Part 1: Getting Started with PBIS: Basics & Features

Part 2: Common Vision/Values
Common Language
Common Experience
Quality Leadership
Effective Organizations
GOAL: Effective Teaching & Learning Environments

WHAT IS PBIS? (MTSS)
PBIS aka MTSS, RII, SWPBS, MTSS-B, MTBF, RII-B…

Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL ~80% of Students

~15%
~5%

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

Are you ready?

www.neswpbs.org
Team-led Process

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 discouraging rule violations

Continuum of procedures for encouraging expected behavior

Procedures for on-going data-based monitoring & evaluation

Team-led Process

Implementing PBIS Tier 1

Team

Priority & Status

Representation

Data-based Decision Making

Administrator

Communications

Teaching how to determine hypotenuse of triangle

DEFINE

Simply

Monitor & Acknowledge Continuously

Practice In Setting

Model

Adjust for Efficiency

Set

In

Continuously
Punishment teaches
• Punishment signals error.
• Punishment does not teach SS.

Teach “1 hour every Monday”
• SS are needed all day.
• SS are prompted & practiced all day.

Not my responsibility
• SS are needed to learn.
• SS are needed to teach.

Bad behavior is trait
• SS (good/bad) learned & taught.
• Teaching SS should be formal.

Social Skills Misrules

Emphasizing & Teaching Positive Expectations

Teaching Matrix Activity

Teaching Matrix

Expectations & behavioral skills are taught & recognized in natural context
PBS – Respect & Responsibility

To lisaatuaksraut – pronunciation (spelling –t)

Behavior Expectations

- Keep hands, always follow assignments
- Treat others with respect
- Follow directions from staff
- Be in hallways and a hall
- Be willing to try new things.
- Go as quickly as you can
- Wait your turn
- Stay calm
- Help others find books
- Use your inside voice
- Use water conservatively
- Help others find books
- Share equipment
- Take turns
- Pre-cycle & recycle
- Maintain neat working area
- Be respectful
- Use positive words
- We are responsible…

Teaching Matrix

Shishmaref School
Behavior Expectations

Shishmaref School AK, Lyon Johnson, Aug 9, 2011

North Hill Behavior Matrix

Highline School District, Washington May 2013

Shishmaref School
Behavior Expectations

Shishmaref School AK, Lyon Johnson, Aug 9, 2011
**Perseverance**
- 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
- Be truthful
- Trust others

**Discipline**
- Managing ones self to achieve goals and meet expectations
- Set goals
- Learn from mistakes
- Be on time
- Meet deadlines

**Excellence**
- Being of finest or highest quality
- Do your personal best
- Exceed minimum expectations
- Inspire excellence in others

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**NEHS website, Oct. 26, 2004**

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**RAH – at Adams City High School**

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

**Achievement**
- Do your best on all assignments and assessments; take notes; ask questions
- Do your best on all assignments and assessments; take notes; ask questions
- Do your best on all assignments and assessments; take notes; ask questions
- Do your best on all assignments and assessments; take notes; ask questions

**Honor**
- Do your own work; tell the truth
- Do your own work; tell the truth
- Do your own work; tell the truth
- Do your own work; tell the truth

---

**RAH – Athletics**

<table>
<thead>
<tr>
<th>RAH</th>
<th>Practice</th>
<th>Competitions</th>
<th>Eligibility</th>
<th>Lettering</th>
<th>Team Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Listen carefully. Follow directions. Respect teammates.</td>
<td>Win games, win matches, win championships.</td>
<td>Stay up on form, stay on top of your game.</td>
<td>Stay up on form, stay on top of your game.</td>
<td>Get your kit, and you’ll get to play.</td>
</tr>
<tr>
<td>Achievement</td>
<td>Earn your place on our team.</td>
<td>Tunnel our tunnel.</td>
<td>Tunnel our tunnel.</td>
<td>Get your kit, and you’ll get to play.</td>
<td>Remember you are representing our school at all times and demonstrate team pride.</td>
</tr>
<tr>
<td>Honor</td>
<td>Demonstrate good sportsmanship and true sportsmanship.</td>
<td>Respect our teammates.</td>
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<td>Remember you are representing our school at all times and demonstrate team pride.</td>
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Are “Rewards” Dangerous?

“...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

– Cameron, 2002
  • Cameron & Pierce, 1994, 2002
  • Cameron, Banks & Pierce, 2001

“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 a 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 nominate
  – Kids/staff reward, then pick

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

Classroom Management Practices & Systems

BUS BUCKS
• Springfield P.S., OR
• Procedures
  – Review bus citations
  – On-going driver meetings
  – Teaching expectations
  – Link bus bucks to schools
  – Acknowledging bus drivers

SUPER SUBSLIPS
• Empowering subs in Cottage Grove, OR
• Procedures
  – Give 5 per sub in subfolder
  – Give 2 out immediately

POSITIVE REFERRALS
• Balancing pos./neg. adult/student contacts in OR
• Procedures
  – Develop equivalent positive referral
  – Process like negative referral

Classwide PBIS....basics!
1. Link classroom to school-wide
2. Maximize academic engagement success
3. Use evidence-based classroom behavior practices
4. Apply MTSS logic
  • Screen universally
  • Monitor continuously
  • Work as team
  • Implement with fidelity
  • Establish support continuum
  • Decide w/ data
How did we get here?

How did we get here?

More background

Classroom Practices & Systems Self-Assessment

Classroom Practices & Systems Decision Making

Interactive Map of Core Features
### Typical Contexts / Routines

<table>
<thead>
<tr>
<th>Context</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Use invite word.</td>
<td>Raise hand to answer talk.</td>
<td>Do your best.</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work.</td>
<td>Turn in before lesson.</td>
<td>Touch your work only.</td>
</tr>
<tr>
<td>“I Need Assistance”</td>
<td>Assistance Card.</td>
<td>Wait 2 minutes if necessary.</td>
<td>I’m finished.</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Eyes on speaker.</td>
<td>Keep hands to self.</td>
<td>Have plan.</td>
</tr>
<tr>
<td>Independent Work</td>
<td>Raise hand to answer talk.</td>
<td>Work silently.</td>
<td>Have plan.</td>
</tr>
</tbody>
</table>

### Example

#### Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Matrix, Tribal Values</th>
<th>Classroom Routines</th>
<th>Entry Procedure</th>
<th>Lecture</th>
<th>Independent Work</th>
<th>Turning in Work/Getting the Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamakarifiq</td>
<td>Respect</td>
<td>Your equipment with care.</td>
<td>Your self and others' personal space.</td>
<td>Respect others around you.</td>
<td>Respect others around you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your equipment with care.</td>
<td>Your self and others' personal space.</td>
<td>Respect others around you.</td>
<td>Respect others around you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take turns when necessary.</td>
<td>Your self and others' personal space.</td>
<td>Respect others around you.</td>
<td>Respect others around you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be present.</td>
<td>Your self and others' personal space.</td>
<td>Respect others around you.</td>
<td>Respect others around you.</td>
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</table>

### Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tally Each Positive Student Contacts</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally Each Negative Student Contacts</td>
<td>Total #</td>
</tr>
</tbody>
</table>

Ratio of Positives to Negatives: ____ to 1

### Essential Behavior & Classroom Management Practices

#### Classroom Management Self-Checklist

**Teacher Name:**

**Date:**

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
<th>1. I have arranged my classroom to minimize crowding and distraction.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I have planned, taught, reviewed, and reinforced at least 2-3 positively stated expectations in class.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgement of appropriate behaviors than inappropriate behaviors (See top of page).</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., monitoring, assessing) during instruction.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reprimands/re-directions in response to inappropriate behavior.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall classroom management score: ___

<table>
<thead>
<tr>
<th># Yes</th>
<th># No</th>
</tr>
</thead>
</table>

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Provide high levels of ACADEMIC SUCCESS

Establish & acknowledge safe & PREDICTABLE ENVIRONMENT

Teach & reinforce EXPECTED BEHAVIORS & ROUTINES to fluency

Maximize OPPORTUNITIES to respond

Handle MINOR behavior errors quickly & discreetly

Implement BEHAVIOR SUPPORT PLAN for UNRESPONSIVE behavior errors

Handle MAJOR behavior errors pre-emptively & by PROCEDURE

Simonsen, Myers, Freeman, Lane, Scott, et al.

All the Time: Quickly & Discreetly

1. Establish & acknowledge safe & efficient physical environment

   Student grouping

   Furniture arrangement

   Teaching stations

   Materials & equipment

2. Teach & reinforce expected behaviors & routines to fluency

   Show/tell/model

   Prompt frequently

   Monitor

   Reinforce

3. Maximize student opportunity to respond

   Active instructional engagement

   Systematic prompting

   Active supervision

   Frequent acknowledgements

4. Respond quickly & discreetly to infrequent & non-disruptive minor behavior errors

   Signal error occurrence

   Remind/model expected behavior

   Re-engage in instructional activity

   Reinforce immediately displays of expected behavior
5. Follow behavior support plan for repeated & non-disruptive minor behavior errors
- Determine likely purpose of behavior error (FBA)
- Develop & implement behavior support plan
- Precorrect for problem settings & model expected behavior
- Reinforce displays of expected behavior
- Monitor fidelity & responsiveness

7. Follow procedural policy for major behavior errors
- Follow procedural policy for major rule violating behaviors
- Reteach, review, & prompt expected behavior
- Precorrect for problem setting
- Reinforce displays of expected behavior

8. Follow behavior support plan for repeated major behavior errors
- Determine likely behavior purpose (FBA)
- Develop & implement behavior intervention plan
- Precorrect for problem setting
- Monitor fidelity & responsiveness continuously
- Reinforce displays of expected behavior

Acting Respectfully & Responsibly
- SAMPLE QUESTIONS
  - STOP & STEP BACK
    - Am I calm?
    - Is student calm?
  - CHECK
    - Do I have positive relationship w/ student?
    - Have I considered cultural context?
    - Have I considered individual learning history?
    - Can I act by myself?
    - Can I do school practice?
    - Is positive outcome likely?
  - ACT
    - Am I following procedure?
    - Am I calm & professional?
    - Am I implementing in contextually & appropriate manner?
  - CHECK
    - Am I calm & responsive?
    - Is student calm & responsive?
    - Is positive outcome likely?
    - Should I do something differently?

Closing Comments
- Implement PBIS/MTSS for all
- Align, eliminate, & integrate
- Avoid reactive management
- Model what you expect
- Acknowledge equitably
- Give priority to evidence-based practices
- Be explicit & deliberate & keep it simple

Upcoming Events
- Northeast SWPBS Conf.  
  - May 19-20, 2016
  - Mystic, CT
- New England PBIS Conf.
  - Mar 9-10, 2016
  - Norwood, MA
- APBS Conf.
  - Mar 1-4, 2017
  - Denver
- PBIS Leadership Forum
  - Sep 28-29, 2017
  - Chicago, IL
Universal* Targeted* Intensive*
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/
Common Language/
Common Experience/
Quality Leadership/
Effective Organizations /
Classroom

School

District

State

RobH@uoregon.edu
Lewistj@missouri.edu
George.sugai@uconn.edu
www.pbis.org
www.neswpbis.org