

Positive Behavior Intervention and Supports (PBIS)



Three Tiered Model

ACADEMIC SYSTEMS

INTENSE, INDIVIDUAL INTERVENTIONS

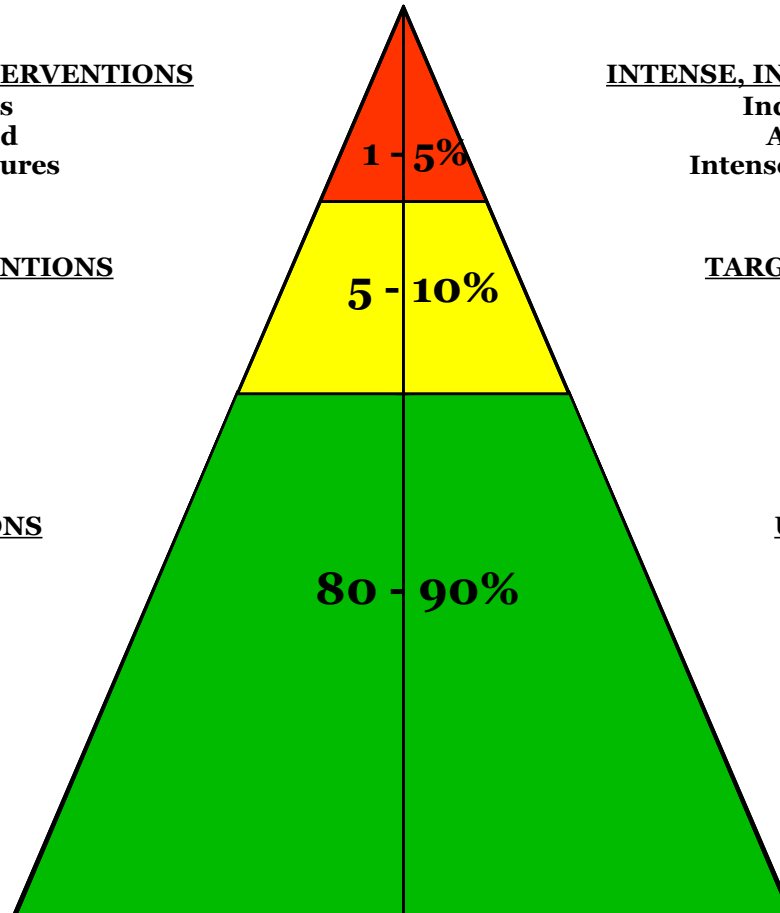
Individual students
Assessment based
High intensity procedures

TARGETED, GROUP INTERVENTIONS

At-risk students
High efficiency
Rapid response

UNIVERSAL INTERVENTIONS

All subjects
All students
Preventive
Proactive



BEHAVIORAL SYSTEMS

INTENSE, INDIVIDUAL INTERVENTIONS

Individual students
Assessment based
Intense, durable procedures

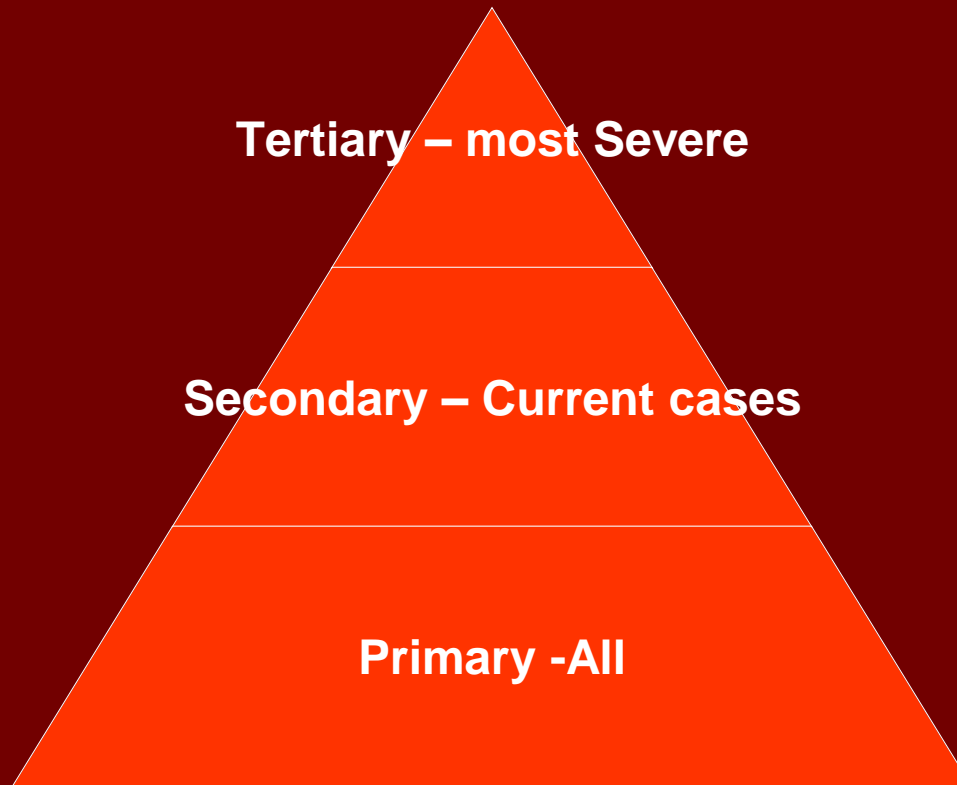
TARGETED, GROUP INTERVENTIONS

At-risk students
High efficiency
Rapid response

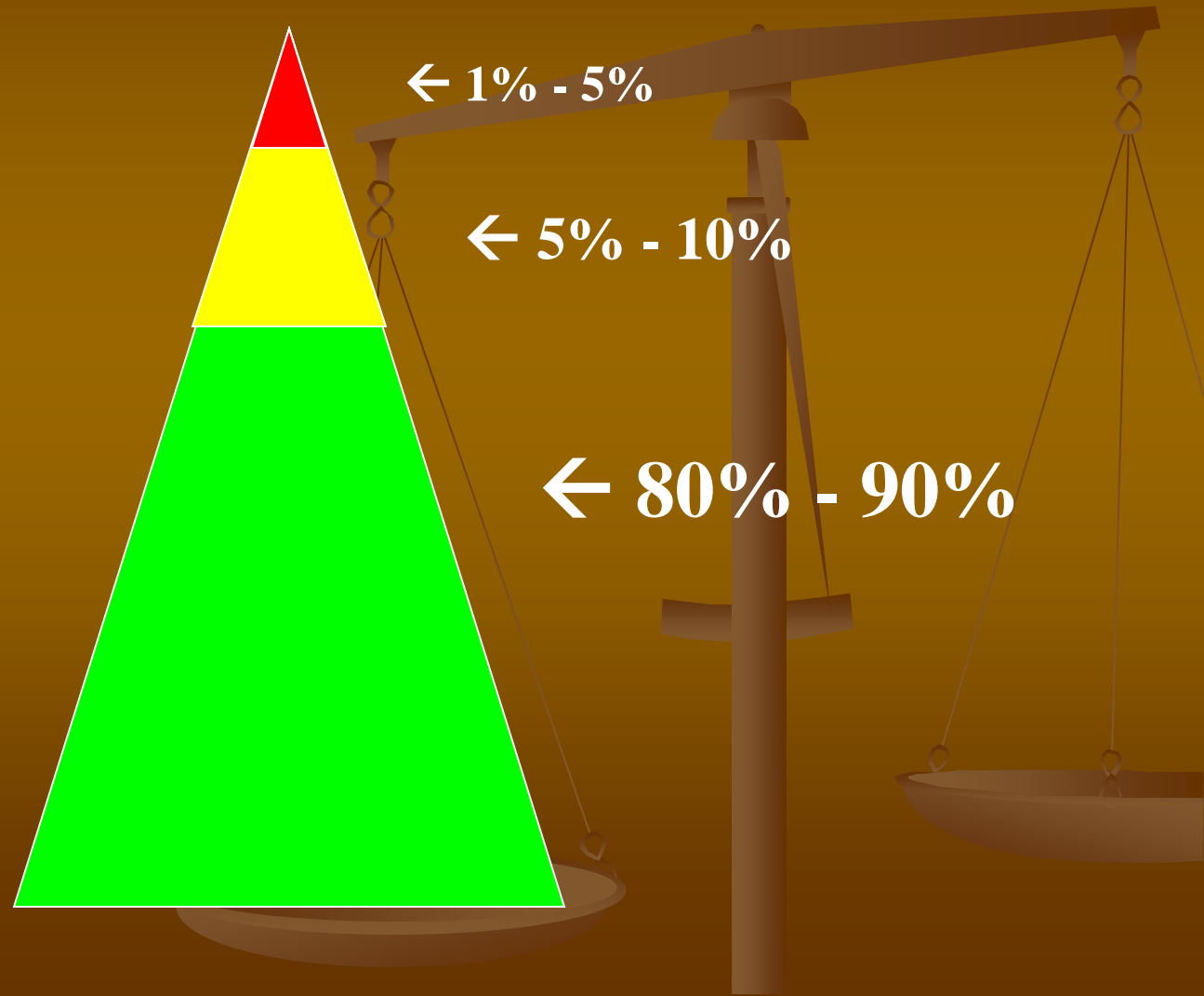
UNIVERSAL INTERVENTIONS

All settings
All students
Preventive
Proactive

Public Health / Disease Prevention



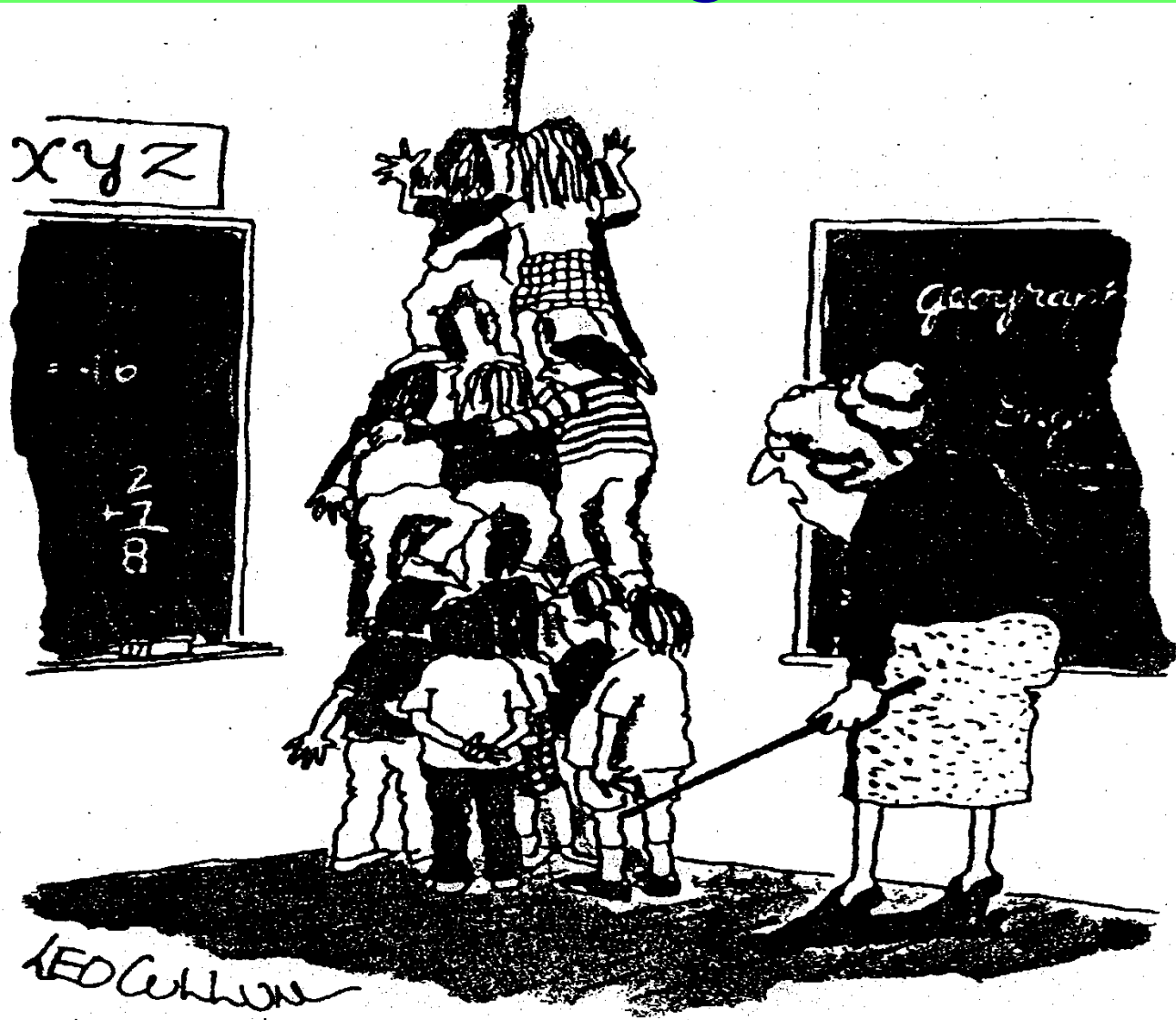
PBIS Uses A Systems Approach To Behavior Management



Triangle of Discipline Referrals

- 80-85% of Students: 0-1 Referrals: **Green Area**
- 5-10 % of Students: 2-5 Referrals: **Yellow Area**
- 1-5% of Students: 6+ Referrals: **Red Area**

Challenge #1



"This is the worst class I've ever had."

PBIS is not...

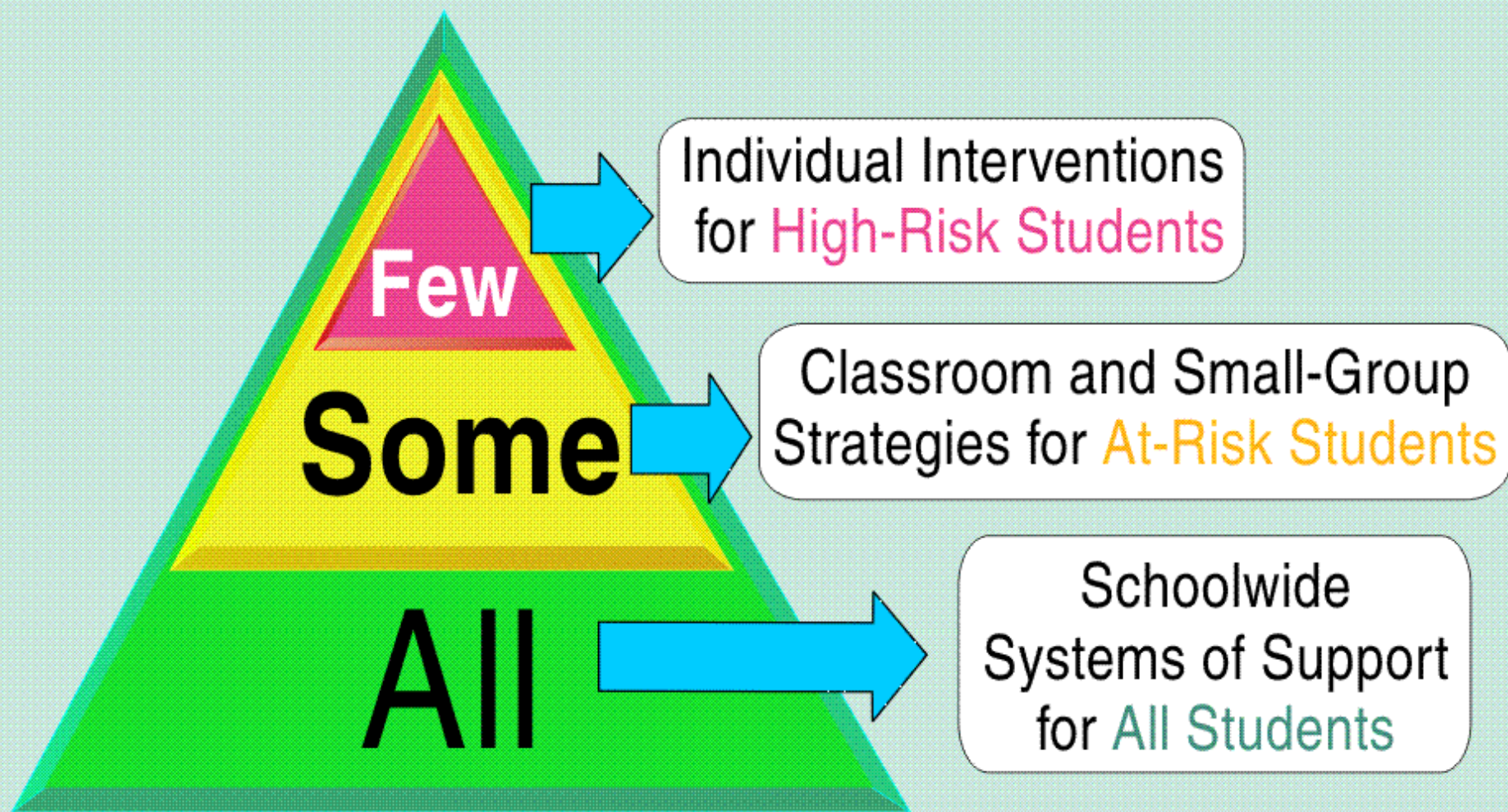
- A top-down approach (staff buy-in is crucial)
- A quick fix for behavior problems (3-5 years)
- An off-the-shelf, ready-to-use program (developed by the team to fit the school)
- Administrator-free (the principal or assistant principal on the team is essential)

PBIS is...

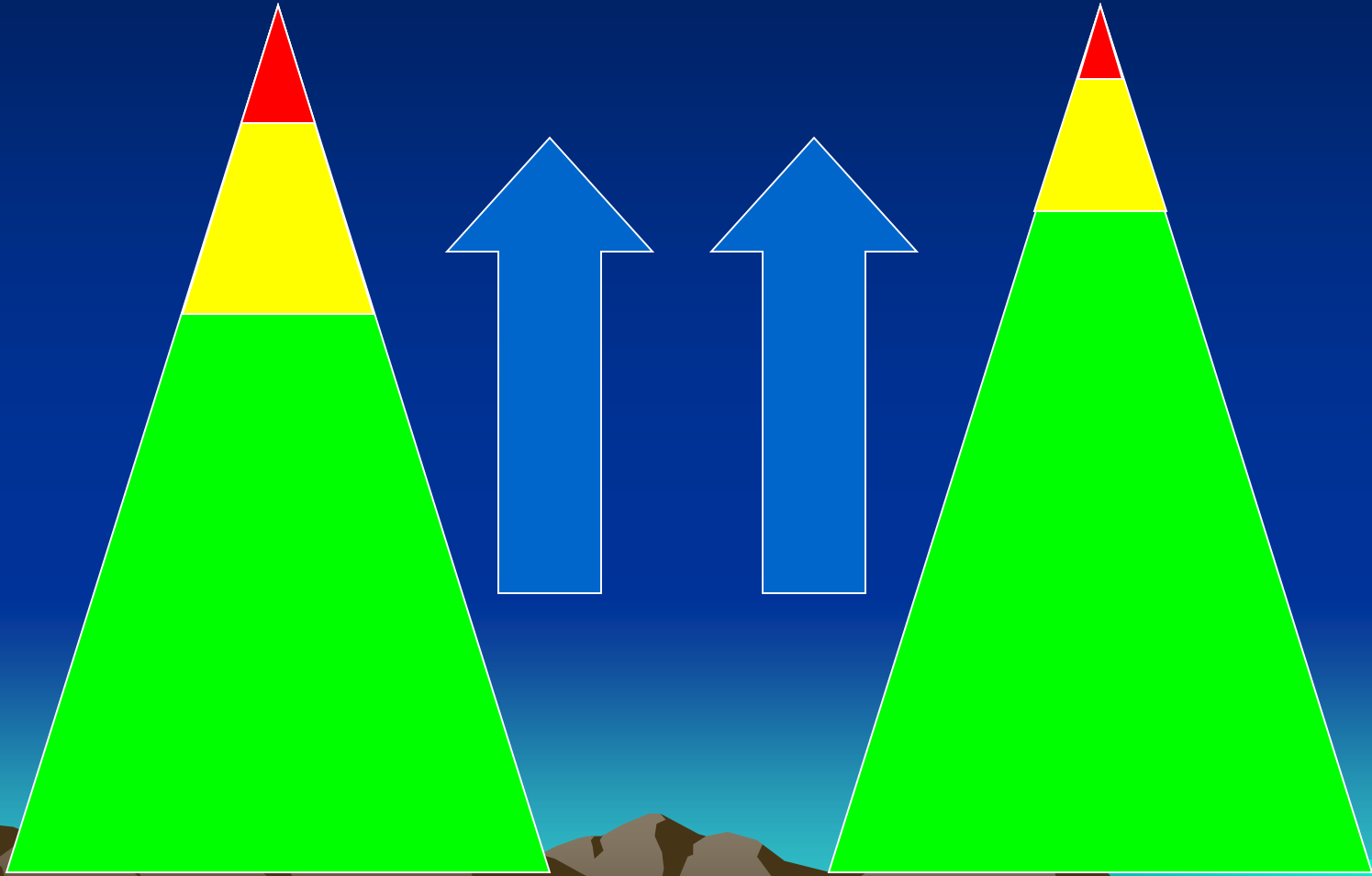
- A building-based team approach
- An investment of time and energy to learn new skills and develop systems
- A way to build on existing strengths
- A process able to flex to fit a school's situation
- Practical, effective and validated
- Enduring



Three-Tiered Model of School-Wide Discipline Strategies



Ultimate Goal of PIBS



Triangulating Behaviors

- Where does the behavior you are seeing fit in the triangle?
 - Does a high percentage of students exhibit it?
 - Is it mainly confined to a group of 3-15 (or so) students?
 - Or is it just one or two students causing all this grief?
- Where do we start - red, yellow or green?

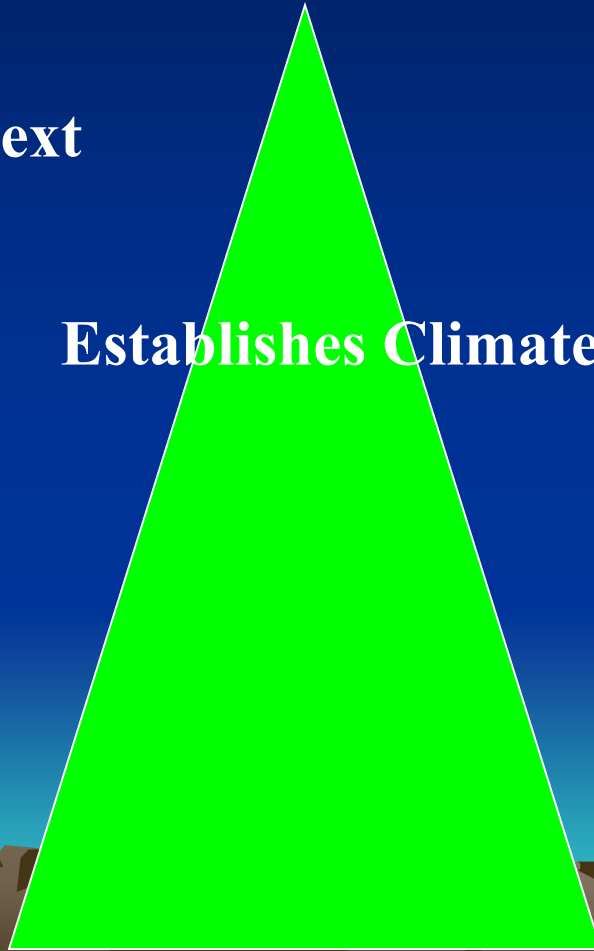


Start with **school-wide** systems

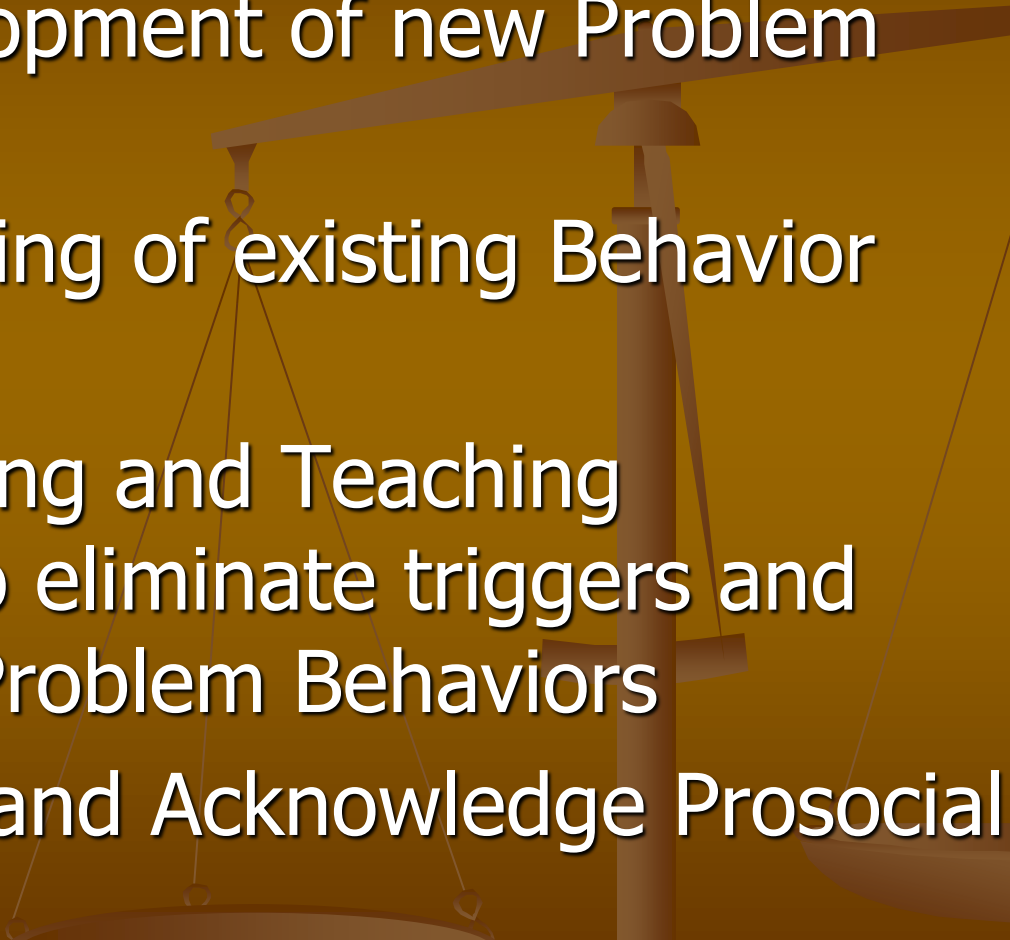
Provides Context

Establishes Climate

Reduces the Tip



Prevention Logic For All

- Decrease Development of new Problem Behavior
 - Prevent Worsening of existing Behavior Problems
 - Redesign Learning and Teaching Environments to eliminate triggers and maintainers of Problem Behaviors
 - Teach, Monitor and Acknowledge Prosocial Behavior
- 
- A faint, stylized illustration of a balance scale is positioned on the right side of the slide. The scale is tilted, with the right pan being higher than the left pan. The background is a solid dark brown color.

What does it take?

FIRST: Data

- What systems and programs do you have in place?
- What are the problem behaviors?
- How many students are involved?
- Do students and staff describe the climate as safe?
- Is there a positive school climate conducive to learning?
- Are behavioral expectations clear and universally known?
- What does SET and Self Assessment scores reveal?
- School-Wide Information (SWIS)

What does it take?

SECOND: **Systems** (to support staff behavior)

- A representative team
- Staff buy-in
- Active administrative support
- Communication systems
- A school-wide implementation plan
- Resources
- Buy-in becomes commitment

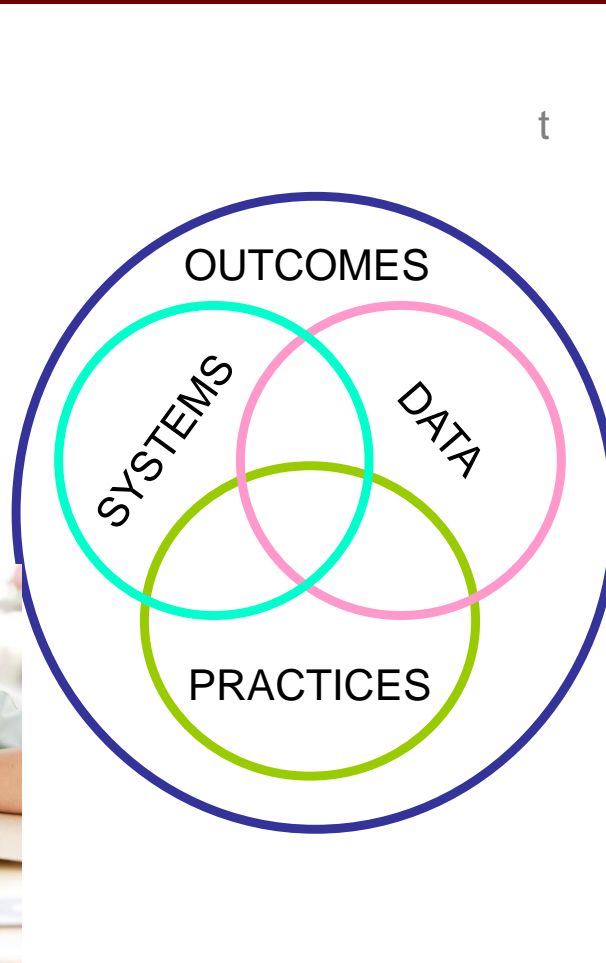


What does it take?

THIRD: Practices (supporting student behavior)

- Enthusiastic staff involvement - ALL
- Expectations universally taught (e.g. Second Step, Steps to Success, B.E.S.T., “pre-correction”)
- Consistent acknowledgement
- Consistent correction
- Data based decision-making
- Monitoring and adjustment
- At Least 5-1 Positive to Negative Interaction Per Student

Putting It All Together!



PBIS APPROACH WORKS!

- Data Driven
- Clear Expectations – Universally known
- Focuses on 5-1 Positive Interaction
- Acknowledges Appropriate Behavior
- Proactive rather than Reactive
- Building Decision Making
- Supports a Positive Learning Environment
- Continues Staff Development at School, Class and Individual Student Levels

PBIS Expectation Example



Creating Clear Expectations

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All The Time			
Hallways			
Breaks			

Lesson Plan Example

EXPECTATIONS AND PROCEDURES

LESSON PLAN

SETTING: HALLWAYS

EXPECTATIONS

Be Safe	Be Respectful by what you Say and Do	Make Responsible Choices
<ul style="list-style-type: none"> • Walk quietly • Stay to the right except when directed • Face forward • Keep hands and feet to yourself • Give each other space 	<ul style="list-style-type: none"> • Respect others' work on display • Respect others who are working • Hold the door for the person behind you • Assigned person closes door after exiting 	<ul style="list-style-type: none"> • Always walk • Follow adult directions

FOLLOW DIRECTIONS OF ALL SCHOOL ADULTS

REASON THE EXPECTATIONS ARE IMPORTANT:

Individuals and groups of students will move from place to place on school grounds in a safe and timely manner that allows others to learn

LOOKS LIKE	SOUNDS LIKE
<p>Hands down at sides. Head and body face forward. Walk on right side of hall. Allow one "foot" space between walking people. When standing still, hands down and feet on floor Hold door for next person</p>	<p>Hands quiet Quiet voice or silent (teacher's direction) Quiet footsteps</p>

TEACHING EXAMPLES & NON-EXAMPLES:

Example:

Students line up in order as directed by their teacher, then walk to the library following the hallway expectations. Teacher provides feedback based on hallway expectations. Follow up with an evaluation discussion.

Non-Example:

Teacher creates 5 negative behavior cards and give them to specific students. These kids will role play the behaviors written on the cards. (whistling, pulling friends etc.)

STUDENT ACTIVITIES & FOLLOW-UP

1. Role play wrong way to walk (backwards, on left side, hands on wall, etc.)
2. Write or draw your understanding of these behaviors, then meet and share - discuss - come to shared understanding
3. Discuss individual challenges in meeting the hallway expectations
4. Have class evaluate and discuss hallway behavior.

Lesson Plan Example

BEHAVIOR EXPECTATIONS LESSON PLAN

BE SAFE

DEFINITION

Keeping yourself and others from harm, injury, or risk.

REASON THE EXPECTATION IS IMPORTANT:

1. We don't want anyone getting hurt
2. To keep order in the school
3. So learning can take place
4. To improve school climate

TEACHING EXAMPLES & NON-EXAMPLES:

- Sitting at the picnic tables
- Shutting locker door
- Cleaning up spill in cafeteria
- Walking
- Drying with a towel

- Walking on the picnic table
- Slamming the locker door
- Leaving spill and someone slipping
- Running
- Snapping towels

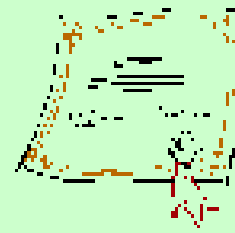
STUDENT ACTIVITIES & FEEDBACK

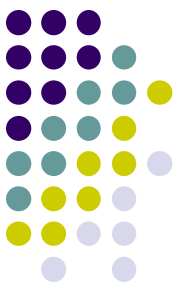
Students brainstorm safe and unsafe behavior
Demonstrate safe behavior as needed
Student group demonstrate safe behavior in certain situations

PBIS Acknowledgement Example

Rewards

- Verbal Praise
- Bus Bucks
- Special Seat
- Talk on the PA
- First One Off the Bus
- Schools Accepting The Bus Bucks

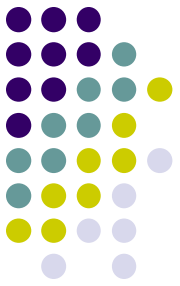




Let's learn from these words of wisdom:

"A Ship Is Safe In A Harbor..."





But That's
Not What
Ships Are
For!

- William Shedd

