

AASCD

Supporting Classroom Management
using Positive Behavioral Interventions
& Supports

June 14, 2016



Arkansas State University

Center for Community Engagement

Arkansas State Personnel Development Grant

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Sources for information and materials:

PBIS.org

Midwestpbis.org

Wisconsinpbisnetwork.org

Pbismaryland.org

References

Research literature on PBIS

<https://www.pbis.org/research>

Research on Discipline, PBIS, and RTI

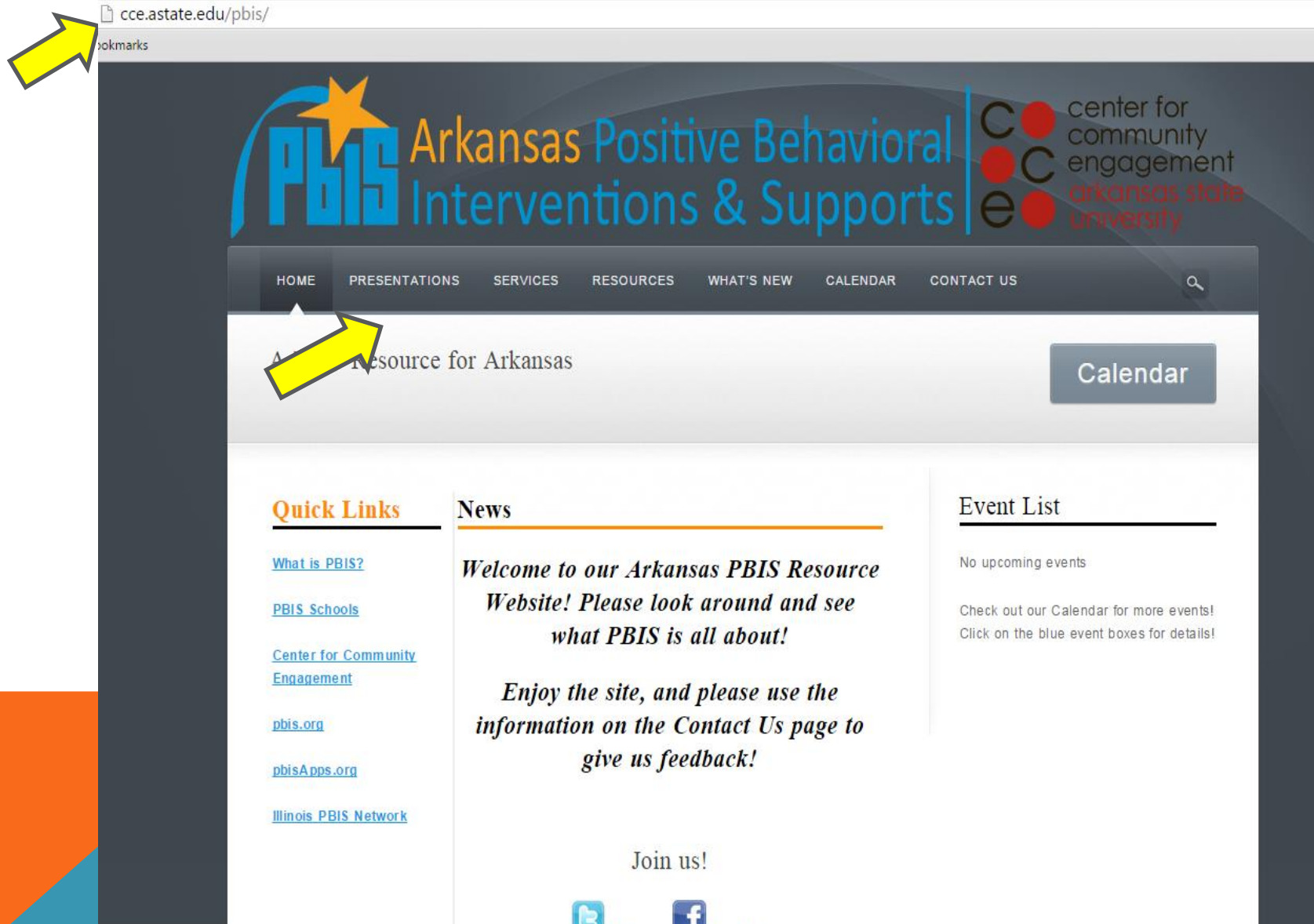
http://www.nhcebis.seresc.net/research_and_literature

Article on benefits of implementing behavior and literacy RTI together

http://www.nhcebis.seresc.net/document/filename/373/PBIS_and_Reading.pdf



Today's presentation: cce.astate.edu/pbis/



The screenshot shows the website cce.astate.edu/pbis/. The page features a dark header with the logo for the Arkansas Positive Behavioral Interventions & Supports (PBIS) center for community engagement at Arkansas State University. The logo includes a blue star and the text "PBIS Arkansas Positive Behavioral Interventions & Supports". To the right of the logo is the center's name in red and white text.

Below the header is a navigation bar with the following links: HOME, PRESENTATIONS, SERVICES, RESOURCES, WHAT'S NEW, CALENDAR, and CONTACT US. A yellow arrow points to the "PRESENTATIONS" link.

Below the navigation bar is a white banner with the text "A Resource for Arkansas" and a "Calendar" button. A yellow arrow points to the banner text.

The main content area is divided into three columns:

- Quick Links:** A list of links including [What is PBIS?](#), [PBIS Schools](#), [Center for Community Engagement](#), [pbis.org](#), [pbisApps.org](#), and [Illinois PBIS Network](#).
- News:** A section with a heading "Welcome to our Arkansas PBIS Resource Website! Please look around and see what PBIS is all about!" and a subheading "Enjoy the site, and please use the information on the Contact Us page to give us feedback!". Below the text is a "Join us!" button and social media icons for Twitter and Facebook.
- Event List:** A section with the heading "Event List" and the text "No upcoming events". Below this is a note: "Check out our Calendar for more events! Click on the blue event boxes for details!"

Objective for today's presentation

To provide an overview of Positive
Behavioral Interventions and Supports

PBIS

THIS CONFERENCE

The challenge:

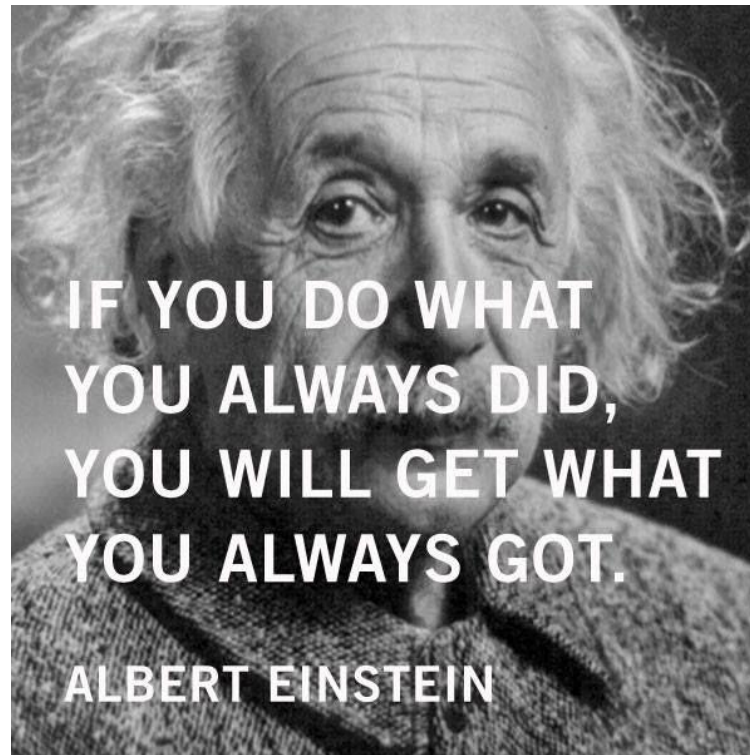
Creating learning environments to meet the needs of all students.

The theme:

Imagine...Create....Innovate: Learning for all



THINKING ABOUT SOLUTIONS



START HERE: 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?

1. Common Core
2. Teacher Excellence Support System (TESS)

What was #3?

3. Student behavior problems (classroom management, etc.)

*58 respondents



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

What do current and emerging professionals think?

“I am confident in my classroom management skills”

- 52 Paraprofessional Teachers (February 2015)
 - ❖ Mean = 3.9; 27% do not agree
- 87 Pre-Service Teachers (July 2015)
 - ❖ Mean = 4.2; only 11% do not agree

The reality:

The impact of behavior issues in schools

> **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 > **50%** of school staff and administrators' time (U.S. Department of Education, 2000).

Confident or not.....

...all schools and classrooms have
behavioral challenges

We asked 2 Arkansas ***Middle Schools*** in September 2015:

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

Bullying

Drama
Disrespect
Talking

Fighting
Talking back

We asked 2 Arkansas ***High Schools*** in September 2015:

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



A word cloud on a black background with orange and blue geometric shapes at the bottom. The words are arranged in a cluster, with 'Bullying' being the largest word in white. 'Talking' and 'Fighting' are in light blue and green respectively, positioned above 'Bullying'. 'Disrespect' is in green at the bottom left. 'Attitude' and 'Not Doing Work' are written vertically in white on the right side.

Talking Fighting
Bullying
Disrespect
Attitude
Not Doing Work

How do you begin to ***change*** student behavior in your school?

Build a framework to manage student behavior focused on ***prevention***.

PBIS is a framework for
improving school climate by
changing behavior



PBIS is a different philosophy

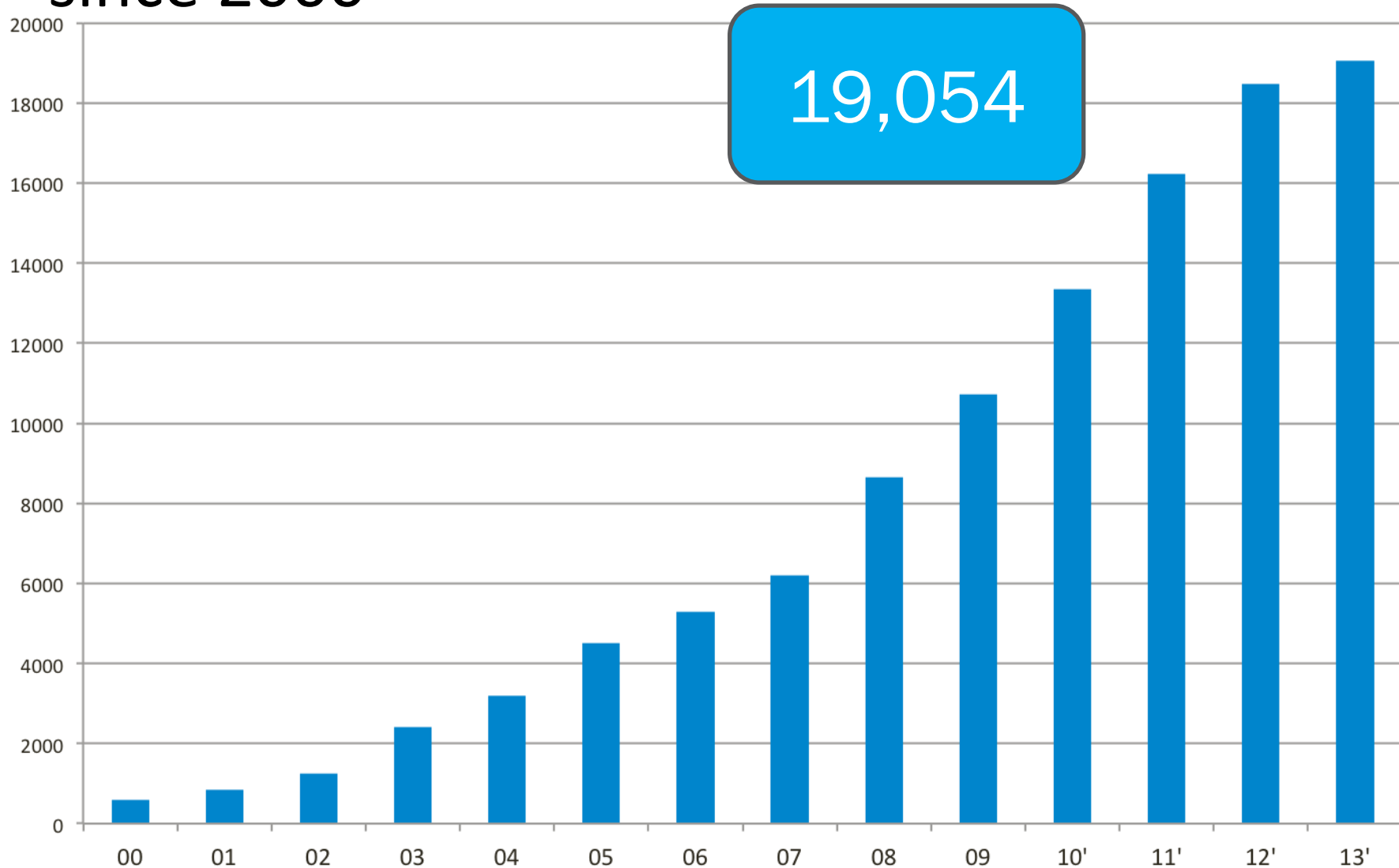
PBIS = proactive and positive approach to discipline

PBIS \neq punitive discipline

PBIS = **teaching**, modeling, and encouraging positive student behavior

PBIS \neq waiting for students to make a mistake

Number of Schools Implementing SWPBIS since 2000



The idea of PBIS just makes sense

PBIS is multi-tiered levels of support

RTI & MTSS

just like math, just like literacy



RTI Framework: Behavior and academic supports

(adapted from Horner, undated, pbis.org)



ACADEMIC → BEHAVIOR

Effective **Instruction** engages students, and is central to reduction in problem behavior

BEHAVIOR → ACADEMIC

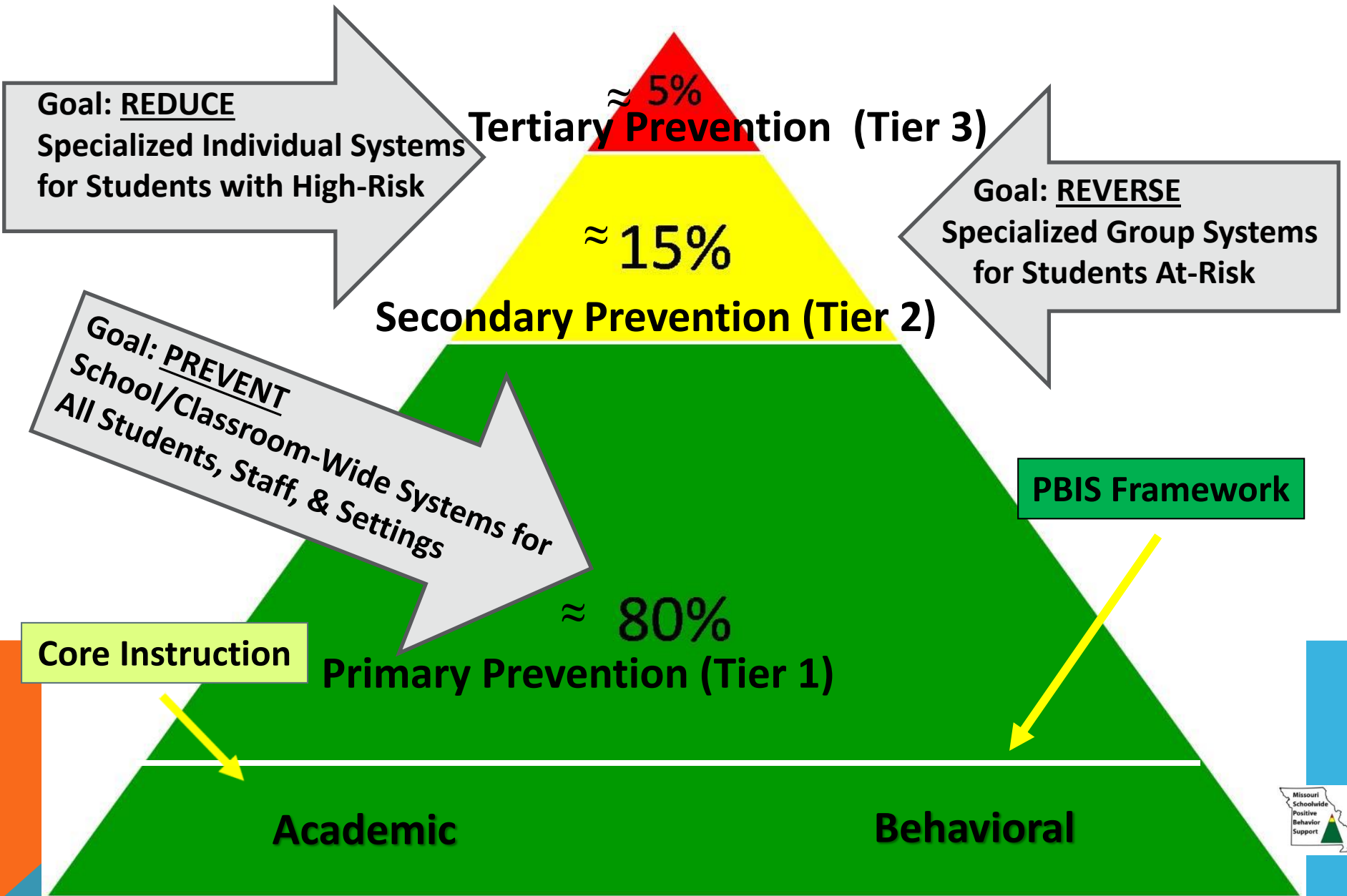
Effective **Classroom Management** improves student engagement and is central to increased academic success.



(Based on Lee, Sugai & Horner (1999), Allday & Pakurar, 2007; McIntosh, Horner, Chard & Braun, (2008), Preiado, Horner, & Baker (2009), Sanford & Horner (2013), undated, PBIS.org)

Comprehensive, Integrated, Three-Tier Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Why build a prevention framework for behavior?

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

What teachers told us they want

- For their school as a whole group to be **consistent**
- To have **Consistency** throughout the building
- **To be on the same page** through whole building
- **To have the same rules for classrooms and activities-everywhere**
- **To be on the same page** as everyone

If you want student behavior to change ...

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
- Recognize students for positive behaviors
- Teach & model behaviors to students



“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



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

Key components of PBIS

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

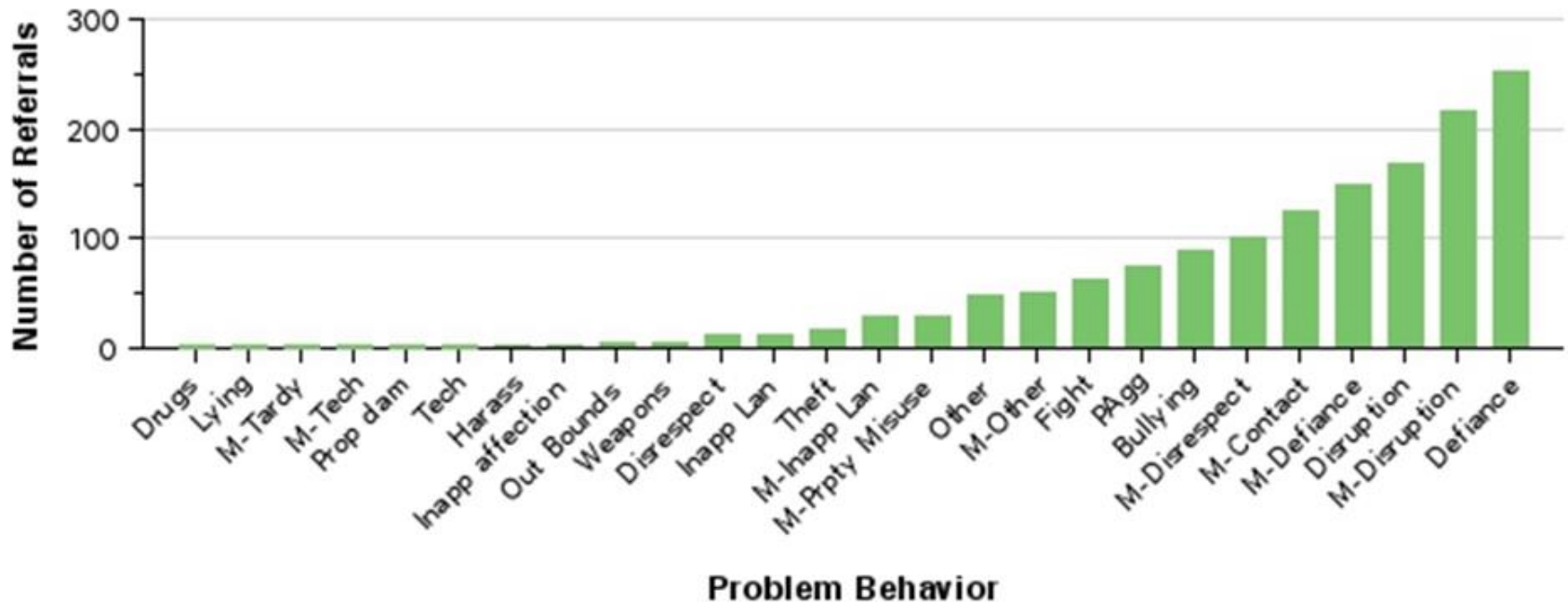
Component #1: BEHAVIORAL EXPECTATIONS

Use data

example: office discipline referrals

Referrals by Problem Behavior

All, Aug 1, 2013 - Jul 17, 2014



**Decide what behavior you want
to see.**

RESPECTFUL



OPTIMISTIC



APPROPRIATE



RESPONSIBLE



***What are the expected behaviors at
Brookland Middle School?***



**“Bearcats never L.O.S.E.
when they respect
Learning, Others,
Self, and Environment.”**

DEFINING EXPECTATIONS

KEEP IT SIMPLE

What happens when you start every sentence with ...

“Don’t”?



Don't!

Don't!

Don't!

EXAMPLE: LEARNING TO PLAY LACROSSE

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



Now.....GO PLAY!!! 😊

Instead of DON'T...


...tell Students what you want them to do

Example of expectations defined

SBCUSD Positive Behavior Support Initiative

Cafeteria Expectations

Be Respectful	Be Responsible	Be Safe
Only eat the food on your plate	Wait your turn in line	Leave space between you and others (in line)
Clean up your area: table and floor	All food & drink stay in eating areas	Walk at all times
Listen to all adults	Pick up trash around you – even if left by others	Keep all food off the floor



RESTROOM

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



Component #2: TEACHING BEHAVIOR

Consistent teaching & enforcement of rules

HOW WOULD YOU REACT TO A CHILD LIKE THIS

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.

$\begin{array}{r} 4.73 \\ + 5.49 \\ \hline 9.12 \end{array}$	10.22	$\begin{array}{r} 22.2 \ 23.4 \\ \times 2.2 \\ \hline 2 \ 4.4 \end{array}$	$\begin{array}{r} 22.2 \ 23.4 \\ - 17.3 \\ \hline 14.1 \end{array}$	6.1
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“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.)

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!!



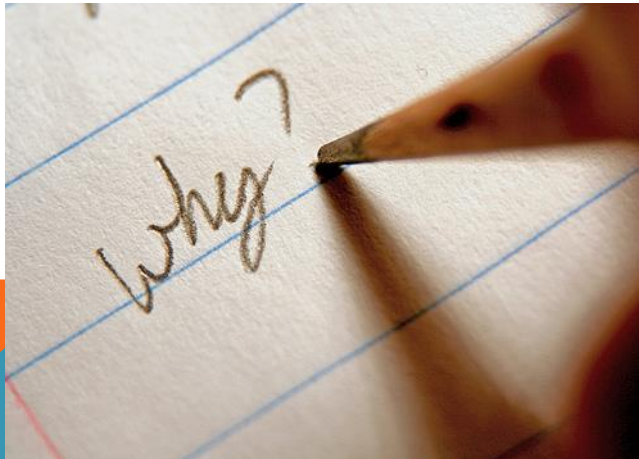
To encourage good behavior...we
must acknowledge it when we see it!





Tips for acknowledging expected behaviors...

- Always tell the student **WHY** he/she is getting the acknowledgement
- restate the *expectation*



SPECIFIC 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?



Celebrate & reinforce good behavior!



Component #4:

DATA BASED DECISION MAKING



What type of data do you need for decisions?

Use data that will tell the story of school-wide behavior

- ❖ Demographics
- ❖ Attendance
- ❖ Grades
- ❖ Office Discipline Referrals

Use precise data to problem solve

- 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?

Who is going to do all this?

(unfortunately it's won't magically happen)



The PBIS Team



Create A dream team

What is needed for *school-wide* implementation:

An Administrator – decision making power

Representative from each grade – voice back to PLCs

Represent demographics of school

Represent various types of staff

Importance of team-driven

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





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HANDLING PROBLEM BEHAVIORS

Consequences

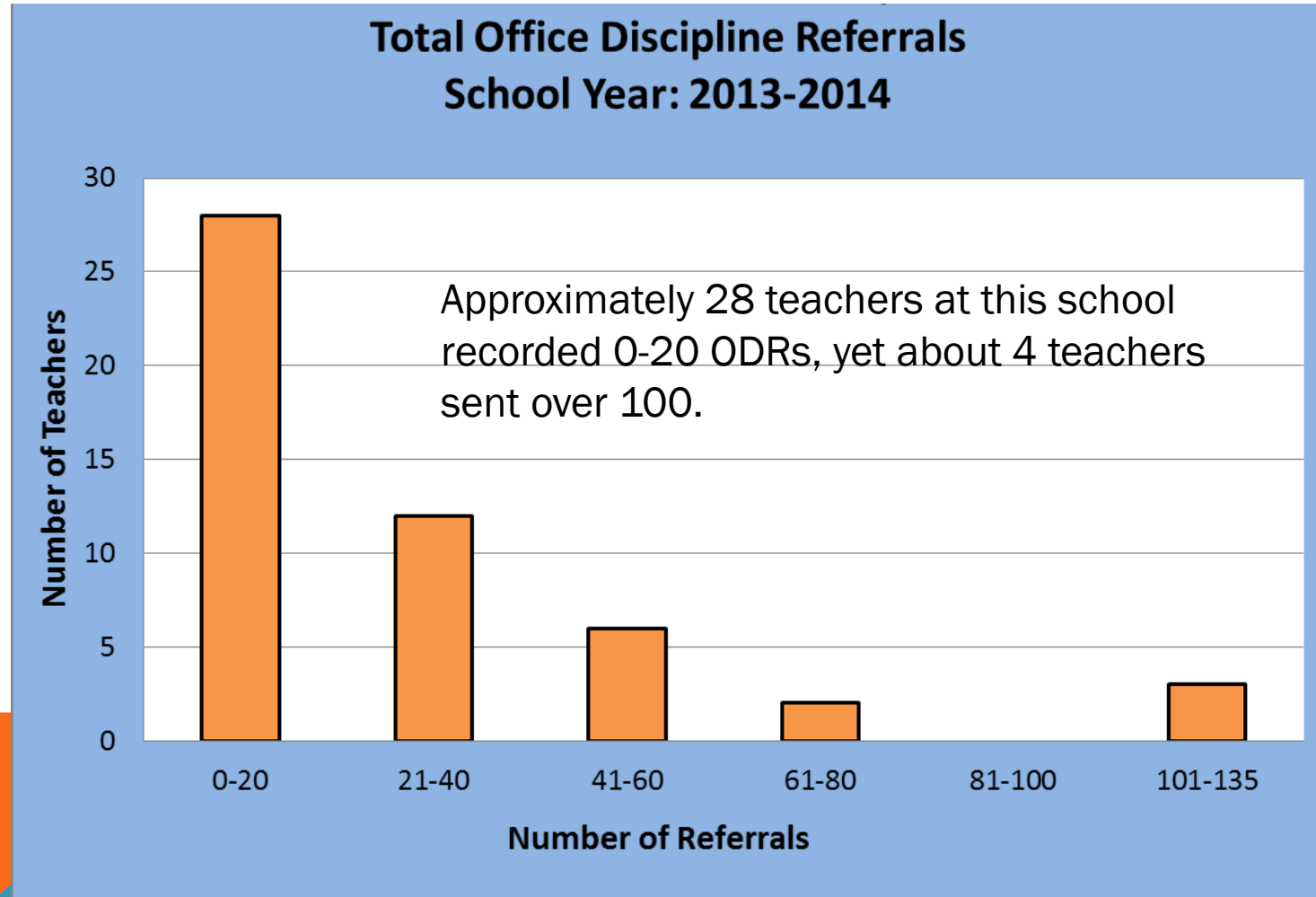
Who should deal with what behaviors?

- Classroom Managed vs. Office Managed

Have a plan!



Office discipline referrals “by teacher”



Why is there such *disparity*?

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

T-Chart example

Teacher Managed Behaviors	Office Managed Behaviors
<p>Minors</p> <ul style="list-style-type: none">• Tardy• Inappropriate Language• Chewing Gum, Food/Drinks• Not Having Materials, Supplies• Missing Homework• Tattling• Teasing/Bullying• Lying/Cheating• Dress Code Violation• Disruption (not chronic)• Defiance/Disrespect/Non-Compliance	<p>Majors</p> <ul style="list-style-type: none">• Chronic/Severe Bullying• Stealing• Vandalism• Electronics Violations• Illegal Substance• Chronic Non-Compliance• Possession of Weapons• Profanity directed at a person• Repeated Minor Disruptions*• Fighting/Assault• Threat• Chronic Wandering/Class-Skipping• Gang Related Behaviors• Sexual Harassment• False AED/Fire Alarm/Bomb Threat <p>* 3 Minors = 1 Major</p>

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

2014 Missouri Summer Training Institute
Poster Session

MINOR INFRACTION (BUDDY ROOM)

- Calling names
- Horseplaying (Does not escalate)
- Not being prepared for class
- Missing homework/work
- Not following directions
- Accidentally 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!"

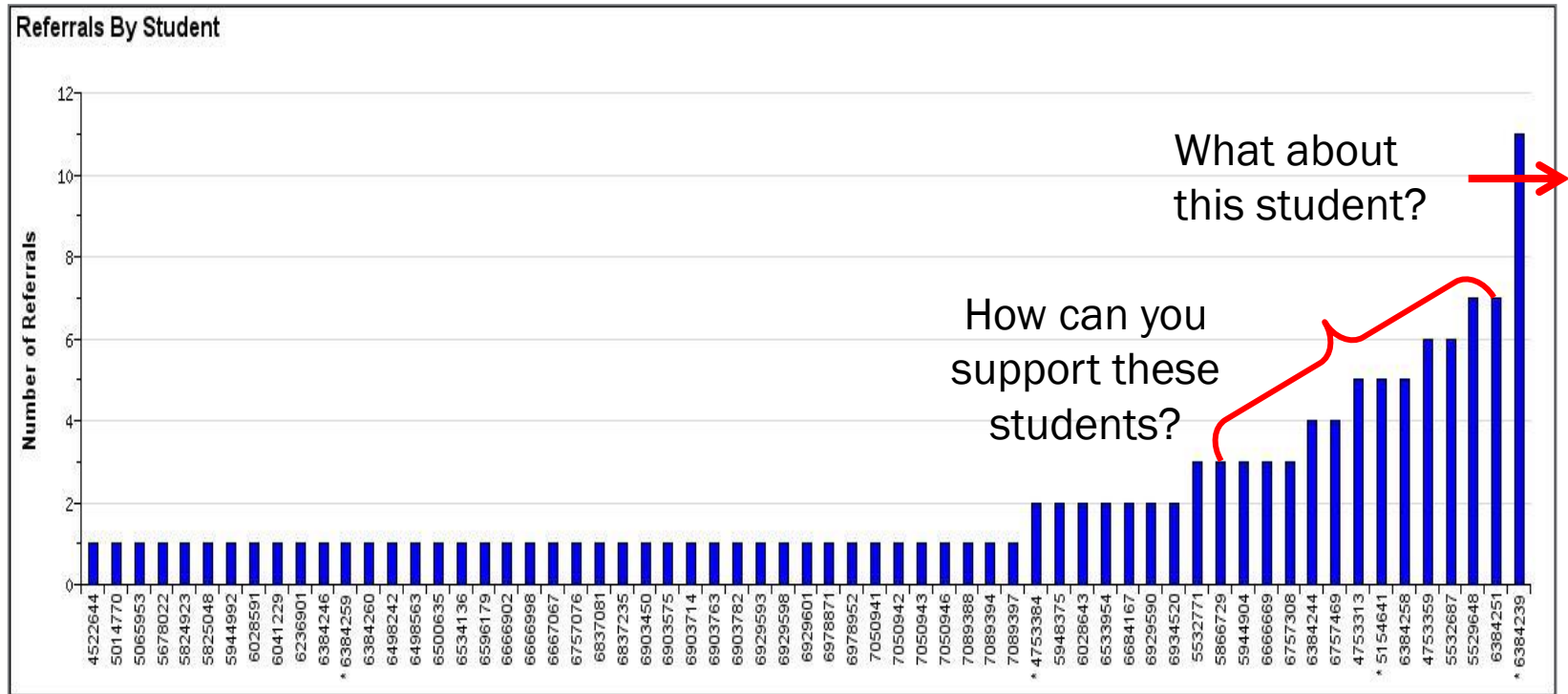
2014 Missouri Summer Training Institute
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What if a student needs more?

**Targeted and individualized
interventions**



Use data to determine which students need extra supports (example of SWIS data)



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

Readiness to add Tier II to Universal Tier I

DATA INDICATORS	IN PLACE	NOT IN PLACE	NOTES
1. SET score of 80/80 OR			
2. BoQ score of 80% or higher			
3. SAS Schoolwide 80% or higher			
4. SAS Non-Classroom 80% or higher			
5. SAS Classroom 80% or higher			
6. 80% or more students in the 0-1 ODR range or within national range for school's grade			
7. Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports.			
8. System in place to collect classroom minor referrals.			
9. Tier 2 team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise.			
10. Effective Classroom Practices taught to all staff and evident in all classrooms.			
11. Access to district level support			

Example of a tier 2 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 & SUSTAINABILITY



Key to fidelity

Regular evaluation of progress and school

- ❖ School-Wide efforts
- ❖ PBIS Team efforts



ISSUES AND QUESTIONS

COMMON CONCERNS

1. What is the hardest part?
2. How much time will it take?
3. What about cultural differences?
4. What will it cost?
5. Can we keep our other programs?
6. Is there support for training and coaching?
7. How can we start?
8. What benefits are there for my school?
9. Is it guaranteed to work?

SUMMARY



- Invest in prevention
- Teach, model, & reinforce expected behaviors
- Use & share data

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