

The Ohio School Psychologists Association
"Putting Pieces Together For Ohio Students"

Implementing School-wide Positive Behavioral Interventions and Supports (PBIS)

Tier I

Rob Horner, Ph.D.
University of Oregon
www.pbis.org

Goals

School-wide PBIS: Why, What, How

Define the rationale for implementation of PBIS

Define the core features of PBIS

Define the process for implementing PBIS

Why SWPBIS?

- The fundamental purpose of SWPBIS is to make schools more effective and equitable learning environments.

Predictable

Consistent

Positive

Safe

Six Basic Recommendations for Implementing PBIS

- Never stop doing what already works
- Always look for the smallest change that will produce the largest effect
 - Avoid defining a large number of goals
 - Do a small number of things well
- Do not add something new without also defining what you will stop doing to make the addition possible.

Six Basic Recommendations for Implementing PBIS

- Collect and **use data** for decision-making
- **Focus on “core features”** and **adapt** the strategies/practices used to achieve those features so they “fit” your school community, culture, context.
 - Families
 - Students
 - Faculty
 - Fiscal-political structure
- Establish **policy clarity** before investing in implementation: Readiness counts.
 - Administrative support
 - 80% of faculty
 - Three year commitment
 - Social behavior is part of mission

Michigan State Board of Education Positive Behavior Support Policy

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age. The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment. A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The

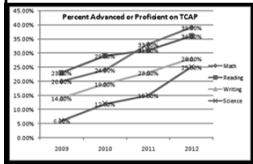
...it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.

behavior support strategies.

Adopted September 12, 2006

Main Messages

- PBIS is a foundation for the next generation of education.



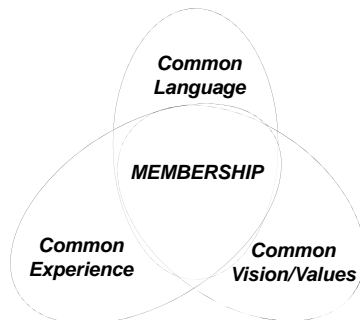
Effective (academic, behavior)
Equitable (all students succeed)
Efficient (time, cost)



What is School-wide Positive Behavior Intervention and Support (PBIS)?

- School-wide PBIS is:
 - A **multi-tiered framework** for establishing the **social culture** and behavioral supports needed for a school to achieve behavioral and academic outcomes for all students.
- Evidence-based features of SWPBIS
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual intervention supports.
 - Implementation of the systems that support effective practices

Establishing a Social Culture



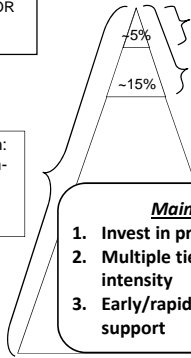
School-wide Positive Behavioral Interventions and Supports (SWPBIS)

- The social culture of a school matters.
- A continuum of supports that begins with the whole school and extends to intensive, wraparound support for individual students and their families.
- Effective practices with the systems needed for high fidelity and sustainability
- Multiple tiers of intensity



SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Main Ideas:

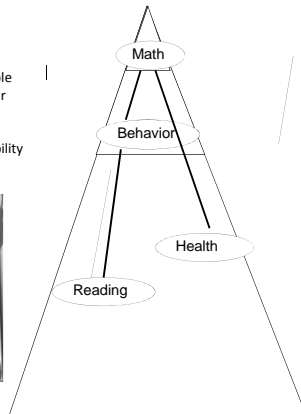
1. Invest in prevention first
2. Multiple tiers of support intensity
3. Early/rapid access to support

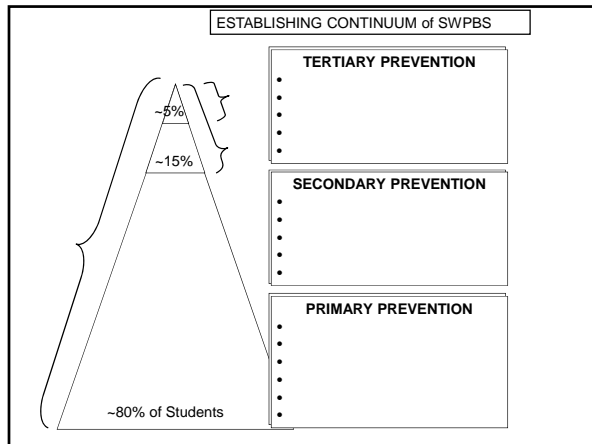


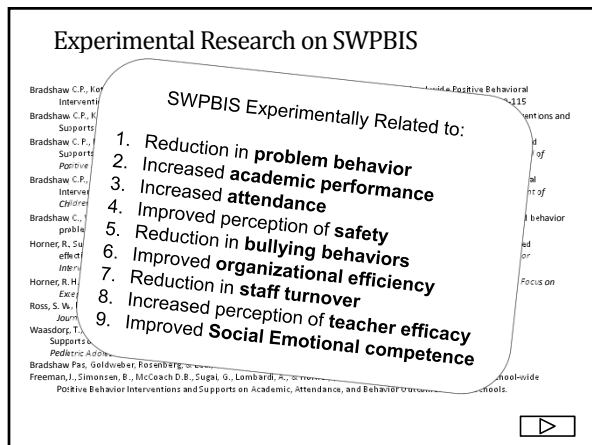
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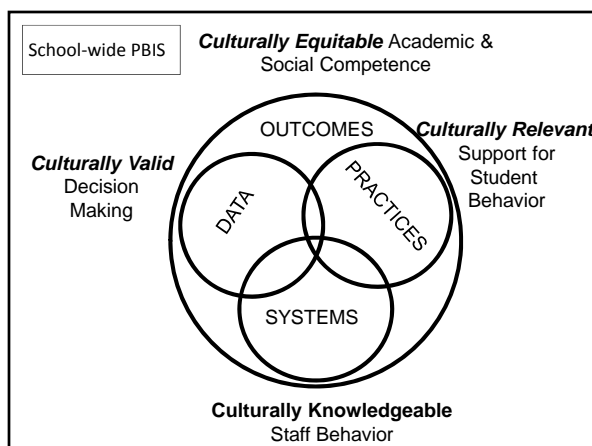
Remember that the multiple tiers of support refer to our **SUPPORT** not Students.

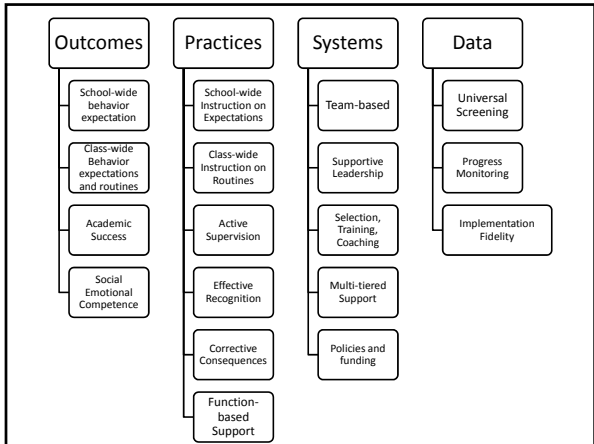
Avoid creating a new disability labeling system.





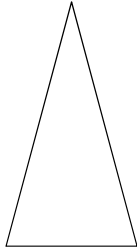






Lesson: Importance of Efficiency

- Focus on “efficiency” of practices
 - Time
 - Money
 - Expertise of personnel
 - Match with existing organizations/ systems.
- 1. Efficiency for adoption
- 2. Efficiency for sustained performance

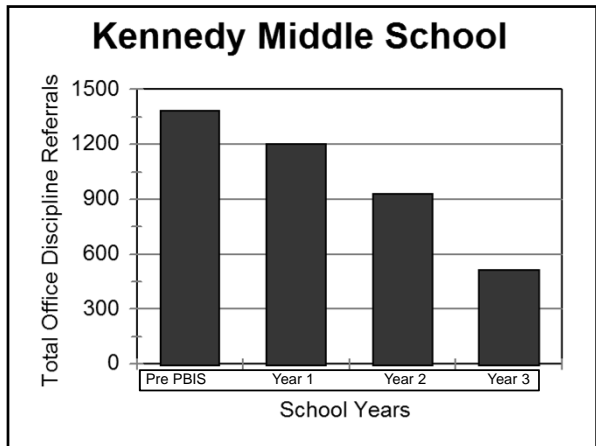


NOTE:
Differences in Efficiency across Multiple
Tiers of Support

Time / Cost of a Discipline Referral

(Avg. 45 minutes per incident for student 30 min for Admin 15 min for Teacher)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
Totals	1500 Hours	3000 Hours



What does a reduction of 850 office referrals and 25 suspensions mean? Kennedy Middle School

<ul style="list-style-type: none">• <u>Savings in Administrative time</u>• ODR = 15 min• Suspension = 45 min• 13,875 minutes• 231 hours	<ul style="list-style-type: none">• <u>Savings in Student Instructional time</u>• ODR = 45 min• Suspension = 216 min• 43,650 minutes• 728 hours
<hr/>	<hr/>
<ul style="list-style-type: none">• 29, 8-hour days	<ul style="list-style-type: none">• 121, 6-hour school days

The Efficacy of Training School Personnel to Build Behavioral Interventions from Functional Behavioral Assessment Information

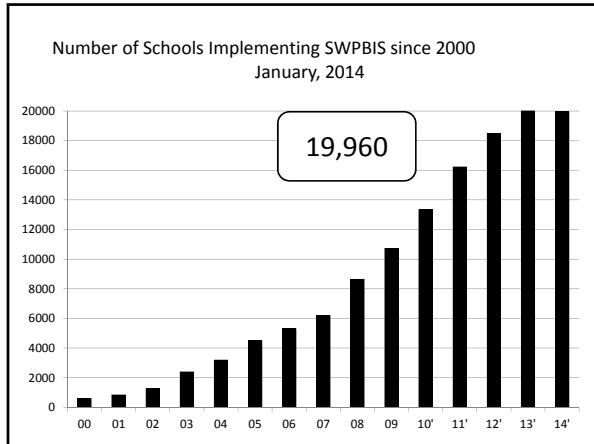
Kathleen Strickland-Cohen
Robert H. Horner

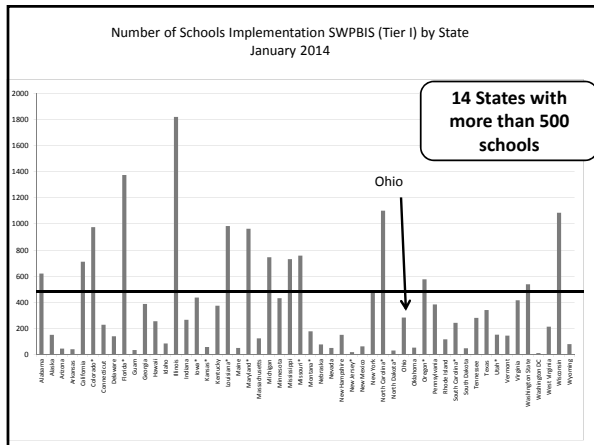
In press, *Journal of Positive Behavior Interventions*

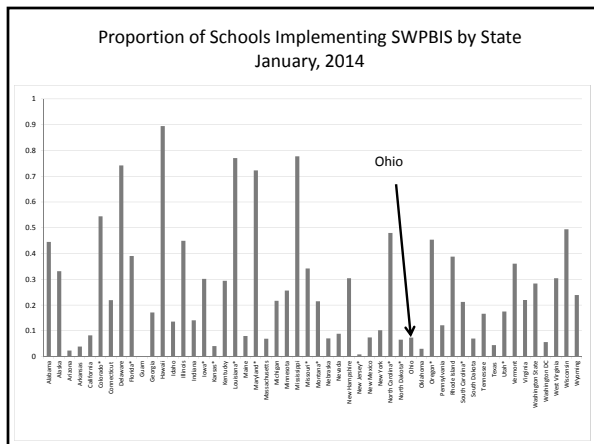
Loman, S., Horner, R. H. (2014). Examining the efficacy of a basic functional behavioral assessment training package for school personnel. *Journal of Positive Behavior Interventions*. 16 (1) 18-30.

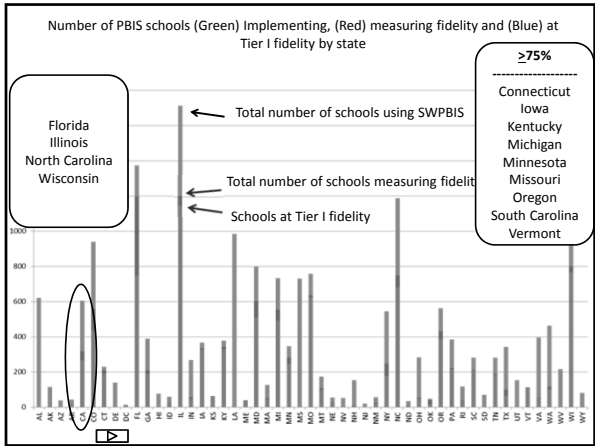


- School-wide PBIS is “evidence-based”
 - Reduction in problem behavior
 - Increases in academic outcomes
 - Horner et al., 2009
 - Bradshaw et al., 2006; in press
- Behavioral and Academic gains are linked
 - Amanda Sanford, 2006
 - Jorge Preciado, 2006
 - Kent McIntosh
- School-wide PBIS has benefits for teachers and staff as well as students.
 - Ross, Endrulat & Horner, in press
- Sustaining School-wide PBIS efforts
 - Jennifer Doolittle, 2006





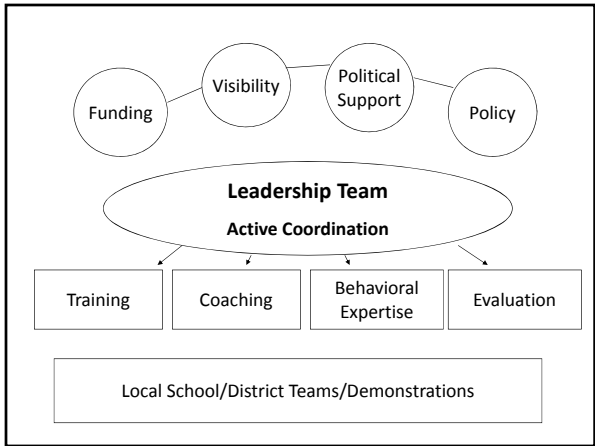




HOW IS SWPBIS Implemented?

• Nine Implementation Steps

- Build commitment
- Establish implementation team
- Self-Assess for local adaptation of SWPBS
- Define and teach expectations
- Establish system for recognizing positive behavior
- Establish consequences for problem behavior
- Establish classroom management structure
- Consider bully prevention additions
- Collect and use data for decision-making
- Establish Tier II and Tier III function-based support for students with more severe support needs.



Implementation Stages

Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2 – 3 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Stages of Implementation

Steve Goodman

Focus	Stage	Description
Should we do it!	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it better!	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Full Implementation	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

System Alignment

- Never stop doing what is already working
- Always look for the smallest change that produces the largest benefit

• To align multiple initiatives

- Start with outcomes and outcome measures
- Define core features
 - Separate core features from targeted strategies
 - Separate core features from large theory/philosophy
- Combine initiatives with common outcomes
- Rank initiatives with different outcomes
- Select core features that are evidence-based
- Implement core features with "strategy flexibility"
- Measure fidelity as well as outcome
- Expect alignment at the point/level in a system where the budgets for competing initiatives come together (not lower).

Integrated Option

Core

Outcomes

Subscale: Teams		
1.1 Team Composition		
Feature	Data	Scoring Criteria
<p>1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs.</p> <p>Main Idea: Teams need people with multiple skills and perspectives to implement PBIS well.</p>	<ul style="list-style-type: none"> • School or community • Tier I team 	<p>Quick Self-Assessment</p> <ol style="list-style-type: none"> 1. Coordinator 2. Behavioral expertise 3. Admin authority 4. Coaching expertise available 5. Knowledge about academic/behavior outcomes 6. Knowledge about school operations 7. Family/ student perspective included
V20 b		

Subscale: Teams		
1.2 Team Operating Procedures		
Feature	Data Sources	Scoring Criteria
<p>1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p> <p>Main Idea: Specific features are necessary to ensure meetings are effective for action planning and tracking progress.</p>	<ul style="list-style-type: none"> • Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan 	<p>0 = Not implemented 1 = Partially implemented 2 = Fully implemented</p> <p>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>
V20 b		

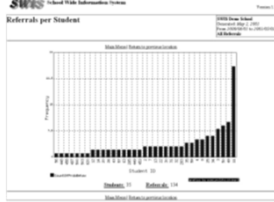
Team-Initiated Problem Solving	
<p>Meeting Foundations</p> <ul style="list-style-type: none"> • Clear purpose and authority • Efficient Process <ul style="list-style-type: none"> • Start, Stop, Schedule • Before/ During/ After • Respectful, Diligent • Defined Roles <ul style="list-style-type: none"> • Facilitator • Minute Taker • Data Analyst • Active Member • Electronic Meeting Minutes 	<p>Effective Problem Solving</p> <ul style="list-style-type: none"> • Define problem with precision <ul style="list-style-type: none"> • What, when, where, who, why, & how often • Build functional solutions <ul style="list-style-type: none"> • Prevent, teach, reward, consequences, safety, data use • Build Action Plan for implementation <p>Effective Action Planning and Follow up</p> <ul style="list-style-type: none"> • Use action planning <ul style="list-style-type: none"> • Who did what by when? • Collect data on if we implemented as well as if it worked • Follow up and adapt

Consideration

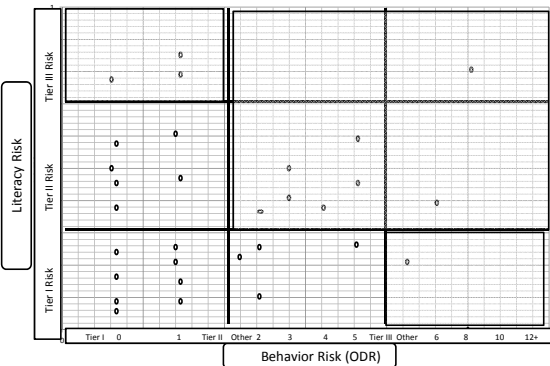
- Universal Screening is an important element of PBIS only when a school has established Tier II and Tier III supports
- The primary purpose of Universal Screening is to identify students in need of more intensive academic and/or behavior support early in the school year.

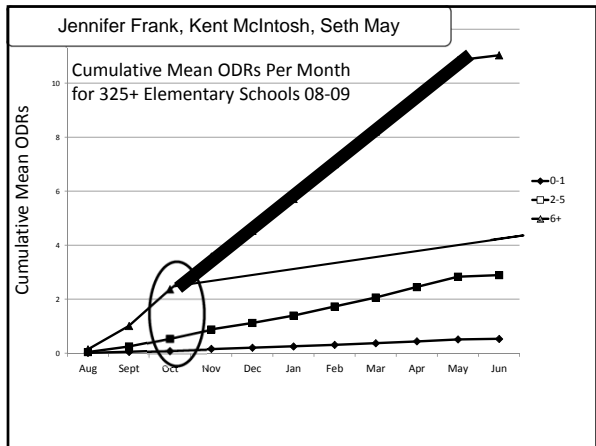
Linking RTI and PBS

2. Universal Screening



- Collect information on all students at least twice a year
- Use data for decision-making
 - 2 or more ODRs
- SSBD is used in Illinois





Team Activity

- Do we have the right people on the team?
- Do we have the authority to implement PBIS?
- Do we have a schedule for team meetings for the remainder of the year?... If not build it.
- Do we have a process for conducting both academic (3 times) and behavioral (2 times) "universal screening"?
 - Oct-Nov review ODR patterns / ask teachers
 - Feb-Mar review ODR patterns/ ask teachers

Subscale: Implementation		
1.3 Behavioral Expectations		
Feature	Data Sources	Scoring Criteria
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	<ul style="list-style-type: none"> • Staff handbook • Student handbook • Walk through reports 	0 = Not implemented 1 = Partially implemented 2 = Fully implemented 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix)
Main Idea: Having school-wide, positive expectations is among the best ways to establish a positive social culture.		V20

Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
 - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

1.4 Teaching Expectations

Subscale:
Implementation

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	<ul style="list-style-type: none"> • Professional development calendar • Lesson plans • <u>Walk through reports</u> • Teaching Matrix 	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings
Main Idea: Behavioral expectations need to be taught to all students in order to be effective.		V20 b

Teach Behavioral Expectations

- Transform broad school-wide Expectations into specific, observable behaviors.
 - Use the Expectations by Settings Matrix
- Teach in the actual settings where behaviors are to occur
- Teach (a) the words, and (b) the actions.
- Teach "When" as well as "How" to behave
- Build a social culture that is predictable, and focused on student success.

Teaching Behavioral Expectations	
Define the Expectation(s):	
Provide a Rationale:	
Teach the Critical Discrimination:	
Demonstrate Appropriate Behavior	
Demonstrate Unacceptable Behavior	
Practice telling the difference with multiple examples	
If there is a "signal" teach the signal (when should the appropriate behavior occur?)	
Teach for fluency (practice)?	
Reinforcement.	
How will this skill be maintained?	

Curriculum Matrix						
	Location 1	Location 2	Location 3	Location 4	Location 5	Location 6
Expectation 1						
Expectation 2						
Expectation 3						
Expectation 4						
Expectation 5						

North Hill Behavior Matrix						
Expectations	All School	Lunch	Playground	Hallway	Restroom	Cyberpace Communications with for North Hill Students
Respectful	<ul style="list-style-type: none"> Kind words Level 2 voice Follow adult direction Respect school property Be kind 	<ul style="list-style-type: none"> Respect other's space Please & Thank you Use Level 2 voice Good manners 	<ul style="list-style-type: none"> Hands & feet to self Share Encourage others Kind words 	<ul style="list-style-type: none"> Level 1 voices Use hall Zero voices Use pods Head to self 	<ul style="list-style-type: none"> Wipe hands Flash Allow privacy Quiet voice 	<ul style="list-style-type: none"> Use electronic communications with care Choose words carefully that show respect for others Don't use words and actions that may be hurtful or intimidating
Responsible	<ul style="list-style-type: none"> Make good choices Respect Be on time Be prepared Be positive 	<ul style="list-style-type: none"> Eat your own food Stay seated Clean your area Wait to be excused Feed your body 	<ul style="list-style-type: none"> Draw for the weather Line up when bell rings using walking feet 	<ul style="list-style-type: none"> Have a Hall Pass Walk Stay to right Follow posted post expectations 	<ul style="list-style-type: none"> Put trash in garbage Use assigned restroom 	<ul style="list-style-type: none"> Only say or do something in cyberspace via the computer, phone, or text that you would not say or do in person Only use and respond to your own identity School personnel, parents, teachers Use problem solving skills to work out conflicts
Safe	<ul style="list-style-type: none"> Report unsafe behavior Report & reduce bullying 	<ul style="list-style-type: none"> Stop & listen at adult signal 	<ul style="list-style-type: none"> Listen to adults Play safely Use equipment correctly Report unsafe behavior 	<ul style="list-style-type: none"> Stay with your class Take One stair at a time 	<ul style="list-style-type: none"> No Loitering 	<ul style="list-style-type: none"> Report online threats/harassment/intimidation/fighting or to an adult Use cyberspace as a fun & efficient way to talk and communicate Report any communications that concern the safety and well being of another person

Teaching Matrix		SETTING					
		All Settings	Hallways	Playground	Cafeteria	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice table manners. Select healthy foods.	Study, read, compute.	Use a good voice. Stay in your seat.
	Respect Others	Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice table manners. Select healthy foods.	Whisper. Return books.	Use a good voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up trash. Clean up after self.	Pick up trash. Clean up after self.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

*Teaching Matrix Activity
(Identify cells that you would change)*

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	No food in class	Eat your own food	Stay in your seat	No harassment No violence	Arrive on time to speaker
Respect Environment & Property	Recycle paper	Return trays	Keep feet on floor	Do not litter	Leave the auditorium as clean as you find it.
Respect Yourself	Do your best	Wash your hands	Be at stop on time	Use your words	No hats No gum
Respect Learning	Have materials ready	Eat balanced diet	Go directly from bus to class	Go directly to class	Discuss topics in class w/ others

Activity: Teaching Matrix

- List your expectations and your locations on the Teaching matrix
- Select one location in the school
- Define how you would teach the expectations in that location.
 - Present "words"...expectations
 - Present rationale, and definitional rule
 - Present positive examples
 - Present negative (non) examples
 - Provide an activity in which all students practice

Activity

- Define the schedule/process for teaching behavioral expectations in Fall 2014.
- What teams (include all the faculty/staff)
- What locations
- What training materials
- How will you assess if students have learned the expectations?

School-Wide Positive Behavior Support

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~5%

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

~15%

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

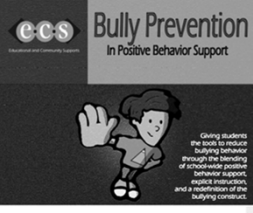
~80% of Students

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Implications for Bully Prevention

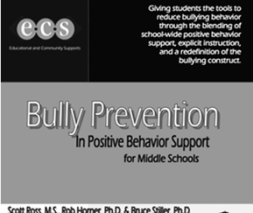
- Build on school-wide social culture
 - Do not add a NEW program to what you already do
 - All students know what "respect" means
- Avoid deviancy training: (do NOT teach bullying)
- Teach a school-wide signal for "stop"
- Teach all students what to do if asked to "stop"

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Give students the tools to reduce bullying behavior through the blending of schoolwide positive behavior support, explicit instruction, and a redefinition of the bullying construct.

Scott Ross, M.S., Rob Homer, Ph.D., & Bruce Stiller, Ph.D.



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Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianne C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Homer, Scott W. Ross



Available at www.pbis.org

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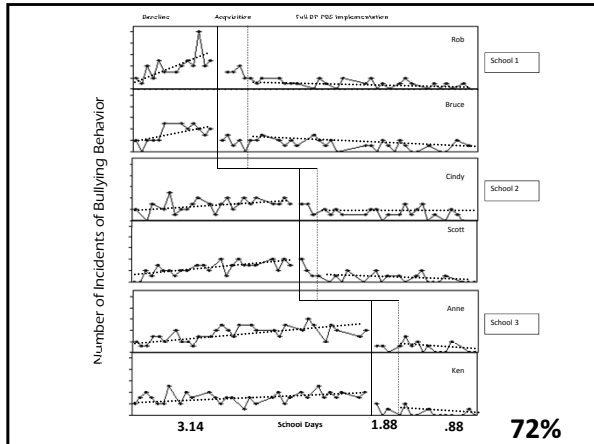
Teach a **Three-Step Skill** that can be used in all places at all times. Keep it simple.

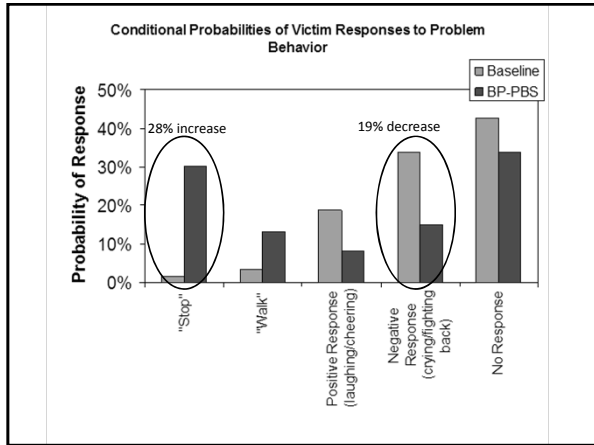
If you encounter behavior that is NOT respectful

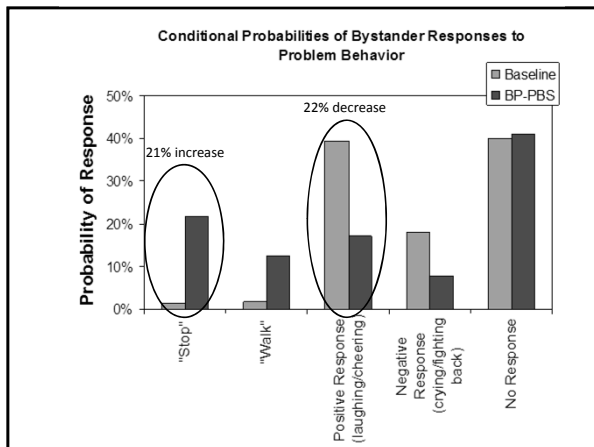
Stop ----- Walk ----- Talk

Say and Show "STOP" → Walk Away → Talk to an Adult

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Subscale: Implementation		
1.5 Problem Behavior Definitions		
Feature	Data Sources	Scoring Criteria
1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	<ul style="list-style-type: none"> Staff handbook Student handbook School policy Flowchart 	0 = Not implemented 1 = Partially implemented 2 = Fully implemented 0 = No clear definitions exist and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families
Main Idea: Operational definitions of problem behavior and consistent processes for responding to problem behavior improve the “predictability” of social expectations in the school. <i>Focus on reducing reward for problem behavior.</i>		V20 8

Major Problem Behavior	Definition
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.

SWIS
Behavior
Codes

www.swis.
org

Consequence Systems

- Policy and Logic
- Problem behavior definitions
- Discipline referral form
- Guidelines for responding to problem behavior
 - Is there a common rule for when to send a student to the office?
 - Are there “levels” of response/ Flow chart of actions?
- Data system
 - Regular reporting to full faculty
 - Active use of data for decision-making by those who collect the data.

Logic

- Use negative consequences to:
 - **Teach what you want:**
 - "this is not an example of being respectful"
 - **Interrupt negative behavioral chains**
 - " don't let a small problem escalate"
 - **Sustain instruction for everyone else**
 - One student's problem behavior should not interfere with the education of others
 - **Minimize likelihood that problem behavior is inadvertently rewarded.**
 - Minimize peer attention
 - Minimize adult attention
 - Minimize escape from demands/tasks
 - Minimize access to tangible rewards.

Six Elements of a School Discipline System

1. Policy and Logic

2. Problem Behavior Definitions

3. Discipline Referral Form

4. Guidelines for responding to problem behavior

5. Data System

6. Decision-making Process

1.6 Discipline Policies

Subscale:
Implementation

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	<ul style="list-style-type: none"> • Discipline policy • Student handbook • Code of conduct • Administrator interview 	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
Main Idea: Preventative and positive approaches to discipline are the most effective.		

V20
b


Predictability and Reason

- Students know what to expect from adults
- Adults know what to expect from each other
- Adults have authority to use common sense and professional judgment.

1. Discipline Policy

- Purposes of Discipline Policy
 - *Promote positive behavior and reduce problem behavior*
 - *Comply with federal and state law*
 - *Coordinate behavior support efforts*
 - *Ensure safe and effective environments*
 - *Get students access to needed supports*

Discipline Policy

- Critical Elements 
 - *Define purpose*
 - *Define roles*
 - *Define process for addressing problem behavior*
 - *Define consequence options*
 - *Define data collection expectations*

Be especially clear about what is managed in class by teacher versus what is sent to office.

e.g. "Any behavior that places a student (self or others) at risk (emotionally or physically), violates a major expectation (e.g. theft) or interferes with the educational opportunities of other students is grounds for an office discipline referral"



- Determine if a formal discipline policy exists. If needed, what steps are needed to have one developed?
- Build a plan for developing a one-page flow chart defining expectations for teacher-managed versus office managed behavioral incidents.

Subscale: Implementation		
1.7 Professional Development		
Feature	Data Sources	Scoring Criteria
<p>1.7 Professional Development: A written process is used for orienting all faculty/staff on Tier I SWPBS practices, including (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p> <p>Main Idea: The key to PBIS implementation is staff consistency. All staff need to be informed and aware of goals, process, measures.</p>	<ul style="list-style-type: none"> Professional development calendar Staff handbook 	<p>0 = Not implemented 1 = Partially implemented 2 = Fully implemented</p> <p>0 = No process for teaching staff is in place</p> <p>1 = Process is informal/unwritten, not part of professional development calendar and/or does not include all staff or all 4 core Tier I practices</p> <p>2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices</p>
V20 B		

Professional Development

- What is plan for introducing PBIS to all faculty this coming year?
 - Faculty meeting
 - Time to...
 - Time to...
 - Time to...
 - Time to...
 - Time to...
- What is plan and staff?

Build a PBIS Notebook

1. Policies
2. Teaching plans
3. Discipline system

Make it easier to do PBIS in Year 2

Subscale: Implementation		
1.8 Classroom Procedures		
Feature	Data Sources	Scoring Criteria
<p>1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p> <p>Main Idea: PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.</p>	<ul style="list-style-type: none"> Staff handbook Walk through reports Progress monitoring Individual classroom data 	<p>0 = Not implemented 1 = Partially implemented 2 = Fully implemented</p> <p>0 = Classrooms are not formally implementing Tier I</p> <p>1 = Classrooms are informally implementing Tier I but no formal system exists</p> <p>2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations</p>
V20 B		

In Well Managed Classrooms

Students: Wehby, Symons, & Shores (1995)

- Follow a predictable schedule
- Engage in high rates of academic engagement
- Experience high rates of academic achievement
- Respond with high rates of compliance
- Follow a schedule with high rates of student managed behavior
- Use problem solving structures
- Follow smooth and efficient transitions

In Classrooms that were Ineffective

Wehby, Symons, & Shores (1995)

- Less than half of student hand raises or correct academic responses were acknowledged by teachers
- About 26 "to do" statements per hour
- Less than 2 praise statements per hour
- 64% of "to do" statements were social in nature
- Most academic work consisted of independent seatwork
- Inconsistent distribution of teacher attention
- Compliance to a command generally resulted in the delivery of another command

1. Behavioral Expectations Invest in Appropriate Behavior

- Define and teach 3-5 expectations for your classroom early in year.
 - Positively stated expectations
 - Easy to remember
 - Posted in the classroom
 - Consistent with School-wide rules/expectations
 - Taught Directly
 - Positive and negative examples
 - Examples:
 - Be safe, Be responsible, Be respectful
 - Respect others, Respect property, Respect self

2. Establish a Predictable Environment

- Define and teach classroom routines
 - How to enter class and begin to work
 - How to predict the schedule for the day
 - What to do if you do not have materials
 - What to do if you need help
 - What to do if you need to go to the bathroom
 - What to do if you are handing in late material
 - What to do if someone is bothering you.
 - Signals for moving through different activities.
 - “Show me you are listening”
 - How to determine if you are doing well in class
- Establish a signal for obtaining class attention
- Teach effective transitions.

Designing Classroom Routines

Routine	School-wide Expectations	Signal
Entering Class	Walk in, sit down, start work	Instruction on board
Obtaining class attention	Orient to teacher, be quiet	?
Getting Help during seat work	?	?

Activity: 12 min Identify Routines

- What are 3 routines common across classrooms in your school?
- Complete the classroom routines matrix for your classroom
 - (or a classroom you know well)
- What is a PROCESS you might use with your faculty to define and share effective examples?

7. Ensure Academic Success: Match Curriculum to Student Skills

- Failure as a discriminative stimulus for problem behavior.
 - 70% success rate.
 - Young learners versus experienced learners
 - How can we teach with success and still teach the required curriculum?
- Monitor and adapt
 - Maintain instructional objective, but adjust the curriculum/instruction
 - The art of curricular adaptation (strategies)
- Have fun

Amanda

Avoidance
Video

Activity: Classroom Self-Assess

- Assume you are the faculty for the whole school.
 - *Independently rate your own classroom*
 - If you do not have a classroom rate the classroom you know best.
 - *Produce a "Mean" for the school by taking the mean of your classrooms.*
 - *Identify the one element of the self-assessment that would make the biggest difference. Identify one action to be completed within the next three months of school that would improve that element.*

1.9 Feedback and Acknowledgement

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.9 Feedback and Acknowledgement: At least 80% of a sample of staff (interview at least 10% of staff or at least 5% for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed. Main Idea: Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.	<ul style="list-style-type: none">• Walk through with 10% of staff and at least 10 students	0 = Student behavior is not formally acknowledged 1 = Student behavior is formally acknowledged but system is used by <80% of staff and/or received by <80% of students 2 = Student behavior is formally acknowledged by at least 80% of staff and received by at least 80% of students in a system with all 4 components

V20
b

On-going Reward of Appropriate Behavior

- Every faculty and staff member acknowledges appropriate behavior.
 - **5 to 1 ratio** of positive to negative contacts
- System that makes acknowledgement easy and simple for students and staff.
- Design rewards to meet needs of “at-risk” students.
- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
 - Beginning of class recognition
 - Raffles
 - Open gym
 - Social acknowledgement

Are Rewards Dangerous?

- “...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”
 - Judy Cameron, 2002
 - Cameron, 2002
 - Cameron & Pierce, 1994, 2002
 - Cameron, Banko & Pierce, 2001
- “The undermining effect of extrinsic reward on intrinsic motivation remains unproven”
 - Steven Reiss, 2005
- Akin-Little, K. A., Eckert, T. L., Lovett, B. J., & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practices. *School Psychology Review*, 33, 344-362



“What the Worlds Greatest Managers Do Differently”

-- Buckingham & Coffman 2002, Gallup

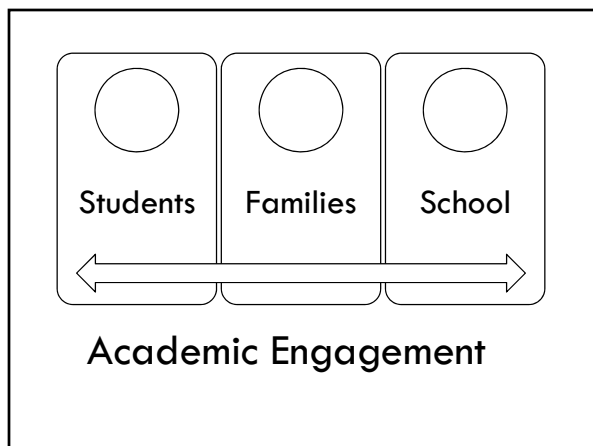
Interviews with 1 million workers, 80,000 managers, in 400 companies.

- Create working environments where employees:
 - 1. Know what is expected
 - 2. Have the materials and equipment to do the job correctly
 - 3. Receive recognition each week for good work.
 - 4. Have a supervisor who cares, and pays attention
 - 5. Receive encouragement to contribute and improve
 - 6. Can identify a person at work who is a “best friend.”
 - 7. Feel the mission of the organization makes them feel like their jobs are important
 - 8. See the people around them committed to doing a good job
 - 9. Feel like they are learning new things (getting better)
 - 10. Have the opportunity to do their job well.

Activity

- How do we acknowledge the social behavior of students?
 - 1. Individual students
 - System to allow individual rewards to benefit many
 - 2. Groups/Classrooms
 - 3. Whole school

Subscale: Implementation		
1.10 Student/Family/Community Involvement		
Feature	Data Sources	Scoring Criteria
1.10 Student/Family/Community Involvement: Stakeholders (faculty, families, and students) provide input on universal foundations (e.g., expectations, consequences, and acknowledgements at least every 12 months).	<ul style="list-style-type: none">• Surveys• Voting results from parent/family meeting• Team meeting minutes	0 = Not implemented 1 = Partially implemented 2 = Fully implemented 0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months
Main Idea: Schools need active engagement of students, families and faculty to be successful.		V20



Families

☐ Partnership with families

☐ What three things could most families do that would make the biggest positive impact on student educational success?

☐ Options

- ☐ Show interest
 - ☐ (ask how the day went)
- ☐ Help with homework
 - ☐ (time, place, support, knowing)
- ☐ Communication with school
 - ☐ (events, needs, what is working, and what is not working)

Families

Team Activity:

How can your school engage families:

- 1) What are 1-3 reasonable things families can do that would make a difference?
- 2) What would be the best way to share this information with families? How would we know if we had been successful?

Academic Engagement

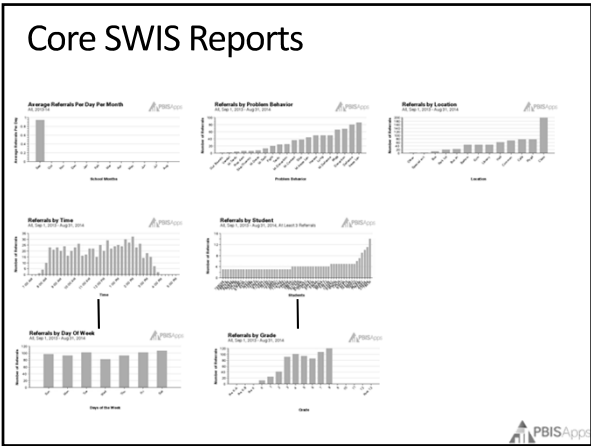
Subscale: Evaluation

1.11 Discipline Data

Feature	Data Sources	Scoring Criteria
1.11 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	<ul style="list-style-type: none"> School policy Team meeting minutes Student outcome data 	<div style="font-size: 0.8em;"> 0 = Not implemented 1 = Partially implemented 2 = Fully implemented </div> <div style="font-size: 0.8em; margin-top: 5px;"> 0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student </div>

Main Idea: Teams need the right information in the right form at the right time to make effective decisions.

V20
b



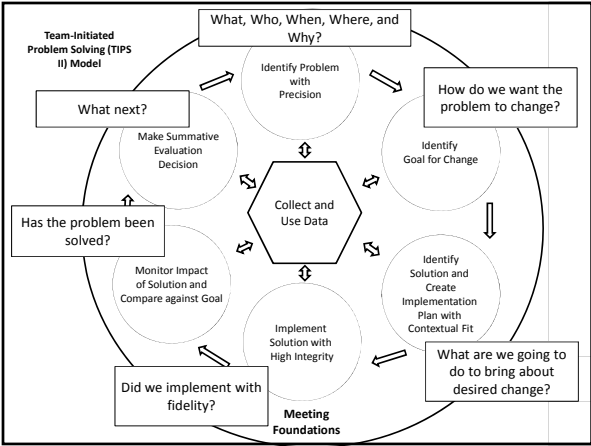
Subscale: Evaluation

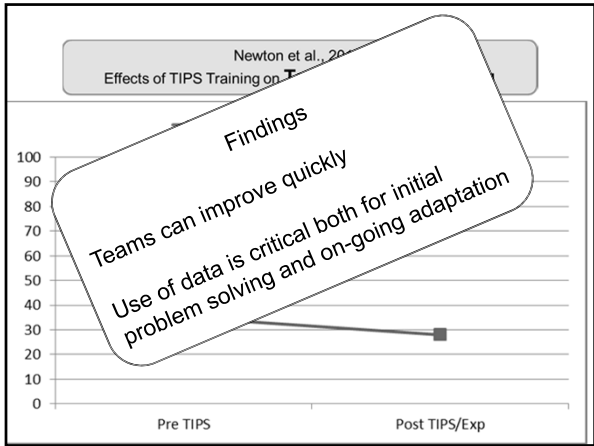
1.12 Data-Based Decision Making

Feature	Data Sources	Scoring Criteria
1.12 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.	<ul style="list-style-type: none">• Data decision making for non-responders• Staff professional development calendar• Staff handbook• Team meeting minutes	0 = Not implemented 1 = Partially implemented 2 = Fully implemented 0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision making, but less than monthly 2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify tier I supports

Main Idea: Teams need the right information in the right form at the right time to make effective decisions.

V20
b





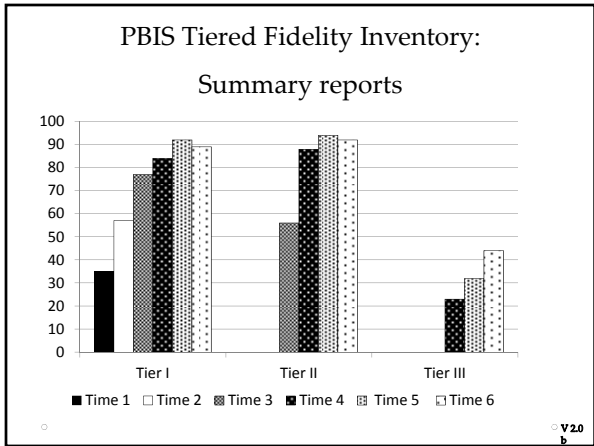
Subscale: Evaluation

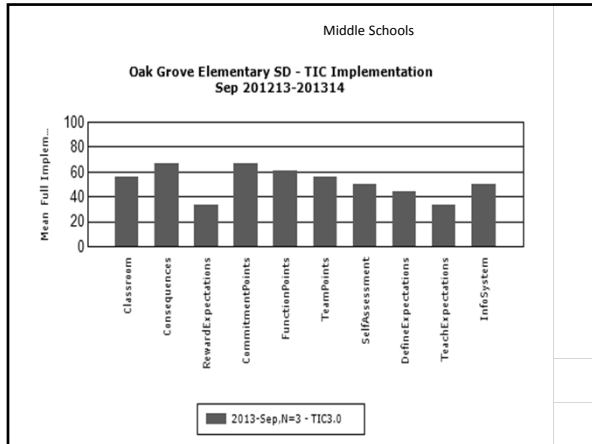
1.13 Fidelity Data

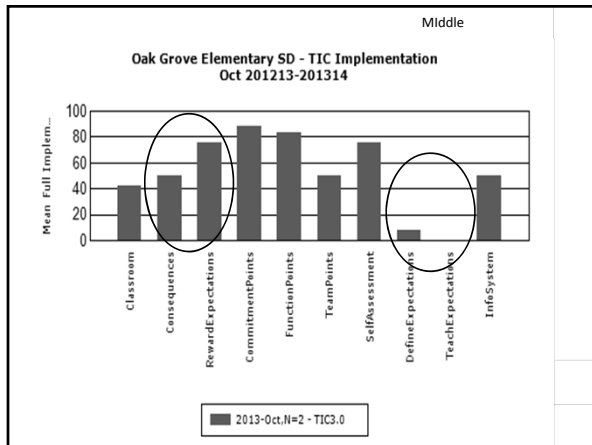
Feature	Data Sources	Scoring Criteria
1.13 Fidelity Data: Tier I team reviews and uses SWPBS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	<ul style="list-style-type: none">School policyStaff handbookSchool newslettersSchool website	0 = Not implemented 1 = Partially implemented 2 = Fully implemented 0 = No Tier I PBIS fidelity data collected 1 = Tier I PBIS fidelity collected informally and/or less often than annually 2 = Tier I PBIS fidelity data collected and used for decision making annually

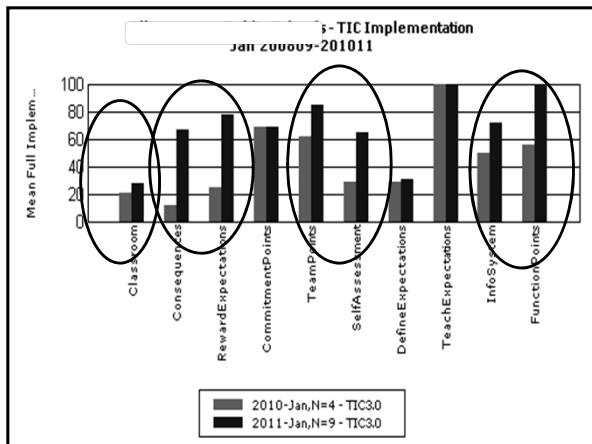
Main Idea: Measuring fidelity is essential for maintaining high-criterion use of PBIS. Any Tier I fidelity measure is acceptable. Completing this inventory meets the criterion for a "2" score.

V2.0
b

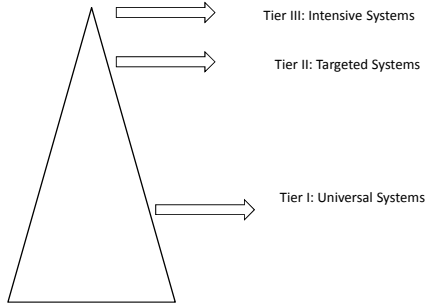




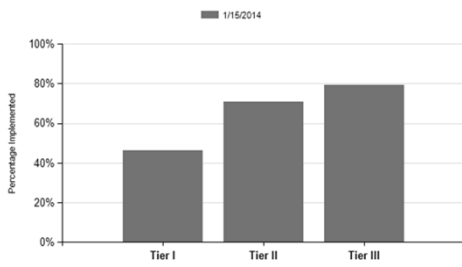




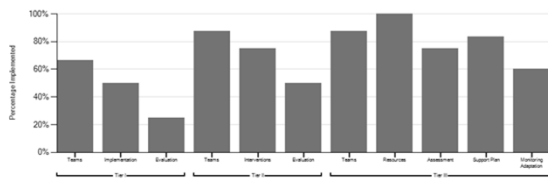
Example: **PBIS Tiered Fidelity Inventory**

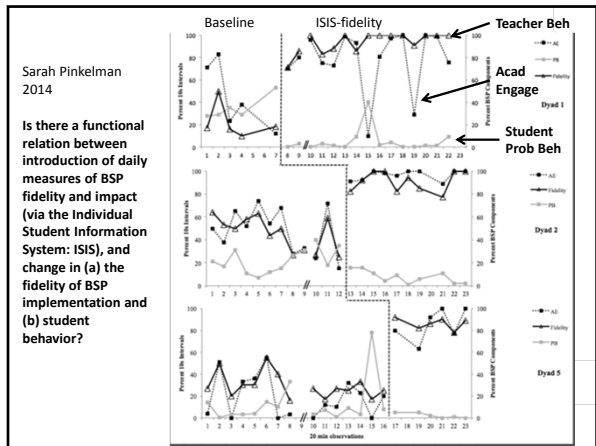


School-Wide PBIS (SWPBIS) Implementation Inventory
Elementary School
1/15/2014



School-Wide PBIS (SWPBIS) Implementation Inventory
Elementary School
1/15/2014





Subscale: Evaluation

1.14 Annual Evaluation

Feature	Data Sources	Scoring Criteria
1.14 Annual Evaluation: Tier I planning team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	<ul style="list-style-type: none"> Staff and student surveys Tier I handbook Fidelity tools School policy Student outcomes District reports School newsletters 	0 = Not implemented 1 = Partially implemented 2 = Fully implemented 0 = No evaluation takes place or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academic) shared with stakeholders, with clear alterations in process based on evaluation

V20
b

Activity: Using Data

- Do we have an efficient system for collecting the data we need?
 - Office discipline referrals per day per month
 - Disaggregation by grade, gender, ethnicity, time, behavior.
 - More detailed data for students at greater risk.
- Do we use the data to make decisions, and improve the quality of our learning environment?
 - Data reviewed regularly
 - Data used by teams to build solutions.

**North Carolina
Positive Behavior Interventions & Support
Initiative**

February 2009

Heather R. Reynolds
NC Department of Public Instruction
Bob Algozzine
Behavior and Reading Improvement Center

<http://www.dpi.state.nc.us/positivebehavior/>

**North Carolina
Positive Behavior Intervention & Support
Initiative - 2010**

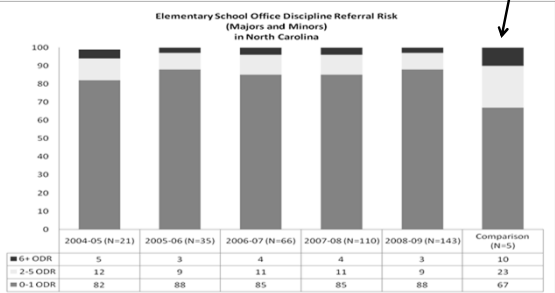
Positive Behavioral Support in North Carolina

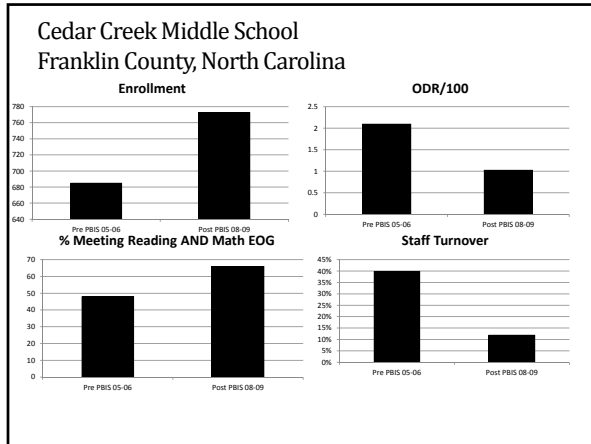


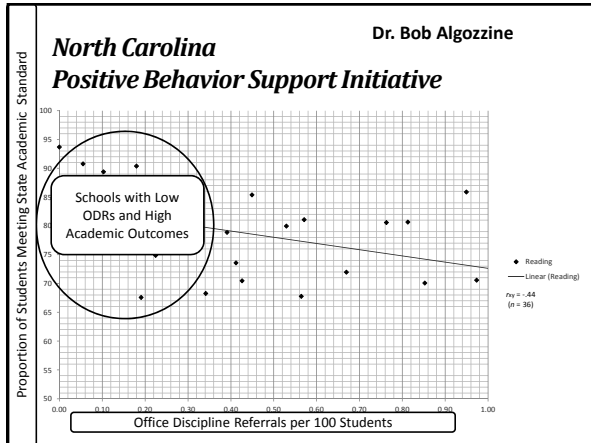
State PBS Coordinator
Heather R Reynolds
Dr. Bob Algozzine

**North Carolina
Positive Behavior Support Initiative**

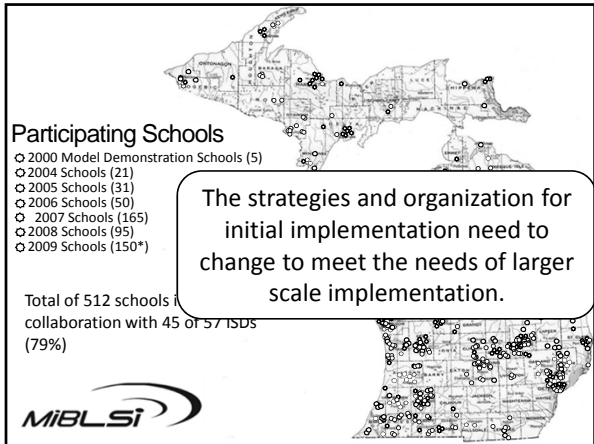
Dr. Bob Algozzine

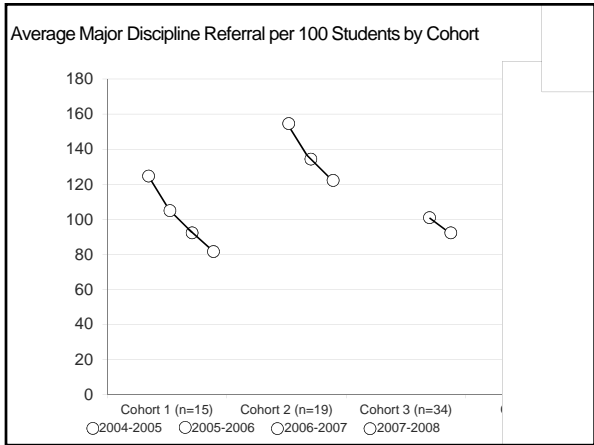


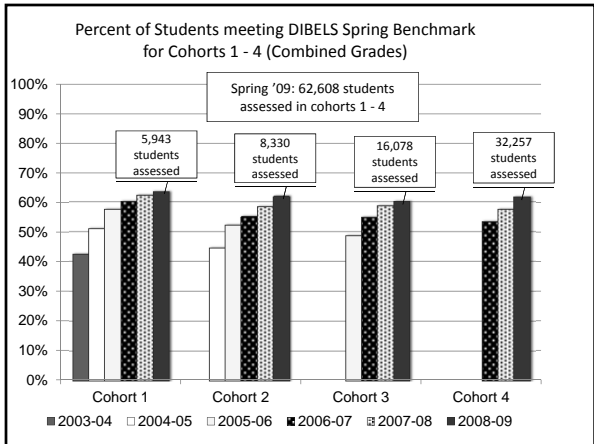


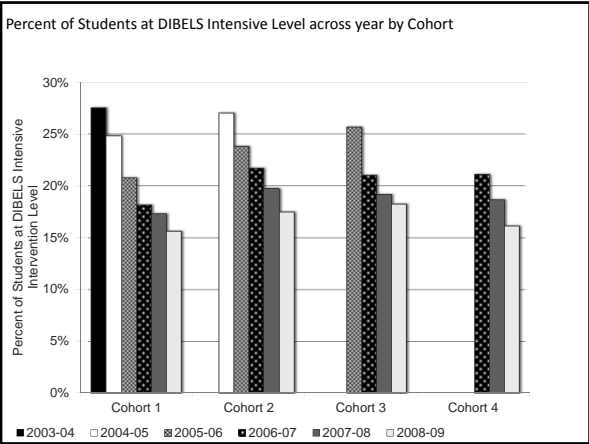


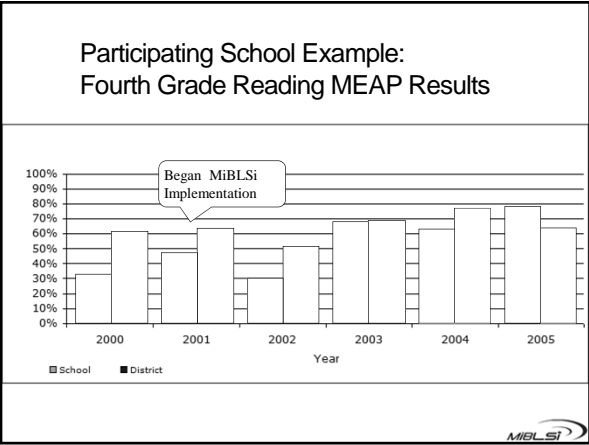
Steve Goodman
sgoodman@oaisd.org
www.cenmi.org/miblsi











High School Student writing to her grade school principal

I write to you today as a former Jackson Elementary school student who wishes to convey her fondest of gratitude toward a fantastic school. As I grow older and move from state to state, I never forget my roots and where my future began....

Though I had only attended Jackson for roughly four years during kindergarten, first, second, and third grade, I realize now that those years were just as important as any other and I am proud to say that I was once a Jaguar.

Without further ado, I would like to state that nine years later I still **remember your kindness, your positivity, and most of all the three R's: Respect yourself, Respect others, and Respect property.** Those three lessons have stuck with me throughout the years, from age eight to seventeen, and have bettered me as a human being.

In essence, I simply dropped by to express my thanks, and to reassure the staff of Jackson Elementary that their hard work does not go to waste, and that even the simplest of actions or words can spur on a revolution.

Thank you very much for giving me the opportunity to live my life to its fullest.

Sincerely,

Main Message

- ***Sustained and High Fidelity Implementation of SWPBIS requires active District Support.***
 - *Especially for Tiers II and III*

Student = unit of impact
Schools = unit of intervention
District = unit of implementation



