

PBIS

History and

Overview

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I know what you're thinking...





Without a good foundation or understanding it can lead to...



Or...



Purpose

Revisit PBIS with respect to:

history

defining practices and features

and supporting evidence-base

PBIS is an implementation **framework** that is designed to enhance academic and social behavior outcomes for **ALL** students

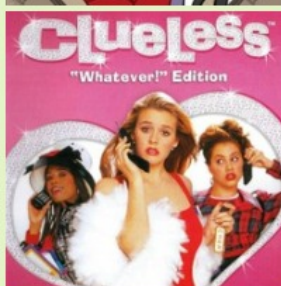
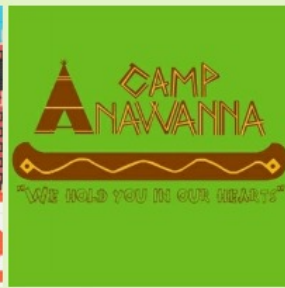
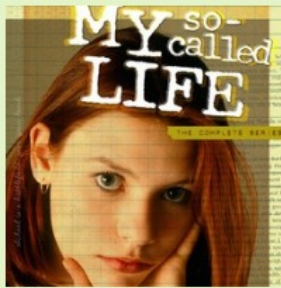


THE 1980s

(DECADE THREE)



University of Oregon found that greater attention should be directed toward prevention, research-based practices, data-based decision-making, school-wide systems, explicit social skills instruction, team-based implementation and professional development, and student outcomes



Reauthorization of the Individuals with Disabilities Act of 1997, a grant to establish a national Center on Positive Behavioral Interventions and Supports was legislated to disseminate and provide technical assistance to schools on evidence based practices for improving supports for students with Behavioral Disorders.

PBIS objective....

*Redesign & support teaching & learning environments that are **effective, efficient, relevant, & durable***

- **Outcome**-based
- **Data**-guided decision making
- Evidence-based **practices**
- **Systems** support for accurate & sustained implementation

Prevention Logic for All

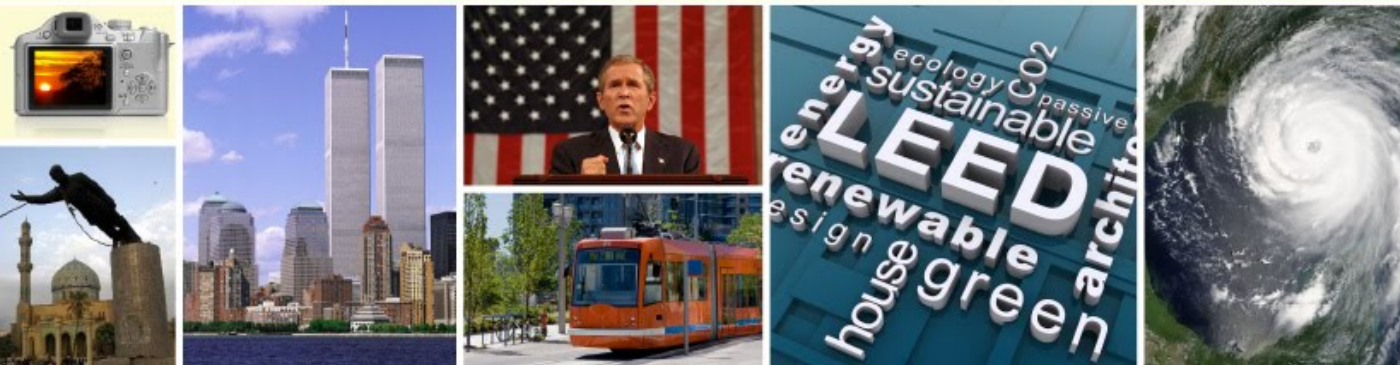
(Walker et al., 1996)

- **Decrease development of new** problem behaviors
- **Prevent worsening of existing** problem behaviors
- Redesign learning/teaching environments to **eliminate triggers & maintainers** of problem behaviors
- **Teach, monitor, & acknowledge** prosocial behavior



the 2000s

(DECADE FIVE)



- 16,000 schools
- pbis.org
- Two national leadership and dissemination conferences (October Leadership Forum, and March partnership with the Association for Positive Behavior Supports)
- Three best-practices and systems “blueprints” (Implementation, Evaluation, and Professional Development)

Today

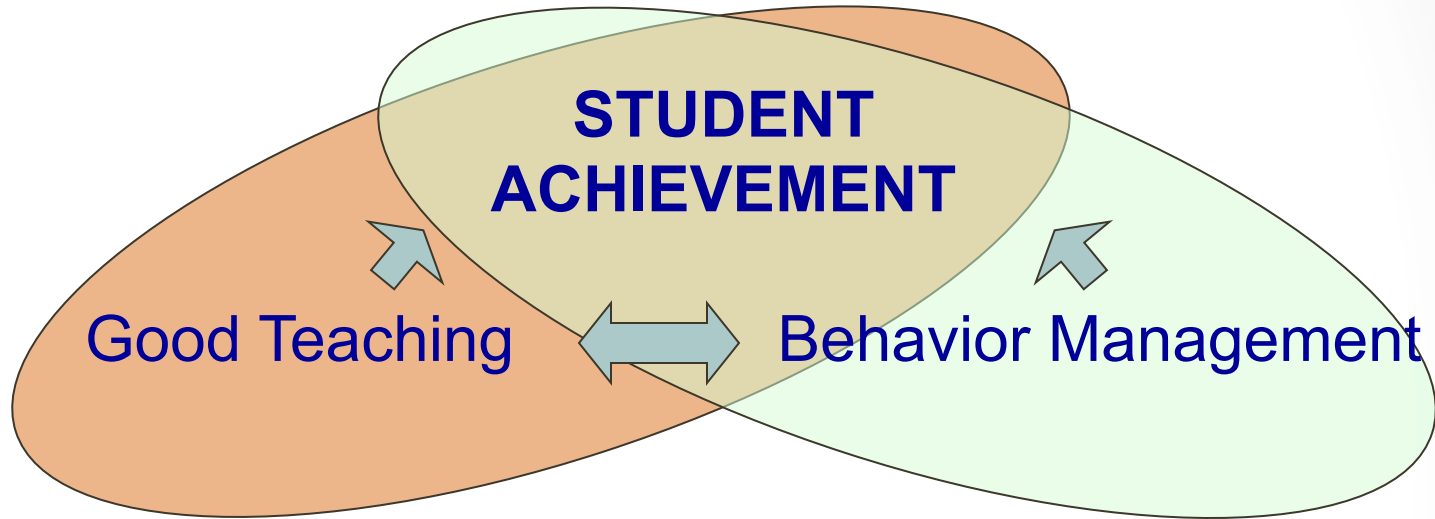
16,000 school teams that have been trained on the PBIS implementation framework (especially, tier 1 or primary prevention)

3 states with more than 60% of schools involved in PBIS implementation

9 states with more than 40%

16 states with more than 30%.

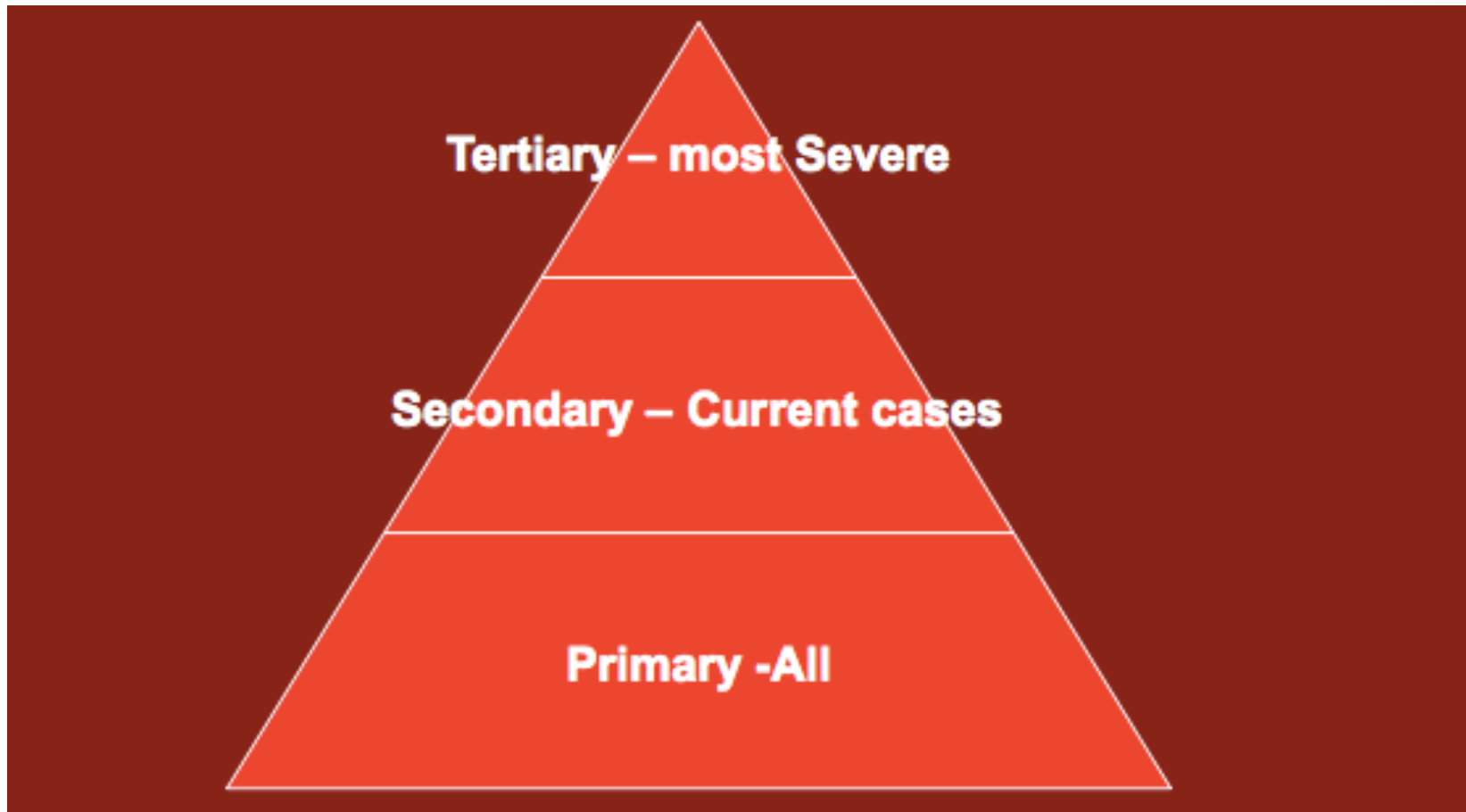
It's not just about behavior!



Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

Public Health / Disease Prevention



Three-Tiered Model of School-Wide Discipline Strategies



PBIS is not

- A top-down approach (staff buy-in is crucial)
- A quick fix for behavior problems (3-5 years)
- An off-the-shelf, ready-to-use program (developed by the team to fit the school)
- **Administrator-free (the principal or assistant principal on the team is essential)**

PBIS is

- A building-based team approach
- An investment of time and energy to learn new skills and develop systems
- A way to build on existing strengths
- A process able to flex to fit a school's situation
- Practical, effective and validated
- Enduring

Relevant Transition Slide

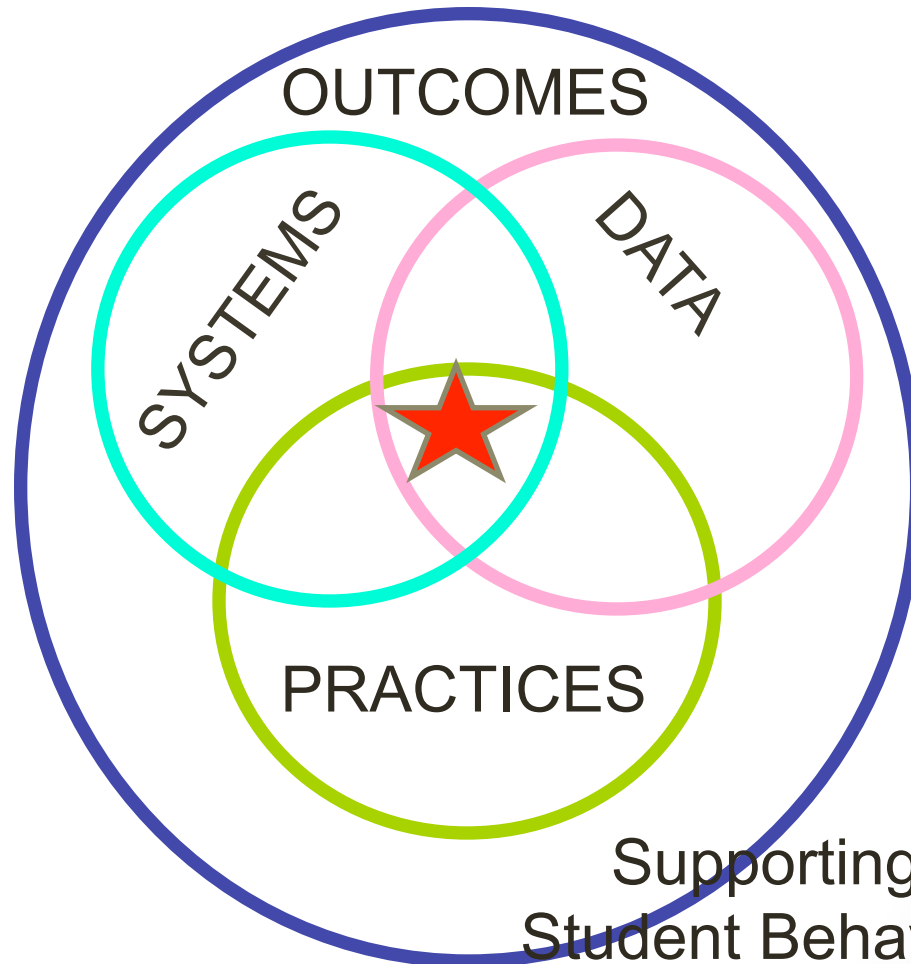


Misconception #1: "PBIS is an intervention or practice."

Supporting Social Competence &
Academic Achievement

Supporting
Staff Behavior

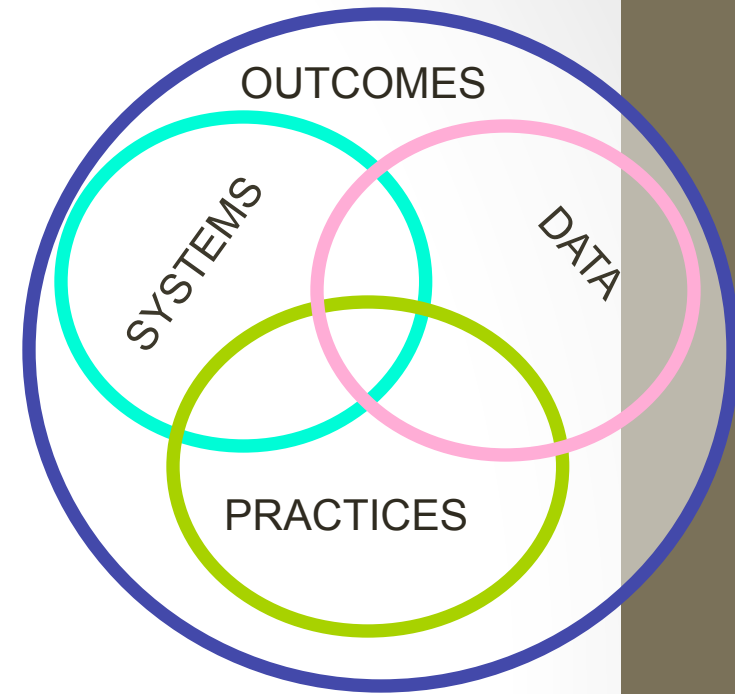
Supporting
Decision
Making



Basics: 4
PBS
Elements

DATA

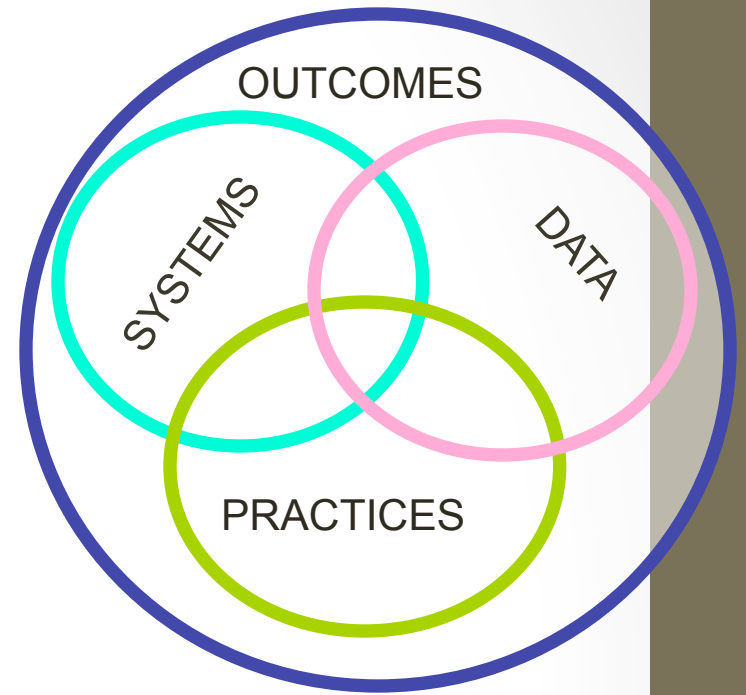
- Clear definitions
- Efficient procedures
- Easy input/output
- Readable displays
- Regular review



	Myself	Team	Staff
Data	G Y R	G Y R	G Y R

PRACTICES

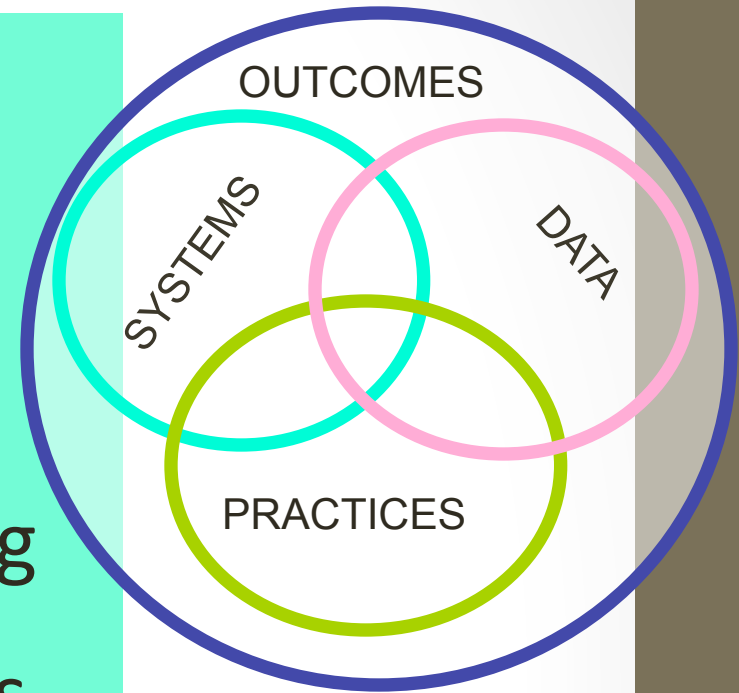
- Evidence-based
- Outcome linked
- Cultural/contextual adjustments
- Integrated w/ similar initiatives
- Doable



	Myself	Team	Staff
Data	G Y R	G Y R	G Y R
Practices	G Y R	G Y R	G Y R

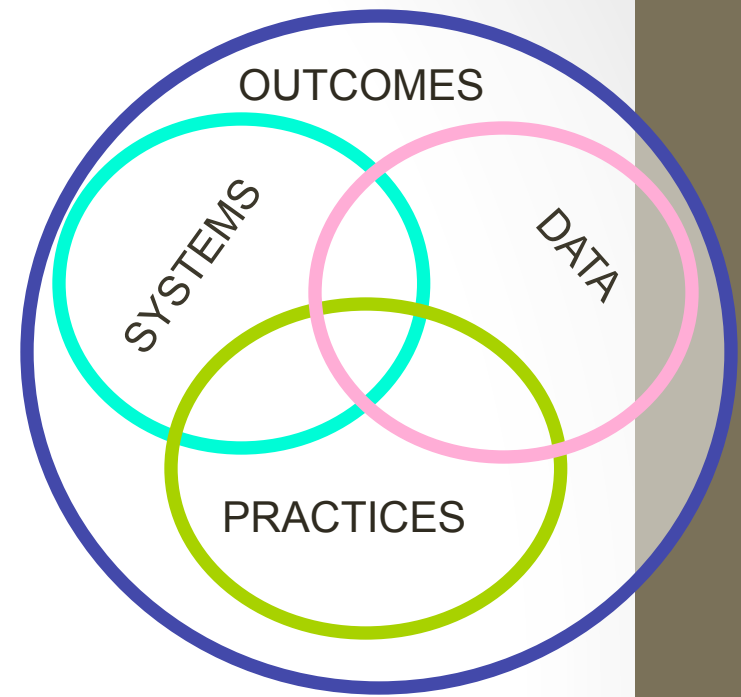
SYSTEMS

- Training to fluency
- Continuous evaluation
- Team-based action planning
- Regular relevant reinforcers for staff behavior
- Integrated initiatives



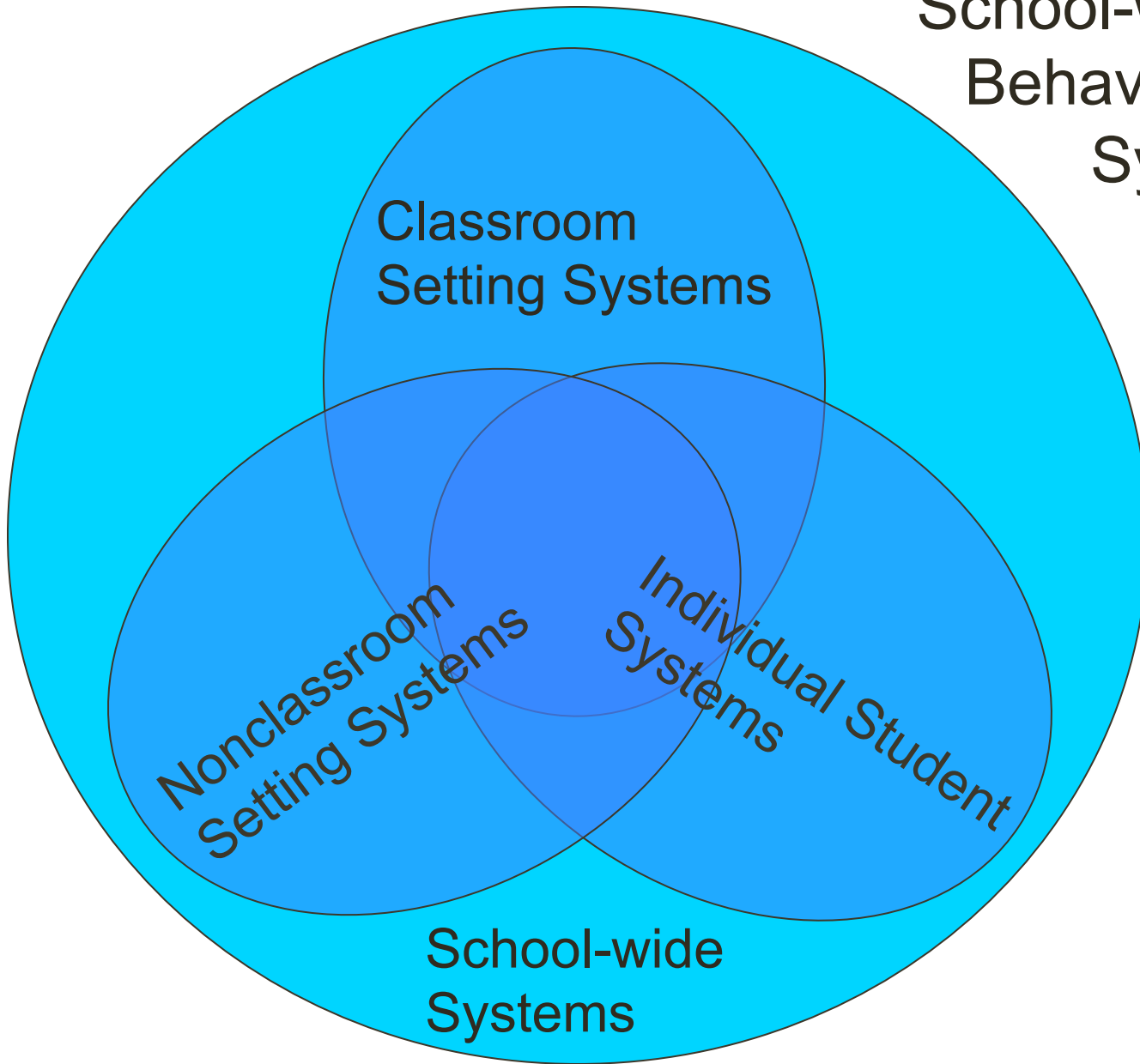
OUTCOMES

- Data-based
- Relevant/valued
- Measurable



	Myself	Team	Staff
Data	G Y R	G Y R	G Y R
Practices	G Y R	G Y R	G Y R
Outcomes	G Y R	G Y R	G Y R

School-wide Positive Behavior Support Systems



Classroom Setting Systems

- Classroom-wide **positive expectations** taught & encouraged
- Teaching classroom **routines & cues** taught & encouraged
- Ratio of **6-8 positive to 1 negative** adult-student interaction
- **Active supervision**
- **Redirections for minor**, infrequent behavior errors
- **Frequent precorrections** for chronic errors
- **Effective academic instruction & curriculum**

	Myself			Team			Staff		
School-wide	G	Y	R	G	Y	R	G	Y	R
Non-Classroom	G	Y	R	G	Y	R	G	Y	R
Classroom	G	Y	R	G	Y	R	G	Y	R

Individual Student Systems

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

	Myself			Team			Staff		
Non-Classroom	G	Y	R	G	Y	R	G	Y	F
Classroom	G	Y	R	G	Y	R	G	Y	F
Student	G	Y	R	G	Y	R	G	Y	F



AND LATER ON...

...WHEN YOU LEARN TO WALK AND RUN, WE CAN CHASE CATS!

Slide

Relevant Transition

Misconception #2: “PBIS emphasizes the use of tangible rewards which can negatively affect the development of intrinsic motivation.”

The PBIS framework includes practices that provide students with **FEEDBACK** on the accuracy and use of their social skills and behaviors, in the same manner that feedback is provided for successful and accurate academic performance.

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.”

- Cameron, 2002
- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001

Misconception #3: “PBIS is something new that was designed for students with disabilities.”

- The phrase “Positive Behavioral Interventions and Supports” was first coined in the reauthorization of the IDEA
- However, the practices, principles, and systems that characterize PBIS have been described, studied and implemented since the early 1960s and 1970s (Carr, 2007; Carr et al., 2002; Sugai & Horner, 2002)
- PBIS is a marriage of behavioral theory, behavior analysis, positive behavior supports, and prevention and implementation science that has been developed to improve how schools select, organize, implement, and evaluate behavioral practices in meeting the needs of all students (Sugai et al., 2000).

Misconception #4: “PBIS is for behavior, and Rtl is for academics.”

Rtl is

- framework for developing and implementing multi-tiered systems of academic and behavior support
- The PBIS framework is the application of Rtl principles to the improvement of social behavior outcomes for all students.
- PBIS is often described as the “behavior side” of the Rtl multi-tiered continuum;
- This description misrepresents the actual integrated implementation of behavior and academic supports (Sugai, Horner, Fixsen, & Blase, 2010).

Response to Intervention

IMPLEMENTATION

W/ **FIDELITY**

UNIVERSAL
SCREENING

CONTINUUM OF
EVIDENCE-BASED
INTERVENTIONS

DATA-BASED

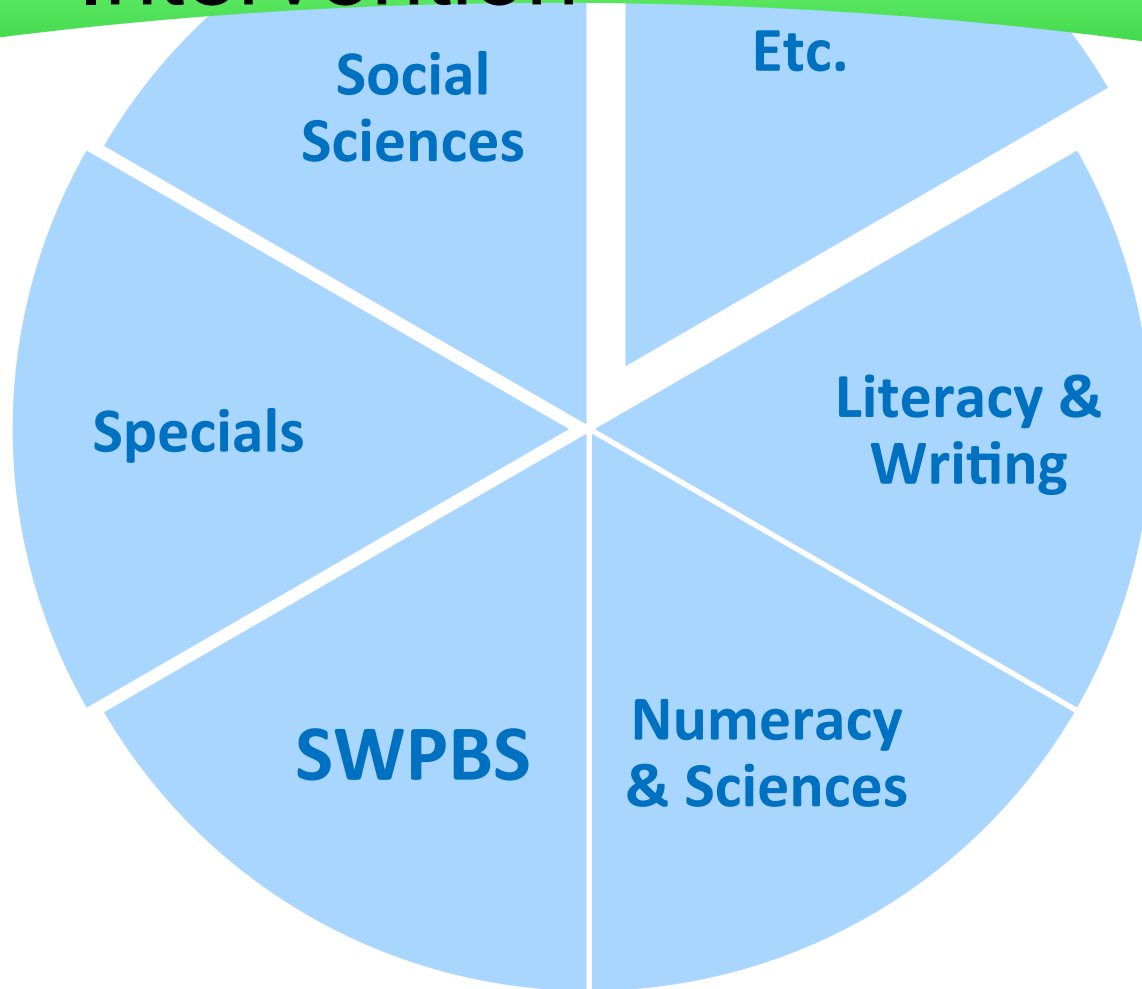
RtI

DECISION MAKING
& PROBLEM
SOLVING

STUDENT
PERFORMANCE

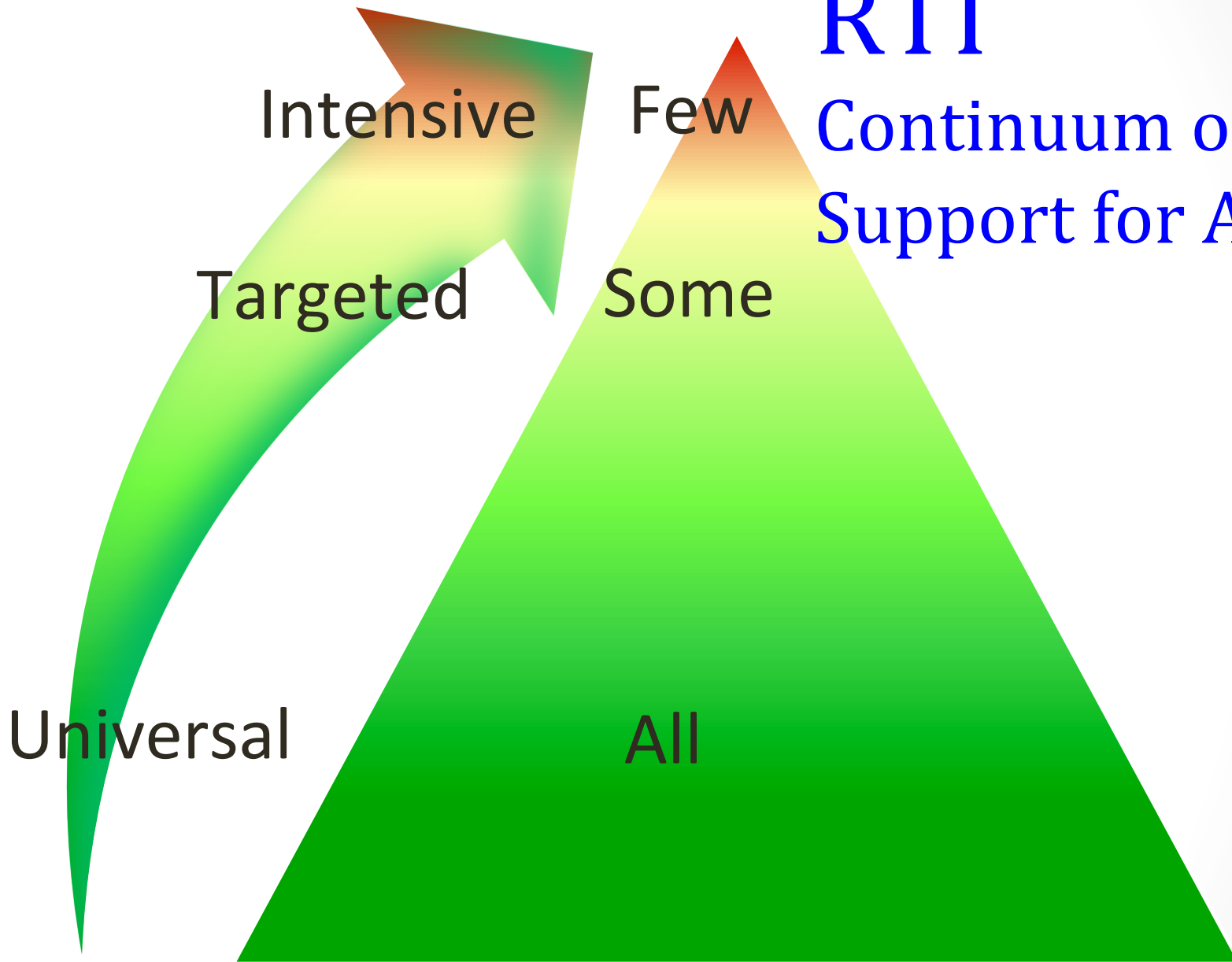
CONTINUOUS
PROGRESS
MONITORING

Responsiveness to Intervention



RTI

Continuum of Support for ALL



Dec 7, 2007

Relevant Transition Slide



2 Worries & Ineffective Responses to Problem Behavior

- *Get Tough* (practices)
- *Train-&-Hope* (systems)

Worry #1

“Teaching” by Getting Tough

Runyon: *“I hate this f_____ing school, & you’re a dumbf_____.”*

Teacher: *“That is disrespectful language. I’m sending you to the office so you’ll learn never to say those words again....starting now!”*

Immediate & seductive solution.... *“Get Tough!”*

- **Clamp down** & increase monitoring
- **Re-re-re**-review rules
- Extend continuum & consistency of **consequences**
- Establish “**bottom line**”

...Predictable individual response

When behavior doesn't improve, we “*Get Tougher!*”

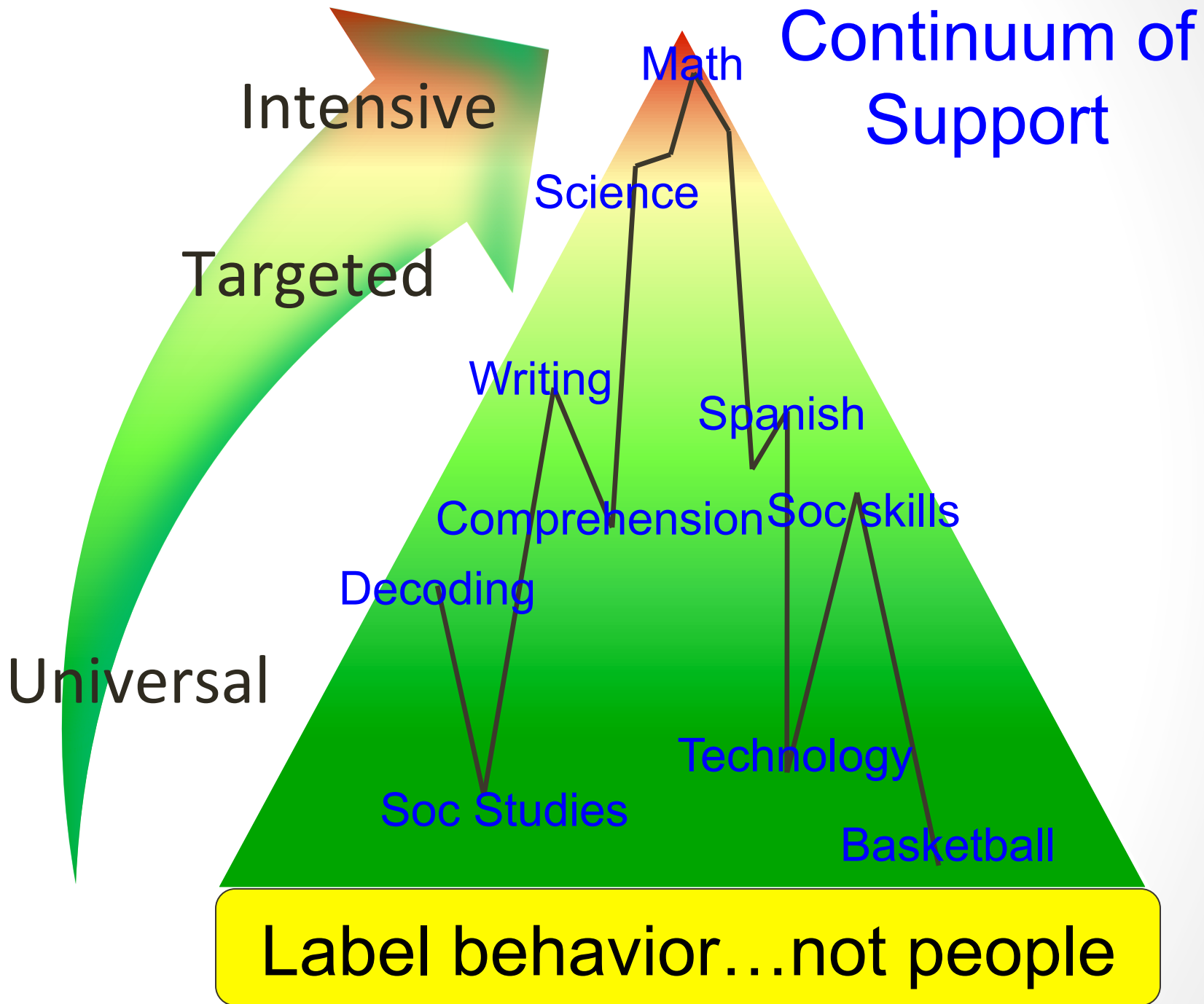
- Zero tolerance policies
- Increased surveillance
- Increased suspension & expulsion
- In-service training by expert
- Alternative programming

.....*Predictable systems response!*

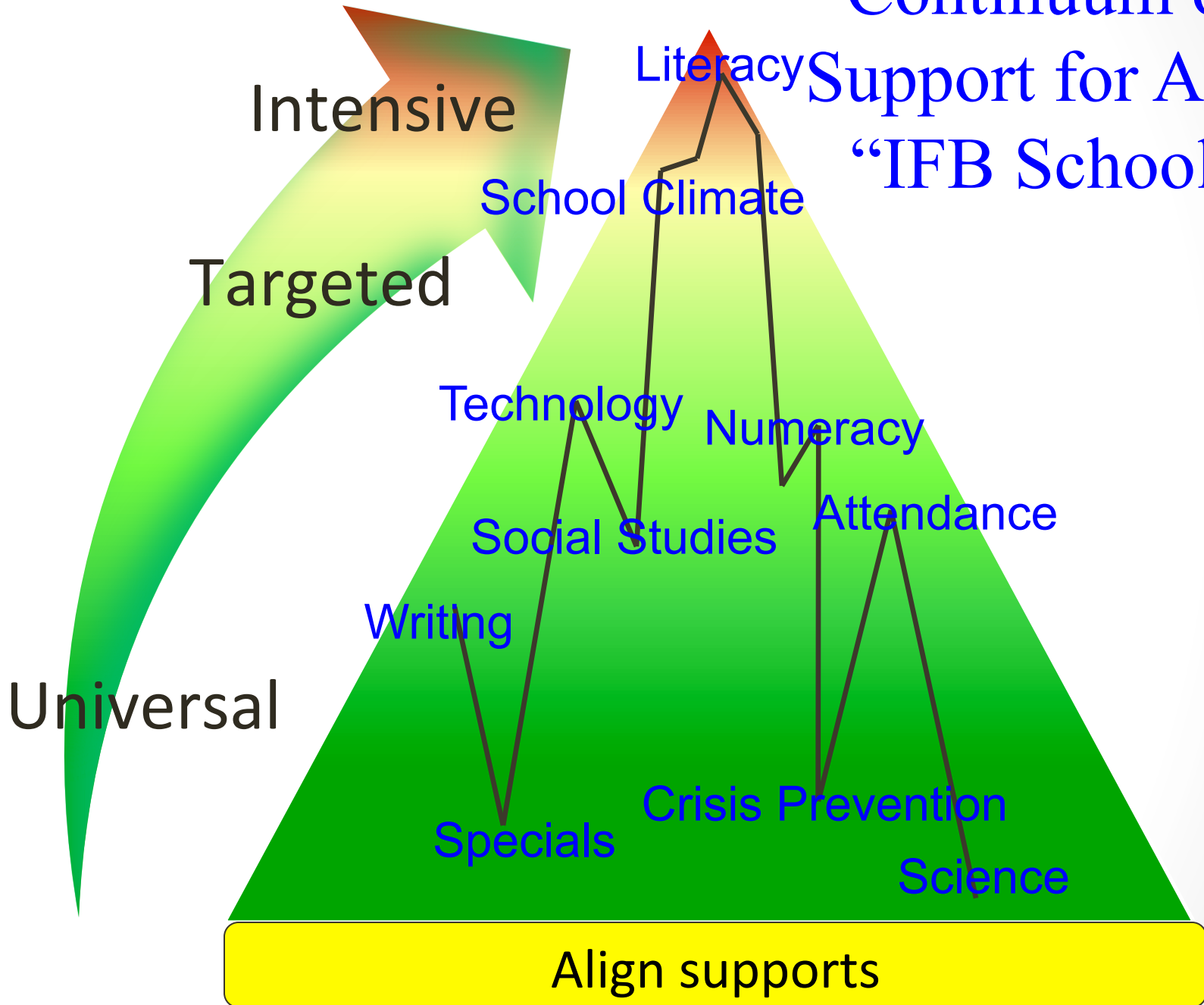
Science of behavior has taught us that students....

- Are **NOT** born with “bad behaviors”
- Do **NOT** learn when presented contingent aversive consequences

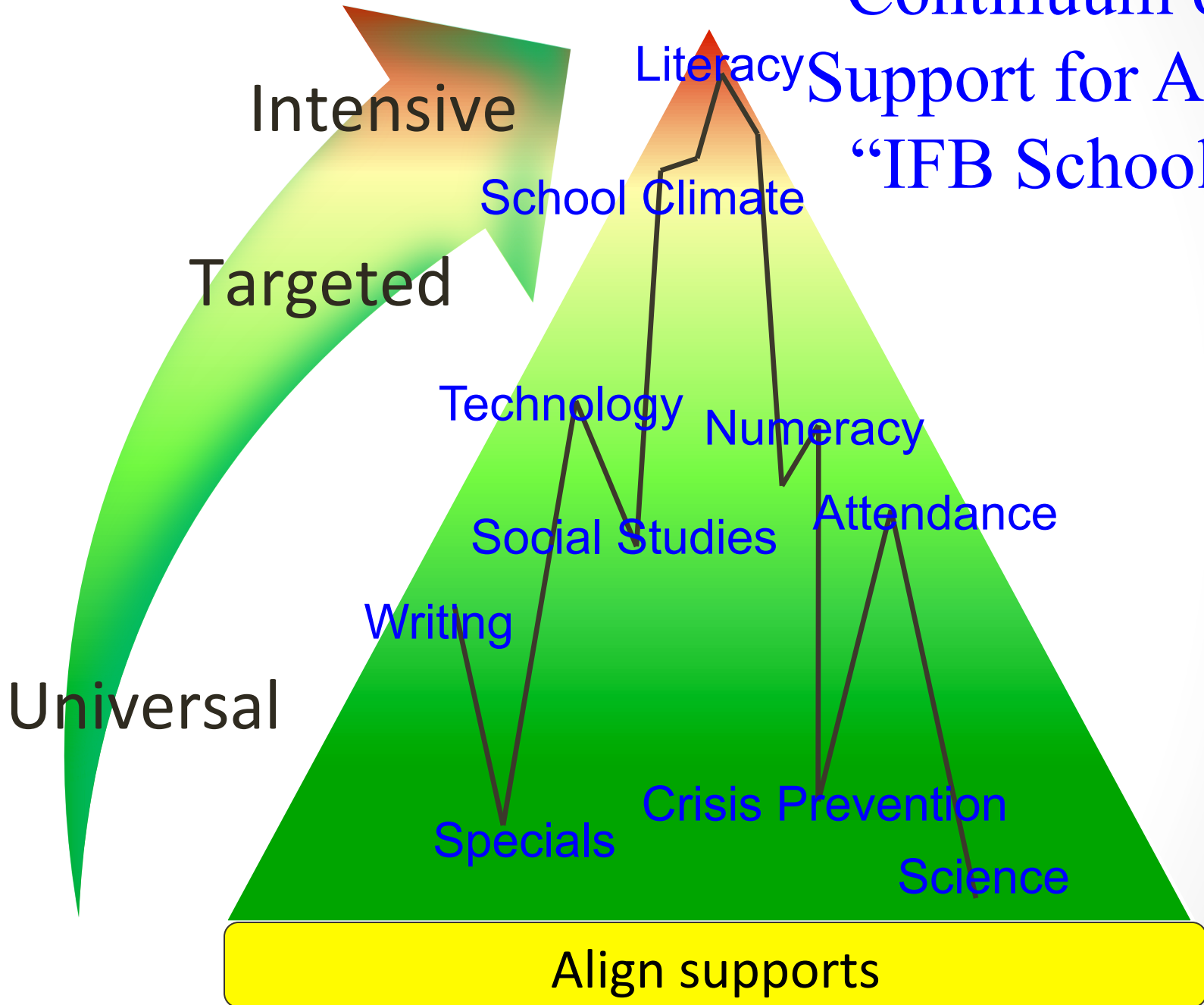
*.....Do learn better ways of behaving by being **taught directly & receiving positive feedback***



Continuum of Support for ALL “IFB School”



Continuum of Support for ALL “IFB School”

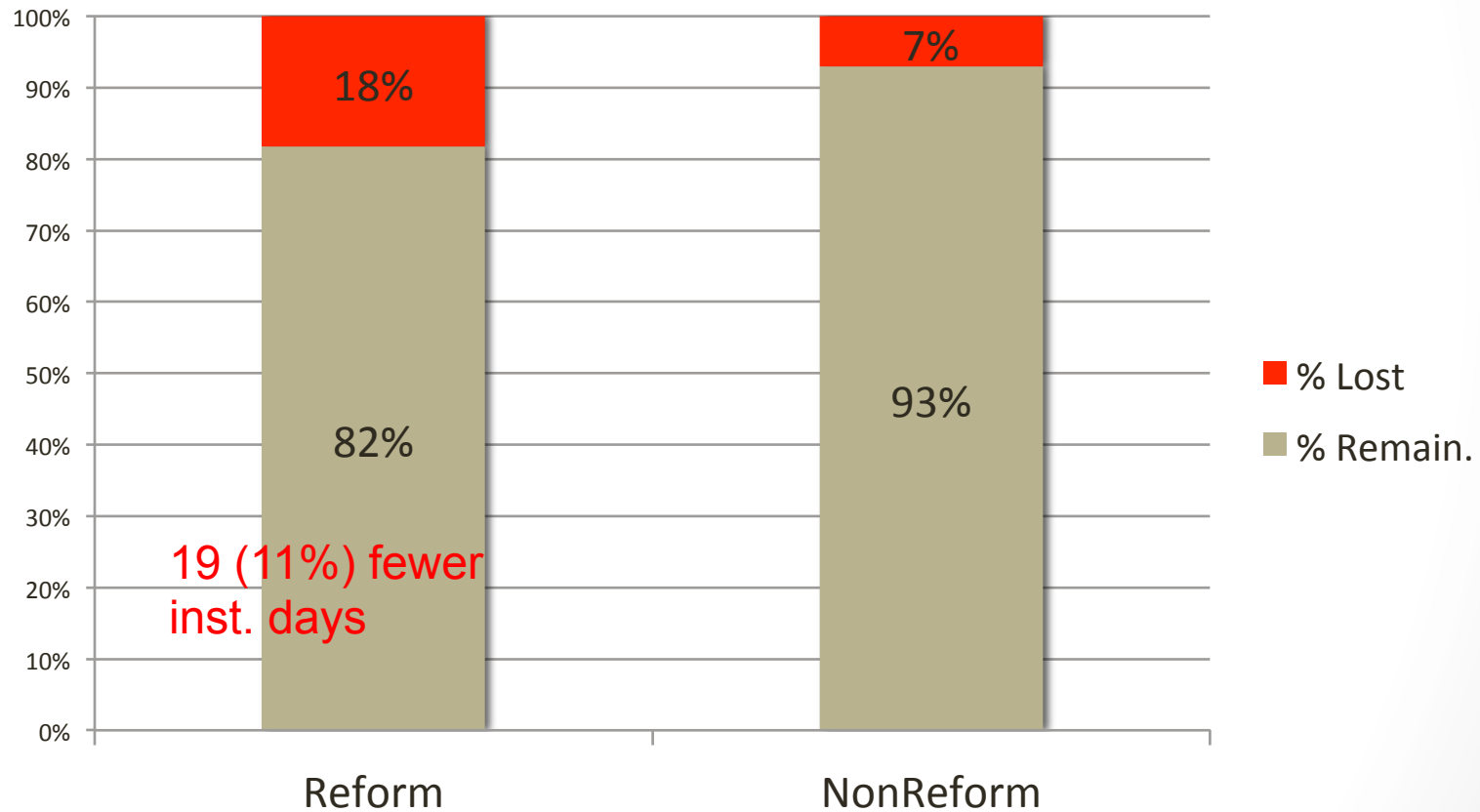


And in the end...



Ex: Less time to do more

170 Instructional Days
Reform v. NonReform



Red, Yellow, or Green

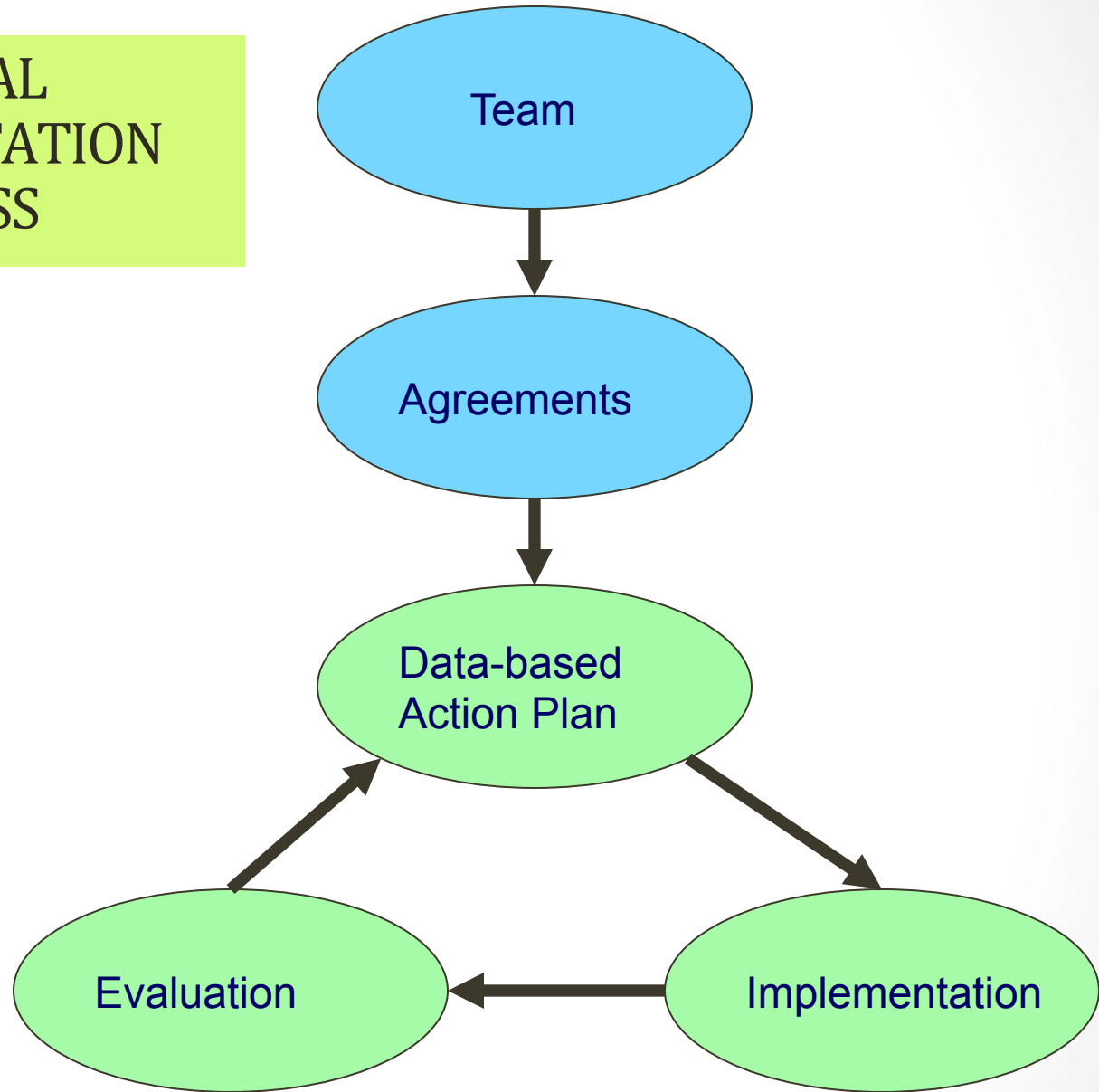
Look back at your green, yellow, red data.

What are the next steps to get everyone to green in all areas?

Steps to Implementation

- Step 1 – Establish Commitment
- Step 2 – Establish PBIS Team
- Step 3 – Establish Data Collection System
- Step 4 – Teach Positive Behavior Expectations
- Step 5 – Positive Acknowledgements
- Step 6 – Predictable Consequences
- Step 7 – Data Based Decision Making

**GENERAL
IMPLEMENTATION
PROCESS**



Step 1: Establish Commitment

- Ask for buy-in each year
- Recommit to team process and PBIS process with staff
- Showcase results and form a plan that addresses trends seen over time and particularly from the current school year

Step #2 - Establish PBIS Team

1. Representative of demographics of school and community
2. 1-2 individuals with behavior/classroom management competence
3. Administrator active member
4. Schedule for presenting to whole staff at least monthly
5. Schedule for team meetings at least monthly
6. Integration with other behavior related initiatives and programs
7. Appropriate priority relative to school and district goals
8. Rules and agreements established regarding voting, confidentiality and privacy, conflict/problem solving, record-keeping, etc.
9. Schedule for annual self-assessments
 1. Self-Assessment Survey
 2. Review Office Discipline Referrals
 1. Benchmarks of Quality
 2. School-wide Evaluation Tool
10. Coaching support (school and/or district/region)

Who's on the Team?



- Training?
- Recommit to team process
- Regular meeting schedule and process
- Regular schedule for annual planning/
training

Step 3: Establish Data Collection System

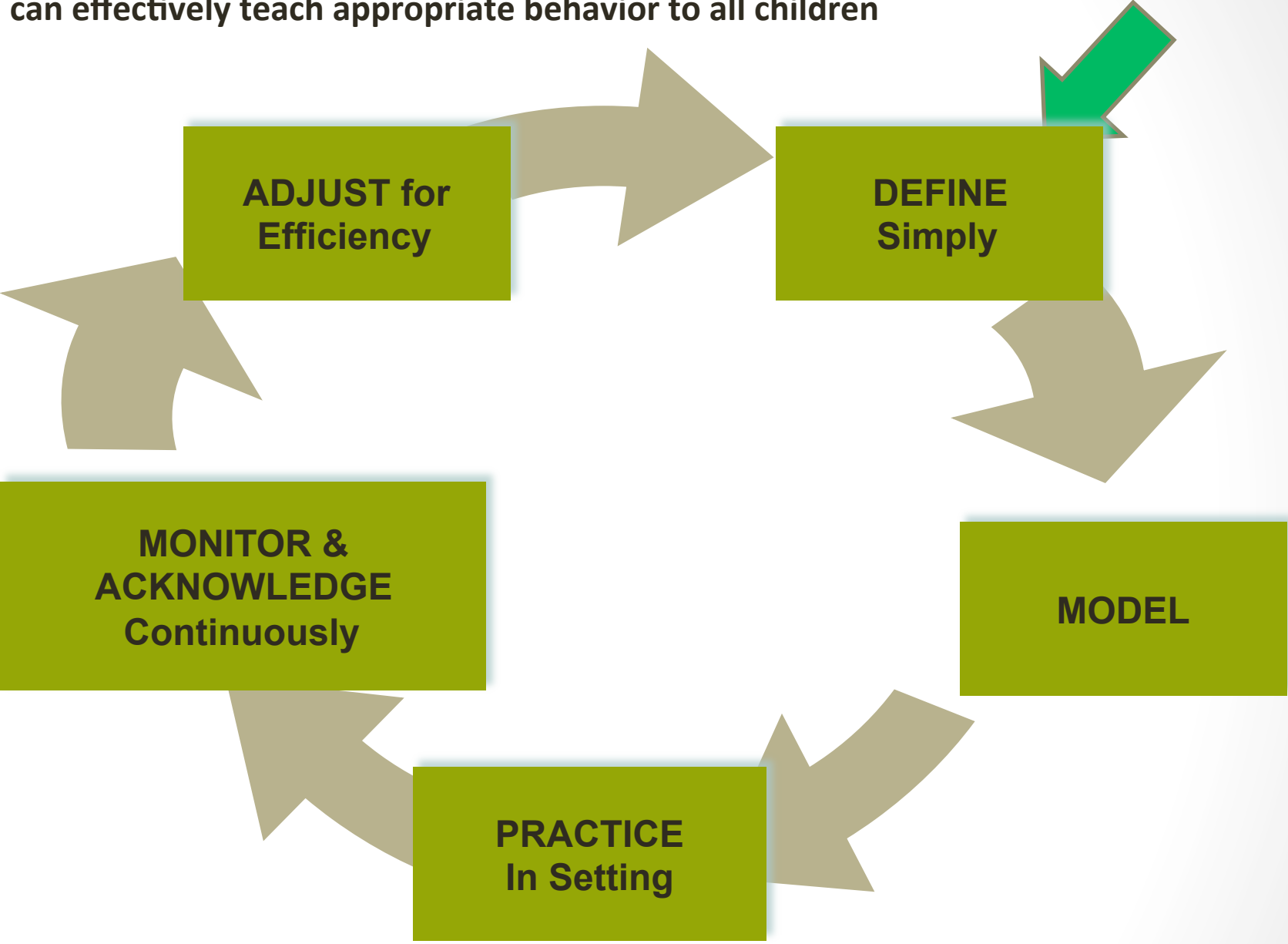
- Office Discipline Referral Form/Process (ODR)
- Easy and Efficient to complete?
- Easy and Efficient to enter data?
- Can you generate reports quickly, in real time?
- Reports available in graphic format?
- Customize reports?

- With data, we can make informed decisions about effective and ineffective practices that fit into each school's culture

Step 4: Teach Positive Behavior Expectations

- Teaching matrix
 - Teachers, Students, Parents
- Teaching plans
 - Where do you keep them?
 - Do they need to be updated/refreshed?
 - Teacher input
- Teaching schedule
 - Who is teaching in non-classroom settings?
 - Teaching in context

We can effectively teach appropriate behavior to all children



Step 5:

Positive Acknowledgements

As a universal strategy, systems should be established within the school to ensure that ALL students receive positive acknowledgment for demonstrating the high priority behaviors established in the expectations matrix.



Where at you at?

- 1:1
- 2:1
- 3:1
- 4:1

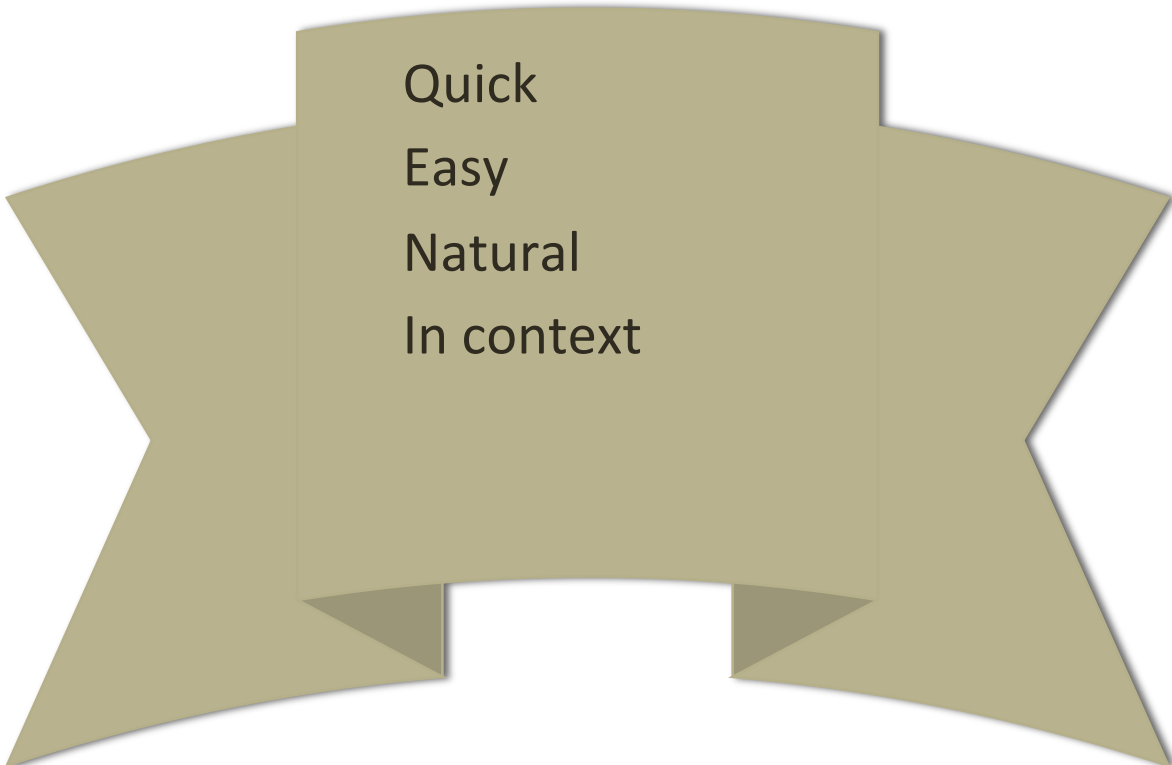


What do these numbers mean?

How do you know where you are really at?

**Positive to
Negative ratio**

Acknowledgements should be...



Quick
Easy
Natural
In context

Verbal

- General Praise

- Directed at no one in particular
- General in use

“Great work”

“Good job”

- Specific Praise

- Directed at an individual and very specific in what behavior is being addressed.

“I see you were walking in the hall today – well done!”

Use a Visual

You are part of the Pentwater

Take Responsibility
Earn Respect
Act Safely
Measure Success!

Name _____

High Five

Respect _____
Responsibility _____

Came into the library respectfully

ve this coupon for a prize draw
The Library Staff

We are a CREW

Signed: _____

PURRS!

Student Name _____

- RESPECTFUL
- RESPONSIBLE
- SAFE

LaKERS Ticket

Lincoln International Studies School
Passport to Success

Staff Initials _____

- Respectful
- Responsible
- Caring

Being Safe
Being Kind
Being Positive
Being Responsible

Being A Good Learner

TIGER PAWS

Student: _____
Date: _____
Authorized Signatures _____

Foster Elementary School
C.A.T. Award
3 R's

_____ was

Caught Acting Terrifically

by _____ on _____

- Assembly
- Bathroom
- Busse
- Cafeteria
- Classroom
- Guest Teacher
- Hallway
- Playground

Rights - Responsibilities - R

★ I was a star today.
I showed star quality in
Caring Teamwork
Responsibility
Self-Control Safety

Name _____

Being Good Behavior Award

_____ in grade _____

has been caught being...
...responsible.

PURR-fect Panthers GOLD SLIPS

Name _____

I was **RESPECTFUL**

Smiley face icon

Beach W.A.V.E.

- _____ We are Responsible
- _____ Always Respectful
- _____ Very Safe

Wood Award

Rewards

What's it going to be?

Go to Recess Early		Eat Lunch in the Classroom		Eat Snack in the Classroom		15 Minutes of Free Choice	
No Homework Today		Teacher Does all the Homework		Cup of Hot Chocolate		Music in the Classroom	
Stuffed Animal Day Tomorrow		Pajama Day Tomorrow		Hat Day Tomorrow		Craft Stamps During WOW Tomorrow	
Free 1-Pointer Sticker for Everyone		Walk in the Woods		Gum in the Classroom		Craft Punches During WOW Tomorrow	
SMARTboard Game		Sour Gummy Worm for Everyone		Hershey Kiss for Everyone		Paint During WOW Tomorrow	
15 Minutes of Computer Time		Do the Conga!		Do the Freeze!		Do the Hand Jive!	
Extra Session of Daily 5		New Pencil for Everyone!		New Pen for Everyone!		Show and Tell	
Popcorn!		Pick a Read Aloud Book		Wrist Smelly for Everyone		Bubbles!	

HONOR CODE

REWARD MENU

Redeem Coupons Every Friday During Lunch
Any item below with an asterick (*) needs teacher approval ahead of time.

1 Coupon

Front of the Lunch Line
Eat Lunch Outside
Ball Pass

3 Coupons

Cupcake Ordered for Lunch Table
(8 cupcakes x 3 tickets =24 tickets)

5 Coupons

Hot Chocolate during Lunch
Extra Recess w/Friend
*Dismiss 5 Minutes early from 7th hour
for one day
*Go to a friends T/A with approval
*Pass to bring backpack to 7th hour for
one day
Popcorn during Lunch
Pick out the A.M. Music for one day

Attention Peer or Adult

Principal for a day

Play a game with a friend

Chess lesson from _____

Take a walk with _____

Have coffee or hot chocolate with _____

Do homework in _____ office

Tiger Den



Step #6

Predictable Consequences

Big ideas for creating a school-wide consequence continuum

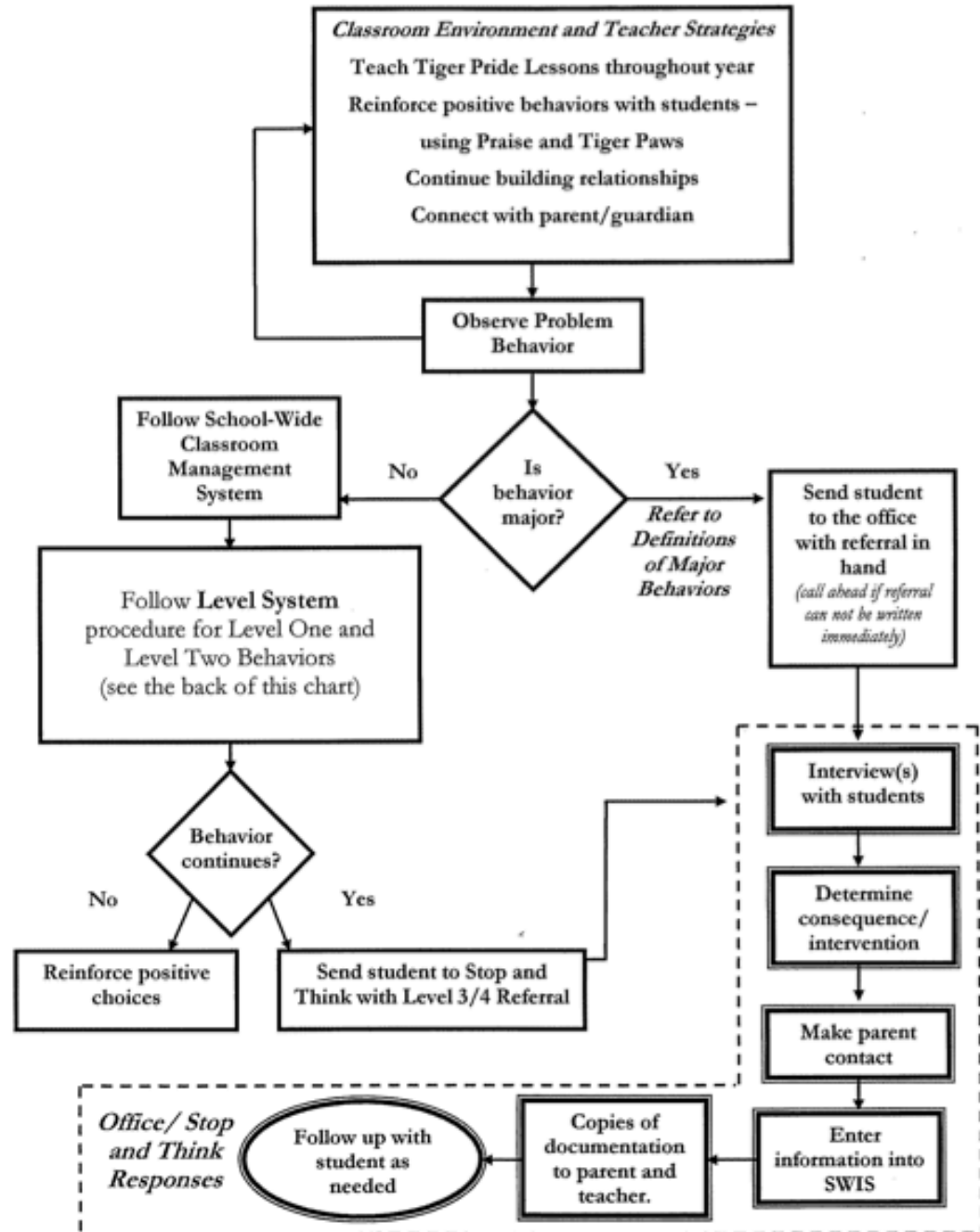
- The goal is to create a consistent approach to “get on the same page” with colleagues.
- Create predictability for students, staff, and parents.
- Directly instruct students in consequence systems.
- Be neutral, firm, and consistent— reduce attention (and drama) for negative behavior.
- Teach students what to do, and illustrate what not to do.

Get on the Same Page

- Administration must be on board and present
- Rules for discussion
- Understanding the process will lead to a product
- http://www.youtube.com/watch?v=B_USu49aCs0

Flowchart

Tiger Pride Behavior Referral Procedure



Above the Line/Below the Line

	Cooperative	Respectful	On-Time
<u>Above the Line</u>			
	In-Place	On-Task	Responsible

	Blurting Out	Off-Task	Complaining
<u>Below the Line</u>			
	Late Work	Teasing	Swearing
		Whining	

	Physical Assault	Verbal Assault	Harassment
<u>Bottom Line</u>			
	Drugs	Vandalism	Weapons

Classroom

Minor Offense: Classroom Techniques

Misbehavior

Misbehavior in this level includes but is not limited to:

1. **defiance/disrespect/non-compliance:** low in intensity; failure to respond to adult's first request
2. **disruption:** low-intensity inappropriate disruption (pencil tapping, moving chair, talking out of turn, etc...)
3. **unprepared for class:** student doesn't bring writing utensil, book(s), paper or other materials necessary for class.
4. **play fighting, minor pushing, shoving, running, hugging/kissing:** non-serious but inappropriate
5. **inappropriate language:** low intensity instance of inappropriate language such as "stupid," "dummy" or single profane expression
6. **dress code:** student wears clothing that is not within dress code guidelines – first offense, ask student to change or send to office and ask to be changed
7. **technology violation:** non-serious, but inappropriate use of music/video player, camera, computer and/or internet, cell phone= follow procedure in planner
8. **Other minor violations of school rules.**

Consequences

Techniques/Steps which can be used:

1. Teacher's classroom management plan
 - Verbal warnings
 - Loss of passing time
 - Loss of other classroom privileges
 - Teacher/student conference
 - Parent contact by teacher
 - Incentives and consequences per student plan
2. Hallway/Other area than classroom:
 - Proactive: education/teaching opportunity
 - Google doc spreadsheet: Student(s) involved, grade, team, location, observed behavior, reported by, follow up date, parent contacted, etc.
 - Office follows up and provides social skill instruction

Classroom

Minor Offense: Planning Room /Restitution Room

Misbehavior

Misbehavior in this level includes but is not limited to:

1. **defiance/disrespect/non-compliance:** toward teacher or student; excessive repeated failure to respond to adult request to change behavior, talking back, socially rude interactions, etc.
2. **disruption:** excessive repeated inappropriate disruption
3. **physical or verbal insubordination which hasn't been deescalated**
4. **unacceptable language or gestures:** swearing or obscenities, teasing or name calling
5. **dress code:** student repeatedly wears clothing not within dress code = insubordination
6. **harassment/teasing**
7. **physical aggression**
8. **Other excessive and repeated violations**

Send student to Planning Room

This process is to be used for the behaviors listed AFTER the teacher's own classroom management plan and strategies have failed to work or if it is deemed necessary for student to be removed from class because of the behavior.

*Teacher/staff completes Office Discipline Referral by end of the day and returns to Sue Cross. Staff makes parent phone call by the end of the day.

*Planning Room follows Student Management/Office expectations (See Below the Line Behaviors document)

Classroom

Major Offense: Referral to Administration

Disbehavior

Disbehavior in this level includes but is not limited to:

1. **fighting**
2. **use/possession of drugs/alcohol/tobacco**
3. **use/possession of weapons**
4. **property damage/vandalism**
5. **Other serious one time incidents to include sexual or racial harassment or violence**

Consequences

When possible, bring the student to the office and complete office discipline referral. Ask the Planning Room Supervisor/Restitution Room supervisor to bring it to the immediate attention of an administrator. Administration follows the student management/Office expectations

(See Below the Line Behaviors document)

Train on the Process



How to Set a Positive tone and Increase Direction-Following

- Use direct requests—not questions.
- Acknowledge publicly, correct privately.
- Establish eye contact.
- Give time to respond.
- Use start requests more than stop requests.
- Don't nag—follow through.
- Don't yell. Don't argue.
- Acknowledge compliance.

Re-Teach and Practice

For both

STUDENTS

AND

STAFF

Data, Data, Data

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"So things are good, stuff is OK, and I reiterate my request for more specific data."

Step 7:

Data Based Decision Making

2 Over Arching Questions:

- Are we implementing SW-PBIS?
- If we are, is it making a difference for students?

Question #1 - Data to look at:

Question #1 – Are we implementing SW-PBIS?

- Team Implementation Checklist (TIC)
- School-wide Evaluation Tool (SET)
- Benchmark of Quality (BoQ)

TIC

(Team Implementation Checklist)

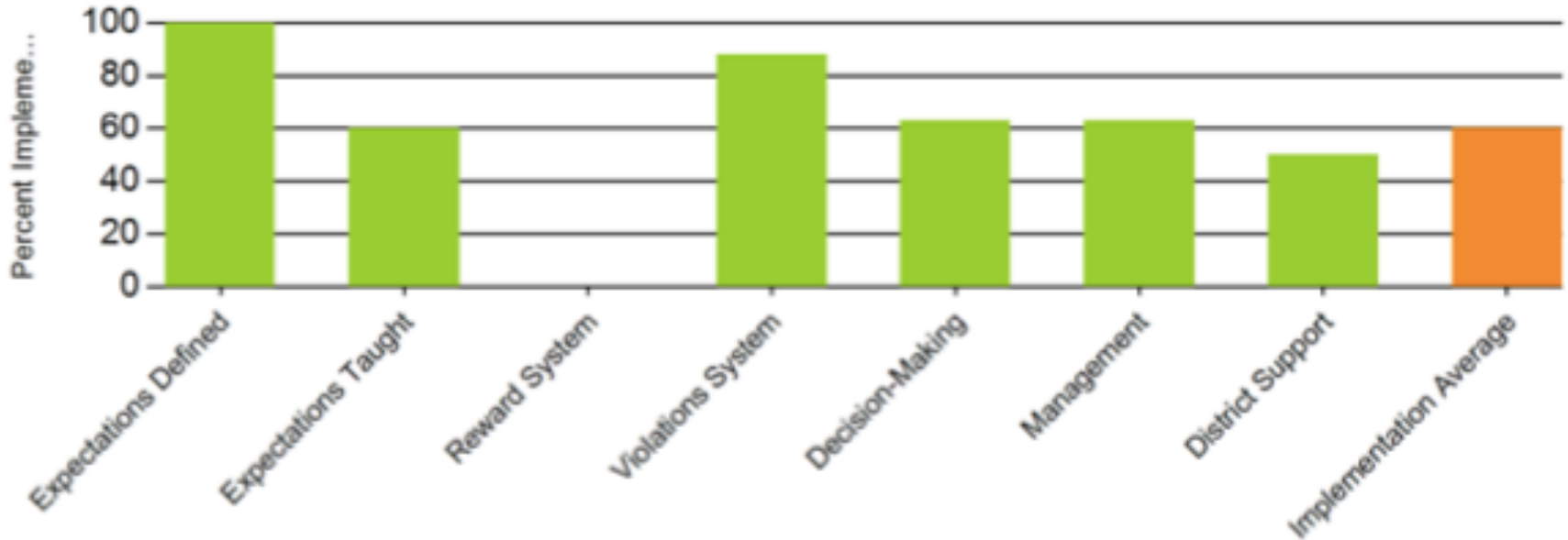
1. Establish Commitment (Step 1)
2. Establish and Maintain Team (Step 2)
3. Self – Assessment
4. Establish SW Expectations: Prevention Systems (Step 4)
5. Classroom Behavior Support Systems
6. Build Capacity for Function Based Support

SET

(School-Wide Evaluation Tool)

1. Expectations Defined (Step 4)
2. Behavioral Expectations Taught (Step 4)
3. On-going System for Rewarding Behavioral Expectations (Step 5)
4. System for Responding to Behavioral Expectations (Step 6)
5. Monitoring and Decision-Making (Step 7)
6. Management
7. District Level Support

What year of implementation is this school in?



	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision-Making	Management	District Support	Implementation Average
4	100.00%	60.00%	0.00%	87.50%	62.50%	62.50%	50.00%	60.00%

Question #2 - Data to look at:

Question #2 – Is it making a difference for students?

O- Office

D – Discipline

R- Referral

How are you collecting ODR's?

How often do you look at the data?

Where to Get This Data?

pbisapps.org



[App Demos](#) | [Find a Facilitator or Coordinator](#) | [Pay Invoice](#)

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SWIS[™]
School Wide Information System

-  ISIS-SWIS
-  CICO-SWIS
-  SWIS

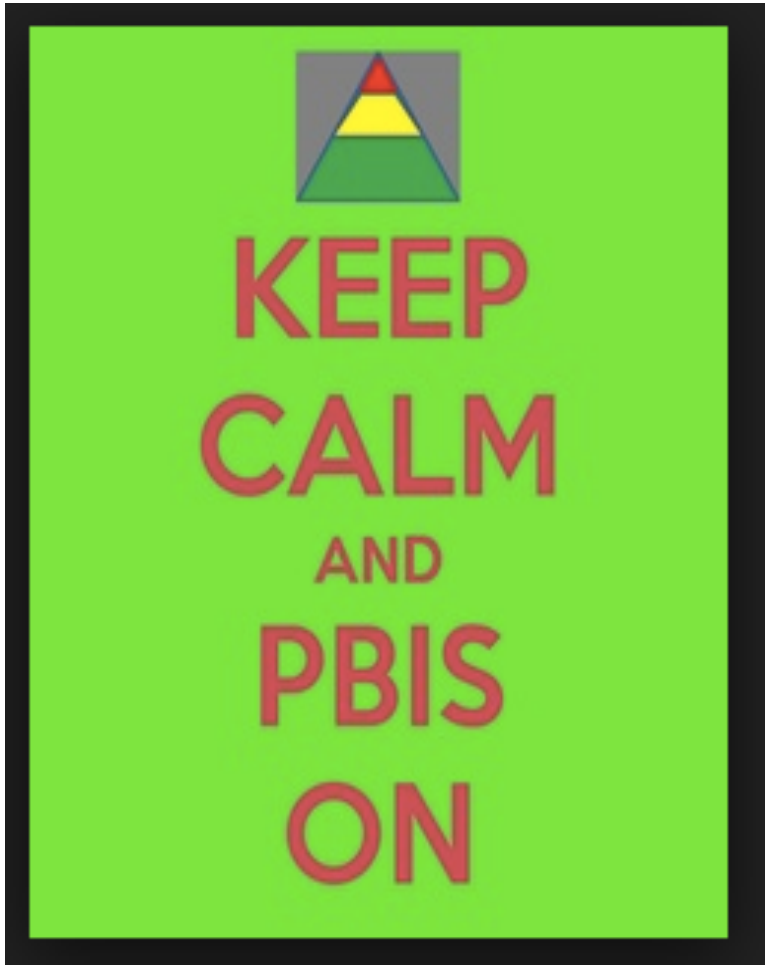


PBIS Assessment



PBIS Evaluation

Resources



pbis.org

pbismn.org

pbisworld.com

Pinterest

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