

# POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT

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# Terminology

- **PBIS = PBS**
- **PBIS = SW-PBS**
- **PBIS = PW-PBS**

# Dealing with People

- **Positive Reinforcement**
- **Negative Reinforcement**
- **Punishment**

# 1930s

As Skinner discussed, positive reinforcement is superior to [punishment](#) in altering behavior. He maintained that punishment was *not* simply the opposite of positive reinforcement; positive reinforcement results in lasting behavioral modification, whereas punishment changes behavior only temporarily and presents many detrimental side effects. <sup>[2]</sup>

<http://en.wikipedia.org/wiki/Reinforcement>

# Dealing with Children

## Search Institute & Developmental Assets

### *External Assets*

- **Support**
  - Family Support
  - Positive Family Communication
  - Other Adult Relationships
  - Caring Climate in Child-care and Educational Settings
  - Parent Involvement in Child Care and Education

# Search Institute Continued

## *External Assets*

- **Boundaries and Expectations**
  - Family Boundaries
  - Boundaries in Child-care and Educational Settings
  - Adult Role Models
  - Positive Peer Relationships
  - Positive Expectations

# Search Institute Continued

## *Internal Assets*

- **Commitment to Learning**
  - e.g., motivation to mastery
- **Positive Values**
  - e.g., self regulation
- **Social Competencies**
  - e.g., planning and decision-making
- **Positive Identity**
  - e.g., personal power

# How Does PBIS Fit the Context?

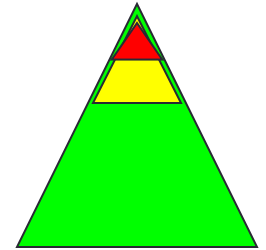
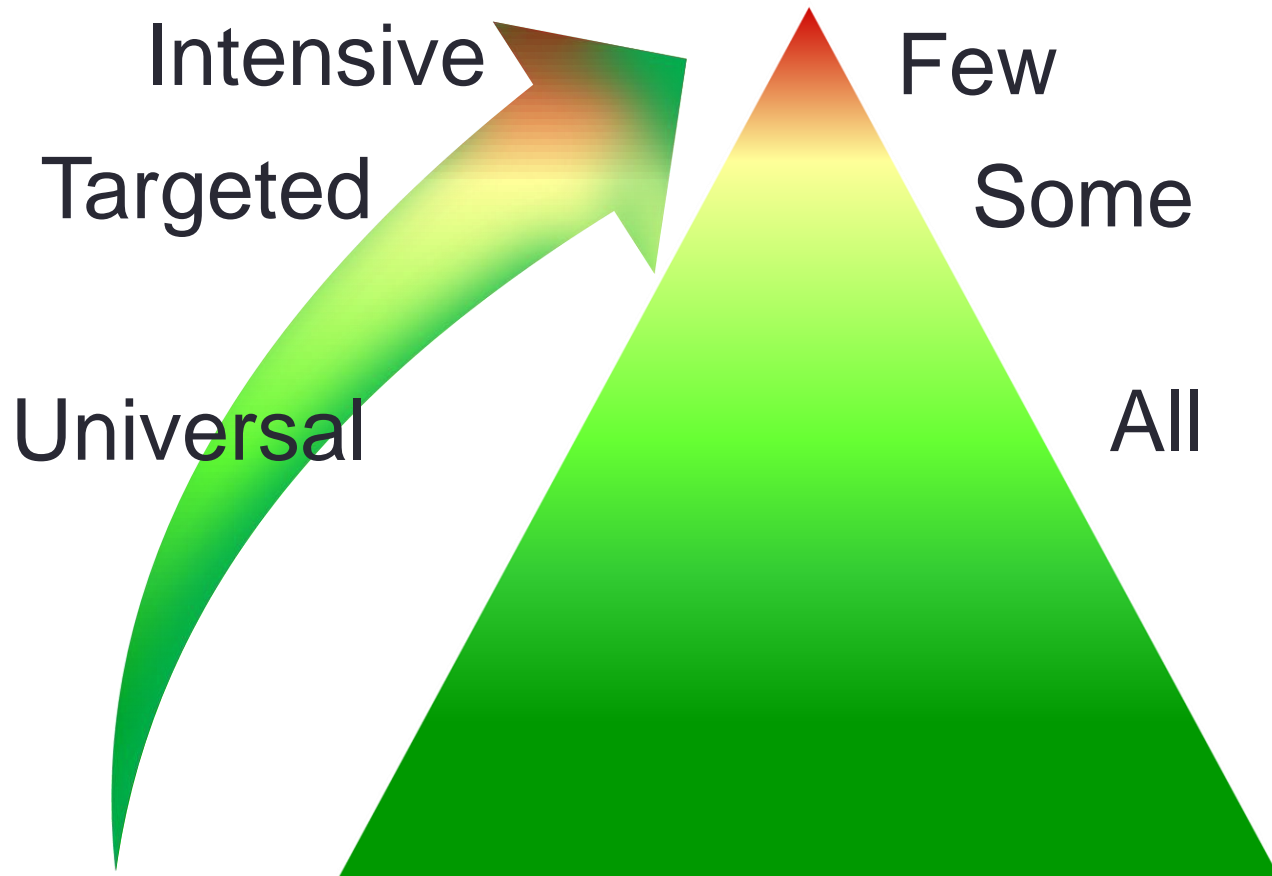
- **Positive Reinforcement**
- **Caring Climate**
- **Positive Expectations**
- **Motivation to Mastery**
- **Self-regulation**
- **Self-esteem**



# What is PBIS?

- **Framework**
- **Start—special education**
- **School Climate**
- **Modeling**
- **Change Student Behavior AND Way Behavior Addressed**
- **Proactive**
- **All Teachers/Staff/Administrators**

# 3-Tiered Model

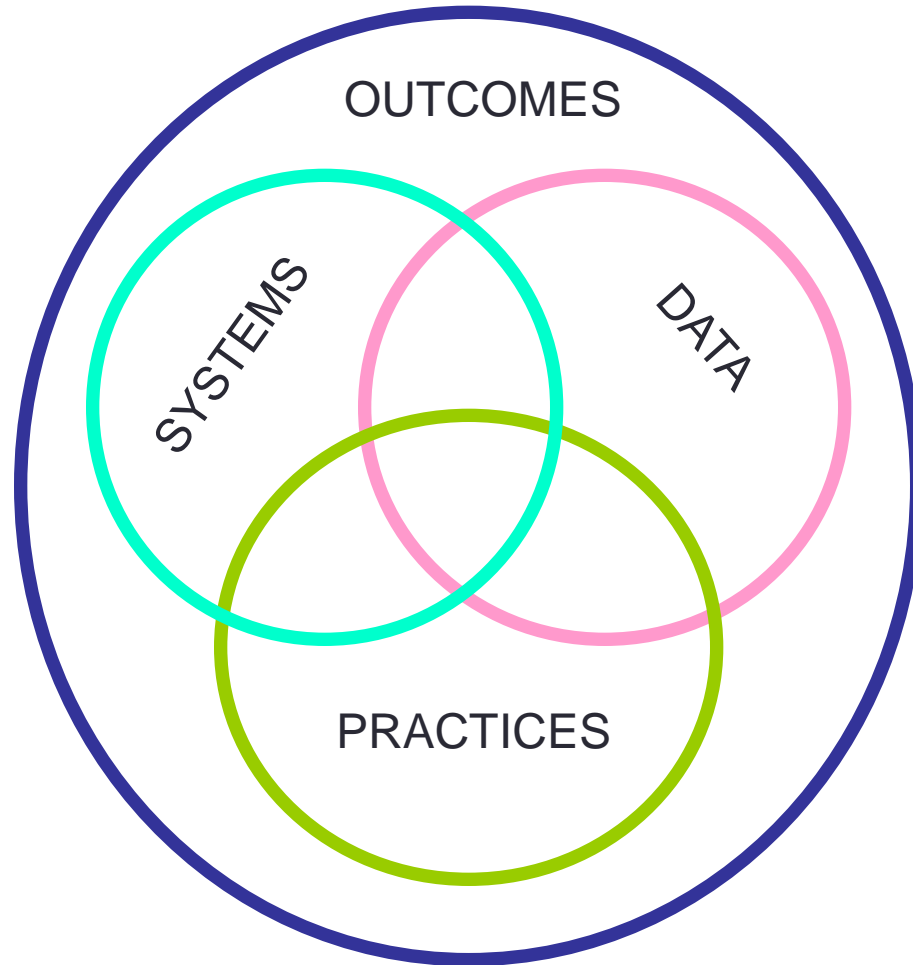


# 4 PBIS Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making



Supporting Student Behavior

# Common Behavioral Goals

*Examples...*

## **Reduction in office discipline referrals**

- Increase in instructional time

## **Common language**

- e.g., Everyone at the school will know that Voice Level 2 is used during group work, while Voice Level 5 is for recess.

## **Common practices**

- e.g. Expected behaviors are encouraged through positive compliments from staff, notes of encouragement, and reward tickets.

# Team Driven

**The school PBIS team guides the implementation process.**

Diverse, reflecting school makeup:

- Regular Ed. teachers
- Special Ed. teacher
- School counselor
- Staff member(s)
- Administrator
- Para-professional
- Family member

# School-wide Expectations

## Examples



Brookland Elementary School,  
Brookland, AR



## **CYCLONE CHARACTER** Edwards Elementary School

1. We are **RESPECTFUL.**
2. We are **RESPONSIBLE.**
3. We are **SAFE.**

Edwards Elementary School,  
Ames, Iowa

# Expectations Defined in Context

Example – *Jefferson Primary School, Wisconsin*

Routines  Rules 	Entering Classroom	Working at desks	Carpet time	When you are done working	Lining up	End of the day
<b>Respect</b>	<ul style="list-style-type: none"> <li>- Greet Mrs. Zewicki and others with good manners</li> <li>- Wait your turn to make your tally</li> <li>- Sit quietly to wait for announcements</li> </ul>	<ul style="list-style-type: none"> <li>- Keep your hands and feet to yourself</li> <li>- Listen while others are talking</li> <li>- Keep your desk closed</li> <li>- Sharpen your pencil after recess</li> </ul>	<ul style="list-style-type: none"> <li>- Give your friends space</li> <li>- Listen while others are talking</li> <li>- Raise your hand and wait to be called on before talking</li> <li>- Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Use a quiet voice</li> <li>- If doing a center, find a place to work that won't distract others</li> <li>- Put things back exactly where you got them from</li> </ul>	<ul style="list-style-type: none"> <li>- Use your line basics</li> <li>- Line up quickly and quietly so the rest of the class will not have to wait for you</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to directions the first time they are given</li> <li>- Follow the directions right away</li> <li>- Only take your papers from your mailbox</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>- Leave your backpack in your locker</li> <li>- Bring in your take home folder and Literacy team folder</li> <li>- Empty your folder</li> <li>- Make your choice for lunch</li> </ul>	<ul style="list-style-type: none"> <li>- Do your best</li> <li>- Make sure that others around you can work</li> <li>- Solve your problems with your tools</li> </ul>	<ul style="list-style-type: none"> <li>- Find a spot where you can focus</li> <li>- Participate in the discussion/lesson</li> <li>- Listen to all of the directions</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up your work area</li> <li>- Put finished work on the long table</li> <li>- Find another productive activity until the rest of the class is ready</li> </ul>	<ul style="list-style-type: none"> <li>- Use your line basics</li> <li>- Line up as soon as you hear the direction to line up</li> <li>- The leader should begin the line behind the STOP sign</li> </ul>	<ul style="list-style-type: none"> <li>- Take out your folder</li> <li>- Put materials on the correct side of your folder</li> <li>- Do your job from the job chart</li> <li>- Stack your chair</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>- Use walking feet</li> <li>- Carefully take your chair off of your desk</li> </ul>	<ul style="list-style-type: none"> <li>- Keep your hands and feet to yourself</li> <li>- Use tools the way they were meant to be used</li> </ul>	<ul style="list-style-type: none"> <li>- Use walking feet to get to the carpet</li> <li>- Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Use walking feet</li> <li>- Set up your center away from walk ways</li> </ul>	<ul style="list-style-type: none"> <li>- Use your line basics</li> <li>- Hands stay to yourself</li> <li>- Stay to the right in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>- Use walking feet to do your job and visit your mailbox</li> <li>- Be aware of others when putting your chair up</li> </ul>

## Example - *Windham School District, Maine*

	Hallway	Playground	Cafeteria
Safe	<ul style="list-style-type: none"> <li>Walk.</li> <li>Stay in your line.</li> <li>Keep your backpack zipped and on your back.</li> </ul>	<ul style="list-style-type: none"> <li>Follow safety rules.</li> <li>Stay within boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food.</li> <li>Have a calm body while waiting in line and eating.</li> <li>Seat to seat until you are dismissed.</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>Go directly to where you need to be.</li> <li>Follow directions.</li> <li>Stay to the right on the stairs.</li> </ul>	<ul style="list-style-type: none"> <li>Dress appropriately for the weather.</li> <li>Tell an adult if you see an unsafe choice.</li> <li>Use a voice level 1.</li> <li>Follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>Make room for all of your friends at the table.</li> <li>Be a problem solver.</li> <li>Clean up your space.</li> <li>Follow directions.</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>Enjoy the artwork; look with your eyes only.</li> <li>Stay in your personal space.</li> <li>Voice level 0 or 1.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind language.</li> <li>Take turns.</li> <li>Follow game rules</li> <li>Voice level 0-3.</li> </ul>	<ul style="list-style-type: none"> <li>Use good manners.</li> <li>Raise your hand if you need an adult's help.</li> <li>Wait patiently and quietly in line.</li> <li>Voice level 0 or 1.</li> </ul>



# Implementation

- **Students taught behaviors**
- **Students rewarded/recognized**
- **Celebrations**
- **Classroom-managed vs. Office-managed**

## Disruption

A student is whispering with another student, but not causing a major disruption. The teacher asks the students to be quiet and records the minor violation.

A student is upset and starts screaming, which disrupts the lesson being taught. The student is given a discipline referral and sent to the office.

# Discourage Inappropriate Behaviors

*Example – in the classroom*

- A student is making a noise by tapping his pencil on his desk. The noise is not disruptive, but is distracting to other students, so the teacher asks the student to stop tapping his pencil and records the minor violation.
- If the student begins making the noise again, the teacher asks the student to stop and lay the pencil down for the remainder of class. This second violation is recorded next to the first.
- If the student does this a third time, he is given a discipline referral form and sent to the office.

# Data Gathering

- **Discipline Referrals**

- Which students?
- What time of day?
- Where?
- What types of behaviors?
- How often are they occurring?

- **Out of classroom referrals to see nurse, counselor, etc.**

- **Absences**

- **Modify Procedures from Data**

- **Modify Environment**

# Tier II

- **Use Data to Identify Students**
- **5-15%**
- **'Function of Behavior'**
- **Replacement Behavior**
- **Create Plan (measureable goals)**

## *Example...*

**Goal:** 80% of the time, Johnny will behave according to the school expectations in morning assembly, while in the classroom, on the playground, and at pick-up time.

**Method:** Data will be collected using a Check-in Check-out sheet.

**Exit criteria:** Johnny will maintain his goal of 80% for 4 weeks.

# Tier III

- **Serious/Dangerous Behavior**
- **1-5%**
- **Individualized Behavior Intervention Plans**
- **Wraparound**
- **Address Needs**

*During classroom instruction time, Jenny is repeatedly talking to other students, ignoring directions, doodling, and making faces to get peer attention.*

***Environmental strategies:*** pre-correction for expected behaviors, and pre-correcting peers to ignore the silly behaviors.

***Instructional strategies:*** teaching on-task behavior, self-monitoring, and raising of hand to ask teacher for help.

# Tier III Continued

## Common Plan Goals

- increasing participation and presence in the school and community
- gaining and maintaining significant relationships
- expressing and making choices
- experiencing respect and living a dignified life
- developing personal skills and areas of expertise

# Tier III Continued

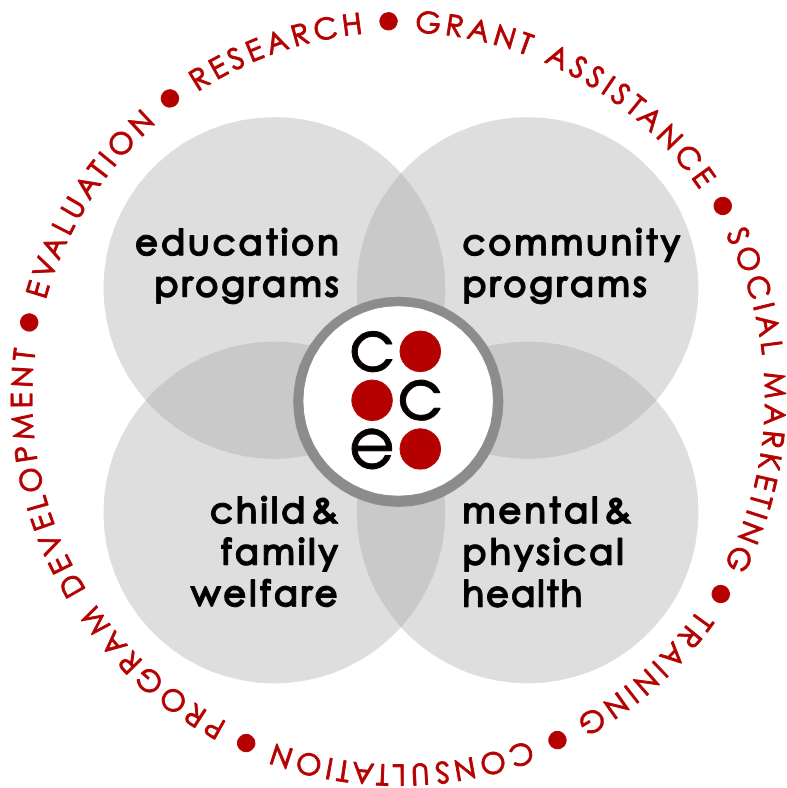
- **Crisis Management**
- **Data Monitoring**

# Applications & Extensions

- **Pre-K**
- **Juvenile Justice**
- **Home**



**C** ● center for  
**C** ● community  
**E** ● engagement  
**U** ● arkansas state  
**U** ● university



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