



Supporting Positive Behavior Through PBIS (Positive Behavior Intervention and Support)

Today's Purpose

To discuss the critical features and essential practices of Positive Behavioral Interventions and Supports (PBIS) and the roles of the Paraprofessional in implementation.



Warm Up

What do you already know about PBIS at Hawthorne?

How do you see PBIS connecting to your role?



Systems of Support

A layered continuum of academic, behavioral and social/emotional support to meet each learner's needs

Tier 1

Behavioral

- Behavior expectations are defined, taught, and retaught
- Expected behaviors are acknowledged
- Behavior errors are corrected proactively
- Communication with family about student's behavior is on-going

Academic

- Study skills, organizational strategies, and technology skills are taught
- The EPS continuous improvement model (8-Step) is implemented
- Self-monitoring strategies are developed
- Assignments broken into smaller chunks
- Support is provided to all students
- Response is evaluated to identify students who may be at risk

Social/Emotional

- Five overarching competencies are integrated into instruction:
 - ✓ Self-awareness
 - ✓ Self-management
 - ✓ Social awareness
 - ✓ Relationship management
 - ✓ Responsible decision-making
- Second step curriculum is taught K-8
- Bullying prevention is implemented
- Panorama data inform next steps

Tier 2

Behavioral

- Behavior contracts reinforce expected behavior
- Check-in/check-out systems monitor student's daily success
- Mentors/peers mediate conflicts
- Re-teach school-wide expectations in small groups
- Students engage in problem solving and goal setting
- Communication with family about student's behavior is on-going

Academic

- Intensive interventions specific to the identified need are selected
- Small group Interventions occur in or out of the classroom
- Progress monitoring and evaluating student response is ongoing

Social/Emotional

- Social skills are taught
- Social/academic groups with individualized features are ongoing
- Referrals are made to resources in or out of the school
- Frequent feedback and reinforcement for engaging in appropriate behavior is provided

Tier 3

Behavioral

- Functional Behavioral Assessment/ Behavior Intervention Plan is made
- Community resources are utilized to support the student
- Consider alternatives to suspension
- Personalized schedules are built
- Conflict resolution and social skills are taught
- Communication with family about student's behavior is on-going

Academic

- Implement intensive individually designed intervention
- Deliver intervention daily for a minimum of 30 minutes
- Consult with interventionists and special education staff
- Progress monitoring and evaluating student response is ongoing

Social/Emotional

- Intensive, individualized interventions are implemented
- Family members actively participate in the development of goals
- Intensive school and community interventions with school support
- Support plans that include individualized therapeutic supports



The district is using the Multi-Tiered System of Support (MTSS) to help schools develop a continuum of supports for every EPS student.

Everett Public Schools Systems of Support

What is PBIS?

PBIS is:

- Part of a MTSS systems approach, establishing the **social culture** and behavioral supports needed for schools to be effective learning environments for all students.

Evidence-based features of PBIS

- Prevention focused
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- Collection and use of data for decision-making
- Continuum of intensive, individual interventions.
- Administrative leadership – Team-based implementation















HAWKS Behavior Matrix

Hawthorne Elementary School (June 2018)



Collaboration Communication Creativity Critical Thinking Citizenship Growth Mindset

	Classroom 	Recess 	Cafeteria/ Line 	Hallway 	Bathroom 	Bus 	Assembly 
Have Respect 	<ul style="list-style-type: none"> Use inside voice Use kind words Listen to others Ask for permission 	<ul style="list-style-type: none"> <input type="checkbox"/> Outside voice <input type="checkbox"/> Use kind words <input type="checkbox"/> Listen to others <input type="checkbox"/> Ask permission 	<ul style="list-style-type: none"> Use inside voice Use kind words Listen to others Ask permission 	<ul style="list-style-type: none"> Voices off Keep hands to self Arrive on time Close lockers quietly 	<ul style="list-style-type: none"> Use inside voice Use kind words Respect privacy 	<ul style="list-style-type: none"> Use inside voice Use kind words Listen to direction 	<ul style="list-style-type: none"> Sit quietly Listen to the speaker
Act Responsibly 	<ul style="list-style-type: none"> Be on time Accept consequences Be honest Be prepared 	<ul style="list-style-type: none"> <input type="checkbox"/> Put equipment away <input type="checkbox"/> Line up quickly 	<ul style="list-style-type: none"> Keep your area clean Stay seated 	<ul style="list-style-type: none"> Pay attention Stand and wait patiently Respect our bulletin boards by not touching them 	<ul style="list-style-type: none"> Flush the toilet Keep the bathroom clean Use paper and soap appropriately Quiet voices 	<ul style="list-style-type: none"> Be on time Go directly to a seat Stay in your seat 	<ul style="list-style-type: none"> Pay attention Wait patiently
Work Together 	<ul style="list-style-type: none"> Take turns Share Encourage others Include everyone 	<ul style="list-style-type: none"> <input type="checkbox"/> Include everyone <input type="checkbox"/> Share <input type="checkbox"/> Help others 	<ul style="list-style-type: none"> Take turns Help your neighbor 	<ul style="list-style-type: none"> Stay with your group Walk behind the person in front of you 	<ul style="list-style-type: none"> Take turns 	<ul style="list-style-type: none"> Wait patiently Help others 	<ul style="list-style-type: none"> Be a good audience
Keep Safe 	<ul style="list-style-type: none"> Keep hands, body, and feet to self Use materials carefully Walk carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Keep hands, body, feet to self <input type="checkbox"/> Use equipment properly <input type="checkbox"/> Stay on playground or field 	<ul style="list-style-type: none"> Keep hands, body, feet to self Eat your own food 	<ul style="list-style-type: none"> Keep hands, body, feet to self Face forward Walk slowly 	<ul style="list-style-type: none"> Keep hands, body, feet to self Wash and dry your hands 	<ul style="list-style-type: none"> Keep hands, body, feet to self Keep aisle clear 	<ul style="list-style-type: none"> Keep hands, body, feet to self Face forward Keep aisle clear Stay in assigned area
Soar to Success 	<ul style="list-style-type: none"> Actively participate Finish work on time Learn from your mistakes 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow game rules <input type="checkbox"/> Be kind to all team members 	<ul style="list-style-type: none"> Learn your lunch number Make healthy food choices 	<ul style="list-style-type: none"> Smooth and quiet transitions Go straight to class Be ready to learn 	<ul style="list-style-type: none"> Use bathroom correctly Report problem to adult immediately 	<ul style="list-style-type: none"> Leave class on time Be on time to the bus 	<ul style="list-style-type: none"> Clap at the right time and in the appropriate way

What Is Active Supervision?



What is Active Supervision?

A proactive approach used in school settings to monitor large areas with many students, to ensure safety and reduce problem behaviors.

Commonly used in non-classroom settings such as the cafeteria/commons, hallway or playground -where we often have less adult direction and supervision.

In Active Supervision we **Move, Scan and Interact**

- 2010 Susannah Brackett, University of Pittsburgh

Start with Prevention

How can we decrease the likelihood the behavior will occur?



Line Up Zones



Supervising Staff Help to Teach Expectations at Each Non-Classroom Area





Teaching in the natural context helps students and staff develop shared understanding of what is expected.

It increases visibility
empowers the supervisors
as well!



Active & Systematic Supervision

Move, Scan and Use Proximity

Proximity and attention are great ways to prevent problem behavior.

Actively move about the area in an unpredictable pattern.

Continue to visually scan the area even when you need to speak with another student.

- Acknowledge Desired Behavior! You will get more of what you pay attention to!



Active Supervision Outside

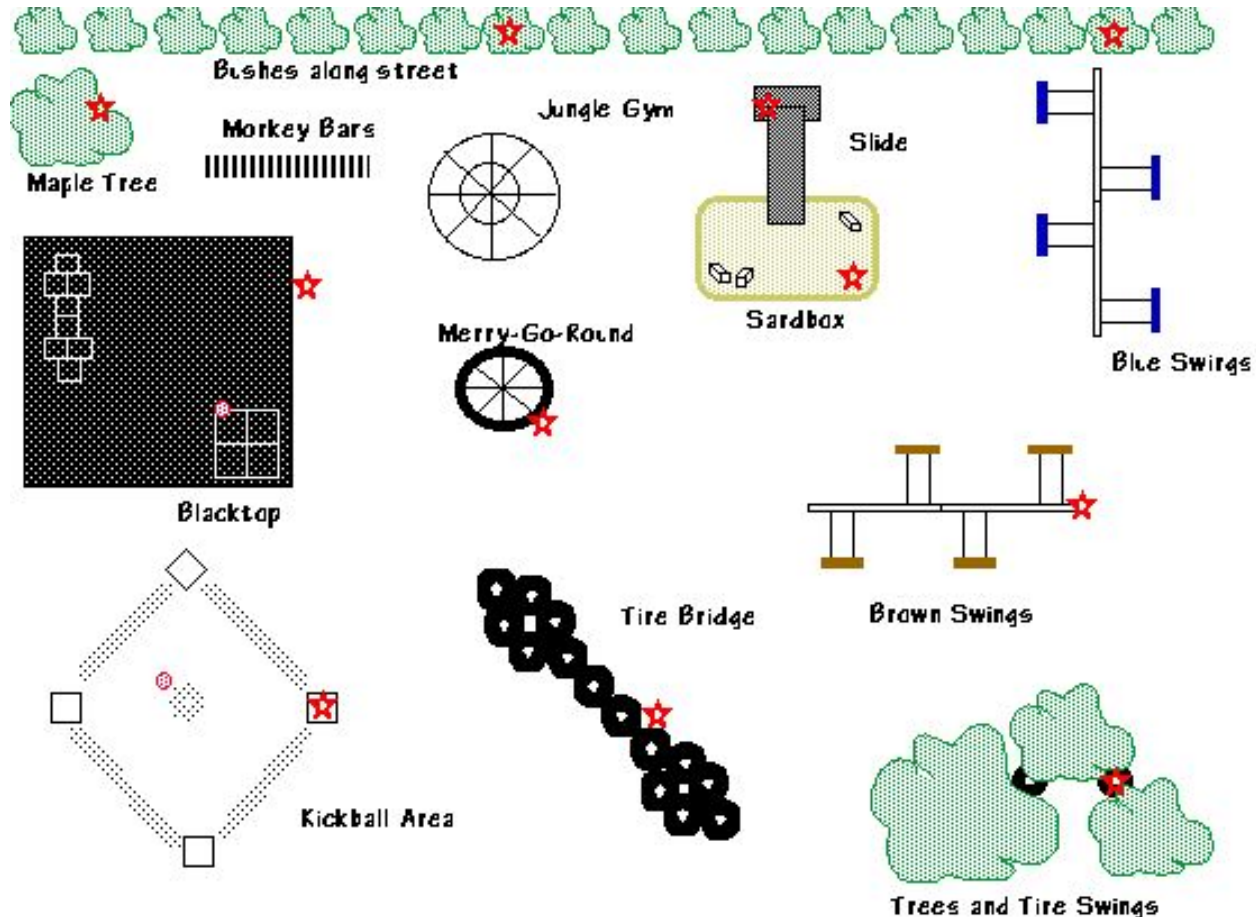


Systems for Recess Success:

- Clear expectations
(students & adults)
- Playground map
- Equipment
- Games – schedule & game book
- Transitions: to & from the playground
- Recess before lunch



Map It Out & Plan It Out



Transitions:

Getting to & from the playground

- Stick to the schedule
- Consistent line-up routine
- Stagger recess ending
- Use whistles
- Building access



Bryn Mawr Recess Map

Active Recess helps students to move more, play games and have fun!
It is easy, just choose a game and play. Remember to:

Be Safe.

Use equipment properly.
Don't hurt yourself or others.

Be Responsible.

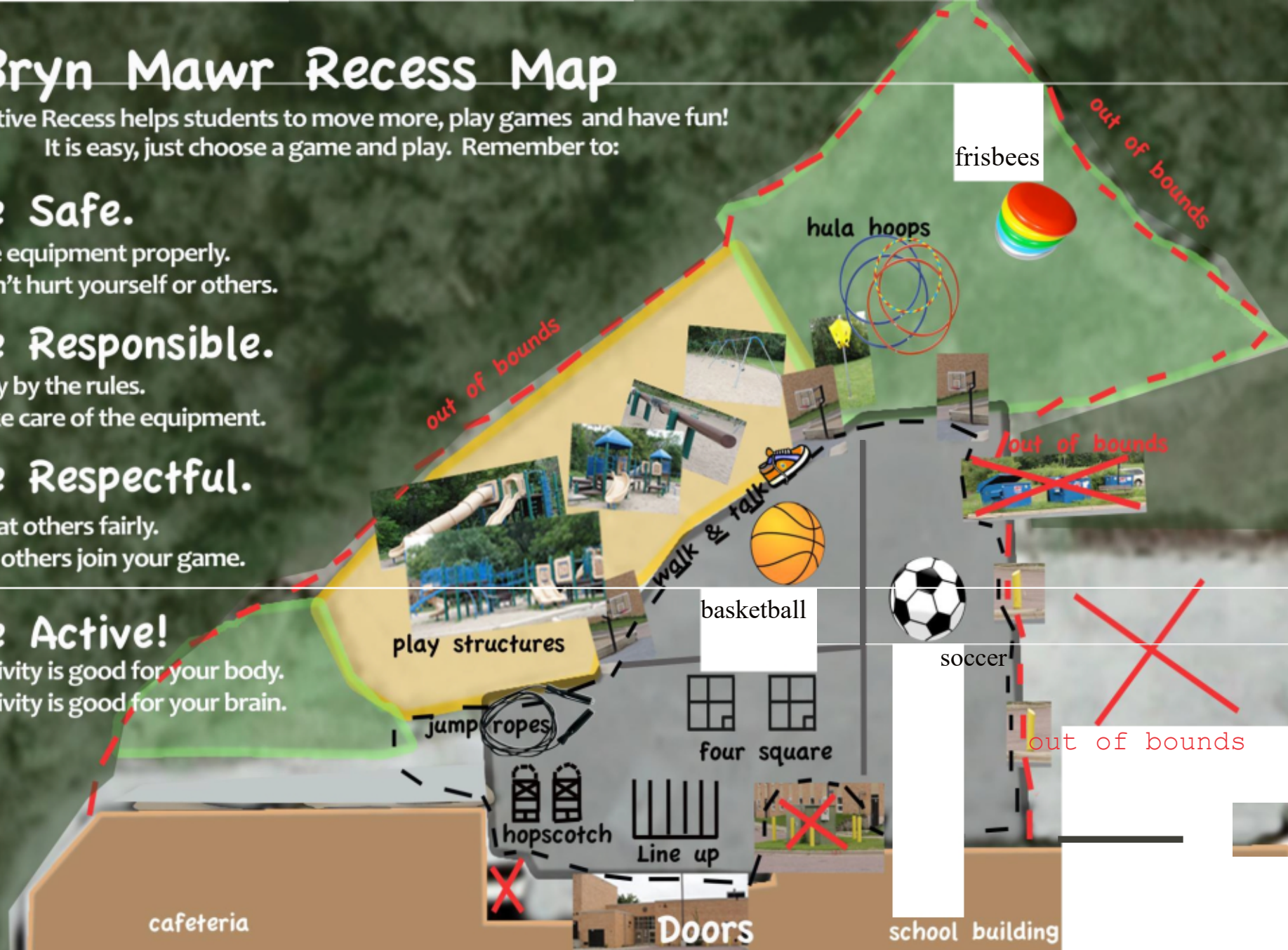
Play by the rules.
Take care of the equipment.

Be Respectful.

Treat others fairly.
Let others join your game.

Be Active!

Activity is good for your body.
Activity is good for your brain.



Check to see which games you can play each day. Not all game equipment will be out everyday.

How does Active Recess work?

BETHUNE COMMUNITY SCHOOL

School Wide Expectations

- Be Respectful
- Be Responsible
- Be Safe
- Be Your Best!

Bethune Expectations for the PLAYGROUND

Be Respectful	Be Responsible	Be Safe	Be Your Best
<ul style="list-style-type: none"> • Use kind words and actions. • Listen and follow adult directions. • Share playground equipment. 	<ul style="list-style-type: none"> • Play safely. • Stay in assigned playground area. • Follow rules of games. 	<ul style="list-style-type: none"> • Respect another's behavior or play to an adult's right safety. • Safe hands, feet and body at all times. • Line up orderly when called. 	<ul style="list-style-type: none"> • Be kind to everyone. • Ask others to play. • Try to include everyone. • See ACT1001

BETHUNE PLAYGROUND MAP

EVERYDAY GAMES

hopscotch
jump rope
4 square
sliding
swing
climbing

★ Active Recess - Play Games, Move More, Be Healthy! ★

Active Recess Goals

Your goal of active recess is to be healthy and happy!

By the end of the year, students will be able to:

- Participate in active recess for at least 10 minutes.
- Follow the rules of the game.
- Share equipment with others.
- Be kind to others.
- Be safe.
- Be responsible.
- Be respectful.
- Be your best!

Active Recess - play games, move more, be healthy!

GAME of the DAY

Monday	500 football
Tuesday	tag day
Wednesday	500 football
Thursday	basketball / tag
Friday	weekly favorite

★ Active Recess - Play Games, Move More, Be Healthy! ★

Supervision Considerations

Who supervises?

How often?

Is supervision “equally distributed?”

Has everyone who supervises received adequate training?

What’s the adult to student ratio?

Are all supervisors visible to students and one another?

What areas need multiple supervisors?

What is the communication protocol for supervisors?

How are subs oriented and placed on map?

Active Supervision: Acknowledgement SystemsIts About Feedback and Relationships



Move, Scan and Have High Rates of Positive Contact!

Friendly, helpful, open demeanor

Proactive, non-contingent

High rate of positive delivery: 5:1
Ratio

Short (5 to 10 seconds in duration)

Involve groups as well as individuals
(so that more kids are affected)

* Sends the “I see you and notice you as a person doing the right thing” message



Example: Recognition for Commons Expectations



Golden Spoon handed out to tables by lunch supervisors for following established expectations

Tables that have the Golden Spoon on them get to leave a little early for commons/ playground

Kids who are **frequently** at a Golden Spoon table or go the extra mile can earn "go to the front of the lunch line (politely) tickets."

Pt. Defiance – Golden Plungers!!!



Custodian awards the Golden Plunger to hallway with cleanest bathrooms at end of day. Classes in that hallway earn “credit” towards extra recess time.

Active Supervision: Addressing Behavior ERRORS

Interacting Frequently

Corrective response

- Non-argumentative, noncritical- specific to behavior
- Systematic = correct, model, practice, reinforce
- Be Calm, Consistent, Brief, Immediate, Respectful
- Reconnect with student

Follow through on consequence

- Neutral, businesslike demeanor
- Fair, non-arbitrary
- Clear and firm
- In alignment with school plan and policy
- Reconnect with student

Response Strategies & Error Correction

Continuum of Error Correction Strategies . . .

Prompt = visual or verbal cue

“Show me that again with walking feet”

Redirect = restate expected behavior

“Please be responsible by having your lunch ID ready”

Tell and acknowledge

“I can dismiss you to recess when your table is clean.” “Thanks!”

Provide Choice

“During commons you can sit with friends at the tables or work in the quiet area of the library..”

Speak with the student directly (away from peers)

“Please step over here with me so we can talk.”

The 2X10 Strategy: Making Connections

(Smith & Lambert, 2008)



Try 2 X 10!

- Spend 2 minutes a day for 10 days in a row
- Focus on acknowledgement, getting to know them beyond their school work and show genuine caring/connection. (Even if they don't respond immediately keep it up)

Improves behavior and student connection to school by 85%

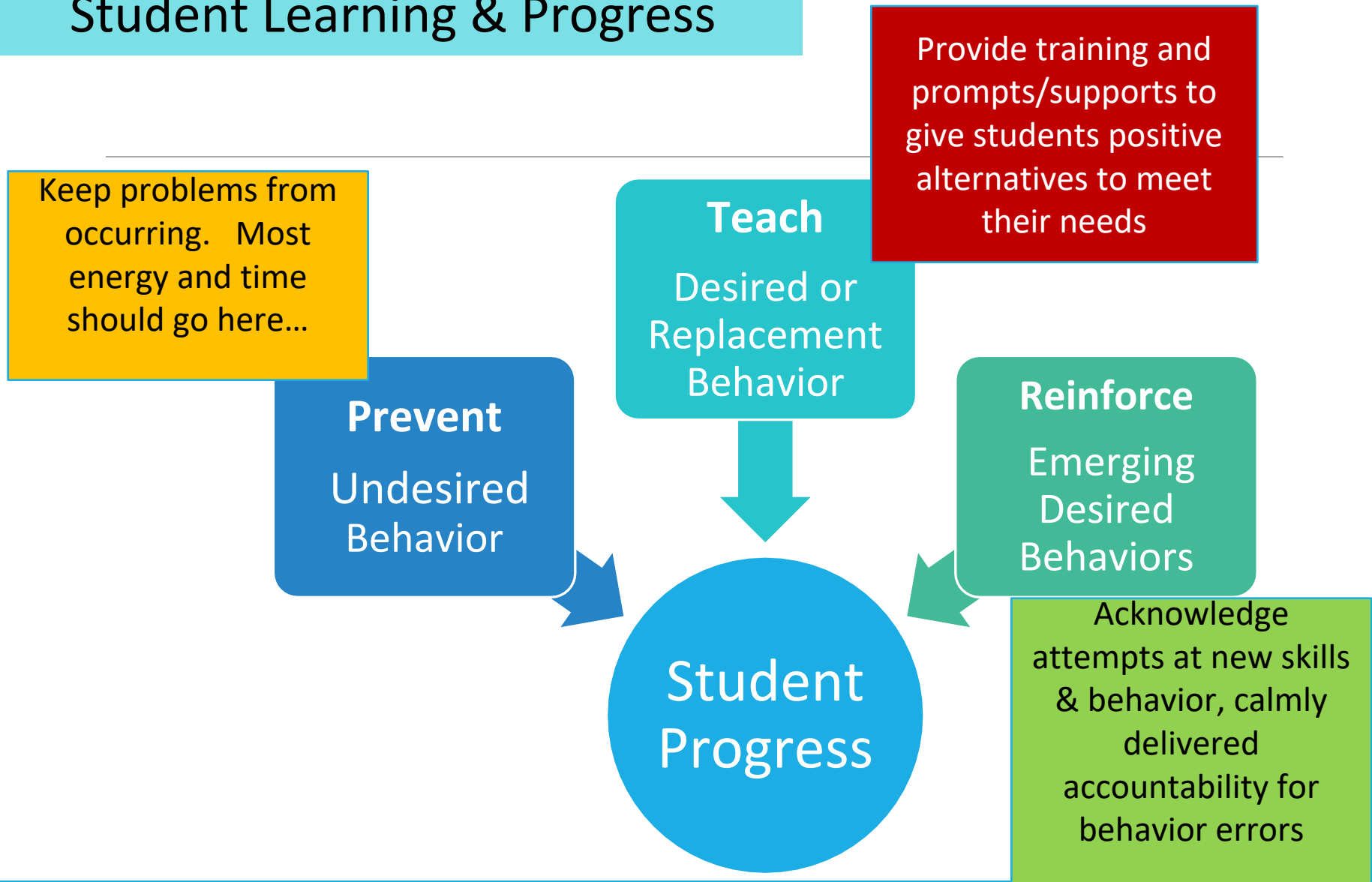
Small, consistent investment = big change

Relationships matter!

Acknowledging Positive Behavior & Building Relationships Conversation

- How could you use acknowledging positive behavior more effectively in the settings you supervise and support?
- What strategies do you use to quickly correct behavioral errors so that you can continue active supervision?
- Is there a student or students you know who would benefit from the 2x10 strategy?

Using PBIS to Support Student Learning & Progress



(Modified from 2009, Dunlap, Lovannone & English)


Strategies to Support Your Planning!

P	T	R
Prevent	Teach	Reinforce/ Recognize
<ul style="list-style-type: none">• Clarify or Establish Clear, Observable Expectations for the Student or Situation• Prompts and Cues (signs, reminders, signals etc.)	<ul style="list-style-type: none">• Clearly Teach/Reteach Expectations in the Specific Setting or Situation	<ul style="list-style-type: none">• Provide Immediate, Genuine Attention & Acknowledgement• School Acknowledgement Options for Individuals or Whole Classes/Groups

Choose Your Own Adventure...

Try out the PTR Problem Solving Framework. Identify a student who needs some support or a setting that has been difficult to supervise. What strategies might be useful?

Prevent	Teach	Reinforce/ Recognize

A photograph of two young children swinging on a swing set in a park. The child on the left is a girl with blonde hair, wearing a pink shirt and blue shorts. The child on the right is a boy with dark hair, wearing a light blue polo shirt and green shorts. They are both seen from behind, swinging on black seats. The background features a metal fence and tall, golden grass under bright sunlight. Overlaid on the image are three yellow text boxes with blue and grey arrow-like shapes pointing to them. The text in the boxes reads: "Play is the highest form of research." and "Albert Einstein". In the bottom left corner, there is a logo for "Counselor Up" with a stylized arrow pointing up.

Play is the highest
form of research.

Albert Einstein

Some Video Ideas & Other Resources

Sample Recess Supervision Orientation Video

<https://youtu.be/pZ3RiZk0Otk>

Funny playground expectations vides

https://youtu.be/1_Rjwlls8cs

Fun hallway video:

<https://youtu.be/OBSXVzgWOtw>

Recess Moves: A Toolkit for Quality Recess (free)

http://www.actionforhealthykids.org/storage/Recess_Moves_A_Toolkit_for_Quality_Recess.pdf