

WELCOME to PBIS

Presented by
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and
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Eureka City Schools
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Time	Activity
Hour 1 9-9:15	Welcome and Introductions -Two truths and a lie
9:15 – 9:30	Expectations
9:30 -10:00	Getting us Thinking— Where are our issues? How are we working with them?
Hour 2 ?????	PBIS Overview and Process- Creating Positive School Communities and how will your team create yours?

Our Agenda

- Icebreaker: Two Truths and a Lie



- In your groups, you will share two truths and a lie with each other (not in that order). The members of the group will then decide which is which.
- One person from each smaller group will share with the larger group; your group gets to pick who is going to share.

LET'S GET STARTED!



You came here for a **reason**.

Please share your expectations for the day.

What are your Expectations?

Issue Inventory

"It takes a village to raise a child."

African Proverb

Lets take a few moments to talk about the different lenses we use to look at education.



- What do you see is the role of the **district**?
- What do you see is the role of the **principal**?
- What do you see is the role of the **teacher**?
- What do you see is the role of the **parent**?
- What do you see is the role of the **student**?
- **What is your role?**

ROLES: Answer questions in partners

It is the role of every person who works with students to be a teacher and guide.

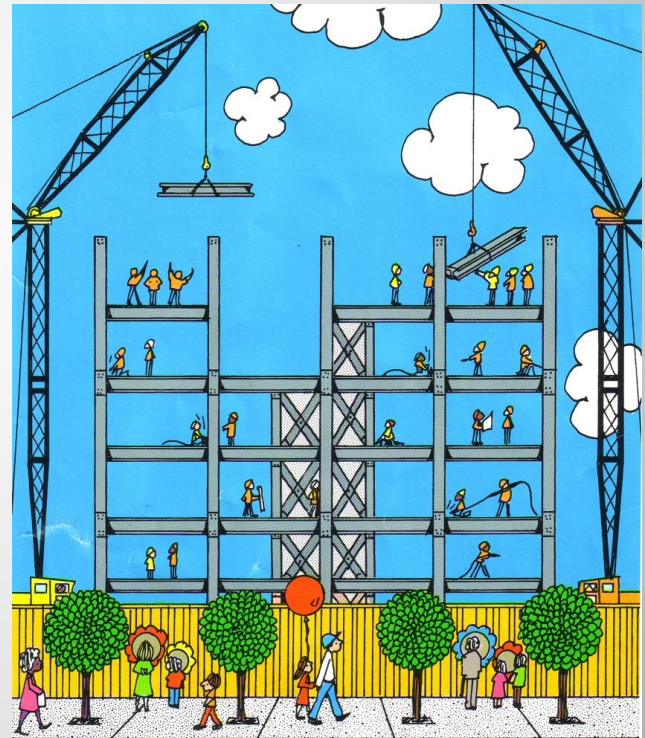
- So how do we coordinate our efforts and focus the behaviors and expectations we want to see from our students?

Positive Behavioral Interventions & Support

PBIS

First & Foremost:

**A Philosophical
Framework**

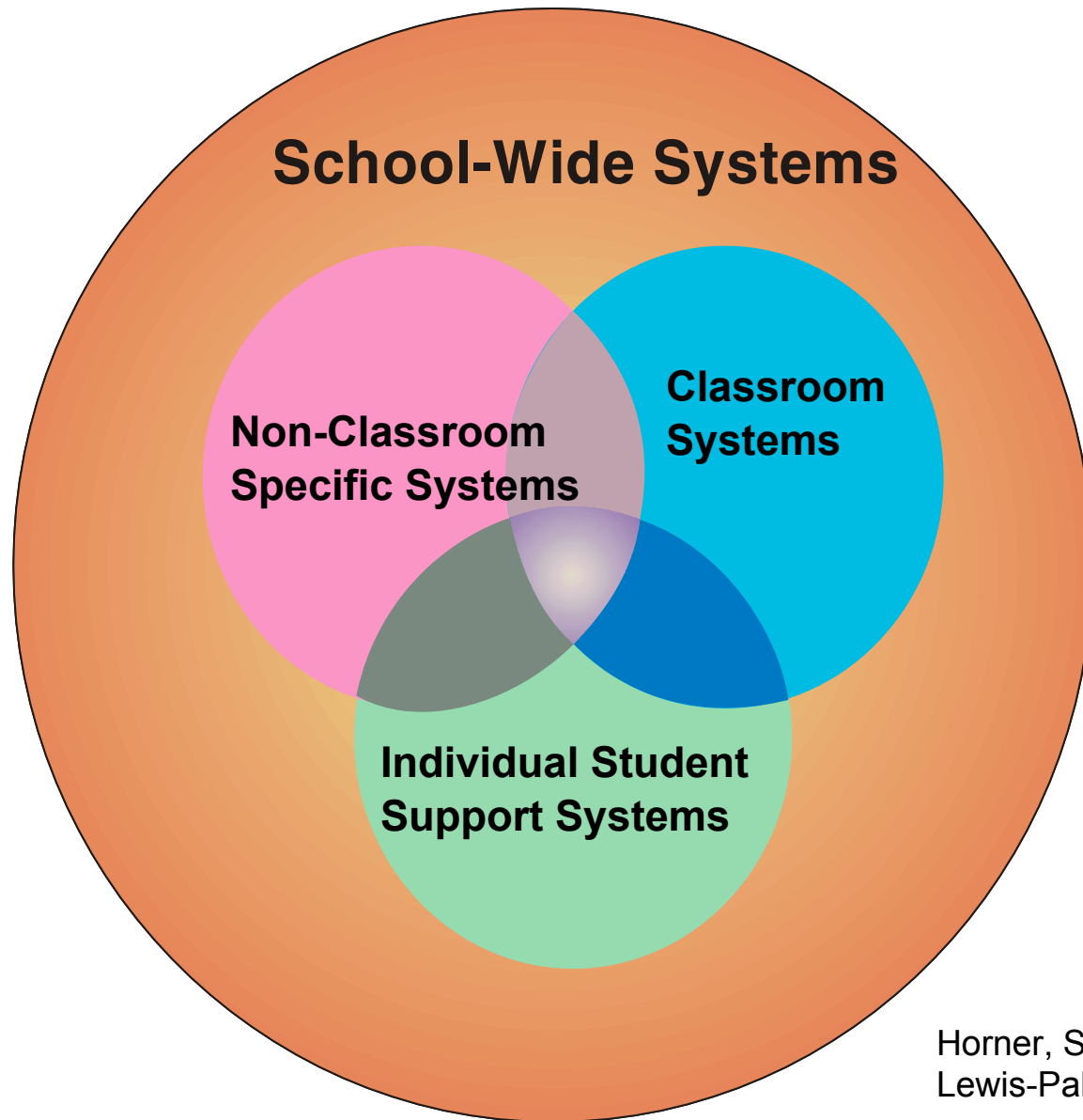


PBIS is...

- a **systems approach** for enhancing capacity.
- a **process** for capacity-building.
- is supportive of a **continuum of behavioral supports.**
- is **Prevention focused.**
- **instructionally** focused.
- based on **empirically sound** practices.
- supportive of **using assessment** information.
- Focused on establishing organizations with a **commitment to using effective practices.**

PBIS is...

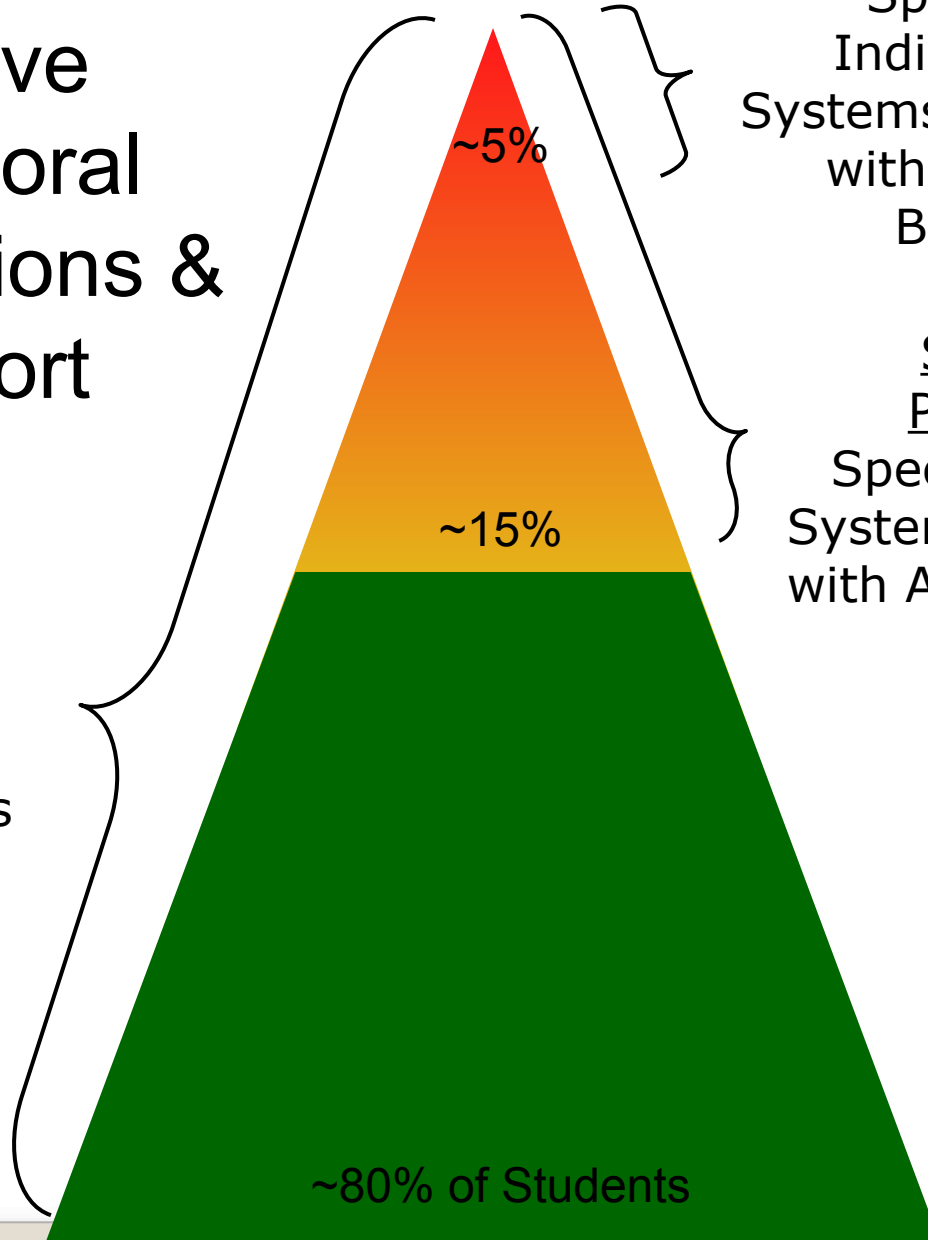
BEHAVIORAL SYSTEMS WITHIN THE SCHOOL



Horner, Sugai, Todd &
Lewis-Palmer, 1999

School-Wide Positive Behavioral Interventions & 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

3-5%
**Tertiary/
Intensive**
(High-Risk)
Individual Interventions

- Intensive social skills teaching
- Individual Behavior Management Plans
- Parent Training and Collaboration
- Multi-agency collaboration (wrap-around)

7-10%
Secondary
(At-Risk Students)
Classroom and Small Group Strategies

- Intensive social skills teaching
- Self Management Programs
- Adult mentors (checking in)
- Increased academic support

85-90%
Primary/Universal
(All Students)
School-Wide Systems
of Support

- Social skills teaching
- Positive, proactive discipline
- Teaching social behavior expectations
- Active supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline

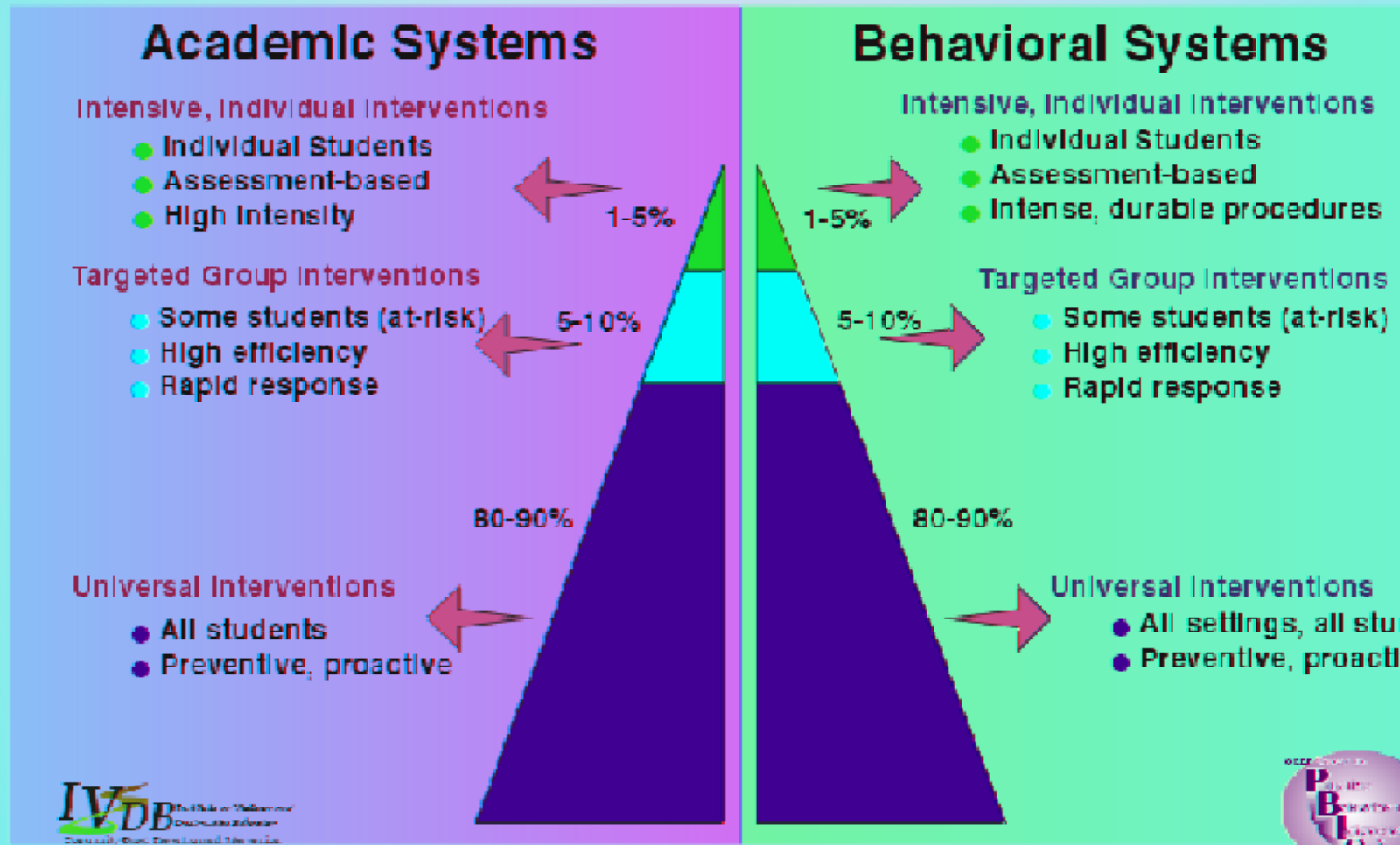
The R.T.I. Model

- Create a universal system of supports (Primary Interventions)
- Some students will not respond adequately to these interventions, and will require additional supports (Secondary Interventions)
- Some students still will not respond adequately to these additional interventions, and will require intensive, individualized supports (Tertiary Interventions)

PBIS: Positive Behavioral & Instructional Supports

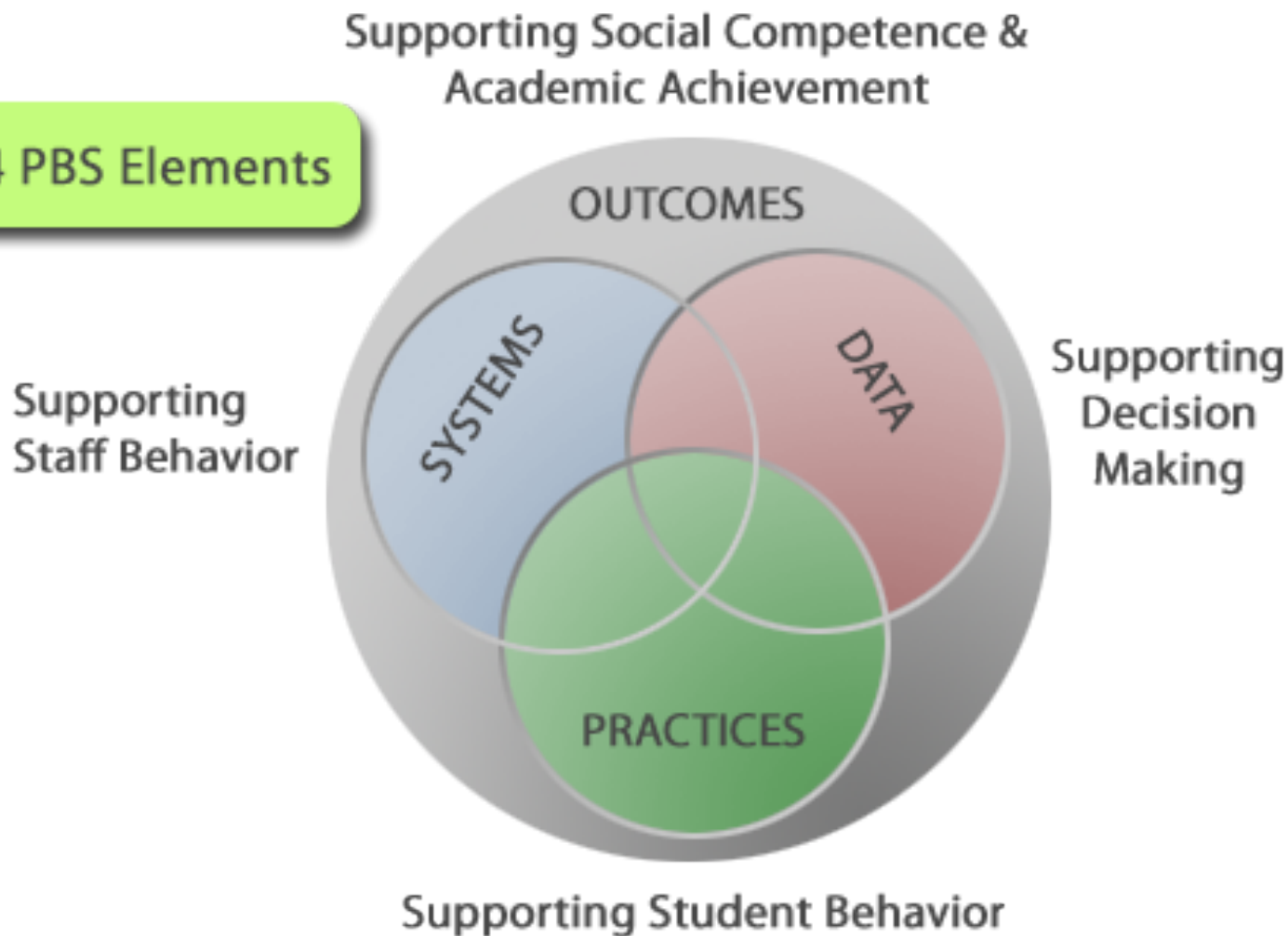
RTI: Response To Intervention

Designing School-Wide Systems for Student Success



Positive Behavior Support

4 PBS Elements



*5 Critical Features of **SW-PBIS***

- **1. Clear expectations**
- **2. Explicitly Taught**
- **3. System for Encouraging Desired Behavior**
- **4. System for Discouraging Undesired**
- **5. Data-based Decision-Making**

Recipe vs. Critical Features

PBIS is...

- A **systems** approach for enhancing capacity
- A **process** for capacity building
- It advocates development and use of a **continuum of behavioral** supports
- **Prevention** focused

PBIS is....

- **PRIMARY or UNIVERSAL interventions**
 - These are what we do for and with **ALL** students. Risk status is not considered.
- **SECONDARY Interventions**
 - These are what we do for **SOME** students. At-risk status is identified for small groups.
- **TERTIARTY Interventions**
 - These are what we do for A **FEW** students
 - High-risk status is identified for individuals.

**Today we lay down the foundation for
Universal interventions**

What Students Need:

1. Personal relationship building
2. *Clear behavioral expectations explicitly taught*
3. Effective supervision and monitoring
4. *Positive and proactive discipline*
5. Accurate behavioral feedback
6. *Effective social skills instruction*
7. Effective academic instruction
8. *Learning and study skills instruction*
9. Collaboration with family

All Students Need...

1. Personal relationship building
2. *Clear behavioral expectations explicitly taught*
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6. *Effective social skills instruction*
7. Effective academic instruction
8. *Learning and study skills instruction*
9. Collaboration with family

Who is Responsible? Assessment

- To the application....
- Assemble a representative team
- Begin working with your consultant.

From the Model ...

- 1. Are all constituencies represented?
- 2. Do they...
 - Meet monthly?
 - Have a vision-driven action plan?
 - Have an annual calendar of activities?
 - Create and implement systems interventions?
 - Review data to make their decisions?
 - Plan staff development activities?
 - Plan celebrations for success?

The Team

- 1. Has your team –your staff– talked about their goals, personal values and professional beliefs?
- 2. What do we believe about...
 - Student misbehavior
 - School failure
 - Our responsibility for social-behavioral success
- 3. Do or how will our practices reflect these beliefs?
- Getting into your site groups now...lets take a look at the inventory once again and identify any outstanding issues of discussion....share and begin to problem solve.

Discuss organizational culture and philosophy

- Two Basic Rules:
- 1. If you want it, teach it.
- 2. You get more of what you pay attention to.

Creating Clear Expectations

- Over arching themes....
- 3-4 basic easily memorable rules:
- Be SAFE
- Be Respectful
- Be Responsible
- Be Productive

Prioritize- Behavior/Climate goals

- Using Google docs to share, comment and produce

Communication

3-5 Positively Stated Rules

Rules should be :

1. Broad enough to cover all potential behavior

2. Stated positively

3. Briefly and easy to remember

4. Catchy-personalized to your school

Most common example:

Be Safe, Be responsible, Be respectful

Guidelines for Developing School-Wide Rules

- Make visible rules and posters and post them in every room / area of the school
- Why post?
 - Prompts staff and students to acknowledge positive, not only negative behavior
 - Increases accountability for staff and students to use the same language and follow rules
 - Signs can reduce personal focus of confrontation-now point to the rules poster and site school rule being broken, no longer my rule you are breaking.

Publicly Post School Rules

- Identify 3-5 school-wide rules
- Develop ideas for making SW rules visible
- Poster design ideas
- How else can we make the rules visible?
- How will we teach the behaviors?

Your Task in Site Groups

- See google docs examples

**Develop a behavioral Expectation
Grid**

Time	Activity
830-9	Welcome back/review day 1
9-10	Clear Expectations: Behavior expectations completion; problem solving wheel choices Explicitly taught: Finalize your plan on how to teach the kids the behaviors; how, where, when
10-1130	Vision Development: What will a student look like who leaves your school ready to enter their next stage?
11-12	Systems for encouraging desired behavior : Merit System; classroom strategies; behavior plans
12-1	lunch
1-300	Systems for discouraging undesired behavior: Discipline/ referrals/what to handle in the classroom vs. what goes to the office
315-330	Closure-expectations review

- When you think about your students, where do you want them to be when they are ready to leave your school?
- What variables do you control that will get them there?

Vision Development

- Merit systems
 - For staff and students
 - For academics AND behavior
 - Immediate recognition in the class and outside
 - Plan celebrations!

**SYSTEMS FOR ENCOURAGING
DESIRED BEHAVIOR**

- 1. They should just do it because it's the right thing.
- 2. Rewards damage intrinsic motivation
- 3. I don't like giving out stuff for good behavior
- 4. They only do "it" to get rewards
- 5. Our students ask, "What will I get if I?"
- 6. I don't believe in using extrinsic rewards.
- 7. I'd rather help them understand their behavior.
- 8. Isn't this just bribery?

Acknowledgement: Concerns

- Classroom behaviors for teachers
 - Behaviors in your teaching ex. Word wall, SDAIE
 - Practicing positive statements- monitoring
 - Grading systems and support for students
- How do you handle student behaviors?
- <http://www.smartclassroommanagement.com/2010/05/08/how-to-handle-an-angry-verbally-aggressive-student/>

Systems for Encouraging Desired Behaviors

- Discipline matrix time!

**Systems for Discouraging
Undesired Behaviors**

- Team meetings will be focused on data and interventions.
- Lots of training later!

SWIS and How it Fits

- 1. Clear expectations
- 2. Explicitly Taught
- 3. System for Encouraging Desired Behavior
- 4. System for Discouraging Undesired
- 5. Data-based Decision-Making

5 Critical Aspects to PBIS

- Trainer and great resources
<http://www.drdale.org/>
Password : ThankYou20132014

DOE Supported Group OSEP
<http://www.pbis.org/>

Autumn Chapman 760-419-0329
achapman@fortunaesd.com

Resources Closure and Thanks

