PBIS and Continuity of Learning: Getting Systems Back up and Running

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Handouts: http://www.pbis.org

Learning Objectives

By the end of this session, you should be able to…

1. Describe the need for systems to reopen our schools
2. Identify specific actions for leveraging the core practices of Tier 1 PBIS to provide high-quality continuity of learning

Handouts: http://www.pbis.org

Thanks and Acknowledgments

- IMPACT Learning
- Educators and families across the country

Handouts: http://www.pbis.org

Riverside, CA
Welcoming students back to school?

What are common reactions to new problems in education?

- Roll out a stand-alone initiative that is done once (if at all) and becomes one more thing teachers are asked to do

A more sustainable approach

- Create safe, predictable, and positive learning environments for all students, regardless of...
  - Need
  - Exposure to traumatic events
  - Learning location

- Assess and provide more support based on additional need
Handwashing compliance drops 8.7% over the course of a 12-hr shift.
Statistically Significant Outcomes of PBIS

- **Reduced problem behavior**  
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Gage et al., 2018; Homer et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

- **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)
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

Freely available: [http://www.pbisassessment.org](http://www.pbisassessment.org)

How inviting are our schools for every student?

Effects of Equity-focused PBIS on Discipline Gaps

- Michigan
  - Payne-Simmons, in press
- Minnesota
  - Osseo School District, 2018
- Oregon
  - McIntosh et al., 2018
- Rhode Island
  - Nkomo & Baker, 2017
- Virginia
  - Loudoun County, 2016
- Wisconsin
  - Swain-Bradway et al., 2019
Equity-focused PBIS Outcomes: OSSs in WI Elementary Schools

(Swain-Bradway et al., 2019)

Equity-focused PBIS Outcomes: ODRs in an OR K-8 School

(McIntosh, Ellwood, McCall, & Girvan, 2018)

Equity-focused PBIS Outcomes: ODRs in a MI Middle School

(Payno-Simmons, in press)

And 5 ways we can use systems to support high-quality continuity of learning
**CORE PRACTICES of school-wide PBIS**

1. **DEFINE**
   - school-wide expectations (i.e., social competencies)

**CRITICAL FEATURES of EFFECTIVE SCHOOL-WIDE EXPECTATIONS**

- Small number (2-5)
- Memorable
- Broad (Cover all expected behaviors)
- Positively stated

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**Check-in Check-out (CICO)**

*Maxanene ho’oestenehese / Maxanene ma’to’seaseese*

(sign-ins when you enter/sign-out when you leave)

Eugene, OR

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**Prairie Mountain Guidelines**

*Somos Prudente Somos Respetuosos We Are Safe We Are Respectful We Do Our Personal Best*

Lame Deer, MT
THE WAY IT WORKS

They become the common language of the school:
- Educators
- Students
- Families

SUPPORTING CONTINUITY OF LEARNING

Maintain consistency of language
Use PBIS systems to teach new hygiene and safety routines

- Define and teach expectations for distance learning
  1. Keep the school-wide expectations
  2. Use online activities as settings
  3. Teach online-specific behaviors
- Tips
  • Use evidence-based practices
  • Attend to equity in access
Using school PBIS systems at home
- Define home expectations
- Create predictable routines
- Give positive feedback
- Model emotional wellness

**DEFINE**
SCHOOL-WIDE EXPECTATIONS

**CORE PRACTICES**
OF SCHOOL-WIDE PBIS

**SUPPORTING CONTINUITY OF LEARNING**

Maintain consistency of language

Use PBIS systems to teach new hygiene and safety routines

Is posting expectations enough?
DEFINE school-wide expectations (i.e., social competencies)

TEACH & PRACTICE prosocial behaviors

THE WAY IT WORKS

Explicit instruction ensures everyone is clear on what is desired, without assuming everyone knows what to do
A roadmap for reopening schools right!

- Devote the first **day, week, and month** to teach and practice prosocial behaviors
  - Everyone teaches routines
  - Use morning meetings, classroom circles
- Monitor discipline data closely for behavior mistakes and **follow-up lessons**
THE WAY IT WORKS

“Whatever you feed, will grow”

- Bishop TD Jakes

When we look for the behavior we want to see, we will see it more often.
How is my driving?

CORE PRACTICES of school-wide PBIS

1. DEFINE school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE prosocial behaviors
3. MONITOR & ACKNOWLEDGE prosocial behaviors

SUPPORTING CONTINUITY OF LEARNING

Use technology to remind us to acknowledge students for social and behavioral successes

Track Positive Reinforcement with Our Be+ App
A free mobile application to remind and track all of the positive reinforcement and pre-corrections you give throughout the day.

FEATURED RESOURCES
Get Positive!

- iOS:
  - https://apple.co/3dEQNZ5

- Android:
  - https://play.google.com/store/apps/details?id=edu.uoregon.embere.x_bpositive

Be+ for Distance Learning

- Guide

- Video
  - https://twitter.com/_kentmc/status/1256947947394134017
DEFINE school-wide expectations (i.e., social competencies)

TEACH & PRACTICE prosocial behaviors

MONITOR & ACKNOWLEDGE prosocial behaviors

RESPOND INSTRUCTIONALLY to unwanted behavior

DISCOURAGE unwanted behaviors

THE WAY IT WORKS

Don't assume that punishment teaches the right way

“Point Positive”
SUPPORTING CONTINUITY OF LEARNING

Reopen school without the public shaming systems in classrooms

- Praise can be public… corrections should be private

Resources for Ditching the Clip!

THE WAY IT WORKS

DEFINE school-wide expectations (i.e., social competencies)

TEACH & PRACTICE prosocial behaviors

MONITOR & ACKNOWLEDGE prosocial behaviors

RESPOND INSTRUCTIONALLY to unwanted behavior

MAKE DECISIONS based on data

Collect it, use it (for decision making), share it!

Data for Ensuring Equity in Continuity of Learning

- Office Discipline Referrals
- Access to technology
- Attendance
- Engagement
- Family reach-outs

Sustainability by Frequency of Sharing Data with All Staff

Supporting Continuity of Learning

Expand the data you use to assess system effectiveness for every student

Collect it,

use it (for decision making),

share it!
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

~80% of Students

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

~5%

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

~15%

~5%

PBIS Positive Behavioral Interventions & Supports

www.pbis.org

Suggestions for CICO adaptations
- Ensure positive adult interactions
- Reassess needs of students
- Revise the card and re-teach
- Include families and other staff
- Plan for flexibility in family capacity

DEFINE school-wide expectations (i.e., social competencies)

TEACH & PRACTICE prosocial behaviors

MONITOR & ACKNOWLEDGE prosocial behaviors

RESPOND INSTRUCTIONALLY to unwanted behavior

MAKE DECISIONS based on data

CORE PRACTICES of school-wide PBIS

SYSTEMS FOR SUPPORTING CONTINUITY OF LEARNING
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