

Positive Behavioral Interventions & Supports



Objectives

∞ Share-out: Where are your teams at

∞ Common Pitfalls & Work Time

What is School-wide PBIS?

A systems approach, establishing the **social culture** and behavioral supports needed for schools to be **effective learning** environments for all students.

PBIS is not an add-on program, it is a framework. It does not get rid of programs that work, it enhances them.

School-Wide Systems for Student Success: A Response to Intervention (RTI) Model

Academic Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

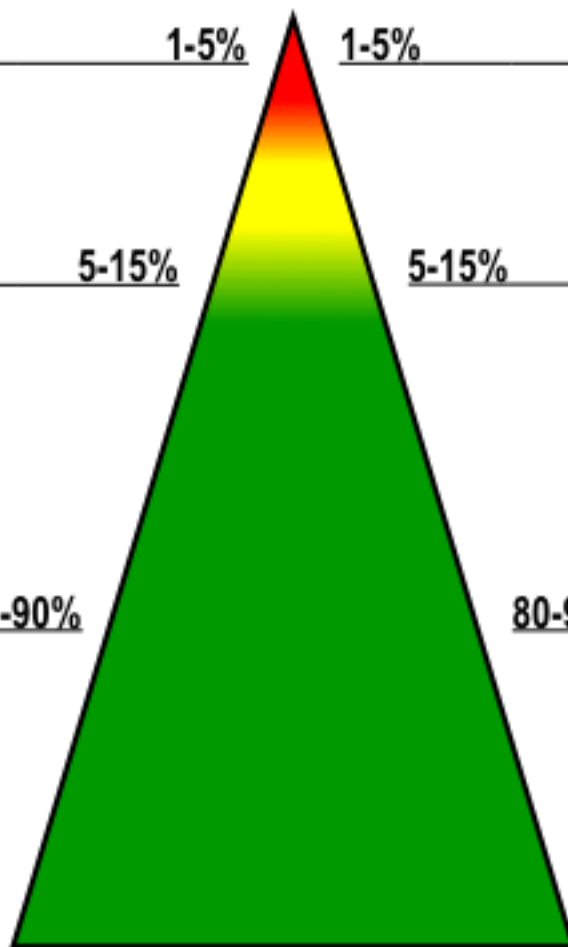
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

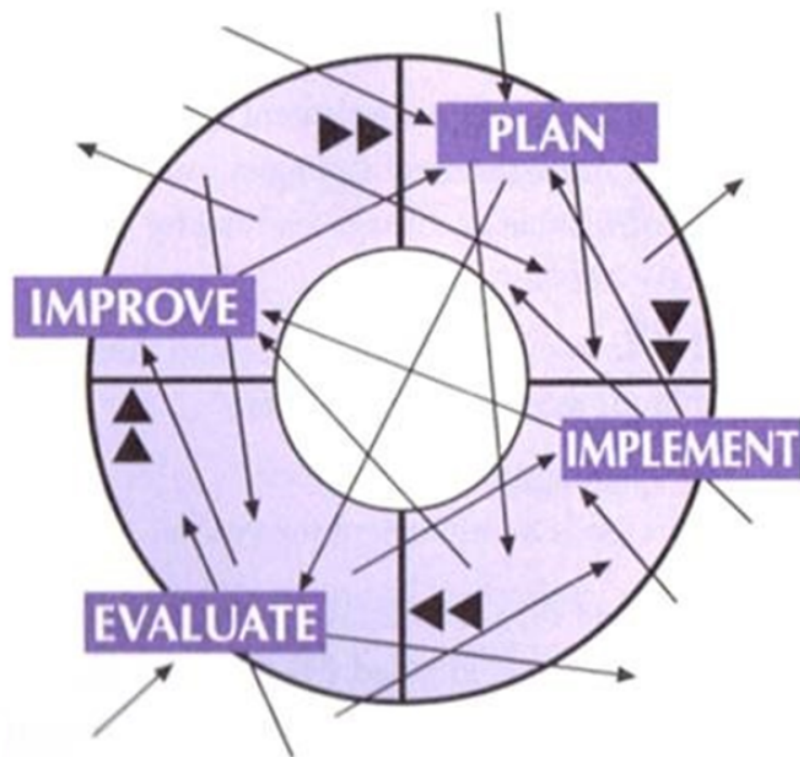
80-90%

Tier 1/Universal Interventions

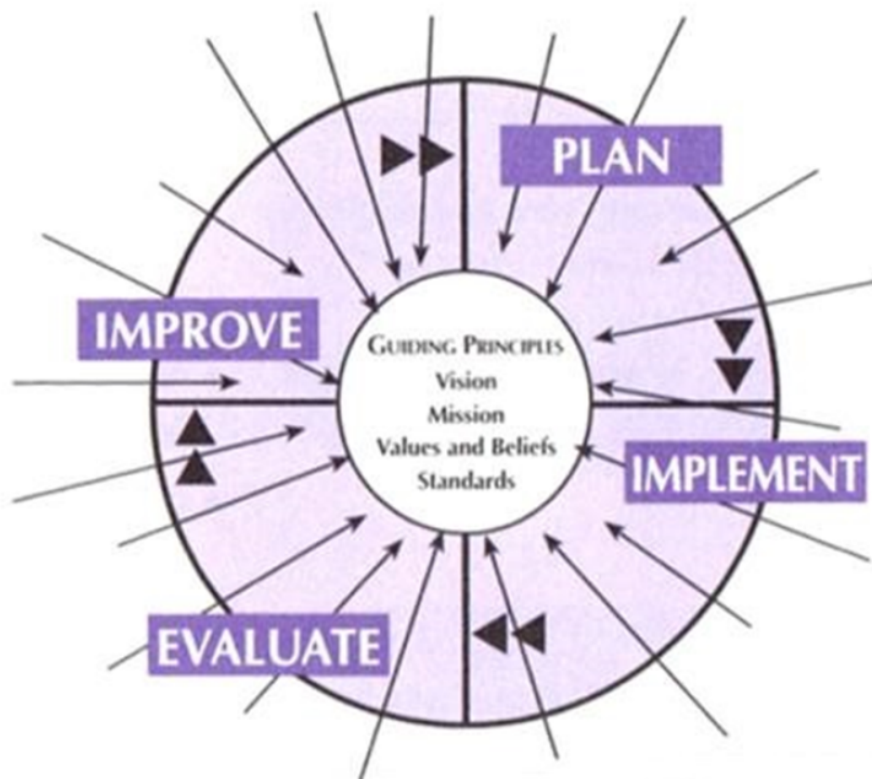
- All settings, all students
- Preventive, proactive



Random Acts of Improvement



Focused Acts of Improvement



From **Data Analysis for Continuous School Improvement** by Victoria Bernhardt

Why SWPBIS?

✧ The fundamental purpose of SWPBIS is to make schools more effective learning environments for everyone.



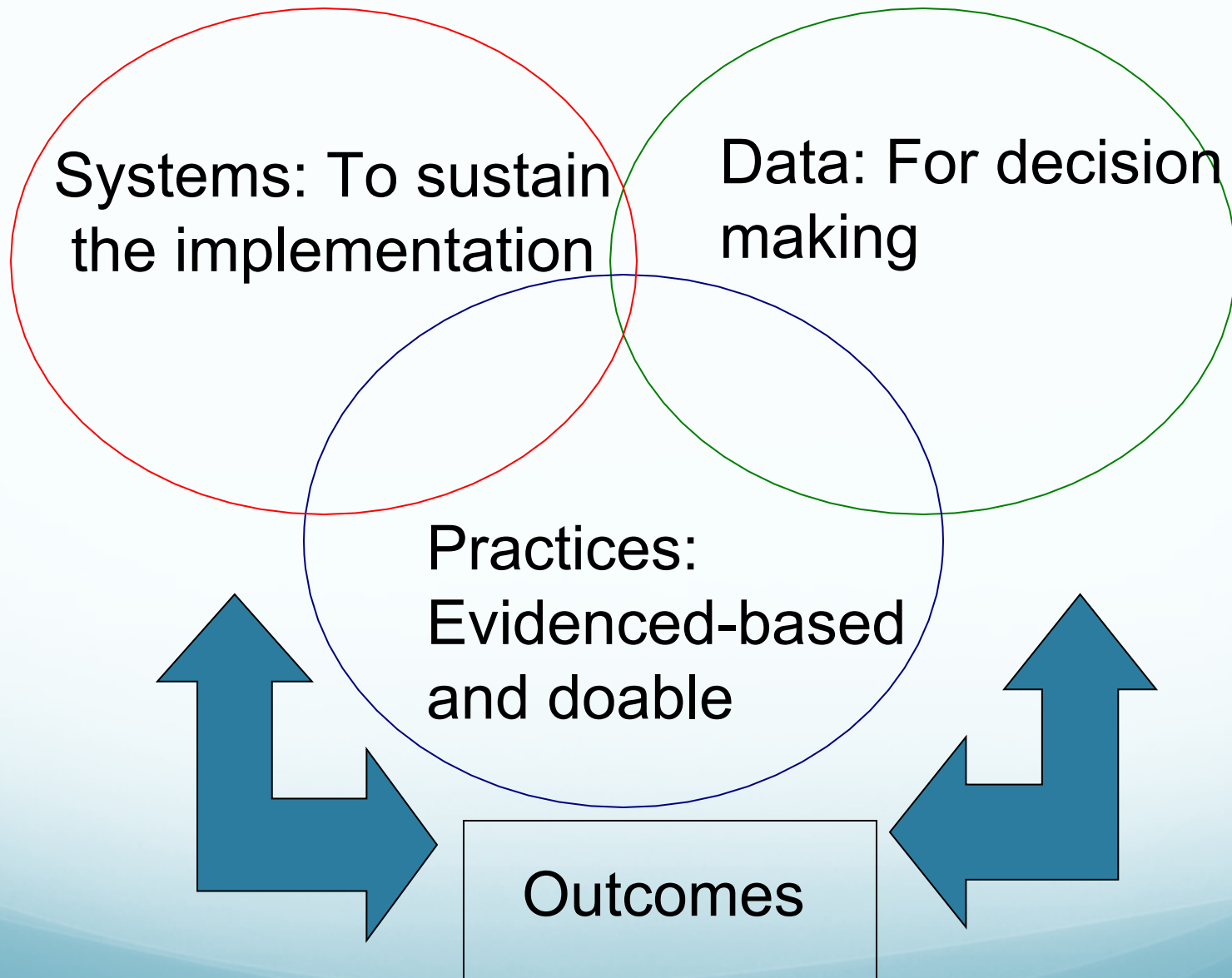
Predictable

Consistent

Positive

Safe

SWPBS IMPLEMENTATION DRIVERS

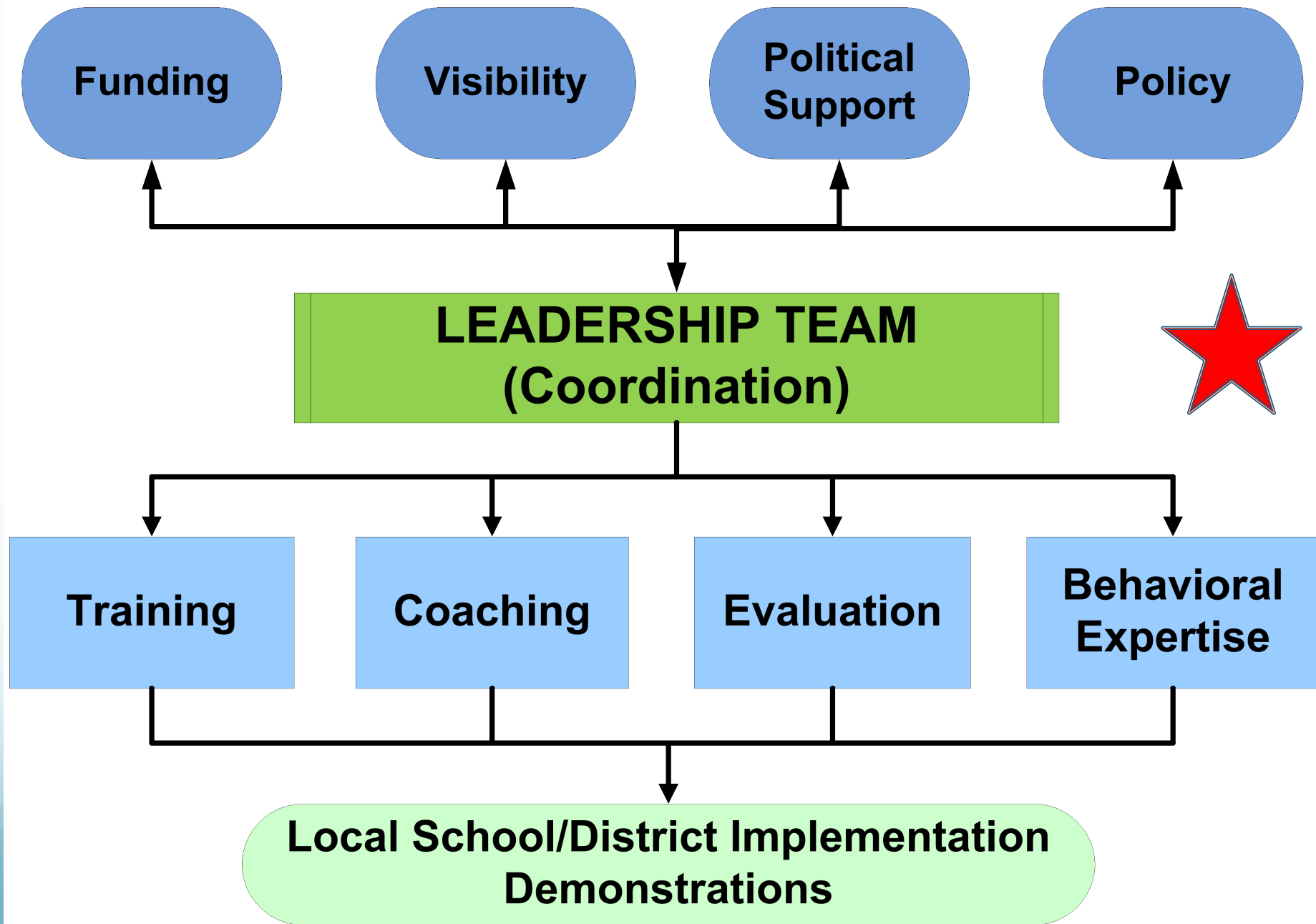


RtI=PBIS and PBIS=RtI MTSS

Three Strands in Continuous School Improvement Plans

- ☐ Culture of Collaboration
- ☐ Response to Instruction
- ☐ Family and Community Engagement





Top Ten Reasons PBIS Fails

- ⌘ 1. Lack of continuous administrative support & involvement
- ⌘ 2. Not tracking, reporting, & responding to data
- ⌘ 3. Lack of understanding that staff set and change culture in schools
- ⌘ 4. Lack of understanding commitment and buy-in from staff
- ⌘ 5. Lack of understanding that academic success is driven by school culture
- ⌘ 6. Not working through the PBIS processes as a team
- ⌘ 7. Taking on too much too fast (generally with positive intentions)
- ⌘ 8. Inconsistency of implementation by staff
- ⌘ 9. Looking for the negative vs. looking for positives in student behavior
- ⌘ 10. Focusing only on the high risk students

Most Important Perceived Factors for Sustainability

1. School administrators actively support PBIS
2. School administrators describes PBIS as a top priority for the school
3. A school administrator regularly attends and participates in PBIS team meetings
4. The PBIS school team is well organized and operates efficiently
5. The school administrators ensure that the PBIS team has regularly scheduled time to meet

Which features best predict sustained implementation?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CR procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient

The Big Idea

It Ends Without Commitment

PBIS requires administrators, faculty, team members, and **coaches** to make a **commitment** to **systems**, **practices**, and **data** in order to effectively and efficiently implement and sustain SWPBIS within the context of an effective school community and district.

Tier 1 Leadership Team



Common Pitfall – Lack of Team and or Staff Buy In

- Team is not representative
- Team lacks admin support
- Team does not use data for decision-making
- Team does not meet at least monthly
- Staff are not committed to PBIS
- Some staff behavioral philosophies are not aligned with PBIS.

SOUTH LAKE H.S.



MTSS

- Positive Beliefs
- Positive Relationships
- Positive Learning
- Positive Partnerships

Ver. 4/24

SPED re-eval
Drug & Alcohol assessment
Survival resources through community agencies

- SIT/Behav. Plan
- tutors
- Check + connect
- Read 180 remediation
- SPED (new) Eval.
- community groups
- truancy intervention
- parent ed lab/classes
- Orientation assessment
- formative assessments
- newsletter / website
- Saturday math
- morning meetings
- classroom assessments
- advisory
- current SPED
- ELL
- Counseling
- drug & alcohol assessment
- middle school REEN

Academic

Behavioral

Culturally-Relevant Pedagogy & Trauma-Informed Practices

Discuss and Capture

- ⌘ What do we need to be doing a better job of in regards to our team and staff buy-in?
- ⌘ Capture one action item on your action planning form.
- ⌘ What do you need to add to your triangle?

Establishing and Teaching Expectations

The **Beach** 5

Be Respectful

Embrace Responsibility

Achieve Excellence

Commit to the Future

Have Integrity



Common Pitfalls – Establishing Expectations

- ⌘ Lack of Clear Definition & Understanding
- ⌘ “Values” Which Are Hard to Define (ie. Responsible, Respectful, Kind, Honest).
- ⌘ Lack Buy-In From ALL Stakeholders
- ⌘ Cultural Mismatch
- ⌘ Not Agreed Upon By All Staff

Schoolwide Social Expectations

∞ Guidelines

Identify 3-5 Expectations That:

- ∞ Desired Behaviors that Replace Your Problem Behaviors

- ∞ Short, Positive Statements (what to do!)

- ∞ Easy to remember

- ∞ Consider the Culture of Community

- ∞ For all students, staff, parents and others who come to the school

Behavior Expectations



The school will focus on 3-5 behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors.

Panther Pledge:

I am a...

Panther who is
RESPONSIBLE.

I HELP the rest and

Do my BEST

Everyday!

Panther Chant:

We are Panthers, we are kind
We are respectful all the time
We are thoughtful and we care
We show excellence
everywhere
Go Spiritridge!

KEITHLEY MIDDLE SCHOOL PBIS Behavior Matrix

	Cafeteria	Classroom	Computer Lab	Courtyard
Be Safe	<ul style="list-style-type: none"> Form a single line Wait patiently One person per chair Eight chairs per table Raise hand to be excused from table 	<ul style="list-style-type: none"> Walk quietly into class Go to assigned area Keep hands/feet to yourself 	<ul style="list-style-type: none"> Walk quietly into the lab Access school-appropriate sights Leave all food and beverages outside 	<ul style="list-style-type: none"> Remain in bounds, within the yellow lines Remain within appropriate sports zone Walk
Be Respectful	<ul style="list-style-type: none"> Move carefully in line Maintain level 2 voice Open seats are available to anyone First come/first served Sit while eating/drinking Avoid passive bullying\ 	<ul style="list-style-type: none"> Conversation level should meet CHAMP expectations Quietly raise hand when help is needed and continue working 	<ul style="list-style-type: none"> Track with finger only Respect learning of others 	<ul style="list-style-type: none"> Give everyone the opportunity to play Respect personal space Use positive / appropriate language Maintain level 2-3 voice
Be Responsible	<ul style="list-style-type: none"> Clean up after yourself Clear your tray Report spills Use own money Eat own food Know lunch number (Student ID) 	<ul style="list-style-type: none"> Student should be actively participating in activity Come prepared to work and learn 	<ul style="list-style-type: none"> Return Internet permission form Sit at appropriate computer area Be prepared with student ID 	<ul style="list-style-type: none"> Play fair Avoid passive bullying Proceed to next class promptly Have a courtyard staff member sign your planner to serve as a pass
Be a Learner	<ul style="list-style-type: none"> Eat Healthy Respond appropriately to "The cafeteria expectations are..." 	<ul style="list-style-type: none"> When the bell rings, be ready to learn Meet CHAMP expectations 	<ul style="list-style-type: none"> Utilize technology for academic purposes 	<ul style="list-style-type: none"> Make good choices Do your best Use library for quiet or study time



MERIDIAN PARK ELEMENTARY

Arrival & Dismissal Expectations

**Use level 2 voice in all
areas including bus zones &
waiting zones.**

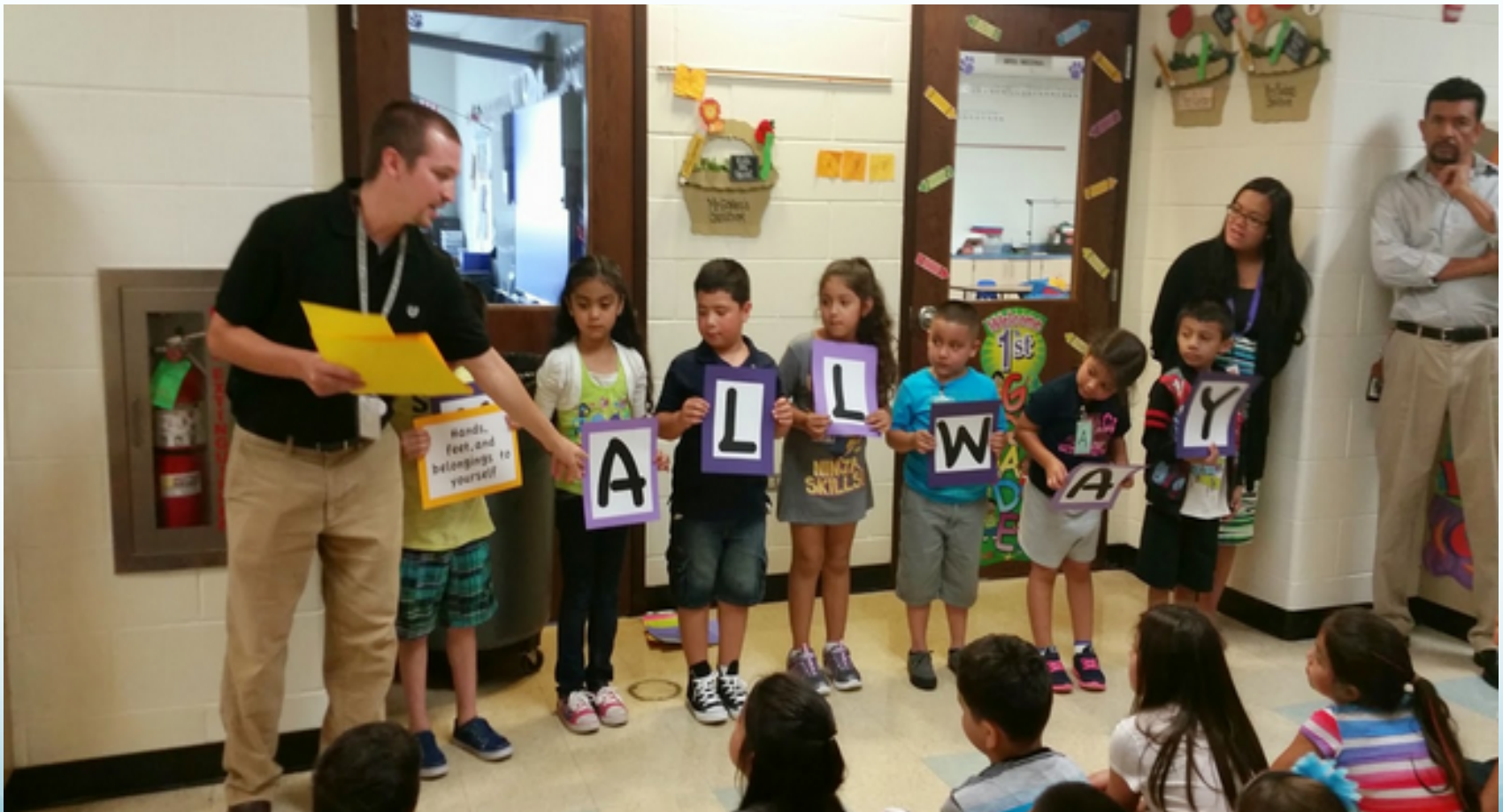
**Arrive from 9:00 - 9:10am
unless on student patrol,
in a club or eating
breakfast at 8:40am.**

**Make safe choices
- no running or playing
around while waiting**



**I am an MP learner. I am respectful, responsible and
safe when I am in school and on the campus!**

Teaching Expectations



Common Pitfalls – Teaching Expectations

- ⌘ No Clear System - Plan and Schedule
- ⌘ Lesson Plans Not Created
- ⌘ No Use of Pre-correction
- ⌘ Not Agreed Upon By All Staff
- ⌘ Data Not Being Used for Decision Making
- ⌘ Students Are Not Bought In

Discuss and Capture

- What do we need to be doing a better job of in regards to establishing and teaching expected behaviors?
- Capture at least one action item on your action planning form.

Acknowledgement Systems



Common Pitfalls - Acknowledgement Systems

- ❧ Lack of Understanding That All Behavior Gets Reinforced
- ❧ Staff Lack Buy-In
- ❧ Not Routine/Scheduled
- ❧ Consequences Link to Reinforcement
- ❧ Concerns about extrinsic reinforcement diminishes intrinsic motivation
- ❧ Creation of a Cumbersome Program

Acknowledgement Systems: Guidelines for Implementing

- ❧ Encourage every staff member to reinforce positive student behavior and review often
- ❧ Acknowledge frequently (5:1)
- ❧ Ensure that earned = kept
- ❧ Provide equal access to reinforcement for all students
- ❧ Collect data on frequency of reinforcement

Caught Meeting Expectations Tickets

OWLinder Hoots

Name: _____

For being:

- ☐ Safe
- ☐ Responsible
- ☐ Respectful

In the:

- ☐ Cafeteria/Owls nest
- ☐ Play Area
- ☐ Bathroom
- ☐ Walkways
- ☐ Working areas

Given by: _____



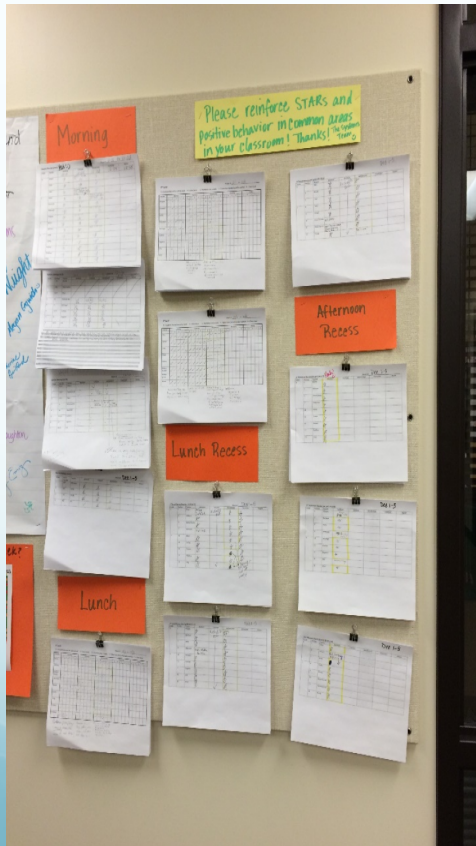
South Shore Attendance Awards



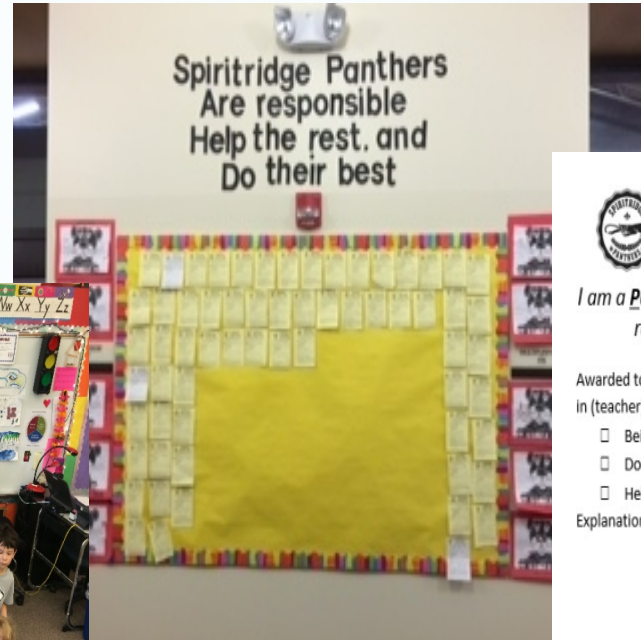


"Gotcha" Programs

STARS!



Spirit the
Panther!



Panther
Puzzles

 **PANTHER
P.R.I.D.E. SLIP**

I am a Panther who is Responsible. I help the rest and Do my best Everyday!

Awarded to _____
in (teacher) _____ 's class for

- ☐ Being responsible
- ☐ Doing his/her best
- ☐ Helping the rest

Explanation: _____

Awarded By: _____
Date: _____

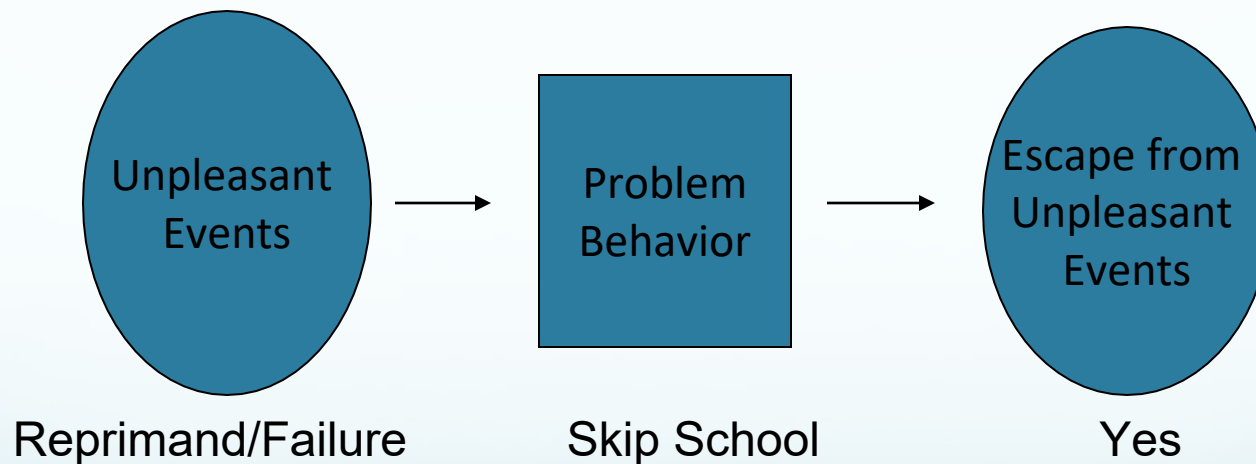
Students may place the slip in the Panther Pride box in the school office. Slips will be drawn randomly to be read during morning announcements. One copy will be returned to students to take home and another copy will be posted on the Panther Pride bulletin board!

Panther
Pride Slips

- ☐ 100 Hoots = Snacks & cards games with Ms. Elliott
- ☐ 100 Hoots = Games with Ms. Carrillo
- ☐ 100 Hoots = Video or games with Ms. Villegas
- ☐ 100 Hoots = Bead art project with Nurse Neal
- ☐ 150 Hoots = Dominos game with Ms. Fuerst
- ☐ 150 Hoots = Voice lesson with Ms. Tatge
- ☐ 150 Hoots = PE training with Ms. Tatge
- ☐ 150 Hoots = Lunch and video with Ms. Khan
- ☐ 200 Hoots = iPad for 10 minutes with Ms. Perez
- ☐ 250 Hoots = Lunch and video with Ms. Garcia

Avoid the trap of rewarding problem behavior

- ⌘ Negative reinforcement is alive and well.
- ⌘ Escaping something unpleasant is a reward.



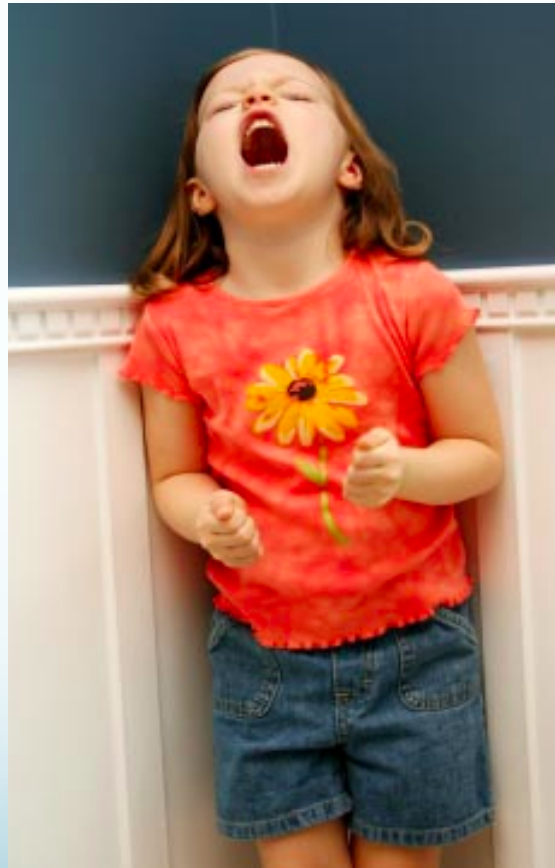
Discuss and Capture

- What do we need to be doing a better job of in regards to providing feedback and building relationships.
- Capture at least one action item on your action planning form.

15 Minute Break



Procedures for Dealing With Behavioral Errors



Common Pitfalls

- ⌘ Problem Behaviors Not Defined
- ⌘ Lack of Agreement/Consistency on Handling Behaviors
- ⌘ Staff Lack Skills to Address Behaviors
- ⌘ Referral Form Lack Needed Information
- ⌘ Behavioral Data Not Being Analyzed

Clear, Consistent, Logical Procedures for Responding to Behavioral Errors

∞ Conferencing

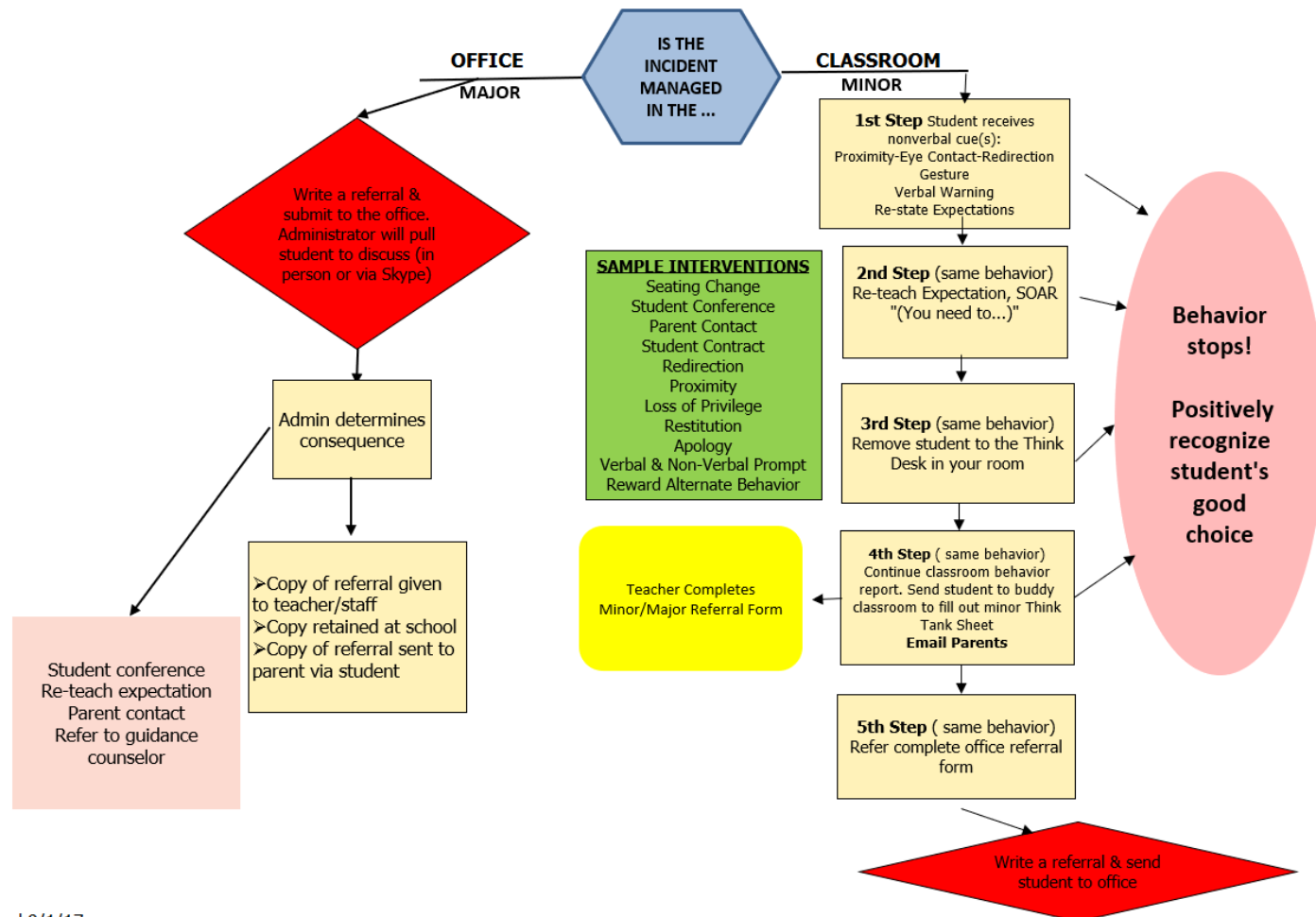
∞ Problem Solving

∞ Re-teaching

∞ Restorative Approaches – Student Driven

∞ Natural Consequences

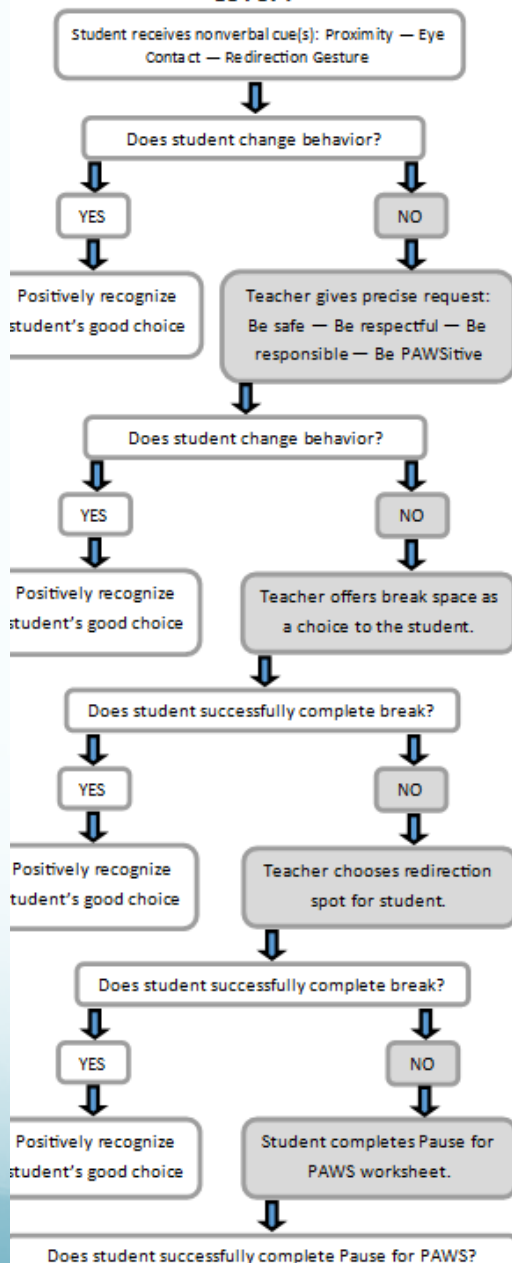
Eagle Rock Multi-Age School Behavior Flowchart



Carnation Elementary Behavior Flowchart

Level 0 — Meeting all expectations

Level 1



Does student successfully complete Pause for PAWS?

YES

Positively recognize student's good choice

NO

Behavior becomes a Level 2

Level 2

Fill out solution room referral and submit to Solution Room. Tracy Kelly will pull student to discuss/reteach expectation.

*If any Level 2 behavior escalates to the point that class cannot continue, it automatically becomes a Level 3 behavior.

Level 3

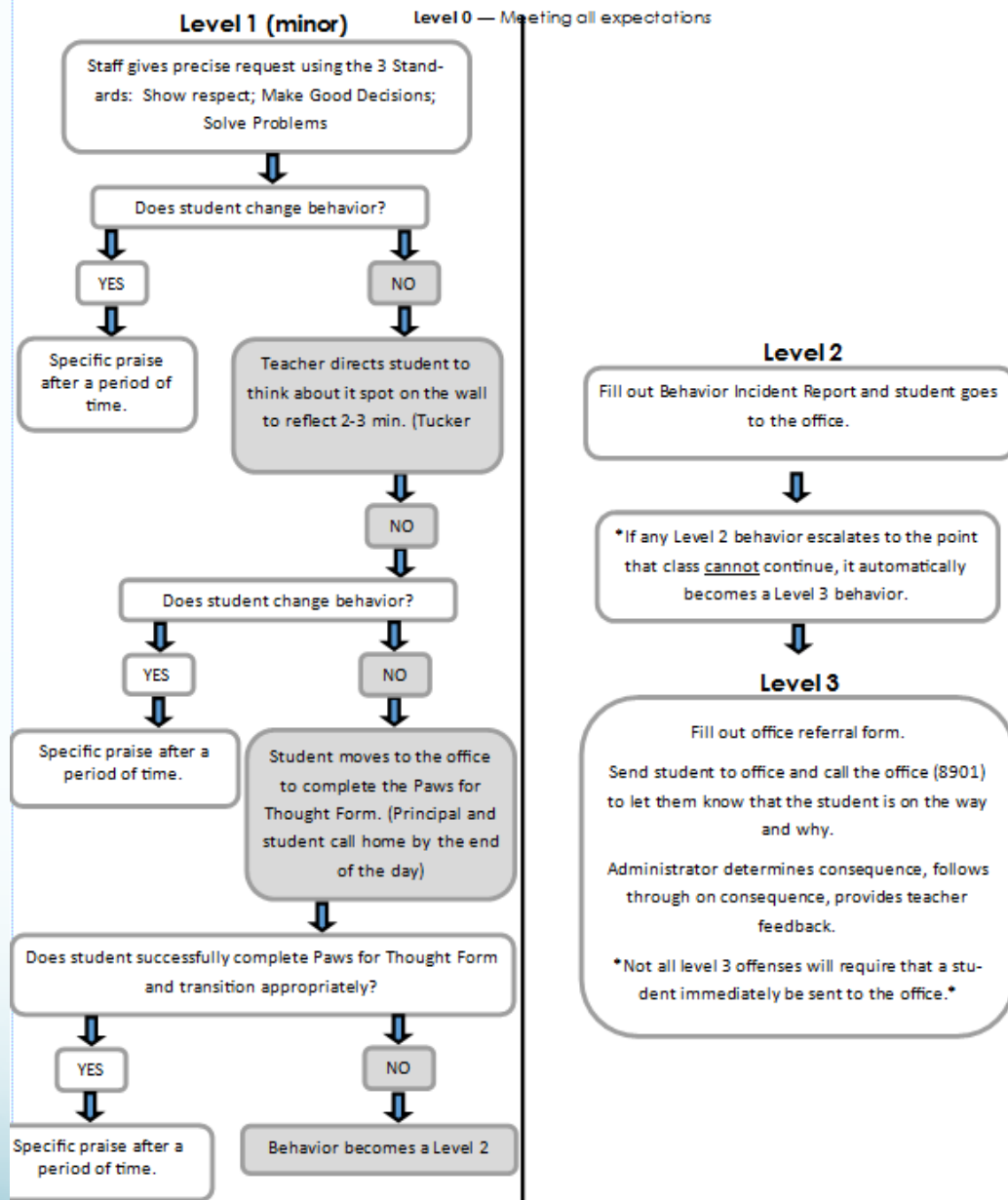
Fill out office referral form.

Send student to office using radio (with office response back) or call x4551 for pick-up.

Administrator determines consequence, follows through on consequence, provides teacher feedback.

Not all level 3 offenses will require that a student immediately be sent to the office.

MWC 3 Standards Behavior Flowchart—Common Areas



Discuss and Capture

- What do we need to be doing a better job of in regards to responding to behaviors?
- Capture at least one action item on your action planning form.

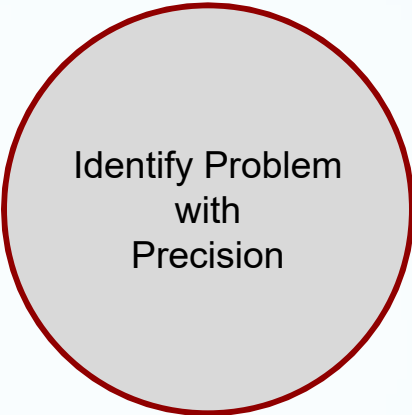
Data-Based Decision Making



Using Outcomes Data for Problem-Solving

- ✧ Use data to identify a possible problem
- ✧ Use data to build a precise “problem statement”
- ✧ Use data to select a solution (intervention)
- ✧ Use data to assess if a solution is
 - (a) being implemented
 - (b) effective

Problem Solving 101



Identify Problem
with
Precision

Identifying Problems has two parts:

a. Identification of a primary statement/problem

- Indicates a difference between what is happening and what is desired
- Need to know what to expect as typical
- Use benchmark, aim line, median score, etc.

b. Identify the problem with precision

- Indicates a difference between what is happening and what is desired as precision elements are defined
- Need to know precision elements including what, where, when, who, why and how often (frequency or rate) the problem occurs

Building Problem Statements

Primary Statements:

- Indicate a discrepancy between what we have and what we want.

Precise Problem Statements:

- Indicate the problem with sufficient precision to allow problem solving
 - What is happening (and how does it differ from what we want)
 - How often is it happening
 - When is it happening
 - Where is it happening
 - Who is involved
 - Why does it keep happening

Primary versus Precision Statements

∞ Primary Statements

- ∞ Too many referrals
- ∞ September has more suspensions than last year
- ∞ Gang behavior is increasing
- ∞ The cafeteria is out of control
- ∞ Student disrespect is out of control

∞ Precision Statements

- ∞ **There are more ODRs for aggression on the playground than** last year. These are most likely to occur during **first recess**, with a **large number of students**, and the aggression is related **to getting access to the new playground equipment.**

Data needed to move from a Primary to a Precise statement?

∞ **What** problem behaviors are most common?

∞ ODR per Problem Behavior

∞ **Where** are problem behaviors most likely?

∞ ODR per Location

∞ **When** are problem behaviors most likely?

∞ ODR per time of day

∞ **Who** is engaged in problem behavior?

∞ ODR per student

∞ **Why** are problem behaviors sustaining?

∞ Custom reports and graphs

Solution Action Elements	Possible Generic Solution Actions
Prevent <i>What can we do to prevent the problem?</i>	Adjust physical environment. Define & document expectations and routines. Assure consistent & clear communication with all staff.
Teach <i>What do we need to teach to solve the problem?</i>	Explicit instruction linked to school wide expectations. Teach what to do, how to do it and when to do it. Model respect .
Reward <i>What can we do to reward appropriate behavior?</i>	Strengthen existing school wide rewards. Include student preferences. Use function-based reinforcers
Extinguish <i>What can we do to prevent the problem behavior from being rewarded?</i>	Use ‘signal’ for asking person to ‘stop’. Teach others to ignore (turn away/look down) problem behavior.
Correct <i>What will we do to provide corrective feedback?</i>	Intervene early by using a neutral, respectful tone of voice. Label inappropriate behavior followed by what to do Follow SW discipline procedures
Safety <i>Do we need additional safety precautions?</i>	Separate student from others if he/she is unable to demonstrate self-control. Make sure adult supervision is available.

The Problem-Solving “Mantra”

- Do we have a problem?
- What is the precise nature of our problem?
- Why does the problem exist, & what can we do about it?
- What are the actual elements of our plan?
Is our plan being implemented, & is it working?
- What is the goal?

Primary to Precision Statements

- Can you build a primary statement about one thing that is happening at your school?
- Complete the top portion of the TIPS Worksheet.

Team Time

What final questions do you have for me?

Action Plan for today?

From now until June?

For start of the school year in August?