

School Improvement Conference

Leadership within a Positive Behavioral
Interventions & Supports Framework

June 22, 2016





Sources for information and materials

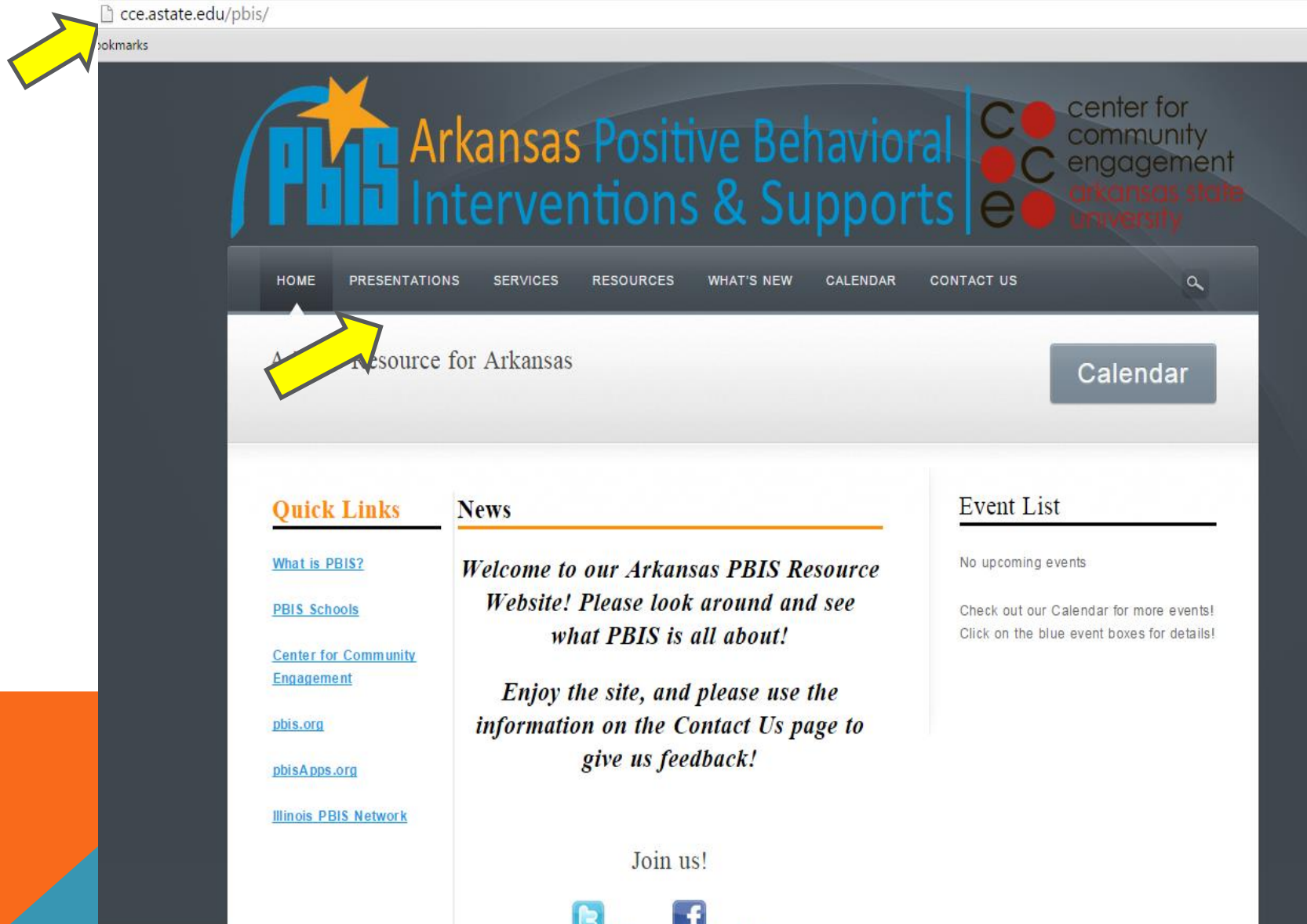
- PBIS.org
- Midwestpbis.org
- Pbissmissouri.org
- Wisconsinpbisnetwork.org
- Pbismaryland.org

References

Research literature on Discipline & PBIS

- <https://www.pbis.org/research>
- http://www.nhcebis.seresc.net/research_and_literature

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



The screenshot shows the website cce.astate.edu/pbis/. The header features the logo for the Arkansas Positive Behavioral Interventions & Supports (PBIS) center, which is part of the Center for Community Engagement at Arkansas State University. The navigation menu includes links to HOME, PRESENTATIONS, SERVICES, RESOURCES, WHAT'S NEW, CALENDAR, and CONTACT US. A yellow arrow points to the 'PRESENTATIONS' link in the menu. Below the navigation bar, there is a section titled 'A Resource for Arkansas' with a 'Calendar' button. The main content area is divided into three columns: 'Quick Links' with links to 'What is PBIS?', 'PBIS Schools', 'Center for Community Engagement', 'pbis.org', 'pbisApps.org', and 'Illinois PBIS Network'; 'News' with a welcome message and a call to action to use the contact page for feedback; and 'Event List' with a notice that there are no upcoming events and a prompt to check the calendar for more events. At the bottom, there is a 'Join us!' section with social media icons for Twitter and Facebook.

cce.astate.edu/pbis/

Arkansas Positive Behavioral Interventions & Supports

center for community engagement
arkansas state university

HOME PRESENTATIONS SERVICES RESOURCES WHAT'S NEW CALENDAR CONTACT US

A Resource for Arkansas

Calendar

Quick Links

- [What is PBIS?](#)
- [PBIS Schools](#)
- [Center for Community Engagement](#)
- [pbis.org](#)
- [pbisApps.org](#)
- [Illinois PBIS Network](#)

News

Welcome to our Arkansas PBIS Resource Website! Please look around and see what PBIS is all about!

Enjoy the site, and please use the information on the Contact Us page to give us feedback!

Join us!

Event List

No upcoming events

Check out our Calendar for more events!
Click on the blue event boxes for details!

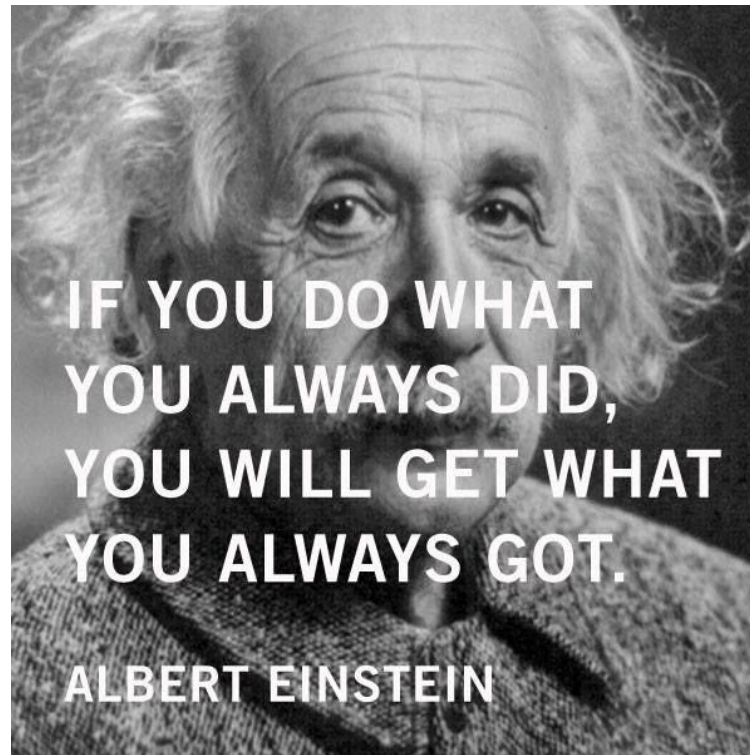
Objective for today's presentation

To address the following questions:

- Why implement PBIS?
- What does PBIS involve?
- Who forms the leadership for PBIS?
- How does a school implement PBIS?

WHY IMPLEMENT PBIS?

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 students in 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 students in 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 and most central. 'Talking' and 'Fighting' are at the top, 'Disrespect' is at the bottom left, and 'Attitude' and 'Not Doing Work' are on the right side, oriented vertically.

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



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.

$$3^2 = 6 \text{ 9}$$

$$5^3 = 15 \text{ 125}$$

$$4^7 = 28 \text{ 16,384}$$

5. Solve for x.

$$7x - 4x = 12$$

$$3.5 \text{ 4}$$

5. Solve.

$$\begin{array}{r} 4.73 \\ + 5.49 \\ \hline 9.12 \end{array} \text{ 10.22}$$

$$\begin{array}{r} 22.2 \\ \times 2.2 \\ \hline 24.4 \end{array} \text{ 48.84}$$

$$\begin{array}{r} 23.4 \\ - 17.3 \\ \hline 6.1 \end{array}$$

“Why can’t we finish the last sentence as automatically as we do the others?”



ARKANSAS
POSITIVE
BEHAVIORAL
INTERVENTIONS
& SUPPORTS

PBIS is a different philosophy

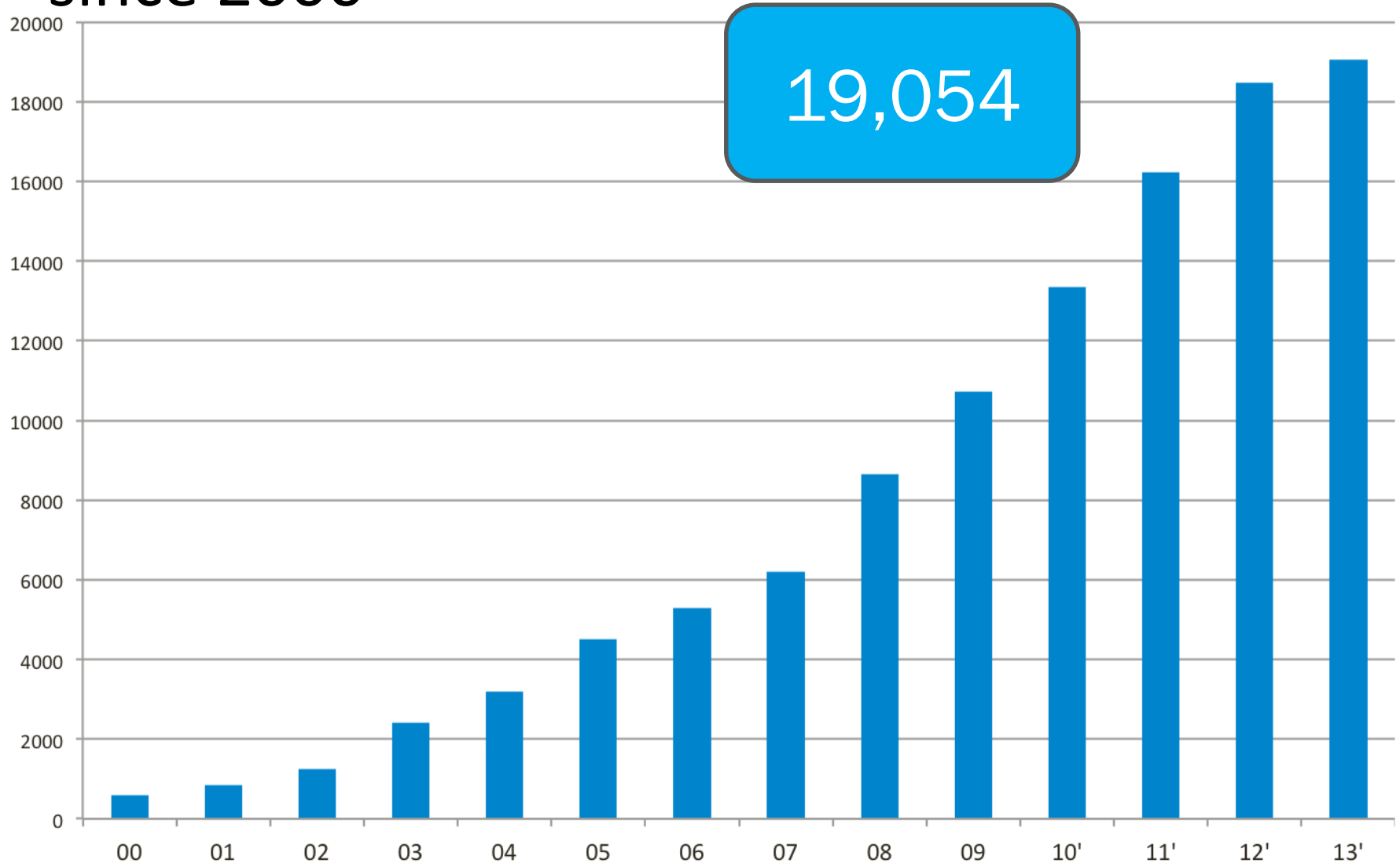
PBIS = proactive and positive approach to discipline

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



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**
- **More administrative time**

Time LOST

Enter info below

School name	Any School
Number of referrals for last year	720
Number of referrals for this year	
Average # of minutes student is out of class due to referral	30
Average # of minutes administrator needs to process referral	20

Time LOST

	Student	Administrator
Minutes	21600	14400
Hours	360	240
Days	51	34

TIME REGAINED by reducing referrals by half

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	25	17

HOW EFFECTIVE IS TAKING STUDENTS OUT OF CLASS?



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

If you want student behavior to change ...

The **focus** cannot just be on student behavior,
it also has to be on **adult behavior**



“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.

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

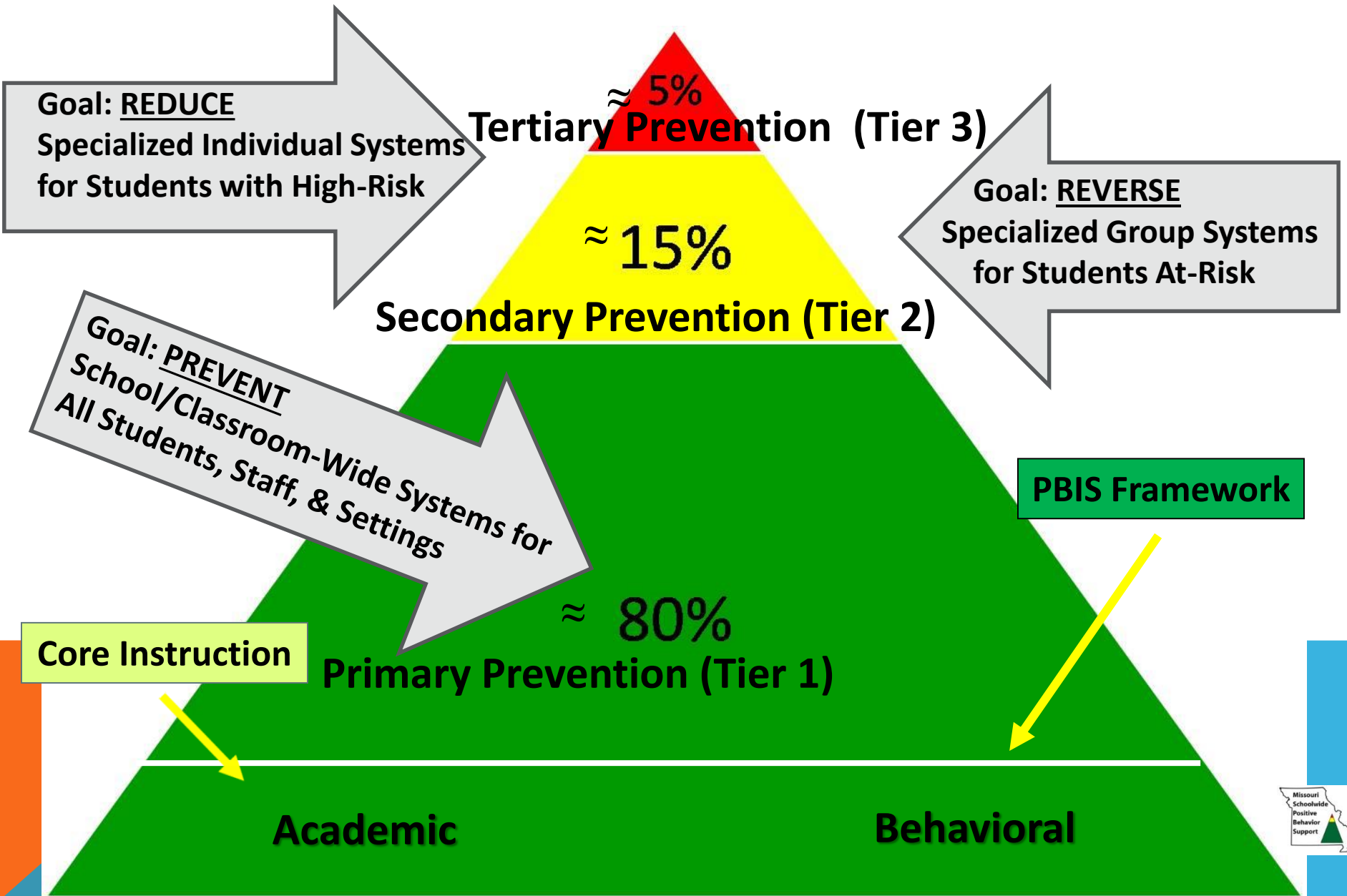
Effective **Classroom Management** improves student engagement and is central to increased academic success.



(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)



WHAT DOES PBIS INVOLVE?

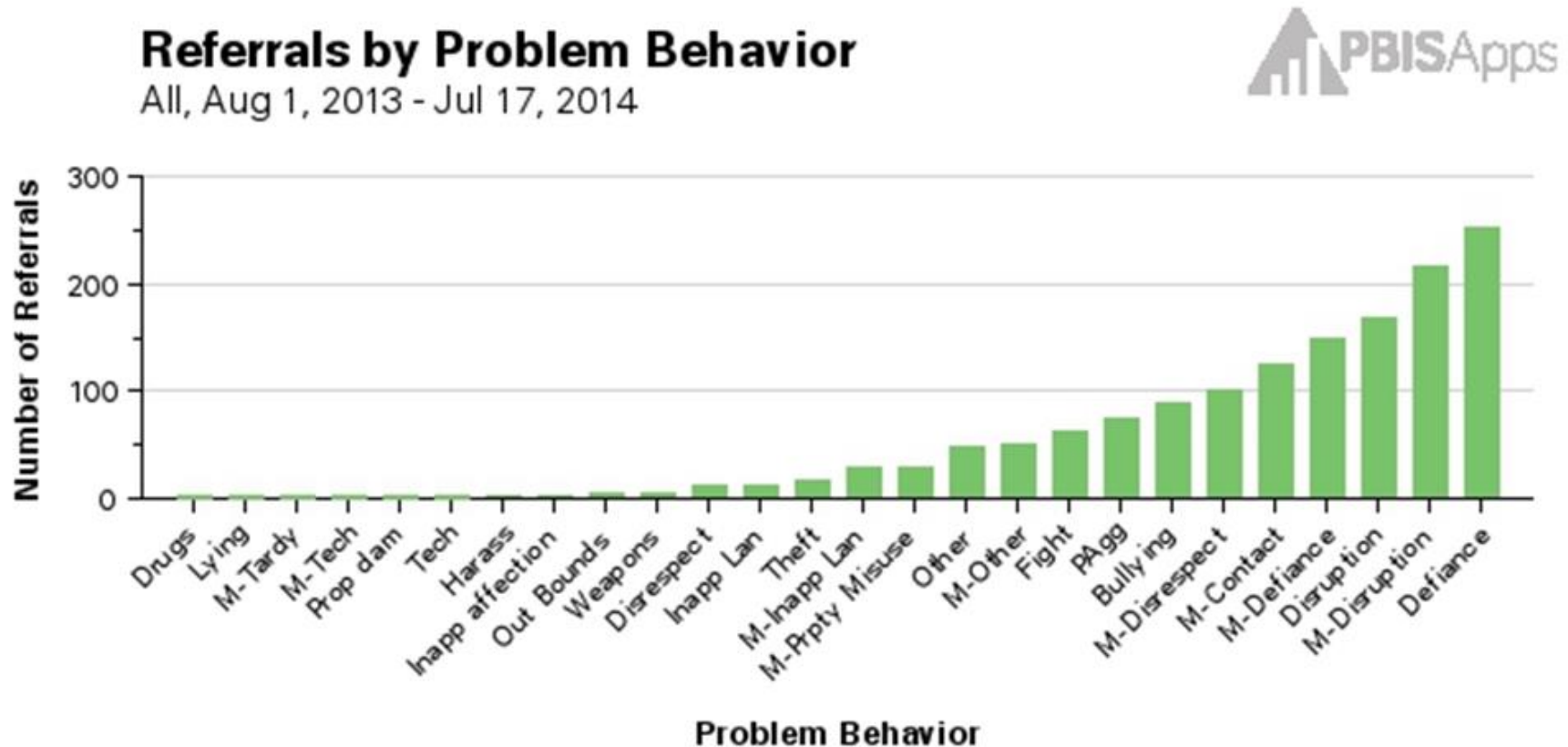
Key components of PBIS

1. Clear behavioral 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 to decide what behavior you want to see

example: office discipline referrals



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.”**

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!!! 😊



Respect **Ownership** **Attitude** **Responsibility** **Safety**

	CLASSROOM & SPECIALS	HALLWAY & COMMON AREAS	BUS	CAFETERIA	BATHROOMS	PLAYGROUND
Respect 	<ul style="list-style-type: none"> Raise your hand Whole body listening 	<ul style="list-style-type: none"> Quiet mouths Walking feet Hands and feet to yourself Hold doors 	<ul style="list-style-type: none"> Inside voices Hands and feet to yourself Share seating 	<ul style="list-style-type: none"> Inside voices Wait your turn Follow directions 	<ul style="list-style-type: none"> Inside voices Knock on door before entering a stall Allow privacy Wait your turn 	<ul style="list-style-type: none"> Take turns Share equipment
Ownership 	<ul style="list-style-type: none"> Participate Accept consequences Do your best work 	<ul style="list-style-type: none"> Accept consequences 	<ul style="list-style-type: none"> Follow driver instructions Follow all bus rules 	<ul style="list-style-type: none"> Clean up your area 	<ul style="list-style-type: none"> Clean up your mess Flush the toilet 	<ul style="list-style-type: none"> Listen for the lineup signal Line up promptly
Attitude 	<ul style="list-style-type: none"> Use kind words Be helpful Work together Believe in yourself 	<ul style="list-style-type: none"> Silent greeting Be helpful 				
Responsibility 	<ul style="list-style-type: none"> Ask permission Be honest Make smart choices Use and return materials Hold doors 	<ul style="list-style-type: none"> Turn in found items Go to your destination quickly & quietly 				
Safety 	<ul style="list-style-type: none"> Chair legs on the floor Hands and feet to yourself Walking feet 	<ul style="list-style-type: none"> Walking feet Eyes forward Hands at sides Keep to the right 				

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.

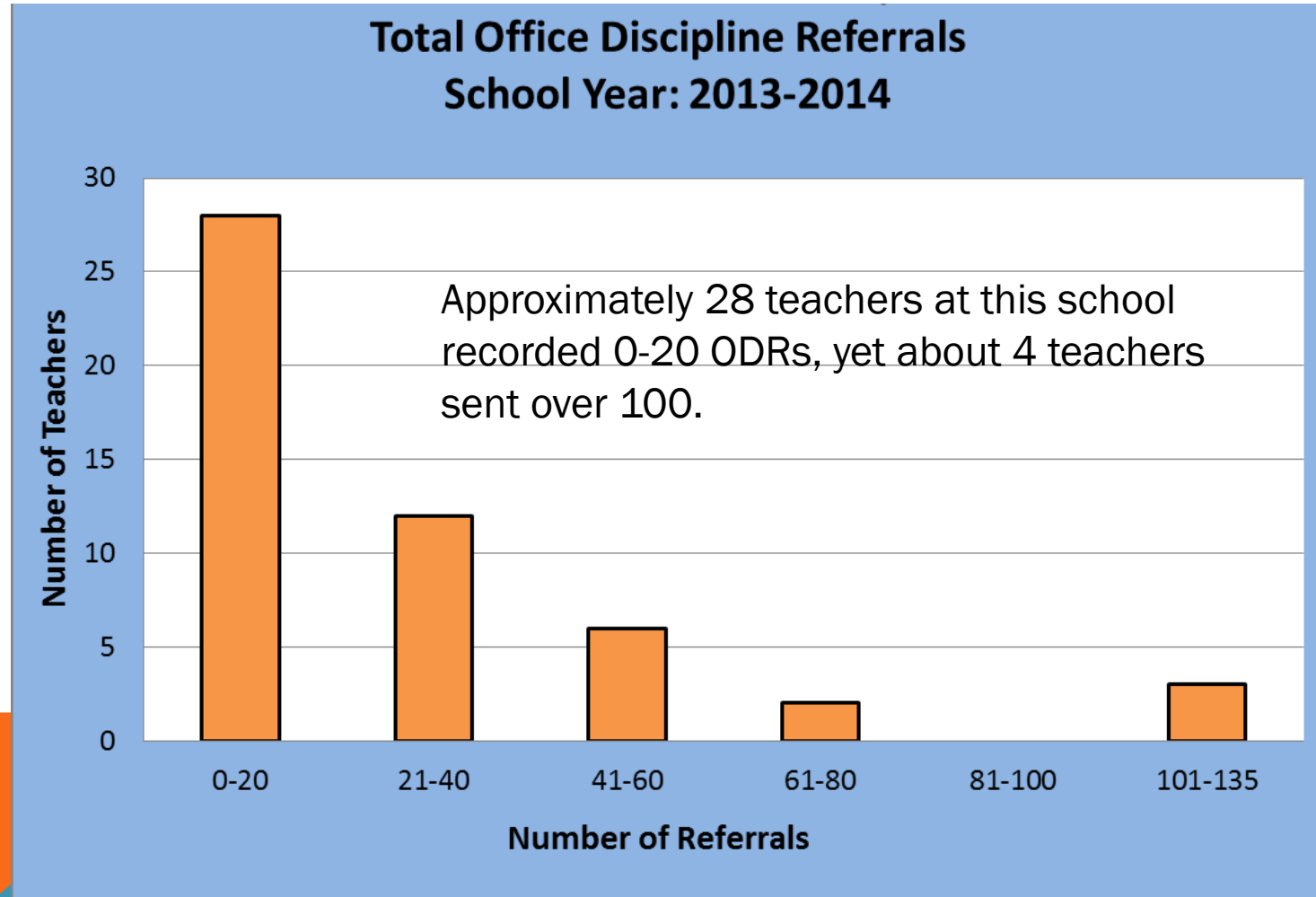


Component #2: CONSISTENT TEACHING OF BEHAVIOR AND EXPECTATIONS

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

Office discipline referrals “by teacher”



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>

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
Poster Session

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: REINFORCEMENT AND ACKNOWLEDGEMENTS

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

- Encourage the behaviors we want to recur
- Positive peer pressure
- May be the only bright spot in student's day!!
- Turn the behavior into a habit!!



Acknowledgement → meeting behavior expectation

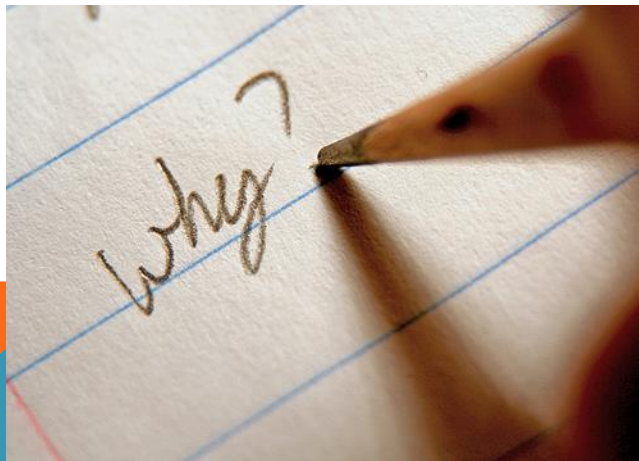
No:

“Yo Dude....good job!”

Yes:

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

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



Celebrate & reinforce good behavior!



Component #4: DATA BASED DECISION MAKING

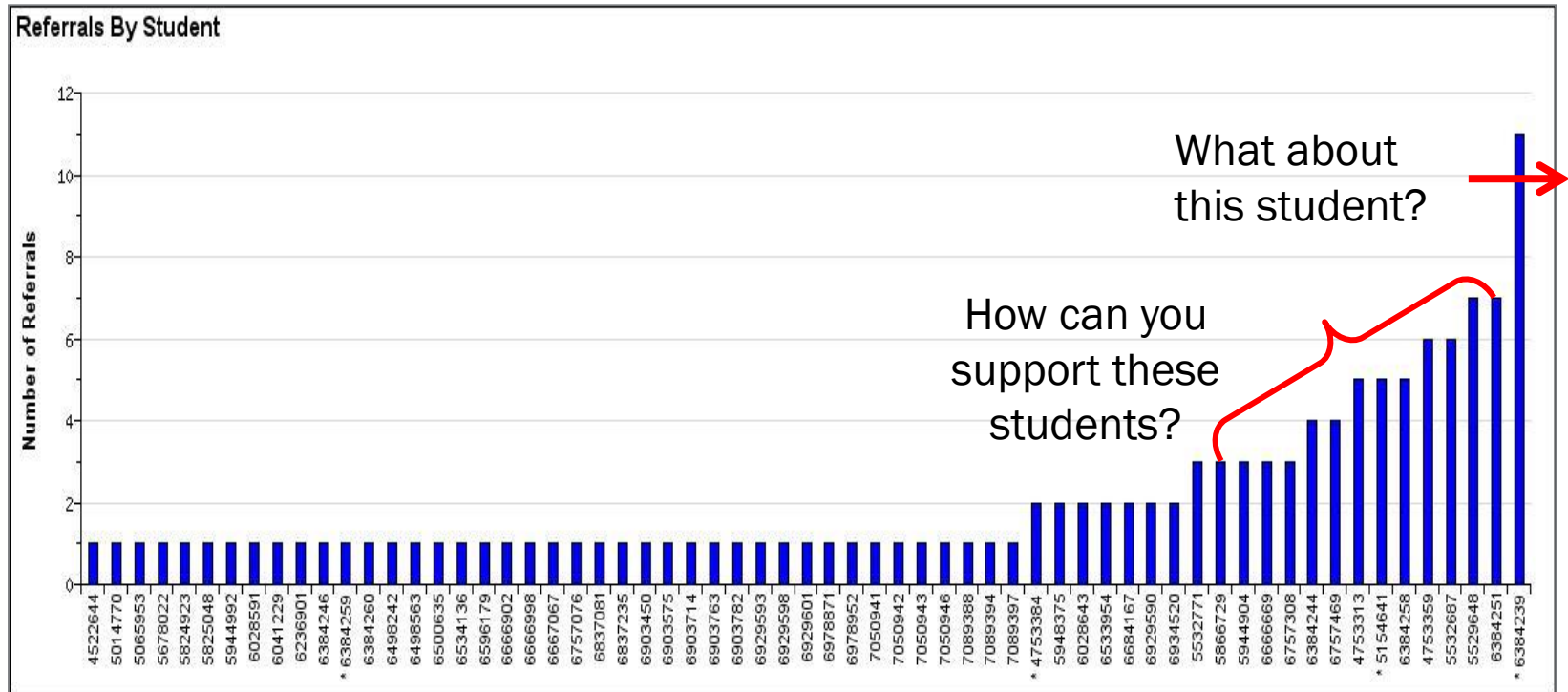


What type of data do you need for decisions?

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

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

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



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

Component #5: EVALUATION OF PROGRESS



Key to fidelity

Regular evaluation of progress and school

- ❖ School-Wide efforts
- ❖ PBIS Team efforts



Who is going to do all this?

(unfortunately it's won't magically happen)



WHO FORMS THE LEADERSHIP FOR PBIS?

1. The PBIS Team

Create a dream (PBIS) 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**



2. The District Leadership Team

WHO SHOULD BE ON THE DISTRICT TEAM?

Personnel who focus on...

- prevention of problem behavior
- Title or related initiatives
- management & evaluation of resources on behavioral supports
- Administration

Examples:

District/School administration
District PBIS trainers
Teachers
Special Education Staff
School Psychology Specialists or
Counselors
Student Health Staff
Students, parents, family
Character Education trainers
Alternative Programming staff
Data Management staff
Cultural Competency staff

EXAMPLE: DISTRICT LEADERSHIP TEAM

COLUMBIA PUBLIC SCHOOLS, COLUMBIA MO

**Director of Student
Services**

**Director of Special
Education**

**Assistant Superintendent
for Curriculum**

**Director of Secondary
Education**

**Director of Elementary
Education**

**Professional Development
Coordinator**

**Building Principals from
elementary and
secondary schools**

Classroom teacher

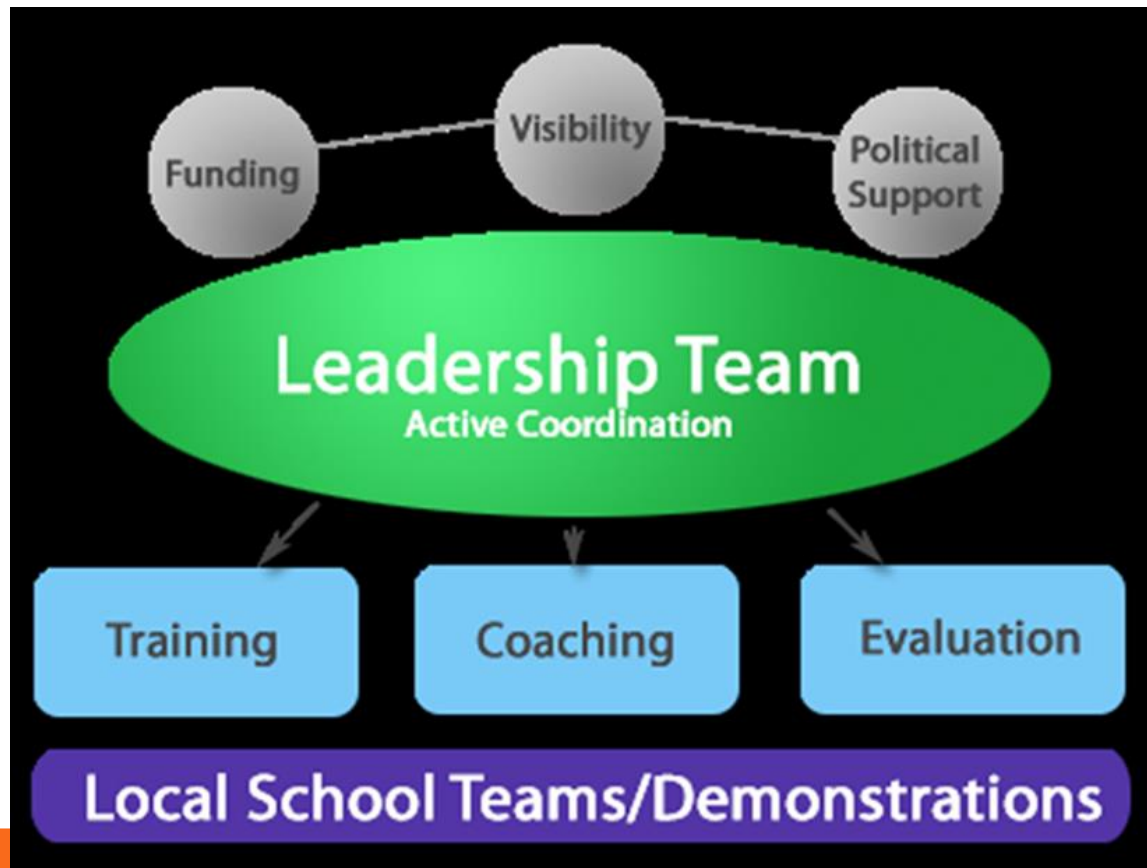
**School Psychologist
Coordinator**

Guidance Counselor

University Researcher

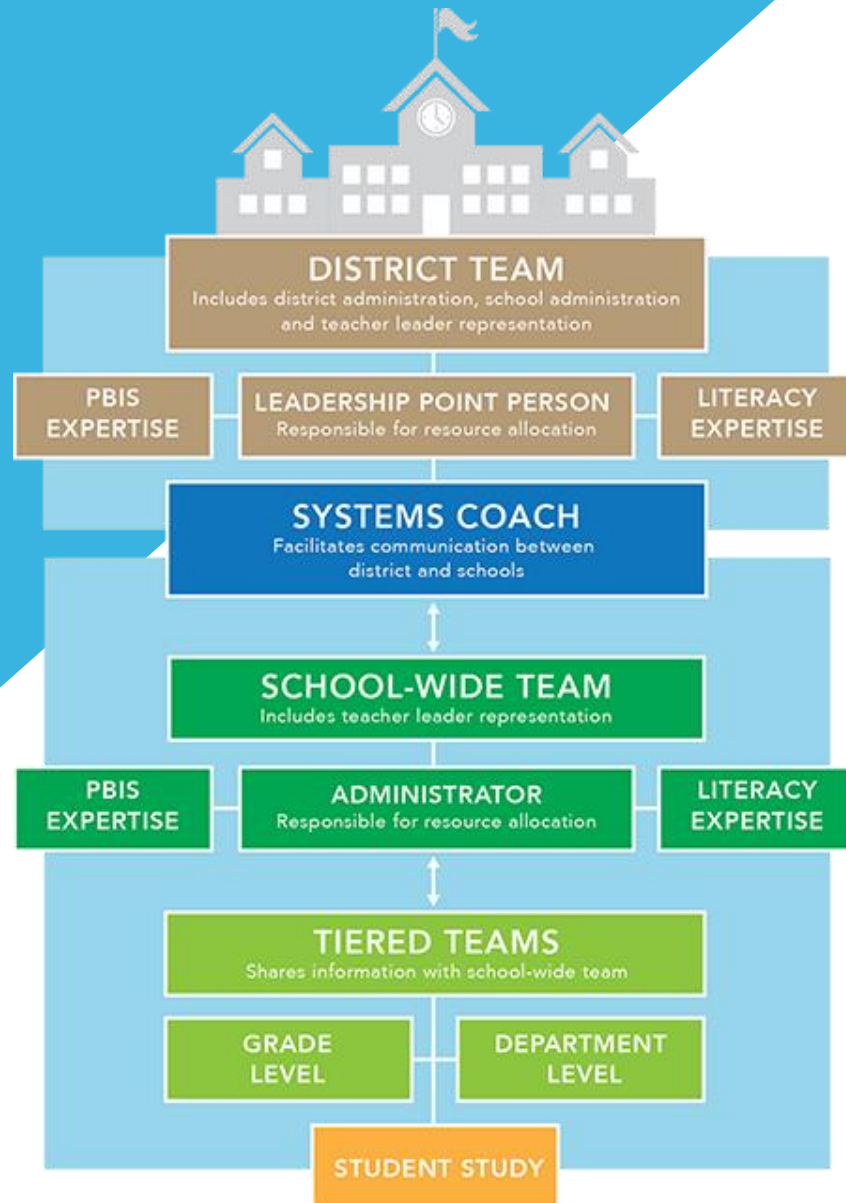


DISTRICT LEADERSHIP TEAM MODEL



DISTRICT TEAM EXAMPLE FROM OREGON

This is the
Oregon model
for district RTI
leadership for
behavior and
literacy.



RESPONSIBILITIES OF THE DISTRICT TEAM

- Make student behavior top priority
- Self assessment
- Make and monitor 3-5 year action plan
- Conduct regularly scheduled meetings
- Secure stable funding
- Establish visibility (website, newsletter, etc.)
- Build training capacity
- Develop coaching network
- Evaluate school-wide PBIS efforts

FUNCTIONS OF THE DISTRICT COORDINATOR

**Chair District PBIS
Leadership Team**

**Coordinate Team
Functions**

- Funding
- Visibility
- Data & Evaluation
- Training

**Manage District PBIS
Action Plan**

**Coordinate district PBIS
training & PD**

**Coordinate with other
district initiatives**

**Provide PBIS technical
assistance**



TIERS 2 AND 3

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

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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