

Positive Behavior Intervention and Supports (PBIS)

WAVE Conference

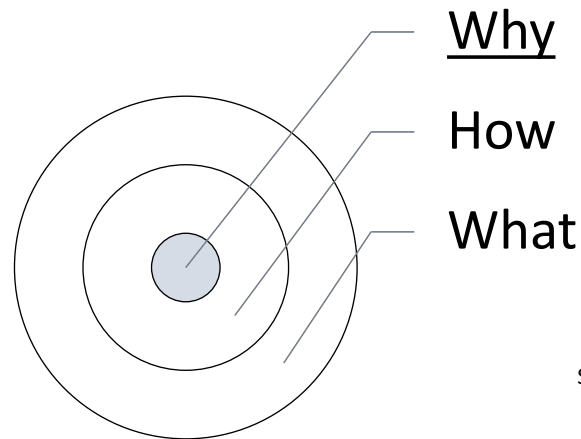
Presented by: Tricia Berg

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Objectives

- Understand the “why” behind PBIS
- Understand the “what” core components of PBIS
- Understand the “how” to get started on implementation

Believe in a bright future and our ability to build it together



Simon Sinek

Why – Logic for School-wide PBIS

- Schools face a set of difficult challenges today with a shortage of financial resources
 - Multiple initiatives - academic, social, safety, attendance
 - Larger class sizes
 - Students come to school with a variety of social and emotional skills
 - Traditional "consequence" or "zero tolerance" approaches are not leading to lasting behavior change

Let's be honest here.



***Behavior
problems drive
us crazy!***

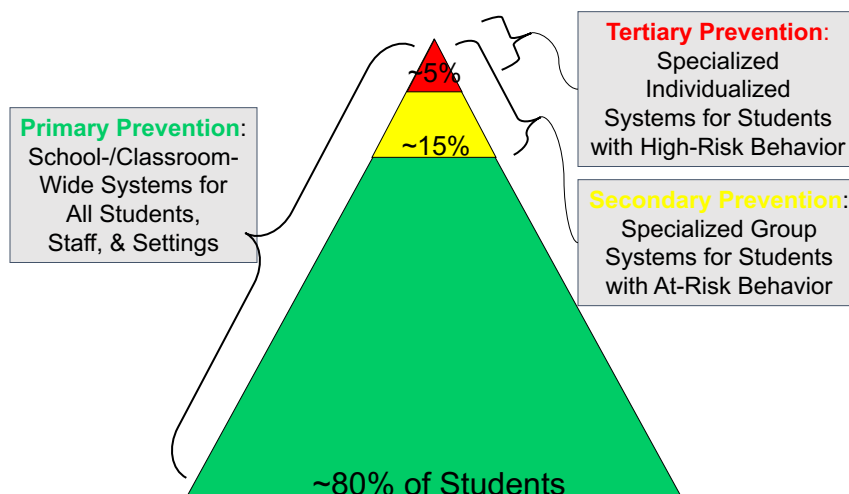
Consequences

- Consequences are a necessary part of a well-run PBIS system
- But by themselves, they have never worked to change the behavior of the individuals with the greatest behavioral challenges.
 - How many recesses? Phone calls to parents? Trips to the office?
 - Before we are convinced that they are ineffective or worse... REINFORCING!

Why – Logic for School-wide PBIS

- The way a setting is structured has a huge impact on behavior and attitude
- We are better served problem-solving prevention and teaching strategies

Continuum of School-Wide Instructional & Positive Behavior Support



Why – It's Evidence Based

- Reduction in problem behavior
- Increases in academic outcomes
- Behavioral and Academic gains are linked
- School-wide PBS has benefits for teachers and staff as well as students
- Sustain School-wide PBS efforts

Oct 2015

RCT & Group Design PBIS Studies

- Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. *American Psychologist*, 70, 322-332.
- Bradshaw, C. P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science*, 10(2), 100-111.
- Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*, 473.
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Intervention Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148.
- Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavior interventions and supports with tier 2 coaching to student support teams: The PBISplus model. *Advances in School & Health Promotion* 5, 177-193.
- Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children*, 31, 1-26.
- Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of School-Wide Positive Behavioral Interventions and Support behavior problems. *Pediatrics*, 130(5), 1136-1145.
- Goldweber, A., Waasdorp, T. E., & Bradshaw, C. P. (in press). Examining the link between forms of bullying behaviors and peer safety and belonging among secondary school students. *Journal of School Psychology*.
- Homer, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11, 133-145.
- Homer, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Exceptionality*, 42(8), 1-14.
- Sorlie, M., & Ogden, T. (2015). School-wide positive behavior support Norway: Impacts on problem behavior and classroom management. *International Journal of School and Educational Psychology*, DOI: 10.1080/21683603.2015.1060912.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of School-wide Positive Behavioral Interventions and Supports (SWPBS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine*, 116(2), 149-156.



Institute of Education Sciences Practice Guides
“What Works”

Pbis.org

Great for
additional
ideas and
resources

View Text-only Version

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

SCHOOL FAMILY COMMUNITY EVALUATION RESEARCH TRAINING

Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to provide, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that increases the capacity of states, districts and schools to establish, scale-up and sustain the framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Implementing PBIS in over **23363** schools and counting!

Recent topics

- What's NEW?**
All of our latest updates
- National PBIS Leadership Forum**
Registration is open now!
- Engaging and Integrating Family Engagement**
Tips and Strategies for Families and Schools
- Technical Guide for Alignment**
Alignment of Initiatives, Programs and Practices
- Why School Climate Should Be One of Your Priorities**
A critical brief about school climate and ESSA

school climate transform grants
PBIS Materials for School Climate Transformation Grants (SCTG) awardees. Webinar videos, contact information, events, and TA reports are available.
[SCTG materials >](#)

presentations
Slides handouts from Training & Conference Presentations. Please check our new 2016 Leadership Forum materials. Archived old forum materials are accessible via left-side menu.
[Presentation Materials >](#)

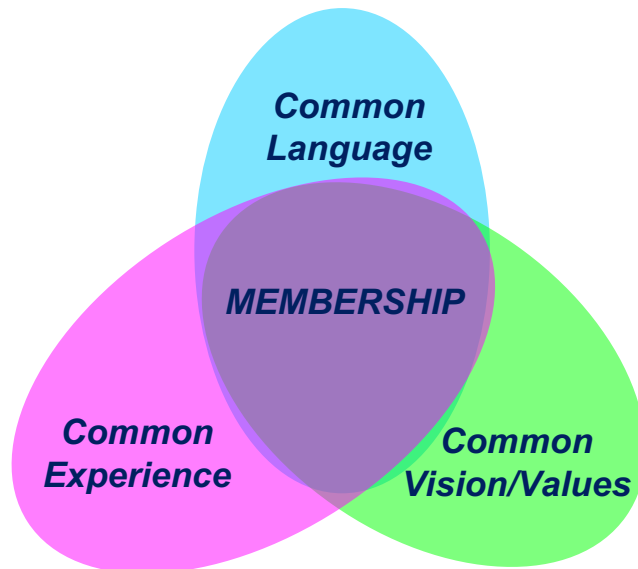
pbis blueprints
PBIS blueprints for implementation, professional development, and evaluation. Please check our updated 'Implementation Blueprint-Part 2' (updated May 2017)
[Blueprints for success >](#)

getting pbis in my school
PBIS State Coordinator Network: Contact your regional or state

videos
Please visit our video page for the newly posted 'Systematic Screening' video clips.

upcoming events
Please check our upcoming SCTG webinar series & 2017 National PBIS Leadership Forum

Establishing a Social Culture



What is Positive Behavior Intervention and Supports (PBIS)

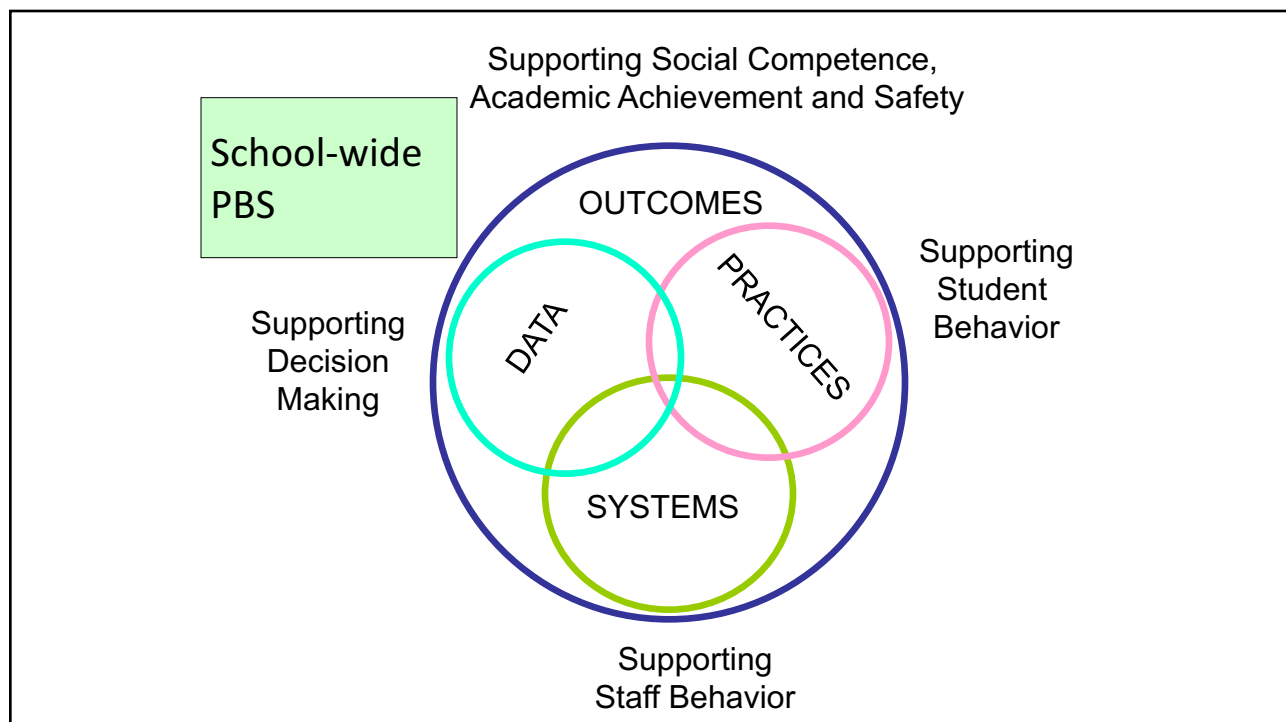
- A framework for establishing the practices and systems needed to achieve the social culture and behavior supports required for a school to be an effective learning environment for ALL students
 - Increase academic performance
 - Improve perceived safety of school
 - Increase attendance
 - Decrease problem behavior
 - Establish a positive school culture
 - Improved self-assessment of faculty effectiveness – decrease staff turnover

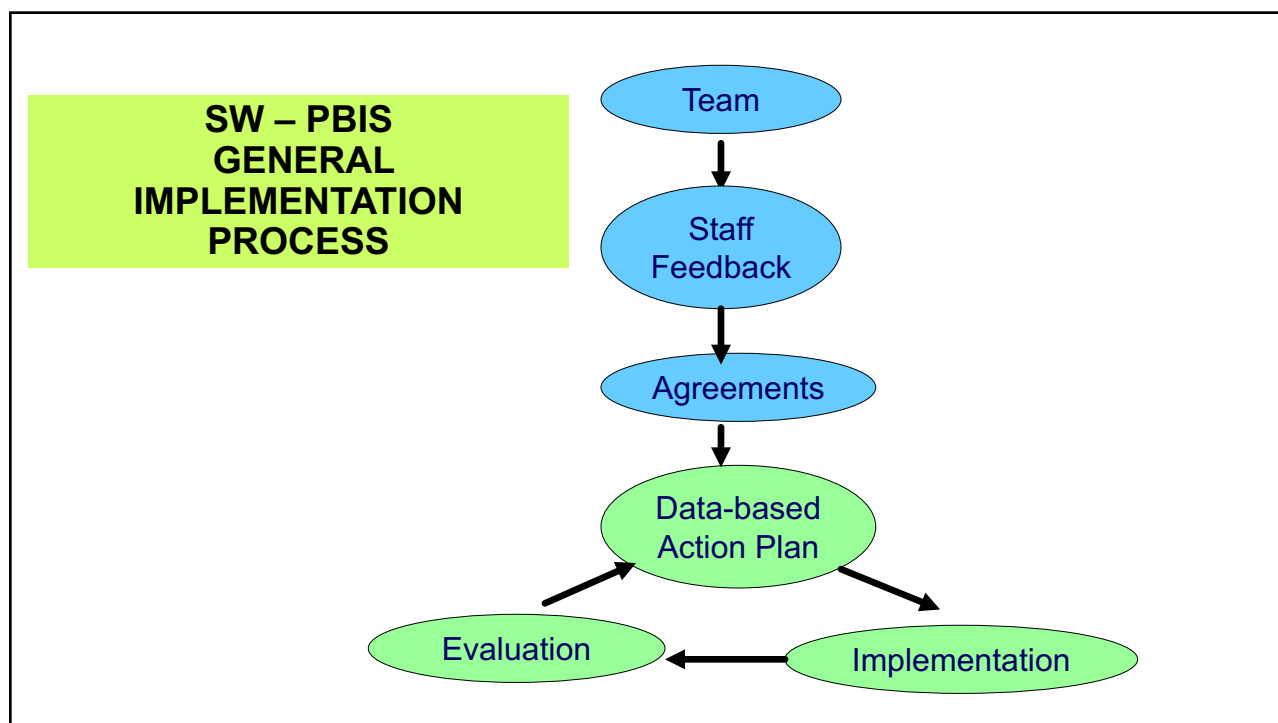
Common Areas and Problem Behavior Concerns

Common Area	Behaviors
Hallways	Physical aggressions
	Noise levels
	Loitering instead of going to class
Cafeteria	Not eating food
	Garbage on the floor
Restrooms	Paper in the sink
	Loitering
Supervision	Inconsistent expectations (student and adult)
	Inconsistent common language

Evidence-based Features

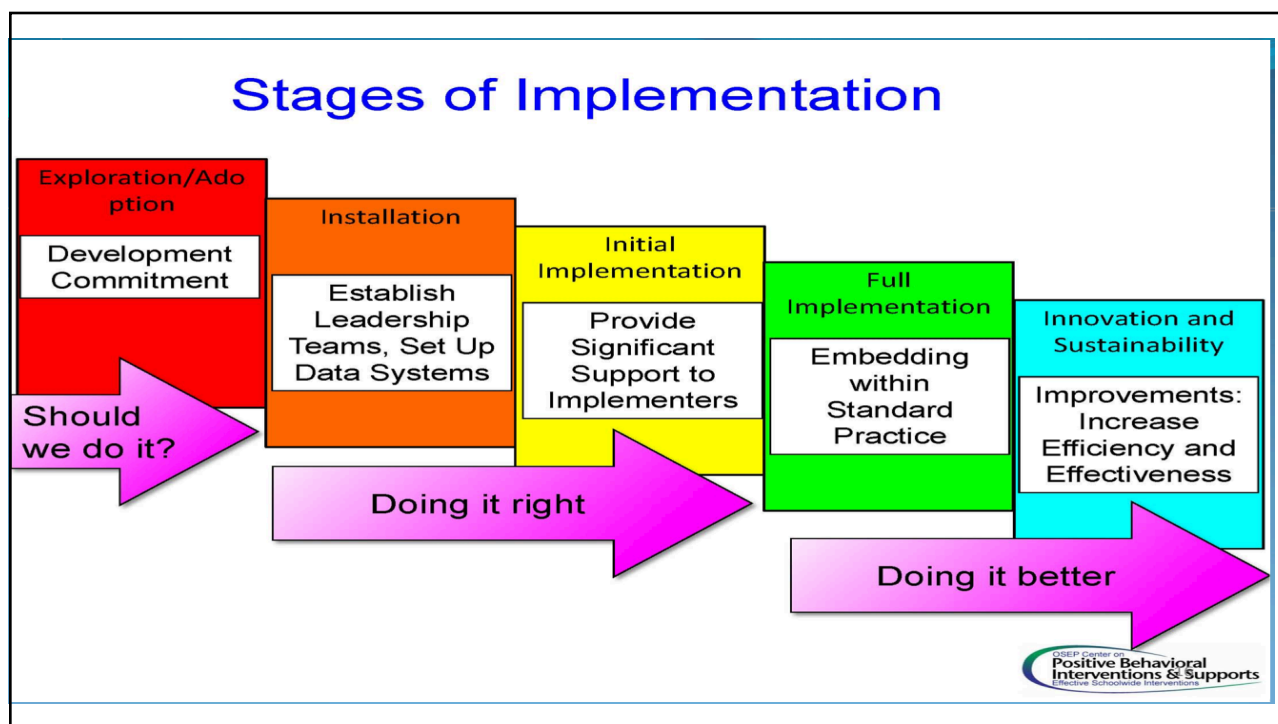
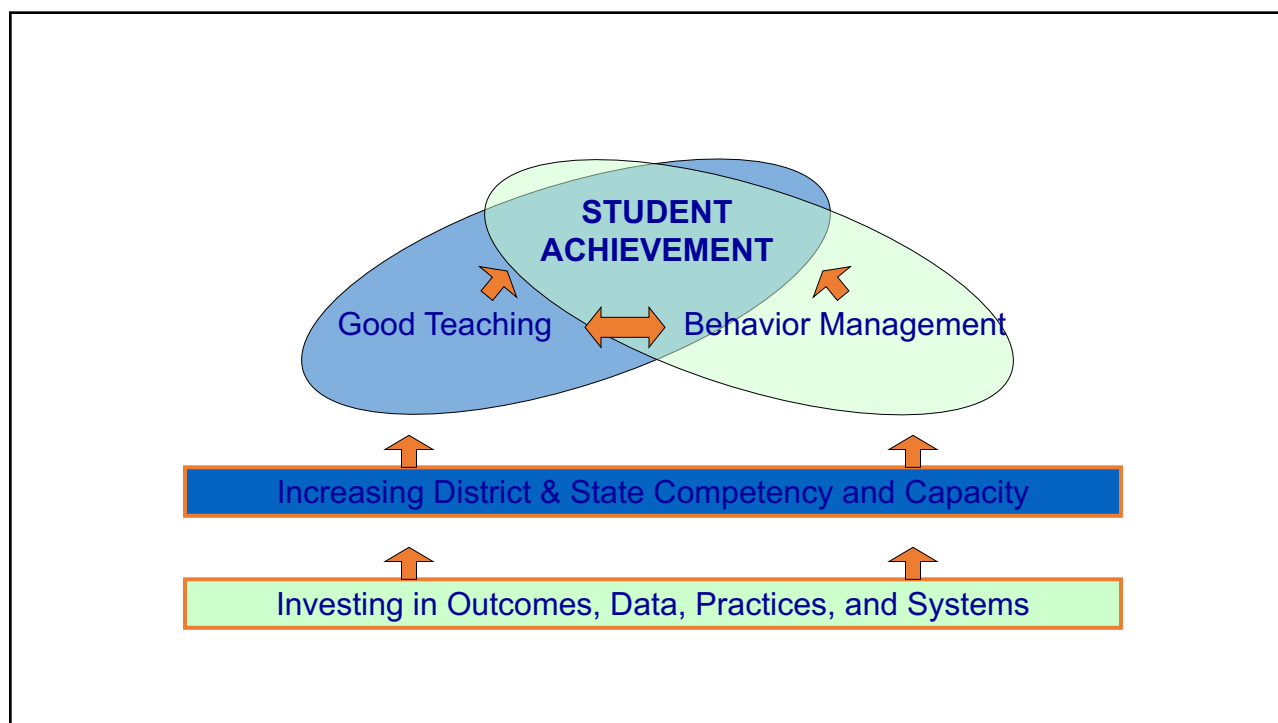
- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive individual intervention supports
- Implementation of the systems that support effective practices





Values and Vision of PBIS

1. Improve school and student performance (academic, behavioral, attendance)
2. Tie all efforts to the benefit of the students
3. Never change things that are working
4. Always make the smallest change that will have the biggest, durable effect on students, schools, and families



STAGES OF IMPLEMENTATION

Implementation Initiatives occur in stages:

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

Two to Four Years



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

EXPLORATION

“Many implementation efforts fail because someone **underestimated the scope or importance of preparation.**”

Leonard-Barton & Kraus,
Harvard Business Review, 1985

EXPLORATION: MAKING THE ADOPTION DECISION (OR NOT)

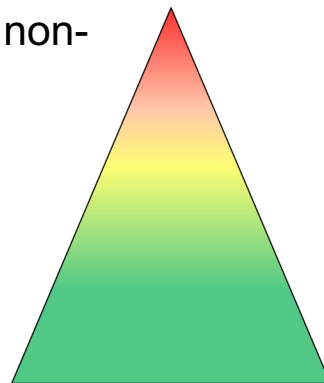
Examine degree to which the EBP, best practice, or policy meets the needs of the District, school, & community

Determine whether adoption and implementation is desirable and feasible

Create readiness for change

“80% RULE”

- Apply triangle to adult behavior!
- Regularly acknowledge staff behavior
- Individualized intervention for non-responders



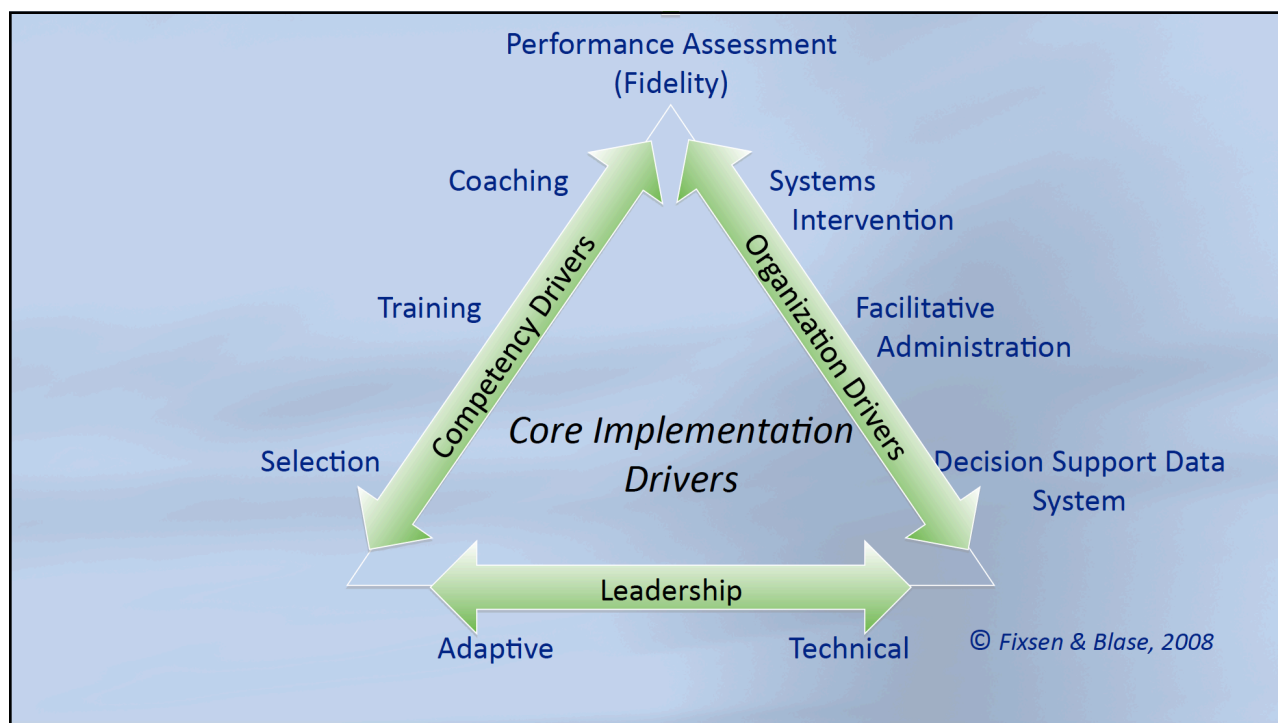
The Rider, the Elephant, and the Path – guiding your staff to CHANGE

<https://www.youtube.com/watch?v=X9KP8uiGZTs>

EXPLORATION: MAKING THE ADOPTION DECISION (OR NOT)

What happens during **Exploration** to develop readiness for change

- Assess capacity, resources, “fit” and “buy-in”
- Raise Awareness & Garner support (teachers, staff, stakeholders, leaders, parents)
- Identify challenges & barriers – plan how to manage challenges
- Assess the accessibility of knowledge experts – who know the innovation
 - Trainers & Coaches



PBIS Team

Your team is crucial in creating the PBIS system at your school.

Your team is crucial in sustaining and improving the PBIS system in your school.

WHY?

Identifying PBIS Team Membership

- Team should be representative of all staff
 - Across grades
 - Departments
 - Classified staff
 - Demographics (tenure, race, gender, etc)
- All people in the school should have a voice and receive updates
- Identify school groups – make sure they have representation

SW-PBIS Team Membership

- The team is large enough to represent the staff, but small enough to be efficient (3-7 people).
- Recommendation
 - Building administrator
 - General educators
 - At least one special educator
 - At least one non-certified staff

Working Smarter



Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIG
<i>Attendance Committee</i>					
<i>Character Education</i>					
<i>Safety Committee</i>					
<i>School Spirit Committee</i>					
<i>Discipline Committee</i>					
<i>DARE Committee</i>					
<i>EBS Work Group</i>					

Schoolwide Rules: Creating/Changing a Culture

- Kelly preaches a single message to his team, and it's this: Win the day. Who cares about tomorrow, who cares about yesterday, all that is demanded of you is that you win the day. That means have an excellent practice, that means have an excellent day of rest, that means every hour of every day, be there, be present. That also means do not think about the National Championship, just think about today, just get up and do your work.

“Win The Day”

Schoolwide Rules: Creating a Culture

- 3-5 Positively stated expectations or behavioral traits that we want our students to do in all environments and in life!

Team Discussion

- Identify one common area
- Generate a list of common student behaviors in that area

Schoolwide Rules: Creating a Culture

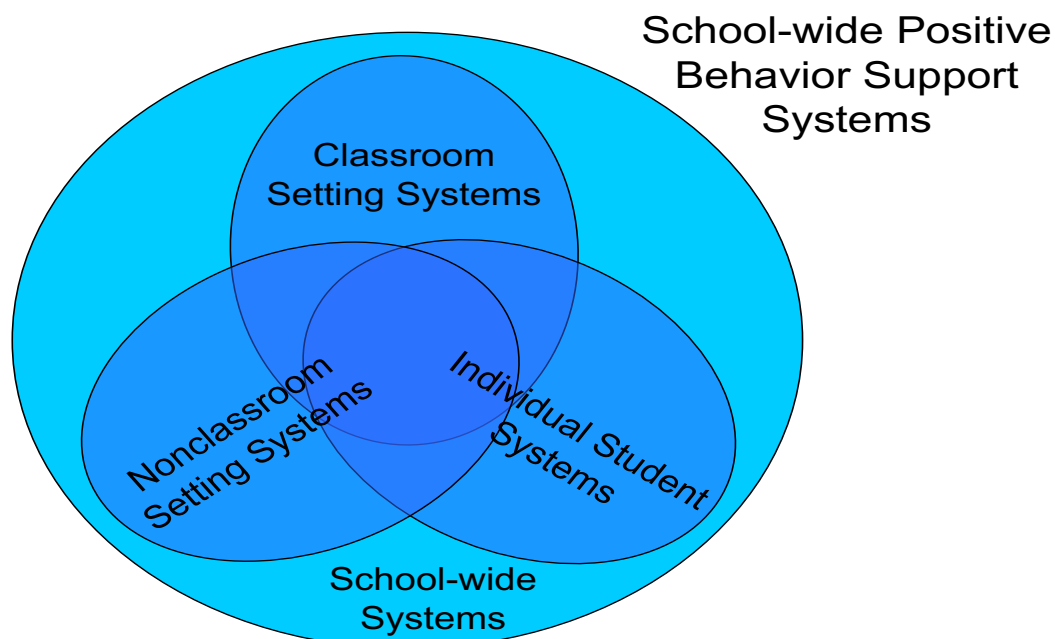
- Rules should be:
 - Broad enough to cover all potential behavior
 - Stated positively
 - Brief and easy to remember
 - Catchy – personalized to your school
- Common Example:
 - Be Safe, Be Responsible, Be Respectful

Schoolwide Rules: Creating a Culture

- Why 3-5 positively stated rules?
 - They are easy to learn and remember
 - Create a common language
 - Increase generalization of rules
 - Across staff and settings

Schoolwide Rules: Creating a Culture

- Why post the Rules
 - Prompt staff to acknowledge positive behavior
 - Increases accountability for staff and students to use language and follow rules
 - Signs can reduce personal focus on confrontation – school policy



School-wide Systems

- Common **purpose** & approach to discipline
- Clear set of **positive expectations & behaviors**
- Procedures for **teaching** expected behavior
- Continuum of procedures for **encouraging** expected behavior
- Continuum of procedures for **discouraging** inappropriate behavior
- Procedures for on-going **monitoring** & evaluation

Non-classroom Setting Systems

- **Positive** expectations & routines taught & encouraged
- **Active supervision by all staff**
 - Scan, move, interact
- **Precorrections** & reminders
- **Positive reinforcement**

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.	Eat all your food. Select healthy foods.	Study, read, compute.	Use a quiet voice. Stay in your seat.
	Respect Others	Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners.	Whisper. Return books.	Listen/watch. Use appropriate applause.
	Respect Property	Recycle. Clean up after self.	Pick up trash.	Practice good table manners.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

Wisdom in the Hallway Lesson Plan

Step 1: Review School Wide Rules
Be Kind, Be Safe & Be Responsible

Step 2: Teach Expectations for Specific Setting

Kind	Safe	Responsible
<ul style="list-style-type: none"> Use calm and quiet voices Walk in line(s) as a group 	<ul style="list-style-type: none"> Always walk Stay to the right, facing forward Keep hands, feet and objects to self 	<ul style="list-style-type: none"> Use a hall pass if needed Follow adult directions Stay in walk areas

Procedures: Walk in single file line on right side of hallway.

Step 3: Tell Why Rules are Important
It's important to be kind, safe and responsible in the hallways so:

- Nobody gets hurt
- We don't bother other students working in the classrooms
- We know where all of the students are to keep them safe

Step 4: Demonstrate Rules
Group Line in Hallway:
Demonstrate - double line, appropriate spacing, hands to side & mouths quiet.

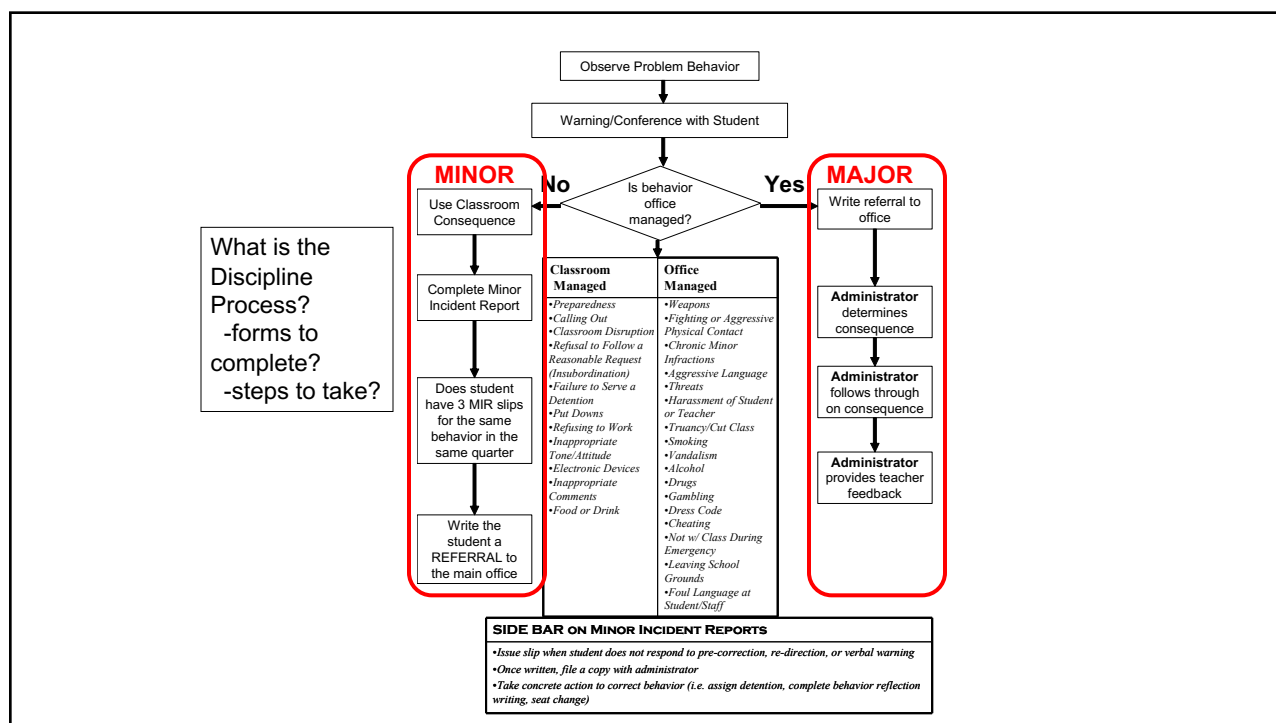
Individual in Hall:
Quietly walk directly to your location

Rule	Example	Non-Example
Be Safe	A student walks, facing forward, down the hallway	A student runs down the hallway.
Be Kind	A student silently looks at the schoolwork on the walls as her class moves down the hallway. She keeps her hands at her sides.	A student talks loudly to her friend as she walks with her class.
Be Responsible	A student walks directly to where he is supposed to go in a timely manner.	A student walks the "long way" to and from his destination and stops to visit with the people in the office and in the halls.

Step 5: Provide Opportunities for Student Practice

- Have class practice walking as a group down the hall & teacher/staff provide specific feedback (e.g. "nice job keeping your hands to self that is very safe, great job looking forward and keeping mouths quiet; make sure we remember to give the person in front of us enough space")
- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that correct or incorrect

LESSON Model Practice Check

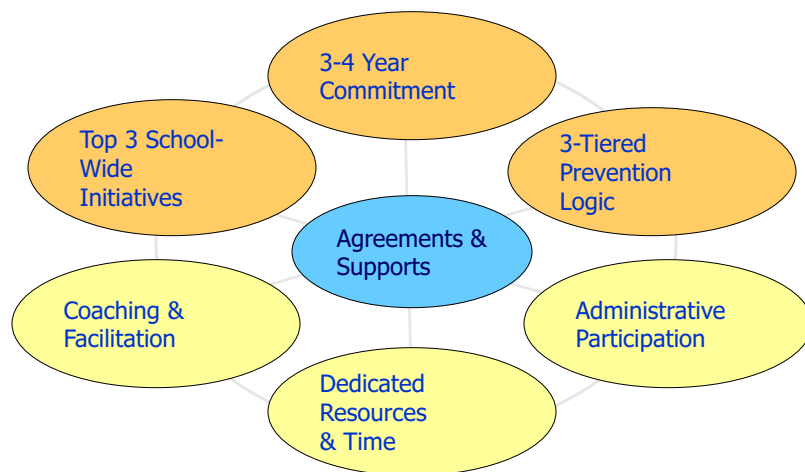


Classroom Setting Systems

- Classroom-wide **positive expectations** taught & encouraged
- Teaching classroom **routines & cues taught & encouraged**
- Ratio of **5 positives to 1 correction** adult-student interaction
- **Active supervision**
- **Redirections for minor**, infrequent behavior errors
- **Frequent precorrections** for chronic errors
- **Effective academic instruction & curriculum**

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



Team Discussion

- How is this information consistent/different from your previous understanding of PBIS?
- What will be important for the rest of your staff to understand?
 - Begin to develop an introductory presentation
- What questions do you have so far?