DE-PBS School-wide Positive Behavior Support
Multi-Tiered System of Support
Tier 1 System

June 28, 2017

Materials adapted from:

- Maryland PBIS: http://www.pbismaryland.org/
- Midwest PBIS Network: http://www.midwestpbis.org
- OSEP Technical Assistance Center on PBIS: http://www.pbis.org/
- Sustained Implementation of School-wide PBIS for All Students (G. Sugai, 2011)
- Strategies for Developing Self-Discipline and Improving School Climate (G. Bear, 2012)
Our Audience & Our Goals

**Audience** – Experienced schools

**Goal** - Support teams to fully implement MTSS/PBS with fidelity

- Ensure common knowledge of MTSS and SWPBS Framework
- Focus discussion around areas of identified need
- Use data to create action plan
- Ensure integration

The Delaware Positive Behavior Support Project is a collaboration with the DE Department of Education, the UD Center for Disabilities Studies, and Delaware Public Schools.
Burning Question Topics
Discuss and select your team's priority topic from the list below, or if none apply, identify your own burning question.

1. Obtaining and Maintaining Staff Buy-in
2. Getting buying with new administrator and new hires
3. Implementing with consistency and fidelity
4. Integrating with multiple initiatives
5. Using SWPBS to impact academic achievement
6. Understanding that PBS isn’t just tickets and trinkets
7. Other?

Why are we here?

- High rates of discipline referrals and suspensions
- Disproportionality
- Student failing to meet proficiency on state test
- Attendance and drop out rate concerns
- Negative school climate
- Need to improve student social and emotional skills
- Need to support students exposed to trauma and chronic stress
Perception Shift:
High Suspension and Expulsion Rates Driven By Ineffective School Policies and Practices, not “Bad Kids”

“Far from making our schools safer or improving student behavior, the steadily increasing use of suspension and expulsion puts students – especially students of color and other targeted groups – at an increased risk of academic disengagement, dropout and contact with juvenile justice”

Russell J. Skiba, director of Discipline Disparities Research-to-Practice Collaborative

Eradicating disparities in school discipline

• **Problem-solving approach to discipline**
  • Understanding the context
  • Why the student is engaging in behavior and understanding the teachers response
  • Providing opportunity for reflection and restoration
  • Providing additional interventions or services for students with complex support needs

Russell J. Skiba, director of Discipline Disparities Research-to-Practice Collaborative
PURPOSE
Provide suggestions for maximizing accurate AND sustained implementation of PBS continuum for all students

Examples of PBS Implementation “Infidelity”
- “SWPBS is intervention”
- “Let’s schedule in-service day”
- “Bring George Sugai to our staff meeting”
- “We have Responsive Classroom now”
- “PBS is about giving kids tangible rewards”
- “Students with tier 3 supports aren’t part of SWPBS”
- “Let’s do PBS during morning advisory”
YES NO?

Do all staff understand what PBS and MTSS means?

MTSS = “school-wide structure used to improve integration & implementation of behavioral practices, data-driven decision making systems, professional development opportunities, school leadership, supportive SEA & LEA policies, & evidence-based instructional practices”

(Fed. Reg., Vol. 79, No. 88, p. 26235)
MTSS Defined

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Multi-tiered Systems of Support (MTSS)

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%
Multi-Tiered Systems of Support (MTSS) for Student Success

Academic Systems

Tier 3/Tertiary Interventions 1-5%  
- Individual students  
- Assessment-based  
- High intensity

Tier 2/Secondary Interventions 5-15%  
- Some students (at-risk)  
- High efficiency  
- Rapid response  
- Small group interventions  
- Some individualizing

Tier 1/Universal Interventions 80-90%  
- All students  
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions 1-5%  
- FBS/BSP

Tier 2/Secondary Interventions 5-15%  
- Some students (at-risk)  
- High efficiency  
- Rapid response  
- Small group interventions  
- Some individualizing

Tier 1/Universal Interventions 80-90%  
- All settings, all students  
- Preventive, proactive

www.delawarepbs.org

Call it what you want!

- PBS
  - EBS
- School climate
  - Discipline
- SEL
**Outcomes**
- School climate, discipline, academic performance, attendance, nurse visits, counselor contacts

**Systems**
- Team-based leadership, coaching support, data-based decision-making protocols, developed procedures and materials for implementing assessment and practices, active supervision protocols

**Data**
- Climate surveys, office disciplinary referrals, academic and behavioral screening information, attendance and tardy data, frequency of nurse/counselor contacts, fidelity checklists and observations

**Practices**
- 3-5 defined school-wide expectations, procedures for teaching and acknowledging expectations, procedures for discouraging problem behaviors, procedures for using data to target needed practices.
At the individual level: Tier 3

- Team formed which include those who have knowledge of the student
- Systematic problem solving process is foundation
- Target behaviors identified and defined
- Antecedents (predictors) of problem behavior occurrence
- Consequences/responses of others following problem behavior
- Hypothesis generated by data
- Function-based understanding of behavior
- Multi-component intervention plan built and linked with hypothesis
- Progress monitoring plan established
- Fidelity measurement of intervention implementation developed and scheduled
- Follow-up meeting to make data-based decisions

At the small group level: Tier 2

- Interventions are efficient
  - Continuously available so students can receive support quickly (optimally-within 2-3 days)
- Minimal time commitment required from classroom teachers
- Required skill sets needed by teachers easily learned
- Aligned with school-wide expectations
- Emphasis on intervention designed to support multiple students simultaneously (e.g. Check-In/Check-Out, Social Skills Groups, etc.)
  - Consistently implemented with most students, some flexibility
- Intervention selected matched to function of student behavior

Adapted from Rose Iovannone, Brief PTR
At all levels, it is important to consider how your interventions are:

- Consistent
- Inclusive
- Culturally Relevant & Responsive
- Building Positive Relationships

Positive Behavioral Intervention and Supports

serves as a structure and process...

that organizes, implements, and evaluates multiple initiatives and strategies...

related to social and behavioral improvement (e.g., character education, asset building/IM40, social skills instruction, bullying prevention, restorative justice practices)

Adapted from "Using Positive Behavioral Interventions & Supports (PBIS) to Help Schools Become More Trauma-Sensitive" developed by Wisconsin Department of Public Instruction

Does your implementation approach have resource utilization plan?

Committee/Group Self-Assessment
(DRAFT Sugai, April 26, 2004)

<table>
<thead>
<tr>
<th>Committee/Work Group</th>
<th>Purpose</th>
<th>Expected Outcome</th>
<th>Target Audience</th>
<th>Schedule</th>
<th>Membership</th>
<th>Relation to School Mission &amp; School Improvement Plan (1 = low, 5 = high)</th>
<th>Priority (1 = low, 5 = high)</th>
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Are outcomes measurable?
## Working Smarter, Not Harder

**PBIS Enables Schools To...**

- **Establish** a small number of priorities
  - “do less, better”

- **Consolidate/integrate** whenever possible
  - “only do it once”

- **Specify** what is wanted & how you’ll know when you get there
  - “invest in a clear outcome and assess progress”

- **Give priority** to what works
  - “research-based, evidence-based”

### Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>Students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
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<tr>
<td>Character Committee</td>
<td>Improve character</td>
<td>Improve character</td>
<td>Students</td>
<td>Eric, J.S.</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Education Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Prevent drug use</td>
<td>High-risk</td>
<td>Don</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2, Goal #3</td>
</tr>
</tbody>
</table>
How Do We Integrate/Align with other key Initiatives?

- Identify key components of each intervention or approach
- Identify areas that share common aims, goals, and practices
- Identify differences in key components and decide if these can enhance one another or should be modified or negotiated

YES NO?

Have you aligned MTSS with other related initiatives?
PBS and Trauma-Informed Practices Compliment Each Other

Trauma-informed practices bring these additional attributes to PBS schools:
- the incorporation of mindfulness in schools
- the promotion of resilience among all community members
- mindfulness in avoiding re-traumatization of students.

But both help to schools to develop MTSS that are:
- Consistent
- Inclusive
- Culturally Relevant & Responsive
- Building Positive Relationships

www.delawanepbs.org

Stanton Middle School
Teri Lawler
Did we address these?

“SWPBS is intervention”
“Let’s schedule an in-service day”
“Bring George Sugai to our staff meeting”
“We have Responsive Classroom now”
“SWPBS is about giving kids tangible rewards”
“Students with tier 3 supports aren’t part of SWPBS”
“Let’s do SWPBS during morning advisory”

DE-PBS MTSS Tier 1 Framework Components

- **Program Development & Evaluation**
  - Problem-Solving/Leadership Team
  - Data
  - Professional Development & Resources

- **Developing SW and Classroom Systems to Prevent Problem Behavior**
  - Expectations and Teaching
  - Positive Relationships

- **Correcting Problem Behaviors**
  - Consistent and clear procedures
  - Disciplinary encounters used as learning opportunities to teach problem solving strategies

- **Developing Self-Discipline**
Program Development & Evaluation

Tab 1 - Workbook

• Problem-Solving/Leadership Team
  • Representation – administration & member participation
  • Effective meeting Strategies
    • Roles

• Data
  • Data sources
  • Data use

• Professional Development & Resources
  • School Buy-in & commitment
  • Overview provided to all staff
  • Parent information
  • Monitoring
  • Resources – time, funding
Building a Strong & Effective MTSS Leadership Team

Adopt a problem-solving team process for

- planning,
- development, and
- evaluation

of evidence-based practices across all three systems of prevention and intervention

- Tier 1 - all,
- Tier 2 - some, and
- Tier 3 - few

Are we as a team representative of our staff? Does this facilitate two-way communicate?

- Administration - a must have!
- Consider:
  - Grade levels
  - Content areas: academic and related arts
  - Regular and Special Education
  - Related arts
  - Specialists: Counseling/School Psychology
  - Students
  - Parents
Effective Meeting Strategies

Monthly Meetings
- Pre-set
- Consistent
- Use roles

Clear Agenda
- Reasonable
- Goal oriented
- Data included

Meeting Notes
- Action Plan
  - Attendance/Roles
  - Decisions made
  - Tasks & timelines
  - Data monitoring

What role will you play on PBS Team?

- Specific roles can include:
  - **Facilitator** (create the agenda, lead the meeting)
  - **Time-keeper** (keeps team on task)
  - **Recorder/Note-taker** (takes and distributes minutes; archives material)
  - **Reporter/Communicator** (shares information on activities and data to staff, families, and communities)
  - **Data Manager** (brings data to team meetings)

- **Others as needed** *(consider team/school culture)*:
  - Door keeper
  - Jargon buster
  - “But” Buster
Additional resource - Team Leader PD

- The session includes strategies to:
  - enhance communication with all stakeholders,
  - organize effective team meetings, and
  - use data to make decisions.

- The series includes sample data collection tools, templates and other resources from the DE-PBS Project to assist team leaders in these areas.


Program Development & Evaluation

- Problem-Solving/Leadership Team
  - Representation – admin & member participation
  - Meeting schedule
  - Effective meetings

- Data
  - Data sources
  - Data use in decision making

- Professional Development & Resources
  - School Buy-in & commitment & planning
  - Overview provided to all staff
  - Parent information
  - Monitoring
  - Resources – time, funding
DE-PBS Key Feature

- Schools value the importance of *data-based decision making*, as reflected in the on-going evaluation of program effectiveness and modification of program components, interventions and supports based on multiple sources of data.

Understanding & Using Data

[Diagram with nodes: Sources, DATA, Analysis, Action Planning]
Why use data?

- It takes the emotion out of our experiences
- Graphs help people see the big picture
- Sets baseline to measure improvement
- Identifies need
- Guides intervention planning
- Measures effectiveness of our systems and practices
- It reminds us to celebrate our accomplishments

It’s fun!

Office Discipline Referral Data (ODR)

- The Big 5
  - Average Referral/Day/Month (DDRT)
  - # of Referrals by Location
  - # of Referrals by Behavior
  - # of Referrals by Time of Day
  - # of Referrals by Student (DDRT)
What do we do with all this data?

- Data Summaries **reviewed monthly** with team & used to make decisions
  - Designate a data person
  - Utilize a subgroup to review & present summary
- **Share data** with staff at least 3-4 times/year
  - Staff Meetings
  - Content/grade level team meetings
  - PLC meetings
- **Share highlights with parents & community**
  - School & district newsletters
  - Community news

**Improving Decision-Making**

From

![Problem](image)

Information

To

![Problem Solving](image)

Information

Solution
Going from primary to precise

• Primary statements are vague and leave us with more questions than answers
• Precise statements include information about 5 “Wh” questions:
  – What is the problem?
  – Where is it happening?
  – When is the problem most likely to occur?
  – Who is engaging in the behavior?

What are the data you need to move from a Primary to a Precise statement?

• What problem behaviors are most common?
  • ODR per Problem Behavior
• Where are problem behaviors most likely?
  • ODR per Location
• When are problem behaviors most likely?
  • ODR per time of day
• Who is engaged in problem behavior?
  • ODR per student
From primary to precise: An example

Primary statement:
- “ODRs during October were higher than September and worse than last year.”

Precise statement:
- Major defiance and fighting are increasing and referrals mostly occur between 10-1 when students are in the cafeteria. This pattern is most common in 6th grade, involving many students.

From primary to precise: Plan of action example

Precise statement:
- Major defiance and fighting are increasing and referrals mostly occur between 10-1 when students are in the cafeteria. This pattern is most common in 6th grade, involving many students.

Plan of Action
- During 6th grade advisory periods during the week of November 7-11, staff will review “Be Respectful” lessons for the cafeteria. Examples discussed will reflect current scenario.
- At 11/4 PLC mtg, team member representatives will discuss & brainstorm with their teams strategies for active supervision in the cafeteria and use of positive praise for being respectful to adults and peers.
From primary to precise: Developing a measurable goal

• In goals statement include the following:
  • By WHEN – timeline goal
  • WHAT will happen – Include MEASUREMENT
  • HOW will you measure

• Teams will want to build fluency in developing precision statements and action plans with measurable goals.

From primary to precise: Developing a measurable goal example

• By December 5 (school-wide PBS team meeting), there will be a 5% decrease in fighting and defiance referrals in the cafeteria for students in 6th grade as measured by ODR data.
+ If many students are making same mistake, consider **changing systems** ... not students

+ **START** by teaching, monitoring & recognizing success

...before increasing **PUNISHMENT**
Multiple Data Sources

• Examining multiple data sources will provide you with most comprehensive picture

• Examples:
  • Staff & Student Attendance
  • Retention, Dropout, Graduation Data
  • Supported through DE-PBS Project
    • School Climate Surveys (staff, student, families)
    • DE-PBS Key Feature Evaluation
    • Delaware Assessment of Strengths and Needs for PBS (DASNPBS)

Program Development & Evaluation

• Problem-Solving/Leadership Team
  • Representation – admin & member participation
  • Meeting schedule
  • Effective meetings

• Data
  • Data sources
  • Data use

• Professional Development & Resources
  • School Buy-in & commitment
  • Overview provided to all staff
  • Parent information
  • Ongoing PD
  • Monitoring
  • Resources – time, funding
Importance of Buy In

• Anecdotal information indicates that 80% buy-in from staff is critical to successful implementation

• You need buy-in to impact School-wide climate
  ○ Not just hallway climate

• Lack of staff buy in due to negative beliefs is a frequently reported barrier to implementation

What is “buy in”

What would it look like if staff bought in to PBS?
Defining “buy in”

• Staff are knowledgeable about PBS foundation:
  – Majority of staff members can summarize the basic concepts of SWPBS as an MTSS
  – Majority of staff know the goals of PBS
  – Overall commitment to supporting all students
• Staff participate in:
  • Teaching and reinforcing SW expectations
  • Implementation of secondary and tertiary supports
  • Ongoing learning opportunities

Start with Staff Input about the need

• Is there a problem with current school climate and/or student behavior?
  • AKA: How is business as usual working for you?
• What is the solution? Do staff see PBS as part of the solution?
Ideas for Buy-In

- Policy/Management
- Training
- Data and Research
- Drop the PBS language
  - Culturally relevant terminology
- PBS for everyone
- Student involvement
- Start small -- target 1-2 areas in need of intervention that effects all staff

Adapted from Jessica Swain-Bradway, Ph.D. Illinois PBIS Network

Systems First

- Build systems to support teacher behaviors FIRST!
  - Communication system
    - Feedback loop
  - Create team & prioritize meetings
    - Strong administrative presence, involvement
  - Policy review & trainings
    - Do your policies make teacher work harder? Easier?
  - Data sharing
Management / Policy

• District Policy

• Administrative leadership
  ▪ Active
  ▪ Prioritize PBS on meeting minutes, school-wide communication, in daily practices

• School policies reflect PBS
  ▪ Student and faculty handbook
  ▪ Disciplinary consequences

Policy & Implementation Commitment

• School Improvement Plan includes school-wide efforts to improve school climate and increase positive behaviors among all students.
  ▪ Include measurable goals and objectives
  ▪ Uses Data such as School Climate Data & ODR Data
  ▪ The components of School-wide DE-PBS are implemented with all students (all grades, classrooms, with and without disabilities, etc.)
Training for Staff

- Explicit training:
  - What is PBS and, What do I have to do?
- Frequent training:
  - Introductory, Boosters, Need specific topics,
- Small group training
  - Small Learning Communities, Content area meetings, Workshops for new teachers, substitute teachers
- Embedded training: showing PBS alignment with other school initiatives

Providing Staff Overview: Resources

- Delaware PBS Project
  - Delawarepbs.org
- Technical Assistance Center on Positive Behavioral Interventions and Support
  - http://www.pbis.org/
Training, EXAMPLES

★ “Repeated teacher trainings on what behaviors constituted an office referral and how to complete the referrals contributed to consistency in the use of the forms and reduced inappropriate referrals.”

★ “All teachers attended secondary level training geared toward PBS in the classroom. Behavior management was linked to instructional success.”

Training, EXAMPLES

✔ “To address teacher buy-in, teachers that are identified as “resisting” PBS are invited to join the PBS team. Ongoing training and information is also provided to teachers to foster buy-in.”

✔ “We change the types of PBS work groups each year, all faculty and staff are asked to participate on one group per year – their choice”.
It is more than training, provide ongoing communication

- Twice-monthly / monthly emails
- Include in newsletters
- “PBS minute” on morning announcement or at weekly department / academic meetings
- PBS updates at each staff meeting
- PBS Team members facilitate discussions at PLCs

Communication is Two Way

- System for staff feedback:
  - Surveys (on-line, paper pencil, secret ballots)
  - Q & A section at staff meetings
  - Grade level or PLC meetings and voting
DATA...so many uses 😊

★ Use data to:
  • Present the extent of “problems”
    • EX: 55% of our referrals are for latenesses
  • Pinpoint areas of focus
    • EX: Most latenesses happen on Mondays and Fridays
  • Show improvements
    • EX: Since focusing on “Responsible” on-time behaviors we’ve seen a 13% decrease in latenesses.
  • Validate teacher concerns
  • Shape expectations, acknowledgments, roll-out and booster activities
DATA, Validation station...

- Validate teacher concerns by identifying specific problem behaviors through data review:
  - ODRs, attendance, grades, state testing, graduation rates, student and staff surveys
- Data to create action plan.
  - PBS may roll-out may work differently at your school depending on your school needs

Data, Create Specific Surveys

Get staff feedback on:
- School-wide expectations
- Acknowledgements
- Policies
- Data
- Concerns
- Celebrations
PBS the PBS-ers

- Build on what is already in place:
  - Find components of PBS already at work in classrooms and reinforce teacher behaviors.
- Team members, talk the talk and walk the walk:
  - Explicit expectations for teacher behaviors
    - Teach
      - Model, lead, test
    - Check for understanding
    - Repeated opportunities to practice correctly
  - Reinforce
    - Recognition for staff behaviors
    - Rewards for staff behaviors

Example of PBS for staff:

★ “Faculty members are eligible for regular raffle drawings for a variety of prizes. Administration also gives “Shout-outs” and “Thank-you Cards” to acknowledge positive staff behavior.”
★ “Our PRIDE cards are perforated, student names on one half teachers on the other. If a student gets pulled for a reward the teacher who wrote the positive referral also gets a reward. Teachers love it!”
★ “At staff meetings, teachers are invited to share examples of how our STAR rewards work in the classroom— we share ideas and feel good about our efforts!”
More PBS for staff

★ STAFF REWARDS:
  o PBS parking spot
  o Administrator teaches class / takes duty
  o Subs for a sub
  o Leave school early on a Friday
  o Student assistant for a period
  o Coffee card
  o PBS fridge in the teachers’ lounge

Student Buy-In through Student Involvement

• As early as elementary level, include older students in program implementation

• Secondary schools: utilize students on the team, or form a PBS Student Team

• Include students that represent all students (consider athletes, academics, student government, uninvolved, kids with referrals)

• Use students in teaching lessons, peer-mentoring around PBS, reinforcer ideas, etc.
Make sure to engage families too: Suggestions & Tools

Avenues for sharing SWPBS and/or your MTSS of support

- Back-to-School Night PowerPoint
- Brochure
- School newsletter
- Post these materials on your school website

Technical Assistance Center on Positive Behavioral Interventions and Support

http://www.pbis.org/

Key Feature Status Tracker

- Review Program Development & Evaluation

  - Status
    - Discuss as a team if components are:
      - In Place, Partially in place, Not in Place

  - Action Plan
    - Discuss as a team the items Partially in place or Not in Place
    - Prioritize focus areas
    - Note activities to be completed, who will do them and when
Prevention: Developing Schoolwide & Classroom Systems

Tab 2&3 – Workbook & Examples

DE-PBS MTSS Framework Components

• Program Development & Evaluation
  • Problem-Solving/Leadership Team
  • Data
  • Professional Development & Resources

• Developing SW and Classroom Systems to Prevent Problem Behavior
  • Expectations and Teaching
  • Positive Relationships

• Correcting Problem Behaviors
  • Consistent and clear procedures
  • Disciplinary encounters used as learning opportunities to teach problem solving strategies

• Developing Self-Discipline
Key Features

- Recognize that **ALL students** benefit from positive behavioral supports. This includes students with and without behavior problems or disabilities, and requires sensitivity to individual and cultural differences.

- Recognize the critical importance of preventing behavior problems. This is evident throughout school policies and evidence-based practices, especially in preventive classroom management, clear school-wide expectations, and school-wide teaching and recognition of positive behaviors. It also is seen in positive teacher-student, student-student, and school-family relations.

Positive, Predictable Environment

Adapted from www.pbis.org
Where is your classroom & school on the climate scale?

Negative Climate
- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Coercive cycle
- Reactive cycle
- Low rates praise
- Negative engagements
- Negative expectations

Positive Climate
- Academic success
- Positive expectations
- Active supervision
- Reteaching
- Many response opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

PBIS goal: Establish & maintain positive teaching & learning environment

Developing SW and Classroom Systems to Prevent Problem Behavior

- **Expectations**
  - Expectation development
  - Posting

- **Positive Relationships**
  - Teacher-student
    - Acknowledgement
  - Student-student
  - School/teacher - home

- **Active Teaching**
  - Kick off
  - Lesson plans
School-wide Expectations Reminders

Expectations are the umbrella for more specific rules:
• Identify 3 – 5 positively stated expectations
• Use data to determine expectations
• Choose positive actions and terms
• Keep them simple and easy to remember
• Remember to be age appropriate
• Promote self-discipline, positive social and academic outcomes

Expectation Example

Dover High and Central Middle RAP Expectations

- Respect
- Accountable
- Productive

Other Thoughts...

- Distinct Expectations
- Acronym that works well
- Continuity within district
- Connect to school mottos
- Connect with other behavior initiatives
Already have expectations?

- Incorporate them!
- Find common themes
- Goal is to have only one set of school-wide expectations.

If integrating with *Leader In Me*, consider how *The 7 Habits* align with expectations.

Once you have developed school-wide expectations, it is not enough to just post the words on the walls of the classroom, or simply tell students what they are...

YOU MUST ACTIVELY TEACH THEM!
Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills

- For a youth to learn something new, it needs to be repeated on average of 8 times (Joyce and Showers, 2006)
- Adults average 25 times (Joyce and Showers, 2006)

- For youth to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (Harry Wong)

www.pbis.org
# Teaching Matrix

## Setting

<table>
<thead>
<tr>
<th></th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>

## Expectations

### Respect Ourselves
- Be on task.
- Give your best effort.
- Be prepared.

### Respect Others
- Help/share with others.
- Play safe.
- Practice table manners.
- Whisper.

### Respect Property
- Recycle.
- Maintain physical space.
- Use equipment properly.
- Treat chairs appropriately.

## School-wide Behavioral Matrix Reminder

**PURPOSES:**
- **Defines** the Expected Behaviors for Specific Settings:
  - hallways, classrooms, gym, cafeteria, commons,
  - bus loading, bathrooms, assemblies
    - State definitions **positively**
    - Use a few common words
    - Show what the behavior “looks like”

- Creates the **“Curriculum”** that will guide the teaching of expected behaviors.

- Enhances **communication** among staff and between students and staff.
Developing SW and Classroom Systems to Prevent Problem Behavior

- **Expectations**
  - Expectation development
  - Posting

- **Positive Relationships**
  - Teacher-student
  - Acknowledgement
  - Student-student
  - School/teacher - home

- **Active Teaching**
  - Kick off
  - Lesson plans

---

**Teaching Expectations Using an Instructional Approach**

<table>
<thead>
<tr>
<th>Define</th>
<th>Observable, measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach</td>
<td>Identify, prior knowledge, model, structured practice, acknowledge</td>
</tr>
<tr>
<td>Remind</td>
<td>Pre-correct, prompt behaviors/rules prior to entering natural context</td>
</tr>
<tr>
<td>Monitor</td>
<td>Supervise, feedback/acknowledgement, data</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Data, modifications needed, non-responders needing more support</td>
</tr>
</tbody>
</table>
Teaching Structures

- Provide initial lesson plans to begin teaching behavior
  - Assembly
  - School teaching tour
- Build on what you have (i.e. character ed.)
- Develop a system for expanding behavior lesson plan ideas throughout the year
  - Skill of the month
  - Booster Sessions
  - Advisory
- Determine the minimum requirements for teaching behavior (i.e. how often)

Strategies to Support Student Expectation Knowledge

- Keeping expectations visible
  - posters, letter head, magnets
- Simplify expectations as needed
- Keep teaching fresh
- Curriculum integration/connections
  - ongoing teaching
- Routines/Structures in the classroom
  - e.g. Responsive Classroom – Morning Meeting Discussion
Using Videos to Engage and Teach

• Simple teaching video:
  • http://www.hasd.org/schools/ges/pbis.cfm

• Secondary level video:
  • http://www.youtube.com/watch?v=KXkZgS0toWk

• Cyberbullying video:
  • http://vimeo.com/groups/pbisvideos/videos/78173708

Points to Ponder

• Do our students know the school-wide expectations? Could they share what they are and what it looks like to follow expectations across school locations?

• What creative ideas have we used or want to use to actively teach expectations?
Developing SW and Classroom Systems to Prevent Problem Behavior

- **Expectations**
  - Expectation development
  - Posting

- **Active Teaching**
  - Kick off
  - Lesson plans

- **Positive Relationships**
  - Teacher-student
  - Acknowledgement
  - Student-student
  - School/teacher - home

Preventing Problem Behavior through Developing Positive Relationships
Teacher-Student Relationships

• School-wide focus on caring and supportive adult-student relationships.

• Goals:
  • Adults demonstrate warmth, respect, support, and caring toward all students
    • (irrespective of gender, race, ethnicity, socioeconomic background, disabilities, previous history of behavior)
  • Every student has a supportive relationship with at least one adult at school.

Why are teacher-student relationships important?

Not only do students like teachers who are caring, respectful, and provide emotional support, but when those qualities are found students also show:

• greater school completion, academic engagement, and academic achievement
• greater peer acceptance
• increased motivation to act responsibly and prosocially
• less oppositional and antisocial behaviors, including bullying
• better subjective well-being
Connect the Dots

How can staff and student relationships be supported?

• Supporting everyday relationship building:
  • Finding/asking about student interests/extracurricular activities
  • Students providing 1-minute reports on areas of their interest (i.e. sports, drama)
  • Attending extracurricular events
  • Highlighting student talents (i.e. bulletin board with newspaper articles)
  • Staff acknowledge student success and EFFORT
2 x 10 Strategy

Purpose of Reinforcers/Acknowledgements

• Recognizing desired behavior is a strategy to prevent behavior problems.
• Teach new behavior
• Strengthen replacement behaviors that compete with habitual undesirable behavior
• Create frequent positive interactions between staff and students
Strategic Use of Praise and Rewards – Part 1

- Use strategically to support teaching of a school-wide expectations
- Focus on the message, not the reward
- Highlight the student’s specific achievement and efforts demonstrated

For example, students are routinely recognized for demonstrating the SW expectations through the associated actions defined through the teaching matrix

- “You really showed how to be cooperative in science lab today by working together to create the model.”
- “Thanks to everyone for being so responsible and caring by bringing in canned goods for the PBS food drive.”

Strategic Use of Praise and Rewards – Part 2

- Use strategically to reinforce social and emotional learning competencies and effort that underlie prosocial behavior.
- Routinely recognize students with praise and rewards for demonstrating empathy, caring, responsibility, respect, and effort/hard work
- Highlight the future value or usefulness of the behavior

“That’s terrific that you were able to control your anger when teased by Jerome. That’s an important skill that will help you keep friends (and avoid being sent to the office 😊”).

“Great! You must have stopped and thought about how your behavior might affect others.”
Reality check please...

You Got It!
Positive Approaches to Behaviors provide real, meaningful results for Schools, teachers and students:

• Increased academic engagement
• Decreased disruptive behavior
• Increased intrinsic motivation
• Increase peer social acceptance

(Rodriguez & Sprick handout)

School-wide Acknowledgement Plans

Avenues to support recognition practices -
• High Frequency Acknowledgements
• Activities for Staff and Student Relationship Building
• Positive Contacts Home
• Unexpected/Intermittent Acknowledgements
• Long Term Celebrations
• Staff Reinforcement
5:1 Ratio, It’s not Just for Kids

Business Teams:

• High Performance = 5.6 positives to 1 negative
• Medium Performance = 1.9 positives to 1 negative
• Low Performance = 1 positive to 2.7 negatives

(Losada, 1999; Losada & Heaphy, 2004)

Successful Marriages:

• 5.1 positives to 1 negative (speech acts) and
• 4.7 positives to 1 negative (observed emotions)

(Gottman, 1994)

PBIS School-wide Acknowledgement Matrix (Student and Staff)

<table>
<thead>
<tr>
<th>TYPE</th>
<th>WHAT</th>
<th>WHEN</th>
<th>WHERE</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate/High Frequency</td>
<td>KIDS:</td>
<td>High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data</td>
<td>ALL KIDS, ALL STAFF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ADULTS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redemption of high frequency</td>
<td>KIDS:</td>
<td>At least monthly</td>
<td></td>
<td>ALL KIDS, ALL STAFF</td>
</tr>
<tr>
<td>(e.g., school store, drawings)</td>
<td>ADULTS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermittent/Unpredictable</td>
<td>KIDS:</td>
<td>Maintaining a taught behavior (fading)</td>
<td></td>
<td>ALL KIDS, ALL STAFF</td>
</tr>
<tr>
<td>(e.g., surprise homework completion treat, random use of gotchas in hallway)</td>
<td>ADULTS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term School-wide Celebrations (school-wide not individually based) FOR: Ex: ODR reduction, school-wide target met for certain setting/behavior area</td>
<td>BOTH TOGETHER:</td>
<td>At least quarterly</td>
<td></td>
<td>ALL KIDS, ALL STAFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Slide from Dewhirst and Davis, 2011
Points to Ponder

• How are staff, yourself included, acknowledged for your efforts to support students’ positive behavior?
  
  • For example, positive notes or verbal feedback?
  • How often? From whom?

Preventing Problem Behavior through Developing Positive Relationships
Why are student-student relationships important?

Students with positive peer relationships experience greater:
- academic initiative and achievement
- liking of school
- school completion
- self-esteem

They experience less:
- school avoidance
- depression
- delinquent and aggressive behaviors
- bullying

How can student relationships be supported?

- Curriculum lessons that directly teach social, emotional, and behavioral competencies, especially those related to student-student relations.
- Opportunities to help students learn and practice skills
  - e.g. Morning Meetings, Peer-assisted and cooperative learning, Extracurricular activities
- Increased awareness and recognition of acts reflecting positive student-student relations
  - e.g., posters, school or class newsletters, morning announcements, etc.
- Give recognitions for acts of caring, kindness, friendship, and respect at the individual, class, and school levels.
Relationships and Bullying Prevention

• A positive school climate that includes supportive teacher-student and student-student relationships (and family relationships) also helps buffer bullying victims from negative outcomes related to their being bullied (Swearer, Collings, Fluke, & Stawhun, 2012)

• Thus, relationships are very important not only in preventing bullying, but also in responding to bullying.

Preventing Problem Behavior through Developing Positive Relationships
School/Teacher - Home Relationship Building

- School-wide focus on developing strong home-school collaboration and communication.
- Goals:
  - Establish positive and collaborative relationships with parents.
  - Establish parents’ roles in developing the school discipline/PBS program; solicit feedback is regularly.
  - Establish clear, positive, bi-directional and regular communication with parents.
  - Inform parents routinely about the schoolwide discipline/PBS program, classroom activities, and their children’s positive behaviors.

Why are school/teacher - home relationships important?

Advantages of working with parents (guardians, other adults serving parental role):

- Students’ attitudes, self-esteem, and behavior are greatly influenced home-school relationship
- Parental involvement is often necessary to truly change a student’s behavior
  - Efforts to increase student’s engagement lead to improved achievement
- Parents gain greater understanding of how school works
  - Increased involvement with students’ learning at home
- Unquestionably, parents can be valuable resources
How can school/teacher - home relationships be supported?

• Parents as team members; two-way communication with parent(s) on routine basis
• School-wide PBS information shared to support understanding
  • Brochure, open house presentation, newsletter, website
• Promoting positive contacts home as part of acknowledgement system
  • Positive Behavioral Referrals, phone calls regarding positive behavior, positive post cards

Measures Used for Relationship Building

• Delaware Assessment of Strengths and Needs
• School Climate Survey
  • Teacher-Student Relations
  • Student-Student Relations
  • Respect for Diversity
  • Teacher-Home Communications
  • Staff Relations
Key Feature Status Tracker

- Review Prevention: Implementing SW & CR Systems

- Status
  - Discuss as a team if components are:
  - In Place, Partially in place, Not in Place

- Action Plan
  - Discuss as a team the items Partially in place or Not in Place
  - Prioritize focus areas
  - Note activities to be completed, who will do them and when

Correcting Problem Behaviors

Tab 4 & 5 – Workbook & Examples
DE-PBS MTSS Framework Components

• Program Development & Evaluation
  • Problem-Solving/Leadership Team
  • Data
  • Professional Development & Resources

• Developing SW and Classroom Systems to Prevent Problem Behavior
  • Expectations and Teaching
  • Positive Relationships

• Correcting Problem Behaviors
  • Consistent and clear procedures
  • Disciplinary encounters used as learning opportunities to teach problem solving strategies

• Developing Self-Discipline

“When everyone handles infractions with instructional correction procedures, students learn that what happens when they misbehave is procedure not personal”

Bob Algozzine
System for Responding to/Correcting Problem Behaviors

Referral System

Responding to Problem Behavior

Disciplinary Learning Opportunities

Clear & Consistent Procedures

DE-PBS MTSS Framework

- System for Responding to/Correcting Problem Behaviors
  - Referral system
    - ODR form is clear – defines specific behavior problem, location, time (WHY – think about big 5)
    - Data entered in school system w/in 24 hours – ideal goal
  - Consistent and clear procedures
    - Major vs. minor
    - Defining behaviors
  - Disciplinary encounters used as learning opportunities to teach problem solving strategies
    - Staff response (minor)
    - Administrative response (major)
**Referral System: Discipline**

**Referral Form**

- Referral form comprehensive yet easy to complete (timely entry)
- Clarity on the referral form takes the guess work out of the data entry
- Defines specific behavior problem, location, time – think about big 5
- Clear distinction between major (office-managed) vs. minor (classroom-managed) problem behaviors
- Consistent data entry procedure

---

**Consistent & Clear Procedures: Classroom vs. Office Managed**

- Staff need to know what problem behaviors are major vs. minor (office-managed vs classroom-managed)
- This process must be defined, taught/re-taught, and agreed upon with all staff, and must include definitions for:
  - major discipline incidents
  - minor discipline incidents
  - a continuum of discipline procedures
Learning Opportunities: Response to Problem
Behaviors include problem solving/skill building

- Observe problem behavior
  - No
  - Find a place to talk with student(s)
  - Problem Solve
  - Determine consequence
  - Follow procedure documented
  - Etc.
  - Adapted from procedure 2.0 A. Todd U of Oregon
  - Yes
  - Ensure safety
  - Write referral & Escort student to office
  - Problem solve
  - Determine consequence
  - Follow documented procedure
  - Etc.

Disciplinary encounters: 2-part problem solving process

- **Part 1** focuses how the *student* might think & act differently. How they can monitor their behavior.
  - *Student centered*: Guided by problem solving & skill building *with* student.
- **Part 2** focuses on what the *teacher* or *school* should do, beyond punishment, to prevent the problem behavior from recurring and to foster self-discipline, perseverance, and resilience.
  - *Teacher (or school) centered*: Guided by changes in the student’s environment.
Problem Solving with Students

- Goal is to help students:
  - Determine possible solutions to solve the problem
  - Evaluate the options and select the best one
  - Develop a plan to follow through with the solution
    - How can they self-monitor to ensure they are following the plan?
    - How can they continue following this plan over time?
  - Consider obstacles that may develop
    - How can they be resilient and bounce back from obstacles?
  - Are there skills they are lacking that need to be taught in order to solve the problem?

Recommendation to eradicate disparities in school discipline

- Problem-solving approach to discipline
  - Understanding the context
  - Why the student is engaging in behavior and understanding the teachers response
  - Providing opportunity for reflection and restoration
  - Providing additional interventions or services for students with complex support needs

Russell J. Skiba, director of Discipline Disparities Research-to-Practice Collaborative
Strategies to Support Consistency

• Clearly defined major vs. minor behaviors
• Clearly/operationally defined response process for minor and major behaviors that includes problem solving & skill building
• Staff feedback loop
• Communication through:
  • PLC discussions (cross grade-level discussions – what works?)
  • Full staff presentation
  • Flow chart in classrooms
  • Handbooks
• Administrator & Staff monitoring and conversations (preventative & corrective)

Prevention: Developing Schoolwide & Classroom Systems  
&  
Correcting Problem Behaviors

Tier 1 at the Classroom Level
Tier 1 at the Classroom Level...

- Classroom Matrix links CR to SWPBS efforts
- Positive and Evidence-Based Classroom Behavior Supports

Classroom Matrix

- Extend School-wide expectation to the classroom
- Take 3-5 positively stated expectations and classroom teachers define those expectations across their routines
- Definitions can look different across classrooms (science vs. PE vs. history)
- Involve students in defining to build buy-in & understanding
## Classroom Matrix Samples

### Behavior Expectations in the Classroom

<table>
<thead>
<tr>
<th>Expectations within Routines Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routines</td>
</tr>
<tr>
<td>Entering the Classroom</td>
</tr>
<tr>
<td>Assignments/Homework</td>
</tr>
<tr>
<td>Small Group Activity</td>
</tr>
<tr>
<td>Leaving Classroom</td>
</tr>
</tbody>
</table>

### Positive and Evidence-Based Classroom Behavior Supports

- Consider the physical layout of the room
- Employ routines
- Use those expectations
- Maintain active supervision
- Provide opportunities to respond
- Acknowledge and correct student efforts purposefully
- Build in prompts and redirections
Positive and Evidence-Based Classroom Behavior Strategies

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

Classroom Interventions and Supports

Foundations (Table 1)
1.1 Settings
The physical layout of the classroom is designed to be effective

1.2 Routines
Predictable classroom routines are developed and taught

1.3 Expectations
Three to five classroom rules are clearly posted, defined, and explicitly taught

Practices (Table 2)

Prevention
2.1 Supervision
Provide reminders (prompts), and actively scan, move, and interact with students

2.2 Opportunity
Provide high rates and varied opportunities for all students to respond

2.3 Acknowledgment
Using specific praise and other strategies, let students know when they meet classroom expectations

2.4 Prompts and Preceptions
Provide reminders, before a behavior is expected, that clearly describe the expectation

Response
2.5 Error Corrections
Use brief, contingent, and specific statements when misbehavior occurs

2.6 Other Strategies
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time

2.7 Additional Tools
More tips for teachers

Data Systems (Table 3)
3.1 Counting
Record how often or how many times a behavior occurs (also called frequency)

3.2 Timing
Record how long a behavior lasts (also called duration)

3.3 Sampling
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval

3.4 ABC Cards, Incident Reports, or Office Discipline Referrals
Record information about the events that occurred before, during, and after a behavior incident

Simonsen et al., 2015, p.4
### 1.2 ROUTINES

**Description and Critical Features**
- What key strategies can I use to support behavior in my classroom?
- How can I use this practice in my elementary classroom?
- How can I use this practice in my secondary classroom?

**Elementary Examples**
- Establish routines and procedures for:
  - Transitions between activities
  - Accessing help
  - What to do after work is completed
- Example arrival routines:
  - Hanging up coats and backpacks
  - Putting materials in the “In/Out” baskets
  - Sharpening two pencils
  - Go to desk and begin the warm-up activities listed on the board.
  - If you finish early, read a book

**Secondary Examples**
- Consider routines and procedures for:
  - Turning in work
  - Handing out materials
  - Making up missed work
  - What to do after work is completed
- Example class period routines:
  - Warm-up for students
  - Review of previous class content
  - Instruction for new material
  - Guided or independent practice opportunities
  - Wrap-up activities

**Non-Examples**
- Avoiding students who automatically know your routines and procedures without instruction and feedback
- Omitting tasks that students are regularly expected to complete
- Missing opportunities to provide (or should we be reminding students about routines and procedures, e.g., signs, posters, pictures, hand signals, and music, playing, learning, (or) feedback about student performance

**Empirical Support and Resources**
- Establishing classroom routines and procedures early in the school year increases structure and predictability for students, when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior.
- Student learning is enhanced by teachers developing basic classroom structure (e.g., routines and procedures).

---

### 2.3 ACKNOWLEDGMENT

**Description and Critical Features**
- What key strategies can I use to support behavior in my classroom?

**Elementary Examples**
- Following a transition where students qualify listened to instructions, you did a great job at keeping up and learning what to do next.
- During education-directed instruction, a student raises her hand. The educator says, “Thank you for raising your hand.”
- The educator walks over to the student and whispers, “Thank you for coming into the room quietly.”

**Secondary Examples**
- “Blue Group, I really like the way you all handled your projects. It was a well-conceived project.”
- “Tanya, thank you for being on time. That is the first time.”
- “After answering a class question, the teacher thanks the student for her answer. We really appreciate your group answer.”

**Non-Examples**
- “Great job! Support Wall!” (These are general, not specific praise statements.)
- “Brandi, I like how you raised your hand.” (This is an example of a specific praise statement.)
- “Thank you for trying to act like a human.” (This is an example of a non-specific praise statement.)

**Empirical Support and Resources**
- Contingent praise is associated with increases in a variety of behavioral and academic skills.

---

*Farris, Rabinow, Magin, Oliver, & White, 2010
*Forand & Lighthart, 1970
*Sutherland, Wehby, & Cappello, 1996
*Brodie, Bruce, Mitchell, Carter, & Hall, 1970
*Craft, Allen, Howard, 1998
*Wilcox, Newman, & Pitchford, 1998

---

Source: Simonsen et al., 2015
The Team’s Role in Positive and Evidence-Based Classroom Behavior Strategies

- Determining the Need
- Providing Input on the Development/Use of Strategies
- Continue Providing Data Updates
- Continue Reinforcing Use of Strategies and Positive and Preventive Strategies at Classroom and Schoolwide Level

Office Discipline Referral Data (ODR)

- “The Big Five”
  - Average # of Referrals Per Day Per Month
  - # of Referrals by Location
  - # of Referrals by Behavior
  - # of Referrals by Time of Day
  - # of Referrals by Student (DDRT)
Determining the Need
What are the school resources and structures?

Providing Input on the Development/Use of Strategies
What are the district resources to support the school's structure?

PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS’ IMPLEMENTATION OF
POSITIVE CLASSROOM BEHAVIOR SUPPORT
The Team’s Role...

- Determining the Need
- Providing Input on the Development/Use of Strategies
- Continue Providing Data Updates
The Team’s Role...

Continue Providing Data Updates

G
F
E
D
C
B
A

0 10 20 30

Referrals

Total

Unique

Students

with

Referrals

The Team’s Role...

- Determining the Need
- Providing Input on the Development/Use of Strategies
- Continue Providing Data Updates
- Continue Reinforcing Use of Strategies and Positive and Preventive Strategies at Classroom and Schoolwide Level
Staff-Managed Behaviors
General Reminders...

• Professional
• Cultural
• Informed
• Fidelity-Based
• Educational
• Instructive
• Preventive

Simonsen et al., 2015

Staff-Managed Behaviors
General Reminders...

• Be consistent
• Active Supervision
• A calm immediate response
• Specific, yet brief
• Quiet, respectful contact with the student.
• Refocus class if needed

http://pbismissouri.org
Staff-Managed Behaviors
General Reminders...

<table>
<thead>
<tr>
<th>Managing Minor Behavior</th>
<th>Responding to Inappropriate Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Proximity</td>
<td>• Re-direct</td>
</tr>
<tr>
<td>• Nonverbal cue</td>
<td>• Re-teach</td>
</tr>
<tr>
<td>• Ignore/Attend/Praise</td>
<td>• Provide Choice</td>
</tr>
<tr>
<td>• Restitution</td>
<td>• Student conference</td>
</tr>
<tr>
<td>• Review routine</td>
<td>• Increase Group/Individual teaching</td>
</tr>
<tr>
<td>• Change activity</td>
<td>• Home contact</td>
</tr>
<tr>
<td></td>
<td>• Arrange for role/play practice</td>
</tr>
<tr>
<td></td>
<td>• Restrict privileges (seating</td>
</tr>
<tr>
<td></td>
<td>arrangement, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Behavior planning, contract</td>
</tr>
</tbody>
</table>

“You are a primary model for appropriate behavior.”

The IRIS Center
http://iris.peabody.vanderbilt.edu
Points to Ponder

- How are staff supported in their efforts to improve the structure and climate in their classroom and/or in other’s classroom?
  - For example, behavior PLCs or walk-throughs?
  - How often? From whom?
  - What is the role of a growth mindset in your building for staff?

Key Feature Status Tracker

- Review Correcting Problem Behavior
  - Status
    - Discuss as a team if components are: In Place, Partially in place, Not in Place
  - Action Plan
    - Discuss as a team the items Partially in place or Not in Place
    - Prioritize focus areas
    - Note activities to be completed, who will do them and when
Developing Self-Discipline

Tab 6&7 – Workbook & Examples

DE-PBS MTSS Framework Components

• Program Development & Evaluation
  • Problem-Solving/Leadership Team
  • Data
  • Professional Development & Resources
• Developing SW and Classroom Systems to Prevent Problem Behavior
  • Expectations and Teaching
  • Positive Relationships
• Correcting Problem Behaviors
  • Consistent and clear procedures
  • Disciplinary encounters used as learning opportunities to teach problem solving strategies
• Developing Self-Discipline
What is Self-Discipline?

- Self-Discipline is the ability to take responsibility and ownership for one’s behavior.
  - (Dennis Knapczyk, 2004)
- Consists of the range of social and emotional skills, but especially:
  - Responsible decision making at school, home, and in the community
  - Self-management of emotions and behavior, and doing so under one’s own volition.
- Connotes the critical notion of internalization, as seen in committed compliance or willing compliance.

Self-Discipline is used to remind educators that there is more to school discipline than the use of discipline.

**LONG-TERM goal!**

How students behave in your absence is more important than how they behave in your presence or when punishment and rewards are not highly salient.
DE-PBS Key Feature

• Schools recognize the importance of developing self-discipline, implementing evidence based programs in character education and social and emotional learning, and/or infuse lessons throughout the curriculum that teach social-emotional competencies.

• In integrating these two popular approaches (SEL & PBIS), the primary goal of DE-PBS is to create safe and caring learning environments that promote the social-emotional and academic development of all children.

Definitions of PBIS and SEL

“PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.”

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

http://www.pbis.org/school/swpbis-for-beginners/pbis-faqs

http://www.casel.org/what-is-sel/
CASEL Model for SEL

Model for Prevention

PBIS (Structure)

SEL (Support)

Positive School Climate

Internalizing Problems

Externalizing Problems
What does the research say regarding integrating the two approaches?

In the areas of school discipline, classroom management, and childrearing, the best approach is that of Authoritative Discipline (combination of structure and support), which blends strategies of SEL and SWPBIS

- Best for achieving compliance
- Best for promoting self-discipline and resilience
- Best for effective prevention and correction
- Best for school climate
- Best for preventing bullying
What else does research say?

In a randomized controlled group study of SWPBIS in elementary schools in Maryland, Bradshaw et al. (2010) found an average of 5.1 programs were being introduced in each school on “character education and/or development, social-emotional or social skills, bullying prevention, drug prevention (e.g., D.A.R.E.), and conflict resolution and/or peer mediation” (p. 146).

Integration matters!

Incorporating Self-Discipline in Your SW PBS/MTSS Framework

1) Relationship building
2) School-wide policies and activities
3) Student decision making
4) Social and Emotional Curriculum
5) Strategic Use of Praise and Rewards
6) Corrective Procedures
1. Relationship Building

Not only do students like teachers who are caring, respectful, and provide emotional support, but when those qualities are found students also show increased:

- school completion, academic engagement, and academic achievement
- peer acceptance
- motivation to act responsibly and pro-socially
- subjective well-being

2. School-wide Policies & Activities

- Mission Statement & SW behavioral expectations include the goal of developing self-discipline (character education, social & emotional learning, caring, or social responsibility)

- Self-discipline is emphasized in behavioral expectations and rules. At the SW and classroom levels, the importance of self-discipline is highlighted, such as the importance of regulating and accepting responsibility for one’s actions, respecting others, helping others, and exerting one’s best effort.
3. Student Involvement in Decision Making

- The school principal meets regularly with students to discuss current school-wide issues and involves them in decisions about the welfare of the school.
  - Student council/government
  - SWPBS student group,
  - other groups representing the student body
- Teachers across grade levels create opportunities for students to be active decision makers

4. Social and Emotional Curriculum

- Social Emotional Lessons are infused throughout the school curriculum to promote the development of thoughts, feelings, and behaviors associated with responsible behavior.
  - Specific SEL lessons are regularly provided to all students (e.g., Second Step, www.casel.org lessons)
5. Strategic Use of Praise and Rewards

- Praise and rewards are used strategically to recognize and reinforce social and emotional competencies that underlie prosocial behavior.
- Link the behaviors to underlying thoughts, emotions, and dispositions that you hope to develop and to attributions of self-discipline.
  - feelings of pride
  - empathy
  - autonomy
  - responsibility
  - caring & kindness,
  - trustworthiness

6. Corrective Procedures

- Administration and staff view correction not just as use of punishment but also as opportunity to help develop social & emotional problem solving/decision making skills of self-discipline.
- Systematic behavioral reflection including impact of behavior on self/others & action planning for positive change with discussion of supports needed for positive choice making
### Social Emotional Competency Scale

#### Student Survey

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Decision-making/Responsibility</td>
<td>E.g., “I feel responsible for how I act.”</td>
<td></td>
</tr>
<tr>
<td>Social Awareness/Understanding how others think and feel</td>
<td>E.g., “I think about how others feel.”</td>
<td></td>
</tr>
<tr>
<td>Self-management of Emotions and Behavior</td>
<td>E.g., “I can control how I behave.”</td>
<td></td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>E.g., “I am good at solving conflicts with others.”</td>
<td></td>
</tr>
</tbody>
</table>

### Key Feature Status Tracker

- Review Developing Self-Discipline
- Status
  - Discuss as a team if components are:
    - In Place, Partially in place, Not in Place
- Action Plan
  - Discuss as a team the items Partially in place or Not in Place
  - Prioritize focus areas
  - Note activities to be completed, who will do them and when
Team & Coach Planning Time

• Complete Status Tracker
• Summer dates
• Team supports
• PD Evaluation

Thank you!

• WWW.DELAWAREPBS.ORG