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

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27 June 2018
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PURPOSE
Positive Behavioral Interventions & Supports (PBIS) is a 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 sessions, guidelines, practices, & systems.

FRAMEWORK
Structure, routine, scaffolding, practice, feedback, consequences & guidance, development, implementation, & outcomes.

OUTCOMES
Describe.....
1. Key PBIS practices (what kids get & do).
2. Important implementation systems (what adults get & do).
3. Data (decision making tools) (what is needed to make decisions).
4. Main expected outcomes (what is expected to change/improve).

PBS – Respect & Responsibility

Why PBIS?
3 Worries & Ineffective Responses to Problem Behavior

- "Wait-n-See" approach
- "Get Tough" reactive practices
- "Train-n-Hope" training format

Definitions & Features

PBIS & MTSS

Positive Behavioral Interventions & Supports

PBIS Framework

Supporting Important Culturally Equitable Academic & Social Behavior Competence

PBIS Working Elements

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Doing Business

VINCENT, RANDOLPH, CARTLEDGE, TOBIN, & SEVEN-ACKLEY, 2011; SUGAI, O'KEEFFE, & FALLON, 2011-2012
PBIS is about improving classroom & school climate. Decreasing reactive management.

Maximizing academic achievement. Improving support for students w/ EBD.

~80% of Students

Universal

Intensive

Some

Targeted

Few

Getting Started w/ PBIS Implementation

www.neswpbs.org
General Steps for Getting Started

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

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!
School-Wide PBS (Tier 1)

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Procedures for on-going data-based monitoring & evaluation

Emphasizing & Teaching Positive Expectations

S.O.A.R.
Safe       Open-Minded       Accountable       Respectful
School-Wide PBS (Tier 1)

Leadership team

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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**

<table>
<thead>
<tr>
<th>Teaching Setting</th>
<th>All Setting</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Property</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Middle High School Classroom Example**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Expected Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallways</td>
<td>Respect others</td>
</tr>
<tr>
<td>Library</td>
<td>Study, read, compute</td>
</tr>
<tr>
<td>Assembly</td>
<td>Sit in one spot</td>
</tr>
<tr>
<td>Bus</td>
<td>Wipe your feet</td>
</tr>
</tbody>
</table>

**Generic Schoolwide Example**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Expected Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Setting</td>
<td>Respect everyone</td>
</tr>
<tr>
<td>Hallways</td>
<td>Hands to self</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Use normal voice volume</td>
</tr>
<tr>
<td>Library/Computer Lab</td>
<td>Converse later</td>
</tr>
<tr>
<td>Assembly</td>
<td>Treat books carefully</td>
</tr>
<tr>
<td>Bus</td>
<td>Be on task</td>
</tr>
</tbody>
</table>

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**Setting 1**

- Respect Ourselves
  - Be on task
  - Give your best effort
  - Be prepared
  - Walk
  - Have a plan
  - Eat all your food
  - Select healthy foods
  - Study, read, compute
  - Sit in one spot
  - Watch for your stop

**Setting 2**

- Respect Others
  - 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

**Setting 3**

- Respect Property
  - 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

**Setting 4**

- Positive Feedback
  - Entering & Exiting Classroom
  - Teacher Lecture
  - Homework Requesting Assistance
  - Independent Study
  - Come Prepared
    - Have materials
    - Note-taking
    - Complete before class
  - Act Responsibly
    - Hands to self
    - Eyes on speaker
    - Schedule time
    - Raise hand
    - Converse later
  - Respect Others
    - Inside voice
    - Appropriate questioning
    - Own work
    - Try again later
    - Use own supplies
  - Engage in Learning
    - Go directly to desk & get ready
    - Take notes
    - Specify task
    - Try 1 more time
    - Specify outcome

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### PBIS – Respect & Responsibility

**OTHERS**
- Use cells & converse at lunch
- Work collaboratively

**SELF**
- Hydrate & stretch
- Check yourself
- Be safe

**ENVIRONMENT**
- Recycle & clean
- Keep track of personal stuff

### RAH – at Adams City High School

**RDH**
- **Classroom**
  - Keep location neat,
  - Keep to the right,
  - Use appropriate lang.,
  - Monitor noise level,
  - Allow others to pass

**Dining Hall**
- Push in your chair,
- Be courteous to all

- **Cafeteria**
  - Put trash in cans,
  - Be mindful of others’ personal space

- **Bathroom**
  - Keep area clean,
  - Be considerate of others’ personal

### RAH – at Adams City High School

**Classroom**
- Be on time; attend regularly; follow class rules

**Dining Hall**
- Keep location neat,
- Allow others to pass

**Cafeteria**
- Be considerate of others’ personal space

**Bathroom**
- Be considerate of others’ personal space

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

**Douglas County S.D., CO 4-08**

- **Using Your B.U.S. Behavior**
  - Be a Good Example
  - Be Kind Words With Everyone
  - Walk Like I Do
  - Wait Like I Do
  - Talk Like I Do
  - Read Like I Do
  - Follow Like I Do

### Waratah Special Day School, BC

**Noah**

- **Book’s Expected Behavior**
  - Book’s expected behaviors at home
  - Book’s expected behavior outside home

**Nepeta**

- **Book’s Expected Behavior**
  - Book’s expected behaviors at school
### Classroom Routines

#### Respect
- **Group work:** Sit to the back of the room.
- **Desk work:** No talking.
- **Quiet and focused:** End homework.
- **At rest:** Not applicable.
- **At rest to read:** Not applicable.

#### Responsibility
- **Cooperate with others:** Listen and make eye contact.
- **Inside voice:** Not applicable.
- **Outside voice:** Not applicable.
- **Keep aisles clear:** Not applicable.
- **Keep hands to self:** Not applicable.

#### Ready to Learn
- **Keep materials organized:** Ask or e-ask.
- **Move desks quietly:** Not applicable.
- **Keep desk area clean:** Not applicable.
- **Use space paper:** Not applicable.
- **Put chairs under desks:** Not applicable.

### Teachable Expectations (Classroom)

#### Example

**Teachable Expectations (Classroom):**

- **Respect:**
  - Inside voice.
  - Use materials as intended.
  - Use inside voice.
  - Put/get materials first.
  - Have plan.

- **Responsibility:**
  - Take notes.
  - Have plan.
  - Inside voice.
  - Use own supplies.

- **Cooperation:**
  - Use time as planned.
  - Take notes.
  - Specify task.

### High School Example

**High School Example:**

- **Entering & Exiting Classroom:**
  - Have materials.
  - Inside voice.
  - Use own supplies.

- **Teacher Lecture:**
  - Inside voice.
  - Inside voice.
  - Inside voice.

- **Homework:**
  - Inside voice.
  - Inside voice.
  - Inside voice.

- **Assistance:**
  - Inside voice.
  - Inside voice.
  - Inside voice.

- **Independent Study:**
  - Inside voice.
  - Inside voice.
  - Inside voice.

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**March 2017**

**Responsibility**
- Read quietly if on the ground.
- Work silently.
- Get up and stretch if necessary.
- Keep desk area clean.
- Keep aisles clear.
- Move chairs and supplies for others.

**Teachable Expectations (Classroom):**

- **Respect:** Use inside voice.
- **Responsibility:** Use inside voice.
- **Cooperation:** Use inside voice.

**High School Example:**

- **Entering & Exiting Classroom:** Have materials.
- **Teacher Lecture:** Inside voice.
- **Homework:** Inside voice.
- **Assistance:** Inside voice.
- **Independent Study:** Inside voice.
- **Independent Study:** Inside voice.
SW & Home

### Expectations

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Typical Classroom Settings/Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Typical Home Routines

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Meals</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Say &quot;good morning&quot;</td>
<td>Thy your seat</td>
<td>Use your words</td>
<td>Say &quot;thank you&quot;</td>
<td>Say &quot;good night&quot;</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put backpack &amp; homework by back door</td>
<td>Put bys away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>Return big refrigerator</td>
<td>Put homework backpack</td>
<td>Put bys in shed</td>
<td>Keep shoes on floor</td>
<td></td>
</tr>
</tbody>
</table>

### Home Example

<table>
<thead>
<tr>
<th></th>
<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>
<td></td>
</tr>
<tr>
<td>After School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedtime</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### High School Home Example

<table>
<thead>
<tr>
<th></th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td>Honor diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Finish homework</td>
</tr>
<tr>
<td>Driving</td>
<td>Filled</td>
<td></td>
<td>Talk when expected</td>
</tr>
<tr>
<td></td>
<td>gas tank</td>
<td></td>
<td>home</td>
</tr>
<tr>
<td>Meals</td>
<td>Turn stove off</td>
<td></td>
<td>Eat dinner with family</td>
</tr>
<tr>
<td>With Friends</td>
<td>Designate driver</td>
<td></td>
<td>Be supportive bystander</td>
</tr>
</tbody>
</table>
1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Teach Behavior like Academic

EXAMPLE: Classroom Continuum

Leadership team
School-Wide PBS (Tier 1)
Behavior purpose statement
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

Acknowledge & Recognize

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

“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

“G.O.O.S.E.”
- “Get Out Of School Early” or “arrive late”
- Procedures
  - Kids staff a floatable canoe
  - Kids staff reward, then pick

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