



Positive Behavioral Interventions and Supports (PBIS)

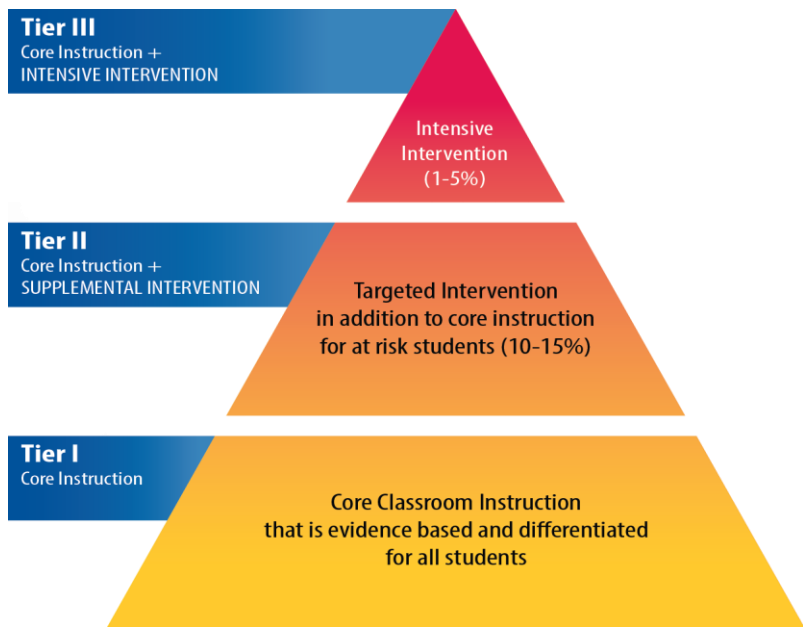
Preparing for PBIS



Stages of Implementation

Focus	Stage	Description
Should we do it?	Exploration/ Adoption	Do we need to improve school climate?
Work to do it right!	Installation	Establish team, create behavior expectations, lesson plans, and acknowledgement systems, set up data collection system...
	Initial Implementation	Kick-off assembly, teach lessons, monitor behavior
Work to do it better!	Full Implementation	Expand the program/practices to other locations, adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

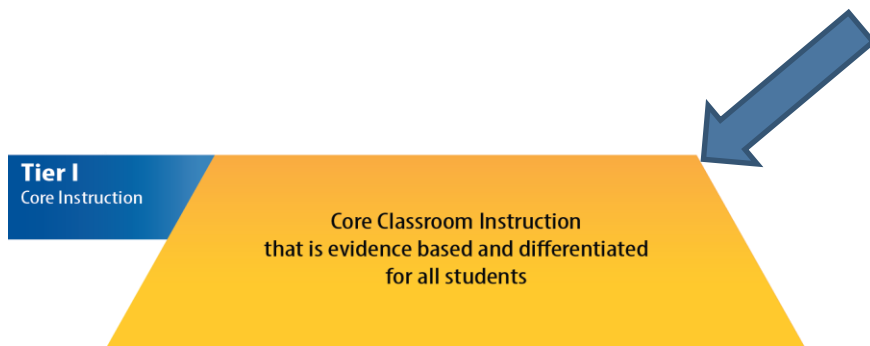
The Response to Intervention Model



- **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.

Today's Presentation:

Tier 1= Core Behavioral Instruction



➤ Tier 1:

**Core instruction (general education)
for all students.**

8 Tasks for Preparing and Implementing Tier 1

Identify Team

Define expected behavior

Teach expected behavior

Acknowledge Expected
Behavior

Consistently Respond to
Inappropriate Behavior

Kick-Off

Team Action Planning

Assessment

Teaming

Teaming

- Depends on size of school
- Depends on purpose (RTI integration with academics vs. PBIS)
- Work smarter not harder
- Work out who fulfills roles

Example: Working Smarter- Systems / Staff Support

Workgroup/ Committee/ Team	Outcome/ Link to SIP	Who do we serve? What is the ticket in?	Names of Staff	Non- negotiable District Mandate?	How do we measure impact?	Overlap? Modify?
Attendance Committee		students	Junebug, Leo, Tom	yes	Attendance records	Yes fold to SW PBIS
SW PBS Team		Students staff	Ben, Tom, Lou	no	Office Referrals Attend, MIR, Nursing log, climate	Yes continue
Safety Committee		Students staff	Toni, Barb, Tom	no	Office Referrals BIG 5, climate	Yes fold into SW PBIS
School Spirit Committee		students	Tom	no	No	Yes fold into SW PBIS
Discipline Committee		students	Tom, Lou	no	Office Referrals	Yes fold into SW PBIS
Student Support Team/Problem Solving Team		students	Steve, Sue, Jon, Tom	yes	Discipline, DIBELS, FACTS...	No continue
School Improvement		1,2,3	Bill, Jon, Lou, Tom	yes	All of the above	Yes continue

Working Smarter- Systems / Staff Support

Workgroup/ Committee/ Team	Outcome/Link to School Improvement Plan	Who do we serve?	Names of Staff	Non- negotiable District Mandate?	How do we measure impact?	Overlap? Modify?

Your Tier 1 Behavior Team

Should...

- Be Representative of your school
- Include administrator with decision making power
- Include specialty and special education teachers
- Include classroom teachers
- Include behavioral expertise



Team Responsibilities

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

Team Roles

- Administrator – implements decisions
- Internal Coach - Guide team development & implementation
- Facilitator – keeps meetings on task
- Data Manager – provides on-going data to team
- Recorder – keeps and distributes minutes
- Communicator – shares information with others
- Active team members – participate in problem solving

Team Roles and Responsibilities

Team Responsibility	Person Responsible	School Role
Administrator		
Internal Coach		
Time Keeper		
Data Specialist		
Behavior Specialist		
Communications		
Recorder		

Preparing for and Implementing Tier 1

✓ Identify team

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Behavioral Expectations

Behavioral Expectations

- Use your school mission & vision statements
- Examine data: e.g., office referrals, suspensions/expulsions
- Ask your teachers & staff what are the major problems
- Develop 3 to 5 behavioral expectations that fulfill mission and address problem behavior
- Survey the teachers and staff to give them voice
- Define expectations: Develop a behavior matrix

Sample Behavioral Expectations



School-Wide Expectations



Students and staff
Offer encouragement
Act responsibly and
Respect one another



We C. A. R. E



Create Expectations for Your School

▪Set 1:

_____	_____
_____	_____
_____	_____

▪Set 2:

_____	_____
_____	_____
_____	_____

Define Your Expectations

- What does it look like to 'Be Responsible,' or 'Be Respectful?'
- How would you describe expectations in various settings of the school - the bathroom, or hallway, or cafeteria?
- How would different classrooms define them (e.g., the band room vs. the science lab)?

Guidelines for Defining Expectations

- Use POSITIVE language: Tell students what TO DO
- Be brief
- Use simple language
- You can use pictures for very young children

Sample Elementary Expectations



Respect Ownership

	CLASSROOM & SPECIALS	HALLWAY & COMMON AREAS	BUS
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
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
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 	<ul style="list-style-type: none"> Use kind words Greet the driver Help others Be a role model
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 	<ul style="list-style-type: none"> Immediately and accurately report problems
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 	<ul style="list-style-type: none"> Walking feet: coming and going Bottom in the seat

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

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



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

Sample High School Expectations

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

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

Behavior Matrix Template

Behavior Matrix Settings

Expectations			Classroom

Preparing for and Implementing Tier 1

- ✓ Identify team
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Teaching Expectations

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
<ol style="list-style-type: none"> 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)
<ol style="list-style-type: none"> 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

PBIS Good and Bad Examples

BATHROOM

✓ THE RIGHT WAY

THE WRONG WAY ✗



Example: Teaching Expectations with “Rotation Stations”



Brookland Middle School



Example: Rotation Station

EXAMPLES OF SCHEDULES

Rotation Schedule for Review Day

Hallway/Cafeteria Review

Hallway Review @ Library
5th @ 12:00
1st/4th @ 12:25
2nd/3rd @ 12:55

Cafeteria Review in Cafeteria
5th grade @ 12:25
1st/4th @ 12:50
2nd/3rd @ 1:20

Station Rotations:

	1:40 to 1:55	1:55 to 2:10	2:10 to 2:25	2:25 to 2:40
Library	5a/3a	5b/3b	5c/3c	OPEN
Computer	OPEN	5a/3a	5b/3b	5c/3c
Bathroom	OPEN	5c/3c	5a/3a	5b/3b
Arrival	5b/3b	OPEN	5c/3c	5a/3a

Rotation Station Worksheet

Teaching Behavior Expectations: Schedule of Events Worksheet

School: _____

Date: _____

How will the initial teaching of behavior expectations take place?

Locations	How will this be done?	Who will do	When?	What is needed to do this?
Classrooms				
Hallway				
Cafeteria				
Gym				
Playground				
Media Center				
Bus Loading Zone				

Preparing for and Implementing Tier 1

- ✓ Identify team
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Acknowledge Expected Behavior

Decisions to Make

- Everything depends on student age
- Decide what rewards are appropriate
 - e.g., intangible vs. tangible
- Develop a plan for distribution of rewards
 - how much/many
 - how students will manage them
 - decide on a redemption plan for tangible rewards
- Decide if you want celebrations

Tangible Acknowledgement Examples

THE WINNING TICKET



STUDENT: _____

TEACHER: _____

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

ISSUED BY: _____

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



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!

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



 **Arkansas Positive Behavioral Interventions & Supports** |  center for community engagement
 arkansas state university

LANCASTER PBIS SCHOOL-WIDE ACKNOWLEDGEMENT MATRIX STUDENTS

Type	What	When	Who
Immediate/High Frequency	<p>Lancaster Gold Card will be given out to individual students. Once a student receives 10 gold cards they can cash them in for incentive items</p> <p>Lancaster Blue Cards will be given out to classrooms for exhibiting Safe, Responsible, and Respectful behaviors. Once the classroom receives 10 blue cards, the class will receive a Lancaster Shield to display outside classrooms and classroom will be recognized in the announcements</p>	<p>High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data, and to reinforce desired behaviors</p> <p>Weekly</p>	<p>Secretary: Order Gold & Blue Cards, and Lancaster Shields (Red, Yellow, Green, Blue)</p> <p>PBIS Implementation Team: Select and order incentive items</p> <p>All Staff: Distribute Gold and Blue Cards</p>
Redemption of High Frequency	Students will be able to trade their Lancaster Gold Cards for incentive items at school store	Weekly	<p>Educational Assistant/Support Staff: Staff school store</p> <p>Office Staff: Generating quarterly class list for student store</p>

Celebrate Good Behavior!

PBIS Celebration Assembly!



Over 100 prizes
for each grade
level!

I hope you're
ready, WE ARE!



Elbert County Elementary, GA

Preparing for and Implementing Tier 1

- ✓ Identify team
- ✓ Define expected behavior
- ✓ Teach expected behavior
- ✓ Acknowledge Expected Behavior

Consistently Respond to Inappropriate Behavior

Kick-Off

Team Action Planning

Assessment

Consistent Responses to Inappropriate Behavior

How Do You Start?

- Define classroom-managed & office-managed behaviors
 - develop a T-chart
- Develop procedures to address inappropriate behaviors

How to Get Consistency: The T-Chart

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>

Milwaukee Public Schools

OFFICE DISCIPLINE REFERRAL FORM

Student: _____ Grade: _____

Referring Staff: _____ Date: _____ Time: _____

Location:
☐ Classroom # _____
☐ Cafeteria
☐ Hallway
☐ Lavatory
☐ Trailers/Tech Wing
☐ 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)
☐ Obtain adult attention
☐ Avoid peer(s)
☐ Obtain items/activities
☐ Avoid tasks/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:

OFFICE DISCIPLINE REFERRAL FORM

Student: _____ Grade: _____

Referring Staff: _____ Date: _____ Time: _____

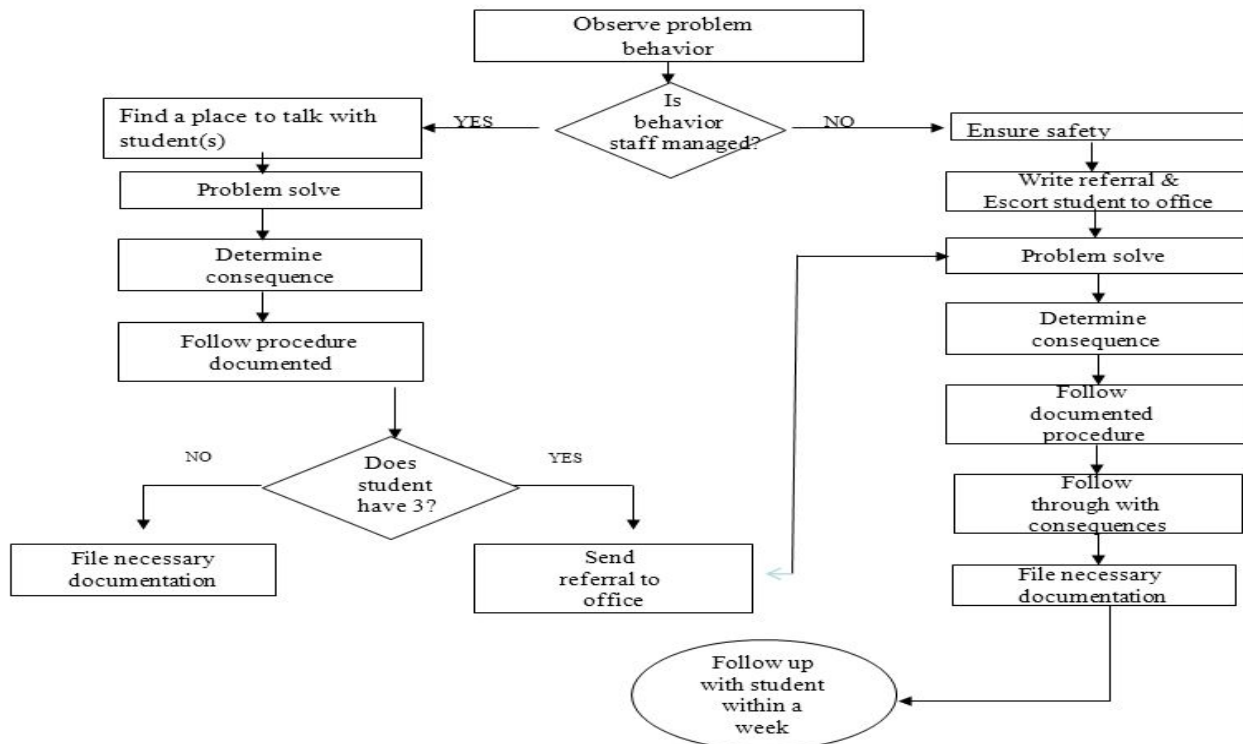
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☐ Lavatory
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☐ Parking Lot
☐ Bus
☐ Other: _____

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☐ Significant vandalism
☐ Smoking (inside building)
☐ Truancy (checklist must be attached)
☐ Class _____
☐ School _____
☐ Other: _____
☐ Category III Offense (please specify) _____

www.pbis.org

Example Procedures

Sample Flow Chart for Dealing with Problem Behaviors



Revised 9/10

Preparing for and Implementing Tier 1

- ✓ Identify team
- ✓ Define expected behavior
- ✓ Teach expected behavior
- ✓ Acknowledge Expected Behavior

- ✓ Consistently Respond to Inappropriate Behavior

Kick-Off

Team Action Planning
Assessment

PBIS Kick-Off

Before Implementing

- Fill out a readiness checklist
- Plan kickoff for staff
- Plan kickoff for students
- Plan kickoff for parents

Sample Kick-Off Readiness Checklist



Behavioral Expectations	
• 3-5 Overarching School-wide Behavioral Expectations	
• Matrix with expectations defined for school areas (School-wide Matrix)	
• Each Expectation defined for each non-classroom area/ setting of school.	
Teaching Behavior	
• Sample lesson plans to show staff	
• Plan for how to teach Behavior	
• Plans for who will teach behavior	
• Plan for when, where, etc. behavior will be taught	
Acknowledging Expected Behavior	
• Tangible acknowledgement	
• Plan for giving acknowledgements	
• Plan for celebrations	
Responding to Problem Behavior	
• Problem Behaviors defined (SWIS definitions can be used)	
• T-Chart	
• Flow chart for responding to problem behavior	
Assessments	
• Give staff 'heads up' that assessments will be happening	

Preparing for and Implementing Tier 1

- ✓ Identify team
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- ✓ Consistently Respond to Inappropriate Behavior
- ✓ Kick-Off

Team Action Planning Assessment

After Kickoff: Team Action Planning

Prepping for Action Planning

- Develop team meeting agendas (e.g., TIPs model)
- Decide how often the team will meet—year at a glance schedule
- Make sure to have boosters for staff and students
- Schedule team, staff, and student assessments
- Keep looking at data. Then look at more data.

Team Initiated Problem Solving Model (TIPS)



PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

Today's Meeting: Date, time, location: Facilitator:

Minute Taker:

Data Analyst:

Next Meeting:

Date, time, location: Facilitator:

Minute Taker:

Data Analyst:

Team Members (bold are present today)

Today's Agenda Items

- 01.
- 02.
- 03.

Next Meeting Agenda Items

- 1.
- 2.

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Problem-Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Implementation and Evaluation		
		Who?	By When?	Goal, Timeline, Decision Rule, & Updates

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the desired effects on student behavior?

Our Rating		
Yes	So-So	No

PBIS Year at a Glance

School: _____

Date: _____

PBIS YEAR-AT-A-GLANCE

	Team Meeting Dates (monthly)	PBIS Component of Focus	Staff Kick-off	Kick-off for staff, students & families	Self-Assessment Survey (Annually)	TFI-Team Assessment (3 x's/year)	Data Sharing Meetings w/faculty & staff (Quarterly)	Student Booster Trainings	Conduct Staff & Student Surveys	Celebrations/ Intermittent Acknowledge
AUGUST										
SEPTEMBER										
OCTOBER										
NOVEMBER										
DECEMBER										
JANUARY										
FEBRUARY										
MARCH										
APRIL										

Preparing for and Implementing Tier 1

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- ✓ Kick-Off
- ✓ Team Action Planning

Assessment

After Kickoff: Assessment

Continuous Assessment and Quality Improvement



- Select fidelity tools
 - Tiered Fidelity Inventory (TFI)
 - Self Assessment Survey (SAS)
 - Student and staff surveys (e.g., school climate)
- Identify successes and challenges
- Action plan

Current Tools for School PBIS Implementation Evaluation

	Research Tool	Annual Assessment Tool	Progress Monitoring Tool
Universal System	System-wide Evaluation Tool (SET)	Benchmarks of Quality (BoQ) Early Childhood BoQ (EC BoQ) PBIS <u>Self Assessment Survey (SAS)</u> Tiered Fidelity Inventory (TFI)	Team Implementation Checklist (TIC)
Secondary & Tertiary Systems	(ISSET)	Benchmarks of Advanced Tiers (BAT) PBIS <u>Self Assessment Survey (SAS)</u> Tiered Fidelity Inventory (TFI)	Monitoring Advanced Tiers Tool (MATT)
Outcome Measures: School Safety Survey			

Assessment Plan

Use this Template to Complete an Evaluation Plan for your School

Measure/Tool	Year One			Year Two			Year Three		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring

Resources

U.S. Department of Education: Guidance to Schools



8-4-16

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
- 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

cce.astate.edu/pbis/



cce.astate.edu/pbis/

bookmarks

Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

HOME PRESENTATIONS SERVICES RESOURCES WHAT'S NEW CALENDAR CONTACT US

A PBIS 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!