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WHO ARE WE?
Center for Community Engagement
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NATIONAL CONCERNS

What are major national school concerns?

School violence
Bullying
Achievement
STEM Attainment
Student Discipline and Behavior
**SURGEON GENERAL’S REPORT ON SCHOOL VIOLENCE**

Some Risk Factors

- Dominant (negative) peer group in school
- Attention/learning disorders
- Social rejection by peers
- Harsh, lax, or inconsistent discipline at home

**ADULTS CANNOT SEE IT ALL**

What the public sees and hears

Fixing Education: The Problems Are Clear, but the Solutions Aren’t Simple

You also cannot try fixing the issues one at a time, as Anderson passionately insisted, like plugging holes on a sinking ship. You can’t work on parent engagement one year, and teacher training the next and look for a new principal the year after that and then expect a four-year high school student to see any benefit. Change must be comprehensive and aggressive, because it takes 12 years to graduate, but only one to drop out.

**WHAT THE PUBLIC SEES AND HEARS**

Fixing Education: The Problems Are Clear, but the Solutions Aren’t Simple

- School violence is behavior
- Bullying is behavior
- Achievement is behavior
- STEM Attainment is behavior

**IT STARTS WITH BEHAVIOR**
SOLUTIONS? CHANGE BEHAVIOR

The focus cannot be on just student behavior.
It also has to be on school staff behavior.

WE KNOW A LOT ABOUT WHAT IT TAKES
Positive School Climate

CENTER FOR STUDY & PREVENTION OF SCHOOL VIOLENCE

Results of Positive School Climate:
- Academic success
- Minimal bullying
- Less crime
- Fewer discipline problems
- Less truancy
- Fewer social/emotional problems
- Better teacher retention

They recommend PBIS!!

LEARNING ENVIRONMENT

“Learning environment includes more than just classroom instruction – it includes relationships among adults and students, relevant and challenging curriculum, and a sense of connectedness to school.”

- Source: School Climate and Student Achievement, California Dept. of Education and University of California
SURGEON GENERAL'S REPORT (2001)

Some Protective Factors
- Commitment to school
- Approval/recognition from teachers for achievement
- Encouragement from teachers
- Involvement in social activities

SURGEON GENERAL'S REPORT, CONT'D

Preventive strategies
- Behavior monitoring and reinforcement
  - Must be consistent!
- Behavioral techniques for classroom management
  - Establishing clear rules
  - Praise
  - Behavior modeling
  - Reinforcement

SECRET SERVICE THREAT ASSESSMENT GUIDE

"The principle objective of school violence-reduction strategies should be to create cultures and climates of safety, respect, and emotional support within educational institutions."

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY, 2006

President Bush’s response to string of school shootings and threats of violence
SOME CONFERENCE PANEL CONCLUSIONS

• Proactive, positive interactions lead to trust
• Students learn through adult modeling

WHAT IS NEEDED?

➢ Positive relationships between students and staff
➢ Encouragement from adults in school
➢ Engagement of students – academically, socially
➢ Recognition for positive behaviors

EFFECTIVE SCHOOLS HAVE MANY CHARACTERISTICS

1. Schoolwide curriculum that emphasizes targeted social skills instruction.
2. Positive school and classroom social cultures where teaching and learning are emphasized.
3. Challenging and engaging instructional practices that effectively maximize academic success for all students.
4. Continuous, positive, and active supervision and monitoring of student behavior and learning.
5. Regular, frequent, and positive acknowledgments and reinforcement for student displays of academic and social behavior success.
6. Active involvement of all students, families, faculty, and community members.
7. Multi-year and multi-component approaches to implementation.
8. Adults who model the same positive social behaviors and values expected of students.

[References: Biglan, 1995; Gottfredson, 1997; Gottfredson, Gottfredson, & Hybl, 1993; Mayer, 1995; Morrison, Furlong, & Morrison, 1997; Tolan & Guerra, 1994; Walker, Ramsey, & Gresham, 2004, and others]

WHY DON’T WE JUST DO IT?

School Barriers to successful outcomes:
• Varied student abilities and motivations
• Uncoordinated efforts/initiatives
• Short-term interventions = short-lived results
• Lack of accountability/assessment
SCHOOLS ALSO HAVE COMPETING CONCERNS

TESS
Bullying
School Safety
Common Core
What else?

SCHOOLS ARE DIFFERENT FROM EACH OTHER
(SURPRISE SURPRISE!)

Do concerns for Arkansas = California = Michigan = New Jersey = Virginia?
Do concerns for Blytheville = Cross County = Greene County = Jonesboro = Westside?
Politics are local.
Concerns are local.
Solutions are what? One size fits all?

What are some of your most recent initiatives?

LOCALLY...

Identify concerns.
Address the concerns...
   as fits your school
      using local, regional, state, and national resources.

PBIS can be a part of your solutions
IT CHANGES THE CLIMATE AND APPROACH...

WHAT WE DO NOW: WE GET HARSHER:

• "Johnny, you skipped 2 school days, so we’re going to suspend you for 2 more.

• "Mary, I’m taking your book away because you obviously aren’t ready to learn.

• "You want my attention? I’ll show you attention…let’s take a walk down to the office & have a little chat with the Principal."

INSTEAD OF GETTING HARSHER, START HERE:

Teach and acknowledge

Start by teaching, monitoring, and rewarding

what’s right ...before increasing punishment

for what’s wrong.

TRADITIONAL SCHOOL DISCIPLINE VS PBIS

TRADITIONAL

➢ Punishment for violating handbook
➢ Students with disabilities often removed
➢ Punishment based on the handbook, not research
➢ More acknowledgement of problem behavior than positive behavior

PBIS

➢ Students acknowledged for positive behavior
➢ Behavior modeled by staff
➢ Data-based decision making
➢ Students receive targeted and individual interventions as needed
WHAT DOES PBIS DO?

REDUCES
- problem behavior
- time spent on disciplinary actions

INCREASES
- academic programming effectiveness
- school relations & functioning
- school safety
- mental health connections & individual interventions

IDEA Statute: TITLE I / D / 662

Sec. 662 PERSONNEL DEVELOPMENT TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES.

(a) In General.—The Secretary, on a competitive basis, shall award grants to, or enter into contracts or cooperative agreements with, eligible entities to carry out 1 or more of the following objectives:

(A) To ensure that pre-service and in-service personnel preparation programs include training in—
   (1) the use of new technologies;
   (2) the area of early intervention, educational, and transition services;
   (3) effectively involving parents; and
   (4) positive behavioral supports.

IDEA Statute: TITLE I / D / 662 (cont’d)

(b) Program Authorized.—The Secretary may award grants, and enter into contracts and cooperative agreements, to support safe learning environments that support academic achievement for all students by—

(1) improving the quality of interim alternative educational settings; and
(2) providing increased behavioral supports and research-based, systemic interventions in schools.
Sec. 665 INTERIM ALTERNATIVE EDUCATIONAL SETTINGS, BEHAVIORAL SUPPORTS, AND SYSTEMIC SCHOOL INTERVENTIONS.

Authorized Activities.--In carrying out this section, the Secretary may support activities to—

1. establish, expand, or increase the scope of behavioral supports and systemic interventions by providing for effective, research-based practices, including—
   - A) training for school staff on early identification, pre-referral, and referral procedures;
   - B) training for administrators, teachers, related services personnel, behavioral specialists, and other school staff in positive behavioral interventions and supports, behavioral intervention planning, and classroom and student management techniques;
   - C) joint training for administrators, parents, teachers, related services personnel, behavioral specialists, and other school staff on effective strategies for positive behavioral interventions and behavior management strategies that focus on the prevention of behavior problems;
   - D) developing or implementing specific curricula, programs, or interventions aimed at addressing behavioral problems;
   - E) stronger linkages between school-based services and community-based resources, such as community mental health and primary care providers; or
   - F) using behavioral specialists, related services personnel, and other staff necessary to implement behavioral supports; or

2. improve interim alternative educational settings by—
   - A) improving the training of administrators, teachers, related services personnel, behavioral specialists, and other school staff (including ongoing mentoring of new teachers) in behavioral supports and interventions;
   - B) attracting and retaining a high quality, diverse staff;
   - C) providing for referral to counseling services;
   - D) utilizing research-based interventions, curriculum, and practices;
   - E) allowing students to use instructional technology that provides individualized instruction;
   - F) ensuring that the services are fully consistent with the goals of the individual student’s IEP;
   - G) promoting effective case management and collaboration among parents, teachers, physicians, related services personnel, behavioral specialists, principals, administrators, and other school staff;
   - H) promoting interagency coordination and coordinated service delivery among schools, juvenile courts, child welfare agencies, community mental health providers, primary care providers, public recreation agencies, and community-based organizations; or

WHAT IS PBIS?

PBIS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.
IN OTHER WORDS....

PBIS is a framework for improving school climate

PAY OFF???

- A school environment where everyone feels safe, encouraged, and valued.
- This will lead to academic achievement!

GUIDING PRINCIPLES OF PBIS

- If many students are making same mistake, consider changing system
- Start by teaching, monitoring, & acknowledging

WHAT PBIS DOES

- Emphasizes prevention
- Teaches students appropriate behavior
- Uses data for decision making
Supporting Social Competence &
Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

4 Elements of PBIS

PBIS ORGANIZES THE SCHOOL ENVIRONMENT

• How decisions are made (Data)
• How things are done (Systems)
• How staff interact with students (Practices)

…to ensure the sustained use of best practices school-wide.

PBIS IS RESPONSE TO INTERVENTION (RTI)

➢ Universal instruction
➢ Universal screening
➢ Team-driven decision making
➢ Multi-tiered approach to interventions
➢ Continuous progress monitoring
➢ Parent involvement

School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model
Levels of Intervention

Tier 1/Universal
School-Wide Prevention

- Meade Bucks
- PBIS Kick-Off Week
- Dress for Success
- 9th Grade Academy
- Community Outreach
- Mental Health Prevention Efforts

Extra Help Days
- NSA Tutoring
- Group Counseling
- Mustang Support Advisory Classes
- Reading Intervention Classes
- Simple Individual Interventions
- Mustang Support Program
- Functional Behavioral Assessment
- Behavior Intervention Plan
- Individual Counseling
- Regular School Team Problem Solving Meeting
- Attendance Review, PPW Services
- Wraparound Mental Health Services
- Mental Health Partnership

Tier 2

Tier 3

SO WHERE DO YOU START?
What is your vision of your school community?
What behavior would you like to see regularly?

What You Need for a School-Wide Positive Behavior Support System:

- Behavior Expectations
- PBIS Team
- Teaching System
- Acknowledgement System
- Violations System
- Data-Driven Decision Making
CHOOSING YOUR EXPECTATIONS

Choose 3-5 broadly stated expectations

Use data to see what are major challenges

- For example, if there are a lot of office referrals for harassment, Be Respectful may be a good choice.

CRIMSON PRIDE PROGRAM

WHAT ARE THE SCHOOL WIDE EXPECTATIONS?

- BE RED
  - BE RESPECTFUL
  - BE ENGAGED
  - BE DEDICATED

In school and in the community.

MIDDLE SCHOOL EXAMPLE

Bearcats never L.O.S.E. when they
Respect L earning
Respect O thers
Respect S elf
Respect E nvironment

ELEMENTARY EXAMPLES

Valley View Elementary

BE RESPECTFUL
BE SAFE
BE RESPONSIBLE
TEAM DRIVEN

- People come and go
  - long-term sustainability
- Problem-solving process – need diverse expertise and input
- Avoid 1 person effort

THE PBIS TEAM

Representative of the school
- Administrator
- Representative group of teachers
- Person with behavioral expertise
- Support staff
- Family member

Describe what each expectation ‘looks like’ in each setting
Be Respectful

Classroom
- Communicate peacefully
- Share classroom time with everyone
- Be an active listener
- Maintain focus on the lesson
- Be prepared for class

Cafe
- Keep your area clean
- Be respectful of others

Restroom
- Use restroom facilities
- Remove hats/hoods upon entering the building

Media Center
- Keep exit and door outside the Media Center
- Place backpacks along the bookshelves away from the entrance to the computer labs

Walk to class
- Enter quietly
- Walk on the right
- Keep moving to your assigned area

School-Wide and Community
- Use respectful language
- Follow the dress code
- Wear your best effort

Be Safe

Hallway Playground Restrooms Cafeteria Bus Assembly Arrival & Dismissal
- Keep away from the eating area
- Keep the noise level down
- Keep hallways clean

School-Wide and Community
- Represent JHS and the community positively
- Stay together as a class
- Be involved and be an active learner

Be Responsible

Dedicated

Cafeteria
- Wash hands
- Keep clean
- Place backpacks along the bookshelves
- Keep food and drink outside the Media Center

Hallway Playground Restrooms Cafeteria Bus Assembly Arrival & Dismissal
- Remain quiet so others can benefit from using the M.C.
- Keep the noise level down
- Walk to class
- Avoid horseplay
- Keep hallways clean

School-Wide and Community
- Report to class on time
- Use your time wisely
- Complete assignments

VIDEO EXAMPLE (CLIP)
The full video can be found at
http://www.pbis.org/swpbs_videos/pbs_video-creating_the_culture.aspx
The word discipline means to impart knowledge and skill – to teach.

SHOULDN’T STUDENTS KNOW HOW TO BEHAVE?

Discipline is different in each family!
- Harsh
- Lax
- Inconsistent
- Culturally driven

Other considerations:
- Lack of parent supervision
- Splitting time between households
- Living with grandparents, foster parents, etc.

BEHAVIOR LESSON PLAN EXAMPLE

From Hot Springs School District.....
Cool Tool Week 17 & 18 December 6-10th & December 13-17th
Be Respectful in the cafeteria

Name of the Skill/Setting: Clean up after yourself cafeteria

Purpose of the lesson: Why it’s important:
Teach students to respect spaces they use.
To be invited back to spaces and for you to be seen as a respectful person.
Lifelong skill.

Teaching Examples:
1. A piece of orange skin flies through the air and lands on the table. You think it would be fun to throw it back but you know that throwing food is not appropriate. So you pick it up and put it on your tray to throw it away when you are done.
2. A friend gets called away at lunch to talk with another adult. You notice that their tray is still sitting on the table; you pick it up to help out your friend.
3. (Negative) You finish eating lunch, but another student takes some of your fries. Since the other student ate off your tray, you leave it sitting on the table.

Student Activities/Role-Plays:
Discuss why you should clean your food and space at lunch. (The saliva is your own!)
Talk about eating in public when you become an adult. Do you need to have manners? What does having manners say about you as an individual?
Discuss consequences that happen when the cafeteria is left in a mess.

SOME VIDEO EXAMPLES (CLIPS)
You can find lots of great full-length videos at
http://vimeo.com/groups/pbisvideos/

BENEFITS OF ACKNOWLEDGEMENTS
• Reinforce positive behavior
• Encourage others
• Compete with problem behaviors
• May be the only bright spot in student’s day!!
EXAMPLES OF ‘GOTCHAS’

IDEAS FOR INCENTIVE REWARDS

ELEMENTARY EXAMPLE

HIGH SCHOOL EXAMPLE

“Eagle Card” Coupon Books

- Students who consistently do the right thing will be recognized with the Eagle Card status.
- Eagle Cards were invented as a response to the complaint ‘only the bad kids get rewards when they finally do the right thing!’
- This can be earned each quarter.
- Students receive a coupon book w/ a variety of items including coupons for drawings, entry to games and activities, dance/from tickets, cafeteria items and more.
- Student names become part of a pool from which names are drawn for special Eagle Card rewards.

Eagle Card Criteria

- No more than 2 excused absences per quarter. (No unexcused absences.)
- Grades of C or better in all classes.
- No discipline referrals.
CELEBRATIONS

School-wide celebrations
• Short-term goals (monthly, quarterly)
• Long-term goals
  • Example
    • If there are 25% less office referrals than last year, whole school gets special assembly.

Classroom/grade level challenges

LOCAL CELEBRATION EXAMPLES

Nettleton Intermediate Center – sock hop to prepare for Benchmarks
Nettleton Jr. High – pre-Benchmark assembly
Nettleton Middle School – pre-Benchmark celebration

STAFF REINFORCEMENT IS IMPORTANT TOO!!!

Recognize staff for their efforts in implementing PBIS
WHAT DATA DO YOU NEED??

- The problem behavior
- How often it’s happening
- Where it’s happening
- When it’s happening
- Who is involved
- Why the problem sustaining

SWIS: SCHOOL-WIDE INFORMATION SYSTEM

- Efficient for gathering information
- Data entry and report generation
- Use information for decision making

More information at www.swis.org

WHAT ELSE?

Compare to previous years
- Is there a trend?

Compare to national averages
- SWIS has averages

SWIS EXAMPLE

Average Referrals Per Day Per Month

[Bar chart showing referral trends over months from 2007-08 to 2011-12]
Successful schools are linked to positive student behavior in a positive school environment.

TESS (TEACHER EXCELLENCE & SUPPORT SYSTEM)

Summative Evaluation will include:

- Classroom environment
- Instruction

THIS IS HOW IT WORKS AT YOUNG AGES

http://www.youtube.com/watch?v=WadwEYPl8k
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