

Coordinators

- There are 3 hours and 45 minutes of team time so stay on track and adjust your presentation time 2 hours (this includes report out time) accordingly.
- Use the clock to keep all on track
 - www.harmonyhollow.net
 - Click on download on the left hand side
 - Select to download Cool Timer 3.5
- Allow only two teams to report out after activities (for time's sake)
- Stop teams during team times to have them to move on to the next team time activity such as update SBUAP

Illinois PBIS Network

*U100: Developing Your
Tier 1/Universal System,
Part 1 (1-Day)*



Training Behavioral Expectations

EXPECTATION	TRAINING SITE
BE RESPECTFUL	Please, <ul style="list-style-type: none">◆ Turn cell phones to “off” or to “vibrate”◆ Receive and make phone calls in areas outside of training room◆ Wait for communications with team members until team and break times or write notes
BE RESPONSIBLE	Please, <ul style="list-style-type: none">◆ Sign attendance sheet◆ Return from lunch/breaks on time◆ Complete evaluation form upon close
BE PREPARED	Please, <ul style="list-style-type: none">◆ Make plans to stay until scheduled training dismissal◆ Continuously update School Based Unified Action Plan (SBUAP) (Binder page 57)

What would you like to learn from this presentation?

- Please write down any questions you hope to have answered by the end of the two day training and post during break.
- Any questions that have not been answered by the end of Day 2 will be addressed before the end of the training.

Effective teams include:

- Regular education teachers (grade level)
- Special education teachers
- Support staff
- Clinical expertise
- Administrators
- Family members



How does your team compare? What strength does each of these people bring to team? Are you missing any of the needed team members? How can you, the team, get the right people sitting around the table?

Four Challenges Facing Schools Today

- Doing more with less
- Educating increasing numbers of students who are more different than similar from each other
- Educating students with challenging behaviors
- Creating “host environments” or systems that enable adoption & sustained use of effective practices

Team Time

“Kids these days . . .”

1. How are kids different today than when you were a kid (remember the “*other*” kids)?
2. How are they the same?
3. What do kids today need to succeed?
4. How do we get kids what they need to succeed?

Origins of PBIS

Fern Ridge Middle School, Eugene, OR,
1994 – A school in need of a systems
approach to discipline:

- 880 students - reported over **5,100 office discipline referrals in one academic year**



- **Rob Horner, George Sugai and Anne Todd**, Professors at University of Oregon, focus Fern Ridge Middle School on the research regarding effective practices.
- The **Positive Behavior Interventions & Supports (PBIS)** process begins and the National Center for PBIS was formed!



What is PBIS?

A broad range of proactive, systemic, and individualized strategies for achieving important social and learning outcomes in safe and effective environments while preventing problem behavior with all students (Sugai, 2007).

Team Implementation Checklist

- Review the **Team Implementation Checklist (TIC)** (Binder page 59) for future planning

Action Plan Elements: Tier 1/Universal

Day One

1. Self evaluate building strengths and needs

Self-Assessment Survey

2. Establish procedures for on-going monitoring and evaluation

Data Collection & Use

3. Establish a clear set of positively stated behavioral expectations

School-Wide Expectations

4. Clearly define expected behaviors for classroom/non-classroom

Matrix/Behavioral Curriculum

5. Establish procedures for teaching expected behavior

Cool Tools/Behavioral Lesson Plans



School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%

Tier 2/Secondary Interventions

- Some students (at-risk)
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- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

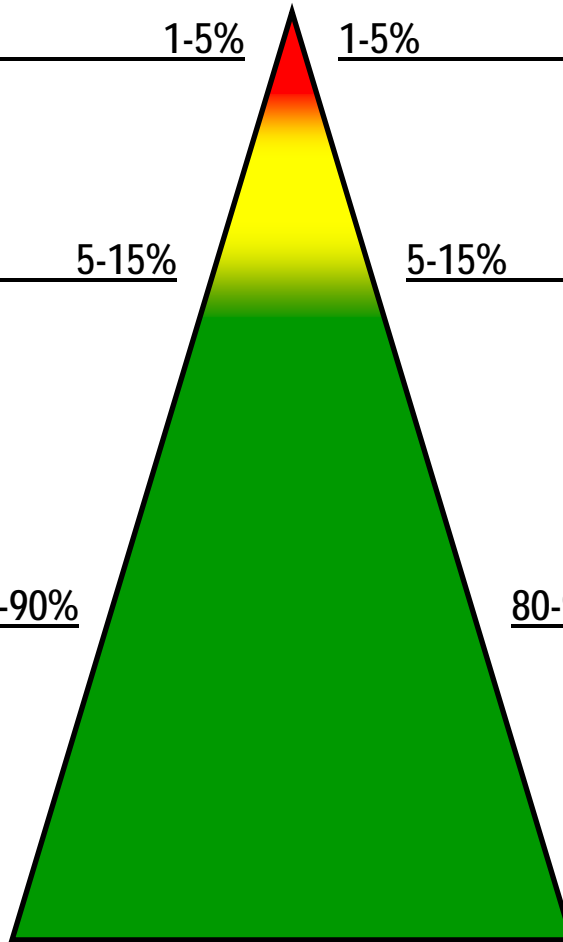
80-90%

- All students
- Preventive, proactive

80-90%

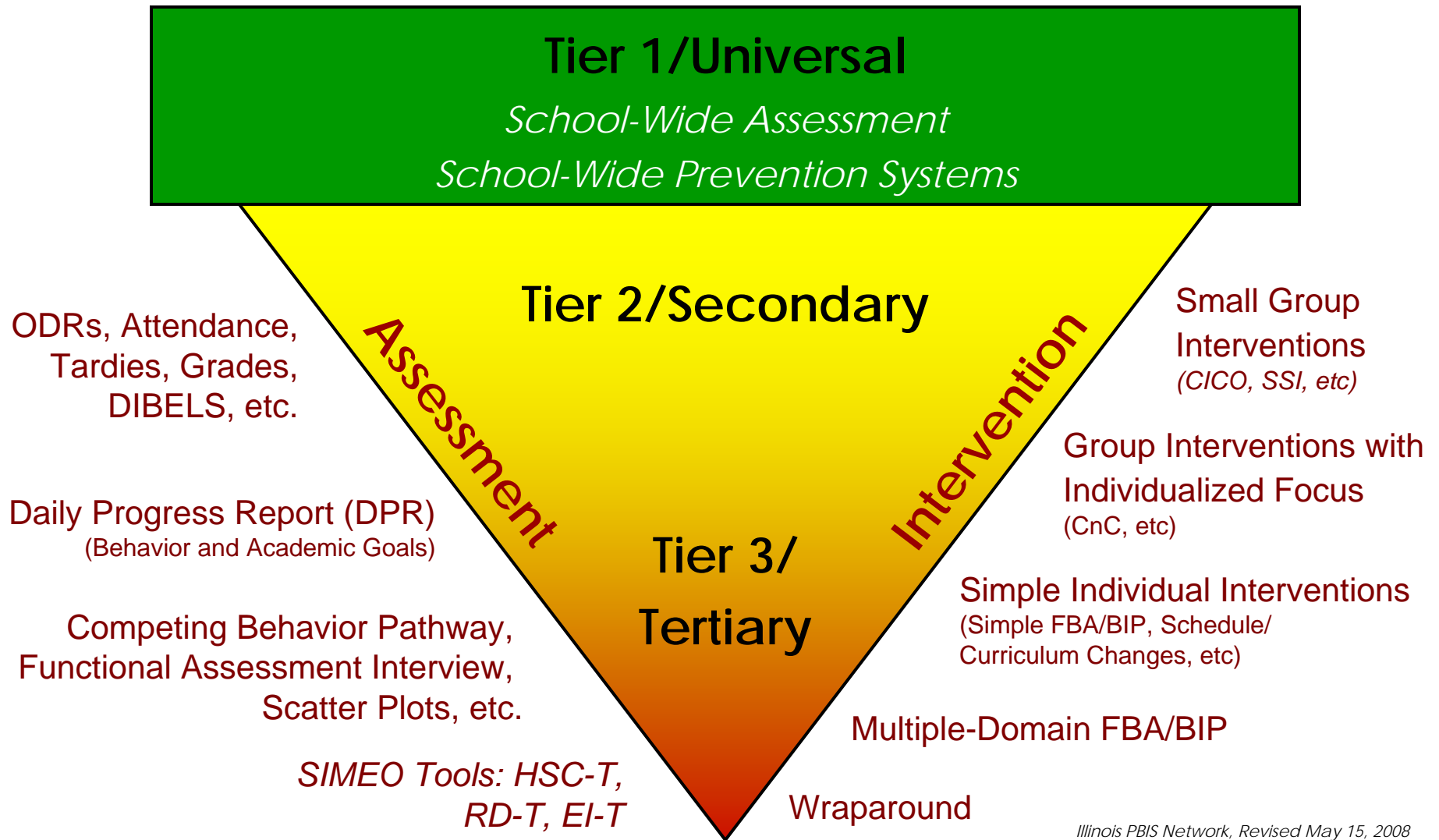
Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



*Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/school-wide.htm>*

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



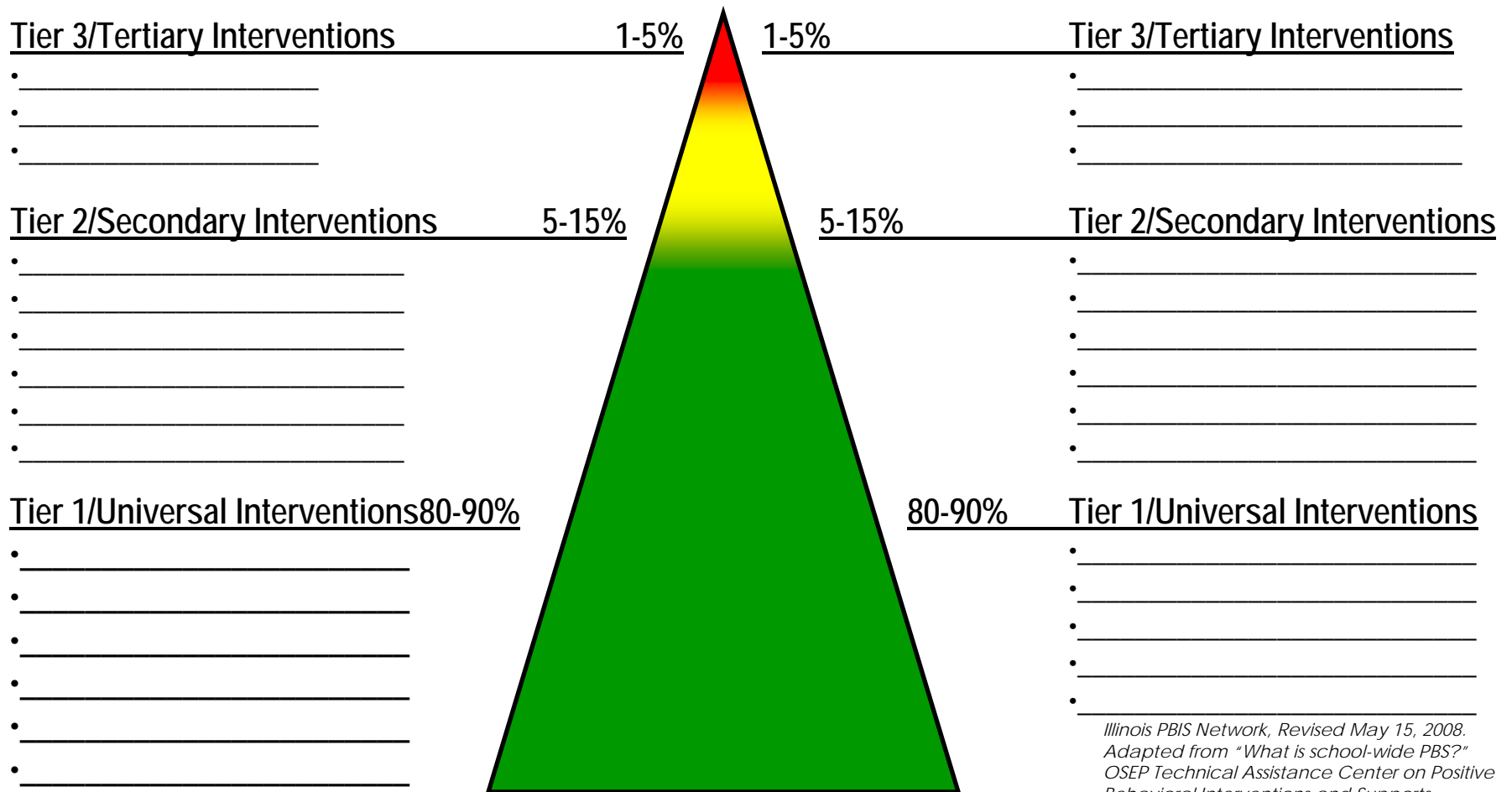
Continuum of Support for Tier 2/Secondary-Tier 3/Tertiary Level Systems

1. **Group interventions:** CICO, social or academic skills groups, tutor/homework clubs, etc.
2. **Group intervention with a unique feature** for an individual student, (e.g. CICO individualized into a Check & Connect; mentoring/tutoring, etc.)
3. **Simple individualized function-based behavior support plan** for a student focused on one specific behavior (e.g. simple FBA/BIP-one behavior; curriculum adjustment; schedule or other environmental adjustments, etc)
4. **Complex function-based behavior support plan across settings** (e.g. FBA/BIP home and school and/or community)
5. **Wraparound:** More complex and comprehensive plan that addresses multiple life domain issues across home, school and community (e.g. basic needs, MH treatment, behavior/academic interventions) as well as multiple behaviors

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems



*Illinois PBIS Network, Revised May 15, 2008.
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Team Time

- List the available academic and behavioral supports at each tier in your building (Binder page 61)

Team Time

- Go back to your team's triangle and identify which interventions are proactive and which ones are reacting to the behavior

Team Time

- List the academic and social activities for family partnership on your team's triangle

Joyce Epstein's Six Types of Family Partnership

1. Parenting
2. Communicating
3. Volunteering
4. Learning at Home
5. School decision-making
6. Collaborating with the Community

(Epstein, 2005)

Trends in Discipline Practices

Least Effective

- Punishment (when used too often)
- Exclusion
- Counseling
(Gottfredson, 1997)

Most Effective

- Proactive school-wide discipline systems
- Social skills instruction
- Academic/curricular restructuring
- Behaviorally based interventions
- Early screening and identification of antisocial behavior patterns

(Biglan, 1995; Gottfredson, 1997; Colvin, et al., 1993; Lipsey, 1991, 1992; Mayer, 1995; Sugai & Horner, 1994; Tolan & Guerra, 1994; Walker, et al., 1995; Walker, et al., 1996)

Tier1/Universal Practices of PBIS

Define

- *3-5 school-wide expectations

Teach/Pre-correct

- *cool tools/ behavior lesson plans direct instruction
- *in-the-moment reminders

Model/Practice

- *adults model what they teach
- *students practice what we teach

Acknowledge

- *daily recognition – ex. gotchas
- *weekly/quarterly grade-level/whole school celebrations

Re-teach

- * re-teach the expectation using different strategies
- * have the student practice the skill



“PBIS Biggest Idea!”

Instead of *working harder (inefficient)*, schools have to establish systems/processes and use data and practices that enable them to *work smarter (efficient, effective)*.

PBIS Enables Schools To...

- Establish a small number of priorities
 - “do less, better”
- Consolidate/integrate whenever possible
 - “only do it once”
- Specify what is wanted & how you’ll know when you get there
 - “invest in a clear outcome and assess progress”
- Give priority to what works
 - “research-based, evidence-based”



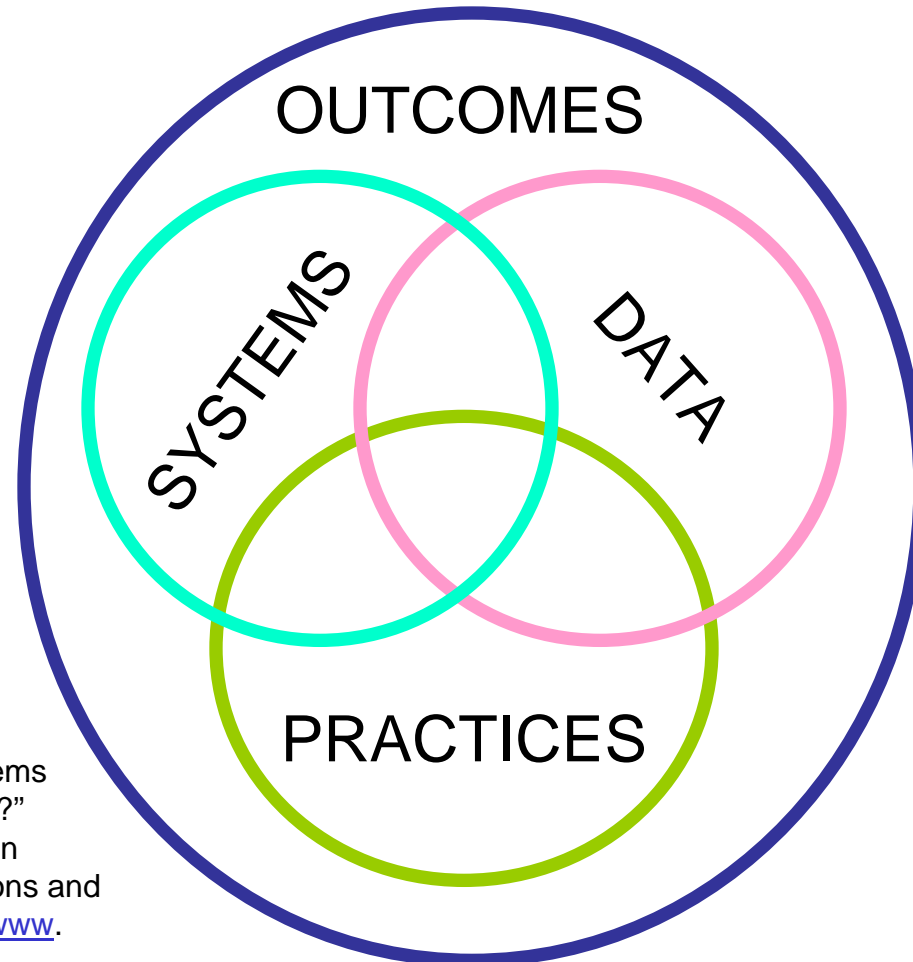


Social Competence &
Academic Achievement

Positive
Behavior
Support

Supporting
Staff Behavior

Supporting
Decision
Making



Supporting
Student Behavior

Adapted from "What is a systems
Approach in school-wide PBS?"
OSEP Technical Assistance on
Positive Behavioral Interventions and
Supports. Accessed at [http://www.
Pbis.org/schoolwide.htm](http://www.Pbis.org/schoolwide.htm)



Team Time

Complete or discuss the **Self-Assessment Survey (SAS)** school-wide section (Binder page 63)

Identify three strengths and three areas of concern

Update **School Based Unified Action Plan (SBUAP)**



Team Time

Why Are We Here?

- What is our purpose?
- How do we want our School/Family/Community to be different as a result of implementing PBIS?

Develop your purpose statement
Binder page 65



Establish Procedures for On-going Monitoring and Evaluation Data collection and Use

Why do we use data?

- Data gives a picture of what's happening behaviorally in the school
- Sets baseline to measure improvement
- Identifies need
- Guides intervention planning
- Measures effectiveness of interventions

Team Time

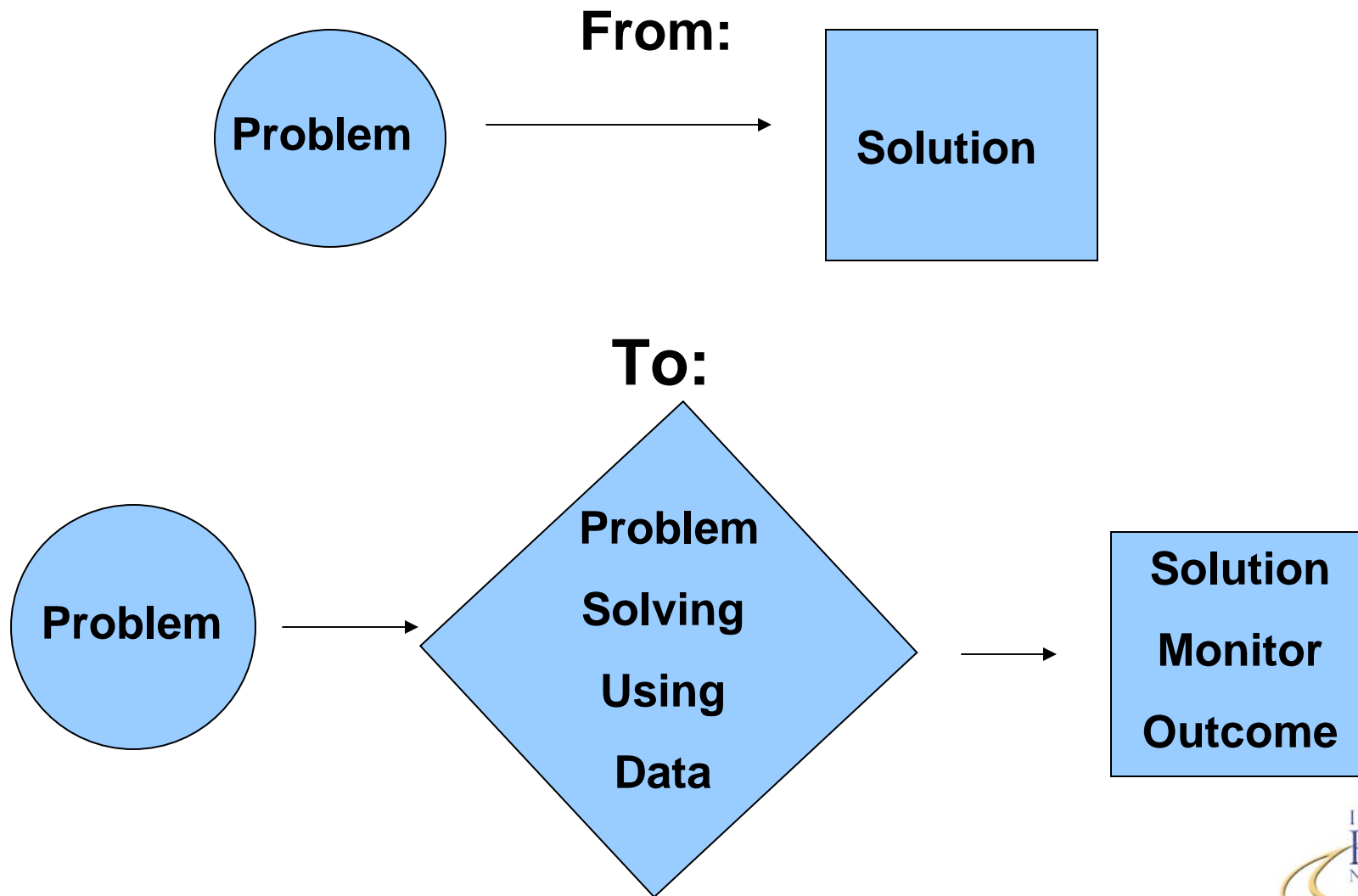
Discuss from the perspective of teachers, counselors, administrators, etc.

- What data do you collect?
- How do you use it?
- How is this data shared with the School/Family/Community?
- With whom is it shared within the School/Family/Community?
- How often?

Team Time

- Go back to your team's intervention triangle and list the data used to assess outcomes for each intervention provided

Improving Decision-Making

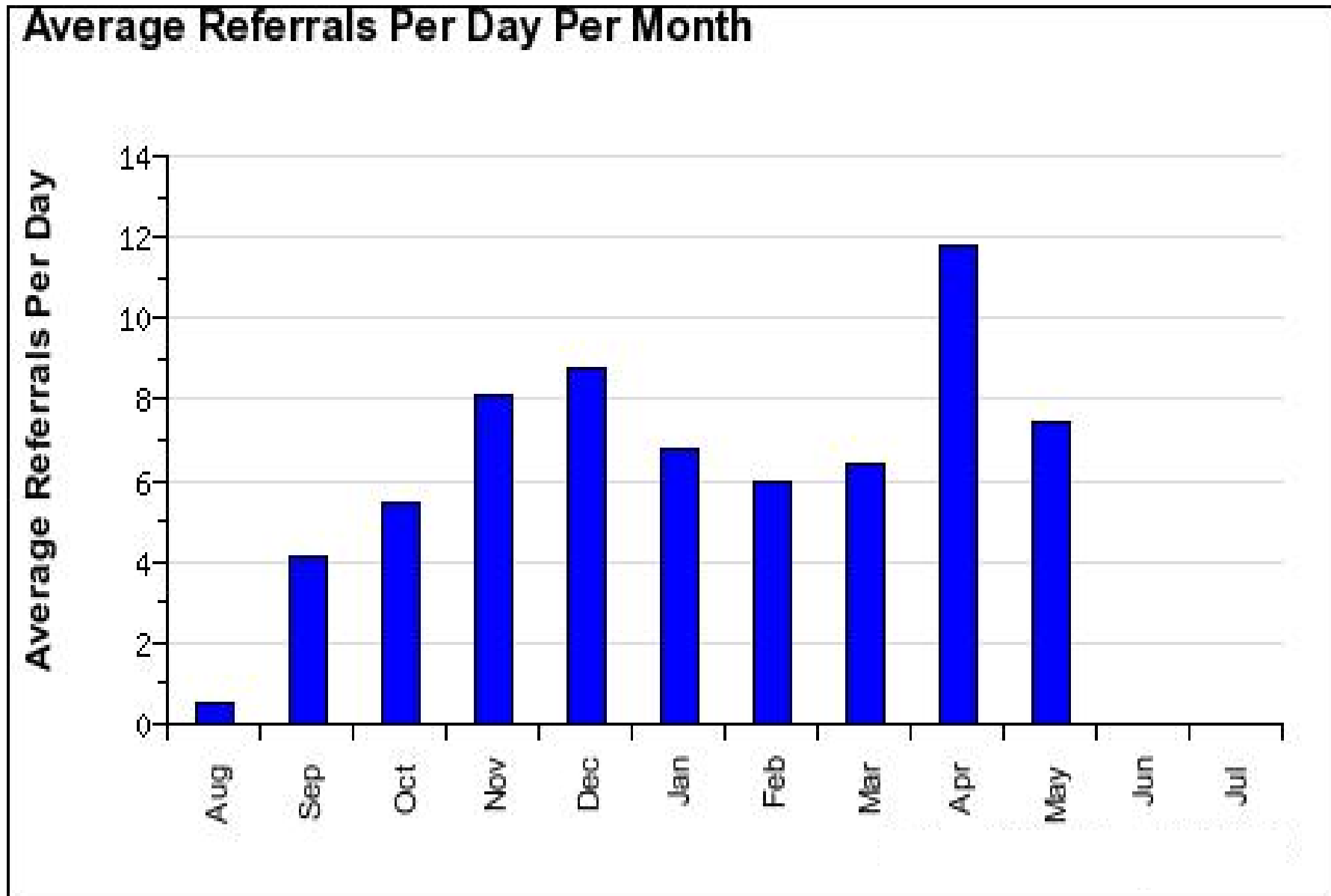


PBIS teams **CONSISTENTLY** review the following (current to within 48 hours) data/graphs:

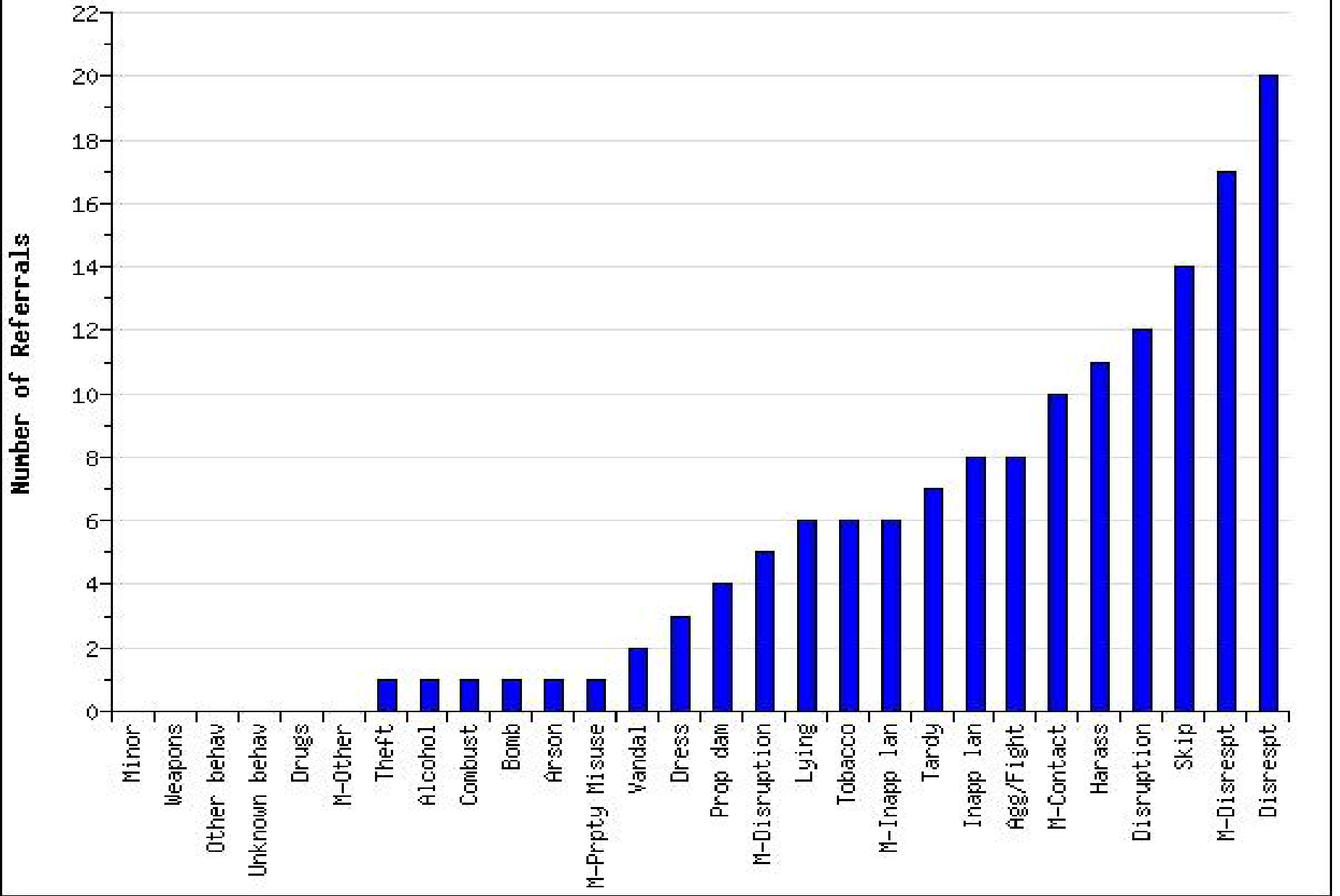
The average number of referrals:

- Per day per month
- By type of behavior
- By location
- By time of day
- By student

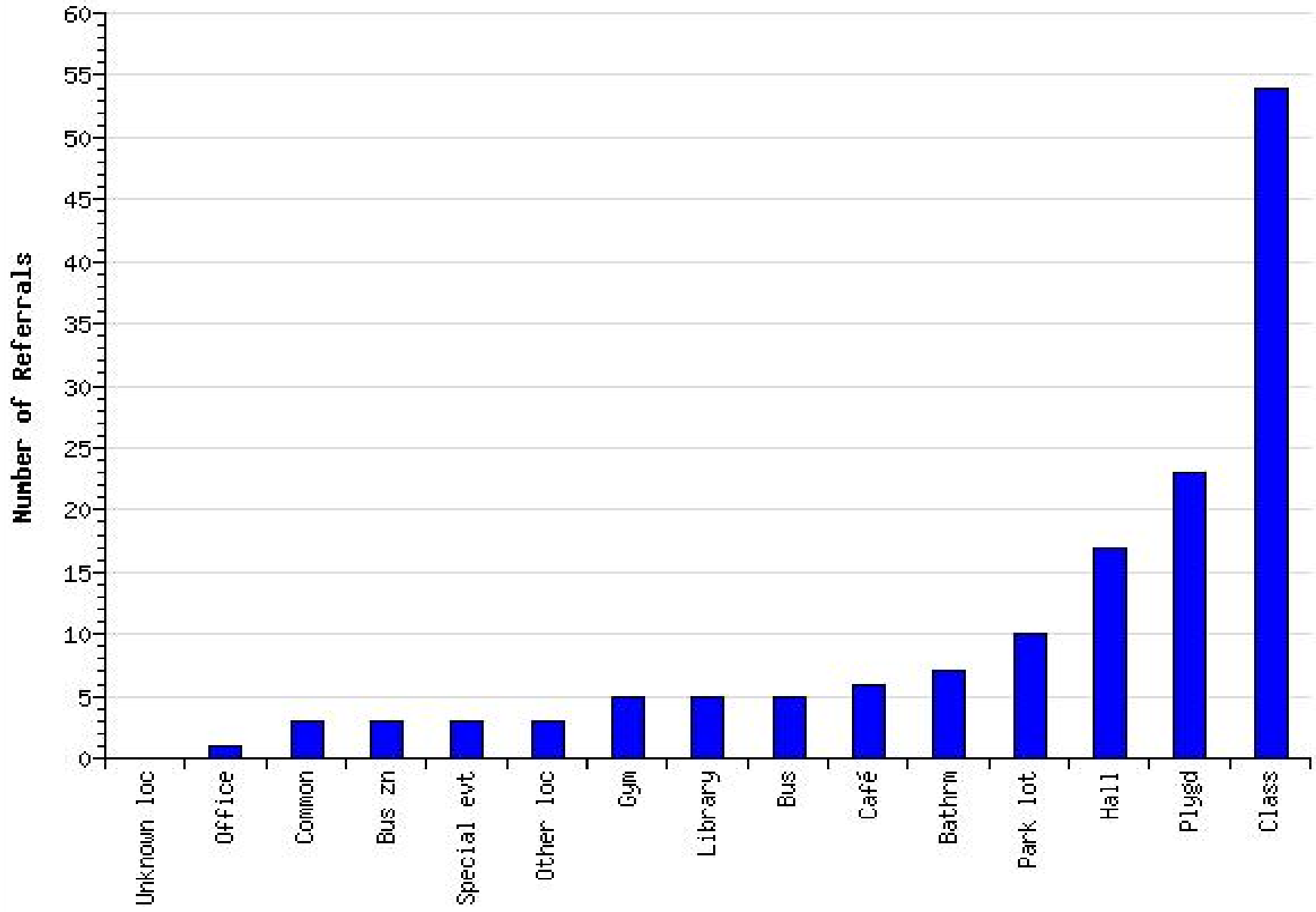
What does this graph tell you (or not tell you)?



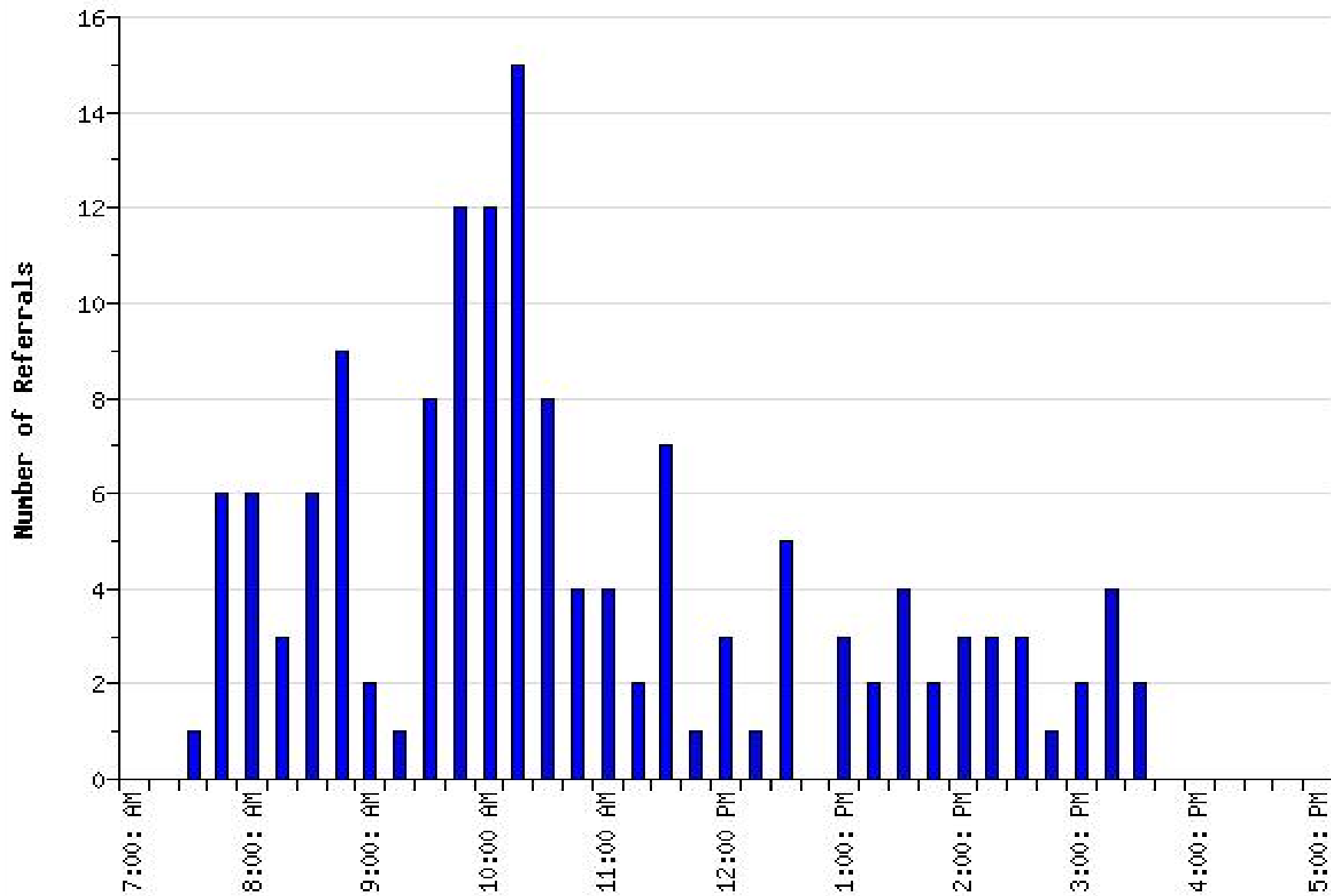
Referrals By Problem Behavior



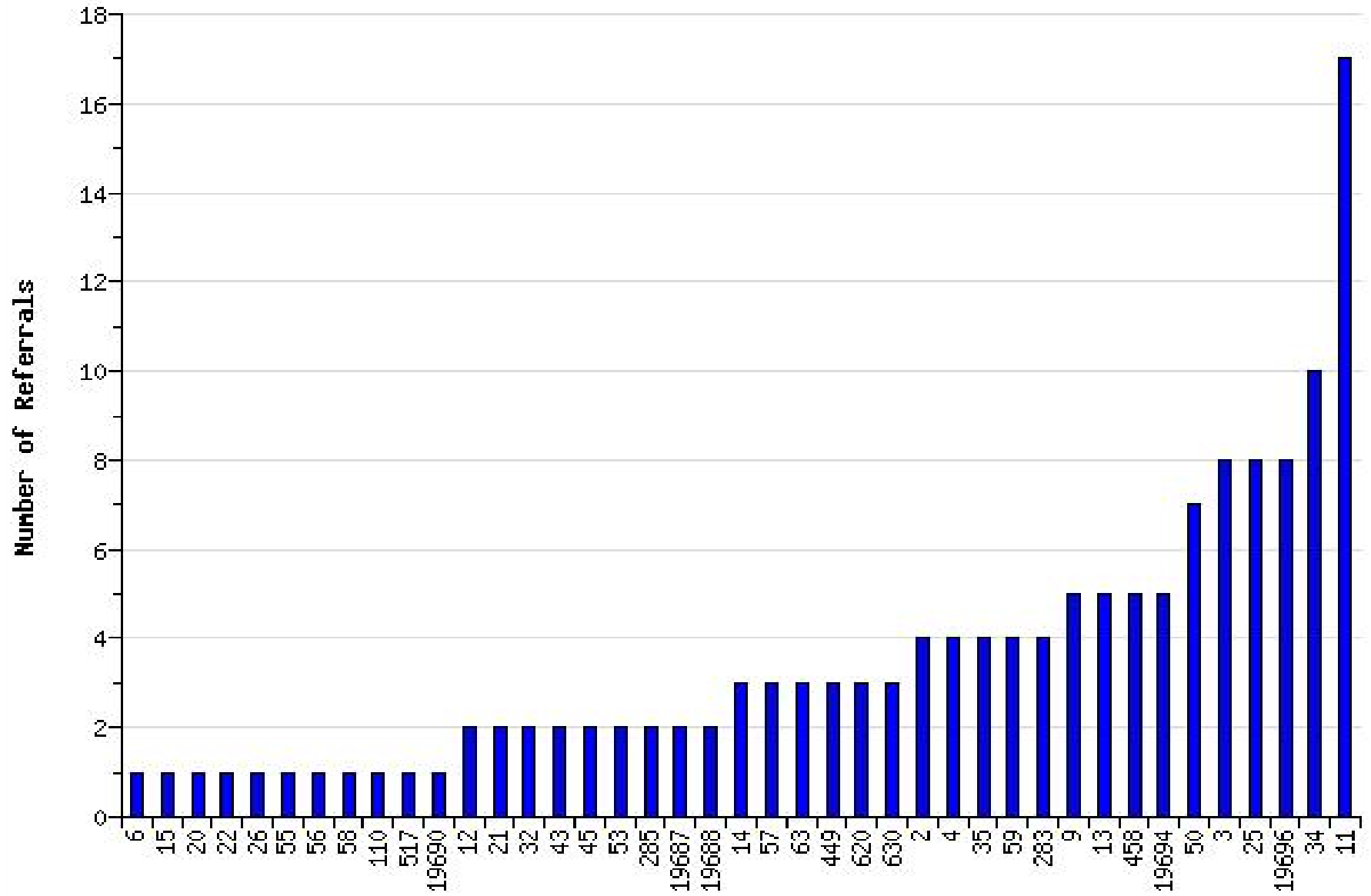
Referrals By Location



Referrals By Time



Referrals By Student



Team Time

- Complete **Data Analysis Activity #1** using your school data or data provided (Binder page 67)
- Create a communication system for sharing data with your School/Family/Community (Update **School Based Unified Action Plan (SBUAP)**)

Establish Behavioral Expectations

- 3-5 positively and broadly stated expectations
- Titled (3 B's, Wildcat Way, Shamrock Expectations)
- Use your data to prioritize (ex: If your school's data show a lot of fights...Be Safe may be a good expectation)
- Expectations apply to students *as well as* staff/adults

KEEP IT SIMPLE!!!



School-Wide Behavioral Matrix

Purposes:

- ✓ Defines the expected behaviors for specific non-classroom settings

hallways, gym, cafeteria, commons,
bus loading, bathrooms, assemblies, playground

- ✓ Creates the “curriculum” that will guide the teaching of expected behaviors
- ✓ Enhances communication and creates common language among staff and between students and staff



School-Wide Behavioral Matrix

Guidelines for developing rules:

- ✓ State **positively**
- ✓ Use common and few words
- ✓ Rules show what the behavior “looks like”

Social Emotional Learning (SEL) Standards

1. **Develop** self-awareness & self-management skills to achieve school & life success
2. **Use** social-awareness & interpersonal skills to establish & maintain positive relationships
3. **Demonstrate** decision-making skills & responsible behaviors in personal, school, and community contexts

(www.isbe.net , binder page 267)

	All Settings and Community	Hallways	Cafeteria	Playground	Bathroom	Classroom
Respect Self	Maintain personal space.	Walk at all times.	Eat your food only. Walk carefully to return trays.	Stay in assigned area. Get help when it is needed.	Quietly wait your turn. Keep to yourself.	
Respect Others	Keep hands, feet, and other objects to self.	Voices off and arms folded. Single file lines. Jaguar waves only.	Be polite and use good manners. Stay in order when in line.	Play by the rules. Take turns and share equipment.	Walk in and out quietly. Voices off. Open stall doors slowly.	
Respect the Environment	Keep area clean.	Eyes only on displays.	Be quiet after ten minute warning. Clean up your own space.	Line up when signal is given. Pick up litter.	Use toilets, sinks, and dryers correctly. Keep bathroom clean.	

School/Family/Community Communication

- Share at PTO/PTA
- Handbook
- Newsletters
- Local newspaper
- School board
- Family information events
- School website

Family Partnerships: Collaborating with the Community

- Allowing all stakeholders the ability to help each other for the good of the community
- Identify and integrate resources from the community to strengthen school programs, family practices, and student learning and development
- Collaborate with local businesses, libraries, community centers to promote positive behavior expectations
- Create a PBIS video that shows expectations in action to show at the library, town hall, etc.
- Recognize community partners and families at PBIS celebrations
- Examples: businesses supplying donations, students providing service hours



Team Time

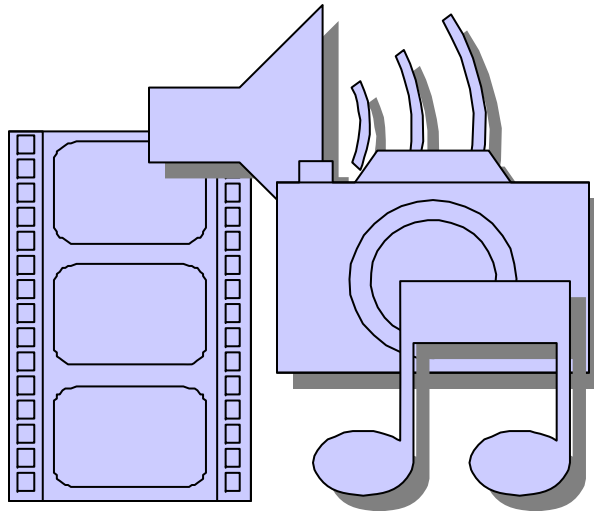
- Create 3-5 **school-wide expectations**
- Draft your **behavioral matrix** (Binder page 75)
- Create a communication system for sharing the matrix with your School/Family/Community (Update **School Based Unified Action Plan (SBUAP)**)

Team Time

- Using your behavior matrix, see how many cross-references you can make to the SEL standards and benchmarks (binder page 269).
- Next, brainstorm other ways your school can address the SEL standards particularly for those standards not already appearing in the PBIS matrix.

Activity

View University of Indiana PBIS
Implementation Video
Teaching Section



Establish Procedures for Teaching Expected Behavior

Since behavioral skills are learned, it is necessary to teach expected behaviors **to fluency** as we would academic skills.

The purpose of Cool Tools/Behavior Lesson Plans is to **teach** behaviors like we **teach** academics.

What are Cool Tools/ Behavior Lesson Plans?

Cool tools/ behavior lesson plans structure how staff **teach** the expected **behaviors** from the school-wide behavioral matrix.

Cool Tools are:

- Research-based procedures for teaching the behaviors;
- Examples and non-examples taken from classroom and non-classroom settings and situations;
- Modeling and role-playing to teach new skills and provide students with practice opportunities;
- Feedback and acknowledgment to ensure students display the expected/taught behaviors;
- Taught initially at kickoff, followed by weekly cool tools based on data with eventual integration into all curricula.



Designing a Cool Tool/ Behavior Lesson Plan

Step one: Select the skill to be taught

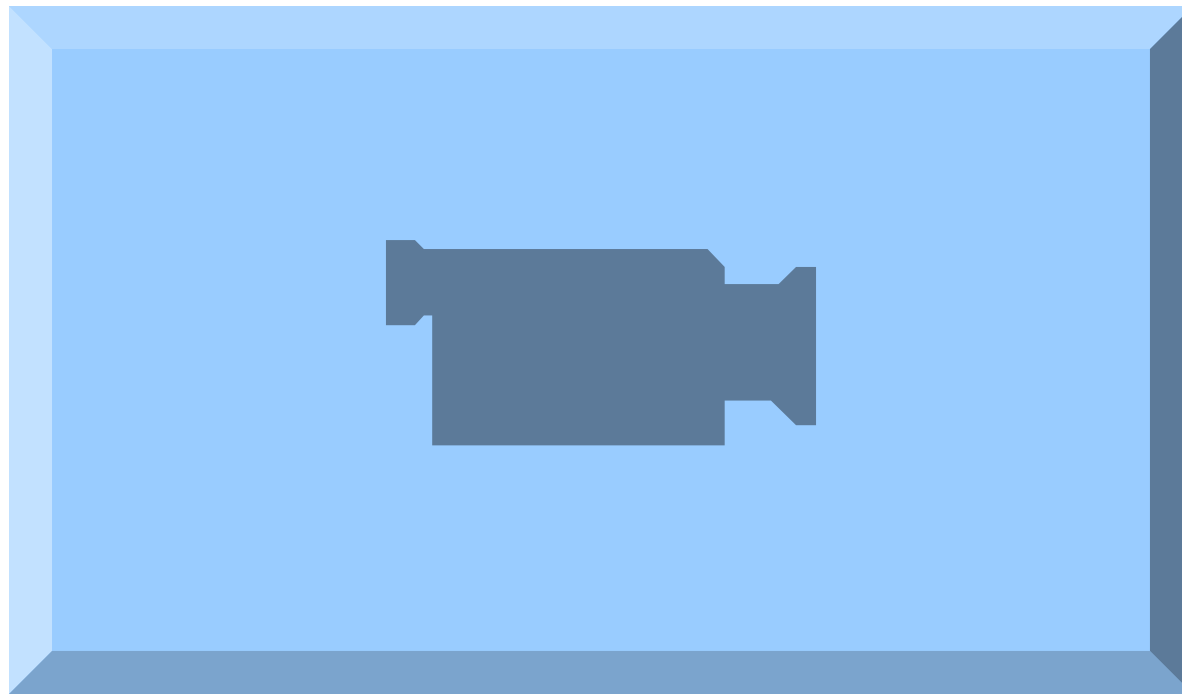
- ✓ Skills are taken directly from the behavioral matrix
- ✓ Select skills based on the trends in your data

Step two: Write the lesson plan

1. Name the skill & align to SEL standard and school-wide expectation
RESPECT: Say My Name, Please
Social Emotional Learning Goal 2/C
2. Introduce the rule/skill
3. Demonstrate the rule/skill
4. Provide acknowledgment and feedback



Teaching Example



Family Partnerships: Families and Learning at Home

- Families practicing general academic and behavioral studies at home
- Help families-to help their children- by providing information and ideas about curriculum-related activities
- Have students explain and give examples of how PBIS works with their family
- Create a PBIS kick-off video and have available for checkout with follow-up activities
- Examples: School-wide expectations and the behavioral matrix

Team Time

Write **Cool Tools-Behavioral Lesson Plans** (Binder page 77)

- Write one cool tool geared towards students in regular education
- Modify one cool tool geared towards students with moderate/severe disabilities (example binder pg. 141)



Create a teaching system

Create a communication system to share with your School/Family/Community (Update **School Based Unified Action Plan (SBUAP)**)

Action Plan Elements: Tier 1/Universal

Day Two

1. Establish procedures for teaching expected behavior
 - Teaching Activity
 - Kickoff Planning
2. Establish a continuum to encourage/celebrate expected behaviors
 - Acknowledgment Plan
3. Establish procedures for discouraging inappropriate behavior
 - Problem Solving & ODR
4. Effective practice
 - Working Smarter Matrix
5. Team Process
 - Create system for effective meetings
6. Outcome data
 - Cost Analysis



Resources

www.pbis.org

www.pbisillinois.org

www.pbssurveys.org

www.swis.org

www.isbe.net

www.iirc.niu.edu

www.istac



Purpose Statement Example

As a result of implementing PBIS at George Washington School we plan to:

- Create a more positive culture in our school/family/community
- Make life in school better for ALL students
- Create consistency among adults
- Identify ALL students in need of support
- Use data to guide our decision-making
- Reduce ODRs
- Strengthen family partnerships



Positive Effects of Family Partnerships

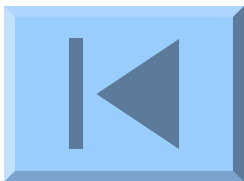
When families are involved...

- students exhibit more positive attitudes and behavior,
- students have more self-confidence, feel school is more important, and tend to do better in school,
- teachers report greater job satisfaction.

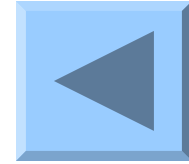
In addition to implementing PBIS, teachers experience improved classroom behavior as they increase knowledge of children's family, culture and community contexts.

(National PTA, 2006)

(Adapted from Christenson, 1996)



Cool Tool Example



School Wide Expectation: **Be Safe**

Name of the Skill: **Appropriate Touch**

PURPOSE OF THE LESSON/WHY IT IS IMPORTANT:

1. To teach appropriate physical boundaries
2. To be safe by reducing physical aggression and increasing social appropriate behaviors

TEACHING EXAMPLES:

1. Teach appropriate touch for school (wave, handshake, high 5).
2. Teach appropriate touch for home/family (hugs, kissing, holding hands).
3. Read Hands Are Not for Hitting
4. Make placemats with students names, handprints, and positive things hands can do.

KID ACTIVITIES/ROLE PLAYS:

1. Ask students to place *Boardmaker* pictures of hugging, kissing, handshakes, handholding in appropriate category: home or school.
2. Ask students to identify and practice positive things that hands can do: clapping, high five, waving, etc...
3. Have students greet each other at morning meeting with handshakes.

FOLLOW-UP REINFORCEMENT/ACTIVITIES:

1. Use *Model Me Kids* video lesson that teaches keeping hands to self (ask social workers to borrow this resource)
2. Redirect students to handshake if they attempt to hug or kiss a staff or peer.

FRMS Total Office Discipline Referrals (Majors)

Sustained Impact

