PBIS, School Climate, & Student Success: Catch ‘em at the Door

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Center for Behavioral Education & Research
University of Connecticut
10-12 October 2018
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PURPOSE
Engage in conversation about
• PBIS generally
• PBS at Kandinsky
• PBS for school & families
• General questions & answers

PBS – Respect & Responsibility

OTHERS • Use cells & converse @ breaks
• Work collaboratively as team

SELF • Hydrate, stretch, & stand
• Check yourself
• Be safe

ENVIRONMENT • Pre-cycle & recycle
• Check environment
• Keep track of personal stuff

Why Invest in Schools, Classrooms, & School Climate?

Schools are one of our most structured, predictable, continuous social support systems
Regardless of perceptions of crime, 95% students reported feeling safe at school.

More likely to report feeling safe at school if access to adult or student.

2007-2015 Decreases in rates of reported bullying & hate-related words.
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FBI Data on Reported Hate Crime Incidents
November 2017

- 5850 to 6,121 increase (4.6%) total hate crime incidents (4.4% 2014)
- 4.6% increase in hate crime incidents: anti-Muslim, race/ethnicity, religion, sexual orientation
- 19% rise anti-Muslim hate crimes
- 5% increase (3,310 to 3,489) race/ethnic hate crimes
- 58% race (1/2 black)
- 1/5 religious bias
- 1/6 sexual orientation bias
- Offenders: 48% white, 25% black

What is PBIS/PBS?

Common VALUES
Common EXPERIENCE
Common LANGUAGE

Frames of Reference
PBIS
Aka MTSS

Behavioral science based practices & systems for shaping student & ADULT behavior

Empirically validated practices
Academic & behavior outcomes

All students

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions

Number of Schools Implementing PBIS by Year
June 2018

26,424 schools identified as using PBIS across 51 states, DC, & Guam (n=14 million students)
Aug 2017

RCT & Group Design PBIS Studies


Supports for all students with disabilities are multi-tiered.

Label behavior...not people

Label behavior...not "partners"
“Teaching by Getting Tough”

“I hate this f***ing school & you’re a dumbf***!"

“That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again….starting now!”

Emphasizing & Teaching Positive Expectations
Teaching Matrix

Expectations

Respectful
Learn
Complete all tasks
Get up and stretch
Stay in your seat
Put seat in the correct location
Be on time; attend regularly; follow class rules
Be on task;
Help/share;
Hands/feet;
Best effort;
Settings prepared;
Clean up;
Be kind;
Others;
Themselves;
Manners;
Respect;
Personal space;
Care.

EXCEPTIONS

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RAH – at Adams City High School
(R espect – Achievement – Honor)

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Close up on:
### Typical Home Routines

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<th>Expectation</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Bedtime</th>
</tr>
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<tbody>
<tr>
<td>Respect</td>
<td>Say “good morning”</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say “thank you”</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by back door</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
</tr>
<tr>
<td>Safety</td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toys in shelf</td>
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### PBS – Respect & Responsibility

**Prompting Self-Managed Behavior**

**Others**
- Use cells & converse @ breaks
- Work collaboratively as team

**Self**
- Hydrate, stretch, & stand
- Check yourself
- Be safe

**Environment**
- Recycle & check environment
- Keep track of personal stuff

### School Climate & Classroom Behavior Management: Essentials

1. **Effective Classroom Management**
2. **Active Supervision**
3. **PreCorrect**
4. **Maximize Academic Success**
5. **Teach Behavior like Academic**

### POSITIVE GREETING AT DOOR

*Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be flexible, reasonable, and acceptable.*

**PGD** = INCREASE in academic engagement upon entering classroom

**PGD** = DECREASE in disruptive behavior upon entering classroom

1. **Personal Greeting & Interaction**
   - Name, fist bump, high-five, etc.

2. **Precorrective Task**
   - Tell me, show me, do for me, etc.

3. **Positive Reinforcement**
   - Specific verbal praise, gesture, authentic social, etc.

**WHEN & WHERE:**
- Every major transition... throughout year, especially, beginning of year, grading period, return from breaks, Mondays, etc.

**EXAMPLES:**
- Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus.

**HOMEWORK:**
- "Positive Greeting at Door"

**PBIS-related Resources**
- [http://www.pbis.org/whats-new](http://www.pbis.org/whats-new)

**Save the dates, February 20 – 23, 2019 for the...**
- \*Washington, DC\*
  - Pre-Conference Workshops
  - FEBRUARY 20
  - Skill-Building Workshops
  - FEBRUARY 23
  - Breakout Sessions
  - FEBRUARY 21 - 22
  - Networking | Posters | Exhibits

For more information, visit:
- [conference.apbs.org](http://conference.apbs.org)

**THANK YOU FOR YOUR ATTENTION & THINGS YOU DO!**

- [George.suje@ucho.org](mailto:George.suje@ucho.org)
  - [www.pbis.org](http://www.pbis.org)
  - [www.cber.org](http://www.cber.org)

**PLEASE BE SAFE.**
- Do not stand, sit, climb or lean on fences.
- If you fall, animals could eat you and that might make them sick.
- Thank you.