Goals of this Morning

1. Share **5 big ideas** for approaching student behavior from a systems level
2. Explain the essential elements of School-wide PBIS
3. Show some school outcomes
4. Share strategies for enhancing student voice in PBIS systems

Many schools, particularly those in high-poverty districts, operate in a crisis management mode. Often our students display anger, frustration, and hurt in ways that feel (and often are) “defiant” or “disrespectful” to educators…

There's no magic bullet...the effectiveness of responses hinges not solely on individuals, but also on whether school cultures:

- Facilitate relationships between students and educators
- Have open communication
- Provide opportunities for school-family collaboration
- Promote cultural awareness
- Offer professional development to help teachers manage stress


In other words, we cannot place systemic responses on the shoulders of individual educators.


**Big Idea #1**

We need to work together.

So, how can we work together to make things better?
Rules, rules, rules…

- Think of a “rule” you have seen lately
  - What was it?
  - What was your reaction?
Our Solutions…

PLAN A:  *Divine intervention*
PLAN B:  *Get rid of the bad apples*
How do we react to problem behavior?

- “Kevin, I’m taking your book away because you obviously aren’t ready to learn. That’ll teach you a lesson.”
- “Hsin, you are going to learn some social responsibility by staying in the hall until the class is willing to have you back.”
- “You want my attention?! I’ll show you attention…let’s take a walk down to the office & have a little chat with the Principal.”
- “Karyn, you skipped 2 school days, so we’re going to suspend you for 2 more.”

The “Get Tough” approach:
Assumption that “problem” student…

- Is inherently “bad”
- Will learn more appropriate behavior through increased use of aversives
- Will be better tomorrow…
  …after the suspension

Science and our experiences have taught us that students….

- Are NOT born with “bad behaviors”
- Do NOT learn when presented with increasing levels of punishment
  …Do learn better ways of behaving by being taught directly & receiving positive feedback

Our Solutions…

PLAN A: Divine intervention
PLAN B: Get rid of the bad apples
PLAN C: A professional development day
Common perception

Our Solutions...

PLAN A: Divine intervention
PLAN B: Get rid of the bad apples
PLAN C: A professional development day
PLAN D: Take a systems-level approach to student (and adult) behavior

TRAINING ≠ IMPLEMENTATION

PBIS Elements

- Social Competence & Academic Achievement
- Supporting Decision Making
- Supporting Student Behavior
- Supporting Staff Behavior

PBIS Elements OUTCOMES

- Data
- Practices
- Systems
- Social Competence & Academic Achievement

Not specific practice or curriculum...it's a general approach to preventing problem behavior and encouraging prosocial behavior

Not limited to any particular group of students...it's for all students

Not new...based on a long history of effective educational practices & strategies
PBIS as Evidence-based Practice
(Horner et al., 2010; McIntosh et al., 2013)

- Over 25 studies in peer-reviewed journals
- 3 randomized controlled effectiveness trials
  - University of Nebraska (Nelson et al., 2002)
  - University of Oregon (Horner et al., 2009)
  - Johns Hopkins University (Bradshaw, Mitchell, & Leaf, 2010)
- Broad range of implementers
  - Mostly typical school personnel
  - Can be implemented with typical resources

Statistically Significant Outcomes

- Reduced problem behavior
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002)
- Increased prosocial behavior
  (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)
- Improved emotional regulation
  (Bradshaw et al., 2012)
- Improved academic achievement
  (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)
- Improved perceptions of school safety
  (Horner et al., 2009)
- Improved organizational health
  (Bradshaw et al., 2008)

PBIS as a Wise Investment
(Swain-Bradway et al., 2017)

For every $1 spent implementing PBIS, there are $105 in savings from reducing school dropout.

Brief: http://www.pbis.org

Figure 1. Birth and Death Cycles of Educational Innovations

(Latham, 1988)
Big Idea #2

We need systems that make our jobs easier.
Three Tiered Model of Student Supports (from Susan Barrett)

These students get these tiers of support in order to increase student success.

What does PBIS look like?

School-wide & Class-wide Systems

1. **Define** school-wide expectations (i.e., values, social competencies)
2. **Teach and practice** expectations
3. **Monitor and acknowledge** prosocial behavior
4. Provide **instructional** consequences for problem behavior
5. Collect information and use it for decision-making
Defined Expectations?

- No Making Out
- No freaking, excessive grinding, dirty dancing, etc.
- No moshing, slamming, etc
- No body surfing, piggy backing, etc
- No bending and backing it up
- The doors close at 9 pm
- Once you leave, no re-entry
- If you break a rule, you will call your parents before leaving

Good expectations…

…fit with the culture of your students, families, community, and staff.
Define Expectations by Setting

- Transform broad school-wide expectations into specific, observable actions
- Clear examples of what is and what is not expected
- Take care in defining culturally responsive expectations

How is my driving?
Define and teach school-wide expectations
- Regular schedule
- Booster lessons

Use fidelity of implementation data to guide the work

What is your DRIVE LEFT intervention?

What is... fidelity of implementation?

The extent to which the critical features of PBIS are implemented as intended

Why assess it?
- Helps us improve outcomes for students
- Helps team target next steps and areas for improvement
No time to teach expectations?

Big Idea #3

If we don’t teach expectations at the beginning of the year, we are going to be teaching them throughout the year.

How do we make sure that the behaviors we teach are learned?

We look for it and acknowledge it when we see it.
Parent Acknowledgement Story

“Yes, made me proud since I had no idea he even did it. It’s those little things that make me think maybe we are doing something right. Makes parents not give up 😊”

Big Idea #4

When we look for the behavior we want to see, we will see it more often.

Use Data for Decision-making

Sifton Elementary School
Office Discipline Referrals
Sifton Playground Challenge

Sifton Elementary School Office Discipline Referrals

Sifton Elementary School Office Discipline Referrals

- Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings
- Targeted Interventions: Specialized Group Systems for Students with At-Risk Behavior
- Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Targeted Interventions: Specialized Group Systems for Students with At-Risk Behavior

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students
~15%
~5%

POP QUIZ:
Who has the most influence over students in school?

a) Parents
b) Teachers
c) The President
d) Peers

Who do you want to have influence over your students?

Big Idea #5

Use PBIS to bring student voice into schools.
Question

- In a word or two…
- What one or two words do you think your students would use to describe your school’s behavior support systems?

Ways to bring student voice into school behavior support

- Ask the experts!

How inviting are we for all?

Stakeholder Input & Satisfaction Surveys

Ask your local PBIS Assessment coordinator for access (it’s on our FieldTest site)
Reinforcer Preference Surveys

Do students usually follow the school-wide behavior expectations? [YES / NO]
Do teachers usually follow the school-wide behavior expectations? [YES / NO]

ACKNOWLEDGMENT: (catching you doing things the right way)
In the past week, did you see teachers and staff reward or praise other students for following the school expectations? [YES / NO]
In the past week, did teachers and staff reward or praise you for following the school expectations? [YES / NO]
If so, were you rewarded or praised in ways that are meaningful or important to you? [YES / NO]
If not, how could it more meaningful or important to you? [FILL IN]

DISCIPLINE: (what happens when students break the rules)
Are adults in the school fair to you when they break the rules? [YES / NO]
Are adults in the school fair to all students when they break the rules? [YES / NO]
If not, what could make it more fair? [FILL IN]

SAFETY: (whether you feel safe from harm at school)
Do you feel safe at school? [YES / NO]
The places in the school I feel the MOST safe are (pick all that apply):
What makes these places safe? [FILL IN]
The places in the school I feel the LEAST safe are (pick all that apply):
What makes these places NOT safe? [FILL IN]

In the past week, have you witnessed bullying or harassment at your school? [YES / NO]
In the past week, have you been bullied or harassed at your school? [YES / NO]
If so, where did it happen? (pick all that apply):

WAYS AND GAMES

SUCCESS: Reward student’s class for the day
Student’s name goes on top of the “success” board
Student’s name goes on top of the “success” board

ACCOUNTABILITY:
Assist with daily assignments until they are completed
Rewards for homework completion
Rewards for school-wide behavior
Rewards for attendance
Rewards for participation
Rewards forextra effort
Rewards forextra effort
Rewards forextra effort

TOOK:
Let them choose their own lunch
Let them choose their own seat in the classroom
Let them choose their own seat in the classroom
Let them choose their own seat in the classroom
Let them choose their own seat in the classroom

CERTIFICATES AND RECOGNITION:
Create a certificate for each student
Create a certificate for each student
Create a certificate for each student

WAYS TO bringen student voice into school behavior support

- Ask the experts!
- Include them!
Do they have to be “expectations” to be PBIS?

- You might prefer to call them…
  - Values
  - Agreements
  - The Thunderbird Way

- The important parts:
  - They have all of the critical features
    - 3-5, positively stated, broad, memorable
  - Adults use the words regularly

Rules Gallery Walk

1. Students walk around the school and document (e.g., photograph) any “rules”
2. Post rules on the walls of the gym with a set of questions on flipchart paper:
   - Is the rule positively stated?
   - What is the purpose of the rule?
   - What is the underlying value that this rule promotes?
   - Is this rule necessary?
   - Does this rule fit within any of our school-wide expectations (if they exist)?
3. Use results to revise expectations and rules
“The Blank Matrix Activity”

- Provide students with a school-wide matrix (with blank expectation by setting cells)
- Have students write (or draw) expectations for each area
- Use results to:
  - Revise matrix to include more “student-friendly” examples
  - Identify areas or expectations that need reteaching

Student PBIS Advisory Board

- Liaisons between School PBIS team and student body
- Selected to reach marginalized and vulnerable youth

Ways to bring student voice into school behavior support

- Ask the experts!
- Include them!
- Empower them!
There are three ways of trying to win the young. There is persuasion. There is compulsion and there is attraction. You can preach at them; that is a hook without a worm. You can say "you must volunteer." That is the devil. And you can tell them, "you are needed" that hardly ever fails.

- Kurt Hahn

Children and youth can make a difference!
Student-created School-wide Expectations Lessons

“The Beaver” (Chief Jimmy Bruneau School)
http://www.youtube.com/watch?v=9rFRW1Et3Ys

Bullying Prevention in Positive Behavior Support (BP-PBS)
Available for free at www.pbis.org
Ross, Homer, & Stiller, 2008

The BP-PBS Curriculum: Student training

- Teaching school-wide rules
- Responding to problem behavior - “Stop, Walk, Talk”
  - **Stop**: Tell someone who is teasing to “stop”
  - **Walk**: Walk away from the problem behavior
  - **Talk**: Tell an adult

A case study
(Good, McIntosh, & Gietz, 2010)

- Implementation
  - **Student SWPBS Leadership Team**
    - Had input in making the BP-PBS program socially acceptable to all students
    - Selected the “Stop” signal
      - “Too far” with hands crossed
    - Three grade 8 students presented the program to the rest of the school
A case study

Outcomes

- Office discipline referrals (ODRs) for verbal bullying

Big Ideas for Today

1. We need to work together.
2. We need systems that make our jobs easier.
3. If we don’t teach expectations at the beginning of the year, we are going to be teaching them throughout the year.
4. When we look for the behavior we want to see, we will see it more often.
5. Use PBIS to bring student voice into schools.

www.PBIS.org
Websites to Steal Stuff From

- www.pbis.org
- www.pbisapps.org
- www.pbisvideos.com
- www.midwestpbis.org
- www.pbismissouri.org

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Handouts: http://www.pbis.org

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