Positive Behavioral Interventions and Supports (PBIS)

An Overview

State Personnel Development Grant

Arkansas

Building RTI Capacity

PbIS Arkansas Positive Behavioral Interventions & Supports

center for community engagement arkansas state university

Objectives for Today's Presentation

- Learn about PBIS

- Understand behavioral expectations

- Learn how to reinforce expected behaviors

- Understand consistency in responding to problem behaviors

- Learn about using data for decision making

- Learn about leadership in PBIS

Thinking about solutions

IF YOU DO WHAT YOU ALWAYS DID, YOU WILL GET WHAT YOU ALWAYS GOT.

ALBERT EINSTEIN
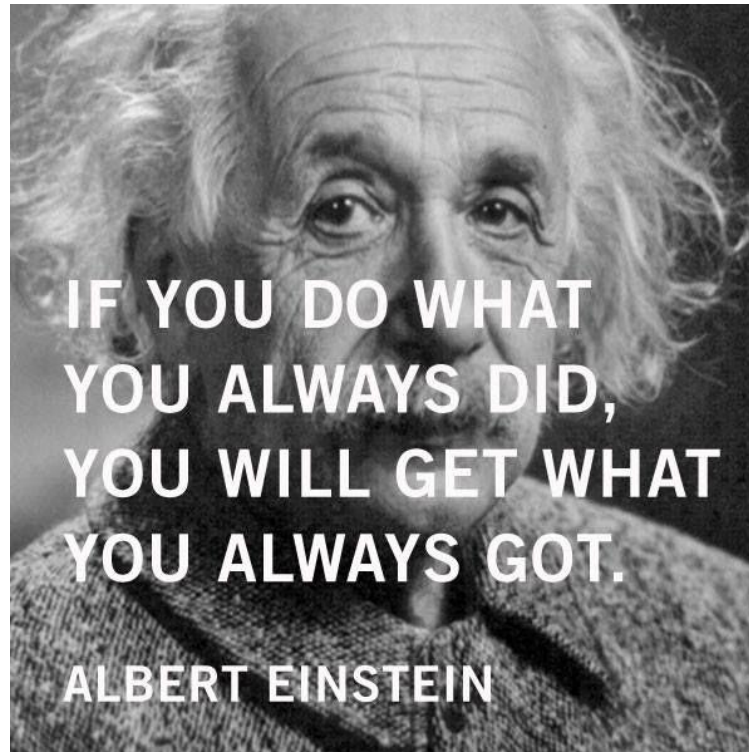
What is PBIS?

Breaking Down The Term

Positive

acknowledging what students do right

making a school more positive

Behavioral

focusing on giving children positive habits

Interventions

changing children's behavior

Supports

providing students and school staff with support to improve school climate

PBIS Is a Different Philosophy

- PBIS = *proactive and positive approach to discipline*

- PBIS ≠ waiting for students to make a mistake

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

- PBIS ≠ punitive discipline

Simply Put

- PBIS is teaching and acknowledging behaviors

- It is not a program

- It is a framework
  - provides structure
  - identifies critical elements
  - fits to your school

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."

Why Implement PBIS?

- How is the behavior of your students?

- How is attendance at your school?

- What is your school climate like?

- How is student achievement in your school?

We asked students in 2 Arkansas *Middle Schools* in September 2015: "What do you think is the biggest behavioral issue at your school?"

We asked students in 2 Arkansas *High Schools* in September 2015:
"What do you think is the biggest behavioral issue at your school?"

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).

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

Behavior and Academics are Related

ACADEMIC → BEHAVIOR

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

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

(adapted from Horner, undated, pbis.org)

BEHAVIOR → ACADEMIC

PBIS Is a Prevention Framework

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

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

PBIS and the RTI Framework

Use the Response to Invention framework for behavior, just like for academics

RTI Components

- Multi-level Prevention System
- Ongoing Assessment
  - School
  - Student (screening)
- Progress Monitoring
- Data-based Decision Making

The Response to Intervention Model

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
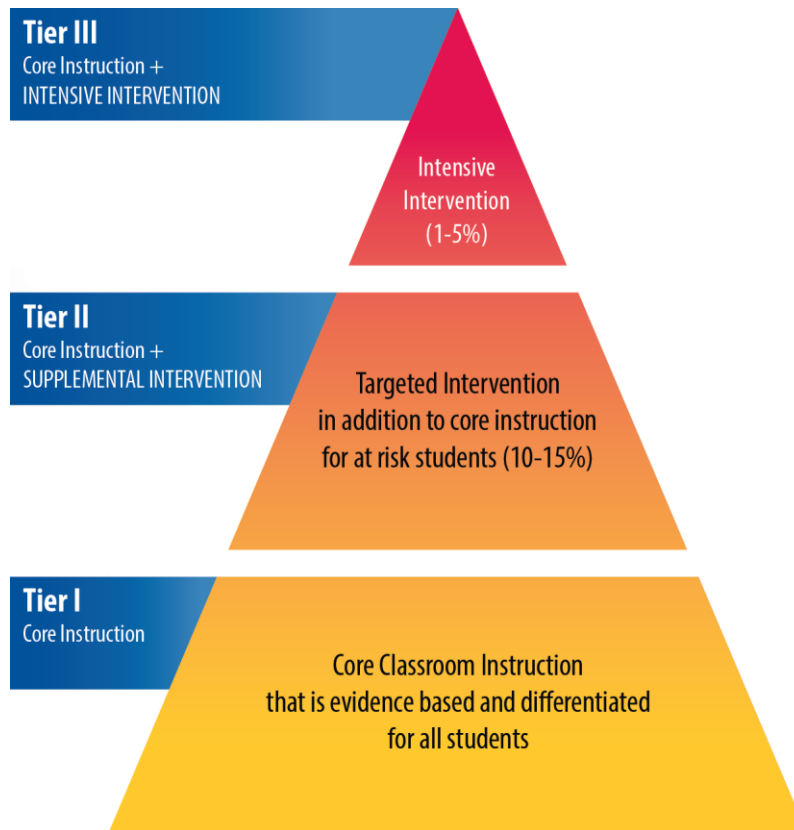
➢ **Tier III: Individualized supports for students engaging in dangerous or threatening behaviors**

➢ **Tier II: Targeted supports for students with non-serious repetitive behaviors.**

➢ **Tier 1: Core instruction (general education) for all students.**

Why Build a Prevention Framework for Behavior?

To create…

- Common, consistent practices and routines
- Common language
- More instructional time
- More administrative time
- Better grades and test scores
- Sanity ☺

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**

Courtesy www.pbismaryland.org

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**

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**

Courtesy www.pbismaryland.org

How does lost time affect the climate for staff? Students?

Disengagement rises

Student Achievement lowers

Reflection: What is PBIS?

Do you…

focus on preventing problem behaviors?

Behavioral Expectations

The Logic of PBIS

- Behavior needs to be taught just like academics

- Think about how we approach other behaviors…

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* $4^7 = 2$*8* *16,384*

5. Solve for x.

      $7x - 4x = 12$ 3.5 *4*

5. Solve.

      4.73   22.2   23.4

   + 5.49 *10.22*   x 2.2   - 17.3   *6.1*

   9.*1*2   2 4.4 *48.84* 14.1

"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?"

John Herner, Former President NASDSE, 1998

If You Want to Teach Behavior, Where do You Begin?

Develop & Define Behavioral Expectations

Teach & Reinforce Expected Behaviors

Reframing the Rules

How do you let students know how they should behave at school?

...Student Handbook?

…Lists of Rules?

What happens when every rule begins with …

"Don't"?

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!!! ☺

Defining Behavioral Expectations

- Tell Students What TO DO

- Define and Clarify Behavioral Expectations

How Do You Decide on Behavioral Expectations?

- Use your school's mission statement

- Use your school's behavioral data
  (e.g., office referrals)

- Ask your staff & students for input

Sample Behavioral Expectations

State Personnel Development Grant
Arkansas
Building RTI Capacity

BOOTH HILL
ROARS

Respect **O**wnership **A**ttitude **R**esponsibility **S**afety

SBCUSD Positive Behavior Support Initiativ

	CLASSROOM & SPECIALS	HALLWAY & COMMON AREAS	BUS
Respect	• Raise your hand • Whole body listening	• Quiet mouths • Walking feet • Hands and feet to yourself • Hold doors	• Inside voices • Hands and feet to yourself • Share seating
Ownership	• Participate • Accept consequences • Do your best work	• Accept consequences	• Follow driver instructions • Follow all bus rules
Attitude	• Use kind words • Be helpful • Work together • Believe in yourself	• Silent greeting • Be helpful	• Use kind words • Greet the driver • Help others • Be a role model
Responsibility	• Ask permission • Be honest • Make smart choices • Use and return materials • Hold doors	• Turn in found items • Go to your destination quickly & quietly	• Immediately and accurately report problems
Safety	• Chair legs on the floor • Hands and feet to yourself • Walking feet	• Walking feet • Eyes forward • Hands at sides • Keep to the right	• Walking feet: coming and going • Bottom in the seat

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

• Bottom in chair
• Wait your turn
• Hands and feet to yourself
• Eat your own food

• Wash hands
• Hands and feet to yourself

• Call an adult for help
• Hands and feet to yourself

http://old.jusd.k12.ca.us/schools/pae/SitePages/PBIS.aspx

https://boothhillschool.files.wordpress.com/2013/09/boothhillschool-roars-program.jpg

RTI Arkansas

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Sample High School Expectations

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

http://hs.rs-wolves.com/apps/pages/indes.jsp?uREC_ID=183331&type=d&pREC_ID=408896

Teaching Expected Behavior

- Develop lesson plans

- Teach and model the expectations in context

- Let students practice and give them feedback

- Develop a schedule for teaching lessons

- Use data to guide booster lessons

Example:

Behavior Lesson Plan
for Cafeteria

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.)

Wedgwood Elementary School, Ferguson - Florissant School District, St Louis MO
www.pbiscompendium.ssd.k12.mo.us/es-safe-cafeteria

Student Teaching "Booster" Trainings

Acknowledging Expected Behavior

Encouraging Expected Behaviors

Once you've taught students the expectations…

Now what?

Why Acknowledge Students for Behaving 'Like They Should?'

- Encourage the behaviors we want to recur

- Positive peer pressure

- May be the only bright spot in a student's day

- Turn the behavior into a habit

What are Acknowledgements?

Acknowledgements are rewards designed to encourage behavior.

- Initial

- Sustained

Types of Acknowledgements

- Tangible

- Intangible/verbal

- Celebrations

- Privileges

Tangible Acknowledgement Examples

http:/www.tempeschools.org/our-schools/elementary-schools-k-5/wood-elementary/pbis-positive-discipline

http://internet.savannah.chatham.k12.ga.us/schools/DeRenne/pbis/default.aspx

Tangible Acknowledgement Examples

Celebrate and Reinforce

Good Behavior!

Guidelines for Giving Tangible Acknowledgements

- ALL students in school can receive them, regardless of other interventions

- Over time, move from
  - more frequent to less frequent
  - predictable to unpredictable
  - tangible to social
  - extrinsic to intrinsic

How to Acknowledge

Always tell the student WHY he/she is getting the acknowledgement

Acknowledgement ➡ meeting behavior expectation

Restate the *expectation!*
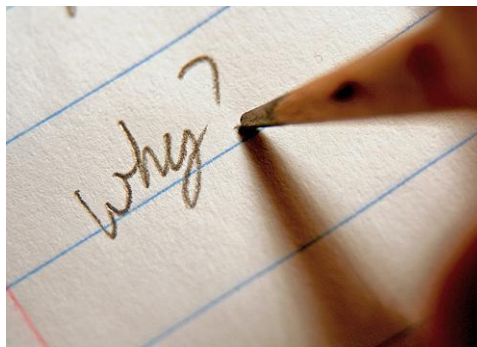
Example of Acknowledgement

No: "That was awesome….good job!"

Yes: "Thank you Jack for picking up that trash! I appreciate how you are **respecting** our cafeteria!"

Reflection: Acknowledging Expected Behavior

Do you…

specifically acknowledge students for positive behavior?

have a tangible way to reinforce behavior you want to consistently see?

Consistent Responses to Inappropriate Behavior

What About Inappropriate Behavior?

What do you do about the behaviors you do not want to see?

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

PBIS Implementation Survey from one Arkansas Elementary School - 2014

Consistency of Response

Are teachers and staff consistent in their responses to behavior?

- in defining behaviors

- in responding to behaviors

Consistency in Defining

What is disrespect?

What is defiance?

Does everyone in your school define them the same way?

Consistency in Responding: Office Discipline Referrals "By **Teacher**"

Total Office Discipline Referrals
School Year: 2013-2014

Approximately 28 teachers at this school recorded 0-20 ODRs, yet about 4 teachers sent over 100.

Number of Teachers

Number of Referrals

Office Discipline Referral Data from one Arkansas Middle School 2013-2014 school year
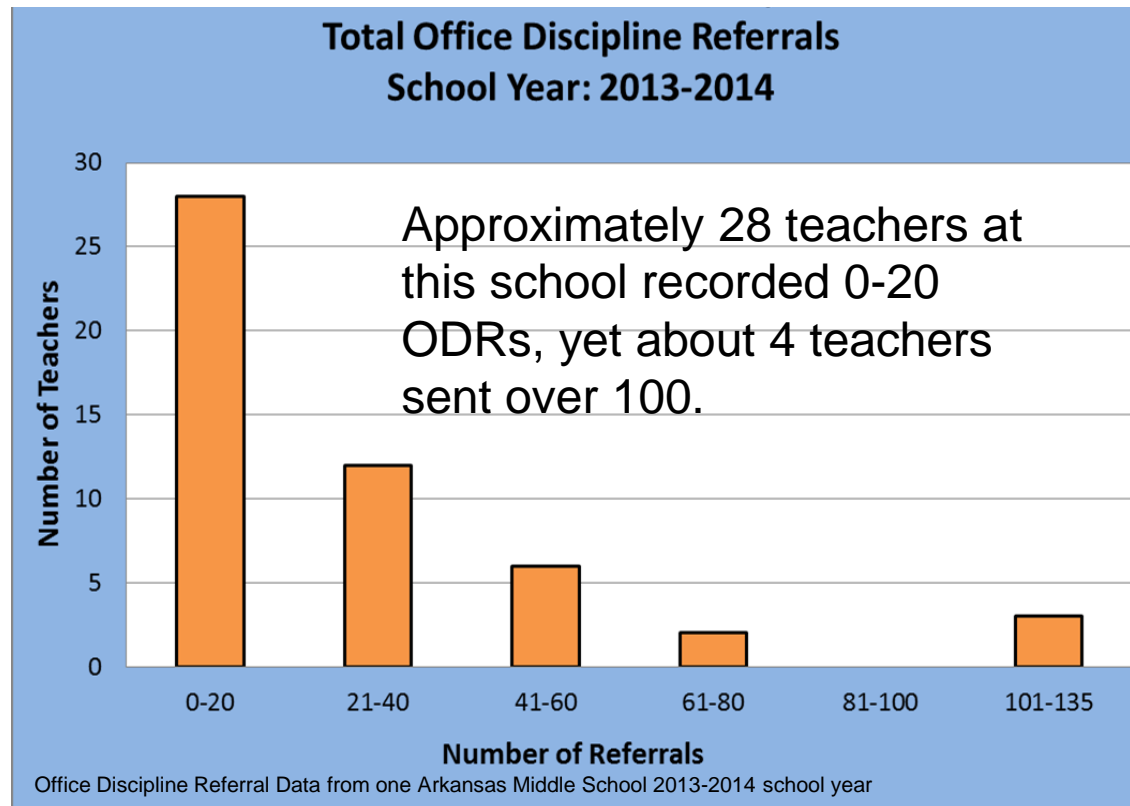
How to Get Consistency: The T-Chart

Teacher Managed Behaviors	Office Managed Behaviors
Minors	Majors
• Tardy	• Chronic/Severe Bullying
• Inappropriate Language	• Stealing
• Chewing Gum, Food/Drinks	• Vandalism
• Not Having Materials, Supplies	• Electronics Violations
• Missing Homework	• Illegal Substance
• Tattling	• Chronic Non-Compliance
• Teasing/Bullying	• Possession of Weapons
• Lying/Cheating	• Profanity directed at a person
• Dress Code Violation	• Repeated Minor Disruptions*
• Disruption (not chronic)	• Fighting/Assault
• Defiance/Disrespect/Non-Compliance	• Threat
	• Chronic Wandering/Class-Skipping
	• Gang Related Behaviors
	• Sexual Harassment
3 Minors = 1 Major	• False AED/Fire Alarm/Bomb Threat

Milwaukee Public Schools

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:_____

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:

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www.pbis.org

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Reflection: Responding to Problem Behavior

Do you…

| define problem behavior the same way as your co-worker? | do you know what should be staff managed behavior and office managed behavior ? |

Data Based Decision Making

Data-based Decision Making

How does your school support decision making?

Use Data:

- Record and analyze data regularly

- Set goals and progress monitor

What Type of Data Do You Need For Decisions?

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

    - Demographics

    - Attendance

    - Grades

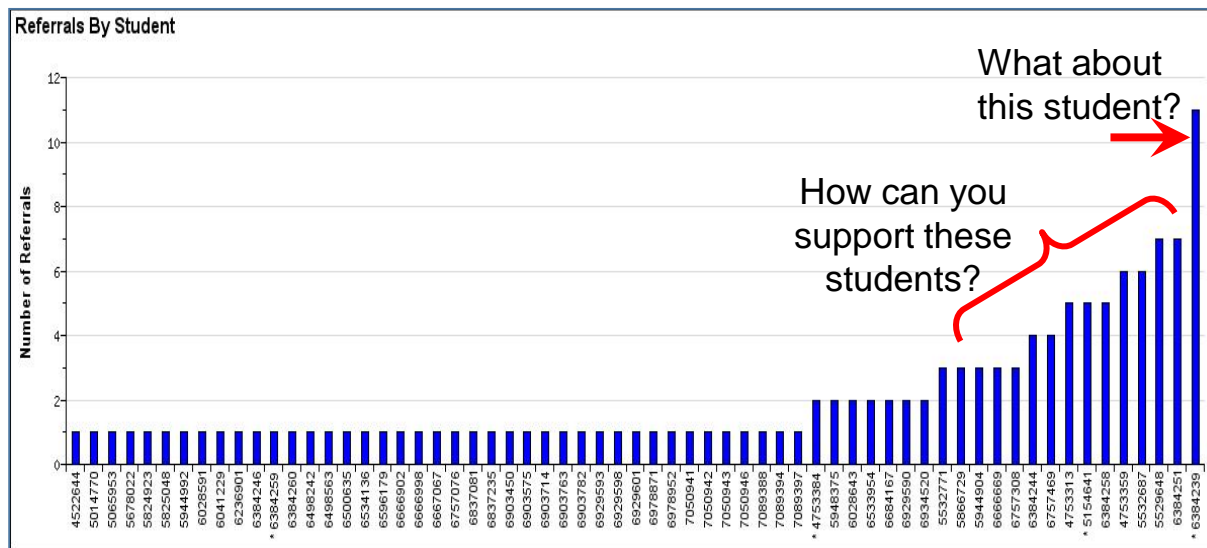   - Office Discipline Forms

    - Surveys

What Do You Do With Those Data?

- Identify *where* problem behaviors occur

- Identify *times* and *days* of problem-behavior spikes

- Identify *what behaviors* are occurring and *why* they are

- *Develop an action plan* for reducing problem behaviors.

Use Data To Determine Which Students Need Extra Supports (Example of SWIS Data)

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

Reflection: Data-Based Decision Making
Do you…

use office discipline referral data to see what problems are happening school-wide?

use data to prevent problem behaviors from occurring?

use behavior data to see what students might need an additional layer of support?

Who Forms the Leadership for PBIS?

Who is Going to Do All of This?

Unfortunately, it won't magically happen.

Leading the process

The School PBIS Team…

- Drives the implementation process
- Uses data to make decisions
- Provides support and professional development to staff

Alternative Approach

The School RTI Tier 1 Team…

- Integrates behavior and academics
- Focuses on school-wide issues
- Uses data to make decisions
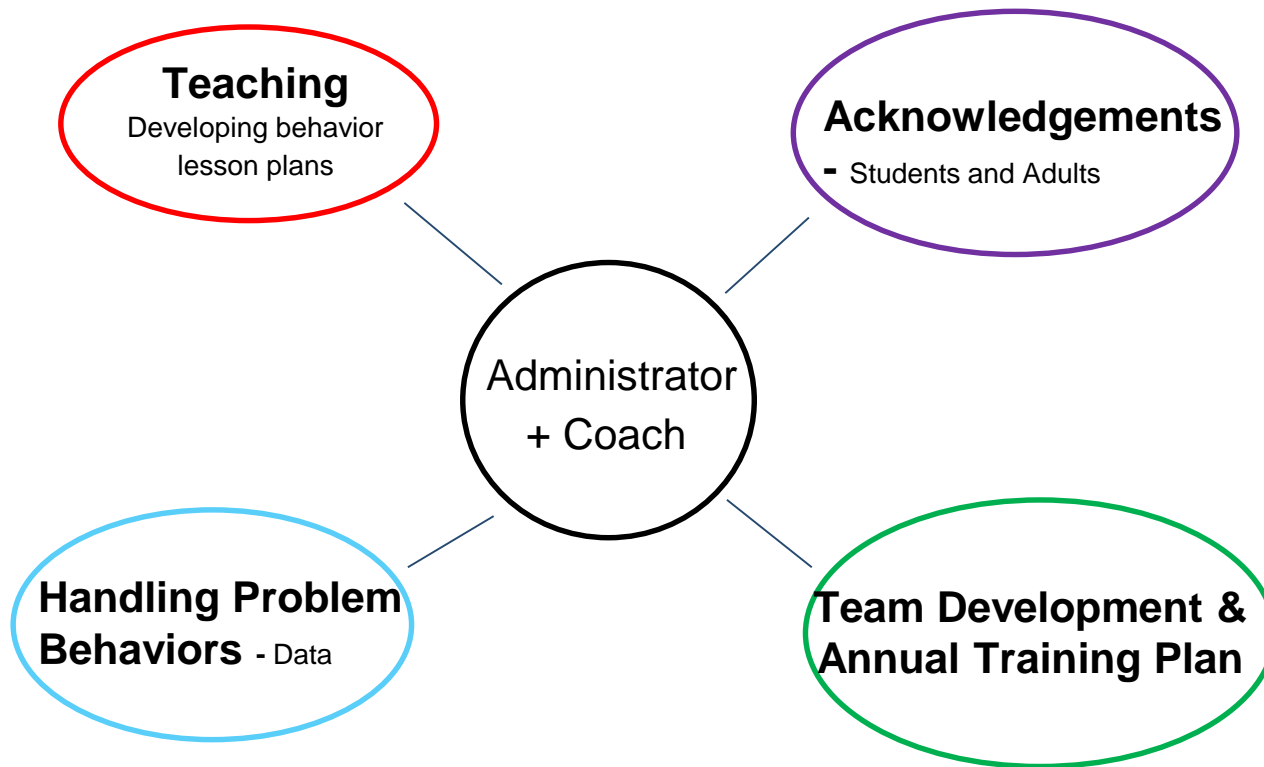
Tier 2 Team

Create a Dream (PBIS) Team

What is needed for *school-wide* implementation:

- An administrator with decision making power

- A representative from each grade

- Representatives of ALL of the school staff

PBIS School Team Roles & Responsibilities

Teaching
Developing behavior lesson plans

Acknowledgements
- Students and Adults

Administrator + Coach

Handling Problem Behaviors - Data

Team Development & Annual Training Plan

Reflection: Leadership and the PBIS Team
Do you…

have a team focused on school-wide systems?

have someone who provides data for decision making?

have a leader on your team that can assume the role of 'coach'?

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 <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 *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. How do you build capacity at the district level?
7. Is there support for training and coaching?
8. Is it guaranteed to work?

What do you have to have to start?

1. Establish a school-wide leadership or behavior support team to guide and direct the process.

2. Secure administrator agreement.

3. Secure a commitment and agreement from at least 80% of the staff for active support and participation.

4. Conduct a self assessment of the current school-wide discipline system.

5. Create an implementation action plan that is based data based decision making.

6. Establish a way to collect data.

How Do You Start?

Here are some steps to start PBIS:

1. Access and use the resources given at the end of this presentation

2. Start a discussion at your school and get initial buy-in from staff and administrators

3. Contact RTI staff at ADE or the Center for Community Engagement at Arkansas State University

4. Develop a team to oversee PBIS

5. Start collecting behavior data and staff assessments

Resources

School wide Behavioral Efforts: PBIS Implementation Blueprint

http://www.pbis.org/blueprint/implementation-blueprint

Classroom Management Strategies:

Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers

https://www.osepideasthatwork.org/evidencebasedclassroomstrategies

Sources for information and materials

- PBIS.org
- Midwestpbis.org
- Pbismissouri.org
- Wisconsinpbisnetwork.org
- Pbismaryland.org

References

- Research literature on Discipline & PBIS
- https://www.pbis.org/research
- http://www.nhcebis.seresc.net/research_and_literature

cce.astate.edu/pbis/