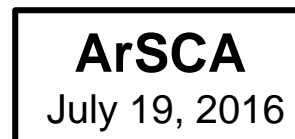


RTI arkansas

Positive Behavioral Interventions and Supports

A Multi-tiered Framework for Improving School Climate and
Student Outcomes





Anne Merten & David Saarnio
Arkansas State University

Jennifer Gonzales
Arkansas Department of Education



Acknowledgements

We would like to thank the following for sharing resources that were used in the development of this presentation:

- OSEP Center for PBIS
- Illinois PBIS Network
- Midwest PBIS Network
- PBIS Maryland
- Missouri Schoolwide Positive Behavior Support
- PBIS.org



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



The screenshot shows the website cce.astate.edu/pbis/ in a browser window. A yellow arrow points to the address bar. The website header features the logo for the Arkansas Positive Behavioral Interventions & Supports (PBIS) center, which includes a star and the text "center for community engagement arkansas state university". Below the header is a navigation menu with links: HOME, PRESENTATIONS, SERVICES, RESOURCES, WHAT'S NEW, CALENDAR, and CONTACT US. A yellow arrow points to the "PRESENTATIONS" link. Below the navigation menu is a banner with the text "A Resource for Arkansas" and 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; 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!

Event List

No upcoming events

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

Join us!

RTI Arkansas

Objectives

- How school counselors support RTI
- Understand why RTI matters for school climate
- Understand how Academic RTI & Behavior RTI relate
- Understand practices & systems of PBIS Implementation

School Counselors



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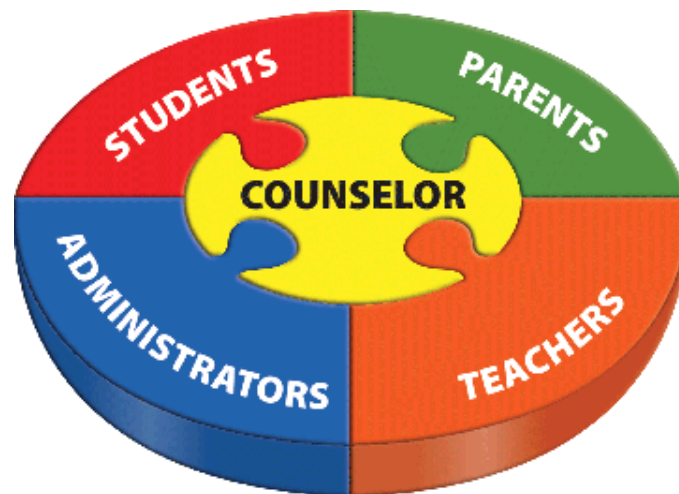


Some School Counselor Responsibilities

- Coordinates school-wide counseling activities
- Provides assessment and diagnostic procedures
- Provides individual and group counseling
- Assists teachers in responding to students' developmental needs
- Interprets achievement & aptitude data for curriculum planning
- Provides academic support
- ∴ Mental Health & Academics

What do School Counselors Do?

- Address behavioral problems
- Control school climate
- Address larger needs of school (e.g., PD)
- ∴ Address *behavioral climate* of school



What is School Climate?

Some elements include...

- “Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.” (emphasis added)

National School Climate Center, <http://www.schoolclimate.org/climate/>

Discussion



Why is positive school climate important?

Impact of School Climate

- + Psychological well being
- - Student absenteeism
- - Student suspension
- + Motivation to learn
- - Aggression
- - Peer Victimization
- + School achievement

<https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf>

Discussion



How can you improve school climate?



Plan for academic & behavioral success = RTI



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RTI Framework: How do academics & behavior fit together?



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

Working together

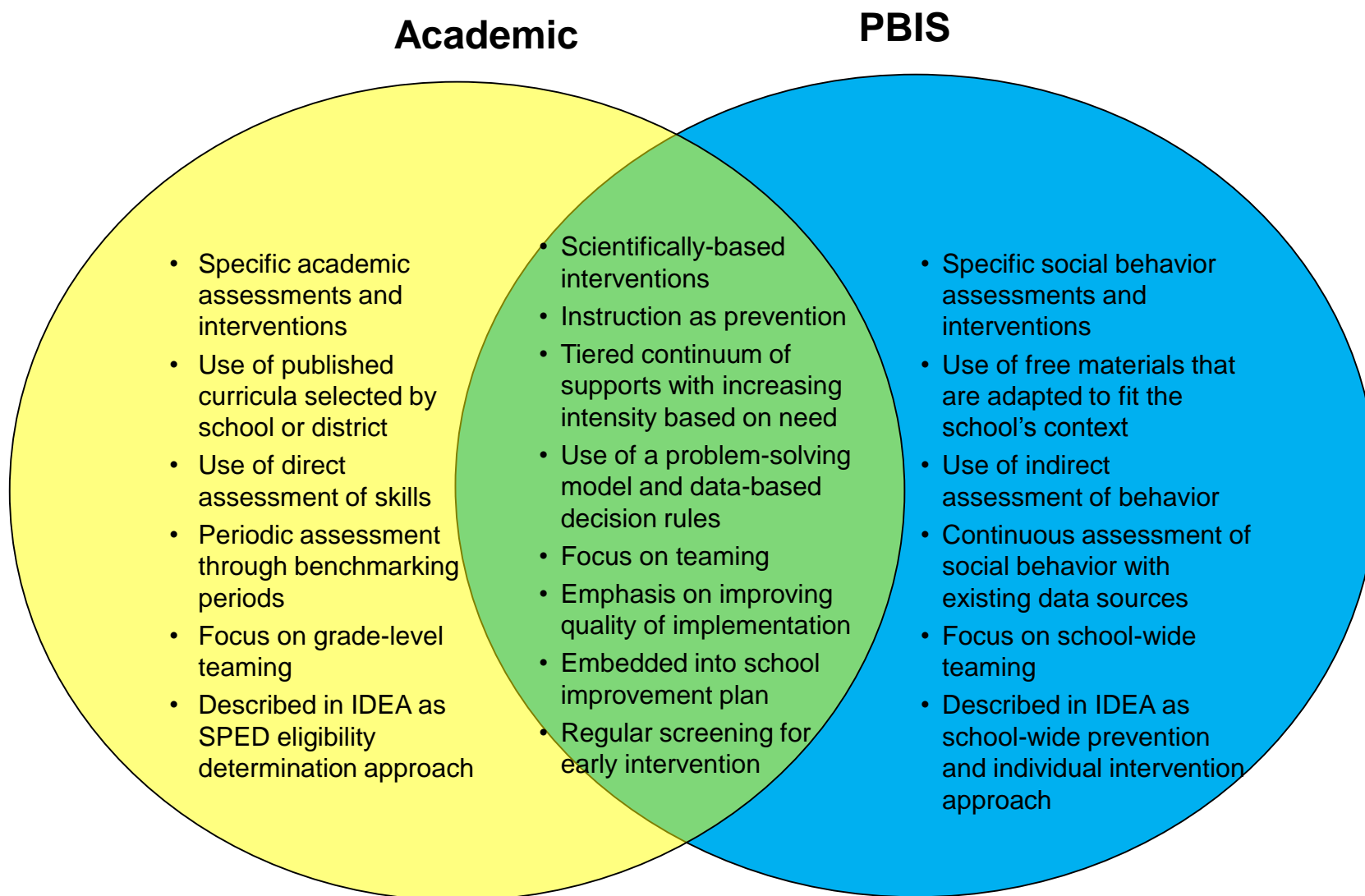
“Academic and behavioral challenges are of utmost concern to schools... ...they are too closely linked to approach independently and intervene separately.”

McIntosh, Chard, Bolland, Horner (2006)

Is RTI exactly the same for academics and behavior?

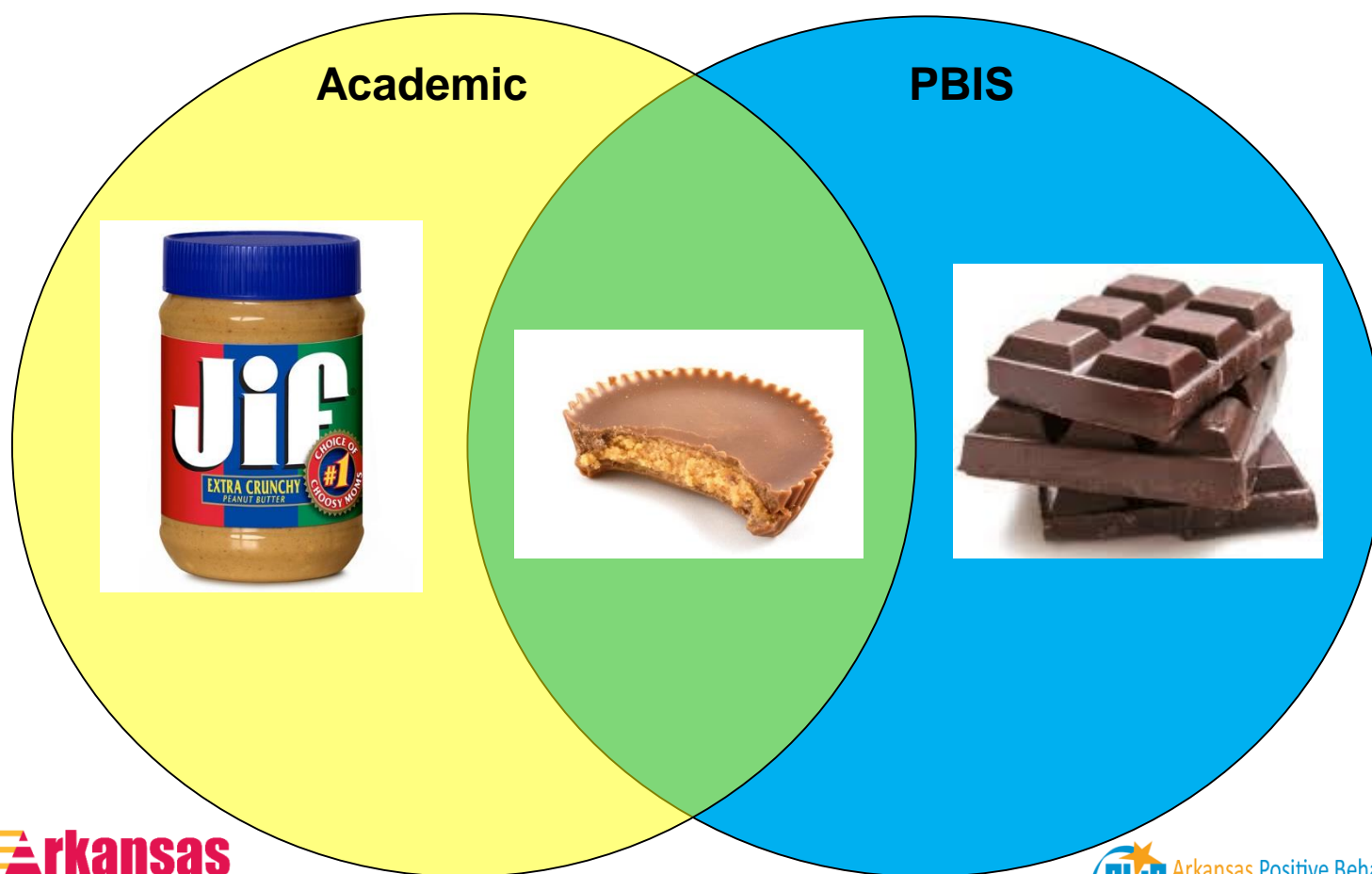
Features of RTI

(originally from McIntosh & Goodman; adapted from Horner, undated, PBIS.org)



Why integrate?

Because some things work better together



PBIS



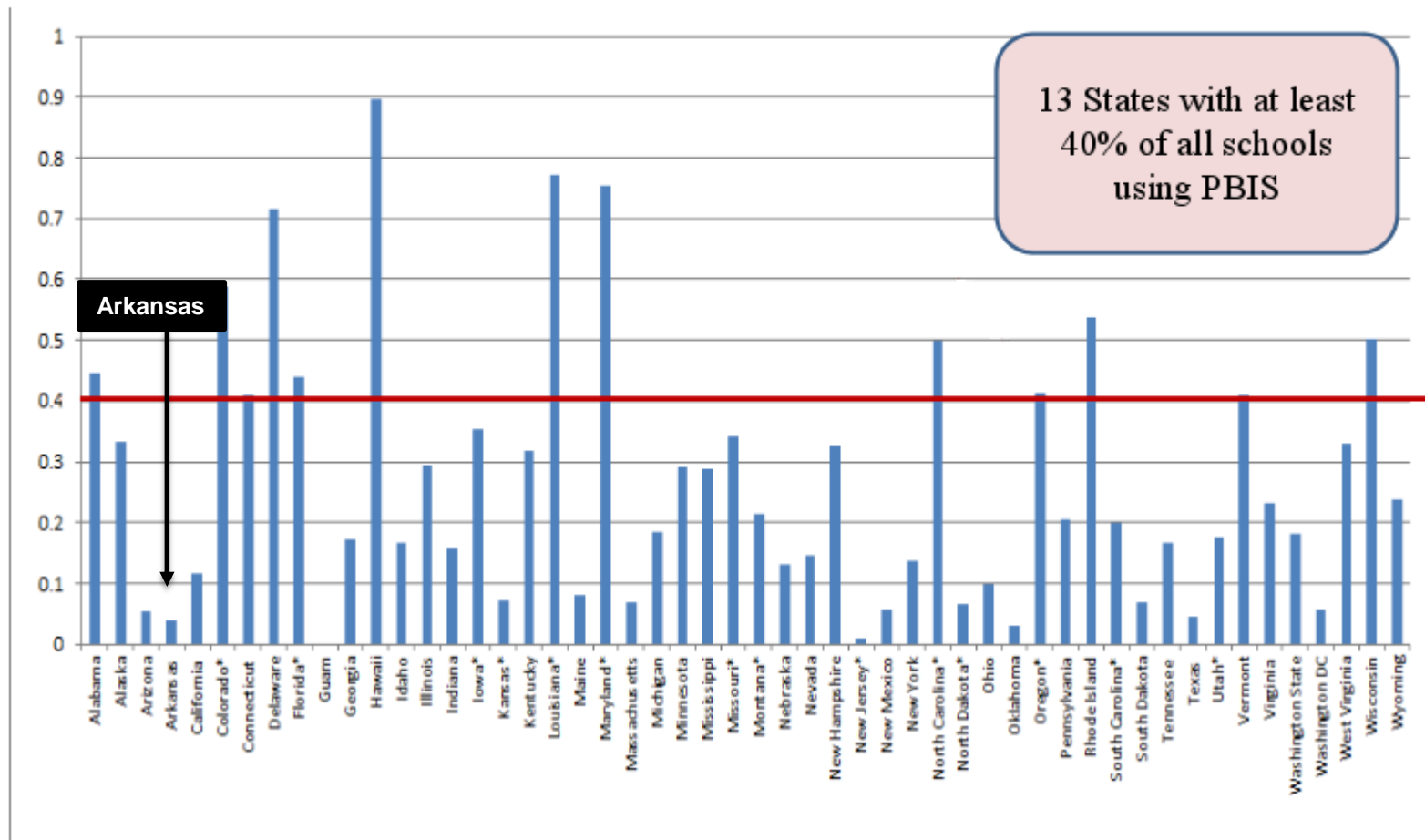
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Why PBIS?

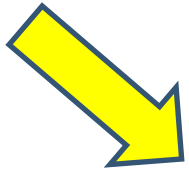
Proportion of Schools Implementing SWPBIS by State

February, 2015 (Adapted from Horner, undated, PBIS.org)

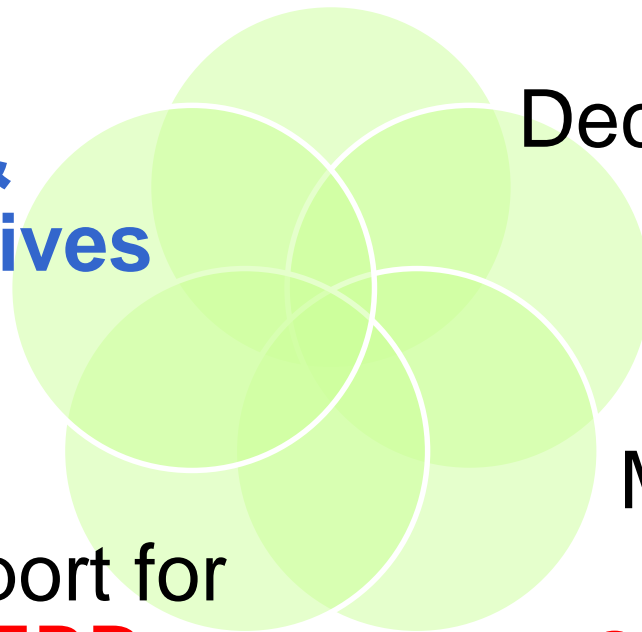


PBIS is about....

Improving classroom &
school climate



**Integrating
academic &
behavior initiatives**



Decreasing **reactive
management**

Improving support for
students w/ EBD

Maximizing
**academic
achievement**

Teacher & Instructional Time LOST

Teacher Managed Referrals - MINORS

School name	Any School

Number of referrals for last year	720
-----------------------------------	-----

Number of referrals for this year	
-----------------------------------	--

Average # of minutes teacher spends per referral	10
---	----

Average # of minutes of instructional minutes lost per referral	15
--	----

Time LOST

	Teachers	Instructional Time
Minutes	7200	10800
Hours	120	180
Days	17	26

Time LOST for Students & Administrators

Office Managed Referrals - MAJORS

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

Understanding PBIS

Positive Behavior Interventions & Supports



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A New Philosophy

PBIS is more than just adding interventions →
it is a **change in philosophy**.

PBIS is a *proactive and positive approach to discipline*
rather than punitive discipline.

PBIS **teaches**, models, and encourages positive student behavior instead of waiting for students to make a mistake.

A Good Point...

“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?”**

Organizing Your Environment



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PBIS: What do we need to support ALL students?

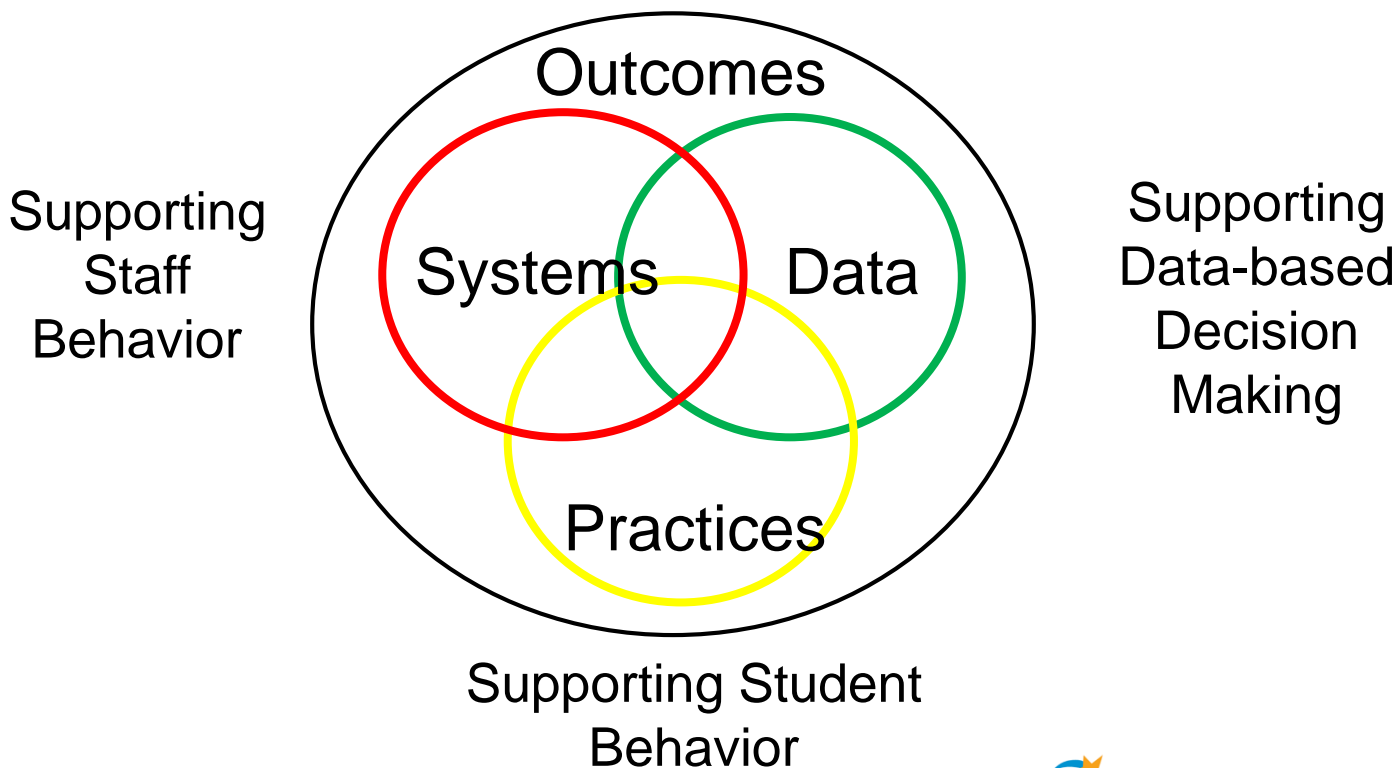


Some guiding questions:

- What outcomes do we want for our students?
- What supports will help them reach those outcomes?
- How will we deliver those supports?
- How will we know if they are working?

4 Basic Elements of PBIS Supports

Supporting Social Competence and
Academic Achievement



1. Systems: Plans for Support

- How you support staff so that they can support students

- Plan for how and when you teach students behavior
- Plan for acknowledging appropriate behavior
- Plan for addressing inappropriate behavior
- Problem solving team to make decisions

2. Practices: What to do

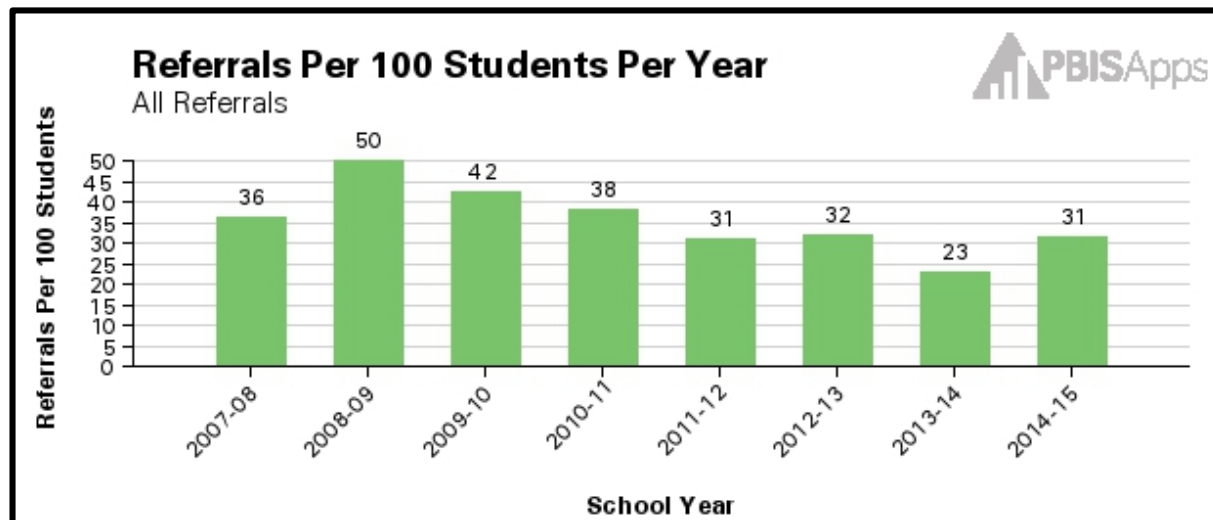
- How you reduce problem behaviors across the entire student body

- Teach appropriate behavior
- Model appropriate behavior
- Recognize appropriate behavior
- Discourage inappropriate behavior

3. Measurable Outcomes

How you will know if you are succeeding?

Monitor data (e.g., Office Discipline Referrals)



4. Data-based Decision Making

How will you make informed decisions and measure success?

Answer the following:

- *Who*
- *What*
- *When*
- *Where*
- *Why*



Tiers of Intervention



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Tier III

Core Instruction +
INTENSIVE INTERVENTION

Intensive
Intervention
(1-5%)

Tier II

Core Instruction +
SUPPLEMENTAL INTERVENTION

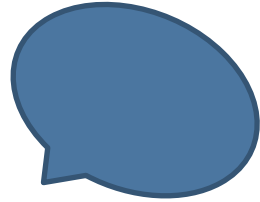
Targeted Intervention
in addition to core instruction
for at risk students (10-15%)

Tier I

Core Instruction

Core Classroom Instruction
that is evidence based and differentiated
for all students

Discussion



What preventative practices for behavior does your school have?

Where do you start?

First step: create your plan for Tier 1 for Core Behavior Instruction



Steps to Implementing PBIS

1. Select members to be a part of a PBIS Team
2. Develop a Common Language
3. Train the Staff
4. Recognize the Staff
5. Train the Students
6. Recognize the Students
7. Analyze Data to Determine Needs

1. PBIS Team



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Create A Dream Team

What you need 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
 - Music
 - Library
 - SPED



Team responsibilities

- Develop school-wide PBIS action plan
- Monitor & evaluate behavior data
- Hold regular team meetings
- Maintain communication with staff & coach
- Monitor & evaluate progress
- Report outcomes to school & district stakeholders

2. Develop a Positive Common Language



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**CONSISTENCY
IS** 

Common Philosophy

- Align with your mission/vision
- Commit to proactive/preventive discipline
- Create common language
- Create a predictable environment
- Ensure support from administration

Define Expected Behavior



Some guiding questions:

- What have been the 3-5 *biggest behavioral issues* in your district/school?



Define Expected Behavior (cont.)

What behaviors would you like to see instead?

Common Examples


- Be respectful
- Be responsible
- Be safe



Defining Expectations

- Describe what the behavior ‘looks like’ in each school setting
- State in a positive way (say ‘what to do’)
- Display expectations in all settings across the school

Valley View Elementary School-Wide Matrix

Be a Blazer!	Classroom & Everywhere	Hallway	Playground
<p>Be Respectful</p> 	<p>1 – Listen and follow directions.</p> <p>2-Know the listening position (Keep hands still and eyes on the speaker)</p>	<p>1 – Walk in the traveling position (Hands to the side or behind. Mouth closed).</p>	<p>1-Take turns.</p> <p>2-Use kind words and actions.</p> <p>3. Line up quickly and quietly.</p>

Amparo Gutierrez Elementary

GATORS

will be...

Safe

- Keep hands, feet and objects to yourself.

Respectful

- Greet your community upon arrival and follow directives.

Responsible

- Arrive between 7:15 A.M. - 7:40 A.M. and report to your classroom.
- Breakfast: 7:15 A.M. - 7:35 A.M.



ARRIVAL EXPECTATIONS

3. Train the Staff



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If you want student behavior to change ...

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



For your staff

- Beginning of the year in-services
 - Go over your matrix
 - Beginning of the year lessons (how to implement)
- Monthly training at faculty meetings
- Work on ways to increase consistent staff buy-in
- Have a plan for substitute teachers

4. Recognize the Staff



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For your staff

- Staff of the month
- Recognition board
- Preferred parking space
- Leave school early on Friday
- Coffee/Sonic card
- Administrator teaches class/takes duty



5. Train the Students



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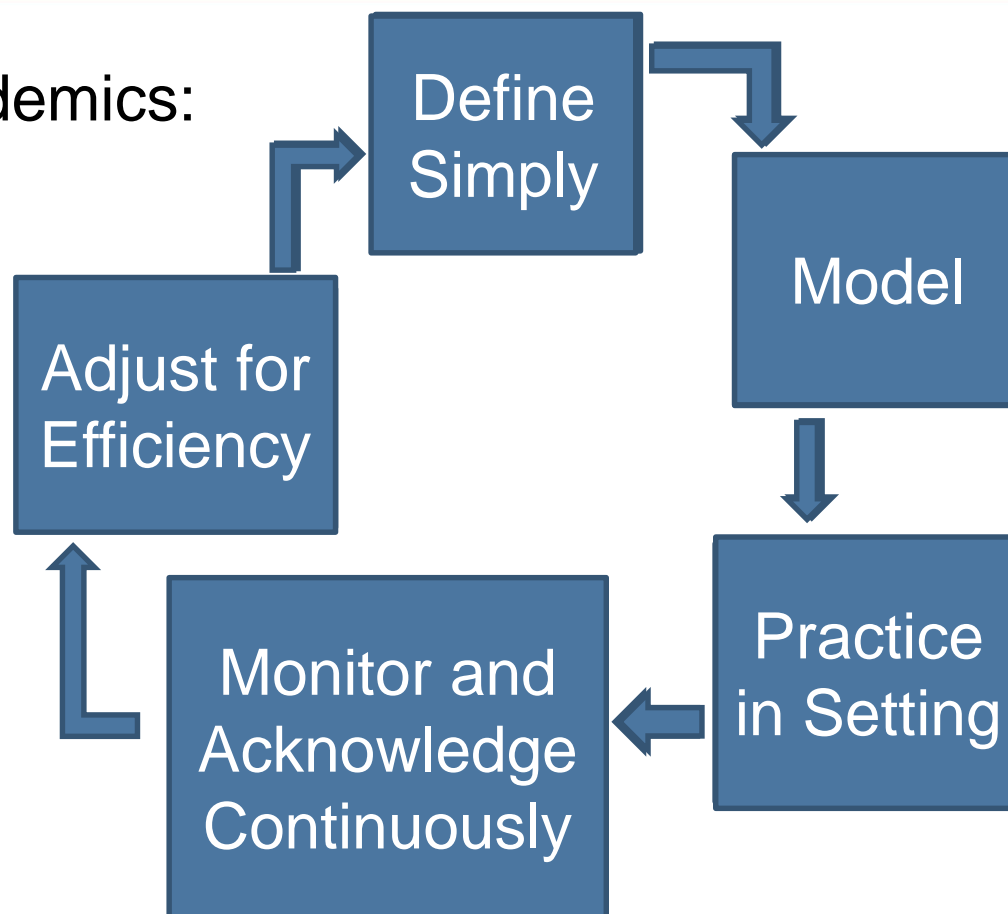
Hi! My name is
Stopthat



Sometimes they call me
Getbackhere

Teaching Expected Behavior

Just like academics:



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.)**

More examples of lesson plans:

<http://cce.astate.edu/pbis/resources/>

TIPS IN TEACHING

- Create skits.
- create videos
- Use older students to show younger students



PBIS Good and bad examples

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

BATHROOM

✓ THE RIGHT WAY

THE WRONG WAY ✗

RTI Arkansas



EXAMPLE: **TEACHING EXPECTATIONS** WITH “ROTATION STATIONS”



Thank you to Brookland Middle School

Students teach “booster” trainings



Reflection



Do you *explicitly teach* students behaviors you expect?

How many times a year?

6. Recognize the Students



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Encouraging Appropriate Behavior

Acknowledge students that use appropriate behavior

- Turns the behavior into a habit!
- Competes with problem behaviors
- Students may encourage other students
- Prompts adults to recognize good behavior

WHY? Don't you like being acknowledged?

How are We Rewarded?



**Frequent Shopper
Rewards**

For every purchase of \$20 or more, receive one stamp (limit one stamp per visit).
 Present your fully stamped card for 25% off a future purchase. Valid at any Nest Store.
 Not to be combined with any other coupons or sales.



www.HOSparrow.org

Strengthen sense of Community

- Set goals
- Celebrate your success
- Build a positive school culture



Examples of Acknowledgements

OWLinder Hoots

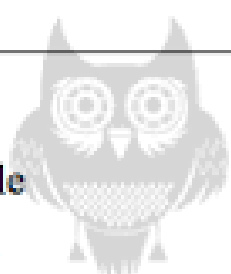
Name: _____

For being:

☐ Safe

☐ Responsible

☐ Respectful



In the:

☐ Cafeteria/Owls nest


☐ Play Area

☐ Bathroom

☐ Walkways

☐ Working areas

Given by: _____



We are Respectful
We are Responsible
We are Learners

Student's Name _____

Grade _____ Date _____

Teacher's Name _____

Name: _____

Grade: _____

DAVISON HIGH SCHOOL

Name: _____

You were: **Courteous**

Attentive

Respectful

Dependable

Supportive

Dear DHS Cardinal:

Congratulations! You have been recognized as a student who follows the Cardinal Code! Thank you for setting such a positive example at DHS. We appreciate your efforts, and keep up the good work!

Sincerely: _____

DHS Staff Member



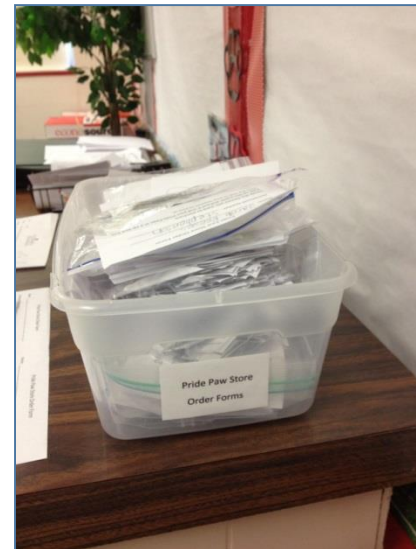
Example

P.S. 26 RUFUS KING SCHOOL		P.S. 26 RUFUS KING SCHOOL		P.S. 26 RUFUS KING SCHOOL		P.S. 26 RUFUS KING SCHOOL		P.S. 26 RUFUS KING SCHOOL	
<div>1</div> Caught Being: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful <input type="checkbox"/> Caring <div>1</div> 123456789 COUGAR CASH	Name: _____ Date: _____ Grade: _____	<div>1</div> Caught Being: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful <input type="checkbox"/> Caring <div>1</div> 123456789 COUGAR CASH	Name: _____ Date: _____ Grade: _____	<div>1</div> Caught Being: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful <input type="checkbox"/> Caring <div>1</div> 123456789 COUGAR CASH	Name: _____ Date: _____ Grade: _____	<div>1</div> Caught Being: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful <input type="checkbox"/> Caring <div>1</div> 123456789 COUGAR CASH	Name: _____ Date: _____ Grade: _____	<div>1</div> Caught Being: <input type="checkbox"/> Safe <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful <input type="checkbox"/> Caring <div>1</div> 123456789 COUGAR CASH	Name: _____ Date: _____ Grade: _____

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!”



What about putting all tickets into a Classroom Bucket?





Reflection

What are ways you *acknowledge* students for positive behavior?

How do you *celebrate* positive behavior?

7. Analyze Data to Determine Needs



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Using Data to Make Decisions

You need data to answer these questions:

- What is the problem?
- Where is it happening?
- When is it happening?
- Who is involved?
- Why is it happening?

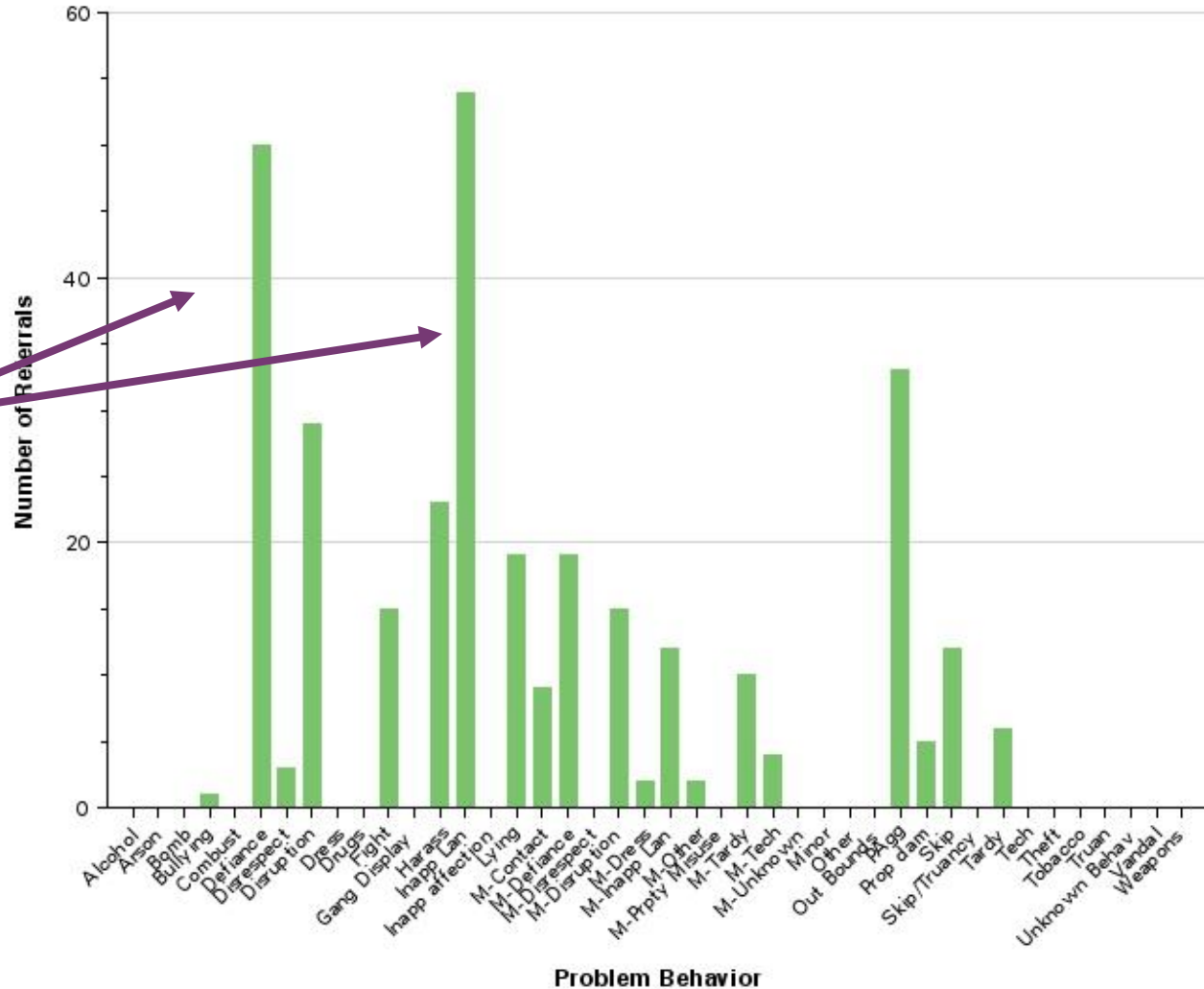
Progress Monitoring

- Use data to set goals & create action plans
- Use data to make decisions on action plans

Example:
 Focus on
 1 or 2 big
 issues

Referrals by Problem Behavior

All, Aug 1, 2015 - Jan 12, 2016



Sustainability



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PBIS Will Work and Sustain If...

- You make PBIS a priority!
- You do it effectively
- You do it efficiently
- You adapt to change

SUMMARY

- How school counselors support RTI
- The relationship of Academic RTI & Behavior
- The systems & practices that make up PBIS

Is PBIS Effective?

“PBIS has given our school common vocabulary and expectations. Since Implementing PBIS our school climate has become more cohesive, positive and structured”.

Principal Lynda Johnson, Desert Mountain School; <http://www.koi-education.com/success-stories/>

Some Great Resources

- The PBIS Compendium
<http://pbiscompendium.ssd.k12.mo.us/>
- Wisconsin PBIS Network
<http://www.wisconsinpbisnetwork.org/educators/resources.html>
- Missouri Schoolwide PBS
<http://pbissmissouri.org/archives/1150>