PBIS

POSITIVE **B**EHAVIORAL **I**NTERVENTIONS AND **S**UPPORTS

Arkansas School for the Deaf February 18, 2016

center for community engagement arkansas state university

State Personnel Development Grant
Arkansas
Building RTI Capacity

PbIS
ARKANSAS
POSITIVE
BEHAVIORAL
INTERVENTIONS
& SUPPORTS

ARKANSAS STATE UNIVERSITY

❖ Center for Community Engagement

❖ A-State PBIS Resource Center

❖ Arkansas State Personnel Development Grant

David Saarnio & Anne Merten

Agenda

Need for PBIS

Implementation

Next Steps

Objectives

1. To understand where PBIS fits into Arkansas School for the Deaf

2. To understand what is needed to implement PBIS

3. To understand how to implement PBIS

4. To develop a "next steps" plan

Question for you

What are the biggest behavioral issues at your school?

"What do you think is the biggest behavioral issue at your school?"

Responses from students at 2 Arkansas High Schools-Combined

"What do you think is the biggest behavioral issue at your school?"

Responses from students at 2 Arkansas Intermediate/Middle Schools -Combined

National Data

Table 1. Percentage of All Categories of Office Discipline Referrals (N = 112 schools)

Behavior	n	Percentage of all ODRs	
		M	SD
Defiance/disrespect	45,203	24.2	12.5
Skip/truant	38,984	18.6	14.5
Tardy	44,674	17.7	19.3
Disruption	19,110	8.9	7.0
Other behavior	11,834	8.2	9.2
Abusive/inappropriate language	10,586	6.4	4.7
Fighting	6,255	4.7	4.3
Dress code violation	3,352	2.3	5.6
Harassment/bullying	1,988	1.6	1.8
Use/possession of tobacco	1,956	1.6	2.3
Use/possession of drugs	1,156	1.4	3.7
Lying/cheating	1,396	1.3	2.6
Forgery/theft	1,180	1.0	1.6

Link
K. Brigid Flannery, Pamela Fenning, Mimi McGrath Kato, & Hank Bohanon (2011, Journal of Emotional and Behavioral Disorders)

Arkansas School for the Deaf Discipline Data

Student population ≈ 85 (Elementary, 2014)
Student population ≈ 40 (High School, 2014)

How many office referrals do you have in elementary per week?

In Middle School?

In High School?

Problem behaviors cost everybody TIME

COST/BENEFIT ANALYSIS WORKSHEET				
Enter info below			**Time LOST**	
			Student	Administrator
Example school	2014-2015	Minutes	6000	4000
		Hours	100	67
		Days	14	10
Number of referrals for last year	**200**			
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

Not All Students Contribute Equally
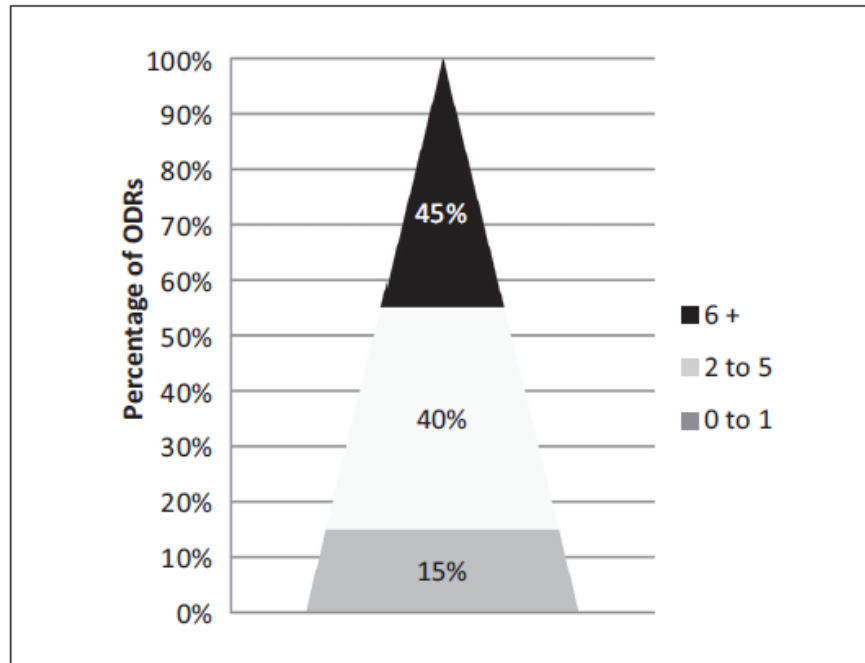
Figure 1. Mean percentage of office discipline referrals generated by students in the sample who received zero to five, two to five, and six or more office discipline referrals.
Note: ODR = office discipline referrals. No. of schools = 112; No. of ODRs = 190,169; No. of students = 102,210.

Everybody loses when behavior is out of control

Students pay a price when schools tolerate the chronic bad behavior of a few
(Public Agenda, 2004).

78% of teachers feel their hands are tied
(Public Agenda)

Almost ½ of teachers have been accused of unfair discipline
(Public Agenda)

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

The truth about discipline

Punishment is only effective in the short-term

Punishment is often inconsistent

School rules are sometimes vague or unenforceable

Need to pay attention to minor violations

Rethinking School Discipline

Three guiding principles:

1. Positive School Climate

2. Clear, appropriate, and consistent expectation & consequences

3. Ensure fairness and equity

http://www.ed.gov/news/speeches/rethinking-school-discipline

Common school-climate goals

A clear and shared focus

High expectations for students

Good collaboration and communication

Supportive learning environment

Do you have these? How do you know?

PBIS

- Research* shows what works is having 3 levels of intervention:

  - Preventive strategies for all students
  - Targeted interventions for at-risk students
  - Individual interventions for students displaying disruptive or violent behaviors

*Sources: APA, 1993; Dwyer et al., 1998; Elliott et al., 2001; Tolan et al., 1995; H. M. Walker et al., 1996 ; Osher, Sandler, & Nelson, 2001

Goals with PBIS

Change behavior among teachers and staff
   +
Change in behavior among students
    =
Less disruption
   +
More teaching time
   +
Better school climate

What do you gain?

Decrease in:
- time spent on office referrals
- problem behaviors

Increase in:
- collaborative decision making
- trust and respect among students and staff
- student achievement and attendance
- feeling of safety
- faculty retention

Arkansas Positive Behavioral Interventions & Supports

center for community engagement arkansas state university

A little history on PBIS

Early focus → students with behavior disorders

1997
- PBIS included in Individuals with Disabilities Education Act
- National Center for PBIS created

Focus shifted to school-wide behavior support for ALL students

Authorized inclusion of behavior in professional development

Creating a new philosophy

PBIS is more than just adding interventions →

it is a *change in philosophy*.

PBIS

✓ is *proactive and positive approach to discipline*

✗ is not punitive discipline.

PBIS

✓ teaches, models, and encourages positive student behavior

✗ doesn't wait for students to make a mistake.

START WITH SOME DATA

School Climate (in development)

Teacher's Views (SAS)

Student Views

Assessing your students' voice

Need student...

❑   buy-in

❑   involvement

❑   ownership

Why is Student Voice Important?

We know that student achievement and engagement will increase when students have more ownership of their school community and of their learning.

PBIS Student Voice Survey

Students can be meaningful partners in decision making!

PBIS Student Voice Survey

Intermediate, Middle and High School Students

1. What do you think is the biggest behavioral issue at your school?

2. What is the best way to learn the 'rules' of how you are expected to behave at school?

3. For good behavior, what could an adult at your school give you? What would mean the world to you? It needs to be something that doesn't cost much money.

4. What would you change about how your school celebrates good student behavior?

Example: Student Voice For Behavior Expectations

Question 1:

Please rate the expectations using this scale:

3= All or most of the students at my school would relate to this
2= This would be okay but not the best
1= I think most of the students at my school would not like this one

- Sample Number A: 3-2-2-3-2-2-2-1-2= total 19
- Sample Number B: 2-3-2-2-3-3-3-3-2= total 23 (winner)
- Sample Number C: 2-2-3-1-2-1-1-1-3= total 16
- Sample Number D: 3-3-1-1-1-3-2-2-3= total 19
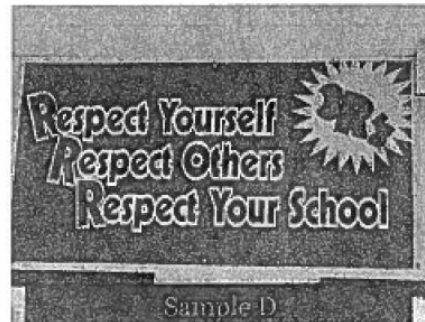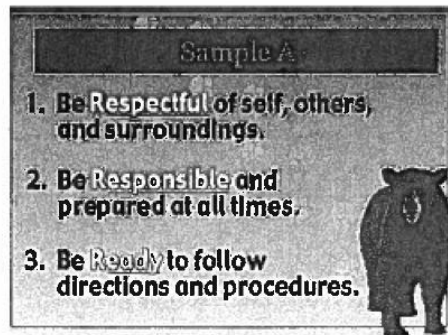
By Laura A. Riffel, Ph.D.

Example: Student Voice On Behavior Issues

Question 2:

What do you think is the biggest issue at your school?

- Disrespecting teachers (SFT) (talking while teacher is talking all the time)
- Verbal bullying from one student to another (CT)
- Tardies or dressing out for PE
- One person said nothing was an issue at their school
- Racism
- Bullying-verbal
- Drugs
- Fighting
- Students are disrespectful to teachers; which shouldn't happen since the teachers do so much work.
- Being disrespectful to teachers and other students
- Kids being disrespectful of school property
- Kids not listening to the teachers when they are talking
- Kids not respecting or listening to teachers
- Profanity and bullying
- Kids don't care about getting into trouble

By Laura A. Riffel, Ph.D.

Student Voice On How To Learn The 'Rules'

Question 3:

Once your school determines what their 3-5 behavioral expectations should be, how should they teach the expectations to the school?

4 votes ☐ short video clips of the students showing examples of these behaviors

1 vote ☐ short video clips of the staff showing examples of these behaviors

8 votes ☐ skits put on by the students

3 votes ☐ skits put on by the staff

0 votes ☐ described by staff at an assembly

6 votes☐ described by student representatives at an assembly

0 votes ☐ individual teacher descriptions within each class

Other ideas?

Teachers doing something funny- teachers showing us how to act would work.

By Laura A. Riffel, Ph.D.

How do you start PBIS?

1. Work with stakeholders: teachers and staff, students, parents

2. Self evaluate building strengths and needs (SAS)

3. Establish a clear set of positively stated behavioral expectations

4. Clearly define school-wide expected behaviors

5. Establish procedures for teaching behavior

6. Establish procedures for acknowledging behavior

7. Establish procedures for discouraging inappropriate behavior

8. Establish procedures for on-going monitoring and evaluation (Data)

9. Sustainability

Establish a clear set of positively stated behavioral expectations

Examples Of Behavioral Expectations

Be Safe, Be Responsible, Be Respectful

EXPECTATIONS

B - Believe

E - Effort

A - Attitude

R - Respect

S - Success

	BATHROOM EXPECTATIONS
BE RESPECTFUL	- Allow for privacy - Flush toilet
BE RESPONSIBLE	- Use toilet quickly and quietly - Keep bathrooms clean
BE SAFE	- Use pass when alone - Wash hands, keeping water in sink

Elementary example

Example Of High School Behavior Matrix

R3 Matrix

Reeds Spring High School students will be...	Classroom	Hallways	Cafeteria	Activities
Responsible	Be on Time Be Prepared	Be in Assigned Area Avoid Horseplay	Put Away Tray Clear Table Treat Food as Food	Participate in a Positive Manner Take Own Belongings When Leaving
Respectful	Be Attentive Use Appropriate Language Obey Teacher/Staff	Keep to the Right Keep Moving Use Appropriate Language	Wait in Line Use Appropriate Vocal Tone	Show School Spirit Display Sportsmanship Respond Appropriately

PBIS Expectations in Sign Language

Expectation	Sign
Respect	
Responsibility	
Safety	

Team Time

Create 3-5 school-wide expectations

Teamwork makes the dream work!

Teaching expected behaviors

SHOULDN'T STUDENTS KNOW HOW TO BEHAVE BY NOW?
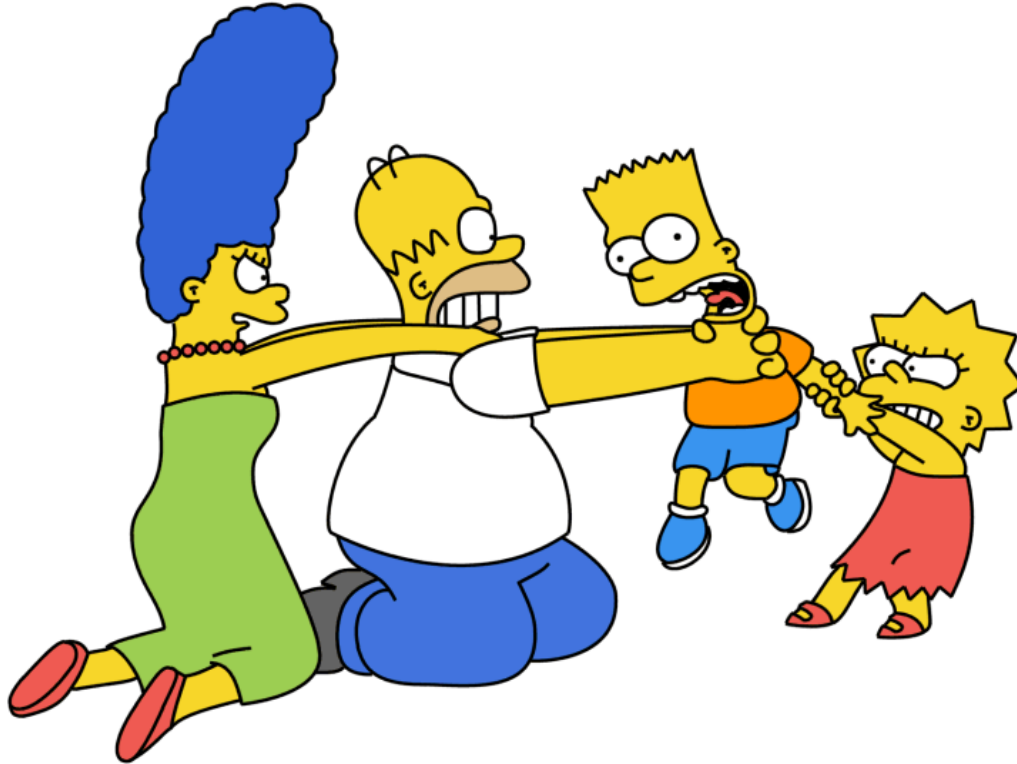
"If a child doesn't know how to read, *we teach*."

"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?"

How? Develop Behavior Lesson Plans

- *Aligned* **to school-wide expectations**

- **Demonstrated by Adults**
  - *demonstrate both inappropriate and appropriate behavior*

- **Role-played and** *practiced* **by students**

- *Feedback provided* **by Adults**

EXPECTATION: RESPECTFUL
LOCATION: PLAYGROUND

Teaching Examples (and non-examples)

1.
2.
3.

Student Activity

1.
2.
3.

After the Lesson Discussion

1.
2.
3.

TEACH BEHAVIOR LIKE ACADEMICS
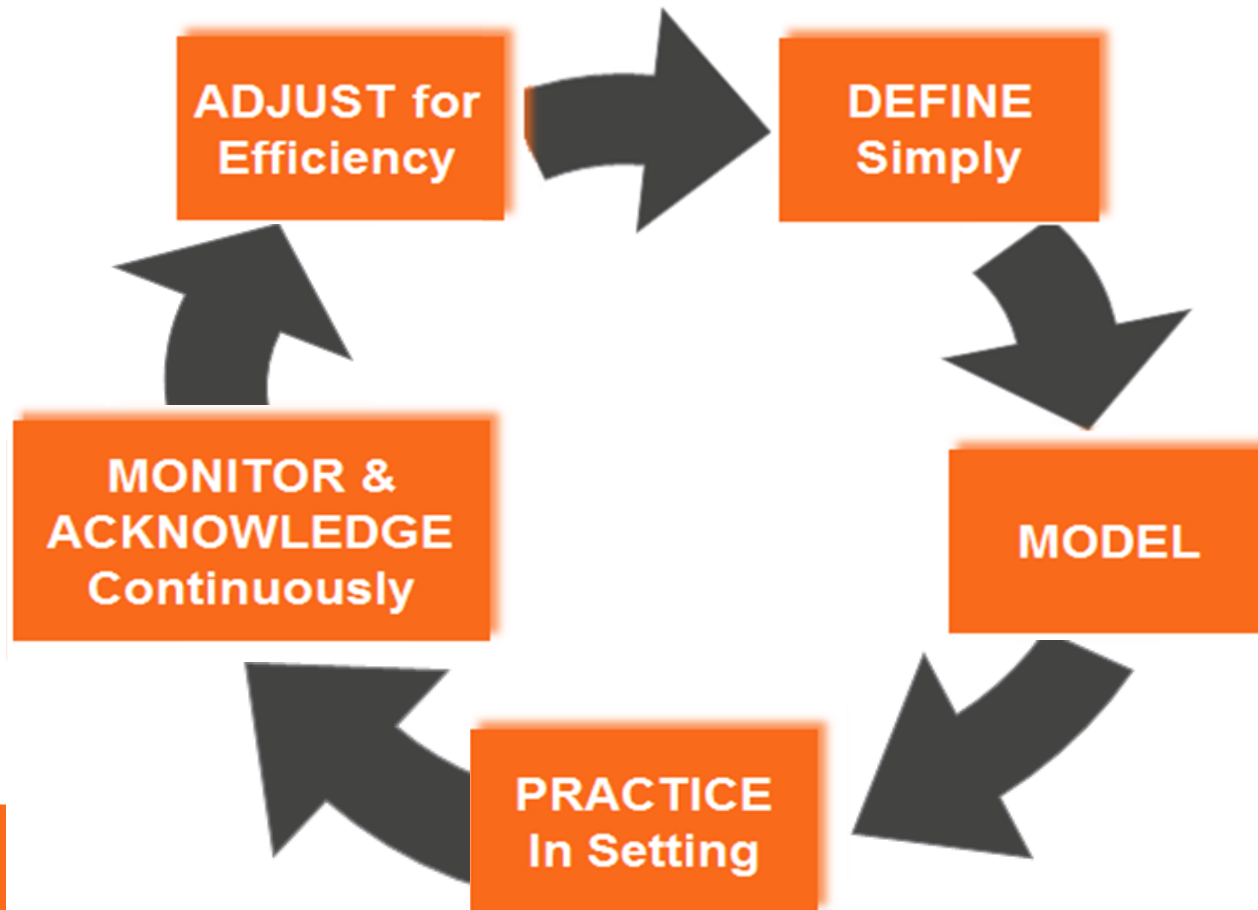
TIPS IN TEACHING

- Create skits.

- create videos

- Use older students to show younger students

ELEMENTARY SCHOOL EXAMPLE

https://youtu.be/HO-M_QpiG5o?t=3m19s

ELEMENTARY SCHOOL EXAMPLE

https://youtu.be/h7XHc9tdLpE

EXAMPLE: TEACHING EXPECTATIONS WITH "ROTATION STATIONS"

Thank you to Brookland Middle School

STUDENTS TEACH "BOOSTER" TRAININGS

Thank you to Brookland Middle School

Teaching Plan – Including Booster Activities

	Team Meeting Dates	Kick-Off	Report Self-Assessment Survey Results	Team Checklist Completed	Faculty Updates Activities/ Data	Boosters Updated	School Profile Completed	Safety Survey Completed	Celebrations/ Intermittent Acknowledge
									- source: PBIS Illinois Network
AUGUST		⬆				⬆			
SEPTEMBER									
OCTOBER									

Team Time

How can you teach ASD students the 'rules' for behavior?

Plan to Acknowledge Expected Behaviors

Current acknowledgement practices

Purpose For Encouraging Appropriate Behavior

Do you like being acknowledged?

Turn the behavior into a habit!

Students may encourage other students

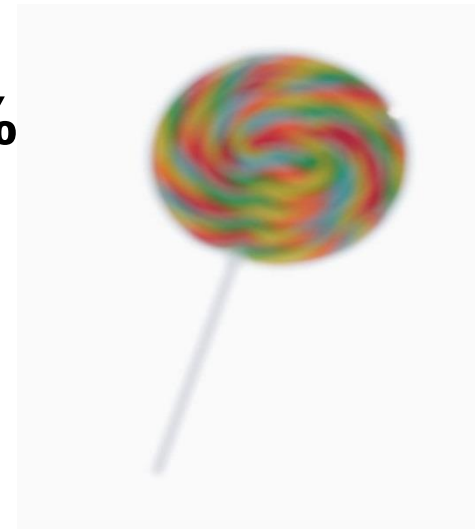Prompt adults to recognize good behavior

Do Students Like Receiving Acknowledgements?

YES!

Student Answers to " What types of rewards would you find motivating?"

A. Candy   - 26%

B. Movie passes- 32%

C. Restaurant gift certificates- 33%

D. School supplies- 8%

E. E-RAB spirit wear- 52%

This is question 20 from the rockford east survey....demonstrating how high school students like simple rewards. Thank you to Illinois PBIS Network

"For good behavior, what could an adult at your school give you? What would mean the world to you? It needs to be something that doesn't cost much money."

Responses from 2 local Arkansas High Schools-combined

"For good behavior, what could an adult at your school give you? What would mean the world to you? It needs to be something that doesn't cost much money."

Responses from 2 local Arkansas Intermediate/Middle Schools – responses combined
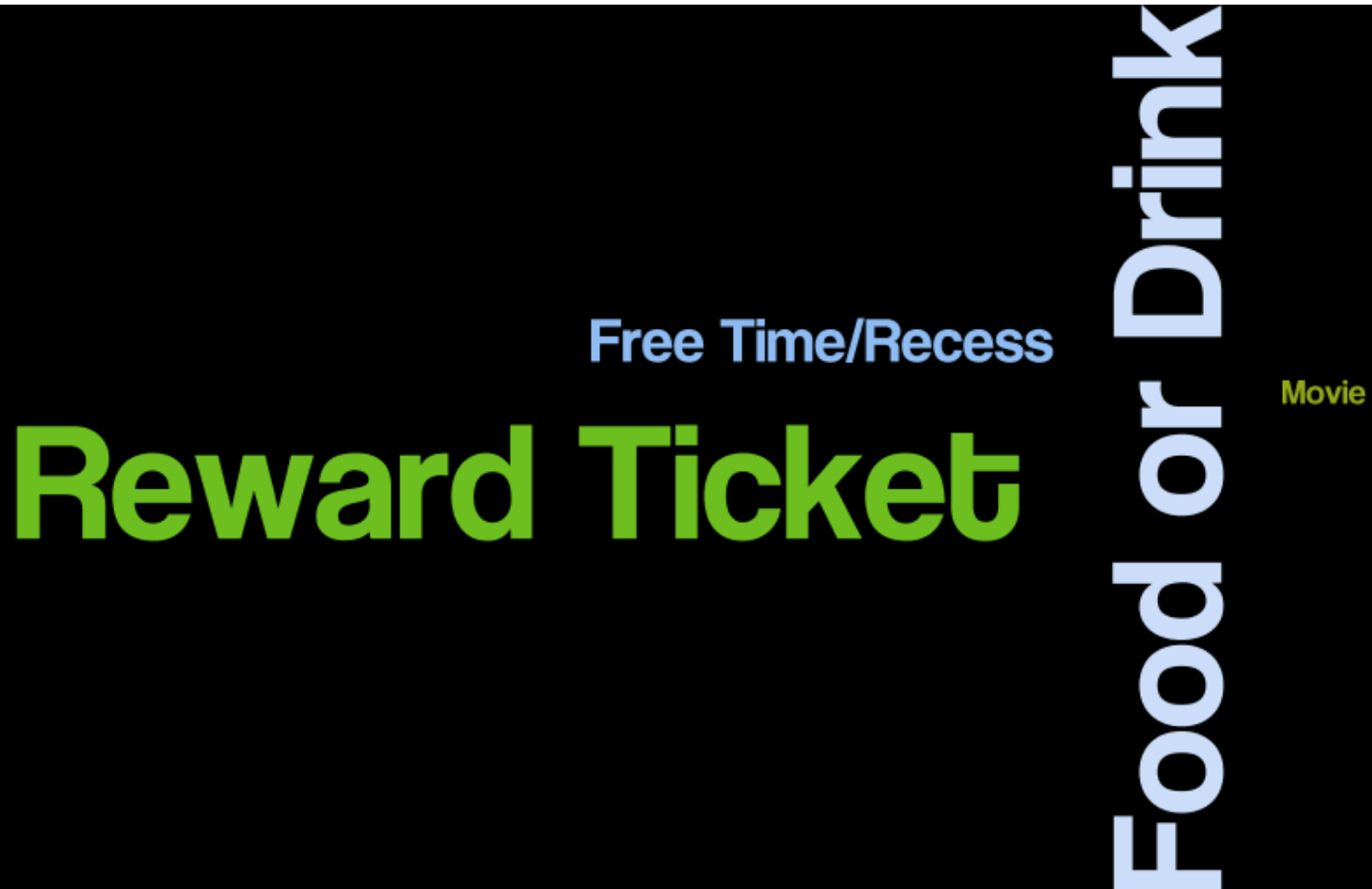
DERENNE MIDDLE SCHOOL "GOTCHA'S"

This certifies that _____ was caught in the right place, at the right time and doing the right thing.

Check One

_____ **S** howing respect to self, others, and property
_____ **W** orking hard to achieve excellence and always being prepared
_____ **I** nitiating positive communication to maintain positive behavior
_____ **M** aking good choices to demonstrate dolphin pride

Observer:_____ Date:_____ Time:_____ Grade:_____

SWIM WITH THE DOLPHINS!

GOT CAUGHT!

_____
Was caught following the **OAKVILLE WAY** of:

RESPECT
RESTRAINT
RESPONSIBILITY

_____
_____

By _____ Date

THE WINNING TICKET

STUDENT:_____

TEACHER:_____

☐ BE SAFE.
☐ BE RESPONSIBLE.
☐ BE RESPECTFUL.
☐ BE A LEARNER.

ISSUED BY: _____

*Gotcha * Gotcha * Gotcha*

Wilde Lake Middle School

_____
Student Name / Grade 6 7 8 (circle one)
was caught being:
❑ **Respectful**
❑ **Responsible**
❑ **Ready**
❑ **Safe**

_____   _____
Teacher Signature   Date

Team Time

How could you acknowledge expected behavior at ASD?

Teamwork makes the dream work!

Procedures For Discouraging Inappropriate Behavior

Have clear procedures for addressing inappropriate behavior

All staff have common understanding of what misbehaviors are minor and what are major
- ❑ (classroom/teacher managed vs. office managed)

Turn an incident into a teaching moment
- ❑ Explain what student did wrong
- ❑ Ask student what the expectation is

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

Office referral forms

What needs to be recorded:
- Description of incident
- Date & Time of incident
- Location of incident
- Student name, Grade level
- Referring staff name
- Others involved
- **Motivation**
- Administrative decision or action

OFFICE DISCIPLINE REFERRAL FORM

Student:_____ **Grade:**_____

Referring Staff:_____ **Date:**_____ **Time:**_____

Location:
- ☐ Classroom #_____
- ☐ Hallway
- ☐ Trailers/Tech Wing
- ☐ Cafeteria
- ☐ Lavatory
- ☐ Assembly
- ☐ Parking Lot
- ☐ Bus
- ☐ Other:_____

Problem Behaviors:

MINORS:
- ☐ **3-5   Repeat Minor Incident Reports**
- ☐ **8-10 Combined Minor Incident Reports**
- *(Minor Incident Reports must be attached)*
- ☐ Aggression/harassment (minor)
- ☐ Calling out
- ☐ Defiance/disrespect/insubordination
- ☐ Dress code
- ☐ Electronics/telecommunications
- ☐ Food/drink (outside cafeteria)
- ☐ Horseplay
- ☐ Inappropriate language/comments
- ☐ Lateness
- ☐ Leaving class w/o permission
- ☐ Leaving school w/o permission
- ☐ Preparedness
- ☐ Property misuse
- ☐ Throwing objects
- ☐ Other:_____

MAJORS:
(Automatic Office Referral)
- ☐ Aggressive behavior (physical/verbal)
- ☐ Fighting
- ☐ Gambling
- ☐ Instigating conflict/disruption
- ☐ Significant vandalism
- ☐ Smoking (inside building)
- ☐ Truancy (checklist must be attached)
  - __ Class
  - __ School

☐ Other:_____
_____

☐ Category III Offense (please specify)
_____
_____

Description:_____
_____
_____

Others Involved: _____

Possible Motivation:
- ☐ Avoid adult(s)
- ☐ Avoid peer(s)
- ☐ Avoid tasks/activities
- ☐ Obtain adult attention
- ☐ Obtain items/activities
- ☐ Obtain peer attention
- ☐ Don't know
- ☐ Other _____

Administrative Decision:
- ☐ Conference w/ student
- ☐ Parent Contact _____
- ☐ Detention_____
- ☐ Other_____
- ☐ Class suspension
- ☐ In-school detention
- ☐ Out-of-school suspension
- ☐ PPW suspension
- ☐ Board suspension
- ☐ Referral to PST/ARD

Administrative Comments and/or Follow Up:
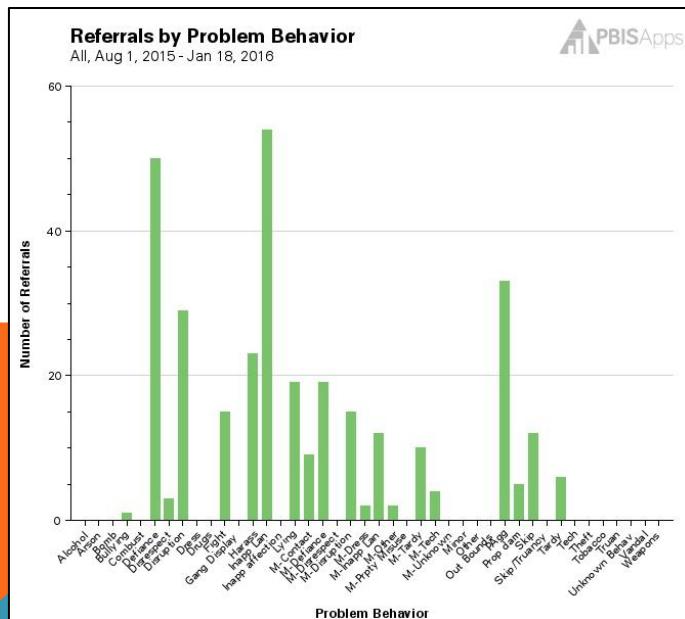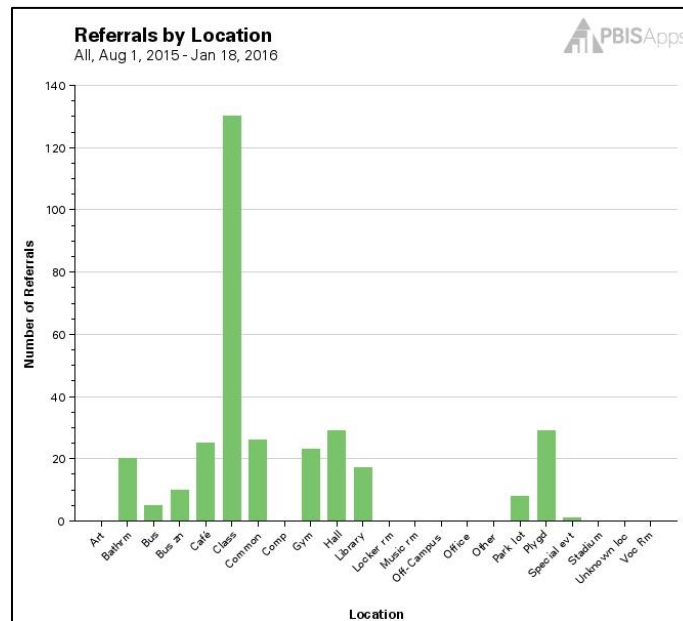
Progress Monitoring

Develop a routine for collecting and analyzing discipline data

PBIS team should regularly look at these data

- What incidents are happening?

- How often are they happening?

- Who is involved?

- Where are incidents occurring?

- When are incidents occurring?
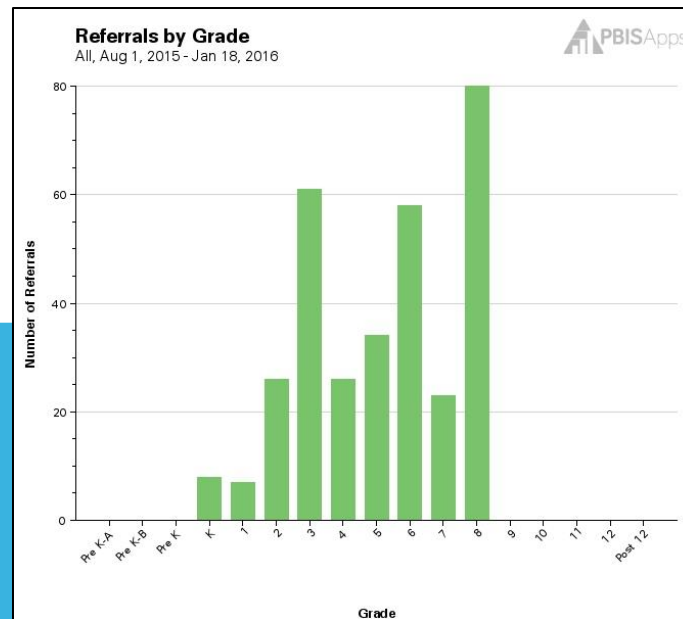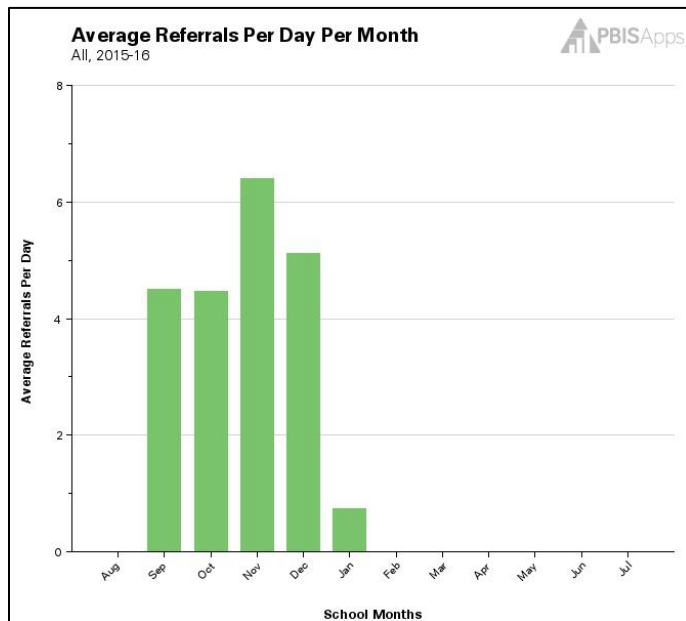
Who will lead PBIS efforts?

Your PBIS Team!

The PBIS team

Represents the school

Provides leadership

Uses data for decision making

Create a dream team

Represent …

Administration

Grade levels

Demographics of school

Various abilities/competencies

Physical areas of the school

Various types of staff

Leadership

Team leads the implementation process

- Collaborative problem solving
- Providing support to other staff
- Communicating with staff, students, families, community
- Progress monitoring for continuous improvement

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Team responsibilities

Develop the school-wide PBIS action plan

Monitor behavior data

Hold regular team meetings (at least monthly)

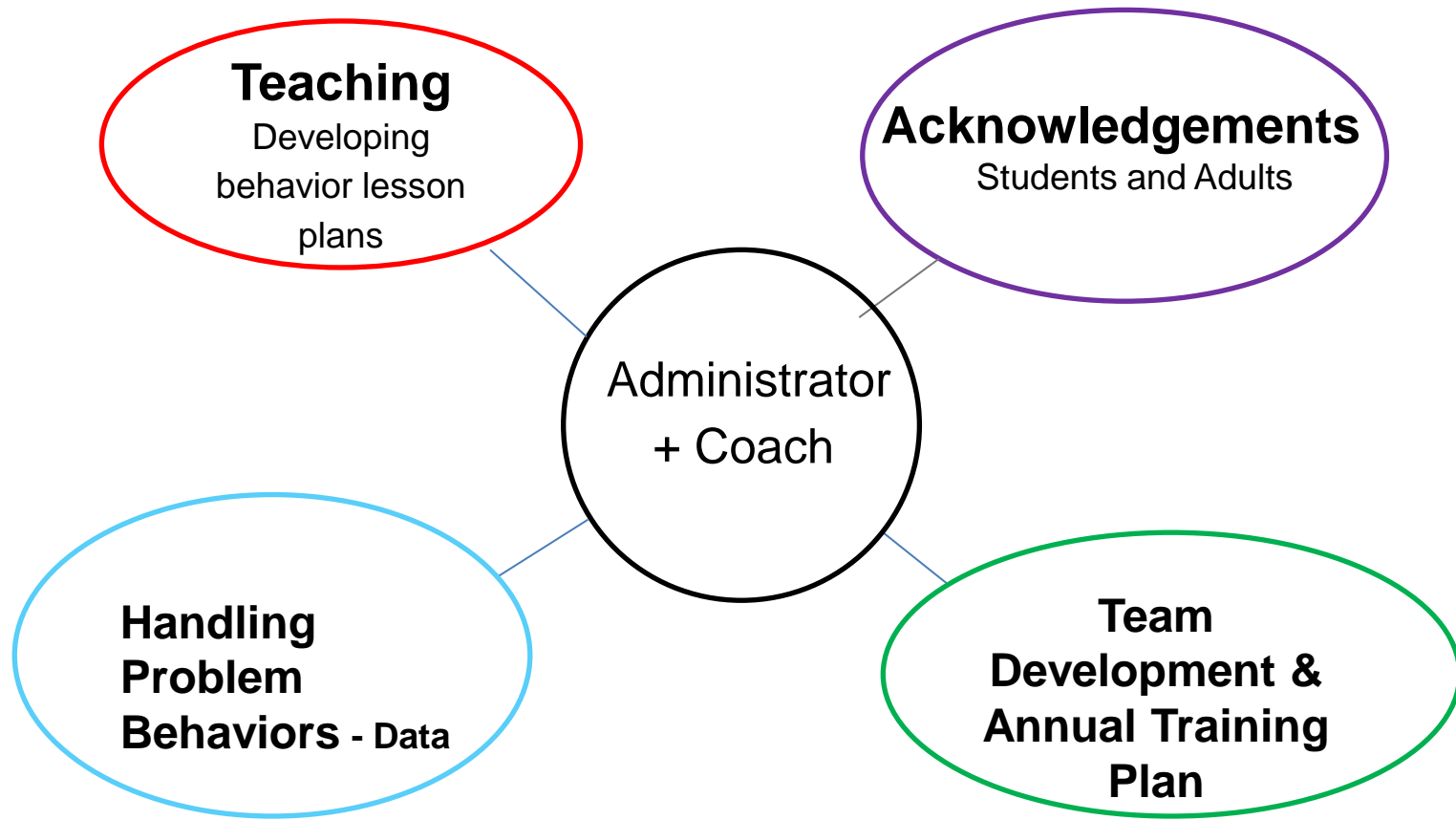Maintain communication with staff

Provide support to staff

Evaluate progress

Report outcomes to Coach & District Coordinator

PBIS team responsibilities

PBIS Readiness Checklist – Arkansas School for the Deaf

Arkansas PBIS Training Readiness Checklist

School: **Arkansas School for the Deaf**
Date: **2-18-16**

Expectations	Complete:	
	Yes	No
1. School-wide discipline is one of your top three school improvement goals		
2. Your faculty and staff have been presented with an overview of PBIS. **Type of presentation and presenter:**		
3. A majority of your faculty, staff, and administration are interested in implementing PBIS school-wide.		
4. The Principal is committed to implementing PBIS and is aware that this is a multi-year process that may require ongoing training and revisions to the PBIS plan, which will need budgeting.		
5. A PBIS Team has been formed, has broad representation, and has assigned roles (e.g., teachers, administrator(s), support staff, counselor, parents, etc.)		

Team Member	Title	Role

Sustainability: How Do You Keep PBIS Going?

You make PBIS a <u>priority</u>!

- Visibility
- Written policy
- Connect to other initiatives

Make it <u>efficient</u>

- Repetition builds fluency
- Over time, less resources needed

Make it <u>effective</u>

- Evaluate fidelity
- Share data

Make it <u>adaptive</u> to change

- Use data

Action Planning : Multi-tiered Action Plan = MAP

Illinois PBIS Network – Multi-Tiered Action Plan (MAP)

Directions: School Name:_____
1. Use one action plan to coordinate all of the building's PBIS implementation steps. This is a sample format; others can be used for the same purpose.
2. Sources of actions steps come from trainings, as well as tools such as BoQ, PoI, SAS, SSS, School Profile, etc.

Tier/Topic	Evidence/Data that Identifies Need	Next Steps		
		Action	**Who?**	**When?**

Team Time: PBIS Action Planning

What would your priority steps be to getting started?

Recap

1. To understand where PBIS fits into Arkansas School for the Deaf

2. To understand what is needed to implement PBIS

3. To understand how to implement PBIS

4. To develop a "next steps" plan

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/

PBIS And Schools For The Deaf

Lexington School for the Deaf

New York School for the Deaf

Illinois Service Resource Center

Louisiana School for the Deaf