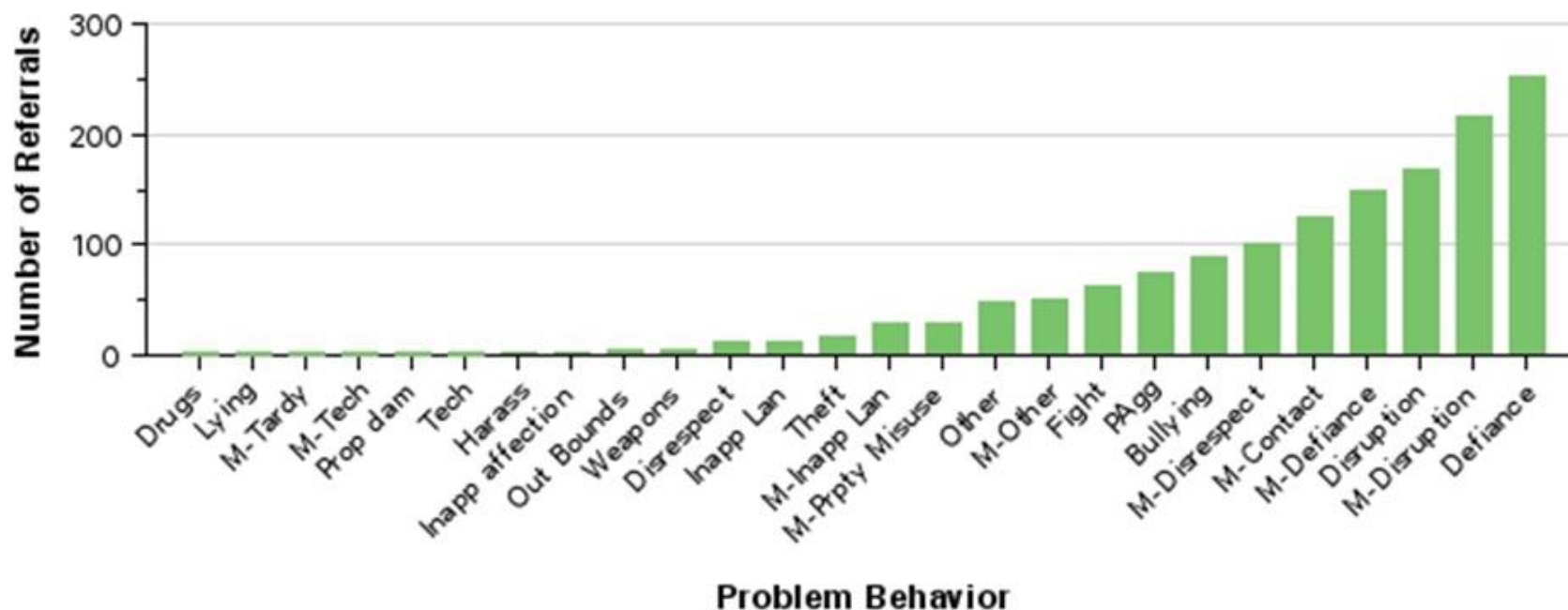# WHERE are the students receiving ODRs?

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

PBISApps

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

WHAT are the students receiving ODRs for?

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

What is PBIS and how can it help?

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

From Lavonda Newsom: *Blytheville Primary School*

"I think teachers should know if they can get the **classroom behavior** *under control, the teaching is the easy part ...."*

PBIS is Proactive

PBIS is Prevention

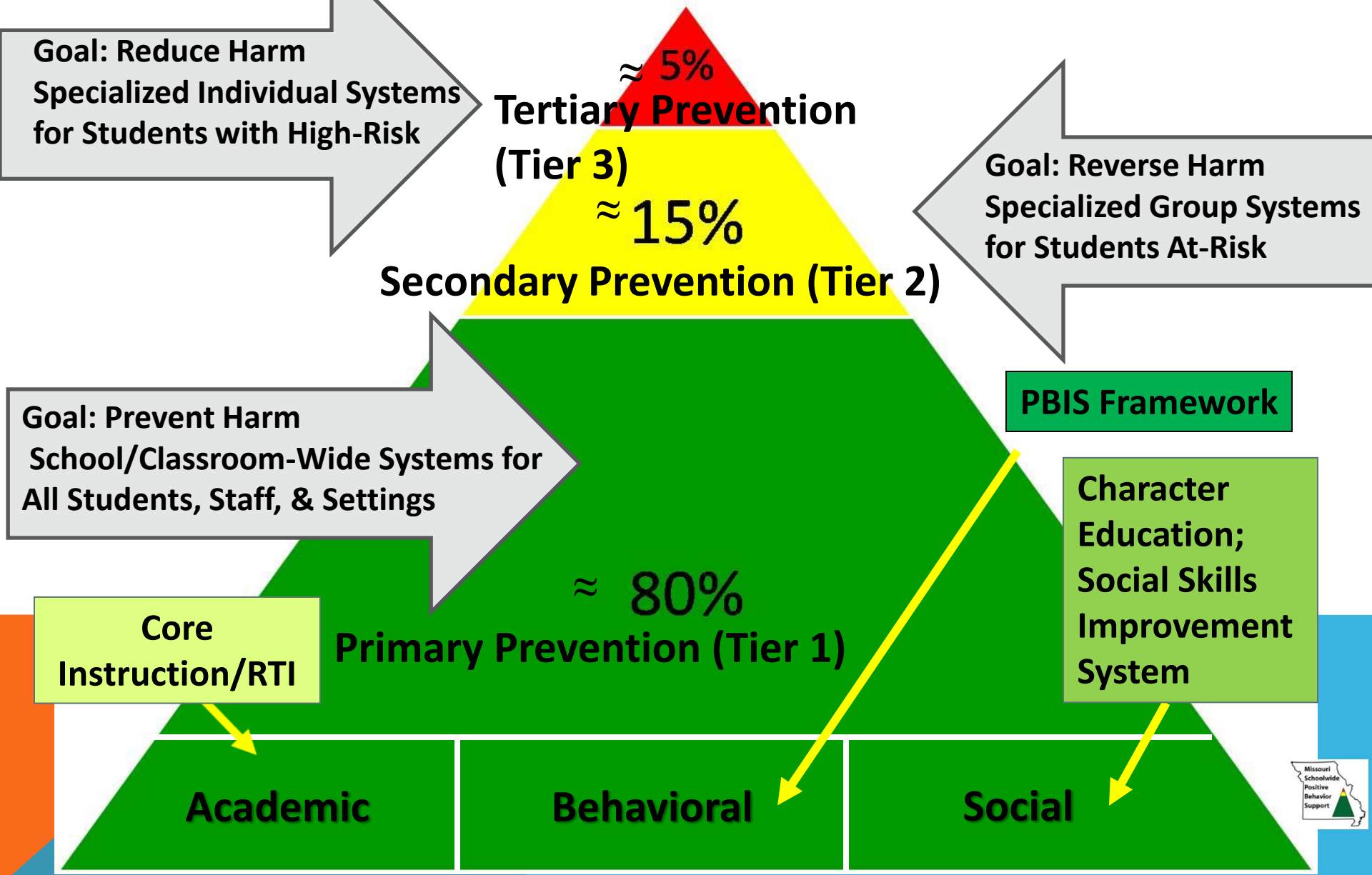The **PBIS** framework is similar to the **RtI** framework that exist in your school

PBIS = RtI

How did you answer this question?

"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/RTI

Primary Prevention (Tier 1)

Academic

Behavioral

Social

Missouri Schoolwide Positive Behavior Support

PBIS = WHAT'S IN IT FOR YOU?

- Sanity ☺
- More time spent on positive interactions with students
- Predictability:
  - Common, consistent practices and routines
  - Common language
- More instructional time

- Have more **consistent** implementation across our school

- School as a whole group to be **consistent**

- Ways to incorporate PBIS in pull-out settings

- **Consistency** throughout the building

- Make rewards system clearer and easier (less time consuming)

- **Be on the same page** through whole building

- **Same for classrooms and activities-everywhere**

- To **be on the same page** as everyone

- Better understanding of PBIS

IF YOU WANT STUDENT BEHAVIOR TO CHANGE …

… Focus on YOU!

The **focus** cannot just be on student behavior-

it also has to be on **adult behavior**

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

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

What happens when you start every sentence with …

"Don't"?

EXAMPLE: LEARNING TO PLAY <u>LACROSSE</u>

1. <u>Don't</u> have 12 players on the field.
2. <u>Never</u> have less than 4 defensive players at the bottom half of the field.
3. <u>Don't</u> carry the ball in your hands.
4. <u>Never</u> have more than 3 midfielders.
5. <u>Don't</u> have defensive and offensive players on the same side of the field.

Now.....GO PLAY!!! ☺

POSITIVE ADULT BEHAVIORS=POSITIVE STUDENT BEHAVIORS

➤ Build positive relationships

➤ Give students encouragement

➤ Engage students – academically, socially

➤ Recognize students for positive behaviors

The **PBIS** framework starts with establishing a consistent school-wide plan.

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?

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
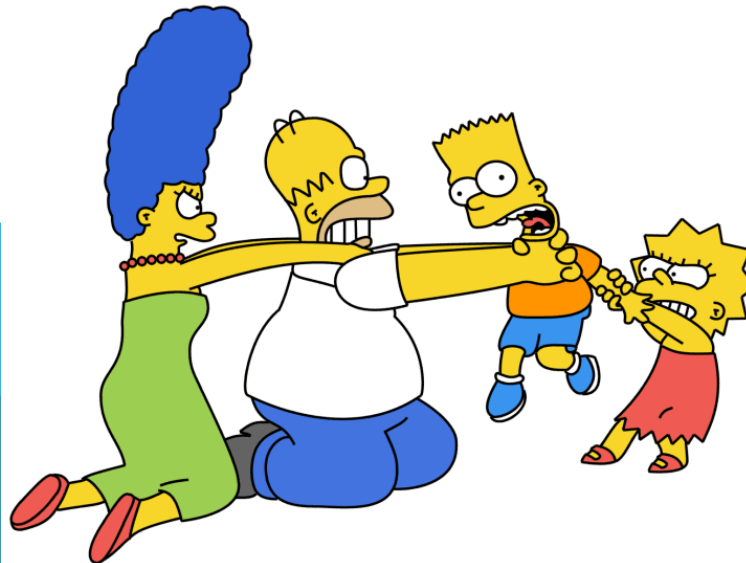
COMPONENT 1:

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.

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"

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

Be Respectful on the Playground

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 <u>ONLY</u> 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

COMPONENT #2:

Consistent teaching & enforcement of rules

How do we teach our students our behavioral expectations?

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...

teach, monitor & reward the behaviors you want to see!

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

PBIS BATHROOM EXPECTATIONS VIDEO CLIP

STUDENTS TEACH "BOOSTER" TRAININGS

COMPONENT #3:
ACKNOWLEDGEMENTS

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

- 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!!

Goal.....

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

Consistent reinforcement of appropriate behavior

What about a simple

"Thank you"? ☺

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

TICKETS = "TANGIBLE" ACKNOWLEDGEMENTS

These "Target Tickets" are given out to Middle School students whom staff catch showing safe, respectful and responsible behavior. The tickets are entered into weekly prize drawings.

Tips for giving out Acknowledgments.....

•Always tell the student WHY he/she is getting the acknowledgement

• restate the *expectation*
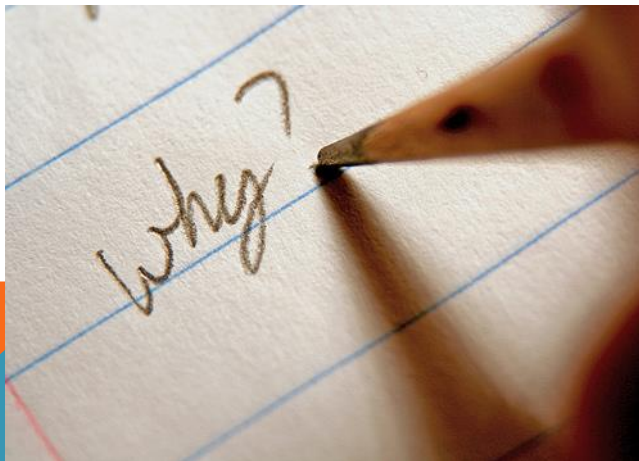
Be SPECIFIC in your praise!

No:

"Yo Dude....good job!"

Yes:

"Thank you Jack for picking up that trash!
I appreciate how you are **respecting** our cafeteria!"

Student Behavior has been Acknowledged.....

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

You Celebrate good behavior!

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 ba
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)	
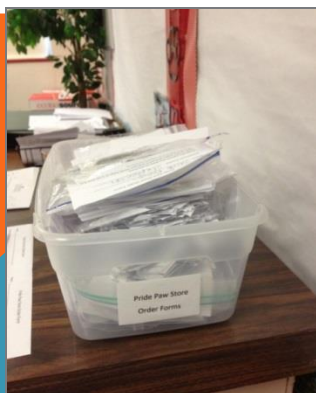
Positive Behavior Celebrations!

COMPONENT #4:
DATA BASED DECISION MAKING

How do you target the behaviors you want to see?

COMPONENT #4:

Regular examination of data

❖ Celebrate successes and look for areas of improvement

❖ Be PRECISE in your planning & problem solving!

DEVELOPING A PLAN

- **<u>Prevention</u>** – keep it from happening again

- **<u>Extinction</u>** – make the expected behavior more attractive than the problem behavior

- **<u>Recognition</u>** – acknowledge those that follow the expected behavior

- **<u>Consequences</u>** – *<u>consistent</u>* handling of any persistent problem behaviors

- **<u>Data Collection</u>** – is it working?

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**

Be a part of the team!

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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!

OFFICE DISCIPLINE REFERRALS "BY **TEACHER**"

Total Office Discipline Referrals
School Year: 2013-2014

Approximately 28 teachers at this school recorded 0-20 ODRs, yet about 4 teachers sent between over 100.
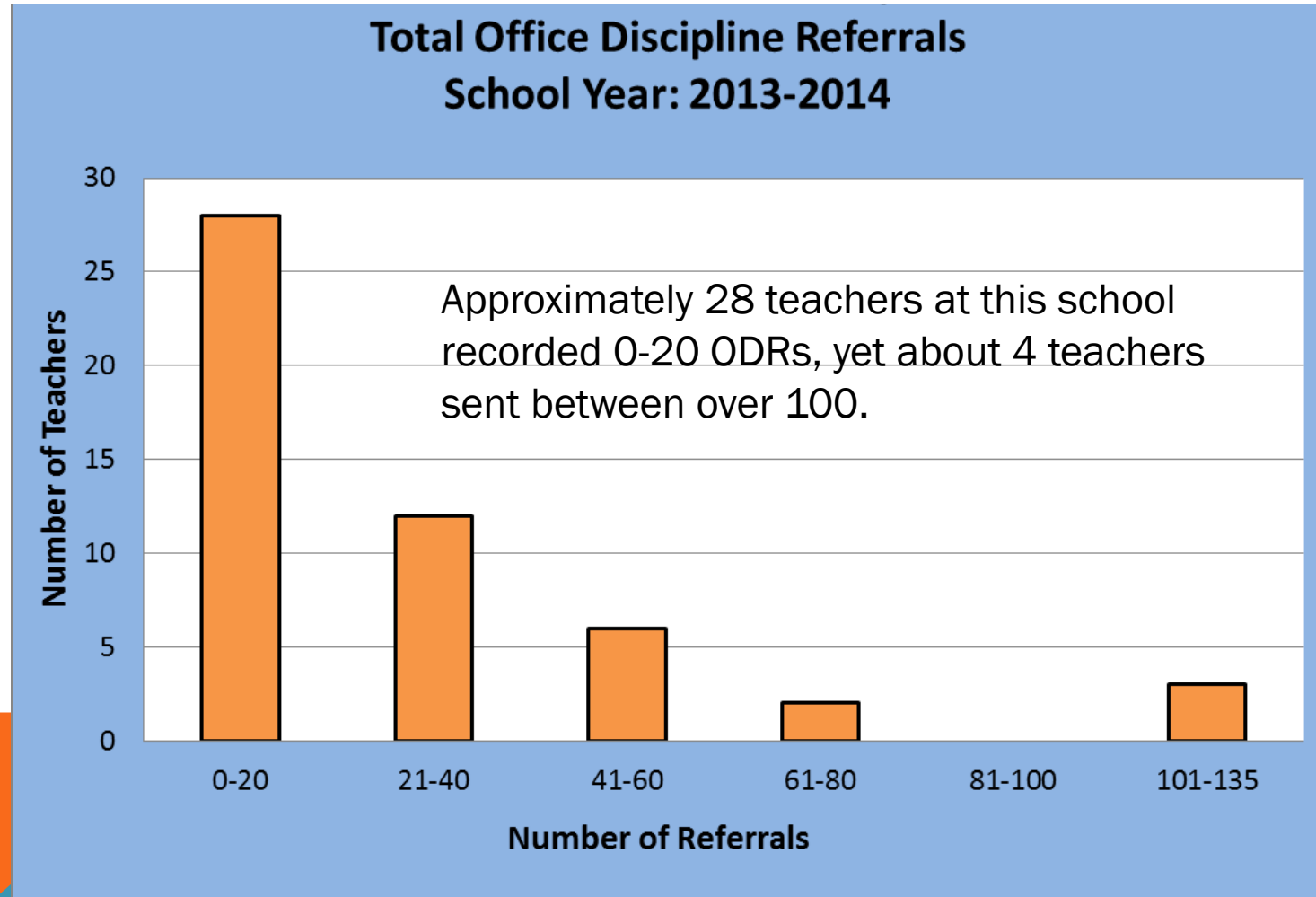
Why is there such *disparity* between the number of office discipline referrals by teachers in the SAME school?

How can this school be more consistent in handling problem behaviors?

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!"

WHAT IF A STUDENT NEEDS MORE?

Targeted and individualized interventions

USE DATA TO DETERMINE WHICH STUDENTS NEED EXTRA SUPPORTS

What about this student?

How can you support these students?
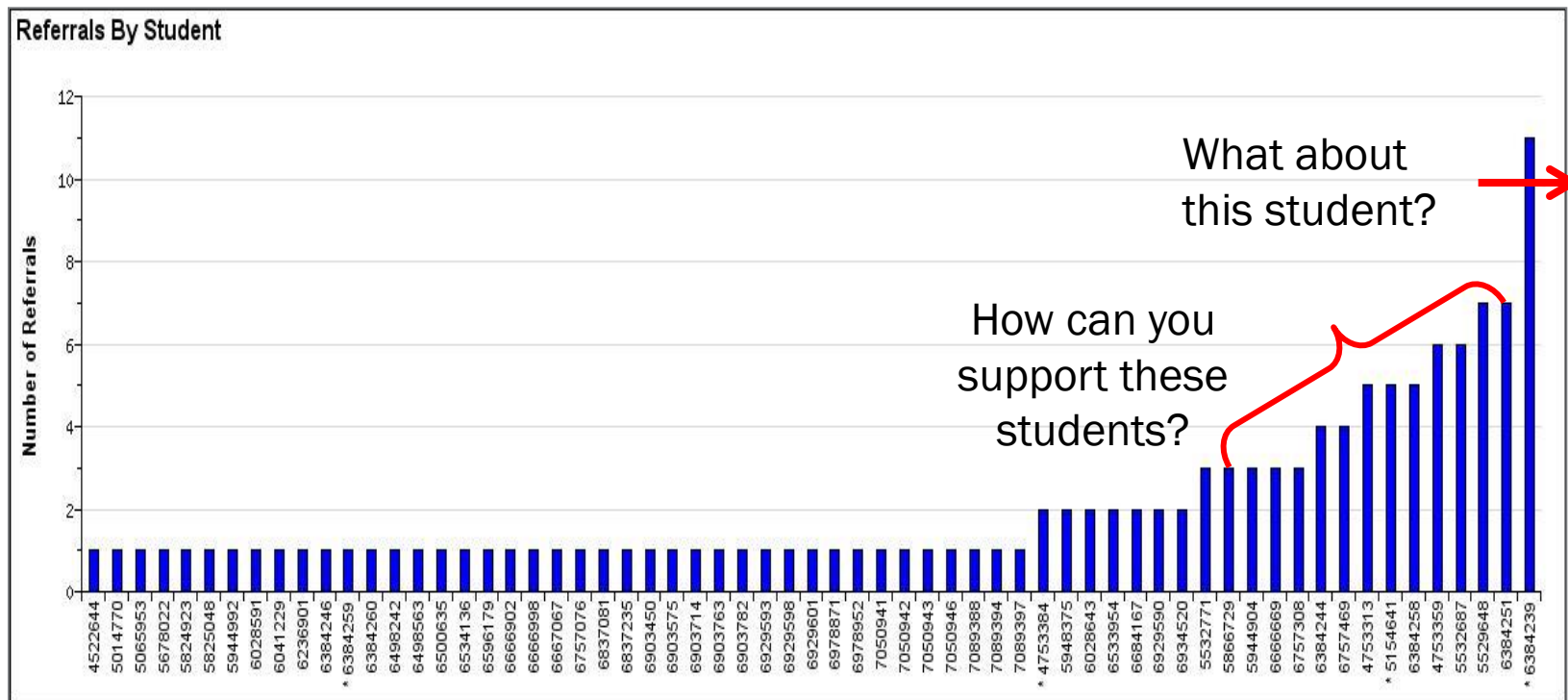
Other data you may want to use:
Attendance, Grades, Benchmarks, etc.

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

ANYWHERE SCHOOL Daily Progress Report

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

PBIS ASSESSMENTS – ONLINE REPORTS

❑ Team Implementation Checklist

❑ Benchmarks of Quality

❑ Self-Assessment Survey

Available online at www.pbisassessment.org

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/

STAY IN TOUCH!

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http://cce.astate.edu/pbis

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