B14 - Strong Foundations: Aligning School-Wide & Classroom PBIS

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**PURPOSE**
Consider how school-wide PBIS relates to classroom behavior management by describing essential school-wide PBIS practices & how they align with classroom PBIS.
- Brief review of school-wide PBIS
- Alignment of SW with CW PBIS
- Effective CW PBIS practices.

SPLC, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

In the first days after the 2016 presidential election, the Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators from across the country. Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicates that the results of the election are having a profoundly negative impact on schools and students. Ninety percent of educators report that school climate has been negatively affected, and most of them believe it will have a long-lasting impact. A full 90% report that they have heightened anxiety and concerns about the part of students worried about the impact of the election on themselves and their families.

The number of people who mentioned...
- Swastika... 34
- Confederate flag... 31
- KKK... 10
- “Build the Wall”... 876
- Deportation... 672
- Nazi... 55
- The N-Word... 157
- Pussy... 18
- Unhoming... 7
- Mosque... 4
- Africa (sent back to)... 89
- Slavery (returns to)... 20

Responses from 10,000 educators....
- 9/10 saw negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, including immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, including graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.
http://www.pbis.org/whats-new

Applied Challenge:
Academic & behavior success (failure) are linked!

Getting Tough
Teaching to Corner

“This is the worst class I’ve ever had.”

Shifts accountability away from child
Weakens child-adult relationship

Triggers & reinforces antisocial behavior

Why “getting tough” not good response?
Creates environments of control
Weakens academic & social behavior

What is PBIS (MTSS)?

MTSS

Integrated Multi-Tiered Systems of Support
Blending RTI and PBIS
Kent McIntosh
Steve Goodman

PBIS
SWPBS
Rti
Rti-A
Rti-B
ISF
EBS
PBIS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B…

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

PBIS & MTSS Share Functions

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Doing Business

PBIS & MTSS

- Fidelity
- Develop Continuum of Evidence-based Practices & Systems
- Develop Local Expertise & Implementation Fluency
- Use Team to Coordinate Implementation

Continuum of Support for All

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

Universal

All

Intensive

Few

Targeted

Some

Continuum of Support for All

Vincent, Randall, Carver, Carr, & Suveg (2011); Sugai, O'Keeffe, & Fallon, 2012ab

Supporting Important Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Primary Prevention:

Secondary Prevention:

Tertiary Prevention:

PBIS is about

Integrating academic & behavior initiatives

Improve classroom & school climate

Decreasing reactive management

Maximizing academic achievement

Improve support for students w/ EBD

Supporting Important Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Primary Prevention:

Secondary Prevention:

Tertiary Prevention:
Continuum Logic & Key PBIS Working Elements

Outcomes

Data

Practices

Systems

INCREASED EFFORT

Intensity

Frequency

Duration

Specialization

Differentiation

Teaming

Responsive-to-Treatment

Extending SW-PBIS to CW-PBIS

School-wide Positive Behavioral Interventions and Supports (SWPBIS):

Getting Started Workbook

www.neswpbs.org

Emphasizing & Teaching Positive Expectations

Acknowledgment & Recognize

Leadership team

Behavior purpose statement

School-Wide PBS (Tier 1)

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

Procedures for on-going data-based monitoring & evaluation

Continuum of procedures for discouraging rule violations

School-wide PBS

Center on Positive Behavioral Interventions and Supports
NorthEast Positive Behavioral Interventions and Supports
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**Teaching Matrix**

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<tr>
<th>Setting</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>All Settings</td>
<td>Respect Self, Respect Others, Respect Yourself</td>
</tr>
<tr>
<td>Hallways</td>
<td>Respect Others, Respect Others, Respect Yourself, 4-4-4</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>Respect Others, Respect Others, Respect Yourself, Use inside voice</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Respect Others, Respect Others, Respect Yourself, Eat all your food</td>
</tr>
<tr>
<td>Assembly</td>
<td>Respect Others, Respect Others, Respect Yourself, Select healthy foods</td>
</tr>
<tr>
<td>Bus</td>
<td>Respect Others, Respect Others, Respect Yourself, Use a quiet voice</td>
</tr>
</tbody>
</table>

**Expectations**

- Respect Counseling
- Respect Others
- Respect Yourself

**Behavioral Examples**

- **Teased**
  - Ignore
  - Teasing stops
  - Work removed

- **TD work**
  - Walk
  - Entertained

**Typical Contexts/Routines**

- **Classroom-Wide Rules/Expectations**
  - Respect Others
  - Respect Yourself
  - Respect Self

- **All**
  - Use inside voice
  - Raise hands to answer/ask
  - Put materials ready
  - Keep hands to self

- **Morning Meeting**
  - Eyes on speaker
  - Give brief answers
  - Keep feet on floor

- **Homework**
  - Do own work
  - Do own writing
  - Do homework

- **Transitions**
  - Use inside voice
  - Keep hands to self
  - Keep work on time

- **Teacher Directed**
  - Eyes on speaker
  - Use materials as intended
  - Ask if unclear

- **Independent Work**
  - Use inside voice
  - Keep hands to self

- **Problem to Solve**
  - Stop, Step Back, Think, Act

**“Power of Habits”**

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**Establishing/Replacing Habit**

- **CUE**
  - Remove competing cue
  - Add desired cue

- **HABIT**
  - Teach acceptable alternative
  - Teach desired alternative

- **REWARD**
  - Remove reward for old habit
  - Add reward for new habit

**All three elements are considered in SSI**

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**Expectations & behavioral skills are taught & recognized in natural context**

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**Perseverance**
Holding to a course of action despite obstacles
- Stay positive
- Set goals
- Learn from mistakes

**Respect**
To show consideration, appreciation, and acceptance
- Respect yourself
- Respect others
- Demonstrate appropriate language and behavior

**Integrity**
Adherence to an agreed upon code of behavior
- Be responsible
- Do your own work
- Be trustworthy and treat others honestly
- Strive for consistency
- Attend class daily
- Meet deadlines; do your homework

**Discipline**
Managing ones self to achieve goals and meet expectations
- Do your personal best
- Exceed minimum expectations
- Inspire excellence in others

**Excellence**
Being of highest quality
- Do your personal best
- Set goals and reach for them

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**RAH – at Adams City High School**
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/</th>
<th>Cafeteria</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules.</td>
<td>Keep hallways safe; keep to the right; appropriate language; maintain noise level; allow others to pass.</td>
<td>For back to back; grades on your honor; be courteous to all staff and students.</td>
<td>Keep area clean; your locker area; no modifications of others; personal space; lock; key.</td>
</tr>
<tr>
<td>Achievements</td>
<td>Use your best on all assignments and assessments; take notes, ask questions.</td>
<td>Keep work in your belongings; maintain behavior.</td>
<td>For good example; to other students, bring the norm home that you foster it.</td>
<td>Use good example; respect others.</td>
</tr>
<tr>
<td>Honor</td>
<td>Be your own work, tell the truth.</td>
<td>Be responsible to your school; show team pride in academic competitions.</td>
<td>Keep your own place in line; maintain personal boundaries.</td>
<td>Do your part; condition.</td>
</tr>
</tbody>
</table>

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**RAH – Athletics**

<table>
<thead>
<tr>
<th>RAH</th>
<th>Practice</th>
<th>Competitions</th>
<th>Eligibility</th>
<th>Learning</th>
<th>Test Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Engage in teamwork; demonstrate professional behavior and encourage the same in others.</td>
<td>Show up on time;イト英格兰 interval, appropriate language and behavior.</td>
<td>Take care of your belongings; Win with honor/pride.</td>
<td>Show up on time; be on time.</td>
<td>Show up on time; be on time.</td>
</tr>
<tr>
<td>Achievements</td>
<td>Be a leader in the classroom and in the playing field.</td>
<td>Be a good example of good sportsmanship and team spirit.</td>
<td>Demonstrate good sportsmanship and team spirit.</td>
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<tr>
<td>Honesty</td>
<td>Encourage your teammates to excel.</td>
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</table>

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**Football Games**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Respect</th>
<th>Integrity</th>
<th>Diversity</th>
<th>Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year round rules; stay involved.</td>
<td>Respect your facility and other students.</td>
<td>Follow the rules.</td>
<td>Accept others.</td>
<td>Set the good example.</td>
</tr>
<tr>
<td>Respect for others.</td>
<td>Follow the traffic rules.</td>
<td>Respect your time clock.</td>
<td>Recognize good examples.</td>
<td>Respect your time clock.</td>
</tr>
<tr>
<td>Respect for your time clock.</td>
<td>Communicate school spirit and pride.</td>
<td>Be good examples.</td>
<td>Respect others.</td>
<td>Respect your time clock.</td>
</tr>
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**Typical Contexts/Environments**

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<tr>
<th>Classroom-Wide Rules/Expectations</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Times</td>
<td>Use inside voice.</td>
<td>Respect others.</td>
<td>Do your best.</td>
</tr>
<tr>
<td>Lesson Introduction</td>
<td>Eyes on speaker.</td>
<td>Organize materials.</td>
<td>Have plan.</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work.</td>
<td>Respect your belongings.</td>
<td>Have plan.</td>
</tr>
<tr>
<td>Transition</td>
<td>Use inside voice.</td>
<td>Keep to-do list.</td>
<td>Have plan.</td>
</tr>
<tr>
<td>“I Need Assistance”</td>
<td>Raise hand or show “Assistance Card.”</td>
<td>Have materials ready.</td>
<td>Have plan.</td>
</tr>
<tr>
<td>Teacher Lecture</td>
<td>Eyes on speaker.</td>
<td>Use materials as intended.</td>
<td>Have plan.</td>
</tr>
<tr>
<td>Independent &amp; Lab Work</td>
<td>Use inside voice.</td>
<td>Use materials as intended.</td>
<td>Have plan.</td>
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<tr>
<td>Problem Solving</td>
<td>Stop, Step Back, Think, Act</td>
<td>Use materials as intended.</td>
<td>Use time as planned.</td>
</tr>
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</table>
**How did we get here?**

**High School Example**

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<tr>
<th>Teacher/Class Setting</th>
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<th>Homework Setting</th>
<th>Independent Study Setting</th>
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<tr>
<td><strong>Entrance &amp; Exiting Classroom</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Handing in Papers</strong></td>
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<td><strong>Arrival</strong></td>
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<td></td>
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<td><strong>Classroom Routines</strong></td>
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**Classroom Management: Self-Assessment**

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<th>Teacher</th>
<th>Rater</th>
<th>Date</th>
<th>Time Start</th>
<th>Time End</th>
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<th>Instructional Activity</th>
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<th>Tally each Positive Student Contacts</th>
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**Ratio of Positives to Negatives:** ____ to 1

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**Shishmaref School AK, Lyon Johnson, Aug 9, 2011**

**Teachable Expectations (Classroom)**

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**Values**

**Responsibility**

**Tally each Positive Student Contacts**

**Dismissal**

Let others sit with you on the bus.

Hold doors for those with bags.

Push chairs under desks.

Walk in the hallways.

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### Classroom Management Practice Rating

1. I have arranged my classroom to minimize crowding and distraction
   - Yes
   - No

2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)
   - Yes
   - No

3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).
   - Yes
   - No

4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).
   - Yes
   - No

5. I provided each student with multiple opportunities to respond and participate during instruction.
   - Yes
   - No

6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing).
   - Yes
   - No

7. I actively supervised my classroom (e.g., moving, scanning) during instruction.
   - Yes
   - No

8. When ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.
   - Yes
   - No

9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).
   - Yes
   - No

10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses
    - Yes
    - No

Overall classroom management score:
- 10-8 “yes” = “Super”
- 7-5 “yes” = “So-So”
- <5 “yes” = “Improvement Needed”

### TYPICAL HOME ROUTINES

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Morning</th>
<th>Homework/Time</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>• Try your best • Use your words • Say “thank you”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>• Put clothes in washer • Put homework in backpack • Wash hands before coming to table • Brush teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>• • • Put toys in room when done • Keep chair legs on floor</td>
<td></td>
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</tr>
</tbody>
</table>

### General Team Action Steps

1. Ensure that SW Tier 1 implemented with fidelity by 80% staff
2. Develop & implement plan for development of CW link to SW expectations
3. Review CW discipline data for priority targets
4. Based on review, develop & implement plan based on selection 1 or more classroom behavior management practices
5. Actively & daily supervise & reinforce implementation of CW-SW expectations & classroom behavior management practices

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**Supporting and Responding to Behavior**

Evidence-Based Classroom Strategies for Teachers

### Interactive Map of Core Features
**Classroom Practices & Systems Self-Assessment**

**Classroom Interventions and Supports Self-Assessment**

1. The classroom is physically designed to meet the needs of all students.
   - If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map.
2. Classroom routines are developed, taught, and practiced.
   - If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map.
3. Those five positive classroom operations are posted, defined, and explicitly taught.
   - If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map.
4. Prompt and active supervision strategies are used positively.
   - If yes, continue with self-assessment. If no, begin with 1.4 on the interactive map.
5. Opportunities to respond are varied and enlivened at high rates.
   - If yes, continue with self-assessment. If no, begin with 1.5 on the interactive map.
6. Specific praise and other strategies are used to acknowledge behavior.
   - If yes, continue with self-assessment. If no, begin with 1.6 on the interactive map.
7. Routines are consistently given before a behavior might occur.
   - If yes, continue with self-assessment. If no, begin with 1.7 on the interactive map.
8. The responses to misbehaviors in the classroom are appropriate and systematic.
   - If yes, continue with self-assessment. If no, begin with 1.8 on the interactive map.

**Classroom Practices & Systems Decision Making**

1. SW Tier 1 implemented with fidelity
2. SW & CW data-based decision making
3. CW linked to SW expectations
4. CW linked to expectations and common routines & settings
5. Effectively aligned & delivered instructional practices & curricula
6. Full-time application of basic behavior management practices
7. SW based CW Tier 2/3 practices & supports

**Specific Guidelines & Q&A.**

**SW to CW PBIS….basics!**

- Use more specifics than general positives
- Precorrect errors for success
- Actively & positively supervise
- Maximize time & opportunities for academic success
- Use developmentally, culturally, contextually appropriate positives
- Maintain “5 to 1” positives to negatives
- Invest in Positive Relationship to Enhance Teaching & Learning
Upcoming Events

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast PBIS</td>
<td>Mystic, CT</td>
<td>May 18-19</td>
</tr>
<tr>
<td>PBIS Forum</td>
<td>Chicago, IL</td>
<td>Sep 27-29</td>
</tr>
<tr>
<td>New England PBIS</td>
<td>Norwood, MA</td>
<td>Nov 14-15</td>
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</tbody>
</table>

Universal* Targeted* Intensive*

Continuum of Support for ALL: "Molcom"

Dec 7, 2007

Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play
Label*behavior…..not*kids*
Self-regulation
Homework
Technology

Common% Vision/Values%
Common% Language%
Common% Experience%
Quality
Leadership
Effective 'Organizations'
Classroom
School
District
State