School-wide PBIS
Review Activity
1 Mary 2017

http://www.pbis.org/whats-new

Climate Change
Equity
Alignment
MTSS
Family Engagement
ESSA
TFI
Bullying/Hate
Academic + Behavior

Classroom & School Climate
Multi-tiered Systems Support
R_______, o_______,
e_________ directly/indirectly by students & members of staff, family & community
C_______ affects teaching & learning affects c_
A Success ← B Success
Continuum of o_______, d______, p______, & s________.
C_______ affects teaching & learning affects c_
A Success ← B Success

PBIS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B...
F_______ for enhancing adoption & implementation of
C_______ of evidence-based interventions to achieve
A____ & behaviorally important outcomes for
A____ students

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
FEW
SOME
ALL ~80% of Students
Implement with F______

Develop Continuum of E_______-based Practices & S______

Develop Local E_______ & Implementation F______

Use T_____ to Coordinate Implementation

PBIS & MTSS Share Functions

Capacity Development

“Process through which individuals, organizations, & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time”

MTSS = PBIS, RtI, SRBI

Capacity Development

Process through which individuals, organizations, & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time.

(United Nations Development Programme, 2009)

Ability of individuals, institutions & societies to perform functions, solve problems, & set & achieve objectives in a sustainable manner.

(UNDP, 2009 p. 53)

Process through which individuals, organizations & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time.

Center for Disaster Reduction Initiative, Cadri.net download 12 Sep 2015

Development of Continuum of Practices & Systems (MTSS)

1. Describe O_______ expected outcomes in measurable terms w/ data

2. A_______ existing & new practices w/ need & expected outcome

3. S_______ & implementable practices & E_______ or pause irrelevant

4. T_______ practices around expected outcome

5. Organize S_______ to implement integrated practices with fidelity

School-wide Continuum

Classroom Continuum

Responsive-to-Treatment

Continuum Logic & Key PBIS Working Elements

INCREASED EFFORT

School-wide Teaching Matrix

Classroom Teaching Matrix

Targeted Second Steps

Continuous Active Supervision

Contingent & Specific Positive Reinforcement

ISF

FBA-BIP

Check In Check Out

Social Skills Club

Peer Monitoring

Effective Instruction

Behavioral Contracting

Check-In Check-Out

Behavioral Game

Small Group Skills Practice

Frequent Positive Active Engagement

Contingent & Specific Positive Reinforcement

Responsive-to-Treatment
School-wide Continuum

Classroom Continuum

Supporting Important Culturally E_________ Academic & Social Behavior Competence
Supporting Culturally Evidence-based Interventions
Supporting Culturally Decision Making

Doing Business

Supporting Culturally K_________ Staff Behavior

School Climate

SHAPED I_________ beliefs, values, & attitudes
S_________ level construct
Sets N______ of (un)acceptable school behavior

Quick Climate Scale for (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behavior</td>
<td></td>
<td></td>
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<td>Student Behavior</td>
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<td>10</td>
<td></td>
</tr>
<tr>
<td>Staff Behavior</td>
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<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Establish positive school climate

**HOW?**

M________
a_________
s_________
T_______
i_________
ss________
M_______
e_________
b_________

Biglan, Calvin, Mayer, Patterson, Reid, Walker

Procedures for on-going d______ based monitoring & evaluation

Continuum of procedures for d_____ rule violations

Continuum of procedures for e_______ expected behavior

Procedures for l_______ wide expected behavior

**Basic Behavior Teaching Processes**

1. Current skill

2. T______ for acquisition (model) & fluency (practice)

3. P______ for use in required settings

4. Activity M_______

5. Than w/new examples for

**Effective Classroom Behavior Management**

1. Positive

2. Active

3. P______

4. Maximize A_______ Success

5. Actively S_______

1. Positively reinforce

P______ &
G____

V______ &
Non-V____

P______

2. Actively supervise

M____

I____

S____

R____
3. Precorrect

Identify \( t \) and \( m \) in problem context

Remove and minimize \( t \) and \( m \)

Add \( r \) for approximations

Strengthen and \( p \) responses

4. Maximize academic success

Multiple \( o \) to respond

A challenging

R \( \) of desired approximations

5. Teach academic routines & social skills

Teach for \( f \) & \( g \) use in context

Use \( s \) behavioral expectations

Reinforce desired \( a \)

### Classroom Implementation Support System

<table>
<thead>
<tr>
<th>Routine</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Classroom</td>
<td>Be Safe, Be Respectful, Be Responsible</td>
</tr>
<tr>
<td>Seat Work</td>
<td>Respect, Offer Ideas, Complete All Tasks</td>
</tr>
<tr>
<td>Small Group Activity</td>
<td>Sit with Feet on the Ground, Get Up and Stretch if Necessary</td>
</tr>
<tr>
<td>Leaving Classroom</td>
<td>Study for All Assessments, Read Through and Double-Check All Work</td>
</tr>
</tbody>
</table>

### High School Example

<table>
<thead>
<tr>
<th>Class</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Group Discussions, Independent Reading, Collaborative Assignments</td>
</tr>
<tr>
<td>Math</td>
<td>Math Problems, Math Projects, Math Assessments</td>
</tr>
<tr>
<td>Science</td>
<td>Scientific Method, Scientific Experiments, Scientific Reports</td>
</tr>
</tbody>
</table>

### Rules within Routines Matrix

<table>
<thead>
<tr>
<th>Routines</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk Work</td>
<td>Work Silently, Read Quietly if Finished Ahead of Others</td>
</tr>
<tr>
<td>Quizzes and Tests</td>
<td>Keep Eyes on Your Own Paper, Study with Others</td>
</tr>
<tr>
<td>Arrival</td>
<td>Keep Materials Organized, Move Desks Quietly</td>
</tr>
<tr>
<td>Dismissal</td>
<td>Close Locker Doors Quietly, Move Chairs Quietly</td>
</tr>
</tbody>
</table>

### High School Example

<table>
<thead>
<tr>
<th>School</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>Read, Write, Think, Speak</td>
</tr>
<tr>
<td>Middle School</td>
<td>Listen, Learn, Do</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Play, Grow, Achieve</td>
</tr>
</tbody>
</table>
### Rules within Routines Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>CLASSROOM Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Home Example

**Expectations**

- Be Safe
- Be Respectful
- Be Ready to Learn

<table>
<thead>
<tr>
<th>Morning</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Linking Positive Behavior at School & Home**

- Morning
- After School
- Mealtime
- Bedtime

### High School Home Example

**Expectations**

<table>
<thead>
<tr>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Linking Positive Behavior at School & Home**

- School
- Driving
- Mealtime
- With Friends

### SW to CW PBIS….basics!

- SW Tier ___ implemented w/ fidelity
- SW & CW D___-based decision making
- CW linked to __expectations
- CW linked to expectations and common r________ & settings
- Effectively aligned & delivered ________ practices & curricula
- F____-time application of basic b________ m_________ practices
- S__ based C__ Tier 2/3 practices & supports

### Typical Home Routines

<table>
<thead>
<tr>
<th>EXPECTIONS</th>
<th>TYPICAL HOME ROUTINES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Morning</td>
</tr>
<tr>
<td>Respect</td>
<td>Say “good morning”</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put clothes in washer</td>
</tr>
<tr>
<td>Safety</td>
<td>Return food to refri-</td>
</tr>
</tbody>
</table>

### Linking Positive Behavior at School & Home

- Morning
- After School
- Mealtime
- Bedtime
Behavior is important

Behavior is therefore understandable & influence-able

Adjust to influence & behavior

2 Basic Functions

Setting Conditions | Antecedents | Behaviors | Consequences
---|---|---|---

2 Basic Functions

Increased Adult M_______
Increased O_______ for Positive R_______
Increased P_______
Continuous Progress M_______
T_____ & D_____
Behavior E_______

T2 Core Features

Existing condition identified

Classroom Behavior Management Practices & Systems

Family Engagement Practices & Systems