PBIS in the Classroom

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Today’s Agenda

• Classrooms within a MTSS
• Data-based Decision Making
• Re-examine your Core Curriculum
• Developing Lessons To Teach Behavior
• Teaching Behavior in Content Areas
SWPBS Systems

School-wide

Classroom

Non-classroom

Family

Student

OSEP Center on Positive Behavioral Intervention & Support
Effective School-Wide Interventions
Positive Behavior Support

Guiding Principles:

• Multi-Tiered System of Supports (MTSS)
• Evidence-based instruction and intervention
• Teach and reinforce appropriate behaviors
• Data-based problem-solving
• Progress monitoring
• Enhance social and learning outcomes for all students
Multi-Tiered System of Supports (MTSS)

ACADEMIC and BEHAVIOR SYSTEMS

**Tier 3: Intensive, Individualized Interventions & Supports**
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

**Tier 2: Supplemental Interventions & Supports**
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

**Tier 1: Core, Universal Instruction & Supports**
General academic and behavior instruction and support provided to all students in all settings.

*(FL RtI State Transformation Team, Dec. 2009)*
Assumptions

- Adolescents should know better... *most do*
- Adolescent will “get it” & change... *many do*
- Adolescents must take responsibility for own behavior.... *most know they should & do....appropriately & inappropriately*
- Punishment teaches right way.... *not really*
- Parents will take care of it... *many try*
- Adolescents will learn from natural consequences.... *most do*

WHAT ABOUT NON-RESPONDERS?
So...What Works?

- Positive, predictable **school-wide climate**
- High rates of **academic & social success**
- Formal **social skills instruction**
- Positive **active supervision & reinforcement**
- Positive **adult role models**
- Multi-component, multi-year **school-family-community effort**

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Coordinated Social Emotional & Learning (Greenberg et al., 2003)
Center for Study & Prevention of Violence (2006)
White House Conference on School Violence (2006)
DATA-BASED DECISION MAKING
Is Tier 1 Implemented Consistently with Fidelity?

• Benchmarks of Quality (BoQ) score of 70+

• Implementation is ongoing across all staff
  – Teaching, rewarding, proactively disciplining throughout the year
  – Process for orienting new students is in place
Determining if Your School Needs Classroom Support

1. Gather sources of data necessary to identify classrooms in need
   - School Level
   - Classroom Level

2. Examine the data to assess whether or not there is a need for Classroom PBS
   - Support classroom teachers?
   - Support groups of students?
Tier 1: School-Wide, Core/Universal Supports

- **If** the Benchmarks of Quality (BoQ) score is less than 70, **then** revisit Tier 1 and/or Classroom supports
- **If** the discipline date indicate an increase in ODRs, ISS, and/or OSS, **then** revisit Tier 1/Universal
- **If** the BoQ score is greater than 70, **but** the discipline data indicate an increasing trend in ODRs, ISS, and/or OSS, **then** revisit Tier 1 and/or Classroom supports
- **If** the BoQ score is greater than 70, **and** the discipline data indicate a decreasing trend in ODRs, ISS, and/or OSS, **then** assess the need for supplemental (Tier 2) and/or tertiary (Tier 3) supports.
System or Student Problem?

• If a student spends a lot of time in an environment that generates a high rate of problem behavior…

OR

• If a student spends time with adults who do not teach and/or reward appropriate behavior…

the environment likely contributes to the student’s problem
Student Identification: A System or a Student Problem?

Tier 1 SWPBS:
- Was the student taught the school-wide expectations and rules?
- Did the student earn reinforcers for engaging in the school-wide expectations?

Gap Analysis (Classroom):
- Is the student’s problem behavior significantly different from his/her peers?
- Are effective instruction and behavior management occurring within the classroom?

If the answer is “No” to any of these questions, address the environment (Tier 1-Universal/Classroom) before considering Tier 2 supports.
Tiers 1/2: Classroom Support

- If over 50% of ODRs are from numerous classrooms, then revisit Tier 1/Universal for all classrooms

- If a few classrooms are responsible for the majority of ODRs, then address Classroom PBS using the Classroom Consultation Guide

- If the BoQ score is less than 70, then revisit SWPBS and/or address Classroom PBIS using the Classroom Consultation Guide

- If the discipline data indicate an increase in ODRs, ISS, OSS and most of the referrals are coming from multiple classrooms, then revisit Tier 1 for all classrooms

- If a teacher has received additional support, interventions were implemented with fidelity, but the student’s behavior is not improving, then consider supplemental supports (Tier 2) for that student
Individual Classroom Support

- Student problems persist in spite of the teacher’s classroom management strategies
- Behavior has been responded to and tracked repeatedly without successful change

Team should:
- Review the tracking forms
- Offer alternate solutions for modifying the behavior
- Use the **Classroom Consultation Guide (CCG)**
  - [http://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf](http://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf)
Classroom Level Supports

- Support the SW system so students can show success across variations in:
  - Curriculum
  - Instructional style
  - Classroom routines
  - Settings (OSEP, Classroom Supports, 2004)
Prerequisites for Success: School

• School Improvement Plan
  – Determine goals/objectives classroom training will target
  – Determine participants
    • All classrooms or target classrooms?

• Evaluation
  – Determine who will evaluate effectiveness

• Resources/Participants
  – Staff, time, funding
Prerequisites for Success: Classroom

• Goals
  – Determine 1-month, 3-month, and annual goals
  – All or target classrooms/students?

• Evaluation
  – Determine who and how to evaluate effectiveness
  – Visibility and political support

• Resources/Participants
  – Staff, time, funding
Classroom PBIS Emphasizes

- Using data to make decisions
- Implementing preventative strategies
- Teaching & recognizing appropriate behavior
- Implementing responding strategies
- Using effective classroom practices
- Monitoring & evaluating progress
Building a Foundation for RtI

Response to Intervention

- Classroom Level PBIS is a critical step in RtI models
  - Prevention
  - Tools for remediation
  - Room for accommodation
- Classroom strategies should be included EARLY in hierarchy of supports
Ineffective instruction and poorly structured environments may set the stage for poor student outcomes.
RE-EXAMINE YOUR CORE CURRICULUM
Core Curriculum for Behavior

• Reflects School and Community Values
  • Defines the school culture
  • Provides a common language
  • Becomes the school’s identity
  • Solicit staff and family ideas

• Supports
  • School’s mission statement
  • Quality citizenship
  • Academic Enablers: Nonacademic skills that contribute to academic success (Gresham & Elliott, 1990; Wigfield & Karpathian, 1991, Wentzel, 1993; Malecki, 1998)
    • Interpersonal and study skills
    • Motivation and engagement
Building the Core

Expectations

• Broad, positively stated behaviors that are desired of all staff, students, and families
• Aligns with school’s mission statement

Rules for Specific Settings

• Specific skills students should exhibit
• Detailed procedures students need to follow in particular settings
POSITIVE BEHAVIOR SUPPORT
RESPECTFUL
RESPONSIBLE
RESOURCEFUL
CLASSROOM RULES

Show Respect
Work and Play Safely
Involved in Learning
Make Good Choices

T.S. Moritz Elementary School
Home of the Mighty Marlins
Expectations and Rules

Similarities

• Limited number (3-5)
• Positively stated
• Aligned with school’s mission statement and policies
• Clarify criteria for successful performance

Differences

• Expectations are broad
• Rules describe specific behaviors
  • Observable and measurable
• Expectations apply in all locations
• Rules apply to specific settings
  • Only target problem areas
• Rules clarify Tier 1 expectations in particular settings
Developing the Core Curriculum

- Use lesson plans from existing curricula
  - Skillstreaming, PREPARE, Second Step, LEAPS, etc.

- Lesson plans online
  - [http://flpbs.fmhi.usf.edu/teaching_lesson_plans.asp](http://flpbs.fmhi.usf.edu/teaching_lesson_plans.asp)
  - [http://charactercounts.org/lesson-plans/index.html](http://charactercounts.org/lesson-plans/index.html)
    - Identify how the six pillars align with the Tier 1 Expectations

- Customize lesson plans
  - Involve students, parents, community in development

- Make lessons easy for staff to use
  - Provide initial lessons, incentives for additional ideas

- Include family engagement strategies with each lesson
Benchmarks of Quality: Classroom Items
(Kincaid, Childs & George, 2010)

42. Classroom **rules** are defined for each of the school-wide **expectations** and are posted in classrooms

43. Classroom **routines and procedures** are explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)

**44. Expected behavior routines in classrooms are taught**

45. Classroom teachers use immediate and specific **behavior praise**

46. **Acknowledgement** of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors

47. Procedures exist for **tracking** classroom behavior problems

48. Classrooms have a **range of consequences/interventions** for problem behavior that are documented and consistently delivered
Setting up your System

• Establish a classroom PBIS system that is congruent with your existing SWPBS (Tier 1) system

• Faculty need to understand how the two are aligned and interrelated
  – Work to tie the two systems together!
  – Refer to Classroom Resources of FLPBS Project website

• Students need to understand that this is an extension of the Tier 1 PBIS system
Tier 1 Expectations in the Classroom

• Tier 1 expectations apply to classroom behavior
• Post expectations in all classrooms
• Teach throughout the year
  • Embed expectations into academic lessons
    • Lesson plans will be addressed in the next section
• Solicit teacher input on the final version of the expectations
DEVELOPING LESSONS TO TEACH BEHAVIOR
“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we…
…teach? …punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)
Formal Lesson Plans

1. Set the context - Explain why the lesson is important or relevant
2. Define concept or skill with examples & non-examples
3. Have students apply the knowledge or skill
4. Provide additional practice with feedback
5. Differentiate instruction based on student need

Expectations
Concept-Level lessons

Rules
Specific skills students must rehearse in the identified setting
Lesson Plan Options

Option 1: Designing Lesson Plans
- Complete the Lesson Plan worksheet for one of your expectations or rules
- Develop a schedule for delivering lesson plans

Option 2: Use What’s Available
- Existing curricula, web search
- Identify which resources to use
- Develop a schedule for delivering lesson plans
**Procedures and Routines**

**Definition**

- Specific steps taught to students to facilitate successful task completion

**Example: Going through the lunch line**

- Single file
- Tell attendant your lunch order
- Money out; Know your lunch number
- Go to seat
## Procedures by Expectation

<table>
<thead>
<tr>
<th>Procedures by Expectation</th>
<th>Going through the lunch line</th>
<th>Leaving Cafeteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Single file</td>
<td>Push in chair</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Tell your lunch order</td>
<td>Empty tray</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Money out or know your lunch number</td>
<td>Line up at door</td>
</tr>
<tr>
<td></td>
<td>Go to seat</td>
<td></td>
</tr>
</tbody>
</table>
Implementation Tips
(and faculty buy-in)

• Emphasize the link between behavior & academics
  – “Academic-enabling behaviors,”
  – Proactive teaching increases instructional time

• Have conversations w/ your staff about their concerns & philosophy regarding teaching behavior

• Identify times in the master schedule where everyone will teach

• Get student involvement in developing & delivering lessons
Teaching Behavior Does NOT Impede on Student Performance

Average % at FCAT Reading Level 3+ by School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th>Baseline</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>Middle</td>
<td>62</td>
<td>64</td>
</tr>
<tr>
<td>High</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Other</td>
<td>59</td>
<td>62</td>
</tr>
</tbody>
</table>

414 Schools | 158 Schools | 79 Schools | 38 Schools
In summary…

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Teach as you teach core academics
  - Review the rationale for the expectation(s)
  - Describe the specific, observable skill(s) and provide examples and non-examples
  - Engage students in an activity that will allow them to practice the desired behavior
  - Reward the desired/expected behavior
TEACHING BEHAVIOR
Reasons for Teaching Behavior

- Problem behaviors often occur due to:
  - Skill deficits
  - Performance deficits
  - Skills are not taught in context
  - Skills are not rewarded and encouraged consistently

- To **learn a new behavior**, it needs to be repeated an average of **8 times**

- To **unlearn** an old behavior and replace it with a new behavior, it must be repeated an average of **28 times**

  - Harry Wong
Teaching Behavior

- Cultural differences
  - Staff and families
  - School and home context

- Fear of academic failure may drive students to avoid stressful situations
  - Appropriate alternative behaviors must be identified & taught

- Time out of classroom for behavior issues negatively impacts a student’s academic engaged time (AET)
The behavioral curriculum is NOT separate

- Examine existing initiatives
  - Bullying prevention, character education, drug/dropout prevention, etc...
    - These initiatives should incorporate your expectations

- Embed with academic lessons
  - Language arts, social studies, mathematics
    - Develop a lesson plan bank for ease of use, evaluation

- Incorporate lessons with the discipline process
  - Classroom & Office level referrals
Create Time

• Introductory events
  • Input from staff and families
  • High profile: School-wide assembly, station rotation

• Formal lesson plans throughout the year
  • Set a schedule

• Data-Based
  • Last year’s data (historical trends)
  • This year’s data (current concerns)
  • Staff and family feedback (surveys, focus groups)
Teaching is Ongoing

• Students will require different curricula, instructional modalities, etc… to learn appropriate behavior

• Core curriculum must be ongoing & systematic
  • Inform new students
  • Remind existing students
  • Apply knowledge/ skills to new situations
  • Build a common language
Teach expectations directly.

- Define rule in operational terms—tell students what the rule looks like within routine.
- Provide students with examples and non-examples of rule-following within routine.

Actively involve students in lesson—game, role-play, etc. to check for their understanding.

Provide opportunities to practice rule following behavior in the natural setting.
Expectations & behavioral skills are taught & recognized in natural context
Teaching Expectations

In High School

• Include students
• Use variety of teaching methods
• Do not rely on role play alone
• Incorporated into instruction
• Can include self-determination components
• Prepare your staff to teach behavior
Classroom Rules

• Determined by the classroom teacher???
  • Tier 1 expectations apply in the classroom
  • Students may contribute to the development

• PBIS team may provide assistance/guidance

• Follow training guidelines
  • Aligned with Tier 1 expectations
  • Positively stated, observable & measurable
  • Limited number (maximum 5)

• Classroom Examples
  • Be Responsible = Complete all assignments
  • Be Safe = Keep belongings in desk
# Classroom PBS Implementation Tool

## Classroom PBS Plan

### Teacher Name: Smith  
Grade: 4

### Classroom Rules

<table>
<thead>
<tr>
<th>Rule Description</th>
<th>SW Expectation(s) rule is aligned with</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BE RESPECTFUL</td>
</tr>
<tr>
<td>2. Be in your seat at the assigned time.</td>
<td>BE RESPONSIBLE</td>
</tr>
<tr>
<td>3. Raise your hand to get permission before leaving your area.</td>
<td>BE SAFE</td>
</tr>
<tr>
<td>4.</td>
<td>There are only 3 SW Expectations</td>
</tr>
<tr>
<td>5.</td>
<td>Xxxxxxxxxxxxxxxxxxxxxxxxxxxxx</td>
</tr>
</tbody>
</table>

### Procedures

*Necessary classroom procedures should be proactively identified and clearly described to prepare for ongoing teaching*

- **Bathroom:** Students raise hand for permission to leave seat, take bathroom pass, & return pass to front board when finished.
- **Question on beginning an activity:** Students wait for teacher to finish talking, put hand up with first finger pointing up. Peer may assist student by talking in whispers.
# Behavior Curriculum Pacing Guide

## Civility, August
- **Showing:** Courteous to others through words & actions
- **Related Concepts:** *Patience, Politeness, Fairness, Integrity*
- **School Expectation:** Be Kind
- **Lesson Connections:** Florida PBS Project
- **Books:** Stone Soup, Molly’s Pilgrim, Amazing Grace, Cactus Soup, Stand Tall, Molly Lou Melon, The Sneeze, The Little Red Hen
- **Second Step:** See respective Grade Level Kit
- **Activities:** Unit 1 Lessons 6, 9, 10
- **Family Engagement:** Monthly Newsletter re: Encouraging Civility at Home
  - Parents contribute stories of student behavior that demonstrates civility
  - Highlight family behavior that demonstrates civility on campus.

## Respect, September
- **Treating others with:** *Acceptance*
- **High Regard:** *Tolerance, Consideration, Humility*
- **School Expectation:** Respect
- **Lesson Connections:** Respect Lesson
- **Books:** The Ugly Duckling
- **Second Step:** Unit 1
- **Activities:** I like Myself, Arthur’s Eyes, Once a Mouse-a Fable, The Wednesday Surprise, Smoky Night, Stellaluna, Recess Queen
- **Family Engagement:** Monthly Newsletter re: Encouraging Respect at Home
  - Parents contribute stories of respectful student behavior
  - Highlight Respectful family behavior you see around campus.

## Responsibility, October
- **Demonstrating personal accountability:** *Self Control, Preparedness, Initiative, Reliability, Accountability*
- **School Expectation:** On Task/On Time
- **Lesson Connections:** Responsibility Lesson
- **Books:** Arthur’s Computer Disaster, Strega Nona, You’ll Drive Me Wild, Jamaica’s Find, The Paperboy, Lilly’s Purple Plastic Purse, Katy and the Big Snow, Gold Fever
- **Second Step:** Unit 1 Lessons 11
- **Activities:** Unit II Lessons 1, 11, 3, 7, 9
- **Family Engagement:** Monthly Newsletter re: Encouraging Responsibility at Home
  - Column on responsible student behavior during Halloween
  - Parents contribute stories of responsible student behavior
  - Highlight responsible family behavior you see on campus.
Ideas for Teaching Students

• Use Future Educators of America (FEA) to develop strategies
• Survey students for suggestions & concerns
• Use clips from popular movies
• Pilot with a small group of students
• Different lesson plans for upperclassman vs. lower
• During advisory, homeroom, study hall
• Independent student analysis of scenarios, class discussion
• Students develop product reviewing Student Code of Conduct
• Art contests, “Graffti” wall
• Scavenger hunts
• Rolling video across TV screens, online modules
Working with Content Areas

• Task force to ID specific ways expectations can be worked into existing curricula
  – Language arts, civics, social studies, statistics, general science, media
  – Solicit embedding ideas from all faculty and students
    • Make it easy for the rest of the faculty
    • Prepare your staff to teach behavior
    • Get their impressions of the lessons afterwards, too

• Use homeroom, study hall, before/after school waiting areas; consider adding social skills class to schedule
  – Emphasize time saved with appropriate behavior
Social Studies

• Talk about how certain historical events occurred because of conflict and come up with solutions on how the conflict could have been resolved

• Identify a character in history who exemplified a Tier 1 expectation
Language Arts and Reading

• Discuss characters in a novel and how they did/did not show respect, then have the students write the story with the character showing respect

• Read a book whose moral aligns with a Tier 1 expectation
Fine Arts

Music, Art, Computers, Graphics:

• Have the students compose a song/rap, poem, etc. using the expectations

• Students may design a poster depicting one of the expectations
Science and/or Math

• Have students count the number of tickets redeemed monthly for prizes & graph them. Include ratio of number of tickets to student, # of tickets per teacher, etc.

• Use the scientific method to investigate a Tier 1 problem behavior
Service Learning

• Have older students on campus develop story/picture books using the expectations

• Pair a high school student with an elementary school student for a mentoring program
State-wide Assessment

FCAT Writing Prompt:

• Persuasion: Ask students to identify what they think the expectations should be

• Expository: What are the Tier 1 expectations and what do they mean
General

- Use each expectation as a “Word of the Week” on word walls
  - Look up synonyms and antonyms for the expectations
Scheduling Lessons

- Videotape introductory events
- Morning announcements
- Homeroom/calendar time
- ‘Specials’ area teachers deliver lessons
- Include a social skills class as an elective
- Shave 1-2 minutes from each subject throughout day
- Utilize community resources to support lessons
- Link with family and community events
High School Kick-Off Timeline

- **Prior to the opening of school:** Parents and Freshman/New Students invited to rotational meetings for academic & behavioral expectations

- **First three days of school:** Orientation for returning teachers, new teachers, cafeteria staff, security guards, etc.

- **When school starts:** Separate assembly for Freshman; Sophomores-Seniors have refresher orientation
Informal Ways to Support Lessons

- Posters or murals
- T-Shirts
- Agenda or book covers
- School pledge/ song/ cheers
- Expectations printed on school-wide tokens
- Expectations on school marquee and/or hold message
- Engage family and community to support lessons
- Model the expected behavior
- Reward appropriate behavior as it happens
- Use technology
Monitoring Fidelity

• Lesson times on master schedule
  • Administrators make behavior curriculum a priority
  • Formal & informal strategies on walkthroughs

• Samples of permanent products
  • Posters, essays, pictures, etc.

• Design lessons around a monitoring system
  • Example:
    • Students create a checklist for “Being Prepared” in the classroom. They fill out their checklists daily to assess their behavior, and graph the results on a wall chart.

• Interview sample of students, staff and families
Summary

• Behavior instruction must be systematic & ongoing
• Use what is already in place, if it works, but incorporate the Tier 1 language
• Use formal & informal instructional methods
• Make lessons easy for staff to deliver
• Develop a system to ensure fidelity
• Involve students, families, and community partners in lesson plan development and implementation
Questions
Enroll now for Fall 2012!

Courses taught by: Don Kincaid, Heather George, Lise Fox, Kwang Sun-Blair

Completely on-line

Program web site at: http://pbs.cbcbs.usf.edu/
Resources

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