Getting Started with Tier 1: School-wide & Classroom PBIS

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10:45-12:00
Ballroom B

PURPOSE
Positive Behavioral Interventions & Supports (PBIS) is framework for establishing & implementing a continuum of evidence-based behavior supports practices & implementation systems.
This session designed for educators who are new to PBIS or would like booster & provides overview.

FRAMEWORK
- Structure, outline, scaffolding, or skeleton that (a) organizes & guides development, establishment, & implementation of (b) set of practices, systems, rules, & strategies which are designed to (c) achieve specific measurable outcomes for (d) targeted group of individuals.

OUTCOMES
Describe:....
2. Important implementation support systems (What adults get & do).
3. Data-decision making guidelines (What is needed to make decisions).
4. Main expected outcomes (What is expected to change/improve).

Why PBIS?

Applied Challenge:
Academic & behavior success (failure) are linked!
3 Worries & Ineffective Responses to Problem Behavior:
- "Wait-n-See" approach
- "Get Tough" reactive practices
- "Train-n-Hope" training format

Definitions & Features:

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

Implement w/ Fidelity
Develop Continuum of Evidence-based Practices & Systems
Decide with Data
Develop Local Expertise & Implementation Fluency
Screen Universally
Use Team to Coordinate Implementation
Monitor Progress Continuously

Doing Business
Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions
PBIS is about improving classroom & school climate, decreasing reactive management, maximizing academic achievement, and improving support for students with EBD.

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.

The Continuum of School-Wide Instructional & Positive Behavior Support includes:
- Universal: Supports for all students.
- Targeted: Supports for some students.
- Intensive: Supports for few students.

Supports for all students with disabilities are multi-tiered and involve collaboration among students, teachers, administrators, families, and the community.
Getting Started w/ PBIS Implementation

General Steps for Getting Started

STEP 1 - Establish Leadership Team Membership
STEP 2 - Develop Brief Statement of Behavior Purpose
STEP 3 - Identify Positive School-Wide Behavioral Expectations
STEP 4 - Develop Procedures for Teaching School-wide Behavior Expectations
STEP 5 - Develop Procedures for Teaching Classroom-Wide Behavioral Expectations
STEP 6 - Develop Standards of Procedure for Encouraging and Strengthening Student Use of School-Wide Behavior Expectations
STEP 7 - Develop Standards of Procedure for Encouraging and Strengthening Student Use of School-Wide Behavior Expectations
STEP 8 - Develop Data-based Procedures for Monitoring Implementation of SWPBIS (Primary Tier)
STEP 9 - Develop Systems to Support Staff
STEP 10 - Build Confidence to Ensure Effective Implementation

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

www.neswpbs.org

“Bet your next month’s salary!!”

- Reduced major disciplinary infractions & antisocial behavior
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher & student reported bullying behavior, peer rejection, & substance abuse
- Improved school climate

General Implementation Process: “Getting Started”

Team

Agreements

PLAN: Data-based Action Plan

DO: Implementation

CHECK: Evaluation

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School-Wide PBS (Tier 1) Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

Sample Behavior Statements

**Ex. 1**

G. Ikuma School is a community of learners & teachers. We are here to learn, grow, & become good citizens.

**Ex. 2**

At Abrigato School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!
Emphasizing & Teaching Positive Expectations

Welcome Rugs

It's The Westwood Way

Magnets

Carmen Arace Intermediate, Bloomfield

Arabic Expectations at Awasj Academy Elementary 2011-2012
School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Procedures for teaching SW & classroom-wide expected behavior

Teaching Matrix

SETTING

All Settings

Hallways

Playground

Cafeteria

Library/Computer Lab

Assembly

Bus

Respect

Ourselves

Be on task.

Give your best effort.

Be prepared.

Walk. Have a plan.

Be kind.

Hands/feet to self.

Help/share with others.

Use normal voice volume.

Walk to right.

Play safe.

Include others.

Share equipment.

Practice good table manners.

Whisper.

Return books.

Listen/watch.

Use appropriate applause.

Use a quiet voice.

Stay in your seat.

Recycle.

Clean up after self.

Pick up litter.

Maintain physical space.

Use equipment properly.

Put litter in garbage can.

Replace trays & utensils.

Clean up eating area.

Push in chairs.

Treat books carefully.

Pick up.

Treat chairs appropriately.

Wipe your feet.

Sit appropriately.

Respect

Others

Expectations

1. Social Skill

2. Natural Contexts

3. Behavior Examples

PBIS – Respect & Responsibility

OTHERS

• Use cells & converse at breaks

• Work collaboratively

SELF

• Hydrate & stretch

• Check yourself

• Be safe

ENVIRONMENT

• Pre-cycle & recycle

• Keep track of personal stuff

RAH – at Adams City High School

(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Stop loafing, keep to the right in appropriate lane, monitor time, allow others to pass</td>
<td>Put trash in cans, push in your chair, be courteous to all staff and students</td>
<td>Stop other student, put trash in cans, be mindful of others’ personal space, flush stalls</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best on all assignments and assessments; ask more, ask questions; keep track of your belongings; educate others to go to class</td>
<td>Check space before you leave; keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
<td></td>
</tr>
<tr>
<td>Honor</td>
<td>Do your own work, tell the truth.</td>
<td>Be accountable to yourself and others’ personal space</td>
<td>Keep your own place clean, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>
Expectations & behavioral skills are taught & recognized in natural context.

Douglas County S.D., CO 4-08

Using Your B.U.S. Behavior...

Waiting for Bus
- Active
- 5 Minutes Early
- Be Ready to Board
- Have ID's Ready

On the Bus
- Join & Follow Directions
- Keep Hands, Feet & Toys to Self
- Put Bag on Floor
- Take Pride in Your Bus
- Remember all Personal Items
- Get Off at Your Assigned Stop
- Stay Away from the Danger Zone

Be a Good Example
- Wait in Line Behind Curfew
- Approach Bus When Door Opens
- Enter Bus in Single File
- Put Trash in Trash Can
- Move to Allow Others to Exit

Use Kind Words with Everyone
- Be Kind to Each Other
- Keep Aisle Clean
- Know Your Levels
- Walk Like a Street
- Back to Back
- Respect Personal & Private Properties

Report Danger to Driver

Nopera's expected behaviours at home

Noah's expected behaviours

Eddie's expected behaviours at home

Hugh's expected behaviours at mealtime
### Classroom Routines

**Expectations**

<table>
<thead>
<tr>
<th>Group work</th>
<th>Desk work</th>
<th>Quizzes and tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer ideas</td>
<td>Complete tasks</td>
<td>Study for all assessments</td>
<td>Get all supplies for the day</td>
<td>Check on homework</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Responsibility | | |
| Work silently | Keep phone off and in bag | Let others sit with you on the bus |
| Compliment others’ ideas | Keep eyes on your own paper | Hold doors for those with bags |
| Listen and make eye contact | Study with others | |

| Ready to Learn | |
| Keep materials organized | Move desks quickly |
| Move desks quietly | |

**Classroom Wide Expectations**

- **Respect**
  - Respect others’ ideas
  - Respectful
  - Respect others’ time
  - Respect Public Property

- **Routines**
  - Be organized
  - Be on time
  - Be respectful

### High School Example

**Entering/Airing Class**

<table>
<thead>
<tr>
<th>Teacher Lecture</th>
<th>Homework</th>
<th>Requesting Assistance</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare materials</td>
<td>Have materials</td>
<td>Have materials ready</td>
<td></td>
</tr>
<tr>
<td>Use time as planned</td>
<td>Work quietly</td>
<td>Work quietly</td>
<td></td>
</tr>
<tr>
<td>Ark'kunnaa</td>
<td>Ask or e-ask</td>
<td>Ask or e-ask</td>
<td></td>
</tr>
</tbody>
</table>

**Respect Others**

<table>
<thead>
<tr>
<th></th>
<th>Take notes</th>
<th>Respect self</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Respect Property**

<p>| | | |</p>
<table>
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</table>

### Example

**Teachable Expectations (Classroom)**

- **Kamakiri**
  - Respect
  - Be prepared
  - Stand up
  - Keep others around you

- **Invesgation**
  - Responsibility
  - Take notes
  - Use time as planned

- **Zaregipitigiyu**
  - Cooperation
  - Help others
  - Organize materials
  - Keep desks tidy

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

- **Typical Context/ Routines**
  - **Respect Others**
  - **Respect Property**
  - **Respect Self**

- **Typical Classroom Settings/Routines**
  - **SW & Home**
  - **High School Example**
### EXPECTATIONS

<table>
<thead>
<tr>
<th>TYPICAL HOME ROUTINES</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Say “good morning” Try your best Use your words Say “thank you” Say “good night”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Put clothes in washer Put backpack &amp; homework by backdoor Put toys away Wash hands Brush teeth</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Return food to refrigerator Put homework in backpack Put toys in room when done Keep chair legs on floor Put toys on shelf</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Home Example

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

### Linking Positive Behavior at School & Home

#### School
- Honor diversity
- Finish homework before e-games

#### Driving
- Fill gas tank
- Tell when expected home

#### Mealtime
- Turn stove off
- Eat dinner with family

#### With Friends
- Designate driver
- Be supportive bystander

### Supporting SW Expectations w/ Effective Classroom Behavior Practices

1. **Positive Classroom Behavior Support at Home**
   - **Morning**
     - Brush your teeth
     - Brush hair
     - Make your bed
     - Wake a family member if needing to school
     - Wear a helmet if riding to school
   - **After School**
     - Eat a healthy breakfast
     - Enjoy a snack and drink
     - Get your child to school on time
   - **Bedtime**
     - Brush your teeth
     - Take a shower

2. **Active Supervision**
   - Maximize Academic Success

3. **Precorrect**

4. **Maximize Academic Success**
   - Effective Classroom Behavior Management

5. **Teach Behavior like Academic**
EXAMPLE: Classroom Continuum

Strengthening Social Behavior Fluency & Maintenance

Practice Assumptions
1. Academic & social behavior learned & taught similarly
2. Learner requires systematic instructional feedback to strengthen skill use
3. Self management must be taught
4. Strengthening social skills requires consideration of what maintains problem behavior

Practice Guidelines
1. Must be authentic & developmentally & contextually relevant
2. Must be positive, contingent, informative, & specific
3. Must be frequent during acquisition & fluency building
4. Must be varied based on responsiveness

“GOLDEN PLUNGER”
- Involve custodian
- Procedure
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

“G.O.O.S.E.”
- “Get Out Of School Early”
  - Or “arrive late”
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick

“1 FREE PERIOD”
- Contributing to safe, caring, effective school environment
- Procedures
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

“DINGER”
- Reminding staff to have positive interaction
- Procedures
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction

Acknowledge & Recognize

PBIS: School-wide & Classroom Practices & Systems

Leadership team
Behavior purpose statement
School-Wide PBS (Tier 1)
Set of positive expectations & behaviors
Continuum of procedures for encouraging expected behavior
Continuum of procedures for discouraging rule violations
Procedures for teaching SW & classroom-wide expected behavior
Procedures for on-going data-based monitoring & evaluation
This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation. Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

October 4-5, 2018
PBIS: Celebrating Positive & Safe Learning Environments
Hilton Chicago
720 S. Michigan Avenue
Registration opens April 3rd. For more information, visit the Upcoming Events page at www.pbis.org in March.