OVERVIEW: Positive Behavioral Interventions & Supports (PBIS)

Presented by:

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Sacha Shaw

With support from The National Center for PBIS, Northeast PBIS, and the May Institute
Who are we?

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Introduction Poll
Type into the Chat

• How long have you been working at your school?

• What is your roll in the school?

• On a scale of 1-5 (see below), how familiar are you with PBIS?

  1. Not at all
  2. I’ve heard of it but don’t really know what it is
  3. Somewhat, I know about it or saw it done partially
  4. Very, I studied it or worked in a PBIS School
  5. Extremely, I’ve been trained in PBIS
PBIS is an organizational approach for...

- Improving **classroom & school climate**
- Decreasing **reactive management**
- Maximizing **academic achievement**
- Improving support for **students with EBD**
- Integrating academic and behavior **initiatives**
Why PBIS?

“Get Tough” doesn’t work

Environment matters

PBIS works
Clip from a Classic: “The Breakfast Club”

*note: adult language*
“Get Tough” Doesn’t Work

Student Acts Out

Teacher says no and gives initial consequence

Teacher sends student to office

Student becomes disrespectful

Student escapes class
Problems with Reactive Strategies

Punishment alone will not lead to durable change in behavior. (Braaten, 1994)

Reactive strategies that rely primarily on punishment assume that individuals know what is expected, how to do it, and are properly motivated. Unfortunately, it fails to teach the expected behavior. (Horner & Sugai 1999)

Some forms of punishment may actually be rewarding and maintain problem behaviors. (Gresham, 1991; March & Horner, 2002)
Why PBIS?

“Get Tough” doesn’t work

Environment matters

PBIS works
SW-PBIS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable

(Zins & Ponti, 1990)
Why PBIS?

“Get Tough” doesn’t work

Environment matters

PBIS works
Research Says...

Schools that implement PBIS with **fidelity** experience greater:

- decreases in office discipline referrals (ODRs)
- decreases in suspensions, and
- decreases in disproportionality & bullying and
- increases in School Climate
- Increases in state-wide test scores in math over time

(https://www.pbis.org/resource-type/evaluation-briefs)

**Fidelity = Precision of doing all the pieces of PBIS**

(Simonsen, Eber, Sugai, Black, Lewandowski, Simms, & Myers, 2012)
SWPBS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

May Institute
Shaping Futures. Changing Lives
Continuum of Positive Behavior Support

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

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

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

~80% of Students

~15%

~5%
6 Components of School-wide Behavior Support

1. Statement of Purpose (common approach discipline)

2. Clearly defined expected behavior

3. Procedures for teaching expected behavior

4. Continuum of procedures for encouraging expected behavior

5. Continuum of procedures for discouraging problem behavior

6. Procedures for record keeping and decision making
Core Values / Expectations

Expectations create a common language among everyone! Staff, students, parents, visitors
1. Statement of Purpose (common approach discipline)

2. Clearly defined expected behavior

3. Procedures for teaching expected behavior

4. Continuum of procedures for encouraging expected behavior

5. Continuum of procedures for discouraging problem behavior

6. Procedures for record keeping and decision making
Expectations Everywhere
Establishing Expected Behaviors

Mrs. Mutner liked to go over a few of her rules on the first day of school.

- No talking
- No smiling
- No running
- No eating
- No kicking
- No sweating
- No biting
- No swearing
- No laughing
- No burping
- No tickling
- No sneezing
- No looking at the clock
- No looking out the window
- No talking
- No coughing
- No smart-alecky remarks
- No sick
- No spitting
- No screaming
- No making stupid faces
- No testing
- No giggling
- No crying during tests
- No goofy hairstyles
# Behavior Matrix

## Sheafe Road Behavior Matrix

<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hallway</strong></td>
<td>• Walk to the right side</td>
<td>• Stay with your class or group</td>
<td>• Level 0 voice on line</td>
</tr>
<tr>
<td></td>
<td>• Face forward</td>
<td>• Follow teachers (whisper)</td>
<td>• Level 1 voice with buddy</td>
</tr>
<tr>
<td></td>
<td>• Footstep away from peers</td>
<td>• Pink (and) follow instructions for teacher</td>
<td>• Keep hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>• (personal space)</td>
<td>• Keep hallways, walls and tables clean</td>
<td>• Keep hallways, walls and tables clean</td>
</tr>
<tr>
<td><strong>Cafeteria</strong></td>
<td></td>
<td>• Keep your hands to yourself</td>
<td>• Keep hallways, walls and tables clean</td>
</tr>
<tr>
<td><strong>Recess and</strong></td>
<td>• Know your class</td>
<td>• Use other’s equipment quickly</td>
<td>• Keep hallways, walls and tables clean</td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td>• Keep your hands to yourself</td>
<td>• Return any equipment to its proper location</td>
<td>• Keep hallways, walls and tables clean</td>
</tr>
<tr>
<td><strong>Buses and</strong></td>
<td>• Level 1 voice</td>
<td>• Level 1 voice</td>
<td>• Level 1 voice</td>
</tr>
<tr>
<td><strong>Vans</strong></td>
<td>• Be seated</td>
<td>• Listen to the bus driver</td>
<td>• Listen to the bus driver</td>
</tr>
<tr>
<td></td>
<td>• Face front with feet on the floor</td>
<td>• Follow directions</td>
<td>• Follow directions</td>
</tr>
<tr>
<td></td>
<td>• Backpack on your back, or</td>
<td>• Use appropriate language</td>
<td>• Use appropriate language</td>
</tr>
<tr>
<td></td>
<td>• under seat</td>
<td>• Use good manners</td>
<td>• Use good manners</td>
</tr>
<tr>
<td></td>
<td>• Keep your hands, feet, and objects to</td>
<td>• Take all your belongings with you</td>
<td>• Pick up all litter</td>
</tr>
<tr>
<td></td>
<td>yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walk on the sidewalk away from the curb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*Expectations should be defined using positive, proactive language. What TO DO rather than What NOT to do.*
<table>
<thead>
<tr>
<th>We are...</th>
<th>Entering Class</th>
<th>Teacher-led Whole Group Instruction</th>
<th>One-on-One Instruction</th>
<th>Small-Group Activities (Breakout Rooms)</th>
</tr>
</thead>
</table>
| Safe      | • Choose a distraction-free space  
• Use equipment as intended  
• Use kind words and faces | • Ask in chat if you need help  
• Use kind words and faces | • Use kind words and faces | • Use “stop–leave–talk” when you hear disrespect  
• Encourage others to participate  
• Use kind words and faces |
| Respectful| • Video on at all times  
• Audio off  
• Use chat with classmates for first 5 minutes | • Video on at all times  
• Audio off  
• Answer questions in chat box on cue  
• Answer polls promptly | • Video on at all times  
• Audio on  
• Listen attentively  
• Answer questions out loud on cue | • Video on at all times  
• Audio on  
• One speaker at a time: wait or use chat to respond when others are talking  
• Respect others’ cultures, opinions, and viewpoints |
| Responsible| • Be on time and ready to learn  
• Start class charged or plugged in  
• Have materials ready | • Ask questions (voice or chat) when you have them  
• Be present – avoid multitasking | • Ask questions out loud when you have them  
• Try your best  
• Be present – avoid multitasking | • Encourage each other to stay on topic  
• Complete the work together  
• Use “Ask for Help” button if you have questions  
• Be present – avoid multitasking |
**Adapted Schoolwide PBIS Matrix**  
*For in person environments*

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Arrival</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>All Areas</th>
</tr>
</thead>
</table>
| **Respect**  | • Greet staff and other students  
• Follow teachers’ instructions  
• Positively acknowledge adults and peers | • Listen attentively  
• Keep moving to class | • Eat your own food  
• Wait patiently in line | • Keep hands, feet, and objects to yourself  
• Encourage others | |
| **Responsibility** | • Arrive to school on-time  
• Bring all necessary materials | | | • Clean area before and after eating  
• Use appropriate social distance (i.e., 6’, 4 squares)  
• Follow your schedule | |
| **Safety** | • Wait your turn for temperature scan  
• Alert adult if not feeling well upon arrival | • Disinfect desk/table before & after use  
• Follow 1-way direction arrows | | • Wash/sanitize hands before and after eating  
• Remove mask only while eating  
• Wear COVID face mask  
• Disinfect hands after touching doors  
• Only use your own school supplies | |
Create Clear Signage

Make your expectations visible to all in important locations!
Support families with easy to read and understand reminders

Reminders to Guide Parents in a Remote Learning Environment

- Keep a daily schedule
- Student passwords should be kept confidential just as you do your personal and financial information.
- Allow your children to have brain breaks from screen time. Encourage children to play outside.
- Teachers will have virtual office hours. The following platforms may be utilized during this time:
  - Google Classroom discussion through chat feature
  - Video Conferencing (Zoom, Google Hangouts, Meet)
  - If you would like for your students to participate using this method and your child is below age 13, the parent must be present to help them sign in.
  - Remind students to be dressed appropriately and minimize distractions including animals, family members, music, etc.
  - School email - submit questions ahead of time
- Monitor student’s activities while using their devices.
- Please review the student expectations for Online Learning with your student.

Netiquette refers to a set of guidelines that help you communicate in a positive and productive manner with other students and teaching staff in an online environment.

Netiquette @ ESUSD

**Communications Tools**

**SUMMARY**

- **T** - Is it true? Acknowledge other people’s contribution. Avoid plagiarism.
- **H** - Is it helpful? Share knowledge. Use subject titles. Use only constructive criticism.
- **N** - Is it necessary? Keep to the point. Make it topic related.

**Teamwork**

In an online environment it’s not enough to just observe. Get involved by sharing learning and discussing group tasks. Help build your online community.

Be inclusive

Get involved

Contribute to the discussion

Ask questions

Listen
6 Components of School-wide Behavior Support

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“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we... ...teach? ...punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)
Once you have developed school-wide expectations, it is not enough to just post the words on the walls...

YOU MUST TEACH (and RETEACH) THEM!

Effective teachers spend \(33\%\) of their time the first days/weeks of each school year teaching expectations & reviewing expectations throughout the year.

(Cotton, 1995)
## SHS Rules & Expectations

### Lunchrooms
- Get permission/pass from an adult to leave the lunchroom.

### Lobby, Hallway, Stairwell
- Move promptly through the stairwells.
- Respect others' personal space and property.
- Keep personal items secure.
- Carry a signed pass.
- Move to class promptly by the most direct route.
- Avoid being a distraction to classrooms.
- Clean up after yourself.

### Classrooms
- Be honest.
- Know and follow classroom rules.
- Clean up after yourself.
- Be prepared with assignments and materials.
- Be on time.
- Avoid being a distraction.
- Do your best.

### Bathrooms
- Wash your hands.
- Keep main door open.
- Wash your hands.

### Be Safe
- Know and follow safety/protection/destruction issues.

### Be Responsible
- Accept positive and negative consequences for your choices without arguing or complaining.
- Use respectful language and volume.
- Speak politely with adults and peers.
- Be friendly.
- Respect property.

### Be Respectful
- Accept positive and negative consequences for your choices without arguing or complaining.
- Use respectful language and volume.
- Speak politely with adults and peers.
- Take an active, positive role in classroom activities.
- Encourage others to do their best.
Teaching Academics & Behaviors

Behavioral Expectation: Bus Expectations

**SETTING:** Bus

**PROCEDURES:**
- Walk to the bus
- Walk up the stairs
- Walk to assigned seat
- Sit in assigned seat
- Put bag/items in appropriate place
- Buckle seatbelt
- Stay seated and buckled, until you are home
- Follow directions first time given

**EXPECTATIONS:**

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Walk at all times</td>
<td>✓ When given permission to speak, use kind words</td>
<td>✓ Follow directions first time given</td>
</tr>
<tr>
<td>✓ Keep hands, feet and objects to self</td>
<td>✓ Use appropriate tone of voice</td>
<td>✓ Keep all items with you</td>
</tr>
<tr>
<td>✓ Face forward</td>
<td></td>
<td>✓ Stay in assigned seat</td>
</tr>
<tr>
<td>✓ All pencils, crayons, toys, etc. put in bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Stay seated and buckled until you are home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING EXAMPLES:**

Positive Examples:
1. Walking to/on the bus
2. Buckling seatbelt and sitting facing forward
3. Feet on the floor
4. Keeping materials with you/ in bag
5. Keeping hands, feet and objects to self
6. Using kind words/appropriate tone of voice

Negative Examples:
1. Running, skipping and hopping
2. Unbuckling seatbelt and turning around
3. Feet on the seats
4. Fooling with materials
5. Touching others
6. Saying unkind words/yelling

**STUDENT ACTIVITIES:**
1. Brainstorm/discuss how to “safe” during the bus ride and write on board/chart paper
2. Teacher models expectations
3. Students act out positive examples

**Process Diagram: Define Simply → Model → Practice in Setting → Monitor & Acknowledge Continuously → Adjust for Efficiency → Define Simply**
Expectations & behavioral skills are taught and recognized in natural context
Example Teaching Videos

We show respect and treat others the way we would like to be treated so no one gets hurt.
BEHAVIORAL REFRESHERS

- Jeopardy
- Peer Leaders
- Create rap song/video
- School-wide Kick off/Pep Rally
- Word Searches
- Themed Months/Weeks
Practicing Expected Behaviors is the key to helping students get it "right"!
Why Spend time on teaching and practicing behavior?

• Behaviors are prerequisites for academics (hand raising, tracking speaker, turning in work, getting supplies)

• Procedures and routines create structure (students thrive on structure)

• Repetition is key to learning new skills:
  • For a child to learn something new, it needs to be repeated on average of ___ times
    • Adults average ___ - Joyce and Showers, 2006
  • For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average ___ times (Harry Wong)
Once we teach, we want to “Prompt” (or pre-correct the students of the rule) before they make a mistake.

Provide students with visual prompts (e.g., posters, illustrations, etc).

Provide students with verbal reminders.
6 Components of School-wide Behavior Support

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Acknowledging Expected Behaviors

Why do I have to sit up front all the time? Because you can't believe yourself like Todd Burress.

Um... That's me. Wha...? How long have you been sitting behind me?

Since kindergarten.

So what'd you learn in school today?

That good behavior makes you invisible.
Reinforcements Everywhere

DON'T MESS
WITH MY DISCOUNT!!!

<table>
<thead>
<tr>
<th>Step</th>
<th>Bachelor's degree Lane 1</th>
<th>Master's degree Lane 2</th>
<th>Master's + 15 credit hours Lane 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$50,853</td>
<td>$54,161</td>
<td>$55,916</td>
</tr>
<tr>
<td>2</td>
<td>$51,588</td>
<td>$55,096</td>
<td>$56,850</td>
</tr>
<tr>
<td>3</td>
<td>$52,728</td>
<td>$56,236</td>
<td>$57,990</td>
</tr>
<tr>
<td>4</td>
<td>$53,984</td>
<td>$57,493</td>
<td>$59,247</td>
</tr>
</tbody>
</table>

facebook likes

15% MSRP CASH BACK
ON SELECT 2015 CHEVY CRUZE, EQUINOX, TRAVERSE, IMPALA & MALIBU MODELS!

GAS REWARDS

Stop & Shop

Air Miles Rewards

SUBWAY

BlueCross BlueShield
Federal Employee Program

Benefit Plans | Wellness Resources & Tools | Using My Benefits

INCENTIVES FOR 2014
EARN REWARDS WITH WELLNESS
All Behavior Serves a Function:
To get something or avoid something

Remember: Negative Reinforcement makes behavior stronger too.
We REMOVE or escape from things we don’t like.
Purpose of Reinforcements / Acknowledgements

- Teach new behavior
- Encourage/establish infrequent and non-fluent behavior
- To keep expected behavior in place
- Strengthen replacement behaviors
The quickest way to change behavior....in anyone

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly

Laura Riffel, OSEP
Receive Frequent Recognition

Success (acknowledgement) : Failure (punishment) = 4 : 1

(Scott, 2008)
Bad Stronger than Good

The brain handles positive and negative information in different hemispheres, negative emotions generally involve more thinking, and the information is processed more thoroughly than positive ones.

Negative events wear off more slowly than good ones.

Most people can take in only one critical comment at a time.

We need to increase the positives to compensate.

We tend to ruminate more about unpleasant events — and use stronger words to describe them — than happy ones.

- Roy F. Baumeister Florida State University, 2001, “Bad Is Stronger Than Good,”
By reinforcing expected behavior we encourage students to repeat that behavior.
The Husky Buck

Every ten weeks students choose from various recognition choices

Student generated choices include:
- Outdoor lunch
- Game Day
- Private lunchroom with two friends
- Front of the lunch line
- Players choice in gym
- Reduced dance fee
- HMS t-shirt
Virtual Reinforcement

https://www.youtube.com/watch?v=EXI6V-V-314&feature=youtu.be

DIGITAL REWARDS
DRAG/DROP REWARDS * FOR GOOGLE SLIDES

Mary’s Marble Jar
Goal
When I earn 20 marbles I get all 8 of my team!

Marbles

Drag/drop marbles to reward your students and reinforce positive behavior!

WHAT IS PBIS REWARDS?

ClassDojo

MayInstit
Shaping Futures. Changing Lives
Acknowledging Appropriate Behavior

Effective strategies are...

- Clear and specific
- Contingent (dependent) on desired behavior
- Applied immediately
- Teacher/Adult initiated
- Focus on improvement and effort
- Provided frequently during acquisition
- **Sincere** and appropriate for student’s age

(Conroy, Sutherland, Snyder, Al-Hendawi, & Vo. 2009, Kern & Clemens, 2007; Simonsen, 2008)
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, that the data didn't support it and that in fact rewards can, when appropriately used, increase performance and motivation.”
  • Judy Cameron, 2002 –(Reviewed 150 studies on motivation and rewards)
  • Cameron, 2002
  • Cameron & Pierce, 1994, 2002
  • Cameron, Banko & Pierce, 2001
• “The undermining effect of extrinsic reward on intrinsic motivation remains unproven” Steven Reiss, 2005

What about Alfie Kohn?

“The basic principles of reinforcement and rewards certainly work, but in a restricted context —restricted, that is, to tasks that are not especially interesting.”

• Kohn, 1994
Extrinsic Reinforcement in School

- Verbal Praise
- Non-verbal Praise
- Grades
- Tickets / Dojo Points
- Star / Sticker / √+
- Attendance Reward
- Honor Roll
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Discouraging Inappropriate Behaviors

“This is the worst class I've ever had.”
Components of a Strong Discipline System

- Clear definitions for problem behavior
- Make a distinction between minor (staff managed) violations and major (office managed) violations.
- Develop procedures for staff to use in responding to minor and major problem behaviors.
- Develop a format for documenting and monitoring incidents
## Clear Definitions for Problem Behavior

<table>
<thead>
<tr>
<th>Minor Offense</th>
<th>Major Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher handled,</strong> no documentation required, teacher discretion for consequences and personal documentation</td>
<td><strong>Referral form completed.</strong> Administrator assigns consequence (with teacher input). Administrator communicates to teacher about situation.</td>
</tr>
</tbody>
</table>

### Defiance
- Student engages in brief or **low-intensity** failure to follow directions or talks back.
- Student engages in **repeated** refusal to follow directions or talks back.

### Disrespect
- Student delivers **low-intensity**, socially rude or dismissive messages to adults or students.
- Student delivers **repeated** socially rude or dismissive messages to adults or students.

### Disruption
- Student engages in **low-intensity**, but inappropriate disruption. (tapping, huffing, banging materials)
- 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.

### Inappropriate Language
- Student engages in **low-intensity** instance of inappropriate language.
- Student delivers **repeated** verbal messages that include swearing, name calling, or use of words in an inappropriate way.

### Fighting/Physical Altercation
- Pre-fight aggressive posturing, wrestling, bumping into others, innocent but unacceptable horseplay
- Hitting or kicking; encouraging another to fight; retaliating, physically harming another person.

### Threat (to staff, to student, verbal, written)
- A statement of intention to damage **something** belonging to others
- A statement of intention to inflict hostile action on **someone**. (injury)

### Vandalism (personal, school)
- **Thoughtlessly or “accidentally”** damaging property. (ex. While storming around a classroom student bumps into an easel and knocks it over and it breaks)
- **Purposefully** damaging or defacing the school or others property.
Discourage Inappropriate Behavior

Ellenville Middle School PBIS Student Behavior Management Process

Observe the Problem Behavior

Is behavior office managed?

No

Problem Solve with Student

Use classroom consequences based on classroom policy

Implement Positive Behavior Intervention

Document incident in classroom intervention log

Does the student have 3 incidents of this behavior this marking period?

No

Continue to problem solve with student. Keep records in log.

Yes

Enter office referral through School Tools. (teacher discretion)

Classroom/Staff Managed Examples

- calling out
- class disruption
- refusal to follow a reasonable request
- put-downs/name-calling
- refusal to work
- inappropriate tone/language
- unexcused tardiness to class
- unprepared for class
- cheating
- invading others’ space
- inappropriate comments

Office Managed Examples

- harassment of student or staff
- directed profanity
- truancy/leaving school grounds
- skipping class
- theft/robbery
- vandalism
- weapons
- fighting/aggressive physical contact
- threats of aggression
- alcohol/drugs
- failure to serve detention
- electronic devices
- dress code
*referral may not be necessary

Examples of Positive Behavior Interventions

- Pre-correction before entering room, redirection
- Verbal reminder
- Seat change
- Conference with student (privately)
- Conference with other staff members to find what works
- Parent contact
- Written reflection about incident

Yes

Is the situation an emergency?

No

Student remains in class. Enter office referral through School Tools.

Administrator determines consequence based on progressive discipline.

Administrator follows through on consequence.

Yes

Send student to Main Office or call Main Office to remove student.

Administrator provides teacher with feedback.

8/3/10
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive Personal Environment</strong></td>
<td><strong>Productive Classroom Environment</strong></td>
<td><strong>Orderly Environment</strong></td>
<td><strong>Safe Environment</strong></td>
</tr>
<tr>
<td>Behaviors that affect only the student:</td>
<td>Behaviors that interfere with others learning:</td>
<td>Behaviors that affect an orderly environment:</td>
<td>Behaviors that cause harm or are illegal:</td>
</tr>
<tr>
<td>-Not prepared</td>
<td>-Talking out</td>
<td>-Talking back to adult</td>
<td>-Actions that cause harm</td>
</tr>
<tr>
<td>-Out of seat</td>
<td>-Visiting/talking</td>
<td>-Throwing things</td>
<td>-Stealing</td>
</tr>
<tr>
<td>-Breaking pencils</td>
<td>-Inappropriate noises</td>
<td>-Teasing</td>
<td>-Fighting</td>
</tr>
<tr>
<td>-Not following directions</td>
<td>-Tattling</td>
<td>-Lying</td>
<td>-Drugs</td>
</tr>
<tr>
<td>-Whining</td>
<td>-Touching</td>
<td>-Cheating</td>
<td>-Weapons</td>
</tr>
<tr>
<td>-Playing in desk</td>
<td>-Poking</td>
<td>-Forgery</td>
<td>-Punching</td>
</tr>
<tr>
<td>-Not doing class work</td>
<td>-Standing on furniture</td>
<td>-Cursing</td>
<td>-Biting</td>
</tr>
<tr>
<td>-Bubbles while washing hands</td>
<td>-Constant talking</td>
<td>-Tantrums</td>
<td>-Throwing furniture</td>
</tr>
<tr>
<td>-Not in line</td>
<td>-Out of seat and interfering with others' learning</td>
<td>-Cutting others' hair</td>
<td>-Stealing</td>
</tr>
<tr>
<td>-Sleeping</td>
<td>-Crawling on floor and interfering with others' learning</td>
<td>-Bathroom climbing</td>
<td>-Threatening to do injury on person or property</td>
</tr>
<tr>
<td>-Copying behavior</td>
<td>-Inappropriate chair manners</td>
<td>-Bathroom-looking under stalls</td>
<td>-Sexual harassment</td>
</tr>
<tr>
<td>-Not listening</td>
<td>-Consistently not following directions</td>
<td>-Pushing</td>
<td></td>
</tr>
<tr>
<td>-Leaning in chair</td>
<td></td>
<td>-Disrespect to adults</td>
<td></td>
</tr>
<tr>
<td>-Refusing to work</td>
<td></td>
<td>-Disrespect to children</td>
<td></td>
</tr>
<tr>
<td>-Crawling on floor</td>
<td></td>
<td>-Leaving room without permission</td>
<td></td>
</tr>
<tr>
<td>-Not taking responsibility for action</td>
<td></td>
<td>-Name calling</td>
<td></td>
</tr>
<tr>
<td>-No homework</td>
<td></td>
<td>-Hallway Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Banging on window</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consequences may include:</td>
<td>Consequences may include:</td>
<td>Consequences may include:</td>
<td>Consequences may include:</td>
</tr>
<tr>
<td>-Looking</td>
<td>-Timeout in another room</td>
<td>--Behavior contract</td>
<td>Per Board of Education Policies</td>
</tr>
<tr>
<td>-Proximity</td>
<td>-Study Hall</td>
<td>-Office referral</td>
<td></td>
</tr>
<tr>
<td>-Discussion/talking</td>
<td>-Loss of part of recess</td>
<td>Adm/parent/student/teacher Conference</td>
<td></td>
</tr>
<tr>
<td>-Verbal warning</td>
<td>-Parent contact</td>
<td>-In-school suspension</td>
<td></td>
</tr>
<tr>
<td>-Timeout in room</td>
<td>-Behavior contract</td>
<td>-Out of school suspension</td>
<td></td>
</tr>
<tr>
<td>-Study Hall</td>
<td>-Office referral</td>
<td></td>
<td></td>
</tr>
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<td>-Parent contact</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-In-school suspension</td>
<td></td>
</tr>
</tbody>
</table>
Creating and Reviewing Consequence Hierarchy

Review your hierarchy every day at the beginning of class

https://youtu.be/LKFj2Gr2Mc4
Office Discipline Referrals

R.O.A.R.S.
Oliver Wendell Holmes Elementary - Disciplinary Referral Form

Student's Name __________________________ Grade ______ Date ______
Reporting Staff __________________________ HR# ______ Time ______

LOCATION (Check One)
☐ AM Bus ☐ Auditorium ☐ Gym ☐ Playground
☐ PM Bus ☐ Bathroom ☐ Library ☐ Outside/parking lot
☐ Walk to School ☐ Cafeteria ☐ Office ☐ Intervention room
☐ Walk Home ☐ Hallway ☐ Classroom (#) ☐ Other ______

MINOR BEHAVIORS (Check One)
☐ Defiance/disrespect/non-compliance
☐ Disruption
☐ Physical Contact
☐ Inappropriate Language
☐ Inappropriate Location
☐ Property Misuse
☐ Other ______

MAJOR PROBLEM BEHAVIORS/INCIDENTS (Check One - Most Serious)
☐ Abusive Language
☐ Bullying
☐ Defiance/insubordination/Non-Compliance
☐ Disrespect
☐ Fighting
☐ False Fire Alarm/Bomb Threat
☐ Forgery/Theft
☐ Intimidation/Harassment
☐ Leaving Class w/o permission
☐ Physical Aggression
☐ Vandalism/Prop Damage
☐ Weapons Violation
☐ Other ______

PERCEIVED MOTIVATION (Check One)
☐ Obtain Staff Attention
☐ Avoid Staff Attention
☐ Obtain Item/Activity
☐ Avoid Task/Activity
☐ Other ______

OTHERS INVOLVED (Check all that apply)
☐ Staff ☐ Teacher ☐ Unknown
☐ Peers ☐ Substitute ☐ Other ______

RESTRAINT/SECLUSION/ALT SETTING (Check all that apply)
☐ Escort ☐ Restraint ☐ Confinement
☐ Seclusion ☐ Other ______

BRIEF Description of Incident (continue on back if needed)

ADMINISTRATIVE ACTION (Administrator USE ONLY)
☐ Office Time Out
☐ Restorative Justice
☐ In-School Suspension (# of days ______)
☐ Reflection/Written Apology
☐ Lunch Detention
☐ Suspension (hearing) (# of days ______)
☐ Loss of Privilege
☐ Bus Suspension
☐ Expulsion (hearing)
☐ Other ______
☐ Admin-Student Conference
☐ Saturday School
☐ Other ______
☐ Parent Conference
☐ Counseling Intervention
☐ Family Contact: ☐ Yes ☐ No

Outcome: __________________________

Administrator Signature Date __________________________ Teacher Signature Date __________________________ Parent Signature Date __________________________
6 Components of School-wide Behavior Support

1. Statement of Purpose (common approach discipline)

2. Clearly defined expected behavior

3. Procedures for teaching expected behavior

4. Continuum of procedures for encouraging expected behavior

5. Continuum of procedures for discouraging problem behavior

6. Procedures for record keeping and decision making
Types of Data

Fidelity

Outcomes
Evaluate student and staff outcomes

Are there changes in student and staff behavior?
- Reductions in discipline referrals, ISS, OSS?
- Have there been less trips to the nurse for non health issues?
- Has attendance improved?
- Have students earned class, grade and school goals together?
- Has time on task improved (Live & Virtual)
- Improved climate
- Reduced virtual disruptions
- Less staff turnover – longer retention

Tools/data to evaluate outcomes
- Climate Surveys
  - Staff
  - Students
  - Families
- Discipline Referrals
- Grades
- State Test scores
Outcome Data

Discipline Data

Academic Data

State Testing

Attendance Data

Other Data
- Nurse visits
- Counselor visits
- Climate surveys

Think Sheet

- What were you feeling?
  - Sad
  - Frustrated
  - Confused
  - Worried
  - Angry

- What happened? (Can be discussed with adult)

- What did you want?
  - Attention
  - To escape a problem
  - To get even or revenge
  - To talk to a teacher

- How did your behavior make other people feel?
  - Happy
  - Sad
  - Confused
  - Angry
  - Scared
  - Unsafe
  - Worried
  - Frustrated

- Did you use a coping strategy? Yes or No? If Yes, which one? If No, which one could you have tried?
  - Take deep breaths
  - Ignore
  - Count backwards
  - Move somewhere else
  - Self-talk
  - Do something else
  - Think calm thoughts
  - Talk to teacher
  - Chill - Take a break

- What do you need to do now to correct the problem?
  - Apologize
  - Take a break
  - Make a plan

Adult Signature: ____________
Date: ____________
Filling out ODR Forms correctly helps us to make data informed decisions.
<table>
<thead>
<tr>
<th>Primary Statements</th>
<th>Precision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too many referrals</td>
<td>There are more ODRs for disruption during virtual learning than any other area. These are most likely to occur during the 11-12 block, with a large number of students at all grade levels, and the disruption seems related to getting peer attention.</td>
</tr>
<tr>
<td>September has more suspensions than last year</td>
<td></td>
</tr>
<tr>
<td>Gang behavior is increasing</td>
<td></td>
</tr>
<tr>
<td>The cafeteria is out of control</td>
<td></td>
</tr>
<tr>
<td>Student disrespect is out of control</td>
<td></td>
</tr>
</tbody>
</table>
Evaluate Fidelity of Implementation

Are we doing what we said we’d do?

• Did we teach the lesson when it was scheduled?
• Did we teach the whole lesson that was provided?
• Are adults providing acknowledgement?
• Are staff writing up behaviors appropriately? Major/Minor
• How will we know when and where we might need boosters?

PBIS Tools to measure Fidelity

• Team Implementation Checklist (TIC) - FALL
• Tiered Fidelity Inventory - WINTER/SPRING
• Self Assessment Survey - ANYTIME
Fidelity Data

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
5/14/2018 - 5/13/2020

Percentage implemented

<table>
<thead>
<tr>
<th>Tier</th>
<th>5/14/2018</th>
<th>5/6/2019</th>
<th>5/13/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>40%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Tier 2</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Tier 3</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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May Institute
Shaping Futures, Changing Lives
What this might look like for you.

- Tier I (School Wide)
  - Assisting in teaching positive behavioral expectations
  - Acknowledging students when they follow expectations
  - Reminding students what behavioral expectations they are supposed to be following
  - Assisting with completing of office discipline slips
  - Providing feedback to your team
What are the outcomes?
Primary Outcomes: Improvement in school climate and academic performance

Increase in
- prosocial behaviors
- time on-task
- academic performance
- school attendance
- classroom on-task behavior
- student, staff, and parent perceptions of school safety
- student, parent and staff satisfaction
- staff retention and attendance

Decrease in
- office discipline referrals
- suspensions, detentions
- disruptive classroom behavior
- bullying behavior
- Ineligible referrals to SPED
- Visits to the SW / ψ / Counselor
Reduction in Out of School Suspension

MA Middle School
Out of School Suspensions

OSS Days
2012-13: 143
2013-14: 37

OSS Events
2012-13: 26
2013-14: 14

Students Receiving OSS
2012-13: 21
2013-14: 10

Percentage Reduction:
- OSS Days: 74%
- OSS Events: 45%
- Students Receiving OSS: 52%
MA – Urban Elementary School
Incidents/Day/Month

![Graph showing incidents by month from September 2013 to May 2016 for three years: 2013-14, 2014-15, and 2015-16. The graph shows fluctuations in incidents over the months.]
MA – Urban Elementary School

Referrals by Problem Behavior - Multi-Year
All, 2013-14 - 2015-16

Problem Behavior

Number of Referrals

- defiance
- MDisrespect
- Disruption
- Disrespect
- Inapp Lan
- Skip
- Harass
- Bullying
- Fight
- Theft
- Prop dam
- Living
- Inapp affection
- Other
- MDefiance
- MDisruption
- MContact
- MInapp Lan
- MProp Marble
Increase in Teacher Satisfaction
Percentage of Teachers who Reported the School Discipline Plan as Ineffective

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>57%</td>
</tr>
<tr>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>7%</td>
</tr>
</tbody>
</table>
To Review: PBIS Creates Consistency Throughout the Building

- Clear school-wide expectations taught, prompted, and monitored by ALL adults
- Consistent structure and routines in classrooms.
- Strong acknowledgement system to encourage expected behaviors in class and non-class areas
- Clear procedures for correcting inappropriate behavior and reporting or requesting help
- Ongoing, consistent use of data to determine “hot spots”
- Strong team with admin support to create solutions for problems throughout building.
PBIS is... not a quick fix, it is ...hard work!

3-5 years for full implementation

If you do what you have always done...you will get what you always got!
Resources!

- https://www.pbisrewards.com/resources/online-learning/
- http://www.pbiscaltac.org/cv19supportresources.html
- https://www.u-tteclab.com/behavior-strategy-tips.html
- https://www.facebook.com/pg/GSDBRST/videos/?ref=page_interna1
- https://sites.google.com/view/pbismndistancelearning/matrix-examples
- https://pbismissouri.org/resources-for-teaching-and-parenting-during-a-pandemic/
- https://mimtsstac.org/covid-19-resources/effective-environments
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Look for your CEU number in the Chat Box.
References


References


• Scheuermann, B., Ph.D., & Billingsley, G., Ph.D. (2020). *Managing Student Discipline in Online Learning* [PDF]. San Marcos: Texas State University - San Marcos: Department of Curriculum and Instruction.