ARKANSAS STATE UNIVERSITY

❖ Center for Community Engagement

❖ Office of Behavioral Research & Evaluation

❖ PBIS Resource Center

David Saarnio & Anne Merten

ACKNOWLEDGEMENTS:

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/*

Tricia Hagerty & Sue VandeVoort, PBIS Coordinators, Highline Public Schools

Positive Behavioral Interventions & Support for Students with ASD
www.gvsu.edu/autismcenter/positive-behavioral-interventions-support-for-students-with-asd-90.htm
Michigan Department of Education, Office of Special Education

Be Respectful

- Be on time

- Be a good listener

Be Responsible

- Be active! Participate in the discussion and activities!

Be Productive

- Stay on task

- Help others stay on task

Today's presentation will be available on our website:
cce.astate.edu/pbis/presentations/

OPENING DISCUSSION

3 min

What are the _top 3_ social/behavior issues you deal with in your classrooms?

All schools and classrooms have social and behavioral issues

What are some of the most common problem behavior issues 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

IMPACT OF BEHAVIOR ISSUES ON SCHOOLS

More than **30%** of school staff will leave the profession due to student discipline issues and intolerable behavior of students (Public Agenda, 2004).

Student's problem behaviors can consume more than **50%** of school staff and administrators' time (U.S. Department of Education, 2000).

Tricia Hagerty & Sue VandeVoort, PBIS Coordinators, Highline Public Schools

EVER HEARD THESE?

- "Lantana, you skipped 2 school days, so we're going to suspend you for 2 more."

- "Phoebe, I'm taking your book away because you obviously aren't ready to learn."

- "You want my attention?! I'll show you attention...let's take a walk down to the office & have a little chat with the Principal."

Tricia Hagerty & Sue VandeVoort, PBIS Coordinators, Highline Public Schools

FACTS ABOUT PUNISHMENT

May teach what NOT to do, but doesn't teach what TO do.

May work in the SHORT TERM: Illusion!!

Long Term: When THREAT of punishment is gone, behavior returns

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www.CartoonStock.com

"The Principal suspended me —
School is the only place in the
world where you can get time
off for *bad behavior*."

Kelly Dunlap, Psy.S.; School Psychologist, PBIS Consultant; Autism Education and Intervention Specialist

If *punishment* for misbehavior doesn't work….

What does?

PREVENTION

Prevent misbehavior from becoming a problem

PREVENT...

...by teaching

Start by
- ❖ teaching,
- ❖ monitoring, and
- ❖ rewarding

What do you already know about PBIS?

PURPOSE OF PBIS
ABSENCE OF BEHAVIOR IS NOT A GOAL!!

1. PREVENT

challenging behavior from occurring in the first place....

Antecedent-Based Interventions

Visual Schedules / Supports

Functional Communication Systems

Peer Mediated Interventions

2. TEACH

systems and new / replacement behaviors using effective teaching techniques

Reinforcement / Differential Reinforcement

Prompting

Discrete Trial Training

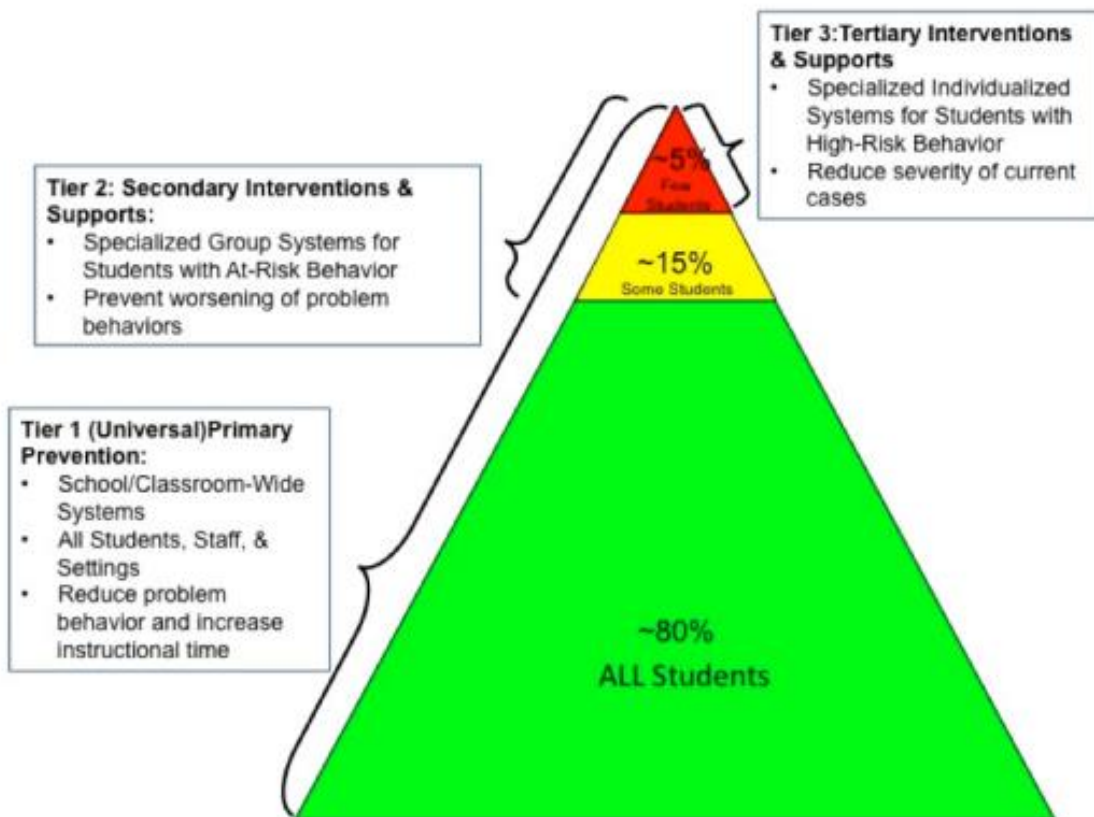### 3. RESPOND in ways that:

a. Do not reinforce challenging behavior;

b. Prevent further escalation

Extinction

Prompting

Self-Management

Adult Scripts

WHAT IS SCHOOL-WIDE PBIS?

Implementing PBIS builds a continuum of supports that begins with the <u>whole school</u> and extends to intensive, wraparound support for individual students and their families.

Tier 3: Tertiary Interventions & Supports
- Specialized Individualized Systems for Students with High-Risk Behavior
- Reduce severity of current cases

Tier 2: Secondary Interventions & Supports:
- Specialized Group Systems for Students with At-Risk Behavior
- Prevent worsening of problem behaviors

Tier 1 (Universal) Primary Prevention:
- School/Classroom-Wide Systems
- All Students, Staff, & Settings
- Reduce problem behavior and increase instructional time

~5%
Few Students

~15%
Some Students

~80%
ALL Students

Old Thinking vs. New Thinking

Old Thinking	New Thinking
Views the STUDENT as the problem	Views the SYSTEM/SETTING & SKILL DEFICIENCY as the problem
Attempts to FIX the student	Adjusts Systems/Settings & Improves Skills
Emphasizes REDUCING Behavior	Emphasizes INCREASING Behavior
Relies on NEGATIVE consequences	PRIMARILY relies on POSITIVE approaches
Expectations of a QUICK fix	Goals of SUSTAINED results
Designed by an "EXPERT"	Focus on TEAM approach

Adapted from Positive Behavior Support
for ALL Michigan Students (MDE, 2000)

HISTORY OF PBIS – 1980'S

1980s, need effective behavioral interventions for students with behavior disorders

HISTORY OF PBIS – 1990'S

- Reauthorization of the Individuals with Disabilities Education Act (IDEA) of 1997,

- Establish a national Center on Positive Behavioral Interventions and Supports

- Provide technical assistance to schools

- Evidence based practices for improving supports for students with BD.

pbis.org/school/pbis-and-the-law

PBIS IN LEGISLATION

- Individuals with Disabilities Education Act (IDEA)

- Individuals with Disabilities Education Improvement Act (IDEIA)

- No Child Left Behind (NCLB)

- PBIS In Upcoming Revision on Elementary and Secondary Education Act (ESEA)

pbis.org/school/pbis-and-the-law

PBIS TODAY

School-wide
POSITIVE
Behavioral
Interventions
& SUPPORTS
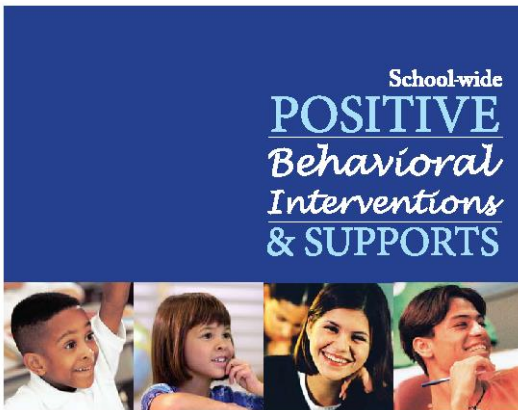
Implementation Guide
2010

MICHIGAN
Department of
Education

MICHIGAN
STATE BOARD OF EDUCATION

POSITIVE BEHAVIOR SUPPORT POLICY

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.
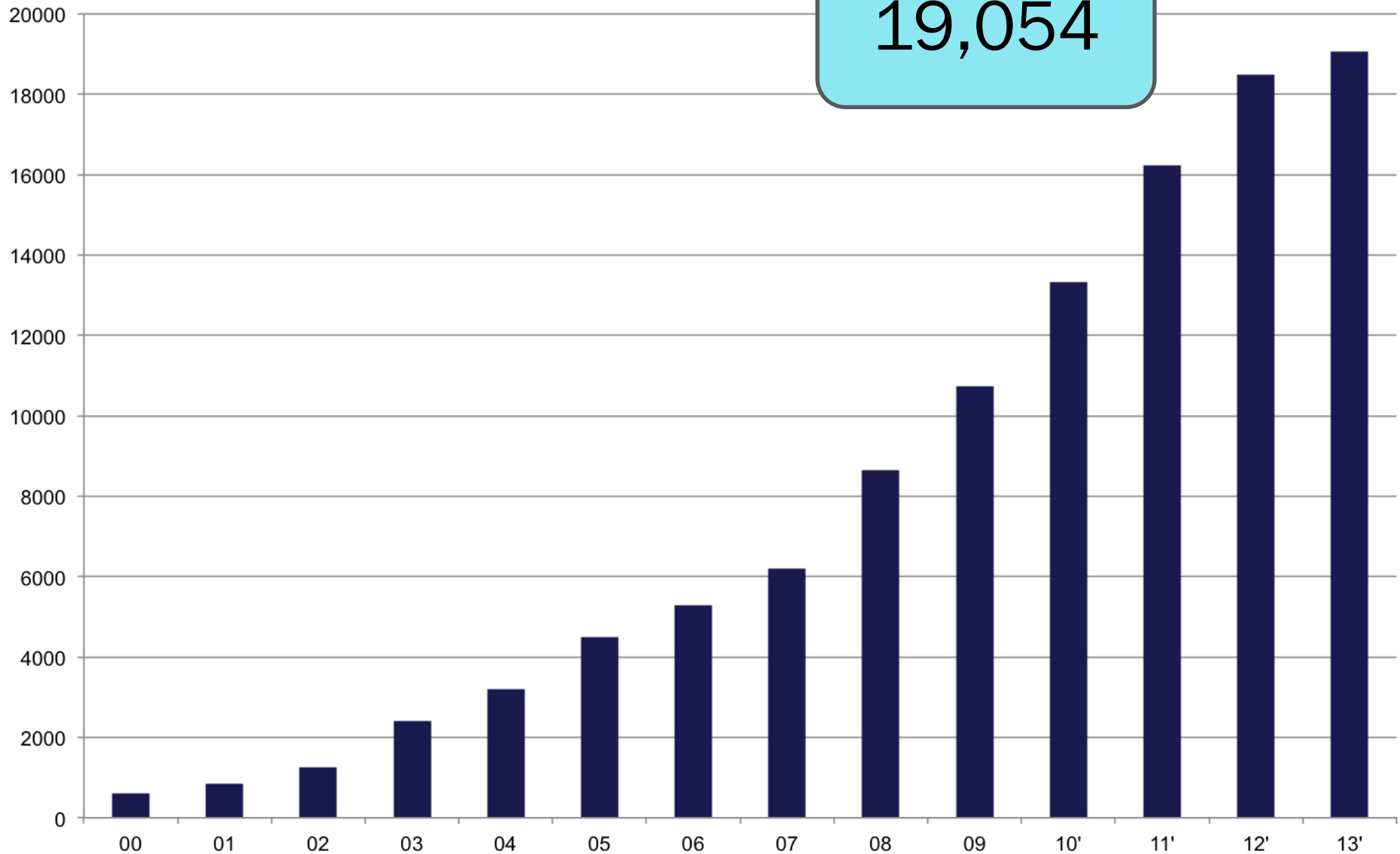
Adopted September 12, 2006

Number of Schools Implementing School-Wide PBIS since 2000

-Horner, 2013

19,054

- More instructional time

- 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

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**

POSITIVE ADULT BEHAVIORS=POSITIVE STUDENT BEHAVIORS

➢ Build positive relationships

➢ Give students encouragement

➢ Engage students – academically, socially

➢ Recognize students for positive behaviors

So PBIS sounds great…Where do you start?

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**
  - •diverse expertise and input
- **Avoid 1 person effort**

Be a part of the team!

Critical components of PBIS

1. Clear expectations and rules
2. Expected behaviors taught
3. Expected behaviors acknowledged regularly
4. Problem behaviors defined clearly
5. Regular examination of data
6. Regular evaluation & assessment

COMPONENT #1:

Expected behaviors are defined clearly

Start by assessing student behavior in your school (data!):

- What's happening behaviorally school-wide (or in the classroom)?

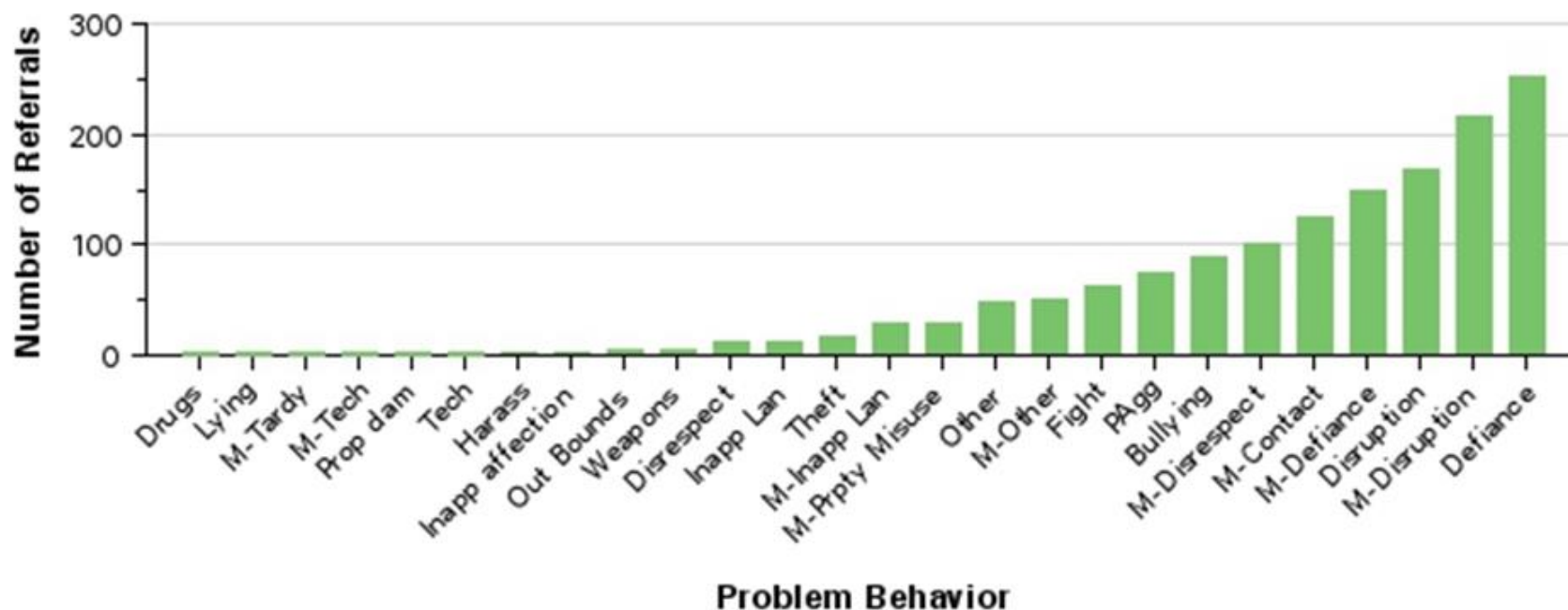- What are problem behaviors?

- Is what you are doing working?

KEEP CALM AND LOVE DATA

THEN...DEVELOP SCHOOL-WIDE EXPECTATIONS

- Purpose

  ❑ Means of communication

  ❑ Consistent communication

- Guidelines

  ❑ Identify 3-5 expectations

  ❑ Short, positive statements (what to do!)

  ❑ Easy to remember

- **For all students, staff, and settings**
  ❑ matrix

THE JONESBORO WAY

1. Be Respectful of self, others, and surroundings.

2. Be Responsible and prepared at all times.

3. Be Ready to follow directions and procedures.

Next, the Expectations must be clearly **DEFINED**

The *rules* need to be based on school-wide expectations

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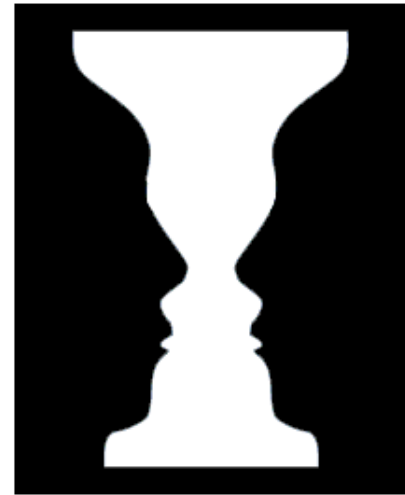- Show what the behavior "looks like"

(example) ___Be Respectful___ on the Playground

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

Old woman or young lady!

Will all your students interpret the rules the same way?

- # The Behavior Matrix

  ❑ defines desired behaviors for each setting and each expectation.

  ❑ provides language for feedback.

Example: School-Wide Expectations - Matrix

	Classrooms	Hallways	Playground	Assemblies	Cafeteria	Bathroom	Arrival/ Dismissal	Bus
Respectful	• be supportive of classmates efforts • take turns • be courteous • treat school materials with care • listen when others are speaking	• keep hands and feet to yourself • talk with an inside voice • use polite language	• include all who want to play • use agreed upon game rules • use appropriate language (no put downs) • take turns	• stay seated • listen to the presenter and follow directions • clap appropriately • keep hands and feet to self	• wait your turn • use your manners • follow adult directions and respond respectfully • keep hands and feet to self	• keep hands, feet and all other objects to yourself • wait your turn • allow other to have privacy • clean up after yourself • throw paper towels in trashcan	• keep hands, feet, and other objects to yourself • walk quietly with your hands at your side	• keep hands, feet, and other objects to yourself • use polite language • follow bus driver's directions
Accountable	• follow classroom rules • have needed aterials • complete /turn in assignments on time	• go directly to and from your destination	• line up when whistle blows • listen to the adults on the playground	• wait patiently and quietly for program to begin	• wait quietly in line • go directly to lunch table • remain seated at your table until dismissed	• enter/exit bathroom quietly • return to class in a timely manner	• go immediately to your designated location	• follow bus rules
Masterful	• prepared • best effort in completing assignments • respond politely to adults	• follow rules without reminders • open/hold doors for others	• resolve conflicts appropriately • respond politely to adults	• following appropriate behavior without reminders	• clean up after yourself and others when you are finished eating • follow adult directions	• leave promptly • respect privacy	• respond to directions promptly • follow rules without reminders	• exhibit understanding of all bus procedures
Safe	• keep your area clean • keep hands, feet, nd all other objects to yourself • belongings secured • stay in your "bubble"	• carry a hall pass • walk on the right side of the hallway • watch where you are walking • stay in your "bubble"	• get adult permission to reenter the building • use equipment appropriately • leave rocks and sticks on the ground • keep hands and feet to self	• enter and exit assembly area in an orderly manner • remain seated • stay in your "bubble"	• sit in assigned area only • walk and remain in line • carry tray with both hands • follow duty teachers' instructions	• carry a hall pass • report any problems to your teacher or nearest adult	• carry all book bags and coats close to your body when walking	•

	Classrooms	Hallways	Playground
Respectful	- be supportive of classmates efforts - take turns - be courteous - treat school materials with care - listen when others are speaking	- keep hands and feet to yourself - talk with an inside voice - use polite language	- include all who want to play - use agreed upon game rules - use appropriate language (no put downs) - take turns
Accountable	- follow classroom rules - have needed materials - complete /turn in assignments on time	go directly to and from your destination	- line up when whistle blows - listen to the adults on the playground

ACTIVITY

1. Pick one of your top 3 problem behaviors you identified earlier that you DON'T WANT TO SEE

2. Determine what behavior you **WANT TO SEE**

3. Remember to state the desired behaviors positively

	Classrooms
Respectful	Problem behavior: fighting over computer time Positive behavior: share computer time Take Turns

COMPONENT 2:

Expected behaviors taught

SHOULDN'T STUDENTS KNOW HOW TO BEHAVE BY NOW?
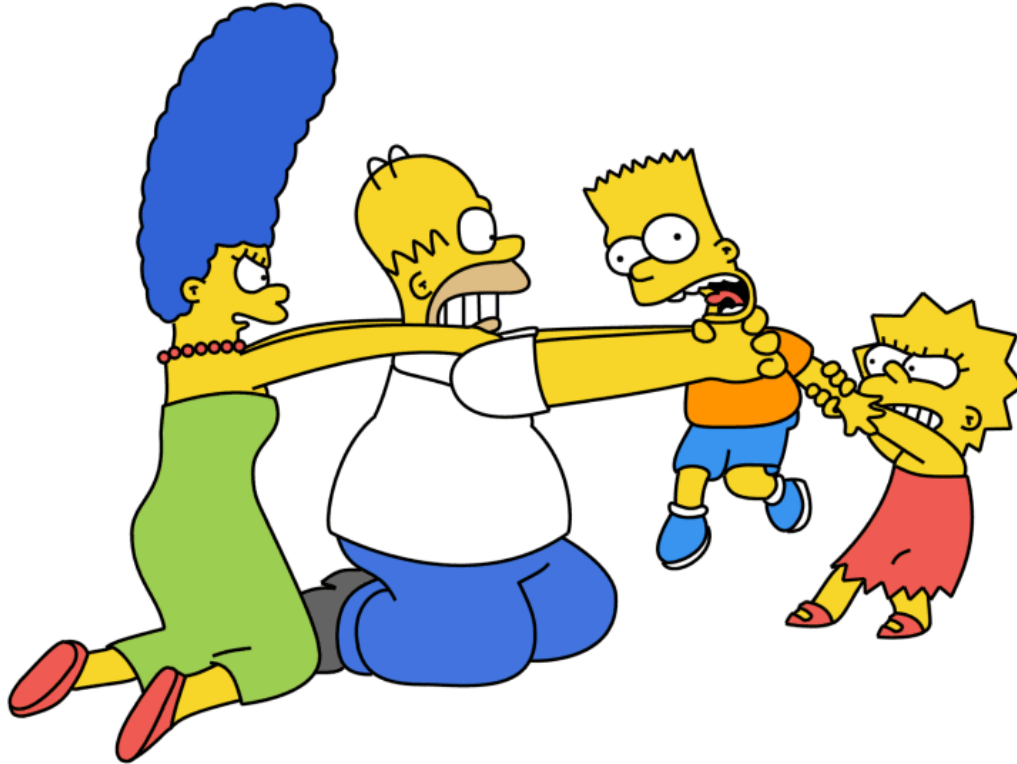
Every student shows up to school with behavior skills...

...they just might not be appropriate skills

KEYS TO CHANGING BEHAVIOR

1. Explicit teaching

2. Prompts

3. Practice

4. Positive feedback

5. Strategies for support

C. Borgmeier, 2011

First though, adult behavior has to change...

Don't!

the over-active student

the defiant student

the destructive student

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!!! ☺

"What makes more sense than saying you need to <u>teach a child</u> something before you expect them to do it?"

Wilma Gajdel, Principal, Monroe Elementary, Des Moines, Iowa

TEACH BEHAVIOR LIKE ACADEMICS
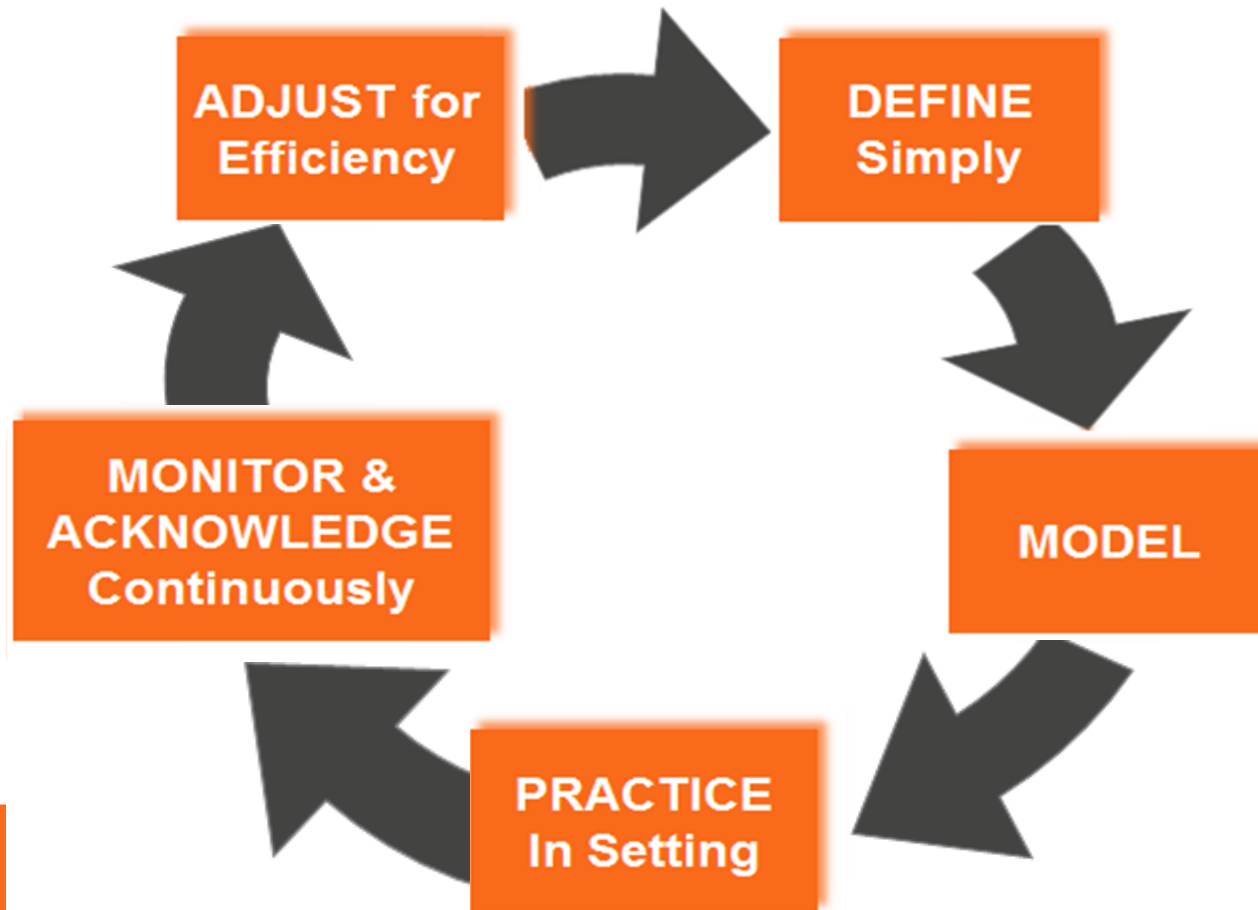
BEHAVIOR LESSON PLANS...

- *Aligned* to school-wide expectations

- Demonstrated by Adults
  - *inappropriate and appropriate behavior*

- Role -played and *practiced* by students

- *Feedback provided* by Adults

TIPS IN TEACHING

- Have students create skits.   *"Cool Tools"*

- Have students & staff create video

- Use older students to show younger students

PBIS GOOD AND BAD EXAMPLES

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

EXAMPLE: TEACHING EXPECTATIONS WITH "ROTATION STATIONS"

Thank you to Brookland Middle School

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

Thank you to Brookland Middle School

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>**

DAILY ROUTINE!
EXAMPLE: PRINCIPAL'S 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!"**

Thank you to Brookland Middle School

Example:

Teaching expectations at an all-school assembly

Hillary McNerney | The Sun

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.

ACTIVITY Teaching and Reviewing Expectations

2 min

Based on the problem behaviors you identified earlier,
how would you would 'teach' a behavior *rule* in the area you monitor?

example

	Classrooms
Respectful	• Share Computer Time • Take Turns

How would you teach these rules?

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

.<u>Create working environments where employees:</u>

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*

...buckingham & coffman 202, gallup
Interviews with 1 million workers, 80,000 managers, in 400 companies
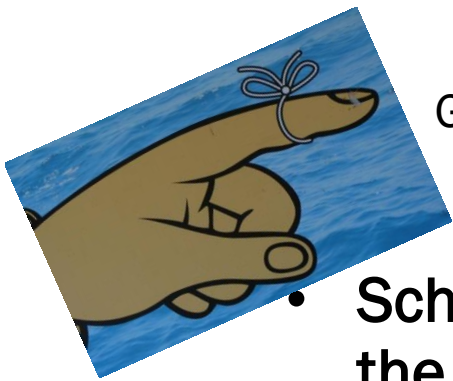
WHY DO WE ACKNOWLEDGE DESIRED BEHAVIOR?

- Reinforce new behaviors
- Encourage the behaviors we want 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

Acknowledge good behavior when you see it!

Guidelines for acknowledging expected behavior:

- School-wide reinforcements are for <u>every</u> student in the building

- Move from
  - highly frequent to less frequent
  - **tangible** to social

- Always <u>tell the student WHY he/she is getting the acknowledgement</u> – 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!"

SPECIFIC POSITIVE FEEDBACK

"Thank you for being responsible by following directions and getting started right away. When I said it was time to begin, you cleared off your desk, got your materials out immediately, and began working quickly. Because you got started so quickly, you have earned a Cardinal Card."

words have power

ACTIVITY

Practice giving SPECIFIC POSITIVE FEEDBACK using problem behaviors you identified and then acknowledging behavior you want to see!

Remember to tie it back to an example of a school-wide expectation!

PLANNING ACKNOWLEDGEMENTS

❏ Decide <u>what to use</u> to acknowledge expected behavior

❏ Develop a plan (matrix) for who/what/when/where/how reinforcers will be used

❏ Be consistent!

EXAMPLES

PLATTSBURGH SENIOR HIGH SCHOOL

GOTCHA CARD

PHS Pride

THANKS FOR BEING A POSITIVE ROLE MODEL!

Student: _____

Good Deed: _____

Teacher: _____ Date: _____

OWLinder Hoots

Name: _____

For being:
- ☐ Safe
- ☐ Responsible
- ☐ Respectful

In the:
- ☐ Cafeteria/Owls nest
- ☐ Play Area
- ☐ Bathroom
- ☐ Walkways
- ☐ Working areas

Given by: _____

ONE TICKET
Thanks for being respectful,
being responsible
and doing the right thing
Name_____
Teacher_____.

Anywhere Elementary School

HOOT AWARD
You were caught being W.I.S.E.

schallenberger ELEMENTARY

Name: _____

____ **W**e are RESPECTFUL!

____ **I** CARE!

____ **S**AFETY Matters!

____ **E**veryone is RESPONSIBLE!

WISE behavior: _____

_____

Teacher's signature: _____

Tomcat Ticket

Polite
Prepared
Prompt
Positive
Productive

Name _____

Teacher:_____

Student Behavior has been Acknowledged.....

...what reinforcers are going to *excite* your students?
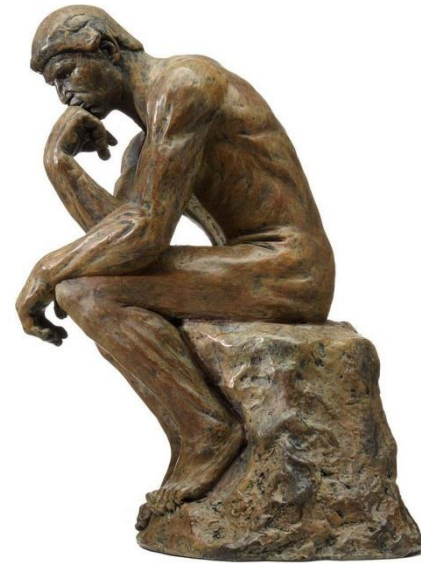
STUDENT & TEACHER INCENTIVE IDEAS

Think about it...

- What interests do your students have?
- What can you do if your school has a limited budget?

Give your students a voice and a choice!

Ask your students!

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)	

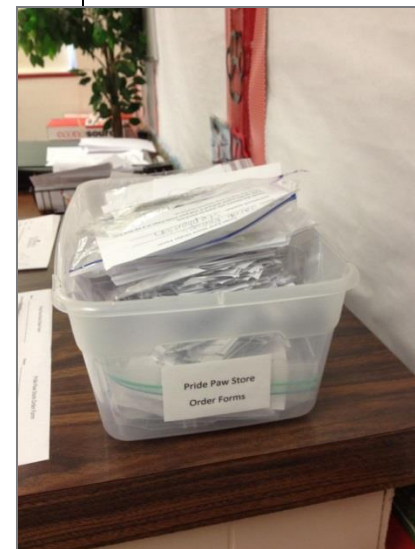| 40	20
Lay's Classic chips	Punch ball
Doritos – Nacho Cheese	Grab bag
Doritos – Cool Ranch	
Cheetos	
Sun Chips	
Fritos	

To: Students
From: Mrs. Hulett

Here are some slightly different Pride Paws
for you to give staff members, if you'd like.
When you want to show someone your
appreciation, fill out one of these Pride Paws
and give it to the staff member you are
thinking about.

Your compliment will be a real "reward."

This Pride Paw is for _____

because _____

_____

_____

From: _____

RESPECT OTHERS RESPECT SELF
RESPECT LEARNING RESPECT ENVIRONMENT
BROOKLAND MIDDLE SCHOOL

TAKE TURNS!!!

Have the <u>students</u> acknowledge <u>STAFF</u>
for exhibiting school-wide expected
behaviors! ☺
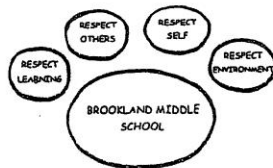
FUNDING PBIS

Community Outreach

- How can you solicit donations?
  - Monetary
  - Items for rewards
  - Help with celebrations

- What are some potential community partnerships or sponsorships and how will you solicit them?

- How will you share information with the community? How often will you do this?

Sometimes the best things in life are

NON-COST (MOSTLY) REINFORCEMENT IDEAS FOR STUDENTS

- Listen to music during silent reading time
- Extra minutes at the computer
- Wear hat to school
- Worksheet/Homework passes (limited # per week/month)
- Leave for lunch one/two minute(s) early
- Pass to be first in line for lunch
- One free restroom trip
- 5 minutes of free reading, high interest magazines available
- Buy a soda from machine
- Activity for class (movie, math game, dodge ball, etc.)
- Tell a pre-approved joke/riddle on morning announcements
- Make announcements over the PA for 1 week
- Wear your hoodie
- Music – listen to – during passing time and lunch
- Basketball with principal
- Play P-I-G in gym before school with one friend
- Late pass
- Prime reserved parking spot
- Free pass/reduced cost to school dance

School-wide Celebrations

POSITIVE BEHAVIOR ASSEMBLIES

MONTHLY CHALLENGE

ACTIVITY

Reinforcement

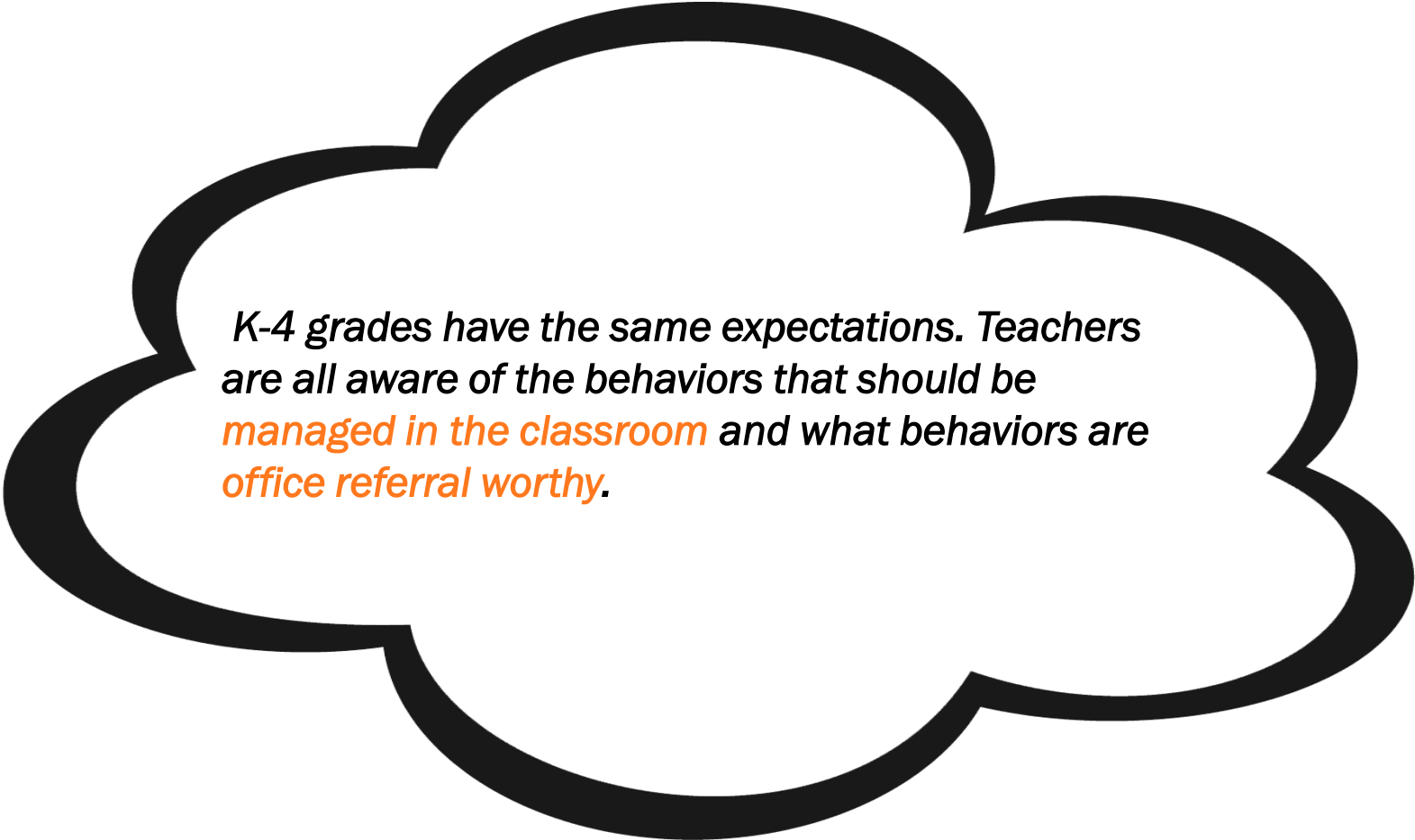What methods could you use to recognize and reinforce good behavior for the students in your area?

Problem behaviors defined clearly

Who deals with what behaviors?

➢ Do staff agree on what behaviors are Classroom Managed vs. Office Managed?

➢ Procedures for handling problem behavior =consistency among all staff
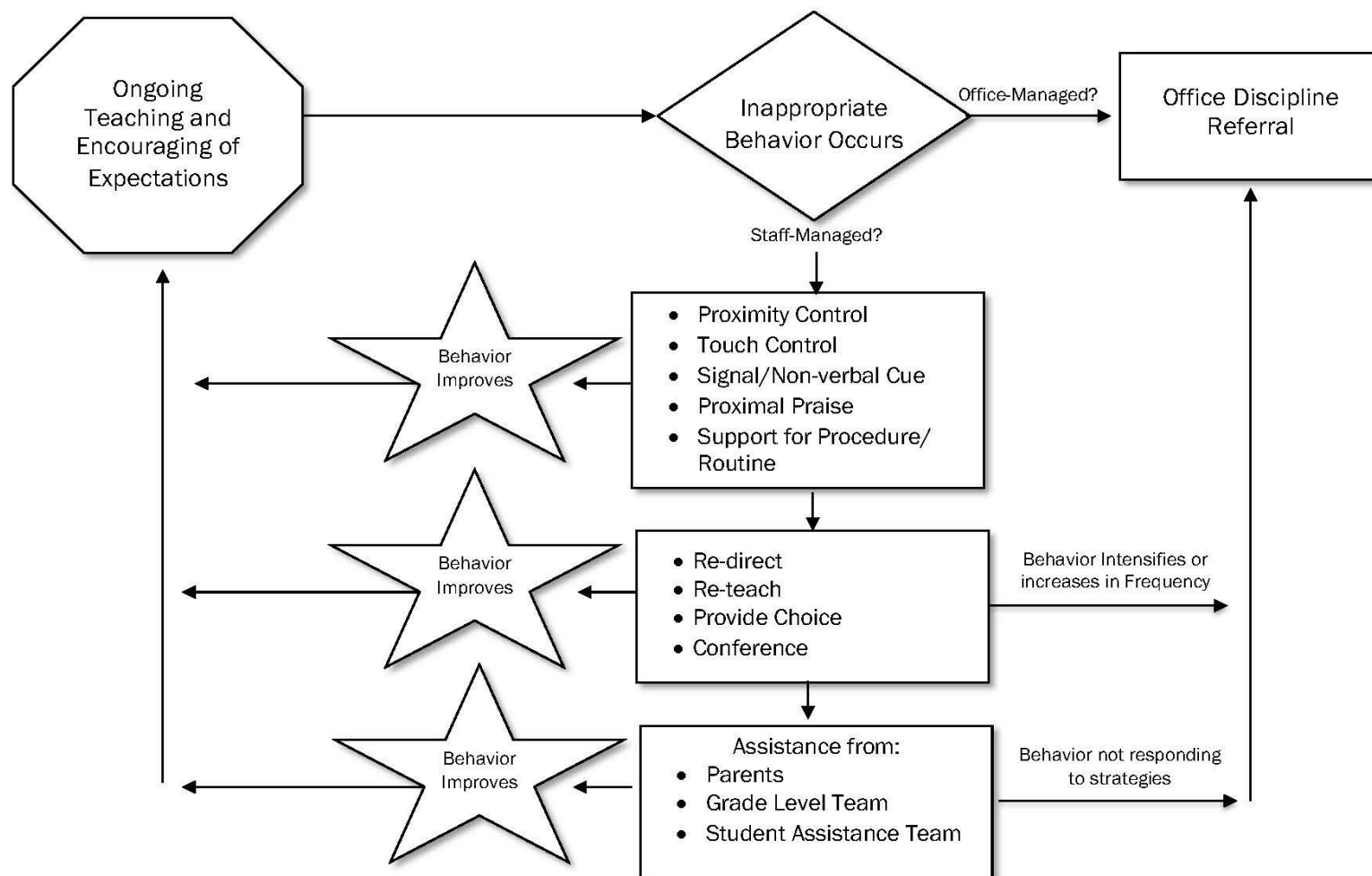
-Truman Cedar Park Elementary PBIS Team

TEACHER MANAGED BEHAVIORS	OFFICE MANAGED 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

Continuum of Support for Discouraging Inappropriate Behavior

Ongoing Teaching and Encouraging of Expectations

Inappropriate Behavior Occurs

Office-Managed? → **Office Discipline Referral**

Staff-Managed?

- Proximity Control
- Touch Control
- Signal/Non-verbal Cue
- Proximal Praise
- Support for Procedure/Routine

Behavior Improves

- Re-direct
- Re-teach
- Provide Choice
- Conference

Behavior Improves

Behavior Intensifies or increases in Frequency

Assistance from:
- Parents
- Grade Level Team
- Student Assistance Team

Behavior Improves

Behavior not responding to strategies

Missouri Schoolwide Positive Behavior Support

Regular examination of data

HOW AND WHY SHOULD PBIS USE DATA?

Review **data** showing progress

Look at current **data** and problem solve

Communicate **data** to school, district, families

POSITIVE POST CARDS = DATA GOING HOME!

"About once a month I choose a student to receive the "positive postcard". I actually mail a postcard to their house! They love receiving mail from their teacher!"

WHAT DATA DO YOU NEED TO PROBLEM SOLVE?

- What problem behavior?

- How often?

- Where?

- When?

- Who?

- Why sustaining?

Primary vs. Precision Statements

Primary Statements	Precision Statement
Too many referrals	There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.
September has more suspensions than last year	
Gang behavior is increasing	
The cafeteria is out of control	
Student disrespect is out of control	

PBISApps

# Solution Development & Action Planning

- <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?

COMPONENT #6:

Regular evaluation and assessment

How long do you want good behavior to last?

Ways to check the pulse of PBIS in your school
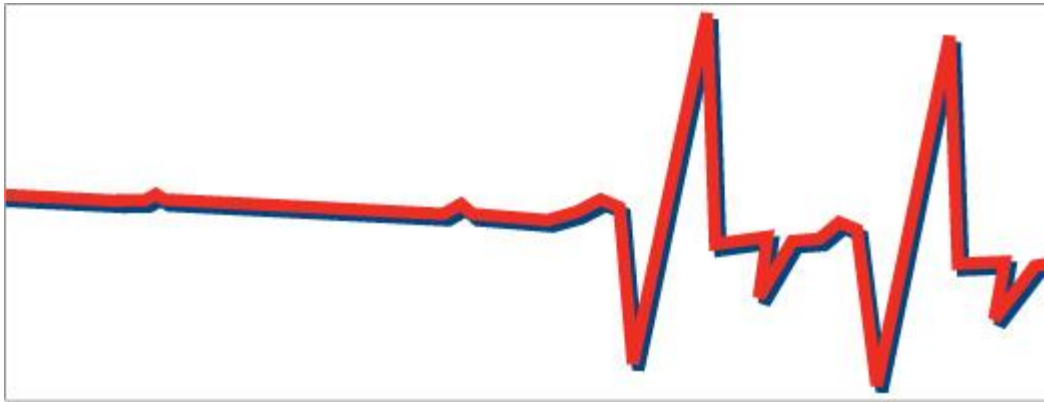
STUDENT CLIMATE SURVEYS

Idea: Develop a simple Survey Monkey survey for students to take during their Computer Lab class!

STUDENT CLIMATE SURVEY EXAMPLE

- source: Illinois PBIS Network

Name: _____ ID#: _____ Date: _____

Directions: **Circle** the best answer that matches each statement.

In my school...

1. I feel safe.

| Strongly Disagree (1) | Disagree (2) | I don't agree or disagree (3) | Agree (4) | Strongly Agree (5) |

2. Other students treat me respectfully.

| Strongly Disagree (1) | Disagree (2) | I don't agree or disagree (3) | Agree (4) | Strongly Agree (5) |

3. I treat other students respectfully.

| Strongly Disagree (1) | Disagree (2) | I don't agree or disagree (3) | Agree (4) | Strongly Agree (5) |

4. Adults treat me respectfully.

| Strongly Disagree (1) | Disagree (2) | I don't agree or disagree (3) | Agree (4) | Strongly Agree (5) |

5. I treat adults in my school respectfully.

| Strongly Disagree (1) | Disagree (2) | I don't agree or disagree (3) | Agree (4) | Strongly Agree (5) |

In the past week...

6. How many times have other students treated you disrespectfully?

| Never (1) | 1-3 times (2) | 4-6 times (3) | 7-9 times (4) | 10+ times (5) |

7. How many times did you see someone else treated disrespectfully?

| Never (1) | 1-3 times (2) | 4-6 times (3) | 7-9 times (4) | 10+ times (5) |

8. How many times did you ask someone else to "stop"?

| Never (1) | 1-3 times (2) | 4-6 times (3) | 7-9 times (4) | 10+ times (5) |

9. How many times did someone ask you to "stop"?

| Never (1) | 1-3 times (2) | 4-6 times (3) | 7-9 times (4) | 10+ times (5) |

10. How many times did you help someone walk away from disrespectful behavior?

| Never (1) | 1-3 times (2) | 4-6 times (3) | 7-9 times (4) | 10+ times (5) |

PBIS ARKANSAS POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

STAFF SURVEYS

Idea: Develop a simple Survey Monkey survey for staff to take during your next meeting

STAFF SURVEY EXAMPLE

Survey on our website at:

cce.astate.edu/pbis/training-materials

(under heading December 6, 2012 Staff Involvement)

PBIS Implementation Survey for Schools

The purpose of this survey is to find out a little about your implementation of PBIS. By answering the questions below, you will be helping the PBIS team understand how PBIS is put into action throughout the school.

Please put an X in the appropriate box to the right of each question below.	Not at All	A Little Bit	Quite a Bit	A Lot
1. How much do YOU implement PBIS at your school?				
2. How well do YOU understand the fundamentals of PBIS?				
3. How much training have YOU had for PBIS?				
4. How often do YOU teach behavioral expectations to students?				
5. How often do YOU give out acknowledgements to students?				
6. Do you feel that YOU are receiving support in your implementation of PBIS?				
7. How involved are YOU with the planning of PBIS implementation at your school?				
8. How confident are YOU that your school will see positive results from implementing PBIS?				
9. Are there school-wide procedures in place for handling problem behavior?				
10. How much are office referral data used to make decisions about behavior lesson plans?				
11. Do administrators regularly show their support of PBIS implementation at your school?				

12. In your role at school, what would help YOU implement PBIS better? _____

_____

13. What additional information do you need about PBIS and/or its implementation in your school? _____

_____

14. Are there other behavioral interventions that you feel are more effective than PBIS?

    (Please check YES or NO)   ☐ YES   ☐ NO

        If yes, what other interventions do you feel are more effective? _____

        _____

15. What is your primary role or position at school?_____

16. How many years have you been working in your current school? (Circle your answer below.)

    0-2 years   3-5 years   6-10 years   11-20 years   Over 20 years

17. What other comments do you have about PBIS implementation in your school? _____

_____

Thank you for your help!

Goal is to make sure what you are doing is working!

SHARING DATA WITH STAKEHOLDERS

Examples

- Share a success story in a newsletter to parents

- Present data to school board

- Ask local media to cover a success story

- Post data in key locations in school

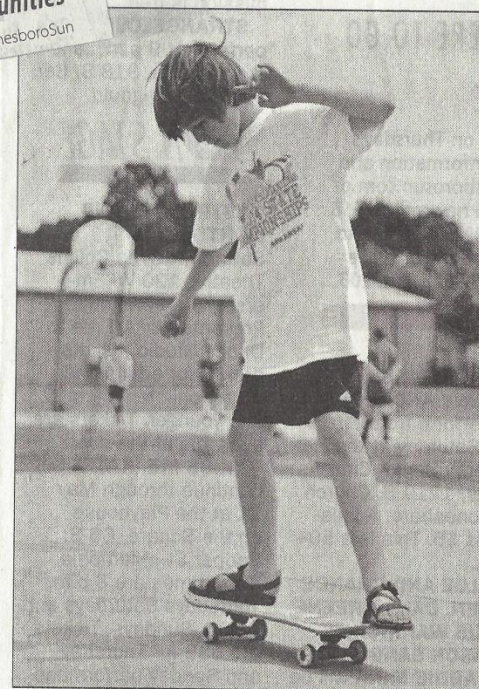- Share data with students and present a challenge

- Share data regularly with staff to show successes

Staci Vandagriff | The Sun

Blazin' wheels

Valley View Intermediate fifth-graders Savannah Bailey (left) and Kim Buazard ride scooters around the playground Wednesday during May Madness, a PBIS (Positive Behavior Intervention and Support) reward for students.


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Finding the balance

Evan Elk, a Valley View Intermediate fifth-grader, builds up speed to attempt a skateboard trick Wednesday on the playground during May Madness at VVIS.

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?
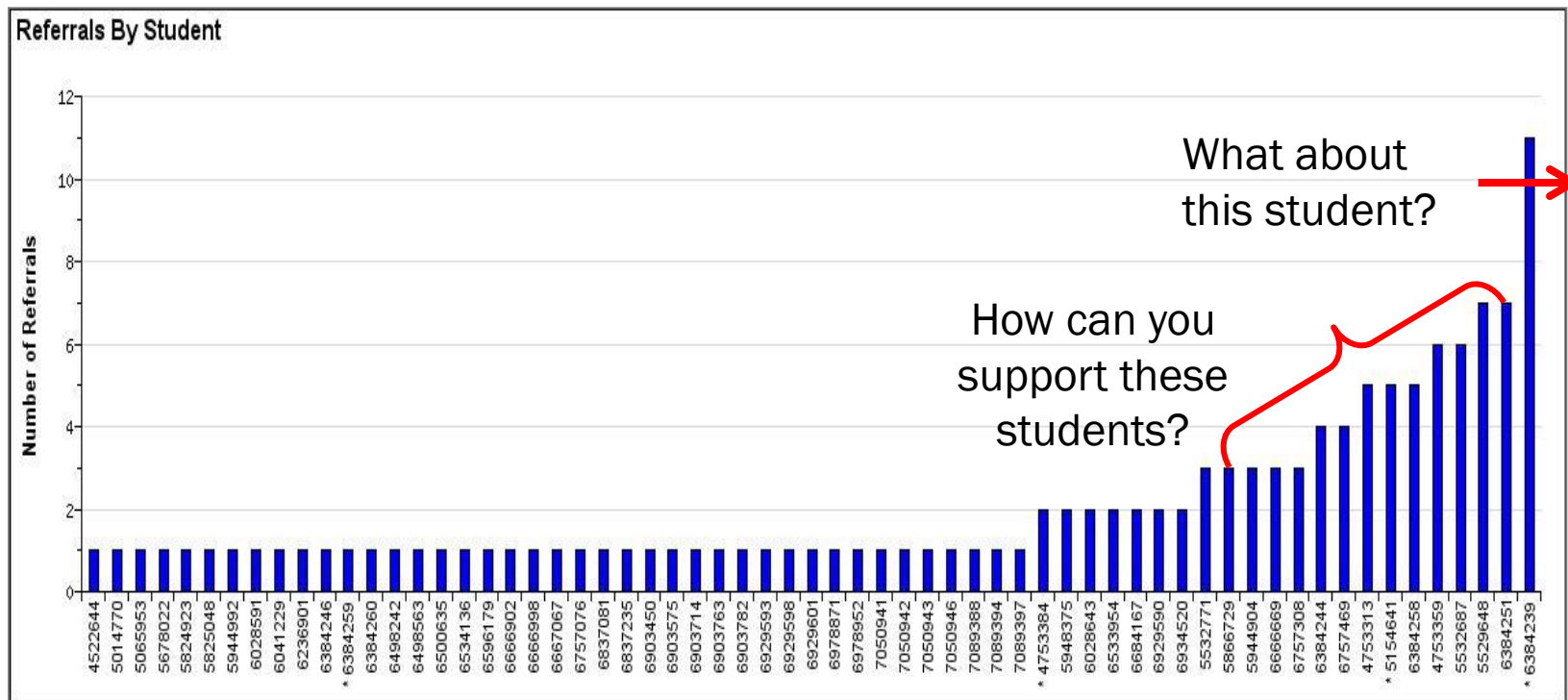
Other data you may want to use:
Attendance, Grades, Benchmarks, etc.

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 *<u>high-risk</u>*** behaviors

➢For students with significant histories of **behavioral and/or academic** difficulties

➢Specialized and intensive interventions

The Paraprofessional's Role in Behavior Support

In <u>Tier 1</u> of PBIS, the paraprofessional can assist with the following activities:

- Assist the team in teaching and modeling the 3-5 behavioral expectations

- Reiterate the rules to students who do not comply

- Write up office discipline referrals for repeat offenders

- Assist with data entry of office discipline referral data

www.pbis.org/school/tertiary-level/pbs-for-paraprofessionals

In Tier 1 of PBIS, the paraprofessional can assist with the following activities (continued):

- Pass out recognition slips (gotchas) to students who exhibit excellent examples of the 3-5 behavioral expectations

- Assist with posters, matrices, and murals depicting the 3-5 behavioral expectations

- Label appropriate behaviors verbally

QUESTIONS??

Today's presentation will be available on our website:
cce.astate.edu/pbis/presentations/

Email: cce@astate.edu

Website:
cce.astate.edu/pbis/